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

Georgia Department of Education
Division for Special Education Services and Supports
Dawn Kemp
October 20, 2021

Goals of the SPP/APR Feedback Session

- **Sign in and Provide Your Role(s) [Role Sign-In](#)**

- **Identify the key points of the SPP/APR.**

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

- **Review stakeholder requirements.**

- **Examine processes for target setting.**

- **Evaluate the trend data for SPP/APR Indicators requiring targets.**

- **Provide feedback on targets.**

- **Plan for feedback collection and finalizing 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)

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

State Performance Plan/Annual Performance Report

- 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

Data Reporting Year for SPP/APR Indicators

Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2022 will be based upon SY 2020-2021):

- 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)
- 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 Indicators

Three Indicators use lagging data from a year prior to the most recently completed full school year (SPP/APR due Feb. 2022 is based upon SY 2019-2020):

❑ Indicator 1 (Graduation Rate)

❑ Indicator 2 (Dropout Rate)

❑ Indicator 4 (Disproportionate Suspension/Expulsion)

State Performance Plan/Annual Performance Report

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, Phoebie 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

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**, Georgia Learning Resource Systems (GLRS) and District Liaisons (DLs) Presentation
  - **August 10, 2021**, Department of Special Education Services and Supports (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

Part B State Performance Plan and Annual Performance Report (Part B SPP/APR) General Instructions. FFY 2020–2025 Part B SPP/APR (OMB NO: 1820-0624/Expiration Date: October 31, 2023). Retrieved February 1, 2021, from https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Instructions_FINAL.pdf.

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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.

Reference

Part B State Performance Plan and Annual Performance Report (Part B SPP/APR) General Instructions. FFY 2020–2025 Part B SPP/APR (OMB NO: 1820-0624/Expiration Date: October 31, 2023). Retrieved February 1, 2021, from

https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Instructions_FINAL.pdf.

Richa

Setting Baselines & Targets

Setting Baselines & Targets - Impacted Indicators

Overview of the New SPP/APR Changes

SPP/APR changes	Ind. 1	Ind. 2	Ind. 3	Ind. 4	Ind. 5	Ind. 6	Ind. 7	Ind. 8	Ind. 9	Ind. 10	Ind. 11	Ind. 12	Ind. 13	Ind. 14	Ind. 15	Ind. 16	Ind. 17
No changes							X		X	X	X	X			X	X	
Minor changes / clarifications				X	X								X				X
Changes to response rate and representativeness								X						X			
Change to data source	X	X															
New components				X		X											

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

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

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

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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

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

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Setting Targets
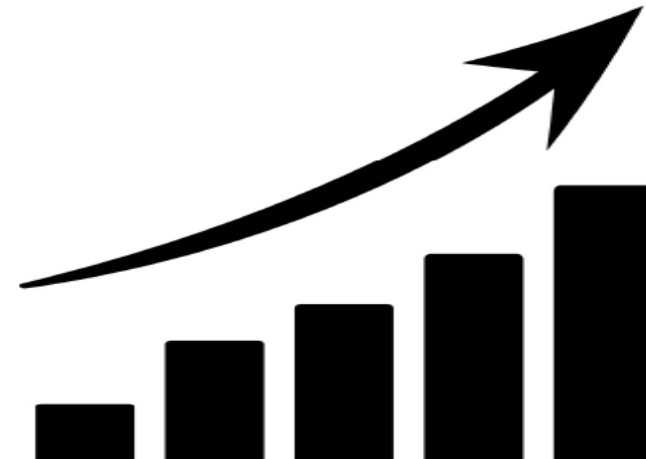
Target Setting Methods: Eyeball Method

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

FFY	2017	2018	2019	2020	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target
Actual data	76%	74.5%	76.1%	77.1%	77.6%	78.1%	78.6%	79.1%	79.6%
Change		-1.5	+1.6	+1					

- 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

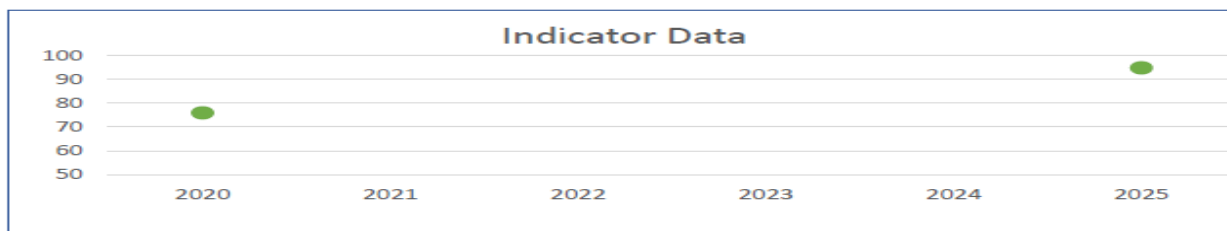- Figure average growth/change from year to year and add to the current data

FFY	2017 baseline	2018	2019	2020	2021 target	2022 target	2023 target	2024 target	2025 target
Actual data	76%	74.5%	76.1%	77.1%	77.1%	77.1%	77.6%	77.6%	77.6%
Change		-1.5	+1.6	+1					

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

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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?

Indicator Data

	2020	2021	2022	2023	2024	2025

(Scatter plot showing a data point near 75 at 2020 and a data point near 95 at 2025; y-axis ranges from 50 to 100)

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

Resources for statistical analysis

http://www.surveystar.com/ztest.htm

https://www.socscistatistics.com/tests/

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INDICATOR DATA

SPP/APR INDICATOR 1
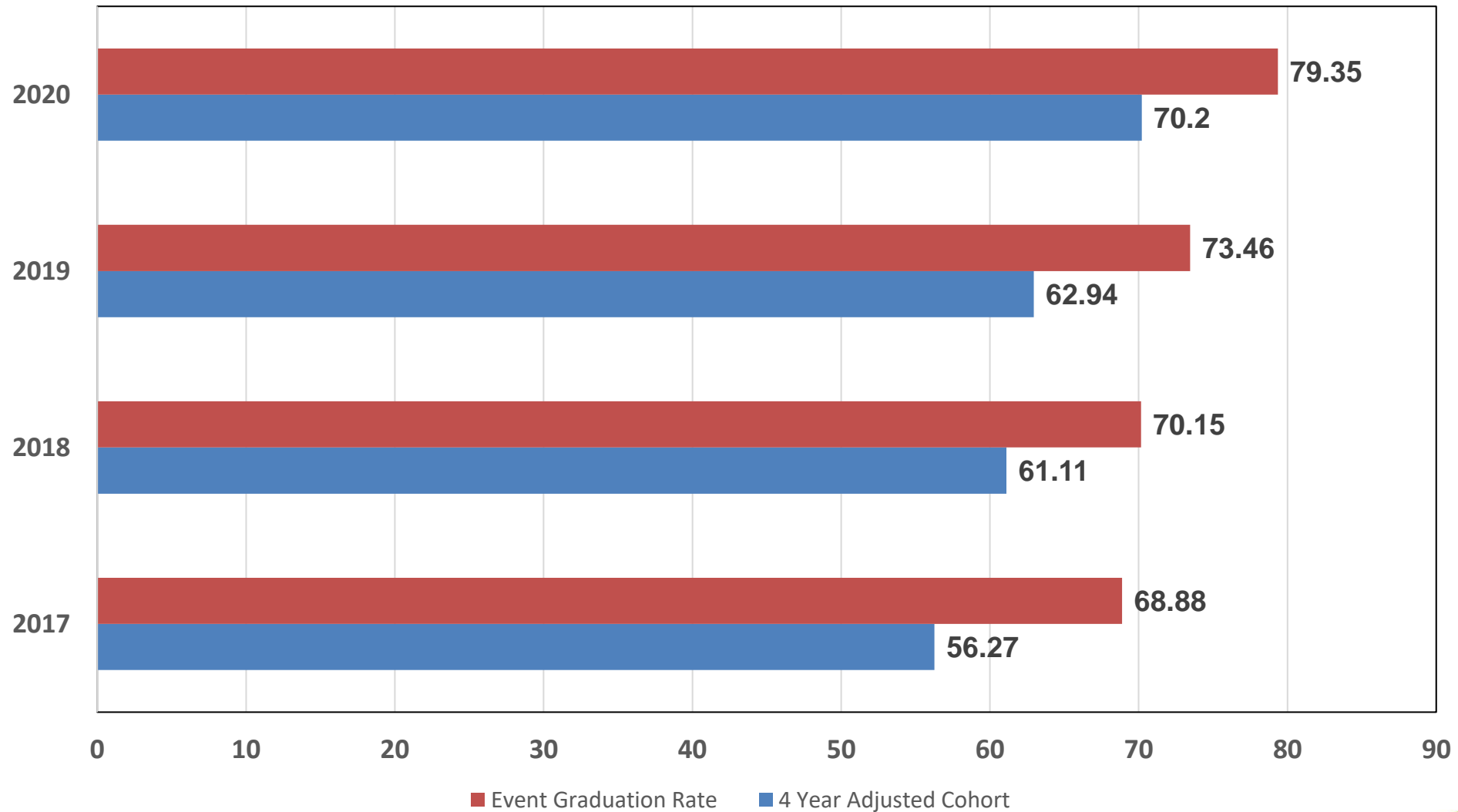
Indicator 1: Graduation

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))

Current Calculation: Adjusted Cohort Rate - same as Every Student Succeeds Act (ESSA)

Updated Calculation: Report the Same Data used for Reporting under Section 618
FS009 - Children with Disabilities Exiting Special Education File Specifications

SPP/APR INDICATOR 2
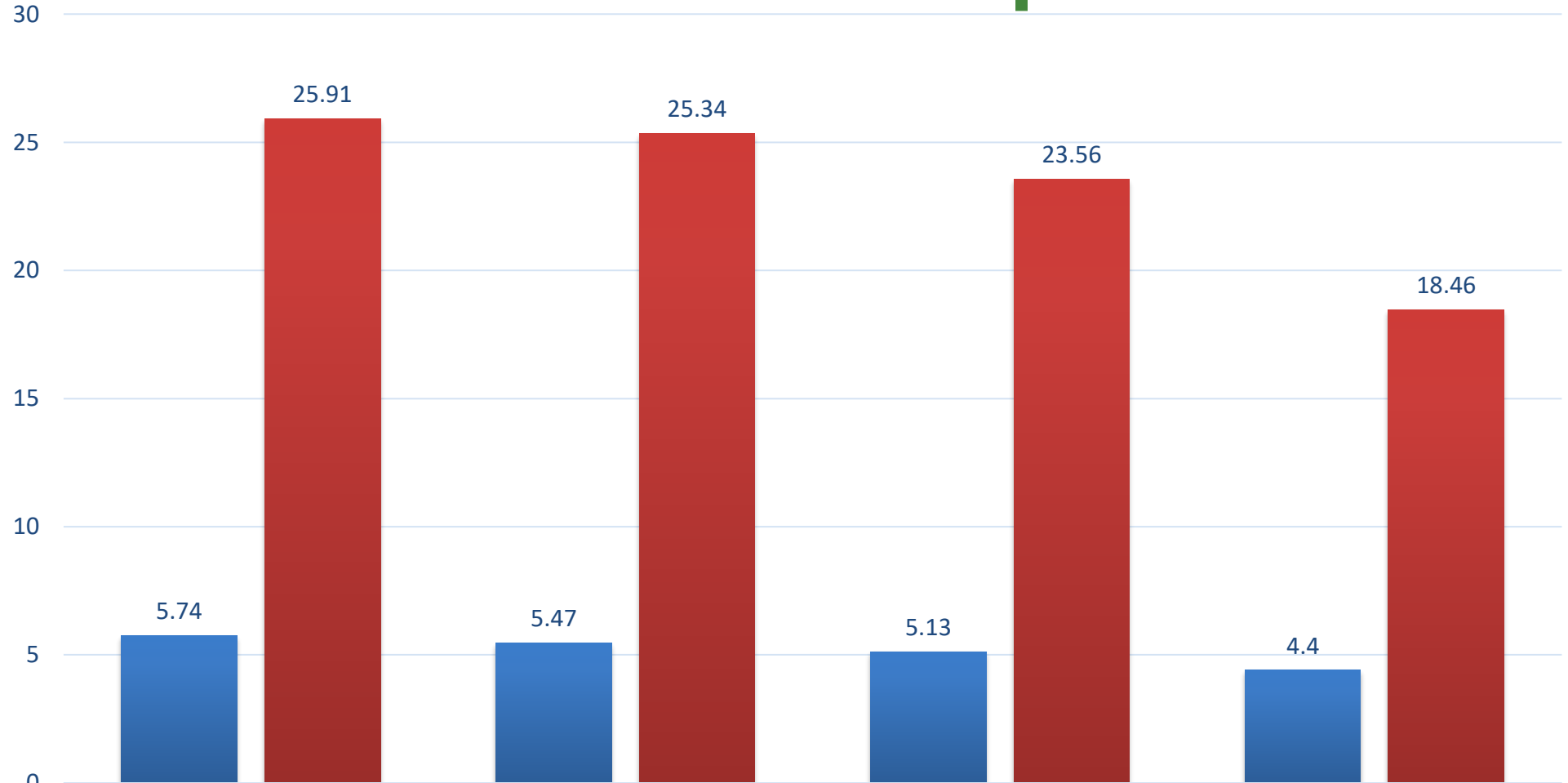
Indicator 2: Dropout

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

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 used for Reporting under Section 618
        FS009 - Children with Disabilities Exiting Special
        Education File Specifications

Students with Disabilities Dropout Rate

	2017	2018	2019	2020
■ Georgia Dropout Rate	5.74	5.47	5.13	4.4
■ New Exiters Dropout Rate	25.91	25.34	23.56	18.46

■ Georgia Dropout Rate   ■ New Exiters Dropout Rate

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:

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 Federal Fiscal Year (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 such as race/ethnicity

Post School Outcomes FY20	Target	Data	Status	Slippage
14 A. Enrolled in higher education within one year of leaving high school.	27	25.62	Did Not Meet Target	No Slippage
14 B. Enrolled in higher education or competitively employed within one year of leaving high school.	54	57.78	Met Target	No Slippage
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.	80.10	83.98	Met Target	No Slippage

Post School Outcomes FY21	Target	**NEW Data from 20-21**	Status	Slippage
14 A. Enrolled in higher education within one year of leaving high school.	need new target	26.86		No
14 B. Enrolled in higher education or competitively employed within one year of leaving high school.	Need new target	60.34		No
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.	Need new target	84.23		No

Post School Outcomes- Enrolled in Higher Education
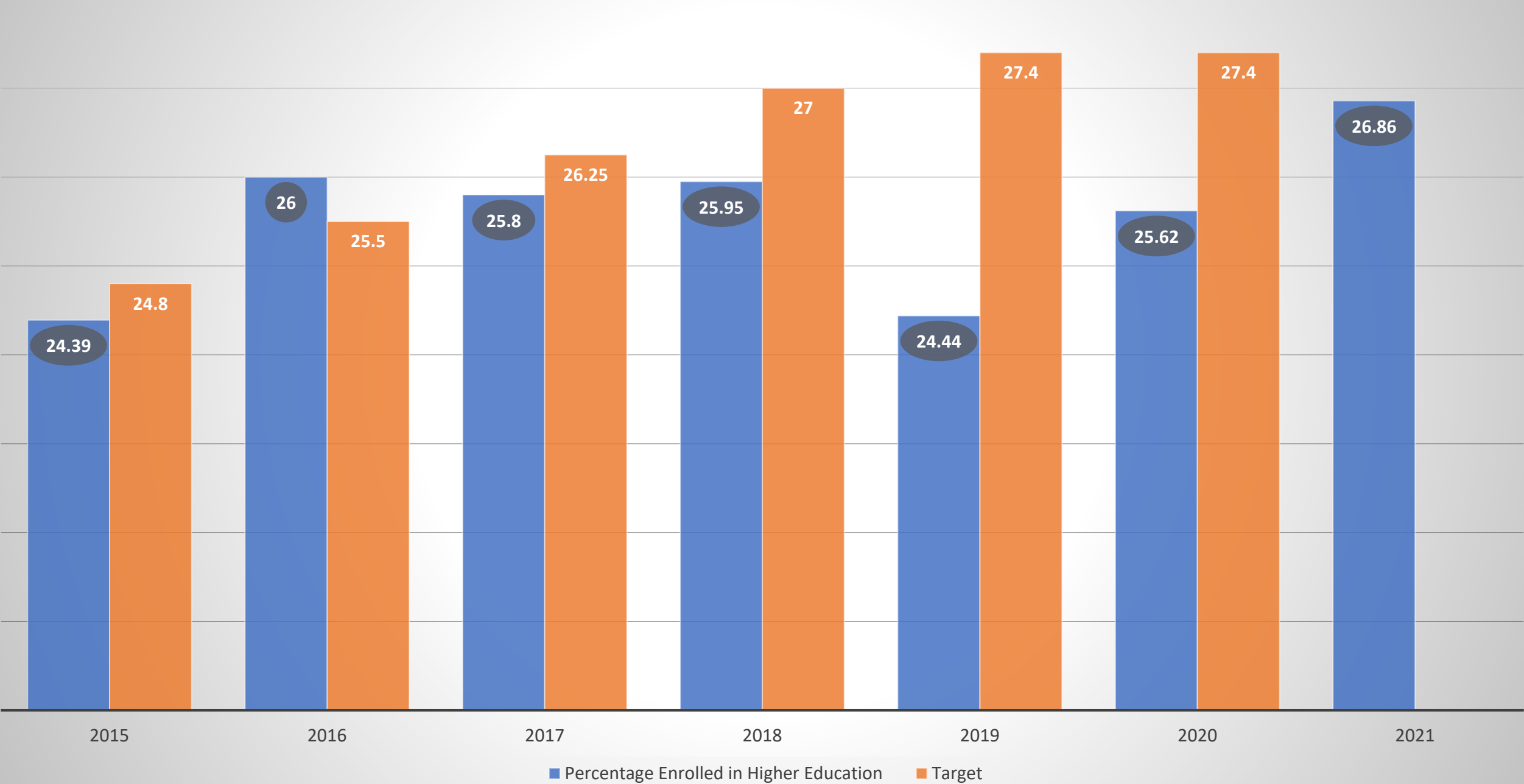
Post School Outcomes – Enrolled in Higher Education + Competitively Employed
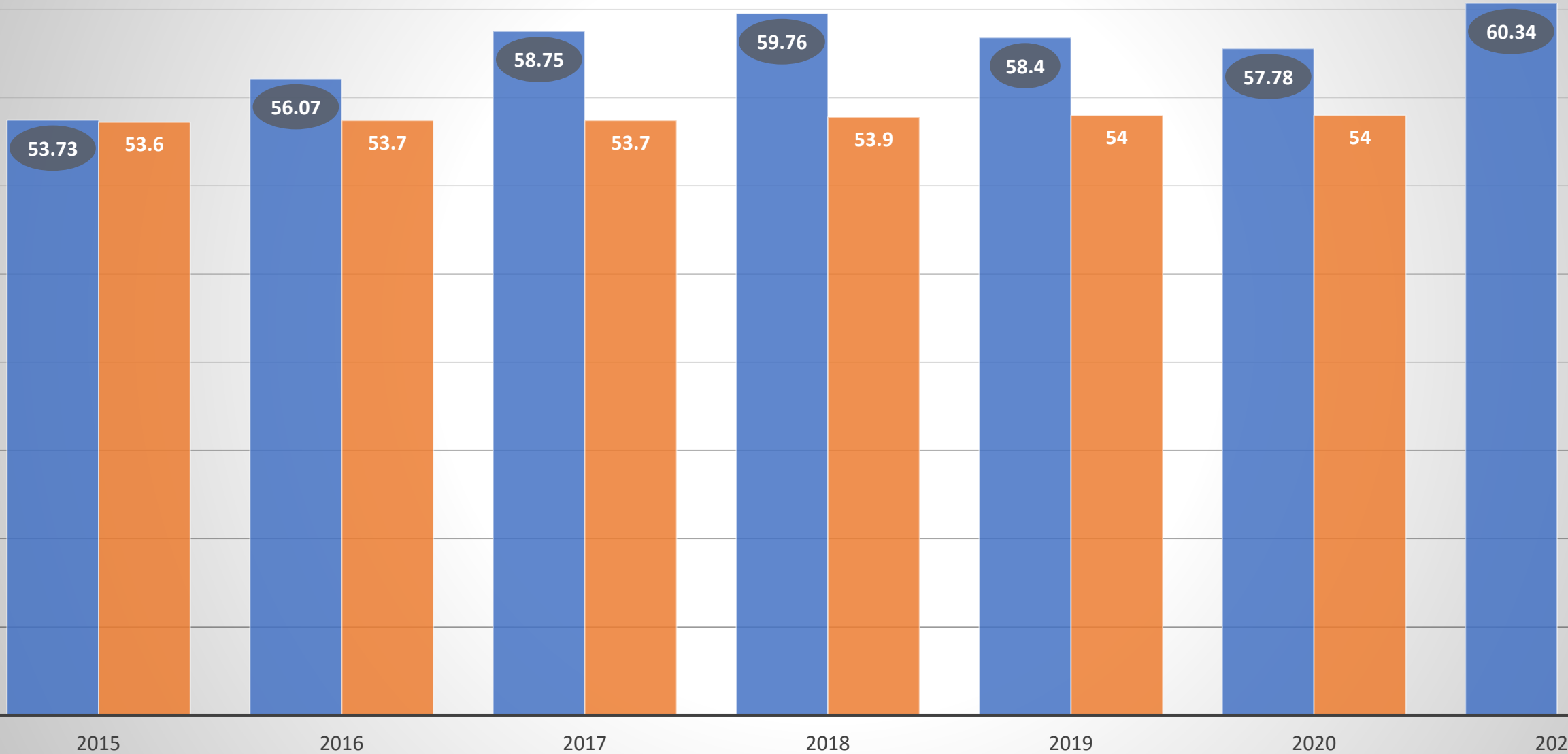
Post School Outcomes – Enrolled in Higher Education + Competitively Employed + Post School Training or Other Employment
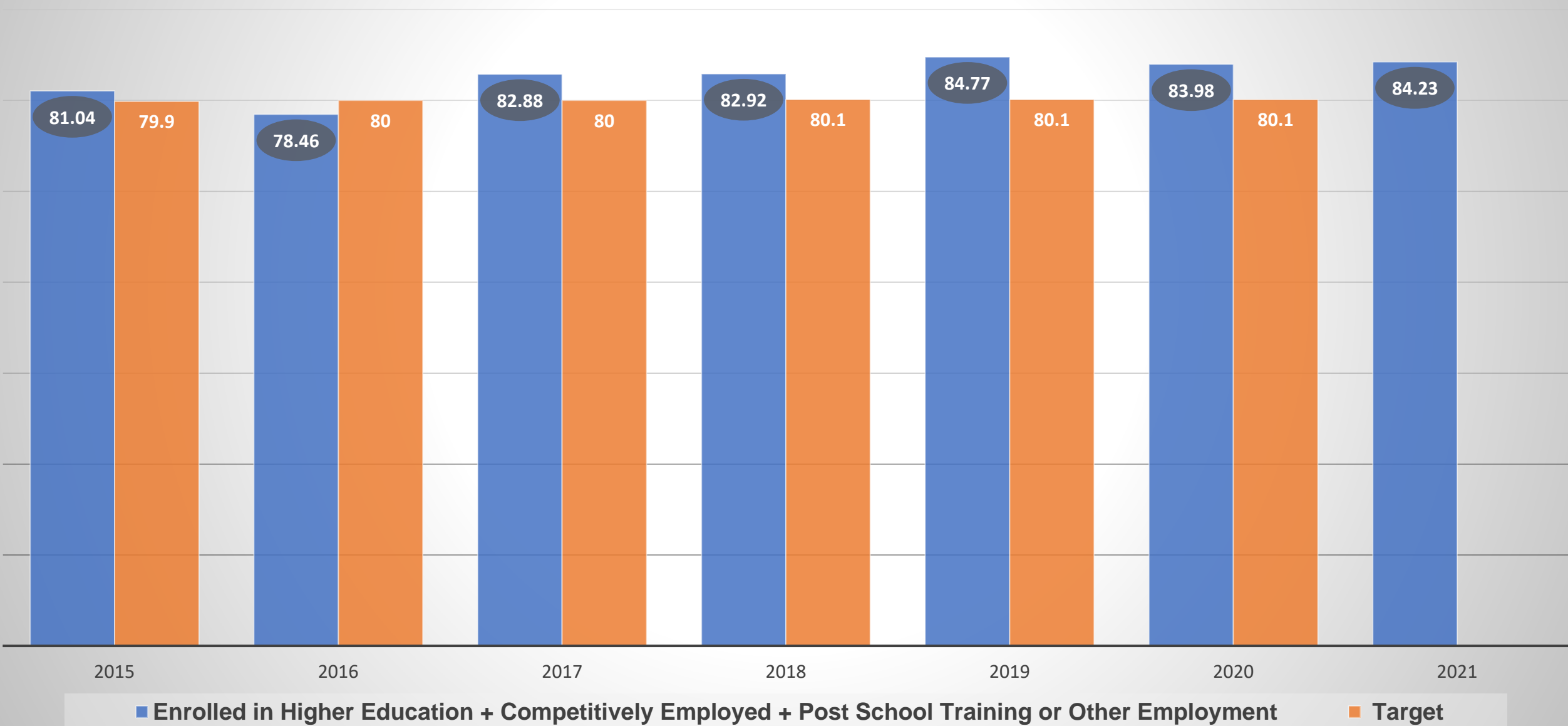
What is the focus of the SSIP?

- 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.

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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)

SPP/APR INDICATORS

with small changes or

Clarification
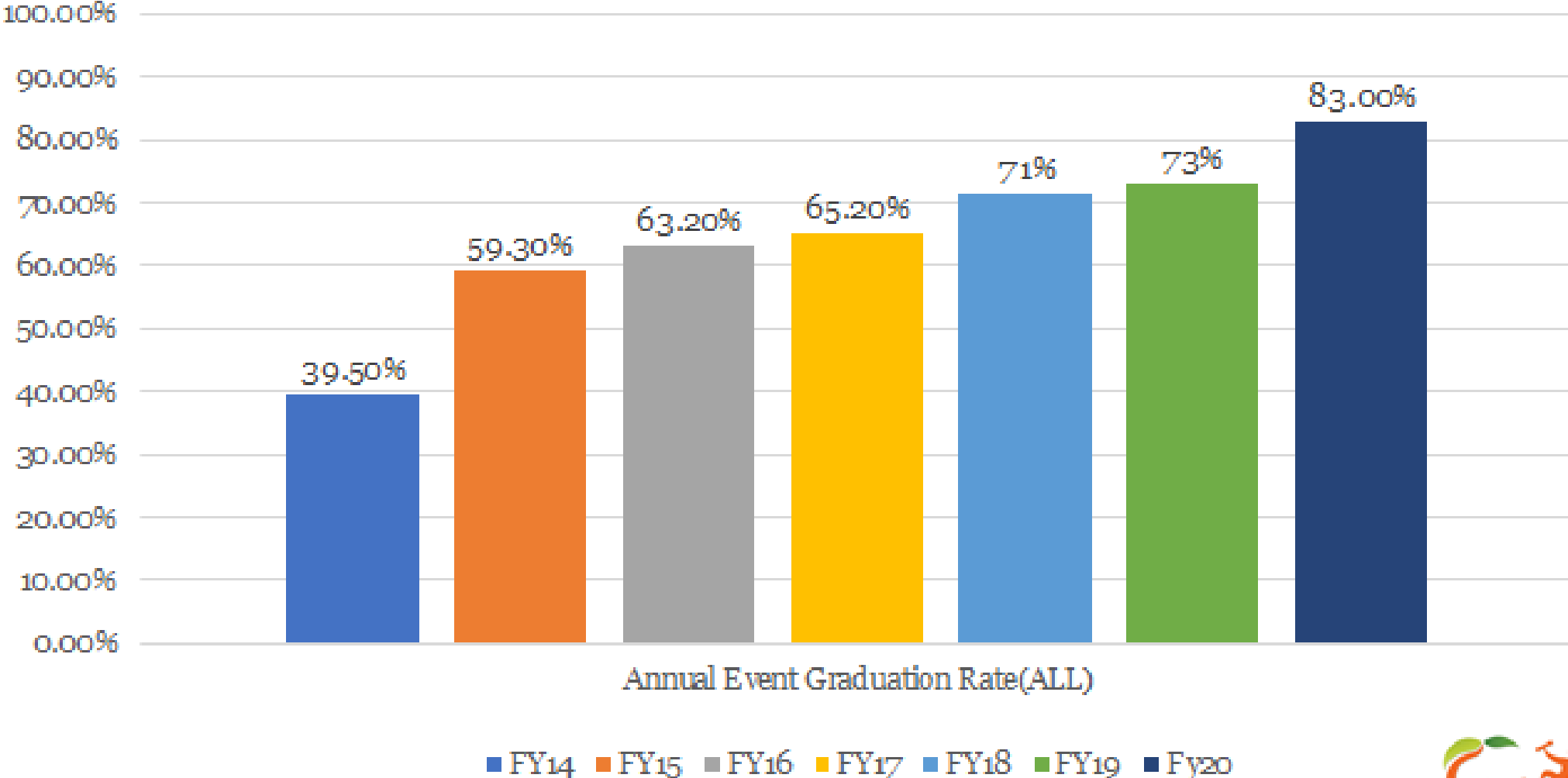
Indicator 4A: Suspension/Expulsion
Rates of Suspension/Expulsion - Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Indicator 4B: Suspension/Expulsion
Rates of Suspension/Expulsion- Percent of LEAs 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))

Changes and Clarifications

- Terminology change from "district" to "local educational agency (LEA)"
- Clarified that the significant discrepancy is defined by the State
- "Long-term suspensions and expulsions" is defined as "more or greater than 10 days during the school year"
- Instructions have been revised to include "cell size" in addition to "n size"

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Data for 4a and 4b

Discrepancy Percentages

SPP/APR INDICATORS

with **small changes or**

Clarification
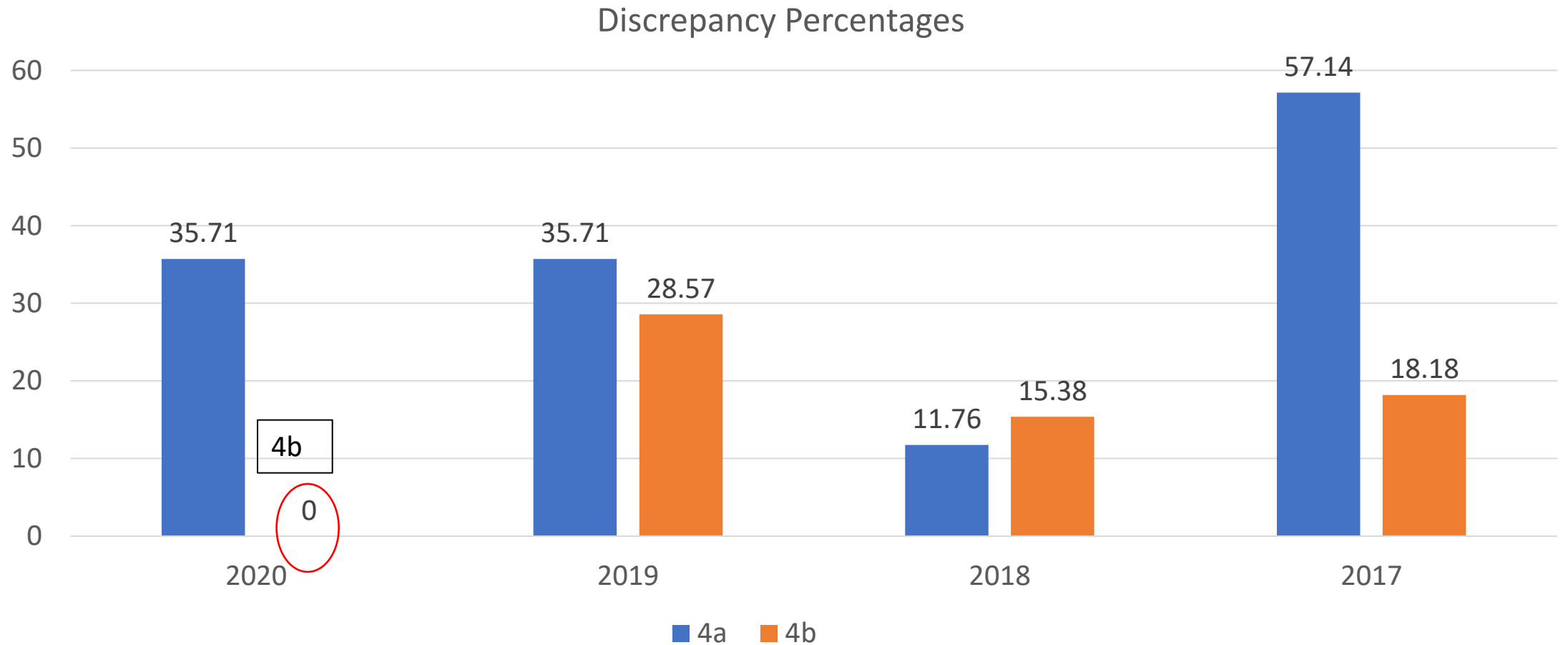
Indicator 5: Education Environments (School Age) Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

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))

Changes and Clarifications

Change in the 6-21 Education Environment to collect 5-year-old children in kindergarten in the School Age count. 5-year-old children in PK will remain in the 3 through 5-year-old Early Childhood count. This is a change in wording on the template. Changes in the count were in effect last year.

Indicator 5a - Inside the Regular Class 80% or >

FFY YEAR	DATA	TARGET
2020 (2020-2021 SY) Reflects 213,263 total students	62.41* 133,087 students	
2019 (2019-2020 SY) Reflects 214,339 total students	**NEW BASELINE 62.73 134,463 students**	
2018 (2018-2019 SY) Reflects 200128 total students	63.04 126,332 students	65.5 or more
2017 (2017-2018 SY)	64.06	65.4 or more
2016 (2016-2017 SY)	64.46	65.3 or more
2015 (2015-2016 SY)	64.89	65.2 or more

*not reported to OSEP, will be reported in Feb. 2022

Indicator 5b - Inside the Regular Class < 40%

Note: not required to report on the students served < 80% but >=40% Inside Regular Class

FFY YEAR	DATA	TARGET
2020 (2020-2021 SY) Reflects 213,263 total students	17.17* 36,607 students	
2019 (2019-2020 SY) Reflects 214,339 total students	**NEW BASELINE 16.58 35,544 students**	
2018 (2018-2019 SY) Reflects 200,128 total students	16.26 32,586 students	14 or less
2017 (2017-2018 SY)	15.2	14.1 or less
2016 (2016-2017 SY)	15.11	14.2 or less
2015 (2015-2016 SY)	15.04	14.3 or less

Indicator 5c - Separate Settings, Residential Settings, Hospital Homebound

YEAR	DATA	TARGET
2020 (2020-2021 SY) **Reflects 213,263 total students**	1.43* 3,056 students	
2019 (2019-2020 SY) **Reflects 214,339 total students**	**NEW BASELINE 1.48** **3,171 students**	
2018 (2018-2019 SY) **Reflects 200,128 total students**	1.54 2,860 students	1.38 or less
2017 (2017-2018 SY)	1.77	1.5 or less
2016 (2016-2017 SY)	1.97	1.6 or less
2015 (2015-2016 SY)	2.07	1.7 or less

*not reported to OSEP, will be reported in Feb. 2022

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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.

    C. Receiving special education and related services in the home.

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

Indicator 6a - Reg. Early Childhood Program with the Majority of Services in Reg. Early Childhood Setting

YEAR	DATA	TARGET
2020 (2020-2021 SY) **Reflects 9,348 total students**	29.35* 2,745 students	
2019 (2019-2020 SY) **Reflects 11,271 total students**	**New Baseline 32.54** 3,668 students	
2018 (2018-2019 SY) **Reflects 18,661 total students**	41.76 7,792 students	46.6 or more
2017 (2017-2018 SY)	41.94	46.4 or more
2016 (2016-2017 SY)	42.95	46.2 or more
2015 (2015-2016 SY)	43.98	46 or more

*not reported to OSEP, will be reported in Feb. 2022

Indicator 6b - Separate Special Education Class, Separate School or Residential Facility

YEAR	DATA	TARGET
2020 (2020-2021 SY) **Reflects 9,348 total students**	42.09%* 3,934 students	
2019 (2019-2020 SY) **Reflects 11,271 total students**	**New Baseline 41.32** 4,657 students	
2018 (2018-2019 SY) **Reflects 18,861 total students**	29.26 5,460 students	22.5 or less
2017 (2017-2018 SY)	27.44	23 or less
2016 (2016-2017 SY)	25.82	23.5 or less
2015 (2015-2016 SY)	24.65	23 or less

*not reported to OSEP, will be reported in Feb. 2022

Preschool LRE Implications

- A low number of students are served in the home environment.
- The low number of students in the home environment will be expected to decrease across the years of the SPP/APR package.

Indicator 6c - Home

YEAR	DATA	TARGET
2020 (2020-2021 SY) Reflects 9,348 total students	**1.63*** 152 students	BASELINE
2019 (2019-2020 SY) Reflects 11,271 total students	1.03 116 students	
2018 (2018-2019 SY) Reflects 18,661 total students	1.5 276 students	

*not reported to OSEP, will be reported in Feb. 2022

SPP/APR INDICATORS

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))

Positive Social/Emotional Skills SY 20-21 NEW	Target	Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		85.40		
A2. The percent of preschool children who were functioning within age expectations in Outcome A, by the time they turned 6 years of age or exited the program.		55.06		

Acquisition and use of knowledge and skills SY 20-21 NEW	Target	Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		87.98		
B2. The percent of preschool children who were functioning within age expectations in Outcome B, by the time they turned 6 years of age or exited the program.		47.93		

Use of appropriate behaviors to meet their need SY 20-21 NEW	Target	Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.		86.48		
C2. The percent of preschool children who were functioning within age expectations in Outcome C, by the time they turned 6 years of age or exited the program.		64.68		

Positive Social/Emotional Skills SY 19-20	Target	Data	Status	Slippage
A1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	80	80.52	Met Target	No Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	62	54.86	Did Not Meet Target	Slippage

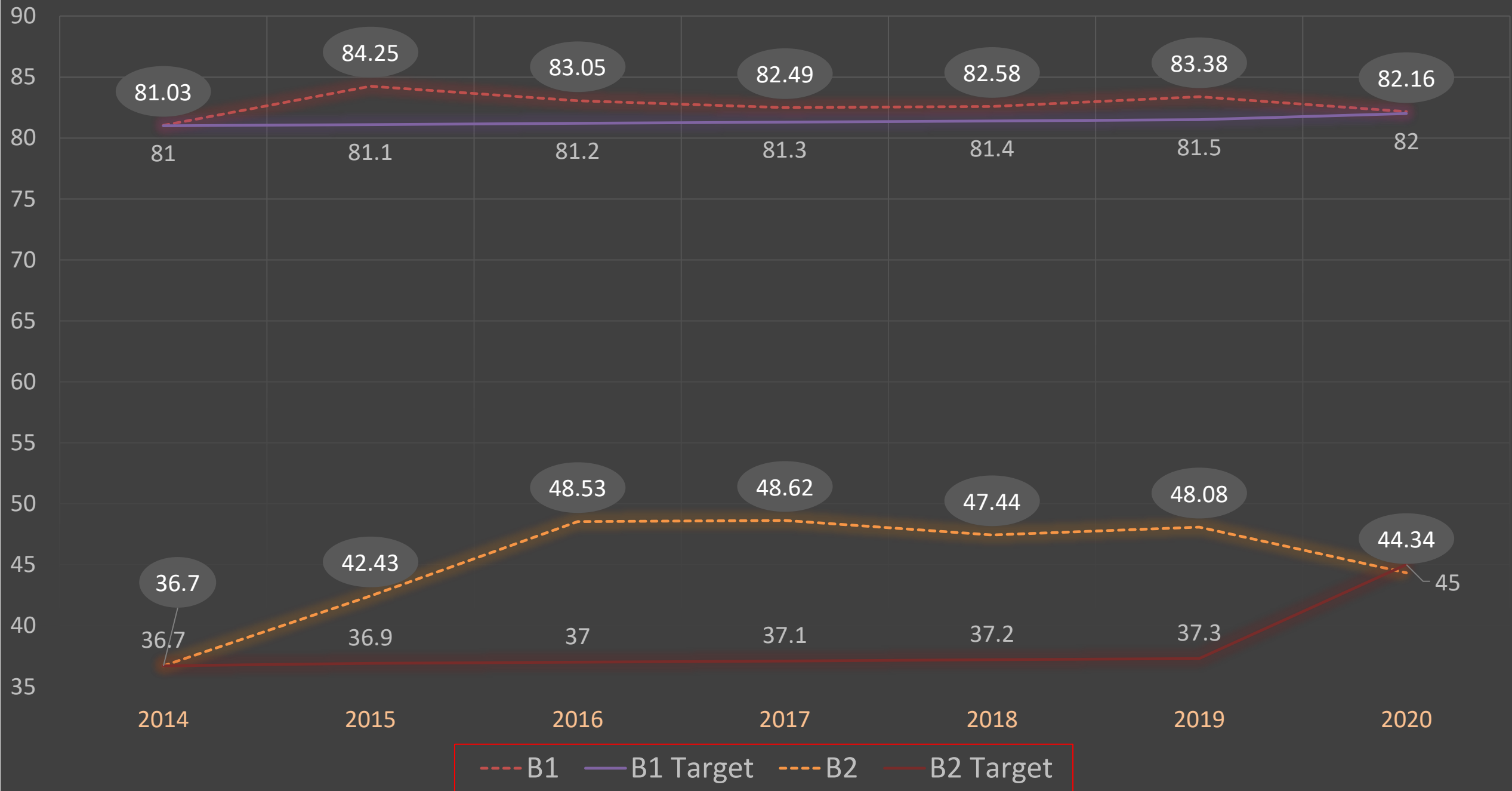| Acquisition and use of knowledge and skills SY 19-20	Target	Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	82	82.16	Met Target	No Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B, by the time they turned 6 years of age or exited the program.	45	44.34	Did Not Meet Target	No Slippage

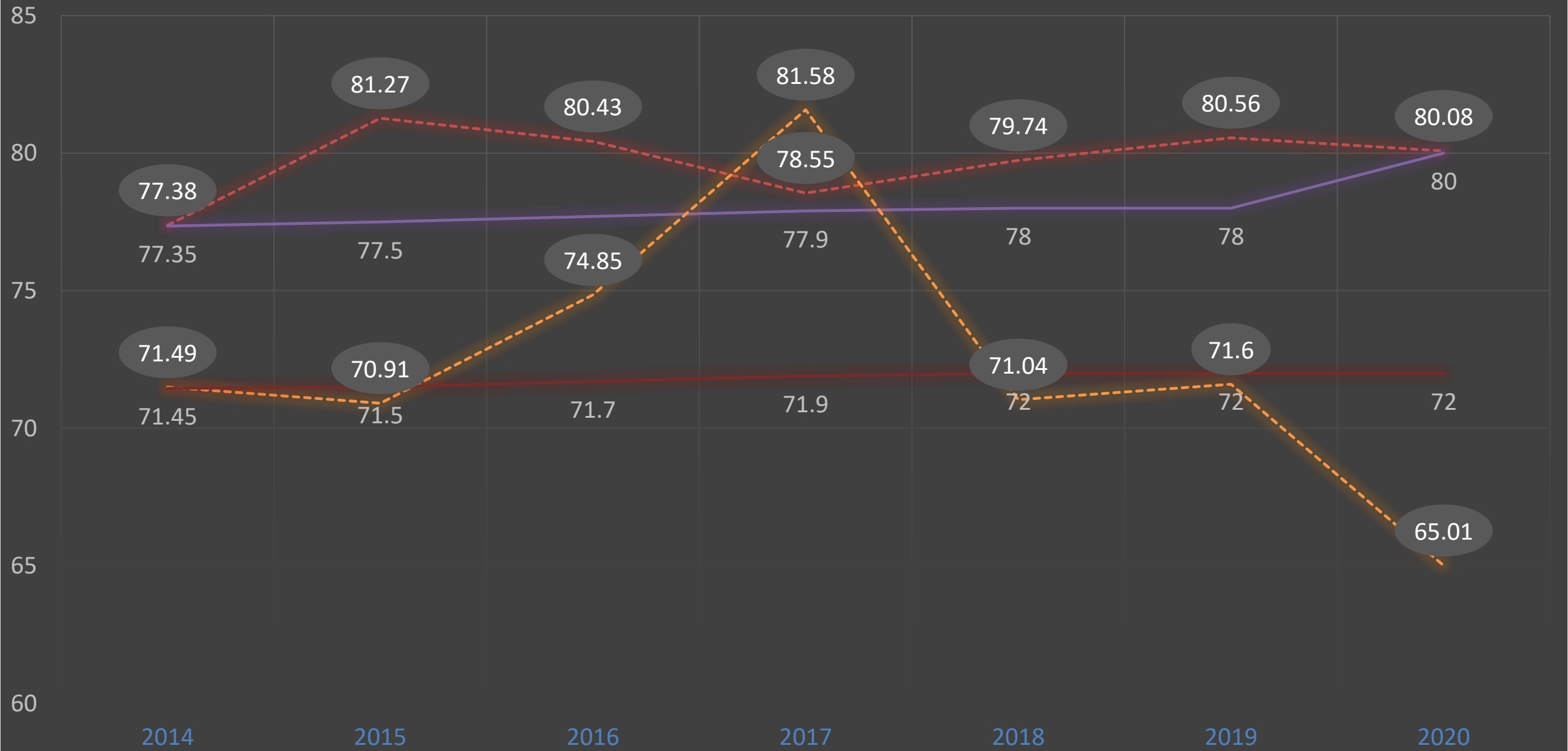| Use of appropriate behaviors to meet their need SY 19-20	Target	Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	80	80.08	Met Target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C, by the time they turned 6 years of age or exited the program.	72	65.01	Did Not Meet Target	Slippage

Preschool Outcomes - Positive Social Emotional Outcomes - School Years 2014-2020

Preschool Outcomes - Acquisition and Use of Knowledge and Skills - School Years 2014-2020

	2014	2015	2016	2017	2018	2019	2020
B1	81.03	84.25	83.05	82.49	82.58	83.38	82.16
B1 Target	81	81.1	81.2	81.3	81.4	81.5	82
B2	36.7	42.43	48.53	48.62	47.44	48.08	44.34
B2 Target	36.7	36.9	37	37.1	37.2	37.3	45

Legend: B1 (dashed), B1 Target (solid purple), B2 (dashed), B2 Target (solid red)

Preschool Outcomes - Use of Appropriate Behaviors to Meet Needs - School Years 2014-2020

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))

SPP/APR INDICATOR 8
Parent Involvement 20 U.S.C. 1416 (a)(3)(A))

Prior Analysis Requirements

Include the State's analysis of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.
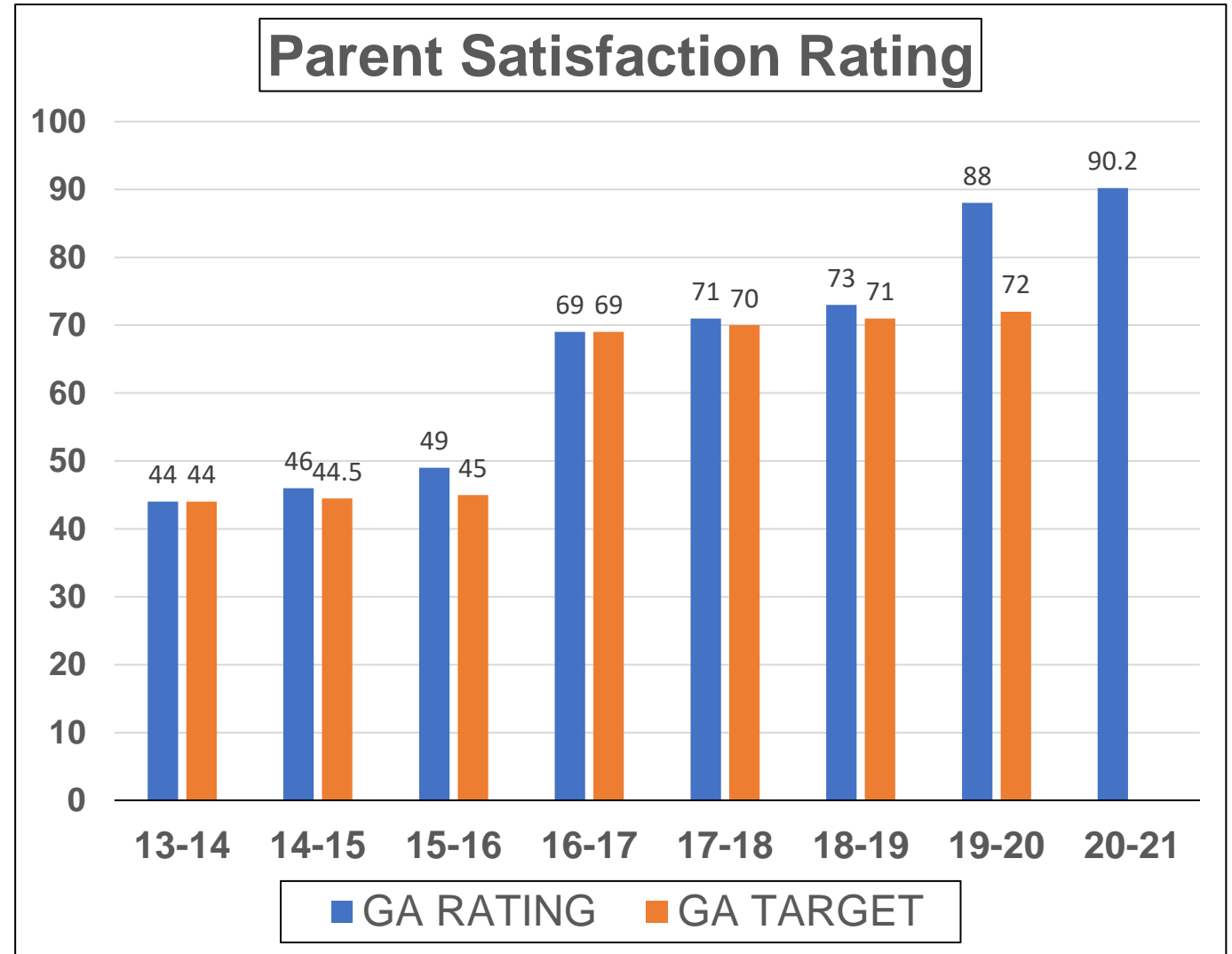
States should consider categories such as race and ethnicity, age of the infant or toddler, and geographic location in the State.

Current Analysis Requirements

When reporting the extent to which the demographics of the children for whom parents responded to surveys are representative of the demographics of children receiving special education services, States must include race and ethnicity in their analysis (**beginning with FFY 2021 submission due February 2023**).

At least one of the following demographics: age of student, disability category, gender, geographic location, and/or another category approved through the stakeholder input process such as age or grade.

Parent Involvement

Parent Satisfaction Rating

Year	GA RATING	GA TARGET
13-14	44	44
14-15	46	44.5
15-16	49	45
16-17	69	69
17-18	71	70
18-19	73	71
19-20	88	72
20-21	90.2	

GaDOE
Georgia Department of Education

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))
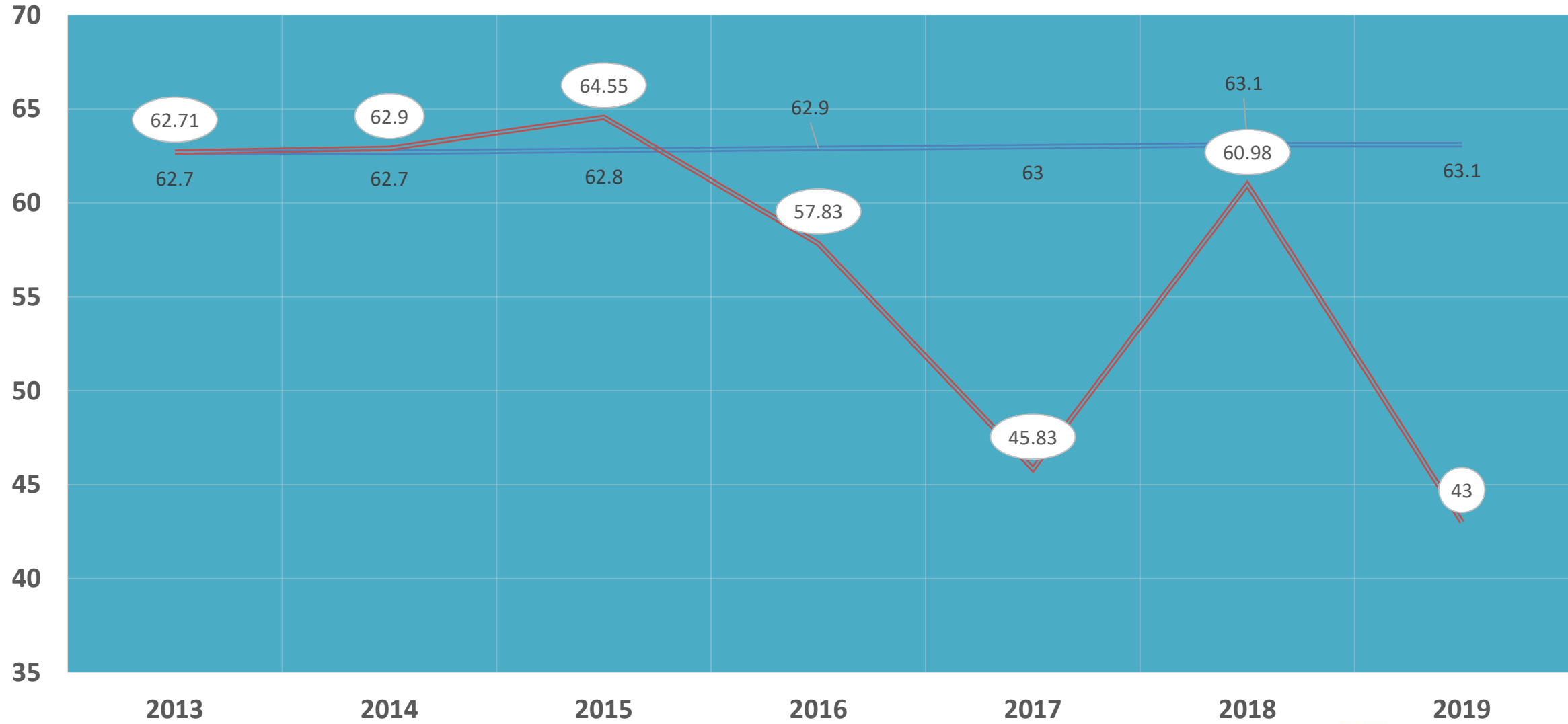
Resolution Sessions Data FY 2019-2020

(3.1) Resolutions meetings	37
(a) Written settlement agreements reached through resolution meetings	16

16/37 = 43% of Resolution Sessions resulted in written settlement agreements

Target = 63.10% Did not meet target Slippage

RESOLUTION SESSIONS

Resolution Target — Resolution Data

Mediations

|	
(2.1) Mediations held	85
(a) Mediations held related to due process complaints	14
(i) Mediation agreements related to due process complaints	6
(b) Mediations held not related to due process complaints	71
(i) Mediation agreements not related to due process complaints	50

56/85 = 65.8% of Mediations held resulted in Mediation Agreements

Target = 50% (low) – 70% (high)   Met Target   No Slippage

Mediations
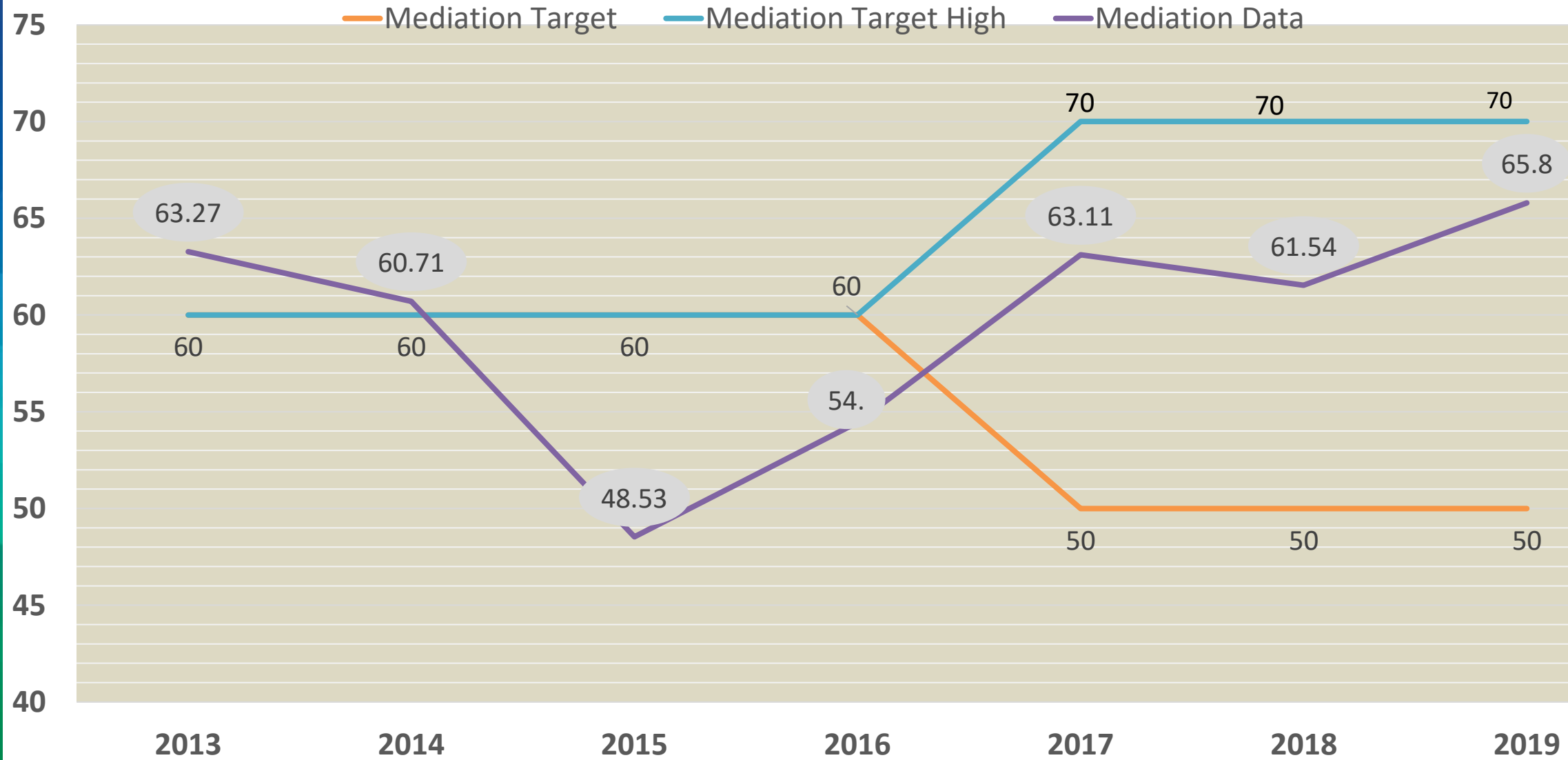
SPP/APR INDICATORS

Indicator 3 A-D : Assessment for Students with Disabilities

      A. Participation Rate

      B. Proficiency Rate against grade level standards

      C. Proficiency Rate against alternate academic achievement standards

      D. Gap in Proficiency Rates for children with IEPs and all students against grade level academic achievement standards

SPP/APR INDICATOR 3 Assessment 20 U.S.C. 1416 (a)(3)(A))

No major changes in calculations- additional components added

Prior SPP/APR Indicator Components

A. Indicator 3A – Reserved
B. Participation rate for children with IEPs
C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards

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

Assessment Calculations

A. Participation Rate Percent

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

Calculate separately for reading and math for grades 4, 8, and high school → *Change in Grades*
Include all students enrolled both Full Academic Year & Not Full Academic Year
Must have an IEP at testing time

B. Proficiency Rate Percent (grade level achievement standards) → *Split into B & C*

$$\frac{\text{(\# of children with IEPs scoring at or above proficient against grade level academic achievement standards}}{\text{total \# of children with IEPs who received a valid score and a proficiency level on the } \textbf{regular assessment}}$$

Calculate separately for reading and math for grades 4, 8, and high school
Include all students enrolled both Full Academic Year & Not Full Academic Year
Must have an IEP at testing time

Assessment Calculations

C. Proficiency Rate Percent (alternate achievement standards) ➡️ *Split into B & C*

(# of children with IEPs scoring at or above proficient against alternate academic achievement standards
total # 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
Include all students enrolled both Full Academic Year & Not Full Academic Year
Must have an IEP at testing time

D. Proficiency Rate Gap (students with IEPs compared to all students) ➡️ *NEW*

Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year subtracted from the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year

Calculate separately for reading and math for grades 4, 8, and high school
Include all students enrolled both Full Academic Year & Not Full Academic Year
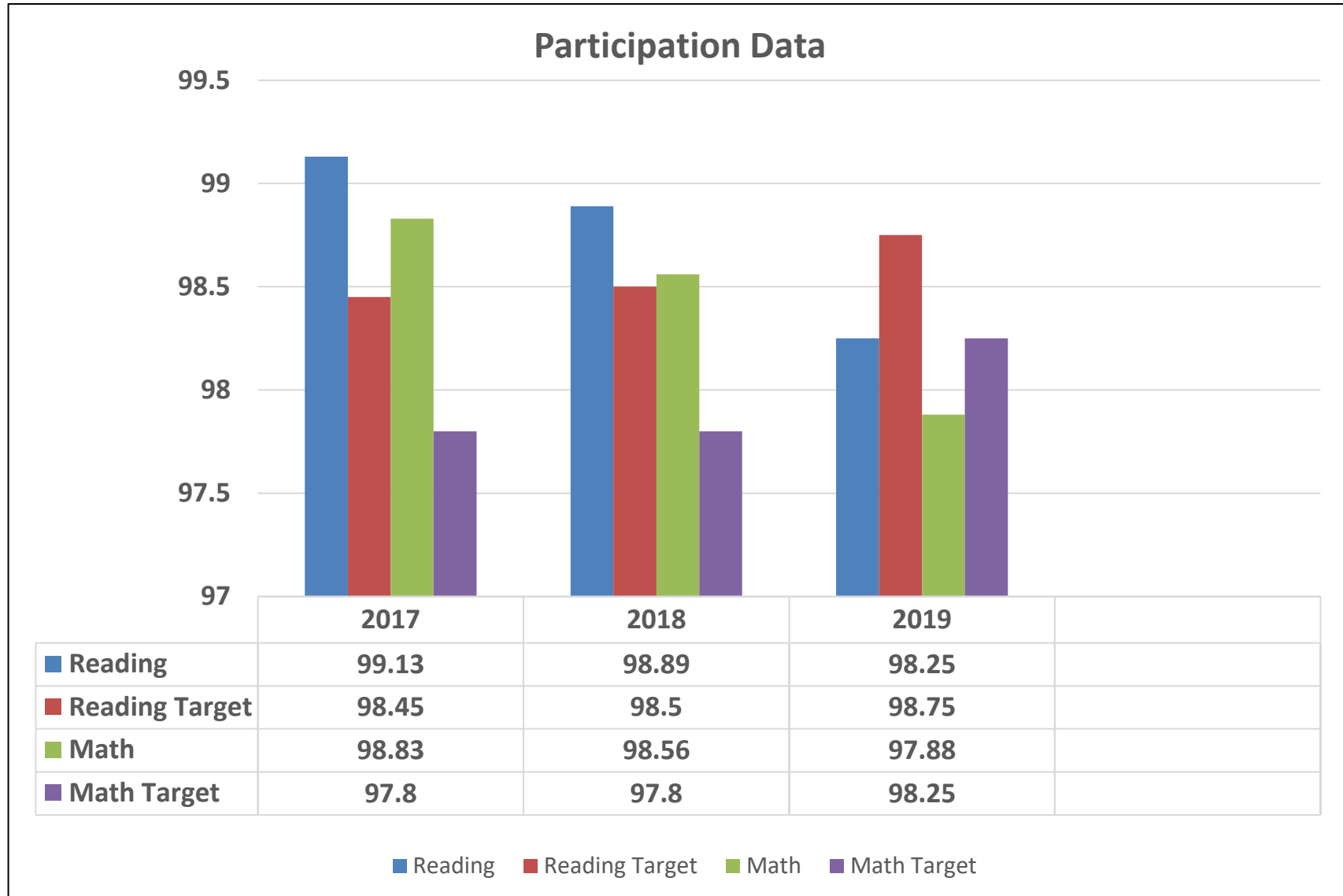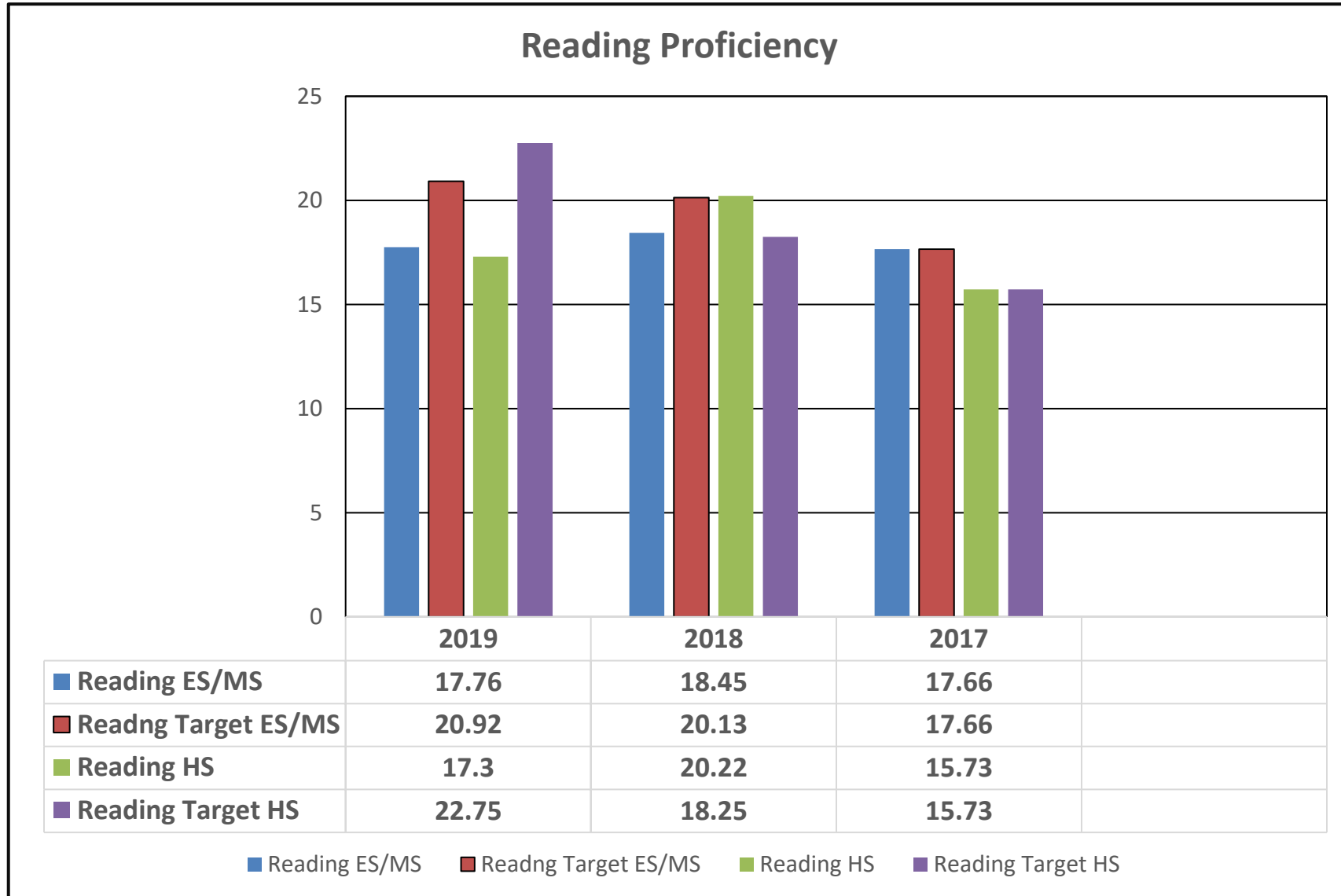Must have an IEP at testing time
Only grade level academic achievement standards, not alternate standards

Most Recent Assessment Data FFY 18 (SY 2018-2019)

Participation Data

	2017	2018	2019
■ Reading	99.13	98.89	98.25
■ Reading Target	98.45	98.5	98.75
■ Math	98.83	98.56	97.88
■ Math Target	97.8	97.8	98.25

Reading   Reading Target   Math   Math Target

Most Recent Assessment Reading Data FFY 18 (SY 2018-2019)

Reading Proficiency

	2019	2018	2017
Reading ES/MS	17.76	18.45	17.66
Readng Target ES/MS	20.92	20.13	17.66
Reading HS	17.3	20.22	15.73
Reading Target HS	22.75	18.25	15.73

Reading ES/MS   Readng Target ES/MS   Reading HS   Reading Target HS

Most Recent Assessment Reading Data FFY 18 (SY 2018-2019)

Math Proficiency

	2019	2018	2017
■ Math ES/MS	19.82	21.63	19.97
■ Math Target ES/MS	24.03	22.37	19.97
■ Math HS	13.07	13.87	11.59
■ MathTarget HS	16.52	14.25	11.59

■ Math ES/MS　■ Math Target ES/MS　■ Math HS　■ MathTarget HS

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

- **November 2021** specific targets set for each Indicator for the SPP/APR 2020-2025

- **November 2021 (late)** public opportunity to comment on targets

- **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