Navigating the SPP/APR Slippage Slope
Presenters

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Agenda

• Understanding and communicating about slippage
• Using an inquiry cycle
• Engaging LEAs
Goal

Deepen our understanding of how to use the SPP/APR to drive improvement when slippage has occurred
Slippage: What Is It?
What Is Slippage?

• What slippage is
• What slippage is not
• Reporting slippage
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
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
Explaining Slippage: An Inquiry Cycle
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
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.
Make It Meaningful!

• Hypothesis testing
• Improvement cycles
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

Initial hypothesis
9th grade dropout rate has impacted the data causing slippage

Intermediate hypothesis
Ineffective preparation for high school transition
Inadequate interventions and supports for 9th graders

Deep hypothesis
Lack of consistent high school transition processes
Lack of early warning system data to inform transition practices
Inadequate programming to support 9th graders at risk for dropout

Take one of these through the five “whys”
"WHY?" x 5

Root Cause Technique: The Five “Whys”

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
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
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
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
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
Engaging LEAs and State Divisional Stakeholders
Engaging Stakeholders

- Strategizing data visualization
- Improving communications
- Building understanding
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
Building Understanding

• Slippage is an objective measure
• Don’t assign blame
• Communicate using data to build mutual understanding
• Work together!
Contact Us

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