Presented by Sharon Armour
Getting Started

Planning

Create Processes

Hitting Targets
Getting Started

Creating Your “Team”

- HR / Payroll
- Curriculum
- EL / ESOL Programs Title III
- Gifted Education
- School Admin
- Special Education
- Title I Services
- Title II A Services
- School Secretary
- CTAE
Getting Started

Determine the Responsibilities of Your “Team”

Who is responsible for putting in student information data?

Are they trained to correct the errors?

Who is responsible and accountable for resolving errors at the school?

What procedures can be developed to resolve errors?

How can you make error resolution fun?
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• At the beginning of the school year, run reports out of your local system based on data that will be submitted in state reporting. This will help clear up issues early.

• Prior to the collection have meetings with admins and anyone else that will be involved in data collection at the school level. This includes program managers (i.e. Special Ed Director, Gifted Director, ESOL, EIP, etc).

• Review all Data Collection documentation.
  ✓ Data Collection File Layout
  ✓ Data Element Detail Document
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Working with your “Team”

• Meet with Program Managers in your district prior to collection. Go over new, modified or deleted data items. This will help your Program Managers i.e., Gifted, Special Ed, ESOL understand what is going on for the current fiscal year.

• Make sure the Program Managers understand their role and responsibilities.

• Print reports after your first upload and send to Data Managers/ Program Managers.
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• Train your Program Managers and schools.

• Set your target dates prior to state dates.

• Give your ‘go-to’ folks deadlines.

• Use checklists for meeting your targets.

• Start early in the cycle to see what issues you may need to resolve.

• Join a User Group
# Getting Started

## Georgia Department of Education - Sample Checklist

### FTE Checklist

#### BACKGROUND

The Quality Basic Education (QBE) Act requires local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students. State funding for the operation of instructional programs is generated from FTE data.

1. Official enrollment count
2. Funding for schools
3. Federal Child Count (Special Education compliance)
4. Georgia State Report Card

#### CHECKLIST

**August**

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Student Identity Data Updates and Verification</td>
<td>Verify accuracy in GUIDE; Claim Students as needed</td>
</tr>
<tr>
<td>Verify Student Demographic Data</td>
<td>Race, Ethnicity, DOB</td>
</tr>
<tr>
<td>Verify No Shows and Withdrawn Students are Coded Properly</td>
<td>Attendance Reports for Teachers to Verify</td>
</tr>
<tr>
<td>Verify Grade Level for Retained Students</td>
<td></td>
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<tr>
<td>Verify Resident Status and System of Residency</td>
<td></td>
</tr>
<tr>
<td>Identify Special Education Students – Verify information with Special Education Teachers (or District level contact)</td>
<td>GUIDE, SLDS, Special Education History Report, Student Record Cleansing, Permanent Records</td>
</tr>
<tr>
<td>Verify Student Schedules and Teacher Assignments</td>
<td>Students schedules should be correct and complete by the end of August</td>
</tr>
<tr>
<td>Verify course information for MOWR students</td>
<td></td>
</tr>
<tr>
<td>Run Preliminary Reports</td>
<td>Attendance, Program Lists, Basic Demographic Data</td>
</tr>
<tr>
<td>Make Corrections as Needed</td>
<td></td>
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</tbody>
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**September**

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify Student Schedules and FTE Program Codes</td>
<td>Ensure accuracy for segments to be pulled</td>
</tr>
<tr>
<td>Verify Student Attendance Data</td>
<td>Prior Ten Days</td>
</tr>
<tr>
<td>Verify No Shows and Withdrawn Students are Coded Properly</td>
<td>Ensure students that are withdrawn are not reported as active in FTE</td>
</tr>
</tbody>
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