

Local Education Agency (LEA) Determinations

SELDA
October 19, 2022

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

Data that must be considered for LEA Determinations

• Required

- SPP/APR Compliance Indicators - 4B, 9, 10, 11, 12, 13
- Submission of valid and reliable data
- Correction of noncompliance
- Other data, such as compliance audit findings

• Optional

- SPP/APR Results Indicators - 1, 2, 3 A-D, 4A, 5 A-C, 6 A-C, 7 A-C, 8, 9, 10, 14 A-C
- Dispute Resolution data
- Results from on-site monitoring
- Other data (attendance, gap closure)

Accessing the LEA Determination

- The LEA Determination can be accessed from the Special Education Applications Dashboard (SE Applications).
- The LEA's status can be viewed on the SE Applications Dashboard, such as Meets Requirements and Needs Assistance.
- By selecting the View Application button on the tile, the Compliance Determination Matrix for the LEA can be viewed.

Compliance Determination Matrix

Measure	Description	Target	Points
Indicator 4b	Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*	0	Yes = 2 No = 0
Indicator 9	Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services*	0	Yes = 2 No = 0
Indicator 10	Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories*	0	Yes = 2 No = 0
General Supervision	District timely corrects all identified noncompliance no later than one year from notification.	Yes	Yes = 2 No = 0

Compliance Determination Matrix

Measure	Description	Target	Points
Maintenance of Effort	District meets MOE for the FY20		Yes = 4 No = 0
Indicator 11	Initial Evaluations (Child Find) completed within 60 days	100%	$\geq 95\% = 2$ $75\%-94\% = 1$ $< 75\% = 0$
Indicator 12	Part C to Part B Transitions (Early Childhood Transitions)	100%	$\geq 95\% = 2$ $75\%-94\% = 1$ $< 75\% = 0$
Indicator 13	Measurable Post-secondary Goals for Transition	100%	$\geq 95\% = 2$ $75\%-94\% = 1$ $< 75\% = 0$
Timely and Accurate Data	Timely and accurate submission of 10 data and budget required reports/data	100%	$\geq 95\% = 2$ $75\%-94\% = 1$ $< 75\% = 0$

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:

SWD racial/ethnic group OSS > 10 days in the LEA

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of SWD racial/ethnic group in the LEA

of SWD with OSS > 10 days in the SEA

÷

of SWD in the SEA

Example 4b

- SWD Discrepancy Race/Ethnicity Indicator 4B

District	Race/ Ethnicity	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
Superior	American Indian	GREATER10	OUTOFSCHOOL	0	4	0
Superior	Asian	GREATER10	OUTOFSCHOOL	0	10	0
Superior	Black	GREATER10	OUTOFSCHOOL	54	3009	2.5662
Superior	Hispanic	GREATER10	OUTOFSCHOOL	0	177	0

LEA Determination for 4b

Example:

- Superior LEA has a rate risk ratio of 2.5562.
- This is the second consecutive year with a rate risk ratio of ≥ 2.0 .
- A review of the practices, policies, and procedures for Superior indicates that Superior **does not** have policies that contribute to significant discrepancy. Superior has compliant policies.
- As a result, Superior LEA will receive all points (2) for their LEA determination

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

Example Indicator 10

Disability Area	Race/ Ethnicity	Disability Count	District Enrollment	Risk Ratio
Emotional Behavioral Disorders	American Indian	0	4	0
Emotional Behavioral Disorders	Asian	0	10	0
Emotional Behavioral Disorders	Black	19	734	4.8062
Emotional Behavioral Disorders	Hispanic	2	178	1.5039

Compliant Practices Determine Points Awarded

- District has compliant policies, procedures, and practices related to Indicator 9 = 2 points, even with a risk ratio of ≥ 3.0 .
- District has compliant policies, procedures, and practices related to Indicator 10 = 2 points, even with a risk ratio of ≥ 3.0 .

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%
 - $\geq 95\%$ = 2 points
 - 75% - 94% = 1 point
 - $< 75\%$ = 0 points
- * Part C in Georgia is Babies Can't Wait

Indicator 13

- LEAs participating in Cross Functional Monitoring (CFM) will participate in Transition compliance monitoring.
- Compliance will be determined only for CFM LEAs or
 - **LEAs that elected to participate in Optional Transition Plan Review.**
- LEAs not CFM this year will no longer receive a rating of NA and will receive the most recent rating available.

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).

Timely and Accurate Data - continued

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 (APR)

Compare & Contrast with LEA Determinations

APR Characteristics

- 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 or publicly at [GADOE Public Reports](#).

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

Contact Us – GO-IEP & Data Team

We're Here to Help!

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