Authentic Stakeholder Engagement: A Key Component of the 2020-2025 State Performance Plan (SPP)/ Annual Performance Report (APR)

This Photo by Unknown Author is licensed under CC BY-NC-ND

This Photo by Unknown Author is licensed under CC BY-NC-ND

This Photo by Unknown Author is licensed under CC BY-SA

Division of Special Education Supports and Services, Data & GO-IEP Unit
Dawn Kemp, Part B Data Manager
September 30, 2021

GaDOE
Georgia Department of Education

Goals of the SPP/APR Feedback Session

- **Sign in and Provide Your Role(s) [sign-in](#)**

- **Identify the key points of the SPP/APR.**

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

- **Review stakeholder requirements.**

- **Examine processes for target setting.**

- **Evaluate the trend data for the High School & Life Outcomes Cluster of Indicators of the SPP/APR requiring targets.**

- **Opportunity for Parent Mentors to assist in Stakeholder Input Sessions with participants from their local school system.**

- **Plan for feedback collection and finalizing targets.**

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

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)

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

State Performance Plan/Annual Performance Report

- 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

<u>Most Indicators use data from the most recently completed full school year (SPP/APR due Feb. 2022 will be based upon SY 2020-2021)</u>:

- 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

<u>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)</u>:

❏ Indicator 1 (Graduation Rate)

❏ Indicator 2 (Dropout Rate)

❏ Indicator 4 (Disproportionate Suspension/Expulsion)

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**, Georgia Learning Resource Systems (GLRS) and District Liaisons (DLs) Presentation
  - **August 10, 2021**, Department of Special Education Services and Supports (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.

The IDEA Data Center (IDC) created this publication under U.S. Department of Education, Office of Special Education Programs grant number H373Y190001. Richelle Davis and Rebecca Smith serve as the project officers. The information herein does not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise in this publication is intended or should be inferred. This product is in the public domain. Authorization to reproduce it in whole or in part is granted.

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 <mark>require targets</mark> that must show an increase over baseline, be rigorous, and set with the advice of stakeholders.

  - <mark>**1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17**</mark>

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 | IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

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

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

IDC | **IDEA DATA CENTER** | Collect, Report, Analyze, and Use High-Quality Part B Data

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)

INDICATOR DATA - High School & Life Outcomes

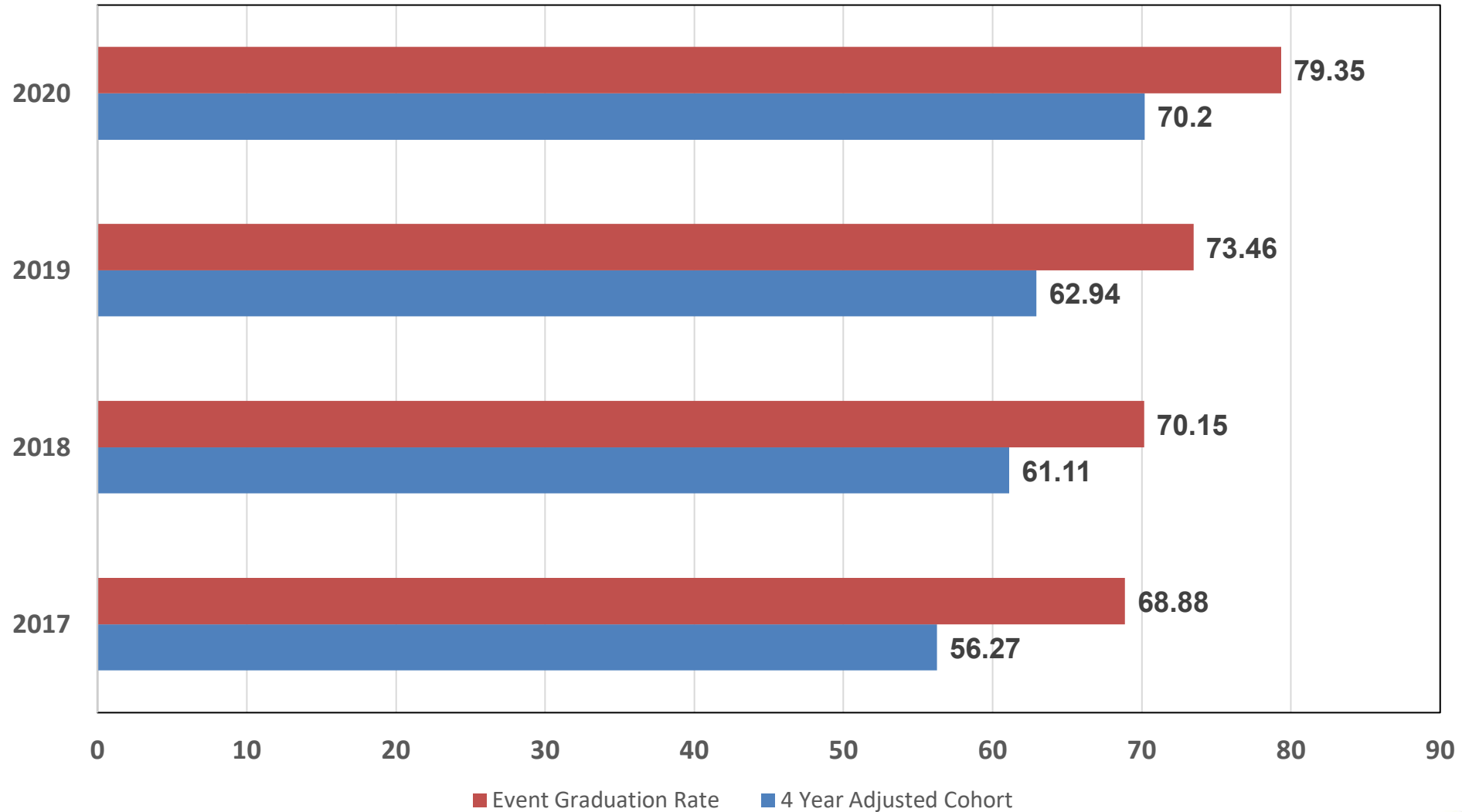# SPP/APR INDICATOR 1

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 Every Student Succeeds Act (ESSA)

Updated Calculation: Report the Same Data used for Reporting under Section 618
   FS009 - Children with Disabilities Exiting Special Education File Specifications

Students with Disabilities Graduation Rate

Legend: ■ Event Graduation Rate ■ 4 Year Adjusted Cohort

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

SPP/APR INDICATOR 2
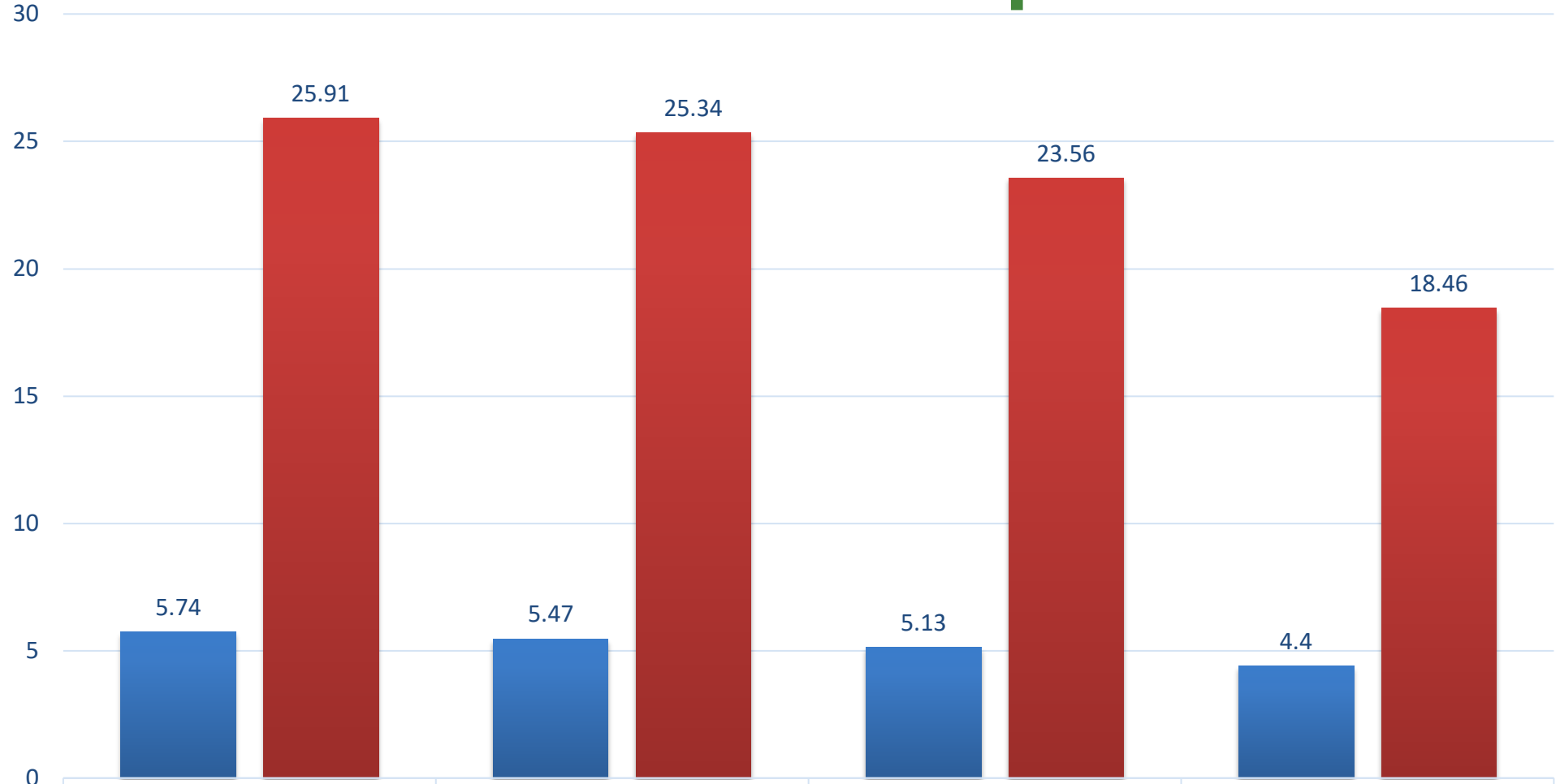
Indicator 2: Dropout

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 used for Reporting under Section 618
FS009 - Children with Disabilities 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 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.
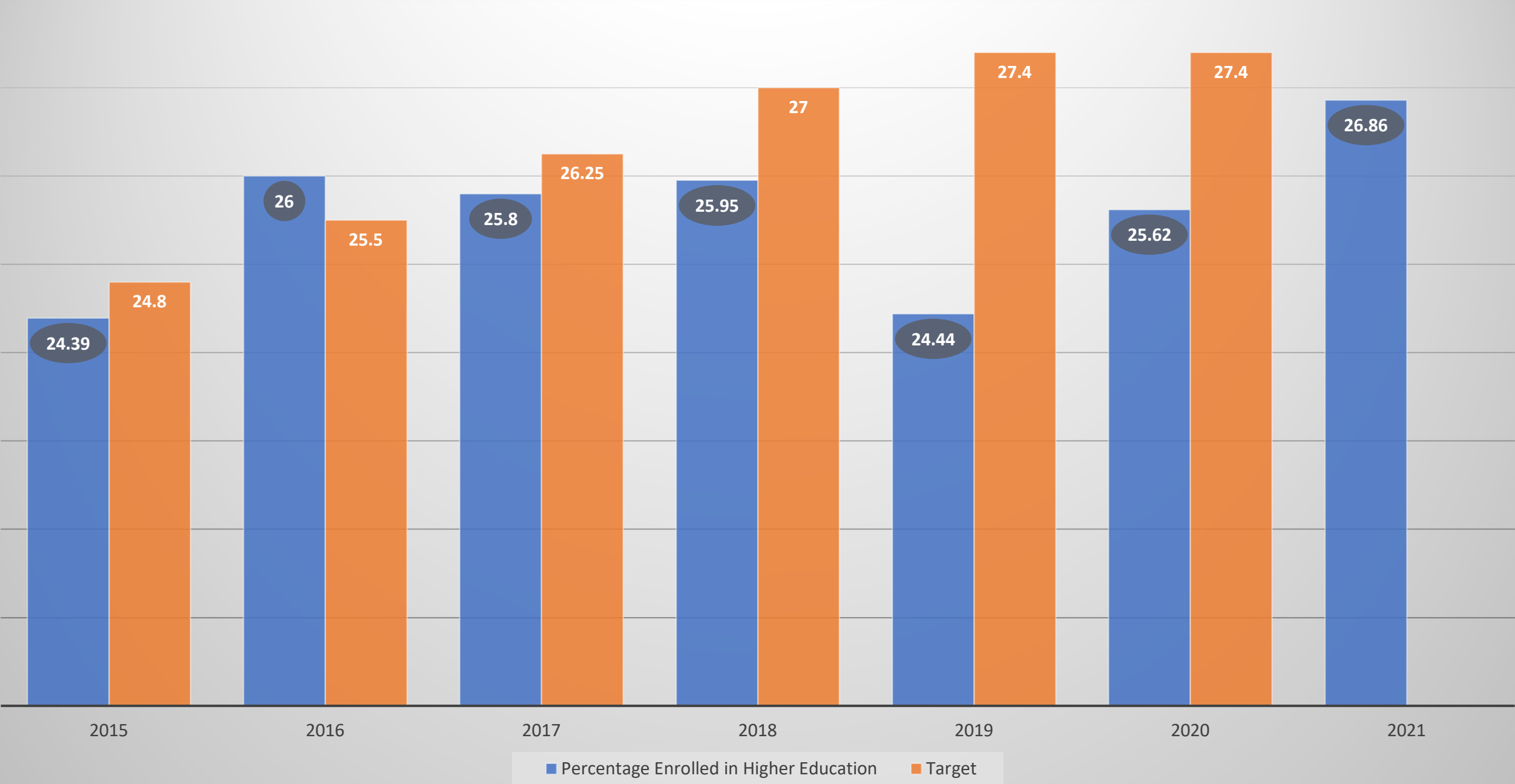
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
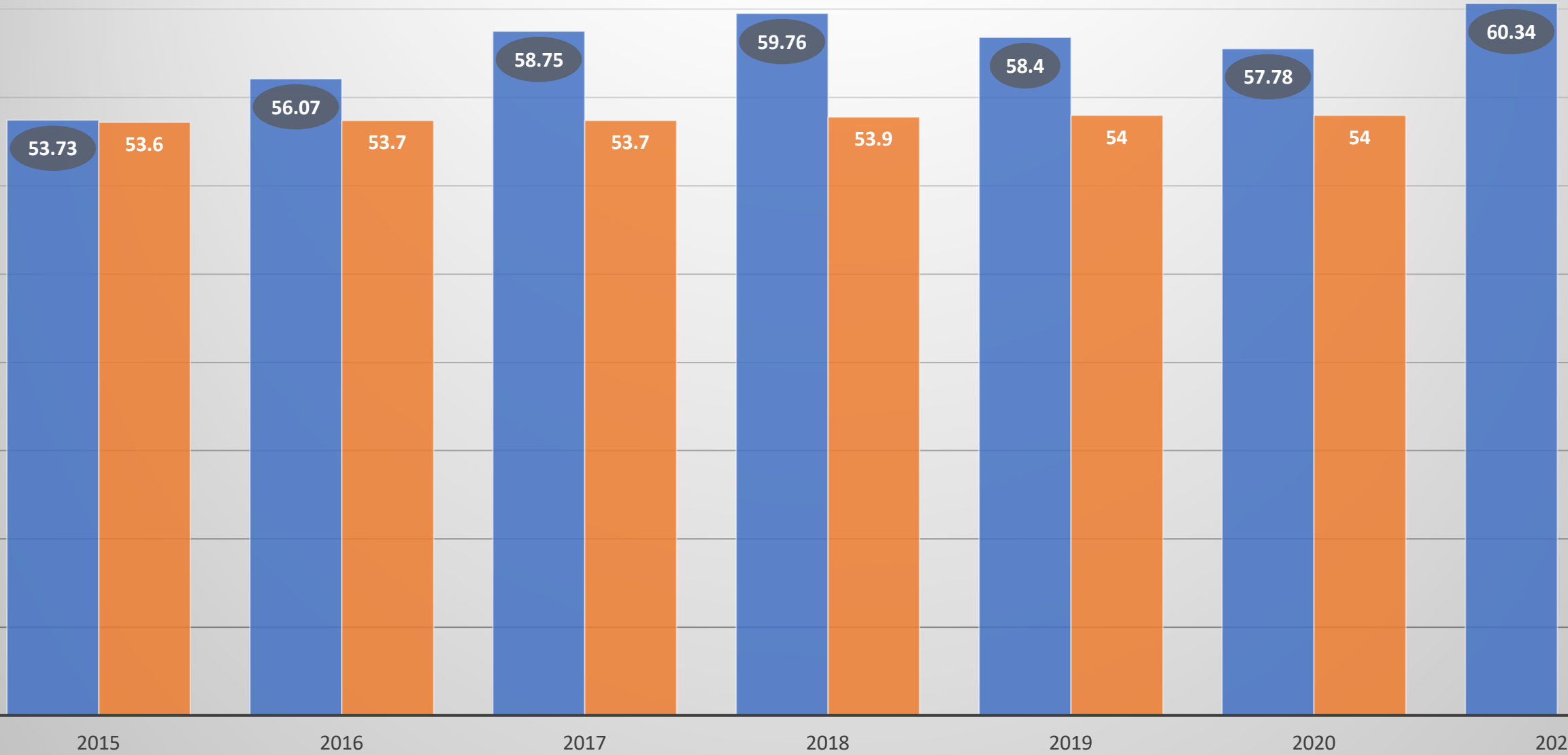
(20 U.S.C. 1416(a)(3)(B))

Calculation Changes: No Changes

Updated Analysis: Representativeness Requirements are Solidified

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

Year	Percentage Enrolled in Higher Education and/or Competitively Employed	Target
2015	53.73	53.6
2016	56.07	53.7
2017	58.75	53.7
2018	59.76	53.9
2019	58.4	54
2020	57.78	54
2021	60.34	

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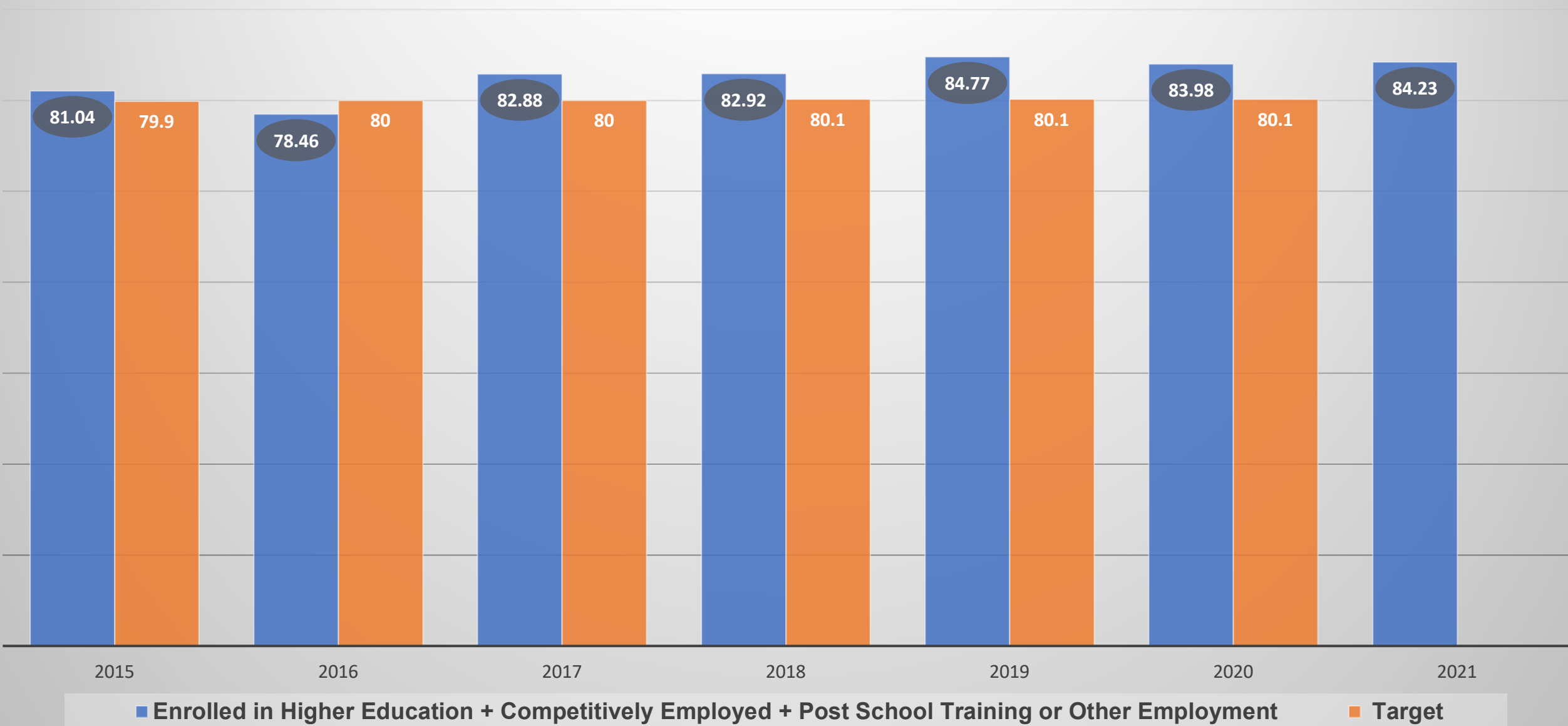
# What is the focus of the SSIP?

- 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)
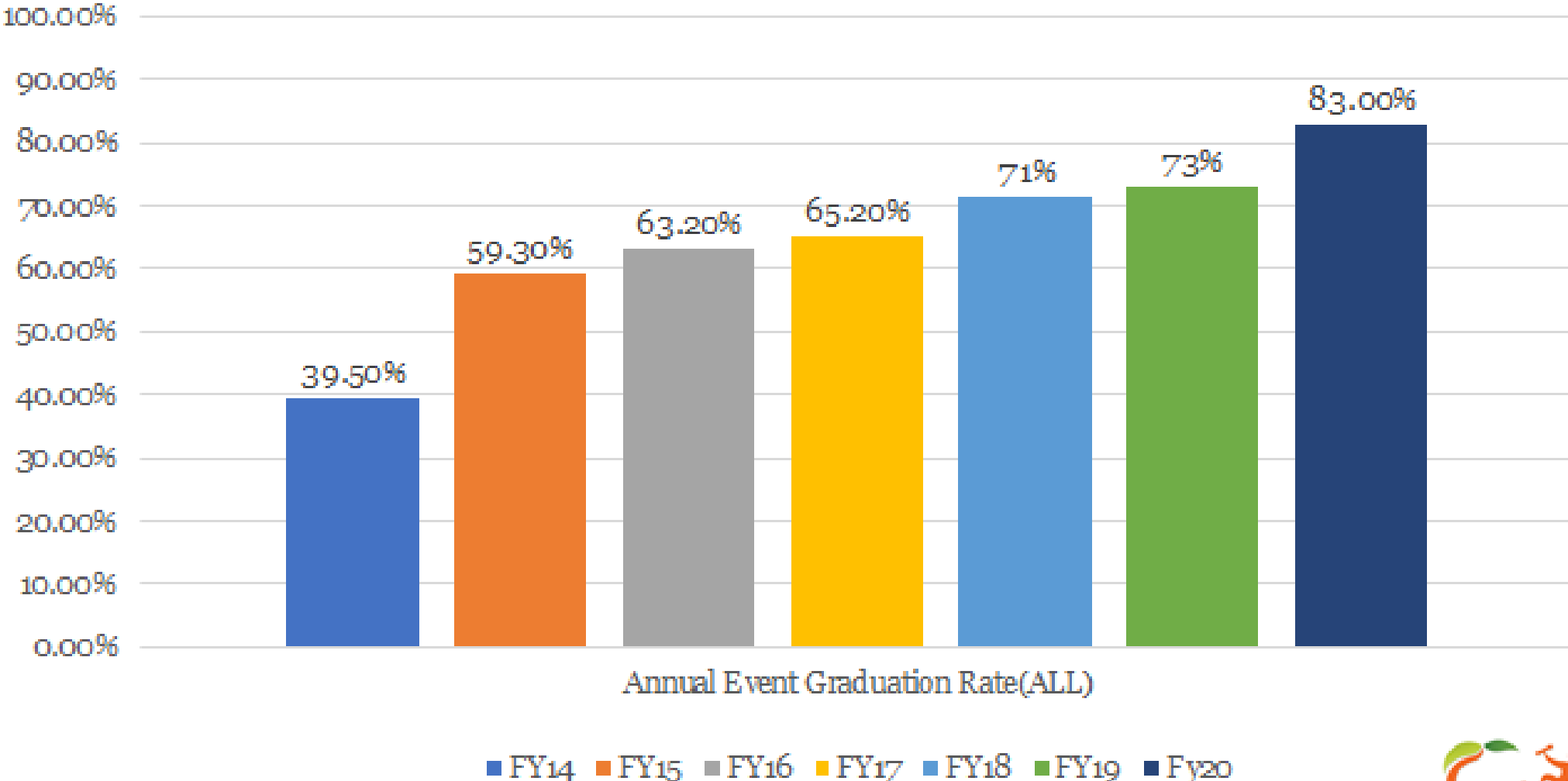
Collaborative Process for SPP/APR Completion

- **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

Collaborative Process for SPP/APR Completion

- **Parent Mentor Process for Assisting with Feedback**

- **Stakeholder Input Meetings Scheduled for October for Parent Mentors, Parents, and High School Students with Disabilities**
  - **Parent Mentors attempt to get two to three parents and one high school student with disabilities from their school system to participate in a Stakeholder Input Meeting**

- **Anne Ladd shares the registration links for the Feedback Meetings in early October to be held by the end of October**

- **Please contact me at dkemp@doe.k12.ga.us for additional information on the SPP/APR.**