

# GLRS State Performance Plan (SPP)/ Annual Performance Report (APR) Data Analysis

## Indicator 3 – Assessment

Ms. Dominique Donaldson, Part B Data Manager  
Dr. Dawn Kemp, Part B Data Manager


# Objectives / Learning Targets

- Participants will:
  - Define the SPP/APR.
  - Define the elements of SPP/APR Indicator 3 (Assessment).
  - Identify sources for SPP/APR Indicator 3 data.


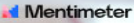
# SPP/APR Mentimeter Challenge

Join at [menti.com](https://www.menti.com) use code 8370 1073

**SPP/APR - Show What You Know!**



GO TO  
**menti.com**  
ENTER THE CODE  
**8370 1073**  
0



<https://www.menti.com/altd4cwa6nbq>

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

## State Performance Plan/Annual Performance Report

The SPP is developed for a 6 Year Interval. The APR reports progress on the SPP.

- 17 Total Indicators with yearly 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

- Includes Trend Data for Each Year
- Developed with Input from State Advisory Panel (SAP)
- Office of Special Education Programs (OSEP) reviews the State's SPP/APR
  - States receive a determination (i.e., Meets Requirements, Needs Assistance) from OSEP
  - Georgia's current status = Needs Assistance

# Data Reporting Year for SPP/APR Indicators – Based upon Prior Year

Most Indicators used data from the most recently completed full school year. The SPP/APR submitted Feb. 2023 was based upon school year (SY) 2021-2022 data for these Indicators.

- 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)

# Data Reporting Year for SPP/APR Indicators – Based upon Prior Year

- 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 – Based upon Lagging Year

Three Indicators used lagging data. Lag data is data from a year prior to the most recently completed full SY. The SPP/APR submitted Feb. 2023 was based upon SY 2020-2021:

- Indicator 1 (Graduation Rate)
- Indicator 2 (Dropout Rate)
- Indicator 4 (Disproportionate Suspension/Expulsion)



## State Performance Plan/Annual Performance Report Clusters

### High School & Life Outcomes

- Graduation Rate-1
- Dropout Rate-2
- Post Secondary Transition- 13
- Post School Outcomes-14
- State Systemic Improvement Plan (SSIP)-17

### Disproportionality

- Significant Discrepancy-4
- Disproportionate Representation (All Disabilities)- 9
- Disproportionate Representation (Specific Disabilities)-10

### Environment & Timelines

- School Age Environments-5
- Early Childhood Environments-6
- Child Find/Initial Evaluation-11
- Part C to B Transition-12

### Preschool, Parent Involvement & Legal

- Preschool Outcomes-7
- Parent Involvement/Survey -8
- Resolution Sessions-15
- Mediation-16

### Assessment

- Assessment-3

# 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 be set with the advice of stakeholders.

- 1, 2, 3, 4a, 5, 6, 7, 8, 14, 15, 16, and 17

# SPP/APR Resources & Information

[The State Performance Plan \(SPP\), Annual Performance Reports \(APR\) and Annual Determinations \(gadoe.org\)](#) website provides targets for Indicators and multiple presentations.

## SPP/APR 2020-2025 Stakeholder Input

- SPP/APR 2020-2025 Targets (Updated November, 2022)
- SPP/APR 2020-2025 Targets
- SPP/APR 2020-2025 Target Setting Document

## SPP/APR 2020-2025 Information

Updated Information	Target Group
State Advisory Panel SPP/APR Overview 9/14/2022	SAP & Stakeholders
SELDA SPP/APR Overview 10/19/2022	New Special Education Directors



# Assessment

## Indicator 3

## 3A. Participation Rate Percent

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

- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

# 3A. Reading Assessment Participation

- The actual percent is shown in bold for 2021-2022 with a + sign indicating MET target and a – sign indicating did not meet target.
- The target is shown below the actual percent in parentheses.

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 77.84%	97.26% MET (≥95.00%)
8th Grade	Baseline 63.30%	96.69% MET (≥95.00%)
High School	Baseline 62.74%	96.93 MET (≥95.00%)

**DNM** = Did Not Meet

# 3A. Math Assessment Participation

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 77.7%	97.08% MET (≥95.00%)
8th Grade	Baseline 61.48%	96.19% MET (≥95.00%)
High School	Baseline 60.71%	95.82% MET (≥95.00%)

**DNM** = Did Not Meet

## 3B. Proficiency Rate- Grade Level Standards

# of children with IEPs scoring at or above proficient against **grade level academic achievement standards**

---

# 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 – new grade levels, not 3 through 8
- Must have an IEP at the time of testing



# 3B. Reading Proficiency Rate (against grade level academic achievement standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 12.77%	13.52% DNM (≥14.77%)
8th Grade	Baseline 9.17%	8.50% DNM (≥11.17%)
High School	Baseline 5.5%	8.27 MET (≥7.50%)

**DNM** = Did Not Meet

## 3B. Math Proficiency Rate (against grade level academic achievement standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 18.93%	20.61% DNM (≥20.93%)
8th Grade	Baseline 7.91%	9.88% DNM (≥9.91%)
High School	Baseline 5.69%	9.41% MET (≥7.69%)
DNM = Did Not Meet		

## 3C. Proficiency Rate- Alternate Standards

# of children with IEPs scoring at or above proficient against **alternate academic achievement standards**

---

# 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 – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

# 3C. Reading Proficiency Rate (against alternate academic achievement standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 66.00%	65.00% DNM (≥66.00%)
8th Grade	Baseline 82.77%	84.62% MET (≥82.77%)
High School	Baseline 72.19%	70.08% DNM (≥72.19%)

**DNM** = Did Not Meet

# 3C. Math Proficiency Rate (against alternate academic achievement standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 58.98%	56.02% DNM (≥58.98%)
8th Grade	Baseline 66.52%	66.86 % MET (≥66.52%)
High School	Baseline 66.40%	71.07% MET (≥66.40%)

**DNM** = Did Not Meet

## 3D. Proficiency Rate Gap

Proficiency rate for students with IEPs scoring at or above proficient against **grade level standards** subtracted from the proficiency rate of **all** students scoring at or above proficient against grade level standards

- All students group includes students with IEPs
- Calculation only includes students with IEPs who participated in regular, not alternate assessment
- Calculate separately for reading and math for grades 4, 8, and high school – new grade levels, not 3 through 8
- Must have an IEP at the time of testing

### 3D. Reading Proficiency Gap (gap in rates for children with IEPs and all students against grade level standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 23.89	24.27 DNM (≤21.89)
8th Grade	Baseline 32.01	32.16 DNM (≤30.01)
High School	Baseline 24.16	34.17 DNM (≤22.16)

**DNM** = Did Not Meet

## 3D. Math Proficiency Gap (gap in rates for children with IEPs and all students against grade level standards)

GRADE	SY 2020-21	SY 2021-22
4th Grade	Baseline 24.22	23.45 DNM ( $\leq 22.22$ )
8th Grade	Baseline 24.01	26.59 DNM ( $\leq 22.01$ )
High School	Baseline 15.96	23.76 DNM ( $\leq 13.96$ )

**DNM** = Did Not Meet



# Data Sources for Assessment



# Where is the Indicator 3 Data? Federal Data Reports

[Federal Data Reports \(gadoe.org\)](https://www.gadoe.org) public website



## 2 Assessment

- FY22 SWD SEA\* Milestones and Georgia Alternate Assessment (GAA) Math Participation Grades 4, 8, and High School
- FY22 SWD SEA Milestones and GAA ELA Participation Grades 4, 8, and High School

# What are the advantages of using Federal Data Reports?

- Ability to review the data of multiple LEAs simultaneously for an assessment component
- Opportunity to review other data indicators on an LEA such as Graduation Rate, Discipline Data, Child Count in one location

# Where is the Indicator 3 Data? Special Education Reports & Data Analytics

[Special Education Annual Reports and Data Analytics \(gadoe.org\)](https://www.gadoe.org/Special-Education-Annual-Reports-and-Data-Analytics) public website



# What are the advantages of using Special Education Reports & Data Analytics?

- Ability to examine all data elements for one LEA in a concise report
- Opportunity to review other data indicators on an LEA such as Graduation Rate, Dropout Rate, Least Restrictive Environment



# Guiding Questions

# Assessment

- Which assessment results concern you the most?
- What, if any, long term impact from COVID is represented in the assessment results?
- What strategies would you recommend to improve assessment results?

- 3 Assessment
  - 3A Participation
  - 3B Achievement (Milestones)
  - 3C Achievement (GAA)
  - 3D Achievement Gap (Milestones only)



# Current Interventions & Strategies



# Interventions & Strategies

- Check and Connect
- Specially Designed Instruction
- Behavior Technical Assistance
- Budget and Data Technical Assistance

# Contact Us – GO-IEP & Data Team

## *We're Here to Help!*

**Linda Castellanos**

*Program Manager*

**404.719.8045**

[icastellanos@doe.k12.ga.us](mailto:icastellanos@doe.k12.ga.us)

**Dawn Kemp**

*Program Specialist*

**678.340.6738**

[dkemp@doe.k12.ga.us](mailto:dkemp@doe.k12.ga.us)

**Dominique Donaldson**

*Program Specialist*

**404.796.4589**

[Dominique.Donaldson@doe.k12.ga.us](mailto:Dominique.Donaldson@doe.k12.ga.us)

# Contact Us – GO-IEP & Data Team

## *We're Here to Help!*

**Lisa Jenkins**  
*Program Specialist*  
**678.378.1807**  
[lbuckner@doe.k12.ga.us](mailto:lbuckner@doe.k12.ga.us)

**Emily Dishman**  
*Program Specialist*  
**678.326.8087**  
[edishman@doe.k12.ga.us](mailto:edishman@doe.k12.ga.us)

**Dale Rose**  
*Program Specialist*  
**678.340.0162**  
[drose@doe.k12.ga.us](mailto:drose@doe.k12.ga.us)

**Julie Youngblood**  
*Program Specialist*  
**470.316.8663**  
[jyoungblood@doe.k12.ga.us](mailto:jyoungblood@doe.k12.ga.us)

[www.gadoe.org](http://www.gadoe.org)

   @georgiadeptofed

 [youtube.com/user/GaDOEmedia](https://youtube.com/user/GaDOEmedia)

