SPECIAL EDUCATION SUMMARY DATA
(SCHOOL GROUP)

PURPOSE:

The Special Education Summary Data report is created to assist the Executive Director with managing the Feeder Pattern’s ability to ensure campuses meet 100% compliance for timely development and implementation of the ARD/IEP. ARDs must be reviewed and updated annually.

The report is divided into three sections.

SECTION I – PEIMS Monthly Summary:

The data displays past due events and upcoming events due the next month. If all ARDs are not held by their due date in the special education case management system, they will be out of compliance.

<table>
<thead>
<tr>
<th>FEEDER PATTERN</th>
<th>PEIMS MONTHLY SUMMARIED</th>
<th>MONTH OF SEPTEMBER</th>
<th>PEIMS MONTHLY COMPLIANT: 632</th>
<th>94.47 %</th>
<th>PEIMS MONTHLY NON-COMP LIANT: 37</th>
<th>5.53 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Scruggs H.S.</td>
<td>PEIMS Monthly Compliant: 632</td>
<td>(A)</td>
<td>94.47 %</td>
<td>PEIMS Monthly Non-Compliant: 37</td>
<td>5.53 %</td>
<td></td>
</tr>
<tr>
<td>Pete Sample H.S.</td>
<td>PEIMS Monthly Compliant: 542</td>
<td>(B)</td>
<td>94.10 %</td>
<td>PEIMS Monthly Non-Compliant: 34</td>
<td>5.90 %</td>
<td></td>
</tr>
<tr>
<td>Amy Test H.S.</td>
<td>PEIMS Monthly Compliant: 857</td>
<td>(C)</td>
<td>94.07 %</td>
<td>PEIMS Monthly Non-Compliant: 54</td>
<td>5.93 %</td>
<td></td>
</tr>
<tr>
<td>Blue Room H.S.</td>
<td>PEIMS Monthly Compliant: 496</td>
<td>(D)</td>
<td>93.94 %</td>
<td>PEIMS Monthly Non-Compliant: 32</td>
<td>6.06 %</td>
<td></td>
</tr>
</tbody>
</table>

A. Feeder Pattern

B. PEIMS Monthly Compliant – Number of ARDs compliant

C. Percentage of ARDs Compliant

The example shows 632 out of 669 (94.47%) students compliant as of the date the report was created

D. PEIMS Monthly Non-Compliant – Number of ARDs not compliant

E. Percentage not compliant

The example shows 37 out of 669 (5.53%) students out of compliance as of the date the report was created

The PEIMS Monthly Summary is a predictive view to show if the campuses are on track for meeting the PEIMS standards by the October snapshot date.
SECTION II – ARD SUMMARY:
Transfer Meetings, Initial ARDs and Annual ARDs completed for the Feeder Pattern for the previous month.

The ARD Summary is a snapshot view demonstrating how compliant the Feeder Pattern is with regards to the state’s 100% standard for completing ARDs within the annual time frame.

*(Sample ARD Summary snapshot)*

<table>
<thead>
<tr>
<th>School Group</th>
<th>Spec. Educ. Student Count</th>
<th># of ARDs Due</th>
<th># of ARDs Missed Due Date</th>
<th># of ARDs On-Time</th>
<th>% of ARDs Compliant</th>
<th>State’s % Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director Joe Sample</td>
<td>806</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>100 %</td>
<td>100 %</td>
</tr>
<tr>
<td>Initial ARD 52</td>
<td>0</td>
<td>0</td>
<td>52</td>
<td>100.00 %</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>Annual ARD 75</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>88.89 %</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>

A. Month of______ - Data for previous month

B. School Group – Executive Director

C. Spec. Educ. Student Count – Number of special education students enrolled in the Feeder Pattern as of the report’s publish date

D. # of ARDs Due – Number of Transfer Meetings, Initial ARDs and Annual ARDs due that month for the Feeder Pattern

E. # of ARDs Missed Due Date – Number of Transfer Meetings, Initial ARDs and Annual ARDs not held on or before the due date in the special education case management system

F. # of ARDs On-Time – Number of “finalized” Transfer Meetings, Initial ARDs and Annual ARDs held on or before the due date in the special education case management system

G. % of ARDs Compliant – Percentage of ARDs completed On-Time for the Feeder Pattern

H. State’s % Expectation – 100% completion of ARDs is expected

The sample chart below illustrates the number of ARDs that were not held on or before the annual due date (missed), and the number of ARDs completed within the due date (on-time).
The sample chart below illustrates the Feeder Patterns’ Annual ARDs missed and completed on time for the month. It also shows the percentage for each.

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D)</th>
<th>(E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director Joe Sample</td>
<td>0</td>
<td>1.00%</td>
<td>7</td>
<td>100.00%</td>
</tr>
<tr>
<td>Executive Director Billy Test</td>
<td>0</td>
<td>1.00%</td>
<td>9</td>
<td>100.00%</td>
</tr>
<tr>
<td>Executive Director Sam Example</td>
<td>0</td>
<td>1.00%</td>
<td>5</td>
<td>100.00%</td>
</tr>
<tr>
<td>Executive Director Ben Demo</td>
<td>0</td>
<td>1.00%</td>
<td>16</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

A. Name of the Executive Director

B. Number of Annual ARDs not held on or before the due date in the special education case management system

C. Percentage of Annual ARDs not held for the Feeder Pattern

D. Number of “finalized” Annual ARDs held on or before the due date in the special education case management system

E. Percentage of Annual ARDs completed On-Time for the Feeder Pattern

The chart below shows the number of Annual ARDs that missed the due date and the number of Annual ARDs completed on time by campus.

**ANNUAL ARD SUMMARY by CAMPUS** (Campuses with no ARD activity for the reporting period had no ARDs due)
SECTION III – Referrals:

The chart illustrates the number of referrals to special education within the past year for each campus in the feeder pattern.

The bar graph illustrates the number of referrals to special education by month within the past year for the feeder pattern.
### CHART:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Total Referrals To Special Ed</th>
<th>Referrals With No Consent</th>
<th>Referrals With Consent</th>
<th>Referrals With FIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus 1</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Campus 2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Campus 3</td>
<td>14</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Campus 4</td>
<td>20</td>
<td>6</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

A. Referrals – Date range for data

B. Total Referrals To Special Ed – Total number of referrals made for a special education evaluation within the specified date range

The example shows the number of referrals made per campus – Campus 1 made six referrals, Campus 2 made two referrals, Campus 3 made 14 referrals, and Campus 4 made 20 referrals

C. Referrals With No Consent – Total number of referrals made for a special education evaluation requiring a parent consent within the specified date range

The example shows the number of parent consents required within the date range – Campus 1 shows two parent consents required from the six referrals made, Campus 2 shows zero parent consents required from the two referrals made, Campus 3 shows four parent consents required from the 14 referrals made, and Campus 4 shows one parent consent required from the 20 referrals made

D. Referrals with Consent – Total number of referrals made for a special education evaluation whereas the parent consent has been obtained for the specified date range

The example shows Campus 1 has obtained three parent consents from the six referrals made, Campus 2 has obtained one parent consent from the two referrals made, Campus 3 has obtained four parent consents from the 14 referrals made, and Campus 4 has obtained six parent consents from the 20 referrals made

E. Referrals with FIE – Total number of referrals made for a special education evaluation whereas the evaluation process has been completed

The example shows one referral out of six made for a special education evaluation has been completed at Campus 1 within the specified date range. The student may or may not have had their Initial ARD/IEP meeting completed, Campus 2 has completed one referral out of two, Campus 3 has completed six referrals out of 14, and Campus 4 has completed 13 referrals out of 20
B. Total Referrals – Total number of referrals per month for the feeder pattern

The example shows 123 referrals have been made by the campuses in the feeder pattern within the specified date range. One referral in 10/2016, four referrals in 11/2016, three referrals in 12/2016, etc.

C. Referrals With No Consent – Total number of referrals made for a special education evaluation in the feeder pattern requiring a parent consent within the specified date range

The example shows 33 parent consents are required from the 123 referrals made within the date range – one parent consent is required from 10/2016 referrals, three parent consents are required from 11/2016 referrals, one parent consent is required from 01/2017 referrals, etc.

D. Referrals With Consent – Total number of referrals made for a special education evaluation whereas the parent consent has been obtained for the specified date range

The example shows 24 parent consents have been obtained for the specified date range – one parent consent from referrals in 11/2016, one parent consent from referrals in 12/2016, one parent consent from referrals in 03/2017, etc.

E. Referrals With FIE – Total number of referrals made for a special education evaluation whereas the evaluation process has been completed

The example shows 66 referrals made for a special education evaluation have been completed within the specified date range. The students may or may not have had their Initial ARD/IEP meeting completed – two referrals from 12/2016, three referrals from 01/2017, seven referrals from 02/2017, etc.