

**Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Instruction Sheet**

I. General Instructions

Information Collection 1820-0624, *Part B State Performance Plan (SPP)/Annual Performance Report (APR)*, contains both Part B State Performance Plan (SPP) and Part B Annual Performance Report (APR) instructions. The instruction sheet is divided into two sections: 1) General Instructions; and 2) SPP/APR, or Report, specific instructions. States are encouraged to make note of the due date and implement a development schedule accordingly:

By February 2, 2015, States must submit:

- 1) One Report that includes both SPP and APR information.
- 2) An introduction, with sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for students with disabilities and to ensure that the State educational agency (SEA) and local educational agencies (LEAs) meet the requirements of IDEA Part B. This introduction must include descriptions of the State's:
 - a. General Supervision System: The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.;
 - b. Technical Assistance System: The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs;
 - c. Professional Development System: The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities;
 - d. Stakeholder Involvement: The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets; and
 - e. Reporting to the Public: How the State will report annually to the public on the performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its APR, as required by 34 CFR §300.602(b)(1)(i)(A).
- 3) Targets for each indicator, determined with stakeholder input, which covers the years of the SPP (i.e., FFY 2013 through FFY 2018).¹
- 4) Data from FFY 2013 and other responsive APR information for all indicators.²
- 5) Explanation of slippage in indicators where the State did not meet its FFY 2013 target.
- 6) An overall improvement plan that includes the following information and annually update the status of improvement activities in the plan³:
 - a. Data Analysis: How the State will analyze data, including indicator data, to identify LEAs that need improvement. Analyses could include by LEAs, race/ethnicity, placement, etc. The goal of this analysis is to determine which LEAs are most in need of support from the State and identify areas of needed support.
 - b. Connection with Other State Improvement Efforts: How the State has aligned with other improvement initiatives in the State.

¹ As noted in the conference report to HR 1350, it is Congress' expectation that targets will be developed with broad stakeholder input and will be disseminated to the public.

² Previous Indicator 15 (Timely Correction) and Indicator 20 (Timely and Accurate Data) have been removed. Consequently, the indicators have been renumbered.

³ States should include information that was covered under the former section "Discussion of Improvement Activities Completed"

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- c. Infrastructure to Support Improvement and Build LEA Capacity: How the State will develop an infrastructure to best support improvement in LEAs. For example, OSEP-funded technical assistance centers have identified leadership teams at the State, LEA levels as critical components to effective scale up and sustainability. Communication from the LEA level to the regional and State level has also been identified as critical to ensuring that adequate support for implementation is available.
- d. Professional Development: How the State will select evidence-based practices and the personnel to support implementation fidelity. This should include how the State will provide ongoing training and coaching; assist with building and using data systems; and improve administrative support so that systems that support the use of evidence-based practices are in place.
- e. Scale-Up and Sustainability: Once implementation with fidelity has been established, how the State will plan to replicate these systems in other LEAs that demonstrate similar needs.
- f. Evaluating Implementation: How the State will analyze data, including stakeholder input, to determine if LEAs are effectively implementing evidence-based practices and to assess the impact that implementation is having on the outcomes of infants and toddlers with disabilities.

When completing the SPP/APR, States will use the following parts of Information Collection 1820-0624.

SPP/APR Materials –

- SPP/APR Instructions (See Section II of the enclosed Instructions.)
- Part B Indicator Measurement Table with Instructions⁴
- SPP/APR Template

The *Part B Indicator Measurement Table* lists the Monitoring Priorities and Indicators, required data sources and measurement and instructions for providing the required information for each indicator. In addition to the percentages required in the indicators, States are required to provide actual numbers used in the calculations.⁵

States may add indicators if there are additional areas that the State wishes to track and measure. If additional indicators are added, the State is to include a data source, measurement, and calculation for each indicator added. In addition, the State must include targets and data to address its performance against the targets the State establishes for those additional indicators.

States are allowed to use sampling when so indicated on the *Part B Indicator Measurement Table*. When sampling is used, a description of the sampling methodology outlining how the design will yield valid and reliable estimates *must* be submitted to OSEP. The description must describe the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the SEA addresses any problems with: (a) response rates; (b) missing data; and (c) selection bias.

Samples from LEAs must be representative of each of the LEAs sampled considering such variables as disability categories, age, race, and gender. If a State chooses to sample LEAs, all LEAs with average daily memberships (ADM) of over 50,000 *must* be included in the sample. States have the option of sampling within some LEAs and using a census (i.e., obtaining data from the total targeted population) in other LEAs. Relative to small districts, the State shall not report to the public or the Secretary any information on performance that would result in the disclosure of personally identifiable

⁴ Monitoring Priorities, Indicators, and Measurements included on the *Part B Indicator Measurement Table* are to be used to populate designated sections of the SPP/APR Templates. Populated templates can be found at <http://www.ed.gov/policy/speced/guid/idea/bapr/index.html>.

⁵ SEAs are not required to provide the actual numbers for Indicators 5 and 6 because they are using 618 State-reported data for these Indicators.

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information about individual children or where the available data are insufficient to yield statistically reliable information, i.e., numbers are too small.

For indicators that permit sampling, the State must include in its report on the performance of LEAs the most recently available performance data on each LEA and the date the data were obtained. If a State is using sampling for one or more indicators, the State must sample on the performance of each LEA on each of those indicators at least once during the period of FFYs 2013 - 2018. Further, if a State is using sampling, the State must collect data from a representative sample of LEAs each year in order to report on State performance annually.

The State must submit its SPP/APR electronically through OSEP's online submission tool.

The State may, in addition, choose to also submit a hard copy of the documents to the following address:

U.S. Department of Education
Office of Special Education Programs
400 Maryland Ave. SW
Washington, DC 20202

The submission requirements, tables, and templates that should be used to complete the Part B SPP/APR can be accessed electronically at <http://www2.ed.gov/fund/data/report/idea/sppapr.html>.

If you have any further questions about the SPP/APR and/or the submission procedures listed above, please contact your Part B State Contact.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0624. It is estimated that respondents will spend approximately 1,700 hours when maintaining and completing the SPP/APR. These times include such things as reviewing instructions, searching any existing data resources, gathering needed data, analyzing collected data, implementing improvement activities, and completing and reviewing the information collection. The obligation to respond to this collection is mandatory (20 U.S.C. 1400, Individuals with Disabilities Education Act (IDEA)). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1820-0624. Note: Please do not return the completed SPP/APR to this address.

II. State Performance Plan (SPP)/Annual Performance Report (APR) for 2013-2018

Information found in the following sections of the SPP/APR Template is provided by the Secretary:

Monitoring Priority:

- A prioritized area in which States and local education agencies' performance is measured. Monitoring priorities are determined by the Secretary.

Indicator:

- A statement used to help quantify and/or qualify a monitoring priority. Indicators are determined by the Secretary.

Data Source:

- The mechanism and process used for collecting Indicator data (database, child specific records, file system, etc.).

Measurement:

- Specific measures, determined by the Secretary and in designated cases by the State, used to quantify or qualify given indicators

FFY	2013 (2013-14)	2014 (2014-15)	2015 (2015-16)	2016 (2016-17)	2017 (2017-18)	2018 (2018-19)
Measurable and Rigorous Targets						
FFY ____ Data						

Explanation of Slippage that occurred for *(Insert FFY):*

- Analyze data to form a basis for the explanation. Explain slippage if the State did not meet its target and how the State plans to address the slippage through adjustments or improvements made in State programs, policies, or practices.

Discussion of any actions required in OSEP's response to prior year's Report:

- Provide information on topics such as public reporting, timely correction of noncompliance, or information that was missing from the prior year's Report.

Justification for any changes in targets that will be less rigorous for *(Insert FFY):*

- Provide information on revised targets that are less rigorous. Revisions to targets do not relieve the State of its responsibility to provide data for the given year.