Strengthening the Implementation of Your SSIP Evaluation and Documentation of Results

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Strengthening the Implementation of Your SSIP Evaluation and Documentation of Results

- Welcome and thank you for joining us
- We are recording this webinar
- Slides and recording from this presentation will be available on the IDC website
- We will be muting all participants
- Please type your questions in the chat box
- Please complete the online evaluation after the end of the presentation
Where to Find Webinar Slides and Recording

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

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

- Back-to-Basics on Indicator B3

Topics

- State Performance Plan - SPP and Annual Performance Report - APR
- Part B
- 618 Data

Presenters

- Susan Hayes
- Tiffany Boyd

YouTube Recording
Participating in Today’s Webinar Should Result in

- Improved understanding of common challenges when implementing and documenting State Systemic Improvement Plan (SSIP) evaluations
- Increased awareness of strategies for addressing common SSIP evaluation challenges
- Increased awareness of relevant IDC services and resources to support SSIP evaluation activities and reporting
What Will We Do in Today’s Webinar?

- Briefly review SSIP Indicators
- Discuss common SSIP evaluation challenges and strategies
- Share IDC TA services in relation to SSIP
- Take your questions and comments
- Gather evaluation feedback
SSIP: Also known as Indicator C11 or B17

- Multi-year efforts to improve results for children and youth with disabilities
- Currently in Phase III, Year 3 (of 4 years)
  - Implementation of SSIP activities AND
  - Results of ongoing evaluation and revisions to the SSIP
- Submission due Monday, April 1, 2019
COMMON SSIP EVALUATION CHALLENGES AND STRATEGIES
Common Challenge: Collecting Quality Data for the SSIP

- Having data from SSIP sites that are accurate, timely, and complete
  - Comparing data collected across different or changing measures
  - Concerns about the quality of data coming from local sites
Strategies for Collecting Quality SSIP Data

- Provide a data collection protocol to explain and standardize collection procedures
- Use a process (e.g., rubric) to analyze local data in consistent, comparable ways
- Provide data analysis support
- Make data part of the implementation process
- Revisit and reflect on your overall data quality processes
Challenge: Collecting Relevant Data to Address Long-term Outcomes

- Identifying long-term outcomes for children and students, families, and systems change that are aligned with the State-identified Measureable Result (SiMR)
- Having data on long-term intended improvements to assess progress toward the SiMR
Strategies for Collecting Relevant Data to Address Long-term Outcomes

- Use a logic model to anchor activities and evaluation
- Refine indicators of progress and results
- Use data inventories
Strategy: Use a Logic Model to Anchor Activities and Evaluation

- Create an SSIP logic model
  - Lay out your objectives for implementation and impact
  - Inform what data you collect and how you analyze it
  - Show components that are systematically connected to accomplish long-term results
- Reassess and refine your current logic model
IDC Resource:

A Guide to SSIP Evaluation Planning

- Nine steps for implementing a well-thought-out plan for evaluating the SSIP
  - Step 3: Link activities to outputs and outcomes through a logic model
- Editable worksheets to facilitate the planning and documentation process
  - Worksheets 2 – 4: Logic Model templates
**Operationalizing Your SSIP Evaluation: A Self-Assessment Tool**

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<thead>
<tr>
<th>LINKING ACTIVITIES TO OUTPUTS AND OUTCOMES</th>
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<td>We have clearly articulated the linkages between planned improvement strategies and intended outputs and outcomes. This articulation includes the following:</td>
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<td>- a logic model or other written or graphical representation of these linkages; and</td>
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<td>- identified inputs (e.g., staff, time, resources); planned strategies and key activities; countable outputs; and measurable short-term, intermediate, and long-term outcomes.</td>
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<td>- We have involved stakeholders in linking planned activities and intended outputs and outcomes.</td>
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<td>- We are using the logic model (or other representation) to guide implementation of improvement strategies and evaluation.</td>
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Strategy: Refine Indicators of Progress and Results

- Define how you will know you achieved the intended outcome
- Identify effective indicators that
  - Tell you something you need to know
  - Are easy to understand and reliable
  - Align with accessible data
Strategy: Use Data Inventories

- Link specific data elements and sources to intended outcomes
- Assess how well the data address the outcomes and answer your questions

<table>
<thead>
<tr>
<th>Data Inventory</th>
<th>IDC IDEA DATA CENTER</th>
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<tr>
<td>Data</td>
<td>Data Source (authority/responsibility)</td>
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Challenge: Demonstrating How SSIP Results Inform Plans for Moving Forward

- Using evaluation results to understand what is operationally different about the system
- Making sense of large amounts of data
- Describing how data collected and reported support SSIP decisionmaking
Strategies for Demonstrating How SSIP Results Inform Plans for Moving Forward

- Document data-based program decisionmaking
  - Use a data meeting protocol
  - Address each component of data analysis and use
Strategy: Use a **Data Meeting Protocol**

- Simple structure for guiding and documenting group discussion and decision-making
  - Discuss observations, interpretations, and implications of data
  - Determine and document action steps
Strategy: Address Each Component of Data Analysis and Use

- Purpose
- Question
- Relevant Data
- Data Collection
- Data Analysis
- Using Results
- Sharing Results
IDC Service: SSIP Review Opportunity

- IDC State Liaisons have reached out by email to each State Education Agency or Lead Agency
- TA team will
  - Complete a thorough review of draft SSIP submission
  - Provide recommendations for completeness, quality, and clarity
  - Base feedback on OSEP guidance and expectations

To take advantage of this opportunity:
Contact your IDC State Liaison
Q&A

- What are your questions?
- Are there challenges you’ve experienced that you’d like to share?
- Do you have strategies to share?
- Have you used any related IDC or other resources or tools?
Accessing Relevant Resources and TA

- Visit the IDC Knowledge Lab at https://www.ideadata.org/resources/knowledge-lab and select SSIP Evaluation
- For TA related to SSIP evaluation and reporting, contact your IDC State Liaison
- Revisit today’s webinar slides and recording at https://www.ideadata.org/events
For More Information

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Recap of Today’s Intended Outcomes

- Improved understanding of common challenges when implementing and documenting SSIP evaluations
- Increased awareness of strategies for addressing common SSIP evaluation challenges
- Increased awareness of relevant IDC services and resources to support SSIP evaluation activities and reporting
Evaluation

- The poll questions will appear on the right-hand side.
The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y130002. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

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