Setting Baselines and Targets in a World of Questionable Data Quality

March 25, 2021
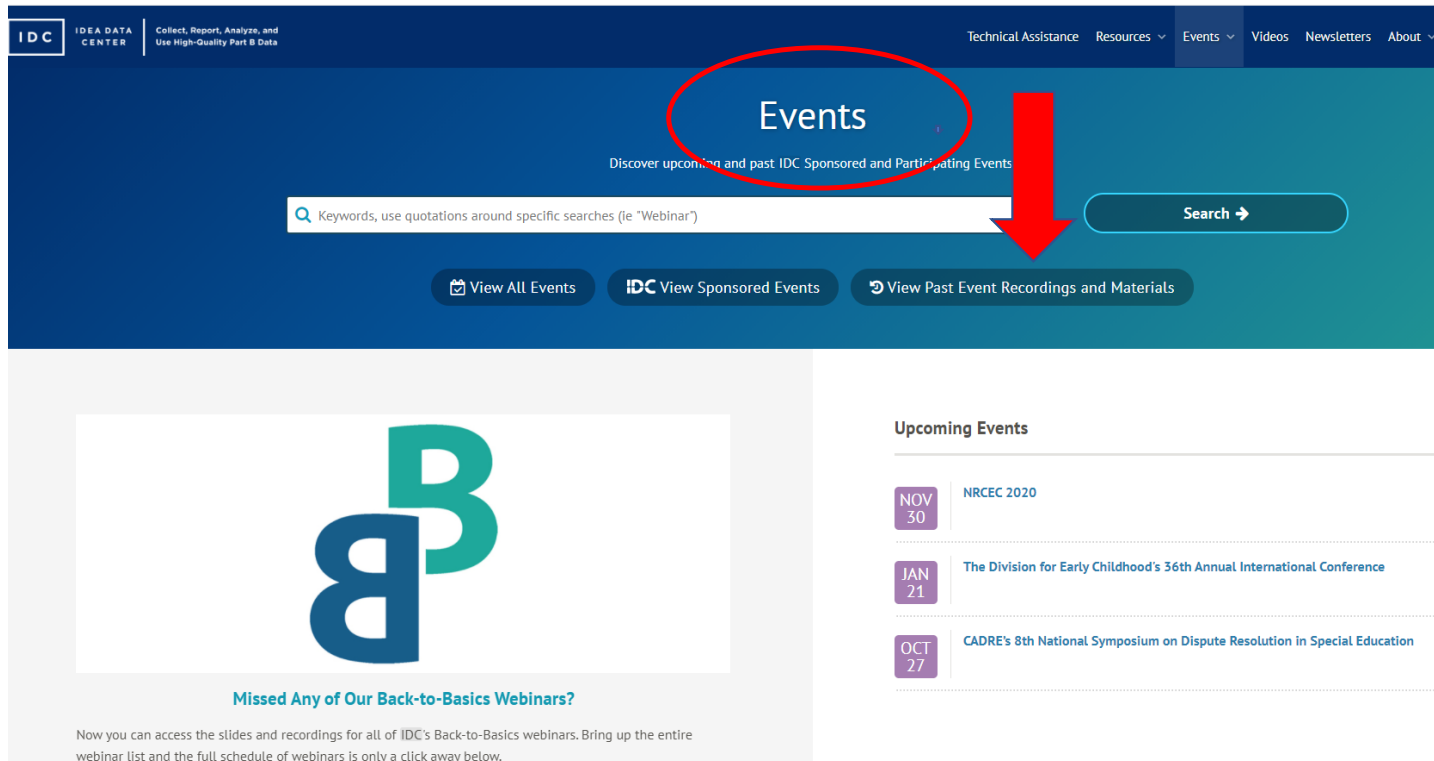
Nancy O'Hara, IDC

Tony Ruggiero, IDC

Cindy Brown, Delaware Department of Education

Jody Fields, Arkansas Division of Elementary and Secondary Education

Webinar Logistics

- 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
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Where to Find Webinar Slides and Recording

Where to Find Webinar Slides and Recording

3:00 PM - 4:00 PM on December 3, 2020

Writing an Effective FFY 2019 State Performance Plan/Annual Performance Report

Webinar | Online

Experienced IDC staff guided states through the process of State Performance Plan/Annual Performance Report writing. Presenters detailed guidance OSEP provided for the reporting process and drew upon their years of experience to provide helpful tips that have proven effective for other states. Participants also heard about common issues or pitfalls in report writing and how to find solutions prior to submitting their reports. Presenters shared effective and complete writing samples along with less effective samples. Staff from North Carolina shared the state's writing experiences and lessons learned.

Materials

Uploaded

Writing an Effective FFY2019 State Performance Plan with data PDF

Topics

State Performance Plan - SPP and Annual Performance Report - APR

YouTube Recording!

PRESENTERS

Nancy O'Hara

Chris Thacker

EVENT LOCATION

United States

Presenters

Nancy O'Hara, IDC

Tony Ruggiero, IDC

Cindy Brown, Delaware Department of Education

Jody Fields, Arkansas Division of Elementary & Secondary Education

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

Agenda

- Overview of baseline requirements and considerations
- Target setting requirements and considerations
- Delaware's approach to baseline and target setting
- Arkansas's approach to baseline and target setting

Participant Outcomes

- Increased understanding of the requirements for setting baselines and targets
- Increased knowledge of various methods and strategies for setting baselines, as appropriate, and targets
- Increased knowledge of how other states are addressing COVID-related data quality issues that affect baseline and target setting

Question: How many targets will you be including in your FFY SPP/APR?
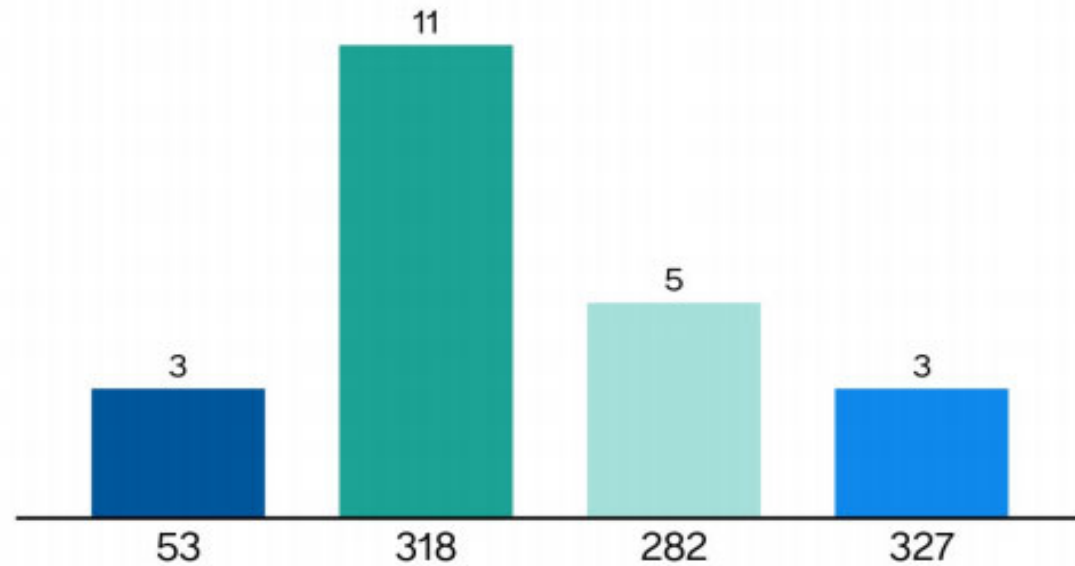
JB4   Double check the alt text to make sure I interpreted this correctly.

Joanna Bivins, 4/5/2021

Overview of Baseline Requirements and Considerations

What Are the Baseline Requirements?

- States must indicate a baseline year for each indicator
- States are permitted to revise baseline data
  - If revising, must provide an explanation for the revision (see SPP/APR instructions)
- OSEP expects that states would revise baseline data when there is a change in methodology or data source for the indicator that affects comparability of the data

Do You Need a New Baseline?

- Some indicators will require a new baseline because the requirement or the way the indicator is measured has changed
  - Examples include Indicator 1 Graduation, Indicator 2 Dropout (at least by FFY 21 for states using option 2), Indicator B3 a, b, c, d (3a may not need to change since it is former 3b), Indicator B6c (and maybe 6a and 6b if state decides to set targets by age)
- Other indicators have minor changes to requirements that may affect how states operationalize data collection and analysis and could result in new baseline
  - Examples include Indicator B4 (including both n and cell size), Indicators B5, B9 and B10 due to inclusion of 5-year olds enrolled in kindergarten), Indicator B13 (due to inclusion of pre-employment transition services)

Why Would I Want to Change Baseline?

Impact of COVID-19 on data quality, completeness and accuracy

- The baseline data are not representative
- State or local programs have out-of-range data
- Data collection tools and/or methods changed
- Measurement requirements changed

What Strategies May I Use for Baseline Selection?

- You must select a particular reporting year data
- You could
  - Use the most recent year of data available
  - Consider going back and recalculating previous years of data based on the new way of measuring to see data trends and select earlier year
  - Understand that some data are so affected, you may have to change baseline multiple times in future years when data stabilizes

Overview of Target Setting Requirements and Considerations

What Do We Know?

- States must set targets for SPP/APR indicators through FFY 2025
  - Indicators B1 through B17
  - Covering the years of the SPP/APR (FFY 2020 through FFY 2025)
  - FFY 2025 targets must reflect improvement over the baseline data
- States must describe the stakeholder input process

What Are the Types of Targets?

- Compliance indicators have required targets of 0% or 100%
  - Indicators B4b, B9, B10, B11, B12, B13
- States set targets for results indicators with the advice of stakeholders, and targets must show improvement over baseline
  - Indicators B1, B2, B3, B4a, B5, B6, B7, B8, B14, B17

Requirements for Results Targets

- Must be rigorous yet achievable
- Must show improvement over baseline
- Must be set with the advice of stakeholders

What Challenges Have COVID-19 Closures Created?

- How complete are your data?

- How accurate are your data?

- What other data quality issues are there with your SPP/APR data?

What Are Some of the Methods for Calculating Targets?

- Eyeball method
- Trend lines
- Growth or change from year to year
- Increase by a set percent or percentage point every year
- Start with the end goal
- Statistical validation of targets

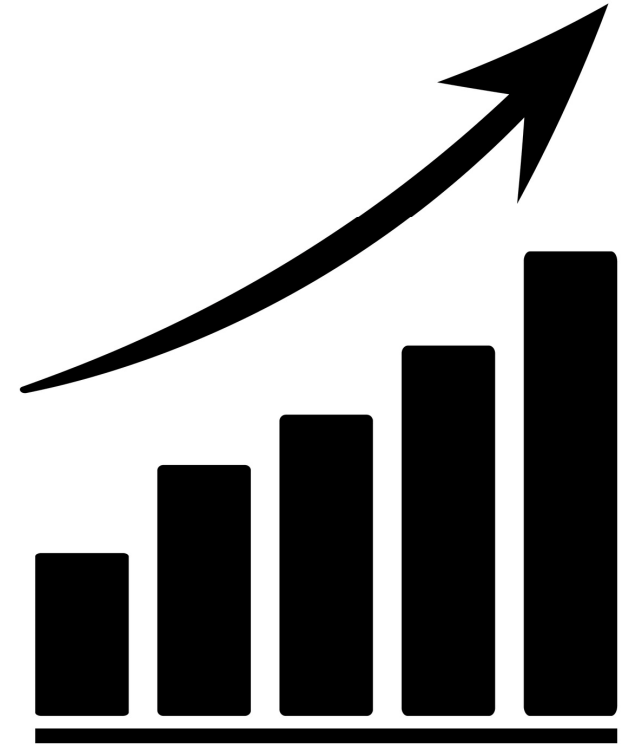# Target Setting Methods: Eyeball Method

Eyeball method

Eyeball estimation refers to inspecting data and quickly making an educated guess about the approximate magnitude of relevant statistics.

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Target Setting Methods: Trend Lines

- Use trend lines to estimate data for future years
- Select target from the trend line

Target Setting Methods: Growth

- Figure average growth/change from year to year and add to the current data

FFY	2017	2018	2019	2020	2021 Target	2022 Target	2023 Target	2024 Target	2025 Target
Actual data	76%	74.5%	76.1%	77.1%	77.6%	78.1%	78.6%	79.1%	79.6%
Change		-1.5	+1.6	+1					

- Option 1: State could look at years 2011 forward and see growth of at least 1 percentage point last two years but know growth is likely slowed down due to pandemic and set target of +0.5 each year

Target Setting Methods: Stable Data

- Figure average growth/change from year to year and add to the current data

FFY	2017 baseline	2018	2019	2020	2021 target	2022 target	2023 target	2024 target	2025 target
Actual data	76%	74.5%	76.1%	77.1%	77.1%	77.1%	77.6%	77.6%	77.6%
Change		-1.5	+1.6	+1					

- State could decide growth has been steady and recommend keeping the target the same for a few years as no new initiatives are planned

Target Setting Methods: Start With the End Goal

- Start with the end in mind

- Where are we now?

- Where do we want to be at the end of the SPP?

- How do we break that end goal into steps or targets for each year?

Indicator Data

Year	Value
2020	~76
2025	~95

Y-axis: 50, 60, 70, 80, 90, 100
X-axis: 2020, 2021, 2022, 2023, 2024, 2025
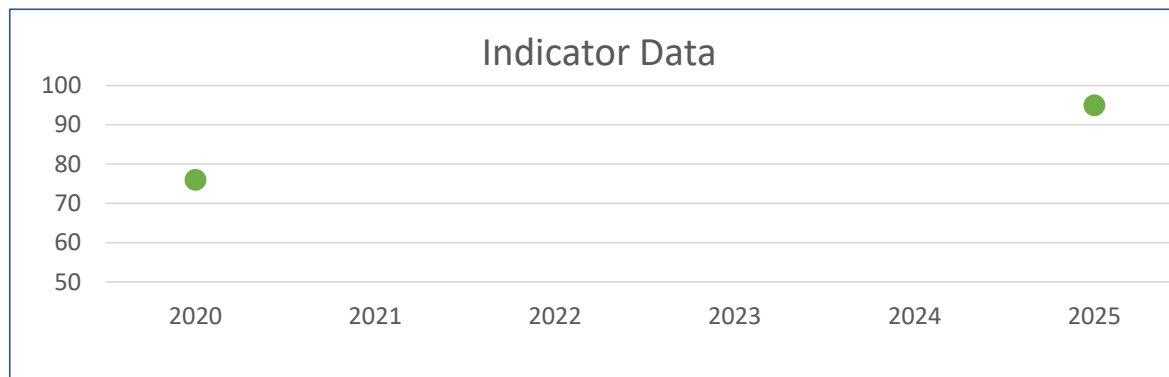
Statistical Validation of Targets

Stratify districts by size to review data and recommend targets

- Look at size group progress over time
- Weight by size

Consider using tests of statistical significance such as

- T test
- Z test

Resources for
statistical analysis

http://www.surveystar.com/ztest.htm
https://www.socscistatistics.com/tests/

Things to Remember

- Targets may remain the same several years in a row
- Targets must show improvement over baseline in the end (except for the few OSEP has specifically said are not required to show improvement)

What Information Do States Share With Stakeholders?

- The data
  - Historical
  - Current
  - Disaggregated analyses available by various demographics
  - Analysis or reasons for meeting or exceeding targets
  - Initiatives in the state that may affect the data
- Proposed targets presented with rationale and multiple options for feedback

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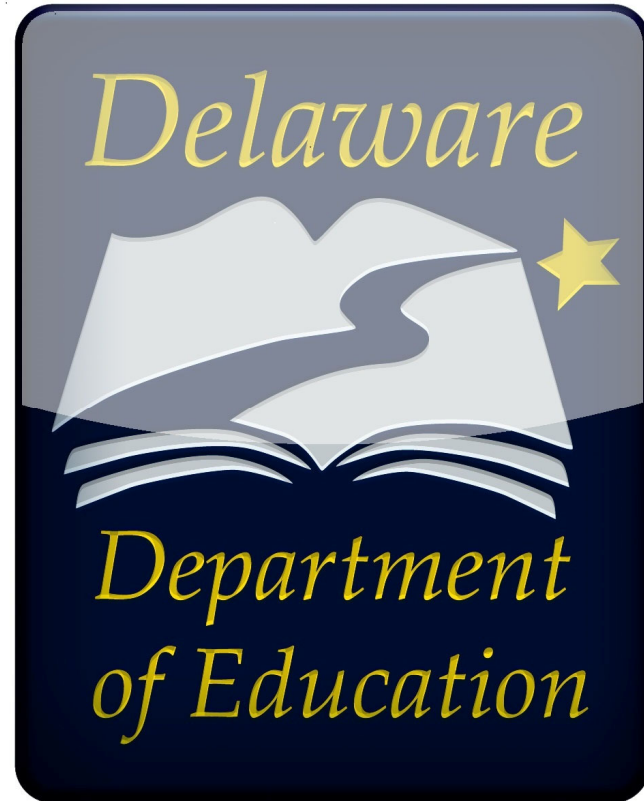
Delaware

Setting Targets for Delaware: Indicator B6
Stakeholder Engagement

Who Are the Stakeholders?

- Local school district administrators
- Families of children with disabilities
- Parent Training and Information Center (PTI)
- Advocacy organizations
- State Advisory Panel (SAP)
- Other state agency staff
- School district personnel
- Childcare providers
- Head Start personnel
- Institutions of higher education (IHE) members

How Do States Engage Stakeholders?

- Report to and seek input from the SAP
- <mark>Form committees around groups of indicators to gather input and report regularly</mark>
- Gather feedback and input from organizational meetings of groups such as
  - Superintendents and/or school administrators
  - Special education administrators
  - Teacher organizations and unions
- Gather input from families through surveys or focus groups

Delaware Inclusion Efforts

- **Development and implementation of <u>Early Childhood Inclusion Committee</u> (ECIC)—created from the Expanding Inclusive Opportunities Project/ECTA Center**

- Early Childhood Inclusion Guidance Document

- Self-assessment of state and local districts

- Statewide monthly and quarterly meetings with district special education directors and staff

- Itinerant Teacher Community of Practice (monthly) (increase in the employment of itinerant teachers)

- Child Care and Development Fund (CCDF) Inclusion Specialist Grant

Delaware Department of Education