



INTERACTIVE INSTITUTE **2021**
BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Is It Time to Revisit Your State-identified Measurable Result (SiMR)?

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





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Participant Poll: Why are you joining today?

- Recently changed, or are planning definite changes to, our SiMR
 - 26% of participants
- Considering possible changes to our SiMR
 - 35% of participants
- Just curious about the topic
 - 39% of participants

Agenda

- When and why to revisit the SiMR
- What is meant by “revising the SiMR”
- Requirements related to SiMR revisions
- Tips and strategies for making SiMR changes
- State sharing and peer discussion

When and Why to Revisit the SiMR



- When ready to scale up beyond initial State Systemic Improvement Plan (SSIP) parameters
 - Ready to scale activity beyond an initial cohort in the SiMR statement
 - Have demonstrated growth in the original focus area and ready to embrace a new focus area to impact results
- To align with new initiatives or leadership



What Is Meant by “Revising the SiMR”



- A change in a SiMR would mean a new result area
 - Example: Changing from graduation rates to increasing achievement in 3rd grade reading proficiency
- However, a change in your SiMR could also be related to
 - Outcomes
 - Student target group
 - Measures of growth/measures for assessing progress

Requirements Related to Revising the SiMR



- Approved indicators for result area
 - Must be a child- or student-level outcome
 - May be a single result (e.g., increasing reading proficiency for students with disabilities) or a cluster of results that improve child outcomes
 - Not all results indicators are approvable for the SiMR but may be incorporated into Indicator B17 as an outcome for a specific improvement strategy that ultimately has impact on the SiMR

Requirements Related to Revising the SiMR (cont.)



- Based on system and data analysis
- Considered root cause
- Informed by stakeholder input
- (May) require setting new baseline (along with new targets)

Requirements Related to Revising the SiMR (cont.)

- States are not required to obtain pre-approval from Office of Special Education Programs (OSEP) to change their SiMR, ***however....***
- We highly recommend reaching out to OSEP State Lead
 - Communicate the rationale for changing the SiMR
 - Use data to support your rationale for change
 - Progress on current SiMR
 - Feedback from stakeholders
 - Longitudinal data on proposed SiMR

Tips and Strategies When Making SiMR Changes

- Engage stakeholders
- Align priorities
- Analyze SiMR data
- Examine SSIP evaluation results
- Revisit your theory of action (ToA) and logic model

Participant Poll: How are you feeling about revising your own SiMR?

Results:

- Excited/Optimistic
 - 33% of respondents
- Thinking things through
 - 62% of respondents
- Worried/ Pessimistic
 - 5% of respondents

State Sharing and Peer Discussion



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State Sharing: Michigan

- Prior SiMR focused on reading performance of K–3 students with an individualized education program (IEP) in select schools
- Overhauled our approach to the SSIP through reevaluation of internal systems and intended outcomes, informed by consultation with OSEP
- Aligned with the State Personnel Development Grant (SPDG) and with federal and state accountability requirements
- Reexamined our Theory of Action, infrastructure improvement strategies, and the identification of evidence-based practices implemented within MTSS
- Resulting SiMR changes included expansion to students with an IEP in grades K–5 in SPDG schools and changes in measurement tool

State Sharing: West Virginia

- Prior SiMR was percent of youth with IEPs graduating in the 4-year cohort with a standard diploma by school year 2017–2018
- In FFY 2017, adjustment was needed to align with *Every Student Succeeds Act (ESSA)* target requirements
- Communications occurred with overlapping ESSA/SSIP stakeholder groups
- Moving forward, new graduation calculations will require change to the SiMR
- With the removal of cohorts from the graduation metric, we will need to readjust our ESSA targets and our SiMR
- Will have implications for student longitudinal data system; SSIP ToA and evaluation activities will likely not be affected
- West Virginia will continue to leverage coordination among departments within state and engage stakeholder groups

State Sharing: Utah

- SSIP has been focused on increasing the number of students with speech or language impairments (SLI) or specific learning disabilities (SLD) in grades 6–8 who are proficient on the statewide end-of-level mathematics assessment
- Complete shift in the specific SiMR and broader SSIP is underway
- Will align with state council decisions to focus efforts on services for transition-aged youth/young adults with disabilities
- Utah will leverage the energy that the SSIP can generate for the intensive, focused, collaborative work ahead
- Have formed a statewide collaborative and begun monthly stakeholder meetings
- Next steps will include analyzing infrastructure and data to consider root causes and revising our theory of action

Participant Q and A



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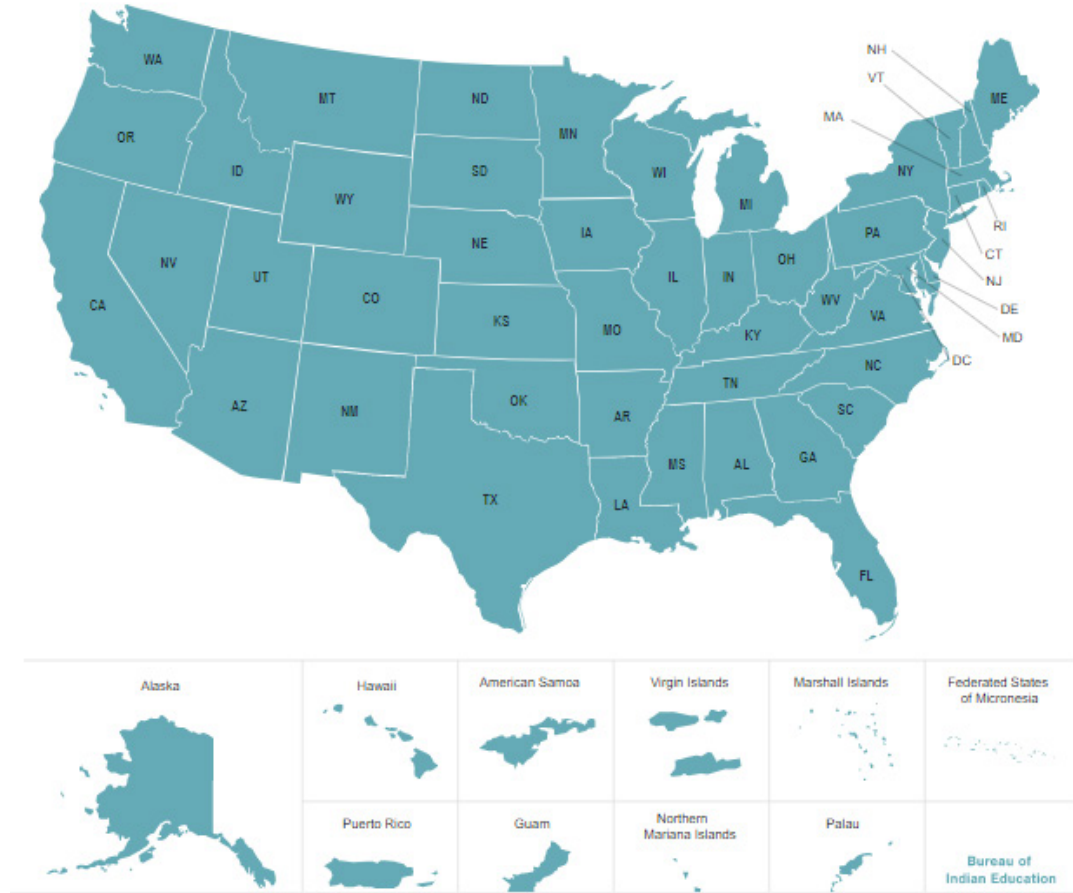
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