Special Education Data: The Big Picture

SEELDA
June 2017
Federal Programs Conference
Carol Seay, Part B Data Manager
GA DOE
Learning Targets

1. I know where to access the Due Dates Calendar and guidance documents for required data reporting.

2. I can access and explain my district’s Annual Performance (APR) Summary Report.

3. I can explain my District Determination and Disproportionality Determination.

4. I can explain where to find information on the DOE Website and in the DOE portal.

5. I know who to call with data collection and reporting questions.
Vocabulary

- SSIP
- SPP/APR
- Dispro
- SD
- FTE
- SR
- SWD
- CWD
- CEIS
- OSS
- ISS
- LRE
- LEA
- SEA
- OSEP
- GCASE
- Indicator 1, 2, 3...
Vocabulary

• Student Success
  Imagine the Possibilities (State Systemic Improvement Plan)
• State Performance Plan/Annual Performance Report
• Disproportionality
• Significant Disproportionality

• Full Time Equivalent
• Student Record
• Students with Disabilities
• Children with Disabilities
• Coordinated Early Intervening Services
• Out of School Suspension
Vocabulary

• In-school Suspension
• Least Restrictive Environment
• Local Education Agency
• State Education Agency
• Office of Special Education Programs
• Georgia Council of Administrators of Special Education
• Indicators of the SPP/APR
Begin with the End in Mind

• Annual Performance Report
• District Determination
• Disproportionality Determination
State Performance Plan/Annual Performance Report (SPP/APR)

IDEA requires each state to develop a State Performance Plan that evaluates the state’s efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation. Each year states are required to submit an Annual Performance Report.

Budgets, Grants, Data Collection and Reporting

- Budget, Grants, and Consolidated Application
- Data Collections Conference
- Federal Data Reports
- Guidance for District Submissions to the GaDOE
  - Child Find and Early Childhood Transition Timeline Summary Reporting Guidance
  - Continuation of Services Reporting Documentation
  - Coordinated Early Intervening Services, Reporting Guidance
  - Postsecondary Outcomes Survey for 2015-2016 Exiters Guidance
  - Preschool Outcomes Guidance
  - Transition Planning Survey Reporting and Document Upload Guidance
- Special Education Annual Reports (Data Sources, Rules, and Definitions)
  - Calculation Method
- Special Education Due Dates FY17
- State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations
APR Indicators

Reported for the state and each LEA:

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

This is a public document
District APR

Select your district

Make sure you toggle to the correct year
## Annual Performance Report Summary

### 2015-16 Special Education Annual Report

<table>
<thead>
<tr>
<th>Indicator Number</th>
<th>Indicator</th>
<th>Indicator Description</th>
<th>2015-16 State Target</th>
<th>District Rate</th>
<th>Net Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduation Rate</td>
<td>Percent of youth with IEPs graduating from high school with a regular diploma.</td>
<td>54.0%</td>
<td>77.6%</td>
<td>Y</td>
</tr>
<tr>
<td>2</td>
<td>Drop out Rate</td>
<td>Percent of youth with IEPs dropping out of high school.</td>
<td>5.8%</td>
<td>1.6%</td>
<td>Y</td>
</tr>
<tr>
<td>3</td>
<td>Participation Rate RELA</td>
<td>B. Percentage of students with disabilities who participated in statewide RELA Assessment</td>
<td>98.45%</td>
<td>99.8%</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Regular Assessment (RELA)</td>
<td>91.3%</td>
<td>83.1%</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular Assessment (RELA) with accommodations</td>
<td>83.2%</td>
<td>8.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular Assessment (RELA) without accommodations</td>
<td>83.5%</td>
<td>8.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Alternate Assessment (RELA)</td>
<td>97.75%</td>
<td>98.6%</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Regular Assessment (MATH)</td>
<td>91.7%</td>
<td>83.7%</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular Assessment (MATH) with accommodations</td>
<td>83.7%</td>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular Assessment (MATH) without accommodations</td>
<td>83.7%</td>
<td>8.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Alternate Assessment (MATH)</td>
<td>8.0%</td>
<td>8.0%</td>
<td></td>
</tr>
</tbody>
</table>

#### Proficiency Rate by assessment type

https://use.gpoa.ga.gov/analytic/saw-dih/dashboard

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>2015-16 State Target</th>
<th>District Rate</th>
<th>Net Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Percentage of students with disabilities in grades three through eight who demonstrated proficiency in reading</td>
<td>16.87%</td>
<td>11.8%</td>
<td>N</td>
</tr>
<tr>
<td>C</td>
<td>Percentage of students with disabilities in high school who demonstrated proficiency in ELA</td>
<td>12.30%</td>
<td>14.7%</td>
<td>Y</td>
</tr>
</tbody>
</table>
**SPP/APR Data Source**

<table>
<thead>
<tr>
<th>Special Education Dashboard Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # 7 – Preschool Outcomes</td>
</tr>
<tr>
<td>• # 11 – Child Find</td>
</tr>
<tr>
<td>• # 12 Early childhood Transition</td>
</tr>
<tr>
<td>• # 13 Secondary Transition Planning</td>
</tr>
<tr>
<td>• # 14 Post-secondary Outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Record is the Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # 1 Graduation</td>
</tr>
<tr>
<td>• # 2 Dropout</td>
</tr>
<tr>
<td>• # 4 Discipline Discrepancy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTE is the Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # 5 LRE (6-21)</td>
</tr>
<tr>
<td>• # 6 LRE Early Childhood</td>
</tr>
<tr>
<td>• # 9 Disproportionate Representation</td>
</tr>
<tr>
<td>• # 10 Disproportionate Representation by race/ethnicity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data is Reported After “Activity” Occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• # 3 Assessment Participation and Proficiency</td>
</tr>
<tr>
<td>• # 8 Parent Survey</td>
</tr>
<tr>
<td>• Data now viewable in the dashboard</td>
</tr>
</tbody>
</table>

Indicator #20: **Timely and accurate submission of 10 reports**

7/17/2017
Guidance for Submitting Data
These documents provide guidance for Special Education Dashboard Application Data submissions.

**Budgets, Grants, Data Collection and Reporting**

- Budget, Grants, and Consolidated Application
- Data Collections Conference
- Federal Data Reports
- Guidance for District Submissions to the GaDOE
  - Child Find and Early Childhood Transition Timeline Summary Reporting Guidance
  - Continuation of Services Reporting Documentation
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  - Special Education Annual Reports (Data Sources, Rules, and Definitions) Calculation Method
  - Special Education Due Dates FY17
  - State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

**Continuous Improvement**
CPI, FTE and Student Record Documents

Technology Services
- Data Collections
- Georgia Virtual Learning
- Georgia’s Path to Personalized Learning
- Infrastructure
- Instructional Technology
- PCGenesis

School Improvement
- Federal Programs
- Professional Learning
- School and District Effectiveness
- Teacher and Leader Effectiveness

Assessment & Accountability
- Accountability
- Assessment
- College and Career Ready Performance Index (CCRPI)
CPI, FTE and Student Record Documents

Data Collections and Reporting

Data Collection Documentation
- Certified/Classified Personnel Information (CPI)
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE) / FTE Data Survey
- Georgia Unique Identifier for Education (GUIDE)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- Presentations, Webinars, and Miscellaneous Documentation
- FY2017 Summary of Transmission Dates (Updated 9/2/2016)
Accessing the Portal: Data Collections and Dashboard

You must have a Portal Account and be provisioned for the SE Dashboard to view and enter data in the Dashboard.

Please Log In

Username: cseay@doe.k12.ga.us
Password: ***************
I forgot my passphrase!

Login

Or sign up for an account

Helpful links
- MyGaDOE Online Guide
- GaDOE Public Website
- Information Systems
- AYP & NCLB
- Georgia Standards
- Data Collections
- Financial Reports
- Report Card

This website requires Cookies be enabled in your browser.
Access the Student Record, FTE and CPI data here

Access the applications in the Special Education Dashboard here
<table>
<thead>
<tr>
<th>Application Name</th>
<th>Application Status</th>
<th>Start Date</th>
<th>Close Date</th>
<th>Submitted By</th>
<th>Submitted On</th>
<th>ReOpen</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE Timelines</td>
<td>In Process</td>
<td>11/18/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Pre School</td>
<td>Submitted</td>
<td>11/19/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td>6/20/2016 3:04:23 PM</td>
<td></td>
</tr>
<tr>
<td>Post Secondary</td>
<td>Available for Data Collection</td>
<td>2/1/2016 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Continuation of Services</td>
<td>Not Yet Available</td>
<td>11/19/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE PS Transition</td>
<td>Submitted</td>
<td>11/18/2015 12:00:00 AM</td>
<td>7/31/2016 12:00:00 AM</td>
<td>Wina Low</td>
<td>2/4/2016 4:58:56 PM</td>
<td></td>
</tr>
<tr>
<td>SE Disproportionality Determinations</td>
<td>Available for Data Viewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE District Determinations</td>
<td>Available for Data Viewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
District Determination
Determinations

District Determination

A Compliance Determination

- Compliant policies, procedures and practices related to Indicator 4b, Indicator 9, Indicator 10 (of the SPP/APR)
- Timely correction of identified non-compliance
- MOE
- Indicator 11 (of the SPP/APR) – Child Find
- Indicator 12 (of the SPP/APR) – Early Childhood Transitions
- Indicator 13 (of the SPP/APR) – Measureable Post-secondary Goals for Transition
- Indicator 20 (of the SPP/APR) – Timely and Accurate Data
<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. Performance Levels (Yes = 2 Points) (No = 0 Point)</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>Indicator 15: 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. Performance Levels (Yes = 4 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 11: Initial evaluations (Child Find) completed within 60 days</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%) 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>NA</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%) 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>86%</td>
<td>1</td>
</tr>
<tr>
<td>State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 20: Timely and Accurate Data</td>
<td>90%</td>
<td>1</td>
</tr>
<tr>
<td>State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Performance Score (Total Possible Points 20)</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
<tr>
<td><strong>District Determination for FY2016</strong></td>
<td><strong>Meets Requirements</strong></td>
<td><strong>90%</strong></td>
</tr>
</tbody>
</table>

**Legend:**
- Yes: Meets requirements
- No: Does not meet requirements
- NA: Not applicable
District Determination

- Letter is generated from the Portal to the Superintendent and the Special Education Director
- Letter and rubric are available in the dashboard

Determinations are made in early fall based on data from the previous year
What’s first, what’s next?

• July 31, 2017 – Dashboard Data Submissions:
  • Timelines
  • Preschool Exit Data
  • Post – secondary Outcomes Data
  • CEIS Student Data

• August 31, 2017 – Continuation of Services (if applicable)

• October, 2017
  • FTE1 (includes Federal Child Count)
  • CPI report
Disproportionality
Determination
Categories of Analysis

• **Significant Disproportionality:**
  - Identification
    - All SWD
    - SWD in 6 areas of exceptionality
  - Discipline:
    - Events per Student
    - Duration and Type
  - Placement:
    - 40%-79% in general education
    - < 40% in general education
    - Separate settings

• **Disproportionate Representation** (Indicator 9 & 10)
  - All SWD
  - SWD in 6 areas of exceptionality

• **Significant Discrepancy**
  - SWD with > 10 days OSS
  - SWD by racial/ethnic group with > 10 days OSS
## FY16 Disproportionality Determinations

<table>
<thead>
<tr>
<th>Determination Area</th>
<th>Category</th>
<th>Yes</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Disproportionality Identification of SWD</td>
<td>All Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Note – See Below</td>
<td>Specific Disability Categories</td>
<td></td>
<td>Intellectual Disabilities: Black</td>
</tr>
<tr>
<td>Significant Disproportionality Placement of SWD</td>
<td>40 – 79% of the day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Note – See Below</td>
<td>&lt; 40% of the day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“In the general education setting”</td>
<td>Separate Settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant Disproportionality Discipline of SWD</td>
<td>Incidence</td>
<td></td>
<td>Black</td>
</tr>
<tr>
<td>*Note – See Below</td>
<td>Duration and Type</td>
<td></td>
<td>Black</td>
</tr>
<tr>
<td>Disproportionate Representation Overrepresentation of SWD</td>
<td>All Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Performance Plan Indicator 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specific Disability Categories</td>
<td></td>
<td>Intellectual Disabilities: Black</td>
</tr>
<tr>
<td></td>
<td>State Performance Plan Indicator 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant Discrepancy Discrepant Rate of Suspension/Expulsion for SWD {Out-of-School; &gt; 10 Days}</td>
<td>All SWD</td>
<td></td>
<td>Black</td>
</tr>
<tr>
<td></td>
<td>State Performance Plan Indicator 4a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SWD by Race and Ethnicity</td>
<td></td>
<td>Black</td>
</tr>
<tr>
<td></td>
<td>State Performance Plan Indicator 4b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note - Required to use 15% of federal funds to provide Coordinated Early Intervening Services (CEIS) for at-risk students during FY17
Disproportionality Determination

- Discipline discrepancy
- Discipline disproportionality
- Identification disproportionality
- Placement disproportionality
- Disproportionate Representation

Much more on this later
Documents in the Portal
Viewing Documents Posted in the Portal

Click here and select View Documents
Viewing Posted Documents

Double click on special education
Posted Documents

Click on the pdf icon to open the document
Portal Email

If you have a portal account you have portal email
- Always use portal email when correspondence contains PII
- New and improved Portal email application
Portal Email

- Very similar to Outlook
- Very intuitive
Composing a message

Select

Search People

First Name: Julie
Last Name: Moilanen
Email Address: jmolianen@polk.k12.ga.us
Organization: Polk County

Select
Features of Portal Mail

Compose

- Save as Draft
- Send
- Cancel
- Mark as Important

To:
Julie Mollanen (jmollanen@polk.k12.ga.us)

CC:

BCC:

Subject:
Test

Files

Message:
Hello Julie,
This is a test...
What you will learn in SELDA…

- Entering data into the Dashboard
- Student Record
- FTE
- Disproportionality
- Using your Special Education Data to improve outcomes for children
Thought for the Day

“Be strong enough to stand alone. Smart enough to know when you need help and brave enough to ask for it.”
Questions?

Carol Seay
at

cseay@doe.k12.ga.us

404-463-1713
404-217-2410
470-218-3244

(please leave a message if I am unable to answer)