



State Performance Plan (SPP)/ Annual Performance Report (APR): Check-up

State Advisory Panel
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September 13, 2023

Objectives / Learning Targets

- Participants will:
 - Review Georgia's progress on meeting targets for SPP/APR clusters
 - Evaluate Georgia's trend data for SPP/APR Indicators and provide feedback

State Performance Plan/Annual Performance Report Clusters

High School & Life Outcomes

- Graduation Rate-1
- Dropout Rate-2
- Post Secondary Transition- 13
- Post School Outcomes-14
- State Systemic Improvement Plan (SSIP)-17

Disproportionality

- Significant Discrepancy-4
- Disproportionate Representation (All Disabilities)- 9
- Disproportionate Representation (Specific Disabilities)-10

Environment & Timelines

- School Age Environments-5
- Early Childhood Environments-6
- Child Find/Initial Evaluation-11
- Part C to B Transition-12

Preschool, Parent Involvement & Legal

- Preschool Outcomes-7
- Parent Involvement/Survey -8
- Resolution Sessions-15
- Mediation-16

Assessment

- Assessment-3

Compliance & Results Indicators

Compliance Indicators have a mandatory target that is set at 0% or 100%.

- 4b, 9, 10, 11, 12, and 13

Results Indicators **require targets** that must show an increase over baseline, be rigorous, and be set with the advice of stakeholders.

- 1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17

SPP/APR Resources & Information

[The State Performance Plan \(SPP\), Annual Performance Reports \(APR\) and Annual Determinations \(gadoe.org\)](#) website provides targets for Indicators and multiple presentations.

SPP/APR 2020-2025 Stakeholder Input

- SPP/APR 2020-2025 Targets (Updated November, 2022)
- SPP/APR 2020-2025 Targets
- SPP/APR 2020-2025 Target Setting Document

SPP/APR 2020-2025 Information

Updated Information	Target Group
State Advisory Panel SPP/APR Overview 9/14/2022	SAP & Stakeholders
SELDA SPP/APR Overview 10/19/2022	New Special Education Directors



High School & Life Outcomes

Indicators 1, 2, 13, 14, and 17

SPP/APR INDICATOR 1

Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

The screenshot shows the 'Special Education Annual Reports' page for Atlanta Public Schools for the 2020-2021 school year. The page features a navigation menu on the left with 'ANNUAL REPORTS' and 'DATA TRENDS'. The main content area includes the GaDOE logo, a search bar, and a dropdown for 'Report Year: 2020-2021'. Below this, there is a link to the '2020-2021 Annual Performance Summary' for Atlanta Public Schools, with an 'Export PDF' button and a link to '* Issues in Print'. A table at the bottom displays the graduation rate data.

1 GRADUATION RATE	Percent of youth with IEPs graduating from high school with a regular diploma.	State Target	LEA Rate	Met Target
		73.46%	75.43%	Y

Graduation Rate Comparison for SWD

SPP/APR Annual Event Calculation for OSEP

- Includes **all** students ages 14-21 who exit special education.
- Students do not have to graduate in 4 years.
- Alternate Diplomas will be conferred beginning in the 23-24 School Year. These students will not count as a "regular" graduates.

CCRPI Adjusted Cohort Calculation for ESSA

- Includes only high school students who exit school.
- Students must graduate in 4 years.*
- Alternate Diploma will be conferred beginning in the 23-24 School Year. These students will count as a "regular" graduates.

*except State Defined Alternate Diploma students for whom cohort reassignment is made

Regular Graduates - OSEP

Regular Graduates are defined as:

- students with disabilities receiving a high school diploma **identical** to that for which students without disabilities are eligible, and
- students with disabilities receiving a diploma that is **fully** aligned to State standards.

Students with disabilities receiving a diploma aligned with alternate standards **cannot** count toward the percentage of students receiving a regular diploma for APR calculation purposes.

Students with disabilities who exited high school with a diploma that did not meet the same standards as students without disabilities are classified as receiving a certificate for APR calculation purposes.

APR Graduation Rate for SWD

SCHOOL YEAR	GRAD RATE (APR) GA	CHANGE FROM PREVIOUS YEAR
2022	68.43% DNM Target \geq 71.55%	-1.12
2021	69.55% DNM Target \geq 73.46%	NA

DNM = Did Not Meet

SPP/APR INDICATOR 2

Indicator 2: Dropout

Percent of youth with IEPs exiting school by dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

of children with IEPs exiting school as dropouts (Age 14-21)

of children with IEPs (graduates, dropouts, or students who receive a certificate, ages 14-21) exiting school

Exiting Event Dropout Rate

SCHOOL YEAR	DROPOUT RATE IN GA	CHANGE FROM PREVIOUS YEAR
2022	22.26% Target \leq 21.56% DNM	+1.12
2021	21.14% Target \leq 22.56 MET	NA

DNM = Did Not Meet

SPP/APR Indicator 13

Indicator 13: Effective Transition (Secondary)

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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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))

Indicator 13 Secondary Transition

Transition Plan Review	SY 2020-21	SY 2021-22
100% Target	91.67% DNM GA	93.54% DNM GA

SPP/APR INDICATOR 14

Indicator 14: Post-School Outcomes

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

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Indicators 14A – 14C Post-School Outcomes

Indicator	SY 2020-2021	SY 2021-2022
14A	26.86% DNM GA (≥27.40%)	27.00% DNM GA (≥27.40%)
14B	60.34% MET GA (≥55.00%)	61.67% MET GA (≥56.00%)
14C	84.23% MET GA (≥81.00%)	84.08% MET GA (≥82.00%)

SPP/APR INDICATOR 17

Indicator 17: State Systemic Improvement Plan (SSIP)

The State-identified Measurable Result (SiMR) for FFY2021 is to increase graduation rates for students with disabilities in 50 selected LEAs.

SSIP Graduation Rate for SWD

SCHOOL YEAR	GRAD RATE SSIP GA	CHANGE FROM PREVIOUS YEAR
2022	66.84 Baseline	NA

High School & Life Indicators

- Which Indicators concern you the most in this cluster?
- What steps and/or strategies would you recommend to address areas of concern?

- 1 Graduation Rate
- 2 Dropout
- 13 Secondary Transition
- 14 Postschool Outcomes
- 17 State Systemic Improvement Plan

Interventions & Strategies

- Check and Connect
- Specially Designed Instruction
- Behavior Technical Assistance
- Budget and Data Technical Assistance



Disproportionality

Indicators 4, 9, and 10

4A. Significant Discrepancy – SWD Suspension/Expulsion

Indicator 4A. Significant Discrepancy

Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs;

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

4A. Significant Discrepancy - SWD Suspension/Expulsion

SCHOOL YEAR	PERCENTAGE of LEAs*	GA TARGET
2022	33.33%	≤30.21% Did Not Meet
2021	71.43%	≤35.71% Did Not Meet

*LEAs with a Rate Ratio ≥ 2.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for two consecutive years.

4B. Significant Discrepancy - SWD Suspension/Expulsion by Race/Ethnicity

Indicator 4B. Significant Discrepancy

Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, 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, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

4B. Significant Discrepancy - SWD Suspension/Expulsion by Race/Ethnicity

SCHOOL YEAR	PERCENTAGE of LEAs*	GA TARGET
2022	0%	0% - MET
2021	0%	0% - MET

*LEAs with a Rate Ratio ≥ 2.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for two consecutive years due to inappropriate practices, policies, and procedures.

SPP/APR Indicator 9

Indicator 9: Disproportionate Representation – Identification as SWD

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))

Includes age 5 in K or above and 6-21.

Indicator 9. Disproportionate Representation - Identification as SWD

SCHOOL YEAR	PERCENTAGE of LEAs*	GA TARGET
2022	0%	0% - MET
2021	0%	0% - MET

*LEAs with a Risk Ratio ≥ 3.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for 2 consecutive years **AND** inappropriate policies, practices, and procedures based upon review.

SPP/APR Indicator 10

Indicator 10: Disproportionate Representation – Identification in a Specific Disability Category

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))

Includes age 5 in K and above and 6-21.

Indicator 10. Disproportionate Representation-Identification in a Specific Category as SWD

SCHOOL YEAR	PERCENTAGE of LEAs*	GA TARGET
2022	1.86%	0% - DNM
2021	1.46%	0% - DNM

*LEAs with a Risk Ratio ≥ 3.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for 2 consecutive years **AND** inappropriate policies, practices, and procedures based upon review.

Disproportionate Representation

Disproportionate Representation in Emotional and Behavioral Disorder and Intellectual Disabilities in the Black subgroup inside the Sp. Ed. Applications Disproportionality tile.

SWD Discrepancy - Indicator 4a Race/Ethnicity Discrepancy - Indicator 4b Significant Disproportionality - Total Disciplinary Removals Significant Disproportionality - ISS ≤ 10 Days Significant Disproportionality - ISS > 10 Days Significant Disproportionality - OSS ≤ 10 Days Significant Disproportionality - OSS > 10 Days Significant Disproportionality - Identification Significant Disproportionality - Placement Disproportionate Representation

DISPROPORTIONATE REPRESENTATION – ALL DISABILITIES AND/OR SPECIFIC DISABILITY CATEGORIES

FY23 Determination < 15 students not displayed

Disability Area	Race/Ethnicity	Disability Count	District Enrollment	Risk Ratio
All Disabilities	American Indian		117	0.9603
All Disabilities	Asian	25	515	0.417
All Disabilities	Black	4538	35206	1.5743
All Disabilities	Hispanic	488	3809	1.1175
All Disabilities	Pacific Islander		42	1.029
All Disabilities	Two or More Races	95	1515	0.5342
All Disabilities	White	499	7742	0.5143
Autism	American Indian		117	2.0946
Autism	Asian		515	1.1889
Autism	Black	594	35206	1.1199
Autism	Hispanic	64	3809	1.029
Autism	Pacific Islander		42	2.9146
Autism	Two or More Races	23	1515	0.9255
Autism	White	104	7742	0.7941
Emotional and Behavioral Disorder	Black	238	35206	3.2029
Emotional and Behavioral Disorder	Hispanic		3809	0.4134
Emotional and Behavioral Disorder	Two or More Races		1515	1.0921
Emotional and Behavioral Disorder	White		7742	0.2287
Intellectual Disabilities	Asian		515	0.3426
Intellectual Disabilities	Black	493	35206	3.3173
Intellectual Disabilities	Hispanic	35	3809	0.8038
Intellectual Disabilities	Two or More Races		1515	0.4613
Intellectual Disabilities	White		7742	0.1286

Disproportionality

- Why is disproportionality a problem in Georgia?
- What strategies would you suggest for improving disproportionality?

- 4 Significant Discrepancy
- 9 Disproportionate Representation (All Disabilities)
- 10 Disproportionate Representation (Specific Disabilities)

Interventions & Strategies

- Check and Connect
- Behavior Technical Assistance
- Targeted Support from the Results Driven Disproportionality Team



Environment & Timelines

Indicators 5, 6, 11, and 12

SPP/APR INDICATOR 5

Indicator 5: Education Environments (School Age) Percent of children with IEPs aged 5 who are enrolled in kindergarten or above and 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))

Indicators 5A – 5C Education Environments

Indicator	SY 2020-2021	SY 2021-2022
5A - Inside General Education 80% or more of the day	62.41% DNM (≥62.73%)	61.76% DNM (≥63.73%)
5B - Inside the regular class less than 40% of the day	17.17% DNM (≤16.58%)	17.37% DNM (≤16.58%)
5C - In separate schools, residential facilities, or homebound/ hospital placements	1.43 MET (≤1.48%)	1.40 MET (≤1.48%)

DNM = Did Not Meet

SPP/APR INDICATOR 6

Indicator 6: Preschool Environments (includes 5-year-olds in Preschool)
Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- B. Separate special education class, separate school or residential facility.
- C. Receiving special education and related services in the home.
(20 U.S.C. 1416(a)(3)(A))

Indicators 6A – 6C Preschool Environments

Indicator	SY 2020-2021	SY 2021-2022
6A	29.35% DNM (≥32.54%)	28.27% DNM (≥32.54%)
6B	42.09 DNM (≤41.32%)	44.77% DNM (≤41.32%)
6C	1.63% Baseline	1.15 MET (≤1.63%)

DNM = Did Not Meet

SPP/APR Indicator 11

Indicator 11: Child Find

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))

Indicator 11 Child Find

Initial Timelines	SY 2020-21	SY 2021-22
100% Target	98.16% DNM GA	98.13% DNM GA

SPP/APR Indicator 12

Indicator 12: Effective Transition (Babies Can't Wait)

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))

Indicator 12 Transition from Part C

Babies Can't Wait Transitions	SY 2020-21	SY 2021-22
100% Target	96.91% DNM GA	98.10% DNM GA

Environment & Timelines

- Why do you think Environments for SWD have become more restrictive?
- What strategies could be used for school systems to improve evaluation timelines?

- 5 School Age Environments
- 6 Early Childhood Environments
- 11 Child Find/Initial Evaluation
- 12 Part C to B Transition

Interventions & Strategies

- Specially Designed Instruction
- Support from Results Driven Accountability
- Data analysis technical assistance via webinars and face to face sessions



Preschool, Parent Involvement, and Legal

Indicators 7, 8, 15, and 16

SPP/APR INDICATOR 7

Indicator 7: Preschool Outcomes

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

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.
(20 U.S.C. 1416 (a)(3)(A))

Indicator 7A – PK Positive Social/Emotional Skills

Positive Social/Emotional Skills	SY 2020-2021	SY 2021-2022
A1. enter PK < age expectation and exit with substantial growth	85.40% MET (≥81%)	82.85% MET (≥82%)
A2. enter PK < age expectation and exit within age expectation	55.06% DNM (≥63%)	51.05% DNM (≥64%)

DNM = Did Not Meet

Indicator 7B – PK Acquisition of Knowledge and Skills

Acquisition of Knowledge and Skills	SY 2020-2021	SY 2021-2022
B1. enter PK < age expectation and exit with substantial growth	87.98% MET (≥83%)	85.37% MET (≥84%)
B2. enter PK < age expectation and exit within age expectation	47.93% MET (≥46%)	44.78% DNM (≥47%)

DNM = Did Not Meet

7C – PK Use of Appropriate Behaviors to meet Needs

Appropriate Behaviors to Meet Needs	SY 2020-2021	SY 2021-2022
C1. enter PK < age expectation and exit with substantial growth	86.48% MET (≥81%)	85.54% MET (≥82%)
C2. enter PK < age expectation and exit within age expectation	64.68% DNM (≥72%)	63.63% DNM (≥72%)

DNM = Did Not Meet

SPP/APR INDICATOR 8

Indicator 8: Parent Involvement

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))

Indicator 8 Parent Involvement

Parent Survey	SY 2020-21	SY 2021-22
Indicator 8	90.21% MET GA (≥88.60%)	86.91% DNM GA (≥88.60%)

SPP/APR INDICATORS 15 & 16

Indicator 15: Resolution Sessions

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))

Indicator 16: Mediation

Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))

Indicators 15 & 16

Indicator	2020-2021 50% low – 70% high Target Range	2021-2022 50% low – 70% high Target Range
15	13.04% DNM	25.42% DNM
16	41.3% DNM	47.87% DNM

DNM = Did Not Meet

Preschool Outcomes, Parent Involvement, and Legal

- Why do think preschool students are generally showing improvement, but not meeting age expectations when exiting preschool?
- What strategies could be used to improve parent satisfaction on the parent satisfaction survey?
- How could Resolution Sessions and Mediations reach more favorable outcomes?

- 7 Preschool Outcomes
- 8 Parent Involvement
- 15 Resolution Sessions
- 16 Mediation

Interventions & Strategies

- Targeted Preschool Support from Results Driven Accountability
- Preschool Training on the Childhood Outcomes form used to measure preschool outcomes
- Data analysis technical assistance via webinars and face to face sessions
- Ombudsman and Family Engagement and Parent Information
- Georgia Parent Mentor Partnership
- IEP Team Meeting Facilitation



Assessment

Indicator 3

3A. Participation Rate Percent

$$\frac{\text{\# of children with IEPs participating in an assessment}}{\text{\# of children with IEPs enrolled during the testing window}}$$

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

3A. Reading Assessment Participation

- The actual percent is shown in bold for 2021-2022 with a + sign indicating MET target and a – sign indicating did not meet target.
- The target is shown below the actual percent in parentheses.

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 77.84%	97.26% MET (≥95.00%)
8th Grade	Baseline 63.30%	96.69% MET (≥95.00%)
High School	Baseline 62.74%	96.93 MET (≥95.00%)

DNM = Did Not Meet

3A. Math Assessment Participation

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 77.7%	97.08% MET (≥95.00%)
8th Grade	Baseline 61.48%	96.19% MET (≥95.00%)
High School	Baseline 60.71%	95.82% MET (≥95.00%)

DNM = Did Not Meet

3B. Proficiency Rate- Grade Level Standards

of children with IEPs scoring at or above proficient against **grade level academic achievement standards**

of children with IEPs who received a valid score and a proficiency level on the **regular assessment**

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

3B. Reading Proficiency Rate (against grade level academic achievement standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 12.77%	13.52% DNM (≥14.77%)
8th Grade	Baseline 9.17%	8.50% DNM (≥11.17%)
High School	Baseline 5.5%	8.27 MET (≥7.50%)

DNM = Did Not Meet

3B. Math Proficiency Rate (against grade level academic achievement standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 18.93%	20.61% DNM (≥20.93%)
8th Grade	Baseline 7.91%	9.88% DNM (≥9.91%)
High School	Baseline 5.69%	9.41% MET (≥7.69%)
DNM = Did Not Meet		

3C. Proficiency Rate- Alternate Standards

of children with IEPs scoring at or above proficient against **alternate academic achievement standards**

of children with IEPs who received a valid score and a proficiency level on the **alternate assessment**

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

3C. Reading Proficiency Rate (against alternate academic achievement standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 66.00%	65.00% DNM (≥66.00%)
8th Grade	Baseline 82.77%	84.62% MET (≥82.77%)
High School	Baseline 72.19%	70.08% DNM (≥72.19%)

DNM = Did Not Meet

3C. Math Proficiency Rate (against alternate academic achievement standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 58.98%	56.02% DNM ($\geq 58.98\%$)
8th Grade	Baseline 66.52%	66.86 % MET ($\geq 66.52\%$)
High School	Baseline 66.40%	71.07% MET ($\geq 66.40\%$)

DNM = Did Not Meet

3D. Proficiency Rate Gap

Proficiency rate for students with IEPs scoring at or above proficient against **grade level standards** subtracted from the proficiency rate of **all** students scoring at or above proficient against grade level standards

- All students group includes students with IEPs
- Calculation only includes students with IEPs who participated in regular, not alternate assessment
- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

3D. Reading Proficiency Gap (gap in rates for children with IEPs and all students against grade level standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 23.89	24.27 DNM (≤21.89)
8th Grade	Baseline 32.01	32.16 DNM (≤30.01)
High School	Baseline 24.16	34.17 DNM (≤22.16)

DNM = Did Not Meet

3D. Math Proficiency Gap (gap in rates for children with IEPs and all students against grade level standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 24.22	23.45 DNM (≤ 22.22)
8th Grade	Baseline 24.01	26.59 DNM (≤ 22.01)
High School	Baseline 15.96	23.76 DNM (≤ 13.96)

DNM = Did Not Meet

Assessment

- Which assessment results concern you the most?
- What, if any, long term impact from COVID is represented in the assessment results?
- What strategies would you recommend to improve assessment results?

- 3 Assessment
 - 3A Participation
 - 3B Achievement (Milestones)
 - 3C Achievement (GAA)
 - 3D Achievement Gap (Milestones only)

Interventions & Strategies

- Check and Connect
- Specially Designed Instruction
- Behavior Technical Assistance
- Budget and Data Technical Assistance

Contact Us – GO-IEP & Data Team

We're Here to Help!

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