Special Education Applications

The Data Journey Begins
July 21, 2022
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).
Learning Targets Continued

The participants will:

• Locate each Application in the Dashboard including Continuation of Services, Cross Functional Monitoring, Disproportionality, Parent Survey, Post School Outcomes, Preschool Outcomes, Timelines, Timely and Accurate, and LEA Determinations.

• Locate Data Visualization Reports in the SE Applications Dashboard and public site on GaDOE website.

• Apply the use of data resources to their daily work as a Special Education Director.
Warm Up
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:
Reasons to Take the Data Journey

• A meeting with Stakeholders on August 15, to discuss the current Annual Performance Report for the system
  Why did graduation rate drop 20%?

• A GLRS meeting on Sept. 17, to review with other special education directors the status of preschool outcomes for your district
  What are preschool outcomes? Your background is high school.
More Reasons to Take the Data Journey

• Your superintendent wants to meet with you to ask why the system is disproportionate. Dispro, sig. discrepancy, state comparison group, these are all terms you have heard, but what do they mean?

• Continuation of Services opens on July 31, and the former director said there will be a student to document. What type of services are continuing, and what do you do?
More Items for your Data Journey

• Parent to Parent wants any information you can provide about parental satisfaction with your program. Is there any standardized information? Where is it?

• The high school principal wants to discuss the outcomes of SWD after high school. Hooray, finally something you know about. Unfortunately, the Postschool Outcomes haven’t been what you hoped.
Reason #1 for Taking the Data Journey

You can find the answers to all the items above in the Special Education Applications and Federal Data Reports.
Personal Reasons for the Data Journey

• For me it all started with a very small, separate classroom above the gym in my high school.

• It was the 80’s, big hair, lots of makeup and figuring out what to do next after high school.

• That is when I noticed the little room…..

• Why are you taking the special education journey?
Reason #2 for Taking the Data Journey

• To be sure that we are positively impacting the lives of students with disabilities
• To answer crucial questions and to have accountability
Other reasons to Take the Data Journey

- Federal Requirements
- Track Student Progress
- General Supervision
- Stakeholder Information
- Uniformity of Information
Longitudinal Data Reflecting Progress in GA

• 35.20% to 62.94%
  2011-2019 SWD Graduation Rate

• 36.86% to 62.73%
  2001-2020 SWD Environment ≥ 80% in general classroom

• 46.00 to 91.30%
  2015-2021 Parent Satisfaction Rating on the Parent Survey
The journey of thousand miles begins with a single step.

Lao Tzu
What is required for a successful journey?
Applications in the Dashboard - LEA Populated

Entered by SPED Director

- SE Timelines, Indicator 11 and 12 of APR
- SE Preschool Outcomes, Indicator 7
- SE Post-School Outcomes, Indicator 14
- SE Continuation of Services
Applications in the Dashboard - GaDOE populated

Provided by GaDOE for LEA View

- SE Disproportionality Determinations (and data)
- SE District Determinations
- SE Cross Functional Monitoring
- SE Parent Survey, Indicator 8
- SE Timely and Accurate Data Reporting
Parts of the SE Applications

Data Knowledge: Critical for SWD Success!!

LEGEND
- Entry
- View
- Both

SE Applications

Start Here

Timelines

Preschool Outcomes

Cont. of Services

Postschool Outcomes

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 Analytics
Roadside Emergency Kit

• SELDA & Contacts
• Data & GO-IEP Team
• GCASE
• District Liaisons
• GLRS
• Collaborative Communities
Navigation Supports

• Websites with Resources
The Journey Begins
GPS/Compass

SPP/APR
What is the State Performance Plan (SPP)/Annual Performance Report (APR)?

• 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 Annual Performance Report (APR)?

- 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
- GA Meets Requirements!!!!
Data Reporting Year for SPP/APR Indicators

Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2023 will be based upon SY 2021-2022):

- 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)
Data Reporting Year for SPP/APR Indicators - continued

Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2023 will be based upon SY 2021-2022):

- 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 Lagging Indicators

Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2023 is based upon SY 2020-2021):

- 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.
Graduation – Indicator 1

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

LEA receives a determination based on system level data.

SWD State Level Data

SWD System/LEA Level Data

SWD School Level Data

Individual Students with Disabilities (SWD) Data
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
Accessing the Dashboard through the Portal

• Portal Account
• Approved for Dashboard access
SE Applications

• 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 portal wizard https://portal.doe.k12.ga.us/RequestNewUserWizard.aspx
Provisioning as Primary SPED Director

- Many people in an LEA can have access to SE Applications
- Only **ONE** person can be designated as the Primary SPED Director
- Primary SPED Director must be provisioned through the Portal Security Officer in the LEA
View of SE Application Landing Page
# Dashboard Tile (Front)

<table>
<thead>
<tr>
<th>Timelines</th>
<th>School Year 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status: In Process – TL Data Collection</td>
</tr>
</tbody>
</table>

Applications with a due date show the date as indicated below.

**Due Date: September 30, 2021**
Last Submitted By: Sue Bee on June 4, 2020

| View Application | Timeliness: Yes |
Dashboard Tile (Inside)

- Status for the Application
- Look-up list at the top to select a prior year
- Data Submission Tab – to enter Timelines Information or refresh from GO-IEP
- Prong 1 Tab – to enter Narrative & Student Data Documentation
- Prong 2 – Data Submission Tab – to enter Timelines for the designated Prong 2 follow-up period
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.
HELP Document for SE Applications

• The HELP document for SE Applications is accessed at the top of the landing page.

• The Table of Contents is linked to different sections of the document.

Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Welcome</td>
<td>3</td>
</tr>
<tr>
<td>Understanding the Navigation of SE Dashboard</td>
<td>3</td>
</tr>
<tr>
<td>Getting Started in the SE Dashboard</td>
<td>3</td>
</tr>
<tr>
<td>System requirements</td>
<td>3</td>
</tr>
</tbody>
</table>
Continuation of Services
Continuation of Services (CS)

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

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

• Then your district
  • Must respond to the CS data request in the application
  • Support your data entry with documentation
Reports to Check in Student Record

• 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
Student Record Reports – Tips

• All reports can be downloaded in Excel.
• School level reports allow an individual student level view.
• Review your LEA’s information in Student Record monthly beginning in September, do not wait until May or June.
• Review your LEA’s Student Information System (SIS) for discipline monthly.
Continuation of Services (CS) Reporting

CS application says “Not applicable” if you provided services for days 11, 12… or did not have any students with OSS > 10 days.
Continuation of Services (CS) Reporting, if applicable

- Opens for collection July 30th annually for applicable LEAs
- Closes August 31
- LEAs must upload evidence for COS reason – details are on the next slide
## CS Options for LEAs

<table>
<thead>
<tr>
<th>FAPE Denied Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensatory services were offered, but the parent declined the offer.</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory services were offered, but the student did not attend.</td>
<td>1</td>
</tr>
<tr>
<td>Compensatory services were provided.</td>
<td>1</td>
</tr>
<tr>
<td>Compensatory services were not offered and have not been provided.</td>
<td>1</td>
</tr>
<tr>
<td>Compensatory services were not offered, the student was not suspended for 11 days.</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory services were not offered, the student was not suspended for 11 days as a SWD, or suspected SWD.</td>
<td>0</td>
</tr>
</tbody>
</table>
Continuation of Services (CS), for applicable LEAs

• 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 SR data was verified by the superintendent’s signature affirming that the data are accurate.
SE 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.
Disproportionality Indicators 4, 9, and 10
Federal Regulation

<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></td>
<td><strong>Methodology is Risk Ratio:</strong></td>
</tr>
<tr>
<td>Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30</td>
<td>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>
<tr>
<td><strong>SWD ages:</strong> 3-21 for Identification and Discipline</td>
<td><strong>SWD ages:</strong> 3-21 for Identification and Discipline</td>
</tr>
<tr>
<td><strong>SWD ages:</strong> 6-21 for Placement</td>
<td><strong>SWD grades:</strong> grades K-12 for Placement</td>
</tr>
<tr>
<td><strong>Discipline:</strong> Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)</td>
<td><strong>Discipline:</strong> Total Disciplinary Removals and individual calculations of ISS and OSS by length of removal (5 separate measures)</td>
</tr>
<tr>
<td><strong>Identification:</strong> SWD, 6 specific categories</td>
<td><strong>Identification:</strong> SWD, 6 specific categories</td>
</tr>
<tr>
<td><strong>Placement</strong>, 2 categories: 1.) &lt; 40% in general education setting, 2.) separate settings</td>
<td><strong>Placement</strong>, 2 categories: 1.) &lt; 40% in general education setting, 2.) separate settings</td>
</tr>
<tr>
<td><strong>CCEIS</strong> (Comprehensive CEIS): 15% of IDEA funds for students with &amp; without disabilities ages 3-21</td>
<td><strong>CCEIS:</strong> 15% of IDEA funds for students with &amp; without disabilities ages 3-21</td>
</tr>
</tbody>
</table>
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
Tabs Available inside the Disproportionality Tile

<table>
<thead>
<tr>
<th>Area of Disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWD Discrepancy - Indicator 4a</td>
</tr>
<tr>
<td>Race/Ethnicity Discrepancy - Indicator 4b</td>
</tr>
<tr>
<td>Significant Disproportionality - Total Disciplinary Removals</td>
</tr>
<tr>
<td>Significant Disproportionality - ISS ≤ 10 Days</td>
</tr>
<tr>
<td>Significant Disproportionality - ISS &gt; 10 Days</td>
</tr>
<tr>
<td>Significant Disproportionality - OSS ≤ 10 Days</td>
</tr>
<tr>
<td>Significant Disproportionality - OSS &gt; 10 Days</td>
</tr>
<tr>
<td>Significant Disproportionality - Identification</td>
</tr>
<tr>
<td>Significant Disproportionality - Placement</td>
</tr>
<tr>
<td>Disproportionate Representation</td>
</tr>
</tbody>
</table>
## Significant Disproportionality – Identification (partial example only)

<table>
<thead>
<tr>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>Black</td>
<td>10</td>
<td>650</td>
<td>1.1723</td>
</tr>
<tr>
<td>Autism</td>
<td>White</td>
<td>35</td>
<td>1825</td>
<td>.9230</td>
</tr>
<tr>
<td>Emotional/Behavioral Disorder</td>
<td>Black</td>
<td>8</td>
<td>650</td>
<td>3.2502</td>
</tr>
<tr>
<td>Emotional/Behavioral Disorder</td>
<td>White</td>
<td>3</td>
<td>1825</td>
<td>.0234</td>
</tr>
<tr>
<td>Intellectual Disabilities</td>
<td>Black</td>
<td>26</td>
<td>650</td>
<td>5.234</td>
</tr>
<tr>
<td>Intellectual Disabilities</td>
<td>White</td>
<td>14</td>
<td>1825</td>
<td>.2413</td>
</tr>
</tbody>
</table>
Disproportionality – Legends

• The legend is located at the bottom of each tab.

• Each legend should be carefully read because they differ dependent upon type of disproportionality.
### Significant Disproportionality-Identification Legend

<table>
<thead>
<tr>
<th>Legend:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significant Disproportionality</strong> (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported FY2020, FY2021, FY2022); <strong>consequences imposed</strong></td>
</tr>
<tr>
<td><strong>Significant Disproportionality</strong> (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported FY2022 or FY2021 and FY2022); <strong>consequences not imposed</strong></td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0 data reported in FY2022 cell size (category count) &lt; 10 or N-size (enrollment in racial/ethnic group) &lt; 30</td>
</tr>
</tbody>
</table>
**Significant Disproportionality - Identification Legend (continued)**

<table>
<thead>
<tr>
<th>Risk Ratio Formula:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(# of SWD in a specific racial/ethnic group in LEA in specific category) ÷ (all children, same racial/ethnic group enrollment in LEA)</td>
</tr>
<tr>
<td>(# of SWD in all other racial/ethnic groups in LEA in specific category) ÷ (all children, all other racial/ethnic groups enrollment in the LEA)</td>
</tr>
<tr>
<td>Children 3-21 only</td>
</tr>
</tbody>
</table>

If the comparison group (all other races) cell size is < 10 or the n-size is < 30, the LEA is compared to the State (Alternate Risk Ratio).
### Significant Disproportionality-Identification Legend (continued)

#### Alternate Risk Ratio Formula:

<table>
<thead>
<tr>
<th>Formula 1</th>
<th>Formula 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(# of SWD in a specific racial/ethnic group in LEA in specific category) ÷ (all children in same racial/ethnic group enrollment in LEA)</td>
<td>(# of SWD in all other racial/ethnic groups in SEA in specific category) ÷ (all children in all other racial/ethnic groups enrollment in the SEA)</td>
</tr>
</tbody>
</table>

Children 3-21 only
Mentimeter
Parent Survey – Indicator 8
Parent Survey in GA

• FY23 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

• Special Education Dashboard
  • Data is available to Special Education Directors daily, January - May (closes May 31)
  • School level data
<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 an equal partner in making decisions about my child’s program.</td>
<td>700</td>
<td>25</td>
<td>2</td>
<td>20</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Teachers are available to speak with me.</td>
<td>675</td>
<td>25</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The school gives parents the help they may need in playing an active role in their child’s education.</td>
<td>710</td>
<td>15</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Parent Survey - Downloadable Data

- Demographic data
  Redacted from the download data to avoid PII
- School Level
  - Participation by school
  - Updated hourly
  - 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.
APR Reporting

LEAs continue to receive an overall percentage measuring parental involvement which is compared to the state target for Indicator 8

• 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 ≥ 4 are included in the numerator; all parents responding are included in the denominator.
Calculating the Percentage

Parent 1 responses:
Q1: Very strongly agree; 6
Q2: Strongly agree; 5
Q3: Very strongly agree; 6
Q4: Agree; 4
Q5: Strongly agree; 5
Q6: Very strongly agree; 6
Q7: Agree; 4
Q8: Disagree; 3
Q9: Very strongly agree; 6
Q10: Very strongly agree; 6

Total points for Parent 1: 51
10 questions; 10/51 = 5.1
This parent has a mean of ≥ 4 and will be included in the numerator when calculating parental involvement percentage.
Data

In addition to an overall LEA percentage, LEAs receive

• Responses by disability area
• Responses by race/ethnicity
• Reponses by grade band
• An item ranking – highest to lowest ranked items

Real benefit is school level data
Addressing Participation and Representativeness

Georgia offers all families the opportunity to participate in the survey.

Increase overall participation
- Parent mentors should assist with this work
- Share results with district and school leaders and teachers
- Publicize the survey – newsletters, emails, website
- Provide technology at meetings, conferences

Analyze real time data to address representativeness
- Race-ethnicity
- Disability
- Grade
Post-School Outcomes
- Indicator 14
Post-School Outcomes Indicator

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 Entry

• Data are entered into the Dashboard
  • Due every year by July 31st
• List of prior year’s exiters (regular diploma, received certificate, special education diploma, or dropout) is available in the SE Applications Dashboard
• Contact each exiter to determine each student’s post-school activity
• Use these data to evaluate your transition planning process
Post-School Activity 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 habilitation program
• waiting list
• unengaged
• deceased
• unable to contact
Contacting Students

• FY22 Data Reporting
• List of exiters is now available
  • Regular HS Diploma
  • Special Education Diploma or Certificate/ Dropout
• Begin collecting information about students
  • Email, phone, Facebook
  • Has the student reenrolled in your LEA?
  • Throughout the year, check GTID status, has it been claimed by any LEA after leaving your LEA? When possible, update the SIS to reflect that the student has transferred.
• “One year after” exiting, what is their status?
Using Your Data

• Student listing 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 Display  
\( n = 265 \) respondents

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Count</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Enrolled in Higher Education</td>
<td>75</td>
<td>28.3% (A only)</td>
</tr>
<tr>
<td>B. Competitive Integrated Employment</td>
<td>103</td>
<td>38.87%</td>
</tr>
<tr>
<td>Indicator B = A+B</td>
<td>178</td>
<td>67.17%</td>
</tr>
<tr>
<td>C. Enrolled in Other Postsecondary Education or Training</td>
<td>15</td>
<td>5.66%</td>
</tr>
<tr>
<td>C. Other Employment – Part-Time, Self and Supported Employment</td>
<td>26</td>
<td>9.81%</td>
</tr>
<tr>
<td>C. Other Employment – Sheltered Work or Day Habilitation</td>
<td>15</td>
<td>5.66%</td>
</tr>
<tr>
<td>Indicator C = A+B+C</td>
<td>234</td>
<td>88.30%</td>
</tr>
</tbody>
</table>
Post-School Downloads & Completion

• Download of Excel(s) with Exiters
• Download of Activity Codes
• Download of Definitions & Directions
• LEAs may complete the Survey in the SE Applications or upload an Excel with the information.
• LEAs must sign off on the data in SE Applications.
Preschool Outcomes
- 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)
C. Use of appropriate behaviors to meet their needs
Preschool Outcomes Continued

• 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 [Data Presentations, Recordings, and Documents (gadoe.org)]
- Enter each student’s GTID, School, Last & First Name, DOB
- Enter the Program Entry Date for each student and *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 are provided at the address below: [https://ectacenter.org/eco/assets/pdfs/Definitions_Outcome_Ratings](https://ectacenter.org/eco/assets/pdfs/Definitions_Outcome_Ratings)
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 duration of services 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. If enrolled less than 6 months, the student will not be included in the LEA calculation.
Rating Statements – Used For Reporting to OSEP

• 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.
Caution

Students with a rating of E on all areas for should be a reason for concern.
Why is special education needed?
Childhood Outcomes Survey Aligned Preschool Outcomes Template

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

Data is aggregated at the LEA level and auto-calculates the percentages for each outcome.
Summary Statements

From the progress category data collected in the COS, **two summary statements per outcome are calculated:**

**Summary Statement 1** is the percentage of children who substantially increased their rate of growth by exit. The summary statement is calculated from the progress categories in the following way:

\[
\frac{(c + d)}{(a + b + c + d)}
\]

**Summary Statement 2** is the percentage of children who exited at or above age expectations. The summary statement is calculated from the progress categories in the following way:

\[
\frac{(d + e)}{(a + b + c + d + e)}
\]

These are calculated within the SE Applications as shown on the next slide.
COS Aligned Preschool Outcomes Template

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

<table>
<thead>
<tr>
<th>Positive Social-Emotional Skills (Outcome 1)</th>
<th>Application and Use of Knowledge &amp; Skills (Outcome 2)</th>
<th>Appropriate Behavior to meet needs (Outcome 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter # of Children</td>
<td>% of Children</td>
<td>Enter # of Children</td>
</tr>
<tr>
<td>a. Percent of children who did not improve functioning</td>
<td>4</td>
<td>6.45%</td>
</tr>
<tr>
<td>b. Percent of children who improved but not sufficient to move nearer . . .</td>
<td>21</td>
<td>33.87%</td>
</tr>
<tr>
<td>c. Percent of children who improved functioning to a level near same . . .</td>
<td>12</td>
<td>19.35%</td>
</tr>
<tr>
<td>d. Percent of children who improved functioning to reach a level . . .</td>
<td>9</td>
<td>14.52%</td>
</tr>
<tr>
<td>e. Percent of children who maintained functioning to a level compared to . .</td>
<td>16</td>
<td>25.81%</td>
</tr>
<tr>
<td><strong>Summary Statements</strong></td>
<td><strong>TOTAL</strong></td>
<td>62</td>
</tr>
<tr>
<td>1. . . . , the percent that substantially increased their rate of growth by exit</td>
<td>((c+d)/(a+b+c+d))</td>
<td>45.65%</td>
</tr>
<tr>
<td>2. Percent of children who were at age expectations by the time of exit</td>
<td>((d+e)/(a+b+c+d+e))</td>
<td>40.32%</td>
</tr>
</tbody>
</table>
Outcomes Data Collection Recommendations

• PK service providers should complete the Child Outcome Summary Modules (available in GA Learns).

• Leaders should utilize the COS Process Professional Development Resources on the Early Childhood Technical Assistance (ECTA) website.

• LEAs should develop local processes for data collection, monitoring, and reporting.
Child Find and Early Childhood Transition – Indicators 11 and 12

Reported in the SE Applications Dashboard using the Timelines Tile
Indicators 11 & 12 (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.
• For GO-IEP LEAs
  • GO-IEP will capture each data element as it is completed in GO and create the data for these Indicators. The data can then be pulled into the Timelines Application.
Child Find Obligations

• LEAs have Child Find responsibility for all children within their jurisdiction suspected of having disabilities, regardless of the severity of their disabilities. This includes:

  • **Preschool Children**, ages 3 through 5, who may not be enrolled in 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*;
Child Find Obligations Continued

• 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.

• Any other children **suspected of having disabilities**, even when those children may be progressing from grade to grade.
Rule 160-4-7-.04
Evaluations and Reevaluations

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

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

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

Note: This includes children referred by BCW once consent for an evaluation is received.
Evaluations & Reevaluations

(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.
Children turning three

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
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 occur for any consents received the next day.
Summer “Pause” Continued

• 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 post-planning
• Continue counting the day teachers return for pre-planning
Summer “Pause” Pre-planning

• If your district has 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 again due to the circumstance of students not attending for 5 consecutive days.
  • Resume counting on the 1st day students return to 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.
- Child enrolled from another district with the 60-day timeline in process and the parents have agreed to a different timeline.
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.
Indicator 12 - Early Childhood Transition from Part C

IEP *implemented by 3\textsuperscript{rd} birthday*

- IEP must be *in place* by the 3\textsuperscript{rd} birthday.

- Ex.: Child turns 3 on July 4\textsuperscript{th}; The IEP meeting must be held by July 4\textsuperscript{th}. 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 24\textsuperscript{th} 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.
Exceptions for Indicator 12
Continued

• Parent delay to provide consent or lack of parent consent caused delays in evaluation or initial IEP development (transition)
  • such as the parent didn't provide Consent to Evaluate, the parent signed Consent to Evaluate late
  • such as the family moves, parent delays in signing Consent for Services after eligibility is determined, or child cannot be located
• 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 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 in Timelines.
• Contact GUIDE if you need to claim a GTID over the summer and they can assist you.
Emergency Kit & Navigation Supports
Helpful Links and Resources

Special Education Resources

Data Collections Resources

GLRS

SELD

Georgia Council of Administrators of Special Education
(schoolinsites.com)
Data & GO-IEP Unit Contact Information

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