

Special Ed 101

SPECIAL EDUCATION DATA REPORTING

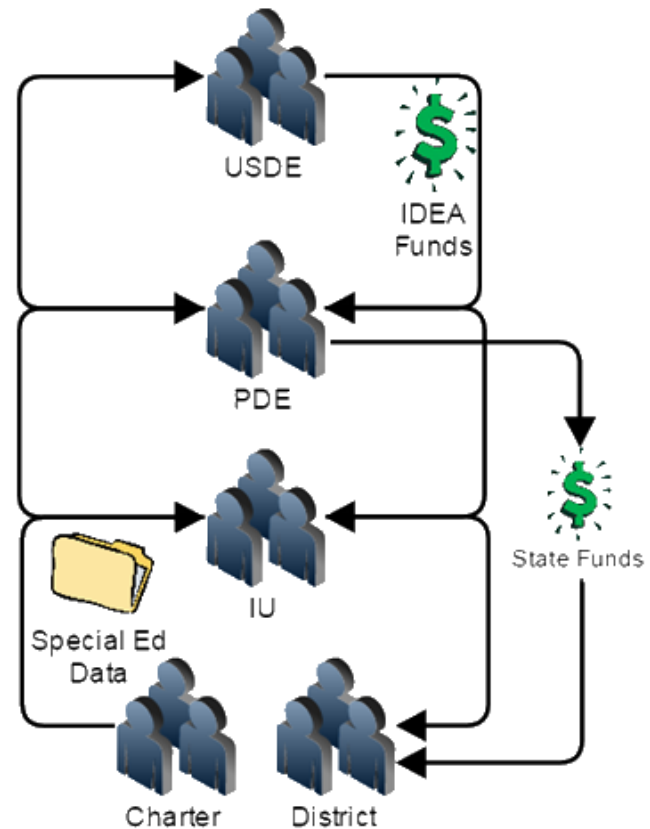
MARIE LINK

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Why is the data collected?

Federal IDEA funding
State Performance Plan
Annual Performance Report
Special Education Data Reporting Targets
Compliance Monitoring
Corrective Action
LEA Determinations
Significant Disproportionality



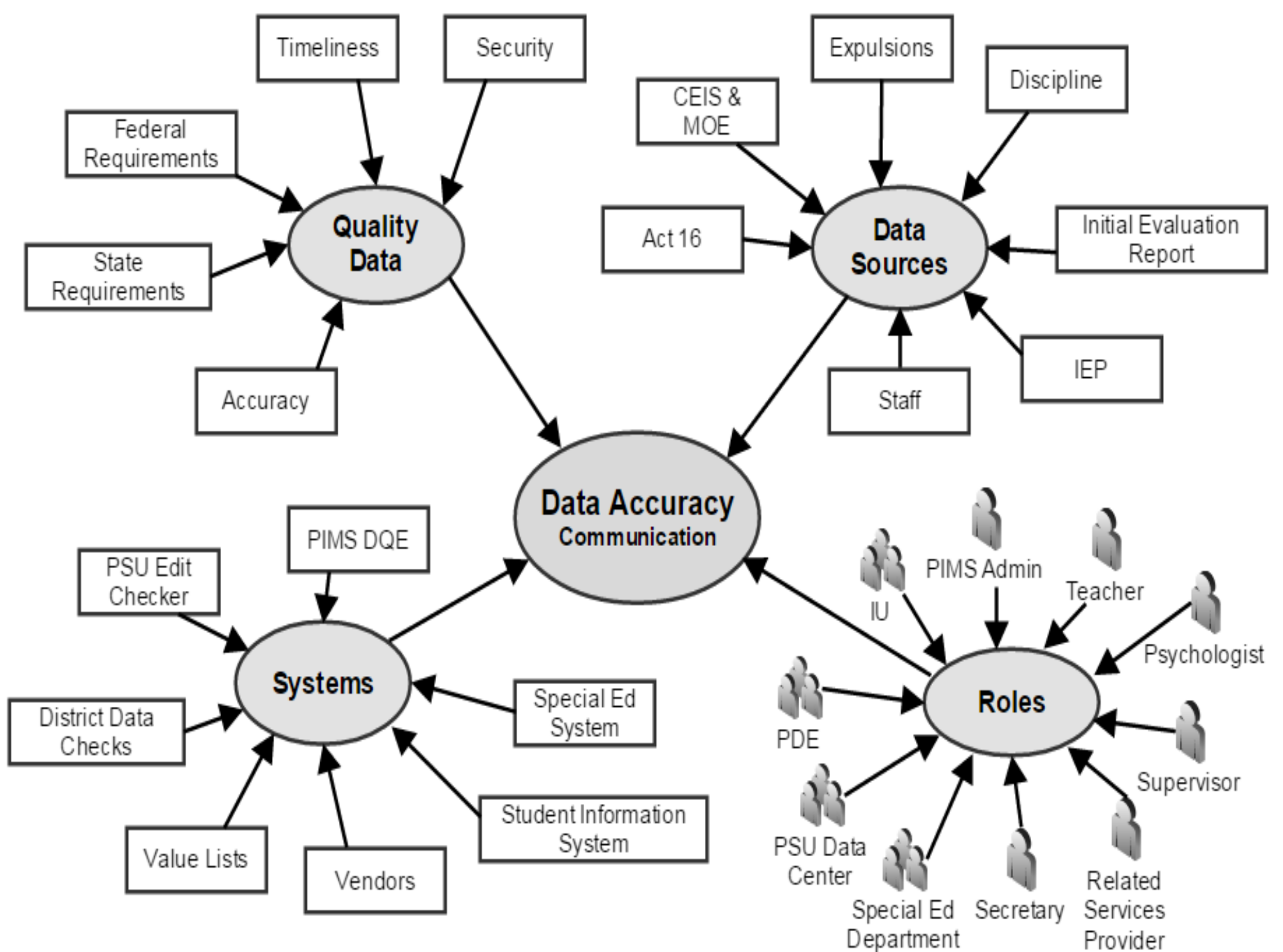
Data Sources

Special Education Departments (SE Snapshot, Student Template, Table 8A)

- Directors, Secretaries, Teachers, Psychologist
- IEP
- Initial Evaluation Report (ER)
- Re-evaluation Report (RR)
- Notice of Recommended Educational Placement (NOREP)

Human Resources/Business Department Staff (Personnel Tables 1-3)

Principals/Counselors/Safe Schools - Discipline Table 9A



Special Education Reporting

PIMS Collection 1: Act 16: Cost per Special Ed Student

- Student Fact Template

PIMS Collection 2: December 1

- Special Ed Snapshot

Special Education Personnel

- Personnel Tables 1-3

PIMS Collection 4: Summer Transition/Exiting

- Special Ed Snapshot

PIMS Collection 6: Safe Schools Discipline/Special Ed Table 9A

- Incident templates

Table 8A: Report of Children with Disabilities Evaluated during the year

Special Education Reporting Submission Summary

PIMS submission only:

- Collection 1: Act 16: Student Fact Template/Student Template (Prior SY) - October

PIMS and/or PennData Spotchecker

- Collection 2: December 1: Special Ed Snapshot/Student Template
- Collection 4: Summer Transition/Exiting: Special Ed Snapshot/Student Template - July
- Collection 6: Safe Schools Discipline: PIMS - Safe Schools discipline/incident templates and PennData - Special Ed Table 9A (required) - July

Penn Data Spotchecker Submission only through IU PennData Manager

- Special Education Personnel: Personnel Tables 1-3 - January
- Table 8A – July/Quarterly

Data Flow Process

The data flow processes can be found in the respective Resource Guides

- December – Special Education Child Count Data
- July – July Submission and Table Submissions

LEA's send data files to IU to run through the Spot Checker

- **Special Ed snapshot and student template submitted to PIMS**

PSU creates comparison reports by LEA. IU sends comparison reports to LEAs

- Comparison reports are utilized to verify accuracy of LEA submitted data
 - Errors/discrepancies are corrected via resubmission (Spot Checker/PIMS)
- Throughout the process, reports are verified/justified/signed off on

PSU submits to USDE

Sample Error Report from Special Education Data Reporting (PennData) Spot Checker

ERROR Set 1			
District Code	Student ID	File	Error Message
108999999	0889999999	Student	Student ID and District Code only found in one file
108999999	0333999999	SpecEdSnap	Student ID and District Code only found in one file

ERROR Set 2						
PAsecureID	Last Name	First Name	File	Field Number	Field Value	Error Message
0123456789	SMITH	JOSEPH	SpecEd Snap	44		Educational Environment must be 19, 20, or 21 if Location of Spec 16Ed Services (field 71) is a valid 4-digit code
0123356789	WAYNE	BRUCE	SpecEd Snap	49		If Educational Environment is 19, then Educational Environment 40Percentage must be greater than or equal to 80
0123456789	RUCKER	DARIUS	SpecEd Snap	71		0Location of Special Education Services is blank or invalid

WARNING Set 1						
PAsecureID	Last Name	First Name	File	Field Number	Field Value	Error Message
0123356789	WAYNE	BRUCE	SpecEd Snap	71	Bridge	WARNING: Location of Special Education Services must be a valid 4-digit code, 'CYBER', or 'COMMUNITY-BASED' if Educational Environment (field 44) is 19, 20, or 21. PIMS will require a Data Exemption Request.

Who Does Not Submit Special Ed data?

- IU – Intermediate Unit
- Educating School District (if different than the Resident School District)
- APS – Approved Private School
- County Prison
- CTC – Career Technology Center
- PRRI – Private Residential Rehabilitation Institution
- SJCI – State Juvenile Correction Institution

- Settlement Agreements



Who Submits Special Ed data?

School District of Residence (of legal custody)

Who Else Submits:

- Charter School
- Foster Parent Home District (1305)
- Facilities and Therapeutic Fosters (1306) – District of Natural Parent Reports

You Do Not Submit These Students for SE:

- Students educated in state adult and state juvenile correctional facilities. (These are reported by PA Department of Corrections Education)
- Wards of State
- Settlement agreement



Out of District Placements

- Residential placement: Did you acknowledge the 4605
- Who is providing the special ed services (Field 70: service provider)
- Where is the student receiving the special ed services (Field 71: location of special ed services)
- Educational Environment
- Approved Private Schools (APS)
 - October Student Data Set How-to Guide page 10
 - 4010-funded: reported by both the APS and referring LEA regarding enrollment and October student snapshot
 - Not 4010-funded: treat like a Licensed Private Academic School – APS not PIMS reporting.
- Noneducational Agency Placement field



Best Practices

Accuracy starts with student enrollment

Check/Analyze data monthly

Sync SIS and Special Ed systems

Keep data current in systems – IEP, ER, RR, exit data, discipline data, staff

Plan timelines so IEPs are not due at the end of November

Being cognizant of submission timelines when exiting students from services

December vs. July Submissions

December Submission

Child Count

- Active Students with a valid IEP on December 1
- PIMS Special Ed Snapshot
- PIMS Student Template

Personnel Tables 1-3

- Staff contracted/employed around 12/1

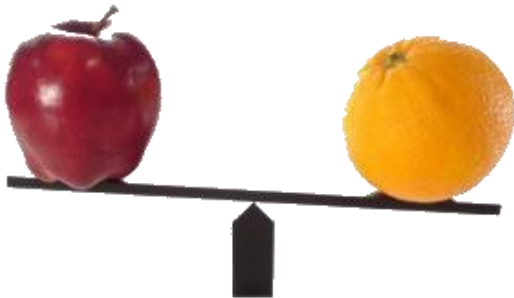
July Submission

- Students 14 yo or older/younger only with Transition Plan
- Exiting Special Ed during school year (7/1 - 6/30)
- PIMS Special Ed Snapshot
- PIMS Student Template

Supplemental Tables

- Initial Evals (Table 8A)*
- Discipline (Table 9A)

* On cyclical monitoring year.



July - Special Considerations

Data as of last day enrolled

Reached Maximum Age vs. Graduated

- Day before turn 22

Summer Grads before 6/30

- Graduation Code G
- Enrollment record: required

“Super Seniors”

- Summer Grads after 7/1
 - Graduation Code: S
 - Enrollment record: not required
 - Reported in the next SY Special Ed Summer Submission

PIMS Student Template and Special Ed Snapshot Template

Special Ed Indicator (Field 38)

- For 12/1, must be a “Y”
- For Summer submission, can be a “Y” or “E”

Challenge Type (Field 34)/Primary Disability (Field 11)

Race/Ethnicity (ST-Field 27; SES-Field 80)

LEP Status (EL Status)

Location Code – Field 2

Special Ed Template

Field sources

- Primary/Secondary Disability (Field 11/12): ER/RR
- Amount/Type of Special Ed Services (Field 15/17): IEP Section VII, B
- Educational Environment/Percentage (Field 44/49): IEP Section VIII, A or B
- Service Provider (Field 70): From data in SIS or Special Ed system (only on IEP – Section VIII-B if student is educated outside of a regular school building for more than 50% of the day) -AUN/Name of facility providing service
- Location Special Ed Service (Field 71): IEP VII, C or VIII, B
- Date Exited (Field 34): NOREP
- Reason for Exiting (Field 52): NOREP or non IEP team movement

PIMS Special Ed Snapshot

Field	Description	Location
70	Service Provider	From data in SIS or Special Ed system (only on IEP – Section VIII-B if student is educated outside of a regular school building for more than 50% of the day) -AUN/Name of facility providing service
71	Location of Special Ed Service	VII-Education Placement – C – Name of School building where IEP will be implemented or VIII - B

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 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) SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Approved Private School (Residential) SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Other Private Facility (Non Residential) SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Other Private Facility (Residential) SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Other Public Facility (Residential) SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Other Public Facility (Non Residential) SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Hospital/Homebound SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Correctional Facility SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Out of State Facility SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider
- ☐ Instruction Conducted in the Home SPECIAL ED SNAP: FIELD 71: Location, may also be Field 70: Service Provider

IEP – VII. Educational Placement

C. Location of student's program

Name of School District where the IEP will be implemented: _____

Name of School Building where the IEP will be implemented: _____
(SPECIAL ED SNAP: FIELD 71:LOCATION OF SPECIAL ED SERVICES)

Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

☐ Yes

☐ No. If the answer is "no," select the reason why not.

☐ Special education supports and services required in the student's IEP cannot be provided in the neighborhood school

☐ Other. Please explain:

PIMS Special Ed Snapshot

Field	Description	Location
45	Transition IEP Status Code	III – Transition Services
73	TRANS IEP (COMP INT PAID WORK EXP)	III – Transition Services
74	TRANS IEP (JOB COACHING)	III – Transition Services
75	TRANS IEP (COMP INT EMP GOAL)	III – Transition Services
76	TRANS IEP (COMP INT EMP)	SAAFP

Staff Tables (as of 12/1)

Table 1

- Special Ed Teachers and Paraprofessionals providing services to children with disabilities, Ages 3-5
- Fully Certified/Qualified vs. Not Fully Certified/Qualified

Table 2

- Special Ed Teachers and Paraprofessionals providing services to children with disabilities, Ages 6-21
- Fully Certified/Qualified vs. Not Fully Certified/Qualified

Table 3

- Personnel providing related services for children with disabilities, Ages 3-21
- Fully Certified / Not Fully Certified

Scenarios

For scenarios mapping out different placement types, please see the Special Education

[How To Guide](https://www.education.pa.gov/DataAndReporting/PIMS/Resources/Pages/HowtoGuides.aspx)

(<https://www.education.pa.gov/DataAndReporting/PIMS/Resources/Pages/HowtoGuides.aspx>)

Resources

Intermediate Units

PIMS Manuals:

- <https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx>
- Volume 1 - Domains
- Volume 2 - Appendix (where you will find specific codes)

Special Education Data Reporting (PennData) Website:

- Contains: Special Education Resource Guide/July Submission Guide/State Performance Plan/Table Templates (including one for 8A)
- <http://penndata.hbg.psu.edu/>
- Special Education Data Reporting (Penn Data) Managers:
<https://penndata.hbg.psu.edu/Home/IU-Contacts>

Edna Website:

- <http://www.edna.pa.gov/Screens/wfHome.aspx>

Questions?

Be sure to reach out to your
IU Data Manager!

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