Tips for Success: Writing an Effective FFY 2020 State Performance Plan/Annual Performance Report

November 18, 2021

Nancy Johnson, IDC

Tamara Nimkoff, IDC

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

- Please complete the online evaluation at the end of the webinar

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

Where to Find Webinar Slides and Recording

Where to Find Webinar Slides and Recording (cont.)

Agenda

- Welcome
- Leveraging State Performance Plan/Annual Performance Report (SPP/APR) Requirements and Guidance
- Tips for Successful Writing
  - General
  - Targeted
- IDC SPP/APR Resources
- IDC SPP/APR Review Opportunity

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

Participant Outcomes

- Participants will have increased knowledge about how to make sure their SPP/APR is comprehensive and accurate

- Participants will have increased understanding about how to write effective reports and common reporting challenges and potential solutions

- Participants will have increased awareness about how to access supporting resources

Mentimeter Interactive Poll With Visuals

How do you feel about writing the next SPP/APR?

| Scared | Confident | Happy | What report? |

Leveraging SPP/APR Requirements and Guidance

OSEP Requirements and Guidance for FFY 2020 SPP/APR

Links to individual documents

- ✓ *2022 Part-B SPP/APR Memo*
- ✓ *2022 Part-B SPP/APR Instructions*
- ✓ *2022 Part-B SPP/APR Measurement Table*
- ✓ *Universal TA for FFY 2020-2025 SPP/APR*
- ✓ *Part B SPP-APR FFY 2020 State Template*

Web locations for documents

- Department of Education IDEA Resources for Grantees
  - Federal Fiscal Year 2020-2025 SPP/APR Package, Due 2022
  - SPP/APR General Resources
- Grads360° Resources
  - SPP/APR Resources

IDC | IDEA DATA CENTER

Which documents should I access for requirements and guidance related to stakeholder engagement?

Mentimeter Interactive

- What are your ideas for leveraging OSEP guidance to complete your SPP/APR in the reporting platform?

11

Tips for Successful Writing

General Tips

- Plan your timeline
  - With the end date in mind, work backwards to plan benchmark dates to complete tasks and indicators
  - By month, identify tasks and indicators to complete
- Respond to prompts using clear, concise language
  - Remember text boxes = up to 8,000 characters each, including spaces
  - Keep your audiences in mind
  - Explain acronyms when initially using for an indicator

General Tips (cont.)

- Respond to all requirements in a prompt
  - For example, Indicator 4 prompt – State's definition of "significant discrepancy" **and** methodology
    - The definition of "significant discrepancy" regarding suspensions/expulsions > than 10 days in a school year for student with IEPs is a rate ratio => 3.0.
    - Methodology **-** The state used a rate ratio to compare the district's suspension/expulsion rate for children with disabilities (4A) or children with disabilities from each racial/ethnic group (4B) to the same district's suspension/expulsion rate for children without disabilities.

Targeted Tips: Focusing Responses to Specific Prompts

- Indicator 17 will include numerous prompts, with specific questions and required information

  - For example, Has the State-identified Measurable Result (SiMR) changed since the last State Systemic Improvement Plan (SSIP) submission? If Yes…
    - Provide a description of the system analysis activities conducted to support changing the SiMR
    - List the data source(s) used to support the change of the SiMR
    - Provide a description of how the state analyzed data to reach the decision to change the SiMR
    - Describe the role of stakeholders in the decision to change the SiMR

Reporting Stakeholder Engagement in the SPP/APR

- Options for stakeholder involvement description
  - Can apply from the introduction to all indicators
  - Can address in each indicator
  - Can apply from introduction and add to specific indicators
- Number of parent members
  - Can be a duplicated number
  - Consider including information about number in description about how parents were engaged

Reporting Stakeholder Engagement in the SPP/APR (cont.)

- Parent Members Engagement
  - Provide information to address setting targets, analyzing data, developing improvement strategies, and evaluating progress
  - Describe any attempts to obtain missing input/needed information
- Activities to Improve Outcomes for Children
  - One state conducted additional meetings in regions of the state where groups of parents were not represented initially
  - Seek assistance from Parent Training and Information Centers and other parent organizations

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

Reporting Stakeholder Engagement in the SPP/APR (cont.)

- Soliciting Public Input
  - Address setting targets, analyzing data, developing improvement strategies, evaluating progress
  - Use virtual and/or in-person meetings, online surveys, other activities
  - Provide dates of meetings, description of given time period, timeline for online surveys
- Making Results Available to the Public
  - Address setting targets, analyzing data, developing improvement strategies, evaluating progress
  - Use websites, press releases, sharing at public meetings
  - Describe when public results will be/were made available

Reporting SSIP-Specific Stakeholder Engagement

- Introduction text on broad stakeholder input can be populated into Indicator 17, but you will also be prompted to describe stakeholder engagement specific to SSIP
  - Describe engagement related to target setting, but also….
    - Strategies implemented to engage stakeholders in key improvement efforts of the SSIP
    - Concerns expressed by stakeholders during engagement activities
    - How the state addressed the specific concerns expressed by stakeholders

Summarizing Stakeholder Engagement

- Look for
  - Themes
  - Trends
  - Differences
  - Agreements
  - Representativeness
  - What input is missing/still needed?

- Document
  - All attempts to obtain missing input/needed information
  - Any responses received

Addressing the COVID-19 Impact on Indicators 1–16

- Where should the state include this information?
  - Introduction—Provide additional information related to data collection and reporting
  - Indicators—Provide additional information about this indicator
- Address the impact on data completeness, validity, and reliability
- Provide an explanation of the state's ability to collect the data
- Include any steps the state took to mitigate the impact of COVID-19 on the data collection
  - Hold weekly office hours
  - Extend data submission timelines, when possible
  - Conduct focus groups
  - Other

Mentimeter Interactive

- What steps did your state take to mitigate the impact of COVID-19 on data collection for Indicators 1–16?

Addressing Data Quality on Indicator 17

- Specific prompts to address SSIP data quality concerns *during this reporting period*
  - Directly related to COVID-19
    - Describe impact on data completeness, validity, and reliability for the SSIP
    - Explain how COVID-19 specifically impacted ability to collect the data for the SSIP
    - Indicate steps the state took to mitigate the impact of COVID-19 on the SSIP data
  - Data quality issues not related to COVID-19 that affected progress
    - Consider if SSIP data were timely, accurate, complete, secure, accessible, and usable
    - Include actions taken to address any data quality issues

Linking to Required Information

- Note where you will provide information through links only within the APR
  - Introduction
  - Indicator 3
  - Indicator 17: Current theory of action and evaluation plan required
    - If updated from last submission: Indicate changes to theory of action or evaluation plan and describe justification for those changes
- Links must be full web addresses, no rich text

Baselines and Targets
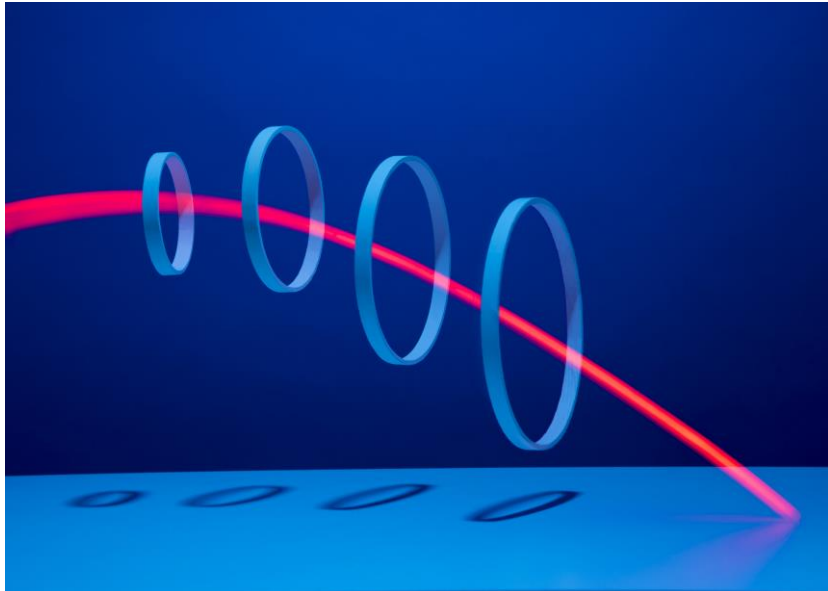
New baselines are only required for indicators with changes to methodology or data sources

States may change the baseline for other indicators if they explain the reason(s) why the baseline is changing

Provide targets for FFY 2020 for all indicators, including those where FFY 2020 is a new baseline year

IDC | IDEA DATA CENTER

Addressing Slippage

Clearly describe the reasons for slippage

- Analyze data and determine what may have affected the data to cause the slippage
  - Geographic challenges
  - Disruptions to systems or processes
  - New or revised state and/or local procedures/processes
  - Other
- Use your analysis when explaining why you think the slippage occurred

Addressing the Representativeness of Respondents

- Examine survey response rates for key subgroups for Indicators 8 and 14
  - Include race and ethnicity (and additional demographic variable in FFY 2021)
- Describe extent to which respondents are representative, i.e., proportionally reflect target population demographics
  - Detail the metric the state used to determine representativeness
- Specify strategies the state will use to increase response rate, particularly for underrepresented subgroups to ensure response data are representative of those demographics in the future

Mentimeter Interactive

- Which metric did your state use to assess the representativeness of your survey respondent subgroups compared to your target population?

1. Test of statistically significant differences (e.g., Chi-square test)

2. Differences of percentage points (e.g., plus or minus 3)

3. Other

Addressing Nonresponse Bias

Examine if respondents differ from nonrespondents related to what is being measured (nonresponse bias)

For example: Are parents who are more involved by the schools more likely to respond than parents who are less involved by the schools? Are youth who are competitively employed less likely to respond than youth enrolled in higher education?
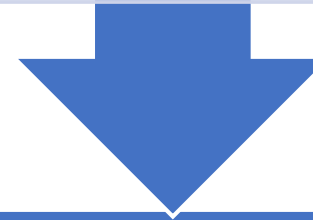
Describe steps to reduce any identified bias and promote responses from a broad cross section of target respondents

Compliance Indicators: Addressing Correction of Findings of Noncompliance

FFY 2019 Findings of Noncompliance Verified as Corrected

Describe how the state verified that the source of noncompliance is correctly implementing the *regulatory requirements.*

Prong 2 of OSEP memo 09-02

Describe how the state verified that each *individual case* of noncompliance was corrected.

Prong 1 of OSEP memo 09-02

FFY 2019 Findings of Noncompliance Not Yet Verified as Corrected

Actions taken if noncompliance not corrected.

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

Compliance Indicators: Addressing Correction of Findings of Noncompliance (cont.)

- Describe what the state did (actions) to verify corrections

  - Prong 2/correctly implementing regulatory requirements—describe how the state
    - Verified 100% compliance through a review of new data/files
    - Conducted the review

  - Prong 1/correcting individual cases—describe how the state
    - Verified that individual cases the state found out of compliance were corrected
    - Conducted the review

Compliance Indicators: Addressing Correction of Findings of Noncompliance (cont.)

- Describe what the state did (actions) if the noncompliance was not corrected, for example
  - Conducted periodic (e.g., monthly, quarterly) reviews of new data to determine 100% compliance
  - Required a review, and revisions if needed, of how an LEA was collecting data and monitoring/following up with the data collection process
  - Required LEA staff training (e.g., revised policy or procedures, implementing requirements)

Select IDC Resources for the FFY 2020 SPP/APR

- SPP/APR Resources

- SSIP Evaluation Resources

- *Parent Involvement Data: How to Measure and Improve Representativeness for Indicator B8*

- *A State Guide on Identifying, Correcting, and Reporting Noncompliance with IDEA Requirements*

IDC APR Review Opportunity

- IDC staff will review states' draft APRs for quality, completeness, accuracy, readability
  - Can include entire draft APR, groups of indicators, or drafts of individual indicators
- Each review will be conducted by a team: the State Liaison, a second reviewer, and core team member
- Reviews will be based on OSEP guidance and expectations
- Reviewers will provide specific written feedback and suggestions

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

Obtaining an IDC APR Review

- Week of Nov 29: IDC State Liaison will send offer via email to each Part B State Director of Special Education

- Dec 1 through Jan 25: IDC teams will review drafts
  - Review teams will return feedback to states within 10 days
- Dec 3 and 7: SPP/APR Q & A Informal Drop-in

Your IDC State Liaison is your point of contact for technical assistance
  - Find your State Liaison through the IDC website at https://www.ideadata.org/technical-assistance

Contact Us About This Webinar

- Nancy Johnson, ntjohnson11@gmail.com
- Tamara Nimkoff, TamaraNimkoff@westat.com

Evaluation

The evaluation poll questions will appear to the right.

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