2010-2011 Special Education Data Collection

- **Second Month Report**
  - Count based on students enrolled as of October 1, 2010
  - Report is due to WVDE on October 8, 2010
  - A separate Special Education Second Month Report will not be collected.
    - Count of exceptional students will be obtained from County WVEIS Second Month Enrollment.
    - Primary reason for the change is that the Special Education Second Month Report caseload calculation is outdated.
    - Changes must be made before schools build their files and submit.
      - See Director’s memo

- **December Special Education Child Count**
  - A count of students with disabilities by age, disability, race/ethnicity and placement in the least restrictive environment (LRE), gender and limited English proficiency status as of December 1
  - Due December 3, 2010
  - New Educational Environments for SWDs age 3-5
    - W, X, Y and Z
  - Old Regular Early Childhood Program codes (i.e., J, K and L) will no longer be valid as of December 2010 child count submission

New PreK Definitions and WVEIS Codes

<table>
<thead>
<tr>
<th>Educational Environment</th>
<th>LRE CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child attends a Regular Early Childhood Program at least 10 hours per week, receiving the majority of hours (greater than 50%) of special education and related services in the Regular Early Childhood Program</td>
<td>W</td>
</tr>
<tr>
<td>The child attends a Regular Early Childhood Program at least 10 hours per week, receiving the majority of hours (greater than 50%) of special education and related services in some other location</td>
<td>X</td>
</tr>
<tr>
<td>The child attends a Regular Early Childhood Program less than 10 hours per week, receiving the majority of hours (greater than 50%) of special education and related services in the Regular Early Childhood Program</td>
<td>Y</td>
</tr>
<tr>
<td>The child attends a Regular Early Childhood Program less than 10 hours per week, receiving the majority of hours (greater than 50%) of special education and related services in some other location</td>
<td>Z</td>
</tr>
</tbody>
</table>

2010-2011 Special Education Data Collection

- **Special Education Personnel Report**
  - WVEISweb based application
    - Count of related service providers
    - Count of paraprofessionals
  - Also due December 3, 2010
  - WVDE will pull Highly Qualified Teacher Data
2010-2011 Special Education Data Collection

- Preliminary Special Education Initial Timelines Reports
  - December 3, 2010
  - February 4, 2011
  - April 4, 2011
- The preliminary collections will be used by WVDE to 1) provide ongoing reports regarding timeline status and missing/error data and 2) verify correction for Indicators 11 and 12 through the updated samples.
  - Evaluation data must be updated in WVEIS prior to each preliminary collection.

Initial Evaluation Timelines Collection and Reporting

<table>
<thead>
<tr>
<th>Student</th>
<th>Eligibility Status</th>
<th>Exceptionality Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 = Eligible</td>
<td>GF</td>
</tr>
<tr>
<td>B</td>
<td>2 = Ineligible</td>
<td>GF</td>
</tr>
</tbody>
</table>

Similar tracking is not required nor recommended on the Special Education Referral Information screen for any other exceptionality except Gifted wherein a student was found to be ineligible for services.

State Annual Performance Report

- Due February 1, 2011
  - LEA responsibilities:
    1. Correct any outstanding noncompliances in accordance with OSEP memo 09-02
    2. Individual instances of noncompliance are verified by OSP as correct
    3. Based on an updated sample, the OSP programs has verified that a district is correctly implementing the specific regulatory requirements
  2. Examine potential data errors communicated by OSP and correct, if applicable
  3. Verify data

Annual Desk Audit

- Self-Assessment Website
  - https://wveis.k12.wv.us/ncb/county/ose/signon.cfm?CFID=5623691&CFTOKEN=88955224
  - Due April 30, 2010
- ADA Progress Report
  - Also due April 30, 2010

Other Reports and Surveys

- Coordinated Early Intervening Services & Maintenance of Effort Reduction
  - New 618 report
- Assessment
  - WESTEST 2 and APTA
  - Revised participation guidelines available
- 10th Month Reports
  - Discipline
  - Exit
  - Final initial evaluation file
- Parent Involvement Survey
- Exit and One Year Follow-up Survey
**Activity**

**CSADA RACE TO THE TOP**

1. Each table plays as a team.
2. Twenty trivia items all related to the CSADA/ADA and/or federal reports.
3. Team answers question on sticky notes and response sheet.
4. Sticky notes with answers are placed on the appropriate wall area (i.e., large sticky note sheets)
5. First team to finish with highest number of points wins prizes.

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**Certification 101**

- Professional Teaching Certificate (21, 22, 28 or 65)
  - Content Restricted Endorsement for Special Education (19 or 78)
- Alternative Teaching Certificate (19)
- Professional Student Support Certificate (31, 32 and 38)
- Substitute Certificate (90 or 99)
- Administrative Certificate (01, 02 or 64)
- First-Class/Full-Time Permit (81)
- Out-of-Field Authorization (52)
- Paraprofessional -Educational Interpreter (14 or 16)

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**Application Process**

- Complete appropriate application (teachwv.com)
  - Make certain all supplemental documents are included in application
  - Out-of-state applicants should include description
- Background checks
- Have been taking longer
- Increased number of rejections
- Legal issues (submit a narrative, court documentation and possibly a corrected Applicant Information Sheet)

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**Substitutes**

- If you have to place a sub in a classroom:
  - Continuously keep the position posted in hopes of finding a certified, highly qualified teacher
  - Place a long-term sub who holds the content area endorsement
  - If contents do not match, write a waiver request to Dr. Paine if in the classroom for more than 30 days
  - If you MUST place a long-term sub try to match content with endorsement on the certificate

  **If no match is possible, write a waiver immediately, especially for Special Education**

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**Intervention Specialist**

- **Position Code- 8060 INTERVENTNST INTERVENTIONIST**
  - Individualized instruction to students as an intervention strategy to remedy specific identified deficiencies. These teachers will be “pulling students out” of regular instruction and helping them with their specific deficiencies (based on specific criteria).
  - Students placed in these settings should not be identified and should remain on the original instructor’s roster; the traditional classroom teacher shall remain the teacher of record. Students will not receive a grade or credit for individualized instruction provided during this period of time.
  - Classroom teacher assigned to deliver instruction in the core academic subject will remain the teacher of record, teachers identified with as Interventionist using this code will not be considered in the Highly Qualified Teacher count for the school (unless scheduled as 8011, 8015 or 8017).
Acceptable endorsements for individuals delivering services in this capacity

- Multi-Categorical Special Education (E/BD, MI, and SLD) (4115)
- Emotional/Behavior Disorders (4111 and 4112)
- Mentally Impaired (Mild/Moderate) (4113)
- Specific Learning Disabilities (4105)
- Gifted (4500)
- Elementary Education (3600)
- Multi-Subjects K-8 (3605)
- Reading Specialist (4300)
- Reading (4301)

Paraprofessional - Educational Interpreter

- The Initial Paraprofessional Certificate endorsed for Educational Interpreter shall be valid for one school year and shall expire on June 30.
  - If made effective on or after January 1, may be issued as an Initial Paraprofessional Certificate – Educational Interpreter valid until June 30 of the following school year.
  - The Initial Paraprofessional Certificate – Educational Interpreter may not be renewed more than one time.

  **Ideally you would hire someone who meets criteria for Permanent Paraprofessional Educational Interpreter Certificate**

Requirements for Permanent Educational Interpreter

- A minimum score of 3.5 on the Educational Interpreter Proficiency Assessment (EIPA); OR
- Valid National Association of the Deaf (NAD) Certification—Level IV or higher; OR
- Valid Registry of Interpreters for the Deaf (RID) Certification; OR
- Valid National Interpreter Certification (NIC). The NIC test/certification will be available 2008; AND
- Passing score on the EIPA-Written Test for Content Knowledge.

**Questions—Contact Annette Carey, 304-558-2696 or by e-mail at acarey@access.k12.wv.us

Increasing Scores for EIPA

West Virginia EIPA Score Comparison 2003 and 2010

<table>
<thead>
<tr>
<th>EIPA Score</th>
<th>Number of Educational Interpreters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 and Below</td>
<td>36</td>
</tr>
<tr>
<td>2.5 to 2.9</td>
<td>19</td>
</tr>
<tr>
<td>3.0 to 3.4</td>
<td>10</td>
</tr>
<tr>
<td>3.5 and Above</td>
<td>7</td>
</tr>
<tr>
<td>2003</td>
<td>5</td>
</tr>
<tr>
<td>2004</td>
<td>26</td>
</tr>
<tr>
<td>2005</td>
<td>30</td>
</tr>
<tr>
<td>2006</td>
<td>25</td>
</tr>
</tbody>
</table>

Scheduling

- Special Education students must be in a classroom with a teacher who holds certification in the identified exceptionality, or be in a co-taught classroom with a special education teacher who holds the identified exceptionality.
  - Ex. BD student in a math class with a regular teacher, if identified in IEP for Math and BD, a BD teacher should collaborate.
  - Teacher of record (math teacher) coded as usual
  - Collaborative teacher coded 8017-B

Highly Qualified Teacher Data Report

- Required by No Child Left Behind
- Data collected in fall semester
- Results issued in spring semester
- Basics:
  - By the end of the 2005-2006 school year, all teachers delivering instruction in the core academic subject areas must meet the NCLB definition of highly qualified teacher.
  - Teachers must hold a bachelor's degree or higher; meet certification requirements and; demonstrate subject matter competency.

(WVBE Policy 5202)
What is the Process?

- **Subject Matter Competency**
  - Passing the state competency test for which a state minimum score was established by the WVBE in the content area(s); **OR**
  - Having an academic major (Form 26 for special educators) or advanced credential(s) in the subject taught as defined in §126-136-4.4 and §126-136-4.6, respectively; **OR**
  - HOUSS (only an option after 2007-2008 school year for special education teachers).
  - ***MAY or may not continue to be available.

Examine the Data

- Identify teachers who have not been designated as highly qualified, these individuals will have a "red sad face" and requests "Requires Assessment".
- To assess, review credentials looking specifically for one of the three means of demonstrating subject matter competency.
  - **If a GREEN RE-ASSESS?? appears, it is OK. This reflects that a new HQ record has been obtained.**

Collaborative Teachers

- Correct Collaborative WVEIS code 8011, 8013, 8015 8017 (use for special education/Title I teachers must use Title I course code 4809 or 3049)
- Correct 6th digit exceptionality code
- Must click on the RED NEEDS ASSESSMENT for the not highly qualified message to not show
- Will reflect Collaborative
- Upon returning to listing, refresh the screen (this will eliminate the requires assessment button)
- DO NOT place them on a schedule as a teacher of record for a class (Ex. 4003-T).

Previous Years’ Records

- A teacher identified as highly qualified for a subject area in a previous year will have a record that follows them.
  - Will NOT follow them if they change subject areas
  - Elem. teachers continue to schedule the same
  - If scheduled for English, Reading & Math or Science, teacher will be rolled up into self-contained (unless various exceptionalities and grades)
- A teacher’s employee number must align to their social security number, or they will show as not certified (STU.240 WVEIS File-at school level).

SSN Error

Sometimes STU.240 is reading someone else’s data, so it doesn’t show as red!! May advise principals to click credentials and look at the name, if same look at employee number to verify!!
HOUSSE Option

Scenario:--

- If a special education teacher has a classroom where he/she teaches more than one core subject, **AND** is certified in the exceptionalities he/she is teaching, **THEN**
- the teacher may demonstrate subject matter competency in all other core subjects being taught using HOUSSE, **IF**
  - he/she demonstrates or has demonstrated subject matter competency in science, English, or mathematics by passing the PRAXIS II, or by having an academic major or advanced credential.
- **This must be done manually at WVDE (directions to follow).**

Request Review

**How It Works**

- **Once you Request a Review**
  - You will receive an e-mail that you sent a request
  - Shawn Hawkins will review and respond ASAP
  - You will receive an e-mail when review is complete (indicating if request was eligible or ineligible)
  - The Response will also appear on the Request for Review application
Last Phase of HQT Data Collection - Class Values

- Once we have had a period of approximately 1 month for HQ collection, we ask for Class Update Values.
- Teachers should only be identified for number of periods in one day.
- If scheduled with multiple exceptionalities in one class period, a proportional value should be submitted.

Example for Course Update Values

- Scheduled for:
  7010-B (6 students)
  7010-J (1 student)
  7010-R (3 students)
**But all three are really reflecting one period in the teacher’s day.**
- Take a proportion. These three should equal 1 class
  7010-B = .60
  7010-J = .10
  7010-R = .30
- Once class values completed, NO teacher should have greater # of classes than what they teach in one day (periods).

Important (Tentative) HQ Dates

- Schedules/Course/Teacher Information (HQT)
  - January 2011
  - Superintendent or Designee
- Highly Qualified Teachers (final collection)
  - February 25, 2011
  - School Principal
- Highly Qualified Teachers (finalize classes)
  - March 18, 2011
  - School Principal

WV HQT Results 2010

- Great news! West Virginia’s 2009-2010 HQ percentage made it to 94.2%. The data can be reviewed at the following website.
- 2008-09 → 93%
- 2007-08 → 91.9%
- 2006-07 → 90.9%

Questions or Comments?

Shawn Hawkins,
Teacher Quality Coordinator
Office of Professional Preparation
1-800-982-2378
shawkins@access.k12.wv.us
"...a major responsibility of this position is developing SYSTEMS which ensure the provision of services to students."

**Accessing Special Education Query Reports**
- Select WVDE site
- Go to WVEIS web page
- Select Support
- Select SEQUEL Support and Downloads
- Select Special Education Query Report

**Special Education Resources**

**WVEIS Generated Reports**
Reports have been developed to support directors in Meeting requirements of the Indicators. Reports may be run as often as needed to ensure compliance with reporting.

**Special Education Query Menu**
- Alternative Assessment
- Special Ed Report-Blank Teacher Field
- Special Ed Discipline Report
- Special Ed Level Report
- Special Ed Transportation Report
- Special Ed Extended year Report
- Special Ed Out-of-Timeline (code) Report
- Special Ed Blank Level Field Report
- Special Ed Blank Medicaid Permission Field
- Special Ed Status "90" Dropout Report
- Special Ed Active Record in Unassigned Pool
- Special Ed Initial Eval Timeline Report
Requirements to access WVEIS Query Reports

1. Districts must work with RESA WVEIS staff in order to load SEQUEL on their computers;

   and

2. Users must have a WVEIS User ID.
“Who ya gonna call?”

“Who ya gonna call?”

Who ya gonna call?

Purpose
To match WVDE names with titles or responsibilities

Who are they?

I don't have a clue.

“The Rules”

Captain of each team--least experienced as a special education director
WVDE and RESA--step away from the table, provide encouragement but no answers
Each RESA team--gather around a table and clear a space.

“The Rules”

Each team captain raise your hand—you’ll receive an envelope—do not open!
When your team has the cards correctly matched, raise your hands and yell.
Practice!

Janet Bock

Wanna know all about ECERS-R?

Coordinator, Office of School Readiness
Keith Burdette
Executive Director, Human Resources
Wanna apply for a job at WVDE?

Juan D’Brot
Executive Director, Assessment and Research
Wanna know all about student assessment?

Ghaski Browning
Assistant Director, Monitoring and Complaints, OSP
Wanna know all about monitoring and complaints?

Melissa Gholson
Coordinator, Office of Assessment and Research
Wanna know all about APTA?

Nate Hixon
Coordinator, Office of Assessment and Research
Assessment expert assigned to the Office of Special Programs

Kathy Hudnall
Coordinator, Office of Special Programs
Who’s new to complaints management?
Jared Hughes: Who directs special ed services for students in institutions?
Coordinator, Office of Institutional Education Programs

Bob Hull: Wanna know who Pat’s new boss is?
Assistant Superintendent, Curriculum and Instructional Services

Lanai Jennings: Office of Special Programs “Data Princess”
Coordinator, Office of Special Programs

Kathy Knighton: Wanna know all about phonemic awareness?
Coordinator, Office of Special Programs

Richard Lawrence: Wanna know what the IPI is?
Executive Director, Office of Title II, III and School Improvement

Jorea Marple: 2nd only to . . .
Deputy Superintendent of Schools
John Miller
Looking for the Acuity Guru?
Coordinator, Office of Assessment and Research

Vickie Mohnacky
Gotta question about Medicaid?
Coordinator, Office of Special Programs

Vaughn Rhudy
Wanna know all about writing assessment?
Coordinator, Office of Assessment and Research

Allen Sexton
Who’s a newbie to monitoring?
Coordinator, Office of Special Programs

Ben Shew
Gotta question about busses?
Executive Director, School Transportation

Phyllis Veith
Assistant Director of Program Improvement and Professional Development
Office of Special Programs
Lori Wiggins
Executive Director, Office of Professional Preparation

Gotta question about certification?

Prizes!
- Books for the grand prize!
- Candy for everyone!

Compliments of the RESA Special Education Directors

Celebrate!

Tabletop Discussions
RESA 1
RESA 2
RESA 3
RESA 4
RESA 5
RESA 6
RESA 7
RESA 8