

# State Performance Plan (SPP) & Annual Performance Report (APR) Group C- Environments & Timelines



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Georgia Department of Education  
Division for Special Education Services and Supports  
Phoebie Atkins- Program Specialist  
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September 2, 2021

# Goals of the SPP/APR Work Session

- **Sign in and Provide Your Role(s)** [Group C- Environment and Timelines](#)
- **Review** a process for SPP/APR development using Indicators grouped together in clusters.
- **Evaluate** the trend data for Indicators 5, 6, 11 and 12 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.

# 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, 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**

# 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 Zephine 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, Zephine 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

- 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](https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Instructions_FINAL.pdf).*

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- 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](https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Instructions_FINAL.pdf).*

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# 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.

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(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

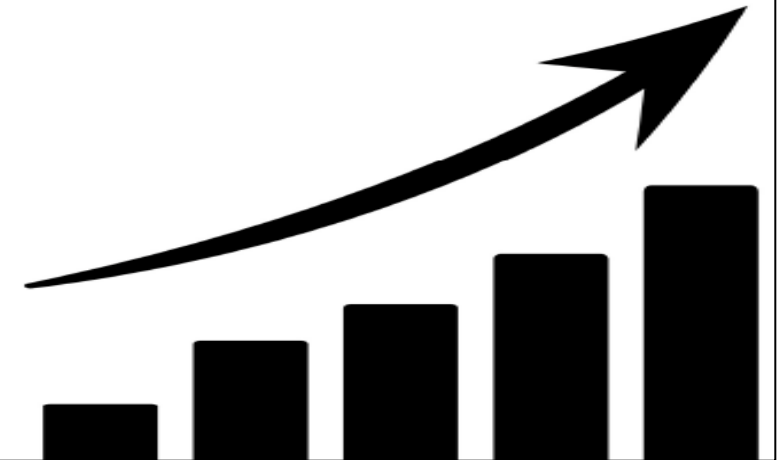


### Eyeball method

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

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

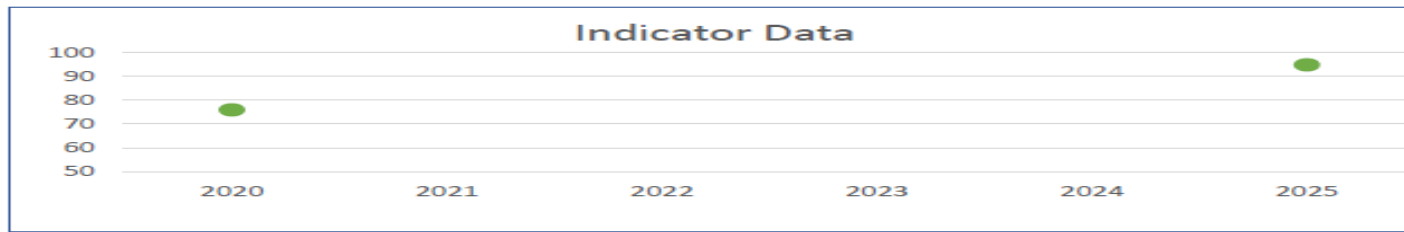
FFY	2017 baseline	2018	2019	2020	2021 target	2022 target	2023 target	2024 target	2025 target
Actual data	76%	74.5%	76.1%	77.1%	77.1%	77.1%	77.6%	77.6%	77.6%
Change		-1.5	+1.6	+1					

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

# 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?



## 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/>

# 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



# SPP/APR INDICATORS

with small changes or



**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
<b>2020 (2020-2021 SY)</b> Reflects 213,263 students total	62.41* 133,087 students	
<b>2019 (2019-2020 SY)</b> Reflects 214,339 students total	<b>NEW BASELINE 62.73</b> 134,463 students	
<b>2018 (2018-2019 SY)</b> Reflects 200128 students total	63.04 126,332 students	65.5 or more
<b>2017 (2017-2018 SY)</b>	64.06	65.4 or more
<b>2016 (2016-2017 SY)</b>	64.46	65.3 or more
<b>2015 (2015-2016 SY)</b>	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
<b>2020 (2020-2021 SY)</b> Reflects 213,263 students total	17.17* 36,607 students	
<b>2019 (2019-2020 SY)</b> Reflects 214,339 students total	NEW BASELINE 16.58 35,544 students	
<b>2018 (2018-2019 SY)</b> Reflects 200,128 students total	16.26 32,586 students	14 or less
<b>2017 (2017-2018 SY)</b>	15.2	14.1 or less
<b>2016 (2016-2017 SY)</b>	15.11	14.2 or less
<b>2015 (2015-2016 SY)</b>	15.04	14.3 or less

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

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

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

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



# 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
<b>2020 (2020-2021 SY)</b> Reflects 9,348 students total	29.35* 2,745 students	
<b>2019 (2019-2020 SY)</b> Reflects 11,271 students total	<b>New Baseline 32.54</b> 3,668 students	
<b>2018 (2018-2019 SY)</b> Reflects 18,661 students total	41.76 7,792 students	46.6 or more
<b>2017 (2017-2018 SY)</b>	41.94	46.4 or more
<b>2016 (2016-2017 SY)</b>	42.95	46.2 or more
<b>2015 (2015-2016 SY)</b>	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
<b>2020 (2020-2021 SY)</b> Reflects 9,348 students total	42.09%* 3,934 students	
<b>2019 (2019-2020 SY)</b> Reflects 11,271 students total	<b>New Baseline 41.32</b> 4,657 students	
<b>2018 (2018-2019 SY)</b> Reflects 18,861 students total	29.26 5,460 students	22.5 or less
<b>2017 (2017-2018 SY)</b>	27.44	23 or less
<b>2016 (2016-2017 SY)</b>	25.82	23.5 or less
<b>2015 (2015-2016 SY)</b> *not reported to OSEP, will be reported in Feb. 2022	24.65	23 or less

# SPP/APR INDICATOR 6

## Preschool LRE 20 U.S.C. 1416 (a)(3)(A)

No changes in calculations- additional component added



### Prior SPP/APR Indicator Components

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program 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.

### Current SPP/APR Indicator Components

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program 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.

# 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
<b>2020 (2020-2021 SY)</b> Reflects 9,348 students total	<b>1.63*</b> 152 students	BASELINE
<b>2019 (2019-2020 SY)</b> Reflects 11,271 students total	1.03 116 students	
<b>2018 (2018-2019 SY)</b> Reflects 18,661 students total	1.5 276 students	

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# SPP/APR INDICATORS



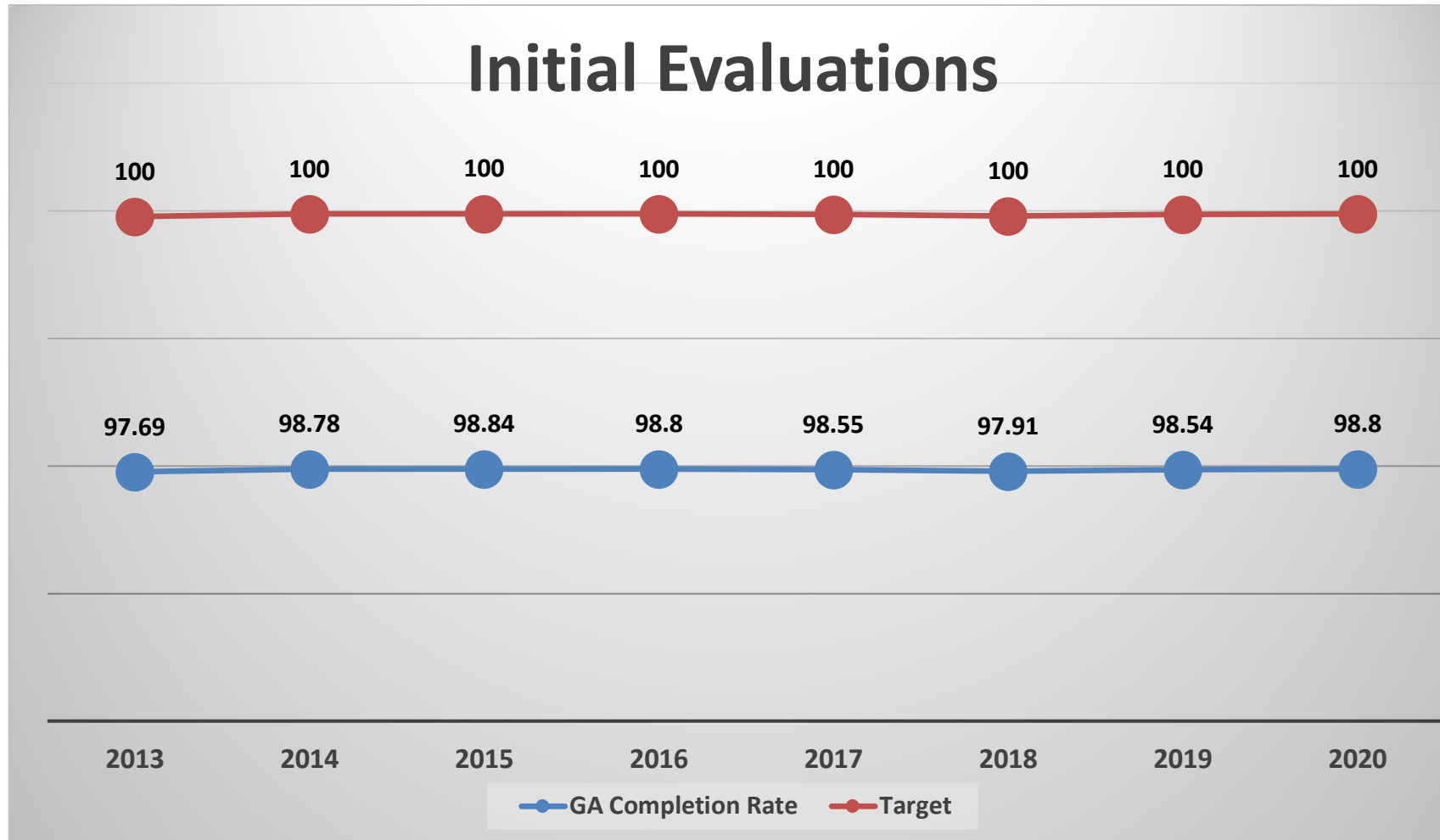
## **Indicator 11: Child Find**

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))

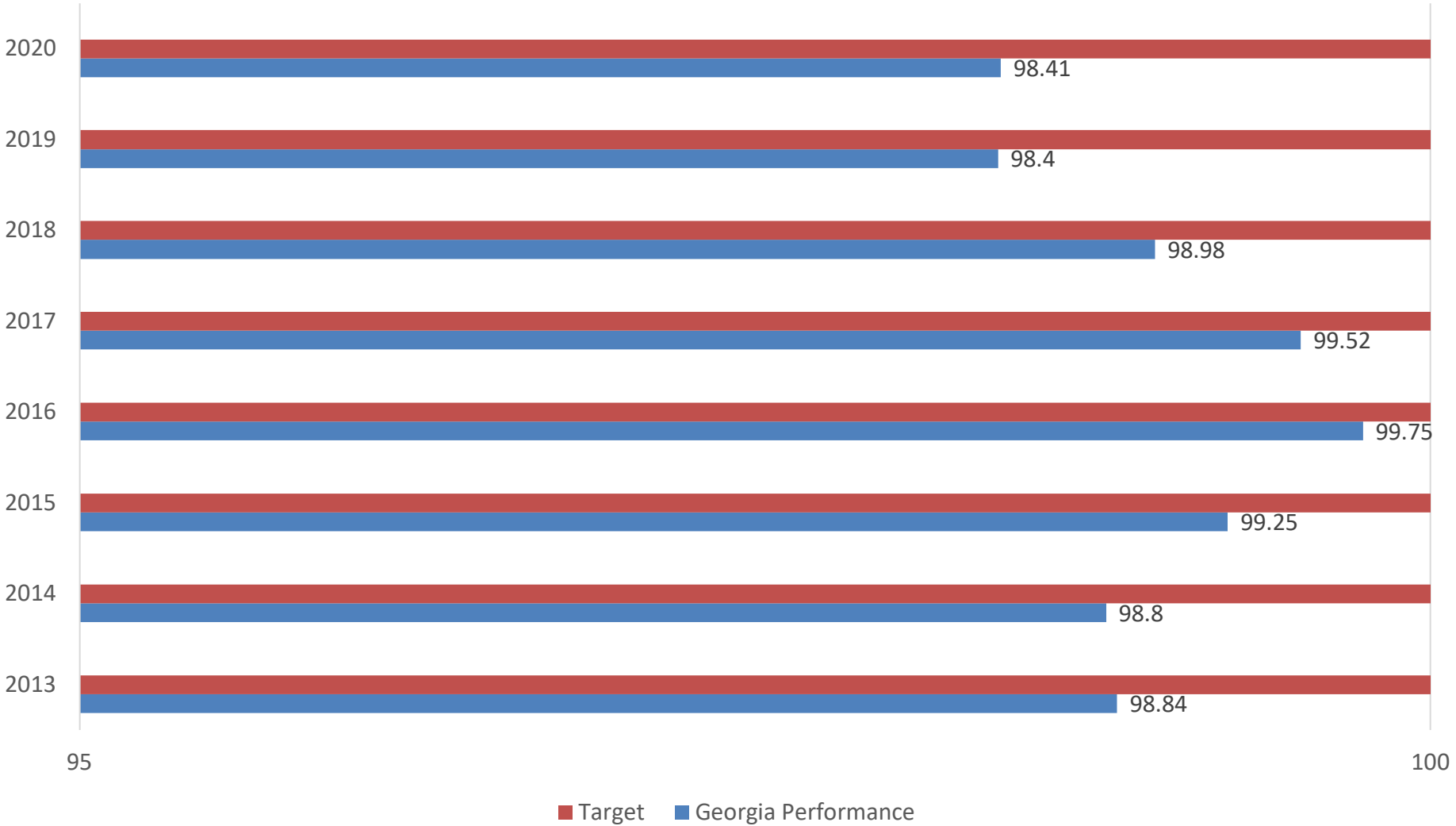
## **Indicator 12: Early Childhood Transition**

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))

# Initial Evaluations Completed in 60 Calendar Days using State Timeframe



# BCW Transition & IEP Meeting Completed by Student's 3<sup>rd</sup> Birthday



# 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?
  - Environment (School Age)
    - 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))
  - Environment (Early Childhood)
    - 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.



# 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
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