# Special Education Reporting

Special Education End of Year Reporting
Transition/Exiting (C4 PIMS)

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# Special Education Reporting

Who Submits - School District of Residence

Who Also Submits:
    Charter School
    Foster Parent Home District (1305)

Who Does Not Submit:
    APS, IU, County Prison, CTC, PRRI, SJCI

Do Not Submit These Students:
    Students educated in state adult and state juvenile correctional facilities.
    Wards of State
    (If a WOS becomes a foster student, report student as foster)

# C4 Exiting/Transition

## Exiting/Transition
PIMS C4 Collection (June)
Special Education and Student Templates

**ALL special education students ages 14 and older as of July 1 AND any other special education students with a transition plan as part of their IEP.**

***Do not report students under 14 that do not have a transition plan.***

If any of the above students also exited special education (7/1-6/30 of the current SY), report their exit date and exit reason. No other special education students should be reported in this collection.

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# C4 Exiting/Transition

## Exiting/Transition
### PIMS C4 Collection (June)

### Examples

12-year-old student with no transition plan that returned to regular education **should not** be reported.

14-year-old student that did not exit special education during the school year **should** be reported regardless of whether the student has a transition plan.

13-year-old student with a transition plan that exited special education **should** be reported including exit information.

# C4 Exiting/Transition

## Transition Fields
**Reported for students with valid IEPs regardless of IEP date**

73 - Did the Student participate in a competitive integrated paid work experience? (Section III of the IEP)

74 - Did the student participate in individual job coaching services funded by the school in a paid work experience? (Section III of the IEP)

75 - Does the student have an outcome goal of competitive integrated employment? (Section III of the IEP)

76 - Upon exiting high school, was the student employed in a competitive integrated setting? (SAAFP)

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# C4 Exiting/Transition

## Updated Transition Fields

76 - **Upon exiting high school**, was the student employed in a competitive integrated setting? (Graduate/Drop Out/Reach Max Age)

The question is collected from the Summary of Academic and Functional Performance (SAAFP) document which is completed as a student exits school – not on the IEP.

It is a simple Yes, the student has a job, or No the student does not have a job at the time the student is a leaver.

It does not matter if it is full or part time or if it was a part of a school-work experience – simply, does the student have a job.

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# C4 Exiting/Transition

## Updated Transition Fields

76 - There is a new checkbox on the revised SAAFP form.

**Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals**

| POSTSECONDARY GOALS | NEXT STEPS | OFFICE/AGENCY | CONTACT INFORMATION | REASON FOR CONTACT |
|---|---|---|---|---|
| Postsecondary Education and Training: | | | | |
| Employment: | | | | |
| Upon exiting high school, was the student employed in a competitive integrated setting?   ☐ Yes   ☐ No | | | | |
| Independent Living: | | | | |

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# C4 Exiting/Transition

## Updated Transition Fields
## 73, 74 and 75

The term **'competitive integrated employment'** means work that is performed on a full-time or part-time basis (including self-employment) -

(A) for which an individual -

(i) is compensated at a rate that -

(I)(aa) shall be not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate specified in the applicable State or local minimum wage law; and

(bb) is not less than the customary rate paid by the *employer* for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same *employer* and who have similar training, experience, and skills; or

(II) in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and

(ii) is eligible for the level of benefits provided to other employees;

(B) that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and

(C) that, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

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# C4 Exiting/Transition

## Updated Transition Fields

More Information

Act 26: Revisions to Transition and Work Experience Data Collection

https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/Additional-Resources/Act-26

Webinar
PowerPoints
Documents

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# C4 Exiting/Transition

## Considerations

ALL students 14 or older are required to have a Transition Plan as part of the IEP.

LEAs will be asked to confirm all students in the collection that do not have a Transition Plan.

Can the LEA submit a Y in field 45 and N in fields 73-76? – Yes

Transition Data is shared with Office of Vocational Rehabilitation (OVR) including Employment First

More Information on Secondary Transition
https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives/What-is-Secondary-Transition

# C4 Exiting/Transition

## Considerations

GED (Exit Reason 02) – only for students in correctional facilities
All other students that receive a GED should be reported as Dropouts

Very few students should be reported as Reached Max Age (RMA)
(did not meet graduation requirements or IEP goals)

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# C4 Exiting/Transition

**Reporting Graduates**

If the student graduated (met graduation requirements or met IEP goals) report as a Graduate (Exit Reason 01) regardless of the student's age.

Report SE students that exited/graduated from 7/1/23-6/30/24.

Students graduating after 6/30 and prior to 10/1
        Grad Cohort (23-24) – G code for Grad Status field
        Special Education (24-25) – use S code for Grad Status field

**Field 38 Student Template (Special Education)**

ALL students exiting special education must be coded with a Y
Only exception – students transferring to regular education (E)

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# C4 Exiting/Transition

## Dropouts

If a special education student dropped out during the 2023-24 SY and returned for the 2024-25 SY, they are not a dropout.

Student reenrolls in your LEA
You receive request for records from another LEA

Update the student's record in the Special Education Template by removing the Exit Date and Exit Reason

If Collection is closed, request an override

# C4 Exiting/Transition

## PIMS V2 Report
### Special Ed > Grad Status vs Sped Ed Exit Reason

A, B, C, D, H, O, R, W
WD01 or WD09 – 03 (Reached Max Age) or 04 (Dropped out)

T
WD02 – 99 (Moved within PA, Known to be Continuing)

G
WD04 – 01 (Graduated with HS diploma), 02 (Received GED - Correctional Facility Only), 04 (Dropped out if GED outside Correctional Facility)

L
WD03 or WD06 – 06 or 99 (Moved, Known to be Continuing) or 09 (Died)

**See PIMS Manual Volume 2 Appendix E**

# C4 Exiting/Transition

**How the Data is Used**

Graduation/Dropout Rates

Published on annual Special Education Data Report

Graduation Rates are based on students exiting during the current SY (not based on Cohort)

Cyclical Monitoring/Corrective Action Followup

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# C4 Exiting/Transition

**Comparison Reports**

**PIMS C4** data includes students 14 or older as of 7/1 and other student with transition plans.

**Exiting Comparison Reports** include only students 14 and older as of 12/1 for Federal Reporting Purposes

Comparison Reports will again contain drop-down list for Justifications and fewer tabs.  Be as specific as possible when using "Other" as a justification

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# C4 Exiting/Transition

**Comparison Reports**

**If you choose from drop-down "Current year incorrect - changes made in PIMS"
make sure you update the *special education template*.**

**Special Education Graduation and Drop Out Rates are calculated using the Special Education Template and NOT the Student Template (field 65 – Grad Status)**

**Grad and Dropout Rates are NOT based on cohorts.**

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# Table 8A Data Submission
## Indicator 11: Evaluation Timelines

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# Table 8a: Evaluation Timelines

Table 8A data is collected on a cyclical basis. Those LEAs required to submit Table 8A to the Bureau of Special Education (BSE) were informed in June this year.

Regardless of reporting status, all LEAs in the state must continue to collect and maintain data regarding timely evaluations so that the LEA can assess its on-going compliance and program effectiveness and be prepared to report data to the state when notified to do so.

# Table 8a: Purpose

- Table 8A is used for two purposes:

  – To calculate and report to the federal Office of Special Education Programs (OSEP) an annual state rate of compliance with timelines for completing initial evaluations of students to determine their eligibility for special education under the State Performance Plan; and

  – To report to the public on the performance of LEAs in the commonwealth in complying with the required timelines.

# Table 8a: Submission Timeline

BSE Special Education Advisers and IU Data Managers notified LEAs assigned to this year's reporting cohort to submit Special Education Table 8A data

- Report of Students with Disabilities Evaluated July 1 through June 30 of the most recent school year.

- Due Date: July 12, 2024

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# Table 8a: What is Collected?

| Field Name | Field Type (Length) | Data Entry Codes | Definition / Explanations / Comments |
|---|---|---|---|
| AUN | Numeric (9) | AUN (9) | AUN of the LEA |
| PAsecureID | Numeric or alpha/numeric (10 or less) | | PAsecureID given to the student by PDE. If a PAsecureID has not been assigned, then use the ID that the LEA uses to identify the student. |
| Last Name | Text (255 max) | | Legal last name of the student. Suffixes may be included with last name, with a space after the last name and no punctuation, e.g., Smith Jr. |
| First Name | Text (255 max) | | Legal first name of the student. Do not include quotes or punctuation. |
| Birth Date | ISO Date Format YYYY-MM-DD (10) | | Date of birth. |
| Location Code | Numeric (4) | | The PDE defined 4-digit code identifying the school where the student receives the majority of her/her special education services. If a location does not have a designated code, use 9999. |
| Date Parent Permission to Evaluate Received | ISO Date Format YYYY-MM-DD (10) | | Date received consent for initial evaluation. |
| Date Eligibility Decision Made | ISO Date Format YYYY-MM-DD (10) | | The date of the final evaluation report. This date must fall within the reporting timeframe identified in 22 PACode14.123 for school districts and 34 CFR 300.301(c)(1)(i)for charter schools. |
| Eligibility | Text (1 or 2) | E - Eligible NE - Not Eligible | Eligibility decision. Was the child found eligible? |
| Reason for Delay | Text (1) | (Blank) On Time | Provide the reason for delay if the Evaluation Report was not issued within 60 calendar days of receipt of parent consent, excluding summer breaks. |
| | | P - Parental reason | § P - Parental reason (i.e. parent failed to produce student, student/parent ill, etc.) |
| | | A - Administrative | § A - Administrative (i.e. lack of staff, staff error, etc.) |
| | | E - SLD Extension | § E - for SLD Extension allowable under Federal Regs 34CFR300.309 |
| Last Staff Day    2019-2020 SY | ISO Date Format YYYY-MM-DD (10) | | Last Staff day of the 2020-2021 school year for the building in which the student spends a majority of time. |
| First Staff Day    2020-2021 SY | ISO Date Format YYYY-MM-DD (10) | | First Staff day of the 2021-2022 school year for the building in which the student spends a majority of time. |
| Number of Days | Numeric (3 or less) | | The calculated number of days from the date the Parent Permission was Received until the date the Eligibility Decision was Made, excluding summer breaks. |
| | | | If all dates are provided on the spreadsheet, this will automatically calculate. |
| Date IEP Developed | ISO Date Format YYYY-MM-DD (10) | (Blank) Not Developed | Date the initial IEP was developed. |
| Comments | Text (255 max) | Required - if Reason for Delay is NOT blank | Comment related to Reason for Delay. |
| | | Optional - if Reason for Delay is blank | |

# Table 8a: What is Collected?

**Basic Demographics:**  AUN, PASecureID, Last Name, First Name, Date of Birth, Location Code.

**Important Dates:**  Date Permission to Evaluate Received, Date Eligibility Decision Made, Last Staff Day, First Staff Day (used to calculate summer break), Date IEP Developed

**Eligibility Decision:**  E (Eligible) or NE (Not Eligible)

**Reason for Delay:**  Parental Reason, Administrative Reason, SLD Extension

**Comments:**  for any Evaluation beyond 60 Days, we require detailed comments for reason/explanation of delay

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# Table 8a: Valid Exceptions

OSEP has advised that states should factor out from their Table 8A calculation those students whose evaluation timelines are affected by two exceptions in the federal Individuals with Disabilities Education Act regulations. Specifically, Section 300.301(d) allows that the 60-day timeline for completing initial evaluations does not apply to a public agency if

(1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation, or

(2) a child enrolls in a school of another agency after the timeline has begun and prior to a determination by the prior agency as to whether the child is a child with a disability. This second exception applies only if the subsequent public agency is making sufficient progress to ensure prompt completion of the evaluation and the parent and subsequent agency agree to a specific time when the evaluation will be completed.

# Table 8a – Delay Codes

To ensure accurate reporting, it is critical that when a delay in meeting timelines occurs, LEAs must correctly code the reasons for the delay in accordance with the exceptions.

- If the reason for delay was due to the Parent failing to produce the child for evaluation (illness, excessive absences during evaluation period) the "P" code is entered

- If the reason for delay was due to LEAs failure to meet timelines, the "A" code is entered

Fore each delay, a detailed explanation is expected in the comments section.

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# Table 8a: Compliance Results

- LEAs who have **met compliance** with 100% of evaluations completed within the 60 *calendar* day requirement will be notified that no further reporting is required.

- LEAs who have **not met compliance** with 100% of evaluations completed within the 60 *calendar day* requirement will be notified that Quarterly Reporting is required.

  – Quarterly Reports will be due – October, January, April and July

  – Quarterly report will be submitted until the LEA demonstrates 100% compliance for two consecutive quarters.

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# Table 8a – Template

- The Table 8A Template for the July submission is available on the Special Education Data Reporting website at http://penndata.hbg.psu.edu under the Data Management tab in the appropriate school year section; scroll down to Table 8A Template.

**Table 8A**

Report of Children with Disabilities Evaluated, July 1, 2023 through June 30, 2024

(Initial Evaluation Completed by the LEA - does not include Reevaluation or Gifted Evaluation).

Data will be Collected by the LEA for School Age Students

| AUN | PAsecureID / Student ID | Last Name | First Name | Birth Date | Location Code | Date Parent Permission to Evaluate Received | Date Eligibility Decision Made | Eligibility | Reason for Delay | Last Staff Day, SY 2022-2023 | First Staff Day, SY 2023-2024 | Number of Days (will automatically calculate, or enter number of days) | Date IEP Developed | Comments |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | | | | | | | | | | | | |

# July Special Education Collections

## Timelines

**Spot Checker** – Open early May for C4 Transition/Exiting and Discipline Table (9A)

**PIMS Sandbox** – Scheduled to open mid May

**C4 PIMS Submission Window** – 6/3 – 7/19
Open before and after PIMS Maintenance Window

**C4 PIMS Re-Submission Window** – 7/29 – 8/9
(upload changes to existing submissions based on comparison reports and any BSE notifications)

**Tables 9A** – Open early May and will close **Mid August**
Submitted via IU Data Manager to Penn State Data Center

# Contacts

Contact Information

Resource Guide
https://penndata.hbg.psu.edu/Data-Management

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