INTRODUCING THE STATE PERFORMANCE PLAN INDICATOR GUIDE

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Welcome!

Access presentation materials at:
https://sil.padlet.org/sil/SPPlguideACSA

Today’s Agenda

- SELPAs in the Statewide System of Support
- Understanding the State Performance Plan
- The State Performance Plan Indicator (SPPI) Guide
- Making Connections to other data sources
- Tools & Resources
- Additional Learning Opportunities
The Journey Towards One System

2013- LCFF Implementation

2013- Special Education Task Force study began

2015- ESSA and ESEA (Replaced NCLB)

2016 Statewide System of Support (Planning group)

March 2015- Special Education Task Force report

2015 California Collaborative for Educational Excellence (CCEE)

2017 CA Dashboard

2018 System of Support updates

2018 Budget Act

Nov- 2018 SELPA System Improvement Leads announced
Statewide System of Support: Goal

To assist local educational agencies and their schools in meeting the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.

One Coherent System

“In a coherent system of education, all children are considered general education students first; all educators, regardless of which students they are assigned to serve, have a collective responsibility to see that all children receive the education and the supports they need to maximize their development and potential so that they can participate meaningfully in the nation’s economy and democracy.”

CA Special Education Task Force Report (March 2015)
Role of SELPA Leads

- SELPA Leads will join the statewide leadership team, which includes the California Collaborative for Educational Excellence (CCEE), California Department of Education (CDE), State Board of Education (SBE), and other statewide leads.

- SELPA Leads will work collaboratively with one another to build capacity of SELPAs and lead agencies within the Statewide System of Support.

Capacity Builders - Facilitators - Connectors
SELPA Content Leads

Marin County SELPA  — In partnership with the California Autism Professional Training and Information Network (CAPTAIN) to scale up the use of Evidence Based Practices for students with Autism

Placer County SELPA  — Open Access Project (focus on Universal Design for Learning, Assistive Technology, and Augmentative Alternative Communication strategies)

South County SELPA  — Disproportionality and Equity

Imperial County SELPA  — Students with Disabilities and English Language Learners
The SELPA System Improvement Leads’ Theory of Action

If we build partnerships with:
- SELPAs
- Local Education Agencies
- County Offices
- System of Support Lead Agencies
- CDE
- CCEE

And build the capacity of SELPAs and LEAs in the areas of:
- Special education data use and governance.
- Continuous improvement cultures and methodologies.
- High-leverage and evidence-based practices.

Then students with disabilities will have access to cohesive and equitable school systems intentionally designed to provide the necessary supports and interventions for educational and post-secondary success.

UNDERSTANDING THE STATE PERFORMANCE PLAN
Origin of the State Performance Plan

- The **Individuals with Disabilities Education Act (IDEA)** requires that the US Department of Education, Office of Special Education Programs (OSEP) monitor states’ implementation of IDEA.
- In order to meet monitoring requirements, each state is required to develop and submit a State Performance Plan (SPP) that evaluates efforts to implement the requirements of IDEA and describes how implementation will be improved.

California’s State Performance Plan

- The State Performance Plan (SPP) is a six year plan that includes 17 measures referred to as **indicators**.
- The indicators are determined by OSEP and are related to either IDEA compliance or student performance.
- Within the SPP, the state must set rigorous and measurable annual targets for each of the 17 indicators.
California’s State Performance Plan

- The current SPP covers federal fiscal years (FFY) 2013-14 through 2018-19.
- For FFY 2019, the OSEP has directed the CDE to submit the targets for that year only as an extension of the current six-year cycle.
- CDE will present the FFY 2020-2025 SPP for approval at the May 2020 State Board meeting.

SPP Indicators: A Closer Look

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<th>SPP Compliance Indicators</th>
<th>SPP Performance Indicators</th>
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<td>1: Graduation Rate</td>
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<td>9: Disproportionate Representation</td>
<td>2: Dropout Rate</td>
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<td>17: State Systemic Improvement Plan²</td>
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Indicators 17 is neither a performance nor compliance indicator. For more information on the SSIP, please refer to: https://osep.grads360.org/#program/ssip
Annual Performance Report (APR)

Each year, the California Department of Education (CDE) collects data on each of the SPP indicators in order to measure progress toward annual targets set in the State Performance Plan. Based on the data collected, CDE prepares two reports:

- State-Level APR
- Local-Level APR

Annual Performance Report: Activity

Review California's Annual Performance Report for FFY 2018. Consider:

- What information is contained in the report?
- What data are available in the report?
- How might this information be valuable to you in your work?
Locating LEA Annual Performance Report Measures

- Connected to CDE's Quality Assurance and Focused Monitoring processes
- Reported for all LEAs (includes school districts, county office of education, and charter schools)
- Most recent reports are for 2017-18 school year
- https://www.cde.ca.gov/s/p/se/ds/leadatarpts.asp

Local-Level Annual Performance Reports

An APR PDF browser can also be found on the SIL website by visiting: https://aprpdf.systemimprovement.org/
SPP and APR: Review

- The Individuals with Disabilities Education Act (IDEA) requires that the US Department of Education, Office of Special Education Programs (OSEP) monitor states’ implementation of IDEA.
- Each state is required to develop and submit a State Performance Plan (SPP).
- The SPP is a six-year plan that includes 17 measures referred to as indicators.
- The indicators are determined by OSEP and are related to either IDEA compliance or student performance.
- Within the SPP, the state must set rigorous and measurable annual targets for each of the 17 indicators.
- States must report their progress in relation to these targets in an annual update referred to as the Annual Performance Report (APR).
The goal of the State Performance Plan Indicator Resource Guide is to support school leaders in analyzing the wide range of valuable data provided within the local-level APR in order to improve the quality of education for all students, with an emphasis on students with disabilities.

The guide includes:

- Introductory documents
- A collection of individual indicator handouts
- Appendices
State Performance Plan Indicator Guide

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Introductory Documents

- *Introduction to the State Performance Plan Indicator Guide*:
  - Overview of the purpose of the document
  - Intended audience and use
  - Quick Tips
Introductory Documents

- Getting to Know the State Performance Plan Indicators:
  - Grab-and-go resource
  - Overview of the SPP, indicator list, data sources and APR
  - SPP indicator information at-a-glance section
  - Supplement to the indicator handouts

- Making Connections to the State Performance Plan Indicators:
  - An overview of the relationship between the SPP indicators and related processes: specifically LCAP, Dashboard and QAP
  - Additional resources
  - Supplement to the “Making Connections” section of the indicator handouts
State Performance Plan Indicator Guide

The guide includes:

- Introductory documents
- A collection of individual indicator handouts
- Appendices

Indicator Handouts

Individual one-page, two-sided handouts for each of the 14 SPP indicators reported in the local-level Annual Performance Report (APR)
Indicator Handouts

- Each handout answers the following questions:
  - Which LEAs receive results for this indicator?
  - What is the data source?
  - How are results calculated?
  - What is the target?

Indicator Handouts

- Each handout also includes:
  - Making Connections section to provide an at-a-glance reference to related:
    - Dashboard indicator
    - LCAP priority
    - Quality Assurance Process
Indicator Handouts

- When applicable, the indicator handout will also include:
  - A Compare and Contrast: SPP Indicators and California School Dashboard Table
  - Convenient comparison of the SPP and Dashboard indicators as a quick reference to similarities and differences

State Performance Plan Indicator Guide

The guide includes:

- Introductory documents
- A collection of individual indicator handouts
- Appendices
Appendices

- Quality Assurance Process (QAP) Monitoring Activities Summary:
  - Provides a summary of each of the QAP processes.
  - Supplements the Making Connections section of the indicator handouts.

Appendices

- State Performance Plan Indicators At-A-Glance:
  - Visual summary of information provided in the indicator handouts
  - Provides a Grab-and-go guide to the State Performance Plan indicators
  - May supplement the Getting to Know the State Performance Plan Indicators document
Use of the SPP Indicator Guide

**Comprehensive Guide**
Use this document in its entirety for a comprehensive guide to understanding the local-level State Performance Plan indicators.

**Individual Grab-and-Go Handouts**
Each indicator handout and appendix resource is provided in a one-page, two-sided format to allow for easy grab-and-go use of the specific information you need.

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Document Updates and Online Location

- This guide will be periodically updated to reflect changes to the State Performance Plan indicators, data sources and calculations as they arise.
- Check back frequently for updates! A version number and publication date is provided at the bottom of the inside cover.
- Access online by visiting: systemimprovement.org
We Want Your Feedback!

- As the user of this guide, your feedback is essential. To provide feedback on this resource please visit: https://www.surveymonkey.com/r/sil-sppi-guide-user-feedback
- The link to the feedback survey is also provided in the “Introduction to the State Performance Plan Indicator Guide” document

Four Square Activity

Takeaways: Any “ahas” or learnings

Questions: Additional wonderings

Use: How might you use this guide to support your work?

Resources: Complementary resources and possible next steps
Moving Beyond Accountability and Monitoring

- Data from select SPP indicators, in addition to other data sources, is used in identification for specific CDE monitoring activities.
- While criteria for many monitoring activities is based on SPP/APR indicator data, the indicators are not solely used for monitoring purposes.
- Many special educators can provide valuable input and expertise in helping educators understand the SPP/APR data and how it can support site and LEA-level improvement efforts.
Use of Local-Level APR Data: 
*Thinking Outside the Box*

- The data included in an LEA’s APR provides invaluable information about students with disabilities that can be used to inform improvement efforts at the local level.

Annual Performance Report and the California School Dashboard: *Compare and Contrast*

**Annual Performance Report**
- A series of reports available on CDE’s website
- 17 indicators (compliance & performance)
- Drawn from requirements of IDEA
- Specific to students with disabilities

**California School Dashboard**
- Online tool. Provides info on multiple measures of student success
- 11 indicators (Local & State)
- Drawn from the ten priority areas of the Local Control Funding Formula (LCFF)
- All students, including students with disabilities
Annual Performance Report and the California School Dashboard: Compare and Contrast

The APR and California School Dashboard each have distinct purposes, indicators, targets and calculation methodologies.

When examined together, they provide invaluable information about educational access for students with disabilities and ensures that their experiences are considered among data for all students.

State Performance Plan Indicators: At-A-Glance Resource
Activity: Making Connections

1. Using the provided APR and Dashboard data, complete the data placemat

2. Using the provided data protocol, turn and talk to your neighbor about what you see on the placemat

3. Individual reflection:
   - What was it like to use the placemat and protocol?
   - What was most useful? What would you adapt to better meet your need?
   - How might use this tool in your local context?
Improvement Data Center (IDC)
Improvement Data Center (IDC)
Improvement Data Center (IDC)

SPP Indicator Monitoring

Annual Performance Report PDF Browser
Improvement Data Center (IDC)

State Performance Plan (SPP) Indicators
Explore your organization's performance over 5 years.

5 Least Restrictive Environment

Indicator 5 - Least Restrictive Environment
The average amount of time students ages six through twenty-two receive their special education and services in settings apart from their non-disabled peers.
System Improvement Leads Website

Visit the System Improvement Leads website for valuable resources, tools and professional learning opportunities.

https://systemimprovement.org/

ADDITIONAL LEARNING OPPORTUNITIES
Introduction to Improvement Science

- Registration open now!
  - Sacramento, March 4th, 9 AM – 2 PM
  - San Diego, April 1st, 9 AM – 2 PM
  - Open to all educators
  - Free of charge

SIL Summit 2020: Be the Change

Registration open now!
April 23rd, 2020
San Diego, CA

Attendees will have the opportunity to build capacity in the areas of:
- Continuous Improvement
- Data Use & Governance
- High Leverage and Evidence Based Practices