The Data Journey: Beginning with Special Education Applications

SELDLA July 8, 2021
Learning Targets

The participants will:

• View an Overview of the Overall Data Process (mile high view)
• Locate resources for Data Collection
• Identify due dates for SE Applications reports and other collections
• Be able to access to the Special Education Applications Dashboard (SE Applications)
• Locate Applications in the Dashboard including Continuation of Services, Cross Functional Monitoring, Disproportionality, Parent Survey, Post School Outcomes, Preschool Outcomes, Timelines, Timely and Accurate, LEA Determinations
• Locate Data Visualization Reports in the SE Dashboard and public site on GaDOE website
• Apply the use of data resources to your daily work as a special education director
Warm Up

Go to www.menti.com and use the code 4843 9028

Rate your knowledge of the data areas below:

- Special Education Applications
- State Performance Plan/Annual Performance Report
- FTE, Student Class, Student Word
- LEA/District Determinations
- Disproportionality
Why take the Data Journey?

It is Monday, and raining, and the snack machine is out. You have been on the job 4 weeks as a new special education director. When you review your email, snail mail, voice mails, and written messages, you have the following issues to address:
Why take the Data Journey?

• a meeting with Stakeholders on August 15, to discuss the current Annual Performance report for the system
• a GLRS meeting on Sept. 17, to review with other special education directors the status of preschool outcomes for your district
• continuation of services opens on July 31, and the former director said there will be a student to document
• your superintendent wants to meet with you to ask why the system is disproportionate
• Parent to Parent wants any information you can provide about parental satisfaction with your program
• the high school principal wants to discuss the outcomes of SWD after high school
# Why take the Data Journey?

<table>
<thead>
<tr>
<th>Federal Requirements</th>
<th>Track Student Progress</th>
<th>General Supervision</th>
<th>Stakeholder Information</th>
<th>Uniformity of Information</th>
</tr>
</thead>
</table>

**Growth**

A. 35.20% to 62.94%
B. 36.86% to 62.73%
C. 46.00% to 88.50%

**Target to Result**

D. 15.50% \(\downarrow\) 35.71%
E. 0% \(\downarrow\) 28.57%
The journey of thousand miles begins with a single step.

Lao Tzu
What is required for a successful journey?
Go to www.menti.com and use the code 4843 9028

What is required for a successful Journey?
Data Knowledge: Critical for SWD Success!!

Legend:
- Entry
- View
- Both

Start Here

SE Applications

Timelines → Preschool Outcomes → Cont. of Services

Disproportionality, District Determinations, Parent Survey, Timely & Accurate Data

Cross Functional Monitoring

SPP/APR
Critical Supplies for the Journey

- **GPS/Compass**
  - SPP/APR
  - LEA Determination
  - Annual Performance Report
  - Data Visualizations

- **Roadside Emergency Kit**
  - SELDA & Contacts
  - GCASE, District Liaisons,
    GLRS, Collaborative Communities

- **Navigation Supports**
  - Websites with Resources

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The Journey Begins
GPS/Compass-SPP/APR, LEA Determinations, Annual Performance Reports, Data Visualizations
GA receives a determination (rating) from OSEP based on state level data.

LEA receives a determination based on system level data.
GA receives a determination (rating) from OSEP based on state level data.

LEA receives a rating on their APR based on system level data.

9,000 SWD at the state level with a General Diploma, 2,000 SWD who Dropped Out, and 500 SWD who received a Sp. Ed. Diploma (including data from all LEAs). 9,000/11,500 = 78.3%

22 General Diplomas, 1 Unknown, 1 Drop Out, and 2 Sp. Ed. Diplomas for the LEA. 22/26 = 84.6%

4 total General Diploma Students, 1 Sp. Ed. Diploma, 1 Unknown = 6 4/6 = 66.7%

Sally = General Diploma 1/1 = 100%
What is the State Performance Plan (SPP)/Annual Performance Report (APR)?

**State Performance Plan/Annual Performance Report**
- Developed for a 6 Year Interval with a Measurement Table
- 17 Total Indicators -- Targets for Each Indicator
- Composed of Results and Compliance Indicators
- Results Indicator Targets -- such as Graduation Rate can be set by the State
- Compliance Indicator Targets -- such as Child Find (100%) are set by OSEP
What is the State Performance Plan (SPP)/Annual Performance Report (APR)?

State Performance Plan/Annual Performance Report

- Annual Performance Report Submitted Each Year
- Includes Trend Data for Each Year
- Developed with Input from SAP
- OSEP Reviews the State’s SPP/APR
- States Receive a Determination (i.e., Meets Requirements, Needs Assistance) from OSEP
Data Reporting Year for SPP/APR Indicators

Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2022 will be based upon SY 2020-2021):

- Indicator 3 (Assessment)
- Indicator 5 (School Age Settings)
- Indicator 6 (Early Childhood Settings)
- Indicator 7 (Preschool Outcomes)
- Indicator 8 (Parent Involvement)
- Indicator 9 & 10 (Disproportionate Representation)
- Indicator 11 (Child Find)
- Indicator 12 (Part C to B Transition)
- Indicator 13 (Secondary Transition with IEP Goals)
- Indicator 14 (Secondary Transition)
- Indicator 15 (Hearing Requests Resolved)
- Indicator 16 (Mediation Agreement)
- Indicator 17 (State Systemic Improvement Plan)
Data Reporting Year for SPP/APR Indicators

Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2022 is based upon SY 2019-2020):

- Indicator 1 (Graduation Rate)
- Indicator 2 (Dropout Rate)
- Indicator 4 (Disproportionate Suspension/Expulsion)
SPP/APR INDICATOR 1

Indicator 1: Graduation
Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Collected in Student Record
Graduation Rate

SWD (age 14-21) who exit special education by graduating with a regular high school diploma

SWD (age 14-21) who exit high school by: graduating with a regular diploma, graduating with a state defined alternate diploma, receiving a certificate, *reaching maximum age, or dropping out

* Georgia does not use reaching maximum age.
SPP/APR INDICATOR 2

Indicator 2: Dropout
Percent of youth with IEPs dropping out of high school.
(20 U.S.C. 1416 (a)(3)(A))

Collected in FTE
Dropout Rate Calculation

Total Number of Students (ages 14-21) who exited special education due to Dropping Out

Total Number of all SWD (ages 14-21) who exited school due to: graduating with a regular diploma, graduating with a state defined alternate diploma, receiving a certificate, *reaching maximum age, or dropping out

* Georgia does not use maximum age.
After viewing the SPP/APR formulas for graduation and dropout, what concerns you the most?
SPP/APR INDICATOR 3

Current SPP/APR Indicator Components
A. Participation rate for children with IEPs
B. Proficiency rate for children with IEPs against grade level academic achievement standards
C. Proficiency rate for children with IEPs against alternate academic achievement standards
D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards
SPP/APR INDICATORS 4A & 4B

**Indicator 4A: Suspension/Expulsion**
Rates of Suspension/Expulsion- Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Indicator 4B: Suspension/Expulsion**
Rates of Suspension/Expulsion- Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))
SPP/APR INDICATORS 5 & 6

**Indicator 5: Education Environments (School Age)** Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;
B. Inside the regular class less than 40% of the day; and
C. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))
**SPP/APR INDICATORS 5 & 6**

**Indicator 6: Preschool Environments (includes 5-year-olds in Preschool)**

Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

C. Receiving special education and related services in the home.

(20 U.S.C. 1416(a)(3)(A))

Collected in FTE 1
Indicator 7: Preschool Outcomes
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); and
C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Collected in the SE Applications
Indicator 8: Parent Involvement
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
(20 U.S.C. 1416(a)(3)(A))

Collected online beginning in January and ending on May 31, Results in SE Applications
SPP/APR INDICATORS 9 & 10

**Indicator 9: Disproportionate Representation**
Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

**Indicator 10: Disproportionate Representation in Specific Disability Category**
Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))
Categories are Speech/Language Impaired, Specific Learning Disabilities, Intellectual Disabilities, Autism, Other Health Impaired, Emotional Behavioral Disorder.

Collected in FTE 1
SPP/APR INDICATORS 11 & 12

**Indicator 11: Child Find**
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

**Indicator 12: Early Childhood Transition**
Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Collected in SE Applications
Indicator 13: Secondary Transition
Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))
Collected in SE Applications Portal
Indicator 14: Post-School Outcomes
Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:
Enrolled in higher education within one year of leaving high school.
Enrolled in higher education or competitively employed within one year of leaving high school.
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
(20 U.S.C. 1416(a)(3)(B))

Collected in SE Applications
SPP/APR INDICATORS 15 & 16

**Indicator 15: Resolution Sessions**
Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3)(B))

**Indicator 16: Mediation**
Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3(B))

Reported by DOE
Indicator 17: State Systemic Improvement Plan (SSIP)

A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.
Where is the SPP/APR Located?

The SPP/APR is located at State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations (gadoe.org)

State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

SPP/APR Recordings

<table>
<thead>
<tr>
<th>Recording Link</th>
<th>PowerPoint Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of the SPP/APR</td>
<td>Overview of the SPP/APR</td>
</tr>
<tr>
<td>Review of SPP/APR Indicators 1 and 2</td>
<td>Review of SPP/APR Indicators 1 and 2</td>
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<tr>
<td>Review of SPP/APR Indicator 8</td>
<td>Review of SPP/APR Indicator 8</td>
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<tr>
<td>Review of SPP/APR Indicators 11 and 12</td>
<td>Review of SPP/APR Indicators 11 and 12</td>
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<td>10/30/2020 Review of SPP/APR for the State Advisory Panel</td>
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<tr>
<td>After reading the presentations and/or listening to the recordings, please complete the Survey on the right to provide input on SPP/APR Indicators 1, 2, 8, 11, 12, and SSIP.</td>
<td>SPP/APR Feedback - Indicators 1, 2, 8, 11, 12, and SSIP</td>
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<td>SPP/APR Indicator 7 for SAP</td>
<td>SPP/APR Indicator 7 for SAP</td>
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<td>SPP/APR Indicators 14, 15, and 16 for SAP</td>
<td>SPP/APR Indicators 14, 15, and 16 for SAP</td>
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<tr>
<td>11/20/2020 Review of SPP/APR for State Advisory Panel</td>
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</table>

SPP/APR Documents

FY 2021
- FY 21 State Performance Plan / Annual Performance Report
- Determination Letter
- Determination Explanation
- Results Driven Accountability Matrix
- Georgia Dispute Resolution 2019-20
- State Systemic Improvement Plan (SSIP) Phase IV - Year V Report
- Georgia 2021 Data Rubric (Part B)
Special Education Applications Dashboard:

Data Entry and View of LEA Information
Applications in the Dashboard

- SE Timelines, Indicator 11 and 12 of APR
- SE Pre School Outcomes, Indicator 7
- SE Post-School Outcomes, Indicator 14
- SE Continuation of Services
- SE Disproportionality Determinations (and data)
- SE District Determinations
- SE Cross Functional Monitoring
- SE Parent Survey, Indicator 8
- SE Timely and Accurate Data Reporting

Applications in green require Data Entry by the Special Education Director.

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Accessing the Dashboard

Portal Account
Approved for Dashboard access
If you do not see the SE Applications Dashboard as shown here, you will need to request access in your portal account. Work with your DL or security officer if you need help.

If you do not have a portal account use the link below.

Very Important! If it is not changed, email continues to be sent to prior director.

Your LEA name, the name of the Superintendent and the name of all people who are provisioned with the role of Special Education Director in the portal will appear here. There will be an option to select one person as the primary person if multiple are provisioned with the role of Special Education Director.
Dashboard View

The Application Status on the thumbnail alerts you to the status of that application. Clicking on the View Application tab opens the application.
For applications that require data entry, the arrow shows the due date when that application will close for data entry. The application should be submitted by the date shown.
Dashboard View

Once the application has been submitted, the thumbnail will indicate who submitted the application and the date it was submitted.
Dashboard View

The School Year for the data is also displayed on the tile for the application. After opening the application, a look up list at the top will allow you to select a prior year.
Dashboard View

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

Very Important! The Guides/Directions contain the most updated information.
Reminders

- The **Due Dates Calendar** is on the GaDOE website [Data Collection and Reporting (gadoe.org)](http://gadoe.org) and inside the SE Applications Dashboard.
- Items in **red font** are used to determine timely and accurate data for #20 in each LEA’s Annual Performance Summary.
Special Education Dashboard Applications: SE Continuation of Services
Continuation of Services

• 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 report follow-up data requested in the application
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
<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>
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<td>6 - Autism</td>
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</tbody>
</table>
Continuation of Services (COS) Reporting

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

Continuation of Services is not applicable for this LEA for the School Year 2023.
Continuation of Services (COS) Reporting, if applicable

Opens for collection around July 31\textsuperscript{ST} annually

After selecting the SE Continuation of Services Application in the portal, select link to the guidance document in the upper right corner
Select the LEA’s Appropriate Response

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<tr>
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<th>First Name</th>
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<th>Gender</th>
<th>Race</th>
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<th>Total Days</th>
<th>FAPE Denied Days</th>
<th>LEA Response to Denial of FAPE</th>
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<td>Please select.</td>
</tr>
<tr>
<td>6</td>
<td>[Redacted]</td>
<td>[Redacted]</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>[Redacted]</td>
<td>[Redacted]</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>[Redacted]</td>
<td>[Redacted]</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>[Redacted]</td>
<td>[Redacted]</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>[Redacted]</td>
<td>[Redacted]</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>[Redacted]</td>
<td>[Redacted]</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>
Continuation of Services (COS) Reporting

- Once completed, click on the Submit button.
- After data submission, you will see a statement at the top confirming the submission.
Continuation of Services (COS)

• To meet the requirement for timely and accurate reporting, data must be submitted on or before **August 31**.

• Corrections may not be made to the Student Record as the district has already verified by the superintendent’s signature that the Student Record data are accurate.
Data and Resources

Data Source-Discipline

- Student Record reported for the previous fiscal year
- DIS090  Suspensions with the Same Date and Days
- DIS092  Possible Duplicated Safety Records
- DIS095  OSS Greater than 10 days w/out Services
- DIS097  SWD System Totals by Discipline Action
- SE055  Primary Area by EL, Hispanic, Race, and Gender

State Rules-Discipline

- Discipline

Data Presentations, Recordings, and Documents (gadoe.org)
Student Record Reports- Tips

• All SR reports can be downloaded to Excel.
• School Level Reports will allow you to drill down to the individual student level.
• Multiple years of discipline data is available in the portal to examine trends.
• **If you wait for SR to close in June to determine discipline difficulties with SWD, it is too late!**
• **Start reviewing the data in September!**
• Utilize your school system’s Student Information System (SIS) discipline reports throughout the year to monitor potential problems. Principals, Asst. Principals, and Data Clerks can help with reports and/or get you the needed access to review or generate them.
• All SIS have reports for discipline that can be monitored in a real time basis.
Key Point- Even if the LEA does not have COS problems, inaccurate discipline reporting can cause disproportionality for the LEA. Consequences can include CCEIS and Corrective Action Plans.
Special Education Dashboard Applications: Cross Functional Monitoring

Offering a holistic education to each and every child in our state.
Cross Functional Monitoring (CFM)

• Each year approximately 25% of the LEAs will participate in the CFM process.
• If your LEA is monitored, the Cross Functional Monitoring Application provides a location for document uploads and feedback.
• The Results Driven Accountability (RDA) Unit will be providing you with additional information about the process. The screenshots that follow provide an overview.
Cross Functional Monitoring

If you are not in the CFM process, your CFM Application tile will show:

Cross Functional Monitoring is not applicable for this LEA for the School Year 2020.
Cross Functional Monitoring

If you are in the CFM process, your CFM Application tile will show:

- Continuation Of Services
- Cross Functional Monitoring
- Data Submission: Student Data submitted by [name]
- GaDOE Verification: GaDOE Verification submitted by Lynn-Louise Holland on [date]

<table>
<thead>
<tr>
<th>Compliance Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Overall Status</td>
<td>Non-Compliant</td>
</tr>
<tr>
<td>LEA Procedures Status</td>
<td>Compliant</td>
</tr>
<tr>
<td>Students Compliant Status</td>
<td>Non-Compliant</td>
</tr>
</tbody>
</table>

- Total number of students compliant: [number]
- Total number of students non compliant: [number]

- Corrective Action Plan: Corrective Action Plan submitted by [name]
- Prong 1: Prong1 submitted by [name]
- Prong 2: Prong2 submitted by [name]

Allows access for data uploads and responses from DOE.
# Cross Functional Monitoring

**SE Applications Dashboard > Cross Functional Monitoring**

<table>
<thead>
<tr>
<th>DATA SUBMISSION</th>
<th>GaDOE VERIFICATION</th>
<th>CORRECTIVE ACTION PLAN</th>
<th>PRONG 1</th>
<th>PRONG 2</th>
<th>NOTIFICATIONS</th>
</tr>
</thead>
</table>

- ✔️ Student Data submitted by [Name] on 2/26/20, 9:19 AM

**Compliance Status**

- **LEA Procedures Status**: Compliant
- **Students Compliant Status**: Non-Compliant
- **LEA Overall Status**: Non-Compliant

**GaDOE LEA Rules Outline Verification**: Compliant

- Click here to view LEA's procedures

---

**A. ACCESS SHEET (34 C.F.R. 300.614)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is there an access sheet in the student folder?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is the date, name of the person accessing the file and purpose for accessing the student file documented on the access sheet?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**B. PARENTAL CONSENT FOR EVALUATION (34 C.F.R. 300.306, 34 C.F.R. 300.503, 34 C.F.R. 300.504)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Was parent consent obtained from the parent prior to evaluation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are the areas to be evaluated listed on the parent consent to evaluate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Were parent rights provided when the parent consent to evaluate was signed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**C. INITIAL EVALUATION (34 C.F.R. 300.303)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Did the evaluation team use a variety of assessment tools to gather relevant academic, functional, and developmental information about the student to determine eligibility?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Were the assessments and other evaluation materials selected to assess all needs and not merely those that are designed to provide a single general intelligence quotient?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**D. INITIAL ELIGIBILITY (34 C.F.R. 300.306, 34 C.F.R. 300.307, 34 C.F.R. 300.311)**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Did the Eligibility Report include appropriate pre-referral evidence-based interventions and results (includes IEP)? Required only for IEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Was parent input included during the eligibility determination discussion?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Special Education Dashboard Applications: Disproportionality
<table>
<thead>
<tr>
<th>Federal Regulation</th>
<th>Georgia’s Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Categories:</strong> Identification, Placement &amp; Discipline</td>
<td><strong>Categories:</strong> Identification, Placement &amp; Discipline</td>
</tr>
<tr>
<td><strong>Methodology is Risk Ratio:</strong> Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30</td>
<td><strong>Methodology is Risk Ratio:</strong> Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30</td>
</tr>
<tr>
<td><strong>Alternate Risk Ratio</strong> when comparison group is too small (Cell &lt; 10, N &lt; 30)</td>
<td><strong>Alternate Risk Ratio</strong> when comparison group is too small (Cell &lt; 10, N &lt; 30)</td>
</tr>
</tbody>
</table>
| **SWD ages:** 3-21 for Identification and Discipline  
**SWD ages:** 6-21 for Placement | **SWD ages:** 3-21 for Identification and Discipline  
**SWD grades:** grades K-12 for Placement |
| **Discipline:** Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures) | **Discipline:** Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures) |
| **Identification:** SWD, 6 specific categories | **Identification:** SWD, 6 specific categories |
| **Placement, 2 categories:** 1.) < 40% in general education setting, 2.) separate settings | **Placement, 2 categories:** 1.) < 40% in general education setting, 2.) separate settings |
| **CCEIS** (Comprehensive CEIS): 15% of IDEA funds for students with & without disabilities ages 3-21 | **CCEIS:** 15% of IDEA funds for students with & without disabilities ages 3-21 |
Significant Disproportionality in Georgia

Significant Disproportionality with CCEIS Requirement
Risk Ratio of 3.0 or greater for 3 years

- IDENTIFICATION
- PLACEMENT
- DISCIPLINE

Additional Types of Determinations
Disproportionate Representation (Identification)
Risk Ratio 3.0 or greater for 2 years (only age 6-21)

Significant Discrepancy (Discipline)
Rate Ratio 2.0 or greater for 2 years – compared to state
Data Collection- Years for Calculation – Portal Snapshot

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Performance Score</th>
<th>Race / Ethnicity Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>No records found</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

View Application
Data Collection Years for Calculation - Portal Snapshot

<table>
<thead>
<tr>
<th>Significant Disproportionality - Identification</th>
<th>Significant Disproportionality - Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Disproportionality - OSS &gt; 10 Days</td>
<td>Significant Disproportionality - OSS ≤ 10 Days</td>
</tr>
<tr>
<td>Significant Disproportionality - ISS &gt; 10 Days</td>
<td>Significant Disproportionality - Total Disciplinary Removals</td>
</tr>
<tr>
<td>Significant Disproportionality - ISS ≤ 10 Days</td>
<td>Significant Disproportionality - Indicator 4b</td>
</tr>
<tr>
<td>SWD Discrepancy - Indicator 4a</td>
<td>Significant Disproportionality - Indicator 4a</td>
</tr>
</tbody>
</table>

### FY20 Determination

<table>
<thead>
<tr>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Disabilities</td>
<td>American Indian</td>
<td>9</td>
<td>73</td>
<td>1.0069</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Asian</td>
<td>17</td>
<td>491</td>
<td>0.2806</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Black</td>
<td>4061</td>
<td>34046</td>
<td>1.6202</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Hispanic</td>
<td>467</td>
<td>3606</td>
<td>1.0628</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Pacific Islander</td>
<td>4</td>
<td>31</td>
<td>1.0538</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>Two or More Races</td>
<td>82</td>
<td>1145</td>
<td>0.5789</td>
</tr>
<tr>
<td>All Disabilities</td>
<td>White</td>
<td>517</td>
<td>7625</td>
<td>0.5097</td>
</tr>
<tr>
<td>Autism</td>
<td>American Indian</td>
<td>8</td>
<td>74</td>
<td>3.0421</td>
</tr>
<tr>
<td>Autism</td>
<td>Asian</td>
<td>3</td>
<td>491</td>
<td>0.4449</td>
</tr>
<tr>
<td>Autism</td>
<td>Black</td>
<td>466</td>
<td>34046</td>
<td>1.0087</td>
</tr>
<tr>
<td>Autism</td>
<td>Hispanic</td>
<td>54</td>
<td>3606</td>
<td>1.1055</td>
</tr>
<tr>
<td>Autism</td>
<td>Pacific Islander</td>
<td>1</td>
<td>1145</td>
<td>1.2105</td>
</tr>
<tr>
<td>Autism</td>
<td>Two or More Races</td>
<td>15</td>
<td>1145</td>
<td>0.9564</td>
</tr>
<tr>
<td>Autism</td>
<td>White</td>
<td>99</td>
<td>7625</td>
<td>0.9419</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder</td>
<td>Black</td>
<td>311</td>
<td>34046</td>
<td>3.8221</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder</td>
<td>Hispanic</td>
<td>9</td>
<td>3606</td>
<td>0.3254</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder</td>
<td>Two or More Races</td>
<td>7</td>
<td>1145</td>
<td>0.8371</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder</td>
<td>White</td>
<td>15</td>
<td>7625</td>
<td>0.237</td>
</tr>
<tr>
<td>Intellectual Disabilities</td>
<td>American Indian</td>
<td>1</td>
<td>73</td>
<td>1.1049</td>
</tr>
</tbody>
</table>

**Legend:**
- Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported in FTE FY2019, FY2020, FY2021); consequences imposed
- Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported in FTE FY2021 or FY2020 and FY2021); consequences not imposed
- Risk Ratio ≥ 3.0 data reported in FY2021 Cell size (category count) < 10 or N-size (enrollment in racial/ethnic group) < 30
Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area of Identification, Placement, or Discipline!

Identification-Disproportionate Representation
Data Collection Years for Calculation-Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area of Identification, Placement, or Discipline!

Identification- Significant Disproportionality

<table>
<thead>
<tr>
<th>Legend:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years; data reported in FTE FY2019, FY2020, FY2021); consequences imposed</strong></td>
</tr>
<tr>
<td><strong>Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported in FTE FY2021 or FY2020 and FY2021); consequences not imposed</strong></td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0 data reported in FY2021 Cell size (category count) &lt; 10 or N-size (enrollment in racial/ethnic group) &lt; 30</td>
</tr>
</tbody>
</table>
Data Collection Years for Calculation-Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area of Identification, Placement, or Discipline!

<table>
<thead>
<tr>
<th>Placement- Significant Disproportionality (&lt; 40% Gen. Ed., Separate Settings)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legend:</strong></td>
</tr>
<tr>
<td>Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years; data reported in FTE FY2019, FY2020, FY2021); consequences imposed</td>
</tr>
<tr>
<td>Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported in FTE FY2021 or FY2020 and FY2021); consequences not imposed</td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0 data reported in FY2021 Cell size (environment count) &lt; 10 or N-size (SWD enrollment in racial/ethnic group) &lt; 30</td>
</tr>
</tbody>
</table>
Data Collection Years for Calculation-Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area such as Identification, Placement, or Discipline.

**Legend:**

- **Significant Discrepancy with consequences:** FY2021 Rate Ratio ≥ 2.0 in one racial/ethnic subgroup and FY2020 Rate Ratio ≥ 2.0 in same racial/ethnic subgroup (2 years RR ≥ 2.0)
- **Significant Discrepancy, no consequences:** FY2021 Rate Ratio ≥ 2.0 in one racial/ethnic subgroup (1-year RR ≥ 2.0)
- **FY2021 Rate Ratio in one racial subgroup is ≥ 2.0, however the cell size (Student Count) < 10 and/or n-size (Cumulative SWD Enrollment) < 30**

**Formula:**

\[
\frac{\text{District SWD Racial/ethnic subgroup Rate for OSS > 10 Days}}{\text{State SWD Rate for OSS > 10 Days}}
\]
Data Collection Years for Calculation-Portal Snapshot

Proceed with caution, be sure to review the Legend for each individual tab/category! The Legend will vary depending upon the area such as Identification, Discipline, or Placement.

<table>
<thead>
<tr>
<th>Discipline - Significant Disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legend:</strong></td>
</tr>
<tr>
<td>Red</td>
</tr>
<tr>
<td>Yellow</td>
</tr>
<tr>
<td>Blue</td>
</tr>
</tbody>
</table>

*NOTE: FOR FY21 DETERMINATIONS 2 YEARS OF DURATION AND TYPE DATA WILL BE USED, FY18 & FY19; ONLY FY20 DATA WILL BE CALCULATED USING THE DISCRETE CALCULATIONS (OSS ≤ 10 DAYS)
Go to www.menti.com and use the code 4843 9028

Rank order the three areas of disproportionality from greatest to least concern:

1st | Identification
2nd | Placement
3rd | Discipline
Parent Survey

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

• FY22 will be the 5th 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 (closes May 31)
  • School level data
Parent Survey Dashboard

<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>134</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
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
    - Beginning FY20- scores with a mean of 4 are now included in the numerator
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 ≥ 4 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

Analyze real time data

- Special Education Directors are encouraged to examine their data throughout the survey period to address representativeness:
  - Race-ethnicity
  - Disability
  - Grade
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
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) involved in competitive integrated employment,
(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

Data Reporting

• List of exiters from the prior year is available in February
  • Regular HS Diploma
  • Special Education Diploma or Certificate/ Dropout

• Begin collecting information about students
  • Email, phone, Facebook
  • Check GTID status, has the student been claimed by any LEA this year?

“One year after” exiting, what is their status?
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?
### Post School Outcomes

**Indicator 14**

Number of students exiting secondary education during the prior year:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Count</th>
<th>Per%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Higher Education</td>
<td>12</td>
<td>16.6%</td>
</tr>
<tr>
<td>Competitive Integrated Employment</td>
<td>32</td>
<td>45.07%</td>
</tr>
<tr>
<td>Enrolled in Other Postsecondary Education or Training</td>
<td>4</td>
<td>5.63%</td>
</tr>
<tr>
<td>Other Employment - Part-Time, Self and Supported Employment</td>
<td>3</td>
<td>4.23%</td>
</tr>
<tr>
<td>Other Employment - Sheltered Work or Day Habilitation</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Count</th>
<th>Per%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deceased</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>On Waiting List</td>
<td>2</td>
<td>2.82%</td>
</tr>
<tr>
<td>Unengaged</td>
<td>18</td>
<td>25.35%</td>
</tr>
<tr>
<td>Returned to High School</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Unable to Contact</td>
<td>1</td>
<td>1.41%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>71</td>
<td>NA</td>
</tr>
<tr>
<td>Survey Rate of Return</td>
<td>NA</td>
<td>98.81%</td>
</tr>
</tbody>
</table>

**Due Date:** Jul 31, 2021  
**Timeliness:** Yes  
**Last Submitted By:** [Name]

[View Application]
After selecting the SE Post-School Outcomes Application in the portal: See link to guidance document under the data table and graph as well as the document with the activity codes
Post-School Outcomes Reporting

Data in the SE Post-School Outcomes Application will be displayed by school.
Preschool Exit

Reporting Preschool Outcomes

APR Indicator 7
Major Change to Data Collection for Preschool Outcomes!!

- **ALL** Districts must respond in the Preschool Outcomes Application!
Major Change to Data Collection for Preschool Outcomes!!

• The choices are shown below:
  • This LEA did not serve preschool students with disabilities in FY21.
  • This LEA did serve preschool students with disabilities, but none who exited preschool in FY21.
  • This LEA served preschool students with disabilities who exited preschool in FY21.

• Guidance document posted in Preschool Application and posted at Data Collection and Reporting (gadoe.org)
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)

Georgia reports to the Office of Special Education Programs (OSEP), for each area:

- Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

- The percent of preschool children who were functioning within age expectations 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
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’s performance at the time of entry using the ratings of 1 - 7 for each of the 3 areas: Social/Emotional, Knowledge & Skill, Adaptive Behavior

Rating Definitions:
https://ectacenter.org/eco/assets/pdfs/Definitions_Outcome_Ratings.pdf
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
• Rate the student’s performance at the time of exit using the ratings of 1-7 for each of the 3 areas:
  Social/emotional
  Knowledge and Skill
  Adaptive behavior

Use the DaSy Calculator to enter OSEP ratings A-E
Ratings:

A = Student did not improve functioning
B = Student improved functioning but not sufficiently to move nearer to functioning comparable to same-aged peers
C = Student improved functioning to a level nearer to same-aged peers but did not reach it
D = Student improved functioning to reach a level comparable to same-aged peers
E = Student maintained functioning at a level comparable to same-aged peers
COS Aligned Preschool Outcomes Template

![Image](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx)
Data Summary

Click on the Data Summary Tab

The data automatically populates the summary page

These are the data to enter in the Preschool Outcomes application in the Special Education Dashboard

<table>
<thead>
<tr>
<th>Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Social Emotional Skills (Outcome 1)</strong></td>
</tr>
<tr>
<td>a.) Percent of children who did not improve functioning</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>
</tr>
<tr>
<td>c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach</td>
</tr>
<tr>
<td>d.) Percent of children who improved functioning to reach a level compared to same-aged peers</td>
</tr>
<tr>
<td>e.) Percent of children who maintained functioning to a level compared to same-aged peers</td>
</tr>
<tr>
<td><strong>Total number of students reported</strong></td>
</tr>
<tr>
<td><strong>Acquisition of Knowledge and Skills (Outcome 2)</strong></td>
</tr>
<tr>
<td>a.) Percent of children who did not improve functioning</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>
</tr>
<tr>
<td>c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach</td>
</tr>
<tr>
<td>d.) Percent of children who improved functioning to reach a level compared to same-aged peers</td>
</tr>
<tr>
<td>e.) Percent of children who maintained functioning to a level compared to same-aged peers</td>
</tr>
<tr>
<td><strong>Total number of students reported</strong></td>
</tr>
<tr>
<td><strong>Appropriate use of Behavior to meet needs (Outcome 3)</strong></td>
</tr>
<tr>
<td>1 a.) Percent of children who did not improve functioning</td>
</tr>
</tbody>
</table>
These summary statements automatically calculate

<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>Enter # of Children</td>
<td>% of Children</td>
<td>Enter # of Children</td>
<td>% 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>33.87%</td>
<td>20</td>
</tr>
<tr>
<td>c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach</td>
<td>12</td>
<td>19.55%</td>
<td>20</td>
</tr>
<tr>
<td>d. Percent of children who improved functioning to reach a level compared to same-aged peers</td>
<td>6</td>
<td>10.63%</td>
<td>6</td>
</tr>
<tr>
<td>e. Percent of children who maintained functioning at a level compared to same-aged peers</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>100%</td>
<td>6</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
   \[
   \frac{(c+d)}{(a+b+c+d)} = 45.65\% 
   \]
   54.24% 42.86%

2. Percent of children who were functioning with age expectations in [outcome], by the time they exited
   \[
   \frac{(d+e)}{(c+b+d+e)} = 40.32\% 
   \]
   19.35% 56.45%
Timelines: Child Find and Early Childhood Transition

Indicators 11, 12 of the APR
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
  • Indicator 12 reports children referred from Babies Can’t Wait
  • These children are also reported in Indicator 11 and the Initial evaluation for these children should be completed within the normal 60 day timeframe.
  • Additionally, the initial IEP meeting for these children should be held by the 3rd birthdate.
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.
Indicator 11- Child Find

This includes:

- **Preschool Children**, ages 3 through 5, who may not be enrolled in a Georgia-funded pre-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*;

- children who are incarcerated in facilities operated by the local sheriff’s office or other municipalities. NOTE: Each LEA should have procedures for working with the local sheriff’s office or other municipalities which may have students who are incarcerated. These procedures should describe Child Find activities used to find these students; and

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

- If consent to evaluate is received **30 days or more prior to the end of the school** year, the evaluation must be completed within the normal 60 calendar days with **NO SUMMER PAUSE**

- This means that some evaluations may be required to be completed during the first part of the summer break.

- The 30th day prior to the last day of school for teachers is the date the normal 60 day count ENDS based on this rule. In GO-IEP, this date will be marked red on your calendar. The summer pause will begin the next day.
Understanding the Rule and Indicators

Summer “pause”

- ONLY applies when consent is received 29 or fewer days before the last day for teachers
- Count days as usual from date consent was received through the teacher last day
- Pause counting on the last day of postplanning
- Continue counting the day teachers return for pre-planning
  - If your district has a 5 or more days of pre-planning prior to the 1st day of school for students, consider those days as 5 days that students are not in session.
    - The 60 day count will restart on teacher day 1, but then will immediately pause due to the circumstance of students not attending for 5 consecutive days
    - Resume counting on the 1st day students return to begin school
Exceptions for Indicator 11

When calculating “on time” percentage, **exceptions** will be removed from the numerator and denominator, and therefore will not impact the calculation.

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

- Extenuating circumstances causing a lack of LEA access to the student for an extended time or unusual evaluation needs due to circumstances beyond the LEA’s control. An extended time would mean greater than 15 school days. Examples of this might include absence due to a prolonged student illness or a significant accident. An unusual evaluation need might include a student with a severe communication barrier due to multiple sensory and/or physical difficulties or rare primary language/dialect requiring a highly specialized evaluator for which an evaluator cannot be readily located and/or scheduled in time.

- Child enrolled from another district with the 60-day timeline in process and the parents have agreed to a different timeline.
Indicator 12- Early Childhood Transition from Part C

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

• Ex.: child turns 3 on July 4th; The IEP meeting must be held by July 4th. Services are required to begin within a reasonable time period. The rule requires that the IEP be ‘ready to go’ when school resumes in August.

• Ex.: child turns 3 on Christmas Eve; the IEP meeting must be held by December 24th and should be ‘ready to go’ when school resumes in January;

• When school is not in session, the IEP team may determine that services should begin immediately, but this is not required.
Exceptions for Indicator 12

When calculating “on time” percentage, exceptions will be removed from the numerator and denominator, and therefore will not impact the calculation.

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

• Extenuating circumstances causing a lack of LEA access to the student for an extended time or unusual evaluation needs due to circumstances beyond the LEA’s control. An extended time would mean greater than 15 school days. Examples of this might include absence due to a prolonged student illness or a significant accident. An unusual evaluation need might include a student with a severe communication barrier due to multiple sensory and/or physical difficulties or rare primary language/dialect requiring a highly specialized evaluator for which an evaluator cannot be readily located and/or scheduled in time.

• Parent refusal to provide consent caused delays in evaluation or initial IEP development

• Child referred to BCW less than 90 days before the third birthday.
  o LEAs should routinely request the date of the referral to BCW at the time of the BCW transition conference in order to be aware of any possible exception
BCW Referrals

• BCW can request a GTID, but generally they do not.

• Request a GTID for each student at the time of referral.

• GTIDs may be requested for children at least 2 ½ years old. If you need a GTID for a younger student, contact GUIDE for assistance.

• 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.
Child Find and Early Childhood Timeline Summary

After selecting the Timelines Application in the SE Applications Dashboard in the portal:

- See link to guidance document in the upper right corner
- Guidance will be placed in the application following revision
District Determinations

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

### Compliance Matrix Percentage and Determination

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Meets Requirements</td>
</tr>
</tbody>
</table>

### Compliance Overall Scoring

<table>
<thead>
<tr>
<th>Total Points Available</th>
<th>Points Earned</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Year 2020-21
Status: Available for Data Viewing

[View Application]
Compliance Determination Matrix

District Determinations

Matrix, click for printable pdf

Letter, click for printable pdf
## Compliance Matrix

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>District has compliant policies, procedures and practices related to Indicator 4B. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Supervision (Timely Correction)</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>District timely corrects all identified noncompliance no later than one year from notification. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of Effort (MOE)</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>District meets MOE for the FY14. Performance Levels (Yes = 4 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 11: Initial evaluations (Child Find) completed within 60 days</td>
<td>99.79%</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 12: Part C to Part B Transitions (Early Childhood Transitions)</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 13: Measurable Postsecondary Goals for Transition</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely and Accurate Data</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Performance Score (Total Possible Points 20)</strong></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>District Determination for FY2019</strong></td>
<td>Meets Requirements</td>
<td>100%</td>
</tr>
<tr>
<td>Measure</td>
<td>Description</td>
<td>Target</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Indicator 4b</td>
<td>Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*</td>
<td>Yes = 2</td>
</tr>
<tr>
<td>Indicator 9</td>
<td>Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services*</td>
<td>Yes = 2</td>
</tr>
<tr>
<td>Indicator 10</td>
<td>Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories*</td>
<td>Yes = 2</td>
</tr>
<tr>
<td>General Supervision</td>
<td>District timely corrects all identified noncompliance no later than one year from notification.</td>
<td>Yes = 2</td>
</tr>
<tr>
<td>Maintenance of Effort</td>
<td>District meets MOE for the FY20</td>
<td>Yes = 4</td>
</tr>
<tr>
<td>Indicator 11</td>
<td>Initial Evaluations (Child Find) competed within 60 days</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 12</td>
<td>Part C to Part B Transitions (Early Childhood Transitions)</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 13</td>
<td>Measurable Post-secondary Goals for Transition</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely and Accurate Data</td>
<td>Timely and accurate submission of 10 data and budget required reports/data</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

\[
\frac{\text{SWD racial/ethnic group OSS > 10 days in the LEA}}{\text{# of SWD racial/ethnic group in the LEA}} \div \frac{\text{# of SWD with OSS > 10 days in the SEA}}{\text{# of SWD in the SEA}}
\]
Example: Dashboard and Determination

SWD DISCREPANCY RACE/ETHNICITY - INDICATOR 4B

FY19 Determination

<table>
<thead>
<tr>
<th>District</th>
<th>Race/Ethnicity</th>
<th>Removal Period</th>
<th>Discipline Method</th>
<th>Student Count</th>
<th>Cumulative SWD Enrollment</th>
<th>Rate Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Indian</td>
<td>GREATER10</td>
<td>OUTOFSCHOOL</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>GREATER10</td>
<td>OUTOFSCHOOL</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>GREATER10</td>
<td>OUTOFSCHOOL</td>
<td>54</td>
<td>3009</td>
<td>2.5662</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>GREATER10</td>
<td>OUTOFSCHOOL</td>
<td>0</td>
<td>177</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Two or More Races</td>
<td>GREATER10</td>
<td>OUTOFSCHOOL</td>
<td>1</td>
<td>128</td>
<td>1.9533</td>
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<tr>
<td></td>
<td>Pacific Islander</td>
<td>GREATER10</td>
<td>OUTOFSCHOOL</td>
<td>1</td>
<td>21</td>
<td>4.4286</td>
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<tr>
<td></td>
<td>White</td>
<td>GREATER10</td>
<td>OUTOFSCHOOL</td>
<td>6</td>
<td>860</td>
<td>4.0035</td>
</tr>
</tbody>
</table>

*Data Source: 2018 June SR Data Collection

Compliance Matrix

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 4B. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td>Yes</td>
<td>2</td>
</tr>
</tbody>
</table>
Disproportionate Representation Indicators 9 & 10 of the SPP/APR

In Georgia Disproportionate Representation is measured using the 6-21 age group.

**Indicator 9**
- All Disabilities-

**Indicator 10**
- 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”
### Compliance Matrix

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 4B. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>*District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Supervision (Timely Correction)</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>*District timely corrects all identified noncompliance no later than one year from notification. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of Effort (MOE)</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>*District meets MOE for the FY14. Performance Levels (Yes = 4 Points) (No = 0 Point)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 11: Initial evaluations (Child Find) completed within 60 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥ 95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td>95.65%</td>
<td>2</td>
</tr>
<tr>
<td>Indicator 12: Part C to Part B Transitions (Early Childhood Transitions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥ 95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>Indicator 13: Measurable Postsecondary Goals for Transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (≥ 95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td>100%</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Table

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

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
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%
  • $\geq 95\% = 2$ points
  • 75% - 94% = 1 point
  • < 75% = 0 points

* Part C in Georgia is Babies Can’t Wait
Indicator 13

• Data for Indicator 13 is 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 FY21

• 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 School 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 (FY21) and FY22 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, MOE Reconciliation Deadline**

10. Student Record

11. Excess Cost Calculation Submission

*Any item that is not applicable is not calculated in the numerator or denominator
SE Applications: Annual Performance Report Data Visualization/Analytics
Annual Performance Report

• Available in SE Applications and Publicly at Special Education Annual Reports and Data Analytics (gadoe.org)

Special Education Annual Reports and Data Analytics

Data Sources, Rules and Definitions

Under the Individuals with Disabilities Education Act (IDEA 2004), each state is required to develop a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of IDEA 2004. The State must establish measurable targets for the performance of Students with Disabilities (SWD) on 17 performance indicators defined by the Office of Special Education Programs (OSEP). Georgia’s SPP and Initial Annual Performance Report contains each indicator.

2020 Annual Performance Report Definitions

View Special Education Annual Reports Here

In addition to the APR reports, the Division of Special Education Supports and Services also provides a Data Analytics tool for all LEAs. The Data Analytics tool provides the opportunity to examine LEA trend data on SPP/APR indicators, such as Least Restrictive Environment (LRE), and other indicators, such as the use of data for improvement of student outcomes.

The Data Analytics tool also allows LEAs to identify positive data trends to examine promising interventions and strategies producing positive outcomes for students with disabilities.

View Data Analytics Here
<table>
<thead>
<tr>
<th>1 Graduation Rate</th>
<th>LEA Target</th>
<th>LEA Rate</th>
<th>Met LEA Target</th>
<th>Met State Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.</td>
<td>77.52%</td>
<td>74.39%</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Drop Out Rate</th>
<th>State Target</th>
<th>LEA Rate</th>
<th>Met Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of youth with IEPs dropping out of high school.</td>
<td>5.40%</td>
<td>1.24%</td>
<td>Y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3B Participation Rate RELA</th>
<th>LEA Rate</th>
<th>Met LEA Rate</th>
<th>Met State Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Assessment (RELA) with accommodations</td>
<td>Not Applicable (COVID-19)</td>
<td>Not Applicable (COVID-19)</td>
<td></td>
</tr>
<tr>
<td>Regular Assessment (RELA) without accommodations</td>
<td>Not Applicable (COVID-19)</td>
<td>Not Applicable (COVID-19)</td>
<td></td>
</tr>
<tr>
<td>Percentage of students with disabilities who participated in statewide Regular Assessment (RELA)</td>
<td>Not Applicable (COVID-19)</td>
<td>Not Applicable (COVID-19)</td>
<td></td>
</tr>
<tr>
<td>Percentage of students with disabilities who participated in statewide Alternate Assessment</td>
<td>Not Applicable (COVID-19)</td>
<td>Not Applicable (COVID-19)</td>
<td></td>
</tr>
</tbody>
</table>
Data Visualization

• Available in the SE Applications Portal
**PreSchool Outcome Summary**

**Outcome 1**
A. Positive social-emotional skills (including social relationships)

**Summary Statement 1**
Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Summary Statement 2**
The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

<table>
<thead>
<tr>
<th>School Year</th>
<th>LEA Name</th>
<th>Outcome Type</th>
<th>Summary Stmt 1</th>
<th>Summary Stmt 1 Target</th>
<th>Summary Stmt 2</th>
<th>Summary Stmt 2 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td></td>
<td>1</td>
<td>100.00</td>
<td>80.00</td>
<td>50.00</td>
<td>62.00</td>
</tr>
<tr>
<td>2020</td>
<td>State</td>
<td>1</td>
<td>80.52</td>
<td>80.00</td>
<td>54.86</td>
<td>62.00</td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td>1</td>
<td>75.00</td>
<td>78.60</td>
<td>25.00</td>
<td>62.00</td>
</tr>
<tr>
<td>2019</td>
<td>State</td>
<td>1</td>
<td>80.53</td>
<td>78.60</td>
<td>62.16</td>
<td>62.00</td>
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<tr>
<td>2018</td>
<td></td>
<td>1</td>
<td>75.61</td>
<td>78.60</td>
<td>43.18</td>
<td>61.80</td>
</tr>
<tr>
<td>2018</td>
<td>State</td>
<td>1</td>
<td>79.75</td>
<td>78.60</td>
<td>62.01</td>
<td>61.80</td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td>1</td>
<td>87.50</td>
<td>78.50</td>
<td>64.86</td>
<td>61.70</td>
</tr>
<tr>
<td>2017</td>
<td>State</td>
<td>1</td>
<td>78.50</td>
<td>78.50</td>
<td>64.18</td>
<td>61.70</td>
</tr>
</tbody>
</table>
### PreSchool Outcome Detail

#### Outcome 1  
A. Positive social-emotional skills (including social relationships)

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>2017</th>
<th></th>
<th>2018</th>
<th></th>
<th>2019</th>
<th></th>
<th>2020</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Count</td>
<td>Percent</td>
<td>Student Count</td>
<td>Percent</td>
<td>Student Count</td>
<td>Percent</td>
<td>Student Count</td>
<td>Percent</td>
</tr>
<tr>
<td>Appling County</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type A: Student did not improve functioning.</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Type B: Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type C: Student improved functioning to a level nearer to same-aged peers but did not reach it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type D: Student improved functioning to a level comparable to same-aged peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type E: Student maintained functioning at a level comparable to same-aged peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Summary 1
Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

#### Summary 2
The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.
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2020 Annual Performance Report Definitions
View Special Education Annual Reports Here

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View Data Analytics Here

Contact Information

Dawn Kemp, Ph.D.
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PostSchool Outcome Trend

14A
Enrolled in higher education within one year of leaving high school
## PostSchool Outcome Summary

**Indicator 14A**

Enrolled in higher education within one year of leaving high school

<table>
<thead>
<tr>
<th>School Year</th>
<th>Indicator 14A Rate</th>
<th>State Target</th>
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<tbody>
<tr>
<td>2017</td>
<td>24.00</td>
<td>27.40</td>
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<tr>
<td>2018</td>
<td>19.00</td>
<td>27.40</td>
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<tr>
<td>2019</td>
<td>26.00</td>
<td>27.40</td>
</tr>
<tr>
<td>2020</td>
<td>26.00</td>
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**Indicator 14B**

Enrolled in higher education or competitively employed within one year of leaving high school

<table>
<thead>
<tr>
<th>School Year</th>
<th>Indicator 14B Rate</th>
<th>State Target</th>
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<tr>
<td>2017</td>
<td>83.00</td>
<td>83.00</td>
</tr>
<tr>
<td>2018</td>
<td>60.00</td>
<td>60.00</td>
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<tr>
<td>2019</td>
<td>58.00</td>
<td>58.00</td>
</tr>
<tr>
<td>2020</td>
<td>58.00</td>
<td>58.00</td>
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</tbody>
</table>

**Indicator 14C**

Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

<table>
<thead>
<tr>
<th>School Year</th>
<th>Indicator 14C Rate</th>
<th>State Target</th>
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</thead>
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<tr>
<td>2017</td>
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<tr>
<td>2018</td>
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<tr>
<td>2019</td>
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<td>24.00</td>
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<tr>
<td>2020</td>
<td>26.00</td>
<td>26.00</td>
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</tbody>
</table>
Go to www.menti.com and use the code 4843 9028

How can you use the Data Visualizations tool in your work?
Navigation Supports-Websites with Resources &...
Acronyms

Data Collection and Reporting (gadoe.org) - for comprehensive listing, under construction- allow a couple of weeks.

- SSIP - Student Success Imagine the Possibilities (State Systemic Improvement Plan)
- SPP/APR - State Performance Plan/Annual Performance Report
- SD - Significant Disproportionality
- FTE - Full Time Equivalent
- SR - Student Record
- SWD/CWD - Student with Disability/Child with Disability
- CEIS - Coordinating Early Intervention Services
- CCEIS - Coordinating Comprehensive Early Intervention Services
- OSS - Out of School Suspension
- ISS - In School Suspension
- LRE - Least Restrictive Environment
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 31^{st}**
  - Preschool Exit Data (Indicator 7)
  - Post School Outcome Data (Indicator 14)

- **Due August 31^{st}:**
  - Continuation of Services

- **Due September 30^{th}:**
  - Timelines (Indicators 11 & 12)
Helpful Links and Resources
Sp. Ed. Data Presentations, Recordings, Tools
SPECIAL EDUCATION APPLICATIONS

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx

Data Presentations, Recordings, and Documents

<table>
<thead>
<tr>
<th>Recordings</th>
<th>PowerPoint</th>
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<tbody>
<tr>
<td>SE Dashboard Applications SE Timelines Application Overview</td>
<td>Link</td>
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<tr>
<td>SE Dashboard Contact State Section</td>
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<tr>
<td>SE Dashboard Preschool Outcomes Indicator 7 Reporting</td>
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<tr>
<td>SE Dashboard Applications Data Entry for Indicator 11 Child Find</td>
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<tr>
<td>SE Dashboard Applications Data Entry for Indicator 12 Early Childhood Transition</td>
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<tr>
<td>SE Dashboard Applications Timelines Reporting with GOIEP and Portal Verification After Timelines Submission</td>
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<tr>
<td>SE Dashboard Applications Post School Outcomes</td>
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<tr>
<td>SE Dashboard Applications Continuation of Services</td>
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</table>

Information Updated Regularly
**Helpful Links and Resources**

Sp. Ed. Data Presentations, Recordings, Tools

**STUDENT RECORD**

[https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx)

**Webinars**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>3/9/2021</td>
<td>Student Record for Special Education: Errors and Reports</td>
<td>Link</td>
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<tr>
<td>3/2/2021</td>
<td>Student Record for Special Education: Reporting Student Record and Recovering Rejected Records</td>
<td>Link</td>
</tr>
<tr>
<td>2/16/2021</td>
<td>Student Record for Special Education: What Other SR Level Records Impact Special Ed Data?</td>
<td>Link</td>
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<tr>
<td>2/2/2021</td>
<td>Student Record for Special Education: So, What Are the Special Education Events?</td>
<td>Link</td>
</tr>
<tr>
<td>12/3/2020</td>
<td>Student Records Rejection Recovery Process Webinar</td>
<td>Link</td>
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Information Updated Regularly
Helpful Links and Resources
FY2022 Data Collections and Reporting

[https://www.gadoe.org/Technology-Services/Data-Collections/Pages/-FY2021-Data-Collections-and-Reporting.aspx](https://www.gadoe.org/Technology-Services/Data-Collections/Pages/-FY2021-Data-Collections-and-Reporting.aspx)

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**Data Collections and Reporting**

**Data Collection Documentation**
- Certified/Classified Personnel Information (CPI)
- Data Collection Survey
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE)
- GUIDE (Georgia Unique Identifier for Education)
- Pre-ID Labels
- Private School
- Student Class
- Student Record
- 'New Coordinator' Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2021 Summary of Transmission Dates
- FY2022 Summary of Transmission Dates
- Data Collection Team Contacts
Roadside Emergency Kit - SELDA, GLRS, GCASE, Contacts . . .
Data & GO-IEP Unit
Contact Information

Linda Castellanos
Program Manager
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GLRS and DL Contacts

Georgia Learning Resources System (gadoe.org)
SELDA
Special Education Leadership Development Academy (SELD&A) (gadoe.org)

Special Education Leadership Development Academy (SELD&A)

If you are a new Special Education Director for the 2021-2022 school year, please register for the Special Education Leadership Development Academy (SELD&A). SELDA provides professional learning and mentorship for new (first and second year) Directors of Special Education in conjunction with the Georgia Council of Administrators of Special Education (G-CASE). Our first session will be July 7-8, 2021. The meeting will be virtual. Feel free to contact Wina Low, Program Manager Senior, (wlow@doe.k12.ga.us) or Kachelle White, Program Manager Senior, (kawhite@doe.k12.ga.us) if you have any questions.

Registration link for the 2021-2022 new Special Education Director’s Cohort:

SELD&A 2021-22 Registration

Draft SELDA Schedule for 2021-2022
Draft SELDA Schedule 21-22

LEA Shared Resources

Together we can make a difference.
# Data Collection Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Handville</td>
<td>Director of Data Collections, Analysis, and Reporting</td>
<td></td>
<td><a href="mailto:nhandville@doe.k12.ga.us">nhandville@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Kathy Aspy</td>
<td>Data Collections Manager (Data Collections &amp; Reporting)</td>
<td>404-556-7480</td>
<td><a href="mailto:kaspy@doe.k12.ga.us">kaspy@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Patty Miller</td>
<td>GTID Administrator (GUIDE, Private School Collection)</td>
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<td><a href="mailto:pmiller@doe.k12.ga.us">pmiller@doe.k12.ga.us</a></td>
</tr>
<tr>
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<td>404-304-5200</td>
<td><a href="mailto:cgarber@doe.k12.ga.us">cgarber@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Sharon Armour</td>
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<td>678-590-9861</td>
<td><a href="mailto:sarmour@doe.k12.ga.us">sarmour@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Katie Green</td>
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</tr>
<tr>
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<td>404-304-3346</td>
<td><a href="mailto:irish.saxton@doe.k12.ga.us">irish.saxton@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Stephanie Smith</td>
<td>Data Collections Specialist (Free &amp; Reduced Meal, New Coordinator Liaison)</td>
<td>770-301-1503</td>
<td><a href="mailto:stephanie.smith@doe.k12.ga.us">stephanie.smith@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
G-CASE

• Georgia Council of Administrators of Special Education (schoolinsites.com)
Post Session Activity - Where is the information?

A. a meeting with Stakeholders on August 15, to discuss the current Annual Performance report for the system

B. a GLRS meeting on Sept. 17, to review with other special education directors the status of preschool outcomes for your district

C. continuation of services opens on July 31, and the former director said there will be a student to document
Post Session Activity - Where is the information?

D. your superintendent wants to meet with you to ask why the system is disproportionate

E. Parent to Parent wants any information you can provide about parental satisfaction with your program

F. the high school principal wants to discuss the outcomes of SWD after high school
THANK YOU!