

The Data Journey: Beginning with Special Education Applications

SELDA 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

No Knowledge

State Performance Plan/Annual Performance Report

Slide is not active

FTE, Student Class, Student Record

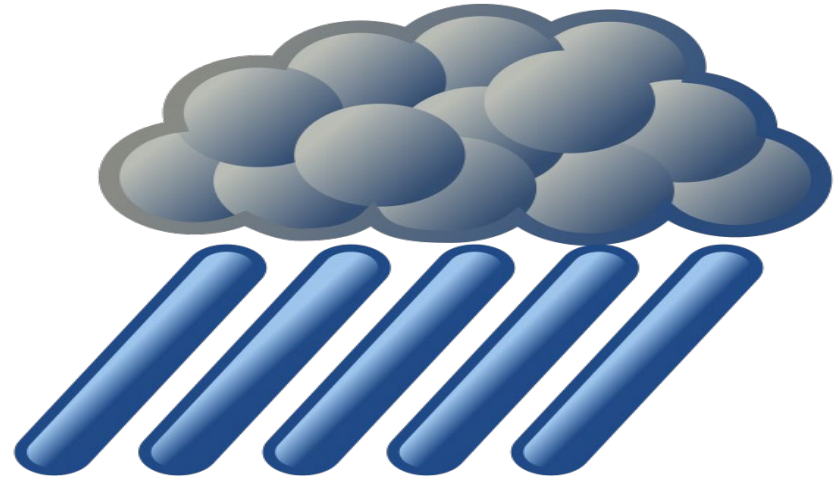
LEA/District Determinations

Totally Understand

Disproportionality



Why take the Data Journey?

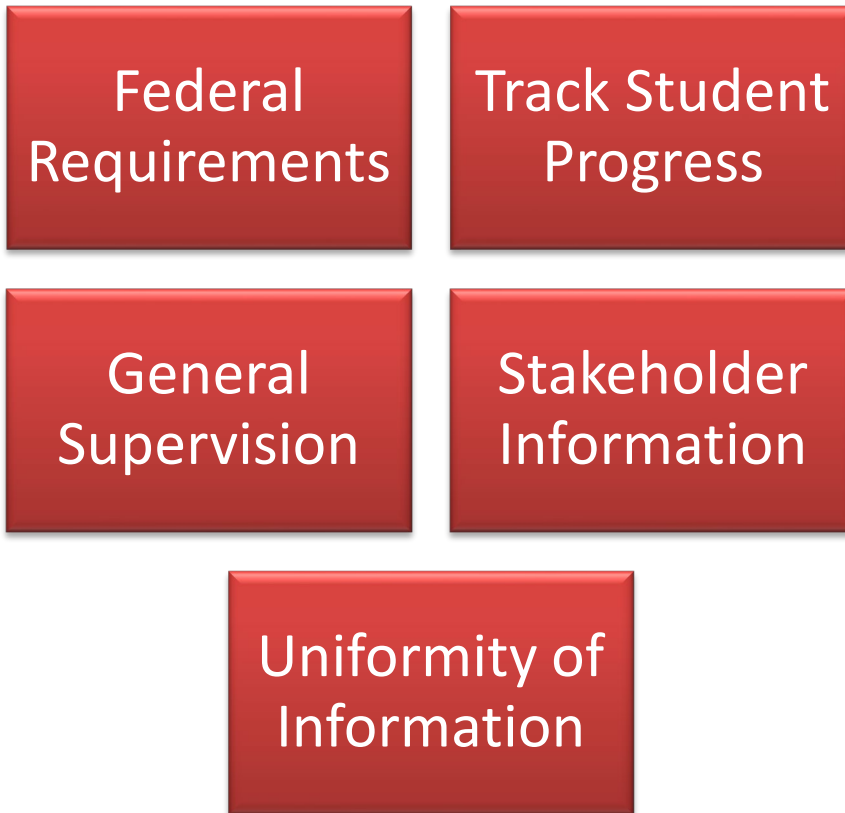


It is Monday, and raining, and the snack machine is out. You have been on the job 4 weeks as a new special education director. When you review your email, snail mail, voice mails, and written messages, you have the following issues to address:

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?



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% ↓ 35.71%
- E. 0% ↓ 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

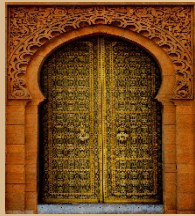
What is required for a successful Journey?

 Mentimeter



Data Knowledge: Critical for SWD Success!!

SE Applications



Start Here

Timelines

Preschool Outcomes




Cont. of Services

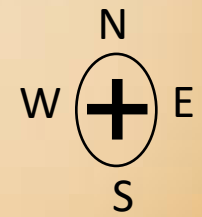
Postschool Outcomes

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

Cross Functional Monitoring

LEGEND

	Entry
	View
	Both



SPP/APR

X

Critical Supplies for the Journey

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

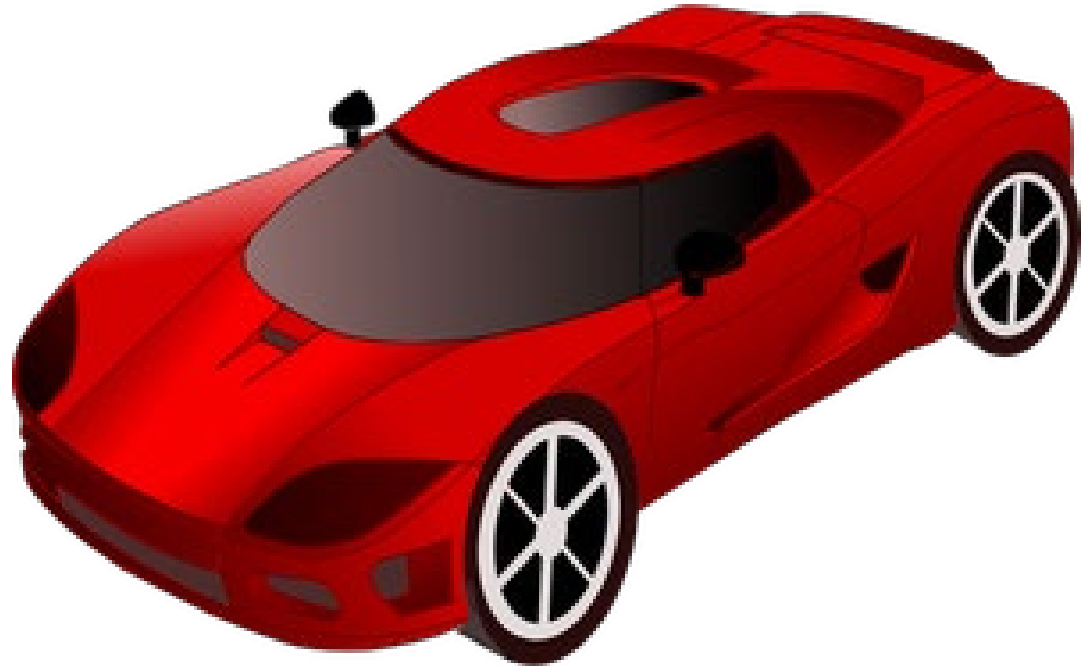
**Roadside
Emergency Kit-**
SELDA & Contacts
GCASE, District
Liaisons,
GLRS, Collaborative
Communities

**Navigation
Supports-**
Websites with
Resources

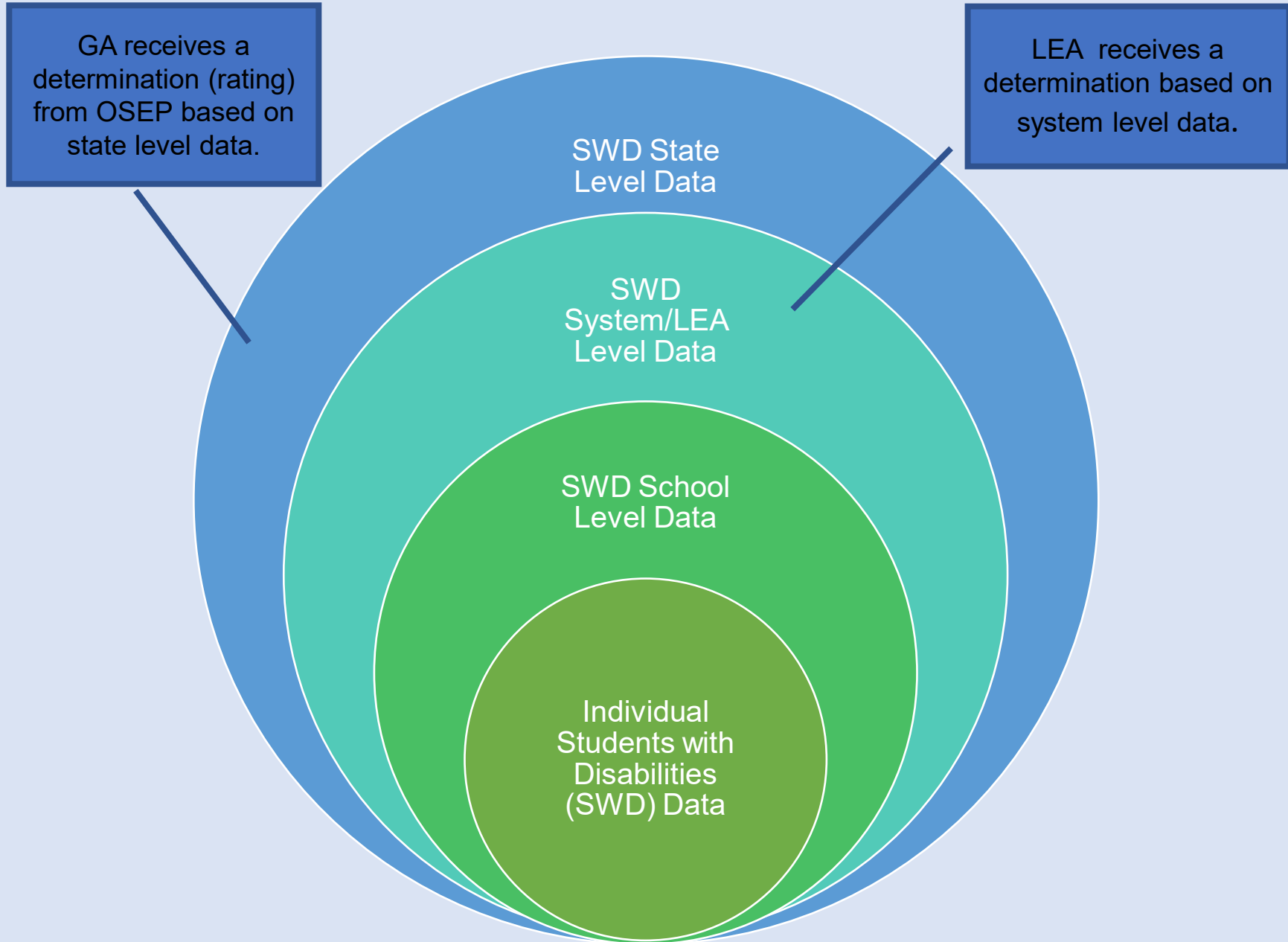


The Journey Begins

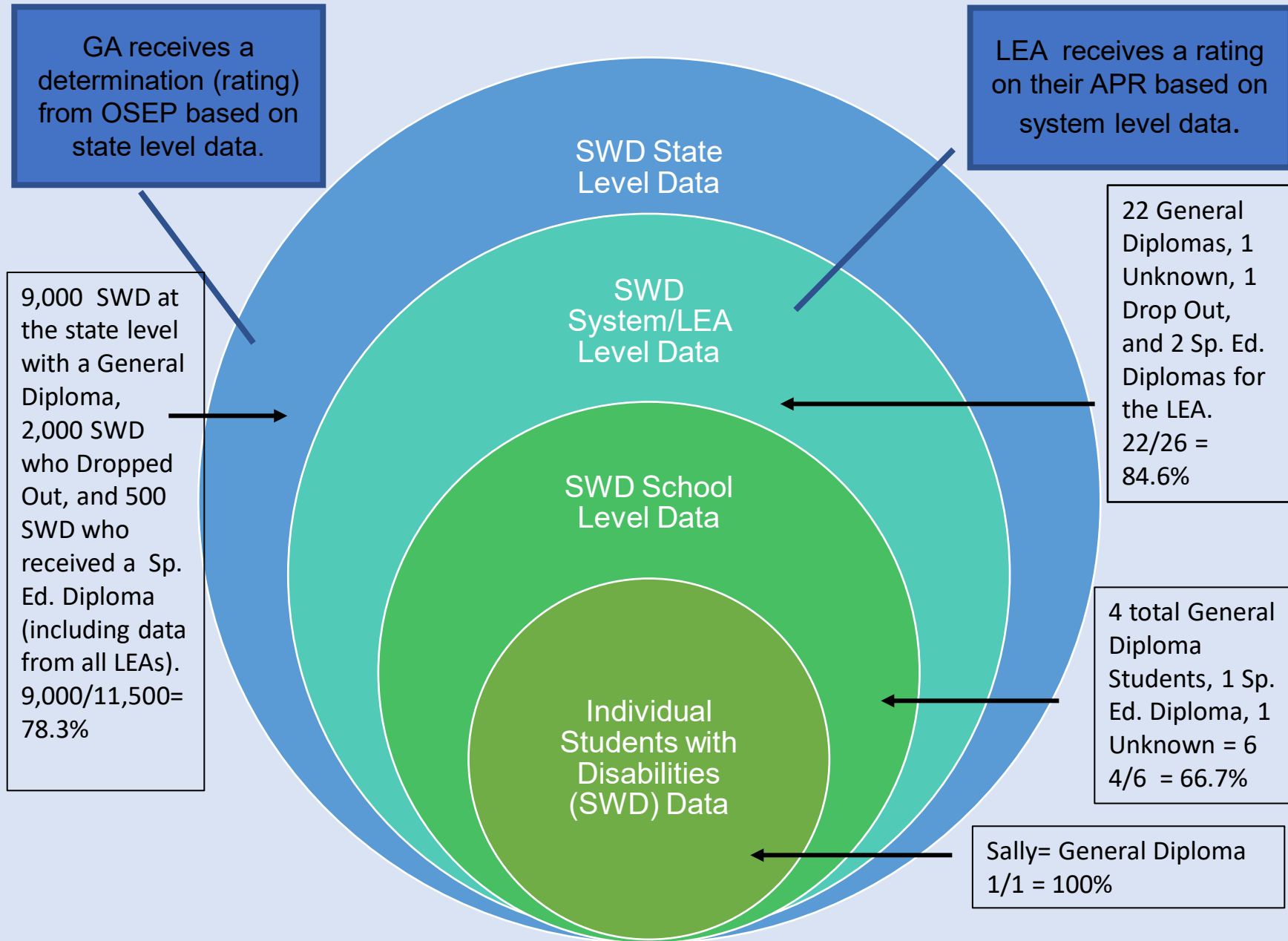
GPS/Compass-
SPP/APR, LEA
Determinations,
Annual
Performance
Reports, Data
Visualizations



State Performance Plan/Annual Performance Report- SPP/APR



State Performance Plan/Annual Performance Report



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

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

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.

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

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

After viewing the SPP/APR formulas for graduation and dropout, what concerns you the most?

 Mentimeter



SPP/APR INDICATOR 3

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

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

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

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))

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

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

SPP/APR INDICATOR 7

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

SPP/APR INDICATOR 8

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

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | Educating Georgia's Future

SPP/APR INDICATOR 13

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

SPP/APR INDICATOR 14

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

SPP/APR INDICATOR 17

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

Recording Link	PowerPoint Presentation
Overview of the SPP/APR	Overview of the SPP/APR
Review of SPP/APR Indicators 1 and 2	Review of SPP/APR Indicators 1 and 2
Review of SPP/APR Indicator 8	Review of SPP/APR Indicator 8
Review of SPP/APR Indicators 11 and 12	Review of SPP/APR Indicators 11 and 12
	10/30/2020 Review of SPP/APR for the State Advisory Panel
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.	SPP/APR Feedback - Indicators 1, 2, 8, 11, 12, and SSIP
SPP/APR Indicator 7 for SAP	SPP/APR Indicator 7 for SAP
SPP/APR Indicators 14, 15, and 16 for SAP	SPP/APR Indicators 14, 15, and 16 for SAP
	11/20/2020 Review of SPP/APR for State Advisory Panel
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.	

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.

Accessing the Dashboard

Portal Account
Approved for Dashboard access



SE Applications Dashboard



Search Districts 0-9 A B C D E F G H I J K L

You have (1141) new messages.

Site Navigation

Home
Logout

Exceptional Students

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

Surveys

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

[More](#)

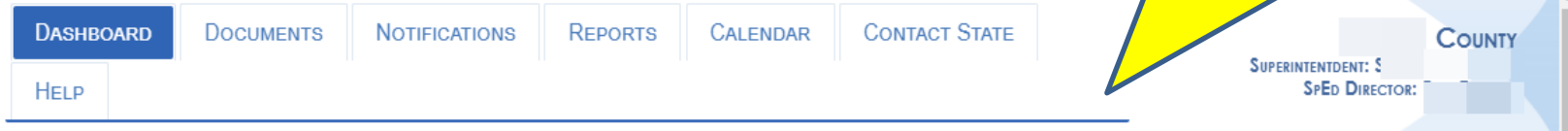
If you do not see the SE Applications Dashboard as shown here, you will need to request access in your portal account. Work with your DL or security officer if you need help.

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

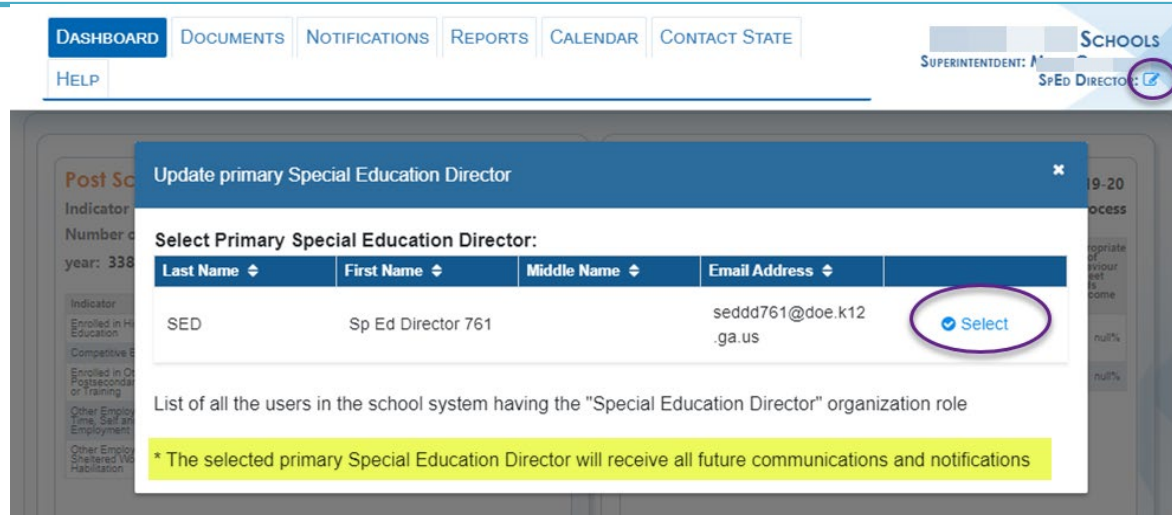
<https://portal.doe.k12.ga.us/RequestNewUserWizard.aspx>

Dashboard View

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 dashboard features a top navigation bar with the following items: DASHBOARD, DOCUMENTS, NOTIFICATIONS, REPORTS, CALENDAR, CONTACT STATE, and HELP. On the right side, it displays 'COUNTY', 'SUPERINTENDENT: [Name]', and 'SpEd Director: [Name]'. The main content area is divided into several sections:

- Determinations:** School Year 2019-20, Status: Available for Data Viewing. Includes a green 'View Application' button.
- Disproportionality:** School Year 2019-20, Status: Available for Data Viewing. Includes a blue 'View Application' button.
- Continuation Of Services:** Continuation of Services is not applicable for this LEA. Includes a yellow 'View Application' button.
- Timelines:** School Year 2019-20, Status: In Process - TL Data Collection. Includes a purple 'View Application' button.
- Post School Outcomes:** School Year 2019-20, Indicator 14, Status: Submitted. Includes an orange 'View Application' button.
- Pre School Outcomes:** School Year 2019-20, Indicator 7, Status: Submitted. Includes a pink 'View Application' button.
- Cross Functional Monitoring:** Cross Functional Monitoring is not available for this LEA. Includes a green 'View Application' button.
- Post Secondary Transition:** School Year 2018-19, Status: Prong 2 - Signed Off. Includes a green 'View Application' button.
- Parent Survey:** School Year 2019-20, Indicator 8, Status: Available for Data Viewing, Number of Responses: 109. Includes an orange 'View Application' button.
- Timely And Accurate Reporting:** School Year 2019-20, Indicator 20, Status: Available for Data Viewing. Includes a yellow 'View Application' button.

Each card also displays 'Due Date: Sep 30, 2020' and 'Last Submitted By: [Name]'.


The Application Status on the thumbnail alerts you to the status of that application. Clicking on the View Application tab opens the application.

Dashboard View

Timelines  School Year 2019-20


Status: In Process - TL Data Collection

Indicator 11		Indicator 12	
Initial Evaluation (All Students)	SPP/APR INDICATOR 11	Babies Can't Wait (BCW)	SPP/APR INDICATOR 12
Total # of apps	Total # of apps	Total # of apps	Total # of apps
Total # of apps	Total # of apps	Total # of apps	Total # of apps

Due Date: Sep 30, 2020  [View 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

Post School Outcomes  School Year 2019-20

Indicator 14 **Status: Submitted**

Number of students exiting secondary education during the prior year: 97

Due Date: [REDACTED] [View Application](#)

Last Submitted By: [REDACTED] on Jun 4, 2020

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.

Timelines

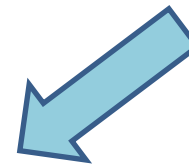
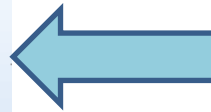
School Year 2019-20

Status: In Process - TL Data Collection

Indicator 11 Indicator 12

Initial Evaluation (All Students)	SPP/APR INDICATOR 11	Babies Can't Wait (BCW)	SPP/APR INDICATOR 12
Total	Count	Total	Count

Due Date: Sep 30, 2020 [View Application](#)



SE Applications Dashboard > TIMELINES REPORT FOR : 2020

[Download Timelines Definitions and Direction:](#)

Status : In Process - TL Data Collection

Data Submission

Notifications/Documents

TIMELINES SUMMARY REPORT

[Print Report](#)



Dashboard View

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

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

Continuation of Services FY 2019 Data Collection

Continuation of Services Data Collection Entry

[Download Continuation of Services Directions](#)



Reminders

- The [Due Dates Calendar](#) is on the GaDOE website [Data Collection and Reporting \(gadoe.org\)](#) 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.

The screenshot shows the GaDOE SE Applications Dashboard interface. The navigation menu includes DASHBOARD, DOCUMENTS, NOTIFICATIONS, REPORTS, CALENDAR, and CONTACT STATE. A red arrow points to the CALENDAR tab. Below the navigation menu, there is a 'School Year:' dropdown menu with '2020_21' selected, circled in red. The main content area displays a table titled 'Special Education Reports and Data: Due Dates for FY21 (2020-2021 School Year)'.

Date	Report	Location	Special Notes
Jul-20	FY20		
30	Budget Completion Reports Deadline for all State Grants for FY19	GAORS	
	Continuation of Services Data Opens for Data	SE Applications Dashboard	

Special Education Dashboard Applications: SE Continuation of Services



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

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**

DIS 090

Continuation of Service Report

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

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

Continuation of Services is not applicable for this LEA for the School Year 2020.

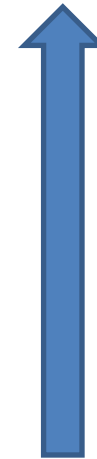
[View Application](#)

Continuation of Services (COS) Reporting, if applicable

Opens for collection
around July 31ST annually

After selecting the SE
Continuation of Services
Application in the portal,
select link to the
guidance document in
the upper right corner

[Download Continuation of Services Directions](#)













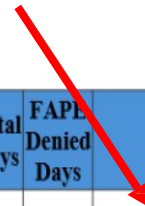
Select the LEA's Appropriate Response

Continuation of Services FY 2019 Data Collection

Continuation of Services Data Collection Entry

[Download Continuation of Services Directions](#)

GTID	Last Name	First Name	Primary Area	Gender	Race	Grade	Total Days	FAPE Denied Days	LEA Response to Denial of FAPE
70	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	3	11	1	Please select.. 
48	[REDACTED]	[REDACTED]	Other Health Impairment	M	Black	9	14	4	Please select.. 
72	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	F	Black	5	20	10	Please select.. 
24	[REDACTED]	[REDACTED]	Specific Learning Disability	F	Black	8	11	1	Please select.. 
60	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	10	12	2	Please select.. 
11	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	9	13	3	Please select.. 
58	[REDACTED]	[REDACTED]	Mild Intellectual Disability	F	Black	10	16	6	Please select.. 
68	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	7	14	4	Please select.. 
21	[REDACTED]	[REDACTED]	Specific Learning Disability	F	White	7	13	3	Please select.. 
35	[REDACTED]	[REDACTED]	Emotional/Behavioral Disorder	M	Black	7	22	12	Please select.. 



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.



GTID	Last Name	First Name	Primary Area	Gender	Race	Grade	Total Days	FAPE Denied Days	LEA Response to Denial of FAPE
			Specific Learning Disability	M	Black	7	14	4	Please select.
			Other Health Impairment	M	Black	7	19	9	Please select.

Continuation of Services FY Data Collection

Continuation of Services Data Collection Entry [Download Continuation of Services Directions](#)

The system Continuation of Services data has been submitted by [Redacted] on 8/5/20 1:06:33 PM

GTID	Last Name	First Name	Primary Area	Gender	Race	Grade	Total Days	FAPE Denied Days	LEA Response to Denial of FAPE
			Other Health Impairment	M	Black	10	11	1	Compensatory services were provided
			Other Health Impairment	M	White	6	11	1	Compensatory services were offered but the student did not

The system Continuation of Services data has been submitted by [Redacted] on 8/5/20 1:06:33 PM

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 \(gadoe.org\)](http://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.

Discipline and Student Record



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

DASHBOARD DOCUMENTS NOTIFICATIONS REPORTS

LEA: [dropdown menu]

Continuation Of Services

Continuation of Services is not applicable for

Cross Functional Monitoring

School Year 2019-20
Status: Not Applicable

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

View Application

Cross Functional Monitoring

LEA: ▼

Continuation Of Services

Continuation of Services is not applicable

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

Cross Functional Monitoring

School Year 2019-20
Status: Prong 2 - Signed Off

Data Submission: Student Data submitted by

GaDOE Verification: GaDOE Verification submitted by Lynn-Louise Holland on

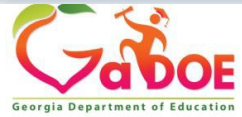
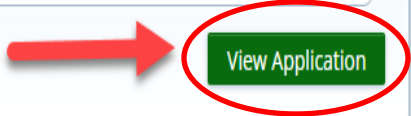
Compliance Status	
LEA Overall Status	Non-Compliant
LEA Procedures Status	Compliant
Students Compliant Status	Non-Compliant
Total number of students compliant	0
Total number of students non compliant	1

Corrective Action Plan: Corrective Action Plan submitted by

Prong 1: Prong1 submitted by

Prong 2: Prong2 submitted by

Allows access for data uploads and responses from DOE.



Special Education Dashboard Applications: Disproportionality



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

Federal Regulation for Significant Disproportionality

Federal Regulation	Georgia's Implementation
Categories: Identification, Placement & Discipline	Categories: Identification, Placement & Discipline
Methodology is Risk Ratio: Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30	Methodology is Risk Ratio: Threshold of 3.0, Minimum Cell size, numerator: 10; Minimum N-Size (denominator): 30
Alternate Risk Ratio when comparison group is too small (Cell < 10, N < 30)	Alternate Risk Ratio when comparison group is too small (Cell < 10, N < 30)
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

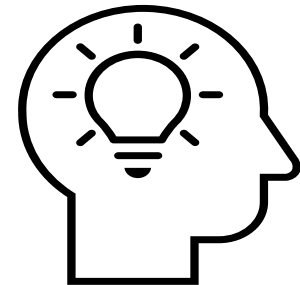
Significant Disproportionality with CCEIS Requirement

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



Site Navigation

- Home
- Logout

Exceptional Students

- Consolidated Application ▶
- Special Education Annual Reports ▶
- Data Collection ▶
- View Documents
- Message Center
- CTAE Reporting ▶
- Technology Inventory ▶
- SE Applications Dashboard ←

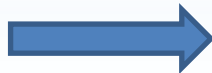
- DASHBOARD**
- DOCUMENTS
- NOTIFICATIONS
- REPORTS
- CALENDAR
- CONTACT STATE
- HELP

Disproportionality

School Year 2020-21

Status: Available for Data Viewing

Indicator	Performance Level	Performance Score	Race / Ethnicity Area
No records found			



[View Application](#)



Data Collection Years for Calculation- Portal Snapshot

SWD Discrepancy - Indicator 4a

Race/Ethnicity Discrepancy - Indicator 4b

Significant Disproportionality - Total Disciplinary Removals

Significant Disproportionality - ISS ≤ 10 Days

Significant Disproportionality - ISS > 10 Days

Significant Disproportionality - OSS ≤ 10 Days

Significant Disproportionality - OSS > 10 Days

Significant Disproportionality - Identification

Significant Disproportionality - Placement

SIGNIFICANT DISPROPORTIONALITY - IDENTIFICATION

FY20 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	American Indian	9	73	1.0069
All Disabilities	Asian	17	491	0.2806
All Disabilities	Black	4661	34046	1.6202
All Disabilities	Hispanic	467	3606	1.0628
All Disabilities	Pacific Islander	4	31	1.0538
All Disabilities	Two or More Races	82	1145	0.5789
All Disabilities	White	517	7625	0.5097
Autism	American Indian	3	73	3.0191
Autism	Asian	3	491	0.4449
Autism	Black	466	34046	1.0087
Autism	Hispanic	54	3606	1.1056
Autism	Pacific Islander	2	31	4.7365
Autism	Two or More Races	15	1145	0.9584
Autism	White	99	7625	0.9419
Emotional and Behavioral Disorder	Black	311	34046	3.8221
Emotional and Behavioral Disorder	Hispanic	9	3606	0.3254
Emotional and Behavioral Disorder	Two or More Races	7	1145	0.8371
Emotional and Behavioral Disorder	White	15	7625	0.237
Intellectual Disabilities	American Indian	1	73	1.1049

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



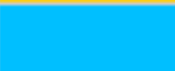
Data Collection Years for Calculation- Portal Snapshot

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-Disproportionate Representation

Legend:

	Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 2 consecutive years: data reported in FTE FY2020, FY2021); consequences imposed
	Disproportionate Representation (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year: data reported in FTE FY2021)
	Risk Ratio ≥ 3.0 data reported in FY2021 Cell size (category count) < 10 or N-size (enrollment in racial/ethnic group) < 30

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

Legend:

Red	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
Yellow	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
Blue	Risk Ratio ≥ 3.0 data reported in FY2021 Cell size (category count) < 10 or N-size (enrollment in racial/ethnic group) < 30

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!



Placement- Significant Disproportionality (< 40% Gen. Ed., Separate Settings)

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 (environment count) < 10 or N-size (SWD enrollment in racial/ethnic group) < 30



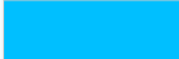
Data Collection Years for Calculation-Portal Snapshot

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.



Discipline- Significant Discrepancy

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: $[(\text{District SWD Racial/ethnic subgroup Rate for OSS} > 10 \text{ Days}) / (\text{State SWD Rate for OSS} > 10 \text{ Days})]$




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.



Discipline - Significant Disproportionality

Legend:

	Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years*: data reported in SR FY2018, FY2019, FY2020); consequences imposed
	Significant Disproportionality; (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years*; FY2020 or FY2019 and FY2020); consequences not imposed
	Risk Ratio ≥ 3.0 for 3 consecutive years in same racial/ethnic group; data reported in SR FY2018, FY2019, FY2020)*; Cell size (OSS ≤ 10 days count) < 10 or N-size (cumulative SWD enrollment in racial/ethnic group) < 30 ; not considered for Significant Disproportionality

***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

Slide is not active

2nd Placement

Activate slide

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

Special Education Parent Survey

School Year: ▼

District: ▼

When the survey is open this updates nightly

Survey Count: 783

- [Download State Summary by District](#)
- [Download State Summary by Response](#)
- [Download District Response](#)

Survey Question	Very Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	Very Strongly Disagree
I am considered an equal partner with teachers and other professionals in planning and making decision about my child's program.	365	169	155	29	14	43
Teachers ensure that I have fully understood the Procedural Safeguards (federal rules that protect the rights of parents) and my options if I disagree with a decision by the school.	362	159	161	30	15	43
My child's evaluation report and other written information are written in terms I understand.	400	153	145	28	11	35
At the IEP meeting, we discussed accommodations and modifications that my child would need.	432	140	118	20	6	46
The school communicates regularly with me regarding my child's progress on IEP goals.	394	133	134	35	13	56
Teachers are available to speak with me.	443	135	120	25	15	33
School offers parents variety of ways to communicate with teachers.	400	147	143	34	16	34
Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	424	145	126	28	6	41
The school gives parents the help they may need to play an active role in their child's education.	371	162	129	41	16	55
The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	325	141	150	66	20	71

Parent Survey; Downloadable Data

- Demographic data
 - Redacted from the download data to avoid PII
- School Level
 - Participation by school
 - Updated nightly
 - By Question – Strongly agree....strongly disagree
- Real time data to answer questions:
 - *What schools had/have high participation? Why?*
 - *What schools had/have parents who report that schools encourage their involvement?*
 - *Where is work needed? Examine responses question by question*

Director's Data

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

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

If the numbers don't match what you think has been submitted for your system or school....

- Did the parent complete the survey but not identify the district or school?
- Did the parent fail to SUBMIT at the end of the survey?
- Did the parent complete a survey but not the special ed survey (maybe the school climate survey)?

APR Reporting

- LEAs continue to receive an overall percentage measuring parental involvement, and this is compared to the target – Indicator 8 data
 - Example – FY18 Georgia’s target was 69%
 - If an LEA’s overall percentage was at or above 69%, the LEA met the target
 - The parental involvement data is measured by calculating the mean for each parent based on their responses to the 10 questions.
 - Parents whose responses yield a mean of 5 are included in the numerator; all parents responding are included in the denominator
 - **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?

View of Post School Outcomes tile

Post School Outcomes

School Year 2020-21

Indicator 14


Status: Submitted

Number of students exiting secondary education during the prior year:

Indicator	Count	Per%
Enrolled in Higher Education	12	16.9%
Competitive Integrated Employment	32	45.07%
Enrolled in Other Postsecondary Education or Training	4	5.63%
Other Employment - Part-Time, Self and Supported Employment	3	4.23%
Other Employment - Sheltered Work or Day Habilitation	0	0%

Indicator	Count	Per%
Deceased	0	0%
On Waiting List	2	2.82%
Unengaged	18	25.35%
Returned to High School	0	0%
Unable to Contact	1	1.41%
Total Respondents	71	NA
Survey Rate of Return	NA	98.61%

Due Date: Jul 31, 2021

Timeliness: Yes 

Last Submitted By:

[View Application](#)

Post-School Outcomes Reporting



[Download Activity Codes](#) [Download Post-School Definitions and Directions](#)

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.

[Download Student Data](#) [Upload Student Data with Activity Information](#) [Download Activity Codes](#)

School ID	SCHOOL_NAME	Total Students	Total Students Completed
1000	Freedom County High School	10	10
1500	Georgia High School	12	10

Click on School Name to access student

Please click the 'Submit' button below to submit your changes. Once the 'Submit' button is clicked, You can't make any changes.

Submit

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!



Pre School Outcomes  School Year 2020-21

Indicator 7 Status: Available for Data Collection

Summary Statements	Positive Social-Emotional skills (Outcome 1)	Acquisition and use of Knowledge and skills (Outcome 2)	Appropriate use of Behaviour to meet needs (Outcome 3)
No records found			

Due Date: Jul 31, 2021 Timeliness: [View 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 \(gadoe.org\)](https://www.gadoe.org/Data-Collection-and-Reporting/Pages/Data-Collection-and-Reporting.aspx)

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

Use the calculator at this link to determine the Exit Category: [CALCULATOR](#)

Template, Aligned with Child Outcome Summary (COS)

Child Name	DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Knowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services in years	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior	Did the child MAKE PROGRESS?	COS Social/Emotional Rating	COS Knowledge & Skill Rating	COS Adaptive Behavior Rating	Exit Category
			0.0	2	3	3		0.0		3	4	4		A	C	C	Entrance
			0.0	3	3	6		0.0		5	5	6		C	C	E	
			0.0	4	2	3		0.0		5	6	7		E	D	D	
			0.0					0.0						B	A	A	
			0.0					0.0						D	D	B	
			0.0					0.0						B	E	C	
			0.0					0.0						F	B	F	

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

Data Summary

	A	B
1	Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:	
2	Postitive Social Emotional Skills (Outcome 1)	
3	a.) Percent of children who did not improve functioning	1
4	b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2
5	c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	1
6	d.) Percent of children who improved functioning to reach a level compared to same-aged peers	5
7	e.) Percent of children who maintained functioning to a level compared to same-aged peers	1
8	Total number of students reported	10
9		
10	Acquisition of Knowledge and Skills (Outcome 2)	
11	a.) Percent of children who did not improve functioning	1
12	b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2
13	c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	3
14	d.) Percent of children who improved functioning to reach a level compared to same-aged peers	2
15	e.) Percent of children who maintained functioning to a level compared to same-aged peers	2
16	Total number of students reported	10
17		
18	Appropriate use of Behavior to meet needs (Outcome 3)	
19	a.) Percent of children who did not improve functioning	1

- 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

Dashboard View

	Positive Social- Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of children who did not improve functioning	<input type="text" value="4"/>	6.45%	<input type="text" value="4"/>	6.45%	<input type="text" value="5"/>	8.06%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<input type="text" value="21"/>	33.87%	<input type="text" value="23"/>	37.1%	<input type="text" value="15"/>	24.19%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	<input type="text" value="12"/>	19.35%	<input type="text" value="23"/>	37.1%	<input type="text" value="7"/>	11.29%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	<input type="text" value="9"/>	14.52%	<input type="text" value="9"/>	14.52%	<input type="text" value="9"/>	14.52%
e. Percent of children who maintained functioning to a level compared to same-aged peers	<input type="text" value="16"/>	25.81%	<input type="text" value="8"/>	12.73%	<input type="text" value="2"/>	3.21%
TOTAL	61	100%	61	100%	61	100%
SUMMARY STATEMENTS						
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	$(c+d) / (a+b+c+d)$		54.24%		42.86%	
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	$(d+e) / (a+b+c+d+e)$		40.32%		56.45%	

These summary statements automatically calculate



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.

Rule 160-4-7-.04

Evaluations and Reevaluations

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

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

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

(i) **Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except:**

(ii) **Any summer vacation period in which the majority of an LEA's teachers are not under contract shall not be included in the 60 day timeline for evaluation. However an LEA is not prohibited from conducting evaluations over a summer vacation period**

I. Consent received 30 days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timeframe.

II. Students who turn three during the summer period or other holiday periods must have an eligibility decision and IEP (if appropriate) in place by the third birthday. 2. Must consist of procedures which determine if the child is a child with a disability and to determine the educational needs of the child [34 C.F.R. § 300.301(c)(2)(i) – (ii)]

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.
 - 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

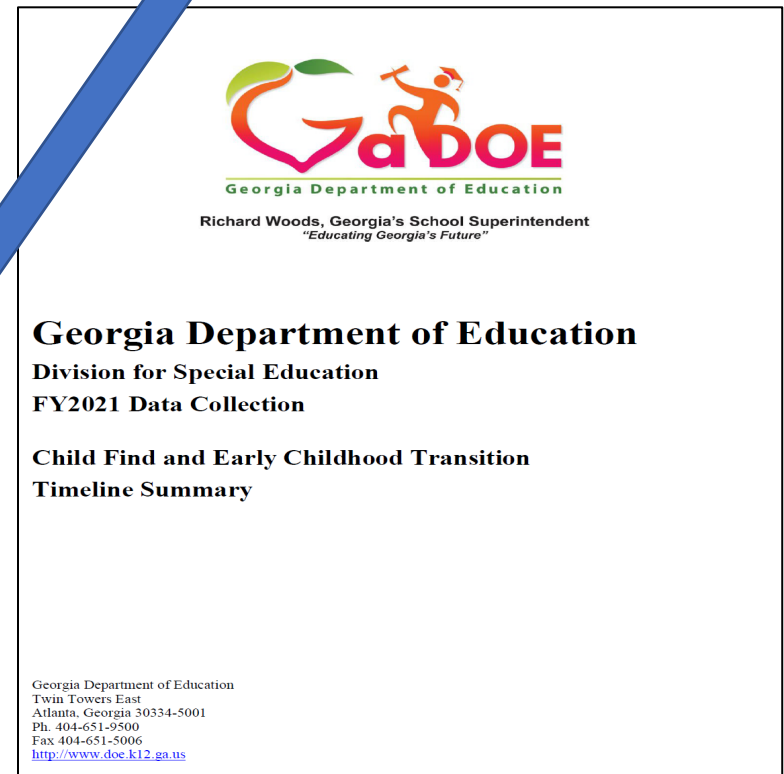
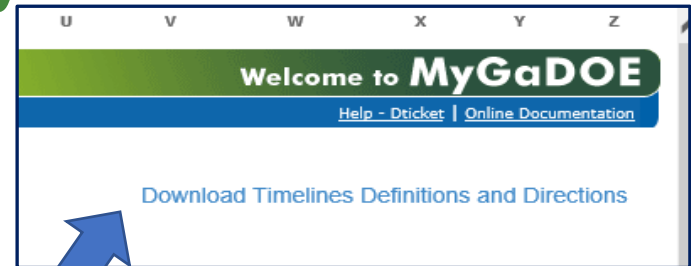
BCW Referrals

- 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

The screenshot shows a dashboard with a navigation bar at the top containing: DASHBOARD, DOCUMENTS, NOTIFICATIONS, REPORTS, CALENDAR, CONTACT STATE, and HELP. Below the navigation bar is a dropdown menu for LEA. The dashboard is divided into several sections, each with a title, indicator number, and status. A large blue arrow points from the 'Determinations' section towards the 'View Application' buttons in the 'Post School Outcomes' and 'Pre School Outcomes' sections. Several 'View Application' buttons are circled in red.


Section	Indicator	Status	View Application Button
Determinations	School Year 2019-20	Status: Available for Data Viewing	Green
Disproportionality	School Year 2019-20	Status: Available for Data Viewing	Red
Post School Outcomes	Indicator 14	Status: Submitted	Orange
Pre School Outcomes	Indicator 7	Status: Submitted	Purple
Continuation Of Services	Continuation of Services is not applicable for this LEA.	-	Yellow
Timelines	Indicator 11	Status: In Process - TL Data Collection	Red
Parent Survey	Indicator 8	Status: Available for Data Viewing	Green
Timely And Accurate Reporting	Indicator 20	Status: Available for Data Viewing	Yellow
Cross Functional Monitoring	Cross Functional Monitoring is not available for this LEA.	-	Green
Post Secondary Transition	School Year 2018-19	Status: Prong 2 - Signed Off	Green

District Determinations

Determinations School Year 2020-21
Status: Available for Data Viewing

Compliance Matrix Percentage and Determination	
Percentage	Determination
100%	Meets Requirements

Compliance Overall Scoring		
Total Points Available	Points Earned	Score
16	16	100%

 [View Application](#)

Compliance Determination Matrix

District: [REDACTED]

DISTRICT DETERMINATION LETTER/RUBRIC : Letter, click for printable pdf

Document	Released On
2019 [REDACTED] DistrictDeterminations Letter	10/12/2018 11:29:07 AM
2019 [REDACTED] DistrictDeterminations Rubric	10/12/2018 11:29:07 AM

Compliance Matrix

COMPLIANCE MATRIX Matrix, click for printable pdf

Indicator	Performance Level	Performance Score
Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups *District has compliant policies, procedures and practices related to Indicator 4B. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services *District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories *District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
General Supervision(Timely Correction) *District timely corrects all identified noncompliance no later than one year from notification. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Maintenance of Effort (MOE)		

COMPLIANCE MATRIX

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

Measure	Description	Target	Points
Indicator 4b	Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*		Yes = 2 No = 0
Indicator 9	Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services*		Yes = 2 No = 0
Indicator 10	Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories*		Yes = 2 No = 0
General Supervision	District timely corrects all identified noncompliance no later than one year from notification.		Yes = 2 No = 0
Maintenance of Effort	District meets MOE for the FY20		Yes = 4 No = 0
Indicator 11	Initial Evaluations (Child Find) competed within 60 days	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Indicator 12	Part C to Part B Transitions (Early Childhood Transitions)	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Indicator 13	Measurable Post-secondary Goals for Transition	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Timely and Accurate Data	Timely and accurate submission of 10 data and budget required reports/data	100%	≥95% = 2 75%-94% = 1 < 75% = 0

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:

SWD racial/ethnic group OSS > 10 days in the LEA

÷

of SWD racial/ethnic group in the LEA

of SWD with OSS > 10 days in the SEA

÷

of SWD in the SEA

Example: Dashboard and Determination

SWD DISCREPANCY RACE/ETHNICITY - INDICATOR 4B

FY19 Determination

District	Race/Ethnicity	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
[Redacted]	American Indian	GREATER10	OUTOFSCHOOL	0	4	0
	Asian	GREATER10	OUTOFSCHOOL	0	10	0
	Black	GREATER10	OUTOFSCHOOL	54	3009	2.5662
	Hispanic	GREATER10	OUTOFSCHOOL	0	177	0
	Two or More Races	GREATER10	OUTOFSCHOOL	1	128	1.9533
	Pacific Islander	GREATER10	OUTOFSCHOOL	1	21	4.4286
	White	GREATER10	OUTOFSCHOOL	6	860	4.0035
State of Georgia	American Indian	GREATER10	OUTOFSCHOOL	1	515	1
State of Georgia	Asian	GREATER10	OUTOFSCHOOL	0	4721	0
State of Georgia	Black	GREATER10	OUTOFSCHOOL	670	95807	1
State of Georgia	Hispanic	GREATER10	OUTOFSCHOOL	74	35000	1
State of Georgia	Two or More Races	GREATER10	OUTOFSCHOOL	36	9001	1
State of Georgia	Pacific Islander	GREATER10	OUTOFSCHOOL	2	186	1
State of Georgia	White	GREATER10	OUTOFSCHOOL	170	97552	1

*Data Source: 2018 June SR Data Collection

Compliance Matrix

COMPLIANCE MATRIX

Indicator	Performance Level	Performance Score
Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups *District has compliant policies, procedures and practices related to Indicator 4B. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services *District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories *District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2

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”

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Black	122	734	1.4478
All Disabilities	Hispanic	21	178	0.9582
All Disabilities	Multi-Racial	16	94	1.4031
All Disabilities	White	167	1790	0.7741
Autism	Black	4	734	0.4646
Autism	Hispanic	4	178	1.8114
Autism	Multi-Racial	2	94	1.8094
Autism	White	17	1790	0.8541
Emotional and Behavioral Disorders	Black	19	734	4.8062
Emotional and Behavioral Disorders	Hispanic	2	178	1.5309
Emotional and Behavioral Disorders	Multi-Racial	1	94	1.6166
Emotional and Behavioral Disorders	White	20	1790	1.6758

Compliance Matrix

COMPLIANCE MATRIX

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

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%
 - $\geq 95\%$ = 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



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

Annual Performance Report

- Available in SE Applications and Publicly at [Special Education Annual Reports and Data Analytics \(gadoe.org\)](http://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 (OSE) in Georgia's SPP and the Annual Performance Report (APR).

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 Restrict Environment (LRE), and other indicators, such as Transition, to identify areas of concern and to examine

positive data trends to examine promising interventions and strategies producing positive outcomes for students with disabilities.

[View Data Analytics Here](#)

Contact Information

Dawn Kemp, Ph.D.
Special Education Services and
Supports
Part B Data Manager
Cell Phone: 678-340-6738
Email: dkemp@doe.k12.ga.us





Special Education Annual Reports

Report Year: 2019-2020

2019-2020 Annual Performance Summary

[Export PDF](#)
[Issues in Print](#)

1 GRADUATION RATE	Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.	LEA Target 77.52%	LEA Rate 74.39%	Met LEA Target N
		State Target 62.27%	74.39%	Met State Target Y
2 DROP OUT RATE	Percent of youth with IEPs dropping out of high school.	State Target 5.40%	LEA Rate 1.24%	Met Target Y
3B PARTICIPATION RATE RELA	Regular Assessment (RELA) with accommodations		LEA Rate Not Applicable (COVID-19)	
	Regular Assessment (RELA) without accommodations		Not Applicable (COVID-19)	
	Percentage of students with disabilities who participated in statewide Regular Assessment (RELA)		Not Applicable (COVID-19)	
	Percentage of students with disabilities who participated in statewide		Not Applicable (COVID-19)	



Special Education Annual Reports

2019-2020 Annual Performance Summary

1 Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.	LEA Target 77.52%	LEA Rate 74.39%	Met Target N
2 Drop out Rate	Percent of youth with IEPs dropping out of high school.	State Target 5.40%	LEA Rate 1.24%	Met Target Y
3B Participation Rate RELA	Regular Assessment (RELA) with accommodations		LEA Rate Not Applicable (COVID-19)	
	Regular Assessment (RELA) without accommodations		Not Applicable (COVID-19)	
	Percentage of students with disabilities who participated in statewide Regular Assessment (RELA)		Not Applicable (COVID-19)	
	Percentage of students with disabilities who participated in statewide Alternate Assessment		Not Applicable	

Data Visualization

- Available in the SE Applications Portal

The screenshot displays the SE Applications Portal interface. At the top, a navigation menu includes 'REPORTS' (circled in red), 'CALENDAR', 'CONTACT STATE', 'HELP', and 'DL MANAGEMENT'. Below this, a sub-menu shows 'APPLICATION REPORTS' and 'DATA VISUALIZATION' (circled in red). The main content area is titled 'Outcomes (LEA Trend and Analysis)' and features a 'PreSchool Outcome Trend' section (with 'Trend' circled in red). A red arrow points to a 'Summary' button. The 'PreSchool Outcome Trend' section includes a filter for 'School Year' (2017-2020) and 'LEA Name'. The primary data is presented in two line charts: 'Summary Statement 1 Comparison' and 'Summary Statement 2 Comparison'. Both charts compare 'State' performance (pink line with triangles) against a 'StateTarget' (brown dashed line with triangles) from 2017 to 2020. The Y-axis for both charts ranges from 80 to 100.

Outcome 1
Percent of preschool children aged 3 through 5 with IEP's who demonstrate improved: Positive social-emotional skills (including social relationships)

Summary Statement 1 Comparison

School Year	State	StateTarget
2017	88	78
2018	80	78
2019	81	78
2020	100	80

Summary Statement 2 Comparison

School Year	State	StateTarget
2017	65	62
2018	43	62
2019	32	62
2020	52	62

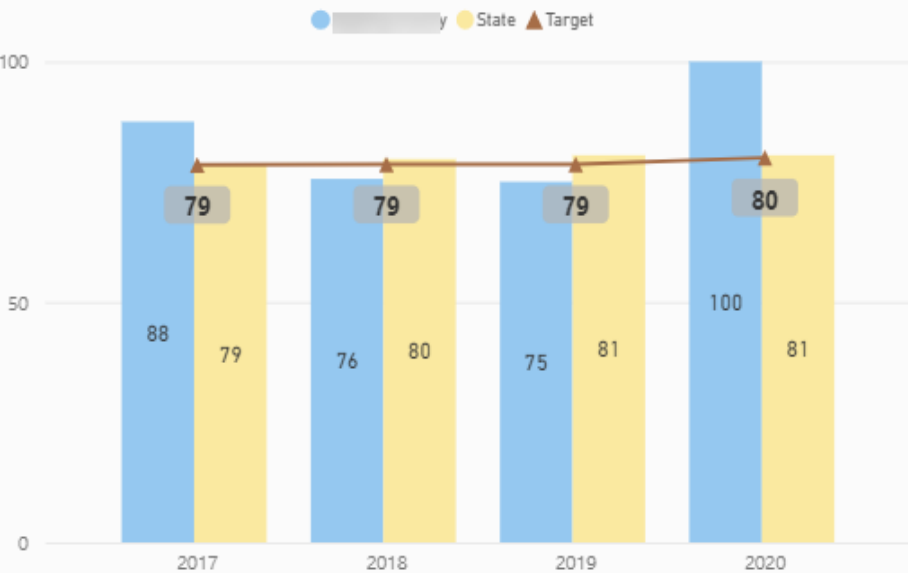
PreSchool Outcome Summary


[Detail](#)

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

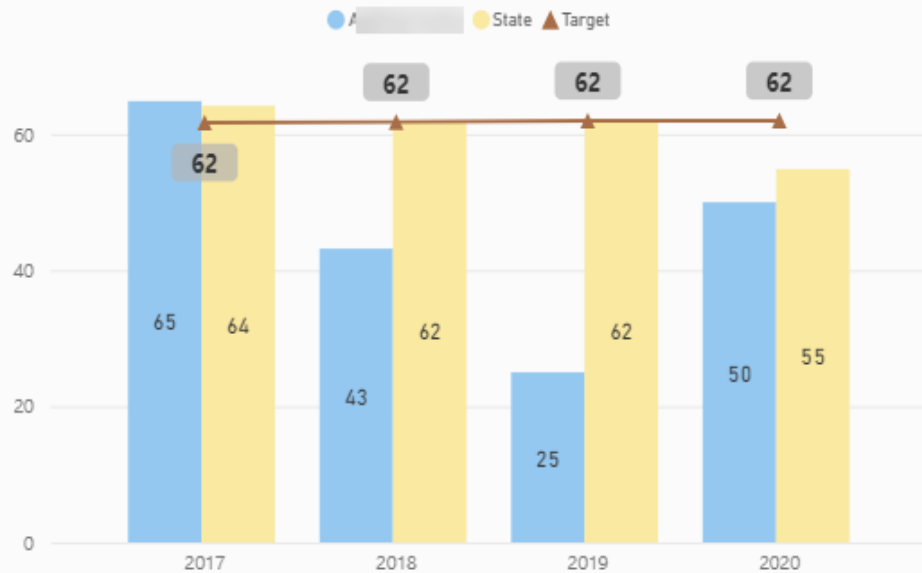
Summary Statement 1

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



School Year	LEA Name	Outcome Type	Summary Stmt 1	Summary Stmt 1 Target	Summary Stmt 2	Summary Stmt 2 Target
2020		1	100.00	80.00	50.00	62.00
2020	State	1	80.52	80.00	54.86	62.00
2019		1	75.00	78.60	25.00	62.00
2019	State	1	80.53	78.60	62.16	62.00
2018		1	75.61	78.60	43.18	61.80
2018	State	1	79.75	78.60	62.01	61.80
2017		1	87.50	78.50	64.86	61.70
2017	State	1	78.50	78.50	64.18	61.70

PreSchool Outcome Detail

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

School Year	2017		2018		2019		2020	
LEA Name	Student Count	Percent	Student Count	Percent	Student Count	Percent	Student Count	Percent
Appling County								
Type A: Student did not improve functioning.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Type B: Student improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.		10.81%		22.73%		25.00%		0.00%
Type C: Student improved functioning to a level nearer to same-aged peers but did not reach it		24.32%		34.09%		50.00%		50.00%
Type D: Student improved functioning to reach a level comparable to same-aged peers.		51.35%		36.36%		25.00%		37.50%
Type E: Student maintained functioning at a level comparable to same-aged peers.		13.51%		6.82%		0.00%		12.50%

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

School Year	LEA Name	Outcome Type	Summary Stmt 1	Summary Stmt 1 Target	Summary Stmt 2	Summary Stmt 2 Target
2020		1	100.00	80.00	50.00	62.00
2020		1	80.52	80.00	54.86	62.00
2019		1	75.00	78.60	25.00	62.00
2019		1	80.53	78.60	62.16	62.00
2018		1	75.61	78.60	43.18	61.80
2018		1	79.75	78.60	62.01	61.80
2017		1	87.50	78.50	64.86	61.70
2017		1	78.50	78.50	64.18	61.70

Data Visualization

- Available 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

Contact Information

Dawn Kemp, Ph.D.
Special Education Services and Supports
Part B Data Manager
Cell Phone: 678-340-6738
Email: dkemp@doe.k12.ga.us

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 Restrict Environment (LRE), and other

positive data trends to examine promising interventions and strategies producing positive outcomes for students with disabilities.

[View Data Analytics Here](#)



SCHOOL AGE LRE

EARLY CHILDHOOD LRE

PRESCHOOL OUTCOMES

POST-SCHOOL OUTCOMES

TIMELY AND ACCURATE REPORTING

PostSchool Outcome Trend

Summary

School Year

- Select all
- 2017
- 2018
- 2019
- 2020

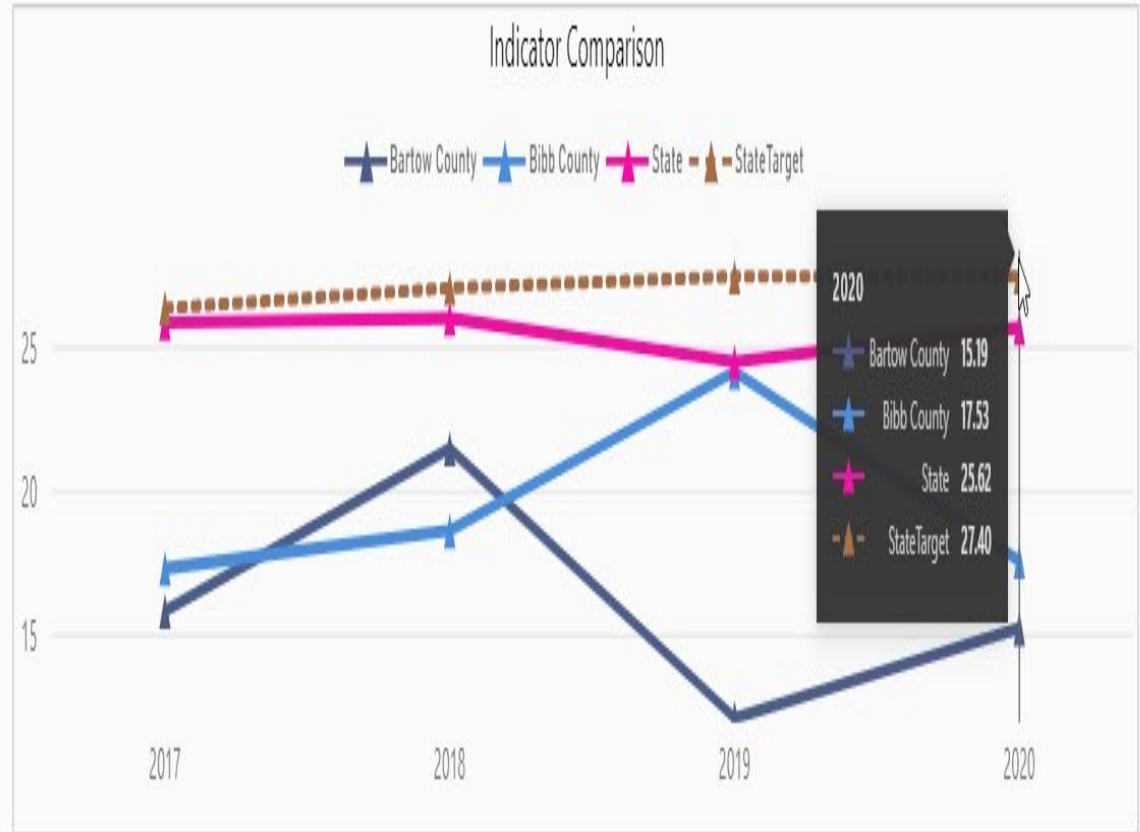
LEA Name

Search

- Select all
- Academy For Classical ...

14A

Enrolled in higher education within one year of leaving high school



PostSchool Outcome Summary

School Year

- Select all
- 2017
- 2018
- 2019
- 2020

LEA Name

- Academy For Classical ...
- Appling County
- Atkinson County
- Atlanta Area School for...
- Atlanta Heights Charter...
- Atlanta Public Schools
- Atlanta SMART Academy
- Atlanta Unbound Acad...
- Bacon County
- Baconton Community ...
- Baker County
- Baldwin County
- Banks County
- Barrow County
- Bartow County
- Ben Hill County
- Berrien County
- Bibb County
- Bleckley County
- Brantley County
- Bremen City
- Brookhaven Innovation...
- Brooks County

Indicator Description

Indicator 14A

Enrolled in higher education within one year of leaving high school

Indicator 14B

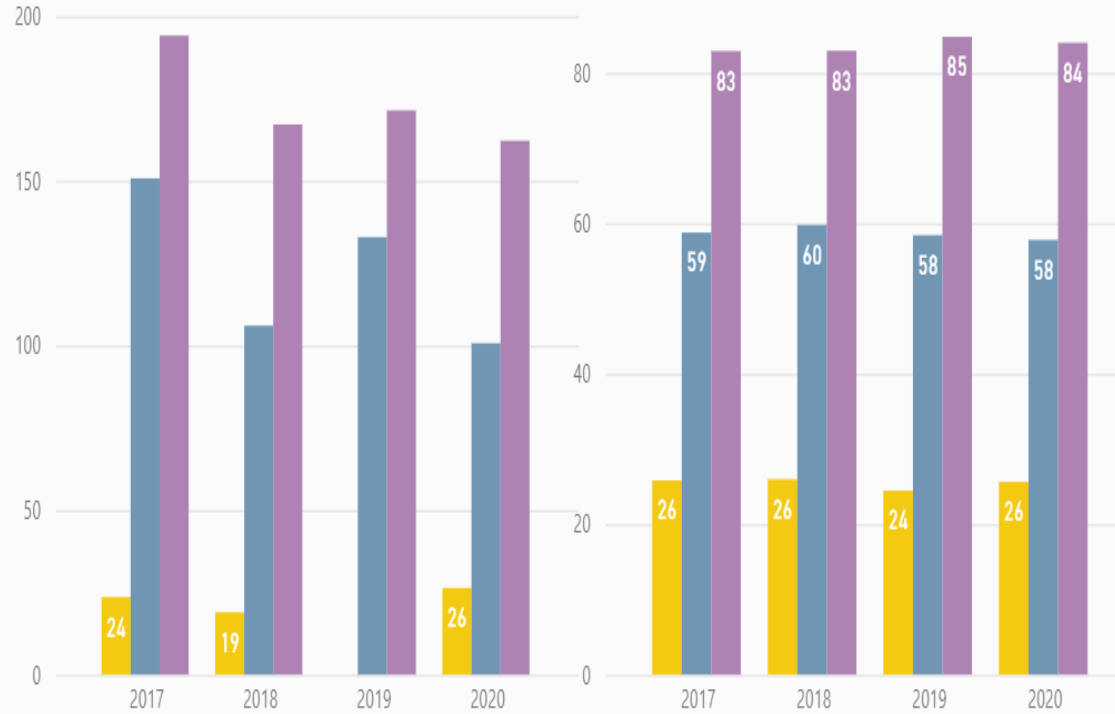
Enrolled in higher education or competitively employed within one year of leaving high school

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

Appling County

State



Indicator	Indicator 14A		Indicator 14B		Indicator 14C		
	LEA Name	Rate	State Target	Rate	State Target	Rate	State Target
Appling County							
	2020	26.32	27.40	63.16	54.00	68.42	80.10
	2019	0.00	27.40	68.18	54.00	77.27	80.10
	2018	18.92	27.00	83.78	53.90	83.78	80.10
	2017	23.53	26.30	88.24	53.70	94.12	80.00
Bacon County							
	2020	0.00	27.40	37.50	54.00	93.75	80.10

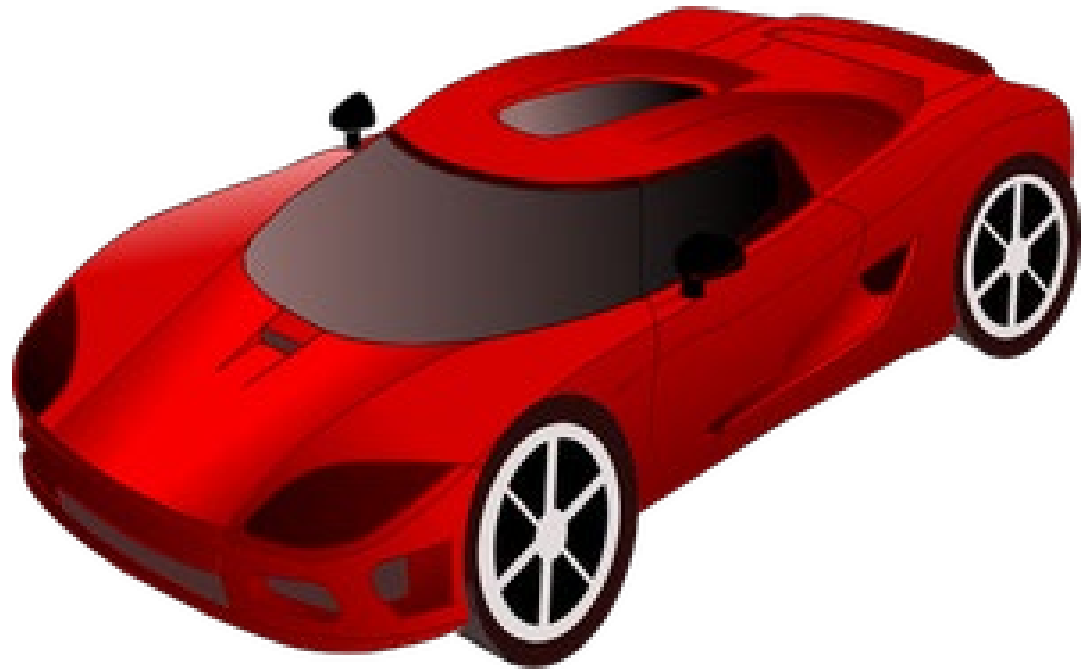
Go to www.menti.com and use the code 4843 9028

How can you use the Data Visualizations tool in your work?

 Mentimeter



Navigation
Supports-
Websites
with
Resources &
...



Acronyms

[Data Collection and Reporting \(gadoe.org\)](http://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 31st
 - **Preschool Exit Data (Indicator 7)**
 - **Post School Outcome Data (Indicator 14)**
- Due August 31st:
 - **Continuation of Services**
- Due September 30th:
 - **Timelines (Indicators 11 & 12)**

IMPORTANT

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

Recordings

Recording	PowerPoint
SE Dashboard Applications	
SE Dashboard Applications SE Timelines Application Overview	Link
SE Dashboard Contact State Section	
SE Dashboard Preschool Outcomes Indicator 7 Reporting	
SE Dashboard Applications Data Entry for Indicator 11 Child Find	
SE Dashboard Applications Data Entry for Indicator 12 Early Childhood Transition	
SE Dashboard Applications Timelines Reporting with GOIEP and Portal Verification After Timelines Submission	
SE Dashboard Applications Post School Outcomes	
SE Dashboard Applications Continuation of Services	

Information Updated Regularly

IMPORTANT

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>

Webinars

Date	Topic	Handout
3/9/2021	Student Record for Special Education: Errors and Reports	Link
3/2/2021	Student Record for Special Education: Reporting Student Record and Recovering Rejected Records	Link
2/16/2021	Student Record for Special Education: What Other SR Level Records Impact Special Ed Data?	Link
2/2/2021	Student Record for Special Education: So, What Are the Special Education Events?	Link
12/3/2020	Student Records Rejection Recovery Process Webinar	Link

Information Updated Regularly

IMPORTANT

Helpful Links and Resources FY2022 Data Collections and Reporting

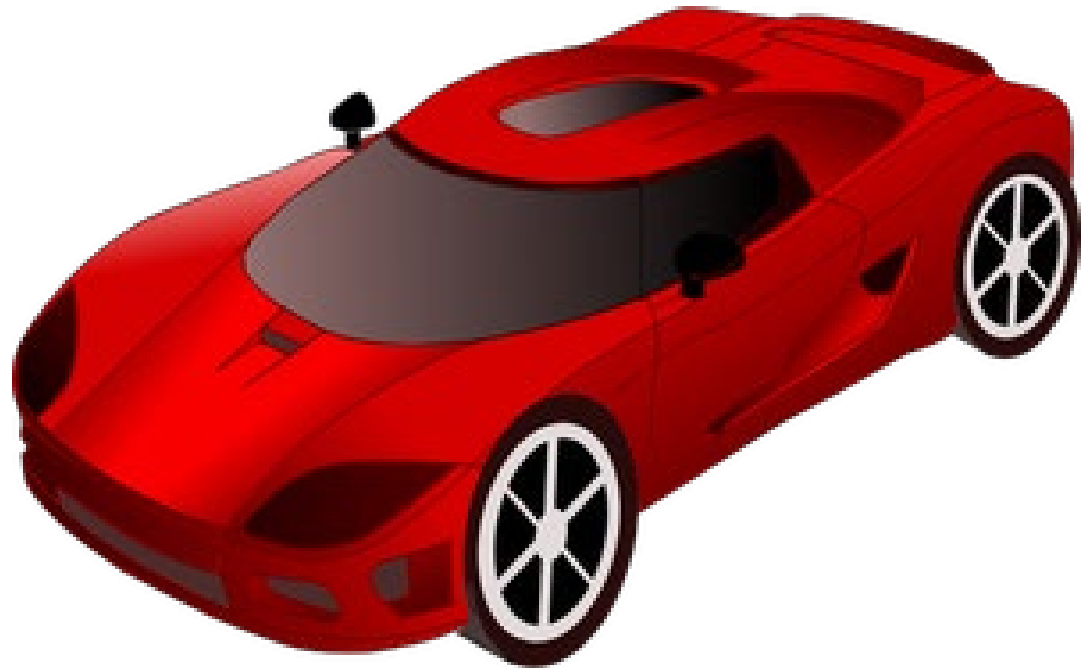
<https://www.gadoe.org/Technology-Services/Data-Collections/Pages/-FY2021-Data-Collections-and-Reporting.aspx>

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
Cell: 404-719-8045
lcastellanos@doe.k12.ga.us

Dawn Kemp
Part B Data Manager
Cell: 678-340-6738
dkemp@doe.k12.ga.us

NORTH

Phoebie Atkins
Cell: 470-316-8633
patkins@doe.k12.ga.us

Julie Youngblood
Cell: 470-316-8663
jyoungblood@doe.k12.ga.us

SOUTH

Emily Dishman
Cell: 678-326-8087
edishman@doe.k12.ga.us

Dale Rose
Cell: 678-340-0162
drose@doe.k12.ga.us

GLRS and DL Contacts

[Georgia Learning Resources System \(gadoe.org\)](http://gadoe.org)

Georgia Learning Resources System



Georgia Learning Resources System

The Georgia Learning Resources System (GLRS) is a network of 18 regional programs that provide training and resources to school district personnel, parents of students with disabilities, and other interested individuals to support the achievement, graduation rate, and post-secondary success of students with disabilities. The programs are funded by the Georgia Department of Education,

Special Education, and Supports, and an

and coaching for school systems on a variety of topics related to students with disabilities including:

- Providing Least Restrictive Environment (LRE) support to school systems.
- Supporting the State Systemic Improvement Plan (SSIP) - Student Success: Imagine the Possibilities
- Analyzing data.
- Facilitating math and reading projects.
- Implementing drop-out prevention initiatives.
- Supporting transition planning.
- Developing other specialties based on student needs related to indicators in



Contact Information

Ann Cross
Program Manager, GLRS
1562 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
Phone: (678) 326-2361
Email: Leighann.cross@doe.k12.ga.us

Resources

Quick Links

- 2019 Guide to Writing IEPs Training Series
- 2021 Special Needs Summer Camp and Respite Directory
- **Co-Teaching and LRE Webpage**
- **FY21 GLRS District Liaison Map**
- **GLRS Contact Information**
- GLRS Websites

SELDA

Special Education Leadership Development Academy (SELDA) (gadoe.org)

ives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

Education Services and Supports → Special Education Leadership Development Academy (SELDA)

Special Education Leadership Development Academy (SELDA)

If you are a new Special Education Director for the 2021-2022 school year, please register for the Special Education Leadership Development Academy (SELDA). 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:

SELDA 2021-22 Registration

Draft SELDA Schedule for 2021-2022

Draft SELDA Schedule 21-22

LEA Shared Resources



Together we can make a difference.

Contact Information

Wina Low
Program Manager Senior
Email: wlow@doe.k12.ga.us
Phone: 470-316-8636

Kachelle White
Program Manager Senior
Email: kawhite@doe.k12.ga.us
Phone: 404-370-2541

Data Collection Team

Nicholas Handville	Director of Data Collections, Analysis, and Reporting		nhandville@doe.k12.ga.us
Kathy Aspy	Data Collections Manager (Data Collections & Reporting)	404-556-7480	kaspy@doe.k12.ga.us
Patty Miller	GTID Administrator (GUIDE, Private School Collection)	404-290-8530	pmiller@doe.k12.ga.us
Carl Garber	Data Collections Specialist (Student Record)	404-304-5200	cgarber@doe.k12.ga.us
Sharon Armour	Data Collections Specialist (Student Class, Course Table Maintenance, Pre-ID)	678-590-9861	sarmour@doe.k12.ga.us
Katie Green	Data Collections Specialist (CPI, Free and Reduced Meal)	404-295-8841	kagreen@doe.k12.ga.us
Irish Saxton	Data Collections Specialist (FTE, End Of Pathway Assessment)	404-304-3346	irish.saxton@doe.k12.ga.us
Stephanie Smith	Data Collections Specialist (Free & Reduced Meal, New Coordinator Liaison)	770-301-1503	stephanie.smith@doe.k12.ga.us





G-CASE

- [Georgia Council of Administrators of Special Education \(schoolinsites.com\)](http://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

