

Special Education Dashboard Applications Part 2

FY20 Data Conference
Classic Center, Athens, GA
August 21-23, 2019
Carol Seay, EdD
Part B Data Manager, GaDOE

Priorities for 2019-2020

- **STUDENTS FIRST**

- Specially Designed Instruction
- IEP Services and Supports
- Self Determination Skills

- **TEACHERS FIRST**

- Equity
- Efficacy
- Excellence

- **LEADERS FIRST**

- Intentional (Data-driven decision making)
- Inclusive

- **FAMILIES FIRST**

- Engaging and Effective Home-School Partnerships

Applications in the Dashboard

- Timelines, Indicator 11 and 12 of APR
- Preschool Outcomes, Indicator 7
- Post-secondary Outcomes, Indicator 14
- Continuation of Services
- **Disproportionality Determinations (and data)**
- **District Determinations**
- ~~Post-Secondary Transition, Indicator 13~~
- **SSIP (if applicable)**
- **Parent Survey, Indicator 8**

Applications in green
require Data Entry by the
Special Education Director

Accessing the Dashboard

Portal Account
Approved for Dashboard access



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SE Applications Dashboard



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

You have (1141) new messages.

Site Navigation

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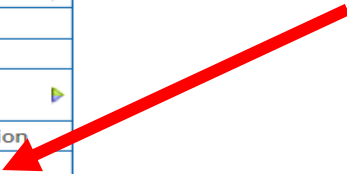
Exceptional Students

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

Surveys

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

[More](#)



Dashboard View

Special Education Applications Dashboard

School Year:	2019
District:	[REDACTED]

[Update Contact Information for District](#)

District Superintendent:	District SpEd Director:
[REDACTED]	[REDACTED]
Address:	[REDACTED]
Email Address:	[REDACTED]

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	Available for TL Data Collection	2/13/2019 12:00:00 AM	7/31/2019 11:59:59 PM			
SE Pre School	Available for Data Collection	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			<input type="checkbox"/>
Post Secondary	In Process	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			<input type="checkbox"/>
SE Continuation of Services	Available for Data Collection	7/3/2019 12:00:00 AM	8/31/2019 11:59:59 PM			<input type="checkbox"/>
SE Disproportionality Determinations	Available for Data Viewing					<input type="checkbox"/>
SE District Determinations	Available for Data Viewing					<input type="checkbox"/>
SE PS Transition	Verification - Submitted	11/12/2018 12:00:00 AM	12/3/2018 11:59:59 PM	Laurie Ponsell	12/12/2018 4:01:48 PM	<input type="checkbox"/>
SSIP	Submitted - Student Data Collection	11/20/2018 12:00:00 AM	12/31/2018 11:59:59 PM	[REDACTED]	1/4/2019 4:06:33 PM	<input type="checkbox"/>
SE Parent Survey	Available for Data Viewing					<input type="checkbox"/>

Communication through the Dashboard

Special Education Applications Dashboard

School Year:	2019
District:	Cobb County

[Update Contact Information for District](#)

District Superintendent:	District SpEd Director:
Chris Ragsdale Address: Email Address: chris.ragsdale@cobbk12.org	Jessica Coleman (jessica.coleman@cobbk12.org)

Update Special Education Director here

Superintendent's name and email address

Special Education Director's name and email address

Communication regarding District and Disproportionality Determinations are sent to these email addresses. Please ensure accuracy!

Disproportionality Determinations



Detailed information regarding
Significant Disproportionality
methodology and calculations will be
provided during the
Significant Disproportionality
session of this Data Conference

Dispro Dashboard

2019 ▾

SIGNIFICANT DISPROPORTIONALITY AND DISCREPANCY

[Disproportionality Admin Module](#)

[Disproportionality Documentation](#)

District: Bartow County(608)

DISPROPORTIONALITY LETTER/RUBRIC/FEEDBACK :

Document	Released On
2019 Bartow County Disproportionality Chart	2/6/2019 11:43:22 AM
2019 Bartow County Disproportionality Letter	2/6/2019 11:43:22 AM
FY19 Supporting Document for Disproportionality Determination	2/6/2019 11:43:22 AM

District has not uploaded any documents for 2019

[Print Report](#)

SWD Discrepancy - Indicator 4a

Race/Ethnicity Discrepancy - Indicator 4b

Significant Disproportionality - Total Disciplinary Removals

Significant Disproportionality - Duration and Type

Significant Disproportionality - Identification

Significant Disproportionality - Placement

FY19 Disproportionality Determinations

County

Determination Area	Category	Yes	Race/Ethnicity Area
Significant Disproportionality* Identification of SWD	All Disabilities	<input type="checkbox"/>	
	Specific Disability Categories	<input checked="" type="checkbox"/>	Speech-Language Impairment: White
Significant Disproportionality* Placement of SWD	< 40% of the day in general education	<input type="checkbox"/>	
	Separate Settings	<input type="checkbox"/>	
Significant Disproportionality* Discipline of SWD	Total Disciplinary Removals	<input type="checkbox"/>	
	Duration and Type	<input type="checkbox"/>	
Disproportionate Representation	All Disabilities, APR Indicator 9	<input type="checkbox"/>	
	Specific Disability Categories, APR Indicator 10	<input checked="" type="checkbox"/>	Speech-Language Impairment: White
Significant Discrepancy Rate of Suspension/Expulsion (OSS > 10 Days)	All SWD APR Indicator 4a	<input type="checkbox"/>	
	SWD by Race/Ethnicity APR Indicator 4b	<input type="checkbox"/>	
No Determination of Significant Disproportionality, Disproportionate Representation or Significant Discrepancy		<input type="checkbox"/>	

*Significant Disproportionality requires that the district use 15% of Federal IDEA grant in FY20 to provide Comprehensive Coordinated Early Intervening Services to address the causes of Significant Disproportionality in FY19

Disproportionality Determination

Significant Disproportionality

- Identification: All Disabilities, 6 Specific Areas
 - Autism, EBD, ID, OHI, SLD, Speech/Language
- Placement: 2 Environments
 - < 40% in General Education, Separate Settings
- Discipline: 5 Measures
 - Total Disciplinary Removals, ISS \leq 10 days, OSS \leq 10 days, ISS > 10 days, OSS > 10 days

Disproportionate Representation

- Identification: All Disabilities, 6 Specific Areas
 - Autism, EBD, ID, OHI, SLD, Speech/Language

Significant Discrepancy

- Rate of suspension/expulsion of SWD > 10 days
- Rate of suspension/expulsion of SWD by race/ethnicity > 10 days

Letter to Superintendent in the Dashboard



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

REVISED
February 6, 2019



Dear Superintendent [REDACTED]

The Individuals with Disabilities Act (IDEA) 2004 requires states to identify Local Education Agencies (LEA) as having disproportionality in three ways when data supports such a determination. The three ways are:

- (1) **Significant Disproportionality** of Students with Disabilities (SWD) by race/ethnicity in the areas of Identification, Placement and Discipline
- (2) **Disproportionate Representation** of racial/ethnic groups in special education, all disabilities and specific disability categories
- (3) **Significant Discrepancy** in the rate of suspension/expulsion of SWD > 10 days for all SWD and SWD by race/ethnicity

Significant Disproportionality is measured using Risk Ratio methodology which compares data for one racial/ethnic group to data for all other racial ethnic groups in the LEA or state. An LEA must have a Risk Ratio of ≥ 3.0 for 3 consecutive years to be considered Significantly Disproportionate. Significant Disproportionality is calculated for Identification, Placement and Discipline of SWD. FY19 Risk Ratio was calculated using the new methodology. FY17 and FY18 Risk Ratio was calculated using the old methodology. LEAs found to have Significant Disproportionality in any area will be required to spend 15% of IDEA grant funds on Comprehensive Coordinated Early Intervening Services (CCEIS). These services must be provided to children without and with disabilities to address the underlying causes of your significant disproportionality.

Disproportionate Representation is also measured using a Risk Ratio methodology, comparing the

Significant Discrepancy

Significant Discrepancy

Measures the rate at which an LEA suspends SWD out of school (OSS) greater than 10 days

- Indicator 4a: The rate at which an LEA suspends SWD out of school > 10 days compared to the rate at which the STATE suspends SWD out of school > 10 days
- Indicator 4b: The rate at which an LEA suspends SWD out of school > 10 days *by race/ethnicity* compared to the rate at which the STATE suspends SWD out of school > 10 days

Methodology; Significant Discrepancy, Indicator 4a

- **Rate Ratio:** Compares the rate at which an LEA suspends a SWD out of school > 10 days compared to the rate at which SWD in the STATE are suspended out of school > 10 days, **GA's threshold = 2.0**
- **Cell Size:** the numerator in the calculation, the number of SWD with > 10 days of OSS, **GA's cell size: 10**
- **N-Size:** the denominator in the calculation, the cumulative number of SWD in the LEA, **GA's n-size = 30**
- **2 year 'look':** An LEA must have Risk Ratio of ≥ 2.0 for 2 consecutive years to be determined to have a Significant Discrepancy

Formula: 4a

of SWD in the LEA with > 10 days OSS

÷

Number of SWD in the LEA

of SWD in the STATE with > 10 days OSS

÷

Number of SWD in the STATE

Indicator 4a

SWD Discrepancy - Indicator 4a

Race/Ethnicity Discrepancy - Indicator 4b

Significant Disproportionality - Total Disciplinary Removals

Significant Disproportionality - Duration and Type

Significant Disproportionality - Identification

Significant Disproportionality - Placement

SWD DISCREPANCY - INDICATOR 4A

FY19 Determination

District	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
	GREATER10	OUTOFSCHOOL	2	306	1.6609
State of Georgia	GREATER10	OUTOFSCHOOL	953	242178	1

*Data Source: 2018 June SR Data Collection

FY18 Determination

District	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
	GREATER10	OUTOFSCHOOL	2	305	1.5838
State of Georgia	GREATER10	OUTOFSCHOOL	978	236222	1

*Data Source: 2017 June SR Data Collection

Legend:

	Significant Discrepancy with consequences: FY2019 Rate Ratio and FY2018 Rate Ratio ≥ 2.0
	At Significant Discrepancy without consequences: FY2019 Rate Ratio ≥ 2.0
	FY2019 Rate Ratio ≥ 2.0 , however cell size (Student Count) ≤ 10 and/or n-size (Cumulative SWD Enrollment) ≤ 30

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

Methodology; Significant Discrepancy, Indicator 4b

- **Rate Ratio:** Compares the rate at which an LEA suspends a SWD in a specific race/ethnicity out of school > 10 days compared to the rate at which SWD in the STATE are suspended out of school > 10 days, **GA's threshold = 2.0**
- **Cell Size:** the numerator in the calculation, the number of SWD in the specific race/ethnicity with > 10 days of OSS, **GA's cell size: 10**
- **N-Size:** the denominator in the calculation, the cumulative number of SWD in the specific race/ethnicity in the LEA, **GA's n-size = 30**
- **2 year 'look':** An LEA must have Risk Ratio of ≥ 2.0 for 2 consecutive years to be determined to have a Significant Discrepancy

Formula: 4b

of SWD in specific race/ethnicity in the LEA with >
10 days of OSS

÷

Number of SWD in specific race/ethnicity in the LEA

of SWD in the STATE with > 10 days of OSS

÷

Number of SWD in the STATE

Note that the denominator for 4a and 4 b is the same.
Ex.: The rate at which an LEA suspends a Black student out of school >
10 days is compared to the rate at which all SWD in the state are
suspended out of school for > 10 days

Example:

LEA: 28 Hispanic SWD with OSS > 10 days
2,615 Hispanic SWD in the LEA

$28 \div 2,615 = .010707$: LEA Rate for Hispanic SWD

$953 \div 236,782 = .00402$: SEA Rate for all SWD

Rate Ratio:

$.010707 \div .00402 = 2.6634$

This LEA's Rate Ratio for Hispanic SWD is > 2.0

2 years of Rate Ratio \geq 2.0 = Significant Discrepancy

Indicator 4b

SWD Discrepancy - Indicator 4a

Race/Ethnicity Discrepancy - Indicator 4b

Significant Disproportionality - Total Disciplinary Removals

Significant Disproportionality - Duration and Type

Significant Disproportionality - Identification

Significant Disproportionality - Placement

SWD DISCREPANCY RACE/ETHNICITY - INDICATOR 4B

FY19 Determination

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

*Data Source: 2018 June SR Data Collection

“Reading” the 4a and 4b Dashboard

- **Red Row:** LEA’s data reveals a Rate Ratio of ≥ 2.0 in the same racial/ethnic group(4b) for 2 consecutive years
- **Yellow Row:** LEA’s data reveals a Rate Ratio ≥ 2.0 for 1 year
- **Blue Row:** LEA’s data reveals a Rate Ratio of ≥ 2.0 in the same racial/ethnic group(4b) for 2 consecutive years, however, the LEA does not have a cell size or n-size large enough to ‘consider’ them for a discrepancy

Significant Discrepancy

- CCEIS is NOT invoked
- Compliance Review Process
 - LEA must examine policies, practices and procedures to ensure compliance
- Do not confuse Significant Discrepancy with Significant Disproportionality
 - Measured differently
 - Different consequences

Significant Disproportionality

Discipline, Identification, Placement

Significant Disproportionality for Discipline, SWD Ages 3-21

1. Total Disciplinary Removals
2. ISS \leq 10 days
3. OSS \leq 10 days
4. ISS $>$ 10 days
5. OSS $>$ 10 days

**New for FY20
Determination**

An LEA may be determined to have Significant Disproportionality in any of these 5 areas

Data Source: Safety Level File in Student Record

Total Disciplinary Removals – Dashboard Data

[Print Report](#)

SWD Discrepancy - Indicator 4a

Race/Ethnicity Discrepancy - Indicator 4b

Significant Disproportionality - Total Disciplinary Removals

Significant Disproportionality - Duration and Type

Significant Disproportionality - Identification

Significant Disproportionality - Placement

SIGNIFICANT DISPROPORTIONALITY - TOTAL DISCIPLINARY REMOVALS

FY19 Determination

District	Race/Ethnicity	Total Disciplinary Removals	Cumulative SWD Enrollment	Risk Ratio
	American Indian	0	2	0
	Asian	4	15	0.4016
	Black	1243	1350	3.855
	Hispanic	87	367	0.3172
	Pacific Islander	0	0	0
	Two or More Races	20	69	0.4304
	White	87	376	0.3081
State of Georgia	American Indian	175	515	0.8999
State of Georgia	Asian	401	4721	0.2216
State of Georgia	Black	52940	95807	2.0978
State of Georgia	Hispanic	9487	35000	0.6855
State of Georgia	Pacific Islander	98	186	1.3961
State of Georgia	Two or More Races	3295	9001	0.9686
State of Georgia	White	25257	97552	0.5663

*Data Source: 2018 June SR Data Collection

Methodology - Discipline

- **Risk Ratio:** Compares the likelihood a child in one racial/ethnic group has a disciplinary removal vs. a child in all other racial ethnic groups in the LEA has a disciplinary removal, **GA's threshold = 3.0**
- **Cell Size:** the numerator in the calculation, for discipline, the number of removals or the number of SWD with ISS > 10 days, **GA's cell size: 10**
- **N-Size:** the denominator in the calculation, for discipline, the cumulative number of SWD in the racial/ethnic group, **GA's n-size = 30**
- **3 year 'look':** An LEA must have Risk Ratio of ≥ 3.0 for 3 consecutive years in the same racial/ethnic group to be determined Sig Dispro

Significant Disproportionality for Identification, SWD Ages 6-21

- All Disabilities
- Autism
- Emotional Behavior Disorder
- Intellectual Disability
- Other Health Impaired
- Specific Learning Disability
- Speech/Language Impairment

Identification Dashboard Data

SIGNIFICANT DISPROPORTIONALITY - IDENTIFICATION

FY19 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Black	232	1667	1.3226
All Disabilities	Hispanic	31	487	0.4786
All Disabilities	Two or More Races	11	100	0.8942
All Disabilities	White	125	974	1.0679
Autism	Black	23	1667	0.8758
Autism	Hispanic	6	487	0.8117
Autism	Two or More Races	1	100	0.6711
Autism	White	18	974	1.4045
Emotional and Behavioral Disorder	Black	13	1667	1.0313
Emotional and Behavioral Disorder	Hispanic	3	487	0.7748
Emotional and Behavioral Disorder	Two or More Races	1	100	1.3142
Emotional and Behavioral Disorder	White	8	974	1.1016
Intellectual Disabilities	Black	53	1667	3.3638
Intellectual Disabilities	Hispanic	1	487	0.0848
Intellectual Disabilities	Two or More Races	1	100	0.4707
Intellectual Disabilities	White	13	974	0.5533
Other Health Impairment	Black	21	1667	1.176
Other Health Impairment	Hispanic	1	487	0.1536
Other Health Impairment	Two or More Races	2	100	1.7522
Other Health Impairment	White	14	974	1.3655
Specific Learning Disability	Black	62	1667	0.9369
Specific Learning Disability	Hispanic	16	487	0.834
Specific Learning Disability	Two or More Races	3	100	0.7756
Specific Learning Disability	White	44	974	1.2716
Speech-Language Impairment	Black	31	1667	1.2831
Speech-Language Impairment	Hispanic	2	487	0.2185

Methodology – Identification

- **Risk Ratio:** Compares the likelihood a child in one racial/ethnic group is identified as a SWD or in one disability area vs. a child in all other racial ethnic groups in the LEA is identified as a SWD or identified in one area, **GA's threshold = 3.0**
- **Cell Size:** the numerator in the calculation, for identification, the number of students identified as a SWD or identified in a specific area in the LEA, **GA's cell size: 10**
- **N-Size:** the denominator in the calculation, for identification, the number of children in the racial/ethnic group in the LEA, **GA's n-size = 30**
- **3 year 'look':** An LEA must have Risk Ratio of ≥ 3.0 for 3 consecutive years in the same racial/ethnic group to be determined Sig Dispro

Significant Disproportionality for Placement, SWD ages 6-21

- < 40% in regular education classroom
- Separate Settings

Placement Dashboard Data

SWD Discrepancy - Indicator 4a

Race/Ethnicity Discrepancy - Indicator 4b

Significant Disproportionality - Total Disciplinary Removals

Significant Disproportionality - Duration and Type

Significant Disproportionality - Identification

Significant Disproportionality - Placement

SIGNIFICANT DISPROPORTIONALITY - PLACEMENT

FY19 Determination

Placement Environment	Race/Ethnicity	Environment Race/Ethnicity Count	District SWD Enrollment	Risk Ratio
Less Than 40 Percent in Classroom	Asian	3	6	3.4855
Less Than 40 Percent in Classroom	Black	131	806	1.2646
Less Than 40 Percent in Classroom	Hispanic	19	164	0.7838
Less Than 40 Percent in Classroom	Two or More Races	12	63	1.3325
Less Than 40 Percent in Classroom	White	80	647	0.7839
Other Settings	Black	16	806	1.5551
Other Settings	White	10	647	1.0104

***Data Source:** 2018 October FTE1 Data Collection

Note: In FY19, no LEA was determined to have Significant Disproportionality for Placement

Methodology – Placement

- **Risk Ratio:** Compares the likelihood a child in one racial/ethnic group is placed in a separate setting vs. a child in all other racial ethnic groups in the LEA is placed in a separate setting, **GA's threshold = 3.0**
- **Cell Size:** the numerator in the calculation, for placement, the number of students in the setting in the LEA (October Federal Child Count), **GA's cell size: 10**
- **N-Size:** the denominator in the calculation, for placement, the number of SWD in the racial/ethnic group in the LEA (October Federal Child Count), **GA's n-size = 30**
- **3 year 'look':** An LEA must have Risk Ratio of ≥ 3.0 for 3 consecutive years in the same racial/ethnic group to be determined Sig Dispro

Disproportionate Representation

Indicator 9: Disproportionate Representation

- Measures the representation of each racial/ethnic group in special education and related services
- In Georgia, Disproportionate Representation is measured the same as Significant Disproportionality for Identification
 - Risk Ratio Methodology, Threshold = 3.0
 - Cell size = 10
 - N-size= 30

Formula

of SWD in specific racial/ethnic group in LEA

÷

All children in same racial/ethnic group enrollment in LEA

of SWD in all other racial/ethnic groups in LEA

÷

All children, all other racial/ethnic groups enrollment in the
LEA

Indicator 10

- Measures the representation of each racial/ethnic group in specific eligibility areas of special education:
 - Autism
 - Emotional Disturbance
 - Intellectual Disabilities
 - Other Health Impaired
 - Specific Learning Disability
 - Speech/Language Impaired
- In Georgia, Disproportionate Representation is measured the same as Significant Disproportionality for Identification
 - Risk Ratio Methodology, Threshold = 3.0
 - Cell size = 10
 - N-size = 30

Formula, Indicator 10

of students White students with Autism in LEA

÷

All white children enrolled in the LEA

of all other racial/ethnic group students (not-white)
with Autism in the LEA

÷

All other racial/ethnic groups (not-white) enrollment in
the LEA

District Determinations



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

Accessing Your Determination

The Superintendent and Special Education Director listed in the dashboard will receive an email alerting them that the District Determination is available

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	Available for TL Data Collection	2/13/2019 12:00:00 AM	7/31/2019 11:59:59 PM			
SE Pre School	In Process	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			<input type="checkbox"/>
Post Secondary	In Process	2/14/2019 12:00:00 AM	7/31/2019 11:59:59 PM			<input type="checkbox"/>
SE Continuation of Services	Not Applicable	7/3/2019 12:00:00 AM	8/31/2019 11:59:59 PM			<input type="checkbox"/>
SE Disproportionality Determinations	Available for Data Viewing					<input type="checkbox"/>
SE District Determinations	Available for Data Viewing					<input type="checkbox"/>
SE PS Transition	Verification - Submitted	11/12/2018 12:00:00 AM	12/3/2018 11:59:59 PM	Laurie Ponsell	12/12/2018 4:35:18 PM	<input type="checkbox"/>
SSIP	Not Applicable	11/20/2018 12:00:00 AM	12/31/2018 11:59:59 PM			<input type="checkbox"/>
SE Parent Survey	Available for Data Viewing					<input type="checkbox"/>

ReOpen

Compliance Determination Matrix

2019 **DISTRICT DETERMINATIONS** [District Determinations Documentation](#) [Determinations Admin Module](#)

District: [REDACTED]

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

Document	Released On
2019 [REDACTED] DistrictDeterminations_Letter	10/12/2018 11:29:07 AM
2019 [REDACTED] DistrictDeterminations_Rubric	10/12/2018 11:29:07 AM

Compliance Matrix Matrix, click for printable pdf

COMPLIANCE MATRIX

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

COMPLIANCE MATRIX

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

Measure	Description	Target	Points
Indicator 4b	Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*		Yes = 2 No = 0
Indicator 9	Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services*		Yes = 2 No = 0
Indicator 10	Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories*		Yes = 2 No = 0
General Supervision	District timely corrects all identified noncompliance no later than one year from notification.		Yes = 2 No = 0
Maintenance of Effort	District meets MOE for the FY19		Yes = 4 No = 0
Indicator 11	Initial Evaluations (Child Find) competed within 60 days	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Indicator 12	Part C to Part B Transitions (Early Childhood Transitions)	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Indicator 13	Measurable Post-secondary Goals for Transition	100%	≥95% = 2 75%-94% = 1 < 75% = 0
Timely and Accurate Data	Timely and accurate submission of 10 data and budget required reports/data	100%	≥95% = 2 75%-94% = 1 < 75% = 0

Indicator 4b:

- Measures the number of SWD with OSS > 10 days by race/ethnicity
- Rate Ratio: the rate at which the LEA suspends SWD by race/ethnicity out of school > 10 days compared to the rate at which the state suspends SWD out of school > 10 days
- ***“Performance Level” for District Determination is based on compliant policies, practices and procedures, not the data**

Methodology and Formula

- Rate Ratio of 2.0 for 2 consecutive years
 - Minimum cell size 10 (numerator)
 - Minimum n-size 30 (denominator)

Formula:

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

÷

of SWD racial/ethnic group in the LEA

of SWD with OSS > 10 days in the SEA

÷

of SWD in the SEA

Example: Dashboard and Determination

SWD Discrepancy - Indicator 4a Race/Ethnicity Discrepancy - Indicator 4b Significant Disproportionality - Total Disciplinary Removals
 Significant Disproportionality - Duration and Type Significant Disproportionality - Identification Significant Disproportionality - Placement

SWD DISCREPANCY RACE/ETHNICITY - INDICATOR 4B

FY19 Determination

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

*Data Source: 2018 June SR Data Collection

Compliance Matrix

COMPLIANCE MATRIX

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

Disproportionate Representation Indicators 9 & 10 of the SPP/APR

In Georgia Disproportionate Representation is measured using the same methodology as Significant Disproportionality for Identification

- All Disabilities
- Autism
- Emotional Behavior Disorder
- Intellectual Disability (MID, MOID, SID, PID)
- Other Health Impaired
- Specific Learning Disability
- Speech/Language Impaired

Compliant Practices

“District has compliant policies, procedures and practices related to Indicator 9”

“District has compliant policies, procedures and practices related to Indicator 10”

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

Compliance Matrix

COMPLIANCE MATRIX

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

General Supervision; Timely Correction of Identified Non-compliance

- The LEA must correct all identified noncompliance no later than one year from notification
- Yes = 2 points, No = 0 points
 - LEAs that had no identification of noncompliance to correct receive 2 points
- Example: LEA found to be noncompliant for Indicator 10; RR was > 3.0 and policies practices and procedures were not compliant. Was the noncompliance corrected within 1 year?

Maintenance of Effort

- Does the LEA meet the MOE requirement?
 - MOE: the requirement that Local Education Agencies (LEA) demonstrate that the level of local and state funding remains relatively constant from year to year
- Yes = 4 points, No = 0 points

Indicator 11

% of children evaluated within 60 days

- Data is reported in the Special Education Dashboard
- Measure: Of all completed referrals to special education, the percentage of evaluations that were completed within the 60-day timeline
- Target is 100%
 - $\geq 95\%$ = 2 points
 - 75% - 94% = 1 point
 - $< 75\%$ = 0 points

Indicator 12

Part C* to Part B Transition: % of children found Part B eligible (services for children ages 3-21) with the IEP implemented by the child's 3rd birthday

- Data is reported in the Special Education Dashboard
- Measure: Of all children referred from Part C* evaluated and found eligible, the percentage that had their IEP in place and ready to be implemented by the child's 3rd birthday
- Target is 100%
 - $\geq 95\%$ = 2 points
 - 75% - 94% = 1 point
 - $< 75\%$ = 0 points

* Part C in Georgia is Babies Can't Wait

Indicator 13

Changes for the 2019-2020 School Year:

- Data for Indicator 13 will no longer be reported in the Transition Application in the Dashboard
- LEAs participating in Cross Functional Monitoring will be monitored for their Transition Planning and Services Procedures.
- Compliance will be determined only for LEAs who are Cross Functional Monitored in FY20
- LEAs not CFM this year will not be considered for compliance for Indicator 13
 - Total of 18 possible points not 20

Timely and Accurate Data

1. Preschool Exit Data (only districts with Preschool Programs will submit this data)
2. Post-secondary Outcome Data (only districts with high school programs who exited students the previous year will submit this data)
3. Timeline Data (Child Find and Early Childhood Transition) – Initial Submission, Prong 1, Prong 2**
4. CEIS Student Events Data (FY20) and FY21 CEIS Plan and Budget (only districts who have Significant Disproportionality will submit student CEIS data and a CEIS plan)**
5. Continuation of Services Data (only district who have SWD with OSS > 10 days and did not provide educational services will submit this data)
6. FTE1 (Full Time Equivalent) – October Submission – Includes Federal Child Count
7. CPI (Certified/Classified Personnel Information) – October Submission
8. Student Class – October Submission
9. Budget Due, Excess Cost Calculation Submission, MOE Reconciliation Deadline**
10. Student Record

Parent Survey



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

Previous Survey

- Georgia's old survey, paper with an online option
 - Sampling
 - Some smaller LEAs were on a 5-year cycle
 - Not all parents were given the opportunity to participate, some never had opportunity
 - Far fewer surveys completed
 - Results for LEAs
 - A single percentage
 - Ex.: 49%
 - Not useful, LEAs only looked to see if they met the target
 - Results were never shared with school administrators
 - Results were not available by school, a single percentage was meaningless

Parent Survey in GA

- Currently in the 3rd year of an online survey
 - Available to all families of children with disabilities
 - 10 questions plus demographic data questions
 - 6-point Likert Scale
 - LEAs receive an overall percentage measuring parental involvement
 - The “power” of the data is the availability of real time school level data
- Special Education Dashboard
 - Data is available to Special Education Directors daily, January – May
 - School level data

Parent Survey Dashboard

Special Education Parent Survey

School Year: ▼

District: ▼

When the survey is open this updates nightly

Survey Count: 783

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

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

Parent Survey; Downloadable Data

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

Director's Data

System Name	School Name	Q1_Answer	Q2_Answer	Q3_Answer	Q4_Answer	Q5_Answer	Q6_Answer	Q7_Answer	Q8_Answer	Q9_Answer	Q10_Answer
Cobb County	Allatoona High Scho	Agree	Disagree	Strongly Agree	Very Strongly Agree	Strongly Agree	Strongly Disagree	Agree	Strongly Disagree	Very Strongly Disagr	Strongly Agree
Cobb County	Allatoona High Scho	Agree	Agree	Strongly Agree	Strongly Agree	Strongly Disagree	Agree	Disagree	Disagree	Disagree	Agree
Cobb County	Allatoona High Scho	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Agree	Agree	Disagree	Agree	Disagree
Cobb County	Allatoona High Scho	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr	Very Strongly Disagr
Cobb County	Allatoona High Scho	Agree	Very Strongly Agree	Very Strongly Agree	Agree	Disagree	Agree	Agree	Strongly Agree	Disagree	Disagree
Cobb County	Allatoona High Scho	Agree	Agree	Agree	Strongly Agree	Disagree	Agree	Agree	Agree	Disagree	Strongly Agree
Cobb County	Allatoona High Scho	Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Cobb County	Allatoona High Scho	Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Cobb County	Awtrey Middle Scho	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Cobb County	Awtrey Middle Scho	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree	Very Strongly Agree
Cobb County	Awtrey Middle Scho	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree
Cobb County	Awtrey Middle School		Very Strongly Agree	Very Strongly Agree	Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree	Disagree

APR Reporting

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

Calculating the Percentage

Parent 1 responses:

Q1: Very strongly agree; **6**

Q2: Strongly agree; **5**

Q3: Very strongly agree; **6**

Q4: Agree; **4**

Q5: Strongly agree; **5**

Q6: Very strongly agree; **6**

Q7: Agree; **4**

Q8: Disagree; **3**

Q9: Very strongly agree; **6**

Q10: Very strongly agree; **6**

Total points for Parent 1:

51

10 questions; $10/51 = 5.1$

This parent has a mean of ≥ 5 and will be included when calculating parental involvement percentage

Data

In addition to an overall LEA percentage, LEAs receive

- Responses by disability area
- Responses by race/ethnicity
- Responses by grade band
- An item ranking – highest to lowest ranked items

Real benefit is school level data

Addressing Participation and Representativeness

Important to note that Georgia offers all families the opportunity to participate in the survey; surveys are not distributed to select families

Increase overall participation

- Sharing results with district and school leaders and teachers, enlist support; real time (during the survey open period) and final results
- Publicize the survey – newsletters, emails, website
- Provide technology at meetings, conferences, events

Analyzing real time data

- Special Education Directors are encouraged to examine their data throughout the survey period to address representativeness

Using Parent Survey Data

- More than Federal Reporting
- The useful data:
 - School level
 - Share with school leaders
 - Share with teachers
 - Question by question analysis is possible
 - Target efforts to schools and specific areas of need
- Ultimate goal
 - Know and understand where and why families believe they are considered to be a true partner in improving outcomes for their child(ren)
 - Address the issues at the schools where families do not believe they are considered to be a partner

SSIP

- Portal for SSIP LEAs
- Notifications
- Student Data Upload

Questions

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