



# **The State Performance Plan & Annual Performance Report:**

What They Are & How They Relate to  
District Determinations

Dr. John D. Barge, State School Superintendent

# Part B State Performance Plan (SPP)

- In accordance with 20 U.S.C. 1416(b)(1)
- Plan evaluating the state's implementation of Part B
- Describes how the state will improve implementation
- Sets targets for 20 Indicators aligned to 3 Monitoring Priorities set by the Office of Special Education Programs (OSEP's)
- Lists improvement activities
  - designed to provide assistance to local educational agencies (LEA) to meet the targets set in the SPP.

# Part B Annual Performance Report (APR)

- In accordance with 20 U.S.C. 1416(2)(C)(ii)
- Annual public report annually on the performance of local educational agencies on SPP targets
- Provides data and descriptions for the improvement activities for each indicator
- Outlines the progress the state is making in each area

# Reports

- **Public Report on LEA performance:**
  - [http://public.doe.k12.ga.us/ci\\_exceptional.aspx](http://public.doe.k12.ga.us/ci_exceptional.aspx)
- **SPP and APR:**
  - [http://public.doe.k12.ga.us/ci\\_exceptional.aspx?PageReq=CIEXCStatePlan](http://public.doe.k12.ga.us/ci_exceptional.aspx?PageReq=CIEXCStatePlan)
- **Office of Special Education Programs' (OSEP) Response:**
  - <http://www2.ed.gov/fund/data/report/idea/partbspap/index.html>

# Structure of the SPP

- Provides an overview of the State Performance plan and the stakeholders involved in the process
- Outlines the development of the SPP and the content of each Indicator
- Shows each Indicator, how it is defined by OSEP, and how it is measured by the state,

# Structure of the SPP

- Reports baseline information and data (FFY 2004) for each indicator,
- Shows the measurable and rigorous target beginning FFY 2005 and extending through FFY 2012, and
- Provides a table that describes the improvement activities, the timelines for the activities and the resources used to implement the activity.
  - Revisions and new activities are highlighted in red print and italicized.

SPP Template – Part B

\_\_\_\_\_ State

**Part B State Performance Plan (SPP) for 2005-2012**

Overview of the State Performance Plan Development:

*(The following items are to be completed for each monitoring priority/indicator.)*

Monitoring Priority:

Indicator –

Measurement:

Overview of Issue/Description of System or Process:

Baseline Data from FFY \_\_\_\_\_:

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	
2011 (2011-2012)	
2012 (2012-2013)	

Improvement Activities/Timelines/Resources (through 2012):

# Structure of the APR

- Outlines the development of the APR and the content of each Indicator,
- Shows each Indicator, how it is defined by OSEP, and how it is measured by the state,
- Shows the measurable and rigorous target, how the state performed on the target (Actual Target) and whether or not the performance represents progress, slippage or maintenance of the previous year's performance,



# Structure of the APR

- Provides a discussion of the state data, and each individual improvement activity, including additional data, and
- Indicates revisions to the targets and improvement activities including the required extensions to the targets through FFY 2012.

## APR Template – Part B (4)

\_\_\_\_\_ State

Part B State Annual Performance Report (APR) for \_\_\_\_\_ (Insert FFY)

Overview of the Annual Performance Report Development:

Monitoring Priority: FAPE in the LRE

1. Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

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

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

FFY	Measurable and Rigorous Target
(Insert FFY)	(Insert Measurable and Rigorous Target.)

Actual Target Data for (Insert FFY):

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for (Insert FFY):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for (Insert FFY).  
[If applicable]

# FFY 2009 APR Synopsis

- Baseline data was reported on Indicators 4b,13, and 14 and we do not report on Indicator 6
- Performance on Compliance Indicators (9, 10, 11, 12, 15, 16, 17, and 20) requiring 0% or 100%
  - Met targets on 50% (4 out of 8) Indicators
  - Showed progress or maintained data on 75% (6 out of 8) Indicator

# FFY 2009 APR Synopsis

- Performance on Results Indicators ( 1,2,3,4a, 5, 7, 8, 18, and 19)
  - Indicator 3 has 7 targets, Indicator 5 has 3 targets, and indicator 7 has 6 targets for a total of 22 targets
  - Met targets on 50% (11 out of 22) Indicator targets
  - Showed progress or maintained data on 77% (17 out of 22) Indicator targets




# Three Monitoring Priorities

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE);*
- (2) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification; and*
- (3) State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in Sec. 300.43 and in 20 U.S.C. 1437(a)(9).*

# Monitoring Priority 1: FAPE in the LRE

- Indicator 1: Graduation Rate
- Indicator 2: Dropout Rate
- Indicator 3: Statewide Assessment
- Indicator 4: Discipline
- Indicator 5: LRE
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement

# Indicator 1: Graduation Rate

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
80%	44.38%	No	41.41% (FY09) 37.74% (FY08)	Yes
				

# Indicator 2: Dropout Rate

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
5.4%	5.5%	No	5.8% (FY09) 5.27% (FY08)	Yes





# Indicator 3: Percent of Districts Meeting AYP for SWD

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
77.34%	36.25%	No	55.88% (FY09) 51.44% (FY08)	No



# Indicator 3: Participation for Reading/Language Arts

<i>Target FY10</i>	<i>Actual Data FY10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
98.75%	99.31%	Yes	99.17% (FY09) 99.14% (FY08)	Yes



# Indicator 3: Participation for Mathematics

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
98.75%	99.31%	Yes	99.19% (FY09) 99.11% (FY08)	Yes



# Indicator 3: Proficiency Rate for Children with IEPs for Reading

<i>Target FY 10 Grades 3-8</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
69%	70.11%	Yes	67.71% (FY09) 65.73% (FY08)	Yes



<i>Target FY 10 Grade 11</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
62%	58.64%	No	67.71% (FY09) 65.73% (FY08)	No

# Indicator 3: Proficiency Rate for Children with IEPs for Mathematics

<i>Target FY 10 Grades 3-8</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
55%	54.23%	No	52.20% (FY09) 45.56%(FY08)	Yes



<i>Target FY 10 Grade 11</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
44%	35.60%	No	52.20% (FY09) 45.56% (FY08)	No

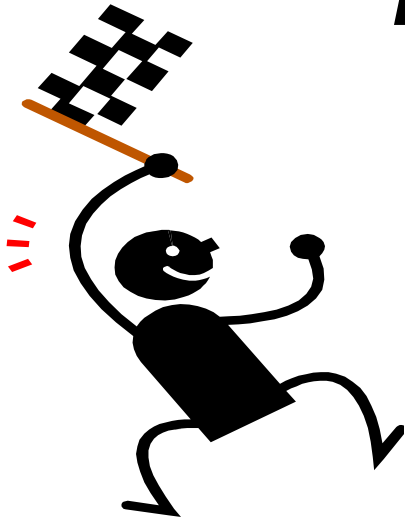
# Indicator 4a: Suspension/Expulsion

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
3.28%	0%	Yes	.54% (FY09) .54% (FY08)	Yes



***Indicator 4b:  
Suspension/Expulsion by  
Racial/Ethnic Groups***

**Reporting Baseline: *.53% (1 district)***  
**Preset Target: *0%***



# Indicator 5: LRE

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
63%	61.83%	No	61% (FY09) 60% (FY08)	Yes



**Inside the regular class 80% or more of the day**



# Indicator 5: LRE

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>16%</i>	<i>15.63%</i>	<i>Yes</i>	<i>16.4% (FY09) 16.7% (FY08)</i>	<i>Yes</i>



**Less than 40% of the day in the regular classroom**

# Indicator 5: LRE

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
.8%	2.42%	No	2.0% (FY09) 1.91% (FY08)	No



**Separate Schools, residential school or homebound/hospital placement**

# Indicator 7:

## Outcome 1: Positive Social Emotional Skills

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>SUMMARY 1 70%</i>	<i>70.3%</i>	<i>Yes</i>	<i>Baseline 68.7%</i>	<i>Yes</i>
<i>SUMMARY 2 59%</i>	<i>57.1%</i>	<i>No</i>	<i>Baseline 57.1%</i>	<i>Maintained Data</i>



# Indicator 7:

## Outcome 2: Acquisition and Use of Knowledge and Skills

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>SUMMARY 1 66%</i>	<i>74.2%</i>	<i>Yes</i>	<i>Baseline 63.9%</i>	<i>Yes</i>
<i>SUMMARY 2 27%</i>	<i>27.7%</i>	<i>Yes</i>	<i>Baseline 24.9%</i>	<i>Yes</i>



# Indicator 7:

## Outcome 3: Appropriate Behavior

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>SUMMARY 1 73%</i>	<i>69.3%</i>	<i>No</i>	<i>Baseline 71.2%</i>	<i>No</i>
<i>SUMMARY 2 68%</i>	<i>66.6%</i>	<i>No</i>	<i>Baseline 65.7%</i>	<i>Yes</i>



# Indicator 8: Parent Involvement

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
38%	36%	No	30%(FY09) 27% (FY08)	Yes



# Monitoring Priority 2: Disproportionate Representation (DR)

- Indicator 9: DR of Racial and Ethnic Groups in Special Education and Related Services
- Indicator 10: DR of Racial and Ethnic Groups in Specific Disabilities

# *Indicator 9: Disproportionate Representation*

## *(Special Education/Related Services)*

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>0%</i>	<i>0%</i>	<i>Yes</i>	<i>0% (FY 09) 0% (FY08)</i>	<i>Maintained Data</i>





# Indicator 10: Disproportionate Representation (Specific Disability Categories)

<i>Target</i>	<i>Actual Data</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>0%</i>	<i>3.23%</i>	<i>No</i>	<i>1.07% (FY 09)</i> <i>1.08% (FY08)</i>	<i>No</i>



# Monitoring Priority 3: General Supervision

- Indicator 11: Timelines
- Indicator 12: Young Children Transition
- Indicator 13: Measureable Annual Goals/Transition
- Indicator 14: Post-School Outcomes

# Indicator 11: Timelines

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective FY07</i>	<i>Progress</i>
<i>100%</i>	<i>96%</i>	<i>No</i>	<i>94% (FY09) 89.13% (FY08)</i>	<i>Yes</i>



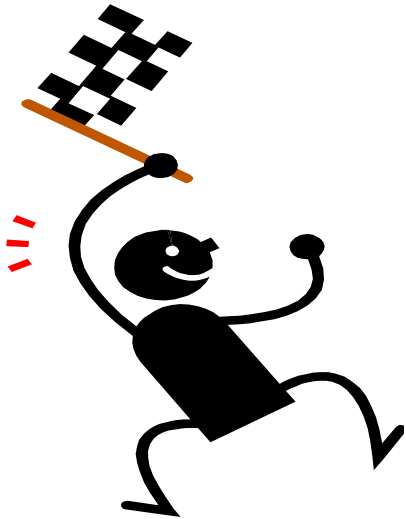
# Indicator 12: Young Children Transition

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>100%</i>	<i>98.3%</i>	<i>No</i>	<i>98% (FY09) 96.3% (FY08)</i>	<i>Yes</i>



***Indicator 13:  
Measurable Annual IEP  
Goals/Transition Outcomes***

***Reporting Baseline: 9.45%  
Preset Target: 100%***



# ***Indicator 14: Post-Secondary Outcomes***

## ***Reporting Baseline:***

**Enrolled in Higher Education: 27.23%**

**Enrolled in Higher Education or Competitively Employed: 51.46%**

**Enrolled in Higher Education or Other Postsecondary Education or Training Program; or Competitively Employed: 77.08%**



# Monitoring Priority 3: General Supervision

- Indicators 15: General Supervision
- Indicators 16: Complaint
- Indicators 17: Hearing
- Indicators 18: Resolution Sessions
- Indicators 19: Mediation
- Indicators 10: Timely/Accurate Data

# Indicator 15: General Supervision

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>100%</i>	<i>100%</i>	<i>Yes</i>	<i>99.96% (FY09)</i>	<i>Yes</i>





# Indicator 16: Complaints

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>100%</i>	<i>100%</i>	<i>Yes</i>	<i>100% (FY09)</i>	<i>Maintained</i>



# Indicator 17: Hearings

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>100%</i>	<i>100%</i>	<i>Yes</i>	<i>100% (FY09)</i>	<i>Maintained</i>



# Indicator 18: Resolutions

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>60-70%</i>	<i>52.5%</i>	<i>No</i>	<i>41.2% (FY09)</i>	<i>Yes</i>



# Indicator 19: Mediation

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>60-70%</i>	<i>68.9%</i>	<i>Yes</i>	<i>50.9% (FY09)</i>	<i>Yes</i>



# Indicator 20: Timely and Accurate

<i>Target FY 10</i>	<i>Actual Data FY 10</i>	<i>Target Met</i>	<i>Historical Perspective</i>	<i>Progress</i>
<i>100%</i>	<i>97.62</i>	<i>No</i>	<i>100% (FY09)</i>	<i>No</i>



# District Determinations

Section 616(d) of the Individuals with Disabilities Education Act (IDEA) requires that the U.S. Department of Education review each state's State Performance Plan (SPP) and Annual Performance Report (APR) and based on the information in the APR and any other public information, the USDOE will make an annual determination if the state: Meets Requirements; Needs Assistance; Needs Intervention; or Needs Substantial Intervention

# District Determinations

Each state is required to make determinations for each LEA annually using the same four categories in IDEA section 616(d)

Annual determinations consider performance on compliance indicators and performance on performance indicators

States are also required to use designated enforcement of actions for Needs Assistance, Needs Intervention, and Needs Substantial Intervention

# District Determinations

District Determinations are based on indicator data in each district's profile. In addition to indicator data, other factors are considered:

- Progress, over time, the district has made toward meeting State targets
- Focused Monitoring data, if applicable
- Activities documented in LEA Implementation Plans



# District Determinations

Superintendents and Special Education Directors are notified in March of their determination status. This date was selected in order to provide districts time to develop improvement activities and to incorporate those improvement activities into the LEA Implementation Plans for the next school year.

# Districts Determination Summary Report

## **FY07- (186 Districts)**

127 Districts- Meets Requirements (68.3%)

59 Districts- Needs Assistance (31.7%)

# Districts Determinations Summary Report

## **FY08- (186 Districts)**

149 Districts- Meets Requirements (80.1%)

37 Districts- Needs Assistance (19.9%)

# District Determinations Summary Report

## FY 09- (186 Districts)

142 Districts- Meets Requirements	(76.35%)
41 Districts- Needs Assistance	(22.04%)
3 Districts- Needs Intervention	(1.61%)

# District Determinations Summary Report

## FY 10- (188 Districts)

159 Districts- Meets Requirements (84.6%)

26 Districts- Needs Assistance (13.8%)

3 Districts- Needs Intervention (1.6%)

# District Determinations Summary Report

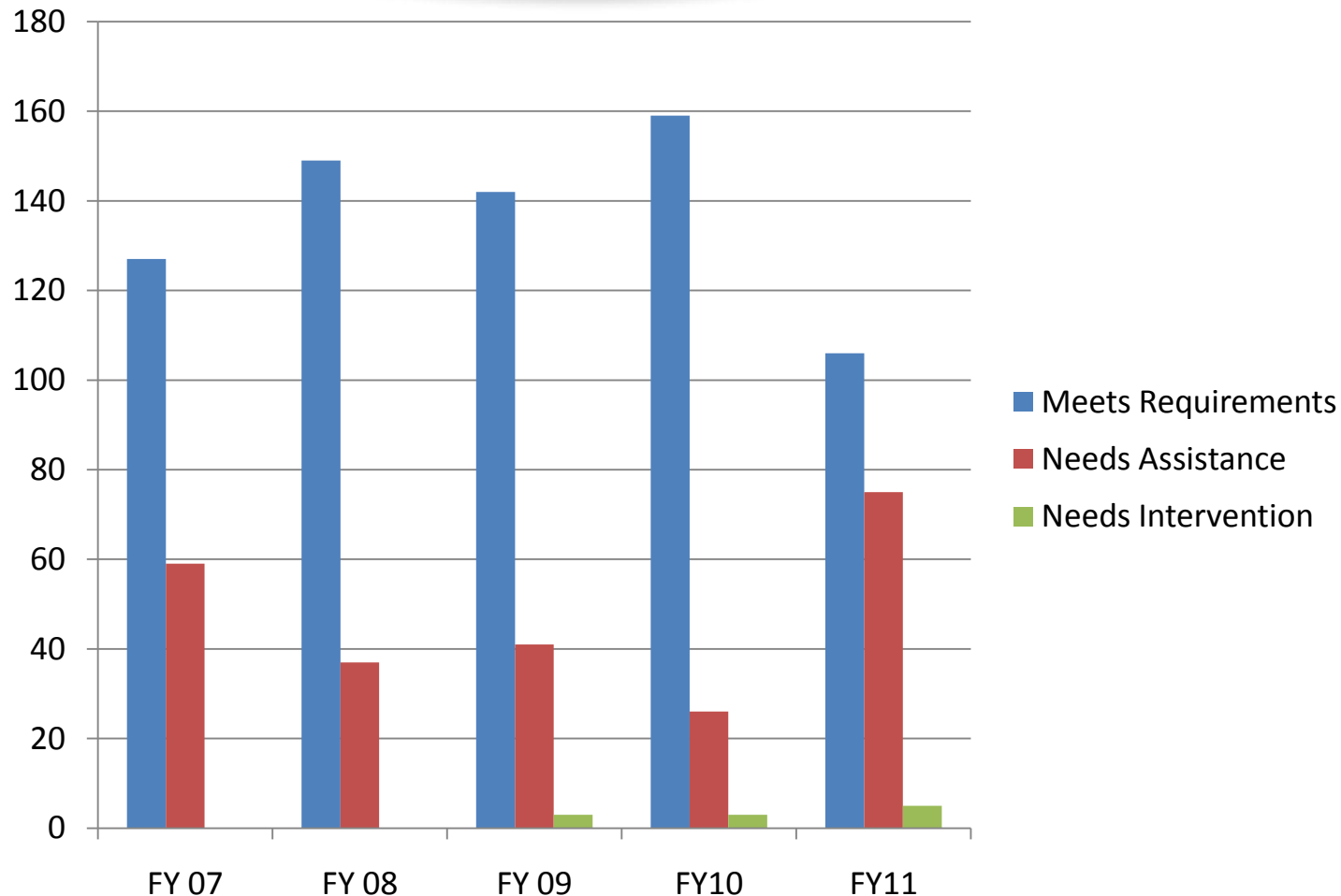
## FY 11- (186 Districts)

106 Districts- Meets Requirements (57.0%)

75 Districts- Needs Assistance (40.3%)

5 Districts- Needs Intervention (2.7%)

# District Determinations Summary Report



# Contact Information

Julie Moilanen, Program Manager for Compliance  
Georgia Department of Education  
Division for Special Education Services and Supports

1870 Twin Towers East

Atlanta, Georgia 30334

404-657-9952

404-844-8755

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

Website: [http://www.gadoe.org/ci\\_exceptional.aspx](http://www.gadoe.org/ci_exceptional.aspx)



**Debbie Gay, Director  
Division for Special Education Services  
and Supports**

**Julie Moilanen  
Compliance Program Manager**

**Elise Lynch,  
Program Specialist**