

State Advisory Panel

State Performance Plan (SPP) and Annual Performance Report (APR)

Overview

October 15, 2020

Goals of the Presentation

- **Provide an overview of the State Performance Plan/Annual Performance Report (SPP/APR)**
- **Indicate the role the SPP/APR serves in determining Georgia's level of effectiveness in meeting the needs of students with disabilities**
- **List the Indicators contained in the SPP/APR**

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

State Performance Plan/Annual Performance Report

The State Performance Plan/Annual Performance Report is composed of Results and Compliance Indicators to evaluate the provision of education to students with disabilities. A template developed by the Office of Special Education Programs (OSEP) allows for narrative sections such as program description and commentary as well as data entry.

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

The SPP/APR is a single document. It provide targets for each indicator. Each year the level of performance toward meeting each target is indicated in the SPP/APR. The SPP/APR provides updates on performance annually and includes trend data on performance.

SPP/APR Description

- SPP/APR is developed for at least a **six-year interval** with a measurement table.
- **OSEP has just released and the Office of Management and Budget (OMB) has approved the new measurement table to be used beginning with submissions for February 2022. This presentation will not include details of these changes, but will focus on the data to be reported in February 2021.**
- Contains indicators designed to measure effective special education programming
- **Results Indicators** in the SPP/APR such as graduation and dropout rates have annual targets developed after reviewing the baseline performance of a state on that Indicator
- **Compliance Indicators** in the SPP/APR such as Suspension/Expulsion have a specified target of 0% while others, such as Child Find are targeted at 100%

SPP/APR Indicator Description

Indicator 1: Graduation

Instructions and Measurement

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source

Same data as used for reporting to the Department of Education (Department) under Title I of the Elementary and Secondary Education Act (ESEA).

Measurement

States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the State has established one.

Instructions

Sampling is not allowed.

Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2018 SPP/APR, use data from 2017-2018), and compare the results to the target. Provide the actual numbers used in the calculation.

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain.

Targets should be the same as the annual graduation rate targets for children with disabilities under Title I of the ESEA.

States must continue to report the four-year adjusted cohort graduation rate for all students and disaggregated by student subgroups including the children with disabilities subgroup, as required under section 1111(h)(1)(C)(iii)(II) of the ESEA, on State report cards under Title I of the ESEA even if they only report an extended-year adjusted cohort graduation rate for the purpose of SPP/APR reporting.

SPP/APR Indicator

Indicator 11 Child Find – Initial Evaluations is shown below:

11 - Indicator Data

Historical Data

Baseline	2005	85.50%			
FFY	2013	2014	2015	2016	2017
Target	100%	100%	100%	100%	100%
Data	98.28%	98.42%	98.80%	98.56%	97.91%

Targets

FFY	2018	2019
Target	100%	100%

FFY 2018 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2017 Data	FFY 2018 Target	FFY 2018 Data	Status	Slippage
35,500	34,980	97.91%	100%	98.54%	Did Not Meet Target	No Slippage

SPP/APR

- Each state reports yearly progress through the SPP/APR to OSEP.
- The SPP/APR also provides a clear picture of the trend of data across the years.
- The content of the SPP/APR is developed with the input of stakeholders. In Georgia, the State Advisory Panel serves this role.
- OSEP reviews each state's SPP/APR and issues a Determination of the state's implementation of special education services.

State Determinations

OSEP State Determination Categories

- Meets requirements and purposes of the IDEA
- Needs assistance in implementing the requirements of Part B or Part C of the IDEA
- Needs intervention in implementing the requirements of Part B or Part C of the IDEA
- Needs substantial intervention in implementing the requirements of Part B or Part C of the IDEA

Georgia's 2020 Determination Status



**UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES**

June 25, 2020

Honorable Richard Woods
State School Superintendent
Georgia Department of Education
205 Jesse Hill Jr. Drive Southeast, 2066 Twin Towers East
Atlanta, Georgia 30334

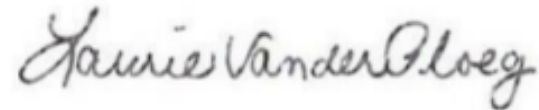
Dear State Superintendent Woods:

I am writing to advise you of the U.S. Department of Education's (Department) 2020 determination under section 616 of the Individuals with Disabilities Education Act (IDEA). The Department has determined that Georgia meets the requirements and purposes of Part B of the IDEA. This determination is based on the totality of the State's data and information, including the Federal fiscal year (FFY) 2018 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

As noted above, the State's 2020 determination is Meets Requirements. A State's 2020 RDA Determination is Meets Requirements if the RDA Percentage is at least 80%, unless the Department has imposed Special or Specific Conditions on the State's last three IDEA Part B grant awards (for FFYs 2017, 2018, and 2019), and those Specific Conditions are in effect at the time of the 2020 determination.

OSEP appreciates the State's efforts to improve results for children and youth with disabilities and looks forward to working with your State over the next year as we continue our important work of improving the lives of children with disabilities and their families. Please contact your OSEP State Lead if you have any questions, would like to discuss this further, or want to request technical assistance.

Sincerely,



Laurie VanderPloeg
Director
Office of Special Education Programs

cc: State Director of Special Education

SPP/APR INDICATORS

Indicator 1: Graduation

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Indicator 2: Drop Out

Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Indicator 3: Indicator 3B: Participation for Students with IEPs

Indicator 3C: Proficiency for Students with IEPs-

These indicators will not be a part of the SPP/APR submitted in FY21 since standardized assessment requirements were waived for FY20.

Indicator 4A: Suspension/Expulsion

Rates of Suspension/Expulsion- Percent of districts 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))

SPP/APR INDICATORS

Indicator 4B: Suspension/Expulsion

Rates of Suspension/Expulsion- Percent of districts that have: (a) a significant discrepancy, 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 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))

Indicator 5: Education Environments (children 6-21) includes 5-year-old Kindergarten students

Education environments (children 6-21): Percent of children with IEPs 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 INDICATORS

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

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

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))

SPP/APR INDICATORS

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 9: Disproportionate Representation

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))

Indicator 10: Disproportionate Representation in 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))

Categories are: Speech/Language Impaired, Specific Learning Disabilities, Intellectual Disabilities, Autism, Other Health Impaired, Emotional Behavioral Disorder

SPP/APR INDICATORS

Indicator 11: Child Find

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

SPP/APR INDICATORS

Indicator 13: Secondary Transition

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 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 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:

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

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

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))

SPP/APR INDICATORS

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))

Indicator 17: State Systemic Improvement Plan (SSIP)

Data Reporting Year for SPP/APR Indicators

Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2021 is based upon SY 2019-2020):

- Indicator 3 (Assessment, not evaluated this year)
- Indicator 5 (School Age Settings)
- Indicator 6 (Early Childhood Settings)
- Indicator 7 (Preschool Outcomes)
- Indicator 8 (Parent Involvement)
- Indicator 9 & 10 (Disproportionate Representation)
- Indicator 11 (Child Find)
- Indicator 12 (Part C to B Transition)
- Indicator 13 (Secondary Transition with IEP Goals)
- Indicator 14 (Secondary Transition)
- Indicator 15 (Hearing Requests Resolved)
- Indicator 16 (Mediation Agreement)

Data Reporting Year for SPP/APR Indicators

Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2021 is based upon SY 2018-2019):

- Indicator 1 (Graduation Rate)
- Indicator 2 (Dropout Rate)
- Indicator 4 (Suspension/Expulsion)