



INTERACTIVE INSTITUTES **2022**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Mastering the Juggling Act of Writing a High-Quality SPP/APR

June 21–23, 2022



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



Presenters



Nashville, TN - June 6–7, 2022

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Virtual - June 21–23, 2022

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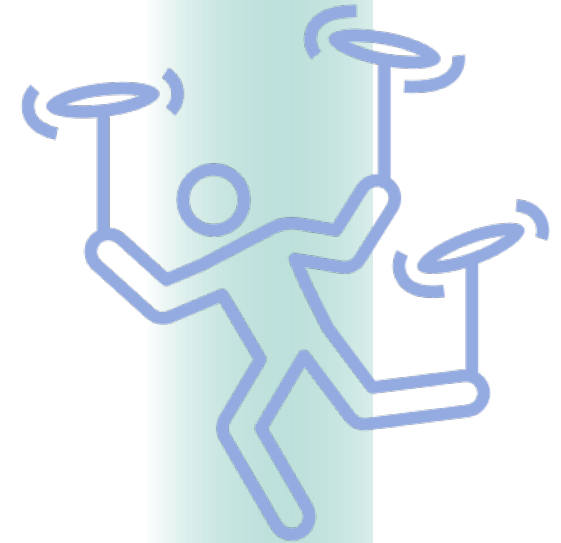


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Agenda

- SPP/APR overview
- Key SPP/APR requirements and tips for writing a high-quality SPP/APR
- Group discussions
- Activity: Evaluating SPP/APR narratives



SPP/APR Overview



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What Is the SPP/APR?

- The *Individuals with Disabilities Education Act* (IDEA) requires each state to develop a State Performance Plan/Annual Performance Report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation
- The SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of IDEA

How Is the SPP/APR Used?

- For states: OSEP uses the SPP/APR to issue annual determinations of state performance in one of four categories
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention
- For LEAs: States use the SPP/APR to
 - Issue LEA determinations (using same four determination categories above)
 - Report on the progress of each LEA against the targets of the state

Structure of the SPP/APR

- **Introduction**
 - Executive summary (optional)
 - Number of LEAs
 - General supervision system
 - Technical assistance system
 - Professional development system
 - Stakeholder involvement
 - Reporting to the public
- **SPP/APR Indicators 1–16**
 - Historical data
 - Targets
 - Stakeholder engagement
 - Reporting period data
- **State Systemic Improvement Plan (SSIP)**
 - Section A: Data Analysis
 - Section B: Implementation, Analysis, and Evaluation
 - Section C: Stakeholder Engagement

SPP/APR Indicators

- **Indicator 1:** Graduation
- **Indicator 2:** Dropout
- **Indicator 3:** Assessment
- **Indicator 4:** Suspension and Expulsion*
- **Indicator 5:** Educational Environments
- **Indicator 6:** Preschool Environments
- **Indicator 7:** Preschool Outcomes
- **Indicator 8:** Parent Involvement
- **Indicator 9:** Disproportionate Representation
- **Indicator 10:** Disproportionate Representation in Specific Disability Categories
- **Indicator 11:** Child Find
- **Indicator 12:** Early Childhood Transition
- **Indicator 13:** Secondary Transition
- **Indicator 14:** Post-School Outcomes
- **Indicator 15:** Resolution Sessions
- **Indicator 16:** Mediation
- **Indicator 17:** State Systemic Improvement Plan (SSIP)

Key SPP/APR Requirements and Tips

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Targets

- Results indicators (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17)
 - States set targets
 - Targets should reflect improvement over baseline data in the final year of the package, aside from the following instances
 - Indicator 3A – If the baseline data in the final year of the package is at least 95%
 - Indicators 15 and 16 – No specific threshold and may be set in a range
 - For Indicator 17, states can set a growth target

Targets (cont.)

- Compliance indicators (4B, 9, 10, 11, 12, and 13)
 - OSEP sets targets
 - Targets are either 0% or 100%
- Stakeholder engagement
 - Engage stakeholders in
 - Setting targets for results indicators
 - Analyzing data
 - Identifying improvement strategies
 - Evaluating progress
 - When considering revising targets, states should engage stakeholders

Group Discussion

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Setting Targets—Do's and Don'ts



Do

- Review longitudinal data to inform target setting
- Verify the year of data the state is using for indicators (e.g., Indicators 1, 2, and 4 are lagged 1 year)
- Ensure the final year's target reflects improvement over the baseline*
- Establish targets that are both rigorous and achievable

Don't

- Change targets without stakeholder input
- Leave targets blank in the *EDFacts Metadata and Process System* (EMAPS) SPP/APR tool
- Establish targets that are unattainable (e.g., setting target for Indicator 5A at 100%)

Baselines

- Can use as a measuring stick to measure improvement or progress and establish targets
- Should update when there is a change that affects comparability of data, particularly related to
 - Data source
 - Methodology
- Must explain changes to baselines

Group Discussion



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Setting Baselines—Do's and Don'ts

Do

- Revise baselines when there are changes to data sources and methodologies
- Clearly articulate the reason for the baseline change
- Ensure targets are aligned so that results indicator targets show improvement over baselines in the final year of package*

Don't

- Change baselines arbitrarily without clear, justifiable reasons
- Select baselines at random
- Create baselines

Slippage

- Worsening of data from previous year to the current reporting year **and** failure to meet the indicator target
- Slippage thresholds established based on the size of the indicator percentage
 - Large percentage (10% or above): worsening of more than 1 percentage point **and** failure to meet target
 - Small percentage (less than 10%): worsening of more than 0.1 percentage point **and** failure to meet target

Group Discussion



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Responding to Slippage—Do's and Don'ts



Do

- Demonstrate that the state has thoroughly reviewed data to determine reason for slippage
- Provide details about how the state investigated the data and its findings
- Address the question being asked—nothing less, nothing more

Don't

- Use generic language about how the state reviews data broadly
- Write how the state will review data to determine the cause of slippage
- Describe steps the state will take to address the slippage instead of the reasons for slippage

Public Reporting

- Demonstrate how the state reported data to the public on the following
 - SPP/APR introduction
 - How and where the state reported to the public on the performance of each LEA on the targets in the prior year’s SPP/APR within 120 days of submission of the prior SPP/APR (34 CFR §300.602(b)(1)(i)(A))
 - Description of where a complete copy of the prior year’s SPP/APR is available on the website
 - Indicator 3
 - Link to the page(s) where the state provides public reports of assessment results for the current reporting period

Public Reporting (cont.)

- For public reporting of assessment data, in accordance with 34 CFR §300.160(f), states must
 - Report with the same frequency and detail as it reports on students without disabilities (e.g., state level, LEA level, school level)
 - Number of students with disabilities participating in regular assessments (with and without accommodations)
 - Number of students with disabilities participating in alternate assessments
 - Performance results of students with disabilities on regular assessments and alternate assessments compared with the achievement of all students, including students with disabilities

Group Discussion



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Public Reporting—Do's and Don'ts



Do

- Ensure that all required data are accurate and posted on the state website within the requisite timeline
- Verify the links to data are live and correctly entered into the SPP/APR for the correct reporting periods
- Compile assessment data with the appropriate level of detail and necessary data elements
- Suppress data as appropriate, based on state policies

Don't

- Assume state report cards or accountability systems will have the necessary level of detail to meet assessment public reporting requirements
- Copy and paste the links provided in prior SPP/APR submissions without verifying if they are still accurate
- Publicly report data with small cell or n-sizes or in any way that could violate confidentiality

Correction of Noncompliance

- LEAs must complete correction of noncompliance for compliance indicators (and Indicator 4A) with findings of noncompliance
- States complete two “prongs” of review to verify correction of noncompliance
 - Prong 1: Describe how the state verified that each individual case of noncompliance was corrected
 - Prong 2: Describe how the state verified that the source of the noncompliance is correctly implementing regulatory requirements
- States can report findings of noncompliance at the individual case level (student records) or source level (LEA or educational unit)

Group Discussion



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Correction of Noncompliance—Do's and Don'ts

Do

- Report the state's completed activities to address individual cases of noncompliance and the source of noncompliance
- Provide language that is specific to the records of noncompliance and/or LEAs with noncompliance
- Articulate correction of noncompliance in accordance with the OSEP Memo 09-02 language

Don't

- Provide “boilerplate” language of what the state's processes are for correcting noncompliance are
- Use future tense (e.g., the state will review records to determine compliance)
- Go beyond the question being asked
- Include information about individual cases of noncompliance when verifying whether sources of noncompliance are correctly implementing regulatory requirements, and vice versa

Response Rates and Nonresponse Bias (Indicators 8 and 14)

- Compare response rate for the reporting year to the response rate for the previous year
- 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 responders
- Describe the metric used to ensure representativeness
- Analyze the demographics of those responding, and if they are not representative, describe strategies to ensure future representativeness

Group Discussion



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Response Rates and Nonresponse Bias— Do's and Don'ts

Do

- Provide data to analyze responses by subgroups, including race and ethnicity and at least one other demographic
- Apply the metric you used to ensure representativeness
- Include strategies if you determine responses are not representative
- Describe how you identified potential nonresponse bias and steps taken to address nonresponse bias

Don't

- Identify discrepancies that indicate the responses were not representative and then answer “yes” to representativeness
- Fail to address whether the response group was representative
- Omit steps to address potential nonresponse bias even if bias was not identified

Activity: Evaluating SPP/APR Narratives



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Resources

- [*SPP/APR Resources at A Glance*](#) (IDEA Data Center)
- [SPP/APR Instructions](#) (OSEP)
- [SPP/APR Measurement Table](#) (OSEP)
- [Historical SPP/APR and SPP/APR Letters](#) (OSEP)

Contact Us



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What actions will you take to commit to being a Data Quality Influencer?



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For More Information



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