Presented by Sharon Armour

Getting Started

Planning
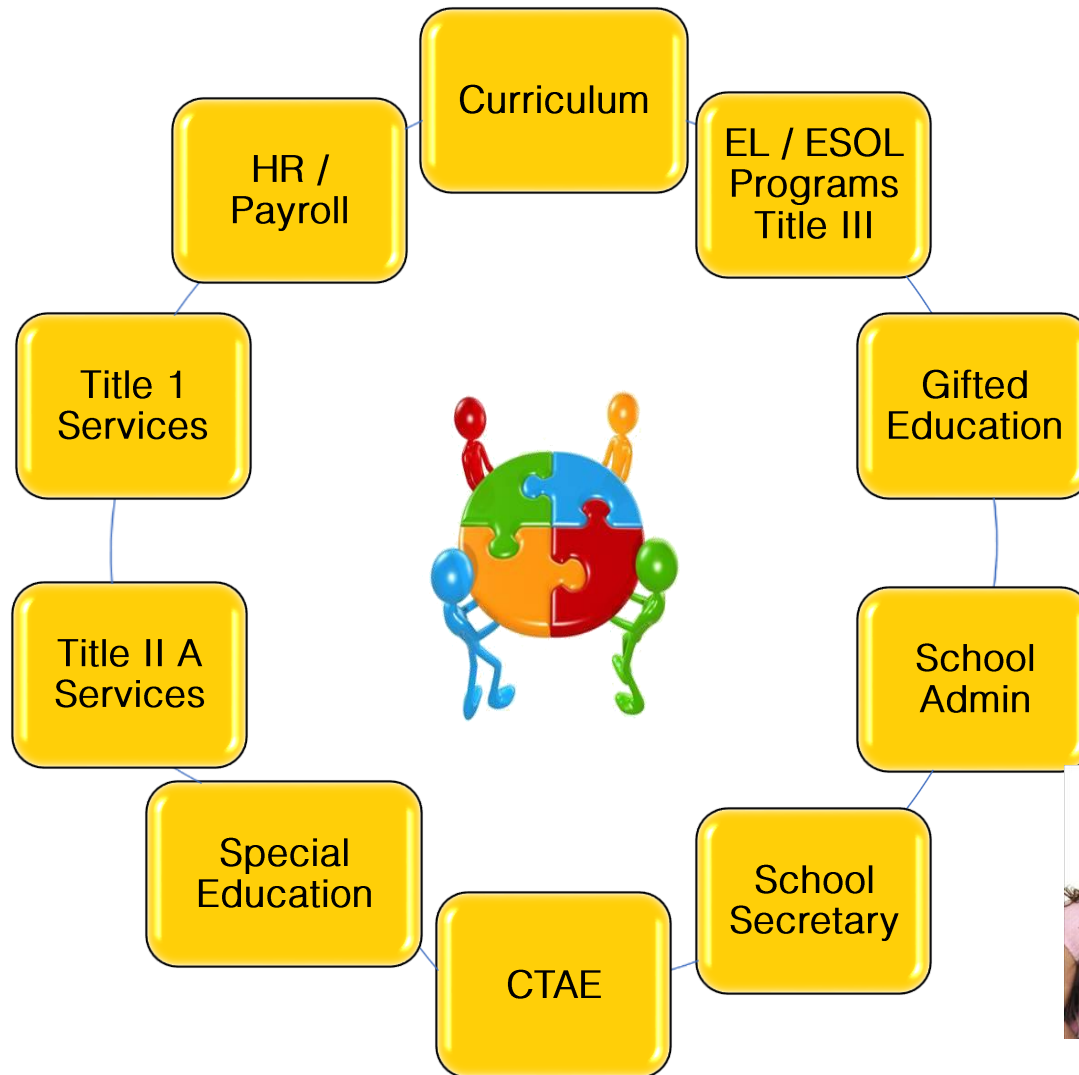
Create Processes

Hitting Targets

Getting Started

Creating
Your
"*Team*"

- Curriculum
- EL / ESOL Programs Title III
- HR / Payroll
- Gifted Education
- Title 1 Services
- School Admin
- Title II A Services
- School Secretary
- Special Education
- CTAE

Getting Started

Curriculum

HR / Payroll

EL / ESOL Programs

Title 1 Services

Gifted Education

Title II A Services

School Admin

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School Secretary

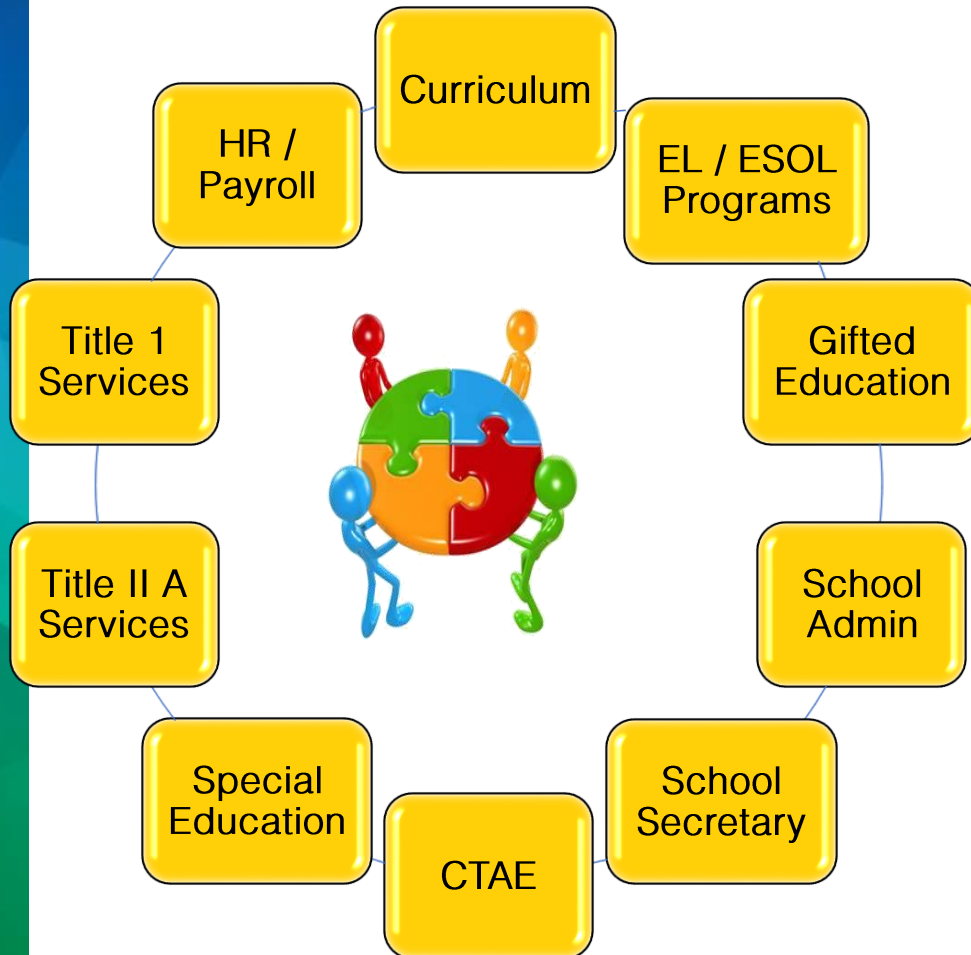Determine the Responsibilities of Your "*Team"*

Who is responsible for putting in student information data?

Are they trained to correct the errors?

Who is responsible and accountable for resolving errors at the school?

What procedures can be developed to resolve errors?

How can you make error resolution fun?

Getting Started

- At the beginning of the school year, run reports out of your local system based on data that will be submitted in state reporting. This will help clear up issues early.

- Prior to the collection have meetings with admins and anyone else that will be involved in data collection at the school level.   This includes program managers (i.e. Special Ed Director, Gifted Director, ESOL, EIP, etc).

- Review all Data Collection documentation.
    - ✓ Data Collection File Layout
    - ✓ Data Element Detail Document

Getting Started

Working with your "Team"

- Meet with Program Managers in your district prior to collection. Go over new, modified or deleted data items. This will help your Program Managers i.e., Gifted, Special Ed, ESOL understand what is going on for the current fiscal year.

- Make sure the Program Managers understand their role and responsibilities.

- Print reports after your first upload and send to Data Managers/ Program Managers.

Getting Started

- Train your Program Managers and schools.

- Set your target dates prior to state dates.

- Give your '*go-to*' folks deadlines.

- Use checklists for meeting your targets.

- Start early in the cycle to see what issues you may need to resolve.

- Join a User Group

Getting Started

Georgia Department of Education- Sample Checklist

FTE Checklist

BACKGROUND

Why FTE?	The Quality Basic Education (QBE) Act requires local school systems to report student enrollment in terms of Full-Time Equivalent (FTE) students. State funding for the operation of instructional programs is generated from FTE data.
How is the Data Used?	1. Official enrollment count 2. Funding for schools 3. Federal Child Count (Special Education compliance) 4. Georgia State Report Card

CHECKLIST

August

☐	Complete Student Identity Data Updates and Verification	Verify accuracy in GUIDE; Claim Students as needed
☐	Verify Student Demographic Data	Race, Ethnicity, DOB
☐	Verify No Shows and Withdrawn Students are Coded Properly	Attendance Reports for Teachers to Verify
☐	Verify Grade Level for Retained Students	
☐	Verify Resident Status and System of Residency	
☐	Identify Special Education Students – Verify information with Special Education Teachers (or District level contact)	GUIDE, SLDS, Special Education History Report, Student Record Cleansing, Permanent Records
☐	Verify Student Schedules and Teacher Assignments	Students schedules should be correct and complete by the end of August
☐	Verify course information for MOWR students	
☐	Run Preliminary Reports	Attendance, Program Lists, Basic Demographic Data
☐	Make Corrections as Needed	

September

☐	Verify Student Schedules and FTE Program Codes	Ensure accuracy for segments to be pulled
☐	Verify Student Attendance Data	Prior Ten Days
☐	Verify No Shows and Withdrawn Students are Coded Properly	Ensure students that are withdrawn are not reported as active in FTE

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Getting Started

https://www.gadoe.org/Technology-Services/Data-Collections/Pages/FY2020-Data-Collections-and-Reporting.aspx