Special Education Dashboard Applications

SELDA March 25, 2020
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

• 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

• 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
Communication through the Dashboard

**Special Education Applications Dashboard**

- **School Year:** 2019
- **District:** Cobb County

**District Superintendent:**
- Chris Ragsdale
- Address: [Redacted]
- Email Address: chris.ragsdale@cobbk12.org

**District Spec Ed Director:**
- Jessica Coleman
- Email Address: jessica.coleman@cobbk12.org

*Update Contact Information for District*

*Update Special Education Director here*

Communication regarding District and Disproportionality Determinations are sent to these email addresses. Please ensure accuracy!
### Dashboard View

#### Special Education Applications Dashboard

<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>
</tr>
</thead>
<tbody>
<tr>
<td>SE Timelines</td>
<td>Available for TL Data Collection</td>
<td>2/13/2019 12:00:00 AM</td>
<td>7/31/2019 11:59:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Pre School</td>
<td>Available for Data Collection</td>
<td>2/14/2019 12:00:00 AM</td>
<td>7/31/2019 11:59:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Post School Outcomes</td>
<td>In Process</td>
<td>2/14/2019 12:00:00 AM</td>
<td>7/31/2019 11:59:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Continuation of Services</td>
<td>Available for Data Collection</td>
<td>7/3/2019 12:00:00 AM</td>
<td>8/31/2019 11:59:59 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SE Disproportionality Determinations</td>
<td>Available for Data Viewing</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>
</tr>
<tr>
<td>SSIP</td>
<td>Submitted - Student Data Collection</td>
<td>11/20/2018 12:00:00 AM</td>
<td>12/31/2018 11:59:59 PM</td>
<td></td>
<td>1/4/2019 4:06:33 PM</td>
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<tr>
<td>SE Parent Survey</td>
<td>Available for Data Viewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dashboard View

Within each application there is a document with detailed instructions. Please download that and use it.
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 within 60 calendar days of receiving parental consent for evaluation. [34 C.F.R. § 300.301(c)(1)(i)]

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

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

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

   II. Students who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday.

2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child [34 C.F.R. § 300.301(c)(2)(i) – (ii)]
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 3*\textsuperscript{rd} birthday
  - IEP must be *in place* by the 3\textsuperscript{rd} 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 and Indicator 12
Accessing Timeline Data Entry

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

• The updated template is under construction currently. Further guidance will be given to all LEAs once the template is available for entry.

• Anticipated that the application will open for data entry June 1 with submission available June 30, 2020.

• Maintain a local spreadsheet for ALL consents for initial evaluation received during the 2019-2020 school year and the outcome of that consent as well as BCW referrals and the outcome of the BCW referrals received.
Entering Data

• Special Note for GO-IEP users:
  • The previous mentioned data elements are available within the Timelines Report in GO-IEP.
  • GO-IEP will maintain a spreadsheet including all the initial consent for evaluations started within GO-IEP and the Timelines Report will complete the calculations for you for both Indicators 11 and 12.
Timelines Report in GO-IEP
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
  • 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.

<table>
<thead>
<tr>
<th>Initial Eligibilities Reported Late (Indicator 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students counted late (Line 11): 29</td>
</tr>
<tr>
<td>Number of students submitted: 0</td>
</tr>
<tr>
<td>29 are late, must submit 29 names, etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>GTID</th>
<th>Date Of Consent To Evaluate</th>
<th>60 Day Due Date</th>
<th>Date Of Actual Eligibility Meeting</th>
<th>Reason for Delay</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Babies Can't Wait Reported Late (Indicator 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students counted late (Line 11): 6</td>
</tr>
<tr>
<td>Number of students submitted: 0</td>
</tr>
<tr>
<td>6 are late, must submit 6 names, etc</td>
</tr>
</tbody>
</table>
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

**Verification Student List**

The verification student data has been submitted by

- Number of students required: 1457
- Number of students submitted: 1379

78 students missing, not accurate...
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
### Dashboard View

<table>
<thead>
<tr>
<th></th>
<th>Positive Social-Emotional Skills (Outcome 1)</th>
<th>Acquisition and use of Knowledge and Skills (Outcome 2)</th>
<th>Appropriate use of Behaviour to meet needs (Outcome 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enter # of Children</td>
<td>% of Children</td>
<td>Enter # of Children</td>
</tr>
<tr>
<td>a. Percent of children who did not improve functioning</td>
<td>4</td>
<td>6.45%</td>
<td>4</td>
</tr>
<tr>
<td>b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers</td>
<td>21</td>
<td>3.87%</td>
<td>23</td>
</tr>
<tr>
<td>c. Percent of children who improved functioning to a level near to same-aged peers but did not reach</td>
<td>12</td>
<td>9.35%</td>
<td>22</td>
</tr>
<tr>
<td>d. Percent of children who improved functioning to reach a level compared to same-aged peers</td>
<td>9</td>
<td>4.52%</td>
<td>9</td>
</tr>
<tr>
<td>e. Percent of children who maintained functioning to a level compared to same-aged peers</td>
<td>16</td>
<td>5.81%</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62</td>
<td>100%</td>
<td>62</td>
</tr>
</tbody>
</table>

**SUMMARY STATEMENTS**

1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited
   \[
   \frac{(c+d)}{(a+b+c+d)} = 45.65\%
   \]

2. Percent of children who were functioning with age expectations in [outcome], by the time they exited
   \[
   \frac{(d+e)}{(a+b+c+d+e)} = 40.32\%
   \]

These summary statements automatically calculate...
Post-School Outcomes

APR Indicator 14

Offering a holistic education to each and every child in our state.
Post-School Outcomes

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

Measure: Post-School Survey
Post-School Outcomes

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

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

• Contact each exiter to determine each student’s post-school activity according to the specified categories
  • Enrolled in higher education, competitively employed, enrolled in other post-secondary education or training, part time, self or supported employment, sheltered work or day program, waiting list, unengaged, deceased, or unable to contact

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

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-School Data in the Dashboard

<table>
<thead>
<tr>
<th>Element</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/University</td>
<td>186</td>
<td>30.54%</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>110</td>
<td>18.06%</td>
</tr>
<tr>
<td>Postsecondary Education</td>
<td>63</td>
<td>10.34%</td>
</tr>
<tr>
<td>Other Employment</td>
<td>131</td>
<td>21.51%</td>
</tr>
<tr>
<td>UnEngaged + Waiting List</td>
<td>119</td>
<td>19.54%</td>
</tr>
</tbody>
</table>

Total Respondents: 610, Survey Rate of Return: NA

- Deceased: 1
- Unable to Contact: 82
- Returned to High School: 82
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

Offering a holistic education to each and every child in our state.
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.
Select the LEA’s Appropriate Response

<table>
<thead>
<tr>
<th>GTID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Primary Area</th>
<th>Gender</th>
<th>Race</th>
<th>Grade</th>
<th>Total Days</th>
<th>FAPE Denied Days</th>
<th>LEA Response to Denial of FAPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>Jones</td>
<td>T</td>
<td>Emotional/Behavioral Disorder</td>
<td>M</td>
<td>Black</td>
<td>3</td>
<td>11</td>
<td>1</td>
<td>Please select..</td>
</tr>
<tr>
<td>4</td>
<td>Smith</td>
<td>A</td>
<td>Other Health Impairment</td>
<td>M</td>
<td>Black</td>
<td>9</td>
<td>14</td>
<td>4</td>
<td>Please select..</td>
</tr>
<tr>
<td>72</td>
<td>Smith</td>
<td>F</td>
<td>Emotional/Behavioral Disorder</td>
<td>F</td>
<td>Black</td>
<td>5</td>
<td>20</td>
<td>10</td>
<td>Please select..</td>
</tr>
<tr>
<td>6</td>
<td>Lee</td>
<td>F</td>
<td>Specific Learning Disability</td>
<td>F</td>
<td>Black</td>
<td>8</td>
<td>11</td>
<td>1</td>
<td>Please select..</td>
</tr>
<tr>
<td>6</td>
<td>Lee</td>
<td>E</td>
<td>Emotional/Behavioral Disorder</td>
<td>M</td>
<td>Black</td>
<td>10</td>
<td>12</td>
<td>2</td>
<td>Please select..</td>
</tr>
<tr>
<td>1</td>
<td>Lee</td>
<td>E</td>
<td>Emotional/Behavioral Disorder</td>
<td>M</td>
<td>Black</td>
<td>9</td>
<td>13</td>
<td>3</td>
<td>Please select..</td>
</tr>
<tr>
<td>5</td>
<td>Lee</td>
<td>A</td>
<td>Mild Intellectual Disability</td>
<td>F</td>
<td>Black</td>
<td>10</td>
<td>16</td>
<td>6</td>
<td>Please select..</td>
</tr>
<tr>
<td>6</td>
<td>Lee</td>
<td>E</td>
<td>Emotional/Behavioral Disorder</td>
<td>M</td>
<td>Black</td>
<td>7</td>
<td>14</td>
<td>4</td>
<td>Please select..</td>
</tr>
<tr>
<td>2</td>
<td>Smith</td>
<td>A</td>
<td>Specific Learning Disability</td>
<td>F</td>
<td>White</td>
<td>7</td>
<td>13</td>
<td>3</td>
<td>Please select..</td>
</tr>
<tr>
<td>3</td>
<td>Smith</td>
<td>D</td>
<td>Emotional/Behavioral Disorder</td>
<td>M</td>
<td>Black</td>
<td>7</td>
<td>22</td>
<td>12</td>
<td>Please select..</td>
</tr>
</tbody>
</table>
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
## Continuation of Service Report

<table>
<thead>
<tr>
<th>School Name</th>
<th>GTID</th>
<th>Student Name</th>
<th>Continuation of Services</th>
<th>Action Code</th>
<th>Number of Days</th>
<th>Primary Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediate School</td>
<td>7894</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>2</td>
<td>P - Mild Intellectual Disability</td>
</tr>
<tr>
<td>Immediate School</td>
<td>2391</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Immediate School</td>
<td>4703</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Immediate School</td>
<td>3984</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>8 - Significant Developmental Delay</td>
</tr>
<tr>
<td>Immediate School</td>
<td>2409</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>U - Specific Learning Disability</td>
</tr>
<tr>
<td>Immediate School</td>
<td>6088</td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>Y - Other Health Impairment</td>
</tr>
<tr>
<td>Immediate School</td>
<td>6088</td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>2</td>
<td>Y - Other Health Impairment</td>
</tr>
<tr>
<td>Immediate School</td>
<td>5673</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Immediate School</td>
<td>4055</td>
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<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Immediate School</td>
<td>1614</td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>2</td>
<td></td>
</tr>
<tr>
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<td>9647</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>U - Specific Learning Disability</td>
</tr>
<tr>
<td>Immediate School</td>
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<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
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<td>Immediate School</td>
<td>8903</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td>Immediate School</td>
<td>4517</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Immediate School</td>
<td>2915</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>2</td>
<td>6 - Autism</td>
</tr>
<tr>
<td>Immediate School</td>
<td>3315</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
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<td></td>
</tr>
<tr>
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<td>5306</td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>2</td>
<td>6 - Autism</td>
</tr>
<tr>
<td>Immediate School</td>
<td>5306</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>6</td>
<td>6 - Autism</td>
</tr>
<tr>
<td>Immediate School</td>
<td>5306</td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>6 - Autism</td>
</tr>
<tr>
<td>Immediate School</td>
<td>4945</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td>T - Emotional / Behavioral Disorder</td>
</tr>
<tr>
<td>Immediate School</td>
<td>3713</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Immediate School</td>
<td>6189</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Immediate School</td>
<td>8171</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
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<tr>
<td>Immediate School</td>
<td>3302</td>
<td></td>
<td>N</td>
<td>30-Out-of-School Suspension</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Intensive School</td>
<td>6446</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>5</td>
<td>Y - Other Health Impairment</td>
</tr>
<tr>
<td>Intensive School</td>
<td>1088</td>
<td></td>
<td>Y</td>
<td>30-Out-of-School Suspension</td>
<td>3</td>
<td>6 - Autism</td>
</tr>
</tbody>
</table>
Parent Survey
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

#### Survey Count: 783

When the survey is open this updates nightly

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Very Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am considered an equal partner with teachers and other professionals in planning and making decision about my child's program.</td>
<td>365</td>
<td>169</td>
<td>155</td>
<td>29</td>
<td>14</td>
<td>43</td>
</tr>
<tr>
<td>Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.</td>
<td>362</td>
<td>159</td>
<td>161</td>
<td>30</td>
<td>15</td>
<td>43</td>
</tr>
<tr>
<td>My child’s evaluation report and other written information are written in terms I understand.</td>
<td>400</td>
<td>153</td>
<td>145</td>
<td>28</td>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>At the IEP meeting, we discussed accommodations and modifications that my child would need.</td>
<td>432</td>
<td>140</td>
<td>118</td>
<td>20</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>The school communicates regularly with me regarding my child’s progress on IEP goals.</td>
<td>394</td>
<td>133</td>
<td>124</td>
<td>35</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>Teachers are available to speak with me.</td>
<td>443</td>
<td>135</td>
<td>120</td>
<td>25</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>School offers parents variety of ways to communicate with teachers.</td>
<td>400</td>
<td>147</td>
<td>143</td>
<td>34</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.</td>
<td>424</td>
<td>145</td>
<td>126</td>
<td>28</td>
<td>6</td>
<td>41</td>
</tr>
<tr>
<td>The school gives parents the help they may need to play an active role in their child’s education.</td>
<td>371</td>
<td>162</td>
<td>129</td>
<td>41</td>
<td>16</td>
<td>55</td>
</tr>
<tr>
<td>The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.</td>
<td>325</td>
<td>141</td>
<td>150</td>
<td>66</td>
<td>20</td>
<td>71</td>
</tr>
</tbody>
</table>
Parent Survey; 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

<table>
<thead>
<tr>
<th>Survey Language</th>
<th>System Name</th>
<th>School Name</th>
<th>Q1 Answer</th>
<th>Q2 Answer</th>
<th>Q3 Answer</th>
<th>Q4 Answer</th>
<th>Q5 Answer</th>
<th>Q6 Answer</th>
<th>Q7 Answer</th>
<th>Q8 Answer</th>
<th>Q9 Answer</th>
<th>Q10 Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>E</td>
<td></td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>English</td>
<td>E</td>
<td></td>
<td>Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Very Strongly Agree</td>
<td>Very Strongly Agree</td>
</tr>
</tbody>
</table>

If the numbers don’t match what you think has been submitted for your system or school....

- Did the parent complete the survey but not identify the district or school?
- Did the parent fail to SUBMIT at the end of the survey?
- Did the parent complete a survey but not the special ed survey (maybe the school climate survey)?
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
- Responses 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
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)
  - Post-secondary Outcome Data (Indicator 14)

• Due August 31st:
  - Continuation of Services

• Anticipated to be due September 30th:
  - Timelines (Indicators 11 & 12)