

State Performance Plan (SPP) & Annual Performance Report (APR) State Advisory Panel Part II

Division for Special Education Services & Supports

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Data Update – School Year 2021-2022

November 10, 2022

Goals of the Presentation

- **Identify the key points of the SPP/APR.**
- **Evaluate the trend data for SPP/APR Indicators 11, 12, 13, 14, 15, 16, and 17.**
- **Identify processes designed to enhance effective transition from high school (Indicator 14).**
- **Identify the evaluation components for transition plans for students with disabilities (Indicator 13).**
- **Review the Annual Event Graduation rate and OSEP's criteria for graduates with a regular diploma.**
- **Examine eligibility criteria for students with disabilities to participate in the Georgia Alternate Assessment.**

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

- The Individuals with Disabilities Education Act (IDEA) requires states to develop a State Performance Plan (SPP) that evaluates their efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation and results for children with disabilities. An Annual Performance Report (APR) is provided to report the results of the state's activities and describes progress or slippage in meeting the measurable targets set in the SPP.

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

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)

SPP/APR Continued

- 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
- Georgia's current status = Meets Requirements

Post-School Outcomes



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))

Indicators 14a – 14c

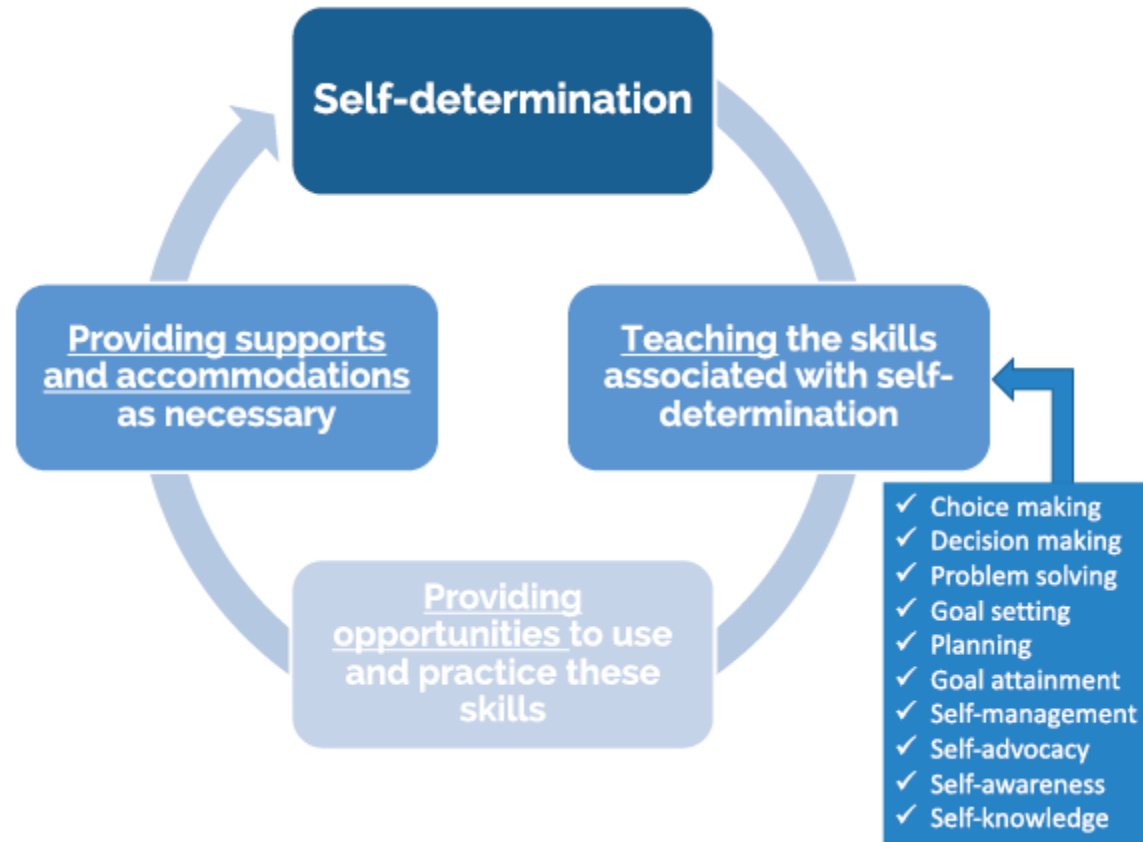
Indicator	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
14A	27.40%	27.40%	27.80%	27.80%	27.80%	27.90%
	26.86 DNM	27 DNM				
14B	55%	56%	57%	58%	59%	60%
	60.34 Met	61.67 Met				
14C	81%	82%	82%	83%	83%	84%
	84.23 Met	84.08 Met				

What's Going On In Transition Other Than Compliance?

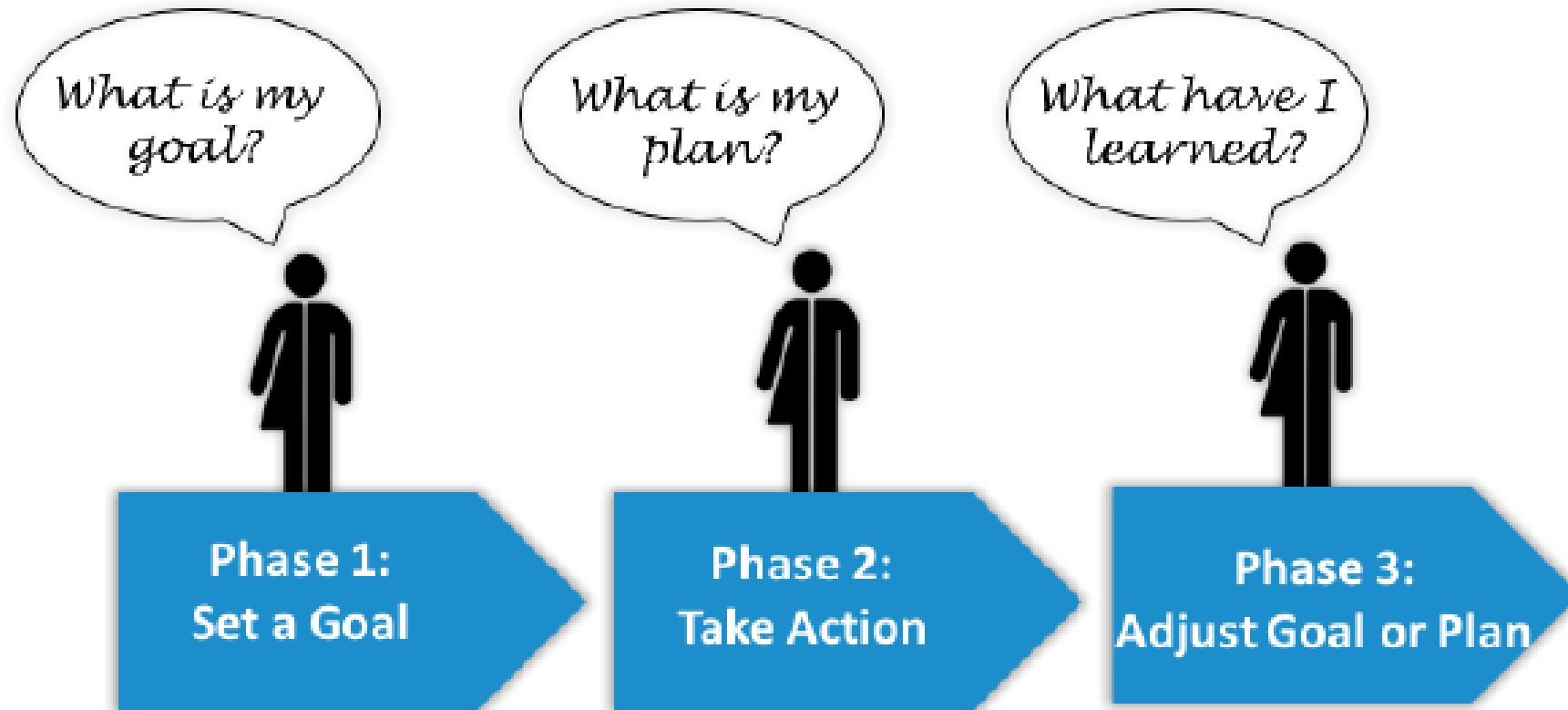
State Advisory Panel
November 7, 2022

Self-Determination Activities

Structure of the Self-Determined Learning Model of Instruction (SDLMI)



Three Phases of the SDLMI



SDLMI Resources

- [Teacher's Guide](#)
- Training PowerPoint for teachers
- Transition Planning sessions questions (usually 4 sets each)
 - Case Studies
 - Teaching PowerPoint for students
 - Guiding questions
 - Activities
 - Videos
 - Supplemental Materials
 - Modified Curriculum
- [Other resources](#)

Using the Self-Determination Inventory (SDI) as a Transition Assessment



Other ASPIREPlus Districts

ASPIRE Only

- **ASPIRE Ambassadors**
 - Dodge
 - Pulaski
 - Telfair
 - Treutlen
- **Walton**
- Oconee GNETS
- **Tapestry Public Charter**
- Early
- Bulloch

ASPIREPlus

- Savannah-Chatham
- Houston
- Haralson
- Tattnall
- Putnam

The Self-Determination Inventory: **Student Report (SDI:SR)**

- The Self-Determination Inventory measures student's self-determination
- Self-report assessment validated for students ages 13-22 with and without disabilities
- This is a snapshot of your self-determination on the day you took the SDI
- Offers audio that reads the questions aloud and in-text definitions of words
- 10-30 minutes to complete (varies)

Self-Determination.org



HOME

ASSESSMENTS

INTERVENTION

RESEARCH

RESOURCES

CONTACT



WHAT IS SELF-DETERMINATION?

Self-determination is about acting or causing things to happen in your life



All Things Transition

FY23 Transition Collaborative Strategic Plan Priorities

- Expand awareness and implementation of self-determination strategies
 - Implement strategies in Pre-K as a common practice
 - Increasing the understanding of its impact on postschool outcomes and supported decision making.
- Increase the collaboration between the Department of Vocational Rehabilitation (VR) and school districts
 - Monitor Pre-Employment Transition Services (Pre-ETS) participation
 - Set up mechanism for Indicator 14 reporting

FY23 Transition Collaborative Strategic Plan Priorities

- Form a statewide youth advisory group to provide insight into the needs of SWD for the state transition planning
 - Rotate participation on the States' Transition Collaborative
 - LEAs will participate in state implemented professional development

FY23 Transition Activities

- Application for Institute of Education Sciences (IES) grant (Kansas and Minnesota)
 - Implement SDLMI with Check and Connect
- ASPIRE/ Student-led IEP Trainings
 - Georgia Learning Resources System (GLRS) Personnel (Virtual)
 - October
 - By GLRS Region (Virtual)
 - Districts and GLRS personnel
 - TBD

FY23 Transition Activities

- Improving Indicator 14 with intentionality training
 - Introduction to non-compliant district
 - Request by districts or regions
- Statewide Transition Consortia
- Transition webinar series (5 sessions)
- Community Mapping Training



Secondary Transition

SPP/APR INDICATOR 13

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))

Secondary Transition

SCHOOL YEAR	PERCENT of Compliant Plans	TARGET
2022	94.02% 236 compliant ÷ 251 reviewed	100%
2021	91.6% 275 compliant ÷ 300 reviewed	100%
2020	91.1% 297 compliant ÷ 326 reviewed	100%
2019	91.4% 476 compliant ÷ 521 reviewed	100%



Monitoring Secondary Transition - Indicator 13

Monitoring Indicator 13



- The GADOE completes a review of a sampling of transition plans from districts across the state yearly, as required by IDEA.
- While the process for reviewing transition plans may vary yearly, the required components of the Transition Plan do not change.
- Currently, transition plans are reviewed during the Cross-Functional Monitoring (CFM) process and those results are reported for Indicator 13.
- LEAs, not in the current CFM process, can opt-in to the transition plan review process to potentially improve their compliance percentage and LEA determination.

Age-appropriate Assessments

The collection of evidence and artifacts that documents a student's interests, preferences and strengths.

Measurable Postsecondary Outcome Goals

Goals for after high school in the areas of ***education/training, employment, and independent living.***

Course of Study

Reflects the academic course work to reach the postsecondary goals.

Measurable Annual Goals

Facilitates movement towards meeting the postsecondary goals.

Activities

Provides the opportunities for exploration and skill development to achieve the annual goal.

Services

Specially designed instruction, related services, community interaction, and collaboration within school.

Student Invited

Evidence that indicates the student was invited to participate in the IEP Team meeting.

Agency Representation

Evidence that a representative from an agency that is likely to provide or pay for services is invited, if appropriate.

Parental Consent

Prior parental consent for the invitation of an agency representative must be evident.

Required Components for Transition Plans

- **Age-appropriate Assessments**

The collection of evidence and artifacts that documents a student's interests, preferences and strengths.

- **Measurable Postsecondary Outcome Goals**

Goals for after high school in the areas of *education/training, employment, and independent living.*

- **Course of Study**

Reflects the academic course work to reach the postsecondary goals.

Required Components

- **Measurable Annual Goals**

Facilitates movement towards meeting the postsecondary goals.

- **Activities**

Provides the opportunities for exploration and skill development to achieve the annual goal.

- **Services**

Specially designed instruction, related services, community interaction, and collaboration within school.

Required Components

- **Student Invited**

Evidence that indicates the student was invited to participate in the IEP Team meeting.

- **Agency Representation**

Evidence that a representative from an agency that is likely to provide or pay for services is invited, if appropriate.


- **Parental Consent**

Prior parental consent for the invitation of an agency representative must be evident.

Transition Documentation Checklist



Georgia Department of Education
Division for Special Education Services


Georgia Department of Education

Transition Documentation Checklist

System _____ Date _____

NAME	1. POSTSECONDARY (PS) GOAL FOR EMPLOYMENT	2. POSTSECONDARY (PS) GOAL FOR EDUCATION/TRAINING	3. POSTSECONDARY (PS) GOAL FOR INDEPENDENT LIVING	4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS	5. PS GOALS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND/OR FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE MEETING INVITED TO MEETING	10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND	ALL AREAS IN COMPLIANCE (Y=YES, N=NO)

Georgia Department of Education
Richard Woods, State School Superintendent
July 24, 2019

Cross-Functional Monitoring Due Process Checklist



**GEORGIA DEPARTMENT OF EDUCATION
DIVISION FOR SPECIAL EDUCATION SERVICES AND SUPPORTS**

DUE PROCESS CHECKLIST FOR STUDENT FOLDER REVIEW

J.	TRANSITION SERVICES PLAN	34 C.F.R. 300.320, 34 C.F.R. 300.43	Yes	No	NA
24.	Postsecondary outcome goal for Employment		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Postsecondary outcome goal for Education/Training		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Postsecondary outcome goal for Independent Living (if appropriate)		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27.	Reflects steps to desired post-secondary outcomes		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Postsecondary goals based on transition assessments		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Transition services and/or activities to facilitate movement to postsecondary outcomes		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Course of study to facilitate movement to post-school outcomes		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Student invited to meeting		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Agency representative invited, if applicable		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
33.	Parent consent received prior to inviting agency representative, if applicable		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
34.	Informed of the transfer of all due process rights to student at age 17		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
35.	All due process rights transferred to the student at age 18		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Graduation Rate

Georgia Alternate Assessment (GAA) and
OSEP's Position on Regular Graduates

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 Calculations in Georgia

Adjusted Cohort Calculation ESSA (CCRPI)

SWD (9th-12th) 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 – Annual Event Calculation OSEP (APR)

SWD (age 14-21) who exit special education by graduating with a regular 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 began the alternate diploma track for students with the most significant cognitive disabilities in SY 2020-2021. The first alternate diploma graduates will likely be at the end of the 2023-2024 SY.

**Georgia does not use reaching maximum age.

Graduation Rate Comparison

Adjusted Cohort Calculation ESSA (CCRPI)

- 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

Annual Event Calculation OSEP (APR)

- Includes all students ages 14-21 who exit school and were enrolled on July 1st in GA
- Students do not have to graduate in 4 years
- Alternate Diploma does not count as a "regular" diploma

Regular Graduates - OSEP

Regular Graduates are defined as:

- students with disabilities receiving a high school diploma **identical** to that for which students without disabilities are eligible, and
- students with disabilities receiving a diploma that is **fully** aligned to State standards.

Students with disabilities receiving a diploma aligned with alternate standards **cannot** count toward the percentage of students receiving a regular diploma for APR calculation purposes.

Students with disabilities who exited high school with a diploma that did not meet the same standards as students without disabilities are classified as receiving a certificate for APR calculation purposes.

Implications for Georgia

- Beginning with the FY2021 graduates, students with disabilities who did not meet the same graduation requirements as students without disabilities **were not** included as regular graduates in the Annual Event calculation.
- State and LEA rates for graduation for students with disabilities were impacted on the APR reports **only**.
- LEAs with many students who were regular diploma graduates participating in the GAA had a lower graduation rate on the APR.

Implications for Georgia - Continued

- The calculation change resulted in a dramatic decrease in SPP/APR graduation rate.
- Georgia will need to request a reset baseline and new targets.
- Longitudinal data, current baseline and targets, and proposed reset baseline and targets follow.

APR Graduation Rate for SWD

SCHOOL YEAR	PERCENTAGE	CHANGE
2022	68.43% Target = 70.55%*	-1.12
2021	69.55% Target = 74.46% DNM	- 9.80
2020	79.35%	+ 5.89
2019	73.46%	+ 3.31
2018	70.15%	+ 1.27

* if the baseline and targets reset request is approved by OSEP in Feb. 2023

Graduation Rate Targets (lag data) - Current Baseline & Targets

FFY 2020 SY 19-20	FFY 2021 SY 20-21	FFY 2022 SY 21-22	FFY 2023 SY 22-23	FFY 2024 SY 23-24	FFY 2025 SY 24-25
Reported 2/2022	2/2023	2/2024	2/2025	2/2026	2/2027
Baseline 73.46%	74.46%	75.46%	76.46%	77.46%	78.46%

Graduation Rate Targets (lag data) - Proposed Baseline & Targets

FFY 2020 SY 19-20	FFY 2021 SY 20-21	FFY 2022 SY 21-22	FFY 2023 SY 22-23	FFY 2024 SY 23-24	FFY 2025 SY 24-25
Reported 2/2022	2/2023	2/2024	2/2025	2/2026	2/2027
Baseline 73.46%	Reset Baseline 69.55%	70.55%	71.55%	72.55%	73.55%

Students with the Most Significant Cognitive Disabilities

Student Eligibility Criteria

Intellectual Functioning

- A child with a disability or disabilities that are not **temporary** in nature and that significantly impact intellectual functioning and adaptive behavior(s).
- Students with the most significant cognitive disabilities are students who require repeated, extensive, direct, individualized instruction and substantial supports to achieve measurable gains across all content areas and settings.

Students with Significant Disabilities

- Most of our students with significant disabilities are eligible for services under moderate, severe, and profound intellectual disabilities. Some students with a mild intellectual disability in addition to sensory or behavioral/emotional disabilities may also be included. Some students with a significant disability may function in the moderate, severe, or profound range and are eligible under categories such as Autism (AU), Significant Developmental Delay (SDD), Traumatic Brain Injury (TBI), or Other Health Impairment (OHI).
- These students may enter special education during early childhood, continue special education services through their 22 birthday, and are instructed using the Alternate Content Standards.
- These students have varied receptive and expressive communication skills.
- There is a high probability that these students will require significant supports across their lifespan.

Eligibility Criteria Questions 1 and 2

Does the student require intensive, individualized instruction in a variety of instructional settings?

- Across all educational settings

Does the student have a significant cognitive disability?

- Review of student records

Eligibility Criteria Question 3

Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?

- Language, reading and writing, money, time, number concepts
- Interpersonal skills
- Activities of daily living

Eligibility Criteria 4

Does the student require specialized supports to access and participate in the grade-level GSE that require modifications based on the student's Present Level of Academic Achievement and Functional performance (PLAAFP)

- Learning is linked to [Extended Content Standards](#)
- Requires extensive instruction
- Accesses information in alternative ways

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))

Indicator 7A – Positive Social/Emotional Skills

Positive Social/Emotional Skills	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
A1. enter PK < age expectation and exit with substantial growth	81% 85.40% Met	82% 82.85% Met	83%	84%	85%	86%
A2. enter PK < age expectation and exit within age	63% 55.06% DNM	64% 51.05% DNM	65%	66%	67%	68%

Indicator 7B – Acquisition of Knowledge and Skills

Acquisition of Knowledge and Skills	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
B1. enter PK < age expectation and exit with substantial growth	83% 87.98% Met	84% 85.37% Met	85%	86%	87%	88%
B2. enter PK < age expectation and exit within age	46% 47.93% Met	47% 44.78% DNM	48%	49%	50%	51%

7C – Use of Appropriate Behaviors to meet Needs

Appropriate Behaviors to Meet Needs	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
C1. enter PK < age expectation and exit with substantial growth	81% 86.48% Met	82% 85.54% Met	83%	84%	85%	86%
C2. enter PK < age expectation and exit within age	72% 64.68% DNM	72% 63.63% DNM	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))

Indicator 8 Parent Involvement

Description	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
% of parents with SWD who report schools facilitated parent involvement	88.60% 90.21% Met	88.60% 86.91% DNM	88.60%	89.60%	90.60%	91.60%



Child Find & Early Childhood Transition

Timelines

SPP/APR INDICATORS 11 & 12

Indicator 11: Child Find

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. (20 U.S.C. 1416(a)(3)(B))

Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Child Find

SCHOOL YEAR	PERCENT of Initial Evaluations Completed within 60 Days of Receipt of Parental Consent for Evaluation	TARGET
2021	98.16%	100%
2020	98.80%	100%
2019	98.54%	100%

Early Childhood Transition – Part C to B

SCHOOL YEAR	PERCENT of Children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	TARGET
2021	96.91%	100%
2020	98.40%	100%
2019	98.40%	100%

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))

Indicators 15 & 16

Indicator	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	50% low – 70% high	50% low – 70% high	50% low – 70% high	50% low – 70% high	50% low – 70% high	50% low – 70% high
15	13.04% did not meet					
16	41.3% did not meet					

SPP/APR INDICATOR 17

- **State Systemic Improvement Plan**: The State-identified Measurable Result (SiMR) for FFY20 is to increase graduation rates for students with disabilities in 50 selected districts to 67% Annual Event Graduation Rate.

Indicator 17 SiMR – Annual Event Graduation Rate

Description	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
17	67% 69.68% Met	67.00%	67.50%	68.00%	68.50%	68.50%

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