

This document relates to the '**SPP/APR Basics, What You Need to Know Training Series,**' found at <https://dasycenter.org/spp-apr-basics-what-you-need-to-know/>

SPP/APR Basics

What You Need to Know

Helpful Terms & Definitions

The following terms are used throughout any SPP/APR discussion. These definitions provide a reference for understanding the intended use of the terms in such discussions.

Term	Definition
Annual Performance Report (APR)	The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. The SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA. A state is required to submit a state performance plan (SPP) at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR).
Baseline	A starting point; the performance measure before implementing improvement. Establishing a baseline is important because it serves as a point of reference, allowing the demonstration of change over time. Baseline data are used to establish targets and the amount of growth that is expected each year. If the state is proposing to revise its baseline data for any indicator, it must provide an explanation for that revision.
Compliance Indicator	Compliance means abiding by the programmatic requirements of IDEA. SPP/APR compliance indicators are those that are required to be at 100% level of performance.
Individuals with Disabilities Education Act (IDEA)	The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
Office of Special Education Programs (OSEP)	The Office of Special Education Programs (OSEP) monitors improved results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. The Individuals with Disabilities Education Act of 2004 (IDEA) authorizes formula grants to states and discretionary grants to institutions of higher education and other non-profit organizations to support research, demonstrations, technology and personnel development and parent-training and information centers.
Results Indicator	Results imply that there is a consequence or outcome to the actions that are taken. Results indicators are those that most closely relate to improving results for infants, toddlers and children with disabilities. In the SPP/APR, these are the indicators that focus on settings, child find, child and family outcomes.

Term	Definition
Slippage	<p>The definition of slippage is a worsening from the previous data AND a failure to meet the target. The worsening also needs to meet certain thresholds to be considered slippage:</p> <ul style="list-style-type: none"> For a “large” percentage (10% or above), it is considered slippage if the worsening is more than 1.0 percentage point. For example: <ul style="list-style-type: none"> It is not slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 32.9%. It is slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 33.1%. For a “small” percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point. For example: <ul style="list-style-type: none"> It is not slippage if the FFY 2019 data for Indicator Y are 5% and the FFY 2018 data were 5.1%. It is slippage if the FFY 2019 data for Indicator Y are 4.9% and the FFY 2018 data were 5.1%. <p>[Source: FFY 2020 Part C User Manual (page 28) https://osep.communities.ed.gov/services/PDCService.svc/GetPDCDocumentFile?fileId=43108]</p>
Sampling	<p>Sampling is a process used in which a predetermined number of children/families are selected from a larger population. The methodology used to sample from a larger population depends on the type of analysis being performed, State must collect and report data on those indicators for each EIS program at least once during the six-year period of a State performance if sampling is used. When sampling is used, states must submit a description of the sampling methodology outlining how the design will yield valid and reliable estimates.</p>
State Performance Plan (SPP)	<p>The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state’s efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation. The SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA. A state is required to submit a state performance plan (SPP) at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR).</p>
State Identified Measurable Result (SiMR)	<p>The State Systemic Improvement Plan (SSIP) requires states to develop a State Identified Measurable Result (SiMR). It is to focus on an area that, when implemented or resolved, has the potential to improve outcomes for children with disabilities. Each state selected a SiMR in the first year (2015) of OSEP’s Results Driven Accountability (RDA) initiative, though it could change as appropriate in subsequent years.</p>

Term	Definition
State Systemic Improvement Plan (SSIP)	The Office of Special Education Programs (OSEP)-required State Systemic Improvement Plan (SSIP) is a comprehensive multi-year plan that states develop and report on annually to improve results for children with disabilities. In developing the SSIP, states use data to identify gaps in student performance, and analyze the state system. They then implement targeted, evidence-based practices to address the gap for the target population. As part of the SSIP, states are expected to align their focus on results with other improvement and reform initiatives occurring in the state.
Target	The numerical level of performance the state expects to meet by a given time period.

Resources:

<https://www2.ed.gov/fund/data/report/idea/sppapr.html>

<https://sites.ed.gov/idea/about-idea/>

https://nceo.info/state_policies/policy/SSIPsSIMRs

<https://osep.communities.ed.gov/services/PDCService.svc/GetPDCDocumentFile?fileId=43108>