

Special Education Rules Implementation Manual

SPECIAL EDUCATION ANNUAL REPORTS (GEORGIA RULE 160-4-7-.17)

The Individuals with Disabilities Education Act (IDEA) has multiple data requirements for states regarding special education. Federal reporting requirements are often referred to as Section 618 and Section 618 public reporting requirements. States must collect information from local educational agencies (LEAs)¹ to create the required reports to the Federal government and publicly report the data. Each state must collect information about children with disabilities and the services they receive.

The IDEA requires states to report annually to the public on each LEA located in the state on the indicators in the State Performance Plan. The Georgia Department of Education (GaDOE) is required to make the State Performance Plan and accompanying Annual Performance Report available by posting the data on the state's website, distribution to the media, and distribution through public agencies. The Special Education Annual Performance Reports for each LEA in Georgia are located on the GaDOE website.

The web address for the Georgia Department of Education is www.GaDOE.org. Georgia's Special Education State Performance Plan/Annual Performance Report (SPP/APR) is accessed by selecting the Special Education Services and Supports link under the Offices and Divisions dropdown. The SPP/APR is located under the heading "Budgets, Grants, Data Collection and Reporting." The LEA's SPP/APR, or often referred to as "public reports," are accessed by clicking on the orange 'School Finder' rectangle on the GaDOE website, clicking on LEA index, selecting the desired LEA, selecting Special Education and toggling to the correct year. Data are presented by school year. "Special Education Annual Reports (Data Sources, Rules, and Definitions)" located on the Special Education webpage provides information regarding the contents of the reports, sources of data, definitions, and rules for reporting.

IDEA Public Reporting

- Georgia's State Performance Plan (SPP) Indicator Data Annual Performance Report (APR)
 - Georgia's LEAs' Annual Performance Report
 - OSEP's Public Reporting Requirements

¹ Local educational agencies include public boards of education or other public authorities legally constituted within Georgia for either administrative control or direction of, or to perform a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of the State, including state charter schools and Georgia Department of Juvenile Justice (DJJ).

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- Clearly reflects the relationship to State Performance Plan
- Posted on state website
- Primary audience is parents and other stakeholders
- Performance toward state targets is reported
- Demographics
 - Early Childhood Settings
 - Ages 6-21 Placement
 - Representation in special education
 - Representation in specific disability areas
- Student Indicators
 - Graduation
 - Dropout rate
 - Suspension rate
 - Post-secondary Outcomes
- Test Results
 - Math Participation
 - English Language Arts (ELA) Participation
 - Math Proficiency
 - ELA Proficiency
 - Georgia Alternate Assessment (GAA) Participation and Proficiency
- Administrative
 - Early Childhood Transition Timelines
 - Child Find Evaluation Timelines
 - Dispute Resolution
 - Secondary Transition with Individualized Education Program (IEP) Goals

State Reporting Requirements

FTE Cycles 1 and 3: Full Time Equivalent (FTE) reporting refers to the GaDOE funding mechanism based on student enrollment and educational services LEAs provide to children. Educational programs are divided into seventeen (17) GaDOE funded categories. Five (5) of the categories are special education. A specific weight is assigned to each category. The base amount of money received for each FTE is determined by the Georgia General Assembly. Refer to O.C.G.A. § 20-2-161 for information regarding the Quality Basic Education (QBE) formula.

Federal Child Count of Children with Disabilities: The Federal Child Count must be conducted

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between October 1st and December 1st each year. Georgia conducts the Federal Child Count simultaneously with FTE 1 in October each year. The information is collected to fulfill Federal reporting requirements and is different in population, purpose, and data elements reported. The information reported in Federal Child Count is unrelated to the state FTE weights formula and funding.

Student Record: Student Record is the largest annual student data collection conducted by the GaDOE. Data is collected for accountability reporting which provides data for the College and Career readiness Performance Index (CCRPI), the Governor's Office of Student Achievement (GOSA) and the Special Education Annual Performance Report (APR). Student Record data provide information on student program participation for an entire school year; data are used from program evaluation and to meet Federal reporting requirements. Student Record contains nine (9) record types:

1. LEA
2. School
3. Student
4. Enrollment
5. Course
6. Student Safety (discipline)
7. Program
8. Special Education
9. Addresses

618 Federal Data Reports

Child Count

A count is taken of children ages 3-21, receiving special education and related services under IDEA, Part B on a specified date each year. Data are reported separately for children ages 3-5 and children ages 6-21.

Personnel

The GaDOE counts the number of special education teachers, special education paraprofessionals and related services personnel who provide special education and related services each year. Counts of personnel are reported in the Certified/Classified Personnel Information (CPI) data collection.

Environment

The GaDOE counts the number of children ages 3-21 receiving special education and related

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services under IDEA on a designated date between October 1 and December 1 each year according to the education environment in which these services were provided. The date must be the same as the Federal Child Count date. Georgia conducts the Federal Child Count and collects Environment data simultaneously with FTE 1 in October. These data measure the extent to which children with disabilities are educated with their non-disabled peers. Data for children ages 3-5 are collected by educational environment and disability, race/ethnicity and limited English proficiency status. Data for children ages 6-21 are collected by educational environment and age group (6-11, 12-17, 18-21), disability area and race/ethnicity. The environments for young children ages 3-5 are defined differently than for school aged children (6-21). Young children (ages 3-5) environments are based on the amount of time children are in a regular early childhood program, and where they receive services. Environments for school age children (ages 6-21) are based on the percentage of time the child is in the regular education setting.

Exiting

The GaDOE counts the number of children, ages 14-21 who exit special education during a school year. These data are collected by basis of exit and individual age, disability category, race/ethnicity, and limited English proficiency status.

Discipline

The GaDOE counts the number of children ages 3-21 receiving special education and related services who were unilaterally removed to interim alternative settings and the number of children with disabilities who were suspended or expelled. This collection was first required by the 1997 Amendment to IDEA. Disciplinary removals are collected by disability area, by race/ethnicity, by gender, and by limited English proficient status.

Assessment

The GaDOE reports the number of children with disabilities participating in the GaDOE assessments and their performance on those assessments, Grade levels and achievement levels are the same levels the state uses for reporting under the Every Student Succeeds Act (ESSA). However, the data collected by the Office of Special Education Programs (OSEP) are not the same achievement levels used for reporting under ESSA.

State Performance Plan (SPP)/ Annual performance Report (APR) Indicators

The following are the indicators of the SPP grouped according to four goals for improvement: (1) improve post-school outcomes for children with disabilities; (2) improve services for young children (ages 3-5); (3) improve the provision of a free and appropriate public education to

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children with disabilities; and (4) improve compliance with state and federal laws and regulations

I. Improve post-school outcomes for children with disabilities

- Indicator 1: Increase the percentage of children with disabilities who earn a regular high school diploma.
- Indicator 2: Decrease the percentage of children with disabilities who drop out of school.
- Indicator 13: Increase the percentage of transition aged children with disabilities who have coordinated and measurable IEP goals and transition services that will lead to attainment of post-secondary goals.
- Indicator 14: Increase the percentage of children with disabilities who transition to employment or post-secondary education.

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

- **Indicator 7:** Increase the percentage of young children with disabilities who show improved positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.
 - A1: Positive Social Emotional Skills
 - B1: Acquisition and use of Knowledge and Skills
 - C1: Use of appropriate behaviors to meet their needs
- **Indicator 12:** Increase the percentage of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday.

III. Improve the provision of a free and appropriate public education (FAPE) to children with disabilities in the least restrictive environment (LRE)

- **Indicator 3c:** Increase the performance of children with disabilities on statewide assessments when given appropriate accommodations.
 - Reading, Elementary/Middle
 - Reading, High School
 - Math, Elementary/Middle
 - Math, High School
- **Indicator 4:** Decrease the percentage of children with disabilities who are removed from their school or placements for disciplinary reasons.
- **Indicator 5:** Increase the percentage of children with disabilities who receive their instruction in the regular education setting with appropriate supports and accommodations.
 - Inside regular class 80% of the day or more: 65.4%
 - Inside regular class less than 40% of the day: 14.10%
 - In separate schools, residential facilities, or hospital homebound (HHB): 1.5%

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- **Indicator 8:** Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for children with disabilities.
- **Indicator 9 & 10:** Decrease the disproportionate representation of children with disabilities due to inappropriate policies, procedures and practices.
 - Indicator 9: All disabilities: 0%
 - Indicator 10: Specific disabilities: 0%

IV. Improve compliance with state and federal laws and regulations

- **Indicator 6:** Increase the percentage of time young children with disabilities spend in natural environments with typically developing peers.
- **Indicator 11:** Increase the percentage of children who are evaluated within 60 days.
- **Indicator 15:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
SPP 15 State Target 2017-2018: 63%
- **Indicator 16:** Percent of mediations held that resulted in mediation agreements,
SPP/APR 16 State Target 2017-2018: 50.0% - 70.0%
- **Timely and Accurate Data:** Reports are submitted in a timely manner: Preschool Exit Data (APR 7), Post-secondary Outcomes Data (APR 14), Timeline Data (APR 11, 12), Coordinating Early Intervening Services (CEIS) Student Event Data and Plan, Continuation of Services Data, FTE1, CPI 1, Transition Planning Survey (APR 13), Budget, Excess Cost, Maintenance of Effort (MOE) Reconciliation, Student Record

The Office of Special Education Programs (OSEP) has required that each State Educational Agency (SEA) develop a State Systemic Improvement Plan (SSIP) that includes a comprehensive, multi-year focus on improving results for Student with Disabilities. Each state has been required to develop a plan that outlines the development of strategies to increase the state's capacity to structure and lead meaningful change in LEAs. While the primary focus of the plan is on improvement for children with disabilities, the state must also address in its SSIP how the state will use its general supervision systems to improve implementation of the requirements of IDEA. Georgia implemented a systemic plan "Student Success, Imagine the Possibilities" in FY16 to improve graduation outcomes for Children with Disabilities.