

Annual Performance Report



Georgia Department of Education

Kathy Cox, State Superintendent of Schools

Nancy O'Hara, Director, Division for Special Education Services

Kim Hartsell, Director, Division for Special Education Supports

April 2, 2010

“We will lead the nation in improving student achievement.”

TABLE OF CONTENTS

Overview of Annual Performance Report Development.....	Page 3
Indicator 1: Graduation Rates	Page 6
Indicator 2: Drop Out Rates	Page 11
Indicator 2: April 2 nd Revision.....	Page 11
Indicator 3: Assessment	Page 15
Indicator 4: Suspension/Expulsion	Page 27
Indicator 5: LRE.....	Page 32
Indicator 8: Parent Involvement.....	Page 37
Indicator 9: Disproportionality (Special Education).....	Page 42
Indicator 10: Disproportionality (Disability Categories).....	Page 45
Indicator 11: Child Find.....	Page 50
Indicator 12: Early Childhood Transition.....	Page 55
Indicator 13: Measurable, Annual IEP Goals/Transition Services...	Page 61
Indicator 13: April 2 nd Revision.....	Page 63 - 64
Indicator 15: General Supervision	Page 66
Indicator 16: Complaint Timelines	Page 73
Indicator 17: Hearing Timelines	Page 76
Indicator 18: Resolution Session	Page 79
Indicator 19: Mediation.....	Page 81
Indicator 20: Timely/Accurate Data	Page 84

Part B Annual Performance Report (APR) for 2005-2010

Overview of the SPP and APR Development

Under the leadership of the State Superintendent of Schools, Kathy Cox, the Georgia Department of Education's (GaDOE) vision is to lead the nation in improving student achievement. 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 towards improving outcomes for students. The Divisions for Special Education Services and Supports have aligned the indicators of the SPP with the strategic plan as shown in the chart at the end of this section. The GaDOE believes that educating students with disabilities is the responsibility of all educators and has thus aligned our act goals and activities accordingly.

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

- Parents of children with disabilities, ages birth through twenty-six
- 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
 - The Department of Labor, Division for Vocational Rehabilitation (vocation/transition)
 - The Division of Family and Children Services

The SAP received an overview during a two-day meeting from Divisions for Special Education personnel in November 2009. 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, as needed. In return, each workgroup shared its recommendations with the entire SAP, providing an

opportunity for further discussion and recommendations. The SAP reviewed the SPP/APR document during January 2010 and made further suggestions or corrections.

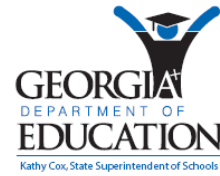
Utilizing the district Liaison system of contacts and regular interaction, the state received input throughout the year, as data on indicators became available and activities were conducted. Local districts provided input into the activities the state was providing to improve performance and achieve compliance. In addition, comments were received about targets and making some changes.

The state directors for special education conduct listening sessions with a group of special education directors quarterly. During these sessions, feedback and input is also sought and received regarding many of the indicators, activities and targets.

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 State Performance Plan (SPP) by providing a copy of its APR and an updated copy of the SPP on the department's website available at http://public.doe.k12.ga.us/ci_exceptional.aspx. These revised documents being submitted by February 1, 2010 will be posted on the website no later than February 15, 2010. The SPP and APR will be distributed to the media and other public agencies.

Annual determinations about each local district will be made by March 1, 2010. The public reports on the performance of each district against the targets are currently available. The GaDOE reports annually to the public on the performance of each local educational agency on the targets in the SPP at http://public.doe.k12.ga.us/ci_exceptional.aspx. The development of this public reporting mechanism is the result of ongoing collaboration between the Divisions for Special Education and Information Technology within the GaDOE. By design, this information is embedded into the profile that has been provided during the last several years.



Lead the Nation in Improving Student Achievement

Goal 1 Increase high school graduation rate, decrease drop out rate, and increase post-secondary enrollment rate.

- IDEA Performance Indicators**
- Decrease the percentage of students with disabilities who drop out of school. (SPP 2)
 - Increase the percentage of students with disabilities who earn a regular high school diploma. (SPP 1)
 - Increase the percentage of students with disabilities who transition to employment or post-secondary education. (SPP 14)
 - Decrease the percentage of students with disabilities who are removed from their school or placements for disciplinary reasons. (SPP 4)
 - Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for students with disabilities. (SPP 8)

Goal 2 Strengthen teacher quality, recruitment, and retention.

Goal 3 Improve workforce readiness skills.

- IDEA Performance Indicators**
- Increase the percentage of transition aged students with disabilities who have coordinated and measurable IEP goals and transition services that will lead to attainment of post-secondary goals. (SPP 13)

Goal 4 Develop strong education leaders, particularly at the building level.

Goal 5 Improve the SAT, ACT, and the achievement scores of Georgia students.

- IDEA Performance Indicators**
- Increase the percentage of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday. (SPP 12)
 - Increase the percentage of time young children with disabilities spend in natural environments with typically developing peers. (SPP 6)
 - Increase the percentage of young children with disabilities who show improved positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors. (SPP 7)
 - Increase the percentage of students with disabilities who receive their instruction in the general education setting with appropriate supports and accommodations. (SPP 5)
 - Increase the performance of students with disabilities on statewide assessments when given appropriate accommodations. (SPP 3)

Goal 6 Make policies that ensure maximum academic and financial accountability.

- IDEA Performance Indicators**
- Increase the percentage of students who are evaluated and determined eligible for special education within 60 days. (SPP 11)
 - Decrease the disproportionate representation of students with disabilities due to inappropriate policies, procedures, and practices. (SPP 9 & 10)
 - All identified noncompliance will be corrected as soon as possible, but no later than one year from identification. (SPP 15)
 - Dispute resolution procedures and requirements are followed within any applicable timelines. Includes formal complaints, mediation, due process hearings, and resolution sessions. (SPP 16, 17, 18, 19)
 - Reports are submitted in a timely manner. (SPP 20)

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: Please see the initial section.

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: States must report using the graduation rate calculation and timeline established by the Department under the ESEA. Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The graduation rate calculation is the same for students with and without disabilities. The actual graduation rate calculation is a proxy calculation. The current lack of unique statewide student identifiers does not allow for tracking of individual students across the four high school years. Plans are in place to transition to a unique identifier over the next several years that will allow tracking of individual students in the future. The graduation rate reflects the percentage of students who entered ninth grade in a given year and were in the graduating class four years later. Here is a brief description of how the graduation rate for FFY 2008 was calculated.

1. Sum of the 9th-grade dropouts in 2005-2006, the 10th-grade dropouts in 2006-2007, the 11th-grade dropouts in 2007-2008 and the 12th-grade dropouts in 2008-2009 for a four-year total of dropouts.
2. Divide the number of students receiving regular diplomas by the four-year total of dropouts plus the sum of students receiving special education diplomas plus the number of students receiving certificates of attendance plus the number of students receiving regular diplomas.

Graduation Rate Formula:

$$\text{Graduation Rate} = \frac{\text{# of students who graduate with regular diplomas}}{\text{# of dropouts in 9th, 10th, 11th, 12th from appropriate years} + \text{graduates} + \text{other completers}}$$

FFY	Measurable and Rigorous Target
2008 (2008-2009)	75% (Newly Revised Target based on ESEA target) of youth with IEPs graduating from high school with a regular diploma

Actual Target Data for (FFY 2008):

During FFY 2008, **41.4% (4,579)** of the students with IEPs graduated from high school with a regular diploma. This calculation is based on a graduation class size of 11,051. The State **did not meet the revised FFY 2008 target (75%)** for the percentage of SWD who earned a regular high school diploma, however, **made progress (3.66%)** from the FFY 2007 data (37.74%).

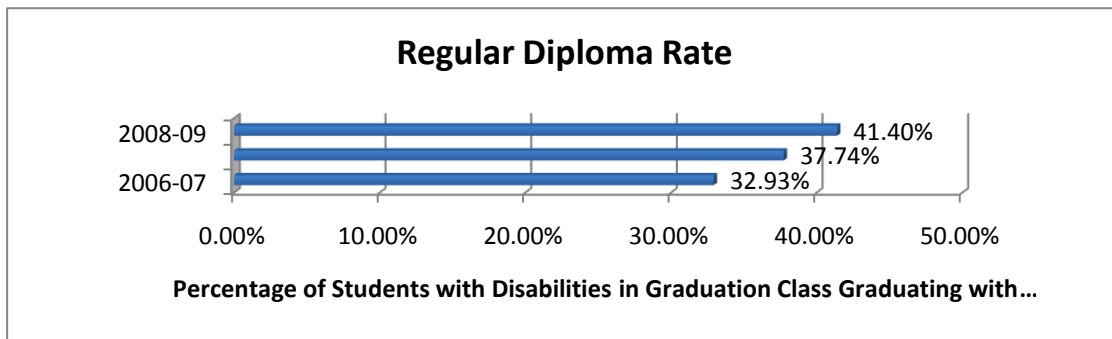
**Graduation Indicator
FFY 2008 Target (75%)**

4,579 youth with IEPs graduating with a regular diploma
Divided by
11,051 youth with IEPs in graduation class
Multiplied by 100
Equals
41.4% of youth with IEPs graduating from high school with a regular diploma

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2008):

Although the State has demonstrated a steady increase in its three-year trend data that reflects consistent progress in improving the regular diploma rate, Georgia did not meet the newly revised graduation target of 75%. The State revised the targets for this indicator to align with the annual graduation rate targets under Title 1 of the Elementary Secondary Education Act (ESEA). However, the State exceeded Georgia’s previously set FY2008 target for this indicator of 38%.

Graph 1. Three-Year Trend Data for SWD Graduating with a Diploma



Project ExPreSS (Exam Preparation for Science and Social Studies) - In collaboration with the Curriculum and Instructional Services Division, the Divisions for Special Education participated in Project ExPreSS during the 2008-2009 school year. This program targeted students who did not meet standards on either the science or social studies portion of the Georgia High School Graduation Tests (GHS GT). Project ExPreSS provided an intense instructional program for two weeks. High performing teachers used a teaching program developed by the Division of Standards Based Learning, which incorporated differentiated instruction and formative assessments. At the end of the project, students were administered the GHS GT portion for which

they attended Project ExPress. Students with Disabilities (SWD) participated in Project ExPreSS and received classroom and testing accommodations provided during the school year.

Fifty-six percent of the SWD who participated in Project ExPreSS met or exceeded the passing standard for Social Studies. As a comparison, 18% met or exceeded the passing standard in the regular 2008 summer retest administration. Thirty-five percent of SWD who participated in Project ExPreSS met or exceeded the passing standard for Science. As a comparison, 24% met or exceeded the passing standard in the regular 2008 summer retest administration.

Middle and High School Graduation Coaches – During FFY 2008, 389 graduation coaches served high schools, 442 graduation coaches served middle schools, four graduation coaches served both middle and high schools, and 11 graduation coaches served schools with K-12 configurations. All graduation coaches were required to meet minimum state employment qualifications to include a Professional Standards Commission (PSC) issued credential, a bachelor’s degree from a regionally accredited four-year institution, and at least three years of successful experience working with at-risk students. The graduation coach uses a profile that addresses characteristics of potential dropouts developed by the National Dropout Prevention Network (NDPN) to identify middle and high school students who are at risk of dropping out of high school.

Graduation coaches delivered more than 871,312 interventions for at-risk students. General academic tutoring and mentoring represented the most common types of interventions utilized. Almost 75% of the service sessions were delivered to individual, at-risk students including SWD.

Table 1. Number of Interventions by Flexible Group Sizes

Student service sessions	Small group student service sessions	Large group student service sessions	Whole school student service sessions	Total number of interventions for at-risk students
617,255	167,318	63,299	23,500	871,312

Georgia’s State Personnel Development Grant (SPDG) - The SPDG project worked with 33 schools (18 middle and 15 high schools) from 15 districts across the state. Districts received funding for half-time SPDG Collaboration Coaches through their Georgia Learning Resources System (GLRS) regions to assist them in data analysis to determine the appropriate interventions for the area of focus. The coaches were trained by the National Dropout Prevention Center for SWD (NDPC-SD) to provide support for the leadership team in effective implementation of selected strategies in each school. Training sessions were conducted around the state for the participating schools with the following results: (a) 4 sessions focused on using data for decision making were provided to 154 educators, (b) 10 sessions focused on improving academic performance were provided to 604 educators, (c) 5 sessions focused on behavior and social skills were provided to 441 educators, and (d) 43 sessions focused on transition planning, vocational assessment and family engagement were provided to 2170 educators and stakeholders. In addition to the training sessions, Collaboration Coaches participated in five more sessions to

assist them in providing effective support for the school leadership team members (e.g., school administrator, general education teacher, special education teacher, Career Technical and Agricultural Education teacher, special education director, parent of a SWD, and Graduation Coach, etc.) from the participating schools.

The expectation was that schools participating in the selected areas of focus would show progress that would ultimately improve their graduation rate (e.g., reducing number of SWD who were absent more than 15 days, reducing suspension/discipline referrals and improving academic performance). Based on the project’s data, 81.8% (27 out of 33 schools) reported a decrease in the number of students absent more than 15 days. Prior to receiving technical assistance from the SPDG, 20 of the 33 schools were in needs improvement status based on Adequate Yearly Progress (AYP). Out of the 20 schools, 25% (5 of the 20 schools) either met AYP or were eligible to come out of “Needs Improvement” status pending another year of meeting AYP. Out of the 15 high schools that participated in the SPDG, no school met the revised ESEA target (75%) for SWD who graduate with a general education diploma, and 13% (2 of the 15 high schools) met the State’s previous target of 38%.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2008):

The State ***will revise the targets*** for this indicator to match the targets for Title I of ESEA and update the State Performance Plan (SPP) accordingly.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>2008 (2008-2009)</i>	<i>75% (Newly Revised Target based on ESEA target) of youth with IEPs graduating from high school with a regular diploma.</i>
<i>2009 (2009-2010)</i>	<i>80% (Newly Revised Target based on ESEA target) of youth with IEPs graduating from high school with a regular diploma.</i>
<i>2010 (2010-2011)</i>	<i>85% (Newly Revised Target based on ESEA target) of youth with IEPs graduating from high school with a regular diploma.</i>

The State will discontinue listing “Middle and High School Graduation Coaches” as an improvement activity and will update the SPP to reflect the changes. Data regarding the impact of this activity cannot be disaggregated for individual subgroups-including SWD. However, the State will continue to implement the activities within the structure of the GaDOE.

The State will add the Project ExPreSS to the SPP that was implemented beginning with FFY2008. *Project ExPreSS* - The GaDOE will implement a remediation program for targeted students who do not meet standards on either the science or social studies portion of the Georgia

High School Graduation Test (GHS GT) and provide a two-week remedial program. High performing teachers will follow a teaching program developed by State staff, which focuses on the provision of differentiated instruction and consistent formative assessments. At the end of the two-week program, students will retake the appropriate section(s) of the GHS GT. SWD will be eligible to participate in Project ExPreSS, and classroom and testing accommodations provided during the school year will be provided during ExPreSS.

Timeline: FFY 2008 through FFY 2011 Resources: State and local funds

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: Please see the initial section.

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 ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

The State used the dropout data in the ESEA graduation rate calculation and followed the timeline established by the Department under the ESEA. The dropout rate calculation is the same for students with and without disabilities. 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
2008 (2008-2009)	5.5% of youth with IEPs dropping out of high school

Actual Target Data for (FFY 2008): During **FFY 2008, 5.8% (3,454)** of students with IEPs dropped out of high school. This calculation was based on an *enrollment of 59,521 students* with IEPs in grades 9-12. The State *did not meet its FFY 2008 target (5.5%) and showed slippage (0.53%) from the FFY 2007 data (5.27%).*

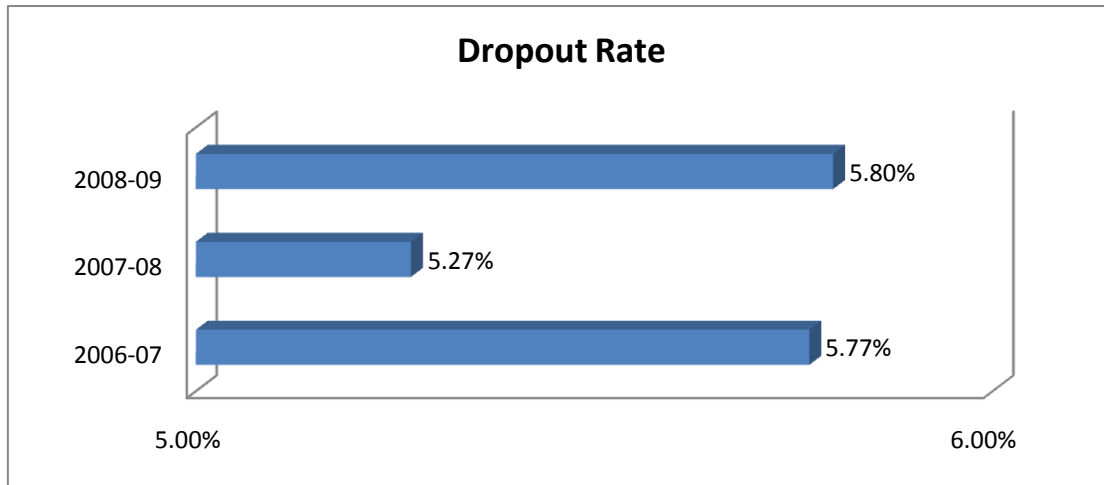
**Dropout Indicator
FFY 2008 Target (5.8%)**

3,454 youth with IEPs dropping out
Divided by
59,521 youth with IEPs enrolled
Multiplied by 100
Equals
5.8% of youth with IEPs dropping out

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2008):

The State showed slippage and did not meet the target of 5.5%. Please see the graph below.

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



Focused Monitoring – In spring 2007, the State Advisory Panel (SAP) recommended that the Divisions for Special Education monitor districts based on the dropout rate for SWD. During 2007-2008, the Divisions for Special Education monitored districts with high dropout rates and provided the districts with comprehensive reports that addressed the Individuals with Disabilities Education Act (IDEA) compliance findings and recommendations.

There were 3 systems monitored and cited for noncompliance during FFY 07. The State required periodic data submissions of each district. The documentation was reviewed by staff of the compliance unit. Feedback and technical assistance was provided to each system following each documentation submission. The periodic reviews included additional on-site visits in some instances. The State verified that 2 of the 3 districts cited with noncompliance were 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 verified that 2 of the 3 districts are correctly implementing the specific regulatory requirements. In all circumstances of noncompliance, correction has been verified for each individual student issue identified in those districts.

During FFY 2008, there was 1 district that did not correct 1 finding of noncompliance on Indicator 2: Percent of youth with IEPs dropping out of high school. The district that did not correct noncompliance has received targeted technical assistance and worked closely with the GaDOE staff from several offices within the Division for Special Education Services including Compliance, Curriculum, and Data/Budget. The district was required to submit an amended Corrective Action Plan with specific targeted activities included. Regular meetings were held with GaDOE staff and periodic on-site visits were conducted. The State has verified that all instances of noncompliance have subsequently been corrected (including noncompliance identified through the State’s monitoring system, through the data system and by the

Department) and has verified that the district is correctly implementing the specific regulatory requirements. In all circumstances of noncompliance, correction has been verified for each individual student issue identified in the district.

Georgia's State Personnel Development Grant (SPDG) - The SPDG project worked with 33 schools from 15 school districts across the state (18 middle and 15 high schools). Districts received funding for half-time SPDG Collaboration Coaches through their Georgia Learning Resources System (GLRS) regions to assist them in data analysis to determine appropriate interventions.

The SPDG Project used the National Dropout Prevention Center for Students with Disabilities' (NDPC-SD) Dropout Prevention Intervention Framework as the model for providing technical assistance and training to the participating districts. This four-phase process provided guidance by which school teams could increase knowledge about data-driven processes: (1) identify risk and protective factors; (2) identify priority areas for intervention; (3) identify and select evidence-based practices to address needs; and (4) develop and implement effective programs in dropout prevention. The SPDG provided schools with training and technical assistance that supported the NDPC-SD framework (e.g., academics, behavior, truancy prevention, school climate, self-management, mentoring and family engagement).

The Collaboration Coaches were trained by the NDPC-SD to provide support for the leadership team in effective implementation of selected strategies in each school allowing for ongoing capacity building. In addition to the training, the coaches received five additional professional trainings to assist them in providing ongoing professional development for the school leadership teams. This information was used to guide the development of the school action plans and direct professional development choices. Participants received varied trainings to include academic performance in math (604 educators), behavior interventions and social skills training (441 educators), transition planning, and vocational assessment and family engagement (2170 educators and stakeholders). Twenty percent (3 of the 15 high schools) met the target, and 33% of the schools showed a decrease in their dropout rate.

Middle and High School Graduation Coaches - For the 2008-2009 school year, 389 graduation coaches served high schools, 442 graduation coaches served middle schools, four graduation coaches served both middle and high schools, and 11 graduation coaches served schools with K-12 configurations. All graduation coaches were required to meet minimum state employment qualifications to include Professional Standards Commission (PSC) issued credential, a bachelor's degree from a regionally accredited four-year institution, and at least three years of successful experience working with at-risk students. The graduation coach used a profile that addressed characteristics of potential dropouts developed by NDPC-SD to identify middle and high school students who were at risk of dropping out of high school.

Graduation coaches delivered more than 871,312 interventions for at-risk students. General academic tutoring and mentoring represented the most common types of interventions utilized. Almost 75% of the service sessions were delivered to individual, at-risk students including SWD.

Table 1. Number of Interventions by Flexible Group Sizes

Student service sessions	Small group student service sessions	Large group student service sessions	Whole school student service sessions	Total number of interventions for at-risk students
617,255	167,318	63,299	23,500	871,312

Project ExPreSS (Exam Preparation for Science and Social Studies) - In collaboration with the Curriculum and Instructional Services Division, the Divisions for Special Education participated in Project ExPreSS during the 2008-2009 school year. This program targeted students who did not meet standards on either the science or social studies portion of the Georgia High School Graduation Tests (GHSGT) and provided an intense instructional program for two weeks. High performing teachers used a teaching program developed by the Division of Standards Based Learning, which incorporated differentiated instruction and formative assessments. At the end of the project, students were administered the GHSGT portion for which they attended Project ExPreSS. Students with Disabilities (SWD) participated in Project ExPreSS and received classroom and testing accommodations provided during the school year.

Fifty-six percent of the SWD who participated in Project ExPreSS met or exceeded the passing standard for Social Studies. As a comparison, 18% met or exceeded the passing standard in the regular 2008 summer retest administration. Thirty-five percent of SWD who participated in Project ExPreSS met or exceeded the passing standard for Science. As a comparison, 24% met or exceeded the passing standard in the regular 2008 summer retest administration.

Revisions, with Justification, to Proposed Targets / Improvement Activities /Timelines/ Resources for (FFY 2008):

The GaDOE *will discontinue* listing the following improvement activities “Focused Monitoring for Dropout Rates” and “Middle and High School Graduation Coaches” and will *update the State Performance Plan (SPP)* to reflect the changes. Georgia may continue to implement the activities within the structure of its department.

The State will add the Project ExPreSS to the SPP and it was implemented in FFY 2008. *Project ExPreSS* - The GaDOE will implement a remediation program for targeted students who do not meet standards on either the science or social studies portion of the Georgia High School Graduation Test (GHSGT) and provide a two-week remedial program. High performing teachers will follow a teaching program developed by State staff, which focuses on the provision of differentiated instruction and consistent formative assessments. At the end of the two-week program, students will retake the appropriate section(s) of the GHSGT. SWD will be eligible to participate in Project ExPreSS, and classroom and testing accommodations provided during the school year will be provided during ExPreSS.

Timeline: FFY 2008 through FFY 2011 Resources: State and local funds

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

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 targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

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

Measurement:

- A. AYP percent = [(# of districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP 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 the 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 enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

3.A - Measurable and Rigorous Targets for FFY 2008

	<i>Measurable and Rigorous Target</i>
FFY 2008 (2008-2009)	75.34% of districts meeting the State’s AYP targets for disability subgroup

3.A - Actual Target Data for FFY 2008:

<i>Year</i>	<i>Total Number of Districts</i>	<i>Number of Districts Meeting the “n” size</i>	<i>Number of Districts that meet the minimum “n” size and met AYP for FFY 2008</i>	<i>Percent of Districts</i>
FFY 2008 (2008-2009)	187	170	95	55.88%

55.88% (95 out of 170) of districts that had a disability subgroup meeting the State’s minimum “n” size met the State’s AYP targets for the disability subgroup. The **State did not meet the FFY 2008 target (75.34%)**; however, this **data demonstrated progress (4.44%)** from **the FFY 2007 data (51.44%)**.

AYP in Georgia is based on student performance on the Criterion-Referenced Competency Tests (CRCT) and the Georgia High School Graduation Tests (GHS GT). For the CRCT, the content areas of reading/English language arts (R/ELA) and mathematics are assessed in grades three through eight to measure student achievement on the State’s curriculum standards. Grades one and two are used for AYP calculation when a school does not have a grade three or higher. The English/language arts and mathematics portions of the GHS GT are used to measure AYP in high school. For students with significant cognitive disabilities, the Georgia Alternate Assessment (GAA) is used to determine AYP in the same content areas assessed on the CRCT and GHS GT.

3.B – Measurable and Rigorous Targets for FFY 2008:

	<i>Measurable and Rigorous Target</i>	
	Reading/English Language Arts	Mathematics
FFY 2008 (2008-2009)	98.75% participation rate for children with IEPs	98.75% participation rate for children with IEPs

3.B – Actual Target Data for FFY 2008:

<i>Participation for Students with IEPs</i>			
<i>Reading/English Language Arts</i>		<i>Mathematics</i>	
101,824	99.17%	101,811	99.19%

R/ELA Participation: 99.17% (101,824 out of 102,675) of children with Individualized Education Programs (IEPs) participated in R/ELA. The State **met** the FFY 2008 target (98.75%) and demonstrated progress.

Mathematics Participation: 99.19% (101,811 out of 102,638) of children with IEPs participated in math. The State **met** the FFY 2008 target (98.75%) and demonstrated progress .

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

Data for Mathematics Participation:

Grade	a. # of children with IEPs	b. # of children with IEPs in regular assessment	c. # of children with IEPs in regular assessment with no accommodations	(percent = [(c) divided by (a)] times 100);	d. # of children with IEPs in regular assessment with accommodations	(percent = [(d) divided by (a)] times 100);	e. # of children with IEPs in alternate assessment against alternate achievement standards	(percent = [(e) divided by (a)] times 100)	# of children with IEPs assessed (b+e)	Overall Percent = [(b+e) divided by (a)].
1	1580	1459	808	51.14%	651	41.20%	113	7.15%	1572	99.49%
2	1400	1300	684	48.86%	616	44.00%	96	6.86%	1396	99.71%
3	15569	14517	5600	35.97%	8917	57.27%	990	6.36%	15507	99.60%
4	15725	14633	4859	30.90%	9774	62.16%	975	6.20%	15608	99.26%
5	16149	15017	3938	24.39%	11079	68.60%	1069	6.62%	16086	99.61%
6	14506	13180	2754	18.99%	10426	71.87%	1248	8.60%	14428	99.46%
7	14664	13386	2614	17.83%	10772	73.46%	1161	7.92%	14547	99.20%
8	14298	12693	2355	16.47%	10338	72.30%	1504	10.52%	14197	99.29%
11	8747	7342	1652	18.89%	5690	65.05%	1128	12.90%	8470	96.83%
Total	102638	93527	25264	24.61%	68263	66.51%	8284	8.07%	101811	99.19%

Data for R/ELA Participation:

Grade	a. # of children with IEPs	b. # of children with IEPs in regular assessment	c. # of children with IEPs in regular assessment with no accommodations	(percent = [(c) divided by (a)] times 100);	d. # of children with IEPs in regular assessment with accommodations	(percent = [(d) divided by (a)] times 100);	e. # of children with IEPs in alternate assessment against alternate achievement standards	(percent = [(e) divided by (a)] times 100)	# of children with IEPs assessed (b+e)	Overall Percent = [(b+e) divided by (a)].
1	1580	1459	806	51.01%	653	41.30%	113	7.15%	1572	99.46%
2	1400	1300	685	48.89%	616	43.96%	96	6.86%	1396	99.71%
3	15570	14523	5604	35.99%	8919	57.28%	988	6.35%	15511	99.62%
4	15726	14642	4902	31.17%	9740	61.94%	972	6.18%	15614	99.29%
5	16149	15002	3901	24.16%	11101	68.74%	1067	6.61%	16069	99.50%
6	14507	13169	2800	19.30%	10369	71.48%	1249	8.61%	14418	99.39%

7	14664	13374	2727	18.60%	10647	72.61%	1158	7.90%	14532	99.10%
8	14299	12693	2490	17.41%	10203	71.35%	1504	10.52%	14197	99.29%
11	8780	7391	1596	18.18%	5795	66.00%	1124	12.80%	8515	96.98%
Total	102675	93553	25511	24.85%	68042	66.27%	8271	8.06%	101824	99.17%

3.C – Measurable And Rigorous Targets For Performance:

	<i>Proficiency for Students with IEPs</i>	
<i>FFY 2008 (2008-2009)</i>	<i>R/ELA</i>	<i>Mathematics</i>
	67% Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	55.77% Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards

Actual Target Data For Performance:

	<i>Proficiency for Students with IEPs</i>			
	<i>R/ELA</i>		<i>Mathematics</i>	
<i>Actual Target Data for FFY 2008 (2008-2009)</i>	67,158 FAY students met the proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	67.71%	51,782 FAY students met the proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	52.20%

R/ELA Proficiency: 67.71% (67,158 out of 99,189) of full academic year (FAY) students with IEPs met or exceeded standards. The State *met* the **FFY 2008 target (67%)** and demonstrated progress (1.98) from the FFY 2007 data (65.73%).

Mathematics Proficiency: 52.20% (51,782 out of 99,205) of students with IEPs met or exceeded standards. The State *did not meet* the **FFY 2008 target (55.77%)**; however, the State *demonstrated progress*.

Georgia defines “full academic year” (FAY) as follows:
 Continuous enrollment in the State of Georgia’s public schools from the Fall FTE count through the end of the State’s Spring testing window.

Mathematics Proficiency Measurement Table

Grade	a. # of FAY children with IEPs in assessed grades;	b. # of FAY children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations	(percent = [(b) divided by (a)] times 100);	c. # of FAY children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations	(percent = [(c) divided by (a)] times 100);	d.# of FAY children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards	(percent = [(d) divided by (a)] times 100)	# of FAY children with IEPs in assessed grades who are proficient or above(b + c + d)	Overall Percent = [(b + c + d) divided by (a)].
1	1542	675	43.77%	307	19.91%	104	6.74%	1086	70.43%
2	1378	596	43.25%	297	21.55%	88	6.39%	981	71.19%
3	15184	4213	27.75%	3259	21.46%	894	5.89%	8366	55.10%
4	15290	3527	23.07%	2956	19.33%	857	5.60%	7340	48.01%
5	15746	3253	20.66%	5363	34.06%	964	6.12%	9580	60.84%
6	14074	1909	13.56%	3262	23.18%	1095	7.78%	6266	44.52%
7	14163	1963	13.86%	4838	34.16%	1036	7.31%	7837	55.33%
8	13810	1628	11.79%	4030	29.18%	1309	9.48%	6967	50.45%
11	8018	813	10.14%	1573	19.62%	973	12.14%	3359	41.89%
Total	99205	18577	18.73%	25885	26.09%	7320	7.38%	51782	52.20%

R/ELA Proficiency Measurement Table

Grade	a. # of FAY children with IEPs in assessed grades;	b. # of FAY children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations	(percent = [(b) divided by (a)] times 100);	c. # of FAY children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations	(percent = [(c) divided by (a)] times 100);	d.# of FAY children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards	(percent = [(d) divided by (a)] times 100)	# of FAY children with IEPs in assessed grades who are proficient or above (b + c + d)	Overall Percent = [(b + c + d) divided by (a)].
1	1543	672	43.57%	307	19.90%	102	6.61%	1081	70.08%
2	1377	593	43.04%	300	21.76%	85	6.18%	977	70.98%
3	15192	4851	31.93%	5296	34.86%	874	5.75%	11021	72.54%
4	15296	4130	27.00%	4855	31.74%	822	5.37%	9807	64.11%
5	15732	3471	22.06%	6832	43.42%	932	5.92%	11235	71.41%
6	14066	2376	16.89%	5806	41.27%	980	6.97%	9161	65.13%
7	14151	2196	15.52%	5853	41.36%	894	6.32%	8943	63.20%
8	13810	2139	15.49%	6816	49.36%	1083	7.84%	10038	72.69%
11	8024	1122	13.98%	3033	37.80%	742	9.25%	4897	61.03%
Total	99189	21549	21.72%	39096	39.42%	6514	6.57%	67158	67.71%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

3a. Meeting AYP – Thirty districts that did not meet Adequate Yearly Progress (AYP) for the disability subgroup in FFY 2007 met AYP for the disability subgroup in FFY 2008. Of the 75 districts not making AYP for the disability subgroup in FFY 2008, only 10 districts (13.33%) did not meet AYP solely due to the subgroup of students with disabilities (SWD).

3b. Participation - Georgia continued to have a very high participation rate of SWD in statewide assessments. The rigorous participation rates for mathematics and R/ELA reflected a commitment by GaDOE to ensure that SWD were assessed in the same content areas and at the same grade levels as required by No Child Left Behind (NCLB). The Divisions for Special Education and the Division of Assessment Administration have worked collaboratively with district testing coordinators and directors of special education to address the assessment requirements and needs of SWD through face-to-face workshops, online workshops, and the publication of information in published items.

3c. Proficiency Rates in Math and Reading - In R/ELA and Mathematics, the State’s increase may be attributed to the continued instruction in the more rigorous Georgia Performance Standards (GPS), as well as, a focus on increasing student performance in reading via Focused Monitoring visits conducted by the Divisions for Special Education. While the state target in mathematics was not met, there was a significant gain of 6.64% of SWD determined to be proficient in the area of mathematics. Students in grades 3 through 8 have received a minimum of three years of rigorous instruction aligned to the Georgia Performance Standards (GPS). Extensive professional development has been provided to support teachers who work with SWD

within this content area as well as a focus on mathematics performance for SWD through Focused Monitoring.

Focused Monitoring - The Divisions for Special Education continued to conduct compliance monitoring in selected school districts based upon low performance in the areas of R/ELA and mathematics. The State targeted districts in each of the five size groups, which are based on number of students with IEPs. Following the onsite visits, state staff assisted district teams in developing Corrective Action Plans to address deficit areas in both compliance and performance (e.g., access to grade level curriculum, appropriate materials and assistive technology, and instruction in the least restrictive environment, etc.). Eight of the 16 districts that were Focused Monitored during the 2007-2008 school year met AYP during 2008-2009. Follow-up of district's performance continues for two years following a Focused Monitoring.

Collaboration with other Divisions - The Divisions for Special Education work with other divisions located within the Office of Standards, Instruction and Assessment to enhance access to the general education curriculum for all SWD. Staff participated in Georgia Assessment of Performance on School Standards (GAPSS) reviews of needs improvement schools across the state. GAPSS reviews were conducted by personnel from the Division of School Improvement with teams that included staff from the GaDOE and peer educational leaders and teachers. GAPSS reviews are based upon Georgia Keys to Quality, and each school is evaluated based upon these keys. The Divisions for Special Education piloted a joint review with the Division of School Improvement combining focused Monitoring and the GAPSS review.

In order to better prepare teachers for meeting the needs of students with disabilities and students with diverse needs, the Divisions for Special Education and the Mathematics Curriculum Department have collaborated to provide support through Elluminate Sessions, district presentations, and state presentations.

Collaborative mathematics Elluminate sessions have been targeted for high school Mathematics I/II Support Classes and Elementary Math. During FFY 2008, staff from both Divisions have presented four Elluminate sessions per year addressing topics for the high school including: How to set up a Mathematics Support class, scheduling issues, use of manipulatives and graphing calculators, programs and interventions that work, and vocabulary strategies. At the elementary level, four Elluminate sessions were presented each year to address topics including: basic facts, mental math, various strategies and interventions, and vocabulary. Information regarding these Elluminate Sessions is distributed to all school districts in Georgia through a newsletter sent out to all superintendents and is specifically sent to the Directors of Special Education. Access to the online sessions is open to all teachers throughout the state and for later view and reference. Staff from the Mathematics Department and Division for Special Education Services has been invited to present to three school districts to provide teachers assistance and strategies to better service their students in the area of mathematics. Presentations have been made to administrators at two conferences.

Collaboration also extends to providing input on the various topics published in the bi-monthly Mathematics newsletter that is sent to all the mathematics teachers in Georgia. The next step is to increase the distribution of the newsletter to include of special education teachers who teach

mathematics by obtaining email addresses of individual teachers who fall in this category from district Directors of Special Education.

The Divisions for Special Education also collaborated with the Division of Assessment Administration to address participation and proficiency of SWD in statewide testing. State staff conducted professional development in the areas of accommodations and the assessment of students with significant cognitive disabilities through the GAA. In addition to the trainings, the GaDOE revised the state's Accommodations Manual to guide the selection, administration, evaluation, and use of test administration accommodations for SWD. The manual is easily accessible for the public on the Division of Assessment and Accountability webpage.

Georgia Project for Assistive Technology (GPAT) – The GPAT, a special project funded by the Divisions for Special Education, supported groups of teachers, related services providers and district administrators from around the state through a series of consortia meetings conducted via distance learning. Over 220 educators, from 84 districts, participated in full day of training on a variety of topics designed to provide educators with the supports.

A summer institute was conducted in June 2009 with over 250 educators learning how to support student achievement in reading and mathematics through assistive technology. In each of these courses, teachers learned how to integrate the use of assistive technology devices and software into standards-based instructional activities.

In addition to supporting direct training, personnel from GPAT also worked with personnel from the Division of Assessment Administration to provide statewide assessments (e.g., CRCT for grades 3 - 8 and GHS GT) in accessible, digital formats (Kurzweil 3000 and PaperPort Deluxe) to allow accessibility to the assessment for those students using this assistive technology as part of routine classroom instruction. Districts submitted requests for these assessments to the Division for Assessment Administration, and personnel from GPAT converted the assessments into the appropriate format for the individual students. For the 2008-2009 statewide testing administration, 75 students, representing 8 districts in the state, needing assistive technology in order to access the general assessment (CRCT or GHS GT) were provided with the tests in the format requested.

Georgia Instructional Materials Center (GIMC) - All students in Georgia's public schools who have a print disability documented in their IEP are eligible to receive accessible instructional materials (AIMs) in an appropriate format. The GIMC currently provides all braille and large print textbooks and other core instructional materials at no cost to the LEAs. These books are either purchased or produced by the GIMC and loaned to the LEA for the school year. Digital and audio formats of textbooks and core instructional materials are often available from Bookshare and Recordings for the Blind and Dyslexic (RFB&D) usually at no cost to the LEAs. The GIMC fully supports the provision of AIMs from these sources through the timely submission of Georgia titles for production, streamlining the process of searching for titles, training, and technical support. If a title is not available in an appropriate format from Bookshare or RFB&D the GIMC will produce the title in an accessible PDF or DAISY format at no cost to the LEA. The GIMC also provides software to access the PDF and DAISY books free to the LEA.

During FFY08 over 97% of AIMs that were ordered from the GIMC in a timely manner were available to the student on the first day they needed them. This was accomplished by the development and use of on-line registration and ordering districts as well as a sophisticated information management and tracking district. During FFY08 the GIMC had 17,000+ copies of AIMs in a variety of formats representing 4,800+ different titles. There were more than 4,500 AIMs provided by the GIMC were used by students in FFY08. During FFY08 Bookshare reported providing 1,134 AIMs and RFB&D reported providing 1,179 AIMs for students in Georgia.

Supports for Students with the Most Significant Cognitive Disabilities – The Divisions for Special Education also provided guidance, materials, and training for those teachers whose students were participating in the state-mandated assessments via the GAA. During 2008-2009, a series of webinars were provided to support teachers who implemented aligned activities and documented evidence for the GAA. A total of six monthly sessions were conducted. Each training included information on implementing appropriate access to the curriculum within the classroom and documenting and submitting evidence of student learning in that curriculum through the GAA. Presentations were made by personnel from the Divisions for Special Education and Division of Assessment Administration. Approximately 700 teachers and administrators logged on to watch live or archived sessions.

More targeted instruction was provided to a statewide support network of 40 educators, the Core Access Teachers (CATs), who provided support to teachers in their districts and regions. These CATs participated in two, 1 ½ day sessions focused on methods and materials for providing access to the general curriculum and evidence for the GAA portfolio. The CATs reported conducting 48 individual technical assistance sessions within either their local schools or districts. They also reported conducting 117 group trainings and other support activities in their districts or regions, which included other teachers of students with significant cognitive disabilities.

To support teachers of students with significant cognitive disabilities, the Access to the GPS Resource Board was maintained and updated. This resource board provided free, teacher-created materials that support activities, which are align to the general curriculum but adapted to meet

student needs. Educators listed in the resource board database can search, download, and print materials that cover many standards within each content area. The resource board database now covers over 5,502 teachers, administrators, and parents.

Another resource for teachers is a collection of books produced by CATs that align to the GPS and are adapted for students with significant cognitive disabilities. During FFY 2008, 1,805 adapted books were sent to Georgia teachers. These books provided students who were non-readers or beginning readers with access to content information in an accessible format.

Development of the Alternate Assessment Based upon Modified Achievement Standards – Development of Georgia’s Alternate Assessment Based upon Modified Achievement Standards continues, however, due to budget and staff concerns, the assessment has not yet been included as part of the statewide assessment district.

Public Reporting Information: *The following link takes the reader to public reports of assessment results conforming with 34 CFR §300.160(f):*

<http://www.gadoe.org/ReportingFW.aspx?PageReq=105&PTID=44&CTID=45&Source=Elementary&PID=37&StateId=ALL&T=1&FY=2009>

Revisions, with Justification, to Improvement Activities / Targets / Timelines / Resources for FFY 2008 (if applicable):

The GaDOE will revise the following measurable and rigorous targets for 3c Proficiency Rates for R/ELA and mathematics. The State Performance Plan (SPP) will be updated to reflect the changes.

3c. Student Proficiency in R/ELA and Mathematics – Stakeholders recommended that the student proficiency targets separating CRCT data (grades 1 and 2 for students enrolled in primary schools and grades 3 through 8) from the GHSGT (grade 11). The tests are different assessments and should be reported separately. Current proficiency rates (FFY 2008) for students with IEPs who participate in statewide testing are being disaggregated based upon assessment to establish a baseline for future reporting.

During FFY 2008, 68.30% (62,261 out of 91,164 students) of FAY students with IEPs in grades 1 and 2 for students enrolled in primary schools and grades 3 through 8 met or exceeded standards on the R/ELA portions of the CRCT and the Georgia Alternate Assessment (GAA). 61.03% (4,897 out of 8024 students) of FAY students with IEPs in grade 11 met or exceeded standards the R/ELA portion of the GHSGT and the GAA. These are the new baselines to compare progress beginning with FFY 2009.

During FFY 2008, 53.10% (48, 423 out of 91,187 students) FAY students with IEPs in grades 1 and 2 for students enrolled in primary schools and grades 3 – 8 met or exceeded standards on the Mathematics portions of the CRCT and the GAA. 41.89% (3,359 out of 8018 students) of FAY students with IEPs in grade 11 met or exceeded standards on the mathematics portion of the

GHSGT and the GAA. These are the new baselines to compare progress beginning with FFY 2009.

The State will revise the mathematics and reading targets accordingly.

<i>FFY</i>	<i>Indicator 3C – Proficiency R/ELA for Grades 3-8</i>
2009 (2009-2010)	69% (Newly Revised Target) proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards
2010 (2010-2011)	70% (Newly Revised Target) proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards

<i>FFY</i>	<i>Indicator 3C – Proficiency R/ELA for Grade 11</i>
2009 (2009-2010)	62% (Newly Revised Target) proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards
2010 (2010-2011)	63% (Newly Revised Target) proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards

<i>FFY</i>	<i>Indicator 3C – Proficiency Mathematics for Grades 3-8</i>
2009 (2009-2010)	55% (Newly Revised Target) proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards
2010 (2010-2011)	56% (Newly Revised Target) proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards

<i>FFY</i>	<i>Indicator 3C – Proficiency Mathematics for Grade 11</i>
<i>2009 (2009-2010)</i>	<i>44% (Newly Revised Target)</i> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards
<i>2010 (2010-2011)</i>	<i>45% (Newly Revised Target)</i> proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards

The GaDOE will discontinue the following improvement activity and update the State Performance Plan (SPP) to reflect the change.

Professional Learning for GPS – All roll-outs for GPS standards have taken place. Currently, professional development for GPS is focused on implementing the standards with all students, including SWD.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

Indicator 4: 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 .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 ≥ 20 and (2) a suspension/expulsion relative risk ≥ 4.0.

Georgia’s Suspension and Expulsion Relative Risk: [((Focus District # of SWD with greater than 10 days ISS and/or OSS) Divided by (Focus District Total SWD Age 3/21))

Divided by

((State # of SWD with greater than 10 days ISS and/or OSS Minus Focus District # of SWD with greater than 10 days ISS and/or OSS) Divided by (State SWD Age 3/21 Minus Focus District 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
FFY 2007 (2007-2008)	3.83% 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 2008:

.54% (1/185) 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

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of LEAs	Number of LEAs that have Significant Discrepancies	Percent
FFY 2007 (2007-2008)	185	1	0.54%

During **FFY 2007**, .54% (1 out of 185) districts were identified by the State as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. The State met its target for **FFY 2008** (3.83%) and reported the same data in the **FFY 2007** submission.

Review of Policies, Procedures, and Practices (FFY 2007): In **FFY 2007**, 1 district was identified as having a significant discrepancy in the rate of suspensions and expulsions for greater than 10 days in a school year for children with Individualized Education Programs (IEPs). The State required the district 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 (PBIS), and procedural safeguards to ensure compliance. The district was required to convene a Self-Assessment team and rate the district’s proficiency in ten discipline indicators (e.g., positive behavior supports, school-wide discipline, explicit behavioral instruction, data-based decision making, research-based practices, high-quality professional learning activities, development of behavior intervention plans (BIPs) based on functional behavioral assessments (FBAs), ongoing reviews of BIPs, appropriate monitoring of data, and family involvement).

The district team provided data for the State in the form of a self-assessment, which reflected a proficiency rate of less than 50% among the ten broad indicators. The State found noncompliance with the requirements of Individuals with Disabilities Education Act (IDEA) the

district cited as being significantly discrepant. The State notified the district of its noncompliance and required the district to revise the noncompliant policies, procedures and practices within one year of identification. The State provided technical assistance to the district and verified within 1 year of notification that the district correctly implemented the specific regulatory requirements.

The district was required to review and revise its policies, procedures and practices for discipline. For example, the district did not have a procedure for monitoring suspensions of SWD at the district level. As a result, district staff developed a procedure that required school-level principals to inform special education coordinators of SWD who have been suspended greater than five days. In addition to the review, the State required the district to develop a corrective action plan for the identified noncompliance and update its action plan in the consolidated application. Consequently, GaDOE staff reviewed and approved the district's plan for addressing the cited noncompliance and revising policies, procedures and practices relating to establishing positive behavior supports, school-wide discipline, appropriate development and use of BIPs, and monitoring data to make decisions.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2007:

Professional Learning Modules for Significantly Discrepant Districts - The Divisions for Special Education developed and delivered webinars on conducting FBAs, writing and revising BIPs, discipline rules, data analysis, and alternatives to suspension. Staff used the learning modules to provide ongoing technical assistance for the district with significant discrepancy. The significantly discrepant district was offered web-based coaching in FBAs and several days of site-based training.

Positive Behavior Support Unit – The Positive Behavior Support (PBS) Unit was formed and received training delivered by the Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). A state PBS Leadership team was formed, and a State PBS action plan was developed, which resulted in the identification of Georgia as a PBS State. The State provided ongoing technical assistance for the significantly discrepant district to include an onsite forum, ongoing conference calls, and online webinars.

PBS Targeted Assistance - Schools implementing Positive Behavior Support with direct assistance from the state rose from less than 100 in 2007-2008 to 150 schools in 2008-09. The number of PBS K-6 grade schools almost doubled in this same time span. Georgia continues to focus on disproportionality and uses the ethnicity report provided by SWIS to work with its schools in monthly training either in person or through Elluminate sessions. Schools are asked to look at their SWIS ethnicity report at least monthly at PBS team meetings. Elementary schools that are implementing PBS have 87% of their students with only 0-1 referrals for the year, PBS Middle schools have 71% at 0-1 referrals for the year, and PBS High schools have 79% with only 0-1 referrals. The state will continue to track the implementation level of the schools it trains.

Correction of FFY 2007 Findings of Noncompliance

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	1
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Actions Taken if Noncompliance Not Corrected:

The State identified 1 finding of noncompliance during FFY 2007 (the period from July 1, 2007 through June 30, 2008) and verified the finding as timely corrected (corrected within one year from the date of notification to the LEA of the finding).

Verification of Correction (either timely or subsequent):

The State required the noncompliant district to submit documentation that supported the Corrective Action Plan outlined in the consolidated application. For example, the district outlined a plan to ensure consistent use of PBS for all students. The documentation supported execution of this action step. After careful review, the State accepted the documentation and cleared the district of its noncompliant finding during the one-year timeline.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

The State will add the following improvement activities to this indicator.

Technical Assistance for Significantly Discrepant Districts - The Divisions will offer professional learning and coaching for districts with significant discrepancy to develop and sustain demonstration sites for best practices for reducing the rates of suspensions and expulsions. The Divisions for Special Education will work with districts with significant discrepancy to identify specific schools which will be supported in the use of PBIS and the development and implementation of IEPs and BIPs to establish models for best practice in the district. This activity will be measured using office referral data as formative evaluation.

Forum for Significantly Discrepant Districts - The State will conduct ongoing forums for districts cited as having significant discrepancy: (a) Examine the policies, practices, and procedures that contributed to the weighted risk ratios; (b) Assist the district with the necessary revisions of policies, practices, and procedures; and (C) Provide guidance for districts on the

their policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: Please see the initial section.

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		
2008 (2008-2009)	A= 80% or more of the day 61%	B = < 40 % of the day 17%	C= Separate Schools .8%

FFY	Actual Target Data		
2008 (2008-2009)	A= 80% or more of the day 61.0%	B = < 40 % of the day 16.4%	C= Separate Schools 2.0%

- A. During **FFY 2008**, **61% (99,541 out of 163,191)** of Students with Disabilities (SWD) were served in the regular class 80% or more of the day. The State *met its target for FFY 2008 (61%)* and demonstrated progress (1.0) compared to the *FFY 2007 data (60%)*.

Regular Class >80% Calculation
FFY 2008 Target 61%

99,541 SWD in regular class >80%
 Divided by
 163,191 SWD
 Equals
 61% remained inside the regular class >80%

- B. During FFY 2008, **16.4% (26,761 out of 163,191) of SWD** were served in the regular class less than 40% of the day. The State *met its target for FFY 2008 (17%)* and demonstrated progress (.3) compared to the FFY 2007 data (16.7%).

Regular Class < 40% Calculation
FFY 2008 Target 16.5%

26,761 SWD in regular class >60%
 Divided by
 163,191 SWD
 Equals
 16.4 % Remained inside of the regular
 class < 40%

- C. During FFY 2008, **2.0% (3,342 out of 163,191)** of SWD were served in public or private separate schools, residential placements, or homebound or hospital placements. The State did not meet the FFY 2008 target (.8%) and demonstrated slippage (.09) from the FFY 2007 data (1.91%).

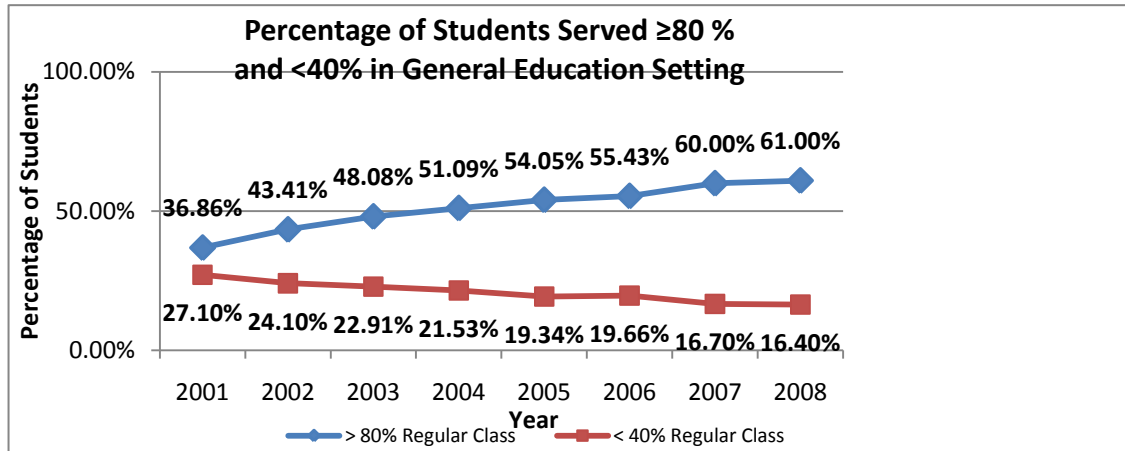
Public or Private Separate Placements
Calculation
FFY 2008 Target 0.8%

3,342 SWD in Public or Private Separate
 Placement
 Divided by
 163,191 SWD
 Equals
 2.0% Public or Private Separate Placements

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2008):

As of December 1, 2008, Georgia’s data reflected progress for Indicators 5a and 5b and slippage for Indicator 5c; however, the State’s trend data continue to demonstrate improvement over time. The graph below indicates the significant progress the State has made in educating children with disabilities in general education settings.

Graph 1. Students Served in General Education Setting



Georgia Continuous Improvement Monitoring Process Plans - For the 2008-2009 school year, 15 districts were Focused Monitored which is a part of Georgia’s Continuous Improvement Monitoring Process (GCIMP). Of these, 8 districts were cited for compliance issues related to placement in the least restrictive environment (LRE). 100% of the cited districts have submitted Corrective Action Plans addressing the LRE issue. Verification of this correction will be submitted in the FFY 2009 APR.

In 2007-2008, 19 districts were Focused Monitored. Of these, 19 districts were cited for 19 compliance issues related to LRE. Correction of the compliance issues related to LRE within one year of identification has been verified for all 19 districts with LRE citations and individual student identifications of noncompliance were corrected also. The State has verified that all instances of individual noncompliance identified have been corrected and has verified that each LEA is correctly implementing the specific regulatory requirements.

Records Review and Dispute Resolution - The State ensures that the educational placement of SWD is determined on an individual basis by the student’s IEP team. A records review process is conducted with districts to ensure compliance of this rule. 33 districts had findings for LRE related issues in 2007-2008 school year, and all 33 districts were determined compliant within one year of notification of noncompliance. There were a total of 62 LRE findings in these 33 districts. All individual (62) findings were corrected within one year of notification, as well. The State has verified that all instances of noncompliance have been corrected and has verified that the LEA is correctly implementing the specific regulatory requirements.

In addition, the State manages due process procedures that include Complaint and Due Process Hearing procedures. During the 2008-2009 school year, the State received 1 complaint

concerning LRE and 1 due process hearing concerning LRE. Both districts have subsequently corrected the noncompliance and will be reported in Indicator 15 in FFY 2009. Individual cases of noncompliance for students were corrected within one year of notification for both districts. The State has verified that all instances of noncompliance have been corrected and has verified that each district is correctly implementing the specific regulatory requirements.

During 2007-2008, there were 13 districts with 22 individual findings related to the educational setting of the student. Each district was notified of their noncompliance and has corrected this noncompliance. The State has verified that all instances of individual noncompliance identified have been corrected and has verified that each LEA is correctly implementing the specific regulatory requirements.

The Georgia Performance Standards (GPS) and Students with the Most Significant Cognitive Disabilities - Training is being provided on assisting students with the most significant cognitive disabilities to access the GPS. This will enable some students to receive more of their instruction in general education settings. During the 2008-2009 school year, 43 teachers and therapists from 21 school districts received several days of training. The training consisted of characteristics of profound disabilities, curriculum considerations, activity and skill assessments, Individualized Education Program (IEP) development, classroom scheduling, instructional strategies, data collection, integrating the IEP and Georgia Performance Standards (GPS), and integrating assistive technology with instruction. Based on anecdotal data, teachers became more competent and comfortable in giving students access to the GPS. They began to include general education students into their activities as peer helpers and students with significant cognitive disabilities into general education settings.

The Georgia Learning Resources District (GLRS) – Eight GLRS Centers implemented professional learning projects that focused on co-teaching and differentiation of instruction with support for implementation in the classroom. Personnel from 40 schools, representing 19 districts, were involved with these professional learning projects. Eighteen of the nineteen districts increased the percentage of SWD inside the regular class 80% or more of the school day. Eighteen of the schools improved the performance of SWD on statewide required assessments in reading/English language arts. Fourteen schools improved mathematics scores for SWD; and ten schools improved scores for SWD in both reading/English language arts and mathematics.

Least Restrictive Environment Project - Training and coaching on LRE were provided for three schools in two targeted districts during the 2008-2009 school year. The opportunity to participate in the project was offered to all schools that did not meet State LRE target for the 2007- 2008 school year. Project data and training included a review of Adequate Yearly Progress (AYP) data for districts and schools, an identification of achievement gaps, and problem solving for barriers and misconceptions when providing instruction for SWD in the LRE. The project also promoted continuous progress toward AYP through coaching, collaborative teaching and fidelity of implementation data. School leadership teams received monthly onsite visits and virtual coaching.

Table 1. Schools Participating in the LRE Project

<i>80% or more of the day in regular education settings</i>	<i>State Target</i>	<i>School A</i>	<i>School B</i>	<i>School C</i>
2007-2008	59%	36.72%	40.63%	34.69%
2008-2009	61%	43.8%	50.0%	77.27%

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2008):

The GaDOE will discontinue listing the following improvement activities and will continue to implement the activities within the structure of the GaDOE: (1) A Framework for Impacting the Achievement of Students with Disabilities and (2) Extension of the LRE Project.

The State will add the following improvement activity to the SPP.

Least Restrictive Environment Project: Training and coaching for school districts will be on going beginning with 2008-2009 school year and continuing. The participating schools will be selected based on schools that did not meet State LRE target. Training and coaching includes a review of district and school data related to AYP. A review of the basic concepts of instruction in the LRE, an examination of gaps in school data, problem solving for barriers and misconceptions when providing instruction to students with disabilities in the LRE and promoting continuous progress toward AYP through coaching and collaborative teaching and collecting fidelity of implementation data. This training targets school leadership teams that receive monthly onsite and virtual coaching. 100% of participating schools will demonstrate an increase in LRE data.

Timelines: FY08 – FY11

Resources: 22, 000.00 for school year 2008-2009 and annually

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: Please see the initial section.

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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2008 (2008-2009)	36% 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 2008): 30% (2,924 out of 9,747) of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The State **did not meet its FFY 2008 target (36%)**, yet the data demonstrated progress (3.0%) from the FFY 2007 data (27.0%).

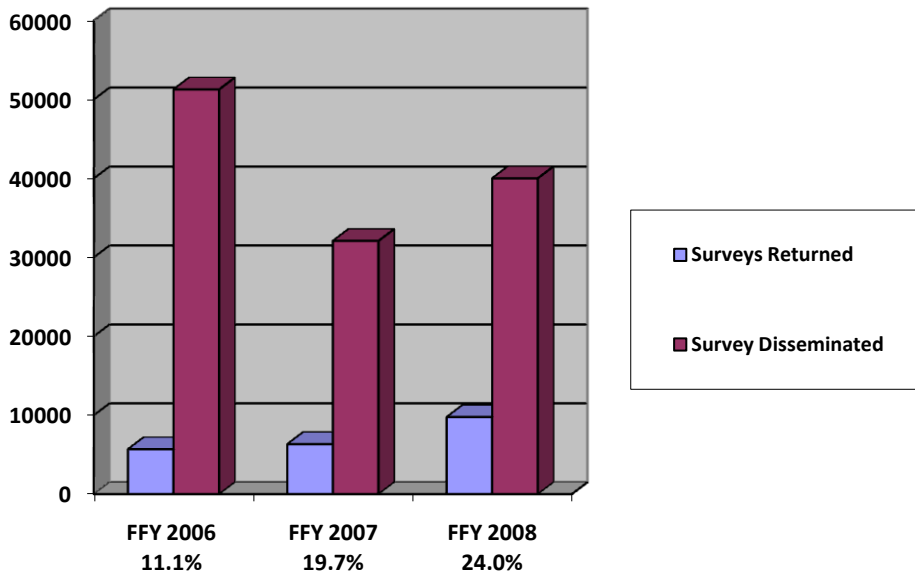
Parental Involvement Calculation
FFY 2008 Target 36%

2,924 parents who reported favorable responses
Divided by 9,747 total respondents
Multiplied by 100
Equals
30% Parents reporting their districts facilitated parental involvement

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2008):

Georgia used the survey validated as reliable by the National Center for Special Education Accountability Monitoring (NCSEAM.) For FFY 2008, there was an increase (3%) of favorable responses, and a return rate of 24% (9,747 returned out of 39,999) which was also an increase.

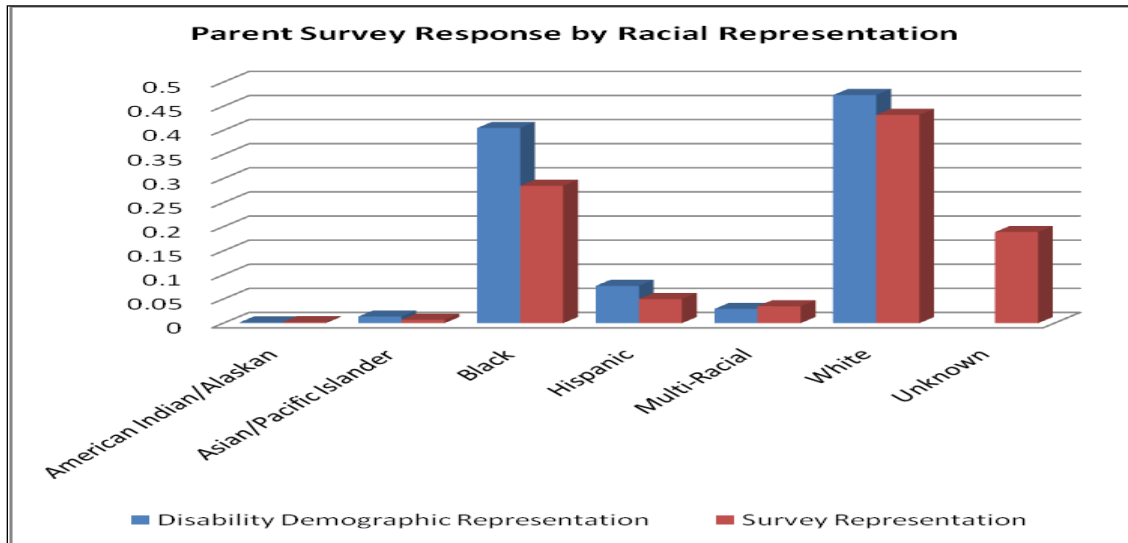
Graph 1. State Survey Dissemination vs. Survey Return Rate



Representation of survey returns

The survey return representation data was compared to the State’s demographic data. While carefully considering all ethnic groups, the black population demonstrated the largest discrepancy between representation in the State and returned surveys. There were a significant number (1845) of surveys for which the ethnicity of the responders was unknown. It is interesting to note that there is a discrepancy of approximately 12% in Black, of 3 % in white and of 3% in Hispanic representation. That totals 18% which is the percent of unknown ethnicity.

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

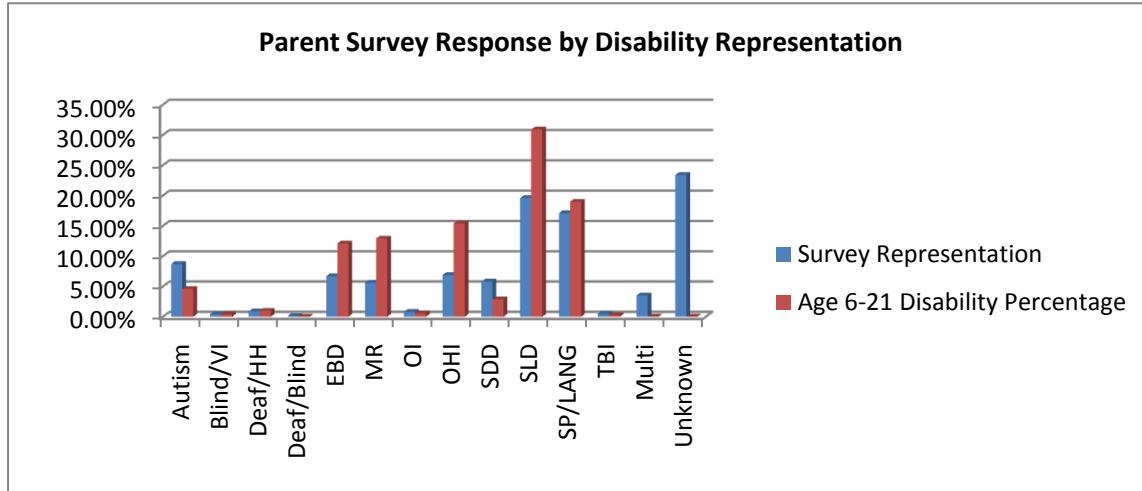


Demographic Return Rate by Ethnicity

	Disability Count Age 6-21	Disability Demographic Representation	Survey Count	Survey Representation
American Indian/Alaskan	256	0.16%	19	0.20%
Asian/Pacific Islander	2,230	1.36%	70	0.70%
Black	66,168	40.48%	2,774	28.50%
Hispanic	12,632	7.73%	487	5.00%
Multi-Racial	4,829	2.95%	339	3.50%
White	77,359	47.32%	4,213	43.20%
Unknown			1,845	18.90%
Total	163,474	100.00%	9,747	100.00%

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 return rate by disability category is reasonable and not significantly out of proportion.

Graph 3. Parent Survey Response by Disability Representation



Demographic Return Rate by Disability

Disability	Survey Count	Survey Representation	Age 6-21 Disability Percentage
Autism	753	7.70%	8744 5.35%
Blind/VI	65	0.70%	713 0.44%
Deaf/HH	108	1.10%	1695 1.04%
Deaf/Blind	11	0.10%	20 0.01%
EBD	639	6.60%	18887 11.55%
MR	589	6.00%	20248 12.39%
OI	68	0.70%	969 0.59%
OHI	784	8.00%	25552 15.63%
SDD	636	6.50%	7114 4.35%
SLD	1,861	19.10%	51249 31.35%
SP/LANG	1,521	15.60%	27825 17.02%
TBI	62	0.60%	458 0.28%
MTOD	317	3.30%	0 0.00%
Unknown	2,333	23.90%	0 0.00%
Total	9747	0.999	163474 100.00%

Public reporting of this indicator and each district’s performance is included in the local profiles on the GaDOE website. All districts reported data in FFY 2005; and the following years districts are sampled. The sampling plan was included in the SPP and has been approved. Districts that are not included in the yearly sample have their data carried forward from the baseline year as their performance toward the state target until they are in the yearly sample again.

Parent Mentor Partnership - The State continues to prioritize parent involvement in order to increase student achievement. Georgia’s Parent Mentor Partnership, a seven-year initiative supported by the Divisions for Special Education, increased to 80 parent mentors in 69 school

districts. Guided by the National Parent Teacher Association Standards on Family Engagement and the State’s School Keys on Student, Family and Community, parent mentors reported 218,000 contacts with families and led more than 200 ongoing family engagement activities as part of their local improvement plans.

One of Georgia’s parent mentors targeted the survey return rate as an improvement initiative in 2008-2009. As a result, the parent mentor’s district tripled its return rate to 68.3%, which was significantly higher than the state average. Over all, parent mentors increased survey returns in their districts from 25.5% in 2007 to 40.8%. The lessons learned on improving return rate are being shared statewide in an effort to improve all return rates.

Collaboration between parent mentors and the GaDOE’s Title One Parent Outreach Office ensured more eligible students took advantage of the Supplemental Education Services (SES) available in local districts. In addition, parent mentors partnered with Title I’s Parent Involvement Coordinators in workshops, action team committees and assisting individual families.

Circles of Adults Focusing on Education (CAFE) – CAFEs, which are discussion groups around shared meaning that lead to action, continued for use by parent mentors and other family engagement leaders. Parent Mentors ran CAFEs surrounding local issues such as dropout prevention to encourage collaborations between educators, community members and parents. The state’s Parent Training Information Center (PTI) ran CAFEs across the state on local medical/health issues including transitioning into adulthood with a developmental disability. The PTI also kicked off Communities of Practice on Early Literacy in partnership with parent mentors and local districts.

Parent Mentor and PTI Collaboration - In FFY 2008, Parent to Parent of Georgia (the State’s PTI) developed, trained and supported approximately 60 Navigation teams in local communities to support at-risk students and students with disabilities (SWDs) ages 0-26.

Georgia Parent Leadership Coalition - The Divisions for Special Education continued its partnership with the Parent Leadership Coalition (PLC), a statewide collaboration of organizations aimed at increasing information to families, on an ongoing basis to ensure activities are aligned between agencies and organizations serving SWD.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2008):

The GaDOE will not revise the improvement activities.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

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))

Measurement:

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.

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

The State defines disproportionate representation by using an N size ≥ 20 and the weighted risk ratio of 5.0 and above (racial and ethnic groups to include Black, White, Multi-Racial, Hispanic, Asian/Pacific Islander, and Alaskan/American Indian in special education and related services) in the same focus area for two consecutive years.

The State defines disproportionate representation for under-representation by using the following criteria: (1) Total District Race Count >40 , and (2) Weighted Risk Ratio $< .20$ and (3) comparison between state level incidence based on focus group and actual district incidence is ten less than projected when compared to state incidence in the same focus area for two consecutive years.

The State provided for a review of policies, practices, and procedures of districts with disproportionate representation by administering the Self-Assessment Monitoring Protocol that was developed in collaboration with broad stakeholders to determine if the disproportionate representation was the result of inappropriate identification.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate

	identification
--	----------------

Actual Target Data for (FFY 2008):

There were no districts in the state identified with disproportionate representation based upon Georgia’s definition. Georgia defined disproportionate representation for overrepresentation by using an N size ≥ 20 and the Weighted Risk Ratio 5.0 and above as defined by the OSEP/Westat weighted risk ratio in the same focus area for two consecutive years.

No district had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification. The State *met its FFY 2008 target (0%)* and *maintained its data from FFY 2007 (0%)*. The State did not have to provide a review of policies, practices, and procedures because no district had disproportionate representation of racial and ethnic groups in special education and related services. However, if appropriate, the State would have administered a Self-Assessment Protocol to determine if the disproportionate representation was the result of inappropriate identification.

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 2008 (2008-2009)</i>	<i>187</i>	<i>0</i>	<i>0</i>	<i>0.00%</i>

The State defines disproportionate representation for under-representation by using the following criteria: (1) Total District Race Count >40 , and (2) Weighted Risk Ratio $< .20$ and the same focus area for two consecutive years. No district met the definition for disproportionate representation for under-representation of racial and ethnic groups in special education and related services for FFY 2008.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2008):

During FFY 2008, the State met the target of 0%. There were 0 findings of noncompliance for FFY 2005, 2006, 2007 or 2008. Please see the discussion of improvement activities in Indicator 10.

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

The State will revise the following improvement activities by adding the specified wording.

Review of Policies, Practices and Procedures -100% of the districts identified as having disproportionate representation of racial and ethnic groups in Special Education due to inappropriate identification will develop measurable action steps to address the noncompliance and include the plan in the consolidated application. Consequently, all identified districts will correct the noncompliance-determined by reviewing a sampling of eligibility reports-within one year of written notification from the State. During the baseline year (FFY 2005), 0% of districts in Georgia had disproportionate representation.

Disproportionality Forums - During the baseline year (FFY 2005), 0% of districts were identified as having disproportionate representation. As a result of the ongoing technical assistance, 0% of districts were identified as having disproportionate representation.

GaDOE Collaboration with School Improvement and Curriculum - During the baseline year (FFY 2007), The GaDOE developed a process by which appropriate educators collaborated about meeting the needs of all students (e.g., curriculum, instruction, assessment, and interventions). Divisions for Special Education have actively participated with the committee and made necessary recommendations to improve Georgia's disproportionate representation data. During FFY 2008, five special education staff members participated on State's RTI Committee and provided professional development activities to include Positive Behavior Support Training, Student Support Team Association for Georgia Educators (SSTAGE) Conference Training, Title 1 Conference Training.

The State will end the following improvement activities based on the previously designated timelines: (1) Early Intervening Services (EIS) Documentation, (2) Revised Self-Assessment Monitoring Protocol Process, and (3) Revised Technical Assistance.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

Monitoring Priority: Disproportionality

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))

Measurement:

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.

Describe how the State determined that disproportionate representation of racial and ethnic groups to include Black, White, Multi-Racial, Hispanic, Asian/Pacific Islander, and Alaskan/American Indian in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

The State defines disproportionate representation by using an N size ≥ 20 and the weighted risk ratio of 5.0 and above (racial and ethnic groups in specific disability categories) in the same focus area for two consecutive years.

The State defines disproportionate representation for under-representation by using the following criteria: (1) Total District Race Count >40 , (2) Weighted Risk Ratio $< .20$ and (3) comparison between state level incidence based on disability and focus group and actual district incidence is ten less than projected when compared to state incidence in the same focus area for two consecutive years.

The State provided for a review of policies, practices, and procedures of districts with disproportionate representation by administering the Self-Assessment Monitoring Protocol that was developed in collaboration with broad stakeholders to determine if the disproportionate representation was the result of inappropriate identification.

Actual Target Data for FFY 2008:

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2008 (2008-2009)	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 2008):

Georgia defined disproportionate representation for overrepresentation by using an N size ≥ 20 and the Weighted Risk Ratio 5.0 and above as defined by the OSEP/Westat weighted risk ratio in the same focus area for two consecutive years. The State made the determinations of inappropriate identification by administering a Self-Assessment Monitoring Protocol (review of policies, practices, and procedures) and reviewing each district’s response to the self-assessment.

The State defines disproportionate representation for under-representation by using the following criteria: (1) Total District Race Count >40 , (2) Weighted Risk Ratio $< .20$ and (3) comparison between state level incidence based on disability and focus group and actual district incidence is ten less than projected when compared to state incidence in the same focus area for two consecutive years. The State made the determinations of inappropriate identification by administering a Self-Assessment Monitoring Protocol (review of policies, practices, and procedures) and reviewing each district’s response to the self-assessment.

The State identified 6 districts with disproportionate representation of racial and ethnic groups in specific disability categories based upon Georgia’s definition. **1.07% (2/187 districts)** had disproportionate representation that was the result of inappropriate identification. The State **did not meet its FFY 2008 target (0%)**; however, this **data demonstrated progress (.01)** from the **FFY 2007 data (1.08%)**.

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 in specific disability categories that was the Result of Inappropriate Identification</i>	<i>Percent of Districts</i>
<i>FFY 2008 (2008-2009)</i>	187	6	2	1.07%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

The State provided ongoing technical assistance for districts determined to have disproportionate representation. During August 2008, all districts with disproportionate representation completed a self-assessment protocol and discussed pertinent next steps with State staff during a conference call. Districts identified as having disproportionate representation due to inappropriate identification developed action plans and included information for correcting noncompliant practices in the district’s consolidated application. These districts attended a state forum (March 2009) to engage in meaningful collaboration about the Self-Assessment Monitoring Protocols and possible actions to reduce disproportionate representation.

Districts with disproportionate representation participated in the State’s ongoing Elluminate sessions on Response to Intervention. Representatives from the Divisions for Special Education collaborate with other Divisions (e.g., School Improvement, Curriculum, and Title One) to provide comprehensive professional learning opportunities.

GaDOE Collaboration with School Improvement and Curriculum - During FFY 2007, The GaDOE developed a process by which appropriate educators collaborated about meeting the needs of all students (e.g., curriculum, instruction, assessment, and interventions). The Divisions for Special Education have actively participated with the committee and made necessary recommendations to improve Georgia’s disproportionate representation data. During FFY 2008, five special education staff members participated on the State’s RTI Committee and provided professional development activities to include Positive Behavior Support Training, SSTAGE Conference Training, Title 1 Conference Training.

Correction of FFY 2007 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 1.08%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	2
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	2
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction (either timely or subsequent):

There were 2 findings of noncompliance the State made during FFY 2007. The State verified both findings as timely corrected within one year from the date of notification to the districts.

The State verified that both districts correctly implemented the specific regulatory requirements and corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02.

During FFY 2007, 24 districts flagged for over representation and 3 districts for under-representation submitted a self-assessment tool to the Divisions for Special Education. The State reviewed each district’s self-assessment and determined that all policies and procedures were in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311.

The practices of 25 districts were found to be compliant. However, the State determined that the remaining 2 districts were out of compliance with particular provisions of the Part B regulations

related to determination of eligibility (e.g., appropriate documentation to support consideration for eligibility when exclusionary factors were present such as lack of appropriate instruction in reading and mathematics) and concluded that these districts' disproportionate representation was the result of inappropriate identification. The State found that although the districts' written policies and procedures were in compliance with Part B, the districts could not provide documentation of appropriate instruction in reading and mathematics for students further identified as having disabilities. The districts' self-assessments did not support appropriate instruction in reading, language, or mathematics, and the districts did not provide appropriate interventions to address the deficit before determining eligibility.

These 2 districts received written notification of noncompliance with specific provisions of the Part B regulations during FFY 2008. The State verified timely correction of noncompliance for both districts: (1) required the Local Educational Agency (LEA) to change policies, procedures and/or practices that contributed to or resulted in noncompliance; (2) determined that each LEA is 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 OSEP's Memorandum 09-02.

During FFY 2008, 6 districts flagged for over representation and 12 districts for under representation submitted a self-assessment tool to the State.

The State reviewed each district's self-assessment tool with verification by an on-site visit or desk audit and determined that all policies and procedures were in compliance with the requirements of 34 CFR §300.111, §300.201, and §300.301 through §300.311.

The practices of 16 districts were found to be consistent with 34 CFR §300.111, §300.201, and §300.301 through §300.311. However, the State determined that the remaining 2 districts were out of compliance with particular provisions of the Part B regulations related to determination of eligibility (e.g., appropriate documentation to support consideration for eligibility when exclusionary factors were present such as lack of appropriate instruction in reading and mathematics) and concluded that these districts' disproportionate representation was the result of inappropriate identification. The State found that although the districts' written policies and procedures were in compliance with Part B, the districts could not provide documentation of appropriate instruction in reading and mathematics for students further identified as having disabilities. The districts' self-assessments did not support appropriate instruction in reading, language, or mathematics, and the districts did not provide appropriate interventions to address the deficit before determining eligibility.

These 2 districts received written notification of noncompliance with specific provisions of the Part B regulations during FFY 2009. The State will report on correction of noncompliance in the FFY 2009 APR due February 1, 2011. The State directed these districts to develop improvement plans to correct the noncompliance. The one year timeline for verifying correction of noncompliance has not yet passed.

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

The State will end the following improvement activities based on the previously designated timelines: (1) Early Intervening Services (EIS) Documentation, (2) Revised Self-Assessment Monitoring Protocol Process, and (3) Revised Technical Assistance.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

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 2008 (2008-2009)</i>	100% 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 2008:

94% (23,594 out of 25,059) (94.15% actual computation, template rounded) 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 2008 target (100%); however, this data demonstrated progress (5.02%) from the FFY 2007 data (89.13%).

Timeline Reviews assess the effectiveness of each school district’s ability to meet timelines for initial evaluations. Each district submitted a timeline report by July 31 for the previous fiscal year. Georgia has a 60-day requirement from receipt of consent to eligibility determination. Districts that had less than 100% of their evaluations completed in a timely manner were determined to be noncompliant and were provided written notification.

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

a. Number of children for whom parental consent to evaluate was received	25,059
b. Number of children whose evaluations were completed within 60 days (or State- established timelines)	23,594
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)	94%

Total number of children with parental consent received was 25,237 with 178 allowable exceptions yielding the reported 25,059 children with parental consent.

Eligibility determinations for 1,465 students were not completed within 60 days. This number represented 5.85% of all eligibility determinations in FFY 2008. This was a decrease from 2,375 (10.87%) in FFY 2007.

- 421 eligibility determinations were completed 1-10 days after 60 days.
- 363 eligibility determinations were completed 11-30 days after 60 days.
- 297 eligibility determinations were completed 31-60 days after 60 days.
- 384 eligibility determinations were completed 60+ days after 60 days.

A data analysis of the number of days late in FFY 2007 indicated the greatest need for improvement was eligibility determinations completed more than 60 days beyond the timeline, which consisted of 760 in FFY 2007. Districts were targeted for technical assistance, and the number decreased to 384 in FFY 2008. Districts having these significant delays reported that the delays were due to lack of personnel (e.g., psychologists and speech language pathologists) to complete the evaluations.

Districts completed 94.15% of evaluations in a timely manner in FFY 2008. The analysis of the 5.85% of the evaluations that were delayed included the following reasons:

- student delays (excessive absences, withdrawal and re-enrollment) (1.92%);
- parent delays (canceling meetings, not providing relevant information in a timely manner) (14.81%);
- teacher/evaluator delays (teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists) (69.00%); and
- district errors (no tracking system in place, errors in tracking, errors in policies and procedures) (14.27%).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

Although the State did not meet its target, Georgia has made progress over time with the percentage of children evaluated within the 60-day timeline.

A district-level analysis showed that 69.06% (125) of the districts were 100% compliant with meeting timelines. This is an increase from 49.7% (92) of the districts during FFY 2007. Another 25.41% (46) of the districts were 90-99.9% compliant; resulting in 94.46% of the districts compliant at 90% or higher. These results showed an increase from 82.6% in FFY 2007. Only one district (0.6%); district was below 70%. This is down from 1.6% (3 districts) in FFY 2007

Sanctions were applied when districts failed to correct noncompliance within one year of identification. All districts in noncompliance for completing evaluations within 60 days timelines developed correction/ improvement activities as part of the districts consolidated application, Comprehensive LEA Improvement Plan.

Superintendents whose districts were found to be in noncompliance were notified by letter. All noncompliant districts were required to examine their policies, practices, and procedures to reduce barriers to meeting timelines. In addition, districts updated their Local Education Agency (LEA) Implementation Plans to reflect improvement activities to address noncompliance.

The State continued to utilize the technical assistance of OSEP’s Memorandum on the timely correction of noncompliance and the Part B state contact during the monthly OSEP conference calls to evaluate and resolve the State’s noncompliance with the completion of evaluations within 60 days and the correction within one year of identification for any noncompliance identified. The GaDOE provided written technical assistance to all districts within the state on actions and strategies to resolve issues related to the timely evaluations and correction of identified noncompliance within one year of identification. Districts that were noncompliant received individual TA with specific strategies and suggestions. The State continued to work with the National Personnel Center and targeted districts to resolve personnel issues that impacted compliance with timelines.

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance):

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: **89.13%**

4. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	57
5. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	57
6. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more

than one year from identification of the noncompliance):

7. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
8. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
9. NNumber of FFY 2007 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

During FFY 2007, the State issued 57 findings of noncompliance for evaluations completed within 60 days. Of those findings, 49 were the result of annual timeline reviews and 8 were the result of Dispute Resolution. The State has verified that each district with noncompliance is correctly implementing the specific regulatory requirement and have completed the initial evaluation for each student for whom the evaluation was late. All findings of noncompliance were corrected within 1 year of identification. The State verified that each district with noncompliance completed the requirement of updating the LEA Improvement Plan to include strategies/activities for addressing timeline noncompliance, including revising policies, practices and procedures that may present barriers to meeting the 60 day timeline. Districts submitted annual updates on improvement plans documenting the completion of strategies/activities. In addition, the state verified timeline reports for noncompliant districts, including a review of eligibility reports to verify completion of the evaluations that were late.

Correction of noncompliance was verified no later than one year after noncompliance was identified. The timeline logs for districts were reviewed within one year of identification. The noncompliance identified through other methods such as records reviews or dispute resolution were also reviewed within one year. The state verified timeline reports for noncompliant districts, including a review of eligibility reports to verify the completion of evaluations that were late. All findings of noncompliance for timelines were corrected within one year.

The State is able to report the required data and have verified that all identified noncompliance has been corrected within one year of identification, thus the LEAs are correctly implementing the specific regulatory requirements and have completed the initial evaluation for each student for whom the evaluation was late, unless the child is no longer within the jurisdiction of the LEA.

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

The State will revise wording for the following improvement activities:

Compliance Procedures for Timeline Requirements - This activity will be revised to reflect a new date for which the district improvement activities must be submitted with the Comprehensive LEA Implementation Plan. The activity previously required a due date of August 31. Timeline data are due to the State by July 31. The data must be reviewed and entered into the database for all 187 districts prior to written notification of noncompliance. Once written notification is provided, districts must be provided time to meet with stakeholder groups to review policies, practices and procedures and develop the improvement plan. Therefore, the State would like to revise the due date for the revised Comprehensive LEA Implementation Plan to November 1.

Technical Assistance for Noncompliant Districts - The State will provide technical assistance for districts that are not meeting timeline compliance at 85% or below. Technical assistance is designed around the specific activities districts have included in their LEA Implementation Plan and includes a review of their policies, practices and procedures for timelines and provides resources to assist them in meeting the timelines. District data is reviewed the following year to determine the percentage of districts that meet compliance.

In addition to the first level of technical assistance, the State will provide more in-depth targeted technical assistance for districts that are meeting timeline compliance at 70% or less. The State will direct the activities to be included in the Corrective Action Plan for those districts, which may include the periodic submission of timeline reports throughout the school year. District data is reviewed the following year to determine the percentage of districts that meet compliance

The State will delete the following improvement activity: *Monthly Monitoring for Noncompliant Districts*- because appropriate technical assistance has been included in another improvement activity.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

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 eligibilities were 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.
- 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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2008 (2008-2009)	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 2008:

98% (1821 out of 1860) (97.9% actual computation, template rounded) 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 2008 target (100%). However, this data represent progress (1.7%) from the FFY 2007 data (96.3%).

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

Timeline Reviews assess the effectiveness of school districts ability to meet timelines for children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program developed and implemented by their third birthdays. Each district submitted a timeline report, which was reviewed to determine compliance by July 31 for the previous fiscal year. Districts that had less than 100% were determined to be noncompliant and were provided written notification. The state was not collecting data for element e during FFY 2008, but has adjusted the data collection for FFY 2009 to collect this information.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination)	2209
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	317
c. # of those found eligible who have an IEP developed and implemented by their third birthdays	1821
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	33
e. # of children who were referred to Part C less than 90 days before their third birthdays.	(not collected in FFY 2008, nor required)
# in a but not in b, c, d, or e.	39
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%

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:

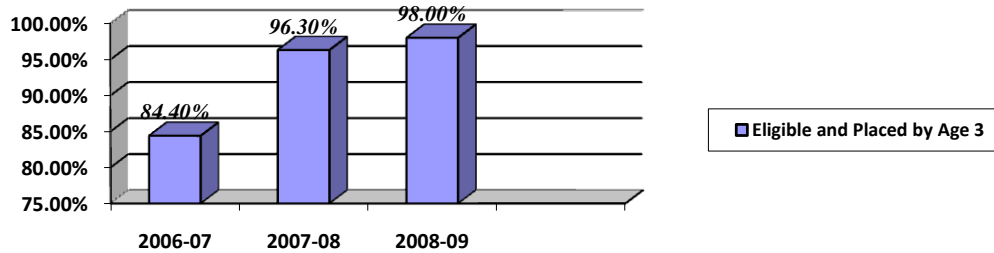
Number of Students	Number of Days
10 students	1 – 10 days late
18 students	11 – 30 days late
5 students	31 – 60 days late
6 students	More than 60 days

Out of the 2209 completed referrals that were received from Part C, 39 were completed after the child’s 3rd birthday. The range of days beyond the 3rd 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.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

The State did not meet the target of 100% of children referred by Part C prior to age 3, who were found eligible for Part B and have an IEP developed and implemented by the third birthday. However the State’s results in meeting this target have continued to increase significantly. The percentage of students who were evaluated, determined eligible, and had an IEP implemented on or before their 3rd birthdays increased from 84.4% (FFY 2006) to 96.3% (FFY 2007) to 98% (FFY 2008). Please see the following graph, which denotes the State’s three-year trend data.

Eligible and Placed by Age 3



The Georgia Department of Education (GaDOE) has worked successfully with Part C (Babies Can’t Wait) to improve the accuracy of data for students transitioning from Part C to Part B through our data sharing Georgia Supervision and Enhancement Grant (GSEG), as well as 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 3rd birthday. Additional GaDOE improvement activities have 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 GSEG which was awarded to GaDOE and the Department of Community Health (DCH) in April 2007 to develop and implement a shared database to facilitate the transition process by sharing data between Part C and Part B agencies ended December 31, 2008, and the database went live in January 2009. Within the past 12 months, five pilot runs of the database have successfully connected the data of nearly 2,500 children from both agencies. The agencies will continuously review Georgia’s data sharing database and procedures to make appropriate technical enhancements.

Finally, GaDOE continues to be an active member of the Part C (Babies Can’t Wait) State Interagency Coordinating Council, their Early Intervention Partnership Team, as well as the development of Georgia’s Early Childhood Comprehensive System. Part C (Babies Can’t Wait) continues to be an active member of our State Advisory Committee. Collaboration and transition initiatives from Part C to Part B are ongoing.

Correction of FFY 2007 Findings of Noncompliance (if State reported less than 100% compliance)

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 96.3%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	14
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	14
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent)

The State notified district superintendents through letters of their noncompliance. All noncompliant LEAs were required to examine their policies, practices, and procedures to reduce barriers to meeting timelines. Noncompliant districts were instructed to submit improvement plans describing the activities they would conduct to become compliant within (1) year. The improvement plans were written in their Comprehensive LEA Implementation Plan (CLIP), which is part of the district’s Consolidated Application.

During FFY 2007, the State cited 14 findings. The districts received written notification of identification of noncompliance that also outlined activities required to correct the noncompliance. District liaisons and the State’s timeline facilitator provided technical assistance for the noncompliant districts. The districts corrected the identified noncompliant issues within one year. The state verified this through district review of records to include timeline reports and a review of eligibility reports to verify completion of each evaluation that was late. The state has verified that each district with noncompliance reported by the state under this indicator in FFY2007 is correctly implementing the specific regulatory requirements and the district has

developed and implemented the IEP for each student, although late, unless the child is no longer within the jurisdiction of the district.

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008 (if applicable):

The GaDOE will update the SPP by adding the following new improvement activities.

Compliance Procedures for Timeline Requirements - All districts not in 100% compliance must develop improvement activities to address timelines in the Consolidated Application, LEA Implementation Plan. The reason for noncompliance must be submitted with the Timeline Summary Report by July 1. District improvement activities must be submitted with the Comprehensive LEA Implementation Plan by November 1 annually.

Timelines (FY09 – FY11) Resources (GaDOE Personnel and District Special Education Personnel)

Technical Assistance for Noncompliant Districts - Appropriate staff from districts with significant noncompliance and State staff will review the district's previous annual timeline data and current practices to correct timeline noncompliance. Technical assistance from the State will be provided. Revision of current district policies, practices, and procedures that contribute to timeline noncompliance will be made.

The State will provide more in-depth targeted assistance for districts that are meeting timelines at 70% or less. Technical assistance will continue to be provided for all noncompliant districts; however, the State will direct the activities to be included in the Corrective Action Plan for those that are noncompliant at 70% or less, which may include the monthly submission of timeline reports to the State.

Annual Training for School Districts and Babies Can't Wait Staff - Annual collaborative training to increase accuracy of implementation of OSEP requirements for transition for both Part C and Part B. For noncompliant districts this will be a required technical assistance activity.

Timelines (FY10 – FY11) Resources (GaDOE Personnel, BCW Personnel)

The GaDOE will update the SPP by revising the following improvement activities.

Data Collection - The State collaborated with WESTAT and Part C to submit a GSEG grant to refine the data collection procedures between BCW and the State. The State received the grant spring 2006. BCW and the State will develop a data sharing application, which will allow an automated data collection of children transitioning from Part C to Part B. Until the automated data collection is implemented, the State will continue to collect the timelines from local districts. GSEG data sharing application went live 12-08. Data sharing between Part C and Part B is on-going. The development and implementation of this automated data collection shall increase accuracy of transition from Part C to Part B data reporting.

Interagency Agreement - The Interagency Agreement between the Department of Community Health/Babies Can't Wait and the State was revised to improve the effective transition of children between the programs. Memorandums of Understanding between both agencies will be developed as needed.

Submission of Timelines - The State will revise the title of this activity to Transition Procedures. Develop and/or revise guidance on the transition from Part C to Part B procedures and provide technical assistance for all districts. The State will redeliver the training at least once each fiscal year and subsequent trainings as needed. As a result of the guidance and ongoing trainings, the State should reach 100% compliance for this indicator. Timelines (FFY 2008 – FFY 2011)
Resources (GaDOE Personnel)

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

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.

Correction of FFY 2007 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2007 for this indicator: 85.8%

1. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008)	101
2. Number of FFY 2007 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	101
3. Number of FFY 2007 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more

than one year from identification of the noncompliance):

4. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2007 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2007 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

The 36 districts that were found noncompliant with 101 findings in FFY 2007 have now been found compliant. Correction of noncompliance was verified through a review of IEP’s. Each previously noncompliant IEP now includes the required transition content for each student, unless the youth is no longer within the jurisdiction of the LEA consistent with Office of Special Education Programs (OSEP) memo 09-02. In addition, the State has verified through a desk audit that the districts are correctly implementing the specific regulatory requirements so that each IEP includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, as well as annual IEP goals related to the student’s transition services needs. There is also evidence that the student was invited to the IEP Team meeting where transition services were discussed and evidence that 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, when appropriate.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable):

1. Number of remaining FFY 2006 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	3
2. Number of remaining FFY 2006 findings the State has verified as corrected	3
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

Verification of Correction

The 3 districts that were remained noncompliant from FFY 2006 have now been found compliant. Correction of noncompliance was verified through a review of IEP’s. Each IEP includes the required transition content for each student, unless the youth is no longer within the jurisdiction of the district consistent with OSEP memo 09-02. In addition, the State has verified through a desk audit that the districts are correctly implementing the specific regulatory requirements so that that each IEP includes appropriate measurable postsecondary goals that are

<p>the State must report on the timely correction of the noncompliance reported by the State under this indicator in the FFY 2007 APR.</p> <p>The State must demonstrate, in the FFY 2008 APR due February 1, 2010, that the State is in compliance with the requirements in 34 CFR §300.320(b), including correction of the noncompliance the State reported under this indicator in the FFY 2007 APR (three findings from FFY 2006 and the findings from FFY 2007).</p> <p>The State must report, in its FFY 2008 APR due February 1, 2010, that it has verified that each LEA with noncompliance reported by the State under this indicator in the FFY 2007 APR: (1) is correctly implementing the specific regulatory requirements; and (2) has developed an IEP that includes the required transition content for each youth, unless the youth is no longer within the jurisdiction of the LEA consistent with OEP memo 09-02.</p>	<p>Source 4: The State participated in various webinars and technical assistance teleconferences with Catherine Fowler and the National Secondary Transition Technical Assistance Center to facilitate knowledge and learning on Indicator #13.</p> <p>As a result of that technical assistance, the State took the following actions with local districts. All three findings of partial correction reported in the FFY 2007 APR which were identified in the FFY 2006 have now been verified as being in total compliance. The districts who were in partial compliance participated in the Transition Conference held in Atlanta in October 2008. This included participation in the preconference session held by Dr. Mary Morningstar and individual technical assistance provided by the GaDOE on site at the conference. Districts then developed an action plan specific to the development of transition plans. Transition plans subsequent to conference participation were submitted to the GaDOE for review, and each district then received specific technical assistance via conference call. The state has verified that each district with noncompliance reported by the state under this indicator in FFY 2007 (identified in FFY 2006) is correctly implementing the specific regulatory requirements and had developed an IEP for each student that includes the required transition content unless the youth is no longer under the jurisdiction of the district.</p> <p>In its FFY 2007 APR, Georgia reported 36 districts had noncompliant transition plans for students, 101 individual findings of noncompliance. All 36 districts have corrected their noncompliance and each of the 101 students has IEPs with required content. Districts received individual review of transition plans, support through webinars and individual conference calls.</p> <p>The state has verified that each district with noncompliance reported by the state under this</p>
---	---

	<p>indicator in FFY 2007 is correctly implementing the specific regulatory requirements and had developed an IEP for each student that includes the required transition content unless the youth is no longer under the jurisdiction of the district.</p>
--	---

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development:

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) and 1442)

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).

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>FFY 2008 (2008-2009)</i>	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 2008:

99.96% of noncompliance was identified and corrected as soon as possible but in no case later than one year from identification.

99.96% (2826 of 2827) of all identified non-compliance were corrected within one year of identification. The State did not meet its FFY 2008 target (100%) but showed **progress (1.23%)** from the FFY 2007 data (98.73%).

Describe the process for selecting LEAs for Monitoring:

The Georgia Continuous Improvement Monitoring Process (GCIMP) includes the following activities: Focused Monitoring (FM), Records Review, Data Profiles for each district, Reporting of timelines for initial evaluation, reevaluations and transition from Babies Can't Wait (Part C), local stakeholder committees and improvement plans with annual updates, information about complaints, mediation and due process hearings and annual summary of progress for each district.

The State Advisory Panel for Special Education serves as the statewide stakeholder committee for GCIMP. The panel reviews and analyzes Georgia's progress on the state's Performance Goals for Students with Disabilities and determines the priority goals for Focused Monitoring for each school year based on student data and provides input on other monitoring activities and priorities as well.

Focused Monitoring

Once priorities are determined, school districts are ranked based on their data for each priority goal and compared against districts of similar size. Districts are sorted into five size groups so that districts are compared to districts of similar size. The districts from the lowest quartile of each enrollment size group were selected for on-site reviews. Local districts selected for FM are those that have the greatest opportunity for improvement. The on-site 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.

Student Record Reviews

Student record reviews for due process procedural compliance are a component of the GCIMP to meet portions of the state's general supervision responsibilities. At least one-sixth of the state's local districts will receive a record review annually. The State maintains an internal schedule and notifies districts approximately one month prior to the on-site visit. Districts may receive more than one review within the six year period if other factors warrant more frequent monitoring of records (i.e. formal complaints, numerous parent phone calls from a district, noncompliance with timelines, etc.)

Timeline Reviews

Timeline summary reports are submitted to the State annually in July along with the district's improvement and comprehensive plans. Each local district submits a summary of its performance in meeting timelines for initial placements, eligibility redeterminations, and Babies Can't Wait (part C) preschool transitions that have been completed during that fiscal year (July 1-June 30).

Dispute Resolution

The records of complaints, due process hearings and mediations are also used to inform the state about compliance. Areas of noncompliance from complaints and due process hearings are followed up by Divisions for Special Education staff. Data is also reviewed to determine if any district has an inordinate amount of noncompliance findings from dispute resolution.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2008:

The issues resulting in findings of noncompliance for district as an outcome of a complaint investigation or a due process hearing were identified through an analysis of the data in the dispute resolution database. Technical assistance was provided to districts to support the development of training materials for staff in the event there was a finding of noncompliance related to a systemic concern. Topics for guidance to districts in the monthly GaDOE District Liaison (DL) Update provided additional technical assistance to districts throughout the State related to the areas of identified noncompliance.

In FFY 2007, all districts identified as having findings of noncompliance through monitoring activities were required to submit a Corrective Action Plan to include actions the district would take to correct all findings, professional learning required, resources and funding sources being committed to the action, and documentation to be submitted to the State for verification of correction. The State required districts to submit documentation three times throughout the year. Following the submission of documentation, a compliance program specialist would review the information and provide follow-up phone conferences with district level staff. Additionally, technical assistance visits were also conducted when additional support was needed to assist the district in correction of noncompliance.

In FFY 2007, 2 districts were identified as having disproportionate representation due to inappropriate identification. The State provided ongoing technical assistance for districts determined to have disproportionate representation. During August 2008, all districts with disproportionate representation completed a self-assessment protocol and discussed pertinent next steps with State staff during a conference call. Districts identified as having disproportionate representation due to inappropriate identification developed action plans and included information for correcting noncompliance practices in the district's consolidated application. These districts attended a state forum (March 2009) to engage in meaningful collaboration about the Self-Assessment Monitoring Protocols.

Districts with disproportionate representation were strongly encouraged to participate in the State's ongoing Elluminate sessions on Response to Intervention. Representatives from the Division for Special Education collaborated with other Divisions (e.g., School Improvement, Curriculum, and Title I) to provide comprehensive professional learning opportunities.

FFY 2007, 1 district was identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The State required the district to complete a Self-Assessment Monitoring Protocol to conduct a review of policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports (PBIS), and procedural safeguards to ensure compliance.

The Self-Assessment Monitoring Protocol addressed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The district was required to convene a Self-Assessment team representative of its demographics and rate the district's proficiency in ten discipline indicators (*e.g., positive behavior supports, school-wide discipline, explicit behavioral instruction, data-based decision making, research-based practices, high-quality professional*

learning activities, Development of Behavior Intervention Plans (BIPs) based on Functional Behavioral Assessments (FBAs), Ongoing reviews of BIPs, Appropriate monitoring of data, family involvement, etc.)

The district’s team provided data for the State in the form of a Self-Assessment, which reflected a proficiency rate of less than 50% among the ten broad indicators. The State found noncompliance with the requirements of IDEA in the 1 district that had been identified with a significant discrepancy. The State notified the district of their noncompliance and required the districts to revise the noncompliant policies, procedures and practices within one year of identification. The State provided technical assistance to this district and verified within 1 year of notification that the district is correctly implementing the specific regulatory requirements.

The district was required to review and revise its policies, procedures and practices for discipline. In addition to the review, the State required the district to develop a corrective action plan for the identified noncompliance and update its action plan in the consolidated application. Consequently, state staff reviewed and approved the district’s plan for addressing cited noncompliance and revising policies, procedures and practices relating to establishing positive behavior supports, school-wide discipline, appropriate development and use of BIPs, monitoring and use of data to make decisions.

Note: For this indicator, report data on the correction of findings of noncompliance the State made during FFY 2007 (July 1, 2007 through June 30, 2008).

Correction of FFY 2007 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance):

4. Number of findings of noncompliance the State made during FFY 2007 (the period from July 1, 2007 through June 30, 2008) (Sum of Column a on the Indicator B15 Worksheet)	2827
5. 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)	2826
6. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1

Correction of FFY 2007 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

7. Number of FFY 2007 findings not timely corrected (same as the number from (3) above)	1
8. Number of findings the State has verified as corrected beyond the one-	1

year timeline (“subsequent correction”)	
9. Number of findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent)

In FFY 2007 there were 17 districts with 43 findings of noncompliance identified through the formal complaint process or a due process hearing decision. Letters to the districts described the required documentation that must be provided to the State to demonstrate compliance. A timeline for submission of the documentation is included in the letter. During the FFY 2008 year 100% of these issues were cleared as documentation of compliance through specified corrective action produced by the district was reviewed and approved by staff at the GaDOE. The State has verified that all instances of noncompliance have been corrected (including noncompliance identified through the State’s monitoring system, through the data system and by the Department) and has verified that the district is correctly implementing the specific regulatory requirements. In all circumstances of noncompliance, correction has been verified for each individual student issue identified in the district.

In FFY 2007 there were 92 districts with 2781 findings of noncompliance identified through monitoring activities. Some of the districts were identified as having multiple findings. During FFY 2008, there was 1 district that did not correct 1 finding of noncompliance on Indicator 2: Percent of youth with IEPs dropping out of high school. The district that did not correct noncompliance has received targeted technical assistance and worked closely with the GaDOE staff from several offices within the Division for Special Education Services including Compliance, Curriculum, and Data/Budget. The district was required to submit an amended Corrective Action Plan with specific targeted activities included. Regular meetings were held with GaDOE staff and periodic on-site visits were conducted. The State has verified that all instances of noncompliance have subsequently been corrected (including noncompliance identified through the State’s monitoring system, through the data system and by the Department) and has verified that the district is correctly implementing the specific regulatory requirements. In all circumstances of noncompliance, correction has been verified for each individual student issue identified in the district.

The remaining 91 districts constituting 2780 of the findings identified in FFY 2007 through monitoring activities corrected all instances of noncompliance within one year of notification of noncompliance. The State required periodic data submissions of each district. The documentation was reviewed by staff of the compliance unit. Feedback and technical assistance was provided to each system following each documentation submission. The periodic reviews included additional on-site visits in some instances. The State has verified that all instances of noncompliance were 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 circumstances of noncompliance, correction has been verified for each individual student issue identified in the districts.

In FFY 2007, 2 districts were identified as having disproportionate representation due to inappropriate identification. The 2 districts have corrected the noncompliance within 1 year of identification. The 2 districts were asked to submit eligibility reports for review by the State. If additional technical assistance was needed, GaDOE staff made on-site visits to the districts to provide additional support in correction of noncompliance. The State has verified that all instances of noncompliance were corrected within one year of 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 circumstances of noncompliance, correction has been verified for each individual student issue identified in the districts. The State identified 2 districts as having inappropriate identification in FFY 2008 and will report timely correction for these districts in the FFY 2009 APR.

FFY 2007, 1 district was identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The State required the district to develop a corrective action plan to address the noncompliance within a year of written notification. The State provided the district with technical assistance during the year to address the significant discrepancy. The district submitted documentation to the state necessary to support successful completion of action steps outlined in the corrective action plan. Based upon the documentation supporting revised policies, procedures and practices relating to Development of Behavior Intervention Plans (BIPs) based on Functional Behavioral Assessments (FBAs), Ongoing reviews of BIPs, Appropriate monitoring of data, family involvement. The State has verified that all instances of noncompliance were corrected within one year of 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 circumstances of noncompliance, correction has been verified for each individual student issue identified in the districts.

Correction of Remaining FFY 2006 Findings of Noncompliance (if applicable)

If the State reported <100% for this indicator in its FFY 2006 APR and did not report that the remaining FFY 2006 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2006 findings noted in OSEP’s June 1, 2009 FFY 2007 APR response table for this indicator	3
2. Number of remaining FFY 2006 findings the State has verified as corrected	3
3. Number of remaining FFY 2006 findings the State has NOT verified as corrected [(1) minus (2)]	0

Verification of Correction

The 3 districts that were found noncompliant in FFY 2006 have now been found compliant. Correction of noncompliance was verified through a review of IEP’s. Each IEP includes the required transition content for each student, unless the youth is no longer within the jurisdiction

of the district consistent with OSEP memo 09-02. In addition, the State has verified through a desk audit that the districts are correctly implementing the specific regulatory requirements so that that each IEP 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 is also evidence that the student was invited to the IEP Team meeting where transition services were 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 had reached the age of majority. The State has verified that all instances of noncompliance were corrected within one year of 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 circumstances of noncompliance, correction has been verified for each individual student issue identified in the districts.

Revisions, with Justification, to Improvement Activities / Timelines / Resources for FFY 2008
(if applicable):

No changes in targets or improvement activities are recommended for this submission.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: Please see the initial section.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

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

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>FFY 2008 (2008-2009)</i>	100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

Actual Target Data for (FFY 2008):

Table 1. Signed Written Complaints

	<i># of written, signed complaints with reports issued (1.1)</i>	<i># of decisions within 60 days (1.1b)</i>	<i># of decisions within appropriately extended timelines (1.1c)</i>	<i>Percent resolved within timelines</i>
<i>FFY 2008 (2008-2009)</i>	39	39	0	100%

Actual Target Data for (FFY 2008): 100% (39 of 39) signed written complaints with reports issued were resolved within 60-day timeline or an extended timeline for exceptional

circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

The *State did meet the FFY 2008 target (100%)* and showed progress from FFY 2007 (81.08%) of complaints resolved within timelines.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2008):

The data in Table 1 reports 100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agreed to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state.

During FFY 2008, the State received technical assistance from Office of Special Education Programs (OSEP) state contact, the Southeast Regional Resource Center (SERRC) and the National Center on Dispute Resolution (CADRE) regarding the complaint process as well as establishing a continuum of alternative dispute resolution processes.

During FFY 2008, the Division for Special Education Services provided technical assistance to school districts in dispute resolution through monthly written communications to the local special education directors. The complaint process was included as a topic. Training on the dispute resolution processes was provided to special education directors and parents at the Parent Mentor Training Workshop, the Special Education Spring Leadership Meeting, the Special Education Leadership Development Academy (SELDA) and the Georgia Council of Special Education Administrators (GCASE) conference.

The revision of the Dispute Resolution Data Application was completed in FFY 2008 and provides an interactive database to review data for improvement, locate critical information by Georgia Testing Identifier (GTID) number and produce the data elements for Table 7. The web based application was retooled to provide additional data useful in reporting and providing technical assistance to districts in the areas of compliance. The effectiveness of this activity is measured by the accurate and timely submission of Table 7.

During FFY 2008 the State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute 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. Recommendations to provide technical assistance to districts in these areas as well as more information to parents on accessing the complaint process were made. The SAP subcommittee developed a brochure on the dispute resolution processes, which is available on the GaDOE website.

FFY 2008 was the first year complaint investigators were selected through a Request for Proposals (RFP) process. Georgia has nine complaint investigators under contract for FFY 2008. They received complaint investigation assignments based on their areas of expertise and availability. Any potential conflict of interest was also a consideration in making an assignment.

In addition, GaDOE provided training on the investigation process to be followed and federal and state law. The contracted complaint investigators assisted the state in meeting required timelines and addressing all issues raised by the complainant in the resolution letter.

The Divisions for Special Education staff, who may serve as complaint investigators, received ongoing professional development on the investigation and resolution process.

The FFY 2007 SPP/APR Response Status Table #16 required the Georgia Department of Education to submit documentation that the State issues written decisions to each complainant that addresses each allegation in the State complaint by November 17, 2009. The State submitted the required compliance documentation to OSEP on October 22, 2009. In a letter dated January 13, 2010, the state was notified that the Office of Special Education Program is satisfied that the noncompliance with 34 CFR § 300.1529a)(5) has been corrected.

Parent Training – Trainings offered to parents for written complaints, due process hearing requests, resolution sessions and mediation. These trainings could possibly be offered to parents through regional trainings at the Georgia Learning Resource Systems (GLRS); PTI/Parent to Parent distributed to clinics, pediatricians' offices and information included in Parents Rights forms given at meetings with parents in which there is reference to the brochure on dispute resolution and reference to the website where the information is accessible.

Revisions, with Justification, to Proposed Targets /Improvement Activities /Timelines/ Resources for (FFY 2009):

No changes in targets were recommended for this indicator. The State will *add the following improvement activities* and *update* the State Performance Plan to reflect the changes.

SEA Training - GaDOE staff will attend trainings on complaint investigation, as available, through SERRC or other resources. GaDOE staff will work to facilitate the formal complaint process by participating in the Center for Appropriate Dispute Resolution in Special Education (CADRE) listserv for dispute resolution managers. One GaDOE staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the OSEP Data Mangers meeting and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for the complaint processes. These activities will support improvement of dispute resolution process. The effectiveness of the training is measured by completing investigations in a timely manner.

State Complaint Investigator Training Module - The investigator training materials will be expanded and revised based on materials acquired through technical assistance activities each year. One day training for investigators and mediators each July will focus on IDEA regulations and other regulations as needed. The training will include IDEA case law relevant to frequently occurring issues in Georgia identified through data review. Survey results from participants in the complaint process will be used to evaluate the knowledge and procedural conduct of investigators. These results will provide data for future improvements.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: Please see the initial section.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing request, within the required timelines.

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

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

<i>FFY</i>	<i>Measurable and Rigorous Targets</i>
2008 (2008-2009)	100% of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing request, within the required timelines.

Actual Target Data for (FFY 2008):

Table 1 Hearing Requests Data

FFY	# of hearing requests (3)	# of hearing requests withdrawn or settled prior to completion of hearing (3.3)	Hearings fully adjudicated (3.2)	# of hearing decisions with 45 days (3.2a)	# of hearing decisions within appropriately extended timeline (3.2b)	Percentage completed within 45- days or appropriate extension
2008 (2008-2009)	107	87	4	0	4	100%

Actual Target Data for (FFY 2008): 100% (4 of 4 hearings) of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing request, within the required timelines. The State met the FFY 2008 target (100%) and showed progress from the FFY 2007 (66.6%).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2008:

The data in Table 1 reports that Georgia met the required target of 100% of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing request, within the required timelines.

The Divisions for Special Education worked with the Southeast Regional Resource Center (SERRC) to contract with Art Cernosia, a special education legal expert, to conduct a review of the Georgia Special Education Rules and Implementation Manual and the Georgia Office of State Administrative Hearing (OSAH) Rules related to due process hearings in FFY 2007. Throughout FFY 2008 the State consulted with OSAH to discuss the results of the review and recommendations for improving the due process hearing procedures. Technical assistance was provided by the OSEP state contact, to develop guidance for granting appropriate due process hearings extensions. This guidance was provided to the OSAH.

Data Collection Process - The Divisions for Special Education have continued to maintain their current procedures in the collection of data regarding due process hearing requests adjudicated within the 45-day timeline. The database is used to monitor all timelines and extensions. The State continues to monitor the timelines and work with OSAH to ensure compliance with the timeline requirements. Hearing decisions from fully adjudicated due process hearings as well as summary determinations and summary judgments are posted from FY 2000 forward on the GaDOE web page at http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCHearingDecisions.

Database - During FFY 2008 a revision of the Dispute Resolution Data Application was completed that provides an interactive database to review data for improvement, locate critical information by Georgia Testing Identifier (GTID) number and produce the data elements for Table 7. The web-based application was retooled to provide additional data useful in reporting and providing technical assistance to districts in the areas of compliance. The effectiveness of this activity is measured by the accurate and timely submission of Table 7.

Communication Strategies - During FFY 2008, the Division for Special Education Services provided technical assistance to school districts in dispute resolution through monthly written communications to the local special education directors. Due process hearing procedures and early resolution sessions were included as topics. Training on the dispute resolution processes was provided to special education directors and at the Parent Mentor Training Workshop, the Special Education Spring Leadership Meeting, the Special Education Leadership Development Academy (SELDA) and the Georgia Council of Special Education Administrators (GCASE) conference.

State Advisory Panel Dispute Resolution Subcommittee - During FFY 2008 the State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute data, recent due process hearing decisions and provided feedback and recommendations to the State regarding dispute resolution. The SAP subcommittee developed a brochure on the dispute resolution process, which is available on the GaDOE website. Looking at the dispute resolution process as a whole, there were 107 requests for due process hearings between July 1, 2008 and June 30, 2009. 87 cases were resolved without going to a hearing as of June 30, 2009. 34 of the 87 cases (39%)

resolved without a hearing were settled through early resolution sessions and mediations agreements. 35 of the 87 cases (40.2%) were withdrawn by parents. The remaining 18 cases were resolved for other reasons. 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.

The Georgia Part B FFY 2007 SPP/APR Response Table #17 directed the State submit to OSEP documentation that the State ensures compliance with the requirement that when hearing officers grant extensions of the 45 day timeline for issuing final decisions in the due process hearings, they specify either the length of the extension or the new date by which the hearing officer must mail the decision to the parties. The State was required to submit documentation to OSEP by November 17, 2009. The State submitted the required documentation on September 2, 2009 and October 22, 2009. In a letter dated January 13, 2010, the state was notified that the Office of Special Education Program is satisfied that the noncompliance with 34 CFR § 300.515(a) and (c) has been corrected.

Parent Training – Trainings offered to parents for written complaints, due process hearing requests, resolution sessions and mediation. These trainings could possibly be offered to parents through regional trainings at the Georgia Learning Resource Systems (GLRS); PTI/Parent to Parent distributed to clinics, pediatricians' offices and information included in Parents Rights forms given at meetings with parents in which there is reference to the brochure on dispute resolution and reference to the website where the information is accessible.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2008):

The State will *add the following improvement activities* and *update* the State Performance Plan to reflect the changes.

SEA Training - GaDOE staff will attend trainings on dispute resolution, as available, through SERRC or other resources. GaDOE staff will work to facilitate impartial and compliant due process hearings by participating in the CADRE listserv for dispute resolution managers. One GaDOE staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the OSEP Data Mangers meeting and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: Please see the initial section.

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.

<i>FFY</i>	Measurable and Rigorous Target
2008 (2008-2009)	60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Actual Target Data for (FFY 2008): 41.2% (26 out of 63 resolution sessions) resulted in a settlement agreement. The *State did not meet the FFY 2008 target (60-70%)* and showed slippage based upon the *FFY 2007 data (50%)*.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2008):

In FFY 2008 26 resolution sessions resulted in agreement which was 5 fewer than the number of settlement agreements reached in FFY 2007. However, the number of resolution sessions conducted remained consistent, increasing from 62 (FFY 2007) to 63 (FFY 2008). The nature of the disputes and the number of issues considered at the resolution sessions may account for the reduced number of agreements.

Database - During FFY 2008 a revision of the Dispute Resolution Data Application was completed that provides an interactive database to review data for improvement, locate critical information by Georgia Testing Identifier (GTID) number and produce the data elements for Table 7. The web-based application was retooled to provide additional data useful in reporting and providing technical assistance to districts in the areas of compliance. The effectiveness of this activity is measured by the accurate and timely submission of Table 7.

Updates to LEAs - During FFY 2008, the Division for Special Education Services provided technical assistance to all school districts on the topic of dispute resolution through monthly written communications to the local special education directors. The brochure developed by the Center for Alternative Dispute Resolution (CADRE) for use in understanding and preparing for a resolution session was provided as a monthly highlight. In addition, a session for special education directors focusing on the use of the resolution session was conducted at the Spring Special Education Leadership Meeting.

Districts are developing a more complete understanding of the difference between an Individualized Education Program (IEP) meeting and an early resolution session that can result in a binding agreement. The State Advisory Panel (SAP) subcommittee on dispute resolution reviewed the data, recent decisions and provided feedback and recommendations to the State regarding dispute resolution. The SAP subcommittee developed a brochure on the dispute resolution process, which is available on the GaDOE website.

Looking at the dispute resolution process as a whole, there were 107 requests for due process hearings between July 1, 2008 and June 30, 2009. 87 cases were resolved without going to a hearing as of June 30, 2009. 34 of the 87 cases (39%) that were resolved without a hearing were settled through early resolution sessions and mediations agreements. 35 of the 87 cases (40.2%) that were resolved without a hearing were withdrawn by parents. The remaining 18 cases resolved without a hearing were resolved for other reasons. 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.

Parent Training – Trainings offered to parents for written complaints, due process hearing requests, resolution sessions and mediation. These trainings were offered to parents through regional trainings at the Georgia Learning Resource Systems (GLRS); PTI/Parent to Parent information and flyers distributed to clinics, pediatricians' offices and information included in Parents Rights forms given at meetings with parents in which there is reference to the brochure on dispute resolution and reference to the website where the information is accessible.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (FFY 2008):

No changes in targets were recommended for this indicator. The State will *add the following improvement activities* and *update* the State Performance Plan to reflect the changes.

SEA Training - GaDOE staff will attend trainings on dispute resolution, as available, through SERRC or other resources. GaDOE staff will work to facilitate the effective use of early resolution sessions by participating in the CADRE listserv for dispute resolution managers. One GaDOE staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the OSEP Data Managers meeting and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution.

Part B State Annual Performance Report (APR) for FFY 2008

Overview of the Annual Performance Report Development: Please see the initial section.

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 2008	Measurable and Rigorous Target
2008 (2008-2009)	60 - 70% of mediations held will result in agreement.

Actual Target Data for (FFY 2008):

Table 1. Mediations

Fiscal Year	Mediations requests total (2)	Mediations not held including pending (2.2)	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
2008-2009	87	34	19	8	34	19	50.9%

50.9% (27 out of 53) of mediations held were resolved with an agreement. The State **did not meet the FFY 2007 target (60-70%)** and showed slippage (8.9%) based upon the FFY 2007 data (58.9%). 87 mediations were requested in FFY 2008; 53 were held. 27 mediations reached an agreement. 19 of the mediations held were related to due process hearings; 34 were not related. 34 requests for mediation were not held.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2007):

Although we did not meet our target for mediations conducted by state contract mediators, the State collected data on mediations conducted by local districts through payment to private mediation providers. If that data was combined with the State data and considered in the

calculation, the data would reflect **58.3% (42 out of 72)** of mediations held were resolved with an agreement. The inclusion of the privately funded mediations in the data would change the data to 106 mediations requested in FFY 2008; 72 were held. 42 mediations reached an agreement. 33 of the mediations held were related to due process hearings; 24 were not related. 34 requests did not go to mediation.

The State did not meet the target in FFY 2008. In reviewing the subset of mediation requests, 34 mediations were held unrelated to due process and of those, 19 were successful, resulting in a 55.8 rate of agreement. Of mediation requests 19 were conducted related to due process and of those, 8 were successful, resulting in an agreement rate of 42.1%. The mediations unrelated to due process yield a higher success rate than those related to due process.

Mediators continue to be selected through an RFP (Request for Proposals) process. Georgia had 12 mediators under contract for FFY 2008. 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.

During FFY 2008, a revision of the Dispute Resolution Data Application was completed that provides an interactive database to review data for improvement, locate critical information by Georgia Testing Identifier (GTID) number and produce the data elements for Table 7. The web-based application was retooled to provide additional data useful in reporting and providing technical assistance to districts in the areas of compliance. The effectiveness of this activity is measured by the accurate and timely submission of Table 7.

During FFY 2008, the Division for Special Education Services provided technical assistance to school districts in dispute resolution through monthly written communications to the local special education directors. Mediation was one of the topics.

The State Advisory Panel (SAP) subcommittee on dispute resolution reviewed the data, recent decisions and provided feedback and recommendations to the State regarding dispute resolution. The SAP subcommittee developed a brochure on the dispute resolution process, which is available on the GaDOE website.

Parent Training – Trainings offered to parents for written complaints, due process hearing requests, resolution sessions and mediation. These trainings could possibly be offered to parents through regional trainings at the Georgia Learning Resource Systems (GLRS); PTI/Parent to Parent distributed to clinics, pediatricians' offices and information included in Parents Rights forms given at meetings with parents in which there is reference to the brochure on dispute resolution and reference to the website where the information is accessible.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /Resources for (FFY 2008):

SEA Training - GaDOE staff will attend trainings on dispute resolution, as available, through SERRC or other resources. GaDOE staff will work to facilitate the mediation process by participating in the CADRE listserv for dispute resolution managers. One GaDOE staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the OSEP

Data Mangers meeting and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution.

Part B State Annual Performance Report (APR) for FFY08

Overview of the Annual Performance Report Development:

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 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 February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

States are required to use the “Indicator 20 Scoring Rubric” for reporting data for this indicator (see Attachment B).

FFY	Measurable and Rigorous Target
FFY 2008	a. 100.00% of Federal Data Reports and the State Performance Plan are submitted before the specified due dates. b. 100% of state reported data are accurate.

Actual Target Data for FFY08:

a. 100.00% of Federal Data Reports and the State Performance Plan are submitted before the specified due dates.

b. 100% of state reported data are accurate.

Georgia has a composite score of 100% on the OSEP Part B Indicator 20 Data Rubric.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY08:

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 send data via a web-based application to GaDOE through a secured login. Each data collection cycle includes well-documented requirements, including business rules and associated validation edits. Business rules and validations are designed to enforce state/federal laws and program requirements. District users are provided with data definitions, standards, file layouts, links to state board rules, Georgia law, and other resources. In addition to the documentation, GaDOE data collection staff and the Divisions for Special Education staff provided regional annual instructor-led workshops, conference calls, and telephone support for each application. The Divisions for Special Education conducted data reporting workshops for all new district special education directors through the New Directors' Academy in September and November 2008.

Georgia has a composite score of 100% on the OSEP Part B Indicator 20 Data Rubric. Documentation for all applications is located on GaDOE website at www.gadoe.org/pea_infosys_data.aspx. Section 618 and SPP/APR data are reported as part of the collections outlined below.

Child Find	
11. Child Find - 60 day evaluation timeline	GaDOE Data Collections – Student Record
Transitions	
12. Transitions - Part C to Part B by third birthday	GaDOE Data Collections – Student Record
13. Transition services to meet the post-secondary goals	Special Education Survey Wizard Application– Student Record Review
14. Post-secondary outcomes	Special Education Survey Wizard Application- Post-secondary Survey
Monitoring Priorities and Indicators	Data Collection Source
Monitoring Priority: FAPE in the LRE	
1. Regular diploma rate	GaDOE Data Collections – Student Record
2. Dropout rate	GaDOE Data Collections – Student Record
3. Participation and performance on statewide assessments	GaDOE Assessments
4. Suspension and expulsion rate	GaDOE Data Collections – Student Record
5. LRE - 6 through 21	GaDOE Data Collections – Full Time Equivalence Count 2 (Special Education)
6. Preschool settings with typically developing peers	GaDOE Data Collections – Full Time Equivalence Count 2 (Special Education)
7. Preschool performance	Special Education Survey Wizard Application
8. Parent involvement	Special Education Survey
Monitoring Priority: Disproportionality	
9. Disproportionate representation in special education	GaDOE Data Collections – Full Time Equivalence Count 2 (Special Education)
10. Disproportionate representation specific disability categories	GaDOE Data Collections – Full Time Equivalence Count 2 (Special Education)

General Supervision	
15. General supervision system	Special Education Survey Wizard Application – Focused Monitoring
16 - 19. Complaints, hearings, resolutions and mediations	Special Education Survey Wizard Application – Dispute Resolutions
20. Timely and accurate data	Edit systems and electronic date stamps

The data are collected on a predefined schedule. Districts maintain their data on an ongoing basis as part of their district operations. When the Student Record data is uploaded to GaDOE, the data is current as of the date of the upload within the January through June collection cycle. For FTE, the data is current as of the state-defined “count date.” The Special Education specific FTE count date is December 1st.

The Divisions for Special Education have a comprehensive database for the collection and analysis of all data related to general supervision and the Georgia Continuous Improvement Monitoring Process (GCIMP). The database includes the data elements reported for general supervision, continuous improvement, and compliance monitoring.

The State does not submit placeholder data for any 618 Federal Data Report. Georgia submitted 100% of required FFY 2008 reports on or before the due dates required by the OSEP. Georgia is a six for six states reporting all allowable 618 data via the Education Data Exchange Network (EDEN). TABLE 7 - Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act is submitted directly to Westat.

The State has procedures in place for editing and validating data submitted by data providers. File layouts indicate the data elements that are required for a particular collection cycle. For each required data element, there are validations that check whether or not an element is missing or invalid. The GaDOE staff also monitors the data collected to ensure files are uploaded with the appropriate type of data. Additional on-site data verification is conducted as part of the GCIMP including records review.

The State makes data available to the public and has procedures for reporting data quality problems with findings from the data reported. Annually, the Divisions for Special Education releases a profile report for each district within the state. These reports reflect each district’s performance on the SPP indicators and compare the district’s performance to overall state performance and the state target. The website organizes all SPP/APR indicator data in one location. Values are above or below state targets and three-year trend data when available, are included. The data are presented in multiple formats, including user-friendly graphs with navigational links to all other state reports. Guides that assist the public in the use of the report provide information on data sources and calculations are available to understand the reports. District reports can be reviewed at <http://public.doe.k12.ga.us/>.

The State has district management policies and procedures for maintaining the integrity of the data collection and reporting system.

The Divisions for Special Education continue to implement strategies for ensuring the timeliness and accuracy of data submissions. Prior to each data collection cycle, the applications go through a process of review and testing. The Quality Assurance (QA) staff conducts functional testing once updates have been made by the development staff. Pending the acceptance of QA, the applications then go through User Acceptance Testing (UAT) in the Data Collections and Reporting unit. Once it passes UAT it is placed in production and prepared for end users. All changes to data elements are developed collaboratively with consumer input and are reflected in the file layouts and user documentation.

Through the secured login, districts may review FTE data submitted since FFY 1998. This includes student detail reports, comparison reports and transmission reports as defined in the FTE Data Collections Report Descriptions at www.gadoe.org/pea_infosys_data.aspx.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY08.

No changes in targets or improvement activities were recommended for this indicator.