

**Special Education Online State Advisory Panel (SAP) Meeting
Friday, November 20, 2020**

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

Activity	Next Steps												
<p>10:00 am – 10:15 am</p> <p>Welcome/Opening Activity - Ganesh Nayak, Chair & Karin Fisher, Co-Chair The meeting was called to order with a brief introduction activity.</p>													
<p>10:15 am – 10:45 am</p> <p>Public Comment Public Comment(s) This portion of the SAP Meeting is open to the public. No public comments were received.</p>													
<p>10:45 am – 12 noon Annual Performance Report Indicators GaDOE is required to submit an Annual Performance Report to the Office of Special Education Programs (OSEP) by February 1st each year. The SAP must advise the State Director of the unmet needs of the state and give feedback concerning targets, progress, slippage, and activities in these areas. You may access additional information about the data using the following link: State and Local Data. GaDOE shared information regarding Indicators 7 (Preschool Outcomes), 14 (Postschool Outcomes), 15 (Resolution Sessions) and 16 (Mediation). These indicators are results indicators and not based on a required target of 0% or 100%.</p> <p>Indicator 7 (preschool outcomes) addresses outcomes for acquisition of skills, social emotional skills, and behavioral outcomes. Each component addresses two summary statements to include the percent who substantially increased the rate of growth by the time of exit and the percent who were functioning within age expectations by the time of exit. As an example, it is possible to demonstrate substantial growth but not function within age expectations by the time the child exits the program.</p>													
<table border="1"> <thead> <tr> <th align="center">Outcome Area</th> <th align="center">Statement 1</th> <th align="center">Statement 2</th> </tr> </thead> <tbody> <tr> <td>Acquisition of Skills</td> <td>82.16% Met Target (82%)</td> <td>44.34% Did Not Meet Target (45%)</td> </tr> <tr> <td>Behavioral Skills</td> <td>80.08% Met Target (80%)</td> <td>65.01% Did Not Meet Target (72%)</td> </tr> <tr> <td>Social Emotional Skills</td> <td>80.52% Met Target (80%)</td> <td>54.86% Did Not Meet Target (62%)</td> </tr> </tbody> </table>	Outcome Area	Statement 1	Statement 2	Acquisition of Skills	82.16% Met Target (82%)	44.34% Did Not Meet Target (45%)	Behavioral Skills	80.08% Met Target (80%)	65.01% Did Not Meet Target (72%)	Social Emotional Skills	80.52% Met Target (80%)	54.86% Did Not Meet Target (62%)	
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Highlights: All growth goals were met; however, fewer children with disabilities have reached age expectation levels. GaDOE is continuing to address training and technical assistance needs in this area such as engaging in a national collaborative to strengthen the processes by which we collect this young children outcomes data.

Indicator 14 – Postschool Outcomes addresses the population of students who exited during the 2019 school year. Georgia reported data for 14,124 exiters.

Competitive Employment = 3, 556
Deceased = 24
Enrolled in Higher Education= 2,832
Enrolled in Other Postsecondary or Training = 1,200
On Waiting List = 188
Other Employment-Part time, Self, & Supported = 1,411
Other Employment-Sheltered Work or Day Habilitation = 286
Returned to High School = 587
Unable to Contact = 2,457
Unengaged = 1,583

Post School Outcomes	Target	Data
Enrolled in higher education within one year of leaving high school	27%	25.62% Did Not Meet Target
Enrolled in higher education or competitively employed within one year of leaving high school	54%	57.78% Met Target
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% Met Target

Georgia met the targets on two of the three goals. Enrollment in college was slightly below the state target. Georgia has strategies to improve the transition planning process.

Indicator 15 (Resolution Sessions) A meeting held between the parent and school district, within 15 days after notice of a due process hearing request, to help resolve the issues listed in the due process hearing request. The meeting is mandatory unless the parent and school district agree to not have the meeting or to use mediation instead. The meeting results in a signed, legally enforceable written agreement.

43% of Resolution Sessions resulted in written settlement agreements
Target= 63.10% Did Not Meet Target

Indicator 16 (Mediation)

65.8% of Mediations held resulted in Mediation Agreements
Target = 50% (low) – 70% (high) Met Target

Mixed results, Georgia met the target for Mediations but not for Resolution Sessions. The results of Resolution Sessions are often more variable because success is dependent upon the parent and school district.

Activity	Next Steps
12:00 pm – 1:00 pm LUNCH BREAK	
<p data-bbox="99 329 380 365">1:00 pm – 2:00 pm</p> <p data-bbox="99 365 1232 401">Annual Performance Report Indicators (Completed the APR presentations)</p> <p data-bbox="99 436 1179 472">Teacher Pipeline Updates and New Teacher Retention Grant (Wina Low)</p> <p data-bbox="99 510 1516 617">The Georgia Teacher/Provider Retention Grant is a United States Department of Education, Office of Special Education Programs grant awarded on September 28, 2020 to the Georgia Department of Education, Division for Special Education Services and Supports.</p> <p data-bbox="99 655 1503 762">The award is for \$500,000 per year for up to five years to address the retention of special education teachers and early intervention providers that have the necessary skills, knowledge, and support to effectively serve children with disabilities and their families.</p> <ul data-bbox="147 800 1490 1129" style="list-style-type: none"> • According to Georgia teacher shortage data collected across 2018 and 2019, Georgia had 3,400 vacancies in special education teacher positions. • New teacher data suggested that between 2018 and 2020, Georgia hired 1,235 new special education teachers and lost approximately the same number of special education teachers each year, meaning the gap in number of vacancies and number of hires has not narrowed. • A large proportion of Georgia’s teacher workforce is within the first three years of their teaching career, meaning they have limited experience, and need extensive training and mentoring, which is often a challenge for a field with high turnover and limited number of teachers. <p data-bbox="99 1167 451 1203">Highlights of the grant:</p> <ul data-bbox="147 1203 1520 1604" style="list-style-type: none"> • Professional Learning • Great Teachers and Leaders Center, American Institutes of Research, to develop a model induction program for K-12 special education teachers to support induction and retention • Coaching component for new special education teachers • Mixed Reality Simulation to support practice for new special education teachers, building and district leaders, and special education leaders in a safe environment with constructive feedback for professional growth. • Support the growth of inclusive leaders by providing resources and professional learning • Executive coaching component for new Special Education Directors (1st year directors) • Develop a comprehensive personnel network to support birth-five for children with disabilities • Provide stipends for early intervention providers to attend professional learning <p data-bbox="99 1642 423 1677">Partners in our work:</p> <ul data-bbox="147 1677 1430 1944" style="list-style-type: none"> • Georgia Department of Public Health, Babies Can’t Wait • Georgia State University, University Center for Excellence in Developmental Disabilities • Georgia State University, Special Education Teacher Preparation • Georgia State University, Leader Preparation • Kennesaw State University, AVATAR Lab, Special Education Teacher Preparation • University of West Georgia, Educational Leadership • University of West Georgia, Early Learning Center 	

Activity	Next Steps
<ul style="list-style-type: none"> • University of West Georgia, Special Education Teacher Preparation • RESA and GLRS network • Georgia Local Education Agencies (LEAs), West Georgia RESA member LEAs • Teacher/Leader Support Division, GaDOE Teaching and Learning • Georgia PINES • GaDOE State Schools • Governor’s Office of Student Achievement • Professional Standards Commission • Great Teachers and Leaders Center, American Institutes of Research • Council of Chief State School Officers, Advancing Inclusive Principal Leadership • The CEEDAR Center, University of Florida • University of Georgia, Leader Preparation • University of Connecticut • Garrett Consulting, LLC (Evaluators) • Parent to Parent of Georgia • University System of Georgia <p>Timeline: Grant period October 1, 2020 – September 30, 2025</p> <p>Desired Outcomes:</p> <ul style="list-style-type: none"> • Increase outcomes for students with disabilities (achievement, graduation, and effective transition) • Increase the retention of special education teachers and early intervention providers • Develop a model induction program to be available regionally through the RESA/GLRS network across Georgia by providing high-quality professional learning for special education teachers and early intervention providers • Advance inclusive leadership • Continue to develop special education leaders and increase the retention of the special education leaders • Develop a comprehensive personnel network for early intervention providers • Increase the collaboration between Part C and Part B services 	
<p>2:00 pm – 2:30 pm GaDOE Updates (Zelphine Smith-Dixon, State Director)</p> <p>The State Director provided general updates regarding technical assistance provided for local school districts to support restart. In addition, the State Director shared information to support Georgia’s continued priority to address the teacher pipeline and inclusive leadership.</p>	
<p>2:30 pm – 3:00 pm Next Steps</p>	

To Do/Next Steps/Completed Actions

During FY21, the SAP would like to address several areas: (1) Evidence-based Practices/Specially Designed Instruction for students; (2) Progress monitoring technical assistance and resources for families and teachers, (3) Teacher Pipeline for Recruitment and Retention of Special Education Teachers, (4) Dyslexia and Literacy, and (5) equity issues and concerns that impact students with disabilities.

How does GaDOE address equity issues for local school systems and families? Examples include the Parent Mentor Partnership, Georgia Online IEP, Facilitated IEP Process, and Assistive Technology Partnership.

What is the relationship between postschool outcomes and school completion?

How many students with disabilities who obtained a regular diploma were students assessed on the alternate assessment?

How will Georgia continue to support restart for local school districts specific to students with disabilities?