

## Part B Child Count and Educational Environments Data Notes

### 2015-16 Reporting Year

This document provides information or data notes on the ways in which States and entities collected and reported data differently from the Office of Special Education Programs (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes or other changes that data users may find notable or of interest in the data from the previous year.

#### Alaska

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The year-to-year comparison of 2014-15 and 2015-16 school age student LREs identified a significant change in in two of the regular classroom settings in Alaska.

Students served in the regular classroom between 79% and 40% of the day increased 87% from 2141 to 4006. In 2013-14 the count for this LRE was 4095.

Students served in the regular classroom less than 40% of the day increased 49% from 967 to 1438. In 2013-14 the count for this LRE was 1751.

There was a major change from our historical counts in the counts of these two LREs in the 2014-15 school year. Last year, that change was attributed to one of our largest districts having completed significant teacher training on how to calculate and report the LREs in their district.

Most all of the change in counts this year also comes out of this same district. In reviewing their data again this year the district states that the 2015-16 data are correct and the 2014-15 data is an anomaly caused by a change in their IEP system and the extensive LRE trainings blurred this impact when they did their data review for the 2014-15 school year. In 2015-16 both the statewide counts and the counts for this particular district returned to counts similar to our historical counts and we anticipate that the counts will remain in these ballparks moving forward.

The year-to-year comparison of 2014-15 and 2015-16 early childhood LRE data identified a 32% reduction in the number of students being served at a Service Provider Location or some other location not in any other category. The Alaska statewide counts went from 103 to 70 students being served in this LRE. The majority of this decrease is attributed to one of our 5 largest districts. They reported that most of their students served in this LRE are speech only students and they experienced an unusually large number of speech only students turning 6 between last year and this year.

#### Colorado

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AUT: SY2014-2015 = 480, SY2015-2016=664, +184, +38%

OHI: SY2014-2015 = 136, SY2015-2016=203, +67, +49%

OI: SY2014-2015 = 303, SY2015-2016=167, -136, -45%

In the fall of 2011, Colorado passed new rules for eligibility determinations which included the stipulation to align with IDEA-defined disability categories. These changes will be fully implemented by

July 1, 2016. Prior to this change, the following federal categories were reported under a category of Physical Disability: Other Health Impairment, Orthopedic Impairment, Autism, and Traumatic Brain Injury. Although Colorado had had the categories of Autism and Traumatic Brain Injury, some LEAs put the students with Autism and Traumatic Brain Injury into the physical disability category. With the migration to categories that align with the federal reporting categories, there will be changes in the OHI and OI reporting. In addition, there may be subsequent changes/increases in the categories of autism and TBI which had previously been included in the Physical Disability category.

SLD: SY2014-2015 = 44, SY2015-2016=18, -26, -59%

The decrease of SLD within early childhood may be related to the continuing adoption/implementation of the new Developmental Delay category by many of our LEAs. Fewer children are being re-identified with SLD at the younger ages since they can now stay DD through the age of 8.

REC10YOTHLOC: SY2014-2015 = 938, SY2015-2016=1203, 265, +28%

A few LEAs were mainly accountable for the state wide increase of children attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location. One of them explained that the LEA started a transdisciplinary model for children with severe disabilities in their intensive learning center. These children received services in the intensive learning center in the morning and moved to the transdisciplinary setting with non-disabled peers in the afternoon in which they received special ed services from appropriate teachers and therapists while still interacting with their non-disabled peers. This change increased the number of children in the REC10YOTHLOC category.

DD: SY2014-2015 = 1236, SY2015-2016=2463, +1227, +99%

OHI: SY2014-2015 = 3621, SY2015-2016=6952, +3331, +92%

OI: SY2014-2015 = 6634, SY2015-2016=3195, -3439, -52%

In the fall of 2011, Colorado passed new rules for eligibility determinations which included the stipulation to align with IDEA-defined disability categories. These changes will be fully implemented by July 1, 2016. Prior to this change, the following federal categories were reported under a category of Physical Disability: Other Health Impairment, Orthopedic Impairment, Autism, and Traumatic Brain Injury. Although Colorado had had the categories of Autism and Traumatic Brain Injury, some LEAs put the students with Autism and Traumatic Brain Injury into the physical disability category. With the migration to categories that align with the federal reporting categories, there will be changes in the OHI and OI reporting. In addition, there may be subsequent changes/increases in the categories of autism and TBI which had previously been included in the Physical Disability category. Finally, Colorado has extended the age limit of Developmental Delay to eight years of age rather than the prior maximum age of six years of age to align with federal reporting requirements; this change seemed to have resulted in an increase in the number of children identified with Developmental Delays.

PPPS: SY2014-2015 = 205, SY2015-2016=247, +42, +20%

No particular LEA was accountable for the increase of students who were parentally placed in private schools, nor did we have policy and procedure changes at the state level that would have led to this increase. However, we constantly emphasized the reporting requirement of the students to whom LEAs provide services and attend private schools during the data collection. Such persistent technical assistance might have led to the increase in reporting of students who were parentally placed in private schools.

RF: SY2014-2015 = 359, SY2015-2016=270, -89, -25%

The decrease of students who attend residential facilities was due to the national push to reduce the use of congregate care in the child welfare system. Colorado downsized or closed a handful of residential facilities since the 2014-2015 school year. Since some facilities closed after the 2015-2016 child-count date, we expect to see a decrease in the 2016-2017 child count as well.

## **Delaware**

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Data note is intended to address request for notes on the OSEP Year-to-Year Comparison for Child Count and Educational Environment 618 Data Submissions.

For School Age Data Environments:

Increase in Placement “HH” – Part of the increase is due to Delaware’s small “N” size for most categories. Data is valid and SEA will continue to work with LEA's on identifying areas for movement into LRE where appropriate.

Increase in Placement “RF” - Part of the increase is due to Delaware’s small “N” size for most categories. Data is valid and SEA will continue to work with LEA's on identifying areas for movement into LRE where appropriate.

Data note is intended to address request for notes on the OSEP Year-to-Year Comparison for Child Count and Educational Environment 618 Data Submissions.

For Early Childhood Environments:

Increase in Placement “REC10YSVCS” – Increase reflects increase in movement of students to receiving services in regular EC program.

Decrease in Placement “SC” – reflects movement of students into “REC10YSVCS” placement.

Decrease in Placement “SPL” – reflects movement of students into “REC10YSVCS” placement.

Decrease in Placement “SS” – reflects movement of students into “REC10YSVCS” placement.

Decrease in LEP reflects low “N” size for this cell.

## **Florida**

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Increase in students receiving EC services inside a regular early childhood program and corresponding decrease in students receiving services in other location. Concerted efforts have been made by both the Bureau of Exceptional Education and Student Service staff as well as the TATS discretionary project (Technical Assistance and Training System for Programs Serving Young Children with Disabilities) to increase inclusion. These efforts have included products, webinars, and regional meetings that address more inclusive ways to serve young children with disabilities, including integrated therapy.

## **Georgia**

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This data note is being submitted to address the 93% difference (305 fewer students) reported in the Educational Environment Correctional Facility in GA between the 2014-2015 school year and the 2015-2016 school year.

In 2014-2015 data reported included students in the Department of Corrections and students in the Department of Juvenile Justice (DJJ). In 2015-2016 the DJJ in GA became its own LEA, in fact it is a Charter School System. The students attending the DJJ are now reported in environments as all other SWD in GA are reported: RC80, RC79to40, and RC39. DJJ reported 0 students in the environment CF. The 22 students reported in environment CF are Department of Corrections students.

## **Kentucky**

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In 2014, Kentucky had 67 early childhood students receiving services in the home. In 2015, there were 43 early childhood students receiving services in the home, for a difference of 24 students. Of those 24 students, 18 turned 6, removing them from the early childhood category. While the overall state change was 24 students, all but 2 districts had no more than a two child difference in any single LEA. (Those districts had a change of 4 students and 3 students, respectively.) These small changes at the LEA level can often occur and when accumulated across the 175 LEAs in the state can produce a change of 20 students (the minimum required by the 20/20 rule. In this case because the Home educational setting is such a small number, 20 students also exceeded the 20 percent portion of the 20/20 rule.

In 2014, Kentucky had 109 students receiving special education services in correctional facilities. In 2015, there were only 76 students receiving services in correctional facilities. This decrease is a result of Senate Bill 200 (2014) that substantially overhauled Kentucky's juvenile justice system (<http://education.ky.gov/school/sdfs/Pages/Senate-Bill-200.aspx>).

## **Mississippi**

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Regarding the 24% increase in LEP students, there was an influx of students this past year and more students qualified based on the English Language Proficiency Test (ELPT).

## **Missouri**

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School year referenced is 2015-16. The Home educational environment category for ages 3-5 decreased by 30 children from 2014-15 to 2015-16 due to small decreases across a number of school districts.

## **Montana**

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The data for Montana's C002 ED*Facts* file shows an increase in the number of children aged 6-21 who are being served in a Separate School when comparing SY2014-15 to SY2015-16. This data has been verified with the districts. The change is due to the increased use of Day Treatment Centers to provide special education and related services to students with various disabilities.

## Nebraska

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### HOME:

One of our larger metropolitan districts had a shift in policy/practice, moving 3-5 year olds from home based services to center based services-size of the district will account for the majority of these children.

Regular Early Childhood Program, less than 10 hours/week, services at EC program and Service Provider Location:

The decrease in the number of children receiving 10 hours or less in their regular early childhood program and the decrease in the number of children at the service provider location are accounted for in Nebraska's increase in the number of children receiving 10 or more hours in a regular education setting. Schools continue to put into practice the early childhood state regulations.

## Ohio

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Ohio experienced a 62% drop in the correctional facilities environment for students with disabilities. This was due in large part to the closure of more than half of the facilities that housed juvenile offenders, who are now being served elsewhere.

## Oklahoma

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This data note addresses the five rows of 20/20 year-to-year change identified in the Oklahoma Part B CCEE Year to Year Report.

Regarding Row 613 Disability Category: AUT.

Between 2014/15 and 2015/16, the number of students identified with AUT as their primary disability increased from 263 to 333. This equates to categorical growth of 27 percent. This increase in AUT is substantially greater than in other categories, increasing from 2.95% to 3.7% in the population of 3-5 year olds served by Part B. The specific growth in this disability is in line with national trends for appropriately identifying children with autism spectrum disorder.

Regarding Row 613 Disability Category: SLD.

Between 2014/15 and 2015/16, the number of students identified with SLD as their primary disability decreased from 84 to 62. This equates to a categorical decrease of 26 percent. Overall, in the 3-5 year old population being served by Part B, the percentage of students identified with SLD dropped from 0.94% to 0.69%. Oklahoma has witnessed an increase in the use of "response to intervention" practices that reduce the misidentification of students as SLD.

Regarding Row 613 Education Environment EC: REC09YSVCS.

Between 2014/15 and 2015/16, the number of students identified as receiving special education services in the regular education classroom (less than 10 hours a week) increased from 147 to 241. This equates to categorical growth of 64 percent. The growth in this category, which is not matched by similar growth in other ECE categories, suggests it is an anomaly in district reporting. Across districts, 415 of the 506 reported in 2015-16 had zero students in this ECE category. Of the 91 that reported a student in this environment, 18 identified this category at least 25 percent of the time.

Regarding Row 74 Educational Environment SA: CF.

Unfortunately, more students were removed from districts to correctional facilities in 2015/2016 than the previous year (137 compared to 94). The growth of 46 percent in this category reflects incarceration trends in Oklahoma.

Regarding Row 74 LEP Status: LEP.

Between 2014/15 and 2015/16, the number of students identified as LEP who also receive special education services jumped from 3808 to 5199. This equates to categorical growth of 37 percent. The Census Bureau's annual American Community Survey results suggest that in Oklahoma, the percentage of "English Only" speakers is decreasing by a 0.2% every year, equating to nearly 20,000 individuals annually. The increase in dual identification of LEP/SPED status matches this trend.

## **South Dakota**

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We have a significant increase in the AUT- Autism Disability Category; our requirements for Autism were updated on 2015-2016 school year. This is probably the reason of the increase. Upon review of the data submission, we have determined that this increase is correct.

We have a 100% decrease in the CF-Correctional Facilities environment- Upon review of the data submitted in previous years, a reporting error was identified. The decrease is correct and this is why there is a 10% increase reflected on RF (Residential Facilities) and a 11% in SS (Separate School) environments.

## **Texas**

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SS count decrease of -22/-37% occurred due to state instructional setting code clarifications within the Texas School for the Deaf. Previous coding allowed for some confusion that is in continuing data clarifications with edit checks and quality control within the statewide data collection system. Policy on what constitutes a separate school for this unique type of school is being further defined in the state. The numbers reported for SY 2015-16 correctly account for the total number of students in this educational environment. Data was not resubmitted.

For SY 2015-16:

Educational Environment (IDEA) SA

RF count decrease of -181/-27% occurred due to state instructional setting code clarifications within the Texas School for the Deaf. Previous coding allowed for some confusion that is in continuing data clarifications with edit checks and quality control within the statewide data collection system. Policy on what constitutes a residential facility for this unique type of school is being further defined in the state. The numbers reported for SY 2015-16 correctly account for the total number of students in this educational environment. Data was not resubmitted.

## Utah

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In SY2015-16 Utah reported 474 students as receiving special education in an Other Location Regular Early Childhood Program (less than 10 hours). This is an increase of 304 students, or 56% from SY2014-15. In addition, Utah reported an increase of students receiving the majority of hours of special education and related services in the regular early childhood program.

1. Utah continues to improve procedures for the collection, validation and reporting of *EDFacts* Data. As a result, the State is able to more accurately provide an unduplicated count of students.
2. Utah provided technical assistance to LEAs clarifying that the “10 hours” reference in the environment code represents the number of hours the student is attending a regular early childhood program, not the number of hours the student is receiving specialized instruction or related services.
3. Utah provided technical assistance to LEAs clarifying that students who are age 5 and enrolled in kindergarten must be reported using the 3-5 early childhood environments.

## Virginia

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Educational Environment (IDEA) EC, reduction in REC09YSVCS (Regular Early Childhood Program less than 10 hours) decreased in counts (319) and percentage (37%).

The number of students receiving services in a regular early childhood program less than 10 hours per week decreased by 319 students from 2014-2015 to 2015-2016. Subsequently, the number of students receiving services in a regular early childhood program at least 10 hours per week increased by 320 students between the two years. In addition, the number of students receiving services in another location, regular early childhood program at least 10 hours per week, also increased. The Virginia Department of Education continues to provide training and guidance regarding early childhood placements and educational environments with a focus on regular early childhood program placement options.

Education Environment (IDEA) SA Correctional Facilities decreased in counts (127) and percentage (22%).

The Department of Juvenile Justice regulations and sentencing guidelines have been revised and are currently being implemented in Virginia. This has led to a reduction in youth being sent to detention, with a subsequent decrease in students with disabilities receiving services in these locations.

## Wisconsin

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### 2015 Child Count and Ed Environments Data Quality Report

Counts missing for Developmental Delay - Per Wisconsin's SSS IDEA, development delay is permitted through age 9. The C002 SEA and LEA files include developmental delay counts for children ages 6, 7, 8, and 9. Note: Prior to the 2015-16 school year, developmental delay was limited to children ages 3-5 and those children who turned age 6 after September 1 of the reporting year.

Counts missing for Correctional Facility – Per Wisconsin's SSS IDEA, placement in a correctional facility is limited to children ages 10 and older. The C002 SEA and LEA files include correctional facility counts for children ages 10-21.

C002 – School Age – DD – Development Delay – Increase in Number

The state's eligibility criteria for developmental delay was amended as of July 1, 2015 to permit a child to be identified with a developmental delay through age 9. Previously the criteria for developmental delay was limited to those children ages 3, 4, and 5. A child could continue to be identified as developmental delay through the school year in which the child turned age 6 provided the student's birth date was after the start of the school year (September 1).

With the expansion of the permitted ages for identification of developmental delay, the increase in number of children identified was expected.