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FT3BY 

SELDA Special Education Applications

July 18, 2023



SELDA Special Education Applications

Dr. Dawn Kemp
Ms. Dominique Donaldson

Introduction

Dawn Kemp, GaDOE Part B Data Manager

- 30 years experience including K-12 special education teacher, university instructor and field experience supervisor, special educational director, human resources supervisor, and English Language Learners program supervisor.
- Received PhD in Special Education from Georgia State University.
- Endorsements or certifications in Educational Leadership, Counseling, ESOL, Reading, and Teacher Support Specialist.



Introduction

Dominique Donaldson, GaDOE Part B
Data Manager

- Over 10 years experience including K-12 special education teacher, School-based LEA Facilitator, Lead LEA Facilitator, Special Education Program Manager, and adjunct professor.
- Received M.Ed. in Special Education from Columbus State University.
- Endorsements or certifications in Educational Leadership and Teacher Support Specialist.



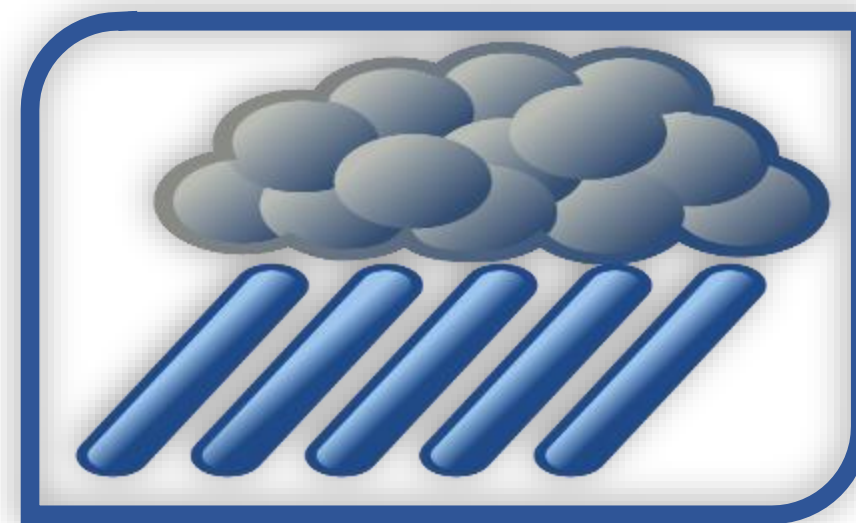
Objectives / Learning Targets

Participants will be able to:

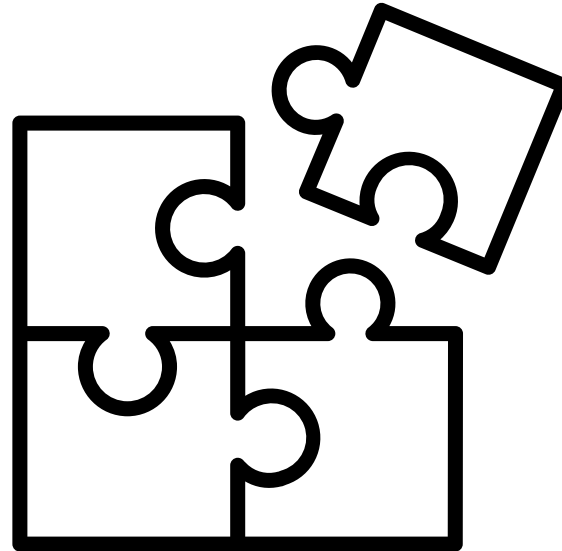
- Identify the SE Applications that require Local Education Agency (LEA) data entry.
- Identify the SE Applications that are populated by the Georgia Department of Education (GaDOE).
- Indicate the due dates for different data collections within the SE Applications.
- Identify updates and changes in SE Applications from the prior school year.

Why Take the Data Journey?

It is Monday, and raining, and the snack machine is out. You have been on the job 4 weeks as a new special education director. When you review your email, snail mail, voice mails, and written messages, you find several issues you need to address.



What Issues Are You Facing that Data Can Address?



Data Informs Our Journey

Federal
Requirements*

Track Student
Progress

General
Supervision

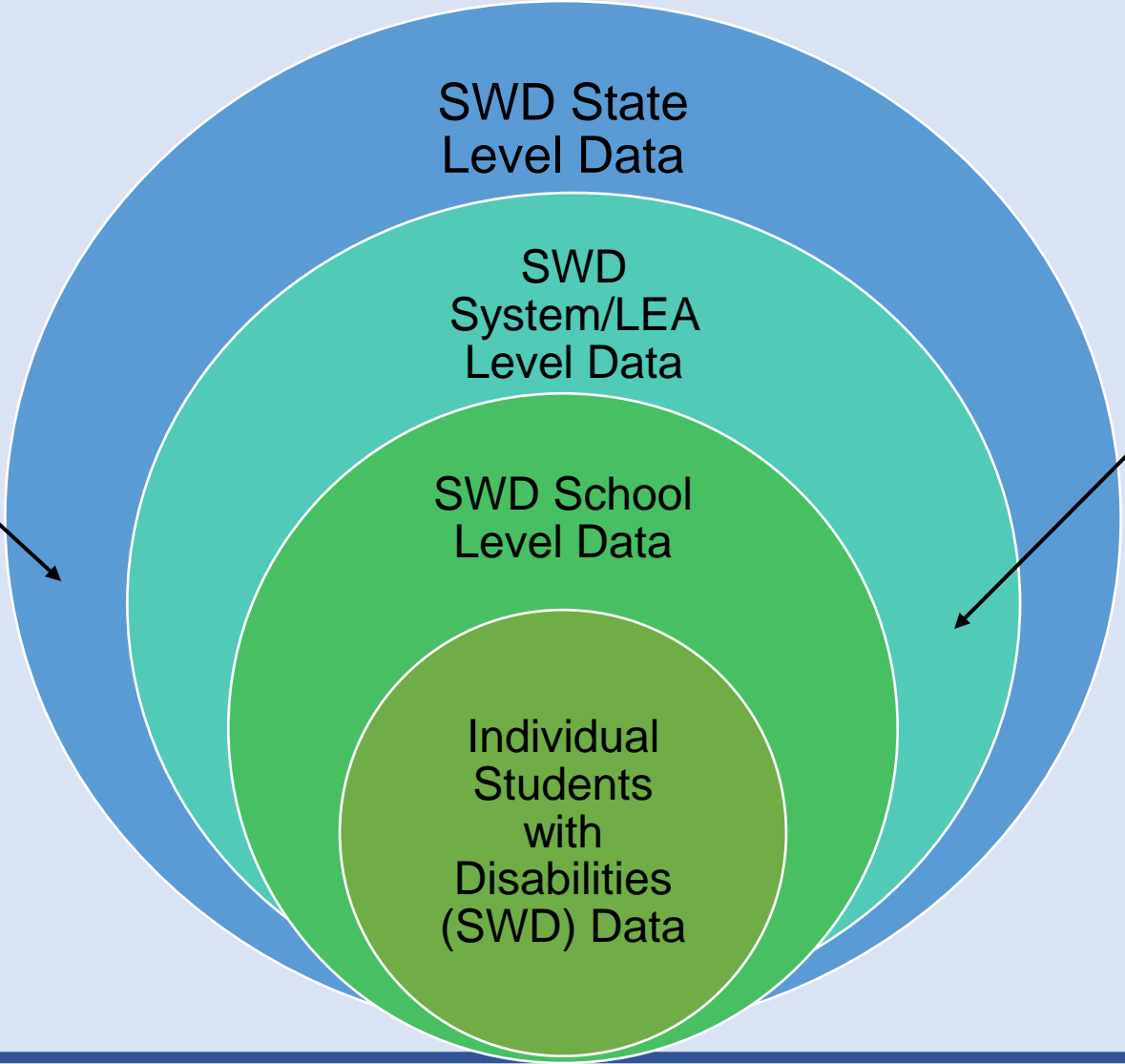
Stakeholder
Information

Uniformity of
Information

*Information is reported in the State Performance Plan/Annual Performance Report (SPP/APR).

GA receives a determination (rating) from OSEP based on state-level data

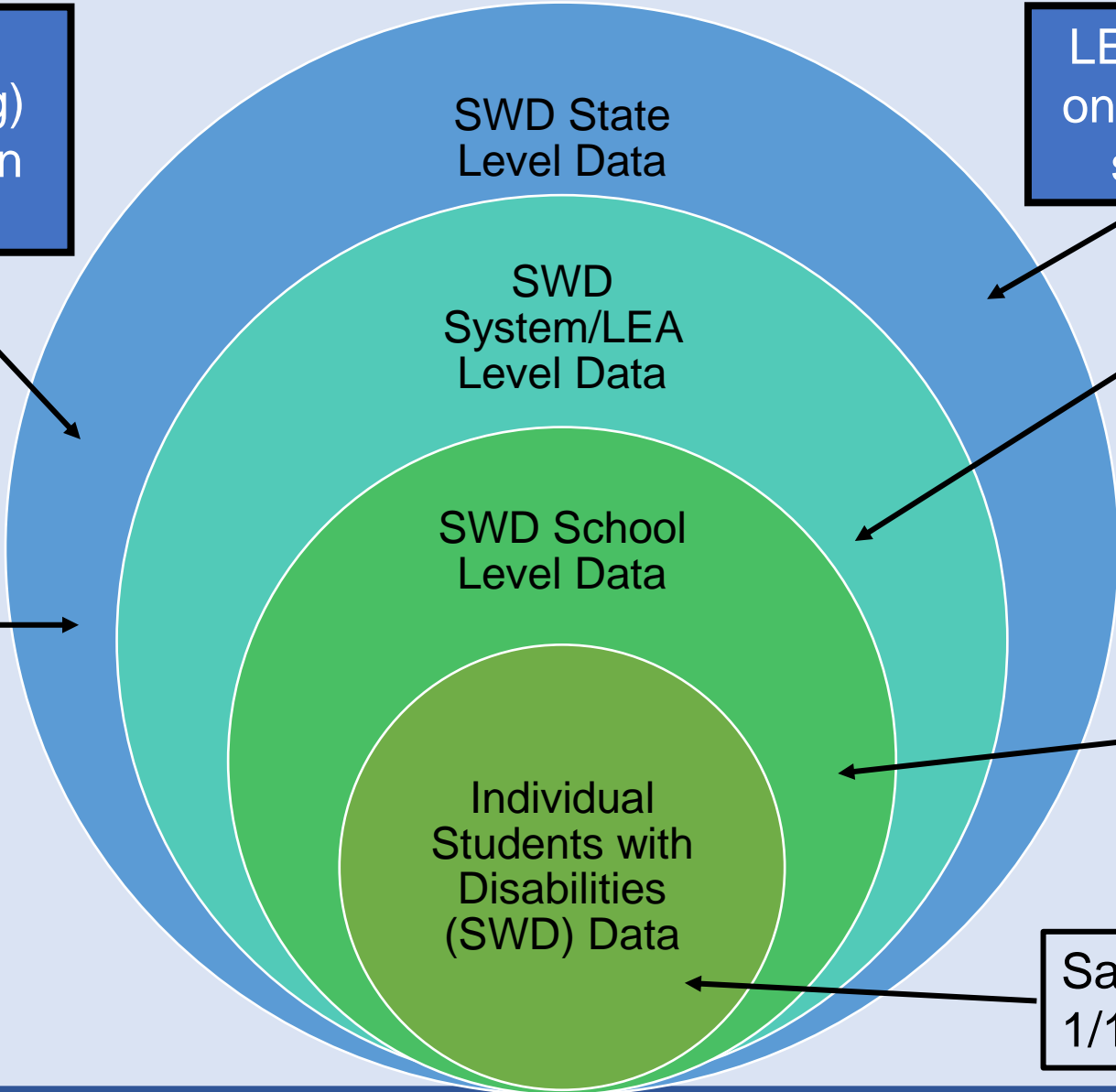
LEA receives a determination based on system-level data.



GA receives a determination (rating) from OSEP based on state-level data.

LEA receives a rating on their APR based on system level data.

9,000 SWD at the state level with a General Diploma, 2,000 SWD who Dropped Out, and 500 SWD who received a Sp. Ed. Diploma (including data from all LEAs).
 $9,000/11,500 = 78.3\%$



22 Gen. Diplomas, 1 Unknown, 1 Dropout, and 2 Sp. Ed. Diplomas for the LEA.
 $22/26 = 84.6\%$

4 Gen. Diplomas, 1 Sp. Ed. Diploma, 1 Unknown = 6
 $4/6 = 66.7\%$

Sally = Gen. Diploma
 $1/1 = 100\%$

INDICATOR 1 – Graduation Rate



***“The journey of a thousand miles
begins with a single step.”***

~Lao Tzu

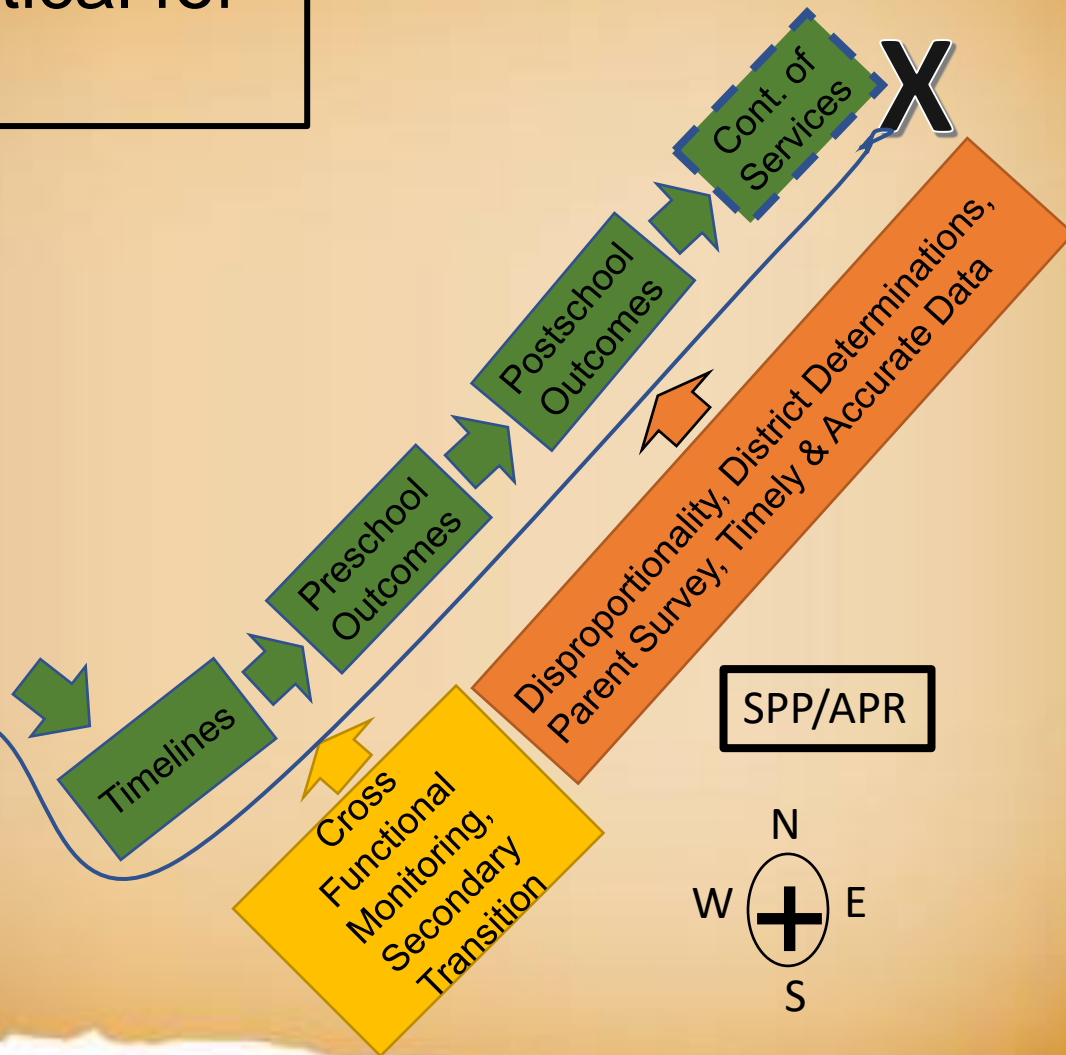
Data Knowledge: Critical for SWD Success!!

LEGEND

- Data Entry
- Available for Data Viewing
- Both Data Entry & Viewing



Start Here





What is required for a successful journey?

Critical Supplies for the Journey



GPS/Compass – These tools and analytics provide the LEA's current status and targets. These tools allow the LEA to plan for the next steps in the journey.

GPS / Compass



- SPP/APR
- LEA Annual Performance Summary
- LEA Determination
- Data Visualizations



Critical Supplies for the Journey

Routine Maintenance: These resources provide regular touchpoints that deliver critical information about the current status of your journey and upcoming deadlines and potential issues.

Roadside Emergency Kit: These tools and resources provide support for difficult issues you may face along the journey

Routine Maintenance



- SELDA
- GCASE
- District Liaisons
- GLRS
- Collaborative Communities

Roadside Emergency Kit



- District Liaisons
- Collaborative Communities
- State Support Tickets



Critical Supplies for the Journey

Navigation Supports: Websites such as [Special Education Services and Supports \(gadoe.org\)](https://www.gadoe.org/Special-Education-Services-and-Supports), [Data Presentations, Recordings, and Documents \(gadoe.org\)](https://www.gadoe.org/Data-Presentations-Recordings-and-Documents), and [Data Collections and Reporting \(gadoe.org\)](https://www.gadoe.org/Data-Collections-and-Reporting) provide critical information.

Navigation Supports



- Websites Data Presentations
- Recordings
- Documents
- Data Collections and Reporting



SE Applications Dashboard



What is the SE Applications Dashboard?

- A secured group of 10 Applications such as Disproportionality and Timelines.
- A platform to share information between LEAs and the DOE for activities such as Cross Functional Monitoring and Disproportionality.
- A consolidated data entry and/or data viewing platform for specific areas of special education data collection, such as Continuation of Services and Post-School Outcomes.

SE Dashboard Tiles

SE Applications

- Continuation of Services
- Cross Functional Monitoring
- Parent Survey
- Preschool Outcomes
- Determinations
- Disproportionality
- Post-School Outcomes
- Timeliness
- Timely and Accurate
- Secondary Transition

Continuation Of Services School Year 2021-22
Status: Submitted

Total Count: 39
Total Responses: 39

FAPE District Reason	Count
LEA immediately re-enrolled student, but the parent declined the offer	0
Compensatory services were offered but the student did not attend	16
Compensatory services were provided	0
Compensatory services were not offered, but services were provided	23
Compensatory services were not offered, the student was not suspended for 11 days*	0
Compensatory services were not offered, the student was not suspended for 11 days* (N/A for suspensions)	0

Use Date: Aug 31, 2022
Last Submitted By: [redacted]
View Application

Cross Functional Monitoring School Year 2019-20
Status: Not Applicable

Cross Functional Monitoring is not applicable for this LEA for the School Year 2020.

View Application

Parent Survey School Year 2022-23
Status: Available for Data Viewing

Indicator 8
Number of Responses: 2415
Satisfaction Score: Not yet available

Grade	Count	Percent	Grade	Count	Percent
TK	0	0%	07	3	0%
01	0	0%	08	3	0%
02	0	0%	09	3	0%
03	0	0%	10	3	0%
04	0	0%	11	3	0%
05	0	0%	12	3	0%
06	0	0%	13	3	0%
07	0	0%	14	3	0%
08	0	0%	15	3	0%
09	0	0%	16	3	0%
10	0	0%	17	3	0%
11	0	0%	18	3	0%
12	0	0%	19	3	0%
20	0	0%	20	3	0%

View Application

Determinations School Year 2022-23
Status: Available for Data Viewing

Compliance Metric Percentage and Determination

Metric	Determination
CCN	Needs Assistance Year 1

Compliance Overall Scoring

Total Points Available	Points Earned	Score
20	17	85%

View Application

Disproportionality School Year 2022-23
Status: Available for Data Viewing

LEA has disproportionality with consequence

Area	Disability	Adjudication
Disproportionate Representation	Emotional and Behavioral Disorder	Black
Disproportionate Exclusion/Expulsion	Emotional and Behavioral Disorder	Black
Significant Disproportionality Identification	Emotional and Behavioral Disorder	Black
Significant Disproportionality Identification	Emotional and Behavioral Disorder	Black

View Application

Post School Outcomes School Year 2022-23
Status: Available for Data Collection

Indicator 14
Number of students exiting secondary education during the prior year: 128

Indicator	Count	Per%	Indicator	Count	Per%
Other Employment - Skilled Work or Craft/Trade	0	0%	Unable to Contact	0	0%
Enrolled in Other Postsecondary Institution or Training	0	0%	Deceased	0	0%
Enrolled in Higher Education	0	0%	Enrolled in High School	0	0%
Other Employment - Self-Employed	0	0%	Unemployed	0	0%
Other Employment - Self-Employed	0	0%	Still Waiting List	0	0%
Enrollment in Registered Employment	0	0%	Total Respondents	0	NA
			Survey Rate of Return	NA	0%

Use Date: Jul 31, 2023
View Application

Timeliness School Year 2022-23
Status: Available for TL Data Collection

Indicator 11

SPPEPR Indicator 11	Data Submission	Prong
Initial Evaluation (All Students)	Follow-Up	2

Indicator 12

DATA CIVIL RISK (DCR)	Data Submission	Prong
No records found		

Use Date: Jul 31, 2023
View Application

Timely And Accurate Reporting School Year 2021-22
Status: Available for Data Viewing

Indicator 20
FY23 Timely and Accurate Data for LEA Determinations

Indicator	Score	Performance Percentage	Performance Score
Timely and Accurate Data for LEA Determinations	0	0%	0

Level: (90% - 2 Points) (70% - 0 Points) (50% - 0 Points)

View Application

Pre School Outcomes School Year 2022-23
Status: Available for Data Collection

Indicator 7

Summary Outcomes	Prong 1 (Indicator 7)	Prong 2 (Indicator 7)	Prong 3 (Indicator 7)
No records found			

Use Date: Jul 31, 2023
View Application

Secondary Transition School Year 2021-22
Status: Not Applicable

Your LEA is not participating in FY23 Optional Secondary Transition Plan Review Collection.

View Application



SE Dashboard Tile: A Closer Look

Application Title:
Identifies the name of the application

Snapshot: Provides a summary of data for the application in the center of the tile

School Year:
Year of Data Collection

Due Date:
The date the data collection is due

The screenshot shows a dashboard tile for 'Continuation Of Services' for the 2021-22 school year. It includes a table of 'FAPE Denied Reason' with counts, a 'View Application' button, and a 'Timeliness' indicator.

FAPE Denied Reason	Count
Compensatory services were offered, but the parent declined the offer	1
Compensatory services were offered but the student did not attend	0
Compensatory services were provided	0
Compensatory services were not offered, and have not been provided	0
Compensatory Services were not offered, the student was not suspended for 11 days.*	0
Compensatory Services were not offered, the student was not suspended for 11 days as a SWD, or suspected SWD.**	0

Due Date: Aug 31, 2022
Last Submitted By: SPED DIR. on Aug 30, 2022
Timeliness: Yes 👍

Status:

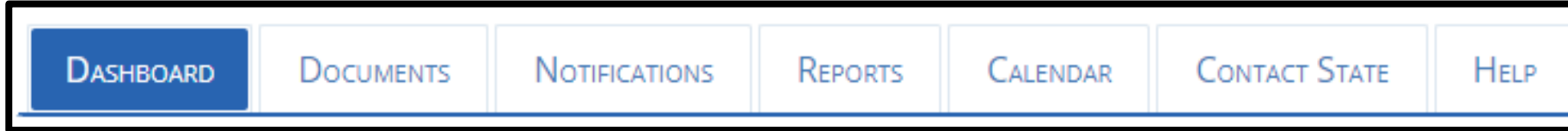
- Submitted
- Available for Data Collection
- Available for Data Viewing
- Not Applicable

Last Submitted By:
The name of the person who submitted the data and date submitted.

Timeliness: Indicates if data was submitted on time.

View Application:
Allows entry to the full application with data viewing and submission options.

Tabs in SE Applications Dashboard



Tab Name	Description
Documents / Notifications	Emails and/or documents provided to the LEA regarding items such as LEA Determinations, Timeline Verification Process, Notification of Noncompliance, etc.
Reports	Annual Performance Summary, Application Reports, and Data Trends
Calendar	Special Education Reports and Data: Due Dates
Contact State	Create Support Tickets to aid with SE Applications data submission issues
Help	SE Applications Dashboard User Manual

Dashboard Information

Provisioning as the primary special education director in SE Applications:

- Is designated only by the portal security officer in the LEA through primary role management.
- Identifies the person who receives notifications such as LEA determinations and disproportionality.
- More than one person in the LEA can be provided access to the SE Applications but only one can be provisioned as the primary special education director.

Applications in the Dashboard Requiring LEA Data Entry

Data Entry
Required

- SE Timelines, Indicators 11 and 12 of APR
- SE Preschool Outcomes, Indicator 7
- SE Post-School Outcomes, Indicator 14
- SE Continuation of Services

Applications in the Dashboard Populated by GaDOE

Available for
Data Viewing

- SE Disproportionality Determinations (and data)
- SE District Determinations
- SE Cross Functional Monitoring
- SE Parent Survey, Indicator 8
- SE Timely and Accurate Data Reporting



Continuation of Services

Continuation of Services (COS)

The COS application provides a list of SWD who have received out-of-school suspensions or have been expelled for more than 10 days in a school year and were not provided educational services beginning on day 11.

FAPE Denied Reason	Count
Compensatory services were offered, but the parent declined the offer	0
Compensatory services were offered but the student did not attend	16
Compensatory services were provided	0
Compensatory services were not offered, and have not been provided	23
Compensatory Services were not offered, the student was not suspended for 11 days.*	0
Compensatory Services were not offered, the student was not suspended for 11 days as a SWD, or suspected SWD.**	0

If the LEA has students listed in the COS application, then your district:

- Must respond to the COS data request in the application
- Support your data entry with documentation

COS Options for LEAs

FAPE Denied Reason	Count
Compensatory services were offered, but the parent declined the offer.	0
Compensatory services were offered, but the student did not attend.	1
Compensatory services were provided.	1
Compensatory services were not offered and have not been provided.	1
Compensatory services were not offered , the student was not suspended for 11 days.	0
Compensatory services were not offered, the student was not suspended for 11 days as a SWD, or suspected SWD.	0

Reports to Check in Student Record

- DIS090 Suspensions with the Same Date and Days
- DIS092 Possible Duplicated Safety Records
- DIS095 OSS Greater than 10 days w/out Services
- DIS097 SWD System Totals by Discipline Action

Student Record Reports – Tips

- All reports can be downloaded in Excel.
- School-level reports allow an individual student-level view.
- Start reviewing your LEA's information in Student Record in September, not just May and June.
- Review your LEA's Student Information System (SIS) for discipline monthly.

COS Exploration



- Explore the COS Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

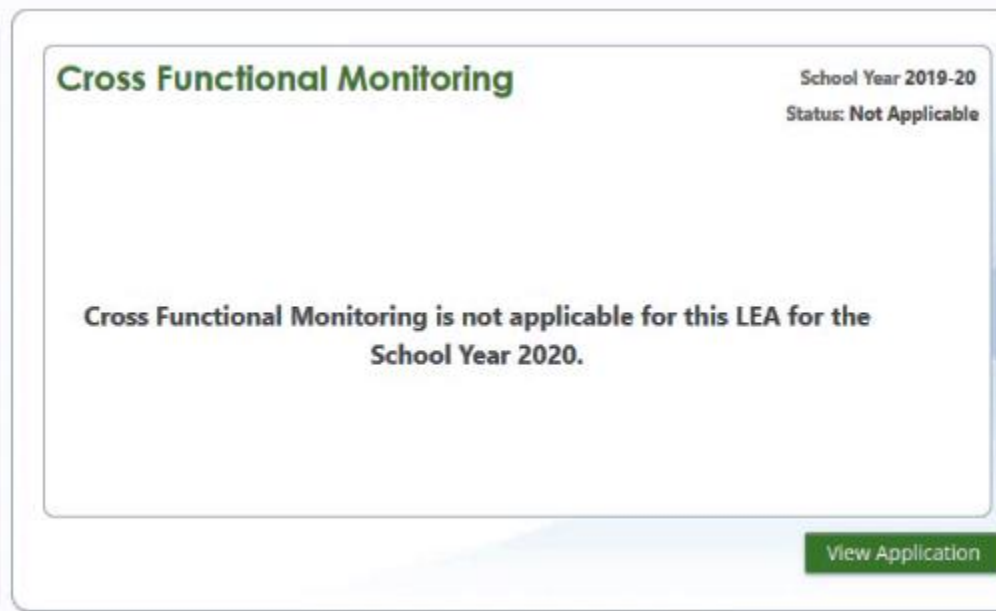
- Review historical data for COS and identify trends.
- Review the related Student Record reports DIS090, DIS092, DIS095, DIS097.

Cross Functional Monitoring



Cross Functional Monitoring (CFM)

The CFM application provides a list of student documentation that has been selected for monitoring. Required document uploads and feedback from the monitoring process are provided in the CFM application.



- Each year approximately 25% of LEAs will participate in the CFM process.
- The Results Driven Accountability (RDA) Unit facilitates the CFM process.

Cross Functional Monitoring Cycles Fiscal Years 2023 - 2027



The CFM Monitoring Cycle Calendar identifies the LEA monitoring cycle.

Georgia Department of Education
Cross-Functional Monitoring Cycles
Fiscal Years 2023-2027

Cycle 4 (2023)	Cycle 1 (2024)	Cycle 2 (2025)	Cycle 3 (2026)	Cycle 4 (2027)
Academy for Classical Education	Atlanta Academy West Atlanta	Atlanta Heights Charter School	Adkinson County	Academy for Classical Education
Appling County	Atlanta Public Schools	Barlow County	Ben Hill County	Appling County
Atlanta Unbound Academy	Atlanta SMART Academy	Benton County	Birney City	Atlanta Unbound Academy
Bacon County	Baldwin County	Bleckley County	Calhoun County	Bacon County
Baconton Community Charter School	Banks County	Bolton County	Charlton County	Baconton Community Charter School
Baker County	Brookhaven Innovation Academy	Brooks County	Chickamauga City	Baker County
Banks County	Bryan County	Burke County	Clayton County	Banks County
Bibb County	Buena Vista County	Burke County	Claxton County	Bibb County
Bulloch County	Calhoun County	Calhoun City	Coastal Plains Education Charter High School	Bulloch County
Chattahoochee County	Carroll County	Camden County	Coastal Plains RESA	Chattahoochee County
Delta S/SLAM Charter	Carroll County	Camden County	Coffee County	Delta S/SLAM Charter
Clark County	Charlottesville-Hart RESA	Cartersville City	Columbia County	Clark County
DuBois Charter Academy	Chatham County Charter	Chatham County	Commerce City	DuBois Charter Academy
Early County	Coweta County	Chattahoochee County	Department of Connections	Early County
Echo Classical	Crawford County	Cherokee Charter Academy	Dawson County	Echo Classical
Evans County	Dallas City	Cherokee County	DeKalb County	Evans County
Fannin County	Decatur City	Clarke County	DeKalb County	Fannin County
Fayette County	DeKalb Alliance Academy	Dawson County	Dodge County	Fayette County
First District RESA and GNETS Coastal Academy (Olyen), Cokerwood (Bulloch)	Department of Juvenile Justice	Dodge County	Dooly County	First District RESA and GNETS Coastal Academy (Olyen), Cokerwood (Bulloch)
Floyd County	Destination Career Academy of Georgia	Dooly County	Douglas County	Floyd County
Franklin County	Dodge County	Douglas County	Douglas County	Franklin County
Fulton Charter	Dooly County	Douglas County	Douglas County	Fulton Charter
Georgia Fugates Academy Charter	Effingham County	Douglas County	Douglas County	Georgia Fugates Academy Charter
Georgia School for the Innovation and the Classics (GSIC)	Elbert County	EMSA RESA and GNETS Riverquest (Emanuel)	Douglas County	Georgia School for the Innovation and the Classics (GSIC)
Gilmer County	Feenilla Charter High School	Etowah County	Douglas County	Gilmer County
Glynn County	Fulton County	Etowah County	Douglas County	Glynn County
Griffin RESA	Georgia Connections Academy	Etowah County	Douglas County	Griffin RESA
Habersham County	Georgia Cyber Academy	Etowah County	Douglas County	Habersham County
Hartnett Tubman School of Science and Technology Charter	Hart County	Etowah County	Douglas County	Hartnett Tubman School of Science and Technology Charter
Heard County	Jackson County	Etowah County	Douglas County	Heard County
Henry County	Jefferson City	Etowah County	Douglas County	Henry County
Houston County	Jenkins County	Etowah County	Douglas County	Houston County
International Charter School of Atlanta	Johnson County	Etowah County	Douglas County	International Charter School of Atlanta
Jeff Davis County	Liberty County	Etowah County	Douglas County	Jeff Davis County
Lincoln County	Long County	Etowah County	Douglas County	Lincoln County
Long County	Maricopa City	Etowah County	Douglas County	Long County
Macon County	Middle Georgia RESA	Etowah County	Douglas County	Macon County
Marion County	Michoud County	Etowah County	Douglas County	Marion County
McDuffie County	Northwest Classical Academy	Etowah County	Douglas County	McDuffie County
McIntosh County	Oconee County	Etowah County	Douglas County	McIntosh County
Meriwether County	Oconee RESA and GNETS Oconee (Baldwin)	Etowah County	Douglas County	Meriwether County
Miller County	Peach County	Etowah County	Douglas County	Miller County
	Pike County	Etowah County	Douglas County	



Tabs in Cross Functional Monitoring

DATA SUBMISSION	GaDOE VERIFICATION	CORRECTIVE ACTION PLAN	PRONG 1	PRONG 2 STUDENT SELECTION	NOTIFICATIONS
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Tab Name	Description
Data Submission	LEA uploaded documentation requested for review by RDA for CFM.
GaDOE Verification	IDEA compliance status ratings are displayed based on the GaDOE review of documentation uploaded by the LEA.
Corrective Action Plan	A planning tool used to address non-compliance in a structured and timely manner. The CAP must be reviewed and approved within thirty (30) days of receiving the Compliance Review Results notification.
Prong 1 and Prong 2	LEAs with findings of noncompliance will be required to correct isolated findings of non-compliance (Prong 1) and demonstrate systemic compliance (Prong 2).
Notifications	Communication of LEA compliance status and information.

CFM Data Submission Tab

SE Applications Dashboard > Cross Functional Monitoring 2023 Sample District (111) Prong 1 - Signed Off

DATA SUBMISSION GaDOE VERIFICATION CORRECTIVE ACTION PLAN PRONG 1 PRONG 2 STUDENT SELECTION NOTIFICATIONS Download Cross Functional Monitoring User Guide

✓ Student Data submitted by SPED Director on 11/28/22, 9:27 AM

LEA Procedures Manual

File Name	Attachment Name	Uploaded By	Uploaded on
SPED Manual Updated FY 23.docx	SPED Manual	Best Sped Director	Nov 28, 2022

Record Review Print Student Information

Last Name	First Name	Date Of Birth	GTID	School	Grade	Student Type	Race	Gender	Documents Uploaded	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	13	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	13	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	10	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	9	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	9	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	10	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	11	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	10	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	10	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	9	Review Documents
[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	[Blurred]	12	Review Documents

*SWD Students randomly selected from GOIEP



CFM Exploration



- Explore the CFM Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

- Review historical data for CFM and identify trends.
- Determine what critical training opportunities are needed to increase compliance.

LEA Determinations



LEA Determinations

LEA Determinations provides a determination rating for the LEA based upon compliance indicators. LEAs receive ratings that include Meets Requirements, Needs Assistance, and Needs Intervention.

Determinations School Year 2022-23
Status: Available for Data Viewing

Compliance Matrix Percentage and Determination	
Percentage	Determination
100%	Meets Requirements

Compliance Overall Scoring		
Total Points Available	Points Earned	Score
18	18	100%

[View Application](#)

LEA Determinations:

- Are based on multiple compliance indicators
- Exclude items that are not applicable to the LEA
- Impact an LEA's ability to reduce Maintenance of Effort (MOE)

Determinations Items and Scale

Measure	Description	Performance Level	Performance Score
Indicator 4b	Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups* Performance Levels (Yes = 2 Points) (No = 0 Points)	Yes	2
Indicator 9	Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services *LEA has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Points)	Yes	2
Indicator 10	Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories *LEA has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Points)	Yes	2
General Supervision	General Supervision (Timely Correction) *LEA timely corrects all identified noncompliance no later than one year from notification. Performance Levels (Yes = 2 Points) (No = 0 Points)	Yes	2

Measure	Description	Target	Points
Maintenance of Effort	Maintenance of Effort (MOE) *LEA meets MOE Compliance for the FY21. Performance Levels (Yes = 4 Points) (No = 0 Points)	Yes	4
Indicator 11	Indicator 11: Initial Evaluations (Child Find) completed within 60 days State Target (100%) Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Points)	100%	1
Indicator 12	Part C to Part B Transitions (Early Childhood Transitions) State Target (100%) Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Points)	100%	2
Indicator 13	Measurable Post-secondary Goals for Transition State Target (100%) Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Points) Performance Levels are based on the most recent Transition Plan Review.*Transition Plans were reviewed prior to FY22 **Transition Plans reviewed for FY22	*100%	2
Timely and Accurate Data	Timely and Accurate Data State Target (100%) Performance Levels: (≥ 95% = 2 Points) (≥75% and < 95% = 1 Point) (<75% = 0 Points)	71%	0

Items and Scale Continued

Measure	Description	Performance Score
Total Performance Score		17
Total Possible Points		20
LEA Determination for FY2023	Needs Assistance Year 1	85%

Compliance Determination Matrix

LEA DETERMINATION LETTER/RUBRIC :		Released On
Document		
2023 LEA Determinations Chart		
2023 LEA Determinations Letter		

Indicator	Performance Level	Performance Score
Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups *LEA has compliant policies, procedures and practices related to Indicator 4B Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services *LEA has compliant policies, procedures and practices related to Indicator 9 Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories *LEA has compliant policies, procedures and practices related to Indicator 10 Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
General Supervision(Timely Correction) *LEA timely corrects all identified noncompliance no later than one year from notification Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Maintenance of Effort (MOE) *LEA meets MOE Compliance for the FY20 Performance Levels (Yes = 4 Points) (No = 0 Point)	Yes	4
Indicator 11: Initial evaluations (Child Find) completed within 60 days State Target (100%) Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Point)	90%	1
Indicator 12: Part C to Part B Transitions (Early Childhood Transitions) State Target (100%) Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Point)	100%	2
Indicator 13: Measurable Postsecondary Goals for Transition State Target (100%) Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Point) Performance Levels are based on the most recent Transition Plan Review for this indicator *Transition Plans were reviewed prior to FY22 **Transition Plans reviewed for FY22	**100%	2
Timely and Accurate Data State Target (100%) Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Point)	70%	0
Total Performance Score		17
Total Possible Points		20
LEA Determination for FY2023	Needs Assistance Year 1	85%

Items in green = full points, yellow = 1 point, red = no points



LEA Determination Exploration

- Explore the Determinations Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

- Review historical data for Determinations and identify trends.
- Determine what critical training opportunities are needed to support improvement.

Disproportionality Indicators 4, 9, and 10



Disproportionality

The Disproportionality Application indicates the LEA status in disproportionality in the areas of Identification, Discipline, and Placement. Disproportionate Representation (Identification) and Significant Discrepancy (Discipline) are also indicated. The application shows the Disproportionality letter, rubric, and feedback.



The screenshot shows a web application interface titled "Disproportionality" for the "School Year 2022-23". The status is "Available for Data Viewing". A table indicates that the LEA has disproportionality with consequences. The table has three columns: Area, Disability, and Subgroup(s). The data rows are as follows:

LEA has disproportionality with consequences		
Area	Disability	Subgroup(s)
Disproportionate Representation	Emotional and Behavioral Disorder	Black
Disproportionate Representation	Intellectual Disabilities	Black
Significant Disproportionality Identification	Emotional and Behavioral Disorder	Black
Significant Disproportionality Identification	Intellectual Disabilities	Black

A "View Application" button is located at the bottom right of the table area.

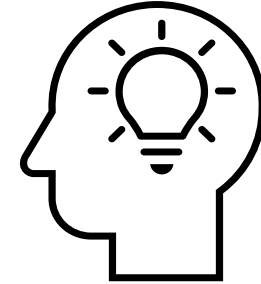
Disproportionality App:

- Provides corresponding tabs with data for each area of disproportionality
- Color codes disproportionality by status
- Provides disproportionality supporting documentation

Significant Disproportionality in Georgia

Significant Disproportionality with CCEIS Requirement

- Risk Ratio of 3.0 or greater for 3 years
 - **IDENTIFICATION**
 - **PLACEMENT**
 - **DISCIPLINE**



Additional Types of Determinations

- Disproportionate Representation (Identification)
 - Risk Ratio 3.0 or greater for 2 years (only age 6-21)
- Significant Discrepancy (Discipline)
 - Rate Ratio 2.0 or greater for 2 years – compared to state

Tabs Available inside the Disproportionality Tile

Area of Disproportionality
SWD Discrepancy - Indicator 4a
Race/Ethnicity Discrepancy - Indicator 4b
Significant Disproportionality - Total Disciplinary Removals
Significant Disproportionality - ISS \leq 10 Days
Significant Disproportionality - ISS $>$ 10 Days
Significant Disproportionality - OSS \leq 10 Days
Significant Disproportionality - OSS $>$ 10 Days
Significant Disproportionality - Identification
Significant Disproportionality - Placement
Disproportionate Representation

Significant Disproportionality – Identification (partial example only)

Disability Area	Race/Ethnicity	Disability Count	Enrollment	Risk Ratio
Autism	Black	10	650	1.1723
Autism	White	35	1825	.9230
Emotional/ Behavioral Disorder	Black	8	650	3.2502
Emotional/ Behavioral Disorder	White	3	1825	.0234
Intellectual Disabilities	Black	26	650	5.234

Disproportionality – Legends

- The legend is located at the bottom of each tab.
- Each legend should be carefully read because they differ by type of disproportionality.

Significant Disproportionality - Identification Legend

Legend:	
	Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported FY2021, FY2022, FY2023); consequences imposed
	Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported FY2021, FY2022, FY2023); consequences not imposed
	Risk Ratio ≥ 3.0 : data reported in FY2023 cell size (category count) < 10 or N-size (enrollment in racial/ethnic group) < 30

Significant Disproportionality - Identification Risk Ratio

Risk Ratio Formula:

(# of SWD in a specific racial/ethnic group in LEA in specific category) ÷
(all children, same racial/ethnic group enrollment in LEA)
Children 3-21 only

(# of SWD in all other racial/ethnic groups in LEA in a specific category) ÷
(all children, all other racial/ethnic groups enrollment in the LEA)
Children 3-21 only

If the comparison group (all other races) cell size is < 10 or the n-size is < 30, the LEA is compared to the State (Alternate Risk Ratio).

Significant Disproportionality – Identification Alternate Risk Ratio

Alternate Risk Ratio Formula:

(# of SWD in a specific racial/ethnic group in LEA in specific category) ÷
(all children in same racial/ethnic group enrollment in LEA)

(# of SWD in all other racial/ethnic groups in SEA in specific category) ÷
(all children in all other racial/ethnic groups enrollment in the SEA)

Children 3-21 only



Disproportionality Exploration

- Explore the Disproportionality Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

- Review historical data for Disproportionality and identify trends.
- Determine if an alternate risk ratio or the risk ratio was used to calculate disproportionality.

Parent Survey



Parent Survey in Georgia

The Parent Survey is a quantitative satisfaction survey used to report the State Performance Plan/ Annual Performance Report (SPP/APR) Indicator 8 data.

Parent Survey
School Year 2022-23
Indicator 8
Status: Available for Data Viewing
Number of Responses: 2415
Satisfaction Score: Not yet available

Grade	Count	Percent
PK	0	0%
KK	0	0%
01	0	0%
02	0	0%
03	0	0%
04	0	0%
05	0	0%
06	0	0%

Grade	Count	Percent
07	0	0%
08	0	0%
09	0	0%
10	0	0%
11	0	0%
12	0	0%
Unknown (UNK)	0	0%

View Application

The Parent Survey:

- Is available online and in print to all families of children with disabilities from January to May
- Uses a 6-point Likert Scale for responses
- Measures the overall percentage of parent satisfaction with their involvement in the child's education

Parent Survey in Georgia (Continued)

The Parent Survey:

- Contains demographic data questions that are included for federal reporting purposes
- Contains 10 questions that are included in the calculation of the parent satisfaction score
- There are 2 information-gathering questions about the use of assistive technology. These questions are not used in the parent satisfaction calculation.

Parent Survey - Downloads

- Demographic data
 - Redacted from the downloadable data to avoid PII
- School Level
 - Participation by the school
 - Updated hourly
 - By Question – Strongly agree....strongly disagree
- Real-time data to answer questions:
 - *What schools had/have high participation? Why?*
 - *What schools had/have parents who report that schools encourage their involvement?*
 - *Where is work needed? Examine responses question by question.*

Parent Survey Exploration



- Explore the Parent Survey Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

- Review historical data for Parent Survey and identify trends.
- Develop a plan to increase parent participation.

Addressing Participation

Increase overall participation

- Share survey results with LEA and school leaders, parent mentors, and teachers to enlist support while the survey is open
- Share final survey results
- Publicize the survey – newsletters, emails, website
- Provide parents with technology at meetings to complete the survey
- Effective use of parent mentors

Parent Mentors – What Do They Do?






Post-School Outcomes

APR Indicator 14

Post-School Outcomes

The Post-school Outcomes Application is designed to collect outcomes on special education students who exited secondary education during the prior school year.

Post School Outcomes  School Year 2022-23
Indicator 14 Status: Available for Data Collection
Number of students exiting secondary education during the prior year: 326

Indicator	Count	Per%	Indicator	Count	Per%
Other Employment - Sheltered Work or Day Habilitation	0	0%	Unable to Contact	0	0%
Enrolled in Other Postsecondary Education or Training	0	0%	Deceased	0	0%
Enrolled in Higher Education	0	0%	Returned to High School	0	0%
Other Employment - Part-Time, Self and Supported Employment	0	0%	Unengaged	0	0%
Competitive Integrated Employment	0	0%	On Waiting List	0	0%
			Total Respondents	0	NA
			Survey Rate of Return	NA	0%

Due Date: Jul 31, 2023 [View Application](#)

The Post-School Survey:

- Is available in February to review the populated students listed; If no students are listed, no action is required.
- Each student listed must have an outcome posted.

Post-School Outcomes Indicator

Performance Indicator:

% of youth with IEPs no longer in school, within 1 year of leaving school:

- (A) enrolled in higher education,
- (B) involved in competitive integrated employment,
- (C) enrolled in some other postsecondary education, training program or other employment

Measure: Post-School Survey

Post-School Outcomes Entry

- Data are entered into the Dashboard
 - Due every year by July 31st
- A list of prior year's exiters (regular diploma, special education diploma/certificate, or dropout) is available in the SE Applications Dashboard
- Contact each exiter to determine each student's post-school activity
- Use these data to evaluate your transition planning process

Post-School Activity Categories

- Enrolled in higher education
- Competitively employed
- Enrolled in other post-secondary education or training
- Part-time, self or supported employment
- Sheltered work or day habilitation program
- Waiting list
- Unengaged
- Deceased
- Unable to contact

Note: “Return to School” is an option for students who have dropped out of school or received a certificate and then reentered school. This is not an option for students who have been reported as “Graduated” with a General Ed Diploma.

Post-School Outcomes Display

n = 265 Respondents

Indicator	Count	Percentage%
A. Enrolled in Higher Education	75	28.3% (A only)
B. Competitive Integrated Employment	103	38.87%
Indicator B = A + B	178	67.17%
C. Enrolled in Other Postsecondary Education or Training	15	5.66%
C. Other Employment – Part-Time, Self and Supported Employment	26	9.81%
C. Other Employment – Sheltered Work or Day Habilitation	15	5.66%
Indicator C = A + B + C	234	88.30%

Post-School Downloads & Completion

- Download of Excel(s) with Exiters
- Download of Activity Codes
- Download of Definitions & Directions
- LEAs may complete the Survey in the SE Applications or upload an Excel with the information.
- LEAs must sign off on the data in SE Applications.

Post-School Exploration



- Explore the Post-School Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

- Review historical data for Post-School Outcomes and identify trends.
- Develop a plan to increase the number of students contacted.



Preschool Outcomes

Reporting Preschool Outcomes APR Indicator 7

Preschool Outcomes

The Preschool Outcomes Application is designed to collect outcome data on special education students who exited preschool or turned six years old.

Pre School Outcomes School Year 2022-23
Indicator 7 Status: Available for Data Collection

Summary Statements	Positive Social-Emotional skills (Outcome 1)	Acquisition and use of Knowledge and skills (Outcome 2)	Appropriate use of Behaviour to meet needs (Outcome 3)
No records found			

Due Date: Jul 31, 2023 [View Application](#)

The Preschool Outcomes LEA data:

- is reported using the Preschool Outcomes Template
- Collects outcome data on:
 - Positive social-emotional skills
 - Acquisition and use of knowledge and skills
 - Appropriate use of behavior to meet needs

Preschool Outcomes Template

The Preschool Outcomes Template is an Excel tool provided by GaDOE for LEAs to:

- Track student data as they enter and exit the LEA
- Document preschool entry and exit information
- Calculate student progress on preschool outcomes
- Upload and provide documentation of preschool data collected

[FY23 Preschool Outcomes Template](#)

Locate Preschool Outcomes Template

Budgets, Grants, Data Collection and Reporting

Annual Reports and Data Analytics

Budget & Grant Applications

Data Collection and Reporting

Data Presentations, Recordings, Documents

Federal Data Reports

LEA Consolidated Application

State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Continuous Improvement

Disproportionality

Georgia's Continuous Improvement Monitoring Process (GCIMP)

Private Schools/Residential Programs

Results Driven Accountability

Dispute Resolution

Dispute Resolution Parent Guides

Due Process Hearings

Due Process Hearing Decisions

Formal Complaints

Preschool Special Education

[Preschool Special Education \(gadoe.org\)](https://gadoe.org)

(IDEA Part B, Section 619)

The Individual with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services. The Georgia Department of Education is the State Education Agency that is responsible for general supervision and monitoring of this provision. In Georgia, preschool-aged children with disabilities receive their special education and/or related services in their local school districts.

Early Childhood Least Restrictive Environment (LRE) - Indicator 6

Early childhood LRE refers to the Least Restrictive Environment where children receive their special education services.

- [Early Childhood Least Restrictive Environment \(LRE\) - Indicator 6](#)

Early Childhood Outcomes - Indicator 7

Early childhood outcomes for preschool children receiving special education services are reported each year to Office of Special Education Programs (OSEP).

- [Early Childhood Outcomes - Indicator 7](#)

Contact Information

Barbara Floss

Georgia Department of Education
1562 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
(678) 444-0571
Barbara.Floss@doe.k12.ga.us

Resources

- [NEW - Statewide Preschool Consortia Meeting – November 2021](#)
- [NEW - Preschool Special Education School Opening Guidance 9-2021](#)
- [Frequently Asked Questions Regarding the Delivery of IDEA Early Childhood Services During the Coronavirus \(COVID-19\) Pandemic](#)
- [Child Outcome Summary Professional Development Resource Overview Webinar](#)
- [GELDS Training Administrator Webinar 2-26-2019](#)
- [FY23 Pre School Outcomes Template](#)


[FY23 Preschool Outcomes Template](#)



New for FY23 – Upload Preschool Outcomes Template Inside SE Applications


Step 1: ALL LEAs Select the View Application button on the front of the preschool Outcomes tile.



Pre School Outcomes  School Year 2022-23
Indicator 7 Status: Submitted

Summary Statements	Positive Social-Emotional skills (Outcome 1)	Acquisition and use of Knowledge and skills (Outcome 2)	Appropriate use of Behaviour to meet needs (Outcome 3)
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	66.67%	66.67%	66.67%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	0%	0%	33.33%

Due Date: Jul 31, 2023
Last Submitted By: SE DB SE 601 on Mar 7, 2023

 [View Application](#)



Select LEA Service to Preschool Students in FY23

Step 2: ALL LEAs select one of the three options in the tile:

- This LEA did not serve preschool students with disabilities in FY23.
- This LEA did serve preschool students with disabilities, but none who exited in FY23.
- This LEA served preschool students with disabilities who exited preschool in FY23.

LEAs that selected option one or two highlighted above are finished with the data entry and can submit at this point.

LEAs that chose option three will continue with data entry using the Preschool Outcomes Template (shown on the next slides).

FY23 Revised Preschool Outcome Template, Aligned with Child Outcome Summary

District name: _____

FY23: Revised Preschool Outcome Template, Aligned with Child Outcome Summary (COS)

Use the calculator at this link to determine the Exit Category: [CALCULATOR](#)

GTID	School	Last Name	First Name	DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Knowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services in years	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior	Did the child MAKE PROGRESS ?	COS Social/Emotional Rating	COS Knowledge & Skill Rating	COS Adaptive Behavior Rating
1						0.0					0.0								
2						0.0					0.0								
3						0.0					0.0								
4						0.0					0.0								
5						0.0					0.0								
6						0.0					0.0								
7						0.0					0.0								
8						0.0					0.0								
9						0.0					0.0								
10						0.0					0.0								
11						0.0					0.0								
12						0.0					0.0								
13						0.0					0.0								
14						0.0					0.0								
15						0.0					0.0								
16						0.0					0.0								
17						0.0					0.0								
18						0.0					0.0								
19						0.0					0.0								
20						0.0					0.0								
21						0.0					0.0								
22						0.0					0.0								
23						0.0					0.0								
24						0.0					0.0								
25						0.0					0.0								
26						0.0					0.0								
27						0.0					0.0								

Summary Data

Entrance and Exit Data Using 7-Point Scale and Decision Tree

Calculator



Using the Preschool Outcome Template

When using the Preschool Outcomes Template:

- Enter the exit date.
- The Duration of Services will automatically calculate on the [Preschool Outcomes Template](#).
- The **Duration of Services** cell in the template will stay green if the student was enrolled for more than 6 months. If the student was enrolled for fewer than 6 months, the cell will turn red showing you the % of the year the child was enrolled.

Special Education Applications Dashboard Preschool Outcomes

Step 3: Enter the information from the Summary Tab of the Preschool Outcomes Template into the Application.

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behavior to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of children who did not improve functioning	<input type="text" value="0"/>	0%	<input type="text" value="0"/>	0%	<input type="text" value="0"/>	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<input type="text" value="10"/>	11.76%	<input type="text" value="4"/>	4.71%	<input type="text" value="8"/>	9.41%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	<input type="text" value="26"/>	30.59%	<input type="text" value="25"/>	29.41%	<input type="text" value="19"/>	22.35%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	<input type="text" value="24"/>	28.24%	<input type="text" value="39"/>	45.88%	<input type="text" value="21"/>	24.71%
e. Percent of children who maintained functioning to a level compared to same-aged peers	<input type="text" value="25"/>	29.41%	<input type="text" value="17"/>	20%	<input type="text" value="37"/>	43.53%
TOTAL	85	100%	85	100%	85	100%
SUMMARY STATEMENTS						
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	$(c+d) / (a+b+c+d)$ 83.33%		94.12%		83.33%	
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	$(d+e) / (a+b+c+d+e)$ 57.65%		65.88%		68.24%	



Upload the Preschool Outcome Template

Step 4: Upload the excel Preschool Outcome Template.

ONLY an excel file can be uploaded – no pdf or word documents.

After uploading the Preschool Outcome Template, the SUBMIT button will become active and enable submission. The submitted status is shown below.

School Year: 2023 System: .

This LEA did not serve preschool students with disabilities in FY23.
 This LEA did serve preschool students with disabilities, but none who exited preschool in FY23.
 This LEA served preschool students with disabilities who exited preschool in FY23.

Positive Social- Emotional skills Acquisition and use of Knowledge and skills (Outcome 2) App

Enter # of Children Enter # of Children % of Children Enter #

Upload Data Template

Preschool Outcome Data Template used to generate the totals for your LEA's reporting of Preschool Outcomes.
*Note : The template is available for download at [Preschool Outcome Data Template](#) on the [Data Presentations, Recordings, and Documents \(gadoe.org\)](#) page.

The PreSchool Outcomes data has been submitted by SE DB SE 601 on 3/7/2023 4:31:51 PM.

shows that the excel is uploaded and data submitted.


Upload FY23 Preschool Outcome Data Template

601-FY23 Preschool Outcome Data Template

The PreSchool Outcomes data has been submitted by SE DB SE 601 on 3/7/2023 4:31:51 PM.

Submission Status = Submitted

The date of the submission and name of the submitter will show in the bottom left of the tile. The school year and status will show in the top right of the tile. Submission of Preschool Outcomes is a part of the LEA's **Timely and Accurate Data**. Please check with the Data and GO-IEP Team if there are any questions.

Pre School Outcomes  School Year 2022-23

Indicator 7 Status: Submitted

Summary Statements	Positive Social-Emotional skills (Outcome 1)	Acquisition and use of Knowledge and skills (Outcome 2)	Appropriate use of Behaviour to meet needs (Outcome 3)
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	66.67%	66.67%	66.67%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	0%	0%	33.33%

Due Date: Jul 31, 2023 ➔ View Application

Last Submitted By: SE DB SE 601 on Mar 7, 2023



Preschool Exploration



- Explore the Preschool Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

- Review historical data for Preschool Outcomes and identify trends.
- Develop a plan or procedure to collect data from the beginning of the student's enrollment.



Timelines: Child Find and Early Childhood Transition

Indicators 11 and 12 of the APR

Timelines

The Timelines Application is designed to collect data on Indicator 11, Child Find, and Indicator 12, Early Childhood Transition from Part C (Babies Can't Wait).

Timelines School Year 2022-23
Status: Available for TL Data Collection

Indicator 11

Initial Evaluation (All Students)	SPP/APR INDICATOR 11		
	Data Submission	Prong 2	
	Initial	Follow-Up	
No records found			

Indicator 12

Babies Can't Wait (BCW)	SPP/APR INDICATOR 12	
	Data Submission	Prong 2
No records found		

Due Date: Jul 31, 2023 [View Application](#)

The Timelines data:

- Timelines data entry can be completed in multiple sessions.
- Timelines data must be error-free for submission.
- For GO-IEP Users: After submitting the Timelines Report in GO-IEP, data can be refreshed and populated for Indicator 11, and Indicator 12 in the Timelines Application in the GaDOE portal.

Tabs in Timelines

SE Applications Dashboard > **Model LEA (112) TIMELINES REPORT FOR :** 2022 ▾

Status : Submitted Verification Documents Upload

[Data Submission](#)
[Notifications/Documents](#)
[Verification Student Upload](#)
[Verification Documents Upload](#)
[Prong 1 - Student Data](#)
[Prong 2 - Data Submission](#)

Tab Name	Description
Data Submission	For submission of Indicator 11 and Indicator 12 Timelines data
Notifications / Documents	Compliance communications
Available to select LEAs	
Verification Student Upload and Documents	Only available for randomly selected LEAs to verify the accuracy of timeline data submitted.
Prong 1 and Prong 2	Only available for LEAs that did not have 100% compliance rate.

Rule 160-4-7-.04

Evaluations and Reevaluations

1. Each LEA shall ensure that evaluation procedures are established and implemented that meet the requirements of this Rule.

(b) **Once a child is referred** for an evaluation **by a parent or Student Support Team (SST)** to determine if the child is a child with a disability, the initial evaluation:

1. Must be **completed within 60 calendar days of receiving parental consent for evaluation.** [34 C.F.R. § 300.301(c)(1)(i)]

Note: This includes children referred by BCW once consent for an evaluation is received.

Evaluations & Reevaluations

(i) Holiday periods and other circumstances when **children are not in attendance for five consecutive school days** shall not be counted toward the 60-calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except:

(ii) Any **summer vacation period in which the majority of an LEA's teachers are not under contract** shall not be included in the 60-day timeline for evaluation. However, an LEA is not prohibited from conducting evaluations over a summer vacation period

I. Consent received **30 days or more prior to the end of the school year** must be completed within the 60-calendar day evaluation timeframe.

BCW Referrals

- BCW can request a GTID, but generally they do not.
- Request a GTID for each student at the time of referral.
- GTIDs may be requested for children at least 2 ½ years old. If you need a GTID for a younger student, contact GUIDE for assistance.
- A child may never enroll in your school district (or any public district in GA); you may still claim a GTID for that child.
- You will need the GTID to report verification data in Timelines.

Children Turning Three

II. Students who turn **three** during the **summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.** 2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child [34 C.F.R. § 300.301(c)(2)(i) – (ii)]

Indicator 12- Early Childhood Transition from Part C

IEP *implemented by 3rd birthday*

- IEP must be in place by the 3rd birthday
- Ex.: child turns 3 on July 4th; The IEP meeting must be held by July 4th. Services are required to begin within a reasonable time period. The rule requires that the IEP be 'ready to go' when school resumes in August.
- Ex.: child turns 3 on Christmas Eve; The IEP meeting must be held by December 24th and should be 'ready to go' when school resumes in January.
- When school is not in session, the IEP team may determine that services should begin immediately as ESY services, but this is not required.

Summer “Pause”

If consent to evaluate is received **30 days or more prior to the end of the school year**, the evaluation must be completed within the normal 60 calendar days with **NO SUMMER PAUSE**.

- This means that some evaluations may be required to be completed during the first part of the summer break.
- The 30th day prior to the last day of school for teachers is the date the normal 60-day count ENDS based on this rule. In GO-IEP, this date will be marked red on your calendar. The summer pause will begin the next day.

Summer “Pause” Continued

- ONLY applies when consent is received 29 or fewer days before the last day for teachers
- Count days as usual from the date consent was received through the teacher’s last day
- Pause counting on the last day of post-planning
- Continue counting the day teachers return for pre-planning

Summer “Pause” Pre-Planning

If your district has 5 or more days of pre-planning prior to the 1st day of school for students, consider those days as 5 days that students are not in session.

- The 60-day count will restart on teacher day 1, but then will immediately pause due to the circumstance of students not attending for 5 consecutive days.
- Resume counting on the 1st day students return to school.

Timelines Exploration



- Explore the Timelines Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

- Review historical data for Timelines and identify trends.
- Develop a plan or procedure for ongoing monitoring of timelines throughout the year.
- Identify reports in GO-IEP to assist with Timelines.



Timely and Accurate Reporting

Timely and Accurate Reporting

The Timely and Accurate Application displays the LEAs performance percentage and corresponding performance score for specific data collection submissions based on the submission dates and data accuracy.

Indicator	Score	Performance Percentage	Performance Score
Timely and Accurate Data State Target(100 %) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% =0 Point)			0

Timely and Accurate Application LEA data:

- Is based on due dates located in the Due Dates Calendar.
- Data accuracy may include errors found in the data submitted after the close of the data collection period.

Timely & Accurate Reporting – 100% Target

Indicator	Date Due	Submitted Date	On Time	Score
Transition Planning	2021-09-27	NA		NA
Consolidated Application - 611 & 619	2021-10-15	2021-10-15	Yes	1
FTE 1	2021-10-26	2021-10-17	Yes	1
Student Class	2021-10-26	2021-10-28	No	0
CPI-1	2021-10-28	2021-10-29	No	0
Excess Cost	2022-01-31	2022-01-27	Yes	1
Student Record	2022-06-15	2022-06-17	No	0
CEIS Plan	2022-07-31	2022-06-30	Yes	1
Post School Outcomes	2022-07-31	2022-07-29	Yes	1
Preschool Exit Data	2022-07-31	2022-07-29	Yes	1
Timelines	2022-07-31	2022-07-29	Yes	1
Continuation of Services	2022-08-31	2022-08-31	Yes	1

0 = Late in Submission, **.5** = Submission was on time, but some data was determined inaccurate, **1** = On Time, No subsequent findings of inaccurate data, **NA** - Not Applicable, **NC** - Not Completed



Timely and Accurate Reporting

[SE Applications Dashboard](#) > Timely And Accurate Reporting

School Year:	2022
District:	SAMPLE LEA

FY22 Timely and Accurate Data

Indicator	Due Date	Submitted Date	On Time	Score
Transition Planning	2021-09-27	NA		NA
Consolidated Application	IDEA PrK(619)	2021-10-15	Yes	1
	IDEA FlowThrough(611)	2021-10-15		
FTE-1	2021-10-26	2021-10-17	Yes	1
Student Class	2021-10-26	2021-10-28	No	0
CPI-1	2021-10-28	2021-10-29	No	0
Excess Cost	2022-01-31	2022-01-27	Yes	1
Student Record	2022-06-15	2022-06-17	No	0
CEIS Plan	2022-07-31	2022-06-30	Yes	1
Post School Outcomes	2022-07-31	2022-07-29	Yes	1
Preschool Exit Data	2022-07-31	2022-07-29	Yes	1
Timelines	2022-07-31	2022-07-29	Yes	1
Continuation of Services	2022-08-31	2022-08-31	Yes	1

0 = Late In Submission, .5 = Submission was on time, but some data was determined to be inaccurate, 1 = On Time, No subsequent findings of inaccurate data, NA - Not Applicable, NC - Not Completed

FY22 Timely and Accurate Data for LEA Determinations

Indicator	Score	Performance Percentage	Performance Score
Timely and Accurate Data			
State Target(100 %)	8.0/11	72.73%	0
Performance Levels: (>95% = 2 Points) (>75% to <95% = 1 Point) (<75% = 0 Point)			

Timely and Accurate Reporting Reminders

- The [Due Dates Calendar](#) is on the GaDOE website [Data Collection and Reporting \(gadoe.org\)](#) and inside the SE Applications Dashboard.
- Items in **red font** are used to determine timely and accurate data for #20 in each LEA's Annual Performance Summary.

Timely and Accurate Reporting Exploration



- Explore the Timely and Accurate Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:

- Review historical data for Timely and Accurate and identify trends.
- Develop a plan or procedure for ensuring the timely submission of data collections.

Know your Dashboard SE Applications Match Activity



Directions

1. Use the “Know Your Dashboard” set of cards and game board.
2. Match the scenario to the applicable SE Application.
3. Once all are matched, yell “DASHBOARD!!!”



1st team to correctly match the applications to the correct scenario wins a prize!

Upcoming Due Dates

- Due July 31st
 - Preschool Exit Data (Indicator 7)
 - Post-school Outcome Data (Indicator 14)
 - Timelines (Indicators 11&12)
- Due August 31st (Opens July 30th)
 - Continuation of Services

HELP Document for SE Applications Dashboard

- The HELP document for SE Applications Dashboard is accessed at the top of the landing page.



- The Table of Contents is linked to different sections of the document.

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Understanding the Navigation of SE Dashboard	3
Getting Started in the SE Dashboard	3
System requirements	3



Helpful Links & Resources (Continued)

- Special Education GO-IEP & Data Team Data Presentations, Recordings, and Guidance Documents/Templates are now in two separate locations.
- Guidance Documents/Templates can be located at [Data Presentations, Recordings, and Documents \(gadoe.org\)](https://data.gadoe.org) and include items such as the Environment Calculator, BCW Timeline Tracking Log, and Preschool Outcome Templates. No presentations will be available in this location.

Data Presentations – new location

- GO-IEP and Data are housing all PPTs and conducting registration through Professional Learning.
 - Access the [Professional Learning Opportunities \(gadoe.org\)](https://gadoe.org) website
 - On the landing page, select the **professional learning events** link under the GaDOE Professional Learning Events header which links to <https://login.community.gadoe.org/events>



Professional Learning Opportunities

Professional Learning is the means by which teachers, administrators, and other staff acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.

Purpose:

To provide leadership, technical assistance, and resources to the Georgia education community in order to improve student learning through organizational development and professional learning.

GaDOE Professional Learning Events



Our GaDOE professional learning events catalog, housed in GaDOE Community, contains registration information for upcoming virtual and in-person webinars, workshops, and conferences. On-demand, pre-recorded webinars and by-request opportunities are also available to meet educators' professional learning needs. Most by-request offerings are virtual, both synchronous and asynchronous. Professional learning events are updated weekly, and educational stakeholders are encouraged to visit the site often to review the latest agencywide offerings. View our [professional learning events here](#).



GaDOE Professional Learning Events


GaDOE Professional Learning Events

 < 1 >

Allows the user to search for events using:

- Event Type – by request, multiday, single day, and recorded webinar
- DOE Office – including CTAE, **Federal Programs**, and Assessment & Accountability
- Topic – including Data Collections, Special Education, SLDS
- Audience – including Special Education Teachers, Special Student Services Staff, Technology

GaDOE Community

- Login or Create an Account
- Make sure you complete your profile with your work email
- Select Groups
- Search for:
 - “GO-IEP” and  “Special Education Data Support”
- Click “Join Group” for both groups
- Select Discussions
- Then **click Subscribe** to get emails any time a new discussion is posted.



<https://community.gadoe.o>



Feedback

We value your feedback. Please complete the survey.

[FY24 SELDA Special Education Applications: Hands on Training and Application Survey](#)

FY24 SELDA Special Education
Applications: Hands on Training
and Application



Contact Us – GO-IEP & Data Team

We're Here to Help!

Linda Castellanos

Program Manager

404.719.8045

lcastellanos@doe.k12.ga.us

Dawn Kemp

Part B Data Manager

678.340.6738

dkemp@doe.k12.ga.us

Dominique Donaldson

Part B Data Manager

404.796.4589

dominique.donaldson@doe.k12.ga.us

Contact Us – GO-IEP & Data Team

We're Here to Help!

Lisa Buckner
Program Specialist
678.378.1807
lbuckner@doe.k12.ga.us

Emily Dishman
Program Specialist
678.326.8087
edishman@doe.k12.ga.us

Dale Rose
Program Specialist
678.340.0162
drose@doe.k12.ga.us

Julie Youngblood
Program Specialist
470.316.8663
jyoungblood@doe.k12.ga.us

www.gadoe.org

   @georgiadeptofed

 youtube.com/user/GaDOEmedia



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GEORGIA'S FUTURE**

