

# *State Performance Plan*



*Georgia Department of Education*

*Kathy Cox, State Superintendent of Schools*

*Nancy O'Hara, Director, Division for Special Education Services*

*Kim Hartsell, Director, Division for Special Education Supports*

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*“We will lead the nation in improving student achievement.”*

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***Introduction: State Performance Plan (SPP)***

In 1999, the Georgia Department of Education (GaDOE), Divisions for Special Education Services and Supports collaborated with a variety of partners, including the State Advisory Panel (SAP), to develop Performance Goals for SWD. The seven goals, originally developed for the first Georgia State Improvement Grant (SIG), were the building blocks for the ten Performance Goals for SWD. Due to the development of the SPP, the ten goals have evolved into the following goals and indicators for students with disabilities (SWD). These goals and 16 indicators are aligned with the indicators of the SPP. Several of the procedural due process goals have been combined.

**I. Improve post-school outcomes for SWD**

1. Decrease the percentage of SWD who drop out of school.
2. Increase the percentage of SWD who earn a regular high school diploma.
3. Increase the percentage of SWD who transition to employment or post-secondary education.
4. Increase the percentage of transition-aged SWD who have coordinated and measurable IEP goals and transition services that will lead to attainment of post-secondary goals.

**II. Improve services for young children (ages 3 – 5) with disabilities**

5. Increase the percentage of young children either referred by parents or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday.
6. Increase the percentage of time young children with disabilities spend in natural environments with typically developing peers.
7. Increase the percentage of young children with disabilities who show improved positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.

**III. Improve the provision of a free and appropriate public education to SWD**

8. Increase the percentage of students who are evaluated and determined eligible for special education within 60 days.
9. Increase the percentage of SWD who receive their instruction in the general education setting with appropriate supports and accommodations.
10. Increase the performance of SWD on statewide assessments when given appropriate accommodations.
11. Decrease the percentage of SWD who are removed from their school or placements for disciplinary reasons.
12. Decrease the disproportionate representation of SWD due to inappropriate policies, procedures, and practices.
13. Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for SWD.

## IV. Improve compliance with state and federal laws and regulations

14. All identified noncompliance will be corrected as soon as possible but no later than one year from identification.
15. Dispute resolution procedures and requirements are followed within any applicable timelines. Includes formal complaints, mediation, due process hearings, and resolution sessions.
16. Reports are submitted in a timely manner.

Each year, local districts report their data on these goals to the GaDOE. In turn, the Divisions for Special Education provide each local district with a profile that contains its data and compares that data to the state of Georgia as a whole and the nation, if available. This profile is available on the GaDOE website at <http://public.doe.k12.ga.us/>. It should be noted that this information that describes the performance for SWD is available in the same location and context as information that is provided for the performance of all students. Essentially, the information regarding SWD is a link (Exceptional Students) on the greater profile for each school district. This reflects Georgia's commitment to embed the efforts of improving performance of SWD in the greater context of school improvement and data reporting. The availability of this data is a product of a strong collaborative effort among the Divisions for Special Education, the Governors' Office of Student Achievement, the Office of Policy, and Instructional Technology.

***Improvement Initiatives and Activities***

In the original application of the SPP, GaDOE submitted an outline of activities and initiatives that are being implemented in Georgia to improve the performance of SWD. The original information has been amended to include updates on the specific initiatives and activities. Core information regarding these initiatives is provided as the framework for the SPP. The core information will not be repeated within the various indicators. When applicable, these initiatives will be expanded to describe how the particular initiative impacts the specific indicator.

*Improvement Initiatives and Activities*

*{These improvement activities do not reflect an inclusive list of all improvement activities cited in the SPP.}*

**1. A Framework for Impacting the Achievement of SWD:** In collaboration with the Division for School and Leader Quality, the Divisions for Special Education have developed “A Framework for Impacting the Achievement of SWD.” The six-step framework guides school teams through the process of: 1) analyzing student performance; 2) identifying high impact, at-risk students; 3) determining priority instructional needs; 4) determining organizational barriers; 5) developing an aligned plan of action; and 6) implementing the action plan with integrity and fidelity. The framework provides a process for assisting the disability subgroup to make Adequate Yearly Progress (AYP), which is a top priority for schools throughout the state of Georgia. Strategies for overcoming organizational or instructional barriers are included. Most Leadership Facilitators, GaDOE School Improvement specialists assigned to support Needs Improvement schools, have been trained in the process. Training for principals and school teams is being provided throughout the state by the Georgia Learning Resources Systems (GLRS). Participants from Title IIa, institutions of higher education, special education directors, curriculum directors, and other stakeholders are also encouraged to participate. Teams leave the training with a plan for impacting student performance in their schools. Follow-up training provides an opportunity for analyzing how the process is being implemented with support from the trainers and an opportunity for networking. In some regions of the state, the process outlined in the framework is being used to guide discussions at quarterly consortia meetings for principals with support from the local GLRS center.

During the fall of 2006, personnel from the Divisions for Special Education wrote a book that guides the reader through the process of impacting the disability subgroup. The book was published by the GaDOE and distributed to every principal in the state, directors of the Regional Education Service Agencies (RESA), directors of the GLRS, Directors of the Georgia Network for Educational and Therapeutic Supports (GNETS) programs, Divisions for Special Education staff, School Improvement staff and Leadership Facilitators. The book describes each step of the process and provides an opportunity for school teams to apply those steps to their schools.

**2. Georgia Alternate Assessment (GAA):** GaDOE’s Divisions for Special Education/Assessment collaborated and conducted training activities for school personnel on the Georgia Alternate Assessment with the development of the reviewed GAA. Ongoing collaboration between the two divisions is being provided statewide.

**3. Georgia Continuous Improvement Monitoring Process (GCIMP):** The GaDOE, Divisions for Special Education, with guidance from state stakeholders, has developed its Continuous Improvement Monitoring Process to monitor compliance with the IDEA, applicable federal regulations, and Rules of the State Board of Education. Georgia moved from a model of procedural monitoring to one of continuous improvement with a focus on student results.

GCIMP is designed around Georgia's Performance Goals and Indicators for SWD, and data are collected and analyzed to measure/report the progress of school districts toward meeting these targets. The data are reported publicly on school district profiles accessible through the GaDOE website and updated as data changes. By FY 14, all districts that have not met or exceeded the state's targets for each of the Performance Goals and Indicators will be expected to have improvement activities developed and implemented for deficient targets. If the data indicate that the district has exceeded the state's target for an indicator, improvement activities are not needed. The district's performance will be expected to remain above the state's target. GCIMP components include the (a) *Georgia Comprehensive Local Education Agency (LEA) Improvement Plans (CLIP)*, (b) *Focused Monitoring*, (c) *Student Record Reviews*, (d) *Timeline Reviews*, (e) *Facility Reviews*, (f) *Budget Reviews*, (g) *Formal Complaints*, and (h) *Due Process Hearings*. A database has been developed that will enable the State to track all components of general supervision such as reports of initial placements, eligibility re-determinations and early transition timelines, facility self-reviews, student record reviews, parent survey data, improvement activities, formal complaints and due process hearings, annual data profiles, data verification activities, and technical assistance.

**3a. Georgia Comprehensive LEA Improvement Plan (CLIP):** The GaDOE will require each LEA, starting Summer 2006, to develop a Comprehensive LEA Improvement Plan (CLIP), which outlines a strategic plan for improving the performance of all students. Inclusive in this plan are strategies/activities for each school district to improve the performance and outcomes of SWD. GaDOE's staff reviews the CLIPs in order to approve and/or make recommendations for improvement of plans. Each local district has developed a local stakeholder committee. This committee assists local districts to conduct a self-assessment that includes a review and analysis of performance data on each of the Performance Goals and Indicators for SWD and also a review of local policies, procedures, and practices. Each district, with their stakeholders, selects priority goals for improvement and develops activities to include in the LEA Implementation Plan within the district's consolidated application. This is a continuous process and requires at least one meeting annually of the stakeholders to update the plans, review data and determine if a new priority goal will be added. The entire process focuses on self-assessment, data collection and analysis for program improvement. The local stakeholder committee must be comprised of at least one-third parents of SWD, advocates, and/or SWD with the remainder reflecting the makeup of the local community. The Divisions for Special Education's district liaisons work closely with their districts and document progress toward implementation at least twice during the year.

**3b. Focused Monitoring (FM):** The State Advisory Panel (SAP) for Special Education, which serves as the statewide stakeholder

committee, annually reviews and analyzes Georgia’s progress on the Performance Goals and Indicators for SWD. Based on the data, the SAP determines the priority indicator(s) (e.g., mathematics, reading) for FM for each fiscal year. Once priorities are determined, districts are ranked based on their data for each priority indicator and compared against districts of similar size. Based on the district rankings, and other secondary indicators, the districts in the lowest quartile across enrollment size groups are selected for FM to concentrate on the priority Performance Goals and Indicators. Districts that have been selected for FM are those that have the greatest opportunity for improvement.

*3c. Student Record Reviews:* Each year approximately one-fifth of Georgia’s districts will participate in a Student Record Review. During an on-site visit to the school system, a random selection of student records are reviewed by a team from the Division for Special Education Services (DSES) to ensure due process procedural compliance. The number of records for review is determined by the size of the school system. When systemic areas of noncompliance are discovered, systems receive a citation report with the expectation that all noncompliance issues will be corrected within one year from the date of the identification. At the time of the on-site record review, systems receive technical assistance regarding the items identified as noncompliant. The review team provides samples, explanations, written procedures, and resources to assist the system in understanding the reason for noncompliance and how to make the corrections for compliance. This technical assistance information can be used by the system to provide training to school personnel. Systems may request additional technical assistance from the DSES, if needed. When noncompliance issues are evident for an individual student record, the system receives an “isolated noncompliance report” with a specific timeframe noted for the system to meet compliance. The system will submit to the department the documentation of compliance. For the systemic issues, one year after the on-site record review, the Division for Special Education Services team reviews through a desk audit information submitted by the system. Sanctions will apply for persistent failure to implement corrections.

*3d. Timeline Reviews:* Timelines Reviews assess the effectiveness of each school district’s ability to meet timelines for initial placements, eligibility re-determinations, and Babies Can’t Wait (BCW) transitions. Each district must submit a timeline report by July 1 for each fiscal year, which will be reviewed to determine compliance for each timeline component. Sanctions will be applied when districts have two consecutive years of noncompliance. Beginning with FY 07, the timeline data will be reported in the District Data Profile. Districts in noncompliance with timelines must develop improvement activities as part of the Local Educational Agency Consolidated Application and the CLIP.

*3e. Facility Reviews -* Selected school districts will be requested to submit a district facility summary report annually. A facility self-review is completed to verify that appropriate instructional space of comparable quality to general education is provided for SWD. District principals conduct individual facility self-reviews that include correction plans, as needed. The superintendent submits a district facility summary report to the State. The Divisions for Special Education will verify data and follow-up on correction plans as necessary. Sanctions will occur either for failure to implement the correction plan or for the inability to verify the

information submitted to the State.

*3f. Budget Reviews* - The GaDOE will review, process and approve the LEA Implementation Plan/Update. Once the LEA plan approval is received, individual program budgets and forms are submitted to the district superintendent who must sign off on the generic/special education assurances and the budgets. Once uploaded, the state program manager reviews and approves the special education budgets through the online process and submit it to Grants Accounting for final approval. Once approved, notification appears on the portal and the funds appear in Georgia Department of Education Accounting Department.

*3g. Formal Complaints* - Formal complaint investigations may require an on-site visit. The investigations and follow-up activities address the issue(s) of the complaint and are part of the general supervision responsibilities of the State.

*3h. Due Process Hearings* - Due process hearing decisions are continuously reviewed by the State regarding the nature and number of dispute resolution procedures. Districts with excessive numbers of complaints and/or due process hearings will be reviewed.

**4. Georgia Learning Resources System (GLRS):** The GLRS is comprised of 17 resource centers strategically located around the state that provide support and resources to local districts, parents of SWD, and other stakeholders. The network is comprised of approximately 40 professional staff members. Each GLRS center collaborates annually with local districts in its region to develop and implement improvement projects designed to improve student achievement and responsible behavior. Projects impact teacher retention, access to the general curriculum through differentiated instruction, the use of research-based instructional strategies, the use of curriculum-based assessments to identify students in need of targeted interventions for mathematics and reading, successful transition from school to adult life, and instructional strategies to meet the needs of students with Autism Spectrum Disorders.

Each two-year professional development project includes ongoing coaching and support during implementation. In addition, the State has funded a half-time position at each of the 17 GLRS centers to impact local districts' capacity to make AYP for all students, including students with disabilities. The Divisions for Special Education ensure that the professional development/improvement projects results in positive changes in educators' practices and the performance of their students. Each GLRS program submits an annual report detailing the impact of the project on adult and student outcomes.



**5. Georgia Performance Standards (GPS) Professional Learning:** Georgia’s new standards-based curriculum, for all students, was initially implemented during FY 06 school year for English Language Arts (K-12), science (grades, 6, 7, and 9-12) and mathematics (grade 6). Additional subjects and grade areas were added each year through FY 09 school. The Georgia Criterion Referenced Competency Tests (CRCT) and the Georgia High School Graduation Tests (GHSGT) are modified each year to adequately reflect the new standards. Throughout the state, teachers participate in training activities that prepare them to provide instructional programs, which reflect the new standards. All teachers are expected to participate in ongoing training each year for their subjects/grade levels: backward design of instruction, balanced assessment/performance based assessment, differentiated instruction, and evaluation of student work to drive instruction.

**6. GPS and Students with the Most Significant Cognitive Disabilities:** Providing access to the general curriculum presents many challenges to teachers of students with the most significant cognitive disabilities. In order to assist teachers in meeting these challenges, four divisions within GaDOE (Curriculum and Instruction, Division for Assessment and Divisions for Special Education) have jointly developed and implemented a process to facilitate understanding of how to align instruction with grade level GPS. Initially working with Inclusive Large Scale Standards and Assessment (ILSSA), the GaDOE held three focus groups across the state. A stakeholder group composed of special education administrators, district-level curriculum and assessment directors, parents, college and university personnel, teachers, and agency representatives, participated in these focus groups to shape a draft process. Once the draft process was complete, five information sessions were offered in different areas of the state for varied district-level teams to further refine the process and define district-level training. In response to the input from the groups, it was determined that training in how to align instruction should be offered directly by the GaDOE to teachers serving students with the most significant cognitive disabilities.

**7. Georgia Project for Assistive Technology (GPAT) & the Georgia Instructional Materials Center (GIMC):** Assistive technology and alternative materials have changed the provision of instruction to SWD and continues to offer new alternatives for providing all students access to the curriculum. GPAT and GIMC are State funded statewide projects that provide support, training, a lending library, and accessible instructional materials at no charge to local districts for students with disabilities. The GPAT staff train assistive technology teams from local districts to assess students with disabilities to determine students’ individual needs and make appropriate recommendations for assistive technology programs and devices. The GIMC provides Braille, large print, and digital accessible instructional materials for SWD.

**8. Georgia Supervision and Enhancement Grant (GSEG):** In effort to increase the effectiveness of Child Find activities for young children with disabilities, Georgia's BCW Program (Part C) is partnering with the GaDOE Part B program to share information. The Part C program will provide a list of young children who received services under Part C who will be turning three years old. The information will include the parents' names and sufficient contact information to enable the districts to make parental contacts unless the parents object in writing. The district will then conduct Child Find and evaluation activities, per the parent's agreement, to assist in determining if the child has a disability and needs special education and related services under Part B. This sharing of information reflects a growing partnership between the GaDOE (Divisions for Special Education) and the Division of Public Health (Babies Can't Wait, which is documented in a Cooperative Agreement). The actual sharing of information will begin in November 2006. The information sharing will become electronic as part of the activities of the Georgia Supervision and Enhancement Grant (GSEG) that was recently funded by the Office of Special Education Programs (OSEP).

**9. Georgia Transition Action Plan:** Georgia representatives participated in the National Transition Summits in 2003 and 2005, which sponsored by the National Center on Secondary Education and Transition. Georgia's team at the summit included the director of Special Education, transition specialist, a local Director of Special Education, a state specialist in Vocational Rehabilitation, and a high school teacher. As part of the summit, the Georgia team developed a Transition Action Plan which included action steps in each priority area, described below, along with timelines, technical assistance needs, and performance measures. The implementation of this action plan will lead to increasing the number of SWD remaining in school with appropriate transition activities, which will enable them to participate in their desired post-secondary activities.

*The action plan includes the following components.*

Building Commitment involves training in transition requirements, designating a contact person at each district, developing and updating the Transition Manual, reviewing the current data collection and analysis process, collaborating with lead agencies, examining graduation rules/diploma pathways, compiling a list of self-determination activities and training options as well as piloting a program for implementing student-led IEPs.

Building Collaboration involves increasing the number of Interagency Transition Councils (ITC) and encouraging existing ITCs to develop resource maps.

Building Recognition involves establishing a state agency forum to discuss transition policy issues; recognize individuals including ITCs, agencies, and community partners with successful transition experiences; present at state conferences; and utilize various media and events to disseminate transition information to the public.

As part of the implementation of the Transition Action Plan, a Transition Manual was developed, distributed to districts, and posted on the GaDOE website. Personnel from the State provided regional training to districts on the Transition Manual, which includes new IEP forms, transition checklists, and self-study materials.

The Divisions for Special Education have also employed a staff member with the job title of Transition Specialist who provides technical assistance to local districts and other state agencies in developing and delivering transition services and activities to students with disabilities and their families. This specialist works to increase collaboration with other agencies and other divisions within the GaDOE related to promoting school completion and improving adult outcomes for SWD.

**10. “Highly Qualified” Requirements:** According to the No Child Left Behind legislation and IDEA 2004, all teachers, including special education teachers, who teach core academic subjects must be “highly qualified” in that academic content area. In Georgia, the Professional Standards Commission (PSC), an agency that is separate from the GaDOE, is the lead agency regarding certification and “highly qualified” issues. The Georgia PSC has outlined several avenues for special education teachers to demonstrate that they are “highly qualified” in various content areas. They can perform one of the following tasks: 1) pass the relevant Praxis II assessment, 2) complete a PSC approved program in that content area (e.g., a course of study at an institution of higher education), 3) demonstrate that they have successfully completed 15 semester hours of an approved program in the respective content area as evidenced by the college transcripts that are on file with the Georgia PSC, or 4) complete specific activities that are outlined in the High Objective Uniform State Standards of Evaluation (HOUSSE) instrument.

Special education teachers are working collaboratively with administrators from their districts to determine the most efficient avenue for demonstrating “highly qualified” requirements. Special education teachers who provide consultative services through co-teaching with “highly qualified” general education teachers, do not have to be “highly qualified” in that subject matter. The GaDOE {Divisions for Special Education} has a liaison between its staff and the Georgia PSC to ensure that the perspective of the GaDOE is shared as decisions regarding highly qualified issues are addressed.

**11. New Directors’ Academy** - In collaboration with the Georgia Council for Administrators of Special Education (GCASE), the State supports an ongoing academy for new and experienced Directors of Special Education. New directors are paired with mentor directors for a year-long academy. The new directors received training for five days throughout the year in two content strands: administrative activities (e.g., data reporting and funding mechanisms) and school improvement activities (e.g., program planning, organizational and instructional innovations). In addition, the mentors and their protégés are required to work collaboratively throughout the training sessions. In FFY 2008, the name of the new Directors’ Academy was changed to the Special Education Leadership Development Academy (SELDA).

**12. Parent Mentor Program:** The Divisions for Special Education have partnered with local districts to employ parent mentors to

increase partnerships between parents of SWD and district personnel. Each parent mentor is the parent of a child with a disability and is a part-time employee of his/her respective local district. The goal of the Georgia Parent Mentor Program is to nurture communication among parents and educators, ultimately leading to greater success for SWD.

As an employee of the district, parent mentors collaborate closely with Special Education Directors and work within the district structures to build bridges between home and school. The Parent Mentor Program has adopted the standards that are utilized by the national Parent Teacher Association (PTA) for impacting parent/family involvement. Activities are built around these standards which have three purposes: 1) to promote meaningful parent and family satisfaction, 2) to raise awareness regarding the components of effective programs, and 3) to provide guidelines for schools that wish to improve their programs.

***13. Positive Behavioral Supports of Georgia (PBSGA):*** The PBSGA has a long history in the state of providing support and technical assistance to educators of students with significant cognitive disabilities who exhibit extreme negative behaviors. The PBSGA has transitioned to provide training and support to school teams as they build school-wide positive behavioral supports in their schools. During FY 07 school year, PBSGA will provide a training academy for Student Support Teams (SST). If a student continues to be unsuccessful and the SST suspects that the student may have a disability, he/she is referred for a special education evaluation.

In four regions of the state, the PBSGA provided training for SSTs throughout the school year to analyze the behavior and build positive interventions for students who were referred to SST for behavioral challenges. By the conclusion of the academy near the end of FY 07 school year, each participant from the SSTs will have conducted functional behavioral assessment analyses (FBAs) and developed behavioral intervention plans (BIPs) for multiple students. Therefore, the participating SSTs will have the capacity to respond to students with behavioral concerns throughout their building.

***Part B State Performance Plan (SPP) for 2005-2010******Overview of the State Performance Plan Development***

Under the leadership of the State School Superintendent Kathy Cox, the GaDOE vision is to lead the nation in improving student achievement. In moving toward this goal, the GaDOE has core values of transparency, honesty, trust, respect, and collaboration. The overall vision and core values have been apparent during the development of Georgia's SPP as we have sought and received broad stakeholder input. The mechanisms utilized for seeking input for **all** of the indicators are described below.

The Divisions for Special Education collaborated with other divisions within the GaDOE in order to develop the SPP: Testing; School Improvement; Information Technology; Curriculum and Instruction; Career, Technology, and Agriculture; Student Support; Title I; Safe and Drug Free Schools; Migrant Education; and Innovative Programs. The various divisions assisted in determining the requirements, creating data elements, mining and organizing data, and developing action steps. The SPP was also presented to Superintendent Cox's cabinet for review and input. The cabinet discussed the alignment of the SPP with existing initiatives throughout the GaDOE to ensure that the SPP activities are critical components within the greater GaDOE context.

The State Advisory Panel (SAP) for Special Education provided input as stakeholders during the development of the APR. The SAP is comprised of the following members.

- Parents of children with disabilities, ages birth through twenty-six
- Parent advocates
- Individuals with disabilities
- Local district educational administrators
- General and special education teachers
- Local district Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act
- Representatives from
  - The Department of Corrections
  - A College/University that prepares special education and related services personnel
  - Part C, Babies Can't Wait
  - Private schools or Charter schools
  - The Department of Juvenile Justice
  - The Department of Labor, Division for Vocational Rehabilitation (vocation/transition)
  - The Division of Family and Children Services

During the development of the SPP, the SAP received an overview during a two-day meeting from State personnel. The SAP members were divided into three workgroups to analyze each indicator including: the requirements of the indicator, the trend performance on the data, and current initiatives/activities that are being implemented to impact those initiatives. The SAP

reviewed the requirements of the SPP and recommended targets as well as provided input for developing or expanding activities that would enable the GaDOE and local districts to reach those targets. Each workgroup shared its recommendations to the entire SAP, providing an opportunity for further discussion and recommendations.

In preparation for the FFY 2008 submission of the SPP/APR, The SAP received an overview during a two-day meeting from Divisions for Special Education personnel in November 2009. The SAP members were divided into varied workgroups to analyze each indicator including: the requirements of the indicator, the trend performance on the data (when available), and current initiatives/activities that are being implemented to impact those initiatives. The workgroups reviewed the requirements of the SPP/APR and made recommendations to the State regarding the revision of targets and activities, as needed. In return, each workgroup shared its recommendations with the entire SAP, providing an opportunity for further discussion and recommendations. The SAP reviewed the SPP/APR document during January 2010 and made further suggestions or corrections.

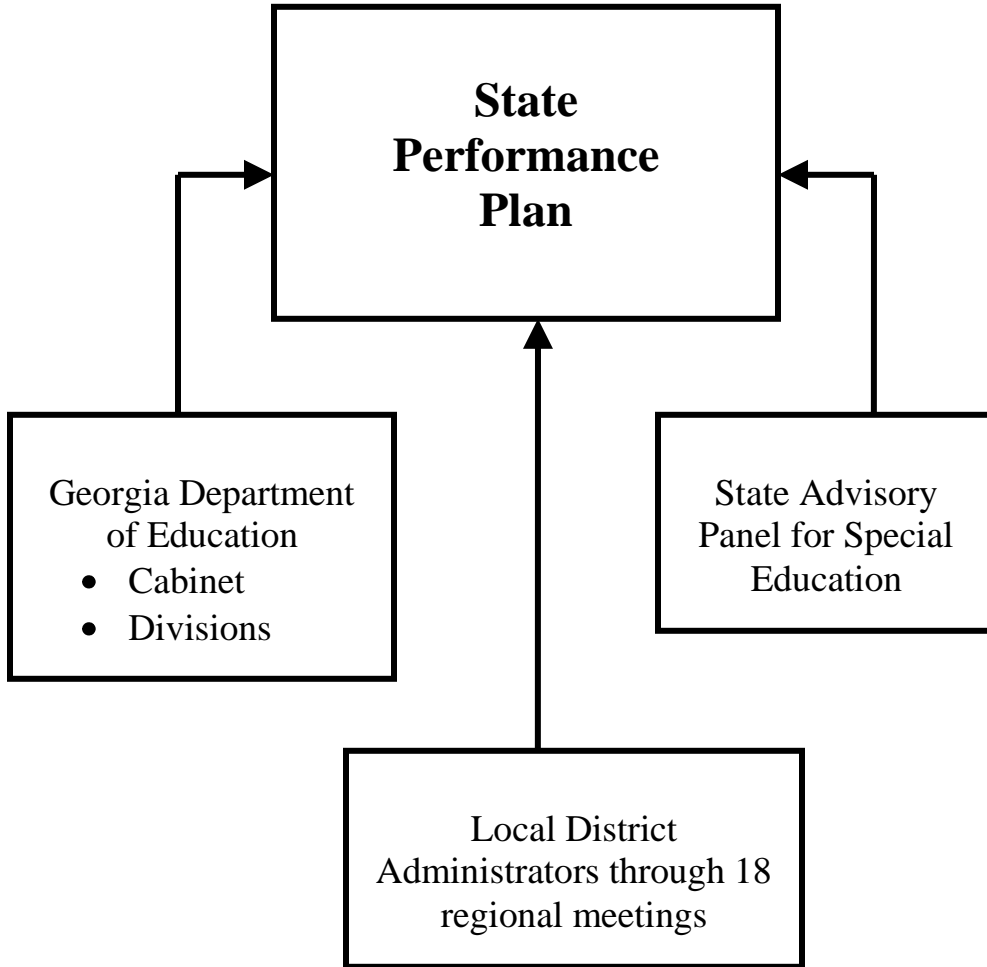
Utilizing the district Liaison system of contacts and regular interaction, the state received input throughout the year, as data on indicators became available and activities were conducted. Local districts provided input into the activities the state was providing to improve performance and achieve compliance. In addition, comments were received about targets and making some changes.

The state directors for special education conduct listening sessions with a group of special education directors quarterly. During these sessions, feedback and input is also sought and received regarding many of the indicators, activities and targets.

### ***Reporting***

The SPP is currently available on the GaDOE website at [http://public.doe.k12.ga.us/ci\\_exceptional.aspx](http://public.doe.k12.ga.us/ci_exceptional.aspx) and was distributed to the media and other public agencies. The APR will also be posted on that website. Per the requirements of the SPP, the GaDOE is also reporting the progress of the local districts on meeting the state targets set forth in the SPP and APR. That information is available at <http://public.doe.k12.ga.us/>. The development of this public reporting mechanism is the result of ongoing collaboration between the Divisions for Special Education and the Information Technology within the DOE. By design, this information is embedded into the profile that has been provided during the last several years.

*Broad Stakeholder Input*



Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

**Monitoring Priority: FAPE in the LRE**

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the graduation rate calculation and timeline established by the Department under the ESEA. Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The graduation rate calculation is the same for students with and without disabilities. The actual graduation rate calculation is a proxy calculation. The current lack of unique statewide student identifiers does not allow for tracking of individual students across the four high school years. Plans are in place to transition to a unique identifier over the next several years that will allow tracking of individual students in the future. The graduation rate reflects the percentage of students who entered ninth grade in a given year and were in the graduating class four years later. Here is a brief description of how the graduation rate for FFY 2008 was calculated.

1. Sum of the 9th-grade dropouts in 2005-2006, the 10th-grade dropouts in 2006-2007, the 11th-grade dropouts in 2007-2008 and the 12th-grade dropouts in 2008-2009 for a four-year total of dropouts.
2. Divide the number of students receiving regular diplomas by the four-year total of dropouts plus the sum of students receiving special education diplomas plus the number of students receiving certificates of attendance plus the number of students receiving regular diplomas.

**Graduation Rate Formula:**

**Numerator:**                     # of students who graduate with regular diplomas                    

**Denominator:**     # of dropouts in 9th, 10th, 11th, 12th from appropriate years  
  + graduates + other completers

Overview of Issue/Description of System or Process:



Graduates are students who have met course and assessment criteria. Graduates have completed a high-school program of study of a minimum of 22 Carnegie units and have passed the four subject areas (English, Mathematics, Science, and Social Studies) of the Georgia High School Graduation Test (GHS GT) and the Georgia High School Writing Test. Graduates may earn one of several kinds of endorsements.

1. College Preparatory (CP) Program - a program of study requiring 22 units. Completion of this program is signified by a high school diploma with a College Preparatory Seal.
2. College Preparatory with Distinction (CP+) Program - a program of study requiring 24 units and a grade-point average in the core courses of 3.0 or above on a four-point scale or 80 numeric grade-point average or above. Completion of this program is signified by a high school diploma with a College Preparatory Seal of Distinction.
3. Technology/Career-preparatory (TC) Program - a program of study requiring 22 units. Completion of this program is signified by a high school diploma with a Technology/Career-Preparatory Seal.
4. Technology/Career-preparatory with Distinction(TC+) Program – a program of study requiring 24 units and a grade point average in the Core Courses of 3.0 or above on a four point scale or 80 numeric grade point average. Completion of this program is signified by a high school diploma with a Technology/Career Preparatory Seal of Distinction.

***Baseline Data for FFY 2004 (2004-2005):***

According to the Georgia Office of Student Achievement, the regular education diploma rate for all students was 69.4 (97,359 students). The regular education diploma rate for SWD was 29.4% (9,652 students). It should be noted that in the FFY 04 Federal Data Report, the diploma rate for SWD was 38.0%. This was calculated using a diploma-to-exiter ratio.

***Discussion of Baseline Data:***

Reporting as required by NCLB does not allow for the inclusion of the special education diploma as it presently exists in Georgia. The Georgia Department of Education (GaDOE) holds high expectations for all students and strives to raise the rate of students who receive regular education diplomas through improved instructional programs and access to the general curriculum.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<b>2005</b> <b>(2005-2006)</b>	30% of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.
<b>2006</b> <b>(2006-2007)</b>	34% of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma
<b>2007</b> <b>(2007-2008)</b>	36% of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma
<b>2008</b> <b>(2008-2009)</b>	<b>75% (Newly Revised Target based on ESEA target)</b> of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma
<b>2009</b> <b>(2009-2010)</b>	<b>80% (Newly Revised Target based on ESEA target)</b> of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma
<b>2010</b> <b>(2010-2011)</b>	<b>85% (Newly Revised Target based on ESEA target)</b> of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma

**Improvement Activities/Timelines/Resources:**

<p><b>1) New Graduation Rule:</b> The State Board of Education has adopted a new graduation rule, effective with the incoming freshman in the fall of 2008. The Graduation Rule Committee included GaDOE staff, including special education staff, and other individuals from agencies such as the Department of Labor, colleges and universities, and employers. Although the first class governed by the revised Rule will not graduate until 2012, the increased emphasis throughout all sectors of the state on the importance of a high school diploma to future plans is expected to impact the graduation rate prior to this class.</p>	
<p><b>Timeline:</b> FY08 – FY11</p>	<p><b>Resources:</b> State and local funds</p>
<p><b>2) Collaboration with School Improvement and Curriculum:</b> Staff from the Divisions for Special Education will work throughout the 2007-2008 school year with individuals from School Improvement and Curriculum to integrate information about addressing the needs of SWD into varied professional learning and technical support activities. Special education staff will participate in professional learning related to the implementation of the Georgia Performance Standards in critical academic areas such as Reading/English Language Arts, Science and Mathematics. As a result of these activities, SWD will have access to a more rigorous academic</p>	

curriculum and will be more likely to graduate from high school.	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> State and local funds
<p><b>3) Georgia’s State Personnel Development Grant:</b> Georgia received additional funding from the Office for Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG) effective September 1, 2007 for a five-year cycle. A major focus of the SPDG is improved graduation rates and decreased dropout rates. GaDOE will work directly with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) housed at Clemson University to provide school teams with in-depth training in proven research-based strategies to decrease dropout. The teams will then assist other school districts in their Georgia Learning Resources System (GLRS) regions for on-going capacity building. These efforts will result in a decrease in students with IEPs dropping out of high school.</p>	
<b>Timelines:</b> FY07 - FY11	<b>Resources:</b> Federal Grant
<p><b>4) (New Activity in the FFY 2008 Submission) Project Exam Preparation for Science and Social Studies (ExPreSS):</b> The GaDOE will implement a remediation program for targeted students who do not meet standards on either the science or social studies portion of the Georgia High School Graduation Test (GHS GT) and provide a two-week remedial program. High performing teachers will follow a teaching program developed by State staff, which focuses on the provision of differentiated instruction and consistent formative assessments. At the end of the two-week program, students will retake the appropriate section(s) of the GHS GT. SWD will be eligible to participate in Project ExPreSS, and classroom and testing accommodations provided during the school year will be provided during ExPreSS.</p>	
<b>Timeline:</b> FY09 - FY11	<b>Resources:</b> State and local personnel and funds

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA. The dropout rate calculation is the same for students with and without disabilities. The calculation is the number of Students with Disabilities (SWD) in grades 9-12 with a withdrawal code corresponding to a dropout divided by the number of SWD in grades 9-12. Withdrawal codes corresponding to dropout are as follows: Marriage, Expelled, Financial Hardship/Job, Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority, Low Grades/School Failure, Military, Adult Education/Postsecondary, Pregnant/Parent, Removed for Lack of Attendance, Serious Illness/Accident, and Unknown.

**Overview of Issue/Description of System or Process:**

Georgia will use the 9-12 dropout rate calculation for this indicator. As discussed in the previous indicator, Georgia is exploring meaningful diploma revisions for all students, which should in turn influence the dropout rate.

**Baseline Data FFY 2004 (2004-2005)**

2004-2005 Dropouts

	Number of Students	Dropout percentage
All students	481,408	5.0%
Students with disabilities	54,044	5.9%

Data Source: 2004-2005 Office of Student Achievement Report Card

**Discussion of Baseline Data:**

There was a 0.9% difference in the dropout rate between students without disabilities and students with disabilities. Using Georgia Office of Student Achievement calculation, the rate for all students was 5.0%; students with disabilities had a 5.9% rate.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	5.8% of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school
2006 (2006-2007)	5.7% of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
2007 (2007-2008)	5.6% of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.
2008 (2008-2009)	5.5% of youth with IEPs dropping out of high school.
2009 (2009-2010)	5.4% of youth with IEPs dropping out of high school.
2010 (2010-2011)	5.3% of youth with IEPs dropping out of high school.

**Improvement Activities/Timelines/Resources:**

<p><b>1) State Personnel Development Grant (SPDG):</b> The SPDG was funded beginning September 1, 2007 for a five year cycle. A major focus of the SPDG is dropout prevention. GaDOE will work directly with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), Clemson University. The NDPC-SD is providing school teams with in-depth training in proven research based strategies to decrease dropout. The teams will then assist other school systems in their GLRS regions for on-going capacity building. These efforts will result in a decrease in youth with IEPs dropping out of high school.</p>	
<p><b>Timelines:</b> September 1, 2007 through September 1, 2012</p>	<p><b>Resources:</b> Federal Grant</p>
<p><b>2) (New Activity in the FFY 2008 Submission) Project Exam Preparation for Science and Social Studies (ExPreSS):</b> The GaDOE will implement a remediation program for targeted students who do not meet standards on either the science or social studies portion of the Georgia High School Graduation Test (GHS GT) and provide a two-week remedial program. High performing teachers will follow a teaching program developed by State staff, which focuses on the provision of differentiated instruction and consistent formative assessments. At the end of the two-week program, students will retake the appropriate section(s) of the GHS GT. SWD will be</p>	

eligible to participate in Project ExPreSS, and classroom and testing accommodations provided during the school year will be provided during ExPreSS.	
<b>Timeline:</b> FY09 - FY11	<b>Resources:</b> Federal, State and local personnel and funds

*Part B State Performance Plan (SPP) for 2005-2010*

*Overview of the State Performance Plan Development:* Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

**Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

- A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.
- B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent = ((# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

**Overview of Issue/Description of System or Process:**

Georgia has a comprehensive testing program to assess student progress. All students in grades one through eight participate in the Criterion-Referenced Competency Tests (CRCT). Students are assessed in Reading, Language Arts and Mathematics. In addition, students in grades three through eight are assessed in Science and Social Studies.

Students in high school must take the Georgia High School Graduation Tests (GHS GT) beginning in 11<sup>th</sup> grade. There are five sections, English/Language Arts, Science, Social Studies, Mathematics and Writing. All five sections must be passed to earn a regular high school

diploma. The GHSGT is also used for AYP purposes. Georgia uses the Reading, English/Language Arts and the Mathematics scores for the CRCT and the Language Arts and Mathematics scores for the GHSGT to determine AYP.

All students, including students with disabilities, participate in the assessments when they are given at a particular grade or in a particular school or district. Students with disabilities are provided with accommodations in accordance with their Individualized Education Programs (IEPs). Two divisions within the GaDOE, Testing and Division for Exceptional Students, collaborate annually to train local districts in appropriate administration procedures. In addition, the Student Assessment Handbook is available on the Testing Division web page at [http://public.doe.k12.ga.us/ci\\_testing.aspx](http://public.doe.k12.ga.us/ci_testing.aspx).

The Georgia Alternate Assessment (GAA) was developed in response to IDEA 1997. In accordance with *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities: Non-Regulatory Guidance (IDEA 2004)*, the Divisions for Special Education, and the Testing Division within the GaDOE have collaborated to develop a portfolio-based alternate assessment, which is aligned to performance standards.

**Baseline Data for FFY 2004 (2004-2005):**

Indicator 3A

Number of Local Districts	Number of Districts with a disability subgroup who met the minimum size requirements	Number of Districts who met the State’s objectives for progress for the disability subgroup	Percentage of Districts who met the State’s objectives for progress for the disability subgroup
183	164	117	71.34%

**Discussion of Baseline Data – Indicator 3A:** In Georgia, 183 entities are reported as making or not making AYP as a local district. That includes 180 traditional school districts, the three state schools for the deaf and blind which constitute one district, and 2 charter schools whose charter rests with the Georgia Board of Education (“state charter schools”). Of those entities, 19 districts did not have a disability subgroup that met the minimum number required, as determined by the GaDOE, to be reported as a subgroup.



Indicator 3B:

Participation Rate – Reading/Language Arts

Students with IEPs in Grades Assessed for AYP	Regular Assessment Without Accom.	Regular Assessment Without Accom.	Regular Assessment With Accom.	Regular Assessment With Accom.	Alternate Assessment Alternate Standards	Alternate Assessment Alternate Standards	Alternate Assessment Grade Level Standards	Alternate Assessment Grade Level Standards	Absent	Absent	% for Participation
106366	62349	58.62%	34737	32.66%	7726	7.26%	0	0%	1554	1.46%	98.54%

Participation Rate – Math

Students with IEPs in Grades Assessed for AYP	Regular Assessment Without Accom.	Regular Assessment Without Accom.	Regular Assessment With Accom.	Regular Assessment With Accom.	Alternate Assessment Alternate Standards	Alternate Assessment Alternate Standards	Alternate Assessment Grade Level Standards	Alternate Assessment Grade Level Standards	Absent	Absent	Percentage for Participation
106366	58585	55.08%	38493	36.19%	7726	7.26%	0	0%	1562	1.47%	98.53%

**Discussion of the Baseline Data** - The participation rate for students with disabilities exceeds the 95% requirement set forth by the NCLB legislation. Further analyses of the data reveal that the participation at the high school level is significantly below that of the elementary and middle school levels. Therefore, specific initiatives will be tailored to address the participation rate at high schools in order to increase the overall participation rate for students with disabilities.

*Indicator 3C:*

*Proficiency – Reading/Language Arts*

Students with IEPs	Regular Assessment Without Accom.	Regular Assessment Without Accom. Proficient and Above	Regular Assessment Without Accom. Proficient and Above	Regular Assessment With Accom.	Regular Assessment With Accom. Proficient and Above	Regular Assessment With Accom. Proficient and Above	Alternate Assessment Alternate Standards	Alternate Assessment Alternate Standards Proficient and Above	Alternate Assessment Alternate Standards Proficient and Above	Overall % Proficient and Above
106366	62349	42985	40.41%	34737	20286	19.07%	7726	6519	6.13%	65.61%

**Proficiency - Math**

Students with IEPs	Regular Assessment Without Accom.	Regular Assessment Without Accom. Proficient and Above	Regular Assessment Without Accom. Proficient and Above	Regular Assessment With Accom.	Regular Assessment With Accom. Proficient and Above	Regular Assessment With Accom. Proficient and Above	Alternate Assessment Alternate Standards	Alternate Assessment Alternate Standards Proficient and Above	Alternate Assessment Alternate Standards Proficient and Above	Overall % Proficient and Above
106366	62349	42985	40.41%	34737	20286	19.07%	7726	6519	6.13%	50.77%

**Discussion of the Baseline Data** – Over the last few years, students with disabilities have made significant academic progress. In the last three years, students with disabilities have made progress in every subtest in every grade level on the CRCT.

Progress has also been noted on the GHSGT. When comparing the 03-04 school year to the 04-05 school year for students with disabilities, the percentage of students who met or exceeded the standards in English Language Arts increased by 4% while an increase of 2% was seen in Math. Even with this progress, there is significant room for improvement on the GHSGT.

The targets for proficiency rates have been determined based on the subject areas and grade levels used for AYP determination. Therefore, the targets are established for Reading, Language Arts and Math on the CRCT, grades three through eight and English/Language Arts and Math for eleventh grade on the Georgia High School Graduation Test.

***Measurable and Rigorous Targets***

<b><i>FFY</i></b>	<b><i>Indicator 3A – Percentage of Local Districts</i></b>
<b><i>2005 (2005-2006)</i></b>	<b>72.34%</b> of districts meeting the State’s AYP objectives for progress for disability subgroup.
<b><i>2006 (2006-2007)</i></b>	<b>73.34%</b> of districts meeting the State’s AYP objectives for progress for disability subgroup.
<b><i>2007 (2007-2008)</i></b>	<b>74.34%</b> of districts meeting the State’s AYP objectives for progress for disability subgroup.
<b><i>2008 (2008-2009)</i></b>	<b>75.34%</b> of districts meeting the State’s AYP targets for disability subgroup.
<b><i>2009 (2009-2010)</i></b>	<b>77.34%</b> of districts meeting the State’s AYP targets for disability subgroup.
<b><i>2010 (2010-2011)</i></b>	<b>79.34%</b> of districts meeting the State’s AYP targets for disability subgroup.

<i>FFY</i>	<i>Indicator 3B – Participation Reading/Language Arts</i>
<b>2005</b> <b>(2005-2006)</b>	<b>98.54%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2006</b> <b>(2006-2007)</b>	<b>98.54%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2007</b> <b>(2007-2008)</b>	<b>98.54%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2008</b> <b>(2008-2009)</b>	<b>98.75%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2009</b> <b>(2009-2010)</b>	<b>98.75%</b> Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2010</b> <b>(2010-2011)</b>	<b>98.75%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

<i>FFY</i>	<i>Indicator 3B – Participation Math</i>
<b>2005</b> <i>(2005-2006)</i>	<b>98.53%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2006</b> <i>(2006-2007)</i>	<b>98.53%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2007</b> <i>(2007-2008)</i>	<b>98.53%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2008</b> <i>(2008-2009)</i>	<b>98.75%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2009</b> <i>(2009-2010)</i>	<b>98.75%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
<b>2010</b> <i>(2010-2011)</i>	<b>98.75%</b> participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

<i><b>FFY</b></i>	<i><b>Indicator 3C – Proficiency Reading for Grades 3-8</b></i>
<i><b>2005 (2005-2006)</b></i>	<b>66.61%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<i><b>2006 (2006-2007)</b></i>	<b>64%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<i><b>2007 (2007-2008)</b></i>	<b>66%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<i><b>2008 (2008-2009)</b></i>	<b>67%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<i><b>2009 (2009-2010)</b></i>	<b>69% (Newly Revised Target)</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<i><b>2010 (2010-2011)</b></i>	<b>70% (Newly Revised Target)</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

<i><b>FFY</b></i>	<i><b>Indicator 3C – Proficiency Reading for Grade 11</b></i>
<i><b>2005 (2005-2006)</b></i>	<b>66.61%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<i><b>2006 (2006-2007)</b></i>	<b>64%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<i><b>2007 (2007-2008)</b></i>	<b>66%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

<b>2008</b> <i>(2008-2009)</i>	<b>67%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2009</b> <i>(2009-2010)</i>	<b>62% (Newly Revised Target)</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2010</b> <i>(2010-2011)</i>	<b>63% (Newly Revised Target)</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

<b>FFY</b>	<b><i>Indicator 3C – Proficiency Math for Grades 3-8</i></b>
<b>2005</b> <i>(2005-2006)</i>	<b>51.77%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2006</b> <i>(2006-2007)</i>	<b>52.77%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2007</b> <i>(2007-2008)</i>	<b>53.77%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2008</b> <i>(2008-2009)</i>	<b>55.77%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2009</b> <i>(2009-2010)</i>	<b>55% (Newly Revised Target)</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2010</b> <i>(2010-2011)</i>	<b>56% (Newly Revised Target)</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

<i>FFY</i>	<i>Indicator 3C – Proficiency Math for Grade 11</i>
<b>2005</b> <i>(2005-2006)</i>	<b>51.77%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2006</b> <i>(2006-2007)</i>	<b>52.77%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2007</b> <i>(2007-2008)</i>	<b>53.77%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2008</b> <i>(2008-2009)</i>	<b>55.77%</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2009</b> <i>(2009-2010)</i>	<b>44% (Newly Revised Target)</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
<b>2010</b> <i>(2010-2011)</i>	<b>45% (Newly Revised Target)</b> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

**Improvement Activities/Timelines/Resources:**

<p><b>1) Georgia Continuous Improvement Monitoring Process Plans:</b> Many local districts have developed GCIMP plans focused on reducing the achievement gap between students with and without disabilities. In collaboration with their stakeholder committees, districts analyzed their current performance and implemented activities to reduce the achievement gap. These have changed to Comprehensive LEA Improvement Plans (CLIPs).</p>	
<p><b>Timelines:</b> FY06 – FY11</p>	<p><b>Resources:</b> GaDOE personnel and financial resources, Local District personnel and financial resources.</p>
<p><b>2) Highly Qualified Teachers:</b> NCLB requirements regarding “highly qualified” teachers increase the impetus for special education teachers to obtain content-area certification. More students with disabilities will have access to general education standards taught by a teacher who is highly qualified in that content area. This will increase the academic achievement of students with disabilities.</p>	
<p><b>Timelines:</b> FY06 – FY11</p>	<p><b>Resources:</b> Georgia Professional Standards Commission personnel and resources, GaDOE, local district personnel and financial resources</p>



<p><b>3) Focused Monitoring:</b> Local districts participating in Focused Monitoring are selected from those districts in the bottom quartile from each size group based on the achievement gap between students with and without disabilities in Reading and Math. Corrective actions and revised GCIMP improvement plans are required, with stakeholder involvement, as follow-up to an on-site visit. By focusing on the districts in the bottom quartile of the size groups, improvement is expected in the percentage of districts that make AYP for students with disabilities, the participation rate, and the proficiency rate.</p>	
<p><b>Timelines:</b> FY06 – FY11</p>	<p><b>Resources:</b> GaDOE personnel and financial resources, Local district personnel</p>
<p><b>4) The GPS and Students with the Most Significant Cognitive Disabilities:</b> The State will continue to provide a range of professional learning initiatives for teachers working with students with significant cognitive disabilities, including those students who are assessed via the Georgia Alternate Assessment (GAA). As alternate assessment practices are aligned to the GPS, it is expected that proficiency rates will increase.</p> <p><b>Core Access Teachers (CATs)</b> The CATs will serve as local and regional supports to their systems and the Georgia Learning Resource System (GLRS) Centers. They will provide mentoring and coaching on the implementation of the GPS for students with significant cognitive disabilities.</p> <p>Core Access Teachers (CATs) - During 2008-2009, personnel in the Division for Special Education Services will maintain (1) the Access to the GPS Resource Board, (2) oversight of the CATs, and (3) support for the development and distribution of materials aligned to the GPS and adapted for students with significant cognitive disabilities. There will not be a full-time Teacher on Special Assignment, although contract work will be used, as needed.</p>	
<p><b>Timelines:</b> FY07 – FY11</p>	<p><b>Resources:</b> GaDOE personnel and financial resources, Teachers on Special Assignment from local districts, GaDOE financial resources</p>
<p><b>5) A Framework for Impacting the Achievement of SWD:</b> Each GLRS Center in the state is providing training to principals and school teams in how to use a six-step process to improve the performance of students with disabilities. This process includes: analyzing performance data, identifying instructional and organizational barriers, and connecting to existing initiatives to overcome the barriers or designing new initiatives to do so. In addition, the content includes the effective administration of assessments. This training, which focuses on providing training and support to school leadership teams, will increase student participation and student achievement thereby increasing proficiency rates and the percentage of districts that make AYP for students with disabilities.</p>	
<p><b>Timelines:</b> FY07 – FY11</p>	<p><b>Resources:</b> GaDOE Personnel</p>

**6) Georgia Project for Assistive Technology (GPAT) and the Georgia Instructional Materials Center (GIMC):** GPAT trains local district teams in evaluating and making recommendations for assistive technology to meet students’ needs. The instructional material center ensures timely acquisition of alternative materials and media to meet students’ identified needs. Access to appropriate assistive technology and appropriate materials will increase the participation rate and the proficiency rate.

GPAT Training – During FFY 2008, districts will send a team to one of the Educational Technology Centers (ETCs) to participate in direct training, originating from one central location and linking the ETCs via distance training technology. The training will focus on different aspects of identifying and incorporating assistive technology into the instruction of SWD. Between direct training opportunities, each team will have access to on-line information on assistive technology. It is anticipated that building strong district-level teams of personnel who are familiar with and can incorporate appropriate assistive technology within instructional programs will help ensure that SWDs not only have access to academic instruction but are able to interact with materials to demonstrate grade-level mastery.

Georgia Instructional Materials Center (GIMC) Relocation – GIMC relocated during the 2007-2008 school year and is now housed at the Georgia Academy for the Blind in Macon, Georgia. During 2008-2009, the GIMC will support local districts in their implementation of the National Instructional Materials Accessibility Standard (NIMAS). The Center will focus on processes to streamline the request, development, and receipt of accessible materials in a timely manner.

**Timelines:** FY07 – FY11

**Resources:** \$663,090 for GPAT and \$494,515 for GIMC

**7) The Georgia Learning Resources Systems (GLRS):** The GLRS network will continue to fund capacity building grants through its seventeen GLRS centers. Initiatives funded through these grants incorporate professional learning and technical support to enhance instructional programming and student achievement in the critical content areas mathematics and Reading/Language Arts.

**Timelines:** FY06 – FY11

**Resources:** \$5,987,046 for 05-06 school year  
Funding levels are expected to remain relatively constant each year during the implementation of the SPP.

**8) Collaboration with School Improvement and Curriculum:** Staff from the Divisions for Special Education Services and Supports will work throughout the school year with individuals from School Improvement and Curriculum to integrate information about addressing the needs of students with disabilities into many professional learning and technical support activities implemented by these divisions. Special education program staff will participate in professional learning related to the implementation of the Georgia Performance Standards in critical academic areas such as Reading/English-Language Arts, Science and Mathematics. They will also participate in training for graduation coaches to improve graduation rates for SWD and will

work with staff from schools on the Needs Improvement lists as well as contract monitored schools to address the academic needs of SWD. As a result of these activities, students with disabilities will have access to a more rigorous academic curriculum, will demonstrate higher levels of student achievement and will be more likely to graduate from high school.

**Timelines:** FY08 – FY11

**Resources:** Federal and State Funds

**9) Continued Collaboration with Testing:** The Divisions for Special Education will work with the Testing Division to address the participation/proficiency of SWD in statewide testing. They will develop an accommodations manual to guide test administration for SWD, as well.

The Divisions for Special Education, in collaboration with the Division of Assessment, will provide on-line web-based training on alignment and instruction, as well as, documentation and the development of a GAA portfolio. This training will be conducted once a month during the school year (except for December) to assist teachers in developing evidence-based portfolios which can be used in the GAA. All teachers and districts will have access to the training on the day of the presentation, or can listen at a later time through the archived sessions.

**Timelines:** FY08 – FY11

**Resources:** Federal and State Funds

**10) Development of the 2% Assessment** - To ensure that all SWD are assessed appropriately on state-mandated assessments, the Division of Assessment will field test an assessment that targets those students who cannot demonstrate learning on traditional assessments, however, can master the general curriculum. These students are not candidates for the GAA.

The field test will be one aspect of a General Supervision Education Grant applied for and received by the GaDOE. The Divisions for Special Education will be supporting this field test by participating in focus groups, item development, analysis of field test data, development of standards, and development of test participation guidelines. It is anticipated that the alternate assessment based upon modified achievement standards will be in place for the CRCT and GHSGT administration in spring 2010. With the development and implementation of this new assessment, students who have traditionally struggled with showing progress on the regular assessments will have another avenue for showing their proficiency in grade-level content.

**Timelines:** FY09 – FY11

**Resources:** Federal Funds

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

**Monitoring Priority A:**

Georgia will evaluate the suspension/expulsion risk for students with disabilities in each of the 183 school districts by comparing the 10 days or greater suspension and expulsion risk among local districts. This will be calculated by comparing the number of students with disabilities removed from school for 10 days or greater to the total special education enrollment in the school district. The local school district’s long-term suspensions and expulsions risk for students with disabilities will be ranked to determine if the risk in the local district was significantly discrepant from other districts in the State with a similar number of special education students.

**Suspension and Expulsion Risk Formula:**

(The number of students with disabilities suspended/ expelled for more than ten days)

***Divided by***

(The number of students with disabilities served by the local district during the year) Local school districts will be disaggregated into five size groups and then ranked by the suspension/expulsion risk for students with disabilities. A significant discrepancy is defined as a suspension/expulsion risk that is in the lowest quartile for the size group and a risk greater than the state suspension/expulsion risk for students without disabilities. The percentage of districts meeting these criteria will be reported on the state profile. Local school districts with 10 or fewer students with disabilities receiving suspensions/expulsion for greater than 10 days will be reviewed to determine the suspension/expulsion risk for students with disabilities.

***Overview of Issue/Description of System or Process:***

The GaDOE Administrative Technology Division as part of the Student Record Data Collection collects suspension/expulsion data. A unique number that identifies the discipline record is assigned to each discipline incident. Aggregate discipline data from the student record will be used to calculate the discipline risk for students with disabilities.

Suspension/expulsion data are one of the performance goals for students with disabilities in thirty-one local districts in Georgia. Each local school district’s suspension/expulsion data are evaluated as part of Georgia Continuous Improvement Monitoring Process. In addition, school profile data are provided to the local school districts. See Indicator 9 for procedures related to disproportionality based on inappropriate implementation of policies, practices, and procedures.

***Baseline Data for FFY 2004 (2004-2005):***

***Monitoring Priority A:*** The percentage of students without disabilities receiving out of school suspension or expulsion for greater than 10 days was .22%

The percentage of students with disabilities receiving out of school suspension or expulsion for greater than 10 days was .26%.

Size Group	Local Districts in Lowest Quartile with >10 Students Suspended for >10 days and exceeding state suspension/expulsion rate for students w/out disabilities
A	3
B	4
C	1
D	1
E	0

***Discussion of Baseline Data:***

Georgia’s suspension and expulsion data for students with disabilities has remained relatively constant over the past four years and compares favorably to the suspension and expulsion data for students without disabilities. Using the identification district described above, in 2004-2005 statewide data, only nine or 4.92% of local school districts reported >10 students with disabilities suspended or expelled for greater than 10 days. In some instances, it was determined by examining the data beyond the percentages and scrutinizing actual student numbers, a single incident may have triggered the identification as disproportionate. These local districts are required to develop a Georgia Continuous Improvement Monitoring Process (GCIMP) plan to address suspension/expulsion that includes a review and revision of policies, practices, and procedures. This plan must be submitted to the State who will verify documentation.

<i><b>FFY</b></i>	<i><b>Measurable and Rigorous Target</b></i>
<i><b>2005 (2005-2006)</b></i>	<b>4.37%</b> of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year
<i><b>2006 (2006-2007)</b></i>	<b>4.37%</b> of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year
<i><b>2007 (2007-2008)</b></i>	<b>3.83%</b> of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year
<i><b>2008 (2008-2009)</b></i>	<b>3.83%</b> of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year
<i><b>2009 (2009-2010)</b></i>	<b>3.28%</b> of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.
<i><b>2010 (2010-2011)</b></i>	<b>3.28%</b> of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

**Improvement Activities/Timelines/Resources:**

<p><b>1) (Revised in the FFY 2008 Submission) Review of Policies, Practices and Procedures:</b> Significantly discrepant districts will convene a team to complete the Self-Assessment Monitoring Protocol. The team will conduct a review and, if appropriate revision of policies, practices, and procedures as measured in the Self-Assessment to ensure that the policies, practices, and procedures comply with Federal and State requirements.</p> <p>The Divisions for Special Education staff will review the Protocols, provide feedback and make determinations of any noncompliance. To ensure that districts report valid data, the State will implement verification procedures for the review of policies, practices, and procedures to include onsite visits via Focused Monitoring/Records Review and Internal Review Process conducted at the system level.</p> <p>100% of the districts identified as having significant discrepancy will develop measurable action steps to address the noncompliance and include the plan in the consolidated application. Consequently, all identified districts will correct the noncompliance within one year of written notification from the State.</p>	
<p><b>Timelines:</b> FY07 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and financial resources</p>
<p><b>2) Georgia Continuous Improvement Monitoring Process Plans:</b> Many local districts have developed GCIMP plans that focus on reducing the removal of students with disabilities from instruction for disciplinary reasons. In collaboration with stakeholders, the local districts analyzed current performance and designed activities and initiatives designed to facilitate improvement. These are now called the Comprehensive LEA Improvement Plans (CLIPs).</p>	
<p><b>Timelines:</b> FY07 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and financial resources, local district personnel and financial resources</p>
<p><b>3) Administrative Training for Significantly Discrepant Districts:</b> The Divisions will offer administrative training and coaching for districts with significant discrepancy for the rates of suspensions and expulsions to begin the process of using data as part of their improvement plan and to make data driven decisions. The Divisions will offer training and coaching to provide positive behavioral supports system-wide.</p>	
<p><b>Timelines:</b> FY08 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and financial resources, local district personnel and financial resources</p>
<p><b>4) Professional Learning Modules for Significantly Discrepant Districts:</b> The Divisions will develop professional learning modules on conducting Functional Behavioral Assessments (FBAs), writing and revising Behavioral Intervention Plans (BIPs), discipline rules, data analysis, and alternatives to suspension. Staff will use the learning modules to provide ongoing technical assistance for districts with significant discrepancy.</p>	

<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> Divisions for Special Education personnel and financial resources, local district personnel and financial resources
<p><b>5) PBS Overview Presentations:</b> The PBS unit will offer regional overview presentations to ALL Georgia districts to include those identified as Significantly Discrepant. The regional trainings will include technical assistance on steps to become a PBS district, implement with fidelity and maximize reductions of suspensions. Systems will be provided step-by-step processes of what actions are required to reduce severe discrepant status.</p>	
<b>Timeline:</b> FY09 – FY11	<b>Resources:</b> Divisions for Special Education personnel and financial resources, local district personnel and financial resources
<p><b>6) PBS Targeted Assistance:</b> Divisions for Special Education staff will provide professional learning and ongoing coaching and support to targeted school districts and schools to promote the implementation of PBS.</p>	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> Divisions for Special Education personnel and financial resources, local district personnel and financial resources
<p><b>7) (New Activity in the FFY 2008 Submission) Technical Assistance for Significantly Discrepant Districts:</b> The Divisions will offer professional learning and coaching for districts with significant discrepancy to develop and sustain demonstration sites for best practices for reducing the rates of suspensions and expulsions. The Divisions will work with districts with significant discrepancy to identify specific schools which will be supported in the use of positive behavioral interventions and supports and the development and implementation of IEPs and Behavior Intervention Plans (BIPs) to establish models for best practice in the district. This activity will be measured using office referral data as formative evaluation.</p>	
<b>Timelines:</b> FFY09 – FFY11	<b>Resources:</b> Divisions for Special Education personnel and financial resources, local district personnel and financial resources
<p><b>8) (New Activity in the FFY 2008 Submission) Forum for Significantly Discrepant Districts:</b> The State’s will conduct ongoing forums for districts cited as having significant discrepancy:                  (a) Examine the policies, practices, and procedures that contributed to the weighted risk ratios;                  (b) Assist the district with the necessary revisions of policies, practices, and procedures; and                  (C) Provide guidance for districts on the its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and</p>	



supports, and procedural safeguards	
<b>Timelines:</b> FFY09 – FFY11	<b>Resources:</b> Divisions for Special Education personnel and financial resources, local district personnel and financial resources

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

<p><b>Monitoring Priority: FAPE in the LRE</b></p>
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**Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

<p><b>Measurement:</b></p>
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- |   |
|---|
| <ul style="list-style-type: none"> <li>A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</li> <li>B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</li> <li>C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.</li> </ul> |
|---|

**Overview of Issue/Description of System or Process:**

Several years ago, Georgia ranked next to last among states in regards to students with disabilities being taught in the general education environment. As part of Georgia's Performance Goals for Students with Disabilities, a statewide goal was created to increase the percentage of time students with disabilities receive instruction in the general education setting with appropriate supports and accommodations. Statewide targets were established for the goal and significant progress has been made since 2000. A combination of initiatives has contributed to this progress. First, attention was given to the importance of data collection and reporting by the local districts. Secondly, projects like the SPDG LRE project was initiated and refined to support inclusive practices. In addition, every district in Georgia was required to submit a Georgia Continuous Improvement Monitoring Process (GCIMP) plan to improve in this area. Due to these efforts, the data shows significant statewide improvement.

**Baseline Data for FFY 2004 (2004-2005):**

	Georgia
	2004-2005 school year
Removed <21%	51%
21-60%	26%
>60%	21%
Separate Facility	.9%

**Discussion of Baseline Data:**

Trend data for the last several years indicates that Georgia made significant gains in serving students in the general education settings. Nationally, Georgia compares favorably in educating students, 6-21 years of age, in the least restrictive environment. Significant gains are noted in all areas but most notably in the <21% removed category with corresponding decreases in the percentages of students removed 21-60 % of the day or removed > 60% of the day. Georgia continues to be well below national averages in the percentage of students placed in separate schools.

<i>FFY</i>	<i>Measurable and Rigorous Targets</i>
<b>2005</b> <i>(2005-2006)</i>	<b>54%</b> served inside the regular class 80% or more of the day
<b>2006</b> <i>(2006-2007)</i>	<b>57%</b> served inside the regular class 80% or more of the day
<b>2007</b> <i>(2007-2008)</i>	<b>59%</b> served inside the regular class 80% or more of the day
<b>2008</b> <i>(2008-2009)</i>	<b>61%</b> served inside the regular class 80% or more of the day
<b>2009</b> <i>(2009-2010)</i>	<b>63%</b> served inside the regular class 80% or more of the day
<b>2010</b> <i>(2010-2011)</i>	<b>65%</b> served inside the regular class 80% or more of the day

<i><b>FFY</b></i>	<i><b>Measurable and Rigorous Targets</b></i>
<i><b>2005</b></i> <i><b>(2005-2006)</b></i>	<b>20%</b> served inside the regular class less than 40% of the day
<i><b>2006</b></i> <i><b>(2006-2007)</b></i>	<b>19%</b> served inside the regular class less than 40% of the day
<i><b>2007</b></i> <i><b>(2007-2008)</b></i>	<b>18%</b> served inside the regular class less than 40% of the day
<i><b>2008</b></i> <i><b>(2008-2009)</b></i>	<b>17%</b> served inside the regular class less than 40% of the day
<i><b>2009</b></i> <i><b>(2009-2010)</b></i>	<b>16%</b> served inside the regular class less than 40% of the day
<i><b>2010</b></i> <i><b>(2010-2011)</b></i>	<b>15%</b> served inside the regular class less than 40% of the day

<i><b>FFY</b></i>	<i><b>Measurable and Rigorous Targets</b></i>
<i><b>2005</b></i> <i><b>(2005-2006)</b></i>	<b>.9%</b> served in separate schools, residential facilities, or homebound/hospital placements.
<i><b>2006</b></i> <i><b>(2006-2007)</b></i>	<b>.9%</b> served in separate schools, residential facilities, or homebound/hospital placements.
<i><b>2007</b></i> <i><b>(2007-2008)</b></i>	<b>.9%</b> served in separate schools, residential facilities, or homebound/hospital placements.
<i><b>2008</b></i> <i><b>(2008-2009)</b></i>	<b>.8%</b> served in separate schools, residential facilities, or homebound/hospital placements.
<i><b>2009</b></i> <i><b>(2009-2010)</b></i>	<b>.8%</b> served in separate schools, residential facilities, or homebound/hospital placements.

<p><b>2010</b> <b>(2010-2011)</b></p>	<p><b>.8%</b> served in separate schools, residential facilities, or homebound/hospital placements.</p>
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**Improvement Activities/Timelines/Resources:**

<p><b>1) Georgia Continuous Improvement Monitoring Process Plans:</b> Every local district in Georgia is required to have a GCIMP plan focused on increasing the percentage of students with disabilities who receive instruction in general education settings. Those plans must be updated annually. In addition Focused Monitoring reviews the data of systems’ performance and conducts monitoring for those whose reading or mathematics performance is low in their size group. LRE is a secondary indicator that is considered during the selection and then analysis of a system’s data.</p>	
<p><b>Timelines:</b> FY06 – FY11</p>	<p><b>Resources:</b> GaDOE personnel and financial resources, local district personnel and financial resources.</p>
<p><b>2) Records Review and Dispute Resolution:</b> The State ensures that the educational placement of students with disabilities is determined on an individual basis by the student’s IEP team. A Records Review process is conducted with local districts to ensure, among other things, that IEP teams documented their decision making process for determining the student’s least restrictive environment. In addition, the State manages due process procedures, per IDEA 2004, that include Complaint activities and Due Process Hearing procedures.</p>	
<p><b>Timelines:</b> FY067– FY11</p>	<p><b>Resources:</b> GaDOE personnel and financial resources, local district personnel and financial resources.</p>
<p><b>3) The Georgia Performance Standards (GPS) and Students with the Most Significant Cognitive Disabilities:</b> Training is being provided on assisting students with the most significant cognitive disabilities to access the Georgia Performance Standards. This will enable some students to receive more of their instruction in general education settings.</p>	
<p><b>Timelines:</b> FY07 – FY11</p>	<p><b>Resources:</b> GaDOE personnel, teachers on special assignment from local districts.</p>
<p><b>4) Georgia Learning Resources System:</b> Many of the 17 GLRS sites provide professional development initiatives, in collaboration with local districts that increase the percentage of students with disabilities receiving their instruction in general education settings.</p>	
<p><b>Timelines:</b> FY06 – FY11</p>	<p><b>Resources:</b> \$5,987,046 for 05-06 school year. Funding levels are expected to remain relatively constant each year during the implementation of the SPP.</p>

**5) Least Restrictive Environment Project:** Training and coaching for school districts will be on going beginning with 2008-2009 school year and continuing. The participating schools will be selected based on schools that did not meet State LRE target. Training and coaching includes a review of system and school data related to AYP. A review of the basic concepts of instruction in the LRE, an examination of gaps in school data, problem solving for barriers and misconceptions when providing instruction to students with disabilities in the LRE and promoting continuous progress toward AYP through coaching and collaborative teaching and collecting fidelity of implementation data. This training targets school leadership teams that receive monthly onsite and virtual coaching. 100% of participating schools will demonstrate an increase in LRE data.

**Timelines:** FY08-FY11

**Resources:** 22,000.00 for school year 2008-2009 and annually

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

<b>Measurement:</b>
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Percent = # of preschool children with IEPs who received special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.
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Overview of Issue/Description of System or Process:

The Department of Early Childcare and Learning (DECAL) is the lead agency for preschool-aged students without disabilities in Georgia. The State is the lead agency for special education programs for preschool aged students. The two agencies collaborate to provide appropriate services for students with and without disabilities.

DECAL is among the nation's leaders in providing services to young children with and without disabilities as it offers free preschool education services (Georgia Pre-K) to four year olds. This unique program, which is funded by the Georgia Lottery for Education, reaches a higher proportion of four-year-olds than any other state in the nation. Since its inception in 1993, Georgia's Pre-K program has provided a high quality education to nearly 700,000 children.

In a collaborative effort, the DECAL/Georgia Pre-K and the State have provided training focused on increasing the percentage of 4-year-old children with disabilities who participate in the Georgia Pre-K program. The Working Together for Young Children initiative is a two-year initiative that is currently in its second year. Local teams participate in training on educational practices that increase general education participation.

**Baseline Data for FFY 2004 (2004-2005):**

<u>Setting</u>	<u>Number</u>	<u>Percentage</u>
Early Childhood Setting	9341	44.91%
Early Childhood Special Education Setting	8617	41.43%
Home	1352	6.50%
Part-time Early Childhood/Part-time Early Childhood Special Education Setting	1272	6.12%
Residential Facility	34	0.16%
Separate School	185	0.89%
Itinerant Service Outside the Home (Optional)	0	0.00%
Reverse Mainstreaming Setting (Optional)	0	0.00%
Total	20801	100.00%

**Discussion of Baseline Data:**

Approximately 58% of preschool students receive their special education services in general education settings, combinations of general and special education settings, or in the home. Approximately 41% of students receive their special education services in special education preschool settings while a much smaller percentage of students are placed in a residential facility or separate school.



<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<b>2005</b> <i>(2005-2006)</i>	<b>59.53%</b> of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2006</b> <i>(2006-2007)</i>	<b>61.53%</b> of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2007</b> <i>(2007-2008)</i>	<b>63.53%</b> of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2008</b> <i>(2008-2009)</i>	<b>65.53%</b> of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2009</b> <i>(2009-2010)</i>	<b>67.53%</b> of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).
<b>2010</b> <i>(2010-2011)</i>	<b>69.53%</b> of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

***Improvement Activities/Timelines/Resources:***

<p><b>1) LRE Training:</b> The State will continue to work collaboratively with various agencies like Head Start, GaDHR (BCW), and DECAL/Bright from the Start (GA Pre-K and Inclusion Coordinators) to promote and provide training on LRE, as well as improve the outcomes of young children with disabilities. (March to June 2006) In addition, we will provide continued training for general education and special preschool teachers on LRE via the Bright from the Start/DOE “Working Together for Young Children Project”. We will provide training to over 200 Special Education Preschool Coordinators and Part C and Collaborating Colleges/Universities on “Increasing Inclusive Practices to Improve LRE for Preschoolers” during the months of September, October, and November 2006.</p>	
<p><b>Timelines:</b> Implemented and Ongoing</p>	<p><b>Resources:</b> GaDOE personnel and financial resources; personnel resources from other agencies</p>
<p><b>2) Guidance on LRE:</b> The State will develop guidance on using the continuum of preschool special education placements. This guidance will include factors to consider when determining a child’s educational placement and strategies to increase the time that children with disabilities are educated with their typical peers.</p>	
<p><b>Timeline:</b> Guidance developed and distributed by October 2007.</p>	<p><b>Resources:</b> Divisions for Special Education personnel and financial resources, DECAL personnel</p>
<p><b>3) Preschool Standards Implementation:</b> As a result of regional training, districts will implement new preschool standards. The GaDOE has endorsed the Department of Early Childcare and Learning (DECAL) standards for preschool-aged children. In addition, the GaDOE has endorsed the DECAL Georgia Early Learning Standards for students 0-3 years of age.</p>	
<p><b>Timelines:</b> 2006-2007 school year and ongoing</p>	<p><b>Resources:</b> Divisions for Special Education personnel and district level teams</p>
<p><b>4) Regional Training:</b> Regional training for special education directors, preschool teachers, and speech language pathologists will be provided for the use of new preschool standards.</p>	
<p><b>Timeline:</b> 2006-2007 and ongoing</p>	<p><b>Resources:</b> Divisions for Special Education personnel and district-level teams</p>
<p><b>5) LRE Calculator:</b> The State will develop a LRE calculator for the purpose of determining environment per new data elements.</p>	
<p><b>Timelines:</b> 2006-2007 and ongoing</p>	<p><b>Resources:</b> Divisions for Special Education personnel and funding resources</p>
<p><b>6) Data Elements:</b> Once the new data elements have been incorporated into our data collection process (F.T.E.), we will provide training to districts on the new information, as well as include these elements in the F.T.E manual. The State will provide training to LEAs during September, October, and November 2006 Special Education Director’s monthly meetings. Regional trainings were also conducted in conjunction with our IT Department during August and September 2006.</p>	
<p><b>Timelines:</b> 2006 – 2007 and ongoing</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>

<b>7) LEA Profile:</b> The State will include preschool environment on the LEA profile. We will provide training to Special Education Directors on the addition of Preschool LRE to their profile.	
<b>Timelines:</b> 2006-2007 and ongoing	<b>Resources:</b> Divisions for Special Education personnel and resources
<b>8) Training on the Profiles:</b> We will provide training for Special Education directors on the addition of Preschool LRE to their profiles.	
<b>Timelines:</b> 2006 and ongoing	<b>Resources:</b> Divisions for Special Education personnel and resources
<b>9) Training for Collaborative Project:</b> We will continue to provide training and technical support via our collaborative project via “Working Together for Young Children” with Bright from the Start to promote best practices for LRE.	
<b>Timelines:</b> 2006 and ongoing	<b>Resources:</b> Divisions for Special Education personnel
<b>10) State Inclusion Collaboration:</b> A State personnel will participate on the state inclusion advisory council to collaborate and provide leadership to referral agencies.	
<b>Timelines:</b> 2005 and ongoing	<b>Resources:</b> Divisions for Special Education personnel

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:**

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: FAPE in the LRE**

**Indicator 7: Percent of preschool children with IEPs who demonstrate improved:**

- A. Positive social-emotional skills (including social relationships);**
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and**
- C. Use of appropriate behaviors to meet their needs.**

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

Outcomes:

- a. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

**Summary Statements for Each of the Three Outcomes:**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations

in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:**

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Overview of Issue/Description of System or Process:**

**Data Collection Procedures** - The State implemented procedures to ensure that districts submit valid and reliable progress data.

1. All district data are submitted via secure web portal.
2. All district data must be approved and signed off by the district's Special Education Director.
3. All district data are submitted at the individual student level.
4. Students with Individualized Education Programs (IEPs) who receive services through Preschool Special Education are assigned a *Georgia Testing Identification* number (GTID). The GTID is a unique identification that remains with the student throughout his/her education in Georgia.
5. Districts must enter data for students upon entry to preschool and exit data by the 6<sup>th</sup> birthday or before, whichever is appropriate.
6. Data sources used to determine a student's status at entrance and progress at exit must be documented in the Preschool Assessment Data warehouse on the portal.

**Definition of Exit** - The State reviewed the Early Childhood Outcomes Center's (ECO) criteria for outcome ratings and adapted the definition under guidance from our stakeholders ["Definition for Outcome Ratings", page 5 of Instructions for Completing the Child Outcomes Summary Form, revised 11/6/2006] as Georgia's definition for comparable to same aged peers. The Georgia definition for comparable to same age peers is below:

- Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. Functioning is considered appropriate for his or her age.
- No one has any concerns about the child's functioning in this outcome area.
- Child's functioning generally is considered appropriate for his or her age but there are some concerns about the child's functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support.

- Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.

Additionally, the State defined the 4 remaining exit measurements using ECO’s definitions for Outcome Ratings. The improvement activities are below.

**Baseline Data for FFY 2008:**

a. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	108	2.7%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	582	14.7%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	1006	25.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	509	12.9%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1748	44.2%
Total	N= 3953	100%
<b>1. Of those children who entered the program below age expectations in positive social emotional skills, the percent that substantially increased their rate of growth in positive social emotional skills by the time they exited.</b>		<b>68.7%</b>
<b>2. Percent of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</b>		<b>57.1%</b>
b. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of preschool children who did not improve functioning	114	2.9%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	1066	27%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	1789	45.3%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	297	7.5%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	686	17.4%

Total	N= 3952	100%
<b>1. Of those children who entered the program below age expectations in acquiring and using knowledge and skills, the percent that substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited.</b>		<b>63.9%</b>
<b>2. Percent of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</b>		<b>24.9%</b>
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of preschool children who did not improve functioning	84	2.1%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	462	11.7%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach	810	20.5%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	540	13.7%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	2055	52%
Total	N= 3951	100%
<b>1. Of those children who entered the program below age expectations in taking appropriate action to meet needs, the percent that substantially increased their rate of growth in taking appropriate action to meet needs by the time they exited.</b>		<b>71.2%</b>
<b>2. Percent of children who were functioning within age expectations in taking appropriate action to meet needs, by the time they exited.</b>		<b>65.7%</b>

***Discussion of Baseline Data:***

During FFY 2008, the State reported exit data for 3,953 children who had both criteria: (1) entry and exit data and (2) Participation in Preschool Special Education for 6-12 months. Typically, these children entered Preschool Special Education between 3-5 ½ years of age. Additionally, the children met at least one of the following definitions of “exit”.

- Child turned age six during the 2008-2009 school year
- Child no longer required Preschool Special Education services during the 2008-2009 school year
- Child withdrew from all public schools in Georgia during the 2008-2009 school year

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
	<b>Outcome #1: (Positive Social-Emotional Skills)</b>
<b>2009-2010</b>	<i>(Summary Statement 1) 70% of the children who entered the program below age expectations in positive social emotional skills, the percent that substantially increased their rate of growth in positive social emotional skills by the time they exited.</i>
<b>2010-2011</b>	<i>(Summary Statement 1) 72% of those children who entered the program below age expectations in positive social emotional skills, the percent that substantially increased their rate of growth in positive social emotional skills by the time they exited.</i>
<b>2009-2010</b>	<i>(Summary Statement 2) 59% of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</i>
<b>2010-2011</b>	<i>(Summary Statement 2) 61 % of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</i>
	<b>Outcome #2: (Acquisition and use of knowledge and skills)</b>
<b>2009-2010</b>	<i>(Summary Statement 1) 66% of children who entered the program below age expectations in acquiring and using knowledge and skills, the percent that substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited.</i>
<b>2010-2011</b>	<i>(Summary Statement 1) 68% of children who entered the program below age expectations in acquiring and using knowledge and skills, the percent that substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited.</i>
<b>2009-2010</b>	<i>(Summary Statement 2) 27% of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</i>
<b>2010-2011</b>	<i>(Summary Statement 2) 29% of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</i>



	<b>Outcome 3: (Appropriate Behaviors)</b>
<b>2009-2010</b>	<i>(Summary Statement 1)</i> 73% of children who entered the program below age expectations in taking appropriate action to meet needs, the percent that substantially increased their rate of growth in taking appropriate action to meet needs by the time they exited.
<b>2010-2011</b>	<i>(Summary Statement 1)</i> 75% of those children who entered the program below age expectations in taking appropriate action to meet needs, the percent that substantially increased their rate of growth in taking appropriate action to meet needs by the time they exited.
<b>2009-2010</b>	<i>(Summary Statement 2)</i> 68% of children who were functioning within age expectations in taking appropriate action to meet needs, by the time they exited.
<b>2010-2011</b>	<i>(Summary Statement 2)</i> 70% of children who were functioning within age expectations in taking appropriate action to meet needs, by the time they exited.

**Improvement Activities/Timelines/Resources:**

<b>1) Special Education Director Training:</b> State staff will provide training to new special education directors at the New Directors Academy.	
<b>Timeline:</b> February 2008 - ongoing	<b>Resource:</b> GaDOE Divisions for Special Education personnel, State Exit criteria guidance document, and State Frequently Asked Questions (FAQ) document on Preschool Outcome procedures
<b>2) Preschool Outcome procedures:</b> <u>GaDOE</u> staff reviewed procedures for the preschool outcomes with all school districts via monthly district meetings.	
<b>Timeline:</b> August 2007 –ongoing as needed	<b>Resources:</b> State Exit criteria guidance document. State Timeline for data entry in Preschool Assessment Data Warehouse in the GaDOE portal
<b>3) Data Warehouse Technical Revisions:</b> The Preschool Assessment Data Warehouse in the portal was revised to improve the data entry process for districts.	
<b>Timelines:</b> April 2007 - May 2007 and ongoing as needed	<b>Resources:</b> Preschool Assessment Data Warehouse in the GaDOE portal
<b>4) Preschool Progress Technical Assistance (PPTA):</b> School districts will receive on-going technical assistance on accurate progress reporting, and on appropriate methods of determining progress.	
<b>Timelines:</b> August 2007 -FY11	<b>Resources:</b> Conference calls, on site visits, meetings, Elluminate webinars, exit data manual

<p><b>6) Standards-based Instruction Training:</b> GaDOE will continue our collaborative initiative with the Department of Early Care and Learning (DECAL) to provide training on the GA Early Learning Standards, GA Pre-k Standards, and assessments to significantly increase standards-based instruction in special education preschool settings and for all preschool students, wherever they receive services. Focus in training and support will be on the areas of weakness identified with the outcome data for each district and the state.</p>	
<p><b>Timelines:</b> August 2007 – FY11</p>	<p><b>Resources:</b> Divisions of Special Education personnel, and GaDECAL/Division for Bright From the Start personnel</p>
<p><b>7) Work Sampling System:</b> Districts will significantly increase the use of standards-based instruction in special education preschool settings by learning and implementing the ‘Work Sampling System’. The number of districts in pilot will decrease by 1/3 annually.</p>	
<p><b>Timelines:</b> September 2009-FY2011</p>	<p><b>Resources:</b> GaDOE Divisions for Special Education personnel, GaDECAL personnel, and Work Sampling System by Pearson</p>
<p><b>8) Developmental Appropriate Practices:</b> Districts will significantly improve the quality of instruction in special education preschool settings by utilizing developmentally appropriate practices (DAP). Focus in training and support will be on the areas of weakness identified with the outcome data for each district and the state.</p>	
<p><b>Timelines:</b> March 2009-FY2011</p>	<p><b>Resources:</b> GaDOE Divisions for Special Education personnel</p>

**Part B State Performance Plan (SPP) for 2005-2010****Overview of the State Performance Plan Development:***(The following items are to be completed for each monitoring priority/indicator.)***Monitoring Priority: FAPE in the LRE**

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

**Overview of Issue/Description of System or Process:**

Baseline data was collected during the 2005-2006 school year for Indicator 8: Parent Involvement. The GaDOE utilized the survey developed and validated by the National Center for Special Education Accountability Monitoring (NCSEAM) to determine the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The research and evaluation unit of the GaDOE assisted in the development of the sampling plan. In 2005-2006, the State Advisory Panel (SAP) recommended that the baseline data collection process afford every parent in every district the opportunity to complete the survey. The broad initial implementation allowed all parents to be included in state baseline data. In addition, it allowed each district to evaluate future parent involvement against district specific baseline data as well as state level parent involvement. Data on parent involvement are included in each district's profile. (Approximately 195,000 English and 20,000 Spanish paper-based surveys were distributed across 184 school districts. The overall return rate was 7.37%, with 13,716 paper-based and 654 Web-based surveys submitted. This return rate is slightly higher than the 7.09% return rate resulting from a parent survey distributed to 15,000 parents of children with disabilities in 2004-2005 as part of our focused monitoring efforts.)

In 2006-2007, the sampling plan included approximately 1/5 of districts, with every district over 50,000 (five districts in 05-06) represented annually. The return rate was 11.1 percent with 5,677 returned from 51,255 distributed in the sampling.. By 2011, all districts will have been surveyed again. The sampling process will allow all districts to participate twice in the survey data collection by the 2010-11 school year.

## Sampling Process

The GaDOE implemented in FY06 a stratified, random, cluster sampling method to ensure the sample was representative of Georgia's special education student population. The sampling occurred at the school level. The goal of the sampling method was to place every school in Georgia in one of five equivalent Yearly Sample Groups (YSG). Each year, all the schools in a given YSG will be selected for the sample. The following steps outline how the YSGs are determined:

Steps in the sampling process.

1. A data file with the following elements will be produced:
  - a. school name and code
  - b. district name and code
  - c. district size indicator: unique indicator for each school district with a total enrollment equal to or greater than 50,000
  - d. school type: elementary, middle, or high
  - e. special education student enrollment
  - f. percent economically disadvantaged (ED): defined as percent of students who qualify for free/reduced price lunch.
  - g. percent ethnic minority: defined as percent of non-white students
2. Schools are assigned a district size indicator. For example, a code of 1 is given to the first large district, 2 for the second and so forth. Schools that do not come from a district with 50,000 or more students are assigned a code of zero.
3. Schools are also assigned a value to indicate one of three school type groups: elementary (1), middle (2), and high school (3). Elementary schools are those that include grades K-5, middle schools include grades 6-8, and high schools include grades 9-12. If a school does not fall into one of the above grade ranges, they will be placed in the school type category that most closely matches (e.g. a school covering 6-9 would be categorized as a middle school). Schools that cannot be categorized in such a manner will be randomly assigned a group (e.g., a school covering grades K-12).
4. A random number is generated for all schools and the list is resorted in descending order by the following order of precedence: district size indicator, school type indicator, enrollment, percent ED, percent minority, and random number.
5. Using the school list ordered as described in step 4, all schools are assigned an YSG group of 1-5 based on the order they appear in the list. That is, every fifth school will be in the same YSG.

This will ensure all the large districts are represented in each YSG. It will also ensure that elementary, middle, and high schools are equally distributed among the YSGs. Finally, each YSG should be as similar as possible with respect to the sample size and representation on the demographic indicators described above.

6. The last step in the process is to verify the sample. Verification will involve at a minimum the following.
  - a. First, each YSG will be reviewed to make sure all districts of 50,000 or more are in each YSG. This should be the case as long as each large district has at least five schools. Initial review of the data shows this to be the case.
  - b. Second, each YSG will be evaluated to ensure that it is comparable to the state population on ED and percent minority. A 5% rule will be used to evaluate comparability. That is, the percent ED and percent minority in each YSG should differ from the state by no more than 5%. If differences are greater than 5%, the sample will be adjusted to correct for this. YSG adjustments will follow this process:
    - i. The school with the highest percentage on the category being adjusted will be moved from the YSG that is highest on that indicator to the YSG that is lowest and vice versa. This will continue until all YSGs are within 5% or as close as possible.
    - ii. Adjustments will be made in such a manner as to ensure that each YSG retains representation of districts with 50,000 or more students.
  - c. Each YSG will be checked to ensure all disability types are represented. If any disability type is not represented in YSG, the sample will be adjusted as described above.
  - d. When districts do not return an appropriate sample size of their survey, the GaDOE and contractor will contact them so that further surveys can be requested.
  - e. The number of surveys used annually will allow each district to be reported at least once after the first year, and all districts over 50,000 students will be reported annually. The selection will also allow a representative sample of the state annually so that the state data may be reported annually as required.

***Baseline Data for FFY 2005:***

FY06 data showed a decrease in respondents reporting satisfaction with parent involvement to 30 percent with a survey return rate of 11.1% or 5,677 surveys returned compared to the baseline of 32% in parent respondents with a child receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Discussion of Baseline Data:**

The survey consisted of 95 content items and five demographic items, which were divided into four scales as follows: Scale 1- Schools’ Efforts to Partner with Parents (items 1-25), Scale 2- Quality of Services (items 26-50), Scale 3- Impact of Special Education Services on Your Family (items 51-72), and Scale 4- Parent Participation (items 73-95). For each survey respondent, a score between 1 and 6 is calculated for each of these four scales. Scores are calculated by summing the response choices, which range from 1-6 (1= Very Strongly Disagree/ Never and 6= Very Strongly Agree/Always), for each scale and dividing by the number of responses, thus calculating a mean score for each of the scales. If the mean score is 5 or above, then the respondent is determined to have either a strong level of satisfaction (Scales 1-3) or a high level of parent participation (Scale 4 only). The number of parents with a score of 5 or above is then divided by the total number of parents with a score (for the specific scale) to determine the relevant scale-level percentage.

The first scale, Schools’ Efforts to Partner with Parents, is the one used to calculate the standard for this indicator. Overall, Georgia has a substantial number of school districts serving small populations of students with disabilities. A relatively high proportion of smaller districts had low numbers of surveys returned. For example, about 40% of all districts had fewer than 25 surveys returned. Over 70% of the districts with less than 25 responses had lower return rates than the State average of 7.37%. (This is FY05 information. We need specifics for FY06)

Reviewing the items in the scale (based on the calibration), Georgia is focusing on several areas to improve results, which include involving more parents traditionally not involved in the school and building parent leadership among families raising children at risk.

Georgia again received many comments on the survey that it was much too long and tedious to complete. Those comments were on the completed surveys and in feedback from Special Education directors. It is expected that many other surveys were not completed due to the length of the survey. The FY06 surveys arrived to families in a timelier manner than the previous year but it did not seem to impact the outcome. The surveys were distributed to districts in February, with due dates by the end of March.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<b>2006</b> <i>(2006-2007)</i>	<b>34%</b> of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2007</b> <i>(2007-2008)</i>	<b>36%</b> of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2008</b> <i>(2008-2009)</i>	<b>36%</b> of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving

	services and results for children with disabilities.
<b>2009</b> <b>(2009-2010)</b>	<b>38%</b> of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
<b>2010</b> <b>(2010-2011)</b>	<b>40%</b> of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Improvement Activities/Timelines/Resources:**

<p><b>1) Parent Mentor Partnership:</b> Parent Mentor Partnership (PMP) will target the “parent involvement” indicator as one of its CIMP indicators and will use the surveys collection as a major activity with local school systems. This school year nearly 70 Parent Mentors are leading family engagement initiatives in 57 local school systems, impacting more than 140,000 students on Individualized Education Programs (IEPs), as well as, countless others deemed <i>at risk</i> because of indicators such as English as a Second Language (ESOL), family poverty and/or family social issues. Acting on national research on the significant impact families can make on achievement outcomes, Parent Mentors work to build collaborations between teachers and parents with the assistance of Title 1 Family Engagement Coordinators and High and Middle School Graduation Coaches. Today, the GA Parent Mentor Partnership (PMP) is a national model for family engagement by training administrators and parents of students with disabilities to collectively lead initiatives that increase family capacity so to increase achievement of students at risk, particularly those with disabilities.</p>	
<b>Timelines:</b> FY07 - FY11	<b>Resources:</b> Divisions for Special Education personnel and resources; local funds and resources
<p><b>2) Parent Mentor and PTI Collaboration:</b> Parent Mentors and the PTI will develop a set of statewide activities in collaboration with the SPDG to make schools more “welcoming” to typically “isolated” families as a way to involve more parents in the educational process.</p>	
<b>Timeline:</b> FY08 – FY11	<b>Resources:</b> Divisions for Special Education personnel and resources
<p><b>3) Focused Monitoring and Parent Liaison Partnership:</b> More than 50 parents received training by the Divisions Focused Monitoring Team and the Parent Liaison. This is the fourth year for the Compliance Team to benefit from parents on the teams. Georgia recently was recognized for its parent focused monitoring application process in the October, 2007 report by Project Forum, a research arm of the National Association of Special Education Administrators. In addition, in August Parent to Parent of GA began developing community “Mappings” from data on its vast database, including natural supports, state funded programs and family leaders to give teams a better understanding of the dynamics of the community .</p>	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> Divisions for Special Education personnel and resources

<b>4) Building Successful Partnerships Collaboration:</b> The State will target districts with low parent involvement and partner with the PTA BSP program (Building Successful Partnerships) to develop a plan within targeted districts for building parent engagement	
<b>Timeline:</b> FY08 – FY11	<b>Resources:</b> Divisions for Special Education personnel and resources
<b>5) GA Parent Leadership Coalition (PLC):</b> This collaboration of 12 statewide family advocacy and educational groups working together to coordinate statewide family information and resources and lead local communities to develop navigation teams to work on local concerns and build resources. Ten navigation teams began in 2005, and 15 more were trained in 2006. Another 20 teams are being formed in the 2007-2008 school year. The teams facilitate the involvement of families in build resources and solve problems to improve the quality of the education their children receive. The navigation teams act as a barometer on issues facing families and share information through Parent to Parent of GA to find solutions. PLC trains and guides the navigation teams in an effort to increase parents' information on their child's rights under IDEA but also to the next step in getting involved and helping to make parent involvement happen through many activities.	
<b>Timelines:</b> FY09 – FY11	<b>Resources:</b> Divisions for Special Education funds and resources
<b>6) C.A.F.E:</b> Providing technical assistance to schools and parents in a model to create problem-solving teams for families and educators. This is a collaborative activity between the Office of the Superintendent, Title I, Divisions for Special Education and GA Public Broadcasting. The state department developed in 2006 a video production with six featured parent leaders, who volunteered in their communities to increase parent engagement. The six parents each represent one of the six parent engagement standards highlighted in the School Improvement Standards on Parent Engagement. The parents in the video will tell their stories and demonstrate the power of parents forming a C.A.F.E., <i>A Circle of the Adults Focusing on Education</i> with educators and community members. The program is embedded in the State Professional Improvement Grant. High School and middle school teams will create action teams to look at dropout issues. Parents raising students at risk to dropout will be trained and invited to be on teams. A C.A.F.E. meets regularly and works on solving a problem within the school community. Parent Mentors use the tool to form local action teams on issues concerning school improvement, which includes the dropout rate, and ways to increase students being served in the least restrictive environment. These will be modeled and used to gain greater insight to solve issues that 30 years of research from the National Network of Partnerships at Johns Hopkins University report cannot be solved without family involvement.	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> Divisions for Special Education personnel and resources
<b>7) Revised Survey Procedures:</b> The State continues to evaluate its survey distribution/return procedures. In addition, schools will receive the survey in January with a window closing May 31, 2009. This change will not impact the State's approved sampling plan but will allow districts to execute diversified plans to meet their needs (e.g., distribute surveys at IEP meetings, sponsor a time with parent mentors to assist with this effort, or send surveys home with incentives for returning). Parent mentors will help target the process in their work.	
<b>Timelines:</b> FY09 – FY11	<b>Resources:</b> Federal Funds



**8) Use of Community Resources:** Districts and parent mentors will use community-based resources such as local Parent Teacher Associations, Navigator Teams, and Parent to Parent of Georgia (the Parent Training Information Center), to facilitate the return of the surveys. Parent mentors will target getting Parent Surveys back to the schools and continue its work on making schools more “welcoming” to families who traditionally are not engaged in the education of their children.

The parent mentors will develop best practices in increasing attendance at IEPs as another marker for family satisfaction and engagement. The State Advisory Panel appointed a committee to enhance family engagement. The results for the 2007-2008 attendance data showed 56% of parents attended their child’s IEP meetings. This is not an indicator requested, but the State believes it can show additional evidence of family leaders assisting districts to increase parent satisfaction.

**Timelines:** *FY09 – FY11*

**Resources:** *Federal Funds*

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

<b>Monitoring Priority: Disproportionality</b>
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**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

<b>MEASUREMENT:</b>
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<p>Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.</p>
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<p>Include State’s definition of “disproportionate representation.”</p>
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<p>Disproportionate representation is identified by using an N Size of 10 and the Weighted Risk Ratio 3.0 and above as defined by the OSEP/WESTAT applied to district level data collected for Table 1 of the Federal Data Report – Report of Children with Disabilities Receiving Special Education under Part B.</p>
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<p>Georgia determines that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification by conducting a review of policies, practices and procedures. The State provides for a review of policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which was developed in collaboration with broad stakeholders input.</p>
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**Overview of Issue/Description of System or Process:**

The State made its determination for the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification based upon the subset of districts identified as having significant disproportionality for the Identification of All Disabilities. Disproportionate Representation Significant disproportionality is identified by using an N Size of 10 and the Weighted Risk Ratio 3.0 and above as defined by the OSEP/WESTAT applied to district level data collected for Table 1 of the Federal Data Report – Report of Children with Disabilities Receiving Special Education under Part B.

Significantly disproportionate systems MUST complete the following tasks: (1) Review and, if appropriate, revise policies, procedures and practices to ensure compliance with Federal IDEA;

(2) Reserve the maximum amount of funds under Section 613(f) to provide comprehensive coordinated Early Intervening Services (EIS), particularly to serve children in those groups that are significantly overidentified under Section 618(d)(1); and (3) Publicly report on the revision of policies, practices and procedures described under Section 618(d)(1)(A). During the FFY 2005 SPP, the State included information about directing districts with significant disproportionality to spend funds for EIS only after reviewing their policies, practices, and procedures. This practice represented noncompliance. At present, Georgia requires every district to reserve the maximum amount for EIS, regardless of the review of their policies, practices, and procedures. The previously identified noncompliance has been corrected.

The State provided for a review of policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which was developed in collaboration with broad stakeholders input. While carefully considering the subset of systems that were significantly disproportionate for the Identification of All Disabilities, the State made a determination based upon appropriate implementation of policies, practices, and procedures (Student Support Team/Special Education Identification and Evaluation processes) as to whether or not the disproportionate representation was the result of inappropriate identification.

***Baseline Data FFY 2005:***

In the state of Georgia, 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification.

***Discussion of Baseline Data:***

Baseline data was collected during the December 1, 2005 Federal Child Count Data, which indicated that *no district (0%)* in Georgia had significant disproportionality for the Identification of All Disabilities. Consequently, the goal of no districts (**0%**) with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification was met during the baseline year.

To verify the accuracy of this data, two other data sources were consulted. According to the 2006 OSEP/WESTAT publication *Overlapping Part B & Part C Data Profiles*, 8.64% of Georgia's age 6-21 population was being served under Part B, IDEA in December 2005. This is calculated using the overall census population for this age group.

Data from the Governor's Office of Student Achievement (GOSA) indicates that for the 2004-2005 school year, 12.2 % of students enrolled in Georgia's public schools, kindergarten through twelfth grade, were identified and received services as students with disabilities under IDEA, Part B. For the 2005-2006 school year, this dropped to 11.9 %, which indicates that the overall rate for identification is dropping.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2006</b> <i>(2006-2007)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>2007</b> <i>(2007-2008)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>2008</b> <i>(2008-2009)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>2009</b> <i>(2009-2010)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
<b>2010</b> <i>(2010-2011)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Improvement Activities/Timelines/Resources:**

<p><b>1) (Revised in the FFY 2008 Submission) Review of Policies, Practices, and Procedures:</b>                  Districts with disproportionate representation will convene a team to complete the Self-Assessment Monitoring Protocol. The team will conduct a review and, if appropriate revision of policies, practices, and procedures as measured in the Self-Assessment to ensure that the policies, practices, and procedures comply with Federal and State requirements.</p> <p>The Divisions for Special Education staff will review the Protocols, provide feedback and make determinations as whether the disproportionate representation was the result of inappropriate identification. To ensure that districts report valid data, the State will implement verification procedures for the review of policies, practices, and procedures to include onsite visits via Focused Monitoring/Records Review and Internal Review Process conducted at the system level.</p> <p><i>100% of the districts identified as having disproportionate representation of Racial and Ethnic Groups in Special Education due to inappropriate identification will develop measurable action steps to address the noncompliance and include the plan in the consolidated application. Consequently, all identified districts will correct the noncompliance-determined by reviewing a sampling of eligibility reports-within one year of written notification from the State. During the baseline year (FFY 2005), 0% of districts in Georgia had disproportionate representation.</i></p>	
<p><b>Timeline:</b> FY06 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>

<p><b>2) (Revised in the FFY 2008 Submission) Disproportionality Forums:</b> The State’s staff will conduct ongoing forums for districts cited as having disproportionate representation due to inappropriate identification: (a) Examine the policies, practices, and procedures that contributed to the weighted risk ratios; and (b) Assist the district with the necessary revisions of policies, practices, and procedures.</p> <p><i>During the baseline year (FFY 2005), 0% of districts were identified as having disproportionate representation. As a result of the ongoing technical assistance, 0% of districts will be identified as having disproportionate representation.</i></p>	
<p><b>Timeline:</b> FY06 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>
<p><b>3) (Revised in the FFY 2008 Submission) Collaboration with School Improvement and Curriculum:</b> Staff from the Divisions for Special Education Services and Supports will work throughout the 2007-2008 school year with individuals from School Improvement and Curriculum to integrate information about addressing the needs of struggling students into many professional learning and technical support activities implemented by these divisions. Therefore, educators will have information that will assist them in addressing the needs of struggling students in the general education class and as a result should decrease the number of students referred to special education.</p> <p>During the baseline year (FFY 2007), The GaDOE developed a process by which appropriate educators collaborated about meeting the needs of all students (e.g., curriculum, instruction, assessment, and interventions). Divisions for Special Education have actively participated with the committee and made necessary recommendations to improve Georgia’s disproportionate representation data. During FFY 2008, five special education staff members participated on State’s RTI Committee and provided professional development activities to include Positive Behavior Support Training, SSTAGE Conference Training, Title 1 Conference Training.</p>	
<p><b>Timeline:</b> FY08 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: Disproportionality**

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**MEASUREMENT:** Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State’s definition of “disproportionate representation.”

Disproportionate representation is identified by using an N Size of 10 and the Weighted Risk Ratio 3.0 and above as defined by the OSEP/WESTAT applied to district level data collected for Table 1 of the Federal Data Report – Report of Children with Disabilities Receiving Special Education under Part B.

Georgia determines that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification by conducting a review of policies, practices and procedures. The State provides for a review of policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which was developed in collaboration with broad stakeholders input.

**Overview of Issue/Description of System or Process:**

The State made its determination for the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification based upon the subset of districts identified as having significant disproportionality for the identification of children as children with disabilities in accordance with a particular impairment described in Section 602(3). Significant disproportionality is identified by using an N Size of 10 and the Weighted Risk Ratio 3.0 and above as defined by the OSEP/WESTAT applied to district level data collected for Table 1 of the Federal Data Report – Report of Children with Disabilities Receiving Special Education under Part B.

Significantly disproportionate systems MUST complete the following tasks: (1) Review and, if appropriate, revise policies, procedures and practices to ensure compliance with Federal IDEA;

(2) Reserve the maximum amount of funds under Section 613(f) to provide comprehensive coordinated Early Intervening Services (EIS), particularly to serve children in those groups that are significantly overidentified under Section 618(d)(1); and (3) Publicly report on the revision of policies, practices and procedures described under Section 618(d)(1)(A). During the FFY 2005 SPP, the State included information about directing districts with significant disproportionality to spend funds for EIS only after reviewing their policies, practices, and procedures. This practice represented noncompliance. At present, Georgia requires every district to reserve the maximum amount for early intervening services, regardless of the review of their policies, practices, and procedures. The previously identified noncompliance has been corrected.

The State provided for a review of policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which was developed in collaboration with broad stakeholders input. While carefully considering the subset of systems that were significantly disproportionate for the Identification of students with disabilities by disability categories, the State made a determination based upon appropriate implementation of policies, practices, and procedures (Student Support Team/Special Education Identification and Evaluation processes) as to whether or not the disproportionate representation was the result of inappropriate identification.

**Baseline Data for FFY 2005:**

The State determined that 5.98% or 11/184 systems had disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification. The target of no districts (0%) with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification was not met during the baseline year.

Table 1. Disproportionate Representation due to Inappropriate Identification of Racial & Ethnic Groups for Specific Categories

	Black	White	Alaskan/ American Indian	Asian/ Pacific Islander	Hispanic	Multi- Racial
Intellectual Disabilities	7	0	0	0	0	0
Emotional/Behavioral Disorders	2	0	0	0	0	0
Other Health Impaired	0	1	0	0	0	0
Specific Learning Disabilities	1	0	0	0	0	0
Speech/Language Impairment	0	0	0	0	0	0
Autism	0	0	0	0	0	0
Total	10	1	0	0	0	0

**Discussion of Baseline Data:**

Baseline data was collected during the December 1, 2005 Federal Child Count Data, which indicated that 91/184 districts (49.46%) in Georgia had significant disproportionality for the Identification of SWD by specific disability categories. All significantly disproportionate systems were required to complete the following tasks: (1) Provide EIS for at-risk students; (2) Review, and revise if needed, policies, practices, and procedures; and (3) Publicly report revisions to the policies, practices, and procedure.

Out of the 91 systems identified as having significant disproportionality, the State determined that 11 systems had disproportionate representation due to inappropriate identification based upon a review of policies, practices, and procedures. While overrepresentation of minorities in special education is not an issue when reviewing the weighted risk ratios for special education, it is of concern when viewing data related to specific areas of disability. Slightly more than 25% of Georgia school districts had weighted risk ratios between 3.0 and 3.99 in the identification rates for one or more racial/ethnic group in one or more areas of disability. Slightly more than 23% had weighted risk ratios of 4.0 or greater for one or more racial/ethnic group in one or more area of disability.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<b>2006</b> <i>(2006-2007)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
<b>2007</b> <i>(2007-2008)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
<b>2008</b> <i>(2008-2009)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
<b>2009</b> <i>(2009-2010)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
<b>2010</b> <i>(2010-2011)</i>	<b>0%</b> of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

***Improvement Activities/Timelines/Resources:***

***1) Review of Policies, Practices, and Procedures:*** Districts with disproportionate representation will convene a team to complete the Self-Assessment Monitoring Protocol. The team will conduct a review and, if appropriate revision of policies, practices, and procedures as measured in the Self-Assessment to ensure that the policies, practices, and procedures comply with Federal and State requirements.



<p>The Divisions for Special Education staff will review the Protocols, provide feedback and make determinations as whether the disproportionate representation was the result of inappropriate identification. To ensure that districts report valid data, the State will implement verification procedures for the review of policies, practices, and procedures to include onsite visits via Focused Monitoring/Records Review and Internal Review Process conducted at the system level.</p>	
<p><b>Timeline:</b> FY06 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>
<p><b>2) Disproportionality Forums:</b> The State’s staff will conduct ongoing forums for districts cited as having disproportionate representation due to inappropriate identification: (a) Examine the policies, practices, and procedures that contributed to the weighted risk ratios; and (b) Assist the district with the necessary revisions of policies, practices, and procedures.</p>	
<p><b>Timeline:</b> FY06 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>
<p><b>3) (Revised in the FFY 2008 Submission) Collaboration with School Improvement and Curriculum:</b> Staff from the Divisions for Special Education Services and Supports will work throughout the 2007-2008 school year with individuals from School Improvement and Curriculum to integrate information about addressing the needs of struggling students into many professional learning and technical support activities implemented by these divisions. Therefore, educators will have information that will assist them in addressing the needs of struggling students in the general education class and as a result should decrease the number of students referred to special education.</p>	
<p><b>Timeline:</b> FY08 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

**Overview of Issue/Description of System or Process:**

This indicator is a new reporting requirement; therefore baseline data was collected during FFY 05.

Since FFY 01, Georgia's established timeline for completion of evaluations has been 60 days from receipt of parental consent for evaluation.

LEAs were required to track initial timeline data monthly during FFY 05. Electronic and hard copies of sample forms were provided and recommended for usage by LEAs that had not already developed an accurate monthly tracking mechanism. These tracking logs assist LEAs in identifying and correcting problems throughout the school year. LEAs were then required to compile monthly data and submit an annual Timeline Summary Report to the State by July 1, 2006. Data regarding private school evaluations and eligibility determinations conducted by the district were included in this report.

**Overview of Issue/Description of Process (continued):**

Every Georgia LEA was required to submit to the State the total number of initial referrals completed from July 1, 2005 through June 30, 2006. Of those completed, the following information was required:

- the number of initial referrals completed and determined eligible for special education services within the 60 day timeline.
- the number of initial referrals completed and determined eligible after the 60 day timeline.
- the number of initial referrals completed and determined ineligible within the 60 day timeline.
- the number of initial referrals completed and determined ineligible after the 60 day timeline.

The percentages of eligible and ineligible students completed within the 60 day timeline were calculated automatically and inserted on the Timeline Summary Report provided by the Divisions for Special Education. Of those referrals completed late (both eligible and ineligible), the range of days late was reported by the districts, then automatically calculated and inserted on the report form. When the timeline documentation reveals that a local district has overdue evaluations, the State works with the district to identify barriers; the district must submit a corrective action plan.

Data verification reviews are conducted in instances when Timeline Summary Reports indicate inaccurate data. Data verification reviews are also conducted randomly and if Formal Complaint inquiries warrant. The State verifies that compliance has been achieved within one year.

Sanctions occur for districts out of compliance or if the district is unable to verify information submitted to the Divisions for Special Education. As the Georgia State Student Information System (GSSIS) becomes fully operational, the need for districts to submit timeline reports will be minimized. The State will have the ability to secure timeline data directly from GSSIS. The 60 day completion of evaluations will be directly pulled from the student record system.

**Baseline Data for FFY 2005:** Data for FFY 05 indicate that 85.5% of children with parental consent to evaluate, who were evaluated, had an eligibility determined within 60 days. The actual numbers are as follows:

- a. the number of students for whom parental consent to evaluate was received is 40,417.
- b. the number of students determined not eligible whose evaluations and eligibility determinations were completed within 60 days is 7,131 (17.6%).
- c. the number of students determined eligible whose evaluations and eligibility determinations were completed within 60 days is 27,554 (68.2%).

Evaluations and eligibility determinations for 5,732 students were not completed within 60 days. This number represents 14.2% of eligibility determinations completed.

- 1,931 eligibility determinations were completed 1-10 days after 60 days.

- 1,708 eligibility determinations were completed 11-30 days after 60 days.
- 972 eligibility determinations were completed 31-60 days after 60 days.
- 1,121 eligibility determinations were completed 60+ days after 60 days.

**Discussion of Baseline Data:**

The State completed 85.5% of evaluations in a timely manner. The analysis of the delays includes the following reasons:

- student delays (excessive absences, withdrawal and reenrollment),
- parent delays (canceling meetings, not providing relevant information in a timely manner,
- teacher/evaluator delays (teachers not following through, lack of psychologists, diagnosticians, or speech-language therapists), and
- system errors (no tracking system in place, errors in tracking, error in policies and procedures).

An analysis by district shows that 22% (40) of districts were 100% compliant with meeting timelines. Another 46% (82) of districts were 90% compliant or higher, resulting in 68% of districts compliant at 90% or higher. Only 6% (12) of districts were below 70 % compliant.

All LEAs not 100% compliant were required to examine their policies, practices, and procedures to reduce barriers to meeting timelines. In addition, they submitted a plan for becoming compliant. District liaisons and the State’s timelines facilitator will continue to provide technical assistance to districts that are not compliant.

The area showing greatest need for improvement is those that were completed more than 60 days beyond the timeline. Although LEAs submitted reasons why eligibility determinations were so far beyond the deadline, these should be rare exceptions, and not 1,152 cases. All districts have been targeted for direct intervention.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2006</b> <b>(2006-2007)</b>	<b>100%</b> of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
<b>2007</b> <b>(2007-2008)</b>	<b>100%</b> of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
<b>2008</b> <b>(2008-2009)</b>	<b>100%</b> of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
<b>2009</b>	<b>100%</b> of children with parental consent to evaluate, who were evaluated

<b>(2009-2010)</b>	within 60 days (or State established timeline).
<b>2010</b> <b>(2010-2011)</b>	<b>100%</b> of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

**Improvement Activities/Timelines/Resources:**

<p><b>1) (Revised in FFY 2008 Submission) Compliance Procedures for Timeline Requirements:</b> All districts not in 100% compliance must develop improvement activities to address timelines in the LEA Consolidated Application. The reason for noncompliance must be submitted with the Timeline Summary Report by <i>July 31</i>. District improvement activities must be submitted with the Comprehensive LEA Implementation Plan by <i>November 1</i>.</p>	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> none required
<p><b>2) (Revised in the FFY 2008 Submission) Technical Assistance for Noncompliant Districts:</b> Appropriate staff from districts with significant noncompliance and State consultants will review the district’s previous annual timeline data and current practices to correct timeline noncompliance. Technical assistance from the State will be provided. Revision of current district policies, practices, and procedures that contribute to timeline noncompliance will be made.</p> <p>Technical Assistance Level 1 - The State will provide Technical Assistance for systems that are not meeting timeline compliance at 85% or below for two consecutive years. TA is designed around the specific activities districts have included in their LEA Implementation Plan and includes a review of their policies, practices and procedures for timelines and resources to assist them in meeting the timelines. District data is reviewed the following year to determine the percentage of systems that meet compliance.</p> <p>Technical Assistance Level 2 - The State will provide more in-depth targeted technical assistance for systems that are meeting timeline compliance at 70% or less. The State will direct the activities to be included in the Corrective Action Plan for those systems, which may include the periodic submission of timeline reports throughout the school year. System data is reviewed the following year to determine the percentage of systems that meet compliance</p>	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> Special Education staff and district staff

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d – e)] times 100.

**Overview of Issue/Description of System or Process:**

The State collects data from each local district on the number and percentage of students who were referred from Babies Can't Wait and received services by their third birthdays. This information is collected via the timeline logs from each district.

**Baseline Data for FY2005:**

Transition between Part C and Part B  
FY05 Data

Number of Referrals	Percentage on Time (eligibility and IEP implemented before age 3)	Percentage Late (eligibility and IEP implemented after age 3)
2348	88%	12%

Those timelines do not include the percentage of children who were evaluated but were determined not eligible. In addition, local districts do not currently report the number of days past the third birthday that evaluations/eligibility are completed if they are indeed late. Collection procedures have been revised to include all required data elements. These data will be available for the 2005-06 school year.

**Discussion of Baseline Data:**

<i>FFY</i>	<i>Measurable and Rigorous Targets</i>
<b>2005</b> <i>(2005-2006)</i>	<b>100%</b> of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
<b>2006</b> <i>(2006-2007)</i>	<b>100%</b> of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
<b>2007</b> <i>(2007-2008)</i>	<b>100%</b> of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
<b>2008</b> <i>(2008-2009)</i>	<b>100%</b> of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
<b>2009</b> <i>(2009-2010)</i>	<b>100%</b> of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
<b>2010</b> <i>(2010-2011)</i>	<b>100%</b> of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

**Improvement Activities/Timelines/Resources:**

<b>1) (Revised in the FFY 2008 Submission) Transition Procedures:</b> Develop and/or revise guidance on the transition from Part C to Part B procedures and provide technical assistance for all districts. The State will redeliver the training, as needed, but at least once each fiscal year. As a result of the guidance and ongoing trainings, the State should reach 100% compliance for this indicator.	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> Divisions for Special Education personnel resources

<p><b>2) (Revised in the FFY 2008 Submission) Data Collection:</b> The State collaborated with WESTAT and Part C to submit a GSEG grant to refine the data collection procedures between BCW and the State. The State received the grant spring 2006. BCW and the State will develop a data sharing application, which will allow an automated data collection of children transitioning from Part C to Part B. Until the automated data collection is implemented, the State will continue to collect the timelines from local districts. The GSEG data sharing application went live 12-08. Data sharing between Part C and Part B is on-going. The development and implementation of this automated data collection shall increase accuracy of transition from Part C to Part B data reporting.</p>	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> Divisions for Special Education personnel and resources
<p><b>3) (Revised in the FFY 2008 Submission) Interagency Agreement:</b> The Interagency Agreement between the Department of Community Health/Babies Can't Wait and the State was revised to improve the effective transition of children between the programs. Memorandums of Understanding between both agencies will be developed as needed.</p>	
<b>Timelines:</b> FY06 – FY11	<b>Resources:</b> Divisions for Special Education personnel Resources
<p><b>4) Division of Public Health Notifications:</b> Division of Public Health and GaDOE have agreed that Division of Public Health would send notification of transitioning students to all districts in Georgia. This notification and referral now include the child's name, date of birth and sufficient contact information as prescribed in the OSEP letter per the Elder/Texas Case. This new procedure was also reflected in the interagency agreement that was revised and approved on December 2005.</p>	
<b>Timelines:</b> FY06 – FY11	<b>Resources:</b> GaDOE personnel, Division of Public Health personnel
<p><b>5) Babies Can't Wait Notifications:</b> Babies Can't Wait will send monthly notifications to districts about children transitioning from Part C. GaDOE will also continue the collaboration with Division of Public Health to develop and implement the data sharing system as described in our GSEG. The districts that were determined noncompliant must include improvement activities in the LEA Consolidated Application. Those districts noncompliant for two consecutive years will have sanctions applied.</p>	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> GaDOE personnel/resources and Babies Can't Wait personnel/resources
<p><b>6) (New Activity in FFY 2008 Submission) Compliance Procedures for Timeline Requirements:</b> All districts not in 100% compliance must develop improvement activities to address timelines in the Consolidated Application, LEA Implementation Plan. The reason for noncompliance must be submitted with the Timeline Summary Report by July 1. District improvement activities must be submitted with the Comprehensive LEA Implementation Plan by November 1 annually.</p>	



<b>Timelines:</b> FY09 – FY11	<b>Resources:</b> (GaDOE Personnel and District Special Education Personnel)
<p><b>7) (New Activity in the FFY 2008 Submission) Technical Assistance for Noncompliant Districts:</b> Appropriate staff from districts with significant noncompliance and State staff will review the district’s previous annual timeline data and current practices to correct timeline noncompliance. Technical assistance from the State will be provided. Revision of current district policies, practices, and procedures that contribute to timeline noncompliance will be made.</p> <p>The State will provide more in-depth targeted assistance for districts that are meeting timelines at 70% or less. Technical assistance will continue to be provided for all noncompliant districts, however the State will direct the activities to be included in the Corrective Action Plan for those that are noncompliant at 70% or less, which may include the monthly submission of timeline reports to the State.</p>	
<b>Timelines:</b> FY10 – FY11	<b>Resources:</b> GaDOE personnel/resources
<p><b>8) (New Activity in the FFY 2008 Submission) Annual Training for School Districts and Babies Can’t Wait Staff:</b> Annual collaborative training to increase accuracy of implementation of OSEP requirements for transition for both Part C and Part B. For noncompliant districts this will be a required technical assistance activity.</p>	
<b>Timelines:</b> FY10 – FY11	<b>Resources:</b> (GaDOE Personnel, BCW Personnel)

**State Performance Plan Development for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

<p><b>Monitoring Priority: Effective General Supervision Part B / Effective Transition</b></p>
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**Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

<p><b>Measurement:</b> Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.</p>
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**Overview of Issue/Description of System or Process:** The baseline data was collected during the 2005-2006 school year through the Records Review process as described in the overview of Compliance Monitoring. Districts are selected for records review on a sampling basis. Approximately one-fifth of the state is monitored for records each year. As districts were monitored for records, additional sets of records of youth age 16 and above were selected. Each record was reviewed to determine that the IEP contained coordinated, measurable annual goals and transition services that will reasonably enable the student to meet the post-secondary goals.

**Baseline Data for FFY 2004 (2004-2005):**

School Year	# of Records Reviewed	% with Measurable Transition Goals
2005 – 2006	369	12.5%
Post July 2005*	149	24.32%

\* Denotes transition plans developed after the effective date of IDEA 2004.

**Discussion of Baseline Data:** During the 2005-2006 school year, 369 records were reviewed, 12.5% contained measurable transition goals. Most of these were developed prior to any specific guidance from OSEP or the State for developing transition plans and goals that comply with IDEA 2004. Within the 369 records reviewed, 149 contained transition plans developed after July 2005, when IDEA 2004 was effective. Of the 149 records, 24.32% of those records contained measurable transition goals and activities that would reasonably enable the students to meet the post-secondary goals.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<b>2006 (2006-2007)</b>	<b>100%</b> of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
<b>2007 (2007-2008)</b>	<b>100%</b> of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
<b>2008 (2008-2009)</b>	<b>100%</b> of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.
<b>2009 (2009-2010)</b>	<b>100%</b> of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
<b>2010 (2010-2011)</b>	<b>100%</b> of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services,

	including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
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**Improvement Activities/Timelines/Resources:**

<p><b>1) Transition training:</b> A statewide conference will be convened to include all the transition stakeholders to provide intense training on the new requirements and format for transition planning. It is anticipated that over 250 educators will be participating in this training (during pre-conference) with 1500 professionals attending the Touch the Future/Transition Workforce Development Conference. Districts that attend the preconference training will complete an Action Plan for Transition. In addition, a training video will be created and made available statewide as part of the technical assistance for improving the quality of coordinated and measurable transition plans that will enable students to meet their post-secondary goals. Training and technical assistance is available to districts that participate in the Records Review process. Follow-up and technical assistance is also available to all districts on Transition per request to the State. For example, sample IEP goals for transition will be provided for districts.</p> <p><i>(Revised in FFY 2007 Submission) The State will identify low performing districts for Indicators 13 and 14 based upon FFY 2007 data and provide those districts with scholarships (2 participants) to attend the Touch the Future/Transition Conference. This conference will be held in Atlanta October 22-25, 2008. Districts will be required to attend the Pre-Conference Education Strand by Dr. Mary Morningstar of the University of Kansas on transition assessment and planning. In addition to the preconference, districts will: (1) meet with State staff to review their selected transition plans and receive appropriate technical assistance; (2) Develop effective action plans for their districts; and (3) Receive follow-up from the State (e.g., telephone support, onsite visits, etc).</i></p>	
<b>Timeline:</b> FY07 – FY11	<b>Resources:</b> Interagency Transition Council, Department of Labor, Division for Vocational Rehabilitation
<p><b>2) Graduation Coaches:</b> Coaches will be hired for each high school to work with students at risk for not completing their high school education. To aid the work of the coaches, a common planning tool will be developed. The transition plan requirements will be embedded in this planning tool and training will be provided to all parties.</p>	
<b>Timelines:</b> FY07 – FY11.	<b>Resources:</b> Graduation Coaches, Divisions for Special Education, Division for School and Leader Quality, Curriculum and Instruction

<p><b>3) Record Review:</b> The State, through record review is identifying districts that need direct technical assistance with transition planning and development. All districts that have not been in compliance for transition records, have a plan in place for correcting that noncompliance. These districts may request direct technical assistance from the State. The implementation of their plans is monitored by the State and correction will be verified within one year of identification, or before.</p>	
<p><b>Timelines:</b> FY06 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>
<p><b>4) DES Communication:</b> The Divisions for Special Education has identified an individual in each school district who is responsible for transition information and coordination. The State sends regular emails and updates to these individuals to keep them abreast of best practices, compliance requirements and other issues. The State is providing mentoring and coaching through this list serve to the transition coordinators in each district. In addition, includes good practices for transition in each of the monthly DL updates sent to special education directors.</p>	
<p><b>Timelines:</b> FY06 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>
<p><b>5) Interagency Collaboration:</b> The State collaborated with other transition partner agencies and the State Transition Interagency Council to create a state transition manual. In 2004, it was distributed to all districts and other parties. In FY07, the manual will be updated to include new tools and resources and guidance for developing coordinated transition plans. The manual will be posted on the GaDOE website.</p>	
<p><b>Timelines:</b> FY07 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources, other state agencies/partners</p>
<p><b>6) Elluminate Training Sessions:</b> Training sessions will be held to train professionals on writing an IEP that includes coordinated measurable, annual IEP goals and transition services that will reasonably enable the student to meet their postsecondary goals. It is believed that these improvement activities will contribute to helping the State’s in successfully meeting the target of 100%.</p>	
<p><b>Timelines:</b> FY08 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources, other state agencies/partners</p>
<p><b>7) (Revised in FFY 2007 Submission) Multi-Agency Online Resource:</b> <i>The Georgia Department of Labor/Tools for Life website located at <a href="http://www.gatransition.org">www.gatransition.org</a> was developed in collaboration with the GaDOE will be launched fall 2008. This website will provide support and information to local/regional Interagency Transition Councils. It will also provide information on writing coordinated, measurable annual IEP goals and objectives related to transition. A major emphasis will be on up-to-date information for appropriate transition assessments.</i></p>	

<b>Timelines:</b> <i>FY09 – FY11</i>	<b>Resources:</b> <i>Divisions for Special Education transition personnel and resources, other state agencies/partners</i>
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**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

**(The following items are to be completed for each monitoring priority/indicator.)**

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

**Overview of Issue/Description of System or Process:**

Successful postsecondary transition was one of Georgia's ten performance goals prior to State Performance Plan development in 2005. The state has been collecting data to use in the improvement of transition services since 2001. The data were collected and reported on students with disabilities who graduated in May 2001 through May 2006. However, the data collected previously did not meet OSEP's new SPP requirements. The data collection process has been revised to collect all the required elements, as well as the timeline for collection.

Each local school system is required to maintain a verifiable log of postsecondary contacts and to report the resulting data to the Divisions for Special Education. The systems are required to develop a mechanism for contacting all students who exited during the previous school year (including dropouts, graduates, aged outs and others) and determine what their post-school activities were within one year of leaving high school. The data are submitted through the GaDOE secure portal. The instructions for the survey include the State's definitions of competitive employment (from the Rehabilitation Act); the clarification of full and part time employment; the types of post-secondary education and clarification of full and part time school attendance. Individuals who entered the military are included in the full time employment category.

Georgia has adopted the definition for competitive employment as defined in the Rehabilitation Act. This definition states that:

*Competitive employment means work- (i) In the competitive labor market that is performed in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled. (Rehabilitation Act Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c))*

Full-time employment is defined as: Individuals who are competitively employed at least 35 hours per week and are NOT attending a postsecondary program.

Part-time employment is defined as: Individuals who are competitively employed less than 35 hours per week and are NOT attending a postsecondary program.

The Divisions for Special Education definitions for postsecondary education parallel the definitions provided in the Georgia Hope Scholarship program. These definitions are as follows:



College/University – Full Time: Individuals pursuing a college degree by attending all types and levels of institutions with enrollment for a minimum of 12 semester hours, and are not employed, including public and private institutions, and less-than-4-year institutions, community colleges, technical colleges and four-year colleges and universities.

College/University – Part Time: Individuals pursuing a college degree by attending all types and levels of institutions with enrollment for a less than 12 semester hours, and are not employed, including public and private institutions, and less-than-4-year institutions, community colleges, technical colleges and four-year colleges and universities.

Vocational Training – Full Time: Individuals attending a technical college or vocational training programs with enrollment for a minimum of 12 semester hours, are not employed, and are pursuing a certification rather than a degree.

Vocational Training – Part Time: Individuals attending a technical college or vocational training programs with enrollment for a less than 12 semester hours, are not employed, and are pursuing a certification rather than a degree.

Postsecondary and Employed: Individuals who attend a university, college, technical college or vocational training program and are also employed full or part-time (See definition for competitive employment).

**Baseline Data for FFY 2006:**

School Year	# of Students Exiting for 2005-2006	% of Students Competitively Employed, Enrolled in Some Type of Postsecondary School or Both
2006– 2007	11,089	55.13%

Aggregate postsecondary activity data by disability and means of exit collected electronically from the Georgia Student Data Record Collections pre-populated the survey application. The number for which Georgia will be providing baseline data is 11,089 students with disabilities who exited school in 2005-2006. Of those students 6,113 or 55.13% were engaged in postsecondary activities.

**Discussion of Baseline Data:** Georgia projected that baseline data would be collected on 11,095 students with disabilities who exited school in 2005-2006 school year. However, the actual number of students being reported on is 11,089. The difference between these two numbers (6) is attributed to students who dropped out and then returned to school.

The number of students who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school was 6,113 converting to 55.13%. This number is based on a response rate of 69.77% (7,737 of the 11,089 students). The percentage of exiters by disability area and the percentage responding are closely aligned. Student level data collection will be collected for 2007 graduates in order to further disaggregate the data.

Disability	Exiting Students	Students Responses	% of Exiting Total	% of Response Total
Autism	127	91	1.15%	1.18%
Blind/VI	45	35	0.41%	0.45%
Deaf/HH	112	91	1.01%	1.18%
Deaf/Blind	1	1	0.01%	0.01%
EBD	1919	1102	17.31%	14.24%
MR	2640	1867	23.81%	24.13%
OHI	1441	1016	12.99%	13.13%
OI	79	65	0.71%	0.84%
SLD	4552	3357	41.05%	43.39%
SP/LANG	112	67	1.01%	0.87%
TBI	61	45	0.55%	0.58%
<b>Total</b>	<b>11089</b>	<b>7737</b>	<b>100.00%</b>	<b>100.00%</b>

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<b>2007</b> <i>(2007-2008)</i>	<b>56%</b> of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
<b>2008</b> <i>(2008-2009)</i>	<b>57%</b> of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
<b>2009</b> <i>(2009-2010)</i>	<b>58%</b> of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.  Note: data are being collected during this year with the revised requirements, baseline data will be established and targets will be revised.
<b>2010</b> <i>(2010-2011)</i>	<b>60%</b> of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

**Improvement Activities/Timelines/Resources:**

<p><b>1) Georgia’s Comprehensive LEA Improvement Plan:</b> Many local districts have developed GCLIP plans that focus on developing appropriate transition plans and services, building transition programs, and increasing student graduation rates producing better postsecondary outcomes.</p>	
<p><b>Timelines:</b> FY08 – FY11</p>	<p><b>Resources:</b> The Divisions for Special Education personnel and financial resources, local district personnel and financial resource</p>
<p><b>2) State Personnel Development Grant (SPDG):</b> Georgia received additional funding from the Office for Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG) effective September 1, 2007 for a five-year cycle. A major focus of the SPDG is dropout prevention. GaDOE will work directly with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), housed at Clemson University, to provide school teams with in-depth training in proven research based strategies to decrease dropout. The teams will then assist other school systems in their Georgia Learning Resources System (GLRS) regions for on-going capacity building. These efforts will result in a decrease in students with disabilities from dropping out of high school, thereby increasing the likelihood of entering postsecondary education and/or postsecondary employment.</p>	
<p><b>Timelines:</b> FY08 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and financial resources, local district personnel and financial resource</p>
<p><b>3) The State Transition Plan:</b> The State has developed and will continue to implement a Transition Plan based upon the national summit for SWD to provide appropriate transition activities to help SWD achieve post-secondary goals: (a) will continue to develop transition training for educators throughout Georgia along with a statewide Touch the Future/Transition Workforce Development Conference; (b) will continue to maintain a designated transition contact person to receive and disseminate information/communications from the State regarding transition in each district; (c) will continue to increase the number of Interagency Transition Councils in the state; and (d) will encourage excellence in transition through the recognition of state leaders in transition and outstanding Interagency Transition Councils, employers and community leaders with successful transition experiences. The activities in the Transition Plan will assist districts in viewing transition as the process for improved graduation and dropout rates, as well as, transition outcomes.</p> <p><i>(Revised in the FFY 2007 Submission) Technical Assistance from GaDOE – The State will identify low performing districts for Indicators 13 and 14 based upon FFY 2007 data and provide those districts with scholarships (2 participants) to attend the Touch the Future/Transition Conference. This conference will be held in Atlanta October 22-25, 2008. Districts will be required to attend the Pre-Conference Education Strand by Dr. Mary Morningstar of the University of Kansas on transition assessment and planning. In addition to the preconference, districts will (1) meet with State staff to review their selected transition plans and receive appropriate technical assistance; (2) Develop effective action plans for their districts; and (3) Receive follow-up from the State (e.g., telephone support, onsite visits, etc).</i></p>	

<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> The Divisions for Special Education personnel
<p><b>4) Divisions for Special Education Communication:</b> The Divisions for Special Education will make use of the communication tree specifically for transition which has identified an individual in each school district who is responsible for transition information and coordination. The Divisions for Special Education will continue to send regular emails and updates to these individuals to keep them abreast of best practices, compliance requirements and other transition issues. The Divisions for Special Education will provide mentoring and coaching on postsecondary and employment issues through this list to the transition coordinators in each district. In addition, the Divisions for Special Education will include evidence based practices for transition in this area in each of the monthly DL updates sent to special education directors.</p>	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> The Divisions for Special Education personnel, local district personnel, internet resources
<p><b>5) Elluminate Training Sessions:</b> The training sessions for transition will include multiple sessions to train professionals across transition agencies on practices that lead to employment and access to postsecondary education for students with disabilities.</p>	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> The Divisions for Special Education personnel, local district personnel, internet resources
<p><b>6) The State Transition Manual:</b> The State Transition Manual will be revised to include all new resources and laws pertaining to transition. These resources will help districts obtain better postschool outcomes in both employment and postsecondary education for students with disabilities.</p>	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> The Divisions for Special Education personnel, local district personnel, internet, and financial resources.
<p><b>7) Elluminate Training Sessions:</b> The series of training sessions for transition will include at least one session to train professionals on writing an IEP that includes coordinated measurable, annual IEP goals and transition services that will reasonably enable students to meet their postsecondary goals. Elluminate sessions are recorded and archived and may be used by the systems or any professional at a later date. They are an excellent professional development tool.</p>	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> N/A
<p><b>8) (Revised in the FFY 2007 Submission) Special Education Leadership Academy:</b> During a statewide conference in March 2009, GaDOE will provide a forum where districts with high reporting rates can share strategies for tracking SWDs who have left the district.</p>	

<b><i>Timelines: FY09 – FY11</i></b>	<b><i>Resources: Divisions for Special Education personnel and resources</i></b>
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**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision district (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).

**Overview of Issue/Description of System or Process:**

During FY 04 (2003-2004), The GaDOE transitioned from traditional compliance monitoring to a comprehensive supervision district that includes local self-assessment and improvement planning, performance reporting, records review, dispute resolution systems and Focused Monitoring. No initial onsite visits occurred during 2003/2004 due to intensive planning and transition of districts. During 2003-04 school year, state staff worked closely with a statewide stakeholder group to develop an integrated system that reviews compliance and performance. The Georgia Continuous Improvement Monitoring Process (GCIMP) now includes these activities: Focused Monitoring (FM), Records Review, Data Profiles for each district, Reporting of timelines for initial evaluation, reevaluations and transition from Babies Can’t Wait (Part C), local stakeholder committees and improvement plans with annual updates, information about complaints, mediation and due process hearings and annual summary of progress for each district.

The State Advisory Panel for Special Education serves as the statewide stakeholder committee for GCIMP. The panel reviews and analyzes Georgia’s progress on the state’s Performance Goals for Students with Disabilities and determines the priority goals for Focused Monitoring for each school year based on student data and provides input on other monitoring activities and priorities as well.

Districts not in compliance in any area must develop corrective action plans to be approved by the State. When districts fail to correct their noncompliance within the timeline but no later than one year after noncompliance was identified, a series of sanctions are implemented. These sanctions include: (1) letter to superintendent, (2) targeted technical assistance, (3) public reporting of noncompliance, (4) directed expenditure of funds, and (5) delay of funds until compliance is achieved.

### ***Georgia Continuous Improvement Monitoring Program (GCIMP) Plans***

Each local district has developed a local stakeholder committee. This committee assists local districts to conduct a self-assessment that includes a review and analysis of performance data on each of the ten performance goals and also a review of local policies, procedures, and practices. Each district, with their stakeholders, selects priority goals for improvement and develops the GCIMP plan. This is a continuous process and requires at least one meeting annually of the stakeholders to update the plans, review data and determine if a new priority goal will be added. The entire process focuses on self-assessment, data collection and analysis for program improvement. The local stakeholder committee must be comprised of at least one-third parents of students with disabilities, advocates, and/or students with disabilities with the remainder reflecting the makeup of the local community. The State district liaisons work closely with their districts and document progress toward implementation and improvement is documented at least twice during the year. All districts are working toward implementing plans for all of the performance goals by the 2010-2011 school year.

Annually, at the statewide special education administrator’s conference, districts are recognized for their performance for each state performance goal as either being in the top 10% of achievement on the goal or showing the most improvement on the goal. Each district stands for recognition at the conference and receives buttons recognizing their achievement; the superintendent receives a letter and a certificate recognizing the district’s accomplishments. A “pacesetter award” is also presented to one district from each size group who has highest performance in the most performance goals.

### ***Focused Monitoring***

Once priorities are determined, school districts are ranked based on their data for each priority goal and compared against districts of similar size. The first year of Focused Monitoring was 2004/2005, and the priority goal was reducing the achievement gap between students with and without disabilities.

Districts are sorted into five size groups so that systems are compared to systems of similar size. The districts from the lowest quartile of each enrollment size group were selected for on-site reviews. Local districts selected for FM are those that have the greatest opportunity for improvement. The on-site team, led by compliance review staff, consists of at least one parent, one peer professional from outside the district, and the State's district liaison for the district. The team visited 16 local districts to investigate and identify the factors that have led to the low performance on the priority goal.

Investigative protocols that address the focused priority goal are used to gather and verify information during the onsite visit. These protocols include student case studies, student record reviews, parent and professional surveys, a FM parent meeting, and interviews with parents, students, and professionals. The onsite team identifies barriers to progress and provides suggestions for improvement. Following the onsite visit, the Divisions for Special Education develop a written report that specified barriers/compliance issues, and provides a structure for improvement planning. The local districts, with local stakeholder committee participation, were required to develop or revise a GCIMP plan to reflect the compliance findings and strategies for improvement. Technical assistance from the State is provided, and progress is regularly monitored.

### ***Student Record Reviews***

Student record reviews for due process procedural compliance are a component of the GCIMP to meet portions of the state's general supervision responsibilities. At least one-sixth of the state's local districts will receive a record review annually. Record reviews are done as a technical assistance activity. During the record review, a sample of student records is reviewed. The State works with the district to determine an appropriate number to sample including representative samples of the schools, disabilities and teachers in the district. The district selects local personnel to participate in the record review with staff from the state. The state staff trains the district staff to review records with a "compliance view" so that the district can continue to monitor itself and correct any areas of concern. Areas for correction are determined to be systemic when thirty percent of the records reviewed contain the same findings. More records will be pulled at times to determine if a pattern exists. The State team and the system team review the findings together and develop a correction plan. They collaboratively determine the type of actions needed and establish a written plan with timelines for correction. The State team returns to the district at the designated time (within one year) for a post review of student records focusing on the previously identified areas for correction. Isolated findings identified during the record review are identified on a separate form with the finding(s), corrective action, and estimated time for completion. Isolated issues are expected to be corrected immediately. The special education director signs the correction plans for systemic and isolated issues to assure that the plans will be implemented.

### ***Timeline Reviews***

Beginning in 2004-05, a timeline summary report is submitted to the State annually in July along with the district's improvement and comprehensive plans. Each local district submits a summary



of its performance in meeting timelines for initial placements, eligibility redeterminations, and Babies Can't Wait (Part C) preschool transitions that have been completed during that fiscal year (July 1-June 30). Districts who are not compliant with the required timelines must submit a plan for correction, and the district liaison works with those districts to develop policies, procedures and practices to improve this area. These forms have been revised for the 2005-06 school year to meet the requirements of the SPP data collection.

***Dispute Resolution***

The records of complaints, due process hearings and mediations are also used to inform the State about compliance. Areas of noncompliance from complaints and due process hearings are followed up by Divisions for Special Education staff. Data are reviewed to determine if any system has an inordinate amount of noncompliance findings from dispute resolution.

The State is developing an integrated data management system to house all the data from this supervision system and to provide needed information and analyses. Once the data system is integrated, local districts will be able to review the outcome results of all districts, search GCIMP plans for successful strategies and compare themselves to similar districts. In addition, the state will be able to issue an annual summary for each district that outlines its progress/activities and includes all components of the process. The annual reporting requirements about local districts and their performance on state targets are being integrated into this database development.

***Discussion of Baseline Data:***

***98.11% of noncompliance corrected within one year of identification***

In 2003-2004, no districts were monitored for initial review of compliance as that was the development year for the new monitoring system. The Office of Special Education Programs (OSEP) visited Georgia at that time for a verification visit and was aware that new monitoring activities were not occurring during the development phase. During that year (2003-04) Georgia did conduct the post-monitoring visits for all the districts that had been monitored the previous year. OSEP has asked the state to use 2002-2003 monitoring data with 2003-2004 corrections as baseline for monitoring; therefore, this SPP indicator is being resubmitted. The data table included shows that there were 106 findings in 2002-2003 with 98.11 % timely corrected within one year in 2003-2004. Those findings that were not corrected in 2003-2004 were all in compliance by September 2004 (2004-2005). For Part C of this indicator, data from the 2003-04 school year were available and is reported.

<b><i>FFY</i></b>	<b><i>Measurable and Rigorous Targets</i></b>
<b><i>2005 (2005-2006)</i></b>	100% of noncompliance corrected within one year of identification
<b><i>2006</i></b>	100% of noncompliance corrected within one year of identification

<b>(2006-2007)</b>	
<b>2007</b> <b>(2007-2008)</b>	100% of noncompliance corrected within one year of identification
<b>2008</b> <b>(2008-2009)</b>	100% of noncompliance corrected within one year of identification
<b>2009</b> <b>(2009-2010)</b>	100% of noncompliance corrected within one year of identification
<b>2010</b> <b>(2010-2011)</b>	100% of noncompliance corrected within one year of identification

**Improvement Activities/timelines/Resources**

<p>1) <b>Database System:</b> GaDOE is developing an integrated database to manage the complex data for general supervision and monitoring and to assist with public reporting requirements.</p>	
<p><b>Timelines:</b> January 2006 – August 2009</p>	<p><b>Resources:</b> GaDOE personnel from Internal Technology division and Divisions for Special Education</p>
<p>2) <b>Collaborative Partnership:</b> Partnership with National Center on Special Education Accountability Monitoring (NCSEAM)(now known as Data Accountability center(DAC)) to improve monitoring system.</p>	
<p><b>Timelines:</b> FY07 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and DAC personnel</p>
<p>3) <b>Training:</b> Annual training of monitoring team members including Divisions for Special Education staff, parent members and other special education administrators.</p>	
<p><b>Timelines:</b> FY06 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education staff and financial resources</p>
<p>4) <b>National or Regional Training:</b> Participate in regional and national training for monitoring such as the national monitoring conference or Southeastern Regional Resource Center (SERRC) training.</p>	
<p><b>Timelines:</b> FY07 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and financial resources</p>

**Part B State Performance Plan (SPP) for 2005–2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state. (20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100

**Overview of Issue/Description of System or Process:**

The Georgia complaint process is supervised by the Associate Director. One staff person manages the complaint database and contacts districts and the complainant upon initiation of the complaint. Districts must respond to the complainant and the State within ten days of receiving official notice of the complaint. The district, as of 2005-06 school year, must also attempt to resolve the matter with the complainant upon notice of the complaint, including offering the option of mediation.

Once the State receives the response from the district, a staff member is assigned to conduct the investigation. The investigation includes reviewing all the documents provided, seeking other documents and documentation of district and complainant statements, interviewing the district and school personnel, interviewing the complainant and on-site visitation as necessary.

Once the investigation is completed a letter of findings and required resolutions (as appropriate) is sent to the district and the complainant. If there are required resolutions, the State follows up with the district, and the complainant makes sure they are carried out by the required timeline.

**Baseline Data for FFY 2005:**

	# of written, signed complaints (1.1)	# of decisions within 60 days (1.1b)	# of decisions within appropriately extended timelines (1.1c)	Percent resolved within timelines
2004-05	26	19	7	100%

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	51
(1.1) Complaints with reports issued	46
(a) Reports with findings	21
(b) Reports within timeline	33
(c) Reports within extended timelines	13
(1.2) Complaints withdrawn or dismissed	5
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	59
(2.1) Mediations	
(a) Mediations related to due process	30
(i) Mediation agreements	16
(b) Mediations not related to due process	24
(i) Mediation agreements	18
(2.2) Mediations not held (including pending)	5

SECTION C: Hearing requests	
(3) Hearing requests total	86
(3.1) Resolution sessions	31
(a) Settlement agreements	28
(3.2) Hearings (fully adjudicated)	8
(a) Decisions within timeline	0
(b) Decisions within extended timeline	8
(3.3) Resolved without a hearing	76

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

***Discussion of Baseline Data:***

The State has multiple investigators to work on complaints, as necessary. Complaints are managed within timelines required by law.

<i>FFY</i>	<i>Measurable and Rigorous Targets</i>
<b>2005</b> <b>(2005-2006)</b>	<b>100%</b> of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2006</b> <b>(2006-2007)</b>	<b>100%</b> of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2007</b> <b>(2007-2008)</b>	<b>100%</b> of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.
<b>2008</b> <b>(2008-2009)</b>	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.
<b>2009</b> <b>(2009-2010)</b>	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the

	public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.
<b>2010</b> <b>(2010-2011)</b>	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

**Improvement Activities/Timelines/Resources:**

<b>1) Training:</b> GaDOE staff to attend trainings on complaint investigation, as available, through SERRC or other resources	
<b>Timelines:</b> FY08 – FY09	<b>Resources:</b> Divisions for Special Education personnel resources and financial resources, SERRC resources for travel. Participation in MPRRC Complaint Investigation Workgroup.
<b>2) Brochure:</b> Develop a brochure on dispute resolution to be widely distributed	
<b>Timelines:</b> July 2007 - January 2008	<b>Resources:</b> GaDOE, State Advisory Panel, Graphics/communications design contract
<b>3) Database:</b> Develop an integrated database for all dispute resolution processes that are interconnected.	
<b>Timelines:</b> January 2006 - January 2009	<b>Resources:</b> GaDOE technology division and contractors, Divisions for Special Education personnel
<b>4) State Training Module:</b> Develop a state training module for new complaint investigators. GaDOE staff to annually conduct a review of the training process based on stakeholder input, consultation with OSEP and the complaint data. Revisions to the training materials and the process will be made as indicated by the review.	
<b>Timelines:</b> January - August 2008 The initial RFQ for contract complaint investigators was initiated in April 2008. Complaint Investigators were selected for contracting with the GaDOE to conduct formal complaint investigations in May 2008. Annually, the GaDOE will publish the RFQ in March and renew or add new contracts with investigators in June for approval by State School Board. Revise	<b>Resources:</b> Divisions for Special Education personnel recourses and SERRC Consultation with SERRC in developing training materials. Review of materials from other states utilizing the services of contract investigators.

materials as needed annually.	
5) <b>State Advisory Panel (SAP) Dispute Resolution Subcommittee</b> : This subgroup of the SAP is charged with reviewing the data and providing advice to the GaDOE to improve the dispute resolution processes throughout the state	
<b>Timelines:</b> FY07 – FY11 (Committee meets 4 times per year)	<b>Resources:</b> Data from dispute resolution application.
6) <b>Updates to Local Education Agencies:</b> Written communication to local systems regarding tips to avoid disputes as well as practices to facilitate early resolution	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.
7) <b>Revised Complaint Investigation Process:</b> In FFY 2008 complaint investigators will be selected through a Request for Proposals (RFP) process. Georgia will have 9 complaint investigators under contract for FFY 2008. They will receive complaint investigation assignments based on their areas of expertise and availability. Any potential conflict of interest is also a consideration in making an assignment. In addition, GaDOE will provide training as necessary to keep them updated on federal and state law.  A follow-up survey will be sent to the complainant and the district involved will be sent at the completion of each complaint investigation to assess the quality of the complaint investigation as well as the professional conduct of the complaint investigator.	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.
7) <b>(New in the FFY 2008 Submission) SEA Training</b> - GaDOE staff will attend trainings on complaint investigation, as available, through SERRC or other resources. GaDOE staff will work to facilitate the formal complaint process by participating in the Center for Appropriate Dispute Resolution in Special Education (CADRE) listserv for dispute resolution managers. One GaDOE staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the OSEP Data Mangers meeting and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for the complaint processes. These activities will support improvement of dispute resolution process. The effectiveness of the training is measured by completing investigations in a timely manner.	
<b>Timelines:</b> FY09 – FY11	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.
7) <b>(New in the FFY 2008 Submission) State Complaint Investigator Training Module:</b> The investigator training materials will be expanded and revised based on materials acquired through technical assistance activities each year. One day training for investigators and mediators each July will focus on IDEA regulations and other regulations as needed. The training will include IDEA case law relevant to frequently occurring issues in GA identified through data review.	

Survey results from participants in the complaint process will be used to evaluate the knowledge and procedural conduct of investigators. These results will provide data for future improvements.	
<b>Timelines:</b> FY09 – FY11	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.



**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing request, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

**Overview of Issue/Description of System or Process:**

Due process hearing requests are received at GaDOE, logged in and transmitted to the Office of State Administrative Hearings (OSAH), the agency that conducts due process hearings for our state. Once the hearing is concluded, the entire file is sent to GaDOE, the log completed and the file stored. If appealed to the court district, GaDOE prepares and sends the file to the appropriate court. GaDOE District Liaisons follow up with local districts when the decision requires specific activities.

The State manages the database for tracking due process hearing decisions. When due process hearings are requested, the date of the request is entered into the database and the required 45-day timeline is automatically recorded. As the due process hearing decisions are sent to Divisions for Special Education, the date of the decision is entered. If the extensions have been requested by the parties involved and approved by the hearing officer, the date of the request and new hearing date are entered.

The State also monitors the log of due process hearings requested and contacts the OSAH if the 45 day timeline is approaching without any information provided to our office.

The State reports annually to the State Advisory Panel about Due Process Hearings. The State redacts and provides through the Open Records Act information about due process hearings to the general public.

**Baseline Data for FFY 2005:**

Table 1

Fiscal Year	# of hearing requests	# of hearing requests withdrawn or settled prior to completion of hearing	Hearings fully adjudicated	# of hearing decisions with 45 days	# of hearing decisions within appropriately extended timeline	Percentage completed within 45-days
FY 05 (2004-2005)	110	93	17 (3.2)	1 (3.2a)	16 (3.2b)	100%

**Discussion of Baseline Data:**

The data in Table 1 support the conclusion that due process hearings in Georgia are completed in a timely manner. For FY 04 and FY 05, no due process hearing decisions were rendered after the required timelines or appropriate extensions had expired. Georgia has met the required target of 100% of due process hearing requests fully adjudicated within the 45-day timeline including timelines properly extended by the hearing officer at the request of either party.

<i>FFY</i>	<i>Measurable and Rigorous Targets</i>
<b>2005 (2005-2006)</b>	<b>100%</b> of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2006 (2006-2007)</b>	<b>100%</b> of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2007 (2007-2008)</b>	<b>100%</b> of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2008 (2008-2009)</b>	<b>100%</b> of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

<b>2009</b> <b>(2009-2010)</b>	<b>100%</b> of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
<b>2010</b> <b>(2010-2011)</b>	<b>100%</b> of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

**Improvement Activities/Timelines/Resources:**

<b>1) Data Collection Process:</b> The State will continue to maintain its current procedures in the collection of data regarding due process hearing requests adjudicated within the 45-day timeline and meeting the 100% target established. The database has been revised to include the 30 day period for the resolution meeting by the local district before the 45-day timeline is enforced. The State will continue to monitor the timelines and work with OSAH to see that they are enforced.	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> Divisions for Special Education personnel resources
<b>2) Database:</b> A new database is being developed to integrate the data from all dispute resolution processes (complaints, mediations, resolution sessions and due process hearings). The database for dispute resolution will be revised to further track extensions with additional details in an appropriate manner. The database is also being updated to include the tracking and follow-up of each individual finding and procedural violation from due process hearings. Prior to this year, this process was a paper tracking process.	
<b>Timelines:</b> January 2006 - January 2009	<b>Resources:</b> GaDOE Technology department, Divisions for Special Education personnel resources
<b>3) Communication Strategy:</b> Place decisions on the GaDOE web page to inform others. Use a searchable district to make redacted versions of decisions available to the public.	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> GaDOE Technology staff
<b>4) State Advisory Panel (SAP) Dispute Resolution Subcommittee:</b> This subgroup of the SAP is charged with reviewing the data and providing advice to the GaDOE to improve the dispute resolution processes throughout the state	
<b>Timelines:</b> FY07 – FY11 Committee meets 4 times per year.	<b>Resources:</b> Data from dispute resolution application.
<b>5) Updates to Local Education Agencies:</b> Written communication to local systems regarding tips to avoid disputes as well as practices to facilitate early resolution	
<b>Timelines:</b> FY08 – FY11	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.

<p><b>6) Implementation Manual:</b> State staff will revise the Implementation Manual chapter on dispute resolution to clarify procedures and process for due process hearings.</p>	
<p><b>Timelines:</b> FY09 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>
<p><b>7) (New in the FFY 2008 Submission) SEA Training -</b> GaDOE staff will attend trainings on dispute resolution, as available, through SERRC or other resources. GaDOE staff will work to facilitate impartial and compliant due process hearings by participating in the CADRE listserv for dispute resolution managers. One GaDOE staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the OSEP Data Mangers meeting and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution.</p>	
<p><b>Timelines:</b> FY09 – FY11</p>	<p><b>Resources:</b> Divisions for Special Education personnel and resources</p>

**Part B State Performance Plan (SPP) for 2005–2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

<b>Monitoring Priority: Effective General Supervision Part B / General Supervision</b>
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**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

<b>Measurement:</b> Percent = (3.1(a) divided by 3.1) times 100.
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**Overview of Issue/Description of System or Process:**

Resolution sessions are a component of the Due Process Hearing request system. The Georgia form for requesting a due process hearing, asks both parties if they will consider a resolution session as part of their due process hearing request. When the parties agree to the resolution session, that data is entered into the log for due process hearings. As the case file is received from OSAH (Office of State Administrative Hearings) as described in indicator 17 Due Process Hearings, the outcomes and timeliness of the resolution sessions are entered into the database.

**Baseline Data for FFY 2006:**

Table 1

Number of Resolution Session Agreements	Number of Resolution Sessions Requested	Percentage Successful Agreements
28	31	88%

**Discussion of Baseline Data:**

Beginning in 2005-2006, parties in Georgia requesting due process hearings were given the option of participating in an early resolution session prior to a fully adjudicated hearing. The data in Table 1 supports that parties utilizing the process were successful in resolving issues. Of the thirty-one requests for resolutions sessions, twenty-eight resulted in agreements. Two of the thirty-one requested withdrew their request for a hearing and one resulted in a fully adjudicated hearing.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>2007 (2007-2008)</i>	<b>60-70%</b> of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
<i>2008 (2008-2009)</i>	<b>60-70%</b> of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
<i>2009 (2009-2010)</i>	<b>60-70%</b> of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
<i>2010 (2010-2011)</i>	<b>60-70%</b> of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

***Improvement Activities/Timelines/Resources:***

<b>1) Data Collection:</b> The Divisions for Special Education will continue to maintain their current procedures in the collection of data regarding due process hearing requests adjudicated within the 45-day timeline and meeting the 100% target established. The database has been revised to include the 30 day period for the resolution session by the district before the 45-day timeline is enforced. The State will continue to monitor the timelines and work with OSAH to see that they are enforced.	
<b>Timelines:</b> Ongoing	<b>Resources:</b> Divisions for Special Education personnel resources
<b>2) Database:</b> The Divisions for Special Education will continue to fine tune the new database that has been developed to integrate the data from all dispute resolution processes (complaints, mediations, resolution sessions and due process hearings). The database for dispute resolution will be updated to provide more in-depth data on early resolution sessions including timelines and outcomes. State staff will develop and conduct training for families and districts on the usage and advantages of early resolution sessions. Georgia will partner with Parent to Parent, the Parent Training Information Center (PTI), to market this training throughout the state.	
<b>Timelines:</b> Annually	<b>Resources:</b> GaDOE Technology department, Divisions for Special Education personnel resources
<b>3) Communication Strategy:</b> Place data results regarding successful resolution sessions on the GaDOE web page to inform the public of the effectiveness of this procedure in resolving due process hearing requests prior to the hearing.	
<b>Timelines:</b> Annually	<b>Resources:</b> GaDOE Technology staff
<b>4) State Advisory Panel (SAP) Dispute Resolution Subcommittee:</b> This subgroup of the SAP is charged with reviewing the data and providing advice to the GaDOE to improve the dispute resolution processes throughout the state	
<b>Timelines:</b> FY08- FY11 Committee meets 4 times per year.	<b>Resources:</b> Data from dispute resolution application.
<b>5) Updates to Local Education Agencies:</b> Written communication to local systems regarding tips to	

avoid disputes as well as practices to facilitate early resolution	
<b>Timelines:</b> Monthly	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.
<p>6) <i>(New in the FFY 2008 Submission) SEA Training: SEA Training</i> - GaDOE staff will attend trainings on dispute resolution, as available, through SERRC or other resources. GaDOE staff will work to facilitate the effective use of early resolution sessions by participating in the CADRE listserv for dispute resolution managers. One GaDOE staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the OSEP Data Mangers meeting and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution.</p>	
<b>Timelines:</b> FY 08 to FY11	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

*(The following items are to be completed for each monitoring priority/indicator.)*

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent =  $(2.1(a)(i) + 2.1(b)(i))$  divided by  $(2.1)$  times 100.

**Overview of Issue/Description of System or Process:**

The GaDOE contracts with qualified mediators on an annual basis. Qualifications for mediators include: registration with the state Office of Dispute Resolution, at least one year experience as a mediator, documentation of knowledge and/or experience with special education law and issues.

When mediation is requested, the form is faxed to GaDOE Legal Services. This request may appear on either the request for a due process hearing (if related) or on a separate request for mediation. Once a request is received, the case is assigned to a mediator. The mediator contacts both parties and arranges the mediation and location. Mediators work with the parties to secure a location and time that are convenient to both parties. Once mediation is complete, the mediator submits a written report that includes general information about the mediation such as the length of the mediation and whether or not an agreement was reached. Mediators are paid once the report has been received by the GaDOE.

A survey is sent to both parties once the report is received by GaDOE. The survey evaluates satisfaction with the mediation process and the services of the mediator. The information received is used to inform the process and to evaluate mediators.



**Baseline Data for FFY2005:**

Fiscal Year	Mediations Initiated	Mediations Conducted Related to due process [2.1(a)]	Mediation Agreements [2.1(a)(i)]	Mediations conducted not related to the due process hearing [2.1(b)]	Mediation agreements [2.1(b)(i)]	Agreement Rate
2004-2005	88	58	33	23	20	65 %

**Discussion of Baseline Data:**

Mediations are confidential. The State is unable to delve into specific details as to why agreement was not reached. The State does conduct a survey of both parties at the end of the mediation. The survey informs the process and is used to improve the mediation services.

<i>FFY</i>	<i>Measurable and Rigorous Targets</i>
<b>2005</b> <b>(2005-2006)</b>	<b>66%</b> of mediations held that resulted in mediation agreements.
<b>2006</b> <b>(2006-2007)</b>	<b>66%</b> of mediations held that resulted in mediation agreements.
<b>2007</b> <b>(2007-2008)</b>	<b>60-70% of</b> mediations held that resulted in mediation agreements.
<b>2008</b> <b>(2008-2009)</b>	<b>60 – 70 %</b> of mediations held that resulted in mediation agreements.
<b>2009</b> <b>(2009-2010)</b>	<b>60- 70 %</b> of mediations held that resulted in mediation agreements.
<b>2010</b> <b>(2010-2011)</b>	<b>60 – 70 %</b> of mediations held that resulted in mediation agreements.

**Improvement Activities/Timelines/Resources:**

<b>1) Training:</b> Mediators are trained in conflict resolution, collaborative problem solving and effective communication. The State will annually train the contracted mediators on Georgia Law, GaDOE practices and updates on IDEA.	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> Divisions for Special Education and Legal Services personnel resources
<b>2) Database:</b> A new database is being developed to integrate the data from all dispute resolution processes (complaints, mediations, resolution sessions and due process hearings).	
<b>Timelines:</b> January 2006 through January 2009.	<b>Resources:</b> GaDOE Technology Division, Divisions for Special Education and Legal services personnel to maintain database
<b>3) State Advisory Panel (SAP) Dispute Resolution Subcommittee :</b> This subgroup of the SAP is charged with reviewing the data and providing advice to the GaDOE to improve the dispute resolution processes throughout the state	
<b>Timelines:</b> FY07 – FY11 Committee meets 4 times per year.	<b>Resources:</b> Data from dispute resolution application.
<b>4) Updates to Local Education Agencies:</b> Written communication is provided to local systems regarding tips to avoid disputes as well as practices to facilitate early resolution	
<b>Timelines:</b> Monthly thru FY11	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.
<b>5) (New in the FFY 2008 Submission) SEA Training -</b> GaDOE staff will attend trainings on dispute resolution, as available, through SERRC or other resources. GaDOE staff will work to facilitate the effective use of early resolution sessions by participating in the CADRE listserv for dispute resolution managers. One GaDOE staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the OSEP Data Mangers meeting and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution.	
<b>Timelines:</b> FY 08 thru FY11	<b>Resources:</b> Special Education Professional Publications and trends detected through review of dispute resolution data.

**Part B State Performance Plan (SPP) for 2005-2010**

**Overview of the State Performance Plan Development:** Please see the initial section.

**(The following items are to be completed for each monitoring priority/indicator.)**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

States are required to use the “Indicator 20 Scoring Rubric” for reporting data for this indicator (see Attachment B).

**Overview of Issue/Description of System or Process:**

Consistencies in state and federal reporting practices have assisted in increasing the accuracy of data. State personnel worked with the Governor’s Office of Student Achievement, Georgia Professional Standards Commission, and GaDOE Information Management personnel on an ongoing basis to provide training and technical assistance to local program staff about data requirements and practices.

Business plans for collecting and reporting local data on Georgia’s Performance Goals for Students with Disabilities are being developed. Each data element is being reviewed for consistency with other reporting agencies. The purpose of the project is to provide transparent data reporting practices that link data from all agencies.

The State is developing a comprehensive database for the collection and analyses of all data related to general supervision and the GCIMP. The development of the data collection district began in August 2004. The database will include the data elements reported for general supervision and in the continuous improvement and compliance monitoring. Reporting on data

elements will occur within a few months at the conclusion of the 2005-06 school year. The Divisions for Special Education are planning with the Office of Student Achievement (publishers of the district report cards and state report cards) to finalize and implement the public reporting requirements for district data.

**Baseline Data for FFY 2005:**

All State reported data was submitted on or before due dates.

**Discussion of Baseline Data:**

Consistencies in state and federal reporting practices have assisted in maintaining the accuracy of data. The Divisions for Special Education personnel worked with the Governor’s Office of Student Achievement, Georgia Professional Standards Commission, and GaDOE Information Management personnel to provide training and technical assistance to local program staff about data requirements and practices.

<b><i>FFY</i></b>	<b><i>Measurable and Rigorous Targets</i></b>
<b><i>2005 (2005-2006)</i></b>	<b>100%</b> of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
<b><i>2006 (2006-2007)</i></b>	<b>100%</b> of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
<b><i>2007 (2007-2008)</i></b>	<b>100%</b> of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
<b><i>2008 (2008-2009)</i></b>	<b>100%</b> of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
<b><i>2009 (2009-2010)</i></b>	<b>100%</b> of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
<b><i>2010 (2010-2011)</i></b>	<b>100%</b> of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

**Improvement Activities/Timelines/Resources**

<b>1) Data Workshops for New Directors:</b> The State will conduct data reporting workshops for all new district special education directors through the New Directors' Academy.	
<b>Timelines:</b> FY05 – FY11	<b>Resources:</b> Georgia Council of Administrators in Special Education (GCASE) and Divisions for Special Education
<b>2) Data Workshops for General/Special Education Personnel:</b> The Divisions for Special Education will conduct regional data reporting workshops for general and special education personnel.	
<b>Timelines:</b> FY05 - FY11	<b>Resources:</b> GaDOE Internal Technology division and Divisions for Special Education
<b>3) Teleconference:</b> The Divisions for Special Education will participate in Information district statewide teleconferences for data collection.	
<b>Timelines:</b> FY05 – FY11	<b>Resources:</b> Divisions for Special Education and Internal Technology personnel
<b>4) Comprehensive Data Collection:</b> The Divisions for Special Education will continue to develop a comprehensive data collection district to facilitate the general supervision, GCIMP and data reporting process.	
<b>Timelines:</b> FY06 – FY11	<b>Resources:</b> Technology personnel and Divisions for Special Education personnel
<b>5) Data Review:</b> Review state and federal data elements and practices to provide for consistent data reporting practices.	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> Divisions for Special Education and technology personnel
<b>6) Cognos:</b> Develop a dynamic query system, Cognos, for the Divisions for Special Education staff to use in the data analysis of all 618 and APR data. Staff will be trained during December 2006 and January 2007. Future FFY 07 projections include district-level secured access.	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> GaDOE/DES personnel and resources
<b>7) Special Education Data File:</b> Design and implement a Special Education Data File in the Student Record Data Collection. This web-based system eliminates the few existing data elements currently collected by paper or electronic spreadsheet submissions. This new Special Education Data File will allow the State to facilitate the collection of selected data elements unique to students with disabilities. This includes-but not limited	

to-data sensitive events and parent/student participation in IEPs. Data collection will begin in March 2007 and close June 15, 2007.	
<b>Timelines:</b> FY07 – FY11	<b>Resources:</b> GaDOE/DES personnel and resources