Cycle 7 Reporting

Data requirements

The Cycle 7 deadline for APSCN (non-DDS programs) is June 15, 2012. The following is an overview of the data your district will need to have entered by the deadline.

Early Childhood Programs: Data should be entered for all Special Education students with referrals, exits, kindergarten conferences and early childhood outcomes between July 1, 2011 and June 30, 2012.

School Age Programs: Data should be entered for all Special Education referrals, school age exits, discipline, coordinated early intervening services, and secondary transitions between July 1, 2011 and June 30, 2012.

DDS Programs: Data should be entered no later than July 15th, 2012 for all Special Education students in the 3-5 year program with referrals, exits, kindergarten conferences and Early Childhood outcomes between July 1, 2011 and June 30, 2012.

TRAINING OPPORTUNITIES

Computer Lab eSchool Training:

eSchool Review for Districts STARTING eSchool in the 2012/2013 school year

Each training is one-day and will begin at 9:00 AM. Please pick the date that best fits your schedule and register using the Survey Monkey link below.

School Age Programs

- June 25, 2012
- June 26, 2012
- July 23, 2012
- July 25, 2012
- August 6, 2012
- August 7, 2012

Early Childhood programs

- July 24, 2012

Survey Monkey Registration Link:
http://www.surveymonkey.com/s/eschoolrefresher

Cycle 2-7 Reporting Webinars for 2013

DDS Centers
- August 28, 10 AM & 2 PM

School Age
- August 29, 10 AM & 2 PM
- August 30 10 AM

State Agencies (CHCD, ADC, DYS)
- August 30, 2PM

Early Childhood (co-ops and districts)
- August 31, 10 AM & 2 PM

Survey Monkey Registration Link:
Click here to register
Cycle 7 Reporting (con.)

NOTE: The data you enter up to the date of your district's submission are the data that are pulled into MySped Resources. For those of you that are in districts, work with your districts so they do not submit prior to you reviewing and finalizing all data. Any changes you make in APSCN after the date of district submission will not be reflected in the data you review in MySped Resources in September.

As always, for additional information/clarification you can refer to the following Supporting Documentation located on the Special Education website at http://arksped.k12.ar.us/sections/dataandresearch.html:

◊ School Age Training Guide- APSCN and Data Dictionary
◊ Referral Tracking User Guide and Data Dictionary
◊ Early Childhood Training Guide- APSCN and Data Dictionary
◊ Early Intervening User Guide – APSCN and Data Dictionary

Cycle 7 Reporting - Early Childhood

Referral Tracking
◊ All referrals initiated between July 1, 2011 and June 30, 2012.
◊ Students referred for special education services in your district or co-op regardless if they were placed.
◊ Any student in Part C moving to Part B
◊ Check for sequential dates: Referral date, Parent consent to evaluate date, Evaluation Date, Eligibility Determination Date, Parent Consent to Place Date.
◊ Make sure dates fall within timelines, if not make sure to provide a reason for the delay.
  ♦ Should be no more than 60 calendar days between parent consent to evaluate date and evaluation date.
  ♦ Should be no more than 30 calendar days between evaluation date and eligibility determination date.
  ♦ For Part C to B children, eligibility determination date should fall on or before child’s 3rd birthday.
◊ For completed referrals, make sure to include reason referral is complete regardless of placement and that referral complete is marked “Y”!
◊ Double check all student demographic information for accuracy.

Early Childhood Outcomes
( Check for accuracy/completeness)
◊ Entry and Exit Assessment Dates
◊ Entry and Exit Social-Emotional Functional Scores
◊ Entry and Exit Knowledge-Skills Functional Scores
◊ Entry and Exit Self-Help Functional Scores
◊ Social-Emotional Improvement (Y/N)
◊ Knowledge-Skill Improvement (Y/N)
◊ Self-Help Improvement (Y/N)

Early Childhood Exits
( Check for accuracy/completeness)
◊ Entry Date
◊ Exit Date
◊ Exit Status Code
◊ Exists between July 1, 2011 and June 30, 2012 are reported.
◊ If exit codes are “NS” or “KE” then EC Outcomes module must be completed!
◊ All students with an exit code of “KE” must have a Kindergarten Conference Date and Code completed. Verify this information is correct!

Kindergarten Conference
( Check for accuracy/completeness)
◊ Exit Status is marked KE
◊ Transition Conference Date- date the last kindergarten conference was held.
◊ Transition Code- the code that describes the outcome of the transition conference.
◊ Transition Conference LEA - The LEA district number for whom the kindergarten conference was held.
Coordinated Early Intervening Services
◊ Students being served by Coordinated Early Intervening Services using VI-B money between July 1, 2012 and June 30, 2013- whether VI-B funds are being used voluntarily or mandated.
◊ Make sure entry date is entered and accurate.
◊ Make sure all demographic information entered for students is correct.
◊ Make sure all services the student are receiving are entered and that the services have a begin date in the Service Type Screen.
◊ If services are no longer being received, an end date must be entered in the Service Type Screen.
◊ Before completely withdrawing a student from CEIS in the Entry/Withdrawal Screen, make sure all service types have an end date in the Service Type Screen.
◊ If a student is no longer receiving CEIS services, make sure they have a withdrawal date (see above) and an Exit Status Code listed.

Discipline
◊ All discipline data is pulled from SMS and will be available in December

Secondary Transition
◊ For each student who has a transition plan, verify the date is correct in APSCN. It should be the date the student’s initial secondary transition plan section of the IEP was finalized in your district.

Cycle 7 Reporting – DDS Programs
DDS Cycle 7 data should be entered in no later than July 15, 2012 for all Special Education students in the 3-5 year program with referrals, exits, kindergarten conferences, and Early Childhood outcomes between July 1, 2011 and June 30, 2012.

Referral Tracking
◊ Report all students referred between July 1, 2011 and June 30, 2012
◊ Make sure all dates are sequential
  ♦ Referral date

Referral Tracking
◊ All referrals initiated between July 1, 2011 and June 30, 2012.
◊ All students referred for special education services in your district or co-op regardless of their placement into Special Ed.
◊ Check for sequential dates: Referral date, Parent Consent to Evaluate Date, Evaluation Date, Eligibility Determination Date, Parent Consent to Place Date.
◊ Make sure dates fall within timelines, if not make sure to provide a reason for the delay.
  ♦ Should be no more than 60 calendar days between parent consent to evaluate date and evaluation date.
  ♦ Should be no more than 30 calendar days between evaluation date and eligibility determination date.
◊ Make sure to include reason referral is complete regardless of placement and that referral complete is marked “Y”!
◊ Double check all student demographic information for accuracy.

School Age Exits
◊ All exits between July 1, 2011 and June 30, 2012.
◊ Make sure all exit dates and exit status codes are correct in the Entry/Withdrawal Screen.
◊ Confirm all graduating students are exited/withdrawn.
◊ Confirm all students coded as dropout (DO) are actual dropouts.
  ♦ Any student in a residential facility in your district that has moved back to their home district – mark as Moved Known (MK).
  ♦ Any students enrolled in your district while completing their GED (not through Adult Ed) – mark as Graduated-CERT (GC).
  ♦ Any students who left school to pursue a GED – mark as Dropout (DO).
Early Childhood Outcomes
- Exiting outcomes dates must be between July 1, 2011 and June 30, 2012
- Check Entry and Exit Assessment dates. Entry and Exit dates are required in order to pull data for federal reporting
- Check Social-Emotional Functional Scores, Knowledge-Skills Functional Scores, and Self-Help Functional Scores for accuracy and completeness
- Students must be withdrawn from Entry/Withdrawal screen in order to pull their EC Outcomes
- Exit outcomes for federal reporting are based on an exit status of No longer Requires Services or Kindergarten Eligible in the Entry/Withdrawal Screen

Early Childhood Exits
- Report all exits between July 1, 2011 and June 30, 2012
- Entry Date: date student entered the program
- Exit Date: date student exited the program
- Exit Status: select reason child exited program
- If Exit Status is No longer Requires Services “NS” or Kindergarten Eligible “KE”- EC Outcomes Entry and Exit Dates and Assessment Scores are required

Kindergarten Conferences
- Exit Status marked Kindergarten Eligible
- Transition Conference Date- date the last kindergarten conference was held
- Transition Code- the code that describes the outcome of the transition conference

Notes:
* If your district or co-op has any referrals received with a parent consent date towards the last days of the fiscal year, you can finalize their completion in September during the Cycle 7 MySped Review period.
* 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 in these fields, please work with the Student Registration side of APSCN.
Understanding Variability

From the previous issue, we learned about different types of averages (such as mean, the median, and the mode), what they mean, how they are computed, and when to use them. Now we will learn how to use summary measures to describe the amount of variability or spread in a set of data. Variability (also called spread or dispersion) reflects how scores differ from one another. It can be thought of as a measure of how different scores are from one another. Together, average and variability can be used to describe the characteristics of a distribution and show how distributions differ from one another. The most common measures of variability are the standard deviation, range, and variance.

The standard deviation (abbreviated as $\sigma$ or $SD$) is the most frequently used measure of variability. It represents the average amount of variability in a set of scores. In other words, it is the average distance from the mean. The logic behind the computation is to compute the mean of a set of scores and then subtract each individual score from the mean. Then compute the average of that distance. Here are the formulas for computing the standard deviation for the population and the sample.

\[
\sigma = \sqrt{\frac{\sum(x - \bar{x})^2}{N}}
\]

where
- $\sigma$ = the standard deviation
- $x$ = each value in the population
- $\bar{x}$ = the mean of the values
- $N$ = the number of values (the population)

\[
s = \sqrt{\frac{\sum(x - \bar{x})^2}{N - 1}}
\]

where
- $s$ = the standard deviation
- $x$ = each value in the sample
- $\bar{x}$ = the mean of the values
- $N$ = the number of values (the sample size)

The larger the standard deviation, the more spread out the values are, and the more different they are from one another. If $\sigma = 0$ or $s = 0$, there is absolutely no variability in the set of scores, and they are essentially identical in value. We should also know that the standard deviation is sensitive to extreme scores.

The second measure of variability is range. The range is the difference between the largest and smallest values in a set of values. For example, consider the following numbers: 1, 3, 4, 5, 5, 6, 7, 11. For this set of numbers, the range is $11 - 1 = 10$.

The third measure of variability is to compute the variance which is simply the standard deviation squared.

How are standard deviation and the variance similar and how are they different? The standard deviation and the variance are both measures of variability, dispersion, or spread. The formula used to compute standard deviation and the variance are very similar. They are also quite different. First, the standard deviation is stated in the original units from which it was derived. The variance is stated in units that are squared.

How do we interpret the results of standard deviation and the variance? For example, we want to know the variability on the test scores (the average is 8.6 and standard deviation is 1.59) of a group of 5th graders on a particular new math test. The value 1.59 means that the difference in the average score is about 1.59 from the mean. The variance is $(1.59)^2$, or 2.53. It means the average difference between the 5th graders is about 2.53 squared from the mean.

Correlation and computing correlation coefficients will be presented on the Stats Corner in the next issue.
IMPORTANT RESOURCES

IDEA Data & Research Office
(501) 683-7219
If you need training in APSCN applications, please contact Tammy Garrison at the number above or email her at tsgarrison@ualr.edu to request a spot on the training waiting list. Once we have enough individuals on the list, we will then schedule a training at APSCN in Little Rock. Make sure to give us the names of the individuals to be placed on the list, email and mailing addresses, phone numbers, and LEA name and number.

DIS/APSCN
(501) 682-HELP (4357) Option 3
1-800-435-7989 Option 3
DIS.CallCenter@arkansas.gov (24 hour email)

Special Education Home Page
http://arksped.k12.ar.us

Important links from the Special Education home page:
IDEA Data and Research
Links to the IDEA homepage where you can find Data Dictionaries, User Guides, Web-ex training notes, the LEA Annual Performance Report, Focus Monitoring Profiles, Contact Information, AND much more. Please visit regularly as we are always adding new information.

MySped Resource
A secured website where districts can review and submit data to the State Department.

School age and early childhood Family Outcomes Survey link.
Click here to visit the website

AR-LEARN
http://www.arlearn.org

ADE Commissioner’s Link
Click here to visit the website
Please check this link regularly for updates

Just for Fun Monthly Recipe

Chicken & Dumplings

1 Whole Chicken
(or 6 boneless breast)
4 Cans Chicken Broth
1 Can cream of chicken soup
1 pint cream
(whipping or half & half)
3-4 cans cheap biscuits
(not flakey or grands)

Boil chicken in 2 cans chicken broth – when done de-bone and skin. Add the other 2 cans of broth, add cream, chicken soup. Mix and heat.

The can biscuits come 8 to 10 to a can, pinch off portion sizes (I usually pinch into 4 pieces per biscuits and drop into the mixture) do not stir, this will cause the dumplings to get mushy. The mixture will start to boil, you will have to adjust the heat on the burner.

You can push the biscuits down into the pot with a wooden spoon to keep from boiling over.

Cook for about 10 to 15 minutes or until biscuits are done. To check to see if they are done, I take a fork and cut one in half to make sure the are not doughy,

Take off burner and add chicken and stir.