

Dawn Kemp: Wina Lowe is our director. Wina, would you like to introduce yourself?

Wina Low: Sure, I'm Wina Low, and I'm the interim director. Glad to be here.

Dawn Kemp: I also noticed Linda Castellanos, the manager of our Data and GO-IEP unit. We missed you Linda because you were muted.

Linda Castellanos: Alright, well I'll just say it again and then mute myself. Thank you, Dawn. It's good to see everybody here. Thank you for joining us today for this, and feel free to ask questions as we go through here or contact us later if you have any questions.

Dawn Kemp: Phoebe, would you like to introduce yourself?

Phoebe Atkins: Sure, I'm Phoebe Atkins. I'm a program specialist at the Georgia Department of Education with the GO IEP and Data Unit. I'm going to be assisting today in part of the presentation.

Dawn Kemp: I believe we have Emily Dishman.

Emily Dishman: Good afternoon, everybody, glad to be here. I'll be monitoring the chat and helping today. Nice to see everybody.

Dawn Kemp: Thank you so much and if I missed anyone, just show your camera, open your microphone, and speak. I am the Part B Data Manager and a program specialist on the GO-IEP and data unit. The purpose [of the meeting] today is to do a brief overview of all the Special Education Applications. Obviously, there are several applications and each of them could be a more elaborate presentation. There are additional available presentations, more specific presentation, so please view these on our website for additional guidance.

What are our learning targets for today? Basically, today when we finish you should be able to identify the due dates for special education application 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 on the public site on the GADOE website. These are our targets for today's presentation.

The first item is a very quick reminder. The Due Dates Calendar is located at the link at the top of the screen and is publicly available. [The link] will lead you directly to the calendar. It's also available within the Special Ed Applications tab at the calendar link. The items that are in the red font are used to determine your timely and accurate data. [Timely and Accurate Data] are number 20 in your Annual Performance Report. When you download the calendar, you will be able to note which ones are a part of your timely and accurate determination. A number of these dates are due across the summer months at the conclusion of the school year. There are some that are due within the year. It's very helpful to keep an eye on that calendar.

Moving forward, let's look at Special Education Dashboard Applications, and how you enter information in them. Now, if you have been a director for some time, a lot of this is going to be review. Please don't hesitate to provide any questions that you might have in the chat that we can address.

The first area that we will address are the items in the Dashboard that you as a SE director, must enter. These are all noted in green font, and they're also under the header that states these [Applications] are required for you to enter. These would be the indicator 11 and 12 timelines data, preschool outcomes data, post school outcomes data and continuation of services. These are completed as applicable. Almost all LEAs will have timelines, but preschool would be dependent upon if your LEA has preschool students exiting. We will talk further about post school if you serve children who are exiting special education from age 14 and above. Continuation of Services is for students who were suspended out of school for greater than 10 days without the provision of services. The red items on this slide are items that are populated by the Department of Education. They're here for you to view. We'll talk about the differences in the manner that these applications populate. What I mean by that is that some of them, such as your parent survey populate or update within real time. We'll talk about that schedule, so we'll move forward.

The slide that you see is the beauty of what you would see for the landing page for the Special Ed Applications Dashboard. In the portal, you'll see that the applications are listed alphabetically. This is a combination of two screenshots inside the portal, you will see two rows and will scroll down to see each application tile. The application status will alert you to the status of that application in this slide. Please notice that the status of Applications, such as the timelines, is in process, which means it's available. If your LEA is not participating in activities such as cross functional monitoring, or continuation of services your tile will indicate not available or not applicable for you, so you will look at each tile to show the relative status of that particular application.

For applications that require your data entry, this arrow shows the due date within the tile and it is always located at the bottom left hand corner of the tile. This informs you when that application will close for data entry and the application should be submitted by that date. Once the application has been submitted, the tile will show submitted by and submitted on to indicate who submitted the application and the date of that submission. You see that indicated with the arrow.

The school year for the data is also displayed on the tile. After opening the application, you could select a prior year if you wanted to revisit a year of data. You could do that and do some comparison.

Let's talk for a moment about continuation of services, which is an application on the dashboard that not every LEA will have to or need to participate. In the continuation of services, what we capture is data for students who were suspended or expelled more than 10 days without the provision of services. This is very key to understand. If a student is suspended more than 10 days, on the 11th day they must begin to receive services. It does not matter if it is a manifestation of their disability or not. They must begin to receive services on the 11th day forward. If your district reported out of school suspension of greater than 10 days and services were not provided, follow up data will be required through this application.

A logical question might be, well, how in the world do we know that a student was in fact out of school, suspended more than the 10 days without services? We know because all information is extracted from your student record. It's a cumulative collection and it is signed off by your Superintendent on June the 15th. Very important, and I will probably say this again, once your Superintendent has signed off on the data, there can be no changes. One of the reports that it's very key for you to look at and examine carefully before sign-off is DIS 090. DIS090 indicates any out of school suspension and the number of days you'll also notice. This is a screenshot, and of course it is small. You'll notice that in the far-left column there's a school name that you would be able to access. There's a GTID for the student. The student's name will be provided. You'll notice in the fourth column over there's a Y or an N that indicates if services were provided. In all student information systems, there is an area to mark Y or N for every single out of school suspension.

Your column beside the out of school suspension indicates the number of days and you can tally up how many suspensions the student has and the student's primary area. The reports are downloadable, which means you can download them to excel, filter, search, and examine them.

You'll notice that this LEA did not have to report. You'll notice that it indicates not applicable for this LEA. Be sure you note that. If you see that, it means that your system did not turn in any students that were greater than 10 days without continuation of services. If in fact you do have to enter data, you would enter through the view application button that's located on the right-hand corner of the tile. It opens for collection around July 31st annually yet may vary slightly based on a weekend day. You'll also notice there's a guidance document that is loaded in the tile and you should download that. You should examine it because there are specific and updated directions each year relative to the continuation of services. To meet the requirement for timely and accurate reporting you must submit your data by August 31st. If you must submit data for continuation of services, read the guidance very thoroughly. I will tell you that if you did not have to participate this year there, there has been a change. Any student that you are required to provide updated information regarding must have supporting uploaded documentation. It's not as simple as checking a box. For example, you have to indicate that you did provide the services and then provide documentation of it, or you offered it and the parent refused. I just encourage you to do your due diligence. If your error is based on student record data collection errors in discipline, there's nothing that can be changed on that because your Superintendent has already signed off.

You need to review data reports before the superintendent signs off. They will let you know if you have students with more than 10 days and that there may be a data error. For example, duplicated records may be the result of someone entering an out of school suspension more than once. I would encourage you to examine a webinar regarding SR that was conducted on February the 6th of 2021. There's a lot more detail about these reports, I would certainly recommend that you visit that.

We're will talk very briefly about cross functional monitoring. Obviously, if you participate, if it's your turn to participate in cross functional monitoring, you will get much, much more information from the Results Driven Accountability Unit. Key points- each year approximately 25% of all LEAs participate in the cross functional monitoring process. The cross functional monitoring application tile provides you with a location for uploads and for feedback from RDA. They will definitely give you additional information and guidance. This is a screenshot of the cross functional monitoring tile. If you are not in the process, it will

show as not applicable. If you are in the process, it will provide you with an opportunity to see what your overall status is such as compliance level. This is just a screenshot of the inside of the application. Of course, all identifiable data is redacted. You have your guidance document that is in the right-hand corner. The bottom of the screen shows an example of the file review elements that are completed relative to the cross functional monitoring.

Disproportionality is our next application. I want to really caution you that disproportionality is a topic that is very large, and our disproportionality unit has completed numerous presentations regarding disproportionality to give you additional data. I would encourage you to visit these data collection presentations. This is strictly a thumbnail sketch. What you see before you is a table that provides you with the federal regulations on disproportionality and Georgia's implementation of the disproportionality regulations. We mirror the federal government. There's not a tremendous departure in any area whatsoever.

I'm not going to belabor it or get into it, but I want you to understand that there's a distinction between significant disproportionality and disproportionate representation, which is indicators 9 and 10. I have made a small note at the bottom again about the distinction. Disproportionate representation is only for two years instead of three.

Significant disproportionality encompasses ages 3 through 21, but disproportionate representation is aged 5 in kindergarten and age 6 through 21, so there is a distinction.

When you look at significant disproportionality you have a requirement of CCEIS when you have a risk ratio of three or greater for three years in the areas of identification, placement, or discipline.

Disproportionate Representation is your risk ratio for two years and it is a more narrow age group. Significant discrepancy is a rate ratio, and that's a rate ratio of two as opposed to three, and it's for two consecutive years.

The application is populated for you, so you will be you won't be providing data, but you will be receiving data and the data layouts. This is a snapshot inside the tile, and this shows you the tabs that are available within the disproportionality tile. I strongly encourage you to review this every year and to keep an eye on it because the trend data can really help you. At the bottom of the screen is the legend for the tile or the tab. Legends can vary depending upon which of the tabs you are examining. That's a very good and key point to keep in mind. The red line means that there are consequences imposed. You have either reached the two year or three year threshold. The yellow means that you are receiving a warning because you are within the risk range and have been one or two years depending on which one of the indicators it is. Blue always means you don't have enough students for the minimum cell or N size.

Don't look at just one tab and think they are all the same. It varies depending on which of the items you're viewing. For example, disproportionate representation is for only two years, whereas significant disproportionality is for three.

I'm moving forward now and Phoebe will begin talking the parent survey.

Phoebe Atkins- Before I start the parent survey, I want to give everybody an opportunity to ask

questions if you need to. We've been monitoring the chat box as we go along, and I don't necessarily see any questions. Does anybody have something about any of the applications that Dawn has talked about already that you just want to know or that you didn't understand as she was going through?

If you do, I'm going to give you just a minute to put a question in the chat box for us.

OK it seems like everybody is pretty quiet, so far so good. Then I'm going to go ahead and talk about parent survey. FY22 is the fifth year of an online survey. It's available to all families of children with disabilities, and the survey is going to consist of 10 questions, plus demographic data questions. It's going to use a six-point Likert scale and LEAs are going to receive an overall percentage measuring parental involvement. The power of this data is the availability of it being in real time. So, it's going to be real time school level data as those results are coming in. Data can be viewed in the special education dashboard and is going to be available to special education directors daily January through May. The survey is going to close May 30th.

Inside the application, when the survey opens, the survey count updates hourly. District responses can also be downloaded, so you notice up in the corner there are three blue links that allow you to download data. Keep in mind if you download it on one day is probably going to be different the next day. It does allow you to download, and you can analyze it in a little bit more detail. The survey is going to include demographic data, which is redacted from the download data to avoid personally identifiable information or PII. The school level data, which is updated nightly shows participation by school and the response by the parent for each question from strongly agree through strongly disagree, then from this you can again get real time data to answer your questions that you might have about your parent survey information. So, for instance, what schools have or had high participation? Why? What schools had or have parents who report that schools encourage their involvement? Where is work needed? You can analyze your results by your schools and by your district to get an idea of some of this information to help with district improvement. You can also analyze those question by question. You can see it overall as well as question by question.

LEAs receive an overall percentage, measuring parental involvement, and this is compared to the target for indicator eight data. As an example, in FY18 Georgia's Target was a 69% overall percentage. If the LEA was at or above 69%, LEAs met the target. The parental involvement data is measured by calculating the mean for each parent based on responses to the 10 survey questions. Parents whose responses yield a mean of four are included in that numerator and all parents responding are included in the denominator. In FY20, there was a change that allowed scores with a mean of four be included in the numerator. That's kind of important that the change occurred, and it continues forward.

The calculation is demonstrated on this slide. In this example, the points for the 10 questions added up to 51. There was a mean average of 5.1, and since that is greater or equal to four, it will be included when calculating the parent survey satisfaction percentage. In addition to the overall LEA percentage, LEAs receive responses by disability area and by race or ethnicity. Responses by grade bands and an item ranking with highest to lowest is included. The real benefit for this is your school level data. You can really get into that school level data and try to really work on your parent involvement in those schools.

The next application that I want to talk about is post school outcomes. This is another one of those tiles on the SE applications dashboard. The definition for each outcome is included in the document that can be downloaded from within the application on the portal. This indicator is going to include percent of youth with IEPs no longer in school within one year of leaving school who were enrolled in higher education involved in competitive integrated employment and enrolled in some or and or enrolled in

some other post-secondary education training program or other employment, and it is measured through the post school survey. The data for this indicator is entered into the dashboard and it is due every year by July 31st. The list of prior years' exiters will show in the Application and could include graduates who received a regular diploma. Graduates who received a special education diploma or dropouts. Your responsibility is to contact each exiter to determine each student's post school activity according to those specified categories, and the categories include 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, a waiting list, unengaged, deceased or unable to contact. You can use the data to evaluate your transition planning process for your district.

Listed on this slide are some pointers about contacting students and the process. The list of exiters from the prior year is available in February. You're going to begin collecting information about the students. You can use contact like email, phone calls, social media such as Facebook. Any of those are our options for you. However, you can reach out to those particular students. Do plan to check the GTID status, however, to see if the student has been claimed by any LEA this year. You would be surprised at how often that may happen. It's more frequent than you would think. Over 500 students return to school who exited in the previous year. So do check that because sometimes another school may have actually claimed that GTID and the student may not necessarily be exited. They may be back in another school district. When you contact the student, you're going to be looking for their status or what they're doing one year after exiting.

This is a view of the post school outcomes tile and on the right of the front facing application, the number of respondents. The students the LEA was unable to contact on a waiting list and unengaged are provided on the left. The number of students in each outcome and percentages are provided. By clicking the view application on the tile, the user can access the data entry portion of the application which generates the data on the front tile. When you click into the view application, it shows you the more specific data that is displayed on the front of the tile. The link for the guidance document is below the chart and graph. This guidance discusses both the activity codes used as well as the definitions for the activity codes and the directions for reporting. Please download those documents to understand the directions for completing the survey and the definitions for each exit code. This guide should be shared with all staff who are responsible for completing that survey. You want to make sure that you are reporting the correct data, and everybody is understanding those codes the same way. The guidance document is critical in that process.

Data in the SE post School outcomes application will be displayed by the last school attended. When you click on the school's name to access the students, you can also download and upload post school outcomes rather than entering each student in the application. However, Please remember to submit even though you might be uploading the file.

The next Application is preschool exiting and reports preschool outcomes for Indicator 7. All districts, even those without pre-k students, must respond to the preschool application. Every year we are required to report preschool outcomes for Indicator 7 of the SPP/APR. We report the percent of preschool children aged three to five with IEPs, who demonstrated improved positive social emotional skills that includes social relationships, acquisition of the use and use of knowledge and skills, including early language communication and early literacy, and the use of appropriate behaviors to

meet their needs. All three of those things we must report on for those preschoolers. For each area that we report we're looking for two conditions: 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, and that's important it's underlined for a reason. If they exit the program before they turn 6, you report them. If they don't exit until they turn 6, you report them. The second thing that they're looking for is the percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program. So we're looking at two different things. First, how many students showed growth through the preschool program, and second how many had reached age expectations when they exited the preschool program? Districts collect student level data. There is a preschool exit data template which is in the tool templates and documents that you can use to help collect data. The summary of the data is reported to the Georgia Department of Education in the preschool application in the dashboard. Districts must maintain the student level data. Georgia reports the summary data to the U.S. Department of Education, Office of Special Education Programs or OSEP. Keep your student level data. You're reporting the summary data to the Georgia Department of Education and Georgia reports that summary data to OSEP.

To determine the data to report in the application using the provided Excel template reference on the last slide, you're going to click on the summary data tab. The data automatically populates the summary data page from the data you add on the data entry page. The totals for each outcome show the data to enter in the preschool outcomes application in the special education dashboard, and the data is due on July 31st. The template can truly help you to be able to collect that data, because as you enter your individual student information it will populate automatically onto that summary tab and allow you to be able to see exactly what you need to enter in the application. Once the summary data is entered into the dashboard, the two summary statements reported to OSEP for each area are automatically calculated for each of those three areas.

The next one that I want to talk about that you're going to find on that dashboard is timelines. Timelines is looking at child find and early childhood transition for indicators 11 and 12. The timelines application is also located on the special education applications landing page and all districts, even those without any initial referrals or Babies Can't Wait referrals must enter the application and respond. You select or click the view applications button once the application has been submitted. A summary of the data can be viewed on the landing page. By selecting view application, users can access the data entry portion of the application which is generating the information and the data on the front tile. As a quick review, this data is reported to fulfill our responsibility to collect and report data for indicators 11 and 12 of the SPP/APR. Indicator 11 is the percent of children evaluated within 60 days or the state time frame and indicator 12 is the percent of children found Part B eligible with IEP implemented by the 3rd birthday. Indicator 12 is reporting children referred from Babies Can't Wait and these children are also reported in indicator 11. The initial evaluation for children in Indicator 12 should be completed within the normal 60-day time frame. In addition, the initial IEP meeting for these children should be held by the 3rd birthday.

LEAs have a child find responsibility for all children that are within their jurisdiction that are suspected of having a disability, regardless of the severity of their disabilities. That obligation does include preschool children ages 3 through 5 who may not be enrolled in a Georgia funded pre-kindergarten, including those children who are parentally placed in private preschools or daycare center, enrolled in a public

school within the LEA (including public charter schools) and children who are incarcerated in facilities operated by the local Sheriff's Office or other municipalities. As a note, each LEA should have procedures for working with the local sheriff's office or other municipalities which may have students who are incarcerated. Those procedures should be described and should describe your Child Find activities used for those students. Each LEA also has a responsibility to include other children suspected of having a disability even when those children may be progressing from grade to grade.

Back in August 8/26/2021 we held a webinar that outlined how to report the timelines in the SE Dashboard. The recording of that webinar is available for you to view on the Data Presentations, Recordings, and Documents webpage. The webinar reviewed the requirements as well as using the timelines application in the portal. You can access the web page by going to the Georgia Department of Education website, locating the special Education Services and supports page, and then the Budgets Grants Data Collections and reporting group along the side of the page. You'll see the link to the Data Presentations, Recordings, and Documents webpage included on this slide the link to the recording.

And now I'm going to turn it back over to Dawn for her to talk about the district determinations.

Dawn Kemp- Thank you so much Phoebe.

Your district determinations tile is shown on this screen and to view your determination, you can click the view application button. This will allow you to view the information that is used in the determination. You will notice inside the tile there's a compliance determination matrix. You'll be able to click and print your letter for your determination. You can also click the rubric that gives you the scoring for your determination, and that's very important. Those notifications of your determination are sent to your Superintendent each year when those are made. Typically, the determinations are made around January for the previous year.

On this slide you will see the measures that are included in your district determination and the points. Some of them are either yes you met the requirement or no you did not. If you did not, you get 0. The others have a scale in which you can earn a sliding number of points. For example, for timelines there is a range from greater than or equal to 95%, giving you two points, 75 to 94% giving you one, and less than 75%, no points.

Your determinations for items such as your disproportionate representation (indicators 9 and 10) or significant discrepancy (indicator 4b) is not merely having the risk ratio that places you at the risk threshold, it's also based upon your reviews. Let's talk for just a minute about that. Your review of indicators 9 and 10 are on the matrix. Indicator 9 is your risk for being identified as a student with a disability for all disability categories, just in general for a disability. Indicator 10 though is the risk for specific disabilities, six that are chosen or targeted by OSEP. One item that I would draw your attention to is that intellectual disabilities is grouped together so it's every level of intellectual disability.

Let's look at disproportionate representation. I see in the slide that I have a mistake, and it should say Age 5 and in kindergarten and six through 21. I apologize for my error.

What is the second tier of that test of whether you get your points or not? The second is based on your review, a review of your policies, procedures, and practices

As a result, you might be at the risk ratio. But, if your policies, practices, and procedures were found to be compliant, you will not lose your determination points. Let's look at an example of this. The system in the top of the slide obviously has a significant issue on indicator 10. They're at a risk ratio of 4.8. If you look at their compliance matrix, they were given all their points for 10 because their policies, practices, and procedures were in alignment. That is key to keep in mind- the second part.

Let's visit briefly one of the more exciting new parts to the Special Ed Applications, and that is your data visualization and analytics. Your annual performance report has been within the portal and publicly available many years. The analytics capability is new, and it's also publicly reported, but within the portal you have additional analysis capabilities.

If you are visiting the public reports, this is a screenshot of where the public reports are located.

The data visualization capability was discussed in a webinar on September 21, 2021. I would encourage you to view the webinar. This Friday's email blast will share information regarding the public side of data visualization and some updated capabilities. If you have not visited the data analytics recently, I would strongly encourage you to do so. There are map capabilities to get a quick view of the state and how LEAs are doing on different indicators. There's a GLRS search capability allowing you to see how you were doing in relation to other systems within your GRS. There's a lot of useful information. If you have portal access you will see a lot more because we can't show personally identifiable information publicly.

If you have additional questions or need to follow up, this is a contact information slide, and we want to assist you. If you are a GO-IEP system, I'm sure you know the fine people that are featured on this slide, and if you're not a GO-IEP system, you can contact either myself or Linda Castellanos with questions.

If one of us doesn't know the answer, we will find the answer. We will work through our network to locate the answer.

I want to say to you. Thank you very sincerely for taking your time to participate today. If you have additional questions and concerns, we will remain on for a couple of minutes,

If you have any questions, please go ahead and type them in the chat box.

Thank you