

About the Division for Special Education Services and Supports: *Annual Performance Report* *Data Sources* *Rules* *Definitions*

Federal Reporting Requirement

State Performance Plan/Annual Performance Report

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 17 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:
http://www.gadoe.org/ci_exceptional.aspx.

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

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.

12 Categories of Eligibility for Special Education Services include:

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.

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

- **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.
- **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.
- **Black or African-American** – a person having origins in any of the Black racial groups of Africa.
- **Hispanic or Latino** – a person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race.
- **Native Hawaiian or Other Pacific Islander** – a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands
- **Two or more races** – a person having origins in more than one race/ethnicity subgroup.
- **White** – a person having origins in any of the original peoples of Europe, Middle East, or North Africa.

The Full-Time Equivalent (FTE) Student Count, conducted by the Data Collections Division of the GaDOE, is the method of accounting for all students, including SWD. For reasons of confidentiality and statistical reliability, the Division for Special Education Services and Supports Annual Performance Report does not report on student groups with fewer than 15 students.

Targets

Long-range performance levels, or targets for school LEAs in Georgia regarding their students with disabilities were established by the State Level Stakeholder Committee. The members reviewed multiple sources of data and recommended rigorous targets against which the performance of the state and local school LEAs will be measured.

Content of the Annual Performance Report (APR), Division for Special Education Services and Supports

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 - Preschool Outcomes
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Demographics

Environment (Ages 6 through 21)

Indicator Increase the percentage of SWD who receive their instruction in the general education setting with appropriate supports and accommodations.
(SPP Indicator 5)

6-21 Environments Defined

- A. General Education Placement Greater Than 80%:
Students 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.
- B. General Education Placement No More Than 79% but At Least 40%:
Students 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.
- C. General Education Placement Less Than 40%:
Students 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.
- D. Public/Private Separate Facilities:
Students who receive special education and related services for greater than 50% of the school day in public/private separate day-school facilities or public/private separate residential facilities.
- E. Hospital/Homebound:
Students who receive special education and related services at home or in medical facilities.

Ages 6-21 Environment Calculation

- A. General Education Placement Greater Than 80%:
Percent = [(Number of students with IEPs included in a general education class for at least 80% of the day) divided by (The Total Number of Students Aged 6 through 21 with IEPs)] times 100.
- B. General Education Placement No More Than 79% but At Least 40%:

Percent = [(Number of students with IEPs included in a general education class for at least 40% of time but no more than 79% of the day) divided by (The Total Number of Students Aged 6 through 21 with IEPs)] times 100.

C. General Education Placement Less Than 40%:

Percent = [(Number of students with IEPs included in a general education class for less than 40% of the day) divided by (The Total Number of Students Aged 6 through 21 with IEPs)] times 100.

D. Public/Private Separate Facilities:

Percent = [(Number of students with IEPs served in public or private separate schools or residential placements) divided by (The Total Number of Students Aged 6 through 21 with IEPs)] times 100.

E. Hospital/Homebound:

Percent = [(Number of students with IEPs served in homebound or hospital Placements) divided by (The Total Number of Students Aged 6 through 21 with IEPs)] times 100.

Representation Equitability

Indicator Decrease the percent of LEAs with disproportionate representation (overrepresentation and underrepresentation) of racial and ethnic groups in special education, related services, and specific disability categories that is the result of inappropriate identification. (SPP Indicators 9 and 10)

Representation by Disability Type

An Risk Ratio (RR) of 1.0 reflects a subgroup risk consistent with all other subgroups. As the state examines the data for overrepresentation, an Risk Ratio above the 1.0 RR demonstrates some degree of disproportionate representation. The state provides a review of policies, procedures, and practices for all LEAs determined to have disproportionate representation based upon the numerical data. The LEA 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. The state provides the review by administering a Disproportionality Compliance Review. Based on the LEAs' 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?”

The official source of student demographic information is the GaDOE Federal Child Count.

Representation by Disability Type Calculation

Risk Ratio calculated: [(LEA SWD Risk for Focus Group)/(LEA Identification Risk for All Other Subgroups)]

The numerator is the LEA Risk for one (1) racial/ethnic group, calculated by dividing the disability count for one racial/ethnic group by the LEA enrollment. The denominator is calculated by dividing the LEA all other racial/ethnic groups by all other racial ethnic groups' enrollment in the LEA. For example, to calculate representation for white SWD with Autism: [(LEA White SWD with AU/LEA enrollment for White)/(LEA All other races AU/LEA enrollment for all other races enrollment)]

A Risk Ratio of ≥ 3.0 is considered to be Significantly Disproportionate.

Enrollment

The official source of enrollment information for students with disabilities is the GaDOE Federal Child Count conducted annually at the FTE1 Count on the first of Tuesday in October. Student counts with fewer than 10 students are suppressed; therefore, actual totals may exceed presented values.

Student Indicators

Dropout Rate

Indicator Decrease the percentage of students with disabilities who drop out of school.
(SPP Indicator 2)

Dropout Defined

Students are reported as dropouts if they leave school for one of the following reasons: 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.

Dropout Calculation

Dropout Rate = [(Number of students with disabilities in *grades 9 – 12* with a withdrawal code corresponding to a dropout) divided by (The number of students with disabilities that *attended the LEA in grades 9 -12*)].

The number of students that attended the school is based on any student with disabilities reported in the Student Record and excludes no-shows.

Cohort Graduation Rate (Four-Year)

Indicator: Increase the percentage of students with disabilities who graduate with a regular high school diploma.
(SPP Indicator 1)

Cohort Graduation Rate Defined

As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), the *four-year adjusted cohort* graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

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). Graduates are students who have met requirements as outlined in Georgia State Board Rule.

Cohort Graduation Calculation

The four-year cohort graduation rate is calculated by dividing the number of students who graduate in four years or less with a regular high school diploma by the number of students who form the adjusted cohort for that graduating class. The following formula provides an example of the four-year graduation rate for the cohort entering 9th grade for the first time in the fall of the 2015-2016 school year and graduating by the end of the 2018-2019 school year.

Cohort Graduation Rate = [(Number of cohort members who earned a regular high school diploma by the end of the 2018-2019 school year) divided by (Number of first-time 9th graders in fall 2015 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2015-2016, 2016-2017, 2017-2018, and 2018-2019)]

Suspension Risk

Indicator 4A. Decrease the percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs; and

Indicator 4B. Decrease the percent of LEAs 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 students 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.

Suspension Risk Defined

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 school LEA by comparing the rate of suspension and expulsion among all LEAs in the state.

“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.”

Significant Discrepancy Defined

The rate of suspensions and expulsions for students with disabilities (SWD) for greater than 10 days in a school year is defined as: (1) a suspension cell ≥ 10 and (2) a SWD enrollment n-size ≥ 30 (3) a Rate Ratio ≥ 3.0 for 2 consecutive years when compared to all LEAs in the state.

State Suspension Rate Calculation

Rate = [(Number of students with disabilities suspended for greater than 10 days) divided by (Total number of students with disabilities)].

LEA Suspension Rate Calculation

LEA Level Rate Ratio for SWD = [((Focus LEA # of SWD with greater than 10 days OSS) divided by (Focus LEA Total SWD Age 3/21)) divided by ((State # of SWD with greater than 10 days OSS) divided by (State SWD Age 3/21))].

Postsecondary Transitions

Indicator Increase the percentage of IEPs that include annual goals for transition enabling students to meet postsecondary outcome goals.
(SPP Indicator 13)

Postsecondary Transitions Calculation

A = Number of students with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
B = Number of IEPs reviewed for compliance

Percent = (A divided by B times 100).

Identification of noncompliance for coordinated transition plans is determined by the completion of the Transition Planning Survey in the MyGaDOE Portal and beginning in FY20 during Cross Functional Monitoring. Each LEA will review the transition plans of pre-identified students and determine that the transition plans contain all appropriate components. The DOE staff will review and determine compliance. The target indicator for this indicate is 100%

Postsecondary Outcomes

Indicator Increase the percentage of students with disabilities who transition to employment or postsecondary education.
(SPP Indicator 14)

Indicator Increase the percentage of youth who are no longer in secondary 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.
(SPP Indicator 14)

Outcome Categories

College/University – Full Time

Individuals pursuing a college degree or certification by attending higher education institution with an enrollment for a minimum of 12 semester hours per semester for at least one complete term, at any time in the year since leaving high school. This includes public and private institutions, less-than-four-year institutions, community colleges, technical colleges, and four-year colleges and universities that meet the definition of Institution of Higher Education in the Higher Education Act (HEA).

College/University – Part Time

Individuals pursuing a college degree or certification by attending higher education institution with an enrollment for fewer than 12 semester hours per semester for at least one complete term, at any time in the year since leaving high school. This includes public and private institutions, less-than-four-year institutions, community colleges, technical colleges, and four-year colleges and universities that meet the definition of Institution of Higher Education in the Higher Education Act (HEA).

Vocational Training – Full Time

Individuals attending a vocational training program that requires at least one year for completion and who are enrolled for a minimum of 12 semester hours per semester for at least one complete semester, who are not employed, and who are preparing for gainful employment in a recognized occupation. This includes programs such as job corps, adult education, and workforce development.

Vocational Training – Part Time

Individuals attending a vocational training program that requires at least one year for completion and who are enrolled for fewer than 12 semester hours per semester for at least one complete semester, who are not employed, and who are preparing for gainful employment in a recognized occupation. This includes programs such as job corps, adult education, and workforce development.

Competitive 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 20 hours a week for at least 90 cumulative days at any time in the year since leaving high school AND ARE NOT reported College/University – Full Time/Part Time or Vocational Training – Full Time/Part Time. This includes the military. The 90 days are cumulative, need not be consecutive, and may include more than one job. Competitive employment means work- (i) *In the competitive labor market that is performed in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.* (Rehabilitation Act Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709(c))

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 College/University – Full Time/Part Time, Vocational Training – Full Time/Part Time, or Competitively Employment – Full Time. 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.

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 postsecondary 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.

Returned to High School

Valid only for individuals with an "Exit Status" of "Dropout" during the 2014-2015 school year who returned to school in 2015-2016 and who are enrolled in school between April 1 and the close of the 2015-2016 school year.

Unable to Contact

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

Postsecondary Outcomes Defined

The postsecondary transition survey is conducted annually between June 1 and July 31. It is an unduplicated report of the postsecondary activities 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 Performance, or who Dropped Out or Aged Out. Postsecondary is reported as the percent of students who had IEPs, are no longer in secondary school, and are:

Enrolled in higher education on a full- or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school, or

Competitive employed and have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment, or

Enrolled in other postsecondary education or training on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school that is less than a two year program), or

Employed and have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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 = [(# 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.

Preschool

Early Childhood Settings

Indicator 6A The percentage of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Indicator 6B The percentage of children aged 3 through 5 served in separate special education class, separate school or residential facility.
(SPP Indicator 6)

Early Childhood Settings Defined

1. Children Attending a Regular Education Early Childhood Program

Children attending a regular education early childhood program. This includes children who may also receive special education services in other environments.

The Regular Early Childhood Program educational environments categories are defined as follows:

Environment 'A'

Children who attend a Regular Early Childhood Program at least 10 hours per week and receive the majority of their special education and related services in the Regular Early Childhood Program.

Environment 'B'

Children 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.

Environment 'C'

Children who attend a Regular Early Childhood Program less than 10 hours per week and receive the majority of their special education and related services in the Regular Early Childhood Program.

Environment 'D'

Children 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.

2. Children Attending a Special Education Program

Children not attending a regular education early childhood program and receive their special education services in a special education setting. This includes children who may also receive special education at home or in a service provider location.

Environment 'E'

Special education classrooms: Children who attended a special education program in a class with fewer than 50% nondisabled children. (Does not include children who also attended a regular education early childhood program.)

Environment 'F'

Separate schools: Children who received education programs in public or private day schools designed specifically for children with disabilities. (Does not include children who also attended a regular education early childhood program.)

Environment 'G'

Residential facilities: Children who received education programs in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. (Does not include children who also attended a regular education early childhood program.)

3. Children *NOT* Attending a Regular Education Early Childhood Program or Special Education Early Childhood Program in the location of the program

Children not attending a **regular education early childhood** or a **special education early childhood program** location and receive special education services in the home or service provider location.

Environment 'H'

Home: Children who received all special education and related services in the principal residence of the child's family or caregivers.

Environment 'I'

Service provider location: Children who received all of their special education and related services from a service provider, and who did not attend an *Early Childhood Program*, or a *Special Education Early Childhood Program* provided in a separate class, separate school, or residential facility, or receive services in their home.

Early Childhood Settings Calculation

Percent of children aged 3 through 5 with IEPs attending a:

Indicator 4A: The percentage of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by (total # of children aged 3 through 5 with IEPs)]

[(Environment A + Environment C) **Divided by** (Environment A+ Environment B + Environment C + Environment D + Environment E + Environment F + Environment G + Environment H + Environment I)

Indicator 4B: The percentage of children aged 3 through 5 served in separate special education class, separate school, or residential facility = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by (total # of children aged 3 through 5 with IEPs)] 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)]

Young Children Transition, Part C (Babies Can't Wait) to Part B

Indicator 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. Note – This is a compliance indicator with a preset target of 100%.
(SPP 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 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.

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.

Percent = [(C) divided by (A – B – C – E)] 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 the IEP developed and the reasons for the delays

Preschool Outcomes

Indicator 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.
(SPP Indicator 7)

Preschool Outcomes Defined

Three outcomes are considered critical to children becoming active and successful participants across a variety of settings:

Positive social-emotional skills (including social relationships). Making new friends and learning to get along 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, and 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; taking care of one's self in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

Preschool Outcomes Calculation

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 = $\left[\frac{\text{(# of preschool children who did not improve functioning)}}{\text{(# of preschool children with IEPs assessed)}} \right] \text{ times } 100.$
- 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.

Assessment

Indicator Increase the performance of students with disabilities on statewide assessments when given appropriate accommodations.
(SPP Indicator 3C)

Test Performance

This section provides student performance results from Georgia tests based on the state's Curriculum for the Georgia Standards of Excellence (GSE). The Georgia Milestones are state-mandated end-of-year assessments. These tests are designed to measure how well students have mastered the content and skills that are unique to Georgia Standards of Excellence (GSE) in the areas of Reading, English/Language Arts, and Mathematics in grades 3 through 8. Based on performance, students are classified as:

- Level 1 – scale score range 180-474 “Beginning Learner”
- Level 2 – scale score range 475-524 “Developing Learner”
- Level 3 – scale score range 525-580 “Proficient Learner”
- Level 4 – scale score range 581-830 “Distinguished Learner”

The A+ Education Reform Act of 2000, O.C.G.A. 20-2-281, mandates that the State Board of Education (SBOE) adopt end-of-course assessments (EOC) in grades 9 through 12 for core subjects to be determined by the SBOE. The EOC assessments consist of open ended (constructed response) items in English/Language Arts and Math, a writing component within English Language Arts, norm-referenced items to complement the criterion referenced information. Online administration is considered the primary mode of administration. The EOC assessments align with the Georgia curriculum standards and include assessment of specific content knowledge and skills. In 2011 – 2012, the EOC assessments became Georgia's high school accountability assessment as part of the College and Career Readiness Performance Index (CCRPI).

The EOC scores are reported on a scale that can range from 220-735. The table below shows the cut score that indicates a student is meeting the EOC assessment standards.

	Performance Level 1: Beginning Learner	Performance Level 2: Developing Learner	Performance Level 3: Proficient Learner	Performance Level 4: Distinguished Learner
	Scale Score	Scale Score	Scale Score	Scale Score
9 th grade Literature and Composition	220-474	475-524	525-586	587-735
American Literature and Composition	190-474	475-524	525-589	590-750
Algebra 1	200-474	475-524	525-593	594-785
Coordinated Algebra	215-474	475-524	525-593	594-790
Geometry	180-474	475-524	525-595	596-815
Analytic Geometry	185-474	475-524	525-595	596-810

Georgia Alternate Assessment Defined (Note: GAA administration will change for FY19)

The Georgia Alternate Assessment (GAA) is a key component of the Georgia Student Assessment Program. Under the Individuals with Disabilities Education Act 2004 (IDEA), states must ensure that all students, including students with significant cognitive disabilities, have access to a general curriculum that encompasses challenging academic standards. States must also ensure that all students are assessed for their progress toward meeting academic standards. Students with significant cognitive disabilities may be assessed via an alternate assessment based on alternate achievement standards, as determined by the students' IEP team. The US Department of Education (USED) defines an alternate achievement standard as one that "sets an expectation of performance that differs in complexity from a grade-level achievement standard." Alternate achievement standards must be aligned to state academic content standards, although they may reflect prerequisite or entry-level skills.

A portfolio of student work samples is used to capture student learning and achievement/progress in the four content areas (English/language arts, mathematics, science, and social studies). The focus is on academic content and skills.

- Grade K, 3, 4, 6, and 7 will develop a portfolio in English Language Arts and Mathematics.
- Grades 5, 8 and 11 will develop a portfolio in English Language Arts, Mathematics, Science, and Social Studies.

The GAA portfolio entries are scored for four discrete dimensions:

- Fidelity to Standard assesses the degree to which the student's work addresses the grade-level standard to which it is aligned;
- Context assesses the degree to which the student work exhibits the use of grade-appropriate materials in a purposeful and natural/real-world application;
- Achievement/Progress assesses the increase in the student's proficiency of skill across the two collection periods; and
- Generalization assesses the student's opportunity to apply the learned skill in other settings and with various individuals in addition to the teacher or paraprofessional across all content areas assessed.

In addition to rubric scores, student achievement on the GAA will be reported in terms of the following three performance levels:

- **Emerging Progress:** Based on evidence in the portfolio, the student is beginning to demonstrate an understanding of fundamental skills and knowledge aligned to grade-appropriate standards. (Does Not Meet Standards)
- **Established Progress:** Based on evidence in the portfolio, the student demonstrates an understanding of fundamental skills and knowledge aligned to grade-appropriate standards. (Meets Standards)
- **Extending Progress:** Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental skills and knowledge aligned to grade-appropriate standards. (Exceeds Standards)

Portfolio Collection Periods:

- Achievement/Progress is documented in two collection periods during a school year. The first collection period will provide evidence of a student's entry-level performance (initial performance of the skill); the second collection period will provide evidence of a student's achievement/progress to date.
- The collection period window between the first collection period and the second collection period is a minimum of three weeks to a maximum of five months.

Georgia Alternate Assessment Calculation

Percentage of students who are proficient or above equals:

- A. Number of students with disabilities in grades assessed participating in the GAA.
- B. Number of students with disabilities in grades assessed who are proficient or above as measured by in alternate assessment against alternate achievement standards.

Percent = [B divided by A] times 100.

Georgia Alternate Assessment 2.0 Defined (Note: beginning in FY19 GAA 2.0 will be defined as follows)

The Individuals with Disabilities Education Act of 2004 (IDEA) and the Every Student Succeeds Act (ESSA) require that states ensure all students, including those with significant cognitive disabilities, have access to challenging academic standards and participate in the state's assessment program. The U.S. Department of Education defines alternate achievement standards as establishing performance expectations that differ in complexity from grade-level achievement standards. These standards must be

aligned with the state's content standards, promote access to the general content standards, and articulate the highest achievement levels possible for the individual student. This means teachers may customize learning expectations for students who participate in alternate assessments. For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If a student's IEP team determines that a student cannot meaningfully access the Georgia Milestones Assessment System, even with maximum appropriate accommodations, then the student must participate in the GAA 2.0. The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards. This assessment will provide meaningful information about classroom instruction and help identify students' areas of strength and improvement through standardized tests. Unlike the original GAA, GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress. The GAA 2.0 will be administered to all eligible students in the following areas:
Grades K, 3-8, and 11 will be assessed in English language arts and mathematics.
Grades 5, 8, and 11 will also be assessed in science and social studies.
The GAA 2.0 will include standardized items with multiple access points. The intent is to reduce the teacher's burden related to selecting or developing tasks; bring greater standardization to the administration; improve scoring reliability; and introduce an online task submission system.

Georgia Alternate Assessment 2.0 Calculation

Percentage of students who are proficient or above equals:

- A. Number of students with disabilities in grades assessed participating in the GAA.
- B. Number of students with disabilities in grades assessed who are proficient or above as measured by in alternate assessment against alternate achievement standards.

Percent = [B divided by A] times 100.

Annual Performance Report Mathematics and Reading/English Language Arts Defined

The Annual Performance Report Proficiency rate measures the proficiency rate for students with IEPs against grade level, modified, and alternate academic achievement standards. It is inclusive of grades 3-8 and high school, for students with IEPs. This measure includes students who are not enrolled for a full academic year.

Annual Performance Report Mathematics and Reading/English Language Arts Calculation

Proficiency rate percent = $\left(\frac{\text{Number of students with IEPs enrolled for a full academic year scoring at or above proficient for mathematics or RELA}}{\text{Total number of students with IEPs enrolled for a full academic year, calculated separately for reading and math}}\right)$.

Test Participation

Indicator Increase the percentage of students with disabilities participating in regular assessments.
(SPP Indicator 3B)

Test Participation Defined

A student's Individualized Education Program team determines appropriate participation in assessment and identifies necessary accommodations in accordance with the federal Individuals with Disabilities Education Act.

Under the federal Individuals with Disabilities Education Act 2004 (IDEA), all students with disabilities must participate in state and local assessments. Students must participate in either regular assessments (without or with accommodations as needed) or the GAA. Each student's Individualized Education Program (IEP) team must make decisions regarding the participation of these students. The IEP team should consider the following: (a) the purpose of the assessment, (b) the feasibility of the student's participation, and (c) the accommodation(s), if any, that the student may need. The decision of the IEP team regarding participation and accommodations must be documented in the IEP. A list of approved assessment accommodations for students with disabilities is located in the Georgia Department of Education Student Assessment Handbook. If a student's IEP team recommends no participation in state-mandated assessments (Milestones) the IEP must document the reasons and require participation in the GAA.

The GAA may only be administered when a student meets the GAA 2.0 eligibility criteria. This generally includes students who appropriately participate in the curriculum based on alternate achievement standards. The US Department of Education (USED) defines an alternate achievement standard as one that "sets an expectation of performance that differs in complexity from a grade-level achievement standard." Alternate achievement standards must be aligned to state academic content standards, although they may reflect prerequisite or entry-level skills.

Number of Students:

Enrollment During Testing Window: Enrollment is based on the number of students with disabilities in reported grades enrolled in the LEA during the established testing window dates.

Participation in Alternative Assessment: The percentage of students with disabilities participating in the alternate assessment against alternate achievement standards.

Participation in Regular Assessment: The percentage of students with disabilities participating in regular assessment.

Participation in Regular Assessment With Accommodations: The percentage of students with disabilities participating in regular assessment with accommodations.

Participation in Regular Assessment Without Accommodations: The percentage of students with disabilities participating in regular assessment with no accommodations.

Test Participation Calculation

Participation in Alternate Assessment Rate equals:

- A. Number of students with disabilities in grades assessed.
- B. Number of students with disabilities in alternate assessment against alternate achievement standards.

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

Participation in Regular Assessment Rate equals:

- C. Number of students with disabilities in grades assessed.
- D. Number of students with disabilities in regular assessment with no accommodations and with accommodations.

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

Administrative Statistics

Child Find

Indicator: Increase the percentage of students who are evaluated for special education within 60 days.
(SPP Indicator 11)

Ages 3-21 Evaluation Defined

The percent of students with parental consent to evaluate, who were evaluated within 60 days.

Ages 3-21 Timeline Calculation

- A. Number of students for whom parental consent to evaluate was received.
- B. Number determined whose evaluations and eligibility determinations were completed within 60 days.

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

Parent Survey

Indicator Increase 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 students with disabilities
(SPP Indicator 8)

Parent Survey Defined

The GaDOE utilized a survey with input from stakeholders 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. In 2015-2016, the State Advisory Panel and other Stakeholders recommended that the baseline data collection process afford every parent in every LEA the opportunity to complete the survey. In 2016-2017 the GaDOE implemented the new online survey affording 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 facilitates parental involvement.

Parent Survey Calculation

- A. Number of parents whose score resulted in a mean of 5.
- B. Total number of respondent parents of students with disabilities.

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