

Special Education Local Education Agency (LEA) Determinations

SELDA

October 20, 2021

**Dawn Kemp, Program Specialist, Part B Data Manager
Special Education Services and Supports Georgia
Department of Education**

LEA Determinations



Why - LEA Determinations

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

[LEA Determinations IDC 2020](#)

How - LEA Determinations?

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

What Data Must States Consider for LEA Determinations?

Required*

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

Optional (*list is not exhaustive*)

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

3 A-D
beginning
2021

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

Accessing Your Determination

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

The dashboard features a top navigation bar with the following items: DASHBOARD, DOCUMENTS, NOTIFICATIONS, REPORTS, CALENDAR, CONTACT STATE, and HELP. Below the navigation bar is a dropdown menu for LEA. The main content area is divided into several sections:

- Post School Outcomes** (Indicator 14): School Year 2019-20, Status: Submitted. Number of students exiting secondary education during the prior year: 26. Due Date: Sep 30, 2020. View Application button circled in red.
- Pre School Outcomes** (Indicator 7): School Year 2019-20, Status: Submitted. Due Date: Sep 30, 2020. View Application button circled in red.
- Parent Survey** (Indicator 8): School Year 2019-20, Status: Available for Data Viewing. Number of Responses: 109. View Application button circled in red.
- Timely And Accurate Reporting** (Indicator 20): School Year 2019-20, Status: Available for Data Viewing. FY20 Timely and Accurate Data for LEA Determinations. View Application button circled in red.
- Determinations** (School Year 2019-20): Status: Available for Data Viewing. View Application button circled in red. A blue arrow points from the top navigation bar to this card.
- Disproportionality** (School Year 2019-20): Status: Available for Data Viewing. View Application button circled in red.
- Continuation Of Services**: Continuation of Services is not applicable for this LEA. View Application button circled in red.
- Timelines** (Indicator 12): School Year 2019-20, Status: In Process - TL Data Collection. Due Date: Sep 30, 2020. View Application button circled in red.
- Cross Functional Monitoring**: Cross Functional Monitoring is not available for this LEA. View Application button circled in red.
- Post Secondary Transition** (School Year 2018-19): Status: Prong 2 - Signed Off. Click View Application to see the Historical data for Indicator 13. View Application button circled in red.

District Determinations

Determinations

School Year 2020-21

Status: Available for Data Viewing

Compliance Matrix Percentage and Determination

Percentage	Determination
100%	Meets Requirements

Compliance Overall Scoring

Total Points Available	Points Earned	Score
16	16	100%



[View Application](#)

Compliance Determination Matrix

2019

DISTRICT DETERMINATIONS

[District Determinations Documentation](#) [Determinations Admin Module](#)

District: [REDACTED]

DISTRICT DETERMINATION LETTER/RUBRIC :

Letter, click for printable pdf

Document	Released On
2019 [REDACTED] DistrictDeterminations_Letter	10/12/2018 11:29:07 AM
2019 [REDACTED] DistrictDeterminations_Rubric	10/12/2018 11:29:07 AM

Compliance Matrix

Matrix, click for printable pdf

COMPLIANCE MATRIX

Indicator	Performance Level	Performance Score
Indicator 4B: Rates of suspension and expulsion for Children with Disabilities by Racial and Ethnic Groups *District has compliant policies, procedures and practices related to Indicator 4B. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services *District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories *District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
General Supervision(Timely Correction) *District timely corrects all identified noncompliance no later than one year from notification. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Maintenance of Effort (MOE)		

COMPLIANCE MATRIX

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Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services *District has compliant policies, procedures and practices related to Indicator 9. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories *District has compliant policies, procedures and practices related to Indicator 10. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
General Supervision(Timely Correction) *District timely corrects all identified noncompliance no later than one year from notification. Performance Levels (Yes = 2 Points) (No = 0 Point)	Yes	2
Maintenance of Effort (MOE) *District meets MOE for the FY14. Performance Levels (Yes = 4 Points) (No = 0 Point)	Yes	4
Indicator 11: Initial evaluations (Child Find) completed within 60 days State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	99.79%	2
Indicator 12: Part C to Part B Transitions (Early Childhood Transitions) State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Indicator 13: Measurable Postsecondary Goals for Transition State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Timely and Accurate Data State Target (100%) Performance Levels: (≥95% = 2 Points) (75% - 94% = 1 Point) (<75% = 0 Point)	100%	2
Total Performance Score (Total Possible Points 20)		20
District Determination for FY2019	Meets Requirements	100%

Measure	Description	Target	Points
Indicator 4b	Rates of suspension and expulsion for Children with Disabilities by racial and ethnic groups*		Yes = 2 No = 0
Indicator 9	Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services*		Yes = 2 No = 0
Indicator 10	Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories*		Yes = 2 No = 0
General Supervision	District timely corrects all identified noncompliance no later than one year from notification.		Yes = 2 No = 0
Maintenance of Effort	District meets MOE for the FY20		Yes = 4 No = 0
Indicator 11	Initial Evaluations (Child Find) completed within 60 days	100%	$\geq 95\% = 2$ $75\%-94\% = 1$ $< 75\% = 0$
Indicator 12	Part C to Part B Transitions (Early Childhood Transitions)	100%	$\geq 95\% = 2$ $75\%-94\% = 1$ $< 75\% = 0$
Indicator 13	Measurable Post-secondary Goals for Transition	100%	$\geq 95\% = 2$ $75\%-94\% = 1$ $< 75\% = 0$
Timely and Accurate Data	Timely and accurate submission of 10 data and budget required reports/data	100%	$\geq 95\% = 2$ $75\%-94\% = 1$ $< 75\% = 0$

Indicator 4b:

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

Methodology and Formula

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

Formula:

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

÷

of SWD racial/ethnic group in the LEA

of SWD with OSS > 10 days in the SEA

÷

of SWD in the SEA

Example: Dashboard and Determination

SWD DISCREPANCY RACE/ETHNICITY - INDICATOR 4B

FY19 Determination

District	Race/Ethnicity	Removal Period	Discipline Method	Student Count	Cumulative SWD Enrollment	Rate Ratio
[Redacted]	American Indian	GREATER10	OUTOFSCHOOL	0	4	0
	Asian	GREATER10	OUTOFSCHOOL	0	10	0
	Black	GREATER10	OUTOFSCHOOL	54	3009	2.5662
	Hispanic	GREATER10	OUTOFSCHOOL	0	177	0
	Two or More Races	GREATER10	OUTOFSCHOOL	1	128	1.9533
	Pacific Islander	GREATER10	OUTOFSCHOOL	1	21	4.4286
	White	GREATER10	OUTOFSCHOOL	6	860	4.0035
State of Georgia	American Indian	GREATER10	OUTOFSCHOOL	1	515	1
State of Georgia	Asian	GREATER10	OUTOFSCHOOL	0	4721	0
State of Georgia	Black	GREATER10	OUTOFSCHOOL	670	95807	1
State of Georgia	Hispanic	GREATER10	OUTOFSCHOOL	74	35000	1
State of Georgia	Two or More Races	GREATER10	OUTOFSCHOOL	36	9001	1
State of Georgia	Pacific Islander	GREATER10	OUTOFSCHOOL	2	186	1
State of Georgia	White	GREATER10	OUTOFSCHOOL	170	97552	1

*Data Source: 2018 June SR Data Collection

Compliance Matrix

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Disproportionate Representation Indicators 9 & 10 of the SPP/APR

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

Indicator 9

- All Disabilities-

Indicator 10

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

Compliant Practices

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

“District has compliant policies, procedures and practices related to Indicator 10”

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	Black	122	734	1.4478
All Disabilities	Hispanic	21	178	0.9582
All Disabilities	Multi-Racial	16	94	1.4031
All Disabilities	White	167	1790	0.7741
Autism	Black	4	734	0.4646
Autism	Hispanic	4	178	1.8114
Autism	Multi-Racial	2	94	1.8094
Autism	White	17	1790	0.8541
Emotional and Behavioral Disorders	Black	19	734	4.8062
Emotional and Behavioral Disorders	Hispanic	2	178	1.5309
Emotional and Behavioral Disorders	Multi-Racial	1	94	1.6166
Emotional and Behavioral Disorders	White	20	1790	1.6758

Compliance Matrix

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General Supervision; Timely Correction of Identified Non-compliance

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

Maintenance of Effort

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

Indicator 11

% of children evaluated within 60 days

- Data is reported in the Special Education Dashboard
- Measure: Of all completed referrals to special education, the percentage of evaluations that were completed within the 60-day timeline
- Target is 100%
 - $\geq 95\%$ = 2 points
 - 75% - 94% = 1 point
 - $< 75\%$ = 0 points

Indicator 12

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

- Data is reported in the Special Education Dashboard
- Measure: Of all children referred from Part C* evaluated and found eligible, the percentage that had their IEP in place and ready to be implemented by the child's 3rd birthday
- Target is 100%
 - $\geq 95\%$ = 2 points
 - 75% - 94% = 1 point
 - $< 75\%$ = 0 points

* Part C in Georgia is Babies Can't Wait

Indicator 13

- Data for Indicator 13 is no longer being reported in the Transition Application in the Dashboard
- LEAs participating in Cross Functional Monitoring will be monitored for their Transition Planning and Services Procedures.
- Compliance will be determined only for selected LEAs in FY21 or
 - **LEAs that elected to participate in Optional Transition Plan Review**
- **LEAs not CFM this year will not be considered for compliance for Indicator 13**
 - **Total of 18 possible points not 20**

Timely and Accurate Data

1. Preschool Exit Data (only LEAs with Preschool Programs will submit this data – but all LEAs will indicate if preschool data is submitted in SE Applications)
2. Post School Outcome Data (only LEAs with high school programs who exited students the previous year will submit this data)
3. Timeline Data (Child Find and Early Childhood Transition) – Initial Submission, Prong 1, Prong 2**
4. CEIS Student Events Data (FY21) and FY22 CEIS Plan and Budget (only districts who have Significant Disproportionality will submit student CEIS data and a CEIS plan)**
5. Continuation of Services Data (only district who have SWD with OSS > 10 days and did not provide educational services will submit this data)
6. FTE1 (Full Time Equivalent) – October Submission – Includes Federal Child Count
7. CPI (Certified/Classified Personnel Information) – October Submission
8. Student Class – October Submission
9. Budget Due, MOE Reconciliation Deadline**
10. Student Record
11. Excess Cost Calculation Submission

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

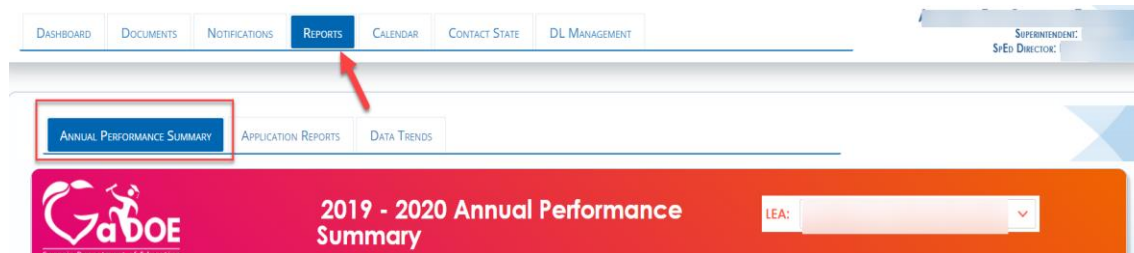


Annual Performance Report

Compare & Contrast with LEA Determinations

Annual Performance Report

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



LEA Determinations & Annual Reports

Determinations

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

Annual Reports

- annually reported
- contains **all** SPP/APR Indicators- **Results and Compliance**
- Publicly available



Special Education Annual Reports

Report Year: 2019-2020 ▼

2019-2020

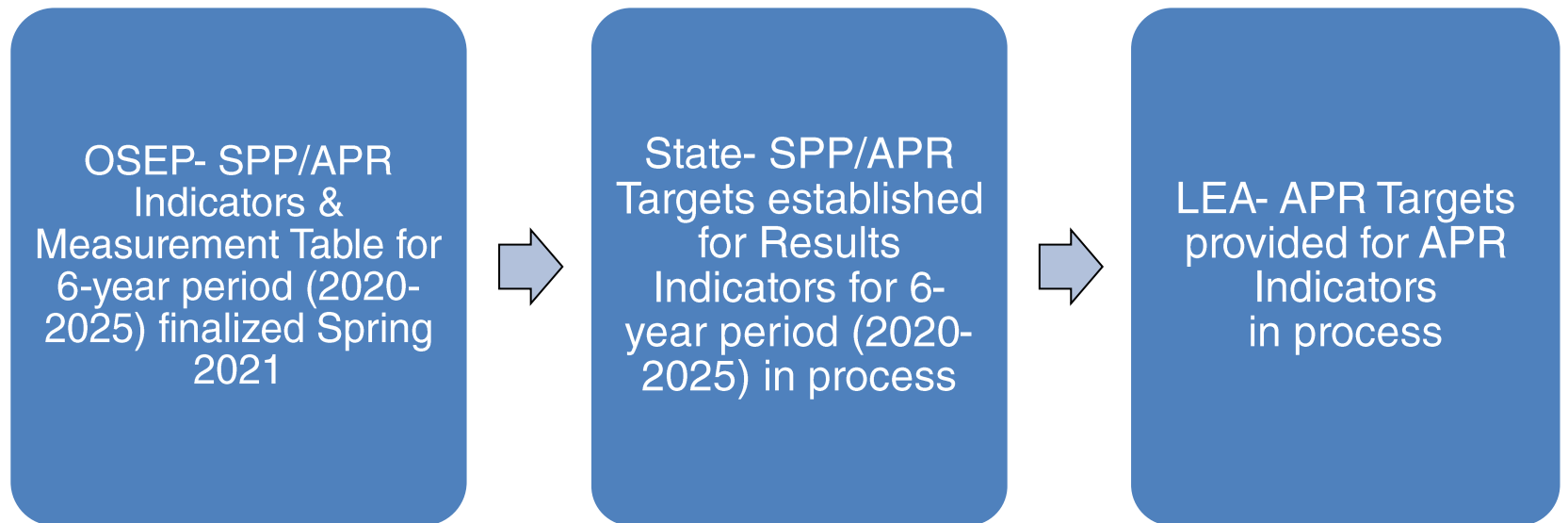
2019-2020 Annual Performance Summary

Export PDF

[* Issues in Print](#)

1 GRADUATION RATE	Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.	LEA Target [Progress Bar]	LEA Rate [Progress Bar]	Met LEA Target Y
		State Target 62.27%	[Progress Bar]	Met State Target Y
2 DROP OUT RATE	Percent of youth with IEPs dropping out of high school.	State Target 5.40%	LEA Rate 0.00%	Met Target Y

SPP/APR 2020-2025 – changes to Annual Performance Report



IMPORTANT

Helpful Links and Resources

Sp. Ed. Data Presentations, Recordings, Tools

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

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations - Contact -

Home → Teaching and Learning → Special Education Services and Supports → Data Presentations, Recordings, and Documents

Rules, Manuals & Forms

Special Education Rules
Implementation Manual
Sample Forms
Applications

Eligibility Categories

All Eligibility Categories

Budgets, Grants, Data Collection and Reporting

Budget & Grant Applications
LEA Consolidated Application

Data Presentations, Recordings, Documents

Data Presentations, Recordings, and Documents

PowerPoints

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

Recordings

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

Documents, Tools and Templates

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

Information Updated Regularly

IMPORTANT

Helpful Links and Resources

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

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

Data Presentations, Recordings, and Documents

PowerPoints

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- FTE: Introduction to State and Federal Reporting
- FTE: Program and Inclusion Codes for Reporting
- FTE: Reports and Error Checks
- Special Education Dashboard Data Entry Required Applications
- Student Record: Understanding SR Special Education Events



Individual Presentations
on each Topic

Information Updated Regularly

Data & GO-IEP Unit Contact Information

Linda Castellanos
Program Manager

Cell: 404-719-8045

lcastellanos@doe.k12.ga.us

Dawn Kemp

Part B Data Manager

Cell: 678-340-6738

dkemp@doe.k12.ga.us

NORTH

Phoebie Atkins

Cell: 470-316-8633

patkins@doe.k12.ga.us

SOUTH

Emily Dishman

Cell: 678-326-8087

edishman@doe.k12.ga.us

Julie Youngblood

Cell: 470-316-8663

jyoungblood@doe.k12.ga.us

Dale Rose

Cell: 678-340-0162

drose@doe.k12.ga.us