Indicator 6: Promoting Accurate Reporting

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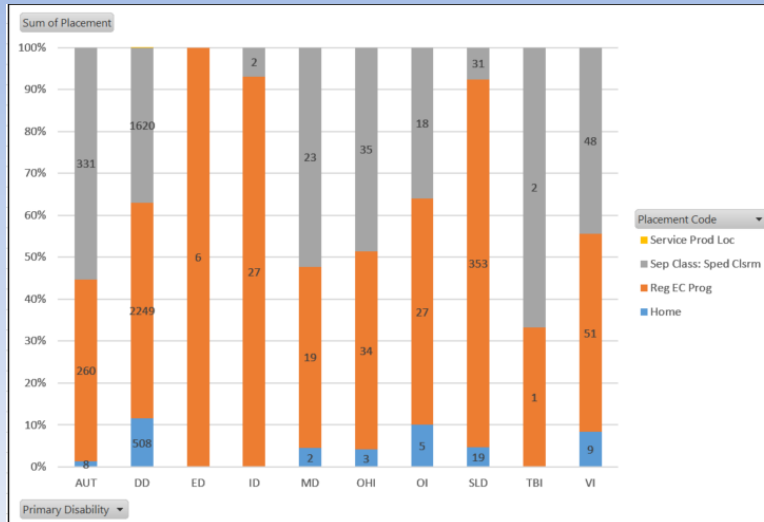
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Student Information Processes and Procedures

- What monitoring processes and checks and balances are in place to ensure the accuracy and integrity of the data?

- Who is responsible?

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What is your role in data collection and monitoring and ensuring accuracy for Indicator 6?

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Questions to Ask

- Where does the single data point begin?
- How is the student information entered?
- How is the student information maintained?
- How is the student information extracted?

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Where does the Data Originate?

- The December 1 child count reports data on all students with an ACTIVE IEP on December 1

- IEP data are from
  - special education referral data
  - child study data
  - eligibility data

- Where does your Indicator 6 data originate?
- Trace the data to the beginning

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Data Entry

- Data entry begins when a student is referred for an evaluation or transfers with an existing IEP

- What procedures are in place with regard to special education student information?

  – Who is responsible for entering the data into the IEP system?
  – What monitoring procedures are in place for checking the accuracy of the data **when it is entered?**

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Data Maintenance

- What are the processes for ensuring that IEP information is current and accurate?
  – Frequency of updates (i.e., weekly, monthly)

- How are data reported from the school level to the division level?

- Who are the individuals responsible for reporting school level data to the division?

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Data Extraction and Submission

- Who at the division level is responsible for extraction?

- Who at the division level is responsible for submission to DOE?
  - Who is responsible for checking the accuracy of the data prior to submission?

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Key Points

- Identify current procedures, processes, and individuals responsible for entry of special education data

- Modify and implement new procedures if necessary

- Meet with staff frequently and communicate expectations, roles, and responsibilities

- Create a monitoring system with timelines

- Train all who have data entry responsibilities.

- Check and recheck you data!

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# Review Data and Identify Potential Concerns or Problems

- VDOE Special Education Performance Plan Data Profile Critical Area Self-Assessment Questions: Indicators 5 and 6
  - Does the Child Count data equal your total count for Educational Environments?
  - Are there any discrepancies, unusual patterns?
  - Are there incorrect ages reported?
  - Are there MAJOR changes from the previous year that are not accounted for (e.g., race, disability categories)?
  - Are there blank fields?

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Indicator 6 Resources

- Indicator 6 Decision Tree
- Educational Environments for Children Birth-Five: Instructions
- Educational Environments for Children Birth-Five: Questions and Answers

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Indicator 6 Webinars

- http://www.doe.virginia.gov/special_ed/early_childhood/data/index.shtml

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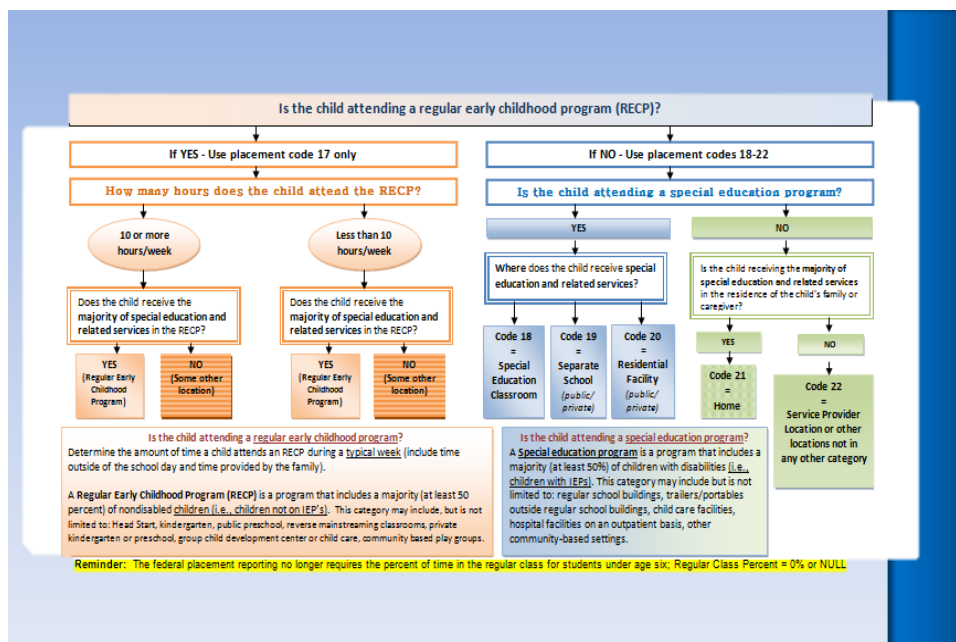
Information Gathering

- Gather Information to determine "Does the child attend a regular early childhood program?"
  – Ask the family to list and describe programs the child attends outside of school.
  – List and describe programs where the child attends provided by the LEA.
- Update as needed

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QUESTION 1)
Is the Child Attending a Regular
Early Childhood Program (RECP)?

If yes, use
placement code 17

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For the Child Attending a Regular Early Childhood Program…

…determine whether the child attends a regular early childhood program **"at least 10 hours per week" or "less than 10 hours per week."**
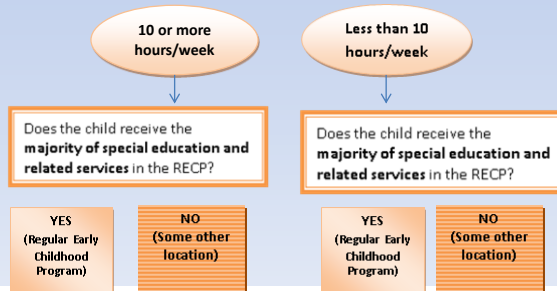
Add both the hours provided by the family as well as the LEA.

10 or more hours/week

Less than 10 hours/week

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For the Child Attending a Regular Early Childhood Program…

…answer the question **"Does the child receive the majority of his/her special education and related services in the RECP?"**

*Do NOT consider services provided by family

10 or more hours/week

Less than 10 hours/week

Does the child receive the **majority of special education and related services** in the RECP?

Does the child receive the **majority of special education and related services** in the RECP?

YES (Regular Early Childhood Program)

NO (Some other location)

YES (Regular Early Childhood Program)

NO (Some other location)

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QUESTION 2)
Does the child attend a special education program?

If yes, use
placement codes
18, 19, or 20

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For the Child who does NOT Attend a Regular Early Childhood Program AND Attends a Special Education Program

Code 18:	Special Education Classroom
Code 19:	Separate Special Education School
Code 20:	Special Education Residential

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QUESTION 3)
Is the child receiving the majority of special education and related services in the residence of the child's family or caregiver?

If yes, use
placement code 21
If no, use
placement code 22

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For the Child who does NOT Attend a Regular Early Childhood Program and Receives the Majority of Special Education and Related Services in the Home or Service Provider Location

| Code 21: | Home |
| Code 22: | Service Provider Location or other locations not in any other category |

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Indicator 6 Application

- https://b6tools.ideadata.org/

- https://b6tools.ideadata.org/states.html
  - Virginia
  - Decision Tree

Scenarios

- https://b6tools.ideadata.org/VA/scenarios.html

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How will you use these tools?

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How can the State help you
with Indicator 6 and accurate
reporting?

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WHAT ARE YOUR
QUESTIONS?

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Web Resources

Indicator 6
http://doe.virginia.gov/special_ed/early_childhood/data/index.shtml

December 1 Child Count
http://doe.virginia.gov/info_management/data_collection/special_education/index.shtml

Performance Reports
http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2014-2015/index.shtml

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