

School Age Cycle 4 Federal Reporting, December 1 Child Count and Employee/Program Approval APSCN Data Reporting and MySped Review

Cycle 4 Overview

1. APSCN Child Count
2. APSCN Employee Program
3. MySped Review in January

Cycle 4 December 1 Child Count reports all students being served on December 1, 2011. Districts enter data in APSCN and review it in January in MySped Resource Application. The child count from this data will be used in the calculations for the State Performance Plan (SPP) and the Annual Performance Report (APR) submitted February 1, 2012. (The letters you receive stating whether the district’s performance ‘met requirements’, ‘needs assistance’, etc. using this count will be sent to you spring, 2012).

School Age Cycle 4 Reporting	Impact on District Annual Performance Report (APR)	Impact on Monitoring Profile
1. December 1 Child Count	Indicator 5: School Age Least Restrictive Environment (LRE) Indicator 9 & 10: Disproportionality	Graduation Rates Dropout Rates Disproportionality
2. Educational Placement	Indicator 5: School Age Least Restrictive Environment (LRE)	School Age Least Restrictive Environment (LRE)
3. Employee Program	Not a part of APR - November, 2011 Federal Reporting	Program Approval

Reminders:

1. **Deadline for APSCN:** District data should be entered no later than December 15th, OR when your district submits Cycle 4, whichever is earlier. **Work with your district as to when they need reports ready and will submit Cycle 4 data.**
2. Include all students in your district who have an IEP and all temporary students as of December 1, 2011.
3. The data you enter *up to the date of district submission* is the data that is pulled into MySped Resources. Consequently, any changes you make in APSCN *after the date of submission* will not be reflected in the data you review in MySped Resources in January. When making necessary changes in MySped in January, updates to APSCN also need to be made.
4. The Student NAME, SSN, BIRTHDATE, BUILDING, SEX, ETHNIC CODE, GRADE, STATUS AND ELL fields come from APSCN Plus Student Registration. If changes need to be made to that information, work with the Student Management side of APSCN.
5. Districts that have residential treatment centers, please remember to code the student in student registration as “Resident: X” and notify the districts the students came from so they can withdraw the student.
6. Districts whose students in special education have left and gone into JDC need to withdraw the student the day they leave your district [Exit Status = Moved Known (MK)]. Districts with JDC’s in their boundaries would code the student as “Resident: X” in Student Management.
7. **MySped Review Period: January 3 - 17**

Section 1: ASPCN Child Count

APSCN General Information Screen:

SPECIAL EDUCATION: Add Exit
Press ESC to add. Press <CTRL-P> to cancel

STUDENT ID [100000005] STUDENT NAME [ALBETH, LUCY]

GENERAL		INFORMATION			
SOCIAL SECURITY	[100-00-0005]	SEX	[F]	STATUS	[]
BIRTHDATE	[02/14/1988]	RACE	[4]	ELL	[]
BUILDING	[1]	GRADE	[11]	A-GRADE	[]
MEDICAID ELIGIBLE	[]	MEDICAID #	[]	ALT_PORT	[N]
TRANSFER	[]	SECONDARY TRANS DATE	[]		
REFERRAL DATE	[]				
PERSON/AGENCY REFERRING	[]				
LAST COMPREHENSIVE EVALUATION DATE	[]				
ELIGIBILITY DETERMINING DATE	[]				
ANNUAL REVIEW DATE	[]				
TEMPORARY STUDENT	[]				

Required Federal Fields (Fields 1-9 are from APSCN Plus – Student Registration):

1. Name (Last, First Middle)
2. SSN
3. Sex
4. Status
5. Birth date
6. Ethnic code
7. ELL
8. Building
9. Grade
 - **EE, SM, and SS require a change in A-Grade field to Assigned grade to be tested at**
10. **A-Grade:** Assigned Grade level – defaults to grade from registration unless the GRADE field of EE, SM and SS are listed.
11. **Alt_Port:** Alternate Portfolio – Defaults to No. Enter Y if student has an alternate portfolio
12. **Temporary Student:** Enter ‘Yes’ if student is being temporarily placed in the Special Ed program while eligibility and/or the evaluation is in progress. Temporary students are included in the December 1 Child Count. (Exit temporary students in Entry/Withdrawal screen if student is determined not eligible and use Exit Status of “Not Placed.”)

School Age: Calculating Educational Environment/Placement

Calculations

Step 1: Percent of instruction time *not* spent with non-disabled peers = (minutes per week spent outside of regular classroom **divided by total available minutes in a school week**) times 100.

Step 2: Percent of instruction time spent *with* non-disabled peers = 100% minus percent of instruction time not spent with non-disabled peers.

Look at the number of minutes a student is removed from the general education classroom to receive special education instruction. This does not include OT or PT but it does include speech.

RG = >80% in regular school program with non-disabled peers

RR = 40% to 79.99% in the regular school program with non-disabled peers

SC = <40% in the regular preschool program with non-disabled peers

Example 1

Speech 1 hr/wk	60 minutes
Resource Math	250 minutes
PT	60 minutes
Total	310 minutes outside the regular classroom for instruction (PT not included)
310/2100	14.76% of time outside the regular classroom for instruction
100-14.76 = 85.24%	Code: RG

Example 2

Speech 2 hr/wk	120 minutes
Resource Math	300 minutes
Resource Lit	250 minutes
Total	670 minutes outside the regular classroom for instruction
670/2100 = 31.90%	of time outside the regular classroom for instruction
100-31.90 = 68.1%	Code: RR

Example 3

Co-taught minutes per week	250.00
Speech 2 hr/wk	120 minutes
Total	120 Minutes outside the regular classroom for instruction (Co-taught minutes are with non-disabled peers and would not be counted as time not spent with non-disabled peers).
120/2100	5.71% of time outside the regular classroom for instruction
100-5.71 = 94.29%	Code: RG

Section 2: Special Education Employee/Program Approval APSCN Cycle 4 Data Reporting

Cycle 4 reports all employees being served on December 1, 2011. Districts enter data in APSCN SpEd Employee module and review and edit in January, 2012 in MySpEd Resource Application.

Reminders:

1. **Deadline:** Work with your district as to *when they submit* Cycle 4 data. Data should be entered no later than December 15th, 2011 for all Special Education personnel employed on December 1, 2011.
2. **Include** the LEA Supervisor or EC Coordinator and personnel employed who were *hired or contracted to work with students with disabilities involved in direct instructional assistance with the students*. Do not include personnel employed to work with all students with and without disabilities.
3. Clerks of any type are NOT to be reported.
4. Teachers who are **NOT** providing instruction but are providing evaluation services should be reported under a new Title Code 25 (other) and indicated as a “non teacher certified,” (status E) under the certification status.
5. The **Title Code** for Behavior Specialist that are used to conduct testing for eligibility or to meet requirements in accordance with a student’s IEP should be reported under the license held (i.e. psychologist, social worker, etc.). If the behavior specialist in question is a teacher who holds only a special education teaching license then the teacher is reported with a **Title Code** of 25 (other) and indicated as a “non teacher certified” (status E) under the certification status.
6. **No personnel can be entered more than twice for a given program.** An exception may be granted based on the circumstances, such as personnel are providing hospital/homebound services before or after the regular school day. Please review Section 17.00 and Section 30.00 of the Special Education Program Standards. **Exceptions must be submitted to the ADE Special Education Unit on or before November 30, 2011.**
7. If your district submitted waiver requests and have not received official approval by December 1, enter the program data as if approved for the Cycle 4 submission; and, if necessary, update the outcome of the waiver requests in MySpEd Resources in January once you officially hear from Marcia Harding’s office.
8. **School Districts with EC 3-5 programs:** Early childhood and school age personnel must be split accordingly. The grade level will distinguish the programs and **FTE must be adjusted not to exceed 1.00.**
9. **Special Education personnel entered in APSCN** – should currently reflect the data entered from Cycle 2 along with any other updates you may have made since then. Update module for December 1, 2011.

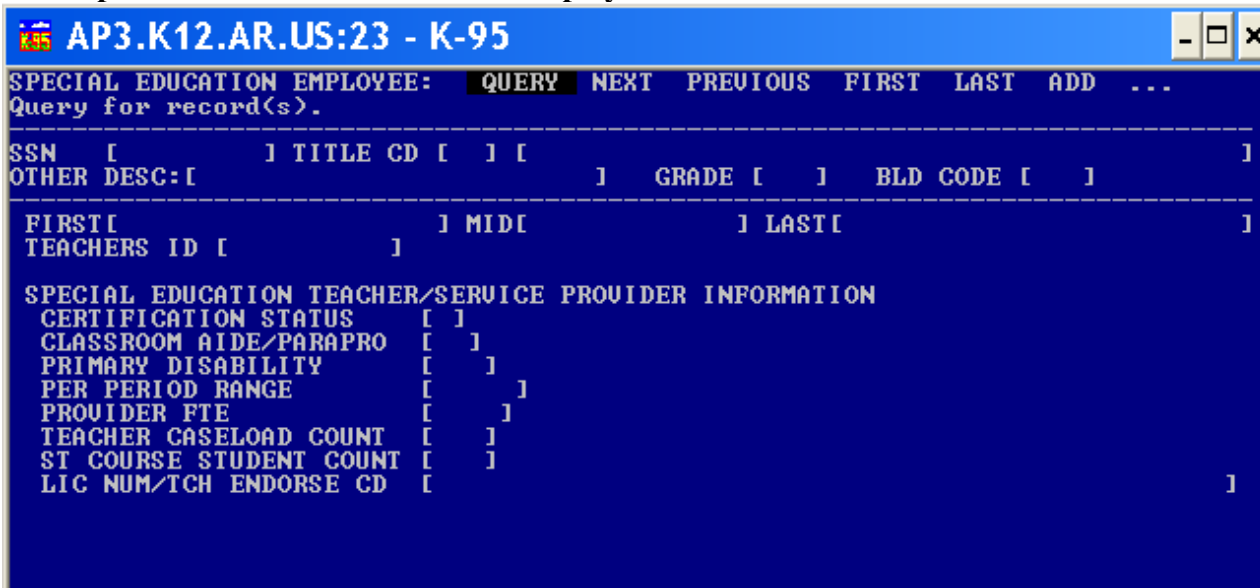
Data Entry for Cycle 4 of APSCN’s SpEd Employee Module:

- Adding employees employed on December 1, 2011
- Deleting employees not employed on December 1, 2011
- Verifying data fields on existing employees are correct
- Updating data fields – (i.e. Title code, Certification Status, License/Endorsement #, Teacher caseload)

Note: There are four key fields - SSN, Grade, Title Code, and Building Code. In order to change information in these key fields you have to QUERY and DELETE employee record and add them back in the employee module. You cannot update information in the four key fields.

- Once cycle 4 district data is submitted, the data is pulled into MySped Resource application for districts to review and edit in January. **The actual data in MySped is used for program approval and for federal reporting.**

2010 Updated Screen: APSCN SPED Employee



- SSN
- Title Code – Service Provider (<Control T> for options, <Control G> to select)

Teachers: The selection is to be based on teacher assignment as well as Section 17.00 and Section 30.00 of the Special Education Program Standards.	Related Service Providers
03 – Early Childhood Teacher (Early Childhood only)	04 – Occupational Therapist
50 – Self-Contained 1:6 Teacher (School Age only)	05 – Physical Therapist
51 – Self-Contained 1:10 Teacher (School Age only)	06 – PE Adaptive Teacher
52 – Self-Contained 1:15 Teacher (School Age only)	07 – Recreational Therapist
53 – Resource Room Teacher (School Age only)	08 – Psychological Examiner
54 – Itinerant Instructor (school age and/or early childhood)	09 – Educational Examiner
55 – Consulting Teacher (School Age only)	10 – Psychologist
56 – Hospital/Homebound (School Age only)	11 – Medical/Nursing Staff
57 – Co-Teaching Teacher (School Age only)	12 – Audiologist
58 – Indirect Teacher (School Age only)	14 – School Social Worker
59 – Integrated Classroom Model Teacher (School Age only) NEW CODE	17 – Counselor
20 – Speech Therapist (school age and/or early childhood)	18 –Orientation and Mobility Service

Paraprofessional	19 – Educational Interpreter (Deaf)
13 – Classroom Instructional Aide/Paraprofessional	24 – School Psychology Specialist
Other Providers	
01 – Special Education Supervisor (LEA Supervisor/ EC Coordinator ONLY)	21 – Speech Language Assistant/Aide
02 – Other Special Education Administrators (non-clerical) NEW CODE	22 – Occupational Therapy Assistant/Aide
15 – Voc. Ed. Teacher – Job Coach	23 – Physical Therapy Assistant/Aide
16 - Work Study Coordinator/CCE /Secondary Transition	25 – Other : NEW CODE See below

Notes for Title Code of Service Provider

- Enter Title code based on job assignment. All providers may be entered up to twice for a given program. No provider can have more than two title codes.
 - An exception may be granted if personnel are providing hospital/homebound services before or after the regular school day.
 - Other exceptions may be granted based on the situation.
 - Any request for an exception must be in writing and submitted to the LEA’s State Special Education Area Supervisor for consideration. **Exceptions must be submitted to ADE Special Education Unit by November 30.**
- (SA Only) An ICM teacher can have **NO** other job assignments. The ICM Integrated Classroom Model (ICM) means a general education classroom in which instruction is provided to general and special education students for the **entire instructional day by a teacher dually licensed in general and special education**. The maximum classroom composition is limited to 2/3 general education students and 1/3 students with disabilities. This classroom must have a half-time paraprofessional.
- The use of **Other Special Education Administrators (Code 02)** includes special education coordinators who work directly under the LEA Supervisor. This title is for special education administrative personnel, **NOT** clerical staff (data entry or due process clerks) or principals/assistant principals.
- Other:** This field is for the following personnel who are actively involved in providing services including evaluations but their credentials/licensure does not match one of the related service provider codes. Examples for this title code include behavior specialists that hold a teacher license only or teachers who conduct evaluations but do not provide direct instruction.

This code may NOT be used for clerical staff, including due process clerks, of any type even if the clerical staff holds a valid teacher license.

FIELD: Licensure Endorsement/Teacher Endorsement Code – The appropriate licensure endorsement or certification number for the teacher or provider.

- Teachers have a set of codes for their license indicating the disciplines in which they are certified. For example 230 (sped P-4), 231 (4-12).
- For those providers working on an additional licensure plan, type “ALP” plus the correct endorsement code the employee is working towards .

- All related service providers required by law to have a certification/license MUST have a current certification/license. The LEA should have a copy of the license on record and be prepared to produce the certification/license when requested.

FIELD: Certification Status: Teacher/Provider – The certification status of the special education teacher or provider. This is personnel who have met SEA-approved or SEA-recognized certification, licensing, registration or other comparable requirements that apply to the area in which the individuals are providing special education or related services.

A. 1st Year Teaching Special Education, Not Highly Qualified

B. 2nd Year Teaching Special Education, Not Highly Qualified

C. 3rd Year Teaching Special Education, Not Highly Qualified

- Any teacher coded as A-C must have an ALP on file. The LEA should be prepared to submit the documentation upon request.

D. Fully Certified/Highly Qualified Special Education Teacher/Speech Pathologist

- Teachers must have ADE license endorsement for special education.
- Speech Pathologists must be licensed by the Arkansas Board of Examiners - Speech-Language Pathology and Audiology or an ADE teacher licensure endorsement code of 198 or 317

E. Non-Teacher Certified - Include all district employees whose function is non-instructional, requires certification, and employee is certified.

- All paraprofessionals must have completed the special education core modules to be considered certified
- This code includes special education supervisors, early childhood coordinators, and special education administrators who meet the minimum qualifications of the job (Title Code 01)
- This status also includes Other Special Education Administrators (Title Code 02).

F. Private Provider Certified

- Contract Personnel who hold a Certification/License for their job assignment
- This includes contracted teachers not employed by the district

G. Non-Teacher Not Certified - Include all district employees whose function is non-instructional but the position requires certification and the employee is not certified.

- This includes all paraprofessionals who have NOT completed the special education core module.
- This includes LEA special education supervisors and early childhood coordinators who do not meet the minimum qualifications of a LEA Supervisor or EC Coordinator. There should be an ALP on record (Title Code 01).
- This status also includes Other Special Education Administrators (Title Code 02).

H. Private Provider Not Certified

- Contract Personnel who do NOT hold a Certification/License for their job assignment.

I. Other Certification Status, Not Fully Certified NEW CODE

- This code is specifically for **student interns**. These students are conducting testing, providing services, and reviewing records under the direct supervision of a certified/licensed speech pathologist or psychological examiner in preparation of receiving their license. Student interns in the area of speech pathology may have a pending certification/license number which should be provided.

- If a district believes they have another situation for which this code can be used, their State Special Education Area Supervisor should be consulted prior to its use.
- Anyone identified with this code is considered not fully certified.

FIELD: Building Code – Each personnel must be assigned to a building. This is the primary building of their job assignment and must be the *valid three (3) digits following the LEA number in the ADE School District directory.*

For example, Alma School district is 1701000 and Alma Primary School is 1701004. Therefore the 3 digit building code is 004.

- School age: If work duties are district wide and are not assigned to a specific building the district code of “000” must be used.
- Early childhood programs are to use “000” as the building code.

FIELD: Grade Levels – Indicate the grade level(s) the teacher is assigned.

- Enter employee data twice if the service is also provided if your district has an Early Childhood 3-5 Pre-k Special Ed Program.

- PS** = Early Childhood/Preschool
- E** = Elementary
- JE** = Junior High and Elementary
- MS** = Middle School
- ME** = Middle and Elementary **NEW CODE**
- JS** = Junior and Senior High
- JH** = Junior High
- SE** = Senior High and Elementary
- SH** = Senior High
- JM** = Junior High and Middle School **NEW CODE**
- SM** = Senior High and Middle School **NEW CODE**
- ALL** = Elementary through Senior High

Example: Entering same employee serving in different grade levels and different services

Name	SSN	Title Code	License No.	Certification Status	Grade Level	FTE
Smith, Bill	111-11-1111	57	320.321	D	SH	.25
Smith, Bill	111-11-1111	03	320.321	D	PS	.75

FIELD: Special Education Classroom Paraprofessional – Indicate if the teacher/speech pathologist (title code for teachers are **03, 20, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59**) has an aide assigned to him/her.

- A Speech Pathologist with a Speech Language Assistant/Aide (SLA) selects SP or SF codes. Only title code 20 should use SP or SF

- P** = Part-time aide
- F** = Full-time aide
- NA** = Not Applicable
- SP** = Part-time SLA **NEW CODE**
- SF** = Full-time SLA **NEW CODE**

Note: ONLY the title codes provided above should be used to answer this question. All other title codes require NA to be entered. Code 13 (Classroom Instructional Aide/ Para-professional) should NEVER be used as a title code for this question.

FIELD: Provider FTE (Cycle 4) – Provider Full-Time Equivalency (FTE) of individuals providing special education services in decimal format. Do not enter the actual number of instructional hours. List the appropriate FTE of each person based on a 40-hour workweek (i.e., 1.0, .5). An individual providing 9 hours of services would use an FTE of 0.22. If an employee is considered as full-time, but does not work 40 hours, indicate him/her as full-time (1.0). For example, a teacher works 36 hours a week, which is considered fulltime, indicate the teacher’s FTE as 1.00.

Hour	FTE	Hour	FTE	Hour	FTE	Hour	FTE
0.5	0.01						
1	0.02	11	0.27	21	0.52	31	0.77
2	0.05	12	0.30	22	0.55	32	0.80
3	0.07	13	0.32	23	0.57	33	0.82
4	0.10	14	0.35	24	0.60	34	0.85
5	0.12	15	0.37	25	0.62	35	0.87
6	0.15	16	0.40	26	0.65	36	0.90
7	0.17	17	0.42	27	0.67	37	0.92
8	0.20	18	0.45	28	0.70	38	0.95
9	0.22	19	0.47	29	0.72	39	0.97
10	0.25	20	0.50	30	0.75	40	1.00

FIELD: Teacher Caseload Count - The number of children served by the teacher or speech pathologist.
 Provide the unduplicated count of students by teacher served in accordance with their IEPs throughout the school day.

NOTES:

- This count does NOT include students taught in a resource Secondary Transition Course or other high school resource non-credit electives. These students will be reported separately.
- Teacher caseloads for the services delivery models set forth in this document must be adhered to, consistent with Special Education Program Standards, Section 17.00 and Early Childhood standards in Section 30.00. Waiver requests relative to adjusting caseload caps must be submitted in writing, with appropriate justification, to the LEA’s State Special Education Area Supervisor and be approved by the Associated Director of Special Education, ADE, in order to be in compliance.

How to determine caseload (See Section 17.03 of the Arkansas Special Education Program standards and/or -Section 30.00 Early Childhood standards for details)

Speech Pathologists:

An unduplicated count of children, up to 45, served in accordance with their IEPs. Children receiving speech services and additional special education services will be coded on both a teacher and a speech pathologist’s caseload.

Early Childhood:

An unduplicated count of children served in accordance with their IEPs by a teacher. See Section 30.03 of the Special Education Early Childhood standards for specifics on caseloads for center-based programs and itinerant/home teachers.

School age:

Indirect/Consulting

The caseload for a teacher who provides indirect/consulting services **fulltime** may be up to 40. (See Section 17.03.1.2, Chart #2-17, and Section 17.03.7.1).

The caseload for a teacher providing indirect/consulting services **half –time** or **part-time** must be reduced proportionately in accordance with Section 17.03.7.2 or 17.03.7.3, respectively.

Self-Contained 1:6

The caseload may be up to 6 distinct children; however, an approved caseload waiver will allow for an increase up to 8. (See Section 17.03.1.2, Chart #2-17, and Sections 17.17.03.3 and 17.03.3.3).

Self-Contained 1:10

The caseload may be up to 10 distinct children; however, an approved caseload waiver will allow for an increase up to 12. (See Section 17.03.1.2, Chart #2-17, and Section 17.03.3.2).

Self-Contained 1:15

The caseload may be up to 15 distinct children which may be any combination of self contained and resource as long as the number of children receiving resource services within a self-contained 1:15 class does not exceed 5. The number of children served as resource in a 1:15 setting must be adjusted downward if the number of self-contained children served in this setting exceeds 10. (See Section 17.03.1.2, Chart #2-17, and Section 17.03.2.2).

Examples:

- All 15 are self-contained students.
- Out of 15 possible children, 8 are self contained with up to 5 being resource, making the Caseload 13.
- Out of 15 children, 12 are self contained with up to 3 being resource, making the Caseload 15.

Co-Teaching (See Section 17.06)

The caseload for a teacher who is co-teaching **fulltime** may be up to 30. (See Section 17.06.4).

The caseload for a teacher who is co-teaching **part-time** must be reduced proportionately to their job assignment.

For example, a teacher who co-teaches 2 periods a day can provide special education services to 10 distinct children, in accordance with their IEPs, between the 2 periods. If the first co-taught class has 7 children then the second co-taught class can have up to 3.

Resource (non-departmentalized)

A fulltime resource teacher may have a caseload up to 25 distinct children. The caseload may increase to 28 with an approved caseload waiver. (See Section 17.03.1.2, Chart #2-17, and Section 17.03.3.2)

A part-time resource teacher's caseload must reduce proportionately in accordance with his/her job assignment.

For example, a resource teacher with 4 class periods a day can provide special education services to up to 15 distinct children. The caseload may increase to 18 with an approved caseload waiver.

Resource (departmentalized)

A teacher in a resource setting that is departmentalized by subject area may provide services to 48 distinct children. (See Section 17.03.5.4)

A part-time departmentalized resource teacher's caseload must reduce proportionately in accordance with his/her job assignment. For example, a departmentalized resource teacher with 4 class periods a day may provide special education services up to a maximum of 32 distinct children. The caseload may increase to 38 with an approved caseload waiver.

Examples for Split Assignments

Co-teaching and Resource (non-departmentalized):

A teacher with a split caseload between **co-teaching** (2 periods) **and resource (non-departmentalized)** (4 periods) may provide special education services to 10 distinct children, in accordance with their IEPs, between the 2 co-taught periods; thus, limiting the number of distinct children in the 4 resource periods to 15 since the maximum caseload for a resource teacher is 25 distinct children without a waiver. With an approved caseload waiver the resource caseload could increase to 18.

Note: In this scenario, if a child is seen by the same teacher for different subjects (co-taught math and resource language arts) the child should be counted on the resource caseload only for program approval.

Co-teaching and Resource (departmentalized):

A teacher with a split caseload between **co-teaching** (2 periods) **and resource (departmentalized by subject)** (4 periods) may provide special education services to 10 distinct children, in accordance with their IEPs, between the 2 co-taught periods, thus limiting the number of distinct children in the 4 resource periods to 32. With an approved caseload waiver the resource caseload could increase to 38, since the maximum caseload for a departmentalized resource teacher is 48 distinct children.

FIELD: Number of High School Students served in a Secondary Transition Course.

Provide the total number of students on the roster for the Secondary Transition Course(s) taught by the teacher. This is a maximum of 30 per class. This field ONLY applies to Title Code 53: Resource Teacher with Grade levels SH, SE, SM, JS, or All.

NOTE: If a special education teacher only teaches secondary transition courses at the SH level, the caseload for the teacher in the teacher caseload count field would be zero.

FIELD: Number of High School Students Served in Other Resource Non-Credit Elective Courses.

Provide the total number of students on the roster for the Other Resource Non-Credit Elective Courses. This is a maximum of 30 per class. This field ONLY applies to Title Code 53: Resource Teacher with Grade levels SH, SE, SM, JS, or All.

NOTE: If a special education teacher only teaches non-credit elective courses other than transition at the SH level, the caseload for the teacher in the teacher caseload count field would be zero.

If a teacher's assignment is to instruct fulltime non-credit resource classes, (he/she has zero regular resource, self contained, indirect, or co-teaching classes), he/she is not allowed to hold any folders and the caseload is zero.

FIELD: Primary Disability being served by the special education teacher or provider – The type of disability of the students the person is teaching.

MR – Intellectual Disability

SI – Speech/Language Impairments

ED – Serious Emotional Disturbance

OHI – Other Health Impairments

DB – Deaf-Blindness

AU – Autism

CC – Cross Categorical

NA – Not Applicable

HI – Hearing Impaired

VI – Visual Impairments

OI – Orthopedic Impairments

SLD – Specific Learning Disabilities

MD – Multiple Disabilities

TBI – Traumatic Brain Injury

PS – Non-categorical for Preschool/
developmental delay

SCHOOL AGE ONLY

FIELD: Per Period Range –The minimum number of Students with disabilities (SWD) a teacher is providing instruction to in accordance with the IEP in the classroom and the maximum number of SWD a teacher is providing instruction to in accordance with the IEP in the classroom throughout a day.

This only applies to teachers with a caseload count. Do not include resource non-credit elective counts.

For example:

Resource Class: In period 2, a teacher has 2 Students with Disabilities (SWD) in the class in accordance with their IEPs but in period 5 the same teacher has 8 SWD in the class in accordance with their IEPs. Therefore, the per-period range would be from a low of 2 students to a high of 8 students (2:8). With an approved waiver the per-period maximum is 10.

Co-Taught Class: In period 3, a teacher has 3 SWD in the class and all 3 are in the class in accordance with their IEPs for the receipt of co-teaching instruction. In period 7 the same teacher has 13 SWD in the class, but only 7 are in the class in accordance with their IEPs specifically to benefit from co-teaching. Therefore, the per-period range would be from a low of 3 students to a high of 7 students (3:7).

Section 3: 2011 December 1 Cycle 4 MySped Resource Data Review: January 3-17

- **Student Child Count**
- **Personnel/Program Approval**

Why review data if it was entered and submitted to APSCN in December?

Ensure the data for your district was submitted properly and that it accurately reflects the reporting requirements of all students served December 1, 2010.

Possible Reasons for Making Changes in Data

1. **Updates** are needed to reconcile between the reporting period ended and APSCN submission
2. Data entry **typos** when keying in APSCN Special Education Module
3. Inaccurate **coding** when keying in APSCN Special Education Module
4. Formulas or glitches in the **programming**
5. Data **not transferring** correctly from APSCN to MySped
6. **Blank fields** may exist that should be completed
7. Problems may occur with reports not generating the accurate count. For example, if age is invalid, the program for the report will not include it in the count.

Reminders:

1. **MySped Review Period:** January 3 - 17
2. ***School Age Cycle 4 MySped Review Procedures.*** Posted on Data and Research web page:
<http://arksped.k12.ar.us/sections/dataandresearch.html>
3. ***School Age MySped Review Using Excel*** - posted on Data and Research web page under ‘MySped Cycle 7 Review Manuals’
4. **Correcting the Data**
Once you have completed the review process using MySped Resource, you will need to make any necessary corrections. Make corrections and updates in three possible places:
 - **Update MySped** to report accurate data (**‘Save’ before Exiting**);
 - **Update APSCN** to maintain accurate data;
 - **Update your own personal file** for record keeping and backup. We recommend you use the export to Excel function to save your own Excel file. This allows you to refer to your data at anytime and serves as a backup file in the event of technical difficulties. *Remember, when you are reviewing, corrections will need to be made in the individual student or employee application in MySped for federal reporting; and,*
 - **Create and save a new Excel worksheet on your computer** once all changes have been made to serve as a backup.

More Information for Cycle 4 Reporting: Data and Research Web Page:

<http://arksped.k12.ar.us/sections/dataandresearch.html> under “Supporting Documents”

1. This outline: *School Age APSCN Cycle 4 Outline*
2. APSCN Training Guides and Data Dictionaries: School Age and Employee/Program Approval
3. *School Age MySped Review Procedures Cycle 4*
4. *School Age MySped Review Using Excel*