

Special Education Dashboard Applications: Data Entry Required

Use bookmarks to move quickly to the applications in green discussed in this presentation.

Applications in the Dashboard

- SE Timelines, Indicator 11 and 12 of APR
- SE Pre School Outcomes, Indicator 7
- SE Post-School Outcomes, Indicator 14
- SE Continuation of Services
- SE Disproportionality Determinations (and data)
- SE District Determinations
- SE Cross Functional Monitoring
- SE Parent Survey, Indicator 8
- SE Timely and Accurate Data Reporting
- SSIP (if applicable)

Applications in green
require Data Entry by
the Special Education
Director

Special Education Dashboard Applications Introduction

Accessing the Dashboard

Portal Account
Approved for Dashboard access



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SE Applications Dashboard



Search Districts 0-9 A B C D E F G H I J K L

You have (1141) new messages.

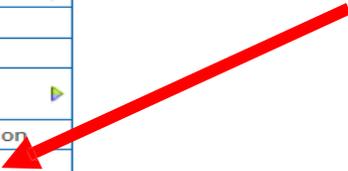
- Site Navigation
 - Home
 - Logout
- Exceptional Students
 - SLDS Support
 - Consolidated Application
 - Special Education Annual Reports
 - Data Collection
 - Data Wizard Editor
 - Documents
 - Dispute Resolution
 - Facility and School Registry
 - SES Student Data Collection
 - SES Providers Online
 - Message Center
 - GSEG Home
 - Security Administration
 - MSIX Administration
 - SE Applications Dashboard
 - Testing Irregularity Form
 - Special Education IEP
 - Coordinated Early Intervening Services (CEIS)
 - Professional Learning Opportunities (PLO)

Surveys options | []

New (0)	Saved (0)	Submitted (10)	Approved (10)	Reports
No new surveys available				

[More](#)

If you do not see the SE Applications Dashboard as shown here, you will need to request access in your portal account. Work with your DL or security officer if you need help.



Dashboard View

The screenshot shows the top navigation bar with the following items: DASHBOARD (highlighted with a blue arrow), DOCUMENTS, NOTIFICATIONS, REPORTS, CALENDAR, CONTACT STATE, and HELP. Below the navigation bar, there is a dropdown menu for LEA. The main dashboard area contains several application thumbnails:

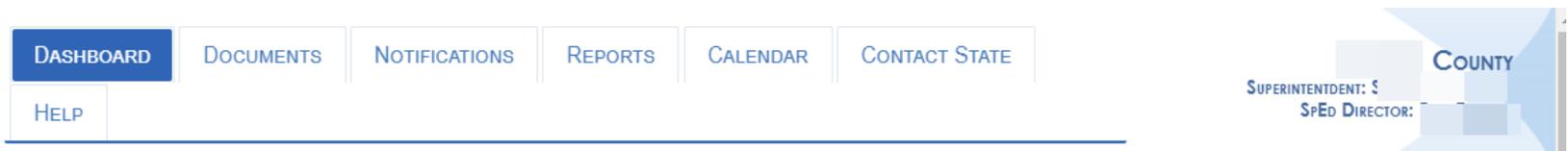
- Post School Outcomes** (Indicator 14): School Year 2019-20, Status: Submitted. Number of students exiting secondary education during the prior year: 26. Due Date: Sep 30, 2020. Last Submitted By: [Progress Bar]. View Application button (circled in red).
- Pre School Outcomes** (Indicator 7): School Year 2019-20, Status: Submitted. Due Date: Sep 30, 2020. Last Submitted By: [Progress Bar]. View Application button (circled in red).
- Parent Survey** (Indicator 8): School Year 2019-20, Status: Available for Data Viewing. Number of Responses: 109. View Application button (circled in red).
- Timely And Accurate Reporting** (Indicator 20): School Year 2019-20, Status: Available for Data Viewing. FY20 Timely and Accurate Data for LEA Determinations. View Application button (circled in red).

This screenshot shows a grid of application thumbnails with various statuses:

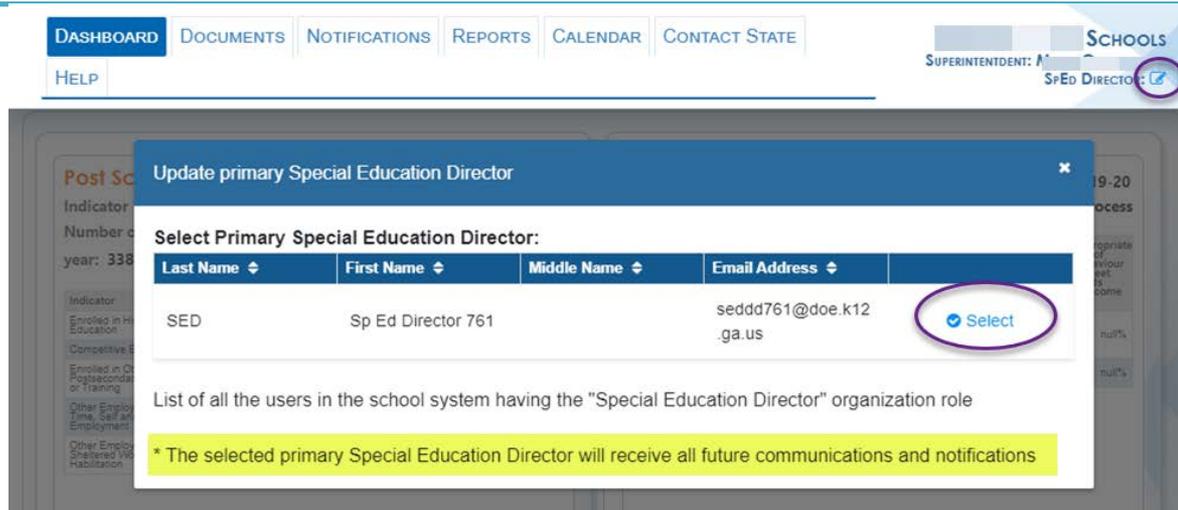
- Determinations** (School Year 2019-20): Status: Available for Data Viewing. View Application button (circled in red).
- Disproportionality** (School Year 2019-20): Status: Available for Data Viewing. View Application button (circled in red).
- Continuation Of Services**: Continuation of Services is not applicable for this LEA. View Application button (circled in red).
- Timelines** (School Year 2019-20): Status: In Process - TL Data Collection. Indicator 11 and Indicator 12 are listed. View Application button (circled in red).
- Cross Functional Monitoring**: Cross Functional Monitoring is not available for this LEA. View Application button (circled in red).
- Post Secondary Transition** (School Year 2018-19): Status: Prong 2 - Signed Off. Click View Application to see the Historical data for Indicator 13. View Application button (circled in red).

The Application Status on the thumbnail alerts you to the status of that application. Clicking on the View Application tab opens the application.

Dashboard View



Your LEA name, the name of the Superintendent and the name of all people who are provisioned with the role of Special Education Director in the portal will appear here. There will be an option to select one person as the primary person if multiple are provisioned with the role of Special Education Director.



Dashboard View

Timelines  School Year 2019-20

Status: In Process - TL Data Collection

Indicator 11		Indicator 12	
Initial Evaluation (All Students)	SPP/APR INDICATOR 11	Babies Can't Wait (BCW)	SPP/APR INDICATOR 12
Total # of apps	Total # of apps	Total # of apps	Total # of apps
Completed	Completed	Completed	Completed
Rejected	Rejected	Rejected	Rejected

Due Date: Sep 30, 2020  [View Application](#)

For applications that require data entry, the thumbnail **shows the due date** when that application will close for data entry. The application should be submitted by the date shown.

Dashboard View

The screenshot shows a dashboard card for 'Post School Outcomes' for the school year 2019-20. The card displays 'Indicator 14' and the number of students exiting secondary education as 97. The status is 'Submitted'. Below the card, the due date is 'Sep 30, 2020' and the last submitted by is indicated as 'on Jun 4, 2020'. A 'View Application' button is also present. Two blue arrows point to the 'Status: Submitted' label and the submission date 'on Jun 4, 2020' respectively.

Post School Outcomes  School Year 2019-20

Indicator 14 **Status: Submitted**

Number of students exiting secondary education during the prior year: 97

Due Date: Sep 30, 2020 [View Application](#)

Last Submitted By:  on Jun 4, 2020

Once the application has been submitted, the thumbnail will indicate who submitted the application and the date it was submitted.

Dashboard View

The School Year for the data is displayed on the thumbnail for the application. After opening the application, a look up list at the top will allow you to select a prior year.

Timelines School Year 2019-20

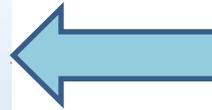
Status: In Process - TL Data Collection

Indicator 11 Indicator 12

Initial Evaluation (All Students)		SPP/APR INDICATOR 11	
Total #	Comp. #	Total #	Comp. #

Babies Can't Wait (BCW)		SPP/APR INDICATOR 12	
Total #	Comp. #	Total #	Comp. #

Due Date: Sep 30, 2020 [View Application](#)



[SE Applications Dashboard](#) > TIMELINES REPORT FOR : 2020

[Download Timelines Definitions and Direction:](#)

Status : In Process - TL Data Collection

[Data Submission](#)

[Notifications/Documents](#)

TIMELINES SUMMARY REPORT

[Print Report](#)



Dashboard View

Within each application there is a document with detailed instructions for completion. Please download the document and use it.

Continuation of Services FY 2019 Data Collection

Continuation of Services Data Collection Entry

[Download Continuation of Services Directions](#)



Reminders

- The [Due Dates Calendar](#) is on the GaDOE website and inside the Timelines application.
- Items in **red font** are used to determine timely and accurate data for an LEA's Annual Compliance Determination.

Navigation: DASHBOARD | DOCUMENTS | NOTIFICATIONS | REPORTS | **CALENDAR** | CONTACT STATE

HELP

LEA: []

School Year: 2020_21

1 of 2

Georgia Department of Education
Division of Special Education Services and Supports
Special Education Reports and Data: Due Dates for FY21 (2020-2021 School Year)

Date	Report	Location	Special Notes
Jul-20	FY20		
30	Budget Completion Reports Deadline for all State Grants for FY19	GAORS	
	Continuation of Services Data Opens for Data	ISF Applications Dashboard	

Special Education Dashboard Applications: SE Timelines

Child Find and Early Childhood Transition Timeline Summary

Monitoring Indicators and Related Requirements



SPP/APR

Indicator 11

- The SPP Monitoring Priority Indicator for **Child Find** (Indicator 11) is defined as the percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline). The specific reporting practices require that data must include “the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.”

Indicator 12

- The SPP Monitoring Priority Indicator for **Early Childhood Transition** (Indicator 12) is defined as the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. The specific reporting practices require that data must include “the range of days beyond the third birthday when evaluation was completed and the IEP developed and the reasons for the delays.”



Understanding the Rule and Indicators

Indicator 11 Child Find

Indicator 11

Child Find

% of students who were evaluated within 60 days of receiving parental consent for evaluation

Child Find Obligation

- LEAs have Child Find responsibility for all children **ages 3 through 21** within their jurisdiction suspected of having disabilities, regardless of the severity of their disabilities.

Indicator 11

Child Find

This includes:

- **Preschool Children**, ages 3 through 5, who may not be enrolled in a Georgia-funded pre-kindergarten, including children who are parentally placed in private preschools or daycare centers outside the LEA;
- children who are enrolled in a public school within the LEA, *including public charter schools*;
- children who are **incarcerated** in facilities operated by the local sheriff's office or other municipalities; and
- any other children **suspected of having disabilities**, even when those children may be progressing from grade to grade.

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)]

(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.

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)]

60 days

- Receipt of parental consent
- Count the day you receive the consent (within 60 days)
- Evaluation should be completed by Day 60
- Count ALL calendar days except
 - Do not count days when children are not in school for 5 or more consecutive days for any reason including
 - Spring break
 - Natural disaster (snow, pandemic, etc.)
 - Stop counting on Friday before break, start counting Monday after school resumes

Evaluation Considerations

Instructional Delivery Model	Evaluation Considerations
Traditional (face-to-face)	Evaluations requiring face-to-face assessments or observations should take place based on health and safety guidance. 60-day initial evaluation timeline applies.
Hybrid (combination of distance/remote and traditional)	Evaluations requiring face-to-face assessments or observations should take place based on health and safety guidance. Districts can schedule evaluations on instructional days that students receive educational services in the traditional school building. 60-day initial evaluation timeline applies.
Full distance/remote (with staff in the school building)	Evaluations requiring face-to-face assessments should take place based on health and safety guidance. Districts can schedule evaluations on instructional days when staff are in the traditional school building. Ensure that families understand when and how the evaluation will take place. Observations may take place through a virtual or digital platform, as appropriate. 60-day initial evaluation timeline applies.
Full distance/remote (with no staff or students in the school building)	Evaluations requiring face-to-face assessments should take place based on health and safety guidance. Districts may contract with outside providers to conduct face-to-face assessments with informed parent consent. Observations may take place through a virtual or digital platform, as appropriate. 60-day initial evaluation timeline applies.
Five or more consecutive school days when children are not physically in attendance due to the COVID-19 pandemic and statewide school closures (March 2020 Guidance)	60-day initial evaluation timeline will not apply.

Summer Pause

- Any summer vacation period in which the majority of an LEA's **teachers** are not under contract
 - Rule says if **consent is received 30 days or more prior to the end of the school year**, the evaluation must be completed within the 60 calendar days so the **summer "pause" rule does not apply**
 - For consents received 29 or fewer days before the last day for teachers,
 - count the days until the teacher last day
 - Stop counting the last day teachers are on contract
 - Resume counting beginning the day teachers return for pre-planning
 - If a district has 5 or more days of pre-planning prior to the 1st day of school for students, consider those days as 5 consecutive days that students do not attend & immediately the clock will pause again and then resume counting on the 1st day students return to begin school. (For ease of counting, in this scenario, the count stops on teacher last day of post planning and resumes on student first day of school.)

(NOTE: The "Summer Pause" for FY20 began on the date of school closure due to COVID-19. Due dates should be calculated based on this calendar change.)



Understanding the Rule and Indicators

Indicator 12 Early Childhood Transition

Indicator 12

Early Childhood Transition

% of children found Part B eligible with IEP implemented by the 3rd birthday

- Compliance Indicator - Target: 100%
- Special Education Director or designee enters data into the SE Dashboard Timelines application. **FY20 deadline was extended to September 30, 2020 due to COVID-19 school closings.**
- Tools for tracking data available on the Special Education [Data Collection and Reporting](#) webpage

Rule 160-4-7-.04

Evaluations and Reevaluations

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)]

For Indicator 11:

- due dates are based solely upon student age, must be completed by 3rd birthday
- The process is completed when an IEP is "in place", if the student is eligible
- If the student is not eligible, that information is reported for Indicator 12, but excluded from the "on time" calculation.

IEP “In Place”

- GA has defined “in place” to mean that the IEP meeting was held.
 - Example 1: child turns 3 in July; prior to the start of school in August, the IEP team may determine the child needs services; the rule requires that the IEP be ‘ready to go’ when school resumes in August
 - Example 2: child turns 3 on Christmas Eve; the IEP must be ‘ready to go’ when school resumes in January; the IEP team may determine that services begin in December, prior to the holiday break, if the IEP has been developed

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

Data Collection

Data Entry for Indicator 11 Child Find

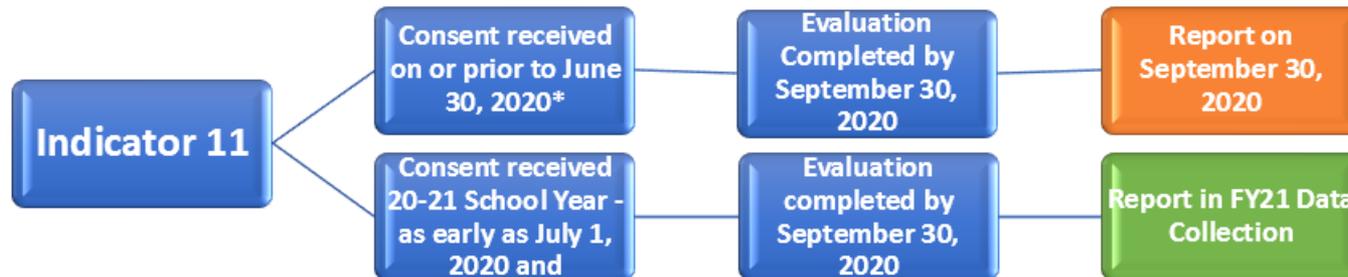


Reporting Indicator 11 Timelines

- *Report all initial evaluation referrals for **ALL students, including those students transitioning from Babies Can't Wait in the Initial Eligibility-Child Find Timelines.***
- If consent was received on or prior to June 30, 2020 **and** the evaluation is completed by September 30th, 2020 this data should be submitted as part of the FY20 Data Collections due September 30, 2020.
- If consent was received after June 30, 2020 the data should be submitted in the FY21 Data Collections, even if the evaluation was completed before September 30, 2020.
- If consent was received on or prior to June 30, 2020 **and** the evaluation is NOT completed by September 30th, 2020, this data should be submitted as part of the FY21 Data Collections.



Indicator 11 Timeline Reporting Guidance



Indicator 11

Child Find

Percent of students who were evaluated within 60 days of receiving parental consent for evaluation

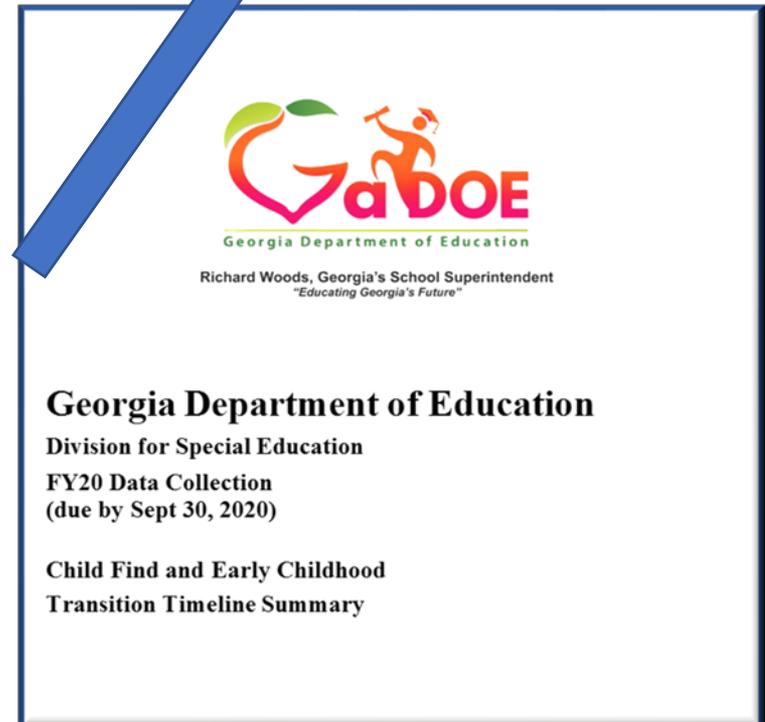
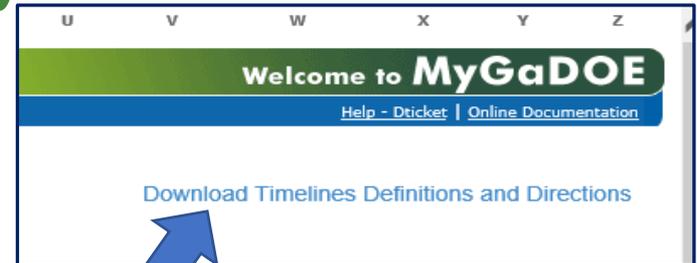
- Compliance Indicator - Target: 100%
- Special Education Director or designee enters data into the SE Dashboard Timelines each year (FY20 deadline extended to September 30, 2020)
- Tools for tracking data available on the Special Education [Data Collection and Reporting](#) webpage

Child Find and Early Childhood Timeline Summary

After selecting the SE Timelines Application in the portal:

- See link to guidance document in the upper right corner
- Guidance can also be found at

[FY20 Child Find and Early Childhood Transition Timeline Summary Reporting Guidance](#)



Accessing Data Entry Template

TIMELINES REPORT FOR : 2019 ▾

[Download Timelines Definitions and Directions](#)

Status : Available for TL Data Collection

Status Dashboard

Admin-Operations

Admin-Processes

Data Submission

Notifications/Documents

DISTRICT STATUS DASHBOARD

Status Description		System Count
Prong 1 Data Collection		
+	Available for TL Data Collection	109
+	In Process - TL Data Collection	19
+	Submitted TL Data	86
Prong 1 Non-Compliant Student Data Collection		
	Available for Non-Compliant Student Data Collection	0
	In Process - Non-Compliant Student Data Collection	0
	Submitted Non-Compliant Student Data	0
Prong 2 Data Collection		
	Available for Prong 2 TL Data Collection	0
	In Process - Prong 2 TL Data Collection	0
	Submitted Prong 2 TL Data	0
Prong 2 Non-Compliant Student Data Collection		
	Available for Non-Compliant Prong 2 Student Data Collection	0
	In Process - Non-Compliant Prong 2 Student Data Collection	0
	Submitted Non-Compliant Prong 2 Student Data	0
Verification Student Upload		

Data Entry Template

Initial Evaluation (All Students)		SPP/APR INDICATOR 11	
Child Find Timelines			
1.	Total # of completed referrals		
2.	Total Referrals minus Exceptions (Row 1 - Row 10)		
3.	Evaluations completed on time		
4.	Evaluations completed late		
5.	Total # Completed on time		
6.	% Completed on time		
7.	Total # Completed late		
8.	Total # of Exceptions	Exceptions 1,2,3	
9.	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		
10.	% Completed late		
11.	Range of days late for "Total # counted as Late" (Row 9)	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	

Indicator 11

Child Find

Indicator 11: 60 day timeline for initial referrals

- Line 1: Enter the total number of initial referrals, **including the initial referrals from BCW**
- Line 2: Auto calculated – do not enter data
- Line 3: Enter the total number of referrals with evaluation completed *on time*
- Line 4: Enter the total number of referrals with evaluation completed *late*

Data Entry Template

Initial Eligibility (All students) Child Find Timelines		SPP/APR Indicator 11	
1	Total # of completed referrals		150
2	Total Referrals minus Exceptions (Row 1- Row 8)		150
3	# of Evaluations completed on time		147
4	# of Evaluations completed late		3
5	Total # Completed on time		
6	% Completed on time		
7	Total # Completed late		
8	Total # of Exceptions	Exceptions 1,2,3	
9	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		
10	% Completed late		
11	Range of days late for "Total # counted as Late" Row 9.	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	0

Indicator 11

Child Find

- Line 5: Auto calculated – do not enter data
- Line 6: Auto calculated – do not enter data
- Line 7: Auto calculated – do not enter data
- **Line 8: Enter the total number of referrals that were late but the explanation for the lateness is considered an Exception**
- Line 9: Auto calculated – do not enter data
- Line 10: Auto calculated – do not enter data

Initial Eligibility (All students) Child Find Timelines		SPP/APR Indicator 11	
1	Total # of completed referrals		150
2	Total Referrals minus Exceptions (Row 1- Row 8)		150
3	# of Evaluations completed on time		147
4	# of Evaluations completed late		3
5	Total # Completed on time		147
6	% Completed on time		98.0%
7	Total # Completed late		3
8	Total # of Exceptions	Exceptions 1,2,3	
9	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		3
10	% Completed late		2.00%
11	Range of days late for "Total # counted as Late" Row 9.	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	0



Exceptions for Indicator 11

When calculating “on time” percentage, **exceptions** will be removed from the numerator and denominator, and therefore will not impact the calculation.

- Parent repeatedly fails or refuses to produce the child for evaluation.
- Extenuating circumstances, e.g. illness, revocation of parental consent for evaluation.
 - For the FY20 submission, when lateness is due to the extenuating circumstances surrounding the COVID-19 school closures, this exception may be used. (Refer to pg. 5 of Timelines Definitions and Directions)
- Child enrolled from another district with the 60-day timeline in process and the parents have agreed to a different timeline.

Data Entry Template

Initial Eligibility (All students) Child Find Timelines		SPP/APR Indicator 11	
1	Total # of completed referrals		150
2	Total Referrals minus Exceptions (Row 1- Row 8)		150
3	# of Evaluations completed on time		147
4	# of Evaluations completed late		3
5	Total # Completed on time		147
6	% Completed on time		98.66%
7	Total # Completed late		2
8	Total # of Exceptions	Exceptions 1,2,3	1
9	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		2
10	% Completed late		1.34%%
11	Range of days late for "Total # counted as Late" Row 9.	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	0

Indicator 11

Child Find

- Line 11: Report the number late by the range of days late. **“Range of days late” total should equal the number of “Total Counted Late” from Row #9**
- The number of days late is not reported for exceptions.
 - Conditional formatting will cause **red cells** if Line 11 total does not equal Line 9
 - Red cells mean you have an error
 - You cannot submit with errors

Timeline	Exception		Initials	BCW
Initial Eligibility or Babies Can't Wait	1	Parent Repeatedly fails or refuses to produce the child for evaluation		
	2	Extenuating circumstances, e.g. illness, unusual evaluation needs or revocation of parent's consent for evaluation		
Initial Eligibility	3	Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline		
Babies Can't Wait	4	Parent refusal to provide consent cause delays in evaluation or initial services		
	5	Child referred to BCW less than 90 days before the 3rd birthday		
Total			0	0
Reasons Late for "Total Number Counted as Late" (Row 11)			Initials	BCW
Student delays (i.e. excessive absences)				
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)				
Teacher/evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)				
System errors (i.e. no tracking system in place, errors in tracking, errors in policies and procedures)				
Other				
Total			0	0

Initial Eligibility (All students) Child Find Timelines		SPP/APR Indicator 11	
1	Total # of completed referrals		150
2	Total Referrals minus Exceptions (Row 1- Row 8)		150
3	# of Evaluations completed on time		147
4	# of Evaluations completed late		3
5	Total # Completed on time		147
6	% Completed on time		98.66%
7	Total # Completed late		2
8	Total # of Exceptions	Exceptions 1,2,3	1
9	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		2
10	% Completed late		1.34%%
11	Range of days late for "Total # counted as Late" Row 9.	1-10 days	1
		11-30 days	1
		31-60 days	
		> 60 days	
		Total	2



Timeline	Exception		Initials	BCW
Initial Eligibility or Babies Can't Wait	1	Parent Repeatedly fails or refuses to produce the child for evaluation	1	
	2	Extenuating circumstances, e.g. illness, unusual evaluation needs or revocation of parent's consent for evaluation		
Initial Eligibility	3	Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline		
Babies Can't Wait	4	Parent refusal to provide consent cause delays in evaluation or initial services		
	5	Child referred to BCW less than 90 days before the 3rd birthday		
Total			1	0

Reasons Late for "Total Number Counted as Late" (Row 11)		Initials	BCW
Student delays (i.e. excessive absences)			
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)		1	
Teacher/evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)		1	
System errors (i.e. no tracking system in place, errors in tracking, errors in policies and procedures)			
Other			
Total		2	0

Initial Eligibility (All students) Child Find Timelines		SPP/APR Indicator 11	
1	Total # of completed referrals		412
2	Total Referrals minus Exceptions (Row 1- Row 8)		409
3	# of Evaluations completed on time		408
4	# of Evaluations completed late		4
5	Total # Completed on time		408
6	% Completed on time		99.76%
7	Total # Completed late		1
8	Total # of Exceptions	Exceptions 1,2,3	3
9	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		1
10	% Completed late		0.24%
11	Range of days late for "Total # counted as Late" Row 9.	1-10 days	1
		11-30 days	
		31-60 days	
		> 60 days	
		Total	1

Data Entry for Indicator 12 Early Childhood Transition



Indicator 12

Early Childhood Transition

Percent of children found Part B eligible with IEP in place by the child's 3rd birthday

- Compliance Indicator - Target: 100%
- Special Education Director or designee must submit prior school year data in the SE Dashboard Timelines application by September 30th
- Tools for tracking data available on the Special Education [Data Collection and Reporting](#) webpage

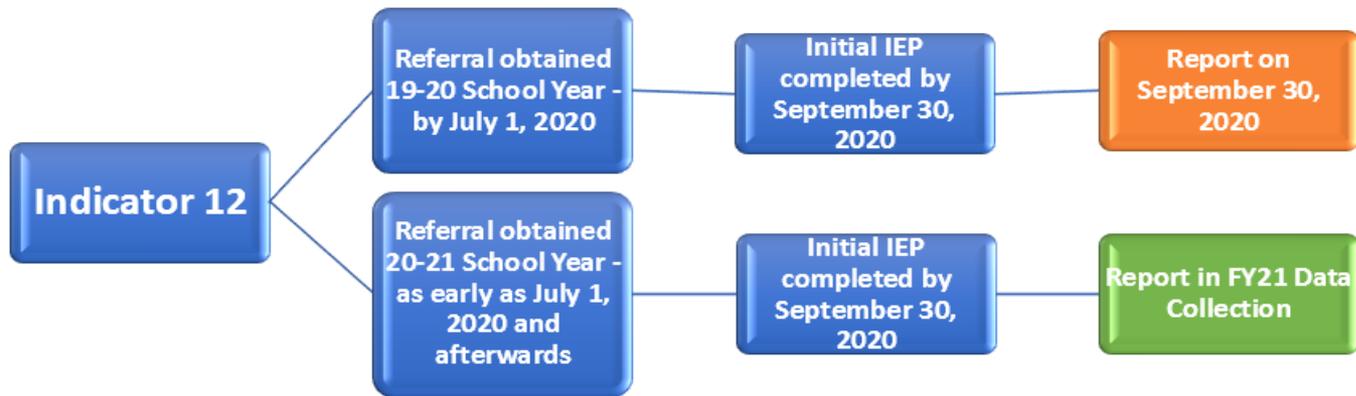
Indicator 12

Early Childhood Transition

- *Include BCW students for whom the transition conference was held on or prior to June 30, 2020 AND the IEP was completed by September 30, 2020.*
- If consent was received on or prior to June 30, 2020 **and** the initial IEP is completed by September 30th, 2020 then this data should be submitted as part of the FY20 Data Collections due September 30, 2020.
- If consent was received after June 30, 2020 the data should be submitted in the FY21 Data Collections, even if the initial IEP was completed before September 30, 2020.
- If consent was received on or prior to June 30, 2020 **and** the initial IEP is NOT completed by September 30th, 2020, this data should be submitted as part of the FY21 Data Collections.



Indicator 12 Timeline Reporting Guidance



Entering Data

- Enter your district's Babies Can't Wait (BCW) data in the spreadsheet (SPP/APR Indicator 12)
 - Children referred to BCW *more than 90 days prior to their birthday must be included in the BCW timeline* even if the local school district receives the referral from BCW less than 90 days prior to the child's third birthday
 - Children referred to BCW *less than 90 days prior to their 3rd birthday may be reported as an exception if they are completed late by the LEA*

Data Entry Template

Babies Can't Wait (BCW)		SPP/APR INDICATOR 12	
Transition Timelines			
1a.	Total # BCW Transition Conferences		
1b.	Total # Transition referrals w/consents from BCW		
2.	Total Referrals minus Exceptions (Row 1b - Row 10)		
3.	# Eligible with IEP in place BY age 3		
4.	# Eligible with IEP in place AFTER age 3		
5.	# Ineligible BY age 3		
6.	# Ineligible AFTER age 3		
7.	Total # Completed on time (by age 3)		
8.	% Eligible with IEP in place by age 3		
9.	Total # Completed late (after age 3)		
10.	Total # of Exceptions		
11.	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		
12.	% Completed late		
13.	Range of days late for "Total # counted as Late" (Row 11)	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	

Indicator 12

Early Childhood Transition

- Line 1a: Enter the total number of Early Childhood Transition (BCW) *conferences* held with BCW
- Line 1b: Enter the total number of Early Childhood Transition (BCW) *referrals with signed parental consents*
- Line 2: Auto calculated – do not enter data

Babies Can't Wait		SPP/APR Indicator 12	
Transition Timelines			
1a	Total # BCW Transition Conferences		302
1b	Total # Transition Referrals w/consents from BCW		294
2	Total Referrals minus Exceptions (Row 1b-Row 10)		
3	# Eligible with IEP in place BY age 3		
4	# Eligible with IEP in place after age 3		
5	# Ineligible BY age 3		
6	# Ineligible After age 3		
7	Total # Completed on time (by age 3)		
8	% Eligible with IEP in place by age 3		
9	Total # Completed late (after age 3)		
10	Total # Exceptions		
11	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		
12	% Completed late		
13	Range of days late for "Total # counted as Late" Row 11	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	

Indicator 12

Early Childhood Transition

The total for Lines 3-6 must match the # entered on line 2

- Line 3: Enter the number of children whose eligibility has been determined AND the IEP is in place (the meeting was held BY 3rd birthday and services will begin as soon as possible after that)
 - Line 4: Enter the number of children whose eligibility has been determined AND the IEP meeting was held AFTER 3rd birthday
 - Line 5: Enter the number of children determined **not eligible** BY their 3rd birthday
 - Line 6: Enter the number of children determined **not eligible** AFTER their 3rd birthday
-
- Students determined not eligible and reported in Line 5 are excluded from the calculation for Indicator 12 since those students will not have an IEP. Remember that Indicator 12 reports the percent of children found Part B eligible with IEP in place by the child's 3rd birthday
 - Students determined not eligible are reported in Line 6 are included in the calculation for Indicator 12 since, if found eligible, the IEP would also have been late

Babies Can't Wait		SPP/APR Indicator 12	
Transition Timelines			
1a	Total # BCW Transition Conferences		302
1b	Total # Transition Referrals w/consents from BCW		294
2	Total Referrals minus Exceptions (Row 1b-Row 10)		
3	# Eligible with IEP in place BY age 3		190
4	# Eligible with IEP in place after age 3		18
5	# Ineligible BY age 3		80
6	# Ineligible After age 3		6
7	Total # Completed on time (by age 3)		
8	% Eligible with IEP in place by age 3		
9	Total # Completed late (after age 3)		
10	Total # Exceptions		
11	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		
12	% Completed late		
13	Range of days late for "Total # counted as Late" Row 11	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	

Indicator 12

Early Childhood Transition

Indicator 12:

- Line 7: Auto calculated – do not enter data
- Line 8: Auto calculated – do not enter data
- Line 9: Auto calculated – do not enter data
- Line 10: Enter the total number of exceptions
 - Exceptions may be reported for students eligible with IEP in place LATE and for those determined **not eligible** AFTER their 3rd birthday

Exceptions for Indicator 12

When calculating “on time” percentage, **exceptions** will be removed from the numerator and denominator, and therefore will not impact the calculation.

- Parent repeatedly fails or refuses to produce the child for evaluation
- Extenuating circumstances, e.g. illness, unusual evaluation needs, revocation of consent for evaluation
 - For the FY20 submission, when lateness is due to the extenuating circumstances surrounding the COVID-19 school closures, this exception may be used. The official due date for Indicator 12 of the 3rd birthdate did not change during COVID-19 school closures.
- Parent refusal to provide consent caused delays in evaluation or initial IEP development
- Child referred **to BCW** less than 90 days before the third birthday.
 - LEAs should routinely request the date of the referral TO BCW at the time of the BCW transition conference in order to be aware of any possible exception

Babies Can't Wait		SPP/APR Indicator 12	
Transition Timelines			
1a	Total # BCW Transition Conferences		302
1b	Total # Transition Referrals w/consents from BCW		294
2	Total Referrals minus Exceptions (Row 1b-Row 10)		273
3	# Eligible with IEP in place BY age 3		190
4	# Eligible with IEP in place after age 3		18
5	# Ineligible BY age 3		80
6	# Ineligible After age 3		6
7	Total # Completed on time (by age 3)		270
8	% Eligible with IEP in place by age 3		98.45%
9	Total # Completed late (after age 3)		24
10	Total # Exceptions		21
11	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		3
12	% Completed late		1.10%
13	Range of days late for "Total # counted as Late" Row 11	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	

Timeline	Exception		Initials	BCW
Initial Evaluation or Babies Can't Wait	1	Parent Repeatedly fails or refuses to produce the child for evaluation		
	2	Extenuating circumstances, e.g. illness, unusual evaluation needs or revocation of parent's consent for evaluation		
Initial Evaluation	3	Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline		
Babies Can't Wait	4	Parent refusal to provide consent cause delays in evaluation or initial services		
	5	Child referred to BCW less than 90 days before the 3rd birthday		
Total				
Reasons Late for "Total Number Counted as Late" (Row 11)				
Student delays (i.e. excessive absences)				
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)				
Teacher/evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)				
System errors (i.e. no tracking system in place, errors in tracking, errors in policies and procedures)				
Other (Explain)				
Total				

Indicator 12

Early Childhood Transition

- Line 11: Auto calculated – do not enter data
- Line 12: Auto calculated – do not enter data
- Line 13: Enter the range of days for each student reported as “counted as late” - one of the following day ranges must be reported for the number of days late (DO NOT REPORT the number of days late for students reported with EXCEPTIONS)
 - 1- 10 days
 - 11 – 30 days
 - 31 – 60 days
 - over 60 days

Babies Can't Wait		SPP/APR Indicator 12	
Transition Timelines			
1a	Total # BCW Transition Conferences		302
1b	Total # Transition Referrals w/consents from BCW		294
2	Total Referrals minus Exceptions (Row 1b-Row 10)		273
3	# Eligible with IEP in place BY age 3		190
4	# Eligible with IEP in place after age 3		18
5	# Ineligible BY age 3		80
6	# Ineligible After age 3		6
7	Total # Completed on time (by age 3)		270
8	% Eligible with IEP in place by age 3		98.45%
9	Total # Completed late (after age 3)		24
10	Total # Exceptions		21
11	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		3
12	% Completed late		1.10%
13	Range of days late for "Total # counted as Late" Row 11	1-10 days	2
		11-30 days	1
		31-60 days	
		> 60 days	
	Total		

Babies Can't Wait		SPP/APR Indicator 12	
Transition Timelines			
1a	Total # BCW Transition Conferences		302
1b	Total # Transition Referrals w/consents from BCW		294
2	Total Referrals minus Exceptions (Row 1b-Row 10)		273
3	# Eligible with IEP in place BY age 3		190
4	# Eligible with IEP in place after age 3		18
5	# Ineligible BY age 3		80
6	# Ineligible After age 3		6
7	Total # Completed on time (by age 3)		270
8	% Eligible with IEP in place by age 3		98.45%
9	Total # Completed late (after age 3)		24
10	Total # Exceptions		21
11	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		3
12	% Completed late		1.10%
13	Range of days late for "Total # counted as Late" Row 11	1-10 days	2
		11-30 days	1
		31-60 days	
		> 60 days	
		Total	3

Timeline	Exception		Initials	BCW
Initial Evaluation or Babies Can't Wait	1	Parent Repeatedly fails or refuses to produce the child for evaluation		17
	2	Extenuating circumstances, e.g. illness, unusual evaluation needs or revocation of parent's consent for evaluation		
Initial Evaluation	3	Child enrolls in a school from another system with the 60-day timeframe in process and the parents have agreed to a different timeline		
Babies Can't Wait	4	Parent refusal to provide consent cause delays in evaluation or initial services		
	5	Child referred to BCW less than 90 days before the 3rd birthday		
Total				17
Reasons Late for "Total Number Counted as Late" (Row 11)			Initials	BCW
Student delays (i.e. excessive absences)				
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)				
Teacher/evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists)				3
System errors (i.e. no tracking system in place, errors in tracking, errors in policies and procedures)				
Other (Explain)				
Total				3

Timelines Report in GO-IEP

GO-IEP Timelines Report

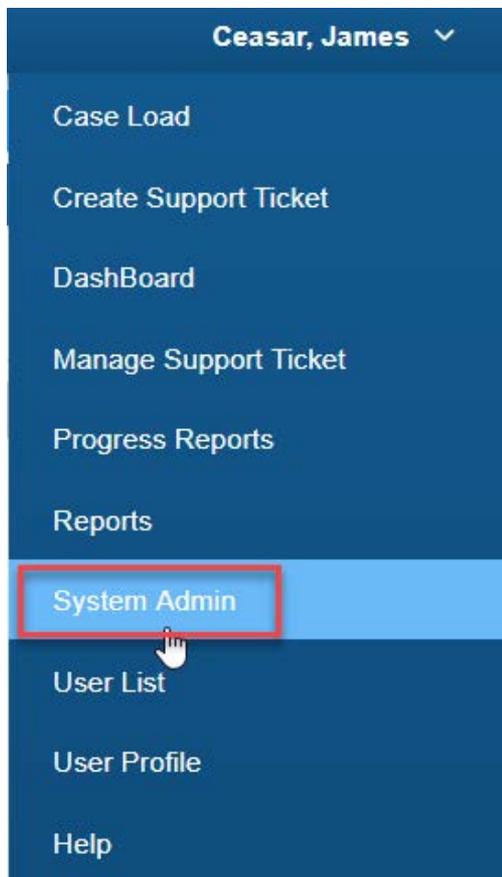
- The Timelines Report in GO-IEP is calculated following appropriate rules and referring to your local calendar entered in GO. GO LEAs do not need to calculate due dates locally but instead should refer to due dates in GO-IEP.
- Within your local calendar, you will see a red box on the 30th day before the last day of the school year for teachers. This identifies the end or STOP DATE of the period of time during which the summer days off will be counted as part of the 60-day timeline.
- Beginning on the day after this “red” day, if a Consent to Evaluate is received, the 60- day countdown will pause on the teacher last day and will restart on the teacher’s first day of the following year.

GO-IEP Timelines Report

- Day 1 is the day the consent is received unless the received date is between the last day of the school year for teachers and the first day of school for teachers the next year OR if received over a school break of 5 or more consecutive days off. In these situations, day 1 will be the first day back.

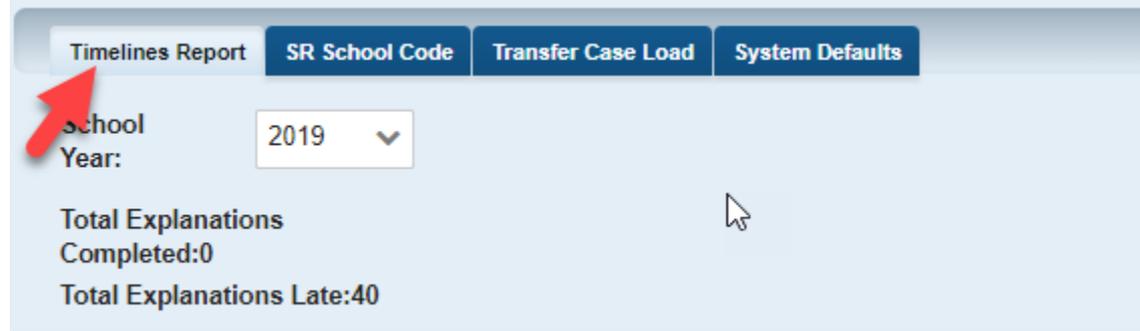
Accessing Timelines Report in GO-IEP

In GO-IEP, Select System Admin from the menu bar found in the top right corner of the page.



Accessing Timelines Report in GO-IEP

- Then select Timelines Report



The screenshot shows a web interface with four tabs: 'Timelines Report', 'SR School Code', 'Transfer Case Load', and 'System Defaults'. The 'Timelines Report' tab is highlighted with a red arrow. Below the tabs, there is a 'School Year:' dropdown menu with '2019' selected. Below the dropdown, the text reads 'Total Explanations Completed:0' and 'Total Explanations Late:40'.

- This will open a list of all students for whom your district created the initial evaluation in GO-IEP prior to the current date excluding those for whom the evaluation was completed in prior year.

Accessing Timelines Report in GO-IEP

This list showing on your screen, and the excel you can create, are intended to be used as an ongoing tool for monitoring your timelines. Therefore, it will include some students who will NOT be included when the pdf to be used for data entry in the Timelines application is generated such as students for whom the evaluation is not yet completed and students for whom the consent was received after the fiscal year ended.

Timelines Report in GO-IEP

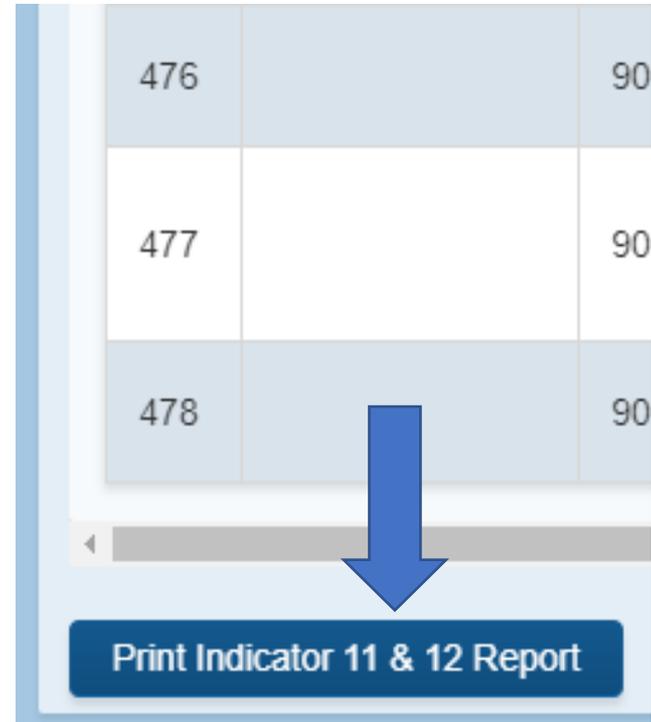
- **GTID**
- **Name**
- **Case Manager**
- **School**
- **Consent to Eval Received Date**- this is the date your district received the Parent Consent to Evaluate
- **Initial Eval Date**- this is the date the initial evaluation was reported to be completed
- **Initial Evaluation Completion Due Date** - this is the due date for Indicator 11 - using the 60-day rule and adding holidays and summer days when appropriate based on your local calendar.
- **Initial Eligibility Date**
- **Is Eligibility Finalized?** – This column will let you know (YES/NO) whether that eligibility has been finalized.
- **Is Eligible?** This column will let you know (YES/NO) whether the student was determined to be eligible.
- **Initial Days Late** – This field will be null for any student who was NOT LATE. If the student was late, this column will show the number of calendar days between due date and the eligibility date.
- **Is BCW?** - This column will let you know (YES) whether the student was a BCW referral. If so, the student will be counted for BOTH Indicator 11 and 12. If the student is not a BCW referral, the field will be null.
- **IEP Meeting Date**- This will show the IEP date for BCW students only. If the student is not a BCW referral, the field will be null.

Timelines Report in GO-IEP

- **BCW Due Date** - This will show the 3rd birthdate for a BCW student (NOTE: If a student is NOT a BCW, the initial IEP due date is within 30 CALENDAR days of the initial eligibility. However, the IEP date is not considered for Indicator 11. For Indicator 12, the IEP due date is the student's 3rd birthdate. The date on which the services begin under that IEP is not considered.
- **Is IEP Finalized?** - This column will let you know (YES/NO) whether the IEP for a BCW student has been finalized. You cannot sign off on this report until all IEPs for BCW eligible students which were done during this timeframe have been finalized.
- **BCW Days Late** - This field will be null for any student who was NOT LATE. If the BCW student was late, this column will show the number of calendar days between due date (3rd birthdate) and the IEP date. An IEP is counted as complete and “implemented” on the Timelines Report if the IEP was finalized, regardless of when the services will begin.
- **Late Explanation (11)** – This column will identify the reason or exception causing the lateness for Indicator 11. This will be selected by a system admin.
- **Late Explanation (12)** – This column will identify the reason or exception causing the lateness for Indicator 12. This will be selected by a system admin

Timelines Report in GO-IEP

- A draft version of a report can be run at any time during the school year to monitor timeliness for your district.
- It will print as a report **identical** to the report in the dashboard using this blue link:



Timelines Report in GO-IEP

On the screen, throughout the year, as students have evaluation reports or IEP reports which are completed late for either indicator 11 or 12, system admins will see a count of students who need an explanation regarding the delay.

Timelines Report	SR School Code	Transfer Case Load
School Year:	2019	
Total Explanations Completed:	2	
Total Explanations Late:	19	

Timelines Report in GO-IEP

- To enter the explanation for the lateness, system admins should select the Delay Explanation button for that student
- The green button indicates that the explanation has already been selected but is still editable
- The red button indicates that the explanation still needs to be selected



Timelines Report in GO-IEP

- Selecting the Delay Explanation button will open a screen
- The Student name will show on the screen. The box for Initial Evaluation Late or BCW Late will be prechecked appropriately and is not editable
- A student could be late for both indicator 11 and 12
- Select the radio button for either Exception or Reason for the appropriate Indicator(s)

Initial Days Late

Explanation Type: Exception Reason

Explanation:

BCW Days Late

Explanation Type: Exception Reason

Explanation:

Timelines Report in GO-IEP

The dropdown menu will be populated with the appropriate reasons or exceptions for that indicator

Initial Days Late

Explanation Type: Exception Reason

Explanation:

BCW Days Late

Explanation Type: Exception Reason

Explanation:

BCW Days Late

Explanation Type: Exception Reason

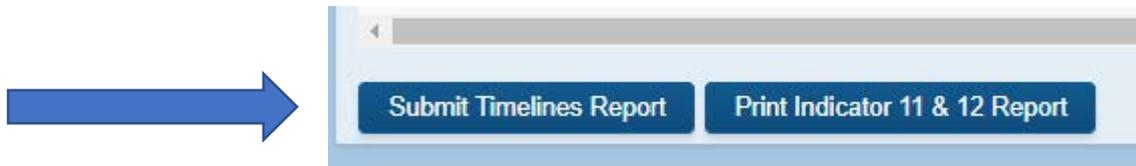
Explanation:

- Parent repeatedly fails or refuses to produce the child for evaluation.
- Extenuating circumstances, e.g. illness, unusual evaluation needs, or revocation of parent's consent for evaluation.
- Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline.

- Parent repeatedly fails or refuses to produce the child for evaluation.
- Extenuating circumstances, e.g. illness, unusual evaluation needs, or revocation of parent's consent for evaluation.
- Parent refusal to provide consent caused delays in evaluation or initial services.
- Child referred to BCW less than 90 days before the 3rd birthday.

Submitting the Timelines Report in GO-IEP

- The report should be “submitted” in GO using the SUBMIT button which will appear only when all explanations have been entered.
- Selecting the Submit button merely creates a final copy of a pdf for you to view. The printed pdf will not say DRAFT after submission. This should be submitted by Sept. 30th inside GO by all districts indicating that you have reviewed this report in GO and agree with the information in this report.



Submitting the Timelines Report in GO-IEP

- This is a screenshot of the Timelines Report completed in GO. The one below is still draft. Once submitted the draft watermark will be removed.

GO-IEP 2019 TIMELINE SUMMARY REPORT FOR [REDACTED]

After all completed initial evaluations with dates prior to July 1 have been entered, the information in this report must be entered in the SE Applications Dashboard for the SE Timelines Report.

The system timelines data has been submitted by [REDACTED] on 06/26/19

School System:					
Initial Evaluations (All Students)			Babies Can't Wait (BCW)		
Child Find Timelines		SPP/APR INDICATOR 11	Transition Timelines		SPP/APR INDICATOR 12
1.	Total # of completed referrals	53	1a.	Total # BCW Transition Conferences	4
2.	Total Referrals minus Exceptions (Row 1 - Row 8)	53	1b.	Total # Transition referrals w/consents from BCW	4
3.	Initial Evaluations completed on time	52	2.	Total Referrals minus Exceptions (Row 1b - Row 10)	4
4.	Initial Evaluations completed late	1	3.	# Eligible with IEP in place BY age 3 *	4
5.	Total # Completed on time	52	4.	# Eligible with IEP in place AFTER age 3 *	0
6.	% Completed on time	98.11	5.	# Ineligible BY 3	0
7.	Total # Completed late	1	6.	# Ineligible AFTER 3	0
8.	Total # Exceptions	Exceptions 1,2,3 0	7.	Total # Completed on time (by 3)	4
9.	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)	1	8.	% Eligible with IEP in place by age 3 *	100
10.	% Completed late	1.89	9.	Total # Completed late (after 3)	0
11.	Range of days late for "Total # counted as Late" (Row 9)	1-10 days 0 11-30 days 1 31-60 days 0 > 60 days 0 Total 1	10.	Total # Exceptions	Exceptions 1,2,4,5 0
			11.	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)	0
			12.	% Completed late	0
			13.	Range of days late for "Total # counted as Late" (Row 11)	1-10 days 0 11-30 days 0 31-60 days 0 > 60 days 0 Total 0

Submitting the Timelines Report in the SE Applications Dashboard of Portal

- **IMPORTANT:** After submitting this in GO-IEP, you **MUST** go to the SE Applications Dashboard in the portal and enter the data into the Timelines Report
- Enter only the numbers in the white rows in the pdf you printed from GO
- SUBMIT the report in the portal
- **If your district has completed initial evaluations outside of GO, you should not use the GO Timelines Report as your only source of information for submitting the data in the portal**

Submitting the Timelines Report in the SE Applications Dashboard of Portal

- **IMPORTANT:** After submitting this in GO-IEP, you should also SAVE a copy of the excel for your own records. If your LEA is noncompliant (less than 100% on time) or is randomly selected for Verification of Timelines, this excel can be provided to GaDOE.
- The data submitted in the portal should match the data in this report in GO-IEP

Verification of Timelines

Verification of Timelines

Who is required to verify data?

- LEAs are randomly selected
- Some LEAs with 100% on time
- Some LEAs with less than 100% on time
- Multiple district sizes
- Selected LEAs will receive an email notification of their selection for the Verification process with additional details and due dates

Verification of Timelines

What will these LEAs need to do?

- **Step 1:** Upload the list of all students for whom consent was received prior to June 30 and that evaluation was completed prior to September 30th
- Upload this in the Timelines Application in the portal application under the “Verification Student Upload” tab

Verification of Timelines

What will these LEAs need to do?

- **Step 2:** the LEA will receive an email notification requesting documentation for selected students that will need to be uploaded in the SE Timelines application “Verification Student Upload” tab

Questions?

Contact

- **Linda Castellanos – Program Manager for Data and GO-IEP, Part B Data Manager**
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404-656-0369
- **Dawn Kemp– Program Specialist for Data and GO-IEP, Part B Data Manager**
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678-340-6738
- **Phoebie Atkins – Program Specialist for Data and GO-IEP**
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- **Laurie Ponsell – Program Specialist for Transition, Timelines**
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- **Micole Talley – Program Specialist for Special Ed. Preschool, 619 Coordinator**
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404-695-3066

Special Education Dashboard Applications: SE Pre School

Preschool Outcomes Indicator 7 Data Reporting

due Sept 30, 2020

9/9/2020

90

Preschool Outcomes Indicator 7 Data Reporting

due Sept 30, 2020

9/9/2020

91

Preschool Outcomes (Indicator 7 of SPP/APR)

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy)
- C. Use of appropriate behaviors to meet their needs

Preschool Outcomes (Indicator 7 of SPP/APR)

We report to the Office of Special Education Programs (OSEP), for each area:

Of those preschool children who entered the preschool program **below age expectations**,

- the percent who *substantially increased their rate of growth* by the time they turned 6 years of age or exited the program
- The percent of preschool children who were *functioning within age expectations* by the time they turned 6 years of age or exited the program.

Preschool Exit Data

- Districts collect student level data
 - Use the Preschool Exit data template
 - Template is located with Data Collections Conference Tools, Templates and Documents
- Districts report Summary Data to the GADOE
 - Districts should ***maintain their student level data***
- Georgia reports Summary Data to OSEP

Collecting and Reporting the Data

On the Preschool Exit Data Template

- Enter each student's GTID, School, Last & First Name, DOB
- Enter the Program Entry Date for each student
- *The Entry Age will auto-calculate*
- Rate the student's performance at the time of entry using the ratings of 1 - 7 for each of the 3 areas: **Social/Emotional, Knowledge & Skill, Adaptive Behavior**

Rating Definitions:

https://ectacenter.org/eco/assets/pdfs/Definitions_Outcome_Ratings.pdf

Collecting and Reporting the Data

When the student **exits** the preschool program **or turns 6**, whichever is earlier:

- Enter the exit date.
- The Duration of Services will automatically calculate.
 - The cell will stay green if the student was enrolled more than 6 months
 - If the student was enrolled fewer than 6 months the cell will turn red showing you the % of the year the child was enrolled.

Collecting and Reporting the Data

When the student **exits** the program **or** turns 6:

- Enter the name of the student's teacher when the student exited
- Rate the student's performance at the time of exit using the ratings of 1-7 for each of the 3 areas:
 1. Social/emotional
 2. Knowledge and Skill
 3. Adaptive behavior
- Use the DaSy Calculator to enter OSEP ratings A-E

Ratings:

A = Student did not improve functioning

B = Student improved functioning but not sufficiently to move nearer to functioning comparable to same-aged peers

C = Student improved functioning to a level nearer to same-aged peers but did not reach it

D = Student improved functioning to reach a level comparable to same-aged peers

E = Student maintained functioning at a level comparable to same-aged peers

COS Aligned Preschool Outcomes Template

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

Template, Aligned with Child Outcome Summary (COS)

Child 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	Exit Category
			0.0	2	3	3		0.0		3	4	4		A	C	C	Entrance
			0.0	3	3	6		0.0		5	5	6		C	C	E	
			0.0	4	2	3		0.0		5	6	7		E	D	D	
			0.0					0.0						B	A	A	
			0.0					0.0						D	D	B	
			0.0					0.0						B	E	C	
			0.0					0.0						F	F	F	

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Collection-Conference.aspx>

Data Summary

	A	B
1	Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:	
2	Positive Social Emotional Skills (Outcome 1)	
3	a.) Percent of children who did not improve functioning	1
4	b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2
5	c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	1
6	d.) Percent of children who improved functioning to reach a level compared to same-aged peers	5
7	e.) Percent of children who maintained functioning to a level compared to same-aged peers	1
8	Total number of students reported	10
9	Acquisition of Knowledge and Skills (Outcome 2)	
10	a.) Percent of children who did not improve functioning	1
11	b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2
12	c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	3
13	d.) Percent of children who improved functioning to reach a level compared to same-aged peers	2
14	e.) Percent of children who maintained functioning to a level compared to same-aged peers	2
15	Total number of students reported	10
16	Appropriate use of Behavior to meet needs (Outcome 3)	
17	a.) Percent of children who did not improve functioning	1
18	b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2
19	c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	3
20	d.) Percent of children who improved functioning to reach a level compared to same-aged peers	2
21	e.) Percent of children who maintained functioning to a level compared to same-aged peers	2
22	Total number of students reported	10

- Click on the Data Summary Tab
- The data automatically populates the summary page
- These are the data to enter in the Preschool Outcomes application in the Special Education Dashboard

Dashboard View

	Positive Social-Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour 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="4"/>	6.45%	<input type="text" value="4"/>	6.45%	<input type="text" value="5"/>	8.06%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<input type="text" value="21"/>	33.87%	<input type="text" value="23"/>	37.1%	<input type="text" value="15"/>	24.19%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	<input type="text" value="12"/>	19.35%	<input type="text" value="23"/>	37.1%	<input type="text" value="7"/>	11.2%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	<input type="text" value="9"/>	14.52%	<input type="text" value="9"/>	14.52%	<input type="text" value="8"/>	12.9%
e. Percent of children who maintained functioning to a level compared to same-aged peers	<input type="text" value="16"/>	25.81%	<input type="text" value="3"/>	4.84%	<input type="text" value="27"/>	43.5%
TOTAL	62	100%	62	100%	62	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	$(c+d) / (a+b+c+d)$	<input type="text" value="45.65%"/>	$(c+d) / (a+b+c+d)$	<input type="text" value="54.24%"/>	$(c+d) / (a+b+c+d)$	<input type="text" value="42.86%"/>
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	$(d+e) / (a+b+c+d+e)$	<input type="text" value="40.32%"/>	$(d+e) / (a+b+c+d+e)$	<input type="text" value="19.35%"/>	$(d+e) / (a+b+c+d+e)$	<input type="text" value="56.45%"/>

These summary statements automatically calculate

Contact Information

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Special Education Dashboard Applications: SE Post- School Outcomes

Post-School Outcomes

APR Indicator 14



Offering a holistic education to each and every child in our state.

Post-School Outcomes

Performance Indicator 14:

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

(A) enrolled in higher education,

(B) competitively employed,

(C) enrolled in some other postsecondary education, training program or other employment

Measure: Post-School Survey

Post-School Outcomes

- The monitoring priorities and indicators of the OSEP State Performance Plan (SPP) mandate the gathering of data on the post-school activities of individuals exiting special education
- The collection of the data must occur within one year of the date the students left school
- Collecting the data as late within that year as possible will provide time for the students to achieve the desired outcomes
- The specific reporting practices require that we “address all postsecondary youth who left school, including those who graduated, dropped out, and aged out”

Post-School Outcomes

- List of prior year's exiters (regular diploma, special education diploma, or dropout) are populated in February
- A guidance document is also posted in the application each year with additional details on completing this survey. This document should be read carefully and shared with all staff responsible for any part of this survey.
- Designated staff within each LEA must contact the students to determine the post-school activity according to the specified 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 program, waiting list, unengaged, deceased, or unable to contact
- Data are entered into the SE Applications Dashboard which is due every year by July 31st (FY20 deadline was extended to September 30, 2020 due to COVID-19 school closings.)

Contacting Students

- The list of students should be designated among appropriate staff ensuring that someone is responsible for contacting each student
- Begin contacting students early
 - Email, phone, social media such as Facebook
- Offer guidance to students to assist them in reaching more desirable outcomes when appropriate
- Document status “One year after” exiting

Post-School Outcomes Reporting



[Download Activity Codes](#) [Download Post-School Definitions and Directions](#)

After selecting the SE Post-School Outcomes Application in the portal:
See link to guidance document
under the data table and graph as
well as the document with the
activity codes

Post-School Outcomes Reporting

Data in the SE Post-School Outcomes Application will be displayed by school.

[Download Student Data](#) [Upload Student Data with Activity Information](#) [Download Activity Codes](#)

School ID	SCHOOL_NAME	Total Students	Total Students Completed
1000	Freedman County High School	10	10
1500	Georgia High School	12	10

Click on School Name to access student

Please click the 'Submit' button below to submit your changes. Once the 'Submit' button is clicked, You can't make any changes.

Submit

Post-School Outcomes Reporting

Post-School Outcomes FY 2020 Data Collection for 2018-2019 Exiters

System Data Submission > Post-School Data Collection Entry

School Year: 2020 System: County (6)

School: Dundee County K-12 School - 0105

GTID	Last Name	First Name	Gender	LEP	Primary Area of Disability	Race / Ethnicity	EXIT Status	Post-School Activity
		Angela	F	N	Emotional/Behavioral Disorder	White	Special Education Diploma or Certificate of Attendance	On Waiting List
		Jimmy	M	N	Moderate Intellectual Disability	Black	Graduated from High School	Other Employment - Part-Time, Self and Supported Employment

Drop Down List of Post-School Activities

Post-School Activity Code	Post – School Activity Name
1	Enrolled in Higher Education
2	Competitive Employment
3	Enrolled in Other Post-School Education or Training
4	Other Employment – Part-Time, Self and Supported Employment
5	Other Employment – Sheltered Work or Day Habilitation
6	Deceased
7	On Waiting List
8	Unengaged
9	Returned to High School
10	Unable to Contact

Post-School Outcomes

Returned to High School

- This option is available only for students reported as dropped out
- If a student on the list was originally reported incorrectly as a graduate, but should have been reported as a dropout, contact Dawn Kemp to have that student removed from list

Dawn Kemp

Program Specialist for Data and GO-IEP,

Part B Data Manager

678-340-6738 - dkemp@doe.k12.ga.us

Post-School Outcomes Reporting

- You can upload the data instead of entering it directly in the SE Post-School Outcome Application in the portal.
 - To report using this method, follow the instructions outlined in the Post-School Survey Definitions and Directions Document.
- Once completed- Submit
 - To submit Total Students and Total Students Completed must match

[Download Student Data](#) [Upload Student Data with Activity Information](#) [Download Activity Codes](#)

School ID	SCHOOL_NAME	Total Students	Total Students Completed
1000	Freedom County High School	10	10
1500	Georgia High School	12	9

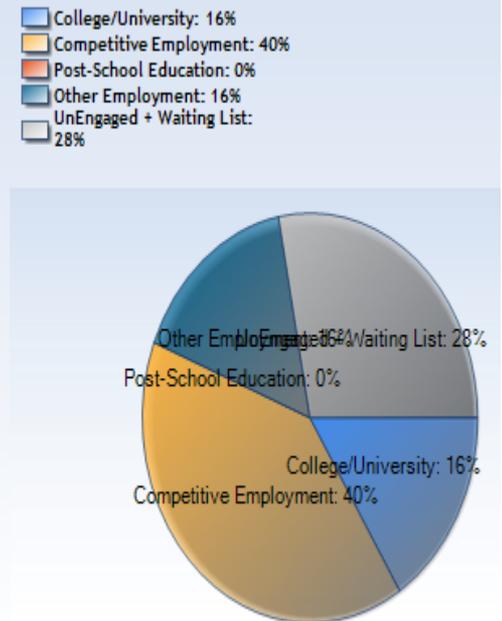
Please click the 'Submit' button below to submit your changes. Once the 'Submit' button is clicked, You can't make any changes.

Can not submit data as the **Post-School Activity** information for 3 student(s) is incomplete.

Post School Data in the Dashboard

After submitting, examine the data to evaluate your effectiveness in the transition planning process

Element	Count	Percentage
College/University	4	16%
Competitive Employment	10	40%
Post-School Education	0	0%
Other Employment	4	16%
UnEngaged + Waiting List	7	28%
Total Respondents	25	NA
Survey Rate of Return	NA	86.21%
Deceased	0	
Unable to Contact	4	
Returned to High School	0	



Using Your Data



Download Student Data Upload Student Data with Activity Information Download

SCHOOL ID	SCHOOL_NAME
1000	Freedom County High School
1500	Georgia High School

- Use the link in screenshot to download the full Student list which can be examined by:
 - Primary Area
 - Race/ethnicity
 - Exit status
 - School
 - Gender
 - LEP status
 - Post School Activity
- Analyze the effectiveness of transition planning
 - Where are you doing well?
 - Where do you need to improve?
 - Which students are most likely to be employed? enrolled? unengaged?

Questions?

Contact

- **Linda Castellanos – Program Manager for Data and GO-IEP, Part B Data Manager**
icastellanos@doe.k12.ga.us
404-719-8045
- **Dawn Kemp– Program Specialist for Data and GO-IEP, Part B Data Manager**
dkemp@doe.k12.ga.us
678-340-6738
- **K. Elise James – Program Specialist for Post-School Outcomes**
ejames@doe.k12.ga.us
404-326-0421

Special Education Dashboard Applications: SE Continuation of Services



Offering a holistic education to each and every child in our state.

Continuation of Services

- Students with disabilities suspended out of school for more than 10 days in a school year **must continue to receive their educational services** regardless of whether the incident is a manifestation of their disability
- If your district:
 - Suspended students > 10 days
 - Did not provide educational services for day 11, 12...
- Then your district
 - Must report follow-up data requested in the application

How do we know?

- An LEA reported Out of School (OSS) as a consequence to a discipline incident
 - Question: Did the LEA provide services for the SWD for days of OSS?
 - Answer: Yes or No
- DIS090: Continuation of Services Report
 - Displays data for all students with OSS: “Y” or “N”
 - Download to Excel
 - Filter for students with Primary Area
 - **Check this report prior to sign-off**

DIS 090

Continuation of Service Report

School Name	GTID	Student Name	Continuation of Services	Action Code	Number of Days	Primary Area
mediate School	*****7894		Y	30-Out-of-School Suspension	2	P - Mild Intellectual Disability
mediate School	*****2391		Y	30-Out-of-School Suspension	3	
mediate School	*****4703		Y	30-Out-of-School Suspension	1	
mediate School	*****0384		Y	30-Out-of-School Suspension	1	8 - Significant Developmental Delay
mediate School	*****9413		Y	30-Out-of-School Suspension	1	U - Specific Learning Disability
mediate School	*****2409		Y	30-Out-of-School Suspension	1	
mediate School	*****6088		N	30-Out-of-School Suspension	1	Y - Other Health Impairment
mediate School	*****6088		N	30-Out-of-School Suspension	2	Y - Other Health Impairment
mediate School	*****6673		Y	30-Out-of-School Suspension	1	
mediate School	*****4065		N	30-Out-of-School Suspension	1	
mediate School	*****4614		N	30-Out-of-School Suspension	2	
mediate School	*****8647		Y	30-Out-of-School Suspension	1	U - Specific Learning Disability
mediate School	*****1332		Y	30-Out-of-School Suspension	1	
mediate School	*****8903		Y	30-Out-of-School Suspension	1	T - Emotional / Behavioral Disorder
mediate School	*****4517		N	30-Out-of-School Suspension	1	
mediate School	*****2915		Y	30-Out-of-School Suspension	2	6 - Autism
mediate School	*****3315		Y	30-Out-of-School Suspension	1	
mediate School	*****5306		N	30-Out-of-School Suspension	2	6 - Autism
mediate School	*****5306		Y	30-Out-of-School Suspension	6	6 - Autism
mediate School	*****5306		N	30-Out-of-School Suspension	1	6 - Autism
mediate School	*****4945		Y	30-Out-of-School Suspension	1	T - Emotional / Behavioral Disorder
mediate School	*****3713		Y	30-Out-of-School Suspension	1	
mediate School	*****6189		Y	30-Out-of-School Suspension	1	
mediate School	*****8171		Y	30-Out-of-School Suspension	1	
mediate School	*****3302		N	30-Out-of-School Suspension	1	
ntary School	*****6446		Y	30-Out-of-School Suspension	.5	Y - Other Health Impairment
ntary School	*****1088		Y	30-Out-of-School Suspension	3	6 - Autism

Continuation of Services (COS) Reporting

COS application will say “Not applicable” if you provided services for days 11, 12... or did not have any students with OSS > 10 days

Special Education Applications Dashboard

School Year:

District:

[Update Contact Information for District](#)

District Superintendent:	District SpEd Director:
██████████	██████████
Address: ██████████	██████████
Email Address: ██████████	

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	Available for TL Data Collection	2/13/2019 12:00:00 AM	7/31/2019 11:59:59 PM			
SE Pre School	Available for Data Collection	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			<input type="checkbox"/>
Post Secondary	In Process	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			<input type="checkbox"/>
SE Continuation of Services	Available for Data Collection	7/3/2019 12:00:00 AM	8/31/2019 11:59:59 PM			<input type="checkbox"/>
SE Disproportionality Determinations	Available for Data Viewing					<input type="checkbox"/>
SE District Determinations	Available for Data Viewing					<input type="checkbox"/>
SE PS Transition	Verification - Submitted	11/12/2018 12:00:00 AM	12/3/2018 11:59:59 PM	Laurie Ponsell	12/12/2018 4:01:48 PM	<input type="checkbox"/>
SSIP	Submitted - Student Data Collection	11/20/2018 12:00:00 AM	12/31/2018 11:59:59 PM	██████████	1/4/2019 4:06:33 PM	<input type="checkbox"/>
SE Parent Survey	Available for Data Viewing					<input type="checkbox"/>

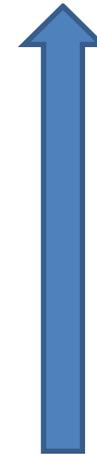


Continuation of Services (COS) Reporting

Opens for collection
around July 1 annually

After selecting the SE
Continuation of Services
Application in the portal,
select link to the
guidance document in
the upper right corner

[Download Continuation of Services Directions](#)



Select the LEA's Appropriate Response

Continuation of Services FY 2019 Data Collection

Continuation of Services Data Collection Entry

[Download Continuation of Services Directions](#)

GTID	Last Name	First Name	Primary Area	Gender	Race	Grade	Total Days	FAPE Denied Days	LEA Response to Denial of FAPE
76	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	3	11	1	Please select.. 
48	[REDACTED]	[REDACTED]	Other Health Impairment	M	Black	9	14	4	Please select.. 
72	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	F	Black	5	20	10	Please select.. 
24	[REDACTED]	[REDACTED]	Specific Learning Disability	F	Black	8	11	1	Please select.. 
63	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	10	12	2	Please select.. 
11	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	9	13	3	Please select.. 
58	[REDACTED]	[REDACTED]	Mild Intellectual Disability	F	Black	10	16	6	Please select.. 
63	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	7	14	4	Please select.. 
21	[REDACTED]	[REDACTED]	Specific Learning Disability	F	White	7	13	3	Please select.. 
35	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	7	22	12	Please select.. 



Options for LEA Response to Denial of FAPE

- 1) Compensatory services were offered, but the parent declined the offer.
- 2) Compensatory services were offered but the student did not attend.
- 3) Compensatory services were provided.
- 4) Compensatory services were *not* offered and *have not* been provided.*

** Option 4 will represent a finding of non-compliance for the district.*

Continuation of Services (COS) Reporting

- Once completed, click on the Submit button
- After data submission, you will see a statement at the top confirming the submission.



GTID	Last Name	First Name	Primary Area	Gender	Race	Grade	Total Days	FAPE Denied Days	LEA Response to Denial of FAPE
			Specific Learning Disability	M	Black	7	14	4	Please select.
			Other Health Impairment	M	Black	7	19	9	Please select.

Continuation of Services FY Data Collection

Continuation of Services Data Collection Entry [Download Continuation of Services Directions](#)

The system Continuation of Services data has been submitted by [Redacted] on 8/5/20 1:06:33 PM

GTID	Last Name	First Name	Primary Area	Gender	Race	Grade	Total Days	FAPE Denied Days	LEA Response to Denial of FAPE
			Other Health Impairment	M	Black	10	11	1	Compensatory services were provided
			Other Health Impairment	M	White	6	11	1	Compensatory services were offered but the student did not

The system Continuation of Services data has been submitted by [Redacted] on 8/5/20 1:06:33 PM

Continuation of Services (COS)

- To meet the requirement for timely and accurate reporting, data must be submitted on or before **August 31**.
- Corrections may not be made to the Student Record as the district has already verified by the superintendent's signature that the Student Record data are accurate.

Questions?

Contact

- **Linda Castellanos – Program Manager for Data and GO-IEP, Part B Data Manager**

lcastellanos@doe.k12.ga.us

404-719-8045

- **Dawn Kemp– Program Specialist for Data and GO-IEP, Part B Data Manager**

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