

# Summer Collections Data Review & Reminders

**SELDA**  
**March 23, 2022**

# Learning Targets

- The participants will:
  - Review access to the Special Education Applications Dashboard (SE Applications) including Timelines, Continuation of Services, Pre-School Outcomes, and Post School Outcomes
  - Review due dates for SE Applications reports
  - Check understanding for the Data Collection process including SE Applications

# What is the SE Applications/Dashboard?

- A secured group of 10 Applications such as Disproportionality and Timelines.
- A platform to share information between LEAs and the DOE for activities such as Cross Functionality Monitoring and Disproportionality.
- A consolidated data entry and/or data viewing platform for specific areas of special education data collection, such as Continuation of Services and Post School Outcomes.

# Tabs in SE Applications/Dashboard

- Notifications – Emails provided to the LEA regarding items such as LEA Determinations, Timeline Verification Process, Notification of Noncompliance, etc.
- Reports – Annual Performance Summary, Application Reports, and Data Trends
- Calendar – Special Education Reports and Data: Due Dates
- Contact State – Create Support Tickets to aid with SE Applications data submission issues
- Help – SE Applications Dashboard User Manual

# Dashboard Information

- Provisioning as the primary special education director in SE Applications:
- is designated only by the portal security officer in the LEA through primary role management.
- identifies the person who receives notifications such as LEA determinations and disproportionality.

# Applications in the Dashboard Requiring LEA Data Entry

- SE Timelines, Indicator 11 and 12 of APR
- SE Pre School Outcomes, Indicator 7
- SE Post-School Outcomes, Indicator 14
- SE Continuation of Services

# Applications in the Dashboard Populated by the DOE

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

# Dashboard Tile (Front)

<b>Timelines</b>	<b>School Year 2020-2021</b>  <b>Status: In Process – TL Data Collection</b>
<b>Due Date: September 30, 2021</b> <b>Last Submitted By: Sue Bee on June 4, 2020</b>	<b>View Application</b>  <b>Timeliness: Yes</b>



# Dashboard Tile (Inside)

- Status for the Application
- Window to select a prior year
- Data Submission Tab – to enter Timelines Information or refresh from GO-IEP
- Prong 1 Tab – to enter Narrative & Student Data Documentation
- Prong 2 – Data Submission Tab – to enter Timelines for the designated Prong 2 follow-up period

# Reminders

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

# General Data Questions

## Year in Review



# Questions 1, 2, 3

1) The Federal Child Count information is collected in:

- a) FTE 1 & 3
- b) FTE 1
- c) FTE 3

2) Data for Special Education Environments and Related Services are collected in:

- a) FTE 1 & 3
- b) FTE 1
- c) FTE 3

3) In FTE1, what does STUDENT STATUS 'C' represent, and why is it important?

- a) Coordinated Services Student, provision of funding
- b) Continuing in Special Education, proportionate share
- c) A private or home school student reported ONLY for Federal Child Count and proportionate share calculations

# Answers 1 - 3

1) B- FTE 1

2) B- FTE 1

3) C- Federal Child Count Student,  
Proportionate Share

# Questions 4, 5, 6

4) Delivery Models are associated with which data collection?

- a) FTE
- b) Student Record
- c) Student Class

5) Alternate Content Standards eligibility data is collected in:

- a) FTE 1 & 3
- b) FTE 1
- c) FTE 3

6) Alternate Content Standards eligibility data (GAA flag) only matters in the grades in which standardized testing occurs?

- A) True
- B) False

# Answers 4 - 6

4) C- Student Class

5) A- FTE 1 & 3

6) False, also impacts PQ and In-field

# Questions 7 & 8

7) Special education teachers are not required to have Service certification (i.e., General Curriculum, Adaptive Curriculum) if they are in a Strategic Waivers or Charter System?

a) True

b) False

8) Which data collection is best described as a snapshot in time collection?

a) FTE

b) Student Class

c) Student Record

d) All of the above



## Question 9

- 9) In completing the Student Record process for special education, the best first step is to:
- a) Review all error reports
  - b) Correct errors on-line in the portal
  - c) Examine the rejected records

# Answers

7) False

8) A- FTE

9) C- Examine the Rejected Records

# Questions 10, 11

10) Disproportionality data for discipline is collected in:

- a) Student Record
- b) Student Class
- c) FTE 3 only

11) Special education students in K are coded with Early Childhood Environment Codes?

- a) True
- b) False

## Question 12

12) After FTE 1 is signed off/closed by the Superintendent, Ms. Smith, Sp. Ed. Director realizes that no students receiving speech-language services were included in the count. Which of the statements below is true?

- a) The DOE will reopen the FTE and allow her to correct the error.
- b) There is no impact to funding if speech services aren't included in the count.
- c) The count will remain closed and there will be a loss of funding.

# Answers 10 – 12

10) A- Student Record

11) B- False, School Age

12) C- Loss of funding



# Timelines: Child Find and Early Childhood Transition

Indicators 11 and 12 of the APR

## Question 13

13) Which of the following statements is true regarding Early Childhood Transition?

- a) By age 3, a student must only have eligibility for services completed.
- b) By age 3, a student must have an IEP meeting to determine services to begin in 30 days.
- c) By age 3, a student must have both an eligibility, and if eligible, an IEP completed. Services are not required to have started but should start as soon as possible after the 3<sup>rd</sup> birthday.

# Question 14

14) An extenuating circumstances exception for exceeding the 60-day timeline for an evaluation would include:

- a) The school psychologist planned to do the evaluation 2 days before it was due and was absent with the flu.
- b) The special education teacher received signed parental consent and kept the paper on her desk for three weeks before forwarding it to the central office.
- c) The student was hospitalized with COVID for a month and the parent wanted to delay the evaluation after that.



# Answers 13 - 14

13) C

14) C

# Questions 15, 16

15) LEAs have a child find obligation for:

- a) Preschool students who reside in the LEA
- b) Incarcerated students including those in a local jail in the LEA
- c) Students attending a Private school located in the LEA
- d) All the above

16) An evaluation must be completed within 60 \_\_\_\_\_ days of receipt of signed consent.

- a) calendar
- b) school
- c) either of the above

# Questions 17

17) The **summer pause** rule applies to parental consents for evaluation received less than \_\_\_\_\_ days before the end of the school year.

- a) 45
- b) 60
- c) 30

# Answers 15 – 17

15) D

16) A

17) C

# Indicators 11 & 12 (SPP/APR)

## Indicator 11:

- Percent of children evaluated within 60 days or state timeframe

## Indicator 12:

- % of children found Part B eligible with IEP implemented by the 3<sup>rd</sup> 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 3<sup>rd</sup> 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. 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*;

# Indicator 11- Child Find

- 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)]

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



# Evaluations & Reevaluations

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

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

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

# Children turning three

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

# Understanding the Rule and Indicators

- **60 days**
- Receipt of parental consent
- Count the day you receive the consent (**within 60 days**)
- Do not count days when children are not in school for 5 consecutive days
  - Example: Spring break
  - A natural disaster (ex.: snow closes school for 5 consecutive days)
  - Stop counting on Friday before break, start counting Monday after school resumes

# Summer “pause”

- If consent to evaluate is received **30 days or more prior to the end of the school** year, the evaluation must be completed within the normal 60 calendar days with **NO SUMMER PAUSE**
- This means that some evaluations may be required to be completed during the first part of the summer break.
- The 30<sup>th</sup> 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.

# Summer “pause” continued

- ONLY applies when consent is received 29 or fewer days before the last day for teachers
- Count days as usual from date consent was received through the teacher last day
- Pause counting on the last day of post-planning
- Continue counting the day teachers return for pre-planning

# Summer “pause” pre-planning

- If your district has 5 or more days of pre-planning prior to the 1<sup>st</sup> 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 1<sup>st</sup> day students return to school.

# Exceptions for Indicator 11

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

- Parent repeatedly fails or refuses to produce the child for evaluation.
- Child enrolled from another district with the 60-day timeline in process and the parents have agreed to a different timeline.

# Extenuating Circumstances

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



# Indicator 12- Early Childhood Transition from Part C

- IEP *implemented by 3<sup>rd</sup> birthday*
  - IEP must be in place by the 3<sup>rd</sup> birthday
- Ex.: child turns 3 on July 4<sup>th</sup>; The IEP meeting must be held by July 4<sup>th</sup>. Services are required to begin within a reasonable time period. The rule requires that the IEP be ‘ready to go’ when school resumes in August.
- Ex.: child turns 3 on Christmas Eve; The IEP meeting must be held by December 24<sup>th</sup> and should be ‘ready to go’ when school resumes in January.
- When school is not in session, the IEP team may determine that services should begin immediately, but this is not required.

# Exceptions for Indicator 12

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

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

# Exceptions for Indicator 12 continued

- Parent delay to provide consent or lack of parent consent caused delays in evaluation or initial IEP development (transition)
  - such as the parent didn't provide Consent to Evaluate, the parent signed Consent to Evaluate late
  - such as the family moves, parent delays in signing Consent for Services after eligibility is determined, or child cannot be located
- Child referred **to BCW** less than 90 days before the third birthday.
  - 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 in Timelines.



# Preschool Exit

## Reporting Preschool Outcomes APR Indicator 7

# Questions 18, 19, 20

18) Preschool outcomes rates the following areas :

- a) Motor, Adaptive, Social Emotional
- b) Positive social-emotional skills, Acquisition and use of knowledge and skills, Use of appropriate behaviors
- c) Cognitive, Sensorineural, Kinesthetic

19) Preschool student outcomes are included in LEA data if a student has received services for at least \_\_\_\_\_ months.

- a) 3
- b) 6
- c) 9

20) A response to Pre-School Outcomes in SE Applications is required for which LEAs:

- a) LEAs with exiting pre-k students only
- b) LEAs Serving pre-k students only
- c) All LEAs

## Answers 18 - 20

18) B- Positive social-emotional skills, Acquisition and use of knowledge and skills, Use of appropriate behaviors

19) B- 6 months, Students enrolled fewer than 6 months are not included in a system's data.

20) C- All LEAs

# 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) continued

- Georgia reports to the Office of Special Education Programs (OSEP), for each area:
- Of those preschool children who entered the preschool program **below age expectations**, the percent who **substantially increased their rate of growth** by the time they **turned 6 years of age or exited** the program.
- The percent of preschool children who were **functioning within age expectations** by the time they **turned 6 years of age or exited** the program.

# Preschool Exit Data

- Districts collect student level data
  - Use the Preschool Exit data template
  - Template is located with Data Collections Conference Tools, Templates and Documents
- Districts report Summary Data to the GADOE
  - Districts should ***maintain their student level data***
- Georgia reports Summary Data to OSEP

# Collecting and Reporting the Data

- On the Preschool Exit Data Template
  - Enter each student's GTID, School, Last & First Name, DOB
  - Enter the Program Entry Date for each student and *Entry Age will auto-calculate*
  - Rate the student's performance at the time of entry using the ratings of 1 - 7 for each of the 3 areas: **Social/Emotional, Knowledge & Skill, Adaptive Behavior**
  - Rating Definitions are provided at the address below:  
[https://ectacenter.org/eco/assets/pdfs/Definitions\\_Outcome\\_Ratings](https://ectacenter.org/eco/assets/pdfs/Definitions_Outcome_Ratings)

# Reporting the Data

- When the student **exits** the preschool program **or turns 6**, whichever is earlier:
  - Enter the exit date.
  - The Duration of Services will automatically calculate.
    - The duration of services cell will stay green if the student was enrolled more than 6 months. If the student was enrolled fewer than 6 months, the cell will turn red showing you the % of the year the child was enrolled.

# 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

# Childhood Outcomes Survey Aligned Preschool Outcomes Template

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

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



# Post-School Outcomes

## APR Indicator 14

# Questions 21, 22

21) Post school outcomes are collected and submitted by:

- a) September 30<sup>th</sup>
- b) June 30<sup>th</sup>
- c) July 31<sup>st</sup>

22) Students who are unengaged are included in the denominator of Post school outcomes calculations.

- a) True
- b) False



# Answers 21 – 22

21) C

22) A - true

# Post-School Outcomes Indicator

## Performance Indicator:

% of youth with IEPs no longer in school, within 1 year of leaving school:

- (A) enrolled in higher education,
- (B) involved in competitive integrated employment,
- (C) enrolled in some other postsecondary education, training program or other employment

**Measure:** Post-School Survey

# Post-School Outcomes Entry

- Data are entered into the Dashboard
  - Due every year by July 31<sup>st</sup>
- List of prior year's exiters (regular diploma, special education diploma, or dropout) is available in the SE Applications Dashboard
- Contact each exiter to determine each student's post-school activity
- Use these data to evaluate your transition planning process

# Post-School Activity Categories

- enrolled in higher education
- competitively employed
- enrolled in other post-secondary education or training
- part time, self or supported employment
- sheltered work or day habilitation program
- waiting list
- unengaged
- deceased
- or unable to contact

# Contacting Students

- FY22 Data Reporting
- List of exiters is now available
  - Regular HS Diploma
  - Special Education Diploma or Certificate/ Dropout
- Begin collecting information about students
  - Email, phone, Facebook
  - 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 listing in the portal is available by:
  - Primary Area
  - Race/ethnicity
  - Exit status
- Where are your students?
  - Analyze the effectiveness of your transition planning process
  - Are your students employed?, enrolled?, unengaged?

# Post-School Outcomes Display

## n = 265 respondents

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

# Post-School Downloads & Completion

- Download of Excel(s) with Exiters
- Download of Activity Codes
- Download of Definitions & Directions
- LEAs may complete the Survey in the SE Applications or upload an Excel with the information.
- LEAs must sign off on the data in SE Applications.





# Continuation of Services

# Questions 23, 24, 25

23) Continuation of Services (COS) applies to students who:

- a) are OSS for < 10 days without service.
- b) are OSS for > 10 days with services
- c) are OSS for > 10 days without services
- d) both b and c

24) Student discipline reports in \_\_\_\_\_ should be reviewed for accuracy prior to signoff.

- a) Student Class
- b) Student Record
- c) FTE

25) If data entry errors remain in discipline data and the data is signed off, the DOE can:

- a) open the collection and change system data
- b) make no changes in the data submitted
- c) disregard the submitted data

# Answers 23 – 25

23) C

24) B

25) B

# Continuation of Services (COS)

- Students with disabilities suspended out of school for more than 10 days in a school year **must continue to receive their educational services** regardless of whether the incident is a manifestation of their disability
- If your district:
  - Suspended students > 10 days
  - Did not provide educational services for day 11, 12...
- Then your district
  - Must respond to the COS data request in the application
  - Support your data entry with documentation

# COS Options for LEAs

FAPE Denied Reason	Count
Compensatory services were offered, but the parent declined the offer.	0
Compensatory services were offered, but the student did not attend.	1
Compensatory services were provided.	1
Compensatory services were not offered and have not been provided.	1
Compensatory services were not offered , the student was not suspended for 11 days.	0
Compensatory services were not offered, the student was dismissed from special education.	0
Compensatory services were not offered, the student was not suspended for 11 days as a SWD, or suspected SWD.	0

# Reports to Check in Student Record

- DIS090 Suspensions with the Same Date and Days
- DIS092 Possible Duplicated Safety Records
- DIS095 OSS Greater than 10 days w/out Services
- DIS097 SWD System Totals by Discipline Action

# Student Record Reports – Tips

- All reports can be downloaded in Excel.
- School level reports allow an individual student level view.
- Start reviewing your LEA's information in Student Record in September, not just May and June.
- Review your LEA's Student Information System (SIS) for discipline on a monthly basis.

# Parent Survey





# Questions 26, 27

26) Parent Survey in SE Applications:

- a) can be viewed only by DOE until the survey closes
- b) can be viewed in the SE Applications in real time
- c) can be answered by parents year round

27) How can LEAs increase participation?

# Answers to 26 – 27

26) b

27) varies

# Parent Survey in Georgia

- An online survey
  - available to all families of children with disabilities
  - 10 questions plus demographic data questions
  - 6-point Likert Scale
  - overall percentage measuring parental involvement
- Special Education Dashboard
  - data availability from January through May
  - “power” of the data is the real time school level data

# Parent Survey - Downloads

- 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.*

# Addressing Participation

## Increase overall participation

- share survey results with LEA and school leaders and teachers to enlist support while the survey is open
- share final survey results
- publicize the survey – newsletters, emails, website
- provide parents technology at meetings to complete the survey

# Addressing Representativeness

## Analyze Representativeness

- Special Education Directors are encouraged to examine their data throughout the survey period to address representativeness in :
  - race-ethnicity
  - disability
  - grade

# Using Parent Survey Data

- More than Federal Reporting
- 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

# Upcoming Due Dates

- Due June 15 Student Record signoff
- Due July 31<sup>st</sup>
  - Preschool Exit Data (Indicator 7)
  - Post School Outcome Data (Indicator 14)
  - Timelines (Indicators 11&12)
- Due August 31<sup>st</sup>
  - Continuation of Services



# Helpful Links & Resources

- [Data Presentations, Recordings, and Documents](#)
- [Data Collections Documentation](#)

# Data & GO-IEP Unit Contact Information

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