

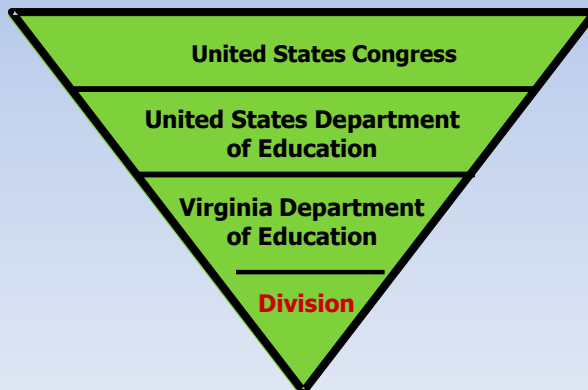


# Special Education Data December 1 Child Count

Office of Special Education Program Improvement  
Division of Special Education and Student Services



# Data Collection and Reporting



## Educational Information Management (EIMS)

- The Office of Educational Information Management (EIMS)
  - develops and maintains the Department's computer applications
  - administers the Department's database, reports educational information collected by the Department
  - calculates and reports state and federal accountability results

## Educational Information Management (EIMS)

- Most data collections are related to specific requirements of state and federal law.
- School divisions report data to the Department through secure Web-based systems

## Data Collection and Reporting

- Virginia's State Performance Plan
- Annual Performance Report
- Local Determination Rubric
- Federal Reporting
- December 1 Child Count

## Indicators

1. Graduation
2. Dropout
3. Statewide Assessment
4. Suspension/Expulsion
5. LRE Placement
6. Early Childhood Settings
7. Preschool Skills
8. Parent Involvement
9. Disproportionate Representation in Special Education

# Indicators

10. Disproportionate Representation in Specific Disability Categories
11. Child Find
12. Part C to B Transition
13. Secondary Transition with IEP Goals
14. Secondary Transition
15. Hearing Requests Resolved
16. Mediation Agreements
17. State Systemic Improvement Plan

## December 1 Child Count

## December 1 Child Count

- The December 1 Special Education Child Count Collection collects
  - Information required to meet federal reporting requirements under the *Individuals with Disabilities Education Act* (IDEA 2004); and
  - Information required for certain elements of the Standards of Quality (SOQ) state funding calculation.

- The December 1 Child Count is a “snapshot” of all students with IEPs being implemented on December 1.
- The student’s status is determined by the most recent IEP dated on or before December 1; NOT by the eligibility date.

## LEAs are Required to Report

- Full-time and part-time students served in the division with an active IEP being implemented on December 1 of the current school year
- Students placed in other divisions
- Students placed in regional centers
- Home-schooled student
- Students placed in private schools (*day or residential*)
- Students placed by parents in private schools (*services plans*)
- Preschool age students served in community based programs
- Students receiving special education services in local or regional jails

## LEAs Do Not Report

- State Operated Programs (SOPs)
- Department of Juvenile Justice programs
- Department of Corrections programs
- The State School for the Deaf and Blind (VSDB)

These entities report their own data.

## Federal Reporting

- IDEA Section 618 Data collections
  - Child Count
  - Personnel
  - Placement
  - Exit
  - Discipline
  - Assessment
  - Dispute Resolution
  - Maintenance of Effort and CEIS

## December 1 Child Count Submission

- Single-Sign on for Web Systems (SSWS) Portal
- December 1 Child Count Application
- December 1 Child Count Header File

## December 1 Child Count Headers

- Special Education Placement Codes 17-22
  - 17-Regular Early Childhood Program
  - 18-Special Education Classroom
  - 19-Separate Special Education School
  - 20-Special Education Residential Facilities
  - 21-Home
  - 22-Service Provider Location

## December 1 Child Count Headers

- Time in Regular Early Childhood Setting
  - Y=Yes, student spends 10 or more hours a week in the Regular Early Childhood Setting
  - N=No, student does not spend 10 or more hours a week in the Regular Early Childhood Setting



## December 1 Child Count Headers

- Special Education in Regular Early Childhood Setting
  - Y=Yes, student does receive the majority of their special education and related services in the Regular Early Childhood Setting
  - N=No, student does not receive the majority of their special education and related services in the Regular Early Childhood Setting

## Accessing your Data

- Where is your data located?
- What is the process for obtaining your data?
- Who is the contact person in your division?
  - Special Education Director
  - Special Education Coordinator
  - Elementary Administrator
  - Principal
  - Assistant Principal

## VDOE's Role

VDOE uses data for various reports:

- Federal
  - Ages 3-5
  - Ages 6-21
- State
  - Ages 0-5
  - Ages 6-21+

## Reports are used by:

- Other departments
- Other agencies
- Internal data requests
- Freedom of Information Act (FOIA)

# Placement

- The placement code identifies the physical location where a student receives special education and/or related services.
- Placement categories are mandated by federal reporting requirements and are **determined by age**, not grade or classroom designation.

## Early Childhood Placement Codes

- Students attending a regular early childhood program  
Placement code 17 only
- Students attending a special education program  
Placement codes 18, 19, & 20
- Students attending **neither** a regular early childhood program **nor** special education program  
Placement codes 21 & 22

# Let's look at the Data

## Age

### State Federal Report

		AGE						
		0	1	2	3	4	5	Total
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK,...	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the <b>RECP</b>	0	0	88	538	1261	2148	4035
	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some <b>OTHER LOCATION</b>	0	0	54	313	781	1492	2640
CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK,...	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the <b>RECP</b>	0	0	13	99	190	253	555
	(B2)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some <b>OTHER LOCATION</b>	<	0	60	328	723	1821	2933
CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (NOT in any regular early childhood program),...	(18)... specifically, a SEPARATE SPECIAL EDUCATION CLASS	0	0	540	1811	1972	1090	5413
	(19)... specifically, a SEPARATE SCHOOL	0	0	<	<	<	16	30
	(20)... specifically, a RESIDENTIAL FACILITY	0	0	0	<	<	<	<
CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM	(21)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at <b>HOME</b>	0	0	103	263	184	70	620
	(22)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the <b>SERVICE PROVIDER LOCATION</b> or some <b>OTHER LOCATION</b> not in any other category	<	0	57	534	560	288	1440
<b>Total</b>		<	0	<b>918</b>	<b>3892</b>	<b>5681</b>	<b>7182</b>	<b>17675</b>

State Federal Report

# CHILDREN ATTENDING A RECP

(Placement Code 17 )

DISABILITY	At LEAST 10 HOURS PER WEEK		LESS THAN 10 HOURS PER WEEK	
	Yes	No	Yes	No
	... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the RECP	... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the RECP	... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION
Intellectual Disabilities	18	<	<	33
Hearing Impairments	56	20	<	28
Speech or Language Impairments	1053	1717	233	1236
Visual Impairments	24	<	<	<
Emotional Disturbance	<	<	0	<
Orthopedic Impairments	28	<	<	<
Other Health Impairments	138	26	<	72
Specific Learning Disabilities	<	<	<	<
Deaf-Blindness	0	<	0	0
Multiple Disabilities	31	<	<	29
Autism	318	105	28	303
Traumatic Brain Injured	<	<	0	<
Developmental Delay	2355	736	258	1206
<b>Total</b>	<b>4035</b>	<b>2640</b>	<b>555</b>	<b>2933</b>

State Federal Report

# CHILDREN ATTENDING A RECP

(Placement Code 17 ) Cont.

DISABILITY	CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM			CHILDREN ATTENDING <i>NEITHER</i> A REGULAR EARLY CHILDHOOD PROGRAM <i>NOR</i> A SPECIAL EDUCATION PROGRAM	
	18	19	20	21	22
	SEPARATE CLASS	SEPARATE SCHOOL	RESIDENTIAL FACILITY	RECEIVING MAJORITY OF HOURS OF SERVICES IN HOME	RECEIVING MAJORITY OF HOURS OF SERVICES IN SERVICE PROVIDER LOCATION OR SOME OTHER LOCATION
Intellectual Disabilities	56	<	0	0	0
Hearing Impairments	82	0	<	<	<
Speech or Language Impairments	248	0	0	109	1395
Visual Impairments	16	0	0	<	<
Emotional Disturbance	<	<	0	0	0
Orthopedic Impairments	36	0	0	<	0
Other Health Impairments	118	0	0	11	<
Specific Learning Disabilities	<	0	0	0	0
Deaf-Blindness	<	0	0	0	0
Multiple Disabilities	94	<	<	24	<
Autism	839	12	0	12	<
Traumatic Brain Injured	<	0	0	0	0
Developmental Delay	3911	13	<	445	28
<b>Total</b>	<b>5413</b>	<b>30</b>	<b>&lt;</b>	<b>620</b>	<b>1440</b>

State Federal Report

# Gender

EDUCATIONAL ENVIRONMENT:		GENDER		
		MALE	FEMALE	Total
CHILDREN ATTENDING A RECP AT LEAST 10 HRS PER WEEK,...	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the <b>RECP</b>	2911	1124	4035
	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in <b>some OTHER LOCATION</b>	1865	775	2640
CHILDREN ATTENDING A RECP LESS THAN 10 HRS PER WEEK,...	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the <b>RECP</b>	378	177	555
	EDUCATION and related SERVICES in some <b>OTHER LOCATION</b>	2082	851	2933
CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (NOT in any regular early childhood program),...	(18)... specifically, a SEPARATE SPECIAL EDUCATION CLASS	3995	1418	5413
	(19)... specifically, a SEPARATE SCHOOL	25	<	30
	(20)... specifically, a RESIDENTIAL FACILITY	<	<	<
CHILDREN ATTENDING NEITHER A RECP NOR A SPECIAL EDUCATION PROGRAM	(21)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at <b>HOME</b>	431	189	620
	(22)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the <b>SERVICE PROVIDER LOCATION</b> or some OTHER LOCATION not in any other category	1013	427	1440
<b>Total</b>		<b>12704</b>	<b>4971</b>	<b>17675</b>



# Race

		AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK	HISPANIC / LATINO	WHITE	NATIVE HAWAIIAN OR PACIFIC	TWO OR MORE RACES	TOTAL
CHILDREN ATTENDING A RECP AT LEAST 10 HRS PER WEEK,...	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the <b>RECP</b>	<	156	749	530	2375	<	208	4035
	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in <b>some OTHER LOCATION</b>	<	123	376	373	1649	<	109	2640
CHILDREN ATTENDING A RECP LESS THAN 10 HRS PER WEEK,...	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the <b>RECP</b>	<	11	88	57	374	0	23	555
	(18)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some <b>OTHER LOCATION</b>	<	153	773	368	1458	<	167	2933
CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (NOT in any regular early childhood program),...	(18)... specifically, a SEPARATE SPECIAL EDUCATION CLASS	11	477	1341	831	2446	<	301	5413
	(19)... specifically, a SEPARATE SCHOOL	<	<	<	0	16	0	<	30
	(20)... specifically, a RESIDENTIAL FACILITY	<	<	<	0	<	0	0	<
CHILDREN ATTENDING NEITHER A RECP NOR A SPECIAL EDUCATION PROGRAM	(21)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at <b>HOME</b>	<	45	63	168	318	<	22	620
	(22)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the <b>SERVICE PROVIDER LOCATION</b> or some OTHER LOCATION not in any other category	<	41	198	176	949	<	72	1440
<b>Total</b>		<b>45</b>	<b>1009</b>	<b>3602</b>	<b>2503</b>	<b>9589</b>	<b>23</b>	<b>904</b>	<b>17675</b>



# LEP Status

EDUCATIONAL ENVIRONMENT:		LIMITED ENGLISH PROFICIENCY STATUS		
		YES	NO	Total
CHILDREN ATTENDING A RECP AT LEAST 10 HRS PER WEEK,...	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the <b>RECP</b>	290	3745	4035
	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in <b>some OTHER LOCATION</b>	218	2422	2640
CHILDREN ATTENDING A RECP LESS THAN 10 HRS PER WEEK,...	(17)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the <b>RECP</b>	<	545	555
	(B2)...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some <b>OTHER LOCATION</b>	259	2674	2933
CHILDREN ATTENDING A <b>SPECIAL EDUCATION PROGRAM</b> (NOT in any regular early childhood program)....	(18)... specifically, a SEPARATE SPECIAL EDUCATION CLASS	62	5351	5413
	(19)... specifically, a SEPARATE SCHOOL	0	30	30
	(20)... specifically, a RESIDENTIAL FACILITY	0	<	<
CHILDREN ATTENDING <b>NEITHER A RECP NOR A SPECIAL EDUCATION PROGRAM</b>	(21)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at <b>HOME</b>	<	615	620
	(22)... and RECEIVING the majority of hours of SPECIAL EDUCATION and related <b>SERVICES at the SERVICE PROVIDER LOCATION</b> or some <b>OTHER LOCATION</b> not in any other category	13	1427	1440
<b>Total</b>		<b>857</b>	<b>16818</b>	<b>17675</b>

## Web Resources

### December 1 Child Count

[http://doe.virginia.gov/info\\_management/data\\_collection/special\\_education/index.shtml](http://doe.virginia.gov/info_management/data_collection/special_education/index.shtml)

### Public Data Calendar

[http://doe.virginia.gov/info\\_management/data\\_collection/special\\_education/data\\_calendar/index.shtml](http://doe.virginia.gov/info_management/data_collection/special_education/data_calendar/index.shtml)

### Performance Reports

[http://www.doe.virginia.gov/special\\_ed/reports\\_plans\\_stats/special\\_ed\\_performance/division/2014-2015/index.shtml](http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2014-2015/index.shtml)

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