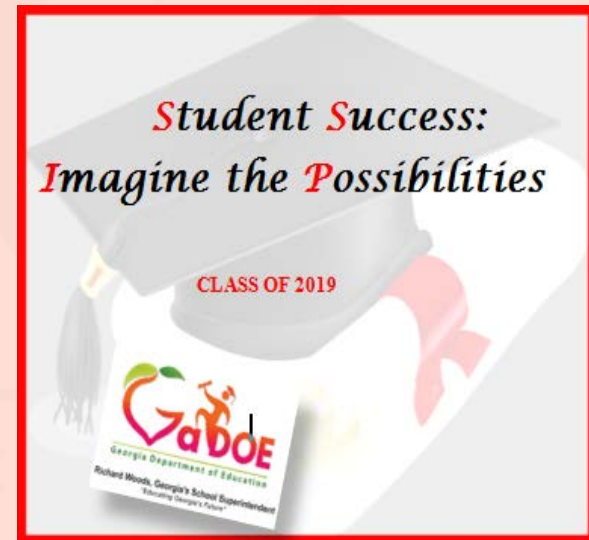


Results Driven Accountability (RDA)

A Closer Look...

State Performance Plan Indicator 17 Statewide Systemic Improvement Plan (SSIP)

Georgia Parent Mentor Partnership
2015 University
February 25, 2015



Federal Regulations require a focus on improved graduation rate for students with disabilities.

APR Template – Part B (4)

Georgia
State

Part B State Performance Plan (SPP) for FFY 2012

Overview of the Annual Performance Report Development: See pages 3 and 4

Monitoring Priority: FAPE in the LRE

Indicator 1- Percent of youth with IEPs graduating from high school with a regular diploma.

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

The BRIDGE (Building Relationships Involving Diverse Experiences) Act, House Bill 400, was signed into law in 2010. The act mandates that middle- and high-school students receive career and college advisement to choose a focus area for their future.

What are the critical parts of the BRIDGE Act?

The most critical parts of the BRIDGE Act are the mandates that all high school students receive career and college advisement. The first mandate is that students choose a focus area for their future. The second mandate requires regular career and college advisement for all high school students. The new requirements found in Georgia section 20-2-1 require that students be prepared to move on to the next level of education, and eventually to the workforce. The BRIDGE Act when coupled with the current model creates qualified workers.

State Policy requires a commitment to improve graduation rate for all students!

de the

l
dary

students
education
in
career
and career
counseling

learning
Credit

What are the requirements of the BRIDGE Act?

Beginning in the 2010-2011 academic year, local school systems must provide to sixth, seventh and eighth grade students the following:

- o counseling
- o regularly-scheduled advisement
- o career awareness
- o career interest inventories
- o information to assist students in evaluating their academic skills and career interests.



August 2011

Now programs.
Now programs.

Can students change their Individual Graduation Plan?

Students are allowed changes to their IGP, but need to keep it sufficiently structured to meet graduation requirements and to qualify for admission to postsecondary education. It is advisable that any changes to the plan be based on career data gathered from career interest inventories.

These changes can be made during the high school ongoing review of the Individual Graduation Plan. During the IGP review, courses completed, schedules, career pathway, postsecondary plans, and related topics can be reviewed and revised, if appropriate, upon approval by the student and the student's parent or guardian with guidance from the student's school counselor or teacher-advisor.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

*Despite regulations, rules,
and policies...*



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Georgia's School Superintendent
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REPORTING LABEL	GRADUATION RATE
And	
A	8
	2
Econ	5
Y	9
Multi-Racial	76.9
Students With Disability	36.5
White	79.7

Better yet, who is
not graduating
from high school?

ad!



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Putting the work into “context”

Georgia Department of Education

If 36.5% of SWD graduated with a general education diploma, what happened with these students along the PK – 12th Grade Journey?





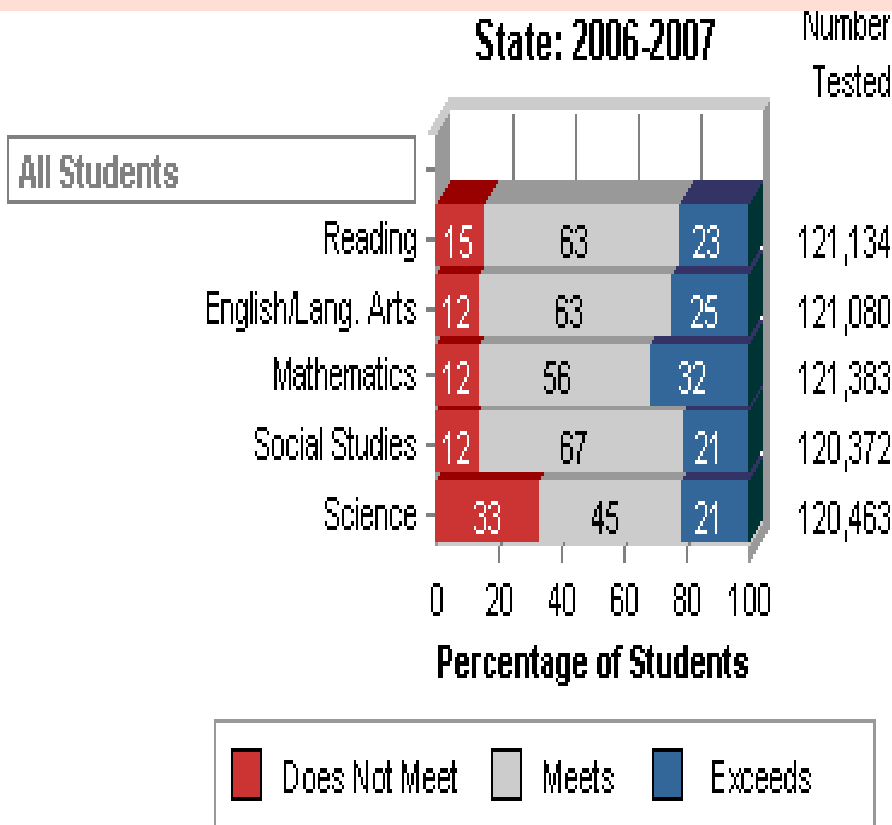
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How long have we known the unlikely trajectory for these students?

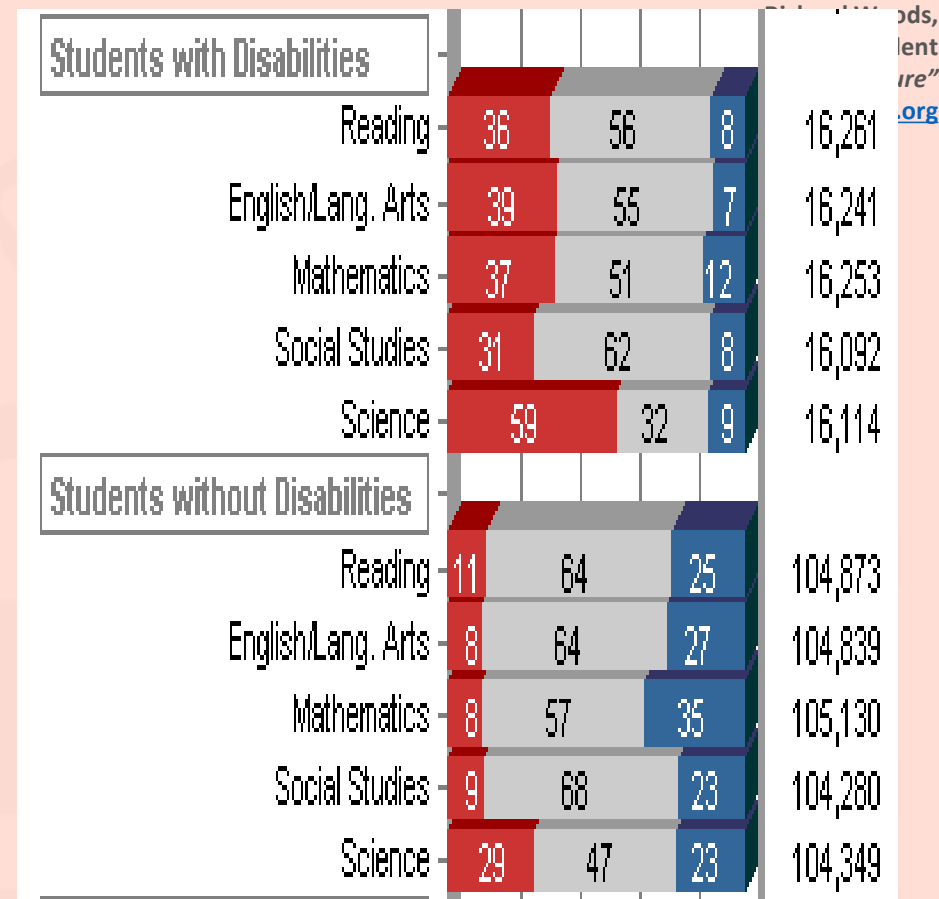
How did the FY14 12th graders perform as 5th graders in FY07?

Georgia Department of Education

2006-2007 5th Graders



While 86% of the “All Students” Group met/exceeded in reading and 88% for math...



64% of “SWD” met/exceeded for reading and 63% for math...

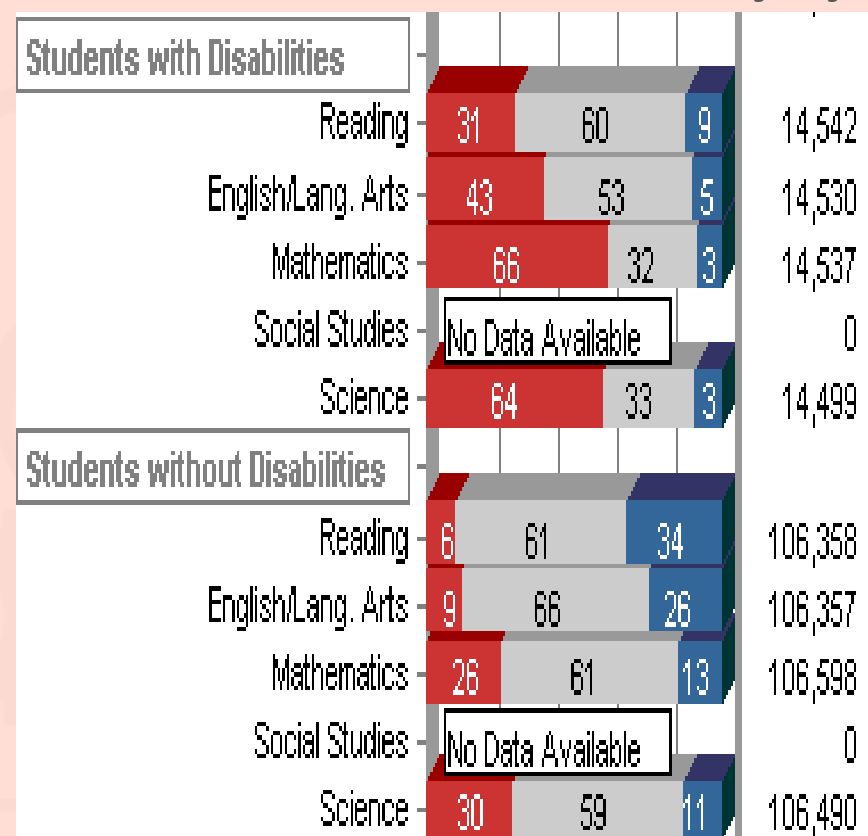
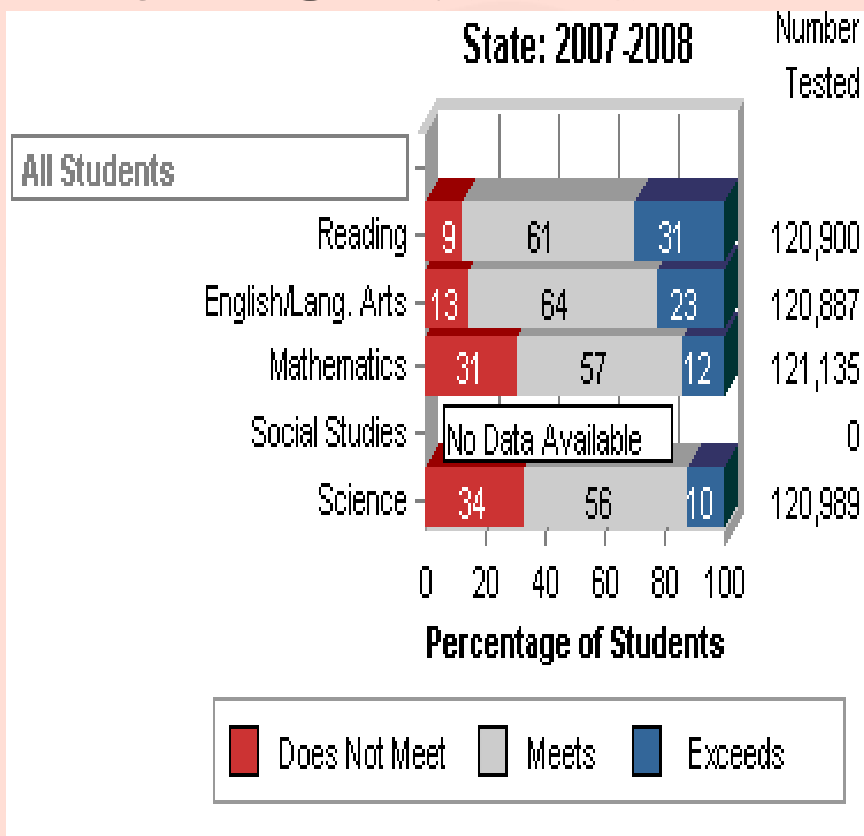
2007-2008

6th Graders



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Same group of students during the 6th year...What questions do you have?

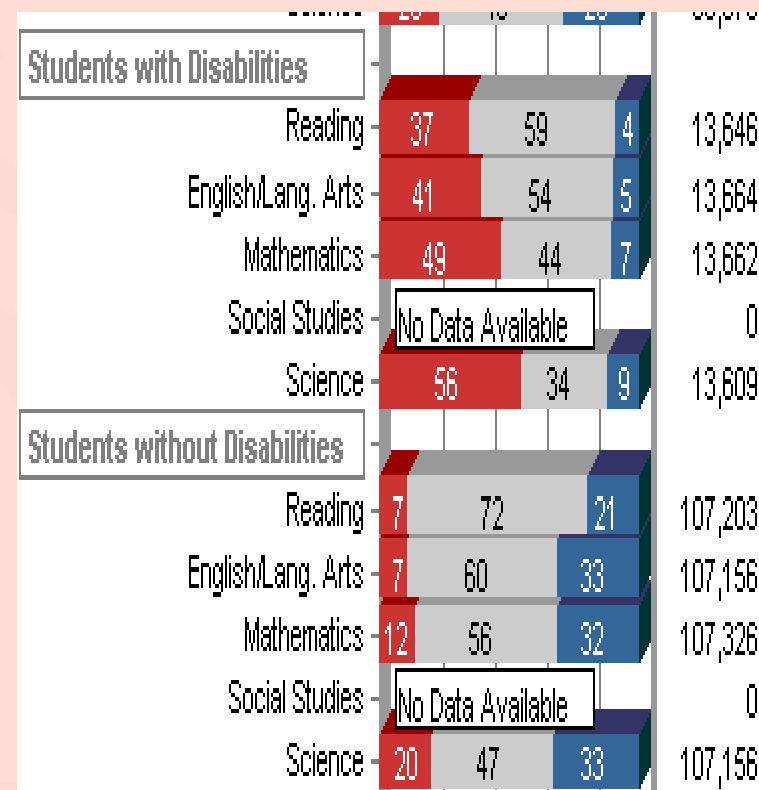
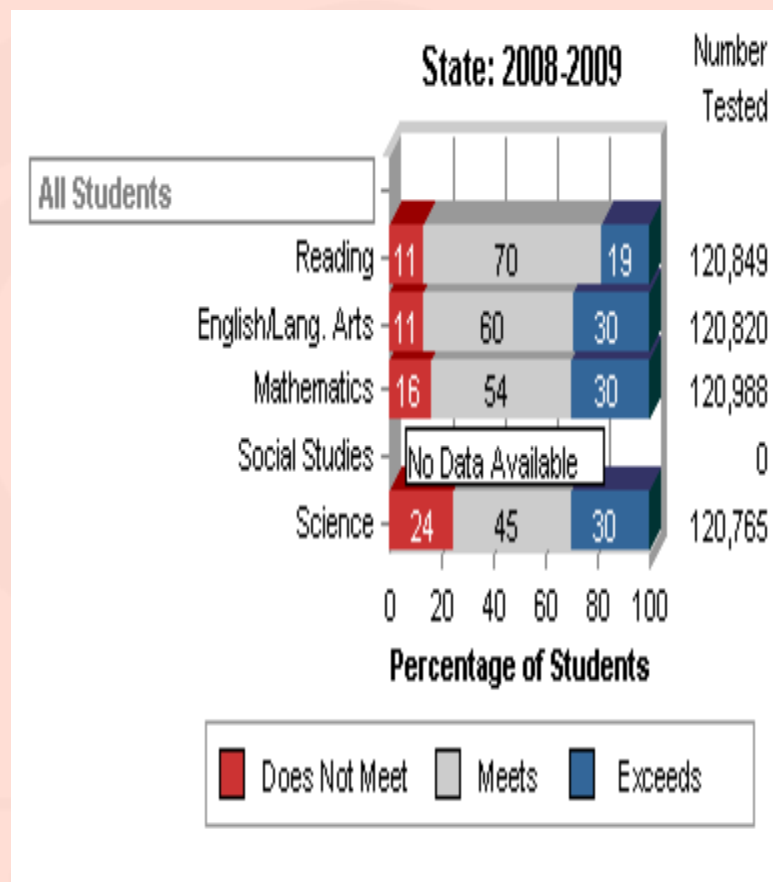
2008-2009

7th Graders



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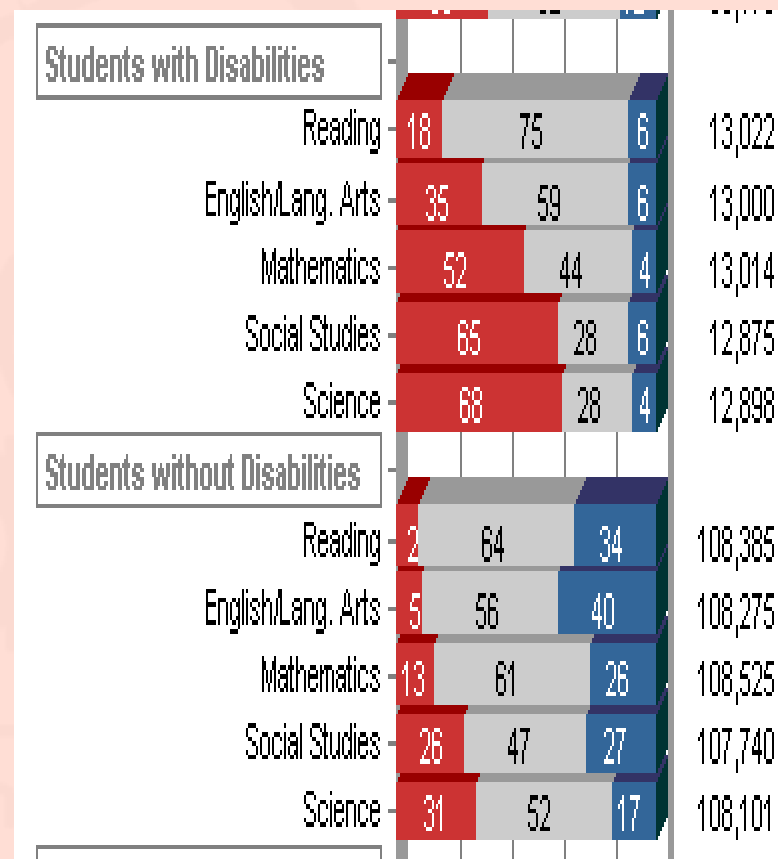
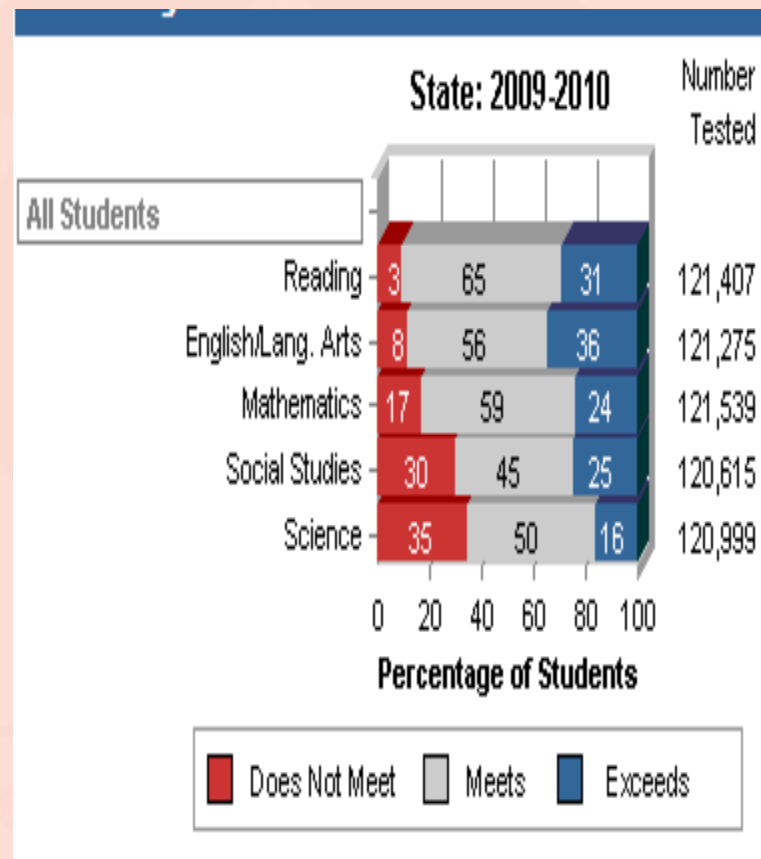


2009-2010

8th Graders



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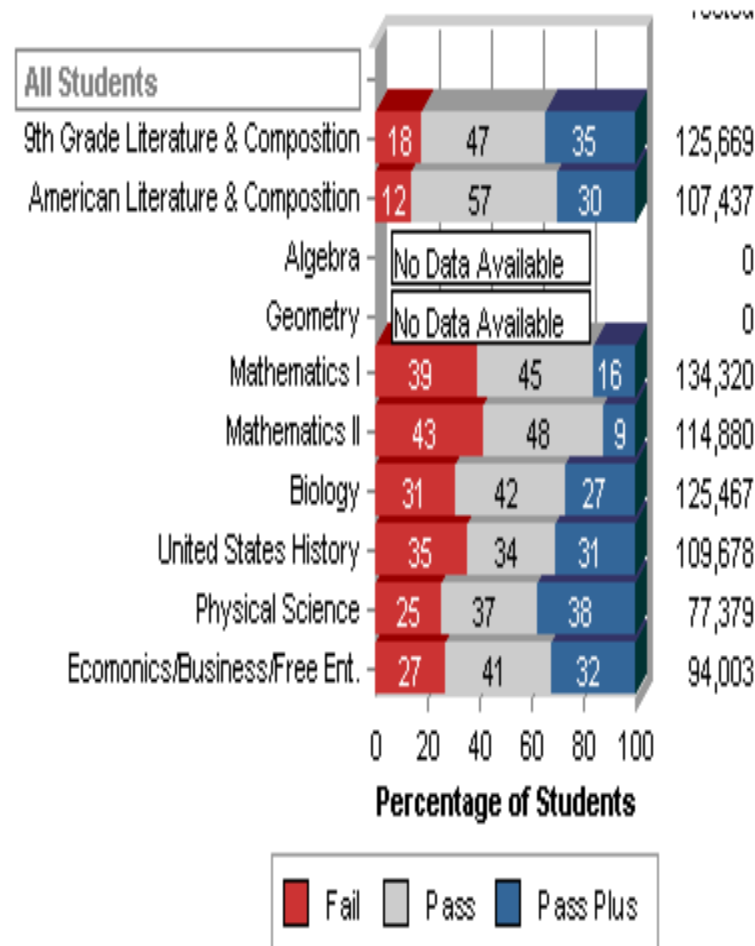
		Middle School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
PREDICTOR FOR HIGH SCHOOL GRADUATION	12	Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT					
	13	Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)					
			Total Points				20
			Category Performance %				.675
			Category Weight				30%
			Weighted Performance				.2025
			Content Mastery Weighted Performance				.3488
			Post High School Readiness Weighted Performance				.254499
			Graduation Rate Weighted Performance				.2025

What are your predictions?

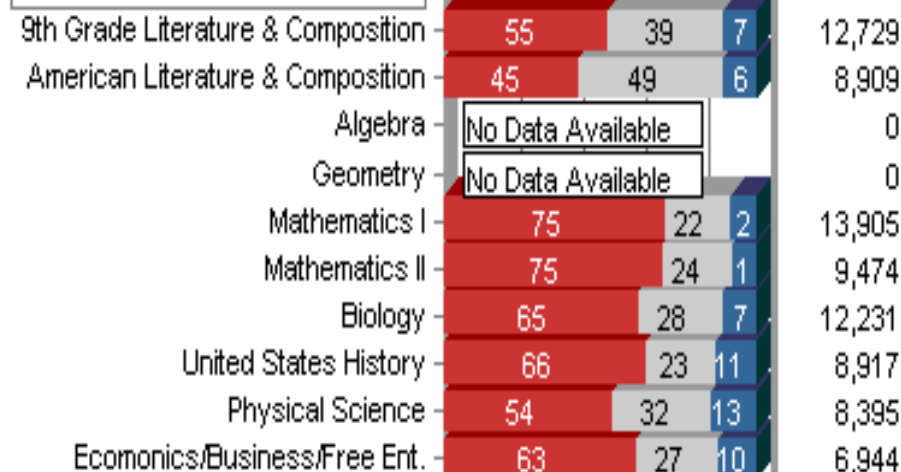
2010-2011



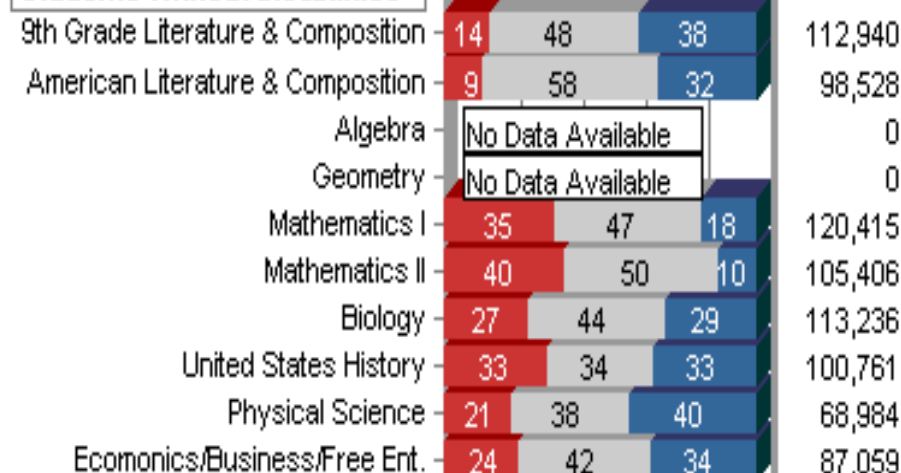
Richard Woods,



Students with Disabilities



Students without Disabilities



2011-12 “All Students”



SUBGROUP_NAME	TEST_COMPONENT_NAME	NUM_T	DOES_M	MEETS	EXCEED	DOES_M	MEETS	EXCEED
All Students	9th Grade Literature and Composition	293	56	151	86	19.1	51.5	29.4
All Students	Algebra I	4						
All Students	American Literature and Composition	196	22	118	56	11.2	60.2	28.6
All Students	Biology	270	80	124	66	29.6	45.9	24.4
All Students	Economics/Business/Free Enterprise	186	25	108	53	13.4	58.1	28.5
All Students	Mathematics-1	306	119	164	23	38.9	53.6	7.5
All Students	Mathematics-2	260	101	149	10	38.8	57.3	3.8
All Students	Physical Science	305	78	111	116	25.6	36.4	38
All Students	US History	223	77	99	47	34.5	44.4	21.1

Number

Percent



2011-12 "SWD Data"



SUBGROUP_NA	TEST_C	NUM_T	DOES_M	MEETS	EXCEED	DOES_M	MEETS	EXCEED
Students with Disabilities	9th Grade	12934	6737	5234	963	52.1	40.5	7.4
Students with Disabilities	Algebra I	2841	1985	789	67	69.9	27.8	2.4
Students with Disabilities	American	8977	3678	4760	539	41	53	6
Students with Disabilities	Biology	12467	7725	3845	897	62	30.8	7.2
Students with Disabilities	Economics	7456	4078	2635	743	54.7	35.3	10
Students with Disabilities	Geometry	930	582	299	49	62.6	32.2	5.3
Students with Disabilities	Mathemat	10857	7910	2700	247	72.9	24.9	2.3
Students with Disabilities	Mathemat	9787	7306	2322	159	74.7	23.7	1.6
Students with Disabilities	Physical S	8606	4657	2768	1181	54.1	32.2	13.7
Students with Disabilities	US History	9494	5967	2485	1042	62.9	26.2	11

Number

Percent

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2011-12 “NON SWD Data”



Richard Woods,

Georgia's School Superintendent

Leading to "Georgia's Future"

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SUBGROUP_N	TEST_C	NUM_T	DOES_M	MEETS_M	EXCEED_M	DOES_P	MEETS_P	EXCEED_P
Students without	9th Grade	114555	13503	55704	45348	11.8	48.6	39.6
Students without	Algebra I	22264	7241	11877	3146	32.5	53.3	14.1
Students without	American	101276	8047	60743	32486	7.9	60	32.1
Students without	Biology	116450	27601	52461	36388	23.7	45.1	31.2
Students without	Economics	93179	18287	43291	31601	19.6	46.5	33.9
Students without	Geometry	10390	2347	4629	3414	22.6	44.6	32.9
Students without	Mathemat	94042	29201	49857	14984	31.1	53	15.9
Students without	Mathemat	100059	38028	50333	11698	38	50.3	11.7
Students without	Physical S	65743	14150	24982	26611	21.5	38	40.5
Students without	US History	102993	29232	37663	36098	28.4	36.6	35

Number

Percent



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FY12 Dropout Data

SCHOOL YEAR	Level	LABEL_LVL_1_DESC	PROGRAM_ TOTAL	PROGRAM_P ERCENT
2011-12	State	9-12 Drop Outs -ALL Students	19692	3.8
2011-12	State	9-12 Drop Outs -Students With Disability	3619	6.2
2011-12	State	9-12 Drop Outs -Students Without Disability	16073	3.5

2012-13 High School Data



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SUBGROUP_NAME	TEST_CMPNT_TYP_NM	NUM_TESTED_CNT	DOES_NOT_MEET_CNT	MEETS_CNT	EXCEEDS_CNT	DOES_NOT_MEET_%	MEETS_%	EXCEEDS_%
All Students	9th Grade Literature and Composition	128544	18179	61717	48648	14.1	48	37.8
All Students	Algebra I	1409	941	457	11	66.8	32.4	0.8
All Students	American Literature and Composition	106358	9632	61699	35027	9.1	58	32.9
All Students	Biology	128507	33059	51655	43793	25.7	40.2	34.1
All Students	CCGPS Coordinate Algebra	121227	78879	38450	3898	65.1	31.7	3.2
All Students	Economics/Business/Free Enterprise	103363	21636	40654	41073	20.9	39.3	39.7
All Students	Geometry	24755	6016	14586	4153	24.3	58.9	16.8
All Students	Mathematics-1	8990	6136	2765	89	68.3	30.8	1
All Students	Mathematics-2	100309	36989	54190	9130	36.9	54	9.1
All Students	Physical Science	72037	14594	26848	30595	20.3	37.3	42.5
All Students	US History	105870	29846	35976	40048	28.2	34	37.8



SUBGROUP_NAME	TEST_CMPNT_TYP_NM	NUM_TESTED_CNT	DOES_NOT_MEET_CNT	MEETS_CNT	EXCEEDS_CNT	DOES_NOT_MEET_%	MEETS_%	EXCEEDS_%
Students with Disabilities	9th Grade Literature and Composition	13146	6302	5867	977	47.9	44.6	7.4
Students with Disabilities	Algebra I	239	191	46	2	79.9	19.2	0.8
Students with Disabilities	American Literature and Composition	9144	3559	5091	494	38.9	55.7	5.4
Students with Disabilities	Biology	12788	7739	3863	1186	60.5	30.2	9.3
Students with Disabilities	CCGPS Coordinate Algebra	12661	11430	1182	49	90.3	9.3	0.4
Students with Disabilities	Economics/Business/Free Enterprise	7710	4277	2475	958	55.5	32.1	12.4
Students with Disabilities	Geometry	2227	1209	942	76	54.3	42.3	3.4
Students with Disabilities	Mathematics-1	1549	1362	184	3	87.9	11.9	0.2
Students with Disabilities	Mathematics-2	9063	6480	2448	135	71.5	27	1.5
Students with Disabilities	Physical Science	7961	3816	2873	1272	47.9	36.1	16
Students with Disabilities	US History	9102	5471	2393	1238	60.1	26.3	13.6



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SUBGROUP_NAME	TEST_CMPNT_TYP_NM	NUM_TESTED_CNT	DOES_NOT_MEET_CNT	MEETS_CNT	EXCEEDS_CNT	DOES_NOT_MEET_%	MEETS_%	EXCEEDS_%
Students without Disabilities	9th Grade Literature and Composition	115398	11877	55850	47671	10.3	48.4	41.3
Students without Disabilities	Algebra I	1170	750	411	9	64.1	35.1	0.8
Students without Disabilities	American Literature and Composition	97214	6073	56608	34533	6.2	58.2	35.5
Students without Disabilities	Biology	115719	25320	47792	42607	21.9	41.3	36.8
Students without Disabilities	CCGPS Coordinate Algebra	108566	67449	37268	3849	62.1	34.3	3.5
Students without Disabilities	Economics/Business/Free Enterprise	95653	17359	38179	40115	18.1	39.9	41.9
Students without Disabilities	Geometry	22528	4807	13644	4077	21.3	60.6	18.1
Students without Disabilities	Mathematics-1	7441	4774	2581	86	64.2	34.7	1.2
Students without Disabilities	Mathematics-2	91246	30509	51742	8995	33.4	56.7	9.9
Students without Disabilities	Physical Science	64076	10778	23975	29323	16.8	37.4	45.8
Students without Disabilities	US History	96768	24375	33583	38810	25.2	34.7	40.1



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Deeper Data Analysis



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Qualitative Data

Is there a correlation among reading, math, and graduation data?

Are there other contributing factors?

Georgia Department of Education

36.5% of SWD graduated with a general education diploma!



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Any Questions?



Georgia Department of Education



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*So, ALL districts have
work to do!*



We expect there will be
some type of regional
plan and district plan
for systemic changes!

Georgia Department of Education

We want all districts to finish with the same outcome, but they are not all starting in the same place!

Think Equity



Georgia's SIMR

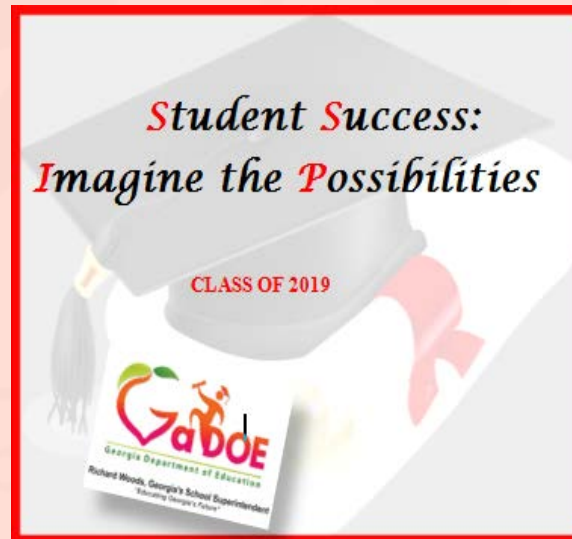
“State Identified Measurable Result”



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The GaDOE will implement...

Student Success: Imagine the Possibilities!



Georgia's SIMR

“State Identified Measurable Result”



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During FFY 2013, 29.8% (1562/5237) of the students with IEPs graduated from high school with a regular diploma as measured by the graduation rate for 34 targeted school districts.

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Georgia's SIMR

“State Identified Measurable Result”

- The targeted districts represent approximately 37% of Georgia's special education enrollment across all SWD size groups: 3 Size AA Districts; 4 Size A Districts; 9 Size B Districts; 5 Size C Districts; 7 Size D Districts; and 6 Size E Districts.

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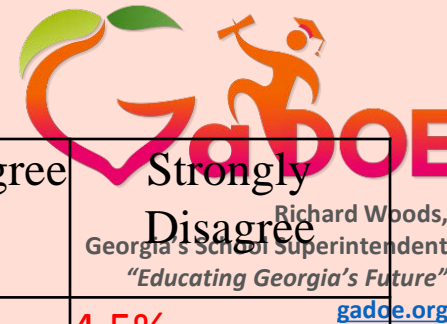


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What other data sources might be relevant?

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SSIP Parent Survey Results



	Strongly Agree	Agree	Disagree	Strongly Disagree
My child's current performance and progress toward graduation are clearly communicated.	29.8%	46.8%	19%	4.5%
My child's special education services are regularly reviewed and appropriate adjustments are made in academic and behavioral supports.	33.9%	46.3%	16.1%	3.7%
My child's teachers and administrator communicate an expectation of success that includes graduation from high school.	31.3%	48.2%	15.5%	5.1%
My child's school has a discipline policy in place that is positive and focuses on keeping students engaged in school.	32.5%	52.5%	11.3%	3.7%
My child's school is welcoming to children and families from different racial/ethnic groups or cultures.	45.5%	49.7%	2.8%	2.2%

	Strongly Agree	Agree	Disagree	Strongly Disagree
My child has access to courses that allow appropriate progress in school and lead to a high school diploma.	32.6%	50.4%	12.6%	4.4%
My child's teachers provide high quality instruction that is aligned with state standards.	36.8%	50.2%	10.6%	2.5%
My child has appropriate access to courses in a general education setting.	33.4%	50.5%	11.6%	4.5%
My child teachers use appropriate accommodations and modification within the classroom to support academic progress.	34.9%	45.5%	15.4%	4.1%
My child's special education services are designed to allow my child to make progress in school and receive a high school diploma.	34%	47.7%	13.7%	4.6%

FY11 Postsecondary Institution Enrollment



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- Based on FFY 2010 data, 52.45% (2281/4349) of the SWD that graduated from high school enrolled in a Post secondary Institution.

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End of Pathway Assessment Data



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SYSTEM_NAME	All Students - EOPA Test Count	All Students - EOPA Tests Pass	SWD Students - EOPA Test Count	SWD Students - EOPA Tests Pass
State of Georgia	34130	19514	2050	727

Georgia Department of Education

Adaptive Challenges require Adaptive leadership!



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ADAPT TO THE GAP

Georgia Department of Education

Technical Problems



**Easy to Identify
Simple Problems**

**Quick Solutions
Few Changes**

**Expert or authority can solve
the problem!**

Adaptive Challenges



**Difficult to Identify
Layered Challenges**

**Complex Solutions
Change in values, beliefs...**

**People with the problem do
the work of solving it!**



Excerpt from OSEP's Letter



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The overwhelming majority of students with disabilities who are served under IDEA do not have cognitive impairments that inhibit their ability to learn grade-level content. Rather, we know that when students with disabilities are held to high expectations, have access to the general curriculum alongside their same-age peers, and receive effective instruction and support, they can achieve to high academic standards.

Georgia Department of Education



*How can Georgia bridge the chasm
between district capacity and student
benefits?*



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What is the Logic?

- If we increase District Capacity to implement evidence based practices that benefit students, THEN the targeted school districts will increase the graduation rate for students!

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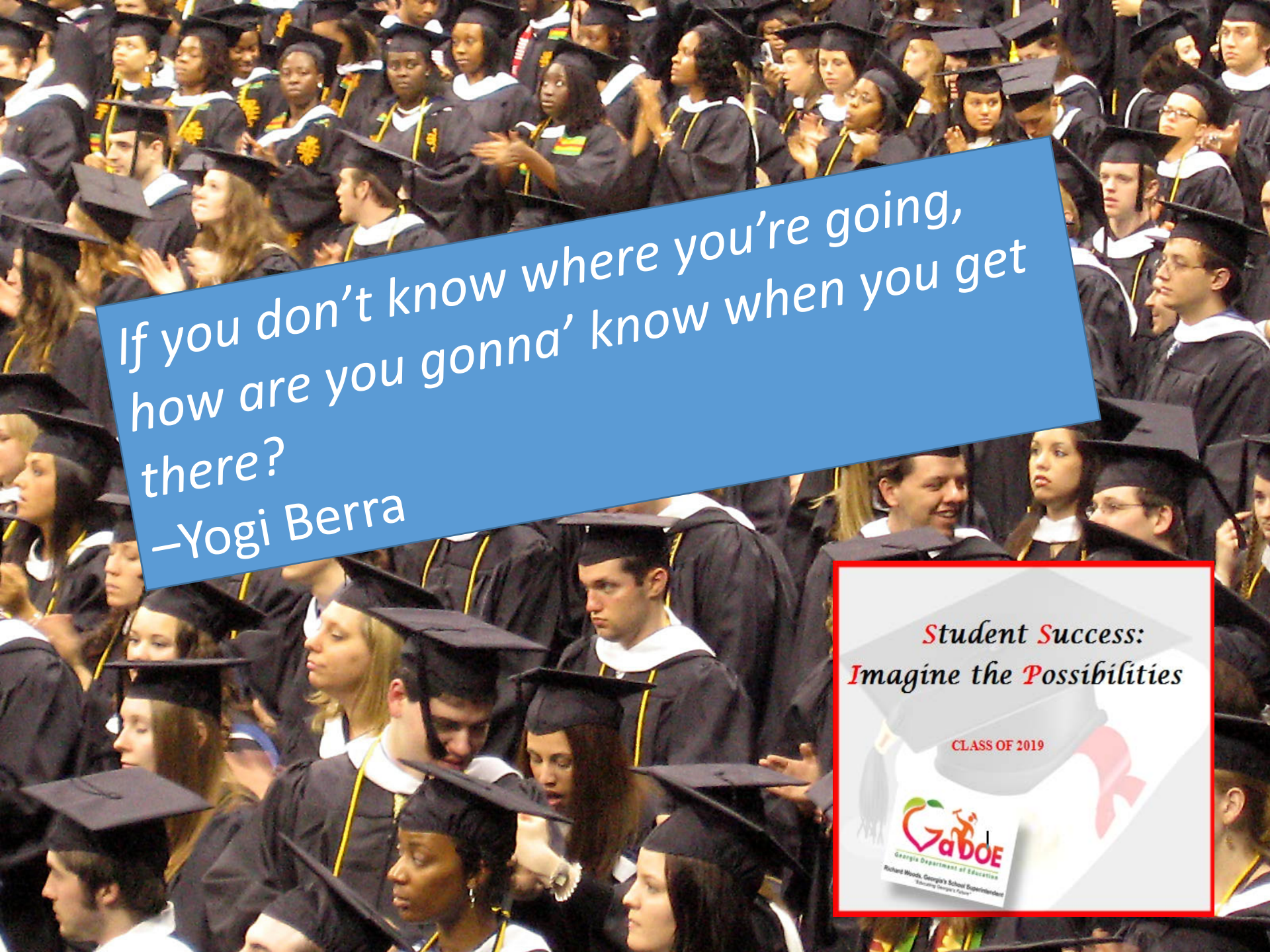
The Belief Statements about this process...



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- Stakeholders must be valued in this process-to include families and communities!
- Students can't benefit from practices they don't receive! There must be a science behind the implementation!
- Adaptive challenges require adaptive leaders! Adaptive Challenge solving is the only option!

Georgia Department of Education



If you don't know where you're going,
how are you gonna' know when you get
there?
—Yogi Berra

*Student Success:
Imagine the Possibilities*

CLASS OF 2019

