

# Share Your Voice: Engaging in the 2020-2025 State Performance Plan (SPP)/ Annual Performance Report (APR)



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Division of Special Education Supports and Services, Data & GO-IEP Unit  
Dawn Kemp, Part B Data Manager  
October 2021

# Goals of the SPP/APR Feedback Session

- **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 the High School & Life Outcomes Cluster of Indicators of the SPP/APR requiring targets.**
  - **Plan for feedback collection and finalizing targets.**
- \*All participants will be sent a survey link this month to provide direct feedback on all SPP/APR Results Indicators.**

# 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, 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**, 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

- 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



IDEA DATA  
CENTER

Collect, Report, Analyze, and  
Use High-Quality Part B Data

IDC Monthly Webinar: Setting Baselines and Targets in a World of Questionable Data Quality March 25, 2021,  
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# 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



# INDICATOR DATA - High School & Life Outcomes

# SPP/APR INDICATOR 1

## Indicator 1: Graduation

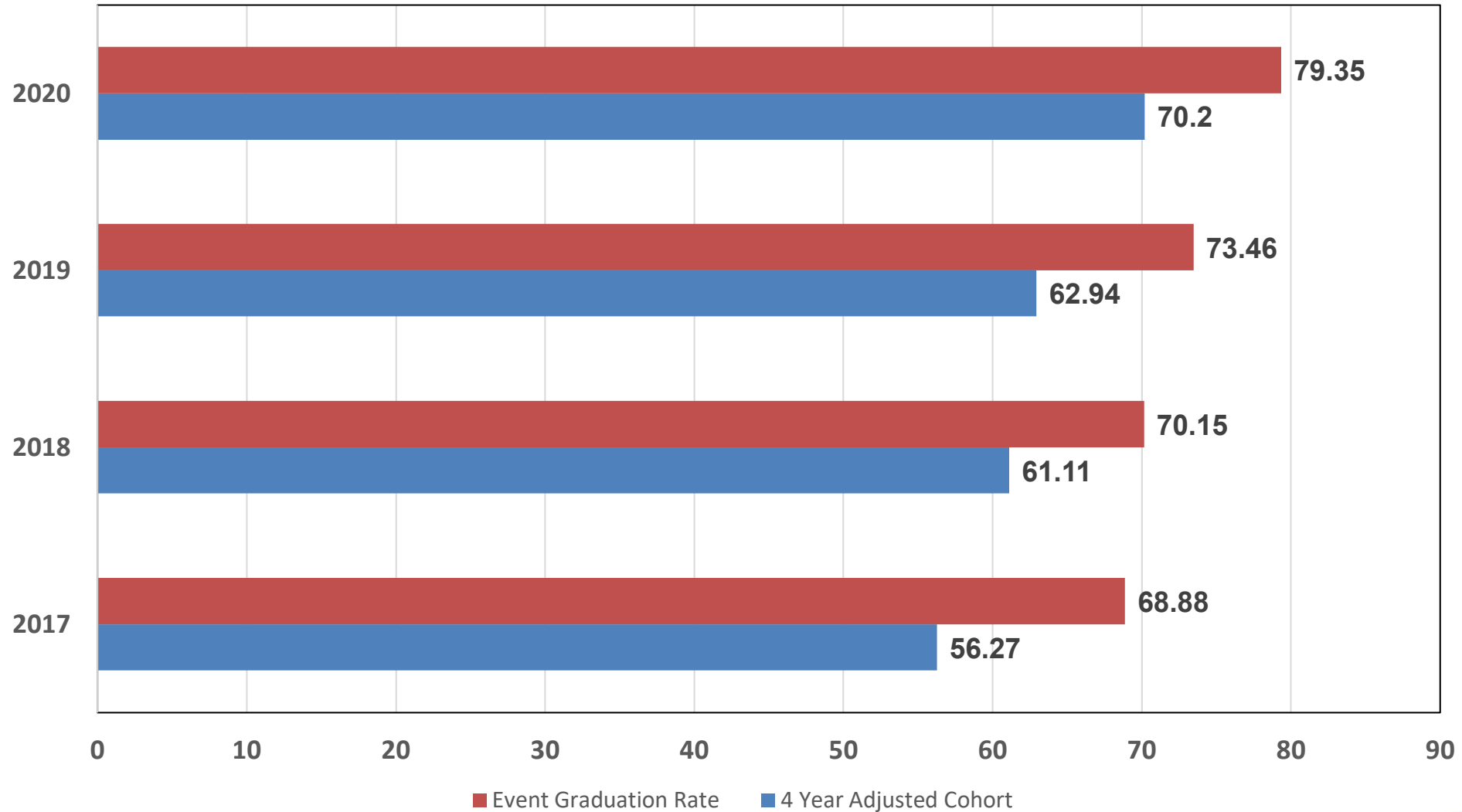
**Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))**

**Current Calculation: Adjusted Cohort Rate - same as 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**

# Students with Disabilities Graduation Rate



# Graduation Rate Comparison

## Adjusted Cohort Calculation

**SWD (9<sup>th</sup>-12<sup>th</sup>) who graduate in four years  
with a regular high school diploma  
or state defined alternate diploma**

**SWD who form the adjusted cohort for the  
graduating class**

## 618 Data-- Event Calculation

**SWD (age 14-21) who exit special education by  
graduating with a regular high school diploma**

**SWD (age 14-21) who exit high school by:  
graduating with a regular diploma, graduating  
with a state defined alternate diploma,  
receiving a certificate, \*reaching maximum age,  
or dropping out**

**\* Georgia does not use reaching maximum age.**

# Graduation Rate Comparison

## Adjusted Cohort Calculation

Includes only high school students who exit school  
Students must graduate in 4 years\*

Alternate Diploma counts as “regular” graduate

\*except State Defined Alternate Diploma students for whom cohort reassignment is made

## 618 Data- Event Calculation

Includes all students age 14-21 who exit school and were enrolled on July 1<sup>st</sup> in the State

Students do not have to graduate in 4 years

Alternate Diploma does not count as “regular” graduate

# 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))

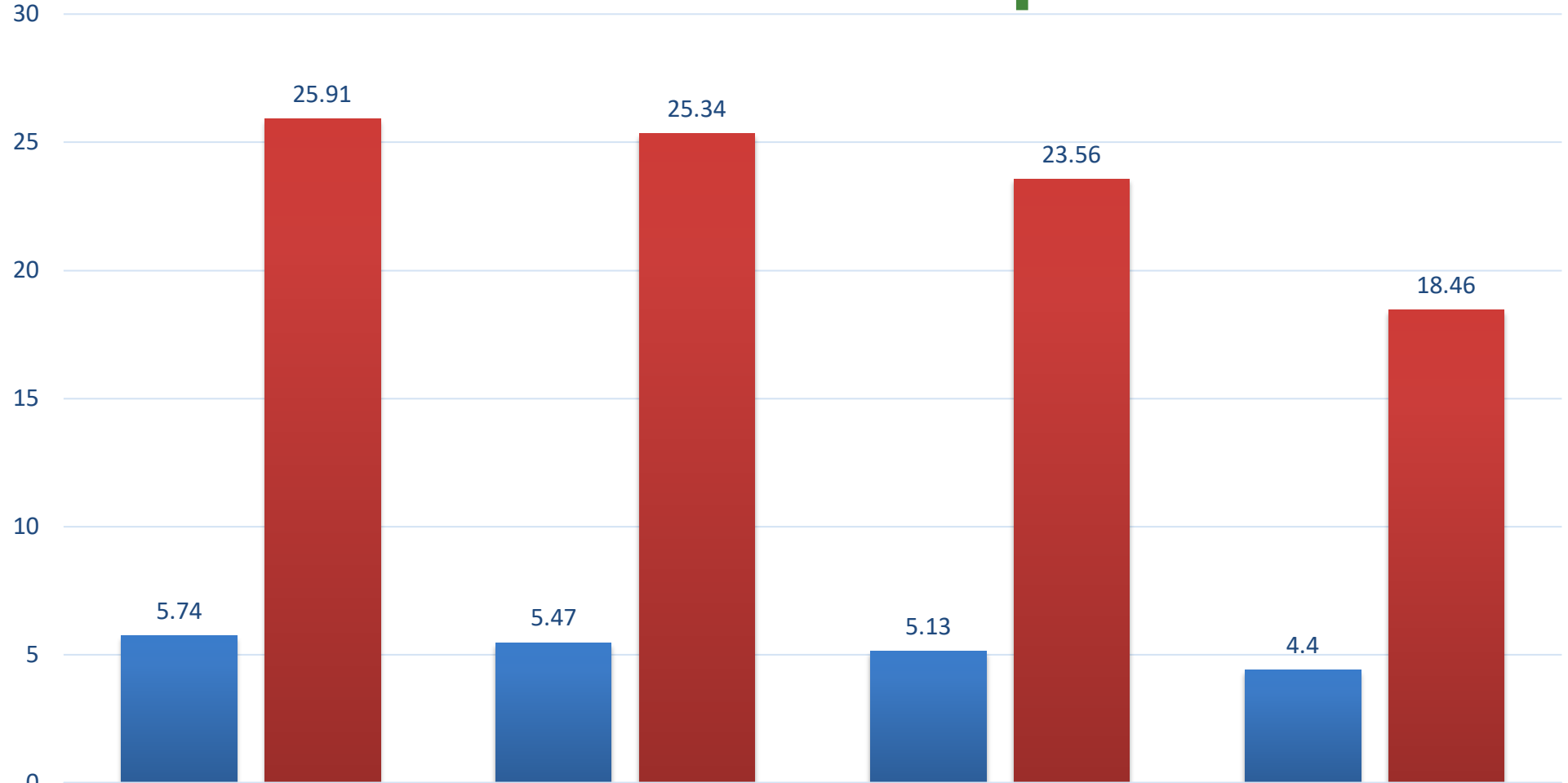
Current Calculation: Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data

Updated Calculation: Report the Same Data 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 Exitters Dropout Rate	25.91	25.34	23.56	18.46

■ Georgia Dropout Rate    ■ New Exitters Dropout Rate



# Dropout Rate Comparison

## Annual Event Dropout Rate Calculation

**Total Number of SWD in 9<sup>th</sup> – 12<sup>th</sup> who  
Dropout in High School  
Total Number of SWD in 9<sup>th</sup>-12<sup>th</sup>**

## 618 Exitters Calculation

**Total Number of Students (ages 14-21) who  
exited special education due to Dropping Out  
Total Number of all SWD (ages 14-21) who  
exited school due to:  
graduating with a regular diploma, graduating  
with a state defined alternate diploma,  
receiving a certificate, \*reaching maximum age,  
or dropping out**

\* Georgia does not use maximum age.

# Dropout Rate Comparison

## Annual Event Dropout Rate Calculation

The denominator contains all SWD enrolled in grades 9-12 (relatively large number)

The numerator includes 9<sup>th</sup> – 12<sup>th</sup> SWD who dropout in high school

## 618 Exters Calculation

The denominator includes **only** SWD students age 14-21 enrolled on July 1<sup>st</sup> who **exit school** (relatively small number)

The numerator includes age 14-21 who exit special education by dropping out

# 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.

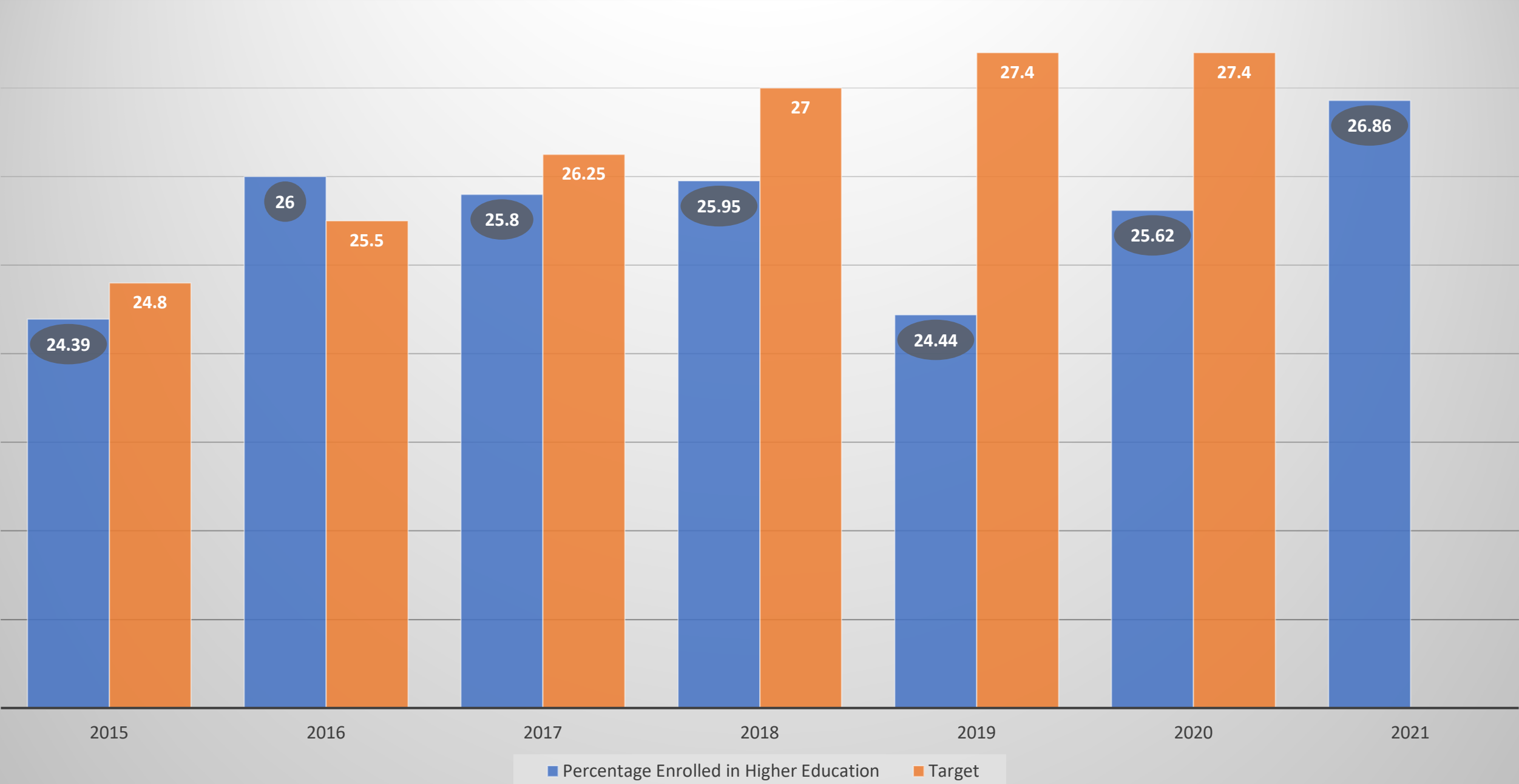
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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

Calculation Changes: **No Changes**

Updated Analysis: **Representativeness Requirements are Solidified**

# Post School Outcomes- Enrolled in Higher Education



# Post School Outcomes – Enrolled in Higher Education + Competitively Employed



2015

2016

2017

2018

2019

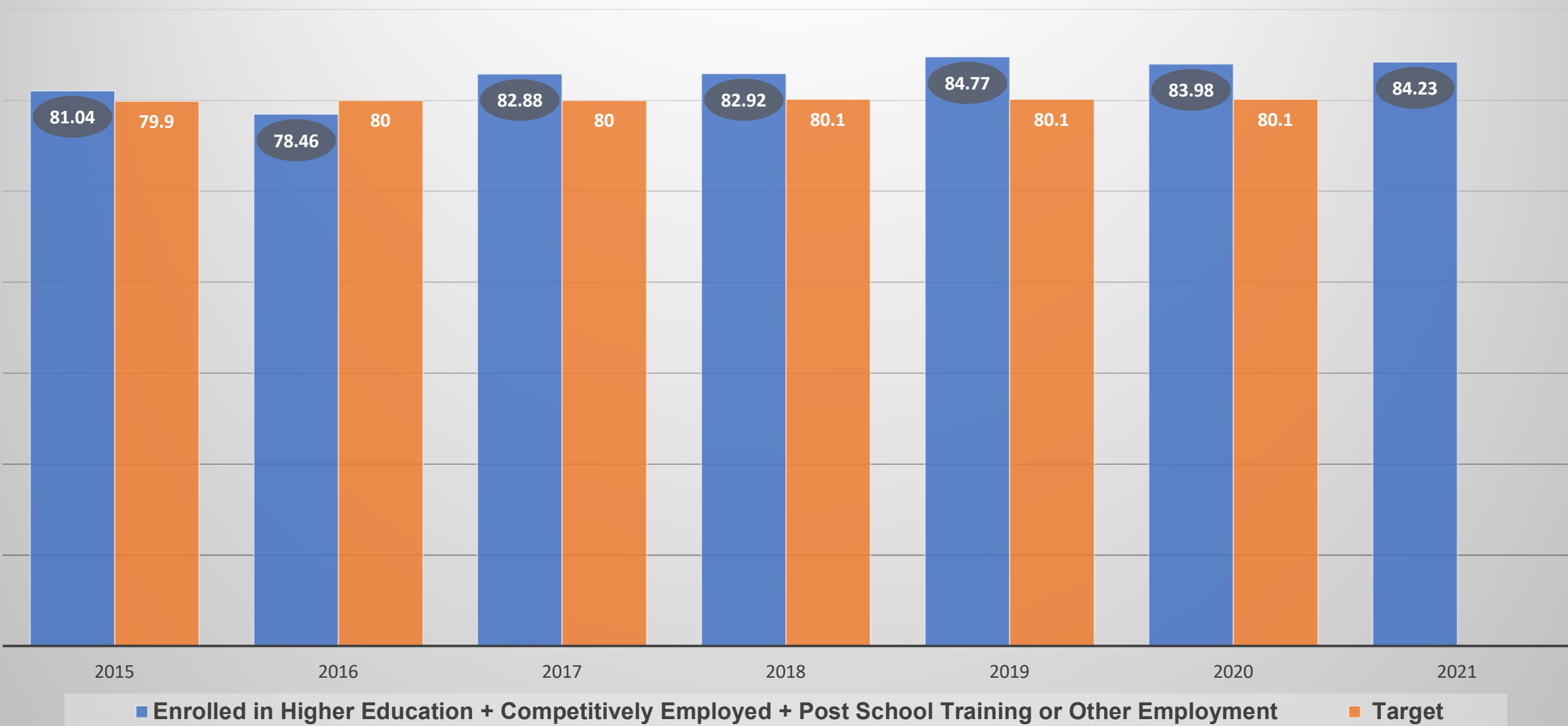
2020

2021

■ Percentage Enrolled in Higher Education and/or Competitively Employed

■ Target

# 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.



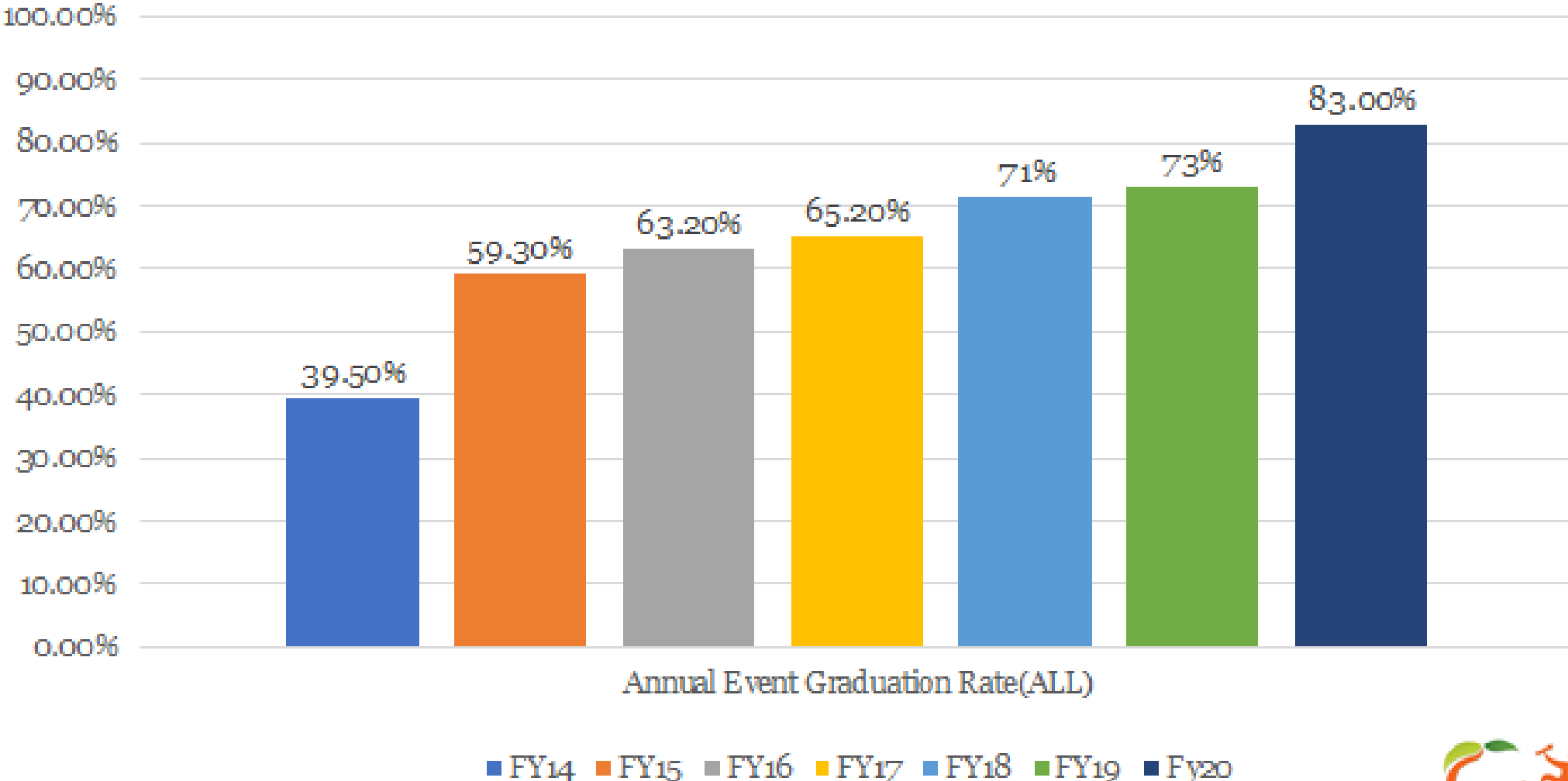
# State Identified Measurable Result

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- **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)



# 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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# Contact Information

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