

# New SPP/APR Stakeholder Engagement and Data Requirements

October 26, 2020

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# Webinar Logistics

- Welcome and thank you for joining us
- We are recording this webinar
- Slides and recording from this presentation will be available on the IDEA Data Center (IDC) website
- All participants are muted
- Please type your questions in the chat box
- Please complete the online evaluation at the end of the webinar

# Where to Find Webinar Slides and Recording



3:00 PM on October 31, 2017 -- 4:00 PM on October 31, 2017

## Back-to-Basics on Part B Assessment—What You Need to Know About Indicator B3

Webinar | Online | Back to Basics

This webinar continued IDC's Back-to-Basics Webinar Series for new Part B state staff, staff with new indicator responsibilities, and those who want a refresher on ins-and-outs of the SPP/APR indicators and related Section 618 data collections. The webinar will focused on beginning level information on Indicator B3 (Assessment), including a review of B3's specific criteria and data sources; steps and calculations required to collect, analyze, and report Indicator B3 data; and any differences or similarities between Indicator B3 and the other indicators.

Expected outcomes of the webinar were that participants would gain a better understanding of Indicator B3 requirements to ensure high-quality data for SPP/APR reporting and increased knowledge about available resources and supports for understanding and reporting Indicator B3 data.

### Materials

Uploaded

**Back-to-Basics on Indicator B3**  
[FINAL B2B B3 Assessment Draft 9.26.17.pdf](#)

### Topics

State Performance Plan - SPP and Annual Performance Report - APR

Part B

618 Data



YouTube Recording

### PRESENTERS

Susan Hayes

Tiffany Boyd

# Agenda

- The SPP/APR: What we know
- Data changes to specific indicators
- Stakeholder engagement: Changes in requirements
- Next steps from IDC

# Participant Outcomes

Participants will

- Learn about changes in the data sources used for various indicators
- Gain an increased understanding of requirements for soliciting broad stakeholder input on the state's SPP/APR
- Learn how other states are thinking about preparing the data, considering options, and engaging stakeholders



# What We Know

## SPP/APR Materials for FFY 2019

- Instructions, measurement table, and templates are available
  - OSEP will soon release the optional SSIP template
- ED*Facts* Submission System (ESS) will open in late December
- States must discuss the effects of COVID-19 on each indicator
  - Impact on data completeness, validity, and reliability for the indicator
  - Explanation of how COVID-19 specifically affected the state's ability to collect the data for the indicator
  - Any steps the state took to mitigate the impact of COVID-19 on the data collection

## Other Key Points for FFY 2019

- SPP/APR is due February 1, 2021
  - SSIP (Indicator 17) for FFY 2019 is due April 1, 2021
- No targets are expected beyond FFY 2019
- State will not need to report data or narrative for Indicator 3 (Assessment) but state will have to submit Indicator 3



# SPP/APR Package for FFY 2020 Through FFY 2025 Is Final!

- US ED has released the final package found here:  
<https://sites.ed.gov/idea/grantees/#SPP-APR,FFY20-25-SPP-APR-Package>
- FFY 2020 SPP will be due February 1, 2022 and will include all 17 indicators with new targets and some new baselines

## SPP/APR Data

- SPP/APR to submit in Feb 2021 (FFY 2019)
  - Data from school year 2019–20 or, for indicators with lag data, 2018–19
  - Requirements from the current package that expired August 31, 2020
- SPP/APR to submit in Feb 2022 (FFY 2020)
  - Data from school year 2020-21 (*NOW!*), or for indicators with lag data, 2019-20
  - Requirements from the new package





# Data Changes to Specific Indicators

## No Changes in the Measurement Table

- **Indicator 7.** *Preschool outcomes*
- **Indicator 9.** *Disproportionate representation*
- **Indicator 10.** *Disproportionate representation in specific disability categories*
- **Indicator 11.** *Child find*
- **Indicator 12.** *Early childhood transition*
- **Indicator 15.** *Resolution sessions*
- **Indicator 16.** *Mediation*
- **Indicator 17.** *State systemic improvement plan (SSIP), except due date beginning in FFY 2020 is February 1 annually*



## Minimal Changes: Indicator 4. Suspension/Expulsion

State reports both minimum n and cell size requirements the state has set

## Question for the Panel

Although the indicators on the previous slides had minimal or no changes, are there any indicators for which you have questions or need clarification?

# The Changes: Indicator 1. Graduation

Must use same data as used under section 618 of IDEA

- FS 009–Exiting
- Measurement is the percentage of youth with IEPs (14-21) who exited special education due to graduating with a regular high school diploma/all youth with IEPs who left high school
- Data reported is lag data from the year before the reporting year
- Reporting on this indicator starts with FFY 20 using lag data from 2019-20
- New baseline will be required
- New targets will need to be developed

## Questions for the Panel—Indicator 1

- What will your state do to prepare for setting new baseline?
- What impact do you expect on the performance for Indicator 1?
- Do you have any overall concerns or unanswered questions about this indicator?



## The Changes: Indicator 2. Drop Out

- By FFY 2021, states must use the same Exiting data reported under Section 618 of the IDEA (*EDFacts* File Specification FS 009)
  - Option 2 is still in place for FFY 2020
- States must report a percentage using the number of youths with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youths with IEPs who left high school (ages 14-21) in the denominator
- Data reported is lag data from the year before the reporting year (for FFY 2020 use 2019-20 data)
- States using option 2—new baseline (by FFY 2021) will be required
- All states will need new targets

## Questions for the Panel—Indicator 2

- If you have been using option 2, when do you plan to change to option 1 (required by FFY 2021)?
- What impact do you expect on the state performance for this indicator?
- Do you have concerns or unanswered questions about this indicator?

## The Changes: Indicator 3. Assessment

- 3A Participation rates for children with IEPs
  - Use the same data reported to the Department under Title I of the Elementary and Secondary Education Act (ESEA): *EDFacts* File Specifications FS 185 and FS 188.
- 3B Proficiency rates for children with IEPs against grade-level academic achievement standards
  - Use the same data reported to the Department under Title I of the ESEA: *EDFacts* File Specifications FS 175 and FS 178
- 3C Proficiency rates for children with IEPs against alternate academic achievement standards
  - Use the same data reported to the Department under Title I of the ESEA: *EDFacts* File Specifications FS 175 and FS 178

## The Changes: Indicator 3. Assessment (cont.)

- 3D Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards
  - Use the same data reported to the Department under Title I of the ESEA: *EDFacts* File Specifications FS 175 and FS 178
- Provide data separately for each sub indicator for reading/language arts and math
- Calculate separately for each: 4th grade, 8th grade, and high school
- Data for baseline will be 20-21 (current school year)
- Provide new baselines for each sub indicator and grade (12 baselines)
- Provide new targets for each sub indicator and grade

## Questions for the Panel—Indicator 3

- Baseline data will come from this current school year. Have you thought about a process for setting targets without consistent historical data (due to COVID-19) and changes in reporting practices?
- What will be the impact on reporting the progress of local education agencies (LEAs) on each target?
- Do you have other thoughts, concerns, questions about this indicator?

## The Changes: Indicator 5. Educational Environments (School-Age)

- Percent of children with IEPs age 5 who are enrolled in kindergarten and ages 6 through 21 served in grade K through age 21
- States must report five-year-old children with disabilities who are enrolled in kindergarten in this indicator (*States include five-year-old children with disabilities who are enrolled in preschool programs in Indicator 6*)

## The Changes: Indicator 6. Preschool Environments

- Percent of children with IEPs ages 3, 4, and 5 who are enrolled in a preschool program
  - A. Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
  - B. Attending a separate special education class, separate school, or residential facility
  - C. Receiving special education and related services in the home
- States may choose to set one target that is inclusive of children ages 3, 4, and 5 or set individual targets for each age for each of the sub indicators

## Questions for the Panel—Indicators 5 and 6

- Indicator 6. Preschool Environments provides the option of separate targets for each age: 3, 4, and 5. Have you given any consideration to the advantages or disadvantages of developing separate targets for each age for each of the sub indicators?
- Have you thought about 6C Home environment? Is this a target that should show increase or decrease?
- Other questions, concerns, comments about indicators 5 and 6?



# The Changes: Indicator 8. Parent Involvement

- Response rate
  - Report the number of parents to whom the state distributed surveys and the number of respondent parents
  - States must compare the response rate for the reporting year to the response rate for the previous year (FFY 2020 SPP compare FFY 2020 response to FFY 2019 response rate)
    - Describe strategies the state will implement that are expected to increase the response rate, particularly for those groups that are underrepresented
  - The state also must analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of parents of children with disabilities

## The Changes: Indicator 8. Parent Involvement (cont.)

- Representativeness
  - Include in the state’s analysis the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services. States must consider race and ethnicity
  - Describe the metric used to determine representativeness (e.g., +/- 3% discrepancy in the proportion of responders compared to target group)
  - If data are not representative, describe the strategies to ensure that in the future the response data are representative of those demographics
  - Beginning with FFY 2021 (due Feb 1, 2023), include race/ethnicity in the analysis and at least one additional demographic: age, gender, geographic location or other category approved through stakeholder process

## Questions for the Panel—Indicator 8

- What are the challenges for states due to the revised requirements for response rate reporting and representative analysis?
- What are your questions or concerns?

## The Changes: Indicator 13. Secondary Transition

Indicator language changed to include

- ...a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority

## Questions for the Panel—Indicator 13

- Will this require a change in your collection instrument or process?
- Will you consider new baseline?
- What are your questions or concerns?

## The Changes: Indicator 14. Post-Secondary Outcomes

- Two choices remain for definition of competitive employment
- State must provide total number of targeted youth in the sample or census
- Response rate
  - State must compare the response rate for the reporting year to the response rate for the previous year
    - Describe strategies that the state will implement that are expected to increase the response rate, particularly for those groups that are underrepresented
  - The state also must analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross section of youth who are no longer in secondary school and had IEPs in effect at the time they left school

## The Changes: Indicator 14. Post-Secondary Outcomes (cont.)

- Beginning with the FFY 2021 SPP/APR, due Feb. 1, 2023, when reporting the extent to which the demographics of respondents are representative of the demographics of youth who are no longer in secondary school and had IEPs in effect at the time they left school
  - State must include race and ethnicity in its analysis
  - In addition, the State’s analysis must include at least one of the following demographics: disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process

## Questions for the Panel—Indicator 14

- What are the challenges to Indicator 14 for states?
- Are there questions or concerns you have about Indicator 14?



# Stakeholder Engagement: Changes in Requirements

# Stakeholder Involvement

- SPP must include the mechanisms for soliciting broad stakeholder input on the state’s targets in the SPP/APR and any subsequent revisions that the state has made to those targets and the development and implementation of Indicator 17
  - Number of parent members and a description of how the state engaged the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents in target setting, analyzing data, developing improvement strategies, and evaluating progress
  - Description of the activities the state conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for children and youth with disabilities

## Stakeholder Involvement (cont.)

- Stakeholder information also must include
  - The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress
  - 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
  - Detailed information about where OSEP can obtain documentation for completed activities

## Questions for the Panel—Stakeholder Engagement

- What challenges do you foresee with the revised requirements?
- Have you given any consideration to the documentation strategies that are required?
- Have you started planning for stakeholder engagement?
- What are your questions and concerns?



## Next Steps From IDC

## Next Steps from IDC

- Webinars each month about the SPP/APR
  - What topics do you want to dive deeply into?
- Ongoing SPP/APR Data Quality Peer Group
- Tools and resources
  - Revising some existing resources
  - Developing new tools and resources
- Individualized TA upon request
- SPP/APR reviews for FFY 2019 submission (due Feb 2021)

# Evaluation

The evaluation poll questions will appear to the right.

## Contact Us

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