

Graduation and Dropout Rate SSIP Leadership Launch



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Georgia Department of Education

Data & GO-IEP Unit

Dr. Dawn Kemp, Part B Data Manager

Goals of the Presentation

- **Review the Components of the SPP/APR**
- **Provide an overview of the changes in the State Performance Plan/Annual Performance Report (SPP/APR) 2020-2025**
- **Identify implications of the changes to Indicators 1 and 2 of the SPP/APR that will impact Georgia's data for students with disabilities**
- **Review the new calculations for Graduation and Dropout**
- **Examine the data for LEAs**

Think of

- One student you worked with that became a graduate despite numerous obstacles
- How did it happen?
- What role did you play?



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Think of

- One student you worked with that dropped out despite your efforts
- How did it happen?
- What could have been different?



What is the State Performance Plan (SPP)/ Annual Performance Report (APR)?

State Performance Plan/Annual Performance Report

- Developed for a 6 Year Interval with a Measurement Table
- 17 Total Indicators --Targets for Each Indicator
- Composed of Results and Compliance Indicators
- Results Indicator Targets--such as Graduation Rate can be set by the State
- Compliance Indicator Targets--such as Child Find (100%) are set by OSEP



What is the State Performance Plan (SPP)/ Annual Performance Report (APR)?

State Performance Plan/Annual Performance Report



- Annual Performance Report Submitted Each Year
- Includes Trend Data for Each Year
- Developed with Input from State Advisory Panel (SAP)
- OSEP Reviews the State's SPP/APR
- States Receive a Determination (i.e., Meets Requirements, Needs Assistance) from OSEP

Data Reporting Year for SPP/APR Indicators



Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2022 will be based upon SY 2020-2021):

- Indicator 3 (Assessment)
- 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 (SSIP)

Data Reporting Year for SPP/APR Indicators



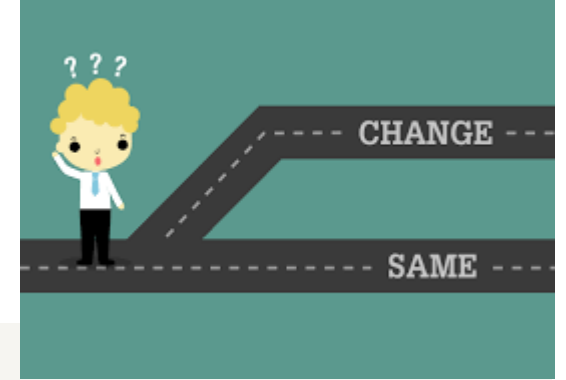
Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2022 is based upon SY 2019-2020):

Indicator 1 (Graduation Rate)

Indicator 2 (Dropout Rate)

Indicator 4 (Disproportionate Suspension/Expulsion)

SPP/APR INDICATORS



Overview of the New SPP/APR Changes

SPP/APR changes	Ind. 1	Ind. 2	Ind. 3	Ind. 4	Ind. 5	Ind. 6	Ind. 7	Ind. 8	Ind. 9	Ind. 10	Ind. 11	Ind. 12	Ind. 13	Ind. 14	Ind. 15	Ind. 16	Ind. 17
No changes							X		X	X	X	X			X	X	
Minor changes / clarifications				X	X								X				X
Changes to response rate and representativeness								X						X			
Change to data source	X	X															
New components			X			X											

Summary of Changes to the New FFY 2020-2025 State Performance Plan/Annual Performance Report retrieved from <https://ideadata.org/news/item/2280/summary-of-changes-to-the-new-ffy-2020-2025-state-performance-planannual-performance>

SPP/APR INDICATORS



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))

SPP/APR INDICATOR 1

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))

Current Calculation: Adjusted Cohort Rate- same as ESSA

Updated Calculation: Report the Same Data as in 618 used for Reporting under Section 618

FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications

Graduation Rate Comparison

- **Adjusted Cohort Calculation**

SWD (9th-12th) who graduate in four years with
a regular high school diploma
or state defined alternate diploma

SWD who form the adjusted cohort for the
graduating class

- **618 Data-- Event Calculation**

SWD (age 14-21) who exit special education by
graduating with a regular high school diploma
SWD (age 14-21) who exit school by: graduating
with a regular diploma, graduating with a state
defined alternate diploma, receiving a certificate,
*reaching maximum age, or dropping out

* Georgia does not use reaching maximum age.

Graduation Rate Comparison

- **Adjusted Cohort Calculation**

- Includes only high school students who exit school
- Students must graduate in 4 years*
- Alternate Diploma counts as “regular” graduate

*except State Defined Alternate Diploma students for whom cohort reassignment is made

- **618 Data- Event Calculation**

- Includes **all** students age 14-21 who exit school and were enrolled on July 1st in the State
- Students do not have to graduate in 4 years
- Alternate Diploma does not count as “regular” graduate



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Your Thoughts?

Graduation Rate Implications

- Initial calculations with the Annual Event graduation calculation formula indicate that the graduation rate will show an increase of more than 6 percent.
- Target setting will have to examine the incremental progress expected for graduation rate for the FFY2020-2025 SPP/APR Package.
- There will now be 2 different graduation rates for students with disabilities.
 - Adjusted Cohort Graduation Rate- used for ESSA for Title I
 - Annual Event Graduation Rate- used for SPP/APR for OSEP

SPP/APR INDICATOR 2

Indicator 2: Dropout

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

Current Calculation: Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data

Updated Calculation: Report the Same Data as in 618 used for Reporting under Section 618

FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications

Dropout Rate Comparison

- **Annual Event Dropout Rate Calculation**

**Total Number of SWD in 9th – 12th who
Dropout in High School
Total Number of SWD in 9th-12th**

- **618 Exitters Calculation**

**Total Number of Students (ages 14-21) who
exited special education due to Dropping Out
Total Number of all SWD (ages 14-21) who exited
school due to:
graduating with a regular diploma, graduating
with a state defined alternate diploma, receiving a
certificate, *reaching maximum age, or dropping
out**

* Georgia does not use maximum age.

Dropout Rate Comparison

Annual Event Dropout Rate Calculation

- The denominator contains all SWD enrolled in grades 9-12 (relatively large number)
- The numerator includes 9th – 12th SWD who dropout in high school

618 Exiters Calculation

- The denominator includes **only** SWD students age 14-21 enrolled on July 1st who **exit school** (relatively small number)
- The numerator includes age 14-21 who exit special education by dropping out

Dropout Rate Implications

- Initial calculations with the Exiters Calculation formula indicate that the dropout rate will **increase** by 7 percent or more.
- Target setting will have to examine the incremental progress expected for dropout rate for the FFY2020-2025 SPP/APR Package.
- The dropout and graduation rate will be much more closely aligned--no large gaps!

Measurement Table

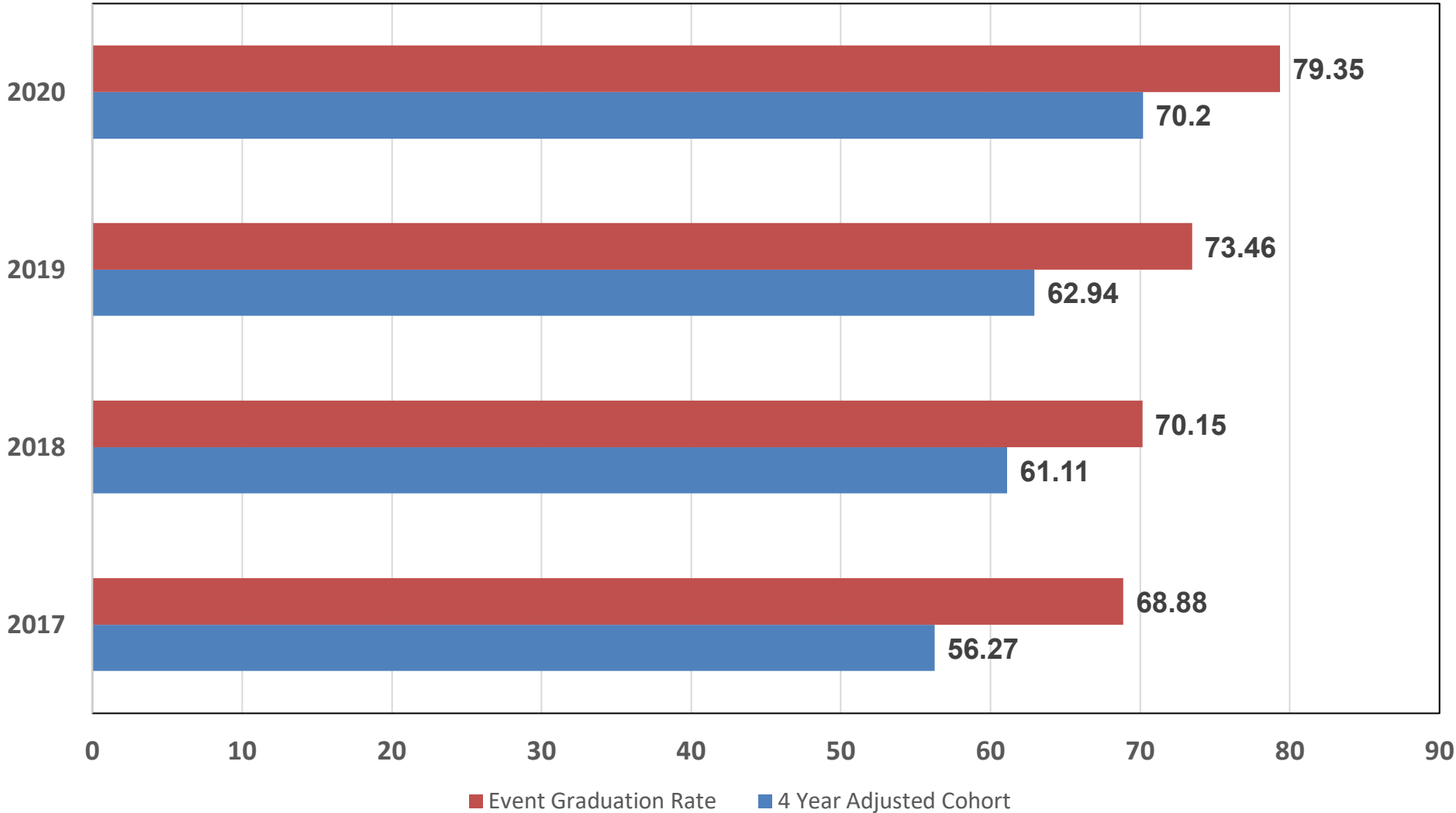
Grad rate formula below:		2020-2025	
<p>1. Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))</p>	<p>Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in ED Facts file specification FS009.</p> <p>Measurement: States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.</p>	<p><i>Sampling is not allowed.</i></p> <p>Data for this indicator are "lag" data. Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019-2020), and compare the results to the target. Provide the actual numbers used in the calculation.</p> <p>Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.</p> <p>Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.</p> <p>Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.</p>	
Dropout formula below:		2020-2025	
<p>Measurement:</p> <p>States must report a percentage using the number of <u>youth</u> with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.</p>		<p>Use 618 exiting data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019-2020). Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.</p> <p>Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program.</p>	



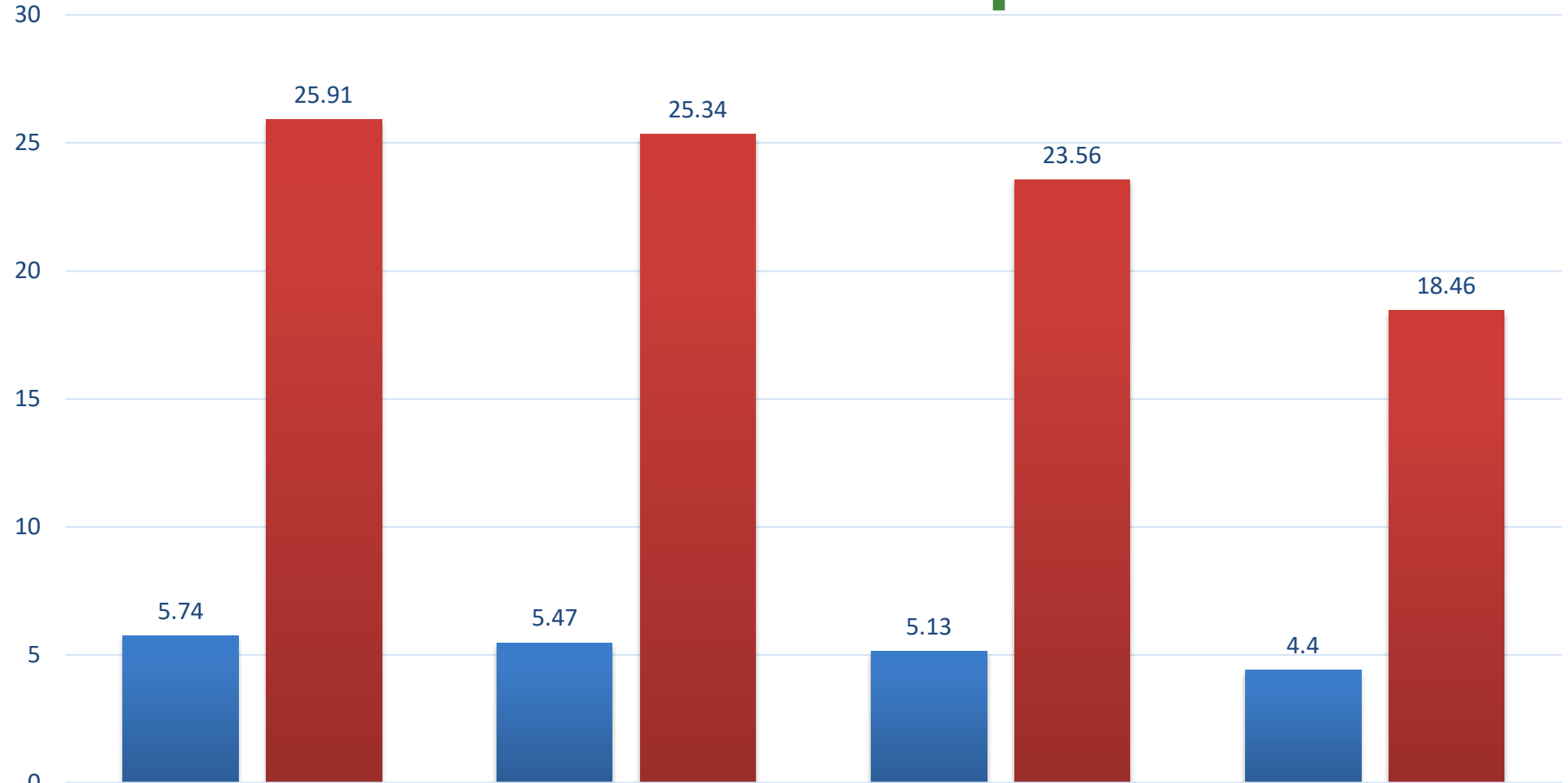
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Your Thoughts?

Students with Disabilities Graduation Rate



Students with Disabilities Dropout Rate



	2017	2018	2019	2020
■ Georgia Dropout Rate	5.74	5.47	5.13	4.4
■ New Exitters Dropout Rate	25.91	25.34	23.56	18.46

■ Georgia Dropout Rate ■ New Exitters Dropout Rate

2019 Graduation & Dropout Rate

N009-SWD Exiting Special Education													
2019 #	Report Level	LEA		Total Indicator	Race/Ethnicity	Sex	Disability Category	Age	Basis Exit	LEP Status	Total Students	denom both	dropout numer
		ID	Name										
1	SEA			Y					D		49		
2	SEA			Y					DROPOUT		3,321	3321	3321
3	SEA			Y					GHS		10,347	10347	
4	SEA			Y					MKC		4,442		
5	SEA			Y					RC		416	416	
6	SEA			Y					TRAN		716		
											19291	14084	3321
				GRADUATION RATE				DROPOUT RATE					
				GHS	DO,GHS,RC		DO	GHS,DO, GHS,RC					
				10,347	14084	0.734663	3321	14084	0.235799				
				grad rate		dropout							

Calculations

Comparison Calculations	Current Model	SPP-APR 2020-2025	Change for 2020-2025
Graduation Rate			Students graduating with a regular diploma (numerator) divided by ALL students age 14-21 who exit (denominator). Not the cohort method.
2019	62.94	73.46	
2020	70.2	79.35	
Dropout Rate			Students who exited special education due to dropping out (numerator) divided by the number of ALL students age 14-21 who exit (denominator). Not 9th -12th grades only.
2019	5.13	23.57	
*2020	4.4	18.46	
* For 2020 only GA can use the 4.4 dropout rate, but this is the last year.			

LEA Graduation & Dropout- Your Turn

Reason	Number
GHS	173
DO	47
RC	7

NUMERATOR for Graduation or Dropout

DENOMINATOR- same for both calculations

LEA Graduation & Dropout- Your Turn

Reason	Number
GHS	62
DO	24
RC	12

NUMERATOR for Graduation or Dropout

DENOMINATOR- same for both calculations

LEA Graduation & Dropout- Your Turn

Reason	Number
GHS	250
DO	70
RC	10

NUMERATOR for Graduation or Dropout

DENOMINATOR- same for both calculations

Action Steps
Moving
Forward

