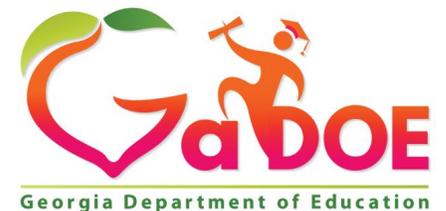


Understanding the State Performance Plan/Annual Performance Report

SELDA 2020

Linda Castellanos

Program Manager for Part B Data and GO-IEP
Division for Special Education Services and
Supports Georgia Department of Education



Learning Targets

- I know how to access the SE Applications Dashboard and can open each application and view each guidance document
- I know where to access the Due Dates Calendar and the guidance documents for all required data reporting
- I know where to access and I understand the State Performance Plan (SPP), State Annual Public Report (APR) of that information, as well as my LEA performance Summary Report of those indicators
- I know who to call with data collection and reporting questions

VOCABULARY



Vocabulary

- SSIP
- SPP/APR
- Dispro
- SD
- FTE
- SR
- SWD
- CWD
- CEIS, CCEIS
- CCRPI
- OSS
- ISS
- LRE
- LEA
- SEA
- OSEP
- GCASE
- Indicator 1, 2, 3...

Vocabulary

- **SSIP**: Student Success Imagine the Possibilities (State Systemic Improvement Plan)
- **SPP/APR**: State Performance Plan/Annual Performance Report
- **Dispro**: Disproportionality
- **SD**: Significant Disproportionality
- **FTE**: Full Time Equivalent
- **SR**: Student Record
- **SWD**: Students with Disabilities
- **CWD**: Children with Disabilities
- **CCEIS/CEIS**: Coordinated Early Intervening Services; Comprehensive Coordinated Early Intervening Services
- **CCRPI**: College and Career Ready Performance Index
- **OSS**: Out of School Suspension

Vocabulary

- **ISS:** In-school Suspension
- **LRE:** Least Restrictive Environment
- **LEA:** Local Education Agency
- **SEA:** State Education Agency
- **OSEP:** Office of Special Education Programs for US Ed
- **G-CASE:** Georgia Council of Administrators of Special Education
- **Indicator 1....:** Indicators of the SPP/APR

SE Applications Dashboard

- Each of you should have access to portal email already
 - If you do not, please request that immediately
- If so, you should see a link on the left navigation to the SE Applications Dashboard - request access inside the portal by editing your portal account if you do not have this
- At the same time, you should also request access to SE CEIS
- Email me or your DL for assistance with this if needed
- If you already have access, you may wish to log in and look at your data as we review several slides

Special Education Due Dates



Special Education Due Dates FY20 and FY21 calendars

- Locate the Calendars for Data and Budget submissions and dates they are due.
- [Special Education Reports and Data: Due Dates for FY20](#) can be found in the SE Dashboard Applications Timeliness Report

Special Education Due Dates finishing FY20

<u>July 2020</u>	NEW FISCAL YEAR – FY21		
30	Continuation of Services Opens for Data Entry	SE Applications Dashboard	
30	Deadline Budget Completion Reports for State Grants and High Cost Grant FY20	GAORS	
July 31 - Sept 15	EXTENDED DEADLINE: *CEIS FY20 Student Events Data Upload Due; CEIS Plan for FY21 Due	Stand-alone application in GaDOE Portal	SSIP
July 31 - Sept 30	EXTENDED DEADLINE: *Preschool Exit Data (FY20 Data)	SE Applications Dashboard	APR Indicator 7
July 31 - Sept 30	EXTENDED DEADLINE: *Timelines Data (FY20 Data) – Child Find and Early Childhood Transition	SE Applications Dashboard	APR Indicator 11 & 12
July 31 - Sept 30	EXTENDED DEADLINE: *Post-School Outcomes (FY18-19 Exiters)	SE Applications Dashboard	APR Indicator 14

Special Education Due Dates FY20 and FY21 calendars

- Timely reporting
 - Data and Budget submissions in red font on the calendar are used to evaluate “Timely and Accurate” reporting for LEA’s determination
- Accurate reporting
 - Ensure you are reporting data accurately
 - Examples of inaccurate reporting to be discussed later
 - “Timely and Accurate” will be “No” even if submission was timely but found to be inaccurate

Accessing Georgia's State Performance Plan/Annual Performance Report

Offices & Divisions ▾ Programs & Initiatives ▾ Data & Reporting ▾ Learning & Curriculum ▾ State Board & Policy ▾ Finance

🏠 → Teaching and Learning → Special Education Services and Supports

Rules, Manuals & Forms

- Special Education Rules
- Implementation Manual
- Sample Forms
- Applications

Eligibility Categories

- All Eligibility Categories

Budgets, Grants, Data Collection and Reporting

- Budget & Grant Applications
- LEA Consolidated Application
- Data Collection Conference
- Annual Reports
- State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Special Education Services and Supports

The Georgia Department of Education (Division for Special Education Services and Supports) provides necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student improving student outcomes and school climate resulting in an increased quality of life and workforce ready future. We must commit to effective collaboration across agencies and school-home partnerships to support local school districts in their efforts to provide special education and related services for students with disabilities.

The GaDOE must provide state General Supervision for local school districts to improve educational results and functional outcomes for all children with disabilities and ensure that the requirements of IDEA are met. We believe that all students must have an equitable opportunity for school completion and successful postsecondary outcomes.

Georgia's Systems of Continuous Improvement

APR
Annual
Performance
Report



LEA Annual Performance Report

- Public Report
- LEA's performance on 14 Indicators
- Compliance and Results
- Measured against the LEA target or State Target
- Some targets are set by OSEP

To Access Data prior to FY19

- GADOE main page
- Click on SCHOOL FINDER in the dark turquoise rectangle
 - Click on District index; [CLICK HERE](#) for the District Index
 - Select the LEA you wish to view
 - Toggle to year 2017-2018 or any prior year (2018-2019 not available at the old site)
 - Select Special Education

APR Indicators

1. Graduation Rate (4-year cohort)*	7. Preschool Outcomes*
2. Drop-out Rate*	8. Parent Involvement*
3b. Assessment Participation*	9. Disproportionate Representation**
3c. Assessment Proficiency*	10. Disproportionate Representation in Specific Categories**
4a. Suspension, expulsion > 10 days** *	11. Child Find (timelines)**
4b. Suspension, expulsion > 10 days by race/ethnicity***	12. Early Childhood Transition (timelines)**
5. Least Restrictive Environment (LRE) ages 6-21*	13. Secondary Transition**
6. Early Childhood Settings ages 3-5*	14. Post-School Outcomes

Key: *Results indicators, states set target

**Compliance indicators, target is 100% or 0%

***Compliance indicators, target is 0 LEAs with significant discrepancy or disproportionate representation

SPP/APR Data Source

Special Education Dashboard Applications	Student Record is the Data Source	FTE (Federal Child Count) is the Data Source	Data is Reported After “Activity” Occurs
<ul style="list-style-type: none"> • # 7 Preschool Outcomes • # 11 Child Find • # 12 Early Childhood Transition • # 13 Secondary Transition Planning • # 14 Post-secondary Outcome 	<ul style="list-style-type: none"> • # 1 Graduation • # 2 Dropout • # 4 Discipline Discrepancy 	<ul style="list-style-type: none"> • # 5 LRE (6-21) • # 6 LRE Early Childhood • # 9 Disproportionate Representation • # 10 Disproportionate Representation by race/ethnicity 	<ul style="list-style-type: none"> • # 3 State Assessment Participation and Proficiency • # 8 Parent Survey
Special Education Directors enter these data	Student Record Superintendent sign-off June 16, 2020	FTE Superintendent sign-off October 22, 2020	Parent survey is open January 15 – May 31 each year. Data viewable in Dashboard

Indicators 1 and 2

1 GRADUATION RATE

Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.

LEA Target

73.71%

LEA Rate

76.74%

Met Target

Y

2 DROP OUT RATE

Percent of youth with IEPs dropping out of high school.

State Target

5.50%

LEA Rate

0.25%

Met Target

Y

Indicator 1: SWD Graduation Rate

4 Year Cohort

The four-year adjusted* cohort graduation rate is the number of students who graduate from high school in four years with a regular high school diploma, plus all students with the most significant cognitive disabilities who are assessed using an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(2)(D) of the ESEA and who graduate with a State-defined alternate diploma (GAA students graduating with a general ed diploma may also be moved to an adjusted cohort under a waiver until this process is phased out and the alternate diploma is phased in) , divided by the number of students who formed the adjusted cohort for that graduating class. The four-year adjusted cohort rate also includes students with the most significant cognitive disabilities who are assessed using an alternate assessment and graduate in more than four years

* For the four-year adjusted-cohort graduation rate, the starting cohort of first-time 9th-graders is adjusted by adding students who transfer in and subtracting students who transfer out, emigrate, or die between the beginning of SY 2016-17 and the end of SY 2019-20

Indicator 1 Target

- LEAs are NOT measured against the State Target for Indicator 1
- Targets are set for each LEA using their FY17 graduation rate as the baseline data to establish individual LEA targets
- Target calculation mirrors the CCRPI target setting methodology
- Example: LEAs FY 17 SWD 4-year cohort graduation rate = 57.8%
 - $100\% - 57.8\% = 42.2\%$ (gap)
 - $42.2\% \times 3\% = 1.27\%$ (percent increase expected annually)
 - $57.8\% + 1.27\% = 59.02\%$ (Target for FY18)

For this example 1.27% is the expected increase each year
- Whether the LEA meets the target or not, add 1.27 to the LEAs annual SWD 4-year cohort graduation rate to determine the target for the following year

Indicator 2: SWD Dropout Rate

- Measured against the State Target
- Dropout Rate measure:

of 9th - 12th grade SWD who withdraw with a withdrawal
code = a dropout reason

of 9th - 12th grade SWD

Reporting Dropouts

Withdrawal Codes = dropout

- | | |
|--|---|
| <ul style="list-style-type: none">• B, Marriage | <ul style="list-style-type: none">• O, Adult Education/Post Secondary |
| <ul style="list-style-type: none">• E, Expelled | <ul style="list-style-type: none">• P, Pregnant |
| <ul style="list-style-type: none">• F, Financial Hardship | <ul style="list-style-type: none">• R, Removed for Lack of Attendance |
| <ul style="list-style-type: none">• I, Incarcerated | <ul style="list-style-type: none">• S, Serious Illness, Accident |
| <ul style="list-style-type: none">• L, Low Grades/School Failure | <ul style="list-style-type: none">• U, Unknown |
| <ul style="list-style-type: none">• M, Military | |

Source: Data reported in Student Record each June

Checking for Dropouts

Student Record Reports:

ENR019B: Enrollment Level Report

- Check periodically for SWD dropouts
- Data available at the school and student level
- Downloadable to Excel
- Primary Area signifies SWD

ENR001: Enrollment Level Report

- Dropouts who are Active in Another System
 - If the student enrolled in another system, you do not have to report the student as a dropout

Indicator 3B

3B PARTICIPATION RATE RELA

Regular Assessment (RELA) with accommodations

Regular Assessment (RELA) without accommodations

Percentage of students with disabilities who participated in statewide Regular Assessment (RELA)

Percentage of students with disabilities who participated in statewide Alternate Assessment (RELA)

Percentage of students with disabilities who participated in statewide RELA Assessment

LEA Rate
75.13%

16.67%

91.79%

8.08%

State Target
98.75%

99.87%

Met Target
Y

3B PARTICIPATION RATE MATH

Regular Assessment (MATH) with accommodations

Regular Assessment (MATH) without accommodations

Percentage of students with disabilities who participated in statewide Regular Assessment (MATH)

Percentage of students with disabilities who participated in statewide Alternate Assessment (MATH)

Percentage of students with disabilities who participated in statewide MATH Assessment

LEA Rate
76.05%

15.93%

91.98%

7.23%

State Target
98.25%

99.21%

Met Target
Y

Indicators 3b: Assessment Participation

Indicator 3b: Percent of SWD who Participated in State Assessment, by Participation Type:

- Alternate Assessment
- Regular Assessment with Accommodations
- Regular Assessment without Accommodations
- By Grade Level
 - Math
 - English/Language Arts/Reading
- Measured against the state target

Source: Student Assessment reports

Indicator 3C

3C PROFICIENCY RATE BY ASSESSMENT TYPE	Percentage of students with disabilities in grades three through eight who demonstrated proficiency in reading	LEA Target	LEA Rate	Met Target
	Percentage of students with disabilities in high school who demonstrated proficiency in ELA	14.13%	12.33%	N
	Percentage of students with disabilities in grades three through eight who demonstrated proficiency in math	22.36%	24.93%	Y
	Percentage of students with disabilities in grade high school who demonstrated proficiency in math	13.05%	16.25%	Y

Indicators 3c: Assessment Proficiency

States Report Proficiency by Grade and Subject:

- 3rd – 8th Grades
 - Reading/Language Arts
 - Math
- 9th – 12th Grades
 - English Language Arts
 - Math
- Data
 - All SWD (not just full academic year – FAY)
 - Proficiency is Level 3 and 4 only

Source: Student Assessment reports

Indicator 3c Targets

- LEAs are NOT measured against the State Target for Indicator 3c
- Targets are set for each LEA using their FY17 assessment data as the baseline data
- Target calculation mirrors the CCRPI target setting methodology

Example:

LEAs FY 17 proficiency in reading, grades 3 - 8 = 24.7%

- $100\% - 24.7\% = 75.3\%$ (gap)
- $75.3\% \times 3\% = 2.26\%$ (percent increase)
- $24.7\% + 2.26\% = 26.96\%$ (Target for FY18)

Indicator 4A and 4B: Significant Discrepancy

4A SUSPENSION AND EXPULSION

District does not demonstrate significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

Met Target

Y

4B SUSPENSION AND EXPULSION BY RACE AND ETHNICITY

District does not demonstrate (a) significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) non-compliant policies, procedures or practices that contributed to the discrepancy

Y

Indicator 4A: Significant Discrepancy: All SWD

	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
County	GREATER10	OUTOFSCHOOL	1	764	0.2838
Georgia	GREATER10	OUTOFSCHOOL	1142	247620	1

Indicator 4A: Significant Discrepancy: SWD by disability

	Race/Ethnicity	Removal Period	Discipline Method	Student Count	SWD Enrollment	Rate Ratio
County	American Indian	GREATER10	OUTOFSCHOOL	0	0	0
County	Asian	GREATER10	OUTOFSCHOOL	0	9	0
County	Black	GREATER10	OUTOFSCHOOL	1	483	0.4489
County	Hispanic	GREATER10	OUTOFSCHOOL	0	17	0
County	Two or More Races	GREATER10	OUTOFSCHOOL	0	26	0
County	Pacific Islander	GREATER10	OUTOFSCHOOL	0	2	0
County	White	GREATER10	OUTOFSCHOOL	0	227	0
Georgia	American Indian	GREATER10	OUTOFSCHOOL	0	501	0
Georgia	Asian	GREATER10	OUTOFSCHOOL	4	5049	0.1718
Georgia	Black	GREATER10	OUTOFSCHOOL	820	97753	1.8189

Indicator 4A & 4B: Significant Discrepancy Suspension/Expulsion of SWD > 10 Days

In GA, the total # of students with OSS for greater than 10 days has increased each of the last 4 years. This table does not include 2020 data.

Year	# of students with OSS for greater than 10 days
2019	1142
2018	953
2017	978
2016	926

Indicator 4A & 4B: Significant Discrepancy Suspension/Expulsion of SWD > 10 Days

In the SE Applications Dashboard in the GaDOE Portal, review the FY20 Supporting Document for Dispro Determinations for information on the formula for each calculation.

- Compliance Indicator with target set by OSEP that no LEA will have Significant Discrepancy
- Rate Ratio for 4A and 4B: comparing the rate at which the LEA suspends SWD > 10 days to the rate at which all LEAs in the State suspend SWD > 10 days
- Rate Ratio of ≥ 2 for 2 consecutive years will result in a finding of Significant Discrepancy with a consequence of a state review of the LEA's policies, procedures, and practices. If the discrepancy is found to be a result of inappropriate policies, procedures, and practices, the LEA will be required to use 15% of their federal funding to address Comprehensive Coordinated Early Intervening Services (CCEIS).

Indicator 4A: Significant Discrepancy

Formula:

of SWD in the LEA with > 10-day OSS/
Cumulative # of SWD in the LEA

of SWD in the SEA with > 10-day OSS/
Cumulative # of SWD in the SEA

Note that each racial/ethnic group is compared to all SWD in the state (not all other)

Indicator 4A: Significant Discrepancy

Example: Calculating the Rate Ratio

47 (SWD w/OSS > 10, LEA)/

.0067

6,959 (SWD enrollment, LEA)

=1.717

953 (SWD w/OSS > 10, SEA)



.0039

242,178 (SWD enrollment, SEA)

Indicator 4b: Significant Discrepancy Suspension/Expulsion of SWD > 10 Days by Race/Ethnicity

Formula (example):

of Black SWD in the LEA with > 10-day OSS/
Cumulative # of Black SWD in the LEA

of SWD in the SEA with > 10-day OSS/
Cumulative # of SWD in the SEA

Note that each racial/ethnic group is compared to all SWD in the state (not all other)

Indicator 4B: Significant Discrepancy

Example: Calculating the Rate Ratio for Black SWD

54 (Black SWD w/ OSS > 10, LEA)



3,009 (Black SWD enrollment, LEA)

.0179

= 4.58

953 (SWD with OSS > 10, SEA)



242,178 (SWD enrollment. SEA)

.0039

Indicator 4A & 4B: Significant Discrepancy Suspension/Expulsion of SWD > 10 Days

- Rate Ratio: comparing the rate at which the LEA suspends SWD > 10 days by race ethnicity to the rate at which all LEAs in the State suspend SWD > 10 days by race/ethnicity
 - Rate Ratio of ≥ 2.0 for 2 years
 - A Rate Ratio is calculated for each of the 7 race/ethnic groups
- Two-part measure:
- Rate Ratio does the data reveal a discrepancy?
- Does the LEA have non-compliant policies, practices and procedures that led to the discrepancy?

Source: Data reported in Student Record each June

Indicator 4A & 4B: Check for errors in reporting Discipline

- Check all Discipline Reports in SR carefully for common reporting errors such as
 - Student gets in a fight with a classmate in the hall. As he is being taken to the office he shoves a teacher. He receives 8 days of OSS, but this is reported incorrectly in the SIS as 8 days for each incident.
 - Student is assigned 10 days of OSS but on Day 5, there is a Manifestation Determination and a tribunal hearing. Student starts at an Alternative School on Day 6. The 10 days of OSS should be CHANGED to 4 days

Source: Data reported in Student Record each June

Indicator 5 A-B-C: SCHOOL-AGE LRE

		State Target	LEA Rate	Met Target
5A LRE (>=80% REGULAR CLASS)	Percent of children with IEPs aged 6 through 21 served: Inside the regular class 80% or more of the day;	65.50%	65.78%	Y
5B LRE (<40% REGULAR CLASS)	Percent of children with IEPs aged 6 through 21 served: Inside the regular class less than 40% of the day; and	14.00%	12.48%	Y
5C LRE (SEPARATE PLACEMENTS)	Percent of children with IEPs aged 6 through 21 served: In separate schools, residential facilities, or homebound/hospital placements.	1.38%	1.17%	Y

Indicator 5: LRE

Percent of children with IEPs in grades K-12:

- A: Served inside the regular education class 80% or more of the day
- B: Served inside the regular education class less than 40% of the day
- C: Served in separate schools, residential facilities, or homebound/hospital placements.

Measured against the State Target set by State Advisory Panel

Source: FTE1 – Environment codes reported in Federal Child Count in October

Indicator 6 A-B: PRESCHOOL LRE

		State Target	LEA Rate	Met Target
6A PRESCHOOL LRE(REGULAR EARLY CHILDHOOD PROGRAM)	Percentage of young children aged 3 through 5 receiving the majority of special education services in a regular early childhood program.	46.60%	38.22%	N
6B PRESCHOOL LRE(SEPARATE PLACEMENTS)	Percentage of young children aged 3 through 5 receiving the majority of special education services in separate classes, separate schools or residential facilities.	22.50%	14.65%	Y

Indicator 6: LRE Preschool Settings

Percent of children age 3-5 in PK with IEPS

- a) Receiving the majority of special education and related services in regular early childhood program - Please note that this is NOT the same as the school age measurement. This measurement is not the percentage of time in regular education, but rather where the child receives most of their special education services.
- b) Attending separate special education class, separate school or residential facility

Measured against the State Target set by State Advisory Panel

Source: FTE1 – Environment codes reported in Federal Child Count in October

Indicator 7 A-B-C: PRESCHOOL OUTCOMES

			State Target	LEA Rate	Met Target
7A PRESCHOOL OUTCOMES (SOCIAL-EMOTIONAL SKILLS)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Positive social-emotional skills (including social relationships);	Summary State1	78.60%	98.21%	Y
		Summary State2	62.00%	68.25%	Y
7B PRESCHOOL OUTCOMES (ACQUISITION OF SKILLS)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and	Summary State1	81.50%	96.83%	Y
		Summary State2	37.30%	49.21%	Y
7C PRESCHOOL OUTCOMES (USE OF APPROPRIATE BEHAVIORS)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Use of appropriate behaviors to meet their needs.	Summary State1	78.00%	96.3%	Y
		Summary State2	72.00%	84.13%	Y

Indicator 7: Preschool Skills, Outcome Data

Percent of preschool children ages 3-5 with IEPs, who show improvement in these areas at the time they exit PK Sp Ed

- a) Positive social-emotional skills and relationships
 - b) Acquisition and use of knowledge and skills
 - c) Use of appropriate behaviors to meet their needs
- Reported in the SE Applications Dashboard by the Special Education Director or designee
 - State Targets are used – set by State Advisory Panel
 - If not yet completed, this is due on Sept 30, 2020
 - Review the Guidance Document with contact information available in the SE Applications Dashboard

Assessing Student Progress

Each child exiting preschool or turning 6 (even if still in PK) is rated using a 5 point scale:

- a) Did not improve functioning
- b) Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers
- c) improved functioning to a level near to same-aged peers but did not reach
- d) Improved functioning to reach a level compared to same-aged peers
- e) Maintained functioning to a level compared to same aged peers

Reporting Preschool LEA Data

Summary Statements:

1. Of those children who entered the program below age expectations (in each outcome), the percent that substantially increased their rate of growth (in each outcome) by the time they exited $(c+d)/(a+b+c+d)$
2. Percent of children who were functioning within age expectations (in each outcome), by the time they exited $(d+e)/(a+b+c+d+e)$

Indicator 7: Preschool Skills, Outcome Data in SE Applications Dashboard

	Positive Social-Emotional skills (Outcome 1)		Acquisition and use of Knowledge and skills (Outcome 2)		Appropriate use of Behaviour to meet needs (Outcome 3)	
	Enter # of Children	% of Children	Enter # of Children	% of Children	Enter # of Children	% of Children
a. Percent of children who did not improve functioning	<input type="text"/>		<input type="text"/>		<input type="text"/>	
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	<input type="text"/>		<input type="text"/>		<input type="text"/>	
c. Percent of children who improved functioning to a level near to same-aged peers but did not reach	<input type="text"/>		<input type="text"/>		<input type="text"/>	
d. Percent of children who improved functioning to reach a level compared to same-aged peers	<input type="text"/>		<input type="text"/>		<input type="text"/>	
e. Percent of children who maintained functioning to a level compared to same-aged peers	<input type="text"/>		<input type="text"/>		<input type="text"/>	
TOTAL						
SUMMARY STATEMENTS						
1. Of those children who entered the program below age expectations in [outcome], the percent that substantially increased their rate of growth in [outcome] by the time they exited	$(c+d) / (a+b+c+d)$					
2. Percent of children who were functioning with age expectations in [outcome], by the time they exited	$(d+e) / (a+b+c+d+e)$					

Indicator 8: Parent Survey

8 PARENT INVOLVEMENT		State Target	LEA Rate	Met Target
	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.	71.00%	58%	N

Indicator 8: Parent Survey

Percent of parents who report that the school facilitated parental involvement

- Ten question online survey
- Directors may see real time data in the SE Application Dashboard
 - By school
 - By question
- Source: Data submitted by parent, Percentage of Parent Satisfaction is used for the public report
- Measured against the State Target
- 2020 Results and Summary Reports will be available in the SE Dashboard in July

Indicator 9 and 10: Disproportionate Representation

9 DISPROPORTIONATE REPRESENTATION

District does not demonstrate disproportionate representation of racial and ethnic groups in special education and related services which is the result of inappropriate identification policies, procedures and practices.

Met Target
Y

10 DISPROPORTIONATE REPRESENTATION

District does not demonstrate disproportionate representation of racial and ethnic groups in specific disability categories which is the result of inappropriate identification policies, procedures and practices.

Met Target
Y

Indicator 9: Disproportionate Representation: All Disabilities

SIGNIFICANT DISPROPORTIONALITY - IDENTIFICATION

FY20 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	American Indian	2	10	2.215
All Disabilities	Asian	10	211	0.5136
All Disabilities	Black	186	1044	2.5794
All Disabilities	Hispanic	13	259	0.5423
All Disabilities	Two or More Races	28	407	0.7454
All Disabilities	White	242	3377	0.5811

Indicator 9: Disproportionate Representation

Compliance Indicator with target set by OSEP that no LEA will have Disproportionate Representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Risk Ratio Methodology: Risk Ratio ≥ 3.0 in same racial/ethnic group for 3 consecutive years results in a finding of Significant Disproportionality with a consequence of a state review of the LEA's policies, procedures, and practices. If the disproportionality is found to be a result of inappropriate identification, the LEA will also be required to use 15% of their federal funding to address Comprehensive Coordinated Early Intervening Services.

Source: Data reported in FTE1 for current year and 2 prior years

Indicator 9: Disproportionate Representation

Formula (example):

of Hispanic SWD in the LEA



of Hispanic Students in the LEA

of All Other Races SWD in the LEA



of All Other Races Students in the LEA

Indicator 9: Disproportionate Representation

1,080
(# of Black SWD in LEA)



5,663
(# of Black students in the LEA)

0.1907



= 1.86

614
(# of all other SWD in LEA)



5,999
(all other races of students in the LEA)

0.1023

Indicator 10: Disproportionate Representation: By Disability

SIGNIFICANT DISPROPORTIONALITY - IDENTIFICATION

FY20 Determination

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
Autism	American Indian	3	73	3.0191
Autism	Asian	3	491	0.4449
Autism	Black	466	34046	1.0087
Autism	Hispanic	54	3606	1.1056
Autism	Pacific Islander	2	31	4.7365
Autism	Two or More Races	15	1145	0.9584
Autism	White	99	7625	0.9419
Emotional and Behavioral Disorder	Black	311	34046	3.8221
Emotional and Behavioral Disorder	Hispanic	9	3606	0.3254
Emotional and Behavioral Disorder	Two or More Races	7	1145	0.8371
Emotional and Behavioral Disorder	White	15	7625	0.237
Intellectual Disabilities	American Indian	1	73	1.1049
Intellectual Disabilities	Black	526	34046	3.5158

Indicator 10: Disproportionate Representation in Specific Categories

Compliance Indicator with target set by OSEP that no LEA will have Disproportionate Representation of racial and ethnic groups in specific categories of special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Risk Ratio Methodology: Risk Ratio ≥ 3.0 in same disability category for the same racial/ethnic group for 3 consecutive years results in a finding of Significant Disproportionality with a consequence of a state review of the LEA's policies, procedures, and practices. If the disproportionality is found to be a result of inappropriate identification, the LEA will be required to use 15% of their federal funding to address Comprehensive Coordinated Early Intervening Services. The disabilities examined are

- Autism
- Emotional Behavior Disorder
- Intellectual Disability (total of MIID, MOID, SID, PID)
- Other Health Impaired
- Speech/Language Impaired
- Specific Learning Disability

Source: Data reported in FTE1 for current year and 2 prior years

Indicator 10: Disproportionate Representation in Specific Categories

309

(# of Black EBD in LEA)



34,391

(# of Black students in the LEA)

0.0089

= 4.23

27

(All Other Race/ethnicities EBD in LEA)



12,636

(All Other Race/Ethnicities of students in the LEA)

0.0021

Coming Soon: Disproportionality Module

- Disproportionality is very complex and can be difficult to understand
- The RDA team and the Data Team are working together to develop an on-line learning module which will be available in the fall

Indicator 11: Child Find, Timelines

11 CHILD FIND

Percent of children age 3-21 who were evaluated within 60 days of receiving parental consent for initial evaluation.

State Target

100.00%

LEA Rate

100%

Met Target

Y

Indicator 11: Child Find, Timelines

Percent of children evaluated within 60 days

- Compliance Indicator; Federally required Target: 100%
- Source: Special Education Director or designee enters data into the SE Dashboard Timelines application by Sept 30, 2020. Check your dashboard to see if it has been submitted.
- Tools for tracking data available on the Special Education, [Data Collection and Reporting](#) webpage
- Reporting is easy for GO-IEP LEAs
- See guidance document in the SE Applications Dashboard
- A recording will be available soon for Indicators 11 and 12

Indicator 12: Early Childhood Transition

12 EARLY CHILDHOOD TRANSITION

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.

State Target

100.00%

LEA Rate

83.33%

Met Target

N

Indicator 12: Early Childhood Transition

Percent of children found Part B eligible with IEP implemented by the Child's 3rd birthday

“Implemented” means the IEP meeting has been held and services scheduled to start as soon as possible after that date

- Compliance Indicator; Federally required Target: 100%
- Source: Special Education Director or designee enters data into the SE Dashboard Timelines application by Sept 30, 2020. Check your dashboard to see if it has been submitted.
- Tools for tracking data available on the Special Education, [Data Collection and Reporting](#) webpage
- Reporting is easy for GO-IEP LEAs
- See guidance document in the SE Applications Dashboard
- A recording will be available soon for Indicators 11 and 12

Indicator 13: Secondary Transition with IEP Goals

13 SECONDARY TRANSITION

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals. There is also evidence that the student was invited to the IEP Team meeting where transition services were discussed.

State Target

100.00%

LEA Rate

100%

Met Target

Y

Indicator 13: Secondary Transition with IEP Goals

- Compliance Indicator; Federally required Target: 100%
- Secondary transition: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs.
- There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Indicator 13 in FY20 and FY21

- Data Source: IEPs reviewed during Cross Functional Monitoring
 - Transition Plans will be reviewed for compliance when the LEA is monitored
- No longer measuring annually with the Transition Planning Survey in the dashboard
- LEAs are still responsible for developing compliant transition plans for all students age 14 and above
- For public reporting purposes (APR) the LEA who was not monitored in the previous year will have N/A on the public APR
- Continue tending to the important task of transition planning for all SWD!
- Compliance Indicator; Federally required Target: 100%

Indicator 14: Post-School Outcomes Survey

14 POST-SCHOOL OUTCOMES

Percent of youth who are no longer in secondary school, who had IEPs in effect at the time they left school, and were:

		State Target	LEA Rate	Met Target
14A	Enrolled in higher education within one year of leaving high school.	27.40%	12.09%	N
14B	Enrolled in higher education or competitively employed within one year of leaving high school.	54.00%	62.64%	Y
14C	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.	80.10%	74.73%	N

Indicator 14: Post-School Outcomes Survey

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-secondary Survey

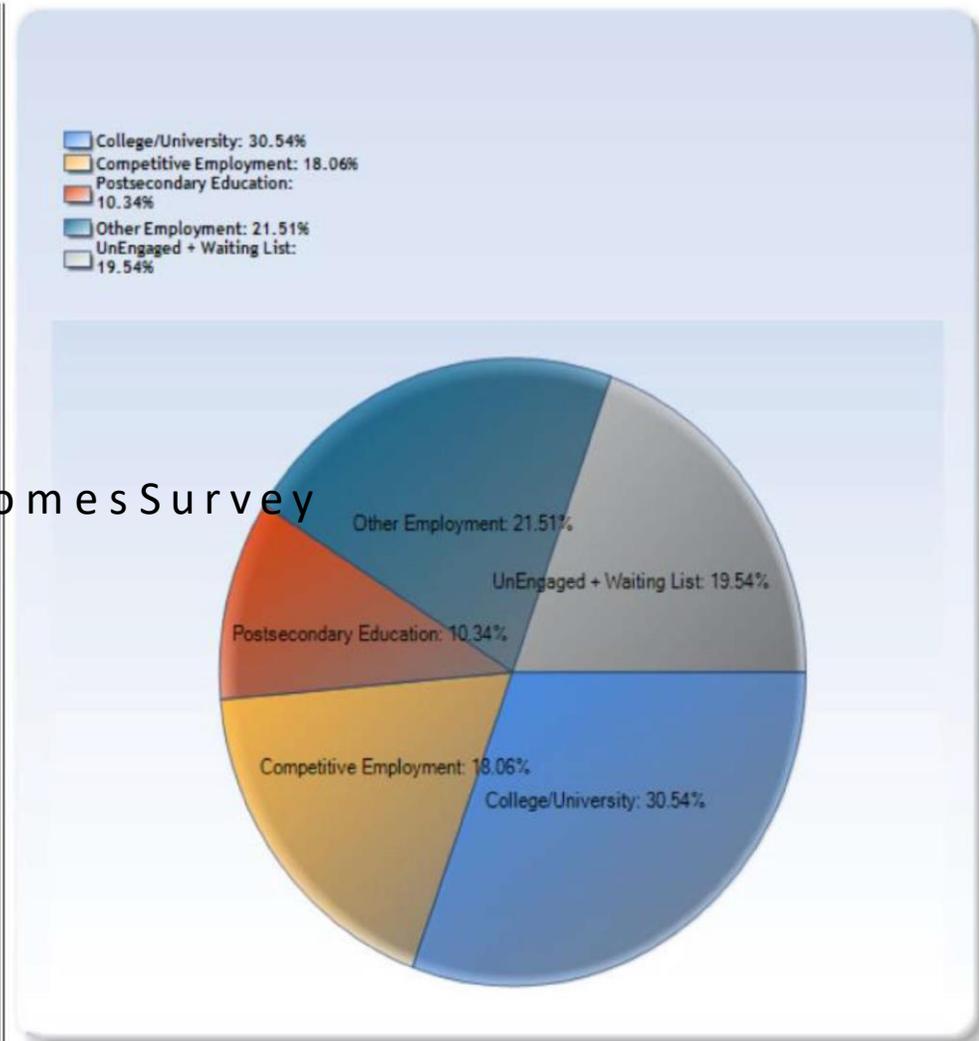
Indicator 14: Post-secondary Outcomes Survey

- Reported in the SE Applications Dashboard by the Special Education Director or designee
- State Targets are used
- Guidance Document available in the SE Applications Dashboard
- If not yet completed, this is due on Sept 30, 2020
- Dashboard will display a list of prior year's exiters (regular diploma, special education diploma, or dropout)
- Contact each exiter to determine each student's post-secondary 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
- LEAs should use this data to evaluate your transition planning process and growth opportunities

Indicator 14: SE Applications Dashboard Post-School Outcomes Survey Summary

Element	Count	Percentage
College/University	186	30.54%
Competitive Employment	110	18.06%
Postsecondary Education	63	10.34%
Other Employment	131	21.51%
UnEngaged + Waiting List	119	19.54%
Total Respondents	610	NA
Survey Rate of Return	NA	88.15%
Deceased	1	
Unable to Contact	82	
Returned to High School	82	

Indicator 14: Post-School Outcomes Survey



Linda Castellanos, Ed.S.

Part B Data Manager

Division for Special Education Services
and Supports

Georgia Department of Education

Cell Phone: 404-719-8045

lcastellanos@doe.k12.ga.us



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