Special Education Applications

November 4, 2021
Learning Targets

The participants will:

• Identify due dates for SE Applications reports

• Locate Applications in the SE Applications Dashboard

• Identify data entry processes for individual SE Applications

• Locate Data Visualization Reports in the SE Dashboard and public site on the GaDOE website
Reminders - Due Dates Calendar

- The Due Dates Calendar is on the GaDOE website [Data Collection and Reporting (gadoe.org)](http://gadoe.org) and inside the SE Applications Dashboard.

- Items in red font are used to determine timely and accurate data for #20 in each LEA’s Annual Performance Summary.
Special Education Dashboard Applications

Data Entry and View of LEA Information
Applications in the Dashboard

Applications Requiring SED Director Entry:
- SE Timelines, Indicator 11 and 12 of APR
- SE Pre School Outcomes, Indicator 7
- SE Post-School Outcomes, Indicator 14
- SE Continuation of Services

Applications Populated with Data by DOE:
- SE Disproportionality Determinations (and data)
- SE District Determinations
- SE Cross Functional Monitoring
- SE Parent Survey, Indicator 8
- SE Timely and Accurate Data Reporting
The Application Status on the thumbnail alerts you to the status of that application. Clicking on the View Application tab opens the application.
For applications that require data entry, the arrow shows the due date when that application will close for data entry. The application should be submitted by the date shown.
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 also displayed on the tile for the application. After opening the application, a look up list at the top will allow you to select a prior year.
Special Education Dashboard Applications

Continuation of Services
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:
  o Suspended students > 10 days **and**
  o Did not provide educational services for day 11, 12…

• Then your district:
  o Must report follow-up data requested in the application
How do we know?

• An LEA reported Out of School Suspension (OSS) as a consequence to a discipline incident
  o Question: Did the LEA provide services for the SWD for days of OSS?
  o Answer: Yes or No

• Student Record Report - DIS090: Continuation of Services Report
  o Displays data for all students with OSS: “Y” or “N”
  o Download to Excel
  o Filter for students with Primary Area
  o **Check this report prior to sign-off**
<table>
<thead>
<tr>
<th>School Name</th>
<th>GTID</th>
<th>Student Name</th>
<th>Continuation of Services</th>
<th>Action Code</th>
<th>Number of Days</th>
<th>Primary Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redgate School</td>
<td>7894</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>2</td>
<td>P - Mild Intellectual Disability</td>
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<tr>
<td>Redgate School</td>
<td>2391</td>
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<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td></td>
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<td>4703</td>
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<td>0384</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>B - Significant Developmental Delay</td>
</tr>
<tr>
<td>Redgate School</td>
<td>9413</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>U - Specific Learning Disability</td>
</tr>
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<td>2499</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
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<tr>
<td>Redgate School</td>
<td>6088</td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>Y - Other Health Impairment</td>
</tr>
<tr>
<td>Redgate School</td>
<td>6088</td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>2</td>
<td>Y - Other Health Impairment</td>
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<td>6673</td>
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<td>30-Out-of-School Suspension</td>
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<td>4065</td>
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<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Redgate School</td>
<td>6314</td>
<td></td>
<td>N</td>
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<td>2</td>
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<td>Y</td>
<td>30-Out-of-School Suspension</td>
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<td>Y</td>
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<td>6 - Autism</td>
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<td>2</td>
<td>6 - Autism</td>
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<td>5306</td>
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<td>Y</td>
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<td>6</td>
<td>6 - Autism</td>
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<td>5306</td>
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<td>6 - Autism</td>
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<td>Y - Other Health Impairment</td>
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<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td>6 - Autism</td>
</tr>
</tbody>
</table>
Continuation of Services (COS) Reporting

Continuation of Services is not applicable for this LEA for the School Year 2020.

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

Opens for collection around July 31 annually

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

Data Source-Discipline

- Student Record reported for the previous fiscal year
  - DIS090  Suspensions with the Same Date and Days
  - DIS092  Possible Duplicated Safety Records
  - DIS095  OSS Greater than 10 days w/out Services
  - DIS097  SWD System Totals by Discipline Action
  - SE055  Primary Area by EL, Hispanic, Race, and Gender

State Rules-Discipline

- Discipline

Data Presentations, Recordings, and Documents (gadoe.org)
Special Education Dashboard Applications

Cross Functional Monitoring
Cross Functional Monitoring (CFM)

• Each year approximately 25% of the LEAs will participate in the CFM process.
• If your LEA is monitored, the Cross Functional Monitoring Application provides a location for document uploads and feedback.
• The Results Driven Accountability (RDA) Unit will be providing you with additional information about the process. The screenshots that follow provide an overview.
Cross Functional Monitoring

If you are not in the CFM process, your CFM Application tile will show:

Continuation of Services

Continuation of Services is not applicable for this LEA for the School Year 2020.

Cross Functional Monitoring

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

If you are in the CFM process, your CFM Application tile will show:

- Continuation Of Services
  - Continuation of Services is not applicable

- Cross Functional Monitoring
  - Data Submission: Student Data submitted by [name]
  - GaDOE Verification: [Verification information]
  - Compliance Status:
    - LEA Overall Status: Non-Compliant
    - LEA Procedures Status: Compliant
    - Students Compliant Status: Non-Compliant
  - Corrective Action Plan:
    - Prong 1: Corrective Action Plan submitted by [name]
    - Prong 2: Corrective Action Plan submitted by [name]

- Allows access for data uploads and responses from DOE.
Cross Functional Monitoring

DATA SUBMISSION  GaDOE VERIFICATION  CORRECTIVE ACTION PLAN  PRONG 1  PRONG 2  NOTIFICATIONS

☑ Student Data submitted by [Name] on 2/26/20, 9:19 AM

GaDOE Verification submitted by Lynn Louise Holland on 2/26/20, 9:19 AM

Compliance Status

LEA Procedures Status: Compliant
Students Compliant Status: Non-Compliant
LEA Overall Status: Non-Compliant

Total number of students compliant: [Number]
Total number of students non-compliant: [Number]

GaDOE LEA Rules Outline Verification: Compliant
GaDOE Student Data Verification: Non-Compliant

A. ACCESS SHEET (34 C.F.R. 300.614)
1. Is there an access sheet in the student folder? Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes
2. Is the date, name of the person accessing the file and purpose for accessing the student file documented on the access sheet? Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes

B. PARENTAL CONSENT FOR EVALUATION (34 C.F.R. 300.300, 34 C.F.R. 300.500, 34 C.F.R. 300.504)
3. Was parent consent obtained from the parent prior to evaluation? Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes
4. Are all the areas to be evaluated listed on the parent consent to evaluate? Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes
5. Were parent rights provided when the parent consent to evaluate was signed? Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes

C. INITIAL EVALUATION (34 C.F.R. 300.231)
6. Did the evaluation team use a variety of assessment tools to gather relevant academic, functional, and developmental information about the student to determine eligibility? NA NA NA Yes NA NA NA NA NA NA NA NA
7. Were the assessments and other evaluation materials selected to assess all needs and not merely those that are designed to provide a single general intelligence quotient? NA NA NA Yes NA NA NA NA NA NA NA NA

D. INITIAL ELIGIBILITY (34 C.F.R. 300.306, 34 C.F.R. 300.237, 34 C.F.R. 300.311)
8. Did the Eligibility Report include appropriate preservice evidence-based interventions and results (includes IDEA)? Required only for IEP
NA NA NA Yes NA NA NA NA NA NA NA NA
9. Was parent input included during the eligibility determination discussion? NA NA NA Yes NA NA NA NA NA NA NA NA
Special Education Dashboard Applications

Disproportionality
# Federal Regulation for Significant Disproportionality

## Categories:
- Identification, Placement & Discipline

## Methodology is Risk Ratio:
- Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30

## Alternate Risk Ratio when comparison group is too small (Cell < 10, N < 30)

## SWD ages:
- 3-21 for Identification* and Discipline
- 6-21 for Placement

## Discipline:
- Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)

## Identification:
- SWD, 6 specific categories

## Placement, 2 categories:
1. < 40% in general education setting
2. separate settings

## CCEIS (Comprehensive CEIS):
- 15% of IDEA funds for students with & without disabilities ages 3-21

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*Disproportionate Representation SPP/APR Indicators 9 & 10 differs from Significant Disproportionality.
Disproportionate Representation Years = 2 instead of 3 years with a risk ratio ≥3.0.
Disproportionate Representation Ages = aged 5 in K, and aged 6-21 instead of aged 3 – 21
Significant Disproportionality in GA

Significant Disproportionality with CCEIS Requirement
Risk Ratio of 3.0 or greater for 3 years

- IDENTIFICATION
- PLACEMENT
- DISCIPLINE

Additional Types of Determinations
Disproportionate Representation (Identification)
  Risk Ratio 3.0 or greater for 2 years (aged 5 in K, and aged 6-21)

Significant Discrepancy (Discipline)
  Rate Ratio 2.0 or greater for 2 years – compared to state
Data Collection Years for Calculation – Portal Snapshot

### FY20 Determination

<table>
<thead>
<tr>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Disabilities</td>
<td>American Indian</td>
<td>9</td>
<td>73</td>
<td>1.0069</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Asian</td>
<td>17</td>
<td>491</td>
<td>0.2806</td>
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<tr>
<td>All Disabilities</td>
<td>Black</td>
<td>4061</td>
<td>34046</td>
<td>1.6202</td>
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<tr>
<td>All Disabilities</td>
<td>Hispanic</td>
<td>467</td>
<td>3606</td>
<td>1.0628</td>
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<td>All Disabilities</td>
<td>Pacific Islander</td>
<td>4</td>
<td>31</td>
<td>1.0538</td>
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<td>All Disabilities</td>
<td>Two or More Races</td>
<td>82</td>
<td>1145</td>
<td>0.5789</td>
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<td>All Disabilities</td>
<td>White</td>
<td>517</td>
<td>7625</td>
<td>0.5097</td>
</tr>
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<td>Autism</td>
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<td>3</td>
<td>73</td>
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<td>1.2865</td>
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<td>Two or More Races</td>
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<td>1145</td>
<td>0.9584</td>
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<td>Autism</td>
<td>White</td>
<td>99</td>
<td>7625</td>
<td>0.9419</td>
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<td>Emotional and Behavioral Disorder</td>
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<td>Two or More Races</td>
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<td>1145</td>
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<td>American Indian</td>
<td>1</td>
<td>73</td>
<td>1.1049</td>
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</tbody>
</table>

**Legend:**
- Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported in FTE FY2019, FY2020, FY2021); consequences imposed
- Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported in FTE FY2021 or FY2020 and FY2021); consequences not imposed
- Risk Ratio ≥ 3.0 data reported in FY2021 Cell size (category count) < 10 or N-size (enrollment in racial/ethnic group) < 30
Data Collection Years for Calculation – Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area of Identification, Placement, or Discipline!

Identification-Disproportionate Representation

<table>
<thead>
<tr>
<th>Legend:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 2 consecutive years: data reported in FTE FY2020, FY2021); consequences imposed</td>
<td></td>
</tr>
<tr>
<td>Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year: data reported in FTE FY2021)</td>
<td></td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0 data reported in FY2021 Cell size (category count) &lt; 10 or N-size (enrollment in racial/ethnic group) &lt; 30</td>
<td></td>
</tr>
</tbody>
</table>
Special Education Dashboard Applications

Parent Survey
Parent Survey in GA

• FY22 will be the 5th year of an online survey
  o Available to all families of children with disabilities
  o 10 questions plus demographic data questions
  o 6-point Likert Scale
  o LEAs receive an overall percentage measuring parental involvement
  o The “power” of the data is the availability of real time
  o School level data

• Special Education Dashboard
  o Data is available to Special Education Directors daily, January – May (closes May 31)
  o School level data
### Parent Survey Dashboard

**Special Education Parent Survey**

- **School Year:** 2019
- **District:** [Redacted]

**Survey Count:** 783

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Very Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am considered an equal partner with teachers and other professionals in planning and making decision about my child’s program.</td>
<td>365</td>
<td>169</td>
<td>155</td>
<td>29</td>
<td>14</td>
<td>43</td>
</tr>
<tr>
<td>Teachers ensure that I have fully understood the Procedural Safeguards (Federal rules that protect the rights of parents) and my options if I disagree with a decision by the school.</td>
<td>362</td>
<td>159</td>
<td>161</td>
<td>30</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>My child’s evaluation report and other written information are written in terms I understand.</td>
<td>400</td>
<td>153</td>
<td>145</td>
<td>28</td>
<td>11</td>
<td>35</td>
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<tr>
<td>At the IEP meeting, we discussed accommodations and modifications that my child would need.</td>
<td>432</td>
<td>140</td>
<td>118</td>
<td>20</td>
<td>6</td>
<td>46</td>
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<tr>
<td>The school communicates regularly with me regarding my child’s progress on IEP goals.</td>
<td>394</td>
<td>133</td>
<td>134</td>
<td>35</td>
<td>13</td>
<td>56</td>
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<tr>
<td>Teachers are available to speak with me.</td>
<td>443</td>
<td>135</td>
<td>120</td>
<td>25</td>
<td>15</td>
<td>33</td>
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<tr>
<td>School offers parents variety of ways to communicate with teachers.</td>
<td>400</td>
<td>147</td>
<td>143</td>
<td>34</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.</td>
<td>424</td>
<td>145</td>
<td>126</td>
<td>28</td>
<td>6</td>
<td>41</td>
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<tr>
<td>The school gives parents the help they may need to play an active role in their child’s education.</td>
<td>371</td>
<td>162</td>
<td>129</td>
<td>41</td>
<td>16</td>
<td>55</td>
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<tr>
<td>The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.</td>
<td>325</td>
<td>141</td>
<td>150</td>
<td>66</td>
<td>20</td>
<td>71</td>
</tr>
</tbody>
</table>
Parent Survey Dashboard

- Demographic data
  Redacted from the download data to avoid PII

- School Level
  - Participation by school
  - Updated nightly
  - By Question – Strongly agree….strongly disagree

- Real time data to answer questions:
  - *What schools had/have high participation? Why?*
  - *What schools had/have parents who report that schools encourage their involvement? Where is work needed? Examine responses question by question*
LEAs continue to receive an overall percentage measuring parental involvement, and this is compared to the target – Indicator 8 data

- Example – FY18 Georgia’s target was 69%
- If an LEA’s overall percentage was at or above 69%, the LEA met the target
- The parental involvement data is measured by calculating the mean for each parent based on their responses to the 10 questions.
  - Parents whose responses yield a mean of 4 are included in the numerator; all parents responding are included in the denominator
  - Beginning FY20 - scores with a mean of 4 or more are now included in the numerator
Calculating the Percentage

Parent 1 responses:
Q1: Very strongly agree; 6
Q2: Strongly agree; 5
Q3: Very strongly agree; 6
Q4: Agree; 4
Q5: Strongly agree; 5
Q6: Very strongly agree; 6
Q7: Agree; 4
Q8: Disagree; 3
Q9: Very strongly agree; 6
Q10: Very strongly agree; 6

Total points for Parent 1: 51

10 questions; \( \frac{51}{10} = 5.1 \)

This parent has a mean of \( \geq 4 \) and will be included when calculating parental involvement percentage.
Data

In addition to an overall LEA percentage, LEAs receive:

- Responses by disability area
- Responses by race/ethnicity
- Responses by grade band
- An item ranking – highest to lowest ranked items

Real benefit is school level data
Special Education Dashboard Applications

Post-School Outcomes
Post-School Outcomes

Performance Indicator:
% of youth with IEPs no longer in school, within 1 year of leaving school:
(A) enrolled in higher education,
(B) involved in competitive integrated employment,
(C) enrolled in some other postsecondary education, training program or other employment

Measure: Post-School Survey
Post-School Outcomes

• Data are entered into the Dashboard
  Due every year by July 31

• List of prior year’s exiters (regular diploma, special education diploma, or dropout)

• Contact each exiter to determine each student’s 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

• Use these data to evaluate your transition planning process
Contacting Students

Data Reporting

• List of exiters from the prior year is available in February
  o Regular HS Diploma
  o Special Education Diploma or Certificate/ Dropout

• Begin collecting information about students
  o Email, phone, Facebook
  o Check GTID status, has the student been claimed by any LEA this year?

• “One year after” exiting, what is their status?
## Post School Outcomes

### Indicator 14

Number of students exiting secondary education during the prior year:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Count</th>
<th>Per%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Higher Education</td>
<td>12</td>
<td>16.6%</td>
</tr>
<tr>
<td>Competitive Integrated Employment</td>
<td>32</td>
<td>45.07%</td>
</tr>
<tr>
<td>Enrolled in Other Postsecondary Education or Training</td>
<td>4</td>
<td>5.63%</td>
</tr>
<tr>
<td>Other Employment - Part-Time, Self and Supported Employment</td>
<td>3</td>
<td>4.23%</td>
</tr>
<tr>
<td>Other Employment - Sheltered Work or Day Habilitation</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### School Year 2020-21

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Count</th>
<th>Per%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deceased</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>On Waiting List</td>
<td>2</td>
<td>2.82%</td>
</tr>
<tr>
<td>Unengaged</td>
<td>18</td>
<td>25.35%</td>
</tr>
<tr>
<td>Returned to High School</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Unable to Contact</td>
<td>1</td>
<td>1.41%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>71</td>
<td>NA</td>
</tr>
<tr>
<td>Survey Rate of Return</td>
<td>NA</td>
<td>98.61%</td>
</tr>
</tbody>
</table>

Due Date: July 31, 2021

Timeliness: Yes 👍

Last Submitted By: [Name]

[View Application]
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.

Download Activity Codes  Download Post-School Definitions and Directions
Post-School Outcomes Reporting

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

Reporting Preschool Outcomes
APR Indicator 7
**Preschool Outcomes**

ALL Districts must respond in the Preschool Outcomes Application!

<table>
<thead>
<tr>
<th>Indicator 7</th>
<th>Summary Statements</th>
<th>Positive Social-Emotional skills (Outcome 1)</th>
<th>Acquisition and use of Knowledge and skills (Outcome 2)</th>
<th>Appropriate use of Behaviour to meet needs (Outcome 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No records found</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Due Date: Jul 31, 2021
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)

Georgia reports 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 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
**Data Summary**

- 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 Applications Dashboard
### Dashboard View

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Social-Emotional Skills</td>
<td>Acquisition and use of Knowledge and skills</td>
<td>Appropriate use of Behaviour to meet needs</td>
</tr>
<tr>
<td>Enter # of Children</td>
<td>% of Children</td>
<td>Enter # of Children</td>
</tr>
<tr>
<td>a. Percent of children who did not improve functioning</td>
<td>4</td>
<td>6.45%</td>
</tr>
<tr>
<td>b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>21</td>
<td>33.87%</td>
</tr>
<tr>
<td>c. Percent of children who improved functioning to a level near to same-aged peers but did not reach</td>
<td>12</td>
<td>19.35%</td>
</tr>
<tr>
<td>d. Percent of children who improved functioning to reach a level compared to same-aged peers</td>
<td>9</td>
<td>14.52%</td>
</tr>
<tr>
<td>e. Percent of children who maintained functioning to a level compared to same-aged peers</td>
<td>16</td>
<td>25.81%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### 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

\[
\frac{(c+d)}{(a+b+c+d)} = 45.65\% 
\]

2. Percent of children who were functioning with age expectations in [outcome], by the time they exited

\[
\frac{(d+e)}{(a+b+c+d+e)} = 40.32\% 
\]

These summary statements automatically calculate.
Timelines: Child Find and Early Childhood Transition

Indicators 11 and 12 of the APR
## Timelines

### School Year 2020-21

**Status:** Available for Follow Up Student Data Collection

### Indicator 11

<table>
<thead>
<tr>
<th>Initial Evaluation (All Students)</th>
<th>SPP/APR INDICATOR 11</th>
<th>SPP/APR INDICATOR 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of completed referrals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Completed on time</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>% Completed late</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Indicator 12

<table>
<thead>
<tr>
<th>Babies Can't Wait (BCW)</th>
<th>SPP/APR INDICATOR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # Transition referrals w/consents from BCW</td>
<td></td>
</tr>
<tr>
<td>% Eligible with IEP in place by age 3</td>
<td>100</td>
</tr>
<tr>
<td>% Completed late</td>
<td>0</td>
</tr>
</tbody>
</table>

**Due Date:** Sep 30, 2021

**Timeliness:** Yes 🎉

**View Application**
Indicators 11 & 12 (of the SPP/APR)

Indicator 11:
• Percent of children evaluated within 60 days or state timeframe

Indicator 12:
• % of children found Part B eligible with IEP implemented by the 3rd birthday
  o Indicator 12 reports children referred from Babies Can’t Wait
  o These children are also reported in Indicator 11 and the Initial evaluation for these children should be completed within the normal 60-day timeframe.
  o Additionally, the initial IEP meeting for these children should be held by the 3rd birthdate.
Child Find Obligation

LEAs have Child Find responsibility for all children 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. NOTE: Each LEA should have procedures for working with the local sheriff’s office or other municipalities which may have students who are incarcerated. These procedures should describe Child Find activities used to find these students.; and

• any other children **suspected of having disabilities**, even when those children may be progressing from grade to grade.
Timelines Reporting

For more information on reporting Timelines in the SE Dashboard Timelines Application see the recorded webinar and the accompanying handouts from 8/26/2021 on the Special Education Services and Supports Data Presentations, Recordings, and Documents webpage

Handout from the 8/26/2021 FY21Timelines Reporting Webinar
District Determinations
## Determinations

**School Year 2020-21**

**Status:** Available for Data Viewing

<table>
<thead>
<tr>
<th>Compliance Matrix Percentage and Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compliance Overall Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Points Available</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

[View Application]
## Compliance Determination Matrix

**District Determinations**

Click Letter link or Rubric link for printable pdfs

### Compliance Matrix

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Performance Score</th>
</tr>
</thead>
</table>
| Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups  
*District has compliant policies, procedures and practices related to Indicator 4B.  
Performance Levels (Yes = 2 Points) (No = 0 Point) | Yes | 2 |
| Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services  
*District has compliant policies, procedures and practices related to Indicator 9.  
Performance Levels (Yes = 2 Points) (No = 0 Point) | Yes | 2 |
| Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories  
*District has compliant policies, procedures and practices related to Indicator 10.  
Performance Levels (Yes = 2 Points) (No = 0 Point) | Yes | 2 |
| General Supervision (Timely Correction)  
*District timely corrects all identified noncompliance no later than one year from notification.  
Performance Levels (Yes = 2 Points) (No = 0 Point) | Yes | 2 |
<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Target</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 4b</td>
<td>Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*</td>
<td>Yes = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
<tr>
<td>Indicator 9</td>
<td>Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services*</td>
<td>Yes = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
<tr>
<td>Indicator 10</td>
<td>Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories*</td>
<td>Yes = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
<tr>
<td>General Supervision</td>
<td>District timely corrects all identified noncompliance no later than one year from notification.</td>
<td>Yes = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Effort</td>
<td>District meets MOE for the FY20</td>
<td>Yes = 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
<tr>
<td>Indicator 11</td>
<td>Initial Evaluations (Child Find) competed within 60 days</td>
<td>100%</td>
<td>≥95% = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%-94% = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 75% = 0</td>
</tr>
<tr>
<td>Indicator 12</td>
<td>Part C to Part B Transitions (Early Childhood Transitions)</td>
<td>100%</td>
<td>≥95% = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%-94% = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 75% = 0</td>
</tr>
<tr>
<td>Indicator 13</td>
<td>Measurable Post-secondary Goals for Transition</td>
<td>100%</td>
<td>≥95% = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%-94% = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 75% = 0</td>
</tr>
<tr>
<td>Timely and Accurate Data</td>
<td>Timely and accurate submission of 10 data and budget required reports/data</td>
<td>100%</td>
<td>≥95% = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%-94% = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 75% = 0</td>
</tr>
</tbody>
</table>
Disproportionate Representation Indicators 9 & 10 of the SPP/APR

In Georgia Disproportionate Representation is measured using the aged 5 in K and all students aged 6-21.

Indicator 9
All Disabilities

Indicator 10
• Autism
• Emotional Behavior Disorder
• Intellectual Disability (MID, MOID, SID, PID)
• Other Health Impaired
• Specific Learning Disability
• Speech/Language Impaired
Compliant Practices

“District has compliant policies, procedures and practices related to Indicator 9”

“District has compliant policies, procedures and practices related to Indicator 10”
## Determination Example

<table>
<thead>
<tr>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Disabilities</td>
<td>Black</td>
<td>122</td>
<td>734</td>
<td>1.4478</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Hispanic</td>
<td>21</td>
<td>178</td>
<td>0.9582</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Multi-Racial</td>
<td>16</td>
<td>94</td>
<td>1.4031</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>White</td>
<td>167</td>
<td>1790</td>
<td>0.7741</td>
</tr>
<tr>
<td>Autism</td>
<td>Black</td>
<td>4</td>
<td>734</td>
<td>0.4646</td>
</tr>
<tr>
<td>Autism</td>
<td>Hispanic</td>
<td>4</td>
<td>178</td>
<td>1.8114</td>
</tr>
<tr>
<td>Autism</td>
<td>Multi-Racial</td>
<td>2</td>
<td>94</td>
<td>1.8094</td>
</tr>
<tr>
<td>Autism</td>
<td>White</td>
<td>17</td>
<td>1790</td>
<td>0.8541</td>
</tr>
<tr>
<td><strong>Emotional and Behavioral Disorders</strong></td>
<td>Black</td>
<td>19</td>
<td>734</td>
<td><strong>4.8062</strong></td>
</tr>
<tr>
<td><strong>Emotional and Behavioral Disorders</strong></td>
<td>Hispanic</td>
<td>2</td>
<td>178</td>
<td>1.5309</td>
</tr>
<tr>
<td><strong>Emotional and Behavioral Disorders</strong></td>
<td>Multi-Racial</td>
<td>1</td>
<td>94</td>
<td>1.6166</td>
</tr>
</tbody>
</table>

### Compliance Matrix

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 4B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Supervision(Timely Correction)</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>*District timely corrects all identified noncompliance no later than one year from notification. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of Effort (MOE)</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>*District meets MOE for the FY14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 11: Initial evaluations (Child Find) completed within 60 days</td>
<td>95.65%</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 12: Part C to Part B Transitions (Early Childhood Transitions)</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 13: Measurable Postsecondary Goals for Transition</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SE Applications: Annual Performance Report
Data Visualization/Analytics
Annual Performance Report
Available in SE Applications and Publicly at
Special Education Annual Reports and Data Analytics (gadoe.org)

Special Education Annual Reports and Data Analytics

Data Sources, Rules and Definitions

Under the Individuals with Disabilities Education Act (IDEA 2004), each state is required to develop a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of IDEA 2004. The State must establish measurable targets for the performance of Students with Disabilities (SWD) on 17 performance indicators defined by the Office of Special Education and Rehabilitative Services (OSERS). Georgia’s SPP and Annual Performance Report evaluate the performance of each indicator.

2020 Annual Performance Report Definitions

View Special Education Annual Reports Here

In addition to the APR reports, the Division of Special Education Supports and Services also provides a Data Analytics tool for all LEAs. The Data Analytics tool provides the opportunity to examine LEA trend data on SPP/APR indicators, such as Least Restrict Environment (LRE), and other indicators, such as those measured through the collection of data. The tool can also examine positive data trends to examine promising interventions and strategies producing positive outcomes for students with disabilities.

View Data Analytics Here
### 2019-2020 Annual Performance Summary

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
<th>LEA Target</th>
<th>LEA Rate</th>
<th>Met LEA Target</th>
<th>Met State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Graduation Rate</strong></td>
<td>Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.</td>
<td>77.52%</td>
<td>74.39%</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td><strong>2. Dropout Rate</strong></td>
<td>Percent of youth with IEPs dropping out of high school.</td>
<td>5.60%</td>
<td>1.24%</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

### 3B Participation Rate RELA

- Regular Assessment (RELA) with accommodations
- Regular Assessment (RELA) without accommodations
- Percentage of students with disabilities who participated in statewide
- Regular Assessment (RELA)
- Percentage of students with disabilities who participated in statewide

**LEA Rate**

- Not Applicable (COVID-19)
- Not Applicable (COVID-19)
Data Visualization
Available in the SE Applications Portal

Outcome 1
Percent of preschool children aged 3 through 5 with IEP’s who demonstrate improved: Positive social-emotional skills (including social relationships)
Data Visualization

Available Publicly at Special Education Annual Reports and Data Analytics (gadoe.org)

Special Education Annual Reports and Data Analytics

Data Sources, Rules and Definitions

Under the Individuals with Disabilities Education Act (IDEA 2004), each state is required to develop a State Performance Plan (SPP) that evaluates the State’s efforts to implement the requirements and purposes of IDEA 2004. The State must establish measurable targets for the performance of Students with Disabilities (SWD) on 17 performance indicators defined by the Office of Special Education Programs. Georgia’s SPP and annual performance report track each indicator.

2020 Annual Performance Report Definitions

View Special Education Annual Reports Here

In addition to the APR reports, the Division of Special Education Supports and Services also provides a Data Analytics tool for all LEAs. The Data Analytics tool provides the opportunity to examine LEA trend data on SPP/APR indicators, such as Least Restrictive Environment (LRE), and other areas such as the identification and inclusion of students with disabilities. LEA staff can use the tool to monitor positive data trends to examine promising interventions and strategies producing positive outcomes for students with disabilities.

View Data Analytics Here

Contact Information

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Special Education Services and Supports
Part B Data Manager
Cell Phone: 678-340-5738
Email: dkemp@doe.k12.ga.us
Data & GO-IEP Unit
Contact Information

Linda Castellanos
Program Manager
Cell: 404-719-8045
lcastellanos@doe.k12.ga.us

NORTH
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THANK YOU!