State Performance Plan (SPP) & Annual Performance Report (APR)
Group A- High School & Life Outcomes

Georgia Department of Education
Division for Special Education Services and Supports
Ann Cross- Program Manager
Wina Low- Program Manager Senior
September 2, 2021
Goals of the SPP/APR Work Session

• Sign in and Provide Your Role(s) [HS & Life Outcomes Sign-In 9-2-2021]

• Review a process for SPP/APR development using Indicators grouped together in clusters.

• Evaluate the trend data for Indicators 1, 2, 13, 14 and 17 of the SPP/APR and identify which are Results Indicators requiring targets.

• Examine processes for target setting.

• Review stakeholder requirements, previously shared May 6, 2021, in the SAP Meeting.

• Plan for feedback collection and finalizing targets.
High School & Life Outcomes
- Graduation Rate-1
- Dropout Rate-2
- Post Secondary Transition- 13
- Post School Outcomes-14
- State Systemic Improvement Plan (SSIP)-17

Facilitators: Ann Cross, Wina Lowe

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

Facilitators: Felicia Peavy, Vickie Cleveland, Linda Castellanos

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

Facilitators: Amber McCollum, Phoebe Atkins

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

Facilitators: Jamila Pollard, Kachelle White, Scott Smith

Assessment
- Assessment-3

Facilitators: Lynn Holland, Karen Suddeth, Carson Cochran

State Performance Plan/Annual Performance Report
Collaborative Process for SPP/APR Development

• SPP/APR 2020-2025 Process
  • **February 2021** Development of an EXCEL Template of SPP/APR 2020-2025 Requirements and Data with Targeted Questions for all Indicators by Part B Data Managers shared with Zelphine Smith-Dixon and Kachelle White
  • **May 6, 2021**, SAP meeting- members chose an Indicator Cluster for which to provide feedback and set targets
  • **June 2, 2021**, Meeting with Part B Data Managers, Zelphine Smith-Dixon and Kachelle White regarding SPP/APR 2020-2025
  • **August 4, 2021**, GLRS and District Liaisons (DLs) Presentation
  • **August 10, 2021**, DSESS staff Presentation
  • **August 11, 2021**, DSESS SPP/APR Group Facilitator share information
  • **August 18, 2021**, SSIP (Indicators 1 & 2) Presentation
Collaborative Process for SPP/APR Development

- **September 2021 - November 2021** stakeholders provided with current data on Indicators and feedback gathered to provide advisement on the targets for the SPP/APR 2025
- **November 2021** specific targets set for each Indicator for the SPP/APR 2020-2025
- **November 2021 (late)** public access to the targets and opportunity for comment
- **December 2021** updates provided to participating stakeholders of the targets established and any updated data provided
- **December 2021 (late)** SPP/APR template published by OSEP and available for entry on EMAPS
- **December 2021 - January 10, 2022** Development of SPP Narrative and Editing with DSESS Program Managers, Part B Data Managers, and other relevant staff
- **January 15, 2022** - SPP/APR provided to the Director of DSESS for review and submission to OSEP by Feb. 1, 2022
Stakeholder Input
Stakeholder Feedback Requirements

i. The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress;

ii. Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for children with disabilities;

Reference


The IDEA Data Center (IDC) created this publication under U.S. Department of Education, Office of Special Education Programs grant number H373Y190001. Richelle Davis and Rebecca Smith serve as the project officers. The information herein does not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise in this publication is intended or should be inferred. This product is in the public domain. Authorization to reproduce it in whole or in part is granted.
Stakeholder Feedback Requirements

iii. The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and

iv. The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

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This product is in the public domain. Authorization to reproduce it in whole or in part is granted.
Setting Baselines & Targets
Indicators requiring a new baseline for the SPP/APR to be submitted in Feb. 2022 are circled in red. Indicators with new baselines in the SPP/APR submitted Feb 2021 are enclosed in a blue box.

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar Recording Setting Baselines & Targets-Webinar Setting Baselines & Targets- PPT (PPT in Facilitator Resources Folder)
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
Setting 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
Why Would I Want to Change Baseline?

Impact of COVID-19 on data quality, completeness and accuracy

- The baseline data are not representative
- State or local programs have out-of-range data
- Data collection tools and/or methods changed
- Measurement requirements changed

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar Recording Setting Baselines & Targets-Webinar Setting Baselines & Targets- PPT (PPT in Facilitator Resources Folder)
Setting Baselines & Targets

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.

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021, PPT Slides/Webinar Recording Setting Baselines & Targets-Webinar Setting Baselines & Targets- PPT (PPT is in your Facilitator Resources Folder)
Setting Targets

What Are Some of the Methods for Calculating Targets?

- Eyeball method
- Trend lines
- Growth or change from year to year
- Increase by a set percent or percentage point every year
- Start with the end goal
- Statistical validation of targets
Setting Targets

Target Setting Methods: Eyeball Method

Eyeball method
Eyeball estimation refers to inspecting data and quickly making an educated guess about the approximate magnitude of relevant statistics.

Target Setting Methods: Trend Lines

- Use trend lines to estimate data for future years
- Select target from the trend line
Setting Targets

Target Setting Methods: Growth

- Figure average growth/change from year to year and add to the current data

<table>
<thead>
<tr>
<th>FFY</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021 Target</th>
<th>2022 Target</th>
<th>2023 Target</th>
<th>2024 Target</th>
<th>2025 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual data</td>
<td>76%</td>
<td>74.5%</td>
<td>76.1%</td>
<td>77.1%</td>
<td>77.6%</td>
<td>78.1%</td>
<td>78.6%</td>
<td>79.1%</td>
<td>79.6%</td>
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<tr>
<td>Change</td>
<td>-1.5</td>
<td>+1.6</td>
<td>+1</td>
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</tr>
</tbody>
</table>

- Option 1: State could look at years 2011 forward and see growth of at least 1 percentage point last two years but know growth is likely slowed down due to pandemic and set target of +0.5 each year

Target Setting Methods: Stable Data

- Figure average growth/change from year to year and add to the current data

<table>
<thead>
<tr>
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<tr>
<td>Actual data</td>
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<td>74.5%</td>
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<td>77.1%</td>
<td>77.1%</td>
<td>77.6%</td>
<td>77.6%</td>
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<td>-1.5</td>
<td>+1.6</td>
<td>+1</td>
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</tr>
</tbody>
</table>

- State could decide growth has been steady and recommend keeping the target the same for a few years as no new initiatives are planned
Setting Targets

**Target Setting Methods: Start With the End Goal**
- Start with the end in mind
- Where are we now?
- Where do we want to be at the end of the SPP?
- How do we break that end goal into steps or targets for each year?

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**Statistical Validation of Targets**

Stratify districts by size to review data and recommend targets
- Look at size group progress over time
- Weight by size

Consider using tests of statistical significance such as
- T test
- Z test

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Resources for statistical analysis
- [http://www.surveystar.com/ztest.htm](http://www.surveystar.com/ztest.htm)
- [https://www.socscistatistics.com/tests/](https://www.socscistatistics.com/tests/)
Baselines & Targets Summary

- Which Indicators require new Baselines?
- Should there be a consideration of using a prior year’s data on any Indicator?
- Which method(s) of Target Setting do you recommend for each Indicator?
INDICATOR DATA
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))

Current Calculation: Adjusted Cohort Rate- same as ESSA

Updated Calculation: Report the Same Data as in 618 used for Reporting under Section 618
FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications
Students with Disabilities Graduation Rate

- **2020**: Event Graduation Rate = 79.35, 4 Year Adjusted Cohort = 70.2
- **2019**: Event Graduation Rate = 73.46, 4 Year Adjusted Cohort = 62.94
- **2018**: Event Graduation Rate = 70.15, 4 Year Adjusted Cohort = 61.11
- **2017**: Event Graduation Rate = 68.88, 4 Year Adjusted Cohort = 56.27

Legend: 
- Red: Event Graduation Rate
- Blue: 4 Year Adjusted Cohort
SPP/APR INDICATOR 2

Indicator 2: Dropout
Percent of youth with IEPs dropping out of high school.
(20 U.S.C. 1416 (a)(3)(A))

Current Calculation: Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data

Updated Calculation: Report the Same Data as in 618 used for Reporting under Section 618
FS009 - Children with Disabilities (IDEA) Exiting Special Education File Specifications
Students with Disabilities Dropout Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Georgia Dropout Rate</th>
<th>New Exiters Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>5.74</td>
<td>25.91</td>
</tr>
<tr>
<td>2018</td>
<td>5.47</td>
<td>25.34</td>
</tr>
<tr>
<td>2019</td>
<td>5.13</td>
<td>23.56</td>
</tr>
<tr>
<td>2020</td>
<td>4.4</td>
<td>18.46</td>
</tr>
</tbody>
</table>
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))

Changes and Clarifications

Clarification that there must be evidence that, if appropriate, a representative of any participating agency likely to providing or paying for transition or pre-employment transition was invited to the IEP meeting. Georgia has been reviewing evidence of inviting agency participants for several years. The SPP/APR change will not be new for Georgia.
Indicator 13: FY20 & FY19 Data

**FY20**
91.1% in compliance  
326 plans reviewed  
297 found to be compliant

Data collected and reviewed: November 2019 to November 2020

**FY19**
91.4% in compliance  
521 plans reviewed  
476 found to be compliant

Data collected and reviewed: December 2018 to February 2019
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))

Calculation Changes: No Changes

Updated Analysis: Representativeness Requirements are Solidified
SPP/APR INDICATOR 14

- Beginning with the FFY 2021 SPP/APR, due Feb. 1, 2023, when reporting the extent to which the demographics of respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school, States must include race and ethnicity in its analysis.

In addition, the State’s analysis must include at least one of the following demographics:
  - disability category
  - gender,
  - geographic location,
  - and/or another demographic category approved through the stakeholder input process
GEORGIA POST SCHOOL OUTCOMES 2019 Exiters

- Competitive Employment = 3, 556
- Deceased = 24
- Enrolled in Higher Education= 2,832
- Enrolled in Other Postsecondary or Training = 1,200
- On Waiting List = 188
- Other Employment- Part time, Self, & Supported = 1,411
- Other Employment- Sheltered Work or Day Habilitation = 286
- Returned to High School = 587
- Unable to Contact = 2,457
- Unengaged = 1,583
- **GRAND TOTAL = 14,124**
<table>
<thead>
<tr>
<th>Post School Outcomes FY21</th>
<th>Target</th>
<th>Data from 20-21</th>
<th>Status</th>
<th>Slippage</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 A. Enrolled in higher education within one year of leaving high school.</td>
<td>need new target</td>
<td>26.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 B. Enrolled in higher education or competitively employed within one year of leaving high school.</td>
<td>Need new target</td>
<td>60.34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 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.</td>
<td>Need new target</td>
<td>84.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post School Outcomes FY20</td>
<td>Target</td>
<td>Data</td>
<td>Status</td>
<td>Slippage</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>14 A. Enrolled in higher education within one year of leaving high school.</td>
<td>27</td>
<td>25.62</td>
<td>Did Not Meet Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>14 B. Enrolled in higher education or competitively employed within one year of leaving high school.</td>
<td>54</td>
<td>57.78</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
<tr>
<td>14 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.</td>
<td>80.10</td>
<td>83.98</td>
<td>Met Target</td>
<td>No Slippage</td>
</tr>
</tbody>
</table>
Indicator 14- Post School Outcomes

INDICATOR:

14 A = College/University

14 B = College/University + Competitive Employment

14 C = College University + Competitive Employment + Post School Training + Other Employment
Post School Outcomes - Enrolled in Higher Education

Year | Percentage Enrolled in Higher Education | Target
--- | --- | ---
2015 | 24.39 | 24.8
2016 | 26 | 25.5
2017 | 25.8 | 26.25
2018 | 25.95 | 25.95
2019 | 24.44 | 24.44
2020 | 25.62 | 25.62
2021 | 26.86 | 26.86

Legend:
- Blue: Percentage Enrolled in Higher Education
- Orange: Target
Post School Outcomes – Enrolled in Higher Education + Competitively Employed

Percentage Enrolled in Higher Education and/or Competitively Employed

Target

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Enrolled in Higher Education and/or Competitively Employed</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>53.73</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>53.6</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>56.07</td>
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<tr>
<td>2018</td>
<td>58.75</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>59.76</td>
<td></td>
</tr>
<tr>
<td>2020</td>
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<td></td>
</tr>
<tr>
<td>2021</td>
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<td></td>
</tr>
<tr>
<td>2022</td>
<td>60.34</td>
<td></td>
</tr>
</tbody>
</table>
Post School Outcomes – Enrolled in Higher Education + Competitively Employed + Post School Training or Other Employment

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled in Higher Education + Competitively Employed + Post School Training or Other Employment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>81.04</td>
<td>80.1</td>
</tr>
<tr>
<td>2016</td>
<td>79.9</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>80.1</td>
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<td>2018</td>
<td>80.1</td>
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</tr>
<tr>
<td>2019</td>
<td>84.77</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>83.98</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>84.23</td>
<td></td>
</tr>
</tbody>
</table>
What is the focus of the SSIP?

- In 2013-2014 the state decided based upon data analysis and stakeholder input to focus the State Systemic Improvement Plan (SSIP) Indicator 17 on graduation.

- The state rate for SWD graduation rates was 39.5%.

- It set the SIM-R (State Identified Measurable Result) goal to increase graduation rates for students with disabilities to 65% or higher using the Annual Event Rate.
State Identified Measurable Result

- Georgia’s SiMR is to increase the Annual Event graduation rates for students with disabilities to 67% or higher.

- 73.47% of all districts in Georgia met the SiMR goal.
Indicator 17: State Systemic Improvement Plan (SSIP)

Annual Event Graduation Rate (ALL)

- FY14: 39.50%
- FY15: 59.30%
- FY16: 63.20%
- FY17: 65.20%
- FY18: 71%
- FY19: 73%
- FY20: 83.00%
Preliminary Target Setting & Questions

• What are the celebrations in the data and areas requiring greater emphasis?

• Based on the information, what are your suggestions for setting the targets for each Indicator?
  
  • Graduation
  • Dropout
  • Transition
  • Post School Outcomes
  • SSIP
Collaborative Process for SPP/APR Completion

- **September 2021 - November 2021** stakeholders provided with current data on Indicators and feedback gathered to provide advisement on the targets for the SPP/APR 2025
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Thank you!