

Special Education State Advisory Panel (SAP) Meeting

The SAP advises on the unmet needs related to the education of children with disabilities within the State and provides feedback on any rules or regulations proposed by the State regarding special education.

Wednesday, January 15, 2020

Time	Activities and Next Steps																																																																															
10:00 am – 10:15 am ~ Welcome/Opening Activity	<p>Jurée Hall, Chair and Ganesh Nayak, Vice Chair</p> <p>The Panel meeting was opened with introductions and an opportunity to discuss various educational acronyms. This activity supports Panel presenters to improve communication and awareness of content materials for Panel members.</p>																																																																															
10:15 am – 12 pm	<p>Annual Performance Report Indicators</p> <p>GaDOE is required to submit an Annual Performance Report to the Office of Special Education Programs (OSEP) by February 1st each year. The State Systemic Improvement Plan must be submitted by April 1st each year. This plan can be located on the APR webpage, as well. The SAP must advise the State Director of the unmet needs of the state and give feedback concerning targets, progress, slippage, and activities in these areas. You may access additional information about the data using the following link: State and Local Data.</p> <p>During this Panel Meeting, we will address the following indicators: 3, 5, 6, 7, 14 and 17.</p> <p>Indicator 3 (Assessment Participation and Proficiency)</p> <p>Georgia has not meet it participation target for Indicators 3b (Participation) and experienced a small decline. It is important to note that there isn't an opt out of testing for families.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>School Year</th> <th colspan="2">FY17</th> <th colspan="2">FY18</th> <th colspan="3">FY19</th> <th></th> </tr> <tr> <td></td> <th>Target</th> <th>Data</th> <th>Target</th> <th>Data</th> <th>Target</th> <th colspan="2">Data</th> <th>Met</th> </tr> </thead> <tbody> <tr> <td>ELA/Reading</td> <td>98.45</td> <td>99.13</td> <td>98.50</td> <td>98.90</td> <td>98.75</td> <td>98.25</td> <td>-.65</td> <td>N</td> </tr> <tr> <td>Math</td> <td>97.75</td> <td>98.83</td> <td>97.80</td> <td>98.60</td> <td>98.25</td> <td>97.88</td> <td>-.72</td> <td>N</td> </tr> </tbody> </table> <p>State and local public reports link: https://spedpublic.gadoe.org/Views/Shared/_Layout.html.</p> <p>Indicator 3c (Proficiency)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>School Year</th> <th colspan="2">FY17</th> <th colspan="2">FY18</th> <th colspan="3">FY19</th> <th></th> </tr> <tr> <td>ELA/Reading</td> <th>Target</th> <th>Data</th> <th>Target</th> <th>Data</th> <th>Target</th> <th colspan="2">Data</th> <th>Met?</th> </tr> </thead> <tbody> <tr> <td>Grades 3-8</td> <td>17.66</td> <td>(baseline)</td> <td>20.1</td> <td>18.45</td> <td>20.92</td> <td>17.76</td> <td>-.69</td> <td>N</td> </tr> <tr> <td>High School</td> <td>15.73</td> <td>(baseline)</td> <td>18.3</td> <td>20.22</td> <td>22.75</td> <td>17.30</td> <td>-2.9</td> <td>N</td> </tr> </tbody> </table>								School Year	FY17		FY18		FY19					Target	Data	Target	Data	Target	Data		Met	ELA/Reading	98.45	99.13	98.50	98.90	98.75	98.25	-.65	N	Math	97.75	98.83	97.80	98.60	98.25	97.88	-.72	N	School Year	FY17		FY18		FY19				ELA/Reading	Target	Data	Target	Data	Target	Data		Met?	Grades 3-8	17.66	(baseline)	20.1	18.45	20.92	17.76	-.69	N	High School	15.73	(baseline)	18.3	20.22	22.75	17.30	-2.9	N
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Time	Activities and Next Steps						
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School Year	FY17		FY18		FY19			
MATH	Target	Data	Target	Data	Target	Data		Met?
Grades 3-8	baseline	19.97	22.37	21.63	24.03	19.81	-1.8	N
High School	baseline	11.59	14.25	13.87	16.52	13.47	-.40	N

The State declined in these areas and did not meet their targets. The Panel asked about the possible impact of teacher preparation correlated to student proficiency. Additional questions were shared with the presenters that the Department will continue to review for solutions.

How can the Department improve rationales about changes in data? The State could request the information from local districts to improve accuracy of slippage and/or improvement.

How can we ensure that principal leadership receive supports? There is a relationship between inclusive leaders and their direct impact on academic, social emotional, and behavioral outcomes for students.

Is there a relationship between student outcomes and percent of teachers appropriately trained and certified?

Indicator 5 (Least Restrictive Environment)

Inside regular class 80% or more of the day

School Year	16-17	17-18	18-19
Target	65.30%	65.40%	65.50%
Data	64.46%	64.06%	63.04%

Inside the regular class less than 40% of the day

School Year	16-17	16-17	18-19
Target	14.20%	14.10%	14.00%
Data*	15.11%	15.20%	16.26%

In separate schools, residential facilities, hospital/homebound placements*

School Year	16-17	16-17	18-19
Target	1.60%	1.50%	1.38%
Data *	1.97%	1.77%	1.54%

***Note: These environments should be below the target**

The State is not meeting most of the LRE targets for both ages 6-21 and preschool. Also, considering preschool LRE, a lack of universal preschool for all students may impact receiving services in a regular early childhood program. It is proposed that IEP Teams make the appropriate decisions based on student needs. More students require additional services and supports thus impacting access to the curriculum in the regular education environment.

Time	Activities and Next Steps
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Do students in high school demonstrate higher participation in the regular classroom 80% or more?
 How does it impact students when they are not receiving services in their homeschools?

Indicator 6. (Preschool LRE)

School Year	2017	2018	2019
Target Regular Early Childhood program	46.20	46.40	46.60
Data	42.95	41.94	41.76
Target* Separate Special Education Class	23.50	23.00	22.50
Data	25.82	27.44	29.26

Indicator 7 (Preschool Outcomes)

Outcome 1: Positive social-emotional skills (including social relationships);

Outcome 2: Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

Outcome 3: Use of appropriate behaviors to meet their needs.

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.

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.

School Year	2019 Outcome 1	2019 Outcome 2	2019 Outcome 3
Target Summary Statement 1	78.60	81.40	78.00
Data	81.39	83.38	81.02
Target Summary Statement 2	61.80	37.20	72.00
Data	62.68	48.08	71.84

The State is meeting its targets based on the preschool children substantially increasing their rate of growth by the time they turn 6 and most targets for the percent of children exiting within age expectations. A smaller percent of preschool students is closing the gap as compared to the percent making substantial progress.

12 pm – 1 pm ~ WORKING LUNCH (PROVIDED)

Panel Members will use the target setting feedback sheet to advise the State Director of SAP feedback.

1 pm – 2 pm

Continuation of Annual Performance Report Indicators

Annual Performance Indicators: 3, 5, 6, 7, 14 and 17

Indicator 14 (Postschool Outcomes)

Percentage of Youth No Longer in School, within One Year of Leaving High School:

Time	Activities and Next Steps
	<p>A. Enrolled in Higher Education B. Enrolled in Higher Education or Competitively Employed C. Enrolled in Higher Education or Other Postsecondary Education or Training or Competitively Employed or in Some Other Employment</p> <p>OSEP has changed a portion of the measurement to include competitive integrated employment which will have an impact on Ind 14-B and Ind 14-C. The new definition for employment aligns with the Work Force Innovation Act (WIOA). The definition removes the 20 hours requirement for employment and stipulates that the former student is fully integrated with co-workers without disabilities.</p> <p>Definition: Competitively Integrated Employment means full or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities.</p> <p>The data that will be collected for reporting in February 2021 will be baseline. New targets will need to be established from this data.</p> <p>Content Integration Specialists</p> <p>Shared highlights about the current progress with integrating supports and creating equity tools.</p> <p>Numeracy Project – How to be more efficient with setting up the baseline for the project especially at the state schools.</p>
<p>2 pm – 3 pm GaDOE Updates Zelphine Smith-Dixon, State Director</p>	<p>The State Director will share updates and seek feedback on the following topics.</p> <ol style="list-style-type: none"> 1. Should Georgia shift the SIMR outcome data for Indicator 17 to use adjusted cohort data rather than annual event graduation rate? No real opinion but this decision 2. Should the new LEA District Determination use the adjusted cohort graduation rate? All students' completion should be honored. We feel strongly that the annual event graduation rate will provide a truer reflection of the progress for students with disabilities. 3. How can Georgia improve parent access to dispute resolution processes? Mediators need training about how to create more structure which will not allow one party to overshadow the other party. It is important to consider that the parent may not have gone through this process before. DOE can partner with P2P to provide training in this area. 4. How can Georgia strengthen the teacher pipeline?
<p>3 pm – 3:30 pm ~ BREAK/CHECK-IN</p>	
<p>3:30 pm – 4 pm</p>	<p>Updates on the Dyslexia Pilot and implementation of SB 48: The State has selected the pilot districts and will convene a readiness planning meeting February. The State has collaborated with stakeholders to develop tools and</p>

Time	Activities and Next Steps
	provide awareness for tools that are available using other organizations. The Panel suggested that additional communication and awareness would support access and use of the resources.
<p>4 pm – 4:30 pm</p> <p>Public Comment(s)</p> <p>This portion of the SAP Meeting is open to the public. The Public Comment procedures can be obtained using the following weblink: Procedures.</p> <p>Public Comment Online Survey Link: Survey Link</p> <p>Two public comments were made in person. Additional public comments were submitted primarily from Dekalb, Cobb, Fayette, Burke, Clayton addressing:</p> <p>Concerns with being behind</p> <p>Submitted Comments</p> <p>Dyslexia Training and more Teacher Training</p> <p>Lack of programs in home school</p> <p>Lower student/teacher ratio</p> <p>Disciplinary removals</p> <p>Lack of planning time for sped teachers</p> <p>Quicker access to sped services rather than the tiers</p> <p>We need better teacher parent relationship</p> <p>Improved listening to parents</p> <p>Districts are too litigious</p> <p>SWD need comprehensive services for success</p> <p>Teacher access to resources</p> <p>Lack of resource settings for students</p> <p>Focus on fundamentals especially for dyslexia</p> <p>Tiering kids isn't working!</p>	
6:30 pm	<p>WORKING DINNER (PROVIDED)</p> <p>Panel Members will use the target setting feedback sheet to advise the State Director of SAP feedback.</p>

Thursday, January 16, 2020

Time	Activities and Next Steps
7:30 am – 8:15 am	WORKING BREAKFAST (PROVIDED)

8:30 am – 8:45 am - Opening Activity

8:45 am – 9:30 am

SAP Workgroups and Debriefing Time

SAP Workgroups will convene to synthesize feedback per awareness information and presentations.

9:30 am – 10:30 am

Indicator 8 (Parent Satisfaction)

School Year	2016 - 2017	2017 - 2018	2018 - 2019
Target	70.00	71.00	72.00
Data	69.00	71.00	73.00

The State met its target for Indicator 8. More families are participating in the survey and rating their experiences with the local school as being satisfactory.

The SAP will discuss the criteria, as well as, LEAs impacted by FY20 Determinations.

The State Director asked the Panel for feedback to update the Local District Determination Rubric to add results indicators.

10:30 am – 10:45 am

BREAK

10:45 am – 11:30 am

State Identified Alternate Diploma

Matt Cardoza (Assistant Director, GaDOE for Policy Division)

GaDOE provided awareness of Georgia's ESSA Amendment and Waiver Approval specific to the State Identified Alternate Diploma. The redlined rule was available for public comment through the approval during the February State Board of Education meeting. It is important to note that the State-Defined Alternate Diploma is not the equivalent of regular education diploma and will not end a student's right to a Free Appropriate Public Education.

11:30 am – 12 pm

WORKING LUNCH

Provide any additional feedback about Georgia's procedures in this area.

12 pm– 12:30 pm

Wrap up/Next Steps