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 in order 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.

Office of Special Education

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

Year to Year Flag Explanations

ESSU Technical Assistance

|  |  |  |
| --- | --- | --- |
| **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 providers were required to take to help them better understand and identify the 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.  |
| Transferred to Regular Education (increase) | Change in administration, learning different processes, and trying to collaborate. | We have been working hard at implementing RTI and making sure our identification process is the best we can make it. As our identification process improves and a continuum of supports is developed, fewer students qualify for special education and more students get their needs met within the continuum of care through the building. This means fewer students filter between sped and general education. We feel more students are transferring to general education because our continuum of supports meets their needs and identification processes have improved. |
| 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 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:

|  |  |  |
| --- | --- | --- |
| **Category Flagged** | **Count Difference from Last Year** | **Percentage Difference from Last Year**  |
| Part B Services (Path 3 only) | 40 | 42% |
| **Explanation** |
| Our Student Intervention Team (SIT) Process successfully prevented over-identification, which resulted in a gradual decrease in Path 3 identification for the last few years. This year, we targeted the students who had not responded to the SIT process previously. Thus, we had more students who were correctly identified after careful examination in Path 3 than the previous year. |

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

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

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

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

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

Directors: When you are finished, please upload this document to the ESSU Data Management System Profile Tab with the signed EOY reports.

Questions? Contact Lindsey Heitman heitman\_l@cde.state.co.us (303) 866-5759