
Special Education Reporting

OAEP Conference

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Overview

- Not all- focus on common problem areas
- Special Education Event Reporting (GE)
- Funding and Reports
- Transfer Students
- Transition (Age 16 & PS) and Graduation
- Office for Exceptional Children (OEC)
Data Monitoring
- Additional Topics?

Who Needs a GE Record?

- Have a disability (all)
- Suspected of disability (all this year)
- Preschool transition (all unless enroll next year- then report next year)
- Autism Scholarship students (all)
- Preschool resident students at ESC (all)

Who Needs a GE Record?

- District placed in non-pub (all)
- K-12 parentally placed in non-pub: NONE
- Resident PS parentally placed in non-pub (all)
- K-23 residents placed elsewhere (except DYS)
- Probably some more... additions?

Who Reports the GE Record?

- Resident District or “Acts” as resident
 - Community School
 - STEM School
 - DYS
- Educating District except for
 - JVSD
 - ESC
 - Contract Career Tech only provider

Reporting Timeframe

- Most get basic range but forget exceptions
 - June 1 to December 1 in K/M, May 31 in N
 - If admit after prior year, events pre June 1
 - If withdrawn in Yearend, events from June 1 to w/d date
- Talk now with SpEd staff RE later events- consider logging all IEP team meetings starting now for checklist- data entered?
- Report reviews with SpEd staff to mid-July
- Proactive, not Reactive!

Reporting Beyond the IEP

- Most immediate impact from GE record is IEP, but...
- All events must be reported!
- ETR will soon have bigger impact
- OEC uses all event types; can impact OEC accountability measures
- OEC has begun to call districts on other types missing from data...

One IEP, Two Outcomes

- Student can only have 1 IEP at a time
- Cannot create 2 IEPs on same day
- If create on 2 days, 2nd can replace 1st
- If 2 outcomes, report as one event
 - Outcome dates cover both outcomes
 - Report outcome that will be in place day IEP is completed
 - If outcome changes by Dec 1 report FN270

PS to KG IEP Example

Team meets May 1 to write IEP that covers remainder of PS year (outcome IEaa) and KG next year (outcome IEbb)

- Reported in Yearend
- Event Date is May 1
- Outcome is IEaa
- Outcome Begin Date is when IEaa starts
- Outcome End Date is when **IEbb ends**
- If IEbb from this IEP in place on Dec 1, report FN270

IEPs with Delayed Start Dates

- NOT best practice, ODE discourages
- Event date – date of meeting
- Outcome begin date can be later
- Outcome end date – not more than a year after begin date

Amendments

- Not reported.
- Does NOT re-set “start/end” dates
- If necessary, use Update LRE Dec 1 code
- If unsure, ask SpEd staff- is this a new IEP, periodic review, or amendment?

Reporting Out of Compliance

- Reasons 1-8 if current record is OOC
- Reason 9 if current OK but prior year record was missing/wrong dates
- Used for Federal reporting and OEC accountability measure, but not funding...
- ...unless data overall is so bad that district is hit with overall penalty

Funding and Reports- Federal

- Federal funding based in part on December 1 count, but many other factors in amount of funds allocated
 - Currently based on past year
 - Community school and non-pub exceptions
- December 1 count just as (if not more) important for Federal accountability
- Pay attention to DEC_CHILD report

Funding and Reports- State

- Data used to validate weighted ADM count (K-23) or FTE towards unit (PS)
- If missing, show as Other or Non-Disab on PASS/PS Units
- October report shows who will not generate additional funding (DISAB_NOT_FUNDED)

Funding and Reports- State

- Yearend report (IEP_NO_FUND) gives heads-up of who is missing IEP event or will need IEP event in Fall for funding (will be adding detail to this report)
- Yearend missing report (MISSING_SE_EVENT) shows students without any GE records (IEP or otherwise) for current year- only impacts data submission goals
- Must understand that each shows a different “view” of data- student may appear on none, just one, or all- any that appear on have an impact somewhere

Transfers with Acceptable Plans

- TETR and TIEP indicate that the IEP team HAS MET and decided to adopt the existing documents with NO changes/modification
- Start date is same as event date; end date same as existing document

Transfers Where Plans Need Modification

- RETR and RIEP indicate the IEP team met and decided to update existing documents.
- May adopt Transfer and later to Review- or could go straight to Review without adopting Transfer

Transfers With Previous Non-Compliance

- Only events that occur **AFTER** a student's admission date to the district routinely count against the district.
- Non-compliance of previous district doesn't transfer
- Do **NOT** report events that took place in previous district, such as consent date

Transition Planning Code

- Represents that district has examined transition plan and it meets OSEP criteria for completeness
- Make sure transition code and other elements are in agreement
 - Grade level next year 12 or 23 or GR?
 - Close record? and w/d as 99 or 41 or ??

Secondary Planning Element

Record Field Number GE170 The result of transition planning on the IEP for students age 14 and above.

- **** Not Applicable
- TPNP Transition Plan Not in Place
- TFYG (FYG-Four-Year Grad) Transition Plan in Place
- TMYG (MYG- Multi-Year-Grad) Transition Plan in Place
- TPCE (PCE – Planned Continuation of Ed services) -- Grade 23 student.

Transition Planning Codes

- The GE 170 element has meaning for any student who is required to have any level of transition planning...in effect every student who is 14 or older or will turn 14 prior to the end of the reporting period.
- Ohio rules require a TRANSITION STATEMENT at age 14, but that statement does not need to be reported in EMIS.
- OEC Monitoring staff will ensure that appropriate transition statements exist as they complete record reviews.

Secondary Planning Options

**** - The student is age 14 or 15, and has a transition statement in place, but not a formal transition plan containing post-secondary goals, or does not have a transition statement.

TPNP - The student is 16, or will have his sixteenth birthday during the effective date span of the IEP being reported, but no formal plan containing post-secondary goals has been created

TFYG, TMYG , or TPCE - A formal plan has been created, and the student is 14 or above.

Preschool Transition

- Transition meeting from Help Me Grow
- Three possible outcomes
 - Disab not suspected, no RFRL: report in district count
 - Disab suspected, not eligible: report How Received V if not otherwise enrolling
 - Disab suspected, ETR, eligible: report all when actually enrolls
- Some V timing concerns with date turns age 3

Graduation or Exiting?

- If students have received services up to graduation, do NOT report them as exiting special education- may have FIEP
- Unless an ETR has determined a student no longer needs services, there should not be an EX code
- If the team decides that a student no longer needs an IEP or services, the outcome of the ETR will be ETEX.

Data Monitoring by OEC

- More formal process than in past
- Following 3 slides from OEC; I have limited additional information
- Slides being shared with SpEd staff at regional meetings
- Process is underway

New Focus on Accuracy

- OSEP visit, found inconsistencies in EMIS data and reviewed records
- OEC must increase monitoring and data verification efforts
- Indicator 20 will have increased prominence
- Increased training opportunities

Data Monitoring

- Part of other monitoring efforts (PACTS and MAR, for example)
- Several individual, problematic districts
- Coordination with data managers from other parts of agency
- May result in finding with required corrective action

Data Validation Procedures As Part of Monitoring

- Random selection of records
 - 20-40 or so student files compared to EMIS
 - 20-40 additional EMIS records validated by comparison to student records



Q & A