INTERACTIVE INSTITUTES 2020
BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Navigating the SPP/APR Slippage Slope

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Westat®

Presenters

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Agenda

- Understanding and communicating about slippage
- Using an inquiry cycle
- Engaging LEAs

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Goal

Deepen our understanding of how to use the SPP/APR to drive improvement when slippage has occurred

Slippage: What Is It?

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What Is Slippage?

- What slippage is

- What slippage is not

- Reporting slippage

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What Is Slippage? (cont.)

Must meet two conditions to be considered slippage

1. Worsening of data from prior year

2. Failure to meet target

- How much "worsening" is there
- For large percentages (10% or more) > 1%
- For small percentages (less than 10%) > 0.1%

What Is Slippage? (cont.)

Example: Indicator 4B

- Target must be 0%

- Previous year data were 3.2%

- Reporting year data are 3.6%

- State must report slippage because there were
  - A change of greater than .1%
  - An outcome less than the target

What It Is and Is Not

- The definition is worsening from the previous data AND a failure to meet the target. Worsening must meet specified thresholds

- For a large percentage (10% or above), it is considered slippage if the worsening is more than 1 percentage point and a failure to meet the target
  - Indicator X is 32% and last year was 32.9% – NOT SLIPPAGE
  - Indicator X is 32% and last year was 33.1%, target was 33% – SLIPPAGE

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What It Is and Is Not (cont.)

- The definition is worsening from the previous data AND a failure to meet the target

- Worsening must meet thresholds

- For a small percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point
  - Indicator X is 5.1% and last year was 5% - NOT SLIPPAGE
  - Indicator X is 4.6% and last year was 4.9% and the target is 5% – SLIPPAGE
  - Indicator X is 5.1% and last year was 5.5% target is 5% – NOT Slippage

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Explaining Slippage:
An Inquiry Cycle

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Inquiry Cycle

Report your slippage on your SPP/APR, but investigate your data using an inquiry cycle to drive meaningful programmatic change.

Explaining Slippage

You do not need to justify, nor need to address, how you will improve in the SPP/APR but you should

- Illustrate that you are analyzing the data

- Recognize what is – what do you learn about what is going on with the data

Explaining Slippage – An Example

Illustrate that you are looking at the data

- In order to understand the slippage that occurred in this reporting year, the team undertook a grade-by-grade review of grades 9–12 statewide dropout data

- In comparing the data from the previous school year (SY) (SY 2015–2016) to this reporting year (SY 2016–2017), the team found modest improvements in grades 10–12

- However, there was an increase in the dropout rate in grade 9 from 2.4% to 3.1% that may explain the slippage

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Explaining Slippage – An Example (cont.)

Recognize what is – What do you learn about what is going on with the data?

These data would indicate a need for LEAs to look more deeply at the preparation/transfer process from middle school to high school for students with disabilities, as well as interventions and supports that could be made available to 9th grade students with disabilities who may indicate a desire to leave school.

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Make It Meaningful!

- Hypothesis testing
- Improvement cycles

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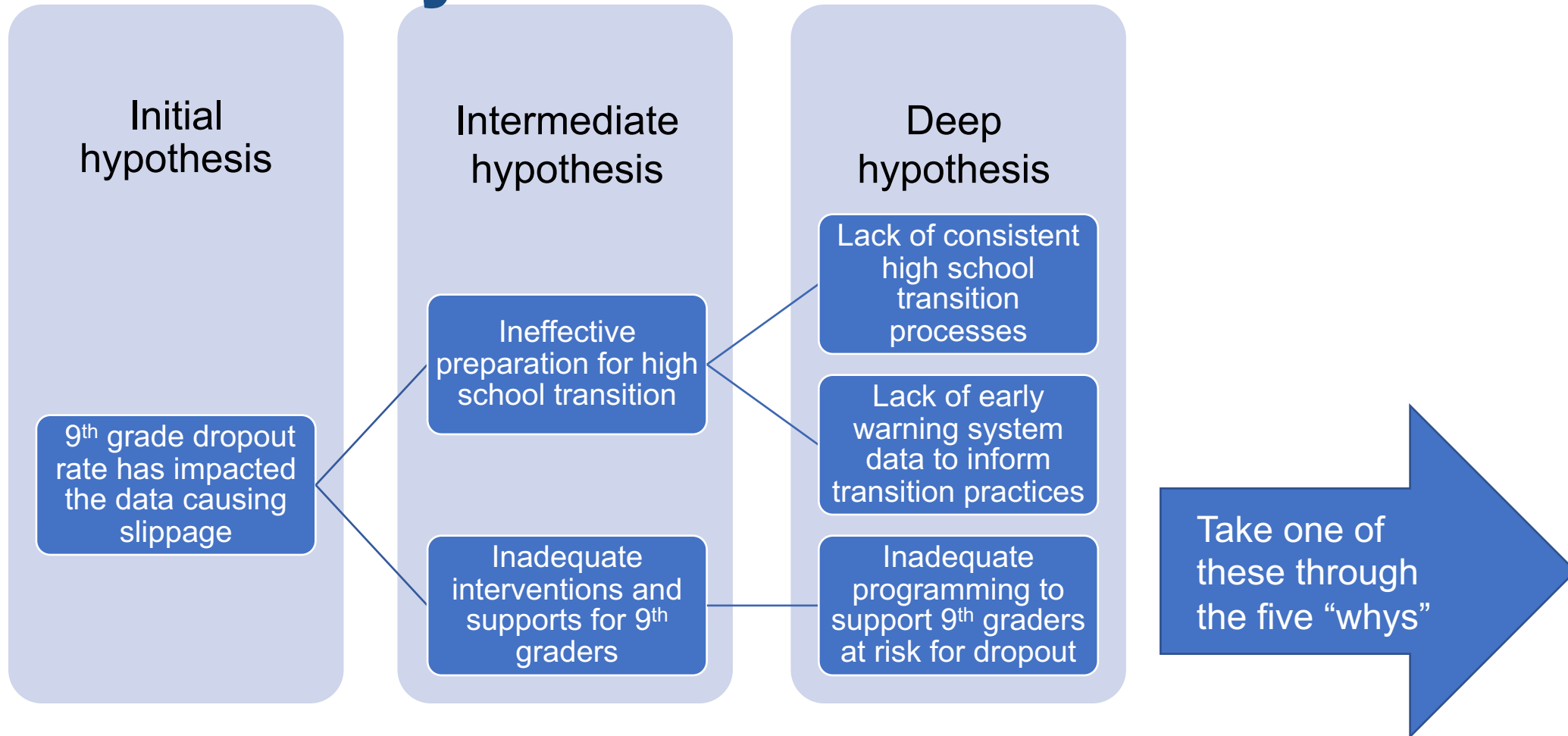
How Do We Make This Objective?

Hypothesis Testing

- Identify hypothesis

- Name your assumptions

- Identify sources and look at data
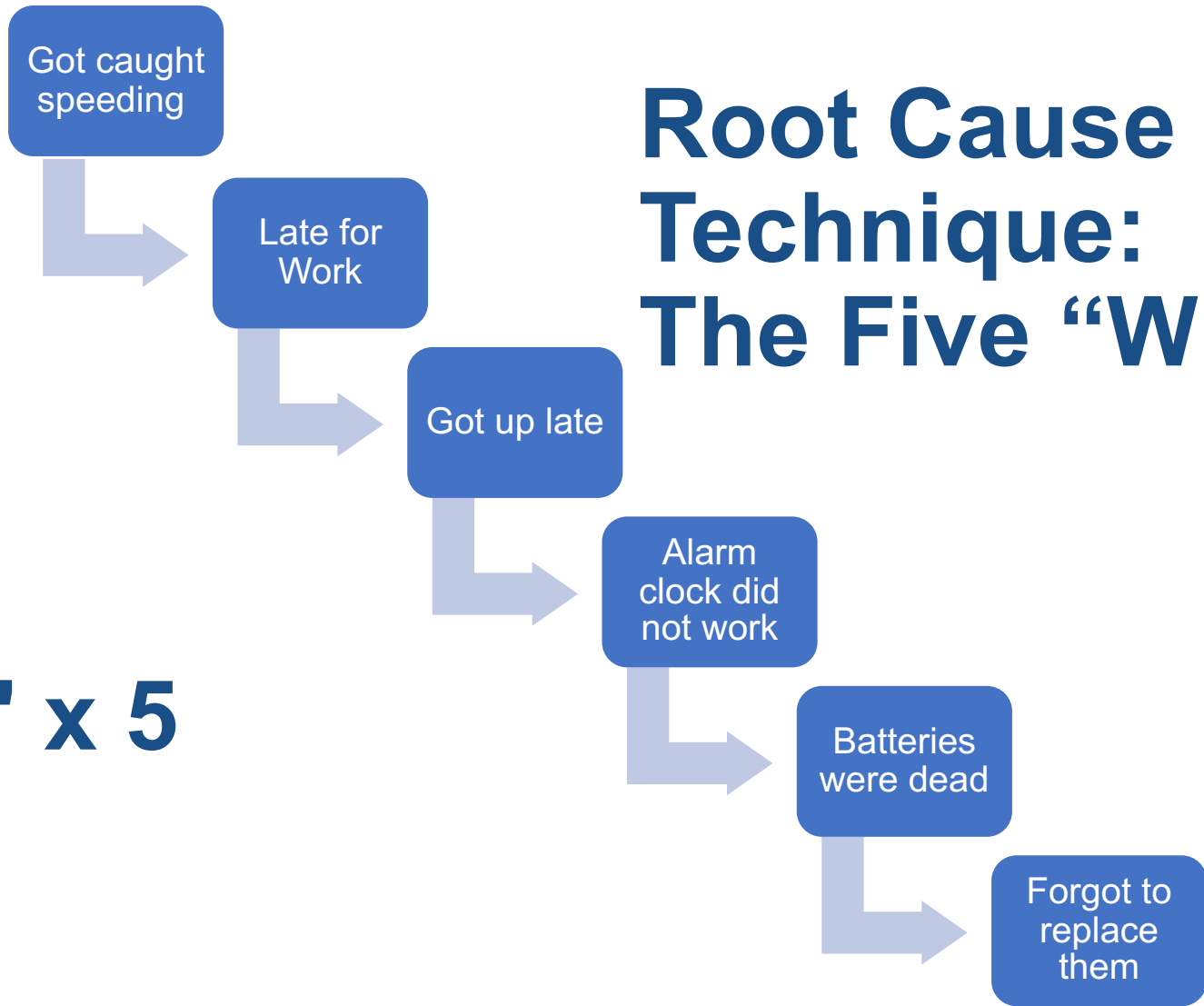
- Interpret

- Check hypothesis

Root Cause Analysis

Root Cause Technique: The Five "Whys"

"WHY?" x 5

Got caught speeding → Late for Work → Got up late → Alarm clock did not work → Batteries were dead → Forgot to replace them

Hypothesis
An alarm clock that plugs in or regular battery replacement would solve the problem

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Practice – Identify Hypothesis

Use the graphic organizer in the handout to identify a hypothesis for the slippage example described below.

- *In comparing the data from the previous year to this reporting year, modest improvements were found in grades 10–12. However, an increase in the dropout rate in grade 9 from 2.4% to 3.1% may explain the slippage.*

- What are your initial, intermediate, and deep hypotheses for the slippage seen in 9th grade

The Five "Whys" – Root Cause Analysis

Take your deep hypothesis through the root cause analysis

- Ask yourself the five "whys"

- What have you identified as the possible root cause

- What data do you need to test your hypothesis

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Reflection on the Root Cause Analysis

- What data would you need to test this hypothesis

- What data do you have currently that would support the hypothesis

- Would that data be adequate to either refute or support the hypothesis

- What data would you be missing

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Discussion: Other Factors to Consider

What other outside factors could influence slippage?

Other Factors to Consider

- Geographic region
- Specific LEAs
- Demographic groups
- Gender
- Changes to policy or programs
- Outside factors such as natural disasters

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How Do We Make This Useful?

Improvement Cycles

- What interventions are at hand

- What may they be missing

- How can you leverage timing of program calendars to use slippage to make meaningful change

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Engaging LEAs and State Divisional Stakeholders

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Engaging Stakeholders

- Strategizing data visualization
- Improving communications
- Building understanding

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Strategizing Data Visualization

- Plot factors that may be relevant to your hypothesis
    - Comparison of subgroup to a whole
    - Comparisons over time
    - Interrupted timeseries
- Consider strategies for visualizing small changes when numbers are much larger

Improving Communications

- Data discussions should include other divisions among the SEA and LEA stakeholders

- Who is part of that discussion will differ based on the indicator data that you are analyzing

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Building Understanding

- Slippage is an objective measure

- Don't assign blame

- Communicate using data to build mutual understanding

- Work together!

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