

# State Performance Plan (SPP) & Annual Performance Report (APR) Group E- Assessment



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Georgia Department of Education  
Division for Special Education Services and Supports  
Carson Cochran- Program Manager  
Lynn Holland- Program Manager  
Karen Suddeth- Program Manager  
September 2, 2021

# Goals of the SPP/APR Work Session

- **Sign in and Provide Your Role(s)** [Group E- Assessment](#)
- **Review a process for SPP/APR development using Indicators grouped together in clusters.**
- **Evaluate the trend data for Indicator 3 A-D of the SPP/APR and identify if it is a Results or Compliance Indicator**
- **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, Phoebe 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 Zephine 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, Zephine 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



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- 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](https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Instructions_FINAL.pdf).*

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- 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](https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Instructions_FINAL.pdf).*

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## Setting Baselines & Targets



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# 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 **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



IDEA DATA  
CENTER

Collect, Report, Analyze, and  
Use High-Quality Part B Data

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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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(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

# Setting Targets

## Target Setting Methods: Eyeball Method

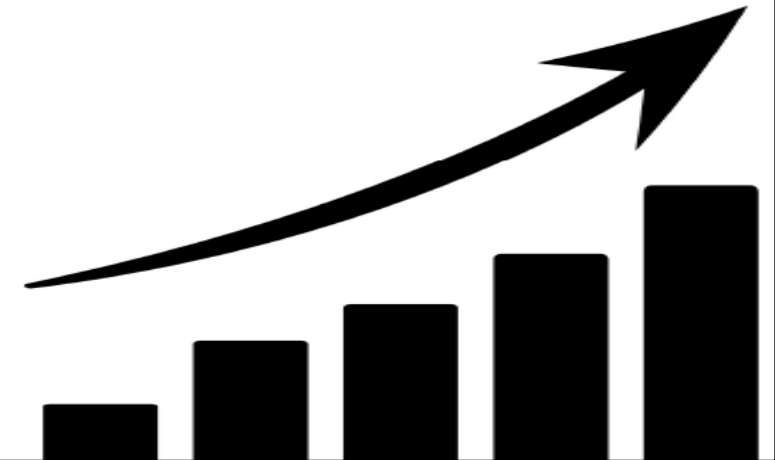


### **Eyeball method**

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

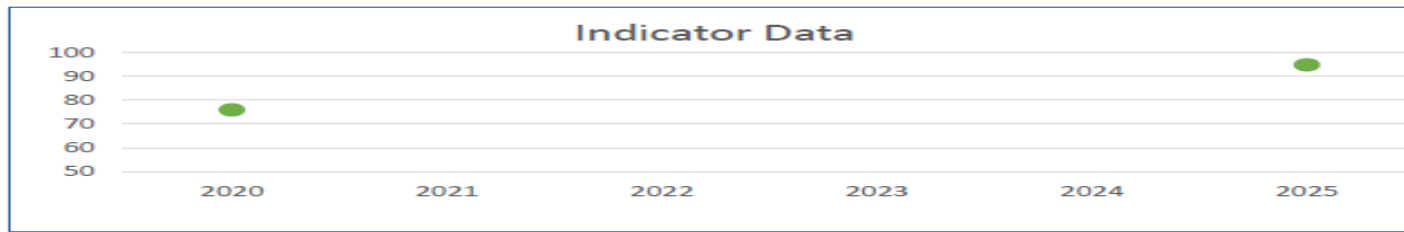
FFY	2017 baseline	2018	2019	2020	2021 target	2022 target	2023 target	2024 target	2025 target
Actual data	76%	74.5%	76.1%	77.1%	77.1%	77.1%	77.6%	77.6%	77.6%
Change		-1.5	+1.6	+1					

- 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?



## 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/>

# 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



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# SPP/APR INDICATORS



## Indicator 3 A-D : Assessment for Students with Disabilities

- A. Participation Rate
- B. Proficiency Rate against grade level standards
- C. Proficiency Rate against alternate academic achievement standards
- D. Gap in Proficiency Rates for children with IEPs and all students against grade level academic achievement standards

# SPP/APR INDICATOR 3

## Assessment 20 U.S.C. 1416 (a)(3)(A))

No major changes in calculations- additional components added



### Prior SPP/APR Indicator Components

- A. Indicator 3A – Reserved
- B. Participation rate for children with IEPs
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards

### Current SPP/APR Indicator Components

- A. Participation rate for children with IEPs
- B. Proficiency rate for children with IEPs against grade level academic achievement standards
- C. Proficiency rate for children with IEPs against alternate academic achievement standards
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

# Assessment Calculations

## A. Participation Rate Percent

$$\frac{\text{\# of children with IEPs participating in an assessment}}{\text{total \# of children with IEPs enrolled during the testing window}}$$

Calculate separately for reading and math for grades 4, 8, and high school

Include all students enrolled both Full Academic Year & Not Full Academic Year

Must have an IEP at testing time

Change in  
Grades

## B. Proficiency Rate Percent (grade level achievement standards)

$$\frac{\text{\# of children with IEPs scoring at or above proficient against grade level academic achievement standards}}{\text{total \# of children with IEPs who received a valid score and a proficiency level on the regular assessment}}$$

Calculate separately for reading and math for grades 4, 8, and high school

Include all students enrolled both Full Academic Year & Not Full Academic Year

Must have an IEP at testing time

Split into  
B & C

# Assessment Calculations

## C. Proficiency Rate Percent (alternate achievement standards)

Split into  
B & C

(# of children with IEPs scoring at or above proficient against alternate academic achievement standards  
total # of children with IEPs who received a valid score and a proficiency level on the **alternate assessment**

Calculate separately for reading and math for grades 4, 8, and high school  
Include all students enrolled both Full Academic Year & Not Full Academic Year  
Must have an IEP at testing time

## D. Proficiency Rate Gap (students with IEPs compared to all students)

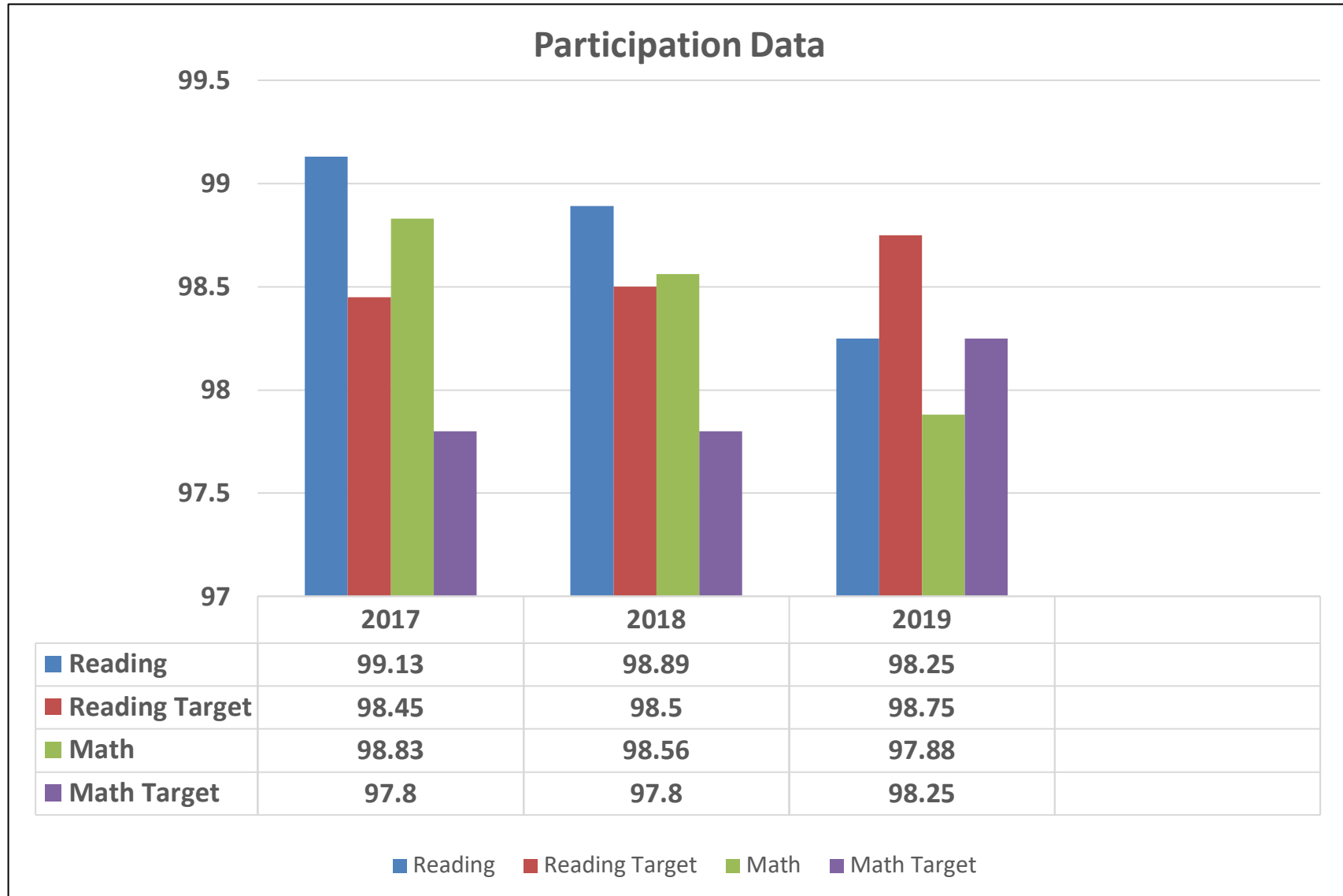
NEW

Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year subtracted from the proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year

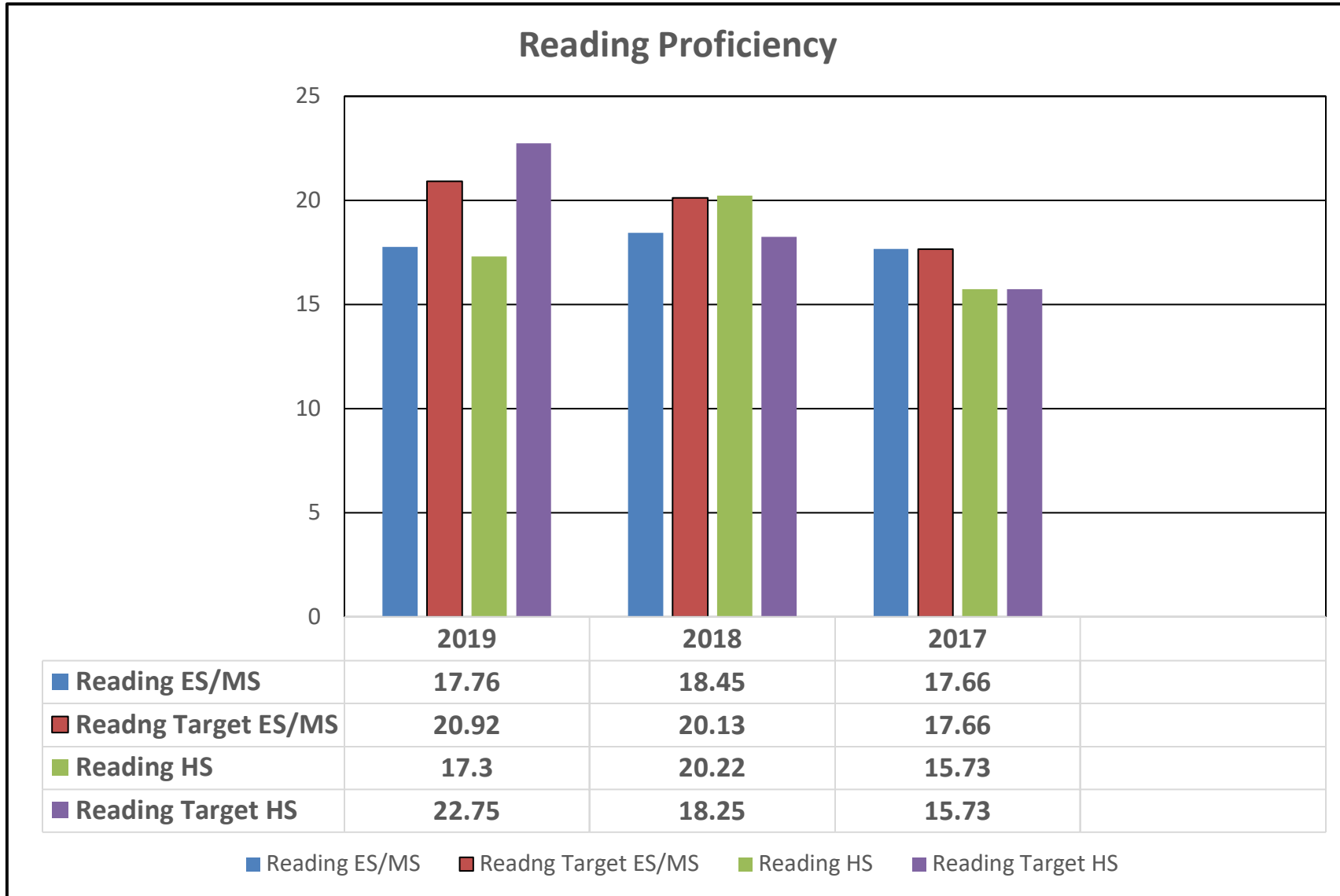
Calculate separately for reading and math for grades 4, 8, and high school  
Include all students enrolled both Full Academic Year & Not Full Academic Year  
Must have an IEP at testing time  
Only grade level academic achievement standards, not alternate standards



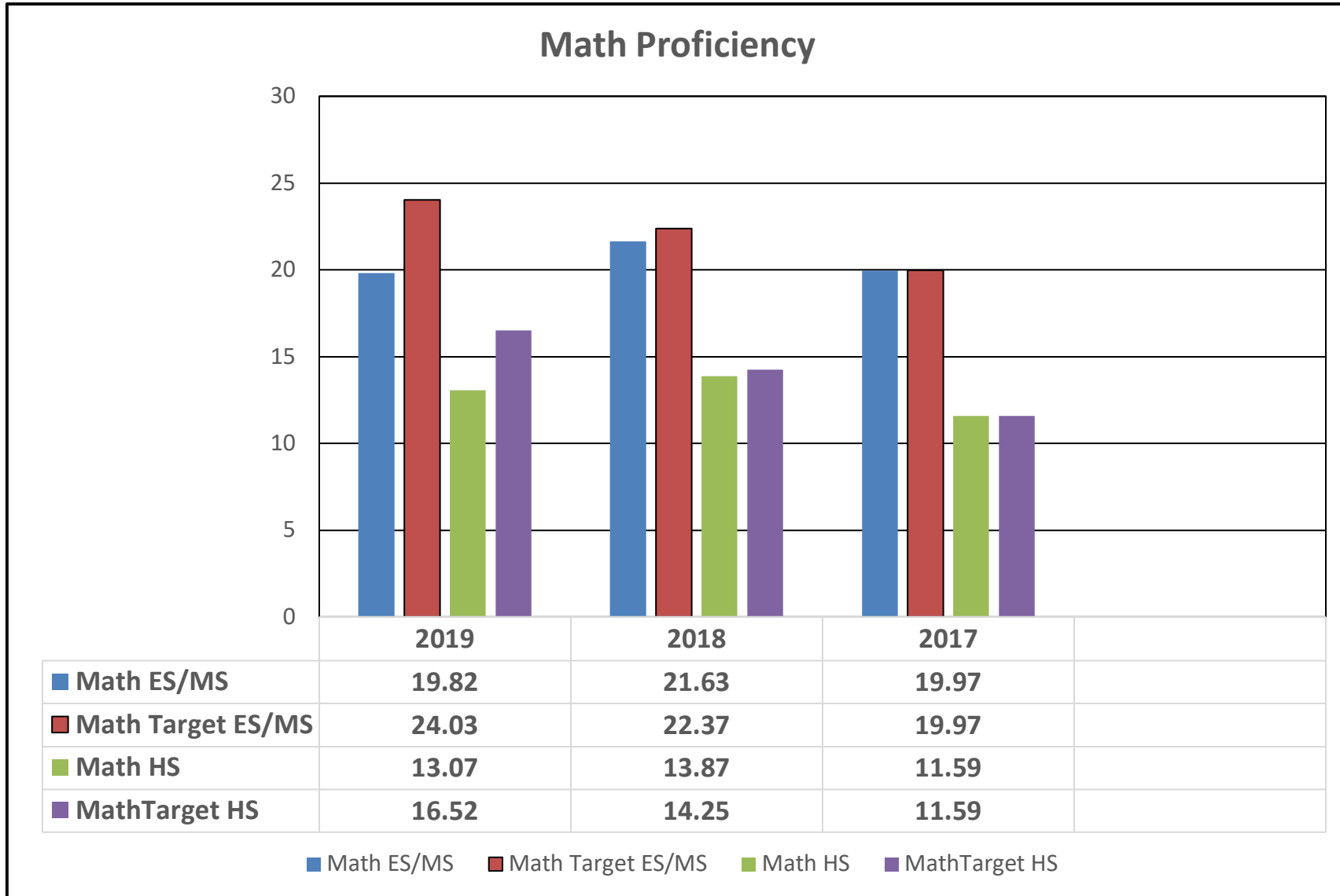
# Most Recent Assessment Data FFY 18 (SY 2018-2019)



# Most Recent Assessment Reading Data FFY 18 (SY 2018-2019)



# Most Recent Assessment Reading Data FFY 18 (SY 2018-2019)



# 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?
  - Environment (School Age)
    - 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))
  - Environment (Early Childhood)
    - a. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
    - b. Separate special education class, separate school or residential facility.
    - c. Receiving special education and related services in the home.

# 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
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