

Directors Webinar

January 12, 2016

1:00 PM



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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gaedoe.org

AGENDA

- Save the Dates
- IDEAS Conference
- Go-IEP Updates
- Budget/ Student Success Templates
- Transition Verification Application
- March FTE data element
- Disproportionality Dashboard
- APH Registration

Save the Date



Federal Programs Summer Conference

Atlanta Airport Gateway Marriott/ Convention Center

SELDA June 21, 2015

Conference June 22-23, 2016

No cost registration for district leaders

Registration will open in March



GEORGIA COMPENSATORY
EDUCATIONAL LEADERS, INC.



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Georgia's School Superintendent
"Educating Georgia's Future"
[gadoe.org](http://ga.gov/gadoe)

February 22-24, 2016
Marriott Hotel
Savannah, GA.

Georgia Compensatory Educational Leaders Incorporated was initiated and organized by concerned educators who envisioned the compensatory programs of Title I, Special Education, Remedial Education, Early Intervention (formerly SIA), Migrant Education, English to Speakers of Other Languages, and the Neglected and Delinquent Program as vital instructional components to the total education process.

<http://gcel.org/>



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2016 IDEAS Conference June 6 – 10 2016

The 2016 IDEAS
Call for Proposals
is now OPEN!!

Georgia Department of Education



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2016 IDEAS Conference Request for Proposals

We're excited to accept proposal submissions for the 2016 IDEAS Conference on St. Simons Island, June 7-10, 2016.

The 2016 IDEAS Conference Committee is **seeking proposals** that reflect best practices in education in a wide variety of topic areas.

**The deadline for submissions is
March 4, 2016.**

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2016 IDEAS Proposal Packet

The 2016 IDEAS Proposal Packet contains a direct link to the proposal application as well as all the information you will need regarding the application process topic areas and presentation details

The 2016 IDEAS Proposal Packet is available on the [2016 IDEAS](#) webpage or [click here](#) to download the packet.

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2016 IDEAS Proposal Packet

IDEAS Questions

Gina Gelinas

ggelinas@doe.k12.ga.us

DeeDee Bunn

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Paula Gumpman

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Georgia Online IEP Demonstration for Districts Interested in joining the Program:



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Onsite Demonstrations:

January 14, 2016

Gainesville City Board of Education
508 Oak Street
Gainesville, Georgia 30501
9:00 a.m. - 2:00 p.m.

Please register by January 8, 2016

Registration Link: [GO-IEP DEMO FOR INTERESTED DISTRICTS](#)

January 21, 2016

Appling County Middle School
Baxley, Georgia 31513
9:00 a.m. - 2:00 p.m.

Please register by January 15, 2016

Registration Link: [GO-IEP DEMO FOR INTERESTED DISTRICTS](#)

**Georgia Online IEP Demonstration for Districts
Interested in joining the Program:**



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Web Demonstration:

January 28, 2016

9:00 a.m. - 11:00 a.m.

Use the link below to register and participate in this webinar:

Please register for **GO-IEP Web Demonstration**

by Jan 26, 2016

Registration URL:

<https://attendeegotowebinar.com/register/2974660910348937985>

Webinar ID: 118-501-667

After registering, you will receive a confirmation email containing information about joining the webinar.

For GO-IEP Districts: In-depth Student Record Training



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Who: Special Education Directors **and**
Student Record Coordinator

When and where: 3 locations to be determined

- South Georgia: February 17th
- Middle Georgia : February 24th
- North Georgia : February 26th
- 10:00 AM– 2:30 PM

How: Registration opportunity coming soon

Why: To develop a deep understanding of the Student Record reporting process as it relates to GO-IEP. To learn how to avoid and remedy SR errors and utilize SR reports



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Budget Information and Reminders

- The window for accepting High Cost Grant and Residential Reintegration Grants is now open and applications will be accepted for both through 3/1/2016.
- Fiscal monitoring visits will begin in February. Districts being monitored this year have already been notified. Our training webinar has been posted under the budget section of our website.
- A reallocation item involving unspent 2014 district IDEA funds is going before the board for approval very soon. If approved, districts will be notified via email blast and additional funds will appear in the Portal shortly (both IDEA Flowthrough and IDEA Preschool).



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IDEA Funds Carryover

- Only 25% carryover will be allowed for your IDEA Flowthrough and Preschool budgets unless you submit a waiver request (This does not pertain to GNETS and GLRS grants)
- LEA's may submit one waiver request every three years to Amber McCollum via email
- If you submitted a waiver request last year, they do not count as we allowed 100% carryover in FY15

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Student Success Process Template Submission

- You do not need to amend your budget to submit your process template.
- If you are not amending your budget, the template will need to be submitted on the **attachments** tab.
- You must send an email to me to notify me of any new submissions because I am not automatically notified. amccollum@doe.k12.ga.us

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Browser address bar: <https://portal.doe.k12.ga.us/ConsolidatedApp.aspx?page=inbox>

File Edit View Favorites Tools Help

Convert Select

Exceptional Students

Administration
Application
Reports
Online Help

Amber McCollum

Account Information
Add to Favorites
Help - Dticket

Hide Navigation

Fiscal Year : 2016

Programs Planning Prayer Certification **Attachments** Audit Trail Coordination Tydings Amendment FLP Plan

Print

Exceptional Students

Program	Applied As	Budget Status	Doc Status	Program Type
Pre-School Handicapped State Grant	Single District	Approved	New	Original
Pre-School Handicapped State Grant	Single District	Approved	New	Amendment No. 1
Special Ed - Flowthrough	Single District	Approved	New	Original
Special Ed - Flowthrough	Single District	Approved	New	Amendment No. 1
Special Ed - Preschool - Regular Project	Single District	Approved	New	Original
Special Ed - Preschool - Regular Project	Single District	Approved	New	Amendment No. 1

Best viewed with Internet Explorer 6.0 or higher and Screen Resolution 1024 x 768 or greater

100%

Desktop 11:53 AM 1/6/2016



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Browser address bar: <https://portal.doe.k12.ga.us/ConsolidatedApp.aspx?page=inbox&>

Page Title: Consolidated Application

Welcome to MyGaDOE

Site Navigation: Home, Logout, Exceptional Students, Administration, Application, Reports, Online Help, Amber McCollum, Account Information, Add to Favorites, Help - Dticket

Consolidated Application

Fiscal Year: 2016

Navigation tabs: Programs, Planning, Prayer Certification, **Attachments**, Audit Trail, Coordination, Tydings Amendment, FLP Plan

Print button (circled in red)

Item#	Uploaded File	Created Date
1	LCSS.District.Goals.2015.2016.docx	7/30/2015 2:31:04 PM
2	LCSS.JobDescription.Teacher.pdf	7/30/2015 2:31:35 PM
3	Lumpkin-CRE Bond Assurances.pdf	8/13/2015 2:31:41 PM
4	CRE LETTER SIGNED PG 1.pdf	8/14/2015 12:06:52 PM
5	CRE LETTER PG2.pdf	8/14/2015 12:07:03 PM
6	CRE LETTER PG3.pdf	8/14/2015 12:07:13 PM
7	CRE LETTER PG4.pdf	8/14/2015 12:07:24 PM
8	LCCS.CSR.Narrative.Detail.2015.2016.docx	8/24/2015 10:47:49 AM
9	FY15QBFEFTECompChart.xls	8/31/2015 8:24:04 AM
10	SSIP.Lumpkin.docx	8/31/2015 11:56:24 AM
11	LCCS.FY16.Budget.Assertion.pdf	9/9/2015 6:32:31 PM
12	LCCS.TitleIIA.FY16.Effectiveness.Plan.docx	9/9/2015 6:41:34 PM
13	LCCS.ClassSizeReduction.Grades.pdf	9/10/2015 9:57:43 AM
14	Master.Schedule.FY16.BlackburnElementary.pdf	9/10/2015 10:00:36 AM
15	Master.Schedule.FY16.LongBranchElementary.pdf	9/10/2015 10:00:51 AM

Taskbar: Desktop, 12:00 PM, 1/6/2016

Upload on this page,
Your screen will have
more options.

Transition Planning Survey Collection 2 - **Opens Today**



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- Collection 1:
 - November 17, 2015 - December 18, 2015
- Collection 2:
 - January 12, 2016 – January 22, 2016
- Collection 3:
 - February 9, 2016 – February 19, 2016

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Transition Planning Survey Due Dates



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- Collection 2:
 - January 22, 2016 – Deadline for unloading Individual Student Transition Plan Documents – GO-IEP districts will not have to upload documents.
 - **Your compliance determination will be made based on this collection: Indicator 13.**
- Collection 3:
 - February 19, 2016 – Deadline for Uploading Individual Transition Plan for Correction of Non-compliance

Transition Planning Survey



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- Collection 2 – State review of transition plans to verify compliance
 - A minimum of 1 to 5 students contingent on the district size and all district reported non-compliant plans
- Collection 3 – Correction of non-compliance

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Submitting Plans for Collection 2

Deadline is January 22, 2016



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- Plans will be uploaded to the portal
 - Include the transition plan and other documentation such as the invitation or meeting sign-in page to provide evidence of compliance
- GO-IEP systems will not have to upload plans to the portal
 - If you have a mix of paper and online plans, scan plans and upload through the portal to eliminate confusion

Submitting Plans for Collection 2

Deadline is January 22, 2016



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- Plans will be uploaded to the portal
 - Include the transition plan and other documentation such as the invitation or meeting sign-in page to provide evidence of compliance
- GO-IEP systems will not have to upload plans to the portal
 - If you have a mix of paper and online plans, scan plans and upload through the portal to eliminate confusion

Friendly Reminders

- Use measurable goals
 - Post-secondary outcome completion goals
 - Annual transition goals
 - Avoid the use of vague verbs
- Include assessment results
 - Give name and description of all assessments used
 - Provide assessment results
- Include the course of study

Resources

- Transition webpage
 - <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Transition-.aspx>
- Compliant Transition Plans
 - PowerPoint
 - Transition Planning Checklist



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Contact Information

- Carol Seay, Part B Data Manager
 - cseay@doe.k12.ga.us or (404) 463-1713
- Wina Low, Program Specialist for Transition
 - wlow@doe.k12.ga.us or (404) 657-9955

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New FTE Data Element

Directors' Webinar

January 12, 2016

Funding Proposal

- Gov. Deal's Education Reform Commission has recommended changes to the QBE funding formulas. The complete report is available at:

<https://gov.georgia.gov/education-reform-commission>

- GADOE and GOSA
 - Jointly recommending replacing the 5 QBE weights
 - New measure: "Total Service Minutes per Week"

For each K-12 student, districts will report the total number of minutes for all IEP services which are in effect the week of the FTE count.

How to Calculate

Calculating "Total Service Minutes per Week"

- Convert each service on the student's IEP to minutes per week
 - Minutes per day should be multiplied by 5
 - Minutes per week – no change
 - Minutes per month should be divided by 4
 - Minutes per quarter should be divided by 9
 - Minutes per semester should be divided by 18
 - Minutes per year should be divided by 36

Include...

Special Education Services **in the student's IEP:**

- Minutes of special education service in any classroom
- Collective minutes provided by any special education staff member
- After school or extra-curricular activities
- Other services (related services), *not* transportation unless student has a 1:1 para for transportation
- 1:1 para

Do Not Include...

- Students' serviced in GNETS programs
- Special Needs Preschool
- ISP (Individual Service Plan)
- Students attending one of the 3 State Schools
- Students whose IEP services are not in effect the week of the March FTE count

Do not report minutes per week of transportation unless the student has a 1:1 para on the bus per the IEP

Examples:

- A student receiving services for math for 1 hour each day would be reported as **300 minutes per week**
- A student receiving services for all subjects, Math, Language Arts, Reading, Social Studies and Science for a total of 5 hours a day would be reported as receiving **1500 minutes per week**
- A student receiving 1 hour a day of service each for math and reading, 1 hour a week for Speech/Language, 30 minutes a week for OT would be reported as receiving **690 minutes per week**

Examples

- A student receiving 1 hour a day of service for all 5 content areas in a co-teaching setting (general education classroom) and a 1:1 para for all 6 classes (content areas plus specials) would be reported as receiving **3,300 minutes per week**
- A student in the GNETS program for 3 hours every day, in a school based co-teaching class (general education) 2 hours a day and a small group special education class 1 hour a day would be reported as receiving **900 minutes per week**



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Please note:

- Primary Disability does NOT weigh in to the formula
- March 2016 new data element will NOT be used to generate 2016-2017 funding
- 2016-2017 funding will be based on the segment count using the QBE formula.
- This count is not related to the Federal Hours per Week collection in FTE1 (October)

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Minutes and Segments

- Districts will continue to report Segments for the FTE count in March 2016
- In anticipation of a possible future change - begin writing IEPs reflecting the minutes per week students receive each service
- In March 2016 report both segments (the current reporting) **AND** Total Service Minutes per Week (new data element)

Categories

- Category A – 30-360 minutes per week
 - 0.4089
 - Weighted earnings: \$978.58
- Category B – 361-900 minutes per week
 - 0.7099
 - Weighted earnings: \$1,698.82
- Category C – 901-1800 minutes per week
 - 1.7762
 - Weighted earnings: \$4,250.79

Categories

- Category D – 1801 – 3600 minutes per week
 - 2.4710
 - Weighted earnings: \$5,913.44
- Category E – more than 3600 minutes per week
 - 4.8947
 - Weighted earnings: \$11,713.54



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March 2016, October 2016, March 2017

- For all three counts districts will continue to report FTE as they have in the past – segments of services
- For all three counts districts will also report “Total Service Minutes per Week”
- Districts’ earnings will be based on the current QBE formulas for all 3 of these counts

Summary

- In March 2016 report the Total Service Minutes per Week for all SWD based on their IEP
- Identify the amount of time the student will receive each service weekly
 - Record the “**amount of time**” of each service in the delivery section of the IEP
 - If the service is provided less frequently than weekly, it could be identified as time served monthly, quarterly, or annually
- **Segments will still be reported** to the GaDOE until it is determined if a transition to the new funding formula is determined.
- **Districts' earnings will be based on the current QBE formulas at least through FY17**

Identification and Placement Disproportionality

January 12, 2016
Directors' Webinar

Viewing ID and Placement Data

- Log in to the GADOE portal
- Select SE Applications Dashboard
- Select your district
- Disproportionality Data is Read Only, no data input is required
- Click on "Available for Data Viewing"

Accessing Your Data

Site Navigation

Home
Logout

Exceptional Students

SE Applications
Dashboard

Carol Seay

Account Information
Add to Favorites
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Hide Navigation

Special Education Applications Dashboard

School Year: 2016
District:

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	Available for Data Collection	11/18/2015 12:00:00 AM	7/31/2016 12:00:00 AM			<input type="checkbox"/>
SE Pre School	Not Yet Available	11/19/2015 12:00:00 AM	7/31/2016 12:00:00 AM			<input type="checkbox"/>
Post Secondary	Not Yet Available	2/1/2016 12:00:00 AM	7/31/2016 12:00:00 AM			<input type="checkbox"/>
SE Continuation of Services	Not Yet Available	11/19/2015 12:00:00 AM	7/31/2016 12:00:00 AM			<input type="checkbox"/>
SE PS Transition	In Process	11/18/2015 12:00:00 AM	7/31/2016 12:00:00 AM			<input type="checkbox"/>
SE Disproportionality Determinations	Available for Data Viewing					<input type="checkbox"/>

ReOpen

ID and Placement

2016 **SIGNIFICANT DISPROPORTIONALITY AND DISCREPANCY**

[Disproportionality Documentation](#)
[Disproportionality Admin Module](#)

District: _____

[SWD Discrepancy - Indicator 4a](#) |
 [Race/Ethnicity Discrepancy - Indicator 4b](#) |
 [Significant Disproportionality - Events Per Student Ratio](#)
[Significant Disproportionality - Duration and Type](#) |
 [Significant Disproportionality - Identification](#) |
 [Significant Disproportionality - Placement](#)

SWD DISCREPANCY - INDICATOR 4A

FY16 Determination

District	Removal Period	Discipline Method	Suspension Count	Cumulative SWD Enrollment	Significant Discrepancy
State of Georgia	GREATER10	OUTOFSCHOOL	10	5100	0.52632
State of Georgia	GREATER10	OUTOFSCHOOL	854	225918	1

*Data Source: 2015 June SR Data Collection

FY15 Determination

Identification



Significant Disproportionality - Duration and Type Significant Disproportionality - Identification Significant Disproportionality - Placement

SIGNIFICANT DISPROPORTIONALITY - IDENTIFICATION

FY16 Determination



Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Significant Disproportionality
All Disabilities	Alaskan/American Indian	15	79	1.6539
All Disabilities	Asian	54	681	0.6755
All Disabilities	Black	364	2779	1.1993
All Disabilities	Hispanic	684	6277	0.934
All Disabilities	Multi-Racial	124	1235	0.8743
All Disabilities	Pacific Islander	1	34	0.2561
All Disabilities	White	2973	27054	0.9674
Autism	Alaskan/American Indian	4	79	4.9959
Autism	Asian	4	681	0.5802
Autism	Black	27	2779	0.9358
Autism	Hispanic	48	6277	0.7187
Autism	Multi-Racial	11	1235	0.8805
Autism	White	352	27054	1.4128
Emotional and Behavioral Disorders	Black	24	2779	1.4416
Emotional and Behavioral Disorders	Hispanic	23	6277	0.4665
Emotional and Behavioral Disorders	Multi-Racial	2	1235	0.228
Emotional and Behavioral Disorders	White	154	27054	0.8045

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- Disability count represents the number of SWD in your district in each racial/ethnic group reported in FY16 FTE1, ages 6-21
- District count represents the number of students (all students) in each racial/ethnic group reported as enrolled in your district ages 6-21 in FY16 FTE1

Identification



Significant Disproportionality - Duration and Type Significant Disproportionality - Identification **Significant Disproportionality - Placement**

SIGNIFICANT DISPROPORTIONALITY - IDENTIFICATION

FY16 Determination



Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Significant Disproportionality
All Disabilities	Alaskan/American Indian	15	79	1.6539
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N-size example

Significant Disproportionality - Duration and Type

Significant Disproportionality - Identification

Significant Disproportionality - Placement

SIGNIFICANT DISPROPORTIONALITY - IDENTIFICATION

FY16 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Significant Disproportionality
All Disabilities	Alaskan/American Indian	15	79	1.6539
All Disabilities	Asian	54	681	0.6755
All Disabilities	Black	364	2779	1.1993
All Disabilities	Hispanic	684	6277	0.934
All Disabilities	Multi-Racial	124	1235	0.8743
All Disabilities	Pacific Islander	1	34	0.2561
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Autism	Alaskan/American Indian	4	79	4.9959
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Emotional and Behavioral Disorders	Black	24	2779	1.4416
Emotional and Behavioral Disorders	Hispanic	23	6277	0.4665
Emotional and Behavioral Disorders	Multi-Racial	2	1235	0.228
Emotional and Behavioral Disorders	White	154	27054	0.8045

Not dispro:
4.9959 is ≥ 3.0 ,
but n-size < 15

Example – Color Coding

Emotional and Behavioral Disorders	White	7	1193	0.8293
Intellectual Disabilities	Black	16	399	5.4553
Intellectual Disabilities	Hispanic	4	222	1.7007
Intellectual Disabilities	White	15	1193	1.0589
Other Health Impairments	Black	21	399	2.8126
Other Health Impairments	Hispanic	4	222	0.8858
Other Health Impairments	Multi-Racial	1	60	0.8913
Other Health Impairments	White	31	1193	1.668
Specific Learning Disabilities	Black	44	399	2.7013
Specific Learning Disabilities	Hispanic	14	222	1.5177
Specific Learning Disabilities	Multi-Racial	6	60	2.3028
Specific Learning Disabilities	White	45	1193	0.8198
Speech/Language Impairments	Black	6	399	0.9769
Speech/Language Impairments	Hispanic	4	222	1.2392
Speech/Language Impairments	Multi-Racial	4	60	4.7317
Speech/Language Impairments	White	34	1193	2.3634

*Data Source: 2015 November FTE1 Data Collection

FY15 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Significant Disproportionality
Intellectual Disabilities	Black	19	472	5.8846

*Data Source: 2014 November FTE1 Data Collection

Placement



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SWD Discrepancy - Indicator 4a Race/Ethnicity Discrepancy - Indicator 4b Significant Disproportionality - Events Per Students Ratio
 Significant Disproportionality - Duration and Type Significant Disproportionality - Identification **Significant Disproportionality - Placement**

SIGNIFICANT DISPROPORTIONALITY - PLACEMENT

FY16 Determination

Placement Environment	Race/Ethnicity	Environment Race/Ethnicity Count	District Enrollment	Significant Disproportionality
Between 40 and 79 Percent in Classroom	Black	68	15934	0.2243
Between 40 and 79 Percent in Classroom	Hispanic	4	874	0.2268
Between 40 and 79 Percent in Classroom	Multi-Racial	1	482	0.0999
Between 40 and 79 Percent in Classroom	White	27	4016	0.3008
Less Than 40 Percent in Classroom	Alaskan/American Indian	3	16	11.008
Less Than 40 Percent in Classroom	Asian	10	382	1.519
Less Than 40 Percent in Classroom	Black	397	15934	1.6932
Less Than 40 Percent in Classroom	Hispanic	16	874	1.0714
Less Than 40 Percent in Classroom	Multi-Racial	13	482	1.5795
Less Than 40 Percent in Classroom	Pacific Islander	1	16	3.6677
Less Than 40 Percent in Classroom	White	108	4016	1.4114
Other Settings	Black	14	15934	0.4848
Other Settings	Multi-Racial	1	482	0.8962
Other Settings	White	14	4016	1.4266

*Data Source: 2015 November FTE1 Data Collection

Legend:

- Significant Disproportionality (FY2016 Risk \geq 3.0 in same subgroup and FY2015 Risk \geq 3.0 in same subgroup)
- At Significant Risk (FY2016 Risk \geq 3.0. If FY2017 Risk is \geq 3.0 will be determined to have Significant Disproportionality in FY2017)
- SWD Subgroup minimum Nsize (\geq 15)

Formula: $[(\text{District SWD Placement Risk for Focus Group}) / (\text{State Placement Risk for All Other Subgroups})]$

- Disability count represents the number of SWD in your district in each racial/ethnic group reported in FY16 FTE1, ages 6-21
- District count represents the number of students (all students) in each racial/ethnic group reported as enrolled in your district ages 6-21 in FY16 FTE1

Formula - Placement



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Legend:

	Significant Disproportionality (FY2016 Risk ≥ 3.0 in same subgroup and FY2015 Risk ≥ 3.0 in same subgroup)
	At Significant Risk (FY2016 Risk ≥ 3.0 . If FY2017 Risk is ≥ 3.0 will be determined to have Significant Disproportionality in FY2017)
	SWD Subgroup minimum Nsize (≥ 15)

Formula: $[(\text{District SWD Placement Risk for Focus Group}) / (\text{State Placement Risk for All Other Subgroups})]$

- Risk Ratio of ≥ 3.0 for 2 consecutive years is considered Significantly Disproportionate
- SWD subgroup size must be ≥ 15 (less than 15, not dispro)
- The first step of the formula is calculating the District's Placement Risk for **each eligibility category per placement category** by **each racial/ethnic subgroup** :
 - Number of SWD in **each eligibility category per placement category** \div by racial/ethnic subgroup count
- The district's risk is then divided by the State's Placement Risk for all other subgroups

Placement disproportionality is calculated for 3 placement options:

- % of students in general education 40% - 79% of the time
- % of students in the general education 40% of the time
- % of students in other settings (separate school, residential, etc.)



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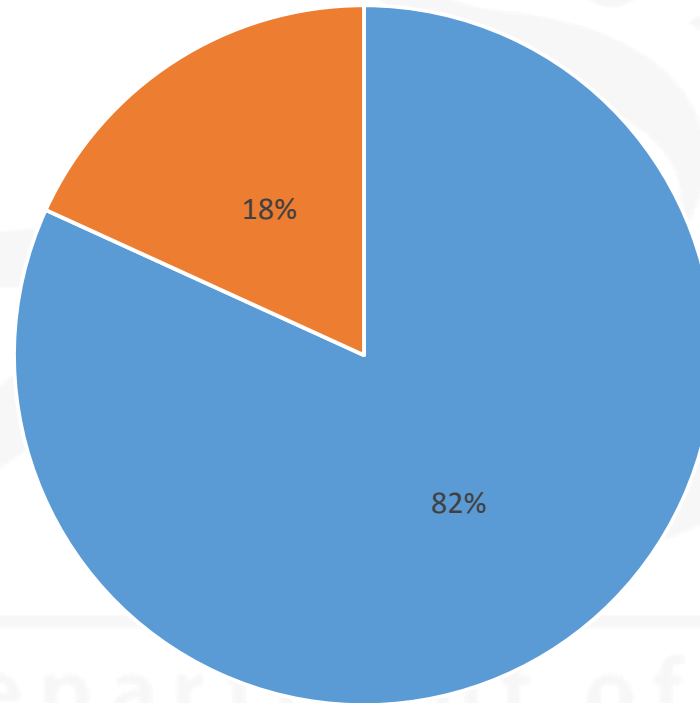
Disproportionality Determinations

- You have been officially notified if your district is disproportionate in any area
- The Compliance Unit will follow-up with you to communicate next steps regarding the Self-Assessment Protocol, correction of non-compliance and CEIS requirements where applicable

Georgia Department of Education

APH Registration Progress

Students



■ Remaining ■ Completed

Really Quick Guide

- Go to www.gimc.org
 - Select Patron Log in Tab
 - Log in to Patron Account
 - Select "Administration"
 - Set Permissions or View Students
 - Update Student Accounts
- Deadline February 15, 2016
- Questions: c Cochran@doe.k12.ga.us

Georgia Department of Education