

Annual Performance Report: Data Sources, Rules, and Definitions

Division for Special Education Supports and Services



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Introduction

Federal Reporting Requirement

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

The Individuals with Disabilities Education Act (IDEA 2004) requires each state to develop a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of IDEA 2004 and describes how the state will improve such implementation. State Educational Agencies (SEA) must establish measurable targets for the performance of Students with Disabilities (SWD) on seventeen performance indicators. IDEA 2004 requires states to report their progress toward achieving the measurable targets set forth in the SPP through an Annual Performance Report (APR).

IDEA 2004 states:

(I) PUBLIC REPORT- the State shall report annually to the public regarding the performance of each Local Educational Agency (LEA) within the State Targets segment of the SPP. The State shall make the SPP available through public means, including posting on the SEA website, distribution to the media, and distribution through public agencies. 616(b)(2)(C)(ii)(I).

Georgia's Performance Plan and current Annual Performance Report are posted on the Georgia Department of Education (GaDOE) Exceptional Students website at [State Performance Plan \(SPP\), Annual Performance Reports \(APR\) and Annual Determinations \(gadoe.org\)](#). The SPP/APR contains state level data for all SPP/APR Indicators.

The GaDOE Division for Special Education Services and Supports Annual Reports contain data indicators that measure both the state and individual LEA annual progress compared to the targets established in the State Performance Plan. Each LEA's APR is posted reflecting individual LEA performance on SPP/APR Indicators at [Special Education Annual Reports and Data Analytics \(gadoe.org\)](#). The LEA Annual Reports contain data for Indicators 1-14 and a Timely and Accurate percentage

Georgia's data for Indicators 15 and 16 are reported in SPP/APR on the [State Performance Plan \(SPP\), Annual Performance Reports \(APR\) and Annual Determinations \(gadoe.org\)](#) website and the [Federal Data Reports \(gadoe.org\)](#) website. LEA level data are not provided for these indicators.

State level data for Indicator 17 State Systemic Improvement Plan (SSIP) is provided on the [State Performance Plan \(SPP\), Annual Performance Reports \(APR\) and Annual Determinations \(gadoe.org\)](#) website. LEA Annual Reports do not contain Indicator 17 as all LEAs are not included in the targeted graduation rate calculated for this indicator. Additional information on the SSIP is located at [State Systemic Improvement: Student Success \(SSIP\) \(gadoe.org\)](#).

These data are provided as a planning tool to assist stakeholders with program evaluation for the purpose of improving the performance of students.

Definitions

EDFacts files

Data files with detailed specifications (i.e., age, race/ethnicity, assessments) for collection submitted to the United States Department of Education by the Georgia Department of Education. The purpose of these files is to report state level information regarding a wide variety of information including Title I of the ESEA and IDEA assessment results, Title III enrollment, etc. Information submitted is used by the federal government to measure state level accountability for the implementation of IDEA, ESEA, and similar areas.

Information submitted in the EDFacts files for special education is collected through the state collections of Full Time Equivalent (FTE), Student Record (SR), Student Class (SC), and Certified Personnel Inventory (CPI). Information is also collected in the Special Education Applications including Timelines, Early Childhood Transition, and Preschool Outcomes.

Students with Disabilities

A student or child aged 3 through 21 is considered to have a disability under IDEA if the student or youth meets one or more of the categories of eligibility, consistent with Georgia Board Rule 160-4-7-.05.

Disability Categories in Georgia

Autism, Deaf/Blind, Deaf/Hard of Hearing, Emotional and Behavioral Disorder, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay, Specific Learning Disability, Speech-language Impairment, Traumatic Brain Injury, and Blind/Visual Impairment.

Demographic Data

The official source of student demographic information is the GaDOE's Student Record. GaDOE disaggregates data based on race/ethnicity as follows:

1. American Indian or Alaska Native - a person having origins in any of the original peoples of Central, North, or South America who maintains cultural identification through tribal affiliation or community recognitions
2. Asian - a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam
3. Black or African American - a person having origins in any of the Black racial groups of Africa
4. Hispanic or Latino - a person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race
5. Native Hawaiian or Other Pacific Islander - a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
6. Two or more races - a person having origins in more than one race/ethnicity subgroup
7. White - a person having origins in any of the original peoples of Europe, Middle East, or North Africa

Full-Time Equivalent (FTE) Student Count

The method of accounting for all students, including SWD, conducted by the Data Collections Division of the GaDOE. For reasons of confidentiality and statistical reliability, the Division for Special Education Services and Supports Annual Performance Report does not publicly report on student groups with fewer than fifteen students.

Targets

Long-range performance levels, or targets for LEAs in Georgia regarding their students with disabilities established by the State Advisory Panel and additional statewide stakeholders. Stakeholders reviewed multiple sources of data and recommended rigorous targets against which the performance of the state and local LEAs will be measured.

SPP/APR Results Indicators

OSEP designates SPP/APR Indicators 1 (Graduation), 2 (Dropout), 3 (Assessment), 4A (Suspension/Expulsion), 5 (School Age Environments), 6 (Early Childhood Environments), 7

(Preschool Outcomes), 8 (Parent Involvement), 14 (Postschool Outcomes), 15 (Resolution Sessions), 16 (Mediation), and 17 (State Systemic Improvement Plan-SSIP) as Results Indicators. Each state, working in cooperation with their stakeholders, can set reasonable targets for these Results Indicators. OSEP reviews the targets provided and approves or declines them.

SPP/APR Compliance Indicators

The Office of Special Education Programs (OSEP) designates SPP/APR Indicators 4B (Suspension Expulsion), 9 (Disproportionate Representation as a SWD), 10 (Disproportionate Representation as a SWD in a Specific Disability Category), 11 (Child Find), 12 (Early Childhood Transition), and 13 (Secondary Transition) as Compliance Indicators. These indicators have designated targets from OSEP. Indicators 4B, 9, and 10 have a target of 0%. Indicators 11, 12, and 13 have a target of 100%.

Indicators 1 & 2: Graduation and Dropout

Data Source

The data source for both Graduation and Dropout is the data used for reporting to the [United States] Department [of Education] under section 618 of IDEA using the definitions in EDFacts file specification FS009. Students with IEPs (ages 14-21) who exit special education are included in the state calculation based upon a catchment area of the state as indicated in the IDEA State Supplemental Survey. Specifically, to be included in the state calculations for either graduation or dropout a student must have an IEP in place and be counted in the Student Record data collection for the prior school year in any LEA in Georgia. The catchment area for the LEA is the LEA. A student is included in the LEA's graduation and dropout calculation for school year 2021-2022 if she is in the LEA's Student Record in June 2021, returns to the same LEA in the fall of 2021, and exits at any point in the 2021-2022 school year.

State Example: Sally, a 16-year-old student with an IEP, is in Student Record for FY21 collected on June 15, 2021 and is anticipated to return for FY22. She returns to school in August 2021 but drops out in September 2021 and would be considered a dropout at the state level for FY22.

LEA Example: If Sally in the example above was in Student Record for Bartow County on June 15, 2021, returned to Bartow in August 2021, and dropped out in September 2021, she would also be a dropout for the LEA (Bartow County) for FY22. However, if Sally were in Bartow County's Student Record and enrolled in August in Cobb County and subsequently dropped out, she would not count as a dropout for the LEA, only the state.

Students who are not included in the dropout or graduation rate calculation for either the state or LEA: students placed in special education after the beginning of a school year, students who move in from out of state during the school year, students who return to general education, or students who move and are known to be continuing in special education.

Indicator 1 Graduation Defined

Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Georgia reports the number of students with IEPs (ages 14-21) who graduated with a regular diploma in the numerator and the number of all students with IEPs (ages 14-21) who exited school, excluding students who returned to regular education or are moved known continuing, in

the denominator. The number of years a student is in high school does not impact the exiting status of the student. A student may exit after more than 4 years in high school and be included as a regular graduation. The calculation is often termed the Annual Event Graduation Rate.

In alignment with OSEP directions, Georgia defines a graduate with a regular diploma using the definitions provided in ED Facts file specification FS009. A student must participate in the general education curriculum and the credential earned must be available to all students, not only students with disabilities. The curriculum standards must be identical to those for all students. As a result, the following students are not included in the numerator as regular graduates: alternate diploma students, students participating in the Georgia Alternate Assessment, students receiving a certificate of attendance, and students receiving a special education diploma.

Annual Event Graduation Calculation

Graduation Rate = [(Number of students with IEPs (ages 14-21) who exited special education by graduating with a regular diploma) divided by (Number of all youth with IEPs (ages 14-21) who exited special education excluding students who moved known continuing or returned to regular education)].

Indicator 2: Drop Out Defined

Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

Students are reported as dropouts if they leave school for one of the following reasons: Marriage, Expelled, Financial Hardship/Job Low Grades/School Failure, Military, Adult Education/Postsecondary, Pregnant/Parent, Removed for Lack of Attendance, Serious Illness/Accident, and Unknown.

Students with disabilities who are Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority are typically not included as dropouts. The Department of Juvenile Justice is an LEA and provides services to students with and without disabilities under their jurisdiction. Adult students with disabilities in the Department of Corrections and local jails who have not exited school with a regular diploma retain FAPE rights and should be offered the provision of special education services.

Dropout Calculation

Dropout Rate = [(Number of students with IEPs (ages 14-21) who exited special education due to dropping out) divided by (Number of all youth with IEPs (ages 14-21) who exited special education excluding students who moved known continuing or returned to regular education)].

Indicator 3 A-D: Assessment

Data Source

The source for Indicator 3A (Participation Rate) is the same data as used for reporting to the [United States] Department [of Education] under Title I of the ESEA, using ED Facts file specifications FS185 for math and 188 for reading/English language Arts (RELA). The source for Indicator 3B (Proficiency Rates against grade level academic achievement standards), Indicator 3C (Proficiency Rates against alternate academic achievement standards), and 3D (Gap in Proficiency Rates) is the same data as used for reporting to the [United States]

Department [of Education] under Title I of the ESEA, using EDFacts file specifications FS175 for math and 178 for R/ELA.

Indicator 3: Assessment Defined

Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

The scope of assessment reporting for students with disabilities dramatically increased beginning with the 2020-2021 school year (SY) results. A new element was added beginning in SY 21, Gap in Proficiency Rates for Reading/English Language Arts (RELA) and math at grades 4, 8, and high school. Beginning in SY 2020-2021, the RELA and math results for students participating in regular and alternate assessments, previously combined, are disaggregated. The grade levels for accountability also changed to grades 4, 8, and high school from the prior grades 3-8, and high school. Some areas of assessment reporting, such as areas of assessment and participation rate calculations, remain the same.

Indicator 3A: Assessment Participation defined

Students with disabilities are included as participants whether they are enrolled for the full academic year or not. Separate RELA and mathematics participation rates are provided for children with IEPs for each of the following grades: 4, 8, & high school. ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year are in the participation calculation. Children with disabilities who did not have an IEP at the time of testing are not included.

Assessment Participation Calculation

Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. 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.

Indicator 3B: Assessment Proficiency (regular assessment) defined

Proficiency calculations include proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only children with disabilities who had an IEP at the time of testing are included.

Additional information is also provided and publicly posted for the number of students with disabilities who participated in regular assessments with and without accommodations. The proficiency rates for each type of administration are also available at [Federal Data Reports \(gadoe.org\)](https://www.gadoe.org).

Assessment Proficiency (regular assessment) Calculation

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3C: Assessment Proficiency (alternate assessment) defined

Proficiency calculations in the SPP/APR include proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

Assessment Proficiency (alternate assessment) Calculation

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards) defined

Gap calculations are the differences in the proficiency rate for children with IEPs who were proficient against grade level academic achievement standards for the 2020-2021 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2020-2021 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

Gap Calculation

Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Indicator 4A & B: Suspension/Expulsion

Data Source

The source for Suspension/Expulsion significant discrepancy 4A and 4B is the Student Record (SR) data collection in the Student Safety file. The SR is a cumulative data collection capturing all suspension and expulsion data at the student level for an entire school year. Data is extracted from SR to determine LEAs at a discrepant level for suspension of students with disabilities for > 10 days Out of School Suspension in comparison to the state rate of OSS > 10 days Out of School Suspension.

Suspension risk includes any instances in which a student with disabilities is removed from his/her education placement for receiving Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) greater than 10 days in a school year (out-of-school suspensions). The ten days may reflect a single suspension or a cumulative total of multiple suspensions.

GaDOE evaluated the suspension/expulsion risk for SWD in each LEA by comparing the rate of suspension and expulsion among all LEAs in the state. The rate ratio helps the state answer the following questions.

"How significantly discrepant is the LEA's suspension and expulsion practices for all students with Individualized Education Programs (IEPs) greater than 10 days as compared to all LEAs in the state?"

"How significantly discrepant is the LEA's suspension and expulsion practices for a targeted racial/ethnic group greater than 10 days as compared to all LEAs in the state."

Indicator 4A Suspension/Expulsion – Significant Discrepancy defined

OSEP defines significant discrepancy as the percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Georgia defines significant discrepancy as LEAs with a Rate Ratio (RR) for LEA Level OSS >10 days ≥ 2.0 for two consecutive years meeting the minimum cell and n size. The LEA must have 10 SWD (cell size) who were out of school (OSS) suspended for > 10 days and have a cumulative SWD enrollment of 30 (number) or more students for consequences. The LEA students with disabilities >10 days OSS rate is compared to the SWD State Rate for OSS. The calculation group includes students ages 3 – 21 years.

4A Significant Discrepancy Calculation

Discrepancy = (# of SWD in the LEA with OSS > 10 Days) \div (LEA SWD Cumulative SR Enrollment) divided by (# of SWD in the State with OSS > 10 days) \div (Cumulative SWD enrollment in the State)

Indicator 4B Suspension/Expulsion by Race/Ethnicity – Significant Discrepancy defined

Georgia defines significant discrepancy by race/ethnicity as LEAs with a Rate Ratio (RR) for LEA Level OSS >10 days ≥ 2.0 for two consecutive years meeting the minimum cell and n size. The LEA must have 10 SWD in a specific ethnic or racial group (cell size) who were out of school (OSS) suspended for > 10 days and have a cumulative SWD enrollment of 30 (number) or more students in the same specific ethnic or racial group for consequences. The LEA students with disabilities >10 days OSS rate is compared to the SWD State Rate for OSS. The calculation group includes students ages 3 – 21 years. In addition to the 2.0 Rate Ratio for two years to be considered discrepant, an LEA must have 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.

4B Significant Discrepancy by Race/Ethnicity Calculation

Discrepancy = (# of SWD with OSS > 10 days in a specific racial/ethnic group in LEA) \div

(Cumulative SWD SR enrollment in same racial/ethnic group in LEA) divided by (# of SWD in the State with OSS > 10 days) ÷ (Cumulative SWD enrollment in the State).

Indicator 5 A-C: Education Environments (children aged 5 in K, and children aged 6-21) – School Age

Data Source

The data source for the School Age environments is the Federal Child Count conducted in the FTE 1 data collection in Georgia. FTE 1 is collected the first Tuesday of October each year. Data from the FTE 1 is submitted to the United States Department of Education using the EDFacts file specification FS002. Georgia collects data on 10 separate environments defined below. However, Georgia only reports data on the SPP/APR in three separate categories which are individually defined following the definitions and calculations of all environments.

All School Age Environments Defined

- 1. General Education Placement 80% or Greater:*
Students with IEPs aged 5 in K and aged 6-21 who are in a general education classroom for at least 80% of the school day. These are students who receive special education and related services outside the regular classroom for less than 21% of the school day.
- 2. General Education Placement No More Than 79% but at Least 40%:*
Students with IEPs aged 5 in K and aged 6-21 who are in a general education classroom between 40% and 79% of the school day. These are students who receive special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day.
- 3. General Education Placement Less Than 40%:*
Students with IEPs aged 5 in K and aged 6-21 who are in a general education classroom for less than 40% of the instructional day. These are students who receive special education and related services outside the regular classroom for more than 60% of the school day.
- 4. Public Separate Facilities:*
Students with IEPs aged 5 in K and aged 6-21 who receive special education and related services for greater than 50% of the school day in public separate day-school facilities such as GNETS not located in the regular school or Atlanta Area School for the Deaf.
- 5. Private Separate Facilities:*
Students with IEPs aged 5 in K and aged 6-21 who receive special education and related services for greater than 50% of the school day in private separate day-school facilities at public expense.
- 6. Public Residential Facilities:*
Students with IEPs aged 5 in K and aged 6-21 who receive special education and related services for greater than 50% of the school day in public residential facilities.

This includes Georgia School for the Deaf and Georgia Academy for the Blind and 618 facilities.

7. *Private Residential Facilities:*
Students with IEPs aged 5 in K and aged 6-21 who receive special education and related services for greater than 50% of the school day in private residential facilities at public expense.
8. *Correctional Facilities:*
Students with IEPs aged 5 in K and aged 6-21 who receive special education and related services while in short- or long-term detention or correctional facilities (community-based or residential) including the Department of Juvenile Justice (DJJ) and Department of Corrections (DOC). This also includes students receiving services in a local jail within the geographic region of the LEA.
9. *Hospital/Homebound:*
Students with IEPs aged 5 in K and aged 6-21 who receive special education and related services in hospital, homebased or homebound programs.
0. *Parentally Placed in Private School:*
Students with Services Plans who receive special education and related services in regular parochial or other private schools where the students were enrolled by their parents or guardians.

All School Age Environment Calculations

1. *General Education Placement 80% or Greater:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
2. *General Education Placement No More Than 79% but at Least 40%:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class no more than 79% but at least 40%) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
3. *General Education Placement Less Than 40%:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40%) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
4. *Public Separate Facilities:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served for greater than 50% of the school day in public separate day-school facilities such as GNETS not located in the regular school or Atlanta Area School for the Deaf) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

5. *Private Separate Facilities:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served for greater than 50% of the school day in private separate day-school facilities) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
6. *Public Residential Facilities:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served for greater than 50% of the school day in public residential facilities. This includes Georgia School for the Deaf and Georgia Academy for the Blind and 618 facilities.) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
7. *Private Residential Facilities:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served for greater than 50% of the school day in private residential facilities at public expense.) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
8. *Correctional Facilities:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in short- or long-term detention or correctional facilities (community-based or residential) including the Department of Juvenile Justice (DJJ), Department of Corrections (DOC), and students receiving services in a local jail within the geographic region of the LEA divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
9. *Hospital/Homebound:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in hospital, homebased or homebound programs) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
0. *Parentally Placed in Private School:*
Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in regular parochial or other private schools where the students were enrolled by their parents or guardians) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

Indicator 5 A-C Education Environments (children 5 (kindergarten) – 21) Defined

State Performance Plan-Annual Performance Plan (SPP/APR): Only a select number of the environments above are reported in the SPP/APR. Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- 5A) Inside the regular class 80% or more of the day;
- 5B) Inside the regular class < 40% of the day; and,
- 5C) In separate schools, residential facilities, or homebound/hospital placements.

Indicator 5A Calculation

[(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

[(Environment 1) divided by (Environment 1 + Environment 2 + Environment 3 + Environment 4 + Environment 5 + Environment 6 + Environment 7 + Environment 8 + Environment 9 + Environment 0)] times 100

Indicator 5B Calculation

[(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

[(Environment 3) divided by (Environment 1 + Environment 2 + Environment 3 + Environment 4 + Environment 5 + Environment 6 + Environment 7 + Environment 8 + Environment 9 + Environment 0)] times 100

Indicator 5C Calculation

[(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of children aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100. [(Environment 4) + (Environment 5) + (Environment 6) + (Environment 7) + (Environment 9)] Divided by (Environment 1 + Environment 2 + Environment 3 + Environment 4 + Environment 5 + Environment 6 + Environment 7 + Environment 8 + Environment 9 + Environment 0)] times 100.

Indicator 6: Preschool Environments Environment (Aged 3, 4, and aged 5 in preschool - Early Childhood)

Data Source

The data source for the Early Childhood environments is the Federal Child Count conducted in the FTE 1 data collection in Georgia. FTE 1 is collected the first Tuesday of October each year. Data from the FTE 1 is submitted to the United States Department of Education using the EDFacts file specification FS089. Georgia collects data on 9 separate environments defined below. However, Georgia only reports data on the SPP/APR in three separate categories which are individually defined following the definitions and calculations of all environments.

All Early Childhood Environments Defined

- A. Children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program at least 10 hours per week and receive the majority of special education and related services in the regular early childhood program.
- B. Children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program at least 10 hours per week and receive the majority of special education and related services in some other location.
- C. Children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program less than 10 hours per week and receive the majority of special education and related services in the regular early childhood program.
- D. Children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program less than 10 hours per week and receive the majority of special education and related services in some other location.

- E. Special Education Setting describes children with IEPs aged 3, 4, and 5 in preschool who receive all their special education and related services in educational programs designed primarily for children with disabilities. The programs can be housed in regular school buildings or other community-based settings.
- F. Separate School describes children with IEPs aged 3, 4, and 5 in preschool who receive all their special education and related services in public or private day schools specifically for children with disabilities.
- G. Residential Facility describes children with IEPs aged 3, 4, and 5 in preschool who receive all their special education and related services in public or privately operated residential schools or residential medical facilities on an inpatient basis.
- H. Home describes children with IEPs aged 3, 4, and 5 in preschool who receive all their special education and related services in the principal residence of the child's family or caregivers.
- I. Service Provider Location describes children with IEPs aged 3, 4, and 5 in preschool who receive all their special education and related services from a service provider and do not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility.

All Early Childhood Environments Calculations

- A. *Regular Early Childhood Program ≥ 10 hours per week with the majority of special education and related services in the regular early childhood program:*
 Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program at least 10 hours per week and receive the majority of special education and related services in the regular early childhood program) divided by the (total # of children with IEPs aged 3, 4, and 5 in preschool)] times 100.
- B. *Regular Early Childhood Program ≥ 10 hours per week with the majority of special education and related services in some other location:*
 Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program at least 10 hours per week and receive the majority of special education and related services in some other location) divided by the (total # of children with IEPs aged 3, 4, and 5 in preschool)] times 100.
- C. *Regular Early Childhood Program < 10 hours per week with the majority of special education and related services in the regular early childhood program:*
 Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program < 10 hours per week and receive the majority of special education and related services in the regular early childhood program) divided by the (total # of children with IEPs aged 3, 4, and 5 in preschool)] times 100.
- D. *Regular Early Childhood Program < 10 hours per week with the majority of special education and related services in some other location:*
 Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program < 10 hours per week and receive the majority of special

education and related services in some other location) divided by the (total # of children aged with IEPs 3, 4, and 5 in preschool] times 100.

E. Special Education Setting for special education and related services (program designed for preschool students with disabilities):

Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who receive special education and related services in a program designed for preschool students with disabilities) divided by the (total # of children with IEPs aged 3, 4, and 5 in preschool)] times 100.

F. Separate School for special education and related services in a public or private day setting designed for students with disabilities:

Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who receive special education and related services in a public or private day program designed for preschool students with disabilities) divided by the (total # of children with IEPs aged 3, 4, and 5 in preschool)] times 100.

G. Residential Facility for special education and related services in a public or privately operated residential school or residential medical facility on an inpatient basis:

Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who receive special education and related services in a public or privately operated residential school designed for preschool students with disabilities) divided by the (total # of children with IEPs aged 3, 4, and 5 in preschool)] times 100.

H. Home for special education and related services:

Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who receive special education and related services in the home setting) divided by the (total # of children with IEPs aged 3, 4, and 5 in preschool) times 100.

I. Service Provider Location for special education and related services:

Percent = [(# of children with IEPs aged 3, 4, and 5 in preschool who receive special education and related services in a service provider location) divided by the (total # of children with IEPs aged 3, 4, and 5 in preschool)] times 100.

Indicator 6 A-C Education Environments (children 3, 4, and 5 in PK) Defined

State Performance Plan-Annual Performance Plan (SPP/APR): Only a select number of the environments above are reported in the SPP/APR. Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

6A) Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

6B) Separate special education class, separate school, or residential facility

6C) Receiving special education and related services in the home.

Indicator 6A Calculation

[(# of children with IEPs aged 3, 4, and 5 in preschool who attend a Regular Early Childhood Program and receive the majority of special education and related services in the regular early childhood program) divided by (total# of children with IEPs aged 3, 4, and 5 with IEPs in preschool)] times 100

[(Environment A+ Environment C) Divided by (Environment A+ Environment B + Environment C

+ Environment D + Environment E + Environment F + Environment G + Environment H + Environment I)] times 100

Indicator 6B Calculation

[(# of children with IEPs aged 3, 4, and 5 in preschool attending a separate special education class, separate school, or residential facility) divided by (total # of children with IEPs aged 3, 4, and 5 with IEPs in preschool)] times 100

[(Environment E + Environment F + Environment G) divided by (Environment A + Environment B + Environment C + Environment D + Environment E + Environment F + Environment G + Environment H + Environment I)] times 100

Indicator 6C Calculation

[(# of children with IEPs aged 3, 4, and 5 in preschool receiving special education and related services in the home) divided by (total # of children with IEPs aged 3, 4, and 5 with IEPs in preschool)] times 100

[(Environment H) divided by (Environment A + Environment B + Environment C + Environment D + Environment E + Environment F + Environment G + Environment H + Environment I)] times 100

Indicator 7 Preschool Outcomes

Data Source

The data source is the Childhood Outcomes Summary (COS) entered by LEAs into the Preschool Outcomes Application in Special Education Applications. The Child Outcomes Summary (COS) summarizes information on a child's functioning in each of the three child outcome areas using a 7-point scale. With the COS process, a team of individuals who are familiar with a child (including parents) can consider multiple sources of information about his/her functioning, including parent/provider observation and results from direct assessment.

LEAs maintain individual information on students receiving services in their preschool programs including program entry date, level of functioning upon entry, and level of functioning upon exit. Exiting is defined as turning 6 or going to kindergarten. The LEA submits the data on all exiting students who participated in preschool in the LEA for at least 6 months in aggregated form in July each year. GaDOE compiles the totals from all LEAs on the COS.

Indicator 7 Preschool Outcomes Defined

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.

Positive social-emotional skills (including social relationships). Making new friends and learning to have a good relationship with others is an important accomplishment of the early childhood years. This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, social interactions, and social play.

Acquisition and use of knowledge and skills (including early language/communication and early literacy). The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy, and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Use of appropriate behaviors to meet their needs. This outcome involves behaviors such as taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; self-care in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

Indicator 7 Preschool Outcomes Calculation

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\{\#\text{of preschool children who did not improve functioning}\}}{\{\#\text{of preschool children with IEPs assessed}\}} \right] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\{\#\text{of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}\}}{\{\#\text{of preschool children with IEPs assessed}\}} \right] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\{\#\text{of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}\}}{\{\#\text{of preschool children with IEPs assessed}\}} \right] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers = $\left[\frac{\{\#\text{of preschool children who improved functioning to reach a level comparable to same-aged peers}\}}{\{\#\text{of preschool children with IEPs assessed}\}} \right] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same aged peers = $\left[\frac{\{\#\text{of preschool children who maintained functioning at a level comparable to same-aged peers}\}}{\{\#\text{of preschool children with IEPs assessed}\}} \right] \text{ times } 100.$

Summary Statements for Each of the Three Preschool Outcomes:

Summary Statement 1:

Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

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

Summary Statement 2:

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

Measurement for Summary Statement 2:

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

Indicator 8 Parent Involvement

Data Source

The GaDOE uses a Parent Survey to determine the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.

Indicator 8 Parent Involvement Defined

Parent involvement is the 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.

The online parent survey provides the opportunity for all parents of children with a disability to participate. The survey consists of 10 questions seeking the level of agreement families have regarding how their child's school and teacher facilitate parental involvement. A Likert scale format with values from 1 (strongly disagree) to 6 (strongly agree) is used to assign a response to each item.

The parent survey is available for parents to complete beginning in January each year and ending in May. A mean score of 4 or greater for the 10 survey questions reflects a high degree of satisfaction with the degree of facilitation of parental involvement to improve student outcomes.

Parent Involvement Calculation

- A. Number of parents whose score resulted in a mean of 4.
- B. Total number of respondent parents of students with disabilities.

Percent= [(A divided by B) times 100].

Indicators 9 & 10 Disproportionate Representation

Data Source

The data source for disproportionate representation is the Federal Child Count conducted in the FTE 1 data collection in Georgia. FTE 1 is collected the first Tuesday of October each year.

Indicator 9 Disproportionate Representation (as a student with a disability) Defined (LEA Level)

The determination of those LEAs meeting the criteria of significant disproportionate representation is a two-step process. First, significant disproportionate representation is defined as an LEA having a Risk Ratio (RR) of 3.0 for 2 consecutive years for a specific racial-ethnic group with identification as a student with disabilities (Indicator 9). A RR formula is used to determine the LEA level of risk for each ethnic and racial subgroups within the LEA meeting cell and n size requirements for Georgia. The ethnic and racial subgroups are Hispanic, American Indian, or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or More Races. The cell size requirement is 10 students. That means an LEA must have a subgroup of 10 students with disabilities in a specific ethnic or racial group identified as a student with disabilities to be considered in the calculation. The LEA must also meet the *n* size requirement of 30 students. That means the LEA must also have 30 students in the same ethnic or racial subgroup enrolled in the LEA. If the LEA has a subgroup that meets both the *n* and cell size requirements, the subgroup's relative risk for identification as an SWD is compared to the risk of all other ethnic or racial groups in LEA for identification as an SWD. The comparison group of all other students in the LEA must also meet the same cell and *n* size criteria as the specific ethnic or racial group evaluated for disproportionate representation. If an LEA has a subgroup meeting the criteria for cell and *n* size but the LEA does not have a comparison group meeting the criteria, the LEA is compared to the State comparison group. The RR is then termed the Alternate Risk Ratio. A RR of 1.0 reflects a subgroup risk consistent with all other subgroups, with a RR > 1.0 demonstrating some degree of disproportionate representation.

Next, the state provides a review of policies, procedures, and practices for all LEAs determined to have significant disproportionate representation based upon the numerical data. All LEAs meeting the RR of 3.0 for 2 consecutive years for a subgroup must identify a team of professionals (e.g., regular education administrators, special education administrators, professional learning coordinator, curriculum director, parents, school psychologist, student support services coordinator, school improvement specialists, etc.) who can work together to identify noncompliant policies, procedures, and practices, as well as root causes for the disproportionate representation through a Disproportionality Compliance Review Protocol. Based on the LEA's feedback, the State determines any instances of noncompliance and requires the LEAs to correct the noncompliance no later than one year from the notification.

The risk ratio helps the state to answer these questions.

"What is the risk for identifying students of a particular racial/ethnic group to receive special education and related services as compared to the state's risk for all other racial/ethnic groups?"

"What is the risk for a targeted racial/ethnic group to be identified in a specific disability category as compared to the state's risk for other racial/ethnic groups?"

Indicator 9 Disproportionate Representation (as a student with a disability) Defined (SEA Level)

Indicator 9 is the percentage of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. The State defines disproportionate representation of racial/ethnic subgroups (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 described in the section above at the LEA level: (1) Risk Ratio or Alternate Risk Ratio >=

3.0 for two consecutive years and (2) SWD Ethnic/Racial Subgroup cell size ≥ 10 , n size = 30 LEA enrollment in a Specific Ethnic/Racial Subgroup.

Indicator 9 Disproportionate Representation (as a student with a disability) Calculation (LEA level)

(# of children in a specific racial/ethnic group in LEA identified as SWD) \div (All children, same racial/ethnic group in LEA FTE1 enrollment) divided by (# of SWD in all other racial/ethnic groups in LEA identified as SWD) \div (All children, all other racial/ethnic groups in LEA FTE 1 enrollment).

Indicator 9 Disproportionate Representation (as a student with a disability) Calculation (SEA level)

(# of districts/LEAs with disproportionate representation of racial/ethnic groups in special education and related services) divided by (# of districts/LEAs that met the State's minimum n and cell size).

Indicator 10 Disproportionate Representation (as a student with a disability in the categories of Intellectual Disability, Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairments, Other Health Impairments, and Autism) Defined (LEA Level)

The process for disproportionate representation in a specific disability category is the same as described in the LEA level definition for Indicator 9 above (i.e., the cell size, n size, ethnic and racial subgroups, risk ratio and alternate risk ratio formula are the same). Indicator 10 differs from 9 by evaluating the relative risk for each ethnic and racial subgroup of being determined eligible in the specific disability categories of Intellectual Disability (all levels), Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairments, Other Health Impairments, and Autism.

Indicator 10 Disproportionate Representation (as a student with a disability in the categories of Intellectual Disability, Specific Learning Disabilities, Emotional Disturbance, Speech or Language Impairments, Other Health Impairments, and Autism) Defined (SEA Level)

Indicator 10 is the percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Georgia defines disproportionate representation 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 the special education categories of Specific Learning Disability, Other Health Impaired, Speech Language Impaired, Intellectual Disability, Autism, and Emotional Behavioral Disorders by using the following criteria: (1) Risk Ratio or Alternate Risk Ratio ≥ 3.0 for two consecutive years and (2) SWD Ethnic/Racial Subgroup in one of the specified categories of special education above ≥ 10 (minimum cell size) and $n \geq 30$ LEA enrollment in the same Specific Ethnic/Racial Subgroup.

Indicator 10 Disproportionate Representation (as a student with a disability in a specific category) Calculation (LEA Level)

(# of children in a specific racial/ethnic group in LEA identified in a specific disability category) \div (All children, same racial/ethnic group in LEA FTE 1 enrollment) divided by (# of SWD in all other racial/ethnic groups in LEA in specific disability category) \div (All children, all other racial/ethnic groups in LEA FTE 1 enrollment).

Indicator 10 Disproportionate Representation (as a student with a disability in a specific category) Calculation (SEA Level)

(# of districts/LEAs with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification) divided by (# of districts/LEAs that met the State's minimum n and cell size).

Indicator 11 Child Find

Data Source

The data for the Child Find Indicator (Initial Evaluations), also termed timelines, is collected in the Special Education Applications Timeline Application on July 31st each year. Each LEA uses an Indicator 11 Timeline template to report all data on received parental consent for initial evaluations for July 1 through June 30 of the current year. For example, for reporting FY 2021 on July 31, 2021, for school year 2020-2021, the period for the collection dates of parental consent for evaluation would be July 1, 2020 through June 30, 2021. The aggregated results from each LEA are used to report the percent compliance for the LEA. The LEAs are aggregated to obtain the state level of compliance.

Indicator 11 Child Find Defined

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.

Indicator 11 Child Find Calculation

- 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.

$$\text{Percent} = [(b) \text{ divided by } (a)] \text{ times } 100.$$

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Georgia also has an exception for extenuating circumstances. Extenuating circumstances is defined as causing a lack of LEA access to the student for an extended time or unusual evaluation needs due to circumstances beyond the LEA's control. Extended time would typically mean greater than 15 school days. Examples of this might include absence due to a prolonged student illness or a significant accident. An unusual evaluation need might include a student with a severe communication barrier due to multiple sensory and/or physical difficulties or rare primary language/dialect requiring a highly specialized evaluator for which an evaluator cannot be readily located and/or scheduled in time. Lack of a current vision or hearing screening should

not be reported as an extenuating circumstance.

Indicator 12 Early Childhood Transition

Data Source

The data for Early Childhood Transition is collected by GaDOE in the Special Education Applications Timeline Application on July 31st each year. Each LEA uses an Indicator 12 Early Childhood Transition template to report all data on children referred from Part C/Babies Can't Wait with a 3rd birthday occurring from July 1 through June 30 of the current year. For example, for reporting FY 2021 on July 31, 2021, for school year 2020-2021, the period for the collection dates would be children with a 3rd birthday on July 1, 2020 through June 30, 2021. The aggregated results from each LEA are used to report the percent compliance for the LEA. The LEA totals are aggregated to obtain the state level of compliance.

Indicator 12 Early Childhood Transition Defined

Babies Can't Wait (BCW) is Georgia's statewide interagency service delivery system for infants and toddlers with developmental delays or disabilities. BCW is established by Part C of the Individuals with Disabilities Education Act (IDEA), which guarantees all eligible children, regardless of their disability, access to services that will enhance their development. Allowable exceptions to eligibility determination by age 3 include those children referred to BCW less than 90 days before their third birthday and those children for whom lack parental consent delayed evaluation or initial services.

Indicator 12 Early Childhood Transition Calculation

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

$$\text{Percent} = [(C) \text{ divided by } (A - B - D - E)] \text{ times } 100.$$

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, if eligible, the IEP developed and the reasons for the delays

Indicator 13 Secondary Transitions

Source

The source of the postsecondary transitions data is the Transition Planning Survey located in the Cross Functional Monitoring (CFM) and the Secondary Transition Applications (for optional LEA participants) within the SE Applications. The transition plans for 10 students aged 16 and

above are reviewed as a part of CFM for applicable LEAs on a 4-year cycle. In the Transition Planning Survey each LEA will review the transition plans of pre-identified students using the Transition Documentation Checklist and determine that the transition plans contain all appropriate components. The transition plan components include inviting the student to the IEP, having postsecondary goals based on transition assessments, and postsecondary goal(s) for employment. The transition plans are uploaded in the CFM application by GaDOE for LEAs using Georgia Online IEP (GO-IEP). All other LEAs upload their IEPs for CFM review and Transition Plan reviews. The DOE staff review and determine compliance using the Transition Planning Survey. LEAs must meet 100% compliance, or they are required to complete a Corrective Action Plan. The Compliance Rating for the LEA displayed in Annual Performance Reports is the rating determined prior to the implementation of the Corrective Action Plan.

The LEA percentage of accuracy on the transition plans is also considered as a component of the LEA's determination. LEAs with $\geq 95\%$ compliance earn 2 points, 75% - 94% compliance (1 point), and $< 75\%$ compliance earn no points. The LEA compliance rating percentage remains posted in the LEA's APR until another evaluation of transition plans is conducted, generally every four years. The points generated from the percentage are also used annually as a part of the LEA's determination. LEAs that are dissatisfied with their rating can participate in another voluntary review of transition plans to improve their compliance percentage. The voluntary review is completed through the Secondary Transition Plan application and contains the same elements as the original review. The opportunity for voluntary participation is offered annually to all interested LEAs.

LEAs participating in Georgia's state supported IEP Program, Georgia On-Line IEP (GO-IEP), will have all information automatically loaded in the SE Application's CFM and/or Secondary Transition applications.

Indicator 13 Secondary Transitions Defined

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, which 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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))

Indicator 13 Secondary Transitions Calculation

Percent = $[(\# \text{ of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition$

services, 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.

Indicator 14 Postsecondary Outcomes

Data Source

The Post School Outcomes Survey located in the Post School Outcomes Application of the SE Applications is the data source for Postsecondary Outcomes. The postsecondary transition survey is conducted annually between June 1 and July 31. It is an unduplicated report of the postsecondary outcomes of individuals with disabilities who exited high school during the prior school year. An exiter is defined as any individual who received a High School Diploma, Special Education Diploma, High School Certificate of Attendance, or who Dropped Out or Aged Out. GaDOE provides each LEA with a listing of their exiters from the prior school year in SE Applications. GaDOE also provides a listing of outcomes to choose from which is described below.

Indicator 14 Postsecondary Outcomes Defined

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.

Outcome Categories and Definitions

Enrolled in Higher Education

Individuals pursuing a college degree or certification by attending a higher education institution on a full or part time basis for at least 1 complete term, at any time in the year since leaving high school. This includes public and private four-year colleges and universities, two-year community colleges, and technical colleges that meet the definition of Institution of Higher Education in the Higher Education Act (HEA).

Competitive Integrated Employment

Individuals who are competitively employed and working for pay at or above the minimum wage and receiving customary pay rate, benefits, and opportunities for advancement as those without disabilities, in a setting with others who are nondisabled for a period of 20 hours a week for **at least 90 cumulative days at any time in the year** since leaving high school **and are not** reported as Enrolled in Higher Education. This includes the military. The 90 days are cumulative, need not be consecutive and may include more than one job. *Competitive integrated employment* means work that -

- (i) Is performed on a full-time or part-time basis (including self-employment) and for which an individual is compensated at a rate that-

- (A) Is not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate required under the applicable State or local minimum wage law for the place of employment;
 - (B) Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and
 - (C) In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and
 - (D) Is eligible for the level of benefits provided to other employees; and
- (ii) Is at a location -
- (A) Typically found in the community; and
 - (B) Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons; and
- (iii) Presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions. (Authority: Sections 7(5) and 12(c) of the Rehabilitation Act of 1973, as amended; 29 U.S.C. 705(5) and 709(c))

Enrolled in Other Post-School Education or Training

Individuals attending a vocational training program that requires less than 2 years for completion and are enrolled on a full or part time basis for at least one complete semester, are not competitively employed, are preparing for gainful employment in a recognized occupation **and are not** reported as Enrolled in Higher Education or Competitive Employment. This includes programs such as job corps, adult education, and workforce development.

Other Employment – Part-Time, Self and Supported Employment

Individuals who are competitively employed and working for pay at or above the minimum wage in a setting with others who are nondisabled for a period of **less than** 20 hours a week for at least 90 cumulative days at any time in the year since leaving high school **and are not** reported as Enrolled in Higher Education, Competitive Employment or Enrolled in Other Post-School Education or Training. This includes the family business, self-employment, and supported employment earning at or above minimum wage. The 90 days are cumulative, need not be consecutive and may include more than one job.

Other Employment – Sheltered Work or Day Habilitation

Individuals who attend sheltered workshops or day habilitation facilities.

Deceased

Individuals who are deceased.

On Waiting List

Individuals who are not currently employed and are on a waiting list of a service agency for supported employment, sheltered work or day habilitation.

Unengaged

Individuals who are not enrolled in any type of post-school program, are not employed full or part-time, are not attending a sheltered program or are waiting for services from another agency. Individuals who are incarcerated at the time of the survey should be reported as unengaged unless they are receiving public school services through either Dept. of Juvenile Justice or Dept. of Corrections since these are both LEAs in GA. If educational services were received from any LEA during the 21-22 school year, then the individual should be reported as Returned to High School.

Returned to High School

This option is available for individuals with an “Exit Status” of “Dropout” or “Received Certificate/Special Education Diploma” during the 2020-2021 school year who returned to school in 2021–2022.

Unable to Contact

Individuals who exited school and for whom no post-school data is available.

Indicator 14 Postsecondary Outcomes Calculation

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

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

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

in secondary school and had IEPs in effect at the time they left school)] times 100.

Indicators 15 & 16 Resolution Sessions and Mediation

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Data for Indicators 15 and 16 are posted for state level data at [Federal Data Reports \(gadoe.org\)](https://www.gadoe.org/federal-data-reports)

Indicator 15 Resolution Sessions Defined

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))

Indicator 15 Resolution Sessions Calculation

Percent = (3.1(a) Number resolution sessions resolved through settlement agreements divided by 3.1 Number of resolution sessions) times 100.

Indicator 16 Mediation Defined

Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))

Indicator 16 Mediation Calculation

Percent = [(2.1(a)(i) Mediation agreements related to due process complaints + 2.1(b)(i) Mediation agreements not related to due process complaints) divided by 2.1 Mediations held] times 100.

Indicator 17 State Systemic Improvement Plan (SSIP)

The SSIP is a comprehensive multi-year plan with comprehensive, ambitious, yet achievable results. The current SSIP addresses the graduation rate for a targeted group of LEAs.

The State-identified Measurable Result (SiMR) for FFY20 is to increase graduation rates for students with disabilities in 50 selected districts to 67% Annual Event Graduation Rate. There are additional measurements and data associated with the SSIP. For a thorough review of the content of the SSIP, see the SPP/APR Reporting page [State Performance Plan \(SPP\), Annual Performance Reports \(APR\) and Annual Determinations \(gadoe.org\)](https://www.gadoe.org/state-performance-plan). Prior to 2022, the SSIP was a separate document. Beginning in 2022, the SSIP became Indicator 17 of the SPP/APR. An additional source of information is the SSIP webpage at [State Systemic Improvement: Student Success \(SSIP\) \(gadoe.org\)](https://www.gadoe.org/state-systemic-improvement).

Timely and Accurate Data

Source

The source for the Timely and Accurate Data % is specified data collections as depicted on the Special Education Due Dates Calendar at [Data Collection and Reporting \(gadoe.org\)](https://www.gadoe.org/data-collection-and-reporting). Collection events included in the percentage, such as FTE 1 and Postschool Outcomes, are displayed in red font on the calendar. A listing of the events is also provided at the conclusion of the calendar.

Timely and Accurate Data Defined

The percent of specified data collections that are submitted in a timely and accurate manner. The data collections are selected based upon their importance towards informing special education programming, funding, and data reporting. LEAs receive a score of 2, 1, or 0 for

Timeliness and Accuracy on their LEA Determinations based on the LEAs percentage of timely and accurate submissions. The information is also presented on the LEA's Annual Public Report. Data is assumed to be accurate unless information obtained after submission is found to be inaccurate. LEAs will be informed if this should occur.

Timely and Accurate Data Calculation

The number of events submitted accurately and on time form the numerator. The total number of events for that LEA form the denominator. All LEAs may not participate in all submissions. The numerator is divided by the denominator and multiplied by 100 to attain a percent. Point values are assigned as follows: $\geq 95\% = 2$, $75\% - 94\% = 1$, $< 75 = 0$.