



# 2022-23 Special Education Federal Indicator Reporting Reference Guide

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# 2022-23 Special Education Federal Indicator Reference Guide

## Reporting of Federal Indicators

- The purpose of this guide is to assist with submission, verification and certification of 2022-23 New York State Special Education federal indicator reporting requirements
- New York State will collect data for Federal Indicators 7, 8, 11, 12, 13 and 14 from a different group of one sixth (1/6) of the school districts on each indicator each year
- Over a six year period all school districts that provide educational services to students with disabilities in grades K-12 will report data to the State on all of these indicators. These indicators include:
  - Indicator 7: Preschool Outcomes
  - Indicator 8: Parent Involvement
  - Indicator 11: Child Find-Timely Evaluations and Eligibility
  - Indicator 12: Early Childhood Transition
  - Indicator 13: Secondary Transition
  - Indicator 14: Post-School Outcomes
- The charts following this slide have highlighted requirements, by district, for 2022-23

Indicator 7: Preschool Outcomes

Indicator 11: Child Find-Timely Evaluations  
and Eligibility

Indicator 13: Secondary Transition

Indicator 8: Parent Involvement

Indicator 12: Early Childhood Transition

Indicator 14: Post-School Outcomes

SED	NAME	Grade Level	2022-2023 <sup>a</sup>	2023-2024 <sup>a</sup>	2024-2025 <sup>c</sup>
580303020000	Amagansett U F S D	No HS	12	none	none
580106030000	Amityville U F S D	K 12	13 & 14	none	7
580101030000	Babylon U F S D	K 12	8	11	12
580501030000	Bay Shore U F S D	K 12	11	12	13 & 14
580505020000	Bayport-Blue Point U F S D	K 12	7	8	11
580512030000	Brentwood U F S D	K 12	11	12	13 & 14
580909020000	Bridgethamp顿 U F S D	K 12	12	13 & 14	none
580203020000	Brookhaven-Comsewogue U F S D	K 12	none	7	8
580233020000	Center Moriches U F S D	K 12	none	7	8
580513030000	Central Islip U F S D	K 12	none	7	8
580402060000	Cold Spring Harbor C S D	K 12	7	8	11
580410030000	Commack U F S D	K 12	7	8	11
580507060000	Connetquot C S D	K 12	none	7	8
580105030000	Copiague U F S D	K 12	none	7	8
580107030000	Deer Park U F S D	K 12	8	11	12
580301020000	East Hampton U F S D	K 12	12	13 & 14	none
580503030000	East Islip U F S D	K 12	none	7	8
580234020000	East Moriches U F S D	No HS	none	7	8
580917020000	East Quogue U F S D	No HS	12	none	none
580912060000	Eastport-South Manor	K 12	11	12	13 & 14
580401020000	Elwood U F S D	K 12	none	7	8
580514020000	Fire Island U F S D	No HS	none	7	8
581004020000	Fishers Island U F S D	K 12	7	8	11
581010020000	Greenport U F S D	K 12	8	11	12
580405060000	Half Hollow Hills C S D	K 12	12	13 & 14	none
580905020000	Hampton Bays U F S D	K 12	12	13 & 14	none
580406060000	Harborfields C S D	K 12	8	11	12
580506030000	Hauppauge U F S D	K 12	12	13 & 14	none
580403030000	Huntington U F S D	K 12	11	12	13 & 14
580502020000	Islip U F S D	K 12	none	7	8
580805060000	Kings Park C S D	K 12	8	11	12
580104030000	Lindenhurst U F S D	K 12	7	8	11
580212060000	Longwood C S D	K 12	11	12	13 & 14
581012020000	Mattituck-Cutchogue U F S D	K 12	7	8	11
580211060000	Middle Country C S D	K 12	8	11	12
580208020000	Miller Place U F S D	K 12	13 & 14	none	7

Indicator 7: Preschool Outcomes

Indicator 11: Child Find-Timely Evaluations  
and Eligibility

Indicator 13: Secondary Transition

Indicator 8: Parent Involvement

Indicator 12: Early Childhood Transition

Indicator 14: Post-School Outcomes

SED	NAME	Grade Level	2022-2022 <sup>a</sup>	2023-2023 <sup>a</sup>	2024-2024 <sup>c</sup>
580306020000	Montauk U F S D	No HS	none	none	7
580207020000	Mount Sinai U F S D	K 12	12	13 & 14	none
581015080000	New Suffolk Comn S D	No HS	8	11	12
580103030000	North Babylon U F S D	K 12	11	12	13 & 14
580404030000	Northport-East Northport U F S D	K 12	13 & 14	none	7
581002020000	Oysterponds U F S D	No HS	11	12	none
580224030000	Patchogue-Medford U F S D	K 12	12	13 & 14	none
580206020000	Port Jefferson U F S D	K 12	8	11	12
580903020000	Quogue U F S D	No HS	8	11	12
580901020000	Remsenburg-Speonk U F S D	No HS	8	11	12
580602040000	Riverhead C S D	K 12	8	11	12
580209020000	Rocky Point U F S D	K 12	8	11	12
580205060000	Sachem C S D	K 12	8	11	12
580305020000	Sag Harbor U F S D	K 12	13 & 14	none	7
580910080000	Sagaponack Comn S D	No HS	11	12	none
580504030000	Sayville U F S D	K 12	7	8	11
580701020000	Shelter Island U F S D	K 12	8	11	12
580601040000	Shoreham-Wading River C S D	K 12	11	12	13 & 14
580801060000	Smithtown C S D	K 12	11	12	13 & 14
580235060000	South Country C S D	K 12	8	11	12
580413030000	South Huntington U F S D	K 12	12	13 & 14	none
580906030000	Southampton U F S D	K 12	none	7	8
581005020000	Southold U F S D	K 12	12	13 & 14	none
580304020000	Springs U F S D	No HS	7	8	11
580201060000	Three Village Central C S D	K 12	7	8	11
580913080000	Tuckahoe Comn S D	No HS	none	none	7
580302080000	Wainscott Comn S D	No HS	none	none	7
580102030000	West Babylon U F S D	K 12	12	13 & 14	none
580509030000	West Islip U F S D	K 12	12	13 & 14	none
580902020000	Westhampton Beach U F S D	K 12	11	12	13 & 14
580232030000	William Floyd U F S D	K 12	none	7	8
580109020000	Wyandanch U F S D	K 12	12	13 & 14	none

## Certification and Due Dates At-A-Glance for the 2022-2023 School Year

These forms are entered directly into the PD Data System <sup>[1]</sup>	Due By
PD6: Personnel Form	February 1, 2023
PD8: Suspension Data	August 21, 2023
This form is sent directly to your Local Education Agency <sup>[1]</sup>	Due By
SEDCAR 1: Request for §4410(b) Vendor Funding	November 25, 2022 or subsequent date established by the district
These data are populated from SIRS and are certified in the PD Data System <sup>[1]</sup>	Date Data Must Be Certified By
VR1: Preschool Child Count Report by Race/Ethnicity	January 16, 2023
VR2: School Age Child Count by Age and Disability	January 16, 2023
VR3: School Age Students by Disability and Race/Ethnicity	January 16, 2023
VR4: Preschool LRE Setting Report	January 16, 2023
VR5: School Age LRE Setting Report	January 16, 2023
VR6: District Report of Preschool Students by Primary Service Provider	January 16, 2023
VR7: Provider Report of Preschool Students <sup>[2]</sup>	**
VR8: District Report of School Age Students by Building Where Enrolled	January 16, 2023
VR9: Provider Report of School Age Students <sup>[2]</sup>	**
VR10: Report of Students With Disabilities Exiting Special Education <sup>[2]</sup>	**
VR11: Notification to School District of Compliance Rate on SPP #11 <sup>[3]</sup>	September 18, 2023 <sup>[4]</sup>
VR12: Notification to School District of Compliance Rate on SPP #12 <sup>[3]</sup>	September 18, 2023 <sup>[4]</sup>
VR13: Preschool Children Provided Programs and Services during the 2022-23 School Year	August 7, 2023
VR14: District Report of Parentally Placed Students in Religious and Independent ( <i>Nonpublic</i> ) Schools Who Were Evaluated	September 18, 2023 <sup>[4]</sup>
VR15: Preschool Outcomes Report <sup>[3]</sup>	August 7, 2023
VR16: Students Receiving Coordinated Early Intervening Services	August 7, 2023
These forms notify districts regarding significant discrepancy, disproportionality, and significant disproportionality	Available in PD On or Before
NR4A, NR4B, NR SD-Suspension	November 18, 2022
NR9, NR10, NR SD-Identification, NR SD-Disability Category, NR SD-Placement	March 24, 2023
<b>The SR checklists (SR4, SRS, SR9, SR10 and SR13) have been changed from a self-review to a SEQA review. SEQA will work directly with districts to verify compliance.</b>	

<sup>1</sup> For further information on any of the forms or data in the above table, please visit IRS Special Education's data collection requirements page located at: <http://www.p12.nysed.gov/sedcar/data.htm>

<sup>2</sup> The VR7 and VR9 are provider reports that do not require certification. The VR10 is informational and does not require certification. Districts should use the VR10 to understand how graduation and dropout rates are calculated for the Special Education Data posted at <https://data.nysed.gov/lists.php?type=district>

<sup>3</sup> See the schedule of submission to find the school year in which your district is required to submit data for these indicators: <http://www.p12.nysed.gov/sedcar/spps/schedule2017-2025.html>

<sup>4</sup> **Please note for all due dates in red:** Enrollment, demographic, assessment (including COSF), Special Education Snapshot (EOY) and disability program service records for those students who are potential submission records for the VR 11-16 reports must be migrated to the Level 2 Student Data Repository no later than **August 18, 2023**. Data is to be reviewed in the PD data system using the 'List of Potential Student Records' to determine that all students eligible to be included in these reports are included with accurate information. The L2 data repository **will be frozen after August 18, 2023**. No new data or changes to data will be allowed for enrollment, demographic, assessment, special education snapshot and disability program service records after this date.

# 2022-23 BEDS Special Education Federal Indicator Reference Guide

New York State will collect data for Federal Indicators 7, 8, 11, 12, 13 and 14 from a different group of one sixth (1/6) of the school districts on each indicator each year. The Federal Indicators are as follows:

***Federal Indicator due dates depend on which indicator each district is required to submit for a given year***

- [Indicator 7](#): Preschool Outcomes – ***VR-15 Report – Deadline to Certify 8/07/2023***
- [Indicator 8](#): Parent Involvement
- [Indicator 11](#): Child Find-Timely Evaluations and Eligibility – ***VR-11 Report – Deadline to Certify 9/18/2023***
- [Indicator 12](#): Early Childhood Transition – ***VR-12 Report – Deadline to Certify 9/18/2023***
- [Indicator 13](#): Secondary Transition
- [Indicator 14](#): Post-School Outcomes

# 2022-23 Special Education Federal Indicator Reference Guide

## Federal Indicator 7 (VR 15) Certification Deadline – Aug. 7<sup>th</sup>

### Part B State Performance Plan (SPP) for 2005-2010

#### Overview of the State Performance Plan Development

See Overview of the State Performance Plan Development preceding Indicator #1. NYS also reviewed technical assistance information and resources from the Early Childhood Outcomes Center (ECO) to assist us in making decisions regarding this indicator and during October and November 2005, conducted a survey through the Early Childhood Direction Centers (ECDC) of the assessment tools currently being used by special education preschool programs in the State.

#### Monitoring Priority: FAPE in the LRE

**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a) (3) (A))

#### Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improve functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If  $a + b + c$  does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If  $a + b + c$  does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If  $a + b + c$  does not sum to 100%, explain the difference.

# 2022-23 Special Education Federal Indicator Reference Guide

## Federal Indicator 7 (VR 15) Certification Deadline – Aug. 7<sup>th</sup>

### Overview of Issue/Description of System or Process

SED has core curricula based on the learning standards for pre-K to grade 12.  
<http://www.p12.nysed.gov/ciai/cores.htm#ela>

SED *Preschool Special Education Learning Outcomes and Indicators for Kindergarten Participation* was published in August 2003.  
<http://www.p12.nysed.gov/specialed/publications/preschool/learnoutcomes.htm>

VESID is working collaboratively with EMSC to develop standards, performance indicators, curricula and an assessment process for all preschool children. The Board of Regents is discussing a policy paper on early childhood education, which focuses on the learning standards for all children and the need for performance indicators for each content area for pre-Kindergarten-grade 12, the need to better align this work with early childhood curriculum and assessment and calls for the State standards to be reexamined in the early childhood grade levels to ensure consistency with current scientifically based research. The early childhood community has articulated the need for a separate guidance document on pre-Kindergarten standards, performance indicators and assessments. The policy paper calls for the development of an assessment protocol to inform instruction at the classroom level and to report to parents on their child's progress. This revised assessment protocol would also include a more comprehensive screening for new entrants to school age programs. It has been agreed that the assessment protocol to be developed must be aligned with standards and curriculum so that improved and more integrated instruction can be provided to students with limited English proficiency and students with disabilities. It will take approximately four years to accomplish this collaborative work and by the school year 2010-11, it is expected that NYS will have a statewide assessment system for all preschoolers.

### Baseline Data for FFY 2005 (2005-2006)

Baseline entry data for preschool students receiving special education programs and services for the first time between the months of February and August 2006 will be reported in the APR due to USDOE on February 1, 2007. Targets and improvement activities will be identified once the baseline entry and exit data is available in the APR due in February 2008.

### **Plan to collect baseline entry data**

Beginning in February 2006, all school districts in the State will be required to collect assessment entry data on all preschool children who receive an initial evaluation and receive special education services between February and August 2006. "Entry" is defined as the child's initial evaluation for preschool special education programs and services.

In January 2006, the State will provide assessment procedures to be used by preschool evaluators as part of the initial evaluation of all preschool students. The assessment to be used to measure the three outcome areas will be selected by the approved preschool evaluator. Approved evaluators must continually administer entry assessments as a component of all initial evaluations conducted beginning February 1, 2006.

The approved evaluators must report the child's assessment results in the three outcome areas to the CPSE on the preschool child's Summary Evaluation Report. The CPSE will review the assessment results as part of the initial determination of eligibility and use the ECO Center's tool for collecting child outcome data to summarize the child's current functioning in positive social relationships, acquiring and using knowledge and skills and use of appropriate behaviors to meet their needs. This information must be retained in the child's education record at the school district and be provided as part of the student's record if the student transfers school districts.

NYS will collect aggregate "entry" assessment on preschool children from a representative sample of one-sixth of the school districts in the State during the 2005-06 school year. In the first year, by September 15, 2006, school districts will report entry assessment data for those preschool children who were evaluated and determined eligible for preschool special education programs and services between February 1, 2006 and August 31, 2006. The data will be collected on a new PD form to be developed by the State and will request information such as the number of children who were functioning at or above a level comparable to their same aged peers and the number who were functioning below a level of their same aged peers in each of the three preschool outcome areas.

### **Plan to collect baseline exit data**

In 2006-07, a representative sample of school districts will report exit assessment data on preschool students who are exiting preschool special education programs and services for whom entry assessment data are available. "Exit" is defined as either declassification or at point in time within the last six months of the child's eligibility for preschool programs and services and the preschool child's annual review.

The baseline data reported in 2006-07 will include fewer preschool children than will be reported in subsequent years. In subsequent years, since entry-level evaluation data will have been collected on all preschool children who are evaluated and receive preschool special education programs or services annually by all school districts, exit data from sampled districts will provide results from a larger pool of students and over a longer period of time.

As noted below, all school districts will have a choice of reporting data on all eligible students or they may submit data on a randomly selected sample of a minimum number of students using the sampling guidelines provided below. The vast majority of school districts will need to submit data on behalf of all eligible students.

The preschool special education provider will conduct the exit assessments. The approved provider selects the assessment to be used, but should, whenever feasible, use the same assessments as were used for the initial evaluation. The preschool special education provider will forward the assessment results to the CPSE. At the child's annual review meeting, the CPSE will review the results and make the determination of whether the child improved functioning or reached or maintained functioning at the same level as that of same age peers in each of the three outcome areas or did not improve functioning. The determination will be summarized using the ECO Center's tool for collecting child outcome data.

In fall 2006, feedback on the process will be solicited from selected school districts, preschool providers and evaluators participating in the assessment process, as well as the Commissioner's Advisory Panel for Special Education and ECDCs to determine if revisions to the plan to collect and report data for this indicator are necessary. It is anticipated that a statewide assessment system for all preschoolers will be implemented during the 2010-11 school year.

## 2022-23 Special Education Federal Indicator Reference Guide

### *Federal Indicator 7 (VR 15) Certification Deadline – Aug. 7<sup>th</sup>*

#### Identification of assessment measures

At the request of VESID, a survey was conducted by the ECDCs of the assessment tools currently being used by special education preschool programs in New York State that measure the required indicator areas. The most frequently administered assessments used in the State for 3- and 4-year old preschool children to assess preschool children with disabilities in the three outcome areas are provided below.

Assessment Measure	Outcome 1	Outcome 2	Outcome 3
Name, Edition and Publication Date of Assessment Measure	Positive Social Relationships	Acquire and Use Skills and Knowledge	Takes Actions to Meet Needs
Adaptive Behavior Assessment System (Ages 0-5)			X
Arizona Articulation Proficiency Scale – 3 <sup>rd</sup> Revision, Western Psychological Service, 2000		X	
Battelle Developmental Inventory (BDI 2) – 2 <sup>nd</sup> Edition, 2005	X	X	X
Bayley Scales of Infant Development (BSID 2), 1993		X	
Behavior Assessment System for Children (BASC) - 2 <sup>nd</sup> Edition, 2004	X		X
Brigance Diagnostic Inventory of Development, 1 <sup>st</sup> Edition, Copyright (1978, revised 1991)	X		X
Carolina Curriculum for Preschoolers with Special Needs, 2 <sup>nd</sup> Edition, Copyright 2004	X	X	X
Child Behavior Checklist (CBCL) – 2 <sup>nd</sup> Edition, 2000	X		
Clinical Evaluation of Language Fundamentals-Preschool II (CELF), 1992 & 2004		X	
Connors' Parent & Teacher Rating Scale (CRS-R), 1997	X		
Developmental Assessment of Young Children (DAYC), 1998	X	X	X
Differential Ability Scales – Psychological Corporation, 1990		X	
Goldman-Fristoe Test of Articulation 2, American Guidance Service, Inc., 2000 Edition		X	
Hawaii Early Learning Profile (HELP), 2004		X	X
Learning Accomplishment Profile-D (LAP-D)	X	X	
Mullen Scales of Early Learning, 1995		X	
Peabody Developmental Motor Scales-2, 2002 (1983)			X
Peabody Picture Vocab. Test (PPVT) – IIIA		X	
Preschool – Kindergarten Behavior Scales – 2 <sup>nd</sup> Edition, 2002	X		
Preschool Evaluation Scale	X	X	X
Preschool Language Scale – (PLS-4), 2002		X	
Rossetti Infant-Toddler Language Scales, 1990	X	X	
Sensory Profile Checklist (Dunn) Psychological Corporation, 1999			X
Stanford-Binet Intelligence Scale, 2003		X	
Stuttering Severity Instrument for Children & Adults, Third Edition, 1994		X	
Vineland Social Emotional Early Childhood Scales (SEEC)	X	X	X
Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI), 2002		X	
Westby Play Scale, 2000		X	

## 2022-23 Special Education Federal Indicator Reference Guide

### *Federal Indicator 7 (VR 15) Certification Deadline – Aug. 7<sup>th</sup>*

#### Sampling methodology

Sampling will be used to establish the 2005-06 baseline for this indicator. One-sixth of the school districts in NYS will be randomly selected. This represents approximately 120 school districts each year. The NYC School District will be included in the sample each year. It is the only school district in the State with a total enrollment of 50,000 or more students.

NYS has distributed all school districts among six statewide representative samples. These six groups of school districts were tested with Analysis of Variance (ANOVA) and there was no statistical difference among the six groups of school districts on the population variables described in Attachment 2. These population variables were from the 2000 decennial census.

All school districts will have a choice of reporting data on all eligible preschool students or they may submit data on a randomly selected sample of a minimum number of preschool students using the sampling guidelines provided below. The vast majority of school districts will need to submit data on behalf of all eligible preschool students. For some large school districts, if it will be less burdensome to report on a sample of preschool students, the methodology described below (totally random sampling) is likely to produce a sample that is representative of the population in terms of all variables, since every eligible student has the same chance as another student to be selected for the sample.

Federal Indicator Number	Eligible Population of Students From Which a Random Sample Must be Selected	Minimum Number of Students in the Sample	Method for Selecting Students	Required Documentation
7	Entry level- all children who are referred for preschool special education programs and/or services.  Exit level- all children who received preschool special education programs/or services for at least six months and who are declassified or are within their last six months of eligibility for preschool special education services and the preschool child's annual review meeting for whom entry evaluation data are available.	Use a sampling calculator. Require 95% confidence interval and plus or minus 5% margin of error.	Random selection using a random number table.	Documentation period is seven years.  Maintain list of all eligible students, copy of Random Number Table used, beginning random number for selecting students and list of all students who were selected and their number.

The State will require that school districts maintain documentation as described above if they choose to report data on a sample of students. The totally random sampling methodology and required documentation should eliminate selection bias. The Department will attempt to prevent missing data by first describing precisely what the State needs to collect, providing technical assistance and then following up with school districts to request missing data. The completeness of data collection will improve after the first year and will continue to improve as long as requirements remain unchanged. All issues of confidentiality will be handled in accordance with the rules and procedures in the Family Educational Rights and Privacy Act (FERPA). The Department will also guard against divulging personally identifiable information by not reporting results when there are less than five students for whom data are available or when those results can be easily calculated based on other data provided.

# 2022-23 Special Education Federal Indicator Reference Guide

## *Federal Indicator 8 – Parent Survey*

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

### **Measurement:**

Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

### **Overview of Issue/Description of System or Process**

State law and regulations require each school district, upon initial referral of a student to special education, to provide the parents with a copy of the State's publication *A Parents Guide to Special Education* or a locally developed guide. The State's publication, *A Parents Guide to Special Education*, is available on the Department's web site. NYS has a mandated Procedural Safeguards Notice to ensure all parents receive the same information regarding their rights under IDEA. In addition to the parent of the student being discussed, NYS requires an additional parent of a student with a disability to participate in meetings of the CSE and CPSE to assist the parent in understanding the process.

As a component of focused monitoring reviews, SEQA conducts parent forums to seek input from parents of students with disabilities on various aspects of their experiences with their school district and special education programs. Statements from parents on both the positive aspects of special education within a school district and/or the areas in need of some improvement are considered in the school improvement planning process.

### **Baseline Data**

Baseline data on the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities will be reported in the APR due to USDOE in February 2007.

### **Plan to collect baseline information**

#### **Administration**

School districts will be responsible to provide the parent survey to a sample of parents of students for whom their school district has IEP responsibility (i.e., parents of students who are provided special education services in district-operated programs or under contract with other service providers).

School districts will be directed to employ a variety of methods to encourage parents to complete the survey, including but not limited to using paper surveys, telephone surveys, interview surveys and web-based surveys. Parents will also be able to complete the survey through an Internet website made available by the Department. School districts will be responsible to ensure a statistically sound return rate.

#### **Survey Instrument**

NYS will use a modified version of the survey developed by the National Center for Special Education Accountability Measures (NCSEAM). Twenty-five (25) items from NCSEAM's Parent Survey – Part B have been selected based on the rules established for item selection to ensure reliability and validity of the use of the survey. The directions, format and wording of some questions were revised slightly. A copy of the survey to be used by NYS is attached at the end of this Indicator section.

#### **Timelines for Data Collection and Reporting**

For the 2005-06 school year, surveys will be disseminated to school districts no later than February 2006. Surveys returned by August 31, 2006 will be included to establish the baseline data. Annually thereafter, school districts to be sampled in any year will receive the parent survey at the beginning of the school year and will have the entire year to survey parents.

#### **Report Criteria**

The criteria to be used to determine if a parent has rated his or her school district positively for parental involvement will be as follows: 14/25 items must receive a positive rating as either agree, strongly agree, or very strongly agree. For district reporting, districts that do not have the minimum number of parent surveys returned as indicated in the sampling methodology will be reported as not having positive parent involvement with the reason noted.

# 2022-23 Special Education Federal Indicator Reference Guide

## Federal Indicator 8 – Parent Survey

### Sampling Methodology

Sampling will be used to establish the 2005-06 baseline for this indicator. One-sixth of the school districts in NYS will be randomly selected. This represents approximately 120 school districts each year. The NYC School District will be included in the sample each year. It is the only school district in the State with a total enrollment of 50,000 or more students.

NYS has distributed all school districts among six statewide representative samples. These six groups of school districts were tested with Analysis of Variance (ANOVA) and there was no statistical difference among the six groups of school districts on the population variables described in [Attachment 2](#). These population variables were from the 2000 decennial census.

School districts will be expected to select a representative sample of its parents to be surveyed, using the directions provided by SED. Schools would be encouraged to over sample to ensure statistically sound response rates. All school districts will have a choice of reporting data on all eligible students for this indicator or they may submit data on a randomly selected sample of minimum number of students using the sampling guidelines provided by the Department. The vast majority of school districts will need to submit data on this indicator on behalf of all eligible students. For some large school districts, if it will be less burdensome to report on a sample of students, the methodology described below (totally random sampling) is likely to produce a sample that is representative of the school district in terms of all variables, since every eligible student has the same chance as another student to be selected for the sample.

Federal Indicator Number	Eligible Population of Students From Which A Random Sample Must be Selected	Minimum Number of Students in the Sample	Method for Selecting Students	Required Documentation
8	Every preschool and school-age student with a disability who is provided special education services in district-operated program or under contract with other service providers.	Use a sampling calculator. Require 95% confidence interval and plus or minus 10% margin of error. Expect 10% response rate, so require over-sampling by 90% of minimum number identified by the calculator.	Random selection using a random number table.	Documentation period is seven years.  Maintain list of all eligible students, copy of Random Number Table used, beginning random number for selecting students and list of all students who were selected and their number.

SED will require that school districts maintain documentation as described below if they choose to report data on a sample of students. The totally random sampling methodology and required documentation should eliminate selection bias. School districts will be encouraged to provide surveys in a variety of ways to improve the response rate. The Department will attempt to prevent missing data by first describing precisely what the State needs to collect, providing technical assistance and then following up with school districts to request missing data. The completeness of data collection will improve after the first year and will continue to improve as long as requirements remain unchanged. All issues of confidentiality will be handled by in accordance with the rules and procedures in FERPA. The Department will also guard against divulging personally identifiable information by not reporting results when there are less than five students for whom data are available or when those results can be easily calculated based on other data provided.

### Steps to Ensure Valid and Reliable Estimates

VESID will annually provide information to parent centers, advocacy agencies and the New York State Parent Teacher Association (PTA) as well as other networks and agencies (e.g., ECDCs ) to request their assistance in encouraging parents of students with disabilities to complete and return the parent survey when requested by their school districts.

In addition to English, the surveys will be made available in the six predominant languages in this State (Spanish, Russian, Simplified Chinese, Haitian Creole, Bengali, & Urdu). Translators would need to be provided to ensure parents who do not read or understand one of these languages have an opportunity to participate in the survey.

Surveys will be returned directly to an independent research firm working with SED to print, disseminate, collect analyze and report on the parent survey information. A parent's individual responses will be confidential.

# 2022-23 Special Education Federal Indicator Reference Guide

## Federal Indicator 8 – Parent Survey

### NEW YORK STATE EDUCATION DEPARTMENT PARENT QUESTIONNAIRE – SPECIAL EDUCATION\*

Your answers to the following questions will assist your school, your school district and the State to improve how school districts help parents of students with disabilities to be involved in their children's special education programs. Parents in school districts throughout the State are completing this survey. The results for your school district will be reported by the State.

- Your responses are important and will remain confidential.
- Some questions will apply to the school district; others to the school your child attends.
- Mail the form using the return envelope.

Use a pencil only: 

Fill in circle completely: ●

Select one response for each statement. 

Skip statements that do not apply to you or your child.

Very Strongly Agree

Strongly Agree

Agree

Disagree

Strongly Disagree

Very Strongly Disagree

#### Schools' Efforts to Partner with Parents

		Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
1.	At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>					
2.	I have been asked for (or given a chance to share) my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>					
3.	Written information I receive is written in an understandable way.	<input type="radio"/>					
4.	Teachers and school staff treat me as a team member.	<input type="radio"/>					

#### Teachers and Administrators:

5.	- seek out my input.	<input type="radio"/>					
6.	- show sensitivity to the needs of my child.	<input type="radio"/>					
7.	- encourage me to participate in the decision-making process.	<input type="radio"/>					
8.	- respect my cultural heritage.	<input type="radio"/>					
9.	- help me to understand the Procedural Safeguards [the rules in federal law that protect the rights of parents].	<input type="radio"/>					
10.	- show a willingness to learn more about my child's needs.	<input type="radio"/>					

# 2022-23 Special Education Federal Indicator Reference Guide

## Federal Indicator 8 – Parent Survey

The School:							
11.	- provides me with reports on my child's progress on IEP goals.	<input type="radio"/>					
12.	- gives me choices with regard to services that address my child's needs.	<input type="radio"/>					
13.	- offers me a variety of ways to communicate with teachers	<input type="radio"/>					
14.	- gives me the help I may need to play an active role in my child's education.	<input type="radio"/>					
15.	- explains what options I have if I disagree with a decision of the school.	<input type="radio"/>					
16.	- encourages me to attend and participate in the IEP meetings.	<input type="radio"/>					
Impact of Special Education Services on Your Family							
Over the past year, special education services have helped me and/or my family:							
17.	- know where to go for support to meet my child's need.	<input type="radio"/>					
18.	- feel more confident in my skills as a parent.	<input type="radio"/>					
19.	- understand how the special education system works.	<input type="radio"/>					
20.	- be able to evaluate how much progress my child is making.	<input type="radio"/>					
21.	- understand the roles of the people who work with my child and family.	<input type="radio"/>					
22.	- do things with and for my child that are good for my child's development.	<input type="radio"/>					
Select one response for each statement. Skip statements that do not apply to you or your child.		Always	Almost Always	Frequently	Sometimes	Rarely	Never
Parent Participation							
23.	I value the school's efforts to meet my child's needs.	<input type="radio"/>					
24.	I meet with my child's teacher(s) and/or other school staff to plan my child's program and services.	<input type="radio"/>					
25.	I suggest changes in school programs or services that I think would benefit my child and other students with disabilities.	<input type="radio"/>					

# 2022-23 Special Education Federal Indicator Reference Guide

## Federal Indicator 8 – Parent Survey

\*This form was adapted from the "Parent Survey – Special Education" – version 2.0 developed by the National Center for Special Education Accountability Monitoring.

PLEASE COMPLETE THE FOLLOWING INFORMATION ABOUT YOUR CHILD

<p>Child's Age When First Referred to Early Intervention or Special Education</p> <p>Under 1 Year-of-Age _____</p> <p>Age in Years _____</p> <p>Child's Current Age _____</p> <p>Child's Race/Ethnicity</p> <p><input type="radio"/> American Indian or Alaskan Native</p> <p><input type="radio"/> Asian or Pacific Islander</p> <p><input type="radio"/> Black or African American (not Hispanic)</p> <p><input type="radio"/> Hispanic or Latino</p> <p><input type="radio"/> White (not Hispanic)</p>	<p>Child's Disability (select only one)</p> <p><input type="radio"/> Autism</p> <p><input type="radio"/> Deaf-Blindness</p> <p><input type="radio"/> Deafness</p> <p><input type="radio"/> Emotional Disturbance</p> <p><input type="radio"/> Hearing Impairment</p> <p><input type="radio"/> Mental Retardation</p> <p><input type="radio"/> Multiple Disabilities</p> <p><input type="radio"/> Orthopedic Impairment</p> <p><input type="radio"/> Other Health Impairment</p> <p><input type="radio"/> Specific Learning Disability</p> <p><input type="radio"/> Speech or Language Impairment</p> <p><input type="radio"/> Traumatic Brain Injury</p> <p><input type="radio"/> Visual Impairment including Blindness</p> <p><input type="radio"/> Preschool Student with a Disability</p> <p>Child's School (select only one)</p> <p><input type="radio"/> Child attends public school</p> <p><input type="radio"/> Child attends a Charter School</p> <p><input type="radio"/> Child attends a BOCES program</p> <p><input type="radio"/> Child attends an approved private school for students with disabilities</p> <p><input type="radio"/> Child attends a preschool program</p> <p><input type="radio"/> Other _____</p>
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YOUR RESPONSES ARE IMPORTANT AND WILL REMAIN CONFIDENTIAL.

School District Code: \_\_\_\_\_

School Building Code: \_\_\_\_\_

## 2022-23 Special Education Federal Indicator Reference Guide

### ***Federal Indicator 11 (VR 11) Level 0 Load Deadline – Sep. 14<sup>th</sup> / Certification Deadline – Sep. 18<sup>th</sup>***

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

#### **Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline\*).
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline\*).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = b + c divided by a times 100.

\*NYS' established timeline to complete the initial evaluation and eligibility determinations is 30 school days for preschool students and 60 calendar days for school age students.

#### **Overview of Issue/Description of System or Process**

NYS law and regulations require the evaluation and eligibility determination of a preschool student be made within 30 school days of receipt of the parent's consent to evaluation. The CPSE provides the parent with a list of approved programs that have a multidisciplinary evaluation component. The parent selects the approved evaluation program to conduct the individual evaluation of his or her child and the board of education arranges for the evaluation by the service provider selected by the parent. In addition, with the consent of the parents, approved evaluators and CPSEs must be provided with the most recent evaluation report for a child in transition from programs and services provided pursuant to title two-a of article 25 of the Public Health Law.

For school age students, the initial evaluation to determine if a student is a student with a disability must be completed within 60 calendar days of receiving parental consent for the evaluation, with exceptions for students who transfer to another school district after the evaluation period has begun and when the parent of a student repeatedly fails or refuses to produce the student for the evaluation.

#### **Baseline Data for FFY 2004 (2004-2005)**

SED does not currently collect this information. A new PD form has been developed to begin collecting the consent and determination information during the 2005-06 school year. Baseline data will be collected in 2005-06 and reported in the February 2007 APR.

#### **Plan to Collect Baseline Data**

NYS will collect data on an annual basis from a statewide representative sample of school districts in the State using a new PD 9 form. The PD form must be submitted by September 15, 2006.

Baseline data will be collected based on the following population totals:

- All preschool students (or the minimum number required in a sample) for whom parents provided consent to evaluate for special education programs and/or services anytime during the 2005-06 school year (July 1, 2005 to June 30, 2006), regardless of the source of referral; and
- All school-age students (or the minimum number required in a sample) for whom parents provided consent to evaluate for special education programs and/or services anytime during the 2005-06 school year (July 1, 2005 to June 30, 2006), regardless of the source of referral, age, and the school students attended or currently attend.

To collect baseline data on the timeliness of eligibility determinations for children referred for preschool special education programs and/or services, the PD form will direct school districts to report the following information:

- The number of preschool children whose parents provided consent to evaluate for special education programs and/or services during the 2005-06 school year (July 1, 2005 – June 30, 2006) and the number of school days within which eligibility determinations were made for preschool children (within 30 days or less; within 31-40 days; within 41-50 days; and more than 50 days) both for students determined eligible and not eligible for preschool special education services.
- The reasons when the number of children with consent for evaluation exceeds the number of children for whom an eligibility determination was made (e.g., evaluations pending; parents withdrew consent; child moved to another school district; other reason).
- The reasons for delays in the initial eligibility determination of preschool children (e.g., evaluator not available; parent did not make the child available for the evaluation; parent canceled the scheduled evaluation and selected another approved evaluator; child transferred into the district after the initial evaluation was initiated in another school district; other reason).

## 2022-23 Special Education Federal Indicator Reference Guide

### ***Federal Indicator 11 (VR 11) Level 0 Load Deadline – Sep. 14<sup>th</sup> / Certification Deadline – Sep. 18<sup>th</sup>***

To collect baseline data on the timeliness of eligibility determinations for school-age students for special education programs and services, the PD form will direct the school districts to report the following information:

- The number of school-age students whose parents provided consent for an initial evaluation for special education programs and/or services during the 2005-06 school year (July 1, 2005-June 30, 2006).
- The reasons for a greater number of students with consent for evaluation than the number of students with initial eligibility determinations (e.g., numbers awaiting evaluations; numbers whose parents withdrew consent to evaluate; numbers who moved to another school district before the evaluation was completed; other reason).
- The reasons for the delays in the initial eligibility determinations (e.g., shortage of personnel to conduct the evaluation; parent repeatedly did not make the student available for the evaluation; student transferred into the district after the evaluation period began in the prior school district and the parent and new district agreed to an extended time period; other reason).

SED will conduct random data verification reviews to ensure accurate reporting. SED will also establish procedures to require corrective action in school district that report noncompliance.

#### **Sampling methodology**

Sampling will be used to establish the 2005-06 baseline for this indicator. One-sixth of the school districts in NYS will be randomly selected. This represents approximately 120 school districts each year. The NYC School District will be included in the sample each year. It is the only school district in the State with a total enrollment of 50,000 or more students.

NYS has distributed all school districts among six statewide representative samples. These six groups of school districts were tested with Analysis of Variance (ANOVA) and there was no statistical difference among the six groups of school districts on the population variables described in [Attachment 2](#).

All school districts will have a choice of reporting data on all eligible students or they may submit data on a randomly selected sample of minimum number of students using the sampling guidelines provided below.

Federal Indicator Number	Eligible Population of Students From Which A Random Sample Must be Selected	Minimum Number of Students in the Sample	Method for Selecting Students	Required Documentation
11	For all preschool and school-age students: All students for whom parental consent to evaluate was received during the school year (July 1 – June 30).	Use a sampling calculator. Require 95% confidence interval and plus or minus 2% margin of error.	Random selection using a random number table.	Documentation period is seven years. Maintain list of all eligible students, copy of Random Number Table used, beginning random number for selecting students and list of all students who were selected and their number.

SED will require that school districts maintain documentation as described above if they choose to report data on a sample of students. The totally random sampling methodology and required documentation should eliminate selection bias. The State will attempt to prevent missing data by first describing precisely what the Department needs to collect, providing technical assistance and then following up with school districts to request missing data. The completeness of data collection will improve after the first year and will continue to improve as long as requirements remain unchanged. All issues of confidentiality will be handled in accordance with the rules and procedures in FERPA. The Department will also guard against divulging personally identifiable information by not reporting results when there are less than five students for whom data are available or when those results can be easily calculated based on other data provided.

#### **Measurable and rigorous targets**

FFY	Measurable and Rigorous Target
2005 (2005-06)	100 Percent of children with parental consent to evaluate will be evaluated and eligibility determined within 30 school days for preschool students and 60 calendar days for school age students.
2006 (2006-07)	100 Percent of children with parental consent to evaluate will be evaluated and eligibility determined within 30 school days for preschool students and 60 calendar days for school age students.
2007 (2007-08)	100 Percent of children with parental consent to evaluate will be evaluated and eligibility determined within 30 school days for preschool students and 60 calendar days for school age students.
2008 (2008-09)	100 Percent of children with parental consent to evaluate will be evaluated and eligibility determined within 30 school days for preschool students and 60 calendar days for school age students.
2009 (2009-10)	100 Percent of children with parental consent to evaluate will be evaluated and eligibility determined within 30 school days for preschool students and 60 calendar days for school age students.
2010 (2010-11)	100 Percent of children with parental consent to evaluate will be evaluated and eligibility determined within 30 school days for preschool students and 60 calendar days for school age students.

## 2022-23 Special Education Federal Indicator Reference Guide

### ***Federal Indicator 12 (VR 12) Level 0 Load Deadline – Sep. 14<sup>th</sup> / Certification Deadline – Sep. 18<sup>th</sup>***

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

#### **Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
  - b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
  - c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- Account for children included in a but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.
- Percent = c divided by a – b times 100.

#### **Overview of Issue/Description of System or Process**

The Department of Health (DOH) under the Early Intervention Program (Part C) provides services to children with disabilities, birth to two. SED has responsibility for providing services to preschool children with disabilities, ages three to five (Part B).

SED and DOH have a Memorandum of Understanding (MOU) that focuses on activities that will result in a smooth transition from Part C to Part B services for children beginning at age three. Early Intervention Officials (EIO) have responsibility under Public Health Law for notifying school districts (with parental consent) of an Early Intervention (EI) child's potential eligibility for services under preschool special education and for arranging a transition conference at least 120 days before the child is first eligible for preschool programs and services. A parent may also refer the child directly to the CPSE. The transition conference is scheduled at least 90 days before the child is first eligible for preschool programs and services, and is attended by the EIO, the service coordinator, the parent(s) and the chairperson of the CPSE. The purpose of the transition conference is to decide whether the child should be referred to preschool special education for determination of eligibility, to review program options available to the child and family, and to develop a transition plan. This process ensures continuity of services for the child. The timely referral and evaluation of children to preschool special education and the provision of a free appropriate public education (FAPE) in the LRE by school districts are reviewed under the SEQA preschool focused monitoring review process.

The evaluation and eligibility determination of a preschool student must be made within 30 school days of receipt of the parent's consent to evaluation. The CPSE provides the parent with a list of approved programs that have a multidisciplinary evaluation component. The parent selects the approved evaluation program to conduct the individual evaluation of his or her child and the board of education arranges for the evaluation by the service provider selected by the parent. In addition, with the consent of the parents, approved evaluators and CPSEs must be provided with the most recent evaluation report for a child in transition from programs and services provided pursuant to title two-a of article 25 of the Public Health Law.

Upon receipt of the recommendation of the CPSE, the board of education must arrange for the preschool student with a disability to receive such programs and services commencing with the July, September or January starting date for the approved program, unless such services are recommended by the CPSE less than 30 school days prior to, or after, the appropriate starting date selected for such preschool student, in which case, the IEP must be implemented no later than 30 school days from the recommendation of the CPSE.

#### **Baseline Data for FFY 2004 (2004-2005)**

SED does not currently collect data using the same specific measurement required by OSEP for the SPP. SED will report baseline data in the APR due to USDOE on February 1, 2007.

#### **Plan to collect the data**

SED has revised its PD data collection forms to collect data from a representative sample of school districts during the 2005-06 school year (July 1, 2005 to June 30, 2006) on the percent of children referred by Early Intervention (IDEA, Part C) prior to age three, who are found eligible for preschool programs and/or services under IDEA, Part B, and who have an IEP developed and implemented by their third birthdays. NYS will use these data to identify noncompliance and establish corrective actions for those school districts in which the data indicates less than 100% of children referred by Part C prior to age 3, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays.

To collect baseline data on the transition of children from early intervention (Part C of IDEA) to preschool special education programs and/or services (Part B of IDEA), the PD form will direct the school districts to report the following information:

- The numbers of children referred from Part C (Early Intervention) to Part B for preschool special education programs and/or services prior to the age of 3 who were found eligible and not eligible on or before age three and after the age of 3. Of this number, how many had their IEPs developed and implemented on or before the age of 3 and after the age of 3.
- The reasons for more referrals for evaluation than initial eligibility determinations (e.g., parents withdrew consent; student moved out of the district before the evaluation was completed; student awaiting an evaluation; other reasons).
- The reasons for delays in initial eligibility determinations (e.g., an approved evaluator was not available to provide the evaluation in a timely manner; the parents refused or repeatedly failed to make the child available for the evaluation; the parents canceled the scheduled evaluation and/or selected another approved evaluator; the child transferred to the district after the evaluation period began in a previous school district and the parents and district agreed to an extended time period to complete the evaluation; other reasons).
- The reasons for delays in developing and implementing children's IEPs prior to the children's third birthdays (e.g., parents chose to continue their child in the Early Intervention program after the child became age three; parents chose not to enroll their child in the recommended program; programs and/or services were not available; child moved out of the district prior to the child's third birthday; other reason).
- The number of days of delay in developing and implementing IEPs by a preschool child's third birthday (1-10 days; 11-20 days; 21-30 days; more than 30 days).

## 2022-23 Special Education Federal Indicator Reference Guide

### ***Federal Indicator 12 (VR 12) Level 0 Load Deadline – Sep. 14<sup>th</sup> / Certification Deadline – Sep. 18<sup>th</sup>***

#### Sampling methodology

Sampling will be used to establish the 2005-06 baseline for this indicator. One-sixth of the school districts in NYS will be randomly selected. This represents approximately 120 school districts each year. The NYC School District will be included in the sample each year. It is the only school district in the State with a total enrollment of 50,000 or more students.

NYS has distributed all school districts among six statewide representative samples. These six groups of school districts were tested with Analysis of Variance (ANOVA) and there was no statistical difference among the six groups of school districts on the population variables described in [Attachment 2](#). All school districts will have a choice of reporting data on all eligible students for this indicator or they may submit data on a randomly selected sample of minimum number of students using the sampling guidelines provided below.

Federal Indicator Number	Eligible Population of Students From Which a Random Sample Must be Selected	Minimum Number of Students in the Sample	Method for Selecting Students	Required Documentation
12	All children who are referred for special education services under Part C to Part B prior to age 3 during the school year (July 1-June 30).	Use a sampling calculator. Require 95% confidence interval and plus or minus 2% margin of error.	Random selection using a random number table.	Documentation period is seven years. Maintain list of all eligible students, copy of Random Number Table used, beginning random number for selecting students and list of all students who were selected and their number.

#### Measurable and rigorous targets

FFY	Measurable and Rigorous Target
2005 (2005-06)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays
2006 (2006-07)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays
2007 (2007-08)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays
2008 (2008-09)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays
2009 (2009-10)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays
2010 (2010-11)	100% of children referred by Part C prior to age 3, who are found eligible for Part B, will have an IEP developed and implemented by their third birthdays.

## 2022-23 Special Education Federal Indicator Reference Guide

### *Federal Indicator 12 (VR 12) Level 0 Load Deadline – Sep. 14<sup>th</sup> / Certification Deadline – Sep. 18<sup>th</sup>*

#### Improvement Activities/Timelines/Resources

Activity	Timeline	Resources
Annually review and update the MOU between DOH and SED that focuses on activities that will result in a smooth transition from Part C to Part B services for children beginning at age three, including monitoring programs that are approved by DOH and NYSED to serve both EI and preschool children with disabilities.	2005-11	SED professional staff
Conduct joint training, technical assistance and monitoring on requirements for the timely transition of children with disabilities from EI to preschool special education. Develop a video/training program on transition from EI to preschool special education. Provide training to EI and preschool staff and administrators.	2005-07	DOH and SED staff  DOH and SED guidance document: <i>Transition of Children at Age Three from the New York State Department of Health Early Intervention Program to the State Education Department Preschool Special Education Program or Other Early Childhood Services</i>
Approve new program applications and requests for program expansions in regions where data indicates preschool students are not receiving services by their third birthdays where there is documented need for additional programs.	2005-11	VESID staff
Continue to authorize variances to class size maximums where appropriate to allow additional students to be temporarily admitted to a preschool program.	2005-11	VESID staff
Address shortages of qualified personnel to provide evaluations and services to preschool students. Provide technical assistance to NYCDOE on the provision of interim alternate bilingual program and services for English language learners/limited English proficient preschool students with disabilities.	2005-08	See indicator #1
Conduct monitoring of approved preschool programs.	2005-11	SEQA
Require corrective action in those school districts in which data indicate noncompliance.	2005-11	SEQA

# 2022-23 Special Education Federal Indicator Reference Guide

## Indicator 13: Secondary Transition

**Indicator 13:** Percent of youth aged 15<sup>[3]</sup> and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

### Measurement:

Percent = # of youth with disabilities aged 15 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 15 and above times 100.

### Overview of Issue/Description of System or Process

State law and regulations define transition services to mean a coordinated set of activities for a student with a disability, designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including, but not limited to, post-secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and must include needed activities in instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and when appropriate, acquisition of daily living skills and functional vocational evaluation.

When the purpose of an IEP meeting is to consider transition services, the meeting notice must indicate this purpose, indicate that the school district/agency will invite the student to participate in the meeting, and identify any other agency that will be invited to send a representative.

In NYS, transition services must be on a student's IEP beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate), and updated annually. The IEP must, under the applicable components of the student's IEP, include:

- under the student's present levels of performance, a statement of the student's needs, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities;
- appropriate measurable postsecondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills;
- a statement of the transition service needs of the student that focuses on the student's courses of study, such as participation in advanced-placement courses or a vocational education program;
- needed activities to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation; and
- a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting.

VESID's Strategic Plan Goals, Key Performance Indicators and Targets (June 2004, revised October 2004) included the Key Performance Indicator, "Individualized Education Program (IEP) with transition goals, objectives and services for students with disabilities."

NYS is conducting a Longitudinal Post School Indicators Study of outcomes for former special and general education students who left school in 2000 and 2001 with a Regents, Local or IEP diploma. Comparative analysis of high school experiences of the class of 2001 in relation to their post-school outcomes indicate that the combined presence during the student's K-12 educational program of helpful transition planning, early planning, provision of career and postsecondary information, participation by students and families, integration, academic achievement and a safe educational environment are significantly related to positive post school transitions.

VESID funds seven Transition Coordination Sites (regional technical assistance centers (TCS). TCS provide regional planning support and leadership for collaborative teams of interagency, education, family and community stakeholders to problem solve issues of resources and availability of services. In coordination with other SED networks and regional offices, TCS support school improvement and quality assurance activities by targeting strategic planning to help individual schools organize their internal transition practices more effectively. One on-line, self-assessment tool used in TCS individual and group technical assistance efforts is called *TransQUAL, Online*. This online system provides a standardized set of quality indicators for transition procedures based on Dr. Paula Kohler's Taxonomy of Transition Programming, which allows a school to self-identify its needs for improvement and to use a strategic plan template to make improvements. Hyperlinks are made to on-line technical assistance information and effective practices. School data is password and username protected and history files are created from year to year so a school can revisit and revise its plans and self-assessments. Approximately half the school districts in the State have used the on-line tool. Aggregated data from the tool is available to the TCS to identify common needs and guide local training and development activities.

## 2022-23 Special Education Federal Indicator Reference Guide

### *Indicator 13: Secondary Transition*

#### Plan to collect baseline data

NYS will collect data from a statewide representative sample of school districts on this indicator and use a monitoring protocol to select and review the IEPs in the representative sample of school districts. Over a six-year period beginning with the 2005-06 school year, all school districts will provide data on this indicator.

#### Sampling methodology

NYS has distributed all school districts among six statewide representative samples. These six groups of school districts were tested with Analysis of Variance (ANOVA) and there was no statistical difference among the six groups of school districts on the population variables described in [Attachment 2](#). These population variables were from the 2000 decennial census. New York City is the only school district in the State with a total enrollment of 50,000 or more students, so it will be represented in each of the six samples.

By January 2006, SED will notify the selected sample districts that they must conduct a self-review of a random sample of IEPs of all students with disabilities ages 15-21.

Federal Indicator Number	Eligible Population of Students From Which A Random Sample Must be Selected	Minimum Number of Students in the Sample	Method for Selecting Students	Required Documentation
13	All students with disabilities ages 15-21 who are provided special education services in district-operated program or under contract with other service providers.	All students up to 30 eligible students.  NYC samples 100 students.	Random selection using a random number table	Documentation period is seven years.  Maintain list of all eligible students, copy of Random Number Table used, beginning random number for selecting students and list of all students who were selected and their number

A school district may choose to review additional IEPs above the minimum number in order to improve the confidence with which results can be generalized to the entire population especially when there is wide variation in the results. In some cases, the State may require the review of additional IEPs.

SED will require that school districts maintain documentation as described above if they choose to report data on a sample of students. The totally random sampling methodology and required documentation should eliminate selection bias. The State will attempt to prevent missing data by first describing precisely what the Department needs to collect, providing technical assistance and then following up with school districts to request missing data. The completeness of data collection will improve after the first year and will continue to improve as long as requirements remain unchanged. All issues of confidentiality will be handled in accordance with the rules and procedures in FERPA. The Department will also guard against divulging personally identifiable information by not reporting results when there are less than five students for whom data are available or when those results can be easily calculated based on other data provided.

## 2022-23 Special Education Federal Indicator Reference Guide

### Indicator 13: Secondary Transition

#### IEP Review Process

By February 2006, SED will provide an "IEP/Transition Self-Review" monitoring protocol to all school districts. The school districts selected for the representative sample will be directed to complete the "Transition IEP" self-review monitoring protocol on a representative sample of IEPs and document results on a form prescribed by the Department. The form will require documentation of the percent of students whose IEPs met each of the compliance requirements on the monitoring protocol. The State is exploring the development of an on-line reporting system (e.g., an adaptation of the *TransQUAL, Online* system) through which school districts would be required to submit the aggregate results of the self-review. SED will arrange for professional development on the self-review protocol and *TransQUAL, Online* system through TCS and SETRC. Training will be ongoing in subsequent years, as needed.

Districts will be directed to complete and enter data on their IEP reviews by August 31, 2006. SED will arrange for random verification reviews of reported data in school districts in each SEQA region. All school districts identified through the self-review or verification process as not having IEPs that include appropriate documentation of post-secondary goals and transition services on a student's IEP will be directed to correct the noncompliance as soon as possible, but no later than one year from the date of identification.

#### Measurable and rigorous targets

FFY	Measurable and Rigorous Target
2005 (2005-06)	100 percent of youth* aged 15 and above will have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2006 (2006-07)	100 percent of youth* aged 15 and above will have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2007 (2007-08)	100 percent of youth* aged 15 and above will have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2008 (2008-09)	100 percent of youth* aged 15 and above will have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2009 (2009-10)	100 percent of youth* aged 15 and above will have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
2010 (2010-11)	100 percent of youth* aged 15 and above will have IEPs that include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

\* percent of youth with IEPs reviewed

#### Improvement activities

Improvement activities will be reported in the APR due to USDOE in February 2007.

[1] The federal indicator is age 16. NYS has elected to measure this beginning at age 15, since State regulations require that transition services be indicated on a student's IEP to be in effect when the student turns age 15.

# 2022-23 Special Education Federal Indicator Reference Guide

## Indicator 14: Post-School Outcomes

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416(a) (3) (B))

### Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

### Overview of Issue/Description of System or Process

Through contract with SUNY at Potsdam, NYS has been conducting a longitudinal post school study in which 13,000 special education and general education students have been followed since they were seniors in 2000 and 2001. The NYS LPSI study follows two randomly selected representative samples of special and general education seniors who left high school in 2000 (beta sample) and in 2001 (main sample) with regular high school diplomas (Regents or Local) or IEP diplomas from the point of senior exit, then at one, three and five years beyond high school. Given the extensive body of research on the negative post-school consequences of dropping out and the high cost of tracking down these students beyond school, students who dropped out were excluded from the NYS LPSI. The NYS LPSI questions are designed to determine how in-school transition preparation relates to community living, postsecondary education and career participation on a post school basis. This study will be concluded in September 2007.

The NYS LPSI found that 83 percent of the Class of 2001 completers at one year out of high school successfully transitioned to employment, postsecondary education or day program alternatives. Day program alternatives are adult service programs designed for persons with the most severe disabilities who cannot successfully compete in the competitive labor market or postsecondary education even with extensive support. This rate was 75 percent for the class of 1995. Thus in six years, for completers, the rate of successful post school transitions increased eight percentage points.

Former general education students included in the NYS LPSI left the same schools in the same years as the special education students sampled. Ninety-six (96) percent of general education students who left high school with regular high school diplomas transitioned to postsecondary education or employment within one year of high school completion. Thus, compared to their general education peers at one year beyond high school, students with disabilities experience a gap in post school outcomes of approximately 13 percentage points.

### Baseline Data for FFY 2004 (2004-2005)

The baseline data for students exiting school in 2005-06 will be reported in the 2008 APR.

### Plan to collect baseline data

#### 2006:

NYS will redirect the activities of the SUNY Potsdam LPSI to collect baseline data on a representative sample of one-sixth of the school districts in the State. See sampling plan below.

*Exiters* are defined to include those students with disabilities completing the program with any diploma or certificate of completion (Regents or local diploma, IEP diploma, GED), completing by reaching maximum age to attend special education or those dropping out in the school year 2005-06.

*Employment* is defined as competitive employment for at least minimum wage, either full time or part time, for any length of time.

*Post secondary school enrollment* is defined as participation in a two- or four-year college program, vocational or technical education beyond high school and adult basic education, either full or part time.

- By January 2006, school districts selected for sampling for this indicator will be notified that they must obtain contact information and consent to be contacted from all students who leave secondary school between the months of January to June 2006. School districts will provide demographic and contact data to the LPSI contractor for these students. Demographic data will include name of the school district and student identification, date of birth, year of exit, primary disability, gender, race/ethnicity information, type of school exit (e.g., graduation, drop out, aging out) and special education placement during the student's last year of school participation.
- By September 2006, school districts will submit the contact and demographic information to the LPSI contractor, who will verify completeness of information with school districts and initiate planning for interviewing, via a calling center, regional interviewers, mail and on-line survey alternatives.

#### 2007 activities related to 2005-06 exiters:

- By February 2007, SED will notify 2005-06 students of the upcoming survey and encourage their participation when contacted by the LPSI contractor.
- From May through the end of July 2007, interviews will be conducted by the LPSI contractor with approximately 4,500 students exiting school during 2005-06, using a modified form of the National Post-School Outcomes Center Post-School Data Collection Protocol, involving twelve basic questions plus one qualitative question. Questions pertaining to employment and postsecondary education include the following:

## 2022-23 Special Education Federal Indicator Reference Guide

### *Indicator 14: Post-School Outcomes*

#### **Employment**

1. The level of employment, from working in a competitive employment setting for pay to supported employment.
2. If employed at all during the previous year
3. If currently employed
4. Hours worked per week
5. Typical hourly wage received
6. If the job provides health insurance benefits (an indicator of the stability of the level of engagement in the world of work).
7. If not employed, why?

#### **Postsecondary education**

8. The level of postsecondary education (from 4-year college program to Adult Basic Education)
9. If ever participated in postsecondary education
10. If currently involved in postsecondary education
11. Whether enrolled full or part time
12. If not engaged in postsecondary education, why?

The interviewer will record whether the student or the student's designee answered for the student.

- By the end of September 2007, the LSPI contractor will provide a compiled report back to each school district and to SED for reporting purposes. The compilation will indicate the response rate.
- One year out interviews will be conducted from May through July.
- Final reports to LEAs and SED will be provided by the end of September.

## 2022-23 Special Education Federal Indicator Reference Guide

### Indicator 14: Post-School Outcomes

#### Sampling Plan

Sampling will be used to establish the 2005-06 baseline for this indicator. One-sixth of the school districts in NYS will be randomly selected. This represents approximately 120 school districts each year. The NYC School District will be included in the sample each year. It is the only school district in the State with a total enrollment of 50,000 or more students.

NYS has distributed all school districts among six statewide representative samples. These six groups of school districts were tested with Analysis of Variance (ANOVA) and there was no statistical difference among the six groups of school districts on the population variables described in Attachment 2. These population variables were from the 2000 decennial census.

All school districts will have a choice of reporting data on all eligible students or submitting data on a randomly selected sample of students. The minimum number of students required for this indicator can be obtained by using the sampling calculator provided by the State and the guidelines provided below. The vast majority of school districts will need to submit data on all eligible students for this indicator. For some large school districts, if it will be less burdensome to report on a sample of students, the methodology described below (totally random sampling) is likely to produce a sample that is representative of the school district in terms of all variables, since every eligible student has the same chance as another student to be selected for the sample.

SED will require that school districts maintain documentation as described below if they choose to report data on a sample of students. The totally random sampling methodology and required documentation should eliminate selection bias. The Department will attempt to prevent missing data by first describing precisely what the State needs to collect, providing technical assistance and then following up with school districts to request missing data. The completeness of data collection will improve after the first year and will continue to improve as long as requirements remain unchanged. All issues of confidentiality will be handled by following in accordance with FERPA. The Department will also guard against divulging personally identifiable information by not reporting results when there are less than five students for whom data are available or when those results can be easily calculated based on other data provided.

Federal Indicator Number	Eligible Population of Students From Which A Random Sample Must be Selected	Minimum Number of Students in the Sample	Method for Selecting Students	Required Documentation
14	All students with disabilities who are no longer in secondary school but received some special education service during the school year (July 1- June 30) in district-operated program or under contract with other service provider. (Include all students who left with a credential, reached maximum age for educational services or dropped out.)	School districts with less than 100 students with disabilities exiting, survey all students.  School districts with 100 or more students use the sampling calculator. Require 95% confidence interval and plus or minus 5% margin of error.	Same as above for larger districts	Same as above

#### Improvement Activities/Timelines/Resources

Improvement activities will be reported in the APR due to USDOE in February 2008.

***All Special Education Federal Indicator reporting requirements and more detailed descriptions can be found at:***

**<http://www.p12.nysed.gov/sedcar/data.htm>**

[Home](#)



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