

# Georgia

## 2016 Part B Results-Driven Accountability Matrix

### Results-Driven Accountability Percentage and Determination<sup>1</sup>

|                       |                      |
|-----------------------|----------------------|
| <b>Percentage (%)</b> | <b>Determination</b> |
| 75                    | Needs Assistance     |

### Results and Compliance Overall Scoring

|                   | Total Points Available | Points Earned | Score (%) |
|-------------------|------------------------|---------------|-----------|
| <b>Results</b>    | 24                     | 12            | 50.00     |
| <b>Compliance</b> | 20                     | 20            | 100       |

### 2016 Part B Results Matrix

#### Reading Assessment Elements

| Reading Assessment Elements   | Performance (%) | Score |
|---|-----------------|-------|
| Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments                               | 90.2            | 2     |
| Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments                               | 86.99           | 1     |
| Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 36              | 2     |
| Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress       | 71              | 0     |
| Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 30              | 1     |
| Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress       | 71              | 0     |

#### Math Assessment Elements

| Math Assessment Elements  | Performance (%) | Score |
|---|-----------------|-------|
| Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments                               | 89.54           | 1     |
| Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments                               | 86.2            | 1     |
| Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 47              | 1     |
| Percentage of 4th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress       | 89              | 1     |
| Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress | 26              | 1     |
| Percentage of 8th Grade Children with Disabilities Included in Testing on the National Assessment of Educational Progress       | 89              | 1     |

#### Exiting Data Elements

| Exiting Data Elements  | Performance (%) | Score |
|--|-----------------|-------|
| Percentage of Children with Disabilities who Dropped Out   | 29              | 0     |
| Percentage of Children with Disabilities who Graduated with a Regular High School Diploma <sup>1</sup> | 45              | 0     |

<sup>1</sup> For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the *Individuals with Disabilities Education Act* in 2016: Part B."

*2016 Part B Compliance Matrix*

| <b>Part B Compliance Indicator<sup>2</sup></b>  | <b>Performance (%)</b> | <b>Full Correction of Findings of Noncompliance Identified in FFY 2013</b> | <b>Score</b> |
|---|------------------------|--|--------------|
| <b>Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.</b> | 1.52                   | Yes  | 2            |
| <b>Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.</b>  | 0                      | N/A  | 2            |
| <b>Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.</b>   | 3.98                   | Yes  | 2            |
| <b>Indicator 11: Timely initial evaluation</b>  | 98.42                  | Yes  | 2            |
| <b>Indicator 12: IEP developed and implemented by third birthday</b>  | 99.21                  | Yes  | 2            |
| <b>Indicator 13: Secondary transition</b>   | 97.16                  | Yes  | 2            |
| <b>Timely and Accurate State-Reported Data</b>  | 100                    |  | 2            |
| <b>Timely State Complaint Decisions</b>   | 100                    |  | 2            |
| <b>Timely Due Process Hearing Decisions</b>   | 100                    |  | 2            |
| <b>Longstanding Noncompliance</b>   |                        |  | 2            |
| <b>Special Conditions</b>   | None                   |  |              |
| <b>Uncorrected identified noncompliance</b>   | None                   |  |              |

<sup>1</sup> Graduated with a regular high school diploma as defined under the *IDEA* Section 618 State-reported data: These students exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR §300.102(a)(3)(iv), “the term regular high school diploma does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or general educational development credential (GED).”

<sup>2</sup> The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at: <https://osep.grads360.org/#communities/pdc/documents/4603>