Directors’ Webinar

Tuesday, February 11, 2020
1:00 pm
Agenda

- Georgia Parent Mentor Partnership Update
- Special Education Certification Updates
- Post-School Outcomes - Indicator 14
- Assistive Technology Partnership
- Results-Driven Accountability Matrix
Georgia Parent Mentor Partnership (GaPMP)

The FY21 GaPMP Application and submission link are posted on the Special Ed homepage under Resources.

Due March 1, 2020

Resources

- Ga Parent Mentor Partnerships
  Application FY21
- FY21 GaPMP Application Submission

If you would like to know more, contact:
Anne Ladd, aladd@doe.k12.ga.us or
Sharon Jones, sjones@doe.k12.ga.us
Changes to the Georgia Department of Education’s Requirements for Special Education Teachers’ Professional Qualifications (PQ)
Traditional Georgia LEAs

**Authority:** Georgia law authorizes GaPSC to establish certification requirements. O.C.G.A. §§ 20-2-200, 20-2-984, GaPSC Rules

**Content:** Special Education teachers **MUST** follow all GaPSC certification requirements in alignment with the students’ Individualized Education Program (IEP) and State Board of Education rules.

**Service:** Special Education teachers **MUST** follow all GaPSC certification requirements in alignment with the students’ Individualized Education Program (IEP) and State Board of Education rules.

Educator **MUST** have a clearance certificate.
Charter & Strategic Waiver LEAs
Special Education Teacher Does **NOT** Issue Grades

**Authority:** O.C.G.A. §§ 20-2-80, 20-2-200, 20-2-211.1, 20-2-2065, GaPSC Rules, SBOE Rules

**Content:** N/A

**Service:** In compliance with Georgia State Board Rule, special education teachers who do **NOT** issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)

Educator **MUST** have a clearance certificate.
Charter & Strategic Waiver LEAs
Special Education Teacher Issues Grades


Content: Special Education Teachers who issue grades **MUST** hold content certification in alignment with the LEA’s PQ Requirements.

Service: In compliance with Georgia State Board Rule, special education teachers who issue grades **MUST** hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.)

Educator **MUST** have a clearance certificate.
## Summary of Changes

<table>
<thead>
<tr>
<th>LEA Type And Special Education Teacher</th>
<th>Prior PQ Requirement (effective 07-01-17)</th>
<th>New PQ Requirement (effective 2-11-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Georgia LEA any Special Education Teacher</td>
<td>MUST follow all GaPSC certification requirements in alignment with the students’ IEP and State Board of Education rules.</td>
<td>No Change in Prior Requirement</td>
</tr>
<tr>
<td>Charter &amp; Strategic Waiver LEAs Special Education Teacher Does NOT Issue Grades</td>
<td>MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST have a clearance certificate.</td>
<td>No Change in Prior Requirement</td>
</tr>
<tr>
<td>Charter &amp; Strategic Waiver LEAs Special Education Teacher Issues Grades</td>
<td>MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST hold content certification for the subject and grade level bands for which the teacher is assigned (K-5), (4-8), (6-12) and in accordance with the students’ IEPs AND MUST have a clearance certificate.</td>
<td>MUST hold GaPSC special education certification aligned with teaching assignment (general, adapted, visual impairment, etc.) AND MUST hold content certification in alignment with the LEA’s PQ Requirements. AND MUST have a clearance certificate.</td>
</tr>
</tbody>
</table>

**CONTENT NOW REFLECTS LEA’S REQUIREMENTS**
# Summary of Changes for Charter and Strategic Waiver LEAs

<table>
<thead>
<tr>
<th>Educator</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessional</td>
<td><strong>Federal</strong> (NCLB) Requirements Aligns with GaPSC Certification</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Service: <strong>State</strong> Requirements GaPSC Certification</td>
</tr>
<tr>
<td>Does Not Issue Grades</td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Service: <strong>State</strong> Requirements GaPSC Certification</td>
</tr>
<tr>
<td>Issues Grades</td>
<td>Content: <strong>LEA</strong> Requirements</td>
</tr>
<tr>
<td>Regular Education Teacher (including Gifted, ESOL, and EIP)</td>
<td>Content: <strong>LEA</strong> Requirements</td>
</tr>
</tbody>
</table>
# 20 Day Parent Notification Changes for Charter and Strategic Waiver LEAs

<table>
<thead>
<tr>
<th>Prior 20 Day Parent Notification (effective 07-01-17)</th>
<th>New 20 Day Parent Notification (effective 2-11-20)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educator does not issue grades</strong></td>
<td><strong>Educator does not issue grades</strong></td>
</tr>
<tr>
<td>Notifications must be disseminated if the teacher does not hold special education certification</td>
<td>Notifications must be disseminated if the teacher does not hold special education certification</td>
</tr>
<tr>
<td><strong>Educator issues grades</strong></td>
<td><strong>Educator issues grades</strong></td>
</tr>
<tr>
<td>Notifications must be disseminated if the teacher does not hold</td>
<td>Notifications must be disseminated if the teacher does not hold</td>
</tr>
<tr>
<td>• special education certification, and/or</td>
<td>• special education certification, and/or</td>
</tr>
<tr>
<td>• content certification for the subject area(s) and grade level band(s) in which the teacher issues grades.</td>
<td>• content certification in accordance with the LEA’s Professional Qualification requirements</td>
</tr>
<tr>
<td>(Aligned with GaPSC In-Field)</td>
<td>(Aligned with GaPSC In-Field)</td>
</tr>
</tbody>
</table>

**CONTENT NOW REFLECTS LEA’S REQUIREMENTS**
ESSA In-Field Reporting

GaDOE will use GaPSC In-Field rules to determine ESSA In-Field qualifications for special education teachers that align with each teacher’s teaching assignment for special education and content. ‘Out-of-Field’ will be reported for the entirety of the school year using Certification Records, two CPI and three Student Class data collections cycles.
Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.
Post-School Outcomes
APR Indicator 14
Post-School Outcomes

Performance Indicator:
% of youth with IEPs no longer in school, within 1 year of leaving school:
(A) enrolled in higher education,
(B) competitively employed,
(C) enrolled in some other postsecondary education, training program or other employment

Measure: Post-School Survey
Post-School Outcomes

• Data are entered into the Dashboard
  • Application opens on February 17, 2020
  • Data cannot be entered until May 15, 2020
  • Due every year by July 31st

• List of prior year’s exiters (regular diploma, special education diploma, or dropout)

• Contact each exiter to determine each student’s post-school activity according to the specified categories
  • Enrolled in higher education, competitively employed, enrolled in other post-secondary education or training, part time, supported employment, sheltered work or day program, waiting list, unengaged, deceased, or unable to contact

• Use these data to evaluate your transition planning process
Contacting Students

FY20 Data Reporting

• List of exiters is available in February 2020
  • Regular HS Diploma
  • Special Education Diploma or Certificate
  • Dropout

• Begin contacting students
  • Email, phone, Facebook

• “One year after” exiting, what is their status?
# Post-School Data in the Dashboard

<table>
<thead>
<tr>
<th>Element</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/University</td>
<td>186</td>
<td>30.54%</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>110</td>
<td>18.06%</td>
</tr>
<tr>
<td>Postsecondary Education</td>
<td>63</td>
<td>10.34%</td>
</tr>
<tr>
<td>Other Employment</td>
<td>131</td>
<td>21.51%</td>
</tr>
<tr>
<td>UnEngaged + Waiting List</td>
<td>119</td>
<td>19.54%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Respondents</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>610</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Survey Rate of Return</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>88.15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deceased</td>
<td>1</td>
</tr>
<tr>
<td>Unable to Contact</td>
<td>82</td>
</tr>
<tr>
<td>Returned to High School</td>
<td>82</td>
</tr>
</tbody>
</table>
Using Your Data

• Student list in the portal is available by:
  • Primary Area
  • Race/ethnicity
  • Exit status

• Where are your students?
  • Analyze the effectiveness of your transition planning process
  • Are your students employed? Enrolled? Unengaged?
Changes for FY20 Data Collection

• States must report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by WIOA, and 34 CFR §361.5(c)(9).

Performance Indicator:
% of youth with IEPs no longer in school, within 1 year of leaving school:
(A) enrolled in higher education,
(B) competitively employed,
(C) enrolled in some other postsecondary education, training program or other employment
## Definitions for FY20

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Higher Education**           | • Enrolled full or part-time  
• Community college (2-year program)  
• College/university (4 or more year program)  
• 1 complete term |
| **Competitive Employment**     | • Worked for pay at or above the minimum wage  
• Customary pay rate, benefits, and opportunities for advancement as those without disabilities  
• Setting with others who are nondisabled  
• 20 hours a week; 90 days in the year since leaving high school  
• Includes military employment |
| **Other Postsecondary Education or Training** | • Enrolled full or part-time  
• Education or training program (e.g., adult education, vocational/technical school that is less than a 2 year program)  
• 1 complete term |
| **Other Employment**           | • Worked for pay or been self-employed  
• 90 days at any time since leaving high school  
• Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.) |
Post-School Survey for 2018-2019 Exiters  
FY2020 Data Collection

Georgia Department of Education  
Division for Special Education Services and Supports

January 17, 2020
Questions
Contact Information

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404-657-0309
Assistive Technology Partnership with Tools for Life
Assistive Technology (AT) Services, Software, Training and Lending Library Program with Tools for Life, Georgia’s Technology Act Center

• To build capacity and have a sustainable impact on Assistive Technology Services for grades K-12 throughout Georgia

• January 1, 2020 - December 31, 2020
  • Customized Training Videos (3-7 minutes each)
  • Assistive Technology (AT) Consultation Services
  • Assistive Technology Webinar Series
  • AT/UDL Software Pilot Program (Reading, Writing, Math, Study Skills)
  • Assistive Technology Lending Library
  • Discovery Surveys - District Assistive Technology and Accessibility
  • EdTrade, Georgia Assistive Technology (AT) School Exchange Database
Research to Support the Use of Assistive Technology (AT)

• “Accommodations for reading are among the most studied, with evidence showing that text-to-speech or read-aloud can significantly increase both pages read by SWDs and test scores (Calhoun, Fuchs, & Hamlett, 2000; Dolan et al., 2005; Elkind & Elkind, 2002; Fuchs et al., 2000).”

• “Read-aloud and text-to-speech accommodations can help reduce cognitive load by allowing these students to bypass their issues with decoding and focus on reading and processing the texts (Anderson-Inman & Horney, 2007; Dolan et al., 2005; Fuchs and Fuchs, 2001).”
Impact of Assistive Technology (AT)

According to the National Longitudinal Transition Study (NLTS2) - 2012: Comparing postsecondary outcomes of students with high incidence disabilities who reported receiving assistive technology (AT) in high school to those who reported not receiving AT (305,000 students)

- 99.8% of the students who received AT graduated while only 79.6% of the students who did not receive AT graduated.
- 80.9% of students who received AT attended a postsecondary institution while only 40.1% of students who did not receive AT attended a postsecondary institution.
Assistive Technology Partnership
AT Portal

- One stop for access to request services
- Must register and provide contact information and access for designee(s)
- Portal access must be limited to the Director and their designee(s).
- Protect your portal access
AT Portal Link

- Will be sent through an e-mail to the Special Education Director the week of February 24, 2020.

- Do not disclose student names, identifying details or personally identifiable information (PII).
Consultative Services

The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.

What it IS:
• Consultation services by Tools for Life staff via teleconsulting and/or email
• Discussion based on information provided by district contact
• Coaching support for staff on implementation of evidence-based practices for assistive technology

What it is NOT:
• Direct student intervention
• Assistive technology evaluations
• Onsite consultations or evaluations
• Supplier of assistive technology devices beyond short loan
Software

Software requests should be made for **district-wide licenses/seats** (not schools or classrooms within a district). Please consider which students on an Individualized Education Program (IEP) could benefit and submit **one** request for licenses/seats for the **entire** district.

• **TextHelp**
  • Read&Write
  • EquatIO
  • WriQ
Read&Write

• Read&Write lets every student read, write and express themselves more confidently. Read&Write offers support with everyday tasks including reading text out loud, understanding unfamiliar words, researching assignments, writing and proofing written work. The easy-to-use toolbar works with virtually any kind of educational content – websites, Word files, PDFs, Google docs and more. Easy to install and manage, it runs smoothly on PCs, Macs, Chromebooks and tablets.

• Read&Write works with the following platforms: Chrome, Edge, Windows, Mac OS, IPad and Android.

• Recommended for students that have learning difficulties, struggling readers and writers, English Learners and students with an IEP.
EquatIO

• EquatIO helps mathematics and STEM teachers and students at all levels. EquatIO lets everyone create mathematical equations, formulas, Desmos graphs and more on their computer or Chromebook. Teachers or students can type, handwrite or dictate any expression, with no tricky coding or math languages to master. There is a huge library of ready-made expressions to save time, from simple formulas to complex functions.

• EquatIO works with the following platforms: Chrome, Windows, Mac OS, and Web App.

• Recommended for students that have learning difficulties and students with an IEP as well as general education students.
Wri-Q

• WriQ is a writing achievement tool used to easily assess and motivate student writing while providing automated meaningful feedback and delivering a standardized benchmark for grading. It’s faster, more accurate and consistent than traditional manual and subjective grading – giving students, parents and teachers clear visibility of writing progress over time against peers and standardized norms.

• WriQ works with the following platform: Chrome.

• Recommended for students that have learning difficulties, struggling writers and students with an IEP as well as general education students.
Software

- Process is easy through the portal, but three contacts must be registered when making the request for software.
  - District Lead IT Contact/Network Administrator
  - District Lead Contact
  - District Product/AT/Innovation Champion Contact
- Once your information has been verified and your license set up, you will receive an email from mail@texthelp.com which will include directions to get started.
- For questions, contact Texthelp at 888-248-0652 or u.s.info@texthelp.com.
A district representative must request a Software Request Packet. Click the link below to provide district name, key contact name, and key contact email. Texthelp will then send a packet via email to collect the district and technical information needed to create and setup each software account.
TextHelp Information Sessions

These sessions will provide information to help participants understand the scope and application of Read&Write, EquatIO, and WriQ. Sessions will include a brief overview of each product with dialog around how each helps students and teachers. These are not product training sessions.

February 18th at 2:00   Register
February 19th at 10:00  Register
February 19th at 2:00   Register
## TextHelp Training Dates

**Read&Write and WriQ**  
*Click on a date/time to register.*

<table>
<thead>
<tr>
<th>Google Chrome</th>
<th>Windows</th>
<th>O365</th>
<th>Mac</th>
</tr>
</thead>
</table>
| **Monday, February 24th**  
  2:00PM – 4:00PM     | **Wednesday, February 26th**  
  10:00AM – 12:00PM | **Tuesday, March 3rd**  
  2:00PM – 4:00PM | **Monday, March 9th**  
  2:00PM – 4:00PM |
| **Tuesday, February 25th**  
  10:00AM – 12:00PM | **Friday, February 28th**  
  10:00AM – 12:00PM |                                   |                                   |
| **Thursday, February 27th**  
  2:00PM – 4:00PM | **Monday, March 2nd**  
  2:00PM – 4:00PM |                                   |                                   |
| **Monday, March 2nd**  
  10:00AM – 12:00PM |                                   |                                   |                                   |
| **Wednesday, March 4th**  
  2:00PM – 4:00PM |                                   |                                   |                                   |
| **Monday, March 9th**  
  10:00AM – 12:00PM |                                   |                                   |                                   |
TextHelp Training Dates

EquatIO
Click on a date/time to register.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, February 25th</strong></td>
<td><strong>Wednesday, February 26th</strong></td>
<td><strong>Thursday, March 5th</strong></td>
<td><strong>Tuesday, March 10th</strong></td>
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<tr>
<td>2:00PM – 4:00PM</td>
<td>2:00PM – 4:00PM</td>
<td>10:00AM – 12:00PM</td>
<td>10:00AM – 12:00PM</td>
</tr>
<tr>
<td><strong>Thursday, February 27th</strong></td>
<td><strong>Wednesday, March 4th</strong></td>
<td><strong>Thursday, March 5th</strong></td>
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<td>10:00AM – 12:00PM</td>
<td>10:00AM – 12:00PM</td>
<td>2:00PM – 4:00PM</td>
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<tr>
<td><strong>Tuesday, March 3rd</strong></td>
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<td>10:00AM – 12:00PM</td>
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<tr>
<td><strong>Friday, March 6th</strong></td>
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<tr>
<td>10:00AM – 12:00PM</td>
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<tr>
<td><strong>Tuesday, March 10th</strong></td>
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<tr>
<td>2:00PM – 4:00PM</td>
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<tr>
<td><strong>Wednesday, March 11th</strong></td>
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<tr>
<td>10:00AM – 12:00PM</td>
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</table>
AT Lending Library

The purpose of this partnership is to support district personnel in building their capacity to support students with assistive technology needs.

What it IS:
- To assist in AT decision-making; make an informed purchasing decision
- To collect data substantiating the device meets the student’s needs
- Try a device in a real-life environment
- To serve as a loaner while the student is waiting for repair or ordered device to be delivered
- To provide accommodation on a short-term basis to support professional development

What it is NOT:
- Long-term or open-ended loans
- Equipment for purchase
AT Loan Policies

• Equipment loan period is two-four weeks, depending on the demand for an item.
• The borrower may request a one-time extension of one-four weeks. The extension will be granted as long as there is not a waiting list for the device. The extension period begins at the time the original loan period ends.
  • A borrower requesting an extension to the loan period needs to contact Tools for Life no less than one week prior to the scheduled return date. The contact person will determine whether or not the device will be available for the time of the requested extension, and then will contact the borrower of the decision.
• A maximum of five (5) items may be borrowed at a time.
• **Software and apps are available only through the borrowing of a tablet with the app installed. Availability of tablets is limited.**
  • Loans are made on a first come, first serve basis and filled in the order received.
  • If a device is not immediately available, the person making the request will be placed on a waiting list.
  • A district NOT returning loaned equipment will not be considered for additional borrowing until all outstanding loaned equipment is returned.
• Tools for Life will ship equipment to you or you may opt to pick it up at our office if you are local.
• You will be responsible for shipping the equipment back to Tools for Life. We ask that you send the item back with tracking, and if the device is over a specified amount, we require insurance for the device. If you are local, you may drop the equipment off at our office.
• Tools for Life cannot guarantee immediate delivery of requested equipment. It is the school’s responsibility to look for other avenues to obtain necessary AT equipment if it is required by an Individualized Education Program (IEP).
EdTrade

- Each year, Georgia school districts purchase assistive technology for eligible students to use. In some cases, this assistive technology ends up never being used or gently used. It may be that the student graduates, moves away or needs another type of technology, leaving the purchased technology behind in the school district.

- Sometimes the assistive technology can easily be reused within the district. Other times, the assistive technology is highly customized and does not fit any other student within the district; leaving costly equipment sitting in the district unused.

- Tools for Life will provide an online K-12 registration system for assistive technology equipment exchange.
EdTrade

- Georgia districts will be able to post their assistive technology needs or available assistive technology for loan/exchange.

- Participating districts can decide whether they want to lend or repurpose their unused assistive technology to a local Georgia district as a cost-saving measure through a written Memorandum of Understanding.

- Responsibility would rest with the participating Local Education Agency (LEA) to develop local policies and procedures to address asset sharing and inventory controls.
You're off to great places! Today is your day! Your mountain is waiting, so get on your way!

Dr. Seuss

Don't just stand there; make something happen.

Lee Iacocca

INTERDEPENDENT PEOPLE COMBINE THEIR OWN EFFORTS WITH THE EFFORTS OF OTHERS TO ACHIEVE THEIR GREATEST SUCCESS.

Stephen Covey

“Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we've been waiting for. We are the change that we seek.”

Barack Obama

"SUCCESS SEEMS TO BE CONNECTED WITH ACTION. SUCCESSFUL PEOPLE KEEP MOVING. THEY MAKE MISTAKES, BUT THEY DON'T QUIT."

-- Conrad Hilton

Don't let what you can't do stop you from doing what you can do.

John Wooden
Questions
Contact Information

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Paula Gumpman, Program Specialist, Assistive Technology, GaDOE
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Gina Gelinas, Educational Outreach Manager, Tools for Life
Gelinas, Gina P <ggelinas3@gatech.edu>
FY20
Results-Driven Accountability Matrix
• FY20 LEA Determinations
  • Compliance (November 2019)

• FY20 LEA Results-Driven Accountability Matrix
  • Compliance + Results
  • FY20 Hold Harmless Year
  • Weighted
    • 80% Compliance
    • 20% Results
LEA Results Indicators

• Graduation Annual Event
• Dropout Annual Event
• Indicator 3B Participation, Math
• Indicator 3B Participation, LEA
• Indicator 3C Proficiency Math 3-8
• Indicator 3C Proficiency Math 9-12
• Indicator 3C Proficiency ELA 3-8
• Indicator 3C Proficiency ELA 9-12
**Results-Driven Accountability Percentage and Determination**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.75%</td>
<td>Meets Requirement</td>
</tr>
</tbody>
</table>

Accountability Percentage: 80% of Compliance Score + 20% of Results Score

**Results and Compliance Overall Scoring**

<table>
<thead>
<tr>
<th>Total Points Available</th>
<th>Points Earned</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Compliance</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Results Matrix**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY18 Rate</td>
</tr>
<tr>
<td>Graduation Annual Event Rate: Percent of youth with IEPs graduating from high school with a regular diploma; annual event rate.</td>
<td>75%</td>
</tr>
<tr>
<td>Performance Levels: LEA meets or exceeds target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points.</td>
<td>2.4%</td>
</tr>
<tr>
<td>Dropout (Annual Event Rate for Graduates): Percent of youth with IEPs dropping out of high school; annual event rate.</td>
<td>97.92%</td>
</tr>
<tr>
<td>Indicators 3A Participation Math: Percentage of students with disabilities who participated in statewide regular assessment (regular assessment with accommodations, regular assessment without accommodations, and students who participated in the alternate assessment).</td>
<td>99.6%</td>
</tr>
<tr>
<td>Performance Levels: LEA meets or exceeds Target = 2 points, LEA did not meet target = 0 points.</td>
<td>17.6%</td>
</tr>
<tr>
<td>Indicator 3C Proficiency Math 3-8: Percentage of students with disabilities in grades three through eight who demonstrated proficiency in math.</td>
<td>1.6%</td>
</tr>
<tr>
<td>Performance Levels: LEA meets or exceeds Target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points.</td>
<td>14.9%</td>
</tr>
<tr>
<td>Indicator 3C Proficiency ELA 3-8: Percentage of students with disabilities in grades three through eight who demonstrated proficiency in reading.</td>
<td>31.25%</td>
</tr>
<tr>
<td>Performance Levels: LEA meets or exceeds Target = 2 points, LEA did not meet the target, however LEA made progress from previous year rate = 1 point, LEA made no improvement = 0 points.</td>
<td>2</td>
</tr>
</tbody>
</table>

Different calculation will be used for dropout!
If you focus on **results**, you will never change.
If you focus on **change**, you will get **results**.
Contact Information

Kachelle White, Program Manager
Senior GaDOE
kawhite@doe.k12.ga.us

OR

Your Special Education
District Liaison
Questions