

Annual Performance Report

Georgia Department of Education



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“Making Education Work for All Georgians”

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Part B Annual Performance Report (APR) for 2005-2012***Overview of the SPP and APR Development***

Under the leadership of the State Superintendent of Schools, Dr. John D. Barge, the Georgia Department of Education's (GaDOE) vision is to lead the nation in improving student achievement. In moving toward this goal, GaDOE has core values of transparency, honesty, trust, respect, and collaboration. The overall vision and values have been apparent during the development of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as we have sought and received broad stakeholder input.

The GaDOE has developed a strategic plan for all of its efforts toward improving outcomes for students. The Division for Special Education has aligned the indicators of the SPP with the strategic plan. The GaDOE believes that educating students with disabilities is the responsibility of all educators and has thus aligned its goals and activities accordingly.

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

- Parents of children with disabilities, ages birth through 26
- 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
 - Georgia Network for Educational and Therapeutic Support
 - Parent Training and Information Center
 - Georgia Council of Administrators of Special Education
 - Georgia School Superintendents' Association

The SAP received an overview of the SPP/APR from Division for Special Education personnel during a November 2011 meeting. 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. In return, each

workgroup shared its recommendations with the entire SAP, providing an opportunity for further discussion and recommendations.

In addition to receiving input from SAP, the State gave local districts the opportunity to provide input throughout the year during monthly district meetings that are attended by the district liaisons and special education directors. As data and activities were proposed on the indicators, the State solicited feedback on how it could improve performance and achieve compliance. In addition, comments were received about targets and activities for the extended SPP.

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

Annual Reporting to the Public

GaDOE reports annually to the public on the State's progress and/or slippage in meeting rigorous targets found in the SPP by providing a copy of its APR and an updated copy of the SPP on the department's website, available at [SPP/APR Reports](#). These revised documents, being submitted by February 1, 2012, will be posted on the website no later than February 15, 2012. The SPP and APR will be distributed to the media and other public agencies.

Annual determinations about each local district will be made by March 1, 2012. The public reports on the performance of each district against the targets are currently available. The GaDOE reports annually to the public on the performance of each local educational agency on the targets in the SPP at [LEA \(District\) Reports](#) (Choose District Name→Special Education). The development of this public reporting mechanism is the result of ongoing collaboration between the Division for Special Education and Division for Information Technology within the GaDOE. By design, this information is embedded into the profile that has been provided during the last several years.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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.

To comply with the No Child Left Behind Act of 2001 (NCLB), Georgia has defined a graduate as a student who leaves high school with a Regular Diploma (this does not include Certificates of Attendance or Special Education Diplomas) in the standard time (i.e., 4 years). For the 2010-2011 report card, two graduation rates will be displayed; the Lever or proxy rate which has been used in compliance with NCLB since 2002 and the Cohort rate which is replacing the Lever rate as of 2012 in accordance with federal law.

The 2010-2011 K-12 Report Card displays the 2011, the 2010 and the 2009 Lever graduation rates. It will also display the 2011 cohort graduation rate. A brief description of how the Lever graduation rate for 2011 is calculated follows:

1. Sum the 9th-grade dropouts in 2007-2008, the 10th-grade dropouts in 2008-2009, the 11th-grade dropouts in 2009-2010 and the 12th-grade dropouts in 2010-2011 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. The number of students displayed on the graphs represents an approximation to the students in the ninth-grade in 2007-2008 that should have graduated in 2011 and is the denominator in this step
3. Change the result in step 2 from a decimal to a percentage (example: 0.83 equals 83%).

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

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 <i>(2010-2011)</i>	85% of youth with IEPs graduating from high school with a regular diploma.

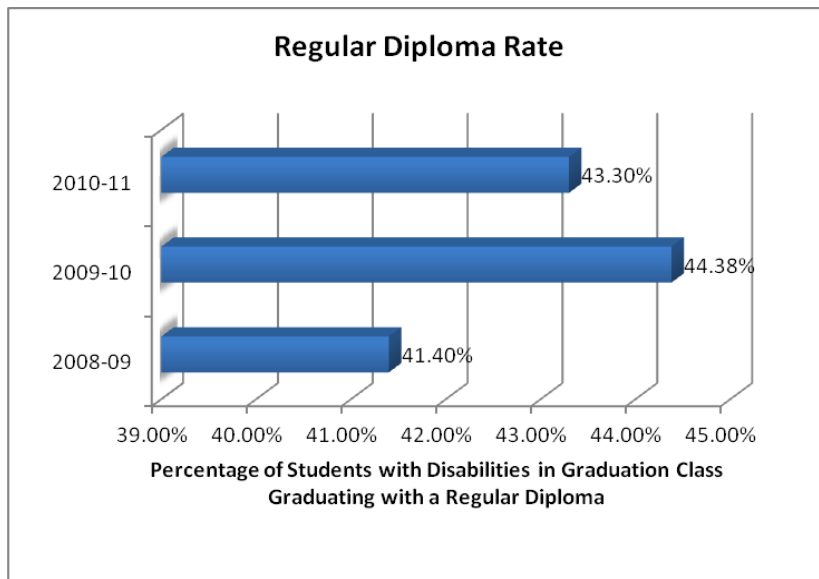
Actual Target Data for (FFY 2010):

Graduation Indicator
FFY 2010 Target (85%)

4,707 youth with IEPs graduating with a regular diploma
Divided by
10,869 youth with IEPs in graduation class
Multiplied by 100
Equals
43.30% of youth with IEPs graduating from high school with a regular diploma

During **FFY 2010**, **43.30%** (4,707 out of 10,869) of the students with IEPs graduated from high school with a regular diploma. This calculation is based on a graduation class size of 10,869. The State **did not meet the FFY 2010 target (85%)** for the percentage of students with disabilities (SWD) who earned a regular high school diploma; this **data demonstrated slippage (1.08 percentage points)** from the FFY 2009 data (44.38%). The state used FFY 2010 data as reported to United States Education Department (US ED) through the Consolidated State Performance Report (CSPR) for ESEA.

Graduates have completed a high school program of study with a minimum of 22 units and have passed the four subject areas (English, mathematics, science and social studies) of the Georgia High School Graduation Test and the Georgia High School Writing Test. This requirement is the same for students with and without disabilities. The graph below shows Georgia three year trend.



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Project Exam Preparation for Science and Social Studies (ExPreSS) - In collaboration with the Curriculum and Instructional Services Division, the Division for Special Education participated in Project ExPreSS during the 2010-2011 school year. This project is provided at no cost and designed to assist students who have not passed the required high school graduation tests, thus giving them additional opportunities to meet the requirements for graduation. Project ExPreSS was expanded to include English/language arts and mathematics in addition to science and social studies for high school. Courses for science, social studies, English/language arts, and mathematics were provided through online courses and tutorial support as needed.

In addition to the online course for mathematics, those students who were first time retest takers who did not pass the mathematics section of the Georgia High School Graduation Test (GHSGT) were given the option to receive face-to-face classroom instruction. The State provided these students with two weeks of intensive direct instruction. High performing teachers delivered instruction using a program developed by the Division of Standards-Based Learning that incorporated differentiated instruction and formative assessments.

Students with disabilities (SWD) are continuing to participate in the retakes through Project ExPreSS and are making passing scores on the GHSGT. At the end of the project, all students were administered the appropriate portions of the GHSGT at a designated site. Students with disabilities (SWD) participated in Project ExPreSS and received the appropriate testing accommodations as designated in the Individual Education Program (IEP). The state collected data for the mathematics ExPreSS program that was offered in the classroom program during the summer of 2011. For FFY 2010, 37% (102 out of 278) of the SWD who participated in Project ExPreSS met or exceeded the passing requirement for mathematics. In comparison, of students who did not participate in Project ExPreSS, 21% (413 out of 1,967) of SWD met or exceeded the passing requirement in the regular 2011 summer retest administration. The Project ExPreSS materials are available online throughout the school year to teachers and students on a 24/7 basis.

GraduateFIRST - Georgia continued to receive funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007, for a five-year cycle. Various projects are supported by this grant including GraduateFIRST, which focuses on improving graduation rates and decreasing dropout rates for SWD. Schools participating in targeted areas of focus were expected to show progress that will improve their graduation rate (e.g., reducing number of SWD who were absent more than 15 days, reducing suspension/discipline referrals, and improving academic performance). GraduateFIRST (Cohorts 1, 2, and 3) consisted of 143 schools, as well as students who attend Georgia Network for Educational and Therapeutic Support (GNETS) programs and alternative schools representing 80 districts statewide.

Cohort 1, which began in January 2008, was implemented with high schools and their feeder middle schools. Although some districts chose to implement the program with 9th graders in the 2007-2008 school year, the class affected by this work was 9th graders in the school year 2008-2009. In FFY 2010, Cohort 1 consisted of 28 schools representing 13 districts. Twenty-eight (28) of the 29 Cohort 1 schools (16 middle and 12 high schools) continued to participate in the

program in the 2010-2011 school year. Based on the project data, 75% (9 out of 12) of the returning Cohort 1 high schools increased the graduation rate of SWD.

In FFY 2010, Cohort 2 consisted of 61 schools (13 middle and 48 high schools) representing 35 districts. Fifty-nine (59) of the 61 Cohort 2 schools (13 middle and 46 high schools) continued to participate in the program in the 2010-2011 school year. Based on the project data, 38% (16 out of 42) of the returning Cohort 2 high schools increased the graduation rate of SWD.

In FFY 2010, GraduateFIRST began its third cohort of schools. Cohort 3 consisted of 43 schools (20 middle and 23 high schools), as well as students who attend Georgia Network for Educational and Therapeutic Support (GNETS) programs and alternatives schools representing 28 districts. GNETS support local school systems' continuum of services for students with disabilities, ages 3-21, using programs that provide comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). As a result, the individual data for a GNETS student are reported in the student's home school. One of the schools in the cohort is a new school; therefore, there are no data from the previous year for comparison. For the remaining 42 schools, 38% (8 out of 21 schools) increased their graduation rates above their baseline in their first year of participation.

The table below outlines outcomes for GraduateFIRST schools for achievement (based on statewide assessments), attendance, and AYP.

GraduateFIRST Outcomes

	Reduced Absenteeism	Increased Graduation Rate (9-12)	Increased R/ELA	Increased Mathematics	Met AYP
Cohort 1 Schools (28)	64% (18)	NA	89% (25)	96% (27)	46% (13)
Middle Schools: 16	56% (9)	NA	94% (15)	100% (16)	56% (9)
High Schools : 12	75% (9)	75% (9)	83% (10)	92% (11)	33% (4)
Cohort 2 Schools (59)	47 % (28)	NA	55% (32)	83% (43)	36% (21)
Middle Schools: 13	77% (10)	NA	77% (10)	85% (11)	62% (8)
High Schools: 46	55% (23)	38% (8)	89%(16)	82% (32)	28% (13)
Cohort 3 Schools (43)	55% (23)	NA	84% (32)	92% (34)	48% (11)
Middle Schools: 20	55% (10)	NA	79% (15)	89% (17)	80%(16)
High School: 23	59% (13)	38% (8)	89% (16)	94% (17)	48% (11)

For Cohorts 1, 2 and 3, districts received Georgia Learning Resources System (GLRS) support from half-time collaboration coaches, funded through the GraduateFIRST project. The coaches were trained by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to provide support for the leadership teams in effective implementation of selected strategies and data analysis. The cohort schools participated in a variety of training sessions in locations throughout the state.

GraduateFIRST Project Trainings

Areas of Focus	Training Type	Number	Number
Mathematics Instruction	Face to Face	10	268
	Webinars	2	40
Reading Instruction (Planet Literacy)	Face to Face	1	26
Behavior	Webinars	1	15
Student Engagement	Webinars	1	17

*There may be duplicated numbers of participants for some training categories.

In FFY 2010, the project had a new design to accommodate the increased number of schools and to build capacity in the state. Collaboration coaches assigned to school districts worked in a managerial/guidance role. The design team began planning the implementation of best practice forums during the FFY 2010 school year, which will be provided in the FFY 2011 school year. To assist with building capacity, the project launched a website (<http://graduatefirst.org/>) for all districts to use to provide additional professional development in the areas of academic achievement, affective engagement, behavior engagement, cognitive behavior, and instructional strategies in reading and math. In addition, videos with accompanying instructional guides are available via the website for additional support. The website served as a forum for sharing ideas, articles, and successful implementation of strategies provided by the participating districts.

Public Reporting Information: *The following link takes the reader to public reports of the Georgia Department of Education (GaDOE) State Personnel Development Grant Activities: [SPDG Reports](#) .*

Collaboration with School Improvement and Curriculum - The Division continued to work with school improvement, curriculum, and other divisions to ensure that special education teachers were included in professional learning provided to other administrators and core area teachers. The Division participated in initiatives designed to support the transition from the Georgia Performance Standards (GPS) to the Common Core Georgia Performance Standards (CCGPS) in core academic areas, including reading/English language arts, science, and mathematics.

The mathematics program specialist collaborated with division staff to provide professional learning on instructional strategies to promote effective learning for students with disabilities in mathematics at the Spring Leadership Meeting. In addition, the Division participated in the School Improvement Summer Leadership Academy at Callaway Gardens and in Thinking Maps training. The Summer Leadership Academy is a four-day training for needs improvement (NI)

schools. Three sessions were held in the summer of 2011, during which several division staff and special projects personnel provided information on strategies, interventions, and programs available for use with SWD to improve student outcomes. The Division presented Response to Intervention (RTI) behavior concepts during each session. Thinking Maps is a graphics organizer initiative that the School Improvement Division implements in those needs improvement schools that have been in NI status for several years.

Technical Assistance on Transition Plans - All districts were provided the opportunity to participate in six webinars focused on developing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Research (Benz et al., 2000) indicates that students who have effective transition plans, which outline the appropriate course of study toward requirements for a regular diploma and desired postsecondary outcomes, are more likely to achieve their goals. Forty (40) districts submitted 5-10 sample plans (320) for feedback to the state consultant. Participating districts received conference calls and/or written feedback about their transition plans that outlined the inaccuracies, highlighted appropriate activities, and suggested areas for improvement. Districts that developed exemplary programs and plans were recognized in the final webinar.

Required Technical Assistance on Transition Plans - To assist districts with transition planning for students with disabilities, the State targeted districts (19) that were noncompliant for transition, based on the 2009-2010 record reviews, for more intensive technical assistance. The consultants provided a one-day, face-to-face training with follow-up technical assistance that focused on developing appropriate transition plans and measurable annual goals. Each district developed 5 sample transition plans for individual feedback on the content. One hundred percent of districts turned in sample transition plans that met compliance requirements.

Record reviews are used to verify compliance in writing transition plans. Twenty districts and four Regional Youth Detention Centers (RYDC) received record reviews for the 2010-2011 school year. Nineteen entities will receive required technical assistance in the 2011-2012 school year due to their noncompliance for the development of compliant transition plans.

Least Restrictive Environment (LRE) Project for Students with Severe Cognitive Disabilities - The Division for Special Education piloted an LRE Project designed to create a process for including students with significant cognitive disabilities (SSCD) in general education settings. The state consultant and school teams identified the students to be included, the appropriate general education settings for the student, and the training needs for teachers and support personnel. They observed the students in the designated general education settings, held Making Action Plans (MAPS) meetings, placed students in the designated environments, and conducted monthly classroom observations and face-to-face conferences with teachers and support personnel.

The anecdotal data collected measured increases in the number of hours students were included in the general education setting, the number of general education classes attended, the number of hours spent accessing the Georgia Performance Standards (GPS), the amount of time spent with typical age appropriate peers, the increases in meaningful vocalizations, and the decreases in inappropriate behaviors. The students in the pilot will continue to participate for the 2011-2012 school year, and additional students will be added to the project.

The anecdotal data from the project will be used to develop a toolkit to guide districts through the process of creating successful inclusive experiences for students with severe disabilities in general education classrooms. The toolkit will include a step-by-step process for including students with SSCD in the general education classroom and a video that highlights SSCDs participating in general education settings in an elementary school and a middle school. The video will also feature interviews with school level personnel and students discussing the barriers and solutions to including students with SSCDs in the general education classroom. The toolkit is under development; it will be completed in FY 2012.

Mathematics Courses Requirements - The State has implemented flexibility in the requirements for mathematics courses through State Board Rule as described in the State Performance Plan. The effects of this change on the graduation rate may not be evident until the 2011-2012 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to revise the following improvement activity to the State Performance Plan.

Project Exam Preparation for Science and Social Studies (ExPreSS) - The State provides a remediation program for students who have not met requirements on portions of the Georgia High School Graduation Test (GHS GT). This program was initially managed by the State and provided remediation for science and social studies. The State transitioned the administration of the program to districts and expanded the selection of subject areas offered. The structure of the program will vary (online courses and/or classroom instruction) based on district choice and the State's involvement. The materials for Project ExPreSS are available online for instructional access by students and teachers on a 24/7 basis. At the end of the summer remediation program, students will retake the appropriate section(s) of the GHS GT. SWD will be eligible to participate in Project ExPreSS and will receive classroom and testing accommodations provided during the school year during Project ExPreSS. Since the State transitioned the administration of the program to the districts, only the data collected by the State for students retesting after completing Project ExPreSS modules will be reported, as appropriate for the indicator.

The State would like to add the following improvement activity to the State Performance Plan.

Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) and Individual Graduation Plan Activities - The BRIDGE Law was signed in May 2010. It mandates that all students in middle and high school receive counseling and regularly scheduled advisement to assist them in choosing a career area, creating an Individual Graduation Plan (IGP), and graduating from high school prepared to go to college or enter the workforce. At regional meetings in June, staff from the Division for Special Education Services and Supports gave information to secondary counselors in three regional trainings to explain how transition service plans can build upon the IGP. Emphasis was placed on the requirement for all students with disabilities to have an IGP in addition to their individual education programs (IEPs). Information about the Bridge Law and IGPs was included in all transition training presented by

the Division since May 2010, to ensure that personnel working with students with disabilities are aware of these requirements. Plans were developed to include additional technical assistance via webinars, which will be archived on the Career Technical and Agricultural Education (CTAE) and the Division for Special Education Services and Supports web pages to ensure that this information is available to all counselors and special education teachers in Georgia.

The State would like to remove the following improvement activity from the State Performance Plan.

Least Restrictive Environment (LRE) Project for Students with Severe Cognitive Disabilities -
This activity is being removed because SSCD already have access to the general curriculum through their access courses and can receive a general education diploma. The increase in LRE for this population does not directly impact graduation rate.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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 Elementary Secondary Education Act (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 state used the dropout data for FFY 2010 that was used in the ESEA graduation rate calculation and followed the timeline established by the Department under the ESEA. This was reported to United States Education Department (US ED) through the Consolidated State Performance Report (CSPR) for ESEA. 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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 <i>(2010-2011)</i>	5.3% of youth with IEPs dropping out of high school.

Actual Target Data for (FFY 2010):

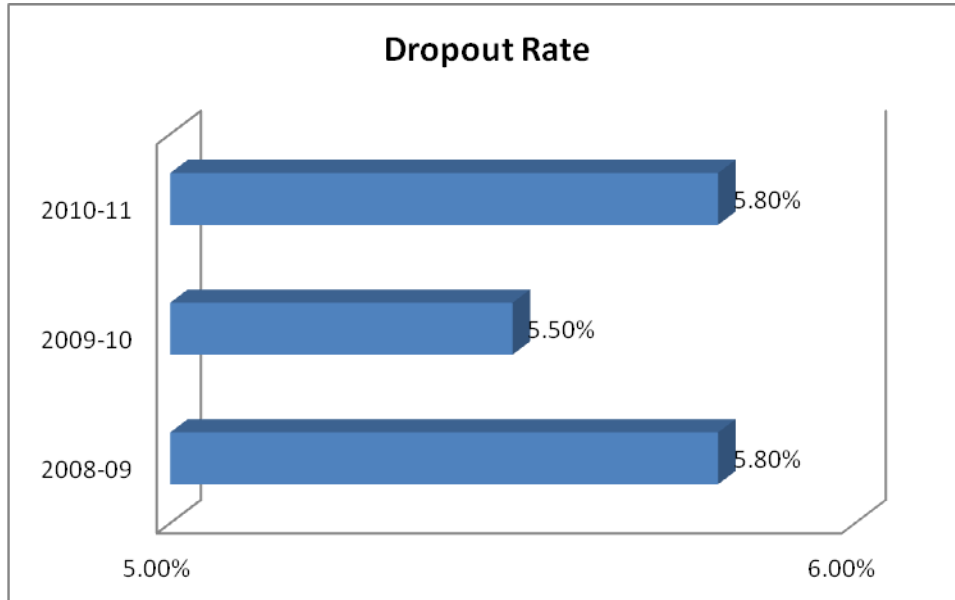
During **FFY 2010**, **5.8%**(3,434 out of 59,041) of students with IEPs dropped out of high school. This calculation was based on an enrollment of 59,041 students with IEPs in grades 9-12. The

Dropout Indicator
FFY 2010 Target (5.3%)

3,434 youth with IEPs dropping out
Divided by
59,041 youth with IEPs enrolled
Multiplied by 100
5.8% of youth with IEPs dropping out

State **did not meet the FFY 2010 target (5.30%)**; this **data demonstrated slippage (0.30 percentage points)** from the FFY 2009 data (5.50%). The state used the dropout data for FFY 2010 that was used in the ESEA graduation rate calculation and followed the timeline established by the Department under the ESEA.

Graph 1. Georgia’s Percentage of Students with Disabilities Dropping out of School



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Project Exam Preparation for Science and Social Studies (ExPreSS) - In collaboration with the Curriculum and Instructional Services Division, the Division for Special Education participated in Project ExPreSS during the 2010-2011 school year. This project is provided at no cost and designed to assist students who have not passed the required high school graduation tests, thus giving them additional opportunities to meet the requirements for graduation. Project ExPreSS was expanded to include English/language arts and mathematics in addition to science and social studies for high school. Courses for science, social studies, English/language arts, and mathematics were provided through online courses and tutorial support as needed.

In addition to the online course for mathematics, those students who were first time retest takers who did not pass the mathematics section of the Georgia High School Graduation Test (GHSGT) were given the option to receive face-to-face classroom instruction. The State provided these students with two weeks of intensive direct instruction. High performing teachers delivered instruction using a program developed by the Division of Standards-Based Learning that incorporated differentiated instruction and formative assessments.

Students with disabilities (SWD) are continuing to participate in the retakes through Project ExPreSS and are making passing scores on the GHSGT. At the end of the project, all students were administered the appropriate portions of the GHSGT at a designated site. Students with disabilities (SWD) participated in Project ExPreSS and received the appropriate testing accommodations as designated in the Individual Education Program (IEP). The state collected data for the mathematics ExPreSS program that was offered in the classroom program during the summer of 2011. For FFY 2010, 37% (102 out of 278) of the SWD who participated in Project ExPreSS met or exceeded the passing requirement for mathematics. In comparison, of students who did not participate in Project ExPreSS, 21% (413 out of 1,967) of SWD met or exceeded the

passing requirement in the regular 2011 summer retest administration. The Project ExPreSS materials are available online throughout the school year to teachers and students on a 24/7 basis.

GraduateFIRST - Georgia continued to receive funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007, for a five-year cycle. Various projects are supported by this grant, including GraduateFIRST, which focuses on improving graduation rates and decreasing dropout rates for SWD. Schools participating in targeted areas of focus will be expected to show progress that will decrease their dropout rate. GraduateFIRST (Cohorts 1, 2, and 3) consisted of 143 schools and students who attend Georgia Network for Educational and Therapeutic Support (GNETS) programs and alternatives schools representing 80 districts statewide.

In FFY 2010, Cohort 1 consisted of 28 schools representing 13 districts. Twenty-eight (28) of the 29 Cohort 1 schools (16 middle and 12 high schools) continued to participate in the program in the 2010-2011 school year. Based on the project data, 58% (7 out of 12) of the returning Cohort 1 high schools decreased their dropout rate for students with disabilities (SWD). Sixty-six percent (66%) (8 out of 12) of the high schools met the state target (5.3%).

In FFY 2010, Cohort 2 consisted of 61 schools (13 middle and 48 high schools) representing 35 districts. At the end of year two, the data indicated that 39% (18 out of 46) of Cohort 2 high schools decreased their dropout rate for SWD. Fifty percent (23 out of 46) of the high schools met the state target (5.3%).

In FFY 2010, GraduateFIRST began its third cohort of schools. Cohort 3 consisted of 43 schools (20 middle and 23 high schools), as well as students who attend Georgia Network for Educational and Therapeutic Support (GNETS) programs and alternatives schools representing 28 districts. GNETS support local school systems' continuum of services for students with disabilities, ages 3-21 using programs that provide comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD). GNETS serve students from more than one district. As a result, the individual data for a GNETS student are reported in the student's home school. One of the schools in the cohort is a new school; therefore, there are no data from the previous year for comparison. For the remaining 42 schools, at the end of their first year, the data indicated that 32% (7 out of 22) of Cohort 3 high schools decreased their dropout rate for SWD. Forty-five percent (45%) or 10 out of 22 of the high schools met the state target (5.3%).

The GraduateFIRST Outcomes table on the next page outlines outcomes for GraduateFIRST schools for achievement (based on statewide assessments), attendance, and AYP.

GraduateFIRST Outcomes

	Reduced Absenteeism	Decrease in Dropout Rate (9-12)	Decrease in ISS and/or OSS	Increased R/ELA	Increased Mathematics	Met AYP	Met the Target
Cohort 1 Schools (28)	64% (18)	NA	61%(17)	89%(25)	96% (27)	46% (13)	NA
Middle Schools: 16	56% (9)	NA	56% (9)	94% (15)	100% (16)	56% (9)	NA
High Schools : 12	75% (9)	58% (7)	66% (8)	83% (10)	92% (11)	33% (4)	66% (8)
Cohort 2 Schools (59)	47% (28)	NA	61% (17)	55% (32)	83% (43)	36% (21)	NA
Middle Schools: 13	77% (10)	NA	56% (9)	62% (8)	62% (8)	46% (6)	NA
High Schools : 46	55% (23)	39% (18)	64% (32)	89% (16)	82% (32)	28% (13)	50% (23)
Cohort 3 Schools (48)	55% (10)	NA	73% (16)	84% (32)	92% (34)	48% (11)	NA
Middle Schools: 20	55% (10)	NA	50% (6)	79% (15)	89% (17)	80% (16)	NA
High Schools: 23	59% (13)	32% (7)	50% (10)	89% (16)	94% (17)	48% (11)	45% (10)

For Cohorts 1, 2 and 3, districts received Georgia Learning Resources System (GLRS) support from half-time collaboration coaches, funded through the GraduateFIRST project. The coaches were trained by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to provide support for the leadership teams in effective implementation of selected strategies and data analysis. The cohort schools participated in a variety of training sessions in locations throughout the state.

Areas of Focus	Training Type	Number of Trainings	Number of Participants
Mathematics Instruction	Face to Face	10	268
	Webinars	2	40
Reading Instruction (Planet Literacy)	Face to Face	1	26
Behavior	Webinars	1	15
Family Engagement	Face to Face	24	2,274
	Webinars	4	1,449

*There may be duplicated numbers of participants for some training categories.

In FFY 2010, the project had a new design to accommodate the increased number of schools and to build capacity in the state. Collaboration coaches assigned to school districts worked in a managerial/guidance role. The design team began planning the implementation of best practice forums during the FFY 2010 school year, which will be provided in the FFY 2011 school year. To assist with building capacity, the project launched a website (<http://graduatefirst.org/>) for all districts to use to provide additional professional development in the areas of academic achievement, affective engagement, behavior engagement, cognitive behavior, and instructional strategies in reading and math. In addition, videos with accompanying instructional guides are available via the website for additional support. The website served as a forum for sharing ideas, articles, and successful implementation of strategies provided by the participating districts.

Public Reporting Information: *The following link takes the reader to public reports of the Georgia Department of Education (GaDOE) State Personnel Development Grant Activities: [SPDG Reports](#).*

Technical Assistance on Transition Plans - All districts were provided the opportunity to participate in six webinars focused on developing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Research (Benz et al., 2000) indicates that students who have effective transition plans, which outline the appropriate course of study toward requirements for a regular diploma and desired postsecondary outcomes, are less likely to dropout. Forty (40) districts submitted 5-10 sample plans (320) for feedback to the state consultant. Participating districts received conference calls and/or written feedback about their transition plans that outlined the inaccuracies, highlighted appropriate activities, and suggested areas for improvement. Districts that developed exemplary programs and plans were recognized in the final webinar.

Required Technical Assistance on Transition Plans - To assist districts with transition planning for students with disabilities, the State targeted districts (19) that were noncompliant for transition, based on the 2009-2010 record reviews, for more intensive technical assistance. The consultants provided a one-day, face-to-face training with follow-up technical assistance that focused on developing appropriate transition plans and measurable annual goals. Each district developed 5 sample transition plans for individual feedback on the content. One hundred percent (100%) of districts turned in sample transition plans that met compliance requirements.

Record reviews are used to verify compliance in writing transition plans. Twenty districts and four Regional Youth Detention Centers (RYDC) received record reviews for the 2010-2011 school year. Nineteen entities will receive required technical assistance in the 2011-2012 school year due to their noncompliance for the development of compliant transition plans.

Least Restrictive Environment (LRE) Project for Students with Severe Cognitive Disabilities - The Division for Special Education piloted an LRE Project designed to create a process for including students with significant cognitive disabilities (SSCD) in general education settings. The state consultant and school teams identified the students to be included, the appropriate general education settings for the student, and the training needs for teachers and support personnel. They observed the students in the designated general education settings, held Making Action Plans (MAPS) meetings, placed the students in the designated environments, and

conducted monthly classroom observations and face-to-face conferences with teachers and support personnel.

The anecdotal data collected measured increases in the number of hours students were included in the general education setting, the number of general education classes attended, the number of hours spent accessing the Georgia Performance Standards (GPS), the amount of time spent with typical age appropriate peers, the increases in meaningful vocalizations, and the decreases in inappropriate behaviors. The students in the pilot will continue to participate for the 2011-2012 school year, and additional students will be added to the project.

The anecdotal data from the project will be used to develop a toolkit to guide districts through the process of creating successful inclusive experiences for students with severe disabilities in general education classrooms. The toolkit will include a step-by-step process for including students with SSCD in the general education classroom and a video that highlights SSCDs participating in general education settings in an elementary school and a middle school. The video will also feature interviews with school level personnel and students discussing the barriers and solutions to including students with SSCDs in the general education classroom. The toolkit is under development; it will be completed in FFY 12.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to add the following improvement activity to the State Performance Plan.

Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) and Individual Graduation Plan Activities - The Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) was signed in May 2010. It mandates that all students in middle and high school receive counseling and advisement to assist them in choosing a career area, creating an Individual Graduation Plan (IGP), and graduating from high school prepared to go to college or enter the workforce. At regional meetings in June, staff from the Division for Special Education Services and Supports gave information to secondary counselors in three regional trainings to explain how transition service plans can build upon the IGP. Emphasis was placed on the importance of all students having an IGP in addition to their individual education programs (IEPs). Information about the Bridge Law and IGP's were included in every transition training presented by the Division since May 2010, to assure that all personnel who work with students with disabilities are appropriately aware of these requirements. Plans have been made to include additional technical assistance via webinars that will be archived on the Career Technical and Agricultural Education (CTAE) and the Division for Special Education Services and Supports web pages to be sure that this information is available to all counselors and special education teachers in Georgia.

The State would like to remove the following improvement activity from the State Performance Plan.

Least Restrictive Environment (LRE) Project for Students with Severe Cognitive Disabilities -
This activity is being removed because the data indicate that SSCD have a low dropout rate that will not be impacted by the implementation of the toolkit. The toolkit will increase the amount of time that students spend in general education settings, but it will not change the dropout rate for SSCD.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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)].

3.A - Measurable and Rigorous Targets for FFY 2010

	<i>Measurable and Rigorous Target</i>
FFY 2010 (2010-2011)	79.34% 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.

3.A - Actual Target Data for FFY 2010:

<i>Year</i>	<i>Total Number of Districts</i>	<i>Number of Districts Meeting the “n” Size</i>	<i>Number of Districts that Meet the Minimum “n” Size and Met AYP for FFY 2010</i>	<i>Percent of Districts</i>
FFY 2010 (2010-2011)	192	169	85	50.30%

Actual Target Data for (FFY 2010):

During **FFY 2010**, **50.30%** (85 out of 169) of districts that had a disability subgroup meeting the State’s minimum “n” size met the State’s Adequate Yearly Progress (AYP) targets for the disability subgroup. The State **did not meet the FFY 2010 target** (79.34%); but **demonstrated progress** (14.05 percentage points) from the FFY 2009 data (36.25%).

AYP in Georgia is based on student performance on the Criterion-Referenced Competency Tests (CRCT), Criterion-Referenced Competency Tests Modified (CRCT-M), the Georgia High School Graduation Tests (GHSGT), and the Georgia Alternate Assessment (GAA). For the CRCT and CRCT-M, the content areas of reading/English language arts (R/ELA) and mathematics are assessed in grades three through eight to measure student achievement on the State’s curriculum standards. The English/language arts and mathematics portions of the GHSGT are used to measure AYP in high school. For students with significant cognitive disabilities that take the Georgia Alternate Assessment (GAA), the GAA is used to determine AYP in the same content areas assessed on the CRCT, CRCT-M, and GHSGT.

3.B – Measurable and Rigorous Targets for FFY 2010:

	<i>Measurable and Rigorous Target</i>	
	Reading/English Language Arts	Mathematics
FFY 2010 (2010-2011)	98.75% participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; <i>alternate assessment against modified achievement standards</i> ; alternate assessment against alternate achievement standards.	98.75% participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; <i>alternate assessment against modified achievement standards</i> ; alternate assessment against alternate achievement standards.

3.B – Actual Target Data for FFY 2010:

<i>Participation for Students with IEPs Grades 3-11</i>			
Reading/English Language Arts		Mathematics	
97,942 out of 98,142	99.80%	97,918 out of 98,644	99.26%

Actual Target Data for (FFY 2010):

R/ELA Participation: During **FFY 2010**, **99.80%** (97,942 out of 98,142) of students with Individualized Education Programs (IEPs) participated in the R/ELA portion of the CRCT, CRCT-M, GAA, and the English/language arts portion of the GHSGT. The State **met the FFY 2010 target** (98.75%) and **showed progress** (0.49 percentage points) from the FFY 2009 data (99.31%).

Mathematics Participation: During **FFY 2010**, **99.26%** (97,918 out of 98,644) of students with IEPs participated in the mathematics portion of the CRCT, CRCT-M, GAA, and the mathematics portion of the GHSGT. The State **met the FFY 2010 target** (98.75%) but **demonstrated slippage** (0.05 percentage points) from the FFY 2009 data (99.31%).

The GaDOE had established criteria regarding the participation for children with IEPs in grades 3 through 8 and 11 who would participate in statewide assessments, including the CRCT, CRCT-M, GHSGT, and GAA. This includes all students who participate in a regular assessment with no accommodations, regular assessment with accommodations, modified assessment against modified academic achievement standards, and alternate assessment against alternate achievement standards.

Assessments are given sequentially within a discrete testing window therefore enrollment varies from assessment to assessment. Non-participants are students who were absent during the testing window or students with results that were considered invalid for reporting. These were due to problems in the testing process and/or changes in testing materials that resulted in a score deemed to not yield a valid evaluation of a student’s level of achievement performance.

APR Template – Part B (4)

Georgia
State

Data for R/ELA Participation:

Reading/Language Arts Participation

Student Grade Level	SWD Enrolled During Assessment	GAA Test Participation	% GAA Test Participation	CRCTM Test Participation	% CRCTM Test Participation	Regular Assessment Participation	% Regular Assessment Participation	With Accomodations - Regular Assessments	% With Accomodations - Regular Assessments	Without Accomodations- Regular Assessments	% Without Accomodations- Regular Assessments	Total Participation	% Participation
1													
2													
3	15357	1157	7.53%	2120	13.80%	12054	78.49%	7513	48.92%	4541	29.57%	15331	99.83%
4	15756	1196	7.59%	1713	10.87%	12824	81.39%	8805.5	55.89%	4018.5	25.50%	15733	99.85%
5	16132	1273	7.89%	2663.5	16.51%	12175	75.47%	8898	55.16%	3277	20.31%	16112	99.88%
6	14568	1260	8.65%	1617.5	11.10%	11660	80.04%	9264.5	63.59%	2395.5	16.44%	14538	99.79%
7	14266	1292	9.06%	1690	11.85%	11254	78.89%	9014.5	63.19%	2239.5	15.70%	14236	99.79%
8	13712	1499	10.93%	2009	14.65%	10175	74.21%	8150.5	59.44%	2024.5	14.76%	13683	99.79%
11	8351	1285	15.39%		0.00%	7025	84.12%	5684	68.06%	1341	16.06%	8310	99.51%
State Totals	98142	8962	9.13%	11813	12.04%	77167	78.63%	57330	58.42%	19837	20.21%	97942	99.80%

APR Template – Part B (4)

Georgia
State

Data for Mathematics Participation:

Mathematics Participation

Student Grade Level	SWD Enrolled During Assessment	GAA Test Participation	% GAA Test Participation	CRCTM Test Participation	% CRCTM Test Participation	Regular Assessment Participation	% Regular Assessment Participation	With Accomodations - Regular Assessments	% With Accomodations - Regular Assessments	Without Accomodations- Regular Assessments	% Without Accomodations- Regular Assessments	Total Participation	% Participation
1													
2													
3	15409	1157	7.51%	2016	13.08%	12151	78.86%	7619	49.45%	4532	29.41%	15324	99.45%
4	15813	1196	7.56%	2512	15.89%	12018	76.00%	8050	50.91%	3968	25.09%	15726	99.45%
5	16181	1273	7.87%	3921	24.23%	10926	67.52%	7704	47.61%	3222	19.91%	16120	99.62%
6	14627	1260	8.61%	2321	15.87%	10953	74.88%	8632	59.01%	2321	15.87%	14534	99.36%
7	14318	1292	9.02%	2574	17.98%	10362	72.37%	8245	57.58%	2117	14.79%	14228	99.37%
8	13764	1499	10.89%	2480	18.02%	9712	70.56%	7666	55.70%	2046	14.86%	13691	99.47%
11	8532	1285	15.06%		0.00%	7010	82.16%	5635	66.05%	1375	16.12%	8295	97.22%
State Totals	98644	8962	9.09%	15824	16.04%	73132	74.14%	53551	54.29%	19581	19.85%	97918	99.26%

3.C – Measurable And Rigorous Targets For Performance:

	<i>Proficiency for Students with IEPs Grades 3-8</i>	
	<i>Reading/English language arts</i>	<i>Mathematics</i>
FFY 2010 (2010-2011)	70% proficiency rate for children with IEPs against grade level, <i>modified and alternate achievement standards.</i>	56% proficiency rate for children with IEPs against grade level, <i>modified and alternate achievement standards.</i>

Actual Target Data For Performance:

	<i>Proficiency for Students with IEPs Grades 3-8</i>			
	<i>Reading/English language arts</i>		<i>Mathematics</i>	
Actual Target Data for FFY 2010 (2010-2011)	64,619 out of 87,485 FAY students met the proficiency rate for children with IEPs against grade level, <i>modified and alternate achievement standards.</i>	73.9%	55,963 out of 87,460 FAY students met the proficiency rate for children with IEPs against grade level, <i>modified and alternate achievement standards.</i>	64.0%

Georgia defines “**full academic year**” (FAY) as follows:

Continuous enrollment in the State of Georgia’s public schools from the Fall FTE count through the end of the State’s spring testing window.

Actual Target Data (FFY 2010) for CRCT, CRCT-M, and GAA (grades 3-8):

R/ELA Proficiency: During **FFY 2010**, **73.90%** (64,619 out of 87,485) of FAY students with IEPs met or exceeded standards on the R/ELA portion of the CRCT, CRCT-M, and GAA. The State **met the FFY 2010 target** (70%) and **showed progress** (3.78 percentage points) from the FFY 2009 data (70.11%).

Mathematics Proficiency: During **FFY 2010**, **64.00%** (55,963 out of 87,460) of FAY students with IEPs met or exceeded standards on the mathematics portion of the CRCT, CRCT-M, and GAA. The State **met the FFY 2010 target** (56.00%) and **showed progress** (9.77 percentage points) from the FFY 2009 data (54.23%).

3.C – Measurable And Rigorous Targets For Performance:

	<i>Proficiency for Students with IEPs Grade 11</i>	
	<i>English /language arts</i>	<i>Mathematics</i>
FFY 2010 (2010-2011)	63% proficiency rate for children with IEPs against grade level, <i>modified and alternate achievement standards.</i>	45% proficiency rate for children with IEPs against grade level, <i>modified and alternate achievement standards.</i>

Actual Target Data For Performance:

	<i>Proficiency for Students with IEPs Grade 11</i>			
	<i>English /language arts</i>		<i>Mathematics</i>	
Actual Target Data for FFY 2010 (2010-2011)	6,003 out of 9,463 FAY students met the proficiency rate for children with IEPs against grade level, <i>modified and alternate achievement standards.</i>	63.4%	4,875 out of 9,458 FAY students met the proficiency rate for children with IEPs against grade level, <i>modified and alternate achievement standards.</i>	51.5%

Georgia defines “**full academic year**” (FAY) as follows:

Continuous enrollment in the State of Georgia’s public schools from the Fall FTE count through the end of the State’s spring testing window.

Actual Target Data (FFY 2010) for GHS GT (grade 11):

ELA Proficiency: During **FFY 2010**, **63.40%** (6,003 out of 9,463) of (FAY) students with IEPs met or exceeded standards on the ELA portion of the GHS GT. The State **met the FFY 2010 target** (63.00%) and **showed progress** (4.78 percentage points) from the FFY 2009 data (58.64%).

Mathematics Proficiency: During **FFY 2010**, **51.5%** (4,875 out of 9,458) of FAY students with IEPs met or exceeded standards on the mathematics portion of the GHS GT. The State **met the FFY 2010 target** (45%) and **showed progress** (15.90 percentage points) from the FFY 2009 data (35.60%).

FFY 2010 was the first year the GHS GT mathematics portion of the test was based on the Georgia Performance Standards. This was a new mathematics curriculum for Georgia that was implemented in FFY 2008. With the implementation of the new math curriculum, SWD were required to take GPS mathematics courses; and the basic mathematics courses based on functional skills were no longer available as options for graduation. Therefore, there was more rigorous instruction on the standards covered on the test. In addition, students who needed

additional instruction were enrolled in Mathematics Support classes in conjunction with the Mathematics I, II, and III courses. Some districts offered a basic mathematics preparation class for 9th graders who needed additional background before taking Mathematics I, which provided a stronger foundation before students took the more rigorous courses in the higher grade levels. For the past three years, the State has also provided training to teachers in mathematics curriculum and teaching strategies in the form of live and recorded webinars and workshops.

In addition, the State administered the Criterion Referenced Competency Test-Modified (CRCT-M) for the first time in spring 2011. All students participating in the CRCT-M had previously failed the CRCT in 2009-2010 school year. More students met participation criteria for the mathematic portion of the test. The data indicates that students who took the CRCT-M were passing mathematics at greater rates than in prior school years.

APR Template – Part B (4)

Georgia
State

Data for RE/LA Performance

Reading/Language Arts Performance																				
School Year	Student Grade Level	Assessment Subject	FAY Count	Alternate Assessment (GAA)			Modified Assessment (CRCTM)			Regular Assessment (CRCT or GHS GT)			Regular Assessment with Accommodations			Regular Without Accommodations			% Proficient and Advanced by Grade	% Proficient and Advanced by Assessment
				DNM	PRO	ADV	DNM	PRO	ADV	DNM	PRO	ADV	DNM	PRO	ADV	DNM	PRO	ADV		
2010-2011	1	RELA																		
2010-2011	2	RELA																		
2010-2011	3	RELA	14976	129	586	409	711.5	1089.5	285.5	2498.5	7357	1910	1993	4751.5	555	505.5	2605.5	1355	77.70%	Grades 3-8 73.9%
2010-2011	4	RELA	15409.5	131	611	430	837.5	682.5	176	4227	6617.5	1697	3649.5	4444.5	495.5	577.5	2173	1201.5	66.28%	
2010-2011	5	RELA	15725	174	623	442	804	1456	369	2525.5	7904.5	1427	2225.5	5886	532	300	2018.5	895	77.72%	
2010-2011	6	RELA	14195.5	210	572	448	605	834	161.5	3153	7210.5	1001.5	2893	5648	476.5	260	1562.5	525	72.05%	
2010-2011	7	RELA	13857.5	212	604	457	551.5	751.5	365.5	3324.5	6738.5	853	3056	5259.5	407.5	268.5	1479	445.5	70.50%	
2010-2011	8	RELA	13321.5	196	771	505	500.5	1061	421.5	2076	6819.5	971	1889.5	5483	519	186.5	1336.5	452	79.19%	
2010-2011	9,10,11,12	RELA	9463	167	716	384				3293	3536	1367	2872	2804	904	421	732	463	63.44%	High School 63.4%
State Totals			96948	1219	4483	3075	4010	5874.5	1779	21097.5	46183.5	9226.5	18578.5	34276.5	3889.5	2519	11907	5337		

DNM= Did Not Meet; PRO= Proficient; ADV= Advanced

APR Template – Part B (4)

Data for Mathematics Performance:

Mathematics Performance																				
School Year	Student Grade Level	Assessment Subject	FAY Count	Alternate Assessment (GAA)			Modified Assessment (CRCTM)			Regular Assessment (CRCT or GHS GT)			Regular Assessment with Accommodations			Regular Without Accommodations			% Proficient and Advanced by Grade	% Proficient and Advanced by Assessment
				DNM	PRO	ADV	DNM	PRO	ADV	DNM	PRO	ADV	DNM	PRO	ADV	DNM	PRO	ADV		
2010-2011	1	Math																		
2010-2011	2	Math																		
2010-2011	3	Math	14971	72	589	463	1029	726	232	4786	4548	2526	3850	2771	778	936	1777	1748	60.68%	Grades 3-8 64.0%
2010-2011	4	Math	15402	85	612	475	950	1233	310	5021	4753	1963	4199	3025	610	822	1728	1353	60.68%	
2010-2011	5	Math	15732	107	623	509	981	2421	478	2890	5706	2017	2534	4056	858	356	1650	1159	74.71%	
2010-2011	6	Math	14186	105	591	529	885	1274	143	5825	4264	570	5153	3004	228	672	1260	342	51.96%	
2010-2011	7	Math	13845	132	634	499	641	1451	462	3396	5521	1109	3109	4290	549	287	1231	560	69.89%	
2010-2011	8	Math	13324	175	782	509	679	1483	285	3738	5043	630	3297	3810	310	441	1233	320	65.54%	
2010-2011	9,10,11,12	Math	9458	157	754	368				4426	2587	1166	3768	2022	758	658	565	408	51.54%	High School 51.5%
State Totals			96918	833	4585	3352	5165	8588	1910	30082	32422	9981	25910	22978	4091	4172	9444	5890		

DNM= Did Not Meet; PRO= Proficient; ADV= Advanced

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The table below shows the findings of noncompliance for this indicator. The State has verified correction of noncompliance. The State required periodic data submissions of each district. The documentation was reviewed by staff of the Division for Special Education. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. If appropriate, the LEA changed policies, practices, and/or procedures that contributed to or resulted in noncompliance.

3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	9
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Public reports for assessment results can be located at <http://www.gadoe.org/Pages/Home.aspx> . Each category can be located by following the path designated below after selecting the above link.

- A. State: Select “By State” located on the right side of the page. Along the left side of page, select reporting year 2010-2011. Using left tabs, select Special Education. Using the new tabs at the top, select Test Results→select desired test results (APR Math, APR RELA, Alternate Assessment, Participation Math, or Participation RELA).
- B. Local Education Agency: Select “By District” located on the right side of the page. Along the left side of page, select reporting year 2010-2011. Choose district→using left tabs select Special Education→using top tabs, select Testing Results→select desired test results (APR Math, APR RELA, Alternate Assessment, Participation Math, or Participation RELA).
- C. School Level: Select “By School” located on the right side of the page. Along the left side of page, select reporting year 2010-2011. Select the desired school→using the tabs at the left, select NCLB/AYP→ select Test Participation or Academic Performance → select AYP Indicator (Math or RELA)→ SWD subgroup column.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Project Exam Preparation for Science and Social Studies (ExPreSS) - In collaboration with the Curriculum and Instructional Services Division, the Division for Special Education participated in Project ExPreSS during the 2010-2011 school year. This project is provided at no cost and designed to assist students who have not passed the required high school graduation tests, thus giving them additional opportunities to meet the requirements for graduation. Project ExPreSS was expanded to include English/language arts and mathematics in addition to science and social studies for high school. Courses for science, social studies, English/language arts, and mathematics were provided through online courses and tutorial support as needed.

In addition to the online course for mathematics, those students who were first time retest takers who did not pass the mathematics section of the Georgia High School Graduation Test (GHSGT) were given the option to receive face-to-face classroom instruction. The State provided these students with two weeks of intensive direct instruction. High performing teachers delivered instruction using a program developed by the Division of Standards-Based Learning that incorporated differentiated instruction and formative assessments.

Students with disabilities (SWD) are continuing to participate in the retakes through Project ExPreSS and are making passing scores on the GHSGT. At the end of the project, all students were administered the appropriate portions of the GHSGT at a designated site. Students with disabilities (SWD) participated in Project ExPreSS and received the appropriate testing accommodations as designated in the Individual Education Program (IEP). The state collected data for the mathematics ExPreSS program that was offered in the classroom program during the summer of 2011. For FFY 2010, 37% (102 out of 278) of the SWD who participated in Project ExPreSS met or exceeded the passing requirement for mathematics. In comparison, of students who did not participate in Project ExPreSS, 21% (413 out of 1967) of SWD met or exceeded the passing requirement in the regular 2011 summer retest administration. The Project ExPreSS materials are available online throughout the school year to teachers and students on a 24/7 basis.

Georgia Continuous Improvement Monitoring Process Plans (CIMP) - Local districts developed (CIMP) plans focused on improving academic achievement for students with disabilities. In collaboration with their stakeholder committees, districts analyzed their current performance and implemented activities. These activities are included in the district's Comprehensive Local Educational Agency (LEA) Improvement Plans (CLIPs).

Focused Monitoring - The Division for Special Education continues to conduct compliance monitoring in selected school districts based upon low performance in the areas of R/ELA and mathematics. The State targeted districts in each of the five size groups, which are based on the number of students with IEPs. Following the onsite visits, state staff assisted district teams in developing Corrective Action Plans to address deficit areas in both compliance and performance (e.g., access to grade level curriculum, appropriate materials, and assistive technology; instruction in the least restrictive environment; etc.).

3b. Participation - Georgia continues to have a very high participation rate of SWD in statewide assessments. The rigorous participation rates for mathematics and R/ELA reflect a commitment by Georgia Department of Education (GaDOE) to ensure that SWD are assessed in the same content areas and at the same grade levels as required by No Child Left Behind (NCLB). The Division for Special Education and the Division of Assessment Administration have worked collaboratively with district testing coordinators and directors of special education to address the assessment requirements and needs of SWD through face-to-face and online workshops and through the dissemination of information in publications.

3c. Proficiency Rates in Mathematics and Reading - The State's effort in training students and in providing rigorous course work for students has resulted in the State meeting the target for proficiency in R/ELA and Mathematics for grades 3-8. In addition, in Grade 11, students have met the target for proficiency in ELA demonstrating close to a 5 point increase. Students in Grade 11 met the target; the 15 point increase in student performance can be attributed to the

increased focus on rigorous instruction and technical assistance for teachers in the area of mathematics.

Collaboration with School Improvement and Curriculum - The Division continued to work with school improvement, curriculum, and other divisions to ensure that special education teachers are included in professional learning provided to other administrators and core area teachers. The Division participated in initiatives designed to support the transition from the Georgia Performance Standards (GPS) to the Common Core Georgia Performance Standards (CCGPS) in core academic areas, including reading/English language arts, science, and mathematics. The mathematics Program Specialist collaborated with division staff to provide professional learning on instructional strategies to promote effective learning for students with disabilities in mathematics at the Spring Leadership Meeting. In addition, the Division participated in the School Improvement Summer Leadership Academy at Callaway Gardens and Thinking Maps training. The Summer Leadership Academy is a four day training for needs improvement (NI) schools. Three sessions were held during the summer of 2011 in which several division staff and special projects personnel provided information on strategies, interventions and programs available for use with students with disabilities to improve student outcomes. The Division presented on Response to Intervention (RTI) behavior concepts during each session. Thinking Maps is a graphics organizer initiative that the School Improvement implements in those needs improvement schools that have been in NI status for several years.

The Division for Special Education also worked with the Testing Division to address the participation and proficiency of SWD in statewide testing. The State offered the Criterion Reference Competency Test-Modified (CRCT-M) in reading/English language arts and mathematics, grades 3-8, for the first time during the 2010-2011. The Division participated in joint webinars with the testing division to introduce the assessments and assist districts in determining students who were appropriate candidates for the assessment. The Division followed up with additional technical assistance for special education directors at the November GCASE.

Alternate Assessment Based upon Modified Achievement Standards - The State administered the Criterion Referenced Competency Test-Modified (CRCT-M) for the first time in spring 2011. All students participating in the CRCT-M had previously failed the CRCT in 2009-2010 school year.

During FFY 2010, 67% (10,498 of 15,663) of students taking CRCT-M in mathematics received a passing score of emerging or basic proficiency. These students make up 16% of the passing rate for all SWD's in grades 3-8.

Sixty-six percent (66%) or 7,653 of 11,664 of students taking the CRCT-M in reading/ English language arts received a passing score of emerging or basic proficiency. Students passing the CRCT-M made up 12% of the passing rate for all SWD's in grades 3-8. Anecdotal reports from districts indicate that students indicated that their skills were appropriately assessed.

GraduateFIRST - Georgia continued to receive funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007, for a five-year cycle. Various projects are supported by this grant, including

GraduateFIRST, which focuses on improving graduation rates and decreasing dropout rates for SWD. Schools participating in targeted areas of focus will be expected to show progress that will decrease their dropout rate. GraduateFIRST (Cohorts 1, 2, and 3) consisted of 143 schools, as well as students who attend Georgia Network for Educational and Therapeutic Support (GNETS) programs and alternative schools representing 80 districts statewide.

Participating school teams received training in strategies and interventions in the areas of mathematics (308 educators) and reading (26 educators). To assist in increasing mathematics performance for students assessed with the GHS GT, the GraduateFIRST project worked collaboratively with the Mathematics Program in the Division of Academic Standards to design and implement a series of hands-on strategies training sessions for participating schools. This two-part training was held in four locations across the state with a follow-up webinar. One hundred forty (140) teachers participated in training to acquire content knowledge in Mathematics I and II, while the pedagogy found in a standards-based classroom was modeled by the instructors. The training provided participants with lesson plans and manipulatives for use in classroom instruction.

The reading training was a research-based literacy program, Planet Literacy, based on the findings of the National Reading Panel. The training modules contained strategies for active literacy in building the components of reading, vocabulary, and writing-to-learn. Planet Literacy focused on strategies to get students actively engaged in vocabulary and other literacy/reading components. The training included ten scripted modules with an accompanying PowerPoint for delivery and easy implementation of strategies in the classroom.

During FFY 2010, 76% (88 out of 116) of the schools reported an increase in reading/language arts achievement and 89% (104 out of 117) of the schools reported an increase in mathematics achievement as measured by the CRCT, CRCT-M, GHS GT, and the GAA. Of the schools participating in the project, 47% (61 out of 130) of the schools made AYP.

Georgia Project for Assistive Technology (GPAT) and the Georgia Instructional Materials Center (GIMC) -

- *Georgia Project for Assistive Technology (GPAT) - GPAT, a special project funded by the Division for Special Education, supported groups of teachers, related services providers, and district administrators from around the state through a series of consortia meetings conducted via distance learning. Over 280 educators from 111 districts and 9 outside agencies participated in a full day of training on a variety of topics designed to provide educators with the support needed to implement assistive technology (AT) and to evaluate its effectiveness. The ability to choose and use appropriate assistive technology in the classroom and on assessments is connected to increasing achievement scores on the statewide assessment.*

A summer institute was conducted in June 2011 with over 190 educators learning how to deliver quality AT services within their school settings to help students achieve independence, participate in the general curriculum, and improve their achievement. During the institute, teachers learned about a range of AT resources, considerations for AT, AT team building, AT tools and techniques, and legal issues. Increasing the teachers' knowledge about AT helps them to integrate the use of AT devices and software into standards-based

instructional activities, thereby increasing the potential for higher scores on statewide assessments.

In addition to supporting direct training, GPAT worked collaboratively with United Cerebral Palsy (UCP) of Greater Chicago through the Ronald McDonald House Charities Grant awarded to UCP of Greater Chicago. These funds were designated for the expansion of UCP's signature *Infinitec* program into selected districts in Georgia and for the building of a collaborative relationship between *Georgia Project for Assistive Technology* (GPAT) and *Infinitec*. This initiative enabled Georgia teachers in participating districts to access a collection of teaching resources and custom-developed training materials, professional consultation, and a vertical link with thousands of educators across multiple states.

The mission of *Infinitec*, which stands for *Infinite Potential through Technology*, is to advance independence and promote inclusive opportunities for children with disabilities. *Infinitec*'s "face" is an Internet portal that links its members (that is, thousands of teachers and other direct service personnel) to a wealth of resources that transfer into enhanced learning experiences and opportunities for the children in their classrooms. A password-protected, web-based portal (myinfinitec.org) gives members access to an exceptional range of curriculum supports and technology integration strategies that include:

- video presentations by experts in a variety of fields,
- pre-made differentiated lesson plan resources,
- proven and cutting edge educational techniques and strategies,
- resources and approaches to serving students with disabilities, and
- summarized instruction sheets on how to use assistive technology.

Through this grant, selected Georgia districts gained access to myinfinitec.org at a greatly reduced per student fee. This grant covered 80% of the per student fee. Districts' access to myinfinitec.org and resources was available for one calendar year from January 2011 until December 2011.

Since funding of the grant allowed for limited participation, the main parameter of the grant was based on the total number of students served through the grant. The grant could not exceed a statewide total of 160,000 students (special education and general education). Districts were selected based on an application process that was disseminated statewide. Twenty-eight (28) districts submitted applications. Of those applications, twenty-three (23) districts were selected to participate in the grant. Because interest in participation in this initiative was so great, *Infinitec* was able to adjust the 160,000 student limit of the grant so that a total of 186,136 students were able to participate in the grant statewide.

Personnel from GPAT also worked with the Division of Assessment Administration to provide statewide assessments (e.g., CRCT and CRCT-M for grades 3 - 8 and GHSQT for grade 11) in accessible, digital formats (Kurzweil 3000 and PaperPort Deluxe) to allow accessibility to the assessment for those students using this assistive technology as part of routine classroom instruction. Districts submitted requests for these assessments to the Division for Assessment Administration, and personnel from GPAT converted the assessments into the appropriate format for the individual students. For the 2010-2011 statewide testing administration, 80 students,

representing 8 districts in the state, who needed assistive technology in order to access the general assessment (CRCT, CRCT-M or GHS GT) were provided with the tests in the format requested. Forty-two percent (42%) or 8 out of 19 of the students taking the CRCT met or exceeded the requirements for reading/English language arts and 58% (11 out of 19) met or exceeded the requirements for mathematics. Fifty-five percent (55%) or 11 out of 20 of the students taking the GHS GT met or exceeded the requirements for English language arts, and 2% (2 out of 10) met or exceeded the requirements for mathematics.

- *Georgia Instructional Materials Center (GIMC)* - All students who have a print disability documented in their individual education programs (IEP) received accessible instructional materials (AIMs) in an appropriate format. Services, publications, and other materials are usually provided by the GIMC at no cost to the local educational agency (LEA). The GIMC provided all braille, large print, and accessible PDF versions of textbooks and other core instructional materials. These books were either purchased or produced by the GIMC and then loaned to the LEA for the school year. Digital and audio formats of textbooks and core instructional materials were often available from Bookshare and from Learning Ally. The GIMC fully supported the provision of AIMs from these sources through the timely submission of Georgia titles for production, streamlining the process of searching for titles, training, and technical support. If a title was not available in an appropriate format from Bookshare or Learning Ally, the GIMC produced the title in an accessible PDF or DAISY format. The GIMC also provided software to access the PDF and DAISY books. The GIMC accesses other sources from producers and publishers on behalf of the LEA. Most of the copies of the new titles were purchased from commercial producers or from the American Printing House for the Blind. The GIMC used 46 different accessible instructional material vendors during the 2010-2011 school year.

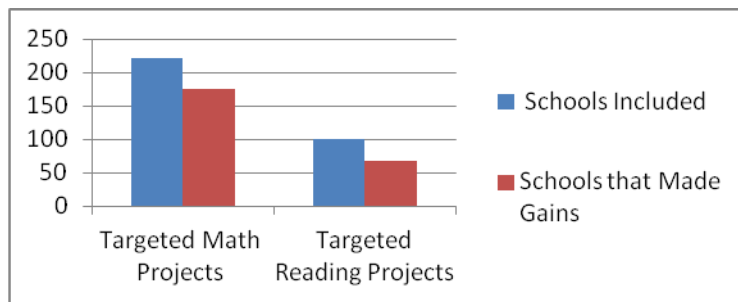
The GIMC used an online student registration and book ordering system to manage and track orders. During FFY 2011, students from 161 school districts, 2 state schools, 1 alternative school, and 1 virtual school were registered with the GIMC. There were 2,337 students in active status. Of these students, 1,487 were legally blind and 850 had other print-related disabilities. During FFY 2010, the GIMC filled 7,584 new orders for 1,001 braille books, 3,721 large print books, 702 accessible PDFs, 1,477 material items from American Printing House (APH), 1,078 supply items from APH, and 54 professional materials. In addition, GIMC placed external orders for 3,890 items. Of these, 2,714 external orders were for title copies and masters in all formats, and 1,176 were for APH material items.

The Georgia Learning Resource Systems (GLRS) - The State funded Continuous Improvement Projects through its 17 GLRS centers. Initiatives funded through these projects incorporate professional learning and technical support to enhance instructional programming and student achievement in the critical content areas of mathematics and/or reading/English language arts. Regional centers determine the need for implementing a project based on their districts' data and develop projects to address the need. During FFY 2010, 13 GLRS regional centers had projects designed to increase mathematics achievement, and 12 had projects designed to increase reading/English language arts achievement for students with disabilities.

For mathematics, the 13 GLRS developed targeted professional learning projects with coaching support for the schools in their districts. Two hundred twenty-two (222) schools (elementary,

middle, and high) participated in the projects. One hundred-seventy-six (176) or 79.27% of the schools reported an increase in the percentage of students who met or exceeded on the mathematics assessments. Of the 13 GLRS centers, 7 regional centers collaborated to develop a math initiative for elementary school called the Standards-based Math Capacity Building Network Project for Grades 3-5. The capacity building project was developed to be implemented state wide eventually. This initiative is in its second year and training is being provided in select districts. During FFY 2010, 5 schools in 5 districts participated in the project. Eighty-five percent (80%) of the schools (4 out of 5) reported an increase in the number of students who met or exceeded on the CRCT and CRCT-M in the area of mathematics. These 5 districts are represented in the 13 regional centers discussed previously.

For reading/English language arts, the 12 GLRS developed targeted professional learning projects with coaching support for the schools. Two of the 4 GLRS began their projects during the 2010-2011 school year in 12 schools. The remaining GLRS centers worked with 101 schools (elementary, middle, and high). Sixty-eight of the schools (67%) reported an increase in the percentage of students who met or exceeded on the reading/English language arts assessments.



Continued Collaboration with Testing - The Division continued to work with school improvement, curriculum, and other divisions to ensure that special education teachers are included in professional learning provided to other administrators and core area teachers. The Division participated in initiatives designed to support the transition from the Georgia Performance Standards (GPS) to the Common Core Georgia Performance Standards (CCGPS) in core academic areas including reading/English language arts, science, and mathematics.

The mathematics program specialist collaborated with division staff to provide professional learning on instructional strategies to promote effective learning for students with disabilities in mathematics at the Spring Leadership Meeting. In addition, the Division participated in the School Improvement Summer Leadership Academy at Callaway Gardens and in Thinking Maps training. The Summer Leadership Academy is a four-day training for needs improvement (NI) schools. Three sessions were held in the summer of 2011, during which several division staff and special projects personnel provided information on strategies, interventions, and programs available for use with students with disabilities to improve student outcomes. The Division presented on Response to Intervention (RTI) behavior concepts during each session. Thinking Maps is a graphics organizer initiative that the School Improvement Division implements in those needs improvement schools who have been in NI status for several years.

The Division for Special Education also worked with the Testing Division to address the participation and proficiency of SWD in statewide testing. The State offered the Criterion

Reference Competency Test-Modified (CRCT-M) in reading/English language arts and mathematics, grades 3-8, for the first time during the 2010-2011. The Division participated in joint webinars with the testing division to introduce the assessments and assist districts in determining students who were appropriate candidates for the assessment. The Division followed up with additional technical assistance for special education directors at the November GCASE.

Personnel from GPAT also worked with the Division of Assessment Administration to provide statewide assessments (e.g., CRCT and CRCT-M for grades 3 - 8 and GHSGT for grade 11) in accessible, digital formats (Kurzweil 3000 and PaperPort Deluxe) to allow accessibility to the assessment for those students using this assistive technology as part of routine classroom instruction. Districts submitted requests for these assessments to the Division for Assessment Administration, and personnel from GPAT converted the assessments into the appropriate format for the individual students. For the 2010-2011 statewide testing administration, 80 students, representing 8 districts in the state, who need assistive technology in order to access the general assessment (CRCT, CRCT-M, or GHSGT) were provided with the tests in the format requested. Forty-two percent (42%) or 8 out of 19 of the students taking the CRCT and CRCT-M met or exceeded the requirements for reading/language arts, and 58% (11 out of 19) met or exceeded the requirements for mathematics. Fifty-five percent (11 out of 20) of the students taking the GHSGT met or exceeded the requirements for English/language arts, and 20% (2 out of 10) met or exceeded the requirements for mathematics.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to add the following improvement activity to the State Performance Plan.

Project Exam Preparation for Science and Social Studies (ExPreSS) - For FFY 2010, this activity was expanded to include English/language arts and mathematics instruction and intervention for students who had not previously passed the Georgia High School GHSGT. The State modifies this program as needed to accommodate the needs of students and, as a result, for FFY 2010, the addition of the English/language arts component impacted this indicator.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: FAPE in the LRE

Indicator 4A: Rates of suspension and expulsion:

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

(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 Individualized Education Programs (IEPs) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

Georgia’s Definition of Significant Discrepancy: *The rate of suspensions and expulsions of students with disabilities (SWD) for greater than 10 days in a school year was defined as: (1) a suspension N size ≥ 5 and (2) a suspension/expulsion relative risk ≥ 3.0 for one year.*

Calculation for Significant Discrepancy:

Georgia’s Suspension and Expulsion Relative Risk:

*(((Focus District # of SWD with greater than 10 days Out-of-School Suspension (OSS))
Divided by (Focus District Total SWD Age 3/21))*

Divided by

(State # of SWD with greater than 10 days OSS Divided by State SWD Age 3/21))

Georgia’s Comparison Methodology: *Georgia compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs) among Local Educational Agencies (LEAs) in the State.*

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>FFY 2010 (Using 2009 - 2010 data)</i>	<i>3.28%</i> 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.

Baseline Data for FFY 2010 (Using 2009-2010):

<i>FFY</i>	<i>Actual Target Data</i>
<i>FFY 2010 (Using 2009-2010 data)</i> <i>NEW BASELINE</i>	<i>10.22% of districts were 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>

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

<i>Year</i>	<i>Total Number of LEAs</i>	<i>Number of LEAs that have Significant Discrepancies</i>	<i>Percent</i>
<i>FFY 2010 (Using 2009-2010 data)</i>	186	19	10.22%

Georgia has reported new baseline data for this submission due to a change in calculation from the previous reporting period and is reported in the State Performance Plan. During the FFY 2009 APR, the State calculated the relative risk for this indicator by dividing the risk of the Focus District by the risk of the state; however, the calculation removed the Focus District from the state’s data. After reviewing federal guidance, the State has revised this practice and now divides the Focus District’s risk by the total state’s risk-to include the Focus District Group. This change in calculation is statistically significant and constitutes establishment of new baseline data.

Review of Policies, Procedures and Practices (2009-2010 data reported in FFY 2010 SPP/APR):

Based on 2009-2010 data reported in FFY 2010 SPP/APR, 19 out of 186 districts were identified as having a significant discrepancy in the rate of suspensions and expulsions for >10 days in a school year for children with Individualized Education Programs (IEPs). The State required the districts to complete a Self-Assessment Monitoring Protocol to review policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure compliance. Each district convened a Self-Assessment team to rate the district’s performance. Georgia revised its Self-Assessment Monitoring Protocol to address only policies, procedures, and practices (relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports or procedural safeguards). Districts were required to demonstrate

100% proficiency on all indicators represented in the Discipline Focus Area of the Self-Assessment.

Based on the review of policies, practices and procedures, 6 out of the 19 districts demonstrated noncompliance. The State identified the districts as having noncompliance and required the districts to make timely correction of the noncompliance within one year of the notification. The State required the districts to review and revise their policies, practices, and procedures for discipline. The districts indicated noncompliance in a number of areas, including the following: procedure for monitoring suspensions of SWD at the district level, use of positive behavioral intervention and supports, appropriate development of Behavioral Intervention Plans, appropriate use of functional behavioral assessments, etc. Based on the specific instances of noncompliance, the State required the district to develop a Corrective Action Plan (CAP) for the identified areas. The Division for Special Education staff reviewed and approved the district's Corrective Action Plan for addressing the cited noncompliance and for revising policies, practices, and procedures related to the development and implementation of IEPs, the use of positive behavior intervention and supports, and procedural safeguards to ensure compliance with IDEA as required by 34 CFR §300.170(b) for the districts identified with significant discrepancy. Districts also attach the CAPs in their consolidated application. The State (1) requires the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance; (2) determines that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensures that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

Correction of noncompliance for FFY 2009

Based on the review of 2008-2009 data, reported in the FFY 2009 APR, no district was identified as having significant discrepancy for this indicator. There is no additional correction of noncompliance to be reported from earlier years.

The State conducted the review required by 34 CFR §170(b) and identified the noncompliance by June 30, 2010. The district received written notification of the noncompliance and was required to make correction of the noncompliance. The district has submitted appropriate documentation to the State to verify timely correction no later than one year. The State verified that the district (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02 dated October 17, 2008.

No additional information is required by the OSEP APR Response Table for this Indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2010:

Technical Assistance for Significantly Discrepant Districts – Based on the 2008-2009 data reported FFY 2009, the state did not identify any districts as having significant discrepancy. However, the state provided technical assistance for a large district that was “at serious risk”. Staff from the Positive Behavior Interventions and Support Unit conducted 4 trainings and provided ongoing coaching for districts at risk for significant discrepancy to develop and sustain demonstration sites for best practices in reducing the rates of suspensions and expulsions.

Beginning in August 2010, a series of positive school climate workshops were delivered to teams from 29 schools (11 elementary, 9 middle, 10 high) within that district. These full day workshops were held monthly through January 2011. The 29 schools constituted approximately 50% of the district’s suspensions. By the conclusion of the 2010-2011 school year, the suspension rates in 77% (20 of 26) of the schools remained the same or decreased from the 2009-2010 school year. The effectiveness of this activity will be measured using discipline data (in-school suspension and out-of-school suspension) obtained through student records in the 2012-2013 school year.

Five days for professional learning was provided in conjunction with Georgia Learning Resource Systems (GLRS) to 23 schools in a large district on PBIS strategies and using data to make positive change. Training took place over a six month time period, culminating on February 2011. During the 2011- 2012 school year, the State will review Pre and Post data to identify reductions in out-of-school suspensions (OSS) and in-school suspensions (ISS) based on the training.

In order to increase our capacity to provide technical assistance for districts in the state pertaining to significant discrepancy, the Division will create resources that focus on factors that influence discipline policies and procedures, school climate, and cultural competency. The availability of the resources will allow districts to have access to on-time training in their identified areas of need.

During the 2011-2012 school year, the Division will continue working with districts with significant discrepancy to identify specific schools that will be supported to establish models for best practice in the use of Positive Behavioral Interventions and Supports and the development and implementation of effective Behavior Intervention Plans (BIPs).

Administrative Training for Significantly Discrepant Districts - The Division provided districts with an opportunity to participate in professional learning which focused on using discipline data for data-driven decision making and implementation of positive behavioral interventions and supports (PBIS). Professional learning opportunities were made available through the following: The Title 1 Conference, June 16, 2011; The Georgia Association of Educational Leaders (GAEL) Conference, July 11-14, 2010; Georgia Council of Administrators of Special Education (GCASE), November 10 - 12, 2010; The Student Support Team Association for Georgia Educators (SSTAGE), January 2011; The Safe and Drug Free Schools Conference, March 6 - 8, 2011; and The GCASE/Spring Leadership Conference, March 21 - 23, 2011. Russ Skiba, national expert on disciplinary disparities presented at GAEL and GCASE and Heather George, national expert on Positive Behavior Interventions and Supports (PBIS), presented at the Safe and Drug Free Schools Conference. In addition to having access to national experts, GaDOE staff presented on a variety of topics including understanding IDEA discipline rules and regulations for Students with Disabilities, using data-based decision making for discipline, positive school

climate, implementing PBIS, developing an appropriate student code of conduct, and bullying. The Statewide Technical Assistance table below outlines the trainings provided.

Statewide Technical Assistance

Training Venue	Audience
Parent Mentor’s Conference	Georgia Parent Mentors and Special Education Directors
System of Care Conference	Mental health and juvenile justice providers, psychologists, and educators
Regional Educational Services Agency (RESA) Leadership Summit	Superintendents and district level administrators
Homeless Conference	School system homeless liaisons
The School Improvement Summer Leadership Conferences (4 conferences)	School teams of administrators and teachers
Training Venue	Audience
County Wide Psychological Services Department	School psychologists
Georgia Council for Special Education Administrators (GCASE)	Special Education Directors and Coordinators
New Teacher Induction Program	Special education teachers
Student Support Team Association for Georgia Educators (STTAGE) (3 training)	Educators
County Wide Training	Special Education Directors
PBIS Implementation Process Presentation	GLRS Directors
Georgia Association of Educational Leaders (GAEL)	Superintendents

Positive Behavior Intervention and Supports Overview Presentation - During the 2010 - 2011 school year, the Division provided face-to-face overview presentations on school wide Positive Behavioral Interventions and Supports (PBIS) to representatives and leaders from 3 local educational agencies (LEA), a state school and a residential school. In order to build capacity in the state, The [PBIS webpage](#) was redesigned to provide more in-depth information that can be accessed by districts for PBIS Overview Presentation training. This activity will continue for as needed to support school interested in implementing PBIS.

Positive Behavior Intervention and Supports Targeted Assistance – This targeted assistance was available to all PBIS school teams for the purpose of building on the concepts presented in the initial trainings.

- Webinars - Technical assistance was provided on a monthly basis via webinars to school teams on topics including 1) Orientation for Implementation for PBIS; 2) Review of the 10 Critical Elements of PBIS; 3) PBIS and Parents; 4) Booster Trainings for PBIS teams; 5) Increasing Faculty Commitment; and 6) Georgia Learning Resource Systems (GLRS) and PBIS. In addition, ongoing assistance included phone calls, emails, individualized data reviews, school walk-throughs, and onsite visits which included coaching and team meetings.
- Face to Face Trainings - Face-to-face professional learning and trainings were provided to approximately 100 PBIS coaches and 25 district coordinators in 8 regions of Georgia, both in September 2010 and January 2011. Trainings were provided on how to use the PBIS fidelity instruments including the Self Assessment Survey, the Team Implementation Checklist and the Benchmarks of Quality. At these regional meetings, training was also provided on the Bully Proof Curriculum offered by the National PBIS Assistance Center. Additional professional learning was provided to parents, counselors, social workers, school psychologist, mental health and juvenile justice providers, educators and school administrators in PBIS and Response to Intervention (RTI) for behavior in a variety of statewide venues. The Statewide Technical Assistance table below outlines the trainings provided.
- School Wide Information System (SWIS) - A regional three day School Wide Information System (SWIS) Facilitator training was provided for 28 new facilitators representing 8 districts. Five GLRS districts were represented at this training as well as 3 GaDOE staff. This particular group of facilitators now supports over 80 schools.

A half day SWIS training was provided for 8 previously trained facilitators as a refresher course. School representatives included district SWIS facilitators, school improvement personnel and GaDOE PBIS team members. The focus of this training was on the use of SWIS for discipline data collection and analysis. Technical assistance in collecting and analyzing discipline data was provided to all schools using SWIS.

- Resources - A PBIS Implementation Process resource guide was created and made available to all interested systems on the GaDOE website ([PBIS Implementation Process](#)). The Division will continue to offer training and coaching to provide positive behavioral supports statewide.

The table on the next page outlines the Positive Behavior Intervention and Supports trainings for FFY 2010. Four hundred and twenty-five (425) educators representing 59 PBIS school teams participated in the trainings. Implementation of the concepts presented in the training has been verified through online progress monitoring through the Self Assessment Survey, the Team Implementation Checklist, the Benchmarks of Quality and annual assessment.

Positive Behavior Intervention and Supports Training

School Teams	
GNETS/Residential/State Schools	4
Alternative Schools	1
Pre-K/ Primary	2
Elementary	35
Middle	14
High	3
Total School Teams	59

Forum for Significantly Discrepant Districts - During July 2010, Georgia held forums for districts identified as having significant discrepancy and at-serious risk for significant discrepancy in three locations in the state. Local districts brought teams of people to review district data and outline pertinent next steps. At the forums, the State provided technical assistance for the following: (a) examine the policies, practices, and procedures that contributed to the district’s data; (b) assist the district with the necessary revisions of policies, practices, and procedures; and (c) provide guidance for districts on the policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Disproportionality Stakeholders’ Committee - The State convened a stakeholder group to review and discuss the issues surrounding significant discrepancy for students with disabilities. The goal was to incorporate stakeholder input into current practices to eliminate significant discrepancy in the state and to ensure compliance with federal regulations. Prior to the work of the stakeholder committee, there was not a formal process by which stakeholders could suggest recommendations and/or pose concerns. During 2010 - 2011, the GaDOE convened a group of stakeholders to serve in an advisory capacity to formally discuss the State’s supervision of disproportionality, which would ultimately help Georgia eliminate disproportionality and ensure compliance of federal regulations.

Four stakeholder committee meetings were held during the year: September 14 -15, 2010; November 16, 2010; January 19, 2011; and March 15, 2011. The GaDOE clearly outlined specific goals, objectives and possible next steps for each session, which included the following:

1. Reviewed the State’s criteria for the determination of disproportionality;
2. Discussed root causes for disproportionality;
3. Reviewed and revised Georgia’s Self Assessment Monitoring Protocol; and
4. Identified the most appropriate professional learning and technical assistance needed for local districts to decrease significantly discrepant data and address noncompliance.

Committee members received professional learning during stakeholder meetings to acquire the appropriate background and content necessary to serve in an advisory role to the GaDOE. Ultimately, the stakeholders advised the State of necessary revisions to state-level policies, procedures, and practices for supervision of this requirement. The invited stakeholders

represented various organizations and entities throughout the state such as GaDOE personnel, district personnel, school personnel, parent, parent advocate, community service provider, and university/college personnel. The stakeholders addressed the following processes: identify districts with significant discrepancy, to make determinations of noncompliance, and provide technical assistance for appropriate districts. The committee included a group representing special educators, school administrators, data managers, statisticians, agency representatives, and parents. In addition to the stakeholder group, the State used federal and regional resources (e.g., Office of Special Education Programs, (Data Accountability Center) DAC/Westat, Southeast Regional Resource Center, etc.) to provide guidance to the group.

GraduateFIRST - Georgia received funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007 for a five-year cycle. Although the major focus of the SPDG is improved graduation rates and decreased dropout rates through the GraduateFIRST program, it also included technical assistance in behavior interventions and strategies. For FFY 2010, GraduateFIRST consisted of 143 schools (50 middle school and 85 high schools) and 2 Georgia Network for Educational and Therapeutic Support (GNETS) representing 80, districts statewide.

The new GraduateFIRST website contains a DVD training series and facilitator's guide on strategies to improve behavior, a module for promoting social behavior, coaching tier Response to Intervention: Behavior (RTI:B) and other webinars and powerpoints on improving school climate and student behavior. Schools in the project used these tools for change practices which result in the reduction of suspension and expulsion of their students.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: FAPE in the LRE

Indicator 4B: Rates of suspension and expulsion:

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, practices or procedures 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 .S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

4B. 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 Individualized Education Programs (IEPs) by race and ethnicity divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

Georgia’s Definition of Significant Discrepancy: *The rate of suspensions and expulsions of students with disabilities (SWD), by race and ethnicity, for greater than 10 days in a school year was defined as: (1) a suspension N size ≥ 5 and (2) a suspension/expulsion relative risk ≥ 3.0 for one year.*

Calculation for Significant Discrepancy:

Georgia’s Suspension and Expulsion Relative Risk:

[((Focus District # of SWD, by race and ethnicity, with greater than 10 days Out of School Suspension (OSS)) Divided by (Focus District Total SWD, by race and ethnicity Age 3/21))

Divided by

((State # of SWD with greater than 10 days OSS) Divided by (State SWD Age 3/21))]

Georgia’s Comparison Methodology: *Georgia compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs) among Local Educational Agencies (LEAs) in the State.*

FFY	Measurable and Rigorous Target
FFY 2010 (Using 2009-2010 data)	0% of districts identified as having (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, practices or procedures 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.

Baseline Data for FFY 2010 (using 2009-2010 data):

FFY	Actual Target Data
FFY 2010 (Using 2009-2010 data) NEW BASELINE	2.15% of districts identified as having (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, practices or procedures 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.

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2010 (Using 2009-2010 data)	186	14	7.53%

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion and policies, procedures and practices that contributed to the significant discrepancy

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies due to Policies, Practices and Procedures.	Percent

<i>FFY 2010 (Using 2009-2010 data)</i>	<i>186</i>	<i>4</i>	<i>2.15%</i>
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Georgia has reported new baseline data for this submission due to a change in calculation from the previous reporting period and is reported in the State Performance Plan. During the FFY 2009 SPP, the State calculated the relative risk for this indicator by computing an intra-district comparison of one racial group to other groups in the district. After reviewing federal guidance, the State has revised this practice and now divides the Focus District’s subgroup risk to the state’s risk-to include the Focus District Group. This change in calculation is statistically significant and constitutes establishment of new baseline data.

Review of Policies, Procedures and Practices (2009-2010 data reported in FFY 2010 SPP/APR):

Based on 2009-2010 data reported in FFY 2010 SPP/APR, 14 out of 186 districts were identified as having a significant discrepancy in the rate of suspensions and expulsions, by race and ethnicity, for >10 days in a school year for children with Individualized Education Programs (IEPs). The State required the districts to complete a Self-Assessment Monitoring Protocol to review policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure compliance. Each district convened a Self-Assessment team to rate the district’s performance. Georgia revised its Self-Assessment Monitoring Protocol to address only policies, procedures, and practices (relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports or procedural safeguards). Districts were required to demonstrate 100% proficiency on all indicators represented in the Discipline Focus Area of the Self-Assessment.

Based on the review of policies, practices and procedures, 4 out of the 186 districts (2.15%) demonstrated noncompliance. The State identified the districts as having noncompliance and required the districts to make timely correction of the noncompliance within one year of the notification. The State required the districts to review and revise their policies, practices, and procedures for discipline. The districts indicated noncompliance in a number of areas, including the following: procedure for monitoring suspensions of SWD at the district level, use of positive behavioral intervention and supports, appropriate development of behavioral intervention plans, appropriate use of functional behavioral assessments, etc. Based on the specific instances of noncompliance, the State required the district to develop a Corrective Action Plan (CAP) for the identified areas. The Division for Special Education staff reviewed and approved the district’s Corrective Action Plan for addressing the cited noncompliance and for revising policies, practices, and procedures related to the development and implementation of IEPs, the use of positive behavior intervention and supports, and procedural safeguards to ensure compliance with IDEA as required by 34 CFR §300.170(b) for the districts identified with significant discrepancy. Districts also attach the CAPs in their consolidated application. The State (1) required the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly

implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

The State made all determinations for significant discrepancy and identified instances of noncompliance relating to the determination before June 30, 2011. The State will continue to provide technical assistance to the 19 district and verify within 1 year of notification that the noncompliance has been corrected. For the FFY 2011 APR, the State will report on timely correction of noncompliance for these 4 districts.

Correction of noncompliance for FFY 2009.

Based on the review of data from 2008-2009 reported in FFY 2009, the State identified two districts with significant discrepancy by race. The State required the two districts to convene district level teams to complete the Self-Assessment Monitoring Protocol regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports or procedural safeguards. After providing a review of the districts' policies, practices, and procedures, the State made a finding of noncompliance for 1 of the 2 districts. The noncompliant district demonstrated noncompliant practices as they related to the following areas: (1) Development and implementation of Behavior Intervention Plans (BIPs), (2) Appropriate use of a Functional Behavioral Assessment (FBA), and (3) Use of Positive Behavioral Interventions and Supports. The State conducted the review required by 34 CFR §170(b) and identified the noncompliance by June 30, 2010. The district received written notification of the noncompliance and was required to make correction of the noncompliance. The district has submitted appropriate documentation to the State to verify timely correction no later than one year. The State verified that the district (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02 dated October 17, 2008.

There is no additional correction of noncompliance to be reported from earlier years.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2010:

Georgia Continuous Improvement Monitoring Process Plans (CIMP) - Many local districts have developed CIMP 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 to facilitate improvement. Continuous Improvement Monitoring Process is now part of the consolidated application (CLIP). Improvement plans are developed in conjunction with the consolidated application. Districts receive support from district liaisons in developing on-going improvement activities.

Administrative Training for Significantly Discrepant Districts - The Division provided districts with an opportunity to participate in professional learning which focused on using discipline data

for data-driven decision making and implementation of positive behavioral interventions and supports (PBIS). Professional learning opportunities were made available through the following: The Title 1 Conference, June 16, 2011; The Georgia Association of Educational Leaders (GAEL) Conference, July 11-14, 2010; Georgia Council of Administrators of Special Education (GCASE), November 10 - 12, 2010; The Student Support Team Association for Georgia Educators (SSTAGE), January 2011; The Safe and Drug Free Schools Conference, March 6 - 8, 2011; and The GCASE/Spring Leadership Conference, March 21 - 23, 2011. Russ Skiba, national expert on disciplinary disparities presented at GAEL and GCASE and Heather George, national expert on Positive Behavior Interventions and Supports (PBIS, presented at the Safe and Drug Free Schools Conference. In addition to having access to national experts, GaDOE staff presented on a variety of topics including understanding IDEA discipline rules and regulations for Students with Disabilities, using data-based decision making for discipline, positive school climate, implementing PBIS, developing an appropriate student code of conduct, and bullying. The Statewide Technical Assistance table below outlines the trainings provided.

Statewide Technical Assistance

Training Venue	Audience
Parent Mentor’s Conference	Georgia Parent Mentors and Special Education Directors
System of Care Conference	Mental health and juvenile justice providers, psychologists, and educators
Regional Educational Services Agency (RESA) Leadership Summit	Superintendents and district level administrators
Homeless Conference	School system homeless liaisons
The School Improvement Summer Leadership Conferences (4 conferences)	School teams of administrators and teachers
Training Venue	Audience
County Wide Psychological Services Department	School psychologists
Georgia Council for Special Education Administrators (GCASE)	Special Education Directors and Coordinators
New Teacher Induction Program	Special education teachers
Student Support Team Association for Georgia Educators (SSTAGE) (3 training)	Educators
County Wide Training	Special Education Directors
PBIS Implementation Process Presentation	GLRS Directors
Georgia Association of Educational Leaders (GAEL)	Superintendents

Record reviews and administrative debriefing with central office personnel were conducted with those districts that had been previously identified as non-compliant due to discipline practices and procedures. These districts have since been cleared of noncompliance. A PBIS Implementation Process resource was created and made available to all interested systems on the GaDOE website ([PBIS Implementation Process](#)). The Division will continue to offer training and coaching to provide positive behavioral supports statewide.

Positive Behavior Intervention and Supports (PBIS) Overview Presentations -The PBIS unit offered regional overview presentations to ALL Georgia districts to include those identified as significantly discrepant. The regional trainings included technical assistance on steps to become a PBIS district, implementing with fidelity, and maximizing reductions of suspensions. Districts were provided with a step-by-step process of what actions are required to reduce severe discrepant status.

Based on data submission, four regional forums were held to help at risk districts review system data, and using this data, plan for strategies and interventions that impact disproportionality and discipline referrals. The TA at these trainings was an awareness activity focused on best practices. PBIS team members met specifically with districts that were considered at risk and answered questions regarding the process for implementing PBIS.

The districts identified as non-compliant, based on their self assessment, were provided TA in the form of record reviews, meetings with Central Office Staff, and overviews of PBIS and Functional Behavior Analysis and Behavior Intervention Plans (FBA/BIP).

In the spring of 2011, the self assessment was revised. Using the new assessment, 14 districts were determined to be significantly discrepant. Of those districts, four were PBIS trained districts and four had received the PBIS overview. The PBIS trained districts will be provided additional PBIS support thru booster trainings and data review. The Benchmark of Quality scores will be used as a fidelity instrument for these systems. The four districts that had the PBIS overview and will be offered readiness training focused on using data for effective decision making and the PBIS implementation process. The remaining 6 districts will begin with the PBIS process.

Positive Behavior Intervention and Supports Targeted Assistance - This targeted assistance was available to all PBIS school teams for the purpose of building on the concepts presented in the initial trainings.

- **Webinars** - Technical assistance was provided on a monthly basis via webinars to school teams on topics including 1) Orientation for Implementation for PBIS; 2) Review of the 10 Critical Elements of PBIS; 3) PBIS and Parents; 4) Booster Trainings for PBIS teams; 5) Increasing Faculty Commitment; and 6) Georgia Learning Resource Systems (GLRS) and PBIS. In addition, ongoing assistance included phone calls, emails, individualized data reviews, school walk-throughs, and onsite visits which included coaching and team meetings.
- **Face to Face Trainings** - Face-to-face professional learning and trainings were provided to approximately 100 PBIS coaches and 25 district coordinators in 8 regions of Georgia,

both in September 2010 and January 2011. Trainings were provided on how to use the PBIS fidelity instruments including the Self Assessment Survey, the Team Implementation Checklist and the Benchmarks of Quality. At these regional meetings, training was also provided on the Bully Proof Curriculum offered by the National PBIS Assistance Center. Additional professional learning was provided to parents, counselors, social workers, school psychologist, mental health and juvenile justice providers, educators and school administrators in PBIS and Response to Intervention (RTI) for behavior in a variety of statewide venues. The Statewide Technical Assistance table below outlines the trainings provided.

- School Wide Information System (SWIS) - A regional three day School Wide Information System (SWIS) Facilitator training was provided for 28 new facilitators representing 8 districts. Five GLRS districts were represented at this training as well as 3 GaDOE staff. This particular group of facilitators now supports over 80 schools.

A half day SWIS training was provided for 8 previously trained facilitators as a refresher course. School representatives included district SWIS facilitators, school improvement personnel and GaDOE PBIS team members. The focus of this training was on the use of SWIS for discipline data collection and analysis. Technical assistance in collecting and analyzing discipline data was provided to all schools using SWIS.

- Resources - A PBIS Implementation Process resource guide was created and made available to all interested systems on the GaDOE website ([PBIS Implementation Process](#)). The Division will continue to offer training and coaching to provide positive behavioral supports statewide.

The table below outlines the Positive Behavior Intervention and Supports trainings for FFY 2010. Four hundred and twenty-five (425) educators representing 59 PBIS school teams participated in the trainings. Implementation of the concepts presented in the training has been verified through online progress monitoring through the Self Assessment Survey, the Team Implementation Checklist, the Benchmarks of Quality and annual assessment.

Positive Behavior Intervention and Supports Training

School Teams	
GNETS/Residential/State Schools	4
Alternative Schools	1
Pre-K/ Primary	2
Elementary	35
Middle	14
High	3
Total School Teams	59

Technical Assistance for Significantly Discrepant Districts - The state did not identify any districts as having significant discrepancy. However, the state provided technical assistance for a large district that was “at serious risk”. Staff from the Positive Behavior Interventions and Support Unit conducted 4 trainings and provided ongoing coaching for districts at risk for

significant discrepancy to develop and sustain demonstration sites for best practices in reducing the rates of suspensions and expulsions.

Beginning in August 2010, a series of positive school climate workshops were delivered to teams from 29 schools (11 elementary, 9 middle, 10 high) within that district. These full day workshops were held monthly through January 2011. The 29 schools constituted approximately 50% of the district's suspensions. By the conclusion of the 2010-2011 school year, the suspension rates in 77% (20 of 26) of the schools remained the same or decreased from the 2009-2010 school year. The effectiveness of this activity will be measured using discipline data (in-school suspension and out-of-school suspension) obtained through student records in the 2012-2013 school year.

Five days for professional learning was provided in conjunction with Georgia Learning Resource Systems (GLRS) to 23 schools in a large district on PBIS strategies and using data to make positive change. Training took place over a six month time period, culminating on February 2011. During the 2011- 2012 school year, the State will review Pre and Post data to identify reductions in out-of-school suspensions (OSS) and in-school suspensions (ISS) based on the training.

In order to increase our capacity to provide technical assistance for districts in the state pertaining to significant discrepancy, the Division will create resources that focus on factors that influence discipline policies and procedures, school climate, and cultural competency. The availability of the resources will allow districts to have access to on-time training in their identified areas of need.

During the 2011-2012 school year, the Division will continue working with districts with significant discrepancy to identify specific schools that will be supported to establish models for best practice in the use of Positive Behavioral Interventions and Supports and the development and implementation of effective Behavior Intervention Plans (BIPs).

Forum for Significantly Discrepant Districts - During July 2010, Georgia held forums for districts identified as having significant discrepancy and at-serious risk for significant discrepancy in three locations in the state. Local districts brought teams of people to review district data and outline pertinent next steps. At the forums, the State provided technical assistance for the following; (a) examine the policies, practices, and procedures that contributed to the district's data; (b) assist the district with the necessary revisions of policies, practices, and procedures; and (c) provide guidance for districts on the its policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to revise the following improvement activity to the State Performance Plan.

Forum for Significantly Discrepant Districts - The state will develop a series of web-based resources for use by all districts to build capacity for this area.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: FAPE in the LRE

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))

Measurement:

- 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.
- 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.
- 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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>		
2010 (2010-2011)	A= 80% or more of the day 65%	B = less than 40% of the day 15%	C= Separate Schools .8%

Actual Target Data for (FFY 2010):

<i>FFY</i>	<i>Actual Target Data</i>		
2010 (2010-2011)	A= 80% or more of the day 62.70%	B = less than 40% of the day 15.07%	C= Separate Schools 2.32%

A. During **FFY 2010**, **62.70%** (101,107 out of 161,258) of students with disabilities (SWD) were served in the regular class 80% or more of the day. The State **did not meet the FFY**

2010 target (65%) but demonstrated progress (.87 percentage points) compared to the FFY 2009 data (61.83%).

Regular Class \geq 80% Calculation
FFY 2010 Target 65%

101,107 SWD in regular class \geq 80%
Divided by
161,258 SWD
Equals
62.70% remained inside the regular class \geq 80%

- B. During **FFY 2010, 15.07%** (24,302 out of 161,258) of SWD were served in the regular class less than 40% of the day. The State **met the target for FFY 2010 (15%)** and **showed progress (.56 percentage points)** compared to the FFY 2009 data (15.63%).

Regular Class < 40% Calculation
FFY 2010 Target 15%

24,302 SWD in regular class <40%
Divided by
161,258 SWD
Equals
15.07% Remained inside of the regular class < 40%

- C. During **FFY 2010, 2.32%** (3,747 out of 161,258) of SWD were served in public or private separate schools, residential placements, or homebound or hospital placements. The State **did not meet the FFY 2010 target (.10%)** but **demonstrated progress (.10 percentage point)** compared to the FFY 2009 data (2.42%).

Public or Private Separate Placements Calculation
FFY 2010 Target 0.8%

3,747 SWD in Public or Private Separate Placement
Divided by
161,258 SWD
Equals
2.32% Public or Private Separate Placements

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The State required periodic data submissions of each district. The documentation was reviewed by staff of the Division for Special Education. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. In all instances of noncompliance, correction has been verified for each individual student issue identified in the districts as well as through a sample verification of additional records to ensure changes and

correction in the implementation of regulatory requirements pursuant to the Office of Special Education Program’s (OSEP) Memorandum 09-02. If appropriate, the LEA changed policies, practices, and/or procedures that contributed to or resulted in noncompliance.

<i>Indicator/Indicator Clusters</i>	<i>General Supervision System Components</i>	<i># of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</i>
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	20	27	24
	Dispute Resolution: Complaints, Hearings	13	29	29

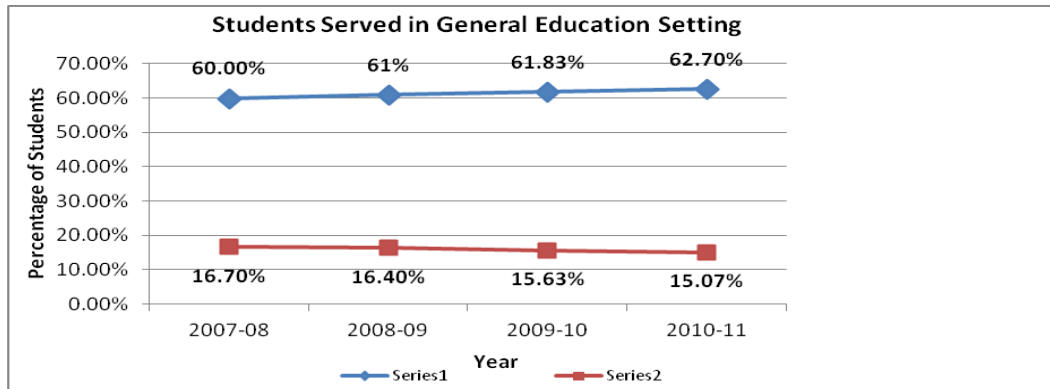
Georgia Continuous Improvement Monitoring Process Plans -

- *Focused Monitoring and Record Review* – Based on the State’s integrated monitoring activities 20 districts were identified as having noncompliance for this indicator. The table shows the findings of noncompliance for this indicator and any subsequent correction. The State has verified timely correction of noncompliance in 19 districts. The one remaining district subsequently corrected three findings related to noncompliance.
- *Dispute Resolution* - The State managed a dispute resolution procedure that included Formal Complaints, Mediation, and Due Process Hearing procedures. During the 2009- 2010 school year, 13 districts had 29 findings for compliance issues related to LRE. All districts have corrected the noncompliance prior to the submission of the FFY 2010 APR. The table shows the findings of noncompliance for this indicator. Individual cases of noncompliance for students were corrected within one year of notification for all districts. The districts were required to submit evidence of correction. Staff reviewed the documentation to verify correction. The State has verified that all instances of noncompliance have been corrected and has verified that each district is correctly implementing the specific regulatory requirements.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

As of October 5, 2010, Georgia’s data reflected progress for Indicators 5a and 5b and slippage for Indicator 5c. The State’s trend data, while showing progress, has been relatively flat over the past four years. The graph below indicates the progress the State has made in educating children with disabilities in general education settings.

Graph 1. Students Served in General Education Setting



Least Restrictive Environment (LRE) Project - The State required districts to participate in the LRE project based on their data ($\leq 50\%$ for SWD served in the regular class 80% or more of the day). The State contracted with two consultants and worked collaboratively with the local Georgia Learning Resource System (GLRS) directors. In the 2010-2011 school year, 103 schools representing 19 districts were required to participate based on this criterion. Schools within the district that did not meet the state target were identified and their leadership teams were required to participate in the five-day professional development created by the project. Districts are required to remain in the project for a minimum of two years. Dismissal of a district from the project is on an individual basis based on their LRE data, progress toward the LRE target, and student achievement. The professional development included modules on co-teaching for administrators, co-planning, specialized instruction, scheduling in the LRE, writing standardized Individual Education Programs (IEP), and progress monitoring of the IEP goals. Each leadership team was required to complete an action plan that included best practices for effectively promoting student achievement in the LRE. Teachers were required to complete the on-line co-teaching training modules. The GLRS conducted needs assessments for their districts. Using these needs assessments, the project consultants and the local GLRS director determined which schools would receive onsite technical assistance.

Based on this model, the state collected and reported district level LRE data. The table below reflects baseline data for each district (2009-2010) and data collected for FFY 2010. During FFY 2010, 4 of the 19 districts (21%) met the state target of 65%. Fourteen (14) of the 19 districts (74%) increased their LRE percentages. Eleven (11) of the 19 districts (58%) were above the 50% criteria for the project. Eight (8) of the 19 districts (42%) remained below the 50% criteria for the project.

**Districts Participating in the LRE Project by Size:
A (3000+); B (1000-3000); C (500-1000); D (250-500); E (250-0)**

	BASELINE			BASELINE	
DISTRICTS BY SIZE	2009-2010	2010-2011	DISTRICTS BY SIZE	2009-2010	2010-2011
(A)	45.10%	47.45%*	(D)	45.50%	47.52%*
(A)	50.50%	49.94%	(D)	46.20%	53.57%*
(A)	43.80%	43.06%	(E)	41.90%	81.74%*
(B)	50.20%	62.95%*	(E)	44.50%	71.53%*
(B)	40.70%	45.92%*	(E)	44.00%	43.46%
(C)	43.50%	51.77%*	(E)	44.10%	75.42%*
(C)	47.40%	64.84%*	(E)	49.60%	57.25%*
(C)	49.20%	48.70%	(E)	32.20%	71.43%*
(C)	50.20%	56.45%*	(E)	50.80%	48.33%
			(E)	32.00%	53.37%*

* Districts that met target and/or increased their LRE percentages

One (1) out of three size “A” districts increased the number of students being served over 80% in the general education classroom. While a 2.35 percentage point increase in a smaller district would not be significant, in a size “A” district this represents a large number of students. This applies as well in size “B” districts. One size “B” district increased >12 percentage points. Greater gains were seen in the size “E” systems, but the percentage reflects smaller numbers of students.

Least Restrictive Environment (LRE) Project for Students with Severe Cognitive Disabilities -
The Division for Special Education piloted an LRE Project designed to create a process for including students with significant cognitive disabilities (SSCD) in general education settings. The state consultant and school teams identified students to be included, the appropriate general education settings for the students, and the training needs for teachers and support personnel. They observed the students in the designated general education settings, held Making Action Plans (MAPS) meetings, placed students in the designated environments, and conducted monthly classroom observations and face-to-face conferences with teachers and support personnel.

The anecdotal data collected measured increases in the number of hours students were included in the general education setting, the number of general education classes attended, the number of hours spent accessing the Georgia Performance Standards (GPS), the amount of time spent with typical age appropriate peers, the increases in communication, and the decreases in inappropriate behaviors. The students in the pilot will continue to participate for the 2011-2012 school year, and additional students will be added to the project.

The anecdotal data from the project will be used to develop a toolkit to guide districts through the process of creating successful inclusive experiences for students with severe disabilities in general education classrooms. The toolkit will include a step-by-step process for including students with SSCD in the general education classroom and a video that highlights SSCDs participating in general education settings in an elementary school and a middle school. The video will also feature interviews with school level personnel and students discussing the barriers and solutions to including students with SSCDs in the general education classroom. The toolkit is under development; it will be completed in FFY 2012.

The Georgia Learning Resources Districts (GLRS) - Nine (9) GLRS Centers implemented professional learning projects that focused on co-teaching and differentiation of instruction with support for implementation in the classroom. Personnel from 56 schools, representing 15 districts, participated in the projects. Nine (9) of the 15 districts (60%) increased the percentage of SWD inside the regular class >80% of the school day.

Increased Opportunities for Instruction in the LRE - The Georgia Alternate Assessment (GAA) scores included a generalization score that assessed the student's opportunity to apply learned skills in other settings (outside of the self-contained classroom) and/or with various individuals in addition to the teacher or paraprofessional. There is a generalization score for each area assessed.

The following rubric was used to determine the level of generalization displayed across the alternate assessment based on a scoring rubric of 1-4:

1. Student performs tasks in one or more settings with no evidence of interaction(s) beyond those with the primary instructional provider.
2. Student performs tasks in one or more settings with evidence of interaction(s) with other instructional providers and/or disabled classmates.
3. Student performs tasks in two different settings with evidence of interaction(s) with non-disabled peers and/or community members.
4. Student performs tasks in three or more different settings with evidence of interaction(s) with non-disabled peers and/or community members.

In the overall state summary of performance, the generalization score for each grade level assessed by GAA was reported as a percentage for each level of the rubric.

GAA Scores for Generalization by Grade Level

Grade Level	Mean Score	Number of Students Tested	% at 1	% at 2	% at 3	% at 4
K	3.4	237	0%	20%	23%	56%
3	3.6	1184	1%	15%	14%	71%
4	3.6	1213	1%	14%	13%	72%
5	3.6	1286	1%	14%	13%	72%
6	3.6	1277	2%	14%	12%	72%
7	3.6	1316	2%	15%	8%	75%
8	3.5	1512	2%	17%	13%	68%
11	3.7	1348	2%	11%	5%	82%

These data are not reflected in the LRE data, but they are collected as a part of the GAA. The generalization data reported on the GAA indicated that in grade levels 3-8 and 11, over 70% of students are experiencing some learning activities in locations other than the self-contained classroom and are interacting with non-disabled peers and/or adults during these activities. While these students are not typically placed in a general education setting for an entire segment, the data indicate that over 71% are receiving generalization instruction at level 4, and 81% or

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to revise the following improvement activities in the State Performance Plan.

Georgia Continuous Improvement Monitoring Process Plans (CIMP) - The Georgia Continuous Improvement Monitoring Process Plans is a process that encompasses the Focus Monitoring, Record Review and Dispute Resolution. Therefore these activities are being combined in one activity for the State Performance Plan.

LRE Project for Students with Severe Disabilities - This project’s name will be changed to *LRE Project for Students with Significant Cognitive Disabilities* because it aligns with the language of IDEA.

The State would like to add the following improvement activity to the State Performance Plan.

Increased Opportunities for Instruction in LRE - Another measure of instruction in the least restrictive environment is reported by the Georgia Alternate Assessment (GAA). The GAA scores include a generalization score that assesses the student’s opportunity to apply the learned skill in other settings. These students are not typically placed in a general education setting for an entire segment; therefore, this data is not reflected in the LRE data.

The State would like to remove the following improvement activity from the State Performance Plan.

The Georgia Performance Standards (GPS) and Students with the Most Significant Cognitive Disabilities - The State would like to remove this activity because access to the GPS does not guarantee that students will receive instruction in the general education classroom. The creation of the Least Restrictive Environment (LRE) Project for Students with Severe Disabilities will specifically address the process and strategies for including students with severe cognitive disabilities in the general education classroom.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 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 (use for FFY 2010-2011 reporting):

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.

Target Data and Actual Target Data for FFY 2010:

Targets and Actual Data for Preschool Children Exiting in FFY 2010 (2010-11)

Georgia does not have a Universal Pre-K program, but does have Universal Kindergarten open to all students. Therefore, students entering kindergarten are considered school age for state reporting. As a result, the data below reflects children ages 3-5 who have exited the preschool special education program.

Summary Statements	Targets FFY 2010 (% of children)	Actual FFY 2010 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	72.0	78.8
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	61.0	60.8

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	68.0	81.8
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	29.0	33.0
Outcome C: Use of appropriate behaviors to meet their needs		
1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	75.0	79.2
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	70.0	69.7

Progress Data for Preschool Children FFY 2010:

The table below shows FFY 2010 progress data for children that exited during the 2010-2011 school year, who have participated in Preschool Special Education for at least 6 months.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning.	52	1.05%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	588	11.82%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach.	1,310	26.33%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1,068	21.46%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	1,958	39.35%
Total	N= 4,976	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	51	1.02%
b. Percent of children who improved functioning but not	782	15.72%

sufficient to move nearer to functioning comparable to same-aged peers.		
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach.	2,501	50.26%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1,234	24.80%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	408	8.20%
Total	N= 4,976	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning.	42	.84%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	463	9.30%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach.	1,003	20.16%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	914	18.37%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	2,554	51.33%
Total	N= 4,976	100%

Actual Target Data Discussion for (FFY 2010):

A. Positive social-emotional skills (including social relationships)

Summary Statement 1: During **FFY 2010**, **78.8%** of those children who entered the program below age expectations in positive social-emotional skills substantially increased their rate of growth in positive social-emotional skills by the time they exited. The State **met the FFY 2010 target (72%)** and **showed progress (8.5 percentage points)** compared to the FFY 2009 data (70.3%).

Summary Statement 2: During **FFY 2010**, **61% (result of rounding 60.8%)** of children were functioning within age expectations in positive social-emotional skills by the time they exited. The State **met the FFY 2010 target (61%)** and **showed progress (3.9 percentage points)** compared to the FFY 2009 data (57.1%).

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

Summary Statement 1: During **FFY 2010**, **81.8%** of those children who entered the program below age expectations in acquiring and using knowledge and skills substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited. The State **met the FFY 2010 target (68%)** and **showed progress (7.6 percentage points)** compared to the FFY 2009 data (74.2%).

Summary Statement 2: During **FFY 2010**, **33.0%** of children were functioning within age expectations in acquiring and using knowledge and skills by the time they exited. The State **met the**

FFY 2010 target (29%) and **showed progress** (5.3 percentage points) compared to the FFY 2009 data (27.7%).

C. Use of appropriate behaviors to meet their needs

Summary Statement 1: During **FFY 2010**, **79.2%** of those children who entered the program below age expectations in taking appropriate action to meet needs substantially increased their rate of growth taking appropriate action to meet needs by the time they exited. The State **met the FFY 2010 target** (75%) and **showed progress** (9.9 percentage points) compared to the FFY 2009 data (69.2%).

Summary Statement 2: During **FFY 2010**, **69.7%** of children were functioning within age expectations in taking appropriate action to meet needs by the time they exited. The State **did not meet the FFY 2010 target** (70%) but **showed progress** (2.7 percentage points) compared to the FFY 2009 data (66.6%).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Data Warehouse Technical Revisions - The Preschool Assessment Data Warehouse in the portal was revised to improve the data entry process for districts. Enhancements were made to the application to enable districts to enter the data quickly. Georgia Testing Identifier (GTID) validations were put in place along with a process that would allow districts to sort through student records for entrances and exits. In addition, districts will be able to export data from the warehouse to an Excel spreadsheet. A guidance document reflecting the new application and its procedures will be developed to disseminate to all Special Education Directors. A resource template is also being developed to assist districts in gathering the appropriate exit information during the school year that will be required to complete the new application. Training on the new application will be implemented during the 2011-2012 school year.

Preschool Outcome Procedures - GaDOE staff reviewed procedures for the preschool outcomes with all school districts via monthly district meetings. The content of the training included a review of the State Exit Criteria guidance document and the State's timeline for data entry in the Preschool Assessment Data Warehouse in the GaDOE portal. Districts were provided a written update in the August 2010 monthly District Liaison (DL) Update, as well as in the September 2010 monthly Special Education Director's webinar. Training was also provided to district leaders attending the Spring Leadership Meeting in March 2011. Preschool Outcome Procedure Resources were posted on the GaDOE website in March 2011. Districts not meeting the state target were required to attend the session at the 2011 Spring Leadership Meeting.

Standards-Based Instruction Training - GaDOE incorporated training on standards-based instruction under the umbrellas of Developmentally Appropriate Practice (DAP) and Work Sampling System (WSS). Under these umbrellas, training was provided to special educators and special education administrators on the utilization of the state's GA Early Learning Standards (GELS) and GA Pre-k Content Standards as the framework for teaching young children with disabilities in place of IEP-based instruction. In FFY 2010, seven (7) face-to-face WSS regional trainings were provided during the months of August and September 2010. Approximately 350 special educators were trained. Additionally, training was provided, as part of DAP, via three

webinars during the months of September and October 2010. The webinars were recorded and archived as a resource. Training was also provided, as part of the DAP session at the Spring Leadership Meeting, March 2011, for administrators and district leaders.

Work Sampling System - GaDOE provided over 10 Work Sampling Online (WSO) training opportunities to school districts new to the pilot, as well as to existing districts in the pilot, during the fall of 2010-2011 school year. All districts in the pilot received ongoing technical assistance regarding data entry in WSO during the 2010-2011 school year.

Developmentally Appropriate Practice - During the 2009-2010 school year, an action plan was developed to provide training and technical support throughout the state to special education directors, preschool special education teachers, speech-language pathologists who work with preschool special education students and others who work with preschool special education on developmentally appropriate practice. Three webinars were held during the months of September and October 2010. A session for district leaders attending the Spring Leadership Meeting, March 2011, was held. DAP resources were posted on the GaDOE website in March 2011. Based on the data, Georgia has begun to see a positive increase in its exit outcome data since the introduction of DAP. The activity will continue through FFY 2012 to ensure that more teachers are trained and are implementing this practice in preschool special education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to revise the following improvement activities in the State Performance Plan.

Preschool Outcome Procedures - The state will combine the following improvement activities: (1) Preschool Outcome Procedures, (2) Preschool Progress Technical Assistance (PPTA), and (3) Special Education Director Training. The new name for the activity will be “Preschool Outcomes Procedures and Technical Assistance for Special Education Directors/ District Leadership.”

Data Warehouse Technical Revisions - The Preschool Assessment Data Warehouse is closing. A new data reporting system has been created. The new application is a replication of the Early Childhood Outcomes (ECO) calculator. Submission of data will still be securely submitted via the GaDOE portal and will continue to require the Special Education Director to sign-off on the content.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 (2010-2011)	40% 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.

Actual Target Data for (FFY 2010):

During **FFY 2010**, **39%** (3,727 out of 9,557) of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The State **did not meet the FFY 2010 target (40%)** but **demonstrated progress (3 percentage points)** from the FFY 2009 data (36%).

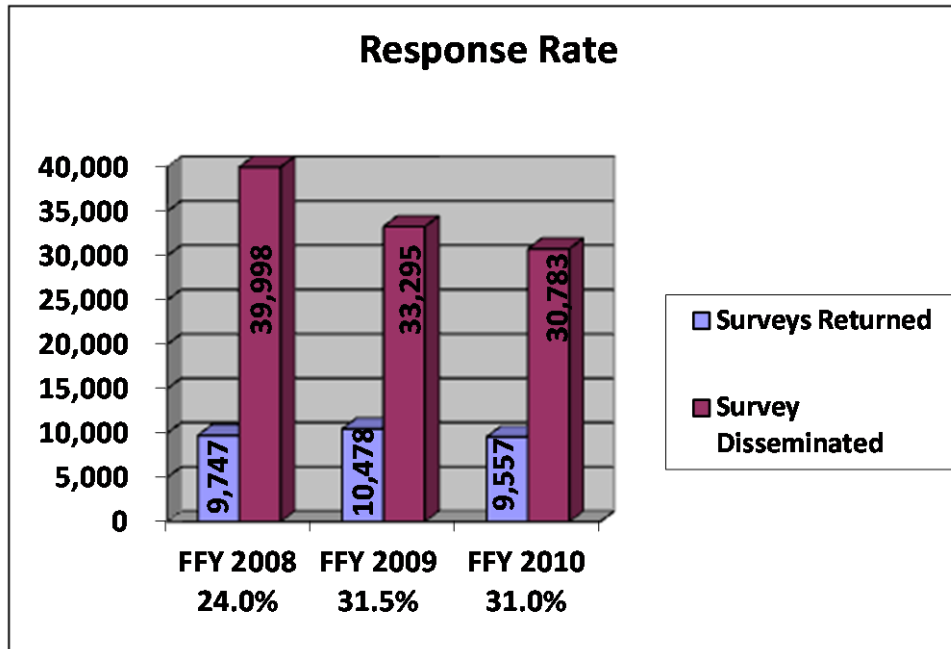
Parental Involvement Calculation
FFY 2010 Target 40%

3,727 parents who reported favorable responses
Divided by
9,557 total respondents
Multiplied by 100
Equals
39% Parents reporting their districts facilitated parental involvement

The Georgia Department of Education (GaDOE) used the survey validated as reliable in 2005, by the National Center for Special Education Accountability Monitoring (NCSEAM). The return rate of 31% (9,557 returned out of 30,783) shows a slight decrease (0.5 percentage points) from the prior year. Distribution of surveys is based on the approved sampling plan submitted to Office of Special Education Programs (OSEP). The state contracts with the University of Georgia to collect, verify and provided survey data to the GaDOE. See Graph on

the next page.

Graph 1. State Survey Return vs. Survey Dissemination Rate

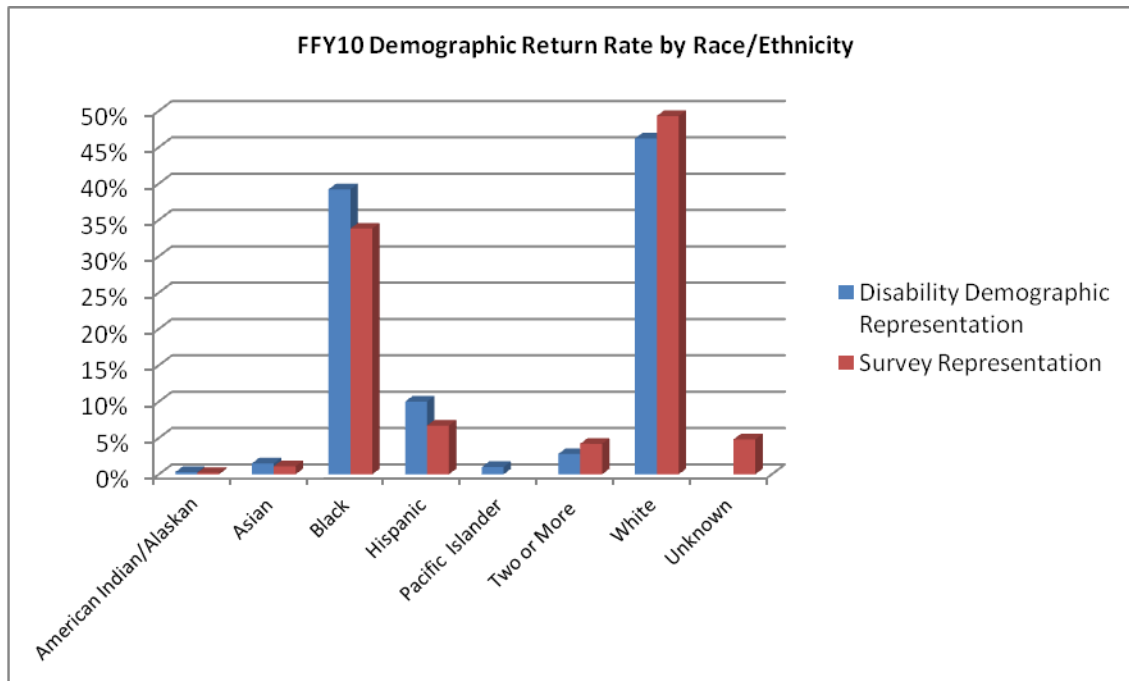


Out of 131 school districts that were surveyed the Parent Mentor Partnership is involved in 61 school districts. This is representative of 75% of the surveys distributed. Of the surveys returned, 76% of the surveys returned were from districts with Parent Mentors.

The State has a strong commitment to prioritize family engagement in order to increase student achievement. Parent Mentors focused on the satisfaction level of families, as well as on the distribution and successful return of surveys in their districts. While the overall return rate within districts with parent mentors increased from 30.2% (7,164 returned out of 23,713 distributed) in FFY 2009 to 31.74% (7,285 returned out of 22,949 distributed) in FFY 2010, the satisfaction level increased from 35% (8,299) in FFY 2009 to 40% (9,179) FFY 2010.

Graph 2: State Demographics Data vs. Survey Return Representation Data

In Graph 2, on the next page, the survey return data was compared to the State’s students with disabilities demographic data. The largest discrepancies between survey return and demographic representation in the state were in the black and Hispanic racial/ethnic groups. The graph depicts the black population’s return rate (33.8%) as 5.5 percentage points under the State’s demographic representation for the race, and the Hispanic population’s return rate (6.7%) as 3.3 percentage points over the State’s demographic representation for the race.



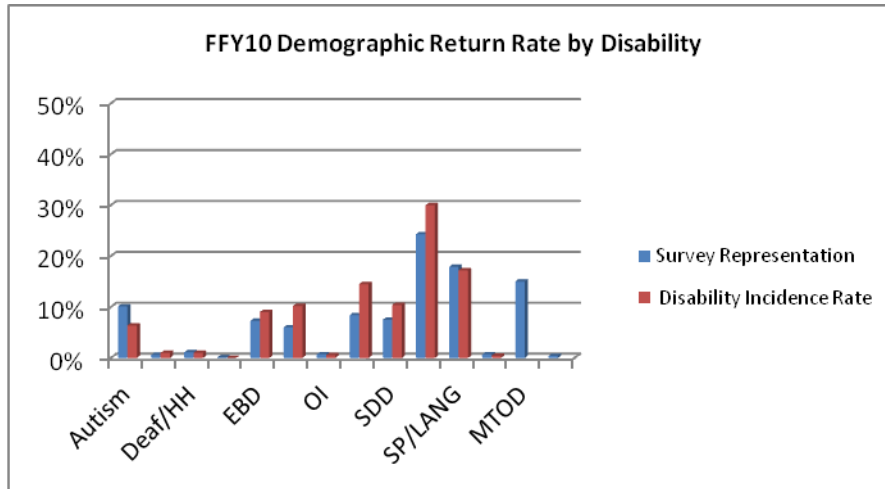
Demographic Return Rate by Ethnicity

FFY10 Demographic Return Rate by Race/Ethnicity

	Disability Demographic Representation	Survey Representation	Disability Demographic Representation Count	Survey Representation Count
American Indian/Alaskan	0.3%	0.2%	455	17
Asian	1.5%	1.1%	2,666	103
Black	39.2%	33.8%	69,622	3,226
Hispanic	10.0%	6.7%	17,706	639
Pacific Islander	1.0%		124	
Two or More	2.8%	4.2%	4,973	401
White	46.2%	49.3%	81,998	4,714
Unknown		4.8%		457
Total	100.0%	100.0%	177,544	9,557

Graph 3: State Demographics by Disability vs. Surveys Return Representation

The State reviewed the survey information to compare representation of state demographics by disability categories versus the return rate of surveys for that particular area. The return rate by disability category is reasonable and not significantly out of proportion.



Demographic Return Rate by Disability

Disability	Survey Representation	Disability Incidence Rate	Survey Count	Disability Count
Autism	10.1%	6.4%	964	11,306
Blind/VI	0.6%	1.0%	60	766
Deaf/HH	1.1%	1.0%	104	1,834
Deaf/Blind	0.1%	0.0%	6	30
EBD	7.3%	9.0%	693	15,977
ID	6.0%	10.2%	578	18,120
OI	0.7%	0.5%	66	945
OHI	8.4%	14.5%	803	25,737
SDD	7.5%	10.4%	716	18,482
SLD	24.3%	30.0%	2,323	53,310
SP/LANG	17.9%	17.2%	1,710	30,562
TBI	0.7%	0.4%	65	475
*MTOD	15.0%		1,430	
Unknown	0.4%		39	
Total	100.0%	100.0%	9,557	

*More than one disability

Public reporting of this indicator and of each district’s performance is included in the district annual reports on the GaDOE website gadoe.org. Select “By District”→choose desired district→ on the left tab select “Special Education” → on the top tab select Administrative Indicators→Parent Survey.

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The table below shows the findings of noncompliance for this indicator. The State has verified correction of noncompliance. The State required periodic data submissions of each district. The documentation was reviewed by staff of the Division for Special Education. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. In all instances of noncompliance, correction has been verified for each individual student issue identified in the districts as well as through a sample verification of additional records to ensure changes and correction in the implementation of regulatory requirements pursuant to the Office of Special Education Program’s (OSEP) Memorandum 09-02. If appropriate, the LEA changed policies, practices, and/or procedures that contributed to or resulted in noncompliance.

<i>Indicator/Indicator Clusters</i>	<i>General Supervision System Components</i>	<i># of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</i>
<i>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.</i>	<i>Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other</i>	<i>1</i>	<i>1</i>	<i>1</i>
	<i>Dispute Resolution: Complaints, Hearings</i>	<i>12</i>	<i>16</i>	<i>16</i>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010): P

Parent Mentor Partnership - Revisions to this activity provided additional structure to the process in order to increase return rates from districts with Parent Mentors. During FFY 2010, Parent Mentors completed data plans to guide their district’s work on Indicator 8. This was followed up by individual reports on the indicator that showed ongoing activities targeting improvement in several vital behaviors in “welcoming” and positive communication from school staff. Parent Mentors led staff communication trainings on increasing satisfaction among families and worked directly with principals on recurring issues identified in survey results. All Parent Mentors were required to focus on initiatives that would improve parent survey data for Indicator 8.

Parent Mentor and Parent Training and Information Center (PTI) Collaboration - In FFY 2010, Parent to Parent of Georgia (the State’s Parent Training and Information Center (PTI)) increased the number of Navigation teams from 60 to more than 100 teams. The teams, with the support of Parent Mentors, worked in local communities to provide services and resources to families of at-risk students and students with disabilities (SWD).

Use of Community Resources - Districts and Parent Mentors sent information to community-based resources such as local Parent Teacher Associations, Navigator Teams, and Parent to Parent (P2P) of Georgia (The Parent Training Information Center) to facilitate the return of the surveys. The State met with the Navigator Team Leadership to encourage their participation in the distribution and return of parent surveys. P2P placed a link on their website to the location of the survey on the GaDOE website. The Parent Mentor website included the link to the survey along with information about the importance of the survey. Parent Mentors targeted getting parent surveys back to the schools and worked on making schools more “welcoming” to families who traditionally are not engaged in the education of their children. The Parent Mentors developed promising practices for increasing attendance at Individualized Education Program (IEP) meetings as another marker for family satisfaction and engagement.

During FFY 2010, trainings on promising practices in family engagement, in accordance with HB 671, were provided to 500 general education teachers. A PowerPoint was provided for mentors to use with local educators on effective communication with parents and participation in the IEP process. In addition, the State developed a training module for Parent Mentors to become facilitators in the family engagement initiatives for schools participating in the student-led IEP initiative (ASPIRE: Active Student Participation Inspires Real Engagement) for the 2011-2012 school year. The training module focuses on supporting parents in the process and bridging the gap between the school and community.

Focused Monitoring and Parent Partnership - The Division for Special Education worked to embed family leaders into their initiatives. Along with a comprehensive outreach initiative to encourage family members to apply to the State Advisory Panel, about 50 parents of children with disabilities received training to serve on Focused Monitoring Teams designed to address the achievement and performance of students with disabilities. Approximately 22 parents served on these teams in FFY 2010. During the visits, parents conducted phone interviews and hosted parent meetings to get input on how the district can improve collaboration between the school and parents. The family engagement specialist worked with Parent Mentors and the state’s PTI, Parent to Parent of Georgia to recruit a diverse group of parents from across the state to participate in the training in order to participate in Focused Monitoring. The family engagement specialist also assisted the Focused Monitoring state trainers in the development of the training modules and in the delivery to parents; in addition, s/he facilitated family meetings.

Parent Teacher Association (PTA) State Collaboration - The PTA became members of the Parent Leadership Coalition (PLC) Leadership and the Superintendent’s Parent Advisory Council. As part of the foundational work for the building parent engagement initiative for targeted districts, the PTA collaborated with the PTI to work with Parent Mentors. PTA will begin working with Parent Mentors in targeted districts during FFY 2011.

Georgia Parent Leadership Coalition (PLC) - The Division for Special Education continued its partnership with the Parent Leadership Coalition (PLC), a statewide collaboration of organizations aimed at increasing information to families, educators, and communities. The purpose of this ongoing collaboration is to ensure the alignment of activities between agencies and organizations serving students with disabilities (SWD). PLC expanded its collaborative work to include the communications division of the state Parent Teacher Association (PTA) and Strengthening Families Program (SFP), a national organization that supports families raising

children under 8. The PLC has also included the Title I Parent Involvement Office in its membership. PLC researched information to include in the development of training focused on cultural competency. Their search led to a collaboration with TASH and the Center for Leadership in Developmental Disability at Georgia State to develop an abridged version of TASH's Cultural Competency Curriculum. This training will begin in FFY 2011 in select schools.

Circle of Adults Focusing on Education (C.A.F.E.) DIALOGUES - Parent Mentors and other family engagement leaders worked with action teams to develop shared meaning on dropout issues and action initiatives to address them. Parent Mentors ran five (5) C.A.F.E. DIALOGUES (two full C.A.F.E. DIALOGUES and three mini C.A.F.E. DIALOGUES) on local issues such as absenteeism, discipline, achievement, and community awareness, in order to encourage collaborations between educators, community members, and parents. The Parent Mentors established mini C.A.F.E. DIALOGUES that focused on dropout prevention for the GraduateFIRST cohort schools. Mini C.A.F.E. DIALOGUES work on a six-month timeline to establish an action team and short term goals for decreasing dropout rates in their schools. The mini C.A.F.E. DIALOGUES will become full C.A.F.E. DIALOGUES in FFY 2011.

360-Degrees Family Engagement - Two districts with comprehensive partnerships were selected by the State and provided with technical assistance from the Divisions for Special Education and Title I. Each district received two (2) site visits (fall and spring) and continual individualized feedback throughout the school year on the implementation of their 360-Degree plans. Both districts hosted joint webinars with the state teams in December and May to discuss their progress. Over 300 family engagement professionals participated in the webinars.

The state team provided refresher training called “360-Degrees of Family Engagement Live!” for four (4) districts. These districts were selected because they presented the greatest opportunity for growth in developing their 360-Degree plans. The refresher consisted of two days of training (fall and spring) which reviewed the fundamentals of the 360 process. Follow-up activities were provided to reinforce the skills and planning process. The districts will begin implementation of their revised plans in the 2011-2012 school year. The work of 360-Degrees of Family Engagement Initiative Planning has been published in the Title I Administrator Magazine.

The GaDOE special education family engagement specialist presented 360-Degrees of Family Engagement Initiative Planning and Georgia's C.A.F.E Dialogues in Michigan. The Title I coordinator attended as a GaDOE partner.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to revise the following improvement activity in the State Performance Plan.

Focused Monitoring and Parent Engagement Specialist Partnership - The State would like to amend the name of this activity to reflect the partnership with parents, not the parent engagement specialist. The new name will be reflected as *Focused Monitoring and Parent Partnership* in the SPP.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: Disproportionality
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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))

Measurement:

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.
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The State used its October 2010 Child Count for the FFY 2010 SPP/APR submission.

The State defines disproportionate representation (overrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in special education and related services by using the following criteria: (1) Weighted Risk Ratio for two consecutive years {FFY 2009, ≥ 4.0 and FFY 2010, ≥ 4.0 }, (2) SWD Subgroup ≥ 10 and (3) District Subgroup Composition ≤ 90 .

The State defines disproportionate representation (underrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in special education and related services by using the following criteria: (1) Weighted Risk Ratio $\leq .25$; (2) comparison between state-level incidence based on focus group and actual district incidence is 10 less than projected when compared to state incidence in the same focus area for one year.

Step One:

Using the criteria established above, the State identified 0 districts as meeting the data threshold for disproportionate representation of racial and ethnic groups in special education and related services.

Step Two:

Review of Policies, Practices, and Procedures - If appropriate, the State would have reviewed the district identified in step one of the FFY 2010 data review as having disproportionate representation in order to determine whether the disproportionate representation was the result of inappropriate identification. The State would examine the district's child find, evaluation, eligibility, and other related policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol. The State would require the district to analyze district data for all students, such as Adequate Yearly Progress data, Student Support Team data, and Special

Education Referrals/Placements data, in order to determine patterns/trends. The review is used to determine whether the disproportionate representation was due to inappropriate identification. If the noncompliance had been due to inappropriate identification, the State would have provided written notification to the districts of the noncompliance and required the districts to make timely correction of the noncompliance within one year of notification. The State may consider additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia’s Continuous Improvement Monitoring Process (CIMP).

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

Actual Target Data for FFY 2010:

<i>FFY 2010 (2010-2011)</i>	<i>0%</i> of districts were identified by the State with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
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Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

<i>Year</i>	<i>Total Number of Districts</i>	<i>Number of Districts with Disproportionate Representation</i>	<i>Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification</i>	<i>Percent of Districts</i>
<i>FFY 2010 (2010-2011)</i>	192	0	0	0.00%

In FFY 2010, Georgia reported more districts (192) than the 186 districts reported during FFY 2009 due to the increase of charter schools in the state. This accounts for the discrepancy in total number of districts as reported in Indicators 4a and 4b.

During ***FFY 2010***, ***0%*** (*0 out of 192*) districts were identified by the State with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. The State ***met the FFY 2010 target (0%)*** and ***maintained the data*** from the FFY 2009 data (*0%*).

In FFY 2010, the State used the Weighted Risk Ratio (WRR) consideration if the district had a WRR ≥ 4.0 for two consecutive years and its disability “N” size was ≥ 10 . All districts met the state’s minimum criteria for consideration in one or more subgroups.

Correction of FFY 2009 Findings of Noncompliance (if State did not report 0%):

The State did not identify noncompliance related to the provisions in 34 CFR §§300.111, 300.201, and 300.301 through 300.311 for FFY 2009 and earlier. There are no corrections of noncompliance to report.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Although the State has consistently met the target for this indicator, as a preventive measure and to maintain the target data, a number of improvement activities were conducted during FFY 2010 to provide technical assistance to districts “at serious risk” of having significant discrepancy.

Disproportionality Forum - In FFY 2010, the State did not provide disproportionality forums for districts because none were identified as having disproportionate representation.

Collaboration with School Improvement and Curriculum - During FFY 2010, the Division for Special Education continued to fund a position to support the work of the Division for School Improvement and reduce disproportionality. As outlined in the expectations, the program specialist provided technical assistance to support the elimination of disproportionate representation. The Division for Special Education continued the collaboration with Curriculum, as it related to academic achievement for students with disabilities, via participation in regional meetings, conference calls to districts, and webinars.

Disproportionality Stakeholders’ Committee - The State convened a stakeholder group to review and discuss the issues surrounding significant discrepancy for students with disabilities. The goal was to incorporate stakeholder input into current practices to eliminate significant discrepancy in the state and to ensure compliance with federal regulations. Prior to the work of the stakeholder committee, there was no formal process by which stakeholders could suggest recommendations and/or pose concerns. During 2010 - 2011, the GaDOE convened a group of stakeholders to serve in an advisory capacity to discuss the State’s supervision of disproportionality formally, which would ultimately help Georgia eliminate disproportionality and ensure compliance of federal regulations.

Four stakeholder committee meetings were held during the year: September 14 - 15, 2010; November 16, 2010; January 19, 2011; and March 15, 2011. The GaDOE clearly outlined specific goals, objectives, and possible next steps for each session, which included the following:

1. Reviewed the State’s criteria for the determination of disproportionality;
2. Discussed root causes for disproportionality;
3. Reviewed and revised Georgia’s Self Assessment Monitoring Protocol; and
4. Identified the most appropriate professional learning and technical assistance needed for local districts to decrease significantly discrepant data and address noncompliance.

Committee members received professional learning during stakeholder meetings to acquire the appropriate background and content necessary to serve in an advisory role to the GaDOE. Ultimately, the stakeholders advised the State of necessary revisions to state-level policies, procedures, and practices for supervision of this requirement. The invited stakeholders represented various organizations and entities throughout the state such as GaDOE personnel, district personnel, school personnel, parents, parent advocates, community service providers, and university/college personnel. The stakeholders addressed the following processes: identifying districts with disproportionate representation, making determinations of noncompliance, and providing technical assistance for appropriate districts. The committee included a group representing special educators, school administrators, data managers, statisticians, agency representatives, and parents. In addition to the stakeholder group, the State used federal and regional resources (e.g., Office of Special Education Programs, (Data Accountability Center) DAC/Westat, Southeast Regional Resource Center, etc.) to provide guidance to the group.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to remove the following improvement activity from the State Performance Plan.

Disproportionality Forums - The State did not provide disproportionality forums for districts identified as having disproportionate representation and will not continue this activity.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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 the (# of districts in the State)] times 100.

The State used its October 2010 Child Count for the FFY 2010 SPP/APR submission.

The State defines disproportionate representation (overrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in special education and related services by using the following criteria: (1) Weighted Risk Ratio for two consecutive years {FFY 2009, \geq 4.0 and FFY 2010, \geq 4.0}, (2) SWD Subgroup \geq 10 and (3) District Subgroup Composition \leq .90.

The State defines disproportionate representation (underrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in special education and related services by using the following criteria: (1) Weighted Risk Ratio \leq .25; (2) comparison between state-level incidence based on focus group and actual district incidence is 10 less than projected when compared to state incidence in the same focus area for one year.

Step One:

Using the criteria established above, the State determined that 43 out of 192 districts (16 overrepresentation and 27 underrepresentation) were identified as meeting the data threshold for disproportionate representation of racial and ethnic groups in specific disability categories.

Step Two:

Review of Policies, Practices, and Procedures - The State reviewed the 43 out of 192 districts identified in step one of the FFY 2010 data review as having disproportionate representation in order to determine whether the disproportionate representation was the result of inappropriate identification. The State examined the district’s child find, evaluation, eligibility, and other related policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol. The State required the district to analyze district data for all students, such as Adequate Yearly Progress data, Student Support Team data, and Special Education

Referrals/Placements data, to determine patterns/trends that could have contributed to the disproportionate representation. The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia’s Continuous Improvement Monitoring Process (CIMP).

As a result of its extensive verification process, the State found that the policies, practices, and procedures of 38 districts were consistent with 34 CFR §300.111, §300.201, and §300.301 through §300.31. However, the State determined that the remaining 5 districts were out of compliance with particular provisions of the Part B regulations related to evaluations and child find, all for underrepresentation, and concluded that these districts’ disproportionate representation was the result of inappropriate identification. These 5 districts were notified of noncompliance with specific provisions of the Part B regulations before June 30, 2011. Correction of the noncompliance will be reported in the FFY 2011 APR due February 1, 2013.

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

Actual Target Data for FFY 2010:

<i>FFY 2010 (2010-2011)</i>	<i>2.60% of districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification</i>
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Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

<i>Year</i>	<i>Total Number of Districts</i>	<i>Number of Districts with Disproportionate Representation</i>	<i>Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification</i>	<i>Percent of Districts</i>
<i>FFY 2010 (2010-2011)</i>	192	43	5	2.60%

In FFY 2010, Georgia reported more districts (192) than the 186 districts reported during FFY 2009, due to the increase of charter schools in the state. This accounts for the discrepancy in total number of districts as reported in Indicators 4a and 4b.

During *FFY 2010*, the State identified 43 districts with disproportionate representation of racial and ethnic groups in specific disability categories based upon Georgia’s definition. Of those districts identified, **2.60%** (*5 of 192 districts*) had disproportionate representation that was the result of inappropriate identification. The State ***did not meet the FFY 2010 target (0%)***; but ***showed progress (.63 percentage points)*** from the FFY 2009 data (3.23%).

In FFY 2010, the State used the Weighted Risk Ratio (WRR) consideration if the district met the following criteria: a) $WRR \geq 4.0$ for two consecutive years, and b) disability “N” size was ≥ 10 . Forty-seven (47) districts did not meet the “N” size criteria for one or more races in one or more specific disability categories. However, based on “N” size, all districts were considered for one or more subgroups and one or more disability categories. The state reviewed district subgroup enrollment composition and disability subgroup composition for these 47 districts.

Correction of FFY 2009 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) State reported for FFY 2009 for this indicator: 3.23%

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	6
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	6
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

In FFY 2009, 6 districts were identified as having disproportionate representation due to inappropriate identification. The 6 districts have corrected the noncompliance within one year of written notification. The districts were asked to submit a sampling of eligibility reports developed since the noncompliance determination for review by the State. The State convened a team of colleagues to review the sampling of eligibility reports for compliant practices based on the evaluation and eligibility rules. It was expected that the new sampling would demonstrate compliant practices. After reviewing the sampling, the State provided additional feedback on the districts' progress and held teleconferences with the districts to share the findings. If additional technical assistance was needed, the GaDOE made onsite visits to the districts and held teleconferences and webinars to provide additional support for correction of noncompliance. The State continued to review subsequent data until the LEAs demonstrated compliance and all individual incidences of noncompliance were corrected.

These 6 districts received written notification of noncompliance with specific provisions of the Part B regulations during FFY 2009. The State verified timely correction of noncompliance for both districts: (1) required the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02. The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia's Continuous Improvement Monitoring Process (CIMP).

There is no additional correction of noncompliance to be reported for FFY 2008 and earlier.

No additional information is required by the OSEP APR Response Table for this Indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Disproportionality Forums - The State did not provide disproportionality forums for districts identified as having disproportionate representation.

Collaboration with School Improvement and Curriculum - During FFY 2010, the Division for Special Education continued to fund a position to support the work of the Division for School Improvement and reduce disproportionality. As outlined in the expectations, the program specialist provided technical assistance to support the elimination of disproportionate representation. The Division for Special Education continued the collaboration with Curriculum, as it related to academic achievement for students with disabilities, via participation in regional meetings, conference calls to districts and webinars.

Disproportionality Stakeholders' Committee - The State convened a stakeholder group to review and discuss the issues surrounding disproportionate representation for students with disabilities

based on race and ethnicity. The goal was to incorporate stakeholder input into current practices to eliminate disproportionate representation in our state and to ensure compliance with federal regulations. Although stakeholders shared feedback with the GaDOE about supervision of this requirement, there was no formal process by which stakeholders could suggest recommendations and/or pose concerns. During 2010 - 2011, the GaDOE convened a group of stakeholders to serve in an advisory capacity to discuss the State's supervision of disproportionality formally, which would ultimately help Georgia to eliminate disproportionality and ensure compliance of federal regulations

Four stakeholder committee meetings were held during the year: September 14 -15, 2010; November 16, 2010; January 19, 2011; and March 15, 2011. The GaDOE clearly outlined specific goals, objectives, and possible next steps for each session, which included the following:

1. Reviewed the State's criteria for the determination of disproportionality;
2. Discussed root causes for disproportionality;
3. Reviewed and revised Georgia's Self Assessment Monitoring Protocol; and
4. Identified the most appropriate professional learning and technical assistance needed for local districts to decrease disproportionate data and address noncompliance.

Committee members received professional learning during stakeholder meetings to acquire the appropriate background and content necessary to serve in an advisory role to the GaDOE. Ultimately, the stakeholders advised the State of necessary revisions to state-level policies, procedures, and practices for supervision of this requirement. The invited stakeholders represented various organizations and entities throughout the state such as GaDOE personnel, district personnel, school personnel, parents, parent advocates, community service providers, and university/college personnel. The stakeholder meeting convened 4 times a year to address the State's process for the following: identifying districts with disproportionate representation, making determinations of noncompliance, and providing technical assistance for appropriate districts. The committee included a group representing special educators, school administrators, data managers, statisticians, agency representatives, and parents. In addition to the stakeholder group, the State used federal and regional resources (e.g., Office of Special Education Programs, Data Accountability Center (DAC)/Westat, Southeast Regional Resource Center, etc.) to provide guidance to the group.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to remove the following improvement activity from the State Performance Plan.

Disproportionality Forums - The State did not provide disproportionality forums for districts identified as having disproportionate representation and will not continue this activity.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>FFY 2010 (2010-2011)</i>	<i>100%</i> of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

Actual Target Data for FFY 2010:

97.39% (29,857 out of 30,657) were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

The State ***did not meet the FFY 2010 target (100%)*** but ***demonstrated progress*** (3.57 percentage points) from the FFY 2009 data (96.43%).

Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to collect these data.

Compliance Procedures for Timeline Requirements - Each year Georgia implements this improvement activity as a method to collect data for this indicator.

The State reviewed the child find data of each school district to ensure timely initial evaluations. Each district submitted a timeline report by July 31. Georgia has a 60-day requirement from receipt of consent to eligibility determination. Based on 09-02 OSEP Memo, Georgia identified noncompliance for this area. The State notified all districts that reported less than 100% compliance for their child find obligation. The districts were required to submit additional documentation to verify correction. Georgia issued letters of noncompliance for districts that were not able to provide documentation to support that evaluations were completed. Those districts were required to conduct a root cause analysis of the noncompliance and submit a Corrective Action Plan (CAP) within 45 days. The State approved the CAP and provided technical assistance for the districts as needed. The State will report on the correction of this noncompliance in the FFY12 APR due February 1, 2013.

Children Evaluated Within 60 Days (or State-established timeline):

a. Number of children for whom parental consent to evaluate was received	30,657
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	29,857
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State-established timeline) (Percent = [(b) divided by (a)] times 100)	97.39%

Total number of children with parental consent received was 30,884, with 227 allowable exceptions, yielding the reported 30,657 children with parental consent.

Eligibility determinations for 800 students were not completed within 60 days. This number represented 2.6% of all eligibility determinations in FFY 2010. This was a decrease from 1,061 (3.57%) in FFY 2009.

- 323 eligibility determinations were completed 1-10 days after 60 days.
- 183 eligibility determinations were completed 11-30 days after 60 days.
- 115 eligibility determinations were completed 31-60 days after 60 days.
- 179 eligibility determinations were completed 60+ days after 60 days.

A data analysis of the number of days late in FFY 2010 indicated the greatest area of improvement was eligibility determinations were completed 11-30 days after 60 days, which consisted of 334 in FFY 2009. Because of the technical assistance provided throughout the state and the improvement in general supervision, there has been a marked decrease in the number of untimely evaluations.

Districts completed 97.39% of evaluations in a timely manner in FFY 2010. The analysis of the 2.61% of the evaluations that were delayed included the following reasons:

- student delays (excessive absences, withdrawal and re-enrollment) (3.03%);

- parent delays (canceling meetings, not providing relevant information in a timely manner) (22.23%);
- teacher/evaluator delays (teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists) (50%);
- district errors (no tracking system in place, errors in tracking, errors in policies and procedures) (12.11%); and
- other reasons (12.63%)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Technical Assistance for Noncompliant Districts - The State provided technical assistance for districts that were not meeting timeline compliance at 85% or below for 3 consecutive years. The technical assistance was designed around the specific activities districts included in their Comprehensive LEA Implementation Plan, including a review of their policies, practices, and procedures for timelines and resources needed to assist them in meeting the timelines. District data were reviewed the following year to determine the percentage of districts that met compliance.

In addition to the first level of technical assistance, the State provided more in-depth, targeted technical assistance for districts that are meeting timeline compliance at 70% or less. The State suggested that the activities be included in the Continuous LEA Improvement Plan (CLIP) in their consolidated applications.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance): *individual findings

Level of compliance (actual target data) the State reported for FFY 2009 for this indicator:

1. Number of findings of noncompliance the State made during FFY 2009 (the period from July 1, 2009 through June 30, 2010)	1,061
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1,061
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2009 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

Correction of all noncompliance was verified no later than one year after districts were provided written notification of noncompliance. The State verified timeline reports for noncompliant districts through a review of eligibility reports to verify the completion of evaluations that were late and through ongoing reviews of updated timeline logs for districts that were identified as noncompliant. In addition, the State required that districts include corrective action in their consolidated applications, and the State verified completion of corrective action activities with each district that was noncompliant. All findings of noncompliance for timelines were corrected within one year of written notification. The State has verified that each district with noncompliance is correctly implementing the specific regulatory requirements based on a review of updated data such as data subsequently collected through onsite monitoring or a state data collection system; has corrected each individual case of noncompliance; and has completed the initial evaluation for each student for whom the evaluation was late, unless the child is no longer within the jurisdiction of the LEA.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance) *individual findings

There is no additional correction of noncompliance to be reported for FFY 2007 and earlier.

No additional information is required by the OSEP APR Response Table for this Indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to revise the following improvement activity in the State Performance Plan:

Technical Assistance for Noncompliant Districts -The State will provide Targeted technical assistance for districts identified as having noncompliance. The State will consider the nature and level of noncompliance to align appropriate resources that will ensure timely correction for noncompliance.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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 eligibility was 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 or whom exceptions under 34 CFR §300.301(d) applied.
- 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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 <i>(2010- 2011)</i>	100% 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.

Actual Target Data for FFY 2010:

During **FFY 2010**, **98.5% (result of rounding 98.48%)** (2,592 out of 2,632) of children referred by Part C (Babies Can't Wait) prior to age 3 were found eligible for Part B and had IEPs developed and implemented by their third birthdays. The State **did not meet the FFY 2010 target (100%) but demonstrated progress (.19 percentage points)** from the FFY2009 data (98.31%).

Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to collect these data.

Compliance Procedures for Timeline Requirements - Each year Georgia implements this improvement activity as a method to collect data for this indicator.

The State reviewed the child find data of each school district to ensure timely initial evaluations. Each district submitted a timeline report by July 31. Georgia has a 60-day requirement from receipt of consent to eligibility determination. Based on 09-02 OSEP Memo, Georgia identified noncompliance for this area. The State notified all districts that reported less than 100% compliance of referral of children to 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. The districts were required to submit additional documentation to verify correction. Georgia issued letters of noncompliance for districts that were not able to provide documentation to support that evaluations were completed. Those districts were required to conduct a root cause analysis of the noncompliance and submit a Corrective Action Plan (CAP) within 45 days. The State approved the CAP and provided technical assistance for the districts as needed. The State will report on the correction of this noncompliance in the FFY12 APR due February 1, 2013.

As a result of verifying noncompliant data, 22 districts demonstrated that the noncompliance had already been corrected. The State verified correction of noncompliance for those districts and issued a clearance letter to the superintendents.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	3,162
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	448
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	2,592
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	70
e. # of children who were referred to Part C less than 90 days before their third birthdays.	12
# in a but not in b, c, d, or e.	40
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 Percent = [(c) / (a-b-d-e)] * 100	98.48%

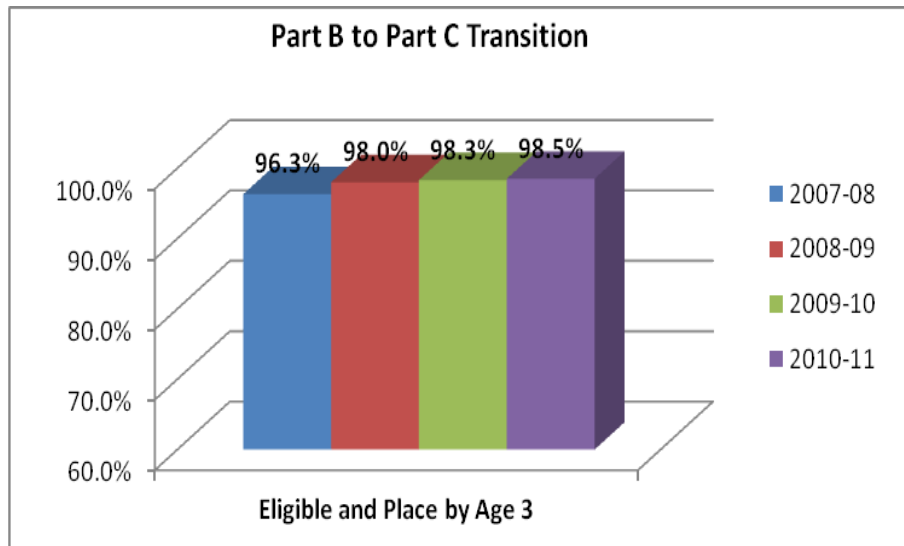
Account for Children Included in a, but not in b, c, d, or e:

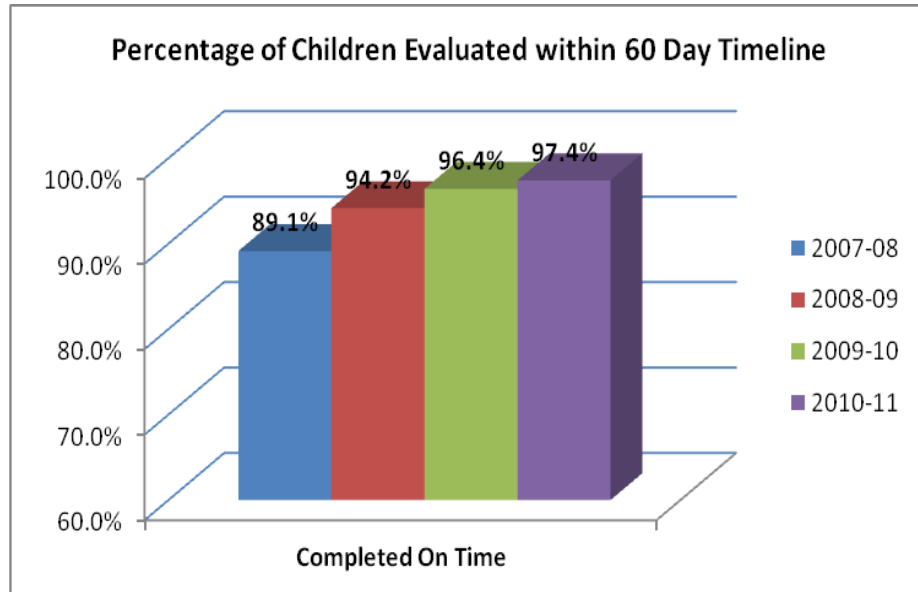
Indicate the range of days beyond the third birthday and the reasons for the delays:

<i>Number of Students</i>	<i>Number of Days</i>
19 students	1 – 10 days late
14 students	11 – 30 days late
3 students	31 – 60 days late
4 students	More than 60 days

A total of 3,122 eligibilities for young children transitioning from Part C to Part B were determined prior to third birthday; however, 40 eligibilities did not receive consideration prior to third birthday. The number of days beyond the third birthday for these determinations ranged between 1 and 60+ days. The reasons for these delays, as reported by districts, included parent refusals, district errors, hearing and vision screening problems, and evaluation delays.

The State did not meet the target of 100% of children referred by Part C prior to age 3, who were found eligible for Part B and had an IEP developed and implemented by the third birthday. However the State’s results in meeting this target have continued to increase. The percentage of students who were evaluated, determined eligible, and had an IEP implemented on or before their third birthdays increased from 98.00 % (FFY 2008) to 98.31% (2009) to 98.50% (2010). Please see the following graph, which denotes the State’s three-year trend data.





The Georgia Department of Education (GaDOE) Part B worked with Part C (Babies Can’t Wait (BCW)) to improve the accuracy of data for students transitioning from Part C to Part B through the data sharing Georgia Supervision and Enhancement Grant (GSEG) and developed collaborative training on “Procedures for referring children from Part C to Part B” to increase effective and smooth transition of students on or before their third birthday. GaDOE improvement activities included the following components: providing technical assistance and staff development to all school districts, providing support on accurate data reporting, implementing a new electronic reporting system, and revising and implementing data reporting procedures.

The shared database used by the GaDOE and the Department of Public Health (DPH) facilitates the collaborative effort for sharing data between Part C and Part B agencies. The GaDOE received data on over 5,027 students from Part C in the FFY 2010 school year, compared to 2,241 students in the FFY 2009 school year. The agencies continuously review Georgia’s data application for sharing information to develop technical enhancements.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Data Collection - During FFY 2010, automated data collection was fully implemented through the GSEG. Data is shared quarterly on children who have transitioned from Part B to Part C, as well as, those who are potentially eligible for Part B. Over 5,027 student records were shared between the two agencies. The GaDOE continues to require districts to provide timeline data in addition to the data sharing process. Data sharing between Part C and Part B is ongoing.

Interagency Agreement - Interagency Agreements between Part C and GaDOE Part B continue to be used to improve the effective transition of children between the programs. Memoranda of Understanding (MOU) between agencies were developed as needed. MOU were updated during the 2010-2011 school year, but not signed and executed due to the creation of a new state agency

via Governor Executive Order. The new agency, the Department of Public Health became official on 7/1/2011. The MOU will be revised to reflect the Agency change and executed during the 2011-2012 school year.

GaDOE continues to be an active member of the Part C State Interagency Coordinating Council (SICC) and Peach Partners, Georgia's Early Childhood Comprehensive System (ECCS). Transition initiatives and collaboration are continued foci of these committees. Additionally, Part C continues to be an active member of our State Advisory Panel. Part C notifications and referrals of potentially eligible students to Part B are sent to school districts monthly, and districts receive technical assistance concerning notification and referral as appropriate.

Compliance Procedures for Timeline Requirements - All districts not in 100% compliance developed improvement activities to address timelines in the consolidated application, LEA Implementation Plan. The reason for noncompliance was submitted with the Timeline Summary Report by August 1. District improvement activities were submitted with the Comprehensive LEA Implementation Plan by November 1. An online training module was developed to address transition from Part C to Part B. All noncompliant districts were required to take the online training.

Technical Assistance for Noncompliant Districts - The State provided technical assistance for districts that demonstrated compliance levels below 85%. The technical assistance was designed around the specific activities districts included in their Comprehensive LEA Implementation Plan, including a review of their policies, practices, and procedures for timelines and resources needed to assist them in meeting the timelines. District data were reviewed the following year to determine the percentage of districts that met compliance.

In addition to the first level of technical assistance, the State provided more in-depth, targeted technical assistance for districts that are meeting timeline compliance at 70% or less. The State suggested that the activities be included in the Continuous LEA Improvement Plans (CLIP) in their consolidated applications.

Transition Procedures and Annual Training for School Districts and Department of Public Health /Babies Can't Wait Staff (BCW) Part C - Annual collaborative training to increase accuracy of implementation of the Office of Special Education Programs (OSEP) requirements for transition for both Part C and Part B was provided to BCW and school districts. To build state capacity, an online training module was developed to address transition from Part C-Part B. The modules and training on their use will be available in FFY 2011. Revisions to the guidance were not required.

Correction of FFY 2009 Findings of Noncompliance (if State reported less than 100% compliance): *individual findings

Level of compliance (actual target data) the State reported for FFY 2009 for this indicator:

1. Number of findings of noncompliance the State made during FFY 2009(the period from July 1, 2009 through June 30, 2010)	38
2. Number of FFY 2009 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	38
3. Number of FFY 2009 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2009 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

Correction of all noncompliance was verified no later than one year after districts were provided written notification of noncompliance. The State verified correction for noncompliant districts. In addition, the State required that districts include corrective action in their consolidated applications, and the State verified completion of corrective action activities with each district that was noncompliant. All findings of noncompliance for timelines were corrected within one year of written notification. The State has verified that each district with noncompliance is correctly implementing the specific regulatory requirements based on a review of updated data, such as data subsequently collected through onsite monitoring or a state data collection system; has corrected each individual case of noncompliance; and has completed the initial evaluation for each student for whom the evaluation was late and provided an IEP (if appropriate), unless the child is no longer within the jurisdiction of the LEA.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance) *individual findings

There is no additional correction of noncompliance to be reported for FFY 2007 and earlier.

No additional information is required by the OSEP APR Response Table for this Indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to revise the following improvement activity in the State Performance Plan.

Transition Procedures and Annual Training for School Districts and Department of Community Health /Babies Can't Wait Staff - These activities have been combined under one title because the work is the same.

The State would like to remove the following improvement activity from the State Performance Plan.

Department of Community Health/Babies Can't Wait Notifications and Referrals of Part B Potentially Eligible Students Department of Public Health - This activity will be discontinued because the activities are similar to those under the Interagency Agreement activity.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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))

Measurement:

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.

FFY	Measurable and Rigorous Target
2010 (2010-2011)	100% 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.

FFY	Actual Target
2010 (2010-2011)	31.5% 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.

Actual Target Data for (FFY 2010):

School Year	# of Records Reviewed	# of Compliant Records	% with Measurable Transition Goals
2010-2011	248	78	31.5%

During **FFY 2010**, **31.5%** (78/248 records) of youth aged 16 and above had an IEP that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet their postsecondary goals. The State **did not meet its FFY 2010 target (100%)**; but **demonstrated progress** (26 percentage points) from the FFY 2009 data (5.5%).

Required Technical Assistance on Transition Plans - Georgia implements this improvement activity as a method to provide technical assistance to districts that are noncompliant in this indicator.

Each district that was reported with noncompliance in the FFY 2009 data was required to correct each individual case of noncompliance, unless the child was no longer within their jurisdiction, and participate in required technical assistance that addressed deficit areas. The State targeted districts (19) that were noncompliant for transition based on the 2009-2010 record reviews. The State contracted with consultants to provide a one-day, face-to-face training with follow-up technical assistance that focused on developing appropriate transition plans and measurable annual goals. Each district developed 5 sample transition plans for individual feedback on the content as a component of the technical assistance. One hundred percent (100%) of districts turned in sample transition plans that met compliance requirements.

Record reviews are used to verify compliance in writing transition plans. Twenty districts and four Regional Youth Detention Centers (RYDC) received record reviews for the 2010-2011 school year. Nineteen entities will receive required technical assistance in the 2011-2012 school year due to their noncompliance for the development of compliant transition plans.

The State verified specific regulatory requirements through a review of updated data. All districts demonstrated 100% compliance.

Verification of Correction of Remaining FFY 2009 findings:

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The State required periodic data submissions of each district. The documentation was reviewed by staff of the Division for Special Education. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. In all instances of noncompliance, correction has been verified for each individual student issue identified in the districts as well as through a sample verification of additional records to ensure changes and correction in the implementation of regulatory requirements pursuant to the Office of Special Education Program’s (OSEP) Memorandum 09-02. If appropriate, the LEA changed policies, practices, and/or procedures that contributed to or resulted in noncompliance.

Based on the State’s integrated monitoring activities 26 districts were identified as having noncompliance for this indicator. The table shows the findings of noncompliance for this indicator and any subsequent correction. The State has verified timely correction of noncompliance in 25 districts. The one remaining district subsequently corrected one finding related to this indicator.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)	(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with 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 service needs.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	26	196	195
	Dispute Resolution: Complaints, Hearings			

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

No additional information is required by the OSEP APR Response Table.

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable):

There were no findings of noncompliance for FFY 2008 for which the State had not yet verified correction.

Correction of Any Remaining Findings of Noncompliance from FFY 2007 or Earlier (if applicable):

There were no findings of noncompliance for FFY 2006 for which the State had not yet verified correction.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Technical Assistance on Transition Plans - All districts were provided the opportunity to participate in six webinars change in all focused on developing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Research (Carter, Austin, & Trainor, 2011) indicates that students who have effective transition plans, which outline the appropriate course of study toward requirements for a regular diploma and desired postsecondary outcomes, have improved postsecondary outcomes. Forty districts submitted 5-10 sample plans (320) for feedback to the state consultant. Participating districts received conference calls and/or written feedback about their transition plans that outlined the inaccuracies, highlighted appropriate activities, and suggested areas for improvement. Districts that developed exemplary programs and plans were recognized in the final webinar.

GraduateFIRST - The project worked collaboratively within the “Required Technical Assistance on Transition Plans” and the “Communities of Practice” (COPS) initiatives by providing personnel and funding. Consultants from the project worked with the state transition specialist in the Required Technical Assistance on Transition Plans initiative to provide training and coaching in writing compliant transition plans and in reviewing additional transition plans for compliance. In addition, GraduateFIRST sponsored one of the statewide COPS I Institutes held in Forsyth, Georgia, in February 2011.

Division for Special Education Communication - The State made use of the communication tree to provide school district transition designees with updates concerning transitions. All districts are represented on this communication tree. The State sent regular emails and updates to these individuals to keep them abreast of best practices, compliance requirements, and other transition issues. The State provided mentoring and coaching on postsecondary and employment issues to the transition coordinators in each district through this communication tool. Best practices for transition were included in the monthly District Liaison (DL) Updates sent to special education directors and the Special Education Newsletter, which is sent to special education teachers.

Communities of Practice - In conjunction with the National Secondary Transition Technical Assistance Center (NSTTAC), the State sponsored three Communities of Practice in Transition Institutes I and one Communities of Practice in Transition Institutes II (COPS). One hundred and seventy educators and administrators representing 77 districts participated in the institutes. Each COPS I was a one-day, drive-in professional development focused on the essential elements of transition assessment, which are the cornerstone of quality transition planning and services. The COPS I included an overview of transition assessment and its requirements. Participants spent time gaining hands-on knowledge of various assessment instruments, reviewing reports from assessment instruments for different students, and developing postsecondary goals for the IEP using the information from the assessments. A follow-up institute, COPS II, will be conducted during the school year as a face-to-face training. Ten (53%) out of the 19 districts who received targeted assistance for noncompliance for transition based on the 2009-2010 record reviews participated in the COPS Institutes. GraduateFIRST sponsored one of the statewide COPS I Institutes held in Forsyth, Georgia, in February 2011.

iTrans-University of Kansas - The State initiated a Transition endorsement program through the University of Kansas (KU) for Transition Specialists. The state collaborated with The Georgia Professional Standards Commission (GPSC) to ensure that the KU curriculum met standards for endorsement in Georgia. The program was advertised throughout the state. Four district personnel were selected to pilot this program. The online program will begin September 2011.

Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) and Individual Graduation Plan Activities - At regional meetings in June, staff from the Division for Special Education Services and Supports gave information to secondary counselors in three regional trainings to explain how transition service plans can build upon the IGP. Emphasis was placed on the importance of all students having an IGP in addition to their individual education programs (IEPs). Information about the Bridge Law and IGPs was included in every transition training presented by the Division since May 2010, to assure that all personnel who work with students with disabilities are appropriately aware of these requirements. Plans have been made to include additional technical assistance via webinars that will be archived on the Career Technical and Agricultural Education and the Division for Special Education Services and Supports web pages to ensure that this information is available to all counselors and special education teachers in Georgia.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to add the following improvement activity to the State Performance Plan.

Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) and Individual Graduation Plan Activities - The BRIDGE Law was signed May 2010. It mandates that all students in middle and high school receive counseling and regularly scheduled advisement to assist them in choosing a career area, creating an Individual Graduation Plan (IGP), and graduating from high school prepared to go to college or enter the workforce.

The State would like to remove the following improvement activity from the State Performance Plan.

GraduateFIRST - The GraduateFIRST program will continue to work collaboratively within the “Required Technical Assistance on Transition Plans” and the “Communities of Practice” initiatives by providing personnel and funding support. Therefore, this project is embedded in the individual initiative.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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.

FFY	Measurable and Rigorous Target
<i>FFY 2010</i>	<p>28% of youth who are no longer in secondary school, had IEPs in effect at the time they left school will be enrolled in higher education within one year of leaving high school.</p> <p>53% of youth who are no longer in secondary school, had IEPs in effect at the time they left school will be enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>79% of youth who are no longer in secondary school, had IEPs in effect at the time they left school will be enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment.</p>

The data are below for the actual number of “leavers”:

2,291 respondent leavers were enrolled in higher education within one year of leaving high school;

2,208 respondent leavers were competitively employed within one year of leaving high school (but not enrolled in higher education);

999 respondent leavers were enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed); and

1,047 respondent leavers were enrolled in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

1,973 respondent leavers were unengaged at the time of the postsecondary survey.

Total: There were **8,518** total respondent leavers to the survey.

During the 2009-2010 year, there were 10,688 leavers. However, when the survey was distributed the following year, the State received postsecondary data on 8,518 respondents. Nineteen (19) of these students were deceased since exiting. In order to determine that the respondents were appropriately representative of those students with disabilities (SWD) who were leavers during the 2009-2010 school year, the State compared the percentage of leavers with the percentage of responders by disability groups, gender, ethnicity, and Limited English Proficiency (LEP) status.

A. Actual Target Data for FFY 2010:

During *FFY 2010*, **26.9%** (2,291 out of 8,518) of youth who are no longer in secondary school, had IEPs in effect at the time they left school were enrolled in higher education within one year of leaving high school. The State ***did not meet the FFY 2010 target (28%)***; this ***data demonstrates slippage (.33 percentage points)*** from the FFY 2009 data (27.23%).

B. Actual Target Data for FFY 2010:

During *FFY 2010*, **52.8%** (4,499 out of 8,518) of youth who are no longer in secondary school, had IEPs in effect at the time they left school were enrolled in higher education or competitively employed within one year of leaving high school. The State ***did not meet the FFY 2010 target (53%)*** but ***demonstrated progress (1.34 percentage points)*** from the FFY 2009 data (51.46%).

C. Actual Target Data for FFY 2010:

During *FFY 2010*, **76.8%** (6,545 out of 8,518) of youth who are no longer in secondary school, had IEPs in effect at the time they left school will be enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment. The State ***did not meet the FFY 2010 target (79%)***; this ***data demonstrates slippage (.28 percentage points)*** compared to the FFY 2008 baseline data (77.08%).

Data was reported on 8,518 students who exited during 2009-2010. Of these, 76.8% were reported in one of the three categories. Those who were not engaged in one of the three activity reporting categories totaled 1,973 (23.2%) of the students reported, which is a slight increase from 2009-2010 (22.91%). Since there were a total of 10,688 students who were reported by school districts as exiting during 2009-2010, districts were unable to contact 20.1% (2,151) of all exiters reported.

The percentage of students going to college may have been impacted not only by the increased rigor of the Georgia Performance Standards, but also by the economic downturn. This in turn affected the availability and amount of assistance from the State's "Helping Outstanding Pupils Educationally" (HOPE) Scholarship. We expect this impact to result in a static percentage for the next few years. While we expected that students would choose to work, thereby increasing our employment percentages, Georgia has one of the highest levels of unemployment. Therefore, it is difficult for students to find employment.

In anticipation of the difficulties previously discussed, the State provided training and technical assistance to districts that emphasized developing and implementing realistic and focused transition plans to prepare students for postsecondary situations. The training and technical assistance is included in the discussion of improvement activities.

Although there was a high rate of unemployment across the state of Georgia, there appears to be a decrease in the number of students who were reported as unengaged. In addition, the State provided districts with strategies to improve the ability to contact students who had moved and who had resulting address changes more easily. This would account for the decrease in the number of students who were not able to be contacted (20.1%) over last year (32.53%).

Postsecondary Outcomes by Disability:

The post-school outcomes data by disability category, as seen below in Figure 1, indicate that there are large percentages of students with disabilities (SWD) from the majority of disability categories who are enrolled in higher education. The exception is in the category of intellectual disabilities (4.47%). However, students with intellectual disabilities are more likely to be competitively employed than enrolled in higher education. Students with specific learning disabilities, other health impairments, and emotional and behavior disorders had the highest number of students in higher education and competitively employed.

Figure 1. Postsecondary Outcomes by Disability

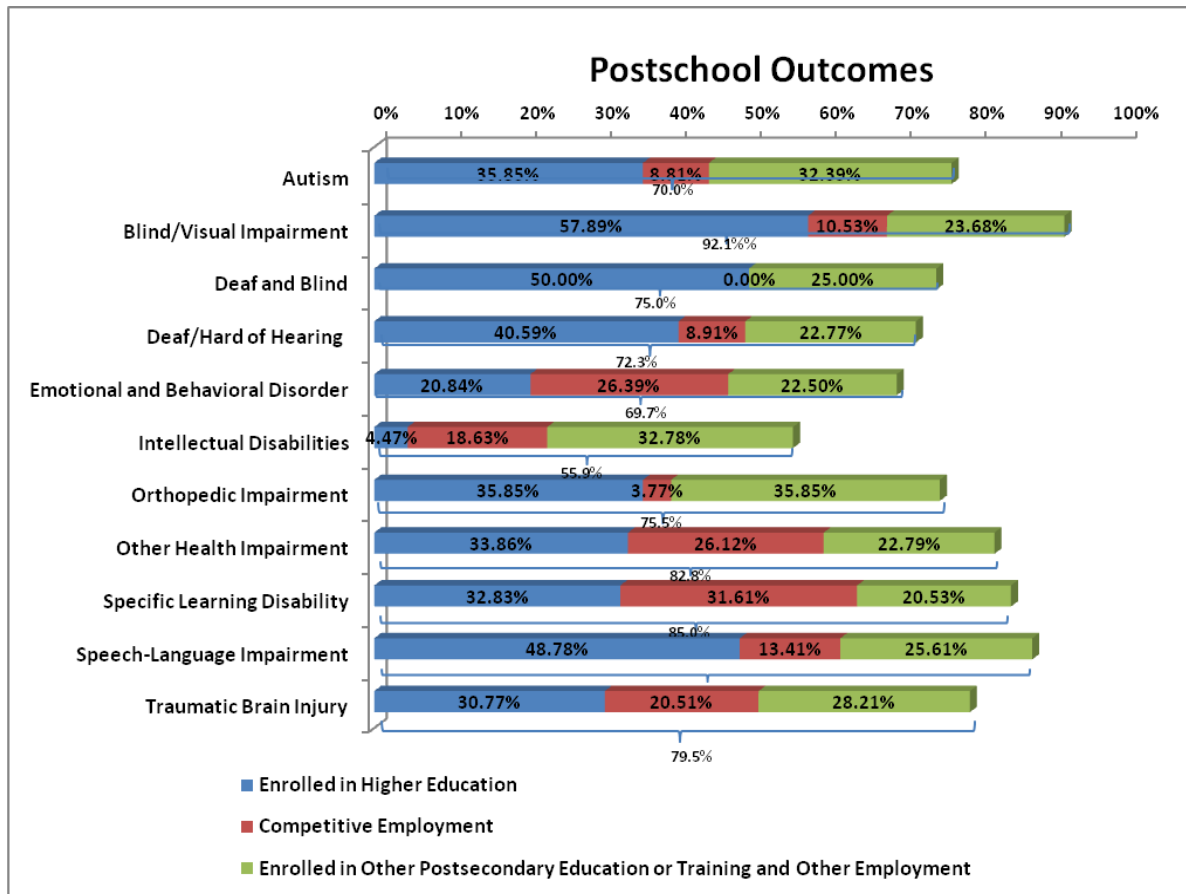


Figure 1. Postsecondary Outcomes by Disability (Continued)

Postschool Outcomes											
	AUT	VI	DB	HI	EBD	ID	OI	OHI	SLD	SLI	TBI
Total Respondents	318	38	4	101	1,262	1,455	53	1,654	3,512	82	39
Enrolled in Higher Education	114	22	2	41	263	65	19	560	1,153	40	12
Competitive Employment	28	4	0	9	333	271	2	432	1,110	11	8
Enrolled in Other Postsecondary Education or Training	45	6	0	13	149	150	10	206	411	4	5
Other Employment	58	3	1	10	135	327	9	171	310	17	6
Unengaged	73	3	1	28	382	642	13	285	528	10	8

AUT: Autism; **VI:** Blind/Visual Impairment; **DB:** Deaf and Blind; **HI:** Deaf/Hearing Impairment; **EBD:** Emotional and Behavioral Disorder; **ID:** Intellectual Disability; **OI:** Orthopedic Impairment; **OHI:** Other Health Impairment; **SLD:** Specific Learning Disability; **SLI:** Speech-Language Impairment; **TBI:** Traumatic Brain Injury.

Postsecondary Outcomes by Race/Ethnicity:

The post-school outcomes data by race/ethnicity category, as seen below in Figure 2, indicate that the largest percentage of SWD enrolled in higher education is for students from the Pacific Islander category. However, this percentage represents 3 out of 7 students. The largest numbers of SWD are in the white (4,207) and black (3,533) categories. While the percentages of enrolled in higher education and competitively employed, (27.57% and 23.24% respectively) appear relatively equal, the numbers of students are not. The data indicate that white SWD are enrolled in higher education and competitively employed at much higher rates than black SWD.

Figure 2. Postsecondary Outcomes by Race/Ethnicity

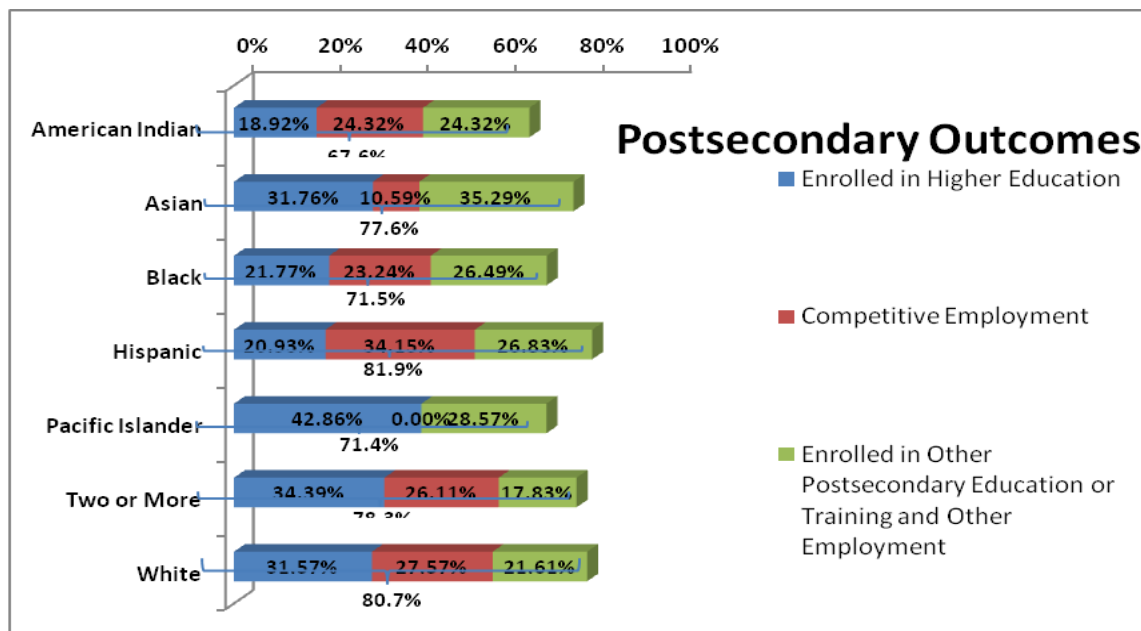


Figure 2. Postsecondary Outcomes by Race/Ethnicity (Continued)

Postschool Outcomes							
	I	A	B	H	P	M	White
Total Respondents	37	85	3533	492	7	157	4207
Enrolled in Higher Education	7	27	769	103	3	54	1328
Competitive Employment	9	9	821	168	0	41	1160
Enrolled in Other Postsecondary Education or Training	3	14	480	59	2	13	428
Other Employment	6	16	456	73	0	15	481
Unengaged	12	19	1007	89	2	34	810

I: Alaskan/American Indian; A: Asian; B: Black; H: Hispanic; P: Pacific Islander; M: Two or More; W: White

Postsecondary Outcomes by Gender:

The post-school outcomes by gender, as seen in Figure 3, indicate that the number of male SWD are represented in all categories at rates 2 to 3 times greater than female SWD.

Figure 3. Postsecondary Outcomes by Gender

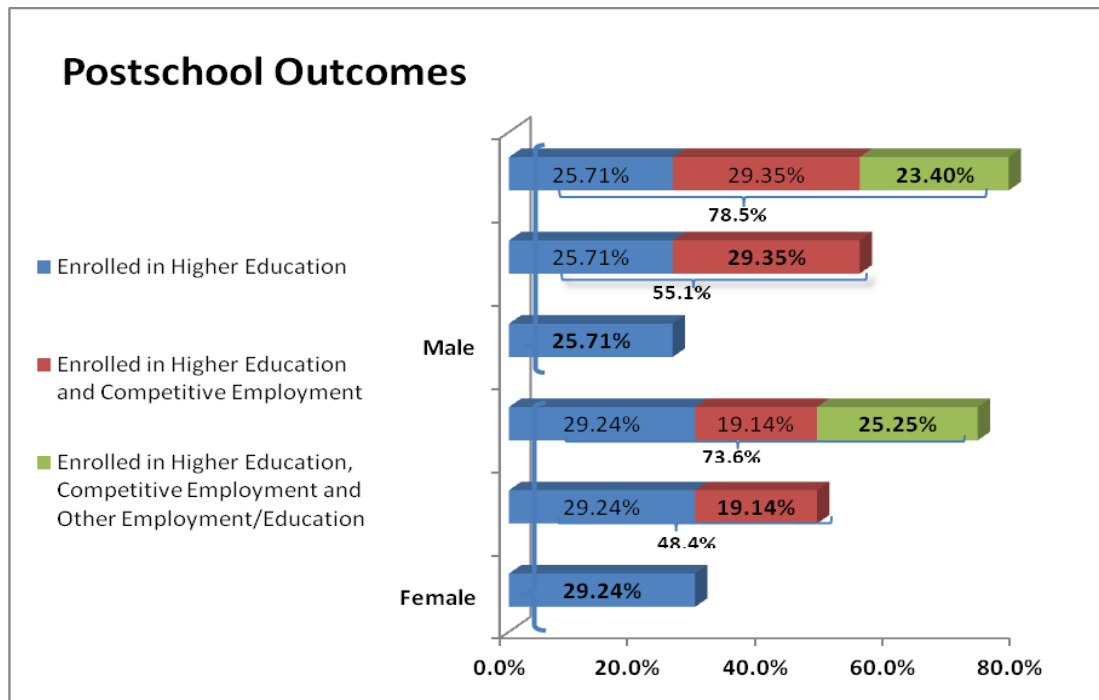


Figure 3. Postsecondary Outcomes by Gender (Continued)

Postschool Outcomes			
	Female	Male	Total
Total Respondents	2863	5655	8518
Enrolled in Higher Education	837	1454	2291
Competitive Employment	548	1660	2208
Enrolled in Other Postsecondary Education or Training	368	631	999
Other Employment	355	692	1047
Unengaged	755	1218	1973

Postsecondary Outcomes by Limited English Proficiency (LEP):

The post-school outcomes data by Limited English Proficiency category, as seen below in Figure 4, indicate that the LEP students are attending college/university and competitively employed at equal rates. However, they are employed in a variety of scenarios at twice the rate that they attend college.

Figure 4. Postsecondary Outcomes by Limited English Proficiency Status

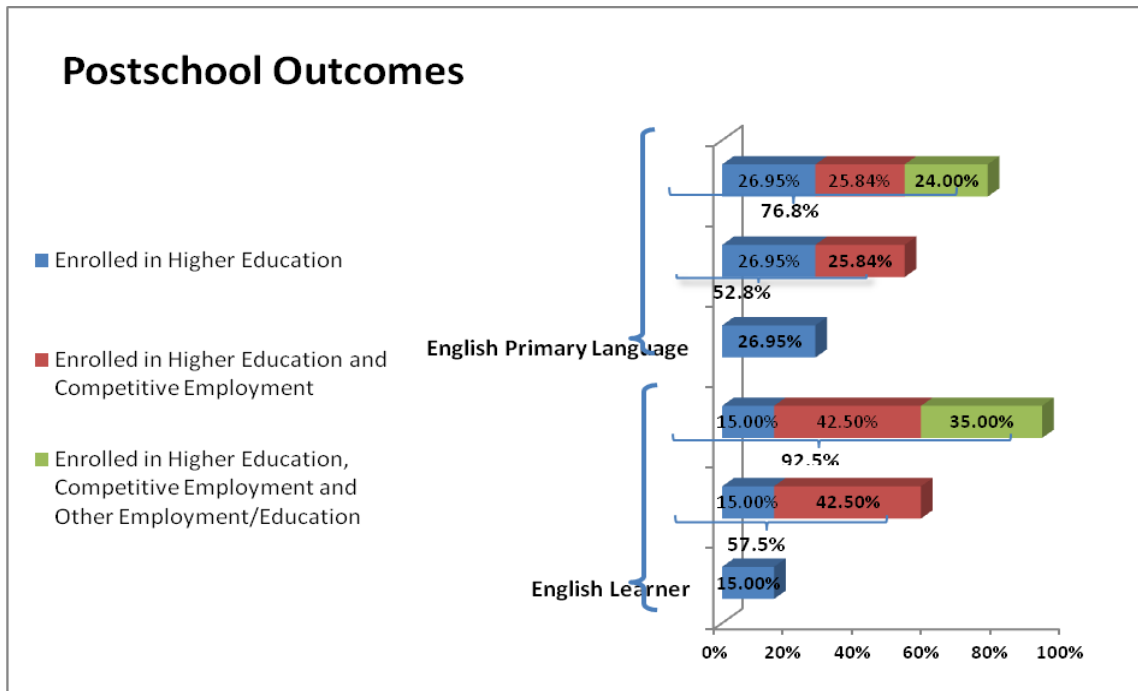


Figure 4. Postsecondary Outcomes by Limited English Proficiency Status (Continued)

Postschool Outcomes			
	English Learner	English Primary Language	Total
Total Respondents	40	8478	8518
Enrolled in Higher Education	6	2285	2291
Competitive Employment	17	2191	2208
Enrolled in Other Postsecondary Education or Training	9	990	999
Other Employment	5	1042	1047
Unengaged	0	1970	1970

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The table below shows the findings of noncompliance for this indicator. The State has verified correction of noncompliance. The State required periodic data submissions of each district. The documentation was reviewed by staff of the Division for Special Education. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. If appropriate, the LEA changed policies, practices, and/or procedures that contributed to or resulted in noncompliance.

<i>Indicator/Indicator Clusters</i>	<i>General Supervision System Components</i>	<i># of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</i>
14. Percent 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 training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	2	2	2

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Georgia’s Comprehensive Local Educational Agency Improvement Plan (CLIP) - Many local districts have developed CLIP plans that focus on developing appropriate transition plans and services, building transition programs, and increasing student graduation rates and producing better postsecondary outcomes.

Transition Steering Committee - This committee held six meetings during the 2010-2011 school year. The committee was made up of stakeholders from agencies around the state who work with students with disabilities to improve postsecondary outcomes. Additional members were added in the FFY 2010, to include parents, more district representation, and additional agencies. The committee contains subgroups that work to complete designated plan objectives outlined in the goals for the year.

The State Transition Plan - In collaboration with outside agencies that work with persons with disabilities, the State developed a State Transition Plan, which is reviewed annually. This plan is based upon the national summit for students with disabilities (SWD) in order to provide appropriate transition activities to help SWD achieve postsecondary goals. The goals were to continue to (a) provide transition training for educators throughout Georgia via webinars, Communities of Practice (COPS), and technical assistance; (b) maintain a designated transition contact person to receive and disseminate information/communications from the State regarding transition in each district; (c) increase the number of Regional Interagency Transition Councils in the state; and (d) encourage excellence in transition through the recognition of state leaders in transition, outstanding Interagency Transition Councils, and employers and community leaders with successful transition experiences.

The following activities in the plan were implemented to assist in improving postsecondary outcomes for students with disabilities.

- *ASPIRE* - This improvement activity is listed below.
- *Discovery Profile/Customized Employment* - This process, sponsored by the Employment First Grant, Georgia Council on Developmental Disabilities, Georgia Department of Labor/Vocational Rehabilitation, and The Georgia Advocacy Office, focused on individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs, and interests of the person with a disability and is designed to meet the specific needs of the employer. Four (4) districts were recruited to participate in this pilot that fosters collaboration between the State, school districts, and community partners. The goal is to improve employment outcomes for students with disabilities. Planning for the pilot has been completed, and training will begin in the summer (2011). Three training modules will be conducted over a six-day period for program evaluators. This training will be supported by the Department of Labor/Vocational Rehabilitation (including TACE), local school districts, and potential employers.
- *Collaborative Agreements with Vocational Rehabilitation* - The interagency agreements for dedicated school counselors between local education districts and the Labor Department/Vocational Rehabilitation continue to increase. The collaboration has increased agreements from 63 collaborative agreements for dedicated school counselors between 79 local education districts and the Labor Department/Vocational Rehabilitation in 2010 to 58 agreements between local education districts and the Labor Department/Vocational Rehabilitation in 2011.

Regional Interagency Transition Councils - The Councils worked with community leaders to provide high school students with experiences that focus on positive postsecondary outcomes (college, vocational certificates, and employment). There were 12 Regional Interagency Transition Councils. Each Council contains 6-8 districts. The goal is to build capacity in the community for SWD. What makes transition councils strong are that the representatives come together to identify, reduce, and eliminate barriers that prevent students with disabilities from participating in their communities and achieving their post-secondary outcomes. The state

maintained the number of Interagency Councils in operation through continued support by independent consultants. The number of councils increased by 3 (total of 12).

Technical Assistance on Transition Plans - All districts were provided the opportunity to participate in webinars (6) focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Research (Benz et al., 2000) indicates that students who have effective transition plans, which outline the appropriate course of study toward requirements for a regular diploma and desired postsecondary outcomes, are more likely to achieve their goals. Following each webinar, districts were encouraged to develop sample transition plans to submit to the state transition consultant in order to receive individual feedback on the content. Forty districts each submitted 5-10 sample plans. A total of 320 plans were submitted to the state consultant for feedback. Participating districts received conference calls and/or written feedback about their transition plans that outlined the inaccuracies, highlighted appropriate activities, and suggested areas for improvement. Districts that developed exemplary programs and plans were recognized in the final webinar.

Required Technical Assistance on Transition Plans - Research indicates that students who have effective transition plans, which outline the appropriate course of study toward requirements for a regular diploma and desired postsecondary outcomes, are more likely to achieve their goals. To assist districts with transition planning for students with disabilities, the State targeted districts (19) that were noncompliant for transition, based on the 2009-2010 record reviews, for more intensive technical assistance. The consultants provided a one-day, face-to-face training with follow-up technical assistance that focused on developing appropriate transition plans and measurable annual goals. Each district developed 5 sample transition plans for individual feedback on the content. One hundred percent of districts turned in sample transition plans that met compliance requirements.

Record reviews are used to verify compliance in writing transition plans. Twenty districts and four Regional Youth Detention Centers (RYDC) received record reviews for the 2010-2011 school year. Nineteen entities will receive required technical assistance in the 2011-2012 school year due to their noncompliance for the development of compliant transition plans.

GraduateFIRST - Georgia continued to receive funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007, for a five-year cycle. The SPDG supports several projects, including GraduateFIRST whose major focus is dropout prevention. In addition, GraduateFIRST, in collaboration with the Georgia Council on Developmental Disabilities/Partnership for Success, pilots a program that focuses on student led IEPs. Research indicates that using student-led IEPs is a way to increase students' knowledge of their strengths and needs and a tool to increase the students' self-determination and self-advocacy skills. Students who have self-determination skills have a stronger chance of being successful in making the transition from high school to college, technical schools, and/ or competitive employment.

The student led IEP project, called ASPIRE (Active Student Participation Inspires Real Engagement), was piloted in 12 schools representing 7 districts. Each school was required to have at least 3 teachers and 9 students in the project. Fifty-six (56) teachers and 118 students participated. The students in the pilot had not previously participated in their IEPs at the levels

introduced in this project. The surveys indicated that 63% (77) of the student participants completed the cycle (skill assessment, instruction, and implementation in IEP meeting) within the reporting period. The project monitored the students’ performance in the areas of (A) IEP awareness, (B) IEP participation, (C) knowledge of IEP content, (D) awareness of strengths and challenges, and (E) communication skills for the IEP meeting. The student’s reported increased performance in each area by school is outlined in the table below.

ASPIRE Outcomes

SCHOOLS	A	B	C	D	E
1	13%	38%	25%	13%	25%
2	100%	78%	10%	67%	89%
3	88%	57%	86%	100%	86%
4	70%	80%	70%	60%	80%
5	33%	50%	33%	17%	50%
6	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
8	88%	50%	63%	75%	63%
9	80%	60%	60%	60%	60%
10	60%	80%	70%	70%	80%
11	73%	73%	64%	64%	45%
12	73%	70%	70%	64%	69%

In addition, the project worked collaboratively within the “Required Technical Assistance on Transition Plans” and the “Communities of Practice” (COPS) initiatives by providing personnel and funding. Consultants from the project worked with the state transition specialist in the Required Technical Assistance on Transition Plans initiative to provide training and coaching in writing compliant transition plans. GraduateFIRST also sponsored one of the statewide COPS I Institutes held in Forsyth, Georgia, in February 2011.

Project Search - This internship project is available to districts to help students with disabilities (SWD) obtain work skills and employment. The focus of the project is to provide SWD the opportunity to work in a supportive environment while they develop job and career skills that can lead to positive postsecondary outcomes. The program worked collaboratively with identified businesses, the school district, and Vocational Rehabilitation, as well as with the student and family. During the 2010-2011 school year, 16 districts participated in the project, an increase of two districts from the 2009-2011 school year. Each district has a Project Search site or pays for one or more of their students to attend a project search program. The project saw an increase in interns (85) over the 2009-2010 school year (77). Statewide, Project Search was able to provide 45 employment opportunities, which is an increase of 18 from last year.

Division for Special Education Communication - The State made use of the communication tree to provide school district transition designees with updates concerning transitions. All districts are represented on this communication tree. The State sent regular emails and updates to these individuals to keep them abreast of best practices, compliance requirements, and other transition issues. The State provided mentoring and coaching on postsecondary and employment issues to the transition coordinators in each district through this communication tool. Best practices for

transition were included in the monthly District Liaison (DL) Updates sent to special education directors and in the Special Education Newsletter, which is sent to special education teachers.

Find Them Faster: Strategies to Maintain Contact with Graduates - The State presented innovative strategies during the Georgia Council of Administrators of Special Education Spring Leadership Meeting to all districts. Over 200 special education directors and administrators participated in the meeting. Strategies presented included ways to locate students and improve their response rates for the postsecondary survey and ways to remain in compliance while collecting their postsecondary data.

Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) and Individual Graduation Plan Activities - At regional meetings in June, staff from the Division for Special Education Services and Supports gave information to secondary counselors in three regional trainings to explain how transition service plans can build upon the IGP. Emphasis was placed on the importance of all students having an IGP in addition to their individual education programs (IEPs). Information about the Bridge Law and IGPs was included in every transition training presented by the Division since May 2010, to assure that all personnel who work with students with disabilities are appropriately aware of these requirements. Plans have been made to include additional technical assistance via webinars that will be archived on the Career Technical and Agricultural Education and the Division for Special Education Services and Supports web pages to ensure that this information is available to all counselors and special education teachers in Georgia.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to add the following improvement activity to the State Performance Plan.

Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) and Individual Graduation Plan Activities - The BRIDGE Law was signed May 2010. It mandates that all students in middle and high school receive counseling and regularly scheduled advisement to assist them in choosing a career area, creating an Individual Graduation Plan (IGP), and graduating from high school prepared to go to college or enter the workforce.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (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).

FFY	Measurable and Rigorous Target
<i>FFY 2010 (2010-2011)</i>	100% of noncompliance will be identified and corrected as soon as possible but in no case later than one year from identification.

Actual Target Data for FFY 2010:

99.60% (1,488 out of 1,494) of noncompliance was identified and corrected as soon as possible but in no case later than one year from identification.

During **FFY 2010**, **99.60%** (1,488 out of 1,494) of noncompliance was identified and corrected as soon as possible but in no case later than one year from identification. The State **did not meet the FFY 2010 target (100%)** and **demonstrated slippage** (.40 percentage points) from the FFY 2009 data (100%).

Describe the process for selecting LEAs for Monitoring:

During FFY 2009, the Georgia Department of Education (GaDOE) implemented an effective system of General Supervision to complete the following tasks: (1) Support practices that

improve educational results and functional outcomes; (2) Use multiple methods to identify and correct noncompliance within one year; and (3) Use mechanisms to encourage and support improvement and to enforce compliance. The GaDOE’s system for General Supervision included eight components, which are depicted in the graphic below.



The State provided appropriate accountability to ensure that Local Educational Agencies complied with federal regulations. Fidelity of compliant practices was enforced by using a tiered monitoring system that enabled the State to “monitor” all districts every year. Monitoring can be defined as “a continuing function or operation that uses systematic collection and analysis of data on specified indicators to provide management and stakeholders with indications of the extent of progress and achievement of targets and progress in continuous improvement” (National Center for Special Education Accountability Monitoring (NCSEAM), *Issues of General Supervision and the Annual Performance Report*). Georgia’s tiered system for monitoring district data is depicted in the graphic below. Tier 1 procedures were implemented for all districts in the state to enforce compliance and improve results. Tier 2 procedures were consistently implemented for a targeted group of districts, which were either triggered by Tier 1, data such as District Determinations data, or the State’s six-year monitoring cycle. Tier 3 procedures were implemented for a targeted group of districts and differentiated to meet their compliance and/or performance needs, which were either triggered by the previous tier’s data or the state’s six-year monitoring cycle. In most instances, Tier 3 monitoring activities were conducted onsite. Although Records Review is an onsite activity, the monitoring of data is the same for the targeted group of districts. The monitoring activities at Tiers 2 and 3 provided the State with documentation to review district-level policies, procedures, and practices.

Tier 4’s monitoring activities were implemented for one district that demonstrated difficulty in timely correcting noncompliance, which is a rare incidence. The State entered into a formal contract with the district and directed corrective actions and funds. The terms of a formal contract are different from a Corrective Action Plan. The State closely monitored the progress of the district’s corrective actions to ensure that although late, the district subsequently corrected its noncompliance.

**Georgia Department of Education (Division for Special Education)
Tiered System for Monitoring Districts for General Supervision**



The Division for Special Education Services and Supports provides a system of General Supervision for local districts. The Division monitors each district every year to ensure timely identification and correction of noncompliance. At each tier, the Division conducts a systematic collection and analysis of data to inform compliant practices and improve results. As the tiers go up, there is increased intensity in the review of data. Districts are targeted for each tier based either on data or the State’s monitoring cycle.

Based on the review of data from these components, the GaDOE ensured timely identification and correction of noncompliance that ultimately fostered a “continuous improvement monitoring process.” All districts identified as having noncompliance were required to follow appropriate procedures to make timely correction of the noncompliance. See the explanations for several of the monitoring activities below.

Comprehensive Monitoring Activity - The Division for Special Education supported other Divisions in the Department with an integrated monitoring of a targeted group of schools such as collaboration with the Office of School Improvement for Georgia Assessment of Performance on School Standards (GAPSS) visits. Schools were targeted based on their Adequate Yearly Progress (AYP) status, and targeted schools received onsite visits from a multidisciplinary team. In many cases, performance for SWD was an issue for these schools.

Focused Monitoring - The State defined the priorities and identified school districts that met the criteria. School districts were ranked, based on their data for each priority goal and compared against districts of similar size. Districts were sorted into five size groups so that districts were compared to districts of similar size. The districts from the lowest quartile of each enrollment size group were selected for onsite reviews. Local districts selected for Focused Monitoring were those that have the greatest opportunity for improvement. The onsite 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.

Record Reviews - The State conducted Record Reviews to evaluate due process procedural compliance for local districts. The State maintained an internal schedule and notified districts approximately one month prior to the onsite visit. The State used its records review process to obtain most data on appropriate transitional goals for Indicator 13.

Fiscal Monitoring - Federal regulations and general supervision administrative procedures require the State Educational Agency (SEA) to monitor high risk programs. Georgia conducted a risk assessment to determine whether the LEA had high risk and required program monitoring and/or fiscal monitoring. The Division for Special Education assigns points to specified elements and combines those points with the Finance Budget Office (FBO) Risk Rating to determine each LEA's fiscal risk score. LEAs with a score of 0 to 25 points would be determined to be a low risk. Those LEAs with a score of 26 to 100 points would be determined to be a medium risk. Those LEAs with a score greater than 101 points would be determined to be at high risk. The goal for an LEA would be to have a low risk rating score. Intervention Risk Assessment Strategies were determined for each risk rating group.

Those LEAs with a final risk score of 101 or higher would be determined to be a high risk district. LEAs within the following high risk elements are automatically monitored regardless of the LEA's final fiscal risk score:

- Department decision to monitor the LEA.
- LEAs with fiscal irregularities or factors resulting in a return of special education funds.
- LEAs with the same finding two years in a row.
- LEAs with completion reports with a variance over 125% two years in a row.

In addition to the risk assessment, all districts that received a Records Review were required to complete a fiscal self-assessment, which provided additional data for the Division as well. Based upon the district's self-assessment ratings and/or documentation, the Division identified noncompliance and provided technical assistance as needed.

Data Verifications and Audits - The Division for Special Education selected a sampling of districts to provide data verification based on certain risk factors. In these instances, the districts provided appropriate documentation to support valid and accurate data reporting practices. Although some monitoring procedures are in place for all districts, this level of verification impacted a target group of districts.

Dispute Resolution - The State provided onsite monitoring of targeted districts as a part of the complaint investigation process. This data and documentation were used to support identification and/or correction of noncompliance for LEAs in due process.

Disproportionality Self-Assessment - The State administered the Disproportionality Self-Assessment Monitoring Protocol to all districts identified as having some type of disproportionality determination. Based on the review of this data and any other pertinent documentation, the State used this information to inform identification of noncompliance.

Timeline Reviews - Timeline summary reports were submitted as a part of the required publicly reported data to the State last July. Each local district submitted a summary of its performance in meeting timelines for initial placements, eligibility redeterminations, and Babies Can't Wait (part C) preschool transitions that were completed during that fiscal year (July 1-June 30).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Collaborative Partnership - The State worked collaboratively with the Data Accountability Center (DAC) on an as needed basis to ensure the State's monitoring and correction of noncompliance process is effective. The State did not consult DAC during FFY 2010 for updated technical assistance. However, the State will continue to consult with DAC to stay updated on current trends.

National or Regional Training - The State participated in trainings and received technical assistance from Southeastern Regional Resource Center (SERRC) related to the correction of noncompliance. The technical assistance was helpful to state staff members as they redelivered training and resources to districts that did not meet compliance.

Training - The State provided annual training to monitoring team members to ensure monitoring teams are evaluating district compliance and performance with fidelity. The training was held in September 2010; team members extensively studied the IDEA compliance requirements.

During FFY 2010, the Division for Special Education held monthly webinars for special education directors to provide ongoing opportunities for technical assistance. In addition to the monthly webinars, the State Director of Special Education piloted weekly email communication to provide technical assistance about compliant practices for SWD. The Division for Special Education continued regional supports for districts by continuing assignments of state personnel to attend monthly district meetings. Regional meetings were held at centrally located places where districts from that area could attend.

In addition to the improved communication between the state and LEAs, the Division for Special Education updated its Implementation Manual to support districts. This information is very useful for appropriate interpretation of federal regulation. Another helpful practice was the use of various stakeholder committees to obtain feedback to guide the state’s leadership. The State Advisory Panel continued to assist the Division in reviewing state data and making recommendations for improvement. A Disproportionality Stakeholders’ Committee was established to review the state’s procedures in providing supervision for this area. Also, the State Director of Special Education met quarterly with a group of special education directors representative of the state’s demographic regions. This group provided feedback necessary to evaluate and review state procedures, policies, and practices. Lastly, a steering committee was convened to support the Georgia Network Educational Therapeutic Service (GNETS).

Note: For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2009 (July 1, 2009 through June 30, 2010) and verified as corrected as soon as possible and in no case later than one year from identification.

Timely Correction of FFY 2009 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2009 (the period from July 1, 2009 through June 30, 2010) (Sum of Column a on the Indicator B15 Worksheet)	1494
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	1488
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	6

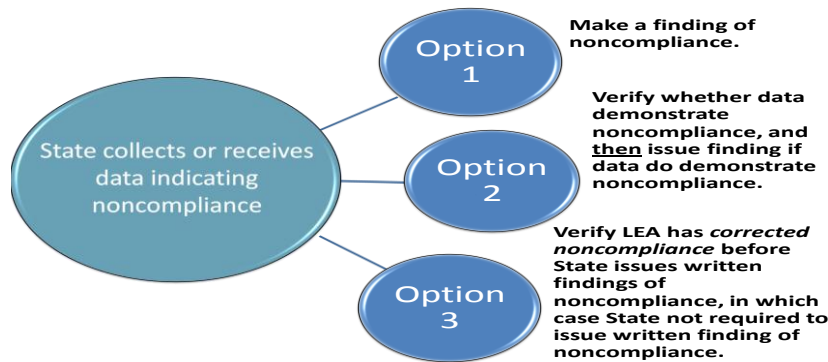
FFY 2009 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2009 findings not timely corrected (same as the number from (3) above)	6
5. Number of FFY 2009 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	6
6. Number of FFY 2009 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction for findings of noncompliance identified in FFY 2009 (either timely or subsequent):

As specified in OSEP’s FFY 2009 SPP/APR Response Table, the State must, when reporting the correction of noncompliance for Indicator 15, report that it verified that each LEA with noncompliance identified in FFY 2009: (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, dated October 17, 2008.

In FFY 2009, there were 1,494 findings of noncompliance identified through the system of General Supervision. The State issued findings based one of the three options. The graphic below shows the three options.



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The GaDOE notified the district superintendent of the finding in writing and required the district to correct the noncompliance as soon as possible, but no later than one year from the notification. The State ensured timely correction of the noncompliance by providing targeted technical assistance for districts, which was based on level, nature, and root cause of the noncompliance.

The State verified that each LEA with noncompliance identified in FFY 2009 corrected the noncompliance based on the following criteria: (1) correctly implemented the specific regulatory requirements, (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2009 (including any revisions to general supervision procedures, technical assistance provided, and/or any enforcement actions that were taken):

In FFY 2009, there were 1,494 findings of noncompliance identified through monitoring activities, and 1,488 were corrected within one year of written notification of noncompliance. The State required periodic data submissions of each district. The documentation was reviewed

by staff of the Division for Special Education. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. The State verified that 99.60% of noncompliance was corrected within one year of written notification (including noncompliance identified through the State’s monitoring system, through the data system, and by the Department) and has verified that the districts are correctly implementing the specific regulatory requirements. In all instances of noncompliance, correction has been verified for each individual student issue identified in the districts, as well as through a sample verification of additional records to ensure changes and correction in the implementation of regulatory requirements pursuant to the Office of Special Education Program’s (OSEP) Memorandum 09-02. If appropriate, the LEA changed policies, practices, and/or procedures that contributed to or resulted in noncompliance.

Per the OSEP Response Table, Georgia must report on correction of the previously identified noncompliance described in the Response Table under the specific indicators. Additionally, the State has verified correction of noncompliance for a cluster identified in the B-15 Self-Calculating Worksheet for FFY 2010 as “Other Areas of Noncompliance: FAPE.” Thirty districts were issued 99 findings relative to FAPE during FFY 2009. Out of 99 findings, 97 findings were timely corrected. One district subsequently corrected its noncompliance. The State required periodic data submissions of each district. The documentation was reviewed by staff of the Division for Special Education. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. In all instances of noncompliance, correction has been verified for each individual student issue identified in the districts, as well as through a sample verification of additional records to ensure changes and correction in the implementation of regulatory requirements pursuant to the Office of Special Education Program’s (OSEP) Memorandum 09-02. If appropriate, the LEA changed policies, practices, and/or procedures that contributed to or resulted in noncompliance. All other verification of correction relative to an indicator is reported under that indicator.

The State has revised its system of General Supervision to ensure that 100% of noncompliance will be timely corrected by creating a Targeted Technical Assistance Framework, which is depicted in the graphic below. Based on this Framework, Georgia will be able to differentiate resources to match the individualized needs of districts. See chart on the next page.

Georgia Targeted Technical Assistance Model for Districts that have Noncompliance

Compliance Status	Factor (Based on Nature and Level of Noncompliance)	District Required Actions Prong 1 and 2 Data (Revise policies, practices, and procedures, as needed)	State Targeted Technical Assistance
1 child/Few instances of noncompliance ($\geq 95\%$)	Districts that have isolated instances of noncompliance and will require minimal technical assistance from the State to timely correct	Correct each instance and submit updated data for verification @ 100% Development of a Corrective Action Plan (CAP) may not be necessary; however, the district must consider the root cause of the noncompliance.	The State provides minimal support and/or technical assistance, as needed. Districts may also access pre-developed toolkits to assist in correction.
Compliance Level 75% - 94%	Districts that are not repeat offenders and have few findings (<3) of noncompliance	Correct each instance & submit updated data for verification AND Use root cause analysis and select CAP activities	The State provides support for the district to conduct a root cause analysis and select CAP activities. Targeted technical assistance is provided, as needed. Districts may also access pre-developed toolkits to assist in correction.
	Districts that are repeat offenders and/or have multiple findings (≥ 3) of Noncompliance	Correct each instance & submit updated data for verification AND Use root cause analysis and select CAP activities	The State directs the root cause analysis and CAP development process. Targeted technical assistance and monitoring of correction are provided.
Compliance Level <75%	Districts that have substantially low level of compliance—even for one finding	Correct each instance & submit updated data for verification AND Use root cause analysis and select CAP activities	The State directs the root cause analysis and CAP development process. Targeted technical assistance and monitoring of correction are provided.

Actions Taken if Noncompliance Is Not Corrected

For findings of noncompliance identified in FFY 2009 for which the State has not yet verified correction, explain the actions the State is undertaking to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.

All identified noncompliance identified in FFY 2009 were either timely or subsequently corrected.

Correction of Remaining FFY 2008 Findings of Noncompliance (if applicable)

If the State reported <100% for this indicator in its FFY 2009 APR and did not report in the FFY 2009 APR that the remaining FFY 2008 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2008 findings noted in OSEP’s FFY 2009 APR response table for this indicator	0
2. Number of remaining FFY 2008 findings the State has verified as corrected	0

3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0
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Correction of Any Remaining Findings of Noncompliance identified in FFY 2007 or Earlier (if applicable)

Provide information regarding correction using the same table format provided above for any remaining findings identified in FFY 2008 or earlier.

There are no additional findings of noncompliance.

Additional Information Required by the OSEP FFY 2009 APR Response Table for this Indicator (if applicable):

No additional information was required by the OSEP FFY 2009 APR Response Table.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There are no revisions at this time.

Part B. Indicator 15 Worksheet

<i>Indicator/Indicator Clusters</i>	<i>General Supervision System Components</i>	<i># of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</i>
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
2. Percent of youth with IEPs dropping out of high school.				
14. Percent 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 training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	2	2	2
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	9	9
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
4A. Percent of districts identified 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.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1

APR Template – Part B (4)

<i>Indicator/Indicator Clusters</i>	<i>General Supervision System Components</i>	<i># of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</i>
4B. 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.	Dispute Resolution: Complaints, Hearings	3	3	3
5. Percent of children with IEPs aged 6 through 21 – educational placements.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	20	27	24
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	13	29	29
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.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	1	1	1
	Dispute Resolution: Complaints, Hearings	12	16	16
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings			
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	59	1,061	1,061
	Dispute Resolution: Complaints, Hearings	5	6	6
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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	11	38	38
	Dispute Resolution: Complaints, Hearings			
13. Percent of youth aged 16 and above with 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 service needs.	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	26	196	195
	Dispute Resolution: Complaints, Hearings			

APR Template – Part B (4)

Georgia
State

<i>Indicator/Indicator Clusters</i>	<i>General Supervision System Components</i>	<i># of LEAs Issued Findings in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(a) # of Findings of noncompliance identified in FFY 2009 (7/1/09 to 6/30/10)</i>	<i>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</i>
Other areas of noncompliance: FAPE	Monitoring Activities: Self-Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other	30	99	97
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance:	Monitoring Activities: Assessment, Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			1,494	1,488
Percent of noncompliance corrected within one year of identification =			(b) / (a) X 100 =	99.60%
(column (b) sum divided by column (a) sum) times 100.				

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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))

<p>Measurement:</p> <p>(1.1.): # of written, signed complaints with reports issued (1.1b): # of decisions within 60 days (1.1c): # of decisions within appropriately extended timelines</p> <p>Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.</p>

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>FFY 2010 (2010-2011)</i>	<i>100%</i> 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.

Actual Target Data for (FFY 2010):

Table 1. Signed Written Complaints

	<i># of written, signed complaints with reports issued (1.1)</i>	<i># of decisions within 60 days (1.1b)</i>	<i># of decisions within appropriately extended timelines (1.1c)</i>	<i>Percent resolved within timelines</i>
<i>2010 (2010-2011)</i>	55	55	0	100%

During **FFY 2010**, **100%** (55 out of 55) signed written complaints with reports issued were resolved within 60-day timeline or an extended timeline for exceptional circumstances with respect to a particular complaint or because the parent (or individual/organization) and the public agency agreed to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state. The State **met the FFY 2010 target (100%)** and ***maintained the data*** from FFY 2009 (100%) for complaints resolved within timelines.

During FFY 2010, the State received technical assistance from the Office of Special Education Programs (OSEP) state contact, the Southeast Regional Resource Center (SERRC), and the National Center on Dispute Resolution (CADRE) regarding the complaint process and the establishment of a continuum of alternative dispute resolution processes. The State has implemented an efficient complaint process reliant on an automated data collection system and a team of highly skilled complaint investigators.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Complaint Investigation Process - Complaint investigators were selected through a Request for Proposals (RFP) process. Georgia had nine complaint investigators under contract for FFY 2010. They received complaint investigation assignments based on their areas of expertise and availability. Any potential conflict of interest was also a consideration in making an assignment. The State provided training, as necessary, to keep investigators updated on federal and state law including the requirements for extending a complaint investigation timeline. In addition to the annual training provided to complaint investigators during July 2010, ongoing technical assistance, coaching, and feedback were provided to each investigator as needed and requested during and after the complaint investigation process for each case. At the completion of each complaint investigation, follow-up surveys were sent to complainants and the districts to assess the fidelity of the process as facilitated by the complaint investigator.

State Training Module - During FFY 2010, the complaint investigator training materials were expanded and revised based on materials acquired through technical assistance activities conducted each year. The State provided ongoing coaching, at least one training annually, and technical assistance from CADRE. A one-day training for investigators and mediators was held in July that focused on IDEA regulations and other regulations, including requirements for complaint investigation timeline extensions. Survey results from participants in the complaint process were used to evaluate the knowledge and procedural conduct of investigators. These results provided data for future improvements. The contracted complaint investigators assisted the State in meeting required timelines and addressing all issues raised by the complainant in the resolution letter. The appropriate staff consulted with SERRC regarding issues of compliance before developing training materials. Materials and processes utilized by other states were reviewed online.

State Advisory Panel (SAP) Dispute Resolution Subcommittee - During FFY 2010, the State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute resolution data and recent due process hearing decisions. The SAP subcommittee also reviewed the data related to formal complaints and discussed the common themes of the complaints occurring throughout the state. SAP made recommendations to provide technical assistance to districts in these areas.

The State's technical assistance provided more information to parents on accessing the complaint process. The dispute resolution web page was reviewed and revised as needed.

Updates to Local Educational Agencies (LEA) - During FFY 2010, the Division for Special Education provided technical assistance to school districts in the dispute process through monthly written communications to the local special education directors via the weekly email BLAST and the monthly Special Education Director's webinars. The State Director also addressed dispute resolution issues as needed in the quarterly special education Forum discussion.

In addition, training on the dispute resolution processes was provided to special education directors and parents at the Parent Mentor Training Workshop, the Special Education Spring Leadership Meeting, the Special Education Leadership Development Academy (SELDA), and the Georgia Council of Special Education Administrators (GCASE) conference.

State Educational Agency (SEA) Training - State staff worked to facilitate the formal complaint process by participating in webinars with the Center for Appropriate Dispute Resolution in Special Education (CADRE) for dispute resolution managers. The effectiveness of the Division's ongoing professional learning regarding dispute resolution is measured by the completion of investigations in a timely manner. Complaint investigators received training that included information for properly extending the complaint timeline.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia (P2P), a four-part webinar series was developed and presented to families on Due Process. The webinars were advertised through media blasts, social media websites and on the P2P website. Parent Mentors were trained on dispute resolution procedures by the state specialist at "Parent Mentor University," a one-day workshop that provides information on special education issues and processes.

The P2P and Parent Mentor websites, which are linked to the Georgia Department of Education website, provided parents with direct access to The Parents' Rights brochure and to dispute resolution forms. PTI wrote parent friendly fact sheets explaining dispute resolution and the dispute process. These are posted on the GaDOE website and on the Parent Mentor and P2P websites.

In addition, GaDOE developed a 30 minute webcast in English and Spanish on parent rights ([Parents' Rights Videos](#)). The State will post the webcast on the GaDOE website during the 2011-2012 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to add the following improvement activities to the State Performance Plan.

Technical Assistance with Center for Appropriate Dispute Resolution in Special Education (CADRE) - Georgia is one of a select group of states to enter into an agreement with CADRE to

participate in an intensive technical assistance workgroup regarding IEP facilitation. Over the next 20 months, and subject to workgroup prioritization, CADRE will partner with committed states to develop/improve state-level Individual Education Program (IEP) Facilitation Program, and to develop resources, protocols, trainings, and coaching models that will improve local capacity to conduct effective IEP meetings.

Paralegal Oversight - The State will add a paralegal to the Division to monitor assignments of the dispute resolution processes, as well as to collect data to monitor compliance related to the dispute resolution process and procedures.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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, within the required timelines.

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

Measurement:

(3.2): # of hearings fully adjudicated

(3.2 (a)): # of hearing decisions with 45 days

(3.2 (b)): # of hearing decisions within appropriately extended timeline

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

<i>FFY</i>	<i>Measurable and Rigorous Targets</i>
2010 (2010-2011)	100% 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.

Actual Target Data for (FFY 2010):

Table 1 Hearing Requests Data

<i>FFY</i>	# of hearing requests (3)	# of hearing requests withdrawn or settled prior to completion of hearing (3.4)	# of hearings fully adjudicated (3.2)	# of hearing decisions with 45 days (3.2a)	# of hearing decisions within appropriately extended timeline (3.2b)	Percentage completed within 45-days or appropriate extension
2010 (2010-2011)	69	61	3	0	3	100%

During **FFY 2010**, **100%** (3 out of 3) 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. The State *met the FFY 2010 target (100%)* and *maintained the data (100%)* from the FFY 2009.

Throughout FFY 2010, the State consulted with the Office of State Administrative Hearings (OSAH) to discuss the results of the due process hearings and recommendations for improving the due process hearing procedures from FFY 2009. Technical assistance was provided by the OSEP state contact to develop guidance for granting appropriate due process hearing extensions. This guidance was provided to the OSAH and implemented during FFY 2010.

Looking at the dispute resolution process as a whole, there were 69 requests for due process hearings between July 1, 2010 and June 30, 2011. Sixty-one (61) of 69 (88%) cases were resolved without going to a hearing as of June 30, 2011; 12 of the 61 cases (19.6%) resolved without a hearing were settled through early resolution sessions and mediation agreements. Five requests were pending. These data indicate that the State's dispute resolution process overall is working to resolve conflicts, with dispute resolution processes occurring prior to a fully adjudicated due process hearing.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Communication Strategies - Hearing decisions from fully adjudicated due process hearings, as well as summary determinations and summary judgments, were posted from school year FFY 2000 forward on the GaDOE web page at [Due Process Hearing Decisions](#) . All stakeholders had access to review redacted, fully adjudicated due process hearing decisions. This allowed stakeholders to stay abreast of recent decisions concerning case law.

State Advisory Panel (SAP) Dispute Resolution Subcommittee - During FFY 2010, the State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute resolution data and recent due process hearing decisions. The SAP subcommittee also reviewed the data related to formal complaints and discussed the common themes of the complaints occurring throughout the state. SAP made recommendations to provide technical assistance to districts in these areas. The State's technical assistance provided more information to parents on accessing the due process hearings process. The dispute resolution web page was reviewed and revised as needed.

Updates to Local Educational Agencies - During FFY 2010, the Division for Special Education provided technical assistance to school districts in dispute resolution through monthly written communications to the local special education directors via the weekly email BLAST and the monthly Special Education Director's webinars. Due process hearing procedures and early resolution sessions were included as topics. The State Director also addressed dispute resolution issues as needed in the quarterly special education Forum discussion.

In addition, training on the dispute resolution processes was provided to special education directors and parents at the Parent Mentor Training Workshop, the Special Education Spring Leadership Meeting, the Special Education Leadership Development Academy (SELDA), and the Georgia Council of Special Education Administrators (GCASE) conference.

Implementation Manual - State staff continued with revisions and updates to the Dispute Resolution chapter of the Special Education Rules Implementation Manual. The revised chapter, which clarifies the procedures and processes for due process hearings, was posted with Part I of the revised Implementation Manual on the GaDOE website in 2011. The Implementation Manual is used for guidance; it is reviewed continually and revised as needed.

State Educational Agency (SEA) Training - State staff participated in webinars regarding dispute resolution, as available, through CADRE and other resources. The State worked to facilitate impartial and compliant due process hearings by participating in the CADRE listserv for dispute resolution managers. These activities provided technical assistance to SEA staff responsible for dispute resolution. The SEA provided funding to the Office of State Administrative Hearings (OSAH) for training of Administrative Law Judges.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia (P2P), a four part webinar series was developed and presented to families on Due Process. The webinars were advertised through media blasts, social media websites and on the P2P website. Parent Mentors were trained on dispute resolution procedures by the state specialist at “Parent Mentor University,” a one-day workshop that provides information on special education issues and processes.

The P2P and Parent Mentor websites, which are linked to the Georgia Department of Education website, provided parents with direct access to The Parents’ Rights brochure and to dispute resolution forms. PTI wrote parent friendly fact sheets explaining dispute resolution and the dispute resolution process. These are posted on the GaDOE website and on the Parent Mentor and P2P websites.

In addition, GaDOE developed a 30 minute webcast in English and Spanish on parent rights ([Parents' Rights Videos](#)). The State will post the webcast on the GaDOE website during the 2011-2012 school year.

Data Collection - The State continued to maintain its current procedures in the collection of data regarding due process hearing requests adjudicated within the 45-day timeline. The database was used to monitor all timelines and extensions. The State continued to monitor the timelines and work with OSAH to ensure compliance with the timeline requirements.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to add the following improvement activities to the State Performance Plan.

Technical Assistance with Center for Appropriate Dispute Resolution in Special Education (CADRE) - Georgia is one of a select group of states to enter into an agreement with CADRE to participate in an intensive technical assistance workgroup regarding IEP facilitation. Over the next 20 months, and subject to workgroup prioritization, CADRE will partner with committed states to develop/improve the state-level Individual Education Program (IEP) Facilitation Program, and to develop resources, protocols, trainings, and coaching models that will improve local capacity to conduct effective IEP meetings.

Paralegal Oversight - The State will add a paralegal to the Division to monitor assignments of the dispute resolution processes, as well as to collect data to monitor compliance related to dispute resolution process and procedures.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

Monitoring Priority: Effective General Supervision Part B / General Supervision

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))

Measurement:

(3.1 (a)): Written settlement agreements reached through resolution meetings

(3.1): Resolution meetings

Percent = (3.1(a) divided by 3.1) times 100.

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

Actual Target Data for (FFY 2010):

During **FFY 2010**, **25%** (12 out of 48) resolution sessions resulted in settlement agreements. The State **did not meet the FFY 2010 target** (60-70%) and **demonstrated slippage** (16.2 percentage points) from the FFY 2009 data (52.5%) of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

In FFY 2010, 12 resolution sessions resulted in agreements, which were 11 fewer than the number of settlement agreements reached in FFY 2009, even though the number of resolution sessions conducted increased from 44 (FFY 2009) to 48 (FFY 2010). In spite of the number of resolution sessions increasing by 4 in FFY 2010, the number of agreements declined.

Looking at the dispute resolution process as a whole, there were 69 requests for due process hearings between July 1, 2010 and June 30, 2011. Sixty-one (61) cases (88.4%) were resolved without going to a hearing as of June 30, 2011; 17 of the 69 cases (24.6%) resolved without a hearing were settled through early resolution sessions and mediation agreements. These data indicate that the State’s dispute resolution process overall is working to resolve conflicts with dispute resolution processes occurring prior to a fully adjudicated due process hearing.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Database - The Division for Special Education will continue to refine the database that has been developed to integrate the data from all dispute resolution processes (complaints, mediations, resolution sessions, and due process hearings). The data for Table 7 is generated from the database.

Communication Strategies - Hearing decisions from fully adjudicated due process hearings, as well as summary determinations and summary judgments, were posted from school year FFY 2000 forward on the GaDOE web page at [Due Process Hearings Decisions](#) . All stakeholders were able to review redacted fully adjudicated due process hearing decisions. This allowed stakeholders to stay abreast of recent decisions concerning case law.

State Advisory Panel (SAP) Dispute Resolution Subcommittee - During FFY 2010, the State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute resolution data and recent due process hearing decisions. The SAP subcommittee also reviewed the data related to formal complaints and discussed the common themes of the complaints occurring throughout the state. SAP made recommendations to provide technical assistance to districts in these areas. The State's technical assistance provided more information to parents on accessing the due process hearings process. The dispute resolution web page was reviewed and revised as needed.

Updates to Local Educational Agencies (LEA) - During FFY 2010, the Division for Special Education provided technical assistance to school districts in dispute resolution through monthly written communications to the local special education directors via the weekly email BLAST and the monthly Special Education Director's webinars. A journal article provided by the Center for Alternative Dispute Resolution (CADRE) that described a continuum of dispute resolution alternatives was provided as a monthly highlight. A session for special education directors that focused on awareness of the dispute resolution continuum was conducted at the Spring Special Education Leadership Meeting.

State Educational Agency (SEA) Training - State staff participated in webinars regarding dispute resolution, as available, through CADRE or other resources. GaDOE staff worked to facilitate the effective use of early resolution sessions by participating in the CADRE listserv for dispute resolution managers. These activities provided technical assistance to SEA staff responsible for dispute resolution.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia (P2P), a four-part webinar series was developed and presented to families on Due Process. The webinars were advertised through media blasts, social media websites and on the P2P website. Parent Mentors were trained on dispute resolution procedures by the state specialist at "Parent Mentor University," a one-day workshop that provides information on special education issues and processes.

The P2P and Parent Mentor websites, which are linked to the Georgia Department of Education website, provided parents with direct access to The Parents' Rights brochure and to dispute resolution forms. PTI wrote parent friendly fact sheets explaining dispute resolution and the

dispute resolution process; these are posted on the GaDOE website and on the Parent Mentor and P2P websites.

In addition, GaDOE developed a 30-minute webcast in English and Spanish on parent rights ([Parents' Rights Videos](#)). The State will post the webcast on the GaDOE website during the 2011-2012 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to add the following improvement activities to the State Performance Plan.

Technical Assistance with Center for Appropriate Dispute Resolution in Special Education (CADRE) - Georgia is one of a select group of states to enter into an agreement with CADRE to participate in an intensive technical assistance workgroup regarding IEP facilitation. Over the next 20 months, and subject to workgroup prioritization, CADRE will partner with committed states to develop/improve the state-level Individual Education Program (IEP) Facilitation Program, and to develop resources, protocols, trainings, and coaching models that will improve local capacity to conduct effective IEP meetings.

Paralegal Oversight - The State will add a paralegal to the Division to monitor assignments of the dispute resolution processes, as well as to collect data to monitor compliance related to dispute resolution process and procedures.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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:

(2.1(a)(i)): Mediation agreements related to due process complaints

(2.1(b)(i)): Mediation agreements not related to due process hearings

(2.1): Mediations held

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

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 <i>(2010-2011)</i>	60 - 70% of mediations held will result in agreement.

Actual Target Data for (FFY 2010):

Table 1. Mediations

Fiscal Year	Mediation requests total (2)	Mediations not held including pending (2.2 & 2.3)	Mediations conducted related to due process [2.1(a)]	Mediation agreements related to due process complaints [2.1(a)(i)]	Mediations conducted not related to the due process hearing [2.1(b)]	Mediation agreements not related to due process hearings [2.1(b)(i)]	Agreement rate
2010-2011	88	20	16	5	52	38	63%

During **FFY 2010**, **63.2%** (43 out of 68) of mediations held were resolved with an agreement. The State **met the FFY 2010 target** (60-70%) but **demonstrated slippage** (5.7 percentage points) from the FFY 2009 data (68.9%).

Eighty-eight (88) mediations were requested in FFY 2010; 20 out of 88 requests for mediation were not held, including those that are pending or withdrawn. Sixty-eight (68) were held. Forty-

three (43) out of 68 mediations reached an agreement. Sixteen out of 68 of the mediations held were related to due process hearings; 52 out of 68 were not related to a due process request.

The State met the target in FFY 2010. In reviewing the subset of mediation requests, 52 mediations were held unrelated to due process; and of those, 38 were successful, resulting in a rate of agreement of 73%. Sixteen (16) mediation requests were conducted related to due process hearings; and of those, 5 were successful, resulting in an agreement rate of 31%. The mediations unrelated to due process yielded a higher success rate than those related to due process.

Mediators continue to be selected through an RFP (Request for Proposals) process. Georgia had twelve mediators under contract for FFY 2010. They received mediation assignments on a rotating basis. All contracted mediators were certified through the Georgia Office of Dispute Resolution. In addition, GaDOE provided training as necessary to keep them updated on federal and state law.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Training - Mediators were trained in conflict resolution, collaborative problem solving, and effective communication. The State trained the contracted mediators on Georgia Law, state practices, and updates on IDEA. In conjunction with GaDOE General Counsel, the State provided training on best practices in mediation facilitation. The training included a review of the prior year data and current issues in mediation. The State reviewed the compilation of survey results from the mediation participants. Ongoing coaching is provided by Division staff to the mediators based on feedback. GaDOE provides access to supported professional learning for mediators via the Justice Center of Atlanta.

State Advisory Panel (SAP) Dispute Resolution Subcommittee - During FFY 2010, the State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute resolution data and recent due process hearing decisions. The SAP subcommittee also reviewed the data related to formal complaints and discussed the common themes of the complaints occurring throughout the state. SAP made recommendations to provide technical assistance to districts in these areas. The State's technical assistance provided more information to parents on accessing the mediations process. The dispute resolution web page was reviewed and revised as needed.

Updates to Local Educational Agencies (LEA) - During FFY 2010, the Division for Special Education provided technical assistance to school districts in dispute resolution through monthly written communications to the local special education directors via the weekly email BLAST and the monthly Special Education Director's webinars. The State Director also addressed dispute resolution issues, as needed in the quarterly special education Forum discussion.

State Educational Agency (SEA) Training - State staff participated in webinars regarding dispute resolution, as available, through CADRE or other resources. The staff worked to facilitate the mediation process by participating in the CADRE listserv for dispute resolution managers. These activities were used to provide technical assistance to SEA staff responsible for dispute resolution.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia (P2P), a four-part webinar series was developed and presented to families on Due Process. The webinars were advertised through media blasts, social media websites, and on the P2P website. Parent Mentors were trained on dispute resolution procedures by the state specialist at “Parent Mentor University,” a one-day workshop that provides information on special education issues and processes.

The P2P and Parent Mentor websites, which are linked to the Georgia Department of Education website, provided parents with direct access to The Parents’ Rights brochure and to dispute resolution forms. PTI wrote parent friendly fact sheets explaining dispute resolution and the dispute resolution process; these are posted on the GaDOE website and on the Parent Mentor and P2P websites.

In addition, GaDOE developed a 30 minute webcast in English and Spanish on parent rights ([Parents' Rights Videos](#)). The State will post the webcast on the GaDOE website during the 2011-2012 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

The State would like to add the following improvement activities to the State Performance Plan.

Technical Assistance with Center for Appropriate Dispute Resolution in Special Education (CADRE) - Georgia is one of a select group of states to enter into an agreement with CADRE to participate in an intensive technical assistance workgroup regarding IEP facilitation. Over the next 20 months, and subject to workgroup prioritization, CADRE will partner with committed states to develop/improve the state-level Individual Education Program (IEP) Facilitation Program and to develop resources, protocols, trainings, and coaching models that will improve local capacity to conduct effective IEP meetings.

Paralegal Oversight - The State will add a paralegal to the Division to monitor assignments of the dispute resolution processes, as well as to collect data to monitor compliance related to dispute resolution process and procedures.

Part B State Annual Performance Report (APR) for FFY 2010

Overview of the Annual Performance Report Development: See pages 3 and 4.

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).

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
FFY 2010	a. 100.00% of Federal Data Reports and the State Performance Plan are submitted before the specified due dates, and b. 100.00% of state reported data are accurate.

Actual Target Data for FFY 2010:

During **FFY 2010**, 100.00% of the Federal Data Reports and the State Performance Plan were submitted before the specified due dates. The State **met the FFY 2010 target (100%) and showed progress (2.38 percentage points)** from the FFY 2009 data (97.62%).

Georgia had a composite score of 97.73% on the OSEP Part B Indicator 20 Data Rubric. Georgia **did not meet** its goal of 100% for accuracy, receiving a score of 97.73% on the Indicator 20 scoring rubric but **showed progress (.11 percentage points)** from the FFY 2009 data (97.62%). The state did not demonstrate 100% compliance because the edit check totals did not match the computed totals in section B, Special Education Paraprofessionals serving students with disabilities.

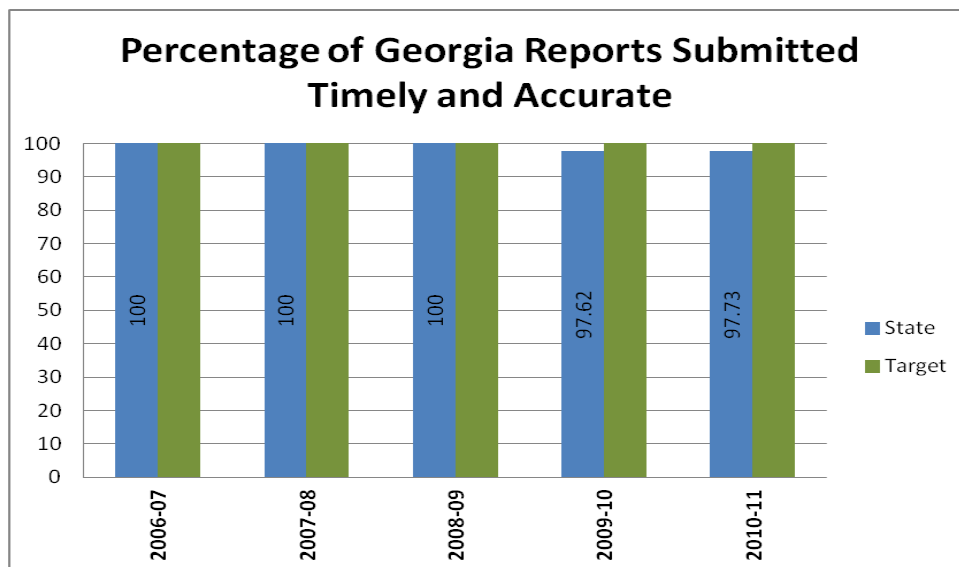
Georgia SPP/APR Data - Indicator 20			
APR Indicator	Valid and Reliable	Correct Calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
4B	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	40
APR Score Calculation	Timely Submission Points - If the FFY 2010 APR was submitted on-time, place the number 5 in the cell on the right.		5
	Grand Total - (Sum of subtotal and Timely Submission Points) =		45.00

Georgia 618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/2/11	1	1	1	1	4
Table 2 - Personnel Due Date: 11/2/11	1	1	0	N/A	2
Table 3 - Ed. Environments Due Date: 2/2/11	1	1	1	1	4
Table 4 - Exiting Due Date: 11/2/11	1	1	1	N/A	3
Table 5 - Discipline Due Date: 11/2/11	1	1	1	N/A	3
Table 6 - State Assessment Due Date: 12/15/11	1	N/A	N/A	N/A	1
Table 7 - Dispute Resolution Due Date: 11/2/11	1	1	1	N/A	3
Table 8 - MOE/CEIS Due Date: 5/1/11	1	N/A	N/A	N/A	1
				Subtotal	21
618 Score Calculation			Grand Total (Subtotal X 2.045) =		42.95

Georgia Indicator #20 Calculation	
A. APR Grand Total	45.00
B. 618 Grand Total	42.95
C. APR Grand Total (A) + 618 Grand Total (B) =	87.95
Total N/A in APR	0
Total N/A in 618	0
Base	90.00
D. Subtotal (C divided by Base*) =	0.977
E. Indicator Score (Subtotal D x 100) =	97.73

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2010):

Special Education Data File - The State has a data collection plan that includes policies and procedures for collecting and reporting accurate Section 618 and SPP/APR data. District users send data via a web-based application to the State through a secured login. Each data collection cycle includes well-documented requirements, including business rules and associated validation edits. Business rules and validations are designed to enforce state/federal laws and program requirements. District users are provided with data definitions, standards, file layouts, links to state board rules, Georgia law, and other resources. In addition to the documentation, the State data collection staff and the Division for Special Education staff provided regional annual instructor-led workshops, conference calls, and telephone support for each application. Five year trend data below show Georgia’s data submission performance for timely and accurate for 618 data and the State Performance Plan/Annual Performance Plan.



The data are collected on a predefined schedule. Districts maintain their data on an ongoing basis as part of their district operations. When the Student Record data are uploaded to the State, the data is current as of the date of the upload within the January through June collection cycle.

For FTE, the data are current as of the state-defined “count date.” The special education specific FTE count date is always the first Tuesday in October.

The Division for Special Education has a comprehensive database for the collection and analysis of all data related to general supervision and the Georgia Continuous Improvement Monitoring Process (GCIMP). The database includes the data elements reported for general supervision, continuous improvement, and compliance monitoring.

The State does not submit placeholder data for any 618 Federal Data Report. Georgia submitted 100% of required FFY 2010 reports on or before the due dates required by the OSEP. Georgia is one of 6 states reporting all allowable 618 data via the Education Data Exchange Network (EDEN). TABLE 7 - Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act is submitted directly to Westat.

Data Review - The State has procedures in place for editing and validating data submitted by data providers. File layouts indicate the data elements that are required for a particular collection cycle. For each required data element, there are validations that check whether ~~or not~~ an element is missing or invalid. The GaDOE staff also monitored the data collected to ensure files are uploaded with the appropriate type of data. Additional on-site data verification is conducted as part of the GCIMP including records review.

The State made data available to the public and it has procedures for reporting data quality problems with findings from the data reported. The Division released a profile report for each district within the state. These reports reflected each district’s performance on the SPP indicators and compared the district’s performance to overall state performance and the state target. The website organizes all SPP/APR indicator data in one location. Values are recorded as either above or below state targets; and three-year trend data, if available, were included. The data were presented in multiple formats, including user-friendly graphs with navigational links to all other state reports. Guides assist the public in the use of the report and provide information on data sources and calculations to assist viewer in understanding the reports. District reports can be reviewed at [About Special Education Reports](#). The State has district management policies and procedures for maintaining the integrity of the data collection and reporting system.

The Division for Special Education continued to implement strategies for ensuring the timeliness and accuracy of data submissions. Prior to each data collection cycle, the applications went through a process of review and testing. The Quality Assurance (QA) staff conducted functional testing once updates were made by the development staff. Pending the acceptance of QA, the applications went through User Acceptance Testing (UAT) in the Data Collections and Reporting unit. Once it passed UAT, it was placed in production and prepared for end users. All changes to data elements were developed collaboratively with consumer input and were reflected in the file layouts and user documentation.

Data Workshop for New Director - The Division conducted data reporting workshops for all new district special education directors through the Special Education Leadership Development Academy in September and November 2010.

Data Workshops for General/Special Education Personnel - The State data collection staff and the Division for Special Education staff provided regional annual instructor-led workshops, conference calls, and telephone support for each application in the Special Education Data File.

Teleconferences - The State provided a series of data collection teleconferences for districts statewide. During FFY 2010, topics for the teleconferences included data collection, FTE reporting/Preschool Exit Survey, how to use the Data Warehouse, and how to use the special education cube.

Cognos - Through the secured login, districts may review FTE data submitted since FFY 1998. This includes student detail reports, comparison reports, and transmission reports as defined in the FTE Data Collections Report Descriptions at [Data Collections](#) .

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2011:

There are no revisions at this time.