

Postschool Outcomes Indicator 14

Georgia Department of Education
Special Education Services and
Supports
February 2024



Postschool Outcomes (PS) – Monitoring Indicator 14

- The monitoring priorities and indicators of the Office of Special Education Programs (OSEP) State Performance Plan (SPP) mandate the gathering of data on the post-school activities of individuals exiting special education.
- To meet the requirements of the SPP, the Post-School Survey for individuals exiting school during the previous school year is conducted from May 15 through July 31 each year.

February 5, 2024

PS Outcomes – Indicator 14

Percent of youth who are no longer in secondary school, who had IEPs in effect at the time they left school and within one year of leaving high school were:

- (A) Enrolled in higher education
- (B) Competitive integrated employment
- (C) Enrolled in some other postsecondary education, training program or other employment

February 5, 2024

PS Outcomes – Survey

Postschool Outcomes are measured through the Postschool Survey in the Special Education (SE) Dashboard. The data is entered into the SE Dashboard and is due by July 31 each year.

[SE Applications Dashboard](#) > **Post-School Outcomes FY 2022 Data Collection for 2020-2021 Exiters**

School Year:
 System Name:

Total number of special education students exiting secondary education during the prior school year (Systemwide): 28

Indicator Description	Count	Percentage
Total SWD Exiting Secondary Education during the prior year		
Deceased		
Returned to High School		
Unable to Contact		
Students (Deceased + Returned to High School + Unable to Contact)		
3b Other Employment-Independent Living, Self and Family Support		
3c Other Employment-Sheltered Work or Day Habilitation		
Category 3 Total		
Indicator 14C		

Legend	
Indicator 14A	(Category 1) / Total Respondents
Indicator 14B	(Category 1 + Category 2) / Total Respondents
Indicator 14C	(Category 1 + Category 2 + Category 3) / Total Respondents

[Download Activity Codes](#) [Download Post-School Definitions and Directions](#)

PS Outcomes Survey - Availability

- Postschool Outcomes Survey opens for viewing of FY22-23 exiters on February 15, 2024.
- LEAs can begin entering data on May 15 however you should begin reaching out to students as soon as the names are available for viewing.

Special Education Reports and Data: Due Dates 23 24

PS Outcomes – Activity Codes

Codes to be used for LEAs submitting Post-School Activities using an Excel

Please refer to the full Guidance document for detailed directions and definitions of each Post-School activity. The codes numbers below are to be entered in the excel, NOT the full phrase for each activity.

Post-School Activity Code	Post – School Activity Name
1	Enrolled in Higher Education
2	Competitive Integrated Employment
3	Enrolled in Other Post-School Education or Training
4	Other Employment – Part-Time, Self and Supported Employment
5	Other Employment – Sheltered Work or Day Habilitation
6	Deceased
7	On Waiting List
8	Unengaged
9	Returned to High School
10	Unable to Contact

PS Outcomes Survey – Data Entry

Post School Outcomes > Post-School Data Collection Entry

School Year: _____ System: _____

School: _____

Save All

GTID	Last Name	First Name	Gender	LEP	Primary Area of Disability	Race / Ethnicity	Exit Status	Post-School Activity
			F	N	Other Health Impairment	White	Special Education Diploma OR ...	Please select... ▼
			M	N	Specific Learning Disability	Black	Graduated from High School	Please select... ▼
			M	N	Specific Learning Disability	White	Dropout	Please select... ▼

PS Outcomes Survey – Activities

Post School Outcomes > Post-School Data Collection Entry

School Year: _____ System: _____

School: _____

Save All

Drop down list of
Post-School
Activities

GTID	Last Name	First Name	Gender	LEP	Primary Area of Disability	Race / Ethnicity	Exit Status	Post-School Activity
			F	N	Other Health Impairment	White	Special Education Diploma OR ...	Please select... ▼
			M	N	Specific Learning Disability	Black	Graduated from High School	Please select... ▼
			M	N	Specific Learning Disability	White	Dropout	Please select... ▼

Defining PS Activities

Enrolled in Higher Education (1)

Individuals pursuing a college degree or certification by attending a higher education institution on a full or part-time basis for at least 1 complete term, at any time in the year since leaving high school. This includes public and private four-year colleges and universities, two-year community colleges, and technical colleges that meet the definition of Institution of Higher Education in the Higher Education Act (HEA).

PS Outcomes – Definitions (Higher Education)

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 years or more program) for at least one complete term, at any time in the year since leaving high school.

Defining PS Activities

Competitive Employment (2)

Individuals who are competitively employed and working for pay at or above the minimum wage and receiving customary pay rate, benefits and opportunities for advancement as those without disabilities, in a setting with others who are non-disabled for a period of 20 hours a week for at least 90 cumulative days at any time in the year since leaving high school AND ARE NOT reported as Enrolled in Higher Education. This includes the military. The 90 days are cumulative, need not be consecutive and may include more than one job.

PS Outcomes – Definitions (Employment)

- States report in alignment with the term “**competitive integrated employment**” and its definition, in Section 7(5) of the Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5©(9).
- For the purpose of defining the rate of compensation for students working on a “part-time basis” under the 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.

Defining PS Activities

Enrolled in Other Post-School Education or Training (3)

Individuals attending a vocational training program that requires less than 2 years for completion and are enrolled on a full or part-time basis for at least one complete semester, are not competitively employed, are preparing for gainful employment in a recognized occupation AND ARE NOT reported as Enrolled in Higher Education or Competitive Employment. This includes programs such as Job Corps, adult education, and workforce development.

Defining PS Activities

Other Employment (4) Part-time, Self and Supported Employment

Individuals who are competitively employed and working for pay at or above the minimum wage in a setting with others who are non-disabled for a period of LESS THAN 20 hours a week for at least 90 cumulative days at any time in the year since leaving high school AND ARE NOT reported as Enrolled in Higher Education, Competitive Employment or Enrolled in Other Post-School Education or Training.

Defining PS Activities

Other Employment (5) Sheltered Work or Day Habilitation

Individuals who attend sheltered workshops or day habilitation facilities.

Deceased (6)

Individuals who are deceased.

On Waiting List (7)

Individuals who are not currently employed and are on a waiting list of a service agency for supported employment, sheltered work or day habilitation.

Defining PS Activities

Unengaged (8)

Individuals who are not enrolled in any type of post-school program, are not employed full or part-time, are not attending a sheltered program or are waiting for services from another agency. Individuals who are incarcerated at the time of the survey should be reported as unengaged unless they are receiving public school services through either Dept. of Juvenile Justice or Dept. of Corrections since these are both LEAs in GA.

Defining PS Activities

Returned to High School (9)

Valid for individuals with an “Exit Status” of “Dropout” or “Received Certificate/Special Education Diploma” during the 2022-2023 school year who returned to school in 2023 – 2024.

Unable to Contact (10)

Individuals who exited school and for whom no post-school data is available.

PS Outcomes Survey – Data Collection FY23

[SE Applications Dashboard](#) > **Post-School Outcomes FY** **Data Collection for** **Exiters**

School Year:

System Name: y

Total number of special education students exiting secondary education during the prior school year (Systemwide):

Indicator Description	Count	Percentage
Total SWD Exiting Secondary Education during the prior year		
Deceased		
Returned to High School		
Unable to Contact		
Non Respondents (Deceased + Returned to High School + Unable to Contact)		
Total Respondents		
Response Rate		
On Waiting List		
Unengaged		
Total Unengaged Respondents = (On Waiting List + Unengaged) / Total Respondents		

Category	Indicator Description	Count	Percentage
1	Enrolled in Higher Education		
	Indicator 14A		
2	Competitive Integrated Employment		
	Indicator 14B		
3a	Enrolled in Other Postsecondary Education or Training		
3b	Other Employment-Part Time, Self and Supported Employment		
3c	Other Employment-Sheltered Work or Day Habilitation		
	Category 3 Total		
	Indicator 14C		

Legend	
Indicator 14A	(Category 1) / Total Respondents
Indicator 14B	(Category 1 + Category 2) / Total Respondents
Indicator 14C	(Category 1 + Category 2 + Category 3) / Total Respondents

[Download Activity Codes](#) [Download Post-School Definitions and Directions](#)

PS Outcomes Survey – Data Collection

[SE Applications Dashboard](#) > **Post-School Outcomes FY** > **Data Collection for** > **Exiters**

School Year:
 System Name:

Total number of special education students exiting secondary education during the prior school year (Systemwide):

Indicator Description	Count	Percentage
Total SWD Exiting Secondary Education during the prior year		
Deceased		
Returned to High School		
Unable to Contact		
Non Respondents (Deceased + Returned to High School + Unable to Contact)		
Total Respondents		
Response Rate		
On Waiting List		
Unengaged		
Total Unengaged Respondents = (On Waiting List + Unengaged) / Total Respondents		

Category	Indicator Description	Count	Percentage
1	Enrolled in Higher Education		
	Indicator 14A		
2	Competitive Integrated Employment		
	Indicator 14B		
3a	Enrolled in Other Postsecondary Education or Training		
3b	Other Employment-Part Time, Self and Supported Employment		
3c	Other Employment-Sheltered Work or Day Habilitation		
	Category 3 Total		
	Indicator 14C		87.79%

Legend	
Indicator 14A	(Category 1) / Total Respondents
Indicator 14B	(Category 1 + Category 2) / Total Respondents
Indicator 14C	(Category 1 + Category 2 + Category 3) / Total Respondents

[Download Activity Codes](#) [Download Post-School Definitions and Directions](#)

GADOE - Special Education Annual Reports

Richard Woods, Georgia School Superintendent

Offices & Divisions - Programs & Initiatives - Data & Reporting - Learning & Curriculum - State Board & Policy - Finance & Operations

Teaching and Learning → Special Education Services and Supports → Special Education Annual Reports and Data Analytics

Special Education Annual Reports and Data Analytics

Rules, Manuals & Forms
Special Education Rules
Implementation Manual
Sample Forms
Applications

Eligibility Categories
All Eligibility Categories

Budgets, Grants, Data Collection and Reporting
Budget & Grant Applications
LEA Consolidated Application
Data Collection and Reporting
Data Presentations, Recordings, Documents
Federal Data Reports

Annual Reports and Data Analytics
State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Continuous Improvement
Georgia's Continuous Improvement Monitoring Process (GCIMP)
Disproportionality
Strategic Plan and Federal Indicators
Private Schools/Residential Programs
Results Driven Accountability

Dispute Resolution
Overview
IEP Team Meeting Facilitation
Mediation
Formal Complaints
Due Process Hearings
Due Process Hearing Decisions
Dispute Resolution Parent Guides
Parent Rights
Special Education Legal Aid Providers

Data Sources, Rules and Definitions

Under the Individuals with Disabilities Education Act (IDEA 2004), each state is required to develop a State Performance Plan (SPP) that evaluates the State's efforts to implement the requirements and purposes of IDEA 2004. The State must establish measurable targets for the performance of Students with Disabilities (SWD) on 17 performance indicators defined by the Office of Special Education Programs (OSEP). Georgia's SPP and its current Annual Performance Report (APR) are posted on the State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations (gadoe.org) webpage. In addition to the SPP/APR, OSEP requires all states to report annually to the public on the performance of each Local Educational Agency (LEA) located in the state on the targets established in the State Performance Plan.

The purpose of The Division for Special Education Services and Supports Annual Reports is to provide information on the data indicators that measure both the State and individual LEA annual progress compared to the targets established in the SPP. This document is organized by performance indicators and provides guidance on the data sources, methods of calculations, and data definitions for each indicator.

2020 Annual Performance Report Definitions

[View Special Education Annual Reports Here](#)


In addition to the APR reports, the Division of Special Education Supports and Services also provides a Data Analytics tool for all LEAs. The Data Analytics tool provides the opportunity to examine LEA trend data on SPP/APR Indicators, such as Least Restrict Environment (LRE), and other reported information, such as Timely and Accurate submission of data. Data can be examined in multiple formats including a line graph, bar chart, and summary table. The purpose of the Data Analytics tool is to provide trend information of the State's and LEAs performance across multiple years on specific Indicators. LEAs and their stakeholders can use the analysis tool to examine the strengths and weaknesses of their data to inform more effective programming. LEAs can also network based upon positive data trends to examine promising interventions and strategies producing positive outcomes for students with disabilities.

[View Data Trends Here](#)

Special Education Annual Reports

ANNUAL REPORTS

DATA TRENDS



Special Education Annual Reports

Report Year: 2019-2020

2019-2020 Annual Performance Summary
State Of Georgia

[Export PDF](#)
[Issues in Print](#)

ID	Description	State Target	State Rate	Met State Target
1	GRADUATION RATE Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.	62.27%	62.94%	Y
2	DROP OUT RATE Percent of youth with IEPs dropping out of high school.	5.40%	5.13%	Y
3B	PARTICIPATION RATE RELA			
	Regular Assessment (RELA) with accommodations		Not Applicable (COVID-19)	
	Regular Assessment (RELA) without accommodations		Not Applicable (COVID-19)	
	Percentage of students with disabilities who participated in statewide Regular Assessment (RELA)		Not Applicable (COVID-19)	
	Percentage of students with disabilities who participated in statewide Alternate Assessment (RELA)		Not Applicable (COVID-19)	
	Percentage of students with disabilities who participated in statewide RELA Assessment	Not Applicable (COVID-19)	Not Applicable (COVID-19)	Not Applicable (COVID-19)

Special Education Annual Reports – Indicator 14 Post-School (SP) Outcomes

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%	State Rate 91.10%	Met Target N
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 27.40%	State Rate 25.62%	Met Target N
14B	Enrolled in higher education or competitively employed within one year of leaving high school.	54.00%	57.78%	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.	80.10%	83.98%	Y

[View Post-School Outcomes Analytics](#)

Indicator 14 Data: FY21 (2020 – 2021)

State Target

- 14A: 27.40%
- 14B: 55.00%
- 14C: 81.00%

State Rate

- 14A: 26.86% **N**
- 14B: 60.34% **Y**
- 14C: 84.23% **Y**

Indicator 14 Data: FY22 (2021 – 2022)

State Target

- 14A: 27.40%
- 14B: 56.00%
- 14C: 82.00%

State Rate

- 14A: 27.0% **N**
- 14B: 61.67% **Y**
- 14C: 84.08% **Y**

Contact Information



Elise James, GaDOE Program Specialist
Postschool Outcomes
Self-Determination Initiatives

ejames@doe.k12.ga.us

404-326-0421

Laurie Ponsell, GaDOE Program Specialist
Transition Compliance

lponsell@doe.k12.ga.us

470-303-0516

Preparing students for life.

www.gadoe.org

   @georgiadeptofed

 youtube.com/c/GeorgiaDepartmentofEducation



Georgia Department of Education

