![IDC IDEA DATA CENTER — Building Capacity for High-Quality IDEA Data / ii16]

IDC Interactive Institutes on High-Quality Part B Data

In collaboration with **CIFR, CIID, & NTACT**

Building a Culture of High-Quality Data

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Brennan McMahon Parton, Data Quality Campaign
Deborah Gay, GA Department of Education
Sandy Metts, GA Department of Education
Carol Seay, GA Department of Education
Robert Swiggum, GA Department of Education

Savannah, GA – June 1-2, 2016

Elizabeth Dabney, Data Quality Campaign
Deborah Gay, GA Department of Education
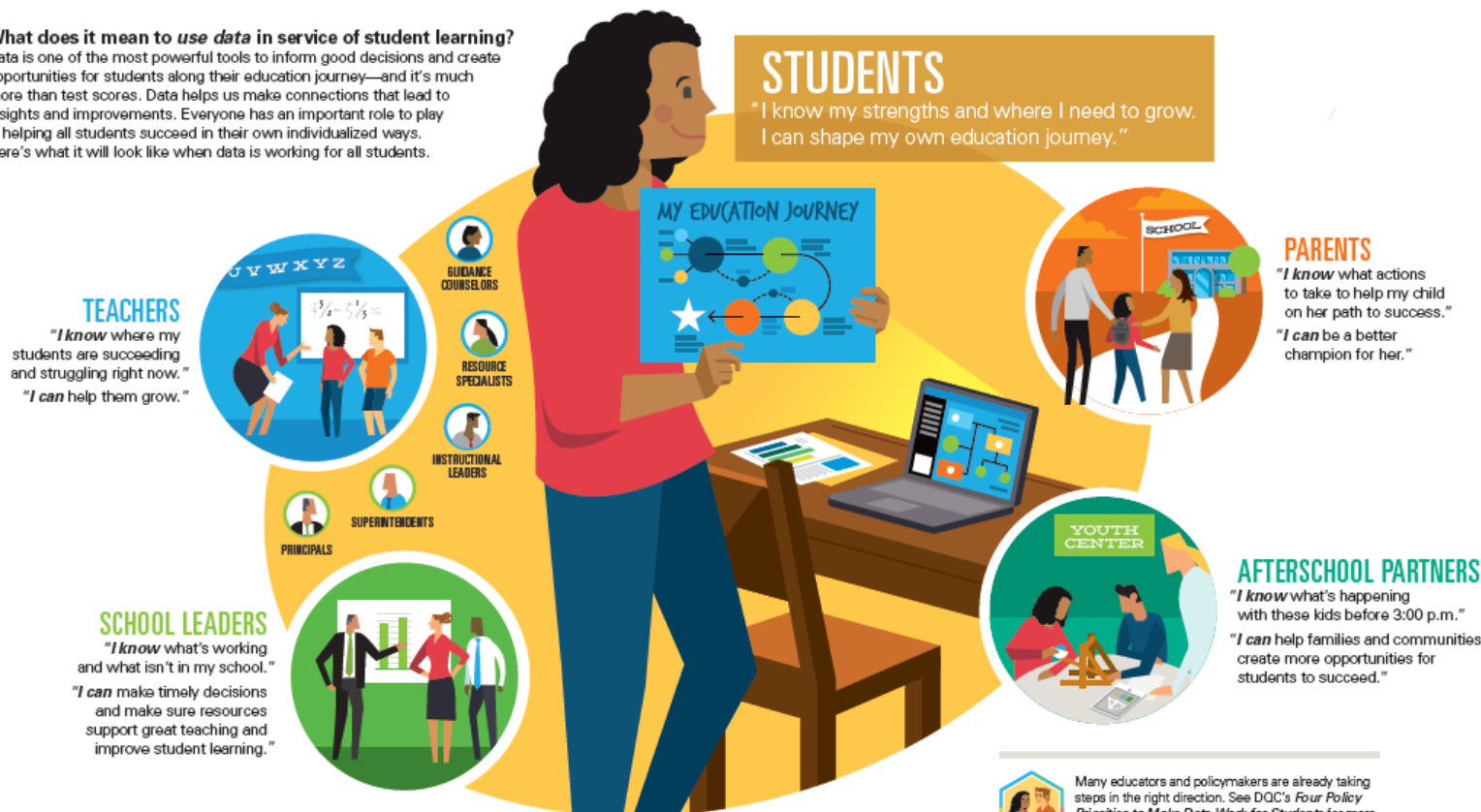Sandy Metts, GA Department of Education
Carol Seay, GA Department of Education
Robert Swiggum, GA Department of Education

THE BIG IDEA: When students, parents, educators, and partners have the right information to make decisions, students excel.

What does it mean to *use data* in service of student learning?
Data is one of the most powerful tools to inform good decisions and create opportunities for students along their education journey—and it's much more than test scores. Data helps us make connections that lead to insights and improvements. Everyone has an important role to play in helping all students succeed in their own individualized ways. Here's what it will look like when data is working for all students.

STUDENTS
"I know my strengths and where I need to grow. I can shape my own education journey."

MY EDUCATION JOURNEY

TEACHERS
"*I know* where my students are succeeding and struggling right now."
"*I can* help them grow."

GUIDANCE COUNSELORS

RESOURCE SPECIALISTS

INSTRUCTIONAL LEADERS

SUPERINTENDENTS

PRINCIPALS

SCHOOL LEADERS
"*I know* what's working and what isn't in my school."
"*I can* make timely decisions and make sure resources support great teaching and improve student learning."

PARENTS
"*I know* what actions to take to help my child on her path to success."
"*I can* be a better champion for her."

AFTERSCHOOL PARTNERS
"*I know* what's happening with these kids before 3:00 p.m."
"*I can* help families and communities create more opportunities for students to succeed."

Many educators and policymakers are already taking steps in the right direction. See DQC's *Four Policy Priorities to Make Data Work for Students* for more on making this vision a reality for all students.
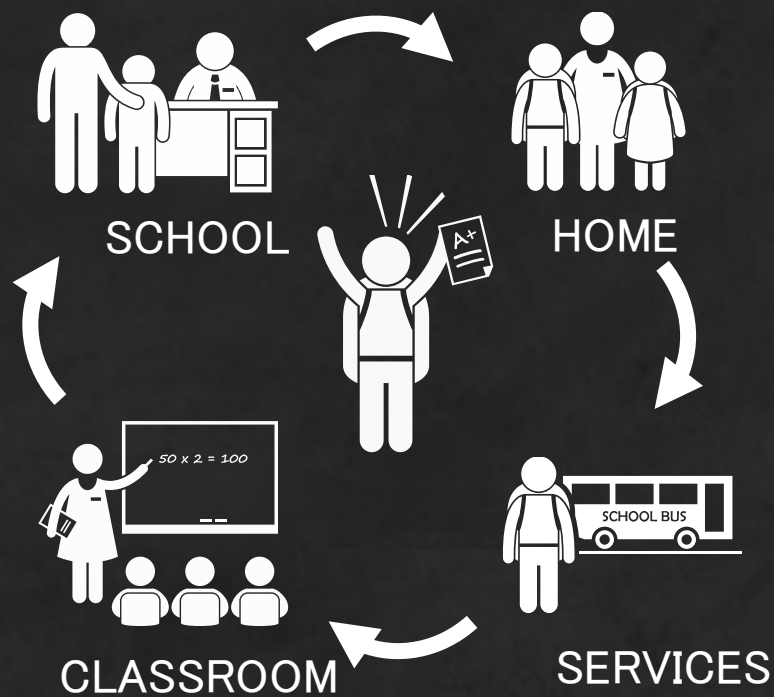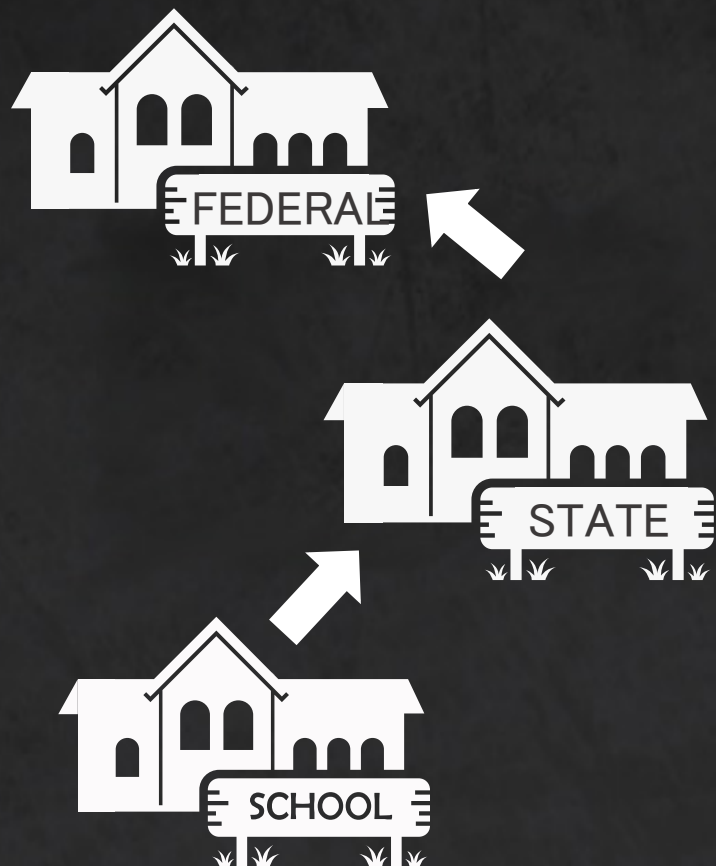
The Evolving Role of Education Data

From compliance...

...to information

From required…

FEDERAL

STATE

SCHOOL

SCHOOL

HOME

CLASSROOM

SERVICES

…to taking action

In a culture that values and uses information to drive continuous improvement...

Data needs to be the beginning of the story, not the end.

What is student data?

There are many types of data that support student learning—and they're so much more than test scores. But individual data points don't give the full picture needed to support the incredibly important education goals of parents, students, educators, and policymakers. See the types of data that can come together—under requirements like privacy and security—to form a full picture of student learning. When used effectively, data empowers everyone.

TYPES OF DATA

But what exactly do we mean by student data? Student data is collected from many sources and in many formats, although the type of data, and who can access it, varies.

ACADEMIC INFORMATION

- GROWTH
- COURSES
- ENROLLMENT
- GRADES
- COMPLETION
- GRADUATION

BY TEACHERS
- OBSERVATION
- ENGAGEMENT

TESTS
QUIZZES
ASSESSMENT

QUIZZES
TESTS
INTERIM ASSESSMENTS
ANNUAL ASSESSMENTS

TESTING

AGE
RACE
GENDER
ECONOMIC STATUS
SPECIAL EDUCATION NEEDS

JOEY

DEMOGRAPHICS

ATTENDANCE
BEHAVIOR
EXTRACURRICULAR ACTIVITIES
PROGRAM PARTICIPATION

ACTIONS

- HOMEWORK
- LEARNING APPS

BY STUDENTS

REQUIREMENTS

To get that full, clear picture, important requirements must be met for information to be truly useful and to empower people:

AVAILABLE
Data must be there when you need it.

COMPLETE
It must provide a whole picture of student learning.

RELEVANT
Data must be relevant to your needs.

SECURE
It has to be safeguarded and trustworthy.

EFFECTIVE
Educators and policymakers must have the skills to use data effectively.

JOEY MIGHT NEED A LITTLE HELP IN MATH

COMMUNICATE
Data must be used to communicate how students and schools are doing.

SUPPORT
It should be used to support leaders and educators.

IMPROVE
And data should be used to improve learning.

SUCCESS

The right data, in the right format, used the right way, empowers *everyone* with the information they need to make decisions and take actions that lead to student achievement.

JOEY

SUCCESS

Student success depends on parents who support their kids' academic growth at home.

Student success also depends on teachers to design effective instruction and individualized lessons.

PARENTS

EDUCATORS

POLICYMAKERS

And student success depends on policymakers to allocate resources and craft important laws.

STUDENTS

Every student's success depends on all of this coming together. And that's the real power of data.

When students, parents, educators, and policymakers have the right information to guide their decisions, students achieve their best.

The Every Student Succeeds Act (ESSA): New Opportunities

Background

- States have been using data for **accountability** and **transparency** for a long time.

- **Using data** to illuminate what's working for students–and what isn't–**is a legacy of the No Child Left Behind Act (NCLB).**

- **ESSA** represents a shift in the nation's approach to education, but it **is consistent with NCLB** in affirming that data matter to student success.

Four Policy Priorities to Make Data Work for Students

Everyone who supports students should have the right data in the right format at the right time to make decisions so that students excel. For this vision to become a reality, data must be transformed from a tool of compliance to one that empowers people and fuels continuous improvement. This is a set of recommendations for policymakers to achieve that transformation and make data work for students.

MEASURE WHAT MATTERS
Be clear about what students must achieve and have the data to ensure that all students are on track to succeed.

MAKE DATA USE POSSIBLE
Provide teachers and leaders the flexibility, training, and support they need to answer their questions and take action.

BE TRANSPARENT AND EARN TRUST
Ensure that every community understands how its schools and students are doing, why data is valuable, and how it is protected and used.

GUARANTEE ACCESS AND PROTECT PRIVACY
Provide teachers and parents timely information on their students and make sure it is kept safe.

DATA IN SERVICE OF LEARNING
People—like parents and teachers—need tailored information that they can trust to ensure all students' individual needs are met. A culture of effective data use means putting students at the center.

Culture of Data Use: State Level

Culture of Data Use: District Level

Data in Action: Henrico

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Culture of Data Use: District Level (cont.)

- Henrico County Public Schools in Virginia

- Provided parents of special education students with access to districtwide data that allowed them to compare school-to-school performance across a wide range of data points

- Distributed surveys that were specific to parents of students with disabilities

- Shared information with teachers and administrators

- Created a Special Education Advisory Committee

- Discipline of students with disabilities decreased by 32 percent

- Graduation rates of students with disabilities increased by 12 percent

Culture of Data Use: State Level

A Culture of Data Use Is Created When:

- The data are accurate.

- The data are timely.

- The data are accessible by the appropriate people.

- The data help them do their job.

Georgia's Path to a Culture of Data Use

- 190 Districts

- 2,300 Schools

- 1.7MM Students

- 3MM Parents

- 150,000 Teachers and Administrators

It All Started With a 8.9 MM From USDOE

- Approached districts

- I'm from the DOE and want to help

- Go away

- You don't understand I have money

- Go away

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The First Bump in the Road

The districts didn't trust the DOE or the data.

- 5th CIO in 7 years

- 50MM lost

- Multiple passwords and IDs

- Sent more data

- Had to leave local education agency (LEA) student information system

How Did We Get Past the Bump?

The Tunnel

- Eliminated the need for an ID and password

- No more data required

- No new security

- Districts control the access

How Did We Get User Engagement?

- Joint Application Development (JAD) sessions

- Asked for their input

- Listened to their input

- Used their input

- Showed them a prototype they designed

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What Does It Look Like?

District Access

LDS
- Longitudinal Data
- Current Formative Test Results
- Growth Data
- IEP System
- Digital Resources
- Online Testing Application With Items
- Gifted System
- Backpack for Students

GNETS Programs — Adding

Special Ed Dashboards — Potential Add

SST — Adding

Special Education Digital Resources — Adding

How Did the Culture Change?

- Slowly

- Voluntarily

Why Did the Culture Change?

- Accurate data

- Timely data

- Accessible data

- Help them do the job

Georgia Online IEP

Georgia Online IEP

- Easy Access for teachers and administrators
- Component of an integrated system
- Ensure quality of IEPs for students
- Improve specialized instruction for students
- Provide resources to support development of IEP
- Provide reports to assist administrators to ensure compliant practices

Georgia Online IEP (cont.)

- Georgia Online IEP (GO-IEP) combines data submitted to DOE in various reports to present student data to special education personnel accurately and securely.

- GO-IEP is an extension of and is accessed through the Statewide Longitudinal Data System, or SLDS.

Georgia Online IEP (cont.)

- GO-IEP provides an electronic permanent record for each student.

- **Transfer student data** are available the morning after the student's GTID is claimed.

- Demographics and educational information, such as historical assessment scores, are available in GO-IEP.

- One hundred Georgia districts (about 50%) will be participating in the GO-IEP in 2016–2017.

Features

Prepopulated with all relevant data, which GA Department of Education is able to access, including:

- Student name
- Birthdate
- GTID
- Address
- Race/ethnicity codes
- Grade

- ELL status
- Primary disability
- Results of state-required testing
- Previous Student Record event code dates

Example - Features

- Appropriate administrators and teachers can access student information.

- Appropriate special education staff can edit IEPs.

- Parental Consent to Evaluate and reevaluation forms are available.

- Meeting notices can be developed and parental response, notes, and outcomes can be recorded.

- Meeting dates are entered only on the meeting notice, which will feed to the date on any associated form.

Reports

- Can be exported to Excel
- Critical reports are displayed on the Dashboard
- Filtered by case manager – IEP and Eligibility due dates, GAA students, primary and secondary disability, interpreter needed
- Filtered by IEP – Accommodations, Extended School Year, goals for data collection, services, transportation, special considerations
- Meetings – by type and meetings not completed
- Progress Reports – overdue or due soon

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Creating Reports

Select What type of Reports to be generated

Logged System/District

Choose any one filters

Choose from given option

Reset the page to default settings

click to get the reports

Example - Timelines

Many reports are available in GO-IEP. Following are some examples of the types of reports that can be created and exported to Excel as needed.

Student Timelines

Student Information

Name:	Aderholt , Kenny	**GTID:**	9001026674	**Birthdate:**	1/20/1998
Grade:	11	**Service District:**	Dundee District	**Service School:**	Fort Benton High School

IEP Lapse Date:

Primary Disability: SPECIFIC LEARNING DISABILITY

Secondary Disability:

Days left to finish Annual Review: 307
Days left to finish ReEvaluation: 1038

Referral Reason

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Dashboard View

Primary Disability

Disability	Student Count
AUTISM	647
BLIND	8
DEAF	14
DEAF AND BLIND	5
EMOTIONAL/BEHAVIORAL DISORDER	210
HEARING IMPAIRMENT	15
MILD INTELLECTUAL DISABILITY	168
MODERATE INTELLECTUAL DISABILITY	76
ORTHOPEDIC IMPAIRMENT	31

CaseManager

Case Manager	Student Count
Barbara Dubois	760
Case Manager Thomas	17
CaseManager User9	6
Christina Bailey	386
Cindy Coweta	2
d d	19
Deborah Beverly	2
Diane Evans	47
Harold Lea	8

Eligibility

Lapsed Time	Student Count
LAPSED	201
LAPSE in 4 Weeks	6
LAPSE in 4-24 Weeks	313
LAPSE in >24 Weeks	2152
NO Eligibility	1784

IEP

Lapsed Time	Student Count
LAPSED	1504
LAPSE in 1 month	58
LAPSE in 2-3 months	29
LAPSE in > 3 months	514
NO IEP	2351

Student Status

Progress Report Status

Progress Report Status	Progress Report Count
OVERDUE PROGRESS REPORTS	1006
DUE IN 6 DAYS	26

Go-IEP Accuracy Checks

Accuracy addressed through the construction of the application, which may limit choices when appropriate.

- Page validations and audits will detect incomplete fields, date problems, and many other common issues.

- "Required" areas will generate a validation error (checking a single page) or an audit error (checking across all pages in a form and referencing other forms when needed).

- The IEP and eligibility cannot be "finalized" until ALL errors are cleared.

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Eligibility Checks and Balances

- Disabilities to consider are provided based on weaknesses identified in Student Data section.

- Significantly Developmentally Delayed age rule is considered for both initial and re-eligibility.

- Exclusionary factors must be completed with Yes/No responses and rationale for Yes responses.

- Final eligibility choices must include rationale.

- For students with multiple disabilities, the primary disability will be selected as part of the initial IEP or annual review.

Go-IEP Checks to Ensure All Identified Needs Are Addressed

Student Supports

- Will be pre-populated with any accommodation selected for state-required assessments

- Demonstrate a relationship between accommodations and needs–if any supports are listed, GO-IEP will require at least one weakness be indicated as requiring a support

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IEP Checks (cont.)

Transition Plans

- GO-IEP will ensure that the user has completed all required components of the Transition Plan when required due to grade and/or age.

- Transition assessment and date, strengths and interests, and course of study are required.

- Post-secondary transition goals will be connected to annual transition goals.

- Systems are not required to upload Transition Plans to the portal for the annual survey – DOE obtains this from GO-IEP.

IEP Checks (cont.)

Placement Options

- GO-IEP will require the user to check options "considered."

- GO-IEP will require an explanation of the need for services provided in environments other than general education, when applicable.

Services

- GO-IEP will require special transportation as a service if transportation is listed as a need.

- GO-IEP enforces date-range rules (i.e., can't implement prior to meeting, can't end more than 1 year minus 1 day from meeting date).

- At least one special education service is required–cannot have just a related service.

For More Information

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia-Online-IEP.aspx

Georgia Online IEP

Five years ago, a decision was made to provide an online IEP application that all schools in Georgia could use. The vision included the ability to write federally-compliant IEPs, with an easy-to-use interface and internal checks that would help teachers avoid the most common compliance issues. This application would store district IEP information and make reporting real-time and nearly effortless.

We have made amazing strides with the Georgia Online IEP (GO-IEP). At this time, all essential IEP and Eligibility functions of the system are in place. Over 70 districts have been trained and are now using GO-IEP. GADOE is currently prepared to support additional districts. GO-IEP can be used by systems with Infinite Campus, Schoolmax, Powerschool or Apsen as the SIS. If your system uses a different SIS, GADOE will provide information to assist the SIS in developing the appropriate access roles needed to work with GO-IEP.

For video tutorials and monthly webinars, click on GO-IEP Videos and Webinars.

For further information, please contact Micole Talley via email at mtalley@doe.k12.ga.us or by phone at 404-463-5939.

Downloads

Resources

- GO-IEP - A Brief Overview
- School Districts Using GOIEP
- Georgia Online IEP Demo Site
- Georgia Online IEP Application
- Georgia Online IEP - Reports Available

Special Education Dashboard

Georgia's Special Education Dashboard, District View

Special Education Applications Dashboard

School Year:	2016	⌄
District:		⌄

Application Name	Application Status	Start Date	Close Date	Submitted By	Submitted On	ReOpen
SE Timelines	Available for Data Collection	11/18/2015 12:00:00 AM	7/31/2016 12:00:00 AM			☐
SE Pre School	Not Yet Available	11/19/2015 12:00:00 AM	7/31/2016 12:00:00 AM			☐
Post Secondary	Available for Data Collection	2/1/2016 12:00:00 AM	7/31/2016 12:00:00 AM			☐
SE Continuation of Services	Not Yet Available	11/19/2015 12:00:00 AM	7/31/2016 12:00:00 AM			☐
SE PS Transition	Submitted	11/18/2015 12:00:00 AM	7/31/2016 12:00:00 AM			☐
SE Disproportionality Determinations	Available for Data Viewing					☐
SE District Determinations	Available for Data Viewing					☐

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Key Features

Data Entry

- Districts enter data directly into the dashboard
  - Timelines (SPP/APR Indicators 11 & 12)
  - Preschool Outcomes (SPP/APR Indicator 7)
  - Post-secondary (SPP/APR Indicator 14)
  - Post-secondary Transition (SPP/APR Indicator 13)
  - Continuation of Services

Data Viewing and Understanding

- Disproportionality Data
- District and Disproportionality Determinations
  - Rubrics and Letters
- Historical Data (prior years' data will be entered)
- Administrative Modules and Reports

Initial Eligibility (All Students) Child Find Timelines	SPP/APR INDICATOR 11		Babies Can't Wait (BCW) Transition Timelines	SPP/APR INDICATOR 12	
1. Total # of completed referrals		151	1a. Total # BCW Transition Conferences		0
			1b. Total # Transition referrals w/consents from BCW		0
2. Total Referrals minus Exceptions (Row 1 - Row 10)		146	2. Total Referrals minus Exceptions (Row 1b - Row 10)		0
3. # Eligible on time		117	3. # Eligible with IEP implemented BY 3		0
4. # Eligible late		2	4. # Eligible with IEP implemented AFTER 3		0
5. # Ineligible on time		29	5. # Ineligible BY 3		0
6. # Ineligible late		3	6. # Ineligible AFTER 3		0
7. Total # Completed on time		146	7. Total # Completed on time (by 3)		0
8. % Completed on time		100%	8. % Eligible with IEP implemented by 3		NA
9. Total # Completed late		5	9. Total # Completed late (after 3)		0
10. Total # Exceptions*	Exceptions 1,2,3	5	10. Total # Exceptions*	Exceptions 1,2,4,5	0
11. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		0	11. Total # Counted as late (Submit reasons for lateness for all timelines in the space below.)		0
12. % Completed late		0%	12. % Completed late		NA
13. Range of days late for "Total # counted as Late" (Row 11) — 1-10 days		0	13. Range of days late for "Total # counted as Late" (Row 11) — 1-10 days		0
13. — 11-30 days		0	13. — 11-30 days		0
13. — 31-60 days		3	13. — 31-60 days		0
13. — > 60 days		2	13. — > 60 days		0
Total		5	Total		0

Timeline		Exception*	Initials	BCW
Initial Eligibility or Babies Can't Wait	1.	Parent repeatedly fails or refuses to produce the child for evaluation.	5	0
	2.	Extenuating circumstances, e.g. illness, unusual evaluation needs, or revocation of parent's consent for evaluation.	0	0
Initial Eligibility	3.	Child enrolls in a school from another system with the 60 day timeframe in process and the parents have agreed to a different timeline.	0	
	4.	Parent refusal to provide consent caused delays in evaluation or initial services.		0
Babies Can't Wait	5.	Child referred to BCW less than 90 days before the 3rd birthday.		0

Postsecondary Outcomes FY 2015 Data Collection for 2013-2014 Exiters

System Data Submission

School Year: 2016

System ID: [ ]

System Name: [ ] County
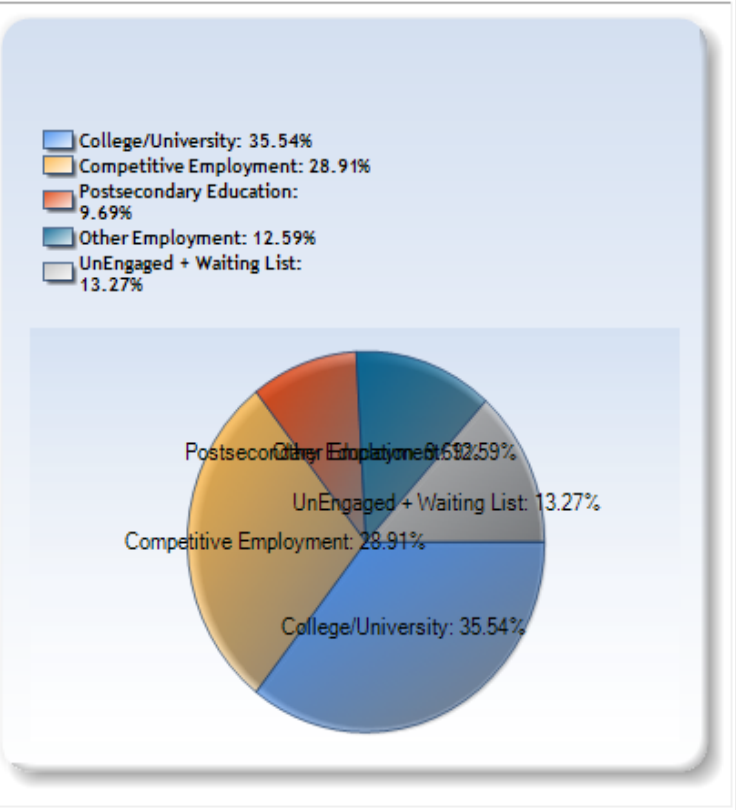
Total number of special education students exiting secondary education during the prior school year (Systemwide): 669

Element	Count	Percentage
College/University	209	35.54%
Competitive Employment	170	28.91%
Postsecondary Education	57	9.69%
Other Employment	74	12.59%
UnEngaged + Waiting List	78	13.27%
Total Respondents	588	NA
Survey Rate of Return	NA	91.59%
Deceased	0	
Unable to Contact	54	
Returned to High School	27	

- College/University: 35.54%
- Competitive Employment: 28.91%
- Postsecondary Education: 9.69%
- Other Employment: 12.59%
- UnEngaged + Waiting List: 13.27%

Download Activity Codes Download Postsecondary Definitions and Directions

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Disproportionality in the Special Education Dashboard

SIGNIFICANT DISPROPORTIONALITY AND DISCREPANCY

District: District Name

SWD Discrepancy - Indicator 4a	Race/Ethnicity Discrepancy - Indicator 4b	Significant Disproportionality - Events Per Students Ratio

Significant Disproportionality - Duration and Type	Significant Disproportionality - Identification	Significant Disproportionality - Placement

SIGNIFICANT DISPROPORTIONALITY - DURATION AND TYPE

FY16 Determination

District	Race/Ethnicity	Suspension Count	Value Added Suspension	Cumulative SWD Enrollment	Risk Ratio
	American Indian	0	0	2	0
	Asian	0	0	4	0
	Black	178	356	1437	3.05
	Hispanic	1	2	16	0.55
	Pacific Islander	0	0	1	0
	Two or More	1	2	22	0.4
	White	7	12	152	0.32
State of Georgia	American Indian	77	116	460	0.79
State of Georgia	Asian	182	282	3808	0.23
State of Georgia	Black	26066	42681	89640	2.22
State of Georgia	Hispanic	4031	6063	28584	0.64
State of Georgia	Pacific Islander	45	74	194	1.2
State of Georgia	Two or More	1509	2386	7528	1
State of Georgia	White	13594	20246	96220	0.53

*Data Source: 2015 June SR Data Collection

FY15 Determination

District	Race/Ethnicity	Suspension Count	Value Added Suspension	Cumulative SWD Enrollment	Risk Ratio
	American Indian	0	0	3	0
	Asian	0	0	4	0
	Black	275	512	1384	3.06
	Hispanic	0	0	11	0

Understanding the Data Makes a Difference…

LEA Director: "I know my district is significantly disproportionate for discipline, but what does that mean? Where are the data?"

GADOE: "Log in to the portal and view your district's data in the dashboard. You will see discipline events by race and ethnicity and the calculation formula to help you understand your data."

LEA Director: "Now that I can see my data and understand what this means, I can start doing something about it!"

Benefits for LEA Leadership

- One place to enter data for five applications

  - Data entered directly (for example Indicators 11 & 12, Child Find Timelines and Early Childhood Transitions, respectively)

  - Attachments easily uploaded (for example, students' Transition Plans for Indicator 13 Secondary Transition)

- One place to view Discrepancy and Disproportionality Data

  - Easy to check this data against their Student Information System data to ensure accurate reporting

  - Data are easy to understand and use

- Easy access to their District Determination and Disproportionality Determination Letters and Rubrics

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Benefits for DOE

- Saves time calculating disproportionality and preparing reports for districts

- Data are readily available for DOE staff to review and analyze.

  - Support to districts

    - Answering questions about data accuracy and use

  - Making connections with their data and their work

    - State Systemic Improvement Plan (SSIP)

    - Improvement initiatives

- The dashboard automatically generates District and Disproportionality Determination Rubric and Letters.

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How Did Data Change the Culture?

- Adequate Yearly Progress (AYP) - created the need for a more focused "line of sight" for student achievement.

    - Created Continuous Improvement Plans(CIP) – District and individual schools

    - Created Balanced Score Cards (BSC)

- *Each of these had SMART(Specific Measurable Achievable Relevant Time-bound) goals.*

Data Collection

- Access to data only by key district/school-level individuals
- Numerous resources had to be used to get the data:
  - Test reports
  - SIS – Student Information System
  - Nutrition department
  - RESA
  - State assessments
- Inconsistencies with data
- Time consuming
- Lag time receiving data

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Statewide Longitudinal Data System

- Access
  - Teachers are able to see data.
  - Teachers start to view students on a more personal level instead of being fed information
  - The process of collecting the information that creates a sense of ownership
- Data in one location
  - Teachers' time is limited – they will access the data from the computer in their room before they will go to the vault to look through a folder that does not have the information they are looking for.
  - Teachers can use the reports for RTI (Response to Intervention), TKES (Teacher Keys Effectiveness System), or any meeting.

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Statewide Longitudinal Data System (cont.)

- Timely
  - Teachers are demanding information they can use for student learning.
  - Immediate feedback creates better results.
- Accurate
  - Teachers distrust anything the minute they find out the information is incorrect – they trust the data in SLDS.
  - When viewing student data, they can see patterns and trends, which encourages them to address these issues.

The Power of SLDS

- Conversations in meetings are led by teachers and not by administrators.
- Teachers see the students' strengths and weaknesses.
- Teachers start to problem solve when they see issues.
- Meetings with students and parents become more powerful and engaging when they are shown the information within SLDS.
- Instructional strategies – the resources within SLDS encourage teachers to attempt strategies that are outside their comfort zone because they are within a couple of clicks.
- Resources – Teachers have added resources to their teacher pages for parents and students to access.
- Standards – Teachers use these to post and/or share with students or parents.
- Closing of gaps between subgroups – (ED, Ethnic, and SWD)

GO-IEP

- Efficient

  - Puts a "face" on the data – personalizes the data so that they know it is a child and not just a number
  - Allows immediate access to IEP – every person who instructs the child is able to immediately see what the exceptionality is of the child and the accommodations for the particular student

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GO-IEP (cont.)

- Efficient (cont.)

  - Timely to ensure compliancy – enables Special Education teachers to be sure they are holding the appropriate meetings
  - Ensures compliance for Behavior Intervention Plans (BIP)

GO-IEP (cont.)

- Educates

  - Help button – Before GO-IEP, teachers were just doing what they were told. Now, they are understanding why they are making the choices; they are based on the law.

  - Compliance – Teachers don't have to continually pull various folders to see the dates on which their students' meetings should occur.

- Assists

  - Assistant Principals who oversee discipline can easily access the Behavior Intervention Plans (BIP) to ensure they are in compliance.

  - A services report is available to verify that a student's current schedule matches services identified in the student's IEP.

Stay Connected

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dataqualitycampaign.org · @EdDataCampaign
bparton@dataqualitycampaign.org · edabney@dataqualitycampaign.org

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Project Officers: Richelle Davis and Meredith Miceli