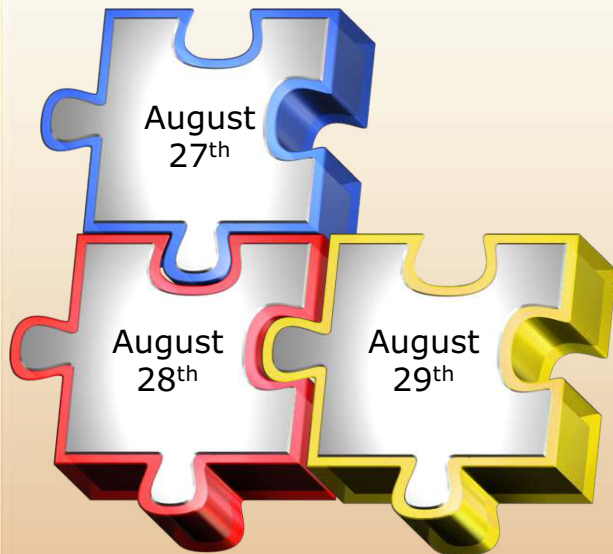


Special Education Leadership Conference



2010

Using The Power of Data To Improve Results



September 28, 2010

Welcome

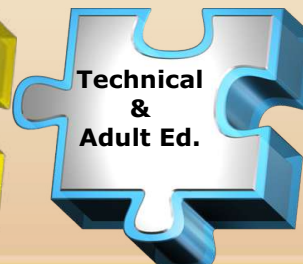
Dr. Sandra McQuain

**Assistant Director
Office of Special Programs**



Dr. Jorea Marple

**Deputy Superintendent
West Virginia Department of Education**





Accountability and Monitoring

**Allison Layland, Ph.D.
Associate Director
Mid-South Regional Resource Center**



Outcome

- Participants will
 - have a better understanding of how we got where we are;
 - be able to make some sense of IDEA, ESEA and more;
 - understand the connections to student achievement; and
 - have a sense of what needs to be done.

How We Got Here

ESEA

GPRA

IDEA



How We Got Here

Testing and accountability have always existed in ESEA since it was enacted in 1965, however guidelines were vague and enforcement was non-existent until the 1990s.



How We Got Here

Changes came with

- the 1994 reauthorization of ESEA;
- Goals 2000; and
- the 2002 reauthorization of ESEA, known as No Child Left Behind.

How We Got Here

- Prior to 2002, only
 - 11 states disaggregated achievement data by gender or ethnicity;
 - 6 states disaggregated data for students of low socioeconomic status;
 - 7 states disaggregated for English proficiency status; and
 - 1 state had a state goal of narrowing the achievement gap.

Retrieved from www.dfer.org on March 3, 2010



How We Got Here

The Government Performance and Results Act (GPRA) of 1993 required agencies to

- develop five-year strategic plans;
- prepare annual performance plans; and
- prepare annual performance reports.



How We Got Here

Improving the results for children with disabilities has always been part of IDEA since it was first enacted in 1975 as the Education for all Handicapped Children.



How We Got Here

With the reauthorization of IDEA in 2004 came the requirement of

- State Performance Plans
- Annual Performance Reports

What Does the Law Say?

State Monitoring & Enforcement - §300.600

Each State must

- (1) monitor the implementation of this part;
- (2) make determinations annually about the performance of each LEA using the categories in §300.603(b)(1);
- (3) enforce this part, consistent with §300.604 using enforcement mechanisms identified in §300.604(a)(1);
- (4) report annually on the performance of the State and LEA as provided in §300.6042(b)(1)(i) and (b)(2)



State Monitoring & Enforcement - §300.600

(4)(b) The primary focus of the State's monitoring must be on

- (1) Improving educational results and functional outcomes for all children with disabilities;
- (2) Ensuring public agencies meet program requirements under Part B, with particular emphasis on those requirements that most closely relate to improving educational results for children with disabilities



State Monitoring & Enforcement- - §300.600

(4)(c)...the State must use quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the priority areas identified in paragraph (d)



State Monitoring & Enforcement - §300.600

(4)(d)

(1) Provision of FAPE in the least restrictive environment;

(2) State exercise of general supervision, including child find, effective monitoring, use of resolution meetings, mediation, and a system of transition services; and

(3) Disproportional representation of racial and ethnic groups in special education and related services

(e) ...when it identifies noncompliance, ...the noncompliance is corrected as soon as possible, and in no case later than one year after the State's identification of noncompliance



State Performance Plan & Data Collection - §300.601

(a) Each State must

- (1) Submit the State's performance plan to the Secretary for approval;
- (2) Review its State performance plan at least once every six years;
- (3) Establish measurable and rigorous targets for the indicators;



State Use of Targets & Reporting - §300.602

(a) Each State must use the targets established in the State's performance plan and the priority areas to analyze the performance of each LEA.

(b) ...the State must

(i)(A) report annually to the public on the performance of each LEA...on the targets in the State's performance plan

RRCP

Regional Resource
Center Program

mid-south



Making Sense of It All

ESEA Blueprint

All kindergarten students arrive ready to learn and stay on track while advancing to grade 4

All students enter middle school with foundational skills to tackle advanced subjects

All students graduate high school on time and prepared for at least 1 year of post secondary

All graduates have opportunities for success in 21st century economy

IDEA

Ensure all children with disabilities have available to them a free appropriate public to meet their needs and prepare them for further education, employment and independent living

Ensure the rights of children with disabilities and their parents are protected

Assist States in providing for the education of all children with disabilities

Assess and ensure the effectiveness of efforts to educate children with disabilities



Making Sense of It

All

ESEA Blueprint

Implement College and Career-ready Standards

Great Teachers and Great Leaders

Provide Information to Families and Educators

Improves Student Learning and Achievement in Lowest Performing Schools

IDEA

Provision of FAPE in the least restrictive environment

State Exercise of General Supervision

Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services



Making Sense of It All

In addition, the State Performance Plan and Annual Performance Reports are based on specific compliance and results indicators.

- 20 indicators related to Part B
- 14 indicators related to Part C



Part B Indicators

Results	Compliance
• Graduation	4b. Suspension/Expulsion by Race & Ethnicity
2. Dropout	9. Disproportionate Representation
3. Statewide Assessments	10. Disproportionate Representation In Specific Disability Categories
4a. Suspension/Expulsion	11. Child Find
5. LRE Placement	12. Part C to Part B Transition
6. Settings-Preschool	13. Secondary Transition with IEP Goals
7. Preschool Skills	15. Correction of Noncompliance
8. Parent Involvement	16. Written Complaints
14. Post School Outcomes	17. Due Process hearings
18. Resolution Sessions	20. State Reported Data and Reports
19. Mediation	



Part C Indicators

Results	Compliance
2. Settings	1. Timely Service Delivery
3. Child Outcomes	7. Timeliness of IFSP
4. Family Outcomes	8. Early Childhood Transition
5. Child Find, Ages Birth to 1	9. Correction of Noncompliance
6. Child Find, Ages Birth to 3	10. Written Complaints
12. Resolution Agreements	11. Due Process Hearings
13. Mediations	14. State reported Data and Reports



Making Sense of It All

ESEA Blueprint	IDEA
College and Career-ready Students	Part B Indicators 1, 2, 13, 14
Great Teachers and Great Leaders	State Personnel Improvement Grants
Meeting the Needs of Diverse Learners	All Part B and Part C Indicators
Effective Teaching and Learning for a Complete Education	Part B 3, 5, 6, 7, 9, 10, 11, 12; Part C 2, 3, 4, 5, 6, 8; Positive Behavior and Intervention Supports; Response to Intervention
Successful, Safe and Healthy Students	Part B Indicators 1, 2, 3, 4, 7, 13, 14; Part C 1, 2, 3, 4, 8
Fostering Innovation and Excellence	Use of Evidence-based Practices and Scientific Research-based Interventions; Response to Intervention



Connecting to Student Achievement

The common thread to all of the ESEA and IDEA work is improving results for all children and students through a rigorous education system that effectively meets the needs of all children birth or age 3 through graduation or age 21.

RRCP

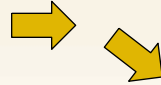
Regional Resource
Center Program

mid-south



Activities

Trainings, Resources,
Programs,
Assessments
Accountability



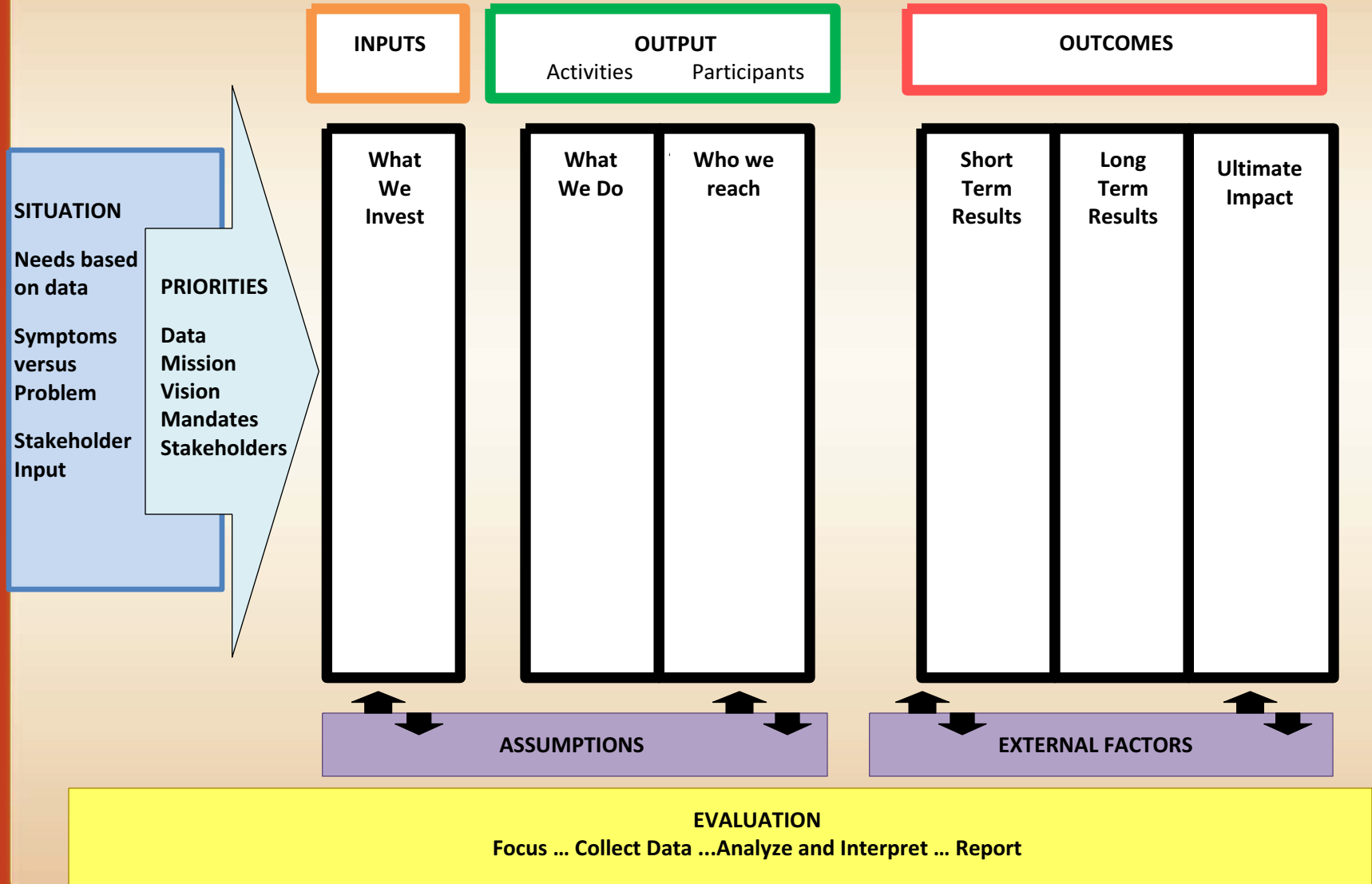
A Miracle!



Impact

Increase
Student
Achievement

Systems Planning





Pockets of Excellence

Systemic Reform at All Levels that includes

- an organizational structure that allows for all parties to understand the process and contribute meaningfully to the work;
- an aligned common vision;
- data driven decision-making;
- integrated initiatives across all programs and levels; and
- capacity building for sustaining efforts/results.

What Do We Do

- Open lines of communication;
- Engage various stakeholders;
- Integrate initiatives;
- Conduct strategic planning;
- Restructure resources; and
- Implement formative and summative evaluation of the work.



What Do We Do

- Use the State Performance Plan and Annual Performance Report as a tool to manage implementation and effective use of resources; drive systems change at the state and local; and fulfill general supervision responsibilities of IDEA.

What Do We Do

- Implement effective general supervision and accountability processes that include compliance and improved results;
- Analyze instances of noncompliance and low performance to identify root cause;
- Correct all instances of noncompliance and ensure continued compliance;



What Do We Do

- Work as a partner in improving results through systemic reform; and
- Learn together as this is a journey rather than a single solution at a fixed point of time.

West Virginia's Accountability System

Pat Homberg
Executive Director
Office of Special Programs



West Virginia's Accountability System

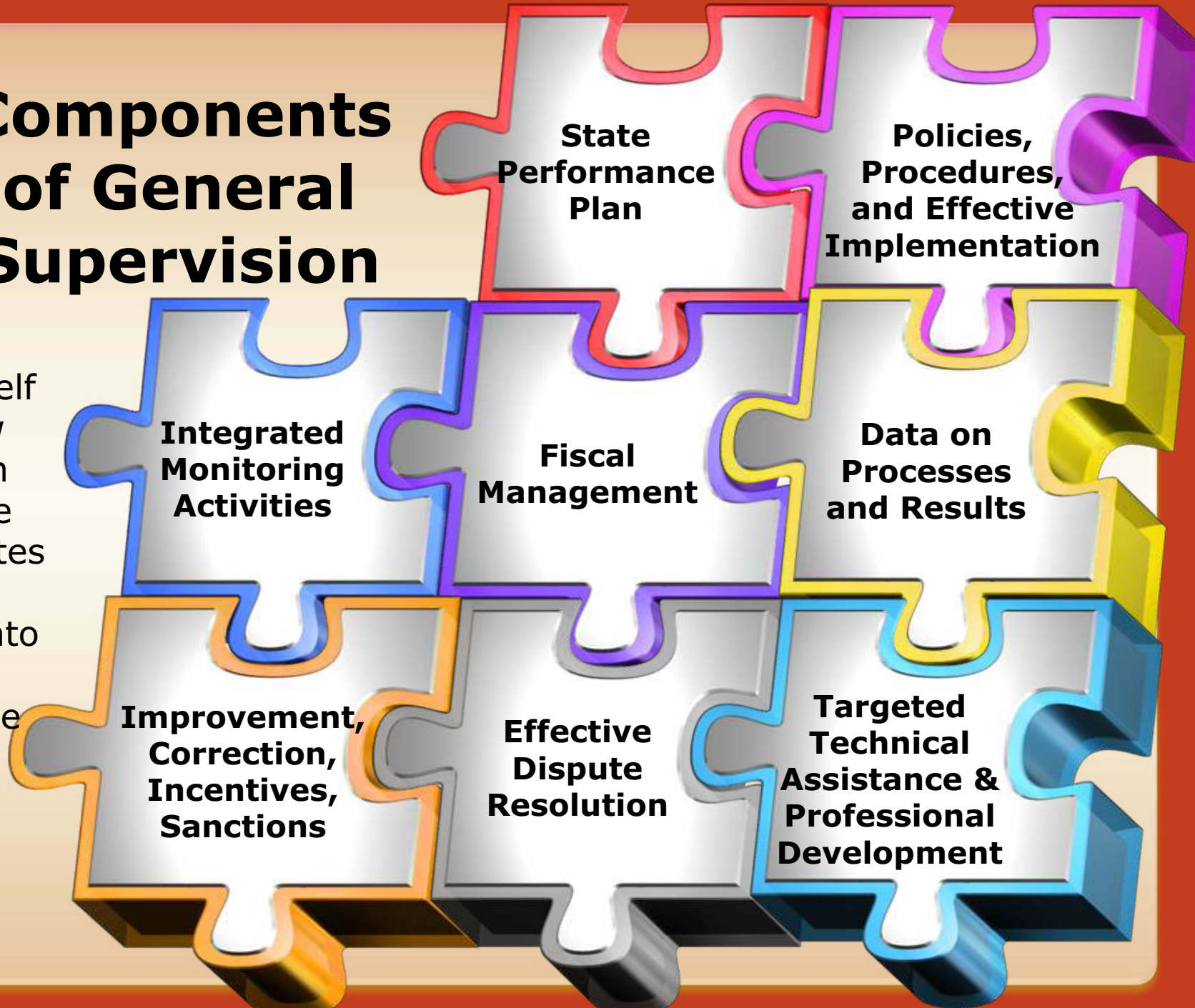
Pat Homberg
Executive Director
Office of Special Programs

Concepts of General Supervision

**Accountability for Implementation &
Improved Results**

Components of General Supervision

Ask Yourself How Each Piece Operates and Fits Into the Whole



State Performance Plan

Policies, Procedures, and Effective Implementation

Integrated Monitoring Activities

Fiscal Management

Data on Processes and Results

Improvement, Correction, Incentives, Sanctions

Effective Dispute Resolution

Targeted Technical Assistance & Professional Development

The BIG 8 of General Supervision (and Continuous Improvement)

1. What are the minimum Components for General Supervision?
2. How do the components form a state System?
3. What are the annual Processes operating within the system?

Difference between Concepts & a Model

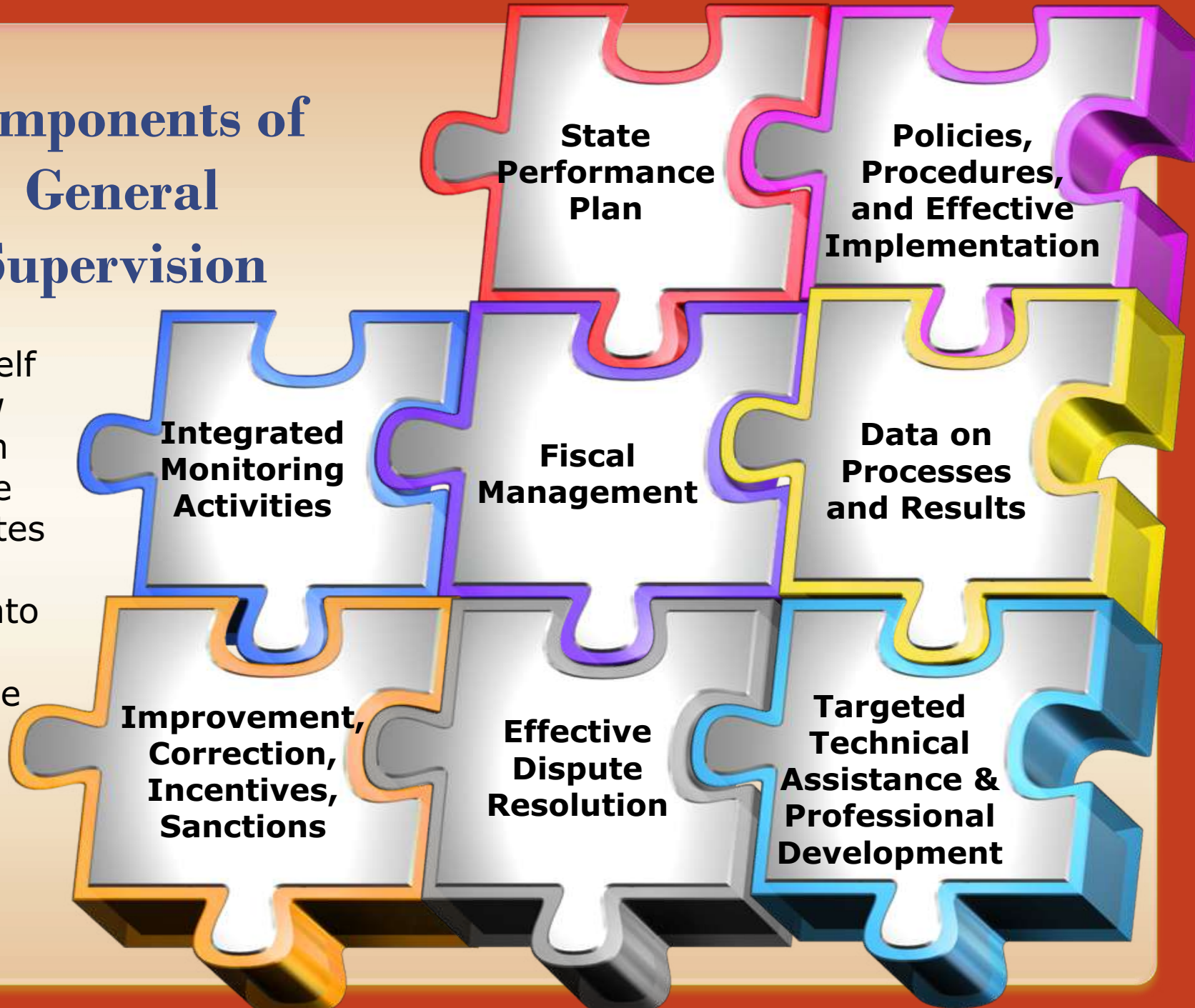
Each state develops its own model of
General Supervision based on what's
required and desired

Expectations of an effective system of general supervision

- Supports practices that improve educational results and functional outcomes
- Uses multiple methods to identify and correct noncompliance within one year
- Has mechanisms to encourage and support improvement and to enforce compliance

Components of General Supervision

Ask Yourself How Each Piece Operates and Fits Into the Whole



State Performance Plan

Policies, Procedures, and Effective Implementation

Integrated Monitoring Activities

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Targeted Technical Assistance & Professional Development

The BIG 8 of General Supervision

(and Continuous Improvement)

- 1) SPP and State Goals with Measurable Targets (*everything flows from...*)
- 2) Effective Policies, Procedures, and Practices
- 3) Integrated On-Site and Off-Site Monitoring Activities (*including a focus on selected priorities*)
- 4) Fiscal Management
- 5) Data on Processes and Results (*disaggregated into meaningful units for analysis*)
- 6) Improvement and Corrective Action Planning, Incentives, Sanctions
- 7) Effective Dispute Resolution
- 8) Targeted Technical Assistance and Professional Development (*with measurable indicators of implementation and results*)

What Is the State Performance Plan (SPP)?

- 34 CFR § 300.601(a) of IDEA 2004 states that “each state shall have in place a performance plan that evaluates that State’s efforts to implement the requirements and purposes of Part B of the Act and describes how the State will improve such implementation.”

What Is the State Performance Plan (SPP)?

§ 300.601 of the Federal Regulations for the implementation of IDEA 2004 specifies that each state must:

- Submit a State Performance Plan (SPP)
- Review the SPP at least once every six years
- Submit any amendments to the SPP

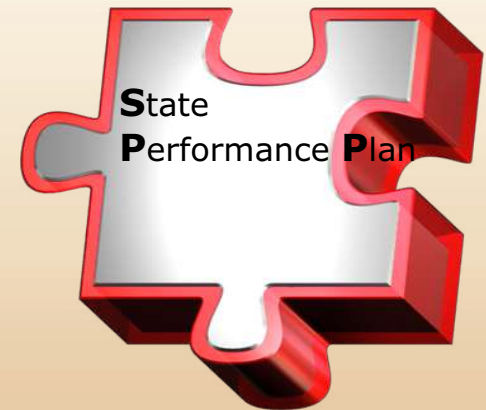
What Is the Annual Performance Report (APR)?

34 CFR § 300.600(a) of the Federal Regulations for the Implementation of IDEA 2004 requires each state to issue an Annual Performance Report (APR) on 20 specific indicators.

High Stakes

The stakes for states are very high

- OSEP Determinations
- OSEP Verification
- LEA Determinations
- OSP Work
- LEA Work



Performance Indicators for LEAs

Targets Set by State

1. Graduation
2. Dropout
3. Assessment participation and proficiency
4. Suspension
5. Educational Environments – Ages 3-5
6. Educational Environments – Ages 6-21
7. Early Childhood Outcomes
8. Parent Involvement
14. Postsecondary outcomes within one year

Compliance Indicators for LEAs

Targets Set by OSEP

9. Disproportionality by race/ ethnicity – all disabilities
10. Disproportionality by disability
11. Initial evaluation within timelines
12. C to B transition at age 3
13. IEPs with transition requirements
15. General Supervision - noncompliances

Compliance Indicators for SEAs

Targets Set by OSEP cont. . .

16. Complaints
17. Due process hearing timelines
18. Resolution meetings
19. Mediations
20. Timely and accurate data

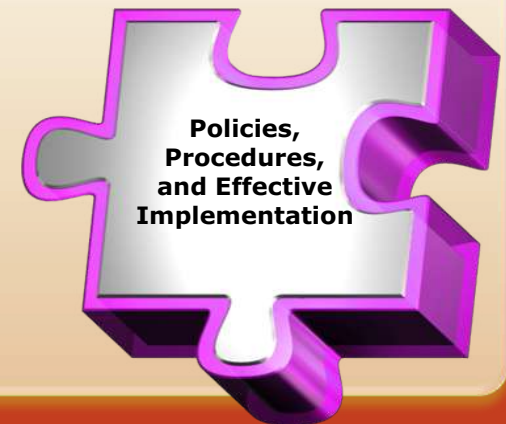
State Performance Plan

- The SPP serves as an accountability mechanism for state and local programs
- Indicators and goals can be measured
- Targets are rigorous and imply high expectations
- State provides an Annual Performance Report (APR)
- Local program performance is publicly reported and used to determine program status
- States may develop goals with targets in addition to the SPP indicators



Policies, Procedures, and Effective Implementation

- Aligned with IDEA
- Enforceable under state law with sanctions
- Implemented by local programs
- Include methods to detect noncompliance and ensure correction of noncompliance
- Encourage program improvement through improvement planning and incentives
- Include current interagency agreements and memoranda of understanding (MOU) when required to ensure implementation of IDEA
- Have mechanisms to determine effectiveness of agreements and MOU's



Integrated Monitoring Activities

- Internal and external technical assistance and professional development support effective implementation
- Protocols exist to focus on specific hypotheses for the selected area
- Teams include family members
- Investigation is related to noncompliance and program improvement
- Multiple methods and multiple data sources exist to monitor every program, every year
- All monitoring activities include continuous examination of performance for compliance and results
- Written reports specify necessary evidence of correction and of improvement



Fiscal Management

- States distribute funds in accordance with Federal requirements.
- Funds are used in accordance with Federal and State requirements.
- States provide oversight on the use of funds.
- Funds are aligned to Problem Areas in the SPP/APR.



Data on Processes & Results

- Local program data are collected regularly
- State uses 618 data to evaluate state and local performance
- State uses other data and sources of information to inform on-site and off-site monitoring activities
- Multiple methods are used for verifying the accuracy and reliability of data collected from local programs
- Reports are disseminated to the public on state and local programs performance on SPP indicators and state goals
- Data are used for program improvement planning and progress measurement



Improvement, Correction, Incentives, Sanctions

- Includes explicit state authority to enforce regulations, policies, and procedures
- Uses technical assistance to ensure correction of noncompliance
- Includes improvement planning to meet state and local targets
- Has means for corrective action planning and follow up tracking of correction and improvement
- Includes a range of formalized strategies and/or sanctions for enforcement with written timelines
- Determines status of local programs annually



Effective Dispute Resolution

- Are timely
- Track issues
- Inform on-site and off-site monitoring activities
- Periodically evaluate effectiveness of resolutions
- Determine parents and families and students understand their rights, especially in cases where there are few or no complaints, hearings, or other resolutions



Targeted Technical Assistance & Professional Development

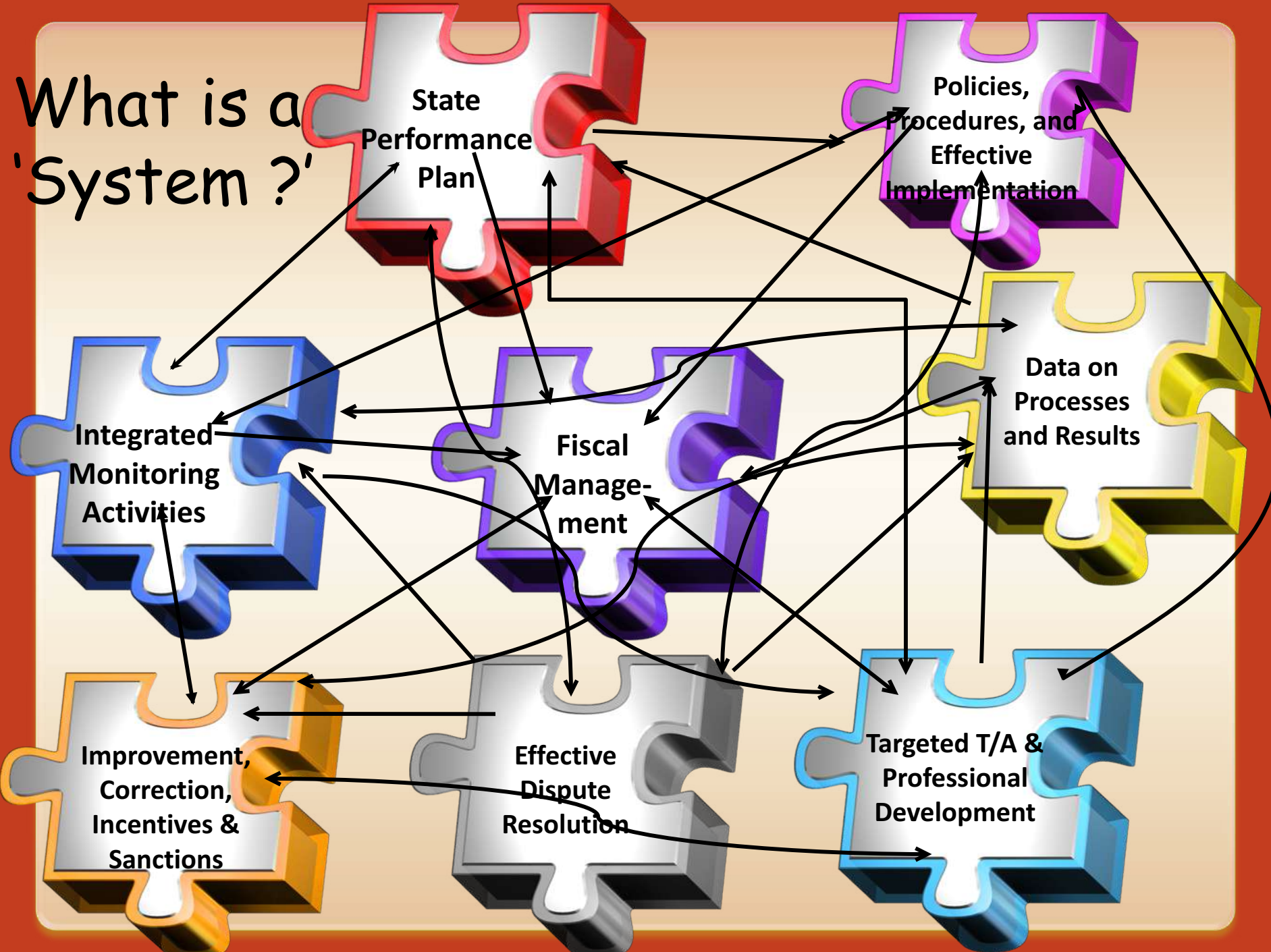
- Are directly connected to the SPP and improvement activities
- Are provided to correct noncompliance and improve results
- Use principles of adult learning and standards for professional development
- Measure the effectiveness of implementation
- Incorporate various agencies in development and dissemination
- Distribute promising practices and evidence based practices to local programs



Office of Special Programs Direction

- Change the view of SPP/APR from external work to the work
- Align components of general supervision system-
Puzzle Pieces
- Establish goal of all components working together
– no component working in isolation
- Develop common purpose – IMPROVING
OUTCOMES AND RESULTS

What is a 'System'?





It's about
Better
Results

General Supervision

State Performance Plan

Policies, Procedures, and Effective Implementation

Integrated Monitoring Activities

Fiscal Management

Data on Processes and Results

Improvement, Correction, Incentives & Sanctions

Effective Dispute Resolution

Targeted Technical Assistance & Professional Development

Big 8



Break

15 Minutes

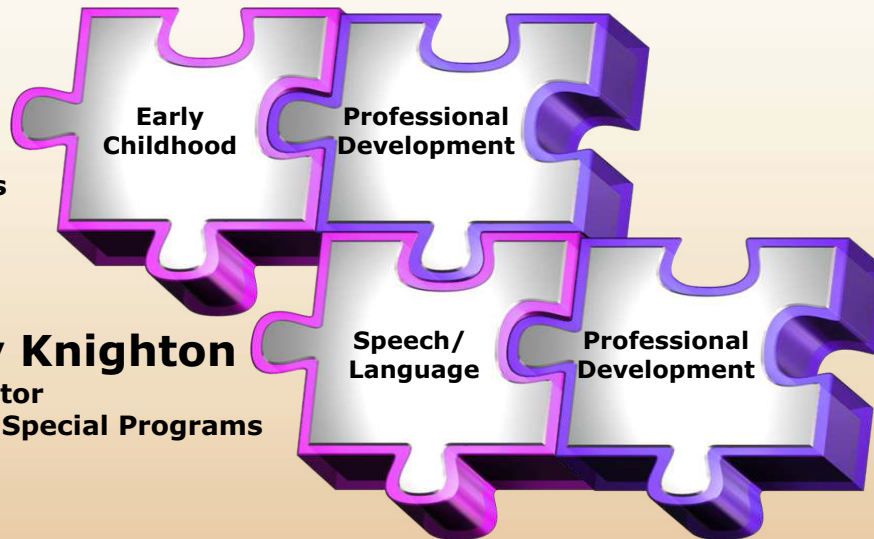
GO



Indicator 6: Educational Environments 3 -5

LEA submits December 1 Child Count
Dec 1 2010
SPP page 71-74

Ginger Huffman
Coordinator
Office of Special Programs



Kathy Knighton
Coordinator
Office of Special Programs

Indicator 6:

Educational Environments

Ages 3-5

- Revised data collection instructions approved by OMB 4/21/10.
- Revisions are in the report of educational placements for 3 to 5 year olds.
- Revised instructions impact December 1, 2010 special education child count in WV

Educational Environments

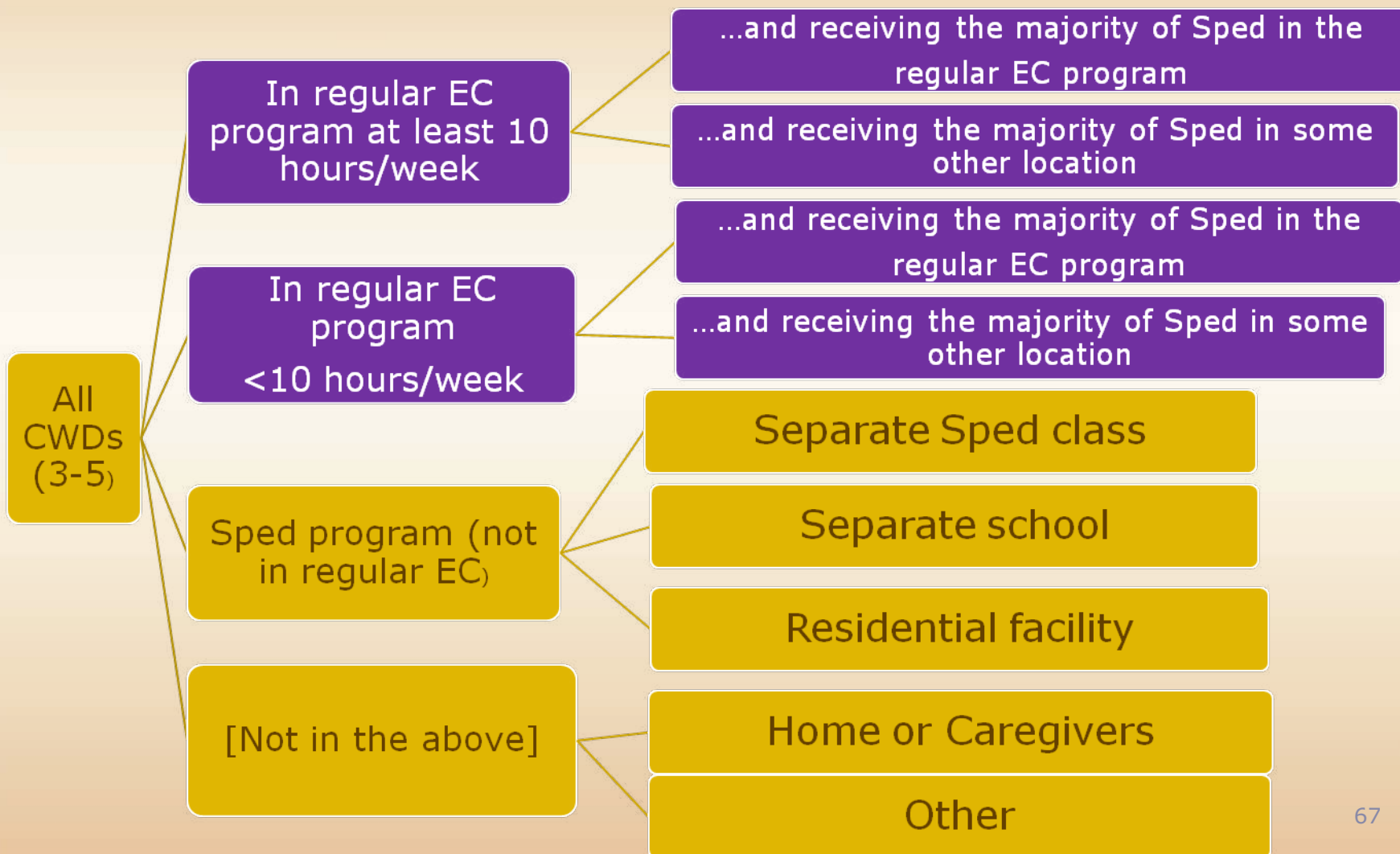
Ages 3-5

- The metric changes are centered around the Regular Early Childhood Program (RECP) .
- Districts are now required to report whether the child is spending less than 10 hours per week or at least 10 hours per week in the RECP.
- Districts are also required to designate where the special education services are provided for those in a RECP.
- The definition for the Regular Early Childhood Category has not changed – it is defined as a program that includes a majority (50% or more) of nondisabled children.

Definition of RECP

- A Regular Early Childhood (RECP) is a program that includes at least 50 percent students without disabilities (i.e., children not on IEP's). This category may include, but is not limited to:
 - Head Start;
 - kindergartens;
 - preschool classes offered to an eligible pre-kindergarten population by the public school system;
 - private kindergartens or preschools; and
 - group child development center or child care.

New Reporting Categories for SY 2010-11 Preschool Educational Environments Data



New PreK Definitions and WVEIS Codes

Educational Environment	LRE CODE
<p>The child attends a Regular Early Childhood Program at least 10 hours per week <u>AND</u> is receiving the majority of hours (50% or more) of special education and related services in the Regular Early Childhood Program.</p>	<p>W</p>
<p>The child attends a Regular Early Childhood Program at least 10 hours per week <u>AND</u> the child is receiving the majority of hours (greater than 50%) of special education and related services in some other location</p>	<p>X</p>
<p>The child attends a Regular Early Childhood Program less than 10 hours per week <u>AND</u> the child is receiving the majority of hours (50% or more) of special education and related services in the Regular Early Childhood Program</p>	<p>Y</p>
<p>The child attends a Regular Early Childhood Program less than 10 hours per week <u>AND</u> the child is receiving the majority of hours (greater than 50%) of special education and related services in some other location</p>	<p>Z</p>

A child attends a Preschool Special Needs program for 8 hours per week and the RECP for 4 hours per week. What code do I use?

Question 1: Does the child attend a RECP?

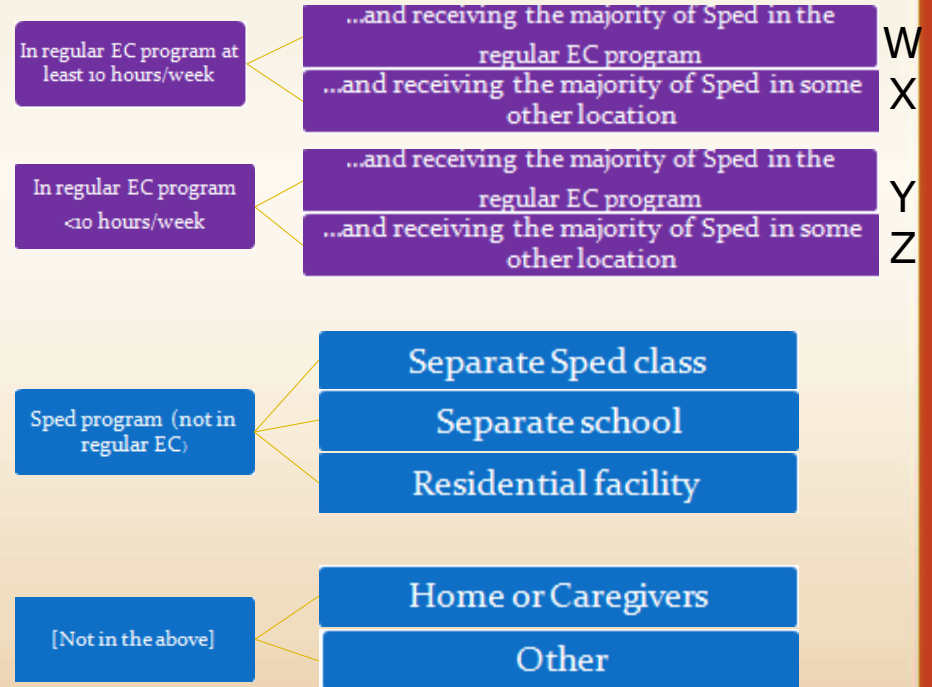
Answer: YES

Question 2: Does the child attend the RECP for 10 or more hours or less than 10 hours?

Answer: Less (4 hours per week)

Question 3: Where does the child receive the majority of special education and related services?

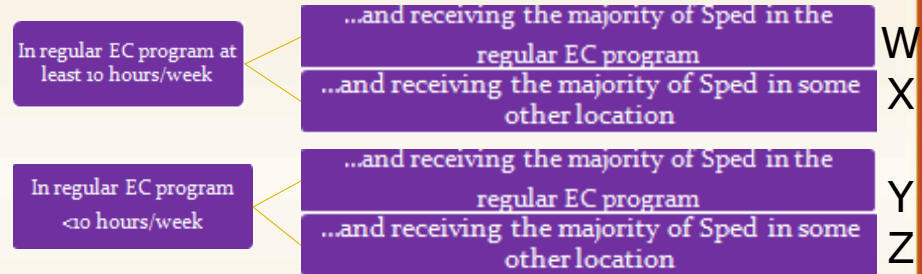
Answer: Special Education Environment (Use Code Z)



A father brings his son to school 2 times per week to receive 1-on-1 speech therapy. No other early childhood services or programs are provided. What code do I use?

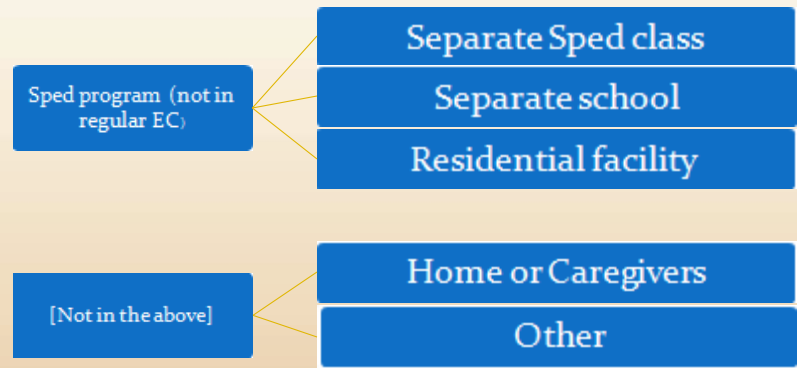
- Question 1: Does the child attend a Regular Early Childhood Environment?

Answer: NO



- Question 2: What type of special education setting is provided?

Answer: Service Provider (Use Code S)



A child attends the school RECP for 8 hours per week and receives all special education services within this environment. Additionally this child spends 16 hours in a day care setting? What code do I use?

Question 1: Does the child attend a Regular Early Childhood Environment?

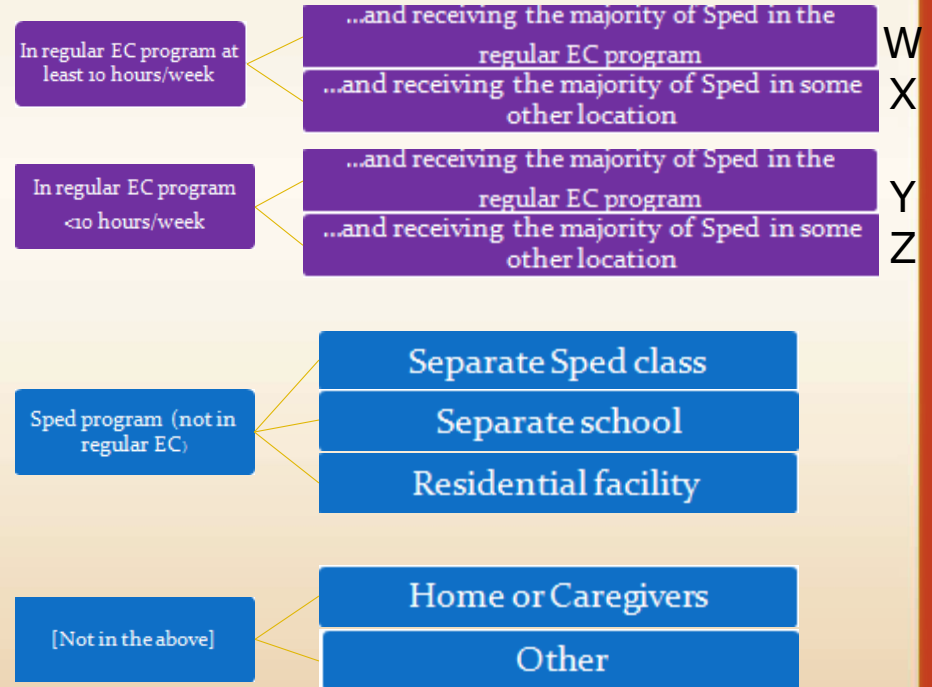
Answer: YES

Question 2: Does the child attend the RECP for 10 or more hours or less than 10

Answer: More (16+ hours per week)

Question 3 : Where does the child receive the majority of special education and related

Answer: RECP (Use Code W)



A child attends a universal PreK program for 20 hours per week. The child receives 3 hours of special education services in a pull-out location with other CWDs. What code do I use?

Question 1: Does the child attend a Regular Early Childhood Environment?

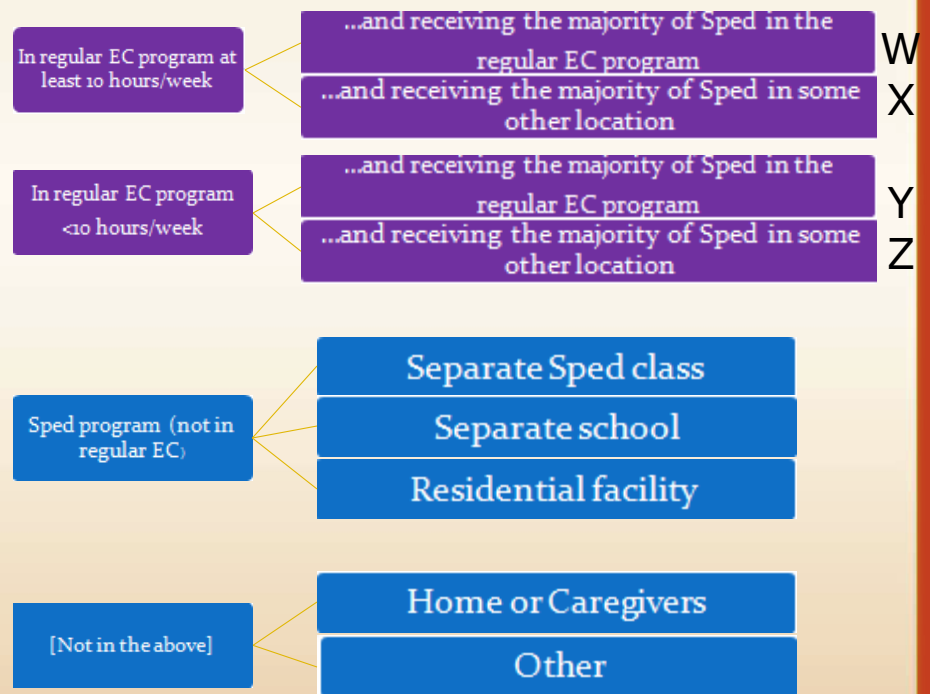
Answer: YES

Question 2: Does the child attend the RECP for 10 or more hours or less than 10 hours?

Answer: More (20 hours)

Question 3 : Where does the child receive the majority of special education and related services?

Answer: Special Education Environment (Use Code X)



A child attends a Preschool Special Needs program for 4 hours per week and the RECP for 8 hours per week. The child receives direct special education services for 4 of the 8 hours in the RECP. What code do I use?

Question 1: Does the child attend a RECP?

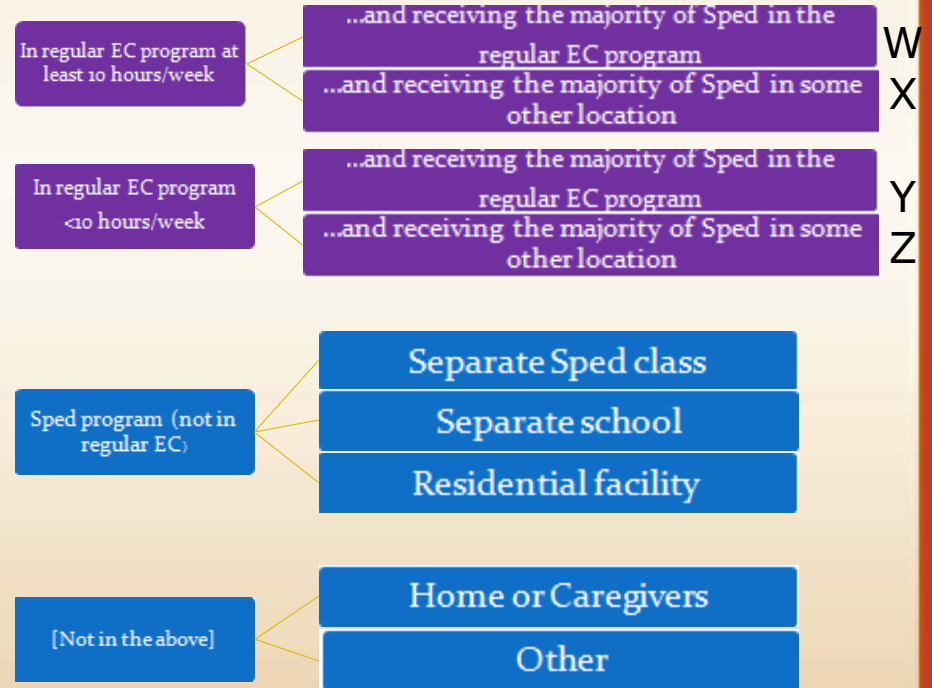
Answer: YES

Question 2: Does the child attend the RECP for 10 or more hours or less than 10

Answer: Less (8 hours per week)

Question 3: Where does the child receive the majority of special education and related

Answer: RECP (Use Code Y)



Summary of District Actions Required

- For IEPs that will not be revised by Dec 1, LEAs must recode the old childhood codes (i.e., J, K, and L) to the appropriate new codes (i.e., W, X, Y, or Z).
 - Ask additional information from teacher and/or parents, as needed, to determine each child's new placement under the new definitions.
 - Count other RECP minutes as appropriate from day care center, Head Start, private preschools.
 - Please note that most kindergarten students' LRE will fall within the new category "W."
- For all IEPs that will be revised between now and December 1st, the WVDE online IEP and directions will help facilitate selection of the appropriate LRE.
 - Districts will need to know the number of hours the child spends in the RECP, the number of hours special education is provided in the RECP and the number of hours special education is provided in some other location.
 - Because the WVDE Online IEP does not yet flow information to WVEIS, LRE will need to be entered into the WVEIS unduplicated service record.
- All IEPs for children with disabilities ages 3-5 on December 1, 2010 must contain the new LRE codes if the child attends a RECP prior to December 1, 2010 reporting window.

Summary of District Actions Required - Continued

- For all IEPs that will be revised between now and December 1st, the WVDE online IEP and directions will help facilitate selection of the appropriate LRE.
 - Districts will need to know the number of hours the child spends in the RECP, the number of hours special education is provided in the RECP and the number of hours special education is provided in some other location.
 - Because the WVDE Online IEP does not yet flow information to WVEIS, LRE will need to be entered into the WVEIS unduplicated service record.
- All IEPs for children with disabilities ages 3-5 on December 1, 2010 must contain the new LRE codes if the child attends a RECP prior to December 1, 2010 reporting window.
 - Not required by Second Month Report

Indicator 7: Early Childhood Outcomes

SPP Page 75 – 83

Data Source Teaching Strategies GOLD (formerly
CreativeCurriculum.net)


Indicator 7:

Reporting Early Childhood Outcomes

- The purpose of Early Childhood Outcomes assessment process is to positively influence the lives of children and families by using child, program and system outcomes data to inform early childhood practices and services.
- The Assessment Process for Early Childhood Outcomes:
- **Body of Evidence**
 - Systematic, ongoing observations
 - Documentation (observations, photos, videos, work samples)
 - Family Reports
 - Assessment data from sources



Indicator 7:

Early Childhood Outcomes

- Body of Evidence  Completion of Approved Assessment
 - Ongoing assessment in the classroom
 - Assessment in all domains completed
 - Results are entered on line

Indicator 7:

Early Childhood Outcomes

- Body of Evidence  Completion of Assessment  Conversion to Child Outcomes Scores-
 - Conversion to OSEP Reporting Categories
 - Automated conversion
 - Yields 5 OSEP reporting categories for each outcome
 - Reported for all children exiting preschool special education services

Indicator 7:

Early Childhood Outcomes

- Body of Evidence → Completion of Assessment → Conversion to Child Outcomes Scores → Conversion to OSEP Reporting Categories:
 - Conversion to Summary Statements for Target Setting
 - Automated conversion
 - Combines OSEP category to describe child progress
 - Used as the basis for setting targets for improvement

Indicator 7:

Early Childhood Outcomes

- Body of Evidence → Completion of Assessment → Conversion to Child Outcomes Scores → Conversion to OSEP Reporting Categories
Conversion to Summary Statements for Target Setting:
- Automated conversion
- Combines OSEP category date to describe child progress
- Used as the basis for setting targets for improvement.

Indicator 7:

Early Childhood Outcomes

Reporting to OSEP:

- Three Child Outcomes
 - Children have positive social skills including positive social relationships.
 - Children acquire and use knowledge and skills including language and early literacy.
 - Children take appropriate action to meet their needs.

Indicator 7:

Early Childhood Outcomes

- Five Reporting Categories for each of the three child outcomes:
 - a. Percent of children who did not improve functioning
 - b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
 - c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it
 - d. Percent of children who improved functioning to reach level comparable to same-aged peers
 - e. Percent of children who maintained functioning at a level comparable to same-aged peers.

(3 child outcomes x 5 reporting categories = 15 sets of data)

Indicator 7:

Early Childhood Outcomes

- Two OSEP Summary Statements for each of the three child outcomes:
 1. Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the program.

(OSEP formula $\frac{c + d}{a + b + c + d} \times 100 =$ Summary Statement 1 Trajectory Changes at Exit) (Automated in system)

Indicator 7:

Early Childhood Outcomes

- Summary Statement Two:

The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

(OSEP formula $d + e/a + b + c + d \times 100 =$ Summary Statement 2 "meeting age expectations at exit")
(generated automatically in system)

Indicator 7:

Early Childhood Outcomes

- Creative Curriculum and Teaching Strategies GOLD (formerly CC.Net) is the process being used to tracking the progress data for young children.
- Switch to Teaching Strategies GOLD-
- Check in the system the **Billing Source**
- Check if the child has an **IEP**
- Entry and Exit dates in the system- Generates the data- Critical element
- Every county must have an administrator of the on line system

Indicator 7:

Early Childhood Outcomes

- Identifier Number is the **WVEIS** number
- Check assessment being used for now it is still listed as Creative Curriculum in system
- Only Administrators can exit a child from the system. Your teachers must know at the end of the year they must check the kids in the system that are leaving the program.
- Speech only children are to be entered into the on-line system too.
- Use Team Central for other providers to capture the progress data.

Indicator 12:

Early Childhood Transition

- **Indicator:**

The percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

Indicator 12: Early Childhood Transition

- There are five measurements for this indicator.
- The children who have been served Part C and referred to Part B for Part B Eligibility determination.
- The number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays
- The number of those found eligible who have an IEP developed and implemented by their third birthdays
- The number of those parents for whom parent refusal to provide consent caused delays in evaluation or initial services
- The number of children who were referred to Part C less than 90 days before their third birthdays.

Indicator 12:

Early Childhood Transition

Reporting Year	Number referred	Compliance
2004-2005	535	48.8%
2005-2006	526	90.4%
2006-2007	645	99.3%
2007-2008	670	97.3%
2008-2009	774	95.0%

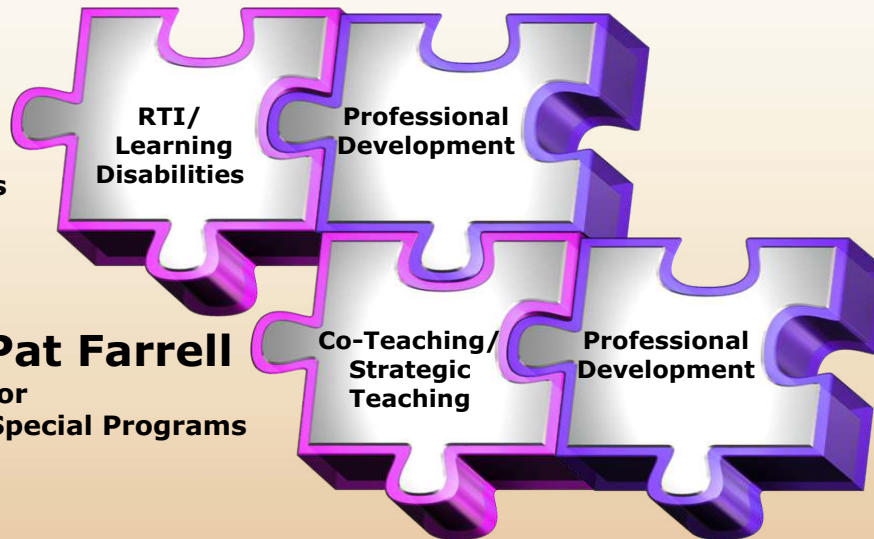
Indicator 12:

Early Childhood Transition

- FAQs for Child Notification Forms is available
- Child Notification Forms sent 6 months prior to the child turning 3 years of age
- Counties are required to follow-up with family either by letter and/or phone contact
- Forms are returned to Office of Special Programs
- Children transition at all times during the year.

Achievement – *How can we assure students with disabilities achieve at high levels?*

Linda Palenchar
Coordinator
Office of Special Programs



Mary Pat Farrell
Coordinator
Office of Special Programs

Special Education Leadership Conference

September 28, 2010

Indicators 3 & 5



How can we assure
that students with
disabilities achieve at
high levels?



Indicator 3: Assessment

What does Indicator 3 address?

- **Participation rate** for students with IEPs in regular assessment and alternate assessment
- **Proficiency rates** for students with IEPs against grade level standards and alternate achievement standards

Indicator 3 Data Sources

WESTEST 2

APTA Data

AYP Calculations

DATA ON-DEMAND



Specific School
Specific School - Determining AYP
County Data
County Data
Last Year Data (2008-09)

NCLB Statistics:

- [All State Schools](#)
- [Title I Schools](#)
- [Schools](#)
- [Schools by Subgroup](#)
- [NCLB AYP - History](#)
- [Call Info](#)
- [NCLB AYP History: K-12 by Subject Area, Pathways](#)

NCLB Lists:

- [Schools Below Standard](#)
- [Schools Above Standard](#)
- [All Schools](#)
- [NON AYP Schools & Reasons](#)
- [AYP Scoring Rules](#)
- [Proficiency Rates](#)
- [Participation Rates](#)
- [Attendance Rates](#)
- [Graduation Rates](#)
- [NCLB School Type](#)

Assessment Information:

- [Weebot2](#)
 - [2008 to 2010 WEDTCT 2 Improvement Report](#)
 - [WEDTCT 2 Improvement - Subgroup](#)
 - [Assessment Data by School/Region](#)
 - [WEDTCT 2 History 2009 by School/Region](#)
 - [Compare School/County/State](#)
 - [WEDTCT 2 Graphical Data](#)
 - [Assessment Data by County](#)
 - [Assessment Data by School](#)
 - [Assessment by Class / SubGroup / Subject](#)
 - [WEDTCT 2 Charting Tool](#)
 - [Comparative Info/Assessment Info](#)
 - [Assessment Data by School/Subject Area / WEDTCT 2](#)
- [Weebot - Older Item/2 Data](#)
 - [Specific School - Overview](#)
 - [Specific School - Graphical Overview](#)
 - [2 Years Assessment Data](#)
 - [Assessment Data by Subgroup](#)
 - [Assessment by Subject, Class, Subgroup](#)
- [Other Assessments](#)
 - [ACT \(2010\) Scores - Plan](#)

Other information:

- [Assessment Information](#)
 - [Assessment Information](#)
 - [Assessment Information](#)
 - [Assessment Information](#)
 - [More Enrollment Data](#)
 - [School Profiles](#)
 - [SPECIAL ED History Data](#)
 - [SPECIAL ED Eligibility Determination](#)
 - [Disability Report by CM/MSA/DC Code](#)
 - [District County Report Card Information](#)
 - [Retention Rates](#)
- [Find Other Schools](#)

[Sign Off](#)

<https://wveis.k12.wv.us/nclb/private/nclbdata10/nclbmenu.cfm>

Data On-Demand

Assessment Information:

- **Westest2**
 - [2009 to 2010 WESTEST 2 Improvement Report](#)
 - [WESTEST 2 Improvement - Subgroups](#)
 - [Assessment Data by School Report](#)
 - [WESTEST2 2010 vs 2009 by School Report](#)
 - [Compare School/County/State](#)
 - [WESTEST2 Graphical Data](#)
 - [Assessment Data by County](#)
 - Assessment Data by [Class](#) [Subgroups](#)
 - Assessment by Class, SubGroup [View 1](#) [View 2](#)
 - [WESTEST2 Charting Tool](#)
 - [Demographic Info/Assessment Info](#)
 - [Assessment Data for SWD by Disability Code - WESTEST2](#)
- **Westest - Older Trend Data**
 - [Specific School - Overview](#)
 - [Specific School - Graphic Overview](#)
 - [5 Years Assessment Data](#)
 - [Assessment Data by Subgroups](#)
 - [Assessment by Subject, Class, SubGroup](#)
- **Other Assessments**
 - ACT (2010) [Explore](#) - [Plan](#)

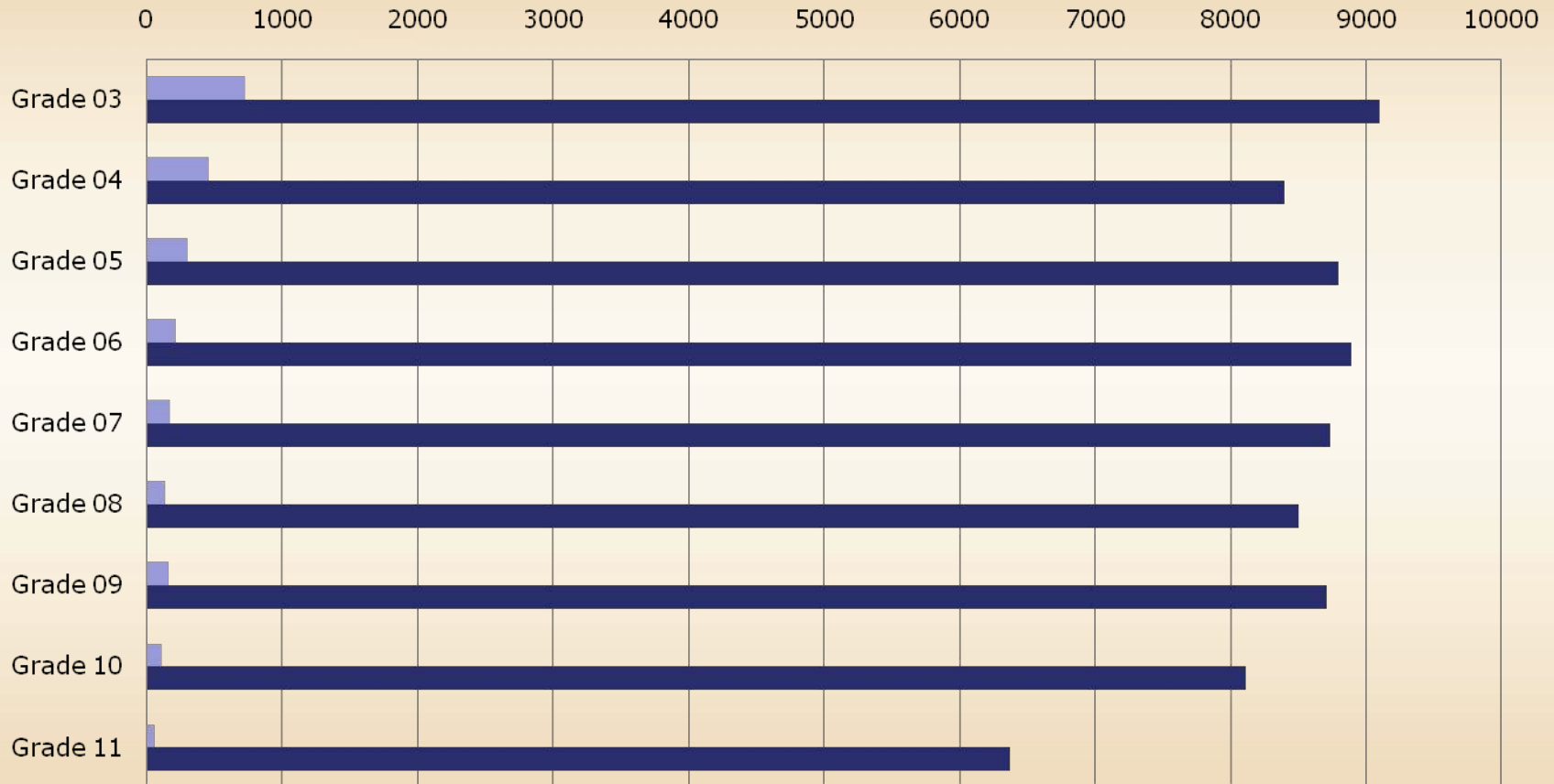
Other Information:

- [School Enrollment - Size 2009-10](#)
- [School Enrollment - Composition 2009-10](#)
- [County Enrollment - Trend Data \(2001-10\)](#)
- [County Enrollment - Composition 2009-10](#)
- [More Enrollment Data](#)
- [School Profiles](#)
- [Special Ed. Private Data](#)
- [Special Ed. Disability Demographics](#)
- [Discipline Report By Offense Code](#)
- [Update County Report Card Information](#)
- [Retention Rates](#)

Find Similar Schools

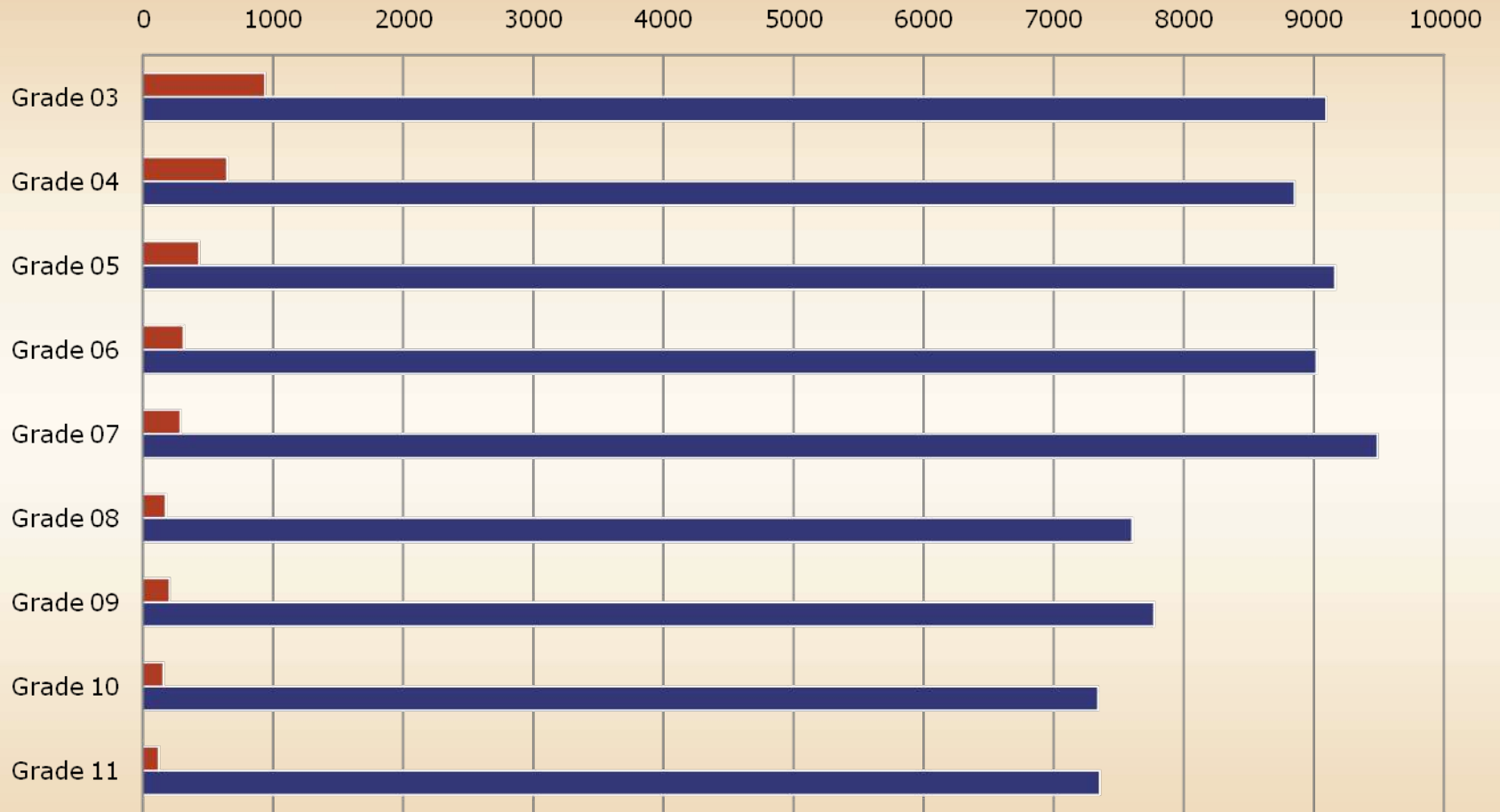


2010 Number Proficient WESTEST 2 Students with Disabilities Compared to All - Reading/LA



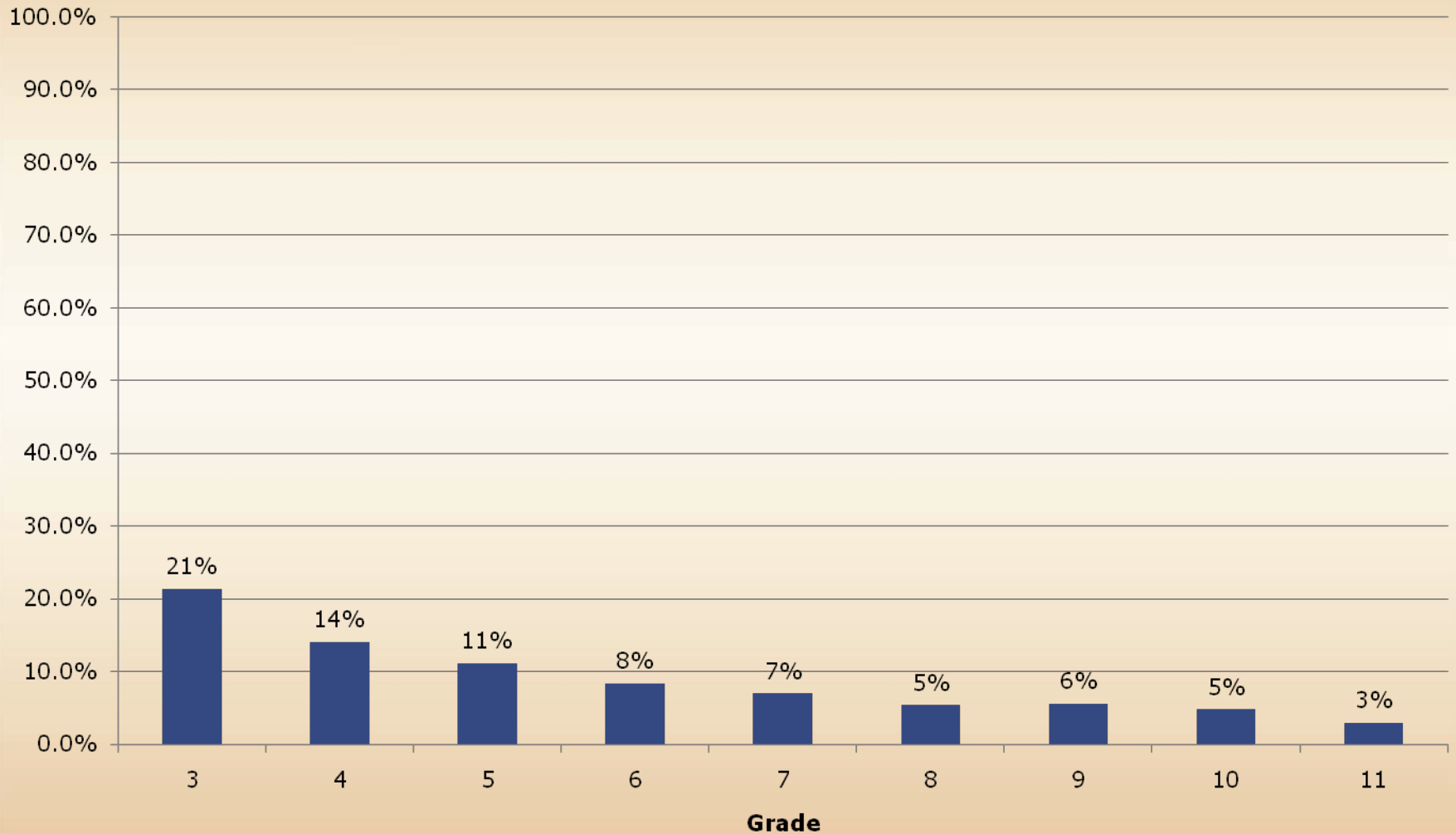
	Grade 11	Grade 10	Grade 09	Grade 08	Grade 07	Grade 06	Grade 05	Grade 04	Grade 03
■ SWD	60	111	160	134	174	217	300	452	725
■ ALL	6,370	8,112	8,710	8,506	8,736	8,891	8,798	8,402	9,101

2010 Number Proficient WESTEST 2 ALL Students for All Grades – Mathematics

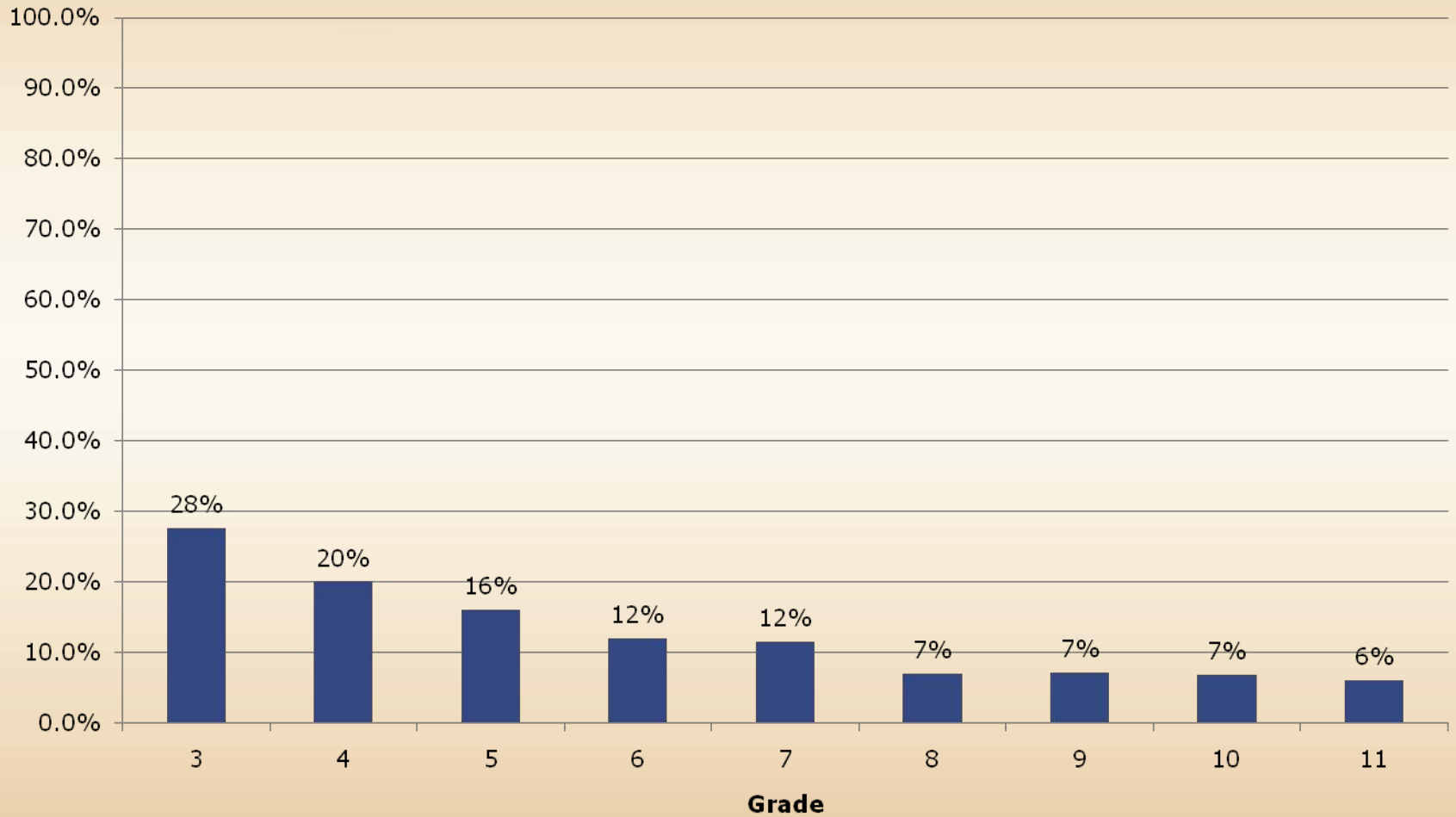


	Grade 11	Grade 10	Grade 09	Grade 08	Grade 07	Grade 06	Grade 05	Grade 04	Grade 03
■ SWD	122	158	204	175	289	313	432	646	940
■ ALL	7354	7341	7772	7604	9489	9019	9163	8851	9095

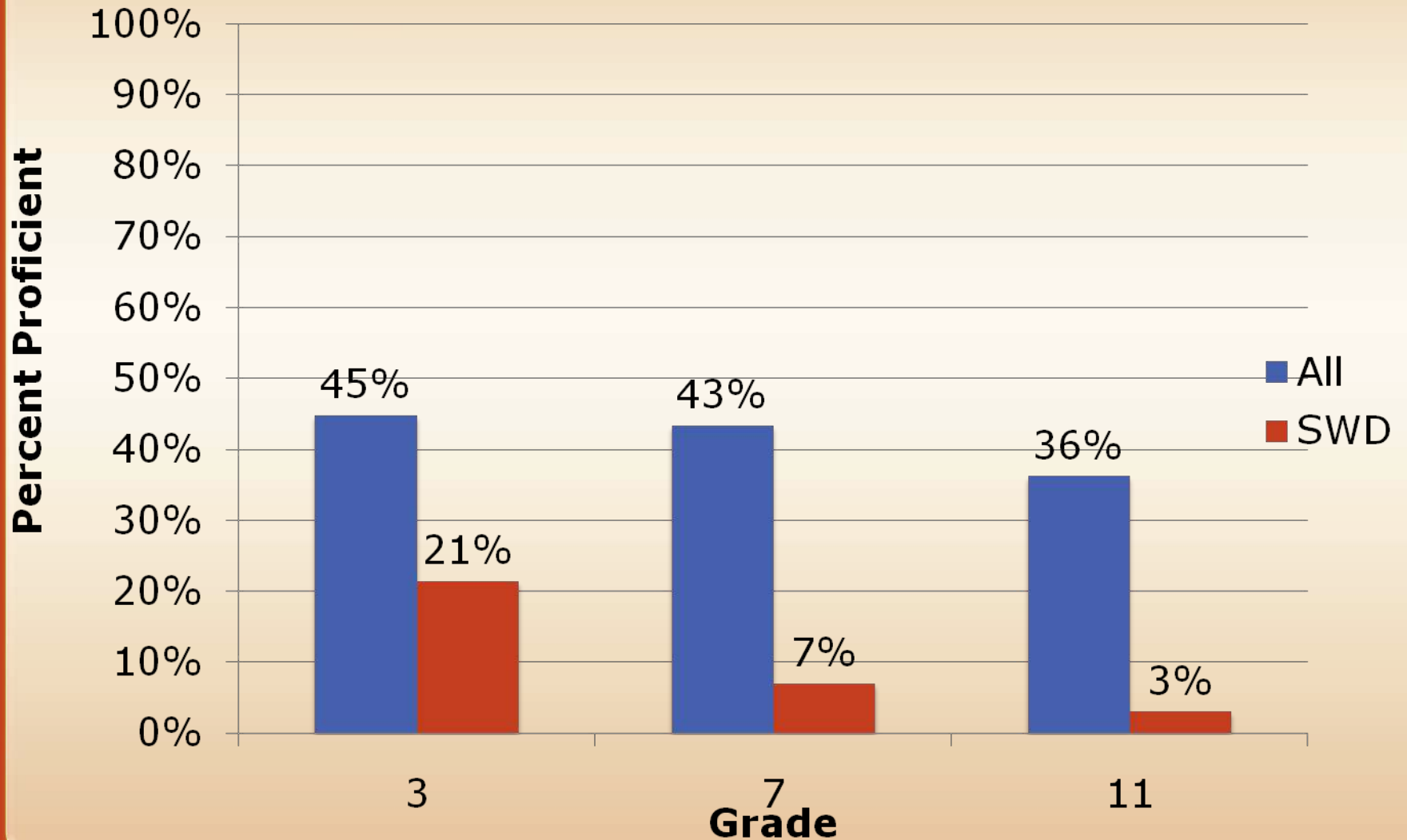
2010 Percent Proficient WESTEST 2 Students with Disabilities for All Grades Reading / Language Arts



2010 Percent Proficient WESTEST 2 Students with Disabilities for All Grades Mathematics



2010 Percent Proficient WESTEST 2 Reading Language Arts



**2010 Percent Proficient WESTEST 2
Students with Disabilities in West Virginia
Reading/Language Arts**

	Proficient	Tested	Percent
Grade 03	725	3393	21.4%
Grade 04	452	3226	14.0%
Grade 05	300	2696	11.1%
Grade 06	217	2607	8.3%
Grade 07	174	2502	7.0%
Grade 08	134	2510	5.3%
Grade 09	160	2863	5.6%
Grade 10	111	2315	4.8%
Grade 11	60	2036	3.0%

**2010 Percent Proficient WESTEST 2
Students with Disabilities in District w/ Highest Proficiency
Reading/Language Arts**

	Proficient	Tested	Percent
Grade 03	48	117	41.0%
Grade 04	20	106	18.9%
Grade 05	21	107	19.6%
Grade 06	23	113	20.4%
Grade 07	20	98	20.4%
Grade 08	12	104	11.5%
Grade 09	20	137	14.6%
Grade 10	7	80	8.8%
Grade 11	6	83	7.2%

**2010 Percent Proficient WESTEST 2
Students with Disabilities in West Virginia
Mathematics**

	Proficient	Tested	Percent
Grade 03	940	3398	27.7%
Grade 04	646	3226	20.0%
Grade 05	432	2697	16.0%
Grade 06	313	2608	12.0%
Grade 07	289	2508	11.5%
Grade 08	175	2514	7.0%
Grade 09	204	2866	7.1%
Grade 10	158	2320	6.8%
Grade 11	122	2038	6.0%

**2010 Percent Proficient WESTEST 2
Students with Disabilities in District w/ Highest Proficiency
Mathematics**

	Proficient	Tested	Percent
Grade 03	51	117	43.6%
Grade 04	31	106	29.3%
Grade 05	34	107	31.8%
Grade 06	28	113	24.8%
Grade 07	31	98	31.6%
Grade 08	16	103	15.5%
Grade 09	27	138	19.6%
Grade 10	11	80	13.8%
Grade 11	9	84	10.7%

**What OSP activities/initiatives
address Indicator 3?**

Under Construction



**Indicator 5:
Educational
Environments**

What does Indicator 5 address?

Percent of children with IEPs aged 6-21 served:

- Inside the regular class 80% or more of the day;
- Inside the regular class less than 40% of the day; and
- In separate schools, residential facilities, or homebound/hospital placements

What are the data sources for indicator 5?

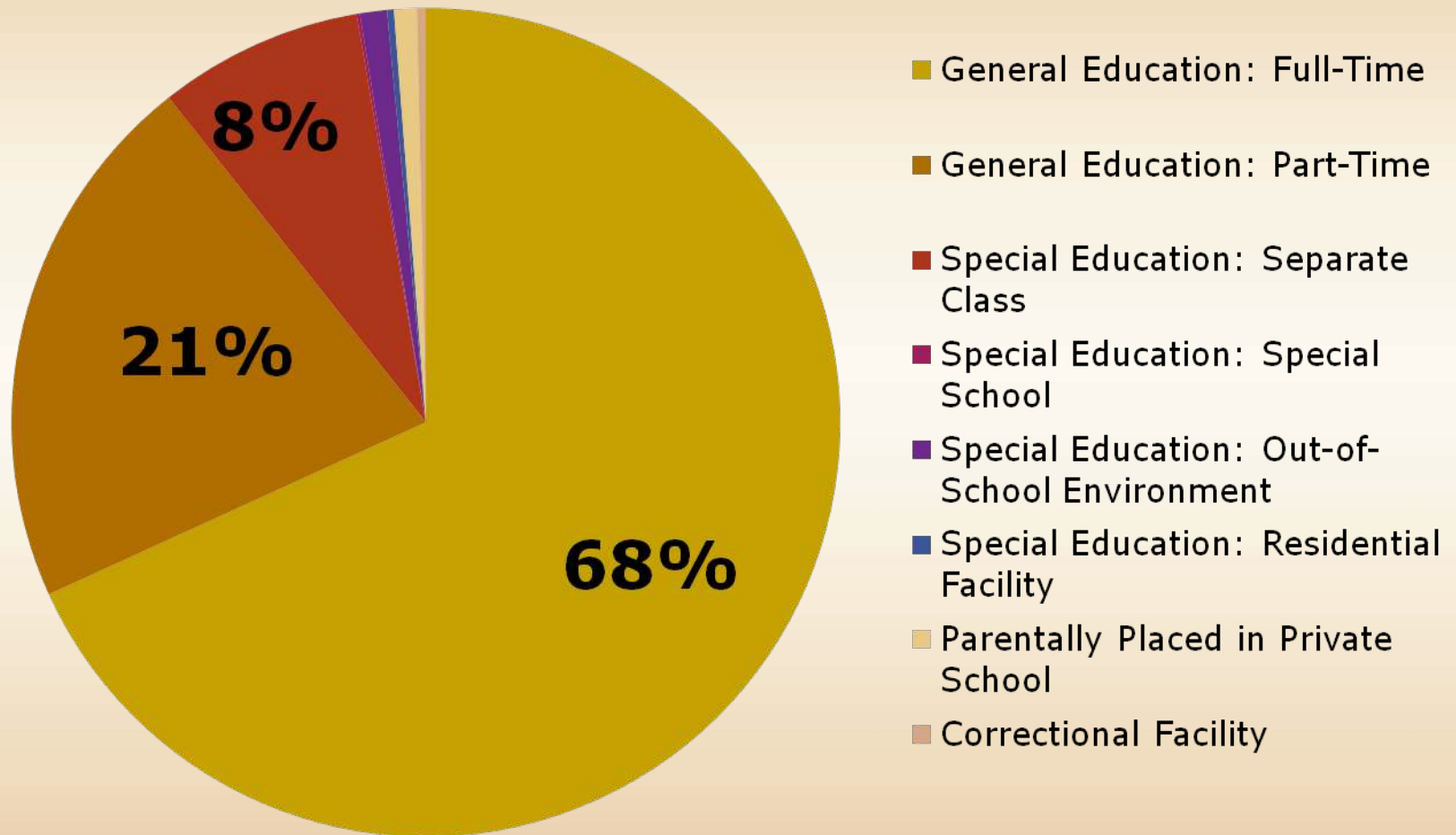
Annual Data Report

(December 1 Child Count)



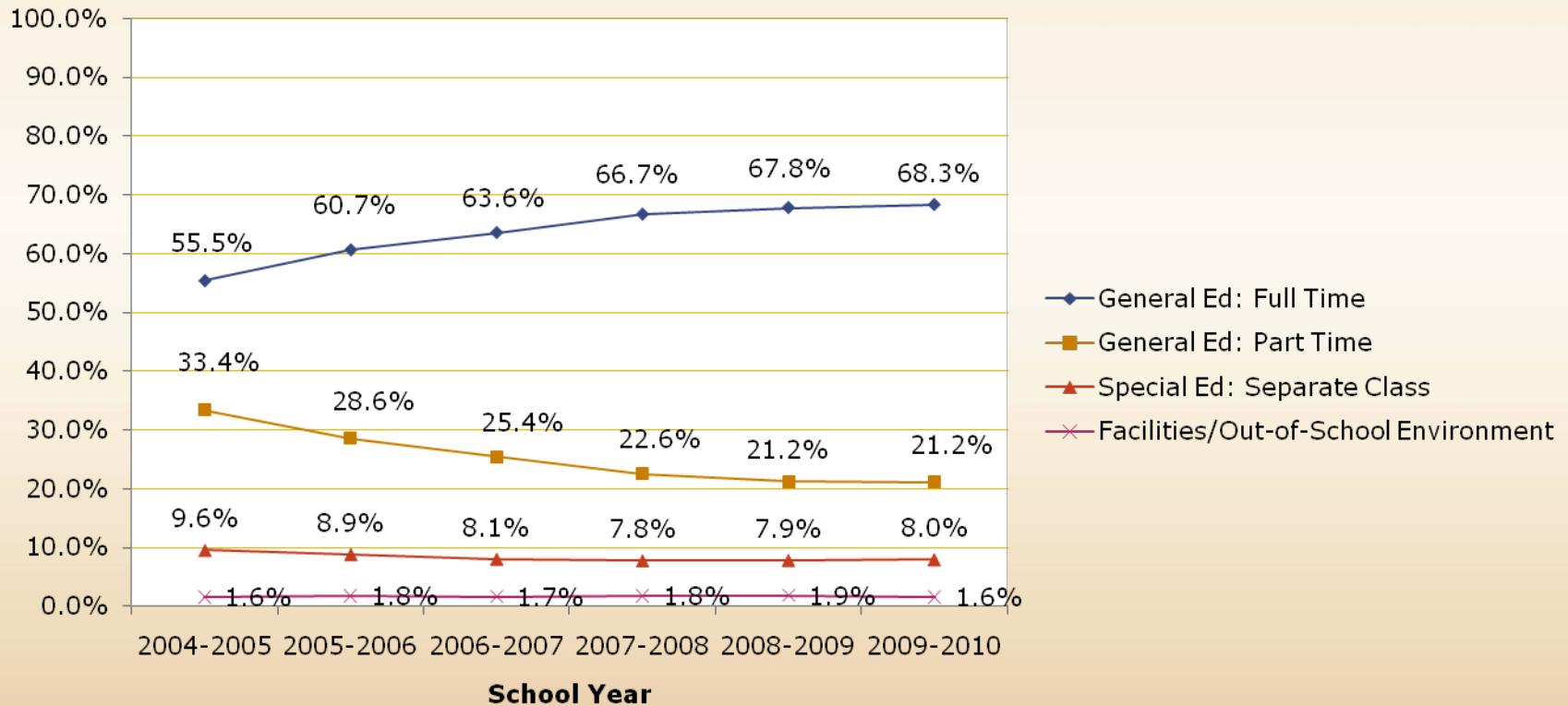
December 3, 2010

Educational Environment (ages 6-21) December 1, 2009 Child Count



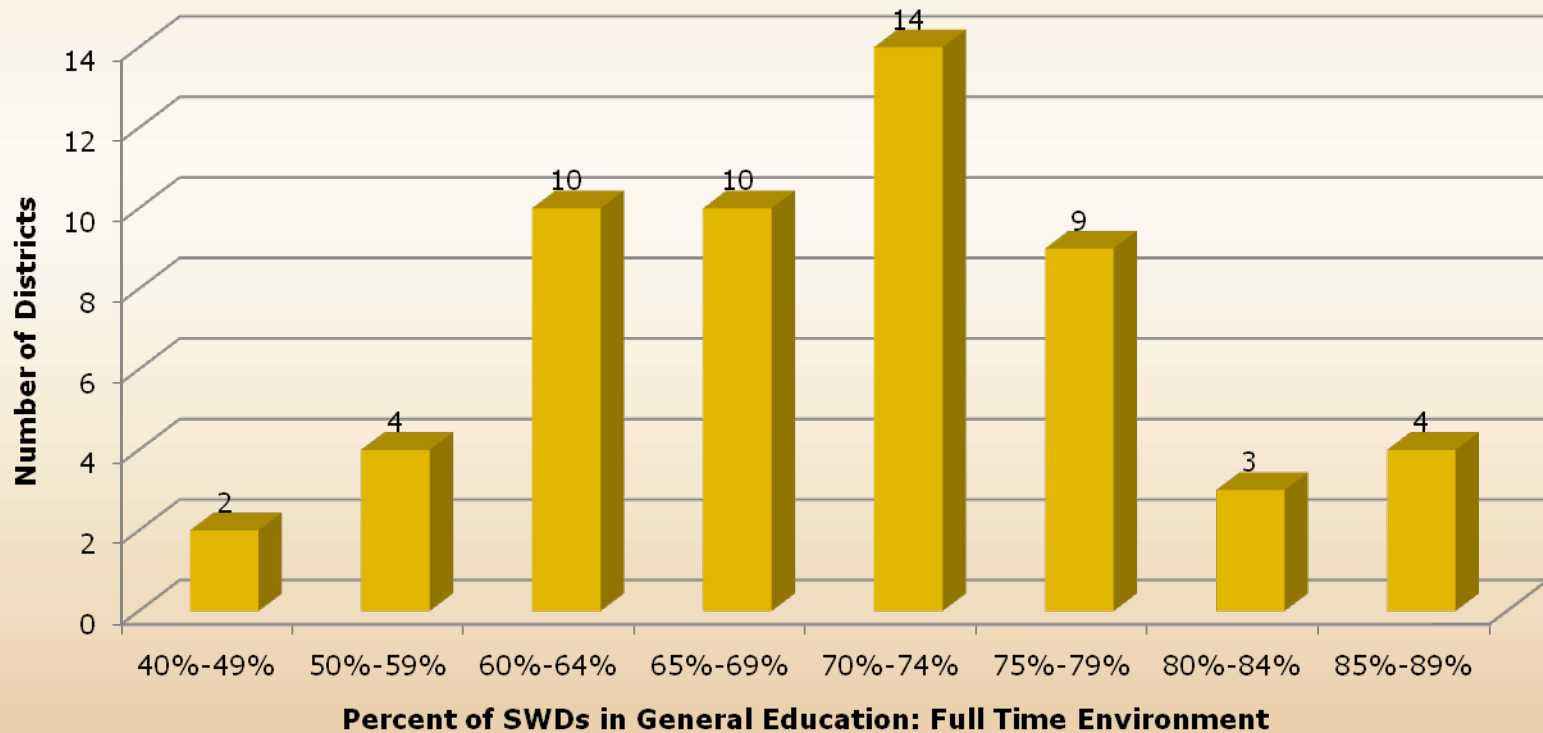
Educational Environments

Percentage of Students with Disabilities in Educational Environments



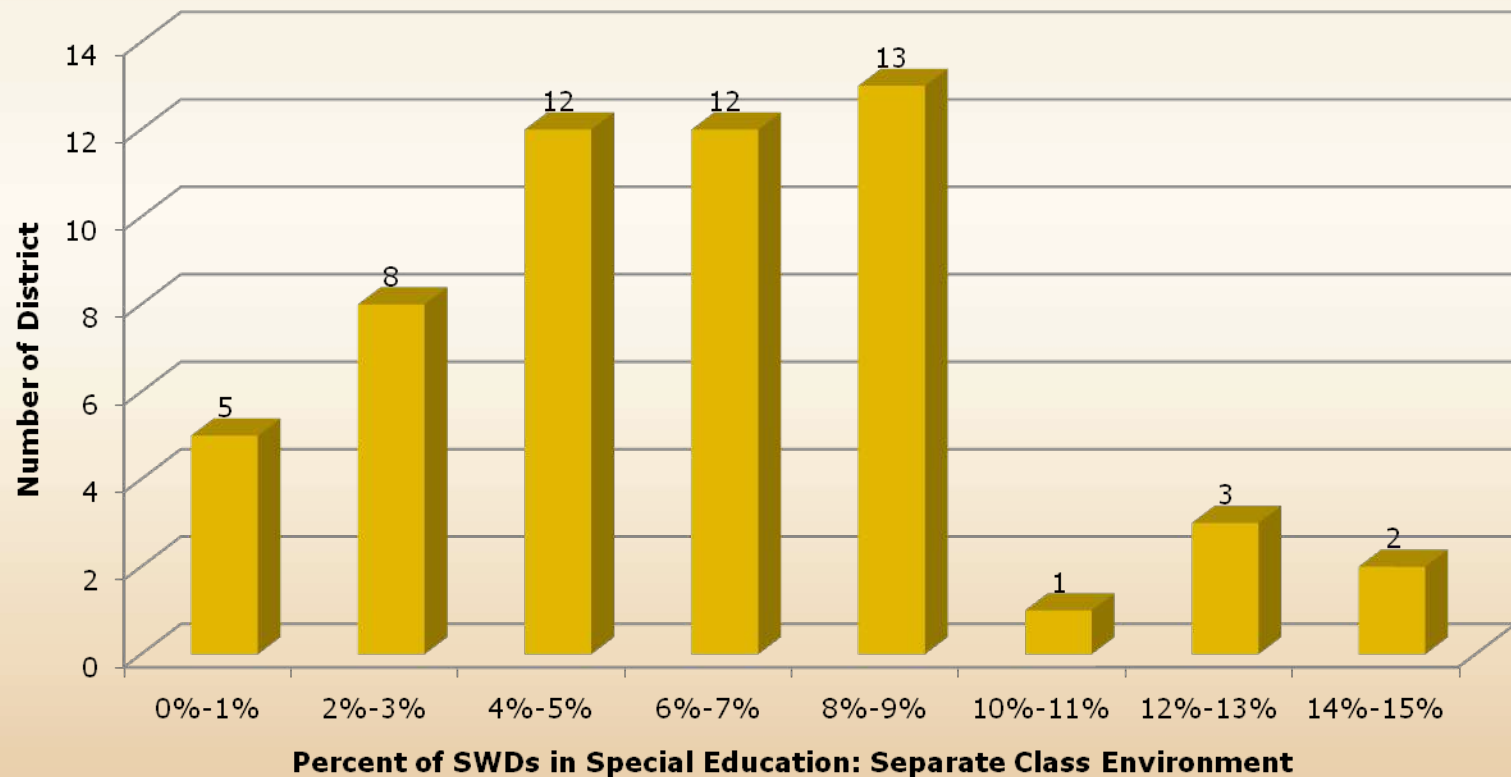
Educational Environments

General Education: Full-time Environment District Ranges in WV December 2009



Educational Environments

Special Education: Separate Class Environment District Ranges in WV December 2009



**What OSP activities/initiatives
address Indicator 5?**

Under Construction



How can we assure
that students with
disabilities achieve at
high levels?

Stop and Reflect

- Discuss your conclusions about the proficiency and educational environments data.
- Where do you need to begin in terms of addressing your students' needs?

Lunch

1 hour

GO

