

# **Orientation for New Part B Data Managers**

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# Westat Technical Assistance Activities

- Data managers' meeting
- Assistance on data collection and reporting
- Data verification and data notes
- State profiles of special education
- State information requests
- Studies of data accuracy
- Assistance on data systems
- State analysis grants

# Purposes of Westat Technical Assistance Activities

- Facilitate information exchange between Federal, state, and local special educators on common concerns and goals
- Help states build the capacity to collect valid, reliable, and comparable data
- Help states report the data required under IDEA
- Help state use and understand the data required under IDEA

# Important Web Sites

[www.ed.gov/about/offices/list/osers/osep/index.html](http://www.ed.gov/about/offices/list/osers/osep/index.html)

[www.IDEAdata.org](http://www.IDEAdata.org)

# Data Collection Forms

Table 1: Report of Children with Disabilities Receiving Special Education (Child Count)

Table 2: Personnel Employed To Provide Special Education and Related Services for Children with Disabilities (Personnel)

Table 3: Part B, IDEA Implementation of FAPE Requirements (Educational Environments)

Table 4: Report of Children With Disabilities Exiting Special Education (Exiting)

## Data Collection Forms (cont.)

Table 5: Report of Children with Disabilities Subject to Disciplinary Removal (Discipline)

Table 6: Report of Participation and Performance of Students with Disabilities on State Assessments (Assessment)

Table 7: Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act (Dispute Resolution)

# Due Dates

## November 2008

- 2007 Personnel
- 2007-08 Exiting
- 2007-08 Discipline
- 2007-08 Dispute Resolution

## February 2009

- 2008 Child Count
- 2008 Educational Environments
- 2007-08 Assessment

# Data Elements on All Forms -- Race/Ethnicity

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black (not Hispanic)
- Hispanic
- White (not Hispanic)

## Data Elements on All Forms -- Race/Ethnicity (cont.)

- Children are reported in only one category
- Totals by race/ethnicity must equal section totals from earlier sections (e.g., total child count, exiting, etc.)
- Estimate race/ethnicity within reporting categories
- Reporting percentages

## Data Elements on 4 of 7 Forms (CC, LRE, Exit, Disc) -- Disability

- Specific Learning Disabilities
- Speech or Language Impairments
- Mental Retardation
- Emotional Disturbance
- Multiple Disabilities
- Hearing Impairments
- Orthopedic Impairments
- Other Health Impairments
- Visual Impairments
- Autism
- Deaf-Blindness
- Traumatic Brain Injury
- Developmental Delay (optional)

# Developmental Delay

- Neither States nor LEAs are required to use this category
- States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

# Use of Sampling

- Child Count – Permitted for discrete ages
- Personnel – Permitted
- Educational Environments – Permitted
- Exiting – Permitted
- Discipline – Not permitted
- Assessment – Not permitted
- Dispute resolution – Not permitted

# Child Count Data Collection

- Count of children with IEPs on State-specified date between Oct 1 and Dec 1 (inclusive)
- Report by age year and disability
  - Optional reporting for youth ages 22+
- Report by race/ethnicity and disability for age groups (3-5 and 6-21)

# Common Child Count Data Problems

- States do not use one or more disability categories and do not report that practice in a Data Note.
- States/LEAs are inconsistent from year to year in how they classify students by disability.

# Educational Environments Data Collection

- Educational environments of children with IEPs on child count date
- 3 to 5 year olds
  - Report by age
  - Report by disability
  - Report by race/ethnicity
  - Report by gender
  - Report by limited English proficiency (LEP)
- 6 to 21 year olds
  - Report by disability and age group (6-11, 12-17, 18-21)
  - Report by race/ethnicity
  - Report by gender
  - Report by limited English proficiency (LEP)

# Educational Environments For Ages 3 to 5

- Regular early childhood program
- Special education program
- Home
- Service provider location

# Educational Environments For Ages 6 to 21

- Regular class
- Separate school
- Residential facility
- Homebound/hospital
- Correctional facilities
- Parentally-placed in private schools

# Common Educational Environments Data Problems

- Educational environment totals do not match Child Count totals
- State's classification into LRE categories not consistent with OSEP definitions
- Missing LEP data
- Missing data on percentage of time in regular class/program

# Exiting Data Collection

- Students ages 14 and older exiting special education
- Report by disability and age year
- Report by race/ethnicity
- Report by gender
- Report by LEP
- States MUST use July 1- June 30 reporting period

# Exiting Categories

- Transferred to regular education
- Graduated with a regular diploma
- Received a certificate
- Reached the maximum age for services
- Moved, known to be continuing
- Dropped out
- Died

# Common Exiting Data Problems

- Reporting the student's age at the time of exit instead of on date of child count
- Using a state exit category of "unknown" and NOT reporting these students to OSEP
- Include 22 year olds in total count

# Discipline Data Collection

- Includes children ages 3-21
- Counts cover the entire school year
- No sampling is permitted
- Report by disability
- Report by race/ethnicity
- Report by gender
- Report by limited English proficiency

# Discipline Categories

- Unilateral removals to IAES
  - By School Personnel
  - By Hearing Officer
- Out-of-school suspensions/expulsions
- In-school suspensions
- Total number of disciplinary removals
  - Number of children with removals totaling 1 day
  - Number of children with removals totaling 2 to 10 days
  - Number of children with removals totaling more than 10 days
- Students subject to expulsion
  - Received services
  - Did not receive services

# Common Discipline Data Problems

- State definitions of in-school suspension often depart from OSEP's
- Understanding which removals “count”

# Personnel Data Collection

- As of (or about) child count date
- Report in full-time equivalents (FTE)
- Report special education teachers by highly-qualified status
- Report paraprofessionals by qualified status
- Report related services personnel by certification status

# Common Personnel Data Problems

- Reporting number of personnel rather than number of FTEs
- Inappropriate crosswalking into personnel categories

# Assessment Data Collection – Reading and Math

- Participation
  - Regular assessments on grade level standards
  - Alternate assessments (on grade level standards, on alternate standards)
  - Nonparticipants (out-of-level, parental exemptions, absent, other exemptions)
- Performance
  - Regular assessment on grade level standards
  - Alternate assessments (on grade level standards, on alternate standards)

# Dispute Resolution Data Collection

- Same data previously reported in Attachment 1 of the SPP/APR
- Written, signed complaints
  - Total – issued, dismissed, pending
- Mediation requests
  - Total – held (related to due process/not related), not held
- Hearing requests
  - Total – resolution sessions, hearings, resolved w/o hearing
- Expedited hearing requests
  - Total – resolution sessions, expedited hearings

# Rules for Electronic Reporting

- Submit complete forms
- Do not alter forms
- Resolve discrepancies as indicated by red cells before sending in the data

# ED*Facts* Data Reporting

- States are currently approved to submit CC, LRE and Exiting
- ED will continue to evaluate Exit, Personnel, and Discipline collections in Fall 2008 for congruency
- ED will continue to evaluate Child Count, Environments, and Assessment collections in the Spring of 2009 for congruency
- States should submit these data to both EDEN and DANS
- EDEN Contact Information:
  - U.S. Department of Education Partner Support Center
  - Voice: (877) 457-3336 (877-HLP-EDEN)
  - Fax: (888) 329-3336 (888-FAX-EDEN)
  - TTY/TDD: (888) 403-3336 (888-403-EDEN)
  - Email: [EDEN\\_SS@ed.gov](mailto:EDEN_SS@ed.gov)

# Westat Data Processing Procedures

- Log and receipt data submissions
- Review edit checks
- Notify States that must resubmit
- Run year-to-year change reports

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# Year-to-Year Data Flags -- Utility

- Help evaluate whether year-to-year variation is reasonable or logical
- Provide a check on the data preparation process (e.g. possible data aggregation problems)
- Help identify and document changes in early intervention programs or in state policies

# Year-to-Year Data Flags – How to Respond

- Respond with either:
  - Revised data, or
  - A detailed explanation for the change
- Responses are included in the Data Notes
  - Annual Report to Congress
  - MSIP ranked tables
  - Part B Profiles

# Data Notes

- Respond to flagged changes with a data note - a detailed explanation for the change
- Data notes should:
  - Clearly explain the reason for the change
  - Specify reporting procedures that don't follow OSEP guidelines
  - Specify changes in reporting practices
  - Specify relevant changes to the database

Stay in touch!

Join the Part B ListServ

Email [MaryJob@Westat.com](mailto:MaryJob@Westat.com) and ask to join the  
Part B ListServ

# Westat Contact Information

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