State Performance Plan (SPP)/ Annual Performance Report (APR): Check-up

Sp. Education Leadership Development Academy (SELDA)
Ms. Dominique Donaldson
September 27, 2023
Introduction

Dominique Donaldson, GaDOE Part B Data Manager

• Over 10 years experience including K-12 special education teacher, School-based LEA Facilitator, Lead LEA Facilitator, Special Education Program Manager, and adjunct professor.

• Received M.Ed. in Special Education from Columbus State University.

• Endorsements or certifications in Educational Leadership and Teacher Support Specialist.
Objectives / Learning Targets

• Participants will:
  • Review Georgia’s progress on meeting targets for SPP/APR clusters
  • Evaluate Georgia’s trend data for SPP/APR Indicators and provide feedback
State Performance Plan/Annual Performance Report Clusters

High School & Life Outcomes
- Graduation Rate-1
- Dropout Rate-2
- Post Secondary Transition-13
- Post School Outcomes-14
- State Systemic Improvement Plan (SSIP)-17

Disproportionality
- Significant Discrepancy-4
- Disproportionate Representation (All Disabilities)-9
- Disproportionate Representation (Specific Disabilities)-10

Environment & Timelines
- School Age Environments-5
- Early Childhood Environments-6
- Child Find/Initial Evaluation-11
- Part C to B Transition-12

Preschool, Parent Involvement & Legal
- Preschool Outcomes-7
- Parent Involvement/Survey-8
- Resolution Sessions-15
- Mediation-16

Assessment
- Assessment-3
Compliance & Results Indicators

Compliance Indicators have a mandatory target that is set at 0% or 100%.

- 4b, 9, 10, 11, 12, and 13

Results Indicators require targets that must show an increase over baseline, be rigorous, and be set with the advice of stakeholders.

- 1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17
SPP/APR Resources & Information

The State Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations (gadoe.org) website provides targets for Indicators and multiple presentations.

SPP/APR 2020-2025 Stakeholder Input

- SPP/APR 2020-2025 Targets (Updated November, 2022)
- SPP/APR 2020-2025 Targets
- SPP/APR 2020-2025 Target Setting Document

SPP/APR 2020-2025 Information

<table>
<thead>
<tr>
<th>Updated Information</th>
<th>Target Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Advisory Panel SPP/APR Overview 9/14/2022</td>
<td>SAP &amp; Stakeholders</td>
</tr>
<tr>
<td>SELDA SPP/APR Overview</td>
<td>New Special Education Directors</td>
</tr>
<tr>
<td>10/19/2022</td>
<td></td>
</tr>
</tbody>
</table>
High School & Life Outcomes

Indicators 1, 2, 13, 14, and 17
SPP/APR INDICATOR 1

Indicator 1: Graduation
Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))
### Graduation Rate Comparison for SWD

<table>
<thead>
<tr>
<th>SPP/APR Annual Event Calculation for OSEP</th>
<th>CCRPI Adjusted Cohort Calculation for ESSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Includes <strong>all</strong> students ages 14-21 who exit special education.</td>
<td>• Includes only high school students who exit school.</td>
</tr>
<tr>
<td>• Students do not have to graduate in 4 years.</td>
<td>• Students must graduate in 4 years.*</td>
</tr>
<tr>
<td>• Alternate Diplomas will be conferred beginning in the 23-24 School Year. These students will not count as a &quot;regular&quot; graduates.</td>
<td>• Alternate Diploma will be conferred beginning in the 23-24 School Year. These students will count as a &quot;regular&quot; graduates.</td>
</tr>
</tbody>
</table>

*except State Defined Alternate Diploma students for whom cohort reassignment is made
Regular Graduates - OSEP

Regular Graduates are defined as:

- students with disabilities receiving a high school diploma **identical** to that for which students without disabilities are eligible, and
- students with disabilities receiving a diploma that is **fully** aligned to State standards.

Students with disabilities receiving a diploma aligned with alternate standards **cannot** count toward the percentage of students receiving a regular diploma for APR calculation purposes.

Students with disabilities who exited high school with a diploma that did not meet the same standards as students without disabilities are classified as receiving a certificate for APR calculation purposes.
### APR Graduation Rate for SWD

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>GRAD RATE (APR) GA</th>
<th>CHANGE FROM PREVIOUS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>68.43% DNM</td>
<td>-1.12</td>
</tr>
<tr>
<td></td>
<td>Target ≥ 71.55%</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>69.55% DNM</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Target ≥ 73.46%</td>
<td></td>
</tr>
</tbody>
</table>

**DNM = Did Not Meet**

**Target**
- ≥ 71.55% for 2022
- ≥ 73.46% for 2021
SPP/APR INDICATOR 2

Indicator 2: Dropout
Percent of youth with IEPs exiting school by dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

\[
\frac{\text{# of children with IEPs exiting school as dropouts (Age 14-21)}}{\text{# of children with IEPs (graduates, dropouts, or students who receive a certificate, ages 14-21) exiting school}}
\]
## Exiting Event Dropout Rate

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>DROPOUT RATE IN GA</th>
<th>CHANGE FROM PREVIOUS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>22.26% Target ≤ 21.56% DNM</td>
<td>+1.12</td>
</tr>
<tr>
<td>2021</td>
<td>21.14% Target ≤ 22.56 MET</td>
<td>NA</td>
</tr>
</tbody>
</table>

**DNM** = Did Not Meet
SPP/APR Indicator 13

Indicator 13: Effective Transition (Secondary)

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))
## Indicator 13 Secondary Transition

<table>
<thead>
<tr>
<th>Transition Plan Review</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Target</td>
<td>91.67% DNM GA</td>
<td>93.54% DNM GA</td>
</tr>
</tbody>
</table>
SPP/APR INDICATOR 14

Indicator 14: Post-School Outcomes

Post-school outcomes: 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))
## Indicators 14A – 14C Post-School Outcomes

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SY 2020-2021</th>
<th>SY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>14A</td>
<td>26.86% DNM GA (≥27.40%)</td>
<td>27.00% DNM GA (≥27.40%)</td>
</tr>
<tr>
<td>14B</td>
<td>60.34% MET GA (≥55.00%)</td>
<td>61.67% MET GA (≥56.00%)</td>
</tr>
<tr>
<td>14C</td>
<td>84.23% MET GA (≥81.00%)</td>
<td>84.08% MET GA (≥82.00%)</td>
</tr>
</tbody>
</table>
SPP/APR INDICATOR 17

**Indicator 17: State Systemic Improvement Plan (SSIP)**

The State-identified Measurable Result (SiMR) for FFY2021 is to increase graduation rates for students with disabilities in 50 selected LEAs.
## SSIP Graduation Rate for SWD

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>GRAD RATE SSIP GA</th>
<th>CHANGE FROM PREVIOUS YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>66.84 Baseline</td>
<td>NA</td>
</tr>
</tbody>
</table>
High School & Life Indicators

• Which Indicators concern you the most in this cluster?
• What steps and/or strategies would you recommend to address areas of concern?

• 1 Graduation Rate
• 2 Dropout
• 13 Secondary Transition
• 14 Postschool Outcomes
• 17 State Systemic Improvement Plan
Interventions & Strategies

- Check and Connect
- Specially Designed Instruction
- Behavior Technical Assistance
- Budget and Data Technical Assistance
Disproportionality

Indicators 4, 9, and 10
4A. Significant Discrepancy – SWD Suspension/Expulsion

**Indicator 4A. Significant Discrepancy**
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;

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))
### 4A. Significant Discrepancy - SWD Suspension/Expulsion

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>PERCENTAGE of LEAs*</th>
<th>GA TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>33.33%</td>
<td>≤30.21% Did Not Meet</td>
</tr>
<tr>
<td>2021</td>
<td>71.43%</td>
<td>≤35.71% Did Not Meet</td>
</tr>
</tbody>
</table>

*LEAs with a Rate Ratio ≥ 2.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for two consecutive years.
4B. Significant Discrepancy - SWD Suspension/Expulsion by Race/Ethnicity

**Indicator 4B.** Significant Discrepancy
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))
4B. Significant Discrepancy - SWD Suspension/Expulsion by Race/Ethnicity

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>PERCENTAGE of LEAs*</th>
<th>GA TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>0%</td>
<td>0% - MET</td>
</tr>
<tr>
<td>2021</td>
<td>0%</td>
<td>0% - MET</td>
</tr>
</tbody>
</table>

*LEAs with a Rate Ratio ≥ 2.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for two consecutive years due to inappropriate practices, policies, and procedures.
SPP/APR Indicator 9

**Indicator 9: Disproportionate Representation – Identification as SWD**

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))

Includes age 5 in K or above and 6-21.
Indicator 9. Disproportionate Representation - Identification as SWD

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>PERCENTAGE of LEAs*</th>
<th>GA TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>0%</td>
<td>0% - MET</td>
</tr>
<tr>
<td>2021</td>
<td>0%</td>
<td>0% - MET</td>
</tr>
</tbody>
</table>

*LEAs with a Risk Ratio ≥ 3.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for 2 consecutive years AND inappropriate policies, practices, and procedures based upon review.
SPP/APR Indicator 10

**Indicator 10: Disproportionate Representation – Identification in a Specific Disability Category**

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))

Includes age 5 in K and above and 6-21.
### Indicator 10. Disproportionate Representation-Identification in a Specific Category as SWD

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>PERCENTAGE of LEAs*</th>
<th>GA TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>1.86%</td>
<td>0% - DNM</td>
</tr>
<tr>
<td>2021</td>
<td>1.46%</td>
<td>0% - DNM</td>
</tr>
</tbody>
</table>

*LEAs with a Risk Ratio ≥ 3.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for 2 consecutive years AND inappropriate policies, practices, and procedures based upon review.
Disproportionate Representation

Disproportionality

- Why is disproportionality a problem in Georgia?
- What strategies would you suggest for improving disproportionality?
- 4 Significant Discrepancy
- 9 Disproportionate Representation (All Disabilities)
- 10 Disproportionate Representation (Specific Disabilities)
Interventions & Strategies

• Check and Connect
• Behavior Technical Assistance
• Targeted Support from the Results Driven Disproportionality Team
Environment & Timelines

Indicators 5, 6, 11, and 12
SPP/APR INDICATOR 5

Indicator 5: Education Environments (School Age) Percent of children with IEPs aged 5 who are enrolled in kindergarten or above 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))
## Indicators 5A – 5C Education Environments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SY 2020-2021</th>
<th>SY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A - Inside General Education 80% or more of the day</td>
<td>62.41% DNM</td>
<td>61.76% DNM</td>
</tr>
<tr>
<td></td>
<td>(≥62.73%)</td>
<td>(≥63.73%)</td>
</tr>
<tr>
<td>5B - Inside the regular class less than 40% of the day</td>
<td>17.17% DNM</td>
<td>17.37% DNM</td>
</tr>
<tr>
<td></td>
<td>(≤16.58%)</td>
<td>(≤16.58%)</td>
</tr>
<tr>
<td>5C - In separate schools, residential facilities, or homebound/hospital placements</td>
<td>1.43 MET (≤1.48%)</td>
<td>1.40 MET (≤1.48%)</td>
</tr>
</tbody>
</table>

**DNM = Did Not Meet**
SPP/APR INDICATOR 6

Indicator 6: Preschool Environments (includes 5-year-olds in Preschool)
Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

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))
## Indicators 6A – 6C Preschool Environments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>SY 2020-2021</th>
<th>SY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A</td>
<td>29.35% DNM (≥32.54%)</td>
<td>28.27% DNM (≥32.54%)</td>
</tr>
<tr>
<td>6B</td>
<td>42.09 DNM (≤41.32%)</td>
<td>44.77% DNM (≤41.32%)</td>
</tr>
<tr>
<td>6C</td>
<td>1.63% Baseline</td>
<td>1.15 MET (≤1.63%)</td>
</tr>
</tbody>
</table>

**DNM = Did Not Meet**
SPP/APR Indicator 11

**Indicator 11: Child Find**

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))
## Indicator 11 Child Find

<table>
<thead>
<tr>
<th>Initial Timelines</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Target</td>
<td>98.16% DNM GA</td>
<td>98.13% DNM GA</td>
</tr>
</tbody>
</table>
SPP/APR Indicator 12

**Indicator 12: Effective Transition (Babies Can’t Wait)**

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))
## Indicator 12 Transition from Part C

<table>
<thead>
<tr>
<th>Babies Can’t Wait Transitions</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Target</td>
<td>96.91% DNM GA</td>
<td>98.10% DNM GA</td>
</tr>
</tbody>
</table>
Environment & Timelines

• Why do you think Environments for SWD have become more restrictive?

• What strategies could be used for school systems to improve evaluation timelines?

• 5 School Age Environments
• 6 Early Childhood Environments
• 11 Child Find/Initial Evaluation
• 12 Part C to B Transition
Interventions & Strategies

• Specially Designed Instruction
• Support from Results Driven Accountability
• Data analysis technical assistance via webinars and face to face sessions
Preschool, Parent Involvement, and Legal Indicators 7, 8, 15, and 16
Indicator 7: Preschool Outcomes
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))
## Indicator 7A – PK Positive Social/Emotional Skills

<table>
<thead>
<tr>
<th>Positive Social/Emotional Skills</th>
<th>SY 2020-2021</th>
<th>SY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. enter PK &lt; age expectation and exit with substantial growth</td>
<td>85.40% MET (≥81%)</td>
<td>82.85% MET (≥82%)</td>
</tr>
<tr>
<td>A2. enter PK &lt; age expectation and exit within age expectation</td>
<td>55.06% DNM (≥63%)</td>
<td>51.05% DNM (≥64%)</td>
</tr>
</tbody>
</table>

**DNM = Did Not Meet**
## Indicator 7B – PK Acquisition of Knowledge and Skills

<table>
<thead>
<tr>
<th>Acquisition of Knowledge and Skills</th>
<th>SY 2020-2021</th>
<th>SY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. enter PK &lt; age expectation and exit with substantial growth</td>
<td>87.98% MET (≥83%)</td>
<td>85.37% MET (≥84%)</td>
</tr>
<tr>
<td>B2. enter PK &lt; age expectation and exit within age expectation</td>
<td>47.93% MET (≥46%)</td>
<td>44.78% DNM (≥47%)</td>
</tr>
</tbody>
</table>

**DNM** = Did Not Meet
7C – PK Use of Appropriate Behaviors to meet Needs

<table>
<thead>
<tr>
<th>Appropriate Behaviors to Meet Needs</th>
<th>SY 2020-2021</th>
<th>SY 2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. enter PK &lt; age expectation and exit with substantial growth</td>
<td>86.48% MET (≥81%)</td>
<td>85.54% MET (≥82%)</td>
</tr>
<tr>
<td>C2. enter PK &lt; age expectation and exit within age expectation</td>
<td>64.68% DNM (≥72%)</td>
<td>63.63% DNM (≥72%)</td>
</tr>
</tbody>
</table>

DNM = Did Not Meet
SPP/APR INDICATOR 8

Indicator 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.

(20 U.S.C. 1416(a)(3)(A))
## Indicator 8 Parent Involvement

<table>
<thead>
<tr>
<th>Parent Survey</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 8</td>
<td>90.21% MET GA (≥88.60%)</td>
<td>86.91% DNM GA (≥88.60%)</td>
</tr>
</tbody>
</table>
SPP/APR INDICATORS 15 & 16

**Indicator 15: Resolution Sessions**

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))

**Indicator 16: Mediation**

Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))
## Indicators 15 & 16

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2020-2021 50% low – 70% high Target Range</th>
<th>2021-2022 50% low – 70% high Target Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>13.04% DNM</td>
<td>25.42% DNM</td>
</tr>
<tr>
<td>16</td>
<td>41.3% DNM</td>
<td>47.87% DNM</td>
</tr>
</tbody>
</table>

**DNM** = Did Not Meet
Preschool Outcomes, Parent Involvement, and Legal

- Why do you think preschool students are generally showing improvement, but not meeting age expectations when exiting preschool?
- What strategies could be used to improve parent satisfaction on the parent satisfaction survey?
- How could Resolution Sessions and Mediations reach more favorable outcomes?

- 7 Preschool Outcomes
- 8 Parent Involvement
- 15 Resolution Sessions
- 16 Mediation
Interventions & Strategies

• Targeted Preschool Support from Results Driven Accountability
• Preschool Training on the Childhood Outcomes form used to measure preschool outcomes
• Data analysis technical assistance via webinars and face to face sessions
• Ombudsman and Family Engagement and Parent Information
• Georgia Parent Mentor Partnership
• IEP Team Meeting Facilitation
Assessment

Indicator 3
3A. Participation Rate Percent

\[
\frac{\text{# of children with IEPs participating in an assessment}}{\text{# of children with IEPs enrolled during the testing window}}
\]

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing
### 3A. Reading Assessment Participation

- The actual percent is shown in bold for 2021-2022 with a + sign indicating MET target and a – sign indicating did not meet target.
- The target is shown below the actual percent in parentheses.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>Baseline 77.84%</td>
<td>97.26% MET (≥95.00%)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Baseline 63.30%</td>
<td>96.69% MET (≥95.00%)</td>
</tr>
<tr>
<td>High School</td>
<td>Baseline 62.74%</td>
<td>96.93 MET (≥95.00%)</td>
</tr>
</tbody>
</table>

DNM = Did Not Meet
3A. Math Assessment Participation

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>Baseline 77.7%</td>
<td>97.08% MET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(≥95.00%)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Baseline 61.48%</td>
<td>96.19% MET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(≥95.00%)</td>
</tr>
<tr>
<td>High School</td>
<td>Baseline 60.71%</td>
<td>95.82% MET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(≥95.00%)</td>
</tr>
</tbody>
</table>

DNM = Did Not Meet
3B. Proficiency Rate- Grade Level Standards

# of children with IEPs scoring at or above proficient against grade level academic achievement standards

# of children with IEPs who received a valid score and a proficiency level on the regular assessment

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing
3B. Reading Proficiency Rate (against grade level academic achievement standards)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SY 2020-21 Baseline</th>
<th>SY 2021-22 Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>12.77%</td>
<td>13.52% DNM (≥14.77%)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>9.17%</td>
<td>8.50% DNM (≥11.17%)</td>
</tr>
<tr>
<td>High School</td>
<td>5.5%</td>
<td>8.27 MET (≥7.50%)</td>
</tr>
</tbody>
</table>

DNM = Did Not Meet
3B. **Math Proficiency Rate** (against grade level academic achievement standards)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>Baseline 18.93%</td>
<td>20.61% DNM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(≥20.93%)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Baseline 7.91%</td>
<td>9.88% DNM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(≥9.91%)</td>
</tr>
<tr>
<td>High School</td>
<td>Baseline 5.69%</td>
<td>9.41% MET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(≥7.69%)</td>
</tr>
</tbody>
</table>

DNM = Did Not Meet
3C. Proficiency Rate - Alternate Standards

# of children with IEPs scoring at or above proficient against alternate academic achievement standards

# of children with IEPs who received a valid score and a proficiency level on the alternate assessment

• Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8

• Must have an IEP at the time of testing
### 3C. Reading Proficiency Rate (against alternate academic achievement standards)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>Baseline 66.00%</td>
<td>65.00% DNM (≥66.00%)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Baseline 82.77%</td>
<td>84.62% MET (≥82.77%)</td>
</tr>
<tr>
<td>High School</td>
<td>Baseline 72.19%</td>
<td>70.08% DNM (≥72.19%)</td>
</tr>
</tbody>
</table>

DNM = Did Not Meet
### 3C. Math Proficiency Rate (against alternate academic achievement standards)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>Baseline 58.98%</td>
<td>56.02% DNM (≥58.98%)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Baseline 66.52%</td>
<td>66.86 % MET (≥66.52%)</td>
</tr>
<tr>
<td>High School</td>
<td>Baseline 66.40%</td>
<td>71.07% MET (≥66.40%)</td>
</tr>
</tbody>
</table>

**DNM = Did Not Meet**
3D. Proficiency Rate Gap

Proficiency rate for students with IEPs scoring at or above proficient against *grade level standards* subtracted from the proficiency rate of *all* students scoring at or above proficient against grade level standards

- All students group includes students with IEPs
- Calculation only includes students with IEPs who participated in regular, not alternate assessment
- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing
3D. **Reading Proficiency Gap** (gap in rates for children with IEPs and all students against grade level standards)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>Baseline 23.89</td>
<td>24.27 DNM (≤21.89)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Baseline 32.01</td>
<td>32.16 DNM (≤30.01)</td>
</tr>
<tr>
<td>High School</td>
<td>Baseline 24.16</td>
<td>34.17 DNM (≤22.16)</td>
</tr>
</tbody>
</table>

**DNM** = Did Not Meet
3D. Math Proficiency Gap (gap in rates for children with IEPs and all students against grade level standards)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td>Baseline 24.22</td>
<td>23.45 DNM (≤22.22)</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Baseline 24.01</td>
<td>26.59 DNM (≤22.01)</td>
</tr>
<tr>
<td>High School</td>
<td>Baseline 15.96</td>
<td>23.76 DNM (≤13.96)</td>
</tr>
</tbody>
</table>

DNM = Did Not Meet
Assessment

• Which assessment results concern you the most?
• What, if any, long term impact from COVID is represented in the assessment results?
• What strategies would you recommend to improve assessment results?

• 3 Assessment
  • 3A Participation
  • 3B Achievement (Milestones)
  • 3C Achievement (GAA)
  • 3D Achievement Gap (Milestones only)
Interventions & Strategies

• Check and Connect
• Specially Designed Instruction
• Behavior Technical Assistance
• Budget and Data Technical Assistance
Contact Us – GO-IEP & Data Team
We’re Here to Help!

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