State Performance Plan (SPP) & Annual Performance Report (APR) State Advisory Panel Feedback Session

Georgia Department of Education
Division for Special Education Services and Supports
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October 29, 2021

Goals of the SPP/APR Feedback Session

- Identify the key points of the SPP/APR.

- Review a timeline for SPP/APR development using Indicators grouped together in clusters.

- Review processes for target setting.

- Evaluate the trend data for the SPP/APR Results Indicators, all of which require targets set by the state.

- Solicit feedback on the Results targets.

- A Survey Link will be sent to SAP members in the next week for individual feedback.

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

- 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 – require stakeholder input in the process**
- Compliance Indicator Targets -- such as Child Find (100%) are set by the federal Office of Special Education Programs (OSEP)

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

- Annual Performance Report Submitted Each Year
- Includes Trend Data for Each Year
- Developed with Input from 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 (State Systemic Improvement Plan)

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)

Collaborative Process for SPP/APR Development

- **SPP/APR Full Fiscal Year (FFY) 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 Zelphine 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, Zelphine Smith-Dixon and Kachelle White regarding SPP/APR 2020-2025
  - **August 4, 2021**, Georgia Learning Resource Systems (GLRS) and District Liaisons (DLs) Presentation
  - **August 10, 2021**, Department of Special Education Services and Supports (DSESS) Staff Presentation
  - **August 11, 2021**, DSESS SPP/APR Group Facilitator share information
  - **August 18, 2021**, SSIP (Indicators 1 & 2) Presentation

  * FFY 2020-2025 **=** Fiscal Year (FY) 21-26 **or** School Year (SY) 2021-2026 Type of Year FFY, FY, and SY will be specified for data presented

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

Setting Baselines & Targets

Baselines & Targets – FFY 2020-2025 changes

Type of Change	Indicators
No Changes	7, 9, 10, 11, 12, 15, 16
Minor Changes/Clarifications	4, 5, 13, 17
Changes to Response Rate & Representativeness	8, 14
Change to Data Source	1, 2
New Components	3, 6
	Source: Setting Baselines & Targets Webinar IDC Webinar March 25, 2021

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
- Consider the impact of COVID-19 on data quality, completeness, and accuracy

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

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
- 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](#)

Key Points on Target Setting for FFY 2020-2025

- Ending target must be above the baseline target
- Targets can be the same in more than one year
- OSEP expects targets to be rigorous

Methods of Target Setting

- Eyeball method
- Trend data
- Specific average percentage of change per year
- Start with end goal in mind

INDICATOR DATA & Stakeholder Meetings Feedback

SPP/APR INDICATOR 1

Indicator 1: **Graduation**

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))

Students with Disabilities Graduation Rate

SCHOOL YEAR	PERCENTAGE	CHANGE
2020	79.35	+ 5.89
2019	73.46	+ 3.31
2018	70.15	+ 1.27
2017	68.88	--

Baseline & Targets Questions - Indicator 1 Graduation Rate

- Baseline SY 2020 = 79.35% <u>or</u> Baseline SY 2019 = 73.46%?

- Target increase = 1% or 2% a year?

- Target = remains the same in some consecutive years?

- Begin with end target = 5 -10% increase and distribute targets across SY 2021-2026?

SPP/APR INDICATOR 2

Indicator 2: **Dropout**
Percent of youth with IEPs exiting school by dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Students with Disabilities Dropout Rate

SCHOOL YEAR	PERCENTAGE	CHANGE
2020	18.46	- 5.10
2019	23.56	-1.78
2018	25.34	-0.57
2017	25.91	--

Baseline & Targets Questions - Indicator 2 Dropout Rate

- Baseline SY 2020 = 18.46% <u>or</u> Baseline SY 2019 = 23.56%?

- Target decrease = 1% or 2% a year?

- Target = remains the same in some consecutive years?

- Begin with end target = 5 -10% decrease and distribute targets across SY 2021-2026?

SPP/APR INDICATOR 3

Indicator 3 A-D : Assessment for Students with Disabilities (Grades 4, 8, and High School)*

A. Participation Rate

B. Proficiency Rate against grade level standards – change

C. Proficiency Rate against alternate academic achievement standards – change

D. Gap in Proficiency Rates for children with IEPs and all students against grade level academic achievement standards - change

*includes all students with an IEP in place at testing time (both full academic year and not full academic year), calculated separately for English/language arts and math

Assessment Changes

- Proficiency against grade level standards and alternate level standards were previously combined into one percentage - now separate percentages

- Difference in proficiency percentage points between students with IEPs (general curriculum only) who are proficient and ALL general curriculum students (including students with IEPs)

- Grades assessed – previously 3 – 8, and high school, now 4, 8, and high school

Students with Disabilities Reading Participation Rate

SCHOOL YEAR	PERCENTAGE	TARGET	MET OR NOT MET
2020	no data- COVID	98.75	--
2019	98.25	98.75	not met
2018	98.89	98.50	met
2017	99.13	98.45	met

Students with Disabilities Math Participation Rate

SCHOOL YEAR	PERCENTAGE	TARGET	MET OR NOT MET
2020	no data- COVID	98.25	--
2019	97.88	98.25	not met
2018	98.56	97.80	met
2017	98.83	97.80	met

Baseline & Targets Questions - Indicator 3 Assessment

- Participation – unknown* – consider using lower targets than the 2017-2019 school years?

- Proficiency (Milestones) – unknown* – **baseline year**

- Proficiency (Georgia Alternate Assessment) – unknown* – **baseline year**

- Proficiency gap – unknown* – **baseline year**

*additional data provided when available

SPP/APR INDICATOR 4a

Indicator 4A: **Suspension/Expulsion**
Rates of Suspension/Expulsion - Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Significant Discrepancy - SWD Suspension/Expulsion

SCHOOL YEAR	PERCENTAGE of LEAs*	TARGET	MET OR NOT MET
2020	35.71	15.50	not met
2019	11.76	15.50	met
2018	57.14	16.50	not met
2017	18.52	17.50	not met

*LEAs with a Rate Ratio ≥ 2.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size

Baseline & Targets Questions - Indicator 4a Dropout Rate

- Return to SY 2016 Baseline = 18.52%?

- Target decrease = 2.5% for SY 2021 and 3.0% remaining years?

- Target = remains the same in some consecutive years?

- Begin with end target = 18.52% and distribute targets across SY 2021-2026?

Baseline & Targets Recommendations - Indicator 4a Significant Discrepancy

SCHOOL YEAR	PERCENTAGE	TARGET	CHANGE
2020	35.71	15.50	--
2021	--	33.21	2.5
2022	--	30.21	3
2023	--	27.21	3
2024	--	24.21	3
2025	--	21.21	3
2026	--	18.21	3

SPP/APR INDICATOR 5

Indicator 5: Education Environments (School Age)
Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;

B. Inside the regular class less than 40% of the day; and

C. In separate schools, residential facilities, or homebound/hospital placements. (20 U.S.C. 1416(a)(3)(A))

Indicator 5a - Inside the Regular Class 80% or >

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 5a	TARGET
2021 (213,263)	62.41* 133,087 students	
2020 (214,339)	NEW BASELINE 62.73 134,463 students	BASELINE
2019 (200,128)	63.04 126,332 students	65.5 or more
2018	64.06	65.4 or more

*will be reported in Feb. 2022 SPP/APR

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Indicator 5b - Inside the Regular Class < 40%

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 5b	TARGET
2021 (213,263)	17.17* 36,607 students	
2020 (214,339)	**NEW BASELINE 16.58 35,544 students**	
2019 (200,128)	16.26 32,586 students	14 or less
2018	15.2	14.1 or less

*will be reported in Feb. 2022 SPP/APR

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Indicator 5c - Separate Settings, Residential Settings, Hospital

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 5c	TARGET
2021 (213,263)	1.43* 3,056 students	
2020 (214,339)	NEW BASELINE 1.48 3,171 students	
2019 (200,128)	1.54 2,860 students	1.38 or less
2018	1.77	1.5 or less

*will be reported in Feb. 2022 SPP/APR

Baseline & Targets Questions - Indicator 5a Environment - 80% or >

- 5a, 5b, and 5c are all remaining relatively stable – no major shifts
- 5a Target Percentage Increase = 1% or 2% a year?
- 5a Target Percentage Remaining the same in some consecutive years?
- 5a Begin with a Targeted End Point (i.e., 5 -10% increase) and distribute targets across SY 2021-2026?

Baseline & Targets Questions - Indicator 5b Environment - < 40%

- 5a, 5b, and 5c are all remaining relatively stable – no major shifts
- 5b Target Percentage Decrease = 0.2% to 0.5% a year?
- 5b Target Percentage Remaining the same in some consecutive years?
- 5b Begin with a Targeted End Point (i.e.,1- 5 % decrease) and distribute targets across SY 2021-2026?

Baseline & Targets Questions - Indicator 5c Environment - Separate Settings, Residential Settings, Hospital

- 5a, 5b, and 5c are all remaining relatively stable – no major shifts
- 5c Target Percentage Decrease = 0.05% to 0.10% a year?
- 5c Target Percentage Remaining the same in some consecutive years?
- 5c Begin with a Targeted End Point (i.e., 0.3% decrease) and distribute targets across SY 2021-2026?

SPP/APR INDICATOR 6

Indicator 6: **Preschool Environments (includes 5-year-olds in Preschool)**

Preschool environments: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

B. Separate special education class, separate school or residential facility.

C. Receiving special education and related services in the home.
(20 U.S.C. 1416(a)(3)(A))

Indicator 6a - Reg. Early Childhood Program with the Majority of Services in Reg. Early Childhood Setting

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 6a	TARGET
2021 (9,348)	29.35* 2,745 students	
2020 (11,271)	**New Baseline 32.54** 3,668 students	
2019 (18,661)	41.76 7,792 students	46.6 or more
2018	41.94	46.4 or more

*not reported to OSEP, will be reported in Feb. 2022

Indicator 6b – Separate Special Education Class, Separate School or Residential Facility

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 6b	TARGET
2021 (9,348)	42.09%* 3,934 students	
2020 (11,271)	**New Baseline 41.32** 4,657 students	
2019 (18,661)	29.26 5,460 students	22.5 or less
2018	27.44	23 or less

*not reported to OSEP, will be reported in Feb. 2022

Indicator 6c – Home

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 6c	TARGET
2021 (9,348)	1.63 152 students	BASELINE
2020 (11,271)	1.03 116 students	
2019 (18,661)	1.5 276 students	

Baseline & Targets Questions - Indicator 6a Regular Early Childhood with Majority of Services in Regular Program

- 6a Percentage dramatically decreased by > 9% in SY 2020 with K change, and declined another 3% in SY 2021
- 6a Target Percentage Increase = 0.5% or 1% a year?
- 6a Target Percentage Remaining the same in some consecutive years?
- 6a Begin with a Targeted End Point (i.e., 1 - 5% increase) and distribute targets across SY 2021-2026?

Baseline & Targets Questions - Indicator 6b Separate Special Education Class, Separate School or Residential Facility

- 6b Percentage Dramatically Increased by > 11% in SY 2020 with K change, and increased slightly < 1% in SY 2021
- 6b Target Percentage Decrease = 0.5% or 1% a year?
- 6b Target Percentage Remaining the same in some consecutive years?
- 6b Begin with a Targeted End Point (i.e., 1 - 5% decrease) and distribute targets across SY 2021-2026?

Baseline & Targets Questions - Indicator 6c Home

- 6c Baseline Year 2021 = 1.63%
- 6c Target Percentage Decrease = 0.05% or 0.07% a year?
- 6c Target Percentage Remaining the same in some consecutive years?
- 6c Begin with a Targeted End Point (i.e., 0.20 % decrease) and distribute targets across SY 2021-2026?

SPP/APR INDICATOR 7

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))

Preschool Outcomes SY 2017 – 2020 7a, 2021 Data

Positive Social Emotional Skills	Range of Targets	# of Years Targets Met	2021 Data
% of children < age expectation - exit with a substantial rate of growth	78.5% – 80%	4 of 4	85.40%
% of children < age expectation - exit within age expectation	61.7% - 62%	3 of 4	55.6%

Preschool Outcomes SY 2017 – 2020 7b, 2021 Data

Acquisition of Knowledge and Skills	Range of Targets	# of Years Targets Met	2021 Data
% of children < age expectation - exit with a substantial rate of growth	81.3% – 82%	4 of 4	87.98%
% of children < age expectation - exit within age expectation	37.5% - 45%	3 of 4	47.93%

Preschool Outcomes SY 2017 – 2020 7c, 2021 Data

Use of Appropriate Behaviors	Range of Targets	# of Years Targets Met	2021 Data
% of children < age expectation - exit with a substantial rate of growth	77.9% – 80%	4 of 4	86.48%
% of children < age expectation - exit within age expectation	71.9 - 72%	1 of 4	64.68%

Baseline & Targets Questions - Indicator 7 Preschool Outcomes

- Targets met every year 7a through c, for exit with a substantial rate of growth
- Targets met 3 of 4 years for 7a and 7b, for exit meeting age expectations
- Targets met 1 of 4 years for 7c, for exit meeting age expectations
- Target Percentage Increase = 0.3% or 1% a year for all targets, but 7c for meeting age expectations?
- Target Percentage Remaining the same in some consecutive years?
- Begin with a Targeted End Point (i.e., 1- 4% increase) and distribute targets across 2021-2026, for all but 7c meeting age expectations?
- Target 7c remain the same and increase 0.5% by 2026?

SPP/APR INDICATOR 8

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))

Parent Involvement- Parent Survey Results

SCHOOL YEAR	PERCENTAGE	TARGET	MET OR NOT MET
2021	90.2	--	--
2020	88	72	met
2019	73	71	met
2018	71	70	met

Baseline & Targets Questions - Indicator 8 Parent Involvement

- Targets met every year
- Target Percentage Increase = 1% or 1.5% a year?
- Target Percentage Remaining the same in some consecutive years?
- Begin with a Targeted End Point (i.e., 1- 3% increase) and distribute targets across 2021-2026?

SPP/APR INDICATOR 14

Indicator 14: Post-School Outcomes

Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. 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.

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

Post School Outcomes SY 2017 – 2020, 2021 Data

Positive Social Emotional Skills	Range of Targets	# of Years Targets Met	2021 Data
14 A. Enrolled in higher education within one year of leaving high school.	26.25% – 27.4%	0 of 4	26.86%
14 B. Enrolled in higher education or competitively employed within one year of leaving high school.	53.7 – 54%	4 of 4	60.34%
14 C. 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 – 80.1%	4 of 4	84.23%

Baseline & Targets Questions - Indicator 14 Post School Outcomes

- Targets Met for 14 B and C, not 14 A.
- Target Percentage Increase for B and C = 1% or 2% a year?
- Target Percentage Remaining the same in some consecutive years for all?
- Begin with a Targeted End Point for 14 B and C (i.e., 2 – 5 % increase) and distribute targets across 2021-2026?
- Target for 14 A increase of 1% by 2026?

SPP/APR INDICATORS 15 & 16

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))

Baseline & Targets Questions – Indicators 15 & 16

- Use a Range for Targets for both Indicators, such as 50 – 70%?
- Both are variable, with Resolution Sessions being more variable.
- Target Percentage Decrease = 1% or 2% a year?
- Target Percentage Remaining the same in some consecutive years?
- Begin with a Targeted End Point (i.e., 1 – 5 % decrease)?

What is the focus of the SSIP?

- In 2013-2014 the state decided based upon data analysis and stakeholder input to focus the State Systemic Improvement Plan (SSIP) Indicator 17 on **graduation**.

- The state rate for SWD graduation rates was 39.5%.

- It set the SIM-R (State Identified Measurable Result) goal to increase graduation rates for students with disabilities to 65% or higher using the Annual Event Rate.

State Identified Measurable Result

- **Georgia's SiMR is to increase the Annual Event graduation rates for students with disabilities to 67% or higher.**

- **73.47% of all districts in Georgia met the SiMR goal.**

Indicator 17:
State Systemic Improvement Plan (SSIP)

Annual Event Graduation Rate(ALL)

■ FY14 ■ FY15 ■ FY16 ■ FY17 ■ FY18 ■ FY19 ■ Fy20
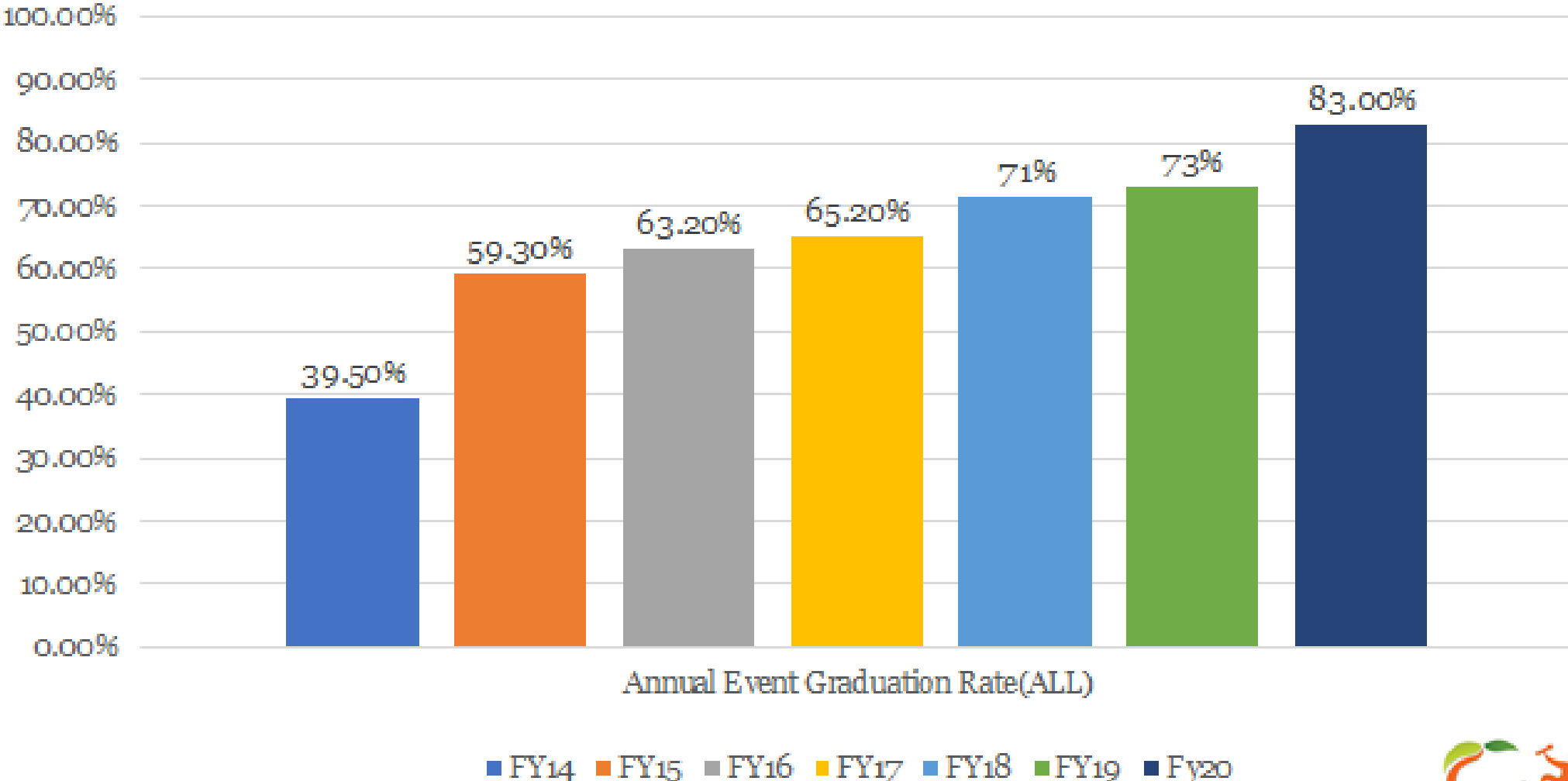
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