

The background of the slide features a close-up photograph of several cosmos flowers. The flowers are in various stages of bloom, with some fully open and others as buds. The petals are a vibrant orange-yellow color. The stems are thin and green, with some small leaves visible. The background is a clear, bright blue sky, which makes the colors of the flowers stand out. The overall composition is bright and cheerful.

Open Office Hours with the Data Collections Team

August 31, 2021

Welcome!
We are happy you joined us today.

Agenda

- Announcement about New Data Collection Coordinator Q & A
- Announcement about SR data cleansing
- Answered Q &As from last week
- New emailed Q&As
- Demo of Instructional Models



Displaced Students

(FTE) RESIDENT STATUS CODE – ‘8’ Displaced due to a natural disaster.

(FTE & SR) SCHOOL ENTRY CODE – ‘6’ Enrolled due to natural disaster and displacement.

(SR) COUNTY OF RESIDENCE - Is the code for the state from which the student was displaced.

(FTE & SR) SYSTEM OF RESIDENCY / SCHOOL SYSTEM OF RESIDENCE – Is the code for the state from which the student was displaced.

926 = Louisiana

New Coordinator Q & A

Yesterday we sent out an email with a Teams webinar invitation to all Data Collections Coordinators with less than 2 years experience.

- Teams webinar on September 23rd, from 1:30 – 3:00
- Don't send this to others with more experience
- You have homework – no kidding



Richard Woods, Georgia's School Superintendent

Search this site

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

Home -> Technology Services -> Data Collections

General Information

Data Collections Overview

Data Collections Documentation

Data Collections Academy

GaDOE Guidelines for Extracting Names

Records Retention

School Count by Type

FY2022 New Data Elements Survey

Data Collections and Reporting

New Student Data Elements Survey: Provide feedback on the new data elements for the 2021-2022 school year by completing the survey.

TAKE SURVEY

Data Collection Documentation

- Certified/Classified Personnel Information (CPI)
- Data Collection Survey
- End of Pathway Assessment (EOPA)
- Free/Reduced Price Meal Eligibility
- Full-Time Equivalent (FTE)
- GUIDE (Georgia Unique Identifier for Education)
- Private School
- Student Class
- Student Record
- New Coordinator Documentation
- Presentations, Webinars, and Miscellaneous Documentation
- FY2022 Summary of Transmission Dates
- Data Collection Team Contacts

Contact Information

Nicholas L. Handville
Chief Data and Privacy Officer
Technology Services
nhandville@doe.k12.ga.us
https://www.gadoe.org

Technology Service Desk
Georgia Department of Education
Phone: (800) 869-1011

New Coordinator Presentations





Student Record Data Cleansing

Student Record Data Cleansing

- The **Student Record data cleansing period begins September 2, 2021 and ends on December 15, 2021.**
- All districts are required to participate in SR data cleansing. All Student, Enrollment, and Special Education level data for the district must be uploaded, as is required when Student Record opens in February.
- Districts should actively work to resolve errors for all three record levels. A list of errors that should be resolved by the end of SR Data Cleansing will be provided to the district's SR Coordinator in September.
- SR data cleansing is optional for the System, School, Student Safety, Program, and Address record levels but districts are strongly encouraged to work to resolve these errors too.

NOTE: All student data reported in FY2021 Student Record has been archived prior to the start of the Student Record data cleanse period. The summary reports will remain available, but there will be no student level data in the reports.



FAQs from the Open Office Hours Webinar on August 24th

Questions from OOH 8/31

General Data Collections

Q16: How soon will the recording be posted?

A16: Last week's recording is posted.

Q18: What is the best way to submit questions?

A18: In the Portal, submit a ticket.

The screenshot shows the MyGaDOE portal interface. At the top left is the Georgia Department of Education logo. To its right is a search bar labeled 'Search Districts' and a navigation menu with letters A through Z. A green banner reads 'Welcome to MyGaDOE'. Below the banner is a blue notification bar that says 'You have (101) new messages.' In the top right corner, a red box highlights the 'Help Desk Portal' link. Below the notification bar, there are three main sections: 'Site Navigation' with links for 'Home' and 'Logout'; 'Surveys' with buttons for 'New (0)', 'Saved (0)', 'Submitted (10)', 'Approved (10)', and 'Reports'; and 'My Favorites' with a 'My Sites' link.

Questions from OOH 8/31

CPI

Q1: Question...is the March CPI data upload or the June Student Class upload the final one we can do to impact In-Field reporting?

A1: It is March for CPI and June for SC.

Q17: Will there be any CPI webinars?

A17: We do not have any planned at this time. Please call Katie or Kathy and we can talk about any specific training needs you have.

Questions from OOH 8/31

Student Class

Q21: Student Class question - for the new 05.xxx courses that are reporting Delivery Model = 6 are you expecting the 05. to be reported as 05.8xxx?

A21: All of the 05.xxx courses should be reported as 05.0xx, not 05.8xx or 05.9xx.

Questions from OOH 8/31

Data Collection Survey

Q2: I've already submitted my Data Survey, but our district has already had to close due to COVID. Should I contact someone to let them know when our calendar is adjusted? We do not yet know how it will change ultimately.

A2: you can re-open the survey to update -- the calendar can be opened by you to update, it does not require a superintendent email to reopen.

Questions from OOH 8/31

Data Collection Survey

Q2: I've already submitted my Data Survey, but our district has already had to close due to COVID. Should I contact someone to let them know when our calendar is adjusted? We do not yet know how it will change ultimately.

A2: you can re-open the survey to update -- the calendar can be opened by you to update, it does not require a superintendent email to reopen.

Questions from OOH 8/31

Dexter Mosely

Q3: When a student enrolls from homeschool to participate in a sport, is there a limit to how many courses they take, or could they enroll fulltime?

A3: The law says they must enroll and participate in at least one. There is no upper limit. A student could enroll in 6 classes. If the student enrolls in more than 2 classes, that student is not considered part-time. If the student enrolls in 6 classes, we will consider the student full-time and not a 'Dexter-Mosely enrolled' student.

Q4: Along identifying Dexter Mosely students, there are private school students that enroll to attend courses at career academy. They are part time taking 1 to 2 courses. All the questions about Dexter Mosely would be like these students, right?

A4: Yes, a student can be enrolled on a part-time basis. There is no state law requiring that students be enrolled full-time.

Questions from OOH 8/31

ESOL

Q5: For IC, when we enter an exit date, IC automatically calculates M1, M2, M3, M4 and Former. We will be using June 20, 2021 as the exit date.

A5: Thanks for the information. The date the district is using is ok.

Questions from OOH 8/31

EIP Questions

Q6: Are class size waivers no longer valid for all classes or just EIP.

A6: Class Size waivers are no longer valid for EIP only.

Q7: Is the approved innovative model an effective program for accelerating student learning that must be used all day or during a specified segment?

A7: That would depend on the model. If the students are being instructed using the innovative model all day, the student can be reported with 6 EIP segments. If the innovative model is not an all day instructional model, then the instructional day is divided into 6 segments and only the segments in which the student is receiving EIP service can earn the EIP segment code. In the Class size board rule it tells you the number of segments you can get in one day. See 160-5-1-.08.

Q8: Class Size Board Rule 160-5-1-.08 does not match the EIP Guidance Document. It still lists the Reduced Class model still.

A8: State law takes precedence and says that it cannot be used. The board rule change takes several months.

Questions from OOH 8/31

EIP Questions

Q9: With the Innovative Model for EIP, can other subjects like SS/Sci be used as an EIP course too with the .1 in the course number?

A9: Yes, with Innovative and self-contained models, subjects other than math and reading may qualify for EIP earning.

Q14: Does the new EIP Innovative Model change how students are listed on rosters? For example, .0 students are listed on a .0 Roster and .1 students are listed on a .1 Roster?

A14: For the Innovative Model students should be in xx.1 class.

Q10: The EIP Guidance no longer shows reduced class as an identified model. Are you saying that we can still run the reduced class size model claiming 6 segments if the teacher is paid with Federal funds and reported with funding code 03 for CPI?

A10: You can use '4' Reduced Class Model but the teacher of the class cannot be state-funded but can be funded with Federal funds and reported in the personnel data collection, CPI, with FUND CODE '03' for CARES I or II, or ARP/ESSER funds. You can report 6 segments in FTE. This is probably a temporary concession this year to take into account that scheduling had already be finalized in the schools' SIS.

Questions from OOH 8/31

Special Education questions

Q12: If we report APE (Adapted PE) as a .8 course with a SPED teacher versus recreation services as the related service - how will this affect our funding?

A12: FTE funding is dependent on who is providing the service. If the IEP says that a Special Education teacher is required / needed to provide service, then the **FTE PROGRAM CODE** would be a Special Education code, P-Z, or 1-5. PE teachers have course work in how to adapt PE to SWD. Most likely a SWD will have an adapted PE with a general education population of students in which case **the FTE PROGRAM CODE** would be general education.

There is also a data element that used to be called **RELATED SPECIAL ED SERVICES A – Adapted PE**. The element is reported in Federal reporting. The element is now called **RELATED SPECIAL ED SERVICES A – RECREATION**

Questions from OOH 8/31

Special Education questions

Q13: How will you know the students that need to be marked for compensatory services?

A13: Every Student With a Disability should be considered for compensatory services. If the student received all of the services in their IEP without delay, then the student is not eligible (code 'P'). If the student is eligible, use codes 'A', 'B', 'C', 'D', or 'N' (see the Student Record layout or Data Element Detail documents). The information that feeds the SIS should come from the IEP team manager, the Special Ed Case Manager, or school Special Education Director. That data flow is up to your school or district.

Questions from OOH 8/31

Special Education questions

Q15: All special ed students should be eligible for compensatory services if they have missed services for any reason. Will this field be required for every special ed student?

A15: Yes.

Q22: So, am I understanding the default is blank if they have IEP and we are not offering those compensatory services?

A22: Compensatory Services cannot be blank if the student has a Primary Area.

Questions from OOH 8/31

Gifted

Q11: When a teacher has a teaching certificate and is actively pursuing gifted endorsement, can we schedule and report student gifted segments with this teacher?

A11: If this is your best candidate for the job and you don't have another teacher available who is gifted endorsed, then schedule the teacher. For In-Field/Out-Of-Field, the teacher would be Out-Of-Field. You can submit the students with gifted segments.

Questions from OOH 8/31

Gifted

Q19: Wouldn't every non-gifted student in an advanced content class be receiving enrichment. Please help me understand why we are coding this.

A19: Not always. Even though it's a gifted class, the teacher may also have xx.8 class in the same period and those students may not be enriched. That applies to xx.1 (remedial), etc. That is why it's a 'Y'/'N' field.

Questions from OOH 8/31

Gifted

Q19: Wouldn't every non-gifted student in an advanced content class be receiving enrichment. Please help me understand why we are coding this.

A19: Not always. Even though it's a gifted class, the teacher may also have xx.8 class in the same period and those students may not be enriched. That applies to xx.1 (remedial), etc. That is why it's a 'Y'/'N' field.



FAQs from Email

Questions from Email

- **Q1** - Is there a specific course number for Reading Recovery? If not, can we use the Computer Literacy course number and mark the model of Reading Recovery?
- **A1** - Because Reading Recovery is designed to give a student that needs assistance with reading an extra boost of reading skills, it is ok and in fact, good, that you are not pulling a student from reading to go to Reading Recovery. So the rules we have on the course numbers allow the student to be pulled from computer class to Reading Recovery. Mark the COURSE NUMBER as a xx.1 class, and DELIVERY MODEL '5', and make sure the EIP teacher is listed as the ADDITIONAL TEACHER. The EIP teacher also has to have a JOB CODE in CPI as '131', '132', or '133'. That should do it.
-

Questions from Email

Q2 - The course numbers are all in the 05.xxxxx main subject area. These are not true courses with a curriculum, end-of-course grade, course credit, etc. These are services. What criteria are you using to determine whether to look to the primary teacher for Special Ed certification or an Additional Teacher?

A2 - We will get the same information for these pseudo-courses that we get for a course – course number (05.x; the course number also describes the type of service), teacher ID, student's GTID, student's PRIMARY AREA, Special Ed Delivery Model. We should not be getting an Additional Teacher because these are stand-alone services. We will get a 'Z' grade for No Grade Expected and no credit.

Questions from Email

Q3 - Many years ago when Wanda was there we were told that in order to adequately receive funding for Special Education there had to be a course to reflect that time allotment. For example, a 3 grade student spends 130 minutes in ELA which is time equivalent to 2 segments needed to have 2 courses one for each segment of minutes. Is this still the case? or can we do 1 course for 2 blocks? ex. ELA/Reading -Block 1 and Block 2 and each Block = 65 minutes on the schedule? Have a great weekend! Thank you all for the Open Office hours!

Questions from Email

A3 – From State Board Rule 160-5-1-.02

(2) REQUIREMENTS.

(a) The LBOE shall establish and approve the school day and school year for students in grades K–12 at a regularly scheduled LBOE meeting.

1. For Grades K–12, the LBOE shall schedule the school year for students as a minimum of 180 school days or its equivalent.

(i) LEAs not operating the minimum school year for students shall receive a prorated reduction of state funds.

2. For Grades K-12, the LBOE shall schedule a school day that must, at a minimum, satisfy the following instructional time requirements:

(i) Any grade K – 3 shall have not less than a daily average of 4 ½ hours (270 minutes) of instructional time based on the 180-day school year.

(ii) Any grade 4 – 5 shall have not less than a daily average of 5 hours (300 minutes) of instructional time based on the 180-day school year.

(iii) Any grade 6 - 12 shall have not less than a daily average of 5 ½ hours (330 minutes) of instructional time based on the 180-day school year.

K-3 270 mins / 6 = 45 mins per segment

4-5 300 mins / 6 = 50 mins per segment

6-12 330 mins / 6 = 55 mins per segment

PK Speech-Only Students

- Send a segment in FTE for speech
- Do not send courses in SC
- Do not send SR Student, Enrollment, etc.



Instructional Model Confirmation Application in Student Record

Your questions

- Please enter your questions in the questions box.

Data Collection Team

Nicholas Handville	Director of Data Collections, Analysis, and Reporting		nhandville@doe.k12.ga.us
Kathy Aspy	Data Collections Manager (Data Collections & Reporting)	404-556-7480	kaspy@doe.k12.ga.us
Patty Miller	GTID Administrator (GUIDE, Private School Collection)	404-290-8530	pmiller@doe.k12.ga.us
Carl Garber	Data Collections Specialist (Student Record)	404-304-5200	cgarber@doe.k12.ga.us
Sharon Armour	Data Collections Specialist (Student Class, Course Table Maintenance)	678-590-9861	sarmour@doe.k12.ga.us
Katie Green	Data Collections Specialist (CPI, Free and Reduced Meal)	404-295-8841	kagreen@doe.k12.ga.us
Irish Saxton	Data Collections Specialist (FTE, End Of Pathway Assessment)	404-304-3346	irish.saxton@doe.k12.ga.us
Stephanie Smith	Data Collections Specialist (Free & Reduced Meal, New Coordinator Liaison)	770-301-1503	stephanie.smith@doe.k12.ga.us

