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IDC Interactive Institutes 2018
Building a Culture of High-Quality Part B Data

It's All About the Data: Keys to Creating a Robust & Succinct SSIP Report

Orlando, FL – February 21-22, 2018
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Austin, TX – March 7-8, 2018
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Objectives

- Overview of the requirements for Indicator B-17

- Answer some frequently asked questions about the upcoming SSIP submission (Phase III, Year 2)

- Provide some writing tips/helpful hints

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SSIP Purpose

Multi-year, ambitious yet achievable plan that:

- Increases capacity of EIS programs/LEAs to implement, scale up, and sustain evidence-based practices

- Improves educational outcomes/results for children and youth with disabilities

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Why SSIP? Why Now?

- For over 30 years, there has been a strong focus on regulatory compliance with the IDEA and Federal regulations for early intervention and special education

    - As a result, compliance has improved, but results have not!

- The current environment is characterized by high levels of accountability for performance of all children and youth

    - There are numerous initiatives that target improved results

    - Let's build on these initiatives

SSIP Activities by Phase

Year 1 - FFY 2013 Delivered by Feb 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	**Phase II Plan**	**Phase III Evaluation**

• Data Analysis;
 • Infrastructure Analysis;
 • State-identified measurable result;
 • Coherent Improvement Strategies;
 • Theory of Action
	• Multi-year plan addressing
	  • Infrastructure Development;
	  • Support EIS Program/LEA in Implementing Evidence-Based Practices;
	  • Evaluation Plan
		• Reporting on progress including
		  • Results of Ongoing Evaluation
		  • Extent of Progress
		 • Revisions to the SPP

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Quick Check-In With the Room

- Who has been involved since the beginning with Phase I?

- Who has been involved since Phase II?

- Who began work with the SSIP last year?

- Who started SSIP work in the past year?

- Who has never been involved in the State's SSIP work?

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SSIP: The Basics

SSIP process includes

- Analyzing and Focusing

- Investigating

- Planning and Doing

- Evaluating

SSIP Phase III

- *Evaluation* of progress annually
- Adjust plan as needed

SSIP Phase I

- Initiate *Data Analysis*
- Conduct broad *Infrastructure Analysis*
- Identify problem area

How well is the solution working?

What is the problem?

SSIP

What shall we do about it?

Why is it happening?

SSIP Phase I and II

- Search/evaluate evidence-based solutions (Exploration Phase)
- Develop action steps (address barriers/use leverage points)
- Develop *Theory of Action*
- Develop *Plan for Improvement* (Implementation Framework)

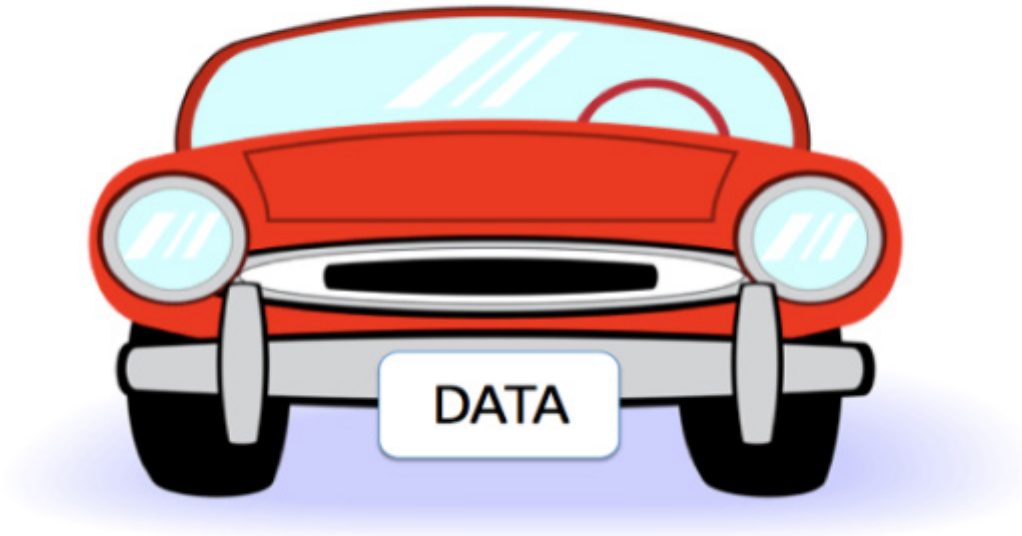**SSIP Phase I**

- Conduct root cause analysis (including infrastructure) to identify contributing factors
- For each contributing factor, identify both barriers and leverage points for improvement
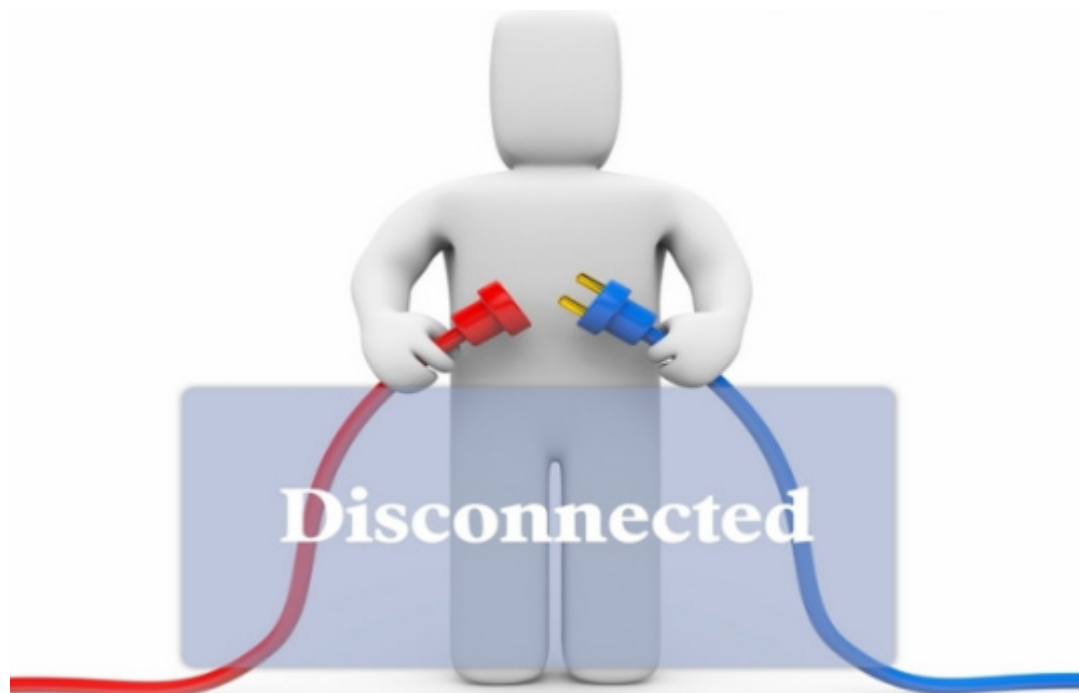
Underlying Principle #1

- Data-based decision making drives the SSIP throughout each of the proposed Phases—from development through implementation and evaluation
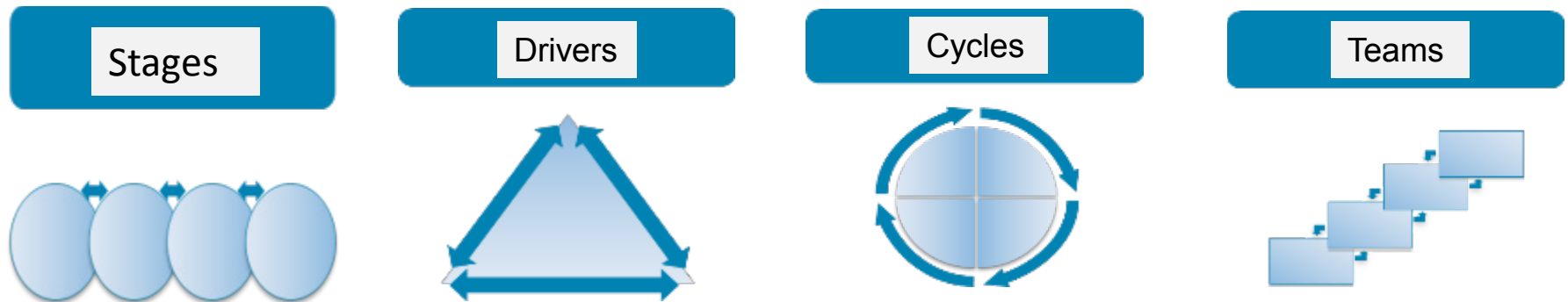
Underlying Principle #2

- The SSIP cannot thrive in a vacuum! Early intervention/special education state agencies will not be successful if the SSIP is disconnected from the agency's focus and work.
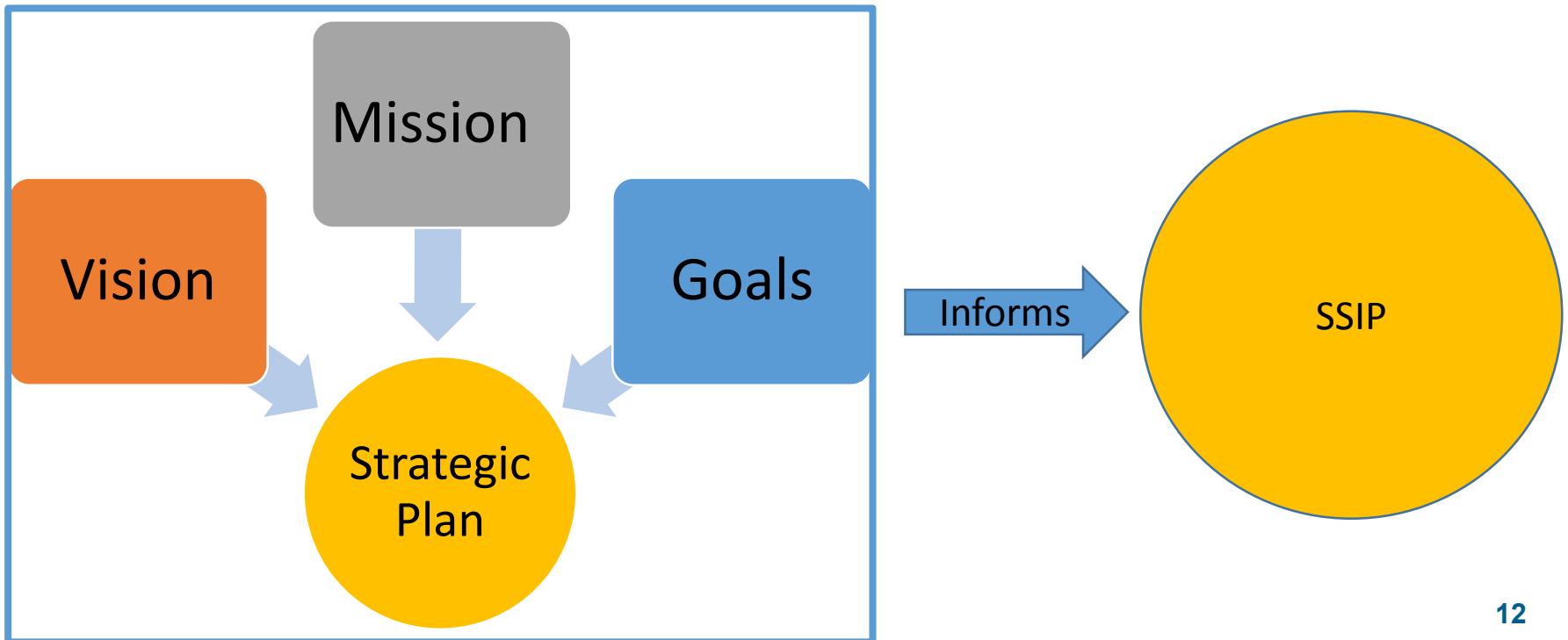
Underlying Principle #3

- Implementation science can support the selection, development, and scale-up of improvement strategies included in the SSIP

    - Implementation science can bridge the "science to service" and "implementation gaps"

Implementation Science Frameworks
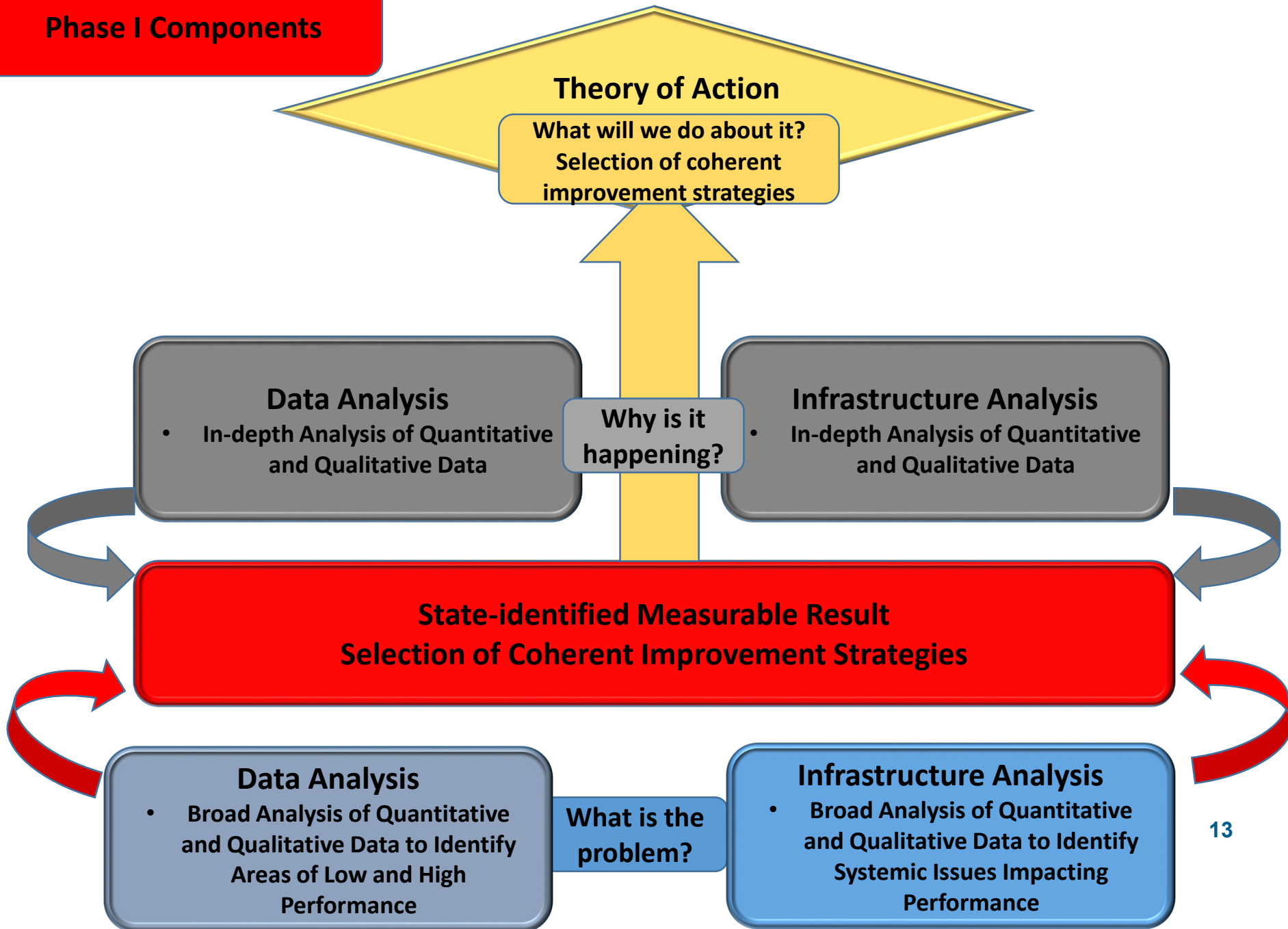
| Stages | Drivers | Cycles | Teams |

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Underlying Principle #4

- In order to achieve the desired outcomes, the SSIP must be aligned with your agency's strategic plan including vision, mission, and goals.

Phase I Components

Theory of Action
What will we do about it?
Selection of coherent improvement strategies

Data Analysis
- In-depth Analysis of Quantitative and Qualitative Data

Why is it happening?

Infrastructure Analysis
- In-depth Analysis of Quantitative and Qualitative Data

State-identified Measurable Result
Selection of Coherent Improvement Strategies

Data Analysis
- Broad Analysis of Quantitative and Qualitative Data to Identify Areas of Low and High Performance

What is the problem?

Infrastructure Analysis
- Broad Analysis of Quantitative and Qualitative Data to Identify Systemic Issues Impacting Performance

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Phase III, Year 2 Indicator Requirements

- FFY SiMR data and reporting on targets

- Progress monitoring or additional data to support improvements in desired student or child outcomes

- Summary of infrastructure improvement strategies and supporting data

- Description of evidence-based practices and data specific to their use with fidelity

- Communicating efforts to stakeholders and making data meaningful to them for decision-making

Writing Tips/Helpful Hints

- Time should be spent **doing** the SSIP work; work with TA providers and OSEP staff for questions on how to **communicate** that work in the SSIP report

- States write the SSIP to meet many needs but be strategic in how the submission is organized

- Align with other plans/initiatives but don't let important content get lost in a one-size-fits-all report

- An action plan or project tracking chart often fails to connect information for the reader

- Report on the work that took place the past year, describe why it was important and "Show Me the Data!!"

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Examples: OH-B and WA-B

- Concise, yet thorough <u>executive summary</u> that includes improvement strategies, SIMR performance measures used to assess the activities conducted throughout the year

- Clearly illustrates how the Theory of Action is aligned with evaluation activities

- Tracking the goals, activities implemented, and outcomes achieved over the past year in a way that clearly connects the alignment between the three for the reader

- Ensuring that primary part of the submission consists of only critical information; all supplemental documents are included in the appendix

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Examples: NE-B and MA-C

- Provided comprehensive information regarding SSIP progress, current status, and next steps <u>in less than 50 pages</u>

- SSIPs included a table of contents

- Reports included an introduction and Phase III summary section, then provided more critical details in the body of the document

- Embedded tables and charts were placed appropriately within the main body of the documents, with appendices providing <u>supplemental information</u>

Nice to Know or Need to Know?

- Defining milestones

- Alignment with theory of action

- Data sources

- Timelines

- Comparison data/baseline, trend, criteria or benchmark

SSIP Phase III, Year 2

- In summary, as OSEP reviews the SSIP submission, we look for incremental changes in provider practices and how system improvements are supporting high-quality education and early intervention services

- We would expect to see "progress" each year and be able to relate the reported activities and data to the State's theory of action

Reminders

- Due by April 2, 2018

- Report should include progress updates for SSIP activities that occurred since the last SSIP submission (calendar year 2017)

- Reach out to your OSEP state lead for questions about SSIP content or resources available through OSEP-funded technical assistance centers

- Don't forget FFY SiMR data

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Contact Us

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