INTERACTIVE INSTITUTE 2021

ii21

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Do You Need Help Preparing for the FFY 2020–2021 SPP/APR?

April 13–15, 2021

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

Westat®

Presenters

Silvia DeRuvo, IDEA Data Center

Nancy Johnson, IDEA Data Center

Kelley Blas, North Carolina Department of Public Instruction

Cassidy Canzani, State of Vermont, Agency of Education

Jacqui Kelleher, State of Vermont, Agency of Education

Ana Kolback, State of Vermont, Agency of Education

Getting to Know You

- Type your name, state, and role in the chat box

- Respond to this question in the chat box
  - What made you want to attend this session?

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

Agenda

- Getting started
  - Overview of new State Performance Plan/Annual Performance Report (SPP/APR)
  - IDC tools
- Stakeholder engagement challenges
- State presentations—Tools and processes to prepare for the new SPP/APR
  - North Carolina
  - Vermont
- Additional Tools
  - Exploring the *Indicator Organizer for Part B SPP/APR Stakeholder Engagement and Target Setting*
  - Link to additional IDC resources

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

Intended Outcomes

- Identify IDC tools and resources that will support preparation for the 2020–2021 SPP/APR regarding stakeholder engagement and target setting

- Learn how other states are using IDC tools, resources, and other strategies to prepare for the 2020–2021 SPP/APR

- Learn how to use the *Indicator Organizer for Part B SPP/APR Stakeholder Engagement and Target Setting*

Discussion: Getting Started

- What are your greatest concerns about preparing for the 2020–2021 SPP/APR?

- Share your responses in the chat box

Getting Started

IDC

IDEA DATA CENTER

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

ii21

Getting Started

- What is your timeline for obtaining stakeholder feedback?
- How are you ensuring broad and diverse stakeholder feedback?
- How are you presenting data? Are you clustering indicators?
- How are you setting the baseline year and proposed targets?
- How are you documenting stakeholder feedback and public input?

FFY 2020–25 Part B SPP/APR Changes at a Glance

FFY 2020–25 Part B SPP/APR Changes at a Glance

FFY 2020-25 Part B SPP/APR changes	Part B indicators																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
No changes							✓				✓	✓			✓	✓	
Minor changes and/or clarifications				✓	✓				✓	✓			✓				✓
Changes to response rate and representativeness								✓						✓			
Change to data source	✓	✓															
New components			✓			✓											

NOTE: There are additional reporting requirements for stakeholder involvement that may affect each indicator.

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

FFY 2020–25 Part B SPP/APR Changes at a Glance (cont.)

- This table provides a quick overview of indicator changes in the new FFY 2020–25 SPP/APR package and denotes whether there will be
  - No changes
  - Minor changes and/or clarifications
  - Changes to response rates and representativeness
  - Changes to data sources
  - New components
- *FFY 2020-2025 Part B SPP/APR Changes at a Glance*

For FFY 2020 SPP/APR, What Data Will States Report?

The FFY 2020 SPP/APR is the first year of the new SPP/APR package the U.S. Department of Education, Office of Special Education Programs (OSEP) recently released. The SPP/APR is a report of a state's progress toward meeting state targets on the IDEA indicators.

States report data for the reporting year or, for some indicators, data from the year before the reporting year. OSEP has defined and determined which year states should report. For FFY 2020, the due date of the SPP/APR is February 1, 2022. The reporting year is FFY 2020 or school year 2020–21. The data for the year before the reporting year for selected indicators is school year 2019–20.

FFY 2020 SPP/APR indicator due February 1, 2022	Year before the reporting year: School year 2019–20	Reporting year: School year 2020–21
Indicator 1 Graduation	✓	
Indicator 2 Drop Out	✓	
Indicator 3 Assessment		✓
Indicator 4 Suspension/Expulsion	✓	

For FFY 2020 SPP/APR, What Data Will States Report?

- This tool is a graphic display of each indicator and the data reporting year for the FFY 2020 SPP/APR due on February 1, 2022
    - States report data for the reporting year
    - For some indicators, states report data from the year before the reporting year

- *For FFY 2020 SPP/APR, What Data Will States Report?*

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

SPP/APR Tasks and Timelines

SPP/APR Tasks and Timelines

Implementation of FFY 2020–25 Collection Changes

Winter 2021

- ☐ Inform other state education agency (SEA) staff of the SPP/APR FFY 2020–25 changes and implications of these changes

- ☐ Determine when data will be available for each indicator

- ☐ Review data collections and data systems (e.g., business rules) to determine needed changes

- ☐ Update or develop specifications the state used to conduct analyses based on FFY 2020–25 SPP/APR changes (make sure to consider any data analysis included in the narrative of the APR)

- ☐ Plan and prepare for stakeholder meetings (e.g., analyze longitudinal data to inform discussion, develop data visualizations, create agendas or discussion questions to gather feedback)

- ☐ Conduct data analyses in preparation for stakeholder meetings and identify what data and resources you need for the meetings

Spring 2021

- ☐ Develop data visualizations and analyze data to prepare for stakeholder meetings

- ☐ Convene stakeholder meetings to engage stakeholders in

SPP/APR Tasks and Timelines

- This resource outlines tasks and activities states should consider for the winter, spring, summer, and fall seasons of 2021

- *SPP/APR Tasks and Timelines*

Organizer Template for Part B SPP/APR Target Setting

ii21

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

Organizer Template for Part B SPP/APR Target Setting

States can use this *Organizer Template for Part B SPP/APR Target Setting* to document information for consideration when setting new SPP/APR targets for the FFYs 2020–25 SPP/APR collection. States can supplement this brief template with IDC's *Indicator Organizer for Part SPP/APR Stakeholder Involvement and Target Setting* in which states provide more detailed information on stakeholder involvement in setting targets for individual SPP/APR indicators.

Indicator	Considerations				
	School year for data state used in the FFY 2020 SPP/APR	Date data will be available	Change in data source? (Y/N)	Expect baseline change? (Y/N)	COVID-19 affected data? (Y/N)
1					
2					

Organizer Template for Part B SPP/APR Target Setting (cont.)

- States can use this resource to briefly document information for consideration when setting new SPP/APR targets for all indicators in the FFYs 2020–25 SPP/APR collection.

- *Organizer Template for Part B SPP/APR Target Setting*

Response Poll

Which of these tools do you think you will use to prepare for your stakeholder meetings?

1. *FFY 2020–25 Part B SPP/APR Changes at a Glance*
2. *For FFY 2020 SPP/APR, What Data States Will Report?*
3. *SPP/APR Tasks and Timelines*
4. *Organizer Template for Part B SPP/APR Target Setting*

Type your responses in the Chat Box.

Stakeholder Engagement Challenges

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

Poll

What changes do you think will be the most difficult to explain to stakeholders? (Choose the top two)

- Change to data sources (B1 & B2)
- Changes to response rate and representativeness (B8 & B14)
- New components (B3 & B5)
- Data reporting years (2020–2021 or 2019–2020)
- Other

State Presentations

ii21

IDC

IDEA DATA CENTER

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

North Carolina

North Carolina Process for Stakeholder Engagement

- Team to build and document process
  - SSIP coordinator, SPP/APR coordinator, Part B data manager, regional consultant, state director, state assistant director

- Resources
  - *IDC SPP/APR Tasks and Timelines*
  - Document with timelines, dates, persons responsible, Indicator groupings
  - Data analysis and calculations
  - Presentations for stakeholders
  - Feedback form

SPP/APR Tasks and Timelines

Opportunities for Stakeholder Engagement and Feedback

- Two meetings each month (repeat sessions)
  - Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis
  - Data analysis
  - Target setting
  - Improvement strategies
  - Measures of progress
- Indicators "chunked" into groups
  - April: SWOT/Indicators B1 & B2
  - May: Indicator B3
  - June: Indicators B5 & B6
  - July through October: TBD

Trend Data Analysis for Each Indicator

Indicator 1 - 5 Year Cohort Graduation Rate

	2014	2015	2016	2017	2018	201
Target >=	80.00%	80.00%	80.00%	80.00%	80.00%	80.00
SWD	64.40%	67.30%	68.90%	70.32%	69.06%	72.5

NC decided to align our SPP/APR with our State Systemic Improvement Plan and we reported on our 5 Year Cohort Grad Rate instead of the 4 Year cohort.
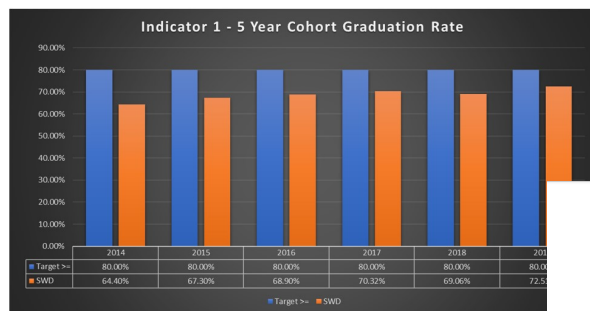
OLD INDICATOR 1 GRADUATION RATE USING 5 YEAR COHORT

- States may report data for

Percent of students with disabilites that graduated with a Regular High School Diploma in a single school year.

Indicator 1 - Exit Graduation Rate

Graduation Rate for 2020 Inflated due to COVID-19

	2016	2017	2018	2019
Series1	72	73	76	77.02

NEW 2020-25 INDICATOR 1 GRADUATION RATE USING SWD EXIT DATA

Indicator 2 Exit Rate Using SWD Exit Data

	2016	2017	2018	2019	2020
Rate	22.00	20.00	19.00	18.41	11.44
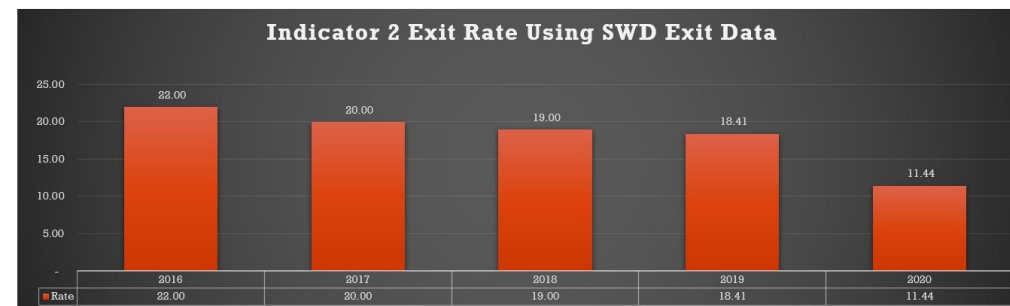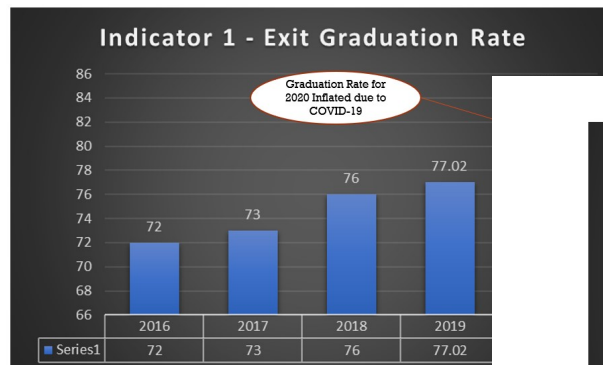
NEW INDICATOR 2 DROPOUT RATE USING SWD EXIT DATA

New 2020 calculation using Exit Data

- 1. Number of youth with IEPs (ages 14-21) who exited special education due to dropping out
- 2. (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Stakeholder Feedback Form

- Online survey tool
- Collects demographic data
- Allows for independent data analysis
- Target setting options
- Improvement strategies
- Measures of progress

Sample Feedback Tool Indicator 1

Indicator 1 - Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma

The slide below shows Indicator 1 as it has been reported in the past. For the 2020-2025 SPP/APR submission, the Office of Special Education Programs has changed the comparison data source. We will no longer be looking at graduation compared to all students in cohort yea We will now be looking at students with disabilities that graduate in a single year compared to other students with disabilities that exit high school by graduating, receiving a certificate, dropping out, or reaching maximum age.

Link to larger image
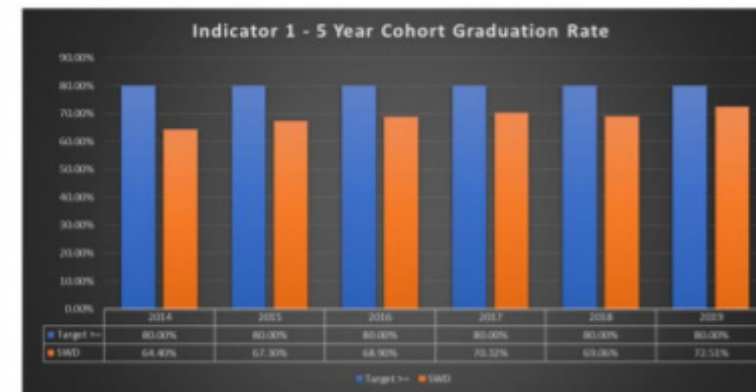
Indicator 1 - 5 Year Cohort Graduation Rate

	2014	2015	2016	2017	2018	2019
Target >=	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
SWD	64.40%	67.30%	68.90%	70.32%	69.06%	73.51%

NC decided to align our SPP/APR with our State Systemic Improvement Plan and we reported on our 5 Year Cohort Grad Rate instead of the 4 Year cohort.

OLD INDICATOR 1 GRADUATION RATE USING 5 YEAR COHORT

- States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the State has established one.

Sample Feedback Tool Indicator 1 (cont.)

Percent of students with disabilites that graduated with a Regular High School Diploma in a single school year.

Indicator 1 - Exit Graduation Rate

Graduation Rate for 2020 Inflated due to COVID-19

	2016	2017	2018	2019	2020
Series1	72	73	76	77.02	83.92
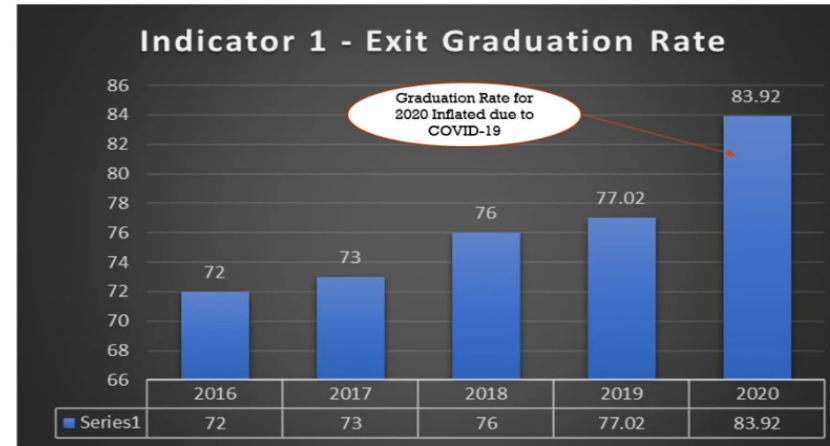
NEW 2020-25 INDICATOR 1 GRADUATION RATE USING SWD EXIT DATA

- States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

- Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

The slide above shows the new Indicator 1, recalculated for the past 5 years. NC has the option to use 2018-19 or 2019-20 as our baseline year due to the Office of Special Education Program changes in the data source of this Indicator. We believe the rate of 83.92 for SY 2019-20 is inflated due to COVID-19. March 16, 2020 the governor closed all schools and students who were passing at the time of the school closure were considered passing for their courses. It is the recommendation of the data team to consider using the 2018-2019 year as a baseline which would be 77.02%.

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

Sample Feedback Tool Indicator 1 (cont.)

Target Options for selection of 2018-19 Baseline of 77.02%		Baseline	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
A	Increase Target from baseline in the final year.	77.02%	77.02%	77.02%	77.02%	77.02%	77.02%	78.00%
B	Increase Target from baseline incrementally.	77.02%	77.02%	77.25%	77.50%	78.00%	78.50%	79.00%
C	Keep historical targets of 80.00%	77.02%	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
D	Use Every Student Succeeds Act (ESSA) Targets	77.02%	95%	95%	95%	95%	95%	95%

You have proposed the baseline for Indicator 1 to be 77.02% from the 2018-19 School Year. This rate is based on the new required formula. This means we anticipate our percentage of students with disabilities that graduate to decrease slightly as schools return to normal. Our 2025 target must be greater than 77.02% to indicate growth. With the information you have been provided above please select your recommendation for targets for Indicator 1.

○ A: Maintain baseline as the target - 77.02% and increase in the final year.

○ B: Propose to use baseline target - 77.02% and increase to 78.5% over next 5 years

○ C. Keep past baseline target of 80.00% for all 5 years,

○ D: Propose to use the new ESSA Targets - 95%

○ E: Other - Use comment box for recommendation

Sample Feedback Tool Indicator 1 (cont.)

Improvement Strategies - Select all that apply.

Link to more information

- ☐ Early Warning System (ECATS)
- ☐ Career Academies
- ☐ Personalized Learning
- ☐ Access to Career & Technical Education Courses for SWD
- ☐ Mentoring Programs (Adult/Peer)
- ☐ Social, Self-Determination and Life Skills Instruction

Comments and suggestions on Improvement Strategies

Sample Feedback Tool Indicator 1 (cont.)

Please identify your preferred methods of evaluating progress for students with disabilities specific to graduation. Select all that apply.

- ☐ 4 & 5 Year Cohort Graduation Rate
- ☐ Graduation Calculation based on SWD Exit Data analysis
- ☐ EOC Proficiency for Math I
- ☐ EOC Proficiency for English II
- ☐ Progress Monitoring on course credit accrual

Comments and other suggestions on evaluating progress for students with disabilities specific to graduation:

IDC — IDEA DATA CENTER

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

Questions and Answers

You can ask questions of the state presenter by unmuting your microphones or typing the questions in the chat box.

Contact Information

Kelley Blas

IDEA Information Analyst

Kelley.Steen@dpi.nc.gov

Vermont

Stakeholder Involvement in SPP APR Target Setting

IDC

IDEA DATA
CENTER

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

How Are You Obtaining Feedback From Stakeholders?

- Monthly meetings with our Special Education Advisory Panel with target proposals in November

- Presentations with other groups including our Parent Support Center

- Opportunities for public input/comment

Are You Clustering Indicators? How Are They Clustered?

- Stewards oversee indicators aligned with their expertise area

- March: Indicators 5 & 6 (Educational Environments)

- April: Indicators 8 & 14 (Survey Used)

- May: Indicators 15 & 16 (Mediation & Resolution)

- July: Indicators 1 & 2 (Graduation & Dropout)

- August: Indicators 4A & 7 (Timing)

- September: Indicator 3 (Assessment)

- October: Indicator 17 (SSIP)

How Are You Reporting the Data? Are You Using Data Visualizations?

- Using words and visuals to explain measurements, historical data and preliminary data

- Also showing disaggregated data

Measurement B

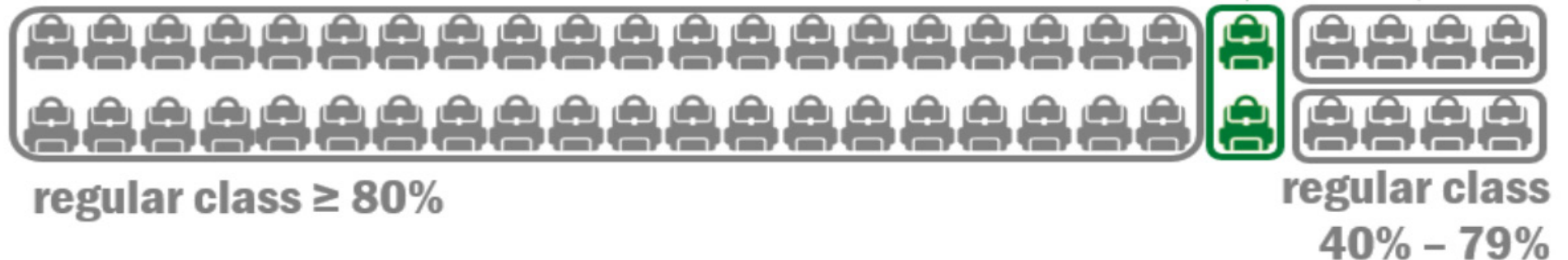- **Measurement B:** % of students with IEPs ages 5 in kindergarten 6-21 served inside the regular class less than 40% of the day.

Youth with IEPs age 5 in K – 21:

separate school, residential facility, homebound or hospitalized

2 of 50 students in regular class < 40%: 2 ÷ 50 = 4%

regular class ≥ 80%

regular class 40% – 79%

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

Indicator 5 B Historical Data

YEAR	FFY15	FFY16	FFY17	FFY18	FFY19
5A	N	N	N	N	N
5B	Y	Y	Y	Y	Y
5C	N	N	N	N	N

Historical Data - Indicator 5 Measure B

- FFY15: 5.72%
- FFY16: 5.15%
- FFY17: 4.61%
- FFY18: 4.56%
- FFY19: 4.48%

B: Served inside the regular class less than 40% of the day

Indicator 5 Measure B

Legend: ▢ Ages 6 to 21   ▢ Ages 5-in-K and 6 to 21

- FFY15: 5.72%
- FFY16: 5.15%
- FFY17: 4.61%
- FFY18: 4.56%
- FFY19: 4.48%
- FFY20 (Preliminary): 5.04%, 4.90%
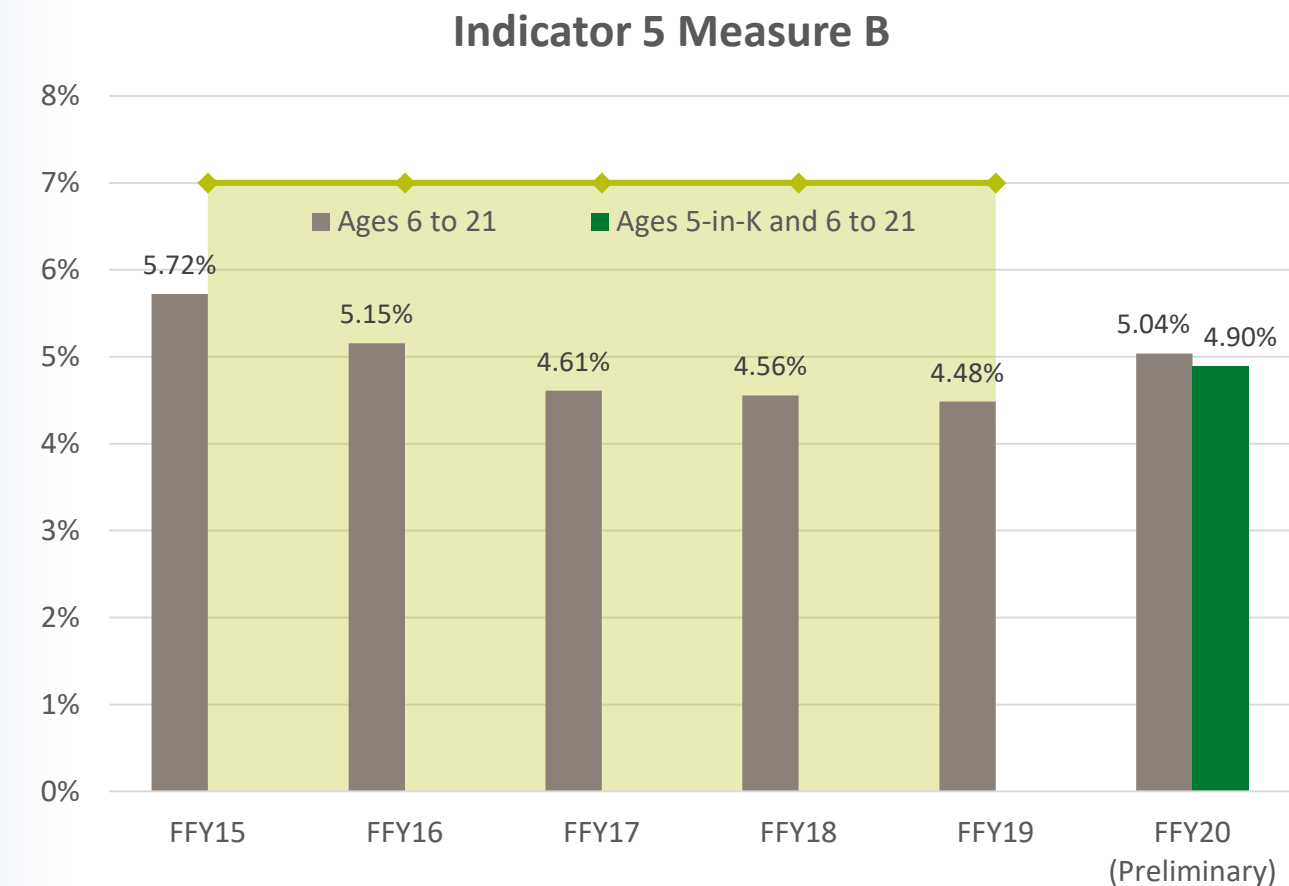
These data are the results of the initial reporting from LEAs, that they are not yet finalized, and they are subject to change

B: Served inside the regular class less than 40% of the day

Indicator 5 Disaggregated Data

Selected Disability Categories by Environment - FFY19
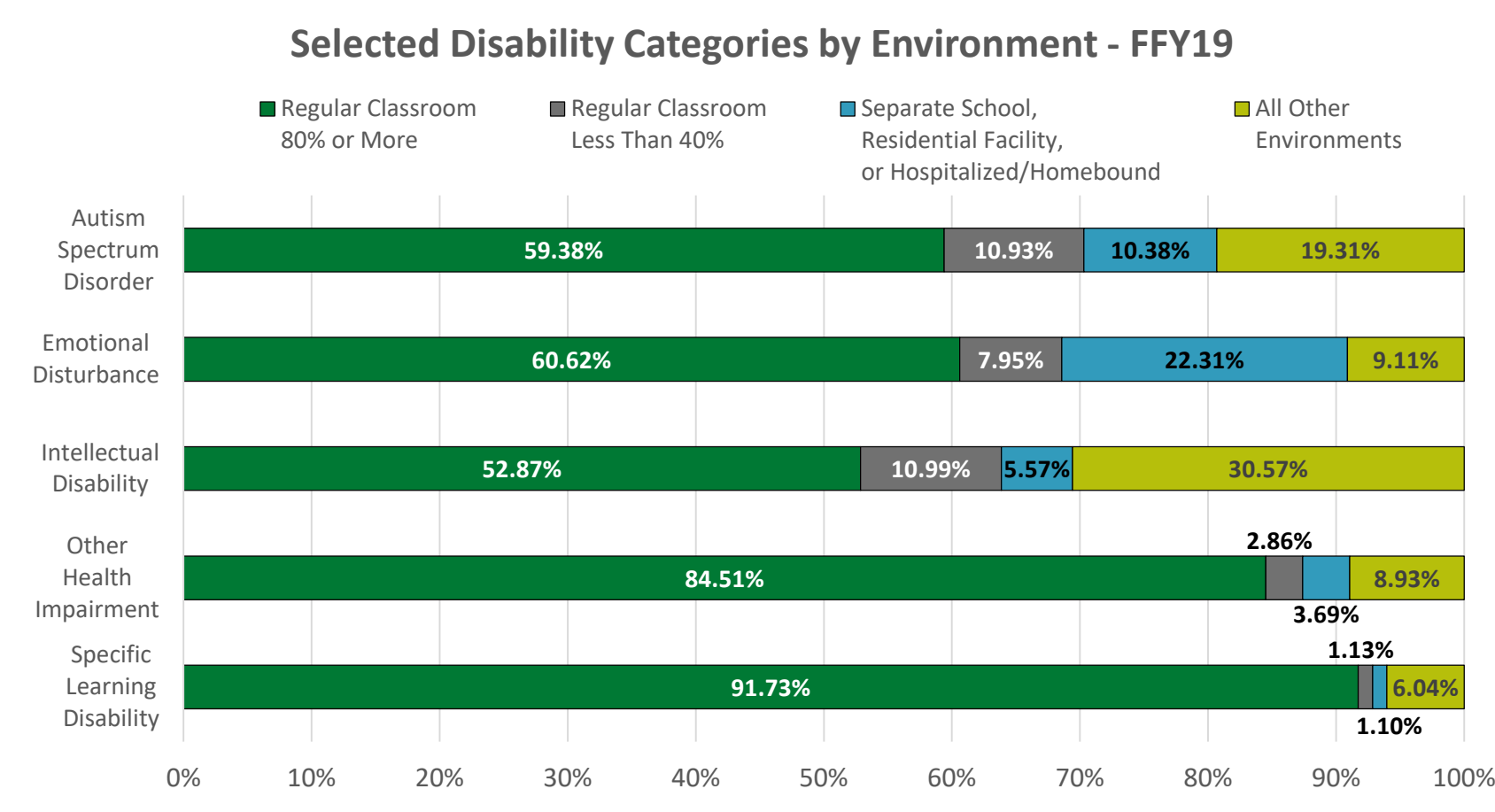
How Are You Obtaining Input From Stakeholders in Virtual Meetings?

- Jam Board to collect questions and data requests

- Discussion open while staying on topic

- Open floor to ask questions

- Monitoring chat room

- Follow up (contact and virtual drop in)

- Special Education Advisory Panel will propose targets as a whole; individuals are still able to propose targets through public comment form/process

SPP-APR Indicator Target Notes for Deliberations

Indicator 1

Notes:

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
% of exiting youth w/ IEPS age 14-21 who graduated (rather than aged out, dropped out, or received a certificate)						

Rationale:

How Do You Plan on Obtaining Public Input?

- Webpage with supplemental presentations

- Microsoft form to collect proposed targets

- Public can propose all targets, some or just one if they would like

- Can propose targets as a specific percentage (80%), a range (75-85%), or as a thought (as high as possible)

- Proposed targets also include rationale to understand thought process

Lessons Learned

- Have a place for stakeholders to collect thoughts and questions not necessarily related to target setting to keep the conversation on track

- Provide opportunities or resources for stakeholders to understand each indicator

Questions and Answers

You can ask questions of the state presenters by unmuting your microphones or typing the questions in the chat box.

Additional IDC Tools

IDC

IDEA DATA CENTER

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

Indicator Organizer for Part B SPP/APR Stakeholder Engagement and Target Setting

- One of two templates that help states plan for stakeholder involvement in establishing targets for the FFY 2020–25 SPP/APR

- *Indicator Organizer for Part B SPP/APR Stakeholder Engagement and Target Setting*

IDEA DATA CENTER

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

Indicator Organizer for Part B SPP/APR Stakeholder Involvement and Target Setting (cont.)

- Supplements the ***Organizer Template for Part B SPP/APR Target Setting***
- Includes
  - General information for each indicator
    - Data: which school year, data source, data availability, impacts of COVID-19
  - Indicator changes
    - Changes to data sources or baseline
  - Stakeholder involvement
    - State staff, stakeholder groups, data needed, representativeness of stakeholders and timelines
  - State timelines
    - State review, target development, and public input timelines

Indicator Organizer for Part B SPP/APR Stakeholder Involvement and Target Setting—Jam Board Activity

- Review the *Indicator Organizer for Part B SPP/APR Stakeholder Involvement and Target Setting*

- Using Indicator 2: Dropout Rate as an example respond to selected questions from the stakeholder involvement and timeline sections of the tool

- Write your thoughts on a sticky note and post them on the Jam Board aligned to each question

Indicator **Organizer** for Part B SPP/APR Stakeholder Involvement and Target Setting—Jam Board Activity (cont.)

- Using Indicator B2: Dropout Rate as an example, respond to selected questions from the stakeholder involvement section of the tool
  - Stakeholder Involvement
    - *What methods will the state use to facilitate stakeholder involvement (e.g., in-person or virtual meetings, surveys)?*
    - *How will the state document and track stakeholder involvement efforts (e.g., minutes from stakeholder meetings, survey results and respondent information)?*

Stakeholder Involvement
What methods will the state use to facilitate stakeholder involvement (e.g., in-person or virtual meetings, surveys)?

Survey

Virtual stakeholder forums, online comment, written comment for those without internet access

Maybe a survey

in-person meetings

Online survey and virtual meetings

potentially survey

Virtual Meeting

Survey, virtual meetings, Padlet?

Multiple meeting opportunities

In person/virtual meetings

Meetings, virtual or in person, like the idea of using a survey as well

focus groups

focus groups

Invites sent in word document with all links until November.

Virtual meeting

Virtual meetings
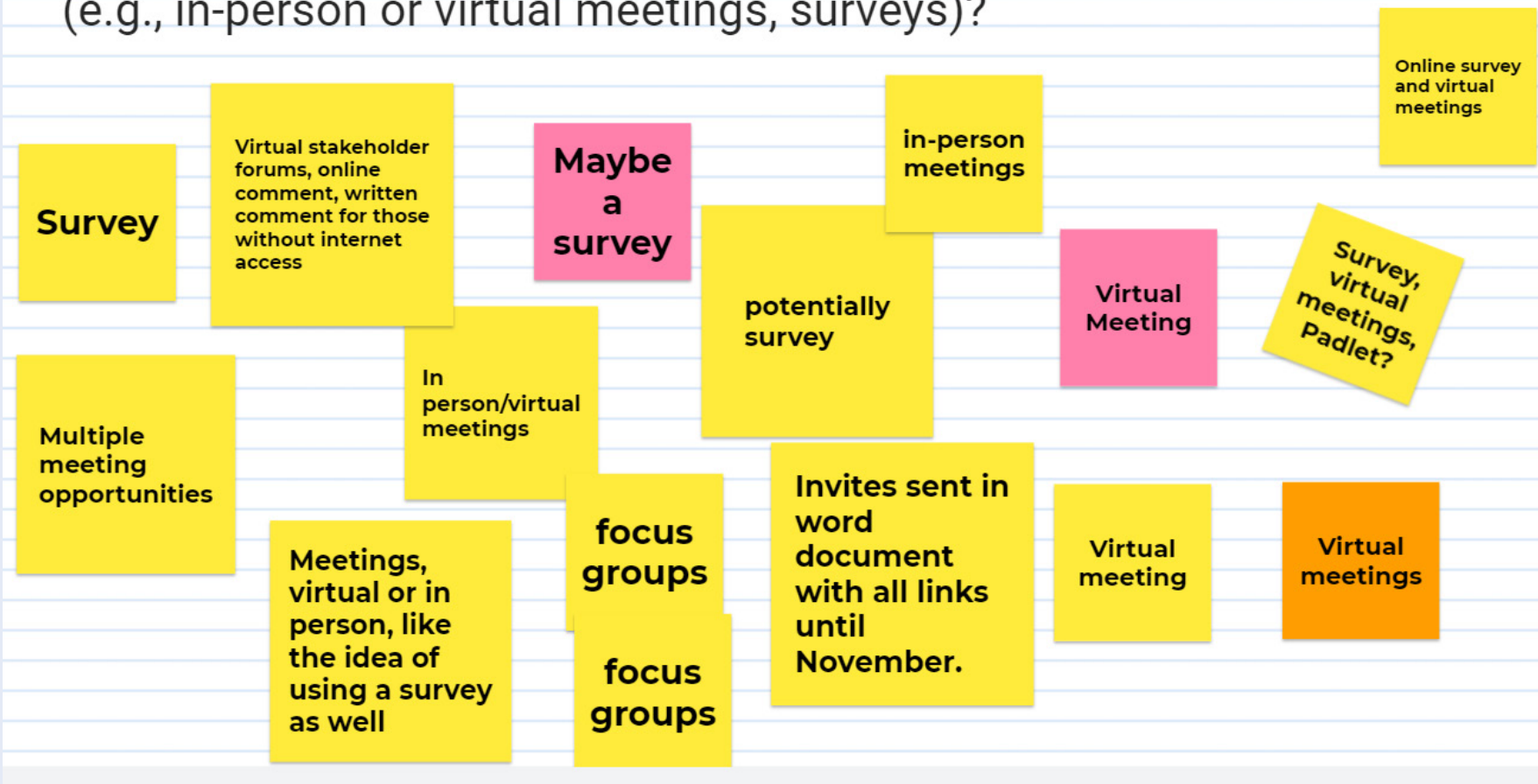
Jam Board Activity Results (con't)

Stakeholder Involvement
How will the state document and track stakeholder involvement efforts (e.g., minutes from stakeholder meetings, survey results and respondent information)?
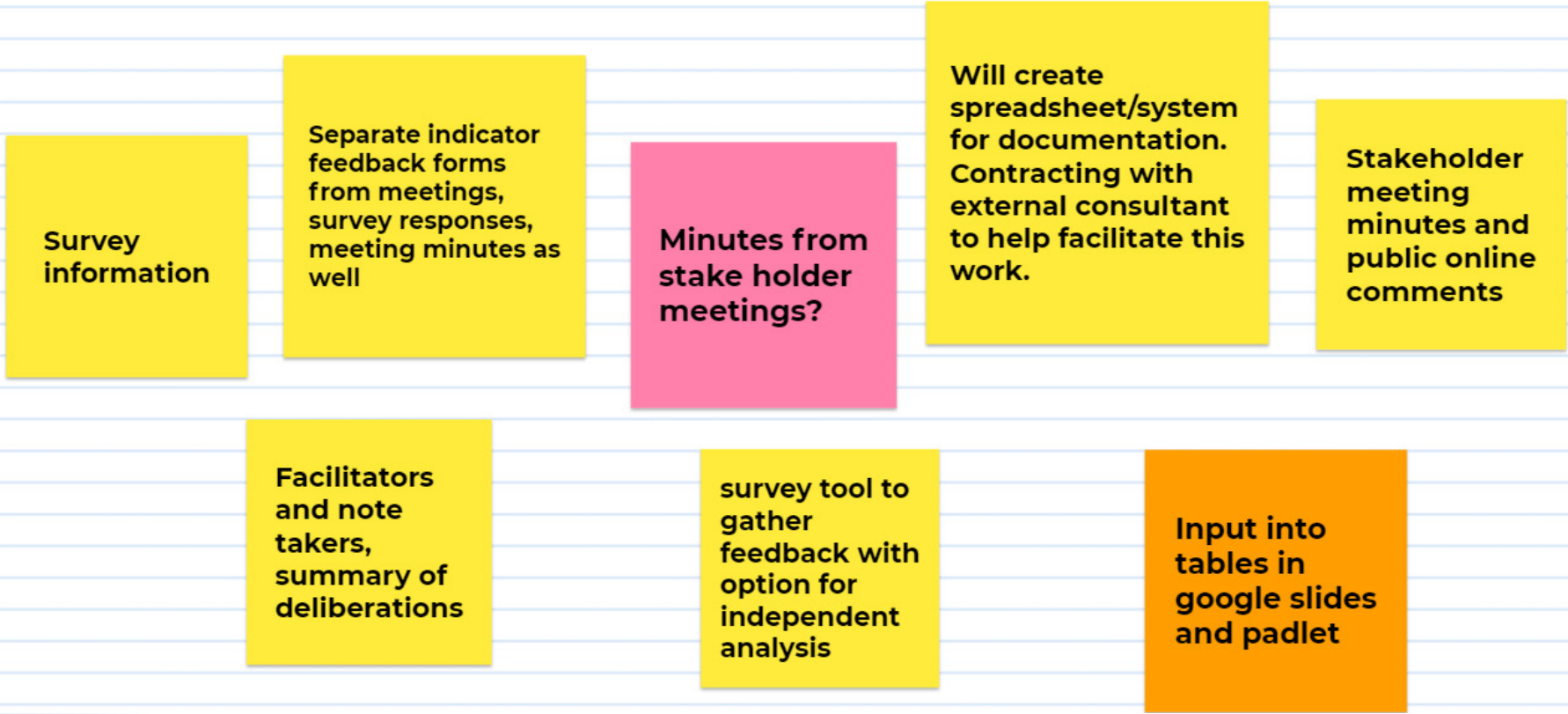
Survey information

Separate indicator feedback forms from meetings, survey responses, meeting minutes as well

Minutes from stake holder meetings?

Will create spreadsheet/system for documentation. Contracting with external consultant to help facilitate this work.

Stakeholder meeting minutes and public online comments

Facilitators and note takers, summary of deliberations

survey tool to gather feedback with option for independent analysis

Input into tables in google slides and padlet

Indicator Organizer for Part B SPP/APR Stakeholder Involvement and Target Setting—Jam Board Activity (cont.)

- Using Indicator B2: Dropout Rate as an example, respond to selected questions from the state timelines section of the tool

  – Timelines

    ▪ *When and how will the state establish final targets to share with stakeholders?*

    ▪ *When and how will the state make available to the public the results of target setting, data analysis, development of improvement strategies, and evaluation (e.g., state memo posted on website, newsletter, or similar communication)?*

Timelines
When and how will the state establish final targets to share with stakeholders?

Maybe in Fall or Winter? Planning on multiple rounds of stake holder engagement.

Input from stakeholders will be presented to our Special Education Advisory Panel which will make final recommendations to the Department of Education

How--will take all stakeholder feedback gathered to finalize baseline/targets that will be shared back in meetings, potentially posting in some public way. Still have to figure out the details.

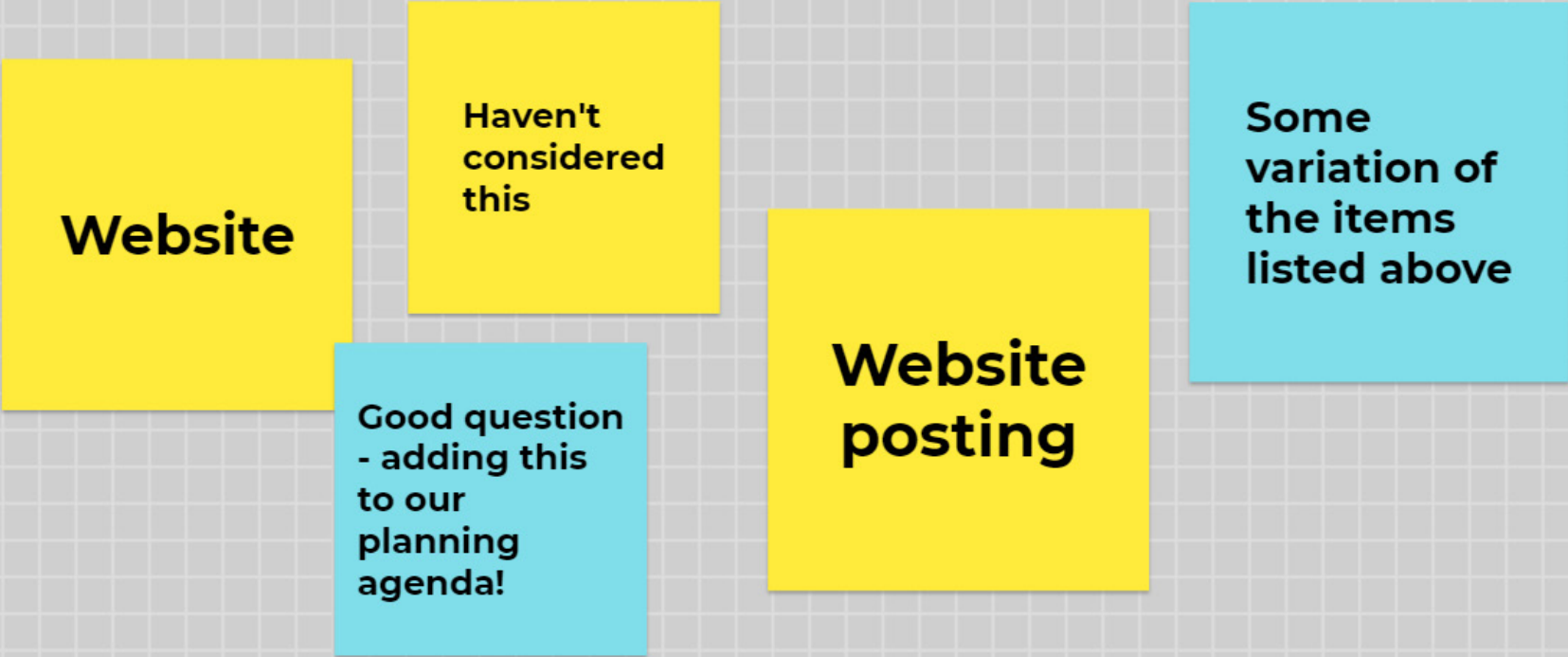In October have all baselines and targets ready for review.

After each months stakeholder meetings, analyze feedback and send to leadership and advisory council for final decision. Present all final SPP/APR Targets at November meeting.

When-hopefully by mid-November

Timelines

When and how will the state make available to the public the results of target setting, data analysis, development of improvement strategies, and evaluation (e.g., state memo posted on website, newsletter, or similar communication)?

Website

Haven't considered this

Some variation of the items listed above

Good question - adding this to our planning agenda!

Website posting

Reflection: Jam Board Activity

- What were your key takeaways from the state sharing in the Jam Board activity?

- Write one key takeaway in the chat box

Where to Find SPP/APR Resources and Tools

- States can access a variety of IDC resources and tools to assist with meeting the requirements of the SPP/APR at the link below

- [State Performance Plan (SPP) and Annual Performance Report (APR) Resources and Tools](#)

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

Contact Us

- Silvia DeRuvo, sderuvo@wested.org

- Nancy Johnson, ntjohnson11@gmail.com

- Kelley Blas, Kelley.Steen@dpi.nc.gov

- Cassidy Canzani, Cassidy.Canzani@vermont.gov

- Jacqui Kelleher, Jacqui.Kelleher@vermont.gov

- Ana Kolbach, Ana.Kolbach@vermont.gov

For More Information

Visit the IDC website
http://ideadata.org/

Follow us on Twitter
https://twitter.com/ideadatacenter

Follow us on LinkedIn
http://www.linkedin.com/company/idea-data-center

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

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y190001. 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.

Project Officers: Richelle Davis and Rebecca Smith