Special Education Dashboard Applications

Charter School Meeting

Special Education Application Dashboard District View

Special Education Applications Dashboard

School Year:	2017
District:	

Update Contact Information for District

District Superintendent:	District SpEd Director:

Please make sure your superintendent's name appears here

Please make sure your director's name appears here

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	Available for TL Data Collection	5/27/2017 12:00:00 AM	7/31/2017 12:00:00 AM			
SE Pre School	Available for Data Collection	2/3/2017 12:00:00 AM	7/31/2017 12:00:00 AM			☐
Post Secondary	In Process	2/13/2017 12:00:00 AM	7/31/2017 12:00:00 AM			☐
SE Continuation of Services	Not Applicable	7/12/2017 12:00:00 AM	8/31/2017 12:00:00 AM			☐
SE Disproportionality Determinations	Available for Data Viewing					☐
SE District Determinations	Available for Data Viewing					☐
SE PS Transition	Submitted	11/11/2016 12:00:00 AM	3/31/2017 12:00:00 AM	Wina Low	2/6/2017 11:32:05 AM	☐
SSIP						☐
SE Parent Survey	Available for Data Viewing					☐

ReOpen

Timelines

Child Find – Indicator B11, SPP/ APR

Early Childhood Transition – Indicator B12. SPP/APR

Data submitted to the DOE by July 31st each year

Timelines

- All LEAs
- SPP/APR Indicator 11 & 12
  - 11: % of children evaluated within 60 days (of consent to evaluate) or state timeframe
  - 12: % of children found Part B eligible with IEP implemented by 3rd birthday

Please note that all children reported in Indicator 12 must also be reported in data for Indicator 11.

- A student may be reported **on time** for Indicator 11 but late for Indicator 12 and…
- A student may be reported **late** for Indicator 11 and on time for Indicator 12

Timelines Application

TIMELINES REPORT FOR : 2017

Download Timelines Definitions and Dir

Status : Available for TL Data Collection

| Status Dashboard | Admin-Operations | Admin-Processes | Data Submission | Notification/ Documents |

DISTRICT STATUS DASHBOARD

Status Description	System Count
Prong 1 Data Collection	
+ Available for TL Data Collection	94
+ In Process - TL Data Collection	16
+ Submitted TL Data	99
Prong 1 Non-Compliant Student Data Collection	
Available for Non-Compliant Student Data Collection	0
In Process - Non-Compliant Student Data Collection	0
Submitted Non-Compliant Student Data	0
Prong 2 Data Collection	
Available for Prong 2 TL Data Collection	0
In Process - Prong 2 TL Data Collection	0
Submitted Prong 2 TL Data	0
Prong 2 Non-Compliant Student Data Collection	
Available for Non-Compliant Prong 2 Student Data Collection	0
In Process - Non-Compliant Prong 2 Student Data Collection	0
Submitted Non-Compliant Prong 2 Student Data	0
Verification Student Upload	
Available for Verification Student Upload	0
In Process - Verification Student Upload	0
Submitted Verification Student Upload	0

Data Entry

Enter data in white cells;
light blue cells auto-calculate

TIMELINES SUMMARY REPORT

Print Report

Initial Eligibility (All Students) Child Find Timelines	SPP/APR INDICATOR 11		Babies Can't Wait (BCW) Transition Timelines	SPP/APR INDICATOR 12	
1. Total # of completed referrals			1a. Total # BCW Transition Conferences		
			1b. Total # Transition referrals w/consents from BCW		
2. Total Referrals minus Exceptions (Row 1 - Row 10)			2. Total Referrals minus Exceptions (Row 1b - Row 10)		
3. # Eligible on time			3. # Eligible with IEP implemented BY 3		
4. # Eligible late			4. # Eligible with IEP implemented AFTER 3		
5. # Ineligible on time			5. # Ineligible BY 3		
6. # Ineligible late			6. # Ineligible AFTER 3		
7. Total # Completed on time			7. Total # Completed on time (by 3)		
8. % Completed on time			8. % Eligible with IEP implemented by 3		
9. Total # Completed late			9. Total # Completed late (after 3)		
10. Total # Exceptions	Exceptions 1,2,3		10. Total # Exceptions	Exceptions 1,2,4,5	
11. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)			11. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		
12. % Completed late			12. % Completed late		
13. Range of days late for "Total # counted as Late" (Row 11)	1-10 days		13. Range of days late for "Total # counted as Late" (Row 11)	1-10 days	
	11-30 days			11-30 days	
	31-60 days			31-60 days	
	> 60 days			> 60 days	
	Total			Total	

7/14/2017

6

Child Find…BCW

Initial referrals

- Report ALL completed referrals to Special Education
  - Students for whom you have received a signed Consent to Evaluate and completed the referral process
- 60 day timeline – consent to eligibility determination
- "Late" if the eligibility meeting was > 60 days after consent

Babies Can't Wait

- Report all referrals from Babies Can't Wait
  - Children for whom you have received a signed Consent to Evaluate and completed the referral process
- IEP must be in place by the child's 3rd birthday
- "Late" if the IEP is not in place by 3rd birthday

Remember – 2 different definitions of 'lateness'. A student may be late for the initial referral report and on time for BCW report or the opposite.

Timeline Process

- Initial Data submission
  - Indicator 11 Data
  - Indicator 12 Data

- Prong 1
  - Districts not at 100% on initial data submission
  - Required to submit data reporting 'late' students' eligibility completion date

- Prong 2
  - Districts not at 100% on initial data submission
  - Submit current year data for July 1 – October 31, 2017 (to demonstrate that procedures are in place to ensure timely completion)

Timeline Verification

- To ensure accurate reporting

- LEAs are randomly selected
  - LEAs required to upload data for the list of students reported in the previous school year who were reported as completed referrals
  - LEAs also submit:
    - Signature page form eligibility meeting for 10 students
    - 2 initial eligibility reports
    - 2 initial IEPs for preschool students

Georgia Department of Education

Preschool Outcomes

Indicator B7 SPP/APR Data

Data submitted to the DOE by July 31st each year

Preschool Outcomes

- For LEAs with preschool programs
  - Children with disabilities age 3, 4, or 5 in preschool

- SPP/APR Indicator 7:
  - Percent of preschool children ages 3-5 with IEPs with improved (A) Positive social-emotional skills and relationships, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs

- Data submission due July 31, 2017 (July 31st of each year for the previous year's data)

Preschool Template

District name:

GTID	School	Last Name	First Name	DOB	Program Entry Date	Entry Age	Entrance Social-Emotional	Entrance Kowledge & Skill	Entrance Adaptive Behavior	Program Exit Date	Duration of Services	Teacher Name When Exited	Exit Social/Emotional	Exit Knowledge & Skill	Exit Adaptive Behavior
1						0.0					0.0				
2						0.0					0.0				
3						0.0					0.0				
4						0.0					0.0				
5						0.0					0.0				
6						0.0					0.0				
7						0.0					0.0				
8						0.0					0.0				
9						0.0					0.0				
10						0.0					0.0				
11						0.0					0.0				
12						0.0					0.0				
13						0.0					0.0				
14						0.0					0.0				
15						0.0					0.0				
16						0.0					0.0				
17						0.0					0.0				
18						0.0					0.0				

DATA ENTRY | Summary Data | Directions for data entry | Directions for Portal Entry

Summary Tab of Template

Instructions for data entry in the template and the portal are also on tabs below.

Data Summary: Enter this data into the Special Education Preschool Outcome Application in the Dashboard:

Postitive Social Emotional Skills (Outcome 1)	
a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0
c.) Percent of children who improved functioning to a level near to same-aged peers but did not reach	0
d.) Percent of children who improved functioning to reach a level compared to same-aged peers	0
e.) Percent of children who maintained functioning to a level compared to same-aged peers	0
Total number of students reported	**0**
Acquisition of Knowledge and Skills (Outcome 2)	
a.) Percent of children who did not improve functioning	0
b.) Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	0
c.) Percent of children who improve functioning to a level	

DATA ENTRY | Summary Data | Directions for data entry | Directions for Portal Entry

- The data will auto-populated here on the summary tab.

- Enter these numbers into the Preschool Outcomes application in the SE Applications Dashboard.

13

The Preschool Template

- Find the template on the DOE website with the **Data Conference Documents**

- Special Education Website
  - Budgets, Grants, Data Collection and Reporting
    - Data Collections Conference
      - Documents, Templates and Tools

FY17 Data Collections Conference

PowerPoints

- A Dash through the Special Education Dashboard
- Understanding Disproportionality and Discrepancy
- Special Education FTE 101 and 102
- FY 2017 Student Record for Special Education

Documents, Templates and Tools

- BCW Timeline Log
- Preschool Outcome Data Template
- GNETS Data Management Tool
- Initial Eligibility Tracking Log
- District Discipline Data Template - Grade, Gender, Ethnicity
- Environment Calculator (Ages 3-5)
- Environment Calculator (Ages 6-21)

Please share this information with those in your district that use these documents

Entering Data in the Dashboard Application

PreSchool Assessments - FY 2017

Download Pre School Directions

System: V

The PreSchool Assessment data has been submitted by _____ on 6/7/2017 12:08:42 PM.

	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	0	0%	0	0%	0	0%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2	5.13%	7	17.95%	2	5.13%
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	13	33.33%	22	56.41%	10	25.64%
d. Percent of children who improved functioning to reach a level compared to same-aged peers	3	7.69%	4	10.26%	3	7.69%
e. Percent of children who maintained functioning to a level compared to same-aged peers	21	53.85%	6	15.38%	24	61.54%
TOTAL	39	100%	39	100%	39	100%

SUMMARY STATEMENTS

		Outcome 1	Outcome 2	Outcome 3
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)	88.89%	78.79%	86.67%
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	(d+e) / (a+b+c+d+e)	61.54%	25.64%	69.23%

Summary statement data are automatically populated

Who Do I Report?

Report exit data for:

- Students who are exiting the preschool program (going to Kindergarten)
- Students who are turning 6 years old
- Students moving out of state
- Deceased students

Only report exit data for students who have been in the preschool program for 6 or more months

Transition Planning Survey

SPP/APR Indicator 13

Transition Planning Survey

- For LEAs with High School Students
  - Aged 16 and 9th grade & above

- SPP/APR Indicator 13: Secondary Transition with IEP Goals
  - Percent of youth ages 16+ with measurable, annual IEP goals and appropriate transition assessment, services and courses

Transition Planning Survey is a Process

- **Self-assessment**
  - Each LEA assessment specific students' transition plans for completeness and accuracy (names provided in the Transition Application)
  - Depending on size, each district assess 5 – 50 plans
- **Prong 1**
  - DOE staff reviews 10% of the transition plans that you self-assessed (1 – 5)
- **Prong 2**
  - Only if plans reviewed in Prong 1 were not compliant
  - LEAs re-submit corrected transition plan
  - LEAs Submit 5 additional plans for review

Transition Planning Due Dates

- **November 13, 2017**– Self-assessment: Transition Planning Survey opens for Data Entry

- **December 8, 2017**– Self-assessment: Transition Planning Survey **Deadline** for Submission

- **January 8, 2018** – Prong 1: Uploading Individual Transition Plans Begins

- **January 22, 2018** – Prong 1: **Deadline** for uploading Individual Student Transition Plan Documents

- **March 2, 2018**– Prong 2: **Deadline** for Uploading Individual Transition Plan for Correction of Non-compliance
  - Prong 2 required only if Prong 1 revealed non-compliance

Change for FY18

- LEAs must submit **the Self Assessment and Prongs 1 & 2** on time to meet the requirement for Timely and Accurate data reporting (Indicator 20 of the APR)

- Self-assessment: due December 8, 2017

- Prong 1 due: January 22, 2018

- Prong 2 (if applicable) due: March 2, 2018

Georgia Department of Education

To Begin the Transition Survey

Special Education Applications Dashboard

School Year:	2017
District:	Bar

Update Contact Information for District

District Superintendent:		District SpEd Director:
		Andr

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOp
SE Timelines	Available for TL Data Collection	5/27/2017 12:00:00 AM	7/31/2017 12:00:00 AM			
SE Pre School	In Process	2/3/2017 12:00:00 AM	7/31/2017 12:00:00 AM			
Post Secondary	In Process	2/13/2017 12:00:00 AM	7/31/2017 12:00:00 AM			
SE Disproportionality Determinations	Available for Data Viewing					
SE District Determinations	Available for Data Viewing					
SE PS Transition	Submitted	11/11/2016 12:00:00 AM				
SSIP						
SE Parent Survey	Available for Data Viewing					

This will say "Available for data collection" when the survey opens for FY18

ReOpen

Data elements – the answer should be YES…

1. PS Goals Education/Training
2. PS Goals Employment
3. PS Goals Independent Living
4. IEP Goals to meet PS Goals
5. PS Based on Transition Assessments

6. Transition Services(Activities) Academic and Functional Facilitate Movement to PS
7. Course of Study to Facilitate Movement to Post School
8. Student Invited to IEP Meeting
9. Agency Representative invited to IEP Meeting
10. Prior Parent Approval

Post-secondary Outcomes

Indicator B14 SPP/APR Data

Data submitted to the DOE by July 31st each year

Post-Secondary Outcomes

- Only LEAs with a High School

- Report on previous year's exiters: in what post-secondary activity are they engaged?
  - Exiters: high school diploma, dropouts, special education diploma

- SPP/APR Indicator 14:
  - Percent of youth with IEPs no longer in school (A) Enrolled in higher education, (B) Competitively employed, (C) Enrolled in some other postsecondary education, training program, or other employment, within 1 year of leaving school.

Post-secondary Survey

Students who exited last year: where are they 1 year later?
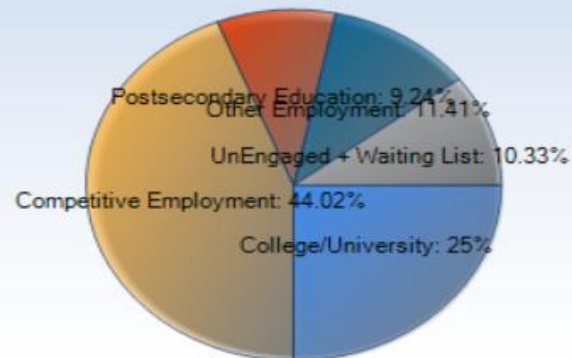
System Data Submission

School Year: 2017

System ID: ###

System Name: LEA

Total number of special education students exiting secondary education during the

Element	Count	Percentage
College/University	46	25%
Competitive Employment	81	44.02%
Postsecondary Education	17	9.24%
Other Employment	21	11.41%
UnEngaged + Waiting List	19	10.33%
Total Respondents	184	NA
Survey Rate of Return	NA	90.2%
Deceased	0	
Unable to Contact	20	
Returned to High School	3	

College/University: 25%
Competitive Employment: 44.02%
Postsecondary Education: 9.24%
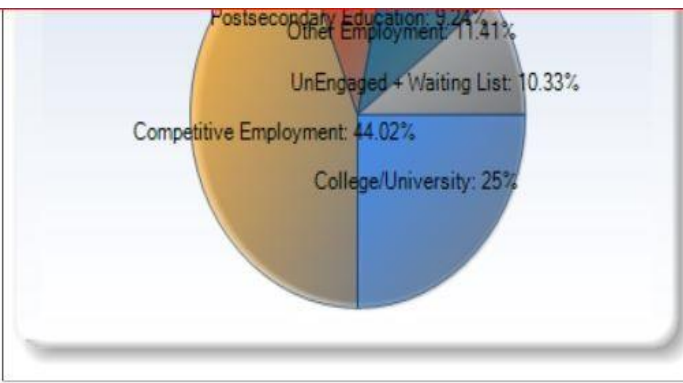Other Employment: 11.41%
UnEngaged + Waiting List: 10.33%

Postsecondary Education: 9.24%
Other Employment: 11.41%
UnEngaged + Waiting List: 10.33%
Competitive Employment: 44.02%
College/University: 25%

Download Activity Codes   Download Postsecondary Definitions and Directions

Accessing Student Names

Total Respondents	184	NA
Survey Rate of Return	NA	90.2%
Deceased	0	
Unable to Contact	20	
Returned to High School	3	

Postsecondary Education: 9.24%
Other Employment: 11.41%
UnEngaged + Waiting List: 10.33%
Competitive Employment: 44.02%
College/University: 25%

Download Activity Codes Download Postsecondary Definitions and Directions

School ID	School Name	Total Students	Total Students Completed
0101		27	27
0107		2	2
0115		1	1
0117		31	30
0210		22	21
0411		20	20
0499		1	1
2052		43	37
3056		24	22
5060		27	23
5070		24	23

Click on school name to reveal student list

Entering Data

Examine your data by Exit status too.

GTID	Last Name	First Name	Gender	LEP	Primary Area of Disability	Race / Ethnicity	Exit Status	Postsecondary Activity
7168			M	N	Specific Learning Disability	Black	Dropout	Unable to Contact
7038			M	N	Autism	Black	Graduated from High School	Competitive Employment
9789			M	N	Specific Learning Disability	Black	Graduated from High School	Enrolled in Higher Education
2249			F	N	Specific Learning Disability	Black	Graduated from High School	Competitive Employment
846			M	N	Specific Learning Disability	Black	Dropout	Enrolled in Other Postsecondary Education or Training
234			F	N	Mild Intellectual Disability	Black	Dropout	Competitive Employment
965			M	N	Mild Intellectual Disability	Black	Special Education Diploma or Certificate of	Other Employment - Part-Time, Self and Supported Employment

Select the appropriate response reflecting the student's activity

Postsecondary Activities (responses)

- Enrolled in Higher Education

- Competitive Employment

- Enrolled in Other Postsecondary Education or Training

- Other Employment – Part-Time, Self and Supported Employment

- Other Employment - Sheltered Work or Day Habilitation

- Deceased

- On Waiting List

- Unengaged

- Returned to High School

- Unable to Contact

FAQ regarding Postsecondary Outcome Data

Q: "How do I report a student who is on my list of exiters as a graduate but he/she returned to high school? I don't have the "returned to high school" option.

A: The student is listed because you reported the student as a graduate with a *regular high school* diploma. If the student earned and received a regular diploma he/she should not be allowed to return to school. If the student did not earn the diploma but was inaccurately reported as such, he/she may return. Contact Carol Seay to have the student removed from your list.

In the future check SE057a to verify your graduates before Superintendent sign-off. (this is a Student Record report)

Parent Survey

Indicator B8 SPP/APR Data

Parent Survey

- All LEAs
- Online survey consisting of 10 questions to obtain parent involvement data
- SPP/APR Indicator 8:
  - % of parents who report that the school facilitated parent involvement

- The DOE will provide a link to the online Parent Survey in January 2018
- Deadline for survey completion: May 15, 2018
- Paper copies will be available on request

Parent Survey

Wow! – great information!

Download District Parent Survey

Survey Count: 440

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.	230	75	83	17	8	26
Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.	219	79	87	13	13	27
My child's evaluation report and other written information are written in terms I understand.	226	81	82	14	10	22
At the IEP meeting, we discussed accommodations and modifications that my child would need.	260	74	67	10	6	18
The school communicates regularly with me regarding my child's progress on IEP goals.	209	65	87	26	17	34
Teachers are available to speak with me.	254	64	75	17	9	20
School offers parents variety of ways to communicate with teachers.	208	87	97	14	11	20
Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	223	88	84	12	12	20
The school gives parents the help they may need to play an active role in their child's education.	196	85	84	30	11	30
The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.	158	75	83	60	14	47

Parent Survey – Downloadable Data

- Demographic data
  - Redacted from the download data to avoid PII

- School Level
  - Participation by school
  - Updated weekly – daily next year
  - By Question – Strongly agree....strongly disagree

Disproportionality Determinations

Disproportionality Determination in the Dashboard

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted
SE Timelines	Available for TL Data Collection	5/27/2017 12:00:00 AM	7/31/2017 12:00:00 AM		
SE Pre School	Available for Data Collection	2/3/2017 12:00:00 AM	7/31/2017 12:00:00 AM		
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SE Disproportionality Determinations	Available for Data Viewing				
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SE PS Transition	Submitted	11/11/2016 12:00:00 AM	3/31/2017 12:00:00 AM	Wina Low	2/6/2017 1
SSIP					
SE Parent Survey	Available for Data Viewing				

ReOpen

Accessing Dispro Documents in the Dashboard

- Dispro Letter
- Dispro Rubric
- Letter stating district is in Compliance

Disproportionality Rubric

FY17 Disproportionality Determinations

Determination Area	Category	Yes	Type
Significant Disproportionality Identification of SWD *Note – See Below	**All Disabilities**	☐	
	Specific Disability Categories	☐	
Significant Disproportionality Placement of SWD "In the general education setting" *Note – See Below	40 – 79% of the day	☐	
	< 40% of the day	☐	
	Separate Settings	☐	
Significant Disproportionality Discipline of SWD *Note – See Below	Incidence	☑	Black
	Duration and Type	☑	Black
Disproportionate Representation Overrepresentation of SWD	**All Disabilities** State Performance Plan Indicator 9	☐	
	Specific Disability Categories State Performance Plan Indicator 10	☐	
Significant Discrepancy Discrepant Rate of Suspension/Expulsion for SWD {Out-of-School; > 10 Days}	All SWD State Performance Plan Indicator 4a	☐	
	SWD by Race and Ethnicity State Performance Plan Indicator 4b	☐	

*Note - Required to use 15% of federal funds to provide Coordinated Early Intervening Services (CEIS) for at-risk students during FY18

District Determinations

District Determination in the Dashboard

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted
SE Timelines	Available for TL Data Collection	5/27/2017 12:00:00 AM	7/31/2017 12:00:00 AM		
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SE PS Transition	Submitted	11/11/2016 12:00:00 AM	3/31/2017 12:00:00 AM	Wina Low	2/6/2017 1
SSIP					
SE Parent Survey	Available for Data Viewing				

ReOpen

Accessing Determination Rubric and Letter

2017 ⌄	**DISTRICT** **DETERMINATIONS**	District Determinations Documentation Determinations Admin Module

District:	

DISTRICT DETERMINATION LETTER/RUBRIC :

Document	Released On
2017_____ DistrictDeterminations_Letter	11/2/2016 4:09:53 PM
2017_____ DistrictDeterminations_Rubric	11/2/2016 4:09:53 PM

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
Indicator 15: 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

41

District Determination Rubric

Georgia Department of Education
Division for Special Education Services and Supports
District Determination Rubric FY 2017 (data from 2015-2016 school year)
for

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
*Indicator 15: 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 FY15. 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)	97.55%	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)	99.29%	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
Indicator 20: 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 **Meets Requirements**		100%

Previous Year District Determination: Meets Requirements

District Determination Status:
Meets Requirements: Meets Requirements
Needs Assistance Year 1: First Year in Needs Assistance
Needs Assistance Year 2: Second Year in Needs Assistance
Needs Intervention Year 1: First Year in Needs Intervention (OR) Third Year in Needs Assistance
Needs Intervention Year 2: Second Year in Needs Intervention

Needs Substantial Intervention: The State reserves the right to identify a district as "Needs Substantial Intervention" based on special conditions.

Current Year Status:
≥90% - Meets Requirement; = 75% to 89% - Needs Assistance; < 75% - Needs Intervention

Guidance Documents for Data Reporting

Budgets, Grants, Data Collection and Reporting

- Budget, Grants, and Consolidated Application
- Data Collections Conference
- Federal Data Reports
- Guidance for District Submissions to the GaDOE
  - Child Find and Early Childhood Transition Timeline Summary Reporting Guidance
  - Continuation of Services Reporting Documentation
  - Coordinated Early Intervening Services, Reporting Guidance
  - Postsecondary Outcomes Survey for 2015-2016 Exiters Guidance
  - Preschool Outcomes Guidance
  - Transition Planning Survey Reporting and Document Upload Guidance
- Special Education Annual Reports (Data Sources, Rules, and Definitions)
  - Calculation Method
- Special Education Due Dates FY17
- State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Continuous Improvement

Assessment Information

- Georgia Milestones Informational Video
- Student Assessment Handbook 2...

Res...

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- Georgia Council on Developmental Disabilities (GCDD)
- Georgia Council for Exceptional Children (GaCEC)
- Georgia Parent to Parent

On the Special Education Services and Supports Webpage

Questions regarding Data Reporting

Carol Seay

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(please leave a message if I am unable to answer)

Georgia Department of Education