

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

November 29, 2022, December 7, 2022, and
December 9, 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 (9th-12th) who graduate in four years with a regular high school diploma or state defined alternate diploma*

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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% Target = 74.46% DNM	- 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 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

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%	Reset Baseline 69.55%	70.55%	71.55%	72.55%	73.55%

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% Target = 22.56 Met	+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 ≥ 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

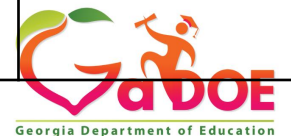
Post-school outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- 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
14A	27.40%	27.40%	27.80%	27.80%	27.80%	27.90%
	26.86 DNM	27 DNM				
14B	55%	56%	57%	58%	59%	60%
	60.34 Met	61.67 Met				
14C	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%

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We're Here to Help!

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