

# State Performance Plan (SPP) & Annual Performance Report (APR) SELDA

October 19, 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 |
|-------------|--|--------|
| 2021        | 69.55%<br><b>Target = 74.46%</b><br><b>DNM</b> | - 9.80 |
| 2020        | 79.35%   | + 5.89 |
| 2019        | 73.46%   | + 3.31 |
| 2018        | 70.15%   | + 1.27 |

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

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

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

| <b>FFY 2020<br/>SY 19-20</b> | <b>FFY 2021<br/>SY 20-21</b>         | <b>FFY 2022<br/>SY 21-22</b> | <b>FFY 2023<br/>SY 22-23</b> | <b>FFY 2024<br/>SY 23-24</b> | <b>FFY 2025<br/>SY 24-25</b> |
|------------------------------|--------------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <b>Reported<br/>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<br/>73.46%</b>   | <b>Reset<br/>Baseline<br/>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 |
|------|-------------------------------------|--------|
| 2021 | 21.14%<br><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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>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%<br>62.41 did not meet | 63.73%<br>61.76 did not meet | 64.73%    | 65.73%    | 66.73%    | 67.73%    |
| 5B        | 16.58%<br>17.17 did not meet | 16.58%<br>17.37 did not meet | 16.08%    | 15.58%    | 15.08%    | 15.08%    |
| 5C        | 1.48%<br>1.43 met            | 1.48%<br>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%<br>29.35 did not meet | 32.54%<br>28.27 did not meet | 33.54%    | 34.54%    | 35.54%    | 36.54%    |
| 6B        | 41.32%<br>42.09 did not meet | 41.32%<br>44.77 did not meet | 40.32%    | 39.32%    | 38.32%    | 37.32%    |
| 6C        | 1.63%<br>Baseline            | 1.63%<br>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%<br>85.40%<br>Met | 82%<br>82.85%<br>Met | 83%       | 84%       | 85%       | 86%       |
| A2. enter PK < age expectation and exit within age              | 63%<br>55.06%<br>DNM | 64%<br>51.05%<br>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%<br>87.98%<br>Met | 84%<br>85.37%<br>Met | 85%       | 86%       | 87%       | 88%       |
| B2. enter PK < age expectation and exit within age              | 46%<br>47.93%<br>Met | 47%<br>44.78%<br>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%<br>86.48%<br>Met | 82%<br>85.54%<br>Met | 83%       | 84%       | 85%       | 86%       |
| C2. enter PK < age expectation and exit within age              | 72%<br>64.68%<br>DNM | 72%<br>63.63%<br>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<br>SY 2020-21 | FFY 2021<br>SY 2021-22  | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>SY 2025-26 |
|-------------|------------------------|-------------------------|------------------------|------------------------|------------------------|------------------------|
| 8           | 88.6%<br>90.21%<br>Met | 88.60%<br>86.91%<br>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:

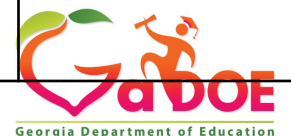
- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in 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<br>DNM | 27<br>DNM    |           |           |           |           |
| <b>14B</b> | 55%          | 56%          | 57%       | 58%       | 59%       | 60%       |
|            | 60.34<br>Met | 61.67<br>Met |           |           |           |           |
| <b>14C</b> | 81%          | 82%          | 82%       | 83%       | 83%       | 84%       |
|            | 84.23<br>Met | 84.08<br>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<br>SY 2020-21   | FFY 2021<br>SY 2021-22 | FFY 2022<br>SY 2022-23 | FFY 2023<br>SY 2023-24 | FFY 2024<br>SY 2024-25 | FFY 2025<br>SY 2025-26 |
|-------------|--------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| 17          | 67%<br><br>69.68%<br>Met | 67.00%                 | 67.50%                 | 68.00%                 | 68.50%                 | 68.50%                 |

# Contact Us – GO-IEP & Data Team

## *We're Here to Help!*

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