
FY2009 Data Collections Special Education Considerations

**Georgia Department of Education
Divisions for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334**



Reauthorization of IDEA

New IDEA federal regulations were issued on December 1, 2008. These regulations became effective on December 31, 2008.

The complete regulations are published in the Federal Register (Volume 73, No.31). You can access them online at

<http://edocket.access.gpo.gov/2008/pdf/E8-28175.pdf>

IDEA REAUTHORIZATION

The regulations address issues including parental revocation of consent after consenting to the initial provision of services.

The revocation of consent regulation has several components that must be in place to ensure immediate compliance with the new regulations.

The following are some points for consideration in developing local procedures:

- The public agency is not required to amend the child's educational record to remove any references to the child's receipt of special education and related services because of the revocation of consent.

- The parent must provide the revocation of consent to the LEA in writing. Some local considerations include:

- 1) documenting the receipt of the notice from parent,
- 2) training school administrators on the new regulations,
- 3) providing prior written notice (PWN) prior to the removal from services, and
- 4) establishing who will provide the PWN and the content of the prior written notice that includes all requirements of the law.

- Other considerations may also include the need for schedule changes, transportation changes and even school changes when the student is not attending the school in his attendance zone.

Provision of Prior Written Notice

- Provision of Prior Written Notice (PWN) – this is required before services can be discontinued and must occur in a timely manner.
- The PWN must include the following elements:

❖ Information for the parent of changes and services that will be eliminated. (these services may include; special transportation, other related services, service and benefits from other public and private programs, testing accommodations, provision of assistive technology, considerations for high school students of the impact on graduation requirements or diploma options.)

- An explanation of why the action is occurring.

- A description of each piece or source of data, evaluations, records, assessment and/or reports supporting recommendations for the student to continue to receive or withdraw from services.

- A statement that the parent will be giving up the procedural safeguards available under IDEA and a list of sources for parents to contact for information about IDEA Part B.

- A description of other factors relevant to the situation. In addition, the PWN must be in the description of other options that were considered for student and why those options were rejected by the IEP team.

- Must be in understandable language and in the native language of the parent.

- Provision of procedural safeguards.

- **Revocation and Discipline Issues**

The LEA is not deemed to have “knowledge of disability” under section 300.534(c)(1)(ii) in the matter of discipline, therefore protections in regard to out-of-school suspension and manifestation do not apply. The rules and timelines applying to general education students will apply once consent is revoked.

- The desire to revoke “partial” consent: the regulation does not allow the parent to revoke consent for part of the services provided by the IEP. If the parent and public agency disagree about whether FAPE would be provided with or without the provision of a service, the parent may use the due process procedures to obtain a ruling regarding the services. Consent for services is for consent for special education.

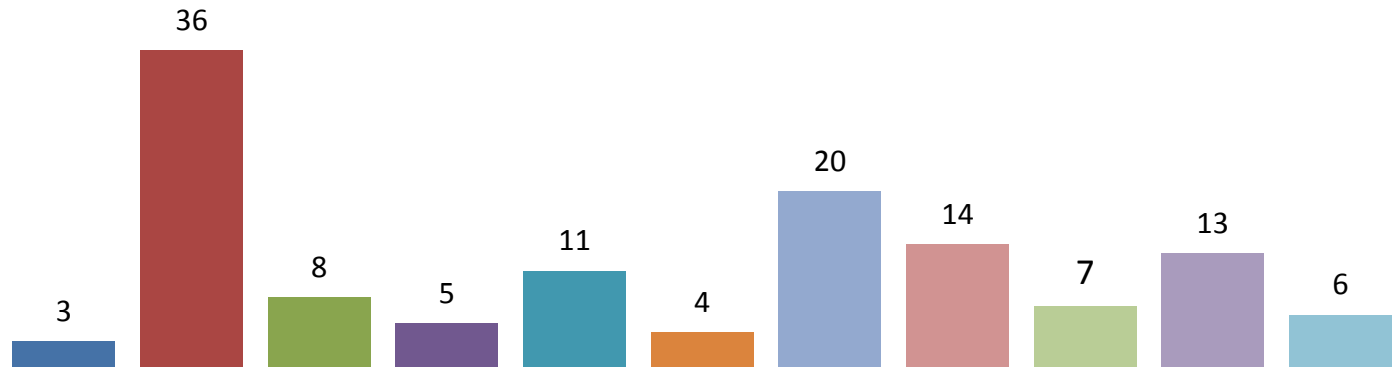
- The Child Find responsibility and provision of Child Find does not change. Local systems will continue to have the obligation to follow the process for the identification of any child even if the parent has refused service in the past. In these circumstances, the referral must be considered as an “initial referral” and the 60 day timeline applies. However, current testing or relevant educational testing and data may be used for eligibility determination or revision.

- Systems should keep the interest of the child in mind, especially if a parent wants to reenter special education. Although the 60 days are allowed, if the information is available and current, it may be reasonable to do the eligibility determination and IEP development prior to 60 days and get the student back into services that were recommended and determined to be needed.
- Comprehensive guidance provided in January 2009 DL Update

Students Exiting Special Education

- The Special Education Exit Event Code '09' is reported only when a student is no longer eligible for special education services or **parents have revoked consent.**
- If a Special Education student withdraws and also reports a Special Education Exit event '09', the withdrawal date must be after the event date reported for exit event '09'. (E578)

Special Education 09 Events Reported in FY08 Student Record



	Total
Count of 2 - Deaf/Blind	3
Count of 6 - Autism	36
Count of 7-TBI	8
Count of R - SID	5
Count of Q - MoID	11
Count of S - PID	4
Count of W - HH	20
Count of V - OI	14
Count of X - Deaf	7
Count of Z - Blind	13
Count of (blank)	6

DIS016 Cessation of Services:

Change to “**Continuation of Services**”

Response remains the same:

“For students that receive out-of-school suspension or expulsion, indicate whether or not the student continued to receive education services during the disciplinary action. Enter ‘Y’ if student received education services and ‘N’ if student did not receive education services.”

Discipline Reporting

Systems should have a plan in place to review discipline data prior to Student Record sign-off in June.

Modifications have been proposed to the Discipline Record Report DIS 090 - Continuation of Services to facilitate this verification. The report will include the primary area of disability for the student and the number of days associated with each out-of-school suspension event.

Continuation of Service

- ✓ Out-of-school suspension 1-10 days (cumulative) – No services required
- ✓ Out-of-school suspension 11+ days (cumulative) – Services required
(Cessation of Services)

Discipline Reporting Requirements

Discipline Action Code 30

Discipline Action Auxiliary Code 30 - 'Auxiliary Code is 'nn' where nn is the number of days assigned. 'nn' must be an integer, greater than 0 and less than 100.

Clarification from WESTAT(IDEAdata.org)

- The definition for out-of-school suspension states “This includesremovals in which the child continues to receive services according to his or her IEP”. Does this mean that by reporting a student as suspended out-of-school for greater than 10 days, a failure to provide FAPE is implied even if the student continues to receive services according to his or her IEP?

The point of the instructions is to clarify that all out-of-school suspensions should be reported here.

Discipline Level Record (Layout E)

FDR- Table 5

“If, following a discipline offense, the IEP team meets and determines that the child’s current placement is not the least restrictive environment for that child, and therefore makes a permanent change in the child’s IEP placement, DO NOT report the child on the discipline report. If the child is suspended pending an IEP team meeting in which his/her IEP placement is changed, the suspension must be reported.”

Clarification from WESTAT (IDEAdata.org)

What does a “permanent change in.....placement” mean?

“The term is used to describe those situations where, following a student’s violation of a code of student conduct, the IEP Team decides to change the student’s placement and such placement is intended to be permanent, i.e., extend beyond the period of any disciplinary action.”

Discipline Level Record (Layout E)

Data elements related to a discipline event for a student that must be reported according to law.

Out-of-school Suspension

“Incidences in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g. home). This includes removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.” FDR- Table 5

While FAPE requirements are unique to students with disabilities excluded from school for more than 10 days, reporting requirements are consistent with those for students without disabilities unless otherwise indicated in local board policy.

Two issues:

Compliance with FAPE (Continuation of Service)
Reporting Requirements

On www.IDEAdata.org you will note that Georgia's discipline data ranks poorly when compared to other states. While the district and the school level are not publicly reported on IDEAdata.org, these data are reported to OSEP at both the district and the school level. It is important that students continue to receive services as identified in their IEPs when placed for in-school suspension. You may want to remind your local administrators of these reporting and service requirements

In the follow-up discipline survey conducted this fall, districts reported that approximately 11,000 days of out-of-school suspension were not actual suspensions and that more than 6,000 days of service were provided during out-of-school suspensions even though reported in Student Record as receiving no service. In other words, systems claimed they reported data inaccurately.

Remember: After the district superintendent certifies the accuracy of the district's Student Record the opportunity for correction is not available

List of Days	Total Days	Response
30,30,30,30,30	150	Coding Error - Student was suspended for <10 days
10,30,30,30,30	130	Coding Error - Student was suspended for <10 days
30,30,30,30,30,30	180	Coding Error - Student was suspended for <10 days
30,30,30,30 Georgia ranks 7 th nationally in the number of students with disabilities excluded for more than 10 days. (Four of six states with higher exclusion counts have larger special education populations.)	120	Coding Error - Student was suspended for <10 days

Sum of Totday Days	
Corrective action	Total
Coding Error - Student received services during suspension. Cessation flag should have been reported as "Y".	5371
Coding Error - Student was not suspended for >10 days.	10666.5
No services provided. Student did not receive FAPE.	9910
NULL	72
Services offered but refused.	5756
Student was suspended for >10 days, compensatory services provided after the suspension. Student received FAPE.	6329
Student was suspended for >10 days, services were provided for some days after day 10 but not all days after 10 days. Student did not receive FAPE.	1361
Suspensions occurred prior to request for evaluation.	2155
Grand Total	41620.5

OSEP/WESTAT reporting directions for Federal Data Report (FDR) – Discipline

- “If, following a discipline offense, the IEP team meets and determines that the child’s current placement is not the least restrictive environment for that child, and therefore makes a permanent change in the child’s IEP placement, DO NOT report the child on the FDR for discipline. If the child is suspended pending an IEP team meeting in which a his/her IEP placement is changed, the suspension *must* be reported.”

Districts will also be given the opportunity to provide the clarification in the following situations:

Exclusion	Services	Clarification
Student suspended for >10 days during school year	Cessation of service flag indicates that services were not provided after day 10 out of school (Code= N)	Parent refused service or Correctly reported - no services provided
Exclusion	Services	Clarification
Student suspended for 10 days or more days via single event	Cessation of service flag indicates that services were provided (Code =Y)	IEP conducted - Reflects a change in placement (Days excluded from discipline totals for the district)

	Out-of-School Suspensions or Expulsions		In-school Suspensions ^a	
	Number of Children with Out-of-School	Number of Children with Out-of-School	Number of Children with In-School Suspension/Expulsion	Number of Children with In-School Suspension/Expulsion
State	School	School	Suspension/Expulsion	Suspension/Expulsion
Florida	50,719	6,921	50,116	5,591
New York	24,558	5,622	27,696	1,490
Michigan	-	4,847	-	-
Virginia	18,971	4,533	9,202	163
California	50,871	4,513	10,340	748
Mississippi	4,439	4,129	2,815	2,941
Georgia	28,605	3,319	33,540	4,962



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

JUL 28 2008

Contact Persons

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OSEP 08-09

Purpose of Guidance

The Office of Special Education Programs issues this guidance to provide States with information regarding the use of funds provided under Part B of the Individuals with Disabilities Education Act by local educational agencies (LEAs) to develop and implement coordinated early intervening services (CEIS) for students who are currently not identified as needing special education.

This CEIS guidance represents the Department's current thinking on this topic. It does not create or confer any rights for or on any person. This guidance does not impose any requirements beyond those included under applicable laws and regulations.

15. What must States consider in the collection and examination of disciplinary data in 34 CFR §300.646?

The regulations in 34 CFR §300.646(a)(3) require States to annually collect and examine data to determine if significant disproportionality based on race or ethnicity is occurring with respect to the incidence, duration, and type of disciplinary action, including suspensions and expulsions. We interpret the term “incidence” to refer to the number of times children with disabilities ages 3 through 21 were subject to disciplinary actions. We interpret the term “duration” to refer to the length of suspensions or expulsions. The type of disciplinary action refers to, at a minimum, data on both in-school and out-of-school suspensions and expulsions, but could also include other disciplinary actions (e.g. exclusion from extracurricular activities). In order to determine if significant disproportionality exists for discipline, a State must consider all three areas (incidence, duration, and disciplinary actions) when examining its data.

Discipline Reporting

Calculation for Discipline Risk (Disproportionality and Discrepancy) for SWD:

State Level Discipline Risk for SWD

[(State # of SWD with greater than 10 days ISS and/or OSS)

Divided by

(State SWD Age 3/21)]

District Level Relative Discipline Risk for SWD*

[((Focus District # of SWD with greater than 10 days ISS and/or OSS) Divided by
(Focus District Total SWD Age 3/21))

Divided by

((State # of SWD with greater than 10 days ISS and/or OSS Minus Focus District # of
SWD with greater than 10 days ISS and/or OSS) Divided by (State SWD Age 3/21
Minus Focus District SWD Age 3/21)))]

Calculation for Discipline Risk (Disproportionality and Discrepancy) for SWD Race/Ethnicity:

State Level Relative Discipline Risk for SWD Race/Ethnicity

(((State # of SWD in focus subgroup with greater than 10 days ISS and/or OSS) Divided by (State # of SWD in focus subgroup age 3-21))

Divided by

((State # of SWD in all other subgroup with greater than 10 days ISS and/or OSS) Divided by (State # of SWD in all other subgroups age 3-21)))

District Level Relative Discipline Risk for SWD Race/Ethnicity

(((District # of SWD in focus subgroup with greater than 10 days ISS and/or OSS) Divided by (District # of SWD in focus subgroup))

Divided by

((District # of SWD in all other subgroups with greater than 10 days ISS and/or OSS) Divided by (District SWD in all other subgroups Age 3/21)))

Event Codes

- Event codes **“01” to “06”** report initial special education placement in Georgia.
- Event codes **“07” and “08”** report annual or triennial status.
- Event code **“09”** is used **ONLY** when a student is no longer eligible for special education or parents revoked consent.

Event Code	Event Name	Event Definition
'01'	Babies Can't Wait Transition	Date of BCW transition conference held no less than 90 days prior to the student's third birthday.
'02'	Parent Consent to Evaluation	Date district receives parent permission for an initial evaluation.
'03'	Initial Evaluation	Date of initial evaluation.
'04'	Initial Eligibility Determination	Date of initial eligibility determination.
'05'	Initial IEP Meeting	Date of initial IEP meeting.
'06'	Initial IEP Placement/ Transition Service Begin	Date student first receives special education services.

Event Code	Event Name	Event Definition
'07'	IEP Annual Review	Date of most recent annual review.
'08'	Re-Eligibility Determination	Date of most recent triennial re-eligibility determination.
'09'	Special Education Exit	Reported only when a student is no longer eligible for special education services or parents revoke consent.

General Rules –

Students with a PRIMARY AREA OF EXCEPTIONALITY

Event codes are reported for primary area of exceptionality.

A student level record with a PRIMARY AREA OF EXCEPTIONALITY must have **at least one** Special Education Record for:

EVENT CODE '05' (Initial IEP Meeting) or
EVENT CODE '07' (IEP Annual Review). **(E088)**

General Rules – Students with a PRIMARY AREA OF EXCEPTIONALITY

A student level record with a PRIMARY AREA OF EXCEPTIONALITY must have **at least one** Special Education Record for:
EVENT CODE ‘04’ (Initial Eligibility) or
EVENT CODE ‘08’ (Re-eligibility).

General Rules –

Students with a PRIMARY AREA OF EXCEPTIONALITY

If Special Education events are reported for events '06' thru '09', the student must have a primary area of exceptionality. **(E589)**

Special Education Records are reported for active students and students who withdrew during the current year.

Initial events codes (Codes '01' -'06') refer to initial placement in Georgia special education and do not change if the student's primary area exceptionality changes.

General Rules – **Events from prior school year**

Edits apply to events stored for current fiscal year, including those records brought forward from last fiscal year. The edits will apply to records with events **'02' -'06'**. Once placement events are reported for a student, subsequent records with the same events will be ignored and will not overwrite the original placement records.

General Rules – **Multiple Schools**

The school where the student is active, or most recently attended, is responsible for reporting the special education events. Student and enrollment data are required to correctly identify the school responsible for reporting this data.

Regular Education Students

A special education record may be submitted for **regular education students**, but may only contain events for the following:

Babies Can't Wait Notification **'01'**,

Parent Consent to Evaluation **'02'**,

Initial Evaluation **'03'**,

Initial Eligibility Determination **'04'**, and

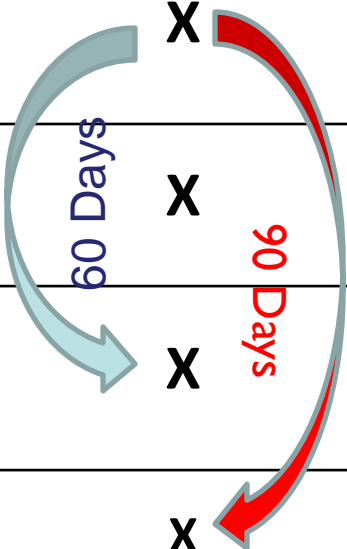
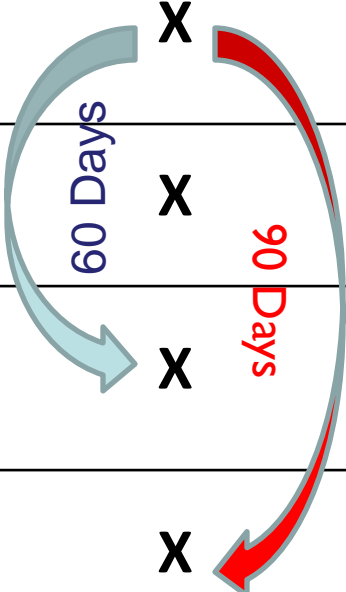
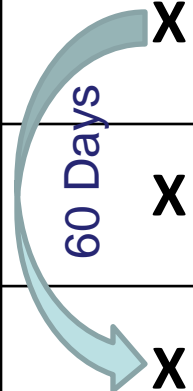
Initial IEP Meeting **'05'**.

Regular Education Students

If there is an event for Parent Consent to Evaluation '02', then there **must be** valid events for:

Initial Evaluation '03' and
Initial Eligibility Determination '04',
unless the date for Parent Consent to
Evaluation '02' is after **April 15th**. **(E597)**

Event Codes	Public School Student-Evaluated Not Eligible	Public School Student-Evaluated Eligible/Not Served	Private School Student-Evaluated Not Eligible	Private School Student-Evaluated Eligible for Proportionate Share
'01' –Babies Can't Wait Transition	If applicable	If applicable	If applicable	If applicable
'02' -Parent Consent to Evaluation	X	X	X	X
'03' -Initial Evaluation	X	X	X	X
'04' -Initial Eligibility Determination	X	X	X	X
'05' -Initial IEP Meeting		X		X
				These students may have a Service Plan



New Special Education Students

- Students previously served in special education, subsequently determined ineligible and referred a second time to special education is considered a new special education student and reported with initial event codes.
- A student that was not reported with a primary area of exceptionality in the previous fiscal year, but has a primary area in FY 2008, is a ***new special education student***.

New Special Education Students

- The following records are required:
Initial Eligibility Determination '**04**',
Initial IEP Meeting '**05**', and
Initial IEP Placement '**06**'.
Relievable Error (**E579**)
- Re-Eligibility Determination (**08**) is not valid
for a new special education student: **(E580)**
- E580 had been removed**

New Special Education Students

- The number of days between events ‘02’ Parent Consent to Evaluation and ‘04’ Initial Eligibility Determination should not be greater than 60 days. **(E581)**

Code: IDDF (4) - 160-4-7-.04 EVALUATIONS AND REEVALUATIONS.

- E581 is a relievable error for the following valid reasons:**
 - Parent failed to produce the student
 - Student enrolled in another district
 - Medical Reason(s)
 - Other – Manual comment

New Special Education Students

- If there is an event for Parent Consent to Evaluation '02', then there must be valid events for:

Initial Evaluation '03', and

Initial Eligibility Determination '04',

unless the date for Parent Consent to

Evaluation '02' is **after April 15th. (E597)**

- **E597 is a relievable error for the following valid reasons:**

- Parent withdrew consent to evaluation.
- Student withdrew from school prior to completing process.
- Parent Consent to Evaluation occurred at the end of the school year (After April 15th).
- Other – Manual Comment

Code: IDDF (4)

160-4-7-.04 EVALUATIONS AND REEVALUATIONS.

(1) INITIAL EVALUATIONS.

(2) (b) Once a child is referred for an evaluation by a parent or Student Support Team (SST) to determine if the child is a child with a disability, the initial evaluation:

1. **Must be completed within 60 calendar days of receiving parental consent for *evaluation*. [34 C.F.R. § 300.301(c)(1)(i)]**

(i) Holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60 calendar day timeline.

(ii) **During the summer vacation period, beginning thirty calendar days prior to the last day that children attend school, the evaluation must be conducted within 90 calendar days of receiving parental consent for evaluation.**

New Special Education Students

- If the number of days between events '02' Parent Consent to Evaluation and '05' Initial IEP Meeting is greater than 90, this will generate an error. **(E582)**

Code: IDDF (6) - 160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM (IEP).

- E582 is a relievable error for the following valid reasons:**
- Parent withdrew consent to evaluation.
- Student withdrew from school prior to completing process.
- Parent Consent to Evaluation occurred at the end of the school year (After April 15th).
- Other – Manual Comment

Code: IDDF (6)

160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM (IEP).

(13) INITIAL IEP'S PROVISION OF SERVICES.

Each LEA must ensure that –

(a) A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and

(b) As soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. [34 C.F.R. § 300.323(c)(1) – (2)]

New Special Education Students

- The following records are required for new special education students:

Initial Eligibility Determination '04',
Initial IEP Meeting '05', and
Initial IEP Placement '06'. **(ES79)**

E579 is a relievable error for the following valid reasons:

- Parent withdrew consent to evaluation.
- Student withdrew from school prior to completing process.
- Parent Consent to Evaluation occurred at the end of the school year (After April 15th).
- Other – Manual Comment

New Special Education Students – Babies Can't Wait

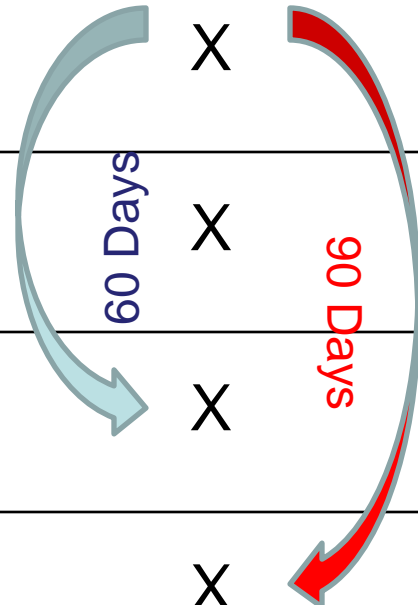
Transition Conference-

A meeting established by **Babies Can't Wait**, on behalf of the parent/guardian, with the **Local School System** **as early as 9 months, but no later than 90 days** *prior* to the child's 3rd birthday.

Initial Eligibility Referral Conference-

A meeting established by **Babies Can't Wait**, on behalf of the parent/guardian, with the **Local School System** **less than 90 days** *prior* to the child's 3rd birthday. **DO NOT REPORT EVENT CODE 01.**

Event Codes	Public School Student-Initial Placement in Special Education
'01' -Babies Can't Wait Transition	If applicable
'02' -Parent Consent to Evaluation	X
'03' -Initial Evaluation	X
'04' -Initial Eligibility Determination	X
'05' -Initial IEP Meeting	X
'06' -Initial IEP Placement / Transition Service Begin (BCW)	X



Code: IDDF (6)

160-4-7-.06 INDIVIDUALIZED EDUCATION PROGRAM (IEP).

(13) INITIAL IEP'S PROVISION OF SERVICES.

Each LEA must ensure that –

(a) A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and

(b) As soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. [34 C.F.R. § 300.323(c)(1) – (2)]

Out of State Special Education Transfers

A student's right to FAPE is not affected by access to prior records. All students must receive FAPE.

Code: IDDF (6) - 160-4-7-. '06' INDIVIDUALIZED EDUCATION PROGRAM (IEP).

Previous Georgia Students

- Not served in Georgia in prior school year. Current out of state eligibility and lapsed Georgia eligibility – Report all events as initial. See options for first time Georgia students.
- Served in Georgia in the prior school year. Current out of state eligibility and current Georgia eligibility – Do not report initial data. Student must have a record for IEP Annual Review ('07') and a record for the Re-eligibility Determination ('08'). May use most recent dates from out of state if adopting the out of state IEP and/or Eligibility.

Adopts Out of State Eligibility/IEP	Accepts Out of State Eligibility/IEP Information but Moves Information to Georgia Eligibility/IEP Forms	Determination Necessary	“In-process” Status*
Initial Eligibility ‘04’ – Expires 3 years from date prior state’s eligibility determination.	Initial Eligibility ‘04’ – Expires 3 years from date of Georgia eligibility determination.	Consent ‘02’	Consent ‘02’
Initial IEP ‘05’ – Expires as indicated on IEP from the prior state.	Initial IEP ‘05’ – Expires as indicated on the Georgia developed IEP.	Assessment ‘03’ – 60 day timeline applies	Assessment ‘03’ *
Initial Placement ‘06’ – Date services were initiated in Georgia.	Initial Placement ‘06’ – Date services were initiated in Georgia.	Initial Eligibility ‘04’ - 60 day timeline applies	Initial Eligibility ‘04’*
		Initial IEP ‘05’ – 90 day timeline applies	Initial IEP ‘05’*
		Initial Placement ‘06’ – 90 day timeline applies	Initial Placement ‘06’ *

*If the student enrolls after the timeline has begun but prior to a determination, the district must ensure sufficient progress to a prompt completion of the evaluation and the parent and the district must agree to a specific time when the evaluation will be completed.

In State Special Education Transfers

A student's right to FAPE is not affected by access to prior records. All students must receive FAPE.

Code: IDDF (6) - 160-4-7-. '06' INDIVIDUALIZED EDUCATION PROGRAM (IEP).

<p>Adopts Another Georgia District Eligibility/IEP (Transfers during year of initial placement.)</p>	<p>Accepts Another District Eligibility/IEP Information Moves Information to District Eligibility/IEP Forms (Transfers during year of initial placement.)</p>	<p>“In-process” Status</p>
<p>Initial Eligibility (‘04’) – Expires 3 years from date prior district’s eligibility determination.</p>	<p>Initial Eligibility (‘04’) – Expires 3 years from date of District eligibility determination.</p>	<p>Consent (‘02’)</p>
<p>Initial IEP (‘05’) – Expires as indicated on IEP from the prior district.</p>	<p>Initial IEP (‘05’) – Expires as indicated on the District developed IEP.</p>	<p>Assessment (‘03’)*</p>
<p>Initial Placement (‘06’) - Date services were initiated in Georgia.</p>	<p>Initial Placement (‘06’) – Date services were initiated in Georgia.</p>	<p>Initial Eligibility (‘04’)*</p>
		<p>Initial IEP (‘05’)*</p>
		<p>Initial Placement (‘06’)*</p>

*If the student enrolls after the timeline has begun but prior to a determination, the district must ensure sufficient progress to a prompt completion of the evaluation and the parent and the district must agree to a specific time when the evaluation will be completed.

Existing Special Education Students

- Special education records are required for all ***existing special education students*** (i.e. Primary Area of Exceptionality reported last fiscal year and in the current fiscal year).
- Student must have a record for the Initial IEP Meeting '05' or IEP Annual Review '07'. (E088)
- Student must have a record for the Initial Eligibility Determination '04' or the Re-Eligibility Determination '08'. (E089)

Existing Special Education Students

The date for the IEP Annual Review (Event Code = '07') should be greater than the date of the IEP Placement '06' and the Initial IEP Meeting '05'. **(E598)**

Existing Special Education Students

If the **Initial IEP Meeting '05' date is greater than one (1) year**, and no newer record is reported for IEP Annual Review '07', then generate a relievable error.

(E584) - Existing Special Education students only.

E584 is a relievable error if eligibility expired prior to enrollment in the district.

Existing Special Education Students

If the IEP Annual Review '07' date is greater than one (1) year, then generate a relievable error. (E585) – Existing Special Education students only.

E585 is a relievable error if eligibility expired prior to enrollment in the district.

Existing Special Education Students

If the Initial Eligibility Determination '04' is greater than three (3) years, and there is no Re-Eligibility Determination Date '08', then generate a relievable error. (E583) – Existing Special Education students only.

E583 is a relievable error if eligibility expired prior to enrollment in the district.

Existing Special Education Students

If the Re-Eligibility Determination Date '08' is greater than three (3) years, then generate a relievable error. (E586) – Existing Special Education students only.

E586 is a relievable error if eligibility expired prior to enrollment in the district.

Existing Special Education Students

Add/Update records and dates for events '07' and '08', regardless of whether or not these events were reported in prior fiscal year.

Students Exiting Special Education

- The Special Education Exit Event Code **'09'** is reported only when a student is no longer eligible for special education services.
- If a Special Education student withdraws and also reports a Special Education Exit event **'09'**, the withdrawal date must be after the event date reported for exit event **'09'**. **(E578)**

Parent/Student Present at Conference

- Valid values for Student Present at Conference and Parent Present at Conference are 'Y', 'N', or blank **(E587)** and **(E588)**
- For students with a primary area of exceptionality, and are in grade 9-12 or age 16 or older, the Student Present at Conference must be 'Y' or 'N' for the Initial IEP Meeting '05' and the IEP Annual Review '07'. **(E612)**
- Parent Present at Conference must equal 'Y' or 'N' for Initial IEP Meeting ('05') and IEP Annual Review '07'. **(E601)**



GEORGIA DEPARTMENT OF EDUCATION (GADOE)
Office of Technology Services - Technology Management

**FY 2009 FTE Data Collection
Data Element Detail
Cycle 2**

ALL IEP

The **ALL IEP** code indicates whether or not the student is receiving all of the services that are indicated in his Individual Education Plan (IEP) or Service Plan. If a student is not receiving services during the fall semester due to scheduling, but will receive services in the spring, then code the student as receiving the services in the IEP.

Note: Cycle 2 data look at the services provided over the course of the school year; whereas, Cycles 1 and 3 look at services provided on the count date.

Valid codes are: "Y" = Yes

"N" = No

"S" = Service Plan

	Environment Code	IEP	Service Plan	All IEP Code Value
Ages 6-21	1 to 9	Yes	No	Y
	0	No	Yes	S
	0	No	No	N
Ages 3-5	1 to 8	Yes	No	Y
	0	No	Yes	S
	0	No	No	N

To: Superintendents

**From: Martha R. Reichrath, Ph.D.
Deputy State Superintendent
Office of Standards, Instruction, and Assessment**

Subject: Graduation rate calculation for 2008-2009 AYP determinations

The graduation rate calculations for the upcoming 2008-2009 AYP determinations will be calculated using the same graduation rate formula we have used in Georgia since 2003 – the NCES proxy rate (also known as the NCES Leaver Rate). You can find the formula in our 2007-2008 Consolidated State Accountability Workbook at (Element 7.1, page 35) using the following URL:

<http://www.gadoe.org/DMGetDocument.aspx/2007-2008%20Georgia%20Accountability%20Workbook%206-13-08.pdf?p=6CC6799F8C1371F6DD5532557DC2A683E0774690332429AE6DBB966574D2050C&Type=D>

The new NGA Compact (Cohort) graduation rate will be used to calculate an additional 2009 state level graduation rate used for reporting purposes only. This additional state rate will be released as part of the 2009 State Report Card.

NCES Proxy Graduation Calculation

Numerator:

of students with disabilities who graduate with regular diplomas

Divided by

Denominator:

of dropouts in 9th, 10th, 11th, and 12th from appropriate years + graduates + other completers

Adjusted Cohort Graduation Rate

Numerator:

Number of cohort members who earned a regular high school diploma by the end of the 2011- 2012 school year

Divided by

Denominator:

Number of first-time 9th graders in fall 2008 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012

Withdrawal Codes

Code	Description
G	High School Graduation
T	Transferred to another school in another system or to the Juvenile Justice system

NOTE: A withdrawal code of 'I' means that the student is incarcerated and is no longer receiving public educational services. If the student is withdrawn and under the jurisdiction of the Juvenile Justice Department and is pursuing a diploma, the withdrawal code 'T' should be used

If a student is participating in graduation exercises but is returning to school for the next year do not report as a graduate This is a withdrawal code.

Data flow from district to state - District owns the data

	Get the right data	Get the data in	Get the data right	Get the data out
People	Data Owners	Help Desk (Data Steward)	Technology Staff	State Program Staff State IT Staff
Documents	Program Owner Instructions	How to Guides Reference Guides	File Layouts Code	Data Dictionary
Tools	SIS	State Data Manager	State Level Validations	Data Malls Data Cubes
←Data Quality→				
Roles and Responsibilities				

For additional information contact:

Georgia Department of Education

Divisions for Special Education Services and Supports

1870 Twin Towers East

Atlanta, Georgia 30334

404-656-3963

Website: http://www.gadoe.org/ci_exceptional.aspx

