

State Performance Plan

Georgia Department of Education



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

Deborah Gay, Director
Division for Special Education Services and Supports

April 18, 2011

TABLE OF CONTENTS

| | |
|---|--------------------------|
| Introduction: State Performance Plan | Page 3 |
| Overview of State Performance Plan Development | Page 5 |
| Indicator 1: Graduation Rates | Page 8 |
| Indicator 2: Dropout Rates..... | Page 13 |
| Indicator 3: Assessment | Page 16 |
| Indicator 4a: Suspension/Expulsion..... | Page 27 |
| Indicator 4b: Suspension/Expulsion | Page 32 |
| Indicator 5: LRE | Page 38 |
| Indicator 7: Preschool Outcomes..... | Page 43 |
| Indicator 8: Parent Involvement..... | Page 51 |
| Indicator 9: Disproportionality-Special Education | Page 58 |
| Indicator 10: Disproportionality-Category | Page 62 |
| Indicator 11: Child Find..... | Page 66 |
| Indicator 12: Early Childhood Transition | Page 70 |
| Indicator 13: Secondary Transition..... | Page 74 |
| Indicator 14: Postschool Outcomes | Page 78 |
| Indicator 15: General Supervision | Page 89 |
| Indicator 16: Complaint Timelines | Page 94 |
| Indicator 17: Hearing Timelines | Page 99 |
| Indicator 18: Resolution Session | Page 103 |
| Indicator 19: Mediation..... | Page 106 |
| Indicator 20: Timely and Accurate Data..... | Page 109 |

Introduction: State Performance Plan (SPP)

In 1999, the Georgia Department of Education (GaDOE), Division for Special Education Services and Supports collaborated with a variety of partners, including The State Advisory Panel (SAP), to develop Performance Goals for students with disabilities (SWD). The seven goals, originally developed for the first Georgia State Improvement Grant (SIG), were the building blocks for the ten Performance Goals for SWD. Due to the development of the SPP, the ten goals have evolved into the following goals and indicators for students with disabilities (SWD). These goals and 16 indicators are aligned with the indicators of the SPP. Several of the procedural due process goals have been combined.

I. Improve post-school outcomes for SWD

1. Decrease the percentage of SWD who drop out of school.
2. Increase the percentage of SWD who earn a regular high school diploma.
3. Increase the percentage of SWD who transition to employment or postsecondary education.
4. Increase the percentage of transition-aged SWD who have coordinated and measurable IEP goals and transition services that will lead to attainment of postsecondary goals.

II. Improve services for young children (ages 3 – 5) with disabilities

5. Increase the percentage of young children either referred by parents or other agencies prior to age 3 who are determined eligible and have an IEP implemented by the third birthday.
6. Increase the percentage of time young children with disabilities spend in natural environments with typically developing peers.
7. Increase the percentage of young children with disabilities who show improved positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.

III. Improve the provision of a free and appropriate public education to SWD

8. Increase the percentage of students who are evaluated and determined eligible for special education within 60 days.
9. Increase the percentage of SWD who receive their instruction in the general education setting with appropriate supports and accommodations.
10. Increase the performance of SWD on statewide assessments when given appropriate accommodations.
11. Decrease the percentage of SWD who are removed from their school or placements for disciplinary reasons.
12. Decrease the disproportionate representation of SWD due to inappropriate policies, practices, and procedures.
13. Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for SWD.

IV. Improve compliance with state and federal laws and regulations

14. All identified noncompliance will be corrected as soon as possible but no later than one year from identification.
15. Dispute resolution procedures and requirements are followed within any applicable timelines. Includes formal complaints, mediation, due process hearings, and resolution sessions.
16. Reports are submitted in a timely manner.

Each year, local districts report their data on these goals to the State. In turn, the Division for Special Education provides each local district with a profile that contains its data and compares that data to the state of Georgia as a whole and to the nation, if available. This profile is available on the state website at <http://public.doe.k12.ga.us/>. The information that describes the performance for SWD is available in the same location and context as information that is provided for the performance of all students. Essentially, the information regarding SWD is a link (Exceptional Students) on the greater profile for each school district. This reflects Georgia's commitment to embed the efforts of improving performance of SWD into the greater context of school improvement and data reporting. The availability of this data is a product of a strong collaborative effort among the Division for Special Education, the Governors' Office of Student Achievement, the Office of Policy, and Instructional Technology.

Overview of the State Performance Plan Development

Under the leadership of the State School Superintendent Dr. John D. Barge, the state vision is to lead the nation in improving student achievement. In moving toward this goal, the state has core values of transparency, honesty, trust, respect, and collaboration. The overall vision and core values have been apparent during the development of Georgia's State Performance Plan (SPP) as we have sought and received broad stakeholder input. The mechanisms utilized for seeking input for **all** of the indicators are described below.

The Division for Special Education collaborated with other divisions within the Georgia Department of Education (GaDOE) in order to develop the SPP: Testing; School Improvement; Information Technology; Curriculum and Instruction; Career, Technology, and Agriculture; Student Support; Title I; Safe and Drug Free Schools; Migrant Education; and Innovative Programs. The various divisions assisted in determining the requirements, creating data elements, mining and organizing data, and developing action steps. The SPP was also presented to Superintendent Barge's cabinet for review and input. The cabinet discussed the alignment of the SPP with existing initiatives throughout the state to ensure that the SPP activities are critical components within the greater GaDOE context.

The State Advisory Panel (SAP) for Special Education provided input as stakeholders during the development of the Annual Performance Plan (APR). 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
- State 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

In preparation for the FFY 2009 submission of the SPP/APR, The SAP received an overview from Division for Special Education personnel during a two-day meeting in November 2009. The SAP members were divided into varied workgroups to analyze each indicator, including the requirements of the indicator, the trend performance on the data (when available), and current initiatives/activities that are being implemented to impact those initiatives. The workgroups reviewed the requirements of the SPP/APR and made recommendations to the State regarding the revision to and extension of targets and activities. In addition, each workgroup shared its recommendations with the entire SAP, providing an opportunity for further discussion and recommendations. The SAP reviewed the SPP/APR document during January 2011 and made further suggestions or corrections.

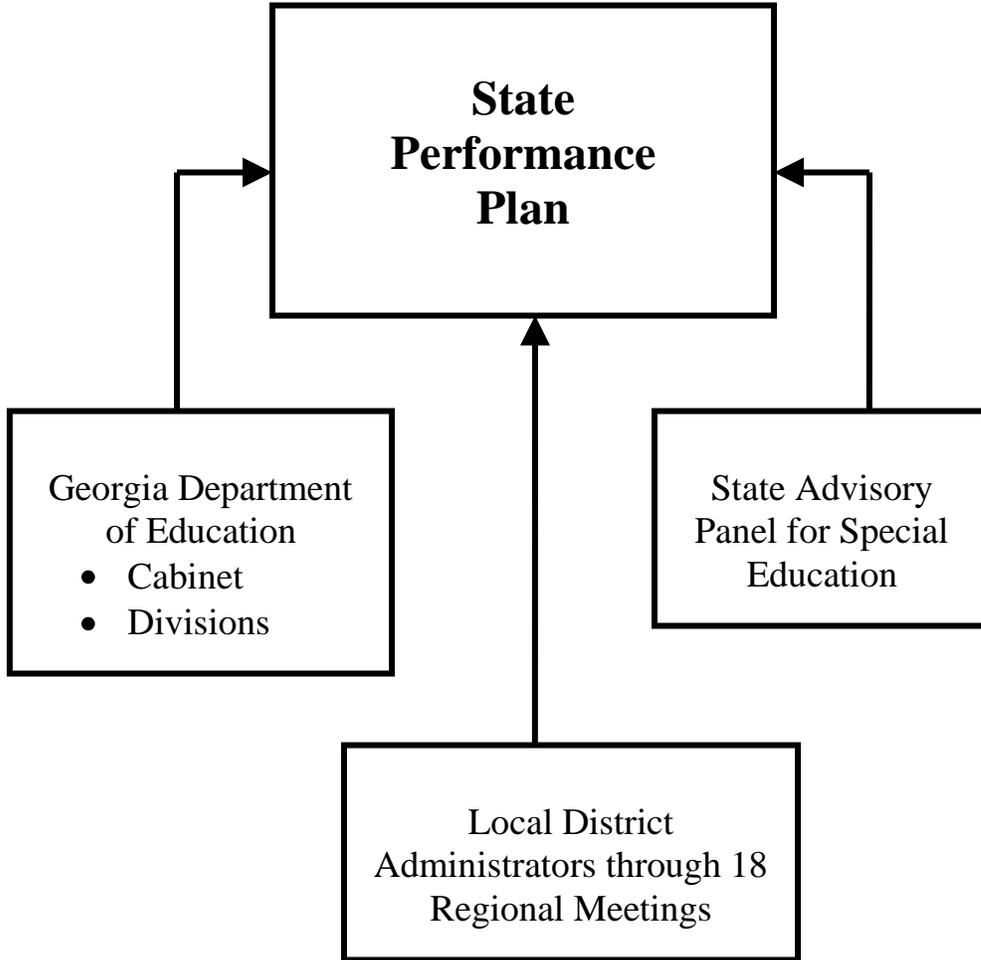
Utilizing the district liaison system of contacts and regular interaction, the State received input throughout the year as data on indicators became available and activities were conducted. Local districts provided input into the activities the State was providing to improve performance and achieve compliance.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

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

Reporting

The SPP is currently available on the state website at [SPP/APR Reports](#). It was also distributed to the media and other public agencies. The APR will also be posted on this website. Per the requirements of the SPP, the State is also reporting the progress of the local districts in meeting the state targets set forth in the SPP and APR. That information is available at <http://public.doe.k12.ga.us/>. 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 past several years.

Broad Stakeholder Input



subject areas (English, mathematics, science, and social studies) of the Georgia High School Graduation Test (GHS GT) and the Georgia High School Writing Test (GHS WT). Graduates may earn one of several kinds of endorsements.

1. College Preparatory (CP) Program - a program of study requiring 22 units. Completion of this program is signified by a high school diploma with a College Preparatory Seal.
2. College Preparatory with Distinction (CP+) Program - a program of study requiring 24 units and a grade-point average in the core courses of 3.0 or above on a four-point scale or an 80 numeric grade-point average or above. Completion of this program is signified by a high school diploma with a College Preparatory Seal of Distinction.
3. Technology/Career-Preparatory (TC) Program - a program of study requiring 22 units. Completion of this program is signified by a high school diploma with a Technology/Career-Preparatory Seal.
4. Technology/Career-Preparatory with Distinction(TC+) Program - a program of study requiring 24 units and a grade point average in the Core Courses of 3.0 or above on a four point scale or an 80 numeric grade point average. Completion of this program is signified by a high school diploma with a Technology/Career-Preparatory Seal of Distinction.

Baseline Data for FFY 2004 (2004-2005):

According to the Georgia Office of Student Achievement, the regular education diploma rate for all students was 69.4 (97,359 students). The regular education diploma rate for students with disabilities (SWD) was 29.4% (9,652 students). It should be noted that in the FFY 2004 Federal Data Report, the diploma rate for SWD was 38.0%. This was calculated using a diploma-to-exiter ratio.

Discussion of Baseline Data:

Reporting as required by No Child Left Behind (NCLB) does not allow for the inclusion of the special education diploma as it presently exists in Georgia. The Georgia Department of Education (GaDOE) holds high expectations for all students and strives to raise the graduation rate of students *with Individualized Education Programs (IEP)* who receive regular education diplomas through improved instructional programs and access to the general curriculum.

| FFY | Measurable and Rigorous Target |
|-----------------------------|---|
| 2005 (2005-2006) | 30% of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma. |
| 2006 (2006-2007) | 34% of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma. |
| 2007 (2007-2008) | 36% of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma. |
| 2008 (2008-2009) | 75% of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma. |

| | |
|---------------------|--|
| 2009 (2009-2010) | 85% of youth with IEPs graduating from high school with a regular diploma. |
| 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. |

Improvement Activities/Timelines/Resources:

1) Project Exam Preparation for Science and Social Studies (ExPreSS) (Revised): Districts will manage and implement a remediation program for targeted students who do not meet requirements on either the science or social studies portion of the Georgia High School Graduation Test (GHS GT) and will provide a two-week remedial program. High performing teachers will follow a teaching program developed by state staff, which focuses on the provision of differentiated instruction and consistent formative assessments. *The materials for Project Express are available online for instructional access by students and teachers on a 24/7 basis.* At the end of the two-week program, students will retake the appropriate section(s) of the GHS GT. SWD will be eligible to participate in Project ExPreSS, and classroom and testing accommodations provided during the school year will be provided during ExPreSS. *Although the State will no longer manage the program, data will be collected for students retesting after completing ExPreSS modules in the areas of science and social studies.*

| | |
|--------------------------------------|---|
| Timeline: FFY 2007 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
|--------------------------------------|---|

2) GraduateFIRST (Georgia State Personnel Development Grant) (Revised): 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. GraduateFIRST, a project under the SPDG, focuses on improving graduation rates and decreasing dropout rates for SWD. 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 rates. *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. As an additional initiative to assist with capacity building, the project has launched a website that will be available to all districts, which will include archived and newly developed technical assistance in the focus areas as well as a forum for sharing ideas and best practices. The project will also provide specialized programs in the area of transition. These efforts will result in an increase in the graduation rate with a regular diploma for students with IEPs. The name of the activity has been changed.*

| | |
|---------------------------------------|---|
| Timelines: FFY 2007 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
|---------------------------------------|---|

3) 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

| | |
|---|--|
| <p>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/<i>transition to the Common Core Georgia Performance Standards (CCGPS)</i> in critical academic areas such as reading/English language arts, science and mathematics. <i>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.</i></p> | |
| <p>Timelines: FFY 2006 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>4) Technical Assistance on Transition Plans (New): <i>The State will provide districts with the opportunity to participate in webinars focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. The state transition consultant 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 area of improvement.</i></p> | |
| <p>Timeline: FFY 2009 - FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>5) Required Technical Assistance on Transition Plans (New): <i>The State will target specific districts that were noncompliant for transition based on the previous year’s record reviews. Each 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.</i></p> | |
| <p>Timeline: FFY 2010 - FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>6) Least Restrictive Environment (LRE) Project for Students with Severe Disabilities (New): <i>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 consultants 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.</i></p> | |
| <p>Timeline: FFY 2010 - FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>7) Mathematics Courses Requirements (New): <i>The State has approved revisions to the requirements for completing mathematics courses towards graduation that gives local districts the flexibility to allow students to meet the mathematics requirements for graduation by</i></p> | |

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 GHSGT. 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.

Timeline: FFY 2010 - FFY 2012

Resources: GaDOE Personnel

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

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

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

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

Overview of Issue/Description of System or Process:

Georgia will use the 9-12 dropout rate calculation for this indicator. As discussed in the previous indicator, Georgia is exploring meaningful diploma revisions for all students, which should in turn influence the dropout rate.

Baseline Data FFY 2004 (2004-2005)

2004-2005 Dropouts

| | Number of Students | Dropout percentage |
|----------------------------|--------------------|--------------------|
| All students | 481,408 | 5.0% |
| Students with disabilities | 54,044 | 5.9% |

Data Source: 2004-2005 Office of Student Achievement Report Card

Discussion of Baseline Data:

Using Georgia’s Office of Student Achievement calculation, the rate for all students was 5.0%; students with disabilities (SWD) had a 5.9% rate.

| | |
|------------|--------------------------------|
| FFY | Measurable and Rigorous Target |
|------------|--------------------------------|

| | |
|---------------------|--|
| 2005 (2005-2006) | 5.8% of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school. |
| 2006 (2006-2007) | 5.7% of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school. |
| 2007 (2007-2008) | 5.6% of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school. |
| 2008 (2008-2009) | 5.5% of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school. |
| 2009 (2009-2010) | 5.4% of youth with IEPs dropping out of high school compared to the percent of all youth in the state dropping out of high school. |
| 2010 (2010-2011) | 5.3% of youth with IEPs dropping out of high school. |
| 2011 (2011-2012) | 5.2% of youth with IEPs dropping out of high school. |
| 2012 (2012-2013) | 5.1% of youth with IEPs dropping out of high school. |

Improvement Activities/Timelines/Resources:

| | |
|---|---|
| <p>1) Project Exam Preparation for Science and Social Studies (ExPreSS) (Revised): Districts will manage and implement a remediation program for targeted students who do not meet requirements on either the science or social studies portion of the Georgia High School Graduation Test (GHS GT) and will provide a two-week remedial program. High performing teachers will follow a teaching program developed by state staff, which focuses on the provision of differentiated instruction and consistent formative assessments. <i>The materials for Project ExPreSS are available online for instructional access by students and teachers on a 24/7 basis.</i> At the end of the two-week program, students will retake the appropriate section(s) of the GHS GT. SWD will be eligible to participate in Project ExPreSS, and classroom and testing accommodations provided during the school year will be provided during ExPreSS. <i>Although the State will no longer manage the program, data will be collected for students retesting after completing ExPreSS modules in the areas of science and social studies.</i></p> | |
| Timeline: FFY 2007 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| <p>2) GraduateFIRST (Georgia State Personnel Development Grant) (Revised): Georgia received additional funding from the Office for Special Education Programs (OSEP) for its State Personnel Development Grant (SPDG), effective September 1, 2007 for a five-year cycle. GraduateFIRST, a project under the SPDG, focuses on improving graduation rates and decreasing dropout rates for students with disabilities (SWD). 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. <i>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</i></p> | |

| | |
|---|--|
| <p><i>specialized areas for all schools participating in the project. As an additional initiative to assist with capacity building, the project has launched a website that will be available to all districts which will include archived and newly developed technical assistance in the focus areas as well as a forum for sharing ideas and best practices. The project will also provide specialized programs in the area of transition. These efforts will result in a decrease in students with Individualized Education Programs (IEPs) dropping out of high school. The name of the activity has been changed.</i></p> | |
| <p>Timelines: FFY 2007 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>3) Technical Assistance on Transition Plans (New): <i>The State will provide districts with the opportunity to participate in webinars focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. The state transition consultant 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 area of improvement.</i></p> | |
| <p>Timeline: FFY 2009 - FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>4) Required Technical Assistance on Transition Plans (New): <i>The State will target specific districts that were noncompliant for transition based on the previous year’s record reviews. Each district will participate in required individualized training and technical assistance in writing appropriate transition plans and measurable annual goals during the following year.</i></p> | |
| <p>Timeline: FFY 2010 - FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>5) Least Restrictive Environment (LRE) Project for Students with Severe Disabilities (New): <i>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 consultants 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.</i></p> | |
| <p>Timeline: FFY 2010 - FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

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 U.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)].

Overview of Issue/Description of System or Process:

Georgia has a comprehensive testing program to assess student progress. All students in grades one through eight participate in the Criterion-Referenced Competency Tests (CRCT). Students are assessed in reading, language arts, and mathematics. In addition, students in grades three through eight are assessed in science and social studies.

Students in high school must take the Georgia High School Graduation Tests (GHS GT) beginning in 11th grade. There are five sections: English language arts, science, social studies, mathematics, and writing. All five sections must be passed to earn a regular high school

diploma. The GHSGT is also used for Adequate Yearly Progress (AYP) purposes. Georgia uses the reading, English language arts, and mathematics scores for the CRCT and the language arts and mathematics scores for the GHSGT to determine AYP.

All students, including students with disabilities (SWD), participate in the assessments when they are given at a particular grade or in a particular school or district. Students with disabilities are provided with accommodations in accordance with their Individualized Education Programs (IEPs). Two divisions within the state, Testing and the Division for Special Education, collaborate annually to train local districts in appropriate administration procedures. In addition, the Student Assessment Handbook is available on the Testing Division web page at http://public.doe.k12.ga.us/ci_testing.aspx.

The Georgia Alternate Assessment (GAA) was developed in response to IDEA 1997. In accordance with *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities: Non-Regulatory Guidance (IDEA 2004)*, the Division for Special Education and the Testing Division within the state have collaborated to develop a portfolio-based alternate assessment that is aligned to performance standards.

Baseline Data for FFY 2004 (2004-2005):

Indicator 3A

| Number of Local Districts | Number of Districts with a disability subgroup who met the minimum size requirements | Number of Districts who met the State’s objectives for progress for the disability subgroup | Percentage of Districts who met the State’s objectives for progress for the disability subgroup |
|---------------------------|--|---|---|
| 183 | 164 | 117 | 71.34% |

Discussion of Baseline Data – Indicator 3A: In Georgia, 183 entities are reported as making or not making AYP as a local district. That includes 180 traditional school districts, the three state schools for the deaf and blind that constitute one district, and 2 charter schools whose charter rests with the Georgia Board of Education (“state charter schools”). Of those entities, 19 districts did not have a disability subgroup that met the minimum number required, as determined by the State, to be reported as a subgroup.

Indicator 3B:

Participation Rate – Reading/Language Arts

| Students with IEPs in Grades Assessed for AYP | Regular Assessment Without Accom. | Regular Assessment Without Accom. | Regular Assessment With Accom. | Regular Assessment With Accom. | Alternate Assessment Alternate Standards | Alternate Assessment Alternate Standards | Alternate Assessment Grade Level Standards | Alternate Assessment Grade Level Standards | Absent | Absent | % for Participation |
|---|-----------------------------------|-----------------------------------|--------------------------------|--------------------------------|--|--|--|--|--------|--------|---------------------|
| 106366 | 62349 | 58.62% | 34737 | 32.66% | 7726 | 7.26% | 0 | 0% | 1554 | 1.46% | 98.54% |

Participation Rate – Mathematics

| Students with IEPs in Grades Assessed for AYP | Regular Assessment Without Accom. | Regular Assessment Without Accom. | Regular Assessment With Accom. | Regular Assessment With Accom. | Alternate Assessment Alternate Standards | Alternate Assessment Alternate Standards | Alternate Assessment Grade Level Standards | Alternate Assessment Grade Level Standards | Absent | Absent | Percentage for Participation |
|---|-----------------------------------|-----------------------------------|--------------------------------|--------------------------------|--|--|--|--|--------|--------|------------------------------|
| 106366 | 58585 | 55.08% | 38493 | 36.19% | 7726 | 7.26% | 0 | 0% | 1562 | 1.47% | 98.53% |

Discussion of the Baseline Data - The participation rate for students with disabilities exceeds the 95% requirement set forth by the NCLB legislation. Further analyses of the data reveal that the participation at the high school level is significantly below that of the elementary and middle school levels. Therefore, specific initiatives will be tailored to address the participation rate at high schools in order to increase the overall participation rate for students with disabilities.

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 baselines approved in FFY2008 APR 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 baselines approved in FFY2008 APR to compare progress beginning with FFY 2009.

Measurable and Rigorous Targets

| <i>FFY</i> | <i>Indicator 3A – Percentage of Local Districts</i> |
|-----------------------------------|--|
| 2005 <i>(2005-2006)</i> | 72.34% of districts meeting the State’s AYP objectives for progress for disability subgroup. |
| 2006 <i>(2006-2007)</i> | 73.34% of districts meeting the State’s AYP objectives for progress for disability subgroup. |
| 2007 <i>(2007-2008)</i> | 74.34% of districts meeting the State’s AYP objectives for progress for disability subgroup. |
| 2008 <i>(2008-2009)</i> | 75.34% of districts meeting the State’s AYP targets for disability subgroup. |
| 2009 <i>(2009-2010)</i> | 77.34% 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. |
| 2010 <i>(2010-2011)</i> | 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. |

| FFY | Indicator 3B – Participation Reading/Language Arts |
|-----------------------------|---|
| 2005 (2005-2006) | 98.54% 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. |
| 2006 (2006-2007) | 98.54% 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. |
| 2007 (2007-2008) | 98.54% 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. |
| 2008 (2008-2009) | 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. |
| 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. |
| 2010 (2010-2011) | 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. |
| 2011 (2011-2012) | <i>99.17% 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.</i> |
| 2012 (2012-2013) | <i>99.17% 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.</i> |

| FFY | Indicator 3B – Participation Mathematics |
|-----------------------------|---|
| 2005 (2005-2006) | <i>98.53% 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.</i> |
| 2006 (2006-2007) | <i>98.53% 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.</i> |
| 2007 (2007-2008) | <i>98.53% 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.</i> |
| 2008 (2008-2009) | <i>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.</i> |
| 2009 (2009-2010) | <i>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.</i> |
| 2010 | <i>98.75% participation rate for children with IEPs in a</i> |

| | |
|-----------------------------|---|
| (2010-2011) | regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards. |
| 2011 (2011-2012) | <i>99.31% 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.</i> |
| 2012 (2012-2013) | <i>99.31% 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.</i> |

***Note: The State revised targets (FFY 2009 – FFY 2012) based on new baseline data from FFY 2008.

| FFY | Indicator 3C – Proficiency Reading for Grades 3-8 |
|-------------------------------------|---|
| 2005 (2005-2006) | 66.61% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2006 (2006-2007) | 64% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2007 (2007-2008) | 66% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2008 (2008-2009) | 67% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2009 (2009-2010) *** | 69% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2010 (2010-2011) *** | 70% 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. |

| | |
|--|--|
| | <i>standards.</i> |
| 2012 (2012-2013) *** | 74% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |

***Note: The State revised targets (FFY 2009 – FFY 2012) based on new baseline data from FFY 2008.

| FFY | Indicator 3C – Proficiency Reading for Grade 11 |
|--|--|
| 2009 (2009-2010) *** | 62% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2010 (2010-2011) *** | 63% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2011 (2011-2012) *** | 63% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2012 (2012-2013) *** | 64% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |

***Note: The State revised targets (FFY 2009 – FFY 2012) based on new baseline data from FFY 2008.

| FFY | Indicator 3C – Proficiency Mathematics for Grades 3-8 |
|--|---|
| 2005 (2005-2006) | 51.77% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2006 (2006-2007) | 52.77% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2007 (2007-2008) | 53.77% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2008 (2008-2009) | 55.77% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2009 (2009-2010) *** | 55% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2010 (2010-2011) *** | 56% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2011 | 56% proficiency rate for children with IEPs against grade level, |

| | |
|----------------------------|---|
| (2011-2012) *** | modified and alternate academic achievement standards. |
| 2012 (2011-2012) *** | 56% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |

***Note: The State revised targets (FFY 2009 – FFY 2012) based on new baseline data from FFY 2008.

| FFY | <i>Indicator 3C – Proficiency Mathematics for Grade 11</i> |
|----------------------------|---|
| 2009 (2009-2010) *** | 44% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2010 (2010-2011) *** | 45% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2011 (2011-2012) *** | 45% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |
| 2012 (2012-2013) *** | 45% proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. |

Improvement Activities/Timelines/Resources:

| | |
|--|---|
| <p>1) Georgia Continuous Improvement Monitoring Process Plans (CIMP): Many local districts have developed (CIMP) plans focused on <i>improving academic achievement for students with disabilities</i>. In collaboration with their stakeholder committees, districts analyzed their current performance and implemented activities. <i>These activities are included in the district’s Comprehensive Local Educational Agency (LEA) Improvement Plans (CLIPs).</i></p> | |
| Timelines: FFY 2005 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| <p>2) Focused Monitoring: Local districts participating in Focused Monitoring are selected from those districts in the bottom quartile from each size group based on the <i>academic performance of students with disabilities</i> in reading and mathematics. Corrective actions and revised (CIMP) improvement plans are required, with stakeholder involvement, as follow up to an on-site visit. By focusing on the districts in the bottom quartile of the size groups, improvement is expected in the percentage of districts that make AYP for students with disabilities, the participation rate, and the proficiency rate.</p> | |
| Timelines: FFY 2005 – FFY 2012 | Resources: : Federal Funds and GaDOE Personnel |

3) 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.*

Timelines: FFY 2007 – FFY 2012

Resources: Federal and State Funds

4) GraduateFIRST (New): *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. 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. 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. GraduateFIRST has launched a website that will be available to all districts, which will include archived and newly developed technical assistance in the focus areas of academic achievement, as well as provide a forum for sharing ideas and best practices. These efforts will result in an increase in academic achievement.*

Timelines: FFY 2009– FFY 2012

Resources: Federal Funds and GaDOE Personnel

5) Georgia Project for Assistive Technology (GPAT) and the Georgia Instructional Materials Center (GIMC): GPAT trains local district teams in evaluating and making recommendations for assistive technology to meet students’ needs. The instructional material center ensures timely acquisition of alternative materials and media to meet students’ identified needs. Access to appropriate assistive technology and appropriate materials will increase the participation rate and the proficiency rate.

GPAT Training – During FFY 2008, districts will send a team to one of the Educational Technology Centers (ETCs) to participate in direct training that originates from one central location and linking the ETCs via distance training technology. The training will focus on different aspects of identifying and incorporating assistive technology into the instruction of SWD. Between direct training opportunities, each team will have access to online information on assistive technology. It is anticipated that building strong district level teams of personnel who are familiar with and can incorporate appropriate assistive technology within instructional programs will help ensure that SWDs not only have access to academic instruction but are also able to interact with materials to demonstrate grade level mastery.

| | |
|---|--|
| <p>Georgia Instructional Materials Center (GIMC) Relocation – GIMC relocated during the 2007-2008 school year and is now housed at the Georgia Academy for the Blind in Macon, Georgia. During 2008-2009, the GIMC will support local districts in their implementation of the National Instructional Materials Accessibility Standard (NIMAS). The Center will focus on processes to streamline the request, development, and receipt of accessible materials in a timely manner.</p> | |
| <p>Timelines: FFY 2006 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>6) Alternate Assessment Based upon Modified Achievement Standards (Development of the 2% Assessment) (Revised): To ensure that all SWD are assessed appropriately on state-mandated assessments, the Division of Assessment <i>has developed an assessment that targets those students who cannot demonstrate learning on traditional assessments; but who can, however, master the general curriculum. These students are not candidates for the Georgia Alternate Assessment (GAA).</i></p> <p><i>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 in grade level content. The name of the activity has been changed.</i></p> | |
| <p>Timelines: FFY 2008 – FFY 2012</p> | <p>Resources: Federal Funds</p> |
| <p>7) The Georgia Learning Resources Systems (GLRS): The GLRS network will continue to fund capacity building grants through its seventeen GLRS centers. Initiatives funded through these grants incorporate professional learning and technical support to enhance instructional programming and student achievement in the critical content areas of mathematics and reading/English language arts.</p> | |
| <p>Timelines: FFY 2005 – FFY 2012</p> | <p>Resources: Federal and State Funds</p> |
| <p>8) Continued Collaboration with Testing (Revised): <i>The Division for Special Education will work with the Testing Division to address the participation/proficiency of SWD in statewide testing. The two divisions continue to provide information and clarification to districts on the accommodations manual developed to guide test administration for SWD.</i></p> <p>The Division for Special Education, in collaboration with the Division for Assessment, will provide online web-based training on alignment and instruction, as well as on documentation and the development of a GAA portfolio. <i>This training will be provided at various times during the school year to assist teachers in developing evidence-based portfolios that can be used in the GAA. All teachers and districts will have access to the training on the day of the presentation or will be able to listen at a later time through the archived sessions.</i></p> | |
| <p>Timelines: FFY 2007 – FFY 2012</p> | <p>Resources: Federal and State Funds</p> |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

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

Measurement:

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

Include State’s definition of “significant discrepancy.”

Monitoring Priority A:

Georgia will evaluate the suspension/expulsion risk for students with disabilities in each of the 183 school districts by comparing the 10 days or greater suspension and expulsion risk among local districts. This will be calculated by comparing the number of students with disabilities removed from school for 10 days or greater to the total special education enrollment in the school district. The local school district’s long-term suspensions and expulsions risk for students with disabilities will be ranked to determine if the risk in the local district was significantly discrepant from other districts in the State with a similar number of special education students.

Suspension and Expulsion Risk Formula:

(The number of students with disabilities suspended/ expelled for more than ten days)

Divided by

(The number of students with disabilities served by the local district during the year) Local school districts will be disaggregated into five size groups and then ranked by the suspension/expulsion risk for students with disabilities. A significant discrepancy is defined as a suspension/expulsion risk that is in the lowest quartile for the size group and a risk greater than the state suspension/expulsion risk for students without disabilities. The percentage of districts meeting these criteria will be reported on the state profile. Local school districts with 10 or fewer students with disabilities receiving suspensions/expulsion for greater than 10 days will be reviewed to determine the suspension/expulsion risk for students with disabilities.

Overview of Issue/Description of System or Process:

The State Administrative Technology Division as part of the Student Record Data Collection collects suspension/expulsion data. A unique number that identifies the discipline record is assigned to each discipline incident. Aggregate discipline data from the student record will be used to calculate the discipline risk for students with disabilities.

Suspension/expulsion data are one of the performance goals for students with disabilities in thirty-one local districts in Georgia. Each local school district’s suspension/expulsion data are evaluated as part of Georgia Continuous Improvement Monitoring Process (CIMP). In addition, school profile data are provided to the local school districts. See Indicator 9 for procedures related to disproportionality based on inappropriate implementation of policies, practices, and procedures.

Baseline Data for FFY 2004 (2004-2005):

Monitoring Priority A: The percentage of students without disabilities receiving out-of-school suspension or expulsion for greater than 10 days was .22%

The percentage of students with disabilities receiving out-of-school suspension or expulsion for greater than 10 days was .26%.

| Size Group | Local Districts in Lowest Quartile with >10 Students Suspended for >10 days and exceeding state suspension/expulsion rate for students w/out disabilities |
|------------|---|
| A | 3 |
| B | 4 |
| C | 1 |
| D | 1 |
| E | 0 |

Discussion of Baseline Data:

Georgia’s suspension and expulsion data for students with disabilities has remained relatively constant over the past four years and compares favorably to the suspension and expulsion data for students without disabilities. Using the identification district described above, in 2004-2005 statewide data, only 9 or 4.92% of local school districts reported >10 students with disabilities suspended or expelled for greater than 10 days. In some instances, it was determined by examining the data beyond the percentages and scrutinizing actual student numbers, a single incident may have triggered the identification as disproportionate. These local districts are required to develop a (CIMP) to address suspension/expulsion that includes a review and revision of policies, practices, and procedures. This plan must be submitted to the State who will verify documentation.

| <i>FFY</i> | <i>Measurable and Rigorous Target</i> |
|-----------------------------------|---|
| 2005 <i>(2005-2006)</i> | 4.37% 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. |
| 2006 <i>(2006-2007)</i> | 4.37% 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. |
| 2007 <i>(2007-2008)</i> | 3.83% of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. |
| 2008 <i>(2008-2009)</i> | 3.83% of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year. |
| 2009 <i>(2009-2010)</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. |
| 2010 <i>(2010-2011)</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. |
| 2011 <i>(2011-2012)</i> | 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 <i>(2012-2013)</i> | 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. |

Improvement Activities/Timelines/Resources:

| | |
|--|--|
| <p>1) Review of Policies, Practices, and Procedures: Significantly discrepant districts will convene a team to complete the Self-Assessment Monitoring Protocol. The team will conduct a review and, if appropriate, a revision of policies, practices, and procedures as measured in the Self-Assessment to ensure that the policies, practices, and procedures comply with federal and state requirements.</p> <p>The Division for Special Education staff will review the Protocols, provide feedback, and make determinations of any noncompliance. To ensure that districts report valid data, the State will implement verification procedures for the review of policies, practices, and procedures to include on-site visits via Focused Monitoring/Records Review and Internal Review Process conducted at the district level.</p> <p>100% of the districts identified as having significant discrepancy will develop measurable action steps to address the noncompliance and include the plan in the consolidated application. Consequently, all identified districts will correct the noncompliance within one year of written notification from the State.</p> | |
| <p>Timelines: FFY 2006- FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>2) Technical Assistance for Significantly Discrepant Districts: The Division will offer professional learning and coaching for districts with significant discrepancy to develop and sustain demonstration sites for best practices for reducing the rates of suspensions and expulsions. The Division will work with districts with significant discrepancy to identify specific schools that will be supported in the use of positive behavioral interventions and supports and the development and implementation of IEPs and Behavior Intervention Plans (BIPs) to establish models for best practice in the district. This activity will be measured using discipline data obtained through student records.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>3) Forum for Significantly Discrepant Districts: The State will conduct ongoing forums for districts cited as having significant discrepancy: (a) examine the policies, practices, and procedures that contributed to the district’s data; (b) assist the district with the necessary revisions of policies, practices, and procedures; and (c) provide guidance for districts on policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>4) Administrative Training for Significantly Discrepant Districts: The Division will offer administrative training and coaching for districts with significant discrepancy for the rates of suspensions and expulsions to begin the process of using data as part of their improvement plan and to make data-driven decisions. The Division will offer training and coaching to provide positive behavioral supports district wide.</p> | |
| <p>Timelines: FFY 2007- FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>5) Positive Behavior Intervention and Supports (PBIS) Overview Presentations (Revised): The name for this activity has been changed from PBS (Positive Behavior Supports) to Positive Behavior Intervention and Supports (PBIS). The PBIS unit will offer regional overview presentations to ALL Georgia districts to include those identified as significantly</p> | |

| | |
|---|--|
| <p>discrepant. The regional trainings will include technical assistance on steps to become a <i>PBIS</i> district, and to implement with fidelity and maximize reductions of suspensions. Districts will be provided step-by-step processes of what actions are required to reduce severe discrepant status. <i>The state PBIS Leadership team works on the initiatives outlined in the state PBIS action plan.</i></p> | |
| <p>Timeline: FFY 2008- FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>6) Positive Behavior Intervention and Supports (PBIS) Targeted Assistance (Revised): <i>The acronym for this activity has been changed from PBS to PBIS. Division for Special Education staff will provide professional learning and ongoing coaching and support to targeted school districts and schools to promote the implementation of PBIS.</i></p> | |
| <p>Timelines: FFY 2006- FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>7) GraduateFIRST (New)- <i>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.</i></p> | |
| <p>Timelines: FFY 2009- FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>8) Disproportionality Stakeholders' Committee (New): <i>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 to address the State's processes for identifying districts with significant discrepancy, making determinations of noncompliance, and providing technical assistance for appropriate districts.</i></p> | |
| <p>Timelines: FFY 2010- FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:****Monitoring Priority: FAPE in the LRE****Indicator 4B:** Rates of suspension and expulsion:

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

Measurement:

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of 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) divided by the (# of districts in the State)] times 100.

Overview of Issue/Description of System or Process:

The Georgia Department of Education's Division for Technology collects districts' suspension and expulsion data as a part of the Student Record Data Collection. A unique number that identifies the discipline record is assigned to each discipline incident. Aggregate discipline data, from the student record, are used to calculate the discipline risk for students with disabilities (SWD).

Georgia has reviewed districts' suspension/expulsion data as a part of its performance goals for students with disabilities for several years. Each local district's suspension/expulsion data are evaluated as part of Georgia Continuous Improvement Monitoring Process. In addition, school profile data are provided to the local school districts.

Georgia defined "significant discrepancy," by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with Individualized Education Programs (IEP) by using a relative risk ratio. 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. Districts with a relative risk ratio ≥ 5.0 for two years were identified as having significant discrepancy, by race or ethnicity for this area. The State performed an intra-district comparison to determine how relative the rates of suspensions and expulsions for one race (children with IEPs) were as compared to the rates of suspensions and expulsions for “all other races” (children with IEPs) in that district.

Baseline Data for FFY 2009 (using 2008-2009 data):

For this indicator, report baseline data for the year before the reporting year (FFY 2008 data).

.53% of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of 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.

Discussion of Baseline Data:

Describe the results of the State examination of the data.

Based on the review of FFY 2008 data, the State identified **1.07% (2 out of 187)** of the districts in the state with significant discrepancy by race and ethnicity. The State required the two districts to convene district level teams to complete the Self-Assessment Monitoring Protocol regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports or procedural safeguards. After providing a review of the districts’ policies, practices, and procedures, the State made a finding of noncompliance for **.53% (1 out of 187)** of the districts in the state as having significant discrepancy, by race and ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs **and** policies, practices, or procedures that contributed to the discrepancy.

4B(a). Local Educational Agencies (LEA) with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:

| <i>Year</i> | <i>Total Number of LEAs*</i> | <i>Number of LEAs that have Significant Discrepancies by Race or Ethnicity</i> | <i>Percent**</i> |
|--|------------------------------|--|------------------|
| FFY 2009 (using 2008-2009 data) | 187 | 2 | 1.07% |

*The total number of LEAs in the state is included in the denominator.

4B(b). LEAs with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and 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.

| Year | Total Number of LEAs* | Number of LEAs that have Significant Discrepancies, by Race or Ethnicity, and 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. | Percent** |
|--|------------------------------|--|------------------|
| FFY 2009 <i>(using 2008-2009 data)</i> | 187 | 1 | 0.53% |

*The total number of LEAs in the state is included in the denominator.

Review of Policies, Practices, and Procedures (completed in FFY 2009 using 2008-2009 data)

Based on the review of FFY 2008 data, the State identified two districts with significant discrepancy by race. The State required the two districts to convene district level teams to complete the Self-Assessment Monitoring Protocol regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports or procedural safeguards. After providing a review of the districts' policies, practices, and procedures, the State made a finding of noncompliance for 1 of the 2 districts. The noncompliant district demonstrated noncompliant practices as they related to the following areas: (1) Development and implementation of Behavior Intervention Plans (BIPs), (2) Appropriate use of a Functional Behavioral Assessment (FBA), and (3) Use of Positive Behavioral Interventions and Supports. The district received written notification of the noncompliance and was required to correct the noncompliance consistent with OSEP Memorandum 09-02 dated October 17, 2008. The State conducted the review required by 34 CFR §170(b) and identified the noncompliance by June 30, 2010. This data will be reflected in the upcoming APR under this indicator.

In the FFY 2009 APR, that was submitted February 1, 2011, the State reported on the review of policies, procedures, and practices in Indicator 4a. Georgia stated that the review was executed by administering a Self-Assessment to all districts identified as having significant discrepancy for suspension and expulsions. The explanation verified that districts demonstrating less than 50% proficiency among the Self-Assessment indicators were determined to have noncompliance.

Consequently, OSEP asked for additional clarification about this practice to ensure that Georgia reported valid and reliable data for this Indicator 4b, which utilized the same process.

Georgia’s Self-Assessment addresses 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 are 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 State asks that OSEP accept this clarification in order to verify valid and reliable data submitted for Indicator 4b.

| <i>FFY</i> | <i>Measurable and Rigorous Target</i> |
|--|--|
| 2009 <i>(using 2008-2009 data)</i> | 0% of districts having: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of 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. |
| 2010 <i>(using 2009-2010 data)</i> | 0% of districts having: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of 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. |
| 2011 <i>(using 2010-2011 data)</i> | 0% of districts having: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of 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. |
| 2012 <i>(using 2011-2012 data)</i> | 0% of districts having: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of 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. |

Improvement Activities/Timelines/Resources:

| | |
|--|--|
| <p>1) Review of Policies, Practices, and Procedures: Significantly discrepant districts will each convene a team to complete the Self-Assessment Monitoring Protocol. The team will conduct a review and, if appropriate, a revision of policies, practices, and procedures as measured in the Self-Assessment to ensure that the policies, practices, and procedures comply with federal and state requirements.</p> <p>The Division for Special Education staff will review the Protocols, provide feedback and make determinations of any noncompliance. To ensure that districts report valid data, the State will implement verification procedures for the review of policies, practices, and procedures to include on-site visits via Focused Monitoring/Records Review and Internal Review Process conducted at the district level.</p> <p>100% of the districts identified as having significant discrepancy will develop measurable action steps to address the noncompliance and include the plan in the consolidated application. Consequently, all identified districts will correct the noncompliance within one year of written notification from the State.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>2) Georgia Continuous Improvement Monitoring Process Plans (CIMP): Many local districts have developed (CIMP) plans that focus on reducing the removal of students with disabilities from instruction for disciplinary reasons. In collaboration with stakeholders, the local districts analyzed current performance and designed activities and initiatives to facilitate improvement.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>3) Administrative Training for Significantly Discrepant Districts: The Division will offer administrative training and coaching for districts with significant discrepancy for the rates of suspensions and expulsions to begin the process of using data as part of their improvement plan and to make data-driven decisions. The Division will offer training and coaching to provide positive behavioral supports district wide.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>4) Positive Behavior Intervention and Supports (PBIS) Overview Presentations: The PBIS unit will offer regional overview presentations to ALL Georgia districts to include those identified as significantly discrepant. The regional trainings will include technical assistance on steps to become a PBIS district and to implement with fidelity and maximize reductions of suspensions. Districts will be provided step-by-step processes of what actions are required to reduce severe discrepant status. The state PBIS Leadership team works on the initiatives outlined in the state PBIS action plan.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>5) Positive Behavior Intervention and Supports (PBIS) Targeted Assistance: The Division for Special Education staff will provide professional learning and ongoing coaching and support to targeted school districts and schools to promote the implementation of PBIS.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>6) Technical Assistance for Significantly Discrepant Districts: The Division will offer professional learning and coaching for districts with significant discrepancy to develop and sustain demonstration sites for best practices for reducing the rates of suspensions and</p> | |

| | |
|---|--|
| <p>expulsions. The Division will work with districts with significant discrepancy to identify specific schools that will be supported in the use of positive behavioral interventions and supports and the development and implementation of IEPs and Behavior Intervention Plans (BIPs) to establish models for best practice in the district. This activity will be measured using discipline data obtained through student records.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>7) Forum for Significantly Discrepant Districts: The State will conduct ongoing forums for districts cited as having significant discrepancy: (a) examine the policies, practices, and procedures that contributed to the district’s data; (b) assist the district with the necessary revisions of policies, practices, and procedures; and (c) provide guidance for districts on the its policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

| |
|--|
| <p>Monitoring Priority: FAPE in the LRE</p> |
|--|

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))

| |
|----------------------------|
| <p>Measurement:</p> |
|----------------------------|

- | |
|---|
| <ul style="list-style-type: none"> 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. |
|---|

Overview of Issue/Description of System or Process:

Several years ago, Georgia ranked next to last among states in regard to students with disabilities being taught in the general education environment. As part of Georgia's Performance Goals for Students with Disabilities, a statewide goal was created to increase the percentage of time students with disabilities receive instruction in the general education setting with appropriate supports and accommodations. Statewide targets were established for the goal and significant progress has been made since 2000. A combination of initiatives has contributed to this progress. First, attention was given to the importance of data collection and reporting by the local districts. Second, projects like the SPDG LRE project were initiated and refined to support inclusive practices. In addition, every district in Georgia was required to submit a Georgia Continuous Improvement Monitoring Process (CIMP) plan to improve in this area. Due to these efforts, the data shows significant statewide improvement.

Baseline Data for FFY 2004 (2004-2005):

| New Measurement | Georgia |
|-------------------|-----------------------|
| | 2004-2005 school year |
| Removed <21% | 51% |
| 21-60% | 26% |
| >60% | 21% |
| Separate Facility | .9% |

Discussion of Baseline Data:

Trend data for the last several years indicates that Georgia made significant gains in serving students in the general education settings. Nationally, Georgia compares favorably in educating students, 6-21 years of age, in the least restrictive environment. Significant gains are noted in all areas but most notably in the <21% removed category with corresponding decreases in the percentages of students removed 21-60 % of the day or removed > 60% of the day. Georgia continues to be well below national averages in the percentage of students placed in separate schools.

| FFY | Measurable and Rigorous Targets |
|-----------------------------|--|
| 2005 (2005-2006) | 54% served inside the regular class 80% or more of the day. |
| 2006 (2006-2007) | 57% served inside the regular class 80% or more of the day. |
| 2007 (2007-2008) | 59% served inside the regular class 80% or more of the day. |
| 2008 (2008-2009) | 61% served inside the regular class 80% or more of the day. |
| 2009 (2009-2010) | 63% served inside the regular class 80% or more of the day. |
| 2010 (2010-2011) | 65% served inside the regular class 80% or more of the day. |
| 2011 (2011-2012) | 65% served inside the regular class 80% or more of the day. |
| 2012 (2012-2013) | 67% served inside the regular class 80% or more of the day. |

| FFY | <i>Measurable and Rigorous Targets</i> |
|-----------------------------------|--|
| 2005 (2005-2006) | 20% served inside the regular class less than 40% of the day. |
| 2006 (2006-2007) | 19% served inside the regular class less than 40% of the day. |
| 2007 (2007-2008) | 18% served inside the regular class less than 40% of the day. |
| 2008 (2008-2009) | 17% served inside the regular class less than 40% of the day. |
| 2009 (2009-2010) | 16% served inside the regular class less than 40% of the day. |
| 2010 (2010-2011) | 15% served inside the regular class less than 40% of the day. |
| 2011 (2011-2012) | 14% served inside the regular class less than 40% of the day. |
| 2012 (2012-2013) | 13% served inside the regular class less than 40% of the day. |

| FFY | <i>Measurable and Rigorous Targets</i> |
|-----------------------------------|--|
| 2005 (2005-2006) | .9% served in separate schools, residential facilities, or homebound/hospital placements. |
| 2006 (2006-2007) | .9% served in separate schools, residential facilities, or homebound/hospital placements. |
| 2007 (2007-2008) | .9% served in separate schools, residential facilities, or homebound/hospital placements. |
| 2008 (2008-2009) | .8% served in separate schools, residential facilities, or homebound/hospital placements. |
| 2009 (2009-2010) | .8% served in separate schools, residential facilities, or homebound/hospital placements. |
| 2010 (2010-2011) | .8% served in separate schools, residential facilities, or homebound/hospital placements. |
| 2011 (2011-2012) | .8% served in separate schools, residential facilities, or homebound/hospital placements. |
| 2012 (2012-2013) | .8% served in separate schools, residential facilities, or homebound/hospital placements. |

Improvement Activities/Timelines/Resources:

| | |
|--|---|
| <p>1) Georgia Continuous Improvement Monitoring Process Plans (CIMP): Every local district in Georgia is required to have a (CIMP) plan focused on increasing the percentage of students with disabilities who receive instruction in general education settings. Those plans must be updated annually. In addition, Focused Monitoring reviews the data of districts’ performance and conducts monitoring for those whose reading or mathematics performance is low in their size group. LRE is a secondary indicator that is considered during the selection and then analysis of a district’s data.</p> | |
| <p>Timelines: FFY 2005 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>2) Records Review and Dispute Resolution: The State ensures that the educational placement of students with disabilities is determined on an individual basis by the student’s Individualized Education Program (IEP) team. A Records Review process is conducted with local districts to ensure, among other things, that IEP teams documented their decision-making process for determining the student’s least restrictive environment. In addition, the State manages due process procedures, per IDEA 2004, that include complaint activities and due process hearing procedures.</p> | |
| <p>Timelines: FFY 2005– FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel; State Funds</p> |
| <p>3) The Georgia Performance Standards (GPS) and Students with the Most Significant Cognitive Disabilities: Training is being provided on assisting students with the most significant cognitive disabilities to access the Georgia Performance Standards. This will enable some students to receive more of their instruction in general education settings.</p> | |
| <p>Timelines: FFY 2006 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>4) Georgia Learning Resources System: Many of the 17 GLRS sites provide professional development initiatives, in collaboration with local districts that increase the percentage of students with disabilities receiving their instruction in general education settings.</p> | |
| <p>Timelines: FFY 2005 – FFY 2012</p> | <p>Resources: Federal and State Funds/Personnel</p> |
| <p>5) Least Restrictive Environment Project (LRE) (Revised): Training and coaching for school districts will be ongoing beginning with 2008-2009 school year and continuing. <i>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).</i> Training and coaching includes a review of district and school data related to Adequate Yearly Progress (AYP), a review of the basic concepts of instruction in the LRE, an examination of achievement gaps between students with and without disabilities in school data and problem solving for barriers and misconceptions when providing instruction to students with disabilities in the LRE. The project promotes continuous progress toward AYP through coaching, collaborative teaching, and documentation that supports fidelity of implementation. <i>School leadership teams receive ongoing site visits and virtual coaching.</i></p> | |
| <p>Timelines: FFY 2007- FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |

| | |
|---|--|
| <p>6) LRE Project for Students with Severe Disabilities (New): <i>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.</i></p> | |
| <p>Timelines: FFY 2010- FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children 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:

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.

Overview of Issue/Description of System or Process:

Data Collection Procedures - The State implemented procedures to ensure that districts submit valid and reliable progress data.

1. All district data are submitted via secure web portal.
2. All district data must be approved and signed off by the district's special education director.
3. All district data are submitted at the individual student level.
4. Students with Individualized Education Programs (IEPs) who receive services through Preschool Special Education are assigned a *Georgia Testing Identification* (GTID) number. The GTID is a unique identification that remains with the student throughout his/her education in Georgia.
5. Districts must enter data for students upon entry to preschool, and exit data by the 6th birthday or before, whichever is appropriate.
6. Data sources used to determine a student's status at entrance and progress at exit must be documented in the Preschool Assessment Data warehouse on the portal.

Definition of Exit - The State reviewed the Early Childhood Outcomes Center's (ECO) criteria for outcome ratings and adapted the definition under guidance from our stakeholders ["Definition for Outcome Ratings," page 5 of Instructions for Completing the Child Outcomes

Summary Form, revised 11/6/2006] as Georgia’s definition for comparable to same aged peers. The Georgia definition for comparable to same age peers is below:

- Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child’s life. Functioning is considered appropriate for his or her age.
- No one has any concerns about the child’s functioning in this outcome area.
- Child’s functioning generally is considered appropriate for his or her age but there are some concerns about the child’s functioning in this outcome area. These concerns may be substantial enough to suggest monitoring or possible additional support.
- Although age-appropriate, the child’s functioning may border on not keeping pace with age expectations.

Additionally, the State defined the 4 remaining exit measurements using ECO’s definitions for Outcome Ratings. The improvement activities are below.

Baseline Data for FFY 2008:

| a. Positive social-emotional skills (including social relationships): | Number of children | % of children |
|--|--------------------|---------------|
| a. Percent of preschool children who did not improve functioning | 108 | 2.7% |
| b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 582 | 14.7% |
| c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach | 1006 | 25.4% |
| d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers | 509 | 12.9% |
| e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 1748 | 44.2% |
| Total | N= 3953 | 100% |
| 1. 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. | | 68.7% |
| 2. Percent of children who were functioning within age expectations in positive social emotional skills, by the time they exited. | | 57.1% |
| b. Acquisition and use of knowledge and skills (including early language/communication and early literacy): | Number of children | % of children |
| a. Percent of preschool children who did not improve functioning | 114 | 2.9% |

| | | |
|--|--------------------|---------------|
| b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 1066 | 27% |
| c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach | 1789 | 45.3% |
| d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers | 297 | 7.5% |
| e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 686 | 17.4% |
| Total | N= 3952 | 100% |
| 1. 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. | | 63.9% |
| 2. Percent of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited. | | 24.9% |
| C. Use of appropriate behaviors to meet their needs: | Number of children | % of children |
| a. Percent of preschool children who did not improve functioning | 84 | 2.1% |
| b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers | 462 | 11.7% |
| c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach | 810 | 20.5% |
| d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers | 540 | 13.7% |
| e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers | 2055 | 52% |
| Total | N= 3951 | 100% |
| 1. 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 in taking appropriate action to meet needs by the time they exited. | | 71.2% |
| 2. Percent of children who were functioning within age expectations in taking appropriate action to meet needs, by the time they exited. | | 65.7% |

Discussion of Baseline Data:

During FFY 2008, the State reported exit data for 3,953 children who had both criteria: (1) entry and exit data and (2) participation in Preschool Special Education for 6-12 months. Typically, these children entered Preschool Special Education between 3-5 ½ years of age. Additionally, the children met at least one of the following definitions of “exit.”

- Child turned age six during the 2008-2009 school year

- Child no longer required Preschool Special Education services during the 2008-2009 school year
- Child withdrew from all public schools in Georgia during the 2008-2009 school year

| FFY | Measurable and Rigorous Target |
|-----------------------------|--|
| | Outcome #1: (Positive Social-Emotional Skills) |
| 2009 (2009-2010) | <p>(Summary Statement 1) 70% 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>(Summary Statement 2) 59% of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</p> |
| 2010 (2010-2011) | <p>(Summary Statement 1) 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>(Summary Statement 2) 61 % of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</p> |
| 2011 (2011-2012) | <p>(Summary Statement 1) 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>(Summary Statement 2) 62% of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</p> |
| 2012 (2012-2013) | <p>(Summary Statement 1) 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>(Summary Statement 2) 63% of children who were functioning within age expectations in positive social emotional skills, by the time they exited.</p> |
| | |

| | |
|-----------------------------|---|
| | Outcome #2: (Acquisition and use of knowledge and skills) |
| 2009-2010 | <p><i>(Summary Statement 1) 66% 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.</i></p> <p><i>(Summary Statement 2) 27% of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</i></p> |
| 2010-2011 | <p><i>(Summary Statement 1) 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.</i></p> <p><i>(Summary Statement 2) 29% of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</i></p> |
| 2011 (2011-2012) | <p><i>(Summary Statement 1) 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.</i></p> <p><i>(Summary Statement 2) 30% of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</i></p> |
| 2012 (2012-2013) | <p><i>(Summary Statement 1) 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.</i></p> <p><i>(Summary Statement 2) 31% of children who were functioning within age expectations in acquiring and using knowledge and skills, by the time they exited.</i></p> |
| | Outcome 3: (Appropriate Behaviors) |
| 2009-2010 | <p><i>(Summary Statement 1) 73% 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.</i></p> <p><i>(Summary Statement 2) 68% of children who were functioning within age expectations in taking appropriate action to meet needs, by the time they exited.</i></p> |

| | Outcome 3: (Appropriate Behaviors) |
|-----------------------------|---|
| 2010-2011 | <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 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> |
| 2011 (2011-2012) | <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> |
| 2012 (2012-2013) | <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> |

Improvement Activities/Timelines/Resources:

| | |
|---|---|
| 1) Special Education Director’s Training (Revised): The State will provide 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 at monthly district meetings. | |
| Timeline: FFY 2007 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 2) Data Warehouse Technical Revisions (Revised): The Preschool Assessment Data Warehouse in the portal is used by districts to report preschool data. It is continually reviewed and revised to improve the data entry process for districts. | |
| Timelines: FFY 2006–FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 3) Preschool Progress Technical Assistance (PPTA): School districts will receive ongoing technical assistance on accurate progress reporting and on appropriate methods of determining progress. Technical assistance is provided via conference calls, on site visits, local district meetings, and webinars. | |
| Timelines: FFY 2006–FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 4) Standards-Based Instruction Training: The State will collaborate with the Department of Early Care and Learning (DECAL) to provide training on the Georgia Early Learning Standards, Georgia Pre-K Standards, and assessments to significantly increase standards-based instruction in special education preschool settings and for all preschool students, wherever they receive services. | |
| Timelines: FFY 2006–FFY 2012 | Resources: State and Federal Funds and GaDOE Personnel |

| | |
|---|---|
| 5) Work Sampling System (Revised): Districts will significantly increase the use of standards-based instruction in special education preschool settings by learning and implementing the “Work Sampling System.” The State would like to increase the number of districts in the pilot annually. | |
| Timelines: FFY 2008–FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 6) Developmentally Appropriate Practices: Districts will significantly improve the quality of instruction in special education preschool settings by utilizing developmentally appropriate practices (DAP). | |
| Timelines: FFY 2008–FFY 2012 | Resources: Federal Funds and GaDOE Personnel |

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:***(The following items are to be completed for each monitoring priority/indicator.)***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.

Overview of Issue/Description of System or Process:

Baseline data was collected during the 2005-2006 school year for Indicator 8: Parent Involvement. The State utilized the survey developed and validated by the National Center for Special Education Accountability Monitoring (NCSEAM) to determine the percentage 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 Research and Evaluation Unit of the state assisted in the development of the sampling plan. In 2005-2006, The State Advisory Panel (SAP) recommended that the baseline data collection process afford every parent in every district the opportunity to complete the survey. The broad initial implementation allowed all parents to be included in state baseline data. In addition, it allowed each district to evaluate future parent involvement against district specific baseline data as well as state level parent involvement. Data on parent involvement are included in each district's profile. (Approximately 195,000 English and 20,000 Spanish paper-based surveys were distributed across 184 school districts. The overall return rate was 7.37%, with 13,716 paper-based and 654 web-based surveys submitted. This return rate is slightly higher than the 7.09% return rate resulting from a parent survey distributed to 15,000 parents of children with disabilities in 2004-2005 as part of our focused monitoring efforts.)

In 2006-2007, the sampling plan included approximately 1/5 of districts, with every district over 50,000 (five districts in 05-06) represented annually. The return rate was 11.1 percent with 5,677 returned from 51,255 distributed in the sampling. By 2011, all districts will have been surveyed again. The sampling process will allow all districts to participate twice in the survey data collection by the 2010-11 school year.

Sampling Process

In FY 2006, the State implemented a stratified, random, cluster sampling method to ensure the sample was representative of Georgia's special education student population. The sampling occurred at the school level. The goal of the sampling method was to place every school in Georgia in one of five equivalent Yearly Sample Groups (YSG). Each year, all the schools in a given YSG will be selected for the sample. The following steps outline how the YSGs are determined:

Steps in the sampling process:

1. A data file with the following elements will be produced:
 - a. school name and code
 - b. district name and code
 - c. district size indicator: unique indicator for each school district with a total enrollment equal to or greater than 50,000
 - d. school type: elementary, middle, or high
 - e. special education student enrollment
 - f. percent economically disadvantaged (ED): defined as percent of students who qualify for free/reduced price lunch.
 - g. percent ethnic minority: defined as percent of non-white students
2. Schools are assigned a district size indicator. For example, a code of 1 is given to the first large district, 2 for the second and so forth. Schools that do not come from a district with 50,000 or more students are assigned a code of zero.
3. Schools are also assigned a value to indicate one of three school type groups: elementary (1), middle (2), and high school (3). Elementary schools are those that include grades K-5, middle schools include grades 6-8, and high schools include grades 9-12. If a school does not fall into one of the above grade ranges, it will be placed in the school type category that most closely matches (e.g., a school covering 6-9 would be categorized as a middle school). Schools that cannot be categorized in such a manner will be randomly assigned a group (e.g., a school covering grades K-12).
4. A random number is generated for all schools, and the list is resorted in descending order by the following order of precedence: district size indicator, school type indicator, enrollment, percent ED, percent minority, and random number.
5. Using the school list ordered as described in step 4, all schools are assigned an YSG group of 1-5 based on the order they appear in the list. That is, every fifth school will be in the same YSG.

This will ensure all the large districts are represented in each YSG. It will also ensure that elementary, middle, and high schools are equally distributed among the YSGs.

Finally, each YSG should be as similar as possible with respect to the sample size and representation on the demographic indicators described above.

6. The last step in the process is to verify the sample. Verification will involve at a minimum the following.
 - a. First, each YSG will be reviewed to make sure all districts of 50,000 or more are in each YSG. This should be the case as long as each large district has at least five schools. Initial review of the data shows this to be the case.
 - b. Second, each YSG will be evaluated to ensure that it is comparable to the state population on ED and percent minority. A 5% rule will be used to evaluate comparability. That is, the percent ED and percent minority in each YSG should differ from the state by no more than 5%. If differences are greater than 5%, the sample will be adjusted to correct for this. YSG adjustments will follow this process:
 - i. The school with the highest percentage on the category being adjusted will be moved from the YSG that is highest on that indicator to the YSG that is lowest and vice versa. This will continue until all YSGs are within 5% or as close as possible.
 - ii. Adjustments will be made in such a manner as to ensure that each YSG retains representation of districts with 50,000 or more students.
 - c. Each YSG will be checked to ensure all disability types are represented. If any disability type is not represented in YSG, the sample will be adjusted as described above.
 - d. When districts do not return an appropriate sample size of their survey, the State and contractor will contact them so that further surveys can be requested.
 - e. The number of surveys distributed annually will allow each district to be reported at least once after the first year, and all districts over 50,000 students will be reported annually. The selection will also allow a representative sample of the state annually so that the state data may be reported annually as required.

For the FFY 2011 and FFY 2012 surveys, the State will continue with the sampling plan began for year 1 and 2 in the original SPP that included approximately 1/5 of districts, with every district over 50,000 (five districts in 05-06) represented annually.

Baseline Data for FFY 2005:

FY06 data showed a decrease in respondents reporting satisfaction with parent involvement to 30 percent with a survey return rate of 11.1% or 5,677 surveys returned when compared to the

baseline of 32% in parent respondents with a child receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Discussion of Baseline Data:

The survey consisted of 95 content items and five demographic items that were divided into four scales as follows: Scale 1- Schools' Efforts to Partner with Parents (items 1-25), Scale 2 - Quality of Services (items 26-50), Scale 3 - Impact of Special Education Services on Your Family (items 51-72), and Scale 4 - Parent Participation (items 73-95). For each survey respondent, a score between 1 and 6 is calculated for each of these four scales. Scores are calculated by summing the response choices, which range from 1-6 (1= Very Strongly Disagree/ Never and 6= Very Strongly Agree/Always), for each scale and dividing by the number of responses, thus calculating a mean score for each of the scales. If the mean score is 5 or above, then the respondent is determined to have either a strong level of satisfaction (Scales 1-3) or a high level of parent participation (Scale 4 only). The number of parents with a score of 5 or above is then divided by the total number of parents with a score (for the specific scale) to determine the relevant scale-level percentage.

The first scale, Schools' Efforts to Partner with Parents, is the one used to calculate the standard for this indicator. Overall, Georgia has a substantial number of school districts serving small populations of students with disabilities. A relatively high proportion of smaller districts had low numbers of surveys returned. For example, about 40% of all districts had fewer than 25 surveys returned. Over 70% of the districts with less than 25 responses had lower return rates than the state average of 7.37%. Reviewing the items in the scale (based on the calibration), Georgia is focusing on several areas to improve results, including involving more parents traditionally not involved in the school and building parent leadership among families raising children at risk.

Georgia again received many comments on the survey indicating that it was much too long and tedious to complete. Those comments were on the completed surveys and in feedback from special education directors. It is expected that many other surveys were not completed due to the length of the survey. The FY 2006 surveys arrived to families in a timelier manner than the previous year, but this did not seem to impact the outcome. The surveys were distributed to districts in February, with due dates by the end of March.

Extension of Sampling Process from FFY2011 through FFY 2012:

The State will continue with the sampling plan beginning for year 1 and 2 in the original SPP that included approximately 1/5 of districts, with every district over 50,000 (five districts in 05-06) represented annually in the sample.

| FFY | Measurable and Rigorous Target |
|-----------------------------------|---|
| 2006 (2006-2007) | 34% 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. |
| 2007 (2007-2008) | 36% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |
| 2008 (2008-2009) | 36% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. |
| 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. |
| 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. |

Improvement Activities/Timelines/Resources:

1) Parent Mentor Partnership (Revised): Parent Mentor Partnership (PMP) will target the “parent involvement” indicator as one of its Continuous Improvement Monitoring Process (CIMP) indicators and will use the surveys collection as a major activity with local school districts. Acting on national research on the significant impact families can make on achievement outcomes, Parent Mentors work to build collaborations between teachers and parents with the assistance of Title 1 Family Engagement Coordinators and middle and high school Graduation Coaches (*in districts that have them*). Today, the Georgia Parent Mentor Partnership (PMP) is a national model for family engagement by training administrators and parents of students with disabilities to lead initiatives collectively that increase family capacity to increase achievement of students at risk, particularly those with disabilities. *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. A website has been launched with a new design and focus. The website contains stories of success, resources and leadership opportunities in the work of family, school, and community partnerships. It will provide resources and best practices for parents, educators, and administrators. Links to the Division for Special Education website will provide parents with ease of access to state information, the parent survey, and other achievement links for the State.*

Part B State Performance Plan: 2005-2012
(OMB NO: 1820-0624 / Expiration Date: 2/29/2012)

| | |
|---|---|
| Timelines: FFY 2006 - FFY 2012 | Resources: Federal Funds and GaDOE Personnel; Local Funds |
| 2) Parent Mentor and PTI Collaboration: Parent Mentors and the PTI will develop a set of statewide activities in collaboration with the State Personnel Development Grant (SPDG) programs to make schools more “welcoming” to typically “isolated” families as a way to involve more parents in the educational process. | |
| Timeline: FFY 2007 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel; Local Funds |
| 3) Focused Monitoring and Parent Engagement Specialist Partnership (Revision): Parents receive training by the Division for Special Education to serve on Focused Monitoring teams designed to address achievement and performance of students with disabilities. Parents serve on teams to facilitate parent involvement in districts. During the visits, parents conduct phone interviews and host parent meetings to get input on how the district can improve collaboration between the school and parents. This activity has a name change. | |
| Timelines: FFY 2007 – FFY 2012 | Resources : Federal Funds and GaDOE Personnel |
| 4) Parent Teacher Association (PTA) State Collaboration (Revised): The State will target districts with low parent involvement and partner with the PTA to develop a plan within targeted districts for building parent engagement. <i>The activity has a name change from Building Successful Partnerships Collaboration</i> | |
| Timeline: FFY 2007 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 5) Georgia Parent Leadership Coalition (PLC) (Revised): This collaboration of 12 statewide family advocacy and educational groups work together to coordinate information and resources. <i>They use their vast network of families, educators, and community members to deliver information to parents on the local level. 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.</i> | |
| Timelines: FFY 2008 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 6) Circles of Adults Focusing on Education (C.A.F.E.) DIALOGUES (Revised): Providing technical assistance to schools and parents in a model that creates problem-solving teams for families and educators. Training videos were developed as a collaborative activity between the Georgia Department of Education and Georgia Public Broadcasting. C.A.F.E. DIALOGUES meet regularly and work on solving a problem within the school community. <i>The GraduateFIRST Project will collaborate with Parent Mentors to develop and implement Mini C.A.F.E. DIALOGUES that focus on dropout prevention for the project’s cohort schools. Mini C.A.F.E. DIALOGUES will have a six month timeline to complete desired outcomes.</i> | |
| Timelines: FFY 2008 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 7) Use of Community Resources: Districts and parent mentors will use community-based resources such as local Parent Teacher Associations, Navigator Teams, and Parent to Parent of Georgia (The Parent Training Information Center) to facilitate the return of the surveys. Parent mentors will target getting parent surveys back to the schools and will continue its work on making schools more “welcoming” to families who traditionally are not engaged in the education of their children. The parent mentors will develop best practices for increasing attendance at <i>Individualized Education Program (IEP) meetings</i> as another marker for family satisfaction and engagement. | |
| Timelines: FFY 2008 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |

8) 360 Degree Family Engagement (New): *By using the most recent research, tools and strategies for successfully wrapping school, home, and community engagement around student achievement outcomes, the Division for Special Education collaborated with the State’s Title I Parent Involvement and the Division for Early Childhood and Learning state pre-k office to create the 360-Degree Family Engagement four-part webinar module and an array of measuring and planning tools. 306-Degree Family Engagement delivers a comprehensive way to plan family engagement activities in a sustainable, effective method and guides the local collaborative teams in the consistent targeting of measurable outcomes by relying on guidance from Family Engagement Standards and Factors.*

Timelines: FFY 2010 – FFY 2012

Resources: Federal Funds and GaDOE Personnel

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

MEASUREMENT:

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

Include State’s definition of “disproportionate representation.”

Disproportionate representation is identified by using an “N” Size of 10 and the Weighted Risk Ratio 3.0 and above as defined by the OSEP/WESTAT applied to district level data collected for Table 1 of the Federal Data Report – Report of Children with Disabilities Receiving Special Education under Part B.

Georgia determines that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification by conducting a review of policies, practices, and procedures. The State provides for a review of policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which was developed in collaboration with broad stakeholders input.

Overview of Issue/Description of System or Process:

The State made its determination for the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification based on the subset of districts identified as having significant disproportionality for the Identification of All Disabilities. Significant disproportionality is identified by using an “N” Size of 10 and the Weighted Risk Ratio 3.0 and above as defined by the Office of Special Education Programs/Westat (OSEP/WESTAT) applied to district level data collected for Table 1 of the Federal Data Report – Report of Children with Disabilities Receiving Special Education under Part B.

Significantly disproportionate districts MUST complete the following tasks: (1) review and, if appropriate, revise policies, practices, and procedures to ensure compliance with Federal IDEA; (2) reserve the maximum amount of funds under Section 613(f) to provide comprehensive

coordinated Early Intervening Services (EIS), particularly to serve children in those groups that are significantly overidentified under Section 618(d)(1); and (3) publicly report on the revision of policies, practices, and procedures described under Section 618(d)(1)(A). During the FFY 2005 SPP, the State included information about directing districts with significant disproportionality to spend funds for EIS only after reviewing their policies, practices, and procedures. This practice represented noncompliance. At present, Georgia requires every district to reserve the maximum amount for EIS, regardless of the review of their policies, practices, and procedures. The previously identified noncompliance has been corrected.

The State provided for a review of policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which was developed in collaboration with broad stakeholders input. While carefully considering the subset of districts that were significantly disproportionate for the Identification of All Disabilities, the State made a determination based upon appropriate implementation of policies, practices, and procedures (Student Support Team/Special Education Identification and Evaluation processes) as to whether or not the disproportionate representation was the result of inappropriate identification.

Baseline Data FFY 2005:

In the state of Georgia, 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services are the result of inappropriate identification.

Discussion of Baseline Data:

Baseline data was collected during the December 1, 2005 Federal Child Count Data, which indicated that *no district (0%)* in Georgia had significant disproportionality for the Identification of All Disabilities. Consequently, the goal of no districts (**0%**) with disproportionate representation of racial and ethnic groups in special education and related services that are the result of inappropriate identification was met during the baseline year.

To verify the accuracy of this data, two other data sources were consulted. According to the 2006 OSEP/WESTAT publication *Overlapping Part B & Part C Data Profiles*, 8.64% of Georgia's age 6-21 population was being served under Part B, IDEA in December 2005. This is calculated using the overall census population for this age group.

Data from the Governor's Office of Student Achievement (GOSA) indicates that for the 2004-2005 school year, 12.2 % of students enrolled in Georgia's public schools, kindergarten through twelfth grade, were identified and received services as students with disabilities under IDEA, Part B. For the 2005-2006 school year, this dropped to 11.9 %, which indicates that the overall rate for identification is dropping.

| FFY | Measurable and Rigorous Target |
|-----------------------------------|---|
| 2006 (2006-2007) | 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2007 (2007-2008) | 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2008 (2008-2009) | 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 2009 (2009-2010) | 0% of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. |
| 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. |

Improvement Activities/Timelines/Resources:

1) Review of Policies, Practices, and Procedures: Districts with disproportionate representation will convene a team to complete the Self-Assessment Monitoring Protocol. The team will conduct a review and, if appropriate, a revision of policies, practices, and procedures as measured in the Self-Assessment to ensure that the policies, practices, and procedures comply with federal and state requirements.

The Division for Special Education staff will review the Protocols, provide feedback, and make determinations as whether the disproportionate representation was the result of inappropriate identification. To ensure that districts report valid data, the State will implement verification procedures for the review of policies, practices, and procedures to include on-site visits via Focused Monitoring/Records Review and Internal Review Process conducted at the district level.

One hundred percent of the districts identified as having disproportionate representation of Racial and Ethnic Groups in Special Education due to inappropriate identification will develop measurable action steps to address the noncompliance and will include the plan in the consolidated application. Consequently, all identified districts will correct the noncompliance-determined by reviewing a sampling of eligibility reports within one year of written notification from the State.

| | |
|--------------------------------------|---|
| Timeline: FFY 2005 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
|--------------------------------------|---|

| | |
|--|--|
| <p>2) Disproportionality Forums: State staff will conduct ongoing forums for districts cited as having disproportionate representation due to inappropriate identification: (a) examine the policies, practices, and procedures that contributed to the districts data; and (b) assist the district with the necessary revisions of policies, practices, and procedures.</p> | |
| <p>Timeline: FFY 2005 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>3) Collaboration with School Improvement and Curriculum (Revised): <i>Staff from the Division for Special Education Services and Supports will work with individuals from School Improvement and Curriculum to integrate information about addressing the needs of struggling students into many professional learning and technical support activities implemented by these divisions. Therefore, educators will have information that will assist them in addressing the needs of struggling students in the general education class and, as a result, should decrease the number of students referred to special education. During the baseline year (FFY 2007), the State developed a process by which appropriate educators collaborated about meeting the needs of all students (e.g., curriculum, instruction, assessment, and interventions). The Division for Special Education has actively participated with the committee and has made necessary recommendations to improve Georgia’s disproportionate representation data. Division staff members will participate on the state’s RTI Committee and provide professional development activities to include Positive Behavior Intervention Support Training, the Student Support Team Association for Georgia Educators (SSTAGE) Conference Training, and Title 1 Conference Training.</i></p> | |
| <p>Timeline: FFY 2007 – FFY 2012</p> | <p>Resources: Resources: Federal Funds and GaDOE Personnel</p> |
| <p>4) Disproportionality Stakeholders’ Committee (New): <i>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 the state and to ensure compliance with federal regulations. The stakeholder meeting will convene several times a year to address the State’s processes for identifying districts with disproportionate representation, making determinations of noncompliance, and providing 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.</i></p> | |
| <p>Timeline: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see initial section.

(The following items are to be completed for each monitoring priority/indicator.)

Monitoring Priority: Disproportionality

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

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

MEASUREMENT: Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State’s definition of “disproportionate representation.”

Disproportionate representation is identified by using an “N” Size of 10 and the Weighted Risk Ratio 3.0 and above as defined by the OSEP/WESTAT applied to district level data collected for Table 1 of the Federal Data Report – Report of Children with Disabilities Receiving Special Education under Part B.

Georgia determines that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification by conducting a review of policies, practices, and procedures. The State provides for a review of policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which was developed in collaboration with broad stakeholders input.

Overview of Issue/Description of System or Process:

The State made its determination for the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification based on the subset of districts identified as having significant disproportionality for the identification of children as children with disabilities in accordance with a particular impairment described in Section 602(3). Significant disproportionality is identified by using an “N” Size of 10 and the Weighted Risk Ratio 3.0 and above as defined by the Office of Special Education Programs/Westat (OSEP/WESTAT) applied to district level data collected for Table 1 of the Federal Data Report – Report of Children with Disabilities Receiving Special Education under Part B.

Significantly disproportionate districts MUST complete the following tasks: (1) review and, if appropriate, revise policies, practices, and procedures to ensure compliance with Federal IDEA; (2) reserve the maximum amount of funds under Section 613(f) to provide comprehensive coordinated Early Intervening Services (EIS), particularly to serve children in those groups that are significantly overidentified under Section 618(d)(1); and (3) publicly report on the revision of policies, practices, and procedures described under Section 618(d)(1)(A). During the FFY 2005 SPP, the State included information about directing districts with significant disproportionality to spend funds for EIS only after reviewing their policies, practices, and procedures. This practice represented noncompliance. At present, Georgia requires every district to reserve the maximum amount for early intervening services, regardless of the review of their policies, practices, and procedures. The previously identified noncompliance has been corrected.

The State provided for a review of policies, practices, and procedures by administering a Self-Assessment Monitoring Protocol, which was developed in collaboration with broad stakeholders input. While carefully considering the subset of districts that were significantly disproportionate for the identification of students with disabilities by disability categories, the State made a determination based upon appropriate implementation of policies, practices, and procedures (Student Support Team/Special Education Identification and Evaluation processes) as to whether or not the disproportionate representation was the result of inappropriate identification.

Baseline Data for FFY 2005:

The State determined that 5.98% or 11/184 districts had disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification. The target of no districts (0%) with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification was not met during the baseline year.

Table 1. Disproportionate Representation due to Inappropriate Identification of Racial & Ethnic Groups for Specific Categories

| | Black | White | Alaskan/ American Indian | Asian/ Pacific Islander | Hispanic | Multi- Racial |
|--------------------------------|-------|-------|--------------------------------|-------------------------------|----------|------------------|
| Intellectual Disabilities | 7 | 0 | 0 | 0 | 0 | 0 |
| Emotional/Behavioral Disorders | 2 | 0 | 0 | 0 | 0 | 0 |
| Other Health Impaired | 0 | 1 | 0 | 0 | 0 | 0 |
| Specific Learning Disabilities | 1 | 0 | 0 | 0 | 0 | 0 |
| Speech/Language Impairment | 0 | 0 | 0 | 0 | 0 | 0 |
| Autism | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 10 | 1 | 0 | 0 | 0 | 0 |

Discussion of Baseline Data:

Baseline data was collected during the December 1, 2005 Federal Child Count Data, which indicated that 91/184 districts (49.46%) in Georgia had significant disproportionality for the Identification of Students with Disabilities by specific disability categories. All significantly disproportionate districts were required to complete the following tasks: (1) Provide EIS for at-risk students; (2) Review, and revise, if needed, policies, practices, and procedures; and (3) Publicly report revisions to the policies, practices, and procedures.

Out of the 91 districts identified as having significant disproportionality, the State determined that 11 districts had disproportionate representation due to inappropriate identification based upon a review of policies, practices, and procedures. While overrepresentation of minorities in special education is not an issue when reviewing the weighted risk ratios for special education, it is of concern when viewing data related to specific areas of disability. Slightly more than 25% of Georgia school districts had weighted risk ratios between 3.0 and 3.99 in the identification rates for one or more racial/ethnic group in one or more area of disability. Slightly more than 23% had weighted risk ratios of 4.0 or greater for one or more racial/ethnic group in one or more area of disability.

| <i>FFY</i> | <i>Measurable and Rigorous Target</i> |
|-----------------------------------|---|
| 2006 <i>(2006-2007)</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> |
| 2007 <i>(2007-2008)</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> |
| 2008 <i>(2008-2009)</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> |
| 2009 <i>(2009-2010)</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> |
| 2010 <i>(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> |
| 2011 <i>(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> |
| 2012 <i>(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> |

Improvement Activities/Timelines/Resources:

1) Review of Policies, Practices, and Procedures: Districts with disproportionate representation will convene a team to complete the Self-Assessment Monitoring Protocol. The team will conduct a review and, if appropriate, a revision of policies, practices, and procedures as measured in the Self-Assessment to ensure that the policies, practices, and procedures comply with federal and state requirements.

The Division for Special Education staff will review the Protocols, provide feedback, and make determinations as to whether the disproportionate representation was the result of inappropriate

| | |
|--|--|
| <p>identification. To ensure that districts report valid data, the State will implement verification procedures for the review of policies, practices, and procedures to include on-site visits via Focused Monitoring/Records Review and Internal Review Process conducted at the district level.</p> | |
| <p>Timeline: FFY 2005 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>2) Disproportionality Forums: State staff will conduct ongoing forums for districts cited as having disproportionate representation due to inappropriate identification: (a) examine the policies, practices, and procedures that contributed to the weighted risk ratios; and (b) assist the district with the necessary revisions of policies, practices, and procedures.</p> | |
| <p>Timeline: FFY 2005 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>3) Collaboration with School Improvement and Curriculum (Revised): <i>Staff from the Division for Special Education Services and Supports will work with individuals from School Improvement and Curriculum to integrate information about addressing the needs of struggling students into many professional learning and technical support activities implemented by these divisions. Therefore, educators will have information that will assist them in addressing the needs of struggling students in the general education class and, as a result, should decrease the number of students referred to special education.</i></p> | |
| <p>Timeline: FFY 2007 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>4) Disproportionality Stakeholders’ Committee (New): <i>The State will convene a stakeholder group to review and discuss the issues surrounding disproportionate representation of students with disabilities based on race and ethnicity. The goal is to incorporate stakeholder input into current practices to eliminate disproportionate representation in the state and to ensure compliance with federal regulations. The stakeholder meeting will convene several times a year to address the State's processes for identifying districts with disproportionate representation, making determinations of noncompliance, and providing 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.</i></p> | |
| <p>Timeline: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

| |
|---|
| Monitoring Priority: Effective General Supervision Part B / Child Find |
|---|

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

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

| |
|---------------------|
| Measurement: |
|---------------------|

- | |
|---|
| <ol style="list-style-type: none"> 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. |
|---|

Overview of Issue/Description of System or Process:

Baseline data for this indicator was collected during FFY 2005.

Since FFY 2001, Georgia's established timeline for completion of evaluations has been 60 days from receipt of parental consent for evaluation.

Local Educational Agencies (LEA) were required to track initial timeline data monthly during FFY 2005. Electronic and hard copies of sample forms were provided and recommended for use by LEAs that had not already developed an accurate monthly tracking mechanism. These tracking logs assist LEAs in identifying and correcting problems throughout the school year. LEAs were then required to compile monthly data and submit an annual Timeline Summary Report to the State by July 1, 2006. Data regarding private school evaluations and eligibility determinations conducted by the district were included in this report.

Overview of Issue/Description of Process (continued):

Every Georgia LEA was required to submit to the State the total number of initial referrals completed from July 1, 2005 through June 30, 2006. Of those completed, the following information was required:

- The number of initial referrals completed and determined eligible for special education services within the 60-day timeline.

- The number of initial referrals completed and determined eligible after the 60-day timeline.
- The number of initial referrals completed and determined ineligible within the-60 day timeline.
- The number of initial referrals completed and determined ineligible after the 60-day timeline.

The percentages of eligible and ineligible students completed within the 60-day timeline were calculated automatically and inserted on the Timeline Summary Report provided by the Division for Special Education. Of those referrals completed late (both eligible and ineligible), the range of days late was reported by the districts, then automatically calculated and inserted on the report form. When the timeline documentation reveals that a local district has overdue evaluations, the State works with the district to identify barriers; and the district must submit a corrective action plan.

Data verification reviews are conducted in instances when Timeline Summary Reports indicate inaccurate data. Data verification reviews are also conducted randomly and if Formal Complaint inquiries warrant. The State verifies that compliance has been achieved within one year.

Sanctions occur for districts out of compliance or if the district is unable to verify information submitted to the Division for Special Education. As the Georgia State Student Information System (GSSIS) becomes fully operational, the need for districts to submit timeline reports will be minimized. The State will have the ability to secure timeline data directly from GSSIS. The 60-day completion of evaluations will be directly pulled from the student record system.

Baseline Data for FFY 2005: Data for FFY 05 indicate that 85.5% of children with parental consent to evaluate who were evaluated had an eligibility determined within 60 days. The actual numbers are as follows:

- a. The number of students for whom parental consent to evaluate was received is 40,417.
- b. The number of students determined not eligible whose evaluations and eligibility determinations were completed within 60 days is 7,131 (17.6%).
- c. The number of students determined eligible whose evaluations and eligibility determinations were completed within 60 days is 27,554 (68.2%).

Evaluations and eligibility determinations for 5,732 students were not completed within 60 days. This number represents 14.2% of eligibility determinations completed.

- 1,931 eligibility determinations were completed 1-10 days after 60 days.
- 1,708 eligibility determinations were completed 11-30 days after 60 days.
- 972 eligibility determinations were completed 31-60 days after 60 days.
- 1,121 eligibility determinations were completed 60+ days after 60 days.

Discussion of Baseline Data:

The State completed 85.5% of evaluations in a timely manner. The analysis of the delays includes the following reasons:

- Student delays (excessive absences, withdrawal and reenrollment),
- Parent delays (canceling meetings, not providing relevant information in a timely manner,
- Teacher/evaluator delays (teachers not following through, lack of psychologists, diagnosticians, or speech-language therapists), and
- System errors (no tracking system in place, errors in tracking, error in policies and procedures).

An analysis by district shows that 22% (40) of districts were 100% compliant with meeting timelines. Another 46% (82) of districts were 90% compliant or higher, resulting in 68% of districts compliant at 90% or higher. Only 6% (12) of districts were below 70 % compliant.

All LEAs not 100% compliant were required to examine their policies, practices, and procedures in order to reduce barriers to meeting timelines. In addition, they submitted a plan for becoming compliant. District liaisons and the state timelines facilitator will continue to provide technical assistance to districts that are not compliant.

The area showing greatest need for improvement is those that were completed more than 60 days beyond the timeline. Although LEAs submitted reasons why eligibility determinations were so far beyond the deadline, these should be rare exceptions, and not 1,152 cases. All districts have been targeted for direct intervention.

| FFY | Measurable and Rigorous Target |
|-----------------------------|---|
| 2006 (2006-2007) | 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. |
| 2007 (2007-2008) | 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. |
| 2008 (2008-2009) | 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. |
| 2009 (2009-2010) | 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. |

| | |
|-----------------------------|---|
| 2010 (2010-2011) | 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. |
| 2011 (2011-2012) | 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. |
| 2012 (2012-2013) | 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. |

Improvement Activities/Timelines/Resources:

| | |
|---|---|
| <p>1) Compliance Procedures for Timeline Requirements: All districts not in 100% compliance must develop improvement activities to address timelines in the LEA Consolidated application. The reason for noncompliance must be submitted with the Timeline Summary Report by July 31. District improvement activities must be submitted with the Comprehensive Local Educational Agency (LEA) Implementation Plan by November 1.</p> | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| <p>2) Technical Assistance for Noncompliant Districts: Appropriate staff from districts with significant noncompliance and state consultants will review the district’s previous annual timeline data and current practices in order to correct timeline noncompliance. Technical assistance from the State will be provided. Revision of current district policies, practices, and procedures that contribute to timeline noncompliance will be made.</p> <p>Technical Assistance Level 1 - The State will provide technical assistance for districts that are not meeting timeline compliance at 85% or below for two consecutive years. Technical assistance is designed around the specific activities districts have included in their LEA Implementation Plan; and it includes a review of their policies, practices, and procedures for timelines and resources to assist them in meeting the timelines. District data are reviewed the following year to determine the percentage of districts that meet compliance.</p> <p>Technical Assistance Level 2 - The State will provide more in-depth targeted technical assistance for districts that are meeting timeline compliance at 70% or less. The State will direct the activities to be included in the Corrective Action Plan for those districts, which may include the periodic submission of timeline reports throughout the school year. District data are reviewed the following year to determine the percentage of districts that meet compliance.</p> | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Overview of Issue/Description of System or Process:

The State collects data from each local district on the number and percentage of students who were referred from Babies Can't Wait and received services by their third birthdays. This information is collected via the timeline logs from each district.

Baseline Data for FY 2005:

Transition between Part C and Part B
FY 2005 Data

| Number of Referrals | Percentage on Time (eligibility and IEP implemented before age 3) | Percentage Late (eligibility and IEP implemented after age 3) |
|---------------------|---|---|
| 2348 | 88% | 12% |

Those timelines do not include the percentage of children who were evaluated but were determined not eligible. In addition, local districts do not currently report the number of days past the third birthday that evaluations/eligibility are completed if they are indeed late. Collection procedures have been revised to include all required data elements. These data will be available for the 2005-2006 school year.

Discussion of Baseline Data:

| FFY | Measurable and Rigorous Targets |
|-----------------------------|---|
| 2005 (2005-2006) | 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. |
| 2006 (2006-2007) | 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. |
| 2007 (2007-2008) | 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. |
| 2008 (2008-2009) | 100% of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. |
| 2009 (2009-2010) | 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. |
| 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 (2011-2012) | 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. |
| 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. |

Improvement Activities/Timelines/Resources:

| | |
|---|---|
| 1) Transition Procedures: Develop and/or revise guidance on the transition from Part C to Part B procedures and provide technical assistance for all districts. The State will redeliver the training as needed, but at least once each fiscal year. As a result of the guidance and ongoing trainings, the State should reach 100% compliance for this indicator. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |

| | |
|---|---|
| <p>2) Data Collection (Revised): The State collaborated with Westat and Part C to submit a Georgia Supervision and Enhancement Grant (GSEG) to refine the data collection procedures between the <i>Department of Community Health/Babies Can't Wait (BCW) and the State</i>. The development and implementation of the automated data collection is to increase accuracy of transition from Part C to Part B data reporting. The State received the grant spring 2006. BCW and the State developed a data sharing application that will allow an automated data collection of children transitioning from Part C to Part B. <i>The project ended on December 31, 2008 and the GSEG data sharing application went live in January 2009</i>. Until the automated data collection is fully implemented, the State will continue to collect the timelines from local districts. <i>Data sharing between Part C and Part B is ongoing</i>.</p> | |
| <p>Timelines: FFY 2007 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel and Department of Community Health/Babies Can't Wait</p> |
| <p>3) Interagency Agreement (Revised): The Interagency Agreement between the <i>Department of Community Health/Babies Can't Wait</i> and the State was revised to improve the effective transition of children between the programs. Memorandums of Understanding and <i>Interagency Agreements</i> between both agencies will be developed as needed.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and Department of Community Health/Babies Can't Wait</p> |
| <p>4) Department of Community Health/Babies Can't Wait Notifications and Referrals of Part B Potentially Eligible Students (Revised):</p> <p><u>Department of Community Health/Babies Can't Wait Notifications:</u></p> <p><i>The Department of Community Health/Babies Can't Wait and the State have agreed that the Department of Community Health/Babies Can't Wait will send notification to all districts in Georgia of Part B potentially eligible students. This notification includes the child's name, date of birth, and sufficient contact information as prescribed in the Office of Special Education Programs (OSEP) letter per the Elder/Texas Case. This new procedure was also reflected in the interagency agreement that was revised and approved on December 2005. The notification from the Department of Community Health/Babies Can't Wait will send the notification to the districts monthly.</i></p> <p><u>Department of Community Health/Babies Can't Wait Referrals:</u></p> <p><i>The Department of Community Health/Babies Can't Wait will conduct transition conferences with districts on potentially eligible children being referred from Part C to Part B. The State will continue to collaborate with the Department of Community Health/Babies Can't Wait on an ongoing basis to ensure that communication between personnel from both agencies supports children receiving a smooth effective transition as early as 9 months, but no later than 90 days prior to the child's third birthday.</i></p> <p><i>The name of this activity has been changed from Division of Public Health Notifications.</i></p> | |
| <p>Timelines: FFY 2005 – FFY 2012</p> | <p>Resources: GaDOE Personnel ; Department of Community Health/Babies Can't Wait</p> |

| | |
|---|--|
| <p>5) Compliance Procedures for Timeline Requirements (Revised): All districts not in 100% compliance must develop improvement activities to address timelines in the Consolidated application, Local Educational Agency (LEA) Implementation Plan. The reason for noncompliance must be submitted with the Timeline Summary Report by July 1. District improvement activities must be submitted with the Comprehensive LEA Implementation Plan by November 1 annually. <i>The districts determined to be noncompliant must include improvement activities in the LEA Consolidated application. Those districts noncompliant for two consecutive years will have sanctions applied.</i></p> | |
| <p>Timelines FFY 2008 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>6) Technical Assistance for Noncompliant Districts: Appropriate staff from districts with significant noncompliance and state staff will review the district’s previous annual timeline data and current practices in order to correct timeline noncompliance. Technical assistance from the State will be provided. Revision of current district policies, practices, and procedures that contribute to timeline noncompliance will be made. The State will provide more in-depth targeted assistance for districts that are meeting timelines at 70% or less. Technical assistance will continue to be provided for all noncompliant districts; however, the State will direct the activities to be included in the Corrective Action Plan for those that are noncompliant at 70% or less, which may include the monthly submission of timeline reports to the State.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>7) Annual Training for School Districts and Department of Community Health /Babies Can’t Wait Staff (Revised): <i>The State and the Department of Community Health/Babies Can’t Wait Annual collaborative training</i> assists efforts to increase accuracy of implementation of OSEP requirements for transition for both Part C and Part B. Noncompliant districts will be required to participate in these technical assistance activities.</p> | |
| <p>Timelines: FFY 2009 – FFY 2012</p> | <p>Resources: GaDOE Personnel; Department of Community Health/Babies Can’t Wait Personnel</p> |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

(The following items are to be completed for each monitoring priority/indicator)

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.

Overview of Issue/Description of System or Process: The baseline data was collected during the 2009-2010 school year through the Records Review process as described in the overview of Compliance Monitoring. Districts are selected for records review on a sampling basis. Approximately one-sixth of the state is monitored for records each year. As districts were monitored for records review, additional sets of records at the secondary level were selected. Each record was reviewed to determine that the Individualized Education Program (IEP) contained coordinated, measurable annual goals and transition services that will reasonably enable the student to meet the postsecondary goals. The elements from the protocol developed by the National Secondary Transition Technical Assistant Center (NSTTAC) were used to develop the record review process.

Baseline Data for FFY 2009 (2009-2010):

| School Year | # of Records Reviewed | % with Measurable Transition Goals |
|-------------|-----------------------|------------------------------------|
| 2009 – 2010 | 200 | 5.5% |

Discussion of Baseline Data:

During the 2009-2010 school year, 200 records were reviewed and 5.5% (11 out of 200 IEPs) contained measurable transition goals. Previously, the reporting of noncompliance happened after the one year window that districts had to correct non compliance. The State has initiated a more rigorous process regarding the review of IEPs for required elements for 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. One out of 18 districts had all IEPs that were correct when reviewed.

| FFY | Measurable and Rigorous Target |
|-----------------------------|---|
| 2010 (2010-2011) | <i>100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</i> |

| | |
|------------------------------------|---|
| <p>2011 (2011-2012)</p> | <p><i>100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services were to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</i></p> |
| <p>2012 (2012-2013)</p> | <p><i>100% of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</i></p> |

Improvement Activities/Timelines/Resources:

| | |
|--|--|
| <p>1) Technical Assistance on Transition Plans: The State will provide districts with the opportunity to participate in webinars focused on writing appropriate transition plans and measurable annual goals and on implementing successful transition programs. Districts will submit sample transition plans for review and will receive feedback from the state consultant.</p> | |
| <p>Timelines: FFY 2010-FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>2) Required Technical Assistance on Transition Plans: The State will target specific districts that were noncompliant 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.</p> | |
| <p>Timelines: FFY 2010-FFY 2012</p> | <p>Resources: Federal Funds and GaDOE Personnel</p> |
| <p>3) 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. The SPDG supports several projects including GraduateFIRST whose major focus is dropout prevention. 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. GraduateFIRST includes specialized programs in transition planning and technical assistance for writing compliant transition plans. The teams will assist other school districts in their Georgia Learning Resources System (GLRS) regions for ongoing capacity building. These efforts will result in an increase in the number of compliant transition plans.</p> | |

| | |
|---|---|
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 4) Division for Special Education Communication: The State will make use of the communication tree specifically for transition, which has identified an individual in each school district who is responsible for transition information and coordination. The State will continue to send regular emails and updates to these individuals to keep them abreast of best practices, compliance requirements, and other transition issues. The State will provide mentoring and coaching on postsecondary and employment issues through this list to the transition coordinators in each district. In addition, the State will include evidence-based practices for transition in this area in each of the monthly District Liaison (DL) Updates sent to special education directors. | |
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 5) Communities of Practice: In conjunction with the National Secondary Transition Technical Assistance Center (NSTTAC), the State will sponsor Communities of Practice in Transition Institutes. These sessions will include an overview of transition assessment and its requirements. Participants will spend time gaining hands-on knowledge of various assessment instruments, reviewing reports from assessment instruments for different students, and then developing postsecondary goals (and the rest of the IEP) from these documents. This one day, drive-in professional development will focus on the essential elements of transition assessment, which are the cornerstone of quality transition planning and services. A follow-up institute will be conducted during the school year via webinar. | |
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 6) iTrans-University of Kansas: The State will participate in a project through the University of Kansas that provides professional development for Transition Specialists. This online professional development will lead to teaching certification endorsement in Transition. | |
| Timelines: FFY 2011-FFY 2012 | Resources: University of Kansas Grant and Personnel; GaDOE Personnel |

Part B State Performance Plan (SPP) for 2005-2012**Overview of the State Performance Plan Development:**

Part B Indicator 14 is considered a new indicator this year. The State developed (a) a new baseline using the language of the revised measurement table (May 2010), (b) three new measurable and rigorous targets, and (c) improvement activities.

The SPP was developed using stakeholders from (a) state and local educational agencies, (b) representatives from the State Advisory Panel, (c) representatives from the labor market, (d) representatives from institutes of higher education and, (e) representatives from vocational rehabilitation.

To disseminate the SPP/APR, we will post it on the State's website, located at http://www.gadoe.org/ci_exceptional.aspx, by April 2011. Additionally, we require districts to report the following information in their postsecondary survey annually: the percent of youth

- (a) enrolled in higher education,
- (b) competitively employed,
- (c) enrolled in some other postsecondary education or training program, and
- (d) employed in some other employment.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

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

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

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

Measurement:

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

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

longer in secondary school and had IEPs in effect at the time they left school)] times 100.

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

As a data reporting requirement, the State must provide the actual numbers for each of the following mutually exclusive categories. The data are below for the actual number of “leavers”:

2,083 respondent leavers were enrolled in higher education within one year of leaving high school,

1,854 respondent leavers were competitively employed within one year of leaving high school (but not enrolled in higher education),

1,692 respondent leavers were enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed), and

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

1,753 respondent leavers were unengaged at the time of the postsecondary survey.

Total: There were 7,650 total respondent leavers to the survey.

During the 2008-2009 year there were 11,340 leavers. However when the survey was distributed the following year, the State received postsecondary data on 7,650 respondents. In order to determine that the respondents were appropriately representative of those students with disabilities (SWD) who were leavers during the 2008-2009 school year, the State compared the percentage of leavers with the percentage of responders by disability groups, gender, ethnicity, and Limited English Proficiency (LEP) status. When reviewed, it was found that the percentages of those leaving, compared with the percentages of those responding, were relatively equal for all groups.

Overview of Issue/Description of System or Process:

Successful postsecondary transition was one of Georgia’s ten performance goals prior to State Performance Plan development in 2005. The State has been collecting data to use in the improvement of transition services since 2001. The data were collected and reported on students with disabilities who graduated in May 2001 through May 2006. However, the data collected previously did not meet the Office of Special Education Programs’ (OSEP) new SPP requirements. The data collection process has been revised to collect all the required elements, as has the timeline for collection.

Each local school district was required to develop a mechanism for contacting all students with Individualized Education Programs (IEP) who were reported as exiting (including graduates, dropouts, aged-out, and others) during 2008-2009 to determine what their post-school activities were within one year of high school.

For this SPP, districts could begin collecting the data starting April 1, 2010. Districts then submitted this data via the GaDOE secure portal during a window from June 1-July 31, 2010. The instructions for the survey include the State’s Part B definitions for Indicator 14 as specified below.

Definitions

The following definitions are specific to the State’s Part B Indicator 14:

Competitive Employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Higher Education means youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term at any time in the year since leaving high school.

Some Other Employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Other Postsecondary Education or Training means youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school that is less than a 2-year program).

Respondents are youth or their designated family member who answer the survey or interview questions.

Leavers are youth who left school by graduating with a regular or modified diploma, aging out, leaving school early (i.e., dropped out), or who were expected to return and did not.

Sample Selection

The State does not use a sampling process.

Baseline Data from FFY 2009 (2009-2010):

During FFY 2009, 22.91% (1,753 out of 7,650) of respondent leavers were unengaged at the time the postsecondary survey was conducted.

Discussion of Baseline Data:

Data was reported on 7,650 students who exited during 2008-2009. Of these, 77.08% were reported in one of the three categories. The number of students reported as being enrolled in higher education was 2,083, or 27.23% of the total. The number of students in competitive employment was 1,854, or 24.23%. The number reported as enrolled in other postsecondary education/training or other employment was 1,960, equal to 25.625% of the students reported. Those who were not engaged in one of the three activity reporting categories totaled 1,753 or 22.91% of the students reported. Since there were a total of 11,340 students who were reported by school districts as exiting during 2008-2009, districts were unable to contact 32.53% (n=3,690) of all exiters reported.

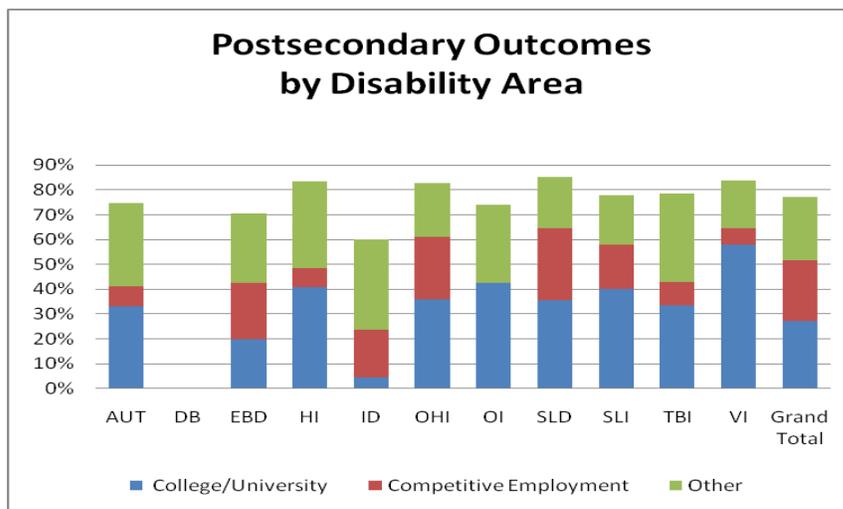
The extended targets were set to reflect an expectation of only a slight increase in all categories due to a number of factors. The percentage of students going to college may be impacted by the increased rigor of the Georgia Performance Standards. However, with the economic downturn expected to impact the availability and amount of assistance from the State's "Helping Outstanding Pupils Educationally" (HOPE) Scholarship, which in the past has provided significant funding to students attending state postsecondary institutions, it is anticipated that this may result in a static percentage for the next few years. Because of this, students may choose to work prior to seeking postsecondary education/training. However, employment may not increase substantially due to the high rate of unemployment in the state. In light of these factors, the State's emphasis will be on activities that aid districts in developing and implementing realistic and focused transition plans to prepare students for postsecondary situations.

There appears to be an even distribution of students in all three activity categories (and those who were surveyed but reported as not engaged). The high rate of unemployment across the state of Georgia during the economic downturn may have affected the percentage of those who were reported as unengaged. Economic factors may have also influenced districts' ability to contact students due to moves and resulting address changes. However, since there were a number of students whom districts were not able to contact (32.53% representing 3,690 students), districts should consider whether there is a need to reexamine the collection of contact information, including updating the type of information maintained at the school (such as electronic contact information) to increase rate of return, especially in areas where there is frequent family relocation.

Postsecondary Outcomes by Disability:

The post-school outcomes data by disability category, as seen below in Figure 1, indicate that the highest enrollment in higher education appears to be accomplished by students with disabilities (SWD) in the categories of autism, hearing impairment, other health impairments, orthopedic impairments, specific learning disabilities, speech/language impairments, traumatic brain injury, and visual impairments. The percentage range is 33-58% with the highest representation (58%) being students with visual impairments. Although students with visual impairments represent the highest percentage of students enrolled in higher education, students with specific learning disabilities have the highest number of students enrolled (1,146). In addition, the data indicate that more students with intellectual disabilities (19%) were competitively employed than attended college, (4.5%). However, students with specific learning disabilities (28.9%) and other health impairments (25.3%) have the highest percentage of students employed competitively.

Figure 1. Postsecondary Outcomes by Disability



| Primary Area of Disability | College/University | Competitive Employment | Other | Sum of Responses Minus Unable to contact and Returned to HS | College/University | Competitive Employment | Other |
|----------------------------|--------------------|------------------------|-------|---|--------------------|------------------------|-------|
| AUT | 33.2% | 7.9% | 33.6% | 214 | 71 | 17 | 72 |
| DB | 0.0% | 0.0% | 0.0% | 0 | 0 | | 0 |
| EBD | 19.9% | 22.7% | 27.8% | 1,128 | 224 | 256 | 314 |
| HI | 40.9% | 7.6% | 34.8% | 66 | 27 | 5 | 23 |
| ID | 4.5% | 19.3% | 36.3% | 1,516 | 68 | 292 | 551 |
| OHI | 35.8% | 25.3% | 21.6% | 1,318 | 472 | 334 | 285 |
| OI | 42.6% | 0.0% | 31.5% | 54 | 23 | | 17 |
| SLD | 35.5% | 28.9% | 20.6% | 3,231 | 1146 | 935 | 667 |
| SLI | 40.0% | 18.0% | 20.0% | 50 | 20 | 9 | 10 |
| TBI | 33.3% | 9.5% | 35.7% | 42 | 14 | 4 | 15 |

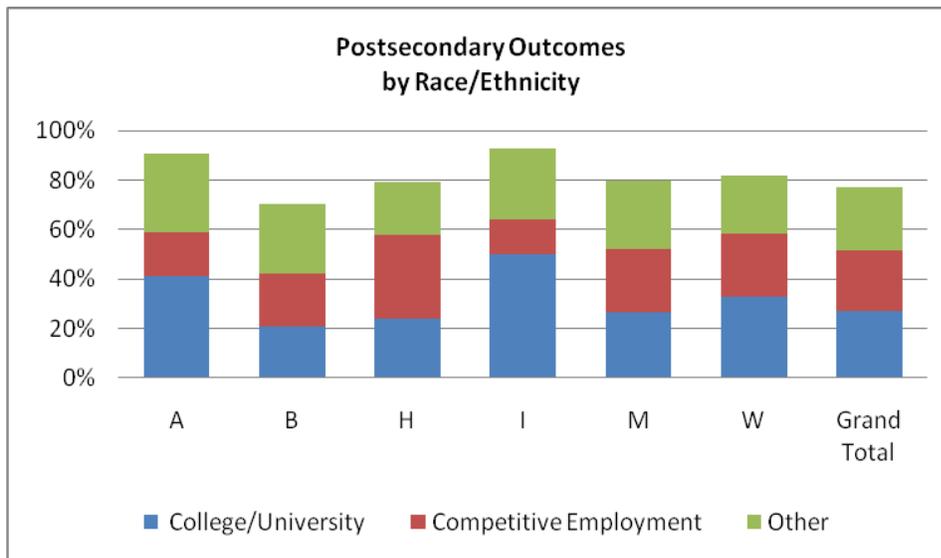
| | | | | | | | |
|--------------------|-------|-------|-------|-------|-------|-------|-------|
| VI | 58.1% | 6.5% | 19.4% | 31 | 18 | 2 | 6 |
| Grand Total | 27.2% | 24.2% | 25.6% | 7,650 | 2,083 | 1,854 | 1,960 |

AUT: Autism, **DB:** Deaf/Blind, **EBD:** Emotional & Behavioral Disorder, **HI:** Hearing Impairment, **ID:** Intellectual Disability, **OHI:** Other Health Impairment, **OI:** Orthopedic Impairment, **SLD:** Specific Learning Disability, **SLI:** Speech-Language Impairment; **TBI:** Traumatic Brain Injury, **VI:** Visual Impairment

Postsecondary Outcomes by Race/Ethnicity

The post-school outcomes data by race/ethnicity category, as seen below in Figure 2, appear to have no significant discrepancies across racial/ethnic groups.

Figure 2. Postsecondary Outcomes by Race/Ethnicity



| Race/ Ethnicity | College/ University | Competitive Employment | Other | Sum of Responses Minus Unable to contact and Returned to HS | College/ University | Competitive Employment | Other |
|--------------------|------------------------|---------------------------|-------|--|------------------------|---------------------------|-------|
| A | 40.9% | 18.2% | 31.8% | 44 | 18 | 8 | 14 |
| B | 20.6% | 21.5% | 28.3% | 3,201 | 659 | 689 | 907 |
| H | 24.1% | 33.7% | 21.4% | 294 | 71 | 99 | 63 |
| I | 50.0% | 14.3% | 28.6% | 14 | 7 | 2 | 4 |
| M | 26.5% | 25.7% | 27.4% | 113 | 30 | 29 | 31 |
| W | 32.6% | 25.8% | 23.6% | 3,984 | 1,298 | 1,027 | 941 |
| Grand | 27.2% | 24.2% | 25.6% | 7,650 | 2,083 | 1,854 | 1,960 |

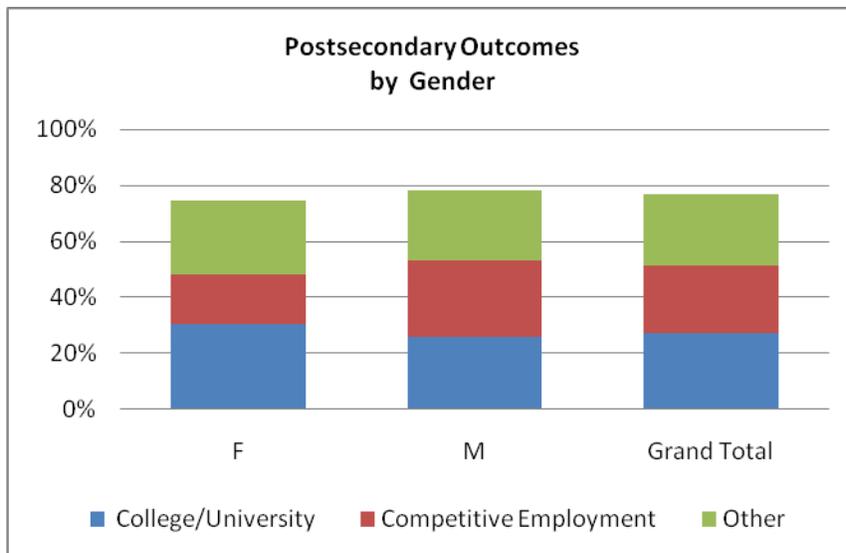
| | | | | | | | |
|--------------|--|--|--|--|--|--|--|
| Total | | | | | | | |
|--------------|--|--|--|--|--|--|--|

A: Asian/ Pacific Islander; **B:** Black; **H:** Hispanic; **I:** Alaskan/American Indian;
M: Multi-racial; **W:** White

Postsecondary Outcomes by Gender

The post-school outcomes by gender, as seen in Figure 3, indicates that **31%** of female youth were enrolled in higher education or some other postsecondary education or training and **17%** were competitively employed or engaged in some other employment. The data indicate that more females attend college/university and more males are competitively employed. There appears to be no significant difference in the “other” category.

Figure 3. Postsecondary Outcomes by Gender

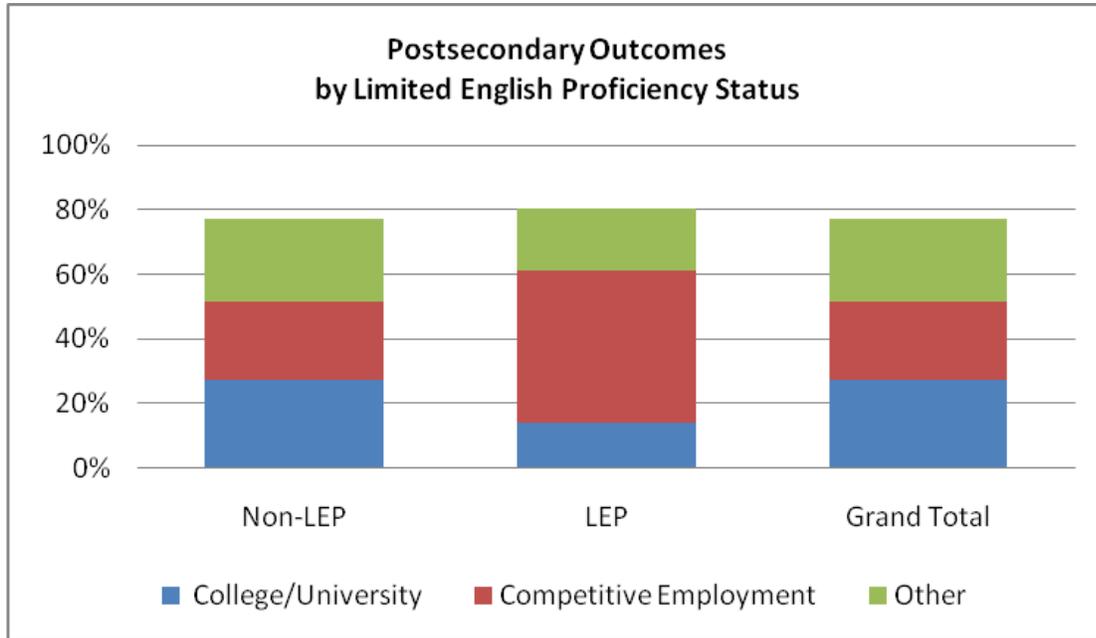


| Gender | College/University | Competitive Employment | Other | College/University | Competitive Employment | Other |
|--------------------|--------------------|------------------------|-------|--------------------|------------------------|-------|
| F | 30.6% | 17.5% | 26.7% | 761 | 435 | 665 |
| M | 25.6% | 27.5% | 25.1% | 1322 | 1419 | 1295 |
| Grand Total | 27.2% | 24.2% | 25.6% | 2083 | 1854 | 1960 |

Postsecondary Outcomes by Limited English Proficiency (LEP)

The post-school outcomes data by Limited English Proficiency category, as seen below in Figure 4, indicate that the LEP students are more likely to be competitively employed and less likely to attend college/university. This may relate to the LEP students having both disability issues and second language impact on school-related tasks, which may lead them to select employment over additional academic options.

Figure 4. Postsecondary Outcomes by Limited English Proficiency Status



| | College/University | Competitive Employment | Other | College/University | Competitive Employment | Other |
|--------------------|--------------------|------------------------|-------|--------------------|------------------------|-------|
| Non-LEP | 27.3% | 24.1% | 25.7% | 2,078 | 1,837 | 1,953 |
| LEP | 13.9% | 47.2% | 19.4% | 5 | 17 | 7 |
| Grand Total | 27.2% | 24.2% | 25.6% | 2,083 | 1,854 | 1,960 |

Based on the post-school outcomes data, we set the following measurable and rigorous targets for measures A, B, & C.

| FFY | Measurable and Rigorous Target |
|-----|---|
| | A. Enrolled in higher education within one year of leaving high school |

| | |
|---------------------------------|---|
| FFY 2010 (2010-2011) | <i>28% of youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term at any time in the year since leaving high school.</i> |
| FFY 2011 (2011-2012) | <i>28% of youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term at any time in the year since leaving high school.</i> |
| FFY 2012 (2012-2013) | <i>28% of youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term at any time in the year since leaving high school.</i> |

| FFY | Measurable and Rigorous Target |
|---------------------------------|--|
| | B. Enrolled in higher education or competitively employed within one year of leaving high school |
| FFY 2010 (2010-2011) | <i>53% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school</i> |
| FFY 2011 (2011-2012) | <i>53.5% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school</i> |
| FFY 2012 (2012-2013) | <i>53.5% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school</i> |

| FFY | Measurable and Rigorous Target |
|---------------------------------|--|
| | C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. |
| FFY 2010 (2010-2011) | <i>79% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment</i> |
| FFY 2011 (2011-2012) | <i>80% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment</i> |

| | |
|---------------------------------|---|
| FFY 2012 (2012-2013) | <i>80% of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment</i> |
|---------------------------------|---|

Improvement Activities/Timelines/Resources (through 2012):

| | |
|--|--|
| 1) Georgia’s Comprehensive Local Educational Agency Improvement Plan (CLIP): Many local districts have developed GCLIP plans that focus on developing appropriate transition plans and services, building transition programs, and increasing student graduation rates producing better postsecondary outcomes. | |
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 2) Transition Steering Committee: This committee will hold yearly meetings to focus on the State’s transition goals for the year. The committee is made up of stakeholders from agencies around the state who work with students with disabilities to improve postsecondary outcomes. The committee contains subgroups that work to complete designated plan objectives outlined in the goals for the year. | |
| Timelines: FFY 2010-FFY 2012 | Resources: GaDOE Personnel |
| 2) The State Transition Plan: The State has developed and will continue to implement a Transition Plan based upon the national summit for SWD in order to provide appropriate transition activities to help SWD achieve postsecondary goals: (a) will continue to develop transition training for educators throughout Georgia; (b) will continue to maintain a designated transition contact person to receive and disseminate information/communications from the State regarding transition in each district; (c) will continue to increase the number of Interagency Transition Councils in the state; and (d) will encourage excellence in transition through the recognition of state leaders in transition and outstanding Interagency Transition Councils, employers, and community leaders with successful transition experiences. The activities in the Transition Plan will assist districts in improving transition outcomes. | |
| Timelines: FFY 2010-FFY 2012 | Resources: GaDOE Personnel |
| 3) Regional Interagency Transition Councils: The Councils work with community leaders to provide students with experiences during their high school years that focus on positive postsecondary outcomes (college, vocational certificates, and employment). The goal is to build capacity in the community for SWD. | |
| Timelines: FFY 2010-FFY 2012 | Resources: GaDOE Personnel; Local Funds and Personnel |
| 4) Technical Assistance on Transition Plans: The State will provide districts with the opportunity to participate in webinars focused on writing appropriate transition plans, developing measurable annual goals, and implementing successful transition programs. Districts will submit sample transition plans for review and feedback by the state consultant. | |
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 5) Required Technical Assistance on Transition Plans: The State will target specific districts that were noncompliant 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. | |

| | |
|---|---|
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| <p>6) 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. The SPDG supports several projects including GraduateFIRST, whose major focus is dropout prevention. GraduateFIRST will include specialized programs in transition planning and technical assistance for writing compliant transition plans. The teams will then assist other school districts in their Georgia Learning Resources System (GLRS) regions for ongoing capacity building. These efforts will result in an increase in the number of compliant transition plans and will improve postsecondary education and employment outcomes.</p> | |
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| <p>7) Project Search: This internship project is available to districts for SWD to help them obtain work skills and employment. The focus of the project is to provide SWD the opportunity to work in a supportive environment while they develop job and career skills that can lead to positive postsecondary outcomes. The program works collaboratively with identified businesses, the school district, and Vocational Rehabilitation, as well as with the student and family.</p> | |
| Timelines: FFY 2010-FFY 2012 | Resources: Georgia Council on Developmental Disabilities; Local Funds and Personnel; GaDOE Personnel |
| <p>8) Division for Special Education Communication: The State will make use of the communication tree specifically for transition, which has identified an individual in each school district who is responsible for transition information and coordination. The State will continue to send regular emails and updates to these individuals to keep them abreast of best practices, compliance requirements, and other transition issues. The State will provide mentoring and coaching on postsecondary and employment issues through this list to the transition coordinators in each district. In addition, the State will include evidence-based practices for transition in this area in each of the monthly District Liaison (DL) Updates sent to special education directors.</p> | |
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| <p>9) Find Them Faster: Strategies to Maintain Contact with Graduates: The State will present innovative strategies that districts can use to locate and improve their response rates to improve this indicator and remain in compliance while collecting their postsecondary data. These strategies will be presented at the state Special Education Spring Leadership Conference.</p> | |
| Timelines: FFY 2010-FFY 2012 | Resources: Federal Funds and GaDOE Personnel |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

| |
|---|
| <p>Monitoring Priority: Effective General Supervision Part B / General Supervision</p> |
|---|

Indicator 15: General supervision district (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))

| |
|----------------------------|
| <p>Measurement:</p> |
|----------------------------|

| |
|--|
| <p>Percent of noncompliance corrected within one year of identification:</p> |
|--|

- | |
|--|
| <p>a. # of findings of noncompliance.</p> <p>b. # of corrections completed as soon as possible but in no case later than one year from identification.</p> |
|--|

| |
|--|
| <p>Percent = [(b) divided by (a)] times 100.</p> |
|--|

| |
|--|
| <p>States are required to use the “Indicator 15 Worksheet” to report data for this indicator (see Attachment A).</p> |
|--|

Overview of Issue/Description of System or Process:

During FY 2004 (2003-2004), the State transitioned from traditional compliance monitoring to a comprehensive supervision system that includes local self-assessment and improvement planning, performance reporting, records review, dispute resolution systems and Focused Monitoring. No initial on-site visits occurred during 2003/2004 due to intensive planning and transition of districts. During 2003-2004 school year, state staff worked closely with a statewide stakeholder group to develop an integrated system that reviews compliance and performance. The Georgia Continuous Improvement Monitoring Process (CIMP) now includes these activities: Focused Monitoring (FM); Records Review; data profiles for each district; reporting of timelines for initial evaluation, reevaluations and transition from Babies Can’t Wait (Part C); local stakeholder committees and improvement plans with annual updates; information about complaints, mediation and due process hearings; and annual summary of progress for each district.

The State Advisory Panel for Special Education serves as the statewide stakeholder committee for (CIMP). The panel reviews and analyzes Georgia’s progress on the State’s Performance Goals for Students with Disabilities and determines the priority goals for Focused Monitoring for

each school year based on student data and provides input on other monitoring activities and priorities as well.

Districts not in compliance in any area must develop corrective action plans to be approved by the State. When districts fail to correct their noncompliance within the timeline, but no later than one year after noncompliance was identified, a series of sanctions are implemented. These sanctions include: (1) letter to superintendent, (2) targeted technical assistance, (3) public reporting of noncompliance, (4) directed expenditure of funds, and (5) delay of funds until compliance is achieved.

Georgia Continuous Improvement Monitoring Program (CIMP) Plans

Each local district has developed a local stakeholder committee. This committee assists local districts in conducting a self-assessment that includes a review and analysis of performance data on each of the ten performance goals and also a review of local policies, practices, and procedures. Each district, with their stakeholders, selects priority goals for improvement and develops the (CIMP) plan. This is a continuous process and requires at least one meeting annually of the stakeholders to update the plans, review data, and determine whether a new priority goal will be added. The entire process focuses on self-assessment, data collection, and data analysis for program improvement. The local stakeholder committee must be comprised of at least one-third parents of students with disabilities, advocates, and/or students with disabilities with the remainder reflecting the makeup of the local community. The state district liaisons work closely with their districts and document progress toward implementation and improvement is documented at least twice during the year. All districts are working toward implementing plans for all of the performance goals by the 2010-2011 school year.

Annually, at the statewide special education administrator's conference, districts are recognized for their performance for each state performance goal as either being in the top 10% of achievement on the goal or showing the most improvement on the goal. Each district stands for recognition at the conference and receives buttons recognizing their achievement, and the superintendent receives a letter and a certificate recognizing the district's accomplishments. A "pacesetter award" is also presented to the one district from each size group that has the highest performance in the most performance goals.

Focused Monitoring

Once priorities are determined, school districts are ranked based on their data for each priority goal and are compared against districts of similar size. The first year of Focused Monitoring (FM) was 2004/2005, and the priority goal was reducing the achievement gap between students with and without disabilities.

Districts are sorted into five size groups so that districts are compared to districts of similar size. The districts from the lowest quartile of each enrollment size group were selected for on-site reviews. Local districts selected for FM are those that have the greatest opportunity for improvement. The on-site team, led by compliance review staff, consists of at least one parent,

one peer professional from outside the district, and the state liaison for the district. The team visited 16 local districts to investigate and identify the factors that have led to the low performance on the priority goal.

Investigative protocols that address the focused priority goal are used to gather and verify information during the on-site visit. These protocols include student case studies, student record reviews, parent and professional surveys, a FM parent meeting, and interviews with parents, students, and professionals. The on-site team identifies barriers to progress and provides suggestions for improvement. Following the on-site visit, the Division for Special Education develops a written report that specified barriers/compliance issues and provides a structure for improvement planning. The local districts, with local stakeholder committee participation, were required to develop or revise a Georgia Continuous Improvement Monitoring Process (CIMP) plan to reflect the compliance findings and strategies for improvement. Technical assistance from the State is provided, and progress is regularly monitored.

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. Record reviews are done as a technical assistance activity. During the record review, a sample of student records is reviewed. The State works with the district to determine an appropriate number to sample in order to include representative samples of the schools, disabilities, and teachers in the district. The district selects local personnel to participate in the record review with staff from the state. The state staff trains the district staff to review records with a “compliance view” so that the district can continue to monitor itself and correct any areas of concern. Areas for correction are determined to be systemic when thirty percent of the records reviewed contain the same findings. More records will be pulled at times to determine if a pattern exists. The state team and the district team review the findings together and develop a correction plan. They collaboratively determine the type of actions needed and establish a written plan with timelines for correction. The state team returns to the district at the designated time (within one year) for a post review of student records focusing on the previously identified areas for correction. Isolated findings identified during the record review are identified on a separate form with the finding(s), corrective action, and estimated time for completion. Isolated issues are expected to be corrected immediately. The special education director signs the correction plans for systemic and isolated issues to assure that the plans will be implemented.

Timeline Reviews

Beginning in 2004–2005, a timeline summary report is 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). Districts who are not compliant with the required timelines must submit a plan for correction, and the district liaison works with those districts to

develop policies, practices, and procedures to improve this area. These forms have been revised for the 2005-2006 school year to meet the requirements of the SPP data collection.

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 Division for Special Education staff. Data are reviewed to determine whether any district has an inordinate number of noncompliance findings from dispute resolution.

The State is developing an integrated data management system to house all the data from this supervision system and to provide needed information and analyses. Once the data system is integrated, local districts will be able to review the outcome results of all districts, search (CIMP) plans for successful strategies, and compare themselves to similar districts. In addition, the State will be able to issue an annual summary for each district that outlines its progress/activities and includes all components of the process. The annual reporting requirements about local districts and their performance on state targets are being integrated into this database development.

Discussion of Baseline Data:

98.11% of noncompliance was corrected within one year of identification.

In 2003-2004, no districts were monitored for initial review of compliance as that was the development year for the new monitoring system. The Office of Special Education Programs (OSEP) visited Georgia at that time for a verification visit and was aware that new monitoring activities were not occurring during the development phase. During that year (2003-2004) Georgia did conduct the post-monitoring visits for all the districts that had been monitored the previous year. OSEP has asked the State to use 2002-2003 monitoring data with 2003-2004 corrections as baseline for monitoring; therefore, this SPP indicator is being resubmitted. The data table included shows that there were 106 findings in 2002-2003, with 98.11 % timely corrected within one year in 2003-2004. Those findings that were not corrected in 2003-2004, were all in compliance by September 2004 (2004-2005). For Part C of this indicator, data from the 2003-2004 school year were available and are reported.

| <i>FFY</i> | <i>Measurable and Rigorous Targets</i> |
|------------------------------------|--|
| <i>2005 (2005-2006)</i> | <i>100% of noncompliance corrected within one year of identification.</i> |
| <i>2006 (2006-2007)</i> | <i>100% of noncompliance corrected within one year of identification.</i> |
| <i>2007 (2007-2008)</i> | <i>100% of noncompliance corrected within one year of identification.</i> |
| <i>2008 (2008-2009)</i> | <i>100% of noncompliance corrected within one year of identification.</i> |
| <i>2009 (2009-2010)</i> | <i>100% of noncompliance corrected within one year of identification.</i> |

| | |
|-----------------------------------|---|
| 2010 (2010-2011) | 100% of noncompliance corrected within one year of identification. |
| 2011 (2011-2012) | 100% of noncompliance will be identified and corrected as soon as possible but in no case later than one year from identification. |
| 2012 (2012-2013) | 100% of noncompliance will be identified and corrected as soon as possible but in no case later than one year from identification. |

Improvement Activities/timelines/Resources

| | |
|---|--|
| 1) Collaborative Partnership: Partnership with National Center on Special Education Accountability Monitoring (NCSEAM) Data Accountability center (DAC)) to improve monitoring system. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel; DAC Personnel |
| 2) Training: Annual training of monitoring team members, including Division for Special Education staff, parent members and other special education administrators. | |
| Timelines: FFY 2005 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |
| 3) National or Regional Training: Participate in regional and national training for monitoring such as the national monitoring conference or Southeastern Regional Resource Center (SERRC) training. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Federal Funds and GaDOE Personnel |

Part B State Performance Plan (SPP) for 2005–2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

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

Overview of Issue/Description of System or Process:

The Georgia complaint process is supervised by the Associate Director. One staff person manages the complaint database and contacts districts and the complainant upon initiation of the complaint. Districts must respond to the complainant and the State within ten days of receiving official notice of the complaint. The district, as of 2005-2006 school year, must also attempt to resolve the matter with the complainant upon notice of the complaint, including offering the option of mediation.

Once the State receives the response from the district, a staff member is assigned to conduct the investigation. The investigation includes reviewing all the documents provided, seeking other documents and documentation of district and complainant statements, interviewing the district and school personnel, interviewing the complainant, and on-site visitation as necessary.

Once the investigation is completed, a letter of findings and required resolutions (as appropriate) is sent to the district and the complainant. If there are required resolutions, the State follows up with the district, and the complainant makes sure they are carried out by the required timeline.

Baseline Data for FFY 2005:

| | # of written, signed complaints (1.1) | # of decisions within 60 days (1.1b) | # of decisions within appropriately extended timelines (1.1c) | Percent resolved within timelines |
|-----------|---------------------------------------|--------------------------------------|---|-----------------------------------|
| 2004-2005 | 26 | 19 | 7 | 100% |

| SECTION A: Written, signed complaints | |
|---|----|
| (1) Written, signed complaints total | 51 |
| (1.1) Complaints with reports issued | 46 |
| (a) Reports with findings | 21 |
| (b) Reports within timeline | 33 |
| (c) Reports within extended timelines | 13 |
| (1.2) Complaints withdrawn or dismissed | 5 |
| (1.3) Complaints pending | 0 |
| (a) Complaint pending a due process hearing | 0 |

| SECTION B: Mediation requests | |
|---|----|
| (2) Mediation requests total | 59 |
| (2.1) Mediations | |
| (a) Mediations related to due process | 30 |
| (i) Mediation agreements | 16 |
| (b) Mediations not related to due process | 24 |
| (i) Mediation agreements | 18 |
| (2.2) Mediations not held (including pending) | 5 |

| SECTION C: Hearing requests | |
|--|----|
| (3) Hearing requests total | 86 |
| (3.1) Resolution sessions | 31 |
| (a) Settlement agreements | 28 |
| (3.2) Hearings (fully adjudicated) | 8 |
| (a) Decisions within timeline | 0 |
| (b) Decisions within extended timeline | 8 |
| (3.3) Resolved without a hearing | 76 |

| | |
|--|---|
| SECTION D: Expedited hearing requests (related to disciplinary decision) | |
| (4) Expedited hearing requests total | 0 |
| (4.1) Resolution sessions | 0 |
| (a) Settlement agreements | 0 |
| (4.2) Expedited hearings (fully adjudicated) | 0 |
| (a) Change of placement ordered | 0 |

Discussion of Baseline Data:

The State has multiple investigators to work on complaints, as necessary. Complaints are managed within timelines required by law.

| <i>FFY</i> | <i>Measurable and Rigorous Targets</i> |
|-----------------------------------|---|
| 2005 <i>(2005-2006)</i> | 100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| 2006 <i>(2006-2007)</i> | 100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| 2007 <i>(2007-2008)</i> | 100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. |
| 2008 <i>(2008-2009)</i> | 100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state. |
| 2009 <i>(2009-2010)</i> | 100% of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the state. |

| | |
|-----------------------------|---|
| 2010 (2010-2011) | 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. |
| 2011 (2011-2012) | 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. |
| 2012 (2012-2013) | 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. |

Improvement Activities/Timelines/Resources:

| | |
|---|---|
| <p>1) State Training Module (Revised): During FFY 2009, the 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 <i>including requirements for complaint investigation timeline extensions</i>. 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 provide 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 materials from other states utilizing the services of contract investigators.</p> | |
| <p>Timelines: FFY 2007- FFY 2012</p> | <p>Resources: State Personnel and Federal Funds, surveys, data and SERRC</p> |
| <p>2) State Advisory Panel (SAP) Dispute Resolution Subcommittee: This subgroup of the SAP is charged with reviewing the data and providing advice to the State to improve the dispute resolution processes throughout the state. The committee meets four times per year.</p> | |

| | |
|---|--|
| Timelines: FFY 2006- FFY 2012 | Resources: Data from Dispute Resolution Application. |
| 3) Updates to Local Educational Agencies: The State will provide written communication to local systems regarding tips to avoid disputes as well as practices to facilitate early resolution | |
| Timelines: FFY 2007- FFY 2012 | Resources: Special Education Professional Publications and Trends Detected Through Review of Dispute Resolution Data. |
| 4) Complaint Investigation Process: (Revised): Complaint investigators are selected through a Request for Proposals (RFP) process. Complaint investigators under contract with the State will receive complaint investigation assignments based on their areas of expertise and availability. Any potential conflict of interest is also a consideration in making an assignment. The State will provide training, as necessary, to keep investigators updated on federal and state <i>law including the requirements for extending the timeline in a complaint investigation</i> . 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. | |
| Timelines: FFY 2007- FFY 2012 | Resources: Special Education Professional Publications and Trends Detected Through Review of Dispute Resolution Data. |
| 5) State Educational Agency (SEA) Training: State staff will attend trainings on complaint investigation, as available, through SERRC or other resources. State staff will work to facilitate the formal complaint process by participating in the Center for Appropriate Dispute Resolution in Special Education (CADRE) listserv for dispute resolution managers. One state staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the Office of Special Education Programs (OSEP) Data Mangers meeting, and other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for the complaint processes. These activities will support improvement of the dispute resolution process. The effectiveness of the training is measured by completing investigations in a timely manner. | |
| Timelines: FFY 2006- FFY 2012 | Resources: Special Education Professional Publications and Trends Detected Through Review of Dispute Resolution Data. |
| 6) Parent Training (Revised): <i>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.</i> | |
| Timelines: FFY 2009- FFY 2012 | Resources: Federal Funds, State Personnel and Partnership with PTI |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

| |
|--|
| 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. |
|---|

Overview of Issue/Description of System or Process:

Due process hearing requests are received at the State, logged in, and transmitted to the Office of State Administrative Hearings (OSAH), the agency that conducts due process hearings for our state. Once the hearing is concluded, the entire file is sent to the State, the log completed, and the file stored. If appealed to the court district, the State prepares and sends the file to the appropriate court. The state district liaisons follow up with local districts when the decision requires specific activities.

The State manages the database for tracking due process hearing decisions. When due process hearings are requested, the date of the request is entered into the database and the required 45-day timeline is automatically recorded. As the due process hearing decisions are sent to the Division for Special Education, the date of the decision is entered. If the extensions have been requested by the parties involved and approved by the hearing officer, the date of the request and new hearing date are entered.

The State also monitors the log of due process hearings requested and contacts the OSAH if the 45-day timeline is approaching without any information having been provided to the State.

The State reports annually to the State Advisory Panel about due process hearings. The State redacts, and provides through the Open Records Act, information about due process hearings to the general public.

Baseline Data for FFY 2005:

Table 1

| Fiscal Year | # of hearing requests | # of hearing requests withdrawn or settled prior to completion of hearing | Hearings fully adjudicated | # of hearing decisions with 45 days | # of hearing decisions within appropriately extended timeline | Percentage completed within 45 days |
|-------------------|-----------------------|---|----------------------------|-------------------------------------|---|-------------------------------------|
| FY 05 (2004-2005) | 110 | 93 | 17 (3.2) | 1 (3.2a) | 16 (3.2b) | 100% |

Discussion of Baseline Data:

The data in Table 1 support the conclusion that due process hearings in Georgia are completed in a timely manner. For FY 2004 and FY 2005, no due process hearing decisions were rendered after the required timelines or appropriate extensions had expired. Georgia has met the required target of 100% of due process hearing requests fully adjudicated within the 45-day timeline including timelines properly extended by the hearing officer at the request of either party.

| FFY | Measurable and Rigorous Targets |
|-------------------------|---|
| 2005 (2005-2006) | 100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. |
| 2006 (2006-2007) | 100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. |
| 2007 (2007-2008) | 100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. |
| 2008 (2008-2009) | 100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. |
| 2009 (2009-2010) | 100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. |

| | |
|-----------------------------|---|
| | party. |
| 2010 (2010-2011) | 100% of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. |
| 2011 (2011-2012) | 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. |
| 2012 (2012-2013) | 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. |

Improvement Activities/Timelines/Resources:

| | |
|---|---|
| 1) Communication Strategy: The State will place decisions on the state web page to inform others. A searchable system will be used to make redacted versions of decisions available to the public. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: State Technology Personnel |
| 2) State Advisory Panel (SAP) Dispute Resolution Subcommittee: This subgroup of the SAP is charged with reviewing the data and providing advice to the State in order to improve the dispute resolution processes throughout the state. The committee meets four times per year. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Data from Dispute Resolution Application. |
| 3) Updates to Local Educational Agencies: The State will provide written communication to local systems regarding tips to avoid disputes as well as practices to facilitate early resolution. | |
| Timelines: FFY 2007 – FFY 2012 | Resources: Special Education Professional Publications and Trends Detected Through Review of Dispute Resolution Data |
| 4) Implementation Manual: State staff will revise the Implementation Manual chapter on dispute resolution to clarify procedures and processes for due process hearings. | |
| Timelines: FFY 2008– FFY 2012 | Resources: State Personnel and Funds |
| 5) State Educational Agency (SEA) Training: State staff will attend trainings on dispute resolution, as available, through Southeast Regional Resource Center (SERRC) or other resources. State staff will work to facilitate impartial and compliant due process hearings by participating in the CADRE listserv for dispute resolution managers. One state staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the Office of Special Education Programs (OSEP) Data Mangers meeting or other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution. | |
| Timelines: FFY 2008– FFY 2012 | Resources: State Personnel and Funds |

| | |
|--|---|
| <p>6) Parent Training: In collaboration with the Parent Training Information (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.</p> | |
| <p>Timelines: FFY 2009-FFY 2012</p> | <p>Resources: State Personnel, Federal Funds and collaboration with PTI/ Parent to Parent of Georgia</p> |
| <p>7) Data Collection Process: The State will continue to maintain its current procedures in the collection of data regarding due process hearing requests adjudicated within the 45-day timeline and meeting the 100% target established. The database has been revised to include the 30 day period for the resolution meeting by the local district before the 45-day timeline is enforced. The State will continue to monitor the timelines and work with OSAH to see that they are enforced.</p> | |
| <p>Timelines: FY08 – FY11</p> | <p>Resources: Divisions for Special Education personnel resources</p> |

Part B State Performance Plan (SPP) for 2005–2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

| |
|--|
| 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. |
|--|

Overview of Issue/Description of System or Process:

Resolution sessions are a component of the due process hearing request system. The Georgia form for requesting a due process hearing, asks both parties whether they will consider a resolution session as part of their due process hearing request. When the parties agree to the resolution session, that information is entered into the log for due process hearings. As the case file is received from OSAH (Office of State Administrative Hearings) as described in indicator 17 Due Process Hearings, the outcomes and timeliness of the resolution sessions are entered into the database.

Baseline Data for FFY 2006:

Table 1

| Number of Resolution Session Agreements | Number of Resolution Sessions Requested | Percentage Successful Agreements |
|---|---|----------------------------------|
| 28 | 31 | 88% |

Discussion of Baseline Data:

Beginning in 2005-2006, parties in Georgia requesting due process hearings were given the option of participating in an early resolution session prior to a fully adjudicated hearing. The data in Table 1 supports that parties utilizing the process were successful in resolving issues. Of the thirty-one requests for resolutions sessions, twenty-eight resulted in agreements. Two of the thirty-one requesting sessions withdrew their requests for a hearing, and one resulted in a fully adjudicated hearing.

| <i>FFY</i> | <i>Measurable and Rigorous Target</i> |
|-----------------------------------|---|
| 2007 <i>(2007-2008)</i> | 60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. |
| 2008 <i>(2008-2009)</i> | 60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. |
| 2009 <i>(2009-2010)</i> | 60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. |
| 2010 <i>(2010-2011)</i> | 60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. |
| 2011 <i>(2011-2012)</i> | 60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. |
| 2012 <i>(2012-2013)</i> | 60-70% of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. |

Improvement Activities/Timelines/Resources:

| | |
|---|--|
| 1) 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. | |
| Timelines: Annually | Resources: State Technology Department and Division Resources and Funds |
| 2) Communication Strategy: The State 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 families and districts on the use and advantages of early resolution sessions. | |
| Timelines: Annually | Resources: State Technology Personnel |
| 3) State Advisory Panel (SAP) Dispute Resolution Subcommittee: This subgroup of the SAP is charged with reviewing the data and providing advice to the State in order to improve the dispute resolution processes throughout the state. The committee meets four times per year. | |
| Timelines: FFY 2007- FFY 2012 | Resources: Data from Dispute Resolution Application. |
| 4) Updates to Local Educational Agencies: The State will provide written communication to local systems regarding tips to avoid disputes as well as practices to facilitate early resolution. | |
| Timelines: FFY 2007 – FFY 2012 | Resources: Special Education Professional |

| | |
|---|---|
| | Publications and Trends Detected Through Review of Dispute Resolution Data. |
| <p>5) State Educational Agency (SEA) Training: State staff will attend trainings on dispute resolution, as available, through Southeast Regional Resource Center (SERRC) or other resources. State staff will work to facilitate the effective use of early resolution sessions by participating in the CADRE listserv for dispute resolution managers. One state staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the Office of Special Education Programs (OSEP) Data Mangers meeting, or other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution.</p> | |
| Timelines: FFY 2007 – FFY 2012 | Resources: Special Education Professional Publications and Trends Detected Through Review of Dispute Resolution Data |
| <p>6) Parent Training (Revised): <i>In collaboration with the Parent Training 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.</i></p> | |
| Timelines: FFY 2009- FFY 2012 | Resources: Federal Funds, State Personnel and Partnership with PTI |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

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.

Overview of Issue/Description of System or Process:

The State contracts with qualified mediators on an annual basis. Qualifications for mediators include registration with the state Office of Dispute Resolution, at least one year experience as a mediator, and documentation of knowledge and/or experience with special education law and issues.

When mediation is requested, the form is faxed to the State Legal Services. This request may appear on either the request for a due process hearing (if related) or on a separate request for mediation. Once a request is received, the case is assigned to a mediator. The mediator contacts both parties and arranges the mediation and location. Mediators work with the parties to secure a location and time that are convenient to both parties. Once mediation is complete, the mediator submits a written report that includes general information about the mediation such as the length of the mediation and whether or not an agreement was reached. Mediators are paid once the report has been received by the State.

A survey is sent to both parties once the report is received by the State. The survey evaluates satisfaction with the mediation process and the services of the mediator. The information received is used to inform the process and to evaluate mediators.

Baseline Data for FFY2005:

| Fiscal Year | Mediations Initiated | Mediations Conducted Related to due process [2.1(a)] | Mediation Agreements [2.1(a)(i)] | Mediations conducted not related to the due process hearing [2.1(b)] | Mediation agreements [2.1(b)(i)] | Agreement Rate |
|-------------|----------------------|--|----------------------------------|--|----------------------------------|----------------|
| 2004-2005 | 88 | 58 | 33 | 23 | 20 | 65 % |

Discussion of Baseline Data:

Mediations are confidential. The State is unable to delve into specific details as to why agreement was not reached. The State does conduct a survey of both parties at the end of the mediation. The survey informs the process and is used to improve the mediation services.

| FFY | Measurable and Rigorous Targets |
|-----------------------------|---|
| 2005 (2005-2006) | 66% of mediations held that resulted in mediation agreements. |
| 2006 (2006-2007) | 66% of mediations held that resulted in mediation agreements. |
| 2007 (2007-2008) | 60-70% of mediations held that resulted in mediation agreements. |
| 2008 (2008-2009) | 60-70% of mediations held that resulted in mediation agreements. |
| 2009 (2009-2010) | 60-70% of mediations held that resulted in mediation agreements. |
| 2010 (2010-2011) | 60-70% of mediations held that resulted in mediation agreements. |
| 2011 (2011-2012) | 60-70% of mediations held that resulted in mediation agreements. |
| 2012 (2012-2013) | 60-70% of mediations held that resulted in mediation agreements. |

Improvement Activities/Timelines/Resources:

| | |
|---|---|
| 1) Training: Mediators are trained in conflict resolution, collaborative problem solving, and effective communication. The State will annually train the contracted mediators on Georgia law, state practices, and updates on IDEA. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Division for Special Education and Legal Services Personnel |
| 2) State Advisory Panel (SAP) Dispute Resolution Subcommittee: This subgroup of the SAP is charged with reviewing the data and providing advice to the State in order to improve the dispute resolution processes throughout the state. The committee meets four times per year. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Data from Dispute Resolution Application. |
| 3) Updates to Local Educational Agencies: The State will provide written communication to local systems regarding tips to avoid disputes as well as practices to facilitate early resolution. | |
| Timelines: FFY 2007 – FFY 2012 | Resources: Special Education Professional Publications and Trends Detected Through Review of Dispute Resolution Data |
| 4) State Educational Agency (SEA) Training: State staff will attend trainings on dispute resolution, as available, through Southeast Regional Resource Center (SERRC) or other resources. State staff will work to facilitate the effective use of early resolution sessions by participating in the CADRE listserv for dispute resolution managers. One state staff member will attend the Seattle Law School Conference, the session on Dispute Resolution at the Office of Special Education Program (OSEP) Data Mangers meeting, or other relevant annual trainings. The activities will provide technical assistance to SEA staff responsible for dispute resolution. | |
| Timelines: FFY 2007 – FFY 2012 | Resources: Special Education Professional Publications and Trends Detected Through Review of Dispute Resolution Data |
| 5) Parent Training (Revised): <i>In collaboration with the Parent Training 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.</i> | |
| Timelines: FFY 2009- FFY 2012 | Resources: Federal Funds, State Personnel and Partnership with PTI |

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development: Please see the initial section.

(The following items are to be completed for each monitoring priority/indicator.)

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).

Overview of Issue/Description of System or Process:

Consistencies in state and federal reporting practices have assisted in increasing the accuracy of data. State personnel worked with the Governor’s Office of Student Achievement, Georgia Professional Standards Commission, and the State Information Management personnel on an ongoing basis to provide training and technical assistance to local program staff about data requirements and practices.

Business plans for collecting and reporting local data on Georgia’s Performance Goals for Students with Disabilities are being developed. Each data element is being reviewed for consistency with other reporting agencies. The purpose of the project is to provide transparent data reporting practices that link data from all agencies.

The State is developing a comprehensive database for the collection and analysis of all data related to general supervision and the Georgia Continuous Improvement Monitoring Process (CIMP). The development of the data collection system began in August 2004. The database will include the data elements reported for general supervision and in continuous improvement and compliance monitoring. Reporting on data elements will occur within a few months of the

conclusion of the 2005-2006 school year. The Division for Special Education is planning with the Office of Student Achievement (publishers of the district report cards and state report cards) to finalize and implement the public reporting requirements for district data.

Baseline Data for FFY 2005:

All state reported data was submitted on or before due dates.

Discussion of Baseline Data:

Consistencies in state and federal reporting practices have assisted in maintaining the accuracy of data. The Division for Special Education personnel worked with the Governor’s Office of Student Achievement, Georgia Professional Standards Commission, and the State Information Management personnel to provide training and technical assistance to local program staff about data requirements and practices.

| FFY | Measurable and Rigorous Targets |
|-----------------------------|--|
| 2005 (2005-2006) | 100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. |
| 2006 (2006-2007) | 100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. |
| 2007 (2007-2008) | 100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. |
| 2008 (2008-2009) | 100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. |
| 2009 (2009-2010) | 100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. |
| 2010 (2010-2011) | 100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. |
| 2011 (2011-2012) | 100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. |
| 2012 (2012-2013) | 100% of state reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. |

Improvement Activities/Timelines/Resources

| | |
|--|---|
| 1) Data Workshops for New Directors: The State will conduct data reporting workshops for all new district special education directors through the New Directors’ Academy. | |
| Timelines: FFY 2004 – FFY 2012 | Resources: GaDOE Personnel; Georgia Council of Administrators in Special Education (GCASE) |

| | |
|--|--|
| 2) Data Workshops for General/Special Education Personnel: The Division for Special Education will conduct regional data reporting workshops for general and special education personnel. | |
| Timelines: FFY 2004 – FFY 2012 | Resources: GaDOE Personnel; Internal Technology Personnel |
| 3) Teleconferences: The State will provide a series of data collection teleconferences for districts statewide. | |
| Timelines: FFY 2004 – FFY 2012 | Resources: GaDOE Personnel; Internal Technology Personnel |
| 4) Data Review: Review state and federal data elements and practices to provide for consistent data reporting practices. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: GaDOE Personnel; Internal Technology Personnel |
| 5) Cognos: Develop a dynamic query system, Cognos, for the Division for Special Education staff to use in the data analysis of all 618 and APR data. Staff will be trained during December 2006 and January 2007. Future FFY 2007 projections include district level secured access. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Federal Funds and Funds |
| 6) Special Education Data File: Design and implement a Special Education Data File in the Student Record Data Collection. This web-based system eliminates the few existing data elements currently collected by paper or electronic spreadsheet submissions. This new Special Education Data File will allow the State to facilitate the collection of selected data elements unique to students with disabilities. This includes, but is not limited to, data sensitive events and parent/student participation in Individualized Education Programs. Data collection will begin in March 2007 and close June 15, 2007. | |
| Timelines: FFY 2006 – FFY 2012 | Resources: Federal Funds and Funds |