



What Special Education Administrators Need to Know

Carole Clancy, Director
March 2025 - Data Summit

Slide 1

BFO

Discipline data isn't covered in great detail, though it is more complicated with 9A and Safe Schools it might get off track more easily than some of the other info driving indicators (Exits and Grad/Drop rate, Placement, Identification, Transition plans)

Frank, Barry J, 2025-03-21T22:30:02.190

Preventative Measures

- Have a basic understanding of Excel
- Partnership between SE data manager and the PIMS manager
- Have a basic understanding of the data points collected and where they pull from in your documents and system.
 - Special Education 101 Session more detail
- Run data reports monthly to reduce errors that accumulate and have staff correct as needed.
- Set Conditions for Ease of Reporting and Limited Activity During Data Pull
- Maintain a yearly chart of [data for comparison](#)

Slide 2

BFO

I would comment on data collection being not just something that happens at 12/1 and 6/30, it is an ongoing process and everything they do plays a part (IEP meetings, ER/RRs, etc.) flow of the information from documents to systems for reporting can help lessen the perceived burden.

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➤ Prior to Collection

- Have a **code sheet** available and visible from work area.
- Have **IU data manager and BSE data manager numbers** visible from work area.
- Run data checks weekly prior to submission to know where areas of concern maybe.
- Review collection schedule with your district calendar and create a district schedule, avoid having to work over Holiday break.
- Meet with your LEA Data Manager to review the collection schedule and timelines. Block time on your calendar to dedicate to the data collection based on district needs.
- Be aware of the potential Spot Checker errors and how to correct them. Spot Checker open way before PIMS open and can do comparison.

Codes

PIMS Special Education Template Valid Values List

Primary Disability (Field 11) and Secondary Disability (Field 12)

2121	Autistic/Autism
2122	Deaf-blindness
2123	Hearing impairment including deafness
2124	Intellectual disability
2125	Multiple disabilities
2126	Orthopedic impairment
2127	Emotional disturbance
2128	Specific learning disability
2129	Speech or language impairment
2130	Traumatic brain injury
2131	Visual impairment including blindness
2132	Other health impairment
2106	Gifted with Disability (Secondary Only)

Amount of Special Education Services (Field 15)

01	Itinerant
02	Reserved (Formerly Resource)
03	Reserved (Formerly Part-time)
04	Full-time
05	Reserved
06	Supplemental Support

Type of Support (Field 17)

01	Learning
02	Life Skills
03	Multi-disabilities
04	Emotional
06	Deaf or Hearing Impaired
07	Speech and Language
08	Physical
10	Blind or Visually Impaired
26	Autistic

Educational Environment (Field 44)

01	Approved Private School (Non-Residential) 4010 Funded Students Or
02	Approved Private School (Residential) 4010 Funded Students Only
05	Public Separate Facility (Residential)
06	Other Private Separate Facility (Residential)
09	Hospital/Home Bound
12	Public Separate Facility (Non-Residential)
14	Out of State Facility
15	Instruction in the Home
16	Other Private Separate Facility (Non-Residential)
18	Correctional Facility
19	Inside the regular class 80 percent or more of the day
20	Inside regular class no more than 79% of day and no less than 40% of Special Education Outside the Regular Class At Least 21% of the Day
21	Inside regular class less than 40 percent of the day (formerly Special Education Outside the Regular Class More than 60% of the Day 61% or more)

Reason for Exiting Special Education (Field 52)

01	Graduated with Regular High School Diploma
02	Received a GED
03	Reached Maximum Age (age 21)
04	Dropped Out
05	Transferred to Regular Education
06	Moved out of PA, known to be continuing
09	Died
99	Moved within PA, known to be continuing

During Collection

- When working on pulling the submission, try to arrange a condition where there will be minimal people working in the system.
 - System lock out
 - Window of arranging timing of IEPS so activity in system is reduced.
- Ensure the SIS data and the SE data match.
 - [V Look Up \(Vlookup "cheat sheet"\)](#); XLOOKUP (excel 2021 or later)
- Begin the data correction by correcting everything in the system first and then pulling new extracts. Use the SANDBOX.
- Once you feel the extract is systemically clean with scattered errors, make corrections in the extract and correct the system.

Slide 5

BFO

Added a link to Microsoft's quick reference card for vlookup, added Xlookup as an option.

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V-Look Up Process

VLOOKUP Example (Student ID – Unique Common Value in Both Systems)

SIS Data

	A	B	C
1	Student ID	Grade	Race
2	123456789	9	3
3	234567890	8	5
4	345678901	11	4

Special Education System Data

	A	B	C
1	Student ID	Grade	Race
2	123456789	9	3
3	234567890	7	5
4	345678901	10	5

Combined Data

	A	B	C	D	E
1	Student ID	Grade	SIS Grade	Race	SIS Race
2	123456789	9	9	3	3
3	234567890	7	8	5	5
4	345678901	10	11	5	4

SIS Grade =VLOOKUP(A2,'SIS Data'!A2:C4,2)

SIS Race =VLOOKUP(A2,'SIS Data'!A2:C4,3)



X-Look Up Process

SIS Data

	A	B	C
1	StudentID	Grade	Race
2	123456789	9	4
3	234567890	8	5
4	345678901	10	5
5	456789012	6	6
6	567890123	10	4
7	678901234	12	3

Special Ed System Data

	A	B	C
1	StudentID	Grade	Race
2	123456789	9	3
3	234567890	7	5
4	345678901	10	5
5	456789012	6	4
6	567890123	11	4
7	678901234	12	3

Matching field

Combined Data

	A	B	C	D	E	F	G	H
1	StudentID	Grade	SISGrade	Race	SISRace		Column C Formula	Column E Formula
2	123456789	9	9	3	4		=XLOOKUP(A2,SISID,SIS!B:B)	=XLOOKUP(A2,SISID,SISRace)
3	234567890	7	8	5	5		=XLOOKUP(A3,SISID,SIS!B:B)	=XLOOKUP(A3,SISID,SISRace)
4	345678901	10	10	5	5		=XLOOKUP(A4,SISID,SIS!B:B)	=XLOOKUP(A4,SISID,SISRace)
5	456789012	6	6	4	6		=XLOOKUP(A5,SISID,SIS!B:B)	=XLOOKUP(A5,SISID,SISRace)
6	567890123	11	10	4	4		=XLOOKUP(A6,SISID,SIS!B:B)	=XLOOKUP(A6,SISID,SISRace)
7	678901234	12	12	3	3		=XLOOKUP(A7,SISID,SIS!B:B)	=XLOOKUP(A7,SISID,SISRace)

Slide 7

BFO

Added example of Xlookup with syntax. I also have named ranges here, don't want to get too technical, but they help ensure that the arrays have the same number of rows for the lookup and return values.

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Data Verification Prior to Submission

- Take the Extract and filter areas through **EXCEL filter system**.
 - LRE-Speech?
 - Disability
 - Building-classes?
 - **Percentages-zeros**

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)
 To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Non Disabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom: ____ % of the day	Using the calculation result - select the appropriate percentage category <input type="checkbox"/> INSIDE the Regular Classroom 80% or More of the Day <input type="checkbox"/> INSIDE the Regular Classroom 79-40% of the Day <input type="checkbox"/> INSIDE the Regular Classroom Less Than 40% of the Day

- **PIVOT Table**
- Compare with your prior years' data to ensure it is within trend. If not, "play detective."
- When the SIS and SE data match and you are confident with the content, submit.



Excel Tools for Support

Filter Systems

The screenshot shows the Excel interface with a PivotTable filter applied to the 'Amt of SE Servi' column. The ribbon's 'Filter' button is highlighted. The data table below shows the following columns: Student ID, School Num, Primary Disab, Amt of SE Servi, Educ Envi, Ed Env, Service Provi, and Location of SE Servi.

Pivot Table

The PivotTable Fields task pane shows the following configuration:

- Fields to add to report:**
 - Student ID
 - School Number
 - Primary Disability
 - Amt of SE Services
 - Educ Environ
 - Ed Env Pct
 - Service Provider
 - Location of SE Services
- Drag fields between areas below:**
 - Filters:** (Empty)
 - Columns:** Primary Disability
 - Rows:** School Number
 - Values:** Count of Student ID

Count of Student ID	Column Labels	2121	2123	2124	2125	2126	2127	2128	2129	2131	2132	Grand Total
Row Labels	1000	5	2	1	1		3	22	16		24	74
1001	2						2	15	13	1	24	57
1002	6	4	7	2	1	3	21	12			22	78
1003	5		9			2	74	7			29	126
1004	25	1	1		1	21	77	10	1	64		201
1005	1	3						28	25		5	62
1006	35	2	17				50	218	5	1	105	433
9999	27	3	18	2	1	30	86				37	204
Grand Total	106	15	53	5	3	111	541	88	3	310		1235

Excel Tools for Support

Pivot Table

Count of Student ID	Column Labels										
Row Labels	2121	2123	2124	2125	2126	2127	2128	2129	2131	2132	Grand Total
1000	5	2	1	1		3	22	16		24	74
1001	2					2	15	13	1	24	57
1002	6	4	7	2	1	3	21	12		22	78
1003	5		9			2	74	7		29	126
1004	25	1	1		1	21	77	10	1	64	201
1005	1	3					28	25		5	62
1006	35	2	17			50	218	5	1	105	433
9999	27	3	18	2	1	30	86			37	204
Grand Total	106	15	53	5	3	111	541	88	3	310	1235

Double-click on one of the numbers and you get a detail list of the records that match the intersection

PivotTable Fields

Choose fields to add to report:

Search

- Student ID
- School Number
- Primary Disability
- Amt of SE Services
- Educ Environ
- Ed Env Pct
- Service Provider
- Location of SE Services

More Tables...

Drag fields between areas below:

Filters

Columns: Primary Disability

Rows: School Number

Values: Count of Student ID

Details for Count of Student ID - School Number: 1004, Primary Disability: 2129

Student ID	School Number	Primary Disability	Teacher	Amt of SE Services	Educ Environ	Ed Env Pct	Service Provider	Location of SE Services
100000052	1004	2129	Morgan	1	19	97	101261103	1004
100000059	1004	2129	Liam	1	19	95	101261103	1004
100000241	1004	2129	Abigail	1	19	94	101261103	1004
100000247	1004	2129	Zayden	1	19	99	101261103	1004
100000345	1004	2129	Savannah	1	19	96	101261103	1004
100000523	1004	2129	Addison	1	19	99	101261103	1004
100000584	1004	2129	James	1	19	98	101261103	1004
100000611	1004	2129	Hiroshi	1	19	80	101261103	1004
100000828	1004	2129	Dylan	1	19	99	101261103	1004
100000984	1004	2129	Aiden	1	19	97	101261103	1004

Slide 10

BFO

Added example of the detail display drill down.

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➤ After Collection

- For the comparison report, look for errors and use your submitted file to review for accuracy and then areas of concern.
- Make corrections in File and make corrections in system.
- Duplicates-Looking for where two or more districts are reporting same student. Refer to Data Training Materials for clarity.
- Are they really drop-outs?

PIMS Sample Error Code Sheet

1. Special Education - Educational Environment is 19, 20, or 21, Service Provider Location is invalid

Logic: If Ed Env (field 44) = 19, 20 or 21, then SP Loc (field 71) must equal a valid 4-digit building code.

Exceptions – Location of Services setting is cyber or community based.

19, 20 or 21 are valid codes – Request Data Exception

2. Student -District Code of Enrollment validation

Logic: AUN of Enrollment (field 217) must be a valid AUN of a PIMS reporting agency (SD, CS, IU, CTC, APS, PRRI, SJCI).

If the student is receiving the majority of their core academic education from a NON-PIMS reporting agency enter YOUR AUN in field 217.

No Exceptions

3. Student - Cannot have both GIEP and IEP

Logic: If Special Education (field 38) = Y, then Gifted (field 80) cannot equal GY (Gifted, has an GIEP)

Students cannot have both an IEP and a GIEP. If the student has an IEP and is also receiving gifted services through the IEP, then use code GS

No Exceptions

4. Educ Environment not 19, 20, or 21, Educ Environment Percentage must be blank

Logic: If Educational Env (field 44) does not equal 19, 20 or 21, then Ed Environ Pct (field 49) must be blank.

If Part B of Section VII of the IEP is completed, then no Educ Environment Pct should be calculated

No Exceptions

5. Special Education - (Primary Disability = Challenge Type)

Logic: At the time of the Special Education Template upload (12/1 and July), Primary Disability (field 11) must equal Challenge Type (field 34).

If an LEA is receiving this error, most likely the SIS and Special Ed Systems do not match.

No Exceptions

1. You LRE code is not matching to a valid Location Code

2. Student needs to be enrolled in a valid agency with valid AUN number. (EDNA)

3. Student cannot have both GIEP code and IEP code.

4. If B Graph is completed, then Educational Percentage should be blank.

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)
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SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

- Approved Private School (Non Residential) _____
- Approved Private School (Residential) _____
- Other Private Facility (Non Residential) _____
- Other Private Facility (Residential) _____
- Other Public Facility (Residential) _____
- Other Public Facility (Non Residential) _____
- Hospital/Homebound _____
- Correctional Facility _____
- Out of State Facility _____
- Instruction Conducted in the Home _____

EXAMPLES for Section A: How to Calculate PennData-Educational Environment Percentages

5. Primary Disability Type in SE collection, must match Challenge Type in SIS



Comparison Reports

Comparison Reports are important to ensure review of data for accuracy and completeness. Comparing year to year allows for quick analysis for errors or trends.

Reports were modified this year to include drop-down options for response as well as an option for "Other" with text.

Justification	Example
Current year incorrect - changes made in PIMS	Data submitted this year is missing students or has incorrectly reported students. All data changes must be made in PIMS.
Movement to/from another educational entity	Changes in student count are due to movement of students between the SD/CS and another entity such as a Cyber/Charter/Private School. This could include changes in student location associated with the Covid-19 pandemic or changes in out-of-district placement.
Population changes in community or school	Changes in special education counts reflect changes in LEA total enrollment or in the community at large. This may include fluctuations of transient populations.
Graduation or other exit reason	Changes in counts are due to students exiting special education - includes graduating, dropping out, returning to regular education, etc.
Growth of school or new program initiative	Changes are due to school growth such as addition of a grade/classroom or growth of a recently opened CS. This could also include a new program initiative. Examples: new autistic support classroom, positive behavioral supports, life skills program, etc.
Newly identified or re-evaluated students	Changes are due to addition of newly identified students. This may include EI to School Age transition, new evaluations, re-evaluations, or other changes to the child find process.
Small change, typical variation	Small changes are not attributed to any specific program or demographic shift. These changes are small in number and represent normal year to year variation.
Other (provide comments)	Changes are due to a reasons not listed above. Please provide comments.

Slide 13

BFO

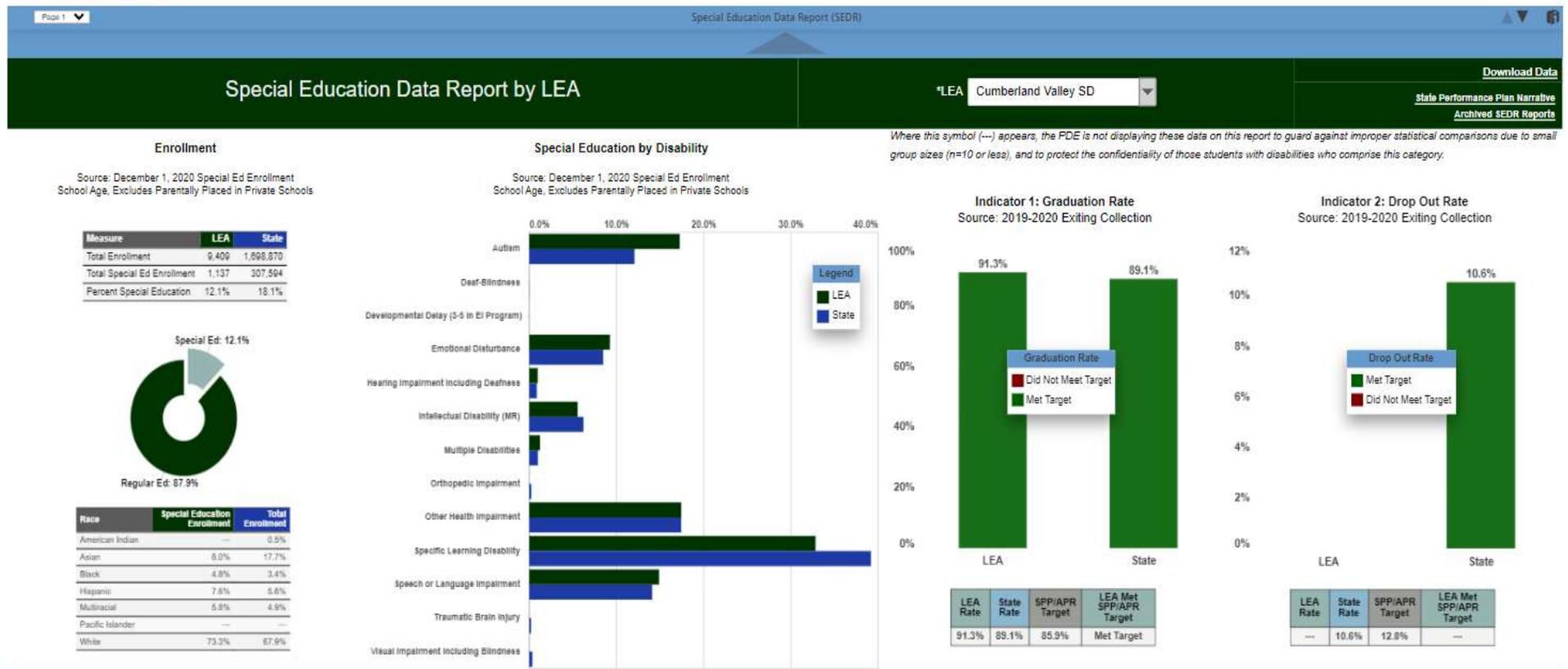
I put together a quick tool that builds on pivot tables and works similarly to a “customized comparison report”

Frank, Barry J, 2025-03-21T22:21:59.379

Special Education Data Report Dashboard

Link to Dashboard: <https://penndata.hbg.psu.edu/Public-Reporting/SEDR-Report-Dashboard>

SEDR Reports Dashboard



Act 16/Funding Commission

1. Three-year average of student headcounts in each cost category
2. Post Act 16 and Contingency Report Publicly
3. Subset 1a of reporting of \$1-\$5,042.29
4. Revision to the formula weights
5. Look at data in place from June 1 prior year
6. Change in the Inflation Metric
7. Commission Reconvene in January 2024

Code	Description	Category
0	\$1.00 - \$5,042.49	Category 1A special education funding formula
1	\$5,042.50 - \$27,535.15	Category 1B special education funding formula
2	\$27,535.16 - \$55,070.31	Category 2 special education funding formula
3	\$55,070.32 - \$82,605.51	Category 3A special education funding formula
4	\$82,605.52 and over	Category 3B special education funding formula



Slide 15

BFO

May want to mention we presented at PASBO and this was one of the topics covered, so they should not be surprised if their Business Office asks about this.

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▶ Act 16 Submission Needing Corrections

\$1.00 - \$5,042.49	\$5,042.50 - \$27,535.15	\$27,535.16 - \$55,070.31	\$55,070.32 - \$82,605.51	Over \$82,605.52
*	163	*	*	*
*	27	*	*	*
*	*	*	*	*
*	77	*	*	*
*	335	*	*	*
*	442	*	*	*
*	342	35	*	*
*	*	*	*	*
20	595	120	23	37
514	592	*	*	*
574	184	11	*	*
*	218	22	*	*
*	165	*	*	*
*	24	*	*	*
3526	2981	98	41	*



Slide 16

BFO

I have another workbook that can be used to compare template data do some of this review as well.

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Significant Disproportionality Dashboard Screenshots

Summary Screen

IDENTIFICATION						
All Disabilities	Autism	Emotional Disturbance	Intellectual Disability	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment
✓	✓	✓	✓	✓	✗	✓
PLACEMENT						
		Inside Regular Class <40% of the Day		Separate School		
		✓		✓		
DISCIPLINE						
	In School Suspension <= 10 Days	In School Suspension >10 Days	Out of School Suspension/Expulsion <= 10 Days	Out of School Suspension/Expulsion > 10 Days	Total Removals	
	✓	---	✗	---	✓	

Significant Disproportionality

Significant Disproportionality XYZ School District Test Specific Learning Disability Identification



RISC

RISC Data Export Features for LEAs

RISC : Allows LEAs to Create an export file for the following Data Fields by Year:

IEP Information

- Out of Compliance
- Was Law Enforcement/Handcuffs Involved in the restraint
- Was the Child Charged in a Safe Schools Offense
- Date of Parent Notification
- Was Use of Restraint Listed in IEP
- IEP Team Mtg. Date
- Was Mtg. Held w/in 10 School Days
- Date Waiver Signed
- FBA
- Initial Evaluation
- Reevaluation
- New Behavioral Support Plan
- Revised Behavioral Support Plan
- Change of Placement
- IEP was reconvened – Related services and / or SDI were modified
- IEP was reconvened, NO current changes at this time

RISC

RISC Data Export Features for LEAs

RISC : Additional Data Export Fields LEAs can utilize

Select a report to run

Students Restraint Injury Percentage

Create an Export File

Print a Restraint From Previous School Year

Dropdown Maintenance

LEA Buildings

Questions?



Carole L. Clancy, Director
Bureau of Special Education