## Special Education December Count Snapshot: Year to Year Flag Explanations

Any categories on the Year-to-Year Reports 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** |
| 6-21 Specific Learning Disability  (increase) | Increase reflects identification rates. | Spent two years retraining Problem Solving Teams to ensure that prior to determining a student disabled under SLD, the PST team developed a plan that supported the Implementation of appropriate evidence-based interventions and collected progress monitoring data. With the retraining and revised PST structures within schools, teams were not making as many SLD referrals until the spring/fall when they had a body of evidence to assist the IEP teams in making appropriate determinations. In addition, the overall student population continues to grow each year and by default there is an annual increase in transfer students who come in with an IEP identifying them as SLD. |
| 6-21 Other Health Impairment (decrease) | Training on the new ECES eligibility adoptions. | Fewer students are being identified as OHI and instead now are properly identified as ASD or OI because of training in the verification process for Autism Spectrum Disorder and Orthopedic Impairment. |
| 3-5 Hispanic or Latino (decrease) | Significant mobility. | A decrease in Hispanic or Latino could reflect the following changes: Implementation of Transdisciplinary Play Based Assessment-2 Child Find resulting in reduced identification for at-risk/Spanish speaking populations. Increase in CPP spots results in additional options for at-risk/dual language populations. Increase in EL classroom supports and RTI supports resulting in reduced identification. |

Please use the templates on the next page to explain the 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** |
| 6-21 Developmental Delay (increase)  6-21 Other Health Impairment (decrease)  6-21 Autism Spectrum Disorder (increase) | 25  -45  28 | 90%  -30%  45% |
| **Explanation** | | |
| We trained on the ECEA eligibility categories in August of 2020. As of December 2020, we had only applied the new categories for 3 months. By December of 2021, the eligibility categories had been applied with fidelity for more than one year and a number of initial evaluations and re-evaluations were found to fit the eligibility criteria from our training. | | |

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

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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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| **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** |
|  |  |  |
| **Explanation** | | |
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Directors: When you are finished, please upload this document, as a Word file, to the ESSU Data Management System Documents with the signed December Count reports.

Questions? Contact Josh Fails [Fails\_J@cde.state.co.us](mailto:Fails_J@cde.state.co.us)