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Special Education **End-of-Year Snapshot**:

Indicators and Year to Year Flag Explanations

Exceptional Student Services Unit

Any categories on the **Year-to-Year Reports** **8 & 9** that are flagged showing a count and a percent change of 20 or more require an explanation for the change from the previous school year. These explanations are important because, 1) the explanations will help us identify the best practices and support needs in the field, 2) ESSU uses AUs’ explanations to ensure accuracy in our state-level year-to-year difference explanations to OSEP, so the ESSU may reference the explanations gathered from the AUs in its data reports to OSEP. Below are some examples of how to strengthen your explanations. Explanations that clearly illustrate “cause and effect” (e.g., program implementations, efforts, unusual mobility) are appreciated and will reduce the likelihood of further inquiry from the ESSU.

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| **Category Flagged** | **Inadequate Explanation** | **Informative Explanation** |
| Transferred to Regular Education (increase) | Better re-evaluation process. | We reported more students who transferred to regular education than the year before due to Professional Development classes that helped providers better understand and identify disability. This professional development helped us strengthen our re-evaluation processes. Consequently, we had more students who exited special education and entered general education across grade levels this year. |
| Transfer to Public School in a Different State/Country (increase) | Increased mobility | Historically, our AU has seen big swings in the student population as a reflection of the local economy. This year, families working in the energy industry (a large part of our students’ families’ employments) moved to North Dakota due to the increased job availability there. The families of students with IEPs were also included in this movement. |

Please use the template on the next page to explain shortfalls for the **Year-to-Year** categories flagged due to a number and percent change of 20 or more. Copy and paste the templates on additional pages if needed. Categories can be grouped (more than one category can be listed in the box) if they are closely related to the same explanation. Here is an example:

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| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year** |
| 02 Part C to Part B Transition (Path 2 Only)  04 Part C Evaluation & Part C to Part B Transition (Paths 1 & 2) | 113  20 | 35%  95% |
| **Explanation** | | |
| We have increased our capacity to complete C-B transitions/evaluations through collaboration with our DHS Child Find team. In addition, because of our training and guidance, the Child Find team is reporting C-B’s more accurately when opening referrals than in the past. These two factors are likely the cause of the increase. | | |

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| **Administrative Unit:** |
| **School Year:** |

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| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year** |
|  |  |  |
| **Explanation** | | |
|  | | |

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| --- | --- | --- |
| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year** |
|  |  |  |
| **Explanation** | | |
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| --- | --- | --- |
| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year** |
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| **Explanation** | | |
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| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year** |
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| **Explanation** | | |
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Directors: When you are finished, please upload this document to the ESSU Data Management System. Upload as a Word document and tag as Data Collections>Sped EOY.

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