

## Introduction to the State Performance Plan (SPP)/Annual Performance Report (APR)

**General Supervision System:**

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

The Georgia Department of Education (GaDOE) implemented an effective system of General Supervision to complete the following tasks: (1) Support practices that improve educational results and functional outcomes; (2) Use multiple methods to identify and correct noncompliance within one year; and (3) Use mechanisms to encourage and support improvement and to enforce compliance. The GaDOE's system for General Supervision included eight components; (1) State Performance Plan, (2) Policies, Procedures and Effective Implementation, (3) Integrated Monitoring Activities, (4) Fiscal Management, (5) Data on Processes and Results, (6) Improvement, Correction, Incentives and Sanctions, (7) Effective Dispute Resolution and (8) Targeted Technical Assistance and Professional Development.

The State provided appropriate accountability to ensure that Local Educational Agencies (LEAs) complied with federal regulations. Fidelity of compliant practices was enforced by using a tiered monitoring system that enabled the State to "monitor" all districts every year. Monitoring can be defined as "a continuing function or operation that uses systematic collection and analysis of data on specified indicators to provide management and stakeholders with indications of the extent of progress and achievement of targets and progress in continuous improvement."

The Division monitors each district every year to ensure timely identification and correction of any identified noncompliance. At each tier, the Division conducts a systematic collection and analysis of data to inform compliant practices and improve results. As the tiers go up, there is increased intensity in the review of data. Districts are targeted for each tier based either on data or the State's monitoring cycle.

Tier 1 monitoring procedures were implemented for all districts in the state to enforce compliance and improve results. Tier 1 activities include a review of : District Determination Data, District Summary of APR Activities, District Improvement Activities, Continuation of Services Data, Fiscal Risk Assessment, Data Validation Checks and Dispute Resolution Data.

Tier 2 monitoring procedures were consistently implemented for a targeted group of districts, which were either triggered by Tier 1 data review, such as District Determinations data, or the Fiscal Risk Assessment data or by the Disproportionality Self – Assessment results, Fiscal Self –Assessment results, Record Review data, Desk Audit data or Data Verification and Audit data.

Tier 3 monitoring procedures were implemented for a targeted group of districts and differentiated to meet their compliance and/or performance needs, which were triggered by the previous tier's data or the State's monitoring cycle. In most instances, Tier 3 monitoring activities were conducted onsite. Although Records Review is an onsite activity, the monitoring of data is the same for the targeted group of districts. The monitoring activities at Tiers 2 and 3 provided the State with documentation to review district-level policies, procedures, and practices.

Tier 4 monitoring procedures were implemented for any districts that demonstrated difficulty in timely correcting noncompliance.

Based on the review of data from these components, the GaDOE ensured timely identification and correction of noncompliance that ultimately fostered a "continuous improvement monitoring process." Below is an explanation for several of the monitoring activities.

***Comprehensive Monitoring Activity*** - The Division for Special Education supported other Divisions in the State Department with an integrated monitoring of a targeted group of districts. The collaboration with the Office of School Improvement for the Georgia Assessment of Performance on School Standards (GAPSS) visits focused on the review of school and district standards. Districts for GAPSS visits were targeted based on a High Risk Status or by a request to the State for the review. These districts received onsite visits from a multidisciplinary team. In many cases, performance for SWD was an issue for these districts.

**Focused Monitoring** - The State identified Residential Treatment Programs, Department of Juvenile Justice Facilities, Department of Corrections Facilities or other LEA entities that were on a cycle for monitoring or demonstrated a pattern of non-compliance for Focused Monitoring. The onsite team, led by compliance review staff, observed classrooms, reviewed records and conducted interviews to ensure the provision of free and appropriate public education to students with disabilities.

**Record Reviews** - The State conducted Record Reviews to evaluate due process procedural compliance for local districts. The State reviewed records from all LEAs which included transition plans, and from identified LEAs for student support team records, eligibility reports and discipline records to ensure compliance with disciplinary due process procedures. The State used its records review process to obtain most data on appropriate transitional goals for Indicator 13.

**Active Engagement Process** - The five step Active Engagement Process is designed to identify LEAs who need assistance in specific areas. This is done by helping them identify systemic problems, developing individualized remediation plans, supporting their work with specialized teams, and requiring documentation of compliance and improvement of student outcomes. The GaDOE Division for Special Education Services and Supports is committed to partnering with LEAs through the Active Engagement Process.

**Fiscal Monitoring** - Federal regulations and general supervision administrative procedures require the State Educational Agency (SEA) to monitor high-risk programs. Georgia conducts a risk assessment annually to determine whether the LEA had a high-risk determination and required program monitoring and/or fiscal monitoring. For Fiscal Monitoring, the Division for Special Education assigns points to specified elements and combines those points with the Finance Budget Office (FBO) Risk Rating to determine each LEA's fiscal risk score. LEAs with a score of 0 to 25 points would be determined to be a low risk. Those LEAs with a score of 26 to 100 points would be determined to be a medium risk. Those LEAs with a score greater than 101 points would be determined to be at high risk. The goal for an LEA would be to have a low risk rating score. Intervention Risk Assessment Strategies were determined for each risk-rating group.

Those LEAs with a fiscal risk score of 101 or higher would be determined to be a high-risk district and require fiscal monitoring. LEAs within the following high-risk elements are automatically monitored regardless of the LEA's final fiscal risk score:

- Department decision to monitor the LEA.
- LEAs with fiscal irregularities or factors resulting in a return of special education funds.
- LEAs with the same fiscal finding two years in a row.
- LEAs with fiscal completion reports with a variance over 125% two years in a row.

**Data Verifications and Audits** - The Division for Special Education selected a sampling of districts to provide data verification based on certain risk factors. In these instances, the districts provided appropriate documentation to support valid and accurate data reporting practices. Although some monitoring procedures are in place for all districts, this level of verification impacted a target group of districts.

**Dispute Resolution** - The State provided desk audits to resolve issues of noncompliance as a part of the implementation of the dispute resolution processes. This data and documentation were used to support identification and/or correction of noncompliance for LEAs identified through a complaint investigation or a due process hearing.

**Disproportionality Self-Assessment** - The State administered the Disproportionality Self-Assessment Monitoring Protocol to all districts identified as having some type of disproportionality determination. Based on the review of this data and any other pertinent documentation, the State used this information to inform identification of noncompliance.

**Timeline Reviews** - Timeline summary reports were submitted as a part of the required publicly reported data to the State last July. Each local district submitted a summary of its performance in meeting timelines for initial placements, eligibility redeterminations, and Babies Can't Wait (part C) preschool transitions that were completed during that fiscal year (July 1-June 30).

The following link provides additional information to Georgia's General Supervision processes:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/GCIMP%20Manual%202012%20Official%20final.pdf>

#### **Technical Assistance System:**

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

The Division has made technical assistance (TA) a priority in order to facilitate program improvement throughout the state that is linked to the indicators and improvement activities as outlined in the State Performance Plan (SPP) and the correction of noncompliance. The State's comprehensive approach to TA enables the Department to differentiate the scope of services provided for districts based on local needs. TA provides a framework for local education agencies (LEA) to build their general supervision. Basic TA is a facilitation for change and includes providing documentation of evidence-based practices and disseminating examples of success to assist others in planning, implementation and use of tools to achieve positive outcomes. TA ranges from general levels, such as the state providing an overview/ review of best practices and/or general TA to Targeted Technical Assistance (TTA). TA available for all districts include monthly meetings with local districts, webinars to support compliant implementation of the IDEA, weekly updates via email, monthly directors' webinars, the Special Education Implementation Manual, and special education sample forms.

TTA would include more focused levels of support such as the State directing root cause analysis and monitoring of Corrective Action Plans (CAP) development and correction. It may also include assistance with data analysis, improvement planning, and identification of promising practices, training in identified needs, and other requests for resources that would facilitate program change. Successful TTA requires an ongoing negotiated and collaborative relationship. TTA leads to a purposeful, planned series of activities that result in changes to policy, program, or operations that support increased capacity at the state/system/school levels.

To achieve these outcomes the collaboration often includes the Georgia Learning Resource System (GLRS), Regional Education Service Agencies (RESA), local colleges and universities and our national partners, to provide additional technical assistance to LEAs. In addition, the state uses the Active Engagement (AE) Process and Collaborative Communities facilitated by division staff to assist LEAs in identifying areas of need and implementing systemic change.

Active Engagement Process is a five step process designed to identify LEAs who need assistance in specific areas. This process helps them identify systemic problems, develop individualized remediation plans, support their work with specialized teams, and documentation of compliance and improvement of student outcomes.

The Collaborative Communities approach reflects a technical assistance model in which stakeholders are engaged in solving critical problems and supporting each other in their efforts. Participants share common roles, responsibilities, and/or desired outcomes. They deepen their knowledge and expertise by sharing information, materials, and resources. These groups utilize focused action and shared leadership in order to work together to accomplish common goals.

#### **Professional Development System:**

The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

Professional Development (PD) runs along a continuum at a basic level in providing general information to a more targeted and intensive PL which is job embedded, data driven school improvement in LEAs, schools and classrooms. Research suggests that in order to build capacity using a framework that includes understanding the stages of change process include: Exploration, Installation, Initial Implementation, Full Implementation, and Sustainability and Innovation. This requires a system's commitment to a multi-year process of improvement.

The Division of Special Education Services collaborates with many partners at the national, regional, state, and local levels to provide timely, accurate information about available professional development in special education. These

collaborations often include the national technical assistance centers, the University of Kansas Transition Center (KU), the Regional Education Service Agencies (RESA), Georgia Learning Resource System (GLRS), Special Education Leadership Development Academy (SELDA) and local colleges and universities.

The Division's PD encompasses many factors including what model and delivery method (job-related or job embedded) will be followed and the type of training. In addition, the PD is generally self-directed, based on previous experience, relevant to the needs and applicable in their specific situation. It is based on a "who needs to know what" model at the district, administrative, school or specialist's level. The various delivery models for professional development include webinars, training module series, videos and face to face conferencing.

Some examples of these can be found at:

- Georgiastandards.org Resources and Videos: ( <https://www.georgiastandards.org/Resources/Pages/default.aspx> )
- Professional Learning Resources for Teacher and Leader Effectiveness: ( <http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Professional-Learning-Resources-for-Teacher-and-Leader-Effectiveness.aspx> )
- State Personnel Development Grant (SPDG) Professional Development Videos: ( <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Personnel-Development-Grant.aspx> )

#### Stakeholder Involvement:

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

Under the leadership of the State School Superintendent, Dr. John D. Barge, the Georgia Department of Education's (GaDOE) vision is to make education work for all Georgians. In moving toward this goal, GaDOE has core values of transparency, honesty, trust, respect, and collaboration. The overall vision and values have been apparent during the development of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as we have sought and received broad stakeholder input. In January 2015, Mr. Richard Woods assumed the role of Georgia's School Superintendent.

To meet the need for a variety of stakeholder's input for the Division's initiatives and the State Systemic Improvement Plan, the Department of Education has participated in several trainings for Leading by Convening. As a result of using the principles in Leading by Convening, the state has been able to engage more stakeholders in the decision making process for the SPP and APR.

Among the stakeholders providing input for the new targets and activities for the SPP and APR through 2018 are the State Advisory Panel (SAP) for Special Education. The SAP is comprised of the following members.

- Parents of children with disabilities, ages birth through 2
- Parent advocates
- Individuals with disabilities
- Local district educational administrators
- General and special education teachers
- Local district Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act
- Representatives from:
  - The Department of Correction
  - A college/university that prepares special education and related services personnel
  - Part C, Babies Can't Wait
  - Private schools or Charter school
  - The Department of Juvenile Justice
  - Georgia Vocational Rehabilitation Agency (vocation/transition)
  - The Division of Family and Children Service

- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents' Association

The SAP received an overview of the changes to the SPP/APR and trend data analysis for each indicator from Division for Special Education personnel during an August 2014 meeting. The SAP members were divided into varied workgroups to analyze the State's performance for each indicator and made recommendations to the State regarding the new SPP targets through 2018. Each workgroup shared its recommendations with the entire SAP, providing an opportunity for further discussion and recommendations.

The State Director for special education also conducts listening sessions with a group of special education directors quarterly (Director's Forum). During these forums, feedback and input were also sought and received regarding many of the indicators, activities and targets. The State's flexibility waiver was approved by the United States Department of Education (USDOE) on March 30, 2012. As a result, the accountability system for the state of Georgia has been revised. The combined input of each of these groups was used to establish the targets for Indicators 1-14.

In addition, the Georgia Department of Education (GaDOE) has engaged numerous internal and external stakeholders to provide awareness of the State Systemic Improvement Plan (SSIP) and review various sources of data necessary to implement Phase I. In September 2013, the Division for Special Education began its SSIP Phase I process by providing technical assistance for the State's Special Education Leadership team. The following bullets outline subsequent meetings held by the Division for Special Education Leadership Team with additional stakeholders for the SSIP. More specific information is recorded in Indicator 17 of the SPP/APR.

- February 2-14: Division of Special Education staff and personnel from the Georgia Learning Resource System
- March 2014: Local special education directors and the State Advisory Panel
- May 2014 and July 2014: Internal and external members of the Stakeholders Committee for the SSIP.

#### Reporting to the Public:

How and where the State reported to the public on the FFY 2012 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2012 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.

GaDOE reports annually to the public on the State's progress and/or slippage in meeting rigorous targets found in the SPP by providing a copy of its APR and an updated copy of the SPP on the department's website, available at [SPP/APR Reports](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-(SPP),-Annual-Performance-Reports-(APR)-and-Annual-Determinations.aspx) ( [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-\(SPP\),-Annual-Performance-Reports-\(APR\)-and-Annual-Determinations.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-(SPP),-Annual-Performance-Reports-(APR)-and-Annual-Determinations.aspx) ) . These revised documents will be posted on the website no later than 120 days following the State's submission of its Part B-APR on February 1, 2015, in accordance with 20 U.S.C. 1416(b)(2)(C)(ii)(I) and 34 CFR §300.602. The SPP and APR will be distributed to the media and other public agencies.

Determinations about each local district are made annual in the fall of each school year. The GaDOE reports annually to the public on the performance of each Local Educational Agency (LEA) on the targets in the SPP at [LEA \(District\) Reports](http://archives.gadoe.org/ReportingFW.aspx?PageReq=211&PID=61&PTID=67&CTID=216&StateId=ALL&T=0) ( <http://archives.gadoe.org/ReportingFW.aspx?PageReq=211&PID=61&PTID=67&CTID=216&StateId=ALL&T=0> ) (Choose District Name→Special Education). The development of this public reporting mechanism is the result of ongoing collaboration between the Division for Special Education and Division for Information Technology within the GaDOE. By design, this information is embedded into the profile that has been provided for the last several years.

## Indicator 1: Graduation

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

### Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		34.00%	36.00%	75.00%	80.00%	85.00%		35.70%
Data	32.40%	32.93%	37.74%	41.40%	44.38%	43.30%	35.20%	35.20%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	47.40%	53.20%	59.10%	64.90%	69.90%	74.90%

### Targets: Description of Stakeholder Input

Targets for graduation rate are set by the state's ESEA Flexibility Waiver. Georgia is in the process of establishing targets for FFY 2017 and FFY 2018. The Flexibility Waiver is being renewed and therefore, the current waiver does not have targets for these years. As a result, the FFY 2017 and 2018 targets above are based on the growth projected in prior year targets. If available, these two targets may be amended during the clarification period.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs graduating with a regular diploma	4,857	
SY 2012-13 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	9/15/2014	Number of youth with IEPs eligible to graduate	13,843	
SY 2012-13 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	9/23/2014	2012-13 Regulatory four-year adjusted-cohort graduation rate table	35.09%	Calculate <input type="button" value=""/>

### FFY 2013 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data
4,857	13,843	35.20%	47.40%	35.09%

**Graduation Conditions Field**

Provide the four-year graduation cohort rate. The four-year graduation rate follows a cohort, or a group of students, who begin as first-time 9th graders in a particular school year and who graduate with a regular high school diploma in four years or less. An extended-year graduation rate follows the same cohort of students for an additional year or years. The cohort is "adjusted" by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

Under 34 C.F.R. §200.19(b)(1)(iv), a "regular high school diploma" means the standard high school diploma awarded to students in a State that is fully aligned with the State's academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

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. Georgia has defined a graduate as a student who leaves high school with a Regular Diploma (this does not include Certificates of Attendance or Special Education Diplomas) in the standard time (i.e., 4 years). Graduates are students who have met course and assessment criteria. Depending on the year of ninth grade entry, students must complete the high school program of study and meet testing requirements set forth by the Georgia Department of Education (GaDOE). Georgia offers one diploma for all students. The links below provide information for the appropriate requirements.

- **Testing:** ( <http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-3-1-.07.pdf> )
- **Graduation:** ( <http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Graduation-Requirements.aspx> )

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 2: Drop Out

Monitoring Priority: FAPE in the LRE

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

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		5.70%	5.60%	5.50%	5.40%	5.30%	5.20%	5.10%
Data	6.10%	5.77%	5.27%	5.80%	5.50%	5.80%	6.15%	6.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	5.90%	5.90%	5.80%	5.70%	5.60%	5.50%

### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

### FFY 2013 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Total number of all youth with IEPs who left high school (ages 14-21)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
3,359	59,187	6.00%	5.90%	5.68%

Use a different calculation methodology

Please explain the methodology used to calculate the numbers entered above.

The dropout rate calculation is the same for students with and without disabilities. The State used the dropout data for FFY 2012 that was used in the ESEA graduation rate calculation and followed the timeline established by the Department under the ESEA. The calculation is the number of Students with Disabilities (SWD) in grades 9-12 with a withdrawal code corresponding to a dropout divided by the number of SWD in grades 9-12. Withdrawal codes corresponding to dropout are as follows: Marriage, Expelled, Financial Hardship/Job, Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice

Authority, Low Grades/School Failure, Military, Adult Education/Postsecondary, Pregnant/Parent, Removed for Lack of Attendance, Serious Illness/Accident, and Unknown. As a result, the number reported in the "Total number of all youth with IEPs who left high school (ages 14- 21)" reflects the total SWD enrollment in grades 9-12 during the same reporting period.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

### Indicator 3A: Districts Meeting AYP/AMO for Disability Subgroup

Monitoring Priority: FAPE in the LRE

Results indicator: 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/AMO 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))

#### Historical Data

Baseline Data: 2011

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		74.34%	73.34%	75.34%	77.34%	79.34%		45.50%
Data	61.62%	51.44%	52.60%	55.80%	36.25%	50.30%	44.39%	41.40%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	41.50%	42.00%	43.00%	43.50%	44.00%	44.50%

#### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA’s performance on each indicator.

#### FFY 2013 SPP/APR Data

Does your State have an ESEA Flexibility Waiver of determining AYP?  Yes  No  
 Are you reporting AYP or AMO?  AYP  AMO

Number of districts in the State	Number of districts that met the minimum “n” size	Number of districts that meet the minimum “n” size AND met AMO	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
200	194	69	41.40%	41.50%	35.57%

#### Explanation of Slippage

The chart above provides the data for the Reading AMO. The chart below provides the data for the Math AMO. The discussion of slippage for the Reading and Mathematics AMOs appears under the chart below.

**FFY 2013 SPP/APR Data: Mathematics AMO**

Number of districts in the State	Number of districts that met the minimum "n" size	Number of districts that meet the minimum "n" size AND met AMO	FFY 2012 Data	FFY 2013 Target	FFY 2013 Data	Status	Slippage
200	193	36	20.6%	20.6%	18.65%	Did Not Meet Target	Slippage

**Discussion of Slippage for Reading and Mathematics AMO:**

All students, to include students with disabilities, have experienced difficulty reaching previous achievement levels under the more rigorous Common Core Georgia Performance Standards. Teachers are learning to embrace new instructional practices as they develop lessons incorporating the principles of UDL, which could account for the achievement slippage.

The State is providing a data note to explain the different denominators for Indicator 3a. While 194 districts met the "N" size for reading, only 193 districts met the "N" size for mathematics. Due to the length of the assessment window, the enrollment within a district may vary between the administration of the reading assessment and the administration of the mathematics assessment.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

### Indicator 3B: Participation for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: 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/AMO 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))

#### Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Overall	2011	Target ≥		98.54%	98.54%	98.75%	98.75%	98.75%		98.90%
			Data	98.82%	99.40%	99.14%	99.17%	99.31%	99.80%	98.70%	98.40%
Math	A Overall	2011	Target ≥		98.53%	98.53%	98.75%	98.75%	98.75%		97.70%
			Data	98.82%	99.12%	99.11%	99.19%	99.30%	99.26%	98.00%	97.70%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Overall	98.40%	98.40%	98.45%	98.45%	98.50%	98.75%
Math	A ≥ Overall	97.70%	97.70%	97.75%	97.75%	97.80%	98.25%

#### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA’s performance on each indicator.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

**Data Source:** SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) **Date:** 12/18/2014

Reading assessment participation data by grade

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	16742	16798	16909	16466	15881	15173	214	1937	8015	717	0
b. IEPs in regular assessment with no accommodations	4293	3447	3074	2281	2115	1967	55	580	1839	257	
c. IEPs in regular assessment with accommodations	8294	9352	8900	9830	9567	8718	130	1240	4754	407	
d. IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0	0	
e. IEPs in alternate assessment against modified standards	2740	2554	3398	2790	2507	2735	0	0	0	0	
f. IEPs in alternate assessment against alternate standards	1349	1359	1475	1473	1529	1655	0	0	1299	0	

**Data Source:** SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) **Date:** 12/18/2014

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	16742	16801	16909	16464	15873	15174	1142	8631	2499	507	0
b. IEPs in regular assessment with no accommodations	4211	3410	3133	2176	1951	2147	316	2388	393	162	
c. IEPs in regular assessment with accommodations	8820	8916	7884	9048	8665	7327	688	5885	753	306	
d. IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0	0	
e. IEPs in alternate assessment against modified standards	2276	3030	4358	3666	3598	3936	0	0	0	0	
f. IEPs in alternate assessment against alternate standards	1348	1358	1472	1472	1529	1656	0	0	1299	0	

**FFY 2013 SPP/APR Data: Reading Assessment**

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	108,852	107,963	98.40%	98.40%	99.18%

**FFY 2013 SPP/APR Data: Math Assessment**

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Overall	110,742	109,577	97.70%	97.70%	98.95%

**Public Reporting Information**

Provide links to the page(s) where you provide public reports of assessment results.

GaDOE reports annually to the public on the State's progress and/or slippage in meeting rigorous targets found in the SPP by providing a copy of its APR and an updated copy of the SPP on the department's website, available at SPP/APR Reports ( [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-\(SPP\)-Annual-Performance-Reports-\(APR\)-and-Annual-Determinations.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-(SPP)-Annual-Performance-Reports-(APR)-and-Annual-Determinations.aspx) ). These revised documents will be posted on the website no later than 120 days following the State's submission of its Part B-APR on February 1, 2015, in accordance with 20 U.S.C. 1416(b)(2)(C)(i)(I) and 34 CFR §300.602. The SPP and APR will be

## FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

distributed to the media and other public agencies.

Determinations about each local district are made annual in the fall of each school year. The GaDOE reports annually to the public on the performance of each Local Educational Agency (LEA) on the targets in the SPP at LEA (District) Reports (<http://archives.gadoe.org/ReportingFW.aspx?PageReq=211&PID=61&PTID=67&CTID=216&Statel=ALL&T=0>) (Choose District Name→Special Education). The development of this public reporting mechanism is the result of ongoing collaboration between the Division for Special Education and Division for Information Technology within the GaDOE. By design, this information is embedded into the profile that has been provided for the last several years.

### Actions required in FFY 2012 response table

None

### Responses to actions required in FFY 2012 response table

### Indicator 3C: Proficiency for Students with IEPs

Monitoring Priority: FAPE in the LRE

Results indicator: 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/AMO 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))

#### Historical Data

	Group Name	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
Reading	A Elementary/ Middle	2011	Target ≥					69.00%	70.00%		79.50%
			Data					70.11%	73.90%	80.40%	81.10%
	B HS	2011	Target ≥								62.70%
			Data						61.70%	63.20%	
Math	A Elementary/ Middle	2011	Target ≥					55.00%	56.00%		69.80%
			Data					54.23%	64.00%	64.70%	65.40%
	B HS	2011	Target ≥								37.70%
			Data						31.50%	37.60%	

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

	FFY	2013	2014	2015	2016	2017	2018
Reading	A ≥ Elementary/Middle	81.60%	83.60%	85.70%	87.70%	87.80%	87.90%
	B ≥ HS	66.40%	70.10%	73.90%	77.60%	77.70%	77.80%
Math	A ≥ Elementary/Middle	72.90%	75.90%	78.90%	81.90%	82.00%	82.10%
	B ≥ HS	10.30%	25.30%	40.20%	55.20%	55.30%	55.40%

#### Targets: Description of Stakeholder Input

Targets for graduation rate are set by the state's ESEA Flexibility Waiver. Georgia is in the process of establishing targets for FFY 2017 and FFY 2018. The Flexibility Waiver is being renewed and therefore, the current waiver does not have targets for these years. As a result, the FFY 2017 and 2018 targets above are based on the growth projected in prior year targets. If available, these two targets may be amended during the clarification period.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

**Data Source:** SY 2013-14 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) **Date:** 12/18/2014

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	16676	16712	16847	16374	15718	15075	185	1820	7892	664	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	3966	3179	2905	2184	1953	1847	21	365	1383	141	
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	6928	7212	7948	8505	7468	7863	50	585	3116	210	
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	1951	1528	2506	1754	1425	1879					
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	1057	1090	1186	1141	1191	1320	0	0	936	0	0

**Data Source:** SY 2013-14 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) **Date:** 12/18/2014

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	16655	16714	16847	16362	15743	15066	1004	8273	2445	468	0
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	3376	2792	2735	1785	1639	1577	49	459	51	18	
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	4210	4335	5756	4631	5167	4447	19	503	72	29	
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level	913	1515	3006	1904	2467	2702					
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	1208	1136	1224	1094	1038	1366	0	0	956	0	0

**FFY 2013 SPP/APR Data: Reading Assessment**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A	97,402	79,986	81.10%	81.60%	82.12%

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
Elementary/ Middle					
B HS	10,561	6,807	63.20%	66.40%	64.45%

**FFY 2013 SPP/APR Data: Math Assessment**

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A Elementary/ Middle	97,387	62,023	65.40%	72.90%	63.69%
B HS	12,190	2,156	37.60%	10.30%	17.69%

**Explanation of Group A Slippage**

All students, to include students with disabilities, have experienced difficulty reaching previous achievement levels under the more rigorous Common Core Georgia Performance Standards. Teachers are learning to embrace new Instructional practices as they develop lessons incorporating the principles of UDL, which could account for the achievement slippage. In addition, the large disparity between the State's performance in high school from FFY 2012 (37.60%) and FFY 2013 (17.69%) is the result of a change in the End of Course Test (EOCT) administered. The state has changed from administering an EOCT for integrated mathematics to an EOCT for discrete mathematics. The targets reflected in the previous section and the FFY 2013 data above reflect discrete mathematics.

**Public Reporting Information**

Provide links to the page(s) where you provide public reports of assessment results.

GaDOE reports annually to the public on the State's progress and/or slippage in meeting rigorous targets found in the SPP by providing a copy of its APR and an updated copy of the SPP on the department's website, available at SPP/APR Reports ( [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-\(SPP\)-Annual-Performance-Reports-\(APR\)-and-Annual-Determinations.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/State-Performance-Plan-(SPP)-Annual-Performance-Reports-(APR)-and-Annual-Determinations.aspx) ). These revised documents will be posted on the website no later than 120 days following the State's submission of its Part B-APR on February 1, 2015, in accordance with 20 U.S.C. 1416(b)(2)(C)(ii)(I) and 34 CFR §300.602. The SPP and APR will be distributed to the media and other public agencies.

Determinations about each local district are made annual in the fall of each school year. The GaDOE reports annually to the public on the performance of each Local Educational Agency (LEA) on the targets in the SPP at LEA (District) Reports ( <http://archives.gadoe.org/ReportingFW.aspx?PageReq=211&PID=61&PTID=67&CTID=216&StateId=ALL&T=0> ) (Choose District Name→Special Education). The development of this public reporting mechanism is the result of ongoing collaboration between the Division for Special Education and Division for Information Technology within the GaDOE. By design, this information is embedded into the profile that has been provided for the last several years.

**Actions required in FFY 2012 response table**

None

Responses to actions required in FFY 2012 response table

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## Indicator 4A: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

### Historical Data

Baseline Data: 2010

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≤		4.37%	3.83%	3.83%	3.28%	3.28%	10.00%	9.50%
Data	6.56%	4.89%	0.54%	0.54%	0%	10.22%	5.21%	3.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≤	4.50%	4.40%	4.30%	4.20%	4.10%	4.00%

### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
9	200	3.00%	4.50%	4.50%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State

 The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

**State’s definition of “significant discrepancy” and methodology**

**Georgia’s Definition of Significant Discrepancy:** The rate of suspensions and expulsions of students with disabilities (SWD) for greater than 10 days in a school year was defined as: (1) a suspension N size  $\geq 5$  and (2) a suspension/expulsion relative risk  $\geq 2.0$  for 2011-2012 and 2.0 for 2012-2013.

**Calculation for Significant Discrepancy:**

**Georgia’s Suspension and Expulsion Relative Risk:**

(((Focus District # of SWD with greater than 10 days Out-of-School Suspension (OSS)) Divided by (Focus District Total SWD Age 3/21))

Divided by

(State # of SWD with greater than 10 days OSS Divided by State SWD Age 3/21)]

**Georgia’s Comparison Methodology:** Georgia compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs) among Local Educational Agencies (LEAs) in the State.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**FFY 2012 Identification of Noncompliance**

**Review of Policies, Procedures, and Practices** (completed in FFY2013 using 2012-2013 data)

*Description of review*

Based on 2012-2013 data reported in FFY 2013 SPP/APR, 9 out of 200 districts were identified as having a significant discrepancy in the rate of suspensions and expulsions for >10 days in a school year for children with Individualized Education Programs (IEPs). The State required the districts to complete a Self-Assessment Monitoring Protocol to review policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure compliance. Each district convened a Self-Assessment team to rate the district’s performance. Districts were required to demonstrate 100% proficiency on all indicators represented in the Discipline Focus Areas of the Self-Assessment.

The State required each district with significant discrepancy to attend a Disproportionality Forum to verify policies, practices and procedures related to this area. As a result of this verification, 1 out of the 9 districts were identified as having noncompliance related to the significant discrepancy. The State identified the district as having noncompliance and required the district to make timely correction of the noncompliance within one year of the notification. The State required the district to review and revise their policies, practices, and procedures for discipline. The district indicated

noncompliance in a number of areas, including the following: procedure for monitoring suspensions of SWD at the district level, use of positive behavioral intervention and supports, appropriate development of Behavioral Intervention Plans, appropriate use of functional behavioral assessments, etc. The GaDOE identified the level and nature of noncompliance for the district to develop a targeted technical assistance plan to ensure timely correction. The Division for Special Education staff reviewed and approved the district's Corrective Action Plan (CAP) for addressing the cited noncompliance and for revising policies, practices, and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, and procedural safeguards to ensure compliance with IDEA as required by 34 CFR §300.170(b) for the district identified with significant discrepancy. The district also attached the CAP in their consolidated application. Correction of noncompliance for this districts will be reported in the FFY 2014 APR.

- The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)
  - The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:
    - The State DID ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.
- Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

The GaDOE identified the level and nature of noncompliance for the district to develop a targeted technical assistance plan to ensure timely correction. The Division for Special Education staff reviewed and approved the district's Corrective Action Plan (CAP) for addressing the cited noncompliance and for revising policies, practices, and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, and procedural safeguards to ensure compliance with IDEA as required by 34 CFR §300.170(b) for the district identified with significant discrepancy. The district also attached the CAP in their consolidated application. Reviews of the progress on the CAP initiatives are conducted monthly with the district.

- The State did NOT ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
5	5	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The districts were required to create a Corrective Action Plans (CAP) that addressed the non-compliance and for the revising of policies, practices, and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, and procedural safeguards to ensure compliance with IDEA as required by 34 CFR §300.170(b) for the districts identified with significant discrepancy. The implementation of the CAP was monitored monthly by the Division staff.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

The State conducted the review required by 34 CFR §170(b) and identified 5 of the 6 districts as having noncompliance by June 30, 2013. The districts received written notification of the noncompliance and were required to make correction of the noncompliance. Five out of 5 districts submitted appropriate documentation to the state to verify timely correction no later than one year. The State verified that the districts (1) were correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a state data system; and (2) have corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02 dated October 17, 2008.



## Indicator 4B: Suspension/Expulsion

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

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

### Historical Data

Baseline Data: 2010

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data					0.53%	2.15%	0.52%	4.10%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
13	3	200	4.10%	0%	1.50%

All races and ethnicities were included in the review

### State's definition of "significant discrepancy" and methodology

**Georgia's Definition of Significant Discrepancy:** The rate of suspensions and expulsions of students with disabilities (SWD), by race and ethnicity, for greater than 10 days in a school year was defined as: (1) a suspension N size  $\geq 5$  and (2) a suspension/expulsion relative risk  $\geq 2.0$  for 2011-2012 and 2.0 for 2012-2013.

#### Calculation for Significant Discrepancy:

#### *Georgia's Suspension and Expulsion Relative Risk:*

(((Focus District # of SWD, by race and ethnicity, with greater than 10 days Out of School Suspension (OSS)) Divided by

(Focus District Total SWD, by race and ethnicity Age 3/21))

Divided by

((State # of SWD with greater than 10 days OSS) Divided by (State SWD Age 3/21))]

**Georgia’s Comparison Methodology:** Georgia compares the rates of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs) among Local Educational Agencies (LEAs) in the State.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**FFY 2012 Identification of Noncompliance**

**Review of Policies, Procedures, and Practices** (completed in FFY2013 using 2012-2013 data)

*Description of review*

Based on 2012-2013 data reported in FFY 2013 SPP/APR, 13 out of 200 districts were identified as having a significant discrepancy in the rate of suspensions and expulsions for >10 days in a school year for children with Individualized Education Programs (IEPs). The State required the districts to complete a Self-Assessment Monitoring Protocol to review policies, practices, and procedures relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports and procedural safeguards to ensure compliance. Each district convened a Self-Assessment team to rate the district’s performance. Districts were required to demonstrate 100% proficiency on all indicators represented in the Discipline Focus Area of the Self-Assessment.

The State required the 13 districts with significant discrepancy to attend a Disproportionality Forum to verify policies, practices and procedures related to this area. As a result of the verification, 3 districts were identified as having noncompliance related to the significant discrepancy. The State identified the district as having noncompliance and required the district to make timely correction of the noncompliance within one year of the notification. The State required the district to review and revise their policies, practices, and procedures for discipline. The districts indicated noncompliance in a number of areas, including the following: procedure for monitoring suspensions of SWD at the district level, use of positive behavioral intervention and supports, appropriate development of Behavioral Intervention Plans and appropriate use of functional behavioral assessments. The GaDOE identified the level and nature of noncompliance for the district to develop a targeted technical assistance plan to ensure timely correction. The Division for Special Education staff reviewed and approved the district’s Corrective Action Plan (CAP) for addressing the cited noncompliance and for revising policies, practices, and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, and procedural safeguards to ensure compliance with IDEA. The district also attached the CAP in its consolidated application.

 The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

 The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b).

Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

The GaDOE identified the level and nature of noncompliance for the district to develop a targeted technical assistance plan to ensure timely correction. The Division for Special Education staff reviewed and approved the district’s Corrective Action Plan for addressing the cited noncompliance and for revising policies, practices, and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, and procedural safeguards to ensure compliance with IDEA. The district also attached the CAP in their consolidated application. Monthly reviews of the progress on the CAP initiatives are conducted monthly with the district.

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
8	8	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The districts were required to create Corrective Action Plans (CAP) that addressed the non-compliance and for the revising of policies, practices, and procedures related to the development and implementation of IEPs, the use of Positive Behavioral Interventions and Supports, and procedural safeguards to ensure compliance with IDEA as required by 34 CFR §300.170(b) for the districts identified with significant discrepancy. The implementation of the CAP was monitored monthly by the Division staff.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

The State identified twelve districts with significant discrepancy by race. The State required the 12 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 8 of the 12 districts. The noncompliant districts 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 districts received written notification of the noncompliance and were required to timely correct the noncompliance no later than one year from the notification. The State verified that the district (1) was correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memorandum 09-02 dated October 17, 2008.

**Indicator 5: Education Environments (children 6-21)**

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

**Historical Data**

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2005	Target ≥		57.00%	59.00%	61.00%	63.00%	65.00%	65.00%	67.00%
		Data	54.30%	55.43%	60.00%	61.00%	61.83%	62.70%	63.74%	64.60%
B	2005	Target ≤		19.00%	18.00%	17.00%	16.00%	15.00%	14.00%	13.00%
		Data	19.40%	19.66%	16.70%	16.40%	15.63%	15.07%	14.78%	14.60%
C	2005	Target ≤		0.90%	0.90%	0.80%	0.80%	0.80%	0.80%	0.80%
		Data	1.40%	1.62%	1.91%	2.00%	2.42%	2.32%	2.26%	2.40%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

**FFY 2013 - FFY 2018 Targets**

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	65.00%	65.10%	65.20%	65.30%	65.40%	65.50%
Target B ≤	14.50%	14.40%	14.30%	14.20%	14.10%	14.00%
Target C ≤	2.00%	1.80%	1.70%	1.60%	1.50%	1.38%

**Targets: Description of Stakeholder Input**

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

**Prepopulated Data**

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	Total number of children with IEPs aged 6 through 21	173,059	

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	112,283	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	25,089	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c1. Number of children with IEPs aged 6 through 21 in separate schools	2,507	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c2. Number of children with IEPs aged 6 through 21 in residential facilities	618	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/3/2014	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	378	

**FFY 2013 SPP/APR Data**

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	112,283	173,059	64.60%	65.00%	64.88%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	25,089	173,059	14.60%	14.50%	14.50%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	3,503	173,059	2.40%	2.00%	2.02%

**Provide additional information about this indicator (optional)**

When this indicator is converted to a PDF, the narrative box appears that says, "Please explain the methodology used to calculate the numbers entered above." The state did not use a different calculation and has not provided an explanation. This box should be disregarded on the PDF. It does not appear in the GRADS360 tool.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 6: Preschool Environments

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Historical Data										
	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2011	Target ≥								47.00%
		Data							46.00%	45.50%
B	2011	Target ≤								21.00%
		Data							22.60%	24.20%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	45.60%	45.80%	46.00%	46.20%	46.40%	46.60%
Target B ≤	24.40%	24.00%	23.00%	23.50%	23.00%	22.50%

### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	Total number of children with IEPs aged 3 through 5	17,528	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	7,987	

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Source	Date	Description	Data	Overwrite Data
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b1. Number of children attending separate special education class	4,199	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b2. Number of children attending separate school	72	
SY 2013-14 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/3/2014	b3. Number of children attending residential facility	1	

**FFY 2013 SPP/APR Data**

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	7,987	17,528	45.50%	45.60%	45.57%
B. Separate special education class, separate school or residential facility	4,272	17,528	24.20%	24.40%	24.37%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 7: Preschool Outcomes

Monitoring Priority: FAPE in the LRE

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

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

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

### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A1	2008	Target ≥					70.00%	72.00%	73.00%	74.00%
		Data				68.70%	70.30%	78.80%	76.30%	76.20%
A2	2008	Target ≥					59.00%	61.00%	62.00%	63.00%
		Data				57.10%	57.10%	60.80%	60.30%	61.30%
B1	2008	Target ≥					66.00%	68.00%	69.00%	70.00%
		Data				63.90%	74.20%	81.80%	80.20%	81.40%
B2	2008	Target ≥					27.00%	29.00%	30.00%	31.00%
		Data				24.90%	27.70%	33.00%	35.30%	36.70%
C1	2008	Target ≥					73.00%	75.00%	76.00%	77.00%
		Data				71.20%	69.20%	79.20%	76.00%	76.30%
C2	2008	Target ≥					68.00%	70.00%	71.00%	72.00%
		Data				65.70%	66.60%	69.70%	70.80%	71.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A1 ≥	78.35%	78.40%	78.50%	78.50%	78.60%	78.60%
Target A2 ≥	61.40%	61.50%	61.60%	61.70%	61.80%	62.00%
Target B1 ≥	81.00%	81.10%	81.20%	81.30%	81.40%	81.50%
Target B2 ≥	36.70%	36.90%	37.00%	37.10%	37.20%	37.30%
Target C1 ≥	77.35%	77.50%	77.70%	77.90%	78.00%	78.00%
Target C2 ≥	71.45%	71.50%	71.70%	71.90%	72.00%	72.00%

### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

**FFY 2013 SPP/APR Data**

Number of preschool children aged 3 through 5 with IEPs assessed	6,695
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**Outcome A: Positive social-emotional skills (including social relationships)**

	Number of Children
a. Preschool children who did not improve functioning	140
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	735
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,708
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,461
e. Preschool children who maintained functioning at a level comparable to same-aged peers	2,651

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	3,169	4,044	76.20%	78.35%	78.36%
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	4,112	6,695	61.30%	61.40%	61.42%

**Outcome B: Acquisition and use of knowledge and skills (including early language/communication)**

	Number of Children
a. Preschool children who did not improve functioning	155
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	988
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,095
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,786
e. Preschool children who maintained functioning at a level comparable to same-aged peers	671

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	4,881	6,024	81.40%	81.00%	81.03%
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	2,457	6,695	36.70%	36.70%	36.70%

**Outcome C: Use of appropriate behaviors to meet their needs**

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

	Number of Children
a. Preschool children who did not improve functioning	106
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	636
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	1,167
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,372
e. Preschool children who maintained functioning at a level comparable to same-aged peers	3,414

	Numerator	Denominator	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. $(c+d)/(a+b+c+d)$	2,539	3,281	76.30%	77.35%	77.38%
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. $(d+e)/(a+b+c+d+e)$	4,786	6,695	71.00%	71.45%	71.49%

**Was sampling used?** No

**Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF)?** Yes

**Actions required in FFY 2012 response table**

The State must report progress data and actual target data for FFY 2013 in the FFY 2013 APR.

**Responses to actions required in FFY 2012 response table**

## Indicator 8: Parent involvement

Monitoring Priority: FAPE in the LRE

Results indicator: 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))

Do you use a separate data collection methodology for preschool children? No

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		34.00%	36.00%	36.00%	38.00%	40.00%	42.00%	44.00%
Data	32.00%	30.00%	27.00%	30.00%	36.00%	39.00%	39.00%	40.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	44.00%	44.50%	45.00%	45.50%	46.00%	46.50%

### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

### FFY 2013 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
5,188	11,790	40.00%	44.00%	44.00%

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

Elementary schools in the state of Georgia include grades PreK-5 programs. Therefore, the Pre-K programs were included in the elementary school surveys. The sampling process is described in the methodology section.

Describe how the State has ensured that any response data are valid and reliable, including how the data represent the demographics of the State.

Response Rate Trend Data			
	Surveys Disseminated	Surveys Returned	Return Rate
<b>FFY2010</b>	30,783	9,557	31.0%
<b>FFY2011</b>	41,065	10,543	25.7%
<b>FFY2012</b>	40,244	12,558	31.2%
<b>FFY2013</b>	43,344	11,790	27.2%

While the return rate for the parent survey is less than 50%, the FFY 2013 data is in line with the previous three year trend.

**School Year 2013-14 Demographic Return Rate by Disability**

Disability	Survey Representation	Disability Incidence Rate	Survey Count	Disability Count
Autism	11.4%	7.8%	1,341	14,890
Blind/VI	0.4%	0.4%	52	810
Deaf/HH	1.5%	1.0%	172	1,842
Deaf/Blind	0.1%	0.0%	13	23
EBD	6.2%	6.8%	728	12,912
ID	5.9%	8.9%	698	17,014
OI	1.8%	0.5%	211	864
OHI	8.4%	14.8%	988	28,232
SDD	8.9%	11.6%	1,054	22,171
SLD	23.1%	32.5%	2,726	61,981
SP/LANG	16.0%	15.4%	1,886	29,431
TBI	0.4%	0.2%	53	417
MTOD	4.6%		548	
Unknown	11.2%		1320	
<b>Total</b>			11,790	190,587

School Year 2013-14 Demographic Return Rate by Race/Ethnicity				
	Disability Demographic Representation	Survey Representation	Disability Demographic Representation Count	Survey Representation Count
American Indian/Alaskan	0.21%	3.0%	394	354
Asian	1.67%	1.5%	3,183	171
Black	39.28%	32.6%	74,872	3,841
Hispanic	11.78%	10.3%	22,443	1,218
Pacific Islander	0.07%	0.0%	142	
Two or More	3.07%	2.7%	5,848	321
White	43.92%	45.7%	83,705	5,387
Unknown		4.2%		498
<b>Total</b>			<b>190,587</b>	<b>11,790</b>

Both the demographic return rate by disability category and race are representative of the state demographics.

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Was a collection tool used? Yes

Is it a new or revised collection tool? No

Yes, the data accurately represent the demographics of the State

No, the data does not accurately represent the demographics of the State

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

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 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
  - a. district name and code
  - a. district size indicator: unique indicator for each school district with a total enrollment  $\geq 50,000$
  - a. school type: elementary, middle, or high
  - a. special education student enrollment
  - a. percent economically disadvantaged (ED): defined as percent of students who qualify for free/reduced price

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- a. percent ethnic minority: defined as percent of non-white student
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 PreK-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 PreK-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 >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.

The State will continue with the sampling plan established in the FFY 2011 and FFY 2012 SPP/APR extention.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 9: Disproportionate Representations

Monitoring Priority: Disproportionate Representations

Compliance indicator: 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))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	0%	0%	0%	0%	0%	0%	0%	0%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
1	1	200	0%	0%	0.50%

### Explanation of Slippage

Georgia recognizes that some groups of students in the state are more at risk for receiving special education than other groups of students. With this history in the state, it is recognized that the number of districts may increase within any given year as the state strives to address the root causes of significant disproportionality and disproportionate representation.

All races and ethnicities were included in the review

### Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

The State defines disproportionate representation of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in special education and related services by using the following criteria: (1) Weighted Risk Ratio for two consecutive years {FFY 2012,  $\geq 3.0$  and FFY 2013,  $\geq 3.0$ } and (2) SWD Subgroup  $\geq 10$ .

Provide additional information about this indicator (optional)

Eleven (11) districts meeting the risk threshold for one or more races did not meet the "N" size criteria for that racial or ethnic subgroup. However, "N" size did not exclude any district from consideration in one or more subgroups. The State reviewed district subgroup enrollment composition for the districts meeting the risk threshold but not meeting the "N" size criteria.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
0	0	0	0

## Indicator 10: Disproportionate Representations in Specific Disability Categories

Monitoring Priority: Disproportionate Representations

Compliance indicator: 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))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		0%	0%	0%	0%	0%	0%	0%
Data	3.26%	2.71%	1.08%	1.07%	3.23%	2.63%	3.55%	4.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	0%	0%	0%	0%	0%	0%

### FFY 2013 SPP/APR Data

Please indicate the type of denominator provided

- Number of districts in the State
- Number of districts that met the State's minimum n-size

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts in the State	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
23	12	200	4.00%	0%	6.00%

### Explanation of Slippage

Georgia recognizes that some groups of students in the state are more at risk for receiving special education than other groups of students. With this history in the state, it is recognized that the number of districts may increase within any given year as the state strives to address the root causes of significant disproportionality and disproportionate representation.

All races and ethnicities were included in the review

### Define “disproportionate representation” and describe the method(s) used to calculate disproportionate representation

The State defines disproportionate representation of racial and ethnic groups (i.e., Hispanic, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, and Two or more races) in specific disability

categories by using the following criteria: (1) Weighted Risk Ratio for FFY 2012,  $\geq 3.0$  and FFY 2013,  $\geq 3.0$  and (2) SWD Subgroup  $\geq 10$ .

Provide additional information about this indicator (optional)

Sixty-seven (67) districts meeting the risk threshold for one or more races in a specific disability category did not meet the "N" size criteria for that racial or ethnic subgroup. However, "N" size did not exclude any district from consideration in one or more subgroups and one or more disability categories. The State reviewed district subgroup enrollment composition for the districts meeting the risk threshold but not meeting the "N" size criteria.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
8	8	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The State convened a team of colleagues to review the sampling of eligibility reports for compliant practices based on the evaluation and eligibility rules. It was expected that the new sampling would demonstrate compliant practices. After reviewing the sampling, the State provided additional feedback on the districts' progress and held teleconferences with the districts to share the findings. If additional technical assistance was needed, the GaDOE made onsite visits to the districts and held teleconferences and webinars to provide additional support for correction of noncompliance. The State continued to review subsequent data until the LEAs demonstrated compliance and all individual incidences of noncompliance were corrected.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

In FFY 2012, eight districts were identified as having disproportionate representation due to inappropriate identification. The eight districts have corrected the noncompliance within one year of written notification. The districts were asked to submit a sampling of eligibility reports developed since the noncompliance determination for review by the State. All 8 districts received written notification of noncompliance with specific provisions of the Part B regulations during FFY 2012. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices, and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirement(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02. The State considered additional documentation of policies, practices, and procedures as cited during other monitoring (e.g., Records Review, Focused Monitoring, etc.) for Georgia's Continuous Improvement Monitoring Process (CIMP).



## Indicator 11: Child Find

Monitoring Priority: Effective General Supervision Part B / Child Find

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

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

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	85.50%	88.28%	89.13%	94.00%	96.43%	97.39%	97.80%	97.70%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

### FFY 2013 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
32,883	32,317	97.70%	100%	98.28%

Number of children included in (a), but not included in (b) [a-b]	566
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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.

Eligibility determinations for 566 students were not completed within 60 days. This number represented 1.72% of all eligibility determinations in FFY 2013. This was a decrease from 684 in FFY 2013.

The range of days beyond the timeline when the evaluation was completed are bulleted below:

- 234 eligibility determinations were completed 1-10 days after 60 days (41.3%).
- 164 eligibility determinations were completed 11-30 days after 60 days (29.0%).
- 72 eligibility determinations were completed 31-60 days after 60 days (12.7%).
- 96 eligibility determinations were completed 60+ days after 60 days (17%).

Districts completed 98.28% of evaluations in a timely manner in FFY 2013. The analysis of the 1.72% of the evaluations that were delayed included the following reasons:

- student delays (excessive absences, withdrawal and re-enrollment) (2.3%)

- parent delays (canceling meetings, not providing relevant information in a timely manner) (19.2%)
- teacher/evaluator delays (teachers not following through, lack of psychologists, diagnosticians, or speech-language pathologists) (60.2%)
- district errors (no tracking system in place, errors in tracking, errors in policies and procedures) (16.2%); and
- other reasons (2%)

**Indicate the evaluation timeline used**

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

**What is the source of the data provided for this indicator?**

- State monitoring
- State database that includes data for the entire reporting year

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

The State reviewed the child find data of each school district to ensure timely initial evaluations. Each district submitted a timeline report by July 31. Georgia has a 60-day requirement from receipt of consent to eligibility determination. Based on 09-02 OSEP Memo, Georgia identified noncompliance for this area. The State notified all districts that reported less than 100% compliance for their child find obligation. The districts were required to submit additional documentation to verify correction. Georgia issued letters of noncompliance for districts that were not able to provide documentation to support that evaluations were completed. The State will report on the correction of this noncompliance in the FFY14 APR due February 1, 2016.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
684	684	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The State required that districts include corrective action in their consolidated applications, and the State verified completion of corrective action activities with each district that was noncompliant.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

Correction of all noncompliance was verified no later than one year after districts were provided written notification of noncompliance. The State verified timeline reports for noncompliant districts through updated timeline logs for districts that were identified as noncompliant. All findings of noncompliance for timelines were corrected within one year of written notification. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirements(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

## Indicator 12: Early Childhood Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data	85.50%	84.40%	96.30%	98.00%	98.31%	98.50%	99.20%	98.80%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

### FFY 2013 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	3,618
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	602
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	2,883
d. Number for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	98
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	0

	Numerator (c)	Denominator (a-b-d-e)	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
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. $[c/(a-b-d-e)] \times 100$	2,883	2,918	98.80%	100%	98.80%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e	35
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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.

The range of days beyond the third birthday are outlined in the chart below.

<b>Number of Students</b>	<b>Number of Days</b>	A total of 2,883 young children transitioning
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8 students	1-10 days late
15 students	11-30 days late
3 students	31-60 days late
9 students	More than 60 days late

from Part C to Part B were determined eligible and had IEPs prior to third birthday; however, 35 eligibilities did not receive consideration prior to third birthday. The number of days beyond the third birthday for these determinations ranged

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

**What is the source of the data provided for this indicator?**

- State monitoring
- State database that includes data for the entire reporting year

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

The State reviewed the young children transition data of each school district to ensure children referred by Part C prior to age 3, who were found eligible for Part B, had IEPs developed and implemented by their third birthdays. Each district submitted a young children transition report by July 31. Based on 09-02 OSEP Memo, Georgia identified noncompliance for this area. The State notified all districts that reported less than 100% for this indicator. The districts were required to submit additional documentation to verify correction. Georgia issued letters of noncompliance for districts that were not able to provide documentation to support that evaluations were completed.

As a result of verifying noncompliant data, all districts demonstrated that the noncompliance had already been corrected. The State verified correction of noncompliance for those districts and issued a clearance letter to the superintendents.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
33	33	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

The State required that districts include corrective action in their consolidated applications, and the State verified

completion of corrective action activities with each district that was noncompliant. All findings of noncompliance for timelines for young children transition were corrected within one year of written notification. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirements(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

Correction of all noncompliance was verified no later than one year after districts were provided written notification of noncompliance. The State verified correction for noncompliant districts. All findings of noncompliance for timelines for young children transition were corrected within one year of written notification. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirements(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

## Indicator 13: Secondary Transition

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: 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))

### Historical Data

Baseline Data: 2009

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target		100%	100%	100%	100%	100%	100%	100%
Data				85.80%	5.50%	31.50%	60.10%	94.50%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target	100%	100%	100%	100%	100%	100%

### FFY 2013 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
3,082	3,245	94.50%	100%	94.98%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

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

To meet the requirements of the SPP, all districts were required to completed the Transition Planning Survey for their district. The surveys were completed via the MyGaDOE Web Portal which collects the data for this indicator. The survey contains three separate collections:

- Collection 1 - An initial review by the district to ensure compliance of randomly selected individual student transition plans (5 to 50 students contingent upon district size)
- Collection 2 - State review of individual student transition plans to verify the compliance ( a minimum of 1 to 5 students contingent upon district size and all district reported non-compliant plans), and
- Collection 3 - Correction of non-compliance (if required).

The initial collection (Collection 1) was conducted between November 18, 2013 and December 19, 2013. The reports were submitted to the Division for Special Education by midnight December 19, 2013. An electronic date stamp verifies successful transmission. Surveys not completed by the assigned due date adversely affected the district's timely and accurate determination.

In Collection 1, an IEP that included the Transition Service Plan and related components was considered compliant if all components of the survey are reported as Y (Yes) or NA (Not Applicable, if allowable). Any component coded as N (No) represented non-compliance and the "All Areas in Compliance" section was reported as No. GaDOE reviewed all IEPs in which the All Areas in Compliance rating is No and randomly selected another 10% of the IEPs included in the survey for review. After data submission, each of the 10 survey components received an individual proficiency rating. Students who had withdrawn were excluded from the calculation. Components with an allowable value of NA were excluded from the component calculation.

Collection 2 requires the districts to upload Individual Student Transition Plans to the GaDOE portal during a ten day period in January 2014. The plans must be submitted to the Division for Special Education by midnight of the final day of the submission period. An electronic date stamp verifies successful transmission.

Once the transition plans are received division personnel and state designees trained to identify non-compliance in transtion plans review the plans for compliance. The procedure in Collection 1 for rating the IEPs is also used for this collection.

In Collection 3, the state verifies the correction of non-compliance. Should additional non-compliance be found, the district continues to go throught the process until all non-compliance is completed.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table, not including correction of findings**

**Correction of Findings of Noncompliance Identified in FFY 2012**

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
88	88	0	0

**FFY 2012 Findings of Noncompliance Verified as Corrected**

*Describe how the State verified that each LEA with noncompliance is correctly implementing the regulatory requirements*

Districts that have had noncompliance are required to participate in technical assistance that provides opportunities to demonstrate compliant practices. In addition, since the State collect data for this indicator from every district annually, there are multiple opportunities to ensure that the LEA is correctly implementing the regulatory requirements.

*Describe how the State verified that each LEA corrected each individual case of noncompliance*

The State required periodic data submissions of each district. Staff of the Division for Special Education reviewed the documentation. Feedback and technical assistance were provided to each district following each documentation

submission. In some instances, the periodic reviews included additional onsite visits. The State verified timely correction of noncompliance for all districts: (1) required the Local Educational Agency (LEA) to change policies, practices and/or procedures that contributed to or resulted in noncompliance; (2) determined that each LEA was correctly implementing the specific regulatory requirements(s) for which they were found noncompliant; and (3) ensured that each individual case of noncompliance was corrected, unless the child was no longer in the jurisdiction of the LEA, pursuant to the Office of Special Education Programs (OSEP) Memorandum 09-02.

### Indicator 14: Post-School Outcomes

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: 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))

#### Historical Data

	Baseline Year	FFY	2005	2006	2007	2008	2009	2010	2011	2012
A	2009	Target ≥						28.00%	28.00%	28.00%
		Data					27.23%	26.90%	24.70%	24.80%
B	2009	Target ≥						53.00%	53.50%	53.50%
		Data					51.46%	52.80%	52.50%	51.00%
C	2009	Target ≥						79.00%	80.00%	80.00%
		Data					77.08%	76.80%	76.30%	77.60%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

#### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target A ≥	24.80%	24.80%	25.50%	26.25%	27.00%	27.40%
Target B ≥	53.60%	53.60%	53.70%	53.70%	53.90%	54.00%
Target C ≥	79.90%	79.90%	80.00%	80.00%	80.10%	80.10%

#### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

#### FFY 2013 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	8,736
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	2,165
2. Number of respondent youth who competitively employed within one year of leaving high school	2,521

3. Number of respondent youth 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)	949
4. Number of respondent youth who are 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).	1,349

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
A. Enrolled in higher education (1)	2,165	8,736	24.80%	24.80%	24.78%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	4,686	8,736	51.00%	53.60%	53.64%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	6,984	8,736	77.60%	79.90%	79.95%

Was sampling used? No

Provide additional information about this indicator (optional)

Each local school district is required to develop a mechanism for contacting all students with Individual Education Programs (IEP) who were reported as exiting (including graduates, dropouts, aged out, and others) to determine what their post-school activities were within one year of high school. Districts submit this data via the Georgia Department of Education (GADOE) secure portal during a window from June 1-July 31. The instructions for the survey include the State's Part B definitions for 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.

The data charts below indicate that the rate of response for each of the categories (disability, race, gender, English language learners) is representative of the demographics for Georgia's exiters. In each chart there is not a significant discrepancy between the percentage of exiters or respondents.

**Postschool Response Rate by Disability**

Disability	Respondents	% Respondent	Total Exiters	% Exiters
Autism	509	5.8%	589	5.6%
Blind/Visual Impairment	53	0.6%	55	0.5%
Deaf and Blind	4	0.0%	4	0.0%
Deaf/Hard of Hearing	107	1.2%	117	1.1%
Emotional and Behavioral Disorder	1129	12.9%	1503	14.2%
Intellectual Disabilities	1226	14.0%	1468	13.9%
Orthopedic Impairment	60	0.7%	64	0.6%
Other Health Impairment	1736	19.9%	2050	19.4%
Specific Learning Disability	3782	43.3%	4573	43.2%
Speech-Language Impairment	94	1.1%	112	1.1%
Traumatic Brain Injury	36	0.4%	44	0.4%
<b>Total</b>	<b>8736</b>		<b>10579</b>	

**Postschool Response Rate by Race**

Race Code	Response	% Respondents	Exiters	% Exiters
American Indian	16	0.2%	18	0.2%
Asia	98	1.1%	111	1.0%
Black	3621	41.4%	4460	42.2%
Hispanic	748	8.6%	926	8.8%
Pacific Islander	7	0.1%	10	0.1%
Two or More	228	2.6%	274	2.6%
White	4018	46.0%	4780	45.2%
<b>Total</b>	<b>8736</b>		<b>10579</b>	

**Post School Response Rate by Gender**

Gender	Respondents	% Respondents	Exiters	% Exiters
Female	2894	33.13%	3503	33.11%
Male	5842	66.87%	7076	66.89%
<b>Total</b>	<b>8736</b>		<b>10579</b>	

**Postschool Response Rate by English Learner Status**

English Learner	Responders	% Reponders	Exiters	% Exiters
English Primary Language	8639	98.9%	10461	98.9%
English Learner	97	1.1%	118	1.1%
<b>Total</b>	8736		10579	

The response rates support the State's conclusion that the outcome data by disability, race and ethnicity, gender and English language category are also data is also valid, reliable and representative of the state demographics.

**Postschool Outcomes by Disability Category**

<b>Postschool Outcomes</b>			
	Autism	Blind/ Visual Impairment	Deaf and Blind
Enrolled in Higher Education	32.4%	54.7%	0.0%
Enrolled in Higher Education and Competitive Employment	42.0%	62.3%	0.0%
Enrolled in Higher Education, Competitive Employment and Other Employment/Education	75.2%	79.2%	75.0%

**Postschool Outcomes by Race/Ethnicity**

<b>Postschool Outcomes</b>			
	American Indian	Asian	Black
Enrolled in Higher Education	37.5%	48.0%	21.7%
Enrolled in Higher Education and Competitive Employment	68.8%	55.1%	46.7%
Enrolled in Higher Education, Competitive Employment and Other Employment/Education	87.5%	79.6%	78.6%

**Postschool Outcomes by Gender**

<b>Postschool Outcomes</b>		
	Female	Male
Enrolled in Higher Education	26.6%	23.9%
Enrolled in Higher Education and Competitive Employment	49.5%	55.7%
Enrolled in Higher Education, Competitive Employment and Other Employment/Education	77.2%	81.3%

**Postschool Outcomes by English Learner**

<b>Postschool Outcomes</b>		
	English Learner	English Primary Language
Enrolled in Higher Education	8.2%	25.0%

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

Enrolled in Higher Education and Competitive Employment	53.6%	53.6%
Enrolled in Higher Education, Competitive Employment and Other Employment/Education	82.5%	79.9%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 15: Resolution Sessions

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: 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))

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		88.00%	60.00%	60.00%	60.00%	60.00%	60.00%	60.00%
Data	88.00%	47.00%	50.00%	41.20%	52.50%	25.00%	49.00%	48.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013	2014	2015	2016	2017	2018
Target ≥	62.70%	62.70%	62.80%	62.90%	63.00%	63.10%

### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1(a) Number resolution sessions resolved through settlement agreements	37	
EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/5/2014	3.1 Number of resolution sessions	59	

### FFY 2013 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
37	59	48.00%	62.70%	62.71%

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 16: Mediation

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

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

### Historical Data

Baseline Data: 2005

FFY	2005	2006	2007	2008	2009	2010	2011	2012
Target ≥		66.00%	60.00%	60.00%	60.00%	60.00%	60.00%	60.00%
Data	62.90%	56.25%	58.90%	50.90%	68.85%	63.20%	50.00%	48.00%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

### FFY 2013 - FFY 2018 Targets

FFY	2013		2014		2015		2016		2017		2018	
Target	50.00%	- 70.00%	50.00%	- 70.00%	50.00%	- 70.00%	50.00%	- 70.00%	50.00%	- 70.00%	50.00%	- 70.00%

### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities for the State Performance Plan (SPP) and annual Performance Report (APR) are the State Advisory Panel (SAP) for Special Education, Local Education Agency (LEA) Directors of Special Education, Division staff and personnel from other divisions within the Georgia Department of Education. At least yearly, stakeholders are given the opportunity to discuss the SPP/APR Indicators and activities and provide the State Special Education Director with feedback for improving outcomes as well as making revision to the SPP/APR. In addition, the State posts results annually and provides a forum for discussion of the SEA and LEA's performance on each indicator. Additional information concerning stakeholders can be found in the Introduction of the SPP/APR.

### Prepopulated Data

Source	Date	Description	Data	Overwrite Data
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.a.i Mediations agreements related to due process complaints	9	
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1.b.i Mediations agreements not related to due process complaints	22	
EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/5/2014	2.1 Mediations held	49	

### FFY 2013 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data

**FFY 2013 Part B State Performance Plan (SPP)/Annual Performance Report (APR)**

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2012 Data*	FFY 2013 Target*	FFY 2013 Data
9	22	49	48.00%	50.00% - 70.00%	63.27%

**Provide additional information about this indicator (optional)**

Mediators are selected through an RFQ (Request for Qualifications) process. Georgia had sixteen mediators under contract in FFY 2013. They received mediation assignments on a rotation basis. All contracted mediators were certified through the Georgia Office of Dispute Resolution. In addition, the Georgia Department of Education (GaDOE) provided training as necessary to keep them updated on federal and state law.

**Actions required in FFY 2012 response table**

None

**Responses to actions required in FFY 2012 response table**

## Indicator 17: State Systemic Improvement Plan

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

### Baseline Data

FFY	2013
Data	39.46%

### FFY 2014 - FFY 2018 Targets

FFY	2014	2015	2016	2017	2018
Target	41.00%	43.00%	45.00%	47.00%	50.00%

### Description of Measure

Georgia Department of Education (GaDOE) selected the Annual Graduation Event Rate to report as the measurement for the State-identified Measurable Result (SIMR). Stakeholders were critical in making this decision because Local Educational Agencies (LEAs) believed that the Annual Graduation Event Rates were higher than the Adjusted Cohort Graduation Rates and reflected a more accurate depiction of school completion for Students with Disabilities (SWD). In many instances, more Students with Disabilities (SWD) earned a high school diploma but perhaps not during the specified timeframe allowed by the Four-Year Cohort data. Stakeholders suggested that Indicator 17 should utilize this flexibility and not create "double jeopardy" by penalizing LEAs across multiple indicators for the same data set. Stakeholders suggested that the Annual Graduation Event Rate was easier to calculate than the Adjusted Cohort Graduation Rate and could be monitored for progress at the LEA and school levels.

The Description of Measure reflects data for fifty LEAs identified by the State as receiving Intensive Technical Assistance (TA) through Georgia's State Systemic Improvement Plan (SSIP). The Annual Graduation Event Rate shows annual exit data for SWD ages 14 and above. The denominator includes three types of exiters: (1) SWD who obtained a General Education Diploma; (2) SWD who dropped out of school; and (3) SWD who obtained a Certificate of Attendance or Special Education Diploma. While SWD do not complete school by age 14, there are instances in which SWD dropout of school at age 14. Consequently, these 14-year olds negatively impact the denominator for this measurement.

Annual Graduation Event Rate =

((The number of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma)/

(The number of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma, a certificate of attendance/special education diploma, and dropping out))

### Targets: Description of Stakeholder Input

Among the stakeholders providing input for the targets and activities in the State Performance Plan (SPP) and Annual Performance Report (APR) were the State Advisory Panel (SAP) for Special Education, Local Education Agencies (LEAs),

Directors of Special Education, Division staff and personnel from other Divisions in the Georgia Department of Education (GaDOE) such as School Improvement, Federal Programs and Curriculum/Instruction. An area of strength was the engagement of varied stakeholders who contributed depth of knowledge and diversity. During the development of Georgia’s State Systemic Improvement Plan (SSIP), Stakeholders were given the opportunity to review and analyze trend data, which ultimately assisted the State in fully implementing Phase I of the SSIP process. The State Director of Special Education received invaluable feedback and will continue to use authentic engagement strategies to obtain stakeholder input for Phases II and III.

Georgia has chosen to brand its SSIP as “Student Success: Imagine the Possibilities!” A public webpage has been created for Georgia’s SSIP to engage the public, share Technical Assistance Resources, and obtain ongoing feedback. The webpage is accessible by using the following link: [Georgia's Student Success Webpage](#). In addition to the webpage, a SSIP Video will be created to provide awareness for the work throughout the state. Additional information concerning stakeholder involvement can be found in the Introduction of the SPP/APR. Table 1 and Table 2 show the types of roles, agencies and divisions that participated in the SSIP process. Georgia has convened a Stakeholder Engagement Committee that has been critical for the implementation of Phase I and will continue to support Georgia's efforts to implement and monitor all phases of the SSIP.

**Table 1 and Table 2: GaDOE External and Internal SSIP Stakeholder Committee**

<b>GaDOE External SSIP Stakeholders</b>	<b>GaDOE Internal SSIP Stakeholders</b>
Local Colleges and Universities	Division for Special Education
Georgia Learning Resource System (GLRS)	Division for School Improvement
Regional Educational Service Agency (RESA)	Title I Part A
Georgia’s GraduateFirst Project Director	Division for Curriculum and Instruction
Georgia Parent Training Information Center (PTI)	Divisions for Accountability and Assessment
Georgia’s Vocational Rehabilitation Agency	Division for Policy
Special Education Parent Mentors	Division for Data Collections
Special Education Directors	Career, Technical and Agricultural Education (CTAE)
State Advisory Panel (SAP)	School Counseling Program
Special Education Teachers	Georgia State Board of Education
Part C: Babies Can’t Wait Agency	Division for Teacher/Leader Effectiveness
Governor’s Office of Student Achievement (GOSA)	Safe and Drug Free Schools
Georgia Department of Early Care and Learning (DECAL) Outreach Programs	Race to the Top
	Title III (English Speakers of Other Languages)
	619 Young Children Coordinator

Table 3 summarizes a sampling of opportunities to authentically engage stakeholders during Phase 1. Initially the Stakeholder Committee reviewed robust data sources such as 618 Data, Annual Performance Report data, and demographic data for the "All Students" group and Students with Disabilities (SWD); they also reviewed disaggregated data to enable the State to identify targeted needs for specific students and LEAs. One area that needs improvement is the use of stakeholders across regions and advocacy groups, as well as, diversity with different types of engagement strategies (e.g., webinars, regional meetings, feedback forms, etc.). While LEA representatives were included as stakeholders during Phase I, the State will utilize multiple strategies to obtain “voices” from all stakeholders during Phase II. One possible strategy includes a partnership with Parent Training Information (PTI) Center of Georgia to sponsor regional feedback sessions for

LEAs, communities and families. Another strategy is to create opportunities for various advocacy agencies to share feedback and concerns on behalf of the State’s work. Georgia believes that all voices are relevant and essential to the SSIP work.

**Table 3: Georgia's Stakeholder Engagement Committee Meetings**

September 2013	The Georgia Department of Education, Division for Special Education, provided Technical Assistance (TA) to its Leadership Team. The Leadership Team outlined an action plan to clearly delineate “what,” “how,” “who,” and “by when.” During a preliminary planning step, the Leadership Team reviewed the federal expectations for the SSIP and other relevant documents: (1) Georgia’s State Determination Rubric; (2) State Performance Plan (SPP); (3) Annual Performance Report (APR); and (4) Special Education Demographic Data.
February 2014	The Division for Special Education Leadership Team engaged other staff members and personnel from the Georgia Learning Resource System (GLRS) in a collaborative meeting to provide awareness information about the SSIP and reviewed statewide data trends.
March 2014	The Division for Special Education engaged a focus group of local special education directors to review state data and assist in making general analyses.
March 2014	The Division for Special Education shared data with the State Advisory Panel (SAP) in which the participants developed probing questions and discussed helpful analyses.
March 28, 2014	The Division for Special Education engaged internal stakeholders throughout the Department by sharing general awareness of the SSIP and data trends.
May 6, 2014	Stakeholder Committee assisted the State in reviewing broad data trends and identifying barriers.
May 9, 2014	SAP received a SSIP update and provided stakeholder feedback.
July 28, 2014	Stakeholder Committee assisted the State in reviewing a focused set of data and analyzing state capacity/infrastructure.
August 2014	GaDOE invited stakeholders to a Stakeholder Committee Meeting and obtained ongoing feedback that assisted the State in improving the quality of awareness and targeted data. Office for Special Education Programs (OSEP) Team visited the Department to provide targeted Technical Assistance (TA).
September 4, 2014	SSIP Core Implementation Stakeholder Committee met to continue the planning process for the SSIP. Discreet variables were refined to conduct a focused data review for a targeted group of LEAs.
November 13, 2014	SSIP Core Implementation Stakeholder Committee (e.g., Special Education, DECAL, School Improvement, Curriculum, and Data) met to continue the planning process for the SSIP.
November 13, 2014	SAP received an update on the SSIP and provided stakeholder feedback.
January 20, 2015	Stakeholder Committee reviewed focused sets of data. Discreet variables were made available for anonymous LEAs in which Stakeholders were guided to prioritize LEAs who had the greatest opportunities to benefit from SSIP Intensive Technical Assistance (TA). Stakeholders were asked to consider: (1) SWD Size Group; (2) Geographical Region; (3) Current Initiatives and Capacity Efforts; (4) Accountability Designations and Resources; (5) Performance Data; and (6) Disproportionality. Stakeholders made recommendations for Coherent Improvement Strategies that would align with the data and barriers.
March 16-18, 2015	Special Education Directors, along with other local leaders and teachers, attended the Spring Leadership Meeting to receive Technical Assistance (TA) around Georgia’s SSIP and provide stakeholder feedback on various topics.

## Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

The Georgia Department of Education (GaDOE) has engaged internal and external stakeholders to provide awareness of the State Systemic Improvement Plan (SSIP) and review various sources of data necessary to implement Phase I. Georgia believes that its data system is of high quality and can be leveraged as strength for the SSIP work. The perception data supported more of a concern with data access and usage, which is an area in need of improvement. LEAs and schools have access to many different types of data sets that could inform local improvement efforts. However, local leaders communicated concerns with appropriate access and use of the data. In many instances, the data sets are available across multiple systems and require a general understanding of accountability constructs. The GaDOE has developed a Data Toolkit that will be used as TA for the Coherent Improvement Strategy to build capacity in this area.

Another area of improvement relative to data is an analysis across multiple variables. As an example, Georgia was unable to disaggregate the data for variables by race, gender, disability and poverty. While we may readily note that black SWD experience less positive outcomes with school completion, the State was unable to disaggregate the data by black males with disabilities as compared to black females with disabilities. Additional data collections will inform these analyses during Phases II and III. Stakeholders' data analyses and feedback were paramount in clearly identifying barriers, analyzing current capacity and infrastructure, selecting the State-identified Measurable Result (SIMR) and developing appropriate Coherent Improvement Strategies. The varied perspectives provided an in-depth opportunity to create inclusive strategies to change outcomes for students. Georgia Department of Education (GaDOE) has a nationally recognized partnership among various Federal Programs and Initiatives. As an example, the work of the SSIP will impact and improve outcomes for all students. Georgia's SSIP has been written into the Elementary Secondary Education Act (ESEA) waiver and aligns with the work of other federal programs. Stakeholders believe that this inclusion demonstrates a heightened commitment from the Department to share this work among programs and divisions.

The Stakeholder Committee began its broad data analysis by reviewing general demographic data for students. During FFY 2013, Georgia's total student enrollment was 1,723,439 to include 190,965 SWD depicting a disability incidence rate of 10.8%. The State of Georgia's demographic data have changed over the past 10 years because the White subgroup represented 49% of the FFY 2004 total enrollment and 43% of the FFY 2013 total enrollment; black students represented 38% of the FFY 2004 total enrollment and 37% of the FFY 2013 total enrollment. Other racial/ethnic groups have continued to increase such as the Hispanic population. The distribution of racial/ethnic groups represented in the total enrollment is commensurate with the distribution of racial/ethnic groups represented in the special education enrollment. The percent of students eligible for free and reduced lunch has consistently increased from 47.88% in FFY 2004 to 62.16% in FFY 2013. Stakeholders discussed the unique barriers that directly correlate with high poverty and how pervasive those barriers are throughout the state. Based on FFY 2012 data, schools identified in the highest poverty quartile (23,000 teachers) demonstrated a 3.9 difference for the Mean Student Growth Percentile as compared to schools identified in the lowest poverty quartile (33,000 teachers). Essentially, students in schools with high poverty demonstrated less growth than students in schools with low poverty. Georgia's student enrollment showed a declining enrollment trend across grades. The FFY 2013 fall count identified 136,658 Kindergarten students and 103,000 12th Grade students. Why might there be such a declining enrollment during later grades? The Stakeholder Committee hypothesized that this trend was the negative impact of Georgia's dropout rate.

Although Georgia has 200 Local Educational Agencies (LEAs), 74.1% of the State's SWD enrollment is in 21.9% of the LEAs. The 3-21 enrollment has increased from 177,070 (FFY 2009) to 190,965 (FFY 2013), and the composition of disability categories has changed overtime. Stakeholders noted decreases in Intellectual Disabilities (-1.86%), Emotional

Behavioral Disorders (-2.97%) and Speech/Language Impairment (-2.44); yet, the change rate has increased for Autism (1.97%) and Significant Developmental Delay (2.44%). As a critical data point for Stakeholders, Specific Learning Disabilities (33%), Other Health Impaired (15%) and Speech/Language Impairment (15%) represented the highest enrollment categories. There was a disaggregated review of disability categories by racial/ethnic groups and gender in which Other Health Impaired and Intellectual Disabilities demonstrated the greatest discrepancies. Approximately 10,000 black students were identified as OHI compared to approximately 15,000 White students. Stakeholders hypothesized that this finding could be an access issue based on the medical requirement outlined in the OHI Eligibility Rule. With increased poverty for specific racial/ethnic groups, did all students have access to health care and physicians to support eligibility in this area?

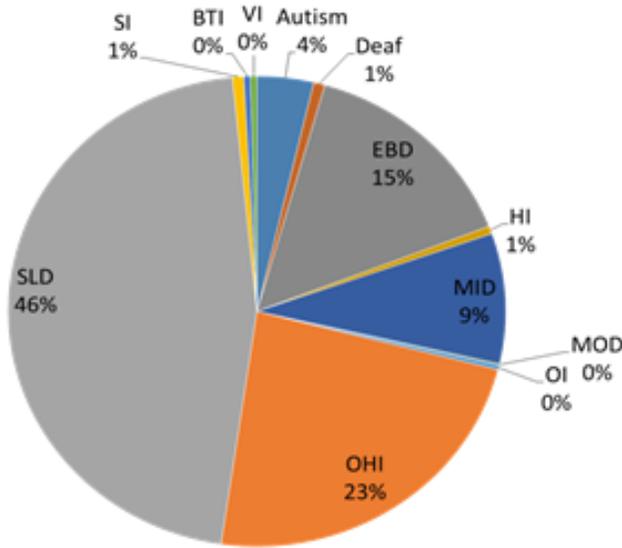
In the Intellectual Disability catchment, the discrepancy was observed for students identified as having a Mild Intellectual Disability (MID). For example, >5000 black students were identified as compared to approximately 2500 White students. In general, students with some type of Intellectual Disability made up 8.9% of the total SWD population and <1% of the total student enrollment. Poverty has increased for the Black Subgroup; unfortunately, these variables directly impact school readiness and acquisition of skills. Consequently, schools with high poverty may struggle to provide appropriate supplemental services and supports for all students thus complicating appropriate eligibility determination for students with a MID.

The preliminary demographic data review was critical for Stakeholders because there was a hypothesis that SWD could demonstrate improved outcomes with the appropriate supports and high expectations. Based on perception data, often teachers, leaders, and communities are misinformed about the true nature of various disability categories. While the Intellectual Disability category is defined as students having “significant subaverage intellectual functioning,” there was an overgeneralization that all students with disabilities had a significant subaverage intellectual functioning. Stakeholders shared that the State should consider TA opportunities to help LEAs and communities better understand “adverse educational impact” and specially designed instruction (SDI). At the same time, Georgia believes that students with Intellectual Disabilities can and must experience improved outcomes too. Currently, the State has robust TA and resources to support students with severe Intellectual Disabilities; however, additional assistance may be needed for students with MID.

With this understanding, the Stakeholders requested performance data disaggregated by disability categories to determine who the underperforming SWD were in the State of Georgia. Stakeholders reviewed FFY 2013 Performance 1 Scores (Not Meeting Standard) of 12<sup>th</sup> grade students by disability categories on accountability assessments. The top three disability categories with non-proficient scores were students with Specific Learning Disabilities (SLD), Other Health Impaired (OHI), and Emotional/Behavioral Disorders (EBD). The distribution of disability categories had comparable similarities with Georgia’s special education enrollment since SLD and OHI were the highest enrollment categories.

***Graph 1. FFY 2013 Performance 1 Scores by Disability Categories***

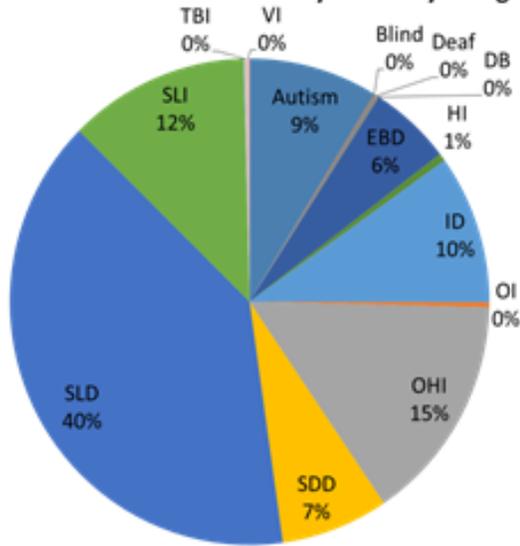
**12th Grade Performance 1 Scores by Disability Categories**



Stakeholders requested additional data to determine how pervasive this pattern was for other grade levels. When considering similar data for 3<sup>rd</sup> Grade Students, Stakeholders observed a similar pattern in which SLD and OHI had the highest percent (Not Meeting Standard); however, Speech/Language Impairment (SLI) represented the 3<sup>rd</sup> largest catchment. Why might these disability categories demonstrate such challenges with access to the curriculum? Perhaps in addition to the concerns with general curriculum, were these students receiving specially designed instruction? More often, students identified as SLD, OHI and SLI comprise a large percent of the students who received instruction in the general education class greater than 80% of the day.

**Graph 2. FFY 2013 Performance 1 Scores by Disability Categories**

**3<sup>rd</sup> Grade Performance 1 Scores by Disability Categories**



Stakeholders reviewed data from Georgia Formal Complaint Process to determine the most prevalent trends during FFY 2012 and FFY 2013. Considering the disability categories that demonstrated the greatest challenge with access to the curriculum, the Committee believed that these trends could help Georgia determine the negative impact of noncompliant practices. During FFY 2013, GaDOE made forty-eight findings across twenty-one LEAs. In summary, the most prevalent findings were about the development, review, and implementation of the IEP. The FFY 2012 Formal Complaint data demonstrated a similar trend but included the provision of Free Appropriate Public Education (FAPE), as well. Stakeholders expressed concerns about the critical impact of these noncompliant practices on improved outcomes for students and suggested that both universal and targeted TA be included in the State’s Coherent Improvement Strategies.

**Table 4. Georgia's Formal Complaint Findings**

<i>FFY 2013 Formal Complaint Findings</i>	Number of Findings	<i>FFY 2012 Formal Complaint Findings</i>	Number of Findings
Implementation of the IEP	13	Implementation of the IEP	11
Development, review, and revision of the IEP	9	Development, review, and revision of the IEP	8
Evaluations and Reevaluations	7	Provision of a FAPE	4
IEP Team	4	Personnel, Facilities, & Caseloads	4
Procedural Safeguards Notice	3	Independent Educational Evaluation	3
Provision of a FAPE	2	Confidentiality	3
Child Find	2	Evaluations and Reevaluations	3
Prior notice by the public agency	1	Dispute Resolution	2
Confidentiality	1	IEP Team	2
Placements	1	Discipline Procedures	2
Discipline Procedures	1	Personnel Qualifications	1
Parent Participation	1	Determination of Eligibility	1
Enforceability of mediation agreement	1	Related Services	1
Personnel Qualifications	1	Implementation of the BIP	1
Amendment of records at parent's request	1	Least Restrictive Environment	1
		Parent Participation	1
		Placements	1

The next critical step was to review demographic data to support who graduated with a general education diploma, and what percent of students dropped out of school. Considering Georgia's Four-Year Adjusted Graduation Cohort, the "All Students" group consistently improved overtime. While the SWD group made progress, the rate was not aggressive enough to significantly impact the performance gap in this area. During FFY 2013, 5,027 SWD graduated with a general education diploma, and 1,777 SWD graduated with a special education diploma-to include 1,108 males and 669 females. Males comprise almost twice the special education enrollment as compared to females. While the Black subgroup represented 55.9% of the Students with Disabilities who received a special education diploma, the Black subgroup represented 56.7% of the total enrollment that received a Certificate of Attendance. Black students with disabilities and without disabilities did not experience school completion with a general education diploma at a similar rate as the White subgroup.

**Table 5. Four Year Adjusted Cohort Graduation Rate Gap**

	<b>FFY 2013</b>	<b>FFY 2012</b>	<b>FFY 2011</b>	<b>FFY 2010</b>
<b>All Students</b>	72.5%	71.50%	69.73%	67.50%
<b>Students with Disabilities</b>	36.5%	35%	35.18%	29.80%
<b>Gap</b>	36.0	36.5%	34.55%	37.70%

The Dropout rate decreased for both groups; however, the gap between "All Students" and SWD remained the same for FFY 2011 and 2012. FFY 2013, Georgia's 9–12 dropout count for SWD was 3,579; however, the 7-12 dropout count for SWD was 3,944, which was a difference of 365 SWD. FFY 2013, Georgia's 9–12 dropout count for the "All Students" group was 19,561; however, the 7–12 dropout count was 21,986, which was a difference of 2,425 students. Over the course of four years, the "All Student" cumulative difference was 9,462 students. Why might so many students have dropped out during middle school years, and how has this barrier impacted positive outcomes for students?

**Table 6. Dropout Gap**

	<b>FFY 2013</b>	<b>FFY 2012</b>	<b>FY 2011</b>	<b>FFY 2010</b>
<b>All Students</b>	3.7%	3.6%	3.8%	3.7%
<b>Students with Disabilities</b>	5.9%	6.0%	6.2%	5.8%
<b>Gap</b>	2.2	2.4%	2.4%	2.1%

Georgia’s FFY 2013 Retention Data showed 56,406 (total student enrollment) were retained with at least 33,119 students being retained in Grades 9 – 12. Males comprised 57.66% of retained students while Black students comprised 45.4%. Although there were notable negative trends for SWD, Stakeholders noted that Georgia’s Least Restrictive Environment data were 65% of SWD (Ages 6-21) receiving instruction in the regular education environment >80% of the day. Many SWD received instruction inside the regular classroom; yet, the general education environment did not have the presupposed positive impact on achievement. Was it the reality that receiving access to the general curriculum in the Least Restrictive Environment did not really benefit students? Or was the inclusive strategy being implemented with fidelity?

Stakeholders reviewed data for general education students who received interventions and supports-as demonstrated by Student Support Team (SST). During FFY 2013, a minimum of 48,636 students received Tier 3 (SST) supports at some point during the school year as represented in data submitted by a sampling of schools. In Georgia, the Tier 3 level represents individualized supports for at-risk students in which a formal team of educators, family and practitioners utilize the problem solving model to develop a targeted plan. The SST convenes on a regular basis, monitors progress and ensures that at-risk students benefit from evidence-based interventions and strategies. The distribution of racial/ethnic groups was commensurate with the state’s total enrollment reflecting White Students (39%), Black Students (41%) and Hispanic Students (16%) as the highest enrolled. Males composed 60% of students who received SST; this trend aligned similarly with retention data and SWD enrollment.

GaDOE collected perception data via surveys and informal interviews. The perception data represented stakeholders’ personal beliefs, feelings and actions and supported that the process around implementing tiered supports and interventions was not always implemented with fidelity due to a number of reasons. LEAs did not always have a systematic infrastructure to meet the needs of administrators, teachers and students who required additional supports. The perception data were further supported by Georgia’s review of LEAs to identify Disproportionality. During FFY 2012 and FFY 2013, the State identified 38 districts as having Disproportionality (Identification, Placement, and Discipline) that was the result of noncompliant policies, procedures, and practices. These noncompliant practices were directly related to insufficient or inappropriate pre-referral interventions and supports for students. In general, LEAs have barriers in providing access to the general curriculum for all students. Even when some students require additional supplemental supports and/or interventions, LEAs demonstrate inconsistent practices to enable access to prereferral interventions. As a consequence, some students might be referred to special education without the appropriate benefits of interventions and supports. These capacity issues impacted instruction and supports for all students.

How does this data relate to teacher effectiveness? Stakeholders requested state data for pilot implementation of the Teacher Keys for Effectiveness System to determine if the sampling state data would support current strengths and weaknesses. Georgia Statute requires that at least 50% of teachers’ and leaders’ evaluations include at least 50% student growth. The desired level of performance is Level III, and Level IV exceeds this expectation. Based on the FFY 2013 Teacher Assessment of Performance Standards (TAPs) data, as supported by administrators’ observation, Differentiated Instruction and Academically Challenging Environment represented the lowest observed areas. How might the areas of low performance impact classroom instruction? Stakeholders noted that rigorous Tier 1 instruction is essential to the success of SWD demonstrating school readiness and school completion. During FFY 2013, 97.9% of the teachers in Georgia’s Race to the Top Schools received either a Level III or Level IV on the TAPs Evaluation Instrument. However, the same cohort of

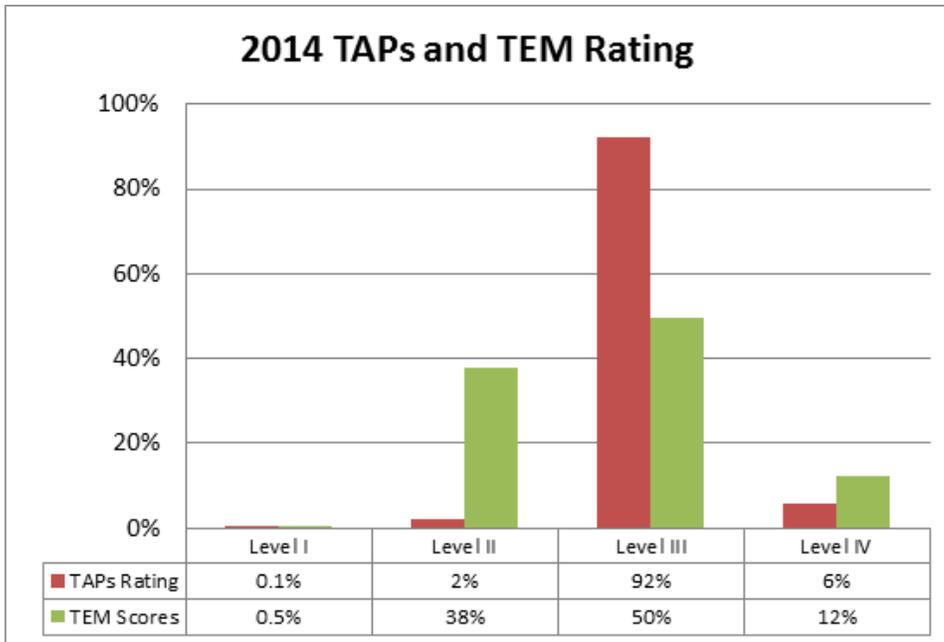
teachers demonstrated a slightly different distribution for Teacher Effectiveness Measure (TEM) scores that included Student Growth Measure because 72% of the teachers scored either a Level III or Level IV. Realizing the importance of teacher effectiveness on student outcomes, all students were not demonstrating anticipated growth based on Georgia’s Growth Model. This data supported that teachers would require TA to provide supplemental supports and rigorous Tier 1 instruction that positively improved outcomes for all students.

**Brief Descriptors for Lowest Performance Areas:**

Differentiated Instruction (e.g., provides remediation, enrichment and acceleration to further student understanding; uses flexible grouping strategies; diagnostic, formative, and summative assessment; demonstrates high learning expectations for all students)

Academically Challenging Environment (e.g., maximizes instructional time, communicates high, but reasonable expectations for students learning, encourages students to explore new ideas, provides academic rigor and pushes students to achieve goals)

**Graph 3. 2014 TAPs and TEM Rating**



Stakeholders noted student growth and/or progress as an area in need of improvement based on Georgia’s Preschool Outcomes Data for young children with disabilities: Social Emotional Skills, Acquisition of knowledge and Skills, and Taking Appropriate Action to Meet Needs. Out of the three outcome areas, Acquisition of Knowledge and Skills demonstrated the lowest performance for Summary Statement 2: The percent of children who were functioning within age expectations in each outcome by the time they exited the program. While 81% of the preschool children who entered the program below age expectations made substantial increase, only 36.7% of those students exited the preschool program within age expectations. Significant Developmental Delay (SDD) represents the fourth largest catchment (12%) for Georgia’s special education enrollment, and many of these students, with the appropriate supports, can make substantial progress and achieve skills that are commensurate with age-appropriate peers. While Georgia uses the **Early Childhood Outcomes Center (ECO) Child Outcomes Summary Form (COSF) to guide the preschool outcome ratings, there is not a standard measure or assessment to systematically measure achievement of skills and progress. This is an area in need of improvement that must be addressed to ensure consistent expectations for students throughout the PreK–12 Pipeline.**

**Table 7. FFY 2013 Preschool Outcomes Data**

Summary Statements	Social Emotional Skills	Acquiring and Using Knowledge and Skills	Taking Appropriate Action to Meet Needs
Summary Statement 1: Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the program.	78.4%	81.0%	77.4%
Summary Statement 2: The percent of children who were functioning within age expectations in each outcome by the time they exited the program.	61.4%	36.7%	71.5%

Based on graduation and dropout trends, the Stakeholders asked questions about the relationship among attendance, behavior, and course completion/competency for "All Students" and SWD. It was obvious that school completion was an area of concern for SWD; yet, Stakeholders needed additional data to support barriers that would ultimately help Georgia to explain why this was

happening. The Attendance Gap showed that the "All Students" group had a higher attendance rate than the SWD group in both catchments. In addition, SWD demonstrated more absences in the "More than 15 days absent" catchment possibly due to increased disciplinary removals-especially for black males with disabilities.

**Table 8. Attendance Gap**

	FFY 2013	FFY 2012	FFY 2011	FFY 2010
<b>All Students</b>				
6 to 15 Days Absent	31.1%	35.5%	31.20%	34.30%
More than 15 Days Absent	8.2%	9.6%	8.30%	8.80%
<b>Students with Disabilities</b>				
6 to 15 Days Absent	33.6%	37.20%	33.80%	35.50%
More than 15 Days Absent	12.1%	13.90%	12.30%	12.70%

Overall, the total disciplinary removals for SWDs decreased from 159,592 in FFY 2007 to 102,727 in FFY 2012; however, the disciplinary removals decreased at a disproportionate rate for Black SWD. After reviewing data for attendance and behavior, the Stakeholders considered possible correlations with achievement outcomes. The State examined performance outcome trends for Grades 3, 5, and 8 over a three-year period to identify areas of concern for reading and mathematics. In general, the "All Students" and SWD group performed significantly higher on the State's reading assessment than the mathematics assessment. The largest reading gap between the two groups was 9% for Grades 3 and 5; however, the largest mathematics gap was 23% for Grades 3 and 5. Stakeholders considered the possible impact of a new state assessment that would measure rigor differently and discussed possible decline in GA's FFY 2014 performance. Stakeholders suggested a review of Least Restrictive Environment (LRE) data in relationship to performance outcomes. Approximately, 65% of SWD were receiving instruction in the general education setting greater than 80% of the day for both reading and mathematics. Students with Mild Intellectual Disabilities demonstrated the greatest reading and mathematics performance

gap as compared to the "All Students" group. This disability category received less instruction in the general education setting.

Stakeholders considered perception data such as a SSIP Parent Survey to assess parent perceptions for general curriculum, school climate, and student progress relative to the provision of special education services. A common thread throughout the survey data was the degree by which the schools engaged and communicated with families. The Department partnered with the Parent Training Information (PTI) Center of Georgia to administer the survey and report the data. To ensure proper access to the survey, there was collaboration with the Title One Family Engagement Specialist, Georgia's Parent Teacher Association and LEAs. 1,329 families responded to the survey; however, only 1,067 surveys identified themselves as families of children with disabilities. These families represented the following age groups: (1) 3-5 years old, 7.2%; (2) 6-10 years old, 35.1%; (3) 11-14 years old, 33.8%; (4) 15-18 years old, 23.9% and (5) 18-22 years old, 7.0%. In general, most surveyed areas obtained an approval rate (Strongly Agree or Agree) of at least 80% of the surveyed families. Interestingly enough, the two surveyed areas that did not meet this criterion were specific to progress and expectations for their Students with Disabilities. The indicator measuring the approval rate for school climate demonstrated a disapproval of 15%. This posed concerns for Stakeholders but spurred additional conversations around the effectiveness of school climate for all students.

**Table 9. SSIP Parent Survey Results**

	Strongly Agree	Agree	Disagree	Strongly Disagree
My child has access to courses that allow appropriate progress in school and lead to a high school diploma.	32.6%	50.4%	12.6%	4.4%
My child's teachers provide high quality instruction that is aligned with state standards.	36.8%	50.2%	10.6%	2.5%
My child has appropriate access to courses in a general education setting.	33.4%	50.5%	11.6%	4.5%
My child teachers use appropriate accommodations and modification within the classroom to support academic progress.	34.9%	45.5%	15.4%	4.1%
My child's special education services are designed to allow my child to make progress in school and receive a high school diploma.	34%	47.7%	13.7%	4.6%
My child's current performance and progress toward graduation are clearly communicated.	29.8%	46.8%	19%	4.5%
My child's special education services are regularly reviewed and appropriate.	33.9%	46.3%	16.1%	3.7%
My child's teachers and administrator communicate an expectation of success that includes graduation from high school.	31.3%	48.2%	15.5%	5.1%

My child's school has a discipline policy in place that is positive and focuses on keeping students engaged in school.	32.5%	52.5%	11.3%	3.7%
My child's school is welcoming to children and families from different racial/ethnic groups or cultures.	45.5%	49.7%	2.8%	2.2%

In addition to the SSIP Parent Survey, the State administered a SSIP Student Survey. The State administered surveys to five hundred seventy high school Students with Disabilities who were identified in need of additional strategies and/or interventions. Of the five hundred seventy SWD, four hundred fifty-two students identified themselves as having a disability. The survey was divided into three sections that had strong correlations with graduation: Instruction, Instructional Accommodations, and School Climate. Four hundred four students stated either "Strongly Agree" or "Agree" that they were on track for graduation. This question was cross tabulated to other survey questions to analyze inconsistent responses or possible survey errors. Of the four hundred four students that believed they were on track for graduation, a small number, twenty-nine students, stated they were not receiving instruction in the general education setting and shared negative feedback about access to appropriate accommodations provided by teachers. Thirteen out of the four hundred four students were not clear of their progress toward graduation. Thirty of these students believed they were on track for graduation, yet, did not believe that the adults showed a belief that they could graduate. In general, the State found that students consistently responded to the survey questions. The biggest discrepancy was that fifty-four of the four hundred four students communicated that the school discipline policy was not fair. Stakeholders believed this data supported concerns with school climate.

The perception data from families and students demonstrated consistently positive trends; however, the qualitative feedback did not always align with the quantitative data reviewed by stakeholders. Families and students communicated positive feedback despite the barriers and challenges to positive outcomes for students. The Stakeholders determined that the State must consider strategies to clearly describe graduation readiness and create consistent transparency for students and families. Perhaps families' criteria for success and progress toward graduation differed from the state-level perspective. There would be a definite need to provide technical assistance for families and communities to address perceptions around school climate for SWD.

Georgia Health and Safety Survey provided Stakeholders with perception data to support school climate for students with and without disabilities. 22.99% of students ranging from 6th through 12th grades (134,948 out of 587,043) answered "yes" they thought about dropping out of school. In addition to this question, surveyed participants were asked to identify the most likely reason for dropping out of school if this was a personal option. Interestingly, of the possible responses for dropping out, "bored" had the highest count! The Stakeholders shared concerns about the large number of students that selected "Other" as a dropout reason.

**Table 10. Georgia Health and Safety Survey Dropout Reasons**

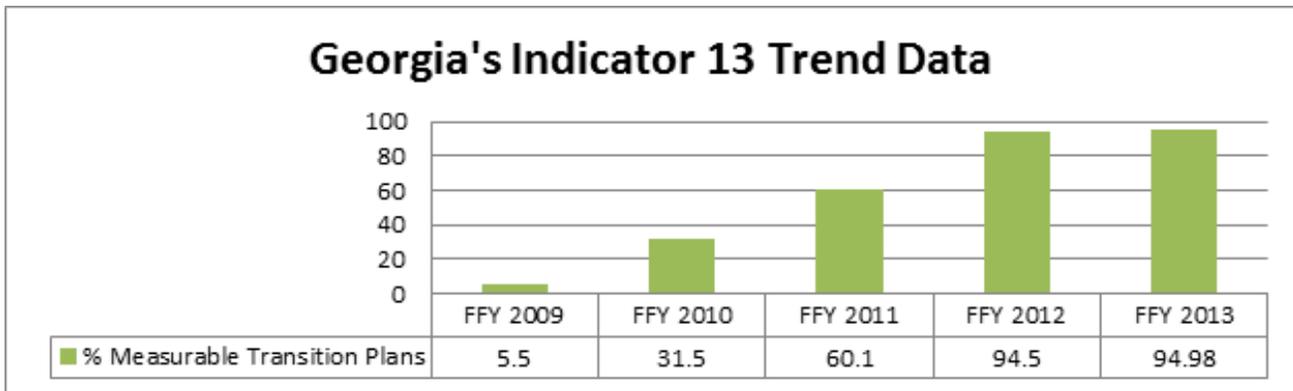
Won't Drop Out	387,994
Bored	72,947
Family Reasons	30,662
Being Bullied	26,276
Other	69,164
Total	587,043

In addition to specific questions about dropping out of school, the surveyed students provided perception data whether

they liked school and felt successful at school. 75.71% responded either "strongly agree" or "somewhat agree" that they liked school in which 86.83% felt successful at school. While 86.83% of students agreed that they felt successful at school, 75.71% responded either "strongly agree" or "somewhat agree" to indicate that they liked school.

Next, Stakeholders asked questions about the preparedness of students beyond high school. Based on FFY 2013, 57.18% (39,028/68,260) of the "All Students" group passed the End of Pathway Assessment (EOPA) in which 35.46% (1454/4100) of the SWD subgroup passed the EOPA. Based on FFY 2010 data, 52.45% (2281/4349) of the SWD that graduated from high school enrolled in a Postsecondary Institution. Georgia's Indicator 13 trend data improved overtime from 5.5% in FFY 2009 to 94.98% in FFY 2013, 94.98%. Indicator 13 reports youth with IEPs aged 16 and above who had IEPs that included appropriate measurable goals. The State has implemented numerous evidence-based practices to obtain the substantial gains: (1) Participated in TA with National Secondary Transition Technical Assistance Center (NSTTAC), (2) Revised the State's method of data collection, and (3) Provided differentiated TA for LEAs. Students with Disabilities are accessing IEPs with measurable transition goals; however, these measurable transition goals have not demonstrated a connection to improved school completion and positive postsecondary outcomes. Stakeholders recommended that the work of the SSIP could bridge this gap and shift the focus from compliant paper to improved practices and outcomes.

**Graph 4. Georgia's Indicator 13 Trend Data**



Georgia's broad data analyses created credible explanations to support the myriad of concerns and issues across grade levels and content areas, which ultimately impacted school completion. It reinforced a need to troubleshoot acquisition of skills and the environment in which those skills were accessed since poor School Climate was a recurring theme. The next logical step was to pare down these statewide issues and clearly identify the root causes for the problems. As a result, Stakeholders completed a ***focused review of data***: (1) Longitudinal data for the FFY 2013 Graduating Cohort and (2) Broad Data Variables for a Targeted Group of LEAs in the State. By this point, the State required the support of Stakeholders to answer the following question: What were the barriers that negatively impacted improved graduation rates for SWD? The Stakeholder Committee identified the salient data trends for the cohort and determined how pervasive those barriers were for other cohorts of students. Ultimately, these barriers would assist Georgia in developing a theory of action and outlining coherent improvement strategies.

Longitudinal data were reviewed for the FFY 2013 Graduation Cohort that extended back to its 3<sup>rd</sup> Grade Year. During FFY 2004, as Georgia's 3<sup>rd</sup> grade students, there were performance gaps (Meeting and Exceeding the Standard) for both reading and mathematics between the "All Students" Group and SWD subgroup. Overall, all students performed better in reading as compared to math. By 5<sup>th</sup> grade, there was approximately a twenty plus percentage point gap for both reading and math. By 9<sup>th</sup> grade, the performance gap widened to approximately 36 percentage points for both academic areas. During 10<sup>th</sup> grade year, the SWD dropout rate almost doubled that for All Students.

**Table 11. FFY 2013 Graduation Cohort Longitudinal Performance (Meets and Exceeds)**

	3 <sup>rd</sup> FFY	4 <sup>th</sup> FFY	5 <sup>th</sup> FFY	6 <sup>th</sup> FFY	7 <sup>th</sup> FFY	8 <sup>th</sup> FFY	9 <sup>th</sup> FFY 2010

	2004	2005	2006	2007	2008	2009	American Literature and Math I
Reading All Students	92	81	86	92	89	96	82
Reading SWD	82	61	64	69	84	81	46
Math All Students	90	80	88	69	63	83	61
Math SWD	74	52	63	35	51	48	24

This focused analysis of data for a targeted cohort was critical to help Stakeholders confirm barriers highlighted in the broad analysis of data. This Cohort demonstrated proficiency gaps early during the beginning of the PreK-12 Pipeline. “Does Georgia have a comprehensive Pre-K-12 pipeline, or maybe this was part of the issue?” Essentially, the FFY 2013 SWD Cohort started as early as 3<sup>rd</sup> Grade underperforming the All Students Group. What appeared to be a SWD issue eventually manifested as a concern for all students. **Stakeholders made a critical connection between the gap noted for young children upon exiting preschool and the gap demonstrated in Table 11. Generally, Students with Disabilities are underperforming their peers upon exiting the preschool program.** Low Achievement for SWD demonstrated a microcosm of concerns with underperformance for All Students. With the newly implemented Georgia Student Growth Model, it has become very transparent that even when students demonstrate basic proficiency, the expected growth was insufficient. Also, Georgia is transitioning away from the current measure of proficiency to align with more rigorous expectations during FFY 2014 with the new Georgia Milestones annual testing. Considering this variable, the percent reported as meets and exceeds could be significantly lower for reading and mathematics when assessed for future cohorts.

Based on the data, Stakeholders identified the following barriers as having a negative impact on positive outcomes for SWD:

- Access to the general curriculum for All Students to include Universal Design for Learning (UDL) and supplemental supports and interventions;
- Access to a positive school climate for All Students; and
- Access to specially designed instruction (SDI) for SWD.

Georgia’s SWD would have improved outcomes, if these barriers across the P-12 pipeline were addressed at the state, regional and local levels. Unfortunately, there are multiple areas of opportunity that Stakeholders could have suggested, but all roads seem to lead to graduation rate for SWDs. The belief was that the entire P-12 pipeline posed one or more concerns. While data could have guided Stakeholders to address reading, math, preschool outcomes, postsecondary outcomes or graduation, a statewide focus solely on a subject area, gender, racial group or disability category could worsen the problem and create additional silos. Also with concerns about instruction and school climate, graduation would create a more feasible priority since School Climate is essential to the entire P-12 Pipeline. Stakeholders believed that graduation outcomes were not only an area of need but would enable the State to select comprehensive, coherent strategies to target other areas of need. Georgia’s State Personnel Development Grant (SPDG), GraduateFIRST, has improved capacity for local schools to implement evidence-based practices to support at-risk students. The Division for Special Education and the Division for School Improvement engaged in collaborative planning to ensure scalability and provide this TA across schools with accountability designations. The infrastructure is in place for many local schools, and now is the time to scale the work up to the LEA level.

Considering the State's capacity to provide Intensive Technical Assistance (TA), what targeted group of LEAs would benefit through the systematic implementation of Student Success? Georgia already has a number of strategies around improving graduation outcomes for students; therefore, the SSIP could align with many of these efforts such as GraduateFIRST. While Stakeholders anticipated some strategies having universal implications for all LEAs, there was some limitation for intensive supports due to limited personnel. The State identified eighty-two LEAs based on the following variables.

- Variable 1: LEAs that had 1 or more Participating GraduateFIRST School in Georgia's State Personnel Development Grant
- Variable 2: LEAs that had 1 or more Schools with Accountability Designations for Graduation Rate (Priority, Focus, or Alert)
- Variable 3: LEAs that had a graduation rate for SWD approximately  $\leq 30\%$

The State also considered the number of schools in the LEA with Accountability Designations for other areas and any determinations for Disproportionality within the past three years. During a Committee meeting, Stakeholders reviewed anonymous data sets for the eighty-two LEAs clustered within their GLRS regions. Stakeholders were asked to consider the LEAs within a GLRS region and prioritize three LEAs based on the following: (1) Size Group, (2) Capacity Efforts, and (3) Need. As a result of this activity, fifty LEAs were selected for Intensive Technical Assistance; however, two GLRS regions had fewer than three LEAs to choose from. The fifty LEAs had a 3-21 SWD enrollment that represented approximately 46% of the State's total SWD enrollment. Changing outcomes for these LEAs would definitely improve the State data. The Targeted LEAs had an Adjusted Cohort Graduation Rate of 32.49%, which was below the State's Four-Year Adjusted Cohort Rate of 36.5% for SWD!

#### Analysis of the 50 Districts

24 LEAs had GraduateFIRST being implemented across 51 schools.

19 LEAs had 29 Priority, Focus or Alert schools for Graduation Rate and 94 additional Priority, Focus and Alert schools for other accountability areas.

7 of the 50 LEAs did not have enough students for a SWD subgroup for Graduation Rate.

42 of the 50 LEAs that had a SWD subgroup did not meet the ESEA Waiver SWD Graduation Target.

1 LEA met the SWD Subgroup Graduation target.

24 LEAs had a Disproportionality Determination (Identification, Placement and/or Discipline) within the past three years.

4 LEAs met the criteria for all variables.

Stakeholders' focused data analyses were helpful to target LEAs but also to identify strong correlational variables that impact low graduation rates. While a low graduation rate was only one variable, all LEAs with a size group underperformed the target-except 1 LEA. The other helpful observation obtained through this focused analysis was that LEAs demonstrated similarly low performance for varied reasons. This reality would further inform Georgia's selection of coherent improvement strategies. The Stakeholders helped Georgia to clearly define graduation as an area of priority. Perhaps the best way to build or strengthen a P-12 Pipeline is to create common mission and vision such as with school completion. In FFY 2004, did Georgia's 3<sup>rd</sup> grade teachers make a critical connection between student learning and school completion in FFY 2013? Stakeholders believed that this focus area would allow greater flexibility for individual LEAs to address reading, math, School Climate, as appropriate.

Stakeholders hypothesized that district effectiveness was most critical to the improvement of school and teacher effectiveness. Effective schools improve outcomes for students. Considering this theory, Stakeholders reviewed focused

data for the LEAs that had a Priority, Focus, or Alert school based on the Graduation Rate. Of the LEAs, 97% of the LEAs demonstrated systemic performance issues and had been identified in FFY 2004 with a performance gap of  $\geq 25\%$  between SWD and Non SWD subgroups for reading and/or math. Many of these LEAs were identified in the bottom quartile of their size group for SWD performance on reading and/or math. The Committee believed that this observation supported the reality that LEA capacity is critical to address this problem. Stakeholders suggested that the State analyze its current capacity efforts to support LEAs with low achievement and/or proficiency gaps. The GaDOE released new School Climate Ratings during FFY 2014 and have conducted a preliminary analysis of the data and its impact on student achievement. During Phase II, Georgia will be able to provide additional data to qualify the relevance of this barrier and identify some critical next steps.

### Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

The GaDOE engaged Stakeholders in a broad state infrastructure analyses relative to the graduation outcomes for SWDs. What was Georgia's current capacity to support improved graduation outcomes for SWD at the state, regional, LEA and school levels? Georgia has a comprehensive approach to clearly communicate standards and expectations at the LEA level and school levels with the use of District Keys, School Keys, Class Keys, and Teacher/Leader Keys. The Division for School Improvement's District Effectiveness Process is a capacity building initiative but only implemented in four LEAs identified as having School Improvement Grants (SIG). Priority Schools are awarded SIGs based on a competitive application process, which must include LEA commitment. The Division for Special Education collaborated with the Division for School Improvement to support these four LEAs. While Georgia has numerous collaborative opportunities at the state level, the strongest networks for capacity building are through the use of Regional Educational Service Agencies (RESA) and the Georgia Learning Resource System (GLRS). There are also local school improvement specialists that provide TA for individual schools to support school improvement planning process and increase student achievement. The Division should seek to leverage these resources and opportunities for improved alignment.

During July 2014, the State solicited feedback from Stakeholders concerning Georgia's infrastructure via paper and online surveys. Questions supported an analysis of Georgia's governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. Below you will find several of the questions and responses.

#### *What initiatives do you know about that could be leveraged to improve graduation rates for students with disabilities?*

1. Governor's Office Campaign Get Georgia Reading Campaign
2. Math Endorsement for teachers
3. State Personnel Development Grant
4. Math Science Partnership Grant
5. CEEDAR Grant
6. Network of Transforming Teacher Education Programs (NTEP)

7. Teacher and Principal Induction Program
8. Quality Rating Improvement System (birth to 5)
9. Flexible Learning Program (Title One)
10. Title One Funds provided to schools for students
11. CTAE Career Pathways
12. RT3 Initiatives
13. RESA and GLRS
14. Formative Instructional Practices (FIP) for teachers
15. Summer Curriculum Academies
16. Teacher Resource Link (SLDS)
17. Parent Mentor Program
18. Individualized Growth Plan
19. Person-Centered Planning
20. Georgia Leadership School Improvement
21. Striving Reader B-12
22. School Improvement Grant (SIG)
23. Dual Enrollment
24. Graduation Coaches
25. Early Intervention Program
26. Remedial Education Program (REP)

***Are you aware of any rules, policies, procedures and practices that are negatively impacting graduation rates for students? If so, what are they, and what actions should be taken to address them?***

1. Response to Intervention (RTI) not being implemented with fidelity
2. Coordination of Technical Assistance
3. Opportunity Gaps for Students
4. Board policy about Graduation
5. Practices around grading and reporting

6. Access to Parent Resources
7. Class size rule
8. Low expectations and faulty perceptions
9. Georgia's Special Needs Scholarship
10. Local School Code of Conducts/Lack of positive behavioral interventions and supports
11. State Rule for Promotion
12. Local promotion policies
13. Policies around attendance and tardies
14. Grading Policies
15. Undergraduate Coursework and Training
16. Fidelity of Individualized Education Program (IEP) Team

***What system does the State have in place for developing implementation capacity at the state, regional, district, and school levels?***

1. Georgia School Standards
2. Districts Keys
3. GAPSS
4. District Effectiveness Team
5. High school feedback reports
6. Stakeholder Committees
7. Parent mentors
8. Parent to Parent
9. Relationship between GaDOE and RESAs
10. Access to School Improvement Specialists
11. Special Education District Liaisons and Collaborative Communities (Review of data for ABCs)
12. Active Engagement
13. Collaboration with GLRS
14. Ramping up programs to district level
15. Implementation Science Professional learning
16. Core Team Meetings (RESA Content Specialist, GLRS, TAPS, etc.)
17. Common Education Data Standards (Consistent elements)

***How can the state leverage its system of professional development and technical assistance in order to improve graduation rates for all students including students with disabilities?***

Align resources and TA among federal programs

Form stronger partnerships with Institutions of Higher Education (IHEs)

Improve communication about state priorities

Identify schools and LEAs with effective practices

Use the Department's webpage to support mapping or connectivity of the work

While considering how the state could leverage its system of professional development and technical assistance in order to improve graduation rates for SWDs, Stakeholders expressed concerns with alignment and wanted more in-depth information about specific initiatives. To assist with the infrastructure analysis, Stakeholders were asked to select state and regional initiatives that could be leveraged to improve graduation outcomes for SWD. The State identified thirty-six state or regional initiatives that had a direct or indirect impact on the graduation rate for SWD as reported by the project and initiative leaders responsible for these activities. Many of these initiatives were included in the aforementioned list for state and regional initiatives. The initiatives targeted various grade bands: (a) Elementary School 45.45% (b) Middle School 48.48% and (c) High School 51.51%. The activities spanned all three levels; yet, there was little vertical articulation among the three levels. In most instances, the initiatives were exclusively implemented in one of the three levels with little attention to school feeder patterns.

Eleven out of thirty-six initiatives (30%) were identified as having some type of LEA engagement; however, the LEA engagement varied greatly among these initiatives. Only four initiatives were identified as engaging a large number (56-200) of LEAs throughout the state. Seven of the eleven initiatives represented LEA capacity building work among twenty or fewer districts. In some instances, the initiative was at the LEA level while other initiatives were in schools and included a LEA capacity-building component.

Approximately 14.7% of the state or regional initiatives were identified as compliance related activities. Those activities were directly supported by federal regulations and requirements. 52% of the activities were reported as having a financial responsibility between three to five, with five being the highest. Each Project Leader was asked to rate how well the activity directly correlated to improving graduation rates on a scale from one to five (one being the lowest correlation and five being the highest correlation). 58% reported successful outcomes. Each educational leader was asked to describe specific measures and evidence used to determine student level impact in which only 16% demonstrated direct correlation to the SIMR and measurable outcomes.

In general, Georgia currently provides a number of opportunities to improve graduation outcomes for students that were not regulatory activities. Those activities were implemented at all levels and provided preventative strategies for young children too. Unfortunately, there was little alignment with LEA capacity efforts and missed opportunities for seamless TA to ensure appropriate coaching supports. Stakeholders expressed that these concerns must be addressed in the Georgia's SSIP.

Stakeholders discussed possible rules, policies, procedures and practices that were negatively impacting the graduation rates for SWD. Based on the feedback, several options were identified. Georgia has provided TA and supports for Response to Intervention implementation for the local levels. In addition to the state level resources, local RESAs have supported RTI efforts for local LEAs and schools. Consequently, some LEAs have what is currently identified as "opportunity gaps" in which access to robust learning opportunities may not be a standard for all students.

There were several policies that support positive outcomes for children such as Georgia's Graduation Rule, Alternate Course Sequence, and Individualized Graduation Plan requirement for all students. Policies around Georgia's Special Needs Scholarship and Compulsory Attendance Law may be negatively impacting performance in this area. Perhaps the greatest strength of Georgia's infrastructure is the presence of TA providers within regions; however, there needs to be a seamless alignment of mission and TA priorities from the State level to the school level. Although numerous activities are currently being implemented, additional authentic engagement is needed among critical stakeholders. Majority of these activities were focused either at the school, teacher or student levels. Stakeholders noted that Georgia must improve systems change processes to obtain better outcomes. While many of the activities demonstrated a correlation to improved graduation data,

there was not a systemic plan to demonstrate critical connections. The SSIP is fostering improved planning efforts for all students.

In general, Georgia’s infrastructure and capacity to support change at the LEA level was a definite area of improvement. Overall the accountability and monitoring components were in place and indirectly impacted positive graduation outcomes for students; however, more connectivity was needed to create an authentic Results-driven Accountability system. While Georgia’s state infrastructure shifted to more of an inclusive, collaborative model, there was limited TA to support LEAs to replicate this work. This too would be an area in need of improvement for Georgia. Also, access to an early warning data system could be a critical opportunity to support LEAs and schools to identify at-risk students and support those students with interventions and strategies. While quality standards (e.g., Teacher Keys, Leader Keys, School Keys, District Keys, etc.) were in place, more TA was needed to support LEAs and schools with the fundamentals of how to implement those standards with fidelity. While many of the initiatives were not compliance related activities, federal grants and flow through funds were the fiscal backing for much of the work, which could potentially be an area in need of improvement.

**State-identified Measurable Result(s) for Children with Disabilities**

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

*Statement*

During FFY 2013, 39.46% Students with Disabilities (ages 14 and older) graduated from high school with a general education diploma as measured by the Annual Graduation Event Rate for fifty Local Educational Agencies (LEAs) that were identified to receive Intensive Technical Assistance through the SSIP Coherent Improvement Strategies.

By FFY 2018, Georgia will meet a rigorous target of 50%, which is not aligned with the Elementary Secondary Education Act (ESEA) Waiver Target for the SWD subgroup. Stakeholders suggested that the State set targets that showed rigorous expectations but also realistic expectations for moving state data in LEAs that had unique challenges and capacity.

**Annual Graduation Event Rate** = ((The number of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma)/ (The number of SWD (Age 14 and above) enrolled during a specified school year who exited school by receiving a high school diploma, a certificate/special education diploma, and dropping out))

*Description*

Georgia has identified the following SIMR for its SSIP. The SIMR aligns to Indicator 1 of the State Performance Plan (Graduation Rate for SWD) but reflects data for fifty LEAs identified for Intensive TA. The fifty LEAs represent approximately 46% of Georgia's special education enrollment and will support the State in meeting rigorous graduation rate targets for the SWD subgroup and the “All Students” group. Stakeholders used data to select this priority; however, it was a great advantage that Georgia already had numerous state and regional initiatives already aligned with this priority.

The SIMR was selected after ongoing opportunities to authentically engage stakeholders in an extensive review of data and the State's infrastructure analysis. During FFY 2013, 36.5% Students with Disabilities graduated with a general education diploma as measured by the Adjust Cohort Graduation Rate. The fifty LEAs targeted for Intensive TA demonstrated a Graduation Rate of 32.49%, which underperformed the state’s data. The State demonstrated progress over the FFY 2012

data (35.9%) but did not meet the rigorous target of 47.40%. While the State's graduation data for Students with Disabilities increased 6.6 percentage points since FFY 2010 (29.84%), there was a 10.9 percentage point gap to achieve the FFY 2013 target. During FFY 2013, 72.5% of the "All Students" group graduated with a general education diploma, which demonstrated a 5.8 percentage point gap compared to the FFY 2013 rigorous target (78.3%). Stakeholders believed that targeting the graduation rate for Students with Disabilities would allow ample flexibility for LEAs to address barriers that mostly impact their local data.

When analyzing Annual Graduation Event Rate data for SWD, 44.80% of SWD exited during FFY 2013 with a general education diploma. 39.46% of the SWD in the fifty LEAs targeted for Intensive TA exited during FFY 2013 with a general education diploma.

### Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

Georgia's SIMR aligns to Indicator 1 (Graduation) of the SPP/APR but reflects data for fifty LEAs identified as receiving Intensive TA. Both the broad data analyses and focused data analyses supported the decision to select graduation rate for SWD. While there are many areas of opportunity for the SWD subgroup (e.g., reading, math, dropout, preschool outcomes, postsecondary outcomes, graduation, etc.), the data revealed the story in such a compelling manner that challenged Georgians to address comprehensive barriers and systemic changes—the real root of the problem. Stakeholders were directed to identify barriers that represented the true cause of the problem and target challenges that were within the Department's control. The targeted barriers met the criteria but would require the Georgia Department of Education to craft inclusive Coherent Improvement Strategies that would leverage resources and expertise across special education and general education. While it is often easier to treat individual students, it is far more difficult to support systems change! Improved outcomes for students in Georgia really equate to an authentic systems change process that will create a seamless P-12 Pipeline that supports all students.

While Stakeholders shared the research to support that systems change happen at the LEA level, the State's infrastructure analyses supported that capacity-building efforts at the LEA level was an area in need of improvement. Stuit (2010) published an article "[Are bad schools immortal?](#)" The researcher found that after five years of turnaround work, <10% of the schools actually changed their improvement status. This means >90% of the schools remained unchanged. The article cited that LEA improvement is the point of entry for school improvement. Yet, only 30% of the surveyed state and regional initiatives included engagement strategies at the LEA level. Among the 30% of initiatives and projects, there was great diversity between some strategies to promote awareness and others that addressed LEA capacity. Stakeholders believed that the Coherent Improvement Strategies had to provide a Multi-tiered System of Supports for students, administrators and teachers. The sampling of Georgia's Teacher Effectiveness data, from Race to the Top LEAs, supported that teachers struggled most with differentiation of instruction and academically challenging environments, which negatively impact positive outcomes for all students. Based on the perception data, discipline data, school climate ratings, and attendance data, School Climate is an area in need of improvement for all students. Improved outcomes for students must include improved environments and climates in which students learn.

Another salient trend that shaped the selection of Coherent Improvement Strategies was the reality that LEAs identified as having low performance and/or discrepant proficiency gaps in FFY 2004 were currently demonstrating the dismal trends in FFY 2013. On one hand, this data supported that change has to happen consistently and intentionally at the LEA level.

Many of these LEAs had been monitored and supported by the Department's Federal Programs; yet, LEA capacity was still a priority. Perhaps this reality was more informative for how the State would have to “do business differently” to support LEAs. As a Coherent Improvement Strategy, Georgia will provide TA for all LEAs across the entire state.

***Coherent Improvement Strategy Number One: Georgia will provide Universal TA for all LEAs.*** Georgia’s model will include Coherent Improvement Strategies that will provide differentiated TA. The first level of the TA Model is identified as “Universal TA for All LEAs.” Stakeholders identified trends and barriers that really should be addressed with every LEA; yet, state infrastructure does not support such in-depth, intensive TA for 200 LEAs. As a result, Georgia has considered current infrastructure, initiatives and TA that could provide access to all LEAs. One example is the Division for Special Education partners with Georgia Council for Association Special Education (GCASE) to provide fall and spring TA. Most LEAs attend these meetings and bring collaborative teams to obtain the information. TA meetings, during November 2014 and March 2015, provided awareness information and TA for Georgia’s SSIP. All LEAs received a general awareness of Results Driven Accountability (RDA) and its roles in creating a student-focused culture. Directors learned about the Georgia Story in creating and developing the SSIP. What were the critical data, and how did the discreet data sets connect to tell the Georgia Story? How did the Georgia Story assist stakeholders in selecting the SIMR, analyzing the infrastructure, identifying barriers and outlining Coherent Improvement Strategies?

Next as critical examples of targeted TA, all LEAs attended three breakout sessions around stakeholder engagement, problem solving, and the science of implementing interventions and supports. The breakout sessions provided explicit teaching on the strategies that LEAs would replicate at the local levels. The stakeholder engagement TA used evidence-based practices and tools from [Leading by Convening](#) to build capacity for LEAs to authentically engage stakeholders. The Problem Solving TA used the fundamentals from the [Florida Department of Education 8-Step Problem Solving Process](#) to guide LEAs through targeted activities and increase awareness for evidence-based practices around problem solving. The Implementation of Evidence-based Practices TA used research from [Implementation Science](#) to increase capacity for LEAs to support the science of implementing interventions at the LEA level and school level. Additional details about this conference can be obtained on the [2015 Spring Leadership Meeting](#) (SLM) webpage, as well as, videos from the required sessions.

The Georgia Department of Education (GaDOE) is requiring all LEAs to use the TA provided at the SLM to guide the problem solving process, which will be reported to the Department using a Student Success Process Template. During FFY 2015, each LEA will submit the Student Success Process Template through the Consolidated Application with the IDEA budget. The template will address the critical components necessary for LEA improvement efforts that will change outcomes for students. The template includes the following required components:

1. Documentation of Stakeholder Engagement;
2. Identification of strengths and weakness as supported by data;
3. Identification of barriers;
4. Explanation of current capacity, infrastructure, and resources;
5. Strength and opportunities of local general supervision system; and
6. Strategies, interventions and next steps.

LEAs will receive ongoing regional supports through monthly Collaborative Communities for local special education directors via Georgia Learning Resource System (GLRS). During FFY 2014, Directors engaged in ongoing collaboration about the use of leading indicators (e.g., attendance, behavior, and course completion) to address student needs. Local GLRS, State District Liaisons, and Collaborative Communities will provide TA for LEAs as they select appropriate stakeholders to engage in this critical process. The LEA Stakeholder Engagement Team must conduct a review of data to

clearly identify barriers and develop and/or review strategies or action steps necessary to change outcomes for students. LEA planning must take place as a collaborative effort among other divisions and programs.

Perhaps the most critical component of the problem solving process for Georgia's LEAs will be the analysis and use of data. During the infrastructure analysis, Stakeholders identified LEA effective use of data as an area in need of improvement. To address this concern, GaDOE collaborated with other agencies including the Governor's Office of Student Achievement (GOSA), to provide a comprehensive data toolkit to guide this process. The comprehensive data toolkit includes various types of data sources that are hyperlinked to the actual locations for ease of access. In addition to the data sources, the toolkit provides a robust sampling of questions that LEA Stakeholder Engagement Teams can use to maximize efficiency and solve their own adaptive challenges. The main public data sources are listed below. Other references are made to data that are not publicly reported but accessible by the LEA such as Teacher Effectiveness Data, Progress Monitoring Data, etc. The State will use numerous structures to establish an effective feedback loop to collect data on other areas in need of improvement. The Division for Special Education will continue to collaborate with other GaDOE Divisions to support comprehensive TA.

1. GOSA's Accountability Data
2. GaDOE (Division for Special Education) State and LEA Annual Performance Reports
3. Student Growth Percentiles (SGP) Data
4. College Career Ready Performance Index (CCRPI)
5. Student Health and Safety Survey Data

***Coherent Improvement Strategy Number Two: Georgia will provide TA for a Targeted Group of LEAs.*** During the data analyses, Stakeholders examined the correlation between positive outcomes for students and systemic concerns with Disproportionality. While Georgia has a comprehensive process to examine policies, procedures and practices that impact disproportionality, there is certainly an area of opportunity to create more critical connections. Did LEAs really understand the long-term impact of disproportionality on instruction, climate and ultimately graduation? During the SSIP, Georgia will seek opportunities to support LEAs in a more efficient manner.

The Georgia Department of Education (GaDOE) is currently engaging stakeholders to inform the development of a statewide equity plan that will be submitted to USED in June 2015. Equity posed a critical concern among the barriers that were identified by Georgia's Stakeholders. In addition to the barriers, there were critical connections among LEAs chosen to review equity patterns overtime. As Georgia's equity planning process continues, there will be opportunities to partner with other Divisions to provide [targeted TA for Select LEAs](#).

The Division for School and District Effectiveness will be expanding its District Effectiveness Model during the FFY 2015 school year. District Effectiveness supports LEAs with implementation of [District Standards](#) that are keys to student success and reflect effective practices. The District Standards are not only critical for LEAs receiving targeted TA via School Improvement but will also create a common language for LEAs that receive Intensive TA. With consideration of some preliminary data sets, there were critical connections among LEAs demonstrating greatest opportunities for growth and LEAs considered by the Division for Special Education. Both Divisions will continue to collaborate and plan comprehensive TA for Targeted Districts.

***Coherent Improvement Strategy Number Three: Georgia will provide Intensive TA for Fifty LEAs.*** The Universal TA and Targeted TA will give Georgia an opportunity for scalability and change outcomes statewide. The 3<sup>rd</sup> Tier of Differentiated TA is Intensive TA for Select LEAs. The crux of the SSIP will directly impact adults, students, families and communities across fifty Targeted LEAs. These targeted LEAs will receive Intensive TA throughout the SSIP process as opposed to LEAs targeted in Coherent Improvement Strategy Number Two. The Tier Two targeted LEAs may receive TA on a

case-by-case basis.

As described in the SIMR section, Stakeholders played a critical role in assisting the State with this selection. LEAs identified as receiving Intensive TA were selected by multiple criteria to include capacity efforts, need, size group, and systemic compliance issues such as Disproportionality. Perhaps the most critical challenge is to guide support from the state level that matriculates to the student level and improved outcomes. The framework for the coherent improvement strategy to support LEAs is based on a problem solving process that requires a review/analysis of data, identification of barriers and development and implementation of an improvement plan and monitoring/evaluation of those strategies and activities. These LEAs will complete the same expectations as the Universal TA LEAs but will have more extensive coaching supports for these tasks.

### ***State Leadership and Implementation Team***

At the state level, Georgia has established a State Leadership Team, including special education and general education, to guide the Student Success work. The State Leadership Team meets on a regular basis and represents internal and external stakeholders. This group is much smaller than the Stakeholder Committee but responsible for leadership tasks crucial for successful implementation. Members of the State Leadership Team provide distributed leadership and support various Implementation Teams. The distributed leadership style ensures that feedback loops are continuous and effective. As an example, the Stakeholder responsible for supporting and monitoring regional teams also participates with the State Implementation Team.

### ***Regional Leadership and Implementation Team***

As identified during the infrastructure analyses, Georgia has invaluable TA systems at the regional level; however, these TA systems don't always align seamlessly for comprehensive TA efforts. During Student Success, regional teams will be formed across the State's GLRS regions to include GLRS, GraduateFirst Collaboration Coaches, RESA, PBIS School Climate Specialists, School Improvements, State District Liaisons, etc. One function of the regional team is to analyze data sets and trends across LEAs within the region to differentiate opportunities for TA. As an example, Georgia's performance on reading has consistently improved overtime and demonstrates the highest area of performance; however, a regional team's data may support a finding of systemic issues for the LEAs within its region. In return, the regional team will differentiate TA based on this need.

The 2<sup>nd</sup> role of the regional teams will be to provide Intensive TA for the fifty LEAs. The regional team's lead facilitators will be referred to as "Student Success Coaches." Many of the Student Success Coaches are Collaboration Coaches who support Georgia's GraduateFirst project and have assisted numerous local schools to improve graduation outcomes for students with disabilities and students without disabilities. The Regional Team will work with the LEA Superintendent and local special education director on various readiness activities to prepare for LEA Stakeholder Engagement Meetings and guide the Student Success process at the LEA level, which is driven by a problem solving framework and data-driven decisions clearly outlined by the State.

Regional Coaches provide on-going training, coaching and resources to LEA teams while LEA teams support school teams. The regional coaches, which are critical to the success of this work, assist multiple LEA teams with data collection and analysis, provide Professional Development on evidence-based strategies, support the implementation of selected strategies, and work to build the capacity of team leaders through continuous communication and coaching.

### ***LEA Leadership and Implementation Team***

Each LEA will identify a coach to lead the Student Success work. The LEA Stakeholder Committee will conduct a broad and focused data analyses very similar to the types of data reviewed by the State. To ensure fidelity for data analyses, the Georgia Department of Education (GaDOE) has provided a Data Toolkit for LEAs to serve as a template with guiding questions. Upon completing the data analyses, the local stakeholders will guide the LEA to identify salient trends and

barriers that must be addressed to improve student outcomes. In some instances, the Team might suggest universal Coherent Improvement Strategies that should be implemented district-wide. An example of this would be improve monitoring and supervision of the Individual Graduation Plans for all students. While this initiative is required, LEAs may not have a monitoring component to ensure fidelity. Each LEA targeted for Intensive TA must in return target 1 high school during Year One of implementation to coach and provide Intensive TA. The most logical strategy to develop and maintain LEA capacity is to utilize an effective coaching model where the LEA Coach would practice the new skills and obtain ongoing feedback. As the SSIP work continues, LEAs must consider opportunities for scalability. Middle and High School Leadership must participate on the LEA Stakeholder Committee because this strategy will enhance the P-12 Pipeline and support strategies in feeder schools that align with the targeted high schools.

### ***School Leadership and Implementation Teams***

During Year One, LEA Leadership will target a high school to provide Intensive TA. The LEA Coach must engage the school leadership to implement a similar type of problem solving process to determine school-level barriers, and universal strategies. School level leadership must identify a minimum of fifty students and at least 50% of the targeted students must be SWD. The Leadership Team will work with teachers and other support systems to provide academic and behavior interventions and supports and monitor their progress overtime. There is flexibility to what kinds of interventions and supports will be provided at the school level, which must support deficits among the leading indicators.

***Fundamentals of the work at the School Level:*** School teams and LEAs will receive professional learning, coaching, and resources to support them in diagnosing the causes of low graduation rates. The LEA Coach will support school teams to develop and implement school improvement processes and implement evidence-based practices identified in the school plans. Participating schools will collect fidelity of implementation and outcome data.

***Professional Learning:*** Professional learning opportunities are critical to the success of Student Success. School teams will receive intensive instruction on the process through face-to-face training sessions and online sessions. Academic, behavioral, cognitive, and affective engagement will be addressed. Schools teams will participate in the *Best Practices* strand, providing them with the opportunity to learn from other schools and educators who overcame challenges and barriers to help students with disabilities achieve success. This PD will take place annually but include ongoing opportunities to continue the network and collaboration. An online Professional Learning Series will feature the presentation of research findings; interviews with administrators and educators from the field; and discussions around timely, relevant issues. These web-based sessions will include monthly topics on improving attendance and behavior, increasing family engagement, and evidence-based practices for improving academic outcomes for students.

Georgia has committed to selecting Coherent Improvement Strategies that are process-oriented because the data and infrastructure analyses support a need for systems change. The Georgia Department of Education (GaDOE) can't prescribe interventions that would work across demographics, regions, and groups of students; however, the art of supporting leaders to engage the right stakeholders and solve their own problems will yield positive outcomes. The common, systemic problem solving process will be implemented with fidelity and yield success on every level. The State believes that Student Success is a movement that will spread to all students. After all, Georgia believes in Student Success: Imagine the Possibilities.

### **Theory of Action**

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

**Submitted Theory of Action:** [Georgia's Theory of Action](#)

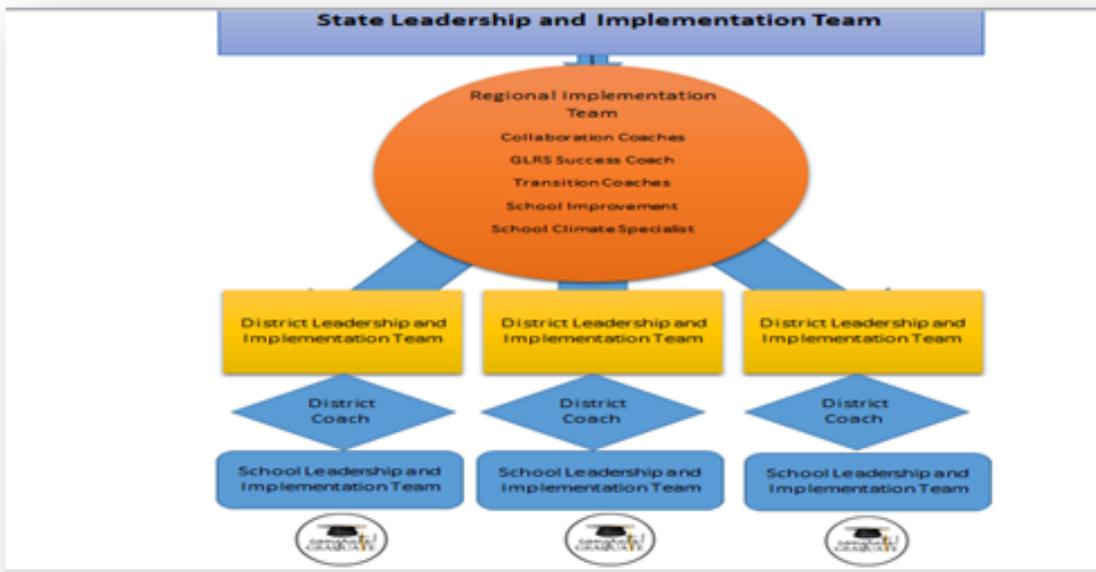
Illustration

Provide a description of the provided graphic illustration (optional)

Description of Illustration

Georgia’s Stakeholders were critical in developing the Theory of Action. Improved outcomes for SWD start with effective leaders at the LEA level. Leadership must be able to engage the appropriate stakeholders to solve their own adaptive challenges and develop a differentiated plan to support school-level change. Realizing that this change in adult practices must take place with multiple opportunities to practice the new behavior with ongoing coaching and feedback, regional TA systems are critical partners in this work. A Program Specialist at the State Level provides leadership for the GLRS and will sustain feedback loops with the Department. GaDOE will collaborate with regional systems to provide a seamless support system for LEAs and schools. Unfortunately, change will not happen if state and regional resources become the work; therefore, there must be relevant opportunities to support LEAs as they address their own systemic issues and concerns through a common systemic process. At the school level, appropriate interventions and supports lesson student risk factors and improve school completion rate for students. Overall, leaders will become more proactive, and classroom instruction will reflect rigor for all students.

**Picture 1: Visual Graphic to Support Intensive TA LEAs**



## Certify and Submit your SPP/APR

This indicator is not applicable.