

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

**For reporting on
FFY 2023**

Georgia



PART B DUE February 3, 2025

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

Introduction

Instructions

Provide sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for students with disabilities and to ensure that the State Educational Agency (SEA) and Local Educational Agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State's General Supervision System, Technical Assistance System, Professional Development System, Stakeholder Involvement, and Reporting to the Public.

Intro - Indicator Data

Executive Summary

The Georgia Department of Education (GaDOE) presents Georgia's federal fiscal year (FFY) 2023 State Performance Plan and Annual Performance Report (SPP/APR). The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. The annual report provides an update on the performance of the state educational agency (SEA) and of each local education agency (LEA) in meeting the requirements of the IDEA for FFY 2023.

GaDOE provides General Supervision for local school districts to improve educational results and functional outcomes for all children with disabilities and ensure that the requirements of IDEA are met. The GaDOE's Division for Exceptional Children (DEC) provides necessary infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student, improving student outcomes and school climate and resulting in an increased quality of life and workforce-ready future.

DEC also provides ongoing technical assistance and guidance to special education leaders, collaborating with other divisions to meet the needs of all educational leaders. Georgia has adopted the Whole Child Framework from the Association for Supervision and Curriculum Development to better align its educational efforts with the holistic needs of all students, including those with disabilities. According to the five key tenets of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged in their learning (see <https://gadoe.org/whole-child-supports/>).

In recognition of the extensive needs of students with disabilities, the Division for Exceptional Children (DEC) continued several initiatives targeting improved outcomes for students with disabilities and aids in teacher retention including:

- Specially Designed Instruction (SDI) (see <https://lor2.gadoe.org/gadoe/file/3e3447d8-fe76-431f-95b1-395c4309df99/1/Specially%20Designed%20Instruction.pdf>)
- The School Completion Toolkit (<https://lor2.gadoe.org/gadoe/items/a6636a8b-7b89-4583-afa5-d358d80bac10/1/viewcontent>)
- The nationally recognized Georgia Teacher Provider Retention Program that supports LEAs in the areas of assuring teachers have the necessary skills, knowledge, and support to effectively serve children with disabilities and their families. (see <https://gadoe.org/learning/educator-support-development/>).

Georgia's Annual Performance Report for 2023-2024 continues to demonstrate Georgia's resilience and commitment to providing services for students with disabilities and building inclusive partnerships with families and communities.

Additional information related to data collection and reporting

Georgia met 11 of the 24 Indicator 3 targets and had slippage in 6 targets. Georgia is, and has been, implementing numerous robust strategies, programs, and supports to address learning recoupment for all Georgia's students, especially students with disabilities. The results of these efforts will require time to show an impact in assessment results. Nonetheless, Georgia has met the target or demonstrated improved assessment results 21 in of the 24 indicators. Georgia has also improved the graduation and drop rates.

Number of Districts in your State/Territory during reporting year

235

General Supervision System:

The systems that are in place to ensure that the IDEA Part B requirements are met (e.g., integrated monitoring activities; data on processes and results; the SPP/APR; fiscal management; policies, procedures, and practices resulting in effective implementation; and improvement, correction, incentives, and sanctions). Include a description of all the mechanisms the State uses to identify and verify correction of noncompliance and improve results. This should include, but not be limited to, State monitoring, State database/data system, dispute resolution, fiscal management systems as well as other mechanisms through which the State is able to determine compliance and/or issue written findings of noncompliance. The State should include the following elements:

Describe the process the State uses to select LEAs for monitoring, the schedule, and number of LEAs monitored per year.

The DEC provides appropriate accountability to ensure that LEAs comply with federal regulations. Fidelity of compliant practices is enforced by using a tiered monitoring system that enables the Division staff to monitor all LEAs every year. The DEC monitors each LEA every year through a tiered monitoring system to ensure timely identification and correction of any identified noncompliance. At each tier, the DEC conducts a systematic collection and analysis of data to inform compliant practices and improve results. The State provides increased or more intensive support based on the analysis of data. An additional critical component of Georgia's continuous improvement monitoring is Cross Functional Monitoring (CFM), which is conducted using a five-year cycle. The CFM process is intensive and examines all components of a system's implementation of IDEA. The State monitors all LEAs through CFM within a five-year cycle.

- Tier 1 - Monitoring procedures are implemented for all LEAs to enforce compliance and improve results. Tier 1 activities include items such as a review of LEA Determination Data, Continuation of Services Data, Fiscal Risk Assessment, and Child Find Initial Evaluation Timelines.
- Tier 2 - Monitoring procedures are implemented for a targeted group of LEAs based upon areas of noncompliance at Tier 1, such as exceeding the 60-day timeframe for Child Find Initial Evaluations. Some LEAs receive support based on local performance on indicators such graduation, dropout, and young children's outcomes.
- Tier 3 - monitoring procedures are implemented for a targeted group of LEAs and differentiated to meet their compliance and/or performance needs, which are triggered by the previous tier's data (i.e., Significant Disproportionality).
- Tier 4 - monitoring procedures are implemented for any LEAs that demonstrated difficulty in the timely correction of noncompliance. Timely correction of noncompliance is within one year.

Using all four tiers of monitoring, the DEC ensured timely identification and correction of noncompliance and fostered a continuous improvement monitoring process.

THE SCHEDULE & NUMBER OF LEAS MONITORED PER YEAR

Georgia monitors all Local Educational Agencies (LEAs) at least once within the five-year cycle through Cross Functional Monitoring.

SY 2020 – 64 LEAs Monitored
SY 2021 – 59 LEAs Monitored
SY 2022 – 54 LEAs Monitored
SY 2023 – 63 LEAs Monitored
SY 2024 – 64 LEAs Monitored
SY 2025 – 51 LEAs Monitored

Describe how student files are chosen, including the number of student files that are selected, as part of the State's process for determining an LEA's compliance with IDEA requirements and verifying the LEA's correction of any identified compliance.

Cross Functional Monitoring

For Cross Functional Monitoring, the state determines which files to pull and review for monitoring for the identification of noncompliance and for verification of updated data by random selection from the GaDOE October FTE report as part of the State's process for determining an LEA's compliance with IDEA requirements and verifying the LEA's correction of any identified noncompliance. The following criteria is used for student selection:

- Two (2) preschool students
- Two (2) elementary students
- Two (2) middle school students
- Two (2) students served by GNETS
- Five (5) high school students aged 16 and older (to address Indicator 13)
- Two (2) students served in residential facilities

If an LEA does not have students that meet the criteria, for example LEAs that do not have preschool, the LEA must select additional students for the minimum number of files reviewed. If an LEA does not have the minimum number of students/criteria, all files will be reviewed. If the LEA has fewer than 5 high school students aged 16 and older, the LEA will select additional high school students younger than 16. However, the high school students under 16 are not reported in indicator 13.

While the state uses the same criteria for verification of updated data by random selection, if a state is identified as having noncompliance in Transition planning only, the state pulls and reviews only high school students aged 16 or older for the verification of updated data by random selection from the GaDOE October FTE report.

SPP/APR Indicators Collected Through a Database

Indicator 11 and 12

For determination of compliance, GaDOE uses a database. The LEA submits a file with student specific information and dates. For verification of updated data for identified noncompliance, the SEA randomly selects students from the list and requires LEAs to submit signed consent for evaluation, initial evaluation, and eligibility documentation. LEAs must also submit the initial IEP for randomly selected students for Indicator 12.

The GaDOE conducts a verification process for randomly selected LEAs that report 100% compliance. LEAs selected for random verification must submit signed consent for evaluation, initial evaluation, and eligibility documentation. LEAs must also submit the initial IEP for randomly selected students for Indicator 12.

Indicators 4a/4b

For determination of compliance for 4a and 4b, GaDOE identifies LEAs that have significant discrepancy. The LEA then submits ten student files that are self-selected by the LEA for the disproportionality compliance review. If LEAs are determined noncompliant after the review of policies, practices, and procedures, the LEA must correct the area of noncompliance within a year of notification. For verification of updated data for identified noncompliance, the LEA submits ten additional student files that are self-selected by the LEA for the disproportionality compliance review.

Indicators 9 and 10

For determination of compliance for 9 and 10, GaDOE identifies LEAs that have significant discrepancy. The LEA then submits twelve student files (ten student files that are eligible and 2 student files that were not eligible) that are self-selected by the LEA for the disproportionality compliance review. If LEAs are determined noncompliant after the review of policies, practices, and procedures, the LEA must correct the area of noncompliance within a year of notification. For verification of updated data for identified noncompliance, the LEA submits twelve student files (ten student files that are eligible and 2 student files that were not eligible) that are self-selected by the LEA for the disproportionality compliance review.

Dispute Resolution

As part of the State's process for determining an LEA's compliance with IDEA requirements and verifying the LEA's correction of any identified compliance, the Dispute Resolution team pulls the student file based on the complaint received. For systemic complaints, GaDOE pulls a sample of randomly selected students.

Describe the data system(s) the State uses to collect monitoring and SPP/APR data, and the period from which records are reviewed.

The State has a robust statewide data collection system. This system includes the Statewide data collections applications for FTE, Student Record, Student Class, and CPI for all students and staff. It also includes the Special Education Applications Dashboard, Dispute Resolution, and ConApp, CLIP State Administration, Cross Functional Monitoring Portal, SECEIS applications in the GaDOE portal. These systems have extensive audits and edit checks built internally within the system. To ensure the collection of valid and reliable data, LEAs must sign-off on data submitted. This includes LEAs clearing all edit checks and business rules or submitting data notes. The State uses this data collection system to collect monitoring and SPP/APR data. Data is reviewed after the collection period and throughout the year for trends and patterns to improve student outcomes. For example, data submitted through the electronic survey for Indicator 8, Parent Involvement, is updated in the SE Applications hourly. This allows LEAs and the SEA to review trends and patterns for how well the school facilitated parent involvement.

Monitoring data is collected in the Cross Functional Monitoring application throughout school year. Monitoring data is reviewed during the Cross Functional Monitoring Process. Indicator 13, Secondary Transition is collected through the CFM process in the CFM application.

The systems the state uses for Fiscal Cross Functional Monitoring are the Consolidated LEA Improvement Plan (CLIP) State Administration application and Cross Functional Monitoring Portal. The LEAs upload required documents into the CLIP State Administration application for cross functional

monitoring and data is monitored and reviewed by each federal program specialist. LEAs upload documented evidence for equitable services, internal controls, maintenance of effort, excess cost, and comprehensive coordinated early intervening services. The Cross Functional Monitoring Portal is used to communicate the results of cross functional monitoring, establish corrective action plans, review LEA corrective actions, and document adherence to corrective actions.

FTE collects data for state funding based on student enrollment and education services provided by local school systems. FTE is a “snapshot” of services regularly scheduled to be provided on a specific date. FTE is used to collect data for Indicator 1 Graduation and Indicator 2 Dropout. This data is collected in October. The Federal Child Count data is extracted from the October FTE data collection. Additionally, Indicator 5 Educational Environments for School Age and Indicator 6 Preschool Environments data elements come from the October FTE file.

DRC data system is used to collect data for Indicator 3 Assessment (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards. This data is collected during the statewide testing window from March to May.

Student Record provides a year-end, cumulative record of student program participation and various activities for the fiscal year. The Student Record data collection is used to collect Indicator 4 (Suspension and Expulsion), Indicator 9 (Disproportionate Representation) and Indicator 10 (Disproportionate Representation in Specific Disability Categories). The Data collected in Student Record is analyzed and shared with LEAs in the Special Education Dashboard application annually. It is color coded to assist the LEA’s in understanding the importance of different components and calculations. LEAs may review both current and historical data in the application. This data is collected in June.

Special Education Dashboard Applications comprises of 10 applications available in the secure GaDOE web portal. GaDOE and LEAs can share data in the application. Data for Indicator 7, 8, 11, 12, 13, & 14 is extracted from the SE Applications Dashboard.

- Indicator 7, Preschool Outcomes, Data is collected in July
- Indicator 8 Parent Involvement, Data is collected January through May
- Indicator 11, Child Find, Data is collected in July
- Indicator 12, Early Childhood Transition, Data is collected in July
- Indicator 13, Secondary Transition,
- Indicator 14, Post-School Outcomes, Data is collected in July
- Indicator 15 Resolution Sessions, and
- Indicator 16 Mediation data are collected in the SE Dispute Resolution application. Information for these indicators is collected year-round.

Describe how the State issues findings: by number of instances or by LEAs.

GaDOE issues findings by LEAs for any written findings.

If applicable, describe the adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction).

GaDOE does not utilize pre-finding correction.

Describe the State’s system of graduated and progressive sanctions to ensure the correction of identified noncompliance and to address areas in need of improvement, used as necessary and consistent with IDEA Part B’s enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

Graduated and progressive sanctions include following:

- Issuance of letter of noncompliance
- Self-Assessment (review and revise their policies, practices, and procedures as well as General Supervision and Monitoring)
- Correction action plan
- Technical assistance
- Monthly LEA check-ins with GaDOE
- May require the LEA to revise the LEA Implementation Plan
- May require LEA to report data on improvement activities
- May direct the use of LEA funds to address areas of need
- May result in the repayment of federal and/or state funds for special education
- In addition to all activities for other levels, the State may withhold, in whole or in part, IDEA and State funds to the LEA.

Describe how the State makes annual determinations of LEA performance, including the criteria the State uses and the schedule for notifying LEAs of their determinations. If the determinations are made public, include a web link for the most recent determinations.

GaDOE makes determinations of LEA performance annually for each LEA. GaDOE will determine if each local education agency: Meets Requirements; Needs Assistance; Needs Intervention; or Needs Substantial Intervention based on the data in each LEA’s profile, information obtained through monitoring visits, and any other public information.

Schedule For Notifying Leas of Their Determinations

Once annual determinations of LEA performance are made, LEAs are notified of their determination. Superintendents are notified of LEA Determinations via the GaDOE Portal Application. The Superintendents and Special Education Directors receive an email alerting them that the LEA Determination is available via the LEA Determinations Portal Application. LEA determinations are not made public.

Determinations should enable LEAs to develop improvement activities and to incorporate those improvements activities into the LEA Improvement Plan. In addition to indicator data, other factors will be considered, including:

- The progress, over time, the LEA has made toward State targets
- Monitoring status, if applicable
- Activities documented in the LEA’s Improvement Plan
- Fiscal Monitoring
- Areas of identified noncompliance

Annual Determination Criteria

Annual Determinations are based on the data reflected in its Part B Results-Driven Accountability Matrix (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

- Indicator 4b: Rates of Suspension and Expulsion
- Indicator 9: Disproportionate Representation of Racial and Ethnic Groups in Special Education and Related Services

- Indicator 10: Disproportionate Representation of Racial and Ethnic Groups in Specific Disability Categories
- Indicator 11: Initial Evaluations (Child Find) completed within 60 days
- Indicator 12: Part C to Part B Transitions (Early Childhood Transitions)
- Indicator 13: Measurable Postsecondary Goals for Transition
- Timely Correction of Noncompliance
- Timely and Accurate Data
- Maintenance of Effort (MOE)

The LEA receives a Total Performance Score, which is then divided by the Total Possible Points to determine the level of compliance for that school year. Each Indicator is worth 2 points, with the exception of Maintenance of Effort, which is worth 4 points. LEAs can earn partial points for Indicators 11, 12, 13, and Timely and Accurate Data.

The performance levels are as follows:

- Meets Requirements = Over 90%
- Needs Assistance = At least 75% but less than 90%
- Needs Intervention = Less than 75%
- Needs Substantial Intervention*

*After four consecutive years of not meeting requirements or at any time the State determines that a District Needs Substantial Intervention in implementing the requirements of IDEA, the District will be designated as needing substantial intervention.

Provide the web link to information about the State's general supervision policies, procedures, and process that is made available to the public.

<https://gadoe.org/special-education/>

Technical Assistance System:

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

Targeted Technical Assistance (TTA) includes focused levels of evidence-based support, such as the GaDOE directing root cause analysis and monitoring of Corrective Action Plan (CAP) development and correction. TTA may also include assistance with data analysis, improvement planning, identification of promising practices, training in identified needs, and other requests for resources that would facilitate program change. Successful TTA requires an ongoing 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, LEA, and school levels. To achieve these outcomes, the collaboration often includes the Georgia Learning Resources System (GLRS), Regional Education Service Agencies (RESA), local colleges and universities, and national partners to provide additional technical assistance to LEAs.

TTA opportunities can be both voluntary and prescribed. For example, LEAs that are determined Significantly Disproportionate must participate in Comprehensive Coordinated Early Intervening Services, but systems may voluntarily participate in Disproportionality TTA and reserve up to 15% of IDEA funds to address overrepresentation difficulties that do not meet the threshold for Disproportionality determination.

During FFY23, monthly Technical Assistance (TA) was provided to all LEAs through Monthly Special Education Directors Webinars which can be accessed at (<https://login.community.gadoe.org/events/fy25-special-education-directors-webinars>). The webinars provided timely information regarding topics such as Assistive Technology, English Learners and Students with Disabilities, Transition, Discipline, Data Reporting, Fiscal Management, GAA 1%, and IEP Development.

Georgia also provided LEAs an IDEA Implementation Manual which is periodically updated at (<https://gadoe.org/special-education/implementation/>). The manual serves as a practical guide for implementing the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and its regulations. The purpose of this manual is to provide practical ideas and best practice information on the implementation of the Georgia Special Education State Rules for administrators, principals, regular education teachers, special education teachers, related services providers, parents, and students with disabilities. When the manual was initiated, technical assistance was conducted in several sessions and was made available to all of Georgia's LEA-level personnel. GaDOE also provides data reporting manuals which assist LEAs in reporting timely and accurate IDEA data.

Georgia has also invested a great deal of effort and resources into a tiered system of supports which can be accessed at Georgia's Tiered System of Supports for Students (See <https://gadoe.org/whole-child-supports/gatss/>) to provide support for all LEAs and students.

The Collaborative Communities approach is another technical assistance model in which stakeholders are engaged in solving critical problems and supporting each other in their efforts. The Collaborative Communities are regularly scheduled (typically monthly) regional technical assistance meetings that all Georgia's LEAs may attend. 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 to work together to accomplish common goals. District liaisons (DLs) from the DEC participate in these monthly sessions. The DLs provide updates on GaDOE initiatives and answer questions for stakeholders. Georgia has continued to strengthen its relationship with National Technical Assistance Centers including the IDEA Data Center (IDC), the Center for IDEA Early Childhood Data Systems (DaSy), National Center for Educational Outcome (NCEO), the National Center for Systematic Improvement (NCSI), Data Center for Addressing Significant Disproportionality (DCASD), WestEd and Center for Appropriate Dispute Resolution in Special Education (CADRE). Tools and resources available from IDC are used to assist in data analysis. Georgia has also collaborated with the National Technical Assistance Center on Transition: The Collaborative (NTACT-C) to address the challenges of dropout prevention, improving graduation rates, and strengthening transition planning services. The Center for IDEA Fiscal Reporting (CIFR) provides technical assistance for fiscal reporting.

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 children with disabilities.

Professional Development (PD) is an essential and ever-evolving process in Georgia, fostering continuous growth and excellence in our educational practices. PD ranges from a basic level of providing general information to a more targeted and intensive level of learning, which is job-embedded and data-driven with a focus on student achievement and school improvement. Research suggests to build capacity, a framework that includes understanding the stages of the change process must be used. The stages of change are Exploration, Installation, Initial Implementation, Full Implementation, and Sustainability and Innovation. These stages of change require that an LEA commits to a multi-year process of improvement. Georgia is committed to providing all LEAs with ongoing support for instruction, data, and learning resources.

Georgia's State Longitudinal Data System (SLDS) houses longitudinal information on student attendance, assessment information, and grades. SLDS

also contains the Georgia Learns PD Hub, which has greatly enhanced virtual learning opportunities for LEA district and school-level personnel. There are multiple modules on the platform that provide information about effectively writing IEPs and using the GO-IEP program. There are also numerous instructional presentations available on the platform. The courses on the Georgia Learns – PD Hub can be monitored by course instructors to evaluate participants' completion and accuracy in mastery of course objectives.

GaConnects, (See <https://gadoe.org/district-schools/>) Districts & Schools – Georgia Department of Education an online collection of applications and resources, provides access to GaDOE resources, including access to additional professional development applications such as the GaDOE Community, GAFocus, GALearns, and GAINspire, and GASuitcase. The GaDOE Community <https://login.community.gadoe.org/events>), a new digital space, provides opportunities for educators to collaborate and participate in continuous learning. Educators can build professional networks, join specific groups (i.e., Special Education Data Support, GO-IEP Users), share resources, complete microlearning courses, access recorded webinars, and share upcoming professional learning events. GAFocus provides GaDOE division resources to LEAs and their staff. GALearns provides professional learning that houses quality online courses where learners can earn badges course completion. GAINspires provides instructional resources mapped to the K-12 learning standards. GASuitcase provides a list of all K-12 Georgia Standards.

Georgia's Division of Exceptional Children (DEC) collaborated with many partners at the national, regional, state, and local levels to provide timely and accurate information about available professional development in special education. These collaborations often include the National Technical Assistance Centers, the Regional Education Service Agencies (RESA), Georgia Learning Resource System (GLRS), Special Education Leadership Development Academy (SELDA), Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), and local colleges and universities. The Division's professional development incorporates many factors, including the model and delivery method (job-related or job-embedded) that will be followed and the type of training. In addition, professional development is generally self-directed, based on previous experience, relevant to the needs, and applicable to the specific situation. It is based on data that answers the question "who needs to know what" at the LEA, administrative, school, or specialist 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:

- 1) Georgiastandards.org Resources and Videos: <https://www.georgiastandards.org/Pages/default.aspx>
- 2) State Personnel Development Grant (SPDG) Professional Development: <https://gadoe.org/whole-child-supports/gatss/>
- 3) GaDOE Professional Learning Events: <https://login.community.gadoe.org/events>
- 4) Specially Designed Instruction: <https://lor2.gadoe.org/gadoe/file/3e3447d8-fe76-431f-95b1-395c4309df99/1/Specially%20Designed%20Instruction.pdf>
- 5) Georgia Teacher/Provider Retention Program: <https://url.gadoe.org/s9hvw>
- 6) High-Leverage Practices: https://sldswf.gadoe.org/uiuxweb/HLP_2020/index.html

Georgia's DEC provides the Special Education Leadership Development Academy (SELDA) (see <https://login.community.gadoe.org/events/fy25-special-education-leadership-development-academy-selda>) a year-long professional development program designed to meet the needs of first and second-year special education directors.

GaDOE partners with Georgia' Council of Exceptional Children to provide the professional learning.

Stakeholder Engagement:

The mechanisms for broad stakeholder engagement, including activities carried out to obtain input from, and build the capacity of, a diverse group of parents to support the implementation activities designed to improve outcomes, including target setting and any subsequent revisions to targets, analyzing data, developing improvement strategies, and evaluating progress.

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package

in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 (Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting. SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

Apply stakeholder engagement from introduction to all Part B results indicators (y/n)

YES

Number of Parent Members:

160

Parent Members Engagement:

Describe how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress.

Current Stakeholder Advisement - Beginning with a SAP work session on October 2, 2024, SPP/APR data was reviewed through a cohesive framework for SPP/APR Indicators designed to foster greater stakeholder engagement, including parent engagement. The framework was established at the beginning of the SPP/APR 2020-2025 package and initially shared with the SAP on May 6, 2021. The framework has provided the SAP with consistency in the areas of target setting, data analysis, improvement strategies, and evaluating progress. In the framework, the Indicators of the SPP/APR were divided into the following clusters to enable focused work and greater opportunity for stakeholder feedback: High School and Life Outcomes (Indicators 1, 2, 13, 14, and 17), Disproportionality (Indicators 4, 9, and 10), Environments and Timelines (Indicators 5, 6, 11, and 12), Preschool, Parent Involvement, and Legal (Indicators 7, 8, 15, and 16), and Assessment (Indicator 3). The SAP had 36 parent members, and all were engaged in reviewing the progress data for the SPP/APR Indicators targets. The Part B Data Managers provided a review of SPP/APR Indicator data with frequent opportunities for participant discussion through a series of guided questions. Examples of guided questions were: "Which Indicators concern you the most in this cluster [High School and Life Indicators]? What strategies would you suggest for improving disproportionality?" The responses were collected by the Part B Data Managers for compilation.

On December 2, 2024, both Part B Data Managers met with the SAP and shared the compiled feedback and questions from the October 2, 2024, SAP meeting. The meeting also included a deeper dive in the Environments and Timelines cluster. The results were also posted on the SPP/APR website in the presentation titled, State Performance Plan-Check Up Part II (see <https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>). For the Environments and Timelines cluster (Indicators 5, 6, 11, and 12), SAP members commented, "ensure that all involved are aware of timelines and adhere to the timelines requirements." In response to these comments, the Part B Data Managers invited the preschool coordinator to provide in-depth information on supports, resources, and training available to assist LEAs with meeting Child Find and Early Childhood Transition requirements and targets. SAP members were also concerned with Early Childhood Transition for students with disabilities. SAP members commented, "Educate parents to advocate for their children when entering special education programs, such as, Babies Can't Wait (BCW) and transitioning from BCW (Part C) to Early Childhood or School Age programs (Part B)." SAP members were provided information from DEC about parent mentors and additional supports to make transition more efficient.

On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. Specific resources and strategies for increasing Parent Survey participation and representativeness were provided.

Historical Context for the Development of the SPP/APR with Stakeholder Feedback - The active involvement of the parent members through the SAP has been a strong area of focus since the inception of SPP/APR 2020-2025 package. The SAP was provided with an overview of the SPP/APR 2020-2025 package on May 6, 2021. Parents and other SAP members continued advisement work on the SPP/APR 2020-2025 with an opportunity to participate in a work group session on September 2, 2021. On September 2, 2021, each SAP member, including parent members, participated in one of the cluster groups. The small group sessions were facilitated by DEC staff using a standardized presentation format.

For the September 2, 2021 meeting, each DEC facilitator was provided with a presentation to share containing the following sections: Goals for the SPP/APR work group session, Indicators Cluster Group Framework, Collaborative Process for SPP/APR Development, Setting Baselines and Targets, Indicator Data, Stakeholder Requirements, and Preliminary Target Setting. Each SAP group provided specific documented feedback on possible targets and lingering questions based on an analysis of the data. The goals for September 2, 2021 cluster work group session were: 1) to review a process for SPP/APR development using cluster groups, 2) evaluate trend data for the specific cluster work group, 3) examine processes for setting targets (i.e.,

percentage increase per year, averaging, statistical methods, etc.), 4) examine stakeholder requirements (i.e., degree of parent involvement required, encouraging diverse and broad input), and 5) review the plan and mechanism for feedback collection and finalizing targets. For goal 1, facilitators shared a graphic with all SPP/APR Indicators grouped into one of the five clusters (i.e., Group A. High School and Life Outcomes - Indicators 1, 2, 13, and 14) to provide a cohesive framework to view the development of the SPP/APR for 2020-2025. The second goal was met by sharing the specific current and longitudinal data for a minimum of 3 years for each Indicator. Longitudinal data for Indicators with new calculations or groups was converted from prior representations using the application of the new calculation and/or groupings. For goal 3, participants were shown a variety of methods for calculating targets (i.e., start with the end goal) and provided with examples. The purpose was to increase knowledge and ownership of the process of target setting with stakeholders. The fourth goal was facilitated by providing specific descriptions of stakeholder feedback requirements from the SPP/APR 2020-2025 Measurement Table. Finally, for goal 5, participants reviewed Georgia's methods and timeline for soliciting input on targets to a wide ranging and diverse group of participants including virtual presentations and feedback sessions, an online survey, and posting of proposed targets for public feedback. On October 29, 2021, December 3, 2021, and January 13, 2022, SAP members were provided with additional follow-up opportunities to provide specific feedback on data, targets, improvement strategies and progress. SAP members also had the opportunity to participate in the online SPP/APR State Performance Plan Feedback Survey 2020-2025 posted at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

Activities to Improve Outcomes for Children with Disabilities:

The activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities.

There were four meeting opportunities to provide feedback on the SPP/APR and initiatives associated with improving outcomes for students. Two of the four meetings were conducted with the SAP (October 2, 2024, and December 2, 2024). In addition to the discussion of longitudinal and current student data, SAP meetings provided information about incarcerated youths, transition, GAA 1%, complaints, specially designed instruction, Georgia's dyslexia initiative, addressing disproportionality, and SSIP initiatives to combat dropping out of school. All presentations provided SAP members with resources for additional information on the implementation of these instructional initiatives as well as the progress of their implementation. Presentations to SAP also provided details of the monitoring of initiatives (i.e., Specially Designed Instruction, Teacher Retention Grant, School Completion Toolkit) designed to improve student outcomes. All presentations regarding the SPP/APR clearly defined its Indicators, timeframe, and measurement to enhance stakeholder capacity to provide advisement. To assure that new SAP members had a longitudinal perspective on target setting for the SPP/APR 2020-2025 package a document, Target Setting for the SPP/APR, was also provided at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The Part B Data Managers conducted two meetings with groups other than the SAP to obtain SPP/APR feedback and increase the capacity of diverse groups of parents. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented current Indicator 8 data to parent mentors who are parents of students with disabilities. In addition to sharing current data, the presenters provided strategies and resources for improving outcomes on Indicator 8. Building capacity in LEA level parent mentors who provide direct support to parents of students with disabilities on Indicator 8 will increase the participation rate and representativeness for the parent survey which is critical in assessing and improving how well schools are facilitating parent involvement.

On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data. Empowering special education directors at the LEA level with SPP/APR data, targets, and progress enables them to review their LEA's Annual Performance Report more critically and enhance outcomes for students with disabilities. A critical portion of the session was explaining assessment results and accessing resources for assessment aligned with instruction. An emphasis was also placed upon reviewing their Indicator 8 data which is facilitated with a Parent Survey. Participants were encouraged to utilize the Parent Survey Application within the SE Applications Dashboard to increase participation in the Parent Survey during the availability window from January through May in which the online Parent Survey is conducted. Paper copies of the survey are also made available. The Parent Survey Application enables LEA special education directors to review the aggregated (not personally identifiable) results of the Parent Survey in real time as participants complete the Survey. LEA special education directors can target specific schools with low participation rates and focus upon increasing the response rate. As participation in the Parent Survey increases, parents can indicate their perspective on communication with LEA level personnel and the instructional activities designed to improve outcomes for children with disabilities.

Soliciting Public Input:

The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress.

SPP/APR information, including current targets and presentations, was publicly posted at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>), -Annual-Performance-Reports-(APR)-and-Annual-Determinations.aspx). Presentations on the website provided a description of the SPP/APR, Indicator data, APR progress, and initiatives used to improve outcomes. A document titled, SPP/APR 2020-2025 Target Setting Document, was posted to enable a review of longitudinal data related to target setting. There were no new proposed targets for the FFY2023 SPR/APR.

Making Results Available to the Public:

The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

The document, Targets for SPP/APR FFY 2020-2025 (updated January 2025), was posted on the SPP/APR website (see <https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>). An additional document on the page titled, SPP/APR 2020-2025 Target Setting Document, contained comprehensive data analysis for public review and enabled an evaluation of longitudinal information for the 2020-2025 SPP/APR. Georgia updates information regarding the SPP/APR at this location.

There were no new proposed targets for the FFY2023 SPR/APR. The results of previous target setting for the SPP/APR 2020-2025 remain available on the SPP/APR website listed above. The SAP LiveBinder, which is publicly available at (<https://www.livebinders.com/play/play?id=2395925>), provided meeting minutes and agendas for each month's SAP meeting. The minutes outlined the improvement strategies and instructional initiatives being implemented in Georgia for students with disabilities. The SPP/APR website has expanded the public posting of presentations and documents that provide improvement strategies for students with disabilities. The purpose of this expansion is to enable additional public comment. Public comment is available at each SAP meeting regarding the SPP/APR or any other matter regarding special education.

Reporting to the Public

How and where the State reported to the public on the FFY 2022 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 2022 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/APR, including any revisions if the State has revised the targets that it submitted with its FFY 2022 APR in 2024, is available.

The GaDOE provides data regarding students with disabilities in our state. The Annual Performance Report is posted on the Special Education webpage at the following link: <https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>. Georgia's APR is available for the current and previous years.

LEA public Annual Performance Reports are available for public viewing using the following link:

https://spedpublic.gadoe.org/Views/Shared/_Layout.html. The user must enter the zip code for the LEA or type the name of the LEA they are interested in viewing.

In addition to the Annual Performance Reports, Georgia's website contains links to SEA, LEA, and School Level Assessment data (suppressed at a cell size of 15). SEA Discipline, Exit, Federal Child Count, Environment, and Personnel data. The following is a link to the data: <https://gadoe.org/special-education/federal-data-reports/>.

Data for Indicators 1 and 2 are not publicly reported by LEAs as lagging data since Georgia has access to this information earlier than required for SPP/APR. For example, the FFY2019 data for Indicators 1 and 2 were reported on Georgia's Annual Performance Report for the 2019-2020 school year.

Intro - Prior FFY Required Actions

None

Intro - OSEP Response

Intro - Required Actions

Indicator 1: Graduation

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED*Facts* file specification FS009.

Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited high school (ages 14-21) in the denominator.

Instructions

Sampling is not allowed.

Data for this indicator are “lag” data. Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.

1 - Indicator Data

Historical Data ¹

Baseline Year	Baseline Data
2021	69.55%

FFY	2018	2019	2020	2021	2022
Target >=	57.58%	62.27%	73.46%	69.55%	71.55%
Data	61.11%	62.9% ²	79.35%	69.55%	68.43%

Targets

FFY	2023	2024	2025
Target >=	72.55%	73.55%	74.55%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia’s State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can’t Wait

¹ Prior to the FFY 2020 submission, the State used a different data source to report data under this indicator.

² Percentage blurred due to privacy protection.

- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting. SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

Prepopulated Data

Source	Date	Description	Data
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a regular high school diploma (a)	11,040
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by graduating with a state-defined alternate diploma (b)	0
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by receiving a certificate (c)	1,445
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education by reaching maximum age (d)	
SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	3,454

FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
11,040	15,939	68.43%	72.55%	69.26%	Did not meet target	No Slippage

Graduation Conditions

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma.

The Georgia Department of Education (GaDOE) holds high expectations for all students and works to raise the graduation rate of students with Individual Education Programs (IEP) who receive regular education diplomas. The GaDOE supports improved instructional programs and access to the general curriculum for all students. Georgia defines a graduate as a student who exits high school with a Regular High School Diploma (not a Certificate of Attendance or Special Education Diploma). Graduates must have met course and assessment criteria. Georgia offers one diploma for all students. This link provides information for the assessment and graduation requirements (<https://apps.gadoe.org/sboe/SBOE%20Rules/160-4-2-.48.pdf>). Georgia is reporting data from the 2022-2023 school year. This represents lagged data based on OSEP's requirement to report data as submitted in SY 2022-2023 FS009 Students Exiting Special Education.

Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? (yes/no)

NO

Provide additional information about this indicator (optional)

Georgia has put several highly targeted initiatives in place to increase the number of students who are graduating. LEAs targeted in the State Systemic Improvement Plan (SSIP) are implementing Check and Connect and Early Warning System to address attendance and course completion for students with disabilities. These initiatives are continuing to be implemented in broader portions of the state. Georgia is also targeting academic deficits through comprehensive statewide professional learning in Specially Designed Instruction through partnerships with technical assistance centers and Dr. Tessie Rose Bailey. Georgia is also continuing the Teacher Retention Project to support and retain special education teachers. Georgia recognizes the need for teacher retention and efficacy in increasing student achievement and graduation.

1 - Prior FFY Required Actions

None

1 - OSEP Response

1 - Required Actions

Indicator 2: Drop Out

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with IEPs who exited special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED Facts file specification FS009.

Measurement

States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

Instructions

Sampling is not allowed.

Data for this indicator are "lag" data. Describe the results of the State's examination of the section 618 exiting data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), and compare the results to the target.

Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.

Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs.

2 - Indicator Data

Historical Data³

Baseline Year	Baseline Data
2019	23.56%

FFY	2018	2019	2020	2021	2022
Target <=	5.50%	5.40%	23.56%	22.56%	21.56%
Data	5.47%	5.13%	18.47%	21.14%	22.26%

Targets

FFY	2023	2024	2025
Target <=	20.56%	19.56%	18.56%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

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SY 2022-23 Exiting Data Groups (EDFacts file spec FS009; Data Group 85)	02/21/2024	Number of youth with IEPs (ages 14-21) who exited special education due to dropping out (e)	3,454

FFY 2023 SPP/APR Data

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
3,454	15,939	22.26%	20.56%	21.67%	Did not meet target	No Slippage

Provide a narrative that describes what counts as dropping out for all youth

A student is considered a dropout when the student withdraws from school with a withdrawal code corresponding to one of the following reasons: Marriage, Expelled, Financial Hardship/Job, Incarcerated/Criminal Justice Authority, Low Grades/School Failure, Military, Adult Education/Postsecondary, Pregnant/Parent, Removed for Lack of Attendance, Serious Illness/Accident, and Unknown.

Is there a difference in what counts as dropping out for youth with IEPs? (yes/no)

YES

If yes, explain the difference in what counts as dropping out for youth with IEPs.

The Department of Corrections is an LEA in Georgia and provides educational services to students with disabilities who are incarcerated. Students with Disabilities who are incarcerated in local jails and short-term detention facilities are required to be enrolled and provided services by the LEAs in which the local jails or short-term detention facilities are located. All other withdrawal reasons for dropout indicated above are applicable to students with disabilities.

Provide additional information about this indicator (optional)

Georgia has put several highly targeted initiatives in place to address the increase in students who are dropping out. LEAs targeted in the State Systemic Improvement Plan (SSIP) are implementing Check and Connect and Early Warning System to address attendance and course completion for students with disabilities. These initiatives are continuing to be implemented in broader portions of the state. Georgia is also targeting academic deficits through comprehensive statewide professional learning in Specially Designed Instruction through partnerships with technical assistance centers and Dr. Tessie Rose Bailey. Georgia is also continuing the Teacher Retention Project to support and retain special education teachers. Georgia recognizes the need for teacher retention and efficacy in increasing student achievement and subsequently decreasing the dropout rate.

2 - Prior FFY Required Actions

None

2 - OSEP Response

2 - Required Actions

Indicator 3A: Participation for Children with IEPs

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

Data Source

3A. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS185 and 188.

Measurement

A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3A - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	77.84%
Reading	B	Grade 8	2020	63.30%
Reading	C	Grade HS	2020	62.74%
Math	A	Grade 4	2020	77.70%
Math	B	Grade 8	2020	61.48%
Math	C	Grade HS	2020	60.71%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	95.00%	95.00%	95.00%
Reading	B >=	Grade 8	95.00%	95.00%	95.00%
Reading	C >=	Grade HS	95.00%	95.00%	95.00%
Math	A >=	Grade 4	95.00%	95.00%	95.00%
Math	B >=	Grade 8	95.00%	95.00%	95.00%
Math	C >=	Grade HS	95.00%	95.00%	95.00%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22

- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting.

SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

Date:

01/08/2025

Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	20,084	18,999	16,724
b. Children with IEPs in regular assessment with no accommodations (3)	3,384	1,673	1,343
c. Children with IEPs in regular assessment with accommodations (3)	14,419	14,906	13,379
d. Children with IEPs in alternate assessment against alternate standards	1,816	1,867	1,543

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

Date:

01/08/2025

Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	20,084	18,999	20,372
b. Children with IEPs in regular assessment with no accommodations (3)	3,379	1,609	2,164
c. Children with IEPs in regular assessment with accommodations (3)	14,397	14,881	15,650
d. Children with IEPs in alternate assessment against alternate standards	1,814	1,863	1,537

(1) The children with IEPs who are English learners and took the ELP in lieu of the regular reading/language arts assessment are not included in the prefilled data in this indicator.

(2) The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row A for all the prefilled data in this indicator.

(3) The term "regular assessment" is an aggregation of the following types of assessments, as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	19,619	20,084	97.28%	95.00%	97.68%	Met target	No Slippage
B	Grade 8	18,446	18,999	96.70%	95.00%	97.09%	Met target	No Slippage
C	Grade HS	16,265	16,724	97.38%	95.00%	97.26%	Met target	No Slippage

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	19,590	20,084	97.15%	95.00%	97.54%	Met target	No Slippage
B	Grade 8	18,353	18,999	96.38%	95.00%	96.60%	Met target	No Slippage
C	Grade HS	19,351	20,372	96.38%	95.00%	94.99%	Did not meet target	Slippage

Provide reasons for slippage for Group C, if applicable

A review of the assessment data indicated that students in Georgia experienced high rates of Chronic absenteeism. Chronic absenteeism is defined as students missing 10% or more of school. Chronic absenteeism negatively impacts student achievement and student outcomes. In FFY 23, all students in Georgia had a chronic absenteeism rate of 21.3%. Students in High School had a 28.1% chronic absenteeism rate. Of all the students, children with IEPs had a 26.5% chronic absenteeism rate which was 5.2 percentage points higher than all students in Georgia. GaDOE's analysis points to chronic absenteeism being a potential factor in the decline in participation rates for High School children with IEPs.

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

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

<https://gadoe.org/special-education/federal-data-reports/>

Provide additional information about this indicator (optional)

3A - Prior FFY Required Actions

None

3A - OSEP Response

3A - Required Actions

Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

Measurement

B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3B - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	12.77%
Reading	B	Grade 8	2020	9.17%
Reading	C	Grade HS	2020	5.50%
Math	A	Grade 4	2020	18.93%
Math	B	Grade 8	2020	7.91%
Math	C	Grade HS	2020	5.69%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	18.77%	20.77%	22.77%
Reading	B >=	Grade 8	15.17%	17.17%	19.17%
Reading	C >=	Grade HS	11.50%	13.50%	15.50%
Math	A >=	Grade 4	24.93%	26.93%	28.93%
Math	B >=	Grade 8	13.91%	15.91%	17.91%
Math	C >=	Grade HS	11.69%	13.69%	15.69%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://ga DOE.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22

- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting.

SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	17,803	16,579	14,722
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,374	638	270

c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	946	1,523	1,092
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Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	17,776	16,490	17,814
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,939	674	583
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	2,063	1,646	2,041

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	2,320	17,803	12.47%	18.77%	13.03%	Did not meet target	No Slippage
B	Grade 8	2,161	16,579	9.44%	15.17%	13.03%	Did not meet target	No Slippage
C	Grade HS	1,362	14,722	8.15%	11.50%	9.25%	Did not meet target	No Slippage

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	4,002	17,776	21.06%	24.93%	22.51%	Did not meet target	No Slippage
B	Grade 8	2,320	16,490	9.86%	13.91%	14.07%	Met target	No Slippage
C	Grade HS	2,624	17,814	9.07%	11.69%	14.73%	Met target	No Slippage

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

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

<https://gadoe.org/special-education/federal-data-reports/>

Provide additional information about this indicator (optional)

3B - Prior FFY Required Actions

None

3B - OSEP Response

3B - Required Actions

Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

Measurement

C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3C - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	66.00%
Reading	B	Grade 8	2020	82.77%
Reading	C	Grade HS	2020	72.19%
Math	A	Grade 4	2020	58.98%
Math	B	Grade 8	2020	66.52%
Math	C	Grade HS	2020	66.40%

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A >=	Grade 4	68.00%	70.00%	70.00%
Reading	B >=	Grade 8	84.77%	86.77%	86.77%
Reading	C >=	Grade HS	74.19%	76.19%	76.19%
Math	A >=	Grade 4	60.98%	62.98%	62.98%
Math	B >=	Grade 8	68.52%	70.52%	70.52%
Math	C >=	Grade HS	68.40%	70.40%	70.40%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is

comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting.

SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	1,816	1,867	1,543
b. Children with IEPs in alternate assessment against alternate	1,176	1,621	1,161

standards scored at or above proficient			
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Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	1,814	1,863	1,537
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	1,120	1,270	1,075

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	1,176	1,816	68.83%	68.00%	64.76%	Did not meet target	Slippage
B	Grade 8	1,621	1,867	85.82%	84.77%	86.82%	Met target	No Slippage
C	Grade HS	1,161	1,543	70.43%	74.19%	75.24%	Met target	No Slippage

Provide reasons for slippage for Group A, if applicable

There was slippage in Grade 4 (Group A) in Reading/English Language Arts. A review of the results indicated that the assessment results remain highly variable due to the impact of COVID-19. After the initial school closures in March 2020, LEAs returned to in-person learning at different times. South Georgia returned to in-person instruction in the beginning of the 2020-2021 school year. LEAs in North Georgia and the Metro region largely did not return to in-person instruction in the 2020-2021 school year. In-person instruction rather than virtual instruction appeared more beneficial based upon these results. The students reported in Group A were in kindergarten when COVID-19 severely impacted instruction. These students missed the last quarter of in-person instruction. The following year, instruction continued to be interrupted due to a variety of reasons such as delayed start of the school year, missed instructional days due to quarantine requirements and illnesses of both students and teachers. Virtual delivery of critical instruction in phonological awareness, phonics and early literacy skills impacted student learning and achievement. Children assessed on the Alternate Achievement Standards have the most significant cognitive disabilities and require highly specialized instruction that is individualized. These students need hands-on tactile instruction to fit their specific learning needs. Students in this population experience increased benefit from in-person instruction. Remote learning was challenging for this population of students and negatively impacted the rate of proficiency for Group A.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	1,120	1,814	59.01%	60.98%	61.74%	Met target	No Slippage
B	Grade 8	1,270	1,863	66.39%	68.52%	68.17%	Did not meet target	No Slippage
C	Grade HS	1,075	1,537	69.68%	68.40%	69.94%	Met target	No Slippage

Regulatory Information

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

Public Reporting Information

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

<https://gadoe.org/special-education/federal-data-reports/>

Provide additional information about this indicator (optional)

3C - Prior FFY Required Actions

None

3C - OSEP Response

3C - Required Actions

Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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

Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications FS175 and 178.

Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2023-2024 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2023-2024 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2023-2024 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

3D - Indicator Data

Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2020	23.89
Reading	B	Grade 8	2020	32.01
Reading	C	Grade HS	2020	24.16
Math	A	Grade 4	2020	24.22
Math	B	Grade 8	2020	24.01
Math	C	Grade HS	2020	15.96

Targets

Subject	Group	Group Name	2023	2024	2025
Reading	A <=	Grade 4	17.89	15.89	13.89
Reading	B <=	Grade 8	26.01	24.01	22.01
Reading	C <=	Grade HS	18.16	16.16	14.16
Math	A <=	Grade 4	18.22	16.22	14.22
Math	B <=	Grade 8	18.01	16.01	14.01
Math	C <=	Grade HS	9.96	7.96	5.96

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia’s State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is

comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
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SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

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SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

FFY 2023 Data Disaggregation from EDFacts

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	124,263	129,284	132,405
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	17,803	16,579	14,722

c. All students in regular assessment with no accommodations scored at or above proficient against grade level	42,860	54,152	52,305
d. All students in regular assessment with accommodations scored at or above proficient against grade level	3,408	4,124	3,833
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,374	638	270
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	946	1,523	1,092

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	124,168	128,948	141,224
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	17,776	16,490	17,814
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	53,501	52,037	54,613
d. All students in regular assessment with accommodations scored at or above proficient against grade level	6,504	4,775	5,431
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	1,939	674	583
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	2,063	1,646	2,041

(1)The term “regular assessment” is an aggregation of the following types of assessments as applicable for each grade/ grade group: regular assessment based on grade-level achievement standards, advanced assessment, Innovative Assessment Demonstration Authority (IADA) pilot assessment, high school regular assessment I, high school regular assessment II, high school regular assessment III and locally-selected nationally recognized high school assessment in the prefilled data in this indicator.

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	13.03%	37.23%	23.80	17.89	24.20	Did not meet target	No Slippage
B	Grade 8	13.03%	45.08%	32.94	26.01	32.04	Did not meet target	No Slippage
C	Grade HS	9.25%	42.40%	31.26	18.16	33.15	Did not meet target	Slippage

Provide reasons for slippage for Group C, if applicable

Analysis of proficiency rates for High School indicated an increase across both children with IEPs and all students for students that scored at or above proficient against grade level academic achievement standards in Reading. There was a 1.10 percentage point increase from FFY 22 (8.15%) to FFY 23 (9.25%) for children with IEPs in High School in reading, while all students scoring at or above proficient increased by 2.99 percentage points from FFY 22 (39.41%) to FFY 23 (42.40%) in reading.

While Group C proficiency rates increased, children with IEPs increased at a lower rate than all students which increased the proficiency gap. A review of the assessment data indicated that students in Georgia experienced high rates of Chronic absenteeism. Chronic absenteeism is defined as students missing 10% or more of school. Chronic absenteeism negatively impacts student achievement and student outcomes because students miss crucial instruction which result in increased learning gaps. In FFY 23, all students in Georgia had a chronic absenteeism rate of 21.3%. Students in High School had a 28.1% chronic absenteeism rate. Of all the students, children with IEPs had a 26.5% chronic absenteeism rate which was 5.2 percentage points higher than all students in Georgia. GaDOE's analysis points to chronic absenteeism being a potential factor in the decline in proficiency rates for High School children with IEPs.

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	22.51%	48.33%	24.83	18.22	25.81	Did not meet target	No Slippage
B	Grade 8	14.07%	44.06%	26.63	18.01	29.99	Did not meet target	Slippage
C	Grade HS	14.73%	42.52%	26.16	9.96	27.79	Did not meet target	Slippage

Provide reasons for slippage for Group B, if applicable

Analysis of proficiency rates for Group B, Grade 8, indicated proficiency rates for Grades 8 increased across both children with IEPs and all students for students that scored at or above proficient against grade level academic achievement standards in Math. There was a 4.21 percentage point increase from FFY 22 (9.86%) to FFY 23 (14.07%) for children with IEPs in Grade 8 in math, while all students scoring at or above proficient increased by 7.58 percentage points from FFY 22 (36.48%) to FFY 23 (44.06%) in math.

While Group B proficiency rates increased, children with IEPs increased at a lower rate than all students which increased the proficiency gap. A review of the assessment data indicated that students in Georgia experienced high rates of Chronic absenteeism. Chronic absenteeism is defined as students missing 10% or more of school. Chronic absenteeism negatively impacts student achievement and student outcomes because students miss crucial instruction which result in increased learning gaps. In FFY 23, all students in Georgia had a chronic absenteeism rate of 21.3%. Students in Grades 8 had a 21.2% chronic absenteeism rate. Of all the students, children with IEPs had a 26.5% chronic absenteeism rate which was 5.2 percentage points higher than all students in Georgia. GaDOE's analysis points to chronic absenteeism being a potential factor in the decline in proficiency rates for High School children with IEPs.

Provide reasons for slippage for Group C, if applicable

Analysis of proficiency rates for Group C, High School, indicated proficiency rates for High School increased across both children with IEPs and all students that scored at or above proficient against grade level academic achievement standards in Math. There was a 5.66 percentage point increase from FFY 22 (9.07%) to FFY 23 (14.73%) for children with IEPs in High School for math, while all students scoring at or above proficient increased by 7.30 percentage points from FFY 22 (35.22%) to FFY 23 (42.52%) in math. While Group C proficiency rates increased, children with IEPs increased at a lower rate than all students which increased the proficiency gap.

A review of the assessment data indicated that students in Georgia experienced high rates of Chronic absenteeism. Chronic absenteeism is defined as students missing 10% or more of school. Chronic absenteeism negatively impacts student achievement and student outcomes because students miss crucial instruction which results in increased learning gaps. In FFY 23, all students in Georgia had a chronic absenteeism rate of 21.3%. Students in High School had a 28.1% chronic absenteeism rate. Of all the students, children with IEPs had a 26.5% chronic absenteeism rate which was 5.2 percentage points higher than all students in Georgia. GaDOE's analysis points to chronic absenteeism being a potential factor in the decline in proficiency rates for High School children with IEPs.

Provide additional information about this indicator (optional)

3D - Prior FFY Required Actions

None

3D - OSEP Response

3D - Required Actions

Indicator 4A: Suspension/Expulsion

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results Indicator: Rates of suspension and expulsion:

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

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

Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement

Percent = $\left[\left(\frac{\text{\# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs}}{\text{\# of LEAs in the State that meet the State-established n and/or cell size (if applicable)}} \right) \right] \times 100$.

Include State's definition of "significant discrepancy."

Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to rates of suspensions and expulsions for nondisabled children within the LEAs.

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2023 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4A: Provide the actual numbers used in the calculation (based upon LEAs that met the minimum n and/or cell size requirement, if applicable). If significant discrepancies occurred, describe how the State educational agency reviewed and, if appropriate, revised (or required the affected local educational agency to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with applicable requirements.

Provide detailed information about the timely correction of noncompliance as noted in OSEP's response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

4A - Indicator Data

Historical Data

Baseline Year	Baseline Data
2015	18.52%

FFY	2018	2019	2020	2021	2022
Target <=	15.50%	15.50%	35.71%	30.21%	27.21%
Data	11.76%	35.71%	71.43%	33.33%	0.00%

Targets

FFY	2023	2024	2025
Target <=	24.21%	21.21%	18.21%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting. SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

Georgia's minimum n size is 30 and the minimum cell size is 10. Georgia's n size of 30 represents the number of children with disabilities enrolled in an LEA, and a state's cell size of 10 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA.

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

Georgia's minimum cell size is ≥ 10 students with disabilities with expulsion or Out of School Suspension (OSS) >10 days in the LEA, and the minimum n size is ≥ 30 students with disabilities cumulatively enrolled in the LEA. Georgia performed an examination of different minimum cell sizes based on the currently reported submission and historical data to ensure that the State was appropriately analyzing and identifying LEAs with significant discrepancy. Georgia also consulted Stakeholders regarding the methodology, peer groups, and Technical Assistance centers to ensure the State is appropriately analyzing and identifying LEAs with significant discrepancy.

EXAMINATION OF MINIMUM N/CELL SIZE

Upon examination, 6.17% of LEAs met the State's minimum n/cell-size. An examination of different minimum cell sizes yielded some small differences. The results of the examination are listed below.

- FFY23 For example, in the current submission when the cell size was decreased from 10 to 5 the number of LEAs increased from 14 (6.17%) to 16 (7.05%) LEAs. If there was no minimum cell size, there would be only 23 (10.13%) LEAs who had one or more students out of school suspended/expelled for more than 10 days.
- FFY22 For example, when the cell size was decreased from 10 to 5 the number of LEAs increased from 9 (3.96 %) to 17 (7.49%) LEAs. If there was no minimum cell size, there would be only 21 (9.25%) LEAs who had one or more students out of school suspended/expelled for more than 10 days.
- FFY21 The submission reporting the 2020-2021 school year was highly atypical (very decreased discipline reported due to COVID) and was not analyzed.
- FFY20 The submission reporting the 2019-2020 school year was very similar with a change from 7 (3.24%) to 11 (5.09%) LEAs. In fact, if there was no minimum cell size the number of LEAs would only increase to 18 (8.33%).

Georgia is aware that the methodology used in the significant discrepancy calculation cannot prohibit the analysis of a reasonable number of LEAs. Georgia also recognizes the importance of Significant Discrepancy to student outcomes and conducts analysis of all LEAs for Significant Discrepancy and Significant Disproportionality, even LEAs that do not meet the minimum cell (< 10) and n size (< 30). LEAs that do not meet the parameters for the calculation are not included in the calculations for SPP/APR and Significant Disproportionality reported to OSEP. The purpose of the additional analysis is to provide ongoing information to all LEAs to enable LEAs to monitor their current and longitudinal Significant Discrepancy and Significant Disproportionality status.

CONSULTATION WITH STAKEHOLDERS, PEER GROUPS, AND TECHNICAL ASSISTANCE CENTERS

Georgia closely monitored discipline data and its interaction with the current discrepancy determination methodology in consultation with stakeholders to determine if changes were needed. The consultation with stakeholders did not yield a decision to change the methodology. Georgia participated in the inaugural Learning Circle for the Data Center for Addressing Significant Disproportionality (DCASD) Technical Assistance Center. Georgia continues to participate in professional learning and work sessions, sharing significant disproportionality data to continue our methodology exploration with a larger peer group through the support of DCASD.

Georgia has also discussed methodology with similarly situated states. In discussion with similarly situated states, we have discussed different methodologies for examining significant discrepancy. These states have communicated difficulty in increasing the number of LEAs examined. Similar to Georgia, these states have a small number of LEAs with students who have out of school suspension/expulsion for greater than 10 days. These states have also struggled with the number of LEAs they are examining for disproportionality. These discussions did not yield viable possibilities for increasing the number of LEAs reviewed.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

This does not represent a change from the prior SPP/APR reporting period.

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

N/A

If yes, the State may only include, in both the numerator and the denominator, LEAs that met that State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

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Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
7	14	0.00%	24.21%	50.00%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

From FFY 2022 to FFY 2023, the percent of LEAs that had a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs increased by 50 percentage points resulting in slippage. As you will note above, 213 districts were excluded from the calculation based on failure to meet the n-size or the cell size. 213 LEAs did not demonstrate enough students removed greater than 10 days and did not meet the minimum cell size. The state examined possible reasons for the increase by comparing and analyzing data and reviewing root cause analyses completed by LEAs. Georgia investigated the LEAs sizes, regions, previously identified LEAs for significant discrepancy and themes identified by the LEAs in their self-assessments. 7 of the 14 LEAs met the rate ratio threshold of 2.0 for 2 consecutive years, which mathematically caused a dramatic increase in the percentage determined significantly discrepant leading to slippage. The calculation of 4A was highly sensitive to OSS assignments. There is a lack of stability in the percentages for this Indicator ranging from 0% to 71.43%.

A regional and demographic analysis of the LEAs with significant discrepancy identified 5 large LEAs with > 9,000 students with disabilities. These LEAs represent the greater metro area region of Atlanta. The other 9 LEAs range from 280 to 4635 SWD located throughout several regions in the state. Subsequent analysis for the LEAs with significant discrepancy, indicates that 4 of the 14 LEAs made progress in the 2022-2023 school year.

An analysis of the LEA's self-assessments indicates possible root causes for the increased expulsion and suspension. Themes identified in the LEA Self-Rating for Disproportionality Compliance Review–Discipline included increased social and emotional deficits among children, lack of communication and conflict resolution skills, progressive discipline policies and poor implementation of Tier 1 and 2 behavior interventions, as well as poor supervision and monitoring practices by the LEAs. Increased social emotional deficits were a result of COVID-19 isolation and virtual instruction.

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

State's definition of "significant discrepancy" and methodology

Georgia defines significant discrepancy as the percentage of LEAs 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 in comparison to the state rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. The minimum cell size is >= 10 students with disabilities with expulsion or Out of School Suspension (OSS) >10 days in the LEA, and the minimum n size is >= 30 students with disabilities cumulatively enrolled in the LEA. The formula used is the Rate Ratio = (LEA SWD Rate for Expulsion or OSS > 10 Days)/(State SWD Rate for Expulsion or OSS > 10 Days). The LEA threshold score is a rate ratio of >= 2.0 for 2 consecutive years. Georgia's rate for expulsion or OSS > 10 days was 0.5794.

Methodology: The percentage of LEAs with a significant discrepancy was determined including only LEAs that had >= 10 students with disabilities with Expulsion or Out of School Suspension (OSS) >10 days (cell size) and at least 30 children with disabilities cumulatively enrolled (n size). There were 14 LEAs that met both criteria. Of the 14 LEAs included for analysis, there were 7 that met the rate ratio of >= 2.0 for two consecutive years.

Provide additional information about this indicator (optional)

Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)

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

There were 7 LEAs that were significantly discrepant for 4a for the 2022-2023 school year. Georgia used a Comprehensive Compliance Review to review local policies, procedures, and practices to review the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. LEAs identified as having significant discrepancy participated in the Comprehensive Compliance Review process and submitted required documents and communicated with GaDOE through the secured Special Education Applications Dashboard located in the GaDOE portal. The review included topics such as the implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. As an example, the State reviewed documentation to determine the following:

- if students removed greater than ten days were able to continue to receive services
- if the local school system conducted a manifestation determination meeting to determine if the behavior was the result of the disability; and
- if the student has benefited from a behavior intervention plan, which includes positive behavioral interventions and supports.

As a first step of the review, LEAs identified as having significant discrepancy reviewed their policies, practices, and procedures using a GaDOE developed electronic form titled LEA Self-Rating for Disproportionality Compliance Review – Discipline at (<https://url.gadoe.org/wjpe5>) LEAs completed this document by convening a team of stakeholders to self-assess or rate their compliance to the legal requirements of discipline for students with disabilities. In the first part of the Self-Rating, LEAs were provided with directions and the number of files (10) to be submitted for data review.

In Section 2 of the Self-Rating, LEAs evaluated legal adherence to discipline rules for students with disabilities by selecting Yes or No to items such as:

- a) "The LEA has written policies, procedures, and practices that are compliant with the Discipline Rule,"
- b) "The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the Discipline Rule," and
- c) "The LEA provides sustained supervision to monitor the implementation of compliant practices for the Discipline Rule."

Rules referenced in the protocol were all hyperlinked to provide clarity to LEAs. LEAs had to provide evidence and/or documentation to support the rating endorsed on the Self-Rating. LEAs uploaded supporting documentation such as policies, procedures, and practices for the discipline of students with disabilities and professional learning agendas, presentations, and sign-in sheets. Ratings and evidence also had to provide supporting documentation of the implementation and monitoring of disciplinary components (i.e., evidence of who is responsible for monitoring school data and when and how often it is done, evidence that PL implementation is monitored).

In section 3, LEAs were provided a listing of all required student file elements for the review which included:

1. Discipline records,
2. Discipline meeting minutes,
3. Parental notification for change in placement,
4. Current IEP, current Behavior Intervention Plan (BIP), if applicable,
5. Evidence that Functional Behavioral Assessment and/or BIP were reviewed and/or updated,
6. All Manifestation Determination Reviews with supporting evidence for team decision,
7. Evidence parents were provided Procedural Safeguards, and
8. Evidence of services provided to the student during subsequent days of removal beyond 10 days, if applicable.

In section 3, LEAs rated each file submitted using Yes, No, or N/A for items such as: a) The LEA submitted documentation that parents were notified of each Manifestation Determination Review (MDR)/IEP team meeting, if applicable. Each MDR from the current school year must be uploaded. b) The IEP team documented a written statement within the IEP that addresses the behavioral needs for a child whose behavior impedes the child's learning or that of others.

In section 4, LEAs were required to answer 7 additional questions for the files selected:

- 1) Does the student's IEP include behavior goals?
- 2) Does the student have a BIP including positive behavioral interventions and supports?
- 3) Did the IEP team review and revise the IEP to address student behavior and concerns surrounding ISS (In-School Suspension), OSS (Out-Of-School Suspension) and/or behavior referrals?
- 4) How many OSS days were accumulated for the 2022-2023 school year?
- 5) How many days ISS were accumulated for the 2022-2023 school year?
- 6) Did the "removal" constitute a change of placement based upon the Discipline Rule?
- 7) In the occurrence of ISS, the LEA had to report which of the following took place? The student: a) was afforded the opportunity to continue to appropriately participate in the general curriculum. b) continued to receive the services specified in his/her IEP. c) continued to participate with nondisabled children to the extent he/she would have in his/her current placement. d) None of the above.

In section 5, LEAs were required to respond to a series of discussion questions such as:

- 1) Are there groups, settings, or schools disproportionately impacted by removals? What could be contributing to these gaps?
- 2) Are children with disabilities (demonstrating a pattern of removals) receiving access to positive behavioral interventions and supports?
- 3) What interventions and supports appear to be most effective? What data was reviewed to support your findings?

Results Driven Accountability GaDOE staff reviewed all LEA submitted documentation using a standardized protocol. The GaDOE staff communicated with LEAs during the review process for clarification and to answer any unresolved questions from the documentation. Based upon the review, GaDOE determined if inappropriate policies, practices, or procedures contributed to the significant discrepancy resulting in noncompliance in the regulatory requirements. 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 NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

Correction of Findings of Noncompliance Identified in FFY 2022

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

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

4A - Prior FFY Required Actions

None

4A - OSEP Response

4A - Required Actions

Indicator 4B: Suspension/Expulsion

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Compliance Indicator: Rates of suspension and expulsion:

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

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

Data Source

State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement

Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "significant discrepancy."

Instructions

If the State has established a minimum n and/or cell size requirement, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State's n size of 15 represents the number of children with disabilities enrolled in an LEA, by race and ethnicity, and a State's cell size of 5 represents the number of children with disabilities who have received out-of-school suspensions and expulsions of more than 10 days within the LEA, by race and ethnicity).

The State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy, by race and ethnicity. The State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period. If so, the State must provide an explanation why the minimum n and/or cell size was changed.

The State may only include, in both the numerator and the denominator, LEAs that met that State established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2023 SPP/APR, use data from 2022-2023), including data disaggregated by race and ethnicity to determine if significant discrepancies, as defined by the State, are occurring in the rates of long-term suspensions and expulsions (more than 10 days during the school year) of children with IEPs, as required at 20 U.S.C. 1412(a)(22). The State's examination must include one of the following comparisons:

- Option 1: The rates of suspensions and expulsions for children with IEPs among LEAs within the State; or
- Option 2: The rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs

In the description, specify which method the State used to determine possible discrepancies and explain what constitutes those discrepancies.

If, under Option 1, the State uses a State-level long-term suspension and expulsion rate for children with disabilities to compare to LEA-level long-term suspension and expulsion rates for the purpose of determining whether an LEA has a significant discrepancy, by race and ethnicity, the State must provide the State-level long-term suspension and expulsion rate used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose long-term suspension/expulsion rate exceeds 2 percentage points above the State-level rate of 0.7%, the State must provide OSEP with the State-level rate of 0.7%).

If, under Option 2, the State uses a rate difference to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate difference used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose rate of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, is 4 percentage points above the long-term suspension/expulsion rate for nondisabled children, the State must provide OSEP with the rate difference of 4 percentage points). Similarly, if, under Option 2, the State uses a rate ratio to compare the rates of long-term suspensions and expulsions for children with IEPs, by race and ethnicity, to the rates of long-term suspensions and expulsions for nondisabled children within the LEA, the State must provide the State-selected rate ratio used in its methodology (e.g., if a State has defined significant discrepancy to exist for an LEA whose ratio of its long-term suspensions and expulsions rate for children with IEPs, by race and ethnicity, to long-term suspensions and expulsions rate for nondisabled children is greater than 3.0, the State must provide OSEP with the rate ratio of 3.0).

Because the Measurement Table requires that the data examined for this indicator are lag year data, States should examine the section 618 data that was submitted by LEAs that were in operation during the school year before the reporting year. For example, if a State has 100 LEAs operating in the 2022-2023 school year, those 100 LEAs would have reported section 618 data in 2022-2023 on the number of children suspended/expelled. If the State then opens 15 new LEAs in 2023-2024, suspension/expulsion data from those 15 new LEAs would not be in the 2022-2023 section 618 data set, and therefore, those 15 new LEAs should not be included in the denominator of the calculation. States must use the number of LEAs from the year before the reporting year in its calculation for this indicator. For the FFY 2022 SPP/APR submission, States must use the number of LEAs reported in 2022-2023 (which can be found in the FFY 2022 SPP/APR introduction).

Indicator 4B: Provide the following: (a) the number of LEAs that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of long-term suspensions and expulsions (more than 10 days during the school year) for children with IEPs; and (b) the number of those LEAs in which policies, procedures or practices contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Provide detailed information about the timely correction of noncompliance as noted in OSEP’s response for the previous SPP/APR. If discrepancies occurred and the LEA with discrepancies had policies, procedures or practices that contributed to the significant discrepancy, as defined by the State, and that do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 23-01, dated July.

If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State’s issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Targets must be 0% for 4B.

4B - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2016	5.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	15.38%	28.57%	0.00%	0.00%	0.00%

Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n/cell-size requirement? (yes/no)

YES

If yes, the State must provide a definition of its minimum n and/or cell size itself and a description thereof (e.g., a State’s n size of 15 represents the number of children with disabilities enrolled in an LEA, and a State’s cell size of 5 represents the number of children with disabilities, by race and ethnicity, who have received out-of-school suspensions and expulsions of more than 10 days within the LEA).

Georgia’s minimum n size is 30 and the minimum cell size is 10. Georgia’s n size of 30 represents the number of children with disabilities, in a particular racial/ethnic group, enrolled in an LEA, and a State’s cell size of 10 represents the number of children with disabilities, by race and ethnicity, who have received out-of-school suspensions and expulsions of more than 10 days within the LEA.

If yes, the State must also provide rationales for its minimum n and/or cell size, including why the definitions chosen are reasonable and based on stakeholder input, and how the definitions ensure that the State is appropriately analyzing and identifying LEAs with significant discrepancy.

The LEA minimum cell size is ≥ 10 students with disabilities with Expulsion or Suspension of Out of School (OSS) >10 days in a specific racial/ethnic group in the LEA, and the LEA minimum n size is ≥ 30 students with disabilities in the same specific racial/ethnic group cumulatively enrolled in the LEA. The formula used is the Rate Ratio (LEA SWD Rate for Expulsion or OSS by race/ethnicity > 10 Days)/(State SWD Rate for Expulsion or OSS > 10 Days). The LEA threshold score is a rate ratio of ≥ 2.0 for 2 consecutive years. Georgia performed an examination of different minimum cell sizes based on the currently reported submission and historical data to ensure that the State was appropriately analyzing and identifying LEAs with significant discrepancy. Georgia also consulted Stakeholders regarding the methodology, peer groups, and Technical Assistance centers to ensure the State is appropriately analyzing and identifying LEAs with significant discrepancy.

EXAMINATION OF MINIMUM N/CELL SIZE

Upon examination, 6.61% of LEAs met the State’s minimum n/cell-size. An examination of different minimum cell sizes yielded a small differences. The results of the examination are listed below.

- FFY23 For example, in the current submission when the cell size was decreased from 10 to 5 the number of LEAs increased from 8 (3.52%) to 21 (9.25%) LEAs.
- FFY22 For example, when the cell size was decreased from 10 to 5 the number of LEAs increased from 10 (4.41%) to 13 (5.73) LEAs.
- FFY21 The submission reporting the 2020-2021 school year was highly atypical (very decreased discipline reported due to COVID) and was not analyzed.
- FFY20 The submission reporting the 2019-2020 school year was very similar with a change from 13 (6.02%) to 17 (7.87%) LEAs.

Georgia is aware that the methodology used in the significant discrepancy calculation cannot prohibit the analysis of a reasonable number of LEAs. Georgia also recognizes the importance of Significant Discrepancy and Significant Disproportionality to student outcomes and conducts analysis of all LEAs for Significant Discrepancy and Significant Disproportionality, even LEAs that do not meet the minimum cell (< 10) and n size (< 30). LEAs that do not meet the parameters for the calculation are not included in the calculations for SPP/APR and Significant Disproportionality reported to OSEP. The purpose of the additional analysis is to provide ongoing information to all LEAs to enable LEAs to monitor their current and longitudinal Significant Discrepancy and Significant Disproportionality status.

CONSULTATION WITH STAKEHOLDERS, PEER GROUPS, AND TECHNICAL ASSISTANCE CENTERS

Georgia closely monitored discipline data and its interaction with the current discrepancy determination methodology in consultation with stakeholders to determine if changes were needed. The consultation with stakeholders did not yield a decision to change the methodology. Georgia participated in the inaugural Learning Circle for the Data Center for Addressing Significant Disproportionality (DCASD) Technical Assistance Center. Georgia continues to participate in professional learning and work sessions, sharing significant disproportionality data to continue our methodology exploration with a larger peer group through the support of DCASD.

Georgia has also discussed methodology with similarly situated states. In discussion with similarly situated states, we have discussed different methodologies for examining significant discrepancy. These states have communicated difficulty in increasing the number of LEAs examined. Similar to Georgia, these states have a small number of LEAs with students who have out of school suspension/expulsion for greater than 10 days. These states have also struggled with the number of LEAs they are examining for disproportionality. These discussions did not yield viable possibilities for increasing the number of LEAs reviewed.

If yes, the State must also indicate whether the minimum n and/or cell size represents a change from the prior SPP/APR reporting period.

This does not represent a change from the prior SPP/APR reporting period.

If yes, the State must provide an explanation why the minimum n and/or cell size was changed.

N/A

If yes, the State may only include, in both the numerator and the denominator, LEAs that met the State-established n/cell size. If the State used a minimum n and/or cell size requirement, report the number of LEAs totally excluded from the calculation as a result of this requirement.

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Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell-size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
8	0	15	0.00%	0%	0.00%	Met target	No Slippage

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

Were all races and ethnicities included in the review?

YES

State's definition of "significant discrepancy" and methodology

Georgia defines significant discrepancy by race/ethnicity as the number of LEAs 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 by race/ethnicity in comparison to the state rate for all SWD with > expulsion or suspension of > 10 days. The LEA minimum cell size is >= 10 students with disabilities with Expulsion or Suspension of Out of School (OSS) >10 days in a specific racial/ethnic group in the LEA, and the LEA minimum n size is >= 30 students with disabilities in the same specific racial/ethnic group cumulatively enrolled in the LEA. The formula used is the Rate Ratio (LEA SWD Rate for Expulsion or OSS by race/ethnicity > 10 Days)/(State SWD Rate for Expulsion or OSS > 10 Days). The LEA threshold score is a rate ratio of >= 2.0 for 2 consecutive years.

Methodology: The number of LEAs with a significant discrepancy by race/ethnicity was determined using only LEAs that had both one subgroup >= 10 students with disabilities with expulsion or suspension Out of School (OSS) >10 days in a specific racial/ethnic subgroup (cell size) and the 30 children with disabilities in the same ethnic or racial subgroup cumulatively enrolled in the LEA. There were 10 LEAs that met the criteria and comprised the number of LEAs that met the State's minimum n/cell size. Of the 15 LEAs meeting the minimum cell and n size, 8 LEAs met the rate ratio of >= 2.0 for two consecutive years and was classified as having a significant discrepancy by race or ethnicity.

Provide additional information about this indicator (optional)

Review of Policies, Procedures, and Practices (completed in FFY 2023 using 2022-2023 data)

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

There were 8 LEAs that were significantly discrepant for 4b for the 2022-2023 school year. Georgia used a Comprehensive Compliance Review to review local policies, procedures, and practices to review the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. LEAs identified as having significant discrepancy participated in the Comprehensive Compliance Review process

and submitted required documents and communicated with GaDOE through the secured Special Education Applications Dashboard located in the GaDOE portal. The review included topics such as the implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. As an example, the State reviewed documentation to determine the following:

- if students removed greater than ten days were able to continue to receive services
- if the local school system conducted a manifestation determination meeting to determine if the behavior was the result of the disability; and
- if the student has benefited from a behavior intervention plan, which includes positive behavioral interventions and supports.

As a first step of the review, LEAs identified as having significant discrepancy reviewed their policies, practices, and procedures using a GaDOE developed electronic form titled LEA Self-Rating for Disproportionality Compliance Review – Discipline at (<https://url.gadoe.org/wjpe5>). LEAs completed this document by convening a team of stakeholders to self-assess or rate their compliance to the legal requirements of discipline for students with disabilities. In the first part of the Self-Rating, LEAs were provided with directions and the number of files (10) to be submitted for data review.

In Section 2 of the Self-Rating, LEAs evaluated legal adherence to discipline rules for students with disabilities by selecting Yes or No to items such as:

- a) "The LEA has written policies, procedures, and practices that are compliant with the Discipline Rule,"
- b) "The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the Discipline Rule," and
- c) "The LEA provides sustained supervision to monitor the implementation of compliant practices for the Discipline Rule."

Rules referenced in the protocol were all hyperlinked to provide clarity to LEAs. LEAs had to provide evidence and/or documentation to support the rating endorsed on the Self-Rating. LEAs uploaded supporting documentation such as policies, procedures, and practices for the discipline of students with disabilities and professional learning agendas, presentations, and sign-in sheets. Ratings and evidence also had to provide supporting documentation of the implementation and monitoring of disciplinary components (i.e., evidence of who is responsible for monitoring school data and when and how often it is done, evidence that PL implementation is monitored).

In section 3, LEAs were provided a listing of all required student file elements for the review which included:

1. Discipline records,
2. Discipline meeting minutes,
3. Parental notification for change in placement,
4. Current IEP, current Behavior Intervention Plan (BIP), if applicable,
5. Evidence that Functional Behavioral Assessment and/or BIP were reviewed and/or updated,
6. All Manifestation Determination Reviews with supporting evidence for team decision,
7. Evidence parents were provided Procedural Safeguards, and
8. Evidence of services provided to the student during subsequent days of removal beyond 10 days, if applicable.

In section 3, LEAs rated each file submitted using Yes, No, or N/A for items such as: a) The LEA submitted documentation that parents were notified of each Manifestation Determination Review (MDR)/IEP team meeting, if applicable. Each MDR from the current school year must be uploaded. b) The IEP team documented a written statement within the IEP that addresses the behavioral needs for a child whose behavior impedes the child's learning or that of others.

In section 4, LEAs were required to answer 7 additional questions for the files selected:

- 1) Does the student's IEP include behavior goals?
- 2) Does the student have a BIP including positive behavioral interventions and supports?
- 3) Did the IEP team review and revise the IEP to address student behavior and concerns surrounding ISS (In-School Suspension), OSS (Out-Of-School Suspension) and/or behavior referrals?
- 4) How many OSS days were accumulated for the 2022-2023 school year?
- 5) How many days ISS were accumulated for the 2022-2023 school year?
- 6) Did the "removal" constitute a change of placement based upon the Discipline Rule?
- 7) In the occurrence of ISS, the LEA had to report which of the following took place? The student: a) was afforded the opportunity to continue to appropriately participate in the general curriculum. b) continued to receive the services specified in his/her IEP. c) continued to participate with nondisabled children to the extent he/she would have in his/her current placement. d) None of the above.

In section 5, LEAs were required to respond to a series of discussion questions such as:

- 1) Are there groups, settings, or schools disproportionately impacted by removals? What could be contributing to these gaps?
- 2) Are children with disabilities (demonstrating a pattern of removals) receiving access to positive behavioral interventions and supports?
- 3) What interventions and supports appear to be most effective? What data was reviewed to support your findings?

Results Driven Accountability GaDOE staff reviewed all LEA submitted documentation using a standardized protocol. The GaDOE staff communicated with LEAs during the review process for clarification and to answer any unresolved questions from the documentation. Based upon the review, GaDOE determined if inappropriate policies, practices, or procedures contributed to the significant discrepancy resulting in noncompliance in the regulatory requirements. 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 NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

Correction of Findings of Noncompliance Identified in FFY 2022

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

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

4B - Prior FFY Required Actions

None

4B - OSEP Response

4B- Required Actions

Indicator 5: Education Environments (children 5 (Kindergarten) - 21)

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

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

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

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED Facts file specification FS002.

Measurement

- A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator. Five-year-old children with disabilities who are enrolled in preschool programs are included in Indicator 6.

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA, explain.

5 - Indicator Data

Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A	2019	Target >=	65.50%		62.73%	63.73%	64.73%
A	62.73%	Data	63.04%	62.73%	62.41%	61.76%	62.24%
B	2019	Target <=	14.00%		16.58%	16.58%	16.08%
B	16.58%	Data	16.26%	16.58%	17.17%	17.37%	16.70%
C	2019	Target <=	1.38%		1.48%	1.48%	1.38%
C	1.48%	Data	1.54%	1.48%	1.43%	1.40%	1.29%

Targets

FFY	2023	2024	2025
Target A >=	65.73%	66.73%	67.73%
Target B <=	15.58%	15.08%	15.08%
Target C <=	1.38%	1.28%	1.28%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators

- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting.

SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	Total number of children with IEPs aged 5 (kindergarten) through 21	226,039
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	140,723
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	38,081
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c1. Number of children with IEPs aged 5 (kindergarten) through 21 in separate schools	1,856

Source	Date	Description	Data
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c2. Number of children with IEPs aged 5 (kindergarten) through 21 in residential facilities	344
SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS002; Data group 74)	07/31/2024	c3. Number of children with IEPs aged 5 (kindergarten) through 21 in homebound/hospital placements	525

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

FFY 2023 SPP/APR Data

Education Environments	Number of children with IEPs aged 5 (kindergarten) through 21 served	Total number of children with IEPs aged 5 (kindergarten) through 21	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class 80% or more of the day	140,723	226,039	62.24%	65.73%	62.26%	Did not meet target	No Slippage
B. Number of children with IEPs aged 5 (kindergarten) through 21 inside the regular class less than 40% of the day	38,081	226,039	16.70%	15.58%	16.85%	Did not meet target	No Slippage
C. Number of children with IEPs aged 5 (kindergarten) through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	2,725	226,039	1.29%	1.38%	1.21%	Met target	No Slippage

Provide additional information about this indicator (optional)

5 - Prior FFY Required Actions

None

5 - OSEP Response

5 - Required Actions

Indicator 6: Preschool Environments

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program 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.
- C. Receiving special education and related services in the home.

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

Data Source

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED Facts file specification FS089.

Measurement

- A. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
- B. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school, or residential facility) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
- C. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.

Instructions

Sampling from the State's 618 data is not allowed.

States must report five-year-old children with disabilities who are enrolled in preschool programs in this indicator. Five-year-old children with disabilities who are enrolled in kindergarten are included in Indicator 5.

States may choose to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age.

For Indicator 6C: States are not required to establish a baseline or targets if the number of children receiving special education and related services in the home is less than 10, regardless of whether the State chooses to set one target that is inclusive of children ages 3, 4, and 5, or set individual targets for each age. In a reporting period during which the number of children receiving special education and related services in the home reaches 10 or greater, States are required to develop baseline and targets and report on them in the corresponding SPP/APR.

For Indicator 6C: States may express their targets in a range (e.g., 75-85%).

Describe the results of the calculations and compare the results to the target.

If the data reported in this indicator are not the same as the State's data reported under IDEA section 618, explain.

6 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data (Inclusive) – 6A, 6B, 6C

Part	FFY	2018	2019	2020	2021	2022
A	Target >=	46.60%		32.54%	32.54%	33.54%
A	Data	41.76%	32.54%	29.36%	28.27%	27.54%
B	Target <=	22.50%		41.32%	41.32%	40.32%
B	Data	29.26%	41.32%	42.08%	44.77%	45.80%
C	Target <=			1.63%	1.63%	1.53%
C	Data			1.63%	1.15%	0.70%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

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- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
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- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
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- Part C, Babies Can't Wait
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SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

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SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

Targets

Please select if the State wants to set baselines and targets based on individual age ranges (i.e., separate baseline and targets for each age), or inclusive of all children ages 3, 4, and 5.

Inclusive Targets

Please select if the State wants to use target ranges for 6C.

Target Range not used

Baselines for Inclusive Targets option (A, B, C)

Part	Baseline Year	Baseline Data
A	2019	32.54%
B	2019	41.32%
C	2020	1.63%

Inclusive Targets – 6A, 6B

FFY	2023	2024	2025
Target A >=	34.54%	35.54%	37.54%
Target B <=	39.32%	38.32%	37.32%

Inclusive Targets – 6C

FFY	2023	2024	2025
Target C <=	1.53%	1.43%	1.33%

Prepopulated Data

Data Source:

SY 2023-24 Child Count/Educational Environment Data Groups (EDFacts file spec FS089; Data group 613)

Date:

07/31/2024

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	3,915	6,543	1,089	11,547
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	781	2,126	420	3,327
b1. Number of children attending separate special education class	2,004	2,779	414	5,197
b2. Number of children attending separate school	12	15	2	29
b3. Number of children attending residential facility	0	0	0	0
c1. Number of children receiving special education and related services in the home	33	39	6	78

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

FFY 2023 SPP/APR Data - Aged 3 through 5

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	3,327	11,547	27.54%	34.54%	28.81%	Did not meet target	No Slippage
B. Separate special education class, separate school, or residential facility	5,226	11,547	45.80%	39.32%	45.26%	Did not meet target	No Slippage
C. Home	78	11,547	0.70%	1.53%	0.68%	Met target	No Slippage

Provide additional information about this indicator (optional)

6 - Prior FFY Required Actions

None

6 - OSEP Response

6 - Required Actions

Indicator 7: Preschool Outcomes

Instructions and Measurement

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))

Data Source

State selected data source.

Measurement

Outcomes:

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

Progress categories for A, B and C:

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

Summary Statements for Each of the Three Outcomes:

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

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

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

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

Instructions

Sampling of **children for assessment** is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

In the measurement include, in the numerator and denominator, only children who received special education and related services for at least six months during the age span of three through five years.

Describe the results of the calculations and compare the results to the targets. States will use the progress categories for each of the three Outcomes to calculate and report the two Summary Statements. States have provided targets for the two Summary Statements for the three Outcomes (six numbers for targets for each FFY).

Report progress data and calculate Summary Statements to compare against the six targets. Provide the actual numbers and percentages for the five reporting categories for each of the three Outcomes.

In presenting results, provide the criteria for defining "comparable to same-aged peers." If a State is using the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS), then the criteria for defining "comparable to same-aged peers" has been defined as a child who has been assigned a score of 6 or 7 on the COS.

In addition, list the instruments and procedures used to gather data for this indicator, including if the State is using the ECO COS.

7 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Part	Baseline	FFY	2018	2019	2020	2021	2022
A1	2008	Target >=	78.60%	80.00%	81.00%	82.00%	83.00%
A1	68.70%	Data	80.53%	80.52%	85.40%	82.85%	84.26%

A2	2008	Target >=	62.00%	62.00%	63.00%	64.00%	65.00%
A2	57.10%	Data	62.16%	54.86%	55.06%	51.05%	49.80%
B1	2008	Target >=	81.50%	82.00%	83.00%	84.00%	85.00%
B1	63.90%	Data	83.38%	82.16%	87.98%	85.37%	86.13%
B2	2008	Target >=	37.30%	45.00%	46.00%	47.00%	48.00%
B2	24.90%	Data	48.08%	44.34%	47.93%	44.78%	44.56%
C1	2008	Target >=	78.00%	80.00%	81.00%	82.00%	83.00%
C1	71.20%	Data	80.56%	80.08%	86.48%	84.54%	84.87%
C2	2008	Target >=	72.00%	72.00%	72.00%	72.00%	72.10%
C2	65.70%	Data	71.60%	65.01%	64.68%	63.63%	61.07%

Targets

FFY	2023	2024	2025
Target A1 >=	84.00%	85.00%	86.00%
Target A2 >=	66.00%	67.00%	68.00%
Target B1 >=	86.00%	87.00%	88.00%
Target B2 >=	49.00%	50.00%	51.00%
Target C1 >=	84.00%	85.00%	86.00%
Target C2 >=	72.20%	72.20%	72.30%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia’s State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can’t Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State’s performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package

in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting. SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

FFY 2023 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed

7,367

Outcome A: Positive social-emotional skills (including social relationships)

Outcome A Progress Category	Number of children	Percentage of Children
a. Preschool children who did not improve functioning	83	1.13%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	789	10.71%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,010	40.86%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	1,975	26.81%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1,510	20.50%

Outcome A	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation: (c+d)/(a+b+c+d)</i>	4,985	5,857	84.26%	84.00%	85.11%	Met target	No Slippage
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. <i>Calculation: (d+e)/(a+b+c+d+e)</i>	3,485	7,367	49.80%	66.00%	47.31%	Did not meet target	Slippage

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

Outcome B Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	85	1.15%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	812	11.02%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	3,149	42.74%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2,487	33.76%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	834	11.32%

Outcome B	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$	5,636	6,533	86.13%	86.00%	86.27%	Met target	No Slippage
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. <i>Calculation:</i> $(d+e)/(a+b+c+d+e)$	3,321	7,367	44.56%	49.00%	45.08%	Did not meet target	No Slippage

Outcome C: Use of appropriate behaviors to meet their needs

Outcome C Progress Category	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	89	1.21%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	700	9.50%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2,217	30.09%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2,137	29.01%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	2,224	30.19%

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. <i>Calculation:</i> $(c+d)/(a+b+c+d)$	4,354	5,143	84.87%	84.00%	84.66%	Met target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6	4,361	7,367	61.07%	72.20%	59.20%	Did not meet target	Slippage

Outcome C	Numerator	Denominator	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
years of age or exited the program. <i>Calculation:</i> <i>(d+e)/(a+b+c+d+e)</i>							

Part	Reasons for slippage, if applicable
A2	<p>Preschool students are making progress as evidenced by meeting improvement targets for A1, B1, and C1. While students have made progress, there is opportunity for growth in the improvement areas for A2, B2, and C2. The level of gain was not equivalent to meeting age expectations upon exit in these areas. In A2, the slippage was 2.49 percentage points. In C2, the slippage was 1.87 percentage points.</p> <p>Georgia offers a robust Pre-K program; however, the program is voluntary and is not universally available in every community. The lack of universal Pre-K limits the availability of preschool settings and exposure to typical peers which adversely impacts the level of improvement of functioning in children exiting preschool.</p> <p>Teacher retention is also adversely impacting student progress. One reason teacher retention adversely impacts student progress is the increase of new special education teachers. Special education teacher attrition causes an increased number of new special education teachers, many of whom are earning their teaching credential through alternative preparation programs. These teachers enter the field with limited teacher pedagogy in providing effective and quality instruction. Georgia teacher retention data for special education teachers (https://georgiainsights.gadoe.org/Dashboards/Pages/EducatorPipeline-Teachers.aspx) indicated retention levels that were adversely impacting the stability of effective instruction for students with disabilities. Teacher retention for special education teachers in 2024 was 90.35% which represents an increase of .54 percentage points from 2023. The 2024 retention rate of special education teachers in charter schools was 83.51%, which was 6.84 percentage points below the state average. The 2024 retention rate for Metro LEAs is 89.97%, which was .38 percentage points below the state average. Within the Metro LEAs group, serving large numbers of special education students, individual LEA retention rates were lower. These large Metro LEAs retention rates ranged from 81.33% to 88.89%. Georgia is actively working toward resolving the issue of teacher retention with the nationally recognized Georgia Teacher Provider Retention Program with a grant of \$500,000 per year provided support for LEAs in the areas of assuring teachers have the necessary skills, knowledge, and support to effectively serve children with disabilities and their families.</p>
C2	<p>Preschool students are making progress as evidenced by meeting improvement targets for A1, B1, and C1. While students have made progress, there is opportunity for growth in the improvement areas for A2, B2, and C2. The level of gain was not equivalent to meeting age expectations upon exit in these areas. In A2, the slippage was 2.49 percentage points. In C2, the slippage was 1.87 percentage points.</p> <p>Georgia offers a robust Pre-K program; however, the program is voluntary and is not universally available in every community. The lack of universal Pre-K limits the availability of preschool settings and exposure to typical peers which adversely impacts the level of improvement of functioning in children exiting preschool.</p> <p>Teacher retention is also adversely impacting student progress. One reason teacher retention adversely impacts student progress is the increase of new special education teachers. Special education teacher attrition causes an increased number of new special education teachers, many of whom are earning their teaching credential through alternative preparation programs. These teachers enter the field with limited teacher pedagogy in providing effective and quality instruction. Georgia teacher retention data for special education teachers (https://georgiainsights.gadoe.org/Dashboards/Pages/EducatorPipeline-Teachers.aspx) indicated retention levels that were adversely impacting the stability of effective instruction for students with disabilities. Teacher retention for special education teachers in 2024 was 90.35% which represents an increase of .54 percentage points from 2023. The 2024 retention rate of special education teachers in charter schools was 83.51%, which was 6.84 percentage points below the state average. The 2024 retention rate for Metro LEAs is 89.97%, which was .38 percentage points below the state average. Within the Metro LEAs group, serving large numbers of special education students, individual LEA retention rates were lower. These large Metro LEAs retention rates ranged from 81.33% to 88.89%. Georgia is actively working toward resolving the issue of teacher retention with the nationally recognized Georgia Teacher Provider Retention Program with a grant of \$500,000 per year provided support for LEAs in the areas of assuring teachers have the necessary skills, knowledge, and support to effectively serve children with disabilities and their families.</p>

Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? (yes/no)

YES

Sampling Question	Yes / No
Was sampling used?	NO

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? (yes/no)

YES

List the instruments and procedures used to gather data for this indicator.

Data for Indicator 7 are collected at the student level by each LEA that provides special education services to young children. There are no statewide assessments for young children (ages 3, 4, and 5 in PK). Therefore, LEAs collect this data using tools such as checklists, observation tools and standardized assessments. LEAs were asked to provide the names of the assessments utilized and reported the following: Formal Assessments: Developmental Profile 4 (DP-4), Test of Early Language Development-Fourth Edition (TELD-4), Clinical Assessment of Articulation and Phonology-Second Edition (CAAP-2), Developmental Assessment of Young Children-Second Edition (DAYC-2), Preschool Language Scale-Fifth Edition (PLS-5), Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3), Fluharty-2, Battelle Developmental Inventory-Third Edition (BDI-3), Vineland Adaptive Behavior Scales-Third Edition (VABS-3), Peabody Picture Vocabulary Test-Fifth Edition (PPVT-5), Disabilities of the Arm, Shoulder, and Hand (DASH), Brigance Early Childhood Screening, Hawaii Early Learning Profile (HELP), Expressive One-Word Picture Vocabulary Test -Fourth Edition (EOWPVT-4) and Receptive One-Word Picture Vocabulary Test – Fourth Edition (ROWPVT-4). Informal Assessments: Teacher Checklist, Speech-language

Samples, Teacher Reports, Childhood History, Behavior Checklist, and Tier information.

The Child Outcomes Summary (COS) facilitated through the Early Childhood Technical Assistance Center (ECTA) (see <https://ectacenter.org/eco/pages/cos.asp>) is used as the outcome measure for Indicator 7. Children entering the preschool program are rated using the COS process. When children exit preschool or become age 6, they are also rated using the COS process. The entry and exit ratings are evaluated using the Childhood Outcomes Calculator (see https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fectacenter.org%2Feco%2Fassets%2Fxls%2FCOS_to_OSEP_Calculator_Tutor.xlsx&wdOrigin=BROWSELINK) to determine a level of student progress. The calculator also converts the ratings to the alphabetic scale required by OSEP. The COS summarizes information on a child's functioning in each of the three child outcome areas using a 7-point scale. With the COS process, a team of individuals who are familiar with a child (including parents) can consider multiple sources of information about his/her functioning, including parent/provider observation and results from direct assessment. The data for the Preschool Outcomes is collected in the Special Education Applications Preschool Outcomes Application on July 31st each year. Each LEA uses a Preschool Outcomes template (see <https://url.gadoe.org/ddejt>) to report all data on preschool students who exit preschool for July 1 through June 30 of the current year. The Preschool Outcomes template has the COS calculator embedded to enable LEAs to convert numeric ratings used in the COS to the alphabetic scale used by OSEP.

Provide additional information about this indicator (optional)

7 - Prior FFY Required Actions

None

7 - OSEP Response

7 - Required Actions

Indicator 8: Parent involvement

Instructions and Measurement

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))

Data Source

State selected data source.

Measurement

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

Instructions

Sampling of parents from whom response is requested is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates. (See General Instructions on page 3 for additional instructions on sampling.)

Describe the results of the calculations and compare the results to the target.

Provide the actual numbers used in the calculation.

If the State is using a separate data collection methodology for preschool children, the State must provide separate baseline data, targets, and actual target data or discuss the procedures used to combine data from school age and preschool data collection methodologies in a manner that is valid and reliable.

While a survey is not required for this indicator, a State using a survey must submit a copy of any new or revised survey with its SPP/APR.

Report the number of parents to whom the surveys were distributed and the number of respondent parents. The survey response rate is automatically calculated using the submitted data.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of parents of children with disabilities.

Include in the State's analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race/ethnicity. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

If the analysis shows that the demographics of the children for whom parents responding are not representative of the demographics of children receiving special education services in the State, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State distributed the survey to parents (e.g., by mail, by e-mail, on-line, by telephone, in-person through school personnel), and how responses were collected.

States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data.

8 - Indicator Data

Question	Yes / No
Do you use a separate data collection methodology for preschool children?	NO

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools

- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting.

SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

Historical Data

Baseline Year	Baseline Data
2019	88.50%

FFY	2018	2019	2020	2021	2022
Target >=	71.00%		88.60%	88.60%	88.60%
Data	73.00%	88.50%	90.21%	86.95%	87.73%

Targets

FFY	2023	2024	2025
Target >=	89.60%	90.60%	91.60%

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
37,107	42,362	87.73%	89.60%	87.60%	Did not meet target	No Slippage

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.

During the 2023-2024 school year, Georgia used an online survey to gather data to satisfy the Indicator 8 reporting requirements. All families of children with disabilities had the opportunity to participate in the survey, including parents of preschool students. Parents were all offered the same survey regardless of the grade level of the student allowing the analysis procedures to be valid and reliable. Paper copies were also available upon request. The survey was also available online in Spanish. The survey is available for participation online to all parents of children with disabilities age 3-21 in Georgia beginning in January each year and ending May 31st each year. The survey is publicized by each school system and GaDOE so that all parents of children with disabilities including parents of children in preschool may respond to the survey. The data from the parents of preschool children are included with the data reported for all parent responses.

The number of parents to whom the surveys were distributed.

237,586

Percentage of respondent parents

17.83%

Response Rate

FFY	2022	2023
Response Rate	15.93%	17.83%

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

To determine representativeness, Georgia uses a + or - 5 percentage point discrepancy in the proportion of responders compared to the target group. Georgia performed the representativeness analysis with respect to race/ethnicity and grade of students receiving special education services. For example, if 80% of the students with disabilities are in the White subgroup, a representative rate of parent response would be 75 to 85% of survey respondents.

Include the State's analyses of the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must include race/ethnicity in their analysis. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

To determine representativeness, Georgia examined race/ethnicity subgroups to determine whether there was a + or - 5 percentage point discrepancy in the proportion of responders compared to the target group. Target group proportions were calculated using Federal Child Count data. For example, if 80% of the students with disabilities are in the White subgroup based on the Federal Child Count, a representative rate of response in the group would be 75 to 85% of survey respondents.

These data revealed that a higher percentage of the parents for White SWD responded to the survey (47.25%) compared to the percentage of White SWD enrolled (36.14%). This is a difference of 11.11 percentage points. A lower percentage of the parents of Black SWD responded to the survey (32.41%) as compared to Black SWD enrolled (39.52%). This is a difference of -7.11 percentage points. A lower percentage of the parents in the Hispanic group of Hispanic SWD responded to the survey (10.88%) as compared to Hispanic SWD enrolled (16.90%). This is a difference of -6.02 percentage points. All other race/ethnicity survey participation and enrollments were within the + or - 5 percentage points range. The response and enrollment rates were respectively reported as: Asian 2.78% and 2.33%, Native Hawaiian/Pacific Islander 0.14% and 0.07%, American Indian 0.56% and 0.22%, and More than One Race 5.98% and 4.83%. Based upon the discrepancy in representativeness, a nonresponse bias analysis of results was conducted.

To determine representativeness, Georgia examined grade level subgroups to determine whether there was a + or - 5 percentage point discrepancy in the proportion of responders compared to the target group. Target group proportions were calculated using Federal Child Count data. Grade was selected using the stakeholder input process. For all grade levels, the proportion of survey responders were within + or - 5 percentage points of the target group. The following represents the percent of the survey responses by grade, percent of enrollment in Child Count by grade, and the difference between the percents, respectively: Pre-K - 7.83, 5.01 (2.82), K - 7.88, 5.08 (2.80), Grade 1 - 8.42, 6.48 (1.94), Grade 2 - 8.69, 7.28 (1.41), Grade 3 - 8.99, 7.78 (1.21), Grade 4 - 9.02, 8.22 (.80), Grade 5 - 8.94, 8.43 (.51), Grade 6 - 6.71, 8.25 (-1.54), Grade 7 - 6.76, 8.39 (-1.63), Grade 8 - 6.18, 8.42 (-2.24), Grade 9 - 5.52, 9.85 (-4.33), Grade 10 - 5.04, 8.54 (-3.50), Grade 11 - 4.63, 7.12 (-2.49), and Grade 12 - 5.39, 7.04 (-1.65).

The demographics of the children for whom parents are responding are representative of the demographics of children receiving special education services. (yes/no)

NO

If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics

The State will continue to conduct webinars, provide training at the annual Data Conference and Georgia Council for Administrators of Special Education (GCASE) conference, and provide information in weekly Email Blasts to special education directors and Georgia's Parent Mentor Partnership parent mentors regarding the survey and ideas for increasing participation. Data will also be shared with Parent to Parent, Georgia's OSEP funded parent organization. Training from the GaDOE will focus on the importance of high participation and the use of the parent survey. Strategies will be shared to encourage high participation and participation representative of the student enrollment. Strategies include providing technology at IEP meetings, conferences, PTA meetings and student events at the school. School systems will be able, through the state's portal, to analyze real time survey response data by school to determine where to focus efforts for increased participation to ensure response data is more representative of the demographics of the population. School systems will be encouraged to share participation data with principals during the data collection process to solicit support, enlisting the assistance of Parent Mentors to publicize and encourage participation, and partnering successful school systems with neighboring school systems that struggle with low participation rates. Our State's Parent training and Information Center (PTI), Parent to Parent of Georgia, publicizes the survey and assists parents with questions regarding their participation. Starting in the 2019-2020 school year, additional technical assistance for families was provided by the GaDOE Special Education Help Desk. A Spanish version of the survey was available in the online and paper format.

Georgia has intensified efforts to increase the representativeness of survey respondents. The Georgia Department of Education and LEAs publicize the availability of the survey to all families. LEA data have been shared with each Special Education Director. SEA staff and Parent Mentors have worked and will continue to work with Special Education Directors to provide strategies for increasing participation in the survey across all demographic groups. SEA staff will analyze the real-time data of surveys completed in the current year and contact Special Education Directors to examine their data available on the Special Education Dashboard by school. The demographic data are not provided to Special Education Directors to avoid identifying the parents who respond. However, the directors may view the number of responses by school and are knowledgeable about the demographic makeup of each school. The SEA staff will encourage directors to reach out to system-level and school leaders to increase awareness and importance of the survey, publicize the survey at school events, and provide technology for survey completion at events and meetings. Georgia has also added additional internal data reports that can be used by GaDOE DEC staff to provide additional reminders and supports to LEAs that have low response rates.

Georgia will place an emphasis on attaining increased participation from the parents of students in the SWD Black/African American and Hispanic subgroups based on the current analysis. Georgia is adding an additional report to monitor the regional collection of parent survey results while the survey is available to examine areas of the state in which participation is lower. LEAs in these regions of the state with lower representative participation can then be provided with additional support from the DEC.

Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The response rate in Georgia for FFY 2023 has increased from the FFY 2022 response rate. The trend of participation has been increasing for several years. In FFY 2023, there were 42,362 respondents out of 237,586 possible respondents (based on the October 1 Child Count). The State will continue to conduct webinars, provide training at the annual Data Conference and Georgia Council for Administrators of Special Education (GCASE) conference, and provide information in weekly Email Blasts to special education directors and Georgia's Parent Mentor Partnership parent mentors regarding the survey and ideas for increasing participation. Data will also be shared with Parent to Parent, Georgia's OSEP funded parent organization. Training from the GaDOE will focus on the importance of high participation and use of the parent survey. Strategies will be shared to encourage high participation and participation representative of the student enrollment. Strategies to address underrepresented groups include providing technology at IEP meetings, conferences, PTA meetings, and student events at the school. School systems will be able, through the state's portal, to analyze real-time survey response data by school to determine where to focus efforts for increased participation to ensure response data is more representative of the demographics of the population. School systems will be encouraged to share participation data with principals during the data collection process to solicit support, enlisting the assistance of Parent Mentors to publicize and encourage participation, and partnering successful school systems with neighboring school systems that struggle with low participation rates. Our State's Parent training and Information Center (PTI), Parent to Parent of Georgia, publicizes the survey and assists parents with questions regarding their participation. Starting in the 2019-2020 school year, additional technical assistance for families was provided by the GaDOE Special Education Help Desk. To reach the historically underrepresented Hispanic subgroup, a Spanish version of the survey was available in the online and paper format. To reach the Black/African American subgroup, GaDOE has increased collaboration with Parent Mentors Partnership to increase participation in underrepresented groups. GaDOE is also planning to increase technical assistance with stakeholders, including LEA leadership and staff, regarding the parent satisfaction survey to improve participation and underrepresentation.

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities.

To determine representativeness, Georgia examined race/ethnicity subgroups to determine whether there was a + or - 5 percentage point discrepancy in the proportion of responders compared to the target group. Georgia determined that parents of Black/African American, and Hispanic students with disabilities were underrepresented and parents of White students were overrepresented in the survey data. The response data were representative of grade level. Parents of White SWD were overrepresented by 10.58 percentage points, parents of Black/African American SWD were underrepresented by 5.69 percentage points, and parents of Hispanic SWD were underrepresented by 6.03 percentage points. To determine if nonresponse bias could be significantly impacting the results of the Survey, we considered both the extent to which any subgroups were underrepresented in our survey along with the extent to which these subgroups differed in the outcome of interest in our survey, Parent Satisfaction. Based on the state's threshold for representativeness, our response data were representative with respect to student grade but not representative with respect to certain student race/ethnicity subgroups. Therefore, we assessed for nonresponse bias by disaggregating the overall Survey results and attaining a Parent Satisfaction score for the White, Black/African American, and Hispanic subgroups. The disaggregated results of the Survey did not vary by more than +/- 5% percentage points from the overall Survey results for the racial/ethnic groups having underrepresentation. Further, none of the three subgroups analyzed differed by +/- 5 percentage points in their respective Survey mean Parent Satisfaction scores. Thus, the state determined that nonresponse bias did not meaningfully impact the overall parent satisfaction rate. The overall Parent Satisfaction Survey percentage was 87.73% with 32,201 of 36,703 respondents determined to have a high level of parental satisfaction. The White subgroup had a total of 17,538 respondents with 15,597 having a Survey mean of 4 or higher for a Parent Satisfaction Survey percent of 88.93%, which is 1.20 percentage points above the overall 87.73% Survey results. The Hispanic subgroup had a total of 3,915 respondents with 3,543 having a Survey mean of 4 or higher for a Parent Satisfaction Survey percent of 90.50%, which is 2.77 percentage points above the overall Survey results. The Black/African American subgroup had a total of 12,262 respondents with 10,497 having a Survey mean of 4 or higher for a Parent Satisfaction Survey percent of 85.61%, which is 2.12 percentage points below the overall Survey results. There is a concern that the Black/African American subgroup was both underrepresented and had the lowest satisfaction rates. As a result, Georgia will place an emphasis on attaining increased participation from the subgroup. Georgia is adding an additional report to monitor the regional collection of parent survey results while the survey is available to examine areas of the state in which participation is lower. LEAs in these regions of the state can then be provided with additional support from the DSESS. Georgia will continue to minimize the possibility of nonresponse bias by partnering with Parent to Parent of Georgia, publicizing the survey, and assisting parents with questions regarding their participation. A Spanish version of the survey is also available in the online and paper format. Finally, an analysis of individual LEA results for participation has been completed and is being used by Parent Mentors in Georgia to increase participation at the LEA level.

Sampling Question	Yes / No
Was sampling used?	NO

Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO
If yes, provide a copy of the survey.	

Provide additional information about this indicator (optional)

The methodology for attaining the overall Parent Satisfaction percentage was to use the Mean of the 10 items on the Parent Survey. For each survey respondent, a score was calculated by summing the response choices, which range from 1 to 6 (1 = Very Strongly Disagree/Never and 6 = Very Strongly Agree/Always) and dividing by the number of responses, thus calculating a mean score for each respondent. If the mean score was 4 or above, the respondent was determined to have a high level of satisfaction. The number of parents with a score of 4 or above is then divided by the total number of parents responding to determine the Satisfaction level, expressed as a percentage.

8 - Prior FFY Required Actions

In the FFY 2023 SPP/APR, the State must report whether the FFY 2023 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

Response to actions required in FFY 2022 SPP/APR

To determine representativeness, Georgia examined race/ethnicity subgroups to determine whether there was a + or - 5 percentage point discrepancy in the proportion of responders compared to the target group. Target group proportions were calculated using Federal Child Count data. For example, if 80% of the students with disabilities are in the White subgroup based on the Federal Child Count, a representative rate of response in the group would be 75 to 85% of survey respondents.

These data revealed that a higher percentage of the parents for White SWD responded to the survey (47.25%) compared to the percentage of White SWD enrolled (36.14%). This is a difference of 11.11 percentage points. A lower percentage of the parents of Black SWD responded to the survey (32.41%) as compared to Black SWD enrolled (39.52%). This is a difference of -7.11 percentage points. A lower percentage of the parents in the Hispanic group of Hispanic SWD responded to the survey (10.88%) as compared to Hispanic SWD enrolled (16.90%). This is a difference of -6.02 percentage points. All other race/ethnicity survey participation and enrollments were within the + or - 5 percentage points range. The response and enrollment rates were respectively reported as: Asian 2.78% and 2.33%, Native Hawaiian/Pacific Islander 0.14% and 0.07%, American Indian 0.56% and 0.22%, and More than One Race 5.98% and 4.83%. Based upon the discrepancy in representativeness, a nonresponse bias analysis of results was conducted.

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8 - OSEP Response

8 - Required Actions

In the FFY 2024 SPP/APR, the State must report whether the FFY 2024 data are from a response group that is representative of the demographics of children receiving special education services, and, if not, the actions the State is taking to address this issue. The State must also include its analysis of the extent to which the response data are representative of the demographics of children receiving special education services.

Indicator 9: Disproportionate Representation

Instructions and Measurement

Monitoring Priority: Disproportionality

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))

Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA, aggregated across all disability categories. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in special education and related services and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

9 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2020	0.00%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%
Data	0.00%	0.00%	0.00%	0.00%	0.00%

Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

5

Number of districts with disproportionate representation of racial/ethnic groups in special education and related services	Number of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
0	0	230	0.00%	0%	0.00%	Met target	No Slippage

Were all races and ethnicities included in the review?

YES

Define "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

DISPROPORTIONATE REPRESENTATION DEFINED

The State defines disproportionate representation of racial/ethnic subgroups (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 at the LEA level: (1) Risk Ratio or Alternate Risk Ratio ≥ 3.0 for two consecutive years and (2) SWD Ethnic/Racial Subgroup ≥ 10 and LEA enrollment in a Specific Ethnic/Racial Subgroup $n \geq 30$.

Georgia has a minimum cell size of ≥ 10 and a minimum n-size of ≥ 30 . Only LEAs that meet both criteria are evaluated at the LEA level for disproportionality by the State and included in the Georgia number of LEAs that met the State's minimum n and/or cell size.

CALCULATION

The risk ratio is calculated using a compound equation and the minimum cell and n sizes above are required.

The numerator of the equation requires:

(A) ≥ 10 children in the LEA in a specific racial/ethnic group, such as Hispanic, in the LEA are identified as SWD, and

(B) ≥ 30 students enrolled in the LEA are in the same racial/ethnic group as (A). If both conditions are satisfied, the group will be evaluated for risk.

The denominator of the equation will either be a comparison group at the LEA level or a state comparison group.

For example, using the Hispanic students referenced in (A) and (B) above, if the LEA has (C) ≥ 10 children in the LEA in all other racial/ethnic groups (not Hispanic) identified as students with disabilities, and

(D) ≥ 30 or more children enrolled in the LEA in all other racial ethnic groups (not Hispanic), the LEA comparison group will be used in the calculation of the Risk Ratio.

If the LEA does not meet the conditions of C and D, then a state comparison group is used for the denominator with

(C) the number of all other racial/ethnic groups (not Hispanic) of students identified as students with disabilities in the state, and (D) all other children in all other racial/ethnic groups (not Hispanic) in the state. The use of the state comparison group is termed the Alternate Risk Ratio.

The calculation is A/B divided by C/D, with the specific LEA numbers for each component or state numbers for C/D if applicable for the Alternate Risk Ratio. LEAs with a Risk Ratio or Alternate Risk Ratio of ≥ 3.0 for 2 consecutive years are included in Georgia's number of LEAs with disproportionate representation.

There were 230 LEAs that met the n-size and cell size for Indicator 9. There were no LEAs with disproportionate representation of racial/ethnic groups in special education and related services.

METHODOLOGY:

Only LEAs with at least 10 students with disabilities identified as students with disabilities in the same ethnic/racial group and 30 students enrolled in the same racial/ethnic category with a risk ratio ≥ 3.0 for 2 consecutive years are included in the number of LEAs with disproportionate representation for the State. For example, an LEA would be included in the number of LEAs with disproportionate representation if there were 15 students with disabilities in the Hispanic ethnicity subgroup, a total enrollment of 500 children in the Hispanic ethnicity subgroup, and a Risk Ratio of 3.0 for two consecutive years.

Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.

There were no LEAs with disproportionate representation of racial/ethnic subgroups receiving special education and related services. Therefore, Georgia did not need to determine whether any LEA had disproportionate representation that was the result of inappropriate identification.

Georgia determines disproportionate representation by first examining the data. If an LEA had a Risk Ratio of ≥ 3.0 for 2 consecutive years for

identification as a student with disabilities receiving special education and related services in any racial/ethnic group, the LEA would be considered to have disproportionate representation. The state would then utilize a Comprehensive Compliance Review to examine local policies, procedures, and practices to determine if the disproportionate representation was the result of noncompliant practices. The Comprehensive Compliance Review addresses the following areas: prereferral interventions, child find, evaluation, reevaluation, and eligibility determination processes.

As a first step, the LEA identified as having disproportionate representation for identification as a student with a disability reviews its policies, practices, and procedures using a GaDOE developed electronic form titled LEA Self-Rating for Disproportionality Compliance Review – Identification (see <https://url.gadoe.org/7mqts>). The LEA completes this document by convening a team of stakeholders to self-assess or rate their compliance of the appropriate identification of students with disabilities by selecting Yes or No to items such as: a) “The LEA has written policies, procedures, and practices that are in compliance with the Child Find Rule,” b) The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the Eligibility Determination Rule.” Rules referenced in the protocol are all hyperlinked to provide clarity to the LEA. The LEA provides evidence and/or documentation to support the rating endorsed on the Self-Rating. The LEA uploads supporting documentation such as policies, procedures, for the implementation of Child Find and professional learning agendas, presentations, and sign-in sheets for evaluating and reevaluating students for special education. Ratings and supporting documentation also have to include evidence of the implementation and monitoring of all components.

In the next part of the Self-Rating, the LEA completes a Student Referral Chart. The chart requires the number of students referred in the prior school year, number of students found eligible, and the number of students found ineligible. Next, LEAs are required to upload a representative number of student files (based upon LEA size group) found eligible for special education in the LEA. The listing also must include a specified number of students who were determined ineligible for special education. The minimum number of files reviewed is 12. For all files uploads, the LEA provides the following information: student name, gender, grade level, school, race/ethnicity, name of interventions, duration of intervention, frequency of monitoring, reason for referral, found eligible y or n, and eligibility category.

The third part of the Self-Rating is an Individual Student Records Review which requires the LEAs to answer Y, N, or N/A to items for each individual file submitted which included: a) Evaluations are provided in the child’s native language, b) The LEA considered exclusionary factors, lack of appropriate instruction in reading, or limited English proficiency [for eligibility determinations], c) The eligibility report documents the area(s) of disability and aligns with the state rules and regulations for the specific eligibility category.

The final portion of the Self-Rating is a Compliance Review Discussion Question section for the team to complete. LEAs respond to items such as: a) What is the composition of the LEA by race, gender? What is the composition of the LEA’s students with disabilities by race, gender? b) Discuss the eligibility determination process that is being implemented in your LEA. How is your LEA implementing the process with fidelity and integrity for all eligibility categories and specifically in the area of disproportionality findings in your LEA?

Results Driven Accountability (RDA) GaDOE staff reviews all self-assessment responses and submitted documentation using a standardized protocol. The GaDOE staff communicates with LEAs during the review process for clarification and to answer any unresolved questions from the documentation. Based upon the review, GaDOE determines if inappropriate policies, practices, or procedures contribute to the disproportionate representation resulting in noncompliance. Using this Comprehensive Compliance Review process, an annual determination as to whether the disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2022

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

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

9 - Prior FFY Required Actions

None

9 - OSEP Response

9 - Required Actions

Indicator 10: Disproportionate Representation in Specific Disability Categories

Instructions and Measurement

Monitoring Priority: Disproportionality

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))

Data Source

State's analysis, based on State's Child Count data collected under IDEA section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

Measurement

Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

Include State's definition of "disproportionate representation". Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Based on its review of the section 618 data for the reporting year, describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a), (e.g., using monitoring data; reviewing policies, practices and procedures). In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum n and/or cell size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2023 reporting period (i.e., after June 30, 2024).

Instructions

Provide racial/ethnic disproportionality data for all children aged 5 who are enrolled in kindergarten and aged 6 through 21 served under IDEA. Provide these data at a minimum for children in the following six disability categories: intellectual disability, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism. If a State has identified disproportionate representation of racial and ethnic groups in specific disability categories other than these six disability categories, the State must include these data and report on whether the State determined that the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Provide the actual numbers used in the calculation.

States are not required to report on underrepresentation.

If the State has established a minimum n and/or cell size requirement, the State may only include, in both the numerator and the denominator, districts that met that State-established n and/or cell size. If the State used a minimum n and/or cell size requirement, report the number of districts totally excluded from the calculation as a result of this requirement because the district did not meet the minimum n and/or cell size for any racial/ethnic group.

Consider using multiple methods in calculating disproportionate representation of racial and ethnic groups to reduce the risk of overlooking potential problems. Describe the method(s) used to calculate disproportionate representation.

Provide the number of districts that met the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups identified with disproportionate representation of racial and ethnic groups in specific disability categories and the number of those districts identified with disproportionate representation that is the result of inappropriate identification.

Targets must be 0%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

10 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2020	1.46%

FFY	2018	2019	2020	2021	2022
Target	0%	0%	0%	0%	0%

Data	5.61%	3.54%	1.46%	1.86%	3.76%
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Targets

FFY	2023	2024	2025
Target	0%	0%	0%

FFY 2023 SPP/APR Data

Has the state established a minimum n and/or cell size requirement? (yes/no)

YES

If yes, the State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts excluded from the calculation as a result of the requirement.

5

Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial/ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n and/or cell size	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
49	8	230	3.76%	0%	3.48%	Did not meet target	No Slippage

Were all races and ethnicities included in the review?

YES

Define "disproportionate representation". Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Georgia 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 the special education categories of Specific Learning Disability, Other Health Impaired, Speech Language Impaired, Intellectual Disability, Autism, and Emotional Behavioral Disorders by using the following criteria: (1) Risk Ratio or Alternate Risk Ratio ≥ 3.0 for two consecutive years and (2) SWD Ethnic/Racial Subgroup in one of the specified categories of special education above ≥ 10 (minimum cell size) and LEA enrollment in the same Specific Ethnic/Racial Subgroup $n \geq 30$. Only LEAs that meet the minimum cell and n sizes above are evaluated at the LEA level for disproportionality by the State for inclusion in the Georgia number of districts that met the State's minimum n and/or cell size. There were 230 LEAs meeting the criteria.

The Risk Ratio is calculated using a compound equation and the minimum cell and n sizes above are required. The numerator of the equation requires: (A) ≥ 10 children in the LEA in a specific racial/ethnic group (i.e., White) in one of the specified categories of special education (i.e., Other Health Impaired), and

(B) 30 or more students enrolled in the LEA are the same racial/ethnic group as (A). If both conditions are satisfied, the group will be evaluated for risk. The denominator of the equation will either be a comparison group at the LEA level or a state comparison group.

For example, using the same example of White students and students with Other Health Impairments referenced in (A) and (B), If the LEA has: (C) ≥ 10 children in the LEA in all other racial/ethnic groups (not White) identified in the specified category of disability (Other Health Impaired), and (D) 30 or more children enrolled in the LEA in all other racial ethnic groups (not White), the LEA comparison group will be used in the calculation of the Risk Ratio.

If the LEA does not meet the conditions of C and D, then a state comparison group is used for the denominator with: (C) the number of all other racial/ethnic groups (not White) of students identified in the specified category of special education (Other Health Impaired) in the State, and (D) all other children in all other racial/ethnic groups (not White) enrolled in the State.

The use of the State comparison group is termed the Alternate Risk Ratio.

The calculation is A/B divided by C/D, with the specific LEA numbers for each component or state numbers for C/D if applicable for the Alternate Risk Ratio. LEAs with a Risk Ratio or Alternate Risk Ratio of ≥ 3.0 for 2 consecutive years are included in Georgia's number of LEAs with disproportionate representation.

Methodology: Only LEAs with at least 10 students with disabilities identified in the same ethnic/racial group in the specific category of special education and 30 students enrolled in a specific racial/ethnic category and at the LEA level with a risk ratio ≥ 3.0 for 2 consecutive years are included in the number of LEAs with disproportionate representation of LEAs for the State that have disproportionate representation. For example, an LEA would be included in the number of LEAs with disproportionate representation if there were 15 students in the special education category of Other Health Impaired in the White racial subgroup, a total enrollment of 500 children in the White racial subgroup, and a Risk Ratio of 4.5 for two consecutive years. There were 49 LEAs that met the threshold level with a risk ratio of ≥ 3.0 for 2 consecutive years.

Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

Georgia used a Comprehensive Compliance Review process to review local policies, procedures, and practices to determine if the disproportionate representation was the result of noncompliant policies, procedures, and practices. LEAs identified as having disproportionate representation participated in the Comprehensive Compliance Review process and submitted required documents and communicated with GaDOE through the secured Special Education Applications Dashboard located in the GaDOE portal. The Comprehensive Compliance Review addressed the following areas: child find,

evaluation, reevaluations, and eligibility determination processes.

As a first step, LEAs identified as having disproportionate representation in specific disability categories reviewed their policies, practices, and procedures using a GaDOE developed electronic form titled LEA Self-Rating for Disproportionality Compliance Review – Identification (see <https://url.gadoe.org/7mqts>).

LEAs completed this document by convening a team of stakeholders to self-assess or rate their compliance of the appropriate identification of students with disabilities by selecting Yes or No to items such as: a) “The LEA has written policies, procedures, and practices that are in compliance with the Child Find Rule,” b) The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the Eligibility Determination Rule.” Rules referenced in the protocol were all hyperlinked to provide clarity to LEAs. LEAs had to provide evidence and/or documentation to support the rating endorsed on the Self-Rating.

LEAs uploaded supporting documentation such as policies, procedures for the implementation of Child Find and professional learning agendas, presentations, and sign-in sheets for evaluating and reevaluating students for special education. Ratings and supporting documentation also had to include evidence of the implementation and monitoring of all components.

In the next part of the Self-Rating, LEAs completed a Student Referral Chart. The chart required the number of students referred in the prior school year, the number of students found eligible, and the number of students found ineligible. Next, LEAs were required to upload a representative number of student files (based on LEA size group) found eligible in the LEA for the specific area of disproportionate representation identified (i.e., Specific Learning Disability). The listing also had to include a specified number of students determined ineligible for special education. The minimum number of files reviewed was 12. For all files uploaded, the LEA provided the following information: student name, gender, grade level, school, race/ethnicity, name of interventions, duration of intervention, frequency of monitoring, reason for referral, found eligible y or n, and eligibility category.

The third part of the Self-Rating was an Individual Student Records Review which required the LEAs to answer Y, N, or N/A to items for each individual file submitted which included: a) Evaluations are provided in the child’s native language, b) The LEA considered exclusionary factors, lack of appropriate instruction in reading, or limited English proficiency [for eligibility determinations], c) The eligibility report documents the area(s) of disability and aligns with the state rules and regulations for the specific eligibility category.

The final portion of the Self-Rating was a Compliance Review Discussion Questions section for the team to complete. LEA responded to items such as: a) What is the composition of the LEA by race, gender? What is the composition of the LEA’s students with disabilities by race, gender? b) Discuss the eligibility determination process that is being implemented in your LEA. How is your LEA implementing the process with fidelity and integrity for all eligibility categories and specifically in the area of disproportionality findings in your LEA?

Results Driven Accountability GaDOE staff reviewed all self-assessment responses and submitted documentation using a standardized protocol. The GaDOE staff communicated with LEAs during the review process for clarification and to answer any unresolved questions from the documentation. Based upon the review, GaDOE determined if inappropriate policies, practices, or procedures contributed to the disproportionate representation resulting in noncompliance. Using this Comprehensive Compliance Review process, 4 of the 49 LEAs were identified as having disproportionate representation resulting from non-compliant policies, procedures, and practices.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2022

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 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

Eight LEAs were determined to have disproportionate representation with policies, procedures, and practices that contributed to the disproportionate representation and were not compliant with 34 C.F.R. § 300.646 after a review conducted by the Results Driven Accountability Unit at GaDOE. The LEAs received written notification of the noncompliance and were required to timely correct the noncompliance no later than one year from the date of notification. Each LEA with noncompliance was advised of the required procedure to correct both individual cases of noncompliance and establish full implementation of regulatory requirements 34 C.F.R. § 300.646.

The procedure for individual cases of noncompliance and the implementation of regulatory requirements were interconnected and included:

- 1) GaDOE provided technical assistance webinars to LEAs on the correct implementation of prereferral, evaluation, and eligibility determination processes for special education.
- 2) LEAs and GaDOE jointly developed, and LEAs submitted a Corrective Action Plan (CAP) to GaDOE through the State secured special education data application (SE Applications) for addressing the cited noncompliance and for revising policies, procedures, and practices related to the appropriate identification of students with disabilities. The CAP was due within 45 days of notification of noncompliance.
- 3) LEAs, with guidance from GaDOE, revised and submitted policies, practices and procedures which required revision based upon the GaDOE review which contained the Self-Report. Policies, procedures, and practices were required to be in 100% compliance with 34 C.F.R. § 300.646.
- 4) LEAs submitted correction of each individual case of noncompliance through the State secured data special education application (SE Applications), unless the child was no longer within the jurisdiction of the LEAs, consistent with OSEP QA 23-01, dated July 24, 2023. OSEP QA 23-01 dated July 24, 2023.
- 5) GaDOE verified and approved that the noncompliant individual case data was addressed with evidence of correction of noncompliance. State staff reviewed and substantiated that the individual cases of noncompliance as well as policies, procedures, and practices (individual case data) that came into compliance.
- 6) GaDOE verified the correction of noncompliance and implementation of regulatory requirements through a standardized protocol which included a review of new student eligibility reports (reports written following the initial collection of records in which noncompliance was determined). The reports were required to demonstrate evidence of 100% compliance. Additionally, the implementation of updated professional learning, and updated supervision and monitoring plans were required. The Regulatory review conducted by GaDOE of compliant practices and procedures to support systemic correction demonstrated that the LEAs were implementing the specific regulatory requirements previously cited as noncompliant and achieved 100% compliance within one year of the documented noncompliance. GaDOE verified and approved that the noncompliant regulatory data was addressed with evidence of correction of noncompliance. State staff reviewed and substantiated that the LEA regulatory data came into compliance.

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

Eight LEAs were determined to have disproportionate representation with policies, procedures, and practices which contributed to the disproportionate representation and were not legally compliant with 34 C.F.R. § 300.646 after a review conducted by the Results Driven Accountability Unit at GaDOE. The LEAs received written notification of the noncompliance and were required to timely correct the noncompliance no later than one year from the date of notification. Each LEA with noncompliance was advised of the required procedure to correct both individual cases of noncompliance and establish full implementation of regulatory requirements 34 C.F.R. § 300.646.

The procedure for individual cases of noncompliance and the implementation of regulatory requirements were interconnected and included:

- 1) GaDOE provided technical assistance webinars to LEAs on the correct implementation of prereferral, evaluation, and eligibility determination processes for special education.
- 2) LEAs and GaDOE jointly developed, and LEAs submitted a Corrective Action Plan (CAP) to GaDOE through the State secured data application (SE Applications) for addressing the cited noncompliance and for revising policies, procedures, and practices related to the appropriate identification of students with disabilities. The CAP was due within 45 days of notification of noncompliance.
- 3) LEAs, with guidance from GaDOE, revised and submitted policies, practices and procedures which required revision based upon the GaDOE review which contained the Self-Report. Policies, procedures, and practices were required to be in 100% compliance with 34 C.F.R. § 300.646.
- 4) LEAs submitted correction of each individual case of noncompliance through the State secured data application (SE Applications), unless the child was no longer within the jurisdiction of the LEAs, consistent with OSEP QA 23-01.
- 5) GaDOE verified and approved that the noncompliant individual case data was addressed with evidence of correction of noncompliance. State staff reviewed and substantiated that the individual cases of noncompliance as well as policies, procedures, and practices (individual case data) came into compliance.
- 6) GaDOE verified the correction of noncompliance and implementation of regulatory requirements through a standardized protocol which included a review of new student eligibility reports (reports written following the initial collection of records in which noncompliance was determined). The reports were required to demonstrate evidence of 100% compliance. Additionally, the implementation of updated professional learning updated supervision and monitoring plans were required. The regulatory review conducted by GaDOE of compliant practices and procedures to support systemic correction demonstrated that the LEAs were implementing the specific regulatory requirements previously cited as noncompliant and achieved 100% compliance within one year of the documented noncompliance. GaDOE verified and approved that the noncompliant regulatory data was addressed with evidence of correction of noncompliance. State staff reviewed and substantiated that the LEA regulatory data came into compliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

10 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. The State must demonstrate, in the FFY 2023 SPP/APR, that the eight (8) districts identified in FFY 2022 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance is 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 has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

See the section above, FFY 2022 Findings of Noncompliance Verified as Corrected, where the State addressed the actions required.

10 - OSEP Response

10 - Required Actions

Because the State reported less than 100% compliance for FFY 2024 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. The State must demonstrate, in the FFY 2024 SPP/APR, that the 8 districts identified in FFY 2023 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 C.F.R. §§ 300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is 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 and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2023. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 11: Child Find

Instructions and Measurement

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))

Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

Measurement

a. # of children for whom parental consent to evaluate was received.

b. # of children whose evaluations were completed within 60 days (or State-established timeline).

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

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

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. 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. Provide the actual numbers used in the calculation.

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a). If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

11 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2005	85.50%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	98.54%	98.80%	98.16%	98.13%	98.05%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
39,712	38,619	98.05%	100%	97.25%	Did not meet target	No Slippage

Number of children included in (a) but not included in (b)

1,093

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.

Georgia had 1093 students whose evaluation was not completed within the required 60 days.

The following data describes the number of days and reasons late.

The number of students in each range of days beyond the 60-day timeline are:

Evaluation completed 1 -10 days after 60 days: 228

Evaluation completed 11-30 days after 60 days: 197

Evaluation completed 31-60 days after 60 days: 146

Evaluation completed > 60 days after 60 days: 522

Reasons for Delays:

Student Delays: 31 (2.84%)

Parent delay (canceling meetings, not providing relevant information in a timely manner): 92 (8.42%)

Teacher/evaluator delay (teachers not following through, lack of psychologists, diagnosticians, or speech language pathologists): 928 (84.90%)

District errors (no tracking system in place, errors in tracking, errors in policy, and procedures): 23 (2.10%)

Other reasons such as school closure due to weather: 19 (1.74%)

Total Late: 1093 (100%)

Indicate the evaluation timeline used:

The State used the 60 day timeframe within which the evaluation must be conducted

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

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.

LEAs maintained a log of initial referrals to special education and completion dates. A date-based, auto-calculation spreadsheet was provided for LEAs that opted not to use the state-provided IEP platform (see <https://lor2.gadoe.org/gadoe/items/88bbfeb8-02a7-441c-9a66-f6309b315c83/1/viewcontent>). The spreadsheet tracked the number of parental consents for evaluation and the number of evaluations completed on time. If evaluations were completed late (based on the 60-day timeline), the number of days late and the reasons and exceptions for lateness were also collected in the spreadsheet. For LEAs that opted to use the state-provided IEP platform, this information was generated within the IEP Platform. Special education directors submitted the data by July 31st for the previous fiscal year. The data were submitted in the GaDOE portal Timelines Application used to track this indicator year-to-year. The GaDOE reviewed the Child Find data of each LEA to ensure timely initial evaluations. Georgia has a 60-day requirement from receipt of consent to the completion of the evaluation. This is a compliance indicator with a target of 100% completed on time.

The GaDOE also conducted a verification process for LEAs with 100% compliance. GaDOE selects 20 randomly selected LEAs each year in the verification process to ensure timeline data submitted were accurate. LEAs were required to submit the following information for students evaluated for special education eligibility in the July 1, 2023, through June 30, 2024 data collection window: name, date of receipt of parental consent for evaluation, and date of completion of evaluation. LEAs were required to submit, through the SE Applications Dashboard, supporting documentation for the aggregate data that was provided to the State. After the submission, the State required the LEA to submit documents (i.e., parental consents, evaluations) on students selected from the LEA provided list to substantiate the reported information. LEAs that were not 100% compliant for completion of evaluations were not included in the verification analysis. These LEAs were not included because their information was already examined in the correction of individual case and regulatory/systemic compliance. The verification process served to validate the data of those LEAs that indicated 100% compliance with their submission of initial timelines. LEAs in the verification process with discrepancies in their reported and reviewed evaluations were required to complete individual and regulatory/systemic compliance activities as described below.

Provide additional information about this indicator (optional)

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
22	22	0	0

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

There were 22 LEAs identified as having noncompliance in implementing regulatory requirements. For the LEAs identified as having noncompliance, the State required them to submit a narrative about the policies, practices, and procedures that were revised to support the correction of the noncompliance. This narrative was submitted in the Timelines application in the Special Education Applications Dashboard. LEAs maintained a log of initial referrals to special education and completion dates. Correction activities for regulatory compliance required special education directors to submit current year timeline data to demonstrate systemic (regulatory) compliance. Data regarding evaluations completed between July 1, 2023 through November 4, 2023

was required to be submitted through the Dashboard Timeline Application. GaDOE staff reviewed the data submitted to determine whether the LEA has corrected policies, practices, and procedures to ensure timely evaluation. Based on the review of new information uploaded in the Timeline application of the state Dashboard by noncompliant LEAs, GaDOE verified subsequent correction of noncompliance in 22 out of the 22 LEAs. These LEAs had subsequently corrected and were now implementing regulatory requirements with 100% compliance in alignment with OSEP QA 23-01.

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

LEAs not at 100% compliance had to complete individual case correction activities. Along with the narrative, the special education directors submitted a list of students' names for records reported as noncompliant and the date that the evaluation was completed. The deadline for this collection was September 22, 2023. This addressed the individual records reported as noncompliant. GaDOE reviewed the list of all student records with noncompliance, including student names, initial evaluation due dates, and dates the initial evaluation was completed through the Timeline application of the state Dashboard (provided by LEAs). The state verified that each of the 739 individual records that exceeded the state timeline had an evaluation completed (although late) within one year of notification of noncompliance consistent with OSEP QA 23-01.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

11 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator is correctly implementing the specific regulatory requirements (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 has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

See section above, FFY 2022 Findings of Noncompliance Verified as Corrected.

11 - OSEP Response

11 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (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 LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 12: Early Childhood Transition

Instructions and Measurement

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))

Data Source

Data to be taken from State monitoring or State data system.

Measurement

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
- f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e - f)] times 100.

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. 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. Provide the actual numbers used in the calculation.

Targets must be 100%.

Category f is to be used only by States that have an approved policy for providing parents the option of continuing early intervention services beyond the child's third birthday under 34 CFR §303.211 or a similar State option.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

12 - Indicator Data

Not Applicable

Select yes if this indicator is not applicable.

NO

Historical Data

Baseline Year	Baseline Data
2005	85.50%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	98.40%	98.40%	96.91%	98.10%	99.01%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	4,779
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	598
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	3,282
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.	730
e. Number of children who were referred to Part C less than 90 days before their third birthdays.	34
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	0

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
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.	3,282	3,417	99.01%	100%	96.05%	Did not meet target	Slippage

Provide reasons for slippage, if applicable

LEAs faced many challenges in the completion of evaluations of young children and transition with large scale staffing shortages. The leading reason for delays for IEPs not in place by the child's 3rd birthday was Teacher/evaluator delay. LEAs reported staffing shortages in speech-language pathologists and school psychologist as possible contributing factors. This reason accounted for 82 students (60.74%) of the 135 late cases. An analysis of the teacher/evaluation delays from FFY2022 to FFY 2023 indicated an increase of 4.49 percentage points in teacher/evaluator delays. This has directly impacted the number of evaluations that were completed by the child's third birthday.

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

135

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

The number of students in each range of days beyond the child's 3rd birthday:

- 1 - 10 days: 25 students
- 11 - 30 days: 28 students
- 31 - 60 days: 36 students
- > 60 days: 46 students

The number of students whose IEP was not in place by the child's 3rd birthday by reason:

- Student delay: 2 student (1.48%)
- Parent delay: 37 students (27.41%)
- Teacher/evaluator delay: 82 students (60.74%)
- System errors: 2 students (1.48%)
- Other delay 8 student: (5.93%)
- Student referred to LEA by BCW less than 90 days before 3rd birthday: 4 student (2.96%)
- Total Late: 135 (100%)

Attach PDF table (optional)

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

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.

LEAs maintained a log of children transitioning from Part C to Part B and dates that an eligibility determination was made and IEP in place. A spreadsheet was provided for LEAs not participating in the state provided IEP platform (see <https://url.gadoe.org/2qbb4>) which tracked the number of referrals, the number of children who have an IEP developed and in place by the third birthday, if late, the number of days late and the reasons late.

For LEAs participating in the state provided IEP platform, the data was generated within the platform. Special education directors submitted the data on July 31, 2024 (for the July 1, 2023 – June 30, 2024, window). The aggregated transition data were submitted in the GaDOE portal Timelines Application located within the secured Special Education Applications Portal used to track this indicator year-to-year.

Individual and regulatory activities were required for LEAs that were not at 100% compliance (see Correction of Findings of Noncompliance for more information on these processes). The GaDOE also conducted a verification process for 20 randomly selected LEAs each year. If an LEA was selected, the special education director uploaded child-specific data for children transitioning from Part C to Part B reported with completed evaluation, eligibility, and IEP from the previous year. For example, if an LEA reported 150 evaluations/eligibilities/IEPs for young children transitioning from Part C to Part B completed, the director uploaded a spreadsheet with the names, consent date, completion dates, and accompanying demographic data showing evidence that those 150 eligibility determinations were completed in a timely manner with an IEP in place by the child's third birthday. GaDOE staff checked these data against what the school system reported in the Student Record data collection. The verification process checked the accuracy of the information submitted in SE Applications for Timelines. LEAs that were not 100% compliant for completion of eligibility determinations and implementation of IEPs by the third birthday were not included in the verification analysis. These LEAs were not included because their information was

already examined in the correction of individual case and regulatory/systemic compliance. The verification process served to validate the data of those LEAs that indicated 100% compliance with their submission of initial timelines. LEAs in the verification process with discrepancies in their reported and reviewed evaluations information were required to complete individual and regulatory/systemic compliance activities as described below.

Provide additional information about this indicator (optional)

DEC has provided guidance and webinars to share strategies to meet the 100% target to include training related to the preschool indicators. The DEC offers professional learning workshops for preschool teachers and leaders through a network of consortia in collaboration with the Georgia Learning Resource System (GLRS) located regionally throughout the state.

GaDOE also collaborated with the Georgia Professional Standards Commission (GaPSC) to offer a new certification to help meet the growing demand for evaluators. The GaPSC approved the Speech Language Associate (SLA) certification which allows colleges and universities to offer certification for SLAs who can provide services, allowing the SLPs to increase the number of preschool evaluations completed on time.

In the future, the Georgia Department of Education, and the Professional Standards Commission plan to collaborate on the creation of an alternative pathway to SLA Certification for individuals who have a four-year degree in the field of speech-language pathology or communication sciences.

Correction of Findings of Noncompliance Identified in FFY 2022

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 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

There were 8 LEAs identified as having noncompliance in implementing regulatory requirements. For the LEAs identified as having noncompliance, the State required them to submit a narrative about the policies, practices, and procedures that were revised to correct the noncompliance. This narrative was submitted in the Timelines application in the Special Education Applications Dashboard. LEAs maintained a log of children transitioning from Part C to Part B and dates that an eligibility determination was made and IEP in place. Special education directors had to submit current year timeline data to demonstrate systemic/regulatory compliance. Current timelines data was used to determine regulatory compliance using evaluations, eligibilities, and IEPs completed between July 1, 2023 through November 10, 2023. All data was submitted through the Timelines application. GaDOE staff reviewed the data submitted to determine whether the LEA has corrected policies, practices, and procedures to ensure timely evaluation, eligibilities, and IEPs. Based on the review of new information uploaded in the Timeline application of the state Dashboard by LEAs with noncompliance, GaDOE verified 100% compliance in 8 of the 8 LEAs with the additional data submitted. The state verified the correction of findings of noncompliance for each of the 8 LEAs that exceeded the state timeline for children referred by Part C prior to age 3.

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

LEAs not at 100% compliance had to complete individual case activities for correction. The special education directors submitted the list of students' names reported as noncompliant, the dates of the evaluations, the dates eligibility determinations were made, and dates the IEPs were implemented. The deadline for this collection was September 22, 2023. This addressed the individual findings of noncompliance. GaDOE reviewed the list of all student records with noncompliance, including student names, the dates of the evaluations, the dates eligibility determinations were made, and dates the IEPs were implemented through the Timeline application of the state Dashboard (provided by LEAs). The state verified the correction of findings of noncompliance for each of the 32 individual records that exceeded the state timeline for children referred by Part C prior to age 3. Eligibility determinations were made for these children and, if eligible for Part B, IEPs were developed and implemented within one year of notification of noncompliance consistent with OSEP QA 23-01.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

12 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. In addition, the State must demonstrate, in the FFY 2023 SPP/APR, that the remaining two (2) uncorrected findings of noncompliance identified in FFY 2020 were corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2022 and each LEA with remaining noncompliance identified in FFY 2020 is correctly implementing the specific regulatory requirements (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 has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

See section above, FFY 2022 Findings of Noncompliance Verified as Corrected, where the required actions are reported

12 - OSEP Response

12 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (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 LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 13: Secondary Transition

Instructions and Measurement

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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Data Source

Data to be taken from State monitoring or State data system.

Measurement

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

If a State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16, the State may, but is not required to, choose to include youth beginning at that younger age in its data for this indicator. If a State chooses to do this, it must state this clearly in its SPP/APR and ensure that its baseline data are based on youth beginning at that younger age.

Instructions

If data are from State monitoring, describe the method used to select LEAs for monitoring. If data are from a State database, include data for the entire reporting year.

Describe the results of the calculations and compare the results to the target. 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. Provide the actual numbers used in the calculation.

Targets must be 100%.

Provide detailed information about the timely correction of child-specific and regulatory/systemic noncompliance as noted in OSEP's response for the previous SPP/APR. If the State did not ensure timely correction of the previous noncompliance, provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, provide information regarding the nature of any continuing noncompliance, improvement activities completed (e.g., review of policies and procedures, technical assistance, training) and any enforcement actions that were taken.

If the State reported less than 100% compliance for the previous reporting period (e.g., for the FFY 2023 SPP/APR, the data for FFY 2022), and the State did not identify any findings of noncompliance, provide an explanation of why the State did not identify any findings of noncompliance.

Beginning with the FFY 2024 SPP/APR (due February 2, 2026), if the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding (i.e., pre-finding correction), the explanation within each applicable indicator must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

13 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2017	94.25%

FFY	2018	2019	2020	2021	2022
Target	100%	100%	100%	100%	100%
Data	91.36%	91.10%	91.67%	93.54%	83.52%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
347	373	83.52%	100%	93.03%	Did not meet target	No Slippage

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

State monitoring

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.

For FFY23, the GaDOE reviewed the transition plans of students aged 16 and over (grades 9-12) at the time of the review. The GADOE reviewed the transition plans of systems in the 2023-2024 school year Cross Functional Monitoring (CFM) Cycle. Data is collected and reviewed in the Cross Functional Monitoring Application in the SE Applications Dashboard. The review consisted of an evaluation of a selection of each participating CFM system's transition plans. The number of plans reviewed was based on the reviewed system's size, with at least 5 randomly selected transition plans reviewed during the CFM process. Some small LEAs did not have 5 students aged 16 and over (grades 9-12) at the time of the review and each student meeting those criteria was included. GaDOE also reviewed the transition plans of any LEA that participated as part of an optional additional review for their Annual Performance Report (APR) and LEA Determination for Indicator 13. When LEAs were in the CFM process and transition plans were evaluated, a percentage of compliance was determined based on the initial selection of plans reviewed and subsequently corrected plans were not considered in the percentage. For example, if an LEA had 10 plans reviewed and 6 were compliant the percentage is 60% on the LEAs determination. The LEA was required to correct the noncompliant plans to bring them into 100% compliance. However, the LEA remained at 60% compliance in their determination. That percentage remained in the LEA's determination until the LEA was monitored again or elected to participate in an opt-in review of transition plans. In a subsequent year, the LEA can request the selection of additional plans for review by GaDOE and receive an updated percentage of compliance based on the later review. The updated review compliance percentage can then be used in the LEA's determination rather than the prior review's percentage.

The transition plans were reviewed by GaDOE's Division of Exceptional Children (DEC) in the Results Driven Accountability Unit for compliance with the following transition plan indicators: postsecondary outcome goal for employment, postsecondary outcome goal for education/training, postsecondary outcome goal for independent living (if appropriate), annual transition goals that reflect steps to desired post-secondary outcome goals, postsecondary goals based upon transition assessments, transition services and/or activities to facilitate movement to postsecondary outcomes, course of study to facilitate movement to post-school outcomes, student invited to the meeting, agency representative invited (if applicable) and parental consent received prior to inviting agency representative (if applicable). For transition plans to be determined 100% compliant, each indicator in the reviewed criteria had to be met. If there were questions about any transition indicator containing the necessary elements, a second reviewer at GaDOE validated or refuted the decision. All DEC reviewers participated in a training session for reviewing transition components prior to evaluating any transition plans. The training provided clear descriptions and examples of acceptable plan components to ensure consistency of the evaluation of plans.

An LEA was determined compliant only if all transition plan indicators on all reviewed plans were compliant. For LEAs that had transition plans found to be noncompliant, individual case and regulatory activities were required (see Correction of Findings of Noncompliance for more information on these processes).

The GaDOE calculated the percentage of youth with IEPs aged 16 and above containing each of the required components for secondary transition by dividing the number of compliant plans submitted by the total number of plans in the original submission. The GaDOE verified that each LEA with noncompliance identified was correctly implementing the specific regulatory requirements and achieving 100% compliance based on a review of updated data collected in the Cross Functional Application in the Special Education Applications Portal.

Question	Yes / No
Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?	YES
If yes, did the State choose to include youth at an age younger than 16 in its data for this indicator and ensure that its baseline data are based on youth beginning at that younger age?	NO

If no, please explain

GaDOE requires that IEPs include Transition Services beginning not later than the student's entry into ninth grade or by age 16, whichever comes first, or younger if determined appropriate by the IEP Team. The students selected for state monitoring will be at least 16 years of age regardless of grade placement.

Provide additional information about this indicator (optional)

The DEC at GaDOE recognizes the importance of effective transition planning for students with disabilities in attaining desirable post-school outcomes. The Special Education Director serves on the State Rehabilitation Council by appointment of the Governor. She has served as a member since 2016 representing the Georgia Department of Education. Prior to the pandemic, she chaired the Comprehensive State Needs Assessment (CSNA) committee. The State Rehabilitation Council is in the middle of a collection of stakeholder feedback for the current CSNA now. DEC collaborates on a regular basis with a Georgia Vocational Rehabilitation Agency (GVRA) representative serving as a speaker on the monthly special education director's webinar. Additionally, GVRA regional personnel attend the monthly regional special education director's meetings.

Correction of Findings of Noncompliance Identified in FFY 2022

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
44	44		0

FFY 2022 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

For LEAs that had transition plans found to be noncompliant, individual case and regulatory compliance activities were required. This required the correction of non-compliant transition plan(s) and review and revision, if necessary, of policies, practices, and procedures regarding transition planning. The State addressed the implementation of regulatory requirements (systemic compliance) by requiring the submission of additional transition plans for review. LEAs with non-compliance were required to submit additional plans equal to the number they submitted initially. These additional records were self-selected by the LEA and submitted in the State’s secured data system, the Special Education Applications Dashboard. LEAs with continued non-compliance were required to continue to submit plans until the GaDOE determined that the transition plans had the required regulatory components for secondary transition. This process was ongoing until LEAs demonstrated 100% compliance with the regulatory requirements. Targeted technical assistance was provided by the DEC to noncompliant LEAs to help meet regulatory requirements. GaDOE verified that source of noncompliance in each LEA with noncompliance identified in FFY 2022 were now correctly implementing the specific regulatory requirements with 100% compliance which was verified through a review of updated data or new/additional records within one year of notification of noncompliance.

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

Individual case noncompliance required the correction of individual noncompliant transition plan(s) and review and revision, if necessary, of policies, practices, and procedures regarding transition planning. Each LEA with noncompliance identified in FFY 2022 achieved 100% compliance of noncompliance originally identified based on a review of updated data (i.e., a revised transition plan) subsequently collected through the State secured data system (Special Education Applications). Numerous technical assistance and professional development opportunities were provided to the noncompliant systems on revising individual noncompliant plans such as a Professional Learning Guide to Writing IEPs Training Series which includes a module on writing compliant transition plans. The GaDOE also offered training at the annual Data Conference, the Georgia Council for Administrators of Special Education (GCASE) conference and the Special Education Leadership Development Academy (SELDA). The state verified that for each student determined to have noncompliant transition plan(s), a new transition plan was developed, reviewed, and determined to be compliant within one year of notification of noncompliance.

Correction of Findings of Noncompliance Identified Prior to FFY 2022

Year Findings of Noncompliance Were Identified	Findings of Noncompliance Not Yet Verified as Corrected as of FFY 2022 APR	Findings of Noncompliance Verified as Corrected	Findings Not Yet Verified as Corrected

13 - Prior FFY Required Actions

Because the State reported less than 100% compliance for FFY 2022, the State must report on the status of correction of noncompliance identified in FFY 2022 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2023 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2022 for this indicator is correctly implementing the specific regulatory requirements (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 has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP QA 23-01. In the FFY 2023 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2022, although its FFY 2022 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2022.

Response to actions required in FFY 2022 SPP/APR

For LEAs that had transition plans found to be noncompliant, individual case and regulatory compliance activities were required. This required the correction of non-compliant transition plan(s) and review and revision, if necessary, of policies, practices, and procedures regarding transition planning. The State addressed the implementation of regulatory requirements (systemic compliance) by requiring the submission of additional transition plans for review. LEAs with non-compliance were required to submit additional plans equal to the number they submitted initially. These additional records were self-selected by the LEA and submitted in the State’s secured data system, the Special Education Applications Dashboard. LEAs with continued non-compliance were required to continue to submit plans until the GaDOE determined that the transition plans had the required regulatory components for secondary transition. This process was ongoing until LEAs demonstrated 100% compliance with the regulatory requirements. Targeted technical assistance was provided by the DEC to noncompliant LEAs to help meet regulatory requirements. GaDOE verified that source of noncompliance in each LEA with noncompliance identified in FFY 2022 were now correctly implementing the specific regulatory requirements with 100% compliance which was verified through a review of updated data or new/additional records within one year of notification of noncompliance.

Individual case noncompliance required the correction of individual noncompliant transition plan(s) and review and revision, if necessary, of policies, practices, and procedures regarding transition planning. Each LEA with noncompliance identified in FFY 2022 achieved 100% compliance of noncompliance originally identified based on a review of updated data (i.e., a revised transition plan) subsequently collected through the State secured data system (Special Education Applications). Numerous technical assistance and professional development opportunities were provided to the noncompliant systems on revising individual noncompliant plans such as a Professional Learning Guide to Writing IEPs Training Series which includes a module on writing compliant transition plans. The GaDOE also offered training at the annual Data Conference, the Georgia Council for Administrators of Special Education (GCASE) conference and the Special Education Leadership Development Academy (SELDA). The state verified that for each student

determined to have noncompliant transition plan(s), a new transition plan was developed, reviewed, and determined to be compliant within one year of notification of noncompliance.

13 - OSEP Response

13 - Required Actions

Because the State reported less than 100% compliance for FFY 2023, the State must report on the status of correction of noncompliance identified in FFY 2023 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2024 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2023 for this indicator: (1) is correctly implementing the specific regulatory requirements (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 LEA and no outstanding corrective action exists under a State complaint or due process hearing decision for the child, consistent with OSEP QA 23-01. In the FFY 2024 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2023, although its FFY 2023 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings. If the State did not issue any findings because it has adopted procedures that permit its LEAs to correct noncompliance prior to the State's issuance of a finding, the explanation must include how the State verified, prior to issuing a finding, that the LEA has corrected each individual case of child-specific noncompliance and is correctly implementing the specific regulatory requirements.

Indicator 14: Post-School Outcomes

Instructions and Measurement

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))

Data Source

State selected data source.

Measurement

- A. Percent enrolled in higher education = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.

Instructions

Sampling of youth who had IEPs and are no longer in secondary school is allowed. When sampling is used, submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates of the target population. (See [General Instructions](#) on page 3 for additional instructions on sampling.)

Collect data by September 2024 on students who left school during 2022-2023, timing the data collection so that at least one year has passed since the students left school. Include students who dropped out during 2022-2023 or who were expected to return but did not return for the current school year. This includes all youth who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

I. Definitions

Enrolled in higher education as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment as used in measures B and C: States have two options to report data under “competitive employment”:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., 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.

Option 2: States report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Enrolled in other postsecondary education or training as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 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, vocational technical school which is less than a two-year program).

Some other employment as used in measure C 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).

II. Data Reporting

States must describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

Provide the total number of targeted youth in the sample or census.

Provide the actual numbers for each of the following mutually exclusive categories. The actual number of “leavers” who are:

1. Enrolled in higher education within one year of leaving high school;
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);
3. 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);
4. 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).

“Leavers” should only be counted in one of the above categories, and the categories are organized hierarchically. So, for example, “leavers” who are enrolled in full- or part-time higher education within one year of leaving high school should only be reported in category 1, even if they also

happen to be employed. Likewise, “leavers” who are not enrolled in either part- or full-time higher education, but who are competitively employed, should only be reported under category 2, even if they happen to be enrolled in some other postsecondary education or training program.

States must compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2023 SPP/APR, compare the FFY 2023 response rate to the FFY 2022 response rate), and describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

The State must also analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

III. Reporting on the Measures/Indicators

Targets must be established for measures A, B, and C.

Measure A: For purposes of reporting on the measures/indicators, please note that any youth enrolled in an institution of higher education (that meets any definition of this term in the Higher Education Act (HEA)) within one year of leaving high school *must* be reported under measure A. This could include youth who also happen to be competitively employed, or in some other training program; however, the key outcome we are interested in here is enrollment in higher education.

Measure B: All youth reported under measure A should also be reported under measure B, in addition to all youth that obtain competitive employment within one year of leaving high school.

Measure C: All youth reported under measures A and B should also be reported under measure C, in addition to youth that are enrolled in some other postsecondary education or training program, or in some other employment.

Include the State’s analysis of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in their analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

If the analysis shows that the response data are not representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics. In identifying such strategies, the State should consider factors such as how the State collected the data.

14 - Indicator Data

Historical Data

Measure	Baseline	FFY	2018	2019	2020	2021	2022
A	2009	Target >=	27.40%	27.40%	27.40%	27.40%	27.80%
A	27.23%	Data	24.44%	25.62%	26.86%	27.00%	26.77%
B	2009	Target >=	54.00%	54.00%	55.00%	56.00%	57.00%
B	51.46%	Data	58.40%	57.78%	60.34%	61.67%	61.63%
C	2009	Target >=	80.10%	80.10%	81.00%	82.00%	82.00%
C	77.08%	Data	84.77%	83.98%	84.23%	84.08%	85.49%

FFY 2021 Targets

FFY	2023	2024	2025
Target A >=	27.80%	27.80%	27.90%
Target B >=	58.00%	59.00%	60.00%
Target C >=	83.00%	83.00%	84.00%

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia’s State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting. SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

FFY 2023 SPP/APR Data

Total number of targeted youth in the sample or census	16,127
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	13,415
Response Rate	83.18%
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	3,545
2. Number of respondent youth who competitively employed within one year of leaving high school	4,514
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)	1,114
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).	2,246

Measure	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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A. Enrolled in higher education (1)	3,545	13,415	26.77%	27.80%	26.43%	Did not meet target	No Slippage
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	8,059	13,415	61.63%	58.00%	60.07%	Met target	No Slippage
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)	11,419	13,415	85.49%	83.00%	85.12%	Met target	No Slippage

Please select the reporting option your State is using:

Option 2: Report in alignment with the term “competitive integrated employment” and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a “part-time basis” under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Response Rate

FFY	2022	2023
Response Rate	80.81%	83.18%

Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group).

To determine representativeness, Georgia uses a + or - 5 percentage point discrepancy in the proportion of responders compared to the target group. Georgia performed the representativeness analysis with respect to racial/ethnicity and gender of the students who exited at the conclusion of the 2022-2023 school year.

Include the State’s analyses of the extent to which the response data are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school. States must include race/ethnicity in its analysis. In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process.

To determine representativeness, Georgia uses a + or - 5 percentage point discrepancy in the proportion of responders compared to the target group. Georgia performed the representativeness analysis with respect to racial/ethnicity and gender of the students who exited at the conclusion of the 2022-2023 school year. There were a total of 13,415 respondents for the survey in FFY2023 based upon 16,127 total students who exited school in 2022-2023. The respondent data were representative with respect to both race/ethnicity and gender.

Ethnic/Racial Analysis

African-American respondents make up 42.73% of the respondent group (5,732/13,415), and make up 43.52% of all students who exited at the conclusion of the 2022-2023 school year (7,019/16,127)-- a difference of -0.79 percentage points; Hispanic respondents make up 15.27% of the respondent group (2,048/13,415), and make up 15.54% of all students who exited at the conclusion of the 2022-2023 school year (2,506/16,127)-- a difference of -0.27 percentage points; White respondents make up 36.88% of the respondent group (4,948/13,415), and make up 35.76% of all students who exited at the conclusion of the 2022-2023 school year (5,767/16,127)-- a difference of 1.12 percentage points; Other (American Indian, Asian & Pacific Islander) respondents make up 1.66% of the respondent group (223/13,415), and make up 1.66% of all students who exited at the conclusion of the 2022-2023 school year (267/16,127)-- a difference of 0.00 percentage points. This analysis indicates representativeness with respect to race/ethnicity.

Gender Analysis

Female respondents make up 35.33% of the respondent group (4,739/13,415), and make up 35.12% of all students who exited at the conclusion of the 2022-2023 school year (5,664/16,127) -- a difference of 0.20 percentage points; Male respondents make up 64.67% of the respondent group (8,676/13,415), and make up 64.88% of all students who exited at the conclusion of the 2022-2023 school year (10,463/16,127) -- a difference of -0.20 percentage points. This analysis indicates representativeness with respect to gender.

The response data is representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school. (yes/no)

YES

If no, describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.

Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented.

Strategies that will be implemented which are expected to increase the response rate year over year include collaboration with the Parent Mentor Partnership, providing extensive support to LEAs to increase the response rate through presentations and email reminders via Email Blasts, webinars, and recorded trainings. GaDOE also will provide transition modules and resources to LEAs.

The effective strategies provided by GaDOE to LEAs will include the following:

- 1) encouraging LEAs to have IEP case managers, parent mentors, and/or transition specialists of exiting students collect extensive contact information to use the next year to enable contact and a follow-up on student outcomes and progress
- 2) encouraging LEAs to reach out to students using social media, such as Facebook
- 3) posting the exiters from the prior school year in February of the current school year for each LEA in Special Education Applications to enable LEAs to start reaching out to students in a timely manner
- 4) encouraging LEAs to review the listing of exiters by the student's Georgia's unique Testing Identifier (GTID) in the Georgia GUIDE system to be certain exiting students have not reenrolled in either their LEA or another LEA prior to census submission
- 5) encouraging LEAs to use bilingual resources and interpreters to contact students who are English Learners
- 6) LEAs work with vocational rehabilitation counselors who assist in locating exiters
- 7) providing LEAs with data regarding outcomes for exiters disaggregated by region of the state, LEA size groups, LEAs meeting on not meeting targets on this indicator which is designed to increase representativeness
- 8) soliciting feedback from the State Advisory Panel on increasing response rate

Describe the analysis of the response rate including any nonresponse bias that was identified, and the steps taken to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Georgia used a range of +5 or -5 percentage points to examine proportionate participation (response) and nonparticipation (nonresponse) in the survey for this reporting period based upon the racial/ethnic representation and gender of the students who exited at the conclusion of the 2022-2023 school year. There were no participation rates that fell outside of this range in any racial/ethnic group for response. The total group of exiters was 16,127 with 13,415 respondents to the Post-School Survey for an 83.18% overall participation rate. GaDOE's high overall response rate helps to reduce the potential for nonresponse bias.

Response analysis and nonresponse bias analysis examined response and nonresponse on the survey at the unit level (i.e., participation v. nonparticipation), not the item level. For response rate, the percentage of total survey respondents in a specific ethnic/racial group in the survey was compared to the total percentage of students who exited at the conclusion of the prior school year in the same ethnic/racial group. For example, there were 5,732 African American respondents from the total of 7,019 African American exiters yielding a participation percentage of 81.66%. Due to the small number of students surveyed in the American Indian (n=38), Pacific Islander (n=16) and Asian (n=213) subgroups these subgroups were combined into an Other (n=267) subgroup for analysis. The relative response rates were proportional across all racial/ethnic subgroups.

An analysis of the Unengaged Outcome was conducted to be sure that there was no significant difference between the groups in this area. It is critical to Georgia that students with disabilities have engagement in post-school activities after exiting high school. All Unengaged racial and ethnic groups were within the +/- 5 percentage points threshold. Black (15.06%), Hispanic (10.40%), More than one race (13.79%), White (13.18%), Other (11.66%) and Total (13.55%). Given the acceptably even response rates and the Unengaged Outcome rates by each gender, nonresponse bias in terms of race/ethnicity does not seem to be an issue. An analysis of the Unengaged Outcome by gender yielded a negligible difference that was well within the +/- 5 percentage points threshold (male (13.44%) and female (13.76%). Given the acceptably even response rates and the Unengaged Outcome rates by each gender, nonresponse bias in terms of gender does not seem to be an issue.

Even though there was no nonresponse bias in the response data related to race/ethnicity or gender, Georgia implemented numerous strategies including the following steps to reduce the possibility of nonresponse bias:

- 1) posting the exiters from the prior school year in February of the current school year for each LEA in Special Education Applications to enable LEAs to start reaching out to students in a timely manner
- 2) encouraging LEAs to review the listing of exiters by the student's Georgia's Unique Testing Identifier (GTID) in the Georgia GUIDE system to be certain exiting students have not reenrolled in either their LEA or another LEA prior to census submission
- 3) encouraging LEAs to use bilingual resources and interpreters to contact students who are English Learners
- 4) LEAs work with vocational rehabilitation counselors who assist in locating exiters
- 5) providing LEAs with data regarding outcomes for exiters disaggregated by region of the state, LEA size groups, LEAs meeting on not meeting targets on this indicator which is designed to increase representativeness

Georgia also provides technical assistance by conducting the Statewide Transition Consortia. There is also a Transition Collaborative with representation from across the state to implement the State Transition Strategic Plan. Finally, improving post-school outcomes is addressed through data digs, program evaluation, and specialized research-based and evidence-based initiatives.

• Statewide Transition Consortia: The statewide transition consortium meets monthly to share state priorities, new information and initiatives pertaining to the Transition Collaborative: The transition collaborative includes representation from across the state to create and implement the State Strategic Plan. Membership includes representation from institutions of higher education, outside agencies, including GVRA, regional Georgia Learning Resource Systems, district transition specialists, assistive technology, GaDOE CTAE/CTI, GaDOE Counseling and Dual Enrollment, GaDOE special education members, and parents of students with disabilities. The State Strategic plan outlines goals for technical assistance and training based on a statewide needs assessment taken by transition specialists, and evidence-based and best-practices to improve transition postschool outcomes for students with

disabilities. Members of this team participate in the National Technical Assistance Center: The Collaborative Capacity Building Institute annually.

- District specific TA on Improving Postschool Outcomes through data digs, program evaluation, and specialized research-based and evidence-based initiatives (4-Part workshop): The state has been offering targeted technical assistance to districts on a voluntary basis to review data to evaluate transition processes and programs. This is a 4-part training that includes a deep dive into data attached to specific students to determine if transition programming and plans were appropriate to ensure the student’s movement towards their postsecondary goal. This workshop includes the development of a multi-disciplinary team which includes interagency and interagency members and the development of an improvement plan for the district.

- GVRA Partnership to implement Pre-ETS: The GaDOE collaborates with GVRA to support district teams, which include VR transition personnel, to implement the Pathful Explore platform for pre-employment transition services. This includes 4 trainings on the use of the platform to build capacity within the district in the use of the platform and individualized technical assistance, as needed.

Sampling Question	Yes / No
Was sampling used?	NO
Survey Question	Yes / No
Was a survey used?	YES
If yes, is it a new or revised survey?	NO

Provide additional information about this indicator (optional)

The DEC at GaDOE recognizes the importance of effective transition planning for students with disabilities in attaining desirable post-school outcomes. The Special Education Director serves on the State Rehabilitation Council by appointment of the Governor. The Special Education Director has served as a member since 2016 representing the Georgia Department of Education. Prior to the pandemic, the Special Education Director chaired the Comprehensive State Needs Assessment (CSNA) committee. The State Rehabilitation Council is in the middle of a collection of stakeholder feedback for the current CSNA now. DEC collaborates on a regular basis with a Georgia Vocational Rehabilitation Agency (GVRA) representative serving as a speaker on the monthly special education director’s webinar. Additionally, GVRA regional personnel attend the monthly regional special education director’s meetings.

14 - Prior FFY Required Actions

None

14 - OSEP Response

14 - Required Actions

Indicator 15: Resolution Sessions

Instructions and Measurement

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))

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Measurement

Percent = (3.1(a) divided by 3.1) times 100.

Instructions

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

15 - Indicator Data

Select yes to use target ranges

Target Range is used

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1 Number of resolution sessions	72
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/13/2024	3.1(a) Number resolution sessions resolved through settlement agreements	31

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)
- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting. SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

Historical Data

Baseline Year	Baseline Data
2018	60.98%

FFY	2018	2019	2020	2021	2022
Target >=	63.10%	63.10%	50.00%-70.00%	50.00%-70.00%	50.00%-70.00%
Data	60.98%	43.24%	13.04%	25.42%	20.65%

Targets

FFY	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target >=	50.00%	70.00%	50.00%	70.00%	50.00%	70.00%

FFY 2023 SPP/APR Data

3.1(a) Number resolutions sessions resolved through settlement agreements	3.1 Number of resolutions sessions	FFY 2022 Data	FFY 2023 Target (low)	FFY 2023 Target (high)	FFY 2023 Data	Status	Slippage
31	72	20.65%	50.00%	70.00%	43.06%	Did not meet target	No Slippage

Provide additional information about this indicator (optional)

Georgia encourages LEAs and parents to work collaboratively through the resolution and mediation process endeavors to enhance communication, conflict resolution, and favorable outcomes for students. Georgia provides several supports including the Special Education Help Desk, an Outreach

unit, IDEA Ombudsman, IEP Team Meeting Facilitation, and mediation.

- IEP Team Meeting Facilitation (FIEP) is a collaborative dispute prevention and resolution process used when members of an IEP Team agree that the presence of a third party would help facilitate communication and problem-solving. The informational IEP Team Meeting Facilitation one-pager (see <https://lor2.gadoe.org/gadoe/file/dccfa18b-7b67-4ddc-a147-37df6a714cd1/1/IEP%20Team%20Meeting%20Facilitation.pdf>) provides resources such as a Parent Guide, IEP Facilitation Form, Facilitated IEP (FIEP) Promotional Flyer, IEP Facilitation Policies Manual, and a helpful educational video that outlines the FIEP process. These resources are located on the GaDOE Outreach Website (see <https://gadoe.org/special-education/outreach/>).

- Georgia also provides a Special Education Help Desk number (404) 656-3963 and email address SPEDHelpDesk@doe.k12.ga.us for parents and LEAs with questions and concerns. Parent Engagement Specialists provide support to parents in working with LEAs to intervene in situations before they reach the level of filing for a due process hearing and needing a Resolution Session.

- GaDOE has hired additional personnel in the Dispute Resolution and Outreach unit to provide more proactive support to parents and LEAs. Georgia also has an Ombudsman to provide additional support to the LEAs and families with neutrality. The Ombudsman serves as a designated neutral party who advocates for a fair process and provides confidential, informal assistance and support to parents, guardians, advocates, educators, and students with disabilities.

15 - Prior FFY Required Actions

None

15 - OSEP Response

15 - Required Actions

Indicator 16: Mediation

Instructions and Measurement

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))

Data Source

Data collected under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the ED Facts Metadata and Process System (EMAPS)).

Measurement

Percent = $(2.1(a)(i) + 2.1(b)(i))$ divided by 2.1 times 100.

Instructions

Sampling is not allowed.

Describe the results of the calculations and compare the results to the target.

States are not required to establish baselines or targets if the number of mediations is less than 10. In a reporting period when the number of mediations reaches 10 or greater, develop baseline and targets and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

If the data reported in this indicator are not the same as the State's data under IDEA section 618, explain.

States are not required to report data at the LEA level.

16 - Indicator Data

Select yes to use target ranges

Target Range is used

Prepopulated Data

Source	Date	Description	Data
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1 Mediations held	111
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.a.i Mediations agreements related to due process complaints	6
SY 2023-24 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/13/2024	2.1.b.i Mediations agreements not related to due process complaints	55

Select yes if the data reported in this indicator are not the same as the State's data reported under section 618 of the IDEA.

NO

Targets: Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
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- Local LEA educational administrators
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- The Department of Corrections
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- Part C, Babies Can't Wait
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- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support

- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

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The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

Historical Data

Baseline Year	Baseline Data
2005	62.90%

FFY	2018	2019	2020	2021	2022
Target >=	50.00% - 70.00%	50.00%-70.00%	50.00%-70.00%	50.00%-70.00%	50.00%-70.00%
Data	61.54%	65.88%	41.30%	47.87%	44.44%

Targets

FFY	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target >=	50.00%	70.00%	50.00%	70.00%	50.00%	70.00%

FFY 2023 SPP/APR Data

2.1.a.i Mediation agreements related to due process complaints	2.1.b.i Mediation agreements not related to due process complaints	2.1 Number of mediations held	FFY 2022 Data	FFY 2023 Target (low)	FFY 2023 Target (high)	FFY 2023 Data	Status	Slippage
6	55	111	44.44%	50.00%	70.00%	54.95%	Met target	No Slippage

Provide additional information about this indicator (optional)

Georgia encourages LEAs and parents to work collaboratively through the resolution and mediation process endeavors to enhance communication, conflict resolution, and favorable outcomes for students. Georgia provides several supports including the Special Education Help Desk, an Outreach unit, IDEA Ombudsman, IEP Team Meeting Facilitation, and mediation.

- IEP Team Meeting Facilitation (FIEP) is a collaborative dispute prevention and resolution process used when members of an IEP Team agree that the presence of a third party would help facilitate communication and problem-solving. The informational IEP Team Meeting Facilitation one-pager (see <https://or2.gadoe.org/gadoe/file/dccfa18b-7b67-4ddc-a147-37df6a714cd1/1/IEP%20Team%20Meeting%20Facilitation.pdf>) provides resources such as a Parent Guide, IEP Facilitation Form, Facilitated IEP (FIEP) Promotional Flyer, IEP Facilitation Policies Manual, and a helpful educational video that outlines the FIEP process. These resources are located on the GaDOE Outreach Website (see <https://gadoe.org/special-education/outreach/>).

- Georgia also provides a Special Education Help Desk number (404) 656-3963 and email address SPEDHelpDesk@doe.k12.ga.us for parents and LEAs with questions and concerns. Parent Engagement Specialists provide support to parents in working with LEAs to intervene in situations before they reach the level of filing for a due process hearing and needing a Resolution Session.

- GaDOE has hired additional personnel in the Dispute Resolution and Outreach unit to provide more proactive support to parents and LEAs. Georgia also has an Ombudsman to provide additional support to the LEAs and families with neutrality. The Ombudsman serves as a designated neutral party who advocates for a fair process and provides confidential, informal assistance and support to parents, guardians, advocates, educators, and students with disabilities.

16 - Prior FFY Required Actions

None

16 - OSEP Response

16 - Required Actions

Indicator 17: State Systemic Improvement Plan

Instructions and Measurement

Monitoring Priority: General Supervision

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

Measurement

The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. The SSIP includes each of the components described below.

Instructions

Baseline Data: The State must provide baseline data that must be expressed as a percentage, and which is aligned with the State-identified Measurable Result(s) (SiMR) for Children with Disabilities.

Targets: In its FFY 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2020 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's baseline data.

Updated Data: In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

Overview of the Three Phases of the SSIP

It is of the utmost importance to improve results for children with disabilities by improving educational services, including special education and related services. Stakeholders, including parents of children with disabilities, local educational agencies, the State Advisory Panel, and others, are critical participants in improving results for children with disabilities and should be included in developing, implementing, evaluating, and revising the SSIP and included in establishing the State's targets under Indicator 17. The SSIP should include information about stakeholder involvement in all three phases.

Phase I: Analysis:

- Data Analysis;
- Analysis of State Infrastructure to Support Improvement and Build Capacity;
- State-identified Measurable Result(s) for Children with Disabilities;
- Selection of Coherent Improvement Strategies; and
- Theory of Action.

Phase II: Plan (which, in addition to the Phase I content (including any updates)) outlined above):

- Infrastructure Development;
- Support for local educational agency (LEA) Implementation of Evidence-Based Practices; and
- Evaluation.

Phase III: Implementation and Evaluation (which, in addition to the Phase I and Phase II content (including any updates)) outlined above):

- Results of Ongoing Evaluation and Revisions to the SSIP.

Specific Content of Each Phase of the SSIP

Refer to FFY 2013-2015 Measurement Table for detailed requirements of Phase I and Phase II SSIP submissions.

Phase III should only include information from Phase I or Phase II if changes or revisions are being made by the State and/or if information previously required in Phase I or Phase II was not reported.

Phase III: Implementation and Evaluation

In Phase III, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. This includes: (A) data and analysis on the extent to which the State has made progress toward and/or met the State-established short-term and long-term outcomes or objectives for implementation of the SSIP and its progress toward achieving the State-identified Measurable Result(s) for Children with Disabilities (SiMR); (B) the rationale for any revisions that were made, or that the State intends to make, to the SSIP as the result of implementation, analysis, and evaluation; and (C) a description of the meaningful stakeholder engagement. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

A. Data Analysis

As required in the Instructions for the Indicator/Measurement, in its FFYs 2020 through 2025 SPPs/APRs, the State must report data for that specific FFY (expressed as actual numbers and percentages) that are aligned with the SiMR. The State must report on whether the State met its target. In addition, the State may report on any additional data (e.g., progress monitoring data) that were collected and analyzed that would suggest progress toward the SiMR. States using a subset of the population from the indicator (e.g., a sample, cohort model) should describe how data are collected and analyzed for the SiMR if that was not described in Phase I or Phase II of the SSIP.

B. Phase III Implementation, Analysis and Evaluation

The State must provide a narrative or graphic representation, (e.g., a logic model) of the principal activities, measures and outcomes that were implemented since the State's last SSIP submission (i.e., February 1, 2024). The evaluation should align with the theory of action described in Phase I and the evaluation plan described in Phase II. The State must describe any changes to the activities, strategies, or timelines described in Phase II and include a rationale or justification for the changes. If the State intends to continue implementing the SSIP without modifications, the State must describe how the data from the evaluation support this decision.

The State must summarize the infrastructure improvement strategies that were implemented, and the short-term outcomes achieved, including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. The State must describe the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year (e.g., for the FFY 2023 APR, report on anticipated outcomes to be obtained during FFY 2024, i.e., July 1, 2024-June 30, 2025).

The State must summarize the specific evidence-based practices that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity. Describe how the evidence-based practices, and activities or strategies that support their use, are intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes,

and/or child outcomes. Describe any additional data (e.g., progress monitoring data) that was collected to support the on-going use of the evidence-based practices and inform decision-making for the next year of SSIP implementation.

C. Stakeholder Engagement

The State must describe the specific strategies implemented to engage stakeholders in key improvement efforts and how the State addressed concerns, if any, raised by stakeholders through its engagement activities.

Additional Implementation Activities

The State should identify any activities not already described that it intends to implement in the next fiscal year (e.g., for the FFY 2023 APR, report on activities it intends to implement in FFY 2024, i.e., July 1, 2024-June 30, 2025) including a timeline, anticipated data collection and measures, and expected outcomes that are related to the SiMR. The State should describe any newly identified barriers and include steps to address these barriers.

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

The SiMR for FFY2023 is to increase graduation rates for students with disabilities in 50 selected LEAs.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

YES

Provide a description of the subset of the population from the indicator.

The subgroup of nine LEAs is part of the original 50 LEAs identified in the previous SSIP process and documented. The subgroup of LEAs was identified due to low graduation rates for students with disabilities and/or closing the gap and content mastery. These criteria are applied annually to LEAs within the 50 selected LEAs to determine the subset of LEAs to target for intensive support and intervention. The GaDOE School Improvement Division and the Division for Exceptional Children worked collaboratively to identify the 9 LEAs based upon the parameters of Georgia's ESSA Plan. The ESSA plan information is located at <https://gadoe.org/assessment-accountability/accountability/> and identifies the specific criteria based used to identify the LEAs with schools that met the following criteria:

Criteria #1 Consistently Underperforming Subgroup (All Schools) - have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of College and Career Ready Performance Index (CCRPI) components.

Criteria #2 Among all schools identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all school in all CCRPI components. The CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that promotes college and career readiness for all Georgia public school students. Additional information regarding the CCRPI can be located at (<https://gadoe.org/assessment-accountability/accountability/>).

The SPP/APR 2023 supported the LEAs that received intensive support were Targeted Support Improvement (TSI) Districts/Schools. SSIP Districts (Atlanta Public Schools, Bibb, Bulloch, Clayton, Savannah-Chatham, DeKalb, Fulton, Muscogee, and Richmond) as defined above.

Intensive targeted support is provided to the identified LEAs through the Georgia Department of Education. Data for graduation rate is collected and reported for LEAs as indicated in the SiMR. The collection and reporting of data for LEAs allows the Division for Exceptional Children to determine if LEAs identified in the SiMR are making progress in increasing the graduation rate for students with disabilities. The State SSIP provides universal support for all LEAs, including those specifically identified through its PL (Professional Learning) series, School Administrator Academy (SESAA), and monthly collaborative communities. SESAA includes a series of PL webinars, individual and small group coaching, and access to special education focused, mixed reality activities in the University of West Georgia's "UWGLive" Avatar Lab.

How targeted supports are identified below:

Comprehensive Support & Improvement (CSI) -All states have developed or revised their state's accountability system in response to requirements in the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA). A state's accountability system includes multiple indicators, each of which illuminates a different facet of school performance or quality. There are three different types of possible criteria for identifying CSI schools: Based on all indicators, states must identify the lowest-performing 5% of Title I schools for comprehensive support and improvement (CSI) (i.e., "lowest-performing 5%" CSI criteria). States can also identify high schools that fail to graduate one third or more of their students as CSI (i.e., "low graduation rate" CSI criteria). States can also identify Title I schools identified for additional targeted support (ATSI) under ESEA Section 111(d)(2)(C)(D) that must meet the statewide exit criteria within a state-determined number of years as CSI (i.e., "ATSI exit status" CSI criteria).

Target Support & Improvement (TSI) schools with one or more underperforming subgroups. Student groups that meet the identification criteria will move through stages as follows: Elementary and Middle School student groups Stage 1) Content Mastery-student groups performing in the lowest 20% in content mastery; Stage 2) Progress and Closing the Gap-Student groups performing in the lowest 20% of schools in progress or student groups performing in the lowest 10% of schools in closing the gap; Stage 3) Readiness- Student groups performing in the within the target area (lowest 5% in all

schools) in readiness. High School student groups Stage 1) Content Mastery- Student groups performing in the lowest 25% of schools in Content Mastery Stage 2) Progress and Closing Gaps- student groups performing within the lowest 40% of schools in progress or student groups performing within the lowest 10% of schools in Closing Gaps. Stage 3) Graduation Rate- Student groups performing within the lowest 30% of schools in Graduation Rate, Stage 4) Student groups performing within the target number (5% of all schools) of schools in Readiness.

Additional Target Support & Improvement (ATSI) are schools meeting the TSI criteria. ATSI schools identified if they have one or more identified student groups whose component scores are at or below the highest component scores of the CSI lowest Performing schools based on a staged Identification approach. Elementary and middle school student groups Stage 1) Content Mastery- Performed at or below the highest Content Mastery score among CSI lowest performing schools. Stage 2) Progress and Closing Gaps- Performed at or below the highest Progress score among CSI Lowest Performing schools or performed at or below the highest Closing Gaps among CSI lowest performing schools. Stage 3) Performed at or below the highest Readiness score among CSI Lowest Performing schools. High School student groups Stage 1) Content Mastery - Performed at or below the highest content mastery score among CSI Lowest Performing schools. Stage 2) Progress and Closing Gaps- Performed at or below the highest performing score among CSI Lowest Performing schools or performed at or below the highest closing gaps score among CSI Lowest Performing schools. Stage 3) Graduation Rate) Performed at or below the highest graduation rate score among the CSI Lowest Performing schools. Stage 4) Readiness- Performed at or below the highest Readiness score among CSI Lowest Performing Schools.

Is the State’s theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

<https://nam02.safelinks.protection.outlook.com/ap/p-59584e83/?uri=https%3A%2F%2Fshealy.sharepoint.com%2F%3Ap%3A%2Fs%2FSSIPTeam%2FEZmoif6UHjtFsXOLufwI8EYB9gzEzseYWnwt0GhiryHAAtg%3Fe%3DtC1c91&data=04%7C01%7Cdkemp%40doe.k12.ga.us%7Cc6bd38ac9dba4e69881708d9e26e6a9d%7C1aa55c8303434ecbbd39bd7f43876bd7%7C0%7C0%7C637789786144944534%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjojV2luMzliLCJBTiI6k1haWwiLCJXVCi6Mn0%3D%7C3000&sdata=k2ffDU2P3eLEGeUCwu59H7HJsPDtgFIN6n0yJg02lx4%3D&reserved=0>

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2021	66.84%

Targets

FFY	Current Relationship	2023	2024	2025
Target	Data must be greater than or equal to the target	67.84%	68.84%	68.84%

FFY 2023 SPP/APR Data

Students with IEPs (age 14-21) who exit high school with a regular diploma	Students with IEPs (age 14-21) who exit high school by graduating with a regular diploma, dropping out, or receiving a certificate	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
5,700	7,736	69.25%	67.84%	73.68%	Met target	No Slippage

Provide the data source for the FFY 2023 data.

618 exiting data of the IDEA EDfacts file FS009 was used to calculate the annual event graduation rate. The data were analyzed by calculating the Annual Event Graduation rate as described in the FS009 specifications. Specifically, the number of students with disabilities for the 50 identified LEAs,

Coherent Improvement Strategy Two:

Develop and disseminate print and digital resources to support leaders, teachers, and families in identified districts to improve effective instruction, engaging school climate, and student outcomes.

Digital Tools and Resource Guides provided include: The School Completion Toolkit, websites for High Leverage Practices (HLPs) and Inclusive Leadership, guides for Distance Learning, Collaborative Planning, School Leadership Teams, Specially Designed Instruction resources and Family Engagement. These resource guides, listed above, were developed, updated as needed and made available to all LEAs in Georgia through web platforms. LEAs reported the digital and print resources were useful, relevant, and improved knowledge and skills around graduation, student achievement and the SSIP work. The identified LEAs were also provided with data collection tools including templates to collect data on interventions such as Check and Connect, Early Warning System, and reading interventions. Digital resources were delivered via email and web platforms. Paper resources were delivered via mail or by personnel from the Instruction and Systemic Improvement unit of the Division for Exceptional Children.

Coherent Improvement Strategy Three:

Provide technical assistance including coaching to support leaders, teachers, and families in identified districts to improve effective instruction, engaging school climate, and student outcomes.

Technical Assistance and Coaching was provided in a variety of ways that met the individual needs of schools and districts. Coaching and technical assistance was provided in collaboration with SSIP and School and District Improvement program specialists. Instructional Walkthroughs were conducted by the School and District Improvement Special Education Specialists in all of the identified schools. The observation instrument used examined Coherent Instruction and Supportive Learning Environment structures by providing feedback for the following indicators: Co-teaching, lesson plans that include evidence of accommodations and specially designed instruction, subject-area appropriate instruction framework implemented, clear learning targets aligned to standards communicated, success criteria aligned to standards communicated, general education and special education staff actively leading instruction, high level practices explicitly aligned to the rigor and intent of the standard addressed, evidence of assistive and/or instructional technology, formative assessments, practices and procedures implemented to maximize instruction, authentic student engagement, and feedback provided to students.

Georgia Department of Education identified Additional Technical Support and Improvement (ATSI) schools across Local Education Agencies (LEAs) based on the performance of the Students with Disabilities (SWD) subgroup. The Georgia Department of Education acknowledged the need for additional support for these schools. An additional six Special Education Program Specialists were hired and work directly with School and District Improvement. The GaDOE Instruction and Systemic Improvement unit and Georgia Learning Resource Systems continue to provide support across the state. These schools are in the lowest 5% on all CCRPI components. IEP Quality Reviews were conducted, and IEPs were reviewed by the School and District Improvement staff and Results Driven Accountability staff. The quality indicators included: Present Levels of Academic Achievement and Functional Performance (PLAAPF), Accommodations and modifications, IEP goals and objectives and related services and supplementary aids and services. IEPs were scored on a four-point scale: Not Addressed - IEP content does not meet substantive requirements for educationally meaningful consideration. Emergent - IEP content minimally meets substantive requirements for educationally meaningful consideration. Operational - IEP content meets substantive requirements for educationally meaningful consideration. Fully Operational - IEP content strongly meets substantive requirements for educationally meaningful consideration. During the review process: Documents were objectively analyzed. Results were recorded in the SE Application Dashboard – ATSI Application. A summary of results was prepared for review with managers and the School and District Improvement Team. After the IEP Quality review, results were reviewed by the Special Education Director, LEAs and the School and District Improvement Team.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

Pre/post-tests, participant surveys, annual LEA surveys, and attendance records were used to assess implementation progress and outcomes. Data collected ensured accountability and addressed professional learning.

Short-Term Goals: Improve LEA and school practitioners' knowledge of data-based decision making and evidence-based practices. Participants included administrators, coaches, teacher leaders, and district staff.

Key findings:

- 97% of LEAs rated collaboration among SSIP team members highly.
- 96% rated engagement in SSIP activities highly.
- 96% of SSIP webinar participants rated them as high quality, relevant, and useful.
- 85% of webinar participants reported increased knowledge of strategies.
- 783 attended SDI training, 330 attended behavior training, and 427 participated in TPRP HLP sessions.
- GLRS provided 246 specialized trainings for SSIP districts.

In total, 3,060 attended SESAA and SSIP professional learning sessions, including 1,282 for SDI, 330 for behavior, and 427 for TPRP HLP. Survey data showed 90% or higher of participants rated the training as high quality, relevant, and useful.

Looking ahead, the GaDOE will continue offering SSIP and SESAA professional learning sessions, with future schedules informed by participant feedback. The continued implementation will ensure high-quality professional learning for stakeholders.

LEA surveys, stakeholder feedback, and the Resource Development Log were used to evaluate the improvement strategy, revealing a need for more digital resources. However, 100% of resources were delivered on time.

Short-Term Goals: LEAs agreed that SSIP print and digital resources increased knowledge on strategies for implementing evidence-based practices to improve instruction for students with disabilities. Resources included the School Completion Toolkit, guides for High Leverage Practices (HLPs), Distance Learning, Collaborative Planning, Specially Designed Instruction, Family Engagement, and more. These were delivered via email, web platforms, or mail, and LEAs found them useful and relevant for graduation and student achievement.

Professional Learning: 3,060 participants attended SESAA and SSIP trainings, including 1,282 for SDI, 330 for behavior, and 427 for TPRP. The feedback was overwhelmingly positive, leading GaDOE to continue developing digital resources like Georgia K-12 standards and instructional platforms such as GaDOE Inspire and Georgia Learns.

Coherent Improvement Strategy: LEA Annual Surveys and coaching logs showed that stakeholders appreciated the professional learning and resources, but emphasized the need for continued support. Short-Term Goals: 100% of LEAs had strategies for improving graduation rates and achievement for students with disabilities. 98% of LEAs were rated "Operational" or "Exemplary" on the LEA Team Fidelity Rubric, and 100% of technical assistance and coaching sessions were completed. There was positive feedback on the effectiveness of the SSIP program specialists and school improvement specialists.

Challenges included delays in school identification and staffing changes, but the inclusion of ATSI schools in January 2024 allowed for a three-year support plan. The Georgia Department of Education (GaDOE) identified 72 ATSI schools and provided additional specialists for support.

Mid-Term Goals: The Georgia Systems of Continuous Improvement framework was used to help LEAs identify strategies for improvement, which were included in District Improvement Plans. LEAs utilized this framework to implement evidence-based practices, with 100% of selected LEAs showing moderate to strong implementation levels. Continued support from GaDOE's School and District Improvement team contributed to these outcomes.

KEY MEASURE: The percentage of students with disabilities in LEAs selected to receive intensive supports scoring proficient or above on the Georgia Milestones Assessment System. The target is 42% of SWD scoring at or above proficient for ELA and Math.

- The Percentage of students with disabilities in LEAs in grades 3 through 8 and high school selected to receive intensive supports scoring proficient or above on the Georgia Milestones Assessment System on the End of Grade (EOG) or End of Course (EOC) tests for 2023-2024 was 16.70% for ELA, an improvement of 1.06 percentage points from the prior year's percent of 15.64% for ELA.

- The percentage of students with disabilities in LEAs selected to receive intensive supports scoring proficient or above on the Georgia Milestones Assessment System on the End of Grade (EOG) or End of Course (EOC) tests for 2023-2024 was 16.39% for Math, an improvement of 1.80 percentage points from the prior year's percent of 14.59% for Math.

- The percentage of all students in the targeted LEAs scoring proficient or above on the Georgia Milestones Assessment System on the EOG or EOC was 36.48% for ELA and 32.08% for Math.

KEY MEASURE: Percentage of students with disabilities in target schools within target LEAs in grades 3 through 8 and high school scoring developing or above on the Georgia Milestones Assessment System. The target is 35% of SWD scoring proficient or above within targeted schools in both ELA and Math.

- Percentage of students with disabilities in target schools within target LEAs selected to receive intensive supports scoring proficient or higher on Georgia End of Course or End of Grade for 2023-2024 was 10.05% for ELA and 9.59% for Math.

- These scores were an improvement from the 2022-2023 school year proficiency rates with 8.07% for ELA and 6.65% for Math reported.

KEY MEASURE: Percentage of selected LEAs decreasing the achievement gap between students with disabilities and the All-Students Group. The target is that 62% of the selected LEAs will decrease the gap.

- State assessment gaps were determined by evaluating the difference between the gaps for 2023 and 2024 results on the Georgia Milestones Assessment for LEAs at the 4th, 8th, and high school levels in ELA and Math.

- The percentage of LEAs reducing the gap in ELA were reported as: 0.00% grade 4, 100.00% grade 8, and 55.56% high school. LEAs reducing the gap in Math were reported as: 44.44% grade 4, 33.33% grade 8, and 33.33% high school.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

NO

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Coherent Improvement Strategy One:

Provide high quality professional learning to leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. The State will continue its SSIP PL series for teachers and administrators. The State is contracting with Dr. Tessie Rose Bailey and Americans Institute of Research (AIR) to expand training and resources for Specially Designed Instruction to support Student Success. The anticipated outcome is that Specially Designed Instruction including targeted reading and attendance/grades/behavior interventions are implemented with greater fidelity resulting in improved student outcomes.

Coherent Improvement Strategy Two:

Develop and disseminate print and digital resources to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. Based on data analysis, survey and stakeholder engagement, there is a statewide Early Warning System Dashboard for all LEAs to identify at-risk students who need interventions. The anticipated outcome is that targeted LEAs will have the necessary resources to fully implement the Early Warning System and Check and Connect.

Coherent Improvement Strategy Three:

Provide technical assistance including coaching to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes. The Special Education and School Administrator Academy will work with LEAs by providing targeted

professional learning and follow up sessions for additional support. Check and Connect and the Early Warning System data collection within targeted LEAs will be refined for more frequent feedback from the GaDOE SSIP team. The anticipated outcome is that targeted LEAs will review progress monitoring information on interventions in a timelier manner and make adaptations as warranted. It is anticipated that enhanced progress monitoring will enable the GaDOE SSIP team to work more collaboratively with targeted LEAs in supporting ways to meet students' needs.

List the selected evidence-based practices implement in the reporting period:

GaDOE provided guidance and training on selecting EBPs to identified LEAs using tailored presentations that were presented to the LEAs. The EBPs the LEAs and schools chosen were reviewed by GaDOE to ensure they met ESSA (Every Student Succeeds Act) and GaDOE level of evidence requirements. For this reporting period the evidence-based practices utilized were Check and Connect, Early Warning System, Beacon, Reading Mastery, Corrective Reading, Lexia Core 5, Lexia Power Up, iExcel, and iReady. The Check and Connect Mentoring Framework was implemented in identified LEAs, Savannah- Chatham, Atlanta Public Schools, Clayton, Dekalb County, Georgia Department of Education Office of Whole Child Supports, Health and Safety offers multiple resources to LEAs to support the development and implementation of an Early Warning System, which is an at-risk indicator and intervention framework. Resources for an Attendance Behavior and Course Performance (ABC) model are used. The LEA would focus on attendance, behavior and course performance, an example of support is an attendance dashboard located on a web platform was created. The dashboard allows users to explore student attendance by grades and subgroups using several metrics.

Provide a summary of each evidence-based practice.

Two of the evidence-based practices, the Check and Connect Mentoring Framework developed by the University of Minnesota and the Early Warning System validated by the American Institute for Research, are designed to improve graduation rates by monitoring indicators such as attendance, course completion, and discipline infractions. In each of these practices, teachers, counselors, and administrators at schools are assigned specific students to monitor the indicators for graduation. Specific adults in the schools are assigned as mentors to students at risk of dropping out and develop a relationship with the students and families through the Check and Connect Framework. The Early Warning System utilizes a team of professionals at the school level to monitor indicators such as attendance and behavior to provide support to at-risk students. Research has indicated that students are less likely to drop out of school if they have a relationship with caring adults in the school setting.

The reading interventions are all designed to improve reading ability including reading fluency and comprehension which is also very clearly aligned with high school graduation. Reading Mastery and Corrective Reading are explicit reading interventions that have frequent progress monitoring of reading fluency, decoding, and comprehension. Both are designed to be used at a specified frequency for efficacy (i.e., 60 minutes a day). SRA's Reading Mastery and Corrective Reading are scripted structured reading interventions. The SRA programs are designed with frequent progress monitoring and a specified scope and sequence in addition to the recommended amount of time to be implemented with students. Progress monitoring assesses reading fluency and comprehension. Lexia Core 5 and Lexia Power Up are reading interventions designed to improve reading fluency and comprehension as measured by the reading Lexiles of participants. Lexia Core 5 and Power Up utilize a computer-based platform to provide intervention. Frequent progress monitoring and differentiated literacy instruction are the primary components of these interventions. iReady and iExcel are personalized learning platforms designed to provide targeted literacy intervention.

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g., behaviors), parent/caregiver outcomes, and/or child /outcomes.

Each Evidence Based Practice (EBP) supports the SiMR by providing strategies that address each school's root cause analysis needs found in their LEA data analysis. Each addresses the unique needs of each school. Check and Connect and Early Warning Systems address the emotional and academic achievement needs of students, change teacher practice, and build family engagement to support the SiMR. Each of the reading interventions were chosen based upon data analysis and review to meet the achievement needs of the targeted students and to support change in teacher practices. Teachers will implement effective reading instruction leading to improved reading achievement for students with disabilities. Certain identified LEAs provided training for the Lexia LETRS (Language Essentials for Teachers of Reading and Spelling). LETRS is a comprehensive professional learning designed to provide early childhood and elementary educators and administrators with deep knowledge to be literacy and language experts in the science of reading. Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

The Georgia Department of Education and the LEA level of interaction has moved from primarily informing of strategies to collaborating and transforming. In 2023 agency collaboration across departments became a priority for Division of Exception Children. The Instruction and Systemic Improvement unit that oversee SSIP collaborates with the following departments; English Language Learners, Office of Teaching and Learning, Rural Education, Office of Whole Child. The SSIP team develops and presents training with the departments. Specially Designed Instruction is discussed in all content areas. Bi-Weekly collaboration meetings are held and updates regarding PL, training, etc. are discussed. There is an ongoing agenda and each department provides updates. The meetings are well attended, and departments are well represented. This collaboration is modeled and encouraged for districts to collaborate across departments. The message communicated is that special education students are general education students first; therefore, it is imperative the special education department understands general education curriculum and instruction.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

All LEAs that implemented intervention strategies and EBPs were implementing EBPs either at the full implementation level or progressing level based upon LEA Plan of Supports, Short Term Action Plans, Coaching Logs, monthly LEA meeting minutes, and benchmark data provided by the LEA. A summary of walkthrough data includes areas of strength and opportunities. Technical Assistance and resources are available based on need and request. LEAs develop a maintenance or intervention plan based on indicator outcomes. Opportunities for growth evidence noted from walkthroughs in ATSI LEAs are: Indicator 1-Lesson plans include accommodations are 18%, Indicator 4- Success Criteria for learning is 14%, Assistive and Instructional technology being used 18%, and Specially Designed Instruction observed 17%. Strengths observed are Rules, Schedules, and Practices are 70% evident, and Supportive Learning Environments are 70% evident.

The State, as part of the collective support provided by School and District Improvement and the Division for Exceptional Children collects the following measures of success: LEA Team Implementation Fidelity Rubric with evidence to support building capacity and sustainability in the L

Describe any additional data (e.g., progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

Six of the nine subgroup selected LEAs posted increases in graduation rate. Graduation rates for SWD in Clayton County Schools remain the same. Also, both identified schools in Clayton (Jackson, Kilpatrick) demonstrated better than typical growth on the Milestones Assessments, which is the statewide summative assessment tool for SWD in both reading and math. Check and Connect data from Atlanta Public Schools yielded favorable results. Students in targeted schools participating in the intervention showed improvement in attendance and course completion. The annual event graduation rate for APS SWD improved 3.08%. Richmond County has worked closely with the DOE School and District Improvement Special Education Program Specialists to offer support and a previously hired high school transcript specialist which could have resulted in an increase in SWD graduation rates from 71.89 to 75.45%. The number of discipline referrals for SWD also improved.

Available literacy intervention data yielded the following results for specified LEAs: Atlanta Public Schools- Carver Steam Academy (Lexia), Centennial Academy (Read 180), Kipp SOUL Academy (iReady), and Toomer Elementary (Lexia) in their respective programs and are showing overall progress. Bibb County- VIP Academy students are making adequate progress in reading during the implementation period. Bibb's graduation rate for SWD improved from 78.2% to 79.28%. Chatham County (iReady)- Largo-Tibet continued to show increases in Lexile scores. SSIP and School and District Improvement staff should provide additional support in implementation fidelity. Dekalb (Lexia)- Pine Ridge, Salem, Shadow Rock, Woodridge had a combined increase (10 to 20 students) in the number of students scoring proficient Part B 97 and higher on English/Language Arts on benchmarks compared to the previous year. Richmond County (SRA Reading Mastery for elementary and Corrective Reading for middle and high). LEAs continue to be identified for targeted support; however, all schools listed above are not on the current ATSI list. DOE SSIP and School and District Improvement staff will continue to support new teacher training of HLPs, Specially Designed Instruction training, and implementation fidelity.

The data collected indicated support for the decision to continue the ongoing use of each evidence-based practice.

Provide a summary of the next steps for each evidence-based practice and the anticipated outcomes to be attained during the next reporting period.

Check and Connect and Early Warning System: The State will continue to monitor the implementation fidelity and progress of each evidence-based practice and collect on-going quarterly benchmark data. Review of progress will continue to be discussed at the Continuous Improvement Team monthly district meetings. School and District Improvement Special Education Program Specialist will attend the CIT meetings with districts. Progress monitoring data and the level of implementation fidelity continue to be discussed.

LEA Annual Survey to measure the level of satisfaction the LEAs have with supports from the State to improve outcomes; State/Regional Technical Support Annual Survey to measure the satisfaction around regional technical assistance and coaching; professional learning evaluation survey to measure the satisfaction level of participants with professional learning they receive; LEA Plan of Support Short Term Action Plan progress data to measure the extent to which LEAs are implementing their plan and meeting their expected outcomes; State assessment data on academic proficiency; annual event graduation rates; LEA benchmark data; and data from Continuous Improvement Team meetings to measure increased student achievement and graduation rates.

Districts are encouraged to implement the interventions with fidelity and give them time to show progress before deciding to change them. The SSIP and the School and District Improvement Special Education Program Specialist will also help ensure staff are trained and provided the necessary supports for implementation. Literacy Interventions (SRA Reading Mastery and Corrective Reading, Lexia, iReady, Fast ForWord, Achieve 3000): The State will continue to monitor the implementation fidelity and progress of each evidence-based practice and collect on-going quarterly benchmark data. Review of progress will continue to be discussed at the CIT monthly district meeting. As requested during CIT meetings, districts produce progress monitoring data and discuss as well as the level of implementation fidelity. Districts have an assigned School and District Improvement Special Education Program Specialist to monitor the implementation fidelity of each intervention. The SSIP team and School and District Improvement team will work collaboratively to help ensure staff are trained and provided the necessary supports for implementation.

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

NO

If no, describe any changes to the activities, strategies or timelines described in the previous submission and include a rationale or justification for the changes.

On January 17, 2024, The Georgia Superintendent of Education, Richard Woods, announced his appointment of a leader to build a statewide literacy coaching model. The announcement in combination with the recent ESEA Amendment shows the commitment to provide intensive literacy support that is sustainable for all students, including students with disabilities. The Instruction and Systemic Improvement unit from the Division for Exceptional Children will be working with the School Improvement Division in implementing literacy support. The SSIP should reflect this work for SWD. In additional areas, the State Advisory Panel, Collaborative Community stakeholders and other SSIP stakeholders voiced through surveys, virtual discussions and monthly SSIP meetings that more professional learning is needed to address instructional strategies, retention of special education teachers and supports to school based administrators. On the SSIP LEA Annual Survey, stakeholders asked for more training for specially designed instruction, high leverage practices (HLPs), and support to new teachers and administrators. Because of this data the State is expanding Coherent Strategy One: Professional Learning activities.

The Instruction and Systemic Improvement unit from the Department of Exceptional Children plans to meet with stakeholders beginning in Spring 2025 to discuss the additional support that is being provided to ATSI schools by adding the additional funding for positions to work with School and District Improvement and revising evaluation plan as needed. The revisions are based upon current assessment data as reported in this SSIP, amendments to Georgia's ESEA Consolidation Plan, and Georgia's literacy initiatives. The graduation rate for SWD in Georgia has been the only SiMR for the SSIP and has resulted in an increase from 39.46% in 2013 to 69.25% for 2023 and 73.68% for 2024. An additional SiMR goal for literacy will be reviewed with stakeholders for inclusion in the next SPP/APR. Literacy will be targeted based upon the data reported for two consecutive years demonstrating significant weakness in this area. The area of literacy is receiving increased state-wide support from GaDOE.

The Instruction and Systemic Improvement Unit from the Division for Exceptional Children will be an integral part of this work and the SSIP should accurately reflect their work with goals that evaluate that work. Georgia's Office of School and District Improvement is structured to support school and district leadership teams to enhance system effectiveness. The office collaborates with various departments, schools, and districts, focusing on federally designated comprehensive or targeted support and improvement schools. In 2024, the Division of Exceptional Children and the Office of School and

District Improvement developed a hands-on approach to support LEAs. They added six field-based special education specialists to the team, who work directly with all ATSI schools.

Based on the Amendment (see <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>), Georgia defines the following categories of schools:

Comprehensive Support and Improvement (CSI) identifies 1) the lowest performing 5% of all Title I schools; 2) all high schools with a graduation rate = 67%; and 3) all schools identified for ATSI support for the same student group(s) for six years. CSI schools are identified every three years. Targeted Support and Improvement (TSI) identifies any school with one or more consistently underperforming student groups. TSI schools are identified annually. Additional Targeted Support and Improvement (ATSI) among schools meeting the TSI criteria, identifies any school in which any student group, on its own, would be identified as a CSI school. ATSI schools are identified every three years. ATSI schools must meet a high threshold to exit the ATSI status. At the conclusion of the three years ATSI designation, schools must no longer meet the entrance criteria and demonstrate an improvement in Content Mastery, ELA achievement, mathematics achievement, or science achievement for all identified student groups from the year of identification to the current year. Georgia's Instruction and Systemic Improvement unit from the Division for Exceptional Children will be working with the School Improvement Division to support schools that are designated as ATSI. Based on data from the 2022-2023 school year, 74 schools were identified as ATSI in Georgia and 72 were identified for the SWD subgroup. Many ATSI schools require support in literacy and GaDOE hired six new staff members to address the needs of SWD in these schools. The SSIP Evaluation Plan and Logic Model need to address the expanded instructional support provided to SWD.

The Special Education and School Administrator Academy (SESAA) was extremely popular this year. A fourth cohort began in July 2024 with 253 administrators and high levels of participation and engagement. Five executive coaches support the SSIP work in the schools along with the program specialists. SESAA will continue to provide focused professional learning and coaching to school-based administrators, expanding the SSIP work to the school level, rather than just the LEA level. A website for school administrators has been expanded to meet the needs of schools to address the request from stakeholders to provide more support in specially designed instruction, the State continues contracting with Dr. Tessie Rose Bailey from America's Institute of Research to provide ongoing training and coaching around Specially Designed Instruction (SDI).

A webpage was built and is updated frequently with SDI asynchronous and synchronous modules, tools, and resources (<https://lor2.gadoe.org/gadoe/items/8f1c1b2d-594e-45b4-876b-57b792fdcf22/1/viewcontent>). The GaDOE is in year four of a five-year commitment to the work of specially designed instruction. A Capacity Building Grant (CBG) for LEAs was used to train teachers in multi-sensory reading approaches such as Orton Gillingham, LETRS, and Wilson Reading and to receive training in Dyslexia was offered to build capacity for special education teachers in literacy. Seven of the nine TSI LEAs received the CBG in 2023, and twenty-nine ATSI LEAs received the CBG in 2024. To increase teacher access to the PL, recordings are available in the GaDOE PL catalog. The Instruction and Systemic Improvement unit works directly with the Georgia Learning Resource Systems (GLRS) directors and has offered SDI and Multi-Sensory learning PL for K-12 teachers. GLRS provides support and resources for all SSIP initiatives. In partnership with Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), The Teacher Provider Retention Program provides professional development on High Leverage Practices to new special education teachers. Great Teacher Leaders and several higher education institutions have also been implemented to support Coherent Strategies 1 Professional Learning and address outcomes for mid-term goals around student achievement and graduation rates. Each of these additional PL projects are to support the short and mid-term goals related to student achievement and building capacity. Additional professional learning events are supported as turnover of LEA and school leadership and teachers remains high. It is necessary to continue to train new LEA leaders and teachers. Stakeholder input, survey results and data trend analytics reviews indicated we are making progress with our current activities but must continue to build capacity and address challenges around retention. Stakeholders continue to ask for specific digital tools and resources to guide the work of SSIP. The SSIP collaborates with Georgia's Teacher Provider Retention Program to help selected LEAs recruit and retain special education teachers.

Section C: Stakeholder Engagement

Description of Stakeholder Input

Under the leadership of the State School Superintendent, Richard Woods, the Georgia Department of Education (GaDOE) has adopted the Association for Supervision and Curriculum Development: Whole Child Framework to better align educational efforts to address the holistic needs of all students, including students with disabilities. Based on the five tenants of the Whole Child Framework, all children should be healthy, safe, engaged, supported, and challenged to learn (see <https://gadoe.org/whole-child-supports/>). The GaDOE also continued with its vision to make education work for all Georgians. 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 and review of Georgia's State Performance Plan (SPP) and Annual Performance Report (APR) as the state has sought and received broad stakeholder input. Georgia greatly expanded the outreach for broad and diverse input with the 2020-2025 SPP/APR Package. Many additional opportunities for parents, special educators, general educators, school level leaders, and LEA level leaders to participate in the input process were provided in the development of the SPP/APR FFY2020-2025. The primary stakeholder group, the State Advisory Panel (SAP), is comprised of the following members:

- Parents of children with disabilities, ages birth through age 22
- Parent advocates
- Individuals with disabilities
- Local LEA educational administrators
- General and special education teachers
- Local LEA Special Education Directors
- GaDOE officials who carry out activities under subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act

The SAP includes representatives from:

- The Department of Corrections
- Colleges/universities that prepare special education and related services personnel
- Part C, Babies Can't Wait
- Private schools or Charter schools
- The Department of Juvenile Justice
- Georgia Vocational Rehabilitation Agency (vocation/transition)

- The Division of Family and Children Services
- Georgia Network for Educational and Therapeutic Support
- Parent Training and Information Center
- Georgia Council of Administrators of Special Education
- Georgia School Superintendents Association

SAP stakeholders were given the opportunity to continue to provide feedback on the State's performance on the SPP/APR Indicators and the status of targets for the 2020-2025 package on October 2, 2024 and December 2, 2024. The SAP worked diligently with DEC leadership in the 2021-2022 school year to establish baselines and targets for the 2020-2025 package.

To continue meaningful work in advisement on the SPP/APR, the SAP was provided with a comprehensive review of the SPP/APR 2020-2025 package in an in-person session on October 2, 2024. During this meeting, projected and historical data for each of the Indicators of the SPP/APR FFY 2023 were presented by the Part B Data Managers to the SAP. To facilitate engagement, members were provided with numerous guiding questions and opportunities for discussion and feedback. Each member had an opportunity to respond during the meeting and in an electronic form accessible via a QR code to capture feedback. A follow-up email was sent to SAP members to solicit additional feedback. The Part B Data Managers collected all responses to share with the SAP in a meeting conducted December 2, 2024.

During the December 2, 2024, SAP meeting, the Part B Data Managers shared requested information based on feedback from the October 2, 2024 meeting. In response to SAP member feedback and questions, the Part B Data Managers presented information focused on Indicator 5 (School Age Environments), Indicator 6 (Early Childhood Environments), Indicator 11 (Child Find/Initial Evaluation) and Indicator 12 Early Childhood Transition). SAP members actively discussed the performance of students with disabilities within these indicators with numerous guiding questions and opportunities for feedback. Each member was also able to provide feedback in an electronic form accessible via a QR code or through a follow-up email sent to SAP members to solicit additional feedback after the meeting.

SAP meeting presentations were made publicly available at (<https://gadoe.org/special-education/state-performance-plan-annual-performance-results/>).

The SAP performed the advisory role in a highly active capacity. There continued to be many questions and suggestions about the rigor of the targets and the progress of students with disabilities in meeting the targets. The SAP also had questions about academic programming and initiatives for transition to empower students to meet the targets and have better life outcomes. In the meetings on October 2, 2024, and December 2, 2024, program specialists from the DEC presented information to the SAP including transition initiatives, self-determination, and instruction for students with significant cognitive disabilities in alignment with the SPP/APR targets. These presentations and others were made available to the SAP in a live binder (See <https://www.livebinders.com/play/play?id=2395925>)

While the SAP continued to be an integral part of the development and input on the SPP/APR, there were additional opportunities for diverse groups of parents, special educators, school level leaders, and LEA level leaders to participate in the input process for the SPP/APR 2020-2025. These are described in the Parent Engagement section and Activities. On October 29, 2024, the Part B Data Managers and a Family Engagement Program Specialist presented to a group of 60 parent mentors who are also parents of students with disabilities and GaDOE staff on Indicator 8. This Indicator was targeted to enable greater participant understanding and to increase parent participation on the Parent Survey for Indicator 8. On December 10, 2024, the Part B Data Managers provided a virtual informational and feedback opportunity to over 310 special education directors, LEA leaders and staff, and GaDOE leadership and staff. The virtual presentation and feedback opportunity provided an overview of the entire SPP/APR and current data.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

For FFY 23 stakeholder engagement was conducted virtually using TEAMS and one in person session with the State Advisory Panel in September 2023. Stakeholders were invited via email, through SSIP/SDE points of contacts, Georgia's Parent Mentor Partnership, GLRS (Georgia Learning Resource System) and individual phone calls. Stakeholders were given multiple opportunities and ways to respond and provide feedback. Several virtual tools were used to gather input such as chat boxes, small group breakout discussions, surveys, Mentimeter, Easy Retro, and virtual whiteboards. Each of the stakeholder groups had opportunities to provide suggestions regarding changes in improvement strategies and activities. In addition, stakeholders were invited to address concerns they had about the implementation activities or to make recommendations for improvement between meetings through phone and email communication. Stakeholders who participated in SPP/APR webinar sessions in November and December 2023 had an opportunity to participate in a feedback survey regarding the SSIP target for graduation.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

YES

Describe how the State addressed the concerns expressed by stakeholders.

School-based administrators being novice to special education, and special education teacher retention continue to be concerns from stakeholders. As stated above the State has implemented the teacher provider retention program to support the retention and training of new special education teachers. The SSIP is providing a School-Based Administrator Academy with mixed reality simulations to support novice administrators. The State stresses we are here to support LEAs during these challenging times. Student attendance continues to be a statewide concern. Several professional learning resources have been created to support increasing engagement and attendance. The State reports on progress of addressing the issues to stakeholders on a regular basis. Stakeholders also expressed concerns about the state level assessment results for students with disabilities and the increase in the achievement gap based on assessment results. It was reiterated to stakeholders that these concerns are being addressed through numerous initiatives such as the Specially Designed Instruction initiative. Multiple K-12 virtual professional learning opportunities are offered to teachers in literacy, and classroom engagement strategies.

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

The State has no other activities to describe.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Not applicable

Describe any newly identified barriers and include steps to address these barriers.

The State has not identified any new barriers. Georgia continues to seek solutions to everyday challenges and provide support to districts.

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

None

17 - OSEP Response

17 - Required Actions

Indicator 18: General Supervision

Instructions and Measurement

Monitoring Priority: General Supervision

Compliance indicator: This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local educational agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and 34 C.F.R. §§ 300.149, 300.600). In reporting on findings under this indicator, the State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State.

Data Source

The State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring, State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State. Provide the actual numbers used in the calculation. Include all findings of noncompliance regardless of the specific type and extent of noncompliance.

Measurement

This SPP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance issued the prior Federal fiscal year (FFY) (e.g., for the FFY 2023 submission, use FFY 2022, July 1, 2022 – June 30, 2023)
- b. # of findings of noncompliance the State verified were corrected no later than one year after the State's written notification of findings of noncompliance.

$$\text{Percent} = [(b) \text{ divided by } (a)] \text{ times } 100$$

States are required to complete the General Supervision Data Table within the online reporting tool.

Instructions

Baseline Data: The State must provide baseline data expressed as a percentage. OSEP assumes that the State's FFY 2023 data for this indicator is the State's baseline data unless the State provides an explanation for using other baseline data.

Targets must be 100%.

Report in Column A the total number of findings of noncompliance made in FFY 2022 (July 1, 2022 – June 30, 2023) and report in Column B the number of those findings which were timely corrected, as soon as possible and in no case later than one year after the State's written notification of noncompliance.

Starting with the FFY 2023 SPP/APR, States will be required to report on the correction of noncompliance related to compliance indicators 4B, 9, 10, 11, 12, and 13 based on findings issued in FFY 2022. Under each compliance indicator, States report on the correction of noncompliance for that specific indicator. However, in this general supervision Indicator 18, States report on both those findings as well as any additional findings that the State issued related to that compliance indicator.

In the last row of this General Supervision Data Table, States may also provide additional information related to other findings of noncompliance that are not specific to the compliance indicators. This row would include reporting on all other findings of noncompliance that were not reported by the State under the compliance indicators listed below (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.). In future years (e.g., with the FFY 2026 SPP/APR), States may be required to further disaggregate findings by results indicators (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17), fiscal and other areas.

If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

18 - Indicator Data

Historical Data

Baseline Year	Baseline Data
2023	100.00%

Targets

FFY	2023	2024	2025
Target	100%	100%	100%

Indicator 4B. Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 4B due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

There were 0 written findings of noncompliance in FFY 2022 for Indicator 4b.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

There were 0 written findings of noncompliance in FFY 2022 for Indicator 4b.

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

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
0	0	0	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 9 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

0 LEAs were determined to be significantly disproportionate with policies, procedures, and practices which contributed to the disproportionate representation and were not compliant with 34 C.F.R. § 300.646 after a review conducted by the Results Driven Accountability Unit at GaDOE. There were 0 written findings of noncompliance in FFY 2022 for Indicator 9. Refer to Indicator 9

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

0 LEAs were determined to be significantly disproportionate with policies, procedures, and practices which contributed to the disproportionate representation and were not compliant with 34 C.F.R. § 300.646 after a review conducted by the Results Driven Accountability Unit at GaDOE. There were 0 written findings of noncompliance in FFY 2022 for Indicator 9. Refer to Indicator 9

Indicator 10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
8	0	8	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 10 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

For information on how the state verified that the correction of noncompliance reported for Indicator 10 were corrected, please see the "Correction of Findings of Noncompliance Identified in FFY 2022" in Indicator 10

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

For information on how the state verified that the correction of noncompliance reported for Indicator 10 were corrected, please see the "Correction of Findings of Noncompliance Identified in FFY 2022" in Indicator 10

Indicator 11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
22	0	22	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 11 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

For information on how the state verified that the correction of noncompliance reported for Indicator 11 were corrected, please see the "Correction of Findings of Noncompliance Identified in FFY 2022" in Indicator 11.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

For information on how the state verified that the correction of noncompliance reported for Indicator 11 were corrected, please see the "Correction of Findings of Noncompliance Identified in FFY 2022" in Indicator 11.

Indicator 12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
8	0	8	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 12 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

For information on how the state verified that the correction of noncompliance reported for Indicator 12 were corrected, please see the "Correction of Findings of Noncompliance Identified in FFY 2022" in Indicator 12.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

For information on how the state verified that the correction of noncompliance reported for Indicator 12 were corrected, please see the "Correction of Findings of Noncompliance Identified in FFY 2022" in Indicator 12.

Indicator 13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will

reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services and 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 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))

Findings of Noncompliance Identified in FFY 2022

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
44	0	44	0	0

Please explain any differences in the number of findings reported in this data table and the number of findings reported in Indicator 13 due to various factors (e.g., additional findings related to other IDEA requirements).

N/A

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

For information on how the state verified that the correction of noncompliance reported for Indicator 13 were corrected, please see the "Correction of Findings of Noncompliance Identified in FFY 2022" in Indicator 13.

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

For information on how the state verified that the correction of noncompliance reported for Indicator 13 were corrected, please see the "Correction of Findings of Noncompliance Identified in FFY 2022" in Indicator 13.

Optional for FFY 2023, 2024, and 2025:

Other Areas - All other findings: States may report here on all other findings of noncompliance that were not reported under the compliance indicators listed above (e.g., Results indicators (including related requirements), Fiscal, Dispute Resolution, etc.).

Column B: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Column B for which correction was not completed or timely corrected

Explain the source (e.g., State monitoring, State database/data system, dispute resolution, fiscal, related requirements, etc.) of any findings reported in this section:

Please describe, consistent with OSEP QA 23-01, how the State verified that the source of noncompliance is correctly implementing the regulatory requirements based on *updated data*:

Please describe, consistent with OSEP QA 23-01, how the State verified that each *individual case* of noncompliance was corrected:

Total for All Noncompliance Identified (Indicators 4B, 9, 10, 11, 12, 13, and Optional Areas):

Column A: # of written findings of noncompliance identified in FFY 2022 (7/1/22 – 6/30/23)	Column B: # of any other written findings of noncompliance identified in FFY 2022 not reported in Column A (e.g., those issued based on other IDEA requirements), if applicable	Column C1: # of written findings of noncompliance from Column A that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column C2: # of written findings of noncompliance from Column B that were timely corrected (i.e., verified as corrected no later than one year from identification)	Column D: # of written findings of noncompliance from Columns A and B for which correction was not completed or timely corrected
82	0	82	0	0

FFY 2023 SPP/APR Data

Number of findings of Noncompliance that were timely corrected	Number of findings of Noncompliance that were identified FFY 2022	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
82	82		100%	100.00%	N/A	N/A

Percent of findings of noncompliance not corrected or not verified as corrected within one year of identification	0.00%
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Provide additional information about this indicator (optional)

Summary of Findings of Noncompliance identified in FFY 2022 Corrected in FFY 2023 (corrected within one year from identification of the noncompliance):

1. Number of findings of noncompliance the State identified during FFY 2022 (the period from July 1, 2022 through June 30, 2023)	82
2. Number of findings the State verified as timely corrected (corrected within one year from the date of written notification to the LEA of the finding)	82
3. Number of findings <u>not</u> verified as corrected within one year	0

Subsequent Correction: Summary of All Outstanding Findings of Noncompliance Identified in FFY 2022 Not Timely Corrected in FFY 2023 (corrected more than one year from identification of the noncompliance):

4. Number of findings of noncompliance not timely corrected	0
5. Number of findings in Col. A the State has verified as corrected beyond the one-year timeline for Indicator 4B, 9, 10, 11, 12, 13 ("subsequent correction")	0
6a. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 4B	0
6b. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 9	0
6c. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 10	0
6d. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 11	0
6e. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 12	0
6f. Number of additional written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - Indicator 13	0
6g. (optional) Number of written findings of noncompliance (Col. B) the state has verified as corrected beyond the one-year timeline ("subsequent correction") - All other findings	0
7. Number of findings <u>not</u> yet verified as corrected	0

Subsequent correction: If the State did not ensure timely correction of previous findings of noncompliance, provide information on the nature of any continuing noncompliance and the actions that have been taken, or will be taken, to ensure the subsequent correction of the outstanding noncompliance, to address areas in need of improvement, and any sanctions or enforcement actions used, as necessary and consistent with IDEA's enforcement provisions, the OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and State rules.

18 - OSEP Response

The State has established the baseline for this indicator, using data from FFY 2023, and OSEP accepts that baseline.

18 - Required Actions

Certification

Instructions

Choose the appropriate selection and complete all the certification information fields. Then click the "Submit" button to submit your APR.

Certify

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Select the certifier's role:

Designated by the Chief State School Officer to certify

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name:

Charity Roberts

Title:

State Director (IDEA)

Email:

charity.roberts@doe.k12.ga.us

Phone:

4706941537

Submitted on:

04/24/25 12:16:27 PM

Determination Enclosures

RDA Matrix

Georgia 2025 Part B Results-Driven Accountability Matrix

Results-Driven Accountability Percentage and Determination (1)

Percentage (%)	Determination
73.18%	Needs Assistance

Results and Compliance Overall Scoring

Section	Total Points Available	Points Earned	Score (%)
Results	20	12	60.00%
Compliance	22	19	86.36%

(1) For a detailed explanation of how the Compliance Score, Results Score, and the Results-Driven Accountability Percentage and Determination were calculated, review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2025: Part B."

2025 Part B Results Matrix

Reading Assessment Elements

Reading Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment (2)	Grade 4	98%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	97%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	22%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	83%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	35%	2
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	86%	1

Math Assessment Elements

Math Assessment Elements	Grade	Performance (%)	Score
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 4	98%	1
Percentage of Children with Disabilities Participating in Statewide Assessment	Grade 8	97%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 4	37%	0
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 4	89%	1
Percentage of Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	Grade 8	22%	1
Percentage of Children with Disabilities Included in Testing on the National Assessment of Educational Progress	Grade 8	88%	1

(2) Statewide assessments include the regular assessment and the alternate assessment.

Exiting Data Elements

Exiting Data Elements	Performance (%)	Score
Percentage of Children with Disabilities who Dropped Out	22	0
Percentage of Children with Disabilities who Graduated with a Regular High School Diploma*	69	0

*When providing exiting data under section 618 of the IDEA, States are required to report on the number of students with disabilities who exited an educational program through receipt of a regular high school diploma. These students meet the same standards for graduation as those for students without disabilities. As explained in 34 C.F.R. § 300.102(a)(3)(iv), in effect June 30, 2017, "the term regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E) of the ESEA. A regular high school diploma does not include a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential."

2025 Part B Compliance Matrix

Part B Compliance Indicator (3)	Performance (%)	Full Correction of Findings of Noncompliance Identified in FFY 2022 (4)	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	0.00%	N/A	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	3.48%	YES	2
Indicator 11: Timely initial evaluation	97.25%	YES	2
Indicator 12: IEP developed and implemented by third birthday	96.05%	YES	2
Indicator 13: Secondary transition	93.03%	YES	2
Indicator 18: General Supervision	100.00%	YES	2
Timely and Accurate State-Reported Data	100.00%		2
Timely State Complaint Decisions	92.49%		1
Timely Due Process Hearing Decisions	61.54%		0
Longstanding Noncompliance			2
Programmatic Specific Conditions	None		
Uncorrected identified noncompliance	None		

(3) The complete language for each indicator is located in the Part B SPP/APR Indicator Measurement Table at:

<https://sites.ed.gov/idea/files/FFY2023-Part-B-SPP-APR-Reformatted-Measurement-Table.pdf>

(4) This column reflects full correction, which is factored into the scoring only when the compliance data are $\geq 5\%$ and $< 10\%$ for Indicators 4B, 9, and 10, and $\geq 90\%$ and $< 95\%$ for Indicators 11, 12, 13 and 18.

Data Rubric
Georgia

FFY 2023 APR (1)

Part B Timely and Accurate Data -- SPP/APR Data

APR Indicator	Valid and Reliable	Total
1	1	1
2	1	1
3A	1	1
3B	1	1
3C	1	1
3D	1	1
4A	1	1
4B	1	1
5	1	1
6	1	1
7	1	1
8	1	1
9	1	1
10	1	1
11	1	1
12	1	1
13	1	1
14	1	1
15	1	1
16	1	1
17	1	1
18	1	1

APR Score Calculation

Subtotal	22
Timely Submission Points - If the FFY 2023 APR was submitted on-time, place the number 5 in the cell on the right.	5
Grand Total - (Sum of Subtotal and Timely Submission Points) =	27

(1) In the SPP/APR Data table, where there is an N/A in the Valid and Reliable column, the Total column will display a 0. This is a change from prior years in display only; all calculation methods are unchanged. An N/A does not negatively affect a State's score; this is because 1 point is subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the SPP/APR Data table.

618 Data (2)

Table	Timely	Complete Data	Passed Edit Check	Total
Child Count/ Ed Envs Due Date: 7/31/24	1	1	1	3
Personnel Due Date: 3/5/25	1	1	1	3
Exiting Due Date: 3/5/25	1	1	1	3
Discipline Due Date: 3/5/25	1	1	1	3
State Assessment Due Date: 1/8/25	1	1	1	3
Dispute Resolution Due Date: 11/13/24	1	1	1	3
MOE/CEIS Due Date: 9/4/24	1	1	1	3

618 Score Calculation

Subtotal	21
Grand Total (Subtotal X 1.28571429) =	27.00

(2) In the 618 Data table, when calculating the value in the Total column, any N/As in the Timely, Complete Data, or Passed Edit Checks columns are treated as a '0'. An N/A does not negatively affect a State's score; this is because 1.28571429 points are subtracted from the Denominator in the Indicator Calculation table for each cell marked as N/A in the 618 Data table.

Indicator Calculation

A. APR Grand Total	27
B. 618 Grand Total	27.00
C. APR Grand Total (A) + 618 Grand Total (B) =	54.00
Total N/A Points in APR Data Table Subtracted from Denominator	0
Total N/A Points in 618 Data Table Subtracted from Denominator	0.00
Denominator	54.00
D. Subtotal (C divided by Denominator) (3) =	1.0000
E. Indicator Score (Subtotal D x 100) =	100.00

(3) Note that any cell marked as N/A in the APR Data Table will decrease the denominator by 1, and any cell marked as N/A in the 618 Data Table will decrease the denominator by 1.28571429.

APR and 618 -Timely and Accurate State Reported Data

DATE: February 2025 Submission

SPP/APR Data

1) Valid and Reliable Data - Data provided are from the correct time period, are consistent with 618 (when appropriate) and the measurement, and are consistent with previous indicator data (unless explained).

Part B 618 Data

1) Timely – A State will receive one point if it submits all *EDFacts* files or the entire *EMAPS* survey associated with the IDEA Section 618 data collection to ED by the initial due date for that collection (as described in the table below).

618 Data Collection	EDFacts Files/ EMAPS Survey	Due Date
Part B Child Count and Educational Environments	FS002 & FS089	7/31/2024
Part B Personnel	FS070, FS099, FS112	3/5/2025
Part B Exiting	FS009	3/5/2025
Part B Discipline	FS005, FS006, FS007, FS088, FS143, FS144	3/5/2025
Part B Assessment	FS175, FS178, FS185, FS188	1/8/2025
Part B Dispute Resolution	Part B Dispute Resolution Survey in <i>EMAPS</i>	11/13/2024
Part B LEA Maintenance of Effort Reduction and Coordinated Early Intervening Services	Part B MOE Reduction and CEIS Survey in <i>EMAPS</i>	9/4/2024

2) Complete Data – A State will receive one point if it submits data for all files, permitted values, category sets, subtotals, and totals associated with a specific data collection by the initial due date. No data is reported as missing. No placeholder data is submitted. The data and metadata responses submitted to *EDFacts* align. State-level data include data from all districts or agencies.

3) Passed Edit Check – A State will receive one point if it submits data that meets all the edit checks related to the specific data collection by the initial due date. The counts included in 618 data submissions are internally consistent within a data collection.

Dispute Resolution

IDEA Part B

Georgia

School Year: 2023-24

Section A: Written, Signed Complaints

(1) Total number of written signed complaints filed.	320
(1.1) Complaints with reports issued.	173
(1.1) (a) Reports with findings of noncompliance	108
(1.1) (b) Reports within timelines	155
(1.1) (c) Reports within extended timelines	5
(1.2) Complaints pending.	7
(1.2) (a) Complaints pending a due process hearing.	0
(1.3) Complaints withdrawn or dismissed.	140

Section B: Mediation Requests

(2) Total number of mediation requests received through all dispute resolution processes.	157
(2.1) Mediations held.	111
(2.1) (a) Mediations held related to due process complaints.	16
(2.1) (a) (i) Mediation agreements related to due process complaints.	6
(2.1) (b) Mediations held not related to due process complaints.	95
(2.1) (b) (i) Mediation agreements not related to due process complaints.	55
(2.2) Mediations pending.	9
(2.3) Mediations withdrawn or not held.	37

Section C: Due Process Complaints

(3) Total number of due process complaints filed.	130
(3.1) Resolution meetings.	72
(3.1) (a) Written settlement agreements reached through resolution meetings.	31
(3.2) Hearings fully adjudicated.	13
(3.2) (a) Decisions within timeline (include expedited).	5
(3.2) (b) Decisions within extended timeline.	3
(3.3) Due process complaints pending.	30
(3.4) Due process complaints withdrawn or dismissed (including resolved without a hearing).	87

Section D: Expedited Due Process Complaints (Related to Disciplinary Decision)

(4) Total number of expedited due process complaints filed.	18
(4.1) Expedited resolution meetings.	12
(4.1) (a) Expedited written settlement agreements.	8
(4.2) Expedited hearings fully adjudicated.	4
(4.2) (a) Change of placement ordered	0
(4.3) Expedited due process complaints pending.	0
(4.4) Expedited due process complaints withdrawn or dismissed.	14

This report shows the most recent data that was entered by:
Georgia

These data were extracted on the close date:
11/13/2024

How the Department Made Determinations

Below is the location of How the Department Made Determinations (HTDMD) on OSEP's IDEA Website. How the Department Made Determinations in 2025 will be posted in June 2025. Copy and paste the link below into a browser to view.

<https://sites.ed.gov/idea/how-the-department-made-determinations/>



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

Final Determination Letter

June 20, 2025

Honorable Richard Woods
State School Superintendent
Georgia Department of Education
205 Jesse Hill Jr. Drive Southeast
2066 Twin Towers East
Atlanta, GA 30334

Dear Superintendent Woods:

I am writing to advise you of the U.S. Department of Education's (Department) 2025 determination under Section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Georgia needs assistance in implementing the requirements of Part B of the IDEA. This determination is based on the totality of Georgia's data and information, including the Federal fiscal year (FFY) 2023 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Georgia's 2025 determination is based on the data reflected in its "2025 Part B Results-Driven Accountability Matrix" (RDA Matrix). The RDA Matrix is individualized for each State and Entity and consists of:

- (1) a Compliance Matrix that includes scoring on Compliance Indicators and other compliance factors;
- (2) a Results Matrix that includes scoring on Results Elements;
- (3) a Compliance Score and a Results Score;
- (4) an RDA Percentage based on both the Compliance Score and the Results Score; and
- (5) the State's or Entity's Determination

The RDA Matrix is further explained in a document, entitled "[How the Department Made Determinations under Section 616\(d\) of the Individuals with Disabilities Education Act in 2025: Part B](#)" (HTDMD).

The Office of Special Education Programs (OSEP) is continuing to use both results data and compliance data in making determinations in 2025, as it did for Part B determinations in 2015-2024. (The specifics of the determination procedures and criteria are set forth in the HTDMD document and reflected in the RDA Matrix for Georgia).

In making Part B determinations in 2025, OSEP continued to use results data related to:

- (1) the participation of children with disabilities (CWD) on Statewide assessments (which include the regular assessment and the alternate assessment);
- (2) the participation and performance of CWD on the most recently administered (school year 2023-2024) National Assessment of Educational Progress (NAEP), as applicable (For the 2025 determinations, OSEP is using results data on the participation and performance of children with disabilities on the NAEP for the 50 States, the District of Columbia, the Bureau of Indian Education, and Puerto Rico. OSEP used the available NAEP data for Puerto Rico in making Puerto Rico's 2025 determination as it did for Puerto Rico's 2024 determination. OSEP used the publicly available NAEP data for the Bureau of Indian Education that was comparable to the NAEP data available for the 50 States, the District of Columbia and Puerto Rico; specifically OSEP did not use NAEP participation data in making the BIE's 2025 determination because the most recently administered NAEP participation data for the BIE that is publicly available is 2020, whereas the most recently administered NAEP participation data for the 50 States, the District of Columbia, and Puerto Rico that is publicly available is 2024);
- (3) the percentage of CWD who graduated with a regular high school diploma; and
- (4) the percentage of CWD who dropped out.

For the 2025 IDEA Part B determinations, OSEP also considered performance on timely correction of noncompliance requirements in Indicator 18. While the State's performance on timely correction of noncompliance was a factor in each State or Entity's 2025 Part B Compliance Matrix, no State or Entity received a Needs Intervention determination in 2025 due solely to this criterion. However, this criterion will be fully incorporated beginning with the 2026 determinations.

You may access the results of OSEP's review of Georgia's SPP/APR and other relevant data by accessing the EMAPS SPP/APR reporting tool using your Georgia-specific log-on information at <https://emaps.ed.gov/suite/>. When you access Georgia's SPP/APR on the site, you will find, in applicable Indicators 1 through 18, the OSEP Response to the indicator and any actions that Georgia is required to take. The actions that Georgia is required to take are in the "Required Actions" section of the indicator.

400 MARYLAND AVE. S.W., WASHINGTON DC 20202-2600

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

It is important for you to review the Introduction to the SPP/APR, which may also include language in the "OSEP Response" and/or "Required Actions" sections.

You will also find the following important documents in the Determinations Enclosures section:

- (1) Georgia's RDA Matrix;
- (2) the HTDMD [link](#);
- (3) "2025 Data Rubric Part B," which shows how OSEP calculated Georgia's "Timely and Accurate State-Reported Data" score in the Compliance Matrix; and
- (4) "Dispute Resolution 2023-2024," which includes the IDEA Section 618 data that OSEP used to calculate the Georgia's "Timely State Complaint Decisions" and "Timely Due Process Hearing Decisions" scores in the Compliance Matrix.

As noted above, Georgia's 2025 determination is Needs Assistance. A State's or Entity's 2025 RDA Determination is Needs Assistance if the RDA Percentage is at least 60% but less than 80%. A State's or Entity's determination would also be Needs Assistance if its RDA Determination percentage is 80% or above but the Department has imposed Specific Conditions on the State's or Entity's last three IDEA Part B grant awards (for FFYs 2022, 2023, and 2024), and those Specific Conditions are in effect at the time of the 2025 determination.

The Secretary is considering modifying the factors the Department will use in making its determinations in June 2026 and beyond, as part of the Administration's priority to empower States in taking the lead in developing and implementing policies that best serve children with disabilities, and empowering parents with school choice options. As we consider changes to data collection and how we use the data reported to the Department in making annual IDEA determinations, OSEP will provide parents, States, entities, and other stakeholders with an opportunity to comment and provide input through a variety of mechanisms.

For the FFY 2024 SPP/APR submission due on February 1, 2026, OSEP is providing the following information about the IDEA Section 618 data. The 2024-25 IDEA Section 618 Part B data submitted as of the due date will be used for the FFY 2024 SPP/APR and the 2026 IDEA Part B Results Matrix and data submitted during correction opportunities will not be used for these purposes. The 2024-25 IDEA Section 618 Part B data will automatically be prepopulated in the SPP/APR reporting platform for Part B SPP/APR Indicators 3, 5, and 6 (as they have in the past). Under EDFacts Modernization, States and Entities are expected to submit high-quality IDEA Section 618 Part B data that can be published and used by the Department as of the due date. States and Entities are expected to conduct data quality reviews prior to the applicable due date. OSEP expects States and Entities to take one of the following actions for all business rules that are triggered in the appropriate EDFacts system prior to the applicable due date: 1) revise the uploaded data to address the edit; or 2) provide a data note addressing why the data submission triggered the business rule. States and Entities will be unable to submit the IDEA Section 618 Part B data without taking one of these two actions. There will not be a resubmission period for the IDEA Section 618 Part B data.

As a reminder, Georgia must report annually to the public, by posting on the State educational agency's (SEA's) website, the performance of each local educational agency (LEA) located in Georgia on the targets in the SPP/APR as soon as practicable, but no later than 120 days after Georgia's submission of its FFY 2023 SPP/APR. In addition, Georgia must:

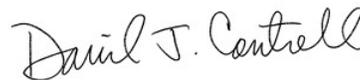
- (1) review LEA performance against targets in the State's SPP/APR;
- (2) determine if each LEA "meets the requirements" of Part B, or "needs assistance," "needs intervention," or "needs substantial intervention" in implementing Part B of the IDEA;
- (3) take appropriate enforcement action; and
- (4) inform each LEA of its determination.

Further, Georgia must make its SPP/APR available to the public by posting it on the SEA's website. Within the upcoming weeks, OSEP will be finalizing a State Profile that:

- (1) includes Georgia's determination letter and SPP/APR, OSEP attachments, and all State or Entity attachments that are accessible in accordance with Section 508 of the Rehabilitation Act of 1973; and
- (2) will be accessible to the public via the ed.gov website.

OSEP appreciates Georgia's efforts to improve results for children and youth with disabilities and looks forward to working with Georgia over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



David J. Cantrell
Deputy Director
Office of Special Education Programs

cc: Georgia Director of Special Education