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# Setting Baselines and Targets in a World of Questionable Data Quality

**March 25, 2021**

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Nancy O'Hara, IDC

Tony Ruggiero, IDC

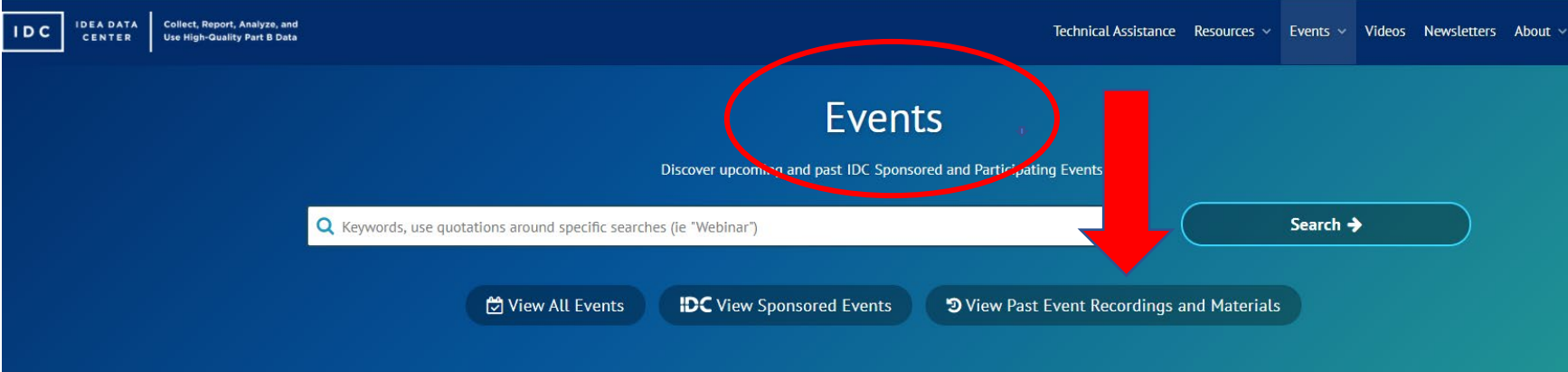
Cindy Brown, Delaware Department of Education

Jody Fields, Arkansas Division of Elementary and Secondary Education

# Webinar Logistics

- Welcome and thank you for joining us
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- Slides and recording from this presentation will be available on the IDC website
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# Where to Find Webinar Slides and Recording



The screenshot shows the IDC website's navigation menu with 'Events' circled in red. A red arrow points from the 'Events' menu to the search bar. Below the search bar are three buttons: 'View All Events', 'IDC View Sponsored Events', and 'View Past Event Recordings and Materials'. The main content area features a large graphic with the letters 'B' and 'B' and a section titled 'Missed Any of Our Back-to-Basics Webinars?' with a paragraph of text. To the right, there is a section titled 'Upcoming Events' with a list of three events.

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### Upcoming Events

NOV 30	NRCEC 2020
JAN 21	The Division for Early Childhood's 36th Annual International Conference
OCT 27	CADRE's 8th National Symposium on Dispute Resolution in Special Education

# Where to Find Webinar Slides and Recording

3:00 PM - 4:00 PM on December 3, 2020

## Writing an Effective FFY 2019 State Performance Plan/Annual Performance Report

Webinar | Online

Experienced IDC staff guided states through the process of State Performance Plan/Annual Performance Report writing. Presenters detailed guidance OSEP provided for the reporting process and drew upon their years of experience to provide helpful tips that have proven effective for other states. Participants also heard about common issues or pitfalls in report writing and how to find solutions prior to submitting their reports. Presenters shared effective and complete writing samples along with less effective samples. Staff from North Carolina shared the state's writing experiences and lessons learned.

### Materials

Uploaded

Writing an Effective FFY2019 State Performance Plan with data PDF

### Topics

State Performance Plan - SPP and Annual Performance Report - APR



YouTube Recording!

### PRESENTERS

Nancy O'Hara

Chris Thacker

### EVENT LOCATION

United States

# Presenters

Nancy O'Hara, IDC

Tony Ruggiero, IDC

Cindy Brown, Delaware Department of Education

Jody Fields, Arkansas Division of Elementary & Secondary Education

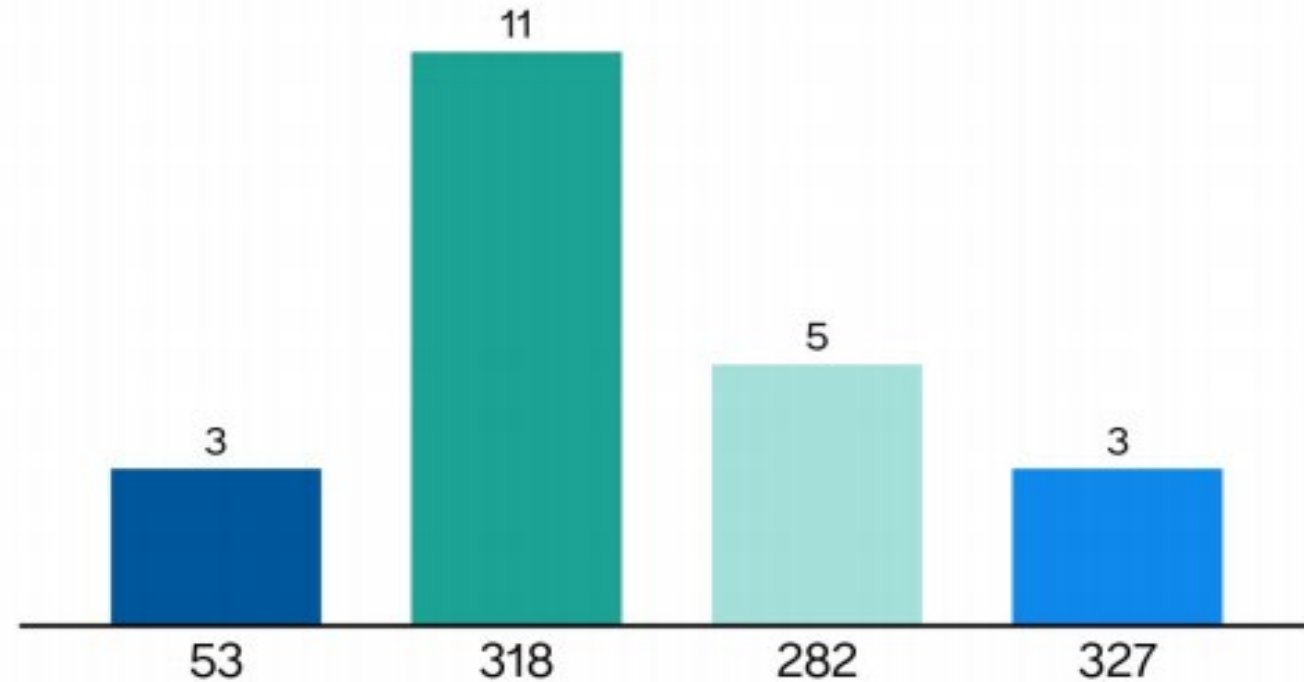
# Agenda

- Overview of baseline requirements and considerations
- Target setting requirements and considerations
- Delaware's approach to baseline and target setting
- Arkansas's approach to baseline and target setting

# Participant Outcomes

- Increased understanding of the requirements for setting baselines and targets
- Increased knowledge of various methods and strategies for setting baselines, as appropriate, and targets
- Increased knowledge of how other states are addressing COVID-related data quality issues that affect baseline and target setting

# Question: How many targets will you be including in your FFY SPP/APR?





# Overview of Baseline Requirements and Considerations

## What Are the Baseline Requirements?

- States must indicate a baseline year for each indicator
- States are permitted to revise baseline data
  - If revising, must provide an explanation for the revision (see SPP/APR instructions)
- OSEP expects that states would revise baseline data when there is a change in methodology or data source for the indicator that affects comparability of the data

## Do You Need a New Baseline?

- Some indicators will require a new baseline because the requirement or the way the indicator is measured has changed
  - Examples include Indicator 1 Graduation, Indicator 2 Dropout (at least by FFY 21 for states using option 2), Indicator B3 a, b, c, d (3a may not need to change since it is former 3b), Indicator B6c (and maybe 6a and 6b if state decides to set targets by age)
- Other indicators have minor changes to requirements that may affect how states operationalize data collection and analysis and could result in new baseline
  - Examples include Indicator B4 (including both n and cell size), Indicators B5, B9 and B10 due to inclusion of 5-year olds enrolled in kindergarten), Indicator B13 (due to inclusion of pre-employment transition services)

# 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

# What Strategies May I Use for Baseline Selection?

- You must select a particular reporting year data
- You could
  - Use the most recent year of data available
  - Consider going back and recalculating previous years of data based on the new way of measuring to see data trends and select earlier year
  - Understand that some data are so affected, you may have to change baseline multiple times in future years when data stabilizes

# Overview of Target Setting Requirements and Considerations

## What Do We Know?

- States must set targets for SPP/APR indicators through FFY 2025
  - Indicators B1 through B17
  - Covering the years of the SPP/APR (FFY 2020 through FFY 2025)
  - FFY 2025 targets must reflect improvement over the baseline data
- States must describe the stakeholder input process



# What Are the Types of Targets?

- Compliance indicators have required targets of 0% or 100%
  - Indicators B4b, B9, B10, B11, B12, B13
- States set targets for results indicators with the advice of stakeholders, and targets must show improvement over baseline
  - Indicators B1, B2, B3, B4a, B5, B6, B7, B8, B14, B17



# Requirements for Results Targets

- Must be rigorous yet achievable
- Must show improvement over baseline
- Must be set with the advice of stakeholders

# What Challenges Have COVID-19 Closures Created?

- How complete are your data?
- How accurate are your data?
- What other data quality issues are there with your SPP/APR data?

# 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

# Target Setting Methods: Eyeball Method

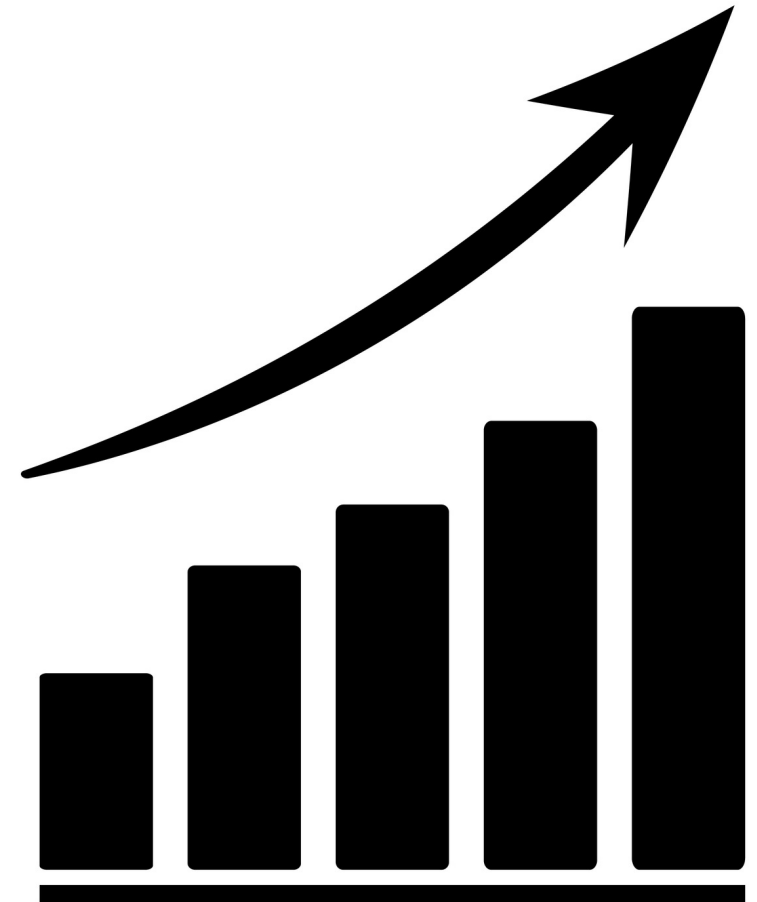


## Eyeball method

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



# 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

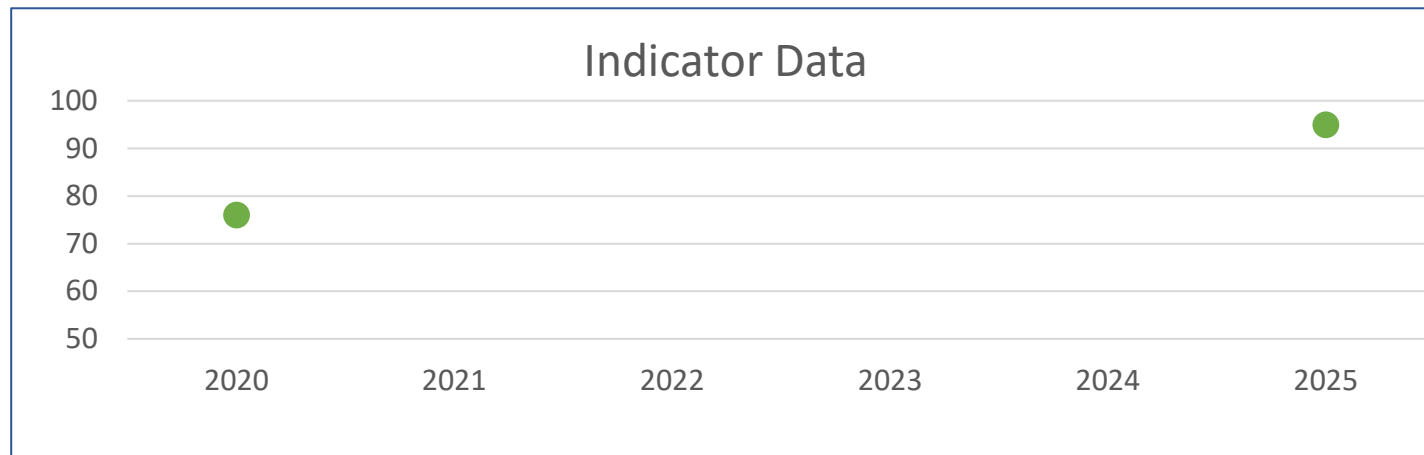
- Figure average growth/change from year to year and add to the current data

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

# 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/>

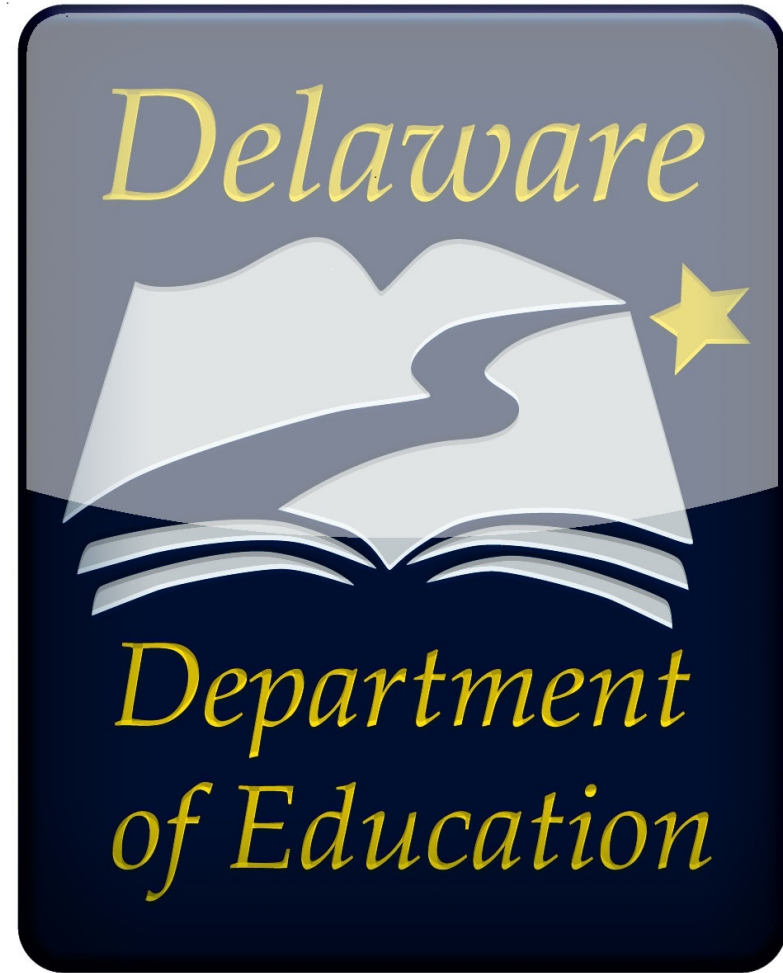
## Things to Remember

- Targets may remain the same several years in a row
- Targets must show improvement over baseline in the end (except for the few OSEP has specifically said are not required to show improvement)

# What Information Do States Share With Stakeholders?

- The data
  - Historical
  - Current
  - Disaggregated analyses available by various demographics
  - Analysis or reasons for meeting or exceeding targets
  - Initiatives in the state that may affect the data
- Proposed targets presented with rationale and multiple options for feedback

Delaware





# Setting Targets for Delaware: Indicator B6 Stakeholder Engagement

# Who Are the Stakeholders?

- Local school district administrators
- Families of children with disabilities
- Parent Training and Information Center (PTI)
- Advocacy organizations
- State Advisory Panel (SAP)
- Other state agency staff
- School district personnel
- Childcare providers
- Head Start personnel
- Institutions of higher education (IHE) members

# How Do States Engage Stakeholders?

- Report to and seek input from the SAP
- Form committees around groups of indicators to gather input and report regularly
- Gather feedback and input from organizational meetings of groups such as
  - Superintendents and/or school administrators
  - Special education administrators
  - Teacher organizations and unions
- Gather input from families through surveys or focus groups



## Delaware Inclusion Efforts

- Development and implementation of Early Childhood Inclusion Committee (ECIC)—created from the Expanding Inclusive Opportunities Project/ECTA Center
- Early Childhood Inclusion Guidance Document
- Self-assessment of state and local districts
- Statewide monthly and quarterly meetings with district special education directors and staff
- Itinerant Teacher Community of Practice (monthly) (increase in the employment of itinerant teachers)
- Child Care and Development Fund (CCDF) Inclusion Specialist Grant





# Setting the Stage With the Early Childhood Inclusion Committee

- Understanding preschool educational environments
- Understanding the importance of preschool educational environment data
- Review least restrictive environment (LRE) decision tree
- A look at Delaware's LRE data

## Resources Delaware Used

Slides for our presentations came from

- *“What it Takes to Improve Preschool Environments Data,”* IDC
- *A “How To” Webinar – Setting SPP/APR Targets,* IDC



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
U.S. DEPARTMENT OF EDUCATION

**POLICY STATEMENT ON  
INCLUSION OF CHILDREN WITH DISABILITIES IN  
EARLY CHILDHOOD PROGRAMS**

September 14, 2015

**PURPOSE**

The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.<sup>1</sup>

It is the Departments' position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. This joint ED and HHS policy statement aims to advance this position by:

- Setting an expectation for high-quality inclusion in early childhood programs;
- Increasing public understanding of the science that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs;
- Highlighting the legal foundations supporting inclusion in high-quality early childhood programs;
- Providing recommendations to States, LEAs, schools, and early childhood programs for increasing inclusive early learning opportunities for all children; and
- Identifying free resources for States, programs, early childhood personnel<sup>2</sup>, and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs.

Though this policy statement focuses on including young children with disabilities in early childhood programs, it is our shared vision that all people be meaningfully included in all facets of society

## Background

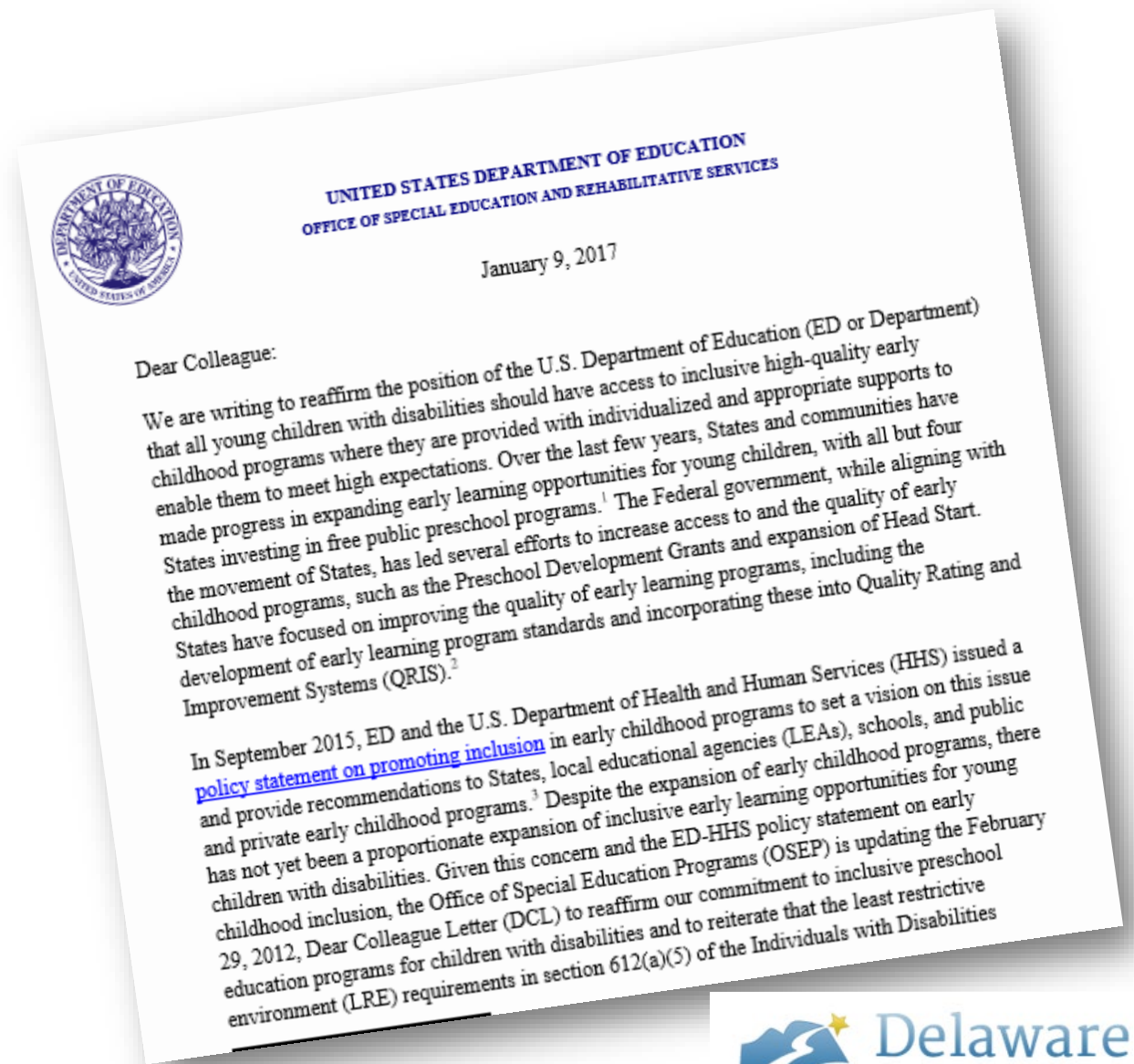
# Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs: U.S. Departments of Education and Health and Human Services



# Background (cont.)

## Office of Special Education (OSEP)

### Dear Colleague Letter on Preschool Least Restrictive Environment (LRE)



# Data Quality Questions for Preschool Educational Environments

- What are your state's challenges around this data collection?
- What are your state's solutions to the data quality issues your state identified?
- What type of plan, if any, does your state have around the communication and training of your districts?

# How Did We Get Started?

## Review Previous APRs

- What year was baseline last indicated?
- What were the baseline data?
- Are we still using the same method or process for collecting, analyzing, and reporting data as our state used for baseline?
- How did our state calculate targets previously?

## What Is Next?

- Review the data since baseline
- What were the targets?
- Did the state meet the targets?
- How much progress did they make?
- What are the data now in relation to target and baseline?

## What Else Is Going on With This Indicator?

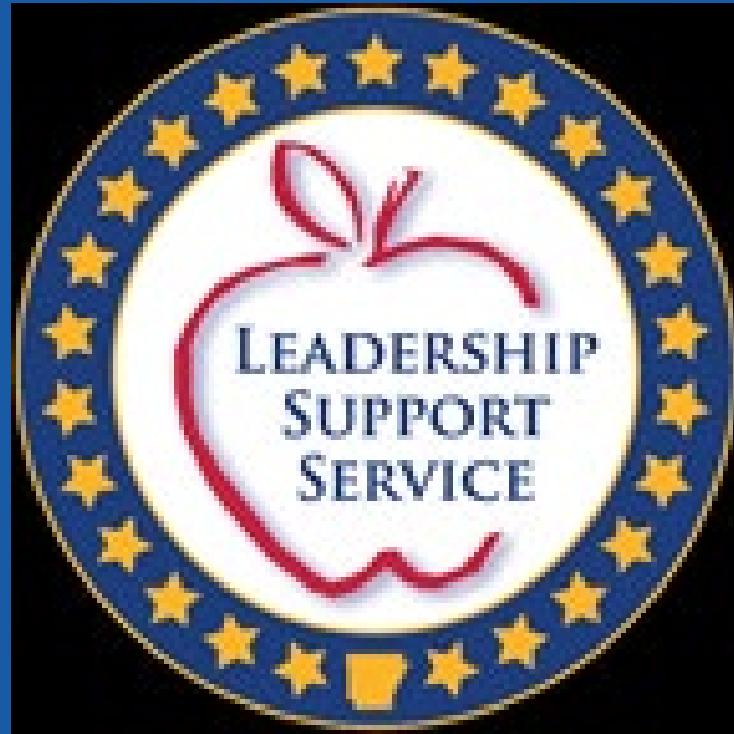
- Are there state initiatives that will affect these indicator data?
- Where are we in implementation of any initiatives or evidence-based practices (EBP) that will impact these data?
- What reasons, if any, indicate the current trend will change?



# Questions

- Any questions for Delaware?

# Arkansas



# Arkansas Target Setting Strategies for Graduation and Drop Out

- Keep the target growth the same as previous – *Every Student Succeeds Act (ESSA)*
- Average year-to-year difference
- Four-year moving average
- Standard deviation
- Forecasting

# Arkansas Target Setting for Indicator 1: Graduation

SFY	Historical	ESSA Target(.81)	AVG Diff (.79)	Moving Avg.	Forecasting	SD (.498)
2015	84.53					
2016	86.44					
2017	87.15					
2018	87.56					
2019	87.83	86.72	87.83	87.25	87.83	87.83
2020	90.86	87.53	88.62	88.35	89.02	88.33
2021		88.34	89.41	87.51	89.75	88.82
2022		89.15	90.20	88.75	90.48	89.32
2023		89.96	90.99	88.73	91.21	89.82
2024		90.77	91.78	89.04	91.94	90.32
2025		91.58	92.57	88.33	92.67	90.82
2026		92.39	93.36	88.28	93.41	91.31

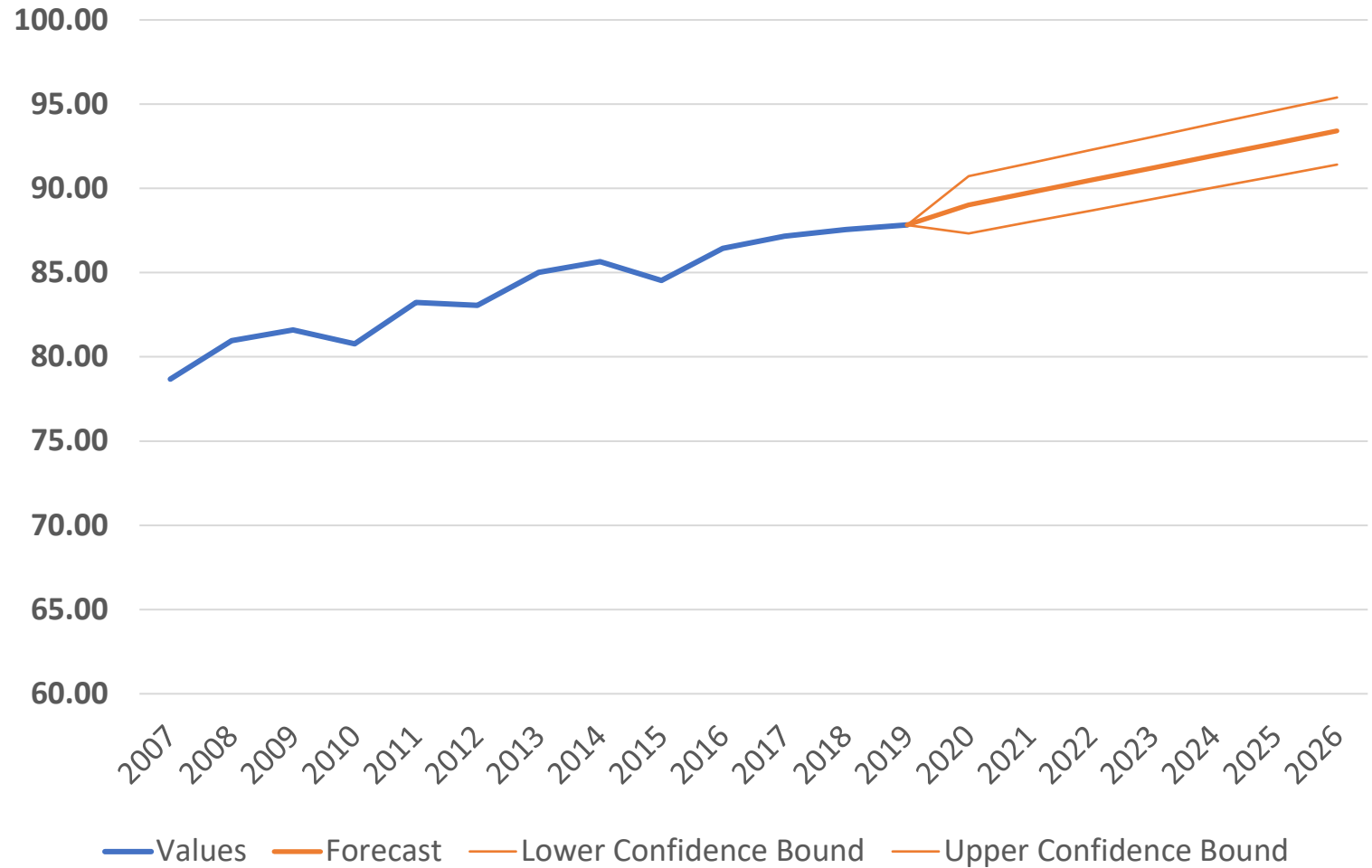
# Forecasting in Excel

The screenshot shows the Microsoft Excel interface with the 'Data' tab selected. The 'Forecast Sheet' button is highlighted in the 'Forecast' group. A dialog box titled 'Create Forecast Worksheet' is open, displaying a line chart. The chart shows historical data from 2006 to 2018 (blue line) and a forecast from 2019 to 2025 (orange lines). The forecast includes a central forecast line and two confidence bounds (Lower and Upper). The 'Forecast End' is set to 2,025. The 'Create' button is highlighted.

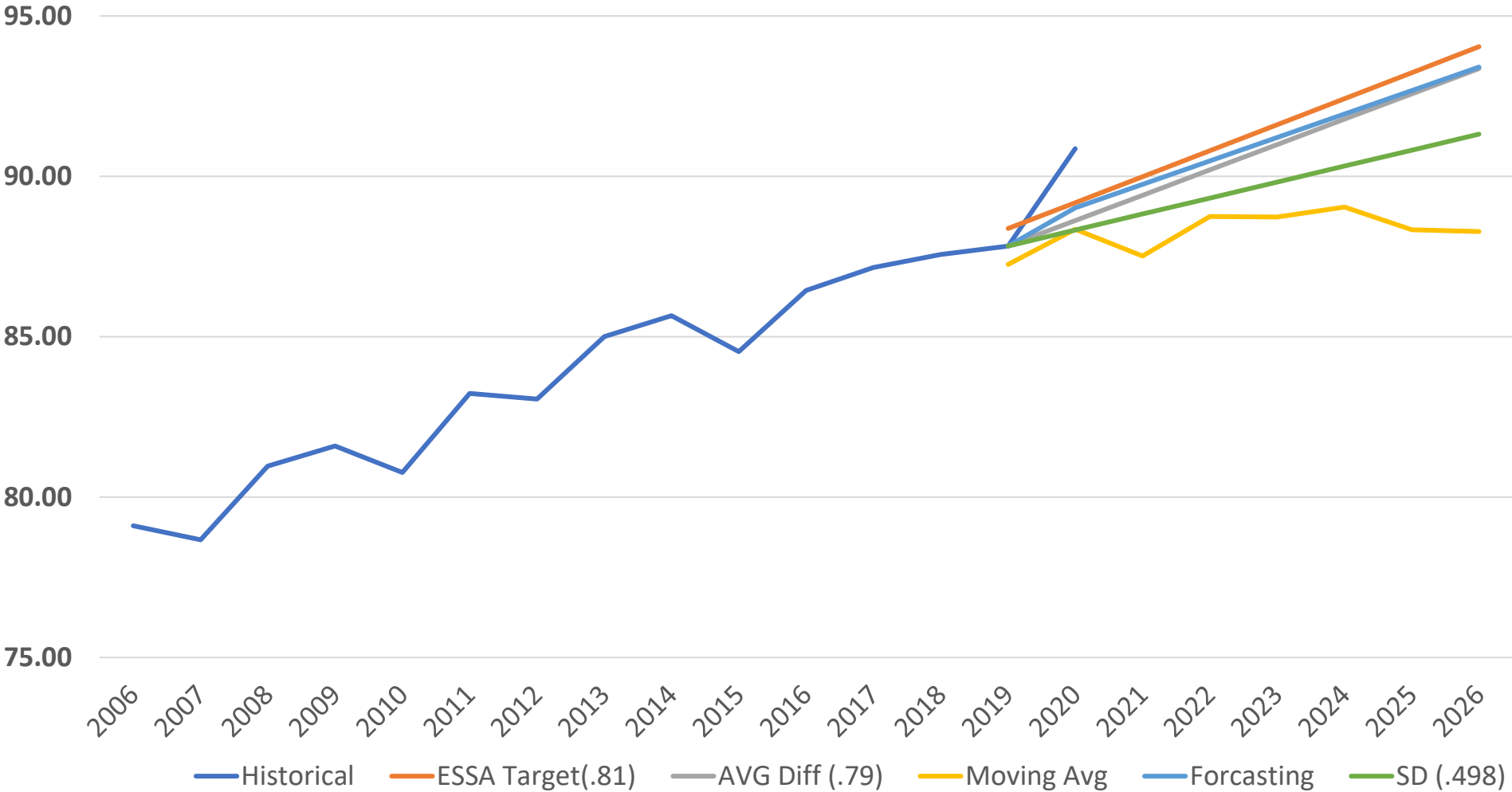
Year	Value
2006	79.11
2007	78.67
2008	80.96
2009	81.60
2010	80.76
2011	83.23
2012	83.05
2013	85.01
2014	85.65
2015	84.53
2016	86.44
2017	87.15
2018	87.56
2019	87.83
2020	90.86
2021	
2022	
2023	
2024	
2025	

# Forecasting in Excel (cont.)

Timeline	Values	Forecast	Lower Confidence Bound	Upper Confidence Bound
2006	79.11			
2007	78.67			
2008	80.96			
2009	81.60			
2010	80.76			
2011	83.23			
2012	83.05			
2013	85.01			
2014	85.65			
2015	84.53			
2016	86.44			
2017	87.15			
2018	87.56			
2019	87.83	87.83	87.83	87.83
2020		89.67	88.46	90.87
2021		89.83	88.63	91.04
2022		90.33	89.12	91.53
2023		91.85	90.63	93.06
2024		92.01	90.80	93.23
2025		92.50	91.29	93.72



# Arkansas' Projected Graduation Percentages by Methodology



# Arkansas Target Setting for Indicator 2: Drop Out

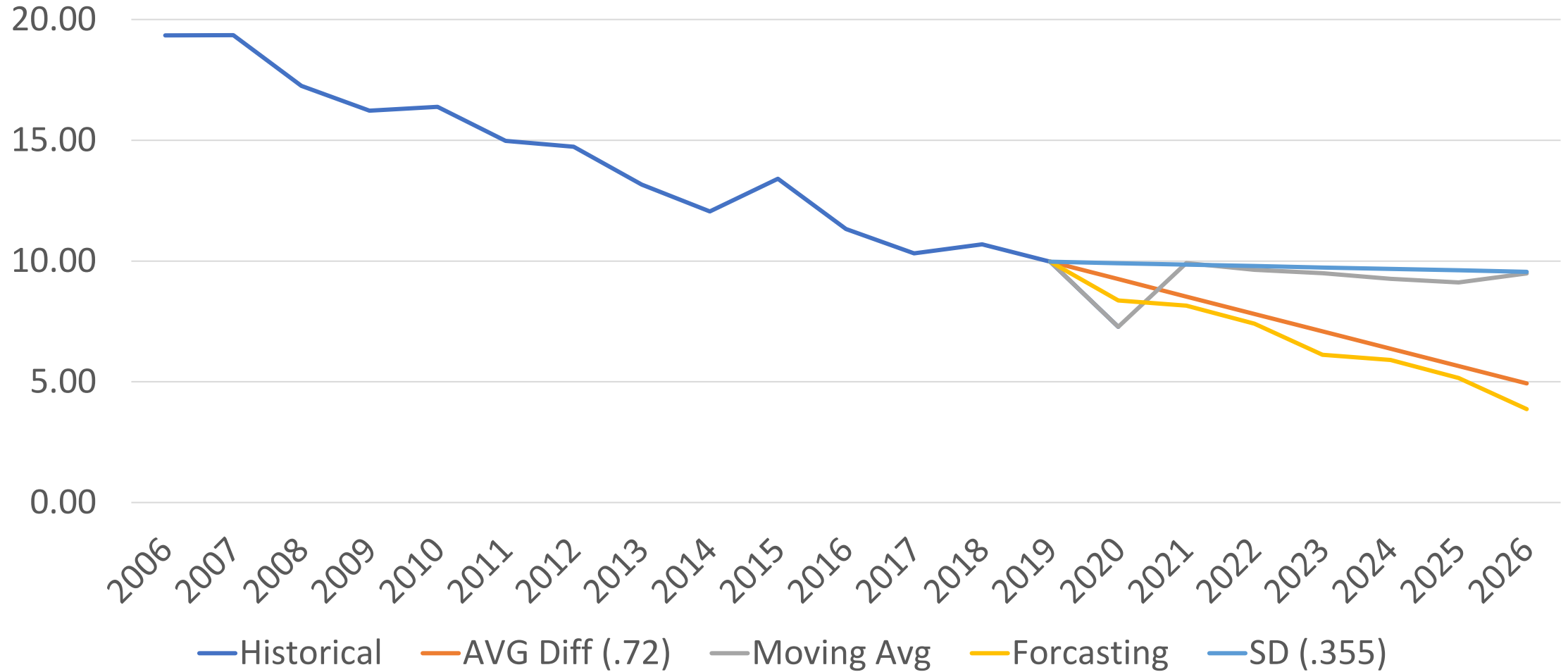
- Previous targets were based on Common Core of Data not 618
- Previous targets were set using a 4-year moving average
- Changing to 618 Exiting data is new for Arkansas
- There is no ESSA target for Drop Out



# Arkansas' Projected Drop Out Percentages by Methodology

SFY	Historical	AVG Diff (.72)	Moving Avg.	Forecasting	SD (.355)
2015	13.41				
2016	11.33				
2017	10.32				
2018	10.69				
2019	9.97	9.97	9.97	9.97	9.97
2020	7.28	9.25	7.28	8.37	9.91
2021		8.53	9.92	8.15	9.85
2022		7.81	9.64	7.40	9.79
2023		7.09	9.50	6.12	9.73
2024		6.37	9.26	5.90	9.67
2025		5.65	9.12	5.15	9.62
2026		4.93	9.49	3.87	9.56

# Arkansas Projected Drop Out Percentages



# Questions for Arkansas?

Would you recommend forecasting with any other indicators?

When you do SD, is that 1.0 SD? In other words, are you assuming that your state will make 1.0 SD improvement every year?

# Other questions for any of the speakers?

Forecasting

Question: What was your “aha” moment of the day?

forecasting  
forecasting tool  
comparison of methods

## Some IDC Resources

- [FFY 2020–25 Part B SPP/APR Changes at a Glance](#)
- [FFY 2020–2025 SPP/APR Stakeholder Requirements](#)
- Previous IDC webinar on target setting: A “How-To” Webinar: Setting SPP/APR Targets (<https://ideadata.org/events/event/2084/a-how-to-webinar-setting-sppapr-targets>)
- What It Takes to Improve Preschool Environments Data ([https://ideadata.org/sites/default/files/media/documents/2020-08/F\\_VSS.pdf](https://ideadata.org/sites/default/files/media/documents/2020-08/F_VSS.pdf) )

## Resources From OSEP

- [OSEP SPP/APR Universal Technical Assistance for FFY 2020-2025](#)
- [State Performance Plan/Annual Performance Report](#)

## Contact Us

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