

WEBVTT

1

00:11:45.240 --> 00:11:47.490

Heidi Metcalf: Good afternoon, Brian. Are you with us.

2

00:11:47.820 --> 00:11:48.720

Brian Boyd: Yeah, I'm here.

3

00:11:49.200 --> 00:11:50.880

Heidi Metcalf: Okay. When did you want to get started.

4

00:11:51.150 --> 00:11:52.440

Brian Boyd: Let's go ahead and get started now.

5

00:11:52.980 --> 00:12:02.700

Heidi Metcalf: All right, perfect. Let's see. Cindy is going to be monitoring the chat box for us with questions and Carla will be hosting as well.

6

00:12:12.990 --> 00:12:25.350

Heidi Metcalf: Right. I think that we've kind of leveled out our numbers are holding strong at 148. So we'll go ahead and get started, I want to welcome you to the first ever I think famous virtual conference.

7

00:12:26.520 --> 00:12:34.740

Heidi Metcalf: It's just exciting to be able to participate in this format and also seeing all of our ESC directors and project staff that

8

00:12:35.070 --> 00:12:50.550

Heidi Metcalf: Have attended that are attending the session as well as other district staff, just want to welcome you and thank you for coming and taking a look at ESC reporting. So, my colleague Carla green will also be presenting with me later in the PowerPoint.

9

00:12:51.930 --> 00:13:05.310

Heidi Metcalf: So a lot of slides that I've included in here for you today are simply placeholder slides just to so that you can have access to the information not gonna spend a lot of time on them, but I wanted you to have that as a resource.

10

00:13:06.900 --> 00:13:10.260

Heidi Metcalf: Okay not able to advance the slides.

11

00:13:12.360 --> 00:13:13.260

Heidi Metcalf: Sure, what's happening.

12

00:13:15.600 --> 00:13:16.500

Heidi Metcalf: Do you need to give me

13

00:13:18.480 --> 00:13:20.160

Heidi Metcalf: Access Brian

14

00:13:23.460 --> 00:13:23.820

Brian Boyd: I'm sorry.

15

00:13:24.270 --> 00:13:36.660

Heidi Metcalf: Okay, nevermind. I got it to go wasn't letting me go wasn't let me advance the slides. Okay, so today we're going to be talking about IDA data reporting our survey timelines, some of the data element changes for 2021

16

00:13:37.740 --> 00:13:44.820

Heidi Metcalf: A few data quality concerns. I wanted to bring to your attention as well as Carlos going to be sharing with you about some

17

00:13:45.570 --> 00:13:54.660

Heidi Metcalf: data elements that affects students enrolled in DJ programs. As I said at the beginning. If you have any questions, as I'm talking and you want to type them in the chat box.

18

00:13:55.260 --> 00:14:07.860

Heidi Metcalf: Be state coordinator Cindy Holloman is going to be monitoring those. And then if you don't get your question answered if there's time at the end we'll be glad to to answer those questions or you can follow up with an email afterwards.

19

00:14:09.090 --> 00:14:15.750

Heidi Metcalf: So under, under IDA Florida has to submit a variety of data from the student database.

20

00:14:16.350 --> 00:14:30.180

Heidi Metcalf: To the US Department of Education everything from child count to personnel discipline, you name it. And so it's very important that you know that whenever we submit data that is the data that has to be published. So you may

21

00:14:30.660 --> 00:14:35.340

Heidi Metcalf: So it was very oftentimes, especially during survey five when we have to actually

22

00:14:35.820 --> 00:14:48.030

Heidi Metcalf: Have a pull date for federal reporting and then once it's finally uploaded into Ed stats or it's, you know, publish someplace. You might say, well, why is it different in our la profile or it's different on the

23

00:14:48.510 --> 00:14:57.840

Heidi Metcalf: Website. That's because if you updated your data after it's been reported to the fits, then that's what we are required to report under the regulations.

24

00:14:58.680 --> 00:15:11.490

Heidi Metcalf: So in our also. We also the data that we submit is used to help us make la determinations, which went out last week to district superintendents, we also sent them to ESC directors.

25

00:15:12.600 --> 00:15:27.570

Heidi Metcalf: This data is also used to determine districts who have been identified for CC. He is comprehensive coordinated early intervening services, as well as data that's compiled for your le profiles and our annual state Performance Plan.

26

00:15:29.130 --> 00:15:35.820

Heidi Metcalf: Of course, the more that we can work together, the better and more accurate our data will be and

27

00:15:36.720 --> 00:15:43.320

Heidi Metcalf: So, you know, the reason why it's really important to make sure that your data is correct. Not only is it used for

28

00:15:43.980 --> 00:15:55.080

Heidi Metcalf: Determination, but it's also used for funding allocations, as well as financial implications, such as the CCE is when districts are identified for CC is

29

00:15:55.380 --> 00:16:10.920

Heidi Metcalf: They have to withhold 15% of their ID a grant to address disproportionality and addition. It's crucial when you're making policy decisions to improve your outcomes as well as our federal and state accountability measures.

30

00:16:11.430 --> 00:16:20.010

Heidi Metcalf: Here are the survey dates, we are still since it's still technically school year 2019 20 I wanted to give you the survey five date.

31

00:16:20.730 --> 00:16:34.890

Heidi Metcalf: Because it's coming up, July 24 the state will begin processing between July 20 and August 21 and right now we're looking at a preliminary data pool for federal reporting around October, the second

32

00:16:35.340 --> 00:16:45.870

Heidi Metcalf: In so what I'm what I was talking about earlier is you've got this time from October, the second through October 31 that did that districts can still amend their data, but

33

00:16:46.230 --> 00:16:56.850

Heidi Metcalf: We will not be getting it after October, the second, that is the date that we look at it and there is a link to all the survey data and then of course for the

34

00:16:57.750 --> 00:17:03.930

Heidi Metcalf: This was survey to from this year states or a five due dates obviously survey to

35

00:17:04.410 --> 00:17:15.360

Heidi Metcalf: That we get an October. That is what we use for your membership charts to determine our rank order. So we have very large districts large districts medium, medium small small

36

00:17:16.320 --> 00:17:25.050

Heidi Metcalf: We use that for child counts, of course, regular class placement early childhood settings. And then of course we use it for CC is in the

37

00:17:25.650 --> 00:17:36.840

Heidi Metcalf: For placement identification 75. On the other hand, is our all year data that's what we use for our discipline, including our strengths occlusion data.

38

00:17:37.230 --> 00:17:48.900

Heidi Metcalf: Are exiting data which is all of the withdrawal codes, it's used determine dropouts diploma certificates. It's also used to determine state or

39

00:17:50.550 --> 00:17:58.260

Heidi Metcalf: A standard graduation rate for, you know, that might have taken longer than four years, not the four year cohort.

40

00:17:58.560 --> 00:18:11.250

Heidi Metcalf: And then also we use it for the all year membership counts, which is used for CC is discipline calculation as well as our discipline indicators for a and for be which is our in school and out of school suspension data.

41

00:18:12.120 --> 00:18:19.620

Heidi Metcalf: Some key formats, just to remind you of that that we use to pull these student demographics exceptional student

42

00:18:19.920 --> 00:18:33.420

Heidi Metcalf: The Federal, State indicator status discipline, as well as the result of action student end of the year status and staff demographics. So for our students. We just want to call your attention to what's in red as as

43

00:18:34.230 --> 00:18:38.850

Heidi Metcalf: The grade level we this is something we're going to really need to pay attention to this year because

44

00:18:39.480 --> 00:18:51.840

Heidi Metcalf: We're going to be pulling out those five years five year old kindergarteners and we're going to be including them in our indicator five and previously our five year olds have been included in our preschool.

45

00:18:54.450 --> 00:18:55.800

Heidi Metcalf: Class placement data.

46

00:18:57.030 --> 00:19:05.190

Heidi Metcalf: Are exceptional student format hasn't really much changed time total school. What time was non disabled peers educational environments.

47

00:19:07.080 --> 00:19:20.730

Heidi Metcalf: And then here are some of the changes as I just said, Remember ages three to five for our IDA educational environment. We will be excluding the five year olds and kindergarten from the age three through five group this year.

48

00:19:21.570 --> 00:19:32.880

Heidi Metcalf: To meet the new requirements, it will be including those in the indicator five, which was previously for six to 21 but we will be including the five year olds and Kenny garden.

49

00:19:33.720 --> 00:19:44.940

Heidi Metcalf: In in that calculation of course the evaluation consent date. There was just a little name change that they thought would make it clear from date of consent for evaluation.



50

00:19:46.650 --> 00:20:00.300

Heidi Metcalf: And then we clarify the definition on the exceptional student plan date and then also for exceptionality other we added two categories language therapy and speech therapy. So a lot of times our students may not

51

00:20:01.110 --> 00:20:11.160

Heidi Metcalf: They may have an intellectual disability but they may not have ever acquired the speech or language impairment, but yet we want to note that they are getting therapy.

52

00:20:12.180 --> 00:20:22.770

Heidi Metcalf: So that's what that is for and then clarifications added for certificates of completion in the appendix, so be sure you take a look at that. So the evaluation consent date.

53

00:20:24.300 --> 00:20:33.030

Heidi Metcalf: This is the date the signed consent was received for initial evaluation to determine the students eligibility.

54

00:20:34.410 --> 00:20:48.570

Heidi Metcalf: And so that's just clearing up that language. And then we have the exceptional student plan date that you know. And one thing. Just want to remember because we get calls about this all the time in cases there are multiple IEP meetings that

55

00:20:49.650 --> 00:21:00.060

Heidi Metcalf: That are required to finish out completing the IP started you stop it. You start, stop it, remember the date of the last meeting is the one that should be used as the plan date.

56

00:21:00.600 --> 00:21:09.780

Heidi Metcalf: And then those are the two new codes under exceptionality other that I wanted to bring to your attention and then these are clarifications for certificate of completion.

57

00:21:10.920 --> 00:21:15.720

Heidi Metcalf: So who ate was updated to reflect the definition in

58

00:21:16.980 --> 00:21:30.960

Heidi Metcalf: Statute language, who A this is those students that received the 24 credit option, though, that was updated definition as well as the W AIT be which is the credit Excel.

59

00:21:32.070 --> 00:21:40.080

Heidi Metcalf: Now there is one day diploma code that only applies to 1920 because of code 19 and this is for graduates that

60

00:21:40.470 --> 00:21:52.920

Heidi Metcalf: Metal of this, the requirements to receive a standard diploma, but we're exempted from required assessments due to the cancellation of the 1920 statewide assessment. So only be valid for this school year only.

61

00:21:53.880 --> 00:22:06.300

Heidi Metcalf: Some data quality concerns that I wanted to bring to your attention, as you know, each fall we one of the factors in our la determinations is data validity. And so this is the

62

00:22:06.750 --> 00:22:10.170

Heidi Metcalf: This is what we use to determine that. So we pull

63

00:22:10.680 --> 00:22:18.090

Heidi Metcalf: Districts data of exceptional education IDA educational environment and we look at the ages three through five.

64

00:22:18.330 --> 00:22:27.570

Heidi Metcalf: So ages three through five excluding kindergarten students this year should only have IDA environmental codes AB, J, K, L, M, er, S.

65

00:22:27.930 --> 00:22:37.740

Heidi Metcalf: If your ages six through 21 or your five and you're in kindergarten and you should only be using the environmental codes of CDF HP and or z.

66

00:22:38.400 --> 00:22:49.530

Heidi Metcalf: So as you can see on the data element itself, you will see that the ages three through five excluding kindergarten students who are five. It's the noted there for you.

67

00:22:49.800 --> 00:22:55.530

Heidi Metcalf: And then also for students ages six to 21 the applicable codes will be including kindergarten students

68

00:22:56.100 --> 00:23:06.540

Heidi Metcalf: So if they're in kindergarten, they should have one of these codes and typically it is z. One of the things I also want to bring your to your attention about this particular code is that

69

00:23:07.380 --> 00:23:18.570

Heidi Metcalf: Districts that received their school level Ellery data. This year, some of them will call and say, hey, I thought you excluded correction facilities or

70

00:23:19.350 --> 00:23:23.850

Heidi Metcalf: Hospital hone down, you know, kids or whatever off of your LLC and we do

71

00:23:24.150 --> 00:23:34.620

Heidi Metcalf: That we do it off of the student records. So if you had a student that was enrolled in hospital homebound and you didn't change their environment code, we have no way of knowing if you have a school

72

00:23:35.130 --> 00:23:42.870

Heidi Metcalf: You know this ID JJ preventative facility or DJ facility itself and that students record does not get updated.

73

00:23:43.140 --> 00:23:59.070

Heidi Metcalf: That's correction facility is going to show up as a school on your LR a in your elementary school list. So we don't we don't exclude them by school. We have to exclude students by their, their environmental code that's in their student record.

74

00:24:00.600 --> 00:24:07.500

Heidi Metcalf: And this is where you're going to meet need to make sure that you have been putting this information in for those five year olds who will be in kindergarten.

75

00:24:08.070 --> 00:24:24.330

Heidi Metcalf: will now have to report this. Some districts already do this. Some may not. But this has to be reported when that record comes up so need to let all of your data entry clerks know about this important change as well as your ESC coordinators and staff that handled this

76

00:24:25.590 --> 00:24:35.070

Heidi Metcalf: The same thing with the time with non disabled peers will now have to have the kindergarten, the five year old students with disabilities who are enrolled in kindergarten will also have to report this.

77

00:24:35.820 --> 00:24:53.070

Heidi Metcalf: So this educational environments is now age based in grade based, meaning that district should use those applicable codes, just like previously mentioned, so the review process for this year we'll probably start sending out reports.

78

00:24:55.260 --> 00:24:57.870

Heidi Metcalf: Beginning of state processing. Let's see.

79

00:24:59.340 --> 00:25:08.760

Heidi Metcalf: Probably around the survey week is October 5 or the night. So the state processing, usually about a week later, we start sending out these weekly reports to let districts know

80

00:25:09.210 --> 00:25:19.950

Heidi Metcalf: How many errors they have because remember districts who do not correct 100% of their errors before survey to closes will lose a point and they're led determinations for 2021

81

00:25:20.430 --> 00:25:28.260

Heidi Metcalf: And the reason why we went to such a stringent rule is because I found out that if if we don't know what bucket, the child.

82

00:25:28.920 --> 00:25:41.130

Heidi Metcalf: goes in, there's no way that the child can be counted. So you lose the child count and that child count can be pulled for a variety of reasons. So it's very, very important that districts, get this right.

83

00:25:41.700 --> 00:25:47.130

Heidi Metcalf: So this is just an example of a report that you might see because this is a report for

84

00:25:47.550 --> 00:25:53.850

Heidi Metcalf: Students ages three to five excluding Kenny garden. However, you can see that there are some districts on here.

85

00:25:54.150 --> 00:26:04.740

Heidi Metcalf: That is highlighted in yellow that have some codes that are used for the six to 21 kiddos. So, therefore, you would need to find those students and fix those environmental codes, just as

86

00:26:05.040 --> 00:26:19.020

Heidi Metcalf: This report is 146 through 21 including the kindergarten students who are h5 have also also showing up that they have some pre K codes and so we give you specific instructions on how to

87

00:26:20.040 --> 00:26:31.530

Heidi Metcalf: Pull down the report and download it from the Northwest Regional data center to get to the student level so that those student records can be fixed. And this is a sample layout of that report when you get it.

88

00:26:32.640 --> 00:26:43.920

Heidi Metcalf: So we've been doing this exercise. Since at least 2008 2009 school year. And as you can see when we first started this, we had 9500 errors.

89

00:26:44.280 --> 00:26:54.480

Heidi Metcalf: And then after the reporting period, we could decrease it a lot. So it's been going down, down, down, down, down, but for some reason. Last year we had them all corrected. But when the final survey.

90

00:26:55.230 --> 00:27:06.690

Heidi Metcalf: Was final we got the final report. There were 27 errors. Still, that's just popped up like illness and gremlins gotten there. What's a few districts did not get their 2.4

91

00:27:07.110 --> 00:27:16.230

Heidi Metcalf: Validity on their data for there le a determination as a result and to you'll notice, last year we only had it. We started out with 1000 errors.

92

00:27:16.620 --> 00:27:26.550

Heidi Metcalf: And then I mean 1819 in the 1920s, when we did this exercise last October. We had over 1400 so we just really haven't figured out what calls that

93

00:27:27.150 --> 00:27:33.930

Heidi Metcalf: This year I probably expect that to be a little higher because of the change in our five year olds that are going to be canal counted in the kindergarten.

94

00:27:35.010 --> 00:27:45.840

Heidi Metcalf: Bucket for ages six to 21 in our indicator five so hopefully people will be our ESC directors and staff will be paying attention and get those corrected we send those out.

95

00:27:47.280 --> 00:27:55.800

Heidi Metcalf: So data verification, just to show you the errors that were identified after the correction period and 1718 so we're almost 500

96

00:27:56.130 --> 00:28:04.050

Heidi Metcalf: And then we we switch the determination to say because before if if a district had at least 95% of their errors fixed

97

00:28:04.380 --> 00:28:11.730

Heidi Metcalf: Or at least or no more than 10 errors we would go ahead and give you the point, but we made the change in 1819 to begin

98

00:28:12.330 --> 00:28:25.920

Heidi Metcalf: Making it 100% because our data should be 100% accurate all of our students should be counted and that year, we only had seven errors. After the correction period, but this year there were 27 errors identified after the corruption period.



99

00:28:27.090 --> 00:28:36.480

Heidi Metcalf: So common questions that we get during this verification process is, you know, they want to know what can you send me a list of students.

100

00:28:36.900 --> 00:28:44.220

Heidi Metcalf: That were coded incorrectly, rather than having to go pull the report. And so, just so you know we our office does not have access to any student level data.

101

00:28:44.580 --> 00:28:48.840

Heidi Metcalf: The only student level data that we have access to is the students that are

102

00:28:49.470 --> 00:28:58.200

Heidi Metcalf: being reported for incidents of restraint and seclusion, because we oversee the database for that. Other than that, we don't have access to any student level data.

103

00:28:58.680 --> 00:29:03.210

Heidi Metcalf: And the other question is, is when is the last day. I can submit corrections for Laurie and the answer.

104

00:29:03.990 --> 00:29:12.960

Heidi Metcalf: Because it's a survey to the last day for corrections is December the 15th. But of course, the earlier you can get your correction submitted it can be verified because

105

00:29:13.740 --> 00:29:23.580

Heidi Metcalf: You know, we won't. We won't send out a report after December 15 and tell you to correct. So you want to give them, you know, check that report every time we send it out, make sure you don't have any errors on there.

106

00:29:25.080 --> 00:29:29.910

Heidi Metcalf: Alright, so another data quality concern that we have is about student discipline.

107

00:29:30.960 --> 00:29:41.700

Heidi Metcalf: The reason why is because we have five categories of discipline that we look at for various indicators and even for CC is implications.

108

00:29:42.270 --> 00:29:51.540

Heidi Metcalf: We look at greater than 10 days out of school suspension and less than 10 days out of school suspension. We look at greater than 10 days for in school suspension and greater than

109

00:29:51.900 --> 00:30:06.090

Heidi Metcalf: Or 10 days or less for in school suspension. And then we also look at count of discipline incidents. So there's four. There's four categories we look at it by student count and one category that we look at it by incident count.

110

00:30:07.200 --> 00:30:18.450

Heidi Metcalf: So it's real important that you pay attention to the duration and discipline action code. It's particularly for restraints occlusion because of the Office of Civil Rights data collection.

111

00:30:19.050 --> 00:30:30.570

Heidi Metcalf: That collection comes from the Student Information database, not from the beast database. So students that are being restrained or secluded

112

00:30:31.350 --> 00:30:35.190

Heidi Metcalf: That have disabilities, not only have to have the report and follow

113

00:30:35.880 --> 00:30:42.060

Heidi Metcalf: The guidelines in the bees restraint and seclusion, but also it has to be reported in the student information system.

114

00:30:42.420 --> 00:30:53.430

Heidi Metcalf: And so we began doing is sending out comparison reports of what's in the bees database versus what's in the student information database and you should always have at least minimum

115

00:30:54.060 --> 00:31:11.460

Heidi Metcalf: Of what's in this these database in your student information database, if not more. You should never have less. And so those discipline and results in action codes are seclusion is the L code and mechanical restraint is m and physical restraint is our and that's how that is reported.

116

00:31:12.840 --> 00:31:15.420

Heidi Metcalf: So I think I just kind of went over that.

117

00:31:16.920 --> 00:31:32.940

Heidi Metcalf: The also today ESC directors were sent out notifications, letting them know beginning on July one, that this was strengths occlusion database will not be accessible through the current website, you will have to have

118

00:31:33.630 --> 00:31:42.060

Heidi Metcalf: As single sign on access, which means that your districts SS O contact will have to give you access to

119

00:31:42.390 --> 00:31:56.310

Heidi Metcalf: The BS or strengths occlusion system, district level users. And then, of course, once the district level users have been added, then the school level years users will also need the same access. So this is something to pay attention to instructions were sent out today.

120

00:31:58.590 --> 00:32:12.090

Heidi Metcalf: Withdrawal codes exiting data is super, super important because it's used for all kinds of things such as our drop out data are our students with disabilities who are exiting with a state or diploma.

121

00:32:13.290 --> 00:32:19.920

Heidi Metcalf: We look at GD adult ed you all these things, how they're being accident is super important that you get it right. And so remember

122

00:32:20.700 --> 00:32:37.110

Heidi Metcalf: That this happens during survey five and then we did a crosswalk here for you. Just for your information to show you that that federal reporting category exit category is reported under versus indicator one category for each one of those and then

123

00:32:38.580 --> 00:32:46.860

Heidi Metcalf: Nothing really new here frequently asked questions if an ESC student is graduating with both the concordance store score for the reading requirement.

124

00:32:47.220 --> 00:32:54.630

Heidi Metcalf: And a waiver of the algebra one requirement which diploma code would be reported a Debbie fit for the concordance store score.

125

00:32:54.960 --> 00:33:08.370

Heidi Metcalf: Or W RW because of the waiver, which code takes precedence. So either code would be correct, because no standard diploma takes precedence over another one. So we oftentimes will refer you, that's a local decision.

126

00:33:08.940 --> 00:33:15.120

Heidi Metcalf: And of course, the standard diploma rate is the same as the federal cohosh cohort graduation rate and the answer is no.

127

00:33:15.540 --> 00:33:22.500

Heidi Metcalf: The standard diploma rate is based on this Exeter's during a single year who accident with a standard diploma.

128

00:33:22.800 --> 00:33:31.500

Heidi Metcalf: But the federal cohort graduation rate is based upon a four year cohort on the same schedule to graduate. Within four years and arm.

129

00:33:32.310 --> 00:33:41.550

Heidi Metcalf: Is the, what are the is the group that actually calculates that best is not calculate your for your cohort, we calculate the standard diploma right now.

130

00:33:42.480 --> 00:33:52.350

Heidi Metcalf: The measurement table for our next submission of our SP APR for all of our federal indicators will be february of 2021

131

00:33:53.040 --> 00:34:07.800

Heidi Metcalf: But it will be based on our 19 or excuse me, are eight let's say 1920 1819 graduation yes at 1819 graduation. So it's a year behind is how it works. But beginning

132

00:34:08.520 --> 00:34:14.190

Heidi Metcalf: With the graduation data for this next year indicator one will be changing from

133

00:34:14.940 --> 00:34:22.530

Heidi Metcalf: Both supposed to change. Now they headed out for comment and anything that happened that if it's if it happens like the what they propose, they will be using the standard

134

00:34:22.980 --> 00:34:27.480

Heidi Metcalf: The standard diploma right for indicator one rather than the Federal cohort graduation rate.

135

00:34:28.470 --> 00:34:36.570

Heidi Metcalf: And then I've mentioned CC is several times throughout this presentation. And it's just going to give you a little bit more information about this. I don't want to get into the weeds but

136

00:34:37.200 --> 00:34:47.880

Heidi Metcalf: There are voluntary coordinated intervening services and mandatory so districts can choose up to set to use up to 15% of their allocation to address.

137

00:34:48.930 --> 00:34:58.950

Heidi Metcalf: early intervening services but districts who are mandatory must use all of their 15% to dress, dress. Their disproportionality.

138

00:35:00.360 --> 00:35:12.390

Heidi Metcalf: Identification for CCS comes from survey to placement comes from survey to and then of course discipline comes from survey five. And remember, we're looking at risk ratio and

139

00:35:13.500 --> 00:35:15.960

Heidi Metcalf: The categories by races, we're looking at

140

00:35:17.280 --> 00:35:24.360

Heidi Metcalf: Looking for disproportionality for CC is. And here are the categories as just a little reminder great little thing to hang on your

141

00:35:24.690 --> 00:35:34.440

Heidi Metcalf: bulletin board, but I don't know if you're like me, since I've been teleworking I have not had to have all kinds of bulletin boards and papers and folders and things. So you can be you.

142

00:35:35.190 --> 00:35:47.580

Heidi Metcalf: I don't know if you're like me, but I was very surprised that I have a little notebook sitting beside my desk at home, not stacks and stacks of papers and folders, but this is a good one to to just have stuck someplace.

143

00:35:49.020 --> 00:36:00.240

Heidi Metcalf: And of course, our la determinations went out last week to our superintendents and in those letters districts were notified if they met requirements or if they needed assistance.

144

00:36:00.660 --> 00:36:11.610

Heidi Metcalf: Or need needed intervention and also in addition we included in those letters. Also, we identified the area of support that these would be providing whether a district.

145

00:36:12.630 --> 00:36:19.590

Heidi Metcalf: Was getting a follow up because they got an onsite visit last year or a district that may be identified for

146

00:36:20.490 --> 00:36:31.710

Heidi Metcalf: Having a desktop monitoring call in lieu of an onsite visit. And then we also notify districts that were identified for having an onsite visit. Now, you asked me, How are we going to do an onsite visit

147



00:36:32.340 --> 00:36:36.150

Heidi Metcalf: We don't know. We gotta get started with school first. So we may

148

00:36:37.050 --> 00:36:49.110

Heidi Metcalf: You know, end up doing a virtual type of intensive onsite visit. But, you know, we're just all being flexible and we're just going with it and we'll take the punches as they come for sure. So, for

149

00:36:49.560 --> 00:36:56.640

Heidi Metcalf: Your criteria for LA determination. This is super important because if you don't meet requirements, your district cannot

150

00:36:57.210 --> 00:37:11.310

Heidi Metcalf: reduce their maintenance of effort, which is a fiscal implication. So this is why this data is so, so important. So if you're identified CC is your automatically and need assistance, no matter what your determination would have been because

151

00:37:11.640 --> 00:37:17.520

Heidi Metcalf: You can't reduce maintenance of effort if you're identified as CCE is therefore you cannot meet requirements.

152

00:37:18.870 --> 00:37:27.750

Heidi Metcalf: Step two. One of the things I want to point out about the CCE is if a district has been identified in the same category.

153

00:37:28.050 --> 00:37:38.220

Heidi Metcalf: For multiple years they move to the needs intervention category. However, this year we wanted to recognize districts who are making improvements.

154

00:37:38.550 --> 00:37:49.800

Heidi Metcalf: And they are decreasing their risk or decreasing the number of incidents, but yet their risk ratio may not always show that improvement. So those districts that were showing improvement.

155

00:37:50.910 --> 00:37:58.410

Heidi Metcalf: In their decreasing their risk by at least 0.05% or more

156

00:37:59.580 --> 00:38:08.460

Heidi Metcalf: Over the three year period, we did not put those districts in need substantial intervention. We left them in needs intervention.

157

00:38:09.960 --> 00:38:27.840

Heidi Metcalf: So the step two of the LA determinations for districts that are not identified with CCE is we look at compliance and these are the compliance indicators that we look at making sure that you haven't had any audit findings, of course, we look at disproportionality. We look at

158

00:38:28.920 --> 00:38:46.710

Heidi Metcalf: The SPP 11 is really important because that's at least 95% of students with parental consent to evaluate where evaluate within 60 days. And right now, because that is a federal indicator. The we have not gotten any word if there's going to be any leeway for four states, which is essays.

159

00:38:47.970 --> 00:38:52.560

Heidi Metcalf: Due to covert 19 and the implications of covert 19. And then, of course,

160

00:38:53.850 --> 00:39:11.340

Heidi Metcalf: Submission a valid and reliable data for indicators, five, and six. That's correcting your errors as well as the submission of timeliness because previously we had timeliness and validity in the same point. But we split those up in

161

00:39:12.720 --> 00:39:25.080

Heidi Metcalf: To show that you can be timely, but it needs to also be reliable data that you're reporting as well. Now our performance indicators back in 1617 I believe was the first year that we

162

00:39:27.090 --> 00:39:37.470

Heidi Metcalf: Added the performance indicators we use graduation rates dropout rates and Ill rewrites in this calculation and then we add up your total points. And that's how we get your values.

163

00:39:39.180 --> 00:39:52.830

Heidi Metcalf: This is the the determination criteria that we use. We set targets using our state advisory committee, our stakeholders, our strategic plan teams to set the targets each year. So the targets that will be used for the

164

00:39:53.970 --> 00:40:09.510

Heidi Metcalf: That means next year's to LA determinations actually come from your 1920 graduation rate. Hopefully you guys have already figured out what those are going to be as well as your dropout rate. And then, of course, regular class placement target war main 85% for now.

165

00:40:10.950 --> 00:40:18.750

Heidi Metcalf: La profiles were published and online. A few weeks ago ahead of schedule. And if you haven't looked at your districts la profile.

166

00:40:19.020 --> 00:40:37.290

Heidi Metcalf: Please do so because we've added a new section, section five is the additional federal requirements. So I just wanted to. This is the state profile. I want to show you the example that we for Section five is the CC. He is so we've been able to publish districts

167

00:40:39.720 --> 00:40:45.840

Heidi Metcalf: risk ratios for the last three years, as well as the 1% data by subject.

168

00:40:48.120 --> 00:40:55.560

Heidi Metcalf: For each of the Le A's that under ESA regarding students taking the alternate assessment.

169

00:40:57.120 --> 00:41:09.660

Heidi Metcalf: So this is an example. The performance report that's very helpful when you are presenting to your stakeholders to show how you did how if you met the L if you've met the state target or not.

170

00:41:10.830 --> 00:41:16.170

Heidi Metcalf: So it has all the indicators. So that's like the last section in the performance report.

171

00:41:17.940 --> 00:41:25.830

Heidi Metcalf: And I'm going to stop right there. I want to make sure that Carla has enough time. So, Carla, I will move your slides for you if you're ready.

172

00:41:26.340 --> 00:41:35.940

Cgreene-admin: Yes, thank you. Heidi I'm Carla green. I'm the juvenile justice education program director at do we, and for project in so i'm i'm glad to be here and be able to present to you today.

173

00:41:36.600 --> 00:41:47.850

Cgreene-admin: So on this first slide that you see here are our survey five key formats for DJ accountability and and these formats. They really do they really do drive our DJ accountability ratings.

174

00:41:48.150 --> 00:41:56.490

Cgreene-admin: So it's just really important to have those students demographic formats Industry Certification career technical education student and core schedules.

175

00:41:56.970 --> 00:42:02.940

Cgreene-admin: Prior school status and student attendance and then end of year status, which is of course the diplomas.

176

00:42:03.570 --> 00:42:16.710

Cgreene-admin: And I just added a note there at the bottom that. Additionally, those, those we need to verify the teacher course records and those are collected in surveys 123 and four because that is also an accountability component. So thanks, Heidi. Next slide.

177

00:42:17.850 --> 00:42:26.130

Cgreene-admin: So we are really excited to announce that we have two new withdraw codes and these are specific to DJ students, starting in 2021

178

00:42:26.550 --> 00:42:36.270

Cgreene-admin: And honestly, we we listen to you all in the districts, we receive feedback from our stakeholders. It's really a shout out to project in and and

179

00:42:36.600 --> 00:42:44.580

Cgreene-admin: And working so diligently with the districts in their early warning systems. So they there. This was a recommendation by a lot of you.

180

00:42:45.000 --> 00:42:55.560

Cgreene-admin: And just to share these with you. So we have the W three d and that's any any of our students who withdraw to an to attend a DJ J school and another district in Florida.

181

00:42:56.100 --> 00:43:00.990

Cgreene-admin: And I just want to share a couple scenarios that because I think that's important when when to use these

182

00:43:01.620 --> 00:43:12.000

Cgreene-admin: So it's doing it when a student is taken into custody and held in a secure DJ detention center while awaiting court disposition in another district. So if you do not have a

183

00:43:12.300 --> 00:43:25.080

Cgreene-admin: Detention Center center in your district. They may be sent to another district. Okay, second one which is going, actually. Thank you. The second one would be a, a student and a DJ detention center.

184

00:43:26.100 --> 00:43:34.290

Cgreene-admin: Is that that student is adjudicated to a residential facility in another district it. The majority of

185

00:43:35.100 --> 00:43:45.360

Cgreene-admin: These codes. The W three d are going to comfortable that too. So these students that are in detention centers and they're dedicated and explain that those terms in just a couple of minutes on another slide.

186

00:43:46.050 --> 00:43:51.840

Cgreene-admin: But when those students are sent to another district that that's going to be the majority of of

187

00:43:52.680 --> 00:44:04.260

Cgreene-admin: The schools do using this code for these students. And then the last one. If a student is transferred from one DJ program to a different DJ program in another district which often happens as well.

188

00:44:05.070 --> 00:44:12.300

Cgreene-admin: Then that's then that second new code that would be for any student who would draw to attend a DJ J school in the same district.

189

00:44:12.750 --> 00:44:26.250

Cgreene-admin: So a few scenarios of of when you would use that code, so a student is taken into custody held in a secure DJ detention center. While waiting court disposition and that would be if you have a detention center in your district.

190

00:44:27.570 --> 00:44:35.100

Cgreene-admin: A student is withdrawn to enroll and non residential DJ prevention program in the same district. So if you have a pace center for girls.

191

00:44:35.340 --> 00:44:43.140

Cgreene-admin: And a my kids program. Those are the. Those are the type of programs that were that were talking about. So those are non residential programs in your district.

192

00:44:44.250 --> 00:44:53.610

Cgreene-admin: Then also, that last bullet, a student is transferred from one DJ program to a different DJ program in the same district. So we are excited about those two new codes.

193

00:44:54.150 --> 00:45:05.790

Cgreene-admin: So you might be asking the why the why behind those two new codes, other than the feedback, but really we we receive feedback because so many of you are looking at your federal graduation rate.

194

00:45:06.120 --> 00:45:15.420

Cgreene-admin: So he is really going to help us with for two reasons help with calculating our DJ accountability ratings, but also calculating federal grad rate.

195

00:45:15.900 --> 00:45:26.550



Cgreene-admin: Because are the students that if a student goes to a DJ J school there walk back to the last Nandi J J school so they may leave a district.

196

00:45:27.270 --> 00:45:30.690

Cgreene-admin: They may leave your district and go to a DJ residential program.

197

00:45:31.290 --> 00:45:40.740

Cgreene-admin: So we've we've kind of I've had several trainings, out of sight, out of mind that can't be our students because they are being walked back to you. So this is really given us a mechanism.

198

00:45:40.950 --> 00:45:50.760

Cgreene-admin: To track these students and they're really, it's really going to assist those of you who work with early warning systems and keeping those students who who will remain in your cohort.

199

00:45:52.140 --> 00:45:52.860

Cgreene-admin: How you. Next slide.

200

00:45:54.000 --> 00:45:58.890

Cgreene-admin: So I think it's really important to understand what adjudication means because

201

00:45:59.220 --> 00:46:07.860

Cgreene-admin: Those of you who are who are completing these elements in and putting this information in it's helpful to understand these terms. So when it comes to DJ. We did have

202

00:46:08.250 --> 00:46:13.380

Cgreene-admin: We did have a change in definition and this particular element 115660

203

00:46:14.070 --> 00:46:24.510

Cgreene-admin: So this, this that definition says these are students and DJ residential detention county jail or city jail. And that's the length of the purse scribe program.

204

00:46:24.930 --> 00:46:34.260

Cgreene-admin: Equals that length of adjudication. So if a student is in not one of these list of programs. So all the programs listed above their if they're not listed in that program there.

205

00:46:34.980 --> 00:46:40.920

Cgreene-admin: If they aren't adjudicated then that data element doesn't apply. So if you look at that right side.

206

00:46:41.850 --> 00:46:47.430

Cgreene-admin: Just, I kind of gave you the flowchart of what that adjudication means. So when a student is detained.

207

00:46:48.120 --> 00:46:54.570

Cgreene-admin: They're going to undergo a judo Tory hearing. So that's a non jury trial when they're in detention, so not

208

00:46:55.050 --> 00:47:04.050

Cgreene-admin: Not every student who is in DJ detention is adjudicated so they're still waiting trial. So, therefore, this element does not apply to all students.

209

00:47:04.680 --> 00:47:14.400

Cgreene-admin: BUT ONCE IN A judge rules that the student committed a delinquent act or violation of law and is therefore adjudicated delinquent. Once that happens, they

210

00:47:14.940 --> 00:47:23.340

Cgreene-admin: Once they are adjudicate they they may be held in that detention center for a few days until they're transferred. Okay, so then that is when that element should be used.

211

00:47:23.820 --> 00:47:40.770

Cgreene-admin: In that in that DJ detention center so they may be waiting until they go to a residential program. But at that time when they do go to a residential program that means they're adjudicated delinquent and that element really should be used for every student in a DJ residential program.

212

00:47:41.970 --> 00:47:57.360

Cgreene-admin: You're the best I can tell you to do is really communicate with those education representatives at the DJ detention center and I really focused on them, but also with that county and city jail that's it's really key to really know when those students have been adjudicated

213

00:47:58.800 --> 00:47:59.640

Cgreene-admin: Have you. Next slide.

214

00:48:01.320 --> 00:48:13.260

Cgreene-admin: This particular element 115680 we revise the definitions to really to align with Title One neglected and delinquent reporting. So prior to this coming school year 2020

215

00:48:14.100 --> 00:48:28.500

Cgreene-admin: Yes 2021 that it. We had co D. And that was for any educational services and DJ programs or I should say any DJ program. So starting this next year 2021 we have

216

00:48:29.220 --> 00:48:42.090

Cgreene-admin: Really separated the decode into two. So we now have Cody and CO t. So, Cody will be for students and residential DJ programs and then code t will be those in non residential programs.

217

00:48:43.590 --> 00:48:58.920

Cgreene-admin: So that's, that's the new information for DJ residential and I will, you'll have my information at the end my contact information so I'll be happy to answer any questions if you email me and I'll and I'll also look at the chat box as well. Heidi.

218

00:48:59.910 --> 00:49:05.160

Heidi Metcalf: Thank you. Carla. These are the web links that we have available for you.

219

00:49:06.480 --> 00:49:11.460

Heidi Metcalf: For easy access, of course, the student and staff database manuals, as well as the BS.

220

00:49:12.120 --> 00:49:26.400

Heidi Metcalf: Homepage and then our page, which is our program accountability assessments and data systems which we are the pad section of BS. There's our page. And that's where you can find all of the Elliott profiles, the calculation guide.

221

00:49:28.500 --> 00:49:34.140

Heidi Metcalf: You know all things data and our accountability. In addition, the the

222

00:49:35.460 --> 00:49:48.690

Heidi Metcalf: The Ed stats portal is off the link is on here as well as any other data publications and reports, it's on the accountability page and then the IDC if you've never looked at the resources that are available at

223

00:49:49.140 --> 00:50:03.420

Heidi Metcalf: The IDC which is the IDA data center. Their website is full of resource resourceful information, especially the calculator that they have for districts and states to use for calculating disproportionality.

224

00:50:04.050 --> 00:50:06.870

Katie Bledsoe: There's the calculation guide link.

225

00:50:08.310 --> 00:50:25.620

Heidi Metcalf: We forgot to put the link to the profiles, but we will get that on our page and then Carla has also put the link to juvenile justice education. And then I'm going to stop and see Cindy tech check in with you to see if there were any questions that that you were

226

00:50:26.970 --> 00:50:29.850

Heidi Metcalf: You were answering in the chat box. So Cindy, if you want to unmute

227

00:50:32.700 --> 00:50:35.790

Cyndi.Holleman: I responded to most of them do I need to read them all.

228

00:50:36.120 --> 00:50:39.480

Heidi Metcalf: Well, if there were some common ones that we got so everyone can hear them.

229

00:50:40.140 --> 00:50:41.850

Cyndi.Holleman: Okay, let me go through

230

00:50:43.560 --> 00:50:43.980

Katie Bledsoe: Well, no.

231

00:50:52.500 --> 00:51:08.460

Cyndi.Holleman: There was a had a couple of questions about the restraining the seclusion system and that is still is still has to be recorded in the student information system as well as the BS application.

232

00:51:09.540 --> 00:51:16.830

Cyndi.Holleman: Districts will be notified when when they will be a change to that. But for this year. It's going to be the same but

233

00:51:18.510 --> 00:51:20.580

Heidi Metcalf: We also have a question that

234

00:51:21.660 --> 00:51:27.960

Heidi Metcalf: Famous is going to be giving away a door prize. So we don't want to forget that Brian, how are we doing on time.

235

00:51:28.800 --> 00:51:30.570

Katie Bledsoe: We're doing good work.

236

00:51:31.290 --> 00:51:31.500

Okay.

237

00:51:33.060 --> 00:51:37.560

Heidi Metcalf: Anything else anybody have any other questions before we do our question for the door prize.

238

00:51:40.590 --> 00:51:41.700

Katie Bledsoe: Another side of clover.

239

00:51:47.970 --> 00:51:53.790

Heidi Metcalf: I'm not able to see the chat box. So that's why I'm can't really see right now. What's going happening. Okay, there we go.

240

00:51:55.800 --> 00:51:58.740

Heidi Metcalf: So Cindy, there's a question about Heart Hospital homebound

241

00:52:00.510 --> 00:52:01.350

Cyndi.Holleman: Do you not know

242

00:52:03.120 --> 00:52:04.020

Cyndi.Holleman: It will have to be ready.

243

00:52:06.090 --> 00:52:07.500

Heidi Metcalf: Cindy, can you type in your

244

00:52:08.490 --> 00:52:09.600

Heidi Metcalf: Your email address.

245

00:52:09.660 --> 00:52:09.960

Yes.

246

00:52:12.720 --> 00:52:21.090

Heidi Metcalf: Alright so Carla, you have the question for the door prize. So if you're still on the line and you would like to win a door prize Carla's going to be



247

00:52:21.870 --> 00:52:29.160

Heidi Metcalf: Letting you know the question so that you can type it be ready to type it in the response. So everyone. Make sure you're ready to start typing.

248

00:52:30.150 --> 00:52:47.010

Cgreene-admin: Yes, and I think that we're just saying the first person to type it in, in the chat box will win the prize. So here is the question, what is the new diploma code added for the 1920 school year, only for any student who graduated and met all of, okay, I didn't have the

249

00:52:47.880 --> 00:52:53.430

Cgreene-admin: Answers. I got some people need to be playing Jeopardy. Good gracious, I mean, before you get to finish the question.

250

00:52:53.430 --> 00:52:55.800

Heidi Metcalf: Whoa. Looks like Jessica, Mitch.

251

00:52:56.220 --> 00:52:59.760

Heidi Metcalf: Right, one that I see she's from Pascoe

252

00:53:00.420 --> 00:53:11.310

Heidi Metcalf: From Pascoe, welcome. Congratulations. Jessica, but I can see so many of y'all y'all were really, really fast at trying to get those answers in. So

253

00:53:11.880 --> 00:53:31.920

Heidi Metcalf: Well, if there's not any questions, I'm going to go ahead and type my address my email as well as Carla, you put yours in there. I believe that all of these presentations are already available on the famous website. I do know that we have to we have to get one thing fixed before

254

00:53:33.390 --> 00:53:44.820

Heidi Metcalf: We want to have to repost hours out of just a couple of things. But in the event that you need to contact us. We are putting our email addresses in the chat box for you. And so, Brian, I will turn it back over to you.

255

00:53:45.600 --> 00:53:52.440

Brian Boyd: Okay. Well congratulations to just commit see one a Google Nest hub and so

256

00:53:53.730 --> 00:53:56.280

Brian Boyd: Congratulations to her. If you could

257

00:53:57.390 --> 00:54:06.750

Brian Boyd: If you can email your shipping address to famous florida@gmail.com will be mailing that out over the next couple of weeks.

258

00:54:07.800 --> 00:54:09.750

Brian Boyd: Okay, anything else.

259

00:54:11.280 --> 00:54:12.180

Heidi Metcalf: That's all I have.

260

00:54:12.600 --> 00:54:13.590

Heidi Metcalf: Alright, sounds good.

261

00:54:13.950 --> 00:54:14.910

Brian Boyd: Thank you very much.

262

00:54:15.300 --> 00:54:16.020

Cgreene-admin: Thank you.