

Early Childhood Special Education Program Administrator Fall Institute



Early Childhood Special Education Network

LEADS Planning Committee:

Lynn Wiley

Sandy Wilberger

Selina Flores

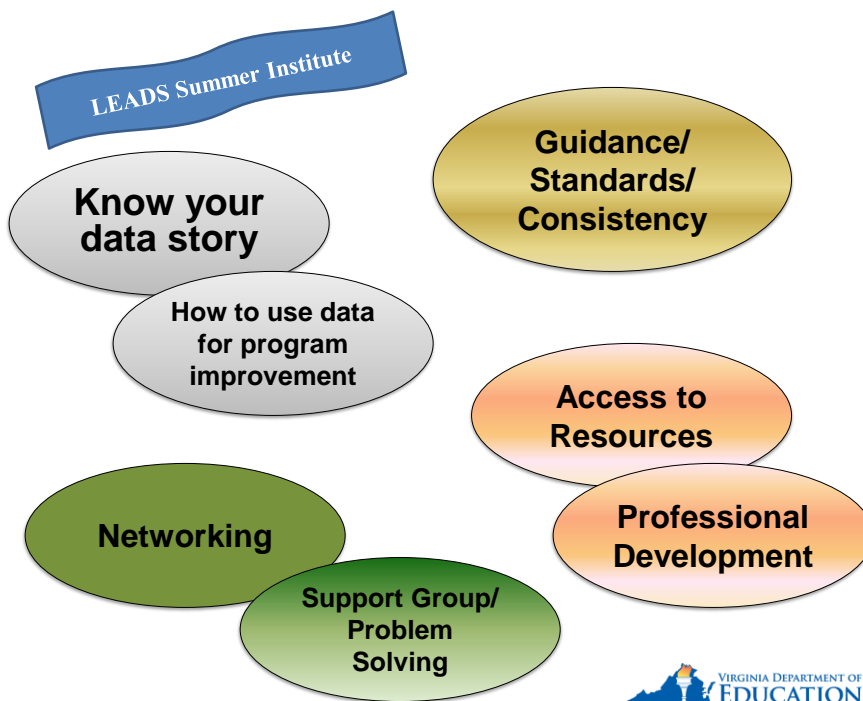
Cheryl Henderson

Kim Sopko





- John Eisenberg
- Angela Phenicie
- Tara McDaniel
- Jeff Phenicie
- Haidee Bernstein
- Bruce Bull



Schedule and Packet

• Breakout Sessions

- Indicator 6: Promoting Accurate Collecting and Reporting
- Indicator 6: Getting to Know your Division-Level Data
- Topical Bursts



5



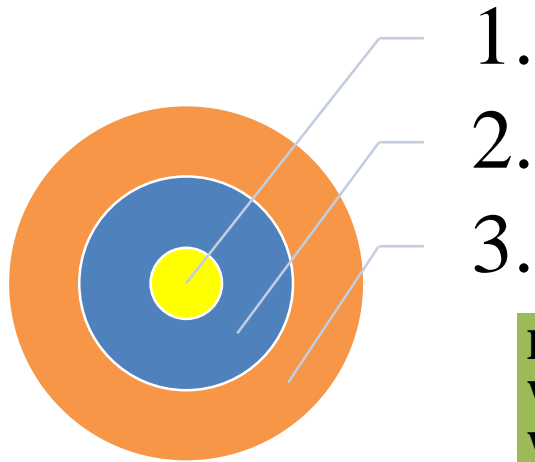
The goals of LEADS are to:

- **connect, support, and empower local leaders to build capacity and provide high-quality programs and services throughout the Commonwealth for young children, ages 2-5 years, with Individualized Education Programs (IEPs),**
- **improve the collection, reporting, and use of ECSE Indicator data, and**
- **identify and celebrate strong program components, and**
- **identify program components in need of improvement through use of state and local data.**



6

It Starts with ...WHY



**How
What
Why**

Credit: Simon Sinek



7



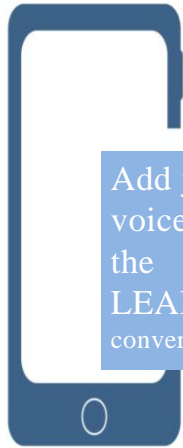
Future LEADS Events

HOT TOPICS

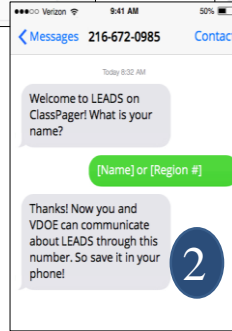
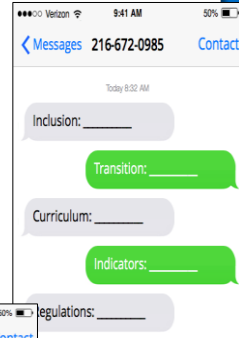
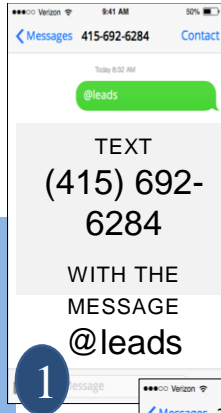
**Kristen Ingram, OCU
TTAC**

**Mary Szymanski, VCU
TTAC**





Add *your* voice to the LEADS conversation.



Tell us how we can help... text LEADS.

Penny for your thoughts... text LEADS.

That good idea you just had... text LEADS.

An area of need you have... text LEADS.

Sharing [ideas] is caring... text LEADS.

Add your voice to this topic... text LEADS.

Need more information... text LEADS.

Lingering questions... text LEADS.





July 19-21, 2017



13

Facilitated Discussion on Eligibility and Determining Local Thresholds

12/16 - Regions 6 and 7

1/19 - Region 3

2/2 - Region 5

3/16 - Region 2 (tentative)

Region 1 and 8 – 7/7/16



14

Curriculum Framework Workshop (January or February, 2017)

- Results Driven Accountability Divisions
- Low Performing Schools
- Others interested



15

Transition: Early Intervention to Early Childhood Special Education

- **DOE Website Update**
 - Federal and State Regulations
- **Talks on Tuesday**
 - Getting from Here to There: Navigating the Transition from Part C to Part B - Part I and II
- **C to B Documents Update**
 - Negotiables vs. Non-negotiables
 - Indicator 12 Instructions
 - Q and A



16



Website
Kim Sopko
George Mason University TTAC



State-Level and National-Level Data

What?
How?

WHY?



Focus Group Information



Focus Group Topic: Indicator 6, Preschool Placement

Coding

- **Use of the Decision Tree**
 - Many are not using the decision tree
 - Consensus that there needs to be clarity regarding codes and definitions
 - Confusion regarding the purpose of the decision tree (data collection vs. IEP placement decisions)
 - "...not using the tree to make placement decisions"
- **Asking parents if they provide time in regular early childhood programs and consider when reporting Indicator 6**
 - Many discuss with parents where the child is outside of school
 - Many do so at eligibility
 - Many do not include this information when reporting Indicator 6

Focus Group Topic: Indicator 6, Preschool Placement

Data Entry

- **Teachers... administrators... data personnel**
 - Manual entry / IEP system
 - Many reported concerns with their IEP system and accuracy
- **Some enter all year...some update prior to December 1**

Process for Data Quality

- **Annual meeting / professional development day**
- **One reported use of an administrative checklist**
 - Training new people is a concern
 - Training teachers of children who are in kindergarten vs. ECSE is a concern

Focus Group Topic: Indicator 6, Preschool Placement

Rating of Accuracy



Focus Group Topic: Indicator 6, Preschool Placement

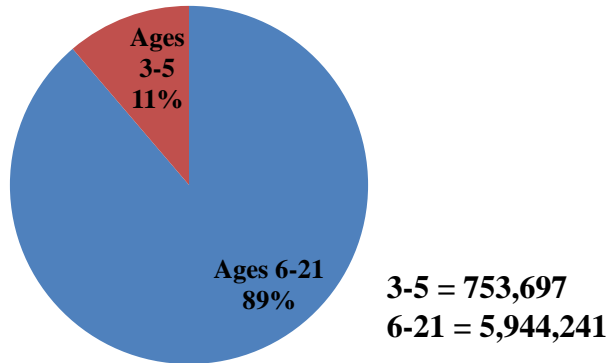
How is your division using data?

- “To defend reverse inclusion”
- “Align curriculum with VPI”
- Provide data for the report card
- Many reported they are not breaking it down / not using it



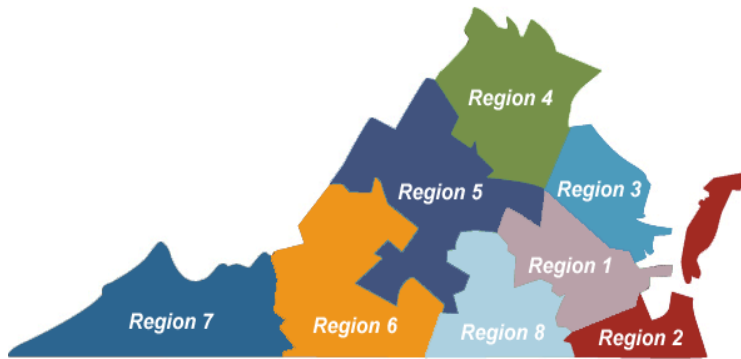
National-Level Child Count, Individuals with IEPs (December 1, 2014)

US, Outlying Areas, and Freely Associated States



NATIONAL-Level Children with IEPs Ages Three– Five, DISABILITY CATEGORY

Disability Category	Total Ages 03-05
Autism	66,738
Deaf-Blindness	165
Developmental Delay	278,561
Emotional Disturbance	2,909
Hearing Impairments	9,042
Intellectual Disabilities	14,168
Multiple Disabilities	8,006
Other Health Impairments	23,652
Orthopedic Impairments	6,325
Specific Learning Disabilities	10,646
Speech or Language Impairments	329,420
Traumatic Brain Injured	1,106
Visual Impairments	2,959
US, Outlying Areas, and Freely Associated States	753,697



Virginia Child Count, Children with IEPs

- **Total Children with IEPs Ages 0-5 on December 1, 2014 - 17,392**
- **Total Children with IEPs Ages 0-5 on December 1, 2015 - 17,675**

State-Level Child Count, Children with IEPs, Ages Birth - Five

AGE	TOTAL AGES 00-05
0-2	920
3	3,892
4	5,681
5	7,182
State Total	17,675

< - Child count is under 11, resulting in data being suppressed to protect children's identities



29

State-Level Child Count, Children with IEPs Ages Birth – Five, DISABILITY CATEGORY

Disability Category	Total Ages 00-05
Autism	1,623
Deaf-Blindness	<
Developmental Delay	8,956
Emotional Disturbance	19
Hearing Impairments	204
Intellectual Disabilities	115
Multiple Disabilities	197
Other Health Impairments	376
Orthopedic Impairments	92
Specific Learning Disabilities	19
Speech or Language Impairments	5,990
Traumatic Brain Injured	<
Visual Impairments	64
State Total	17,675

30

State-Level Child Count, Children with IEPs Ages Birth – Five, GENDER

AGE	GENDER	TOTAL AGES 00-05
0-1	F	<
0-1	M	<
2	F	279
2	M	639
3	F	1,054
3	M	2,838
4	F	1,626
4	M	4,055
5	F	2,011
5	M	5,171
State Total		17,675



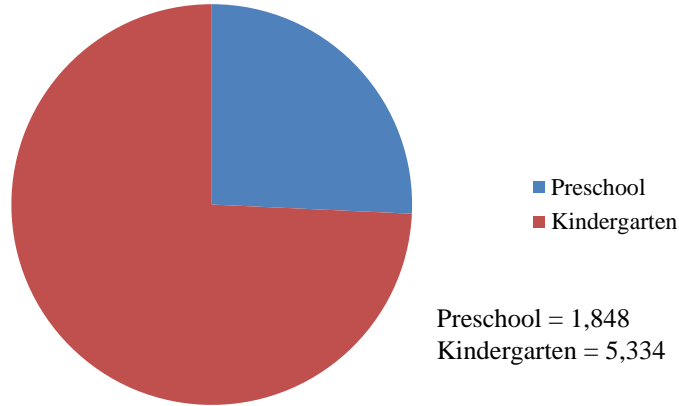
State-Level Child Count, Children with IEPs Ages Birth– Five, RACE

AGE	RACE	TOTAL AGES 00-05
0-1	BLACK	<
0-1	WHITE	<
2	AM-INDIAN	<
2	ASIAN	74
2	BLACK	158
2	HISPANIC	151
2	WHITE	488
2	2 OR MORE	43
3	AM-INDIAN	11
3	ASIAN	263
3	BLACK	730
3	HISPANIC	559
3	WHITE	2,130
3	HAWAIIAN	<
3	2 OR MORE	194
4	AM-INDIAN	<
4	ASIAN	315
4	BLACK	1,162
4	HISPANIC	784
4	WHITE	3,122
4	HAWAIIAN	<
4	2 OR MORE	282
5	AM-INDIAN	20
5	ASIAN	357
5	BLACK	1,551
5	HISPANIC	1,009
5	WHITE	3,848
5	HAWAIIAN	12
5	2 OR MORE	385



State-Level Child Count, Children with IEPs Age Five

Five Year Old Students



Reactions to
National and
State Data



Indicator 6

- **Target A – Regular early childhood program and receiving the majority of special education and related services in the regular education childhood program;**
- **Target B – Separate special education class, separate school, or residential facility**

State-Level Data, INDICATOR 6 AGE and EDUCATIONAL PLACEMENT

Placement Code	17	18	19	20	21	22	
Placement Setting	Total REC	Separate Class	Separate School	Residential Facility	Home	Service Provider Location	Total Ages 00-05
0-1	<	<	<	<	<	<	<
2	215	540	<	<	103	57	918
3	1,278	1,811	<	<	263	534	3,892
4	2,955	1,972	<	<	184	560	5,681
5	5,714	1,090	16	<	70	288	7,182
State Total	10,163	5,413	30	<	620	1,440	17,675

**State-Level Data, INDICATOR 6 EDUCATIONAL
PLACEMENT
BIRTH-TWO and THREE-FIVE**

Placement Code	17	18	19	20	21	22	
Placement Setting	REC	Separate Class	Separate School	Residential Facility	Home	Service Provider Location	Total
Birth – 2	216	540	<	<	103	58	920
3-5	9,947	4,873	27	<	517	1,382	16,755

**State-Level Data, INDICATOR 6 EDUCATIONAL
PLACEMENT
KINDERGARTEN/PRESCHOOL**

	REC	Separate Class	Separate School	Residential Facility	Home	Service Provider Location	Total
Age 5	5,714	1,090	16	<	70	288	7,182
Kindergarten	4,568	556	11	<	37	158	5,334
Preschool	1,146	534	<	<	33	130	1,848

State-Level Data, INDICATOR 6 EDUCATIONAL PLACEMENT and DISABILITY CATEGORY

Placement Setting	REC	Separate Class	Separate School	Residential Facility	Home	Service Provider	Total
Autism	754	839	12	<	12	<	1,623
Deaf-Blindness	<	<	<	<	<	<	<
Dev Delay	4,554	3,911	<	<	242	14	8,956
Emotional Disturbance	<	<	<	<	<	<	19
Hearing Impairments	111	82	<	<	<	<	204
Intellectual Disabilities	58	56	<	<	<	<	115
Multiple Disabilities	74	94	<	<	<	<	197
Other Health	91	118	<	<	<	<	376
Orthopedic	52	36	<	<	<	<	92
Specific LD	17	<	<	<	<	<	19
Speech or Language	4,239	248	<	<	109	514	5,990
Traumatic Brain Injured	7	<	<	<	<	<	<
Visual Impairments	41	16	<	<	<	<	64

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N 39

State Performance Plan (SPP) and Annual Performance Report (APR)

- **IDEA requires states to submit a performance plan which includes baseline data, targets, and improvement activities for the data indicators**
 - **Virginia State Performance Plan (SPP)**
- **State-level targets have been determined for all data indicators, including **Indicator 6****

State Performance Plan (SPP) and Annual Performance Report (APR)

- **States are to provide annual reports on the state-level data and progress toward meeting state targets described in the state's special education SPP**
 - Virginia Annual Performance Report (APR)

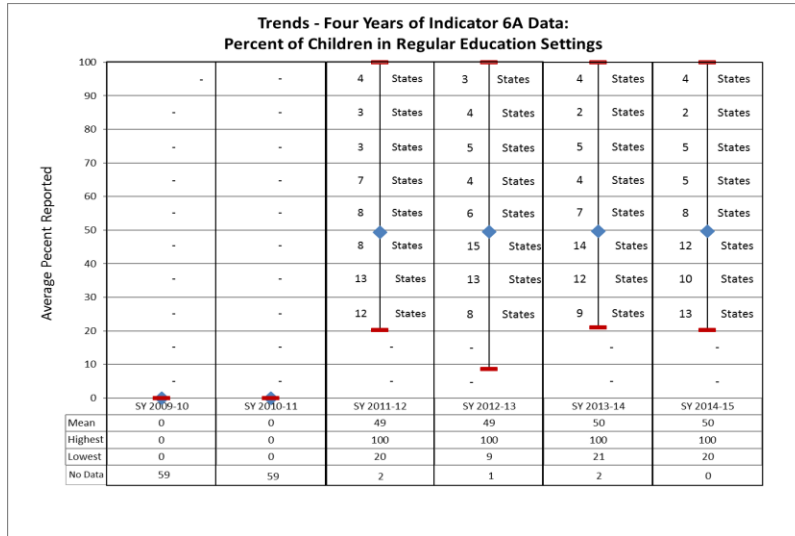


State Performance Plan (SPP) and Annual Performance Report (APR)

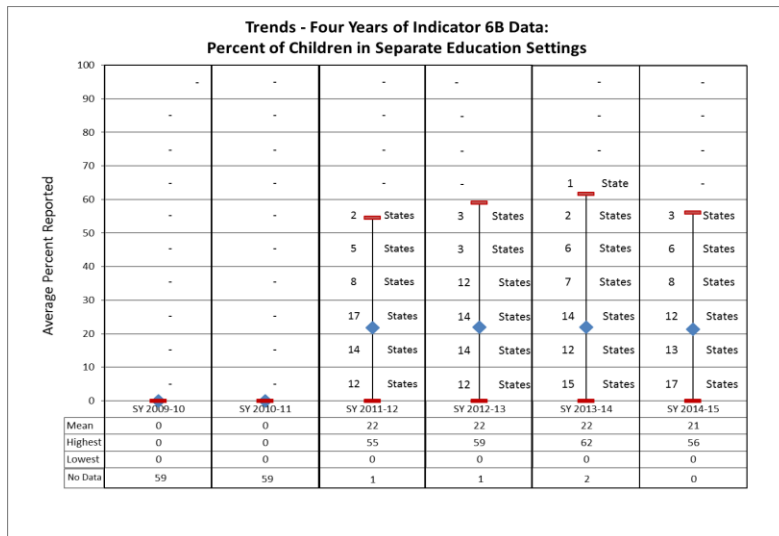
- **States are also to provide individual school division-level data and to report on whether the divisions met state targets described in the state's special education SPP**
 - Annual Special Education Performance Report to the Public



National-Level Data, Indicator 6A



National-Level Data, Indicator 6B



Virginia State Targets FFY 2013-2018

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	30.00%	31.00%	32.00%	33.00%	34.00%	35.00%
Target B ≤	27.00%	25.00%	23.00%	21.00%	19.00%	17.00%

State-Level Indicator 6 (FFY 2012, 2013, 2014)

FFY 2014			
	Actual Data	Annual Target	Met Target
Target A	28.29%	31%	N
Target B	26.68%	25%	N
FFY 2013			
Target A	30.10%	30%	Y
Target B	26.65%	27%	Y
FFY 2012			
Target A	29.65%	--	--
Target B	29.37%	--	--

State-Level Indicator 6 (FFY 2015)

Not yet available...

Special Education Performance Reports to the Public

- www.doe.virginia.gov
- Left menu, click on “Special Education”
- Right menu, click on “Reports, Plans, and Statistics”
- Scroll down the page and click on “Report to the Public on State and Division Level Performance on APR Targets”
- Click on “Special Education Performance Reports to the Public”
- Now find your “State Performance Plan/Annual Performance Report to the Public” in the left column

Division-Level Data Indicator 6

- **Did your division meet or exceed the state's targets for summary statement A and B?**
- **Do the data make sense given the available EC programs in your area?**

Schedule

- **Breakout Sessions**
 - Indicator 6: Promoting Accurate Reporting
 - Indicator 6: Getting to Know your Division-Level Data
 - Topical Bursts