

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A large white diagonal shape cuts across the top right of the image, containing the main text.

Beginning of Year Data and Reporting 2024-2025

Amy Patterson

Kentucky Department of Education (KDE)
Office of Special Education and Early Learning
(OSEEL)

amy.patterson@education.ky.gov



Kentucky Department of
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Upcoming Reporting Dates 2024

- Special Ed Exit Data Verification – Monday after Oct. 31, 2024
- Dec. 1 Child Count Reporting
 - All enrollments and documents must be finalized and locked by close of business Dec. 6, 2024.
 - Verification survey due by 11:59 p.m. Dec. 9, 2024.

Upcoming Reporting Dates 2025

- Individuals with Disabilities Education Act (IDEA) Application in Grant Management Application and Planning (GMAP) – June 1, 2025
- Personnel Reporting in GMAP – June 1, 2025
- Indicators 11 and 13 Spreadsheet – June 30, 2025
- Indicator 12 Survey – June 30, 2025
- Discipline Data Verification – June 30, 2025

Special Education Resources for Using Infinite Campus (IC)

[Special Education
Resources for
Using Infinite
Campus](#)



Special Education Reporting Manual

[Special Education
Reporting Manual](#)



Data Standards

[KDE Data Standards](#)



Resource Review

Find two pieces of important information that you would use if training is staff for each of the following. Also, tell where you found each piece of information.

- Exiting
- Child count
- Indicators 11, 12 or 13

Special Ed Exiting

KY State Reporting > KDE Reports > SPED Exit Detail

Complete verification survey by 4 p.m. Nov. 4.

New Report

- Use *KY State Reporting > KDE Reports > SPED Exit Detail Report.*
- Do NOT use *KY State Reporting > Special Ed Exit Report.*



Special Education (SPED) Exit Detail Report

For a student to appear on the SPED Exit Detail Report (*KY State Reporting > KDE Reports > SPED Exit Detail Report*), the following conditions must be met.

Special Education (SPED) Exit Detail Report Criteria

- The student was aged 14 to 21 on the Dec. 1 count prior to exit,
- The student was enrolled in a public school district in Kentucky on or before Oct. 1, and
- Either of the following is true:
 - The student had an Individual Education Program (IEP) at the beginning of the school year, or
 - The student had an IEP at the end of the previous school year and had a “No Show” enrollment in the current school year.

Due Nov. 4

- Review students listed as dropouts.
- If they enrolled in a district on or before Oct. 1, they should no longer be listed as dropouts.
- Change the Special Ed Exit Status to match the accurate dropout status.
- Link to survey will be sent after Oct. 1.

Child Count

Finalize enrollments by 4 p.m. Friday, 12/6/24.

Lock documents by 4 p.m. Friday, 12/6/24.

Submit validation survey by 4 p.m. Monday, 12/9/24.

How is Percentage of Time Calculated?

According to [FS002 \(DG74\) – Children with Disabilities \(IDEA\) School Age v19.1](#),

- To calculate the percentage of time inside the regular classroom, divide the number of hours the child spends inside the regular classroom by the total number of hours in the school day (including lunch, recess and study periods). The result is multiplied by 100.
- Time spent outside the regular classroom receiving services unrelated to the child's disability (e.g., time receiving English learner services) should be considered time inside the regular classroom.
- Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Least Restrictive Environment (LRE) Reminders

- Preschool
 - Students who are 5-years-old and in preschool should have an LRE code beginning with 3.
 - An LRE code of 3X is for students who are receiving services in their home.
 - An LRE code of 3P is for students who are receiving services at a service provider location.
- School Age
 - Students who are 5-years-old and in kindergarten should have an LRE code beginning with 6.

Reports

- *KY State Reporting > IDEA Dec 1 Count Extract*
 - Updates in real-time
- *KY State Reporting > KDE Reports > IDEA Dec 1 Federal Submission Validation (FSV)*
 - Updates weekly on Monday mornings
 - Changes made after 4 p.m. on Fridays will not be reflected until the next week.

Extract Requirements *(Special Education Documents)*

- For a student to appear on child count, ALL the following must be true:
 - Student is enrolled in the district on Dec. 1
 - Student has a LOCKED INDIVIDUALIZED EDUCATIONAL PLAN (IEP) in the district on the child count date
 - Student has a complete locked KY Evaluation/Eligibility Determination dated less than three years BEFORE the child count date
 - Students is ages 3 to 21 on Dec. 1.

Extract Requirements *(IEP)*

- Special Ed Status must be A, AR or I.
- Primary Disability must be populated.
- Special Ed Setting must be populated and age-appropriate.
 - 5-year-olds in preschool have least restrictive environment (LRE) code beginning with 3.
 - 5-year-olds in kindergarten or above have LRE code beginning with 6.

Extract Requirements *(Enrollments)*

- ENROLLMENT:
 - Student must be actively enrolled in a **NON-EXCLUDED CALENDAR** within the district on Dec. 1.
 - The individual student enrollment may be marked State Exclude.

Calendar Information ☆

Save Mark for Deletion

Calendar Info

Calendar ID 362	School 10 Polk High School (schoolID:10)	
*Name Polk High School 2024 A	Number <input type="text"/>	Sequence <input type="text"/>
*Start Date 07/01/2023	*End Date 06/30/2024	Summer School <input type="checkbox"/>
Student Day (instructional minutes) 405	Teacher Day (minutes) <input type="text"/>	Exclude <input type="checkbox"/>
Whole Day Absence (minutes) <input type="text"/>	Half Day Absence (minutes) <input type="text"/>	School Choice <input type="checkbox"/>
Type I: Instructional	External LMS Exclude <input type="checkbox"/>	
Require Student Assignment <input type="checkbox"/>		
Ignore Master Push <input type="checkbox"/>		
Comments <input type="text"/>		

FSV Information

- Updates weekly
- Same as the IDEA Dec 1 Count Extract report, except for the following differences:
 - Report makes choices about overlapping enrollments
 - This is the official collection that is submitted to the federal government

The background is a composite image. The top-left portion shows a line of yellow school buses, with the number '32' visible on the front of the lead bus. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

Personnel and Placement

Personnel Calculation

- Full-Time Equivalent (FTE)
 - One person working full time would be one FTE
 - Two people working half time would be one FTE
 - Add FTEs of all people working in a position to calculate FTE.
- This report is only used for federal reporting. It does not affect district funding.

Personnel – Report

Count of Special Education Teachers	FTE
For preschool children who are Fully Certified in Special Education	
For preschool children who are Not Fully Certified in Special Education	
For children in grades K-14 who are Fully Certified in Special Education	
For children in grades K-14 who are Not Fully Certified in Special Education	
Total	-

Personnel – Report

Count of Related Service Providers for Ages 3-21	FTE
Audiologists	
- Fully Certified	
- Not Fully Certified	
Speech-Language Pathologists	
- Fully Certified	
- Not Fully Certified	


Other Reporting Reminders


Indicator 11 – Initial Evaluation vs. Re-evaluation


Indicator 12


Screenshot of Consent Header Editor


Consent Header Editor

***ARC Date**
 

***Evaluation Type**
 

Date of Consent for Initial Evaluation
 

Date of Consent for Reevaluation
 

Date of Revocation of Consent for Evaluation
 

Reason for Revocation of Consent for Evaluation:

Initial Evaluation vs. Re-evaluation

Example: Student A has a Speech/Language eligibility and is being evaluated for a Specific Learning Disability (SLD). Should this be treated as an initial evaluation or a re-evaluation?

Answer 1

Choose **re-evaluation** for special education in the Evaluation Header,

but choose **initial determination** for the Eligibility Form for SLD.

Consent Header

Consent Header

NOT STARTED

ARC Date *

10/11/2023



Date of Consent for Initial Evaluation

month/day/year



Date of Revocation of Consent for Evaluation

month/day/year



Reason for Revocation of Consent for Evaluation

Evaluation Type *

Reevaluation




Date of Consent for Reevaluation

10/11/2023




Evaluation Header

Evaluation Header NOT STARTED

ARC Meeting Date * 

Evaluation Type * ▼

Date of Consent/Denial for Services 

Reason for missing 60 day timeline

Eligibility Form Editor - SLD

Eligibility Form

Eligible Disability * ⓘ
Specific Learning Disability ▼

Determination *
Initial Determination ▼

Specific Learning Disability Eligibility

The ARC determines a student to have a *specific learning disability* and is eligible for specially designed instruction and related services when:

1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.

Eligibility Form Editor - Speech

Eligibility Form

Eligible Disability * 

Speech or Language Impairment ▼

Determination *

Re-determination ▼

Speech or Language Impairment Eligibility

*This form documents the student's eligibility for SLI as a **disability category only**. This form is not required for speech or language a*

Example 2

Example: Student B is receiving services for an eligibility of Developmental Delay (DD). The student will turn 9 years old soon and will be evaluated next week for a Mild Mental Disability (MMD). Should this be treated as an initial evaluation or a re-evaluation?

Answer 2

Choose **re-evaluation** for special education in the Evaluation Header, but choose **initial determination** for the Eligibility Form for MMD.

Indicator 12

Please remember to keep a list of SSIDs for students who were referred by Kentucky Early Intervention System (KEIS) to IDEA Part B for special education and related services.

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Alternate Assessment Aligned with Alternate Academic Achievement Standards (AA-AAAS)

AA-AAAS Background Information

- Requirements around Alternate Assessment aligned with Alternate Academic Achievement Standards (AA-AAAS) from the U.S. Education Department (USED) first came into effect in the 2017-2018 school year (SY).
- With the passage of the Every Student Succeeds Act (ESSA) of 2015, which amended the Elementary and Secondary Education Act of 1965 (ESEA), a state may not assess more than 1.0% of students with an AA-AAAS.
- States are to request a waiver if it anticipates exceeding the 1.0% cap (34 CFR § 200.6(c)(4)). The department may grant a one-year waiver to a state to assess more than 1.0% of students with an AA-AAAS, provided the state meets certain statutory and regulatory requirements.

AA-AAAS Waiver Requirements

- For a state to be eligible to receive a 1.0% waiver for a subject area, it must have assessed at least 95% of all students enrolled in the previous year in the grades assessed in that subject area.
- States must also provide evidence that they verified that each local school district that anticipates assessing more than 1.0% of its students will address any disproportionality in the percentage of students in any subgroup taking an AA-AAAS.
 - Assurance Form- Kentucky elects to send this form out to all districts in June/July as verification that districts are training their staff on participation guidelines

Waiver Requirements

- In addition, the state must require all local school districts that assess more than 1.0% of its students using an AA-AAAS submit information justifying the need for the LEA to exceed 1.0%. The district justifications must also be made publicly available. As part of its submission, the state must show where these justifications are available and that they are easily accessible.

District	Subject	Demographic	AA-AAAS	Regular Assessment	Calculation	AA-AAAS Participation %
District 1	Math	All students	20	1356	$20 / (20 + 1356)$	1.45%
District 1	Reading	All students	19	1356	$19 / (19 + 1356)$	1.38%
District 1	Science	All students	13	1189	$13 / (13 + 1189)$	1.08%

Waiver Requirements

- For all 1.0% cap waiver requests, a state must provide the public and any interested school district in the state with notice and a reasonable opportunity to comment and provide input on the entire waiver request (including the plan and timeline described above). The state must submit the actual comments and input to the department with a description of how the state addressed the comments and input.

Waiver Extensions

- States that wish to request an extension of the 1.0% cap waiver it received must:
 - Report on the progress of its plan and timeline submitted last year and additional actions the state plans for the upcoming year, including milestones previously achieved. This progress report should demonstrate and explain how the state's plan has evolved and been improved from the prior year's waiver request.
 - Have reduced the percentage of students taking an AA-AAAS in a content area to be eligible to receive an extension of a waiver of the 1.0% cap for that content area.

2022-2023 assessment year data



School Year	R/LA	Math	Science
2017-2018	1.13	1.13	1.12
2018-2019	1.13	1.13	1.14
2020-2021	1.10	1.10	1.10
2021-2022	1.12	1.12	1.14
2022-2023	1.16	1.15	1.14
2023-2024 (estimate)	1.17	1.17	1.23

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AA-AAS Monitoring



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Why We Monitor

- The Kentucky Department of Education (KDE), Office of Special Education and Early Learning (OSEEL) is required to determine if admissions and release committees (ARCs) made eligibility decisions for AA-AAAS participation that were consistent with federal and state laws and regulations.
- OSEEL conducts off-site desk reviews:
 - *If participation data reveals disproportionality in the percentage of students participating in the alternate assessment; or*
 - *Randomly by selecting 10% of all other districts over 1.0% participation rate.*

AA-AAAS Monitoring Trends

School Year	Number of Districts Reviewed	Number of Districts that were Compliant	Compliance Rate of Districts
2019-2020	40	5	12.50%
2020-2021	33	9	27.27%
2021-2022	13	11	78.57%
2022-2023	13	9	64.28%

AA-AAAS Resources

- [Kentucky Alternate Assessment Review Document](#)
- [Kentucky Alternate Assessment Participation Guidelines Documentation Form](#)
- [Guidance for ARCs on Participation Decisions for the Kentucky Alternate Assessment](#)
- [Questions and Answers Related to Grade 14 Students](#)

Parent Resources

- [Parent Guide to Alternate Assessment](#)
- Parent Modules:
 - [Comparing the Regular State Assessment and the Alternate Assessment](#)
 - [Completing the Kentucky Alternate Assessment Participation Guidelines](#)
 - [Kentucky State Assessment Participation Options](#)
 - [Overview of Accommodations and Modifications](#)
 - [Regular High School Diploma vs. Alternative High School Diploma](#)

Questions?

Contact Lauren Thieneman at lauren.thieneman@education.ky.gov
or (502) 564-4970 ext. 4554

Breakout

1. What is the correct Least Restrictive Environment (LRE) code for a preschool student in private school but receiving services through the district?
2. What is the proper way to code a student who is on the alternative diploma track and is returning for grade 14?
3. A district updated a student's special education documentation two days ago, but the student still isn't showing up on the IDEA Dec 1 Federal Submission Validation report. Why?
4. None of Blue District's students who are in private school but receiving services are showing up on their child count report. Why?
5. A DoSE is brand new and has no idea where to start with child count. What do they do?
6. Other questions?

For more information

amy.patterson@education.ky.gov

[Book time on my calendar](#)

EILA Credit

Complete the [EILA Survey](https://forms.office.com/r/zGmp3PHCEV) at
<https://forms.office.com/r/zGmp3PHCEV>.