SEELDA
Special Education Applications

July 11, 2024
SELDA
Special Education Applications

Ms. Carol Sprague
Ms. Lisa Jenkins
Introduction

Carol Sprague

• Part B Data Manager
• Degree from The University of Florida
• 30 years in education
  o elementary teacher
  o K-12 special education teacher
  o Literacy Coach,
  o MTSS Coordinator
  o Special Education Director
Introduction

Lisa Jenkins

• Program Specialist
• M.Ed. in Educational Leadership from Virginia Commonwealth University.
• Over 30 years in education
  o K-12 Special Education teacher,
  o Assistant Principal (PK-8),
  o D/HH Coordinator,
  o System Test Coordinator,
  o Director of Assessment

• Certifications
  o Educational Leadership (Tier II),
  o Elementary Education,
  o Special Education (multiple content areas), and Deaf Education
Objectives / Learning Targets

Participants will be able to:

• Identify the Special Education (SE) Applications that require Local Education Agency (LEA) data entry.
• Identify the SE Applications that are populated by the Georgia Department of Education (GaDOE).
• Indicate the due dates for different data collections within the SE Applications.
• Identify updates and changes in SE Applications from the prior school year.
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 find several issues you need to address.
What Issues Are You Facing that Data Can Address?
Data Informs Our Journey

Federal Requirements*
Track Student Progress
General Supervision

Stakeholder Information
Uniformity of Information

*Information is reported in the State Performance Plan/Annual Performance Report (SPP/APR).
GA receives a determination (rating) from OSEP based on state-level data.

LEA receives a determination based on system-level data.

- **SWD State Level Data**: Data at the state level is used to determine the rating for the state. This data is collected and provided by various local education agencies (LEAs) within the state.

- **SWD System/LEA Level Data**: Data at the system or LEA level is used to determine the rating for each LEA. This data is collected and provided by each LEA.

- **SWD School Level Data**: Data at the school level is used to determine the rating for each school. This data is collected and provided by each school.

- **Individual Students with Disabilities (SWD) Data**: Data for individual students with disabilities is used to inform the decision-making process at all levels. This data is collected and provided for each individual student.
GA receives a determination (rating) from OSEP based on state-level data.

9,000 SWD at the state level with a General Diploma, 2,000 SWD who Dropped Out, and 500 SWD who received a Sp. Ed. Diploma (including data from all LEAs). 9,000/11,500 = 78.3%

LEA receives a rating on their APR based on system level data.

22 Gen. Diplomas, 1 Unknown, 1 Dropout, and 2 Sp. Ed. Diplomas for the LEA. 22/26 = 84.6%

4 Gen. Diplomas, 1 Sp. Ed. Diploma, 1 Unknown. 4/6 = 66.7%

Sally= Gen. Diploma 1/1 = 100%

INDICATOR 1 – Graduation Rate
“The journey of a thousand miles begins with a single step.”

~Lao Tzu
What is required for a successful journey?
Data Knowledge: Critical for Success

Legend

- Data Entry and Viewing
- Available for Data Viewing Only
- Both Data Entry & Viewing

SE Applications

Start Here

SPP/APR

Disproportionality District Determinations, Parent Survey, Timely & Accurate Data

Timelines, Cross Functional Monitoring, Preschool Outcomes, Post-School Outcomes, Continuation, ATSI, Secondary Transition & Overdue Eligibilities and IEPs
Critical Supplies for the Journey

GPS/Compass – These tools and analytics provide the LEA’s current status and targets. These tools allow the LEA to plan for the next steps in the journey.

• SPP/APR
• LEA Annual Performance Summary
• LEA Determination
• Data Visualizations
Critical Supplies for the Journey

**Routine Maintenance:** These resources provide regular touchpoints that deliver critical information about the current status of your journey and upcoming deadlines and potential issues.

**Roadside Emergency Kit:** These tools and resources provide support for difficult issues you may face along the journey.

**Routine Maintenance**
- SELDA
- GCASE
- District Liaisons
- GLRS
- Collaborative Communities

**Roadside Emergency Kit**
- District Liaisons
- Collaborative Communities
- State Support Tickets
Critical Supplies for the Journey

**Navigation Supports:** Websites such as [Special Education Services and Supports (gadoe.org)](https://www.gadoe.org), [Data Presentations, Recordings, and Documents (gadoe.org)](https://www.gadoe.org), and [Data Collections and Reporting (gadoe.org)](https://www.gadoe.org) provide critical information.

- Websites Data Presentations
- Recordings
- Documents
- Data Collections and Reporting
SE Applications Dashboard
What is the SE Applications Dashboard?

• A secured group of 12 Applications such as Disproportionality and Timelines.

• A platform to share information between LEAs and the Georgia Department of Education (GaDOE) for activities such as Cross Functional 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.
SE Dashboard Tiles

**SE Applications**
- Continuation of Services
- Cross Functional Monitoring
- Parent Survey
- Preschool Outcomes
- Determinations
- Disproportionality
- Post-School Outcomes
- Timelines
- Timely and Accurate Data Reporting
- Secondary Transition
- ATSI
- Overdue Eligibilities and IEPs
SE Dashboard Tile: A Closer Look

**Application Title:** Identifies the name of the application

**Snapshot:** Provides a summary of data for the application in the center of the tile

**Due Date:** The date the data collection is due

**Last Submitted By:** The name of the person who submitted the data and date submitted.

**Timeliness:** Indicates if data was submitted on time.

**School Year:** Year of Data Collection

**Status:**
- Submitted
- Available for Data Collection
- Available for Data Viewing
- Not Applicable

**View Application:** Allows entry to the full application with data viewing and submission options.

**Continuation Of Services**
- Total Count: 1
- Total Responses: 1

<table>
<thead>
<tr>
<th>Compensatory Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensatory services were offered, but the parent declined the offer</td>
<td>1</td>
</tr>
<tr>
<td>Compensatory services were offered but the student did not attend</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory services were provided</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory services were not offered, and have not been provided</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory Services were not offered, the student was not suspended for 11 days **</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory Services were not offered, the student was not suspended for 11 days as a SWD **</td>
<td>0</td>
</tr>
</tbody>
</table>

- **Due Date:** Aug 31, 2022
- **Last Submitted By:** SPED DIR, on Aug 30, 2022
- **Timeliness:** Yes
# Tabs in SE Applications Dashboard

<table>
<thead>
<tr>
<th>Tab Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents / Notifications</td>
<td>Emails and/or documents provided to the LEA regarding items such as LEA Determinations, Timeline Verification Process, Notification of Noncompliance, etc.</td>
</tr>
<tr>
<td>Reports</td>
<td>Annual Performance Summary, Application Reports, and Data Trends</td>
</tr>
<tr>
<td>Calendar</td>
<td>Special Education Reports and Data: Due Dates</td>
</tr>
<tr>
<td>Contact State</td>
<td>Create Support Tickets to aid with SE Applications data submission issues</td>
</tr>
<tr>
<td>Help</td>
<td>SE Applications Dashboard User Manual</td>
</tr>
</tbody>
</table>
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.
• More than one person in the LEA can be provided access to the SE Applications but only one can be provisioned as the primary Special Education Director.
Applications in the Dashboard Requiring LEA Data Entry

- SE Timelines, Indicators 11 and 12 of APR
- SE Cross Functional Monitoring
- SE Preschool Outcomes, Indicator 7
- SE Post-School Outcomes, Indicator 14
- SE Continuation of Services
- SE Secondary Transition, Indicator 13
- SE ATSI - Additional Technical Assistance Support and Improvement
- SE Overdue Eligibilities and IEPs
Applications in the Dashboard Populated by GaDOE

- SE Disproportionality Determinations (and data)
- SE District Determinations
- SE Parent Survey, Indicator 8
- SE Timely and Accurate Data Reporting
Accessing the Special Education Applications Dashboard

**Step 1.** Login to the GaDOE Portal

**Step 2.** Select SE Applications Dashboard on the left under Site Navigation
Continuation of Services
Continuation of Services (COS)

The COS application provides a list of SWD who have received out-of-school suspensions or have been expelled for more than 10 days in a school year and were not provided educational services beginning on day 11.

If the LEA has students listed in the COS application, then your district:

- Must respond to the COS data request in the application
- Support your data entry with documentation
## COS Options for LEAs

<table>
<thead>
<tr>
<th>FAPE Denied Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensatory services were offered, but the parent declined the offer.</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory services were offered, but the student did not attend.</td>
<td>1</td>
</tr>
<tr>
<td>Compensatory services were provided.</td>
<td>1</td>
</tr>
<tr>
<td>Compensatory services were not offered and have not been provided.</td>
<td>1</td>
</tr>
<tr>
<td>Compensatory services were not offered, the student was not suspended for 11 days</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory services were not offered, the student was dismissed from special education.</td>
<td>0</td>
</tr>
<tr>
<td>Compensatory services were not offered, the student was not suspended for 11 days as a SWD, or suspected SWD.</td>
<td>0</td>
</tr>
</tbody>
</table>
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 monthly.
COS Exploration

• Explore the COS Application in the SE Applications Dashboard located in the GaDOE portal.
• Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:
• Review historical data for COS and identify trends.
• Review the related Student Record reports DIS090, DIS092, DIS095, DIS097.
• Review this application in the HELP Manual
Cross Functional Monitoring
Cross Functional Monitoring (CFM)

The CFM application provides a list of student documentation that has been selected for monitoring. Required document uploads and feedback from the monitoring process are provided in the CFM application.

- Each year approximately 25% of LEAs will participate in the CFM process.
- The Results Driven Accountability (RDA) Unit facilitates the CFM process.
## Cross Functional Monitoring Cycles Fiscal Years 2023 - 2027

The CFM Monitoring Cycle Calendar identifies the LEA monitoring cycle.

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
<th>Cycle 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1</td>
<td>Cycle 2</td>
<td>Cycle 3</td>
<td>Cycle 4</td>
</tr>
</tbody>
</table>

- **Cycle 1:** [Date] - [Date]
- **Cycle 2:** [Date] - [Date]
- **Cycle 3:** [Date] - [Date]
- **Cycle 4:** [Date] - [Date]
## Tabs in Cross Functional Monitoring

<table>
<thead>
<tr>
<th>Tab Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Submission</strong></td>
<td>LEA uploaded documentation requested for review by RDA for CFM.</td>
</tr>
<tr>
<td><strong>GaDOE Verification</strong></td>
<td>IDEA compliance status ratings are displayed based on the GaDOE review of documentation uploaded by the LEA.</td>
</tr>
<tr>
<td><strong>Corrective Action Plan</strong></td>
<td>A planning tool used to address non-compliance in a structured and timely manner. The CAP must be reviewed and approved within thirty (30) days of receiving the Compliance Review Results notification.</td>
</tr>
<tr>
<td><strong>Prong 1 and Prong 2</strong></td>
<td>LEAs with findings of noncompliance will be required to correct isolated findings of non-compliance (Prong 1) and demonstrate systemic compliance (Prong 2).</td>
</tr>
<tr>
<td><strong>Notifications</strong></td>
<td>Communication of LEA compliance status and information.</td>
</tr>
</tbody>
</table>
CFM Data Submission Tab

### LEA Procedures Manual

<table>
<thead>
<tr>
<th>File Name</th>
<th>Attachment Name</th>
<th>Uploaded By</th>
<th>Uploaded on</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Manual Updated FY 22.docx</td>
<td>SPED Manual</td>
<td>Rees Sted Director</td>
<td>Nov 28, 2022</td>
</tr>
</tbody>
</table>

### Record Review

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Date Of Birth</th>
<th>GTID</th>
<th>School</th>
<th>Grade</th>
<th>Student Type</th>
<th>Race</th>
<th>Gender</th>
<th>Documents Uploaded</th>
<th>Review Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SVD Students randomly selected from GDEER.
CFM Exploration

- Explore the CFM Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:
- Review historical data for CFM and identify trends.
- Determine what critical training opportunities are needed to increase compliance.
- Review this application in the HELP Manual
Offering a holistic education to **each and every child** in our state.

LEA Determinations
LEA Determinations

LEA Determinations provides a determination rating for the LEA based upon compliance indicators. LEAs receive ratings that include Meets Requirements, Needs Assistance, and Needs Intervention.

LEA Determinations:
• Are based on multiple compliance indicators
• Exclude items that are not applicable to the LEA
• Impact an LEA’s ability to reduce Maintenance of Effort (MOE)
<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Performance Level</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 4b</td>
<td>Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Performance Levels (Yes = 2 Points) (No = 0 Points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 9</td>
<td>Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*LEA has compliant policies, procedures and practices related to Indicator 9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Levels (Yes = 2 Points) (No = 0 Points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator 10</td>
<td>Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*LEA has compliant policies, procedures and practices related to Indicator 10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Levels (Yes = 2 Points) (No = 0 Points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Supervision</td>
<td>General Supervision (Timely Correction)</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*LEA timely corrects all identified noncompliance no later than one year from notification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance Levels (Yes = 2 Points) (No = 0 Points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Description</td>
<td>Target</td>
<td>Points</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| Maintenance of Effort         | Maintenance of Effort (MOE)  
*LEA meets MOE Compliance for the FY21.  
Performance Levels (Yes = 4 Points) (No = 0 Points)                                                                                   | Yes    | 4      |
| Indicator 11                  | Indicator 11: Initial Evaluations (Child Find) completed within 60 days  
State Target (100%)  
Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Points)                                               | 100%   | 1      |
| Indicator 12                  | Part C to Part B Transitions (Early Childhood Transitions)  
State Target (100%)  
Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Points)                                                  | 100%   | 2      |
| Indicator 13                  | Measurable Post-secondary Goals for Transition  
State Target (100%)  
Performance Levels: (≥95% = 2 Points) (≥75% and <95% = 1 Point) (<75% = 0 Points)  
Performance Levels are based on the most recent Transition Plan Review.*Transition Plans were reviewed prior to FY22 **Transition Plans reviewed for FY22 | *100%  | 2      |
| Timely and Accurate Data     | Timely and Accurate Data  
State Target (100%)  
Performance Levels: (≥ 95% = 2 Points) (≥75% and < 95% = 1 Point) (<75% = 0 Points)                                                          | 71%    | 0      |
## Items and Scale (Cont.)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Performance Score</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>LEA Determination for FY2023</td>
<td>Needs Assistance Year 1</td>
<td>85%</td>
</tr>
</tbody>
</table>
## Compliance Determination Matrix

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ind 4b: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Ind 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Ind 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>General Supervision</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Maintenance of Effort (MOE)</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>Ind 11: Initial evaluations (Child Find) completed within 60 days</td>
<td>90%</td>
<td>1</td>
</tr>
<tr>
<td>Ind 12: Part C to Part B Transitions (Early Childhood Transitions)</td>
<td>100%</td>
<td>2</td>
</tr>
<tr>
<td>Ind 13: Measurable Postsecondary Goals for Transition</td>
<td>*100%</td>
<td>2</td>
</tr>
<tr>
<td>Total Performance Score</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>LEA Determination for FY2023</td>
<td>Needs Assistance Year 1</td>
<td>85%</td>
</tr>
</tbody>
</table>

Items in green = full points, yellow = 1 point, red = no points
LEA Determination Exploration

- Explore the Determinations Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:
- Review historical data for Determinations and identify trends.
- Determine what critical training opportunities are needed to support improvement.
- Review this application in the HELP Manual.
Disproportionality Indicators 4, 9, and 10
Disproportionality Process in Georgia (GA)

Significant Disproportionality is defined by each state and is a federal mandate. In Georgia, Significant Disproportionality is defined “…when districts identify, place outside the regular classroom, or discipline children from any racial or ethnic group at markedly higher rates than their peers.”
Disproportionality

The Disproportionality Application indicates the LEA status in disproportionality in the areas of Identification, Discipline, and Placement. Disproportionate Representation (Identification) and Significant Discrepancy (Discipline) are also indicated. The application shows the Disproportionality letter, rubric, and feedback.

Disproportionality App:
- Provides corresponding tabs with data for each area of disproportionality
- Color codes disproportionality by status
- Provides disproportionality supporting documentation
Significant Disproportionality in Georgia

Significant Disproportionality with Comprehensive Coordinated Early Intervening Services (CCEIS) Requirement

• Risk Ratio of 3.0 or greater for 3 years
  • IDENTIFICATION
  • PLACEMENT
  • DISCIPLINE

Additional Types of Determinations

• Disproportionate Representation (Identification)
  • Risk Ratio 3.0 or greater for 2 years (only age 6-21)

• Significant Discrepancy (Discipline)
  • Rate Ratio 2.0 or greater for 2 years – compared to state
# Tabs Available inside the Disproportionality Tile

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

<table>
<thead>
<tr>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>Enrollment</th>
<th>Risk Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>Black</td>
<td>10</td>
<td>650</td>
<td>1.1723</td>
</tr>
<tr>
<td>Autism</td>
<td>White</td>
<td>35</td>
<td>1825</td>
<td>0.9230</td>
</tr>
<tr>
<td>Emotional/Behavioral Disorder</td>
<td>Black</td>
<td>8</td>
<td>650</td>
<td>3.2502</td>
</tr>
<tr>
<td>Emotional/Behavioral Disorder</td>
<td>White</td>
<td>3</td>
<td>1825</td>
<td>0.0234</td>
</tr>
<tr>
<td>Intellectual Disabilities</td>
<td>Black</td>
<td>26</td>
<td>650</td>
<td>5.234</td>
</tr>
</tbody>
</table>
Disproportionality – Legends

• The legend is located at the bottom of each tab.
• Each legend should be carefully read because they differ by type of disproportionality.
### Significant Disproportionality - Identification Legend

<table>
<thead>
<tr>
<th>Legend:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 3 consecutive years: data reported FY2022, FY2023, FY2024); <strong>consequences imposed</strong></td>
<td></td>
</tr>
<tr>
<td>Significant Disproportionality (Risk Ratio ≥ 3.0 in same category, same racial/ethnic group for 1 year or 2 consecutive years: data reported FY2022, FY2023, FY2024); <strong>consequences not imposed</strong></td>
<td></td>
</tr>
<tr>
<td>Risk Ratio ≥ 3.0: data reported in FY2024 cell size (category count) &lt; 10 or N-size (enrollment in racial/ethnic group) &lt; 30</td>
<td></td>
</tr>
</tbody>
</table>
**Significant Disproportionality - Identification Risk Ratio**

**Risk Ratio Formula:**

\[
\text{Risk Ratio Formula:} \quad \frac{\text{(# of SWD in a specific racial/ethnic group in LEA in specific category)}}{\text{(all children, same racial/ethnic group enrollment in LEA)}} \div \frac{\text{(all children, same racial/ethnic group enrollment in LEA)}}{\text{(all children, same racial/ethnic group enrollment in LEA)}}
\]

Children 3-21 only

\[
\frac{\text{(all other racial/ethnic groups in LEA in a specific category)}}{\text{(all children, all other racial/ethnic groups enrollment in the LEA)}} \div \frac{\text{(all children, all other racial/ethnic groups enrollment in the LEA)}}{\text{(all children, all other racial/ethnic groups enrollment in the LEA)}}
\]

Children 3-21 only

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

### Alternate Risk Ratio Formula:

\[
\text{Formula} = \frac{\text{(} \# \text{ of SWD in a specific racial/ethnic group in LEA in specific category) ÷ (all children in same racial/ethnic group enrollment in LEA)}}{\text{(} \# \text{ of SWD in all other racial/ethnic groups in SEA in specific category) ÷ (all children in all other racial/ethnic groups enrollment in the SEA)}}
\]

*Children 3-21 only*
Disproportionality Exploration

- Explore the Disproportionality Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

**Fast Finishers:**
- Review historical data for Disproportionality and identify trends.
- Determine if an alternate risk ratio or the risk ratio was used to calculate disproportionality.
- Review this application in the HELP Manual
Parent Survey
Parent Survey in Georgia

The Parent Survey is a quantitative satisfaction survey used to report the State Performance Plan/ Annual Performance Report (SPP/APR) Indicator 8 data.

The Parent Survey:
- Is available online and in print to all families of children with disabilities from January to May
- Uses a 6-point Likert Scale for responses
- Measures the overall percentage of parent satisfaction with their involvement in the child’s education
Parent Survey in Georgia (Cont.)

The Parent Survey:

- Contains demographic data questions that are included for federal reporting purposes
- Contains 10 questions that are included in the calculation of the parent satisfaction score
- There are 2 information-gathering questions about the use of assistive technology. These questions are not used in the parent satisfaction calculation.
Parent Survey - Downloads

- Demographic data
  - Redacted from the downloadable data to avoid Personally Identifiable Information (PII)
- School Level
  - Participation by the school
  - Updated hourly
  - By Question – Strongly agree… strongly disagree
- Real-time data to answer questions:
  - What schools had/have high participation? Why?
  - What schools had/have parents who report that schools encourage their involvement?
  - Where is work needed? Examine responses question by question.
Parent Survey Exploration

- Explore the Parent Survey Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:
- Review historical data for Parent Survey and identify trends.
- Develop a plan to increase parent participation.
Addressing Participation

Increase overall participation

• Share survey results with LEA and school leaders, parent mentors, and teachers to enlist support while the survey is open
• Share final survey results
• Publicize the survey – newsletters, emails, website
• Provide parents with technology at meetings to complete the survey
• Effective use of parent mentors
Parent Mentors – What Do They Do?
Post-School Outcomes

APR Indicator 14
Post-School Outcomes

The Post-school Outcomes Application is designed to collect outcomes on special education students who exited secondary education during the prior school year.

The Post-School Survey:

- Is available in February to review the populated students listed; If no students are listed, no action is required.
- Each student listed must have an outcome posted.
Post-School Outcomes Indicator

Performance Indicator:
% of youth with IEPs no longer in school, within 1 year of leaving school:
  (A) enrolled in higher education,
  (B) involved in competitive integrated employment,
  (C) enrolled in some other postsecondary education, training program or other employment

Measure: Post-School Survey
Post-School Outcomes Entry

- Data are entered into the Dashboard
  - Due every year by July 31st
- A list of prior year’s exiters (regular diploma, special education diploma/certificate, or dropout) is available in the SE Applications Dashboard
- Contact each exiter to determine each student’s post-school activity
- Use the data to evaluate your transition planning process
Post-School Activity Categories

- Enrolled in higher education
- Competitively employed
- Enrolled in other post-secondary education or training
- Part-time, self or supported employment
- Sheltered work or day habilitation program
- Waiting list
- Unengaged
- Deceased
- Unable to contact
- Student had a special education Exit EVENT CODE '9', '10', or '13' prior to exiting the LEA

Note: “Return to School” is an option for students who have dropped out of school or received a certificate and then reentered school. This is not an option for students who have been reported as “Graduated” with a General Ed Diploma.
## Post-School Outcomes Display

### High School Exiters

<table>
<thead>
<tr>
<th>High School Exiters</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total SWD Exiting Secondary Education during the prior school year</strong> (Includes Deceased, Exited Special Education, and Returned to high school)</td>
<td>1161</td>
<td></td>
</tr>
<tr>
<td>Deceased</td>
<td>6</td>
<td>0.52%</td>
</tr>
<tr>
<td>Returned to High School</td>
<td>50</td>
<td>4.31%</td>
</tr>
<tr>
<td>Exited Special Education (Events 9, 10, or 13)</td>
<td>10</td>
<td>0.86%</td>
</tr>
<tr>
<td><strong>Total Possible Responders</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Total SWD Exiters - (Deceased + Returned to High School + Special Ed Exit)]</td>
<td>1095</td>
<td></td>
</tr>
<tr>
<td>Unable to Contact (Non-responders)</td>
<td>136</td>
<td>12.42%</td>
</tr>
<tr>
<td><strong>Total Actual Responders</strong> (Total Possible Responders – Non-Responders)</td>
<td>959</td>
<td></td>
</tr>
<tr>
<td><strong>Response Rate</strong> (Total Actual Responders/Total Possible Responders)</td>
<td></td>
<td>87.58%</td>
</tr>
</tbody>
</table>
## Post-School Outcomes Display

### High School Exiters Post-School Outcome Activities for Actual Responders

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled in Higher Education</td>
<td>347</td>
<td>36.18%</td>
</tr>
<tr>
<td>Competitive Integrated Employment</td>
<td>262</td>
<td>27.32%</td>
</tr>
<tr>
<td>Enrolled in Other Postsecondary Education or Training</td>
<td>131</td>
<td>13.66%</td>
</tr>
<tr>
<td>Other Employment - Part Time, Self and Supported Employment</td>
<td>118</td>
<td>12.3%</td>
</tr>
<tr>
<td>Other Employment - Sheltered Work or Day Habilitation</td>
<td>23</td>
<td>2.4%</td>
</tr>
<tr>
<td>Unengaged</td>
<td>66</td>
<td>6.88%</td>
</tr>
<tr>
<td>On Waiting List</td>
<td>12</td>
<td>1.25%</td>
</tr>
<tr>
<td><strong>Total Actual Responders</strong></td>
<td>959</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Indicator Data Displayed After Submission

### Indicator 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were

14A. Enrolled in higher education within one year of leaving high school.
14B. Enrolled in higher education or competitively employed within one year of leaving high school.
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.

<table>
<thead>
<tr>
<th>Indicator Data</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14A Enrolled in Higher Education</td>
<td>347</td>
<td>36.18%</td>
</tr>
<tr>
<td>14B Enrolled in Higher Education or Competitive Integrated Employment</td>
<td>609</td>
<td>63.5%</td>
</tr>
<tr>
<td>14C Enrolled in Higher Education or Competitive Integrated Employment, or Enrolled in Other Postsecondary Education or Training, Other Employment-Part Time, or Self and Supported Employment, Other Employment-Sheltered Work or Day Habilitation</td>
<td>881</td>
<td>91.87%</td>
</tr>
</tbody>
</table>
Post-School Downloads & Completion

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

- Explore the Post-School Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

**Fast Finishers:**
- Review historical data for Post-School Outcomes and identify trends.
- Develop a plan to increase the number of students contacted.
- Review this application in the HELP Manual
Preschool Outcomes

Reporting Preschool Outcomes
APR Indicator 7
Preschool Outcomes

The Preschool Outcomes Application is designed to collect outcome data on special education students who exited preschool or turned six years old.

The Preschool Outcomes LEA data:
- is reported using the Preschool Outcomes Template
- Collects outcome data on:
  - Positive social-emotional skills
  - Acquisition and use of knowledge and skills
  - Appropriate use of behavior to meet needs
Preschool Outcomes Template

The Preschool Outcomes Template is an Excel tool provided by GaDOE for LEAs to:

• Track student data as they enter and exit the LEA
• Document preschool entry and exit information
• Calculate student progress on preschool outcomes
• Upload and provide documentation of preschool data collected

FY24 Preschool Outcomes Template
Locate Preschool Outcomes Template

Preschool Special Education

(IDEA Part B, Section 619)

The Individual with Disabilities Education Act (IDEA) Part B Section 619 is intended to help states ensure that all preschool-aged children (3 through 5 years of age) with disabilities receive special education and related services. The Georgia Department of Education is the State Education Agency that is responsible for general supervision and monitoring of this provision. In Georgia, preschool-aged children with disabilities receive their special education and/or related services in their local school districts.

Early Childhood Least Restrictive Environment (LRE) - Indicator 6

Early childhood LRE refers to the Least Restrictive Environment where children receive their special education services.

- Early Childhood Least Restrictive Environment (LRE) - Indicator 6

Early Childhood Outcomes - Indicator 7

Early childhood outcomes for preschool children receiving special education services are reported each year to Office of Special Education Programs (OSEP).

- Early Childhood Outcomes - Indicator 7

Resources

- NEW - Statewide Preschool Consoritium Meeting - November 2021
- NEW - Preschool Special Education School Opening Guidance 9-2021
- Frequently Asked Questions Regarding the Delivery of IDEA Early Childhood Services During the Coronavirus (COVID-19) Pandemic
- Child Outcome Summary Professional Development Resource Overview Webinar
- GELDS Training Administrator Webinar 2-26-2019
- FY24 Preschool Outcomes Template

Contact Information

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205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
(678) 444-0571
Barbara.Ross@doe.k12.ga.us
Upload Preschool Outcomes Template Inside SE Applications

**Step 1: ALL LEAs** Select the View Application button on the front of the Preschool Outcomes tile.
Select LEA Service to Preschool Students in FY24

Step 2: **ALL LEAs** select one of the three options in the tile:

- This LEA did not serve preschool students with disabilities in FY24.
- This LEA did serve preschool students with disabilities, but none who exited in FY24.
- This LEA served preschool students with disabilities who exited preschool in FY24.

LEAs that selected option one or two highlighted above are finished with the data entry and can submit at this point.

LEAs that chose option three will continue with data entry using the Preschool Outcomes Template (shown on the next slides).
FY24 Revised Preschool Outcome Template, Aligned with Child Outcome Summary

Summary Data

Entrance and Exit Data Using 7-Point Scale and Decision Tree

Calculator
Using the Preschool Outcome Template

When using the Preschool Outcomes Template:

• Enter the exit date.

• The Duration of Services will automatically calculate on the Preschool Outcomes Template.

• The **Duration of Services** cell in the template will stay green if the student was enrolled for more than 6 months. If the student was enrolled for fewer than 6 months, the cell will turn red showing you the % of the year the child was enrolled.
Special Education Applications Dashboard Preschool Outcomes

Step 3: Enter the information from the Summary Tab of the Preschool Outcomes Template into the Application.
Upload the Preschool Outcome Template

**Step 4:** Upload the excel Preschool Outcome Template. ONLY an excel file can be uploaded – no pdf or word documents. After uploading the Preschool Outcome Template, the SUBMIT button will become active and enable submission. The submitted status is shown below.

---

**Upload Data Template**

Preschool Outcome Data Template used to generate the totals for your LEA’s reporting of Preschool Outcomes.

*Note: The template is available for download at [Preschool Outcome Data Template](http://gadoe.org) on the Data Presentations, Recordings, and Documents (gadoe.org) page.
Submission Status = Submitted

The date of the submission and name of the submitter will show in the bottom left of the tile. The school year and status will show in the top right of the tile. Submission of Preschool Outcomes is a part of the LEA’s Timely and Accurate Data. Please check with the Data and GO-IEP Team if there are any questions.
Preschool Exploration

- Explore the Preschool Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:
- Review historical data for Preschool Outcomes and identify trends.
- Develop a plan or procedure to collect data from the beginning of the student’s enrollment.
- Review this application in the HELP Manual
Secondary Transition
Secondary Transition

The Secondary Transition application provides a list of student documentation that has been selected for review. Required document uploads and feedback from the monitoring process are provided in the Secondary Transition application.

Secondary Transition is:
- Available for LEAs in CFM.
- Available for LEAs who choose to participate in the Optional Secondary Transition Plan Review.
Secondary Transition Indicator

Compliance Indicator:
% of youth ages 16+ with measurable, annually updated IEP goals & appropriate transition assessment services, and courses.

Measure: Review of randomly selected plans for LEAs participating in CFM or Optional Secondary Transition Plan Review
Timelines: Child Find and Early Childhood Transition

Indicators 11 and 12 of the APR
Timelines

The Timelines Application is designed to collect data on Indicator 11, Child Find, and Indicator 12, Early Childhood Transition from Part C (Babies Can’t Wait).

The Timelines data:
• Timelines data entry can be completed in multiple sessions.
• Timelines data must be error-free for submission.
• For GO-IEP Users: After submitting the Timelines Report in GO-IEP, data can be refreshed and populated for Indicator 11, and Indicator 12 in the Timelines Application in the GaDOE portal.
## Tabs in Timelines

<table>
<thead>
<tr>
<th>Tab Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Submission</td>
<td>For submission of Indicator 11 and Indicator 12 Timelines data</td>
</tr>
<tr>
<td>Notifications / Documents</td>
<td>Compliance communications</td>
</tr>
<tr>
<td>Verification Student Upload and Documents</td>
<td>Only available for randomly selected LEAs to verify the accuracy of timeline data submitted.</td>
</tr>
<tr>
<td>Prong 1 and Prong 2</td>
<td>Only available for LEAs that did not have 100% compliance rate on the original submission of Timelines or Part C transition data.</td>
</tr>
</tbody>
</table>
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.
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.
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)]
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 as ESY services, but this is not required.
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.
Summer “Pause” Continued

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

If your district has 5 or more days of pre-planning prior to the 1st day of school for students, consider those days as 5 days that students are not in session.

- The 60-day count will restart on teacher day 1, but then will immediately pause due to the circumstance of students not attending for 5 consecutive days.
- Resume counting on the 1st day students return to school.
Timelines Exploration

- Explore the Timelines Application in the SE Applications Dashboard located in the GaDOE portal.
- Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:
- Review historical data for Timelines and identify trends.
- Develop a plan or procedure for ongoing monitoring of timelines throughout the year.
- Identify reports in GO-IEP to assist with Timelines.
- Review this application in the HELP Manual
Timely and Accurate Reporting
Timely and Accurate Reporting

The Timely and Accurate Application displays the LEAs performance percentage and corresponding performance score for specific data collection submissions based on the submission dates and data accuracy.

Timely and Accurate Application LEA data:
- Is based on due dates located in the Due Dates Calendar.
- Data accuracy may include errors found in the data submitted after the close of the data collection period.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Date Due 1</th>
<th>Submitted Date 1</th>
<th>On Time</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Planning</td>
<td>2021-09-27</td>
<td>NA</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Consolidated Application - 611 &amp; 619</td>
<td>2021-10-15</td>
<td>2021-10-15</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>FTE 1</td>
<td>2021-10-26</td>
<td>2021-10-17</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Student Class</td>
<td>2021-10-26</td>
<td>2021-10-28</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>CPI-1</td>
<td>2021-10-28</td>
<td>2021-10-29</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Excess Cost</td>
<td>2022-01-31</td>
<td>2022-01-27</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Student Record</td>
<td>2022-06-15</td>
<td>2022-06-17</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>CEIS Plan</td>
<td>2022-07-31</td>
<td>2022-06-30</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Post School Outcomes</td>
<td>2022-07-31</td>
<td>2022-07-29</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Preschool Exit Data</td>
<td>2022-07-31</td>
<td>2022-07-29</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Timelines</td>
<td>2022-07-31</td>
<td>2022-07-29</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Continuation of Services</td>
<td>2022-08-31</td>
<td>2022-08-31</td>
<td>Yes</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Late in Submission, .5 = Submission was on time, but some data was determined inaccurate, 1 = On Time, No subsequent findings of inaccurate data, NA - Not Applicable, NC - Not Completed
# Timely and Accurate Reporting

**SE Applications Dashboard** > Timely And Accurate Reporting

<table>
<thead>
<tr>
<th>School Year</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>SAMPLE LEA</td>
</tr>
</tbody>
</table>

## FY22 Timely and Accurate Data

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Due Date</th>
<th>Submitted Date</th>
<th>On Time</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Planning</td>
<td>2021-09-27</td>
<td>NA</td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>Consolidated Application</td>
<td>2021-10-15</td>
<td>2021-10-15</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2021-10-15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE-1</td>
<td>2021-10-26</td>
<td>2021-10-17</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>CPI-1</td>
<td>2021-10-26</td>
<td>2021-10-26</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Excess Cost</td>
<td>2022-01-31</td>
<td>2022-01-31</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Student Record</td>
<td>2022-06-15</td>
<td>2022-06-17</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>CEIE Plan</td>
<td>2022-07-31</td>
<td>2022-07-30</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Preschool Exit Data</td>
<td>2022-07-31</td>
<td>2022-07-29</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Timelines</td>
<td>2022-07-31</td>
<td>2022-07-29</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Continuation of Services</td>
<td>2022-08-31</td>
<td>2022-08-31</td>
<td>Yes</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Late in Submission, . = Submission was on time, but some data was determined to be inaccurate, 1 = On Time, No subsequent findings of inaccurate data. NA - Not Applicable, NC - Not Completed

## FY22 Timely and Accurate Data for LEA Determinations

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Performance Percentage</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and Accurate Data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Target (100%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Levels: (&lt;55% = 2 Points) (&lt;75% to &lt;85% = 1 Point) (&lt;75% = 0 Point)</td>
<td>8.0/11</td>
<td>72.72%</td>
<td>0</td>
</tr>
</tbody>
</table>
Timely and Accurate Reporting Reminders

- The **Due Dates Calendar** is on the GaDOE website [Data Collection and Reporting (gadoe.org)](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.
Timely and Accurate Reporting Exploration

• Explore the Timely and Accurate Application in the SE Applications Dashboard located in the GaDOE portal.
• Use the SE Applications Road Map to answer questions about your LEA.

Fast Finishers:
• Review historical data for Timely and Accurate and identify trends.
• Develop a plan or procedure for ensuring the timely submission of data collections.
Know your Dashboard
SE Applications Match Activity

Directions

1. Use the “Know Your Dashboard” set of cards and game board.
2. Match the scenario to the applicable SE Application.
3. Once all are matched, yell “DASHBOARD!!”

1st team to correctly match the applications to the correct scenario wins a prize!
ATSI

Additional Targeted Support and Improvement
If the LEA has students listed in the ATSI application, then your district:

- Must respond to the ATSI data request in the application with all documentation
- Will participate in technical assistance provided to ATSI schools in improving outcomes for students with disabilities.

The ATSI application provides a list of SWD at ATSI schools who have been randomly selected for a quality review of IEPs.
Overdue Eligibilities and IEPs
Overdue Eligibilities and IEPs

The Overdue Eligibilities and IEPs application provides a list of SWD whose last reported eligibility is more than 3 years ago and/or last reported IEP is more than one year old. The list also includes students whose age is over 9 and the primary area is SDD.

If the LEA has students listed in the Overdue Eligibilities and IEPs application, then your district:

• Must respond to the Overdue Eligibilities and IEPs data request in the application.
• Upload the newer completed eligibility and/or IEP.
Upcoming Due Dates

• Due July 31\textsuperscript{st}
  • Preschool Exit Data (Indicator 7)
  • Post-school Outcome Data (Indicator 14)
  • Timelines (Indicators 11&12)

• Due August 29\textsuperscript{th} (Opens July 30\textsuperscript{th})
  • Continuation of Services
HELP Document for SE Applications Dashboard

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

• The Table of Contents is linked to different sections of the document.
Helpful Links & Resources

- **Data Collections Documentation** is the location for information about specific collections including:
  - Certified/Classified Personnel Information (CPI)
  - Full Time Equivalent (FTE)
  - GUIDE (Georgia Unique Identifier for Education)
  - Student Class
  - Student Record
  - Summary of Transmission Dates
  - Data Collection Team Contacts
Helpful Links & Resources (Cont.)

• Special Education GO-IEP & Data Team Data Presentations, Recordings, and Guidance Documents/Templates are now in two separate locations.

• Guidance Documents/Templates can be located at Data Presentations, Recordings, and Documents (gadoe.org) and include items such as the Environment Calculator, BCW Timeline Tracking Log, and Preschool Outcome Templates. No presentations will be available in this location.
Data Presentations – new location

• GO-IEP and Data are housing all PPTs and conducting registration through Professional Learning.
  • Access the Professional Learning Opportunities (gadoe.org) website
  • On the landing page, select the professional learning events link under the GaDOE Professional Learning Events header which links to https://login.community.gadoe.org/events
GaDOE Professional Learning Events

Allows the user to search for events using:

• Event Type – by request, multiday, single day, and recorded webinar
• DOE Office – including CTAE, **Federal Programs**, and Assessment & Accountability
• Topic – including Data Collections, Special Education, SLDS
• Audience – including Special Education Teachers, Special Student Services Staff, Technology
GaDOE Community

• Login or Create an Account
• Make sure you complete your profile with your work email
• Select Groups
• Search for:
  • “GO-IEP” and
  • “Special Education Data Support”
• Click “Join Group” for both groups
• Select Discussions
• Then click Subscribe to get emails any time a new discussion is posted.

https://community.gadoe.org/
GaDOE Community

https://community.gadoe.org/
Feedback

We value your feedback. Please complete the survey.

SPED Data and GO Training Survey
## Contact Us – GO & Data Team

We’re Here to Help!

<table>
<thead>
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<th>GO-IEP and Data Team</th>
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