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** or

- 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.

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**, 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

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.

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

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

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.

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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

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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 Targets
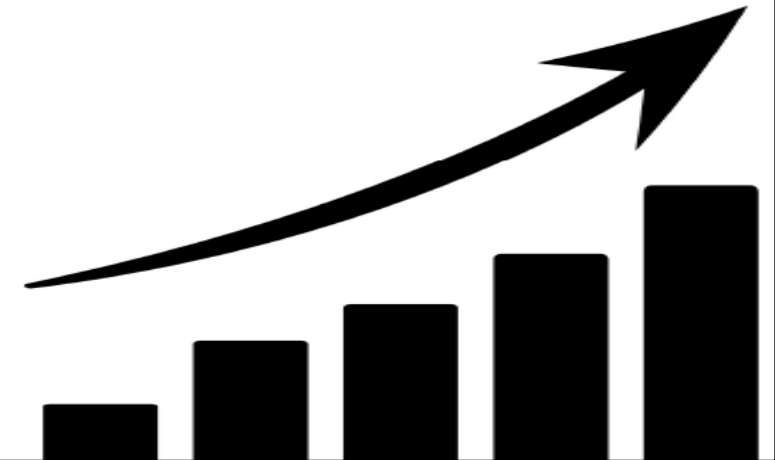
Target Setting Methods: Eyeball Method

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?

Indicator Data

	2020	2021	2022	2023	2024	2025
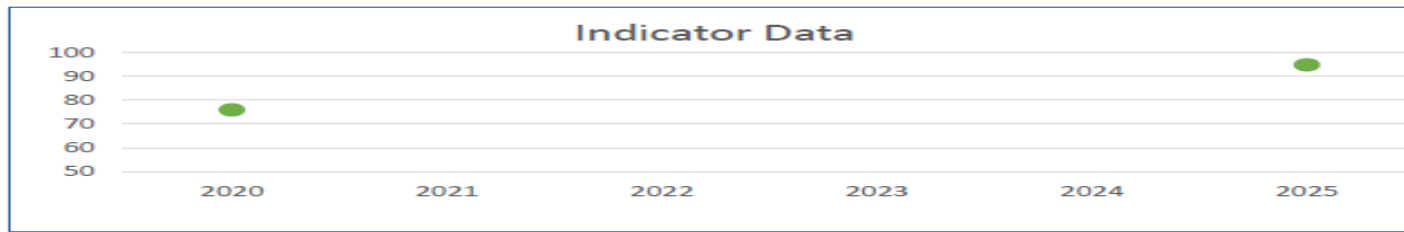
Statistical Validation of Targets

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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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 INDICATOR 1
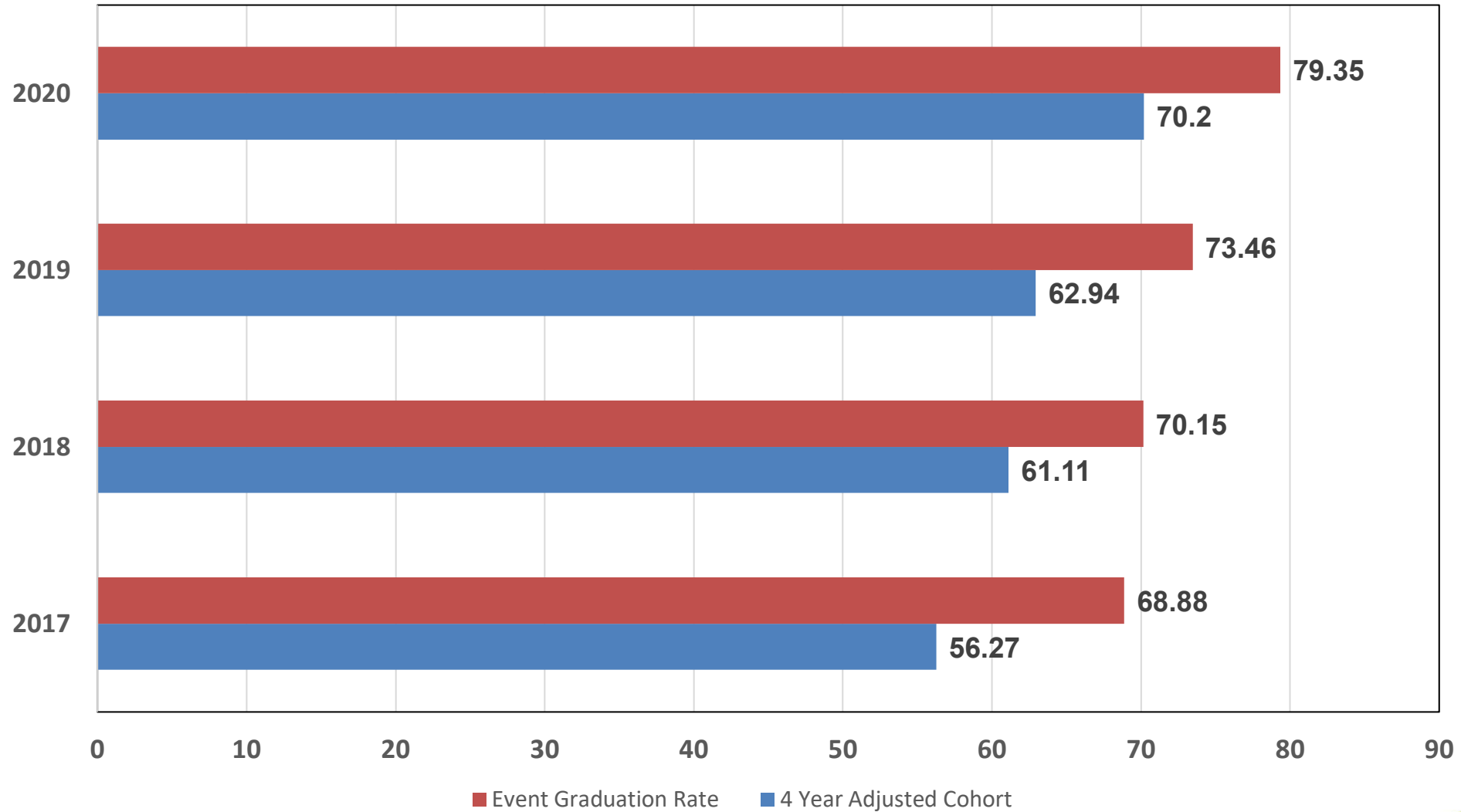
Indicator 1: Graduation
Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

Current Calculation: **Adjusted Cohort Rate- same as 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

Year	Event Graduation Rate	4 Year Adjusted Cohort
2020	79.35	70.2
2019	73.46	62.94
2018	70.15	61.11
2017	68.88	56.27

■ Event Graduation Rate   ■ 4 Year Adjusted Cohort
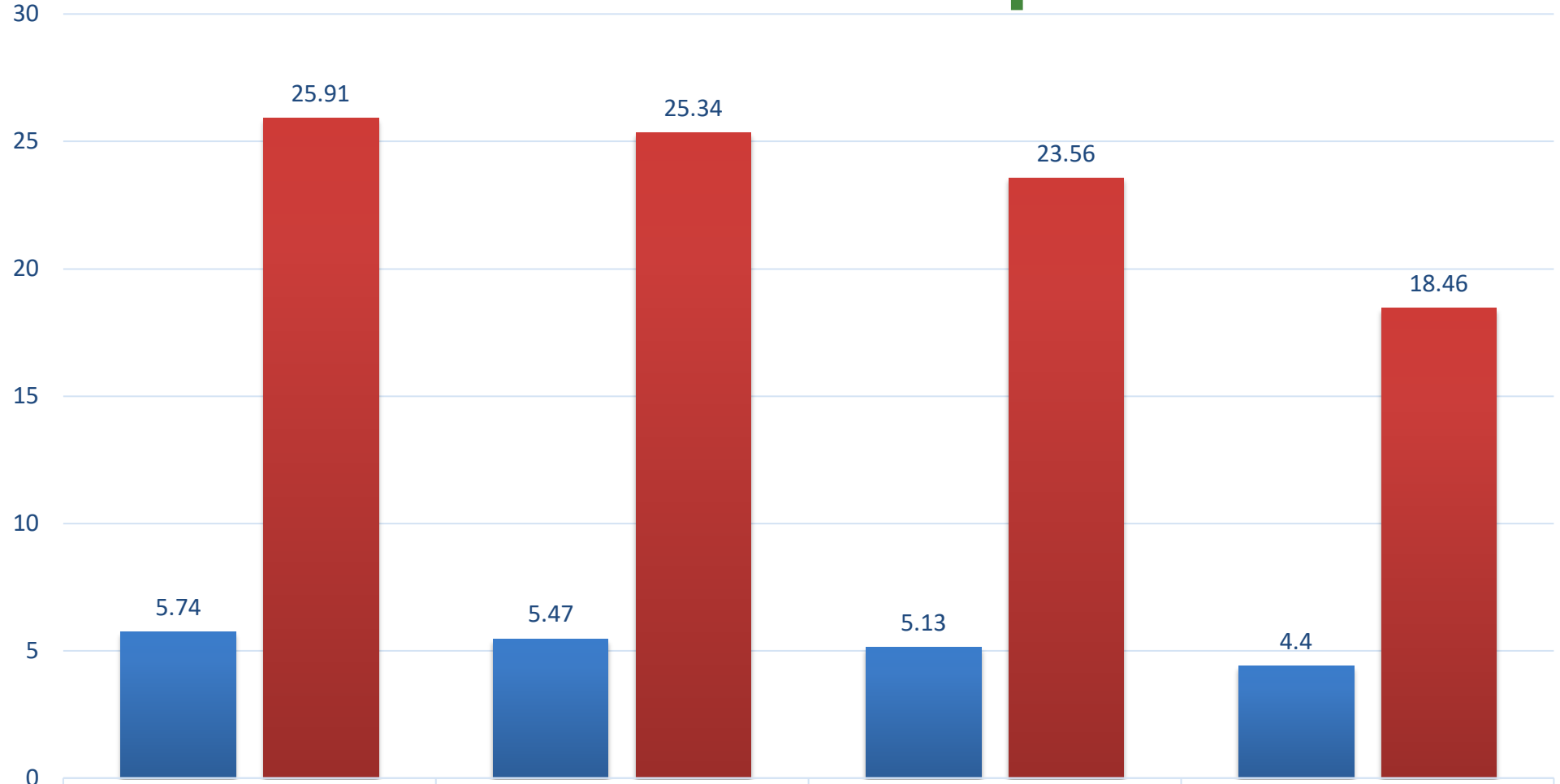
SPP/APR INDICATOR 2

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

	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 INDICATORS

with small changes or

Clarification

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

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 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,
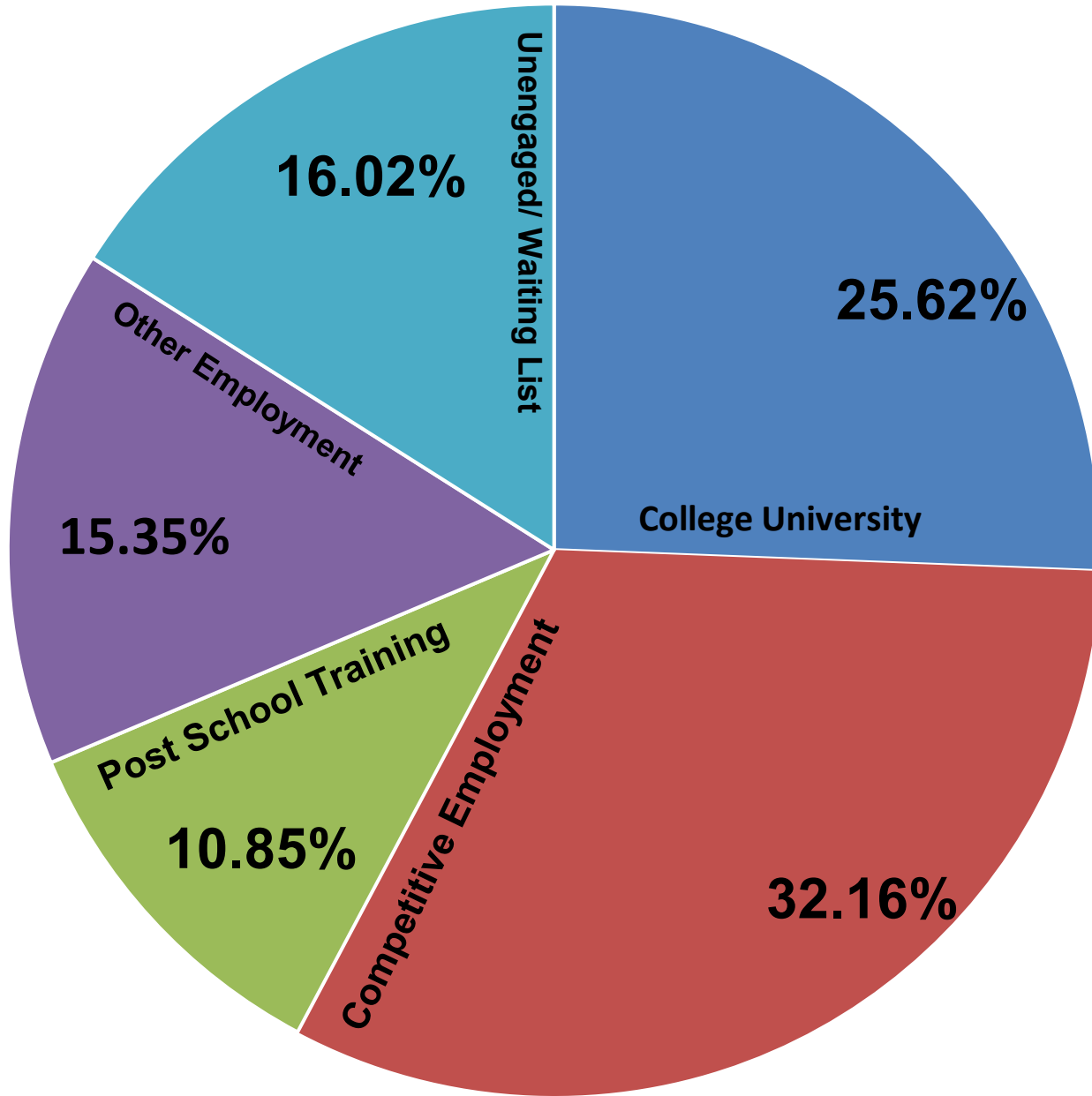 - and/or another demographic category approved through the stakeholder input process

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**

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		
14 B. Enrolled in higher education or competitively employed within one year of leaving high school.	Need new target	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.	Need new target	84.23		

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

Indicator 14- Post School Outcomes

Pie chart — Post School Outcomes:
- College University: 25.62%
- Competitive Employment: 32.16%
- Post School Training: 10.85%
- Other Employment: 15.35%
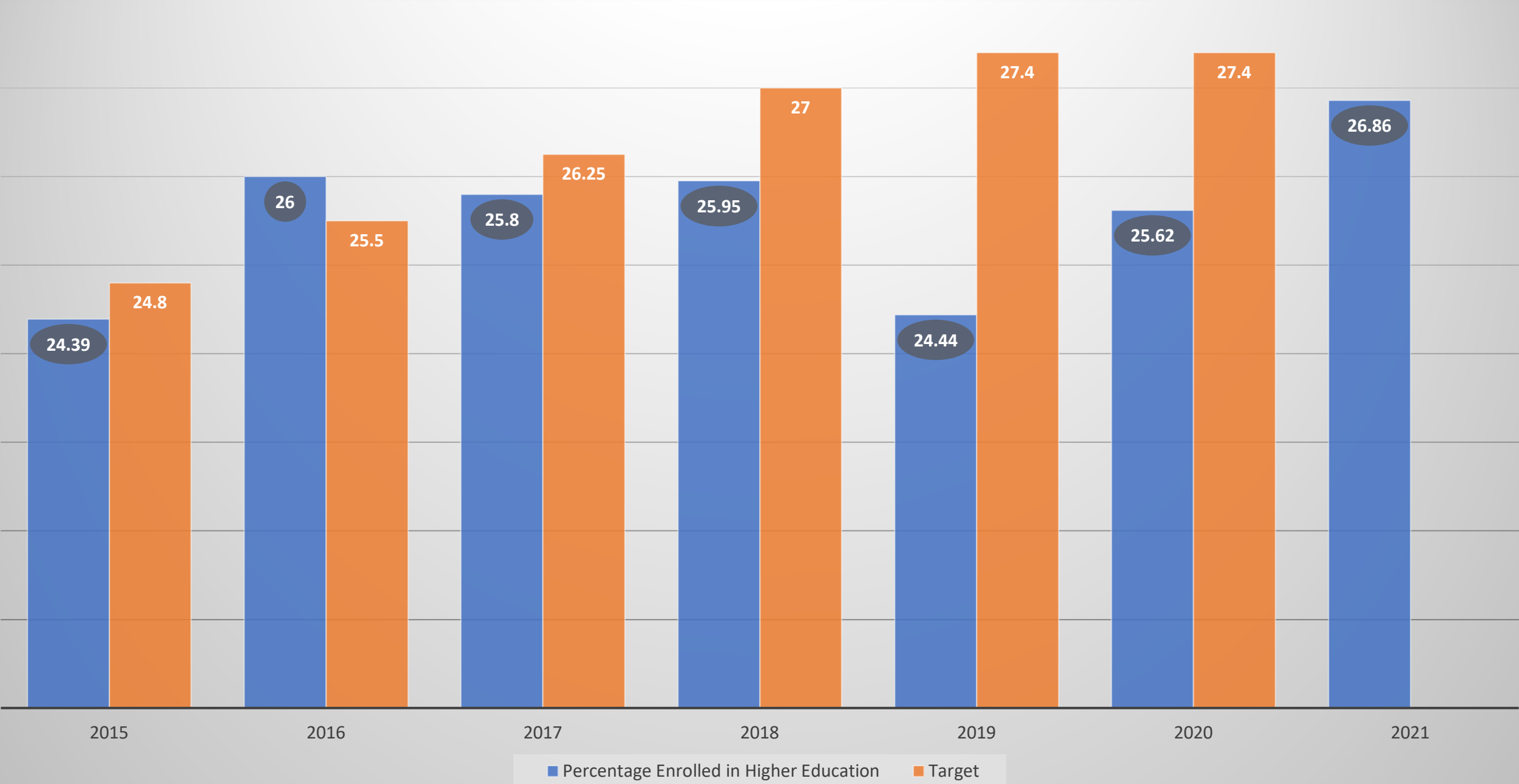- Unengaged/ Waiting List: 16.02%

INDICATOR:
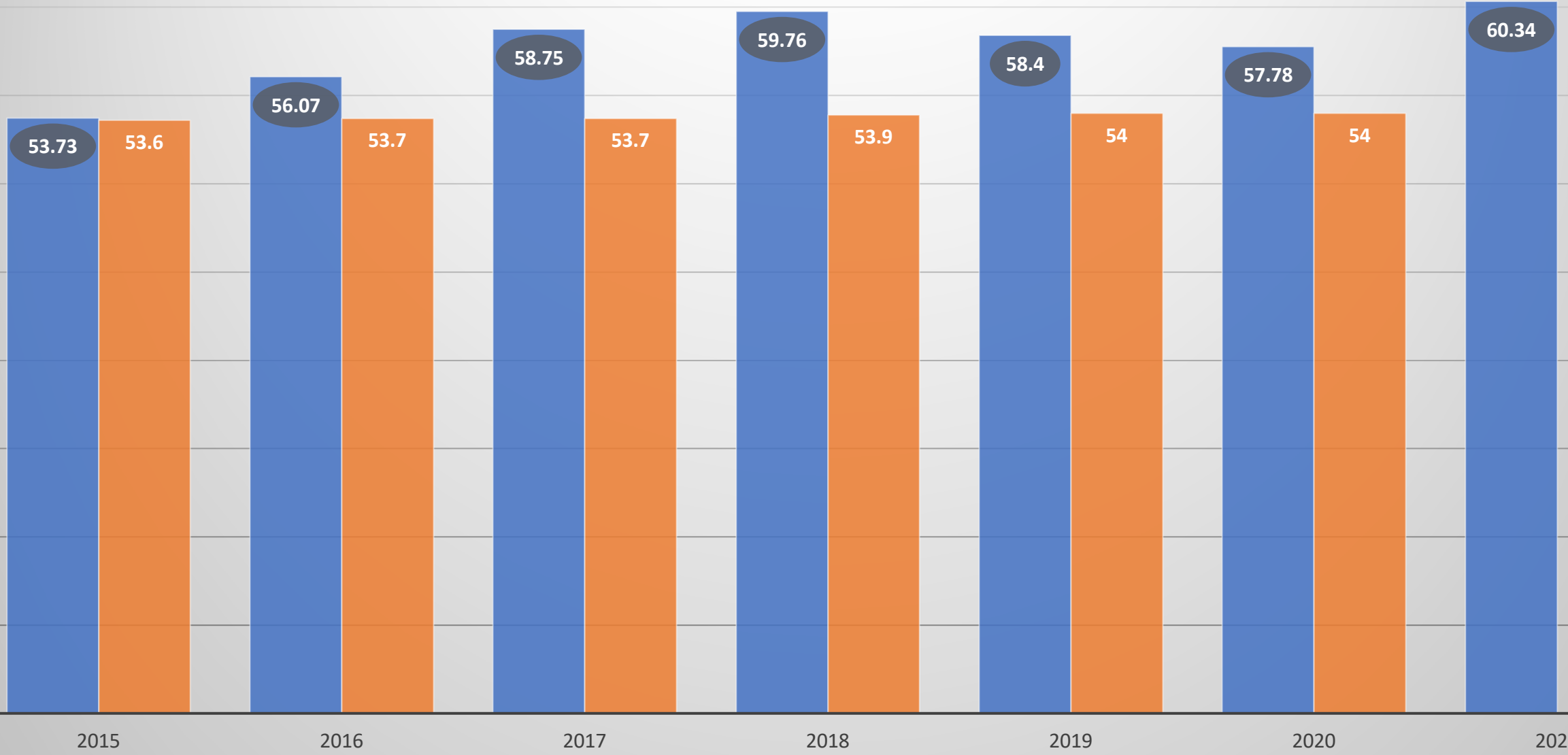
14 A = College/University

14 B = College/University + Competitive Employment

14 C = College University + Competitive Employment + Post School Training + Other Employment

Georgia Department of Education

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	27
2019	24.44	27.4
2020	25.62	27.4
2021	26.86	

■ Percentage Enrolled in Higher Education ■ Target

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	53.73	56.07	58.75	59.76	58.4	57.78	60.34
Target	53.6	53.7	53.7	53.9	54	54	

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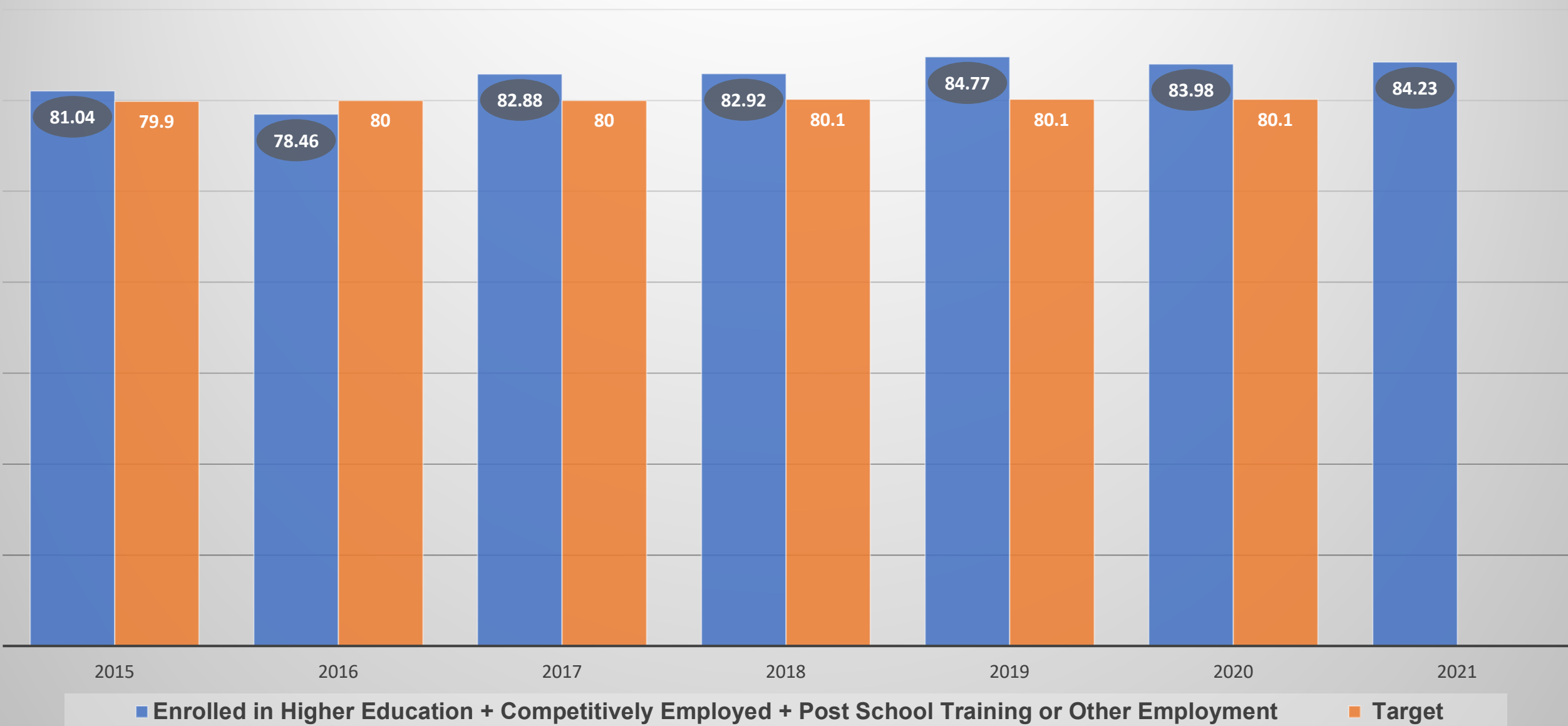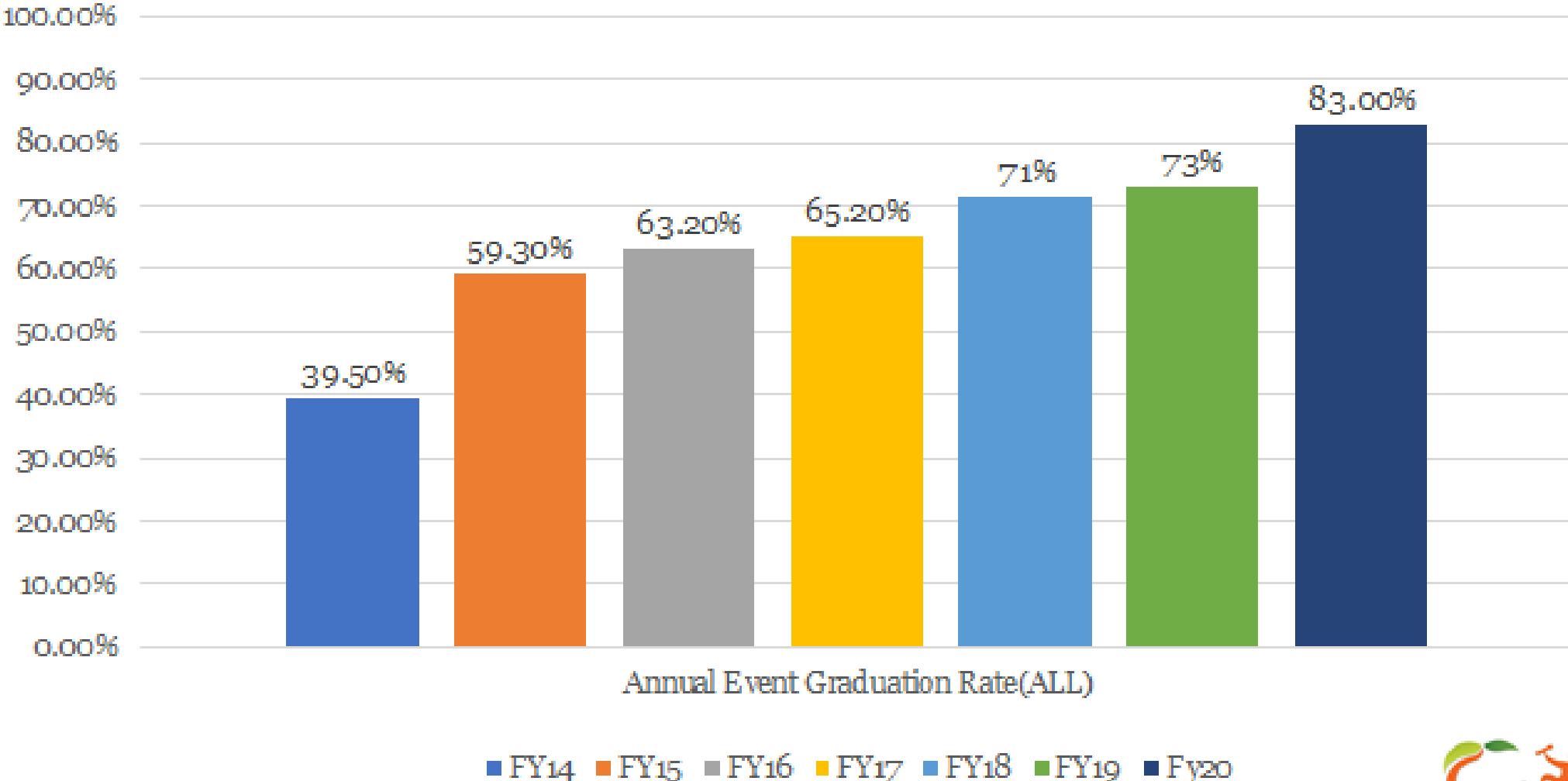
What is the focus of the SSIP?

- 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

- **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 ■ FY15 ■ FY16 ■ FY17 ■ FY18 ■ FY19 ■ Fy20

39.50%   59.30%   63.20%   65.20%   71%   73%   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

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