State Performance Plan (SPP) & Annual Performance Report (APR) Group B- Disproportionality

Georgia Department of Education
Division for Special Education Services and Supports
Linda Castellanos- Program Manager
Vickie Cleveland- Program Manager
Felicia Peavy- Program Manager
September 2, 2021

Goals of the SPP/APR Work Session

- **Sign in and Provide Your Role(s)** Group B- Disproportionality

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

- **Evaluate the trend data for Indicators 4a, 4b, 9 and 10 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

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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.

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.

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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 <mark>require targets</mark> 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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- 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.

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 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

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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
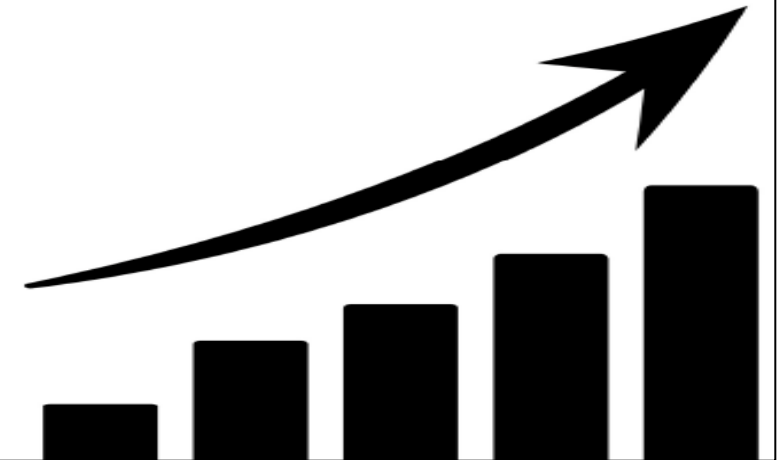
Target Setting Methods: Eyeball Method

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

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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

(scatter plot with y-axis 50 to 100, x-axis years 2020 through 2025; data point near 75 at 2020 and data point near 95 at 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?

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INDICATOR DATA

SPP/APR INDICATORS

with small changes or

Clarification

Indicator 4A: Suspension/Expulsion
Rates of Suspension/Expulsion- Percent of districts 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 districts 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"

Data for 4a and 4b

Discrepancy Percentages
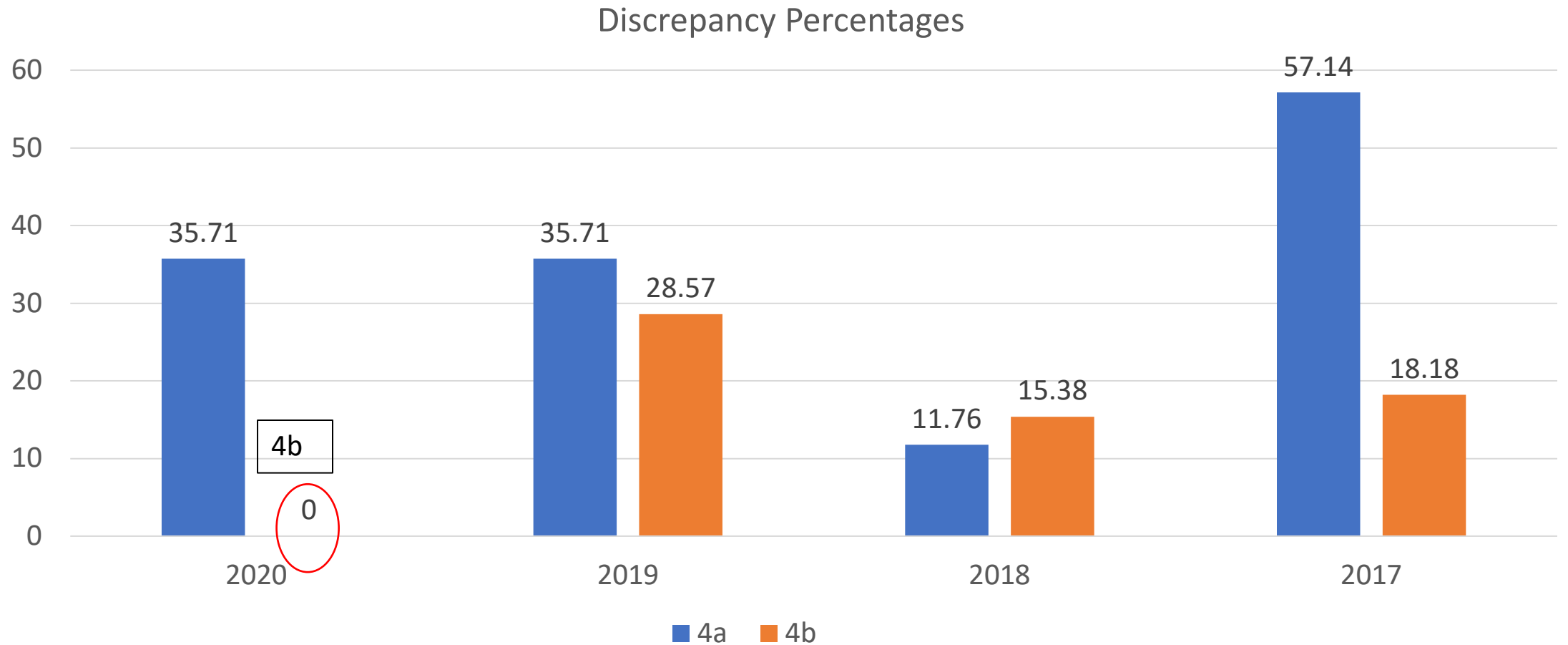
SPP/APR INDICATORS

Indicator 9: Disproportionate Representation

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Indicator 10: Disproportionate Representation in Specific Disability Category

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))
Categories are Speech/Language Impaired, Specific Learning Disabilities, Intellectual Disabilities, Autism, Other Health Impaired, Emotional Behavioral Disorder.

Data for 9 and 10

Disproportionate Representation Percentages
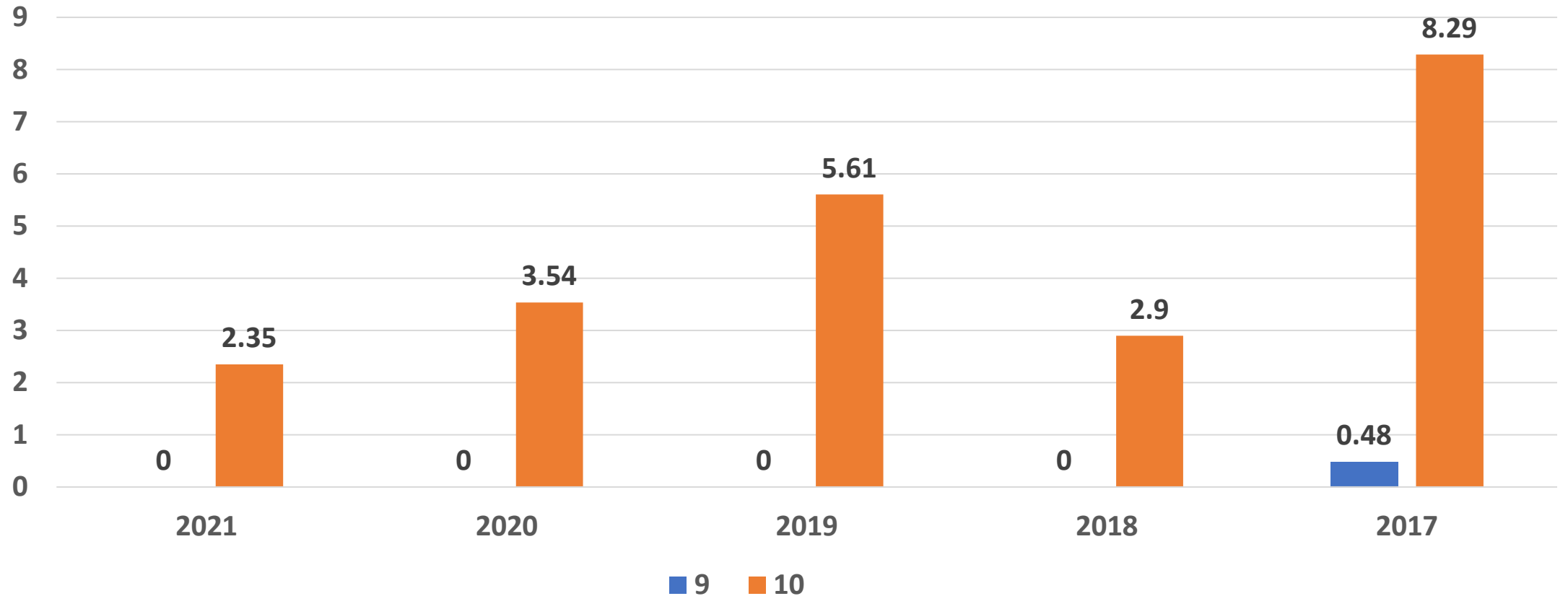
Preliminary Target Setting & Questions

- What are the celebrations in the data and areas requiring greater emphasis?

- Based on the information, what are your suggestions for setting the target(s) for each Indicator?

  - 4a Suspension Expulsion- only Indicator that is not Compliance and requires a target

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

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