Special Education DATA
The Big Picture

SEelda
June 21, 2016
Learning Targets

1. I can articulate the importance of collecting and reporting special education data.
2. I can locate and explain my district’s SPP/APR data.
3. I can navigate the DOE website and locate pertinent information.
4. I can navigate the DOE Portal; the Consolidated Application, Special Education Dashboard, Data Collections, Documents, portal mail, and surveys.
5. I can explain the “big picture” of special education data and how to use data to improve student outcomes.
The Big Picture

Questions:
1. Why do we collect and report all this data?
2. Where does it go?
3. Where can I see my district’s data?
4. Who can see my district’s data?
5. How should I be using my district’s data?
The Big Picture

1. Why do we collect and report all this data?
   The federal government requires states to report this data; to show progress; report compliant practices

2. Where do the data go?
   The DOE reports the data to the OSEP; the public views the data on the website; districts use the data to plan for improvement

3. Where can I see my district’s data?
   On the SPP/APR report, Student Record Reports, CCRPI, Dashboard, GA Appleseed, GOSA
The Big Picture

4. **Who can see my district’s data?**

The public can see the SPP/APR reports on the website; GA Appleseed data – discipline data, GOSA

5. **How should I be using my district’s data?**
Georgia’s SPP/APR

State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

The Individuals with Disabilities Education Act requires that each state develop a State Performance Plan (SPP) that evaluates the state’s efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation and results for children with disabilities. An annual performance report is required to report on the results of the state’s activities and describes progress or slippage in meeting the measurable and rigorous targets set in the SPP. In addition, the Office of Special Education Programs of the United States Department of Education will make an annual determination of the state’s efforts to meet the requirements of IDEA. Each document for the appropriate fiscal years are provided below.

SPP/APR Documents

FY 2016
- FY 16 State Performance Plan / Annual Performance Report

FY 2015
- FY 15 State Performance Plan / Annual Performance Report
- Determination Letter
- Georgia Data Display
- Determination Explanation
- Results Driven Accountability Matrix-201

FY 2014

On the DOE website:
- Special Education Services and Supports, Budgets,
- Grants, Data Collection and Reporting
- State Performance Plan (SPP), Annual Performance Reports (APR)
Locating your District’s SPP/APR

Parents
- Parent Engagement Program
- Parent Advisory Council
- Home Schooling

Teachers
- Teacher Resource Link
- Teacher/Leader Effectiveness
- Professional Learning

Students
- Student Advisory Council
- Career Clusters/Pathways
- Assessments

ABCs
- Accountability
- Accounting Services
- Advanced Placement

Got questions? AskDOE

Richard Woods has over 22 years of pre-k through 12th grade experience in public education. Woods was a high school teacher for 14 years, serving as department chair and teacher mentor.

Full Bio | Scheduling Request | Columns

7/14/2016
Public Reporting of SPP/APR
## 2013-2014 Special Education Annual Report

### Annual Performance Summary

<table>
<thead>
<tr>
<th>Indicator Number</th>
<th>Indicator</th>
<th>Indicator Description</th>
<th>2013-14 State Target</th>
<th>District Rate</th>
<th>Met Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Graduation Rate</td>
<td>Percent of youth with IEPs graduating from high school with a regular diploma.</td>
<td>47.4%</td>
<td>51.7%</td>
<td>Y</td>
</tr>
<tr>
<td>2</td>
<td>Drop out Rate</td>
<td>Percent of youth with IEPs dropping out of high school.</td>
<td>5.9%</td>
<td>5.5%</td>
<td>Y</td>
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<tr>
<td>3</td>
<td>AMO-Targets</td>
<td>A. District meets the State’s AMO targets for reading disability subgroup.</td>
<td></td>
<td></td>
<td>Y</td>
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<tr>
<td></td>
<td></td>
<td>B. District meets the State’s AMO targets for Mathematics disability subgroup.</td>
<td></td>
<td></td>
<td>Y</td>
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<tr>
<td></td>
<td>Participation Rate RELA</td>
<td>B. Percentage of students with disabilities who participated in statewide RELA Assessment</td>
<td>98.4%</td>
<td>99.2%</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Regular Assessment (RELA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Regular Assessment (RELA) without accommodations</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Modified Assessment (RELA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Alternate Assessment (RELA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation Rate MATH</td>
<td>B. Percentage of students with disabilities who participated in statewide MATH Assessment</td>
<td>97.7%</td>
<td>98.9%</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Regular Assessment (MATH)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>B. Percentage of students with disabilities who participated in statewide Regular Assessment (MATH) with accommodations</td>
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</table>
SPP/APR, A Public Report

Your district’s data:

1. Graduation Rate (4 year cohort)
2. Drop-out rate
3. Assessment Participation and Proficiency
4. Suspension and Expulsion > 10 days
5. LRE (6-21)
6. Early Childhood (3-5) LRE
7. Preschool Outcomes
8. Parent Involvement (satisfaction)
9. Disproportionate representation
10. Disproportionate representation by race/ethnicity in specific categories
11. Child Find (timelines)
12. Early Childhood Transition (timelines)
13. Secondary Transition
14. Post-school Outcomes
20. Timely and Accurate Data
## SPP/APR Data Source

### Special Education Dashboard Applications
- # 7 – Preschool Outcomes
- # 11 – Child Find
- # 12 Early childhood Transition
- # 13 Secondary Transition Planning
- # 14 Post-secondary Outcome

### Student Record is the Data Source
- # 1 Graduation
- # 2 Dropout
- # 4 Discipline Discrepancy

### FTE is the Data Source
- # 5 LRE (6-21)
- # 6 LRE Early Childhood
- # 9 Disproportionate Representation
- # 10 Disproportionate Representation by race/ethnicity

### Data is Reported After “Activity” Occurs
- # 3 Assessment Participation and Proficiency
- # 8 Parent Survey

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**Indicator #20: Timely submission of 10 reports**
“Before I write my name on the board, I’ll need to know how you’re planning to use that data.”
Using your Dashboard Data

• **Timelines: not 100%?**
  • Examine your practices, processes and procedures regarding the referral and eligibility process

• **Preschool Outcomes**
  • Program evaluation
    • Are students in your preschool program making progress?
  • Districts report aggregate data but collect student level data
  • Strengths of your students and your program

*Why is this important?*
Using Your Data

• Disproportionate Representation
  • Examine your data by race/ethnicity: robust SST process in the district?; evaluation and eligibility practices sound; IEP teams trained to make data driven decisions regrading eligibility for services

• LRE
  • Is the continuum of services available for all students; are IEP teams trained to determine the LRE for each student; can teachers provide specially designed instruction in all environments

Why is this important?
Using Your Data

• **Discipline**
  - Examine your data: instructional days lost to ISS and OSS, instructional time lost to dealing with office referrals, behavior management practices, climate, practices resulting in disproportionality
  - Monitoring system?
  - Not just SWD; PBIS in your district?

Why is this important?
Using Your Data

• Assessment Participation and Proficiency
  • Remember this is summative data
  • What is in place to gather formative data?

• Parent Survey
  • Teaming with parents
  • Item analysis
  • Plan for improvement
    (new format coming)

Why is this important?
Using your Dashboard Data

• Transition Planning Survey
  • Where are you seeing weaknesses in your transition planning process?
  • What are you doing to shore up your transition planning process?
  • Are you giving your students purpose and direction?

• Post-secondary Survey
  • Are your students successfully engaged in their desired post-secondary outcomes?
  • Have you determined a way to measure your transition services?

Why is this important?
Using Your Data

• **Graduation**
  - Check your data before SR sign – off
  - Who are your graduates? Who are getting special education diplomas?
  - Are you examining your trends?

• **Dropout**
  - Monitor your dropouts – SR report ENR019b
  - Who is dropping out and *why*? What does your district have in place for dropout prevention?
Understanding

• Do you know how your data correlates, connects, relates?
  • Discipline and dropout rate
  • Climate and attendance
  • Achievement and environment
  • Etc. etc.
  • Be careful

Correlation is not the same as information and having a lot of data doesn’t necessarily tell you anything worthwhile without a lot of further analysis
Penguins are black and white. Some old TV shows are black and white. Therefore, some penguins are old TV shows.

Logic: another thing that penguins aren’t very good at.
Remember

“Data is only one part of the story. Sharing numbers is great – but sharing the full story that explains what’s actually going on in the numbers is key.”

Anne Handley

It’s your job to have a deep understanding of your district’s data so you can tell the full story.
Summary of Data Collections

FTE – October and March

- FTE1 – segment count for state funding, Federal Child Count and Environment data
  - Federal Child Count data is used for ID and Placement Disproportionality
- FTE2 – segment count for state funding
Summary of Data Collections

Student Record

• Sign-off in June
• Cumulative data for all students ever enrolled in your district throughout the year
• Special Education Events reported
• Discipline data for disproportionality

7/14/2016
Summary of Data Collections

Special Education Dashboard Data

- July 31st Due Date (or last Friday of July):
  - Timelines
  - Post-secondary Outcomes
  - Preschool Outcomes
- August 31st Due Data
  - Continuation of Services
- November – February
  - Transition Planning Survey
DOE Portal

Portal Mail – PII Data
Consolidated Application
SE Applications Dashboard
Data Collections
  • Student Record
  • FTE
  • CPI
CEIS Survey – data entry (new application coming soon)

Access requested with a dticket; approved by your district, approved and granted by DOE
DOE Website

Budgets, Grants, Data Collection and Reporting

- Budget, Grants, and Consolidated Application
- Data Collections Conference
- Enrollment by Disability
- 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
  - Postsecondary Outcomes Survey for 2014-2015 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 FY16
- State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations
How do I do it all?

• Have a plan
• Get organized
• Gain understanding
• Seek assistance
• Keep your eye on the prize
Next time you’re stressed:
take a step back, inhale and laugh.
remember who you are and why you’re here.
you’re never given anything in this world that
you can’t handle. be strong, be flexible,
love yourself, and love others.
always remember, just keep moving forward.