State Advisory Panel

State Performance Plan (SPP) and Annual Performance Report (APR)

Overview

October 30, 2020
As a part of the SAP……..

• What motivates you to serve and advise on the unmet needs of students with disabilities?
• Why is the SPP/APR a regulatory requirement?
• How can the SPP/APR inform and enhance Georgia’s work for students with disabilities?
Is the motivation about work for others?

“Life’s most persistent and urgent question is: ‘What are you doing for others?’

—Dr. Martin Luther King Jr.
Is the work about a vision for students?

If you are working on something exciting that you really care about, you don’t have to be pushed. The vision pulls you.

Steve Jobs
Student Outcomes
Student Outcomes
Start here
Ok, but what does that have to do with the SPP/APR and our work?

“BE SURE YOU PUT YOUR FEET IN THE RIGHT PLACE, THEN STAND FIRM.”

—ABRAHAM LINCOLN
The Why for the SPP/APR ➔ Putting our feet in the Right Place

• The SPP/APR provides us with a roadmap for our work
• Targets students with disabilities from 3-21
• Provides an opportunity to construct measurable goals that can significantly positively impact the lives of students
• Provides us with an annual update on meeting targets
• Examples can be seen in improved graduation outcomes, fewer dropouts, enhanced inclusion of students with disabilities
Goals of the Presentation

• Indicate the role the SPP/APR serves in determining Georgia’s level of effectiveness in meeting the needs of students with disabilities
• List the Indicators contained in the SPP/APR
• Describe the criteria for measuring, and state the trend data for Georgia’s SPP/APR Indicators:
  • Indicator 1- Graduation Rate
  • Indicator 2- Dropout Rate in the SPP/APR
  • Indicator 8- Parent Involvement in the SPP/APR
  • Indicator 11- Child Find
  • Indicator 12- Early Childhood Transition
  • Indicator 17- State Systemic Improvement Plan (SSIP)
• Discuss next steps for SSIP
What is the State Performance Plan (SPP)/Annual Performance Report (APR)?

The State Performance Plan/Annual Performance Report is composed of Results and Compliance Indicators to evaluate the provision of education to students with disabilities. A template developed by the Office of Special Education Programs (OSEP) allows for narrative sections such as program description and commentary as well as data entry.
What is the State Performance Plan (SPP)/ Annual Performance Report (APR)?

The SPP/ APR is a single document. It provide targets for each indicator. Each year the level of performance toward meeting each target is indicated in the SPP/ APR. The SPP/ APR provides updates on performance annually and includes trend data on performance.
SPP/APR Description

• SPP/APR is developed for at least a **six-year interval** with a measurement table.

• **OSEP** has just released and the Office of Management and Budget (OMB) has approved the new measurement table to be used beginning with submissions for February 2022. This presentation will not include details of these changes, but will focus on the data to be reported in February 2021.

• Contains indicators designed to measure effective special education programming

• **Results Indicators** in the SPP/APR such as graduation and dropout rates have annual targets developed after reviewing the baseline performance of a state on that Indicator

• **Compliance Indicators** in the SPP/APR such as Suspension/Expulsion have a specified target of 0% while others, such as Child Find are targeted at 100%
SPP/APR Indicator Description

Indicator 1: Graduation

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source
Same data as used for reporting to the Department of Education (Department) under Title I of the Elementary and Secondary Education Act (ESEA).

Measurement
States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the State has established one.

Instructions
Sampling is not allowed.
Describe the results of the State’s examination of the data for the year before the reporting year (e.g., for the FFY 2018 SPP/APR, use data from 2017-2018), and compare the results to the target. Provide the actual numbers used in the calculation.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain.

Targets should be the same as the annual graduation rate targets for children with disabilities under Title I of the ESEA.
States must continue to report the four-year adjusted cohort graduation rate for all students and disaggregated by student subgroups including the children with disabilities subgroup, as required under section 1111(h)(1)(C)(iii)(II) of the ESEA, on State report cards under Title I of the ESEA even if they only report an extended-year adjusted cohort graduation rate for the purpose of SPP/APR reporting.
## SPP/APR Indicator

Indicator 11 Child Find – Initial Evaluations is shown below:

### 11 - Indicator Data

<table>
<thead>
<tr>
<th>Historical Data</th>
<th>2005</th>
<th>85.50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFY</td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td>98.28%</td>
<td>98.42%</td>
</tr>
<tr>
<td>FFY</td>
<td>2014</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td>98.42%</td>
<td>98.80%</td>
</tr>
<tr>
<td>FFY</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td>98.80%</td>
<td>98.50%</td>
</tr>
<tr>
<td>FFY</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td>98.50%</td>
<td></td>
</tr>
<tr>
<td>FFY</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td>97.91%</td>
<td></td>
</tr>
</tbody>
</table>

### Targets

<table>
<thead>
<tr>
<th>FFY</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### FFY 2018 SPP/APR Data

<table>
<thead>
<tr>
<th>(a) Number of children for whom parental consent to evaluate was received</th>
<th>(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)</th>
<th>FFY 2017 Data</th>
<th>FFY 2018 Target</th>
<th>FFY 2018 Data</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>35,500</td>
<td>FFY 2017 Data</td>
<td>34,980</td>
<td>97.91%</td>
<td>FFY 2018 Target</td>
<td>FFY 2018 Data</td>
<td>Did Not Meet Target</td>
</tr>
</tbody>
</table>
SPP/APR

• Each state reports yearly progress through the SPP/APR to OSEP.

• The SPP/APR also provides a clear picture of the trend of data across the years.

• The content of the SPP/APR is developed with the input of stakeholders. In Georgia, the State Advisory Panel serves this role.

• OSEP reviews each state’s SPP/APR and issues a Determination of the state’s implementation of special education services.
State Determinations

OSEP State Determination Categories

• **Meets requirements** and purposes of the IDEA

• **Needs assistance** in implementing the requirements of Part B or Part C of the IDEA

• **Needs intervention** in implementing the requirements of Part B or Part C of the IDEA

• **Needs substantial intervention** in implementing the requirements of Part B or Part C of the IDEA
Georgia’s 2020 Determination Status

United States Department of Education
Office of Special Education and Rehabilitative Services

June 25, 2020

Honorable Richard Woods
State School Superintendent
Georgia Department of Education
205 Jesse Hill Jr. Drive Southeast, 2066 Twin Towers East
Atlanta, Georgia 30334

Dear State Superintendent Woods:

I am writing to advise you of the U.S. Department of Education’s (Department) 2020 determination under section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Georgia meets the requirements and purposes of Part B of the IDEA. This determination is based on the totality of the State’s data and information, including the Federal fiscal year (FFY) 2018 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.
As noted above, the State’s 2020 determination is Meets Requirements. A State’s 2020 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%, unless the Department has imposed Special or Specific Conditions on the State’s last three IDEA Part B grant awards (for FFYs 2017, 2018, and 2019), and those Specific Conditions are in effect at the time of the 2020 determination.

OSEP appreciates the State’s efforts to improve results for children and youth with disabilities and looks forward to working with your State over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,

Laurie VanderPloeg
Director
Office of Special Education Programs

cc: State Director of Special Education
**Indicator 1: Graduation**
Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

**Indicator 2: Drop Out**
Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

**Indicator 3: Indicator 3B: Participation for Students with IEPs**
**Indicator 3C: Proficiency for Students with IEPs**
These indicators will not be a part of the SPP/APR submitted in FY21 since standardized assessment requirements were waived for FY20.

**Indicator 4A: Suspension/Expulsion**
Rates of Suspension/Expulsion- Percent of districts that have a significant discrepancy 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))
Indicator 4B: Suspension/Expulsion
Rates of Suspension/Expulsion- Percent of districts that have: (a) 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) policies, procedures or practices that contribute to the significant discrepancy 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))

Indicator 5: Education Environments (children 6-21) includes 5-year-old Kindergarten students
Education environments (children 6-21): Percent of children with IEPs 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))
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; and

B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

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 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 9: Disproportionate Representation**
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))

**Indicator 10: Disproportionate Representation in 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))
Categories are: Speech/Language Impaired, Specific Learning Disabilities, Intellectual Disabilities, Autism, Other Health Impaired, Emotional Behavioral Disorder
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 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. (20 U.S.C. 1416(a)(3)(B))
Indicator 13: Secondary Transition
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 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 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:
Enrolled in higher education within one year of leaving high school.
Enrolled in higher education or competitively employed within one year of leaving high school.
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))
SPP/APR INDICATORS

**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))

**Indicator 17: State Systemic Improvement Plan (SSIP)**
Data Reporting Year for SPP/APR Indicators

Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2021 is based upon SY 2019-2020):

- Indicator 3 (Assessment, not evaluated this year)
- Indicator 5 (School Age Settings)
- Indicator 6 (Early Childhood Settings)
- Indicator 7 (Preschool Outcomes)
- Indicator 8 (Parent Involvement)
- Indicator 9 & 10 (Disproportionate Representation)
- Indicator 11 (Child Find)
- Indicator 12 (Part C to B Transition)
- Indicator 13 (Secondary Transition with IEP Goals)
- Indicator 14 (Secondary Transition)
- Indicator 15 (Hearing Requests Resolved)
- Indicator 16 (Mediation Agreement)
- Indicator 17 (State Systemic Improvement Plan-SSIP)
Data Reporting Year for SPP/APR Indicators

Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2021 is based upon SY 2018-2019):

- Indicator 1 (Graduation Rate)
- Indicator 2 (Dropout Rate)
- Indicator 4 (Suspension/Expulsion)
State Advisory Panel

State Performance Plan (SPP) and Annual Performance Report (APR)

Indicators 1 and 2

Linda Castellanos, Program Manager Data & GO-IEP Unit
Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source
Same data as used for reporting to the Department of Education (Department) under Title I of the Elementary and Secondary Education Act (ESEA).

Measurement
Georgia reports data for children with disabilities using the four-year adjusted cohort graduation rate required under the ESEA. States must continue to report the four-year adjusted cohort graduation rate for all students and disaggregated by student subgroups including the children with disabilities subgroup, as required under section 1111(h)(1)(C)(iii)(II) of the ESEA, on State report cards under Title I of the ESEA even if they only report an extended-year adjusted cohort graduation rate for the purpose of SPP/APR reporting.
Students with Disabilities Graduation Rate

- 2019: 62.94%
- 2018: 61.11%
- 2017: 56.27%
- 2016: 56.59%
- 2015: 54.33%
- 2014: 36.5%
- 2013: 35.09%
Dramatic 27% Increase in SWD Graduation Rate 2013-2019!
Graduation Rate

Indicator 1: SWD Graduation 2013

Indicator 1: SWD Graduation 2019
Indicator 2: Drop Out Rate

Percent of youth with IEPs dropping out of high school.
(20 U.S.C. 1416 (a)(3)(A))

Data Source
The current dropout rate calculation in GA is used for all students, and for all subgroups of students, including students with disabilities. It is an annual event dropout rate which reports all students who dropped out of high school in the reported year determined in accordance with the National Center for Education Statistics Common Core of Data.

Measurement
States must report a percentage of students in 9th through 12th grades with a withdrawal reason corresponding to dropout. All students in grades 9-12 with a withdrawal code corresponding to a dropout reason are counted in the numerator. The denominator in this formula is all students with disabilities in grades 9-12.

A student is considered a dropout when the student withdraws from school with one of the following reasons: Marriage, Expelled, Financial Hardship/Job, Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority, Low Grades/School Failure, Military, Adult Education/Postsecondary, Pregnant/Parent, Removed for Lack of Attendance, Serious Illness/Accident, and Unknown.
## Students with Disabilities Dropout Rate

### 2018-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Georgia Dropout Rate</th>
<th>Georgia Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5.68</td>
<td>5.9</td>
</tr>
<tr>
<td>2014</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>2015</td>
<td>5.6</td>
<td>5.8</td>
</tr>
<tr>
<td>2016</td>
<td>5.6</td>
<td>5.7</td>
</tr>
<tr>
<td>2017</td>
<td>5.74</td>
<td>5.6</td>
</tr>
<tr>
<td>2018</td>
<td>5.47</td>
<td>5.5</td>
</tr>
<tr>
<td>2019</td>
<td>5.13</td>
<td>5.4</td>
</tr>
</tbody>
</table>
Dropouts Numbers SY 2018 → 2019

- **69,234**
  - # of SWD
  - Grades 9-12

- **3,555**
  - # of SWD Dropout
  - Grades 9-12

- **5.13%**
  - Target 5.47%
  - Met Target
Actions Leading to Increased Graduation and Decreased Dropout Rate

Consistent and Pervasive Work

Ms. Ann Cross, Program Manager SSIP
Consistent and Pervasive Efforts to Target Graduation and Dropout

October 23, 2020 Email Blast

From Federal Programs - Division for Special Education Services and Supports

October is National Dropout Prevention Month. The implications of dropping out are high for students, families, communities, and society as a whole; therefore, it is pivotal that we bridge the gaps for students at-risk of dropping out by utilizing effective interventions and identifying students early (Wilkins & Bost, 2015).

Resources are shared on the GaDOE School Completion Toolkit webpage.

- School Completion: Dropout Prevention Resources and Tools
- Early Warning Systems to Improve Student Outcomes: Supporting States, Districts, and Schools with ESSA Student Succeeds Act Requirements
- Preventing School Dropout - What You Need to Know (video for families)
School and District Effectiveness and Other Divisions Collective Supports to Improve Graduation Rates and Student Outcomes

Virtual Fall Statewide Instructional Leadership Conference

October 6-7, 2020

<table>
<thead>
<tr>
<th>Topic</th>
<th>Attendees</th>
<th>Engagement Rating</th>
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<tbody>
<tr>
<td>Accessibility</td>
<td>57</td>
<td>4.7</td>
</tr>
<tr>
<td>Attendance</td>
<td>109</td>
<td>4.5</td>
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<tr>
<td>SS Leadership</td>
<td>94</td>
<td>4.7</td>
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<tr>
<td>Assistive Technology</td>
<td>59</td>
<td>4.6</td>
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<tr>
<td>Restorative Practices</td>
<td>188</td>
<td>4.3</td>
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<tr>
<td>Communicating with Parents</td>
<td>169</td>
<td>4.2</td>
</tr>
<tr>
<td>Effective Math Strategies</td>
<td>192</td>
<td>4.5</td>
</tr>
<tr>
<td>Effective ELA Strategies</td>
<td>239</td>
<td>4.6</td>
</tr>
<tr>
<td>MTSS Supports for Students</td>
<td>303</td>
<td>4.3</td>
</tr>
<tr>
<td>Selecting and Evaluating Evidence-Based Practice</td>
<td>263</td>
<td>4.5</td>
</tr>
<tr>
<td>Set Sail with Science</td>
<td>85</td>
<td>4.6</td>
</tr>
</tbody>
</table>

*Engagement/Satisfaction Rating is 0-5 scale. 5 is Exceptional Presentation Level and relevant to changing educator practice and helping improve student outcomes.
School Completion Toolkit
State Systemic Improvement Plan 20-21 Presentation
Early Warning System ABC One-Pager
District Implementation Fidelity Rubric
District Implementation Scoring Form
School Implementation Fidelity Rubric
School Implementation Scoring Form
Evidence Based Practices Checklist
Developing Whole School Inclusive Strategies for Reducing Chronic Absence by Attendance Works
Processing Deficits, Accommodations, & Specialized Instruction Strategies
FY21 SSIP Recorded Webinars and Other Resources
Check and Connect
Co-Teaching and LRE Webpage
Contact your regional GLRS for tiered and tailored supports
GLRS Contact Information
School Completion Toolkit

The School Completion Toolkit provides links to state and national resources, as well as successful practices from LEAs across the state, aimed at improving outcomes for all students, including students with disabilities.
Identifying the Need

Stakeholders must conduct a thorough data analysis from all relevant sources, including district wide Early Warning System (EWS) data, to identify the students most at-risk for dropping out of school and not graduating.
The literature and research advises EWS teams to set thresholds for indicators using **local data** when possible—thresholds vary between districts and even within the same district over time.
**Attendance**

- When a student misses **20 days of school**, or **10% of their instructional time**, they are considered chronically absent.

**Behavior**

- If a student has **two or more behavior infractions** (e.g. office discipline referrals) they are at-risk of dropping out.

**Course Completion**

- Reading below grade level by the end of 3rd grade
- Failing English or math in grades 6-9
- GPA below 2.0
- 2 or more course failures in 9th grade
- Failure to be promoted to 10th grade on time

*According to On Track for Success, the landmark 2011 report by Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University*
Georgia 8th Grade Student Absences and 4 Year Graduation Rate

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>4-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82%</td>
</tr>
<tr>
<td>1 to 5 Days</td>
<td>80%</td>
</tr>
<tr>
<td>6 to 10 Days</td>
<td>72%</td>
</tr>
<tr>
<td>11 to 14 Days</td>
<td>61%</td>
</tr>
<tr>
<td>15 or More Days</td>
<td>38%</td>
</tr>
</tbody>
</table>
Suspension and Dropout

Out of school suspension (OSS) and graduation rates are negatively correlated.

*Georgia Appleseed Center for Law and Justice, June 2011*

Schools with high rates of OSS have lower schoolwide achievement and lower perceptions of school safety by the student body as a whole.

*American Psychological Association, 2008*

A single OSS in 9th grade is associated with a 50% increase in dropping out and a 19% decrease in enrollment in postsecondary éducation.

*Balfanz et al., 2015*
One high school student drops out every 26 seconds

- Retention increases the risk of dropping out between 20%- 50%.

- Students retained as early as K–4th grade are five times more likely to dropout.

- Up to 78% of students who dropout before graduation have been retained at least once.

- “Minority students and students living in poverty constitute the majority of those who are retained.”

(Jimerson, 2001b, p 53)
Establish and Train Team

There is no way a single teacher has all the **time**
All the **knowledge**
and all the **skills**
To meet all the needs
Of every child in his or her class(es).

Buffaman, Mattos, & Webber, 2009

**We depend on collective efficacy**
No Implementation Team

From “Letting it Happen”

14%
17 Years

Improvement in Intervention Outcomes

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005

Implementation Team

To “Making it Happen”

80%
3 Years
Select Evidence-Based Interventions

**Georgia’s Systems of Continuous Improvement’s Problem-Solving Cycle**

**Step 2 | Select Interventions**

Once local strengths and needs are identified, evidence-based interventions should be selected to meet those needs. The ESSA and ED regulations/guidance lay out four categories of interventions:

<table>
<thead>
<tr>
<th>Types of Evidence-based Interventions</th>
<th>Strong Evidence</th>
<th>Moderate Evidence</th>
<th>Promising Evidence</th>
<th>Demonstrates a Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported by at least one randomized study</td>
<td>Supported by at least one quasi-experimental study</td>
<td>Supported by at least one correlational study</td>
<td>Supported by programs with a rationale based on high-quality research or a positive evaluation that are likely to improve student or other relevant outcomes and that are undergoing evaluation; supported by a logic model</td>
<td></td>
</tr>
</tbody>
</table>

Several online databases have been developed to assist LEAs with identifying evidence-based interventions. Below is a list of common databases:

- **Evidence for ESSA** from the Center for Research and Reform in Education at Johns Hopkins University, in collaboration with a distinguished Technical Work Group focuses on math and reading programs.
- **Best Evidence Encyclopedia** provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review on a variety of programs available for students in grades K-12.

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Selecting Evidence-Based Interventions

- Every Student Succeeds Act (ESSA) requires the use of Evidence-Based Interventions

- Outlines four levels or categories of evidence that can be considered when selecting EBPs
Selecting Evidence-Based Interventions

- National Center on Intensive Intervention
- National Technical Assistance Center on Transition
- What Works Clearinghouse
- Promising Practices
- National Center for Systemic Improvement
- Best Evidence Encyclopedia
- National Dropout Prevention Center/Network
- Collaborative for Academic, Social, and Emotional Learning
- Evidence for ESSA
- Student Engagement Project
- SAMHSA Evidence-Based Practices Resource Center
- Center on Instruction
- Ask REL
- Ideas That Work
- Social Programs That Work
### Purpose of Intervention Map:

- **Align Resources**: Don’t buy what you don’t need.
- **Identify gaps** in support.
- Compile a **comprehensive list** to ensure at-risk students have access to all available interventions/supports.

<table>
<thead>
<tr>
<th>Attendance (Example)</th>
<th>Tier 1- Universal All Students</th>
<th>Tier 2- Preventive 15-20% of Students</th>
<th>Tier 3- Intensive 5-10% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Every absence brings a response</td>
<td>Two or more unexcused absences in a month brings brief daily check by an adult</td>
<td>Sustained one-on-one attention and problem solving</td>
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<tr>
<td></td>
<td>Create a culture that says attending everyday matters</td>
<td>Attendance team (teacher, counselor, administrator, parent) investigates and problem solves (why isn’t student attending)</td>
<td>Appropriate social service or community supports</td>
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<tr>
<td></td>
<td>Positive social incentives for good attendance</td>
<td>Data tracking by teacher teams</td>
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<td>Data tracking by teacher teams</td>
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<table>
<thead>
<tr>
<th>Behavior</th>
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<tr>
<th>Course Performance</th>
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<tr>
<th>Social-Emotional Learning</th>
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</table>
TIERS OF INTERVENTION TO REDUCE CHRONIC ABSENCE

OVERVIEW
This handout is intended to help a school or district think about alignment between its strategies and level of student need. The list of strategies is not exhaustive but supportive and intended to inspire your own ideas about what could be in place.

STRATEGIES
The columns represent three tiers of strategies. Tier I Strategies are Universal Strategies that should be available to every student in a school building. Tier II Strategies are aimed at early intervention and designed to help students who need slightly more support to avoid chronic absence. Tier III Strategies are intensive supports offered to the students facing the greatest challenges to getting to school. Our assumption is that all levels of strategies involve some level of these core ingredients: A. Monitor data, B. Engage students and families, C. Recognize good and improved attendance, D. Provide personalized outreach and E. Remove barriers.

LEVELS OF STUDENT NEEDS
This chart assumes that students can be divided into tiers reflecting the level of anticipated need for supports:

Tier I = students whose good attendance could be maintained and cultivated as long as the universal, prevention-oriented supports are in place.

Tier II = students who have a past history of moderate chronic absence (missing 10% or more of school) or face a risk factor (e.g., chronic illness like asthma) which makes attendance more tenuous and need a higher level of more individualized support in addition to benefiting from the universal supports.

Tier III = students with several levels of chronic absence (missing 20% or more of school in the past year or during the first month of school) and/or face a risk factor (like involvement in the child welfare or juvenile justice system, homelessness or having a parent who has been incarcerated).
## Strategies for Improving Classroom Behavior

### Tips for Dealing with Inappropriate Behaviors

- Public rules, private reprimands
- Non-emotional response
- Call student by name
- Make eye contact and get on the student's level
- To prevent behavior issues, have limited rules (stated positively) and routines in place
- Consequences should be consistently enforced
- Consequences should be logical and related to the behavior
- Plan and practice for smooth transitions
- Positive responses should outweigh negatives 3 to 1

### Strategies for Revenge Seeking Behaviors

Students who demonstrate revenge seeking behaviors are the hardest type of behavior and are most disturbing to the teacher.

These students are determined to hurt the teacher psychologically or physically. They are sending a message which is, “I am going to get even.” No matter how far you are, these students feel mistreated and consider you an adversary.

Teachers can sometimes determine the purpose of the revenge seeking behavior, because it makes the adult feel emergent, famous or revenge seeking yourself. Remember, when you feel emergent with a student, STOP! Say to yourself, “stay calm and don’t get angry”. Remember not to personalize the student’s action. Use the severe clause of your discipline plan. After the action is dealt with, try to establish a trusting relationship with the student.

Examples of revenge seeking behavior: willful destruction of your property and/or psychological abuse such as vulgar or hateful looks and gestures. Many of the revenge seeking behaviors are against the law and require referring to the severe behavior clause of the school code of conduct. The best strategy is to try not to get into the revenge cycle with a student.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build a Trusted Relationship with Student</strong></td>
<td>Try to connect with the student in some way: student’s personal interest, favorite outdoor activity, sports.</td>
<td>Training relationships are built on mutual respect.</td>
</tr>
<tr>
<td><strong>DON’T YELL or LITE THREAT</strong></td>
<td>Maintain non-negative comments and “respecting” students.</td>
<td>Nagging and extending further a student’s misbehavior instead of how to get attention.</td>
</tr>
</tbody>
</table>
15 Effective Strategies for Dropout Prevention

Since 1996, the National Dropout Prevention Center (NDPC) has conducted and analyzed research, sponsored workshops and national conferences, and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America’s dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school. Therefore, the solutions are multi-dimensional. The NDPC has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented in stand-alone strategies, positive outcomes will result when school districts or other agencies develop programs that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

- Foundational Strategies
  - Systematic Approaches
  - School-Community Collaboration
  - Safe Learning Environments
- Early Interventions
  - Family Engagement
  - Early Childhood Education
  - Early Literacy Development
- Basic Core Strategies
  - Monitoring/Tracking
  - Service Learning
  - Alternative Schooling
  - After School/Out-of-School Opportunities
- Managing and Improving Instruction
  - Professional Development
  - Active Learning
  - Educational Technology
  - Individualized Instruction
  - Career and Technical Education (CTE)

Step 1 and 2
## Links to Publicly Reported Data to monitor dropouts and graduation rates

<table>
<thead>
<tr>
<th>Type of Data</th>
<th>Source of Data</th>
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</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>• Special Education Annual Reports (GaDOE)</td>
</tr>
<tr>
<td></td>
<td>• Archived Special Education Annual Reports (2016-17 and earlier) (GaDOE)</td>
</tr>
<tr>
<td></td>
<td>• Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)</td>
</tr>
<tr>
<td><strong>District Enrollment</strong></td>
<td>• Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)</td>
</tr>
<tr>
<td></td>
<td>• 4-Year Cohort Graduation Rate (Go to GaDOE/Data&amp;Reporting/Graduation Rates for downloadable Excel) (GaDOE)</td>
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<td>• Enrollment by Grade (GaDOE)</td>
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<td></td>
<td>• Enrollment by Ethnicity/Race (GaDOE)</td>
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<tr>
<td><strong>District Enrollment – SWDs</strong></td>
<td>• Student Longitudinal Data System (SLDS) - Enrollment &amp; SWDs</td>
</tr>
<tr>
<td><strong>% of SWD</strong></td>
<td>• Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)</td>
</tr>
<tr>
<td><strong>SWD Eligibility Areas</strong></td>
<td>• Enrollment by Disability Area (GaDOE)</td>
</tr>
<tr>
<td><strong>Achievement Gap</strong></td>
<td>• Special Education Annual Reports (GaDOE)</td>
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<td></td>
<td>• Archived Special Education Annual Reports (2016-17 and earlier) (GaDOE)</td>
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<td></td>
<td>• CCRPI Reports (GaDOE)</td>
</tr>
<tr>
<td><strong>Student Absences</strong></td>
<td>• Publicly Reported Data – Achievement, Grad Rate, Preschool Data, Demographic Data and more (GOSA)</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>• K-12 Student Discipline Dashboard (GOSA)</td>
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<tr>
<td></td>
<td>• Find My School’s Suspension Rate (At the school level you may search by subcategories: grade, gender, race/ethnicity and special ed status) (GaAppleseed)</td>
</tr>
<tr>
<td><strong>Student Perceptions of School</strong></td>
<td>• Georgia’s Students Health and Safety Survey (GaDOE)</td>
</tr>
<tr>
<td><strong>Dropout Rate</strong></td>
<td>• Special Education Annual Reports (GaDOE)</td>
</tr>
<tr>
<td></td>
<td>• Archived Special Education Annual Reports (2016-17 and earlier) (GaDOE)</td>
</tr>
<tr>
<td><strong>Reasons for Dropping Out</strong></td>
<td>• Georgia’s Students Health and Safety Survey (GaDOE)</td>
</tr>
</tbody>
</table>

Located on Step 1 & Step 5
Plan Interventions

The LEA and school’s plan to improve the graduation rate and intervene with students who are at risk of disengaging from school should be embedded within the District and/or School Improvement Plan. In some cases, LEAs and schools may wish to have a more detailed action plan that ensures ease of plan monitoring. It is for this purpose that an optional action plan template is included here as an example. Click each image to access resource, presentation or full document.

Consolidated LEA Improvement Plan (CLIP)

Optional Action Plan Template
Mapping Appropriate Interventions to Student Needs

To be successful, we must do MORE than just flag students who are at risk. We must identify the **root causes** that the student is off track and provide appropriate research-based, evidence-based interventions and practices to support the individual student’s needs.
Multidimensional Student Engagement

- **Academic**
  - “I am failing my classes.”
  - “The work is too hard.”
  - “I can't do it.”

- **Cognitive**
  - “Why do I need to know algebra?”
  - “I am never going to graduate anyway.”
  - “School is stupid.”

- **Behavioral**
  - “I keep forgetting to set my alarm.”
  - “I missed the bus.”
  - “My mama didn’t wake me up.”

- **Affective**
  - “I have no friends.”
  - “I am not riding the bus. Kids pick on me.”
  - “My teachers don’t want me there anyway. What’s the point?”

**Attendance**
Interventions in Secondary Schools

• Increase reading comprehension or vocabulary skills
• Learn *strategy* to access content of text with limited reading ability
• Learn *strategy* to complete homework independently
• Learn to use different assistive technologies (e.g., screen readers, organizational tools)
• Increase student engagement

American Institute for Research (AIR)
# Effective Specially Designed Instruction

## Processing Deficits, Accommodations and Specialized Instruction Strategies

<table>
<thead>
<tr>
<th>Psychological Processing Deficit</th>
<th>Observable Behaviors Associated with Deficit</th>
<th>Accommodations to consider</th>
<th>Specialized Instructional Strategies to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Functioning</td>
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<tr>
<td>- Includes the brain-based functions that involve mental control and self-regulation. Executive functions are analogous to a maestro of an orchestra, while the rest of the cognitive processes comprise the band itself. Executive functioning guides the management of our internal resources to achieve a goal.</td>
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<tr>
<td>Attention control - the ability to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom. Difficulty maintaining concentration.</td>
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<tr>
<td>- Developmentally inappropriate levels of attention</td>
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<td>- Fails to complete work or activities on time</td>
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<td>- Steps work before finished</td>
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<td>- Switches frequently between activities, including play activities</td>
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<td>- Difficulty listening to information presented aloud</td>
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<td>- Distracted by things happening in proximity while completing activities</td>
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<td>- Overly focuses on the small parts, often failing to complete the big project</td>
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<td>- Difficulty eliminating extraneous information (during note taking; story listening,...)</td>
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<td>- Disorganized (including in written work)</td>
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<td>- Difficulty maintaining attention to steps to complete a task</td>
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<tr>
<td>- May give the impression they are not listening or has not heard what has been said</td>
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<tr>
<td>- Disruptive behaviors</td>
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<tr>
<td>- Difficulty organizing materials</td>
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<tr>
<td>- Use an incentive system to encourage on-task behavior</td>
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<tr>
<td>- Use “if-then” or “first-then” plan to encourage focus on non-preferred tasks</td>
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<tr>
<td>- Provide self-monitoring checklists</td>
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<tr>
<td>- Write start and stop times on assigned tasks</td>
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<tr>
<td>- Break tasks into smaller subtasks</td>
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<tr>
<td>- Provide short breaks</td>
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<tr>
<td>- Use a timer</td>
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<tr>
<td>- Make tasks interesting by using a variety of instructional modalities</td>
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<td>- Provide praise when on-task</td>
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<tr>
<td>- Provide outlines for note taking</td>
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<tr>
<td>- Provide concept maps, formula cards, checklists, lists of steps</td>
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<tr>
<td>- Provide a quiet location for the student to go work</td>
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<tr>
<td>- Add visual cues (color coding and emphasis marks) to bring attention to important information</td>
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<tr>
<td>- Maintain a structured environment with defined procedures</td>
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<td>- Provide seating to allow for reduced distractions</td>
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<tr>
<td>- Teach self-monitoring strategies</td>
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<tr>
<td>- Teach organizational strategies—especially reading organization strategies for comprehension</td>
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<tr>
<td>- Teach the use of:</td>
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<tr>
<td>- Procedural checklists</td>
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<tr>
<td>- To-do lists</td>
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<tr>
<td>- Schedules</td>
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<tr>
<td>- Calendars</td>
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<tr>
<td>- Charts</td>
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<tr>
<td>- Various graphic organizers to teach concepts</td>
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<tr>
<td>- Rubrics</td>
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<td>- Visual study aids</td>
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<tr>
<td>- Self-monitoring charts</td>
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<tr>
<td>- Self-talk strategies</td>
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<tr>
<td>- Teach students to break large tasks into steps backward plan</td>
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</tbody>
</table>

Located in STEP 2

Bartow County School System 2017
Taken and Adapted from Cobb County and Fayette County 2012 Documents
Co-Teaching Resources
Located on Step 2

Co-Teaching Series

- Module 1 - Co-Teaching for Student Success
- Module 2 - Co-Planning for Student Success
- Module 3 - Co-Instructing for Student Success
- Module 4 - Co-Assessing for Student Success
- Module 5 - General Supervision: The Role of the Administrator
- Module 6 - Co-Teaching for Student Success: A Practical Guide for Classroom Teachers
Implement the Plan with Fidelity

Engage Students & Families in the Plan

- **Self-Determined Learning Model of Instruction** - Self-determination University of Kansas
- **The Student Engagement Project** - University of Nebraska-Lincoln
- **Check and Connect** - University of Minnesota
- **Georgia Career Information Center (GCIS/GCIS Jr.)**
- **Community-Based Innovative Interventions**

- **Family Engagement Resource** - American Institutes for Research
- **Information for Parents** - Georgia Department of Education
- **Georgia Parent to Parent**
- **Georgia Parent Mentor Partnership**
- **Georgia Parent Mentor Partnership Toolkit**
- **ASPIRE Parent Training Videos** - Georgia Department of Education
- **Language Strategies for Parents** - Georgia Department of Education
Progress monitoring is conducted in order to monitor students’ response to the intervention that is being implemented. This section provides information about the purpose, process and essential components of progress monitoring.

- **Evaluating Learner Outcomes and Fidelity** - The Iris Center
- **Georgia’s Tiered System of Supports for Students (TSSS) Resources on Progress Monitoring**
- **Georgia's TSSS Essential Components**
- **Georgia's TSSS Implementer Series Unit 4 Progress Monitoring**
- **Taxonomy of Interventions (America’s Institute of Research)**
# Early Warning System Fidelity Checklist

<table>
<thead>
<tr>
<th>I. Establish and train a team using the EWS</th>
<th>Operational Documented Evidence Provided</th>
<th>In Progress</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develop a team of broad stakeholders</td>
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<tr>
<td>b. Provide professional development on EWS</td>
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<td>c. Assign roles and responsibilities</td>
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<tr>
<td>d. Establish a monthly meeting schedule</td>
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<tr>
<td>II. Identify accurate indicators</td>
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</tr>
<tr>
<td>a. Choose indicators</td>
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<tr>
<td>b. Establish thresholds</td>
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<tr>
<td>III. Design and use reports</td>
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</tr>
<tr>
<td>a. Identify at-risk students utilizing recommended timeframe</td>
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<tr>
<td>b. Develop student level reports</td>
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<tr>
<td>c. Develop school summary reports/District reports</td>
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<tr>
<td>IV. Map appropriate interventions to individual student needs</td>
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<td></td>
</tr>
<tr>
<td>a. Map school level interventions to indicators</td>
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<tr>
<td>b. Assign interventions to students</td>
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<tr>
<td>V. Evaluate student progress and intervention effectiveness,</td>
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</tr>
<tr>
<td>a. Examine student progress</td>
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<tr>
<td>b. Examine intervention effectiveness</td>
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</tr>
<tr>
<td>c. Modify intervention plan as needed</td>
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<tr>
<td>d. Document next steps</td>
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</tbody>
</table>
SAP - Advisement, Input, Questions
Indicators 1 & 2

- Advisement
- Input
- Remaining Questions
State Advisory Panel

State Performance Plan (SPP) and Annual Performance Report (APR)

Indicator 8

Dr. Dawn Kemp, Program Specialist/Part B Data Manager
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))

Data Source
State selected data source. Georgia used an online survey to gather data to satisfy the Indicator 8 reporting requirement. All families of children with disabilities had the opportunity to participate in the survey, including parents of preschool students. Parents were all offered the same survey regardless of the grade level of the student allowing the analysis procedures to be valid and reliable. Paper copies were also available upon request. Georgia began using the online survey during the 2016-2017 school year.

Measurement
Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.
Number of Respondents: 24,492
Total Satisfaction (1 - 10): 5.15 out of a possible 10. This score is in the middle 50% of systems.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Strongly Disagree %</th>
<th>Strongly Disagree %</th>
<th>Disagree %</th>
<th>Agree %</th>
<th>Strongly Agree %</th>
<th>Very Strongly Agree %</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am considered an equal partner with teachers and other professionals in planning and making decision about my child's program.</td>
<td>4.05</td>
<td>1.58</td>
<td>2.93</td>
<td>15.74</td>
<td>17.83</td>
<td>57.86</td>
<td>5.15</td>
</tr>
<tr>
<td>Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.</td>
<td>4.30</td>
<td>1.57</td>
<td>3.31</td>
<td>14.75</td>
<td>17.43</td>
<td>58.64</td>
<td>5.15</td>
</tr>
<tr>
<td>My child's evaluation report and other written information are written in terms I understand.</td>
<td>3.48</td>
<td>1.19</td>
<td>2.48</td>
<td>14.61</td>
<td>17.97</td>
<td>60.27</td>
<td>5.23</td>
</tr>
<tr>
<td>At the IEP meeting, we discussed accommodations and modifications that my child would need.</td>
<td>3.79</td>
<td>1.02</td>
<td>1.79</td>
<td>12.50</td>
<td>15.33</td>
<td>65.56</td>
<td>5.31**</td>
</tr>
<tr>
<td>The school communicates regularly with me regarding my child's progress on IEP goals.</td>
<td>5.15</td>
<td>2.16</td>
<td>4.88</td>
<td>14.87</td>
<td>16.81</td>
<td>56.13</td>
<td>5.04</td>
</tr>
<tr>
<td>Teachers are available to speak with me.</td>
<td>3.90</td>
<td>1.22</td>
<td>2.70</td>
<td>13.28</td>
<td>15.38</td>
<td>63.52</td>
<td>5.26</td>
</tr>
<tr>
<td>School offers parents variety of ways to communicate with teachers.</td>
<td>3.90</td>
<td>1.48</td>
<td>3.13</td>
<td>14.57</td>
<td>16.46</td>
<td>60.46</td>
<td>5.20</td>
</tr>
<tr>
<td>Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.</td>
<td>4.07</td>
<td>1.18</td>
<td>2.55</td>
<td>14.44</td>
<td>16.35</td>
<td>61.42</td>
<td>5.22</td>
</tr>
<tr>
<td>The school gives parents the help they may need to play an active role in their child's education.</td>
<td>4.51</td>
<td>1.80</td>
<td>3.85</td>
<td>15.11</td>
<td>17.63</td>
<td>57.09</td>
<td>5.11</td>
</tr>
<tr>
<td>The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.</td>
<td>6.27</td>
<td>2.52</td>
<td>7.67</td>
<td>16.86</td>
<td>16.05</td>
<td>50.63</td>
<td>4.85*</td>
</tr>
</tbody>
</table>

NOTE: **the highest mean; *the lowest mean
Parent Involvement

Parent Satisfaction Rating

<table>
<thead>
<tr>
<th>Year</th>
<th>GA Rating</th>
<th>GA Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-14</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>14-15</td>
<td>46 44.5</td>
<td>45</td>
</tr>
<tr>
<td>15-16</td>
<td>49 45</td>
<td></td>
</tr>
<tr>
<td>16-17</td>
<td>69 69</td>
<td></td>
</tr>
<tr>
<td>17-18</td>
<td>71 70</td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td>73 71</td>
<td></td>
</tr>
<tr>
<td>19-20</td>
<td>88 72</td>
<td></td>
</tr>
</tbody>
</table>

Legends:
- GA RATING
- GA TARGET
## Parent Satisfaction

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 (**)  

88.15%

## Item Ranking - from Highest to Lowest Ranked Items

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Item Text</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>At the IEP meeting, we discussed accommodations and modifications that my child would need.</td>
<td>93.39%</td>
</tr>
<tr>
<td>3</td>
<td>My child’s evaluation report and other written information are written in terms I understand.</td>
<td>92.85%</td>
</tr>
<tr>
<td>8</td>
<td>Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.</td>
<td>92.21%</td>
</tr>
<tr>
<td>6</td>
<td>Teachers are available to speak with me.</td>
<td>92.17%</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Percentage</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>7</td>
<td>School offers parents variety of ways to communicate with teachers.</td>
<td>91.49%</td>
</tr>
<tr>
<td>1</td>
<td>I am considered an equal partner with teachers and other professionals in planning and making decision about my child's program.</td>
<td>91.43%</td>
</tr>
<tr>
<td>2</td>
<td>Teachers ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my opinion if I disagree with a decision by the school.</td>
<td>90.82%</td>
</tr>
<tr>
<td>9</td>
<td>The school gives parents the help they may need to play an active role in their child's education.</td>
<td>89.83%</td>
</tr>
<tr>
<td>5</td>
<td>The school communicates regularly with me regarding my child's progress on IEP goals.</td>
<td>87.81%</td>
</tr>
<tr>
<td>10</td>
<td>The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post school settings.</td>
<td>83.54%</td>
</tr>
</tbody>
</table>
PARENT SURVEY
DEMOGRAPHICS DATA by Race/Ethnicity

Overview

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (W)</td>
<td>11,627</td>
<td>47.47%</td>
</tr>
<tr>
<td>Black or African American (B)</td>
<td>7,753</td>
<td>31.86%</td>
</tr>
<tr>
<td>Hispanic or Latino (H)</td>
<td>2,803</td>
<td>11.44%</td>
</tr>
<tr>
<td>Asian (S)</td>
<td>619</td>
<td>2.53%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander (P)</td>
<td>18</td>
<td>0.07%</td>
</tr>
<tr>
<td>American Indian or Alaska Native (I)</td>
<td>138</td>
<td>0.58%</td>
</tr>
<tr>
<td>Multiracial (M)</td>
<td>981</td>
<td>4.01%</td>
</tr>
<tr>
<td>Unknown (UNK)</td>
<td>555</td>
<td>2.27%</td>
</tr>
</tbody>
</table>

State

Number of Valid Responses: 24,492

Child Demographics
## PARENT SURVEY

**DEMOGRAPHICS DATA by Grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK-5</td>
<td>13,265</td>
<td>54.16%</td>
</tr>
<tr>
<td>6-8</td>
<td>5,605</td>
<td>22.89%</td>
</tr>
<tr>
<td>9-12</td>
<td>4,906</td>
<td>20.03%</td>
</tr>
<tr>
<td>Unknown (UNK)</td>
<td>716</td>
<td>2.92%</td>
</tr>
</tbody>
</table>
### Primary Exceptionality

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism (AUT)</td>
<td>3,931</td>
<td>16.05%</td>
</tr>
<tr>
<td>Deaf-Blind (DB)</td>
<td>17</td>
<td>0.07%</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing (D/HH)</td>
<td>211</td>
<td>0.96%</td>
</tr>
<tr>
<td>Emotional and Behavioral Disorder (EBD)</td>
<td>1,289</td>
<td>5.26%</td>
</tr>
<tr>
<td>Intellectual Disability (ID)</td>
<td>1,692</td>
<td>6.91%</td>
</tr>
<tr>
<td>Orthopedic Impairment (OI)</td>
<td>129</td>
<td>0.53%</td>
</tr>
<tr>
<td>Other Health Impairment (OHI)</td>
<td>2,468</td>
<td>10.08%</td>
</tr>
<tr>
<td>Significant Developmental Delay (SDD)</td>
<td>2,441</td>
<td>9.97%</td>
</tr>
<tr>
<td>Specific Learning Disability (SLD)</td>
<td>6,075</td>
<td>24.80%</td>
</tr>
<tr>
<td>Speech/Language Impairment (SL)</td>
<td>3,596</td>
<td>14.88%</td>
</tr>
<tr>
<td>Traumatic Brain Injury (TBI)</td>
<td>115</td>
<td>0.47%</td>
</tr>
<tr>
<td>Visually Impaired Including Blind (VI)</td>
<td>137</td>
<td>0.56%</td>
</tr>
<tr>
<td>Unknown (UNK)</td>
<td>2,391</td>
<td>9.78%</td>
</tr>
</tbody>
</table>

* Percentages have been rounded and as a result may not add to exactly 100%*
* If less than 10 responses, count will not be shown*
Parent Involvement
Effective Strategies and Interventions

Ms. Anne Ladd, Family Engagement Specialist
Parent Survey

• For families of all students who have an IEP

• Ten questions
  English and Spanish

• Online Survey open from January - May
GaDOE Documents

• Common Questions & Answers for Parent Mentors and Administrators

• Tips for Parent Survey Success!
Encourage Buy-in and Support

• Share information about the survey with LEA leadership

• Reinforce the importance of reaching all families of students with IEPs

• Develop a process for promoting participation in the survey collection
Make a Plan

• Develop a protocol for the survey submission process

• Create a Teacher Tip Sheet

• Produce a flyer for families
Parent Survey: Special Education

2019

The following process has been developed to administer the Georgia Parent Survey for Special Education in Oconee County Schools, in order to obtain the best return and results. The survey window will be open from January 16, 2019 to May 31, 2019. The online survey is available in both English and Spanish. The OCS Parent Mentor, Amy McCollum, will send out the link to all special education teachers/Case managers as soon as it is available. Every parent of a student with an IEP will be given the opportunity to complete the online survey at the time of their student’s annual IEP Review including “speech only”.

For students whose annual IEP meeting occurred prior to the opening of the survey window, the student’s case manager will contact the parent and provide them with the survey link, making every effort to ensure that all parents of students with IEPs complete the survey.

1. The department chair should discuss ideas for incentives with their departments, and develop an incentive that you think would work best for your students and their parents, to increase survey completion. School administrators are open to helping with these ideas for incentives include ice cream/fruit study coupons from the cafeteria, a pass to a school sports event, a coupon for an additional computer/fetch time, or a PBS reward. Notify Amy Mo, the incentive chair will be using by January 31.

2. At the time the Notice of Meeting is generated for the student’s annual IEP review, the case manager will include the Parent Survey Information Sheet, and a Parent IEP Preparation Sheet for the IEP Meeting. If the notice of meeting is being sent electronically as an attachment to an email, these documents can also be sent electronically as an attachment. If the notice is being sent home as a hard copy, the parent letter and the IEP preparation sheet should be sent home in print as well. Include “Complete Parent Survey” on the IEP meeting agenda.

3. Throughout the school year, and at the IEP meeting, the case manager will intentionally consider and implement (as appropriate) the suggestions offered by our district parent mentor (“Parent Survey – Teacher Tip Sheet”). These suggestions include simple ideas like making sure the parent understands that tests such as EOCs and Georgia Milestones are “state mandated tests” setting parents know how best to communicate with school staff, provide a copy of Parent’s Rights and explain what it is, and providing information on learning opportunities (calendar for parent workshops).

4. At the end of the IEP meeting, the case manager will have a Chromebook or laptop ready, with the survey pulled up, and request that the parent take a few moments to complete it (assure parents that the survey is only 10 questions and won’t take long). Give parents a few moments to complete the survey in private, and to hit “Submit” when they finish. Assure them that their answers will be anonymous. Don’t forget to glue the student’s incentive!

5. For parents of students whose IEP meetings were held before the survey window opened (August 2018 – January 15, 2019), case managers should email them the link and encourage them to complete the survey. One way to use an incentive in this situation is to ask the parent to print or take a screen shot of the survey at the end of the survey, and email or text it in to receive the incentive. Another option is to have a Chromebook or laptop available in the front office or the media center for parents to stop by and complete the survey (this option would benefit families with limited access to technology as well). Be sure these students receive their incentive, too!

6. Amy will also be continually promoting the survey through parent emails, periodic reminders, posting the link on the Special Education web page, and the Parent Connection website.

7. Department chairs will be updated on survey returns for each school, as we receive those reports from DOE, so you will be aware of what has been received each week.

8. Teachers respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families. Ask for equal throughout the school year; make positive personal contacts whenever possible.
9. The school gives parents the help they may need to play an active role in their child's education. Promote the Parent Connection webpage as a resource for parent-teacher communication, and the Parent Handbook for Special Education (available on the Parent Connection website). Use the vocabulary: "Our school is a partner in offering free training to parents of students receiving special education services." Other options to help parents connect to the school include PTO participation, and other volunteer opportunities to encourage parents to be active members of their child's education.
10. The school provides information on agencies that can assist my child in grade level transitions and/or transitions to post-school settings. Promote the Parent Connections webpage (which has links to support groups, the Parent Handbook for Special Education, parent workshop calendar, and other resources) to the Parent Handbook for Special Education. Since it is part of the IEP team, help the child's parents understand the role of their child's teacher in the IEP process. The school will provide the child and family with a copy of the IEP, make recommendations for appropriate post-school transitions based on the IEP, and provide information on agencies that can assist my child in grade level transitions and/or transitions to post-school settings. The child's parents may request a copy of the IEP, make recommendations for appropriate post-school transitions based on the IEP, and provide information on agencies that can assist my child in grade level transitions and/or transitions to post-school settings.
Something new - to address the low score on question 10:

A “Parent Resource Guide” with contact info on applying for SSI, Medicaid, important websites, recreation opportunities...with a copy of the parent workshop schedule on the back.

(it has the word “RESOURCE” in the title!!!)
SAP- Advisement, Input, Questions
Indicator 8

- Advisement
- Input
- Remaining Questions
State Advisory Panel

State Performance Plan (SPP) and Annual Performance Report (APR)

Indicators 11 and 12

Ms. Linda Castellanos
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)). The requirement is to report those children for whom the evaluation has been COMPLETED. This means that some students may have been referred, but the evaluation has not yet been completed, and may be late. Those students will be reported in the following year.

Data Source

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State’s timeline for initial evaluations.

Measurement

a. # of children for whom parental consent to evaluate was received.
b. # of children whose evaluations were completed within 60 days (or State-established timeline). Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays. Percent = [(b) divided by (a)] times 100.

Targets must be 100%.
Indicator 11 Timeline Exceptions

Note that under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply to a public agency if:
(1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
(2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability. States should not report these exceptions in either the numerator (b) or denominator (a).

If the State-established timeframe provides for exceptions through State regulation or policy, describe cases falling within those exceptions and include in b.

(3)*Georgia Exception - Extenuating Circumstance
Initial Evaluations Completed in 60 Calendar Days using State Timeframe

Initial Evaluations

<table>
<thead>
<tr>
<th>Year</th>
<th>GA Completion Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>97.69</td>
<td>100</td>
</tr>
<tr>
<td>2014</td>
<td>98.78</td>
<td>100</td>
</tr>
<tr>
<td>2015</td>
<td>98.84</td>
<td>100</td>
</tr>
<tr>
<td>2016</td>
<td>98.8</td>
<td>100</td>
</tr>
<tr>
<td>2017</td>
<td>98.55</td>
<td>100</td>
</tr>
<tr>
<td>2018</td>
<td>97.91</td>
<td>100</td>
</tr>
<tr>
<td>2019</td>
<td>98.54</td>
<td>100</td>
</tr>
<tr>
<td>2020</td>
<td>98.8</td>
<td>100</td>
</tr>
</tbody>
</table>
Child Find – Indicator 11

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))

27,741 children referred for evaluations
- 301 children were late but had allowable exceptions and are NOT included in the calculation

27,440 children referred and considered in the Timelines calculation

Allowable Exceptions
- 29 Parent does not produce child for evaluation
- 255 Extenuating Circumstances
+ 17 Enrolls from another district in process of referral

301 Exceptions
Child Find – Indicator 11

• 328 of the 27,440 children referred and considered in the Timelines calculation had evaluations completed late without allowable exceptions who were included in the Timeline Percentage calculation.

  1.2% of children had evaluations completed late
  98.8% of children had evaluations completed on time

REASONS LATE

  24 student delays
  23 parent delays
  232 teacher/evaluator errors or delays
  35 system errors
  + 14 ‘other’

328 evaluations completed late
**Indicator 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. (20 U.S.C. 1416(a)(3)(B))

**Data Source**
Data to be taken from State monitoring or State data system.

**Measurement**

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays (on time but excluded from the denominator since it cannot be determined whether the IEP would also have been completed on time if eligible).
c. # of those found eligible who have an IEP developed and implemented by their third birthdays (on time, used as numerator).
d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied (excluded from the denominator).
e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays (excluded from the denominator).

Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

**Formula:** Percent = \[\left(\frac{c}{a - b - d - e - f}\right)\] times 100.
Indicator 12 Timeline Exceptions

The timeframe set for initial IEP in IDEA does not apply if:

(1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation
(2) Parent refusal to provide consent caused delays in evaluation or initial services
(3) The Child was referred to BCW less than 90 days before the 3rd birthday resulting in a late referral to the school district.

(4)*Georgia Exception - Extenuating Circumstance
BCW Transition & IEP Meeting Completed by Student’s 3rd Birthday

![Graph showing performance metrics from 2013 to 2020]

- **2020**: Target 98.41, Georgia Performance 98.4
- **2019**: Target 98.4, Georgia Performance 98.98
- **2018**: Target 99.52, Georgia Performance 98.75
- **2017**: Target 99.25, Georgia Performance 99.25
- **2016**: Target 98.8, Georgia Performance 98.8
- **2015**: Target 98.84, Georgia Performance 98.84
- **2014**: Target 98.8, Georgia Performance 98.84
- **2013**: Target 98.8, Georgia Performance 98.84
Early Childhood Transitions – Indicator 12

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))

Of the 3,916 Total number of completed referrals, 2847 were eligible and had an IEP in place by age 3. This number is used as the numerator (c in the formula on slide 93)
Early Childhood Transitions – Indicator 12

In the 19-20 school year, 370 children were late but had allowable exceptions and are excluded in the denominator (see (d) and (e) in the formula on slide 93)
653 children were found ineligible by 3 and are excluded in the denominator (see (b) in the formula on slide 93)

Allowable Exceptions
- 92 Parent does not produce child for evaluation
- 227 Extenuating Circumstances
- 18 Parent Refuses to Provide Consent
- +33 Referred to BCW < 90 days before 3rd birthday resulting in a late referral to the school system

370 Exceptions
Now let’s complete the calculation for the 19-20 school year.

2847 children were eligible and had an IEP in place by age 3. This number is used as the numerator.

2893 is the denominator discussed on the prior slide.

2847 / 2893 = 98.41 % on time.
Early Childhood Transitions – Indicator 12

The difference between the numerator and the denominator is the 46 children who had transitions completed late without allowable exceptions. Some of these were not eligible but are still counted as late because the IEP could not have been completed by age 3 if the student was found to be eligible.

1.59% of children had placements completed late

REASONS LATE

- 1 student delays
- 11 parent delays
- 25 teacher/evaluator errors or delays
- 0 system errors
- 9 ‘other’

46 transitions completed late
Timelines Support & Improvement

Ms. Laurie Ponsell, Program Specialist, Results Driven Accountability Unit
Ms. Phoebe Atkins, Program Specialist, Data & GO-IEP Unit
Indicator 11

• LEAs maintain a log initial referrals to special education and completion dates.
• A spreadsheet is provided for the LEAs to use which tracks:
  • number of referrals completed
  • number of children who are eligible or not eligible
  • If late,
    • the number of days late
    • the reasons late
• Special Education Directors submit these data by July 31st each year for the previous fiscal year. **LEAs were to report this data by September 30, 2020 due to COVID-19 school closures.** The data are submitted in the Timelines Application in the Special Education Dashboard. The target is 100% completed on time to be compliant.

*Initial Evaluation Timeline Tracking Log*
Indicator 11 Reporting Guidance

Indicator 11 Timeline Reporting Guidance

- Consent received on or prior to June 30, 2020* (blue)
- Consent received 20-21 School Year - as early as July 1, 2020 and (blue)
- Evaluation completed by September 30, 2020 (blue)
- Report on September 30, 2020 (orange)
- Report in FY21 Data Collection (green)
Child Find – Indicator 11

LEAs not at 100% must participate in Prong 1 and Prong 2 activities.

• Prong 1 requires Special Education Directors to provide a brief narrative about the policies, practices, and procedures that were revised to support the correction of non-compliance. This narrative is submitted in the Timelines application in the GADOE Dashboard. Also, Special Education Directors are required to submit the list of students’ names reported as late and the date that the evaluation/eligibility determination was completed. This addresses isolated findings of non-compliance.

• Prong 2 requires Special Education Directors to submit current year timeline data to demonstrate systemic compliance. Data regarding evaluation/eligibilities completed between October 1 and December 11, 2020 must be submitted through the Dashboard.
Indicator 12

- LEAs maintain a log of children transitioning from Part C to Part B and dates that an eligibility determination was made and IEP in place.

- A spreadsheet is provided for the LEAs to use which tracks:
  - number of referrals
  - number of children who have an IEP developed and in place by the 3rd birthday
  - If late,
    - the number of days late
    - the reasons late

- Special Education Directors submit these data by July 31st each year for the previous fiscal year. LEAs were to report this data by September 30, 2020 due to COVID-19 school closures. The data are submitted in the Timelines Application in the Special Education Dashboard. The target is 100% completed on time to be compliant.

BCW Timeline Tracking Log
Indicator 12 Reporting Guidance

Indicator 12 Timeline Reporting Guidance

- Referral obtained 19-20 School Year - by July 1, 2020
- Referral obtained 20-21 School Year - as early as July 1, 2020 and afterwards
- Initial IEP completed by September 30, 2020
- Report on September 30, 2020
- Report in FY21 Data Collection
Early Childhood Transitions – Indicator 12

• LEAs not at 100% must participate in Prong 1 and Prong 2 activities.

• Prong 1 requires Special Education Directors to provide a brief narrative about the policies, practices, and procedures that were revised to support the correction of non-compliance. This narrative is submitted in the Timelines application in the GADOE Dashboard. Also, Special Education Directors are required to submit the list of students’ names reported as late and the date that the IEP was completed. This addresses isolated findings of non-compliance.

• Prong 2 requires Special Education Directors to submit current year Early Childhood transition data to demonstrate systemic compliance. Data regarding IEPs completed between October 1, 2020 and December 11, 2020 must be submitted through the Dashboard Timeline Application in January 2021. GADOE staff reviews the data submitted to determine whether the LEA has policies, practices, and procedures in place to ensure timely implementation of IEPs.
Resources and Supports for Timelines

Data Conference
• FY2021 August 26, 2020


Data Presentations/Videos FY20

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Data-Presentations-Recordings-Documents.aspx

SE Dashboard Applications Data Entry for Indicator 11 Child Find
SE Dashboard Applications Data Entry for Indicator 12 Early Childhood Transition
SE Dashboard Applications Timelines Reporting with GOIEP and Portal Verification After Timelines Submission

Special Education Leadership Development Academy (SELD A) –
• Understanding SPP/APR – July 2019
• Data Collection and Reporting – March and October 2020
## Resources and Supports for Timelines

<table>
<thead>
<tr>
<th>Child Find – Indicator 11</th>
<th>Early Childhood Transitions – Indicator 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Supervision and IDEA</strong></td>
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<tr>
<td>Implementation Training: September 2019 &amp; June 2019</td>
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<tr>
<td><strong>GADOE Timeline Guidance – COVID-19</strong></td>
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<tr>
<td>March 2020</td>
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<td><strong>Young Children resource Link-</strong></td>
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<tr>
<td><strong>Early Childhood Education – Early Intervention Partnership Forum (BCW &amp; GADOE)</strong></td>
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<tr>
<td>May 2020</td>
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Verification of Timelines

- The GADOE also conducts a Verification of Timelines process for randomly selected districts each year. If selected, Directors are to upload child specific data for the students who they have reported with completed evaluations/eligibility determinations and IEPs the previous year.

- If LEAs continue to be non-compliant for Timelines after Prong 2 or Verification, they are contacted by a District Liaison and provided TA and an opportunity for Professional Learning provided by GADOE staff. The LEA must provide documentation of their plan to provide Professional Learning to their district on the Indicators and submit to GADOE for review and approval.
GO-IEP Timelines Support

Provides LEAs an ongoing monitoring tool for system administrators to monitor timelines for both Indicator 11 and Indicator 12 in the form of a tracking log.
GO-IEP Timelines Support

For the LEA staff, the due date for the initial evaluation is available on their student main timelines page. There is also a report available so they can see the due date easily for the initial evaluation.

Initial Evaluation Due Date: 10/24/2020
GO-I EP Timelines Support

GO-I EP will do the calculations from the tracking log and provide them with the information to report. This report can be run at any point in during the school year as well for them to monitor their progress.
SAP- Advisement, Input, Questions
Indicators 11 & 12

- Advisement
- Input
- Remaining Questions
Indicator 17

State Systemic Improvement Plan (SSIP)

Ms. Ann Cross
Indicator 17: Regulatory Requirement

• The Office of Special Education Programs (OSEP) has required that each State Educational Agency (SEA) develop a State Systemic Improvement Plan (SSIP) that includes a comprehensive, multi-year focus on improving results for students with disabilities.

• Each state must develop a plan that will outline the development of strategies to increase state capacity to structure and lead meaningful change in Local Educational Agencies (LEAs).

• While the primary focus of the plan is on improvement for students with disabilities, the State must also address in its SSIP how the State will use its general supervision systems to improve implementation of the requirements of Individuals with Disabilities Education Act (IDEA).
**Georgia Student Success Logic Model**

### Theory of Action

If we provide high quality services and supports for leaders, teachers, and families to meet the whole child needs of each student, then school climate and student outcomes will improve graduation rates resulting in increased quality of life and a workforce ready future.

### Overarching Themes

- Engage all stakeholders including leaders, teachers, families, and students in the continuous improvement process.
- Provide coordinated supports from the GaDOE to build the capacity of districts in supporting schools in the implementation of evidence-based practices designed to improve graduation rates.
- Focus on improved school climate, academic achievement, and graduation rates.

### Inputs

**GaDOE Partners**
- Special Education Services and Supports
- School and District Effectiveness
- Federal Programs
- Curriculum and Instruction
- Assessment and Accountability
- Teacher and Leader Support and Development

**Local Education Agencies**

**External Partners**
- RESA
- GLRS
- CEEDAR Center
- Council for Chief State School Officers

### Strategies

#### Coherent Improvement Strategy One:

Provide high quality professional learning to leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

- Professional learning events (e.g., MTSS, Check and Connect, Leadership Launches, Early Warning System, Instructional Leaders Conferences, etc.) completed
- District personnel participation in professional learning events

#### Coherent Improvement Strategy Two:

Develop and disseminate print and digital resources to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

- School Completion Toolkit Disseminated
- EBP Implementation Fidelity Checklist Disseminated
- High School Graduation Plan Support Guide Disseminated

#### Coherent Improvement Strategy Three:

Provide technical assistance including coaching to support leaders, teachers, and families in selected districts to improve effective instruction, engaging school climate, and student outcomes.

- Plan of Support/District Improvement Plan developed for selected districts
- Monthly technical assistance and coaching sessions completed

### Outputs

#### Short-term

- Improve practitioner (district and school) knowledge of strategies for selecting and implementing evidence-based practices.

#### Mid-term

- Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning.

#### Long-term

- Increase engagement of stakeholders in planning, implementing, and monitoring improvement initiatives

### Outcomes

#### Short-term

- Improve practitioner (district and school) knowledge of strategies for selecting and implementing evidence-based practices.

#### Mid-term

- Improve district and school infrastructure to support educators in implementing evidence-based practices to support teaching and learning.

#### Long-term

- Increase percentage of students with disabilities exiting high-school with a general education diploma
- Close the achievement gap of the students with disabilities subgroup and ALL students
Three Pivotal Questions and Answers

• **What is the focus of the SSIP?**
  - Indicator 17, State sets SiMR goal to increase SWD graduation rates to 65% or higher using Annual Event Rate.

• **Who participates in the SSIP?**
  - 2013-2014 began with a selection of 50 districts. Currently 46/50 have met or exceeded the goal.
  - In 2019-2020, we moved to provide collective supports with the Division for School and District Effectiveness for the **Targeted Support Improvement Districts and Schools** for SWD graduation and making progress for SWD Achievement. The goal of TSI is to reach 67% graduation for all students.
  - 12 Districts were identified as TSI/SSIP Districts.
  - All districts receive universal supports through statewide professional learning and GLRS targeted assistance in Collaborative Communities.
# Targeted Support and Improvement (TSI) and Additional Targeted Support (ATSI) Schools

<table>
<thead>
<tr>
<th>Criteria Category</th>
<th>Entrance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TSI- Consistently Underperforming Subgroup</strong></td>
<td>All schools that have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components.</td>
</tr>
<tr>
<td><strong>ATSI- Additional Targeted Support</strong></td>
<td>Among all school identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in all CCRPI components. Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the TSI exit criteria after three consecutive years.</td>
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</table>
How is the Annual Event Graduation Rate Calculated?

- The numerator represents the number of SWD who exited in the reporting year with a general education diploma, regardless of when they entered high school or how many years it took to earn the diploma.
- The SWD count includes only students who are identified as SWD when they exit.
- The denominator represents the number of SWD who exit in the reporting year with 1) a general education diploma + 2) a special education diploma (or certificate), + 3) as a dropout (9th-12th grade)
Indicator 17: State Systemic Improvement Plan (SSIP)

![Bar chart showing annual event graduation rates from FY14 to FY19.]

- FY14: 39.50%
- FY15: 59.30%
- FY16: 63.20%
- FY17: 65.20%
- FY18: 71%
- FY19: 73%
Check and Connect Evidence-Based Intervention

Check & Connect is an intervention used with K-12 students who show early warning signs of disengagement with school and who are at risk of dropping out.

At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient.

Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

GLRS are trained trainers. Training is FREE. GLRS provides ongoing support.

Contact your GLRS to schedule a training or find out more information.

Currently over 100 schools are implementing Check & Connect in Georgia.

Effingham County Shares Their Check & Connect Journey

Wayne County Students Talk Check & Connect

Check and Connect Video
Check and Connect Resources
Check & Connect Flyer (PDF)

C&C is the only dropout prevention intervention to show positive effects for staying in school.
LEAs with Annual Event Graduation Rates 85% or Higher Interactive Map

Click on the map to access LEA websites

Fayette 91.5%

Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Pivotal Question
Number Three

State Advisory Panel Feedback

• How should/could we continue to move the needle of this work?

• Should we possibly change our focus of SSIP?
Summary

• Students with Disabilities are making consistent gains in areas that matter!
• Graduation rates are continuing to rise!
• Dropout rates are declining!
• Parents are expressing a high level of satisfaction with their involvement in the educational progress based upon ratings on the Special Education Parent Survey!
• Initial Evaluations and transitions of students from Babies Can’t Wait (BCW) are aligned with legal timelines!
• The SSIP is accomplishing its mission and students are making dramatic improvement.