

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



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SE Applications Dashboard



Search Districts

0-9

A

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I

J

K

L

You have (1141) new messages.

Site Navigation

Home
Logout

Exceptional Students

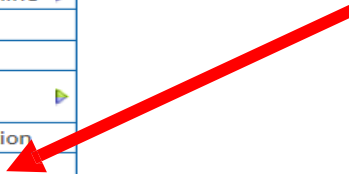
SLDS Support
Consolidated Application
Special Education Annual Reports
Data Collection
Data Wizard Editor
Documents
Dispute Resolution
Facility and School Registry
SES Student Data Collection
SES Providers Online
Message Center
GSEG Home
Security Administration
MSIX Administration
SE Applications Dashboard
Testing Irregularity Form
Special Education IEP
Coordinated Early Intervening Services (CEIS)
Professional Learning Opportunities (PLO)

Carol Seay

Surveys options |

New (0)	Saved (0)	Submitted (10)	Approved (10)	Reports
No new surveys available				

More



Communication through the Dashboard

Special Education Applications Dashboard

School Year:	2019	▼
District:	Cobb County	▼

[Update Contact Information for District](#)

District Superintendent:	District SpEd Director:
Chris Ragsdale Address: Email Address: chris.ragsdale@cobbk12.org	Jessica Coleman (jessica.coleman@cobbk12.org)

Update Special Education Director here

Superintendent's name
and email address

Special Education
Director's name and email
address

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

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
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		
SE Post-School Outcomes	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				
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				

Dashboard View

Within each application there is a document with detailed instructions.
Please download that and use it.

Continuation of Services FY 2019 Data Collection

Continuation of Services Data Collection Entry

[Download Continuation of Services Directions](#)





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 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 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

Special Education Applications Dashboard

School Year: 2017

District: [Redacted]

[Update Contact Information for District](#)

District Superintendent: [Redacted] District SpEd Director: [Redacted]

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			[Redacted]	2/27/2017 11:51:05 AM
SE Parent Survey	Available for Data Viewing				

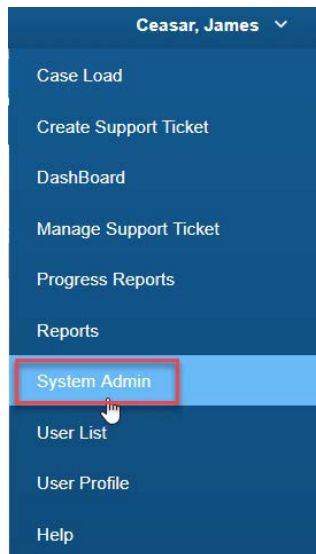
[ReOpen](#)

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

System Admin Tasks

Timelines Report **SE School Code** Transfer Case Load System Defaults

School Year: 2019

Total Explanations Completed: 2
Total Explanations Late: 19

Export to Excel

No.	Reason	GTID	Student Name	Case Manager	School Name	Consent To Eval	Initial Eval Date	Initial Eval Due Date	Eligibility Date	Is Eligibility Finalized	Is Eligible	Initial Days Late	Is BCW	IEP Meeting Date	BCW Due Date	Is IEP Finalized	BCW Days Late	Late Explanation (11)	Late Explanation (12)
1		5001564442	Ketchum, Elvie	Caine, Jose	Red Lodge Middle School		2019-01-04	2019-01-10	2019-03-13	2019-01-17	No								
2		9001824503	Knipp, Elmo	Caine, Jose	Park Elementary School		2019-01-09		2019-01-03	No									
3		9003733374	Mullins, Elroy	Caine, Jose	Red Lodge Middle School		2019-01-07		2019-01-03	No									
24		9003878557	Bush, Elvira	Caine, Jose	Park Elementary School		2019-01-04		2019-01-03	Yes	Yes								
25	Delay Explanation	9003637179	Abercrombie, Carson	Caine, Jose	Eagleton Elementary School		2018-07-19	2018-12-20	2018-09-29	2018-12-18	No	82						1	
26		9001376880	Pearson, Elmer	Caine, Jose	Columbus Elem School		2018-12-08		2018-12-06	No									
27		9000054193	Overall, Elmer	Caine, Jose	Kim Undivided High School		2018-12-07		2018-12-06	Yes	Yes								
28		9001171696	Iddings, Elliott	Caine, Jose	Eagleton Elementary School		2018-12-07		2018-12-06	Yes	Yes								
					Highland				2018-12-										

GO-IEP 2019 TIMELINE SUMMARY REPORT FOR

After all completed initial evaluations with dates prior to July 1 have been entered, the information in this report must be entered in the SE Applications Dashboard for the SE Timelines Report.

The system timelines data has been submitted by on 06/26/19

476	90
477	90
478	90

Print Indicator 11 & 12 Report

School System:									
Initial Evaluations (All Students)				Rabies Can't Wait (BCW)				SPP/APR INDICATOR	
Child Find Timelines				Transition Timelines				12	
1. Total # of completed referrals		53		1a. Total # BCW Transition Conferences				4	
2. Total Referrals minus Exceptions (Row 1 - Row 8)		53		1b. Total # Transition referrals w/consents from BCW				4	
3. Initial Evaluations completed on time		52		2. Total Referrals minus Exceptions (Row 1b - Row 10)				4	
4. Initial Evaluations completed late		1		3. # Eligible with IEP in place BY age 3 *				0	
5. Total # Completed on time		52		4. # Eligible with IEP in place AFTER age 3 *				0	
6. % Completed on time		98.11		5. # Ineligible BY 3				0	
7. Total # Completed late		1		6. # Ineligible AFTER 3				0	
8. Total # Exceptions	Exceptions 1,2,3	0		7. Total # Completed on time (by 3)				4	
9. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		1		8. % Eligible with IEP in place by age 3 *				100	
10. % Completed late		1.89		9. Total # Completed late (after 3)				0	
11. Range of days late for "Total # counted as Late" (Row 9)				10. Total # Exceptions	Exceptions 1,2,4,5			0	
	1-10 days	0		11. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)				0	
	11-30 days	1		12. % Completed late				0	
	31-60 days	0						0	
	> 60 days	0						0	
	Total	1						0	

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.

Initial Eligibilities Reported Late (Indicator 11)

Number of students counted late (Line 11): 29

Number of students submitted: 0

29 are late, must submit 29 names, etc

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
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Babies Can't Wait Reported Late (Indicator 12)

Number of students counted late (Line 11): 6

Number of students submitted: 0

6 are late, must submit 6 names, etc

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

Status Dashboard	Admin-Operations	Admin-Processes	Data Submission	Prong 1 - Student Data	Prong 2 - Data Submission
Notifications/Documents	Verification Student Upload	Verification Documents Upload			

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...

GTID	Last Name	First Name	Middle Name
------	-----------	------------	-------------

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

	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	33.87%	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	19.35%	23	37.1%	7	11.29%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	9	14.52%	9	14.52%	8	12.9%
e. Percent of children who maintained functioning to a level compared to same-aged peers	16	25.81%	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-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

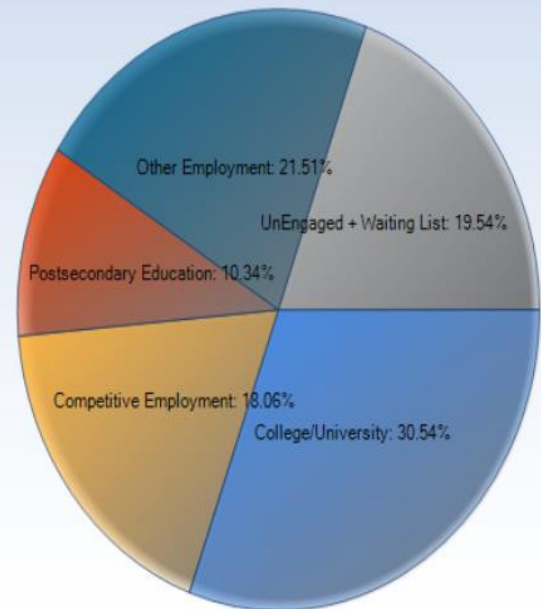
FY20 Data Reporting

- 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

Element

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	



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**

Special Education Applications Dashboard

School Year:	2019
District:	[REDACTED]

[Update Contact Information for District](#)

District Superintendent:	District SpEd Director:
[REDACTED]	[REDACTED]
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			<input type="checkbox"/>
Post Secondary	In Process	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			<input type="checkbox"/>
SE Continuation of Services	Available for Data Collection	7/3/2019 12:00:00 AM	8/31/2019 11:59:59 PM			<input type="checkbox"/>
SE Disproportionality Determinations	Available for Data Viewing					<input type="checkbox"/>
SE District Determinations	Available for Data Viewing					<input type="checkbox"/>
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	<input type="checkbox"/>
SSIP	Submitted - Student Data Collection	11/20/2018 12:00:00 AM	12/31/2018 11:59:59 PM	[REDACTED]	1/4/2019 4:06:33 PM	<input type="checkbox"/>
SE Parent Survey	Available for Data Viewing					<input type="checkbox"/>

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

Continuation of Service Report						
School Name	GTID	Student Name	Continuation of Services	Action Code	Number of Days	Primary Area
mediate School	*****7894		Y	30-Out-of-School Suspension	2	P - Mild Intellectual Disability
mediate School	*****2391		Y	30-Out-of-School Suspension	3	
mediate School	*****4703		Y	30-Out-of-School Suspension	1	
mediate School	*****0384		Y	30-Out-of-School Suspension	1	8 - Significant Developmental Delay
mediate School	*****9413		Y	30-Out-of-School Suspension	1	U - Specific Learning Disability
mediate School	*****2409		Y	30-Out-of-School Suspension	1	
mediate School	*****6088		N	30-Out-of-School Suspension	1	Y - Other Health Impairment
mediate School	*****6088		N	30-Out-of-School Suspension	2	Y - Other Health Impairment
mediate School	*****6673		Y	30-Out-of-School Suspension	1	
mediate School	*****4065		N	30-Out-of-School Suspension	1	
mediate School	*****4614		N	30-Out-of-School Suspension	2	
mediate School	*****8647		Y	30-Out-of-School Suspension	1	U - Specific Learning Disability
mediate School	*****1332		Y	30-Out-of-School Suspension	1	
mediate School	*****8903		Y	30-Out-of-School Suspension	1	T - Emotional / Behavioral Disorder
mediate School	*****4517		N	30-Out-of-School Suspension	1	
mediate School	*****2915		Y	30-Out-of-School Suspension	2	6 - Autism
mediate School	*****3315		Y	30-Out-of-School Suspension	1	
mediate School	*****5306		N	30-Out-of-School Suspension	2	6 - Autism
mediate School	*****5306		Y	30-Out-of-School Suspension	6	6 - Autism
mediate School	*****5306		N	30-Out-of-School Suspension	1	6 - Autism
mediate School	*****4945		Y	30-Out-of-School Suspension	1	T - Emotional / Behavioral Disorder
mediate School	*****3713		Y	30-Out-of-School Suspension	1	
mediate School	*****6189		Y	30-Out-of-School Suspension	1	
mediate School	*****8171		Y	30-Out-of-School Suspension	1	
mediate School	*****3302		N	30-Out-of-School Suspension	1	
ntary School	*****6446		Y	30-Out-of-School Suspension	.5	Y - Other Health Impairment
ntary School	*****1088		Y	30-Out-of-School Suspension	3	6 - Autism

Parent Survey



Offering a holistic education to each and every child in our state.

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:

[Redacted]

When the survey is open this updates nightly

Survey Count: 783

[Download State Summary by District](#)

[Download State Summary by Response](#)

[Download District Response](#)

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

Survey Language	System Name	School Name	Q1_Answer	Q2_Answer	Q3_Answer	Q4_Answer	Q5_Answer
English	E		Agree	Agree	Agree	Agree	Strongly Agree
English	E		Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
English	E		Strongly Agree	Strongly Agree	Strongly Agree	Very Strongly Agree	Very Strongly Agree
English	E		Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
English	E		Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
English	E		Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree

Q5_Answer	Q6_Answer	Q7_Answer	Q8_Answer	Q9_Answer	Q10_Answer
Strongly Disagree	Agree	Agree	Agree	Agree	Disagree
Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Very Strongly Agree	Very Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	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	Very Strongly Agree	Very Strongly Agree
Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree

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)