Special Education Applications Dashboard and Determinations

SELDA
August 20, 2019
Classic Center, Athens, GA
Carol Seay, Ed.D., Part B Data Manager
Special Education Services and Supports
Georgia Department of Education

Priorities for 2019-2020

- **STUDENTS FIRST**
    - Specially Designed instruction
    - IEP Services and Supports
    - Self Determination Skills
- **TEACHERS FIRST**
    - Equity
    - Efficacy
    - Excellence
- **LEADERS FIRST**
    - Intentional (Data-driven decision making)
    - Inclusive
- **FAMILIES FIRST**
    - Engaging and Effective Home-School Partnerships

Applications in the Dashboard; Entering Data

- **Timelines, Indicator 11 and 12 of APR**
- **Preschool Outcomes, Indicator 7**
- **Post-secondary Outcomes, Indicator 14**
- **Continuation of Services**
- Disproportionality Determinations (and data)
- District Determinations
- ~~Post-Secondary Transition, Indicator 13~~
- SSIP (if applicable)
- Parent Survey, Indicator 8

Applications in green require Data Entry by the Special Education Director

Accessing the Dashboard

Portal Account
Approved for Dashboard access

SE Applications Dashboard

Dashboard View

Special Education Applications Dashboard

School Year:	2019	∨
District:	██████████	∨

Update Contact Information for District

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

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

Timelines: Child Find and Early Childhood Transition

Indicators 11, 12 of the APR

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.

Child Find…

This includes:

- **preschool children**, ages 3 through 5, who may not be enrolled in a Georgia-funded pre-kindergarten and 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**;

Child Find…

- children who are **incarcerated in facilities** operated by the local sheriff's office or other municipalities;

- with regard to Georgia Department of Juvenile Justice and Georgia Department of Corrections, children incarcerated in state juvenile or correctional facilities; and

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

Rule 160-4-7-.04 Evaluations and Reevaluations

1. Each LEA shall ensure that evaluation procedures are established and implemented that meet the requirements of this Rule.

(b) **Once a child is referred** for an evaluation **by a parent or Student Support Team** (SST) to determine if the child is a child with a disability, the initial evaluation:

1. Must be **completed <u>within</u> 60 calendar days of receiving parental consent for evaluation**. [34 C.F.R. § 300.301(c)(1)(i)]

(i) Holiday periods and other circumstances when **children are not in attendance for five consecutive school days** shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except:

(ii) Any **summer vacation period in which the majority of an LEA's teachers are not under contract** shall not be included in the 60 day timeline for evaluation. However an LEA is not prohibited from conducting evaluations over a summer vacation period

I. Consent received **30 days or more prior to the end of the school** year must be completed within the 60 calendar day evaluation timeframe.

II. Students who turn **three** during the **summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday**. 2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child [34 C.F.R. § 300.301(c)(2)(i) – (ii)]

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

Understanding the Rule and Indicators

60 days

- Receipt of parental consent
- Count the day you receive the consent (**within** 60 days)
- Do not count days when children are not in school for 5 consecutive days
  - Example: Spring break
  - A natural disaster (ex.: snow closes school for 5 consecutive days)
  - Stop counting on Friday before break, start counting Monday after school resumes

Understanding the Rule and Indicators

Summer "pause"

- Any summer vacation period in which the majority of an LEA's **teachers** are not under contract
  - For consents received 29 or fewer days before the last day for teachers (rule says **30 days or more prior to the end of the school** year must be completed within the 60 calendar days) use the summer rule
  - Stop counting the last day teachers are on contract, start counting the day teachers return for pre-planning
    - **IMPORTANT EXCEPTION:** If your district has a 5-day pre-planning prior to the 1st day of school consider those days as 5 days that students do not attend.
      - Resume counting on the 1st day students return to begin school

Understanding…

Indicator 12:

- IEP *implemented by 3rd birthday*
    - IEP must be *in place* by the 3rd birthday

    - Ex.: child turns 3 in July; prior to the start of school in August, the IEP team may determine the child needs services; the rule requires that the IEP be 'ready to go' when school resumes in August

    - Ex.: child turns 3 on Christmas Eve; the IEP must be 'ready to go' when school resumes in January; the IEP team may determine that services begin in December, prior to the holiday break, if the IEP has been developed

Reminder: GTID

BCW Referrals:

- Request a GTID for each student at the time of referral

- GTIDs may be requested for children at least 2 ½ years old

- A child may never enroll in your school district (or any public district in GA); you may still claim a GTID for that child

You will need the GTID to report verification data

Data Entry

Indicator 11, Initial Referrals

Accessing Timeline Data Entry

- Log into the Portal
- Select SE Applications Dashboard
- Select your district
- Select the current year
- Click on timeline application

Special Education Applications Dashboard

| School Year: | 2017 |
| District: | |

Update Contact Information for District

| District Superintendent: | | District SpEd Director: |

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On
SE Timelines	In Process - TL Data Collection	5/27/2017 12:00:00 AM	7/31/2017 12:00:00 AM		
SE Pre School	In Process	2/3/2017 12:00:00 AM	7/31/2017 12:00:00 AM		
Post Secondary	In Process	2/13/2017 12:00:00 AM	7/31/2017 12:00:00 AM		
SE Disproportionality Determinations	Available for Data Viewing				
SE District Determinations	Available for Data Viewing				
SE PS Transition	Submitted	11/11/2016 12:00:00 AM	3/31/2017 12:00:00 AM	Wina Low	2/6/2017 11:04:40 AM
SSIP	Submitted - Student Data Upload				2/27/2017 11:51:05 AM
SE Parent Survey	Available for Data Viewing				

ReOpen

Entering Data

- Select the Data Submission Tab

- Enter your district's Initial Timeline data and Babies Can't Wait (BCW) data in the spreadsheet

  - Initial Timeline data – 60 days from consent to completion of the evaluation

  - Babies Can't Wait data – referrals from BCW with IEP in place by age 3 for eligible students

  - **Remember: BCW evaluations must also be completed within 60 days and should be included in your Initial Timeline data reported**

Accessing Data Entry Template

Timelines Report for : 2019 ⌄

Status : Available for TL Data Collection

Status Dashboard	Admin-Operations	Admin-Processes	Data Submission	Notifications/Documents

DISTRICT STATUS DASHBOARD

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

Data Entry Template

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

Initial Timelines, Due July 31st

Indicator 11: 60 day timeline for initial referrals

- Line 1: Enter the total number of initial referrals, **including the initial referrals from BCW**

- Line 2: Automatic – do not enter data

- Line 3: Enter the total number of referrals with evaluation completed *on time*

- Line 4: Enter the total number of referrals with evaluation completed *late*

Initial Timelines, Due July 31st

- Line 5: Automatic – do not enter data

- Line 6: Automatic – do not enter data

- Line 7: Automatic – do not enter data

- Line 8: Enter the total number of referrals that were late but meet the definition of Exceptions

Initial Timelines Exceptions

Exceptions for Initial Referrals

- Parent repeatedly fails or refuses to produce the child for evaluation

- Extenuating circumstances, e.g. illness, unusual evaluation needs, revocation of consent for evaluation

- Child enrolls in a school from anther system with the 60 day timeframe in process and the parents have agreed to a different timeline

When calculating your "on time" percentage, exceptions will be removed from the numerator and denominator

Initial Timelines, Due July 31st

- Line 9: Automatic – do not enter data

- Line 10: Automatic – do not enter data

- Line 11: Report how many evaluations were late by the range of days late. ***"Range of days late" total should equal the number of "Total Counted Late" from Row #9***
  - Conditional formatting will cause you to get red cells if your Line 11 total does not equal Line 9
    - This means you have an error
    - You cannot submit with errors

Data Entry Template

	Initial Eligibility (All students) Child Find Timelines		SPP/APR Indicator 11	
1	Total # of completed referrals			150
2	Total Referrals minus Exceptions (Row 1- Row 8)			150
3	# of Evaluations completed on time			
4	# of Evaluations completed late			
5	Total # Completed on time			0
6	% Completed on time			0.00%
7	Total # Completed late			0
8	Total # of Exceptions	Exceptions 1,2,3		
9	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)			0
10	% Completed late			0.00%
11	Range of days late for "Total # counted as Late" Row 9.	1-10 days		
		11-30 days		
		31-60 days		
		> 60 days		
		Total		**0**

Data Entry Template

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

Data Entry Template

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

Data Entry Template

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

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

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

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

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

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

412 referrals, 408 completed on time: 408/412 = 99.02% X

3 Exceptions so… 412 - 3 = 409

Therefore: 408/409 = 99.76%

Indicator 12
Early Childhood Transition

Indicator 12: Early Childhood Transition

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

- Compliance Indicator; Target: 100%

- Special Education Director or designee enters data into the SE Dashboard Timelines application by July 31st each year

- Tools for tracking data available on the Special Education, Data Collection and Reporting webpage

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

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

	Babies Can't Wait Transition Timelines	SPP/APR Indicator 12	
1a	Total # BCW Transition Conferences		302
1b	Total # Transition Referrals w/consents from BCW		294
2	Total Referrals minus Exceptions (Row 1b-Row 10)		294
3	# Eligible with IEP in place BY age 3		190
4	# Eligible with IEP in place after age 3		18
5	# Ineligible BY age 3		80
6	# Ineligible After age 3		6
7	Total # Completed on time (by age 3)		270
8	% Eligible with IEP in place by age 3		64.6%
9	Total # Completed late (after age 3)		24
10	Total # Exceptions		
11	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		
12	% Completed late		
13	Range of days late for "Total # counted as Late" **Row 11**	1-10 days	
		11-30 days	
		31-60 days	
		> 60 days	
		Total	

	Babies Can't Wait Transition Timelines		SPP/APR Indicator 12	
1a	Total # BCW Transition Conferences			302
1b	Total # Transition Referrals w/consents from BCW			294
2	Total Referrals minus Exceptions (Row 1b-Row 10)			294
3	# Eligible with IEP in place BY age 3			190
4	# Eligible with IEP in place after age 3			18
5	# Ineligible BY age 3			80
6	# Ineligible After age 3			6
7	Total # Completed on time (by age 3)			270
8	% Eligible with IEP in place by age 3			64.6%
9	Total # Completed late (after age 3)			24
10	Total # Exceptions			21
11	Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)			
12	% Completed late			
13	Range of days late for "Total # counted as Late" **Row 11**	1-10 days		
		11-30 days		
		31-60 days		
		> 60 days		
		Total		

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

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

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

190 ÷ (273-80)

190 ÷ 193 = 98.45%

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

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

Timeline			Exception	Initials	BCW
Initial Evaluation or Babies Can't Wait	1		Parent Repeatedly fails or refuses to produce the child for evaluation		17
	2		Extenuating circumstances, e.g. illness, unusual evaluation needs or revocation of parent's consent for evaluation		
Initial Evaluation	3		Child enrolls in a school from another system with the 60-day timeframe in process and the parents have agreed to a different timeline		
Babies Can't Wait	4		Parent refusal to provide consent cause delays in evaluation or initial services		
	5		Child referred to BCW less than 90 days before the 3rd birthday		
Total					

Reasons Late for "Total Number Counted as Late" (Row 11)	Initials	BCW
Student delays (i.e. excessive absences)		
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)		
Teacher/evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists		3
System errors (i.e. no tracking system in place, errors in tracking, errors in policies and procedures		
Other (Explain)		
Total		

Timeline			Exception	Initials	BCW
Initial Evaluation or Babies Can't Wait	1		Parent Repeatedly fails or refuses to produce the child for evaluation		17
	2		Extenuating circumstances, e.g. illness, unusual evaluation needs or revocation of parent's consent for evaluation		
Initial Evaluation	3		Child enrolls in a school from another system with the 60-day timeframe in process and the parents have agreed to a different timeline		
Babies Can't Wait	4		Parent refusal to provide consent cause delays in evaluation or initial services		
	5		Child referred to BCW less than 90 days before the 3rd birthday		
Total					17

Reasons Late for "Total Number Counted as Late" (Row 11)	Initials	BCW
Student delays (i.e. excessive absences)		
Parent delays (i.e. cancelling meetings, not providing relevant information in a timely manner)		
Teacher/evaluator delays (i.e. teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists		3
System errors (i.e. no tracking system in place, errors in tracking, errors in policies and procedures		
Other (Explain)		
Total		3

Prong 1 and Prong 2 Verification

Prong 1 & 2

LEAs that are not 100% must complete Prong 1 and Prong 2 activities

- Prong 1
  - Provide a brief narrative about the policies, practices and procedures that were revised to support the correction of non-compliance
  - Report the actual date the late evaluations were completed and the reason for the delay

- Prong 2
  - by October 31st each year report indicator 11 timeline data for the current year, July 1 – September 30 to demonstrate the correction of non-compliance

Prong 1

Type in narrative about correction of non-compliance

DOCUMENTATION FORM

Please provide a brief narrative about the policies, procedures and practices that were revised to support the correction of this noncompliance.

Initial Eligibilities Reported Late (Indicator 11)

Number of students counted late (Line 11): 29

29 are late, must submit 29 names, etc

Number of students submitted: 0

Export

Last Name	First Name	Middle Name	GTID	Date Of Consent To Evaluate	60 Day Due Date	Date Of Actual Eligibility Meeting	Reason for Delay

Babies Can't Wait Reported Late (Indicator 12)

Number of students counted late (Line 11): 6

6 are late, must submit 6 names, etc

Number of students submitted: 0

Prong 2

- Districts who were not 100% when data was initially submitted in July must complete Prong 2

- Designed to determine that polices, procedures and practices are in place to ensure that the district is working toward 100% compliance

- Submit data for all referrals from July 1, 2019 of the **current year (FY20)** through October 31, 2019
  - Click on "Prong 2 Data Submission" tab in the Dashboard

Timeline Data Verification

Districts will be randomly selected to complete Timeline Data Verification

- **Timely** and **Accurate** Data
- States are required to verify that initial referrals for evaluation and initial IEPs (for children transitioning from BCW) were completed in a timely manner:
  - Initials: within 60 days of consent (Indicator 11)
  - IEPs for students transitioning from BCW: by the 3rd birthday (Indicator 12)

Verification

Timeline Verification Process

- **August 21, 2019** – Districts will be sent email notifying them that they must complete timeline data verification

- **September 13, 2019** – District must submit list of all students evaluated between July 1, 2018 – Jun 30, 2019 by this date (Step 1)

- **September 20, 2019** – Districts will be sent email requesting documentation for selected students that need to be uploaded in the portal dashboard

- **October 11, 2019** – District must submit documentation to portal for selected students by this date (Step 2)

Preschool Exit

Reporting Preschool Outcomes

APR Indicator 7

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)

OSEP wants to know for each area:

Of those preschool children who entered or exited 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* in by the time they **turned 6 years of age or exited** the program.

Preschool Exit Data

- Districts collect student level data
  - Use the Preschool Exit data template
  - Template is located with Data Collections Conference Tools, Templates and Documents

- Districts report Summary Data to the GADOE
  - Districts should *maintain their student level data*

- Georgia reports Summary Data to OSEP

Preschool Data Collection Template

Collecting and Reporting the Data

On the Preschool Exit Data Template

- Enter each student's GTID, School, Last & First Name, DOB

- Enter the Program Entry Date for each student

- *The **Entry Age** will auto-calculate*

- Rate the student as a "1" or "2" for each of the 3 areas when the child entered the preschool program:
  - **Social/Emotional, Knowledge & Skill, Adaptive Behavior**
  - "1" = Student is <u>at or above</u> age level peers
  - "2" = Student is <u>below</u> age level peers

Collecting and Reporting the Data

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

- Enter the exit date

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

Collecting and Reporting the Data

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

- Enter the name of the student's teacher when the student exited

- Enter the Exit rating for each of the 3 areas:

1. Social/emotional

2. Knowledge and Skill

3. Adaptive behavior

Ratings:

1 = Student did not improve functioning

2 = Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers

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

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

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

Data Entry Template

DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Kowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services in years	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior
7/2/2012	8/5/2015	3.1	1	2	2	5/20/2018	2.8	Smith	4	5	3
9/14/2013	9/14/2016	3.0	1	2	2	5/20/2018	1.7	Smith	2	2	2
6/5/2014	8/5/2017	3.2	2	1	2	10/30/2017	0.2	Smith	*	*	*
4/25/2012	4/25/2015	3.0	1	2	2	5/20/2018	3.1	Smith	4	4	4
2/15/2014	2/15/2017	3.0	1	2	2	5/20/2018	1.3	Smith	5	5	5
3/27/2013	3/27/2016	3.0	2	2	2	5/20/2018	2.1	Jones	4	3	4
9/20/2014	9/20/2017	3.0	2	1	1	4/20/2018	0.6	Jones	1	1	1
10/10/2013	10/10/2016	3.0	2	2	1	2/25/2018	1.4	Jones	2	3	3
8/25/2011	8/25/2014	3.0	2	1	2	8/25/2017	3.0	Jones	3	2	3
9/29/2012	9/29/2016	4.0	1	2	2	5/20/2018	1.6	Jones	4	3	3
12/20/2012	1/4/2016	3.0	2	1	2	5/20/2018	2.4	Jones	4		4

Data Summary

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

DATA ENTRY | **Summary Data** | Directions for data entry | Directions for P

- Click on the Data Summary Tab

- The data automatically populates the summary page

- These are the data you will enter into the Preschool application in the Special Education Dashboard

Dashboard View

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of children who did not improve functioning	4	6.45%	4	6.45%	5	8.06%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	21	3.87%	23	37.1%	15	24.19%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	12	9.35%	23	37.1%	7	11.29%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	9	4.52%	9	14.52%	8	12.9%
e. Percent of children who maintained functioning to a level compared to same-aged peers	16	5.81%	3	4.84%	27	43.55%
TOTAL	62	100%	62	100%	62	100%

SUMMARY STATEMENTS

1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	(c+d) / (a+b+c+d)	45.65%	54.24%		42.86%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	(d+e) / (a+b+c+d+e)	40.32%	19.35%		56.45%

These summary statements automatically calculate

Post-Secondary Outcomes

APR Indicator 14

Post-secondary Outcomes

Performance Indicator:

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

(A) enrolled in higher education,

(B) competitively employed,

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

Measure: Post-secondary Survey

Post-secondary Outcomes

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

- List of prior year's exiters (regular diploma, special education diploma, or dropout)

- Contact each exiter to determine each student's post-secondary activity according to the specified categories
  - Enrolled in higher education, competitively employed, enrolled in other post-secondary education or training, part time, 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

FY20 Data Reporting

- List of exiters is available in February 2020
  - Regular HS Diploma
  - Special Education Diploma or Certificate
  - Dropout

- Begin contacting students
  - Email, phone, Facebook

- "One year after" exiting, what is their status?

Post-secondary Data in the Dashboard

Element	Count	Percentage
College/University	186	30.54%
Competitive Employment	110	18.06%
Postsecondary Education	63	10.34%
Other Employment	131	21.51%
UnEngaged + Waiting List	119	19.54%
Total Respondents	610	NA
Survey Rate of Return	NA	88.15%
Deceased	1	
Unable to Contact	82	
Returned to High School	82	

College/University: 30.54%
Competitive Employment: 18.06%
Postsecondary Education: 10.34%
Other Employment: 21.51%
UnEngaged + Waiting List: 19.54%
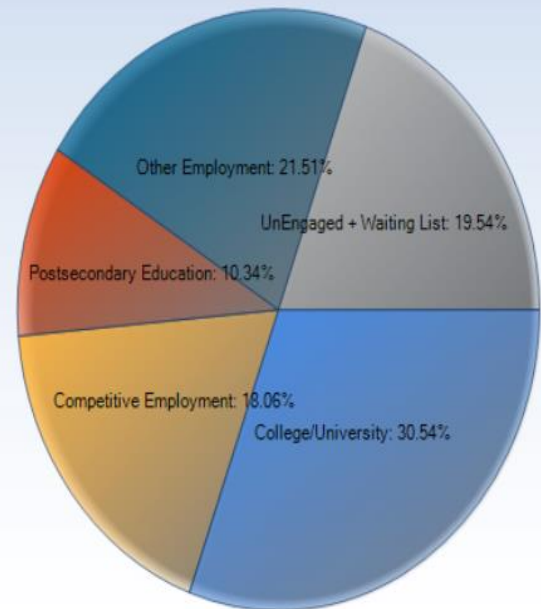
Using Your Data

- Student list in the portal is available by:
  - Primary Area
  - Race/ethnicity
  - Exit status

- Where are your students?
  - Analyze the effectiveness of your transition planning process
  - Are your students employed?, enrolled?, unengaged?

Continuation of Services

Continuation of Services (COS)

- Students with disabilities suspended out of school for more than 10 days in a school year ***must continue to receive their educational services*** regardless of whether the incident is a manifestation of their disability

- If your district:
  - Suspended students > 10 days
  - Did not provide educational services for day 11, 12…

- Then your district
  - Must respond to the COS data request in the application

COS Application: Available for Data Collection

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

Special Education Applications Dashboard

School Year:	2019
District:	

Update Contact Information for District

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

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

Select the LEA's Appropriate Response

Continuation of Services FY 2019 Data Collection

Continuation of Services Data Collection Entry

Download Continuation of Services Directions

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

Options for LEA Response to Denial of FAPE

1) **Compensatory services were offered, but the parent declined the offer.**

2) **Compensatory services were offered but the student did not attend.**

3) **Compensatory services were provided.**

4) **Compensatory services were *not* offered and *have not* been provided.***

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

August 31st is the deadline for data entry

How do we know?

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

DIS 090

School Name	GTID	Student Name	Continuation of Services	Action Code	Number of Days	Primary Area
			Continuation of Service Report			
...ediate School	******7894		Y	30-Out-of-School Suspension	2	P - Mild Intellectual Disability
...ediate School	******2391		Y	30-Out-of-School Suspension	3	
...ediate School	******4703		Y	30-Out-of-School Suspension	1	
...ediate School	******0384		Y	30-Out-of-School Suspension	1	8 - Significant Developmental Delay
...ediate School	******9413		Y	30-Out-of-School Suspension	1	U - Specific Learning Disability
...ediate School	******2409		Y	30-Out-of-School Suspension	1	
...ediate School	******6088		N	30-Out-of-School Suspension	1	Y - Other Health Impairment
...ediate School	******6088		N	30-Out-of-School Suspension	2	Y - Other Health Impairment
...ediate School	******6673		Y	30-Out-of-School Suspension	1	
...ediate School	******4065		N	30-Out-of-School Suspension	1	
...ediate School	******1614		N	30-Out-of-School Suspension	2	
...ediate School	******8647		Y	30-Out-of-School Suspension	1	U - Specific Learning Disability
...ediate School	******1332		Y	30-Out-of-School Suspension	1	
...ediate School	******8903		Y	30-Out-of-School Suspension	1	T - Emotional / Behavioral Disorder
...ediate School	******4517		N	30-Out-of-School Suspension	1	
...ediate School	******2915		Y	30-Out-of-School Suspension	2	6 - Autism
...ediate School	******3315		Y	30-Out-of-School Suspension	1	
...ediate School	******5306		N	30-Out-of-School Suspension	2	6 - Autism
...ediate School	******5306		Y	30-Out-of-School Suspension	6	6 - Autism
...ediate School	******5306		N	30-Out-of-School Suspension	1	6 - Autism
...ediate School	******4945		Y	30-Out-of-School Suspension	1	T - Emotional / Behavioral Disorder
...ediate School	******3713		Y	30-Out-of-School Suspension	1	
...ediate School	******6189		Y	30-Out-of-School Suspension	1	
...ediate School	******8171		Y	30-Out-of-School Suspension	1	
...ediate School	******3302		N	30-Out-of-School Suspension	1	
...entary School	******6446		Y	30-Out-of-School Suspension	.5	Y - Other Health Impairment
...entary School	******1088		Y	30-Out-of-School Suspension	3	6 - Autism

Reminders

- [Due Dates Calendar](#) is on the GADOE website
- Items in red font are used to determine timely and accurate data for LEA's annual Compliance Determination
- Due July 31st
  - Preschool Exit Data (Indicator 7)
  - Timelines (Indicators 11 & 12)
  - Post-secondary Outcome Data (Indicator 14)
- Due August 31st:
  - Continuation of Services

Applications in the Dashboard; Viewing Data

- Timelines, Indicator 11 and 12 of APR
- Preschool Outcomes, Indicator 7
- Post-secondary Outcomes, Indicator 14
- Continuation of Services
- **Disproportionality Determinations (and data)**
- **District Determinations**
- ~~Post-Secondary Transition, Indicator 13~~
- **SSIP (if applicable)**
- **Parent Survey, Indicator 8**

Applications in green require Data Entry by the Special Education Director

Disproportionality Determinations

Detailed information regarding Significant Disproportionality methodology and calculations will be provided in the
Significant Disproportionality presentation available on the Special Education website, Data Conference

GaDOE
Georgia Department of Education

Dispro Dashboard

FY19 Disproportionality Determinations

County

Determination Area	Category	Yes	Race/Ethnicity Area
Significant Disproportionality* Identification of SWD	All Disabilities	☐	
	Specific Disability Categories	☑	Speech-Language Impairment: White
Significant Disproportionality* Placement of SWD	< 40% of the day in general education	☐	
	Separate Settings	☐	
Significant Disproportionality* Discipline of SWD	Total Disciplinary Removals	☐	
	Duration and Type	☐	
Disproportionate Representation	All Disabilities, APR Indicator 9	☐	
	Specific Disability Categories, APR Indicator 10	☑	Speech-Language Impairment: White
Significant Discrepancy Rate of Suspension/Expulsion (OSS > 10 Days)	All SWD APR Indicator 4a	☐	
	SWD by Race/Ethnicity APR Indicator 4b	☐	
No Determination of Significant Disproportionality, Disproportionate Representation or Significant Discrepancy		☐	

*Significant Disproportionality requires that the district use 15% of Federal IDEA grant in FY20 to provide Comprehensive Coordinated Early Intervening Services to address the causes of Significant Disproportionality in FY19

Disproportionality Determination

Significant Disproportionality

- Identification: All Disabilities, 6 Specific Areas
  - Autism, EBD, ID, OHI, SLD, Speech/Language
- Placement: 2 Environments
  - < 40% in General Education, Separate Settings
- Discipline: 5 Measures
  - Total Disciplinary Removals, ISS ≤ 10 days, OSS ≤ 10 days, ISS > 10 days, OSS > 10 days

Disproportionate Representation

- Identification: All Disabilities, 6 Specific Areas
  - Autism, EBD, ID, OHI, SLD, Speech/Language

Significant Discrepancy

- Rate of suspension/expulsion of SWD > 10 days
- Rate of suspension/expulsion of SWD by race/ethnicity > 10 days

Letter to Superintendent in the Dashboard

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

REVISED
February 6, 2019

Dear Superintendent ▮▮▮▮▮

The Individuals with Disabilities Act (IDEA) 2004 requires states to identify Local Education Agencies (LEA) as having disproportionality in three ways when data supports such a determination. The three ways are:

    (1) **Significant Disproportionality** of Students with Disabilities (SWD) by race/ethnicity in the areas of Identification, Placement and Discipline

    (2) **Disproportionate Representation** of racial/ethnic groups in special education, all disabilities and specific disability categories

    (3) **Significant Discrepancy** in the rate of suspension/expulsion of SWD > 10 days for all SWD and SWD by race/ethnicity

Significant Disproportionality is measured using Risk Ratio methodology which compares data for one racial/ethnic group to data for all other racial ethnic groups in the LEA or state. An LEA must have a Risk Ratio of ≥ 3.0 for 3 consecutive years to be considered Significantly Disproportionate. Significant Disproportionality is calculated for Identification, Placement and Discipline of SWD. FY19 Risk Ratio was calculated using the new methodology. FY17 and FY18 Risk Ratio was calculated using the old methodology. LEAs found to have Significant Disproportionality in any area will be required to spend 15% of IDEA grant funds on Comprehensive Coordinated Early Intervening Services (CCEIS). These services must be provided to children without and with disabilities to address the underlying causes of your significant disproportionality.

Disproportionate Representation is also measured using a Risk Ratio methodology, comparing the

Significant Discrepancy

Significant Discrepancy

Measures the rate at which an LEA suspends SWD out of school (OSS) greater than 10 days

- Indicator 4a: The rate at which an LEA suspends SWD out of school > 10 days compared to the rate at which the STATE suspends SWD out of school > 10 days

- Indicator 4b: The rate at which an LEA suspends SWD out of school > 10 days *by race/ethnicity* compared to the rate at which the STATE suspends SWD out of school > 10 days

Methodology;
Significant Discrepancy, Indicator 4a

- **Rate Ratio:** Compares the rate at which an LEA suspends a SWD out of school > 10 days compared to the rate at which SWD in the STATE are suspended out of school > 10 days, **GA's threshold = 2.0**

- **Cell Size:** the numerator in the calculation, the number of SWD with > 10 days of OSS, **GA's cell size: 10**

- **N-Size:** the denominator in the calculation, the cumulative number of SWD in the LEA, **GA's n-size = 30**

- **2 year 'look':** An LEA must have Risk Ratio of ≥ 2.0 for 2 consecutive years to be determined to have a Significant Discrepancy

Formula: 4a

of SWD in the LEA with > 10 days OSS

$$\div$$

Number of SWD in the LEA

_____

# of SWD in the STATE with > 10 days OSS

$$\div$$

Number of SWD in the STATE

Indicator 4a

| SWD Discrepancy - Indicator 4a | Race/Ethnicity Discrepancy - Indicator 4b | Significant Disproportionality - Total Disciplinary Removals |
| Significant Disproportionality - Duration and Type | Significant Disproportionality - Identification | Significant Disproportionality - Placement |

SWD DISCREPANCY - INDICATOR 4A

FY19 Determination

District	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
	GREATER10	OUTOFSCHOOL	2	306	1.6609
State of Georgia	GREATER10	OUTOFSCHOOL	953	242178	1

*Data Source: 2018 June SR Data Collection

FY18 Determination

District	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
	GREATER10	OUTOFSCHOOL	2	305	1.5838
State of Georgia	GREATER10	OUTOFSCHOOL	978	236222	1

*Data Source: 2017 June SR Data Collection

Legend:	
	Significant Discrepancy with consequences: FY2019 Rate Ratio and FY2018 Rate Ratio ≥ 2.0
	At Significant Discrepancy without consequences: FY2019 Rate Ratio ≥ 2.0
	FY2019 Rate Ratio ≥ 2.0, however cell size (Student Count) ≤ 10 and/or n-size (Cumulative SWD Enrollment) ≤ 30
Formula:	[(District SWD Rate for OSS > 10 Days)/(State SWD Rate for OSS > 10 Days)]

Methodology; Significant Discrepancy, Indicator 4b

- **Rate Ratio:** Compares the rate at which an LEA suspends a SWD in a specific race/ethnicity out of school > 10 days compared to the rate at which SWD in the STATE are suspended out of school > 10 days, **GA's threshold = 2.0**

- **Cell Size:** the numerator in the calculation, the number of SWD in the specific race/ethnicity with > 10 days of OSS, **GA's cell size: 10**

- **N-Size:** the denominator in the calculation, the cumulative number of SWD in the specific race/ethnicity in the LEA, **GA's n-size = 30**

- **2 year 'look':** An LEA must have Risk Ratio of ≥ 2.0 for 2 consecutive years to be determined to have a Significant Discrepancy

Formula: 4b

of SWD in specific race/ethnicity in the LEA with > 10 days of OSS

÷

Number of SWD in specific race/ethnicity in the LEA

_____

# of SWD in the STATE with > 10 days of OSS

÷

Number of SWD in the STATE

Note that the denominator for 4a and 4 b is the same.
Ex.: The rate at which an LEA suspends a Black student out of school > 10 days is compared to the rate at which all SWD in the state are suspended out of school for > 10 days

Example:

LEA: 28 Hispanic SWD with OSS > 10 days

2,615 Hispanic SWD in the LEA

$28 \div 2{,}615 =$ **.010707**: LEA Rate for Hispanic SWD

$953 \div 236{,}782 =$ **.00402**: SEA Rate for all SWD

Rate Ratio:

.010707 $\div$ **.00402** $=$ **2.6634**

This LEA's Rate Ratio for Hispanic SWD is > 2.0

2 years of Rate Ratio ≥ 2.0 = Significant Discrepancy

Indicator 4b

SWD DISCREPANCY RACE/ETHNICITY - INDICATOR 4B

FY19 Determination

District	Race/Ethnicity	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
	American Indian	GREATER10	OUTOFSCHOOL	0	4	0
	Asian	GREATER10	OUTOFSCHOOL	0	10	0
	Black	GREATER10	OUTOFSCHOOL	54	3009	2.5662
	Hispanic	GREATER10	OUTOFSCHOOL	0	177	0
	Two or More Races	GREATER10	OUTOFSCHOOL	1	128	1.9533
	Pacific Islander	GREATER10	OUTOFSCHOOL	1	21	4.4286
	White	GREATER10	OUTOFSCHOOL	6	860	4.0035
State of Georgia	American Indian	GREATER10	OUTOFSCHOOL	1	515	1
State of Georgia	Asian	GREATER10	OUTOFSCHOOL	0	4721	0
State of Georgia	Black	GREATER10	OUTOFSCHOOL	670	95807	1
State of Georgia	Hispanic	GREATER10	OUTOFSCHOOL	74	35000	1
State of Georgia	Two or More Races	GREATER10	OUTOFSCHOOL	36	9001	1
State of Georgia	Pacific Islander	GREATER10	OUTOFSCHOOL	2	186	1
State of Georgia	White	GREATER10	OUTOFSCHOOL	170	97552	1

*Data Source: 2018 June SR Data Collection

"Reading" the 4a and 4b Dashboard

- **Red Row:** LEA's data reveals a Rate Ratio of ≥ 2.0 in the same racial/ethnic group(4b) for 2 consecutive years

- **Yellow Row:** LEA's data reveals a Rate Ratio ≥ 2.0 for 1 year

- **Blue Row:** LEA's data reveals a Rate Ratio of ≥ 2.0 in the same racial/ethnic group(4b) for 2 consecutive years, however, the LEA does not have a cell size or n-size large enough to 'consider' them for a discrepancy

Significant Discrepancy

- CCEIS is NOT invoked

- Compliance Review Process
  - LEA must examine policies, practices and procedures to ensure compliance

- Do not confuse Significant Discrepancy with Significant Disproportionality
  - Measured differently
  - Different consequences

Significant Disproportionality

Discipline, Identification, Placement

Significant Disproportionality for Discipline, SWD Ages 3-21

1. Total Disciplinary Removals
2. ISS ≤ 10 days
3. OSS ≤ 10 days
4. ISS > 10 days
5. OSS > 10 days

New for FY20 Determination

An LEA may be determined to have Significant Disproportionality in any of these 5 areas

Data Source: Safety Level File in Student Record

Total Disciplinary Removals – Dashboard Data

SWD Discrepancy - Indicator 4a	Race/Ethnicity Discrepancy - Indicator 4b	Significant Disproportionality - Total Disciplinary Removals
Significant Disproportionality - Duration and Type	Significant Disproportionality - Identification	Significant Disproportionality - Placement

SIGNIFICANT DISPROPORTIONALITY - TOTAL DISCIPLINARY REMOVALS

FY19 Determination

District	Race/Ethnicity	Total Disciplinary Removals	Cumulative SWD Enrollment	Risk Ratio
	American Indian	0	2	0
	Asian	4	15	0.4016
	Black	1243	1350	3.855
	Hispanic	87	367	0.3172
	Pacific Islander	0	0	0
	Two or More Races	20	69	0.4304
	White	87	376	0.3081
State of Georgia	American Indian	175	515	0.8999
State of Georgia	Asian	401	4721	0.2216
State of Georgia	Black	52940	95807	2.0978
State of Georgia	Hispanic	9487	35000	0.6855
State of Georgia	Pacific Islander	98	186	1.3961
State of Georgia	Two or More Races	3295	9001	0.9686
State of Georgia	White	25257	97552	0.5663

*Data Source: 2018 June SR Data Collection

Methodology - Discipline

- **Risk Ratio:** Compares the likelihood a SWD in one racial/ethnic group has a disciplinary removal vs. a SWD in all other racial ethnic groups in the LEA has a disciplinary removal, **GA's threshold = 3.0**

- **Cell Size:** the numerator in the calculation, for discipline, the number (for ex.) of removals or the number of SWD with ISS > 10 days, **GA's cell size: 10**

- **N-Size:** the denominator in the calculation, for discipline, the cumulative number of SWD in the racial/ethnic group, **GA's n-size = 30**

- **3 year 'look':** An LEA must have Risk Ratio of ≥ 3.0 for 3 consecutive years in the same racial/ethnic group to be determined Sig Dispro

Significant Disproportionality for Identification, SWD Ages 6-21

- All Disabilities

- Autism

- Emotional Behavior Disorder

- Intellectual Disability

- Other Health Impaired

- Specific Learning Disability

- Speech/Language Impairment

Identification Dashboard Data

SIGNIFICANT DISPROPORTIONALITY - IDENTIFICATION

FY19 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Black	232	1667	1.3226
All Disabilities	Hispanic	31	487	0.4786
All Disabilities	Two or More Races	11	100	0.8942
All Disabilities	White	125	974	1.0679
Autism	Black	23	1667	0.8758
Autism	Hispanic	6	487	0.8117
Autism	Two or More Races	1	100	0.6711
Autism	White	18	974	1.4045
Emotional and Behavioral Disorder	Black	13	1667	1.0313
Emotional and Behavioral Disorder	Hispanic	3	487	0.7748
Emotional and Behavioral Disorder	Two or More Races	1	100	1.3142
Emotional and Behavioral Disorder	White	8	974	1.1016
Intellectual Disabilities	Black	53	1667	3.3638
Intellectual Disabilities	Hispanic	1	487	0.0848
Intellectual Disabilities	Two or More Races	1	100	0.4707
Intellectual Disabilities	White	13	974	0.5533
Other Health Impairment	Black	21	1667	1.176
Other Health Impairment	Hispanic	1	487	0.1536
Other Health Impairment	Two or More Races	2	100	1.7522
Other Health Impairment	White	14	974	1.3655
Specific Learning Disability	Black	62	1667	0.9369
Specific Learning Disability	Hispanic	16	487	0.834
Specific Learning Disability	Two or More Races	3	100	0.7756
Specific Learning Disability	White	44	974	1.2716
Speech-Language Impairment	Black	31	1667	1.2831
Speech-Language Impairment	Hispanic	2	487	0.2185

Methodology – Identification

- **Risk Ratio:** Compares the likelihood a child in one racial/ethnic group is identified as a SWD or in one disability area vs. a child in all other racial ethnic groups in the LEA is identified as a SWD or identified in one area, **GA's threshold = 3.0**

- **Cell Size:** the numerator in the calculation, for identification, the number of students identified as a SWD or identified in a specific area in the LEA (Child Count), **GA's cell size: 10**

- **N-Size:** the denominator in the calculation, for identification, the number of children in the racial/ethnic group in the LEA (Child Count), **GA's n-size = 30**

- **3 year 'look':** An LEA must have Risk Ratio of ≥ 3.0 for 3 consecutive years in the same racial/ethnic group to be determined Sig Dispro

Significant Disproportionality for Placement, SWD ages 6-21

- < 40% in regular education classroom
- Separate Settings

Placement Dashboard Data

SWD Discrepancy - Indicator 4a	Race/Ethnicity Discrepancy - Indicator 4b	Significant Disproportionality - Total Disciplinary Removals
Significant Disproportionality - Duration and Type	Significant Disproportionality - Identification	Significant Disproportionality - Placement

SIGNIFICANT DISPROPORTIONALITY - PLACEMENT

FY19 Determination

Placement Environment	Race/Ethnicity	Environment Race/Ethnicity Count	District SWD Enrollment	Risk Ratio
Less Than 40 Percent in Classroom	Asian	3	6	3.4855
Less Than 40 Percent in Classroom	Black	131	806	1.2646
Less Than 40 Percent in Classroom	Hispanic	19	164	0.7838
Less Than 40 Percent in Classroom	Two or More Races	12	63	1.3325
Less Than 40 Percent in Classroom	White	80	647	0.7839
Other Settings	Black	16	806	1.5551
Other Settings	White	10	647	1.0104

*Data Source: 2018 October FTE1 Data Collection

Note: In FY19, no LEA was determined to have Significant Disproportionality for Placement

Methodology – Placement

- **Risk Ratio:** Compares the likelihood a child in one racial/ethnic group is placed in a separate setting vs. a child in all other racial ethnic groups in the LEA is placed in a separate setting, **GA's threshold = 3.0**

- **Cell Size:** the numerator in the calculation, for placement, the number of students in the setting in the LEA (October Federal Child Count), **GA's cell size: 10**

- **N-Size:** the denominator in the calculation, for placement , the number of SWD in the racial/ethnic group in the LEA (October Federal Child Count), **GA's n-size = 30**

- **3 year 'look':** An LEA must have Risk Ratio of ≥ 3.0 for 3 consecutive years in the same racial/ethnic group to be determined Sig Dispro

Disproportionate Representation

Indicator 9: Disproportionate Representation

- Measures the representation of each racial/ethnic group in special education and related services

- In Georgia, Disproportionate Representation is measured the same as Significant Disproportionality for Identification
  - Risk Ratio Methodology, Threshold = 3.0
  - Cell size = 10
  - N-size= 30

Formula

of SWD in specific racial/ethnic group in LEA

÷

All children in same racial/ethnic group enrollment in LEA

# of SWD in all other racial/ethnic groups in LEA

÷

All children, all other racial/ethnic groups enrollment in the LEA

Indicator 10

- Measures the representation of each racial/ethnic group in specific eligibility areas of special education:
  - Autism
  - Emotional Disturbance
  - Intellectual Disabilities
  - Other Health Impaired
  - Specific Learning Disability
  - Speech/Language Impaired

- In Georgia, Disproportionate Representation is measured the same as Significant Disproportionality for Identification
  - Risk Ratio Methodology, Threshold = 3.0
  - Cell size = 10
  - N-size = 30

Formula, Indicator 10

of students White students with Autism in LEA

÷

All white children enrolled in the LEA

# of all other racial/ethnic group students (not-white) with Autism in the LEA

÷

All other racial/ethnic groups (not-white) enrollment in the LEA

District Determinations

Accessing Your Determination

The Superintendent and Special Education Director listed in the dashboard will receive an email alerting them that the District Determination is available

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	Available for TL Data Collection	2/13/2019 12:00:00 AM	7/31/2019 11:59:59 PM			
SE Pre School	In Process	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			☐
Post Secondary	In Process	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			☐
SE Continuation of Services	Not Applicable	7/3/2019 12:00:00 AM	8/31/2019 11:59:59 PM			☐
SE Disproportionality Determinations	Available for Data Viewing					☐
SE District Determinations	Available for Data Viewing					☐
SE PS Transition	Verification - Submitted	11/12/2018 12:00:00 AM	12/3/2018 11:59:59 PM	Laurie Ponsell	12/12/2018 4:35:18 PM	☐
SSIP	Not Applicable	11/20/2018 12:00:00 AM	12/31/2018 11:59:59 PM			☐
SE Parent Survey	Available for Data Viewing					☐

ReOpen

Compliance Determination Matrix

COMPLIANCE MATRIX

Indicator	Performance Level	Performance Score
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
Maintenance of Effort (MOE) *District meets MOE for the FY14. Performance Levels (Yes = 4 Points) (No = 0 Point)	Yes	4
Indicator 11: Initial evaluations (Child Find) completed within 60 days State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	99.79%	2
Indicator 12: Part C to Part B Transitions (Early Childhood Transitions) State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Indicator 13: Measurable Postsecondary Goals for Transition State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Timely and Accurate Data State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Total Performance Score (Total Possible Points 20)		**20**
District Determination for FY2019	**Meets Requirements**	**100%**

Measure	Description	Target	Points
Indicator 4b	Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*		Yes = 2 No = 0
Indicator 9	Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services*		Yes = 2 No = 0
Indicator 10	Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories*		Yes = 2 No = 0
General Supervision	District timely corrects all identified noncompliance no later than one year from notification.		Yes = 2 No = 0
Maintenance of Effort	District meets MOE for the FY19		Yes = 4 No = 0
Indicator 11	Initial Evaluations (Child Find) competed within 60 days	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Indicator 12	Part C to Part B Transitions (Early Childhood Transitions)	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Indicator 13	Measurable Post-secondary Goals for Transition	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Timely and Accurate Data	Timely and accurate submission of 10 data and budget required reports/data	100%	≥95% = 2 75%-94% = 1 < 75% = 0

Indicator 4b:

- Measures the number of SWD with OSS > 10 days by race/ethnicity

- Rate Ratio: the rate at which the LEA suspends SWD by race/ethnicity out of school > 10 days compared to the rate at which the state suspends SWD out of school > 10 days

- ***"Performance Level" for District Determination is based on compliant policies, practices and procedures, not the data**

Methodology and Formula

- Rate Ratio of 2.0 for 2 consecutive years
  - Minimum cell size 10 (numerator)
  - Minimum n-size 30 (denominator)

Formula:

SWD racial/ethnic group OSS > 10 days in the LEA

÷

# of SWD racial/ethnic group in the LEA

# of SWD with OSS > 10 days in the SEA

÷

# of SWD in the SEA

Example: Dashboard and Determination

SWD DISCREPANCY RACE/ETHNICITY - INDICATOR 4B

FY19 Determination

District	Race/Ethnicity	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
	American Indian	GREATER10	OUTOFSCHOOL	0	4	0
	Asian	GREATER10	OUTOFSCHOOL	0	10	0
	Black	GREATER10	OUTOFSCHOOL	54	3009	2.5662
	Hispanic	GREATER10	OUTOFSCHOOL	0	177	0
	Two or More Races	GREATER10	OUTOFSCHOOL	1	128	1.9533
	Pacific Islander	GREATER10	OUTOFSCHOOL	1	21	4.4286
	White	GREATER10	OUTOFSCHOOL	6	860	4.0035
State of Georgia	American Indian	GREATER10	OUTOFSCHOOL	1	515	1
State of Georgia	Asian	GREATER10	OUTOFSCHOOL	0	4721	0
State of Georgia	Black	GREATER10	OUTOFSCHOOL	670	95807	1
State of Georgia	Hispanic	GREATER10	OUTOFSCHOOL	74	35000	1
State of Georgia	Two or More Races	GREATER10	OUTOFSCHOOL	36	9001	1
State of Georgia	Pacific Islander	GREATER10	OUTOFSCHOOL	2	186	1
State of Georgia	White	GREATER10	OUTOFSCHOOL	170	97552	1

*Data Source: 2018 June SR Data Collection

Compliance Matrix

COMPLIANCE MATRIX

Indicator	Performance Level	Performance Score
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

Disproportionate Representation Indicators 9 & 10 of the SPP/APR

In Georgia Disproportionate Representation is measured using the same methodology as Significant Disproportionality for Identification

- All Disabilities
- 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"

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Black	122	734	1.4478
All Disabilities	Hispanic	21	178	0.9582
All Disabilities	Multi-Racial	16	94	1.4031
All Disabilities	White	167	1790	0.7741
Autism	Black	4	734	0.4646
Autism	Hispanic	4	178	1.8114
Autism	Multi-Racial	2	94	1.8094
Autism	White	17	1790	0.8541
Emotional and Behavioral Disorders	Black	19	734	4.8062
Emotional and Behavioral Disorders	Hispanic	2	178	1.5309
Emotional and Behavioral Disorders	Multi-Racial	1	94	1.6166
Emotional and Behavioral Disorders	White	20	1790	1.6753

Compliance Matrix

COMPLIANCE MATRIX

Indicator	Performance Level	Performance Score
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
Maintenance of Effort (MOE) *District meets MOE for the FY14. Performance Levels (Yes = 4 Points) (No = 0 Point)	Yes	4
Indicator 11: Initial evaluations (Child Find) completed within 60 days State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	95.65%	2
Indicator 12: Part C to Part B Transitions (Early Childhood Transitions) State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Indicator 13: Measurable Postsecondary Goals for Transition State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2

General Supervision; Timely Correction of Identified Non-compliance

- The LEA must correct all identified noncompliance no later than one year from notification

- Yes = 2 points, No = 0 points
  - LEAs that had no identification of noncompliance to correct receive 2 points

- Example: LEA found to be noncompliant for Indicator 10; RR was > 3.0 and policies practices and procedures were not compliant. Was the noncompliance corrected within 1 year?

Maintenance of Effort

- Does the LEA meet the MOE requirement?
  - MOE: the requirement that Local Education Agencies (LEA) demonstrate that the level of local and state funding remains relatively constant from year to year

- Yes = 4 points, No = 0 points

Indicator 11

% of children evaluated within 60 days

- Data is reported in the Special Education Dashboard

- Measure: Of all completed referrals to special education, the percentage of evaluations that were completed within the 60-day timeline

- Target is 100%
  - ≥ 95% = 2 points
  - 75% - 94% = 1 point
  - < 75% = 0 points

Indicator 12

Part C* to Part B Transition: % of children found Part B eligible (services for children ages 3-21) with the IEP implemented by the child's 3rd birthday

- Data is reported in the Special Education Dashboard

- Measure: Of all children referred from Part C* evaluated and found eligible, the percentage that had their IEP in place and ready to be implemented by the child's 3rd birthday

- Target is 100%
  - ≥ 95% = 2 points
  - 75% - 94% = 1 point
  - < 75% = 0 points

* Part C in Georgia is Babies Can't Wait

Indicator 13

Changes for the 2019-2020 School Year:

- Data for Indicator 13 will no longer be reported in the Transition Application in the Dashboard

- LEAs participating in Cross Functional Monitoring will be monitored for their Transition Planning and Services Procedures.

- Compliance will be determined only for LEAs who are Cross Functional Monitored in FY20

- LEAs not CFM this year will not be considered for compliance for Indicator 13
  - Total of 18 possible points not 20

Timely and Accurate Data

1. Preschool Exit Data (only districts with Preschool Programs will submit this data)

2. Post-secondary Outcome Data (only districts with high school programs who exited students the previous year will submit this data)

3. Timeline Data (Child Find and Early Childhood Transition) – Initial Submission, Prong 1, Prong 2**

4. CEIS Student Events Data (FY20) and FY21 CEIS Plan and Budget (only districts who have Significant Disproportionality will submit student CEIS data and a CEIS plan)**

5. Continuation of Services Data (only district who have SWD with OSS > 10 days and did not provide educational services will submit this data)

6. FTE1 (Full Time Equivalent) – October Submission – Includes Federal Child Count

7. CPI (Certified/Classified Personnel Information) – October Submission

8. Student Class – October Submission

9. Budget Due, Excess Cost Calculation Submission, MOE Reconciliation Deadline**

10. Student Record

Parent Survey

Previous Survey

- Georgia's old survey, paper with an online option
  - Sampling
    - Some smaller LEAs were on a 5-year cycle
    - Not all parents were given the opportunity to participate, some never had opportunity
  - Far fewer surveys completed
  - Results for LEAs
    - A single percentage
    - Ex.: 49%
    - Not useful, LEAs only looked to see if they met the target
    - Results were never shared with school administrators
      - Results were not available by school, a single percentage was meaningless

Parent Survey in GA

- Currently in the 3rd year of an online survey
  - Available to all families of children with disabilities
  - 10 questions plus demographic data questions
  - 6-point Likert Scale
  - LEAs receive an overall percentage measuring parental involvement
  - The "power" of the data is the availability of real time school level data

- Special Education Dashboard
  - Data is available to Special Education Directors daily, January – May
  - School level data

Parent Survey Dashboard

Special Education Parent Survey

School Year:	2019	∨
District:	███████	∨

> When the survey is open this updates nightly

Download State Summary by District
Download State Summary by Response
Download District Response

Survey Count: 783

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

Parent Survey; Downloadable Data

- 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*

Director's Data

System Name	School Name	Q1_Answer	Q2_Answer	Q3_Answer	Q4_Answer	Q5_Answer	Q6_Answer	Q7_Answer	Q8_Answer	Q9_Answer	Q10_Answer
Cobb County	Allatoona High Scho	Agree	Disagree	Strongly Agree	Very Strongly Agree	Strongly Agree	Strongly Disagree	Agree	Strongly Disagree	Very Strongly Disagr	Strongly Agree
Cobb County	Allatoona High Scho	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Disagree	Agree	Disagree	Disagree	Disagree	Agree
Cobb County	Allatoona High Scho	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Agree	Disagree
Cobb County	Allatoona High Scho	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr
Cobb County	Allatoona High Scho	Agree	Very Strongly Agree	Very Strongly Agree	Agree	Disagree	Agree	Agree	Strongly Agree	Disagree	Disagree
Cobb County	Allatoona High Scho	Agree	Agree	Agree	Strongly Agree	Disagree	Agree	Agree	Agree	Disagree	Strongly Agree
Cobb County	Allatoona High Scho	Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Agree		Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Cobb County	Allatoona High Scho	Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Cobb County	Awtrey Middle Scho	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Cobb County	Awtrey Middle Scho	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Cobb County	Awtrey Middle Scho	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Cobb County	Awtrey Middle School		Very Strongly Agree	Very Strongly Agree	Agree		Agree	Strongly Agree	Agree	Strongly Agree	Agree	Disagree

APR Reporting

- 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 5 are included in the numerator; all parents responding are included in the denominator

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; 10/**51** = 5.1

This parent has a mean of ≥5 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

- Reponses by grade band

- An item ranking – highest to lowest ranked items

Real benefit is school level data

Addressing Participation and Representativeness

Important to note that Georgia offers all families the opportunity to participate in the survey; surveys are not distributed to select families

Increase overall participation

- Sharing results with district and school leaders and teachers, enlist support; real time (during the survey open period) and final results

- Publicize the survey – newsletters, emails, website

- Provide technology at meetings, conferences, events

Analyzing real time data

- Special Education Directors are encouraged to examine their data throughout the survey period to address representativeness

Using Parent Survey Data

- More than Federal Reporting
- The useful data:
  - School level
    - Share with school leaders
    - Share with teachers
  - Question by question analysis is possible
  - Target efforts to schools and specific areas of need
- Ultimate goal
  - Know and understand where and why families believe they are considered to be a true partner in improving outcomes for their child(ren)
  - Address the issues at the schools where families do not believe they are considered to be a partner

SSIP

- Portal for SSIP LEAs
- Notifications
- Student Data Upload