

Special Education DATA The Big Picture

SELDA

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

Learning Targets

1. I can articulate the importance of collecting and reporting special education data.
2. I can locate and explain my district's SPP/APR data.
3. I can navigate the DOE website and locate pertinent information.
4. I can navigate the DOE Portal; the Consolidated Application, Special Education Dashboard, Data Collections, Documents, portal mail, and surveys.
5. I can explain the "big picture" of special education data and how to use data to improve student outcomes.

The Big Picture

1. *Why do we collect and report all this data?*

The federal government requires states to report this data; to show progress; report compliant practices

2. *Where do the data go?*

The DOE reports the data to the OSEP; the public views the data on the website; districts use the data to plan for improvement

3. *Where can I see my district's data?*

On the SPP/APR report, Student Record Reports, CCRPI, Dashboard, GA Appleseed, GOSA

The Big Picture

4. *Who can see my district's data?*

The public can see the SPP/APR reports on the website; GA Appleseed data – discipline data, GOSA

5. *How should I be using my district's data?*



Georgia's SPP/APR

- Rules, Manuals & Forms
 - Special Education Rules
 - Implementation Manual
 - Frequently Asked Questions
 - Sample Forms

- Eligibility Categories
 - Autism
 - Deafblind
 - Deaf/Hard of Hearing (D/HH)
 - Emotional & Behavioral Disorder
 - Intellectual Disabilities
 - Orthopedic Impairment
 - Other Health Impairment
 - Significant Developmental Delay
 - Significant Learning Disability
 - Speech Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment & Blindness

- Budgets, Grants, Data Collection and Reporting
 - Budget & Grant Applications
 - LEA Consolidated Application

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

The Individuals with Disabilities Education Act requires that each state develop a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation and results for children with disabilities. An annual performance report is required to report on the results of the state's activities and describes progress or slippage in meeting the measurable and rigorous targets set in the SPP. In addition, the Office of Special Education Programs of the United States Department of Education will make an annual determination of the state's efforts to meet the requirements of IDEA. Each document for the appropriate fiscal years are provided below.

SPP/APR Documents

FY 2016

- [FY 16 State Performance Plan / Annual Performance Report](#)

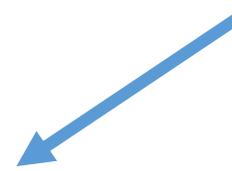
FY 2015

- [FY 15 State Performance Plan / Annual Performance Report](#)
- [Determination Letter](#)
- [Georgia Data Display](#)
- [Determination Explanation](#)
- [Results Driven Accountability Matrix-201](#)

FY 2014

On the DOE website:

- Special Education Services and Supports, Budgets,
- Grants, Data Collection and Reporting
- State Performance Plan (SPP), Annual Performance Reports (APR)



Locating your District's SPP/APR



Got questions?
AskDOE

Richard Woods has over 22 years of pre-k through 12th grade experience in public education. Woods was a high school teacher for 14 years, serving as department chair and teacher mentor.

[Full Bio](#) | [Scheduling Request](#) | [Columns](#)

Parents

- Parent Engagement Program
- Parent Advisory Council
- Home Schooling

PARENT PORTAL

Teachers

- ▶ Teacher Resource Link
- ▶ Teacher/Leader Effectiveness
- ▶ Professional Learning

GREAT TEACHERS

Students

- ▶ Student Advisory Council
- ▶ Career Clusters/Pathways
- ▶ Assessments

STUDENT SPOTLIGHT

ABCs

- ▶ Accountability
- ▶ Accounting Services
- ▶ Advanced Placement

SCHOOL FINDER



Public Reporting of SPP/APR



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2013 - 2014 **State of Georgia**

Georgia Profile

CTAE

Title I Annual Reports

Special Education

Info **Districts**

Geographical Map | **District Index** | School Index

Districts in Georgia

A Appling Atkinson Atlanta Public Schools	C Calhoun City Calhoun Camden Candler Carroll Carrollton City Cartersville City Catoosa CCAT School Charlton Chatham Chattahoochee Chattooga Cherokee Chickamauga City Clarke Clay Clayton Clinch Cobb Coffee Colquitt Columbia Commerce City Cook Coweta Crawford Crisp	D Dade Dalton City Dawson Decatur City Decatur DeKalb Dodge Dooly Dougherty Douglas Dublin City	G Gainesville City Gilmer Glascok Glynn Gordon Grady Greene Gwinnett	K Lamar Lanier Laurens Lee Liberty Lincoln Long Lowndes Lumpkin	N Newton	O Oconee Odyssey School Oglethorpe	S Schley Screven Seminole Social Circle City Spalding State Schools Stephens Stewart Sumter	U Union	
B Bacon Baker Baldwin Banks Barrow Bartow Ben Hill Berrien Bibb Bleckley Brantley Bremen City Brooks Bryan Buford City Bulloch Burke Butts	E Early Echols Effingham Elbert Emanuel Evans	H Habersham Hall Hancock Haralson Harris Hart Heard Henry Houston	I Irwin Ivy Preparatory Academy At Gwinnett, Inc.	J Jackson Jasper Jeff Davis Jefferson City Jefferson Jenkins Johnson Jones	M Macon Madison Marietta City Marion McDuffie McIntosh Meriwether Miller Mitchell Monroe Montgomery Morgan Mountain Education Charter High School Murray Muscogee	P Paulding Peach Pelham City Pickens Pierce Polk Pulaski Putnam	T Talbot Taliaferro Tattnall Taylor Telfair Terrell Thomas Thomason-Upson Thomasville City Tift Toombs Towns Treutlen Trion City Troup Turner Twiggs	V Valdosta City Vidalia City	W Walker Walton Ware Warren Washington Wayne Webster Wheeler White Whitfield Wilcox Wilkes Wilkinson Worth

SPP/APR



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- 2013 - 2014
- District Profile
- CTAE
- Title I Annual Reports
- Special Education

District Name Search Printer Friendly

Summary

2013-2014 Special Education Annual Report

Annual Performance Summary

Indicator Number	Indicator	Indicator Description	2013-14 State Target	District Rate	Met Target
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	47.4%	51.7%	Y
2	Drop out Rate	Percent of youth with IEPs dropping out of high school.	5.9%	5.5%	Y
3	AMO-Targets	A. District meets the State's AMO targets for reading disability subgroup.			Y
		A. District meets the State's AMO targets for Mathematics disability subgroup.			Y
	Participation Rate RELA	B. Percentage of students with disabilities who participated in statewide RELA Assessment	98.4%	99.2%	Y
		B. Percentage of students with disabilities who participated in statewide Regular Assessment (RELA)		83.5%	
		Regular Assessment (RELA) with accommodations		57.9%	
		Regular Assessment (RELA) without accommodations		25.6%	
		B. Percentage of students with disabilities who participated in statewide Modified Assessment (RELA)		8.2%	
		B. Percentage of students with disabilities who participated in statewide Alternate Assessment (RELA)		7.5%	
			Participation Rate MATH	B. Percentage of students with disabilities who participated in statewide MATH Assessment	97.7%
B. Percentage of students with disabilities who participated in statewide Regular Assessment (MATH)				80.6%	
Regular Assessment (MATH) with accommodations				56.0%	
Regular Assessment (MATH) without accommodations				24.6%	
B. Percentage of students with disabilities who participated in statewide Modified Assessment (MATH)				10.9%	
B. Percentage of students with disabilities who participated in statewide Alternate Assessment (MATH)				7.4%	

SPP/APR, A Public Report



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Your district's data:

1. Graduation Rate (4 year cohort)
2. Drop-out rate
3. Assessment Participation and Proficiency
4. Suspension and Expulsion > 10 days
5. LRE (6-21)
6. Early Childhood (3-5) LRE
7. Preschool Outcomes
8. Parent Involvement (satisfaction)
9. Disproportionate representation
10. Disproportionate representation by race/ethnicity in specific categories
11. Child Find (timelines)
12. Early Childhood Transition (timelines)
13. Secondary Transition
14. Post-school Outcomes
20. Timely and Accurate Data

SPP/APR Data Source

Special Education Dashboard Applications	Student Record is the Data Source	FTE is the Data Source	Data is Reported After "Activity" Occurs
<ul style="list-style-type: none">• # 7 – Preschool Outcomes• # 11 – Child Find• # 12 Early childhood Transition• # 13 Secondary Transition Planning• # 14 Post-secondary Outcome	<ul style="list-style-type: none">• # 1 Graduation• # 2 Dropout• # 4 Discipline Discrepancy	<ul style="list-style-type: none">• # 5 LRE (6-21)• # 6 LRE Early Childhood• # 9 Disproportionate Representation• # 10 Disproportionate Representation by race/ethnicity	<ul style="list-style-type: none">• # 3 Assessment Participation and Proficiency• # 8 Parent Survey

Indicator #20: Timely submission of 10 reports

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"Before I write my name on the board, I'll need to know how you're planning to use that data."

Using Your Data

- **Disproportionate Representation**

- Examine your data by race/ethnicity: robust SST process in the district?; evaluation and eligibility practices sound; IEP teams trained to make data driven decisions regarding eligibility for services

- **LRE**

- Is the continuum of services available for all students; are IEP teams trained to determine the LRE for each student; can teachers provide specially designed instruction in all environments

Why is this important?

Using Your Data

- **Discipline**

- Examine your data: instructional days lost to ISS and OSS, instructional time lost to dealing with office referrals, behavior management practices, climate, practices resulting in disproportionality
- Monitoring system?
- Not just SWD; PBIS in your district?

Why is this important?

Using Your Data

- **Assessment Participation and Proficiency**
 - Remember this is summative data
 - What is in place to gather formative data?
- **Parent Survey**
 - Teaming with parents
 - Item analysis
 - Plan for improvement
(new format coming)

Why is this important?

Using your Dashboard Data



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- **Transition Planning Survey**

- Where are you seeing weaknesses in your transition planning process?
- What are you doing to shore up your transition planning process?
- Are you giving your students purpose and direction?

- **Post-secondary Survey**

- Are your students successfully engaged in their desired post-secondary outcomes?
- Have you determined a way to measure your transition services?

Why is this important?

Using Your Data

- **Graduation**

- Check your data before SR sign – off
- Who are your graduates? Who are getting special education diplomas?
- Are you examining your trends?

- **Dropout**

- Monitor your dropouts – SR report ENR019b
- Who is dropping out and *why*? What does your district have in place for dropout prevention?

Understanding

- Do you know how your data correlates, connects, relates?
 - Discipline and dropout rate
 - Climate and attendance
 - Achievement and environment
 - Etc. etc.
 - Be careful

Correlation is not the same as information and having a lot of data doesn't necessarily tell you anything worthwhile without a lot of further analysis

PENGUINS ARE BLACK AND WHITE.
SOME OLD TV SHOWS ARE BLACK AND WHITE.
THEREFORE, SOME PENGUINS ARE OLD TV SHOWS.



**Logic: another thing that
penguins aren't very good at.**

DE
cation

Remember

“Data is only one part of the story. Sharing numbers is great – but sharing the full story that explains what’s actually going on in the numbers is key.”

Anne Handley

It’s your job to have a deep understanding of your district’s data so you can tell the full story.

Summary of Data Collections

FTE – October and March

- FTE1 – segment count for state funding, Federal Child Count and Environment data
 - Federal Child Count data is used for ID and Placement Disproportionality
- FTE2 – segment count for state funding



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Summary of Data Collections

Student Record

- Sign-off in June
- Cumulative data for all students ever enrolled in your district throughout the year
- Special Education Events reported
- Discipline data for disproportionality

Georgia Department of Education

Summary of Data Collections

Special Education Dashboard Data

- July 31st Due Date (or last Friday of July):
 - Timelines
 - Post-secondary Outcomes
 - Preschool Outcomes
- August 31st Due Data
 - Continuation of Services
- November – February
 - Transition Planning Survey

DOE Portal



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Portal Mail – PII Data
Consolidated Application
SE Applications Dashboard
Data Collections

- Student Record
- FTE
- CPI

CEIS Survey – data entry (new application coming soon)

Access requested with a dticket; approved by your district, approved and granted by DOE



Search Districts

0-9

A

B

C

D

E

F

G

H

I

J

K

L

You have (75) new messages.

Site Navigation

Home

Logout

Exceptional Students

Alerts

SLDS Support

Calendar

Consolidated Application

Special Education Annual Reports

Data Collection

Data Wizard Editor

Documents

Dispute Resolution

Facility and School Registry

School Nutrition Account

News

SES Student Data Collection

SES Providers Online

Message Center

GSEG Home

Security Administration

MSIX Administration

SE Applications Dashboard

TIF Approve

Carol Seay

Account Information

Add to Favorites

Help - Dticket



Headline News

options | []

Communications Update



Each month in the internal e-newsletter we will focus on a particular division of the GaDOE. Since this is the first internal e-newsletter, we thought it would be appropriate to begin with Communications since we are developing it. Also, since we have several new members of the team, we want you to know who to go to for what information.

Communications Team - Who We Are...

The ...

More



Calendar

options | []

Daily

Weekly

Monthly

No Daily Events

More



Surveys

options | []

New (0)

Saved (0)

Submitted (10)

Approved (10)

No new surveys available

More

DOE Website



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Budgets, Grants, Data Collection and Reporting

- Budget, Grants, and Consolidated Application
- Data Collections Conference
- Enrollment by Disability
- Federal Data Reports
- **Guidance for District Submissions to the GaDOE**
 - Child Find and Early Childhood Transition Timeline Summary Reporting Guidance
 - Continuation of Services Reporting Documentation
 - Postsecondary Outcomes Survey for 2014-2015 Exiters Guidance
 - Preschool Outcomes Guidance
 - Transition Planning Survey Reporting and Document Upload Guidance
- Special Education Annual Reports (Data Sources, Rules, and Definitions)
 - Calculation Method
- Special Education Due Dates FY16
- State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

How do I do it all?

- Have a plan
- Get organized
- Gain understanding
- Seek assistance
- Keep your eye on the prize

Next time you're stressed:

take a step back, inhale and laugh.

remember who you are and why you're here.

you're never given anything in this world that

you can't handle. be strong, be flexible,

love yourself, and love others.

always remember, just keep moving forward.

