

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

General Instructions

Information Collection 1820-0624, *Part B State Performance Plan (SPP)/Annual Performance Report (APR)*, contains both Part B SPP and Part B APR 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/APR and the development and implementation of Indicator 17: State Systemic Improvement Plan (SSIP); and
 - e. Reporting to the Public: How and where the State reported to the public on the FFY 2012 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 FFY 2012 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2012 APR in 2014, is available.
- 3) Baseline data for Indicator 17.
- 4) Targets for Indicators 1-16, determined with stakeholder input, which covers the years of the SPP (i.e., FFY 2013 through FFY 2018). Targets for Indicator 17, which cover FFY 2014-FFY 2018.¹
- 5) Data from FFY 2013 and other responsive APR information for all indicators.²
- 6) An explanation of slippage in indicators where the State did not meet its FFY 2013 target.
- 7) The specific content required to complete Phase I of the SSIP required by Indicator 17. Phase I includes a detailed analysis that will guide the selection of coherent improvement strategies to increase State capacity to lead meaningful change in LEAs related to the State-identified measurable result for students with disabilities. (See Indicator 17 for specific content of Phases II and III of the SSIP, which must be included with the States' FFY 2014 through FFY 2018 SPP/APRs.):
 - a. Data Analysis
 - b. Analysis of State Infrastructure to Support Improvement and Build Capacity

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.

- c. State-identified Measureable Result(s) for Students with Disabilities
 - d. Selection of Coherent Improvement Strategies
 - e. Theory of Action
- 8) Information to address any required actions identified in OSEP's letter responding to the State's February 3, 2014 submission of its FFY 2012 APR.

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

SPP/APR Materials –

- SPP/APR Instructions
- Part B Indicator Measurement Table with Instructions

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.³

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.

Sampling

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 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.

If a State will use its currently-approved sampling plan and only change the years for which it is used, the State can provide an assurance to this effect. If a State proposes to use a sampling plan that was not previously used/approved or will revise its current sampling plan, the State will need to submit the sampling plan for approval.

Reporting Baseline Data and Targets for Indicator 17

³ SEAs are not required to provide the actual numbers for Indicators 5, 6, 15, and 16 because they are using 618 State-reported data for these Indicators.

The State must report baseline data for FFY 2013 and measurable and rigorous targets for FFY 2014 through FFY 2018 for Indicator 17 in its FFY 2013 SPP/APR due February 2, 2015. The baseline data and targets must be aligned to the State-identified Measurable Result(s) for Children with Disabilities.

Submission

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

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, 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.