



State Performance Plan (SPP)/ Annual Performance Report (APR): Check-up – Part II

State Advisory Panel (SAP)

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Objectives / Learning Targets

- Participants will:
 - Review key SPP/APR Information.
 - Review State Advisory Panel comments and feedback from the recent September 13, 2023, meeting.
 - Examine resources for obtaining more information on SPP/APR Indicators in response to SAP comments and feedback.

SPP/APR Show What You Know

- Mentimeter Championship



State Performance Plan/Annual Performance Report Clusters

High School & Life Outcomes

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

Disproportionality

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

Environment & Timelines

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

Preschool, Parent Involvement & Legal

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

Assessment

- Assessment-3

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 be set with the advice of stakeholders.

- 1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17

SPP/APR Resources & Information

[The State Performance Plan \(SPP\), Annual Performance Reports \(APR\) and Annual Determinations \(gadoe.org\)](#) website provides targets for Indicators and multiple presentations.

SPP/APR 2020-2025 Stakeholder Input

- SPP/APR 2020-2025 Targets (Updated November, 2022)
- SPP/APR 2020-2025 Targets
- SPP/APR 2020-2025 Target Setting Document

SPP/APR 2020-2025 Information

Updated Information	Target Group
State Advisory Panel SPP/APR Overview 9/14/2022	SAP & Stakeholders
SELDA SPP/APR Overview 10/19/2022	New Special Education Directors



High School & Life Outcomes

Indicators 1, 2, 13, 14, and 17

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))

The screenshot shows the 'Special Education Annual Reports' page for Atlanta Public Schools for the 2020-2021 school year. The page features a navigation menu on the left with 'ANNUAL REPORTS' and 'DATA TRENDS'. The main content area includes the GaDOE logo, a search bar, and a dropdown for 'Report Year: 2020-2021'. Below this, there is a link to the '2020-2021 Annual Performance Summary' for Atlanta Public Schools, with an 'Export PDF' button and a note about 'Issues in Print'. A table at the bottom displays the graduation rate data.

1 GRADUATION RATE	Percent of youth with IEPs graduating from high school with a regular diploma.	State Target	LEA Rate	Met Target
		73.46%	75.43%	Y

APR Graduation Rate for SWD

SCHOOL YEAR	GRAD RATE (APR) GA	CHANGE FROM PREVIOUS YEAR
2022	68.43% DNM Target \geq 71.55%	-1.12
2021	69.55% DNM Target \geq 73.46%	NA

DNM = Did Not Meet

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))

of children with IEPs exiting school as dropouts (Age 14-21)

of children with IEPs (graduates, dropouts, or students who receive a certificate, ages 14-21) exiting school

Exiting Event Dropout Rate

SCHOOL YEAR	DROPOUT RATE IN GA	CHANGE FROM PREVIOUS YEAR
2022	22.26% Target \leq 21.56% DNM	+1.12
2021	21.14% Target \leq 22.56 MET	NA

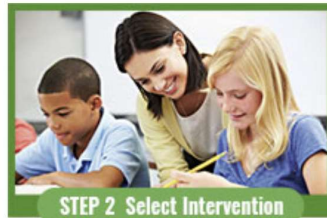
DNM = Did Not Meet

SAP Feedback on Indicators 1 & 2

- “Could we use other models of staying in school, such as GED preparation”?
- “Dropping out is an especially serious issue when children dropout and are involved in the justice system. Make sure dropouts are not lost.”
- “Determine the specific reasons that students are dropping out and specifically target those reasons.”

Graduation Support

- [School Completion Toolkit \(gadoe.org\)](http://gadoe.org) The School Completion Toolkit provides links to state and national resources, as well as successful practices from LEAs across the state, aimed at improving outcomes for all students, including students with disabilities.



SPP/APR Indicator 13

Indicator 13: Effective Transition (Secondary)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

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

Indicator 13 Secondary Transition

Transition Plan Review	SY 2020-21	SY 2021-22
100% Target	91.67% DNM GA	93.54% DNM GA

SAP Feedback on Indicator 13

- “Transition plans – make a one-page info sheet of available resources and expectations for post-secondary. Include steps to follow in the event of problems with implementation or a need to revise the plan.”
- “Improved accountability for transition team, perhaps revisions to transition form that encourage compliance and robust, detailed, individual goals.”

SAP Feedback on Indicator 13

- “Secondary transition is of the most concern. If this [the process] doesn’t go well, then graduation rate, dropout, and postschool outcomes can all be impacted.”
- “Transition planning is not just for cleaning and laundry. Completing a budget, constructing emails, and writing letters are also transition life skills activities.”

Transition Resources

[Transition \(gadoe.org\)](http://gadoe.org) is a website providing resources for:



Best practices includes writing plans and resources for dual enrollment and job shadowing.



Georgia has adopted ASPIRE and the Self-Determined Learning Model of Instruction to assist students to build these behaviors.



Transition Compliance provides the legal structure for the required contents of the transition plan.

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 Post-School Outcomes

Indicator	SY 2020-2021	SY 2021-2022
14A	26.86% DNM GA (≥27.40%)	27.00% DNM GA (≥27.40%)
14B	60.34% MET GA (≥55.00%)	61.67% MET GA (≥56.00%)
14C	84.23% MET GA (≥81.00%)	84.08% MET GA (≥82.00%)

Post-School Resources

[Transition From School To Work](#) [Georgia Vocational Rehabilitation Agency](#)

Resources Include:

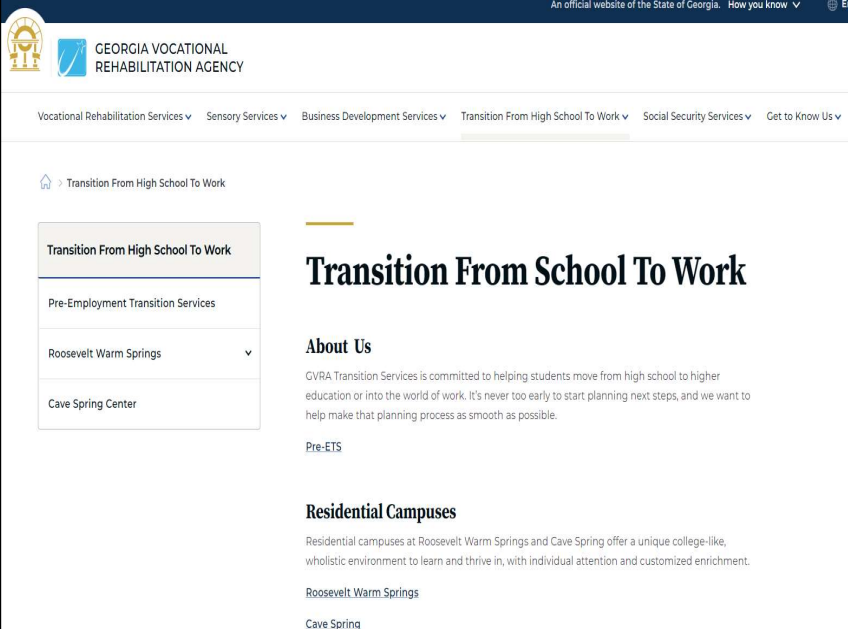
Benefits

Employment Practices

Federal Related

Georgia Related

Special Populations



The screenshot shows the website for the Georgia Vocational Rehabilitation Agency. The header includes the agency's name and a navigation menu with items like 'Vocational Rehabilitation Services', 'Sensory Services', 'Business Development Services', 'Transition From High School To Work', 'Social Security Services', and 'Get to Know Us'. The main content area is titled 'Transition From School To Work' and includes an 'About Us' section with a paragraph about the agency's commitment to helping students transition from high school to higher education or the workforce. Below this, there is a section for 'Residential Campuses' with sub-sections for 'Roosevelt Warm Springs' and 'Cave Spring'.

Transitioning Youth to Adult Care

Health Care Transition

- Process of moving from a pediatric to an adult model
- Encourages youth to become independent and knowledgeable about healthcare needs



SPP/APR INDICATOR 17

Indicator 17: State Systemic Improvement Plan (SSIP)

The State-identified Measurable Result (SiMR) for FFY2021 is to increase graduation rates for students with disabilities in 50 selected LEAs.

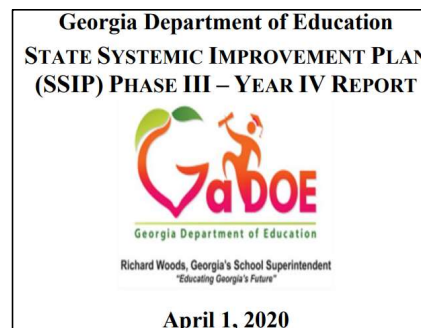
SSIP Graduation Rate for SWD

SCHOOL YEAR	GRAD RATE SSIP GA	CHANGE FROM PREVIOUS YEAR
2022	66.84 Baseline	NA

State Systemic Instruction Plan

- Georgia continues to implement a systemic plan, “Student Success (SSIP),” to improve graduation outcomes, decrease dropout rates, and increase student achievement for Students with Disabilities.

[Georgia SSIP April 2020 Final Phase III Yr. IV.pdf \(gadoe.org\)](#)





Disproportionality

Indicators 4, 9, and 10

4A. Significant Discrepancy – SWD Suspension/Expulsion

Indicator 4A. Significant Discrepancy

Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, 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))

4A. Significant Discrepancy - SWD Suspension/Expulsion

SCHOOL YEAR	PERCENTAGE of LEAs*	GA TARGET
2022	33.33%	≤30.21% Did Not Meet
2021	71.43%	≤35.71% Did Not Meet

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

4B. Significant Discrepancy - SWD Suspension/Expulsion by Race/Ethnicity

Indicator 4B. Significant Discrepancy

Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

4B. Significant Discrepancy - SWD Suspension/Expulsion by Race/Ethnicity

SCHOOL YEAR	PERCENTAGE of LEAs*	GA TARGET
2022	0%	0% - MET
2021	0%	0% - MET

*LEAs with a Rate Ratio ≥ 2.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for two consecutive years due to inappropriate practices, policies, and procedures.

SAP Feedback for Indicator 4A, B

- “To improve Suspension/Expulsion rates:
 - Trauma-focused professional learning
 - Restorative Justice
 - Support for teachers with specific support for secondary trauma and their own traumatic experiences”
- “4 is also concerning because if students are suspended for so long, they are missing instruction and opportunities.”
- “If behavioral interventions aren’t happening or aren’t working, they need to be reviewed.”

SAP Feedback for Indicator 4A, B

- “4A is a concern that data is confusing and not easy to see [in terms of relationship with outcomes].”
- “Could 4A and B be changed in terms of how it is collected?”
- “More children of color are suspended, particularly black males.”
- “Parents don’t understand their due process rights.”
- “Children fall through the cracks.”
- “Cultural differences can impact discipline.”

SAP Feedback for Indicator 4A, B

- “Address the root causes of the problems and have targeted remedies for those issues.”
- “Be proactive rather than reactive.”
- “Make SST teams available to parents and be sure SST personnel are knowledgeable and motivated to work together, especially for diverse ethnicities.”

SPP/APR Indicator 9

Indicator 9: Disproportionate Representation – Identification as SWD

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services **that is the result of inappropriate identification.**

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

Includes age 5 in K or above and 6-21.

Indicator 9. Disproportionate Representation - Identification as SWD

SCHOOL YEAR	PERCENTAGE of LEAs*	GA TARGET
2022	0%	0% - MET
2021	0%	0% - MET

*LEAs with a Risk Ratio ≥ 3.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for 2 consecutive years **AND** inappropriate policies, practices, and procedures based upon review.

SPP/APR Indicator 10

Indicator 10: Disproportionate Representation – Identification in a Specific Disability Category

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories **that is the result of inappropriate identification.**

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

Includes age 5 in K and above and 6-21.

Indicator 10. Disproportionate Representation- Identification in a Specific Category as SWD

SCHOOL YEAR	PERCENTAGE of LEAs*	GA TARGET
2022	1.86%	0% - DNM
2021	1.46%	0% - DNM

*LEAs with a Risk Ratio ≥ 3.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size for 2 consecutive years **AND** inappropriate policies, practices, and procedures based upon review.

SAP Feedback for Indicator 10

- “If students are being incorrectly identified, how can we be sure they are receiving the correct services.”
- “Students may be pigeonholed and have less success.”



Disproportionality Resources

[Disproportionality \(gadoe.org\)](http://gadoe.org)

The Georgia Department of Education (GaDOE) is required to make determinations for disproportionality and provide for a review of the policies, procedures and practices to ensure compliance with the requirements of the Act.

The State administers a Self-Assessment Monitoring Protocol to targeted districts.

Disproportionality Overview			
DISPROPORTIONALITY AREAS			
	Identification - Ages 3-21 RR ≥ 2.0 for 3 years	Placement - Ages 6-21 RR ≥ 2.0 for 3 years	Discipline - Ages 3-21 RR ≥ 2.0 for 2 years
SIGNIFICANT DISPROPORTIONALITY	Significant Disproportionality in Identification - All	Significant Disproportionality in Placement - Less than 40% of the day	Total Disciplinary Removals
3-year categories			
Federal Fiscal Requirement	Significant Disproportionality in Identification - Specific Disability Categories	Significant Disproportionality in Placement - Separate Settings	ISS > 10 Days OSS > 10 Days ISS ≤ 10 Days OSS ≤ 10 Days
ADDITIONAL AREAS	Disproportionate Representation Age 5 in K and Ages 6-21 RR ≥ 3.0 for 2 years	N/A	Significant Discrepancy Ages 3-21 RR ≥ 2.0 for 2 years
2-year categories			
State Performance Plan/Annual Performance Report (SPP/APR)	Disproportionate Representation - All (Indicator 9) Disproportionate Representation - Specific Disability Categories (Indicator 10)		Significant Discrepancy - SWD (Indicator 4a) Significant Discrepancy - Race/Ethnicity (Indicator 4b)



Environment

Indicators 5 and 6

SPP/APR INDICATOR 5

Indicator 5: Education Environments (School Age) Percent of children with IEPs aged 5 who are enrolled in kindergarten or above 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 Education Environments

Indicator	SY 2020-2021	SY 2021-2022
5A - Inside General Education 80% or more of the day	62.41% DNM (≥62.73%)	61.76% DNM (≥63.73%)
5B - Inside the regular class less than 40% of the day	17.17% DNM (≤16.58%)	17.37% DNM (≤16.58%)
5C - In separate schools, residential facilities, or homebound/ hospital placements	1.43 MET (≤1.48%)	1.40 MET (≤1.48%)

DNM = Did Not Meet

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 Preschool Environments

Indicator	SY 2020-2021	SY 2021-2022
6A	29.35% DNM ($\geq 32.54\%$)	28.27% DNM ($\geq 32.54\%$)
6B	42.09 DNM ($\leq 41.32\%$)	44.77% DNM ($\leq 41.32\%$)
6C	1.63% Baseline	1.15 MET ($\leq 1.63\%$)

DNM = Did Not Meet

SAP Feedback on Indicators 5 & 6

- “Involve more typical peers in activities to keep students with disabilities from being so isolated.”
- “Quit isolating students with disabilities, it is not serving the students in our state.”

Least Restrictive Environment

- [UPDATED FINAL Chapter Eight LRE 10-1-19.pdf \(gadoe.org\)](#)
- One of the most significant requirements of the Individuals with Disabilities Education Act (IDEA) is that children with disabilities be educated in the least restrictive environment (LRE) to the maximum extent appropriate. Special education and related services are designed to help meet the unique needs of children with disabilities in the LRE.



Parent Involvement

Indicator 8

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

Parent Survey	SY 2020-21	SY 2021-22
Indicator 8	90.21% MET GA (≥88.60%)	86.91% DNM GA (≥88.60%)

SAP Feedback for Indicator 8

- “Train parents about the types of services they can request. Help parents learn how to partner with teachers.”

Parent Mentor Partnerships

- <https://parentmentors.org/>





Assessment

Indicator 3

3A. Participation Rate Percent

$$\frac{\text{\# of children with IEPs participating in an assessment}}{\text{\# of children with IEPs enrolled during the testing window}}$$

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

3A. Reading Assessment Participation

- The actual percent is shown in bold for 2021-2022 with a + sign indicating MET target and a – sign indicating did not meet target.
- The target is shown below the actual percent in parentheses.

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 77.84%	97.26% MET (≥95.00%)
8th Grade	Baseline 63.30%	96.69% MET (≥95.00%)
High School	Baseline 62.74%	96.93 MET (≥95.00%)

DNM = Did Not Meet

3A. Math Assessment Participation

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 77.7%	97.08% MET (≥95.00%)
8th Grade	Baseline 61.48%	96.19% MET (≥95.00%)
High School	Baseline 60.71%	95.82% MET (≥95.00%)

DNM = Did Not Meet

3B. Proficiency Rate- Grade Level Standards

of children with IEPs scoring at or above proficient against **grade level academic achievement standards**

of children with IEPs who received a valid score and a proficiency level on the **regular assessment**

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

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

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 12.77%	13.52% DNM (≥14.77%)
8th Grade	Baseline 9.17%	8.50% DNM (≥11.17%)
High School	Baseline 5.5%	8.27 MET (≥7.50%)

DNM = Did Not Meet

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

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 18.93%	20.61% DNM (≥20.93%)
8th Grade	Baseline 7.91%	9.88% DNM (≥9.91%)
High School	Baseline 5.69%	9.41% MET (≥7.69%)
DNM = Did Not Meet		

3C. Proficiency Rate- Alternate Standards

of children with IEPs scoring at or above proficient against **alternate academic achievement standards**

of children with IEPs who received a valid score and a proficiency level on the **alternate assessment**

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

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

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 66.00%	65.00% DNM (≥66.00%)
8th Grade	Baseline 82.77%	84.62% MET (≥82.77%)
High School	Baseline 72.19%	70.08% DNM (≥72.19%)

DNM = Did Not Meet

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

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 58.98%	56.02% DNM ($\geq 58.98\%$)
8th Grade	Baseline 66.52%	66.86 % MET ($\geq 66.52\%$)
High School	Baseline 66.40%	71.07% MET ($\geq 66.40\%$)

DNM = Did Not Meet

3D. Proficiency Rate Gap

Proficiency rate for students with IEPs scoring at or above proficient against **grade level standards** subtracted from the proficiency rate of **all** students scoring at or above proficient against grade level standards

- All students group includes students with IEPs
- Calculation only includes students with IEPs who participated in regular, not alternate assessment
- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

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

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 23.89	24.27 DNM (≤21.89)
8th Grade	Baseline 32.01	32.16 DNM (≤30.01)
High School	Baseline 24.16	34.17 DNM (≤22.16)

DNM = Did Not Meet

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

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 24.22	23.45 DNM (≤ 22.22)
8th Grade	Baseline 24.01	26.59 DNM (≤ 22.01)
High School	Baseline 15.96	23.76 DNM (≤ 13.96)

DNM = Did Not Meet

Assessment

- Which assessment results concern you the most?
- What, if any, long term impact from COVID is represented in the assessment results?
- What strategies would you recommend to improve assessment results?

- 3 Assessment
 - 3A Participation
 - 3B Achievement (Milestones)
 - 3C Achievement (GAA)
 - 3D Achievement Gap (Milestones only)

SAP Feedback on Indicator 3 A - D

- “Teach in small groups, maybe by ability, in the general classroom.”
- “Identify and address areas of needs, use a research-based reading program.”
- “Engage the students.”

Data Sources for Assessment



Where is the Indicator 3 Data? Federal Data Reports

[Federal Data Reports \(gadoe.org\)](https://www.gadoe.org) public website



2 Assessment

- FY22 SWD SEA* Milestones and Georgia Alternate Assessment (GAA) Math Participation Grades 4, 8, and High School
- FY22 SWD SEA Milestones and GAA ELA Participation Grades 4, 8, and High School

What are the advantages of using Federal Data Reports?

- Ability to review the data of multiple LEAs simultaneously for an assessment component
- Opportunity to review other data indicators on an LEA such as Graduation Rate, Discipline Data, Child Count in one location

Where is the Indicator 3 Data? Special Education Reports & Data Analytics

[Special Education Annual Reports and Data Analytics](https://www.gadoe.org/Special-Education-Annual-Reports-and-Data-Analytics)
([gadoe.org](https://www.gadoe.org)) public website



What are the advantages of using Special Education Reports & Data Analytics?

- Ability to examine all data elements for one LEA in a concise report
- Opportunity to review other data indicators on an LEA such as Graduation Rate, Dropout Rate, Least Restrictive Environment

Contact Us – GO-IEP & Data Team

We're Here to Help!

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