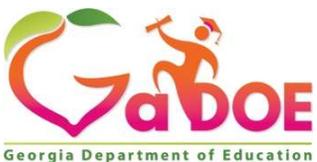


GaDOE Data Collections Updates for School Year 2019 - 2020



July 23, 2019



General information

This document explains new data requirements for student and staff data collections for the school year 2019 – 2020, FY20. This document describes changes that need to be made to the data fields in the SIS and HR systems. Information about the specific layouts of extracts from the SIS and HR systems, that are used to create upload files for data collections, is not included in this document. That information, the layouts for GA Data Collections, is posted in the Portal. The changes for FY20 that effect data collected in Student Information Software were explained to the SIS vendors on May 31st.

We will be changing our verbiage to match Federal terminology. We will change “service plan” to “services plan”, change “Special Ed student” to a “Student With Disability(ies) or SWD”, “Placement” to “Provision or Initiation of Services”.

Students should always be reported from their ‘home’ school.

FTE

GIFTED DELIVERY MODEL 1, 2, 3, 4, 5, 6 will no longer be collected in the FTE data collection. It will still be collected in the SC data collection.

We are adding the data element **GAA** back into the FTE-1 collection. It was removed from the FY19 collection. It is being added back in FY20 in FTE. **GAA** has been and will continue to be collected in SR

FY20 Changes

1. Merging the 2 ESOL segments fields (**ESOL – ITINERANT** and **ESOL – NON-ITINERANT**) into a single field called **ESOL SEGMENTS**. All of the error checks that existed for the combination of **ESOL – ITINERANT** and **ESOL – NON-ITINERANT** will be applied to the new combination field **ESOL SEGMENTS**.
2. Adding a data element called “**RELATED SPECIAL ED SERVICES – SPEECH THERAPY**”. This element will have the same values as the other **RELATED SPECIAL ED SERVICES** (‘Y’ or ‘N’)
3. Deleting the valid value ‘J’ for the data element **SPECIAL ED ENVIRONMENT**.
4. Adding a valid value to **RESIDENT STATUS CODE**, ‘8’ - Displaced student from out of state or out of district. See “Displaced Students” below.

FTE and Student Record

English Learners

The fields **PARENT COMMUNICATION LANGUAGE** and **PRIMARY STUDENT LANGUAGE** were only required last year for students that were new to the English Learner program. This information is required by the Office of Civil Rights for *all* students, not just the non-English speakers. For FY20, we asked the SIS vendors to assist you by auto filling the fields to ‘008’ – English.

The field **DATE OF ELP SCREENER** was added to FTE-1 and SR last year. It was required for all new EL students (students marked **EL** = ‘Y’ and not found in previous data collections.) There was an allowance made for a missing date for out of state students that were already in an English Learner program in another state. In FY20, all new EL students, even those from out of state must have a date for their first EL screener.

Displaced Student

Definition of a Displaced Student: A displaced student is a student who has transferred to your district due to a natural disaster such as a hurricane, fire, or flood. This is not a situation where a student's family planned to move. They are forced to move and may now be homeless. This designation does not include students from a family who were flooded out of their home by a burst pipe, or house fire. The student's home must have been in an area declared a disaster by the governor of the state.

Data entry guidelines for a displaced student: The **WITHDRAWAL CODE** from the school the student withdrew from as a result of the natural disaster is " '6' - Displaced due to natural disaster". The **SCHOOL ENTRY CODE** for the new school in which the student enrolls is " '6' - Enrolled due to natural disaster displacement". The **RESIDENT STATUS CODE** of the student in the new district should be " '8' - Displaced student from another district or out of state". Only for displaced students, enter prior system of residence in the **SYSTEM OF RESIDENCE** field. Enter the prior county in the **COUNTY OF RESIDENCE** field. The current school system will be obtained from the **SYSTEM CODE**.

During end-of-year processing, these **SCHOOL SYSTEM OF RESIDENCE** codes should be cleaned out and set to blank. Any student that is still enrolled in the new district after the summer should then be considered a resident student. So as of now, the **SCHOOL SYSTEM OF RESIDENCE** used last year for CA, FL, NC and SC, are no longer valid.

FY20 Changes in both FTE and SR

1. **SCHOOL ENTRY CODE**: Adding '6' - Enrolled due to natural disaster displacement.
2. **WITHDRAWAL REASON CODE** (changing the data element name in FTE): Adding valid value '6' - Displaced due to a natural disaster.
3. Adding 2 valid values to the data element **ENVIRONMENT**: '6' – Resides in a publicly-funded residential treatment center, and '7' - Resides in a privately-funded residential treatment center. (The field **ENVIRONMENT** describes the home living condition of a student; **SPECIAL ED ENVIRONMENT** describes the amount of time a student with disabilities spends in a general education class as opposed to a separate classroom with other SWD students.)
4. Adding 2 data elements that are date fields relating to **GAA: DATE STUDENT BECAME ELIGIBLE FOR GAA** and **DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA**. These fields only need to be entered when / if the **GAA** status changes. There will be an error check to make sure that a student that was GAA = 'Y' in SR 2019 is still GAA = 'Y' in FTE-1 unless there is a **DATE STUDENT IDENTIFIED NO LONGER ELIGIBLE FOR GAA** between June 1, 2019 and October 1, 2019. If a student did not have a GAA in SR 2019, or the student was not reported in SR 2019, and the GAA eligibility is reported in FTE-1, the **DATE STUDENT BECAME ELIGIBLE FOR GAA** must be reported.

Student Record

Students should always be reported from their 'home' school. If the FTE record for a student is reported at the home school, then all of the SR records must also be reported at the home school. In Student Record, there must be a Student and an Enrollment level record reported from the same home school.

System Level

FY20 Changes

1. Deleting **PRIVATE EL STUDENTS**
2. Deleting **PRIVATE IMMIGRANT STUDENTS**
3. Deleting **TITLE I SCHOOL FOR NEGLECTED CODE- AGE 4**

School Level

DOE needs to know how many students are attending STEAM (Science, Technology, Engineering, Arts, and Math) or STEM (Science, Technology, Engineering, and Math) programs. To do this, a School-level data element is being added that will identify a school as STEAM/STEM certified and count all of the students as in a STEAM/STEM program. A Student-level element is being added to identify individual students as attending a STEAM/STEM program set up as a program within the school, or attending a STEAM/STEM in another school.

FY20 Changes

1. Adding a new data element called **STEAM/STEM SCHOOL** with valid values:
 'S' - State-certified STEAM/STEM school
 'P' - STEAM/STEM Program at school (some students participate)
 'N' - Not a STEAM/STEM school; no STEAM/STEM Program at school.

Student Level

The following chart describes the relationship between the School-level data element, STEAM/STEM SCHOOL, and the Student-level data element, **STEAM/STEM PARTICIPANT**

SCHOOL-LEVEL If the STEAM/STEM SCHOOL indicates:	STUDENT-LEVEL Then STEAM/STEM PARTICIPANT for the students in the school should be:
'S' - State-certified STEAM/STEM school	BLANK
'P' - STEAM/STEM Program at school (some students participate)	'Y' – Yes, participates in the STEAM/STEM program at this school. 'N' – No, does not participate in the STEAM/STEM program at this school.
'N' - Not a STEAM/STEM school; no STEAM/STEM Program at school.	'N' – Does not participate in STEAM/STEM (blank will default to 'N') 'O' – Participate in a different/ Other school in a STEAM/STEM program. (The ALTERNATE DISTRICT and ALTERNATE SCHOOL fields in SC should indicate this Other school.)

Georgia added 3 more **DIPLOMA SEALS** to the existing list of 4 **DIPLOMA SEALS**. Because a student can qualify for multiple diploma seals, the number of possible combinations of seals became unreasonable, so the single field **DIPLOMA SEAL** has been deleted. Each of the 7 **DIPLOMA SEALS** has been added as a separate data element.

FY20 Changes

1. Adding the data element **STEAM/STEM PARTICIPANT** with valid values, 'Y', 'N', 'O' or blank. See the chart above for valid values.
2. Deleting the data element **DIPLOMA SEAL**.
3. Adding 4 new data elements: **BI-LITERACY DIPLOMA SEAL, CIVIC ENGAGEMENT DIPLOMA SEAL, FINE ARTS DIPLOMA SEAL, INTERNATIONAL SKILLS DIPLOMA SEAL**. Each of these seals has valid values 'Y' or 'N'.
4. Adding 3 new data elements: **CTAE EMPLOYABILITY / SOFT SKILLS SEAL, CTAE PATHWAY SKILLS SEAL, CTAE LEADERSHIP SKILLS SEAL**. Each of these seals has valid values 'Y', 'N', or 'D' for Distinguished.

5. Deleting the two fields **REMEDIAL ED SUBJECT CODE** and **EIP SUBJECT CODE**. This info in SC from the **COURSE NUMBER** = xx.1xxxxxx.
6. Adding a field **'504'** with valid values 'Y' and 'N'. 'Y' indicates that the student who met the definition of a child with disabilities under Section 504 of the Rehabilitation Act of 1973, not under IDEA. This data element has been collected in the past in the PreID collection. It will now be collected at the end of the year in SR.
7. Changing the name of **EL MONITOR BASIS** to **EL EXIT REASON**. Remove the valid value '2' – Language Assessment Conference (LAC). Add the valid value '4' – Reclassification Team Decision. Cannot not be blank for EL = '1', '2', '3', or '4'.

Special Education Level

Please do not default the date of the SpEd Event '6' (served) to the same date as SpEd Event '5' (IEP written). It is not feasible that the initial IEP meeting occurred in the morning and by afternoon, the student was re-scheduled AND served. The actual date of first service needs to be recorded for SpEd Event '6'.

FY20 Changes

1. Adding **SPECIAL EDUCATION EVENT CODES** '14' and '15':
 - '14' - Signed Parental Consent for the Provision of Services (*The date consent is received by the LEA.*) (This event comes between the '05' - Initial IEP Meeting and the '06' - Initial IEP Placement/Transition Service Begin.)
 - '15' - Reevaluation Waiver (*the parent and public agency (LEA) agree that a reevaluation data review is unnecessary; constitutes completion of the triennial reevaluation.*) (This event is a alternative for an EVENT CODE '8'.)

Student Safety Level

FY20 Changes

1. Adding 2 valid values to **INCIDENT TYPE**:
 - '42' – Electronic Smoking Device (Can be Severity Level 1, 2, or 3)
 - '44' – Violence Against a Teacher (Can only be Severity Level 3)

PreID

We will still collect the PreID data for PreID-2 (first semester End Of Course tests) and PreID-3 (second semester or year-long End Of Course tests and all End Of Grade tests). (PreID-1 data collection for GKIDS has been all online for a couple of years.)

FY20 Changes

1. Deleting these 3 fields from this data collection (they are still collected in other data collections): TITLE 1 READING, TITLE 1 MATH, EIP.

Student Class

Students should always be reported from their 'home' school. If the FTE record for a student is reported at the home school and the student actually attends a different school for all classes, then the SC records should all be submitted from the home school (**SYSTEM** and **SCHOOL CODES** are the home school numbers) and the attendance school should be entered as the **ALTERNATE DISTRICT** and **ALTERNATE SCHOOL**.

Student schedules should reflect all classes in which a student has been enrolled. If a student drops a class, the End Date for the class should reflect the last day the student was enrolled in the class. If a student withdraws from school, the End Date for the class should reflect the last day the student was enrolled in the school. If a student re-enrolls in the same school and is put back in the same classes they were attending previously, the Start Date on the new class record should reflect the new enrollment date.

We are not seeing as many secondary service areas in SC as we see in FTE as indicated by the **SPECIAL ED SERVICES** element. We have asked the SIS vendors to make sure, if the SIS is pulling the Primary Area of a student into the class record on all xx.8 and xx.9 classes, that you have a way to change a Special Education service attached to a class to show a secondary area of Special Education service.

In SC, we currently collect a delivery model for 3 special programs: EIP, ESOL, and the Gifted program. (**GIFTED DELIVERY MODEL** will no longer be collected in FTE but will still be collected in SC.) For FY20, we are adding a delivery model for Special Education services. Please see the [Guidelines for Reporting Delivery Models and Courses in Student Class Data Collection](#) document for further information. This document will be posted on the public SC documentation website.

FY20 Changes

1. Adding a data element, **SPECIAL ED DELIVERY MODEL**. See the Delivery Models spreadsheet for information on how to report the content teacher, an Additional Teacher providing a service to a specific student, and the course number. Valid values are:
 - '1' - Additional Supportive Service to the Student
 - '2' – Additional Supportive Service to the Teacher
 - '3' – Direct Service: Consultative
 - '4' – Direct Service: Collaborative
 - '5' – Direct Service: Co-teaching
 - '6' – Specialized Placement (Outside General Ed) / Individual or Small Group)
 - '7' – Specialized Placement (Outside General Ed) / Individual or Small Group with an Additional Content certified teacher.
2. For the **ESOL DELIVERY MODELS**,
 - Deleting the valid value '3' – Cluster Center.
 - Adding valid values:
 - 'A' - Scheduled Language Acquisition at a Newcomer Program and
 - 'B' – Sheltered Content at a Newcomer Program
3. New error check:
 - Error - A teacher cannot deliver 2 services at the same time. If there are 2 Delivery Models on a SC record, then **ADDITIONAL COURSE TEACHER** cannot be blank.
 - New Warning: A student should not be the recipient of two services in the same class period. This warning will occur when there are two delivery models reported on a single class record. (A **COURSE TEACHER CODE** and an **ADDITIONAL COURSE TEACHER** were reported).
4. For FY20, the new requirement is that the data elements **STUDENT 90% ATTENDANCE** and **TEACHER 90% ATTENDANCE** will also be required ('Y', or 'N') for 3-5 grade students and their

teachers, for the ELA and Math courses. This brings the last of the EOG ELA and Math tests into the TKES / LKES evaluation group (all tested grades – grade 3-grade 12).

In SR System-level:

- If SR data element **TKES 90% TEACHING**, is marked ‘C’ for ‘Consider time taught’, then the teachers of these EOG 3rd- 12th grade ELA and Math courses must have a ‘Y’ or ‘N’.
 - If SR data element **TKES 90% TEACHING**, is marked ‘A’ for ‘All Teachers Included’, then the teachers of these EOG 3rd- 12th grade ELA and Math courses do not have to have a ‘Y’ or ‘N’.
5. All **Move On When Ready (MOWR) courses** should be reported back at the student’s home school. We need the information on where the course was taken. The **ALTERNATE DISTRICT** reported must be ‘770’ and the **ALTERNATE SCHOOL** must be the 4-digit college code.

NOTE: The code table is currently posted on the SC Data Collections website, titled MOWR Dual Enrollment Institution Codes.

- If the teacher of the MOWR course is an LEA employed teacher who is also being paid by the college to teach the college course, use the same Teacher ID reported in CPI.
 - If the teacher of the MOWR course is not employed by the LEA, report the Teacher ID as in the past – 770-00-#### - where the 4 #s are the 4-digit college code.
6. Changing the **COURSE NUMBERS** used for Special Ed PreK courses. You can now use the xx.8 and xx.9 to designate that a course is a Special Ed course.

Valid **COURSE NUMBERS** will now be:

PK.00100xx = PK Literacy

PK.80100xx = = PK Literacy in a Special Education setting

PK.90100xx = PK Literacy in a general education with Special Education support

PK.00200xx = PK Numeracy

PK.80200xx = = PK Numeracy in a Special Education setting

PK.90200xx = PK Numeracy in a general education with Special Education support

We are dropping the PK.003 and PK.004

CPI, Student Class, and Student Record

We will be adding a new ID for staff and teachers in CPI, SC, and SR data collections. This ID will replace the SSN as the primary identifier for all staff. The new primary ID will be called the STRIDE number. We are phasing in the replacement of the current primary ID so the first collection where the STRIDE will be required will be in the FY2020 CPI-3 collection in July 2020. The first student data collection that will require the STRIDE is FY2021 SC in August 2020.

CPI

There are 3 jobs that have qualification requirements that are not determined or stored at the Professional Standards Commission (PSC) that we need to collect for FY2020. Those jobs are Nurse, Advanced Placement course teacher and International Baccalaureate course teachers. Because these qualifications are not issued or stored at PSC, the districts will need a place to store this information in their HR system. During CPI data collections in October and March, the district CPI coordinator will have an interactive report in CPI where they can indicate whether the nurse or teacher has the extra qualifications for their position.

FY20 Changes

1. Record in the HR software whether the nurses, AP teachers, and IB teachers have the appropriate license or specialized gifted learner training to be considered qualified and 'in-field'.
2. We will collect the full middle name of all personnel submitted in CPI. The **MIDDLE NAME** field will replace the MIDDLE INITIAL field currently collected in CPI and found at the end of the layout. The field will be 30 characters.
3. We will add the space for the STRIDE number to the A, B, C, and D layouts in preparation of collecting the STRIDE number in CPI 2020-3.