



Special Education Annual Reports

2022-2023 Annual Performance Summary

Paulding County

1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	State Target ≥ 72.55%	LEA Rate 80.18%	Met LEA Target Y
2	Drop out Rate	Percent of youth with IEPs dropping out of high school.	State Target ≤ 20.56%	LEA Rate 14.50%	Met Target Y
3A	Participation Rate RELA	Percentage of students with disabilities in grade four who participated in statewide assessment (RELA)	LEA/SEA Target ≥ 95.00%	LEA Rate 94.96%	Met Target N
		Percentage of students with disabilities in grade eight who participated in statewide assessment (RELA)	≥ 95.00%	96.88%	Y
		Percentage of students with disabilities in high school who participated in statewide assessment (RELA)	≥ 95.00%	98.40%	Y
3A	Participation Rate Math	Percentage of students with disabilities in grade four who participated in statewide assessment (Math)	LEA/SEA Target ≥ 95.00%	LEA Rate 95.23%	Met Target Y
		Percentage of students with disabilities in grade eight who participated in statewide assessment (Math)	≥ 95.00%	96.88%	Y
		Percentage of students with disabilities in high school who participated in statewide assessment (Math)	≥ 95.00%	98.44%	Y
3B	Proficiency Rate (Against Grade Level Academic Achievement Standards) RELA	Proficiency rate of students with disabilities in grade four against grade level academic achievement standards (RELA)	LEA/SEA Target ≥ 16.77%	LEA Rate 10.79%	Met Target N
		Proficiency rate of students with disabilities in grade eight against grade level academic achievement standards (RELA)	≥ 13.17%	9.73%	N
		Proficiency rate of students with disabilities in high school against grade level academic achievement standards (RELA)	≥ 9.50%	6.32%	N

3B	Proficiency Rate (Against Grade Level Academic Achievement Standards) Math	Proficiency rate of students with disabilities in grade four against grade level academic achievement standards (Math)	LEA/SEA Target ≥ 22.93%	LEA Rate 20.64%	Met Target N
		Proficiency rate of students with disabilities in grade eight against grade level academic achievement standards (Math)	≥ 11.91%	7.96%	N
		Proficiency rate of students with disabilities in high school against grade level academic achievement standards (Math)	≥ 9.69%	5.37%	N

3C	Proficiency Rate (Against Alternate Academic Achievement Standards) RELA	Proficiency rate of students with disabilities in grade four against alternate academic achievement standards (RELA))	LEA/SEA Target ≥ 68.00%	LEA Rate 46.67%	Met Target N
		Proficiency rate of students with disabilities in grade eight against alternate academic achievement standards (RELA)	≥ 84.77%	88.24%	Y
		Proficiency rate of students with disabilities in high school against alternate academic achievement standards (RELA)	≥ 74.19%	65.00%	N

3C	Proficiency Rate (Against Alternate Academic Achievement Standards) Math	Proficiency rate of students with disabilities in grade four against alternate academic achievement standards (Math)	LEA/SEA Target ≥ 60.98%	LEA Rate 40.00%	Met Target N
		Proficiency rate of students with disabilities in grade eight against alternate academic achievement standards (Math)	≥ 68.52%	88.24%	Y
		Proficiency rate of students with disabilities in high school against alternate academic achievement standards (Math)	≥ 68.40%	70.00%	Y

3D	Gap in Proficiency Rate RELA	Gap in Proficiency rate for students with disabilities and all students in grade four against grade level academic achievement standards (RELA)	LEA/SEA Target ≤ 19.89	LEA Gap 25.71	Met Target N
		Gap in Proficiency rate for students with disabilities and all students in grade eight against grade level academic achievement standards (RELA)	≤ 28.01	34.36	N
		Gap in Proficiency rate for students with disabilities and all students in high school against grade level academic achievement standards (RELA)	≤ 20.16	33.18	N

3D	Gap in Proficiency Rate MATH	Gap in Proficiency rate for students with disabilities and all students in grade four against grade level academic achievement standards (Math)	LEA/SEA Target ≤ 20.22	LEA Gap 27.75	Met Target N
		Gap in Proficiency rate for students with disabilities and all students in grade eight against grade level academic achievement standards (Math)	≤ 20.01	26.76	N
		Gap in Proficiency rate for students with disabilities and all students in high school against grade level academic achievement standards (Math)	≤ 11.96	25.21	N

4A	Suspension and Expulsion	District does not demonstrate significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	State Target ≤ 27.21% of LEAs	LEA Target Rate Ratio < 2.0	Met LEA Target Y
4B	Suspension and Expulsion by Race and Ethnicity	District does not demonstrate (a) significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) non-compliant policies, procedures or practices that contributed to the discrepancy	0% of LEAs	Rate Ratio < 2.0 or SEA review with no LEA findings	Y

5A	LRE (>=80% regular class)	Percent of school-aged children with IEPs served: Inside the regular class 80% or more of the day;	State Target ≥ 64.73%	LEA Rate 63.76%	Met Target N
5B	LRE (<40% regular class)	Percent of school-aged children with IEPs served: Inside the regular class less than 40% of the day; and	≤ 16.08%	13.40%	Y
5C	LRE (Separate Placements)	Percent of school-aged children with IEPs served: In separate schools, residential facilities, or homebound/hospital placements.	≤ 1.38%	0.07%	Y

6A	Preschool LRE(Regular Early Childhood Program)	Percentage of young children receiving the majority of special education services in a regular early childhood program.	State Target ≥ 33.54%	LEA Rate 11.57%	Met Target N
6B	Preschool LRE(Separate Placements)	Percentage of young children receiving the majority of special education services in separate classes, separate schools or residential facilities.	≤ 40.32%	63.89%	N
6C	PRESCHOOL LRE(HOME)	Percentage of young children receiving the majority of special education services from home.	≤ 1.53%	0.46%	Y

7A	Preschool Outcomes (Social-Emotional Skills)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Positive social-emotional skills(including social relationships);		State Target	LEA Rate	Met Target
			Summary State1	≥ 83.00%	96.10%	Y
7B	Preschool Outcomes (Acquisition of Skills)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Acquisition and use of knowledge and skills(including early language/communication and early literacy); and	Summary State2	≥ 65.00%	29.63%	N
			Summary State1	≥ 85.00%	98.51%	Y
7C	Preschool Outcomes (Use of Appropriate Behaviors)	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: Use of appropriate behaviors to meet their needs.	Summary State2	≥ 48.00%	46.91%	N
			Summary State1	≥ 83.00%	88.89%	Y
			Summary State2	≥ 72.10%	43.21%	N

8	Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	State Target ≥ 88.60%	LEA Rate 66.67%	Met Target N
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9	Disproportionate Representation	District does not demonstrate disproportionate representation of racial and ethnic groups in special education and related services which is the result of inappropriate identification policies, procedures and practices.	State Target 0% of LEAs	LEA Rate Risk Ratio < 3.0 or SEA review with no LEA findings	Met LEA Target Y
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10	Disproportionate Representation	District does not demonstrate disproportionate representation of racial and ethnic groups in specific disability categories which is the result of inappropriate identification policies, procedures and practices.	State Target 0% of LEAs	LEA Rate Risk Ratio < 3.0 or SEA review with no LEA findings	Met LEA Target Y
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11	Child Find	Percent of children age 3-21 who were evaluated within 60 days of receiving parental consent for initial evaluation.	State Target = 100.00%	LEA Rate 92.35%	Met Target N
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12	Early Childhood Transition	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.	State Target = 100.00%	LEA Rate 100.00%	Met Target Y
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13	Secondary Transition	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.There is also evidence that the student was invited to the IEP Team meeting where transition services were discussed.	State Target = 100.00%	LEA Rate *100.00%	Met Target Y
			*Transition Plans were reviewed prior to FY23		

14	Post-school Outcomes	Percent of youth who are no longer in secondary school, who had IEPs in effect at the time they left school, and were:			
14A		Enrolled in higher education within one year of leaving high school.	State Target ≥ 27.80%	LEA Rate 25.95%	Met Target N
14B		Enrolled in higher education or competitively employed within one year of leaving high school.	≥ 57.00%	72.14%	Y
14C		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.	≥ 82.00%	87.79%	Y

20	Timely and accurate data	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	State Target = 100.00%	LEA Rate 100.00%	Met Target Y
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