

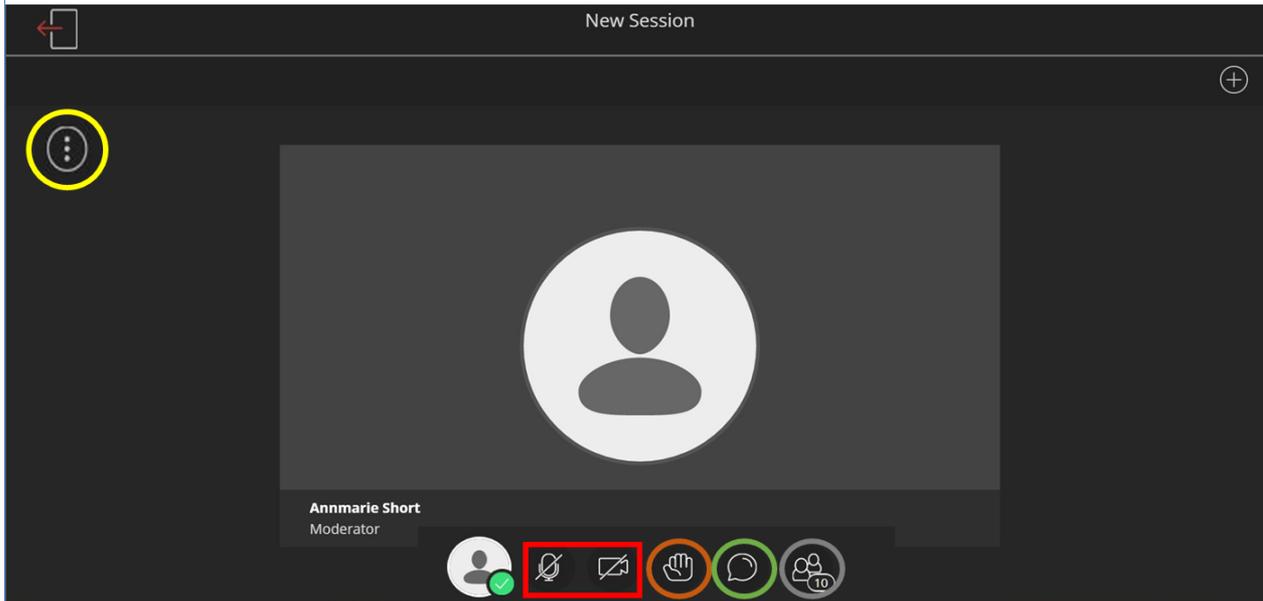
Welcome to today's webinar



If you have not logged in using your full name, please exit the webinar and log in again using your full name.

If you have any questions, please type them into the Chat window on the bottom left of your screen.

Find Your Way Around



 You can select the microphone and video camera icons any time during a meeting to turn them on or off.

 Hand raise: Raise your hand to answer a question or get another moderator's attention. Click Raise Hand.

 Chat: Chat with participants. Click Open Chat.

 Participants' panel: View the list of participants. Click Open Participants List.

 Screen Settings: Zoom content in or out. Your settings do not affect other participant's view.



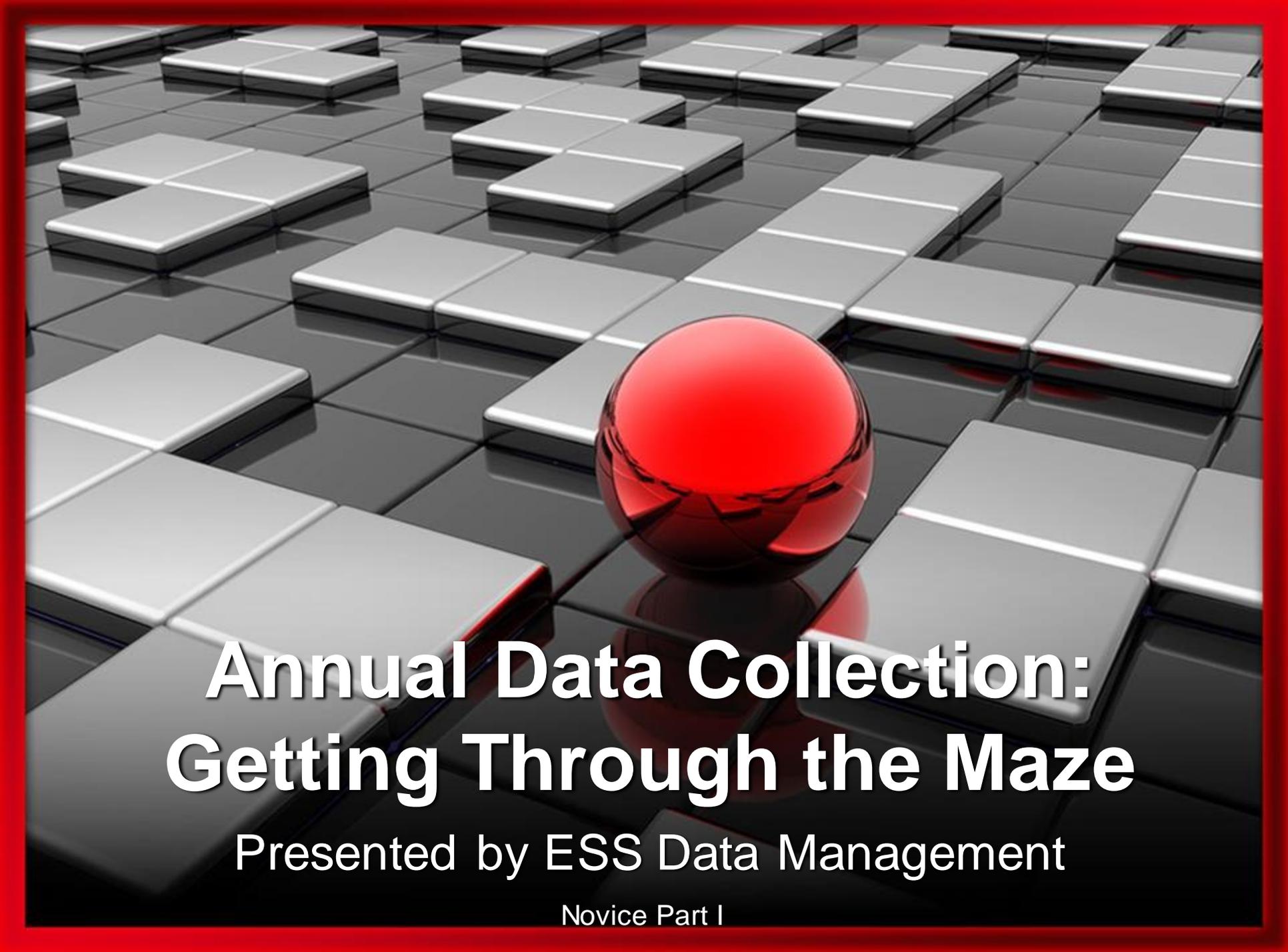
Status: Show yourself as away. Point to the green checkmark by your avatar image and select Set as Away. Click I'm back! when you return.



Leave session: Click leave session.



Share Content: You can share a blank whiteboard, an application, PDFs, PowerPoint® presentations, and images in GIF, JPEG and PNG formats. Click Share Content.



Annual Data Collection: Getting Through the Maze

Presented by ESS Data Management

Novice Part I

Where do we start?

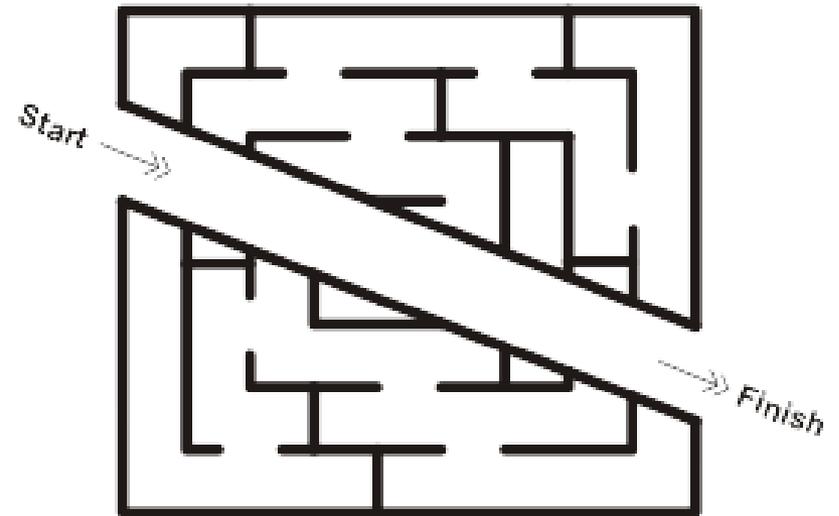
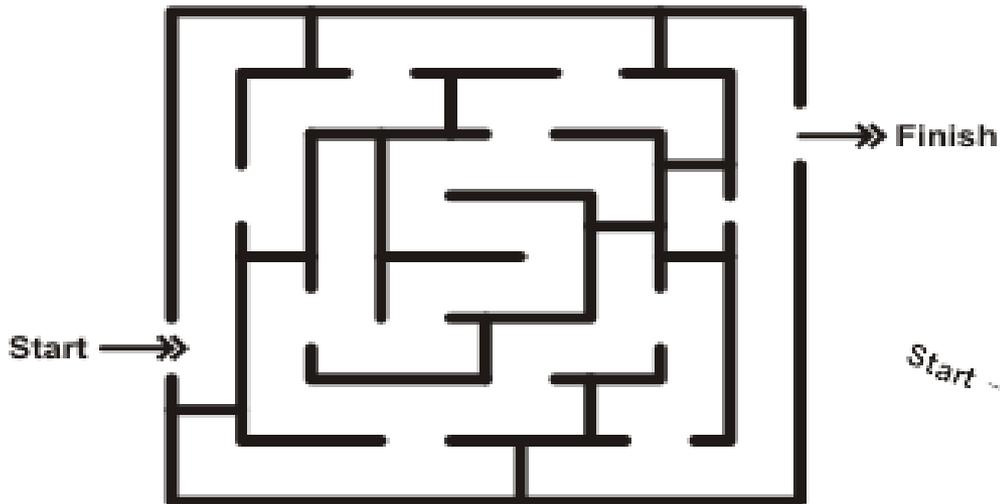


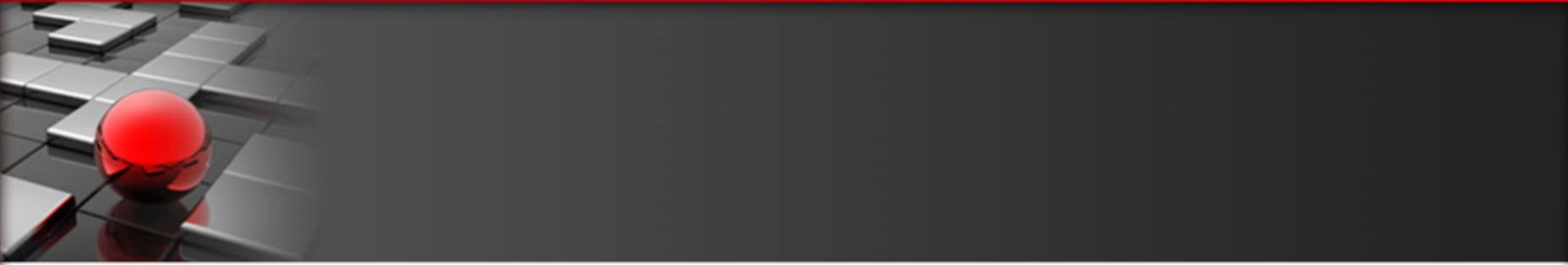
A red sphere is positioned on a black keyboard, casting a reflection on the keys below it. The sphere is the focal point of the top-left corner of the slide.

Agenda

- Overview
- Demo
 - Agency Reports
 - School Reports (Part II)
- Print Reports (Part II)
- Final Submission (Part II)
- Resources and Support
- Wrap Up

Outcomes





OVERVIEW

A red sphere is positioned on a black keyboard, casting a reflection on the keys below it. The sphere is glossy and appears to be a mouse ball or a similar object.

What is ADC?

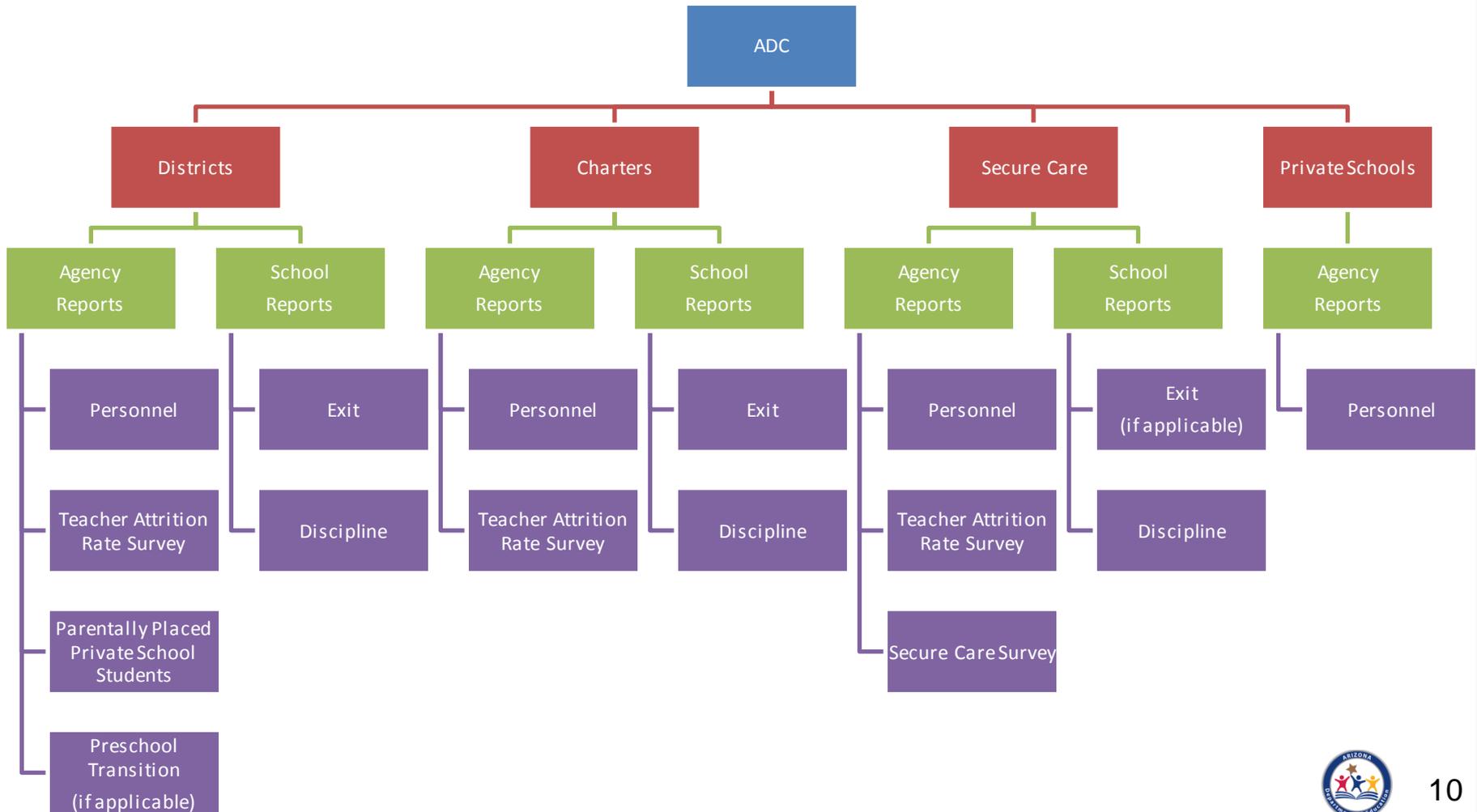
- Agency Reports
 - Personnel
 - Teacher Attrition Rate Survey
 - Preschool Transition (if applicable)
 - Parentally Placed Private School Students (if applicable)
- School Reports
 - Exit
 - Discipline



Why do we do ADC?

- IDEA 2004 Section 618
- OSEP
 - Monitor State implementation of IDEA
 - Report on implementation of IDEA to Congress/Public
 - Assist in determination of priorities for funding, TA and monitoring
- SPP/APR
- PEA Determinations
 - Valid & Timely Data
 - Census Verification Count on time
 - Census Reconciliation
 - ADC on time
 - Az SAFE data on time

Who has to do ADC?





When is ADC due?

- ADC opens to PEAs:
Monday, June 6, 2016
- Az SAFE data due for ADC:
Wednesday, July 8, 2016 @ 5:00pm
- Final Submit opens:
Wednesday, August 31, 2016
- Electronic signature due:
Friday, September 16, 2016 @ 5:00pm



A red sphere is positioned on a black keyboard, casting a reflection on the keys below it. The sphere is the focal point of the top-left corner of the slide.

Where can I find ADC?

- ADEConnect → ESS Annual Data
- Contact your PEA's Entity Administrator and SPED director for access to ADC
- Select role:
 - LEA User
 - LEA Signer
- FAQs
- For assistance, contact the ADE Support Center



DEMO: ESS ANNUAL DATA



SEARCH



HOME

ALL PROGRAMS

STAFF DIRECTORY

CONTACT ADE

FAQ

SCHOOL REPORT CARDS

COMMON LOGON

ADECONNECT



AzMERIT | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

DEPARTMENT MENU

Superintendent

About Department of Education

Accountability

Standards & Assessment

Educator Certification

Finance / IT / Business Services

Special Education



Students



Parents



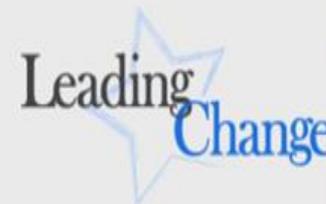
Teachers



Admins



Public



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Online Certification Portal Now Available

The Arizona Department of Education is pleased to announce the release of a public certification portal, which will allow members of the public to verify the certificate information of Arizona educators. OACIS, the Online Arizona Certification and Information System, ... [\[Read More...\]](#)

LATEST HEADLINES

Superintendent Douglas' "We Are Listening" Tour Makes Successful Stops in Kingman and Lake Havasu City

ADEConnect Single Sign On



Sign in with your organizational account

Sign in

Please login with your Email address

If you forgot your password you can reset it [here](#)

For help contact [ADESupport](#)



ADEConnect Application Menu



Welcome **Peggy** [Sign Out](#)

[Change Password](#) | [Register For Password Reset](#)

Home

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[\[-\] Arizona Department of Education - 79275](#) [Administrator Contact](#)

- [ESS Annual Data](#)

[ADEConnect Help Desk](#) | [FAQs](#) | [Acceptable Use Policy](#)
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First step: enter user information

ESS Annual Data - Annual Special Education Data Collection

ADC_LEA_4406@test.com

Home Data Entry Print Reports **User Information** Log Out

(10-02-10-000) Amphitheater Unified District 5-2016

Please enter User Information before starting data entry.

Due Date: 08/19/2016

User Information must be entered to access data entry screens.

User Documents: Home

[Data Dictionary](#)

[General Instructions](#)

Contacts:

Peggy Staples
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peggy.staples@azed.gov

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Phoenix, AZ 85007
Fax: 602-364-1999
ESSDataMgmt@azed.gov

Chris Brown
Phone: 602-542-3854
chris.brown@azed.gov

Required



You must have Adobe Acrobat Reader in order to view and print reports. If you do not have Adobe Acrobat Reader, click [here](#) to download and install it for FREE from the Adobe website.

Technical Assistance documents will be available in this area on the **Home** page. Access Instructions and FAQs from the **Home** tab.





Enter required fields

** = required fields*

<i>First Name *</i>	Jane
<i>Last Name *</i>	Maze
<i>Title</i>	
<i>Email Address *</i>	jane@amphi.net
<i>Phone Number *</i>	520.123.4567
<i>Phone Extension</i>	
<i>Fax Number</i>	

Submit

Cancel

Enter contact information (fields with an asterisk are required), then click **Submit**.

Enter required fields

* = required fields

 Profile Change Saved

<i>First Name *</i>	Jane
<i>Last Name *</i>	Maze
<i>Title</i>	
<i>Email Address *</i>	jane@amphi.net
<i>Phone Number *</i>	520.123.4567
<i>Phone Extension</i>	
<i>Fax Number</i>	

Submit

Cancel

When changes are saved, the Data Entry and Print Reports tabs become accessible.



Technical Assistance Documentation

Hover the cursor over the Home tab to select Instructions, FAQs, or Blank Reports.

Home	Data Entry	Print Reports	User Information	Log Out
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(10-02-10-000) Amphitheater Unified District: 2015-2016
Due Date: 08/19/2016 5:00 PM

Notes:

- Blank Reports
- FAQs
- Instructions

ESS Data Management has recently announced the due dates for this year's ESS Annual Special Education Data Collection. The application has opened on Monday, June 6, 2016 and is due in its entirety by Friday, August 19, 2016. To see a complete list of due dates, please go to <http://www.azed.gov/special-education/funding/data-management/annual-sped-data-collection/>.

User Documents: Home

- [Data Dictionary](#)
- [General Instructions](#)

Contacts:

Peggy Staples Phone: 602-364-4024 peggy.staples@azed.gov	ESS Data Management 1535 W. Jefferson, Bin #24 Phoenix, AZ 85007 Fax: 602-364-1999 ESSDataMgmt@azed.gov	Chris Brown Phone: 602-542-3854 chris.brown@azed.gov
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Required



You must have Adobe Acrobat Reader in order to view and print reports. If you do not have Adobe Acrobat Reader, click [here](#) to download and install it for FREE from the Adobe website.

ESS Data Management recommends printing blank reports to fill in by hand before entering the data online in the application.





AGENCY REPORTS



Personnel

Provide the number of full-time equivalent (FTE) personnel *employed and contracted* to provide special education and related services to students with disabilities (SWD) on or about *October 1, 2015*

NOTE: This report is not intended to be a comprehensive count of all types of personnel providing services to SWD. Report only the personnel specified.

- Section A: Teachers for SWD ages 3-5 & 6-21
- Section B: Paraprofessionals for SWD ages 3-5 & 6-21
- Section C: Related Service Providers





Full-time Equivalency (FTE)

- Full-time employees are reported as 1.0 FTE
- Part-time employees are reported according to the amount of time they work

For example:

- A half-time employee is reported as 0.5 FTE
- A quarter-time employee is reported as 0.25 FTE

NOTE: For reporting special education personnel whose service time is divided between SWD and students in the general population, base the reported FTE only on the percentage of time the special education personnel works specifically with students receiving special education and related services

A red sphere is positioned on a black keyboard, casting a reflection on the keys below it. The sphere is glossy and appears to be a mouse button or a similar key.

Common FAQs

Q: How do I report FTE for personnel (employed or contracted) who only provide a few hours of services periodically during the year?

A: FTE can be calculated by the day, week, month, or year.



Calculating FTE

- Determine number of hours in a school day, week, month, or year and divide the number of hours calculated into the number of service hours provided. Report the resulting FTE accordingly.
- If the FTE result is .009 or less, you will not be able to report this FTE since the application does not accept figures with more than 2 decimal places.



Examples: FTE Calculations

- Example 1: calculate based on a school day
 - A part-time resource room teacher working 4 hours per day (in a 6-hour school day)

$$4 / 6 = 0.67$$

- Example 2: calculate based on a school week
 - An SLP visits once a week for 4 hours. Take 5 days in a school week x 6 hours per day = 30 hours.

$$4 / 30 = 0.13$$

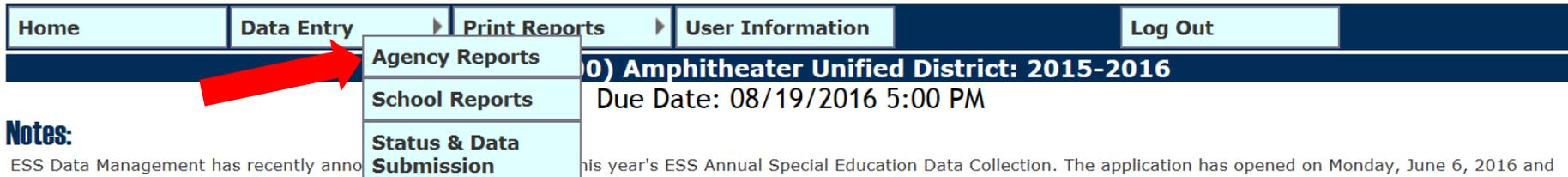


More FTE Examples

- Example 3: calculate based on a school month
 - An OT visits twice a month for a total of 12 hours. Take 20 school days x 6 hours per day = 120 hours. $12 / 120 = 0.10$
- Example 4: calculate based on a school year
 - An audiologist visits a few times during the school year for a total of 15 hours. Take 180 school days x 6 hours per day = 1,080 hours. $15 / 1080 = 0.01$

Data Entry

Click on **Data Entry** and select either **Agency Reports** or **School Reports**.



Home Data Entry Print Reports User Information Log Out

Agency Reports
School Reports
Status & Data Submission

0) Amphitheater Unified District: 2015-2016
Due Date: 08/19/2016 5:00 PM

Notes:

ESS Data Management has recently announced this year's ESS Annual Special Education Data Collection. The application has opened on Monday, June 6, 2016 and is due in its entirety by Friday, August 19, 2016. To see a complete list of due dates, please go to <http://www.azed.gov/special-education/funding/data-management/annual-sped-data-collection/>.

User Documents: Home

[Data Dictionary](#)
[General Instructions](#)

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Required



You must have Adobe Acrobat Reader in order to view and print reports. If you do not have Adobe Acrobat Reader, click [here](#) to download and install it for FREE from the Adobe website.



Agency Reports Page

Agency Reports

Report Title	Status	Last Updated
Personnel - Sect A	Incomplete	N/D
Personnel - Sect B	Incomplete	N/D
Personnel - Sect C	Incomplete	N/D
Teacher Attrition Survey Section A - Special Education Teachers	Incomplete	N/D
Teacher Attrition Survey Section B - Special Education Personnel	Incomplete	N/D
Teacher Attrition Survey Section C - Related Service Providers	Incomplete	N/D
Teacher Attrition Survey Section D - Special Education Directors	Incomplete	N/D
Preschool Transition	Incomplete	N/D
Parentally Placed Private School Students	Incomplete	N/D

Initially, report status is “**Incomplete**.” As information is entered and saved, the status will change.

General Guidance

Home Data Entry Print Reports User Information Log Out

(10-02-10-000) Amphitheater Unified District: 2015-2016

[Back to Report List](#)
* indicates a required field

Click here to go back to the list of reports.

Personnel - Sect A

[Data Entry Guidelines for this Form](#)

Click here to view guidelines for this section.

	(1) Highly Qualified	(2) Not Highly Qualified	(3) Total
Special Education Teachers for Ages 3 - 5	<input type="text"/>	<input type="text"/>	0.00
Special Education Teachers for Ages 6 - 21	<input type="text"/>	<input type="text"/>	0.00
Total	0.00	0.00	0.00

Check Form

Submit

Click [hyperlinks](#) on the screen to view definitions of terms.

Hyperlinks and Helps

The screenshot shows a web application interface. At the top right, there is a 'Log Out' button. Below it, a header indicates 'District: 2015-2016'. A table displays data for 'Highly Qualified Teachers' with three columns: (1) Qualified, (2) Not Highly Qualified, and (3) Total. The table shows two rows of data, both with 0.00 values in all columns. A pop-up window titled 'Special Education Annual Data Collection' is open, displaying the definition for 'Highly Qualified Teachers'.

Special Education Annual Data Collection
Guidance and Definitions
[Click here to close](#)

Highly Qualified Teachers

A highly qualified teacher is a teacher with a bachelor's degree, full state certification (intern, provisional or standard teaching certificate) and demonstrates subject matter competency in the academic subject assigned to teach.

With the exception of special education, charter school teachers are exempt from the certification.

(1) Qualified	(2) Not Highly Qualified	(3) Total
0.00	0.00	0.00
0.00	0.00	0.00
0.00	0.00	0.00

Clicking the hyperlink [Highly Qualified](#) opens a pop-up box with the definition.

Personnel: Section A

[Home](#) | [Data Entry](#) | [Print Reports](#) | [User Information](#) | [Log Out](#)
(10-02-10-000) Amphitheater Unified District: 2015-2016

[Back to Report List](#)
 No errors found

Personnel - Sect A

Totals are limited to two decimal places.

[Data Entry Guidelines for this Form](#)

	(1) Highly Qualified	(2) Not Highly Qualified	(3) Total
Special Education Teachers for Ages 3 - 5	<input type="text" value="5.333"/>	<input type="text"/>	5.33
Special Education Teachers for Ages 6 - 21	<input type="text" value="22"/>	<input type="text" value="1.5"/>	23.50
Total	27.33	1.50	28.83

Click **Check Form** to do the math and populate totals.

Click **Submit** to save the data and return to the list of reports.



Report status = Complete

Agency Reports

Report Title	Status	Last Updated
Personnel - Sect A	Complete	06/08/16 01:54P
Personnel - Sect B	Incomplete	N/D
Personnel - Sect C	Incomplete	N/D
Teacher Attrition Survey Section A - Special Education Teachers	Incomplete	N/D
Teacher Attrition Survey Section B - Special Education Personnel	Incomplete	N/D
Teacher Attrition Survey Section C - Related Service Providers	Incomplete	N/D
Teacher Attrition Survey Section D - Special Education Directors	Incomplete	N/D
Preschool Transition	Incomplete	N/D
Parentally Placed Private School Students	Incomplete	N/D

- Personnel Section A shows a status of “Complete” and the date and time of the most recent update.
- Reports may be updated at any time until the Final Submission process begins; return to this list and click on the report name to edit.

Personnel: Section B

[Home](#) | [Data Entry](#) | [Print Reports](#) | [User Information](#) | [Log Out](#)

(10-02-10-000) Amphitheater Unified District: 2015-2016

[Back to Report List](#)

* indicates a required field

Personnel - Sect B

[Data Entry Guidelines for this Form](#)

	(1) Qualified Paraprofessional	(2) Not Qualified Paraprofessional	(3) Total
Special Education Paraprofessionals for Ages 3 - 5	<input type="text" value="11.25"/>	<input type="text" value=".75"/>	12.00
Special Education Paraprofessionals for Ages 6 - 21	<input type="text" value="19"/>	<input type="text"/>	19.00
Total	30.25	0.75	31.00

[Check Form](#)

[Submit](#)



Personnel Section B = Complete

Agency Reports

Report Title	Status	Last Updated
Personnel - Sect A	Complete	06/08/16 01:54P
Personnel - Sect B	Complete	06/08/16 01:59P
Personnel - Sect C	Incomplete	N/D
Teacher Attrition Survey Section A - Special Education Teachers	Incomplete	N/D
Teacher Attrition Survey Section B - Special Education Personnel	Incomplete	N/D
Teacher Attrition Survey Section C - Related Service Providers	Incomplete	N/D
Teacher Attrition Survey Section D - Special Education Directors	Incomplete	N/D
Preschool Transition	Incomplete	N/D
Parentally Placed Private School Students	Incomplete	N/D

Personnel Section C

Personnel - Sect C

[Data Entry Guidelines for this Form](#)

	(1) <u>Fully Certified</u>	(2) <u>Not Fully Certified</u>	(3) Total
<u>Audiologists</u>	<input type="text" value="2"/>	<input type="text"/>	2.00
<u>Speech-Language Pathologists</u>	<input type="text" value="9"/>	<input type="text"/>	9.00
<u>Interpreters</u>	<input type="text" value="1"/>	<input type="text" value=".5"/>	1.50
<u>Psychologists</u>	<input type="text" value="1"/>	<input type="text"/>	1.00
<u>Occupational Therapists</u>	<input type="text" value=".75"/>	<input type="text"/>	0.75
<u>Physical Therapists</u>	<input type="text" value=".337"/>	<input type="text"/>	0.34
<u>Physical Education Teachers, and Recreational and Therapeutic Recreation Specialists</u>	<input type="text" value="3"/>	<input type="text"/>	3.00
<u>Social Workers</u>	<input type="text" value="2.3"/>	<input type="text"/>	2.30
<u>Medical/Nursing Staff</u>	<input type="text" value="2"/>	<input type="text"/>	2.00
<u>Counselors and Rehabilitation Counselors</u>	<input type="text" value="1.5"/>	<input type="text"/>	1.50
<u>Orientation and Mobility Specialists</u>	<input type="text" value=".667"/>	<input type="text"/>	0.67
Total	23.56	0.50	24.06

Check Form

Submit



Personnel report is done!

Agency Reports

Report Title	Status	Last Updated
Personnel - Sect A	Complete	06/08/16 01:54P
Personnel - Sect B	Complete	06/08/16 01:59P
Personnel - Sect C	Complete	06/08/16 02:06P
Teacher Attrition Survey Section A - Special Education Teachers	Incomplete	N/D
Teacher Attrition Survey Section B - Special Education Personnel	Incomplete	N/D
Teacher Attrition Survey Section C - Related Service Providers	Incomplete	N/D
Teacher Attrition Survey Section D - Special Education Directors	Incomplete	N/D
Preschool Transition	Incomplete	N/D
Parentally Placed Private School Students	Incomplete	N/D

A red sphere is positioned on a black computer keyboard, casting a reflection on the keys below it. The sphere is the focal point of the top-left corner of the slide.

Teacher Attrition Rate Survey

- Purpose is to assist PLS in identifying critical elements related to personnel shortages
- 42 questions
 - Section A: Teachers
 - Section B: Special Education Personnel
 - Section C: Related Service Providers
 - Section D: Special Education Directors

Teacher Attrition Rate Survey: Section A – SPED Teachers

[Data Entry Guidelines for this Form](#)

No.	Teachers	Employed
1.	What was the FTE of special education teacher new hires employed by October 1, 2015?	<input type="text" value="2"/>
2.	What was the FTE of special education teacher new hires employed by October 1, 2015 experiencing their first year of teaching?	<input type="text" value="1"/>
2a.	How many special education teachers experiencing their first year of teaching are being mentored by experienced special education teachers in the 2015-2016 school year?	<input type="text" value="1"/>
3.	What was the FTE of special education teacher vacancies not filled (OPEN) as of October 1, 2015?	<input type="text" value="0"/>
4.	What was the FTE of 2014-2015 special education employed staff returning to teach special education in 2015-2016?	<input type="text" value="12"/>
5.	What was the FTE of 2014-2015 special education employed staff not returning to teach special education in 2015-2016?	<input type="text" value="5"/>
6.	Of those special education teachers not returning to teach special education in 2015-2016, how many FTE have left the teaching profession?	<input type="text" value="1"/>
7.	What was the FTE of 2014-2015 special education teachers that retired, were disabled, died, or moved out of state and consequently did not return in 2015-2016?	<input type="text" value="0"/>
8.	What number of special education teacher new hires were recently graduated from one of Arizona's colleges or universities?	<input type="text" value="0"/>
9.	What number of special education teacher new hires were recently graduated from out of state colleges/universities?	<input type="text" value="1"/>

Check Form

Submit



Teacher Attrition Rate Survey: Section B – SPED Personnel

Data Entry Guidelines for this Form

No.	Special Education Personnel	Employed
1.	In the 2015-2016 school year, was the Arizona Education Employment Board (arizonaeducationjobs.com) used to post job vacancies or search for qualified candidates?	<input checked="" type="radio"/> Yes <input type="radio"/> No
1a.	If yes, how many candidates were hired from the employment board?	1
2.	Do you require special education staff to complete an exit survey prior to leaving?	<input checked="" type="radio"/> Yes <input type="radio"/> No
2a.1	What was the main reason (other than retirement, disability or death) special education teachers left their positions (select one)?	High caseload/workload Too little time for planning and collaboration Low staff morale Lack of resources
2b.1	What was the main reason (other than retirement, disability or death) related service providers left their positions (select one)?	IEPs and related paperwork Lack of mentoring Lack of experience or preparation Better paying position
2b.3	Where did most of the related service providers that left their positions with your district or charter go?	Took a position with a different local district/charter Left the field of education for a different setting Left the field for family reasons Relocated out of state/area
2c.1	What was the main reason (other than retirement, disability or death) special education directors left their positions (select one)?	No special education directors left their position This information was not asked of special education director(s) Lack of support from district office or school-based administration Contract was not renewed
3.	At any point during the school year did you have an open position for a Speech Language Pathologist (SLP) for which you had funding but were unable to fill?	<input type="radio"/> Yes <input checked="" type="radio"/> No
4.	What is the average number of students served per FTE SLP? (select one)	Under 50 50 - 64 65 - 79 80 - 100
5.	How are your district employed SLPs compensated? (select one)	Teacher pay scale Teacher pay scale with stipend Separate pay scale
6.	How many district employed SLPs left their positions during the school year or are not returning for the 2016-2017 (in FTEs)?	All SLPs returned 1 2 - 5 6 - 10
7.	How does your district prefer to fill open SLP positions? (select one)	District Employee Contracted Employee No preference
8.	Once your district fills a SLP position through a contract agency, you	Continue to post for that position to replace with a district employee Don't actively look, but might replace with a district employee if made aware of an applicant Leave the contracted employee in place for the school year Do not have any contracted SLPs, question not applicable

Check Form

Submit

Teacher Attrition Rate Survey: Section C – Related Service Providers

Data Entry Guidelines for this Form

No.	Related Service Providers	Employed	Contracted
1.	What was the total FTE of licensed Physical Therapists (PT) employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value=".337"/>
2.	What was the FTE of PTs not filled (OPEN) by October 1, 2015? Please only report FTE positions (OPEN) if there is neither an employed nor contracted related service provider in that position.	<input type="text" value="1"/>	<input type="text" value="0"/>
3.	What was the FTE of Master's level Speech Language Pathologists (SLP) employed by October 1, 2015?	<input type="text" value="9"/>	<input type="text" value="0"/>
4.	What was the FTE of Speech and Language Pathologists not filled (OPEN) by October 1, 2015? Please only report FTE positions (OPEN) if there is neither an employed nor contracted related service provider in that position.	<input type="text" value="0"/>	<input type="text" value="0"/>
5.	What was the FTE of Bachelor's level Speech Language Technicians employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value="0"/>
6.	What was the FTE of SLPAs (certified by ADE and licensed by the Department of Health) employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value="0"/>
7.	What was the FTE of SLPAs not filled (OPEN) as of October 1, 2015? Please only report FTE positions (OPEN) if there is neither an employed nor contracted related service provider in that position.	<input type="text" value="0"/>	<input type="text" value="0"/>
8.	What was the FTE of licensed Occupational Therapists (OT) employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value=".75"/>
9.	What was the FTE of OTs not filled (OPEN) as of October 1, 2015? Please only report FTE positions (OPEN) if there is neither an employed nor contracted related service provider in that position.	<input type="text" value="1"/>	<input type="text" value="0"/>
10.	What was the FTE of licensed Certified Occupational Therapy Assistants (COTA), employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value="0"/>
11.	What was the FTE of COTAs not filled (OPEN) as of October 1, 2015? Please only report FTE positions (OPEN) if there is neither an employed nor contracted related service provider in that position.	<input type="text" value="0"/>	<input type="text" value="0"/>
12.	What was the total FTE of qualified (3.5 on the EIPA) sign language interpreters employed by October 1, 2015?	<input type="text" value="1"/>	<input type="text" value=".5"/>
13.	What was the FTE of qualified sign language interpreters positions not filled (OPEN) as of October 1, 2015?	<input type="text" value="1"/>	<input type="text" value="0"/>
14.	What was the FTE of School Psychologists employed by October 1, 2015?	<input type="text" value="1"/>	<input type="text" value="0"/>
15.	What was the FTE of School Psychologists not filled (OPEN) as of October 1, 2015? Please only report FTE positions (OPEN) if there is neither an employed nor contracted related service provider in that position.	<input type="text" value="0"/>	<input type="text" value="0"/>
16.	What was the FTE of Clinical Psychologists employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value="0"/>
17.	What was the FTE of Orientation & Mobility Specialists employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value=".667"/>
18.	What was the FTE of Orientation & Mobility Specialists not filled (OPEN) by October 1, 2015? Please only report FTE positions (OPEN) if there is neither an employed nor contracted related service provider in that position.	<input type="text" value="1"/>	<input type="text" value="0"/>
19.	What was the FTE of teachers of the visually impaired employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value="0"/>
20.	What was the FTE of teachers of the visually impaired not filled (OPEN) by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value="0"/>
21.	What was the FTE of teachers of the hearing impaired employed by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value="0"/>
22.	What was the FTE of teachers of the hearing impaired not filled (OPEN) by October 1, 2015?	<input type="text" value="0"/>	<input type="text" value="0"/>

Check Form

Submit



Teacher Attrition Rate Survey: Section D – SPED Directors

[Data Entry Guidelines for this Form](#)

No.	Special Education Directors	Employed
1.	How many years has the special education director been employed in that position?	<ul style="list-style-type: none"> 1st Year 2 - 3 Years 4 - 10 Years 11+ Years
2.	Does the special education director have an administrative certificate? If so, which certificate (select one)?	<ul style="list-style-type: none"> Supervisor Principal Director of Special Education Superintendent
3.	Does the special education director have a special education teaching or related service certificate? If so, which certificate (select one)?	<ul style="list-style-type: none"> Special Education Teaching Certificate Speech Language Pathologist/Technician Certificate School Psychologist Certificate Occupational or Physical Therapist Certificate

Check Form

Submit



Teacher Attrition Rate Survey = Complete!

Agency Reports

Report Title	Status	Last Updated
Personnel - Sect A	Complete	06/08/16 01:54P
Personnel - Sect B	Complete	06/08/16 01:59P
Personnel - Sect C	Complete	06/08/16 02:06P
Teacher Attrition Survey Section A - Special Education Teachers	Complete	06/08/16 02:39P
Teacher Attrition Survey Section B - Special Education Personnel	Complete	06/08/16 02:51P
Teacher Attrition Survey Section C - Related Service Providers	Complete	06/09/16 08:57A
Teacher Attrition Survey Section D - Special Education Directors	Complete	06/09/16 09:02A
Preschool Transition	Incomplete	N/D
Parentally Placed Private School Students	Incomplete	N/D



Common FAQs

Q: Should we include teachers who are not highly qualified (HQ)?

A: No, include only teachers who are HQ.

Q: Should we include both fully certified and not fully certified related service providers?

A: No, include only related service providers who are fully certified, except Q6 in Section C. Report all FTE of personnel serving as speech and language pathologists (SLPAs).



Parentally Placed Private School Students

- Applicable only to school districts
- Report the number of parentally placed private school students who were:
 - Evaluated;
 - Found eligible; and
 - Served by the public school during the school year (July 1 – June 30)

Data Entry for Parentally Placed Private School Students

[Data Entry Guidelines for this Form](#)

	Instructions	Value
1.	Report the number of parentally placed private school students who were evaluated by the public school during the school year (July 1 - June 30.) Include students who were initially evaluated (i.e., referred via child find) and/or reevaluated (i.e., under the Empowerment Scholarship guidelines).	<input type="text"/>
2.	Of the number of children evaluated during the school year (row 1), report the number of children determined to be children with disabilities (eligible for special education services). This is not the total number of eligible private school students within the LEA's jurisdiction, it is only those evaluated and found eligible during the school year.	<input type="text"/>
3.	Of those determined to be children with disabilities (row 2), report the number of children who received special education or related services through the public school. This is not the total number of private school students served, it is only those who were evaluated and found eligible and served during the school year.	<input type="text"/>

Check Form

Submit

Data Entry Errors

Rule	Error Description
B	Row 3 must be less than or equal to row 2.

Parentally Placed Private School Students

Data Entry Guidelines for this Form

	Instructions	Value
1.	Report the number of parentally placed private school students who were evaluated by the public school during the school year (July 1 - June 30.) Include students who were initially evaluated (i.e., referred via child find) and/or reevaluated (i.e., under the Empowerment Scholarship guidelines).	<input type="text" value="5"/>
2.	Of the number of children evaluated during the school year (row 1), report the number of children determined to be children with disabilities (eligible for special education services). This is not the total number of eligible private school students within the LEA's jurisdiction, it is only those evaluated and found eligible during the school year.	Form Error(s): B <input type="text" value="4"/>
3.	Of those determined to be children with disabilities (row 2), report the number of children who received special education or related services through the public school. This is not the total number of private school students served, it is only those who were evaluated and found eligible and served during the school year.	Form Error(s): B <input type="text" value="5"/>

Check Form

Submit

This form contains edit checks to ensure that the values are consistent. Fields with an error will be highlighted in pink.

Corrected Data

[Data Entry Guidelines for this Form](#)

	Instructions	Value
1.	Report the number of parentally placed private school students who were evaluated by the public school during the school year (July 1 - June 30.) Include students who were initially evaluated (i.e., referred via child find) and/or reevaluated (i.e., under the Empowerment Scholarship guidelines).	<input type="text" value="5"/>
2.	Of the number of children evaluated during the school year (row 1), report the number of children determined to be children with disabilities (eligible for special education services). This is not the total number of eligible private school students within the LEA's jurisdiction, it is only those evaluated and found eligible during the school year.	<input type="text" value="4"/>
3.	Of those determined to be children with disabilities (row 2), report the number of children who received special education or related services through the public school. This is not the total number of private school students served, it is only those who were evaluated and found eligible and served during the school year.	<input type="text" value="3"/>

Check Form

Submit





PPPSS = Complete!

Report Title	Status	Last Updated
Personnel - Sect A	Complete	06/08/16 01:54P
Personnel - Sect B	Complete	06/08/16 01:59P
Personnel - Sect C	Complete	06/08/16 02:06P
Teacher Attrition Survey Section A - Special Education Teachers	Complete	06/08/16 02:39P
Teacher Attrition Survey Section B - Special Education Personnel	Complete	06/08/16 02:51P
Teacher Attrition Survey Section C - Related Service Providers	Complete	06/09/16 09:08A
Teacher Attrition Survey Section D - Special Education Directors	Complete	06/09/16 09:02A
Preschool Transition	Incomplete	N/D
Parentally Placed Private School Students	Complete	06/09/16 09:16A

A red sphere is positioned on a black keyboard, casting a reflection on the keys below it. The sphere is the focal point of the top-left corner of the slide.

Common FAQs

Q: Should preschoolers be included?

A: Yes, as long as the preschooler is enrolled at a private (including religious) elementary school that meets the definition specified in 34 CFR § 300.13 and is located within the district's boundaries.

A red sphere is positioned on a black keyboard, casting a reflection on the keys below it. The sphere is the focal point of the top-left corner of the slide.

Common FAQs (cont.)

Q: Should home-schooled students be included?

A: Yes, given that home-schooled students are defined the same as private schools under IDEA.



RESOURCES AND SUPPORT



ESS Data Management

<http://azed.gov/special-education/funding/data-management>

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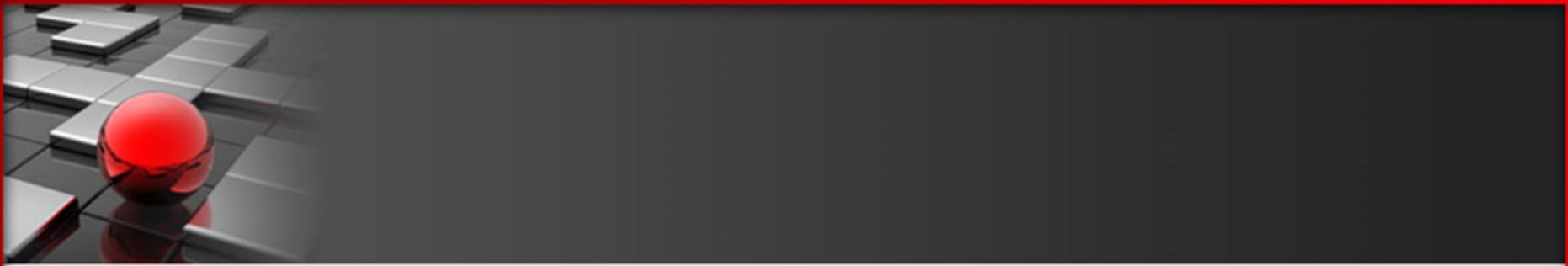


WRAP UP

A red sphere is positioned on a dark, reflective surface that resembles a computer keyboard. The sphere is highly reflective, showing highlights and shadows. The background is dark, and the overall scene is lit from above, creating a sense of depth and focus on the sphere.

Wrap Up

- Questions?
- Future training opportunity
 - Part II webinars: 7/5/16 or 7/13/16
 - Preschool Transition: 7/7/16
 - Final Submission Process: 7/19/16 or 7/27/16
- Course Evaluations
- Certificates
- Implementation Survey



QUESTIONS?

**HAVE AN A-MAZE-ING DAY!
THANK YOU**

