

# State Performance Plan (SPP) & Annual Performance Report (APR) Group D- Preschool Outcomes, Parent Survey, & Legal



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Georgia Department of Education  
Division for Special Education Services and Supports  
Jamila Pollard- Program Manager Senior  
Scott Smith, Program Manager  
Kachelle White- Program Manager Senior  
September 2, 2021

# Goals of the SPP/APR Work Session

- **Sign in and Provide Your Role(s)** [Group D- Preschool Outcomes, Parent Survey, & Legal](#)
- **Review a process for SPP/APR development using Indicators grouped together in clusters.**
- **Evaluate the trend data for Indicators 7, 8, 15 and 16 of the SPP/APR and identify which are Results Indicators requiring targets.**
- **Examine processes for target setting.**
- **Review stakeholder requirements, previously shared May 6, 2021, in the SAP Meeting.**
- **Plan for feedback collection and finalizing targets.**

# State Performance Plan/Annual Performance Report

## High School & Life Outcomes

- Graduation Rate-1
- Dropout Rate-2
- Post Secondary Transition- 13
- Post School Outcomes-14
- State Systemic Improvement Plan (SSIP)-17

**Facilitators: Ann Cross, Wina Lowe**

## Disproportionality

- Significant Discrepancy-4
- Disproportionate Representation (All Disabilities)- 9
- Disproportionate Representation (Specific Disabilities)-10

**Facilitators: Felicia Peavy, Vickie Cleveland, Linda Castellanos**

## Environment & Timelines

- School Age Environments-5
- Early Childhood Environments-6
- Child Find/Initial Evaluation-11
- Part C to B Transition-12

**Facilitators: Amber McCollum, Phoebe Atkins**

## Preschool, Parent Involvement & Legal

- Preschool Outcomes-7
- Parent Involvement/Survey-8
- Resolution Sessions-15
- Mediation-16

**Facilitators: Jamila Pollard, Kachelle White, Scott Smith**

## Assessment

- Assessment-3

**Facilitators: Lynn Holland, Karen Suddeth, Carson Cochran**

# Collaborative Process for SPP/APR Development

- **SPP/APR 2020-2025 Process**

- **February 2021** Development of an EXCEL Template of SPP/APR 2020-2025 Requirements and Data with Targeted Questions for all Indicators by Part B Data Managers shared with Zephine Smith-Dixon and Kachelle White
- **May 6, 2021**, SAP meeting- members chose an Indicator Cluster for which to provide feedback and set targets
- **June 2, 2021**, Meeting with Part B Data Managers, Zephine Smith-Dixon and Kachelle White regarding SPP/APR 2020-2025
- **August 4, 2021**, GLRS and District Liaisons (DLs) Presentation
- **August 10, 2021**, DSESS staff Presentation
- **August 11, 2021**, DSESS SPP/APR Group Facilitator share information
- **August 18, 2021**, SSIP (Indicators 1 & 2) Presentation

# Collaborative Process for SPP/APR Development

- **September 2021- November 2021** stakeholders provided with current data on Indicators and feedback gathered to provide advisement on the targets for the SPP/APR 2025
- **November 2021** specific targets set for each Indicator for the SPP/APR 2020-2025
- **November 2021 (late)** public access to the targets and opportunity for comment
- **December 2021** updates provided to participating stakeholders of the targets established and any updated data provided
- **December 2021 (late)** SPP/APR template published by OSEP and available for entry on EMAPS
- **December 2021-January 10, 2022-** Development of SPP Narrative and Editing with DSESS Program Managers, Part B Data Managers, and other relevant staff
- **January 15, 2022-** SPP/APR provided to the Director of DSESS for review and submission to OSEP by Feb. 1, 2022



# Stakeholder Input

- i. *The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress;*
- ii. *Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for children with disabilities;*

## Reference

*Part B State Performance Plan and Annual Performance Report (Part B SPP/APR) General Instructions. FFY 2020–2025 Part B SPP/APR (OMB NO: 1820-0624/Expiration Date: October 31, 2023). Retrieved February 1, 2021, from [https://sites.ed.gov/idea/files/1820-0624\\_FFY20Part\\_B\\_SPPAPR\\_Instructions\\_FINAL.pdf](https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Instructions_FINAL.pdf).*

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- iii. *The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and*
- iv. *The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.*

## Reference

*Part B State Performance Plan and Annual Performance Report (Part B SPP/APR) General Instructions. FFY 2020–2025 Part B SPP/APR (OMB NO: 1820-0624/Expiration Date: October 31, 2023). Retrieved February 1, 2021, from [https://sites.ed.gov/idea/files/1820-0624\\_FFY20Part B SPPAPR Instructions FINAL.pdf](https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Instructions_FINAL.pdf).*

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# Setting Baselines & Targets

# Setting Baselines & Targets- Impacted 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											

Indicators requiring a new baseline for the SPP/APR to be submitted in Feb. 2022 are circled in red. Indicators with new baselines in the SPP/APR submitted Feb 2021 are enclosed in a blue box

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar Recording [Setting Baselines & Targets-Webinar](#) [Setting Baselines & Targets- PPT](#) (PPT in Facilitator Resources Folder)

# Compliance & Results Indicators

- Compliance Indicators have a mandatory target that is set at 0% or 100%.
  - **4b, 9, 10, 11, 12, and 13**
- Results Indicators **require targets** that must show an increase over baseline, be rigorous, and set with the advice of stakeholders.
  - **1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17**

# Setting Baselines & Targets

- When do you set new baselines and targets?
- Only when there is a new component added to an Indicator or
- Changes in the formula, method, or group being measured in the Indicator
- **Not** just because of a new SPP/APR package (i.e., SPP/APR 2020-2025) if there are no new components or measurement

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021,  
PPT Slides/Webinar Recording [Setting Baselines & Targets-Webinar](#) [Setting Baselines & Targets- PPT](#)  
(PPT in Facilitator Resources Folder)

# Setting Baselines & Targets

## Why Would I Want to Change Baseline?

Impact of COVID-19 on data quality, completeness and accuracy

- The baseline data are not representative
- State or local programs have out-of-range data
- Data collection tools and/or methods changed
- Measurement requirements changed



IDEA DATA  
CENTER

Collect, Report, Analyze, and  
Use High-Quality Part B Data

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021,  
PPT Slides/Webinar Recording [Setting Baselines & Targets-Webinar](#) [Setting Baselines & Targets- PPT](#)  
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# Setting Baselines & Targets

What strategies may be used for Baseline Selection?

Selection of a particular reporting year of data from these possibilities:

- Use the most recent year of data available

- Consider going back and recalculating previous years of data based on the new measurement/calculation and selecting an earlier year

- Be aware that data may be highly unstable due to COVID, lack of Assessment in 2020, etc., and baselines may need to be changed several times across the 2020-2025 package.

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar Recording [Setting Baselines & Targets-Webinar](#) [Setting Baselines & Targets- PPT](#) (PPT is in your Facilitator Resources Folder)

# Setting Targets

## What Are Some of the Methods for Calculating Targets?

- Eyeball method
- Trend lines
- Growth or change from year to year
- Increase by a set percent or percentage point every year
- Start with the end goal
- Statistical validation of targets

# Setting Targets

## Target Setting Methods: Eyeball Method

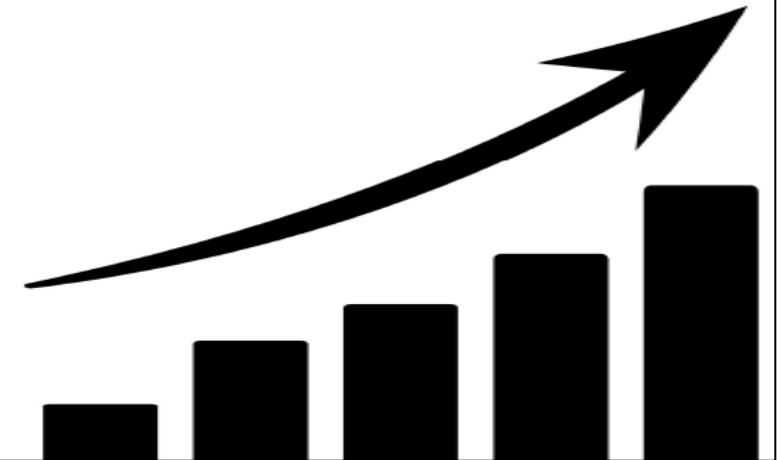


### **Eyeball method**

Eyeball estimation refers to inspecting data and quickly making an educated guess about the approximate magnitude of relevant statistics.

## Target Setting Methods: Trend Lines

- Use trend lines to estimate data for future years
- Select target from the trend line





# Setting Targets

## Target Setting Methods: Growth

- Figure average growth/change from year to year and add to the current data

FFY	2017	2018	2019	2020	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target
Actual data	76%	74.5%	76.1%	77.1%	77.6%	78.1%	78.6%	79.1%	79.6%
Change		-1.5	+1.6	+1					

- Option 1: State could look at years 2011 forward and see growth of at least 1 percentage point last two years but know growth is likely slowed down due to pandemic and set target of +0.5 each year

## Target Setting Methods: Stable Data

- Figure average growth/change from year to year and add to the current data

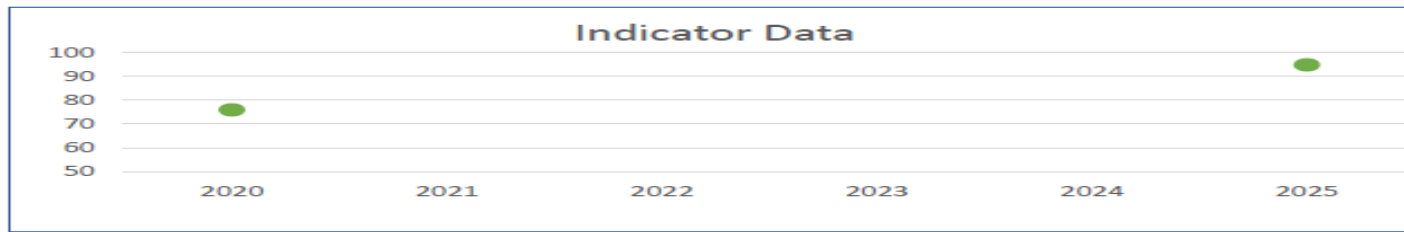
FFY	2017 baseline	2018	2019	2020	2021 target	2022 target	2023 target	2024 target	2025 target
Actual data	76%	74.5%	76.1%	77.1%	77.1%	77.1%	77.6%	77.6%	77.6%
Change		-1.5	+1.6	+1					

- State could decide growth has been steady and recommend keeping the target the same for a few years as no new initiatives are planned

# Setting Targets

## Target Setting Methods: Start With the End Goal

- Start with the end in mind
- Where are we now?
- Where do we want to be at the end of the SPP?
- How do we break that end goal into steps or targets for each year?



## Statistical Validation of Targets

Stratify districts by size to review data and recommend targets

- Look at size group progress over time
- Weight by size

Consider using tests of statistical significance such as

- T test
- Z test

Resources for statistical analysis

<http://www.surveystar.com/ztest.htm>  
<https://www.socscistatistics.com/tests/>

# Baselines & Targets Summary

- Which Indicators require new Baselines?
- Should there be a consideration of using a prior year's data on any Indicator?
- Which method(s) of Target Setting do you recommend for each Indicator?



# INDICATOR DATA


# SPP/APR INDICATORS




## 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))

<b>Positive Social/Emotional Skills FFY20/FY21 <b>NEW</b></b>	<b>Target</b>	<b>Data</b>	<b>Status</b>	<b>Slippage</b>
<p>A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>		<p>85.40</p>		
<p>A2. The percent of preschool children who were functioning within age expectations in Outcome A, by the time they turned 6 years of age or exited the program.</p>		<p>55.06</p>		


<b>Acquisition and use of knowledge and skills</b> <b>FFY20/FY21 <span style="background-color: yellow;">NEW</span></b>	<b>Target</b>	<b>Data</b>	<b>Status</b>	<b>Slippage</b>
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		87.98		
B2. The percent of preschool children who were functioning within age expectations in Outcome B, by the time they turned 6 years of age or exited the program.		47.93		

<b>Use of appropriate behaviors to meet their need</b> <b>FFY20/FY21 NEW</b>	<b>Target</b>	<b>Data</b>	<b>Status</b>	<b>Slippage</b>
<p>C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>		<p>86.48</p>		
<p>C2. The percent of preschool children who were functioning within age expectations in Outcome C, by the time they turned 6 years of age or exited the program.</p>		<p>64.68</p>		



Positive Social/Emotional Skills FFY19/FY20	Target	Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	80	80.52	Met Target	No Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A, by the time they turned 6 years of age or exited the program.	62	54.86	Did Not Meet Target	Slippage

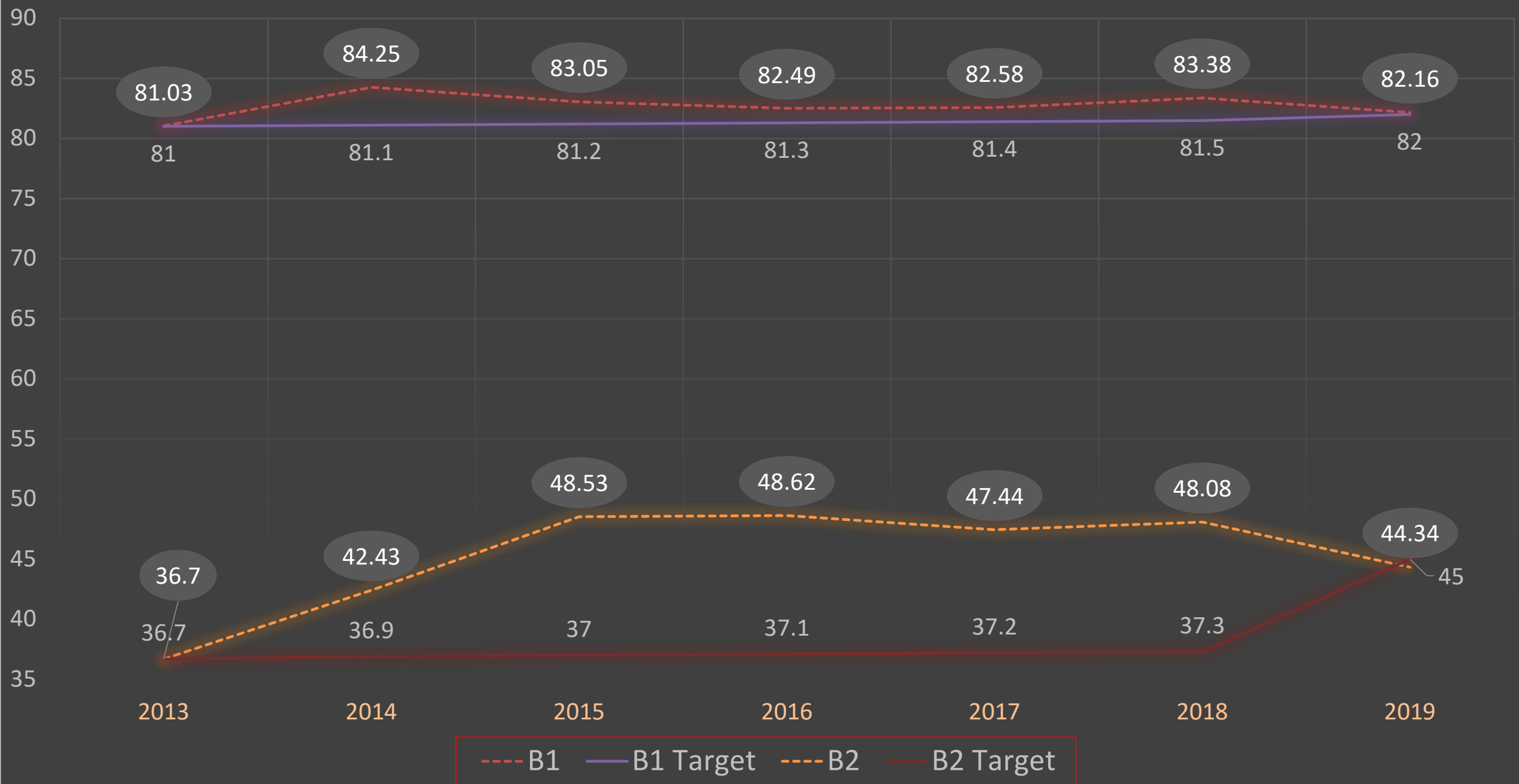
Acquisition and use of knowledge and skills FFY19/FY20	Target	Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	82	82.16	Met Target	No Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B, by the time they turned 6 years of age or exited the program.	45	44.34	Did Not Meet Target	No Slippage

<b>Use of appropriate behaviors to meet their need FFY19/FY20</b>	<b>Target</b>	<b>Data</b>	<b>Status</b>	<b>Slippage</b>
<p>C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p>	<p>80</p>	<p>80.08</p>	<p>Met Target</p>	<p>No Slippage</p>
<p>C2. The percent of preschool children who were functioning within age expectations in Outcome C, by the time they turned 6 years of age or exited the program.</p>	<p>72</p>	<p>65.01</p>	<p>Did Not Meet Target</p>	<p>Slippage</p> 

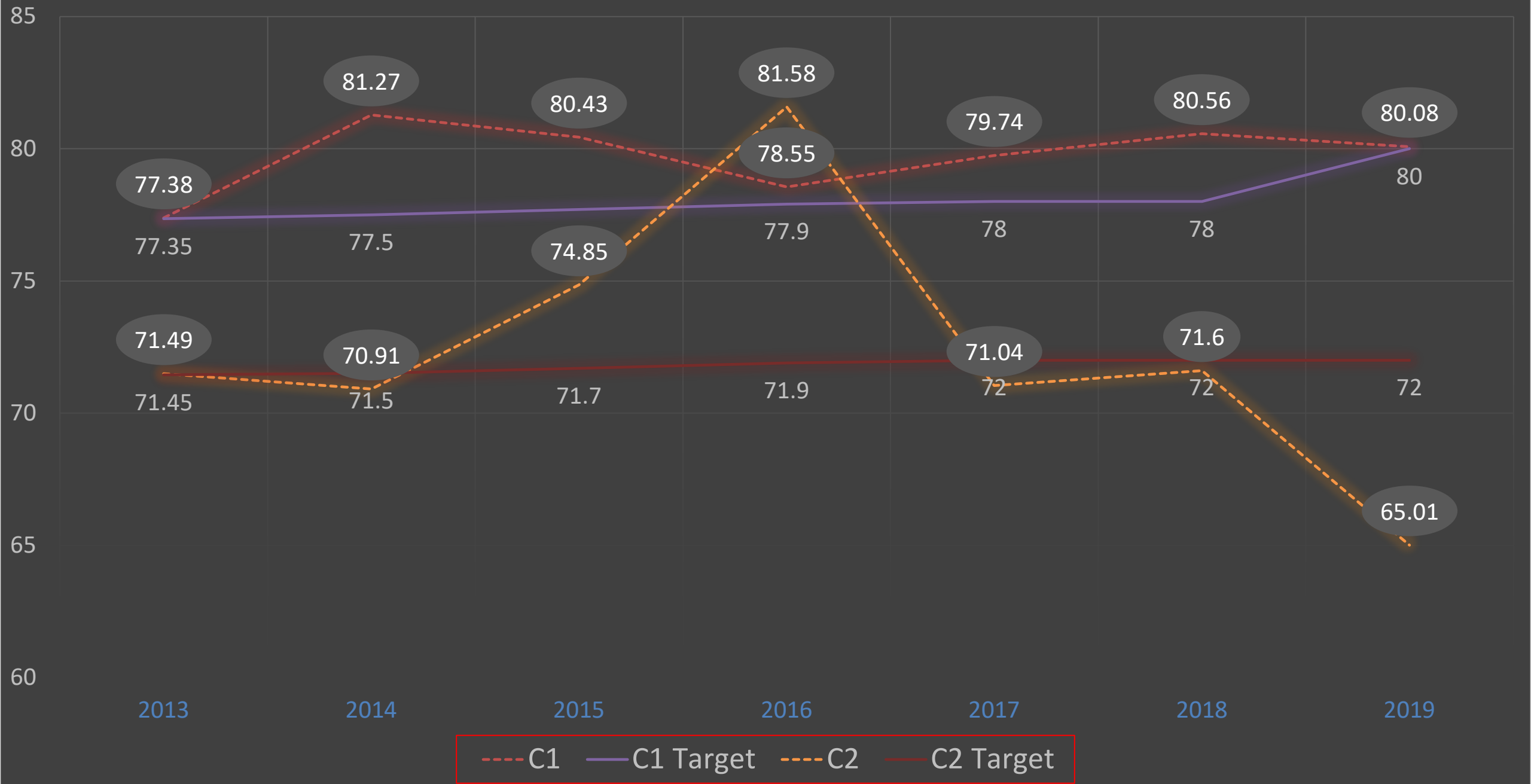
# Preschool Outcomes- Positive Social Emotional Outcomes



# Preschool Outcomes- Acquisition and Use of Knowledge and Skills



# Preschool Outcomes- Use of Appropriate Behaviors to Meet Needs



# SPP/APR INDICATORS



## 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))

# SPP/APR INDICATOR 8

## Parent Involvement 20 U.S.C. 1416 (a)(3)(A))

### Prior Analysis Requirements

Include the State's analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

States **should consider** categories such as race and ethnicity, age of the infant or toddler, and geographic location in the State.

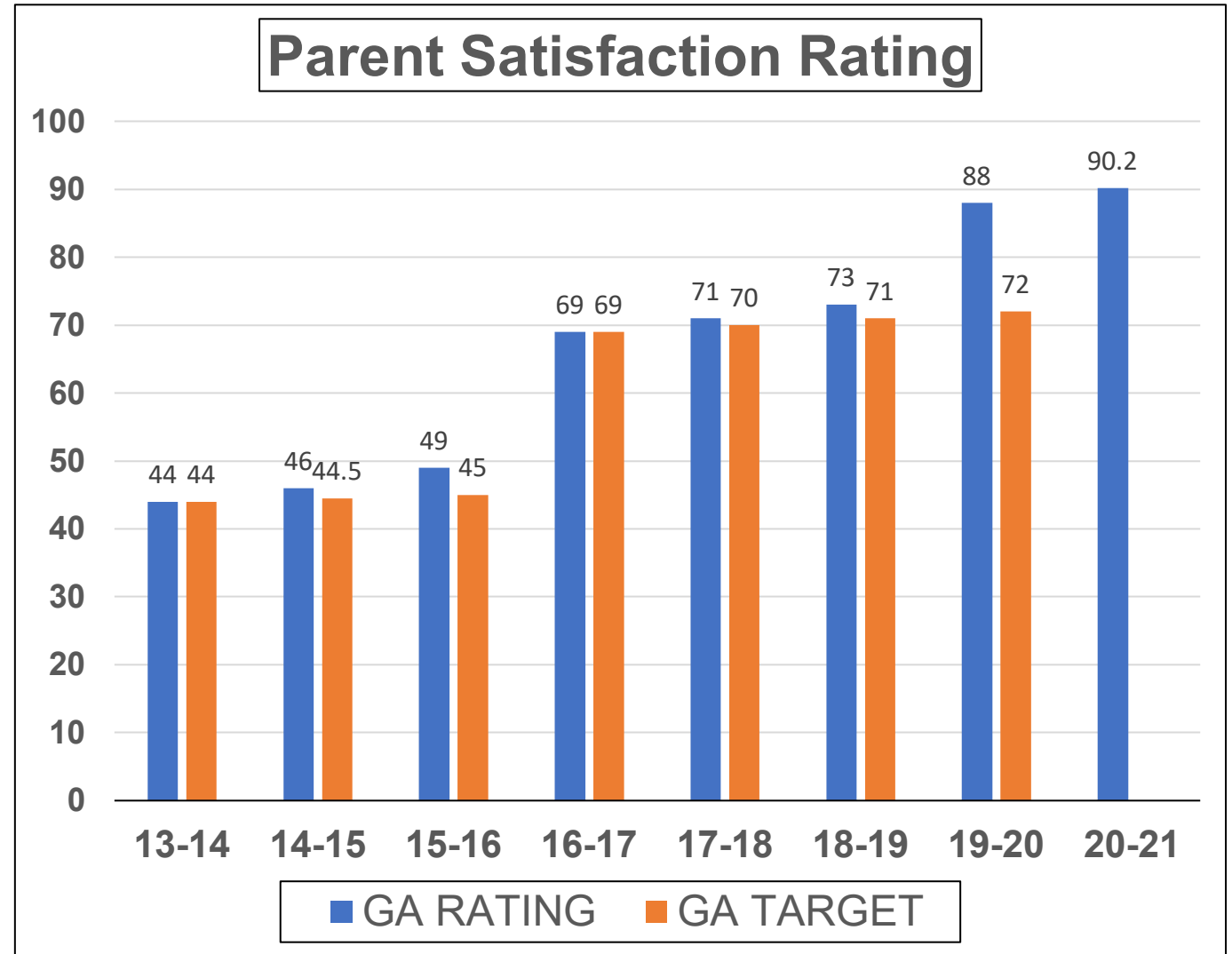
### Current Analysis Requirements

When reporting the extent to which the demographics of the children for whom parents responded to surveys are representative of the demographics of children receiving special education services, States **must include** race and ethnicity in their analysis (**beginning with FFY 2021 submission due February 2023**).

**At least one of the following demographics:** age of student, disability category, gender, geographic location, and/or another category approved through the stakeholder input process.



# Parent Involvement



# 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))

# Resolution Sessions Data FY 2019-2020

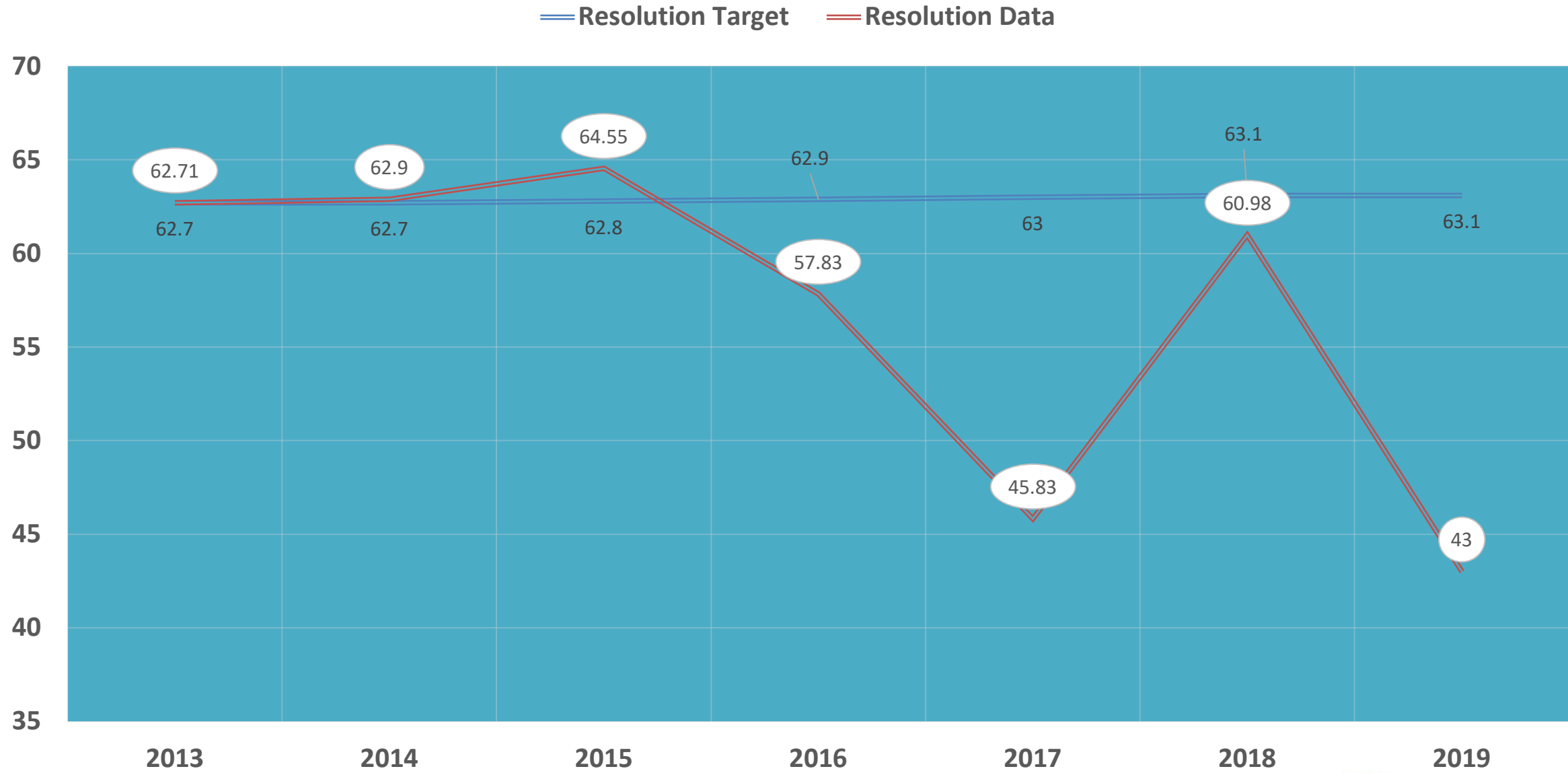
(3.1) Resolutions meetings	37
(a) Written settlement agreements reached through resolution meetings	16

**16/37 = 43% of Resolution Sessions resulted in written settlement agreements**

**Target= 63.10% Did not meet target**

**Slippage**

# RESOLUTION SESSIONS



# Mediations

(2.1) Mediations held	85
(a) Mediations held related to due process complaints	14
(i) Mediation agreements related to due process complaints	6
(b) Mediations held not related to due process complaints	71
(i) Mediation agreements not related to due process complaints	50

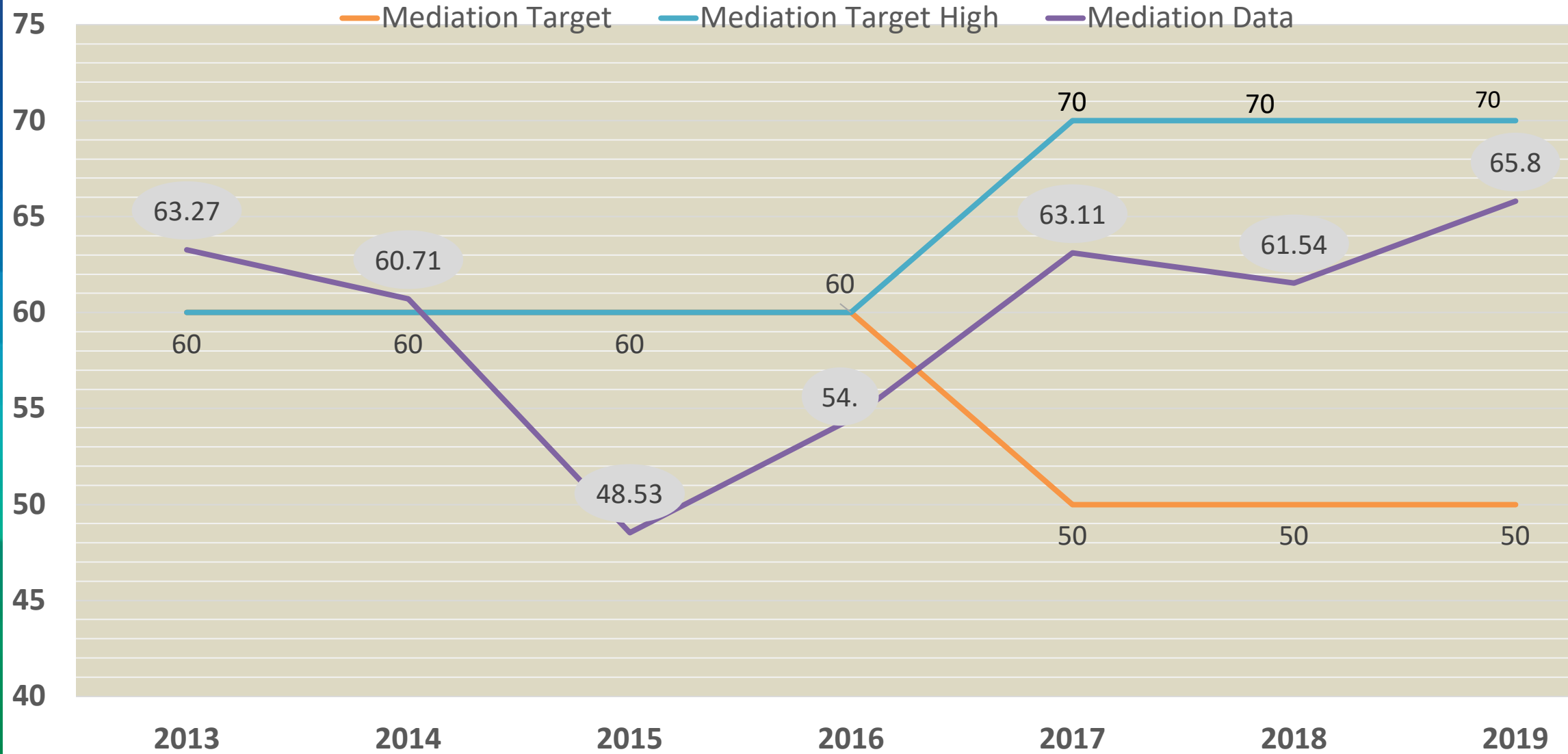
**56/85 = 65.8% of Mediations held resulted in Mediation Agreements**

**Target = 50% (low) – 70% (high)**

**Met Target**

**No Slippage**

# Mediations



# Preliminary Target Setting & Questions

- What are the celebrations in the data and areas requiring greater emphasis?
- Based on the information, what are your suggestions for setting the targets for each Indicator?
  - Preschool Outcomes
  - Parent Survey
  - Legal

# Collaborative Process for SPP/APR Completion

- **September 2021- November 2021** stakeholders provided with current data on Indicators and feedback gathered to provide advisement on the targets for the SPP/APR 2025
- **November 2021** specific targets set for each Indicator for the SPP/APR 2020-2025
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# Survey Link:

[https://forms.office.com/pages/responsepage.aspx?id=g1yIGkMDy069Ob1\\_Q4dr19Bi69FUMHpFpKehdFp8znVUQ1dSQThBSERNMEtFMjIUM1AxTExKN0JBVyQIQCN0PWcu](https://forms.office.com/pages/responsepage.aspx?id=g1yIGkMDy069Ob1_Q4dr19Bi69FUMHpFpKehdFp8znVUQ1dSQThBSERNMEtFMjIUM1AxTExKN0JBVyQIQCN0PWcu)



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