
Georgia's Continuous Improvement Monitoring Process (GCIMP)

**Georgia Department of Education
Divisions for Special Education Services and Supports
1870 Twin Towers East
Atlanta, Georgia 30334**



Overview

- **The GaDOE, Divisions for Special Education Services and Supports is mandated by law to monitor compliance with the Individuals with Disabilities Education Act (IDEA), applicable federal regulations and the Rules of the State Board of Education**
 - This is accomplished through Georgia's Continuous Improvement Monitoring Process (GCIMP)

Overview

- **Performance Goals and Indicators**
- **System Data Profiles**
- **Improvement Activities (Consolidated Application)**
- **Stakeholders**
- **Focused Monitoring**
- **Budget Monitoring**
- **Timelines**
- **Record Reviews**
- **Facilities Self-Review**
- **District Determinations**
- **Dispute Resolution**
- **Parent Survey**

Georgia's Performance Goals and Indicators

- **The 4 Georgia Performance Goals and 16 Indicators are the focus of GCIMP**
- **The 16 Indicators drive the activities of the Divisions for Special Education Services and Supports**
- **The 16 Indicators are the same as the 20 Indicators reflected in the State Performance Plan (SPP) and Annual Performance Report (APR)**

Georgia's Performance Goals and Indicators

- **A data collection system has been established to measure improvement on the indicators, in order to make comparisons both nationally and within the state**
- **For some indicators the targets are already established by the Office of Special Education Programs (OSEP)**
- **Other annual targets have been set by the State Stakeholders Committee – State Advisory Panel (SAP)**

System Data Profiles

- **Available annually- Fall**
- **The profile contains data for the Performance Goals and Indicators**
- **When available, historical data is provided to evaluate trends**
- **Systems use profiles to identify progress toward meeting the state's targets for the Indicator**
- **Data from the profiles are used to rank and compare systems of similar size**

Improvement Activities

- **The data analysis systems complete should guide a system in determining priorities for improvement activities**
- **Improvement activities will continue to be included in the Consolidated Application**
- **Any system NOT meeting compliance indicators must have a plan for improvement included in the Consolidated Application**
- **Prioritize improvement activities that impact multiple indicators**

Stakeholders

- **The State Advisory Panel serves as the state stakeholders group**
 - They partner with GaDOE to improve results for students with disabilities.
 - This includes
 - participation in the development of state target
 - determinations of data collection systems
 - analysis of state data
 - input on the State Performance Plan/Annual Performance Report

Stakeholders

- **Local stakeholders is a requirement of the local improvement planning process**
 - They partner with local systems to assist in the development of the systems improvement activities
 - This includes:
 - review of the System Data Profile
 - review of improvement activity progress
 - input on the revision of improvement activities
 - input on the expansion of improvement activities to include additional indicators

Focused Monitoring

- **In their role as statewide stakeholders, the SAP provides input on the priority indicators for Focused Monitoring (FM) for the next fiscal year**
- **Once priorities are determined, systems are ranked based on their data and compared to systems of similar size**

Focused Monitoring

Size Group	# of Students with Disabilities
A	3000+
B	1000-2999
C	500-999
D	250-499
E	0-249

Focused Monitoring

- **FM uses a team approach**
- **Comprehensive analysis of the system's data is completed by the team leader**
- **Professional surveys are distributed**
- **On-site visit last 3-5 days**
 - Entrance conference with system
 - Record Reviews
 - Parent Meeting/Focus Group
 - Interviews
 - Observations
 - Exit Conference

Focused Monitoring

- **Following the visit**
 - System will develop a Corrective Action Plan (CAP) to address areas of noncompliance and other areas for improvement
 - System will receive additional funds to support implementation of CAP
 - Correction of Noncompliance must be completed within one year of the report
 - GaDOE will monitor indicator data for two years

Timelines

- **Reviewing timeline data monthly allows systems to identify and correct problems early in the process**
- **Please see the GCIMP manual for reminders for timelines**
- **In addition, a timeline session is being held during the spring conference and the powerpoint will be available for all participants**

Timelines

- **Timeline summary reports are due each year in July.**
 - Timelines for Initial Eligibilities
 - Eligibility Redeterminations
 - Babies Can't Wait (BCW) Preschool Transitions
- **Both Initial Eligibilities and BCW Preschool Transitions have a target of 100%**
- **The Division conducts data verification reviews annually**

Record Reviews

- **Student record reviews are conducted for due process procedural compliance**
- **At least one-sixth of the systems receive a record review annually**
- **Systems are notified a month in advance and asked to submit a special education enrollment roster**

Record Reviews

- **A random selection of student records will be reviewed**
- **The number of records for review is determined by the size of the school system**
- **Currently, the majority of the record reviews are being conducted through a desk audit**

Record Reviews

- **Systems are asked to submit copies of IEPs, Transition Plans, and Eligibilities to the Division**
- **Record Review reports are submitted through the portal**
- **All areas of noncompliance must be corrected within one year**

Facilities Self-Review

- **Another component of GCIMP is the verification of appropriate space assignments for special education and related services in the system.**
- **Completed through a self-review application in the portal**
- **Self-review contains 10 questions completed by the building level administrator**

Facilities Self-Review

- **Building level administrator responds with a “Yes” or “No” to each compliance statement**
- **If “No” is checked, the administrator must indicate a plan of correction for the area of noncompliance**
- **Superintendent receives a comprehensive system level report for verification**
- **Areas of noncompliance must be corrected within one year**

District Determinations

Section 616(d) of the Individuals with Disabilities Education Act (IDEA) requires that the U.S. Department of Education review each state's State Performance Plan (SPP) and Annual Performance Report (APR) and based on the information in the APR and any other public information, the USDOE will make an annual determination if the state: Meets Requirements; Needs Assistance; Needs Intervention; or Needs Substantial Intervention

District Determinations

- **Each state is required to make determinations for each LEA annually using the same four categories in IDEA section 616(d)**
- **Annual determinations must consider performance on compliance indicators and performance on performance indicators**
- **States are also required to use designated enforcement of actions for Needs Assistance and Needs Intervention**

District Determinations

District Determinations are based on indicator data in each system's profile. In addition to indicator data, other factors are considered:

- **Progress, over time, the system has made toward meeting State targets**
- **Focused Monitoring data, if applicable**
- **Activities documented in LEA Implementation Plans**

District Determinations

Superintendents and Special Education Directors are notified in March of their determination status to enable systems to develop improvement activities and to incorporate those improvement activities into the LEA Implementation Plans

For additional information contact:

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