

# State Advisory Panel State Performance Plan (SPP) & Annual Performance Report (APR) 2020-2025 Targets

Georgia Department of Education  
Division for Special Education Services and Supports  
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# 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 Environments)
- Indicator 6 (Early Childhood Environments)
- 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)

# Compliance Indicators

Compliance Indicator & Description	Required Target*
Indicator 4b (Disproportionate Suspension/Expulsion)	0%
Indicator 9 (Disproportionate Representation) identification as a SWD	0%
Indicator 10 (Disproportionate Representation) identification in a specific disability category	0%
Indicator 11 (Child Find)	100%
Indicator 12 (Part C to B Transition)	100%
Indicator 13 (Secondary Transition with IEP Goals)	100%
*The Office of Special Education Programs (OSEP) sets Compliance Indicator targets for all states and territories.	

# Results Indicators

- Results Indicator targets are set by the state and are required to:
  - show an increase over baseline
  - be rigorous
  - be established with stakeholder input

# 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))

# Graduation Rate Targets

<b>FFY 2020 SY 2020-21</b>	<b>FFY 2021 SY 2021-22</b>	<b>FFY 2022 SY 2022-23</b>	<b>FFY 2023 SY 2023-24</b>	<b>FFY 2024 SY 2024-25</b>	<b>FFY 2025 SY 2025-26</b>
<b>Baseline 73.46%</b>	<b>74.46%</b>	<b>75.46%</b>	<b>76.46%</b>	<b>77.46%</b>	<b>78.46%</b>

# 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))



# Dropout Rate Targets

<b>FFY 2020 SY 2020-21</b>	<b>FFY 2021 SY 2021-22</b>	<b>FFY 2022 SY 2022-23</b>	<b>FFY 2023 SY 2023-24</b>	<b>FFY 2024 SY 2024-25</b>	<b>FFY 2025 SY 2025-26</b>
<b>Baseline 23.56%</b>	<b>22.56%</b>	<b>21.56%</b>	<b>20.56%</b>	<b>19.56%</b>	<b>18.56%</b>

# 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
2021	35.71%	15.50%	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
2016	18.52%	18.52%	met

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

# Suspension Rate Targets

<b>FFY 2020 SY 2020-21</b>	<b>FFY 2021 SY 2021-22</b>	<b>FFY 2022 SY 2022-23</b>	<b>FFY 2023 SY 2023-24</b>	<b>FFY 2024 SY 2024-25</b>	<b>FFY 2025 SY 2025-26</b>
<b>35.71%</b>	<b>30.21%</b>	<b>27.21%</b>	<b>24.21%</b>	<b>21.21%</b>	<b>18.21%</b>

# 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))

# Education Environments (School Age)

Environment	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
<b>5A regular class 80% or &gt;</b>	<b>62.73%</b>	<b>63.73%</b>	<b>64.73%</b>	<b>65.73%</b>	<b>66.73%</b>	<b>67.73%</b>
<b>5B regular class &lt; 40%</b>	<b>16.58%</b>	<b>16.58%</b>	<b>16.08%</b>	<b>15.58%</b>	<b>15.08%</b>	<b>15.08%</b>
<b>5C separate settings</b>	<b>1.48%</b>	<b>1.48%</b>	<b>1.38%</b>	<b>1.38%</b>	<b>1.28%</b>	<b>1.18%</b>

# SPP/APR INDICATOR 6

## **Indicator 6: Early Childhood Environments**

(includes 5-year-olds in Preschool) 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))

# Education Environments (Early Childhood)

Environment	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
6A regular early childhood program- majority of SE services in a regular program	32.54%	32.54%	33.54%	34.54%	35.54%	37.54%
6B separate special education class, separate school, residential facility	41.32%	41.32%	40.32%	39.32%	38.42%	37.42%
6C home	Baseline 1.63%	1.63%	1.53%	1.53%	1.43%	1.33%



# 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 7A – Positive Social-Emotional Skills

PK Entry & Exit Status	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
enter PK < age expectation and exit with substantial growth	81%	82%	83%	84%	85%	86%
enter PK < age expectation and exit within age expectation	63%	64%	65%	66%	67%	68%

# Preschool Outcomes 7B – Acquisition of Knowledge and Skills

PK Entry & Exit Status	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
enter PK < age expectation and exit with substantial growth	83%	84%	85%	86%	87%	88%
enter PK < age expectation and exit within age expectation	46%	47%	48%	49%	50%	51%

# Preschool Outcomes 7C – Use of Appropriate Behaviors to Meet Their Needs

PK Entry & Exit Status	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
enter PK < age expectation and exit with substantial growth	81%	82%	83%	84%	85%	86%
enter PK < age expectation and exit within age expectation	72%	72%	72.10%	72.20%	72.20%	72.30%

# 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

<b>FFY 2020 SY 2020-21</b>	<b>FFY 2021 SY 2021-22</b>	<b>FFY 2022 SY 2022-23</b>	<b>FFY 2023 SY 2023-24</b>	<b>FFY 2024 SY 2024-25</b>	<b>FFY 2025 SY 2025-26</b>
<b>88.60%</b>	<b>88.60%</b>	<b>88.60%</b>	<b>89.60%</b>	<b>90.60%</b>	<b>91.60%</b>

# SPP/APR INDICATOR 14

## Indicator 14: 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

Outcome	FFY 2020 SY 2020-21	FFY 2021 SY 2021-22	FFY 2022 SY 2022-23	FFY 2023 SY 2023-24	FFY 2024 SY 2024-25	FFY 2025 SY 2025-26
14A enrolled in higher education	27.40%	27.40%	27.80%	27.80%	27.80%	27.90%
14B enrolled in higher education or competitively employed	55%	56%	57%	58%	59%	60%
14C enrolled in higher education or other postsecondary, competitively employed or other employment	81%	82%	82%	83%	83%	84%



# 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: Mediations**

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)?

# Resolution Sessions & Mediations

<b>FFY 2020 SY 2020-21</b>	<b>FFY 2021 SY 2021-22</b>	<b>FFY 2022 SY 2022-23</b>	<b>FFY 2023 SY 2023-24</b>	<b>FFY 2024 SY 2024-25</b>	<b>FFY 2025 SY 2025-26</b>
<b>50-70%</b>	<b>50-70%</b>	<b>50-70%</b>	<b>50-70%</b>	<b>50-70%</b>	<b>50-70%</b>

# SPP/APR INDICATOR 17

**State Systemic Improvement Plan (SSIP):** Georgia's current State Identified Measurable Result (SiMR) is to increase the Annual Event Graduation Rate (regular diploma) for all students with disabilities to 65% or higher.

- **Georgia raising SiMR target to 67% (2020 SY data)**
- SiMR established in 2013 – 39.5% of students with disabilities graduated with a regular diploma
- SiMR for SY 2019 – 73.47% of LEAs **would meet** the increased target of 67% graduation for students with disabilities

# Data and GO-IEP Unit Contact Information



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