

Annual Performance Report

Georgia Department of Education



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

Deborah Gay, Director
Division for Special Education Services and Supports

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Part B Annual Performance Report (APR) for 2005-2015**Overview of the SPP and APR Development**

Under the leadership of the State School Superintendent, Dr. John D. Barge, the Georgia Department of Education's (GaDOE) vision is to make education work for all Georgians. In moving toward this goal, GaDOE has core values of transparency, honesty, trust, respect, and collaboration. The overall vision and values have been apparent during the development of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as we have sought and received broad stakeholder input.

The GaDOE has developed a strategic plan for all of its efforts toward improving outcomes for students. The Division for Special Education has aligned the indicators of the SPP with the strategic plan. The GaDOE believes that educating students with disabilities is the responsibility of all educators and has thus aligned its goals and activities accordingly.

The State Advisory Panel (SAP) for Special Education provided input as stakeholders during the development of the APR and the necessary revisions of the SPP. The SAP is comprised of the following members.

- Parents of children with disabilities, ages birth through 26
- Parent advocates
- Individuals with disabilities
- Local district educational administrators
- General and special education teachers
- Local district Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act
- Representatives from:
 - The Department of Corrections
 - A college/university that prepares special education and related services personnel
 - Part C, Babies Can't Wait
 - Private schools or Charter schools
 - The Department of Juvenile Justice
 - Georgia Vocational Rehabilitation Agency (vocation/transition)
 - The Division of Family and Children Services
 - Georgia Network for Educational and Therapeutic Support
 - Parent Training and Information Center
 - Georgia Council of Administrators of Special Education
 - Georgia School Superintendents' Association

The SAP received an overview of the SPP/APR from Division for Special Education personnel during an October 2013 meeting. The SAP members were divided into varied workgroups to analyze each indicator, including the requirements of the indicator, the trend performance on the data (when available), and current initiatives/activities that are being implemented to impact those initiatives. The workgroups reviewed the requirements of the SPP/APR and made recommendations to the State regarding the revision of targets and activities. In return, each

workgroup shared its recommendations with the entire SAP, providing an opportunity for further discussion and recommendations.

In addition to receiving input from SAP, the State gave local districts the opportunity to provide input throughout the year during monthly district meetings that are attended by the district liaisons and special education directors. As data and activities were proposed on the indicators, the State solicited feedback on how it could improve performance and achieve compliance. In addition, comments were received about targets and activities for the extended SPP.

The State Director for special education conducts listening sessions with a group of special education directors quarterly (Director's Forum). During these forums, feedback and input are also sought and received regarding many of the indicators, activities and targets. The State's flexibility waiver was approved by the United States Department of Education (USDOE) on March 30, 2012. As a result, the accountability system for the state of Georgia has been revised.

Annual Reporting to the Public

GaDOE reports annually to the public on the State's progress and/or slippage in meeting rigorous targets found in the SPP by providing a copy of its APR and an updated copy of the SPP on the department's website, available at [SPP/APR Reports](#). These revised documents will be posted on the website no later than 120 days following the State's submission of its Part B-APR on February 1, 2014, in accordance with 20 U.S.C. 1416(b)(2)(C)(ii)(I) and 34 CFR §300.602. The SPP and APR will be distributed to the media and other public agencies.

Annual determinations about each local district were made by November 2013. The GaDOE reports annually to the public on the performance of each Local Educational Agency (LEA) on the targets in the SPP at [LEA \(District\) Reports](#) (Choose District Name→Special Education). The development of this public reporting mechanism is the result of ongoing collaboration between the Division for Special Education and Division for Information Technology within the GaDOE. By design, this information is embedded into the profile that has been provided for the last several years.

Part B State Performance Plan (SPP) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 1- Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

The formula for the four-year graduation rate for the cohort entering 9th grade for the first time in the fall of the 2008-2009 school year and graduating by the end of the 2011-2012 school year is shown below.

Number of cohort members who earned a regular high school diploma
by the end of the 2011-2012 school year

Number of first-time 9th graders in fall 2008 (starting cohort) plus students who transfer in,
minus students who transfer out, emigrate, or die during school years
2008-2009, 2009-2010, 2010-2011, and 2011-2012

FFY	Measurable and Rigorous Target
<i>FFY 2012</i> <i>(Using 2011-2012 data)</i>	35.7% of youth with IEPs graduating from high school with a regular diploma.

FFY	Actual Target
<i>FFY 2012</i> <i>(Using 2011-2012 data)</i>	35.2% of youth with IEPs graduating from high school with a regular diploma.

Actual Target Data for FFY 2012(Using data from 2011-2012):

During **FFY 2012**, **35.2%** (5,057 out of 14,374) of the students with IEPs graduated from high school with a regular diploma. The State **did not meet** the FFY 2012 target (35.7%) for the percentage of students with disabilities (SWD) who earned a regular high school diploma.

This is the *same data reported in the FFY 2011 APR (35.2% as a result of rounding)*. The State is reporting the same data as in FFY 2011 because in prior years Georgia did not lag graduation data. The State is reporting this data based on OSEP requirement to use FFY 2011 data as reported to United States Education Department (US ED) through the Consolidated State Performance Report (CSPR) for ESEA in the adjusted cohort graduation rate.

4-Year Cohort Graduation Rate	
Children with Disabilities in the 2011-12 Cohort (Entered High School in 2008-09)	14,374
Children with Disabilities in the 2011-12 Cohort Graduating from High School with a Regular Diploma	5,057
4-year Cohort Graduation Rate	35.2%

The Georgia Department of Education (GaDOE) holds high expectations for all students and strives to raise the graduation rate of students *with Individualized Education Programs (IEP)* who receive regular education diplomas through improved instructional programs and access to the general curriculum. Georgia has defined a graduate as a student who leaves high school with a Regular Diploma (this does not include Certificates of Attendance or Special Education Diplomas) in the standard time (i.e., 4 years). Graduates are students who have met course and assessment criteria. Depending on the year of ninth grade entry, students must complete the high school program of study and meet testing requirements set forth by the Georgia Department of Education (GaDOE). Georgia offers one diploma for all students. The links below provide information for the appropriate requirements.

- [Testing](#)
- [Graduation](#)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

See Improvement Activities Chart

There was no slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

Based on revisions to the reporting year for this indicator, the State will be reporting on the Measureable Rigorous Target indicated in the flexibility waiver for FFY 2011. The SPP has been revised to reflect this change and can be viewed at [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-\(SPP\)-Annual-Performance-Reports-\(APR\)-and-Annual-Determinations.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-(SPP)-Annual-Performance-Reports-(APR)-and-Annual-Determinations.aspx) .

Part B State Performance Plan (SPP) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the dropout data used in the Elementary Secondary Education Act (ESEA) graduation rate calculation and follow the timeline established by the Department under the ESEA.

The dropout rate calculation is the same for students with and without disabilities. The State used the dropout data for FFY 2011 that was used in the ESEA graduation rate calculation and followed the timeline established by the Department under the ESEA. This was reported to the United States Department of Education (USDOE) through the Consolidated State Performance Report (CSPR) for ESEA. The calculation is the number of Students with Disabilities (SWD) in grades 9-12 with a withdrawal code corresponding to a dropout divided by the number of SWD in grades 9-12. Withdrawal codes corresponding to dropout are as follows: Marriage, Expelled, Financial Hardship/Job, Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority, Low Grades/School Failure, Military, Adult Education/Postsecondary, Pregnant/Parent, Removed for Lack of Attendance, Serious Illness/Accident, and Unknown.

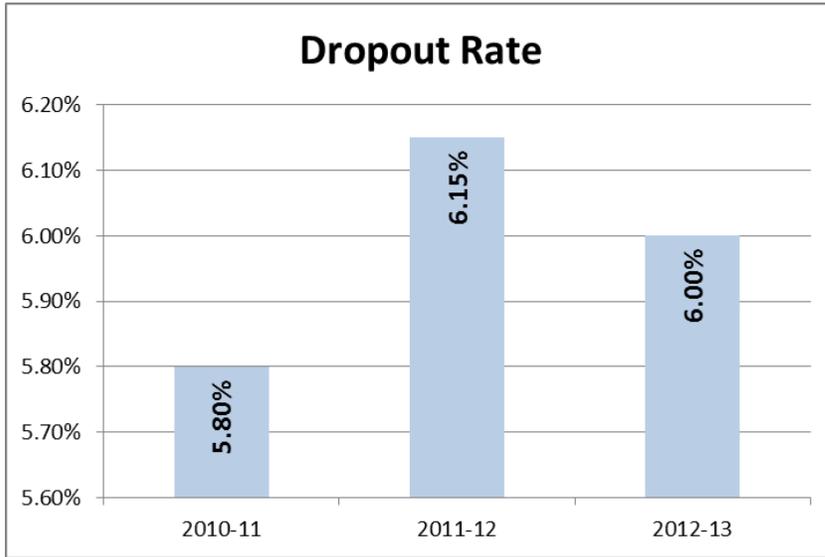
FFY	Measurable and Rigorous Target
2012 (2012-2013)	5.1% of youth with IEPs dropping out of high school.

During the FFY 2012 submission due February 15, 2014, Georgia established new baseline data based on a required change in the measurement table from OSEP. Since this time, OSEP has provided additional flexibility clearly delineating two measurement options. The State has opted to resume the previous reporting practices as utilized in earlier APRs.

Actual Target Data for (FFY 2012):

During FFY 2012, 6.0% (3,540 out of 59,187) of students with IEPs dropped out of high school. This calculation was based on an enrollment of 59,187 students with IEPs in grades 9-12. The State *did not meet* the FFY 2012 target (5.1%), *but made progress* (0.15 percentage points) from the FFY 2011 data (6.15%). The State used the dropout data for FFY 2012 that was used in the ESEA graduation rate calculation and followed the timeline established by the Department under the ESEA.

Graph 1. Georgia’s Percentage of Students with Disabilities Dropping out of School



Georgia has increased the rigor of the curriculum with the conversion to Common Core Georgia Performance Standards (CCGPS) and is improving in its efforts to keep students with disabilities in school.

Dropout Indicator
FFY 2012 Target (6.0%)
 3,540 youth with IEPs dropping out
 Divided by
 59,187 youth with IEPs enrolled
 Multiplied by 100
 6.0% of youth with IEPs dropping out

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:

See chart for Improvement Activities.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for

FFY 2013:

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

<p>Monitoring Priority: FAPE in the LRE</p>
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Indicator 3- Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEP
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

<p>Measurement:</p>

A.2 AMO percent= [(#of districts with a disability subgroup that meets the State’s minimum “n” size that meets the State’s AMO targets for the disability subgroup) divided by the total # of districts that have a disability subgroup that meets the State’s minimum “n” size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = ((# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

3A AMO: Measurable and Rigorous Targets:

FFY 2012 (2012-2013)	<i>Percentage of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AMO targets for the disability subgroup</i>	
	Reading	Mathematics
	45.5%	29.5%

3.A AMO: Actual Target Data for FFY 2012:

Reading AMO

Number of Local Districts	Number of Districts with a disability subgroup who met the minimum size requirements	Number of Districts who met the State’s AMO targets for the disability subgroup	Percentage of Districts who met the State’s AMO targets for the disability subgroup
198	191	79	41.4%

Mathematics AMO

Number of Local Districts	Number of Districts with a disability subgroup who met the minimum size requirements	Number of Districts who met the State’s AMO targets for the disability subgroup	Percentage of Districts who met the State’s AMO targets for the disability subgroup
198	189	39	20.6%

Actual Target Data for FFY 2012:

During **FFY 2014**, **41.4%** (79 out of 191) of districts that had a disability subgroup meeting the State’s minimum “n” size met the State’s **Annual Measurable Objective (AMO)** targets for the disability subgroup. The State **did not meet** the FFY 2012 target (45.5%); this data **demonstrates slippage** (2.99 percentage points) from the FFY 2011 data (44.39%).

AMO Mathematics:

During **FFY 2012**, **20.6%** (39 out of 189) of districts that had a disability subgroup meeting the State’s minimum “n” size met the State’s **Annual Measurable Objective (AMO)** targets for the disability subgroup. The State **did not meet** the FFY 2012 target (29.5%); this data **demonstrates slippage** (7.74 percentage points) from the FFY 2011 data (28.34%).

The State is providing a data note to explain the different denominators for Indicator 3a. While 191 districts met the “N” size for reading, only 189 districts met the “N” size for mathematics.

3B. Participation: Measurable and Rigorous Targets:

FFY 2012 (2012-2013)	Indicator 3B– Participation	
	Reading	Mathematics
	98.9 % participation rate for children with IEPs against grade level, modified and alternate academic achievement standards.	98.9 % participation rate for children with IEPs against grade level, modified and alternate academic achievement standards.

3.B Participation: Actual Target Data for FFY 2012:

Reading Participation for Grades 3-8 and High School		Mathematics Participation for Grades 3-8 and High School	
104,430 out of 106,173	98.4%	106,206 out of 108,791	97.7%

Actual Target Data for FFY 2012:

Grades 3-8 assessments are not given on a specific day; but are administered within a defined assessment window. Therefore, there is the possibility that there may be a discrepancy between the number of children with IEPs reported as participating in the math assessment and the number in the reading assessments. Normal student attrition may cause these differences in the total student counts.

High school EOCT are given based on course enrollment therefore the discrepancy between the number of children with IEPs reported as participating in the math assessment and the number in the ELA assessments is a function of course enrollment.

Participation Reading:

During **FFY 2012**, **98.4%** (104,430 out of 106,173) of students with Individualized Education Programs (IEPs) participated in the reading portion of the CRCT, CRCT-M, GAA, and the American Literature EOCT for high school. The State **did not meet** the FFY 2012 target (98.9%); the data **demonstrates slippage** (.3 percentage points) from the FFY 2011 data (98.7%).

Participation Mathematics:

During **FFY 2012**, **97.7%** (106,206 out of 108,760) of students with Individualized Education Programs (IEPs) participated in the mathematics portion of the CRCT, CRCT-M, GAA, and the Mathematics II EOCT for high school. The State **did not meet** the FFY 2012 target (98.9%); the data **demonstrates slippage** (.3 percentage points) from the FFY 2011 data (98%).

The GaDOE had established criteria regarding the participation for children with IEPs in grades 3 through 8 and 11 who would participate in statewide assessments, including the CRCT, CRCT-M, GAA and EOCTs. This includes all students who participate in a regular assessment with no accommodations, regular assessment with accommodations, modified assessment against modified academic achievement standards, and alternate assessment against alternate achievement standards.

Assessments are given sequentially within a discrete testing window therefore; enrollment varies from assessment to assessment. Non-participants are students who were absent during the testing window or students with results that were considered invalid for reporting. These were due to problems in the testing process and/or changes in testing materials that resulted in a score deemed to not yield a valid evaluation of a student’s level of achievement performance.

Data for Reading Participation: Grades 3-8 and High School

Reading Participation											
	Enrollment	Medical Exclusion	Enrollment Minus Medical Exclusion	Alternate Assessment	Modified Assessment	Regular Assessment With Accommodations	Regular Assessment Without Accommodations	English Learner	Total Participants	Non-Participants	% Participation
Grade 3	15,932	0	15,932	1,261	2,935	7,575	4,103	5	15,879	53	99.7%
Grade 4	16,162	4	16,158	1,353	2,919	8,283	3,538	3	16,096	62	99.6%
Grade 5	17,002	3	16,999	1,379	3,780	8,549	3,242	5	16,955	44	99.7%
Grade 6	15,897	4	15,893	1,485	3,109	8,761	2,397	2	15,754	139	99.1%
Grade 7	15,151	10	15,141	1,443	2,589	8,911	2,055	0	14,998	143	99.1%
Grade 8	14,589	4	14,585	1,544	2,800	8,037	2,121	5	14,507	78	99.5%
Grade 9	336	0	336	0	0	110	59	0	169	167	50.3%
Grade 10	1,979	0	1,979	0	0	1,099	572	0	1,671	308	84.4%
Grade 11	8,271	0	8,271	1,333	0	4,500	1,960	0	7,793	478	94.2%
Grade 12	854	0	854	0	0	397	211	0	608	246	71.2%
Grades 3-12	106,173	25	106,148	9,798	18,132	56,222	20,258	20	104,430	1,718	98.4%

Data for Mathematics Participation: Grades 3-8 and High School

Math Participation											
	Enrollment	Medical Exclusion	Enrollment Minus Medical Exclusion	Alternate Assessment	Modified Assessment	Regular Assessment With Accommodations	Regular Assessment Without Accommodations		Total Participants	Non-Participants	% Participation
Grade 3	15,931	1	15,930	1,264	2,507	8,015	4,084		15,870	60	99.6%
Grade 4	16,162	6	16,156	1,353	3,467	7,767	3,496		16,083	73	99.5%
Grade 5	17,001	4	16,997	1,381	5,066	7,360	3,146		16,953	44	99.7%
Grade 6	15,896	4	15,892	1,483	4,049	7,957	2,295		15,784	108	99.3%
Grade 7	15,148	11	15,137	1,444	3,894	7,786	1,912		15,036	101	99.3%
Grade 8	14,583	5	14,578	1,540	3,821	7,030	2,112		14,503	75	99.5%
Grade 9	1,295	0	1,295	0	0	672	276		948	347	73.2%
Grade 10	9,017	0	9,017	0	0	5,426	2,326		7,752	1,265	86.0%
Grade 11	3,038	0	3,038	1,333	0	1,032	383		2,748	290	90.5%
Grade 12	720	0	720	0	0	369	160		529	191	73.5%
Grades 3-12	108,791	31	108,760	9,798	22,804	53,414	20,190		106,206	2,554	97.7%

3C Proficiency: Grades 3-8 (CRCT): Measurable and Rigorous Targets

FFY 2012 (2012-2013)	Indicator 3C – Proficiency Grades 3-8 (CRCT)	
	Reading (State AMO)	Mathematics (State AMO)
	79.5% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.	69.8% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

3C Proficiency: Grades 3-8 (CRCT): Actual Target Data for FFY 2012:

FFY 2012 (2012-2013)	Indicator 3C – Proficiency Grades 3-8 (CRCT)	
	Reading (State AMO)	Mathematics (State AMO)
	81.1% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.	65.4% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

Actual Target Data for FFY 2012:

Grades 3-8 assessments are not given on a specific day; but are administered within a defined assessment window. Therefore, there is the possibility that there may be a discrepancy between the number of children with IEPs reported as participating in the math assessment and the number in the reading assessments. Normal student attrition may cause these differences in the total student counts.

High school EOCT are given based on course enrollment therefore the discrepancy between the number of children with IEPs reported as participating in the math assessment and the number in the ELA assessments is a function of course enrollment.

Proficiency Reading: Grades 3-8 (CRCT)

During **FFY 2012**, **81.1%** (76,376 out of 94,169) students with IEPs in grades 3 through 8 met or exceeded standards on the reading portions of the CRCT, CRCT-M and the Georgia Alternate Assessment (GAA). The State **met** the FFY 2012 target (79.5%) and **showed progress** (.7 percentage points) from the FFY 2011 data (80.4%).

Proficiency Mathematics: Grades 3-8 (CRCT)

During **FFY 2012**, **65.4%** (61,630 out of 94,229) students with IEPs in grades 3 through 8 met or exceeded standards on the mathematics portions of the CRCT, CRCT-M and the Georgia Alternate Assessment (GAA). The State **did not meet** the FFY 2012 target (69.8%); but **showed progress** (.7 percentage points) from the FFY 2011 data (64.7%).

3C High School (EOCT): Measurable and Rigorous Target

FFY 2012 (2012-2013)	Indicator 3C – Proficiency High School (EOCT)	
	American Literature (State AMO)	Mathematics II (State AMO)
	62.7% proficiency rate for children with IEPs against grade level, and alternate academic achievement standards.	37.7% proficiency rate for children with IEPs against grade level, and alternate academic achievement standards.

3C Proficiency High School (EOCT): Actual Target Data for FFY 2012:

FFY 2012 (2012-2013)	Indicator 3C – Proficiency High School (EOCT)	
	American Literature (State AMO)	Mathematics II (State AMO)
	63.2% proficiency rate for children with IEPs against grade level, and alternate academic achievement standards.	37.6% proficiency rate for children with IEPs against grade level, and alternate academic achievement standards.

Actual Target Data FFY 2012:

Proficiency American Literature: High School (EOCT)

During **FFY 2012**, **63.2%** (6,477 out of 10,241) students with IEPs in grades 9-12 met or exceeded standards on the End of Course test in American Literature and the GAA. The State **met** the FFY 2012 target (62.7%) and **showed progress** (1.5 percentage points) from the FFY 2011 data (61.7%).

Proficiency Mathematics II: High School (EOCT)

During **FFY 2012**, **37.6%** (4,507 out of 11,977) students with IEPs in grades 9-12 met or exceeded standards on the End of Course test in Mathematics II and the GAA. The State **did not meet the** FFY 2012 target (37.7%); but **demonstrated progress** (6.1 percentage points) from the FFY 2011 data (31.5%). The State would like to point out that the target was missed by .1 percentage points.

Data for Reading Achievement: Grades 3-8 and High School

	Reading Proficiency						
	Did Not Meet	Meets	Exceeds	Meets+Exceeds	Total Scores	% Proficient	
Grade 3	2,552	8,971	4,351	13,322	15,874	83.9%	
Grade 4	4,036	8,545	3,512	12,057	16,093	74.9%	
Grade 5	2,458	11,918	2,574	14,492	16,950	85.5%	
Grade 6	3,216	9,749	2,787	12,536	15,752	79.6%	
Grade 7	3,617	9,494	1,887	11,381	14,998	75.9%	
Grade 8	1,914	10,038	2,550	12,588	14,502	86.8%	
Grades 3-8	17,793	58,715	17,661	76,376	94,169	81.1%	
Grade 9	96	70	3	73	169	43.2%	
Grade 10	829	791	51	842	1,671	50.4%	
Grade 11	2,543	4,470	780	5,250	7,793	67.4%	
Grade 12	296	295	17	312	608	51.3%	
Grades 9-12	3,764	5,626	851	6,477	10,241	63.2%	

Data for Mathematics Achievement: Grades 3-8 and High School

	Math Proficiency						
	Did Not Meet	Meets	Exceeds	Meets+Exceeds	Total Scores	% Proficient	
Grade 3	6,850	5,393	3,627	9,020	15,870	56.84%	
Grade 4	5,744	7,363	2,976	10,339	16,083	64.29%	
Grade 5	4,108	9,768	3,077	12,845	16,953	75.77%	
Grade 6	7,012	7,391	1,381	8,772	15,784	55.58%	
Grade 7	4,448	8,661	1,927	10,588	15,036	70.42%	
Grade 8	4,437	8,355	1,711	10,066	14,503	69.41%	
Grades 3-8	32,599	46,931	14,699	61,630	94,229	65.40%	
Grade 9	747	171	30	201	948	21.2%	
Grade 10	4928	2654	170	2,824	7,752	36.4%	
Grade 11	1397	949	402	1,351	2,748	49.2%	
Grade 12	398	127	4	131	529	24.8%	
Grades 9-12	7,470	3,901	606	4,507	11,977	37.6%	

Public reports for assessment results can be located at School Reports. Each category can be located by following the path designated below after selecting the above link.

A. State: Select “By State” located on the right side of the page. Along the left side of page, select reporting year 2012-2013. Using left tabs, select Special Education. Using the new tabs at the top, select Test Results →select desired test results.

B. Local Educational Agency: Select “By District” located on the right side of the page. Along the left side of page, select reporting year 2012-2013. Choose district →using left tabs select Special Education →using top tabs, select Testing Results →select desired test results.

Correction of noncompliance for FFY 2011.

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The State required periodic data submissions of each district. Staff of the Division for Special Education reviewed the documentation. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	26	36	36
	Dispute Resolution: Complaints, Hearings	1	1	1

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

See Improvement Activities Chart

Indicator 3a: Although the State’s data for Indicator 3a represents slippage from the prior year (2.79 and 7.74 percentage points for reading and mathematics, respectively), these data were influenced by the State’s transition from the Georgia High School Graduation Test (GHS GT) to the End of Course Test (EOCT) based on common core standards. The Georgia ESEA Flexibility Waiver requires the Division for Special Education Services and Supports to continue collaboration with the School Improvement and Curriculum Divisions to improve performance outcomes for students with disabilities.

Indicator 3b: Although the State’s data for participation in statewide assessment represents slippage from the prior year (.3 percentage points for both reading and mathematics, respectively), .3 percentage points are not statistically significant. The State has maintains a high level of participation by SWDs in statewide assessments (98.4% and 97.7% respectively) and therefore believes that it has maintained stable practices over time.

There is no additional slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 4a: Rates of suspension and expulsion:

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

A. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with Individualized Education Programs (IEPs) divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

Georgia’s Definition of Significant Discrepancy: The rate of suspensions and expulsions of students with disabilities (SWD) for greater than 10 days in a school year was defined as: (1) a suspension N size ≥ 5 and (2) a suspension/expulsion relative risk ≥ 3.0 for 2010-2011 and 2.0 for 2011-2012.

Calculation for Significant Discrepancy:

Georgia’s Suspension and Expulsion Relative Risk:

[((Focus District # of SWD with greater than 10 days Out-of-School Suspension (OSS))
Divided by (Focus District Total SWD Age 3/21))

Divided by

(State # of SWD with greater than 10 days OSS Divided by State SWD Age 3/21)]

Georgia’s Comparison Methodology: Georgia compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs) among Local Educational Agencies (LEAs) in the State.

FFY	Measurable and Rigorous Target
<i>FFY 2012 (Using 2011 - 2012 data)</i>	9.5% of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Actual Target Data for FFY 2012 (Using 2011-2012):

FFY	Actual Target Data
<i>FFY 2012 (Using 2011 - 2012 data)</i>	3.0% of districts were identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
<i>FFY 2012 (Using 2011-2012 data)</i>	197	6	3.0

During **FFY 2012**, **3.0%** (6 out of 197 districts) demonstrated significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days. The State **met** the FFY 2012 target (9.5%) and **showed progress** (2.2 percentage points) from the FFY 2010 data (5.2 % as a result of rounding).

Review of Policies, Procedures and Practices (2011-2012 data reported in FFY 2012 SPP/APR):

Based on 2011-2012 data reported in FFY 2012 SPP/APR, 6 out of 197 districts were identified as having a significant discrepancy in the rate of suspensions and expulsions for >10 days in a school year for children with Individualized Education Programs (IEPs). The State required the districts to complete a Self-Assessment Monitoring Protocol to review policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure compliance. Each district convened a Self-Assessment team to rate the district’s performance. Districts were required to demonstrate 100% proficiency on all indicators represented in the Discipline Focus Areas of the Self-Assessment.

The State required each district with significant discrepancy to attend a Disproportionality Forum to verify policies, practices and procedures related to this area. As a result of this verification, 5 out of the 6 districts were identified as having noncompliance related to the significant discrepancy. The State identified the districts as having noncompliance and required the districts to make timely correction of the noncompliance within one year of the notification. The State required the districts to review and revise their policies, practices, and procedures for discipline. The districts indicated noncompliance in a number of areas, including the following: procedure for monitoring suspensions of SWD at the district level, use of positive behavioral intervention and supports, appropriate development of Behavioral Intervention Plans, appropriate use of functional behavioral assessments, etc. The GaDOE identified the level and nature of noncompliance for the five districts to develop a targeted technical assistance plan to ensure timely correction for all districts. The Division for Special Education staff reviewed and approved the district's Corrective Action Plan for addressing the cited noncompliance and for revising policies, practices, and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, and procedural safeguards to ensure compliance with IDEA as required by 34 CFR §300.170(b) for the districts identified with significant discrepancy. Districts also attach the CAPs in their consolidated application. Correction of noncompliance for these districts will be reported in the FFY 2013 APR.

Correction of noncompliance for FFY 2011

Based on the review of 2010-2011 data, reported in the FFY 2011 APR, 10 districts were identified as having significant discrepancy for this indicator. The State conducted the review required by 34 CFR §170(b) and identified 5 of the 10 districts as having noncompliance by June 30, 2012. The districts received written notification of the noncompliance and were required to make correction of the noncompliance. Five out of 5 districts submitted appropriate documentation to the state to verify timely correction no later than one year. The State verified that the districts (1) were correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a state data system; and (2) have corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02 dated October 17, 2008.

There is no additional correction of noncompliance to be reported from 2010 and earlier years.

No additional information is required by the OSEP APR Response Table for this Indicator.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:

See Improvement Activities Chart.

The State met the target.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 4b: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) 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) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

4B. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with Individualized Education Programs (IEPs) by race and ethnicity divided by the (# of districts in the State)] times 100.

Include State’s definition of “significant discrepancy.”

Georgia’s Definition of Significant Discrepancy: The rate of suspensions and expulsions of students with disabilities (SWD), by race and ethnicity, for greater than 10 days in a school year was defined as: (1) a suspension N size ≥ 5 and (2) a suspension/expulsion relative risk ≥ 3.0 for 2010-2011 and 2.0 for 2011-2012.

Calculation for Significant Discrepancy:

Georgia’s Suspension and Expulsion Relative Risk:

[((Focus District # of SWD, by race and ethnicity, with greater than 10 days Out of School Suspension (OSS)) Divided by (Focus District Total SWD, by race and ethnicity Age 3/21))

Divided by

((State # of SWD with greater than 10 days OSS) Divided by (State SWD Age 3/21))]

Georgia’s Comparison Methodology: Georgia compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs) among Local Educational Agencies (LEAs) in the State.

FFY	Measurable and Rigorous Target
<i>FFY 2012 (Using 2011-2012 data)</i>	0% of districts identified as having (a) 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) policies, practices or procedures that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Actual Target Data for FFY 2012 (Using 2011-2012 data):

FFY	Actual Target Data
<i>FFY 2012 (Using 2011-2012 data)</i>	4.1% of districts identified as having (a) 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) policies, practices or procedures that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
<i>FFY 2012 (Using 2011-2012 data)</i>	197	12	6.1%

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion and policies, procedures and practices that contributed to the significant discrepancy

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
<i>FFY 2012 (Using 2011-2012 data)</i>	197	8	4.1

During *FFY 2012*, **4.1%** (8 out of 197 districts) demonstrated significant discrepancy, by race and ethnicity, in the rate of suspensions and expulsions of children with disabilities for greater than 10 days and noncompliant policies, practices, and procedures. The State *did not meet* the FFY 2012 target (0%); the data *demonstrates slippage* (3.58 percentage points) from the FFY 2011 data (.52%).

Review of Policies, Procedures and Practices (2011-2012 data reported in FFY 2012 SPP/APR):

Based on 2011-2012 data reported in FFY 2012 SPP/APR, 12 out of 197 districts were identified as having a significant discrepancy in the rate of suspensions and expulsions for >10 days in a school year for children with Individualized Education Programs (IEPs). The State required the districts to complete a Self-Assessment Monitoring Protocol to review policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure compliance. Each district convened a Self-Assessment team to rate the district's performance. Districts were required to demonstrate 100% proficiency on all indicators represented in the Discipline Focus Area of the Self-Assessment.

The State required the 12 districts with significant discrepancy to attend a Disproportionality Forum to verify policies, practices and procedures related to this area. As a result of the verification, 8 districts were identified as having noncompliance related to the significant discrepancy. The State identified the district as having noncompliance and required the district to make timely correction of the noncompliance within one year of the notification. The State required the district to review and revise their policies, practices, and procedures for discipline.

The district indicated noncompliance in a number of areas, including the following: procedure for monitoring suspensions of SWD at the district level, use of positive behavioral intervention and supports, appropriate development of Behavioral Intervention Plans and appropriate use of functional behavioral assessments. The GaDOE identified the level and nature of noncompliance for the district to develop a targeted technical assistance plan to ensure timely correction. The Division for Special Education staff reviewed and approved the district's Corrective Action Plan for addressing the cited noncompliance and for revising policies, practices, and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, and procedural safeguards to ensure compliance with IDEA. The district also attached the CAP in its consolidated application. Correction of noncompliance for this district will be reported in the FFY 2013 APR.

Correction of noncompliance for FFY 2011.

Based on the review of FFY 2010-11 data, reported in the FFY 2011 APR, the State identified fourteen districts with significant discrepancy by race. The State required the 5 districts to convene district level teams to complete the Self-Assessment Monitoring Protocol regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports or procedural safeguards. After providing a review of the districts' policies, practices, and procedures, the State made a finding of noncompliance for 1 of the 5 districts. The noncompliant districts demonstrated noncompliant practices as they related to the following

areas: (1) Development and implementation of Behavior Intervention Plans (BIPs), (2) Appropriate use of a Functional Behavioral Assessment (FBA), and (3) Use of Positive Behavioral Interventions and Supports. The districts received written notification of the noncompliance and were required to timely correct the noncompliance no later than one year from the notification. The State verified that the district (1) was correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02 dated October 17, 2008.

There is no additional correction of noncompliance to be reported for FFY 2010 and earlier.

No additional information is required by the OSEP APR Response Table for this Indicator.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for *FFY 2012*:

See Improvement Activities Chart

The State demonstrated slippage on this indicator because of a more rigorous criteria than was used in FFY 2011. This accounts for the increase in the number of LEAs that were identified with significant discrepancy.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2013*

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target		
FFY 2012 (2012-2013)	A= 80% or more of the day 67%	B = less than 40% of the day 13%	C= Separate Schools .8%

Actual Target Data for FFY 2012:

FFY	Actual Target Data		
FFY 2012 (2012-2013)	A= 80% or more of the day 64.6%	B = less than 40% of the day 14.6%	C= Separate Schools 2.4%

- A. During **FFY 2012**, **64.6%** (108,046 out of 167,197) of students with disabilities (SWD) were served in the regular class 80% or more of the day. The State **did not meet** the FFY 2012 target (67%) but **showed progress** (.9 percentage points) compared to the FFY 2011 data (63.7% as a result of rounding).

Regular Class \geq 80% Calculation
FFY 2012 Target 64.6%

108,046 SWD in regular class \geq 80%
 Divided by
 167,197 SWD
 Equals
 64.6% remained inside the regular class \geq 80%

- B. During **FFY 2012**, **14.6%** (24,486 out of 167,197) of SWD were served in the regular class less than 40% of the day. The State **did not meet** the FFY 2012 (13%) but **showed progress** (.2 percentage points) compared to the FFY 2011 data (14.8% as a result of rounding).

Regular Class < 40% Calculation
FFY 2012 Target 13%

24,486 SWD in regular class <40%
 Divided by
 167,197 SWD
 Equals
 14.6% Remained inside of the regular class < 40%

- C. During **FFY 2012**, **2.4%** (4,032 out of 167,197) of SWD were served in public or private separate schools, residential placements, or homebound or hospital placements. The State **did not meet** the FFY 2012 target (.8%); the data **demonstrates slippage** (.1 percentage point) compared to the FFY 2011 data (2.3% as a result of rounding).

Public or Private Separate Placements Calculation
FFY 2012 Target 0.8%

4,032 SWD in Public or Private Separate Placement
 Divided by
 167,197 SWD
 Equals
 2.4% Public or Private Separate Placements

Correction of noncompliance for FFY 2011.

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The State required periodic data submissions of each district. Staff of the Division for Special Education reviewed the documentation. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance;

(2) determined that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	22	23	23
	Dispute Resolution: Complaints, Hearings	1	1	1

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for *FFY 2012*:

See Improvement Activities Chart

Although the State demonstrated slippage (.1 percentage point) for 5c, the difference is not statistically significant.

There is no additional slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2013*

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

	<i>Measurable and Rigorous Target</i>
FFY 2012 (2012-2013)	A. 47% of children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of their special education and related services in the regular early childhood program;
	B. 21% of children aged 3 through 5 with IEPs attend a separate special education class, separate school or residential facility.

	<i>Actual Target</i>
FFY	A. 45.5% of children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of their special education and related services in the regular early childhood program;

2012 <i>(2012-2013)</i>	B. 24.2% of children aged 3 through 5 with IEPs attend a separate special education class, separate school or residential facility.
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Actual Target Data for FFY 2012 (2012-2013):

A. During **FFY 2012**, **45.5%** (7,907 out of 17,395) children aged 3 through 5 with IEPs attend a regular early childhood program and receive the majority of their special education and related services in the regular early childhood program. The State **did not meet** the FFY 2012 target (47%) and **showed slippage** (.5 percentage points) compared to the FFY 2011 data (46%).

B. During **FFY 2012**, **24.2%** (4,217 out of 17,395) children aged 3 through 5 with IEPs attend a separate special education class, separate school or residential facility. The State **did not meet** the FFY 2011 target (22.6%) and **showed slippage** (1.9 percentage points) compared to the FFY 2011 data (22.3%).

The table below shows FFY 2012 data that reflects where children aged 3 through 5 with IEPs received special education and related services during the 2012-2013 school year.

Educational Environment	Number of Children	
Row Set (A) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 10 HRS PER WEEK	(A1)...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	7,404
	(A2)...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	3,614
Row Set (B) CHILDREN ATTENDING A REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 10 HRS PER WEEK	(B1)...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	503
	(B2)...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES in some OTHER LOCATION	707
Row Set (C) CHILDREN ATTENDING A SPECIAL EDUCATION PROGRAM (NOT in any regular early childhood program)	(C1)...specifically, a SEPARATE SPECIAL EDUCATION CLASS	4,118
	(C2)...specifically, a SEPARATE SCHOOL	98
	(C3)...specifically, a RESIDENTIAL FACILITY	1
Row Set (D) CHILDREN ATTENDING NEITHER A REGULAR EARLY CHILDHOOD PROGRAM NOR A SPECIAL EDUCATION PROGRAM (NOT INCLUDED IN ROW SETS A, B, OR C)	(D1)...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at HOME	251
	(D2)...and RECEIVING the majority of hours of SPECIAL EDUCATION and related SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION not in any other category	699

(C) TOTAL (OF ROWS A1 - D2)		17,395
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Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for *FFY 2012*:

See Improvement Activities Chart

The State experienced slippage on Indicator 6b, (1.9 percentage points). In FFY 2012, the state experienced a 5.18% increase in the number of preschool special education students. This is the largest percentage of growth since 2003. One of the categories with significant growth was Autism. The data suggests that an increased number of these students were served in separate special education preschool classes. This could account for the increase in the percentage of students in separate special education classes (6b).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2013*

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level

comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Summary Statements for Each of the Three Outcomes (use for FFY 2008-2009 reporting):

Summary Statement 1: Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1:

Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
	<i>Outcome #1: (Positive Social-Emotional Skills)</i>
<i>FFY 2012 (2012-2013)</i>	<p><i>(Summary Statement 1)</i> 74% of those children who entered the program below age expectations in positive social emotional skills, the percent that substantially increased their rate of growth in positive social emotional skills by the time they exited.</p> <p><i>(Summary Statement 2)</i> 63% of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</p>
	<i>Outcome #2: (Acquisition and use of knowledge and skills)</i>
<i>2012 (2012-2013)</i>	<p><i>(Summary Statement 1)</i> 70% of those children who entered the program below age expectations in acquiring and using knowledge and skills, the percent that substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited.</p> <p><i>(Summary Statement 2)</i> 31% of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</p>
	<i>Outcome 3: (Appropriate Behaviors)</i>
<i>2012 (2012-2013)</i>	<p><i>(Summary Statement 1)</i> 77% of those children who entered the program below age expectations in taking appropriate action to meet needs, the percent that substantially increased their rate of growth taking appropriate action to meet needs by the time they exited.</p> <p><i>(Summary Statement 2)</i> 72% of children who were functioning within age expectations in taking appropriate action to meet needs, by the time they exited.</p>

Targets and Actual Data for Preschool Children Exiting in FFY 2012:

Georgia does not have a Universal Pre-K program, but does have Universal Kindergarten open to all students. Therefore, students entering kindergarten are considered school age for state reporting. As a result, the data below reflects children ages 3-5 who have exited the preschool special education program.

Summary Statements	Targets FFY 2012 (% of children)	Actual FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program	74.0	76.2%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	63.0	61.3%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1 Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program	70.0	81.4%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	31.0	36.7%
Outcome C: Use of appropriate behaviors to meet their needs		
1 Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program	77.0	76.3%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	72.0	71.0%

Progress Data for Preschool Children FFY 2012:

The table below shows FFY 2012 progress data for children that exited during the 2012-13 school year, who have participated in Preschool Special Education for at least 6 months.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning.	143	2.05%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	837	11.99%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach.	1,723	24.69%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1,418	20.32%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	2,857	40.94%
Total	N= 6,978	100% <i>result of rounding</i>
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	103	1.48%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	1,053	15.09%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach.	3,260	46.72%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1,806	25.88%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	756	10.83%
Total	N= 6,978	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning.	243	3.48%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	585	8.38%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach.	1,198	17.17%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1,471	21.08%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	3,481	49.89%
Total	N= 6,978	100%

Actual Target Data Discussion for FFY 2012:**A. Positive social-emotional skills (including social relationships)**

Summary Statement 1: During **FFY 2012**, **76.2%** of those children who entered the program below age expectations in positive social-emotional skills substantially increased their rate of growth in positive social-emotional skills by the time they exited. The State **met** the FFY 2012 target (74%); but **demonstrated slippage** (.1 percentage points) compared to the FFY 2011 data (76.3%).

Summary Statement 2: During **FFY 2012**, **61.3%** of children were functioning within age expectations in positive social-emotional skills by the time they exited. The State **did not meet** the FFY 2012 target (63%); the data **demonstrates progress** (1 percentage points) compared to the FFY 2011 data (60.3%).

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

Summary Statement 1: During **FFY 2012**, **81.4%** of those children who entered the program below age expectations in acquiring and using knowledge and skills substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited. The State **met** the FFY 2012 target (70%) and **demonstrated progress** (1.2 percentage points) compared to the FFY 2011 data (80.2%).

Summary Statement 2: During **FFY 2012**, **36.7%** of children were functioning within age expectations in acquiring and using knowledge and skills by the time they exited. The State **met** the FFY 2012 target (31%) and **demonstrated progress** (1.4 percentage points) compared to the FFY 2011 data (35.3%).

C. Use of appropriate behaviors to meet their needs

Summary Statement 1: During **FFY 2012**, **76.3%** of those children who entered the program below age expectations in taking appropriate action to meet needs substantially increased their rate of growth taking appropriate action to meet needs by the time they exited. The State **did not meet** the FFY 2012 target (77%); but **demonstrated progress** (.3 percentage points) compared to the FFY 2011 data (76%).

Summary Statement 2: During **FFY 2012**, **71.0%** of children were functioning within age expectations in taking appropriate action to meet needs by the time they exited. The State **did not meet** the FFY 2012 target (72%); but **demonstrated slippage** (.2 percentage points) compared to the FFY 2011 data (70.8%).

Correction of noncompliance for FFY 2011.

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The State required periodic data submissions of each district. Staff of the Division for Special Education reviewed the documentation. Feedback and technical assistance were provided to each district following each documentation submission. In some

instances, the periodic reviews included additional onsite visits. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for *FFY 2012*:

See Improvement Activities Chart.

There is no slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2013*

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 8: 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.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
<i>FFY 2012</i> (2012-2013)	44% 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.

Actual Target Data for FFY 2012:

During **FFY 2012**, **40%** (5,023 out of 12,558) of parents with a child receiving special education

Parental Involvement Calculation
FFY 2011 Target 42%

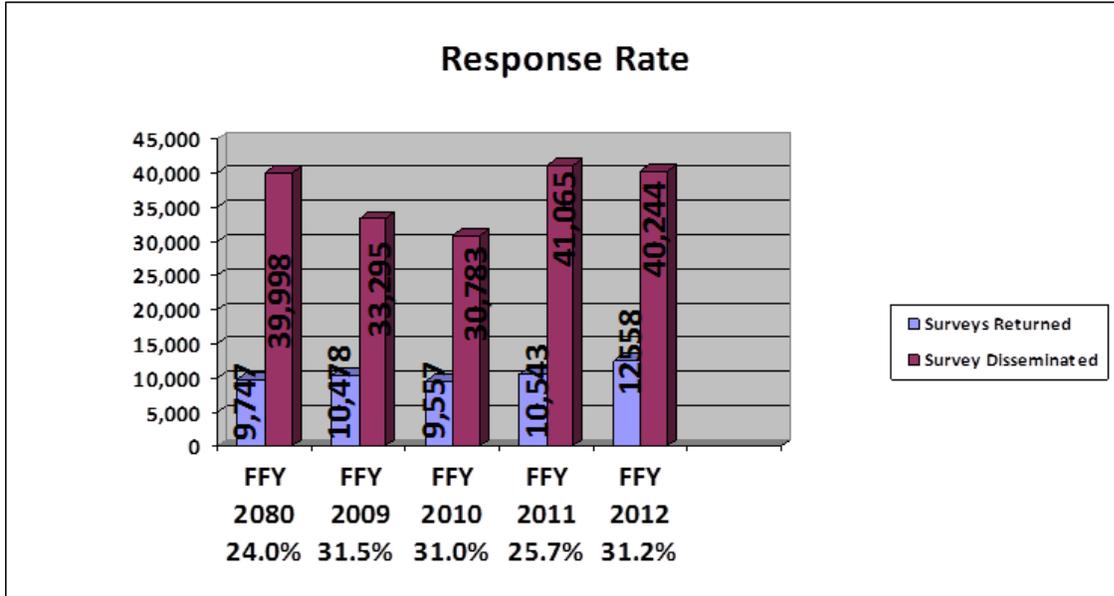
5,023 parents who reported favorable responses
Divided by
12,558 total respondents
Multiplied by 100
Equals
40% Parents reporting their districts facilitated parental involvement

services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The State **did not meet** the FFY 2011 target (44%); but **showed progress** (.1 percentage point) from the FFY 2011 (39%).

The Georgia Department of Education (GaDOE) used the survey validated as reliable in 2005, by the National Center for Special Education Accountability Monitoring (NCSEAM). The return rate of 31.2% (12,588 returned out of 40,244) showed an increase

(5.5 percentage points) from the prior year (25.7%). Distribution of surveys is based on the approved sampling plan submitted to the Office of Special Education Programs (OSEP). The State contracts with the University of Georgia to collect, verify and provided survey data to the GaDOE. See Graph on the next page.

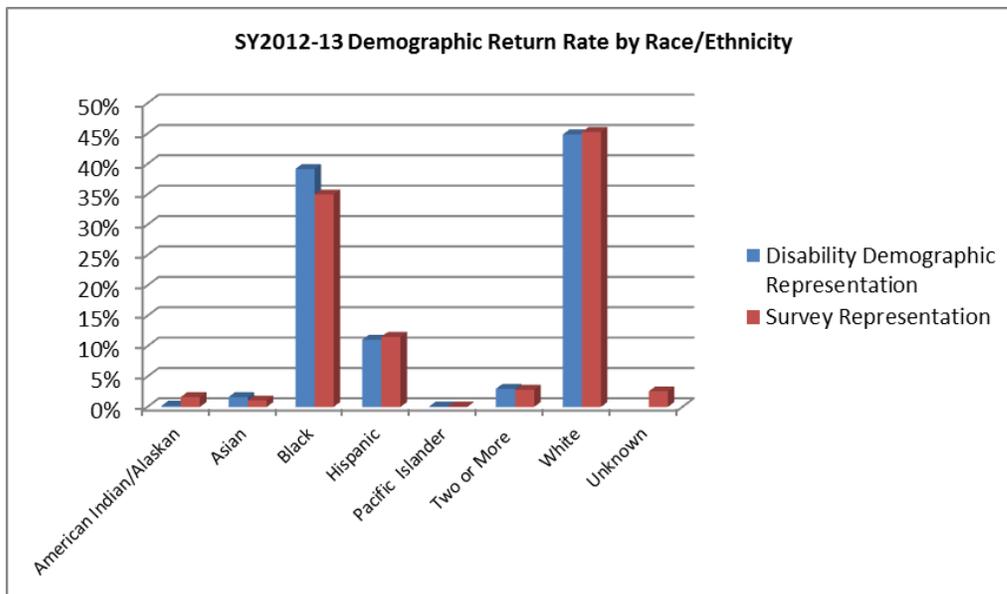
Graph 1. State Survey Return vs. Survey Dissemination Rate



Out of 124 school districts that were surveyed, the Parent Mentor Partnership was involved in 71 school districts. This is representative of 57% of the surveys distributed. Districts with Parent Mentor Partnerships returned 73% of the surveys with valid responses.

The State has a strong commitment to prioritize family engagement in order to increase student achievement. Parent Mentors focused on the satisfaction level of families, as well as on the distribution and successful return of surveys in their districts.

Graph 2: State Demographics Data vs. Survey Return Representation Data

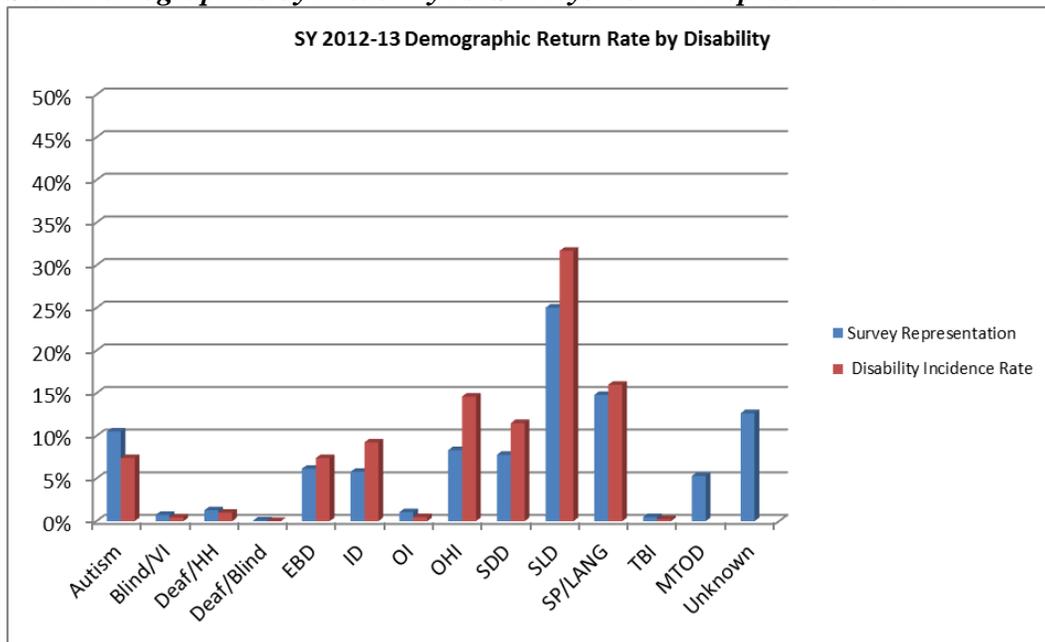


In Graph 2, the survey return data was compared to the State’s students with disabilities demographic data.

Demographic Return Rate by Ethnicity

	Disability Demographic Representation	Survey Representation	Disability Demographic Representation Count	Survey Representation Count
American Indian/Alaskan	0.2%	1.6%	388	206
Asian	1.6%	1.1%	3,026	135
Black	39.2%	35.0%	72,482	4,393
Hispanic	11.1%	11.6%	20,475	1,451
Pacific Islander	0.1%	0.1%	124	12
Two or More	3.0%	2.8%	5,543	354
White	44.9%	45.3%	82,999	5,684
Unknown		2.6%		323
Total			185,037	12,558

Graph 3: State Demographics by Disability vs. Surveys Return Representation



The State reviewed the survey information to compare representation of state demographics by disability categories versus the return rate of surveys for that particular area. The tables below represent the findings.

Demographic Return Rate by Disability

Disability	Survey Representation	Disability Incidence Rate	Survey Count	Disability Count
Autism	10.5%	7.4%	1,322	13,667
Blind/VI	0.7%	0.4%	92	813
Deaf/HH	1.3%	1.0%	160	1,847
Deaf/Blind	0.1%	0.0%	10	29
EBD	6.1%	7.4%	772	13,685
ID	5.8%	9.2%	727	17,107
OI	1.1%	0.5%	132	877
OHI	8.3%	14.6%	1,045	27,044
SDD	7.8%	11.5%	977	21,285
SLD	25.0%	31.7%	3,143	58,635
SP/LANG	14.8%	16.0%	1,860	29,615
TBI	0.5%	0.2%	61	433
MTOD *	5.3%		667	
Unknown	12.7%		1590	
Total			12,558	185,037

*More than one disability

Public reporting of this indicator and of each district’s performance is included in the district annual reports on the GaDOE website gadoe.org. Select “By District” → choose desired district → on the left tab select “Special Education” → on the top tab select Administrative Indicators → Parent Survey.

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The table below shows the findings of noncompliance for this indicator. The State has verified correction of noncompliance. The State required periodic data submissions of each district. Staff of the Division for Special Education reviewed the documentation. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
8. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	9	9
	Dispute Resolution: Complaints, Hearings	3	5	5

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for *FFY 2011*:

See Improvement Activities Chart.

There was no slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2012*

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

<p>Monitoring Priority: Disproportionality</p>

Indicator 9- Percent of districts with 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))

<p>Measurement:</p>

<p>Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.</p>

The State used its October 2012 Child Count for the FFY 2012 SPP/APR submission.

The State defines disproportionate representation (overrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in special education and related services by using the following criteria: (1) Weighted Risk Ratio for two consecutive years {FFY 2011, ≥ 4.0 and FFY 2012, ≥ 3.0 } and (2) SWD Subgroup ≥ 10 .

Step One:

Using the criteria established above, the State identified 0 districts as meeting the data threshold for disproportionate representation of racial and ethnic groups in special education and related services.

Step Two:

Review of Policies, Practices, and Procedures - If appropriate, the State would have reviewed the district identified in step one of the FFY 2012 data review as having disproportionate representation in order to determine whether the disproportionate representation was the result of inappropriate identification. The State would examine the district's child find, evaluation, eligibility, and other related policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol. The State would require the district to analyze district data for all students, such as Adequate Yearly Progress data, Student Support Team data, and Special Education Referrals/Placements data, in order to determine patterns/trends. The review is used to determine whether the disproportionate representation was due to inappropriate identification. If the noncompliance had been due to inappropriate identification, the State would have provided written notification to the districts of the noncompliance and required the districts to make timely correction of the noncompliance within one year of notification. The State may consider additional documentation of policies, practices, and procedures as cited during other monitoring

(e.g., Records Review, Focused Monitoring, etc.) for Georgia’s Continuous Improvement Monitoring Process (CIMP).

FFY	Measurable and Rigorous Target
<i>FFY 2012 (2012-2013)</i>	<i>0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</i>

Actual Target Data for FFY 2012:

<i>FFY 2012 (2012-2013)</i>	<i>0% of districts were identified by the State with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</i>
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Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

<i>Year</i>	<i>Total Number of Districts</i>	<i>Number of Districts with Disproportionate Representation</i>	<i>Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification</i>	<i>Percent of Districts</i>
<i>FFY 2012 (2012-2013)</i>	198	0	0	0

In FFY 2012, Georgia reported more districts (198) than the 197 districts reported during FFY 2011 due to the increase of charter schools in the state. This accounts for the discrepancy in total number of districts as reported in Indicators 4a and 4b.

During ***FFY 2012***, *0% (0 out of 198)* districts were identified by the State with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. The State ***met*** the FFY 2012 target (*0%*) and ***maintained*** the data from the FFY 2011 data (*0%*).

In FFY 2012, the State used the Weighted Risk Ratio (WRR) consideration if the district had a WRR ≥ 4.0 for FFY 2011 and WWR ≥ 3.0 for FFY 2012 and its disability “N” size was ≥ 10 . All districts met the state’s minimum criteria for consideration in one or more subgroups.

Correction of FFY 2011 Findings of Noncompliance (if State did not report 0%):

The State did not identify noncompliance related to the provisions in 34 CFR §§300.111, 300.201, and 300.301 through 300.311 for FFY 2011 and earlier. There are no corrections of noncompliance to report.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for *FFY 2011*:

See Improvement Activities Chart.

There was no slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2012*

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

<p>Monitoring Priority: Disproportionality</p>

Indicator 10- Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

<p>Measurement:</p>

<p>Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.</p>

The State used its October 2012 Child Count for the FFY 2012 SPP/APR submission.

The State defines disproportionate representation (overrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in specific disability categories by using the following criteria: (1) Weighted Risk Ratio for FFY 2011, ≥ 4.0 and FFY 2012, ≥ 3.0 and (2) SWD Subgroup ≥ 10 .

Step One:

Using the criteria established above, the State determined that 15 out of 198 districts were identified as meeting the data threshold for overrepresentation and/or of racial and ethnic groups in specific disability categories.

Step Two:

Review of Policies, Practices, and Procedures - The State reviewed the 15 out of 198 districts identified in step one of the FFY 2011 data review as having disproportionate representation in order to determine whether the disproportionate representation was the result of inappropriate identification. The State examined the district's child find, evaluation, eligibility, and other related policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol. The State required the district to analyze district data for all students, such as Adequate Yearly Progress data, Student Support Team data, and Special Education Referrals/Placements data, to determine patterns/trends that could have contributed to the disproportionate representation. The State required each district identified as having disproportionate representation to attend a Disproportionality Forum to review local policies, procedures and practice. In addition to this verification, the State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia's Continuous

Improvement Monitoring Process (CIMP). As a result of its extensive verification process, the State found that the policies, practices, and procedures of 7 districts were consistent with 34 CFR §300.111, §300.201, and §300.301 through §300.31. Correction of the noncompliance will be reported in the FFY 2013 APR due February 1, 2015.

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

Actual Target Data for FFY 2012:

FFY 2012 (2012-2013)	4.0% of districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification
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Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

<i>Year</i>	<i>Total Number of Districts</i>	<i>Number of Districts with Disproportionate Representation</i>	<i>Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification</i>	<i>Percent of Districts</i>
FFY 2012 (2012-2013)	198	15	8	4.0

In FFY 2012, Georgia reported more districts (198) than the 197 (this number will be the same number used in 4a and 4b districts reported during FFY 2011 due to the increase of charter schools in the state. This accounts for the discrepancy in total number of districts as reported in Indicators 4a and 4b.

During **FFY 2012**, the State identified 15 districts with disproportionate representation of racial and ethnic groups in specific disability categories based upon Georgia’s definition. Of those districts identified, **4.0%** (8 of 197 districts) had disproportionate representation that was the result of inappropriate identification. The State **did not meet** the FFY 2012 target (0%); the data **demonstrates slippage** (.45 percentage points) from the FFY 2011 data (3.55%).

In FFY 2012, the State used the Weighted Risk Ratio (WRR) consideration if the district met the following criteria: a) $WRR \geq 4.0$ for FFY 2011 and $WRR \geq 3.0$ FFY 2012 and b) disability “N” size was ≥ 10 . Thirty-seven (37) districts did not meet the “N” size criteria for one or more races in one or more specific disability categories. However, based on “N” size, all districts were considered for one or more subgroups and one or more disability categories. The State reviewed

district subgroup enrollment composition and disability subgroup composition for these 37 districts.

Correction of FFY 2011 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) the State reported for FFY 2011 for this indicator:
3.55%

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	7
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	6
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	1
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	1
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

In FFY 2011, 7 districts were identified as having disproportionate representation due to inappropriate identification. Six districts have corrected the noncompliance within one year of written notification. The districts were asked to submit a sampling of eligibility reports developed since the noncompliance determination for review by the State. The State convened a team of colleagues to review the sampling of eligibility reports for compliant practices based on the evaluation and eligibility rules. It was expected that the new sampling would demonstrate compliant practices. After reviewing the sampling, the State provided additional feedback on the districts' progress and held teleconferences with the districts to share the findings. If additional technical assistance was needed, the GaDOE made onsite visits to the districts and held teleconferences and webinars to provide additional support for correction of noncompliance. The State continued to review subsequent data until the LEAs demonstrated compliance and all individual incidences of noncompliance were corrected.

One district did not correct within one year and as a result technical assistance was provided. The district was required to complete a compliance agreement which outlined the steps needed to come into compliance. The district received additional support from the Active Engagement process to complete the requirements of the compliance agreement. They have met compliance requirements.

All 7 districts received written notification of noncompliance with specific provisions of the Part B regulations during FFY 2011. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02. The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia's Continuous Improvement Monitoring Process (CIMP).

There is no additional correction of noncompliance to be reported for FFY 2010 and earlier.

No additional information is required by the OSEP APR Response Table for this Indicator.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:

See Improvement Activities Chart.

During FFY 2011, 29 districts were identified as having disproportionate representation (DR), and 7 districts had DR due to inappropriate identification. During FFY 2012, 15 districts were identified as having DR, and 8 districts had DR due to inappropriate identification. Although there is slippage (.45) per the percentage points, the State has made overall progress in decreasing the total number of districts identified as having DR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

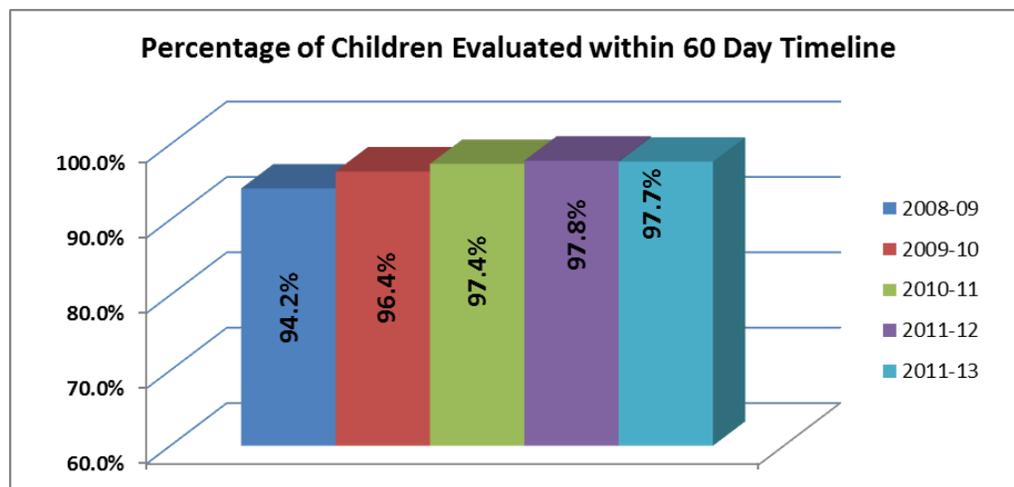
FFY	Measurable and Rigorous Target
<i>FFY 2012</i> <i>(2012-2013)</i>	<i>100%</i> of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

Actual Target Data for FFY 2012:

97.7% (28,931 out of 29,615) were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

The State *did not meet* the FFY 2012 target (100%); this *data showed slippage* (.1 percentage points) from the FFY 2011 data (97.8%)

The table below represents the State’s 5 year trend data for this indicator.



Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to collect these data.

Compliance Procedures for Timeline Requirements - Each year Georgia implements this improvement activity as a method to collect data for this indicator.

The State reviewed the child find data of each school district to ensure timely initial evaluations. Each district submitted a timeline report by July 31. Georgia has a 60-day requirement from receipt of consent to eligibility determination. Based on 09-02 OSEP Memo, Georgia identified noncompliance for this area. The State notified all districts that reported less than 100% compliance for their child find obligation. The districts were required to submit additional documentation to verify correction. Georgia issued letters of noncompliance for districts that were not able to provide documentation to support that evaluations were completed. The State will report on the correction of this noncompliance in the FFY13 APR due February 1, 2015.

As a result of verifying noncompliant data, all districts demonstrated that the noncompliance had already been corrected. The State verified correction of noncompliance for those districts and issued a clearance letter to the superintendents.

Children Evaluated Within 60 Days (or state-established timeline):

a. Number of children for whom parental consent to evaluate was received	29,615
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	28,931
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State-established timeline) (Percent = [(b) divided by (a)] times 100)	97.69

Total number of children with parental consent received was 29750, with 135 allowable exceptions, yielding the reported 29615 children with parental consent.

Eligibility determinations for 684 students were not completed within 60 days. This number represented 2.3% of all eligibility determinations in FFY 2012. This was a decrease from 696 in FFY 2011. As a result of the product of rounding, the percentage below may not add up to 100%.

232 eligibility determinations were completed 1-10 days after 60 days (33.9%).

204 eligibility determinations were completed 11-30 days after 60 days (29.8%).

107 eligibility determinations were completed 31-60 days after 60 days (15.6%).

141 eligibility determinations were completed 60+ days after 60 days (20.6%).

Districts completed 97.69% of evaluations in a timely manner in FFY 2012. The analysis of the 2.77% of the evaluations that were delayed included the following reasons:

- student delays (excessive absences, withdrawal and re-enrollment) (2.33%);
- parent delays (canceling meetings, not providing relevant information in a timely manner) (19.15%);
- teacher/evaluator delays (teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists) (60.23%);
- district errors (no tracking system in place, errors in tracking, errors in policies and procedures) (16.22%); and
- other reasons (2.04%)

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance): *individual findings

Level of compliance (actual target data) the State reported for FFY 2011 for this indicator:

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	696
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	696
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

Correction of all noncompliance was verified no later than one year after districts were provided written notification of noncompliance. The State verified timeline reports for noncompliant districts through updated timeline logs for districts that were identified as noncompliant. In addition, the State required that districts include corrective action in their consolidated applications, and the State verified completion of corrective action activities with each district that was noncompliant. All findings of noncompliance for timelines were corrected within one year of written notification. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirements(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance) *individual findings

There is no additional correction of noncompliance to be reported for FFY 2010 and earlier.

No additional information is required by the OSEP APR Response Table for this Indicator.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:

See Improvement Activities Chart.

Although the State demonstrated slippage (.1 percentage points) for this indicator, the difference is not statistically significant.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: 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.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

FFY	Measurable and Rigorous Target
<i>FFY 2012</i> <i>(2012-2013)</i>	100% 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.

Actual Target Data for FFY 2012:

During **FFY 2012**, **98.8%** (2,822 out of 2,855) of children referred by Part C (Babies Can't Wait) prior to age 3 were found eligible for Part B and had IEPs developed and implemented by their third birthdays. The State **did not meet** the FFY 2012 target (100%); **this data showed slippage** (.4 percentage points) from the FFY 2011 data (99.2%).

Describe the method used to collect data, and if the data are from monitoring, describe the procedures used to collect these data.

Compliance Procedures for Timeline Requirements - Each year Georgia implements this improvement activity as a method to collect data for this indicator.

The State reviewed the young children transition data of each school district to ensure children referred by Part C prior to age 3, who were found eligible for Part B, had IEPs developed and implemented by their third birthdays. Each district submitted a young children transition report by July 31. Based on 09-02 OSEP Memo, Georgia identified noncompliance for this area. The State notified all districts that reported less than 100% for this indicator. The districts were required to submit additional documentation to verify correction. Georgia issued letters of noncompliance for districts that were not able to provide documentation to support that evaluations were completed.

As a result of verifying noncompliant data, all districts demonstrated that the noncompliance had already been corrected. The State verified correction of noncompliance for those districts and issued a clearance letter to the superintendents.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	3,469
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	614
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	2,822
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	0
e. # of children who were referred to Part C less than 90 days before their third birthdays.	0
# in a but not in b, c, d, or e.	33
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 Percent = [(c) / (a-b-d-e)] * 100	98.8%

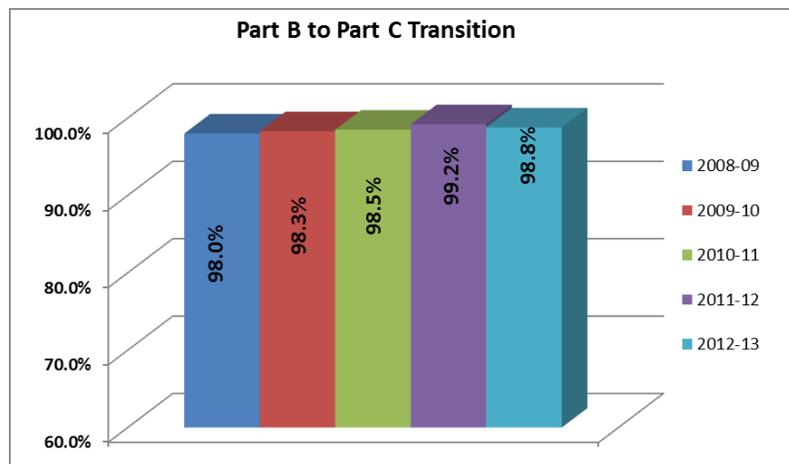
Account for Children Included in a, but not in b, c, d, or e:

Indicate the range of days beyond the third birthday and the reasons for the delays:

<i>Number of Students</i>	<i>Number of Day</i>
13 students	1 – 10 days late
6 students	11 – 30 days late
10 students	31 – 60 days late
4 students	More than 60 days

A total of 2,822 young children transitioning from Part C to Part B were determined eligible and had IEPs prior to third birthday; however, 33 eligibilities did not receive consideration prior to third birthday. The number of days beyond the third birthday for these determinations ranged between 1 and 60+ days. The reasons for these delays, as reported by districts, included parent refusals, district errors, hearing and vision screening problems, and evaluation delays.

The State did not meet target of 100% of children referred by Part C prior to age 3, which were found eligible for Part B and had an IEP developed and implemented by the third birthday. However, the State’s results in meeting this target have continued to increase prior to FFY12. The percentage of students who were evaluated, determined eligible, and had an IEP implemented on or before their third birthdays increased from 98.5% (2010) to 99.2% (2011) and dropped to 98.8% (2012).



The Georgia Department of Education (GaDOE) Part B worked with Part C (Babies Can’t Wait (BCW) to improve the accuracy of data for students transitioning from Part C to Part B through the data sharing Georgia Supervision and Enhancement Grant (GSEG) and developed collaborative training on “Procedures for referring children from Part C to Part B” to increase effective and smooth transition of students on or before their third birthday. GaDOE improvement activities included the following components: providing technical assistance and staff development to all school districts, providing support on accurate data reporting, implementing a new electronic reporting system, and revising and implementing data reporting procedures.

The shared database used by the GaDOE and the Department of Public Health (DPH) facilitates the collaborative effort for sharing data between Part C and Part B agencies. The agencies continuously review Georgia’s data application for sharing information to develop technical enhancements.

Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance): *individual findings

Level of compliance (actual target data) the State reported for FFY 2011 for this indicator:

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	21
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	21
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

Correction of all noncompliance was verified no later than one year after districts were provided written notification of noncompliance. The State verified correction for noncompliant districts. In addition, the State required that districts include corrective action in their consolidated applications, and the State verified completion of corrective action activities with each district that was noncompliant. All findings of noncompliance for timelines for young children transition were corrected within one year of written notification. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirements(s) for which they were found noncompliant; and (3) ensured that each individual

case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

Correction of FFY 2010 Findings of Noncompliance (if State reported less than 100% compliance) *individual findings

There is no additional correction of noncompliance to be reported for FFY 2010 and earlier.

No additional information is required by the OSEP APR Response Table for this Indicator.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for *FFY 2012*:

See Improvement Activities Chart.

There is no slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2013*

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: 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))

Measurement: 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) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	100% 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.

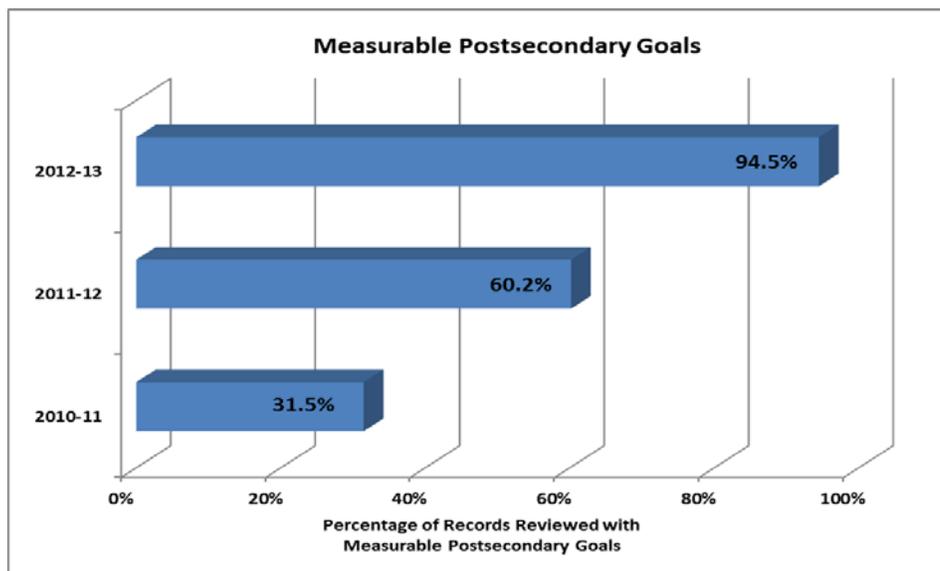
Actual Target Data for FFY 2012:

FFY	Actual Target
2012 (2012-2013)	94.5% 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.

School Year	# of Compliant Records	# of Records Reviewed	% with Measurable Transition Goals
2012-2013	1,509	1,597	94.5%

During **FFY 2012**, **94.5%** (1,509 out of 1,597 records) of youth aged 16 and above had an IEP that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet their postsecondary goals. The State **did not meet** its FFY 2012 target (100%); but **showed progress** (34.4% percentage points) from the FFY 2011 data (60.1%).

The table below represents the three year trend data for this indicator.



Technical Assistance to the State: Georgia Department of Education received technical assistance from The Southeast Regional Resource Center (SERRC) in the area of implementation science and how it can be used to develop the State transition initiative under the State Personnel Development Grant. Representatives from the Transition Steering Committee, including members of Georgia Vocation Rehabilitation Services, The Georgia Advocacy Office, GaDOE Career and Agricultural Education Division, and a parent representative, attended the National Secondary Transition Technical Assistance Center (NSTTAC) Transition Planning Institute to organize and develop the State Transition Plan for the 2012-2013 school year.

A representative from GaDOE attended NSTTAC's midyear cadre meeting in October 2012. The technical assistance received was used to develop ongoing general supervision practices as it relates to the data for Indicator 13. The information was used to provide guidance to districts to ensure the use of best practices in transition planning and data collection. Guidance at the state level from NSTTAC was used to create a survey tool for Indicator 13. The tool was made available during the 2012-2013 school year.

GaDOE representatives attended technical assistance sessions and workshops scheduled by the National Post-Secondary Outcome Center (NPSO) and NSTTAC for Indicators 13 and 14 during FFY 12. The State utilized the content to provide technical assistance and supervision to districts on compliance for Indicator 13, including the NSTTAC transition checklist. The State also received one-on-one technical assistance from NSTTAC while developing proposals for grants focusing on better outcomes for students with disabilities and was awarded a grant from NSTTAC to help build capacity within the state. The activities outlined in the grant proposals were incorporated into the transition project (CCaR Project) in the State Personnel Development Grant (SPDG). These activities included technical assistance in transition for district personnel in districts that were identified as having noncompliance in transition.

Verification of Correction of Remaining FFY 2011 findings:

Per the OSEP Measurement Table, Georgia must report on correction of noncompliance related to the specific indicators. The State required periodic data submissions of each district. Staff of the Division for Special Education reviewed the documentation. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirements(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

Based on the State's integrated monitoring activities 21 districts were identified as having noncompliance for this indicator. The table shows the findings of noncompliance for this indicator. The State has verified timely correction of noncompliance in 21 districts.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
13. Percent of youth aged 16 and above with 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 service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	21	164	164
	Dispute Resolution: Complaints, Hearings	0	0	0

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

No additional information is required by the OSEP APR Response Table.

Correction of Remaining FFY 2009 Findings of Noncompliance (if applicable):

There is no additional correction of noncompliance to be reported for FFY 2009 and earlier.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for *FFY 2012*:

See Improvement Activities Chart .

There was no slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for *FFY 2013*

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. 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.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

FFY	Measurable and Rigorous Target
<p>FFY 2012 (2012-2013)</p>	<p>28% of youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term at any time in the year since leaving high school.</p> <p>53.5% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>80% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment.</p>

Actual Target Data for FFY 2012:

The data are below for the actual number of “leavers”:

2,166 respondent leavers were enrolled in higher education within one year of leaving high school;

2,286 respondent leavers were competitively employed within one year of leaving high school (but not enrolled in higher education);

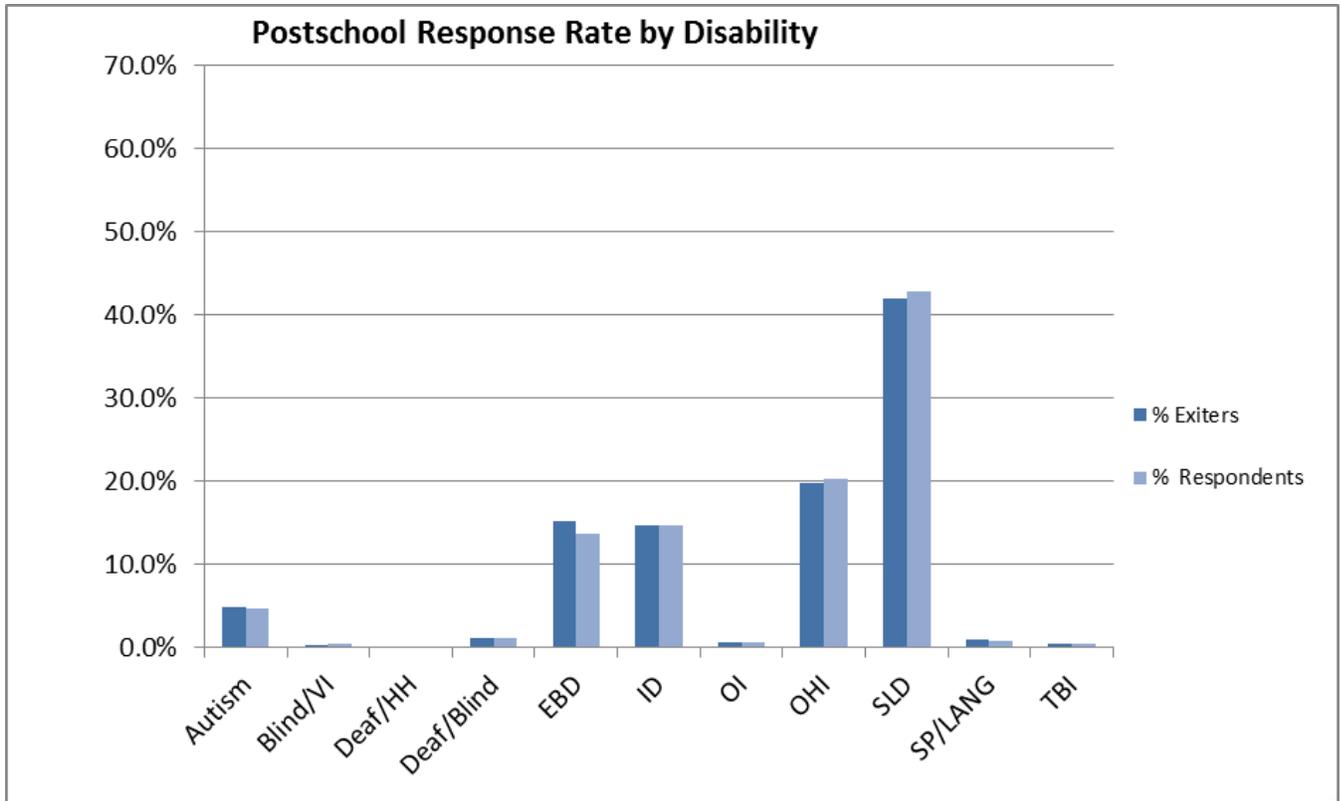
991 respondent leavers were enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed); and

1,331 respondent leavers were enrolled in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

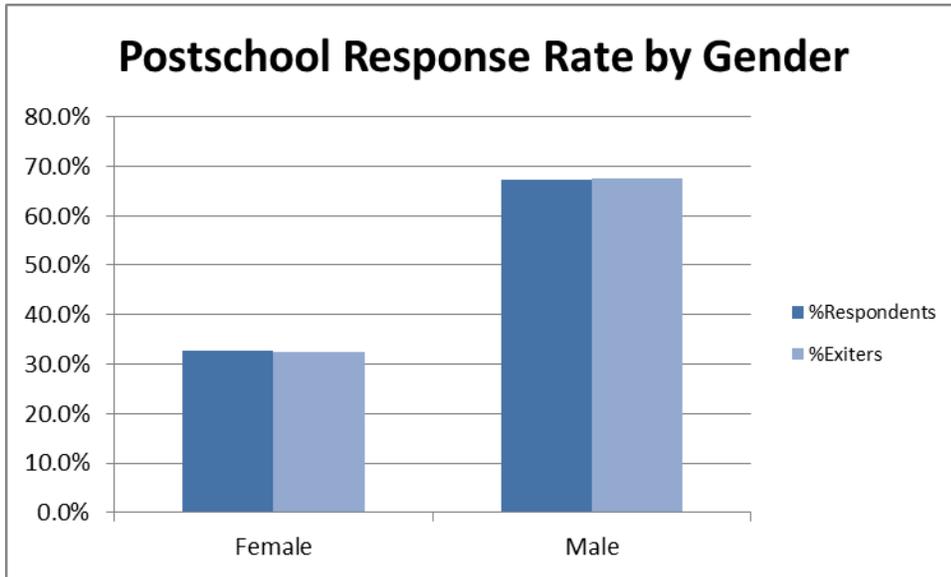
1,950 respondent leavers were unengaged at the time of the postsecondary survey.

Total: There were 8,724 total respondent leavers to the survey.

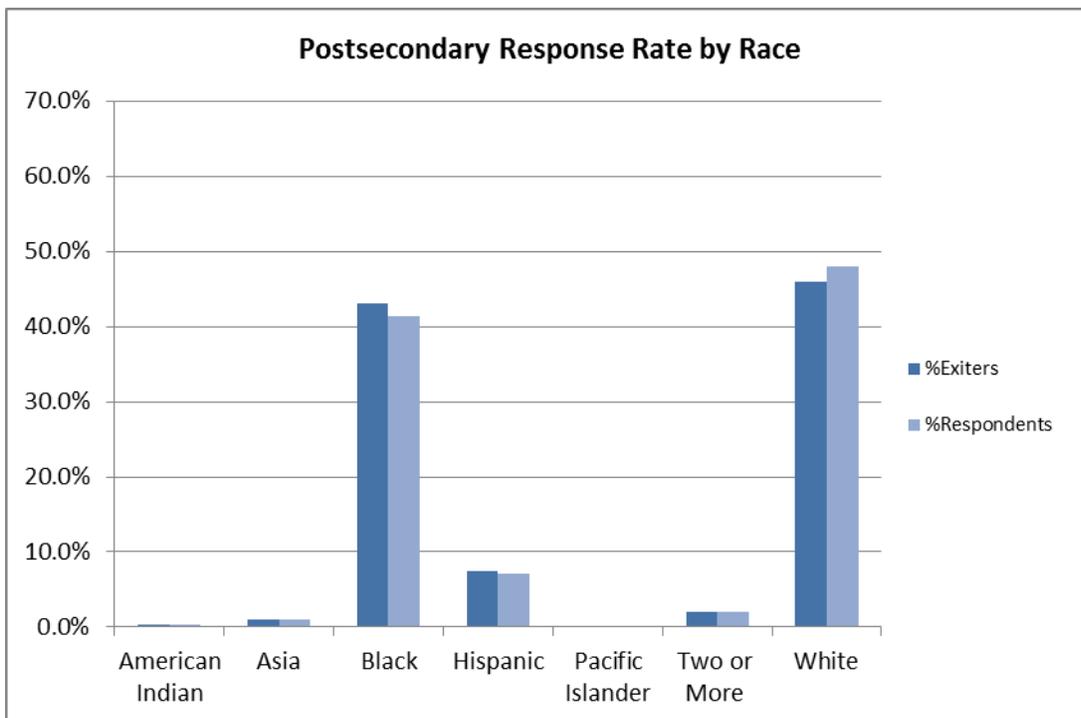
During the 2011-2012 year, there were **10,806** leavers. However, when the survey was distributed the following year, the State received postsecondary data on **8,724** respondents. **Of the exiters, 2,082 could not be located.** In order to determine that the respondents were appropriately representative of those students with disabilities (SWD) who were leavers during the 2011-2012 school year, the State compared the percentage of leavers with the percentage of responders by disability groups, gender, ethnicity, and Limited English Proficiency (LEP) status.



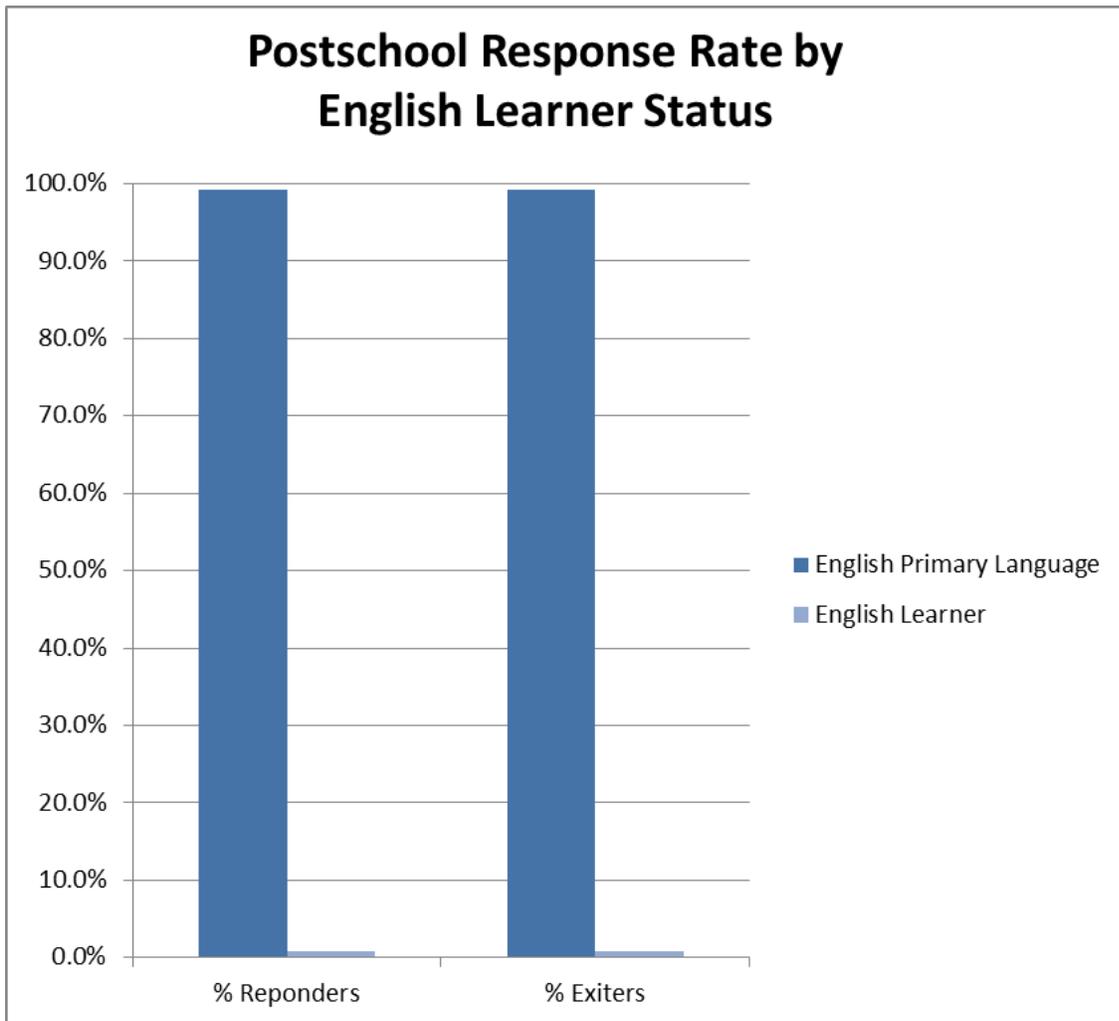
Disability	Responder	%Respond	Total Exite	% Exiters
Autism	416	4.8%	521	4.8%
Blind/Visual Impairment	37	0.4%	43	0.4%
Deaf and Blind	1	0.0%	1	0.0%
Deaf/Hard of Hearing	108	1.2%	121	1.1%
Emotional and Behavioral Dis	1196	13.7%	1644	15.2%
Intellectual Disabilities	1288	14.8%	1585	14.7%
Orthopedic Impairment	63	0.7%	68	0.6%
Other Health Impairment	1767	20.3%	2133	19.7%
Specific Learning Disability	3735	42.8%	4537	42.0%
Speech-Language Impairment	74	0.8%	103	1.0%
Traumatic Brain Injury	39	0.4%	50	0.5%
Total	8724		10806	



Gender	Responder	%Respond	Exiters	%Exiters
Female	2859	32.77%	3514	32.52%
Male	5865	67.23%	7292	67.48%
Total	8724		10806	



Race Code	Response	%Respond	Exiters	%Exiters
American Indian	25	0.3%	35	0.3%
Asia	93	1.1%	114	1.1%
Black	3617	41.5%	4651	43.0%
Hispanic	624	7.2%	812	7.5%
Pacific Islander	7	0.1%	8	0.1%
Two or More	175	2.0%	222	2.1%
White	4183	47.9%	4964	45.9%
Total	8724		10806	



English Learner	Response	% Respond	Exiters	% Exiters
English Primary Language	8658	99.2%	10720	99.2%
English Learner	66	0.8%	86	0.8%
Total	8724		10806	

Actual Target Data for FFY 2012:

A. During **FFY 2012, 24.8%** (2,166 out of 8,724) of youth who are no longer in secondary school, had IEPs in effect at the time they left school were enrolled in higher education within one year of leaving high school. The State **did not meet** the FFY 2012 target (28%); but **showed progress** (.1 percentage points) from the FFY 2011 data (24.7%).

B. During **FFY 2012, 51.0%** (4,452 out of 8,724) of youth who are no longer in secondary school, had IEPs in effect at the time they left school were enrolled in higher education or competitively employed within one year of leaving high school. The State **did not meet** the FFY 2012 target (53.5%); the data **demonstrates slippage** 1.5 percentage points) from the FFY 2011 data (52.5%).

C. During **FFY 2012, 77.6%** (6,774 out of 8,724) of youth who are no longer in secondary school, had IEPs in effect at the time they left school will be enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment. The State **did not meet** the FFY 2012 target (80%); but **showed progress** (1.3 percentage points) from the FFY 2011 data (76.3%).

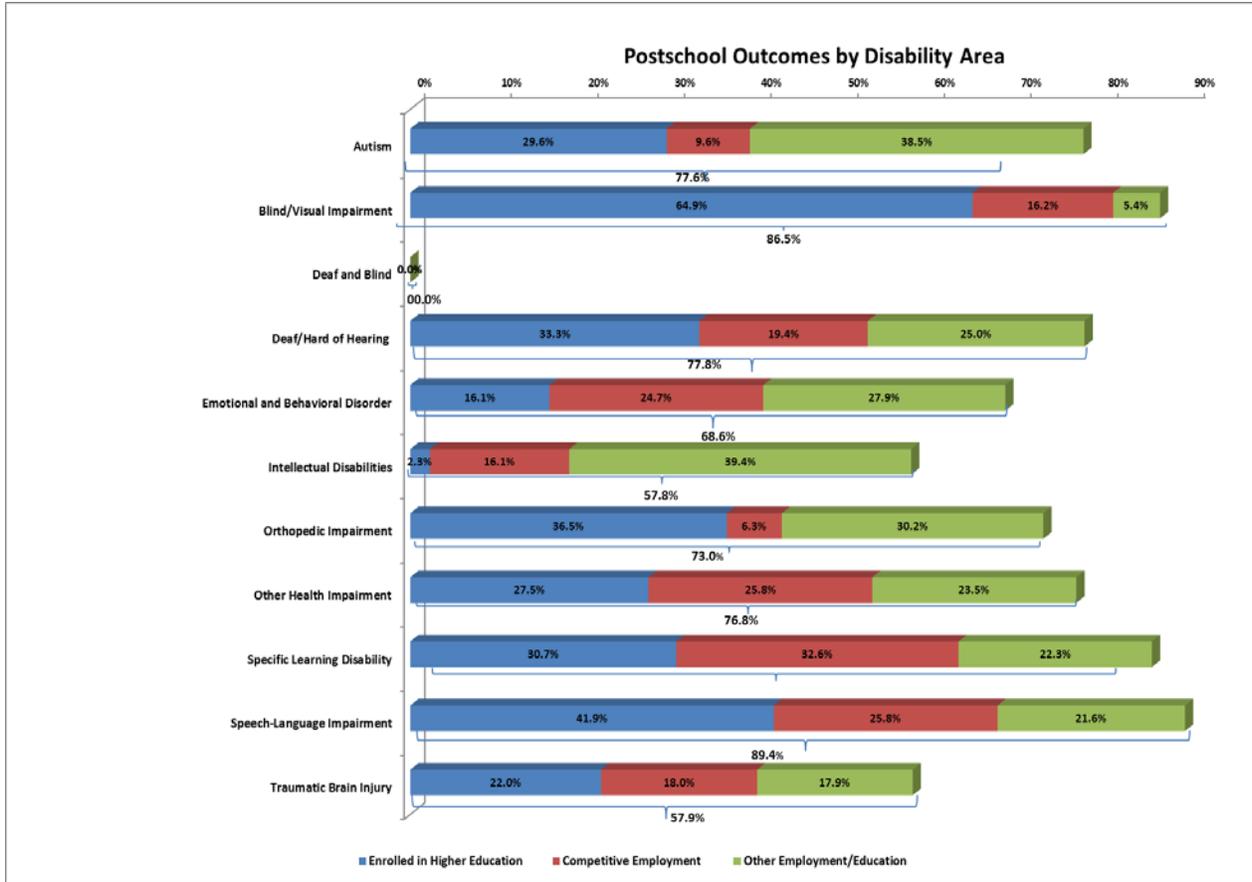
Data was reported on 8,724 students who exited during 2011-2012. Of these, 77.6% was reported in one of the three categories. Those who were not engaged in one of the three activity reporting categories totaled 1,950 (22.4%) of the students reported, which is a decrease from 2010-2011 (23.7%). Since there were a total of 10,806 students who were reported by school districts as exiting during 2011-2012, districts were unable to contact 19.3% (2,082) of all exiters reported.

Although there was a high rate of unemployment across the state of Georgia, the number of students who were reported as unengaged remained relatively consistent. The State continues to provide districts with strategies to improve the ability to contact students who had moved. The increase in the percentage of students who are contacted continues indicating progress in this area.

Postsecondary Outcomes by Disability:

The post-school outcomes data by disability category, as seen below in Figure 1, indicate that students with disabilities (SWD) from the majority of disability categories are enrolled in higher education. Students with intellectual disabilities continue to have the smallest representation in higher education (2.3%). However, students with intellectual disabilities are more likely to be competitively employed or enrolled in other educational institutions. Students in the disability categories of autism, emotional and behavior disorders, other health impairments and specific learning disabilities had the highest number of students in higher education.

Figure 1. Postsecondary Outcomes by Disability



Postschool Outcomes												
	Autism	Blind/Visual Impairment	Deaf and Blind	Deaf/Hard of Hearing	Emotional and Behavioral Disorder	Intellectual Disabilities	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Speech-Language Impairment	Traumatic Brain Injury	
Total Respondents	416	37	1	108	1196	1288	63	1767	3735	74	39	
Enrolled in Higher Education	123	24	0	36	192	29	23	551	1148	31	9	
Competitive Employment	40	6	0	21	295	207	4	483	1205	18	7	
Enrolled in Other Postsecondary Education or Training	59	0	0	16	142	143	9	192	423	7	0	
Other Employment	101	2	0	11	192	365	10	224	410	9	7	
Unengaged	93	5	1	24	375	544	17	317	549	9	16	

Postsecondary Outcomes by Race/Ethnicity:

The post-school outcomes data by race/ethnicity category, as seen below in Figure 2, indicate that the largest percentage of SWD enrolled in higher education is for students from the Asian category. This percentage represents 39 out of 93 students. The largest numbers of SWD are in the white (1262) and black (698) categories. The data indicate that white SWD are enrolled in higher education and competitively employed at much higher rates than black SWD.

Figure 2. Postsecondary Outcomes by Race/Ethnicity

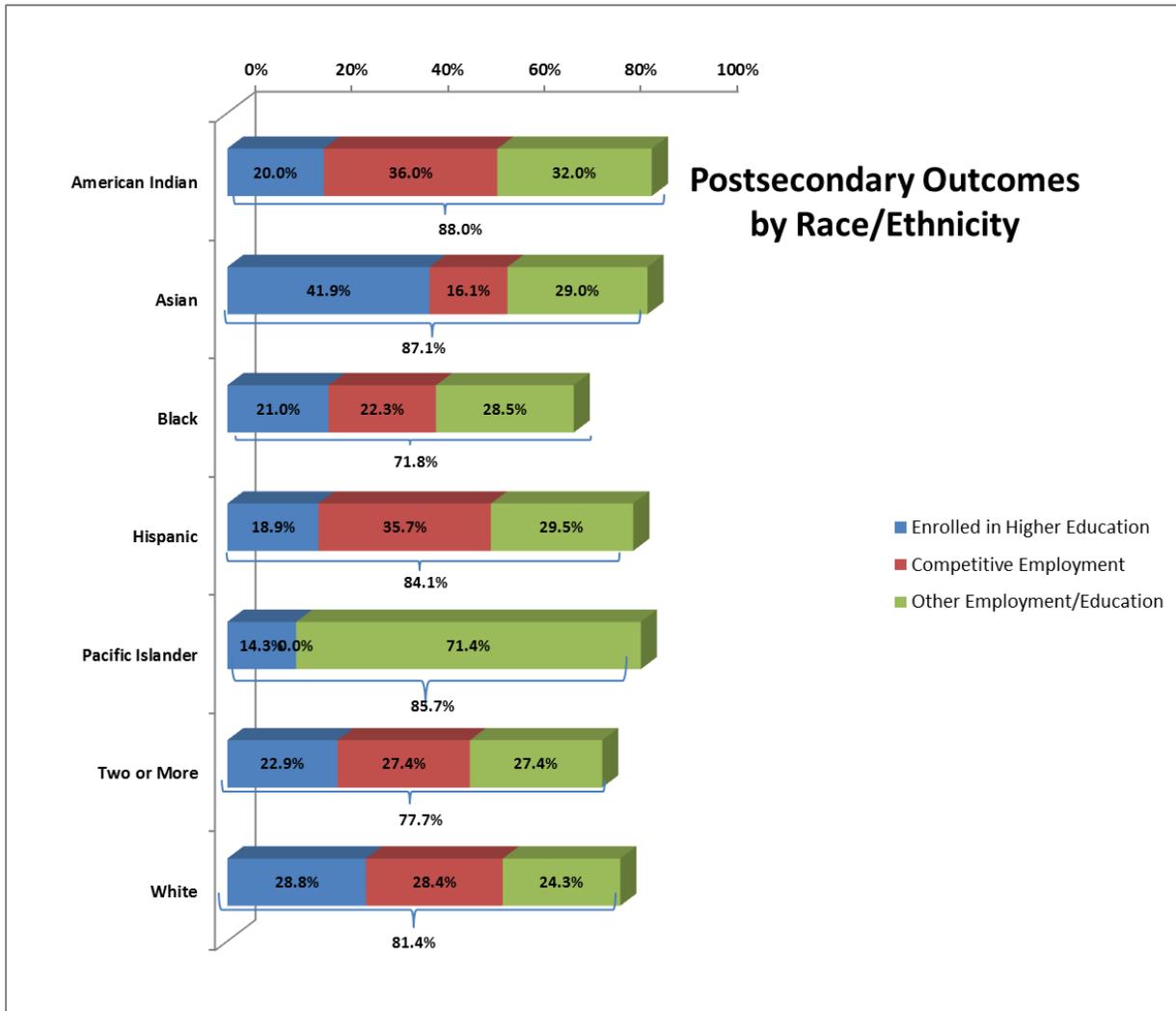


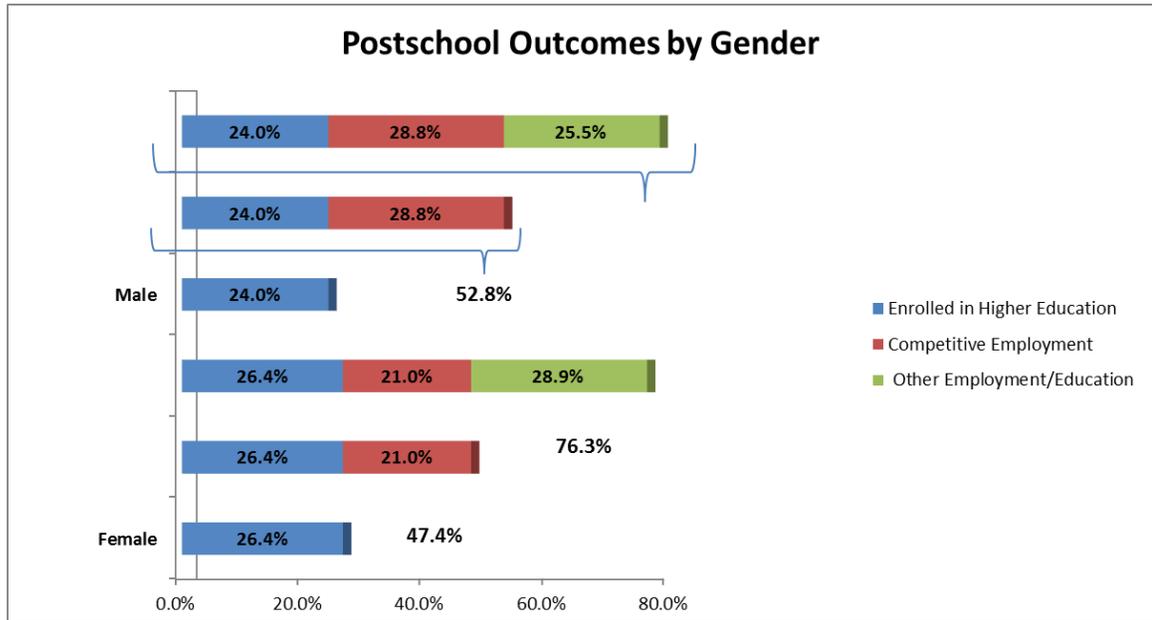
Figure 2. Postsecondary Outcomes by Race/Ethnicity (Continued)

	American Indian	Asian	Black	Hispanic	Pacific Islander	Two or More	White	Total
Total Respondents	25	93	3617	624	7	175	4183	8724
Enrolled in Higher Education	5	39	760	118	1	40	1203	2166
Competitive Employment	9	15	805	223	0	48	1186	2286
Enrolled in Other Postsecondary Education or Training	1	8	467	71	1	24	419	991
Other Employment	7	19	565	113	4	24	599	1331
Unengaged	3	12	1020	99	1	39	776	1950

Postsecondary Outcomes by Gender:

The post-school outcomes by gender, as seen in Figure 3, indicate that the percentage of male and female SWD in all categories are relatively equal.

Figure 3. Postsecondary Outcomes by Gender



Postschool Outcomes			
	Female	Male	Total
Total Respondents	2859	5865	8724
Enrolled in Higher Education	756	1410	2166
Competitive Employment	599	1687	2286
Enrolled in Other Postsecondary Education or Training	364	627	991
Other Employment	461	870	1331
Unengaged	679	1271	1950

Postsecondary Outcomes by Limited English Proficiency (LEP):

The post-school outcomes data by Limited English Proficiency category, as seen below in Figure 4, indicate that LEP students are attending college/university and competitively employed at higher rates than students whose primary language is English.

Figure 4. Postsecondary Outcomes by Limited English Proficiency Status

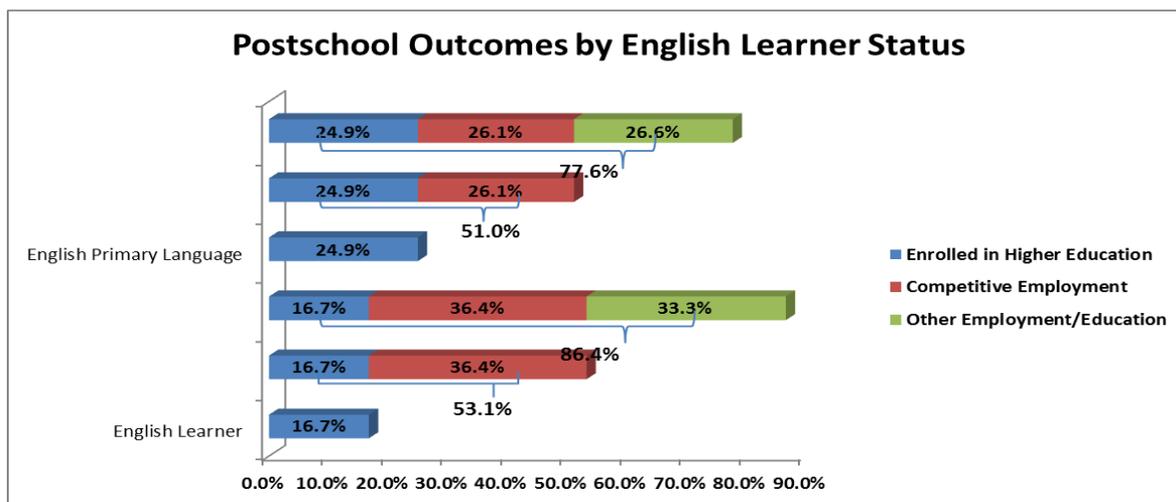


Figure 4. Postsecondary Outcomes by Limited English Proficiency Status (Continued)

Postschool Outcomes			
	English Learner	English Primary Language	Total
Total Respondents	66	8658	8724
Enrolled in Higher Education	11	2155	2166
Competitive Employment	24	2262	2286
Enrolled in Other Postsecondary Education or Training	9	982	991
Other Employment	13	1318	1331
Unengaged	9	1941	1950

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:

See Improvement Activities Chart.

Indicator 14B: The State demonstrated slippage for 14B of this indicator. The economy continues to influence employment rates for SWDs limiting opportunities for competitive employment. However, the improvement in the data for 14A and 14B appears to indicate that rather than there being actual slippage, there is a redistribution of the numbers of students in the three categories.

There is no additional slippage for this indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013.

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:
 Percent of noncompliance corrected within one year of identification:
 a. # of findings of noncompliance.
 b. # of corrections completed as soon as possible but in no case later than one year from identification.
 Percent = [(b) divided by (a)] times 100.
 States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	100% of noncompliance will be identified and corrected as soon as possible but in no case later than one year from identification.

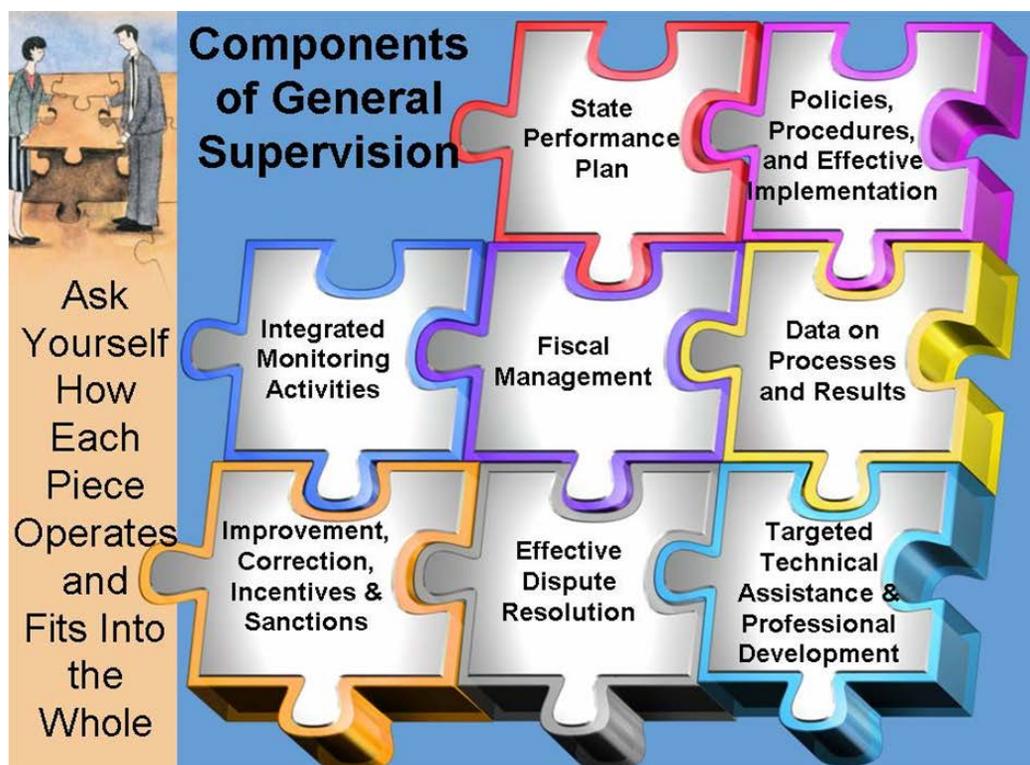
Actual Target Data for FFY 2012:

99.66% (1,178 out of 1,182) of noncompliance was identified and corrected as soon as possible but in no case later than one year from identification.

During **FFY 2012**, **99.66%** (1,178 out of 1,182) of noncompliance was identified and corrected as soon as possible but in no case later than one year from identification. The State **did not meet the FFY 2012 target** (100%) and **demonstrated slippage** (.17 percentage points) from the FFY 2011 data (99.83%).

Describe the process for selecting LEAs for Monitoring:

During FFY 2011, the Georgia Department of Education (GaDOE) implemented an effective system of General Supervision to complete the following tasks: (1) Support practices that improve educational results and functional outcomes; (2) Use multiple methods to identify and correct noncompliance within one year; and (3) Use mechanisms to encourage and support improvement and to enforce compliance. The GaDOE’s system for General Supervision included eight components, which are depicted in the graphic below.

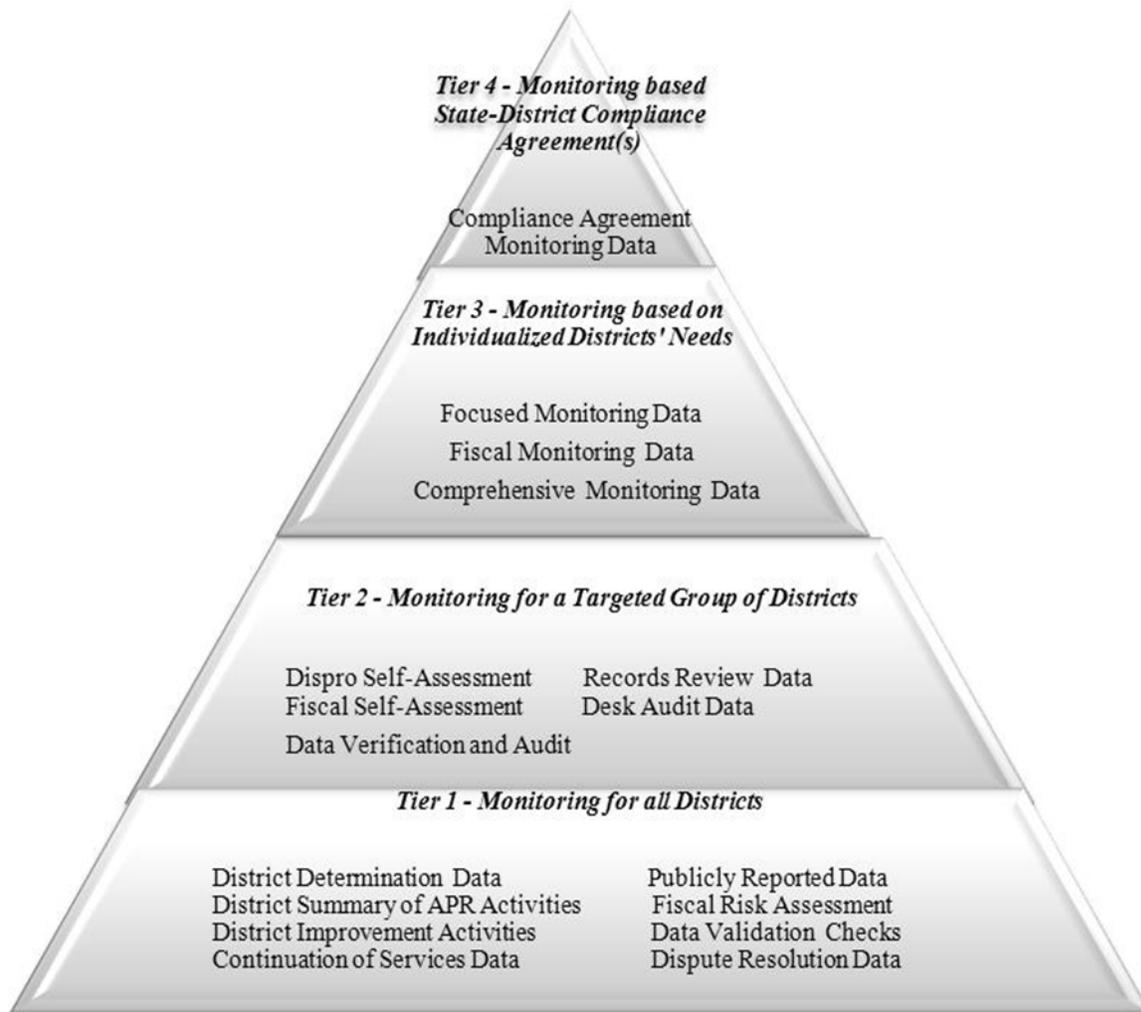


The State provided appropriate accountability to ensure that Local Educational Agencies complied with federal regulations. Fidelity of compliant practices was enforced by using a tiered monitoring system that enabled the State to “monitor” all districts every year. Monitoring can be defined as “a continuing function or operation that uses systematic collection and analysis of data on specified indicators to provide management and stakeholders with indications of the extent of progress and achievement of targets and progress in continuous improvement” ([National Center for Special Education Accountability Monitoring](#) (NCSEAM), Issues of General Supervision and the Annual Performance Report). Georgia’s tiered system for monitoring district data is depicted in the graphic below. Tier 1 procedures were implemented for all districts in the state to enforce compliance and improve results. Tier 2 procedures were consistently implemented for a targeted group of districts, which were either triggered by Tier 1, data such as District Determinations data, or the State’s six-year monitoring cycle. Tier 3 procedures were implemented for a targeted group of districts and differentiated to meet their compliance and/or performance needs, which were either triggered by the previous tier’s data or the State’s six-year monitoring cycle.

In most instances, Tier 3 monitoring activities were conducted onsite. Although Records Review is an onsite activity, the monitoring of data is the same for the targeted group of districts. The monitoring activities at Tiers 2 and 3 provided the State with documentation to review district-level policies, procedures, and practices.

Tier 4’s monitoring activities were implemented for one district that demonstrated difficulty in timely correcting noncompliance, which is a rare incidence. The State entered into a formal contract with the district and directed corrective actions and funds. The terms of a formal contract are different from a Corrective Action Plan. The State closely monitored the progress of the district’s corrective actions to ensure that although late, the district subsequently corrected its noncompliance.

***Georgia Department of Education (Division for Special Education)
Tiered System for Monitoring Districts for General Supervision***



The Division for Special Education Services and Supports provides a system of General Supervision for local districts. The Division monitors each district every year to ensure timely identification and correction of noncompliance. At each tier, the Division conducts a systematic

collection and analysis of data to inform compliant practices and improve results. As the tiers go up, there is increased intensity in the review of data. Districts are targeted for each tier based either on data or the State’s monitoring cycle.

Based on the review of data from these components, the GaDOE ensured timely identification and correction of noncompliance that ultimately fostered a “continuous improvement monitoring process.” All districts identified as having noncompliance were required to follow appropriate procedures to make timely correction of the noncompliance. See the explanations for several of the monitoring activities below.

Comprehensive Monitoring Activity - The Division for Special Education supported other Divisions in the Department with an integrated monitoring of a targeted group of schools such as collaboration with the Office of School Improvement for Georgia Assessment of Performance on School Standards (GAPSS) visits. Schools were targeted based on their Adequate Yearly Progress (AYP) status, and targeted schools received onsite visits from a multidisciplinary team. In many cases, performance for SWD was an issue for these schools.

Focused Monitoring - The State defined the priorities and identified school districts that met the criteria. School districts were ranked, based on their data for each priority goal and compared against districts of similar size. Districts were sorted into five size groups so that districts were compared to districts of similar size. The districts from the lowest quartile of each enrollment size group were selected for onsite reviews. Local districts selected for Focused Monitoring were those that have the greatest opportunity for improvement. The onsite team, led by compliance review staff, consists of at least one parent, one peer professional from outside the district, and the State’s district liaison for the district.

Record Reviews - The State conducted Record Reviews to evaluate due process procedural compliance for local districts. The State maintained an internal schedule and notified districts approximately one month prior to the onsite visit. The State used its records review process to obtain most data on appropriate transitional goals for Indicator 13.

Fiscal Monitoring - Federal regulations and general supervision administrative procedures require the State Educational Agency (SEA) to monitor high-risk programs. Georgia conducted a risk assessment to determine whether the LEA had a high-risk determination and required program monitoring and/or fiscal monitoring. For Fiscal Monitoring, the Division for Special Education assigns points to specified elements and combines those points with the Finance Budget Office (FBO) Risk Rating to determine each LEA’s fiscal risk score. LEAs with a score of 0 to 25 points would be determined to be a low risk. Those LEAs with a score of 26 to 100 points would be determined to be a medium risk. Those LEAs with a score greater than 101 points would be determined to be at high risk. The goal for an LEA would be to have a low risk rating score. Intervention Risk Assessment Strategies were determined for each risk-rating group.

Those LEAs with a fiscal risk score of 101 or higher would be determined to be a high-risk district and require fiscal monitoring. LEAs within the following high-risk elements are automatically monitored regardless of the LEA's final fiscal risk score:

- Department decision to monitor the LEA.
- LEAs with fiscal irregularities or factors resulting in a return of special education funds.
- LEAs with the same fiscal finding two years in a row.
- LEAs with fiscal completion reports with a variance over 125% two years in a row.

In addition to the risk assessment, all districts that received a Records Review were required to complete a fiscal self-assessment, which provided additional data for the Division as well. Based upon the district's self-assessment ratings and/or documentation, the Division identified noncompliance and provided technical assistance as needed.

Data Verifications and Audits - The Division for Special Education selected a sampling of districts to provide data verification based on certain risk factors. In these instances, the districts provided appropriate documentation to support valid and accurate data reporting practices. Although some monitoring procedures are in place for all districts, this level of verification impacted a target group of districts.

Dispute Resolution - The State provided onsite monitoring of targeted districts as a part of the complaint investigation process. This data and documentation were used to support identification and/or correction of noncompliance for LEAs in due process.

Disproportionality Self-Assessment - The State administered the Disproportionality Self-Assessment Monitoring Protocol to all districts identified as having some type of disproportionality determination. Based on the review of this data and any other pertinent documentation, the State used this information to inform identification of noncompliance.

Timeline Reviews - Timeline summary reports were submitted as a part of the required publicly reported data to the State last July. Each local district submitted a summary of its performance in meeting timelines for initial placements, eligibility redeterminations, and Babies Can't Wait (part C) preschool transitions that were completed during that fiscal year (July 1-June 30).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2012):

Collaborative Partnership - The State worked collaboratively with the Data Accountability Center (DAC) on an as needed basis to ensure the State's monitoring and correction of noncompliance process is effective. The State did not consult DAC during FFY 2011 for updated technical assistance. However, the State will continue to consult with DAC to stay updated on current trends.

National or Regional Training - The State participated in trainings and received technical assistance from Southeastern Regional Resource Center (SERRC) related to the correction of noncompliance. The technical assistance was helpful to state staff members as they redelivered training and resources to districts that did not meet compliance.

Training - The State provided annual training to monitoring team members to ensure monitoring teams are evaluating district compliance and performance with fidelity. The training was held in September 2012; team members extensively studied the IDEA compliance requirements.

During FFY 2012, the Division for Special Education held monthly webinars for special education directors to provide ongoing opportunities for technical assistance. In addition to the monthly webinars, the State Director of Special Education piloted weekly email communication to provide technical assistance about compliant practices for SWD. The Division for Special Education continued regional supports for districts by continuing assignments of state personnel to attend monthly district meetings. Regional meetings were held at centrally located places where districts from that area could attend.

In addition to the improved communication between the state and LEAs, the Division for Special Education updated its Implementation Manual to support districts. This information is very useful for appropriate interpretation of federal regulation. Another helpful practice was the use of various stakeholder committees to obtain feedback to guide the state’s leadership. The State Advisory Panel continued to assist the Division in reviewing state data and making recommendations for improvement. A Disproportionality Stakeholders’ Committee was established to review the state’s procedures in providing supervision for this area. Also, the State Director of Special Education met quarterly with a group of special education directors representative of the state’s demographic regions. This group provided feedback necessary to evaluate and review state procedures, policies, and practices. Lastly, a steering committee was convened to support the Georgia Network Educational Therapeutic Service (GNETS).

Note: For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2011 (July 1, 2011 through June 30, 2012) and verified as corrected as soon as possible and in no case later than one year from identification.

Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified in FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	1,182
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	1,178
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	4

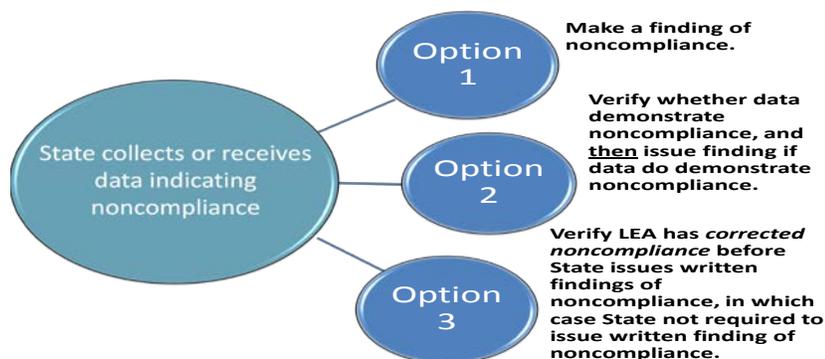
FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	4
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	4
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction for findings of noncompliance identified in FFY 2011 (either timely or subsequent):

As specified in OSEP’s FFY 2011 SPP/APR Response Table, the State must, when reporting the correction of noncompliance for Indicator 15, report that it verified that each LEA with noncompliance identified in FFY 2010: (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, dated October 17, 2008.

In FFY 2011, there were 1,182 findings of noncompliance identified through the system of General Supervision. The State issued findings based on one of the three options. The graphic below shows the three options.



10

The GaDOE notified the district superintendent of the finding in writing and required the district to correct the noncompliance as soon as possible, but no later than one year from the notification. The State ensured timely correction of the noncompliance by providing targeted technical assistance for districts, which was based on level, nature, and root cause of the noncompliance.

The State verified that each LEA with noncompliance identified in FFY 2011 corrected the noncompliance based on the following criteria: (1) correctly implemented the specific regulatory

requirements, (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, dated October 17, 2008.

Describe the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY 2011 (including any revisions to general supervision procedures, technical assistance provided, and/or any enforcement actions that were taken):

In FFY 2011, there were 1,182 findings of noncompliance identified through monitoring activities, and 1,178 were corrected within one year of written notification of noncompliance. The State required periodic data submissions of each district. The documentation was reviewed by staff of the Division for Special Education. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. The State verified that 99.66% of noncompliance was corrected within one year of written notification (including noncompliance identified through the State’s monitoring system, through the data system, and by the Department) and has verified that the districts are correctly implementing the specific regulatory requirements. In all instances of noncompliance, correction has been verified for each individual student issue identified in the districts, as well as through a sample verification of additional records to ensure changes and correction in the implementation of regulatory requirements pursuant to the Office of Special Education Program’s (OSEP) Memorandum 09-02. If appropriate, the LEA changed policies, practices, and/or procedures that contributed to or resulted in noncompliance.

One district subsequently corrected 4 findings of noncompliance identified in Indicators 9/10 of the General Supervision Spreadsheet. The State implements continuous improvement steps and revises its system of General Supervision to ensure that 100% of noncompliance will be timely corrected by creating a Targeted Technical Assistance Framework, which is depicted in the graphic below. Based on this Framework, Georgia will be able to differentiate resources to match the individualized needs of districts. See chart on the next page.

Georgia Targeted Technical Assistance Model for Districts that have Noncompliance

<i>Compliance Status</i>	<i>Factor (Based on Nature and Level of Noncompliance)</i>	<i>District Required Actions Prong 1 and 2 Data (Revise policies, practices, and procedures, as needed)</i>	<i>State Targeted Technical Assistance</i>
1 child/Few instances of noncompliance (≥95%)	Districts that have isolated instances of noncompliance and will require minimal technical assistance from the State to timely correct	Correct each instance and submit updated data for verification @ 100% Development of a Corrective Action Plan (CAP) may not be necessary; however, the district must consider the root cause of the noncompliance.	The State provides minimal support and/or technical assistance, as needed. Districts may also access pre-developed toolkits to assist in correction.
Compliance Level 75% - 94%	Districts that are not repeat offenders and have few findings (<3) of noncompliance	Correct each instance & submit updated data for verification AND Use root cause analysis and select CAP activities	The State provides support for the district to conduct a root cause analysis and select CAP activities. Targeted technical assistance is provided, as needed. Districts may also access pre-developed toolkits to assist in correction.

	Districts that are repeat offenders and/or have multiple findings (≥ 3) of Noncompliance	Correct each instance & submit updated data for verification AND Use root cause analysis and select CAP activities	The State directs the root cause analysis and CAP development process. Targeted technical assistance and monitoring of correction are provided.
Compliance Level <75%	Districts that have substantially low level of compliance—even for one finding	Correct each instance & submit updated data for verification AND Use root cause analysis and select CAP activities	The State directs the root cause analysis and CAP development process. Targeted technical assistance and monitoring of correction are provided.

Actions Taken if Noncompliance Is Not Corrected

For findings of noncompliance identified in FFY 2011 for which the State has not yet verified correction, explain the actions the State is undertaking to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.

All identified noncompliance identified in FFY 2011 were either timely or subsequently corrected.

Correction of Remaining FFY 2010 and earlier Findings of Noncompliance (if applicable)

The State has reported on either timely or subsequent correction for all noncompliance for 2010 and earlier. There are no additional findings of noncompliance.

Additional Information Required by the OSEP FFY 2011 APR Response Table for this Indicator (if applicable):

No additional information was required by the OSEP FFY 2011 APR Response Table.

Discussion of Improvement Activities and Explanation of Slippage, if the State did not meet its target, that occurred for FFY 2012:

See Improvement Activities Chart.

Although the State demonstrated slippage (.17 percentage points) for this indicator, the difference is not statistical significant.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

There are no revisions at this time.

Part B. Indicator 15 Worksheet

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	26	36	36
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	47	47
4B. Percent of districts that have: (a) 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) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings	0	0	0
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	22	23	23
6. Percent of preschool children aged 3 through 5 – early childhood placement.				

APR Template – Part B (4)

Georgia State

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
8. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	9	9
	Dispute Resolution: Complaints, Hearings	3	5	5
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	43	39
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	52	696	696
	Dispute Resolution: Complaints, Hearings	6	10	10
12. 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.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	9	60	60
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with 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 service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	21	164	164
	Dispute Resolution: Complaints, Hearings	0	0	0

APR Template – Part B (4)

Georgia
State

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	13	35	35
	Dispute Resolution: Complaints, Hearings	15	52	52
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			1182	1178
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	99.66%

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2012 (2012-2013)	60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Actual Target Data for FFY 2012:

During **FFY 2012**, **48%** (30 out of 63) resolution sessions resulted in settlement agreements. The State *did not meet* the FFY 2011 target (60-70%; the data *demonstrates slippage* (1 percentage point) from the FFY 2011 data (49%) of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

In FFY 2012, 30 resolution sessions resulted in agreements, which were only one agreement less than the number of settlement agreements reached in FFY 2011. The number of resolution sessions conducted in FFY 2011 was the same as in FFY 2012.

Looking at the dispute resolution process as a whole, there were 102 requests for due process hearings between July 1, 2012 and June 30, 2013. Ninety-six (96) cases (94%) were resolved without going to a hearing as of June 30, 2013; 30 of the 102 cases (29%) resolved without a hearing were settled through early resolution sessions and mediation agreements. These data indicate that the State’s dispute resolution process overall is working to resolve conflicts with dispute resolution processes occurring prior to a fully adjudicated due process hearing.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2013:

See Improvement Activities Chart

Add not significantly significant.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	60 - 70% of mediations held will result in agreement.

Actual Target Data for FFY 2012:

Table 1. Mediations

Fiscal Year	Mediation requests total (2)	Mediations not held including pending (2.2 & 2.3)	Mediations conducted related to due process [2.1(a)]	Mediation agreements related to due process complaints [2.1(a)(i)]	Mediations conducted not related to the due process hearing [2.1(b)]	Mediation agreements not related to due process hearings [2.1(b)(i)]	Agreement rate
2012-2013	79	23	16	6	40	21	48%

During **FFY 2012**, **48%** (27 out of 56) of mediations held were resolved with an agreement. The State **did not meet** the FFY 2012 target (60-70%); this **data represents slippage** (2 percentage points) from the FFY 2011 data (50%).

Seventy-nine (79) mediations were requested in FFY 2012. Fifty-six (56) were held. Twenty-seven out of 56 mediations reached an agreement. Sixteen out of 56 of the mediations held were related to due process hearings; 40 out of 56 were not related to a due process request.

In FFY 2011, 79 mediations were requested. Fifty-six (56) were held. Twenty-eight (28) out of 56 reached agreement. Fifteen out of 56 of the mediations held were related to due process hearings; 21 out of 56 were not related to a due process request.

The State *did not meet* the target in FFY 2011 (60%-70%). In reviewing the subset of mediation requests, 40 mediations were held unrelated to due process; and of those, 21 were successful, resulting in a rate of agreement of 52.5%. Sixteen mediation requests were conducted related to due process hearings; and of those, 6 were successful, resulting in an agreement rate of 37.5%. The mediations unrelated to due process yielded a higher success rate than those related to due process.

Mediators continue to be selected through an RFQ (Request for Qualifications) process. Georgia had twelve mediators under contract for FFY 2012. They received mediation assignments on a rotating basis. All contracted mediators were certified through the Georgia Office of Dispute Resolution. In addition, GaDOE provided training as necessary to keep them updated on federal and state law.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

See Improvement Activities Chart.

The State demonstrated slippage on this indicator (2 percentage points). The change in the number of agreements in each year is related to the mediations requested and held.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013:

There are no revisions at this time.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

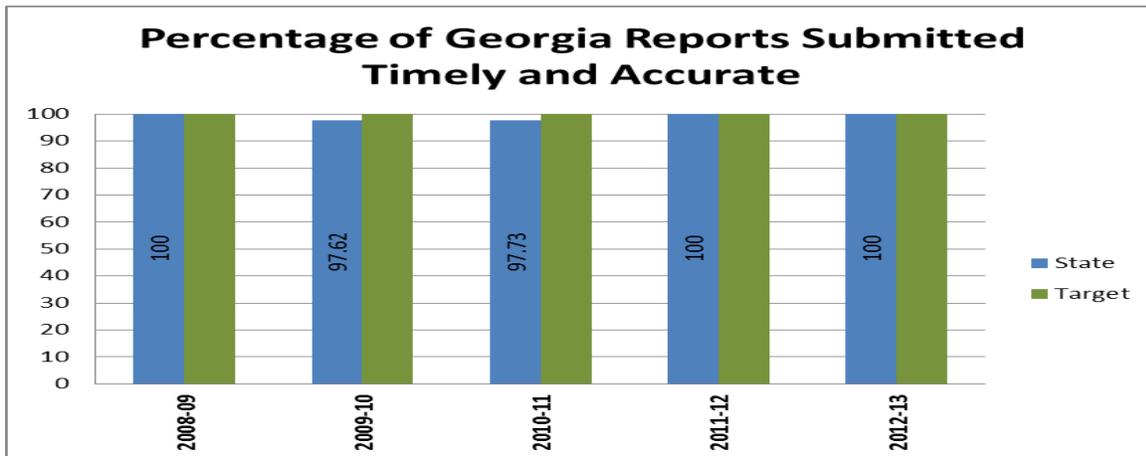
- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

As stated in the Indicator Measurement Table, States may, but are not required, to report data for this indicator. OSEP will use the Indicator 20 Rubric to calculate the State’s data for this indicator. States will have an opportunity to review and respond to OSEP’s calculation of the State’s data.

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	a. 100.00% of Federal Data Reports and the State Performance Plan are submitted before the specified due dates, and b. 100.00% of state reported data are accurate.

Actual Target Data for FFY 2012:

During **FFY 2012**, 100.00% of the Federal Data Reports and the State Performance Plan were submitted before the specified due dates. The State **met** the FFY 2012 target (100%) and **maintained the data** from the FFY 2011 data (100.00%).



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

See Improvement Activities Chart.

The State met the target.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

There are no revisions at this time.

IMPROVEMENT ACTIVITY	INDICATORS
<p>Active Engagement (AE) - The State supported LEAs to improve compliant practices and student achievement through the Active Engagement Process. The GaDOE implemented a tiered approach to examine data of all LEAs operating in the state. LEAs identified as having need of support participated in the AE. The Active Engagement Process was tailored to meet each individual LEA’s need(s). The 5 Step Active Engagement Process included: 1) Reviewing district data and identifying LEAs in need of support, 2) Conducting root cause analysis in the selected districts, 3) Assisting districts to development a targeted Improvement Plan, 4) Building Active Engagement teams using DOE expertise and district personnel, and 5) Reviewing evidence of compliant practices and improved results. Additional information can be located at Georgia's Continuous Improvement Monitoring Process Manual.</p>	<p>All Indicators</p>
<p>College and Career Ready Performance Index Flexibility Waiver (CCRPI) – The College and Career Ready Performance Index (CCRPI) is a statewide communication and accountability tool for school improvement. The State continually provided districts with the opportunity to receive information and support to meet the requirements of the CCRPI. Presentations on the multiple indicators used to determine a school’s performance were conducted at the Spring Leadership Conference for Special Education Directors, the Georgia Council of Administrators of Special Education (G-CASE), and the monthly special education director’s webinar. The State created a series of webinars, located at Accountability: CCRPI assist parents and professions to understand the scoring system and how to make improvement on the indicators.</p>	<p>1, 2, 3, 4a, 4b, 5, 8, 13, 14</p>
<p>GraduateFIRST (Georgia State Personnel Development Grant) – The project targeted middle and high schools, Georgia Network for Educational and Therapeutic Support (GNETS) and Mountain Education Centers (specialized high school with alternative instruction. Collaboration coaches were assigned to school districts in a managerial/guidance role while providing best practice forums and training in specialized areas for all schools participating in the project. The project website is available to all districts and includes archived and newly developed technical assistance in the areas that impact graduation and dropout rates. GraduateFIRST also provided support for technical assistance in the area of transition, including initiatives to improve district compliance in the area of transition planning and improving student outcomes as measured by indicators 13 and 14 (Required Technical Assistance on Transition Plans and Communities of Practice).</p> <p>During FFY 2012, GraduateFIRST continued to collaborate with School Improvement to provide technical assistance to implement the tenants of the GraduateFIRST school in the districts who had Focus Schools as identified under the College and Career Ready Performance Index. The Collaboration Coaches worked beside School Improvement providing training and coaching in the areas of instructional strategies, student</p>	<p>1, 2, 3, 4a, 13, 14</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>GraduateFIRST (Georgia State Personnel Development Grant) (Continued from page 91)</p> <p>engagement, behavior interventions, and family engagement.</p> <p>Videos to support on-going technical assistance to new and existing participants have been created and placed on the SPDG website for the GraduateFIRST. The SPDG website is located at http://www.gaspdg.org/.</p>	
<p>Collaborative Communities – The State used Collaborative Communities in partnership with the Georgia Learning Resource Systems (GLRS) as a way to assist special education directors to deepen their knowledge and expertise by sharing information, materials, and resources on topics relevant to their local general supervision of IDEA components. These groups utilized focused action and shared leadership in order to work together to accomplish common goals. Collaborative communities within each GLRS promoted shared work among districts, empowered local educational agencies (LEAs) to engage in continuous improvement, and assisted LEAs with general supervision. All participants were expected to be highly engaged, active participants in the shared leadership of their collaborative communities. Areas of shared work included discussion of policies, practices and procedures for transition, child find, discipline, and student study teams.</p>	<p>All Indicators</p>
<p>Collaboration with School Improvement and Curriculum – Staff from the Division for Special Education worked with other divisions including, individuals from School Improvement and Curriculum, to integrate information about addressing the needs of SWD into varied professional learning and technical support activities. Special education staff participated in professional learning related to the implementation of the Georgia Performance Standards/transition to the Common Core Georgia Performance Standards (CCGPS) in critical academic areas, including but not limited to, reading/English language arts, science and mathematics. With the implementation of the CCGPS in classroom during the 2012-2013 school year, SWD had access to a more rigorous academic curriculum which will increase their likely to graduate from high school with a regular diploma.</p>	<p>1, 2, 3, 5, 9, 10</p>
<p>Technical Assistance on Transition Plans – The State provided districts with the opportunity to participate in webinars focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. The state transition consultant encourages participating districts to develop sample transition plans to submit for individual feedback on the content. In addition, the State developed a training, “Hitting the Mark”, for writing compliant transition plans. All districts that did not receive 100% compliance for indicator 13 were required to participate in the “Hitting the Mark”. Districts improved their compliance for indicator 13.</p>	<p>1, 2, 13, 14</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>Required Technical Assistance on Transition Plans – The State targeted specific districts that had noncompliance for transition based on the previous year’s record reviews. The districts were required to participate in individualized training and technical assistance in writing appropriate transition plans and measurable annual goals during the following year. These districts were required to participate in the technical assistance provided by Kansas University Transition Coalition (KU) and the National Secondary Transition Technical Assistance Center (NSTTAC) provided through the College and Career Readiness (CCaR) Project funded by the SPDG Grant.</p>	<p>1, 2, 13, 14</p>
<p>Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) and Individual Graduation Plan Activities – The Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) was signed in May 2010. It mandates that all students in middle and high school receive counseling and advisement that assists them to choose a career area, create an Individual Graduation Plan (IGP), and graduate from high school prepared to go to college or enter the workforce. Technical assistance was provided on initiatives as needed.</p>	<p>1, 2, 13, 14</p>
<p>Georgia’s Continuous Improvement Monitoring Process (GCIMP) – GaDOE revised its Georgia’s Continuous Improvement Monitoring Process (GCIMP) Manual. The revised manual is organized into five sections: (1) State General Supervision System; (2) District General Supervision System; (3) Guidance for Development of Procedures; (4) Annual Active Engagement Plan; and (5) Collaborative Communities. Additionally, a glossary of terms is included. Sections 1 and 2 provide general guidance about state and local processes. Section 3 provides guidance regarding compliant written procedures. Section 4 outlines the State’s annual plan for “active engagement” with local districts to implement general supervision. Additional information can be located at Georgia’s Continuous Improvement Monitoring Process Manual.</p>	<p>All Indicators</p>
<p>Focused Monitoring – Focused Monitoring is a process used in general supervision for providing technical assistance to districts based on the data on the Performance Goals and Indicators for SWD. Districts received focused monitoring based on information received through the Active Engagement Process, and compliance reviews.</p>	<p>3, 5, 15</p>
<p>Alternate Assessment Based upon Modified Achievement Standard – To ensure that all SWD are assessed appropriately on state-mandated assessments, the Division of Assessment developed an assessment that targets those students who cannot demonstrate learning on traditional assessments; but who can master the general curriculum. These students are not candidates for the Georgia Alternate Assessment (GAA).</p>	<p>3</p>
<p>Georgia Project for Assistive Technology (GPAT) – GPAT trained local district teams in evaluating and making recommendations for assistive technology to meet students’ needs. The training focused on different</p>	<p>3</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>Georgia Project for Assistive Technology (GPAT) – (Continued from page 93)</p> <p>aspects of identifying and incorporating assistive technology into the instruction of SWD. Between training opportunities, each team had access to online information on assistive technology. It was anticipated that building strong district level teams of personnel who were familiar with and could incorporate appropriate assistive technology within instructional programs would help ensure that SWDs not only have access to academic instruction but also would be able to interact with materials to demonstrate grade level mastery.</p>	
<p>Georgia Instructional Materials Center (GIMC) – The GIMC supported local districts in their implementation of the National Instructional Materials Accessibility Standard (NIMAS). The instructional material center ensured timely acquisition of alternative materials and media to meet students’ identified needs. The Center focused on processes to streamline the request, development, and receipt of accessible materials in a timely manner.</p>	<p>1, 2, 3</p>
<p>The Georgia Learning Resources Systems (GLRS) – The GaDOE continued to fund capacity-building grants for the seventeen GLRS centers. Initiatives funded through these grants incorporated professional learning and technical support to enhance instructional programming and student achievement in the critical content areas of mathematics and reading/English language arts. Additional professional learning included co-teaching and differentiation of instruction with support for implementation in the classroom, and implementation of LRE practices. Each GLRS provided technical assistance and training based on the districts’ needs as indicated by their performance on the State Performance Plan targets. In addition, the GLRS took charge of facilitating the Collaborative Communities and assisting districts with the development and implementation of their Coordinated Early Intervening Services (CEIS) plans.</p>	<p>3, 5</p>
<p>Continued Collaboration with Testing – The Division for Special Education worked with the Testing Division to address the participation/proficiency of SWD in statewide testing. The two divisions continue to provide information and clarification to districts on the accommodations manual developed to guide test administration for SWD. The accommodations manual is available online at Accommodations Manual .</p> <p>The Division for Special Education, in collaboration with the Division for Assessment, provided online web-based training on alignment and instruction, as well as on documentation and the development of a GAA portfolio. This training was provided at various times during the school year to assist teachers in developing evidence-based portfolios that can be used in the GAA. All teachers and districts had access to the training on the day of the presentation or were able to listen later through the archived sessions.</p>	<p>3</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>Georgia’s Online IEP (GO-IEP) – Georgia’s Online IEP (GO-IEP): GO-IEP was funded through IDEA Part B discretionary funds. GO-IEP was fully integrated with the Student Longitudinal Data System (SLDS) allowing a user to access all available data with a single account sign-in. GO-IEP tracks data that must be reported and extractions from the GO-IEP can be used to report state and federal data in a timely and accurate manner. GO-IEP enforces the development of compliant IEPs and Eligibility reports using the structure of the application and through a series of validations and audits. During the 2012-2013 school year enhancements were made to the system to create reevaluations, redeterminations, eligibilities), and amendments. 41 districts are currently using GO)-IEP. The State has added additional staff to assist with providing technical assistance and training to current users and recruiting other districts.</p>	<p>3, 11, 13</p>
<p>Review of Policies, Procedures and Practices – Based on annually reported data, the State must identify districts as having significant discrepancy and/or disproportionate representation. In addition to the identification, the state must provide a review of policies, procedures and practices relating to these areas. Georgia conducted this review by administering the Disproportionality Self-Assessment Monitoring Protocol and conducting a review of data and documentation.</p> <p>The districts attended a Disproportionality Forum in which the State verified the information and determined either a compliance or noncompliance status. All districts identified as having noncompliance were required to timely correct the citings as soon as possible but no later than one year from the notification. To support this timely correction, districts developed Corrective Action Plans (CAPs) that were approved by state-level personnel. Districts attached the CAP to the Consolidated Application.</p> <p>The State (1) required the districts to change policies, procedures and practices that contributed to or resulted in noncompliance; (2) determined that each district was correctly implementing the specific regulatory requirements(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the district, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.</p>	<p>4a, 4b, 9, 10</p>
<p>Technical Assistance for Significantly Discrepant Districts – Staff from the Positive Behavioral Interventions and Support Unit facilitated root cause analysis sessions with districts to identify areas that needed to be addressed. Assistance was provided in the development of Functional Behavior Analysis (FBA), Behavior Intervention Plans (BIP), district readiness for Positive Behavior Interventions and Supports (PBIS) and data review. The State PBIS team conducted school visits to assist in the creation of Rapid Response, a behavior</p>	<p>4a, 4b</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>Technical Assistance for Significantly Discrepant Districts – (Continued from page 95)</p> <p>progress-monitoring tool that is similar to the School Wide Intervention System (SWIS). An intensive training module that focused on the classroom was designed and will be delivered to appropriate PBIS systems. This module was based on the State’s PBIS fidelity instrument that revealed that the “Classroom Critical Element” of PBIS was the lowest score across the State. The Classroom session was offered as a Tier 2 step for all district PBIS coaches and administrators.</p>	
<p>Administrative Training for Significantly Discrepant Districts – The Division provided districts with an opportunity to participate in a variety of professional learning, which focused on using discipline data for data-driven decision-making and implementation of positive behavioral interventions and supports (PBIS). Professional learning opportunities included:</p> <ul style="list-style-type: none"> • Building capacity in PBIS by defining model schools, conducting train the trainer sessions, social media and PBIS, and building regional support, • Implementing appropriate PBIS evaluations, how to open these accounts, input data, and interpret results, and • Research-based programs, including but not limited to Check and Connect. 	<p>4a, 4b</p>
<p>Positive Behavioral Interventions and Supports (PBIS) Overview Presentation – The Division provided face to face over view presentations on school wide PBIS to representatives and leaders from local educational agencies (LEA) interested in implementing PBIS. In order to build capacity in the state and encourage district readiness, the Division updated the PBIS web page with the addition of the Blue Print for Implementation Checklist, which is endorsed by the National PBIS Technical Assistance Center. Specific criteria for schools implementing PBIS were developed and those schools meeting the criteria were listed on the web page as a resource for other schools. The work of the PBIS unit aligns with national standards.</p>	<p>1, 2, 4a, 4b</p>
<p>Positive Behavioral Interventions and Supports (PBIS) Targeted Assistance – This targeted assistance was available to all PBIS school teams for the purpose of building on the concepts presented in the initial trainings.</p> <ul style="list-style-type: none"> • Webinars: Technical Assistance were provided via webinars. Topics included 1) PBIS and Parents, 2) PBIS and the High School (co-created with a high school administrator implementing PBIS), 3) PBIS 	<p>1, 2, 4a, 4b</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>Positive Behavioral Interventions and Supports (PBIS) Targeted Assistance – (Continued from page 96)</p> <p>Booster Trainings, 4) PBIS and Checking for Fidelity, and 5) PBIS Celebrations.</p> <ul style="list-style-type: none"> Face-to-Face Trainings: Prior to team training, the state PBIS team spent time in each district briefing district leadership teams, working with identified PBIS coaches to select appropriate team members, establishing data school teams, and setting up PBIS evaluation accounts needed to complete the schoolwide Self-Assessment for PBIS. <p>SWIS Training: The Division provided School Wide Information System (SWIS) training for all new districts that did not have a trained facilitator in their system. The Division provided advanced Tier 2 training on SWIS Check In Check Out for those PBIS districts who have been implementing with fidelity for at least one year. The PBIS Unit also delivered Behavior Education Program: Check-in/Check-out (BEP/CICO) Tier 2 training for those districts not using SWIS. The State’s goal was for every PBIS district to have a SWIS facilitator.</p>	
<p>Disproportionality Stakeholders’ Committee – The State did not convene the stakeholder group during the 2012-2013 school year.</p>	<p>4a, 4b, 9, 10</p>
<p>Special Education Newsletter – The newsletter was designed to share tips, information, and updates from the Georgia Department of Education (GaDOE), Division for Special Education Services and Support with teachers in Georgia. The newsletter was written by GaDOE staff and included a monthly submission on behavior interventions and classroom management. Other topics included curriculum, disabilities, compliance procedures, teacher resources, co-teaching tips, and interventions. The newsletter has over 6,000 subscription members.</p>	<p>4a, 4b, 5, 13</p>
<p>Least Restrictive Environment (LRE) Training – The State provided training and technical assistance to the Local Education Agency (LEA) Special Education Leadership, other district personnel (data administrators, building level administrators, teachers, and parents), early childhood stakeholders from federal and state agencies and private providers who provide direct services or supervise preschool education. The components of the training included:</p> <ul style="list-style-type: none"> IDEA regulations regarding LRE, GaDOE Environment Codes and the Early Childhood LRE Calculator, Data Calculations, Reporting, and B6 requirements, and LRE and Environment IEP decision making Best Practices and Tool 	<p>6</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>Least Restrictive Environment (LRE) Project for Students with Severe Cognitive Disabilities – This LRE Project was designed to create a process for including students with significant cognitive disabilities (SSCD) in general education settings. The State worked on building sustainability and schools are able to use the toolkit independently to implement the project in their classrooms.</p> <p>The toolkit was available to districts on the Special Education website: (Developing LRE for SSCD: A Step by Step Guide).</p>	<p>5</p>
<p>Increased Opportunities for Instruction in the LRE – The Georgia Alternate Assessment (GAA) scores include a generalization score that assesses the student’s opportunity to apply learned skills in other settings (outside of the self-contained classroom) and/or with various individuals in addition to the teacher or paraprofessional. There is a generalization score for each area assessed. The following rubric is used to determine the level of generalization displayed across the alternate assessment based on a scoring rubric of 1-4:</p> <ol style="list-style-type: none"> 1. Student performs tasks in one or more settings with no evidence of interaction(s) beyond those with the primary instructional provider. 2. Student performs tasks in one or more settings with evidence of interaction(s) with other instructional providers and/or disabled classmates. 3. Student performs tasks in two different settings with evidence of interaction(s) with non-disabled peers and/or community members. 4. Student performs tasks in three or more different settings with evidence of interaction(s) with non-disabled peers and/or community members. <p>The generalization data indicates that increasing numbers of students are receiving generalization instruction at levels 3 and 4. The majority of students experiencing some learning activities in locations other than the self-contained classroom are in grades 3-8 and 11.</p>	<p>5</p>
<p>Environmental Reporting Guidance – The State provided written guidance for LEAs defining the reporting environment categories, as well as, giving examples. The guide was reviewed at the GaDOE data meetings with school districts and preschool special education consortiums. The guidance document was available to districts on the internet via the GaDOE website.</p>	<p>6</p>
<p>Environment Data Collection Calculator – The State developed a calculator tool to assist LEAs in collecting their early childhood environment data, as well as assisting them in determining LRE. A “How to” tutorial was developed to guide LEAs in its use. The tool will be updated as needed.</p>	<p>6</p>

APR Template – Part B (4)

Georgia
State

IMPROVEMENT ACTIVITY	INDICATORS
<p>Data Warehouse Technical Revisions – A new data-reporting system was created. The new application is a replication of the Early Childhood Outcomes (ECO) calculator. Submission of data will continue to be submitted securely via GaDOE portal and will continue to require the Special Education Director to sign-off on the content.</p>	7
<p>Preschool Outcomes Procedures – The State provided training and technical assistance (TA) to special education directors on preschool exiting and how to use the database. School districts received ongoing technical assistance via conference calls, on site visits, local district meetings and webinars on accurate progress reporting and appropriate methods of determining progress.</p>	7
<p>Standards-Based Instruction Training – The State collaborated with the Department of Early Care and Learning (DECAL) to provide training on the Georgia Early Learning Development Standards, Georgia Pre-K Standards, and assessments to increase standards-based instruction in special education preschool settings and for all preschool students, wherever they receive services.</p>	7
<p>Work Sampling System –Trainings were held during the 2012-2013 school year for districts in the Work Sampling Project. This was collaboration between GaDOE and GADECAL (GA Dept. of Early Care and Learning). The project focused on having a common assessment for young children ages 3-5 yrs. who attended or received services from the state educational agencies.</p>	7
<p>Developmentally Appropriate Practices (DAP) – DAP training and technical assistance was provided to teachers in the state through webinars and resources available on the GaDOE website. The training and technical support are designed to assist teachers in implementing developmentally-age appropriate instruction to their students as opposed to providing instruction based on ability level. The training and technical support supported the use of age appropriate materials, assessments, as well as the use of a curriculum based on standards.</p>	7
<p>The Special Education Leadership Academy (SELDA) – SELDA is a leadership academy jointly sponsored by the Georgia Department of Education and Georgia Council of Administrators of Special Education designed for the new special education directors. SELDA consisted of a series of six sessions that took place throughout the school year. The purpose and focus of SELDA was to prepare new special education directors for the responsibilities associated with their job. Content experts from the GaDOE provided instruction, mentor support, and practice sessions for the participants. The State Director of Special Education conducted “Question and Answer” sessions at each meeting on topics of particular concern to the new directors. The SELDA participants did a Goal Attainment Scaling survey (GAS) to demonstrate skill attainment and provided feedback</p>	All Indicators

IMPROVEMENT ACTIVITY	INDICATORS
<p>The Special Education Leadership Academy (SELDA) – (Continued from page 99)</p> <p>on the experience after the yearlong academy was completed. Webinars were added to provide additional opportunities for new directors to receive technical assistance from the State.</p>	
<p>Parent Mentor Partnership (PMP) – Parent Mentors worked toward building collaborations between teachers and parents with the assistance of Title 1 Parent Involvement Coordinators, middle and high school Graduation Coaches, and the state’s Parent Training Information Center (PTI). Parent mentors used their district data to guide their work and chose a focus based on district initiatives as they pertained to the SPP Indicators. All mentors focused on initiatives that improved parent survey data. A website based on home, family and community engagement was used to provide parents with information needed to complete and return the parent survey. PMP added a fall annual conference and quarterly meetings to provide the mentors with the opportunity to receive updates on activities relevant to the work they were doing in their regions. The GaPMP website had a password-protected section dedicated to trainings and incentives to improve the parent satisfaction rate and increase returns. The website also provided resources and best practices for parents, educators, and administrators. During the 2012-2013 school year, the Parent Mentor website was reviewed and was redesigned to provide better access and meet the needs of parents and other stakeholders.</p>	8
<p>Parent Mentor and Parent Training Information (PTI) Collaboration – Parent Mentors and the PTI, in collaboration with the State Personnel Development Grant (SPDG) programs, developed statewide activities to make schools more “welcoming” for families as a way to involve more parents in the educational process. PTI also held webinars and used telephone conferencing to provide information to parents.</p>	8, 18, 19
<p>Use of Community Resources – Districts and parent mentors used community-based resources such as local Parent Teacher Associations, Navigator Teams, and Parent to Parent of Georgia (The Parent Training Information Center) to increase the degree of parent satisfaction, which was measured on the IDEA Parent Surveys. Parent mentors focused on getting parent surveys back to the schools continue to work with schools to be more “welcoming” to families who traditionally are not engaged in the education of their children. The parent mentors continue to develop best practices initiatives such as supporting the work of training students to leader IEPs for increasing attendance at Individualized Education Program (IEP) meetings as another marker for family satisfaction and engagement.</p>	2, 8
<p>Focused Monitoring and Parent Partnership – The Division for Special Education embedded family leaders into their initiatives. Along with a comprehensive outreach initiative to encourage family members to apply to</p>	8

IMPROVEMENT ACTIVITY	INDICATORS
<p>Focused Monitoring and Parent Partnership – (Continue from page 100)</p> <p>the State Advisory Panel, parents of children with disabilities received training to serve on Focused Monitoring Teams designed to address the achievement and performance of students with disabilities. During the visits, parents conducted phone interviews and hosted parent meetings to get input on how the district can improve collaboration between the school and parents.</p>	
<p>Parent Teacher Association (PTA) State Collaboration – The State continued to implement the National Standards for School Family Partnerships within its more than 100 annual family engagement plans, which are embedded in districts’ work on designated IDEA indicators.</p>	8
<p>Georgia Parent Leadership Coalition (PLC) – This collaboration of 12 statewide family advocacy and educational groups worked together to coordinate information and resources. They used their vast network of families, educators, and community members to deliver information to parents on the local level. The PLC continued its work to increase trainings in cultural diversity for school districts in order to increase welcoming opportunities for families.</p>	8
<p>Circle of Adults Focusing on Education (C.A.F.E.) DIALOGUES – C.A.F.E. Dialogues were used to provide technical assistance to schools and parents in a model that creates problem-solving teams for families and educators. Districts were continually encouraged to use the training videos developed as a collaborative activity between the Georgia Department of Education and Pioneer RESA as part of the GraduateFIRST initiative in the State Personnel Development Grant. The C.A.F.E. DIALOGUES meet quarterly to work on solving the identified issue within their school community.</p>	1, 2, 8
<p>360-Degrees Family Engagement – The 360-Degrees Family Engagement processes used the guidance from Family Engagement Standards and Factors. 360-Degree Family Engagement delivered a comprehensive way to plan family engagement activities in a sustainable, effective method to guide the local collaborative teams in consistently targeting measurable outcome. During FFY 2012, the Division for Special Education, the State’s Title I Parent Involvement Specialist and the Division for Early Childhood and Learning State Pre-K office continued to collaborate to create tools for use in the districts. They collaborated for the Parent Mentor Parent Engagement Conferences to provide a unified message to parents.</p>	8
<p>Disproportionality Forum – The State provided technical assistance for local districts during disproportionality forums. All districts identified as having disproportionate representation and/or significant discrepancy are required to convene a team to complete the Disproportionality Self-Assessment Monitoring Protocol. At an onsite forum, the State reviews data and documentation to support compliant policies, procedures and practices</p>	4a, 4b, 9, 10

IMPROVEMENT ACTIVITY	INDICATORS
<p>Disproportionality Forum – (Continued from page 101)</p> <p>related to the disproportionate representation. In addition to the review, the State provided onsite technical assistance to support local districts’ implementation of compliant practices. Based on the review of policies, procedures, and practices, the State implements the following action steps:</p> <ol style="list-style-type: none"> 1. Identified districts that had noncompliance 2. Notified the local district superintendent and special education director of the noncompliance finding 3. Analyzed the level and nature of the noncompliance in order to classify districts as state-or district-led <ol style="list-style-type: none"> a. State-led required the GaDOE to direct the local corrective action process and provide technical assistance (root cause analysis) to help the district determine the root cause of the issue and b. assist the district in the development of a corrective action plan <p>District-led required the local districts to identify the root cause and direct the corrective action process with minimal involvement from the State.</p>	
<p>Compliance Procedures for Timeline Requirements – Georgia implemented this improvement activity as a method to collect data for this indicator. The State reviewed the child find data of each school district to ensure timely initial evaluations. Each district submitted a timeline report by July 31. Georgia has a 60-day requirement from receipt of consent to eligibility determination. Based on 09-02 OSEP Memo, Georgia identified noncompliance for this area. The State notified all districts that reported less than 100% compliance for their child find obligation. The districts were required to submit additional documentation to verify correction. Georgia issued letters of noncompliance for districts that are not able to provide documentation to support that evaluations were completed.</p>	<p>11, 12</p>
<p>Data Collection – BCW and the State developed a data sharing application that allows an automated data collection of children transitioning from Part C to Part B. Data sharing between Part C and Part B is ongoing.</p>	<p>12</p>
<p>Interagency Agreement – The Interagency Agreement between the Department of Public Health/Babies Can’t Wait and the State improved the effective transition of children between the programs. The agreement included Part C to B notifications and referrals. Memorandums of Understanding and Interagency Agreements between both agencies were developed as needed.</p>	<p>12</p>
<p>Technical Assistance for Noncompliant Districts – Appropriate staff from districts with significant noncompliance and state consultants reviewed the district’s previous annual timeline data and current practices in order to correct timeline noncompliance. The State provided targeted technical assistance for districts</p>	<p>11, 12</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>Technical Assistance for Noncompliant Districts – (Continued from page 102)</p> <p>identified as having noncompliance. The State considered the nature and level of noncompliance to align appropriate resources to ensure timely correction for noncompliance. Revisions were made to district policies, practices, and procedures that contribute to timeline noncompliance, where appropriate.</p>	
<p>Transition Procedures and Annual Training for School Districts and Department of Public Health /Babies Can’t Wait Staff (Revised) – Training to increase accuracy of implementation of the Office of Special Education Programs (OSEP) requirements for transition for both Part C and Part B was provided to BCW and school districts. Online training modules were available to districts. In addition, training was provided for special education directors at the Spring Leadership Meeting.</p>	12
<p>Transition Planning Survey - The GaDOE created a new Portal application (Transition Planning Survey) to collect district information on transition. The GaDOE provided each district with a randomly selected prepopulated list of students for which transition checklists must be completed. The GaDOE reviewed 10% of the total number of transition plans that are submitted in the Portal. The review of the plans was used to determine compliance on Indicator 13. The tool was also used to verify compliance for prong 2. The tool has ensured timely and accurate data collection for Indicator 13.</p>	20
<p>Division for Special Education Communication –The State used a variety of methods to provide information and technical assistance to district personnel and special education directors on initiatives and regulations concerning the implementation of IDEA. The state used technology (Friday Email Blasts, monthly webinars, SKYPE meetings and conference calls/meeting, training modules), newsletters (Special Education and Curriculum, Instruction, and Assessment Newsletters), the quarterly Director’s Forum, and the monthly district meetings with the state district.</p>	All Indicators
<p>Communities of Practice – The State sponsored three regional Communities of Practice in Transition Institutes III (COPS III). The content included compliant transition plans, Person Centered Planning, transition assessment, parent involvement and best practices. The Institute used hands-on activities to assist districts to develop appropriate postsecondary IEP goals using information from the assessments.</p>	1, 2, 13
<p>iTrans-University of Kansas – The State continues to provide the Transition endorsement program through the University of Kansas (KU) for Transition Specialists. The online program began September 2011. The state collaborated with The Georgia Professional Standards Commission (GPSC) to ensure that the KU curriculum met standards for endorsement in Georgia.</p>	1, 2, 13
<p>Transition Steering Committee - This committee held meetings to focus on the State’s transition goals for the</p>	14

IMPROVEMENT ACTIVITY	INDICATORS
<p>Transition Steering Committee - (Continued from page 103)</p> <p>year. The committee is made up of stakeholders from agencies around the state who work with students with disabilities to improve postsecondary outcomes. The committee contains subgroups that worked to complete designated plan objectives outlined in the goals for the year.</p>	
<p>The State Transition Plan - The State developed and continued to implement a Transition Plan based upon the national summit for SWD in order to provide appropriate transition activities including (a) transition training for educators throughout Georgia; (b) maintain a designated transition contact person to receive and disseminate information/communications from the State regarding transition in each district; (c) o increase the number of Interagency Transition Councils in the state; and (d) encourage excellence in transition through the recognition of state leaders in transition and outstanding Interagency Transition Councils, employers, and community leaders with successful transition experiences. The activities in the Transition Plan assist districts in improving transition outcomes.</p>	<p>1, 2, 14</p>
<p>Regional Interagency Transition Councils - The Councils work with community leaders to provide students with experiences during their high school years that focus on positive postsecondary outcomes (college, vocational certificates, and employment). The goal is to build capacity in the community for SWD.</p>	<p>14</p>
<p>Project Search - This internship project is available to districts for SWD to help them obtain work skills and employment. The focus of the project is to provide SWD the opportunity to work in a supportive environment while they develop job and career skills that can lead to positive postsecondary outcomes. The program works collaboratively with identified businesses, the school district, and Vocational Rehabilitation, as well as with the student and family.</p>	<p>14</p>
<p>College and Career Readiness Project (CCaR) - The CCaR project is part of the State Personnel Development Grant (SPDG) that targets schools, families, and communities within Georgia that have high risk markers for low graduation rates, high dropout rates, and significant achievement gaps between students with and without disabilities. The CCaR Project provided training and strategies to districts whose data indicated that they need some support to meet the new college and career ready standards adopted by the GaDOE under the approved ESEA flexibility waiver. The GaDOE collaborated with stakeholders and local districts using trained staff to support the implementation of evidence-based transition practices and requirements of the Building Resourceful Individuals to Develop Georgia Economy Training (BRIDGE) Law. The State collaborated with the University of Kansas Transition Coalition (KU) and the National Secondary Transition Technical Assistance Center (NSTTAC) to provide districts with training, technical assistance, support to write compliant transition</p>	<p>1, 2, 13, 14</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>College and Career Readiness Project (CCaR) - (Continued from page 104)</p> <p>plans, and implement effective transition programs. Both KU and NSTTAC assisted the State to conduct a Transition Institute to provide guidance for districts in the development of their Transition Action Plans. District teams and other school personnel received additional support to meet the goals for their district through coaching provided by consultants working within the project. The coaches also provided support for districts to correct non-compliance in the area of transition. KU and NSTTAC also provided support to the coaches working with the districts through face-to-face trainings and webinars.</p>	
<p>National Secondary Transition Technical Assistance Center (NSTTAC) Project: NSTTAC worked with the Georgia Department of Education (GaDOE) as an intensive technical assistance partner to build capacity within the State to (a) implement and scale-up evidence-based practices to improve academic and functional achievement of students with disabilities in preparation for college and the workforce; (b) implement policies, procedures, and practices to facilitate students with disabilities participating in programs to prepare students for college and career readiness; and (c) achieve 100% compliance with Annual Performance Reporting (APR) Part B Indicator 13. NSTTAC will provide this intensive level of technical assistance beginning in 2013 and will continue until December 31, 2014. From January 2013 through December 2013, NSTTAC assisted with (a) the completion of a needs assessment; (b) planning, implementing and evaluating a State transition capacity building institute and other professional development activities aligned with the State’s capacity building plan; and (c) initiating capacity building activities in one of GaDOE’s the State School for students with visual impairments in support of the LEA’s improvement plan.</p>	<p>1, 2, 13, 14</p>
<p>Comprehensive Local Educational Agency Improvement Plan (CLIP) (New) - As part of the Consolidated Application process, districts were required to submit a CLIP with their budget for approval by the GaDOE Division for Special Education Services and Supports. The CLIP outlines the district’s improvement activities based on their performance on the four IDEA Performance Goals in the State Performance Plan. All districts submitted a CLIP with their budget which was reviewed prior to funds being allocated to the district.</p>	<p>All Indicators</p>
<p>Collaborative Partnership - The State worked collaboratively with the Data Accountability Center (DAC) on an as needed basis to ensure that the State’s monitoring and correction of noncompliance process was effective. The State continued to consult with DAC to stay updated on current trends.</p>	<p>15</p>
<p>National or Regional Training - The State received technical assistance from Southeastern Regional Resource</p>	<p>15</p>

IMPROVEMENT ACTIVITY	INDICATORS
<p>National or Regional Training – (Continued from page 105)</p> <p>Center (SERRC) related to the correction of noncompliance. The technical assistance was helpful to state staff members as they redelivered training and resources to districts that did not meet compliance.</p>	
<p>Monitoring Training - The State provided monthly guidance to monitoring team members as they evaluated district compliance and performance with fidelity. Team members studied the IDEA compliance requirements. The Division for Special Education held monthly webinars for special education directors to provide ongoing opportunities for TA. In addition to the monthly webinars, the State Director of Special Education used weekly email communication to provide technical assistance about compliant practices for SWD.</p>	15
<p>Database - The Division for Special Education continued to refine the database that had been developed to integrate the data from all dispute resolution processes (complaints, mediations, resolution sessions, and due process hearings). This database was used to generate the information for Table 7 in the APR.</p>	18
<p>Communication Strategies - Hearing decisions from fully adjudicated due process hearings, as well as summary determinations and summary judgments, were posted on the GaDOE web page at <u>Due Process Hearing Decisions</u> . All stakeholders were able to review redacted fully adjudicated due process hearing decisions. This allowed stakeholders to stay abreast of recent decisions concerning case law.</p>	18
<p>State Advisory Panel (SAP) Dispute Resolution Subcommittee - The State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute resolution data and recent due process hearing decisions. The SAP subcommittee also reviewed the data related to formal complaints and discussed the common themes of the complaints occurring throughout the state. SAP made recommendations to provide technical assistance to districts in these areas.</p>	18, 19
<p>Updates to Local Educational Agencies (LEA) - The Division for Special Education provided technical assistance to school districts on dispute resolution through periodic written communications to the local special education directors (weekly email BLAST) and the monthly Special Education Director’s webinars. Professional learning emphasizing early resolution of disputes was provided to administrators and other stakeholders during conferences.</p>	18, 19
<p>State Educational Agency (SEA) Training - State staff participated in webinars regarding dispute resolution, as available, through CADRE or other resources. GaDOE staff worked to facilitate the effective use of early resolution sessions by participating in the CADRE listserv for dispute resolution managers. These activities provided technical assistance to SEA staff responsible for dispute resolution. Georgia was one of a select group of states participating in a CADRE sponsored project to establish and/or improve IEP facilitation processes.</p>	18, 19

IMPROVEMENT ACTIVITY	INDICATORS
<p>State Educational Agency (SEA) Training – (Continued from page 106)</p> <p>SEA staff training and on-going technical assistance from CADRE occurred to establish a facilitated IEP process in Georgia. The local university partnership with CADRE assisted with early resolution. The State also participated on list serve.</p>	
<p>Parent Training - Parent Mentors were trained on dispute resolution procedures by the state specialist at the “Parent Mentor University,” a one-day workshop that provides information on special education issues and processes. In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia (P2P), a four-part webinar series was developed and presented to families regarding Due Process Hearings.</p> <p>The P2P and Parent Mentor websites are linked to the Georgia Department of Education website. These websites provided parents with direct access to The Parents’ Rights brochure and to dispute resolution forms. Parent friendly fact sheets explaining dispute resolution and the dispute resolution process were posted on the GaDOE, the Parent Mentor, and P2P websites. In addition, GaDOE developed a 30-minute webcast in English and Spanish on parent rights (Parent's Rights Videos). The State posted the webcast on the GaDOE website.</p>	<p>8, 18, 19</p>
<p>Technical Assistance with Center for Appropriate Dispute Resolution in Special Education (CADRE) - Georgia entered into an agreement with CADRE to participate in an intensive technical assistance workgroup regarding IEP facilitation. The collaboration focused on the development and improvement of the state-level Individual Education Program (IEP) Facilitation Program. This included the development of resources, protocols, trainings, and coaching models that would build local capacity to conduct effective IEP meetings.</p>	<p>18, 19</p>
<p>Paralegal Oversight - The State used a paralegal in the Division to monitor assignments of the dispute resolution processes, as well as to collect data to monitor compliance related to dispute resolution process and procedures.</p>	<p>18, 19</p>
<p>Mediator Training - Mediators were trained in conflict resolution, collaborative problem solving, and effective communication. The State trained the contracted mediators on Georgia Law, state practices, and updates on IDEA. In conjunction with GaDOE General Counsel, the State provided training on best practices in mediation facilitation. The training included a review of the prior year data and current issues in mediation. The State reviewed the compilation of survey results from the mediation participants. Division staff provided ongoing coaching to the mediators based on feedback. GaDOE provided access to supported professional learning for mediators via the Justice Center of Atlanta.</p>	<p>19</p>

APR Template – Part B (4)

Georgia
State

IMPROVEMENT ACTIVITY	INDICATORS
<p>Special Education Data File - The State has a data collection plan that includes policies and procedures for collecting and reporting accurate Section 618 and SPP/APR data. District users sent data via a web-based application to the State through a secured login. Each data collection cycle included well-documented requirements, including business rules and associated validation edits. Business rules and validations were designed to enforce state/federal laws and program requirements. District users were provided with data definitions, standards, file layouts, links to state board rules, Georgia law, and other resources needed. The State provided regional instructor-led workshops, conference calls, and telephone support for the use of each application.</p>	<p>20</p>
<p>Data Review - The State has procedures in place for editing and validating data submitted by data providers. For each required data element, there are validations that check whether an element is missing or invalid. The GaDOE staff monitored the data collected to ensure files were uploaded with the appropriate type of data. Additional on-site data verification was conducted as part of the GCIMP including records review.</p> <p>The State made the data available to the public and provided procedures for reporting data quality problems with findings from the data reported. The Division released a profile report for each district within the state. These reports reflected each district’s performance on the SPP indicators and compared the district’s performance to overall state performance and the state target. All SPP/APR indicator data were organized in one location on the special education website for easy review. Values were recorded as either above or below state targets; and three-year trend data, if available, were included. The data were presented in multiple formats, including user-friendly graphs with navigational links to all other state reports. The state provided guides to assist the public in the use of the report and provided information on data sources and calculations to assist viewer in understanding the reports. District reports can be reviewed at About the Special Education Services and Supports Annual Reports . The Division for Special Education continued to implement strategies for ensuring the timeliness and accuracy of data submissions. Prior to each data collection cycle, the applications went through a process of review and testing. The Quality Assurance (QA) staff conducted functional testing once the development staff made updates. The applications went through User Acceptance Testing (UAT) in the Data Collections and Reporting unit, when necessary. Once the data passed UAT, it was placed in production and prepared for end users.</p>	<p>20</p>
<p>Data Workshops for General/Special Education Personnel - The State data collection staff and the Division for Special Education staff provided regional instructor-led workshops, conference calls, and telephone support for each application in the Special Education Data File.</p>	<p>20</p>

APR Template – Part B (4)

Georgia
State

IMPROVEMENT ACTIVITY	INDICATORS
<p>Teleconferences - The State provided a series of data collection teleconferences for districts statewide. Topics included data collection, FTE reporting/Preschool Exit Survey, how to use the Data Warehouse, and how to use the special education cube.</p>	<p>20</p>
<p>Cognos - Through the secured login, districts reviewed FTE data submitted. This includes student detail reports, comparison reports, and transmission reports as defined in the FTE Data Collections Report Descriptions at Data Collection .</p>	<p>20</p>
<p>Collection Tool - A secure application was used to collect district level data for Indicators 11 and 12. This tool to ensured timely and accurate data collection.</p>	<p>20</p>