

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

Division for Special Education Services & Supports  
Dr. Dawn Kemp & Ms. Dominique Donaldson  
Part B Data Managers

Data Update – School Year 2021-2022

October 25, 2022

# Goals of the Presentation

- **Identify the key points of the SPP/APR.**
- **Evaluate the trend data for SPP/APR Indicators requiring targets.**
- **Provide feedback on targets.**

# 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 the federal Office of Special Education Programs (OSEP)

# SPP/APR Continued

- 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
- Georgia's current status = Meets Requirements

# Data Reporting Year for SPP/APR Indicators – Based upon Prior Year

Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2023 will be based upon SY 2021-2022):

- 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)

# Data Reporting Year for SPP/APR Indicators – Based upon Prior Year

- 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 – Based upon Lagging Year

- Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2023 is based upon SY 2020-2021):

Indicator 1 (Graduation Rate)

Indicator 2 (Dropout Rate)

Indicator 4 (Disproportionate Suspension/Expulsion)



# Setting Baselines & Targets



# 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**

# Keys to 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

# Setting Baselines

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.

# Setting Targets

- Eyeball method
- Trend data
- Growth or change from year to year
- Start with the end goal
- Increase by a certain percentage each year



# INDICATOR DATA

# 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))

# Graduation Calculations in Georgia

## Adjusted Cohort Calculation ESSA (CCRPI)

**SWD (9<sup>th</sup>-12<sup>th</sup>) 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 – Annual Event Calculation OSEP (APR)

**SWD (age 14-21) who exit special education by graduating with a regular diploma**

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

\*Georgia began the alternate diploma track for students with the most significant cognitive disabilities in SY 2020-2021. The first alternate diploma graduates will likely be at the end of the 2023-2024 SY.

\*\*Georgia does not use reaching maximum age.

# Graduation Rate Comparison

## Adjusted Cohort Calculation ESSA (CCRPI)

- 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

## Annual Event Calculation OSEP (APR)

- Includes all students ages 14-21 who exit school and were enrolled on July 1st in GA
- Students do not have to graduate in 4 years
- **Alternate Diploma does not count as a "regular" diploma**



# Regular Graduates - OSEP

Regular Graduates are defined as:

- students with disabilities receiving a high school diploma **identical** to that for which students without disabilities are eligible, and
- students with disabilities receiving a diploma that is **fully** aligned to State standards.

Students with disabilities receiving a diploma aligned with alternate standards **cannot** count toward the percentage of students receiving a regular diploma for APR calculation purposes.

Students with disabilities who exited high school with a diploma that did not meet the same standards as students without disabilities are classified as receiving a certificate for APR calculation purposes.

# Implications for Georgia

- Beginning with the FY2021 graduates, students with disabilities who did not meet the same graduation requirements as students without disabilities **were not** included as regular graduates in the Annual Event calculation.
- State and LEA rates for graduation for students with disabilities were impacted on the APR reports **only**.
- LEAs with many students who were regular diploma graduates participating in the GAA had a lower graduation rate on the APR.

# Implications for Georgia - Continued

- The calculation change resulted in a dramatic decrease in graduation rate.
- The rates were reported in Georgia's Annual Performance Reports in April 2022. Georgia does not report the data as lag data in Georgia. Georgia reported the 2020-2021 data in April 2022.
- However, OSEP requires that the data be reported as lag data in the SPP/APR. As a result, the decrease for the 2020-2021 school year will be reported to OSEP in February 2023.
- Georgia will need to request a reset baseline and new targets.
- Longitudinal data, current baseline and targets, and proposed reset baseline and targets follow.

# APR Graduation Rate for SWD

SCHOOL YEAR	PERCENTAGE	CHANGE
2022	68.43% <b>Target = 70.55%*</b>	-1.12
2021	69.55% <b>Target = 74.46%</b> <b>DNM</b>	- 9.80
2020	79.35%	+ 5.89
2019	73.46%	+ 3.31
2018	70.15%	+ 1.27

\* if the baseline and targets reset request is approved by OSEP in Feb. 2023

# Graduation Rate Targets (lag data) - Current Baseline & Targets

FFY 2020 SY 19-20	FFY 2021 SY 20-21	FFY 2022 SY 21-22	FFY 2023 SY 22-23	FFY 2024 SY 23-24	FFY 2025 SY 24-25
Reported 2/2022	2/2023	2/2024	2/2025	2/2026	2/2027
Baseline 73.46%	74.46%	75.46%	76.46%	77.46%	78.46%

# Graduation Rate Targets (lag data) - Proposed Baseline & Targets

<b>FFY 2020 SY 19-20</b>	<b>FFY 2021 SY 20-21</b>	<b>FFY 2022 SY 21-22</b>	<b>FFY 2023 SY 22-23</b>	<b>FFY 2024 SY 23-24</b>	<b>FFY 2025 SY 24-25</b>
<b>Reported 2/2022</b>	<b>2/2023</b>	<b>2/2024</b>	<b>2/2025</b>	<b>2/2026</b>	<b>2/2027</b>
<b>Baseline 73.46%</b>	<b>Reset Baseline 69.55%</b>	<b>70.55%</b>	<b>71.55%</b>	<b>72.55%</b>	<b>73.55%</b>

# 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))

**Calculation:** Report the Same Data used for Reporting under Section 618 FS009 - Children with Disabilities Exiting Special Education File Specifications

# Exiting Event Dropout Rate

Year	Rate	Change
2022 (reported in Feb. 2024)	22.26% <b>Target = 21.56%</b> <b>DNM</b>	+1.12
2021 (reported in Feb. 2023)	21.14% <b>Target = 22.56 Met</b>	+2.68
2020	18.46%	-5.1
2019	23.56%	- 1.78
2018	25.34%	-



# SPP/APR INDICATOR 3

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

### Current SPP/APR Indicator Components

- A. Participation rate for children with IEPs
- B. Proficiency rate for children with IEPs against grade level academic achievement standards
- C. Proficiency rate for children with IEPs against alternate academic achievement standards
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

# 3A. Reading Assessment Participation for (SY 2020-2021) Baseline Data & Proposed Targets

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4th Grade	Baseline 77.84%	95.00%	95.00%	95.00%	95.00%	95.00%
8th Grade	Baseline 63.30%	95.00%	95.00%	95.00%	95.00%	95.00%
High School	Baseline 62.74%	95.00%	95.00%	95.00%	95.00%	95.00%

# 3A. Math Assessment Participation (SY 2020-2021) Baseline Data & Proposed Targets

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4th Grade	Baseline 77.7%	95.00%	95.00%	95.00%	95.00%	95.00%
8th Grade	Baseline 61.48%	95.00%	95.00%	95.00%	95.00%	95.00%
High School	Baseline 60.71%	95.00%	95.00%	95.00%	95.00%	95.00%

# 3B. Reading Proficiency Rate (against grade level academic achievement standards)

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4th Grade	Baseline 12.77%	14.77%	16.77%	18.77%	20.77%	22.77%
8th Grade	Baseline 9.17%	11.17%	13.17%	15.17%	17.17%	19.17%
High School	Baseline 5.5%	7.50%	9.50%	11.50%	13.50%	15.50%

# 3B. Math Proficiency Rate (against grade level academic achievement standards)

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4th Grade	Baseline 18.93%	20.93%	22.93%	24.93%	26.93%	28.93%
8th Grade	Baseline 7.91%	9.91%	11.91%	13.91%	15.91%	17.91%
High School	Baseline 5.69%	7.69%	9.69%	11.69%	13.69%	15.69%

# 3C. Reading Proficiency Rate (against alternate academic achievement standards)

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4th Grade	Baseline 66.00%	66.00%	68.00%	68.00%	70.00%	70.00%
8th Grade	Baseline 82.77%	82.77%	84.77%	84.77%	86.77%	86.77%
High School	Baseline 72.19%	72.19%	74.19%	74.19%	76.19%	76.19%

# 3C. Math Proficiency Rate (against alternate academic achievement standards)

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4th Grade	Baseline 58.98%	58.98%	60.98%	60.98%	62.98%	62.98%
8th Grade	Baseline 66.52%	66.52%	68.52%	68.52%	70.52%	70.52%
High School	Baseline 66.40%	66.40%	68.40%	68.40%	70.40%	70.40%

# 3D. Reading Proficiency Gap (gap in rates for children with IEPs and all students against grade level standards)

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4th Grade	Baseline 23.89	21.89	19.89	17.89	15.89	13.89
8th Grade	Baseline 32.01	30.01	28.01	26.01	24.01	22.01
High School	Baseline 24.16	22.16	20.16	18.16	16.16	14.16



# 3D. Math Proficiency Gap (gap in rates for children with IEPs and all students against grade level standards)

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4th Grade	Baseline 24.22	22.22	20.22	18.22	16.22	14.22
8th Grade	Baseline 24.01	22.01	20.01	18.01	16.01	14.01
High School	Baseline 15.96	13.96	11.96	9.96	7.96	5.96

# 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
2021	71.43	35.71	not met
2020	35.71	15.50	not met
2019	11.76	15.50	met

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

# 4A. Suspension/Expulsion Targets

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
4A	35.71	30.21	27.21	24.21	21.21	18.21

# 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))

# 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))

# Indicators 5A – 5C

Indicator	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
5A	62.73% 62.41 did not meet	63.73% 61.76 did not meet	64.73%	65.73%	66.73%	67.73%
5B	16.58% 17.17 did not meet	16.58% 17.37 did not meet	16.08%	15.58%	15.08%	15.08%
5C	1.48% 1.43 met	1.48% 1.40 met	1.38%	1.38%	1.28%	1.28%

# 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))



# Indicators 6A – 6C

Indicator	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
6A	32.54% 29.35 did not meet	32.54% 28.27 did not meet	33.54%	34.54%	35.54%	36.54%
6B	41.32% 42.09 did not meet	41.32% 44.77 did not meet	40.32%	39.32%	38.32%	37.32%
6C	1.63% Baseline	1.63% 1.15 met	1.53%	1.53%	1.43%	1.33%

# 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))

# Indicator 7A – PK Positive Social/Emotional Skills

Positive Social/Emotional Skills	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
A1. enter PK < age expectation and exit with substantial growth	81% 85.40% Met	82% 82.85% Met	83%	84%	85%	86%
A2. enter PK < age expectation and exit within age	63% 55.06% DNM	64% 51.05% DNM	65%	66%	67%	68%

# Indicator 7B – PK Acquisition of Knowledge and Skills

Acquisition of Knowledge and Skills	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
B1. enter PK < age expectation and exit with substantial growth	83% 87.98% Met	84% 85.37% Met	85%	86%	87%	88%
B2. enter PK < age expectation and exit within age	46% 47.93% Met	47% 44.78% DNM	48%	49%	50%	51%

# 7C – PK Use of Appropriate Behaviors to meet Needs

Appropriate Behaviors to Meet Needs	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
C1. enter PK < age expectation and exit with substantial growth	81% 86.48% Met	82% 85.54% Met	83%	84%	85%	86%
C2. enter PK < age expectation and exit within age	72% 64.68% DNM	72% 63.63% DNM	72.10%	72.20%	72.20%	72.30%

# 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))

# Indicator 8 Parent Involvement

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
8	88.6%  90.21% Met	88.60%  86.91% DNM	88.60%	89.60%	90.60%	91.60%

# 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:

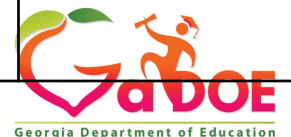
- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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



# Indicators 14a – 14c

Indicator	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>14A</b>	27.40%	27.40%	27.80%	27.80%	27.80%	27.90%
	26.86 DNM	27 DNM				
<b>14B</b>	55%	56%	57%	58%	59%	60%
	60.34 Met	61.67 Met				
<b>14C</b>	81%	82%	82%	83%	83%	84%
	84.23 Met	84.08 Met				



# 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))

# Indicators 15 & 16

Indicator	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	50% low – 70% high	50% low – 70% high	50% low – 70% high	50% low – 70% high	50% low – 70% high	50% low – 70% high
15	13.04% did not meet					
16	41.3% did not meet					

# SPP/APR INDICATOR 17

- **State Systemic Improvement Plan**: The State-identified Measurable Result (SiMR) for FFY20 is to increase graduation rates for students with disabilities in 50 selected districts to 67% Annual Event Graduation Rate.

# Indicator 17 SiMR – Annual Event Graduation Rate

Description	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
17	67%  69.68% Met	67.00%	67.50%	68.00%	68.50%	68.50%

# Contact Us – GO-IEP & Data Team

## *We're Here to Help!*

**Julie Youngblood**  
*Program Specialist*  
**470.316.8663**

[jyoungblood@doe.k12.ga.us](mailto:jyoungblood@doe.k12.ga.us)

**Linda Castellanos**  
*Program Manager*  
**404.719.8045**

[lcastellanos@doe.k12.ga.us](mailto:lcastellanos@doe.k12.ga.us)

**Emily Dishman**  
*Program Specialist*  
**678.326.8087**

[edishman@doe.k12.ga.us](mailto:edishman@doe.k12.ga.us)

**Dawn Kemp**  
*Program Specialist*  
**678.340.6738**

[dkemp@doe.k12.ga.us](mailto:dkemp@doe.k12.ga.us)

# Contact Us – GO-IEP & Data

## *We're Here to Help!*

**Dale Rose**

*Program Specialist*

**678.340.0162**

[drose@doe.k12.ga.us](mailto:drose@doe.k12.ga.us)

**Lisa Buckner**

*Program Specialist*

**678.378.1807**

[lbuckner@doe.k12.ga.us](mailto:lbuckner@doe.k12.ga.us)

**Dominique Donaldson**

*Program Specialist*

[Dominique.Donaldson@doe.k12.ga.us](mailto:Dominique.Donaldson@doe.k12.ga.us)



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