

State Performance Plan (SPP) & Annual Performance Report (APR) 2020-2025 Target Setting Document

Georgia Department of Education
Division for Special Education Services and Supports
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General Information

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

- 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 – require stakeholder input in the process**
- 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)?

- 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)



Setting Baselines & Targets

Baselines & Targets – FFY 2020-2025 changes

Type of Change	Indicators
No Changes	7, 9, 10, 11, 12, 15, 16
Minor Changes/Clarifications	4, 5, 13, 17
Changes to Response Rate & Representativeness	8, 14
Change to Data Source	1, 2
New Components	3, 6
	Source: Setting Baselines & Targets Webinar IDC Webinar March 25, 2021

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
- Consider the impact of COVID-19 on data quality, completeness, and accuracy

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
- 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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Key Points on Target Setting for FFY 2020-2025

- Ending target must be above the baseline target
- Targets can be the same in more than one year
- OSEP expects targets to be rigorous

Methods of Target Setting

- Eyeball method
- Trend data
- Specific average percentage of change per year
- Start with end goal in mind



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))

Students with Disabilities Graduation Rate

SCHOOL YEAR	PERCENTAGE	CHANGE
2020	79.35	+ 5.89
2019	73.46	+ 3.31
2018	70.15	+ 1.27
2017	68.88	--

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))

Students with Disabilities Dropout Rate

SCHOOL YEAR	PERCENTAGE	CHANGE
2020	18.46	- 5.10
2019	23.56	-1.78
2018	25.34	-0.57
2017	25.91	--

SPP/APR INDICATOR 4a

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))

Significant Discrepancy - SWD Suspension/Expulsion

SCHOOL YEAR	PERCENTAGE of LEAs*	TARGET	MET OR NOT MET
2020	35.71	15.50	not met
2019	11.76	15.50	met
2018	57.14	16.50	not met
2017	18.52	17.50	not met

*LEAs with a Rate Ratio ≥ 2.0 divided by the number of LEAs meeting the minimum n (30) and cell (10) size

Baseline & Targets Questions - Indicator 4a

Dropout Rate

- Return to SY 2016 Baseline = 18.52%?
- Target decrease = 2.5% for SY 2021 and 3.0% remaining years?
- Target = remains the same in some consecutive years?
- Begin with end target = 18.52% and distribute targets across SY 2021-2026?

Baseline & Targets Recommendations - Indicator 4a Significant Discrepancy

SCHOOL YEAR	PERCENTAGE	TARGET	CHANGE
2020	35.71	15.50	--
2021	--	33.21	2.5
2022	--	30.21	3
2023	--	27.21	3
2024	--	24.21	3
2025	--	21.21	3
2026	--	18.21	3

SPP/APR INDICATOR 5

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))

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

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 5a	TARGET
2021 (213,263)	62.41* 133,087 students	
2020 (214,339)	NEW BASELINE 62.73 134,463 students	BASELINE
2019 (200,128)	63.04 126,332 students	65.5 or more
2018	64.06	65.4 or more

*will be reported in Feb. 2022 SPP/APR

Indicator 5b - Inside the Regular Class < 40%

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 5b	TARGET
2021 (213,263)	17.17* 36,607 students	
2020 (214,339)	NEW BASELINE 16.58 35,544 students	
2019 (200,128)	16.26 32,586 students	14 or less
2018	15.2	14.1 or less

*will be reported in Feb. 2022 SPP/APR

Indicator 5c - Separate Settings, Residential Settings, Hospital

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 5c	TARGET
2021 (213,263)	1.43* 3,056 students	
2020 (214,339)	NEW BASELINE 1.48 3,171 students	
2019 (200,128)	1.54 2,860 students	1.38 or less
2018	1.77	1.5 or less

*will be reported in Feb. 2022 SPP/APR

SPP/APR INDICATOR 6

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.
- 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

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 6a	TARGET
2021 (9,348)	29.35* 2,745 students	
2020 (11,271)	New Baseline 32.54 3,668 students	
2019 (18,661)	41.76 7,792 students	46.6 or more
2018	41.94	46.4 or more

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

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

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 6b	TARGET
2021 (9,348)	42.09%* 3,934 students	
2020 (11,271)	New Baseline 41.32 4,657 students	
2019 (18,661)	29.26 5,460 students	22.5 or less
2018	27.44	23 or less

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

Indicator 6c – Home

SCHOOL YEAR TOTAL SWD	PERCENTAGE NUMBER SWD 6c	TARGET
2021 (9,348)	1.63 152 students	BASELINE
2020 (11,271)	1.03 116 students	
2019 (18,661)	1.5 276 students	

SPP/APR INDICATOR 7

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))

Preschool Outcomes SY 2017 – 2020 7a, 2021 Data

Positive Social Emotional Skills	Range of Targets	# of Years Targets Met	2021 Data
% of children < age expectation - exit with a substantial rate of growth	78.5% – 80%	4 of 4	85.40%
% of children < age expectation - exit within age expectation	61.7% - 62%	3 of 4	55.6%

Preschool Outcomes SY 2017 – 2020 7b, 2021 Data

Acquisition of Knowledge and Skills	Range of Targets	# of Years Targets Met	2021 Data
% of children < age expectation - exit with a substantial rate of growth	81.3% – 82%	4 of 4	87.98%
% of children < age expectation - exit within age expectation	37.5% - 45%	3 of 4	47.93%

Preschool Outcomes SY 2017 – 2020 7c, 2021 Data

Use of Appropriate Behaviors	Range of Targets	# of Years Targets Met	2021 Data
% of children < age expectation - exit with a substantial rate of growth	77.9% – 80%	4 of 4	86.48%
% of children < age expectation - exit within age expectation	71.9 - 72%	1 of 4	64.68%

SPP/APR INDICATOR 8

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))

Parent Involvement- Parent Survey Results

SCHOOL YEAR	PERCENTAGE	TARGET	MET OR NOT MET
2021	90.2	--	--
2020	88	72	met
2019	73	71	met
2018	71	70	met

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:

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

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

Post School Outcomes SY 2017 – 2020, 2021 Data

Positive Social Emotional Skills	Range of Targets	# of Years Targets Met	2021 Data
14 A. Enrolled in higher education within one year of leaving high school.	26.25% – 27.4%	0 of 4	26.86%
14 B. Enrolled in higher education or competitively employed within one year of leaving high school.	53.7 – 54%	4 of 4	60.34%
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 – 80.1%	4 of 4	84.23%

SPP/APR INDICATORS 15 & 16

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))

Baseline & Targets Questions – Indicators 15 & 16

- Use a Range for Targets for both Indicators, such as 50 – 70%?
- Both are variable, with Resolution Sessions being more variable.
- Target Percentage Decrease = 1% or 2% a year?
- Target Percentage Remaining the same in some consecutive years?
- Begin with a Targeted End Point (i.e., 1 – 5 % decrease)?

What is the focus of the SSIP?



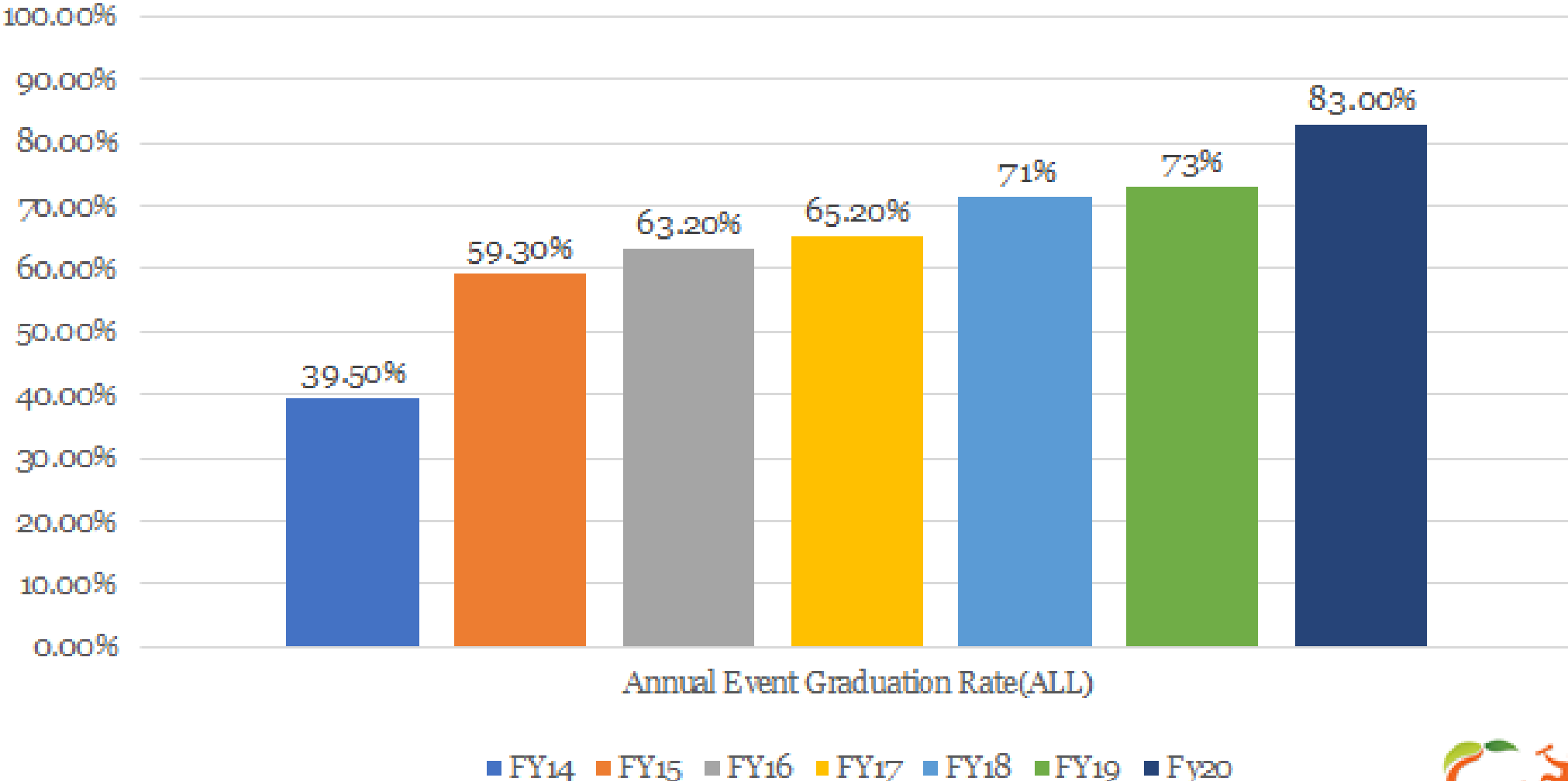
- In 2013-2014 the state decided based upon data analysis and stakeholder input to focus the State Systemic Improvement Plan (SSIP) Indicator 17 on **graduation**.
- The state rate for SWD graduation rates was 39.5%.
- It set the SIM-R (State Identified Measurable Result) goal to increase graduation 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)



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



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