

# Special Education Dashboard Postschool Outcomes (Indicator 14)

SELDA

Georgia Department of Education  
Special Education Services and Supports  
March 2022



# Keeping Students First

Provide infrastructure and supports for leaders, teachers, and families to meet the whole child needs of each student and improve student outcomes and school climate resulting in increased quality of life and a workforce ready future.



# IDEA Requirements – State Performance Plan

States must:

- Develop a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of IDEA
- Establish measurable targets for the performance of Students with Disabilities
- Report results of the state's activities

# IDEA Requirements – State Performance Plan

States must:

- Describe progress or slippage in meeting the targets set in the SPP
- Describe how the state will improve its implementation and results for children with disabilities

The FFY2019 SPP/APR can be accessed on our website at the link below.

[FY21 State Performance Plan / Annual Performance Report](#)

# IDEA Requirements – Annual Performance Report

- The Office of Special Education Programs (OSEP) of the United States Department of Education (USD OE) will make an annual determination of the state's efforts to meet the requirements of IDEA on the performance indicators.
- In addition, OSEP requires SEAs to report annually to the public on each LEAs performance on performance indicators (APR).

[View Special Education Annual Reports Here](#)

# Indicator 14 – SE Dashboard

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

School Year:

System Name:

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

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

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

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

# Indicator 14 – Postschool (PS) Outcomes

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

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

# PS Outcomes Survey

Post-school Outcomes are measured through the Post-school Survey in the Special Education Dashboard. The data is entered into the Special Education Dashboard every year and is due by July 31.

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

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

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



# PS Outcomes Survey – Data Entry

Post-School Outcomes FY 2020 Data Collection for 2018-2019 Exiters

[System Data Submission](#) > Post-School Data Collection Entry

School Year:  System:

School:

GTID	Last Name	First Name	Gender	LEP	Primary Area of Disability	Race / Ethnicity	Exit Status	Post-School Activity
		Angela	F	N	Emotional/Behavioral Disorder	White	Special Education Diploma or Certificate of Attendance	Please select..
		Jimmy	M	N	Moderate Intellectual Disability	Black	Graduated from High School	Please select..

# PS Outcomes Survey – Activities

Post-School Outcomes FY 2020 Data Collection for 2018-2019 Exiters

[System Data Submission](#) > Post-School Data Collection Entry

School Year: 2020 System: County (6)

School: Dundee County K-12 School - 0105

Save All

GTID	Last Name	First Name	Gender	LEP	Primary Area of Disability	Race / Ethnicity	Exit Status	Post-School Activity
		Angela	F	N	Emotional/Behavioral Disorder	White	Special Education Diploma or Certificate of Attendance	On Waiting List
		Jimmy	M	N	Moderate Intellectual Disability	Black	Graduated from High School	Other Employment - Part-Time, Self and Supported Employment

Drop Down List of Post-School Activities

# Defining PS Activities

## Enrolled in Higher Education (1)

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

# PS Outcomes – Definitions (Higher Education)

**Enrolled in higher education as used in measures “A,” “B,” and “C”** means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four years or more program) for at least one complete term, at any time in the year since leaving high school.

# Defining PS Activities

## Competitive Employment (2)

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

# Defining PS Activities

- (9) **Competitive integrated employment** means work that -
- (i) Is performed on a full-time or part-time basis (including self-employment)  
and for which an individual is compensated at a rate that-
- (A) Is not less than the higher of the rate specified in section 6(a)(1) of the
- Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate required under the applicable State or local minimum wage law for the place of employment;

# Defining PS Activities

- (B) Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and
- (C) In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and
- (D) Is eligible for the level of benefits provided to other employees; and
- (ii) Is at a location –

# Defining PS Activities

- (A) Typically found in the community; and
- (B) Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons; and
- (iii) Presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions. (Authority: Sections 7(5) and 12(c) of the Rehabilitation Act of 1973, as amended; 29 U.S.C. 705(5) and 709(c)).



# PS Outcomes – Definitions (Employment)

- States report in alignment with the term “**competitive integrated employment**” and its definition, in Section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5©(9).
- For the purpose of defining the rate of compensation for students working on a “part-time basis” under the category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

# Defining PS Activities

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

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

# Defining PS Activities

- **Other Employment** – Part-Time, Self and Supported Employment (4) Individuals who are competitively employed and working for pay at or above the minimum wage in a setting with others who are non-disabled for a period of **LESS THAN 20** hours a week for at least 90 cumulative days at any time in the year since leaving high school **AND ARE NOT** reported as Enrolled in Higher Education, Competitive Employment or Enrolled in Other Post-School Education or Training. This includes the family business, self-employment, and supported employment earning at or above minimum wage. The 90 days are cumulative, need not be consecutive and may include more than one job.

# Defining PS Activities

- **Enrolled in other postsecondary education or training as used in measure “C”**, means youth have been enrolled on a full-or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).
- **Some other employment as used in measure “C”**, means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

# Defining PS Activities

- **Other Employment – Sheltered Work or Day Habilitation (5)**  
Individuals who attend sheltered workshops or day habilitation facilities.
- **Deceased (6)**  
Individuals who are deceased.
- **On Waiting List (7)**  
Individuals who are not currently employed and are on a waiting list of a service agency for supported employment, sheltered work or day habilitation.
- **Unengaged (8)**  
Individuals who are not enrolled in any type of post-school program, are not employed full or part-time, are not attending a sheltered program or are waiting for services from another agency. Individuals who are incarcerated at the time of the survey should be reported as unengaged.

# Defining PS Activities

- **Returned to High School (9)**

Valid for individuals with an “Exit Status” of “Dropout” during the 2018-2019 school year who returned to school in 2019 – 2020 and were enrolled in school between April 1 and the close of the 2019 – 2020 school year.

**Or**

Valid for individuals with an “Exit Status” of “Special Education Diploma” during the 2018-2019 school year who returned to school in 2019 – 2020 and were enrolled in school between April 1 and the close of the 2019 – 2020 school year.

- **Unable to Contact (10)**

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

# PS Outcomes Survey – Data Collection FY2022

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

School Year:

System Name:

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

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

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

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

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

# PS Outcomes Survey – Data Collection

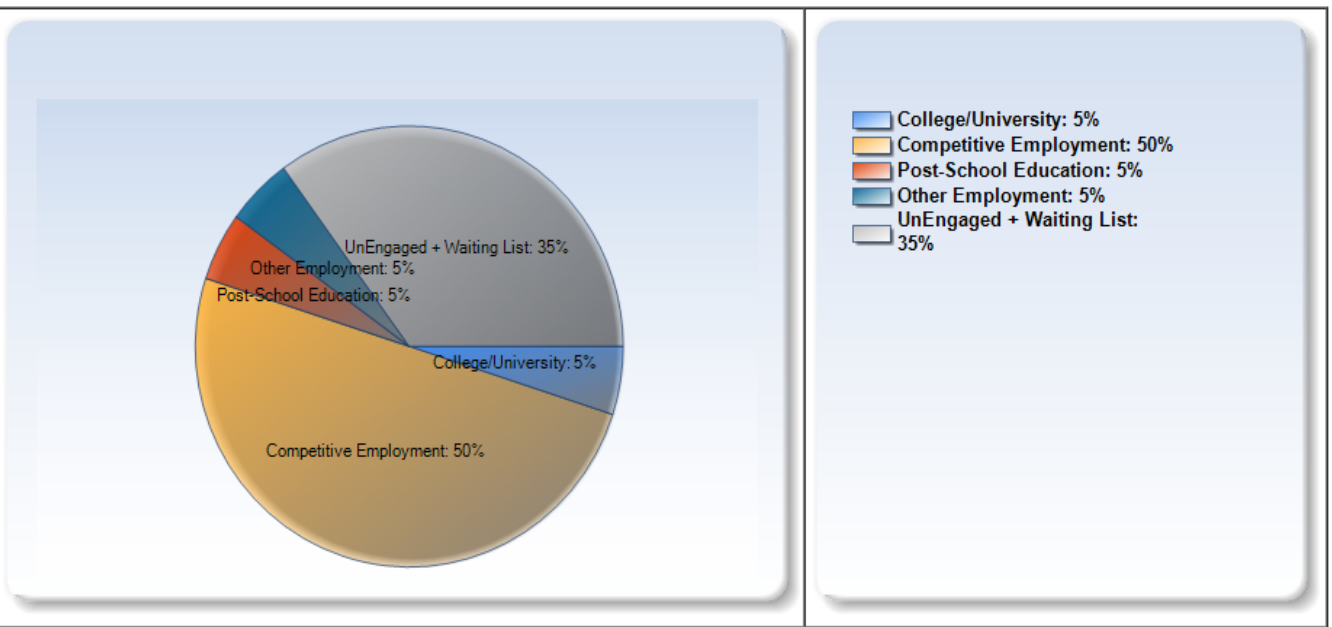
[SE Applications Dashboard](#) > **Post-School Outcomes FY 2021 Data Collection for 2019-2020 Exiters**

School Year:

System Name:

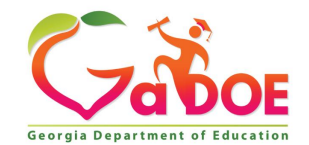
Total number of special education students exiting secondary education during the prior school year (Systemwide): 28

Element	Count	Percentage
College/University	1	5%
Competitive Integrated Employment	10	50%
Post-School Education	1	5%
Other Employment	1	5%
UnEngaged + Waiting List	7	35%
Total Respondents	20	NA
Survey Rate of Return	NA	71.43%
Deceased	0	
Unable to Contact	8	
Returned to High School	0	



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

School ID	School Name	Total Students	Total Students Completed
<input type="text"/>	<input type="text"/>	28	28





# GADOE - Special Education Annual Reports

**GADOE**  
Georgia Department of Education

Richard Woods, G

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

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

## Special Education Annual Reports and Data Analytics

### Rules, Manuals & Forms

- Special Education Rules
- Implementation Manual
- Sample Forms
- Applications

### Eligibility Categories

- All Eligibility Categories

### Budgets, Grants, Data Collection and Reporting

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

### Annual Reports and Data Analytics

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

### Continuous Improvement

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

### Dispute Resolution

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

### Data Sources, Rules and Definitions

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

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

### 2020 Annual Performance Report Definitions

[View Special Education Annual Reports Here](#)


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

[View Data Trends Here](#)

# Special Education Annual Reports

ANNUAL REPORTS

DATA TRENDS



**Special Education Annual Reports**

Report Year: 2019-2020

2019-2020 Annual Performance Summary  
State Of Georgia

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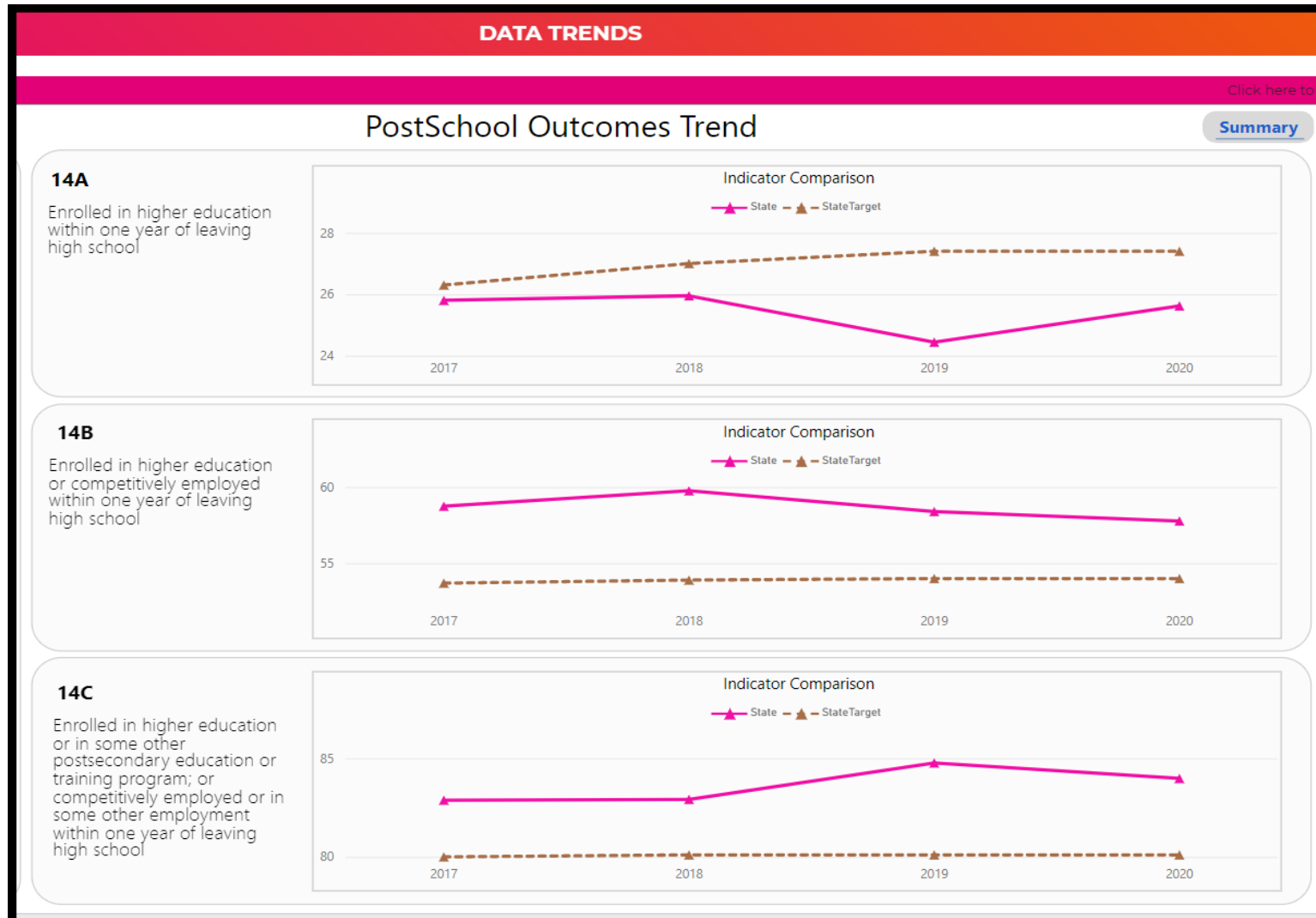
1 GRADUATION RATE	Percent of youth with IEPs graduating from high school with a regular diploma; 4-year adjusted cohort rate.	<b>State Target</b> 62.27%	<b>State Rate</b> 62.94%	<b>Met State Target</b> Y
2 DROP OUT RATE	Percent of youth with IEPs dropping out of high school.	<b>State Target</b> 5.40%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

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

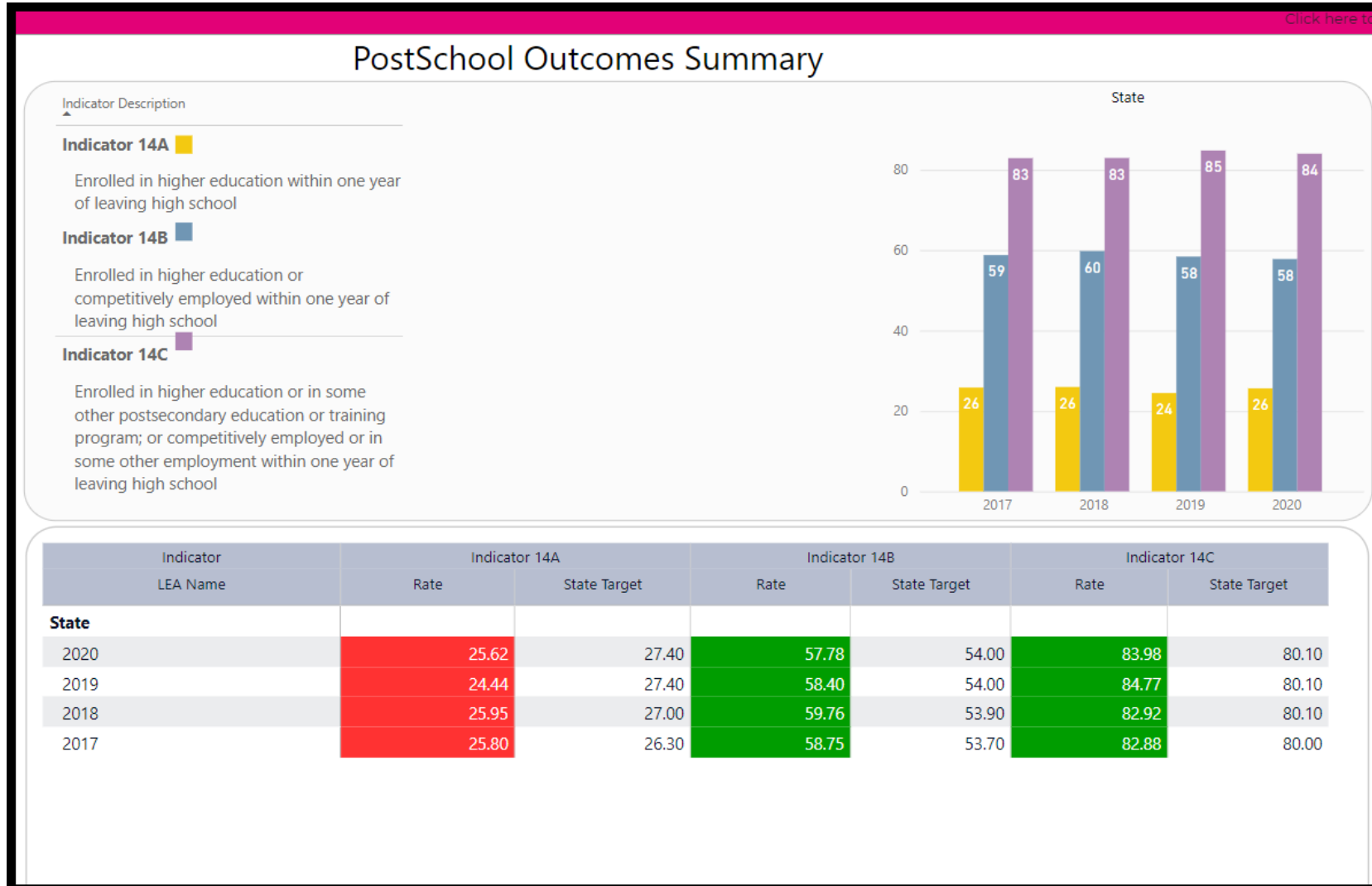
13 SECONDARY TRANSITION	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals. There is also evidence that the student was invited to the IEP Team meeting where transition services were discussed.	State Target	State Rate	Met Target
		100.00%	91.10%	N
14 POST-SCHOOL OUTCOMES	Percent of youth who are no longer in secondary school, who had IEPs in effect at the time they left school, and were:	State Target	State Rate	Met Target
14A	Enrolled in higher education within one year of leaving high school.	27.40%	25.62%	N
14B	Enrolled in higher education or competitively employed within one year of leaving high school.	54.00%	57.78%	Y
14C	Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.	80.10%	83.98%	Y

[View Post-School Outcomes Analytics](#)

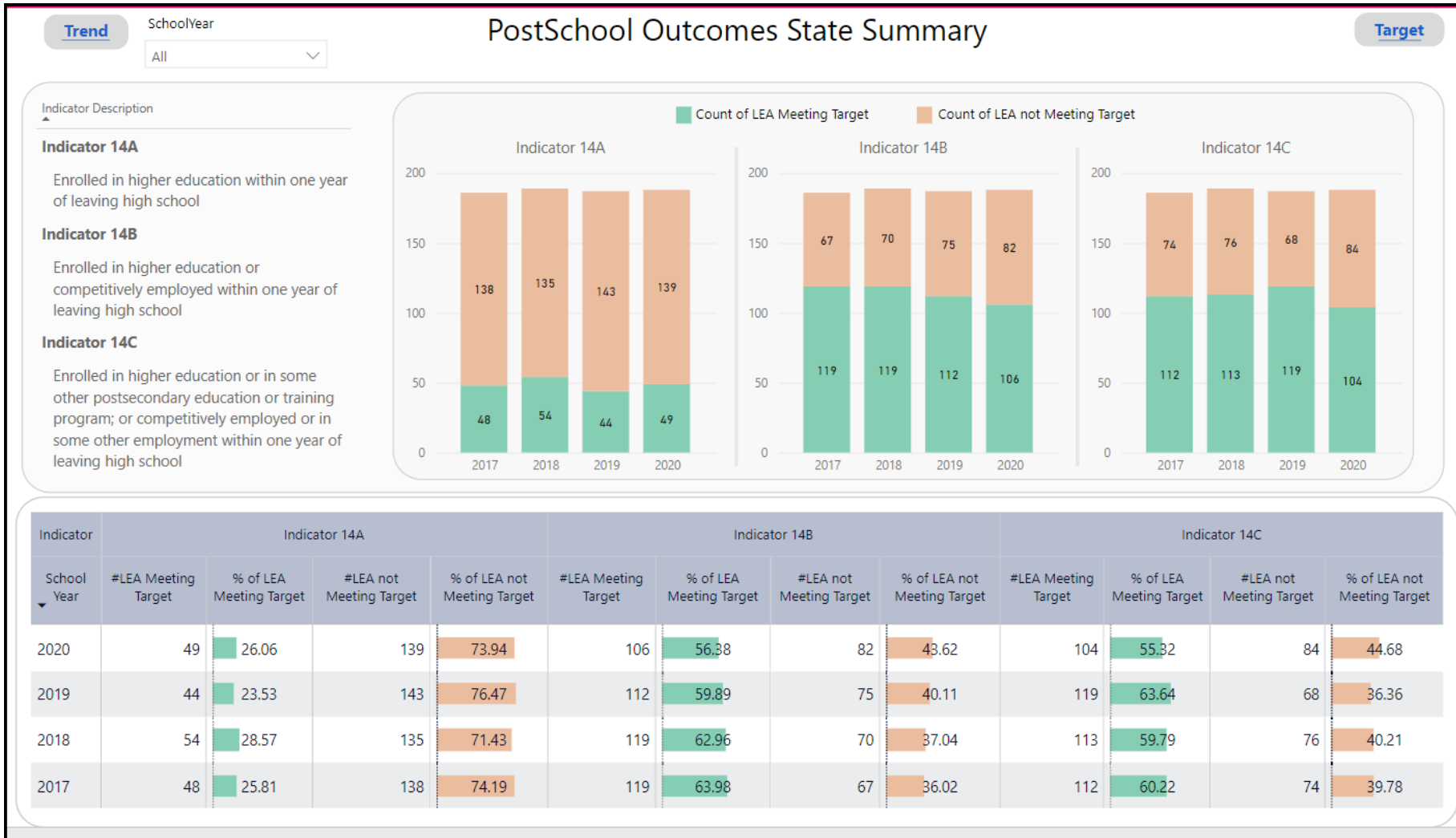
# PS Outcomes – Trend Data



# PS Outcomes - Summary



# PS Outcomes – Multi-year Summary



# Indicator 14 Data: FY20 (2018 – 2019)

## State Target

- 14A: 27.40%
- 14B: 54.00%
- 14C: 80.10%

## State Rate

- 14A: 24.44% **N**
- 14B: 58.4% **Y**
- 14C: 84.7% **Y**

# Indicator 14 Data: FY21 (2019 – 2020)

## State Target

- 14A: 27.40%
- 14B: 54.00%
- 14C: 80.10%

## State Rate

- 14A: 24.44% **N**
- 14B: 58.4% **Y**
- 14C: 84.77% **Y**



# Contact Information



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# Preparing students for life.

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Georgia Department of Education

