Special Education
Local Education Agency (LEA)
Determinations

SELDA
October 20, 2021
Dawn Kemp, Program Specialist, Part B Data Manager
Special Education Services and Supports  Georgia
Department of Education
LEA Determinations
Why - LEA Determinations

- IDEA § 300.600 requires states to monitor LEAs for IDEA implementation
  - Determine programming is designed to improve educational results and outcomes for students with disabilities
  - Ensure that LEAs are meeting IDEA requirements, particularly those related to improving educational results and outcomes for students with disabilities

LEA Determinations_IDC 2020
How - LEA Determinations?

- States are required to examine the areas below for LEAs using quantitative and qualitative (if needed) data:
  - Provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
  - General Supervision (including Child Find, Monitoring, Resolution, etc.)
  - Disproportionate Representation
  - Correction of Noncompliance
What Data Must States Consider for LEA Determinations?

Required*

• State Performance Plan (SPP)/Annual Performance Report (APR) compliance indicators
  ▪ Indicators 4B, 9, 10, 11, 12, and 13
• Submission of valid and reliable data
• Correction of noncompliance
• Other data relevant to compliance with IDEA, such as audit findings

Optional (list is not exhaustive)

• SPP/APR results indicators
  ▪ Indicators 1, 2, 3B-C, 4A, 5A-C, 6A-B, 7A-C, 8, 14A-C
• Participation on alternate assessments
• Dispute resolution data
• Results from on-site monitoring visits
• Other results data (e.g., attendance, gap closure analysis)

* Per the 2009 Questions and Answers on Monitoring, Technical Assistance, and Enforcement document from the Office of Special Education and Rehabilitative Services (OSERS)

LEA Determinations__IDC 2020
Accessing Your Determination

The Superintendent and Special Education Director listed in the dashboard will receive an email alerting them that the District Determination is available.
# District Determinations

## Determinations

**School Year 2020-21**

**Status:** Available for Data Viewing

<table>
<thead>
<tr>
<th>Compliance Matrix Percentage and Determination</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>Determination</td>
</tr>
<tr>
<td>100%</td>
<td>Meets Requirements</td>
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</table>

<table>
<thead>
<tr>
<th>Compliance Overall Scoring</th>
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<tbody>
<tr>
<td>Total Points Available</td>
<td>Points Earned</td>
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<td>16</td>
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[View Application](#)
## Compliance Determination Matrix

### District Determinations

<table>
<thead>
<tr>
<th>Document</th>
<th>Released On</th>
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<tbody>
<tr>
<td>District Determinations Letter</td>
<td>10/12/2018 11:29:07 AM</td>
</tr>
<tr>
<td>District Determinations Rubric</td>
<td>10/12/2018 11:29:07 AM</td>
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### Compliance Matrix

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Performance Score</th>
</tr>
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<tbody>
<tr>
<td>Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
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<td>2</td>
</tr>
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<td></td>
</tr>
<tr>
<td>Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories</td>
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<td>2</td>
</tr>
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<td>*District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)</td>
<td></td>
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<tr>
<td>General Supervision(Timely Correction)</td>
<td>Yes</td>
<td>2</td>
</tr>
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Performance Levels (Yes = 2 Points) (No = 0 Point) | Yes | 2 |
|Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services  
*District has compliant policies, procedures and practices related to Indicator 9.  
Performance Levels (Yes = 2 Points) (No = 0 Point) | Yes | 2 |
|Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories  
*District has compliant policies, procedures and practices related to Indicator 10.  
Performance Levels (Yes = 2 Points) (No = 0 Point) | Yes | 2 |
|General Supervision (Timely Correction)  
*District timely corrects all identified noncompliance no later than one year from notification.  
Performance Levels (Yes = 2 Points) (No = 0 Point) | Yes | 2 |
|Maintenance of Effort (MOE)  
*District meets MOE for the FY14.  
Performance Levels (Yes = 4 Points) (No = 0 Point) | Yes | 4 |
|Indicator 11: Initial evaluations (Child Find) completed within 60 days  
State Target (100%)  
Performance Levels: ($\geq95\% = 2$ Points) ($75\% - 94\% = 1$ Point) ($<75\% = 0$ Point) | 99.79 | 2 |
|Indicator 12: Part C to Part B Transitions (Early Childhood Transitions)  
State Target (100%)  
Performance Levels: ($\geq95\% = 2$ Points) ($75\% - 94\% = 1$ Point) ($<75\% = 0$ Point) | 100 | 2 |
|Indicator 13: Measurable Postsecondary Goals for Transition  
State Target (100%)  
Performance Levels: ($\geq95\% = 2$ Points) ($75\% - 94\% = 1$ Point) ($<75\% = 0$ Point) | 100 | 2 |
|Timely and Accurate Data  
State Target (100%)  
Performance Levels: ($\geq95\% = 2$ Points) ($75\% - 94\% = 1$ Point) ($<75\% = 0$ Point) | 100 | 2 |

**Total Performance Score (Total Possible Points 20)**  
20

**District Determination for FY2019**  
Meets Requirements  
100%
<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Target</th>
<th>Points</th>
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<tr>
<td>Indicator 4b</td>
<td>Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*</td>
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<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
<tr>
<td>Indicator 9</td>
<td>Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services*</td>
<td>Yes = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
<tr>
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<td>Yes = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = 0</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Effort</td>
<td>District meets MOE for the FY20</td>
<td>Yes = 4</td>
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<td></td>
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<td>No = 0</td>
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</tr>
<tr>
<td>Indicator 11</td>
<td>Initial Evaluations (Child Find) completed within 60 days</td>
<td>100%</td>
<td>≥95% = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%-94% = 1</td>
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<td></td>
<td></td>
<td></td>
<td>&lt; 75% = 0</td>
</tr>
<tr>
<td>Indicator 12</td>
<td>Part C to Part B Transitions (Early Childhood Transitions)</td>
<td>100%</td>
<td>≥95% = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%-94% = 1</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>&lt; 75% = 0</td>
</tr>
<tr>
<td>Indicator 13</td>
<td>Measurable Post-secondary Goals for Transition</td>
<td>100%</td>
<td>≥95% = 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>75%-94% = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 75% = 0</td>
</tr>
<tr>
<td>Timely and Accurate Data</td>
<td>Timely and accurate submission of 10 data and budget required reports/data</td>
<td>100%</td>
<td>≥95% = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>75%-94% = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 75% = 0</td>
</tr>
</tbody>
</table>
Indicator 4b:

- In Georgia, Significant Discrepancy is measured using students ages 3 through 21.
- Measures the number of SWD with OSS > 10 days by race/ethnicity
- Rate Ratio: the rate at which the LEA suspends SWD by race/ethnicity out of school > 10 days compared to the rate at which the state suspends SWD out of school > 10 days
- *“Performance Level” for District Determination is based on compliant policies, practices and procedures, not the data*
Methodology and Formula

• Rate Ratio of 2.0 for 2 consecutive years
  • Minimum cell size 10 (numerator)
  • Minimum n-size 30 (denominator)

Formula:

\[
\frac{\text{SWD racial/ethnic group OSS} > 10 \text{ days in the LEA}}{\text{# of SWD racial/ethnic group in the LEA}} \div \frac{\text{# of SWD with OSS} > 10 \text{ days in the SEA}}{\text{# of SWD in the SEA}}
\]
**Example: Dashboard and Determination**

### SWD Discrepancy Race/Ethnicity - Indicator 4b

#### FY19 Determination

<table>
<thead>
<tr>
<th>District</th>
<th>Race/Ethnicity</th>
<th>Removal Period</th>
<th>Discipline Method</th>
<th>Student Count</th>
<th>Cumulative SWD Enrollment</th>
<th>Rate Ratio</th>
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<tbody>
<tr>
<td></td>
<td>American Indian</td>
<td>GREATER10</td>
<td>OUTOF SCHOOL</td>
<td>0</td>
<td>4</td>
<td>0</td>
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<tr>
<td></td>
<td>Asian</td>
<td>GREATER10</td>
<td>OUTOF SCHOOL</td>
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<td>10</td>
<td>0</td>
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<tr>
<td></td>
<td>Black</td>
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<td>3009</td>
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<tr>
<td></td>
<td>Hispanic</td>
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<td>OUTOF SCHOOL</td>
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<td>177</td>
<td>0</td>
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<td></td>
<td>Two or More Races</td>
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<td>OUTOF SCHOOL</td>
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<td>128</td>
<td>1.9533</td>
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<tr>
<td></td>
<td>Pacific Islander</td>
<td>GREATER10</td>
<td>OUTOF SCHOOL</td>
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<td>21</td>
<td>4.4286</td>
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<tr>
<td>State of Georgia</td>
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<td>OUTOF SCHOOL</td>
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<td>860</td>
<td>4.0035</td>
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<td>State of Georgia</td>
<td>Asian</td>
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<td>OUTOF SCHOOL</td>
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<td>1</td>
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<td>State of Georgia</td>
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<tr>
<td>State of Georgia</td>
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<td>670</td>
<td>95807</td>
<td>1</td>
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<tr>
<td>State of Georgia</td>
<td>Two or More Races</td>
<td>GREATER10</td>
<td>OUTOF SCHOOL</td>
<td>74</td>
<td>35000</td>
<td>1</td>
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<tr>
<td>State of Georgia</td>
<td>Pacific Islander</td>
<td>GREATER10</td>
<td>OUTOF SCHOOL</td>
<td>36</td>
<td>9001</td>
<td>1</td>
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<tr>
<td>State of Georgia</td>
<td>White</td>
<td>GREATER10</td>
<td>OUTOF SCHOOL</td>
<td>2</td>
<td>186</td>
<td>1</td>
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</table>

*Data Source: 2018 June SR Data Collection*

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<td></td>
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<td>Yes</td>
<td>2</td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories</td>
<td>Yes</td>
<td>2</td>
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<tr>
<td><em>District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)</em></td>
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<td></td>
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</table>
Disproportionate Representation Indicators 9 & 10 of the SPP/APR

In Georgia Disproportionate Representation is measured using the School Age Group (K-12).

Indicator 9

- All Disabilities-

Indicator 10

- Autism
- Emotional Behavior Disorder
- Intellectual Disability (MID, MOID, SID, PID)
- Other Health Impaired
- Specific Learning Disability
- Speech/Language Impaired
Compliant Practices

“District has compliant policies, procedures and practices related to Indicator 9”

“District has compliant policies, procedures and practices related to Indicator 10”
<table>
<thead>
<tr>
<th>Disability Area</th>
<th>Race/Ethnicity</th>
<th>Disability Count</th>
<th>District Enrollment</th>
<th>Risk Ratio</th>
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<tr>
<td>All Disabilities</td>
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<td>122</td>
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<td>All Disabilities</td>
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<td>21</td>
<td>178</td>
<td>0.9582</td>
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<td>All Disabilities</td>
<td>Multi-Racial</td>
<td>16</td>
<td>94</td>
<td>1.4031</td>
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<td>All Disabilities</td>
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<td>1790</td>
<td>0.7741</td>
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<td>Black</td>
<td>4</td>
<td>734</td>
<td>0.4646</td>
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<td>Autism</td>
<td>Hispanic</td>
<td>4</td>
<td>178</td>
<td>1.8114</td>
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<tr>
<td>Autism</td>
<td>Multi-Racial</td>
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<td>94</td>
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<tr>
<td>Autism</td>
<td>White</td>
<td>17</td>
<td>1790</td>
<td>0.8541</td>
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<td>734</td>
<td>4.8062</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorders</td>
<td>Hispanic</td>
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<td>178</td>
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</tr>
<tr>
<td>Emotional and Behavioral Disorders</td>
<td>Multi-Racial</td>
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<td>94</td>
<td>1.6166</td>
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<td>State Target (100%)</td>
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<td></td>
</tr>
<tr>
<td>Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (&lt;75% = 0 Point)</td>
<td>95.65%</td>
<td>2</td>
</tr>
<tr>
<td>Indicator 12: Part C to Part B Transitions (Early Childhood Transitions)</td>
<td></td>
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</tr>
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<td></td>
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<td>100%</td>
<td>2</td>
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<td>2</td>
</tr>
</tbody>
</table>
General Supervision; Timely Correction of Identified Non-compliance

- The LEA must correct all identified noncompliance no later than one year from notification
- Yes = 2 points, No = 0 points
  - LEAs that had no identification of noncompliance to correct receive 2 points
- Example: LEA found to be noncompliant for Indicator 10; RR was > 3.0 and policies practices and procedures were not compliant. Was the noncompliance corrected within 1 year?
Maintenance of Effort

• Does the LEA meet the MOE requirement?
  • MOE: the requirement that Local Education Agencies (LEA) demonstrate that the level of local and state funding remains relatively constant from year to year
  • Yes = 4 points, No = 0 points
Indicator 11

% of children evaluated within 60 days

- Data is reported in the Special Education Dashboard

- Measure: Of all completed referrals to special education, the percentage of evaluations that were completed within the 60-day timeline

- Target is 100%
  - $\geq 95\% = 2$ points
  - $75\% - 94\% = 1$ point
  - $< 75\% = 0$ points
Indicator 12

Part C* to Part B Transition: % of children found Part B eligible (services for children ages 3-21) with the IEP implemented by the child’s 3rd birthday

• Data is reported in the Special Education Dashboard

• Measure: Of all children referred from Part C* evaluated and found eligible, the percentage that had their IEP in place and ready to be implemented by the child’s 3rd birthday

• Target is 100%
  • ≥ 95% = 2 points
  • 75% - 94% = 1 point
  • < 75% = 0 points

* Part C in Georgia is Babies Can’t Wait
Indicator 13

• Data for Indicator 13 is no longer being reported in the Transition Application in the Dashboard

• LEAs participating in Cross Functional Monitoring will be monitored for their Transition Planning and Services Procedures.

• Compliance will be determined only for selected LEAs in FY21 or
  • LEAs that elected to participate in Optional Transition Plan Review

• LEAs not CFM this year will not be considered for compliance for Indicator 13
  • Total of 18 possible points not 20
Timely and Accurate Data

1. Preschool Exit Data (only LEAs with Preschool Programs will submit this data – but all LEAs will indicate if preschool data is submitted in SE Applications)

2. Post School Outcome Data (only LEAs with high school programs who exited students the previous year will submit this data)

3. Timeline Data (Child Find and Early Childhood Transition) – Initial Submission, Prong 1, Prong 2**

4. CEIS Student Events Data (FY21) and FY22 CEIS Plan and Budget (only districts who have Significant Disproportionality will submit student CEIS data and a CEIS plan)**

5. Continuation of Services Data (only district who have SWD with OSS > 10 days and did not provide educational services will submit this data)

6. FTE1 (Full Time Equivalent) – October Submission – Includes Federal Child Count

7. CPI (Certified/Classified Personnel Information) – October Submission

8. Student Class – October Submission

9. Budget Due, MOE Reconciliation Deadline**

10. Student Record

11. Excess Cost Calculation Submission

**Any item that is N/A is not calculated in the numerator or denominator.
Annual Performance Report

Compare & Contrast with LEA Determinations
Annual Performance Report

- Each state must publicly report the progress of LEAs on meeting state and/or LEA targets annually
- Targets are derived from the State Performance Plan/Annual Performance Report (SPP/APR)
- SPP/APR targets are approved by the Office of Special Education Programs (OSEP)
- APRs for each LEA in Georgia are available in two locations – the SE Applications Dashboard located in the MyGaDOE Portal (see below) or publicly at [GaDOE Public Reports](https://www.gadoe.org/Public-Reports/SE-Applications-Dashboard)
LEA Determinations & Annual Reports

Determinations
• annually made
• contains **only** Compliance Indicators from the SPP/APR (4B, 9, 10, 11, 12, and 13)
• not publicly available

Annual Reports
• annually reported
• contains **all** SPP/APR Indicators- **Results and Compliance**
• Publicly available
### 2019-2020 Annual Performance Summary

**1 Graduation Rate**
- Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.
- **LEA Target**: [Value]
- **LEA Rate**: [Value]
- **Met LEA Target**: Y
- **State Target**: 62.27%
- **Met State Target**: Y

**2 Dropout Rate**
- Percent of youth with IEPs dropping out of high school.
- **State Target**: 5.40%
- **LEA Rate**: 0.00%
- **Met Target**: Y
SPP/APR 2020-2025 – changes to Annual Performance Report

OSEP- SPP/APR Indicators & Measurement Table for 6-year period (2020-2025) finalized Spring 2021

State- SPP/APR Targets established for Results Indicators for 6-year period (2020-2025) in process

LEA- APR Targets provided for APR Indicators in process
Helpful Links and Resources
Sp. Ed. Data Presentations, Recordings, Tools

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx

Data Presentations, Recordings, and Documents

PowerPoints
- Certification for Teachers Who Teach Students with Disabilities
- Disproportionality: Overview, Identification, Placement, Discipline and Data Calculations
- FTE Reporting CFI Services
- FTE: Reporting Special Education Environments
- FTE: Reporting Child Find SWD Enrolled in Private and Home-School
- Unique Preschool Reporting Issues
- FTE: Introduction to State and Federal Reporting
- FTE: Program and Inclusion Codes for Reporting
- FTE: Reports and Error Checks
- Special Education Dashboard Data Entry Required Applications

Recordings
- Preschool Outcomes Indicator 7 Reporting
- SE Dashboard Applications SE Timelines Application Overview
- SE Dashboard Applications Data Entry for Indicator 11 Child Find
- SE Dashboard Applications Data Entry for Indicator 12 Early Childhood Transition

Documents, Tools and Templates
- BCW Timeline Tracking Log updated 9-10-20
- Initial Evaluation Timeline Tracking Log updated 9-10-20
- FY20 Preschool Outcome Data Template UPDATED 05-06-20
- Additional Resources for Preschool Outcome Reporting
- Environment Calculator for Early Childhood
- Environment Calculator for School-Age Students
- FTE Reports Descriptions updated May 2020
- SR Reports Descriptions updated May 2020
- FY21 FTE Weights and Categories Chart
- Special Education Data Collections Contact Information

Information Updated Regularly
Helpful Links and Resources
Sp. Ed. Data Presentations, Recordings, Tools

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx

Education Services and Supports ➔ Data Presentations, Recordings, and Documents

Data Presentations, Recordings, and Documents

PowerPoints
- Certification for Teachers Who Teach Students with Disabilities
- Disproportionality: Overview, Identification, Placement, Discipline and Data Calculations
- FTE: Reporting CTI Services
- FTE: Reporting Special Education Environments
- FTE: Reporting Child Find SWD Enrolled in Private and Home-School
- Unique Preschool Reporting Issues
- FTE: Introduction to State and Federal Reporting
- FTE: Program and Inclusion Codes for Reporting
- FTE: Reports and Error Checks
- Special Education Dashboard Data Entry Required Applications
- Student Record: Understanding SR Special Education Events

Individual Presentations on each Topic

Information Updated Regularly
Data & GO-IEP Unit
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