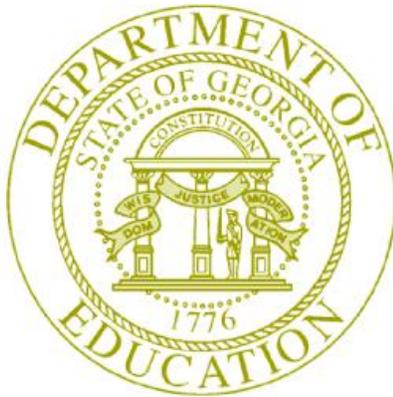


Annual Performance Report

Georgia Department of Education



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

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Part B Annual Performance Report (APR) for 2005-2012***Overview of the SPP and APR Development***

Under the leadership of the State Superintendent of Schools, Dr. John D. Barge, 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 toward improving outcomes for students. The Division for Special Education has aligned the indicators of the SPP with the strategic plan. The GaDOE believes that educating students with disabilities is the responsibility of all educators and has thus aligned its goals and activities accordingly.

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

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

The SAP received an overview of the SPP/APR from Division for Special Education personnel during a two-day meeting in November 2010. 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

and the extension of the SPP for FFY 2011 and FFY 2012. 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 again during January 2011, and made further suggestions or corrections.

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

The state directors for special education conduct listening sessions with a group of special education directors quarterly (Director's Forum). During these forums, 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 SPP by providing a copy of its APR and an updated copy of the SPP on the department's website, available at [SPP/APR Reports](#). These revised documents, being submitted by February 1, 2011, will be posted on the website no later than February 15, 2011. 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, 2011. 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 Division 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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2009 <i>(2009-2010)</i>	80% of youth with IEPs graduating from high school with a regular diploma.

Actual Target Data for (FFY 2009):

During **FFY 2009**, **44.38%** (4,872) of the students with IEPs graduated from high school with a regular diploma. This calculation is based on a graduation class size of 10,978. The State **did not**

Graduation Indicator
FFY 2009 Target (80%)

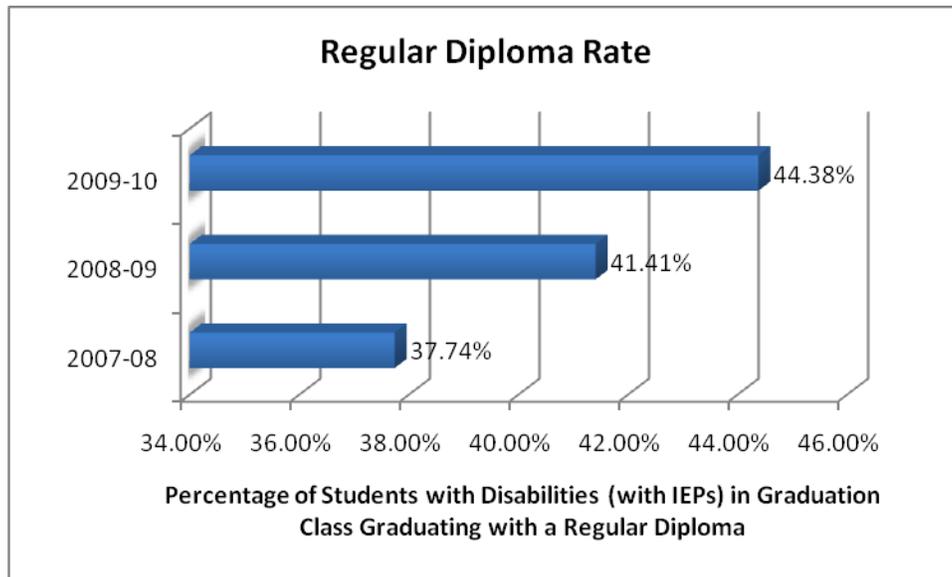
4,872 youth with IEPs graduating with a regular diploma
Divided by
10,978 youth with IEPs in graduation class
Multiplied by 100
Equals
44.38% of youth with IEPs graduating from high school with a regular diploma

meet the FFY 2009 target (80%) for the percentage of students with disabilities (SWD) who earned a regular high school diploma but **demonstrated progress** (2.98 percentage points) from the FFY 2008 data (41.4%). The state used FFY 2009 data as reported to United States Education Department (USED) through the Consolidated State Performance Report (CSPR) for ESEA.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2009):

The State requirements for graduation with a regular diploma are to pass the Georgia High School Graduation Test and obtain the following credits as outline in Georgia Rule 160-4-2-.48 as a) 4 credits in English/language arts, b) 4 credits in mathematics, c) 4 credits in science, d) 3 credits in social studies, e) 3 credits in CTAE and/or modern language/Latin and/or fine arts, f) one credit in health and physical education, and g) 4 electives which totals 23 credits. This requirement is the same for students with and without disabilities. Although Georgia did not meet the graduation target of 80%, the State has demonstrated a steady increase in its three-year trend data that reflects consistent progress in improving the regular diploma rate. See graph 1 below.

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



Project Exam Preparation for Science and Social Studies (ExPreSS) - In collaboration with the Curriculum and Instructional Services Division, the Division for Special Education participated in Project ExPreSS during the 2009-2010 school year. This program targeted students who did not pass either the science or social studies portion of the Georgia High School Graduation Test (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 portion of the GHS GT 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.

Thirty-eight percent of the SWD who participated in Project ExPreSS met or exceeded the passing requirement for social studies. As a comparison, 21.97% of SWD met or exceeded the passing requirement in the regular 2010 summer retest administration. Forty-seven percent of SWD who participated in Project ExPreSS met or exceeded the passing requirement for science. As a comparison, 11.38% of SWD met or exceeded the passing requirement in the regular 2010 summer retest administration. In FFY 2008, 56% of SWD who participated in the summer retest administered in 2009 met or exceeded the passing requirement for social studies, and 35% of SWD met or exceeded the passing requirement for science. Students with disabilities are continuing to participate in the retakes through Project ExPreSS and are making passing scores on the GHS GT. Project ExPreSS materials are available online throughout the school year to teachers and students on a 24/7 basis.

GraduateFIRST - Georgia received additional funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007 for a five-year cycle. Various projects are supported by this grant including GraduateFIRST, which focuses on improving graduation rates and decreasing dropout rates for SWD. The expectation is that schools participating in targeted areas of focus will show progress that will 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). GraduateFIRST (Cohorts 1 and 2) consisted of 91 schools representing 49 districts statewide.

Cohort 1, which began in January 2008, was implemented with high schools and their feeder middle schools. Although some districts chose to implement the program with 9th graders in the 2007-2008 school year, the class affected by this work was 9th graders in the school year 2008-2009. Therefore, a significant impact on the graduation rate may not be seen until the 2011-2012 graduating class. Cohort 1 consisted of 33 schools representing 14 districts. Twenty-nine of the original 33 Cohort 1 schools (16 middle and 13 high schools) continued to participate in the program in year two. Based on the project data, 77% percent (10 out of 13) of the returning Cohort 1 high schools increased the graduation rate of SWD. Fifty-nine percent (17 out of 29) of the Cohort 1 middle and high schools reported an increase in reading/English language arts achievement, and 52% (15 out of 29) reported an increase in mathematics achievement as measured by the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT). During the cohort’s first year, 16 of the remaining 29 schools were in needs improvement status. At the end of year two (2009-2010), 6% (1 out of 16 schools) came off of needs improvement status. Thirty-eight percent (11 out of 29) of the schools made Adequate Yearly Progress (AYP). Fifty-two percent (15 out of 29 schools) reported a decrease in the number of students absent more than 15 days.

In FFY 2009, GraduateFIRST expanded to include a second cohort. Cohort 2 consisted of 62 schools (13 middle and 49 high schools) representing 35 districts. At the end of their first year, the data indicated that 63% (31 out of 49 schools) increased their graduation rates above their baseline in their first year of participation. Fifty-two percent (32 out of 62) of the Cohort 2 middle and high schools reported an increase in reading/English language arts achievement, and 37% (23 out of 62) reported an increase in mathematics achievement as measured by the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT). Thirty-three percent (20 out of 62) of the schools made Adequate Yearly Progress (AYP). Forty-seven percent (29 out of 62 schools) reported a decrease in the number of students absent more than 15 days.

GraduateFIRST Outcomes

	Reduced Absenteeism	Increased Graduation Rate (9-12)	Increased RELA	Increased Mathematics	Met AYP
Cohort 1 Schools (29)	52% (15)	NA	59% (17)	52% (15)	38% (11)
Middle Schools: 16	44% (7)	NA	44% (7)	50% (8)	56% (9)
High Schools : 13	62% (8)	77% (10)	77% (10)	54% (7)	15% (2)
Cohort 2 Schools (62)	47% (29)	NA	52% (32)	37% (23)	32% (20)
Middle Schools: 13	38% (5)	NA	62% (8)	62% (8)	46% (6)
High Schools: 49	49% (24)	63% (31)	49% (24)	31% (15)	29% (14)

For Cohorts 1 and 2, districts received Georgia Learning Resources System (GLRS) support from half-time collaboration coaches, hired through their GLRS and funded through the GraduateFIRST project, to assist them in data analysis to determine the appropriate interventions for their area of focus. The coaches were trained by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to provide support for the leadership teams in effective implementation of selected strategies in each school. The cohort schools participated in a variety of training sessions around the state.

GraduateFIRST Project Trainings

Areas of Focus	Training Type	Number	Participants	Number
Mathematics Instruction	Face to Face	4	Educators	311
	Webinars	10	Educators	311
Reading Instruction (Required series)	Face to Face	9	Educators	64
LRE/Co-Teaching	Webinars	6	Educators	235
LINCS/SLANTs	Webinars	6	Educators	180
Behavior	Face to Face	6	Educators	133
	Webinars	3	Educators	133
Student Engagement	Face to Face	1	Educators	312
	Webinars	2	Educators	312
Leadership Support	Face to Face	8	Collaboration Coaches	15
	Webinars	1	Collaboration Coaches	15

*There may be duplicated numbers of participants for each training category

Public Reporting Information: *The following link takes the reader to public reports of the Georgia Department of Education (GaDOE) State Personnel Development Grant Activities:*
http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCSIG

Collaboration with other Divisions - The Division for Special Education works 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 other divisions in GaDOE, including the Division for Special Education, 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 Division for Special Education and the Mathematics Program in the Division of Academic Standards have collaborated to provide support through webinar sessions and presentations across the state to prepare teachers better to meet the diverse needs of students with disabilities.

The mathematics webinars targeted all high school mathematics support classes (Mathematics Supports I, Mathematics Supports II, and Mathematics Supports III). During FFY 2009, staff from both divisions presented three webinar sessions to address topics for the high school that included how to set up a Mathematics Support class, how to use manipulatives and graphing calculators, how to incorporate vocabulary strategies, how to resolve scheduling issues, and how to create programs and interventions that work. In addition, at the elementary level, four webinars were presented to address topics including: basic mathematics facts, mental mathematics, vocabulary, and strategies and interventions that work. Information regarding these webinar sessions was distributed to all school districts in Georgia through a newsletter sent to all superintendents and directors of special education. Access to the online sessions was open to all teachers throughout the state and the sessions were archived for reference.

The Mathematics Program in the Division of Academic Standards and the Division for Special Education provided technical assistance and a demonstration of strategies and interventions for GLRS in South Georgia. Several school districts from that area attended the awareness training and expressed interest in additional technical assistance. As a result of the one-time training, the State would like to develop an ongoing series for the 2010-2011 school year which could take place in four different locations.

Collaboration among the GaDOE divisions expanded to include publishing information about training and intervention topics in the bi-monthly Mathematics Newsletter sent electronically to all mathematics teachers. The distribution list was expanded to include special education teachers who provide instruction in mathematics to SWD. The special education teachers were strongly encouraged to participate in the training and interventions listed in the newsletter.

Technical Assistance on Transition Plans - All districts were provided the opportunity to participate in webinars (5) focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Research indicates that students who have effective transition plans, which outline the appropriate course of study toward requirements for a regular diploma and desired postsecondary outcomes, are more likely to achieve their goals. Following the webinars, districts were encouraged to develop sample transition plans to submit to the state transition consultant in order to receive individual feedback on the content. Thirty districts each submitted 5 sample plans (150 plans) for feedback to the state consultant. Conference calls were made to all participating districts to provide them with feedback for each plan: outlining the inaccuracies, highlighting appropriate activities, and suggesting areas for improvement.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 (2010-2011)	85% of youth with IEPs graduating from high school with a regular diploma
2011 (2011-2012)	90% of youth with IEPs graduating from high school with a regular diploma
2012 (2012-2013)	95% of youth with IEPs graduating from high school with a regular diploma

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Project ExPreSS - (Exam Preparation for Science and Social Studies) - The Georgia Department of Education now has Project ExPreSS material available online for instructional access by students on a 24/7 basis. Beginning in the summer of 2011, GaDOE will no longer sponsor Project ExPreSS. Management for the program will be turned over to the districts. However, data will be collected for students retesting after completing ExPreSS modules in the areas of science and social studies.

GraduateFIRST - The State would like to revise the following improvement activities by changing the name of the Georgia State Personnel Development Grant activity to GraduateFIRST for this indicator. A Cohort 3 is planned for FFY 2010. The project has a new design to accommodate the increased number of schools and build capacity in the state. Collaboration coaches assigned to school districts will work in a managerial/guidance role while providing best practice forums in specialized areas for all schools participating in the project. To assist with the building capacity initiative, the project has launched a website that will be available to all districts and that will include archived and newly developed technical assistance in the focus areas as well as a forum for sharing ideas and best practices. New initiatives will be added to the project that will assist districts in increasing the graduation rate for students with disabilities. GraduateFIRST will sponsor specialized programs focused on secondary transition to improve graduation outcomes. The new programs will be “Active Student Participation Inspires Real Engagement” (ASPIRE) and “Focused Targeted Assistance in Writing Transition Plans.” The ASPIRE program will be a student-led Individualized Education Program (IEP) initiative and the Focused Technical Assistance in Writing Transition Plans will target and

provide technical assistance to those schools receiving the lowest percentage of correctly written transition plans in the 2009-2010 school year, as indicated in the State’s record reviews.

Collaboration with School Improvement and Curriculum - The state is transitioning to the Common Core Georgia Performance Standards (CCGPS) in critical academic areas such as reading/English language arts, science and mathematics. Georgia joined with 47 other states to develop a set of core standards for K-12 in English language arts and mathematics. The Georgia State Board of Education adopted the CCGPS on July 8, 2010. The CCGPS timeline projects classroom implementation during the 2012-2013 school year and a common assessment during the 2014-2015 school year. The name of this activity is changing to “Collaboration with other Divisions” for this indicator.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

Technical Assistance on Transition Plans - The State would like to continue providing all districts with the opportunity to participate in webinars focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Studies indicate that students with a cohesive plan for their future develop an understanding of the relevance of their education and tend to stay in school and graduate. The state transition consultant will encourage participating districts to develop sample transition plans to submit for individual feedback on the content. Feedback will be provided for each plan: outlining the inaccuracies, highlighting appropriate activities, and suggesting areas of improvement.

Timelines: FFY 2009 - FFY 2012

Resources: Federal Funds and GaDOE Personnel

Required Technical Assistance on Transition Plans - The State will target specific districts that were non-compliant for transition based on the previous year’s record reviews. Each targeted district will participate in required individualized training and technical assistance in writing appropriate transition plans and measurable annual goals during the following year. The state will require districts to develop sample transition plans to submit for individual feedback on the content. Feedback will be provided for each plan: outlining the inaccuracies, highlighting appropriate activities, and suggesting areas of improvement.

Timelines: FFY 2010 - FFY 2012

Resources: Federal Funds and GaDOE Personnel

Least Restrictive Environment (LRE) Project for Students with Severe Disabilities - The Division for Special Education will pilot an LRE Project designed to include students with severe disabilities in general education classrooms for a portion of the school day. We will contract with a consultant to support the project with the following: a) meeting with all stakeholders to include administrators, teachers, parents, and students; b) identifying students to be included; c) identifying possible general education settings; d) observing students and proposed general education settings; e) developing a “Circle of Friends” to facilitate successful inclusion; f) identifying and providing training needs for teachers and support personnel; g) placing students as determined by data collected; h) providing ongoing monthly observations of students in the

general education settings and conferencing with teachers and support personnel; and i) reporting data collected from the school year. The data from the project will be used to develop a toolkit to assist schools statewide in including students with severe disabilities in general education classrooms and improve graduation rates.

Timelines: FFY 2010 - FFY 2012

Resources: Federal Funds and GaDOE
Personnel

Mathematics Courses Requirements - The State's current graduation rule that affects students who entered as first time 9th graders in fall 2008 and subsequent years will not change. However, in terms of the required mathematics courses, local districts will have the flexibility to allow students to meet the mathematics requirements for graduation by completing three core courses (Mathematics I, Mathematics II, and Mathematics III) over a four year period and taking Mathematics Support III as an additional core credit. Thus, 2012 and 2013 graduates may meet the four mathematics requirements for graduation by taking Mathematics I, Mathematics II, Mathematics Support III, and Mathematics III. During the Mathematics Support III class, students will focus on mathematics content from Mathematics I, Mathematics II, and Mathematics III. Completion and mastery of Mathematics Support III will provide the support necessary to pass the GHS GT. As students are recommended for the Mathematics Support III class, mathematics teachers and guidance counselors will provide information regarding the impact on postsecondary options. Students taking Mathematics Support III during their junior year, may, in their senior year after completing Mathematics III, have the option of participating in Mathematics IV or another fourth-year option.

Timelines: FFY 2010 - FFY 2012

Resources: Federal Funds and GaDOE
Personnel

The State would like to remove the following improvement activity from the State Performance Plan.

New Graduation Rule - The activity is discontinued because the Graduation Rule has been implemented.

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: FAPE in the LRE

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

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

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

The dropout rate calculation is the same for students with and without disabilities. The state used the dropout data for FFY 2009 that was used in the ESEA graduation rate calculation and followed the timeline established by the Department under the ESEA. This was reported to United States Education Department (USED) through the Consolidated State Performance Report (CSPR) for ESEA. The calculation is the number of Students with Disabilities (SWD) in grades 9-12 with a withdrawal code corresponding to a dropout divided by the number of SWD in grades 9-12. Withdrawal codes corresponding to dropout are as follows: Marriage, Expelled, Financial Hardship/Job, Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority, Low Grades/School Failure, Military, Adult Education/Postsecondary, Pregnant/Parent, Removed for Lack of Attendance, Serious Illness/Accident, and Unknown.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2009 (2009- 2010)	5.4% of youth with IEPs dropping out of high school.

Actual Target Data for (FFY 2009):

During **FFY 2009**, **5.5%** (3,236) of students with IEPs dropped out of high school. This

Dropout Indicator
FFY 2009 Target (5.4%)

3,236 youth with IEPs dropping out
Divided by
58,825 youth with IEPs enrolled
Multiplied by 100
5.5% of youth with IEPs dropping out

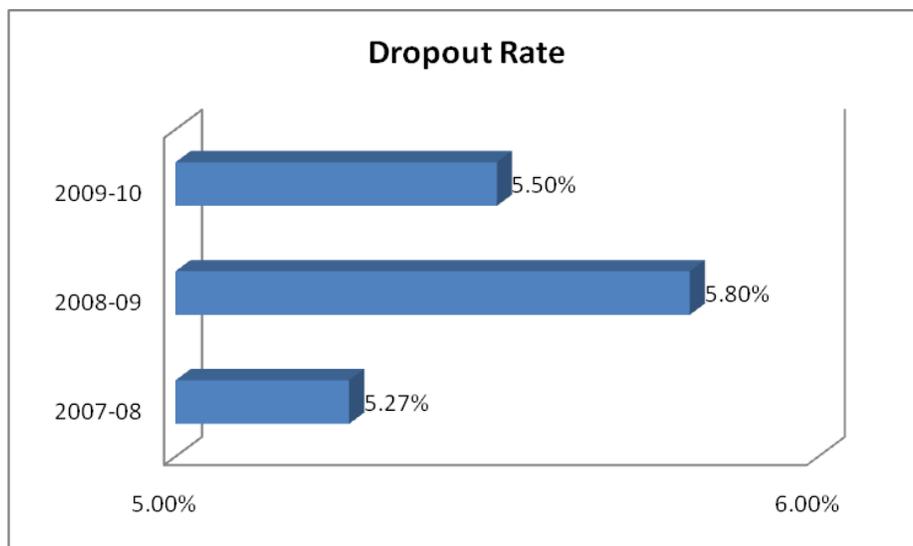
calculation was based on an enrollment of 58,825 students with IEPs in grades 9-12. The State **did not meet the FFY 2009 target (5.4%)** but **demonstrated progress (0.3 percentage points)** from the FFY 2008 data (5.8%). The state used the dropout data for FFY 2009 that was used in the ESEA graduation rate calculation and followed the timeline established by the Department under the ESEA.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2009):

The state withdrawal codes that correspond to dropout are 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. The codes are the same for students with and without disabilities.

The State did not meet the FFY 2009 target (5.4%), but demonstrated progress. Please see the graph below.

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



Project Exam Preparation for Science and Social Studies (ExPreSS) - In collaboration with the Curriculum and Instructional Services Division, the Division for Special Education participated in Project ExPreSS during the 2009-2010 school year. This program targeted students who did not pass 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 portion of the GHS GT 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.

Thirty-eight percent of SWD who participated in Project ExPreSS met or exceeded the passing standard for social studies. As a comparison, 21.97% of SWD met or exceeded the passing standard in the regular 2010 summer retest administration. Forty-seven percent of SWD who participated in Project ExPreSS met or exceeded the passing standard for science. As a comparison, 11.38% of SWD met or exceeded the passing standard in the regular 2010 summer retest administration. In FFY 2008, 56% of SWD who participated in the summer retest

administered in 2009 met or exceeded the passing standard for social studies, and 35% of SWD met or exceeded the passing standard for science. Students with disabilities are continuing to participate in the retakes through Project ExPreSS and are making passing scores on the GHSGT. Project ExPreSS materials are available online throughout the school year to teachers and students on a 24/7 basis.

Georgia's State Personnel Development Grant (SPDG) - Georgia received additional funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007 for a five-year cycle. Various projects are supported by this grant, including GraduateFIRST, which focuses on improving graduation rates and decreasing dropout rates for SWD. The expectation is that schools participating in targeted areas of focus will show progress that will decrease their dropout rate. GraduateFIRST (Cohorts 1 and 2) consisted of 91 schools representing 49 school districts statewide.

Cohort 1, which began in January 2008, contained 33 schools representing 14 districts. Twenty-nine of the original 33 Cohort 1 schools (16 middle and 13 high schools) continued to participate in the program in year two. Based on the project data, 92% percent (12 out of 13) of the returning Cohort 1 high schools decreased their dropout rate for students with disabilities (SWD). Sixty-two percent (8 of the 13) of the high schools met the state target (5.4%). Fifty-two percent (15 out of 29) of the schools reported a decrease in the number of students absent more than 15 days. Twenty-eight percent (8 out of 29) of the schools reported a decrease in the number of students removed from the classroom as a result of an in-school suspension (ISS) and/or out-of-school suspension (OSS). Fifty-nine percent (17 out of 29) of the Cohort 1 middle and high schools reported an increase in reading/language arts achievement and 52% (15 out of 29) reported an increase in mathematics achievement as measured by the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT). During the cohort's first year, 16 of the remaining 29 schools were in needs improvement status. At the end of year two (2009-2010), 6% (1 out of 16 schools) came off of needs improvement status. Thirty-eight percent (11 out of 29) schools made AYP for FFY 2009.

In FFY 2009, GraduateFIRST included a Cohort 2. Cohort 2 contained 62 schools (13 middle and 49 high schools) representing 35 districts. At the end of their first year, the data indicated that 57% (28 out of the 49) of Cohort 2 high schools decreased their dropout rate for SWD. Forty-one percent (20 of the 49) of the high schools met the state target (5.4%). Forty-seven percent (29 out of 62) of the schools reported a decrease in the number of students absent more than 15 days. Thirty-four percent (21 out of 62) of the schools reported a decrease in the number of students removed from the classroom as a result of an in-school (ISS) and/or out-of-school suspension (OSS). Fifty-two percent (32 out of 62 schools) of the Cohort 1 schools reported an increase in reading/language arts achievement, and 37% (23 out of 62 schools) reported an increase in mathematics achievement as measured by the Criterion-Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT). Thirty-three percent (20 out of 62) of the schools made Adequate Yearly Progress (AYP).

GraduateFIRST Outcomes

	Reduced Absenteeism	Decrease in Dropout Rate (9-12)	Decrease in ISS and/or OSS	Increased RELA	Increased Mathematics	Met AYP	Met the Target
Cohort 1 Schools (29)	52% (15)	NA	28% (8)	59% (17)	52% (15)	38% (11)	NA
Middle Schools: 16	44% (7)	NA	31% (5)	44% (7)	50% (8)	56% (9)	NA
High Schools : 13	62% (8)	92% (12)	23% (3)	77% (10)	54% (7)	15% (2)	62% (8)
Cohort 2 Schools (62)	47% (29)	NA	34% (21)	52% (32)	37% (23)	32%(20)	NA
Middle Schools: 13	38% (5)	NA	23% (3)	62% (8)	62% (8)	46% (6)	NA
High Schools : 49	49% (24)	57%(28)	37% (18)	49% (24)	31% (15)	29%(14)	41% (20)

For Cohorts 1 and 2, districts received GLRS support from half-time collaboration coaches, hired through their Georgia Learning Resources System (GLRS) and funded through the project, to assist them in data analysis to determine the appropriate interventions for their area of focus. The 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. GraduateFIRST 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 coaches were trained by the NDPC-SD to provide support for the leadership teams in effective implementation of selected strategies in each school. The cohort schools participated in a variety of training sessions around the state.

Areas of Focus	Training Type	Number	Participants	Number
Mathematics Instruction	Face to Face	4	Educators	311
	Webinars	10	Educators	311
Reading Instruction (Required series)	Face to Face	9	Educators	64
LINCS/SLANTs	Webinars	6	Educators	180
Behavior	Face to Face	6	Educators	133
	Webinars	3	Educators	133
Family Engagement	Face to Face	16	Educators/Stakeholders	1783
	Webinars	7	Educators/Stakeholders	2687
Leadership Support	Face to Face	8	Collaboration Coaches	15
	Webinars	1	Collaboration Coaches	15

*There may be duplicated numbers of participants for each training category

In addition, the project has increased the number of Regional Interagency Transition Councils by three, representing 32 additional districts in the state. These councils work with community leaders to provide students with opportunities that encourage students to graduate.

Public Reporting Information: *The following link takes the reader to public reports of the Georgia Department of Education (GaDOE) State Personnel Development Grant Activities:*
http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCSIG

Technical Assistance on Transition Plans - All districts were provided the opportunity to participate in webinars (5) focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Research indicates that students who have effective transition plans, which outline the appropriate course of study toward requirements for a regular diploma and desired postsecondary outcomes, are more likely to achieve their goals. Following the webinars, districts were encouraged to develop sample transition plans to submit to the state transition consultant in order to receive individual feedback on the content. Thirty districts each submitted 5 sample plans (150 plans) for feedback to the state consultant. Conference calls were made to all participating districts to provide them with feedback for each plan: outlining the inaccuracies, highlighting appropriate activities, and suggesting areas for improvement. The state will add this activity to the indicator.

Revisions, with Justification, to Proposed Targets / Improvement Activities /Timelines/ Resources for FFY 2010:

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 <i>(2010-2011)</i>	5.3% of youth with IEPs dropping out of high school.
2011 <i>(2011-2012)</i>	5.2% of youth with IEPs graduating from high school.
2012 <i>(2012-2013)</i>	5.1% of youth with IEPs graduating from high school.

The State would like to revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Project Exam Preparation for Science and Social Studies (ExPreSS) - The Georgia Department of Education now has Project ExPreSS materials available online for instructional access by students and teachers on a 24/7 basis. Beginning in the summer of 2011, GaDOE will no longer sponsor Project ExPreSS. Management for the program will be turned over to the school districts. However, data will be collected for students retesting after completing ExPreSS modules in the areas of science and social studies.

GraduateFIRST - The State would like to revise the following improvement activities by changing the name of the Georgia State Personnel Development Grant activity to GraduateFIRST for this indicator. A Cohort 3 is planned for FFY 2010. The project has a new design to accommodate the increased number of schools and build capacity in the state. To assist with the building capacity initiative, the project has launched a website that will be available to all districts and that will include archived and newly developed technical assistance in the focus areas as well as a forum for sharing ideas and best practices. New initiatives will be added to the project that will assist districts in increasing the graduation rate for students with disabilities. GraduateFIRST will sponsor specialized programs focused on secondary transition to improve graduation outcomes. The new programs will be “Active Student Participation Inspires Real Engagement” (ASPIRE) and “Focused Targeted Assistance in Writing Transition Plans.” The ASPIRE program will be a student-led Individualize Education Program (IEP) initiative and the Focused Technical Assistance in Writing Transition Plans will target and provide technical assistance to those schools receiving the lowest percentage of correctly written transition plans in the 2009-2010 school year, as indicated in the State’s record reviews.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

Technical Assistance on Transition Plans - The State would like to continue providing all districts with the opportunity to participate in webinars focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Studies indicate that students with a cohesive plan for their future develop an understanding of the relevance of their education and tend to stay in school. The state transition consultant will encourage participating districts to develop sample transition plans to submit for individual feedback on the content. Feedback will be provided for each plan: outlining the inaccuracies, highlighting appropriate activities, and suggesting areas of improvement.

Timeline: FFY 2009 - FFY 2012

Resources: Federal Funds and GaDOE Personnel

Required Technical Assistance on Transition Plans - The State will target specific districts that were non-compliant for transition based on the previous year’s record reviews. Each targeted district will participate in required individualized training and technical assistance in writing appropriate transition plans and measurable annual goals during the following year.

Timeline: FFY 2010 - FFY 2012

Resources: Federal Funds and GaDOE Personnel

Least Restrictive Environment (LRE) Project for Students with Severe Disabilities - The Division for Special Education will pilot an LRE Project designed to include students with severe disabilities in general education classrooms for a portion of the school day. We will contract with a consultant to support the project with the following: a) meeting with all stakeholders to include administrators, teachers, parents, and students; b) identifying students to be included; c) identifying possible general education settings; d) observing students and proposed general education settings; e) developing a “Circle of Friends” to facilitate successful inclusion; f) identifying and providing training needs for teachers and support personnel; g) placing students as determined by data collected; h) providing ongoing monthly observations of students in the general education settings and conferencing with teachers and support personnel; and i)

reporting data collected from the school year. The data from the project will be used to develop a toolkit to assist schools statewide in including students with severe disabilities in general education classrooms and decrease the risk of dropout.

Timeline: FFY 2010- FFY 2012

Resources: Federal Funds and GaDOE Personnel

Part B State Annual Performance Report (APR) for FFY 2009

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

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 2009

	<i>Measurable and Rigorous Target</i>
<i>FFY 2009 (2009-2010)</i>	<i>77.34%</i> 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.

3.A - Actual Target Data for FFY 2009:

<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 2009</i>	<i>Percent of Districts</i>
FFY 2009 (2009-2010)	186	160	58	36.25%

During **FFY 2009**, **36.25%** (58 out of 160) of districts that had a disability subgroup meeting the State’s minimum “n” size met the State’s Adequate Yearly Progress (AYP) targets for the disability subgroup. The State **did not meet the FFY 2009 target** (77.34%); this **data demonstrates slippage** (19.63 percentage points) from the FFY 2008 data (55.88%).

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 2009:

	<i>Measurable and Rigorous Target</i>	
	Reading/English Language Arts	Mathematics
FFY 2009 (2009-2010)	98.75% participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.	98.75% participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

3.B – Actual Target Data for FFY 2009:

<i>Participation for Students with IEPs Grades 3-11</i>			
Reading/English Language Arts		Mathematics	
100,346 out of 101,047	99.31%	100,335 out of 101,032	99.31%

Actual Target Data for (FFY 2009):

R/ELA Participation: During **FFY 2009**, **99.31%** (100,346 out of 101,047) of students with Individualized Education Programs (IEPs) participated in the R/ELA portion of the CRCT and the English language arts portion of the GHS GT. The State **met the FFY 2009 target** (98.75%) and **showed progress** (0.14 percentage points) from the FFY 2008 data (99.17%).

Mathematics Participation: During **FFY 2009**, **99.31%** (100,335 out of 101,032) of students with IEPs participated in the mathematics portion of the CRCT. The State **met the FFY 2009 target** (98.75%) and **showed progress** (0.12 percentage points) from the FFY 2008 data (99.19%).

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 all students who participate in a regular assessment with no accommodations, regular assessment with accommodations, and alternate assessment against alternate achievement standards.

APR Template – Part B (4)

Georgia
State

Data for R/ELA Participation:

Reading/English Language Arts Participation											
Student Grade Level	SWD Enrolled During Assessment	GAA Test Participation	% GAA Test Participation	Regular Assessment Participation	% Regular Assessment Participation	With Accomodations - Regular Assessments	% With Accomodations - Regular Assessments	Without Accomodations - Regular Assessments	% Without Accomodations - Regular Assessments	Total Participation	% Participation
1	1464	112	7.7%	1346	91.9%	702	47.9%	645	44.0%	1458	99.6%
2	1307	114	8.7%	1188	90.9%	652	49.9%	536	41.0%	1302	99.6%
3	15521	1118	7.2%	14310	92.2%	9164	59.0%	5147	33.2%	15428	99.4%
4	15399	1085	7.0%	14231	92.4%	10121	65.7%	4111	26.7%	15316	99.5%
5	15651	1167	7.5%	14428	92.2%	11000	70.3%	3428	21.9%	15595	99.6%
6	14634	1194	8.2%	13372	91.4%	10793	73.7%	2579	17.6%	14566	99.5%
7	13862	1296	9.3%	12486	90.1%	10208	73.6%	2279	16.4%	13782	99.4%
8	14268	1452	10.2%	12729	89.2%	10466	73.4%	2263	15.9%	14181	99.4%
11	8941	1314	14.7%	7406	82.8%	5950	66.5%	1456	16.3%	8720	97.5%
State Totals	101047	8852	8.8%	91495	90.5%	69053	68.3%	22442	22.2%	100346	99.3%

Data for Mathematics Participation:

Mathematics Participation											
Student Grade Level	SWD Enrolled During Assessment	GAA Test Participation	% GAA Test Participation	Regular Assessment Participation	% Regular Assessment Participation	With Accomodations - Regular Assessments	% With Accomodations - Regular Assessments	Without Accomodations - Regular Assessments	% Without Accomodations - Regular Assessments	Total Participation	% Participation
1	1464	112	7.7%	1346	91.9%	700	47.8%	646	44.1%	1458	99.6%
2	1307	113	8.6%	1188	90.9%	651	49.8%	537	41.1%	1301	99.5%
3	15522	1120	7.2%	14309	92.2%	9145	58.9%	5164	33.3%	15429	99.4%
4	15397	1086	7.1%	14231	92.4%	10141	65.9%	4090	26.6%	15317	99.5%
5	15652	1166	7.4%	14432	92.2%	11049	70.6%	3383	21.6%	15598	99.7%
6	14634	1197	8.2%	13364	91.3%	10855	74.2%	2509	17.1%	14561	99.5%
7	13862	1295	9.3%	12491	90.1%	10268	74.1%	2223	16.0%	13786	99.5%
8	14268	1442	10.1%	12728	89.2%	10588	74.2%	2140	15.0%	14170	99.3%
11	8926	1314	14.7%	7401	82.9%	5907	66.2%	1494	16.7%	8715	97.6%
State Totals	101032	8845	8.8%	91490	90.6%	69304	68.6%	22186	22.0%	100335	99.3%

3.C – Measurable And Rigorous Targets For Performance:

	<i>Proficiency for Students with IEPs Grades 3-8</i>	
	<i>R/ELA</i>	<i>Mathematics</i>
FFY 2009 (2009-2010)	69% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards	55% 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 Grades 3-8</i>			
	<i>R/ELA</i>		<i>Mathematics</i>	
Actual Target Data for FFY 2009 (2009-2010)	62,682.5 out of 89,408.5 FAY students met the proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards	70.11%	48,488 out of 89,404 FAY students met the proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards	54.23%

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.

Actual Target Data (FFY 2009) for CRCT (grades 3-8):

R/ELA Proficiency: During FFY 2009, 70.11% (62,682.5 out of 89,408.5) of full academic year (FAY) students with IEPs met or exceeded standards on the R/ELA portion of the CRCT. The State **met the FFY 2009 target** (69%) and **showed progress** (1.81 percentage points) from the FFY 2008 data (68.30%). In the FFY 2008 APR we show our actual target for proficiency as 67.71%. This number represents the combined grade levels (3-8 and 11); and 68.30% is the actual performance for grades 3-8 on the CRCT for FFY 2008, as reported in that document’s narrative.

Mathematics Proficiency: During FFY 2009, 54.23% (48,488 out of 89,404) of FAY students with IEPs met or exceeded standards on the mathematics portion of the CRCT. The State **did not meet the FFY 2009 target** (55%) but **demonstrated progress** (1.13 percentage points) from the FFY 2008 data (53.10%). In the FFY 2008 APR we show our actual target for proficiency as

52.20%. This number represents the combined grade levels (3-8 and 11); and 53.10% is the actual performance for grades 3-8 on the CRCT for FFY 2008, as reported in that document’s narrative.

3.C – Measurable And Rigorous Targets For Performance:

	<i>Proficiency for Students with IEPs Grade 11</i>	
	<i>ELA</i>	<i>Mathematics</i>
FFY 2009 (2009-2010)	62% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards	44% 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 Grade 11</i>			
	<i>ELA</i>		<i>Mathematics</i>	
Actual Target Data for FFY 2009 (2009-2010)	5, 758 out of 9,820 FAY students met the proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards	58.64%	3,505 out of 9,846 FAY students met the proficiency rate for children with IEPs against grade level, modified and alternate academic, achievement standards	35.60%

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.

Actual Target Data (FFY 2009) for GHS GT (grade 11):

ELA Proficiency: During **FFY 2009**, **58.64%** (5,758 out of 9,820) of (FAY) students with IEPs met or exceeded standards on the ELA portion of the GHS GT. The State **did not meet the FFY 2009 target** (62%); this **data demonstrates slippage** (2.39 percentage points) from the FFY 2008 data (61.03%). In the FFY 2008 APR we show our actual target for proficiency as 67.71%. This number represents the combined grade levels (3-8 and 11); and 61.03% is the actual performance for the 11th grade on the GHS GT for FFY 2008, as reported in that document’s narrative.

Mathematics Proficiency: During **FFY 2009**, **35.60%** (3,505 out of 9,846) of FAY students with IEPs met or exceeded standards on the mathematics portion of the GHS GT. The State **did not meet the FFY 2008 target** (44%); this **data demonstrates slippage** (6.29 percentage points) from

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the FFY 2008 data (41.89%). In the FFY 2008 APR we show our actual target for proficiency as 52.20%. This number represents the combined grade levels (3-8 and 11); and 41.89% is the actual performance for the 11th grade on the GHSGT for FFY 2008, as reported in that document's narrative.

Note that the newly revised targets for FFY 2009 were based on the new baseline established during FFY 2008. During FFY 2005 - FFY 2008, Georgia set targets and reported data as an aggregate number for the grade levels that impacted AYP data (grades 1 and 2 for students enrolled in primary schools, grades 3 through 8, and grade 11). However, students enrolled in grades 1 – 8 take the CRCT, and students enrolled in grade 11 take the GHSGT. The tests are different assessments and should be reported separately. During the FFY 2008 APR, Georgia revised the baseline for Indicator 3c to reflect separated targets for Grades 3-8 and Grade 11. Based on the “Georgia Part B FFY 2008 SPP/APR Response Table, OSEP accepted those revisions. The extended targets, for Indicator 3c, must exceed the newly established baseline data as reported in FFY 2008 APR.

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.

APR Template – Part B (4)

Georgia
State

Data for RE/LA Performance:

Reading/Language Arts Performance																	
School Year	Student Grade Level	Assessment Subject	FAY Count	Alternate Assessment (GAA)			Regular Assessment (CRCT or GHS GT)			Regular Assessment with Accommodations			Regular Without Accommodations			Percentage Proficient and Advanced by Grade	Percentage Proficient and Advanced by Assessment
				Did Not Meet	Proficient	Advanced	Did Not Meet	Proficient	Advanced	Did Not Meet	Proficient	Advanced	Did Not Meet	Proficient	Advanced		
2009-2010	1	RELA	1428.5	6.0	45.0	60.0	393.0	750.5	174.0	316.0	347.0	22.5	77.0	403.5	151.5	72.1%	Grades 1-8
2009-2010	2	RELA	1285.5	3.0	56.0	52.0	380.5	638.0	156.0	320.0	299.5	23.5	60.5	338.5	132.5	70.2%	CRCT+GAA =70.1%
2009-2010	3	RELA	15101.5	91.0	480.0	510.0	3743.0	8306.0	1971.5	3165.5	5277.5	514.5	577.5	3028.5	1457.0	74.6%	
2009-2010	4	RELA	14976.0	120.0	497.0	443.0	5076.5	7386.5	1453.0	4506.0	4949.0	416.0	570.5	2437.5	1037.0	65.3%	
2009-2010	5	RELA	15271.0	101.0	553.0	490.0	4035.5	8908.5	1183.0	3750.5	6640.5	362.0	285.0	2268.0	821.0	72.9%	
2009-2010	6	RELA	14194.0	120.0	508.0	528.0	4466.5	7585.0	986.5	4165.5	5918.5	430.0	301.0	1666.5	556.5	67.7%	
2009-2010	7	RELA	13428.0	167.0	566.0	529.0	4581.5	6879.0	705.5	4263.5	5358.5	306.0	318.0	1520.5	399.5	64.6%	
2009-2010	8	RELA	13725.0	245.5	594.0	577.0	3197.0	8323.5	788.0	2997.5	6704.5	417.0	199.5	1619.0	371.0	74.9%	GHS GT+GAA = 58.6%
2009-2010	9,10,11,12	RELA	9819.0	219.0	577.0	483.0	3842.0	3369.0	1329.0	3310.0	2635.0	883.0	532.0	734.0	446.0	58.6%	
State Totals			99228.5	1072.5	3876.0	3672.0	29715.5	52146.0	8746.5	26794.5	38130.0	3374.5	2921.0	14016.0	5372.0		

APR Template – Part B (4)

Georgia
State

Data for Mathematics Performance:

Mathematics Performance																	
School Year	Student Grade Level	Assessment Subject	FAY Count	Alternate Assessment (GAA)			Regular Assessment (CRCT or GHSGT)			Regular Assessment with Accommodations			Regular Without Accommodations			% Proficient and Advanced by Grade	% Proficient and Advanced by Assessment
				DNM	PRO	ADV	DNM	PRO	ADV	DNM	PRO	ADV	DNM	PRO	ADV		
2009-2010	1	Math	1,429	7	47	57	459	605	254	365	272	47	94	333	207	67.4%	Grades 1-8
2009-2011	2	Math	1,285	3	60	47	354	706	115	303	321	18	51	385	97	72.2%	CRCT+GAA =54.2%
2009-2012	3	Math	15,102	76	441	567	6,478	5,154	2,386	5,336	2,940	662	1,142	2,214	1,724	56.6%	
2009-2013	4	Math	14,976	79	490	490	7,523	4,770	1,624	6,504	2,918	470	1,019	1,852	1,154	49.2%	
2009-2014	5	Math	15,271	77	540	527	5,807	6,426	1,894	5,341	4,713	745	466	1,713	1,149	61.5%	
2009-2015	6	Math	14,191	89	531	541	7,874	4,577	579	7,113	3,256	205	761	1,321	374	43.9%	
2009-2016	7	Math	13,432	139	533	587	5,575	5,540	1,058	5,177	4,308	505	398	1,232	553	57.5%	
2009-2017	8	Math	13,718	215	609	587	6,161	5,583	563	5,618	4,322	285	543	1,261	278	53.5%	GHSGT+GAA =35.6%
2009-2018	9,10,11,12	Math	9,846	147	585	559	6,194	1,065	1,296	5,208	773	819	986	292	477	35.6%	
State Totals			99,250	832	3,836	3,962	46,425	34,426	9,769	40,965	23,823	3,756	5,460	10,603	6,013		

DNM= Did Not Meet; PRO= Proficient; ADV= Advanced

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

3a. Meeting AYP - During **FFY 2009, 36.25%** (58 out of 160) of districts that had a disability subgroup meeting the State's minimum "n" size met the State's Adequate Yearly Progress (AYP) targets for the disability subgroup. The State **did not meet the FFY 2009 target** (77.34%); this **data demonstrates slippage** (19.63 percentage points) from the FFY 2008 data (55.88%).

Eleven out of 75 districts that did not meet Adequate Yearly Progress (AYP) for the disability subgroup in FFY 2008 met AYP for the disability subgroup in FFY 2009. Of the 102 districts not making AYP for the disability subgroup in FFY 2009, only 7 districts (7%) did not meet AYP solely due to the subgroup of students with disabilities (SWD). The State has seen a reduction in the graduation rate which impacts the AYP data.

In accordance with Georgia's approved accountability workbook, beginning with FFY 2009 first time test takers for the GHS GT in grades 9, 10 and 12 were included in the AYP calculation with grade 11.

Focused Monitoring - The Division for Special Education continues 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 the 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.). Four of the 15 districts (27%) that were Focused Monitored during the 2008-2009 school year met AYP during 2009-2010. Follow up of district's performance continues for two years following a Focused Monitoring.

3b. Participation - Georgia continues to have a very high participation rate of SWD in statewide assessments. The rigorous participation rates for mathematics and R/ELA reflect a commitment by Georgia Department of Education (GaDOE) to ensure that SWD are assessed in the same content areas and at the same grade levels as required by No Child Left Behind (NCLB). The Division 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 through the dissemination of information in publications.

3c. Proficiency Rates in Mathematics and Reading - Although the State did not meet its target for proficiency in either R/ELA or Mathematics, it is interesting to note that the State did show progress in both areas for grades 3-8. In Grade 11, however, slippage occurred. This difference may be due in part to the severe economic conditions in Georgia. Revenue losses have resulted in changes that include the compacting of the school calendar, the lengthening of school days, and the elimination of many optional academic support programs and services such as transportation to or from after-hours academic preparation and tutoring, all of which previously helped prepare students with disabilities for the GHS GT. Teachers have experienced furloughs and the elimination of professional learning days and planning days. At the high school level,

many students have taken on work obligations to assist with family necessities, eliminating extra test review time.

Collaboration with other Divisions - The Division for Special Education works 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 other divisions in GaDOE, including the Division for Special Education, 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 Division for Special Education and the Mathematics Program in the Division of Academic Standards have collaborated to provide support through webinar sessions and presentations across the state to prepare teachers better to meet the diverse needs of students with disabilities.

The mathematics webinars targeted all high school mathematics support classes (Mathematics Supports I, Mathematics Supports II, and Mathematics Supports III). During FFY 2009, staff from both divisions presented three webinar sessions addressing topics for the high school that included how to set up a Mathematics Support class, how to use manipulatives and graphing calculators, how to incorporate vocabulary strategies, how to resolve scheduling issues, and how to create programs and interventions that work. In addition, at the elementary level, four webinars were presented to address topics that included basic mathematics facts, mental mathematics, vocabulary, and strategies and interventions that work. Information regarding these webinar sessions was distributed to all school districts in Georgia through a newsletter sent out to all superintendents and directors of special education. Access to the online sessions was open to all teachers throughout the state and was archived for reference.

The Mathematics Program in the Division of Academic Standards and the Division for Special Education provided technical assistance and a demonstration of strategies and interventions for GLRS in South Georgia. Several school districts from that area attended the awareness training and expressed interest in additional technical assistance. As a result of the one-time training, the State would like to develop an ongoing series for the 2010-2011 school year which could take place in four different locations.

Collaboration among the department's divisions expanded to include providing input on the topics published in the bi-monthly Mathematics Newsletter sent electronically to all the mathematics teachers in Georgia. The distribution list was expanded to include special education teachers who provide instruction in mathematics. The special education teachers were strongly encouraged to participate in training and interventions listed in the newsletter.

GraduateFIRST - Georgia received additional funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007 for a five-year cycle. Various projects are supported by this grant including GraduateFIRST, which focuses on improving graduation rates and decreasing dropout rates for SWD. Training in strategies and interventions are included in the graduation and dropout initiatives to improve academic performance of students with disabilities. For FFY 2009, GraduateFIRST consisted of 91 (29 middle and 62 high) schools representing 49 school districts

statewide. Fifty-four percent (49 out of 91) of the schools reported an increase in reading/language arts achievement and 42% (38 out of 91) of the schools reported an increase in mathematics achievement as measured by the CRCT and the GHSGT. Of the schools participating in the project, 34% (31 out of 91) of the schools made AYP.

Participating school teams received training in strategies and interventions in the areas of mathematics (311 educators) and reading (64 educators). In addition, a series of webinar trainings (6) were provided to 180 educators in the use of the Kansas Strategies, LINC S (Vocabulary Strategy) and SLANTS (Active Learning).

Georgia Project for Assistive Technology (GPAT) - The GPAT, a special project funded by the Division 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 289 educators from 110 districts and 4 outside agencies participated in a full day of training on a variety of topics designed to provide educators with the support needed to implement assistive technology and to evaluate its effectiveness.

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 GHSGT for grade 11) 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 2009-2010 statewide testing administration, 67 students, representing 9 districts in the state, needing assistive technology in order to access the general assessment (CRCT or GHSGT) were provided with the tests in the format requested. Forty-four percent (14 out of 32) of the students taking the CRCT met or exceeded the requirements for reading/English language arts and 31% (10 out of 32) met or exceeded the requirements for mathematics. Thirty seven percent (13 out of 35) of the students taking the GHSGT met or exceeded the requirements for English language arts and 17% (6 out of 35) met or exceeded the requirements for mathematics.

Georgia Instructional Materials Center (GIMC) - All students in Georgia's public schools who have a print disability documented in their IEPs are eligible to receive accessible instructional materials (AIMs) in an appropriate format. The GIMC currently provides all braille, large print and accessible PDF versions of textbooks and other core instructional materials at no cost to the local educational agency (LEA). 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 from 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 at no cost to the LEA.

During FFY 2009, over 97% of AIMs that were ordered from the GIMC in a timely manner were available to the students on the first day they needed them. This was accomplished by the development and use of online student registration and book ordering systems, as well as by a sophisticated information management and tracking device. During FFY 2009, more than 500 students were registered online to receive AIMs from the GIMC. The GIMC had over 17,000 copies of AIMs in a variety of formats representing over 5,000 titles. More than 6,100 AIMs were provided by the GIMC for use by students.

Alternate Assessment Based upon Modified Achievement Standards - To ensure that all students with disabilities are assessed appropriately on state-mandated assessments, the Division of Assessment has developed an assessment that targets those students who can master the general curriculum, but who cannot demonstrate what they have learned on traditional assessments. These students can master the general curriculum and are not, therefore, candidates for the Georgia Alternate Assessment (GAA). The Division for Special Education supported this test development by participating in focus groups, item development, analysis of field test data, development of standards, and development of test participation guidelines. The alternate assessment, based upon modified achievement standard (CRCT-M), will be in place for grades 3-8 in English language arts, reading, and mathematics for administration in spring 2011. With the development and implementation of this new assessment, students who have traditionally struggled with showing progress on the regular assessments will have another avenue for demonstrating proficiency on grade level content.

The Georgia Learning Resource Systems (GLRS) - Eleven GLRS programs developed targeted professional learning modules to provide grade specific content knowledge in mathematics to special education teachers. Special education teachers representing 150 schools participated in the trainings. Twenty-two percent (33 out of 150) of schools reported that targeted students met or exceeded requirements in the area of mathematics as measured by the CRCT or GHSGT. Five GLRS programs developed targeted professional learning modules to provide grade specific content knowledge in reading/English language arts to special education teachers. Special education teachers representing 77 schools participated in the trainings. Eight percent (6 out of 77) schools reported that students met or exceeded requirements in the area of reading/English language arts as measured by the CRCT or GHSGT.

Continued Collaboration with Testing - The Division for Special Education continued to work with the Testing Division to address the participation and proficiency of SWD in statewide testing. The accommodations manual to guide test administration for SWD has been developed, and the two divisions continue to provide information and clarification for implementation in districts. The divisions collaborated to provide web-based training on alignment and instruction, as well as on documentation and the development of a GAA portfolio. This training is provided at various times during the school year (except for December) to assist teachers in developing evidence-based portfolios that can be used in the GAA. All teachers and districts had access to the training on the day of the presentation or could listen to the archived sessions.

Public Reporting Information: *The following link takes the reader to public reports of assessment results conforming to 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 Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: (1) Georgia Continuous Improvement Monitoring Process Plans; (2) Focused Monitoring; (3) Georgia Project for Assistive Technology (GPAT) and the Georgia Instructional Materials Center (GIMC); and (4) The Georgia Learning Resources Systems (GLRS).

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

3A.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 (2010-2011)	79.34% 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.
2011 (2011-2012)	79.34% 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.
2012 (2012-2013)	79.34% 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.

3B.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>	
	Participation for Students with IEPs Grades 3-11	
	Reading/English Language Arts	Mathematics
2010 (2010-2011)	98.75% participation rate for children with IEPs	98.75% participation rate for children with IEPs
2011 (2011-2012)	99.17% participation rate for children with IEPs	99.31% participation rate for children with IEPs
2012 (2012-2013)	99.17% participation rate for children with IEPs	99.31% participation rate for children with IEPs

3C.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>	
	Proficiency for Students with IEPs Grades 3-8	
	Reading/English Language Arts	Mathematics
2010 (2010-2011)	70% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.	56% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.
2011 (2011-2012)	73% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.	56% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.
2012 (2012-2013)	74% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.	56% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

3C.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>	
	Proficiency for Students with IEPs Grades 11	
	Reading/English Language Arts	Mathematics
2010 (2010-2011)	63% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.	45% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.
FFY 2011 (2011-2012)	63% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.	45% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.
FFY 2012 (2012-2013)	64% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.	45% proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards.

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

The Development of the 2% Assessment - The State would like to revise the improvement activities by changing the name of the activity from Development of the 2% Assessment to the Alternate Assessment Based upon Modified Achievement Standards.

Continued Collaboration with Testing - The divisions have completed the accommodations manual, but will continue to provide technical assistance and training on its use.

Collaboration with Other Divisions (Collaboration with School Improvement and Curriculum) (Revised): Staff from the Division for Special Education will work with other divisions, including individuals from School Improvement and Curriculum, to integrate information about addressing the needs of SWD into varied professional learning and technical support activities. Special education staff will participate in professional learning related to the implementation of the Georgia Performance Standards/transition to the Common Core Georgia Performance Standards (CCGPS) in critical academic areas such as reading/English language arts, science, and mathematics. Georgia joined with 47 other states to develop a set of core standards for K-12 in English language arts and mathematics. The Georgia State Board of Education adopted the CCGPS on July 8, 2010. The CCGPS timeline projects classroom implementation during the 2012-2013 school year and a common assessment during the 2014-2015 school year. As a result of these activities, SWD will have access to a more rigorous academic curriculum and will be more likely to graduate from high school. The name of the activity has been changed.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

GraduateFIRST - To assist in increasing mathematics performance for students assessed with the GHSGT, the GraduateFIRST project will work collaboratively with the Mathematics Program in the Division of Academic Standards to design and implement a series of hands-on strategies training sessions for participating schools.

Timeline: FFY 2009 - FFY 2012

Resources: State and Local Funds

The State would like to remove the following improvement activity from the State Performance Plan.

Highly Qualified Teachers (HQ) - The State believes that having highly qualified teachers in every classroom is important to student achievement and enforces this effort in the school districts. However, data regarding the impact of this activity cannot be collected for individual subgroups, including students with disabilities.

GPS and Students with the Most Significant Cognitive Disabilities - Data regarding the impact of this activity cannot be collected for individual subgroups including students with disabilities.

A Framework for Impacting the Achievement of SWD - This activity is no longer implemented consistently from year to year in the Georgia Learning Resources Systems (GLRS).

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: FAPE in the LRE

Indicator 4A: Rates of suspension and expulsion:

- 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, practices or procedures that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(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 ≥ 5.0 for two consecutive years.

Calculation for Significant Discrepancy:

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

Divided by

((State # of SWD with greater than 10 days OSS Minus Focus District # of SWD with greater than 10 days 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.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>FFY 2009 (Using 2008-2009 data)</i>	3.28% 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 2009:

<i>FFY</i>	<i>Actual Target Data</i>
<i>FFY 2009 (Using 2008-2009 data)</i>	0% of districts were identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

LEAs with Significant Discrepancy in Rates for Suspension and Expulsion

<i>Year</i>	<i>Total Number of LEAs</i>	<i>Number of LEAs that have Significant Discrepancies</i>	<i>Percent</i>
<i>FFY 2009 (Using 2008-2009 data)</i>	187	0	0.00%

During *FFY 2009*, 0% (0 out of 187) 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 the FFY 2009 target** (3.28%) and **showed progress** (.54 percentage points) from the FFY 2008 data (.54%).

The State reviewed two years of data (FFY 2007 and FFY 2008) to make this annual determination. If the district had an “N” Size subgroup of ≥ 20 Students with Disabilities (SWD) and ≥ 10 SWD removed greater than 10 days, then the district was included in the calculation. Based on the minimum “n” size requirement, the State removed 6 districts from the calculation.

Review of Policies, Practices, and Procedures (completed in FFY 2009 using 2008-2009 data): Based on FFY 2008 data, no districts were 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 procedure used when districts are identified is that the State requires 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 and procedural safeguards to ensure compliance. Each district must convene a Self-Assessment team to rate the district's performance.

If the district demonstrates less than 50% proficiency among the Self-Assessment indicators, then the State makes a noncompliance finding. Georgia's Self-Assessment addressed both (1) policies, procedures, and practices (relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports or procedural safeguards) and (2) best practices to support appropriate discipline for local schools and districts. Although local districts provide responses to the best practices indicators, these indicators do not impact the State's determination of noncompliance. Fifty percent of the Self-Assessment addressed compliant policies, procedures, and practices while the other fifty percent addressed best practices. All districts were expected to demonstrate 100% proficiency on the compliance indicators represented in the Self-Assessment. If a district demonstrated less than 100% proficiency on all compliance indicators, then the State identified the district as having noncompliance and required the district to timely correct the noncompliance with one year of the notification. The district would be required to review and revise its policies, practices, and procedures for discipline. For example, if a district does not have a procedure for monitoring suspensions of SWD at the district level, the district staff would be required to develop a procedure that requires 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 would require the district to develop a corrective action plan for the identified noncompliance and update its action plan in the consolidated application. The Division for Special Education staff reviews and approves the district's corrective action plan for addressing the cited noncompliance and for revising policies, practices, and procedures related to establishing positive behavior supports, schoolwide discipline, appropriate development and use of Behavior Intervention Plans (BIP), and monitoring data to make decisions.

The State provides technical assistance to the district and verifies within 1 year of notification that the noncompliance is corrected. The State also (1) requires the Local Educational Agency (LEA) to change policies, practices and/or procedures that contributed to or resulted in noncompliance; (2) determines that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensures that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

There is no additional correction of noncompliance to be reported for FFY 2007 and earlier.

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2009:

The State has consistently met the designated target and has progressed to no districts being identified as having significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. Although no districts were identified,

the State continued to provide technical assistance to districts “at serious risk” of having significant discrepancy as a preventive measure and to maintain the target data. The State defines “at serious risk” as having a relative risk of ≥ 3.0 .

Technical Assistance for Significantly Discrepant Districts - The State offered professional learning and coaching for districts to develop and sustain demonstration sites for best practices for reducing the rates of suspensions and expulsions. The Division for Special Education worked with districts to identify specific schools that will be supported in the use of Positive Behavior Intervention Interventions Supports and the development and implementation of IEPs and BIPs to establish models for best practice in the district. Staff from the Positive Behavior Intervention and Supports (PBIS) Unit participated in the Forum for Significantly Discrepant Districts and set up follow-up presentations at the Regional Educational Service Agencies (RESA) or in the districts.

Forum for Significantly Discrepant Districts - The Division for Special Education conducted four forums for the districts (40 districts) that were considered “at serious risk” of having significant discrepancy. The State provided for a review of the policies, practices, and procedures that contributed to the district’s data by requiring each district to complete a Self-Assessment and then assisting the districts with the necessary revisions.

Professional Learning Modules for Significantly Discrepant Districts - Face-to-face trainings ended for this initiative in the 2007-2008 school year. However, The Division for Special Education developed and delivered webinars on conducting FBAs, writing and revising BIPs, discipline rules, data analysis, and alternatives to suspension, which are archived for continued technical assistance for districts that are considered “at serious risk” of having significant discrepancy.

Administrative Training for Significantly Discrepant District - In the past the State has provided support to the districts that were identified or were at risk for significant discrepancy by training their coaches in the use of data to determine effective interventions as part of their improvement plan. The district placed their own coaches in the schools using the information provided in the training.

Positive Behavior Intervention and Supports Unit - The Positive Behavior Intervention and Supports Unit continued to provide ongoing technical assistance for districts that were considered “at serious risk” of having significant discrepancy. This included participating in the Forums for Significantly Discrepant Districts, providing ongoing conference calls, and providing online webinars. The State’s Positive Behavior Intervention and Supports Leadership team continued to work on the initiatives outlined in the State’s Positive Behavior Intervention and Supports action plan. The unit trained 90 new schools in FFY 2009.

Positive Behavior Intervention and Supports Overview Presentation - The Positive Behavior Intervention and Supports Unit provided overview presentations on schoolwide Positive Behavioral Interventions and Supports to representatives and leaders from 13 Georgia districts. This activity is ongoing.

Positive Behavior Intervention and Supports Targeted Assistance - Technical assistance was provided on a monthly basis via webinars to school teams on topics including 1) using data-driven decision making, 2) classroom management, 3) disproportionality, and 4) elements of Positive Behavioral Interventions and Supports. Face-to-face professional learning and training were provided to over 200 teachers receiving certification in alternate programs in middle Georgia and over 50 counselors in South Georgia. Professional learning was also provided to the Parent Mentors Partnership and the System of Care mental health professionals. The table below outlines Positive Behavior Intervention and Supports trainings provided in 13 Districts for FFY 2009. Implementation of the concepts presented in the training has been verified through online progress monitoring and annual assessment.

Positive Behavior Intervention and Supports Trainings

<i>School Teams</i>	<i>Number Of Trainings</i>
GNETS	4
Alternative Schools	5
Pre-K	1
Elementary	45
Middle	24
High	14
<i>School Teams</i>	<i>Number Of Trainings</i>
Total	93

Georgia Continuous Improvement Monitoring Process (CIMP)Plans - As part of the (CIMP), districts whose data indicate that there are issues with discipline were required to write improvement activities in their Comprehensive Local Educational Agency Improvement Plan (CLIP). Members of the Positive Behavior Intervention and Supports Unit (PBIS) and district liaisons (DL) reviewed the data and improvement activities with the district.

GraduateFIRST - Georgia received additional funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007 for a five-year cycle. Although the major focus of the SPDG is improved graduation rates and decreased dropout rates through the GraduateFIRST program, also included was training in behavior interventions and strategies. GraduateFIRST provided nine training sessions to 133 educators based in schools participating in the project. For FFY 2009, GraduateFIRST consisted of 91 (29 middle and 62 high) schools representing 49 school districts statewide. Thirty-two percent (29 out of 91) of the schools reported a decrease in the number of students removed from the classroom as a result of an in-school suspension (ISS) and/or out-of-school suspension (OSS).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: (1) Review of Policies, Practices, and Procedures; (2) Technical Assistance for Significantly Discrepant Districts; (3) Forum for Significantly Discrepant Districts; 4) Administrative Training for Significantly Discrepant District.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

FFY	Measurable and Rigorous Target
2010 (2010-2011)	3.28% 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.
2011 (2011-2012)	2.9% 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
2012 (2012-2013)	2.9% 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

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

PBIS Overview Presentation - Name and acronym changed from Positive Behavior Supports (PBS) to Positive Behavior Intervention and Supports (PBIS).

PBIS Targeted Assistance - Name and acronym changed from Positive Behavior Supports (PBS) to Positive Behavior Intervention and Supports (PBIS).

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

GraduateFIRST - Georgia received additional funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007 for a five-year cycle. A major focus of the SPDG is improved graduation rates and decreased dropout rates through the GraduateFIRST project. The State will work directly with the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), housed at Clemson University, to provide school teams with in-depth training in proven research-based strategies to decrease dropout which includes training in behavior interventions and strategies. The project will collect data on suspension and expulsion rates for students with disabilities in the program.

Timelines: FFY 2009- FFY 2012

Resources: Federal Funds and GaDOE Personnel

Disproportionality Stakeholders' Committee - The State will convene a stakeholder group to review and discuss the issues surrounding significant discrepancy for students with disabilities. The purpose of the committee is to incorporate stakeholder input into current practices to eliminate significant discrepancy in the State and to ensure compliance with federal regulations. The stakeholders will convene several times a year and will address the State's process to identify districts with significant discrepancy, make determinations of noncompliance, and provide technical assistance for appropriate districts.

Timeline: FFY 2010 – FFY 2012

Resources: State and Local Funds

The State would like to remove the following improvement activity from the State Performance Plan.

Professional Learning Modules for Significantly Discrepant Districts - The modules for this activity have been completed.

Positive Behavior Interventions Supports Unit – The development of the Unit has been completed. The work of the unit is within the Positive Behavior Interventions and Supports activities.

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

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

<i>FFY</i>	<i>Measurable and Rigorous Target</i>		
<i>2009 (2009-2010)</i>	A= 80% or more of the day <i>63%</i>	B = < 40 % of the day <i>16%</i>	C= Separate Schools <i>.8%</i>

Actual Target Data for (FFY 2009):

<i>FFY</i>	<i>Actual Target Data</i>		
<i>2009 (2009-2010)</i>	A= 80% or more of the day <i>61.83%</i>	B = < 40 % of the day <i>15.63%</i>	C= Separate Schools <i>2.42%</i>

- A. During **FFY 2009**, **61.83%** (99,049 out of 160,191) of students with disabilities (SWD) were served in the regular class 80% or more of the day. The State **did not meet the FFY 2009 target** (63%) but **demonstrated progress** (.83 percentage points) compared to the FFY 2008 data (61%).

Regular Class >80% Calculation
FFY 2009 Target 63%

99,049 SWD in regular class >80%
Divided by
160,191 SWD
Equals
61.83% remained inside the regular class >80%

- B. During **FFY 2009**, **15.63%** (25,036 out of 160,191) of SWD were served in the regular class less than 40% of the day. The State **met the target for FFY 2009** (16%) and **showed progress** (.77 percentage points) compared to the FFY 2008 data (16.4%).

Regular Class < 40% Calculation
FFY 2009 Target 16%

25,036 SWD in regular class >60%
Divided by
160,191 SWD
Equals
15.63% Remained inside of the regular
class < 40%

- C. During **FFY 2009**, **2.42%** (3,878 out of 160,191) of SWD were served in public or private separate schools, residential placements, or homebound or hospital placements. The State **did not meet the FFY 2009 target** (.8%); this **data demonstrates slippage** (.42 percentage points) compared to the FFY 2008 data (2.0%).

Public or Private Separate Placements
Calculation
FFY 2008 Target 0.8%

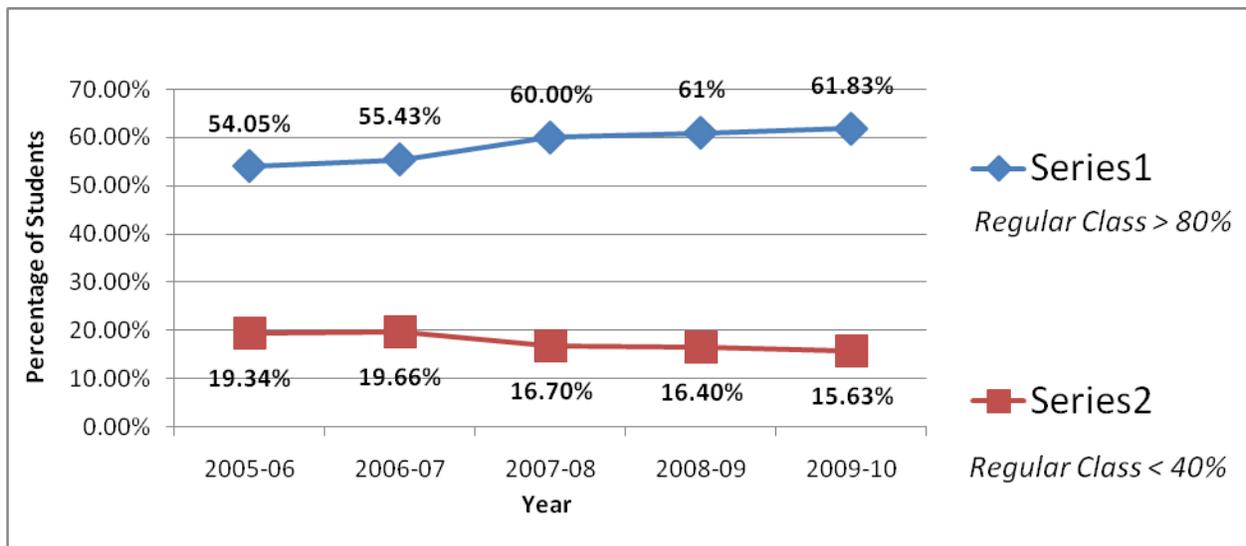
3,878 SWD in Public or Private Separate
Placement
Divided by
160,191 SWD
Equals
2.42% Public or Private Separate Placements

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2009):

As of December 1, 2009, 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.

The state legislature passed a law creating state funded residential facilities that provide serves for SWD. This has resulted in the increase in the number of students that are placed in separate facilities by other agencies.

Graph 1. Students Served in General Education Setting



Georgia Continuous Improvement Monitoring Process Plans -

- Focused Monitoring** - For the 2009-2010 school year, 8 districts were Focused Monitored, which is a part of Georgia’s Continuous Improvement Monitoring Process (CIMP). Of these, 7 districts were cited for compliance issues related to placement in the least restrictive environment (LRE). One hundred percent of the cited districts have submitted Corrective Action Plans addressing the LRE issue. Verification of this correction will be submitted in the FFY 2010 APR.

In 2008-2009, 15 districts were Focused Monitored. Of these, 8 districts were cited for 8 compliance issues related to LRE. Correction of the compliance issues related to LRE within one year of identification has been verified for all 8 districts with LRE citations. 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 related to LRE. Verification took place through desk audits of the IEP reviews for the individual students cited for LRE findings, as well as through a review of randomly selected IEPs to determine that appropriate practices were in place when the IEP team made placement decisions. In addition, the State completed a review of the district’s policies,

practices, and procedures, as well as documents and handouts used for district level training for teachers in order to ensure staff was receiving accurate information regarding the decision-making process for LRE.

- *Records Review* - 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. For the 2009-2010 school year, 20 districts received record reviews as part of (CIMP). Of these, 12 districts were cited with 14 compliance issues related to placement in the LRE. Verification of this correction will be submitted in the FFY 2010 APR.

Eleven districts had findings for LRE related issues during the 2008-2009 school year, and all 11 districts were determined compliant within one year of written notification of noncompliance. There were a total of 14 LRE findings in these 11 districts. All individual (14) 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. Verification took place through desk audits of the IEP reviews for the individual students cited for LRE findings, as well as through a review of randomly selected IEPs to determine that appropriate practices were in place when the IEP team made placement decisions. In addition, the State completed a review of the district's policies, practices, and procedures as well as documents and handouts used for district level training for teachers to ensure staff were receiving accurate information regarding the decision-making process for LRE.

- *Dispute Resolution* - The State managed a dispute resolution procedure that included Formal Complaints, Mediation, and Due Process Hearing procedures. During the 2009-2010 school year, the State received 1 complaint concerning LRE and 1 due process hearing concerning LRE. Both districts have corrected the noncompliance prior to the submission of the FFY 2009 APR and will be reported in Indicator 15 in FFY 2010. Individual cases of noncompliance for students were corrected within one year of notification for both districts. The two districts were required to submit evidence of correction. Staff reviewed the documentation to verify correction. 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.

One district had 1 finding for LRE related issues during the 2008-2009 school year. The district was determined to be in compliance within one year of written notification of noncompliance. The district was required to submit evidence of correction. Staff reviewed the documentation to verify correction. 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.

The Georgia Performance Standards (GPS) and Students with the Most Significant Cognitive Disabilities - Training was provided on assisting students with the most significant cognitive disabilities to access the GPS. The purpose of the training was to enable some students to receive more of their instruction in general education settings. During the 2009-2010 school year, 95 teachers and occupational and speech therapists from 39 school districts received a one-day

training on adapting materials in an integrated unit to give access to the grade level GPS, as well as demonstrations by teachers on how these activities would be implemented. Based on anecdotal data, teachers became more competent and comfortable with providing instruction that gave students access to the GPS. Forty teachers from 37 school districts met twice during the school year to demonstrate and share materials developed. Examples of integration into general education classes and interactions with peers were also shared by the teachers. These teachers provided ongoing support and training to teachers in their own school districts.

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 50 schools, representing 43 districts, were involved with these professional learning projects. Eighteen of the 43 districts (42%) increased the percentage of SWD inside the regular class $\geq 80\%$ of the school day. Thirty-three (66%) of the schools improved the performance of SWD on statewide required assessments in reading/English language arts. Twenty-one schools (42%) improved mathematics scores for SWD.

Least Restrictive Environment (LRE) Project - The LRE Project added 5 schools to the project, increasing the number of participating schools to 8, representing 5 districts during the 2009-2010 school year. Training/coaching on LRE was provided for the 5 new schools in 3 targeted districts.

The opportunity to participate in the project was offered to all schools that did not meet the State LRE target ($>80\%$ of the day) for the 2008- 2009 school year. Project data and training included a review of Adequate Yearly Progress (AYP) data for districts and schools, identification of achievement gaps between students with and without disabilities, 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 documentation that supports fidelity of implementation. School leadership teams received monthly onsite visits and virtual coaching.

The State piloted a variation of the project that could provide technical assistance when there is a need for LRE training in large districts or for a large number of districts in Georgia. The project worked with leadership teams and provided the monthly follow-up with the district administrators as opposed to onsite school visits.

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>	<i>School D</i>	<i>School E</i>	<i>School F</i>	<i>School G</i>	<i>School H</i>
2007-2008	59%	36.72%	40.63%	34.69%					

<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>	<i>School D</i>	<i>School E</i>	<i>School F</i>	<i>School G</i>	<i>School H</i>
2008-2009	61%	43.8%	50.0%	77.27%	63.09%	82.43%	64.91%	53.23%	48.8%
2009-2010	63%	75.2%	72.2%	41.2%	63.37%	89.6%	58.0%	53.8%	51.2%

The LRE data for two schools in the project dropped in the 2009-2010 year. The drop was due to personnel and administrative changes that occurred which caused the inclusion of students in the LRE for 80% or more of the school day to no longer be a priority. In addition, both schools had a large increase in the number of SWDs on their rolls.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: (1) Georgia Continuous Improvement Monitoring Process Plans; (2) Records Review and Dispute Resolution; (3) The Georgia Performance Standards (GPS) and Students with the Most Significant Cognitive Disabilities; (4) Georgia Learning Resources System; and (5) Least Restrictive Environment Project.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>		
<i>2010 (2010-2011)</i>	A= 80% or more of the day <i>65%</i>	B = < 40 % of the day <i>15%</i>	C= Separate Schools <i>.8%</i>
<i>2011 (2011-2012)</i>	A= 80% or more of the day <i>65%</i>	B = < 40 % of the day <i>14%</i>	C= Separate Schools <i>.8%</i>
<i>2012 (2012-2013)</i>	A= 80% or more of the day <i>67%</i>	B = < 40 % of the day <i>13%</i>	C= Separate Schools <i>.8%</i>

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Least Restrictive Environment (LRE) Project - The State will require districts to participate in the LRE project based on their data ($\leq 50\%$ for SWD served in the regular class 80% or more of the day). The project will work with leadership teams in participating districts and will provide monthly follow-up with administrators. Virtual coaching will be provided to administrators and teachers.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

LRE Project for Students with Severe Disabilities -The Division for Special Education will pilot an LRE Project designed to include students with severe disabilities in general education classrooms for a portion of the school day. The State will contract with a consultant to support the project with the following: a) meeting with all stakeholders to include administrators, teachers, parents, and students; b) identifying students to be included; c) identifying possible general education settings; d) observing students and proposed general education settings; e) developing a “Circle of Friends” to facilitate successful inclusion; f) identifying and providing training needs for teachers and support personnel; g) placing students as determined by data collected; h) providing ongoing monthly observations of students in the general education settings and conferencing with teachers and support personnel; and i) reporting data collected from the school year. The data from the project will be used to develop a toolkit to assist schools statewide in including students with severe disabilities in general education classrooms.

Timelines: FFY 2010 - FFY 2012
Personnel

Resources: Federal Funds and GaDOE

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: FAPE in the LRE

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

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

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

Measurement:

Outcomes:

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

Progress categories for A, B and C

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

Summary Statements for Each of the Three Outcomes (use for FFY 2009-2010 reporting):

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

Measurement for Summary Statement 1:
Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

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

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

Target Data and Actual Target Data for FFY 2009:

Targets and Actual Data for Preschool Children Exiting in FFY 2009 (2009-10)

Summary Statements	Targets FFY 2009 (% of children)	Actual FFY 2009 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.	70%	70.3%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.	59%	57.1%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program.	66%	74.2%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program.	27%	27.7%

Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program.	73%	69.2%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program.	68%	66.6%

Progress Data for Preschool Children FFY 2009:

The table below show FFY 2009 progress data from children that exited during the 2009-2010 school year, who had both entry and exit data and had participated in Preschool Special Education for at least 6 months.

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning .	101	1.9%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers .	805	15.0%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach .	1,401	26.0%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers .	746	13.9%
e. Percent of children who maintained functioning at a level comparable to same-aged peers .	2,326	43.2%
Total	N= 5,379	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	118	2.2%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers .	1,164	21.6%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach .	2,607	48.5%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	1,071	19.9%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	418	7.8%
Total	N= 5,378	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning.	93	1.7%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to		

same-aged peers.	700	13.0%
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C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach.	1,004	18.7%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers.	781	14.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers.	2,800	52.1%
Total	N= 5,378	100%

Actual Target Data Discussion for (FFY 2009):

A. Positive social-emotional skills (including social relationships)

Summary Statement 1: During **FFY 2009**, **70.3%** of those children who entered the program below age expectations in positive social-emotional skills substantially increased their rate of growth in positive social-emotional skills by the time they exited. The State **met the FFY 2009 target (70%)** and **showed progress (1.6 percentage points)** compared to the FFY 2008 baseline data (68.7%).

Summary Statement 2: During **FFY 2009**, **57.1%** of children were functioning within age expectations in positive social-emotional skills by the time they exited. The State **did not meet the FFY 2009 target (59%)** but **maintained the data** compared to the FFY 2008 baseline data (57.1%).

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

Summary Statement 1: During **FFY 2009**, **74.2%** of those children who entered the program below age expectations in acquiring and using knowledge and skills substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited. The State **met the FFY 2009 target (66%)** and **showed progress (10.3 percentage points)** compared to the FFY 2008 baseline data (63.9%).

Summary Statement 2: During **FFY 2009**, **27.7%** of children were functioning within age expectations in acquiring and using knowledge and skills by the time they exited. The State **met the FFY 2009 target (27%)** and **showed progress (2.8 percentage points)** compared to the FFY 2008 baseline data (24.9%).

D. Use of appropriate behaviors to meet their needs

Summary Statement 1: During **FFY 2009**, **69.2%** of those children who entered the program below age expectations in taking appropriate action to meet needs substantially increased their rate of growth taking appropriate action to meet needs by the time they exited. The State **did not**

meet the FFY 2009 target (73%); this data demonstrates slippage (2.0 percentage points) compared to the FFY 2008 baseline data (71.2%).

*Summary Statement 2: During FFY 2009, 66.6% of children were functioning within age expectations in taking appropriate action to meet needs by the time they exited. The State **did not meet the FFY 2009 target (68%)** but **demonstrated progress (.9 percentage points)** compared to the FFY 2008 baseline data (65.7%).*

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Special Education Director Training - Georgia Department of Education (GaDOE) Division for Special Education personnel provided training and technical assistance to special education directors on preschool exiting and on how to use the database at the New Director's Academy and the monthly district meeting. Training included a review of the State Exit Criteria guidance documents and a Frequently Asked Questions (FAQ) document on preschool outcome procedures.

Preschool Outcome Procedures - GaDOE staff reviewed procedures for the preschool outcomes with all school districts via monthly district meetings. The content of the training included a review of the State Exit Criteria guidance document and the State's timeline for data entry in the Preschool Assessment Data Warehouse in the GaDOE portal.

Data Warehouse Technical Revisions - The Preschool Assessment Data Warehouse in the portal was revised to improve the data entry process for districts. Enhancements were made to the application to enable districts to enter the data quickly. Georgia Testing Identifier (GTID) validations were put in place along with a process that would allow districts to sort through student records for entrances and exits. In addition, districts will be able to export data from the warehouse to an Excel spreadsheet.

Preschool Progress Technical Assistance (PPTA) - School districts received ongoing technical assistance on accurate progress reporting and appropriate methods of determining progress and were provided with an exit data manual. Technical assistance was provided via conference calls, onsite visits, local district meetings, and webinars.

Georgia's State Personnel Development Grant (SPDG) - Georgia received additional funding from the Office of Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007 for a five-year cycle. Early in the planning process, GaDOE/SPDG and Babies Can't Wait (BCW) met to address concerns for young children regarding early literacy. As part of the young children's component of the grant, "Get Ready to Read" training was provided in collaboration with Head Start. The purpose of the project was to provide an early literacy tool to early childhood providers in poverty stricken areas of the state that had the highest dropout rates. Georgia research revealed that the two primary causes of the heightened dropout rate were due to poor literacy and mathematics skills. "Get Ready To Read" training and materials were made available to assist early childhood providers with a way to assess early literacy. It also gave these providers developmentally appropriate practices to teach early reading skills. Three trainings were conducted in three locations to childcare providers,

Head Start Personnel, Family Child Care Providers, and Resource and Referral Agency Professional Development Department. All participants received training, and activities kits with updated assessment instruments were provided to select programs.

Developmentally Appropriate Practice: During the 2008-2009 school year, GaDOE reviewed the exit outcome data for this indicator. The outcome area that indicated the most opportunity for growth was Acquisition of Knowledge and Skills. During the 2009-2010 school year, an action plan was developed to provide training and technical support throughout the state to special education directors, preschool special education teachers, speech-language pathologists who work with preschool special education students, and others who work with preschool special education on developmentally appropriate practice. Three training sessions were offered to special education directors and other special education administrators during the 2010 Spring Leadership meeting. Additionally, the National Association for Educating Young Children’s (NAEYC) 2009 position statement on Developmentally Appropriate Practice was shared with all districts. Based on the data, Georgia has begun to see a positive increase in its exit outcome data since the introduction of Developmentally Appropriate Practice. The activity will continue through FFY 2012 to ensure that more teachers are trained and implementing this practice in the preschool special education classroom.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010

The following improvement activities will be extended through FFY 2012: (1) Preschool Progress Technical Assistance (PPTA); (2) Standards-Based Instruction Training; (3) Developmentally Appropriate Practice.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

FFY	Measurable and Rigorous Target
	Outcome #1: (Positive Social-Emotional Skills)
2010 (2010-2011)	<p><i>(Summary Statement 1)</i> 72% of those children who entered the program below age expectations in positive social emotional skills, the percent that substantially increased their rate of growth in positive social emotional skills by the time they exited.</p> <p><i>(Summary Statement 2)</i> 61 % of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</p>
2011 (2011-2012)	<p><i>(Summary Statement 1)</i> 73% of those children who entered the program below age expectations in positive social-emotional skills, the percent that substantially increased their rate of growth in positive social-emotional skills by the time they exited.</p> <p><i>(Summary Statement 2)</i> 62% of children who were functioning within age</p>

	expectations in positive social-emotional skills by the time they exited.
<p>2012 (2012-2013)</p>	<p><i>(Summary Statement 1)</i> 74% of those children who entered the program below age expectations in positive social-emotional skills, the percent that substantially increased their rate of growth in positive social-emotional skills by the time they exited.</p> <p><i>(Summary Statement 2)</i> 63% of children who were functioning within age expectations in positive social-emotional skills by the time they exited.</p>

FFY	Measurable and Rigorous Target
	Outcome #2: (Acquisition and use of knowledge and skills)
<p>2010 (2010-2011)</p>	<p><i>(Summary Statement 1)</i> 68% of those children who entered the program below age expectations in acquiring and using knowledge and skills, the percent that substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited.</p> <p><i>(Summary Statement 2)</i> 29% of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</p>
<p>2011 (2011-2012)</p>	<p><i>(Summary Statement 1)</i> 69% of those children who entered the program below age expectations in acquiring and using knowledge and skills, the percent that substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited.</p> <p><i>(Summary Statement 2)</i> 30% of children who were functioning within age expectations in acquiring and using knowledge and skills by the time they exited.</p>
<p>2012 (2012-2013)</p>	<p><i>(Summary Statement 1)</i> 70% of those children who entered the program below age expectations in acquiring and using knowledge and skills, the percent that substantially increased their rate of growth in acquiring and using knowledge and skills by the time they exited.</p> <p><i>(Summary Statement 2)</i> 31% of children who were functioning within age expectations in acquiring and using knowledge and skills by the time they exited.</p>

FFY	Measurable and Rigorous Target
	Outcome #3: (Use of Appropriate Behaviors)
<p>2010</p>	<p><i>(Summary Statement 1)</i> 75% of those children who entered the program below age expectations in taking appropriate action to meet needs, the percent that</p>

<p>(2010-2011)</p>	<p>substantially increased their rate of growth taking appropriate action to meet needs by the time they exited.</p> <p>(<i>Summary Statement 2</i>) 70% of children who were functioning within age expectations in taking appropriate action to meet needs, by the time they exited.</p>
<p>2011 (2011-2012)</p>	<p>(<i>Summary Statement 1</i>) 76% of those children who entered the program below age expectations in taking appropriate action to meet needs, the percent that substantially increased their rate of growth taking appropriate action to meet needs by the time they exited.</p> <p>(<i>Summary Statement 2</i>) 71% of children who were functioning within age expectations in taking appropriate action to meet needs by the time they exited.</p>
<p>2012 (2012-2013)</p>	<p>(<i>Summary Statement 1</i>) 77% of those children who entered the program below age expectations in taking appropriate action to meet needs, the percent that substantially increased their rate of growth taking appropriate action to meet needs by the time they exited.</p> <p>(<i>Summary Statement 2</i>) 72% of children who were functioning within age expectations in taking appropriate action to meet needs by the time they exited.</p>

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Special Education Director’s Training - The revision better reflects the intended participants of the training and content.

Data Warehouse Technical Revisions - The Preschool Assessment Data Warehouse in the portal was revised to improve the data entry process for districts.

Work Sampling System - The revision is to correct a typo. The SPP indicated that the number of districts in the pilot will decrease annually. It should read that it will increase annually

The State would like to remove the following improvement activity from the State Performance Plan.

Preschool Outcome Procedures - The content of this activity has been incorporated into the Special Education Director’s Training.

Georgia’s State Personnel Development Grant (SPDG) - The “Get Ready to Read” program will be discontinued.

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

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

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

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2009 (2009-2010)	38% 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 2009):

During **FFY 2009**, **36%** (3,772 out of 10,478) 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 the FFY 2009 target (38%)** but **demonstrated progress (6 percentage points)** from the FFY 2008 data (30%).

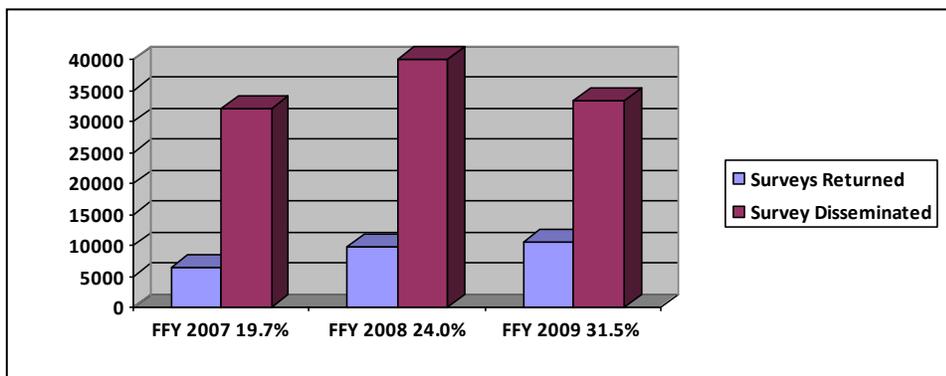
**Parental Involvement Calculation
FFY 2009 Target 38%**

3,772 parents who reported favorable responses
Divided by 10,478 total respondents
Multiplied by 100
Equals
36% Parents reporting their districts facilitated parental involvement

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2009):

The Georgia Department of Education (GaDOE) used the survey validated in 2005 as reliable by the National Center for Special Education Accountability Monitoring (NCSEAM.) For FFY 2009, there was an increase (6 percentage points) of favorable responses and a return rate of 31.5% (10,478 returned out of 33,295), which was also an increase (7.5 percentage points) from the FFY 2008 return rate of 24% (9,747 returned out of 39,999). Distribution of surveys is based on the approved sampling plan submitted to Office of Special Education Programs (OSEP). See Graph 1 below.

Graph 1. State Survey Return vs. Survey Dissemination Rate

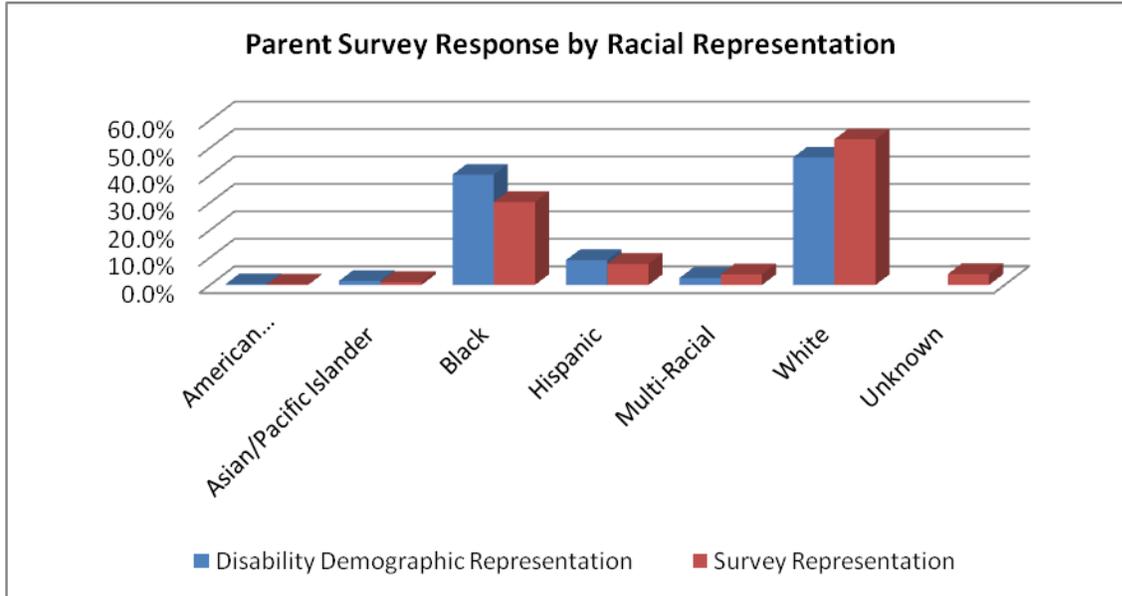


Graph 2: State Demographics Data vs. Survey Return Representation Data

In Graph 2 below, the survey return data was compared to the State’s demographic data. The largest discrepancies between survey return and demographic representation in the state were in the black and white racial/ethnic groups. The graph depicts the black population’s return rate (30.2%) as 10 percentage points under the State’s demographic representation for the race, and the white population’s return rate (53.1%) as 6 percentage points over the State’s demographic representation for the race. Each represents progress from FFY 2008 data, which indicated that the black and white ethnic groups were 12 and 3 percentage points, respectively, under the State’s demographic representation.

The State’s efforts to identify responders appropriately have resulted in a decrease (1,432) in the number of surveys on which the ethnicity of responders was unknown (413), when compared to last year’s number (1,845).

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



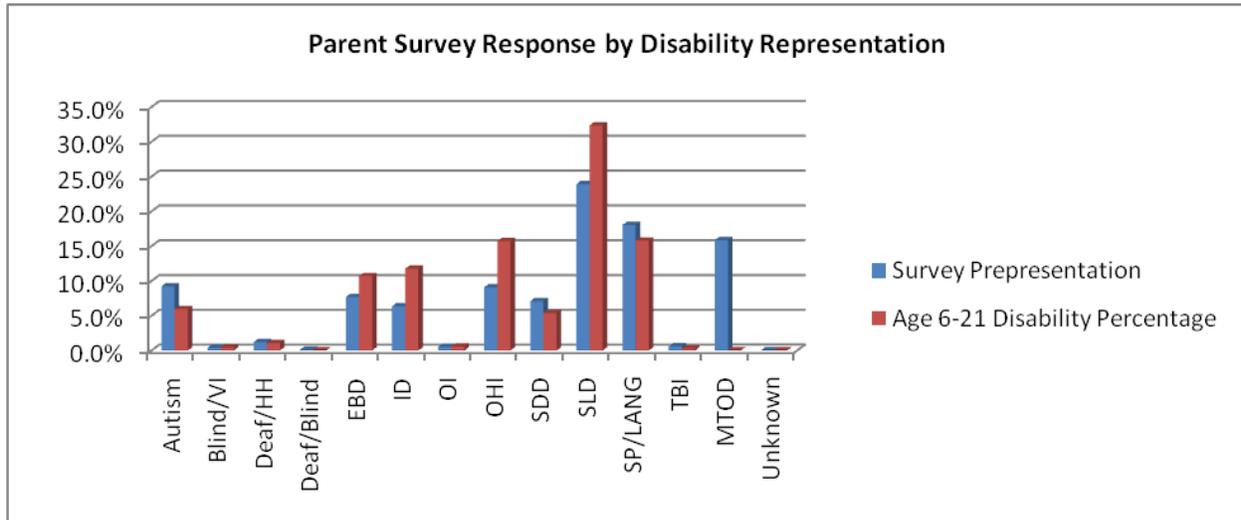
Demographic Return Rate by Ethnicity

	Disability Count Age 6-21	Disability Demographic Representation	Survey Count	Survey Representation
American Indian/Alaskan	481	0.3%	19	0.2%
Asian/Pacific Islander	2,348	1.5%	112	1.1%
Black	64,530	40.2%	3,167	30.2%
Hispanic	14,555	9.1%	804	7.7%
Multi-Racial	4,084	2.5%	402	3.8%
White	74,581	46.4%	5,561	53.1%
Unknown			413	3.9%
Total	160,579	100.0%	10,478	100.0%

Graph 3:

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	Disability age count 6-21	Age 6-21 Disability Percentage	Survey Count	Survey Representation
Autism	9,562	6.0%	966	9.2%
Blind/VI	705	0.4%	41	0.4%
Deaf/HH	1,682	1.0%	126	1.2%
Deaf/Blind	25	0.0%	10	0.1%
EBD	17,172	10.7%	805	7.7%
ID	18,878	11.8%	666	6.4%
OI	929	0.6%	54	0.5%
OHI	25,246	15.7%	952	9.1%
SDD	8,658	5.4%	741	7.1%
SLD	51,937	32.3%	2,505	23.9%
SP/LANG	25,345	15.8%	1,890	18.0%
TBI	440	0.3%	62	0.6%
MTOD	0	0.0%	1,660	15.8%
Unknown	0	0.0%	0	0.0%
Totals	160,579	100.0%	10,478	100.0%

Public reporting of this indicator and of each district’s performance is included in the district profiles on the GaDOE website ([Parent Survey](#)). All districts reported data in FFY 2005; and in

the following year, districts were sampled. The sampling plan has been approved and was included in the SPP. Districts that are not included in a 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 has a strong commitment to prioritize family engagement in order to increase student achievement. Georgia's Parent Mentor Partnership, an eight-year initiative supported by the Division for Special Education, increased to 83 parent mentors in 79 districts in FFY 2009. Guided by the National Parent Teacher Association Standards for Family-School Partnerships and the State's School Keys on Student, Family, and Community, parent mentors reported 450,000 contacts with families, educators, and community members, and led more than 200 ongoing family engagement initiatives as part of their districts' local improvement plans.

Parent Mentors focused on the satisfaction level of families, as well as on the distribution and successful return of surveys in their districts. Although the overall return rate within districts with parent mentors decreased from 40.8% in FFY 2008 to 30.2% in FFY 2009, the satisfaction level increased from 28% in FFY 2008 to 35% in FFY 2009. The return rates for parent mentor districts were about the same as the state return rates. Revisions to this activity have been made that will provide structure to the process in order to increase return rates from districts with parent mentors.

360 Degree Family Engagement - This collaboration ensured that more eligible students took advantage of the Supplemental Education Services (SES) available in local districts. In addition, Parent Mentors partnered with the 700 Parent Involvement Coordinators in Title I to conduct workshops, develop action team committees, and assist individual families. A four-part training module was developed in conjunction with Title I and the Division for Early Childcare and Learning for school professionals promoting family engagement to increase achievement. Strategies were provided for embedding family engagement initiatives into school improvement achievement activities. In addition, local school teams wrote family engagement improvement plans to embed family engagement initiatives into the work of dropout prevention. More than 1,000 Parent Involvement Coordinators, parent mentors, and pre-k resource coordinators participated in the year-long training.

Circles of Adults Focusing on Education (C.A.F.E.) DIALOGUES - Parent Mentors and other family engagement leaders continued to work with action teams, developing shared meaning on dropout issues and leading action initiatives to address them. Parent Mentors ran C.A.F.E. DIALOGUES on local issues such as absenteeism, discipline, achievement, and community awareness in order to encourage collaborations between educators, community members, and parents. One additional C.A.F.E. DIALOGUES was added in the 2009-2010 school year. The State's Parent Training Information Center (PTI) ran C.A.F.E. DIALOGUES across the state on local medical/health issues, including transitioning into adulthood with a developmental disability. The PTI also continued the Communities of Practice on Early Literacy in partnership with parent mentors and local districts.

Parent Mentor and PTI Collaboration - In FFY 2009, Parent to Parent of Georgia (the State’s PTI) continued to oversee the 60 plus Navigation teams in local communities with the support of the Parent Mentors to students at-risk, and students with disabilities (SWDs).

Parent Leadership Coalition (PLC) - The Division for Special Education continued its partnership with the Parent Leadership Coalition (PLC), a statewide collaboration of organizations aimed at increasing information to families, educators, and communities, 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 2010:

The following improvement activities will be extended through FFY 2012: (1) Parent Mentor and PTI Collaboration; and (2) Use of Community Resources.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 (2010-2011)	40% 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.
2011 (2011-2012)	42% 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
2012 (2012-2013)	44% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

The State will continue to conduct the parent surveys for FFY 2011 and FFY 2012 following the process approved and described in the State Performance Plan for years one (FFY 2005) and two (FFY 2006).

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Parent Mentor Partnership - Parent mentors will complete data forms to guide their work in the districts. Mentors will chose a focus based on district initiatives as they pertain to the SPP Indicators. All mentors will focus on initiatives that will improve Parent Survey data.

Focused Monitoring and Parent Engagement Specialist Partnership - Parents receive training by the Division for Special Education to serve on Focused Monitoring Teams designed to address the achievement and performance of students with disabilities. Parents serve on these teams in

an effort to facilitate parent involvement in districts. During the visits, parents conduct phone interviews and host parent meetings to get input from the parents on how the district can improve collaboration between the school and parents. The name has been change to reflect the appropriate title of the Parent Engagement specialist.

Circles of Adults Focusing on Education (C.A.F.E.) DIALOGUES - The GraduateFIRST Project will collaborate with Parent Mentors to develop and implement Mini C.A.F.E.s that focus on dropout prevention for the project cohort schools. Mini C.A.F.E.s will have a six-month timeline to complete desired outcomes.

Georgia Parent Leadership Coalition - This project will expand its collaborative work to include additional organizations and state agencies in its effort to share services and work together on family engagement efforts.

Building Successful Partnerships Collaboration - The name has been changed to reflect the change in the work and organization with which the State is collaborating. The collaborative efforts are facilitated by the Parent Teacher Association (PTA).

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

360 Degree Family Engagement - The Division for Special Education will collaborate with the State’s Title 1 Parent Involvement and the Division for Early Childhood and Learning Pre-K Office to create the 360-Degree Family Engagement four-part webinar module and a variety of tools for planning and progress monitoring. By using the most recent research, tools and strategies for successfully wrapping school, home and the community engagement around student achievement outcomes, the 306-Degree Family Engagement will deliver a comprehensive model for planning effective and sustainable activities. The facilitators will use the Family Engagement Standards and Factors.

Timelines: FFY 2010 – FFY 2012

Resources: Federal Funds and GaDOE
Personnel

The State would like to remove the following improvement activities from the State Performance Plan.

Revised Survey Procedures - This activity has ended.

Part B State Annual Performance Report (APR) for FFY 2009

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

<p>Monitoring Priority: Disproportionality</p>

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

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

<p>Measurement:</p>

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

The State used its December 1, 2009 Child Count for the FFY 2009 SPP/APR submission.

The State defines disproportionate representation (overrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in special education and related services by using the following criteria: (1) Weighted Risk Ratio for two consecutive years {FFY 2008, ≥ 5.0 and FFY 2009, ≥ 4.0 }, (2) SWD Subgroup ≥ 10 , (3) District Subgroup Composition $\leq .75$, and (4) Total District Subgroup ≥ 40 .

The State defines disproportionate representation (under representation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in special education and related services by using the following criteria: (1) Weighted Risk Ratio $\leq .25$; (2) 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 one year.

Step One:

Using the criteria established above, the State identified 1 district (1 under representation and 0 overrepresentation) as meeting the data threshold for disproportionate representation of racial and ethnic groups in special education and related services.

Step Two:

The State reviewed the 1 district identified in step one of the FFY 2009 data review as having disproportionate representation in order to determine whether the disproportionate representation (under representation) was the result of inappropriate identification. The State examined the district's child find, evaluation, eligibility, and other related policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol. The State required the district to analyze district data for all students, such as Adequate Yearly Progress, Student Support Team, and Special Education Referrals/Placements, in order to determine patterns/trends that could

have contributed to the under representation. In addition to this data, the district reviewed policies, practices, and procedures specific to the cited area of under representation (e.g., under representation of Hispanic students identified as having an intellectual disability). The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia’s Continuous Improvement Monitoring Process (CIMP).

As a result of its extensive verification process, the State found that the 1 district was in compliance and that the disproportionate representation in the district was not due to inappropriate identification. Therefore, 0 districts had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>FFY 2009 (2009-2010)</i>	<i>0%</i> 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 2009:

<i>FFY 2009 (2009-2010)</i>	<i>0%</i> of districts were identified by the State with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
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Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification

<i>Year</i>	<i>Total Number of Districts</i>	<i>Number of Districts with Disproportionate Representation</i>	<i>Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification</i>	<i>Percent of Districts</i>
<i>FFY 2009 (2009-2010)</i>	186	1	0	0.00%

During ***FFY 2009***, ***0%*** (0 out of 186) districts were identified by the State with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. The State ***met the FFY 2009 target (0%)*** and ***maintained the data*** from the FFY 2008 data (0%).

In FFY 2009, Georgia reported one less district (186) than the 187 districts reported during FFY 2008 based on one less charter school in the state. This accounts for the discrepancy in total number of districts as reported in Indicators 4a and 4b.

In FFY 2009, the State used the Weighted Risk Ratio (WRR) consideration if the district had a $WRR \geq 4.0$ for two consecutive years and their disability “N” size was ≥ 10 . Consequently, four districts did not meet these criteria for one or more races for all disabilities. A comparison between district composition and disability composition was used to review data for these four districts. Based on this comparison, these four districts were determined not to have disproportionate representation.

Correction of FFY 2008 Findings of Noncompliance (if State did not report 0%):

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 0%

The State did not identify noncompliance related to the provisions in 34 CFR §§300.111, 300.201 and 300.301 through 300.311 for FFY 2008, FFY 2007, FFY 2006 or earlier. There are no corrections of noncompliance to report.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2009):

Although the State has consistently met the target for this indicator, a number of improvement activities were conducted during FFY 2009 to provide technical assistance to districts “at serious risk” of having significant discrepancy as a preventive measure and to maintain the target data. The State defines “at serious risk” for under representation as having a relative risk of ≥ 3.0 and for under representation as having a relative risk of ≥ 3.0 .

Review of Policies, Practices, and Procedures - The State required the district identified as having disproportionate representation to review its policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which addresses multiple areas (e.g., child find, evaluation, eligibility, etc.). The district was not determined to have disproportionate representation due to inappropriate identification. However, if the noncompliance had been due to inappropriate identification, the State would have provided written notification to the district of its noncompliance and required the district to timely correct the noncompliance within one year of notification.

Disproportionality Forums - The State provided required disproportionality forums for the districts with disproportionate representation and those districts identified as “at serious risk”. During the March 2010 Special Education Leadership Conference, one forum was held to address overrepresentation and in May 2010, technical assistance was provided to the district that had under representation for all disabilities via webinar. During each of these technical assistance opportunities the State addressed root causes for disproportionate representation and assisted the districts with the development of a plan to improve this data. The identified districts participated in the appropriate technical assistance.

Collaboration with School Improvement and Curriculum - During FFY 2009, the Division for Special Education continued to co-fund a joint position with the Division for School

Improvement. As outlined in the expectations, the program specialist provided technical assistance to support disproportionate representation. The Division for Special Education continued the collaboration with Curriculum, as it related to academic achievement for students with disabilities, via participation in regional meetings, conference calls to districts and webinars.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: (1) Review of Policies, Practices, and Procedures; and (2) Disproportionality Forums.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 (2010-2011)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2011 (2011-2012)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
2012 (2012-2013)	0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Collaboration with School Improvement and Curriculum- The language will be updated as appropriate for the extended timeline.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

Disproportionality Stakeholders’ Committee - The State will convene a stakeholder group to review and discuss the issues surrounding disproportionate representation for students with disabilities based on race and ethnicity. The goal is to incorporate stakeholder input into current practices to eliminate disproportionate representation in our state and to ensure compliance with federal regulations. The stakeholder meeting will convene several times a year to address the State's process for identifying districts with disproportionate representation, make determinations of noncompliance, and provide technical assistance for appropriate districts. The committee will include a group representing special educators, school administrators, data managers, statisticians, agency representatives, and parents. In addition to the stakeholder group, the State

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Georgia
State

will use federal and regional resources (e.g., Office of Special Education Programs, Westat, Southeast Regional Resource Center, etc.) to provide guidance to the group.

Timeline: FFY 2010 – FFY 2012

Resources: Federal Funds and GaDOE
Personnel

Part B State Annual Performance Report (APR) for FFY 2009

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

<p>Monitoring Priority: Disproportionality</p>

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

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

<p>Measurement:</p>

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

The State used its December 1, 2009 Child Count for the FFY 2009 SPP/APR submission.

The State defines disproportionate representation (overrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in specific disability categories that is the result of inappropriate identification using the following criteria: (1) Weighted Risk Ratio for two consecutive years {FFY 2008, ≥ 5.0 and FFY 2009, ≥ 4.0 }, (2) SWD Subgroup ≥ 10 , (3) District Subgroup Composition $\leq .75$, and (4) Total District Subgroup ≥ 40 .

The State defines disproportionate representation (underrepresentation) of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in specific disability categories that is the result of inappropriate identification using the following criteria: (1) Weighted Risk Ratio $\leq .25$; (2) 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 one year.

Step One:

Using the criteria established above, the State determined that 29 districts (24 underrepresentation and 5 overrepresentation) were identified as meeting the data threshold for disproportionate representation of racial and ethnic groups in specific disability categories.

Step Two:

The State reviewed the 29 districts identified in step one of the FFY 2009 data review as having disproportionate representation in order to determine whether the disproportionate representation was the result of inappropriate identification. The State examined the district's child find, evaluation, eligibility and other related policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol. The State required the district to analyze district data for all students, such as Adequate Yearly Progress, Student Support Team, and Special Education Referrals/Placements, to determine patterns/trends that could have contributed to the

disproportionate representation. In addition to this data, the district reviewed policies, practices, and procedures specific to any cited areas of overrepresentation and/or underrepresentation (e.g., underrepresentation of Hispanic students identified as having an intellectual disability). The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia’s Continuous Improvement Monitoring Process (CIMP).

As a result of its extensive verification process, the State found that the policies, practices, and procedures of 23 districts were consistent with 34 CFR §300.111, §300.201, and §300.301 through §300.31. However, the State determined that the remaining 6 districts (all for underrepresentation) were out of compliance with particular provisions of the Part B regulations related to evaluations and child find, all for underrepresentation, and concluded that these districts’ disproportionate representation was the result of inappropriate identification. These 6 districts were notified of noncompliance with specific provisions of the Part B regulations on November 12, 2010. Correction of the noncompliance will be reported in the FFY 2010 APR due February 1, 2012.

FFY	Measurable and Rigorous Target
<i>FFY 2009 (2009-2010)</i>	<i>0%</i> 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 2009:

<i>FFY 2009 (2009-2010)</i>	<i>3.23%</i> of districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification
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Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
FFY 2009 (2009-2010)	186	29	6	3.23%

During *FFY 2009*, the State identified 29 districts with disproportionate representation of racial and ethnic groups in specific disability categories based upon Georgia’s definition. Of those districts identified, **3.23% (6/186 districts)** had disproportionate representation that was the result of inappropriate identification. The State ***did not meet the FFY 2009 target (0%)***; this data ***demonstrated slippage (2.16 percentage points)*** from the FFY 2008 data (1.07%).

In FFY 2009, Georgia reported one less district (186) than the 187 districts reported during FFY 2008 based on one less charter school in the state. This accounts for the discrepancy in total number of districts as reported in Indicators 4a and 4b.

In FFY 2009, the State used the Weighted Risk Ratio (WRR) consideration if the district had a $WRR \geq 4.0$ for two consecutive years and their disability “N” size was ≥ 10 . Consequently, forty-seven districts did not meet these criteria for one or more races in one or more specific disability categories. A comparison between district composition and disability composition was used to review data for these forty-seven districts. Based on this comparison, these forty-seven districts were determined not to have disproportionate representation.

During FFY 2009, the State reviewed the 29 districts (5 for overrepresentation and 24 for underrepresentation) identified in step one of the FFY 2009 data review as having disproportionate representation in order to determine whether the disproportionate representation was the result of inappropriate identification. The State examined the district’s child find, evaluation, eligibility and other related policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol. The State required the district to analyze district data for all students, such as Adequate Yearly Progress, Student Support Team, and Special Education Referrals/Placements, to determine patterns/trends that could have contributed to the underrepresentation. In addition to this data, the district reviewed policies, practices, and procedures specific to the cited area of underrepresentation (e.g., underrepresentation of Hispanic students identified as having an intellectual disability). The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia’s Continuous Improvement Monitoring Process (CIMP).

As a result of its extensive verification process, the State found that 23 districts were in compliance; therefore, 6 districts had disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.

The practices of 23 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 6 districts were out of compliance with particular provisions of the Part B regulations related to determination of eligibility and evaluation practices and procedures. These 6 districts received written notification of noncompliance with specific provisions of the Part B regulations during FFY 2010. The State will report on correction of noncompliance in the FFY 2010 APR due February 1, 2012.

Correction of FFY 2008 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 1.07%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	2
2. Number of FFY 2008 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 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

In FFY 2008, 2 districts were identified as having disproportionate representation due to inappropriate identification. The 2 districts have corrected the noncompliance within one year of written notification. The districts were asked to submit a sampling of eligibility reports developed since the noncompliance determination for review by the State. The State convened a team of colleagues to review the sampling of eligibility reports for compliant practices based on the evaluation and eligibility rules. It was expected that the new sampling would demonstrate compliant practices. After reviewing the sampling, the State provided additional feedback on the districts' progress and held teleconferences with the districts to share the findings. If additional technical assistance was needed, the GaDOE made onsite visits to the districts and held teleconferences and webinars to provide additional support for correction of noncompliance.

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, practices and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected,

unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02. The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia's Continuous Improvement Monitoring Process (CIMP).

There is no additional correction of noncompliance to be reported for FFY 2007 and earlier.

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

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

In addition to providing technical assistance to districts with disproportionate representation, a number of activities were conducted during FFY 2009 to provide technical assistance to districts “at serious risk” of having disproportionate representation as a preventive measure and to maintain the target data. The State defines “at serious risk” for overrepresentation as having a relative risk of ≥ 3.0 .

Review of Policies, practices, and procedures - The State required the districts identified as having disproportionate representation to review its policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which addresses multiple areas (e.g., child find, evaluation, eligibility, etc.). The districts were determined to have disproportionate representation due to inappropriate identification. The State provided written notification to the districts of their noncompliance and required the districts to correct the noncompliance within one year of notification.

Disproportionality Forums - The State provided required disproportionality forums for the districts with disproportionate representation and identified as “at serious risk”: (1) March 2010 at the Special Education Leadership Conference and (2) May 2010 via webinar. During the technical assistance, the State addressed root causes for disproportionate representation and assisted the districts with the development of plans to improve this data. The identified districts participated in the appropriate technical assistance.

Collaboration with School Improvement and Curriculum - During FFY 2009, the Division for Special Education continued to co-fund a joint position with the Division for School Improvement. As outlined in the expectations, the program specialist provided technical assistance to support disproportionate representation. The Division for Special Education continued the collaboration with Curriculum as it related to academic achievement for students with disabilities via participation in regional meetings, conference calls to districts and webinars.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: (1) Review of Policies, Practices, and Procedures; and (2) Disproportionality Forums.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>2010 (2010-2011)</i>	<i>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</i>
<i>2011 (2011-2012)</i>	<i>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</i>
<i>2012 (2012-2013)</i>	<i>0% of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</i>

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Collaboration with School Improvement and Curriculum - The language will be updated as appropriate for the extended timeline.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

Disproportionality Stakeholders’ Committee - The State will convene a stakeholder group to review and discuss the issues surrounding disproportionate representation for students with disabilities based on race and ethnicity. The goal is to incorporate stakeholder input into current practices in order to eliminate disproportionate representation in our State and to ensure compliance with federal regulations. The stakeholder meeting will convene several times a year to address the State's process for identifying districts with disproportionate representation, make determinations of noncompliance, and provide technical assistance for appropriate districts. The committee will include a group representing special educators, school administrators, data managers, statisticians, agency representatives, and parents. In addition to the stakeholder group, the State will use federal and regional resources (e.g., Office of Special Education Programs, Westat, Southeast Regional Resource Center, etc.) to provide guidance to the group.

Timeline: FFY 2010 – FFY 2012

Resources: Federal Funds and GaDOE Personnel

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

Measurement:

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

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

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

FFY	Measurable and Rigorous Target
<i>FFY 2009 (2009-2010)</i>	100% of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

Actual Target Data for FFY 2009:

96.43% (28,690 out of 29,751) 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 2009 target** (100%) but **demonstrated progress** (2.28 percentage points) from the FFY 2008 data (94.15%).

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 each school district’s ability to meet timelines for initial evaluations. Each district submitted a timeline report by July 31. 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	29,751
b. Number of children whose evaluations were completed within 60 days (or State-established timelines)	28,690
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)	96.43%

Total number of children with parental consent received was 30,058 with 307 allowable exceptions yielding the reported 29,751 children with parental consent.

Eligibility determinations for 1,061 students were not completed within 60 days. This number represented 3.57% of all eligibility determinations in FFY 2009. This was a decrease from 1,465 (5.85%) in FFY 2008.

- 333 eligibility determinations were completed 1-10 days after 60 days.
- 334 eligibility determinations were completed 11-30 days after 60 days.
- 166 eligibility determinations were completed 31-60 days after 60 days.
- 228 eligibility determinations were completed 60+ days after 60 days.

A data analysis of the number of days late in FFY 2008 indicated the greatest area of 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. Continued technical assistance has been given, and the number has decreased to 228 in FFY 2009. The greatest need for improvement for the FFY 2009 numbers are in eligibility determinations completed 1-10 days after 60 days (333) and eligibility determinations 11-30 days after 60 days (334). Although these numbers have decreased from FFY 2008 (421 (1-10 days) and 363 (11-30 days)), they continue to be higher than the State expects.

Districts completed 96.43% of evaluations in a timely manner in FFY 2009. The analysis of the 3.57% of the evaluations that were delayed included the following reasons:

- student delays (excessive absences, withdrawal and re-enrollment) (3.1%);
- parent delays (canceling meetings, not providing relevant information in a timely manner) (16.49%);
- teacher/evaluator delays (teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists) (51.27%);
- district errors (no tracking system in place, errors in tracking, errors in policies and procedures) (6.24%); and
- other reasons (22.9%) (some examples: psychologist out with family emergencies, miscalculations, evaluation timeline error, meetings rescheduled due to multiple bad weather days, students glasses broke, parent and student could not be located, etc.)

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

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 67.76% (124) of the districts were 100% compliant with meeting timelines. This number was out of a total of 183 districts (total number 186 minus 3 districts that had 0 referrals). This is a decrease from 69.06% (125) of districts during FFY 2008. Another 28.42% (52) of the districts were 90-99.9% compliant; resulting in 96.18% of the districts compliant at 90% or higher. These results showed an increase from 94.46% in FFY 2008. Only one district (0.5%) was below 70%. This is a decrease of 0.1% from FFY 2008.

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 Educational Agency (LEA) Implementation Plans to reflect improvement activities to address noncompliance.

The State continued to utilize the technical assistance of the Office of Special Education Programs (OSEP) Memorandum on the timely correction of noncompliance, as well as the Part B State contact, during the monthly OSEP conference calls held 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 technical assistance 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.

Compliance Procedures for Timeline Requirements - Timeline data were due to the State by July 31. The data were reviewed and entered into the database for all 186 districts prior to written notification of noncompliance. Once written notification was provided, districts were allowed time to meet with stakeholder groups to review policies, practices, and procedures and develop

an improvement plan. The due date for the revised Comprehensive LEA Implementation Plan was November 1.

Technical Assistance for Noncompliant Districts - The State provided technical assistance for districts that were not meeting timeline compliance at 85% or below. The technical assistance was designed around the specific activities districts included in their LEA Implementation Plan, including a review of their policies, practices, and procedures for timelines and resources needed to assist them in meeting the timelines. District data were reviewed the following year to determine the percentage of districts that met compliance.

In addition to the first level of technical assistance, the State provided more in-depth, targeted technical assistance for districts that are meeting timeline compliance at 70% or less. The State directed that the activities be included in the Corrective Action Plan; in some cases, this included the periodic submission of timeline reports throughout the school year. District data were reviewed the following year to determine the percentage of districts that met compliance.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance): *individual findings

Level of compliance (actual target data) the State reported for FFY 2008 for this indicator:
94.15%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009)	1466*
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	1466*
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline (“subsequent correction”)	0
6. Number of FFY 2008 findings <u>not</u> verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

Correction of all noncompliance was verified no later than one year after districts were provided written notification of noncompliance. The State verified timeline reports for noncompliant districts through a review of eligibility reports to verify the completion of evaluations that were late and through ongoing reviews of updated timeline logs for districts that were identified as noncompliant. In addition, districts had to include corrective action in their consolidated applications, and the State verified completion of corrective action activities with each district. All findings of noncompliance for timelines were corrected within one year of written notification. The State has verified that each district with noncompliance is correctly implementing the specific regulatory requirements based on a review of updated data such as data subsequently collected through onsite monitoring or a state data system; has corrected each individual case of noncompliance; and has 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 Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: (1) Compliance Procedures for Timeline Requirements; and (2) Technical Assistance for Noncompliant Districts.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>2010 (2010-2011)</i>	<i>100% 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.</i>
<i>2011 (2011-2012)</i>	<i>100% 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.</i>
<i>2012 (2012-2013)</i>	<i>100% 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.</i>

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

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

Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose 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>
2009 <i>(2009-2010)</i>	100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Actual Target Data for FFY 2009:

During **FFY 2009**, **98.31%** (2,206 out of 2,244) 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 2009 target (100%) but demonstrated progress (.41 percentage points)** from the FFY2008 data (97.9%).

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 Individualized Education Programs 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.

Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	2690
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	369
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	2206
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services	67
e. # of children who were referred to Part C less than 90 days before their third birthdays.	10
# in a but not in b, c, d, or e.	38
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	98.31%

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:

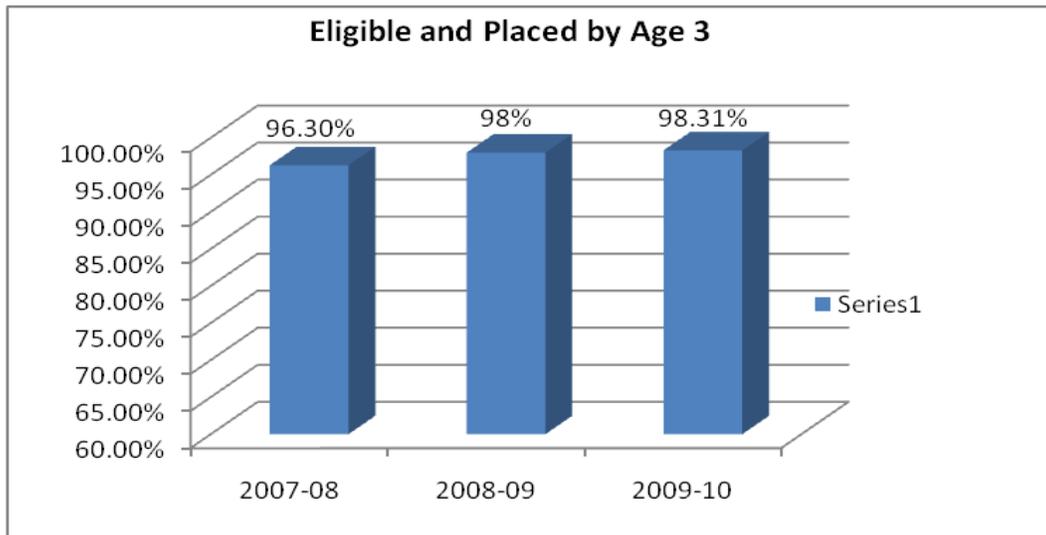
Number of Students	Number of Days
9 students	1 – 10 days late
9 students	11 – 30 days late
9 students	31 – 60 days late
11 students	More than 60 days

Out of the 2690 completed referrals that were received from Part C, 38 were completed after the child’s third birthday. The range of days beyond the third birthday for these determinations

ranged between 1 and 60+ days. The reasons for these delays, as reported by districts, included parent refusals, district errors, hearing and vision screening problems, and evaluation delays.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

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 had 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 third birthdays increased from 96.3% (FFY 2007) to 97.90% (FFY 2008) to 98.31% (2009). Please see the following graph, which denotes the State’s three-year trend data.



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) and has developed collaborative training on “Procedures for referring children from Part C to Part B” to increase effective and smooth transition of students on or before their third birthday. GaDOE improvement activities 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 shared database used by the GaDOE and the Department of Community Health (DCH) facilitates the transition process by sharing data between Part C and Part B agencies. The GaDOE received data on 2,241 students from BCW in the 2009-2010 school year, compared to 1,948 in the 2008-2009. The agencies continuously review Georgia’s data application for sharing information to develop technical enhancements.

Annual Training for School Districts and Babies Can’t Wait Staff - Annual collaborative training to increase accuracy of implementation of the Office of Special Education Programs (OSEP) requirements for transition for both Part C and Part B is provided to BCW and school districts.

The State and BCW presented training collaboratively at the March 2010 Spring Leadership Conference. One hundred and eighty out of 186 school districts participated in the training. This training was required for noncompliant districts as part of their technical assistance activity.

Collaboration with Outside Agencies - GaDOE continues to be an active member of the Part C (Babies Can't Wait) State Interagency Coordinating Council and their Early Intervention Partnership Team and to participate in 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 Panel. Collaboration and transition initiatives from Part C to Part B are ongoing.

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 31. District improvement activities must be submitted with the Comprehensive LEA Implementation Plan by November 1 annually.

Interagency Agreement - Interagency Agreements between the Department of Community Health/Babies Can't Wait and the GaDOE continue to be used to improve the effective transition of children between the programs. Memorandums of Understanding between both agencies were developed as needed.

Correction of FFY 2008 Findings of Noncompliance (if State reported less than 100% compliance) *individual findings

Level of compliance (actual target data) State reported for FFY 2008 for this indicator: 97.90%

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2007 through June 30, 2008)	40*
2. Number of FFY 2008 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	40*
3. Number of FFY 2008 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY 2008 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY 2008 findings <u>not</u> yet verified as corrected [(4) minus	0

(5)]	
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Verification of Correction (either timely or subsequent):

The State notified district superintendents of their noncompliance through letters. All noncompliant local educational agencies (LEA) 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 one year. The improvement plans were written into their Comprehensive LEA Implementation Plan (CLIP), which is part of the district’s consolidated application.

During FFY 2008, the State cited 9 districts with 40 findings. The districts received written notification of identification of noncompliance that also outlined activities required to correct the noncompliance. District liaisons and the state timeline facilitator provided technical assistance for the noncompliant districts. Correction was verified no later than one year after districts were provided written notification of noncompliance. The State verified timeline reports for noncompliant districts through a review of eligibility reports to verify the completion of evaluations that were late and through ongoing reviews of updated timeline logs for districts that were identified as noncompliant. In addition, districts had to include corrective action in their consolidated application, and the State verified completion of corrective action activities with each district. All findings of noncompliance for timelines were corrected within one year of written notification. The State has verified that each district with noncompliance is correctly implementing the specific regulatory requirements based on a review of updated data, such as data subsequently collected through onsite monitoring or a state data system. The State also verified that the district has corrected each individual case of noncompliance and has 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 Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: (1) Transition Procedures; and (2) Technical Assistance for Noncompliant Districts.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
2010 (2010-2011)	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.
2011	100% of children referred by Part C prior to age 3, who are found eligible for

(2011-2012)	Part B, and who have an IEP developed and implemented by their third birthdays.
2012 (2012-2013)	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.

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Data Collection - The revision better reflects the status of the data sharing application and the agencies involved.

Interagency Agreement - The revision more accurately identifies the agencies involved.

Division of Public Health Notifications- The revision combines the notifications and referrals agreements and processes from the Department of Community Health/Babies Can't Wait. These activities were separated in the previous SPP.

Compliance Procedures for Timeline Requirements - The revision incorporates new language.

Annual Training for School Districts and Babies Can't Wait Staff - The revision more accurately identifies the agencies involved.

The State would like to remove the following activity from the State Performance Plan.

Babies Can't Wait Notification - This activity is combined with the referral process under the Division of Public Health Notification activity.

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Baseline (actual target data for FFY 2009), and targets are in the State’s revised State Performance Plan because Indicator 13 was revised to include a new measurement.

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable):

There were no findings of noncompliance for FFY 2007 for which the State had not yet verified correction.

1. Number of remaining FFY 2007 findings noted in OSEP’s June 2010 FFY 2008 APR response table for this indicator.	0
2. Number of remaining FFY 2007 findings the State has verified as corrected.	0
3. Number of remaining FFY 2007 findings the State has NOT verified as	0

corrected [(1) minus (2)].	
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Correction of Any Remaining Findings of Noncompliance from FFY 2006 or Earlier (if applicable):

There were no findings of noncompliance for FFY 2006 for which the State had not yet verified correction.

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

Statement from the Response Table	State’s Response
N/A	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2009:

Activities are in the State’s revised State Performance Plan because Indicator 13 was revised to include a new measurement.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

Targets are in the State’s revised State Performance Plan because Indicator 13 was revised to include a new measurement.

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

(20 U.S.C. 1416 (a)(3)(B) 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 2009 (2009-2010)</i>	<i>100%</i> 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 2009:

100% of noncompliance was identified and corrected as soon as possible but in no case later than one year from identification.

During ***FFY 2009***, ***100%*** (1882 out of 1882) of all identified noncompliance was corrected within one year of identification. The State ***did meet its FFY 2009 target (100%)*** and ***demonstrated progress (0.04 percentage points)*** from the FFY 2008 data (99.96%).

Describe the process for selecting LEAs for Monitoring:

The Georgia Continuous Improvement Monitoring Process (CIMP) includes the following activities: Focused Monitoring (FM); Records Review (RR); 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 (CIMP). The panel reviews and analyzes Georgia's progress on the State's Performance Goals for Students with Disabilities, determines the priority goals for Focused Monitoring (FM) for each school year based on student data, and provides input on other monitoring activities and priorities.

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 are selected for onsite reviews. Local districts selected for FM are those that have the greatest opportunity for improvement. The onsite team, led by compliance review staff, consists of at least one parent, one peer professional from outside the district, and the State's district liaison for the district.

Student Record Reviews

Student record reviews for due process procedural compliance are a component of the (CIMP) 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 onsite 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 the Division for Special Education staff. Data are also reviewed to determine whether any district has an inordinate number of noncompliance findings from dispute resolution.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2009:

Collaborative Partnership - The State worked collaboratively with the Data Accountability Center (DAC) on an as needed basis to ensure the State's monitoring and correction of noncompliance process is effective. The State did not consult DAC during FFY 2009 for updated technical assistance. However, the State will continue to consult with DAC to stay updated on current trends.

Training - The State provides annual training to monitoring team members to ensure monitoring teams are evaluating district compliance and performance with fidelity. A two-day training was held in September 2009, and team members extensively studied the IDEA compliance requirements.

National or Regional Training - The State continues to participate in trainings and receives technical assistance from Southeastern Regional Resource Center (SERRC) related to the correction of noncompliance. The technical assistance has been helpful to state staff as they redeliver training and resources to districts that do not meet compliance.

In FFY 2008, the issues resulting in findings of noncompliance for a 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. All districts identified as having findings of noncompliance through the dispute resolution process were required to submit documentation of corrective action to address all individual and systemic findings outlined in the written notification of noncompliance. The monthly state District Liaison (DL) Update provided additional technical assistance to districts throughout the state related to the areas of identified noncompliance.

In FFY 2008, 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 reviewed the information and provided follow-up phone conferences with district level staff. Technical assistance visits were also provided when additional support was needed to assist the district in correction of noncompliance.

In FFY 2008, districts were identified as having disproportionate representation due to inappropriate identification. This determination was based on the State's examination of the district's child find, evaluation, eligibility, and other related policies, practices, and procedures identified through the administration of a Self-Assessment Monitoring Protocol. The State required the district to analyze district data, such as Adequate Yearly Progress, Student Support Team, and Special Education Referrals/Placements for all students, to determine patterns/trends that could have contributed to the disproportionate representation. In addition to this data, the district reviewed policies, practices, and procedures specific to any cited areas of

overrepresentation and/or underrepresentation (e.g., underrepresentation of Hispanic students identified as having an intellectual disability). The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia’s Continuous Improvement Monitoring Process (CIMP). The State provided ongoing technical assistance for districts determined to have disproportionate representation. 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 2010) 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 webinars 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.

Note: For this indicator, report data on the correction of findings of noncompliance the State made during FFY 2008 (July 1, 2008 through June 30, 2009).

Correction of FFY 2008 Findings of Noncompliance Timely Corrected (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State made during FFY 2008 (the period from July 1, 2008 through June 30, 2009) (Sum of Column a on the Indicator B15 Worksheet)	1882
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	1882
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Correction of FFY 2008 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2008 findings not timely corrected (same as the number from (3) above)	0
5. Number of findings the State has verified as corrected beyond the one year timeline (“subsequent correction”)	0
6. Number of findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

Verification of Correction (either timely or subsequent):

In FFY 2008, there were 20 districts with 38 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 was included in the letter. During the FFY 2009 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 State. 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 2008, there were 64 districts with 1842 findings of noncompliance identified through monitoring activities, and all were corrected within one year of written notification of noncompliance. The State required periodic data submissions of each district. The documentation was reviewed by staff of the compliance unit. Feedback and technical assistance were provided to each district following each documentation submission. In some instances, the periodic reviews included additional onsite visits. The State 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 instances of noncompliance, correction has been verified for each individual student issue identified in the districts as well as through a sample verification of additional records to ensure changes and correction in the implementation of regulatory requirements pursuant to the Office of Special Education Program’s (OSEP) Memorandum 09-02.

In FFY 2008, 2 districts with 2 findings were identified as having disproportionate representation due to inappropriate identification. The 2 districts have corrected the noncompliance within one year of written notification. The districts were asked to submit eligibility reports for review by the State. If additional technical assistance was needed, the State made onsite visits to the districts and held teleconferences and webinars to provide additional support for correction of noncompliance.

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

Correction of Remaining FFY 2007 Findings of Noncompliance (if applicable)

If the State reported <100% for this indicator in its FFY 2007 APR and did not report that the remaining FFY 2007 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2007 findings noted in OSEP’s June 1, 2010 FFY 2008 APR response table for this indicator	0
2. Number of remaining FFY 2007 findings the State has verified as corrected	0
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	0

Verification of Correction

There is no additional correction of noncompliance to be reported for FFY 2007 and earlier.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: (1) Collaborative Partnership; (2) Training; and (3) National or Regional Training.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
<i>2010 (2010-2011)</i>	<i>100%</i> of noncompliance will be identified and corrected as soon as possible but in no case later than one year from identification.
<i>2011 (2011-2012)</i>	<i>100%</i> of noncompliance will be identified and corrected as soon as possible but in no case later than one year from identification.
<i>2012 (2012-2013)</i>	<i>100%</i> of noncompliance will be identified and corrected as soon as possible but in no case later than one year from identification.

The State would like to remove the following activity from the State Performance Plan.

Database System- This activity has been completed.

Part B State Annual Performance Report (APR) for FFY 2009

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>
FFY 2009 (2009-2010)	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 2009):

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>
FFY 2009 (2009-2010)	63	61	2	100%

During **FFY 2009**, **100%** (63 of 63) 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/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. The State *met the FFY 2009 target (100%)* and *maintained the data* from FFY 2008 (100%) for complaints resolved within timelines.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2009):

The data in Table 1 above report 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/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 2009, the State received technical assistance from the 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 and the establishment of a continuum of alternative dispute resolution processes.

Updates to Local Educational Agencies - During FFY 2009, the Division for Special Education 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.

State Advisory Panel (SAP) Dispute Resolution Subcommittee - During FFY 2009, 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 to provide more information to parents on accessing the complaint process, were made.

Complaint Investigation Process - During FFY 2009, complaint investigators were selected through a Request for Proposals (RFP) process. Georgia had nine complaint investigators under contract for FFY 2009. 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. The State provided training, as necessary, to keep investigators updated on federal and state law including the requirements for extending a complaint investigation timeline. At the completion of each complaint investigation, follow-up surveys are sent to complainants and the districts to assess the quality of the complaint investigation, as well as the professional conduct of the complaint investigator.

State Training Module - During FFY 2009, the complaint investigator training materials were expanded and revised based on materials acquired through technical assistance activities conducted each year. One-day of training for investigators and mediators each July focused on IDEA regulations and other regulations including requirements for complaint investigation

timeline extensions. The training included IDEA case law relevant to frequently occurring issues in Georgia as identified through data review. Survey results from participants in the complaint process were used to evaluate the knowledge and procedural conduct of investigators. These results provided data for future improvements. The contracted complaint investigators assisted the State in meeting required timelines and addressing all issues raised by the complainant in the resolution letter.

The Division for Special Education staff, who may serve as complaint investigators when contracted investigators are unable to manage workload, received ongoing professional development on the investigation and resolution process. The State will consult with Southeast Regional Resource Center (SERRC) in developing training materials and will review of materials from other states utilizing the services of contract investigators.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia, information about parent’s rights was distributed to pediatricians’ offices, clinics, and other locations frequented by parents. The Parents Rights forms provided information on obtaining the brochure on dispute resolution, as well as the location of the website where the information is accessible.

State Educational Agency (SEA) Training - State staff worked to facilitate the formal complaint process by participating in training with the Center for Appropriate Dispute Resolution in Special Education (CADRE) for dispute resolution managers. A designated staff member attended the session on Dispute Resolution at the OSEP Data Mangers meeting and other relevant annual trainings. Staff responsible for oversight of the SEA complaint processes attended a workshop on technical writing skills. The activities provided technical assistance to SEA staff responsible for the complaint processes. These activities supported improvement of the dispute resolution process. The effectiveness of the training is measured by the completion of investigations in a timely manner.

Revisions, with Justification, to Proposed Targets /Improvement Activities /Timelines/ Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: 1) State Advisory Panel (SAP) Dispute Resolution Subcommittee; 2) Update to Local Educational Agencies; 3) SEA Training; and 4) Complaint Investigation Process.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	Measurable and Rigorous Target
<i>2010 (2010-2011)</i>	<i>100%</i> 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.

<i>FFY</i>	Measurable and Rigorous Target
<p>2011 (2011-2012)</p>	<p>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.</p>
<p>2012 (2012-2013)</p>	<p>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.</p>

The State would like to extend and revise the following improvement activities, timelines and/or resources in the State Performance Plan.

Complaint Investigation Process - The language will be updated to reflect training investigators regarding the requirements for extending a complaint investigation timeline.

State Training Module - The language will be updated to reflect training investigators regarding the requirements for extending a complaint investigation timeline.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia, information about parent’s rights was distributed to pediatricians’ offices, clinics, and other locations frequented by parents. The Parents Rights forms provide information on obtaining the brochure on dispute resolution, as well as the location of the website where the information is accessible.

Timelines: FFY 2009 - FFY 2012 Resources: Federal Funds, State Personnel and Partnership with PTI

The State would like to remove the following activities from the State Performance Plan.

Brochure - This activity has been completed.

State Complaint Investigator Training Module – This activity has been completed.

Database - This activity has been completed.

Part B State Annual Performance Report (APR) for FFY 2009

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>
2009 (2009-2010)	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 2009):

Table 1 Hearing Requests Data

FFY	# of hearing requests (3)	# of hearing requests withdrawn or settled prior to completion of hearing (3.4)	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
2009 (2009-2010)	78	69	3	0	3	100%

During **FFY 2009**, **100%** (3 of 3 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 2009 target (100%)** and **maintained the data (100%)** from the FFY 2008.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

The data in Table 1 above report 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.

Throughout FFY 2009, the State consulted with the Office of State Administrative Hearings (OSAH) to discuss the results of the due process hearings and recommendations for improving the due process hearing procedures from FFY 2008. Technical assistance was provided by the OSEP state contact to develop guidance for granting appropriate due process hearing extensions. This guidance was provided to the OSAH and implemented during FFY 2009.

Data Collection - The State has continued to maintain its 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.

Communication Strategies - Hearing decisions from fully adjudicated due process hearings, as well as summary determinations and summary judgments, are posted from school year FFY 2000 forward on the GaDOE web page at http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCHearingDecisions.

Updates to Local Educational Agencies - During FFY 2009, the Division for Special Education provided technical assistance to school districts in the dispute resolution processes 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 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 2009, the State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute data and recent due process hearing decisions and provided feedback and recommendations to the State regarding dispute resolution. Looking at the dispute resolution process as a whole, there were 78 requests for due process hearings between July 1, 2009 and June 30, 2010. Sixty-nine cases were resolved without going to a hearing as of June 30, 2010; 29 of the 69 cases (42%) resolved without a hearing were settled through early resolution sessions and mediation agreements. Forty of the 69 cases (60%) were withdrawn by parents or 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 - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia, information about parent's rights was distributed to pediatricians' offices, clinics, and other locations frequented by parents. The Parents Rights forms provide information

on obtaining the brochure on dispute resolution, as well as the location of the website where the information is accessible.

State Educational Agency (SEA) Training - GaDOE staff attended trainings on dispute resolution, as available, through SERRC or other resources. GaDOE staff worked to facilitate impartial and compliant due process hearings by participating in the CADRE listserv for dispute resolution managers. One staff member attended the session on Dispute Resolution at the Office of Special Education Programs (OSEP) Data Mangers meeting and other relevant annual trainings. The activities provided technical assistance to SEA staff responsible for dispute resolution.

Implementation Manual - State staff continued with revisions and updates to the Dispute Resolution chapter of the Special Education Rules Implementation. The revised chapter, which clarifies the procedures and processes for due process hearings, will be posted with Part I of the revised Implementation Manual on the GaDOE website in 2011.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: 1) Communication Strategy; 2) State Advisory Panel (SAP) Dispute Resolution Subcommittee; 3) Update to Local Educational Agencies; 4) Implementation Manual; 5) SEA Training; and 6) Data Collection.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	Measurable and Rigorous Target
<i>2010 (2010-2011)</i>	<i>100%</i> 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.
<i>2011 (2011-2012)</i>	<i>100%</i> 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.
<i>2012 (2012-2013)</i>	<i>100%</i> 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 would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia, information about parent's rights was distributed to pediatricians' offices, clinics, and other locations frequented by parents. The Parent Rights forms provide information on obtaining the brochure on dispute resolution, as well as the location of the website where the information is accessible.

Timelines: FFY 2009 - FFY 2012

Resources: Federal Funds, State Personnel and Partnership with PTI

Part B State Annual Performance Report (APR) for FFY 2009

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
2009 (2009-2010)	60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Actual Target Data for (FFY 2009):

During **FFY 2009**, **52.5%** (23 out of 44) resolution sessions resulted in settlement agreements. The State **did not meet the FFY 2009 target** (60-70%) but **demonstrated progress** (11.3 percentage points) from the FFY 2008 data **41.2%** (26 out of 63) of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

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

In FFY 2009, 23 resolution sessions resulted in agreements, which were 3 fewer than the number of settlement agreements reached in FFY 2008. However, the number of resolution sessions conducted decreased from 63 (FFY 2008) to 44 (FFY 2009). The significant decrease in the number of hearings requested in FFY 2008 (107 requests) to FFY 2009 (78 requests) accounts for the reduced number of resolution sessions. The number of resolution sessions declined by 3 in FFY 2009, however, proportionately, the number of resolution sessions resulted in an increase in agreements. These data indicate that the State’s dispute resolution process overall is working to resolve conflicts with dispute resolution processes occurring prior to a fully adjudicated due process hearing

Updates to LEAs - During FFY 2009, the Division for Special Education 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 and recent decisions and provided feedback and recommendations to the State regarding dispute resolution.

Database - The Division for Special Education will continue to fine tune the new database that has been developed to integrate the data from all dispute resolution processes (complaints, mediations, resolution sessions, and due process hearings). The database for dispute resolution will be updated to provide more in-depth data on early resolution sessions, including timelines and outcomes.

Communication Strategy - The Division will place data results regarding successful resolution sessions on the State web page to inform the public of the effectiveness of this procedure in resolving due process hearing requests prior to the hearing. State staff will develop and conduct training for parent mentors and districts on the use and advantages of early resolution sessions.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia, information about parent's rights was distributed to pediatricians' offices, clinics, and other locations frequented by parents. The Parents Rights forms provide information on obtaining the brochure on dispute resolution, as well as the location of the website where the information is accessible.

State Educational Agency (SEA) Training - GaDOE staff attended trainings on dispute resolution, as available, through SERRC or other resources. GaDOE staff worked to facilitate the effective use of early resolution sessions by participating in the CADRE listserv for dispute resolution managers. One GaDOE staff member attended 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.

State Advisory Panel Dispute Resolution Subcommittee - During FFY 2009, the State Advisory Panel (SAP) subcommittee for dispute resolution reviewed the dispute data and recent due process hearing decisions and provided feedback and recommendations to the State regarding dispute resolution. Looking at the dispute resolution process as a whole, there were 78 requests for due process hearings between July 1, 2009 and June 30, 2010. Sixty-nine cases were resolved without going to a hearing as of June 30, 2010; 29 of the 69 cases (42%) resolved without a hearing were settled through early resolution sessions and mediation agreements. Forty of the 69 cases (59%) were withdrawn by parents or 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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: 1) Database; 2) Communication Strategy; 3) State Advisory Panel (SAP) Dispute Resolution Subcommittee; 4) Update to Local Educational Agencies; and 5) SEA Training.

The State would like to propose the following targets for the State Performance Plan.

<i>FFY</i>	Measurable and Rigorous Target
<i>2010 (2010-2011)</i>	<i>60-70%</i> of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
<i>2011 (2011-2012)</i>	<i>60-70%</i> of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
<i>2012 (2012-2013)</i>	<i>60-70%</i> of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia, information about parent’s rights was distributed to pediatricians’ offices, clinics, and other locations frequented by parents. The Parents Rights forms provide information on obtaining the brochure on dispute resolution, as well as the location of the website where the information is accessible.

Timelines: FFY 2009 - FFY 2012

Resources: Federal Funds, State Personnel and Partnership with PTI

Part B State Annual Performance Report (APR) for FFY 2009

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
2009 (2009-2010)	60 - 70% of mediations held will result in agreement.

Actual Target Data for (FFY 2009):

Table 1. Mediations

Fiscal Year	Mediation requests total (2)	Mediations not held including pending (2.2 & 2.3)	Mediations conducted related to due process [2.1(a)]	Mediation agreements related to due process complaints [2.1(a)(i)]	Mediations conducted not related to the due process hearing [2.1(b)]	Mediation agreements not related to due process hearings [2.1(b)(i)]	Agreement rate
2009-2010	84	23	10	6	51	36	68.9%

During **FFY 2009**, **68.9%** (42 out of 61) of mediations held were resolved with an agreement. The State **met the FFY 2009 target** (60-70%) and **demonstrated progress** (18 percentage points) from the FFY 2008 data (50.9%). Eighty-four mediations were requested in FFY 2009; 61 were held. Forty-two mediations reached an agreement. Ten of the mediations held were related to due process hearings; 51 were not related to a due process request. Twenty-three requests for mediation were not held, including those that are pending or withdrawn.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (FFY 2009):

The State met the target in FFY 2009. In reviewing the subset of mediation requests, 51 mediations were held unrelated to due process; and of those, 36 were successful, resulting in a rate of agreement 71%. Ten mediation requests were conducted related to due process hearings;

and of those, 6 were successful, resulting in an agreement rate of 60%. 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 twelve mediators under contract for FFY 2009. 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.

Updates to Local Education Agencies - During FFY 2009, the Division for Special Education 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 – SAP Subcommittee on Dispute Resolution reviewed the data and recent decisions and provided feedback and recommendations to the State regarding dispute resolution.

Training - Mediators are trained in conflict resolution, collaborative problem solving, and effective communication. The State will train the contracted mediators on Georgia Law, state practices, and updates on IDEA annually.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia, information about parent's rights was distributed to pediatricians' offices, clinics, and other locations frequented by parents. The Parent Rights forms provide information on obtaining the brochure on dispute resolution, as well as the location of the website where the information is accessible.

State Educational Agency (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 attended 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.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010:

The following improvement activities will be extended through FFY 2012: 1) Training; 2) State Advisory Panel (SAP) Dispute Resolution Subcommittee; 3) Update to Local Educational Agencies; and 4) SEA Training.

The State would like to propose the following targets for the State Performance Plan.

<i>FFY</i>	Measurable and Rigorous Target
<i>2010 (2010-2011)</i>	<i>60 – 70%</i> of mediations held that resulted in mediation agreements.
<i>2011 (2011-2012)</i>	<i>60 - 70%</i> of mediations held that resulted in mediation agreements.
<i>2012 (2012-2013)</i>	<i>60 - 70%</i> of mediations held that resulted in mediation agreements.

The State would like to add the following improvement activities, timelines and/or resources to the State Performance Plan.

Parent Training - In collaboration with the Parent Training and Information Center (PTI)/Parent to Parent of Georgia, information about parent’s rights was distributed to pediatricians’ offices, clinics, and other locations frequented by parents. The Parents Rights forms provide information on obtaining the brochure on dispute resolution, as well as the location of the website where the information is accessible.

Timelines: FFY 2009 - FFY 2012

Resources: Federal Funds, State Personnel and Partnership with PTI

The State would like to remove the following activity from the State Performance Plan.

Database System- This activity has been completed.

Part B State Annual Performance Report (APR) for FFY 2009

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

Monitoring Priority: Effective General Supervision Part B / General Supervision

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

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

Measurement:

State reported data, including 618 data 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).

<i>FFY</i>	<i>Measurable and Rigorous Target</i>
FFY 2009	<i>100.00%</i> of Federal Data Reports and the State Performance Plan are submitted before the specified due dates, and of state reported data are accurate.

Actual Target Data for FFY 2009:

Georgia has a composite score of 97.62% on the Office of Special Education Programs (OSEP) Part B Indicator 20 Data Rubric.

During **FFY 2009**, the State **did not meet the FFY 2009 target (100%)** for timely and accurate reporting receiving a composite score of 97.62% on the OSEP Part B Indicator 20 Data Rubric. This data **demonstrates slippage (2.38 percentage points)** from the FFY 2008 data (100%). Although the State submitted 100% of Federal Reports and the State Performance Plan before the specified due dates, there was one district where an issue occurred with accuracy.

Three students with developmental disabilities who were 9 years old when they entered school in FFY 2009, but turned 10 prior to the federal child count on December 1, were reported as age 10 in the developmental delay category. Age 10 is not an allowable age value for developmental

delay. The State understood that edits within the ED Facts reporting system would not allow the reporting of non-valid values. When the State received a transmittal status notification on January 20, 2010 of “Transmittal Okay,” it believed that only valid values had been submitted.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2009:

Special Education Data File - The State has a data collection plan that includes policies and procedures for collecting and reporting accurate Section 618 and SPP/APR data. District users send data via a web-based application to the State 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.

The data were collected on a predefined schedule. Districts maintain their data on an ongoing basis as part of their district operations. When the student record data are uploaded to the State, the data are current as of the date of the upload within the January through June collection cycle. For full-time equivalent (FTE) reporting, the data are current as of the State-defined “count date.” The special education specific FTE count date is December 1st.

The Division for Special Education has a comprehensive database for the collection and analysis of all data related to general supervision and the Georgia Continuous Improvement Monitoring Process (CIMP). 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 2009 reports on or before the due dates required by OSEP.

Georgia is one of 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.

Data Review - 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 onsite data verification is conducted as part of the CIMP 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 Division 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. The values are reported as 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 help the public understand the reports. District reports can be reviewed at http://public.doe.k12.ga.us/ci_exceptional.aspx. The State has district management policies and procedures for maintaining the integrity of the data collection and reporting system.

The Division for Special Education continued to implement strategies for ensuring the timeliness and accuracy of data submissions. Prior to each data collection cycle, the applications 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.

Data Workshop for New Directors - The Division for Special Education conducted data reporting workshops for all new district special education directors through the Special Education Leadership Development Academy in September and November 2009.

Data Workshops for General/Special Education Personnel - The State data collection staff and the Division for Special Education staff provided regional annual instructor-led workshops, conference calls, and telephone support for each application.

Teleconferences - The State will continue to provide a series of data collection teleconferences for districts statewide. During FFY 2009, topics for the teleconferences included data collection, FTE reporting/Preschool Exit Survey, how to use the Data Warehouse, and how to use the special education cube.

Cognos - 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 FFY 2010:

The following improvement activities will be extended through FFY 2012: 1) Data Workshop for New Directors; 2) Data Workshops for General/Special Education Personnel; 3) Teleconferences; 4) Data Review; 5) Cognos; and 6) Special Education Data File.

The State proposes the following targets to extend the State Performance Plan (SPP) beyond the FFY 2010 targets already included in the SPP.

<i>FFY</i>	Measurable and Rigorous Target
2010 (2010-2011)	100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

<i>FFY</i>	Measurable and Rigorous Target
2011 (2011-2012)	<i>100%</i> of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
2012 (2012-2013)	<i>100%</i> of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

The State would like to remove the following activities from the State Performance Plan

Comprehensive Data Collection - The revision of the dispute resolution data application was completed during FFY 2008.