2021 PART B FFY 2019 SPP/APR INDICATOR ANALYSIS BOOKLET

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INDICATOR B1: GRADUATION RATE

Completed by the National Technical Assistance Center on Transition: the Collaborative (NTACT:C).

Introduction

The National Technical Assistance Center on Transition: the Collaborative was assigned the task of analyzing and summarizing the data for Part B Indicator 1, Graduation Rate, from the FFY 2019 Annual Performance Reports (APRs) and State Performance Plans (SPPs), which were submitted by states to OSEP in the spring of 2021. The text of the indicator is as follows:

> Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))

This report summarizes NTACT:C's findings for Indicator 1 across the 50 states, commonwealths, and territories, and the Bureau of Indian Education (BIE), for a total of 60 agencies. For the sake of convenience, in this report the term "states" is inclusive of the 50 states, the commonwealths, the territories, and the BIE.

Measurement

The Part B Measurement Table indicates that states are to use the, "Same data as used for reporting to the Department under Title I of the Elementary and *Secondary Education Act (ESEA). States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the State has established one.*" These data are reported in the Consolidated State Performance Report exiting data**.** Sampling is not permitted for this indicator, so states must report graduation information for all their students with disabilities. States were instructed to, "*Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2019 APR, use data from the 2018-2019 school year), and compare the results to the target.*" States were also instructed to provide the actual numbers used in the calculation and to: "*Provide a narrative that describes the conditions youth must meet in order to graduate with a regular diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular diploma. If there is a difference, explain.*" States' performance targets must be the same as their annual graduation rate targets under Title I of the ESEA.

Finally, states were instructed that they, "*must continue to report the four-year adjusted cohort graduation rate for all students and disaggregated by student subgroups including the children with disabilities subgroup, as required under section 1111(h)(1)(C)(iii)(II) of the ESEA, on State report cards under Title I of the ESEA even if they only report an extended-year adjusted cohort graduation rate for the purpose of SPP/APR reporting.*"

Implications of the Graduation Rate Measurement

The four-year adjusted cohort graduation rate defines a "graduate" as someone who receives a regular high school diploma in the standard number of years—specifically, four. Students not meeting the criteria for graduation with a regular diploma cannot be included in the numerator of the calculation, but must be included in the denominator. The calculation also excludes students who receive a modified or special diploma, a certificate, or a GED from being counted as graduates. It is adjusted to reflect transfers into and out of the cohort (i.e., out of the school), as well as loss of students to death. The 2015 reauthorization of the Elementary and Secondary Education Act (ESEA) allowed states to develop a State-defined alternate diploma for their students with the most significant cognitive disabilities. Students earning one of these diplomas are currently counted as graduates in a state's graduation rate calculation, provided they meet the same requirements as the state's regular diploma, are standards-based, and are earned during the regular FAPE period. To date, only seven states are offering a state-defined alternate diploma.

The equation below shows an example of the four-year graduation rate calculation for the cohort entering 9th grade for the first time in the fall of the 2015-16 school year and graduating by the end of the 2018-19 school year.

$$\frac{\text{\# of cohort members receiving a regular HS diploma by end of the 2018-19 school year}}{\text{\# of first-time 9th graders in fall 2015 (starting cohort) + transfers in – transfers out – emigrated out – deceased during school years 2015-16 through 2018-19}}$$

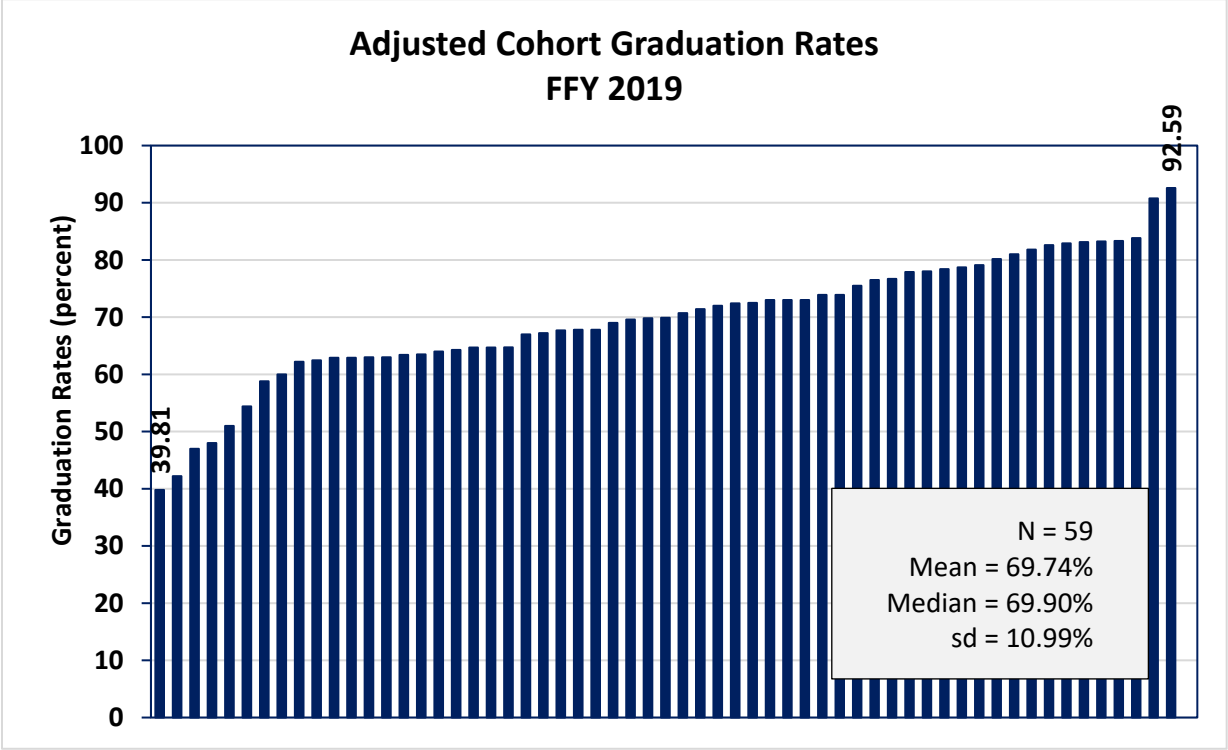
If approved under ESEA, states may report graduation rates using an extended-year cohort rate that spans more than four years (e.g., five-year cohort, five-year plus a six-year cohort) or they may report only an extended-year cohort for the purposes of the Annual Performance Report to OSEP. Because students with disabilities and students with limited English proficiency face additional obstacles to completing their coursework and examinations within the standard four-year timeframe, the use of extended cohort rates can help ensure that these students are ultimately counted as graduates, despite their longer stay in school than the traditional four years. States that have implemented extended cohorts have seen significant numbers of youth graduating in those extended years. It should be noted that states are prohibited from using this provision exclusively for youth with disabilities and youth with limited English proficiency. It is likely that this provision for using extended cohorts will become more important in years to come, as many states have increased their academic credit and course requirements for all students to graduate.

States' Graduation Rates

Figure 1 shows the states' FFY 2019 adjusted cohort graduation rates (ACGR), which ranged between 39.81% and 92.59%, with a mean of 69.74%, a median value of 69.90%, and a standard deviation of 10.99 percentage points. This represents a slight improvement over last year's mean rate of 66.97%. Fifty-two states (87%) reported using a four-year ACGR. The remaining states calculated an ACGR, but using a cohort

of three, five, six or seven years, respectively. Figure 1 shows adjusted cohort graduation rates for only 59 states, as data were not available for one state.

Figure 1



States' Performance on the Indicator Compared to Targets

As shown in Figure 2, states' FFY 2019 graduation rate targets ranged from 34.00% to 100.00%. The average state target was 74.81%; the median target was 76.95% and the standard deviation was 14.32 percentage points.

Figure 2

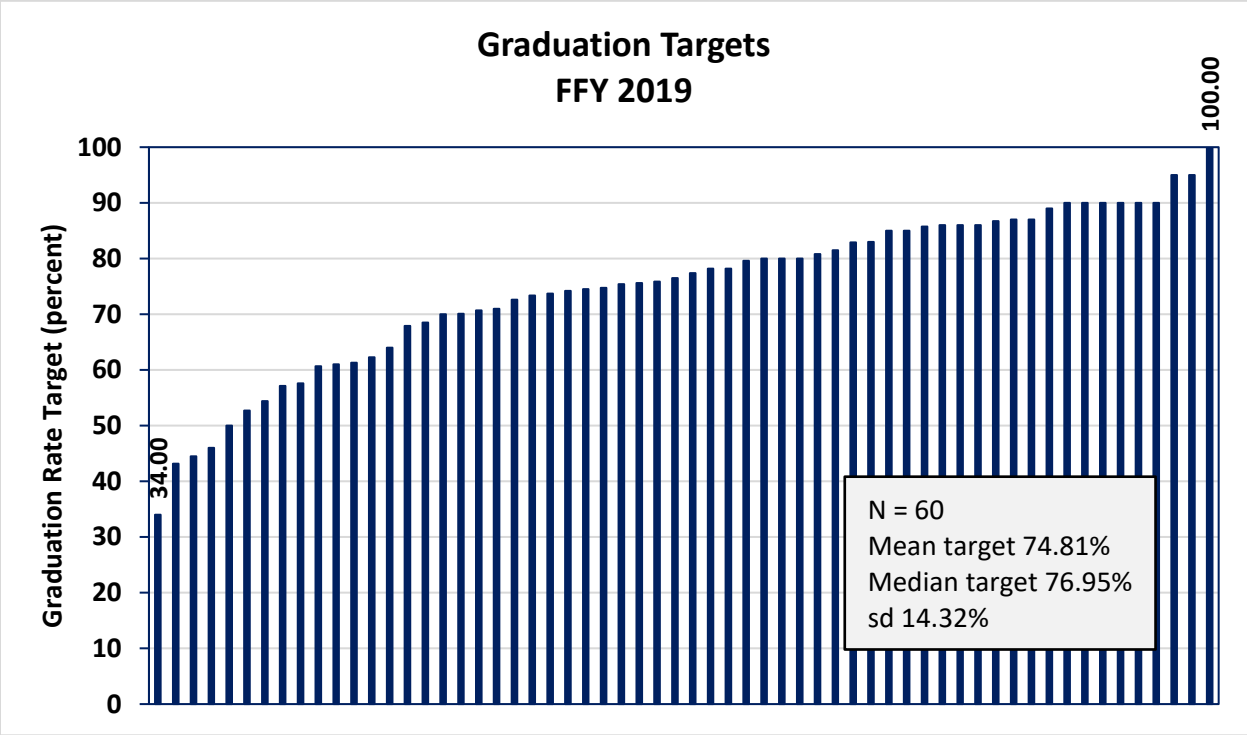


Figure 3 shows the difference between each state's target and its actual graduation rate data. Seventeen states (28%) met or exceeded their target and 42 states (70%) did not meet their target.

Of the states that met or exceeded their FFY 2019 graduation rate target, the mean distance above the target was 7.47 percentage points. The median distance above the target was 2.49 percentage points and the standard deviation was 11.16 percentage points. Of the states that missed their graduation target, the mean distance below the target was –7.42 percentage points. The median distance below the target was –10.25 percentage points and the standard deviation was 8.61 percentage points. Eight of the states that met their graduation target also met their FFY 2019 dropout rate target. This represents a decrease of two states from last year, when ten states met both targets.

Figure 3

Distance from Graduation Rate Target
FFY 2019

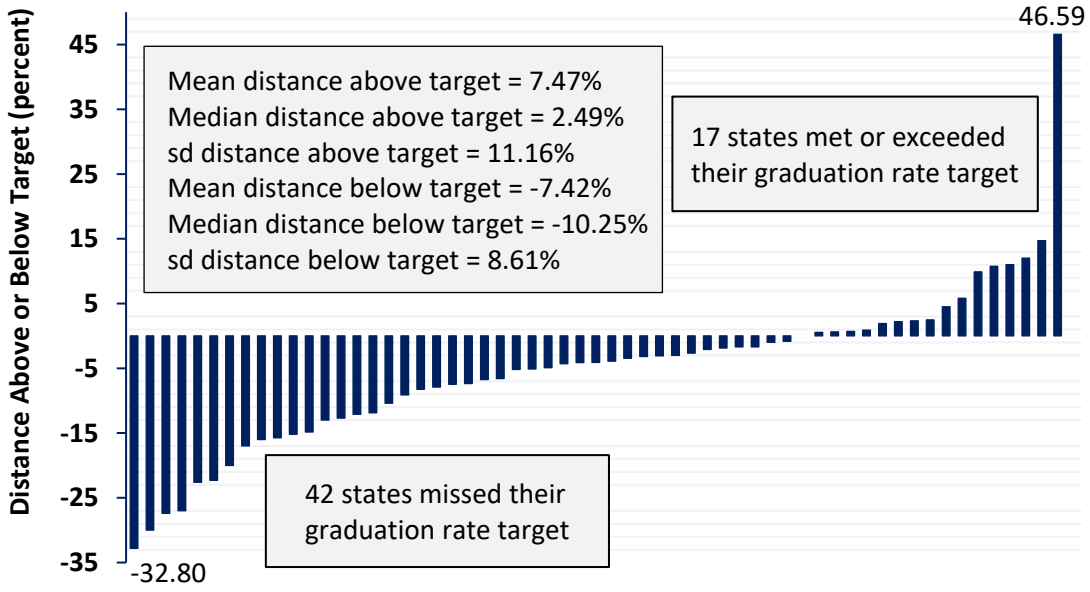
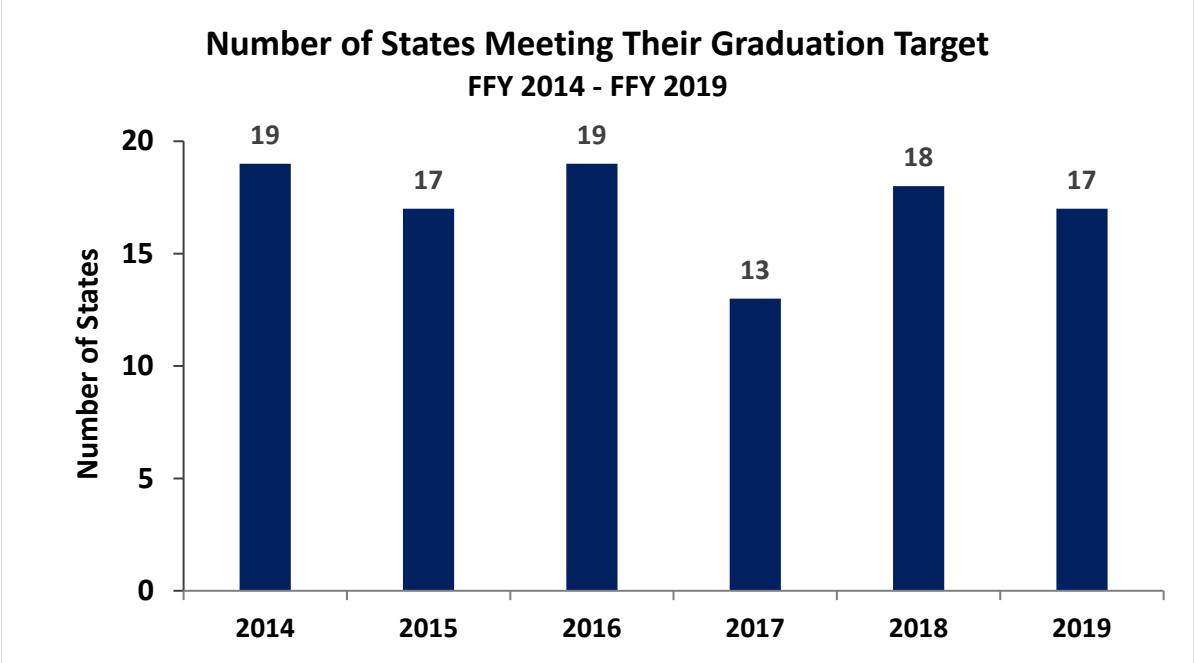


Figure 4 shows the relative numbers of states that met their graduation rate targets over the period from FFY 2014 through FFY 2019. The number of states that met their target decreased by this year, as data were not available for one state.

Figure 4

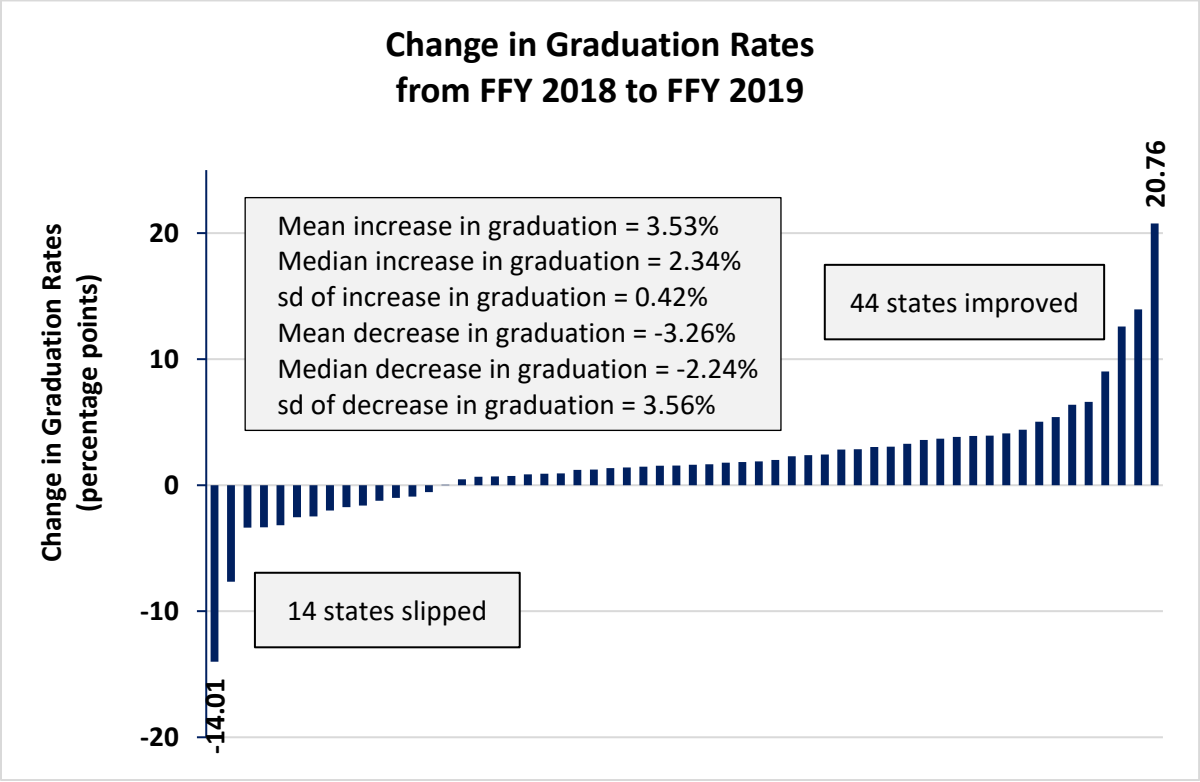


Change in Data from Last Reporting Year

Figure 5 shows the change in states' graduation rates from FFY 2018 to FFY 2019. As may be seen, the degree of change this year ranged from –14.01 to 20.76 percentage points. Forty-four states (73%) made progress with graduation, improving their rates an average of 3.53 percentage points. Their median improvement was 2.34 percentage points and their standard deviation was 0.42 percentage points. Fourteen states (23%) reported a decrease (slippage) in graduation rates from FFY 2018. Their mean slippage was –3.26 percentage points with a median of –2.24 percentage points and a standard deviation of 3.56 percentage points. One state lacked data and another adopted a longer cohort measure and set a new baseline in FFY 2019, so it was not appropriate to compare their FFY 2019 data with the previous year's data.

It should be noted that, in states with very small numbers of students with disabilities, one or two students can have a drastic impact on the state's overall graduation or dropout rate. As a result, rates in these small states tend to fluctuate considerably from year to year and their rates are often extremely high or low, compared to those of more populous states, increasing the standard deviation for the measure.

Figure 5



The majority of states established a baseline graduation rate using the adjusted cohort rate calculation in FFY 2011. Table 2 shows the numbers of states that established baselines in FFYs 2005 – 2019, by year.

Table 1
Number of States Establishing Baseline, by FFY

Baseline Year	Count	Percentage of All States
2005	4	7%
2006	1	3%
2008	1	2%
2009	3	5%
2010	1	3%
2011	32	53%
2012	2	3%
2015	1	2%
2016	4	8%
2017	6	10%
2018	2	3%
2019	3	2%

Conclusion

The use of the ACGR calculation has brought us closer to being able to make valid comparisons of school-completion outcomes for youth with and without disabilities in this nation, as well as comparisons among the states. Still confounding our ability to make valid comparisons, however, is the considerable variation in graduation requirements across states. Establishing a graduation rate calculation that is based on the Section 618 exiting data, as will go into place in FFY 2020, will provide a more uniform and accurate picture of graduation rates for students with disabilities across the nation.

INDICATOR B2: DROPOUT RATE

Completed by the National Technical Assistance Center on Transition: the Collaborative (NTACT:C).

Introduction

NTACT:C was assigned the task of analyzing and summarizing the data for Part B Indicator 2, Dropout Rate, from the FFY 2019 Annual Performance Reports (APRs) and amended State Performance Plans (SPPs), which were submitted by states to OSEP in the spring of 2021. The text of the indicator is as follows:

> Percent of youth with IEPs dropping out of high school.

This report summarizes NTACT's findings for Indicator 2 across the 50 states, commonwealths, and territories, and the Bureau of Indian Education (BIE), for a total of 60 agencies. For the sake of convenience, in this report the term "states" is inclusive of the 50 states, the commonwealths, the territories, and the BIE.

Measurement

The OSEP Part B Measurement Table for this submission offers states two options for calculating the dropout rate. For Option 1, the data source for Indicator B-2 should be the same as used for reporting to the Department under IDEA Section 618. States are instructed to, "*Use 618 exiting data reported to the Department via EDFacts in file specification C009."*

Under the Option 1 Measurement section, the table indicates that, "*States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.*", and that sampling is not allowed. Option 2 indicates that states should, "*Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data. If the State has made or proposes to make changes to the data source or measurement under Option 2, when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012, the State should include a justification as to why such changes are warranted.*" Under both options, data for this indicator are "lag" data (from the previous school year). States are instructed to describe the results of their examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), and compare the results to the target. Finally, states are instructed to, "*Provide a*

narrative that describes what counts as dropping out for all youth and, if different, what counts as dropping out for youth with IEPs. If there is a difference, explain."

Calculation methods

Comparisons of dropout rates among states are still confounded by the existence of multiple methods of calculation. The dropout rates reported in the FFY 2019 APRs were calculated using predominately the OSEP exiter/leaver calculation (Option 1) or an event rate calculation (Option 2), though a handful of states employed a 4-year cohort rate calculation for the indicator.

The most frequently reported calculation remains the event rate calculation, which provides a basic snapshot of a single year's group of dropouts. Event rates were employed by 37 states (62%) again this year. Event rate calculations consistently yield the lowest dropout rate of the calculations reported in these APRs. As shown in Figure 1, the mean dropout rate for these states was 4.02%, slightly higher than last year's rate of 3.99%. The median rate was 3.26% and the standard deviation of the rates was 3.71%.

The next most frequently reported type of calculation for FFY 2019 was Option 1, the OSEP exiter / leaver rate, which was employed by 20 states (33%). This calculation yields higher dropout rates than the other methods because it compares the number of youth with disabilities who drop out with all youth with disabilities who exited school by all methods (graduated, received a certificate, aged-out, transferred to regular education, moved, known to be continuing, died, or dropped out), as opposed to comparing the number of dropouts with the population of youth with disabilities who are enrolled in school or who are members of a particular cohort. While the exiter method of calculation tends to yield high dropout rates, it offers a single, standard measure that allows comparison of dropout rates across all states, as the Section 618 exiting data are reported in a standard manner by all states. Figure 2 shows that the mean dropout rate among these 20 states was 15.67%, which is slightly lower than FFY 2018's rate of 16.17% and FFY 2017's rate of 16.05%. The median rate was 15.94% and the standard deviation of the rates was 5.65%.

The remaining three states (5%) reported using cohort calculations, which generally result in higher dropout rates than do event-rate calculations, but lower than the exiter method. Cohort-based rates provide a very accurate picture of attrition from school over the course of four or more years. As the name suggests, the cohort method follows a group or cohort of individual students from 9th through 12th grades. Figure 3 shows the distribution of cohort-based dropout rates. The mean rate for this group of states was 13.25%, improved from 14.07% in FFY 2018 and 15.17% in FFY 2017. The median was 13.11% and the standard deviation was 2.27%.

As noted above, Figures 1 – 3 show states' dropout rates, based on the method of calculation employed for the FFY 2019 APR. Please note that the Y-axis (vertical axis) scales differ among these three figures.

Figure 1

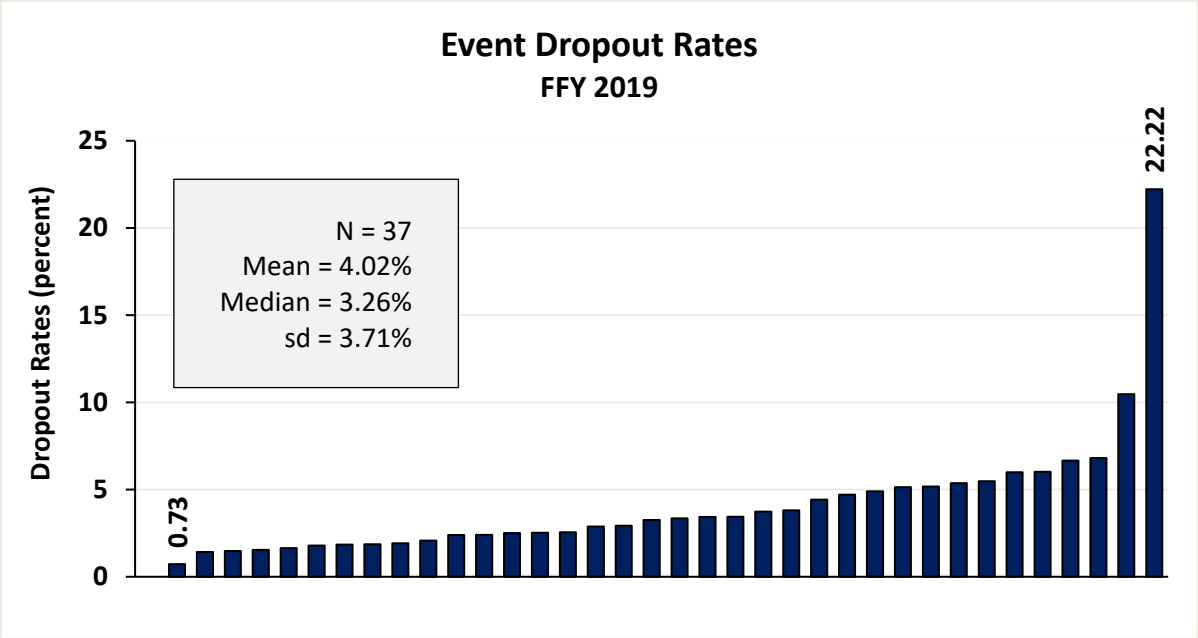


Figure 2

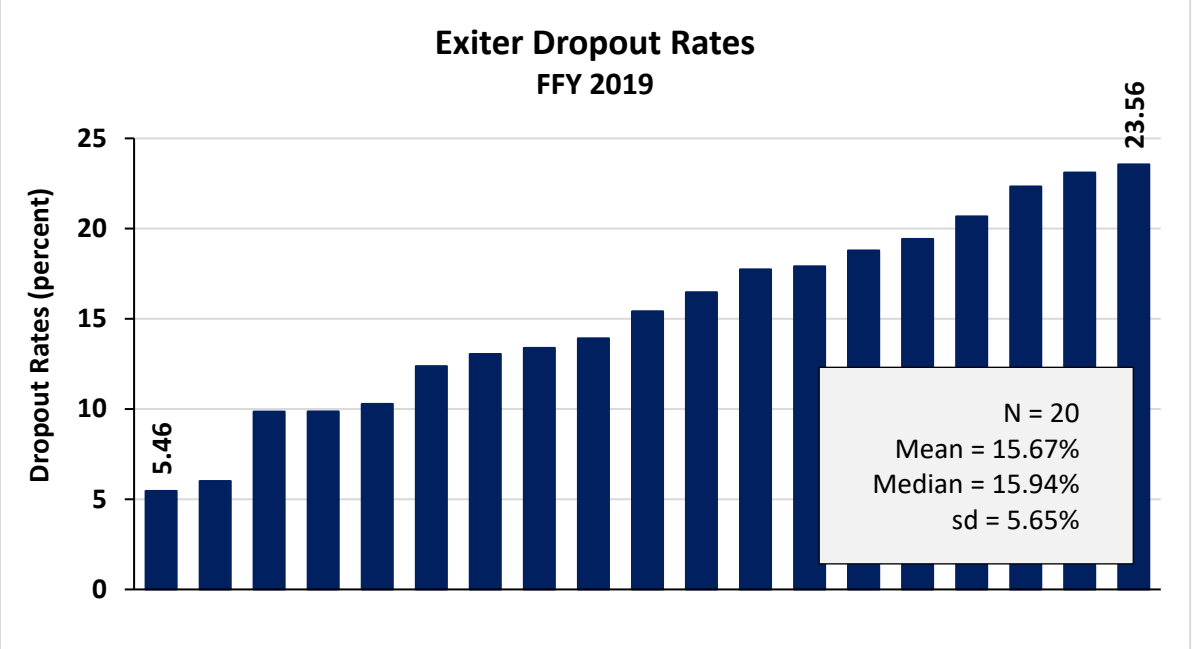
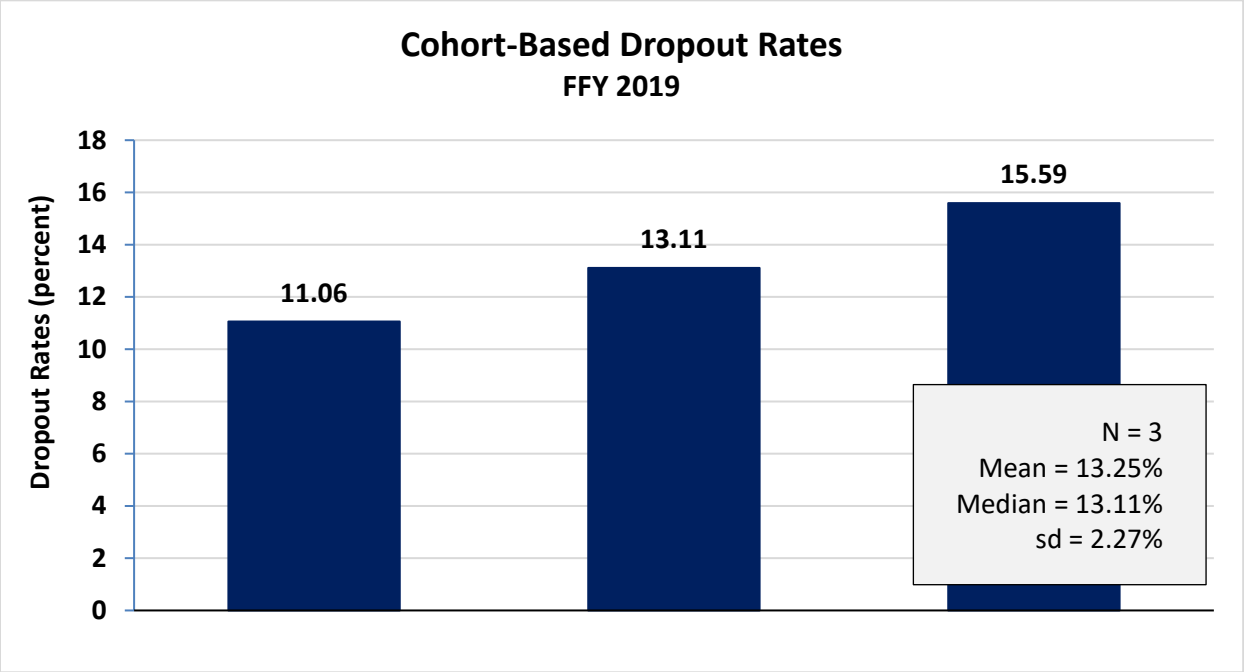


Figure 3



States' performance on the indicator

Because states are not required to specify dropout-rate targets under ESEA, they have continued using their SPP targets for improvement. In FFY 2019, 28 states (47%) met their SPP performance target for Indicator B-2; 32 states (53%) missed their target. This is down slightly from last year, when 29 states met their target. Eight of the 28 states that met their dropout target for FFY 2019 also met their FFY 2019 graduation rate target. This represents a slight decrease from last year.

Most states' performance was quite close to the target they had set, regardless of whether they met or missed that target. Figure 4 shows each state's distance above or below its reported dropout target for FFY 2019. Note: to meet the target on this indicator, a state's dropout rate must be at or below the target value specified in its SPP.

Overall, this year, states were a bit closer to their target than was the case in FFY 2018. As may be seen in Figure 4, there were 43 states this year within plus or minus two percentage points of their stated target and 52 within five percentage points. The mean amount by which states ***beat*** their FFY 2019 target was –2.36 percentage points. The median value was –1.09 percentage points and the standard deviation was 3.02 percentage points. The mean amount by which states ***missed*** their dropout target was 2.54 percentage points. The median was 1.17 percentage points and the standard deviation was 4.05 percentage points.

Figure 4

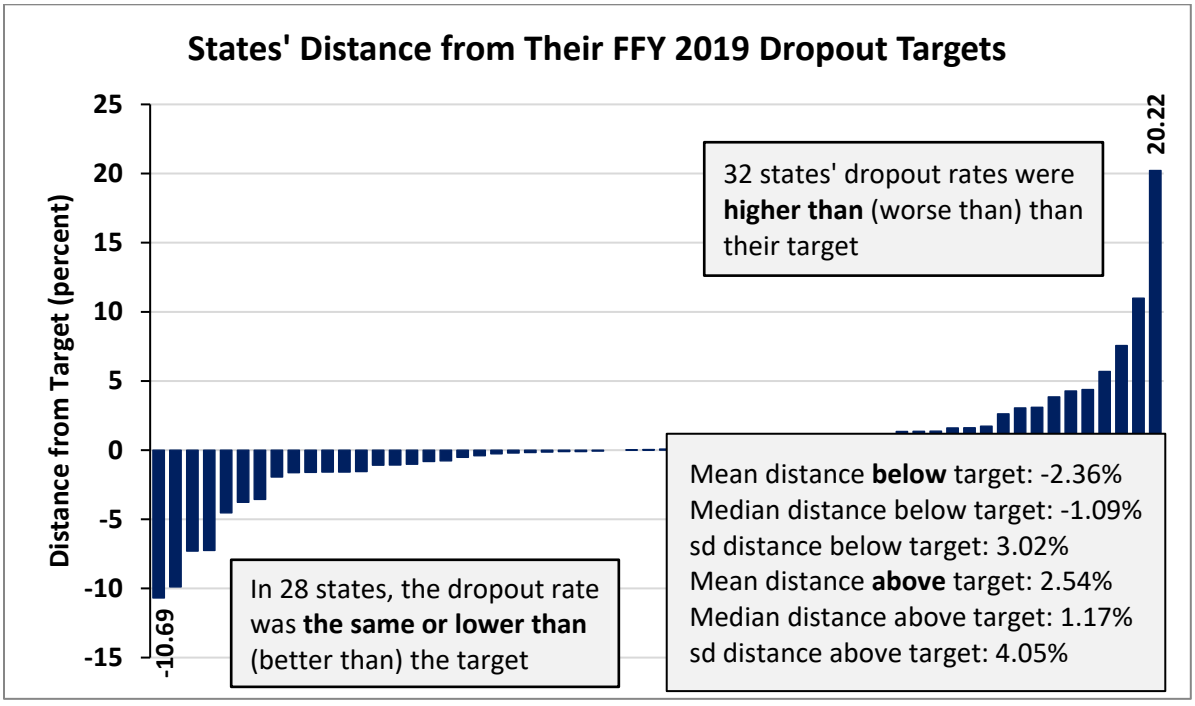


Figure 5 shows the numbers of states that have met or missed their dropout target from the period from FFY 2014 through FFY 2019.

Figure 5

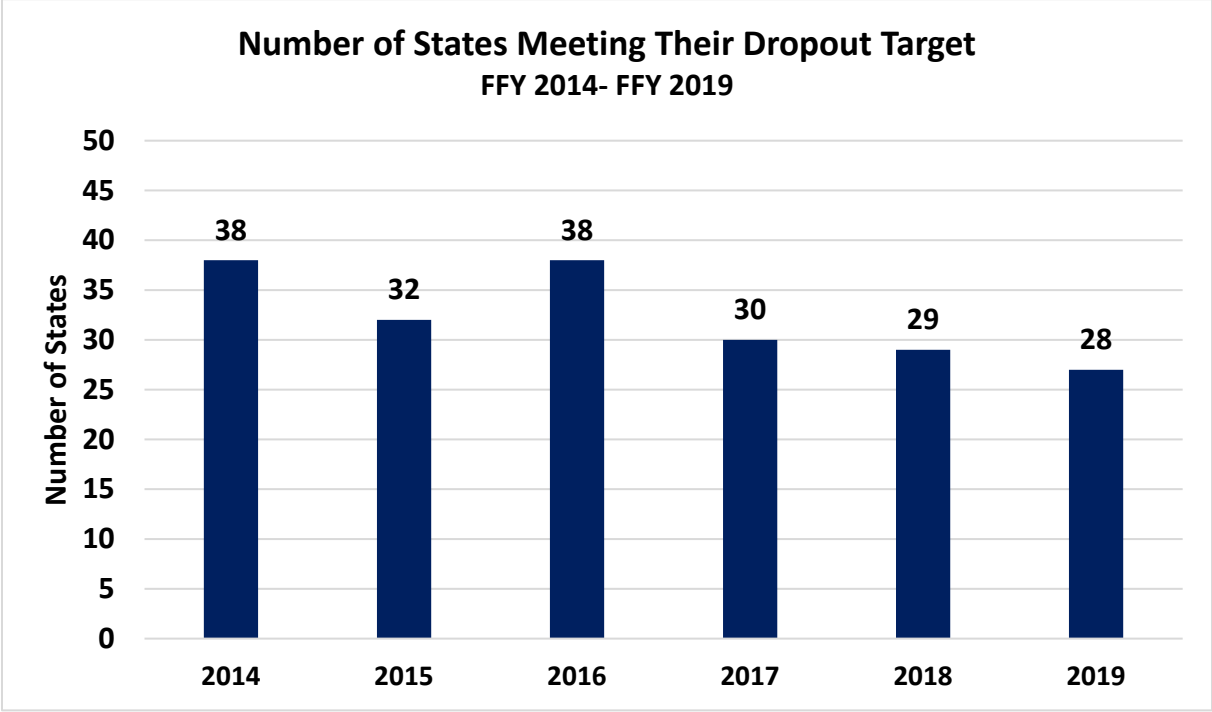
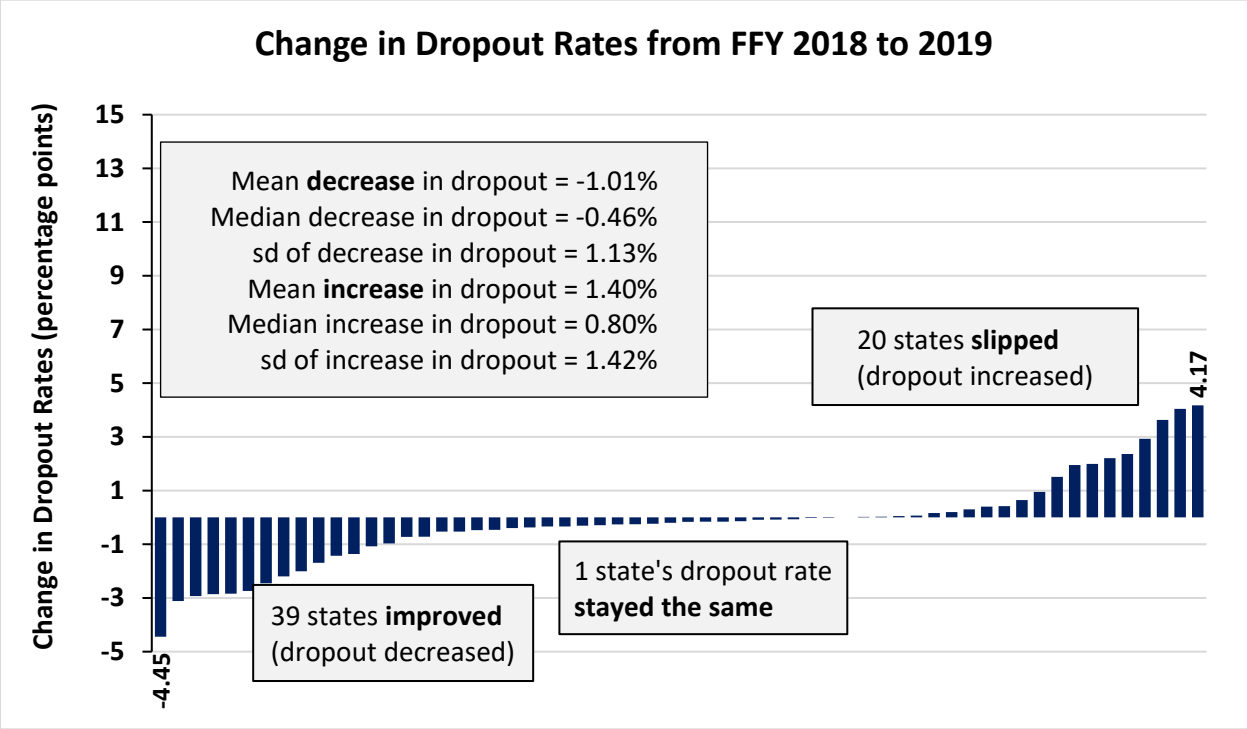


Figure 6 shows the change in states' dropout rates from FFY 2018 to FFY 2019. As may be seen, 39 states (65%) lowered their dropout rate in FFY 2019. This was an improvement over rates in FFY 2018, when 37 states made progress, and FFY 2017, when 31 states improved. The mean amount of decrease in dropout rates in FFY 2019 was –1.01 percentage points, with a median decrease in dropout of –0.46 percentage points and a standard deviation of 1.13 percentage points. During this same period, 20 states (33%) saw their dropout rates increase. The mean amount of increase in these states' dropout rate was 1.40 percentage points, with a median value of 0.80 percentage points and a standard deviation of 1.42 percentage points. In one state (2%), the dropout rate was unchanged from FFY 2018. None of the states established new baseline for the indicator in FFY 2019.

It should be noted that, in states with very small numbers of students with disabilities, one or two students can have a drastic impact on the state's overall graduation or dropout rate. As a result, rates in these small states tend to fluctuate considerably from year to year and generally fall at the extreme ends of the spectrum of rates.

Figure 6



Most states established a baseline dropout rate in FFY 2011 using the calculation method of their choosing. Table 1 shows the numbers of states that established baselines between FFYs 2005 and 2019, by year.

Table 1

Number of States Establishing Baseline, by Year

Baseline Year	Count	Percentage of All States
2005	9	15%
2006	2	3%
2008	9	15%
2009	2	3%
2011	22	37%
2012	2	3%
2013	11	18%
2015	2	3%
2016	1	2%
2019	0	0%

INDICATOR B3: PARTICIPATION AND PERFORMANCE OF CHILDREN WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) ON STATEWIDE ASSESSMENTS

Completed by the National Center on Educational Outcomes.

Indicator B3: Participation and performance of children with IEPs on Statewide assessments:

A. Indicator 3A – Reserved
B. Participation rate for children with IEPs.
C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

[20 U.S.C. §1412 (a)(16)(D); 20 U.S.C. §1416 (a)(3)(A)]

INTRODUCTION

The National Center on Educational Outcomes (NCEO) reviewed the data provided by states for Part B Indicator 3 (Assessment), which includes both participation and performance of students with disabilities in statewide assessments. This indicator also has historically included a measure of the extent to which districts in a state were meeting the Elementary and Secondary Education Act (ESEA) Adequate Yearly Progress (AYP) or Annual Measurable Objective (AMO) targets for students with disabilities.

Indicator 3 information in this report is based on Annual Performance Report data from 2018–2019 (FFY 2018) state assessments. States submitted their data in February 2020 using baseline information and targets (unless revised at that time) submitted in their State Performance Plans (SPPs) first presented in 2005. Due to waivers that states received regarding testing as a result of the COVID pandemic in 2020, no assessment data for FFY 2019 were available from states. The U.S. Department of Education's (US ED) Office of Elementary and Secondary Education (OESE) granted state requests, filed pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, for waivers of assessment requirements in section 1111(b)(2): the requirements to administer all required assessments in school year 2019–2020. States made these requests:

> *because it is not possible to administer assessments required under ESEA section 1111(b)(2) or comply with the concomitant accountability, school identification, and reporting requirements as originally planned due to extensive school closures in the State. These closures are in response to extraordinary circumstances for which a national emergency has been duly declared by the President of the United States under the Robert T. Stafford Disaster Relief and Emergency Assistance Act and this action will protect the health and safety of students, staff, and our communities*.

This report summarizes data and progress toward targets for the Indicator 3 subcomponents of (3B) state assessment participation of students with Individualized Education Programs (IEPs) and (3C) state assessment performance based on the proficiency rate for students with IEPs. All information contained in this report is an analysis or summary of state data for a given content area across grades 3 through 8, and one tested grade in high school. Because states disaggregated data to varying degrees, rather than providing aggregate data for each subject area, not all states are represented in all data summaries. For example, some states disaggregated by grade or school level, or provided only information summed across grades for participation, performance, or both participation and performance.

DATA SOURCES

We obtained data for this report in August 2021 from spreadsheets compiled by OSEP and placed in the OSEP Ideas That Work Collaboration Spaces webpage. We entered these data into our working documents.

METHODOLOGY & MEASUREMENT APPROACHES

Two components now comprise the data in Part B Indicator 3:

- 3B is the participation rate for children with IEPs who participate in the various assessment options (Participation)

- 3C is the proficiency rate for children with IEPs against grade-level and alternate academic achievement standards (Proficiency)

States provided data disaggregated to the level of these subcomponents, which included for components 3B and 3C the two content areas of Reading or English Language Arts and Mathematics. Some states disaggregated data by specific grade levels tested only, or by school levels (elementary, middle school, and high school) only. Some states provided these content-specific data by both disaggregating by grade and by providing an overall data point. Most states reported only an overall data point for each subcomponent.

PARTICIPATION OF STUDENTS WITH DISABILITIES IN STATE ASSESSMENTS (COMPONENT 3B)

The participation rate for children with IEPs includes children who participated in the regular assessment with no accommodations, in the regular assessment with accommodations, and in the alternate assessment based on alternate academic

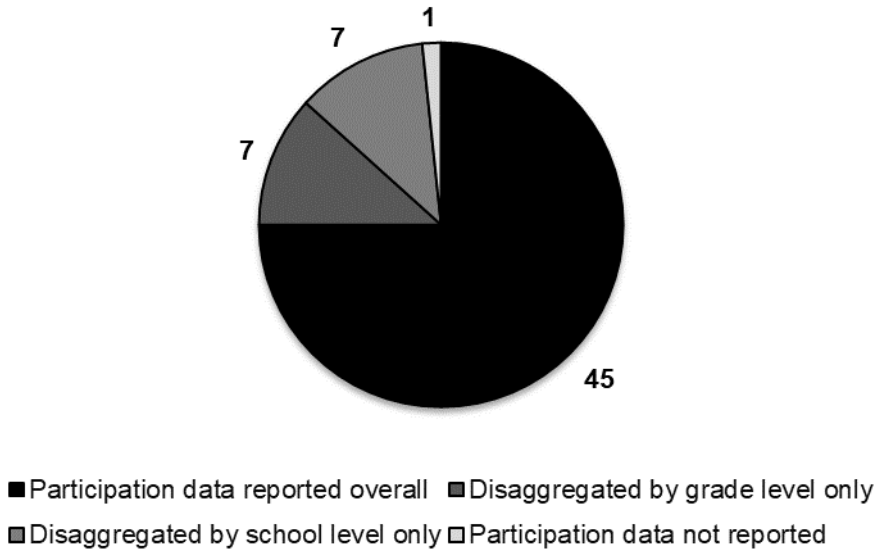
achievement standards. Component 3B data (participation rates) were calculated by obtaining a single number of assessment participants and dividing by the total number of students with IEPs enrolled, as shown below:

> *Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.*

In this section, data and text address participation in reading and mathematics assessments separately.

Figure 1 shows the ways in which regular and unique states provided FFY 2018 participation data for reading and mathematics in their APRs. Thirty-five regular states and ten unique state entities (45 total) provided participation data summarized into single points for reading and for mathematics. Fourteen regular states reported participation data in their APRs in a way that the data could not be compared across states; these states did not provide an overall participation rate across all grades for each content area. Specifically, seven states provided data disaggregated by grade, with grade-by-grade data points (for each of grades 3–8 and one in high school). The other seven states reported data by school level (elementary, middle school, and high school), with four states reporting a data point for grades 3 to 8 and a data point for high school, and three states reporting a data point for each of the three levels. One regular state did not report participation data.

Figure 1.
Ways in Which Regular and Unique States Provided FFY 2018 Participation Data



Five-Year Trend for Indicator 3B Reading

Figure 2 shows the five-year trend for states' participation rates in reading; because FFY 2019 data (from the 2019–2020 school year) were not available, the typical six-year trend analysis could not be performed. Before the 2019–2020 school year, the number of states—both regular states and unique state entities—that reported sufficient reading data to be included in the report across the previous five years has ranged from 44 to 46 states, with no overall increasing or decreasing trend. Table 1 provides another view of the same information shown in Figure 2. Table 2 provides more summary data on these trends. The average participation rates for the states providing overall reading participation data points across those previous five years showed a gradual increase from a low of 92.0% in FFY 2014 to a high of 95.2% in FFY 2018. The average highest reading participation rate (averaging the states' highest rates reported in Table 2) was 99.8% and the average lowest participation rate across years was 49.2%. The highest participation rate for any single state was 100.0%, occurring in FFY 2015 and again in FFY 2016, and the lowest was 21.4%, occurring in FFY 2015. The widest range (78.6%) between highest and lowest state reading participation rates occurred in FFY 2015. In contrast, the narrowest range (26%)—from 73.5% to 99.5%—occurred in FFY 2017.

Figure 2.
Trends - Six Years of Indicator B3B Data
Participation Rate Percent - Reading

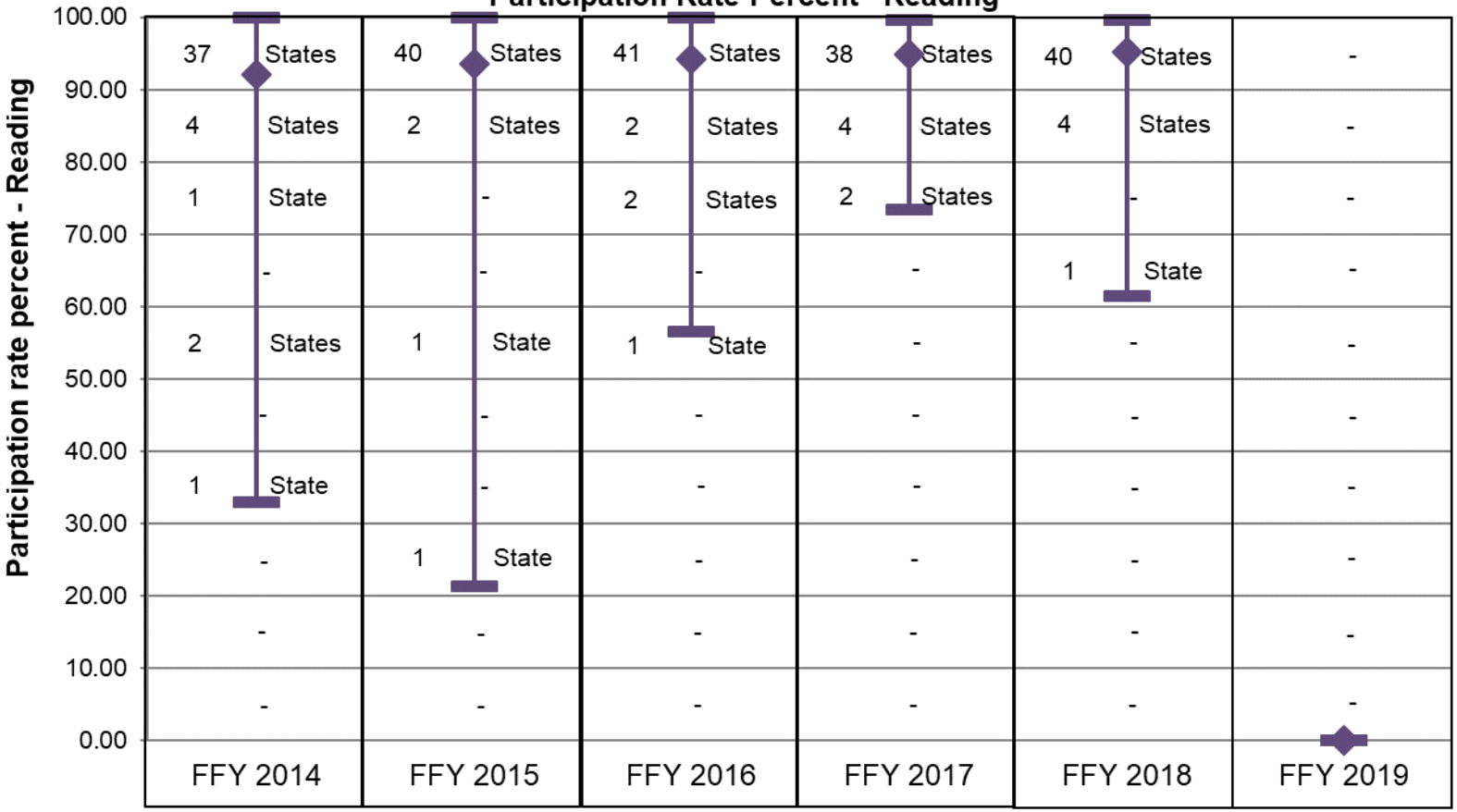


Table 1.
Reading Participation Detailed Data

Participation Rate Percent	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	37	40	41	38	40	0
80% to <90%	4	2	2	4	4	0
70% to <80%	1	0	2	2	0	0
60% to <70%	0	0	0	0	1	0
50% to <60%	2	1	1	0	0	0
40% to <50%	0	0	0	0	0	0
30% to <40%	1	0	0	0	0	0
20% to <30%	0	1	0	0	0	0
0% to <20%	0	0	0	0	0	0

Table 2.
Reading Participation Summary Data

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	92.0	93.5	94.2	94.9	95.2	0.0
Highest	99.9	100.0	100.0	99.5	99.6	0.0
Lowest	32.9	21.4	56.6	73.5	61.5	0.0
No Data	15	16	14	16	15	60

Year-to-Year Comparison for Indicator 3B Reading

No assessment data in FFY 2019 were available from states.

Five-Year Trend for Indicator 3B Mathematics

Figure 3 shows the five-year trend for states' participation rates in mathematics; because FFY 2019 data were not available, the typical six-year trend analysis could not be performed. Before the 2019–2020 school year, the number of states that reported sufficient math data to be included in the report across the previous five years has ranged from 44 to 46 states, with no overall increasing or decreasing trend. This pattern was the same as that of reading participation during the same years. Table 3 provides another view of the same information shown in Figure 3. Table 4 provides more summary data on these trends. The average participation rates for the states providing overall math participation data points across those previous five years showed a gradual increase from a low of 92.7% in FFY 2014 to a high of 95.1% in FFY 2018. The average highest math participation rate (averaging the states' highest rates reported in Table 4) was 99.8% and the average lowest participation rate across years was 47.9%. The highest participation rate for any single state was 100.0%, occurring in FFY 2015 and in FFY 2016, and the lowest was 21.4%, occurring in FFY 2015. The widest range (78.6%) between highest and lowest state math participation rates occurred in FFY 2015. By contrast, the narrowest range (34.1%)—from 65.3% to 99.4%—occurred in FFY 2017.

For participation overall (in both reading and math), thirty-three regular states and eight unique state entities provided data on statewide assessments for students with disabilities across all five years between FFY 2014 and FFY 2018. Nearly all states with data in FFY 2017 and FFY 2018 had both reading and math participation rates in the top two deciles, 90.0% to 100% and 80.0% to 89.9%. Further, these last two years in this five-year period evidenced the smallest ranges between the highest and lowest reading and math participation rates. This change might indicate a potential lasting improvement in all states' participation rates—both reading and math—with most of them above 80%, and all of them above 60%.

Figure 3.
Trends - Six Years of Indicator B3B Data
Participation Rate Percent - Mathematics

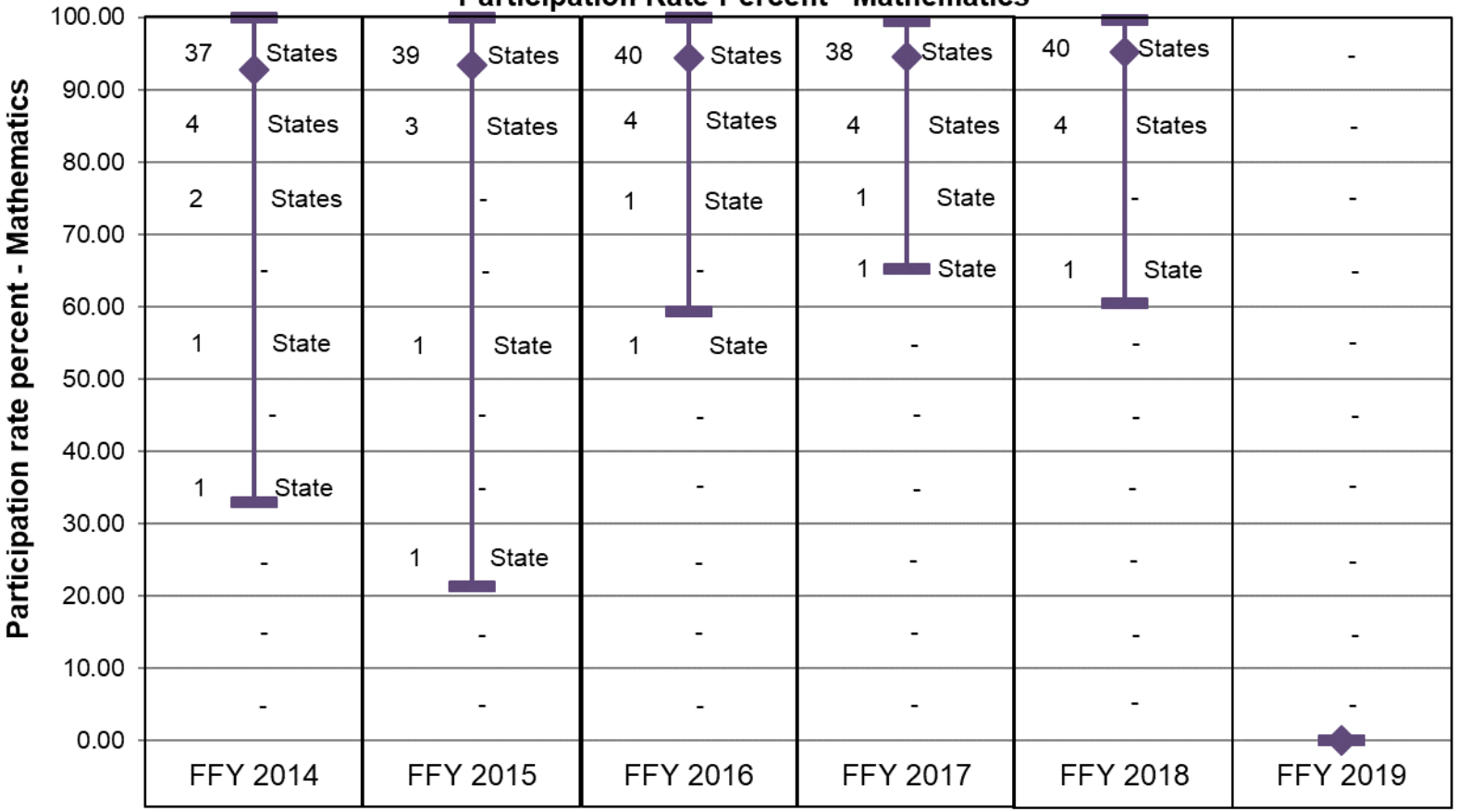


Table 3.
Math Participation Detailed Data

Participation Rate Percent	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	37	39	40	38	40	0
80% to <90%	4	3	4	4	4	0
70% to <80%	2	0	1	1	0	0
60% to <70%	0	0	0	1	1	0
50% to <60%	1	1	1	0	0	0
40% to <50%	0	0	0	0	0	0
30% to <40%	1	0	0	0	0	0
20% to <30%	0	1	0	0	0	0
0% to <20%	0	0	0	0	0	0

Table 4.
Math Participation Summary Data

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	92.7	93.4	94.4	94.5	95.1	0.0
Highest	99.9	100.0	100.0	99.4	99.6	0.0
Lowest	32.9	21.4	59.4	65.3	60.4	0.0
No Data	15	16	14	16	15	60

Year-to-Year Comparison for Indicator 3B Mathematics

No assessment data in FFY 2019 were available from states.

PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS (COMPONENT 3C)

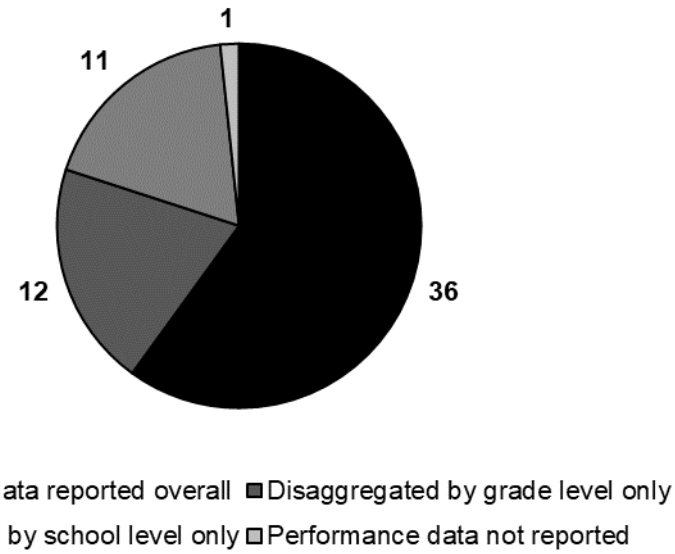
State assessment performance of students with IEPs includes the rates of those children achieving proficiency on the regular assessment with no accommodations, the regular assessment with accommodations, and the alternate assessment based on alternate academic achievement standards. Component 3C data (proficiency rates) were calculated by obtaining a single number of assessment participants who are proficient or above as measured by the assessments and dividing by the total number of students with IEPs enrolled in assessed grades, as shown below:

> *Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level and alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned)]. Calculate separately for reading and math. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.*

Twenty-six regular states and ten unique states (34 total) reported FFY 2018 reading assessment proficiency data. The same 26 regular states and ten unique states reported FFY 2018 mathematics assessment proficiency data. Performance data are examined separately for reading and mathematics in this section.

Figure 4 presents the ways in which regular and unique state entities provided FFY 2018 performance data for reading and mathematics in their APRs. Twenty-six regular states and ten unique state entities provided data summarized into single points for mathematics and for reading performance. Twenty-four regular states and no unique state entities reported performance data in their APRs in a way that the data could not be compared across states. Specifically, 12 of the 24 states provided data disaggregated by grade, with grade-by-grade data points. Eleven states reported data by school level (elementary, middle school, and high school), with six states reporting a data point for grades 3 to 8 and a data point for high school, and five states reporting a data point for each of the three levels. One regular state failed to report participation data.

Figure 4.
Ways in Which Regular and Unique States Provided FFY 2018 Performance Data



Five-Year Trend for Indicator 3C Reading

Figure 5 shows the five-year trend for states' performance rates in reading in FFY 2014 to FFY 2018; because FFY 2019 data were not available, the typical six-year trend analysis could not be performed. Table 5 provides another view of the same information shown in Figure 5. Table 6 provides more summary data on these trends. Before the 2019–2020 school year, the number of states that reported sufficient reading proficiency data to be included in the report across the previous five years has ranged from 34 to 37 states, with no overall increasing or decreasing trend.

Twenty-four regular states and eight unique state entities each reported an actual reading proficiency data point overall for students with disabilities across all five years between FFY 2014 and FFY 2018.

For the states and entities that each provided an overall data point, the average reading proficiency rates ranged from 18.0 percentage points (in FFY 2017) to 20.3 percentage points (in FFY 2016); the overall mean for the five years was 18.8 percentage points. Nearly all of the reading proficiency rates across the previous five years have been below 50%, with the exception of one state’s in each of two years, FFY 2016 and FFY 2018.

Figure 5.
Trends - Six Years of Indicator B3C Data
Proficiency Rate Percent - Reading

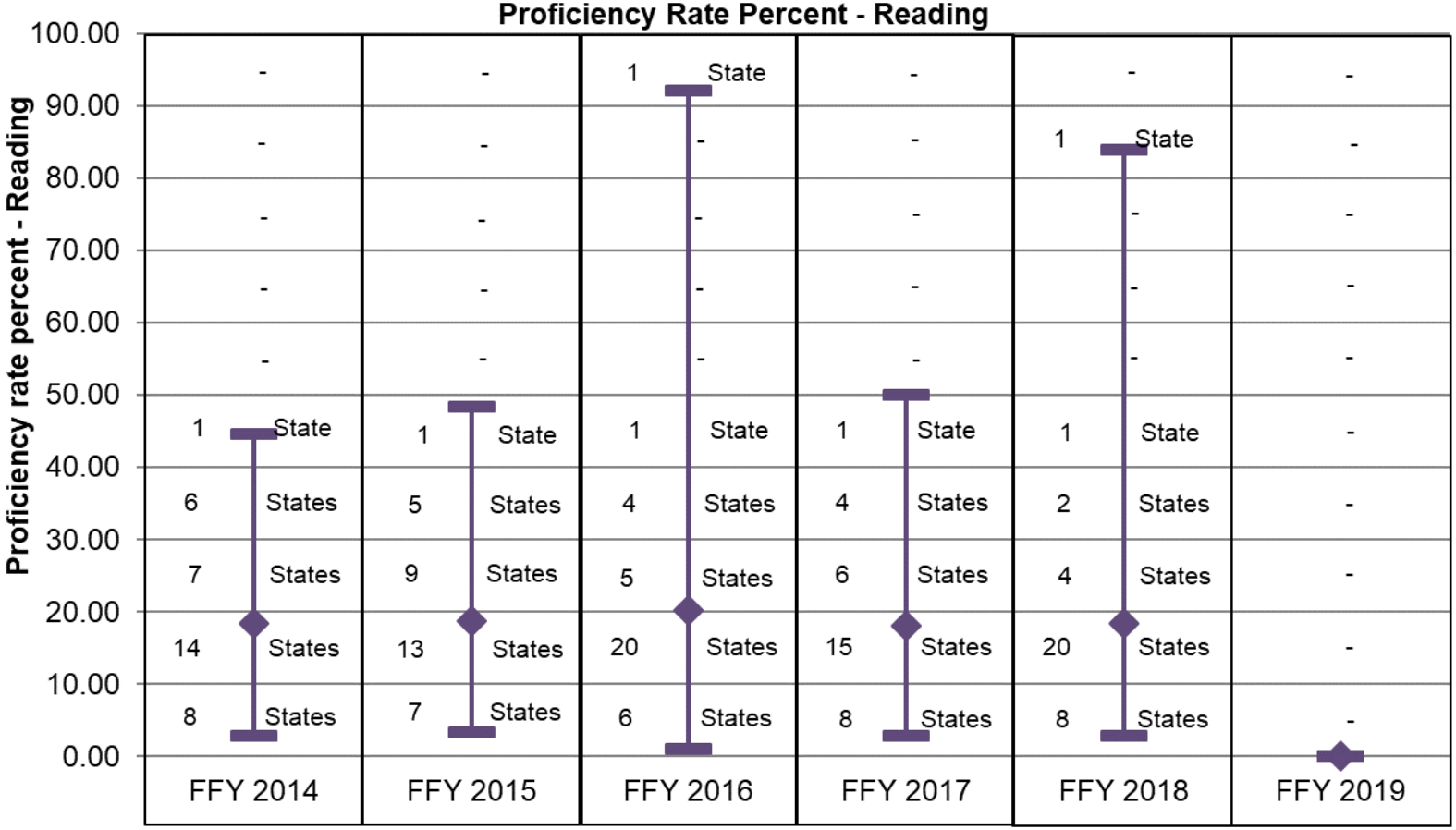


Table 5.
Reading Proficiency Detailed Data

Proficiency Rate Percent	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	0	0	1	0	0	0
80% to <90%	0	0	0	0	1	0
70% to <80%	0	0	0	0	0	0
60% to <70%	0	0	0	0	0	0
50% to <60%	0	0	0	0	0	0
40% to <50%	1	1	1	1	1	0
30% to <40%	6	5	4	4	2	0
20% to <30%	7	9	5	6	4	0
10% to <20%	14	13	20	15	20	0
0% to <10%	8	7	6	8	8	0

Table 6.
Reading Proficiency Summary Data

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	18.3	18.8	20.3	18.0	18.4	0.0
Highest	44.6	48.3	92.1	49.9	83.9	0.0
Lowest	2.9	3.4	1.1	2.8	2.9	0.0
No Data	24	25	23	26	24	60

Year-to-Year Comparison for Indicator 3C Reading

No assessment data in FFY 2019 were available from states.

Five-Year Trend for Indicator 3C Mathematics

Figure 6 shows the five-year trend for states' performance rates in math in FFY 2014 to FFY 2018; because FFY 2019 data were not available, the typical six-year trend analysis could not be performed. Table 7 provides another view of the same information shown in Figure 6. Table 8 provides more summary data on these trends. Before the 2019–2020 school year, the number of states that reported sufficient math proficiency data to be included in the report across the previous five years has ranged from 34 to 37 states, with no overall increasing or decreasing trend.

Twenty-four regular states and eight unique state entities each reported an actual math proficiency data point overall for students with disabilities across all five years between FFY 2014 and FFY 2018.

For the states and entities that each provided an overall data point, the average math proficiency rates ranged from 17.1 percentage points (in FFYs 2015 & 2017) to 18.8 percentage points (in FFY 2016); the overall mean for the five years was 17.6 percentage points. Nearly all of the math proficiency rates across the previous five years have been below 60%, with the exception of one state's in each of two years, FFY 2016 and FFY 2018.

Figure 6.
Trends - Six Years of Indicator B3C Data
Proficiency Rate Percent - Mathematics

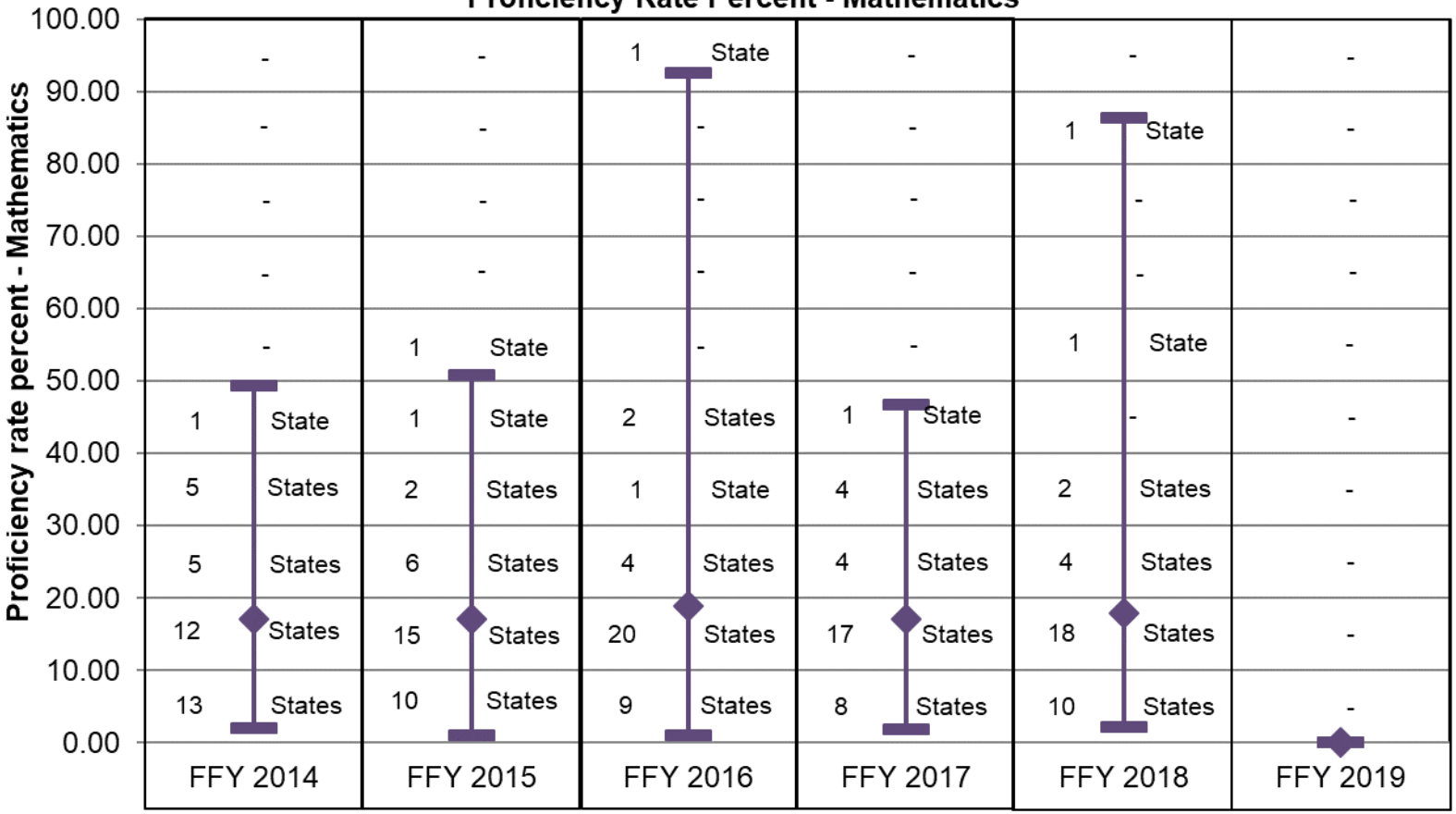


Table 7.
Math Proficiency Detailed Data

Proficiency Rate Percent	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	0	0	1	0	0	0
80% to <90%	0	0	0	0	1	0
70% to <80%	0	0	0	0	0	0
60% to <70%	0	0	0	0	0	0
50% to <60%	0	1	0	0	1	0
40% to <50%	1	1	2	1	0	0
30% to <40%	5	2	1	4	2	0
20% to <30%	5	6	4	4	4	0
10% to <20%	12	15	20	17	18	0
0% to <10%	13	10	9	8	10	0

Table 8.
Math Proficiency Summary Data

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	17.2	17.1	18.8	17.1	17.9	0.0
Highest	49.3	50.9	92.5	46.8	86.4	0.0
Lowest	2.1	1.1	1.1	1.8	2.1	0.0
No Data	24	25	23	26	24	60

Year-to-Year Comparison for Indicator 3C Mathematics

No assessment data in FFY 2019 were available from states.

CONCLUSION

There has been little change in the participation rates of students with disabilities on state reading and math assessments across the previous five years (FFY 2014 through FFY 2018). Fewer states had atypical reading and math participation rates in recent years, narrowing the participation rate range from between 30% and 100% in FFY 2014 to between 60% and 100% in FFY 2018. Mean performance rates of students with disabilities on state reading and math assessments showed little change from FFY 2014 to FFY 2018. Because no data were available or reported for FFY 2019, due to the national emergency associated with the COVID-19 virus, additional conclusions pertaining to the assessment participation rate and performance of students with disabilities—beyond those already provided in the previous report—could not be determined.

INDICATOR B4: RATES OF SUSPENSION AND EXPULSION

Prepared by IDEA Data Center (IDC)

INTRODUCTION

For Indicator B4A, states must report:

- The percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

For Indicator B4B, states must report:

- The percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

To determine whether a significant discrepancy exists for a district, states must use one of two comparison options. States may either:

1) Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among districts in the state; or

2) Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each district to the rates for nondisabled children in the same district.

DATA SOURCES

Both B4A and B4B require states to use data collected for reporting under Section 618 [i.e., data reported in ED*Facts* file FS006 - Children with Disabilities (IDEA) Suspensions/Expulsions]. For FFY 2019 APRs, states were required to analyze discipline data from school year 2018–19. States are required to set targets for B4A; B4B, however, is considered a compliance indicator, so states must set targets for B4B at zero percent.

IDC reviewed FFY 2019 APRs from a total of 60 states including the 50 states, the District of Columbia, the outlying areas, and the Bureau of Indian Education (BIE). All 60 states were required to report on B4A; however, one state's B4A data were not valid and reliable and the state is included in the figures under questionable data quality. Only the 50 states, the District of Columbia, and the Virgin Islands were required to

report on B4B, resulting in a total of 52 states reporting. For the remainder of this summary, we refer to all 60 or 52 as states.

METHODOLOGY AND MEASUREMENT APPROACHES

This section describes the comparison options and methods that states used to determine significant discrepancy and the percentages of districts that states excluded from their analyses as a result of states' minimum n-size requirements.

Comparison Option States Used for Determining Significant Discrepancy

States are required to use one of two comparison options when determining significant discrepancy for B4A and B4B. States can either: (1) compare the rates of suspensions/expulsions for children with disabilities among districts within the state, or (2) compare the rates of suspensions/expulsions for children with disabilities to the rates for children without disabilities within each district. We refer to these as Comparison Option 1 and Comparison Option 2, respectively. Figures 1 and 2 present the number of states that used each option for B4A and B4B, respectively, for FFY 2018 and FFY 2019.

Figure 1

Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4A: FFY 2018 and FFY 2019 (N = 60)

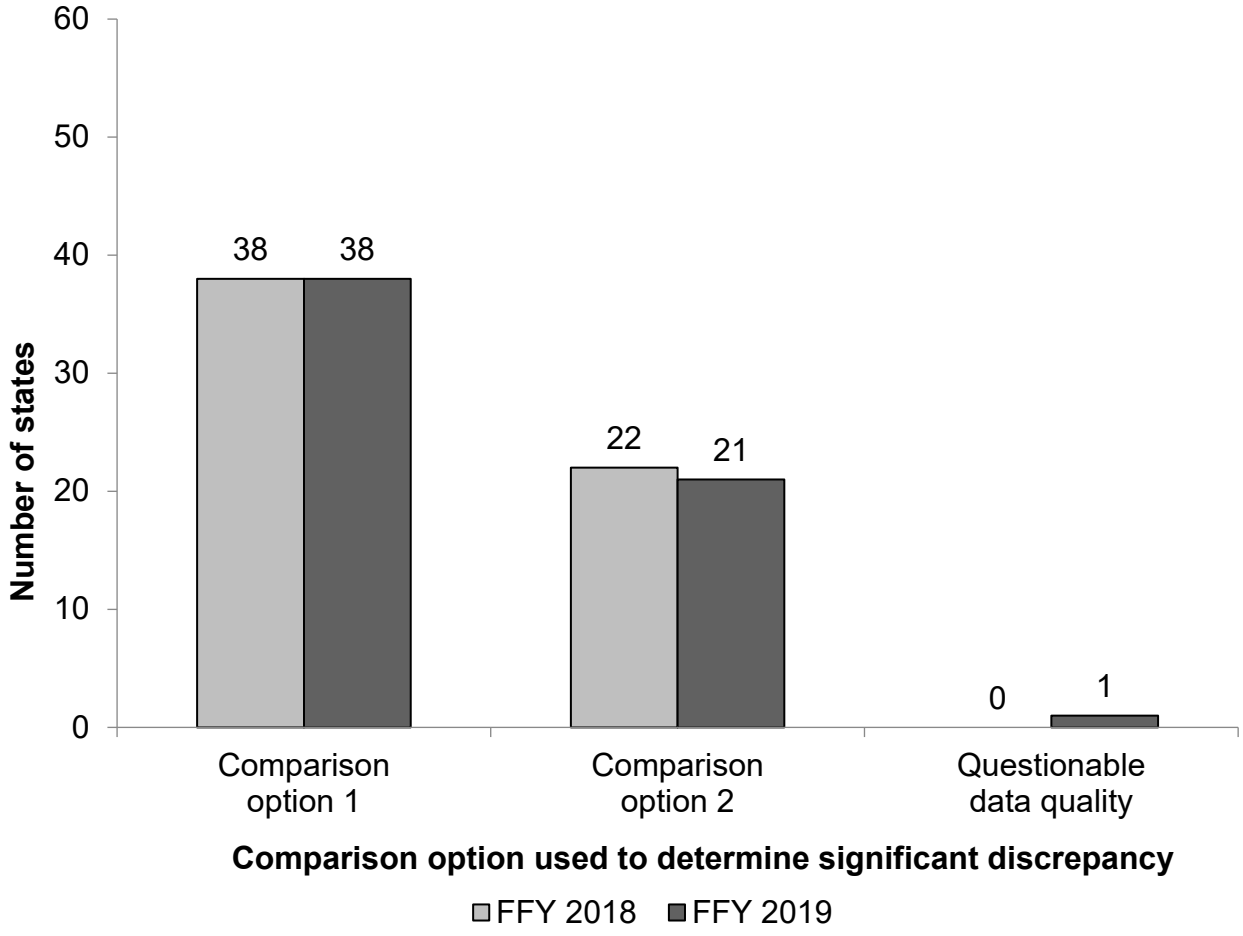
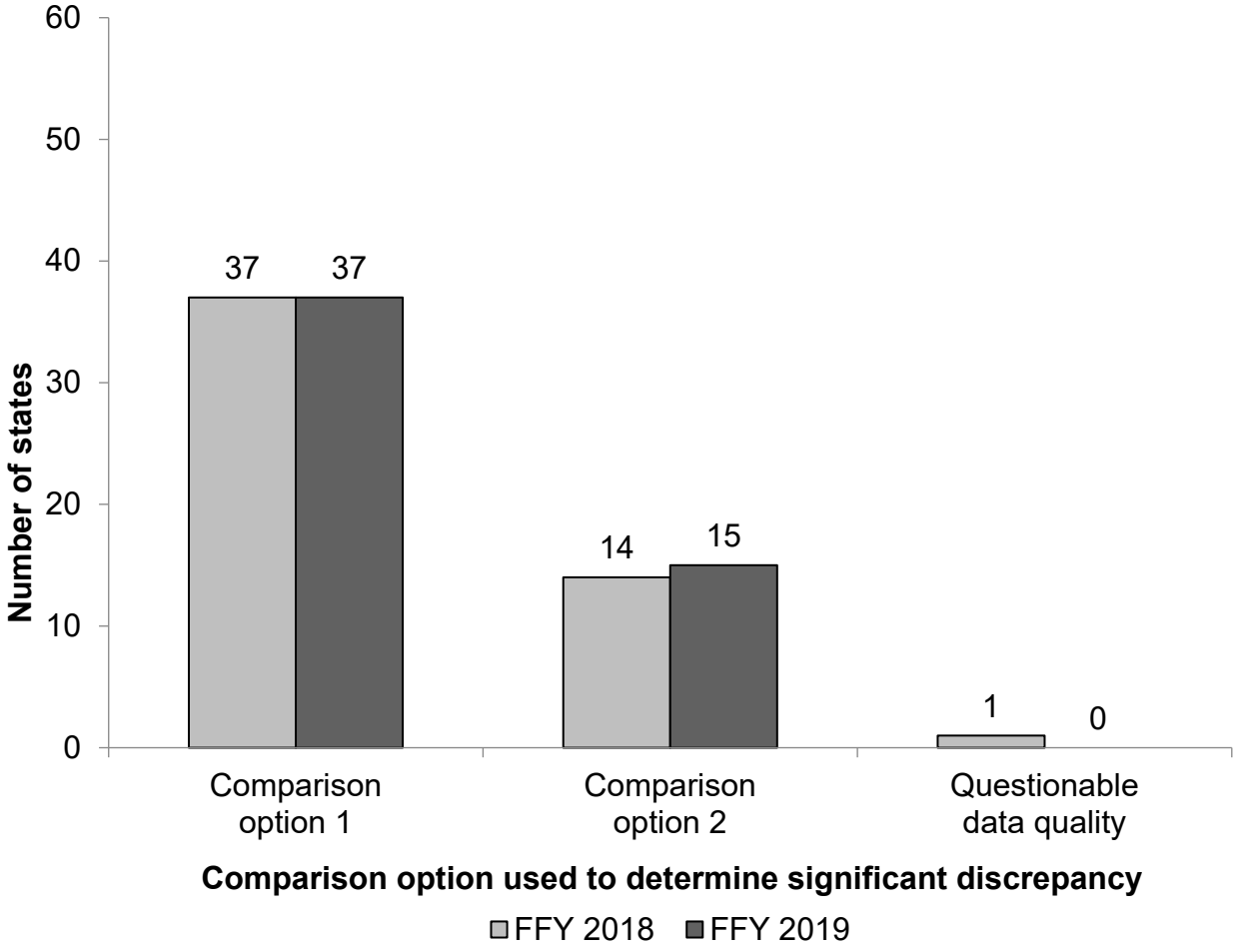


Figure 2

Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4B: FFY 2018 and FFY 2019 (N = 52)



In both FFY 2018 and FFY 2019, most states used Comparison Option 1 for B4A and B4B, meaning they compared suspension/expulsion rates for children with disabilities among districts. From FFY 2018 to FFY 2019, zero states changed the comparison option they used to measure B4A and B4B, and the measure one state used was unclear due to questionable data quality.

Methods States Used for Calculating Significant Discrepancy

Within each of these two comparison options, states can use a variety of methods to calculate significant discrepancy. Figures 3 and 4 present the calculation methods states used for B4A and B4B, respectively, for FFY 2018 and FFY 2019, where:

Comparison Option 1:

- **Method 1:** The state used the state-level suspension/expulsion rate for children with disabilities to set the bar and then compared the district-level suspension/ expulsion rates for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the bar.

- **Method 2:** The state used percentiles to set the bar and then compared the district-level suspension/expulsion rates for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the bar.

- **Method 3:** The state used standard deviations to set the bar and then compared the district-level suspension/expulsion rates for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the bar.

- **Method 4:** The state used a rate ratio to compare the district-level suspension/expulsion rates for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the state-level suspension/expulsion rate.

Comparison Option 2:

- **Method 5:** The state used a rate ratio to compare the district-level suspension/expulsion rate for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the same district's suspension/expulsion rate for children without disabilities.

- **Method 6:** The state used a rate difference to compare the district-level suspension/expulsion rate for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the same district's suspension/expulsion rate for children without disabilities.

Other:

- **Other Methods:** The state used some other method to compare the suspension/ expulsion rate for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to either the state suspension/expulsion rate for children with disabilities or the same district's suspension/expulsion rate for children without disabilities. The most common other method was for the state to set a bar to compare the suspension/expulsion rate based on some other criteria,

for example, identifying a district if it suspended/expelled more than 3 percent of its children with disabilities.

Figure 3

Number of States That Used Various Methods for Calculating Significant Discrepancy for B4A: FFY 2018 and FFY 2019 (N = 60)

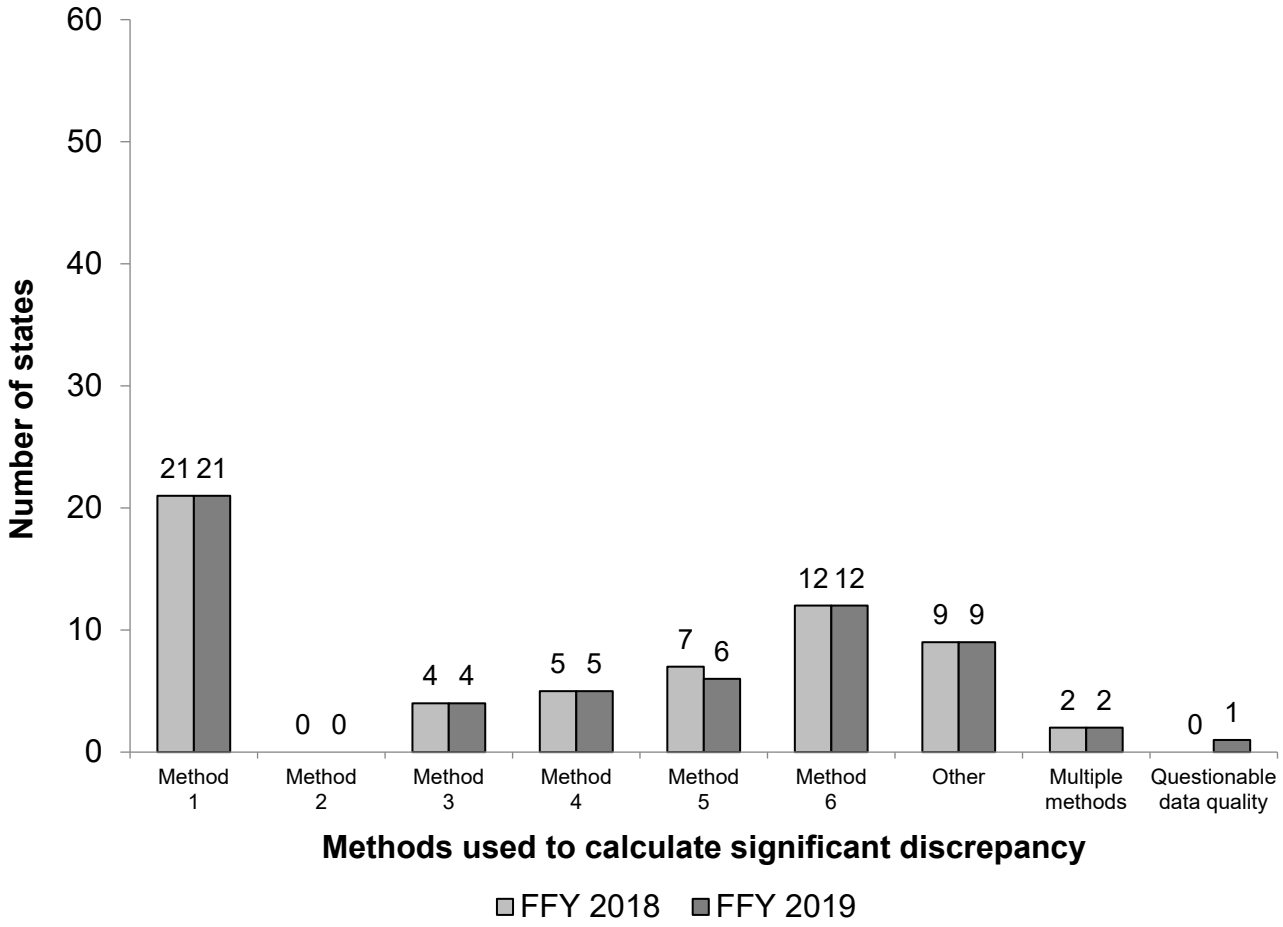
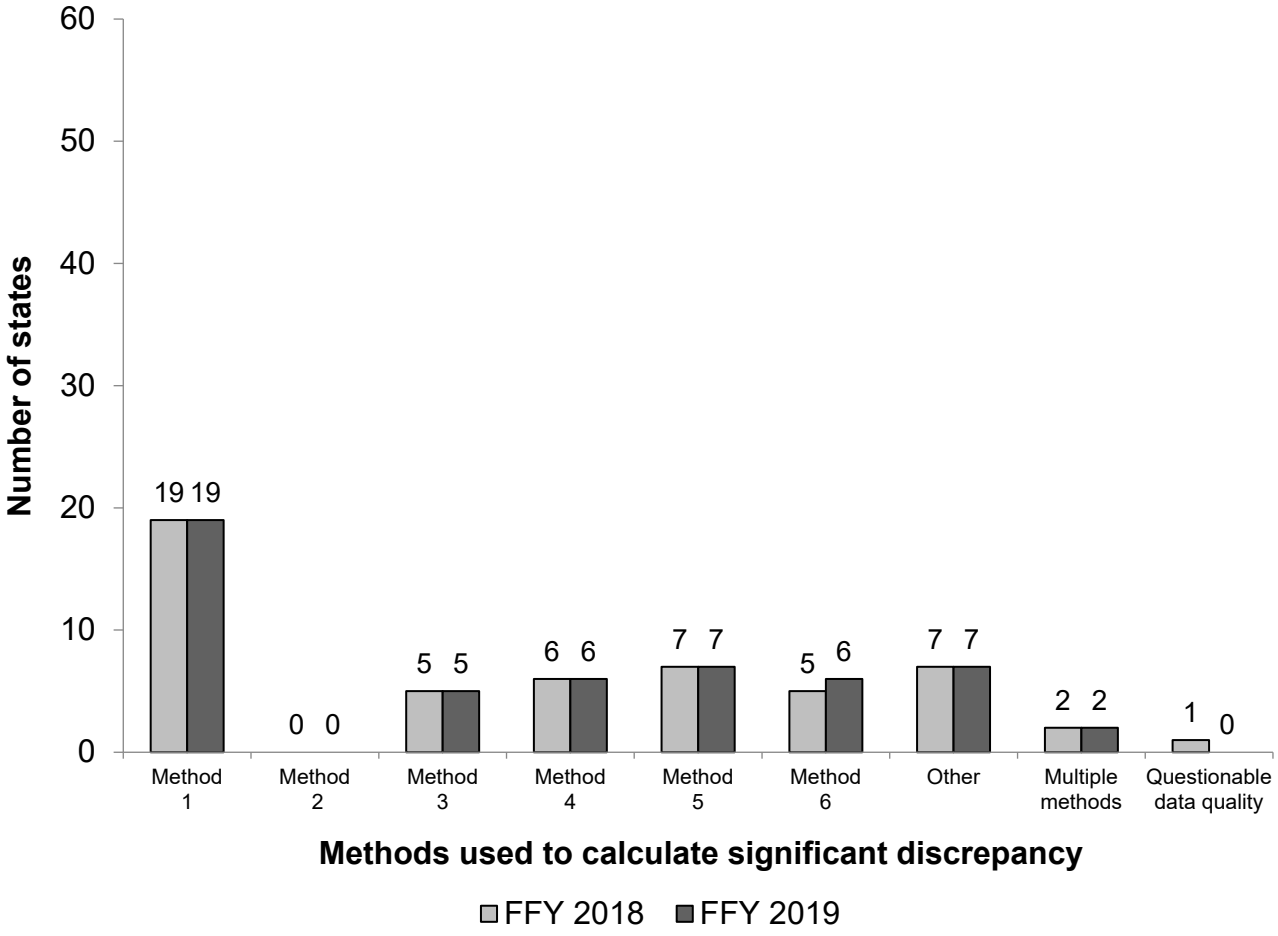


Figure 4

Number of States That Used Each Method for Calculating Significant Discrepancy for B4B: FFY 2018 and FFY 2019 (N = 52)



In both FFY 2018 and FFY 2019, Method 1 (i.e., using the state-level suspension/expulsion rate to set the bar) continued to be the most commonly used methodology for determining significant discrepancy for both B4A and B4B. In FFY 2018 and FFY 2019, 21 states used Method 1 for B4A. In FFY 2018 and FFY 2019, 19 states used Method 1 for B4B.

Minimum N-Size Requirements

Overall, in FFY 2019, 45 of 59 states (76%) used minimum n-size requirements in their calculations of significant discrepancy for B4A (one state was excluded due to questionable data quality), and 47 of 49 states (96%) used minimum n-size requirements for B4B. States specified a wide range of minimum n-size requirements, ranging from 2 to 75 students for both B4A and B4B. While states defined "n" in different ways, the most common definitions included the number of students with disabilities enrolled or the number of students with disabilities suspended/expelled.

Figures 5 and 6 present the number of states reporting various percentages of districts excluded from state analyses due to minimum n-size requirements for B4A and B4B, respectively, for FFY 2018 and FFY 2019.

Figure 5

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum n-Size Requirements for B4A: FFY 2018 and FFY 2019 (N = 60)

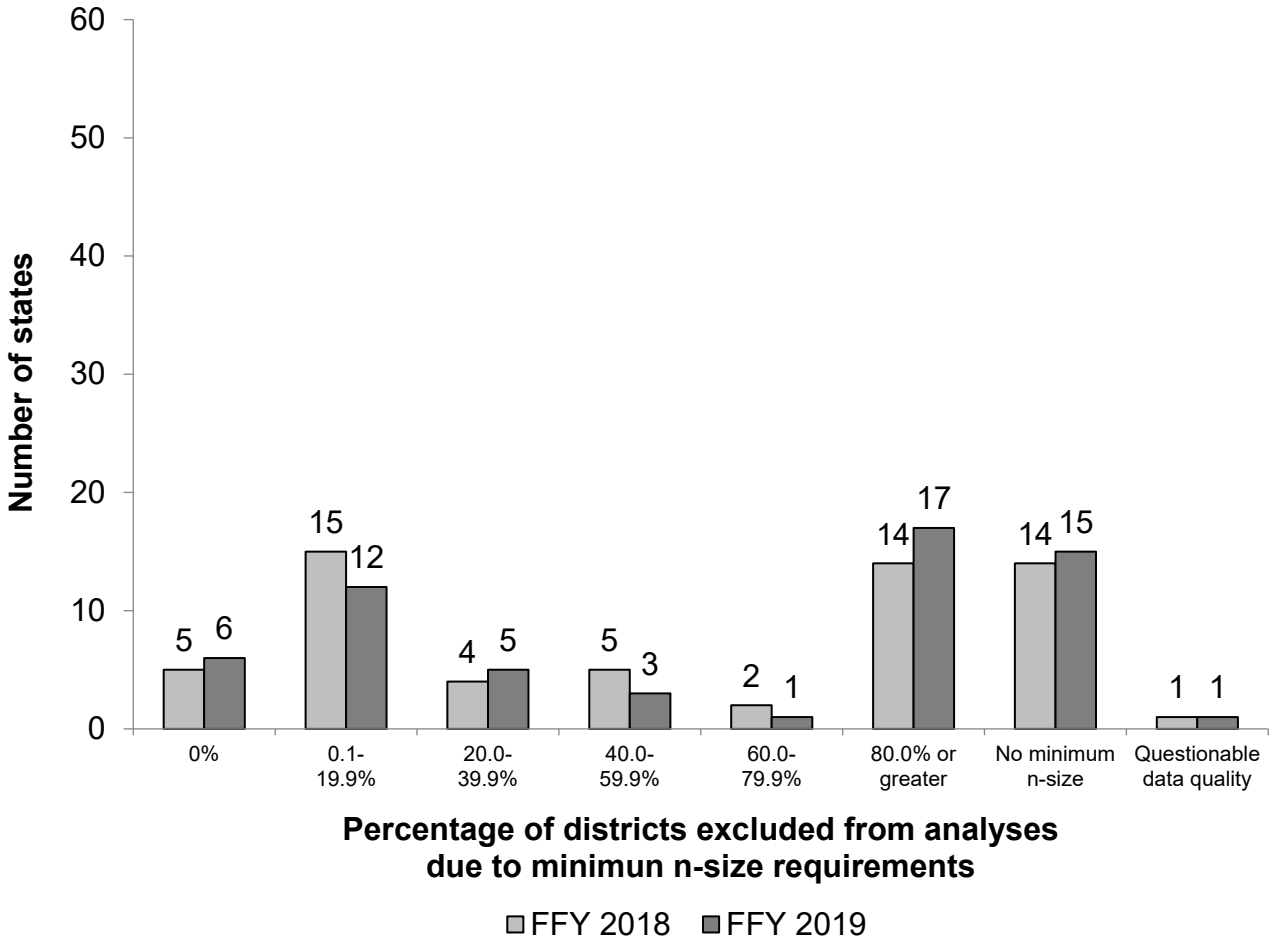
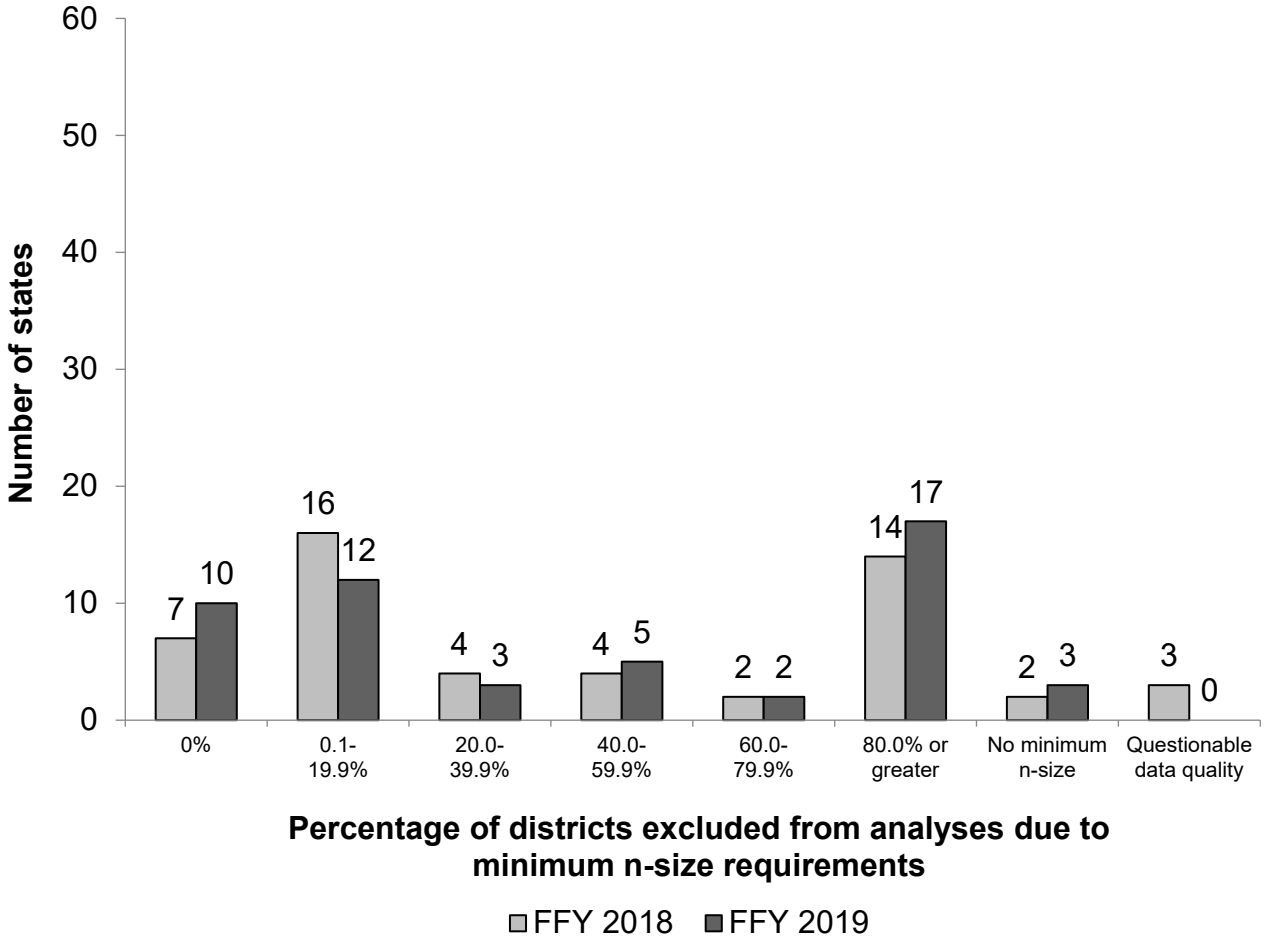


Figure 6

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum n-Size Requirements for B4B: FFY 2018 and FFY 2019 (N = 52)



For B4A, in FFY 2018 and FFY 2019, 21 states excluded 40 percent or more of their districts from analyses. For B4B, in FFY 2018, 20 states excluded 40 percent or more of their districts from analyses. This number increased slightly in FFY 2019 to 24 states.

FIGURES AND EXPLANATIONS: ACTUAL PERFORMANCE AND TRENDS

This section provides actual performance data for B4, as well as change from FFY 2018 to FFY 2019.

Percentage of Districts With Significant Discrepancy

In their APRs, states reported the number and percentage of districts that were identified with significant discrepancy for B4A and B4B.

Figures 7 and 8 present the number of states reporting various percentages of districts with significant discrepancy for B4A and B4B, respectively, for FFY 2018 and FFY 2019.

Figure 7

Number of States Reporting Various Percentages of Districts With Significant Discrepancy for B4A: FFY 2018 and FFY 2019 (N = 60)

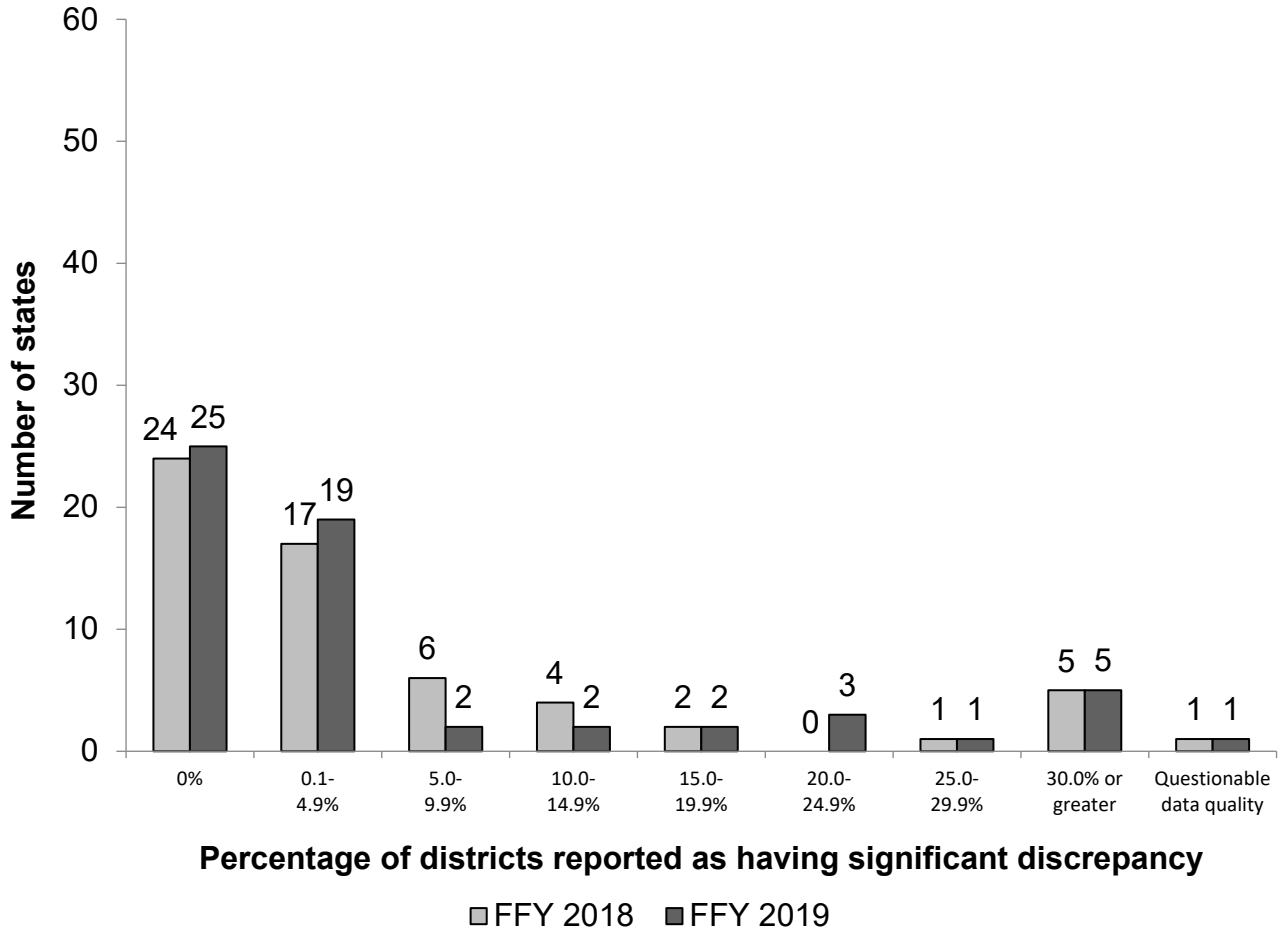
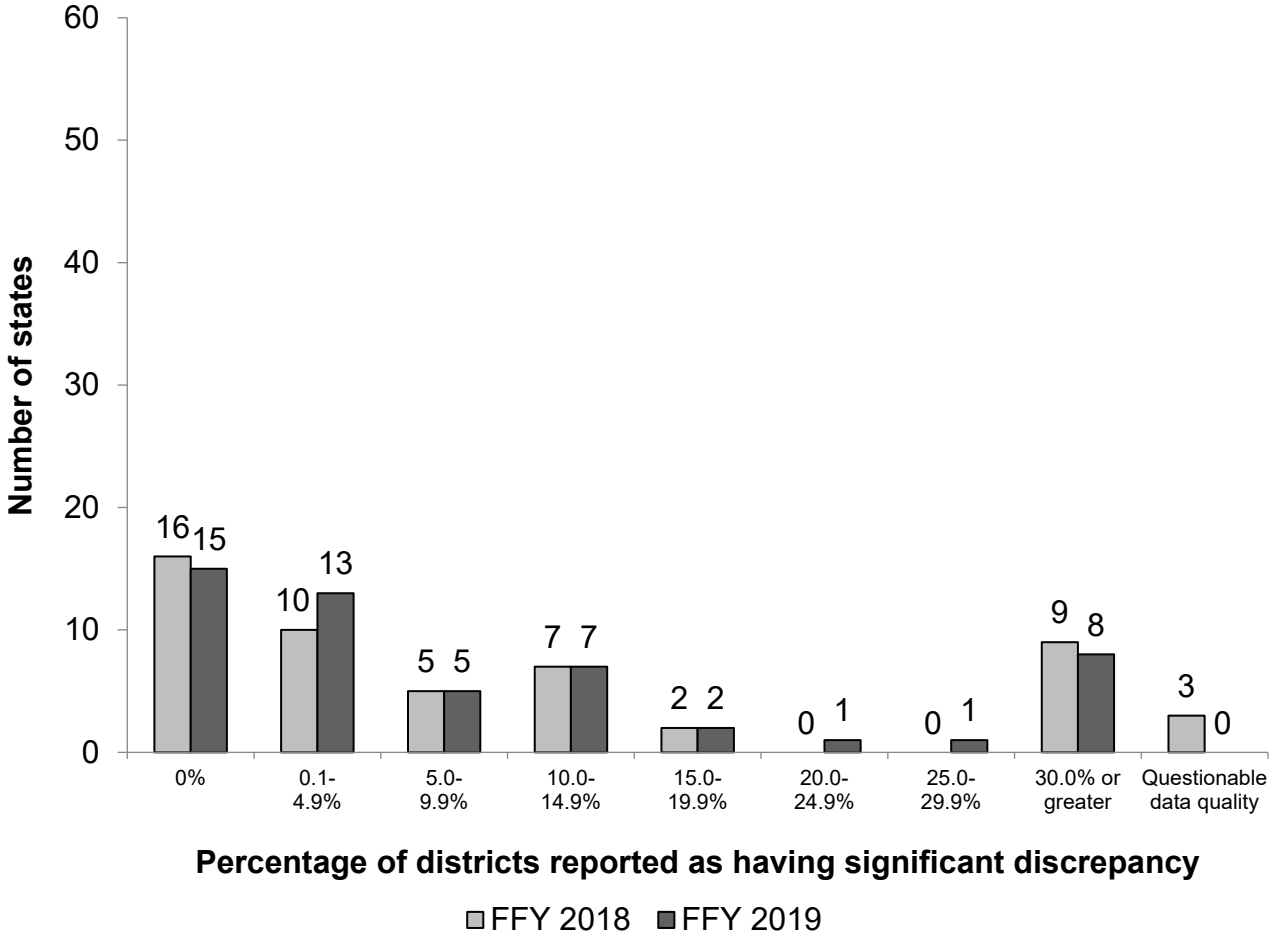


Figure 8

Number of States Reporting Various Percentages of Districts With Significant Discrepancy for B4B: FFY 2018 and FFY 2019 (N = 52)



From FFY 2018 to FFY 2019, the number of states reporting that they did not identify any districts as having significant discrepancy for B4A increased from 24 to 25 states. From FFY 2018 to FFY 2019, the number of states reporting that they did not identify any districts as having significant discrepancy for B4B decreased slightly from 16 to 15 states.

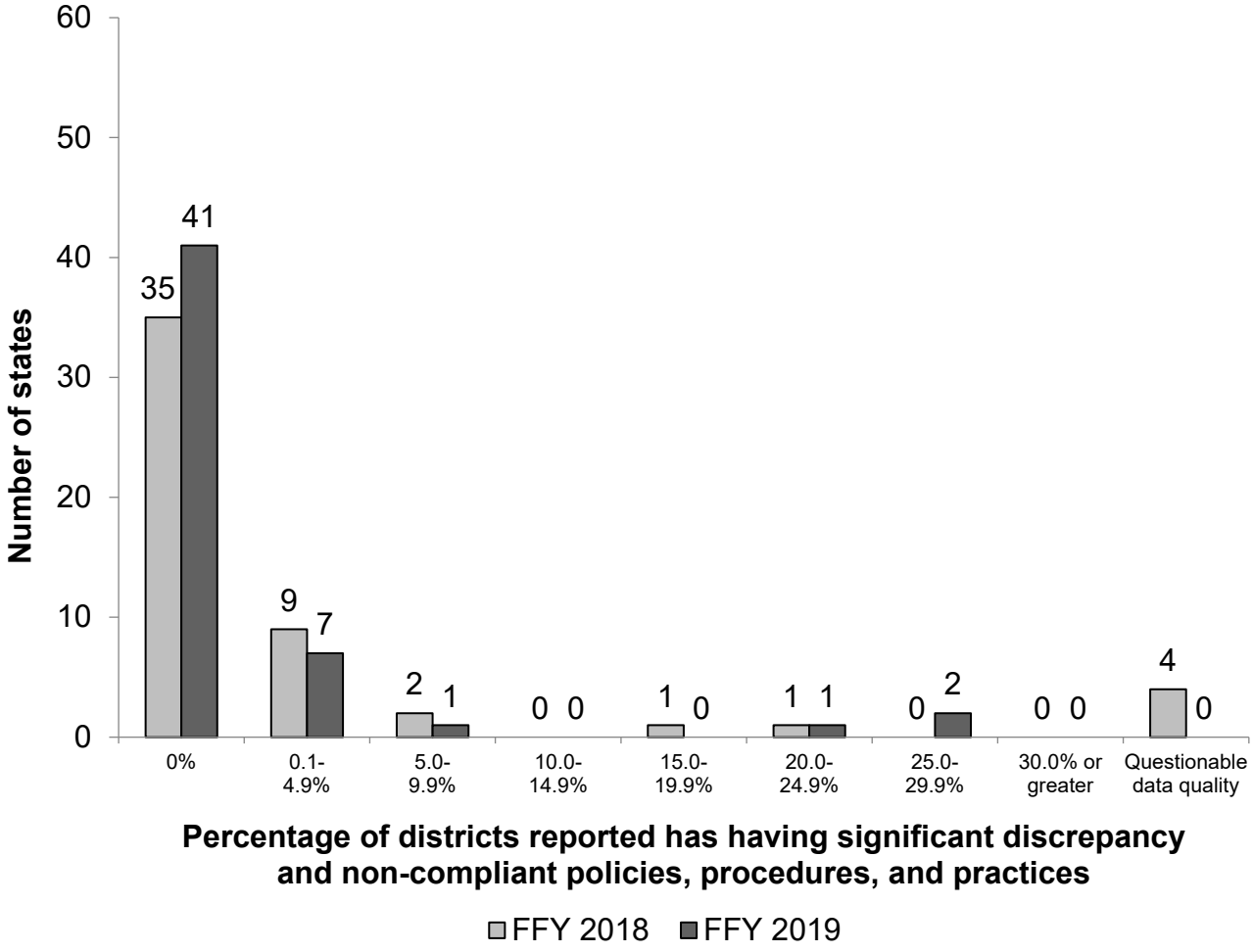
The number of states reporting that they identified 30% or more of their districts as having significant discrepancy for B4A remained constant at five states in FFY 2018 and FFY 2019. The number of states reporting that they identified 30% or more of their districts as having significant discrepancy for B4B decreased from nine states in FFY 2018 to eight states in FFY 2019.

For B4B, states also reported the number and percentage of districts that were identified with a significant discrepancy and had policies, procedures, or practices that contributed to the discrepancy and did not comply with IDEA requirements.

Figure 9 presents the number of states reporting various percentages of districts with a significant discrepancy and policies, procedures, or practices that do not comply with IDEA requirements for B4B for FFY 2018 and FFY 2019.

Figure 9

Number of States Reporting Various Percentages of Districts With Significant Discrepancy and Policies, Procedures, or Practices That Do Not Comply With IDEA Requirements for B4B: FFY 2018 and FFY 2019 (N = 52)



For B4B, the number of states reporting zero districts with significant discrepancy and policies, procedures, or practices that contributed to the discrepancy increased from 35 states in FFY 2018 to 41 states FFY 2019.

Description of Change From FFY 2018 to FFY 2019

B4A: An examination of change from FFY 2018 to FFY 2019 in the percentage of districts identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs revealed the following:

- Of the 59 states reporting valid and reliable data in FFY 2019, 34 states (58%) met their annual target; in FFY 2018, 39 states (66%) met their annual target. In both years, OSEP was unable to determine whether one state met its annual target due to questionable data quality.

- Of the 59 states reporting valid and reliable data in FFY 2019, 23 states (39%) reported an increase in the percentage of districts identified as having a significant discrepancy in B4A, while 19 states (32%) reported a decrease.

B4B: An examination of change from FFY 2018 to FFY 2019 in the percentage of districts identified as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to the significant discrepancy revealed the following:

- Of the 52 states reporting on B4B, the number of states meeting the annual target of zero percent increased slightly from 35 in FFY 2018 to 39 in FFY 2019 for B4B.

- Of the 52 states, 11 states (21%) reported an increase in the percentage of districts identified as having a significant discrepancy and policies, procedures, and practices that contributed to the significant discrepancy in B4B, while zero states reported a decrease.

INDICATOR B5: ENVIRONMENTS A, B, AND C: PERCENT OF CHILDREN WITH IEPS AGED 6 THROUGH 21

Completed by the National Center for Systemic Improvement

INTRODUCTION

This report presents a review of state improvement activities from the Annual Performance Reports (APR) of 50 states and 10 other entities including the District of Columbia, the Bureau of Indian Education, and eight territories. Each of these states, territories, the District of Columbia, and the Bureau of Indian Education will be referred to as 'states' throughout this document. Indicator 5 data are composed of three components outlined in the table below.

Table 1. Indicator 5, Part B Percent of children with IEP aged 6 through 21

A. Inside the regular classroom 80% or more of the day;
B. Inside the regular classroom less than 40% of the day;
C. In separate schools, residential facilities, or homebound/hospital placements

After an overview of the data from all 60 reporting states, an analysis is presented. The overview of the data includes tables summarizing findings of components A, B, and C of Part B Indicator 5. A conclusion with recommendations is included in this report as well.

DATA SOURCES AND MEASUREMENT APPROACHES

All 60 states (50 U.S. states and 10 U.S. administrative units) send annual performance reports to the Office of Special Education Programs (OSEP), as required by IDEA. These data are compiled and organized into data tables that are then analyzed by external evaluators who adhere to specific guidelines provided by OSEP. Once these reports are received, OSEP personnel review the data, analysis, and any inferences drawn from the data for accuracy. This report covers only those data that were submitted to demonstrate state performance on Indicator 5 for Part B.

OVERVIEW OF ACTUAL PERFORMANCE

An analysis of performance data since the FFY 2014 reporting year on the three components of Indicator 5, Part B demonstrates slight progress. As indicated in the three figures throughout this report, the differences in means are less than one percentage point in each indicator per year across all six years. Progress is measured as the difference from baseline data reported for FFY 2014 and the data reported for the current reporting year. The average rate of change over the six reporting years is also calculated. Finally, the change in mean from the current reporting year and the prior reporting year is presented. As a reminder, B5B and B5C include the number of students placed outside the general education setting for most of the school day and in separate schools, residential facilities, or homebound/hospital placements. Therefore, in Table 2, progress toward B5A is expressed by positive numbers and negative numbers for B5B and B5C.

Table 2. Progress on 5B Indicators

Indicator	A	B	C
Percentage Change over Monitoring Years FFY 2014 to FFY 2019	+1.45	-0.59	-0.22
Average rate of change over the monitoring years (FFY 2014 to FFY 2019)	+0.23	-0.13	-0.44
Percentage Change from FFY 2018 to FFY 2019	+0.86	-0.16	-0.01

Indicator B5 Progress

For the current reporting year, as indicated in Table 3, the mean percentage for B5A is 67.14%, meaning that a little more than two-thirds of the students with IEPs in the United States spend 80% or more of the instructional school day in the general education classroom. The mean percentage for B5B is 10.22%, which indicates that slightly more than 10% of students with IEPs spend less than 40% in the general education setting. A mean of 2.74% for B5C signifies approximately 3% of students with IEPs in the 60 states are educated in separate schools or home/hospital settings. Regarding meeting set targets, 24 states reported meeting the target for B5A, 29 states reported meeting the target for B5B, and 32 of the states reported meeting the target for B5C. Seven states did not report targets for FFY 2019.

Table 3. Overview of Reported Indicator 5B Data

Indicator	A	B	C
Mean %	67.14	10.22	2.74
Highest %	91.87	21.37	8.10
Lowest %	41.27	0.00	0.00
States Meeting Target (n/53)	24	29	32

CATEGORY B5A: INSIDE THE REGULAR CLASS 80% OR MORE OF THE DAY

Six-Year Trends in B5A

The six-year trend for Indicator B5A (Figure 1) shows a 1.45% increase in the mean percentage of students with disabilities being educated in the general education settings 80% or more of the school day. The figure depicts the number of states within each percentage band (e.g., 10-20%, 20-30%) for each monitoring year. As seen in Figure 1, the variation has become narrower with the number of states reporting fewer students in the lower percentage bands. For instance, for FFY 2014, the lowest reported percentage was 36.90%, whereas FFY 2019, the lowest percentage was 41.27%. The FFY 2018 data represents the narrowest bandwidth across all the reporting years with all states reporting between 43.86% and 94.26%. In 2019, one state reported being

within the 90%-100% which is a decrease of one state from the 2018 reporting year. However, four states reported being between 80%-90%, indicating an increase of two states from the previous reporting year. Further, 21 states reported within the 70%-80% band, representing an increase of two states reported for FFY 2018 and an increase of six states reported for FFY 2017. Overall, the six-year trend indicates an increase in the number of students with disabilities being educated in the general education setting for 80% or more of the school day.

Figure 1

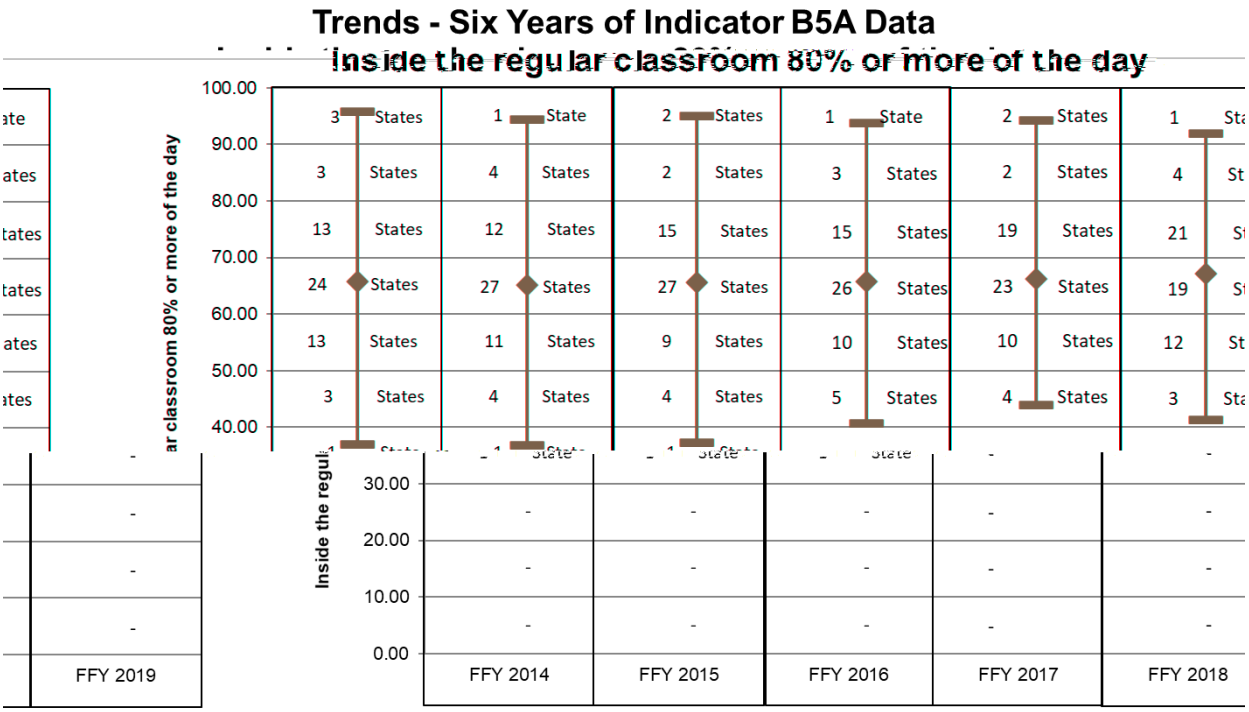


Table 4. Indicator B5A Detail Data Table

Regular classroom 80+% of day	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	3	1	2	1	2	1
80% to <90%	3	4	2	3	2	4
70% to <80%	13	12	15	15	19	21
60% to <70%	24	27	27	26	23	19
50% to <60%	13	11	9	10	10	12
40% to <50%	3	4	4	5	4	3
30% to <40%	1	1	1	0	0	0
0% to <30%	0	0	0	0	0	0

Table 5. Indicator B5A Summary Data Table

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	65.69	65.14	65.53	65.69	66.28	67.14
Highest	95.73	94.41	95.00	93.72	94.26	91.87
Lowest	36.90	36.83	37.33	40.63	43.86	41.27
No Data	0.00	0.00	0.00	0.00	0.00	0.00

CATEGORY B5B: INSIDE THE REGULAR CLASS 40% OR LESS OF THE DAY

Six-Year Trends in B5B

The six-year trend for Indicator B5B (Figure 2) shows a 0.59% decrease in the mean percentage of students with disabilities being educated in the general education settings 40% or less of the school day. The figure depicts the number of states within each percentage band (e.g., 10-20%, 20-30%) for each monitoring year. Although the mean decreased over the six-years reporting period, the highest percentage reported for the current reporting year was 21.37%, which is a 1.01% decrease from FFY 2018. One state fell within the 20%-30% band. The remainder of the states (n=59) fell within the

lowest two bands (0%-10% and 10%-20%). Overall, the six-year trend indicates a slight decrease in the percentage of students with disabilities being educated in the general education settings 40% or less of the school day

Figure 2

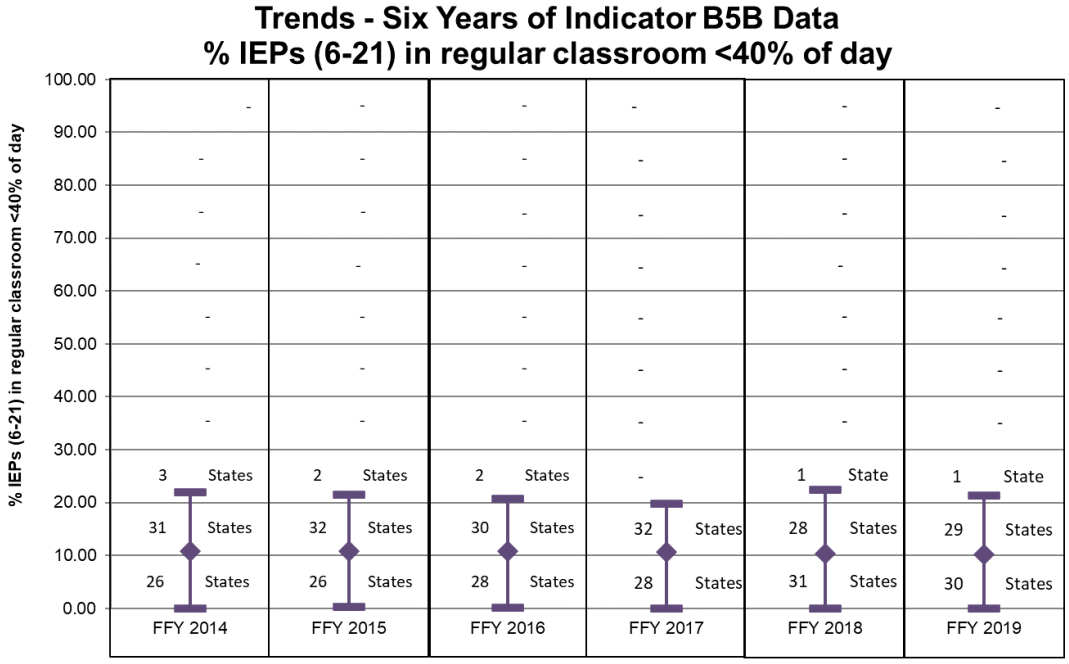


Table 6. Indicator B5B Detail Data Table

Regular classroom 40% of day or less	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
30% to 100%	0	0	0	0	0	0
20% to <30%	3	2	2	0	1	1
10% to <20%	31	32	30	32	28	29
0% to <10%	26	26	28	28	31	30

Table 7. Indicator B5B Summary Data Table

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	10.81	10.85	10.80	10.69	10.38	10.22
Highest	22.01	21.54	20.70	19.82	22.38	21.37
Lowest	0.00	0.26	0.16	0.00	0.00	0.00
No Data	0.00	0.00	0.00	0.00	0.00	0.00

CATEGORY B5C: SEPARATE SETTINGS

Six-Year Trends in B5C

The six-year trend data for B5C (Figure 3) shows a 0.22% decrease in the mean percentage of students with disabilities receiving services in separate school settings. The variability in placement in separate school settings has decreased over the monitoring years. The highest percentage reported for FFY 2014 was 11.53%. For the current reporting year, the highest percentage reported is 8.10%, which represents a 3.43% decrease. For reporting years FFY 2018 through 2019, all 60 states reported serving less than 9% of students in separate settings. Overall, the six-year trend indicates a decrease in the percentage of students with disabilities placed in a separate school setting.

Figure 3

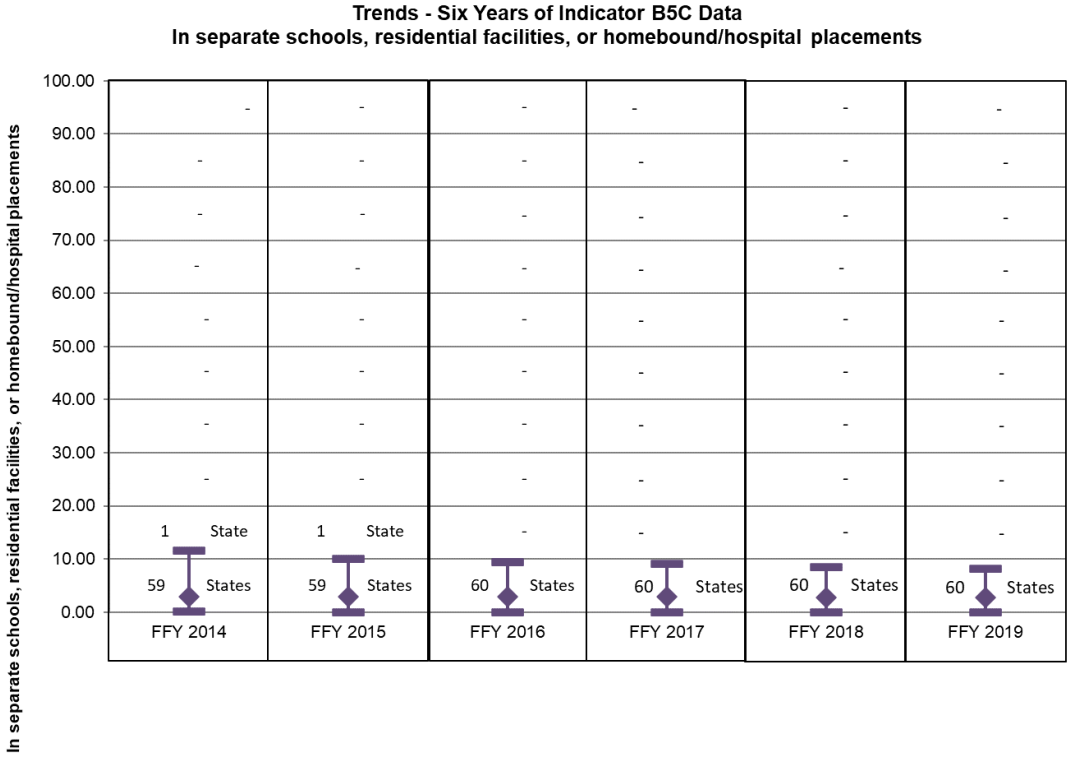


Table 8. Indicator B5C Detail Data Table

Separate School or facility	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
20% to 100%	0	0	0	0	0	0
10% to <20%	1	1	1	0	0	0
0% to <10%	59	59	59	60	60	60

Table 9. Indicator B5C Summary Data Table

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	2.96	2.91	2.85	2.82	2.78	2.74
Highest	11.53	10.04	9.41	9.03	8.54	8.10
Lowest	0.06	0.00	0.00	0.00	0.00	0.00
No Data	0.00	0.00	0.00	0.00	0.00	0.00

CONCLUSION

The six-year trends regarding the percent of students with IEPs who are placed in the regular class setting demonstrates slight progress over the monitoring years. Data reported for B5A since FFY 2014 demonstrates the most change over the monitoring years. However, no change has exceeded 1.45%. While examining the mean provides statistically relevant results, it is also important to consider the additional data such as the number of states in each percentage band and the trends in the highest and lowest percentages reported from year to year.

While overall progress has been made, many states continue to report not meeting set targets. While Sections 616 and 624 of IDEA require each state to include measurable and rigorous performance goals in the State Performance Plan (SPP), the data reported for Indicator 5, Part B makes it difficult to assess the appropriateness of the targets set by all 60 states. In addition, IDEA does not provide guidance regarding the definition of measurable or provide a threshold for rigorous. Absent of that data, interpretation of the existing data should be made with caution.

As indicated by the current Results Driven Accountability (RDA) federal requirements, what is missing from this analysis is the impact of placement on the academic, behavioral, and functional achievement of students with disabilities. Without such data, it is difficult to assess if all the states are adequately setting goals that address the need to change policy or practice regarding the provision of special education services in the least restrictive environment for students with disabilities. In other words, given the requirements to provide special education services in the least restrictive environment

and to provide a continuum of placements, without student outcome data, it is not possible to draw conclusions that the data reported by the states for Indicator 5, Part B results in positive or negative academic, behavioral, and functional outcomes for students with disabilities.

Another limitation of this analysis is the lack of data regarding the demographics of the students with disabilities represented in Indicator 5, Part B data. Information such as disability categories, age, grade, academic and functional levels, as well as race/ethnicity/culture and English language status would enhance the data analysis to better inform states and other stakeholders regarding the appropriateness and effectiveness of placements for students. As mentioned, this data analysis does not include measures of quality (e.g., access to high-quality instruction, delivery of individualized instruction) experienced by students in different educational settings.

This analysis provides an overview of reported Indicator 5, Part B data as reported by all 60 states. For components B5A, B5B, and B5C, a significant percentage of states, 40% or more, cluster around the mean, indicating consistent patterns across the United States. The data across the monitoring years indicates minimal change overall; however, it is important to note that this analysis only includes Indicator 5, Part B. Per IDEA regulations, OSEP collects data on a total of 17 Part B Indicators.

INDICATOR 6: PRESCHOOL LRE

Prepared by ECTA

Indicator 6: Percent of children aged three through five with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
B. Separate special education class, separate school or residential facility.
(20 U.S.C. 1416 (a)(3)(A))

INTRODUCTION

Indicator 6 reports on the educational environments in which preschool children are served. The Individuals with Disabilities Education Act (IDEA) specifies that in order for a state to be eligible for a grant under Part B, it must have policies and procedures ensuring that:

> (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
>
> (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
> (34 CFR §300.114)

The Part B Indicator 6 analysis is based on data from the FFY 2019 Part B Annual Performance Reports (APRs) from 60 states and entities. For the purpose of this report, all states and entities are referred to collectively as “states”.

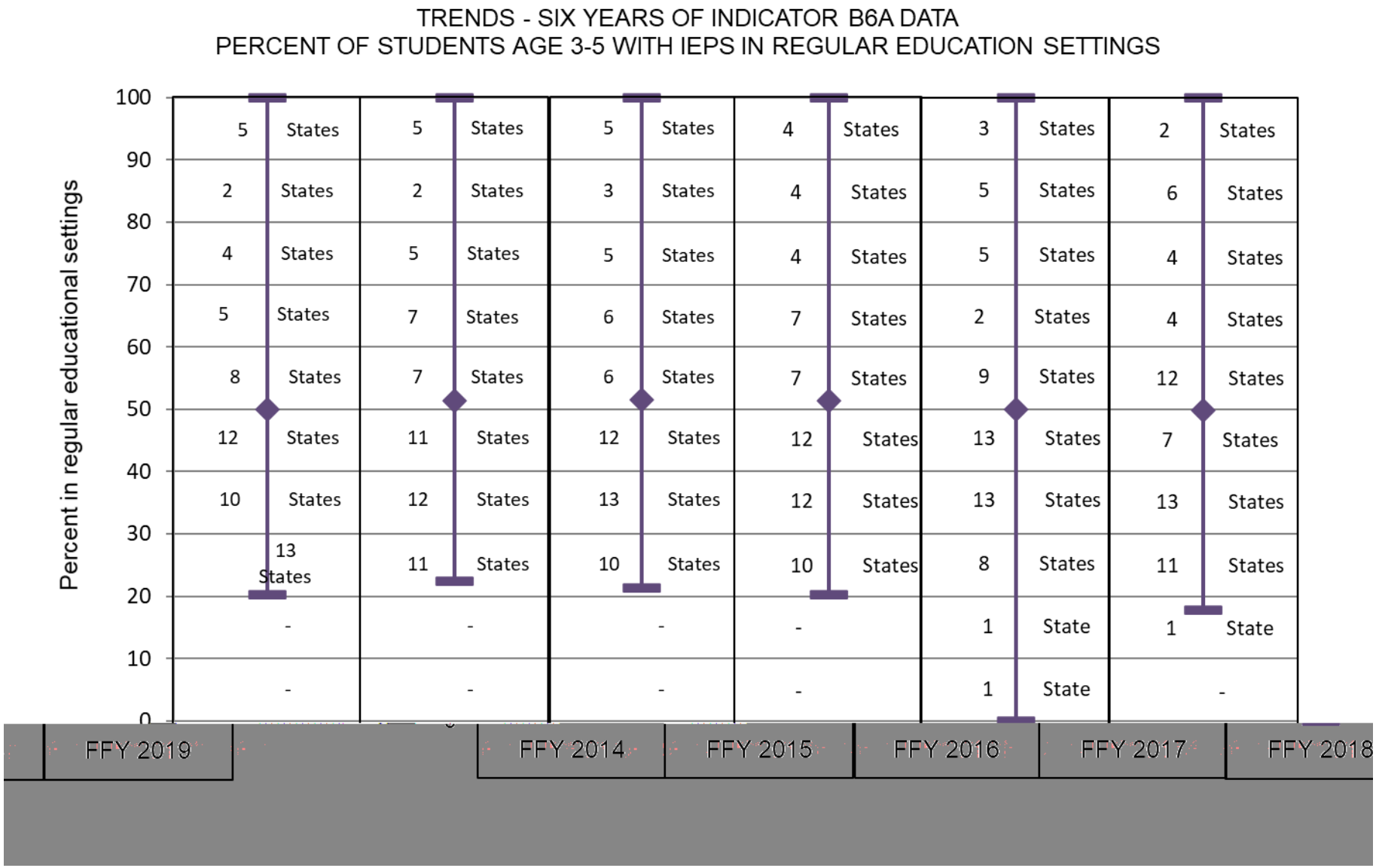
DATA SOURCES AND MEASUREMENT APPROACH

The data for this indicator are from the Section 618 IDEA Part B Child Count and Educational Environments data collection. This data includes all children with disabilities ages three through five who receive special education and related services according to an individual education program or services plan on the count date. States vary in their Section 618 data collection methods.

ACTUAL PERFORMANCE

Figures 1a through 2a illustrate current data (FFY 2019) and trend data for the last six reporting years (FFY 2014 to FFY 2019). The number of states represented within each ten-percentage point range are shown in the charts, and the tables below the charts show the national mean, range, and number of stats included.

Figure 1a


TRENDS - SIX YEARS OF INDICATOR B6A DATA
PERCENT OF STUDENTS AGE 3-5 WITH IEPS IN REGULAR EDUCATION SETTINGS
Percent in regular educational settings
100
90
80
70
60
50
40
30
20
10
0
5 States
2 States
4 States
5 States
8 States
12 States
10 States
13 States
-
-
5 States
2 States
5 States
7 States
7 States
11 States
12 States
11 States
-
-
5 States
3 States
5 States
6 States
6 States
12 States
13 States
10 States
-
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4 States
4 States
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7 States
7 States
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12 States
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3 States
5 States
5 States
2 States
9 States
13 States
13 States
8 States
1 State
1 State
2 States
6 States
4 States
4 States
12 States
7 States
13 States
11 States
1 State
-
FFY 2019
FFY 2014
FFY 2015
FFY 2016
FFY 2017
FFY 2018

Figure 1a illustrates that national performance for Indicator 6A has been consistent over the past six years. Table 1b illustrates the same trend using data on the mean and the range of scores with the mean consistently falling between 50% and 51% while the range is typically spread between 20% and 100% with FFY 2018 being the exception. FFY 2019 shows a spread of between 18% and 100%.

Table 1b
Trends - Mean, Highest, Lowest and # of States with No Data (%)
Indicator B6A Children Three-Five w/ IEPs Attending Regular Early Childhood Program

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	50	51	51	51	50	50
Highest	100	100	100	100	100	100
Lowest	20	22	21	20	0	18
No Data	1	0	0	0	0	0

Figure 2a

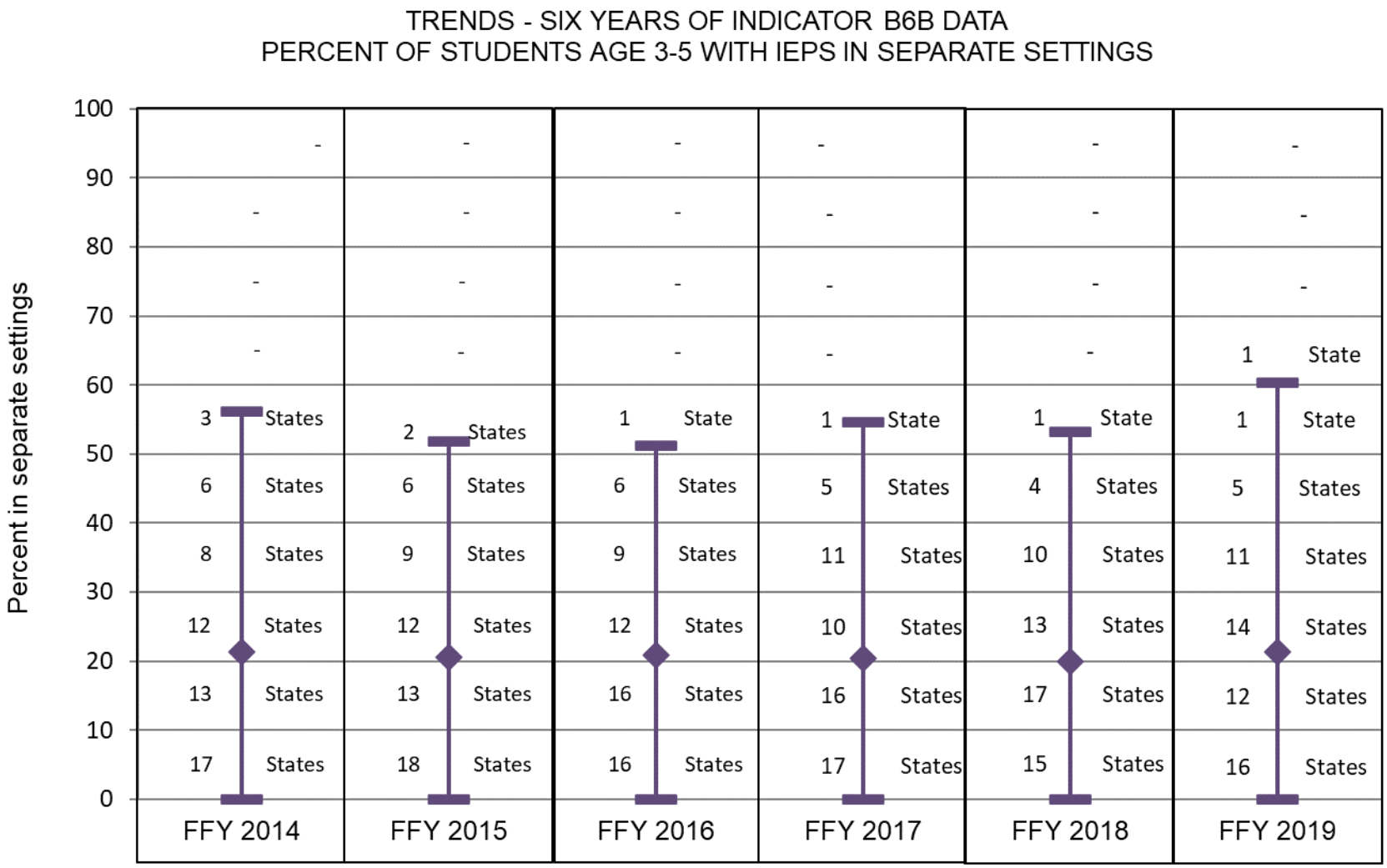

TRENDS - SIX YEARS OF INDICATOR B6B DATA
PERCENT OF STUDENTS AGE 3-5 WITH IEPS IN SEPARATE SETTINGS
Percent in separate settings
100
90
80
70
60
50
40
30
20
10
0
FFY 2014
3 States
6 States
8 States
12 States
13 States
17 States
FFY 2015
2 States
6 States
9 States
12 States
13 States
18 States
FFY 2016
1 State
6 States
9 States
12 States
16 States
16 States
FFY 2017
1 State
5 States
11 States
10 States
16 States
17 States
FFY 2018
1 State
4 States
10 States
13 States
17 States
15 States
FFY 2019
1 State
1 State
5 States
11 States
14 States
12 States
16 States

Figure 2a illustrates that national performance for Indicator 6B mirrors Indicator 6A in that it has been consistent over the past six years. Table 2b illustrates the same trend using data on the mean and the range of scores with the mean consistently falling between 20% and 21% while the range is typically spread between 0 and the low to mid 50s. FFY 2019 is the exception showing a spread of between 0% and 60%.

Table 2b
Trends - Mean, Highest, Lowest and # of States with No Data (%)
Indicator B6B Children Three-Five w/ IEPs Attending Separate Special Education Class

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	21	20	21	20	20	21
Highest	56	52	51	55	53	60
Lowest	0	0	0	0	0	0
No Data	1	0	0	0	0	0

INDICATOR 7: PRESCHOOL OUTCOMES

Prepared by ECTA

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

INTRODUCTION

Indicator 7 is the percentage of preschool children with IEPs who demonstrate improved outcomes during their time in preschool special education. This summary is based on information reported by 59 states and entities in their FFY 2019 Annual Performance Reports (APRs). For the purposes of this report, the term "state" is used for both states and entities. Two states did not submit numeric data for this indicator, yielding 57 states included in the trend data tables. All but one state (n=59) are included in the table of measurement approaches.

States report data on two summary statements for each of the three outcome areas. The summary statements are calculated based on the number of children in each of five progress categories. The five progress categories are:

a) Children who did not improve functioning.
b) Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.
c) Children who improved functioning to a level nearer to same aged peers but did not reach it.
d) Children who improved functioning to reach a level comparable to same aged peers.
e) Children who maintained functioning at a level comparable to same aged peers.

The child outcomes summary statements are:

- Summary Statement 1: Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program (progress categories c+d/a+b+c+d).
- Summary Statement 2: The percent of children who were functioning within age expectations in each outcome by the time they turned six years of age or exited the program (progress categories d+e/a+b+c+d+e).

DATA SOURCES & MEASUREMENT APPROACHES

States use a variety of approaches for measuring child outcomes, as shown in Table 1. Most states use the Child Outcomes Summary (COS) process. The COS process is a team process for summarizing information from multiple sources about a child's functioning in each of the three outcome areas.

Table 1

STATE APPROACHES TO CHILD OUTCOMES MEASUREMENT (FFY 2019)

Child Outcome Measurement Approach	Count	Percent
COS process	40	68%
One tool statewide	9	15%
Publisher online system	5	8.5%
Other	5	8.5%
TOTAL	**59**	**100%**

Source: https://ectacenter.org/eco/pages/childoutcomes.asp

PERFORMANCE TRENDS

Figures and tables 1a through 6b illustrate current data (FFY 2019) and trend data for summary statements one and two for each of the three outcome areas over the last six reporting years (FFY 2014 to FFY 2019). For each reporting year, the number of states within each ten-percentage point range are shown, and the tables below each chart show the national mean, range, and number of states included each year.

Figure 1a:

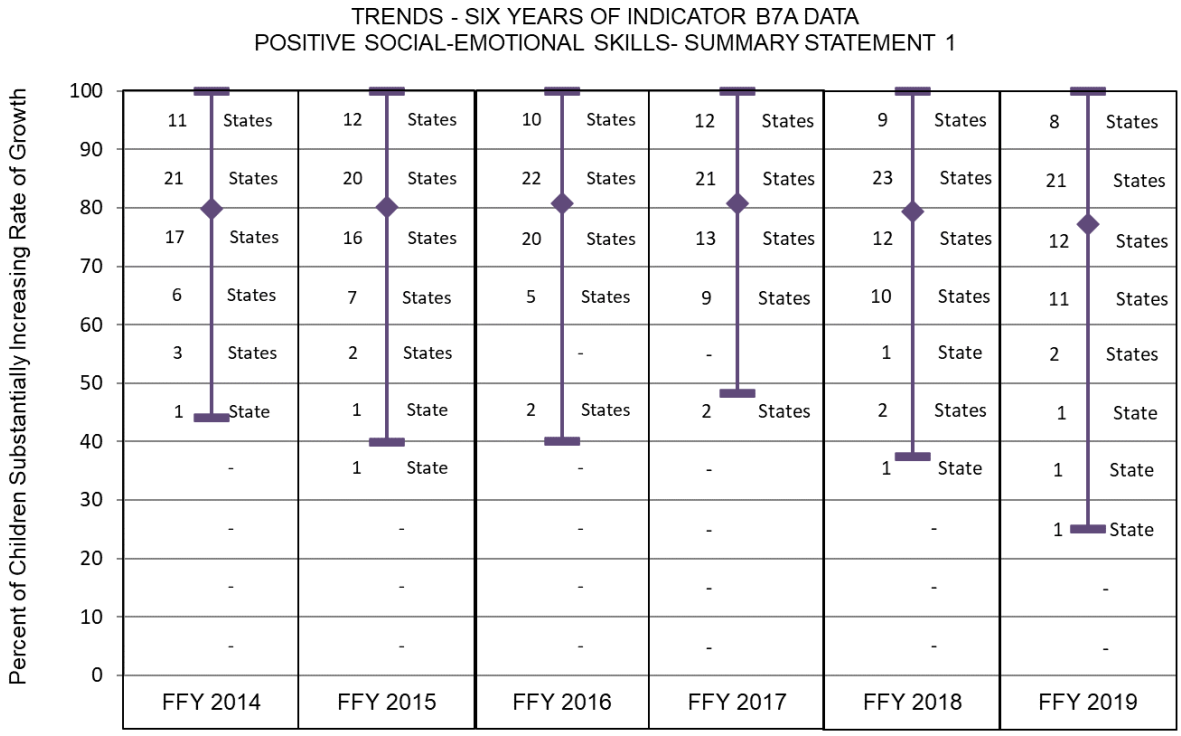


Figure 1a illustrates that national performance for Indicator 7A: Positive Social-Emotional Skills Summary Statement 1 has primarily remained consistent over the past six years with minor slippage noted between FFY 2017 and FFY 2019. Table 1b illustrates the same trend using data on the mean and the range of scores with the

mean dropping from 80% last reported in FFY 2015 to a low of 77% in FFY 2019. It is noteworthy that during this same period, states were actively engaged in planning and implementing their State Systemic Improvement Plans which have state-identified measurement results (SiMRs) which primarily target improvements in child outcomes measurement. As such, states are employing better measurement techniques which are indicative of a more accurate picture of child outcomes across the country. The percentage change between FFY 2017 and FFY 2018 is –2.47%, and the percent change between FFY 2018 and FFY 2019 is –2.53%. the percent change between FFY 2017 and FFY 2019 is –4.94%. FFY 2019 data is reported to have two states with no data.

Table 1b

TRENDS — MEAN, HIGHEST, LOWEST AND # OF STATES WITH NO DATA (%)INDICATOR B7A1 POSITIVE SOCIAL-EMOTIONAL SKILLS

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	80	80	81	81	79	77
Highest	100	100	100	100	100	100
Lowest	44	40	40	48	38	25
No Data	0	0	0	2	1	2

Figure 2a

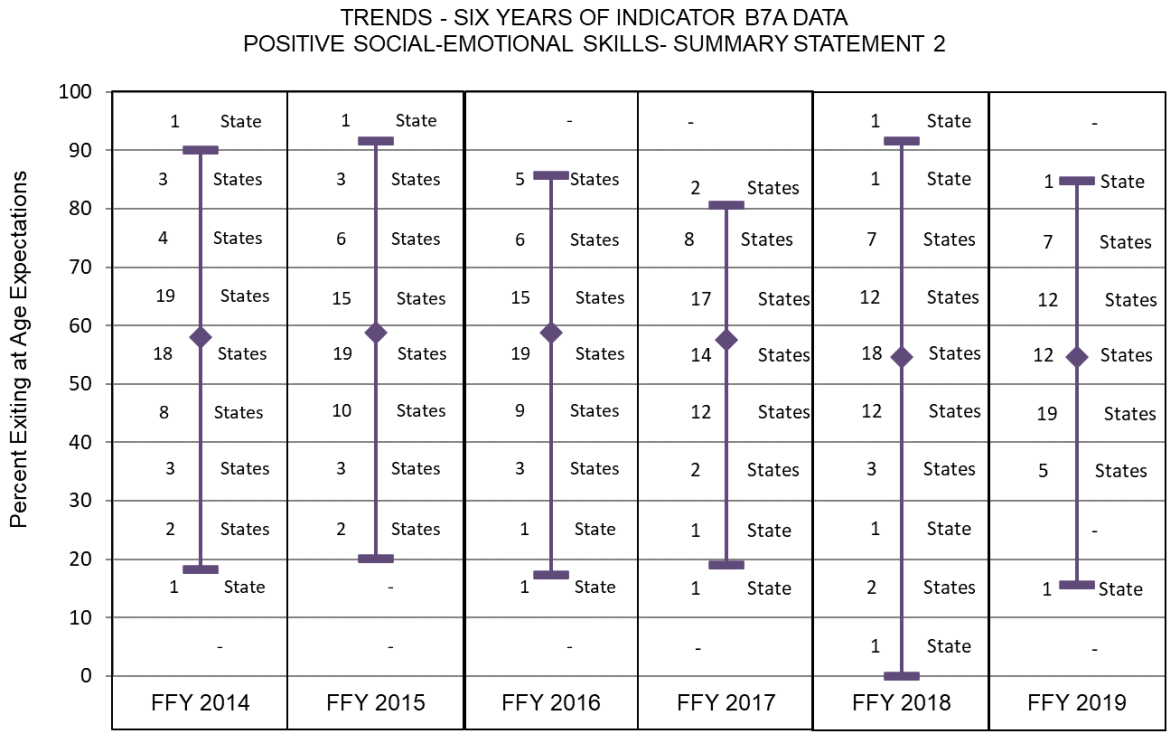


Figure 2a illustrates that national performance for Indicator 7A: Positive Social-Emotional Skills Summary Statement 2 has gradually declined over previous years' data. Table 2b illustrates the same trend using data on the mean and the range of scores with the mean rising from a consistent figure between 58–59% (FFY 2014–FFY 2017) to 55% in FFY 2018 & FFY 2019 (representing a percent change of -5.17% between FFY 2017 and FFY 2018). FFY 2019 data is reported to have two states with no data.

Table 2b

TRENDS — MEAN, HIGHEST, LOWEST AND # OF STATES WITH NO DATA (%)
INDICATOR B7A2 POSITIVE SOCIAL-EMOTIONAL SKILLS

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	58	59	59	58	55	55
Highest	90	92	86	81	92	85
Lowest	18	20	17	19	0	16
No Data	0	0	0	2	1	2

Figure 3a

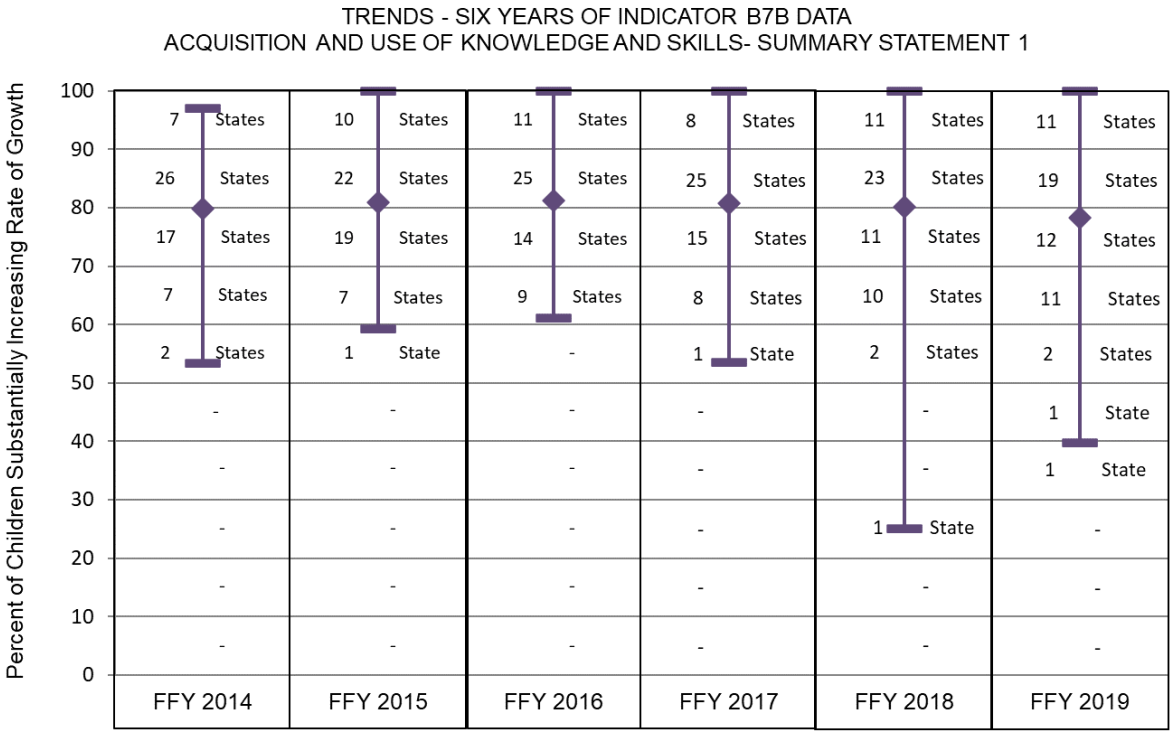


Figure 3a illustrates that national performance for Indicator 7B: Acquisition and Use of Knowledge and Skills Summary Statement 1 has slightly declined over the past two years after a small increase between FFY 2014 and FFY 2015. Table 3b illustrates the same trend using data on the mean and the range of scores with the mean dropping from 81% last reported in FFY 2017 to 78% in FFY 2019. As noted above, this period reflects a time in which states were actively engaged in planning and implementing their State Systemic Improvement Plans which have state-identified measurement results (SiMRs) which primarily target improvements in child outcomes measurement. So, states are employing better measurement techniques which are indicative of a more accurate picture of child outcomes across the country. The percent change between FFY 2017 and FFY 2019 is –3.7% with two states having no data for FFY 2019.

Table 3b

TRENDS — MEAN, HIGHEST, LOWEST AND # OF STATES WITH NO DATA (%)
INDICATOR B7B1 ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	80	81	81	81	80	78
Highest	97	100	100	100	100	100
Lowest	53	59	61	54	25	40
No Data	0	0	0	2	1	2

Figure 4a

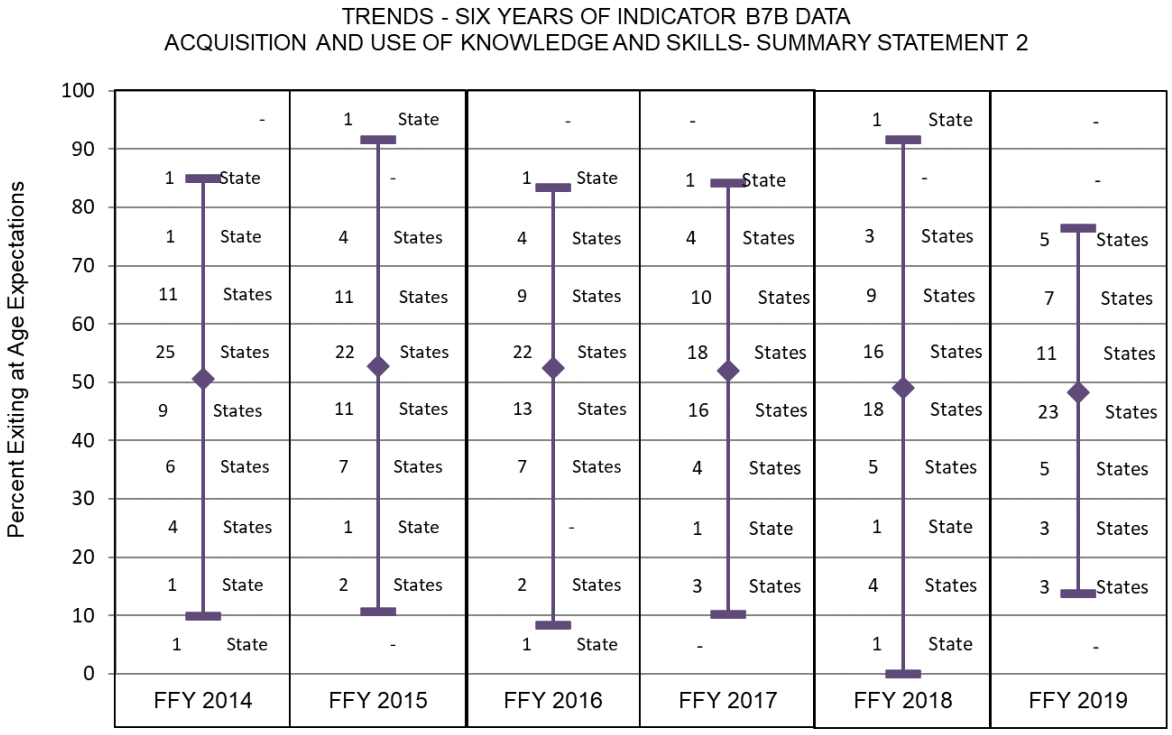


Figure 4a illustrates that national performance for Indicator 7B: Acquisition and Use of Knowledge and Skills Summary Statement 2 has been fairly consistent over the past six years with some slippage noted in FFY 2018 and FFY 2019. Table 4b illustrates the same trend using data on the mean and the range of scores. In FFY 2019, the mean is calculated to be 48% while the range of scores has narrowed over previous years with percentages ranging between 14% and 76%. The percent change between FFY 2017 and FFY 2019 is –7.69%. FFY 2019 data is reported to have two states with no data.

Table 4b

TRENDS — MEAN, HIGHEST, LOWEST AND # OF STATES WITH NO DATA (%)
INDICATOR B7B2 ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	51	53	52	52	49	48
Highest	85	92	83	84	92	76
Lowest	10	11	8	10	0	14
No Data	0	0	0	2	1	2

Figure 5a

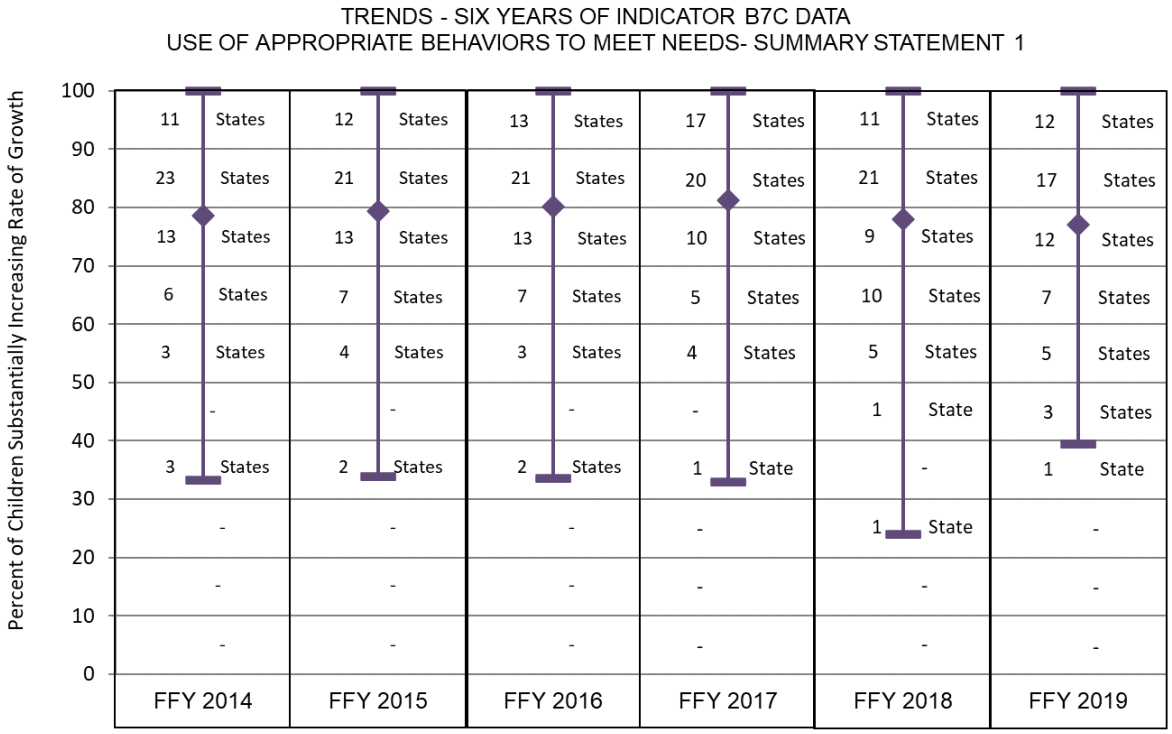


Figure 5a illustrates that national performance for Indicator 3C: Use of Appropriate Behaviors to Meet their Needs Summary Statement 1 has remained rather consistent over the past six years with slight slippage noted between FFY 2017 and FFY 2019. Table 5b illustrates the same trend using data on the mean and the range of scores with the mean dropping from a high of 81% in FFY 2017 to 77% in FFY 2019. As noted during this same period, states were actively engaged in planning and implementing their State Systemic Improvement Plans which have state-identified measurement results (SiMRs) which primarily target improvements in child outcomes measurement. So while the measurement scores have declined slightly, states are employing better measurement techniques which are indicative of a more accurate picture of child

outcomes across the country. The percent change between FFY 2017 and FFY 2019 is -4.94% with two states having no data for FFY 2019.

Table 5b

TRENDS — MEAN, HIGHEST, LOWEST AND # OF STATES WITH NO DATA (%)
INDICATOR B7C1 USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	79	79	80	81	78	77
Highest	100	100	100	100	100	100
Lowest	33	34	33	33	24	39
No Data	0	0	0	2	1	2

Figure 6a

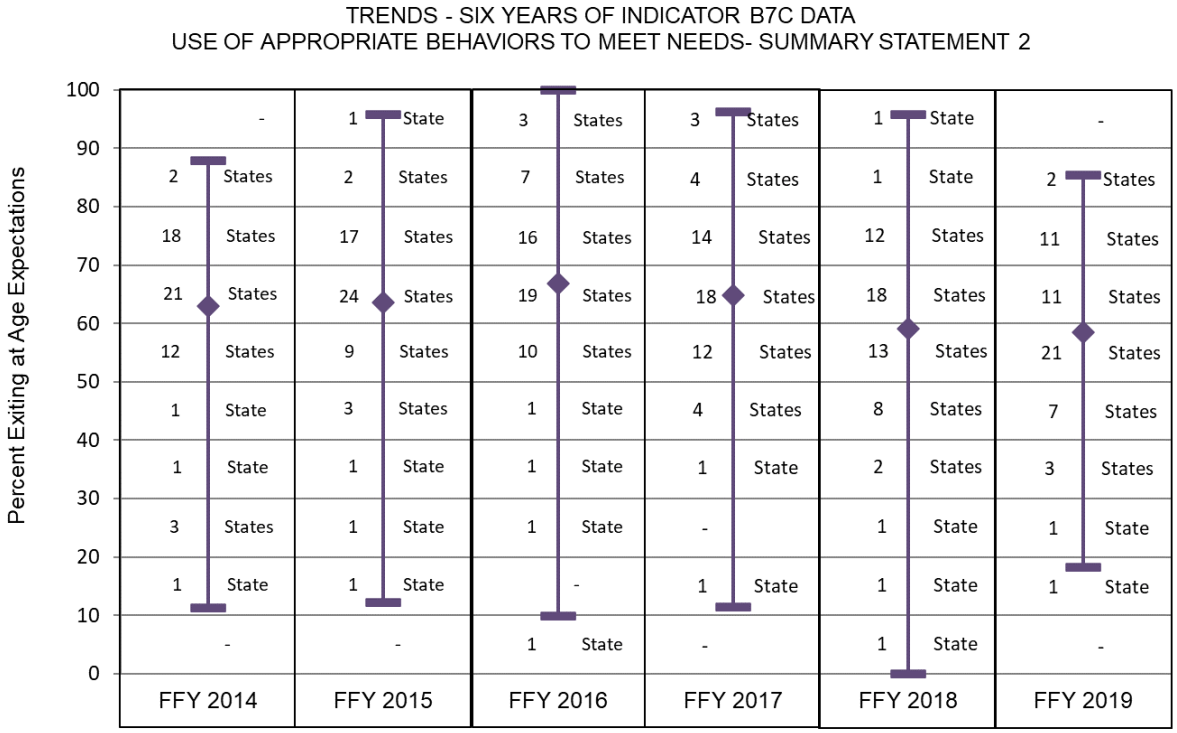


Figure 6a illustrates that national performance for Indicator 7C: Use of Appropriate Behaviors to Meet their Needs Summary Statement 2 has declined between FFY 2016 and FFY 2018. Table 6b illustrates the same trend using data on the mean and the range of scores. In FFY 2019, the mean is calculated to be 59% while the range of scores has narrowed over previous years with percentages ranging between 18% and 85%. The percent change between FFY 2016 and FFY 2018 is -11.94%. FFY 2019 data is reported to have three states with no data.

Table 6b

TRENDS — MEAN, HIGHEST, LOWEST AND # OF STATES WITH NO DATA (%)
INDICATOR B7C2 USE OF APPROPRIATE BEHAVIORS TO MEET THEIR NEEDS

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	63	64	67	65	59	59
Highest	88	96	100	96	96	85
Lowest	11	12	10	11	0	18
No Data	0	0	0	2	1	2

INDICATOR B8: PARENT INVOLVEMENT

Prepared by the Center for Parent Information and Resources (CPIR) housed at the SPAN Parent Advocacy Network.

INTRODUCTION

Indicator 8 requires states to measure and report the "percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities." [20 U.S.C. 1416(a)(3)(A)].

The Center for Parent Information and Resources (CPIR), analyzed the Annual Performance Reports (APRs) submitted by 50 states, nine jurisdictions/entities, and the District of Columbia (collectively, for a total of 60 States). It should be noted that in some of the tables and charts presented herein, the total may equal more than 60. This higher "n" results from the addition of seven entities representing the states that reported separate performance data for parents of preschoolers (ages three to five) and parents of school-age students (6-21 years). In some sections, preschool data are discussed separately, while in other areas, the data are aggregated. Where data are aggregated, percentages are based on a total "n" of 68 and may exceed 100% due to rounding. When the actual number of states is less than 60, numbers of states are provided, not a percentage.

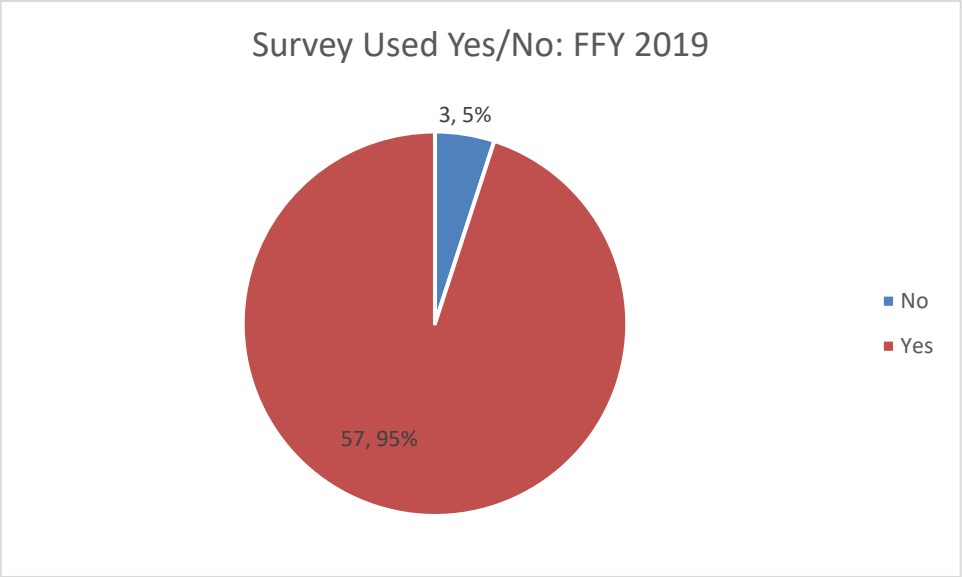
DATA SOURCES

This analysis is based on information on Indicator 8 from states' FFY 2019 APRs and subsequent revisions submitted to the Office of Special Education Programs (OSEP). State Performance Plans (SPPs) with any revisions also reviewed in order to clarify and analyze APR data.

METHODOLOGY & MEASUREMENT APPROACHES

In understanding any comparisons of state performance, it is important to note that states use a variety of methodologies and measures to determine their performance on this indicator. As outlined in Figure 1 below, 95% of the sates used a survey while 5% did not. This data represents a change in states data collection instruments from FFY 2018: in the past, states indicated the type of survey toll they used. This year they only indicated if they used a survey toll or not.

FIGURE 1: Data Collection Method Used by States Indicator 8: FFY 2019



In the original State Performance Plans and subsequent revisions and amendments, states outlined their methods for survey distribution. As outlined in Table 1 below, in the FFY 2019 APRs, states identified their methods for distributing surveys, with 35% distributing surveys using census methods, including mailing survey information to all parents of students receiving Part B services and including the survey as part of annual IEP meetings with parents. 52% reported using sampling methods including random samples, stratified random samples, cohorts, and other strategies. 5% reported no survey used, and unknown for the remaining 8% of the states.
The use of sampling methods is based on plans that have been reviewed and approved by OSEP.

TABLE 1: Distribution Methods Used by States Indicator 8: FFY 2019

Distribution Methods (n=60)	# of States	% of States
Census	21	35%
Sample	31	52%
No Survey Used	3	5%
Unknown	5	8%

ACTUAL PERFORMANCE AND TRENDS

The following tables and charts summarize trends and compare states' performances on Indicator 8. In reviewing these data, care must be taken when drawing state-to-state judgments, as there is wide variability in the ways that states collect data and report data for this indicator. In addition to the differences in states' selection of survey instruments, there is a range of decisions that states have made related to survey distribution methods; the determination of annual targets and any year-to-year increase in targets; and the criteria used for defining the positive response(s) reported under this Indicator. In collecting and reporting performance data for Indicator 8, states also have the flexibility to decide how they will handle the process for surveying and collecting data from parents of children and youth in preschool (ages 3-5) and school-aged special education in their states. As indicated in Table 2 below, of the 60 states, 53 reported preschool and school-aged data together. The remaining seven states reported their data separately. This reflects a change in the number of states reporting data separately for preschool populations; last year, eight states reported their data separately.

TABLE 2: State Reporting of School-Aged and Pre-School Aged Data Indicator 8: FFY 2019

Pre-School/School Aged	Number of States	Percent of States
Separately	7	12%
Together	53	88%

Table 3 outlines the percentage of states that "Met" or "Did Not Meet" established targets for performance on Indicator 8. As shown, 60% of states met or exceeded the targets set for the percent of parents reporting that schools facilitated their involvement in improving their students' results; 32% did not. This represents an increase of more than 9 percentage points from FFY 2018 to FFY 2019; it is also important to note that this data is not available for 8% of the states. In drawing any conclusion as to these results, it is important to note that states set a wide range of targets on this indicator, including the rates of increase from year to year.

TABLE 3: Percent of States Meeting Targets Indicator 8: FFY 2019, N=68

Target Achievement	FFY 2018	FFY 2019
Met Target	58.3%	60%
Did Not Meet Target	41.6%	32%
N/A		8%

Figure 2 and Tables 4 and 5 provide Six-Year Trend data for Indicator 8 survey responses from parents of school-aged children. The overall performance distribution across states showed essentially little improvement for FFY 2019, as 32 of the 60 states demonstrate high levels of performance. One state reported the high of 100% of

parents reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The lowest percent reported for FFY 2019 was 32%, which is two percentage point higher than the low for FFY 2018. The mean has steadily risen over the six-year period, and the mean for FFY 2019 is slightly higher than the FFY 2018 mean.

FIGURE 2: Six-Year Trend Data

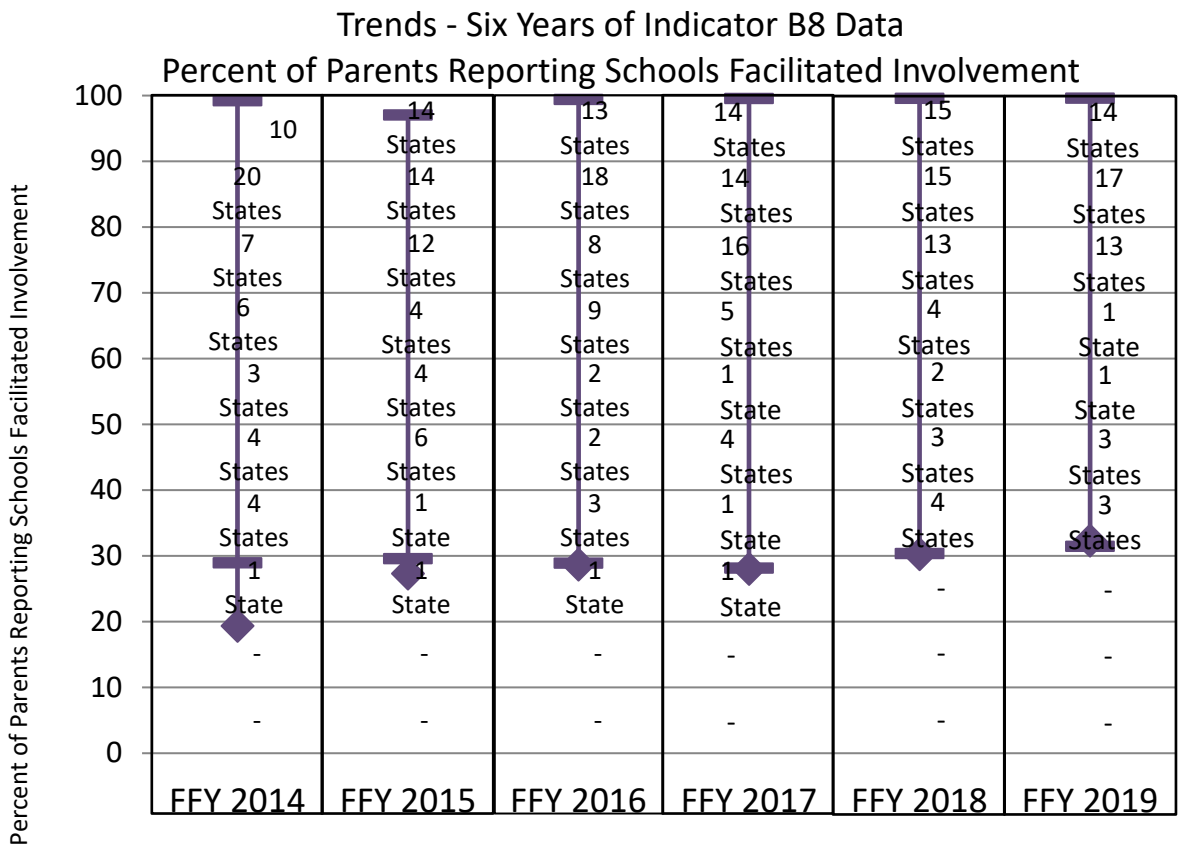


TABLE 4: Six-Year Trend Data Indicator 8: Parents of School-Aged Children & Youth FFY 2014 to FFY 2019

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	19	27	29	28	30	32
Highest	99	97	99	100	100	100
Lowest	29	30	29	28	30	31
No Data	1	0	0	0	0	4

TABLE 5: Numbers of States by Percentage of Parents of School-Aged Children Reporting Schools Facilitated Involvement

Percentage ranges	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	10	14	13	14	15	14
80% to <90%	20	14	18	16	15	17
70% to <80%	7	12	8	16	13	13
60% to <70%	6	4	9	5	4	1
50% to <60%	3	4	2	1	2	1
40% to <50%	4	6	2	4	3	3
30% to <40%	4	1	3	1	4	3
20% to <30%	1	1	1	1	0	0
10% to <20%	1	0	0	0	0	0
0% to <10%	0	0	0	0	0	0

In Figure 3, six of eight states reported results within the 80-100% range. The lowest percentage reported for FFY 2019 was 31% by one state, which is one percentage point higher than it has been during the previous year

FIGURE 3: Six-Year Trend Data

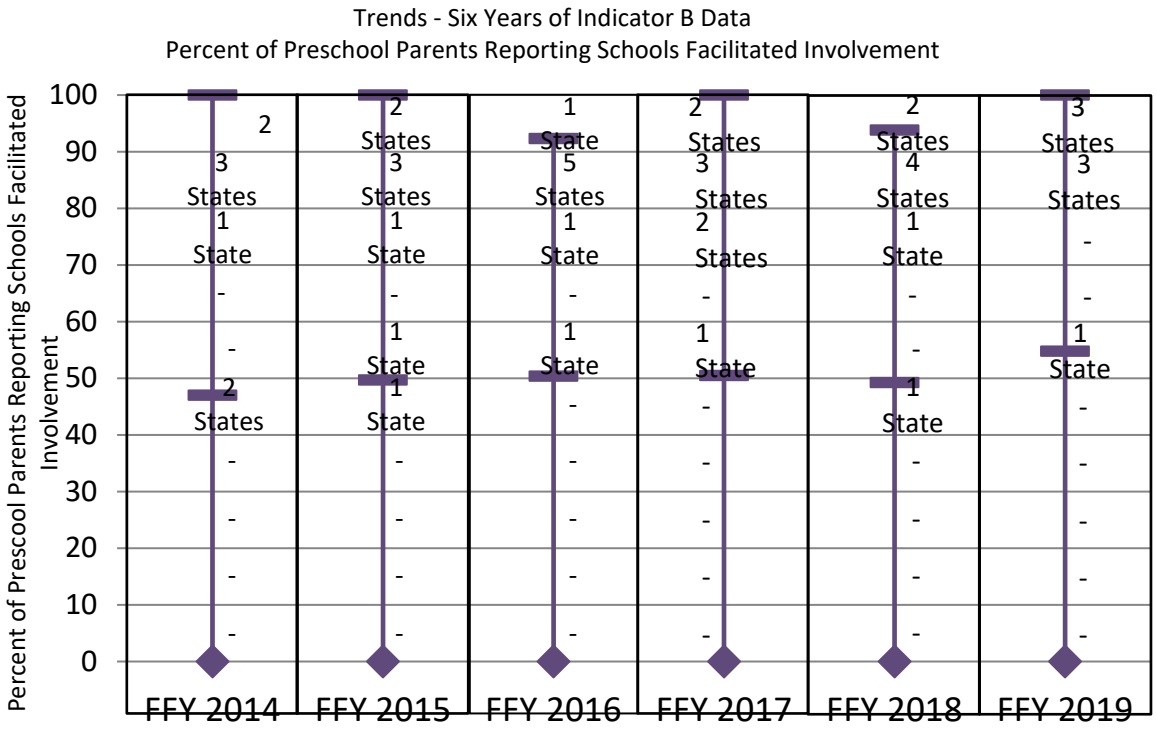


Table 6 provides Six-Year Trend data for survey responses from parents of pre-school aged children in the eight states (seven for 2019) where states report this data separately. The overall FFY 2019 performance distribution across states showed an increase in 6 percentage points over FFY 2018. The mean is 84 this year, an increase in 4 percentage points over FFY 2018.

TABLE 6: Indicator 8: Percent of Parents of Pre-School-Aged Children Reporting Schools Facilitated Involvement Six-Year Trend Data FFY 2014 to FFY 2019

Statistic (n=7)	**FFY 2014**	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**
Mean	77	77	81	82	80	84
Highest	100	100	92	100	94	100
Lowest	47	50	50	50	49	55
No Data	52	52	52	52	52	53

TABLE 7: Indicator 8 – Numbers of States by Percentage of Parents of Pre-School-Aged Children Reporting Schools Facilitated Involvement

Percentage	**FFY 2014**	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**
90% to 100%	2	2	1	2	2	3
80% to <90%	3	3	5	3	4	3
70% to <80%	1	1	1	2	1	0
60% to <70%	0	0	0	0	0	0
50% to <60%	0	1	1	1	0	1
40% to <50%	2	1	0	0	1	0
0% to <40%	0	0	0	0	0	0

EXTENT TO WHICH SURVEY RESPONSES ARE REPRESENTATIVE OF STUDENT DEMOGRAPHICS

In addition to providing information on the surveys used and their data collection methods, for the second year, states were also asked to provide a “Yes or “No” response to this statement: *“The demographics of the parents responding are representative of the demographics of children receiving special education services.”* As

outlined in Table 8 below, 59 of the 60 states report on this measure in FFY 2019. As noted previously there was one state that was not able to provide Indicator 8 data due to the impact of COVID-19.

Of the states reporting, 23 states or 36.7% indicate that survey responses are representative of the demographics of children receiving special education services. This is a decline of nine states in comparison to FFY 2018 when 32 states reported obtaining responses that were representative of student demographics.

TABLE 8: States Indicating Responses are Representative of Student Demographics

Responses (n=60)	FFY 2018	FFY 2019	% of Total
Yes	32	23	38.3%
No	28	36	60.0%
Not reporting	0	1	1.7%

States use a variety of methods to ascertain their responses. There are 18 states, 30.5% of those reporting Indicator 8 data, who report the percentage difference that they used in determining the discrepancy between overall demographic distributions of students receiving special education services and survey respondents as to gender, race, ethnicity, disability, age, and/or grade level groups. The percentages used ranged from 3% to 10% with a median of 3%. The remaining 42 states either did not report their process or report a process that did not include details regarding the calculations used to determine representativeness.

As detailed in Table 9, 37 states report on the racial and ethnic groups that were under-represented in survey responses. Of the states reporting, 23 states or 38.3% of the total of 60 states indicated under-representation of Black/African American parents and 21 states or 35% indicated that Hispanic/Latino parents were under-represented.

TABLE 9: Racial and Ethnic Groups Reported as Under-Represented in Survey Responses

Racial/Ethnic Group	# of States	% of States (n=60)
Black/African-American	23	38.3%
Hispanic/Latino	21	35.0%
Native Alaskan/American Indian/Hawaiian	6	10.0%
Two or more races	4	6.7%
White	2	3.3%
Asian	2	3.3%
Other	1	1.7%
Minorities	2	3.3%
States reporting more than one group	15	25%

As detailed in Table 10, 22 states reported the disability groups that were under-represented in survey responses. Of these states, 18 report the Specific Learning Disability category as one that is under-represented. Other Health Impaired is under-represented in eight states and four states reported that the Developmental Delay category was under-represented in the pre-school survey responses. Eight states reported under-representation of more than one group. Data on additional disability groups reported as under-represented is detailed in the table below.

TABLE 10: Disability Groups Reported as Under-Represented in Survey Responses

Disability Group	# of States	% of States (n=60)
Specific Learning Disability	18	30.0%
Other Health Impaired	8	13.3%
Developmental Delay (Pre-School)	4	6.7%
Intellectual Disabilities	2	3.3%
Emotional Disturbance	2	3.3%
Hearing Impaired	1	1.7%
States reporting more than one group	8	45.0%

As detailed in Table 11, 23 states reported the disability groups that were over-represented in survey responses. Of these states, 13 report the Autism category as over-represented. Speech/Language Development is over-represented in eight states, and both Developmental Delay and Other Health Impaired in five. Intellectual Disabilities, Multiple Disabilities, and Emotional Disturbance are included categories in four states' reports. Data on additional disability groups reported as under-represented is detailed in the table below. One state reports over-representation in Deaf-Blind category.

TABLE 11: Disability Groups Reported as Over-Represented in Survey Responses

Disability Group	# of States	% of States (n=60)
Autism	13	21.7%
Speech/Language	8	13.3%
Developmental Delay	5	8.3%
Other Health Impairments	5	8.3%
Intellectual Disabilities	4	6.7%
Multiple Disabilities	4	6.7%
Emotional Disturbance	4	6.7%
Deaf/Blind	3	5.0%
States reporting more than one group	9	15.0%

STATES' STRATEGIES FOR ACHIEVING REPRESENTATIVE SURVEY RESPONSE RATES RECOMMENDATIONS

- Provide training to parents about the importance of responding to the parent survey and target that training for under-represented populations.
- Work with the Parent Center to identify gaps in family engagement resources and trainings, and to develop and provide training for families and LEAs regarding special education and family engagement.
- Work with the Parent Center to develop correspondence and other media communications encouraging parents to respond to the survey and advising parents to seek assistance from them if they are unclear about any aspect of the survey.
- Engage the Parent Center as a partner in publicizing the survey and assisting parents with questions about participating in the survey. Work with Parent Centers to distribute flyers and social media messages on the importance of completing the surveys.
- Collaborate with parent organizations, including Community Parent Resource Centers, that represent underserved populations using materials that are culturally appropriate and written in the native language.
- Work with the Parent Center and utilize their networking resources in order to promote and encourage parent participation and response to the survey.
- Ask Parent Center to include survey link in newsletters and other communications with families.
- Brainstorm strategies to improve representativeness in the state's context.
- Redesign the survey questions and the data analysis process to ensure that the 2022 Parent Survey meets the Indicator 8 parent survey requirements.
- Access the IDEA Data Center's Parent Involvement Data Toolkit to assist in the analysis of data relative to representativeness and aid in discussions with the Advisory Panel about the collection and analysis of demographic information, and strategies for targeted outreach for specific populations.
- Develop FAQs for parents and professionals on the survey.
- Collect email addresses to facilitate reminders.
- Increase communication efforts targeting the availability of the survey in a variety of languages
- Maintain a bilingual help desk for the duration of the survey.
- Parents can call or email a member of the vendor's team with questions about the survey.
- Utilize electronic survey invitations, reminder emails, reminder text messages, recorded phone messages, live phone calls, and support from local parent groups to reach underrepresented families for survey completion.
- Highlight and emphasize the ability to use a smart phone when publicizing the survey.
- Share the survey weblink at statewide conferences that include parent participants.
- Provide messages about the survey that schools can post on their school websites and in their parent portals.
- Send lots of messages and reminders before and after the survey is disseminated.
- Send pre-notifications to parents with reminders of what to look for in the mail and the time when surveys will arrive.

- Mail follow-up post cards, conduct follow-up telephone calls and interviews, mail additional copies of the survey to non-respondents, and make additional calls to low-responding areas.
- Offer webinars, email blast messages, and training for local directors and parent mentors to disseminate to parents.
- Use an oversampling strategy to increase the representativeness for two race/ethnic groups and for the learning disabilities disability category group.
- Switch primary survey distribution from mass-mailing to delivery by schools and/or electronically.
- Share survey results with school leaders, teachers and families to convey importance of the data and how it can be used to improve school efforts.
- Share response rate data with LEAs at specific intervals during the survey window so they can target parent participation.
- Periodically review response rates during the data collection window
- Offer multiple input modalities that allow for responses online, through mobile devices, and as a printed survey.
- Monitor the demographic representation of the returned surveys and use that data to inform appropriate outreach efforts to be taken during the survey period
- Conduct in-person visits by interviewers in selected low-response areas (if public health circumstances due to Covid-19, allow it).
- Provide a toll-free number for questions about the survey and/or to take the survey over the phone.
- Make survey available in the following languages: Spanish, Arabic, Mandarin Chinese, Portuguese, Korean, and Haitian.
- Make sure that online surveys work on any device – computers, mobile phones, notebooks, etc.
- Include the survey in the state-wide IEP software so that it would be more accessible to parents, for instance as they attended their child's annual review.
- Develop processes to include data from parent and district training evaluations when analyzing the impact of family engagement on student outcomes.
- Work with LEAs on providing survey technology at IEP meetings, PTA meetings, student events and conferences.
- Work with larger districts to increase local response rates will result in a response pool that more adequately represents families of students in high school and/or who identify as Black and African-American or Hispanic/Latino.
- Targeted outreach to new special education directors about increasing responses and using the data for better outcomes for students.
- Supporting each local school system identified with non-representative groups to develop and submit an improvement plan
- Set a minimum response rate for LEAs.
- Obtain feedback from other districts who had high response rates in order to determine what is working for them. Connect LEAs with low response rates with LEAS that have outstanding survey return rates for peer-to-peer discussions on surveys and using the data.

- Provide LEAs resources, such as: samples of the surveys, parent meeting agendas that highlight Indicator B-8, parent and educator handouts that explain the survey's importance and how the survey results are used.
- Provide LEAs more advanced notice of when they will participate in the annual survey
- Follow-up individually with LEAs where return rates of historically under-represented groups are lagging
- Developing resources related to evidence-based family engagement practices, racial equity, and inclusion.
- Collect district input as to why the response rate of parents of students of color is low and ask districts for actions that the state and/or districts could take to increase the response rate of parents of non-white students with disabilities.
- Collaborate with stakeholders to examine the data on the demographics of the response data and use this information to set targets, for possible survey revisions, to identify appropriate survey modalities and methods for distribution and communication.
- Work with stakeholders from under-represented groups to make the survey more user friendly.
- Work with parent/student advocacy groups to publicize the survey.
- Partner with organizations serving culturally and linguistically diverse families to learn strategies for increasing responses from targeted groups.
- Reach out to our special education community partners that work with specific disability categories and/or ethnic communities to encourage parents to complete the survey.
- Meet with various parent groups to encourage increased responses among under-represented populations and regions.
- Engage local special education advisory committees to communicate the importance of the survey.
- Conduct outreach at parent conferences.
- Communication with advocacy groups, particularly those that engage with parents of under-represented racial, ethnic, disability groups.
- Work with the state's parent resource center for all parents to increase awareness of the survey.
- Present parent survey results to the state advisory panel and initiate a discussion in how to increase parent response rates and what the can members do to assist in this endeavor.
- Collaborate across state divisions to embed the Indicator 8 survey into the state's broader parent engagement survey. Administer the survey as part of the statewide family survey that goes to all parents in the state.

CONCLUSION

As a result of the differences in survey instruments and also in data collection and measurement techniques, states' individual performances on Indicator 8 vary significantly. However, despite the number of states that did not meet targets, given the performance across states as measured by the changes in the mean and also in the numbers of states experiencing improvements in their data, it can be concluded that overall performance on Indicator 8 remains stable, showing modest changes or no change in all data from FFY 2018 to FFY 2019.

INDICATORS B9, B10: DISPROPORTIONATE REPRESENTATION DUE TO INAPPROPRIATE IDENTIFICATION

Prepared by IDEA Data Center (IDC)

INTRODUCTION

The measurements for these SPP/APR indicators are as follows:

B9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification; and

B10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

The IDEA Data Center (IDC) reviewed the FFY 2019 APRs for the 50 states, the District of Columbia, and the Virgin Islands (52 states). Two states did not have valid and reliable data for B9 and B10. One state is not required to report on B10. The other territories and the Bureau of Indian Education are not required to report on B9 and B10. Therefore, the analysis includes a total of 50 states for B9 and 49 states for B10. Throughout the remainder of this section, all are referred to as states, unless otherwise noted.

DATA SOURCES

Data sources include data states submitted through the ED*Facts* Submission System FS002 Children with Disabilities (IDEA) School Age File and states' analyses to determine if the disproportionate representation of racial/ethnic groups in special education and related services (B9) and in specific disability categories (B10) was the result of inappropriate identification.

METHODOLOGY AND MEASUREMENT APPROACHES

This section describes the various approaches states used to calculate disproportionate representation, including whether states used a single method or multiple methods, definitions of disproportionate representation, and minimum cell and/or n-size requirements.

Methods States Used to Calculate Disproportionate Representation

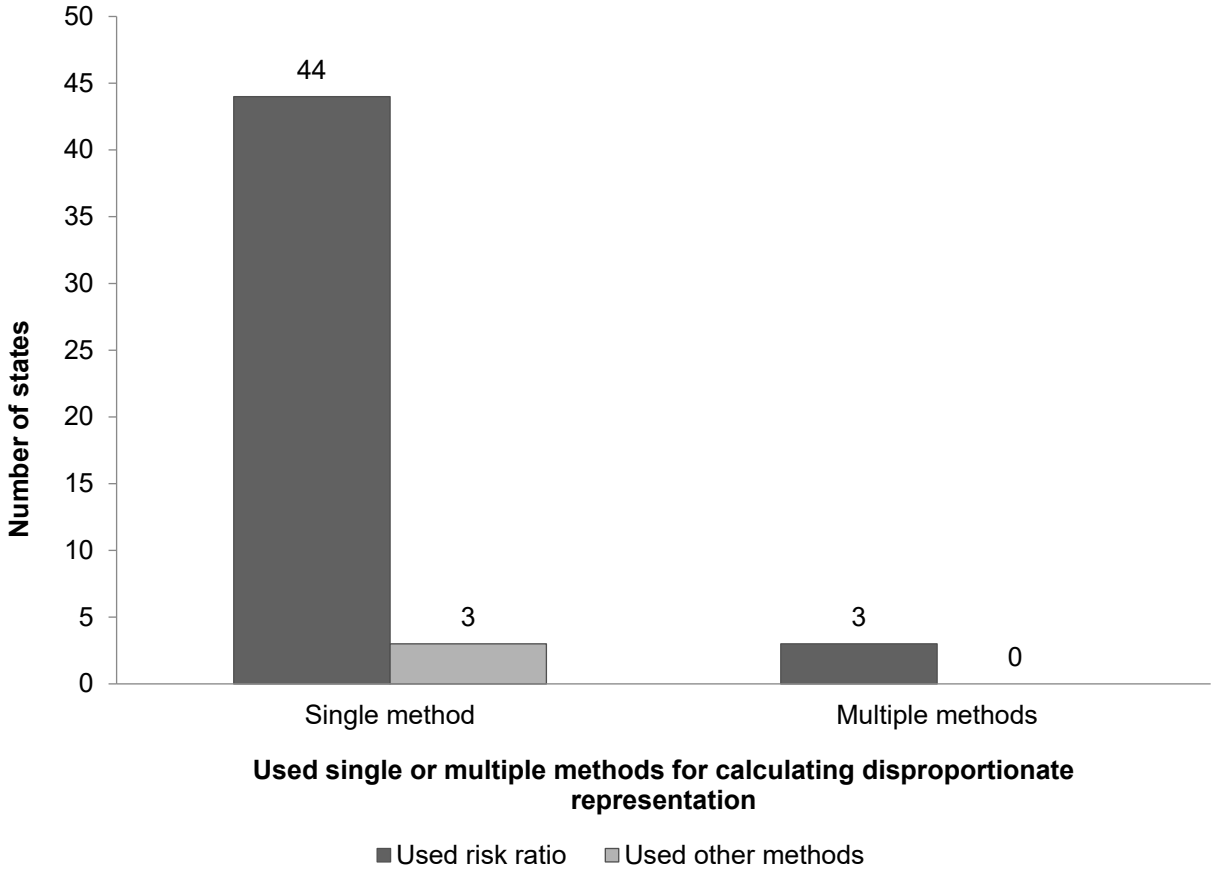
The majority of states (47 out of 50 states or 94%) used one method to calculate disproportionate representation (see Figure 1). All states used the same method for B9 as they used for B10. Of the 47 states using one method, 44 states (94%) used one or more forms of the risk ratio (i.e., risk ratio, alternate risk ratio, and weighted risk ratio) as

their sole method for calculating disproportionate representation. The other three states (6%) used risk or composition as their sole method for calculating disproportionate representation.

The remaining 3 out of 50 states (6%) used more than one method to calculate disproportionate representation. All three of these states (100%) used the risk ratio in combination with one or more other methods, such as some form of composition, risk, or expected counts of students.

Figure 1

Number of States That Used the Risk Ratio or Other Methods to Calculate Disproportionate Representation, by Whether the State Used Single or Multiple Methods: FFY 2019



Note: Two states did not report valid and reliable data for B9 and B10, and another state is not required to report on B10. Therefore, N=50 for B9 and N=49 for B10.

Definitions of Disproportionate Representation

Most of the 47 states using a risk ratio defined disproportionate representation with a risk ratio threshold. That is, the state considered a district to have disproportionate representation only if the risk ratio for one or more racial/ethnic groups was greater than the state's threshold. The three most commonly used thresholds for disproportionate representation were 3.0 (24 states), 2.0 (8 states), and 2.5 (7 states).

The small number of states (3 out of 50 states) that calculated disproportionate representation using other methods defined disproportionate representation in different ways. These included percentage-point differences (composition) and comparisons to thresholds and statistical significance (risk).

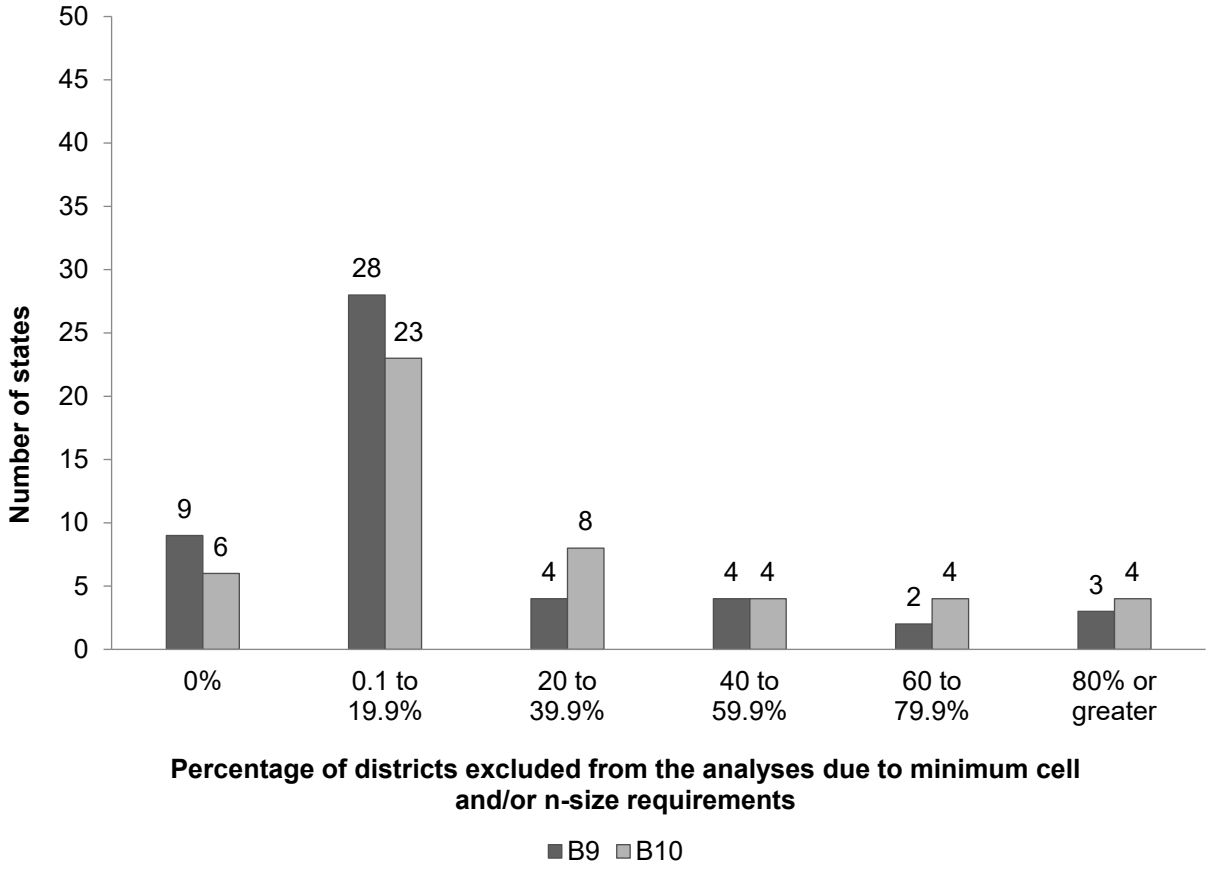
Minimum Cell and/or N-Size Requirements

When determining disproportionate representation, states are required to analyze data for each district, either for all racial/ethnic groups in the district or for all racial/ethnic groups in the district that meet the minimum cell and/or n-size the state set. Overall, 50 states (100%) used minimum cell and/or n-size requirements in their calculations of disproportionate representation for both B9 and B10. States specified a variety of minimum cell and/or n-size requirements, ranging from 5 to 100 students.

All states reported on the percentage of districts excluded from the analyses due to minimum cell and/or n-size requirements for B9 and B10. Figure 2 presents this information.

Figure 2

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum Cell and/or n-Size Requirements: FFY 2019



Note: Two states did not report valid and reliable data for B9 and B10, and another state is not required to report on B10. Therefore, N=50 for B9 and N=49 for B10.

FIGURES AND EXPLANATIONS: ACTUAL PERFORMANCE AND TRENDS

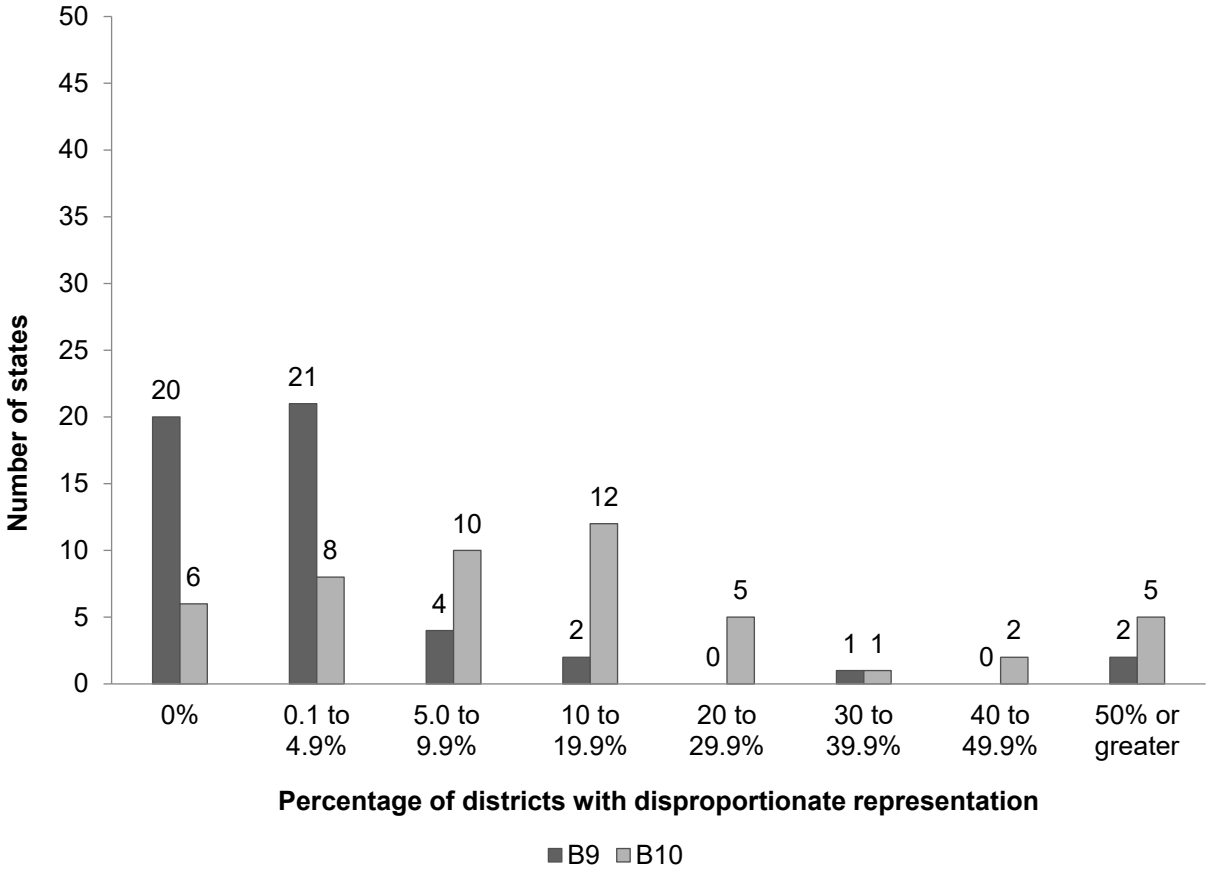
This section provides actual performance data for B9 and B10 for FFY 2019 and change from FFY 2018 to FFY 2019.

Percentage of Districts With Disproportionate Representation

In their APRs, states reported on the number of districts that they identified with disproportionate representation and subsequently targeted for a review of the district's policies, procedures, and practices. Figure 3 summarizes this information.

Figure 3

Number of States Reporting Various Percentages of Districts With Disproportionate Representation for B9 and B10: FFY 2019



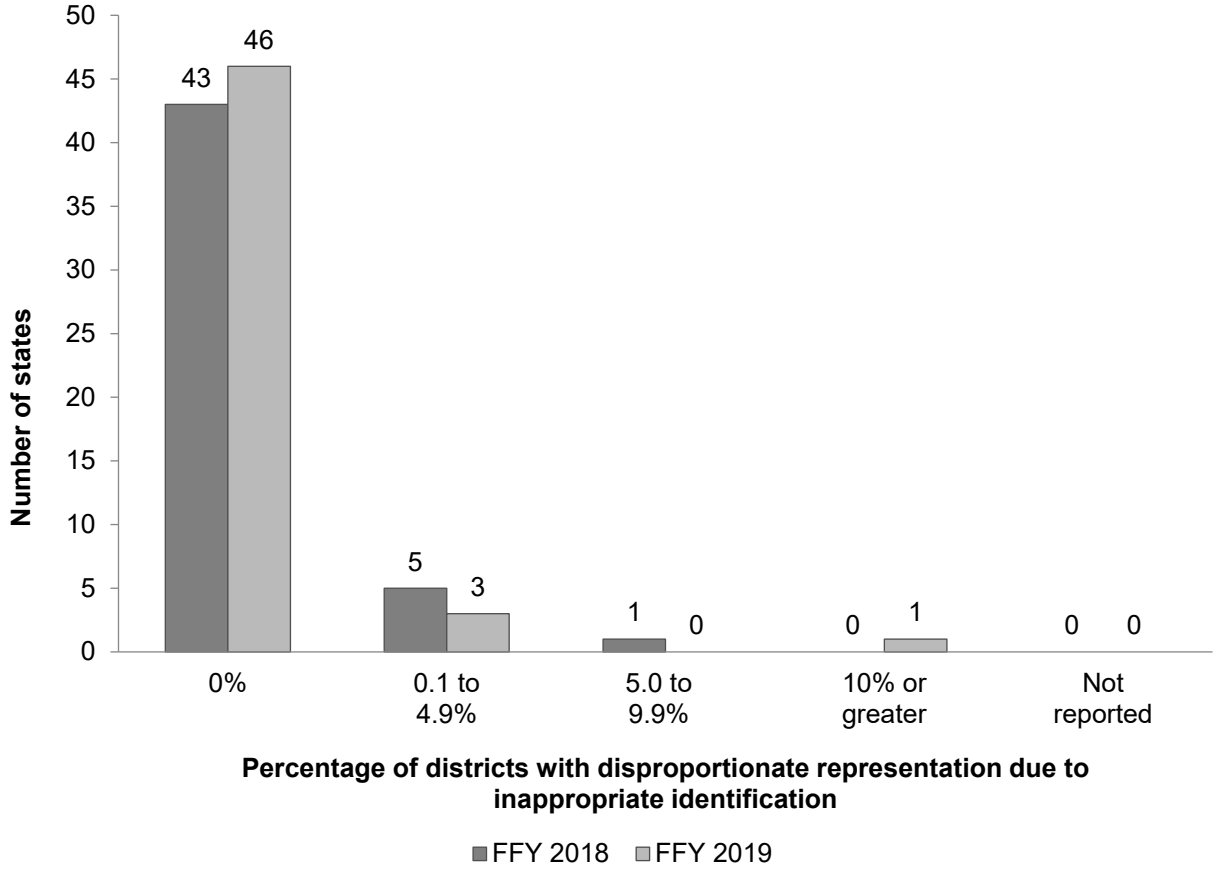
Note: Two states did not report valid and reliable data for B9 and B10, and another state is not required to report on B10. Therefore, N=50 for B9 and N=49 for B10.

Percentage of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification

For both B9 and B10, states reported the percentage of districts that had disproportionate representation that was the result of inappropriate identification (see Figures 4 and 5 for B9 and B10, respectively). For each indicator, data are presented for FFY 2018 and FFY 2019.

Figure 4

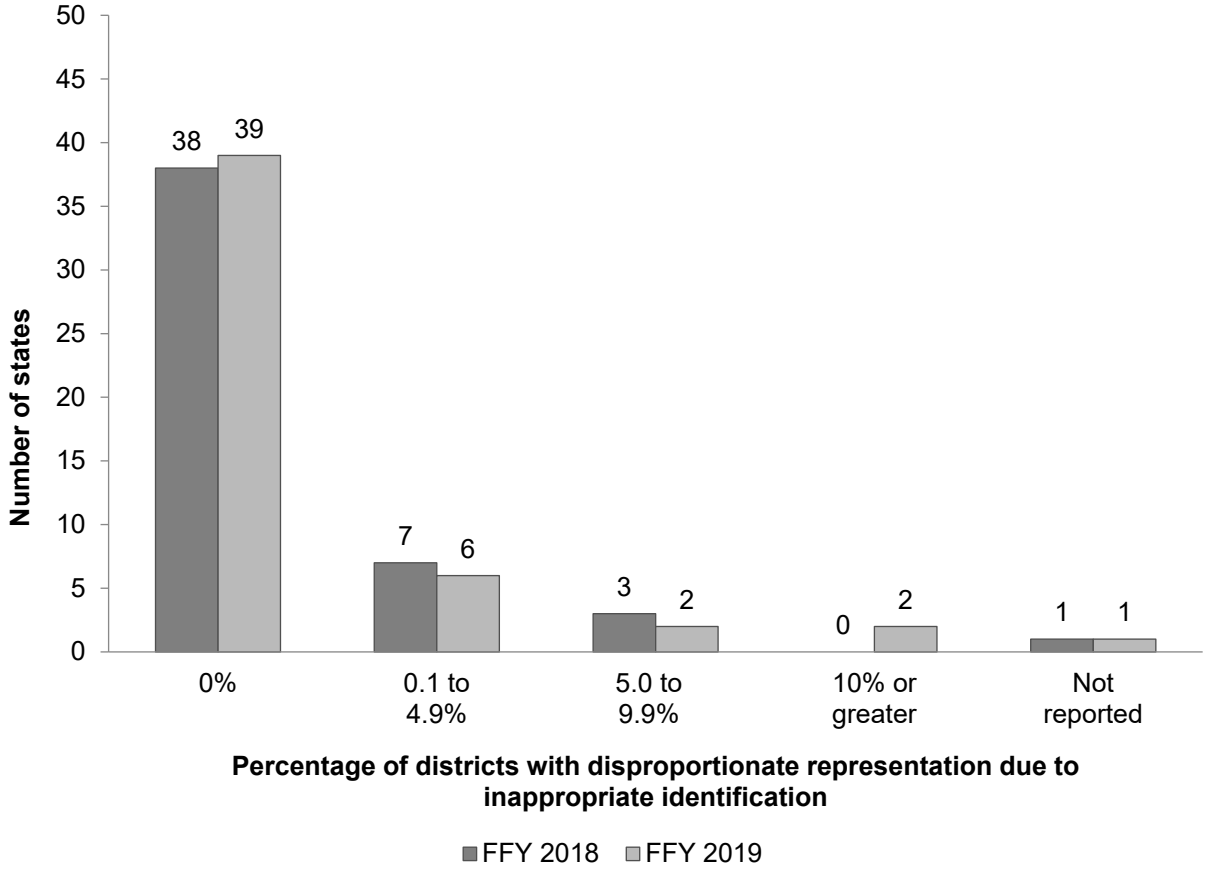
Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B9: FFY 2018 and FFY 2019



Note: Two states did not report valid and reliable data for B9 and B10, and another state is not required to report on B10. Therefore, N=49 for FFY 2018 and N=50 for FFY 2019.

Figure 5

Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B10: FFY 2018 and FFY 2019



Note: Two states did not report valid and reliable data for B9 and B10, and another state is not required to report on B10. Therefore, N=49 for FFY 2018 and N=50 for FFY 2019.

Description of Change From FFY 2018 to FFY 2019

An examination of change from FFY 2018 to FFY 2019 in the percentage of districts identified as having disproportionate representation due to inappropriate identification revealed that of those states that reported valid and reliable data in both FFY 2018 and FFY 2019:[1]

[1] Forty-nine states reported valid and reliable data for B9 for FFY 2018 and 50 states for FFY 2019, and 48 states reported valid and reliable data for B10 for FFY 2018 and 49 states for FFY 2019, including the one state that is not required to report on B10.

- Forty-three states (88%) for B9 and 39 states (81%) for B10 reported no change in the percentage of districts identified as having disproportionate representation due to inappropriate identification (all of these states for B9 and B10 met the target of 0% in FFY 2018 and FFY 2019).

- For B9, four states (8%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and two states (4%) reported an increase.

- For B10, six states (12%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and four states (8%) reported an increase.

INDICATOR 11, Part B: Timely Initial Evaluations

Jana Rosborough
National Center for Systemic Improvement

Introduction

This report presents a review of Indicator 11 state improvement activities from the Annual Performance Reports (APR) of a total of 60 Part B agencies, which include states, commonwealths, territories, and the Bureau of Indian Education. These agencies are all referred to as "states" throughout this report.

Measurement of this indicator is defined in the Part B SPP/APR Measurement Table as:

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe.

After an overview of the data from all 60 reporting states, an analysis is presented. The overview of the data includes tables summarizing findings of data reported on Indicator 11, Part B. A conclusion with recommendations is included in this report as well.

Data Sources and Measurement Approaches

All 60 states (50 U.S. states and 10 U.S. administrative units) are required to account for children for whom parental consent was received but who were not evaluated within the timeline. States must also indicate the range of days for which evaluations occurred beyond the timeline, including any reasons for the delays. Under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation, or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. In the event the state has established a timeframe which provides for exceptions through state regulation or policy, it must describe the cases falling within those exceptions and include this number in the denominator.

Data for reporting on this indicator are to be taken from state monitoring or state data systems and based on actual, not an average, number of days. If data is generated from a state monitoring system, the state must describe the method used to select Local Education Agencies (LEAs) for monitoring. If data are from a state database, the state must include data for the entire reporting year.

Overview of Actual Performance

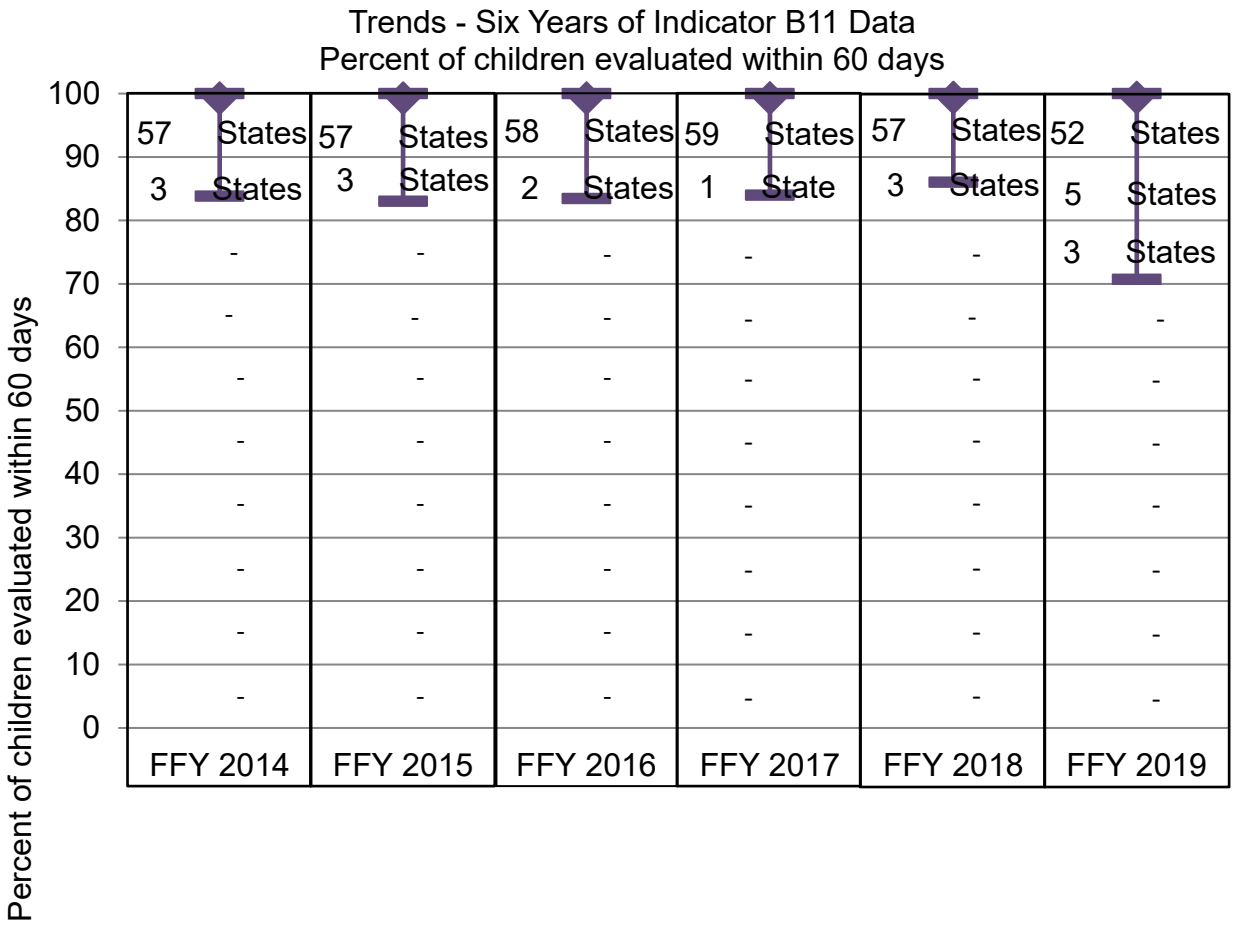
Data since the first reporting year (2011-2012) shows very minimal changes with slight slippage indicated in this reporting year. Across all six monitoring years, the highest percentage reported by a state was 100% (FFY 2019), meaning all children were evaluated within 60 days of initial parental consent. The lowest percentage reported by a state across all monitoring years was 71% (FFY 2019), indicating approximately 70% of children were evaluated within 60 days of initial parental consent. Progress is measured as the difference from baseline (FFY 2014) and the past reporting year (FFY 2018) to the current reporting year (FFY 2019).

For the current reporting year (FFY 2019), approximately 95% of children were evaluated within 60 days of parental consent across all states. State performance on this indicator has remained relatively stable in the past several years with some slippage in this reporting year. Figure 1 and Figure 2 illustrate the number of states in each percentage band (e.g., 10-20%, 20-30%). For the current reporting year (FFY 2019) the bandwidth has extended out with states surrounding the mean decreasing. The highest band (90-100%) in FFY 2019 includes 52 states, whereas in FFY 2018 there were 57 states in the highest band.

Figure 1

Percentage ranges	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	57	57	58	59	57	52
80% to <90%	3	3	2	1	3	5
70% to <80%	0	0	0	0	0	3
60% to <70%	0	0	0	0	0	0
50% to <60%	0	0	0	0	0	0
40% to <50%	0	0	0	0	0	0
30% to <40%	0	0	0	0	0	0
20% to <30%	0	0	0	0	0	0
10% to <20%	0	0	0	0	0	0
0% to <10%	0	0	0	0	0	0

Figure 2



Further Comparison Across Years

Taking a closer look at the data, Figure 3 demonstrates the difference in data for all 60 states reported between the two most recent submission periods - FFY 2018 and FFY 2019. Given that the goal for all 60 states is 100% and the mean for the past six reporting years has remained around 97%, the data in Figure 3 is expressed in positive and negative numbers so that very small increments of change can be reflected. Four states (8.3%) reported no changes from data reported between the two reporting years. However, 19 states (31.7%) reported an increase, and 36 states (60.0%) reported a decrease in the number of children evaluated with 60 days of receiving parental consent.

Despite the data remaining relatively stable, only six states (10.0%) indicated meeting targets set for the FFY 2019 reporting year. Of the six states that met target, five reported no changes and one reported positive changes. Consistent with previous data, any progress was slight. The remaining 54 states (90.0%) reported not meeting targets set for Indicator 11, Part B.

Figure 3

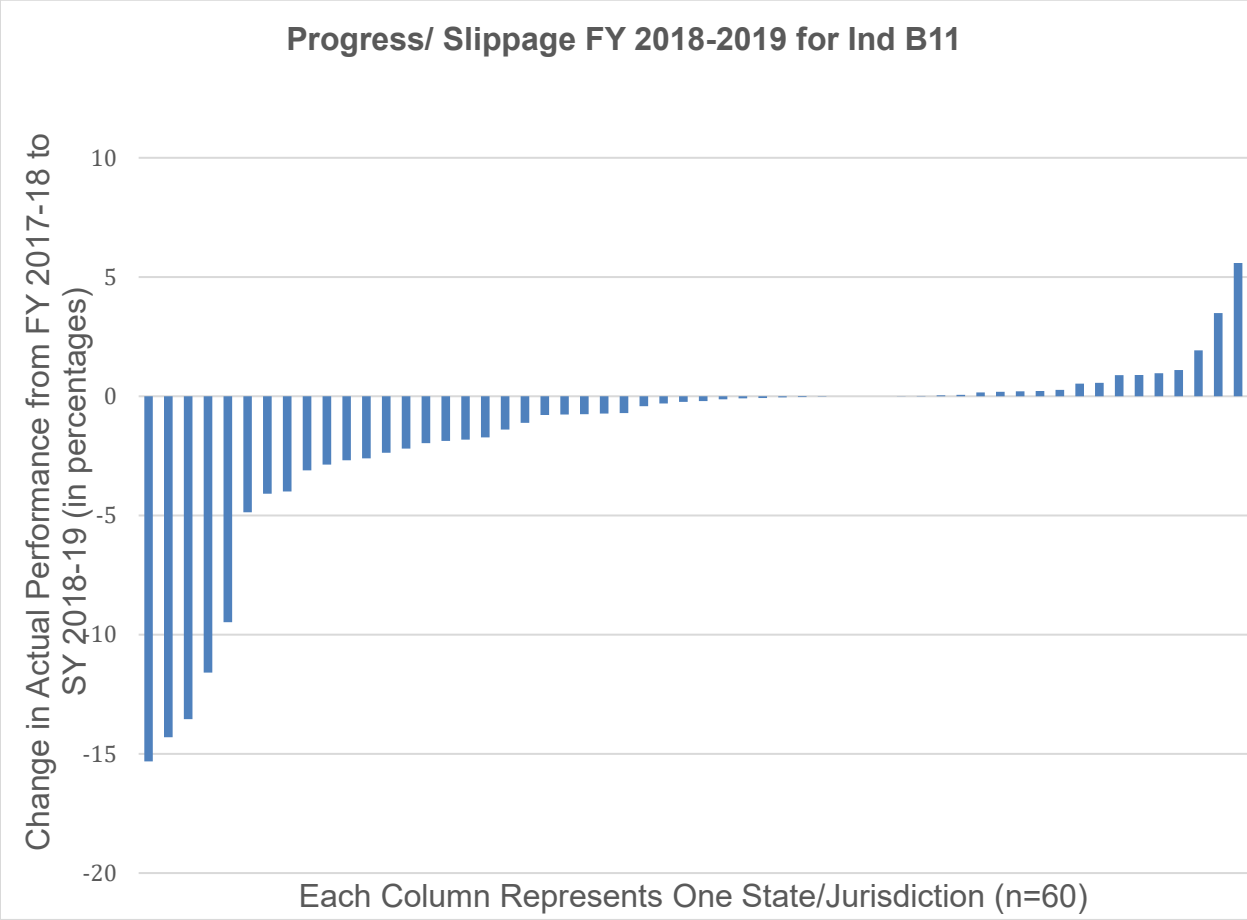
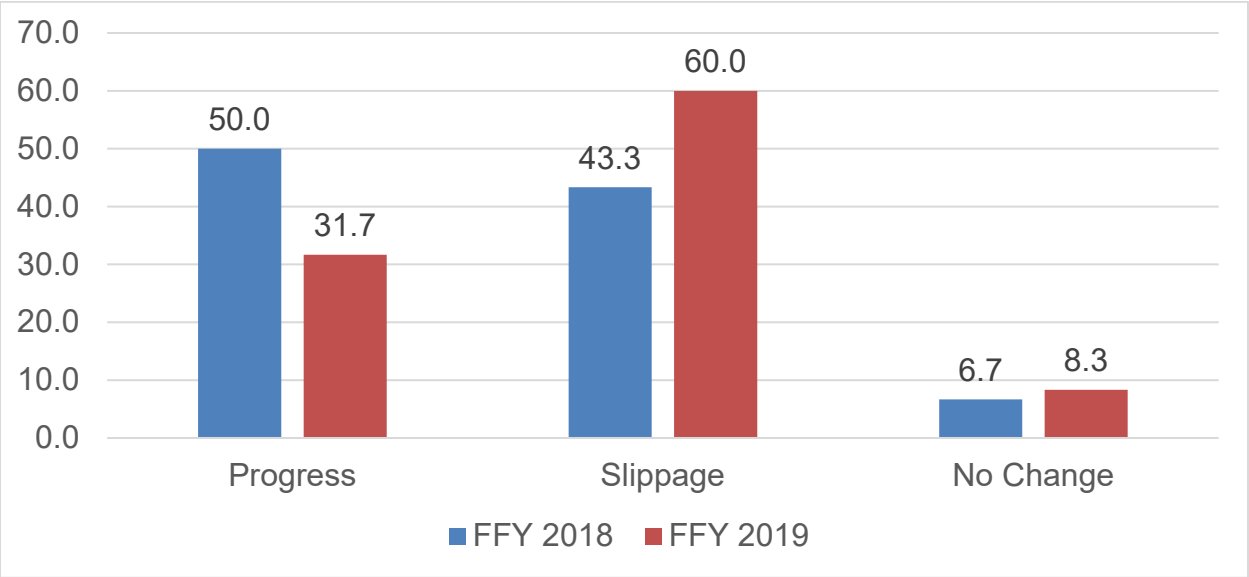


Figure 4, below, illustrates an additional analysis of the data reported in FFY 2018 and FFY 2019. The figure indicates the percentage of states which reported progress, or an increase, in the number of children evaluated within 60 days of receiving parental consent, the number of states which reported slippage, or a decrease, and the number of States which reported no change. For the FFY 2018 reporting year, 50.0% of states reported progress, 43.3% of states reported slippage, and 6.7% reported no change. For the FFY 2019 reporting year, 31.7% percent reported progress, 60.0% percent reported slippage and, 8.3% percent reported no change.

Figure 4



Conclusion

As indicated throughout this analysis, states have reached and maintained a substantially high level of compliance for Part B Indicator 11 as indicated by overall actual performance mean around 97% across six reporting years. This means across all 60 states, at least 97% of children are evaluated within 60 days of receiving parental consent. However, states' progress in fully meeting the 100% criterion set for this indicator continues to remain a challenge. For example, for the current reporting year (FFY 2019), 54 states (90.0%) reported not meeting the OSEP-required target of 100% and there was increase in slippage for this reporting year. It remains to be seen if this is a one-year anomaly.

It is not clear what impact missing the 60-day evaluation timeline has on child outcomes. Without the availability of student outcome data for children for whom the evaluation timeline was not met, it is not possible to determine if failure to conduct an evaluation within 60 days of receiving parental consent results in any negative academic, behavioral and functional achievement of students with disabilities.

An additional limitation to this analysis is the lack of data regarding the barriers preventing states from evaluating children within 60 days of receiving parental consent. Barriers could be attributed to, but not limited to, appropriate policies and procedures, availability of personnel with specific expertise or qualifications, and availability of the child. In extreme situations, barriers could include natural disasters, such as hurricanes, and the pandemic which may result in extended school closures.

This analysis provides an overview of reported Indicator 11, Part B from all 60 states. Since the initial reporting year (FFY 2012), states have reported relatively high levels of compliance with this indicator and there have been minimal changes, on average, in overall state performance from year to year.

INDICATOR 12: EARLY CHILDHOOD TRANSITION

Prepared by ECTA

Indicator 12: Percent of children referred by Part C prior to age three and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

INTRODUCTION

Indicator 12 reports data on the transition from Part C to Part B. The Individuals with Disabilities Education Act (IDEA) specifies that in order for a state to be eligible for a grant under Part B, it must have policies and procedures ensuring that, "Children who participated in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part [Part B] experience a smooth and effective transition to those preschool programs in a manner consistent with §637(a)(9). By the third birthday of such a child an individualized education program has been developed and is being implemented for the child" [§ 612(a)(9)].

The Indicator 12 summary is based on FFY 2019 Part B Annual Performance Reports (APRs) from 56 states and entities. For the purpose of this report, all states and entities are referred to collectively as "states." Indicator 12 does not apply to three Pacific entities (Federated States of Micronesia, Palau, and Marshall Islands) nor to the Bureau of Indian Education, as these do not receive Part C funds under the IDEA.

In responding to this indicator, states were required to report actual FFY 2019 performance data and to provide the reasons for delay when IEPs were not developed and implemented by a child's third birthday. This is a performance indicator with targets of 100% for all states.

DATA SOURCES AND MEASUREMENT APPROACH

States use a variety of data sources in reporting data for this indicator, including state data systems and data from monitoring processes. A majority of states use the state data system to provide data for this indicator, often supplemented with additional data collection methods or systems. Some states cross-reference individual child level data provided by Part C with Part B data, ensuring an accounting of each child regardless of the data source used.

PERFORMANCE TRENDS

Figure 1a illustrates current data (FFY 2019) and trend data over the last six reporting years (FFY 2014 to FFY 2019) for this indicator. For each reporting year, the number of states represented within each ten-percentage point range is shown in the chart, and the table below the chart shows the national mean, range, and number of states included.

Figure 1a

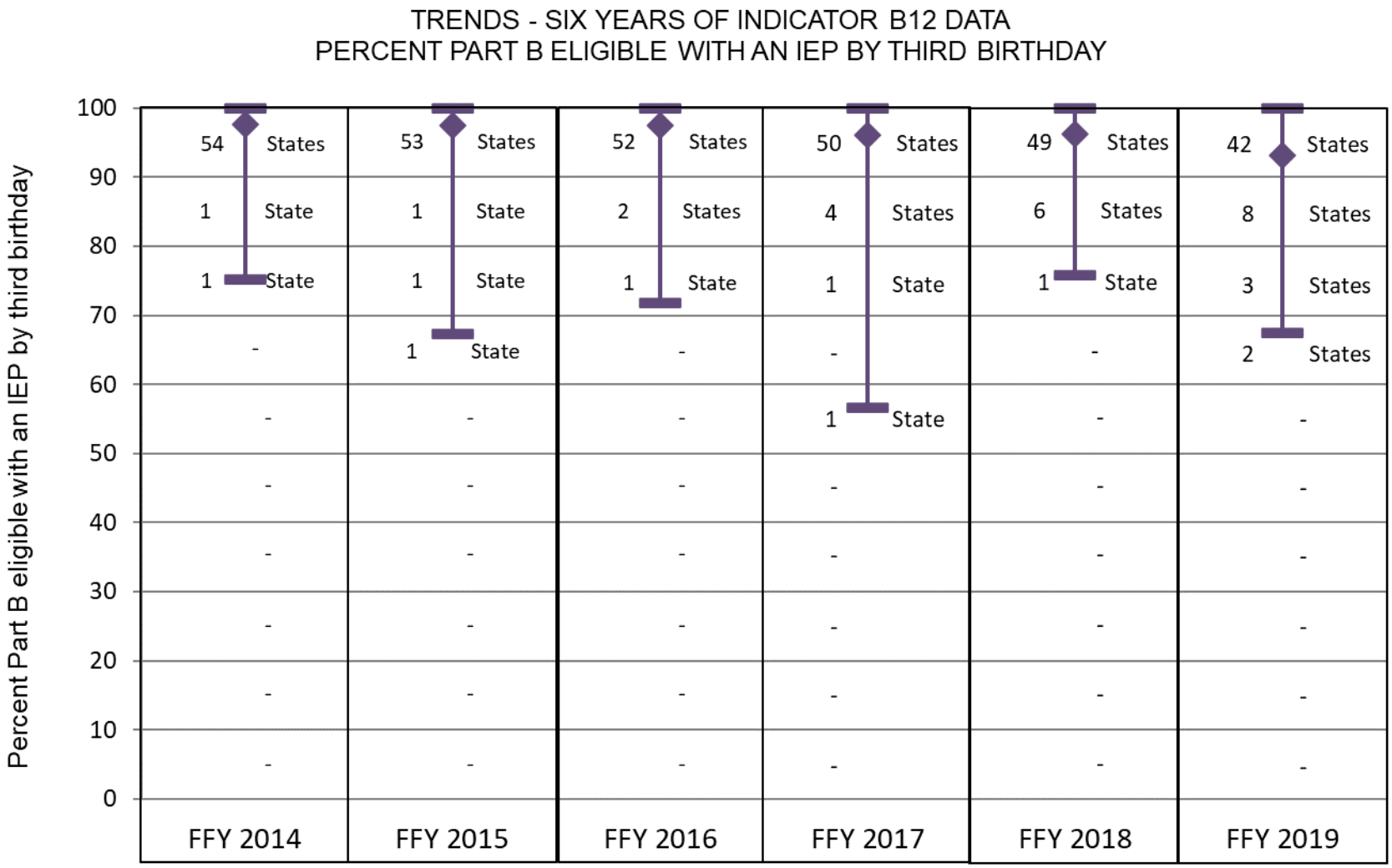

TRENDS - SIX YEARS OF INDICATOR B12 DATA
PERCENT PART B ELIGIBLE WITH AN IEP BY THIRD BIRTHDAY
Percent Part B eligible with an IEP by third birthday
100
90
80
70
60
50
40
30
20
10
0
FFY 2014
54 States
1 State
1 State
FFY 2015
53 States
1 State
1 State
1 State
FFY 2016
52 States
2 States
1 State
FFY 2017
50 States
4 States
1 State
1 State
FFY 2018
49 States
6 States
1 State
FFY 2019
42 States
8 States
3 States
2 States

Figure 1a illustrates that national performance for Indicator 12 has gradually declined over the past six years. Table 1b illustrates the same trend using data on the mean and the range of scores with the mean falling from a high of 98% in FFY 2014 to 93% in FFY 2019. Data for the period shows the range spanning from a width of 57% to 100% in FFY 2017 to a narrower range of 76% to 100% in FFY 2018. FFY 2019 data was between 67% and 100%.

Table 1b
Trends - Mean, Highest, Lowest and # of States with No Data (%)
Indicator B12 Referrals by Part C to Part B with an IEP

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	98	97	97	96	96	93
Highest	100	100	100	100	100	100
Lowest	75	67	72	57	76	67
No Data	0	0	1	0	0	1

INDICATOR B-13: SECONDARY TRANSITION

Completed by the National Technical Assistance Center on Transition: The Collaborative (NTACT:C).

INTRODUCTION

The National Technical Assistance Center on Transition: The Collaborative (NTACT:C) was assigned the task of analyzing and summarizing the data for Part B Indicator 13 – the secondary transition component of the Individualized Education Program (IEP). States are required to report data on the "p*ercent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority*." (20 U.S.C. 1416(a)(3)(B)). Throughout this chapter the term "states" is inclusive of the 50 states, eight territories or associated states, and the Bureau of Indian Education and the District of Columbia.

DATA SOURCES

Ratings of students' IEPs regarding the measure described above as examined through each state's monitoring system for Indicator B-13 comprise the data source for the Indicator. States used a variety of checklists to measure compliance with Indicator B-13 including the OSEP approved Indicator 13 (I-13) Checklist developed by the National Secondary Transition Technical Assistance Center (NSTTAC, 2012) or their own checklist. Twenty-six states (43.3%) used the NSTTAC I-13 Checklist or an adaptation of that Checklist, while 13 states (21.6%) used their own checklists to collect data. An additional 21 states (35%) used another method or were unclear about the method used to determine compliance with Indicator B-13. Table 1 reports the data sources reported for this Indicator. Across this State Performance Plan (SPP) cycle, the use of the NSTTAC I-13 Checklist or a minimally adapted state version of the NSTTAC I-13 Checklist has remained relatively stable, increasingly slightly across time (31% in FFY 2014 and 43.3% in FFY 2019). State-developed checklists have fluctuated and decreased in use across the years, according to state reporting. In the earliest year of this SPP cycle state checklists represented 39% of the data collection methods and represented only eight percent of states in FFY 2015, closing out as 21.6% in FFY

2019. Finally, not reporting a clear mechanism for calculating this Indicator increased slightly across the SPP cycle, from 30% in FFY 2013 to 35% in FFY 2019. It is unknown if the lack of description of how compliance data were collected and calculated is because the collection method was described in a previous Annual Performance Report (APR), because the template does not explicitly request this information, or other reasons.

Table 1: Data for Type of Checklist Used to Collect Indicator B-13 Data

Type of Checklist Used	Percent of States Using in 2014-2015	Percent of States Using in 2015-2016	Percent of States Using in 2016-2017	Percent of States Using in 2017-2018	Percent of States Using in 2018-2019	Percent of States Using in 2019-2020
NSTTAC Checklist	28	35	37	33	38	21.6
Adapted NSTTAC Checklist	3	3	3	10	8	21.6
State's Checklist (requirements stated)	19	3	7	7	12	10
State's Checklist (requirements not stated)	20	5	5	7	12	11.6
No Checklist Reported	30	54	48	33	30	35

METHODOLOGY

In 2019 - 2020, 38 (63%) states used a sampling methodology, and the remaining 22 (37%) states did not clearly report the method used to collect the data. In some of the states it may have been assumed to be a census as that methodology was used during an earlier APR; however, this was not clearly articulated in the current APR. Table 2 summarizes the percentage of states by the type of method used to collect data for this Indicator from FFY 2013 to FFY 2019. The percentage of states using census, sample,

or not reporting on either fluctuated across years; however, sample methodology was used most frequently across the SPP cycle.

Table 2. Method Used to Collect Indicator B-13 Data

Data Collection Method	Percent of States Using in 2014-2015	Percent of States Using in 2015-2016	Percent of States Using in 2016-2017	Percent of States Using in 2017-2018	Percent of States Using in 2018-2019	Percent of States Using 2019-2020
Census	40	17	18	17	25	0
Sample	55	48	55	51	57	63
Did Not Report	5	35	27	32	18	37

ACTUAL PERFORMANCE & TRENDS

Indicator B-13 performance ranged from 11% to 100% with a mean of 86% in 2019 - 2020. Overall, the state six-year mean slipped slightly from 90% (FFY 2014) to 86% (FFY 2019). An identical number of states demonstrated compliance rates above 80% in the first and final years of this SPP (n = 44 or 73%) with highs of 49 states (82%) in FFYs 2015 and 2016. Figure 1 and Tables 3 and 4 depict the mean and range annually across the last six years.

Figure 1

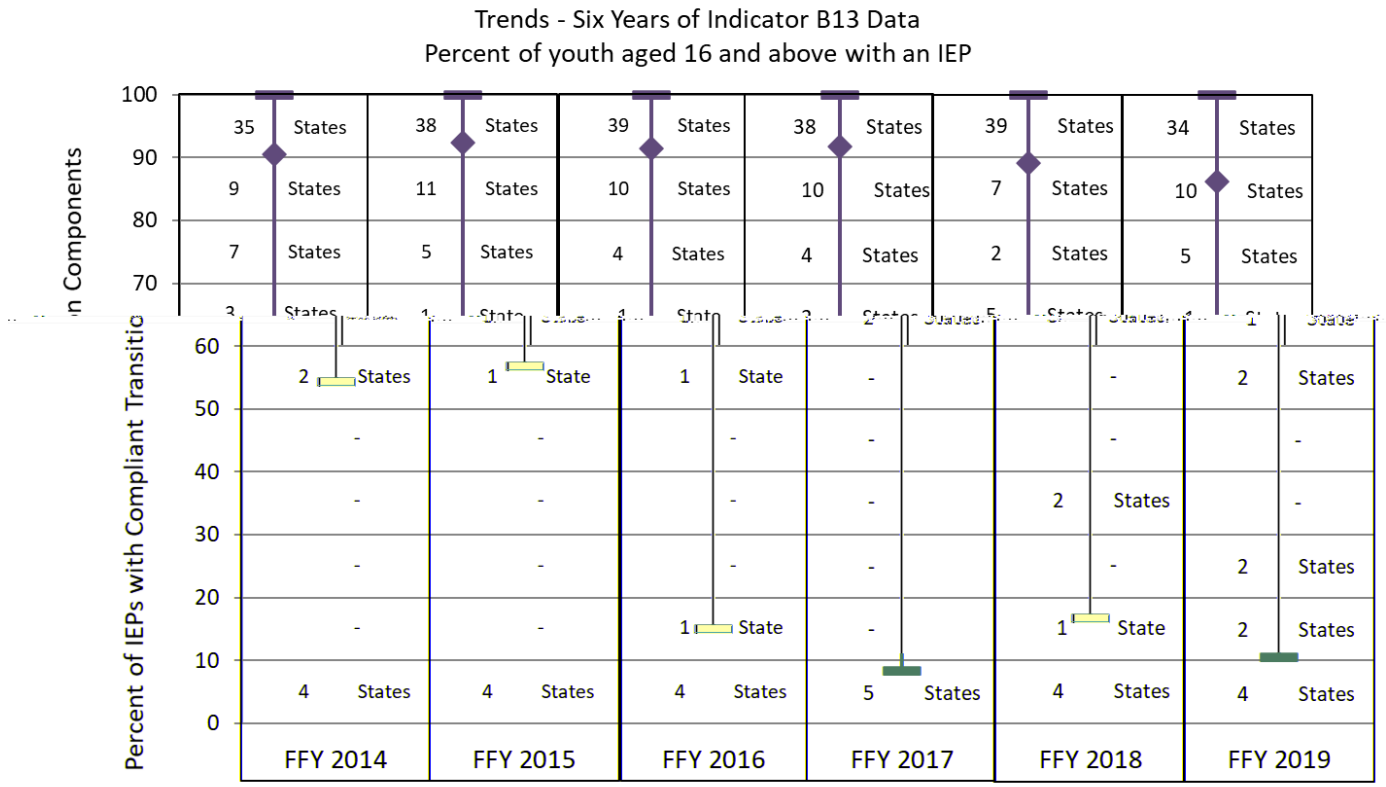

Trends - Six Years of Indicator B13 Data
Percent of youth aged 16 and above with an IEP
Percent of IEPs with Compliant Transitio
n Components
100
90
80
70
60
50
40
30
20
10
0
35 States
9 States
7 States
38 States
11 States
5 States
39 States
10 States
4 States
38 States
10 States
4 States
39 States
7 States
2 States
34 States
10 States
5 States
2 States
1 State
1 State
1 State
2 States
2 States
2 States
2 States
4 States
4 States
4 States
5 States
4 States
4 States
FFY 2014
FFY 2015
FFY 2016
FFY 2017
FFY 2018
FFY 2019

Table 3. Indicator B-13 Detailed Performance Data

Percentage Compliant Transition Components	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	35	38	39	38	39	34
80% to <90%	9	11	10	10	7	10
70% to <80%	7	5	4	4	2	5
60% to <70%	3	1	1	2	5	1
50% to <60%	2	1	1	0	0	2
40% to <50%	0	0	0	0	0	0
30% to <40%	0	0	0	0	2	0
20% to <30%	0	0	0	0	0	2
10% to <20%	0	0	1	0	1	2
0% to <10%	4	4	4	5	4	4

Table 4. Summary of Indicator B-13 Performance

Compliance Data Reported	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	90	92	91	92	89	86
Highest	100	100	100	100	100	100
Lowest	54	57	15	8	17	11
No Data	0	0	0	1	0	0

CONCLUSION

For FFY 2019, seven (12%) states reported 100% compliance for Indicator B-13. Although the average performance across states was 86%, there was wide variation,

ranging from 11% to 100%. Compared to last year, 33 (55%) states showed progress (either improving or remaining at 100% compliance). Additionally, 31 (52%) demonstrated progress or maintained 100% compliance comparing FFY 2019 to FFY 2014. However, 14 (23%) compared to FFY 2014 and 11 (18%) compared to FFY 2018 reported slippage greater than 5% in this year's APR. In FFY 2019, the mean compliance on Indicator 13 was the lowest reported during this SPP cycle. It is unclear from the APRs if the slippage for some states was related to changes in their data calculation processes or actual reduction in compliance with the transition component of the IEP. The range of means over this period has not been large, fluctuating between 86% and 92% across the cycle.

INDICATOR B14: POST-SCHOOL OUTCOMES

Completed by the National Technical Assistance Center on Transition: the Collaborative

INTRODUCTION

This report summarizes states' Federal Fiscal Year 2019 (FFY19) submission for Part B Indicator 14: Post-School Outcomes (PSO). These data were submitted to the Office of Special Education Programs (OSEP) on February 1, 2021. The National Technical Assistance Center on Transition: the Collaborative (NTACT:C) at the University of Oregon analyzed the APRs submitted by the 50 states, nine jurisdictions/entities/free associated states, and District of Columbia. Collectively, we refer to these as the 60 states in this report. Percentages are based on a total number of 60 and may exceed 100% due to rounding. When the actual number of states is less than 60, the number of states is provided, not a percentage.

Indicator B14 is the "percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.
B. Enrolled in higher education or competitively employed within one year of leaving high school.
C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school". (20 U.S.C. 1416(a)(3)(B))

Per the Measurement Table, the definitions for each measure are:
Higher education as used in measures A, B, and C means youth have been enrolled on a full- or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment as used in measures B and C: States have two options to report data under "competitive employment":

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

In total, 38 of 60 states reported using Option 1.

Option 2: States report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act of 1973, as amended by Workforce Innovation and Opportunity Act (WIOA). For the purpose of defining the rate

of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

In total, 22 of 60 states reported using Option 2.

Per OSEP, if a State changes its methodology it must revise the baseline. If the change in the definition for competitive employment in Indicator 14 led to a new methodology for collecting/analyzing data, then a baseline change would be required. States would also be required to obtain stakeholder input to revise targets. Only 7 of the 22 states that reported using Option 2 have reset baseline for Measures B and C since 2016.

Enrolled in other postsecondary education or training as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (*e.g.*, Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program).

Some other employment as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

DATA SOURCES

When responding to Indicator B14, states could use data from (a) a post-school outcomes survey (e.g., phone/face-to-face interview or paper/pencil or electronic survey), conducted with former students or their designee one year after students left high school, (b) an administrative records database/s, or (c) using a combination of these methods.

To analyze Indicator B14, NTACT:C staff coded all 60 APRs using a structured coding protocol. OSEP supplied Center staff a spreadsheet containing baseline date, targets, and achieved performance data for each state and templates for calculating whether targets were met, and difference between FFY18 and FFY19 data. We calculated the national median aggregate percentages in this report. Below we describe (a) whether the state used a census or sample, (b) the method used to collect PSO data, and (c) states' response rates and representativeness.

METHODOLOGY & MEASUREMENT APPROACHES

Census versus Sample

To address Indicator B14, states had the option of conducting either a *census* of all student leavers with an IEP or a *representative sample* of students with an IEP who left school and were out of school for one year. When using a sample, the sample had to

be representative of each of the LEAs sampled based on disability category, age, race, and gender. When entering data, States were asked to respond to the question, "*Was sampling used?"* Of the 60 states, 72% (n = 43) of states reported collecting PSO data from a census of leavers with an IEP and 28% (n = 17) of states reported collecting data from a representative sample of leavers.

Method of Data Collection

The method used to collect PSO data is at the states' discretion. When reporting data, States were asked, "*Was a survey used?".* Multiple states reported not using a survey and then described collecting data by using a survey when discussing their data.

Of the 57 states that reported their method of data collection, survey methodology continues to be the dominant method used by states to collect PSO data. In total,

- 27 states reported using only a survey without being more specific,
- 13 states reported using some combination of methods (e.g., mailed questionnaire and phone interviews, or administrative database and interviews),
- 11 states reported using only a phone or in-person interview,
- 4 states reported using only an administrative database for collecting PSO data,
- 2 states reported using only a web- or Internet-based survey, and
- 3 states did not report how data were collected.

Respondents

The majority of states report data were collected from former students (n = 38) or both former students and their parent/family designee (n = 7). States relying on administrative databases (n = 4) do not contact respondents and several (n =11) states did not report who the respondents were.

Data Collectors

Of the 56 states that reported collecting data from a survey, or combination of survey methods,

- 21 states reported the local education agency personnel collected data,
- 8 states reported a contractor/vendor collected data,
- 3 states reported the state education agency collected data,
- 2 states reported both LEA and a contractor collected data, and
- 22 states did not report who collects these data.

Response Rate and Representation

Response rate and representation are two indicators of valid and reliable data for survey methods. States were asked, *Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school?*

The response rate for PSO data collection is calculated by dividing the number of youth contacted and who completed the survey by the total number of youth with an IEP who left school in the year, less any youth ineligible for the survey. Ineligible youth are those who returned to school, were not out of school for at least one year, or deceased. States are required to input the number of respondents into the reporting system, but they are not required to enter the total number of leavers eligible for the PSO data collection. Absent this information, the response rate cannot be calculated or confirmed.

In FFY19, 52% of states (n = 31) reported a response rate or included the information to calculate the response rate. This is an increase from the 26 states that reported a response rate in FFY18. Reported response rates for FFY19 ranged from 19.8% to 100%. The national median response rate for FFY19 was 63.6%; an increase from the national median of 59.9% in FFY18.

A second indicator of valid and reliable data for survey methods is understanding how similar respondents are to the target population as a measure of confidence that the results reflect all students who left school. In prior years, when examining whether the respondent group was representative of the target leaver group, five subgroups were examined: (a) disability category, (b) gender, (c) race/ethnicity, (d) exit status, and (e) age. The FFY19 Measurement Table indicates states should "consider categories such as race and ethnicity, disability category, and geographic location." Of the 60 states, 53% of states (n = 32) reported respondents were representative, and 47% of states (n = 28) reported respondents were not representative. States examined representations using a variety of variables, including gender, disability, race/ethnicity, other demographics not specified, geographic location, economic conditions, English Language Learners, level of support, and district size and other district specific classifications. Additionally, several states did not report which, if any, variables they used when determining representation of the respondents to the leaver group.

In 2006, the National Post-School Outcomes Center (NPSO) staff, now NTACT:C staff conducting the Indicator B14 analysis, set the guideline of "important difference" at ±3% to determine whether the respondents represented the target leaver group. A ±3% difference between the proportion of youth in the respondent group and the proportion of youth in the target group for each subgroup was sufficient to say the respondent group was not representative of all students who left school in that subgroup. Using a ±3% difference between the respondent group and the target leavers is consistent with the NPSO/NTACT:C Response Calculator approved by OSEP. In total, 38 states reported the parameter used to determine representation; 28 states reported using

±3%, and the remaining 13 states reported using a variety of statistical analyses (chi square, effect size, Phi Coefficient), and parameters ranging from ±2% to ±10%.

Although 53% of states (n = 32) checked the box to report that their response data were representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school, discrepancies were noted. Discrepancies included providing conflicting data in the narrative, not including data, or not including enough data to support the determination of representation for respondents. Without complete and accurate data, representation data are specious.

FIGURES & EXPLANATIONS: ACTUAL PERFORMANCE & TRENDS

- Six year trends in means and ranges of data (current year + 5 previous years)
- Explanation of patterns and trends from last year's actual to this year's actual

Achieved Data

Achieved data refers to the FFY19 engagement data states collected on youth who had an IEP in effect when they left school and have been out of high school for at least one year. States can collect these data between April and September. To calculate measures A, B, & C, each respondent is counted only once and in the highest applicable category (i.e., 1 through 4 below), with 1 being the highest, 2 second highest, and so forth.

1 = # of respondent leavers enrolled in "higher education."
2 = # of respondent leavers in "competitive employment" (and not counted in 1 above).
3 = # of respondent leavers enrolled in "some other postsecondary education or training" (and not counted in 1 or 2 above).
4 = # of respondent leavers in "some other employment" (and not counted in 1, 2, or 3 above).

Measure percentages are calculated using the formula:

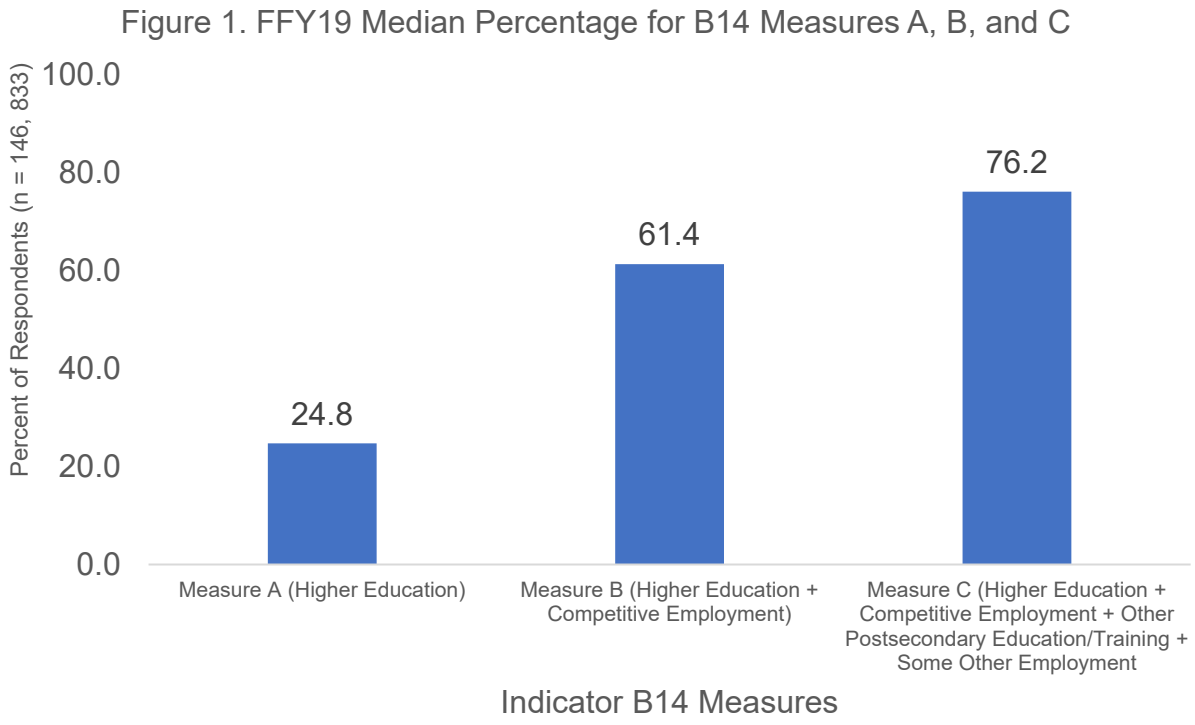
A = 1 divided by total respondents
B = 1 + 2 divided by total respondents
C = 1 + 2 + 3 + 4 divided by total respondents

All 60 states reported data for FFY19. Percentages are based on a total of 146,833 respondents to states' PSO data collections, an increase of 4,788 respondents reported in FFY18. Below shows the median percent, standard deviation (sd), and range for each measure based on data provided by the states.

Measure A: 24.8% (sd = 13.6), range of 0.0% to 91.0%;
Measure B: 61.4% (sd = 14.6), range of 11.1% to 93.7%; and
Measure C: 76.2% (sd = 12.3), range of 27.6% to 100%.

Figure 1 shows the national median aggregate of the percentage of youth engaged in each measure.

Figure 1



Targets Met

In FFY19,

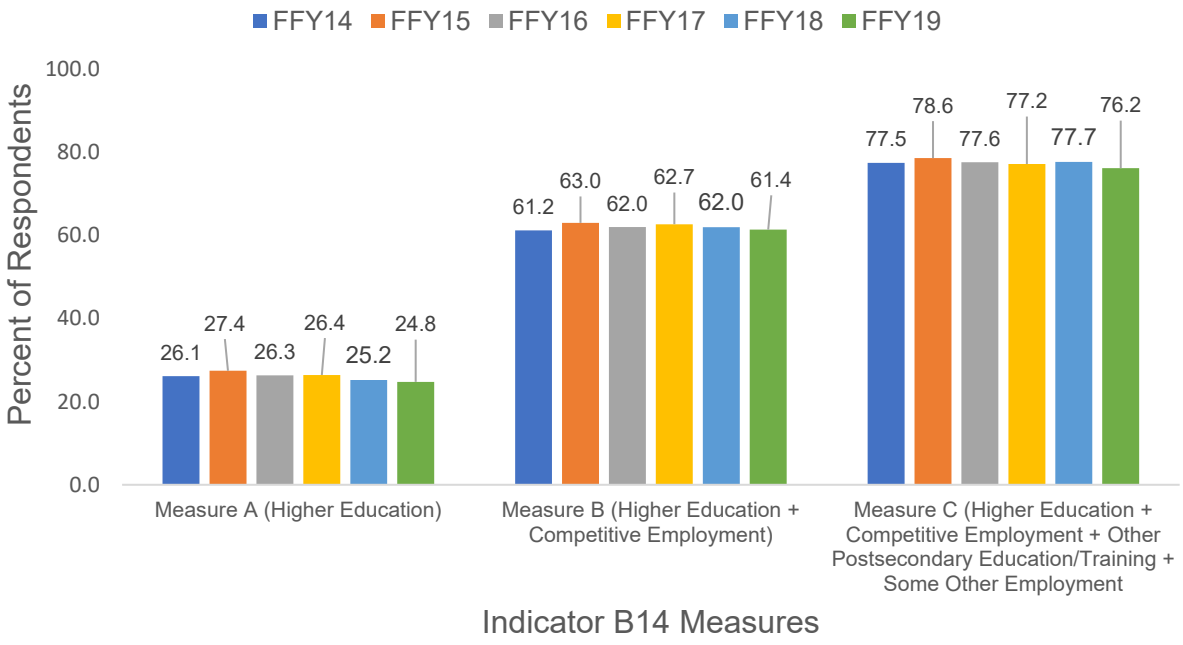
- 15 states met their Measure A target: a decrease from 17 states in FFY18.
- 30 states met their Measure B target: a decrease from 31 states in FFY18.
- 22 states met their Measure C target: a decrease from the 33 states in FFY18.

Trends

Figure 2 shows the six-year aggregate median percentages of respondents engaged in each measure from FFY14 through FFY19. Compared to FFY14, Measures A and C have decreased slightly, while Measure B has stayed essentially the same.

Figure 2

Figure 2. Trends of Median Percentages for Each B14 Measure for FFY19



Measure A

Figure 3. Six year trend box and whisker plot of the number of states categorized by percent of respondents in Measure A for FFY14 through FFY19.

Figure 3

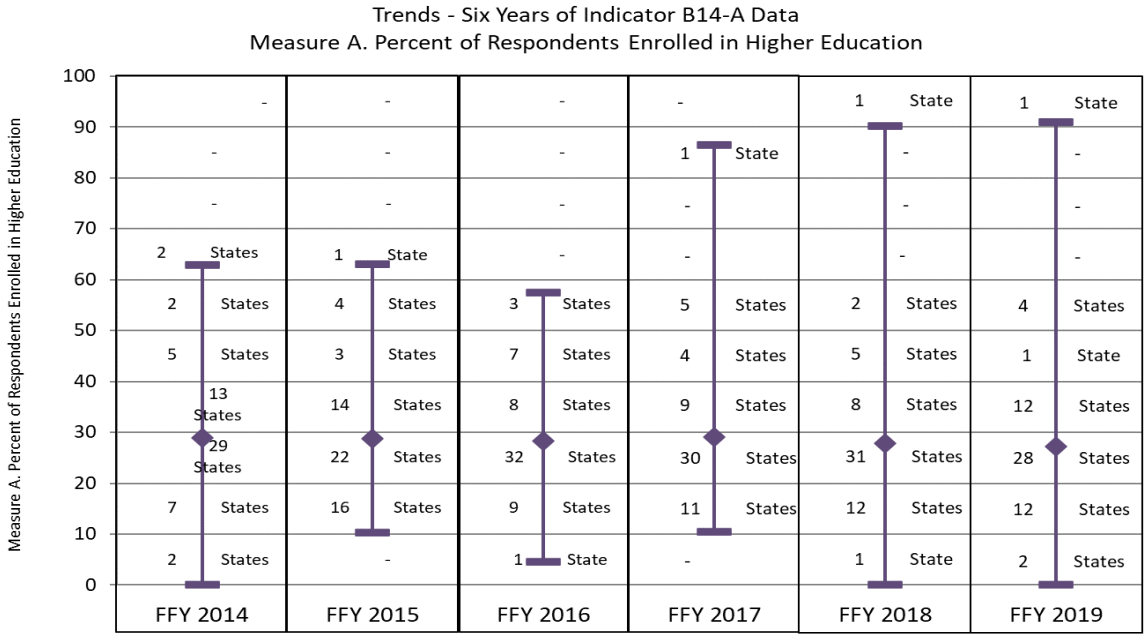


Table 1. Data table restating the information in the box and whisker plots in Figure 3 showing the six year trend of the number of states categorized by percent of respondents in Measure A for FFY14 through FFY19.

Table 1

Percentage ranges	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	0	0	0	0	1	1
80% to <90%	0	0	0	1	0	0
70% to <80%	0	0	0	0	0	0
60% to <70%	2	1	0	0	0	0
50% to <60%	2	4	3	5	2	4
40% to <50%	5	3	7	4	5	1
30% to <40%	13	14	8	9	8	12
20% to <30%	29	22	32	30	31	28
10% to <20%	7	16	9	11	12	12
0% to <10%	2	0	1	0	1	2

Table 2. Shows the mean percent and range (highest to lowest percent) of respondents enrolled in higher education for FFY14 through FFY19. *Readers should note, the median, not mean statistic is reported in all other comparisons in this report.

Table 2

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean*	29	29	28	29	28	27
Highest	63	63	57	86	90	91
Lowest	0	10	5	11	0	0

Measure B

Figure 4. Six year trend box and whisker plot of the number of states categorized by percent of respondents enrolled in higher education combined with percent of respondents competitively employed for FFY14 through FF19.

Figure 4

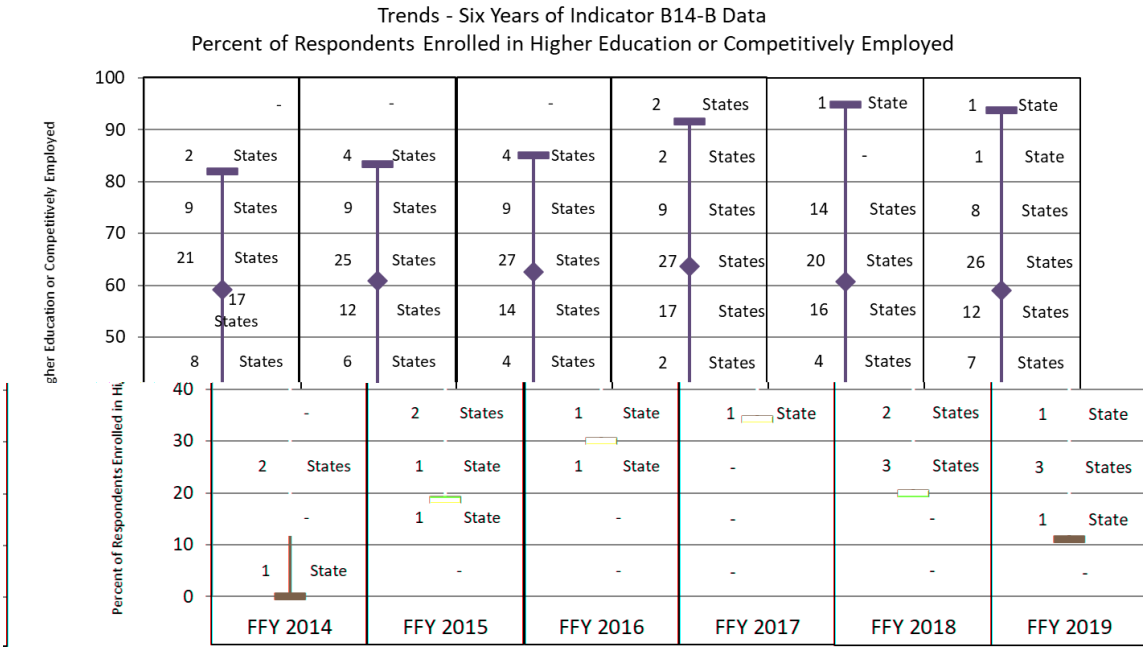


Table 3. Data table restating the information in the box and whisker plots in Figure 4 showing the six year trend of the number of states categorized by percent of respondents in Measure B for FFY14 through FFY19.

Table 3

Percentage ranges	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	0	0	0	2	1	1
80% to <90%	2	4	4	2	0	1
70% to <80%	9	9	9	9	14	8
60% to <70%	21	25	27	27	20	26
50% to <60%	17	12	14	17	16	12
40% to <50%	8	6	4	2	4	7
30% to <40%	0	2	1	1	2	1
20% to <30%	2	1	1	0	3	3
10% to <20%	0	1	0	0	0	1
0% to <10%	1	0	0	0	0	0

Table 4. Shows the mean percent and range (highest to lowest percent) of respondents in Measure B for FFY14 through FFY19. *Readers should note, the median, not mean statistic is reported in all other comparisons in this report.

Table 4

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	59	61	63	64	61	59
Highest	82	83	85	92	95	94
Lowest	0	19	30	34	20	11
No Data	0	0	0	0	0	0

Measure C

Figure 5. Six year trend box and whisker plot of the number of states categorized by percent of respondents in Measure C for FFY14 through FFY19.

Figure 5

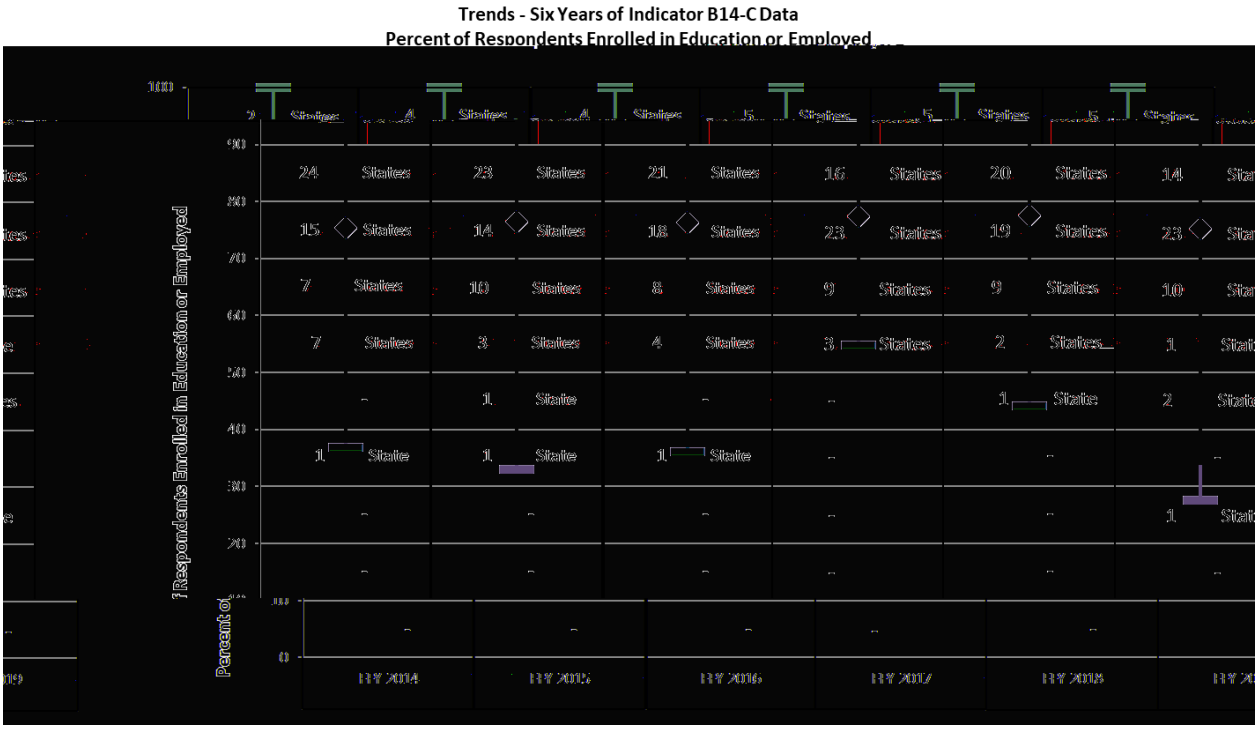


Table 5. Data table restating the information in the box and whisker plots in Figure 5 showing the six year trend of the number of states categorized by percent of respondents in Measure C for FFY14 through FF19.

Table 5

Percentage ranges	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	2	4	4	5	5	5
80% to <90%	25	24	22	17	20	14
70% to <80%	16	16	20	25	23	26
60% to <70%	9	11	9	10	9	11
50% to <60%	7	3	4	3	2	1
40% to <50%	0	1	0	0	1	2
30% to <40%	1	1	1	0	0	0
20% to <30%	0	0	0	0	0	1
10% to <20%	0	0	0	0	0	0
0% to <10%	0	0	0	0	0	0

Table 6. Shows the mean percent and range (highest to lowest percent) of respondents in Measure C for FFY14 through FFY16. *Readers should note, the median, not mean statistic is reported in all other comparisons of this report.

Table 6

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	75	76	76	77	78	75
Highest	100	100	100	100	100	100
Lowest	37	33	36	55	44	28
No Data	0	0	0	0	0	0

CONCLUSION

In response to the requirements for Indicator B14 post-school outcomes, states have developed a data collection process for collecting and analyzing post-school outcomes for former students with disabilities who had an IEP in effect when they left school. Most states make a concerted effort to collect reliable and valid data in a practical manner.

As more states strive to use their post-school outcomes data to drive programmatic decisions at state and local levels, it is imperative that these data represent the youth who had an IEP in effect at the time they exit school. Unfortunately, many states do not report response rate nor provide enough information to calculate response rate and representation. For NTACT:C staff to verify key data elements such as response rate and representation, states must go beyond the reporting prompts. For example, to verify response rate requires states to report the total number of leavers who exited school in the reporting year; a data element not requested explicitly. Without the total number of leavers reported, response rate cannot be calculated, nor can we verify the numbers and percentages reported in each measure are unduplicated counts- a persistent, identified error in prior years. Requiring states to report the total number of leavers, less those ineligible for the follow-up survey – similar to the information states are required to report in Indicator 8 – would resolve this problem.

To verify the extent to which respondents are similar to the targeted leaver group, states need to calculate and report the proportion of youth in the target leaver group and respondent group by each demographic category (i.e., disability, gender, method of exit, and race/ethnicity). The addition of the prompt, *Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school*? is useful. However, several states continue to provide no data, or contradictive or incomplete data to support their response. For example, multiple states indicated their use of a census, rather than a sample, resulted in representative data without indicating that they compared total leavers to respondent youth (or those located in an administrative database) on key demographics. The NTACT:C Response Calculator, originally developed under NPSO, was created to facilitate the calculating and reporting of proportions between the two groups – leavers and respondents/matches – on demographic variables and identify where important differences exist between the two groups on those variables. The Response Calculator is available at https://transitionta.org.

In all three Measures A, B, and C, the aggregate median percentages were lower in FFY19 than in FFY18. States that addressed a decline in outcomes attributed the decline to characteristics of the pandemic (e.g., loss of employment outcomes, school closures). Given that most states and schools experienced some degree of school services being provided through hybrid and virtual platforms during school year 2020-21 (FFY20), it is reasonable to anticipate seeing this trend continue into future FFY reporting years.

Overall, based on information provided in the states' APR, improvement in post-school outcomes demonstrates small change in the engagement of young adults' post-school in further education and or employment. Using these data, disaggregated, at a local level can inform programmatic changes that can continue to improve outcomes for youth with disabilities leaving school.

INDICATORS B15 & B16: DISPUTE RESOLUTION

Prepared by the Center for Appropriate Dispute Resolution in Special Education (CADRE)

INTRODUCTION

The IDEA requires states receiving grants under Part B to make available four dispute resolution processes, and to report annually to the U.S. Department of Education Office of Special Education Programs (OSEP) on their performance.[1] The processes, which include signed written complaints, mediation, due process complaints, and resolution meetings associated with due process, offer formal means for resolving disagreements and issues arising under the IDEA.

The following are brief analyses of states' Federal Fiscal Year (FFY) 2019 Annual Performance Reports (APRs) for Indicators B15 (Resolution Meetings Resulting in Written Settlement Agreements) and B16 (Mediations Resulting in Written Agreements).[2]

DATA SOURCES AND METHODOLOGY

Data sources for this report include FFY 2019 APRs and Section 618 data, available through the *sites.ed.gov/idea* webpage. These analyses are specific to state performance on Indicators B15 and B16, and do not present a complete picture of dispute resolution activity.

SUMMARY BY INDICATOR

Indicator B15: Resolution Meetings Resulting in Written Settlement Agreements

Indicator B15 is a performance indicator that documents the percentage of resolution meetings resulting in written settlement agreements. States are required to report any activity relating to Indicator B15; however, they are not required to set a performance target if fewer than ten resolution meetings are held in a single year.

In 2019-2020, there were 14,044 resolution meetings held nationally resulting in 1,285 written settlement agreements. A few States account for most resolution meeting activity, with one State reporting 10,770 resolution meetings held, or 77% of all resolution activity.

The performance bands in Figure 1 (below) display states' performance on the percentage of resolution sessions resulting in written settlement agreements across the last six years. Fifty States reported Indicator B15 activity in 2019-20; ten States reported no activity.

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[1] For the purposes of this report, the terms "states" is used interchangeably to refer to all 60 Part B grant recipients (i.e., the fifty States, the District of Columbia, the Bureau of Indian Education (BIE), Puerto Rico, the Virgin Islands, American Samoa, Guam, the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau).

[2] The reporting period (July 1, 2019-June 30, 2020) began during FFY 2019.

The purple diamonds on each performance band in Figure 1 indicate the mean, or average, state-reported rates of agreement for that year.[3] The average state-reported rate of performance for Indicator B15 across all states for the last six years is 51%. Average agreement rate has remained relatively stable with the FFY19 average agreement rate of 48%.

Figure 1

Trends – Six Years of Indicator B15 Data

State-Reported Resolution Meeting Agreement Rate

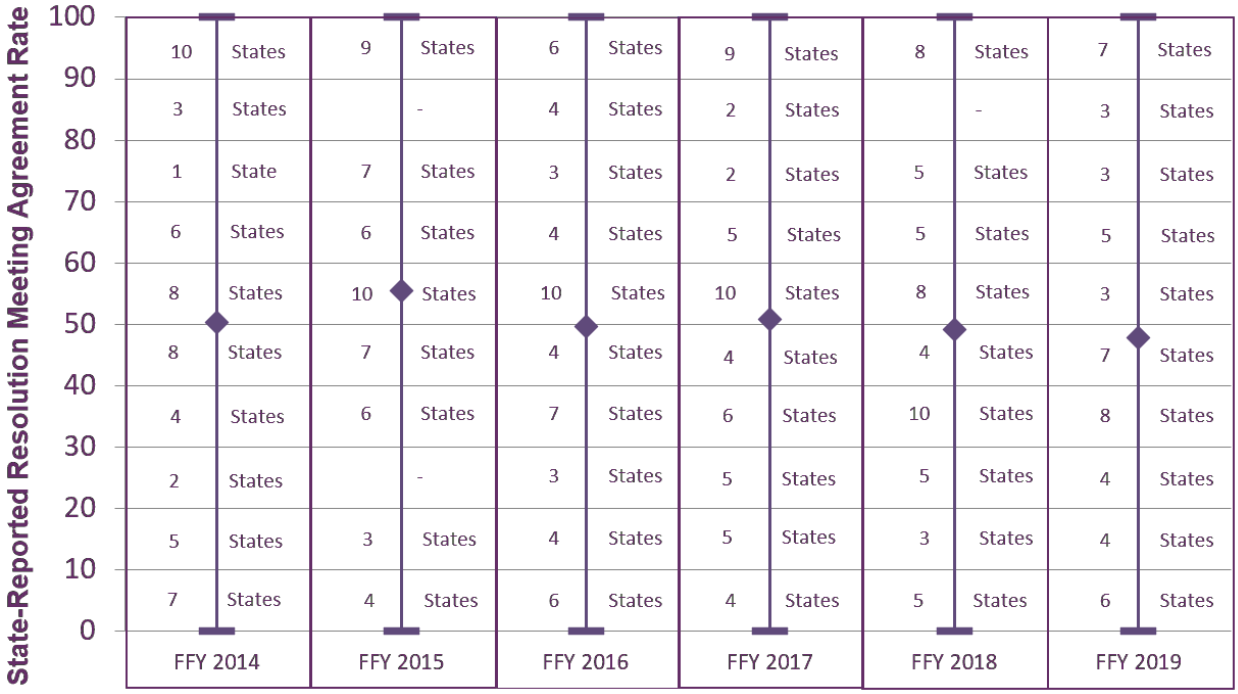


Table 1.1 provides the summary statistics of the resolution agreement rate data including the mean agreement rate, highest agreement rate, lowest agreement rate and the number of states that reported no activity, for each of the six years.

Table 1.1

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2019
Mean	50	56	50	51	49	48
Highest	100	100	100	100	100	100
Lowest	0	0	0	0	0	0
No Data	6	8	9	8	7	10

Table 1.2 shows the number of states that reported agreement rates within each

[3] For this "average of state-reported agreement rates," all States contribute equally to the calculation regardless of the level of activity.

range. In FFY 2019, seven States reported between 90% to 100% agreement rates while six States reported agreement rates between 0% to <10%. The most frequent range of agreement rate was the 30% to <40% with eight States falling within that range.

Table 1.2

Ranges of state reported resolution agreement rate	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	10	9	6	9	8	7
80% to <90%	3	0	4	2	0	3
70% to <80%	1	7	3	2	5	3
60% to <70%	6	6	4	5	5	5
50% to <60%	8	10	10	10	8	3
40% to <50%	8	7	4	4	4	7
30% to <40%	4	6	7	6	10	8
20% to <30%	2	0	3	5	5	4
10% to <20%	5	3	4	5	3	4
0% to <10%	7	4	6	4	5	6

Of the 50 States reporting resolution meeting activity, 43 had established targets for 2019-20. A target is required only when a state has ten or more resolution meetings in a single year. Twelve States not required to set targets did so anyway. Targets ranged from 11% to 85%, with 15 States setting targets below 50%, showing a slight decrease from last year when only 18 States set similarly low targets. Of the 43 States with established targets, 20 met their targets. Twenty-six of the 43 States reported less than 50% agreement rate.

It is worth noting that Indicator B15 does not give a complete portrayal of the number of Due Process Complaints (DPC) that are resolved before a fully-adjudicated hearing. This indicator only captures the number of DPC that are resolved through the resolution session, which makes up only a small percentage of DPC that are resolved without a hearing. Other resolutions may include agreements after the 30-day resolution period, mediation agreements that resolve the DPC, withdrawals of the DPC, dismissals and other agreements. In 2019-20, only six percent of due process hearing requests were resolved through the use of resolution meetings while 43% were resolved without a

hearing by different means.

Indicator B16: Mediations Resulting in Written Agreements

Indicator B16 is a performance indicator that documents the percentage of mediations held that result in written agreements. Fifty-two States reported mediation activity in 2019-20. States are required to report all activity relating to Indicator B16, but are not required to set a target if fewer than ten mediations are held in a single year.

In 2019-20, there were 6,281 total mediations held. A few States account for most mediation activity, with one State reporting 2,568 mediations, or 41% of the total mediation activity. Of the eight States reporting no mediation activity, all but one are territories and outlying jurisdictions.

The performance bands in Figure 2 (below) display states' performance on the percentage of mediations resulting in agreements during the last six years. The average state-reported mediation agreement rate for 2019-20 was 73%, which is relatively consistent with rates reported over the last six years. Only one State reported zero percent agreement in 2019-20. That State only held two mediations which each resulted in no agreement. Forty-four States reported that 70% or more of mediations resulted in agreements. Six of those States reported mediation agreement rates of 100%.

Figure 2

Trends – Six Years of Indicator B16 Data

State-Reported Mediation Agreement Rate

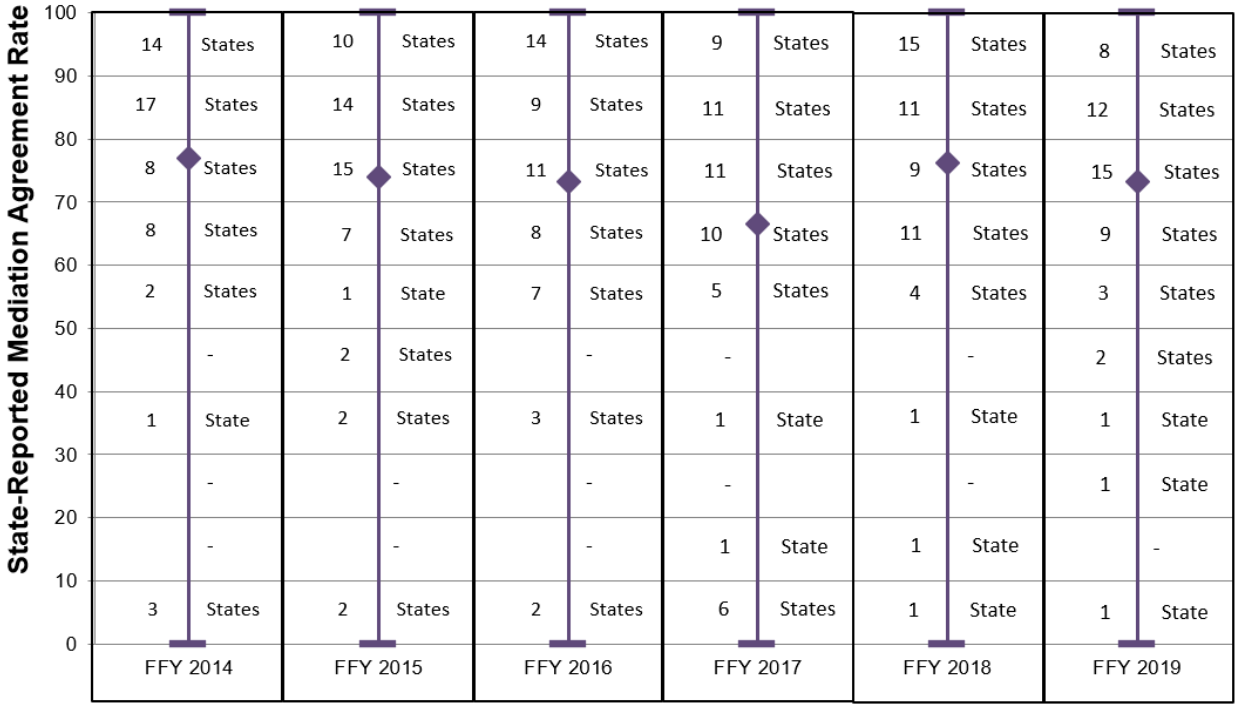


Table 2.1 below provides the summary statistics of the mediation agreement rate data including the mean agreement rate, highest agreement rate, lowest agreement rate and the number of states that reported no activity, for each of the six years.

Table 2.1

Statistic	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Mean	77	74	73	67	76	73
Highest	100	100	100	100	100	100
Lowest	0	0	0	0	0	0
No Data	7	7	6	6	7	8

Table 2.2 shows the number of states that reported agreement rates within each range. In FFY 2019, the most frequent range of mediation agreement rate is 70% to 80%, with 15 States falling within that range. Only one State reported an agreement rate between 0% to <10%.

Table 2.2

Ranges of state reported mediation agreement rate	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
90% to 100%	14	10	14	9	15	8
80% to <90%	17	14	9	11	11	12
70% to <80%	8	15	11	11	9	15
60% to <70%	8	7	8	10	11	9
50% to <60%	2	1	7	5	4	3
40% to <50%	0	2	0	0	0	2
30% to <40%	1	2	3	1	1	1
20% to <30%	0	0	0	0	0	1
10% to <20%	0	0	0	1	1	0
0% to <10%	3	2	2	6	1	1

Forty-six States set targets for 2019-20 including ten States which were not required to set targets because they held fewer than ten mediation sessions. Only four States set targets below 60%. Twenty-four States met their target, while 22 States did not meet their target. For 2019-20, six of the 22 States that did not meet their established target reported an agreement rate below 60%.

CONCLUSION

Historical data remains consistent in that state-reported mediation agreement rates outperform those of resolution meeting agreement rates. The six-year trend data demonstrates consistent high performance in mediation agreement rates. Results of this analysis continue to endorse the use of a neutral third party to support educators and families in resolving special education disputes.

INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN - Phase III: Year 5

Prepared by the National Center for Systemic Improvement (NCSI) with support from the IDEA Data Center (IDC) and the National Center on Educational Outcomes (NCEO).

INTRODUCTION

The State Systemic Improvement Plan (SSIP) is a comprehensive, multiyear plan that outlines a state's strategy for improving results for children with disabilities. The Office of Special Education Programs (OSEP) requires that each state plan will focus on results that will drive innovation with the use of evidence-based practices (EBPs) in the delivery of services to children with disabilities. States are required to create two SSIPs — one focused on outcomes among school age children with disabilities (Part B) and one focused on outcomes among children with disabilities birth to five (Part C). The SSIP was developed and initially implemented in three phases over the life cycle of each state's current State Performance Plan/Annual Performance Report (SPP/APR). Phase I of the SSIP was submitted by states on or before April 1, 2015, reporting on Federal Fiscal Year (FFY) 2013; Phase II was submitted by states on or before April 4, 2016, reporting on FFY 2014; and Phase III submissions occurred annually in April from 2017–2020, reporting on FFYs 2015–18, respectively. The subject of this report, which reports on FFY 2019, was due to OSEP by April 1, 2021. States were provided with a suggested template by OSEP for reporting and the items from that template are included in the analysis of this year's SSIPs, reported herein.

Engaging stakeholders, including parents of children with disabilities, general education partners, state advisory panels, parent training and information centers, and others, is a critical component of efforts to improve results for children with disabilities. Consequently, as in earlier phases, states were expected to engage stakeholders and provide descriptions of their involvement in developing and implementing Phase III of the SSIP. The following descriptors of stakeholder involvement used in this analysis — informing, networking, collaborating, and transforming — are based on work from *Leading by Convening* (Cashman et al., 2014) (Appendix 1). These levels are hierarchical in nature; however, depending on the purpose for the engagement, one level of engagement is not necessarily more valued over another.

This report is based on information included in the Phase III-Year 5 SSIP submissions of a total of 55 of the 60 Part B agencies, which include states, commonwealths, territories, and the Bureau of Indian Education. These agencies are all referred to as "states" throughout this report. Due to the United States Department of Education's Disclosure Review Board-approved privacy protections, five States' SSIPs were suppressed from the data reported herein. All calculations and reporting language are based on 55 rather than the 60 Part B States, unless otherwise noted.

MEASUREMENT TABLE EXPECTATIONS

States were required to follow the expectations of the 2019 Part B Indicator Measurement Table located at https://sites.ed.gov/idea/files/1820-

0624_Part_B_SPP_APR_Measurement_Table_2021_final.pdf. These requirements have been updated over the past two years with the following expectations:

Baseline Data: In its FFY 2013 SPP/APR, due February 2, 2015, the state must provide FFY 2013 baseline data that must be expressed as a percentage and which is aligned with the State-Identified Measurable Result(s) (SIMR) for children with disabilities.

Targets: In its FFY 2013 SPP/APR, due February 2, 2015, the state must provide measurable and rigorous targets (expressed as percentages) for each of the five years from FFY 2014 through FFY 2018. In its FFY 2018 SPP/APR, due February 3, 2020, the state extended its target through FFY 2019. The state's FFY 2019 target must demonstrate improvement over the state's FFY 2013 baseline data.

Updated Data: In its FFY 2014 through FFY 2019 SPPs/APRs, due February 2016 through February 2021, the state must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the SIMR for children with disabilities. In its FFY 2014 through FFY 2019 SPPs/APRs, the state must report on whether it met its target.

REVIEW PROCESS

A review protocol and a writing process were developed to systematically and consistently analyze the Phase III-Year 5 SSIP submissions from 55 Part B States. A data collection tool was created based on OSEP's FFY 2019 SSIP Optional Template located at https://sites.ed.gov/idea/files/FFY19_SSIP_PDF_Template_final.pdf. The review team consisted of 16 individuals from the NCSI, IDC, and NCEO technical assistance centers as primary coders, and each reviewed up to four SSIPs and coded them using a data collection tool developed by NCSI. Prior to the reviews, initial training was conducted on the scoring process and two reliability trainings were held for all individuals who would be involved in scoring or conducting reliability tests with data collected to determine a reliability rating of at least 80 percent agreement among reviewers on each of the coded choice questions. To further ensure reliability among reviewers during the data collection phase, three reliability checkers were assigned to conduct a review of randomly selected states and items following the individual reviews. Their results were compared to the results of the primary coder to establish an inter-rater reliability of 81 percent (see Appendix 2). An additional review was conducted to ensure that all reviewer responses were entered accurately into the data collection tool. Following this review, an item-by-item review was conducted to ensure that all items had an accurate number of responses.

The data collection tool team included questions and choice options that were required by OSEP for states to report, as well as creating categories of "could not tell," "did not describe," and "not applicable (N/A)" for questions in the data collection tool that states were not required to answer or address in their SSIP reports. Answers were coded to those responses when one of the other categorical response options in the data collection tool was not apparent from a review of the SSIP. Also, a "other" category was created to capture information from the SSIPs that was not covered by one of the categorical response options. This report contains the results and analysis of 55 of the 60 States, as five States' SSIP data have been suppressed due to the United States

Department of Education's Disclosure Review Board-approved privacy protections. After reviews were completed for these 55 States, a writing team from NCSI analyzed the data and prepared this report. The n size for all data, figures, and tables is 55 unless otherwise noted.

This analysis of the Part B Phase III-Year 5 SSIPs is based on OSEP's FFY 2019 SSIP Optional Template and is divided into sections that address the elements of this template reported on by states. These elements include a summary of progress toward achieving SIMR targets, collection of optional data, data quality, and the implementation, analysis, and evaluation of the SSIP. The report also presents information about stakeholder involvement in states' SSIP efforts, stakeholder concerns, and states' responses to those concerns.

SECTION A: DATA ANALYSIS

A-1. Basic Information and SIMR

The 55 States covered in this report continued to have their SSIP address the same SIMR category as in the prior year, in one of six categories (Figure 1 and Table 1). See Appendix 3 for a list of SIMR statements by state.

Figure 1. SIMR Selected by States

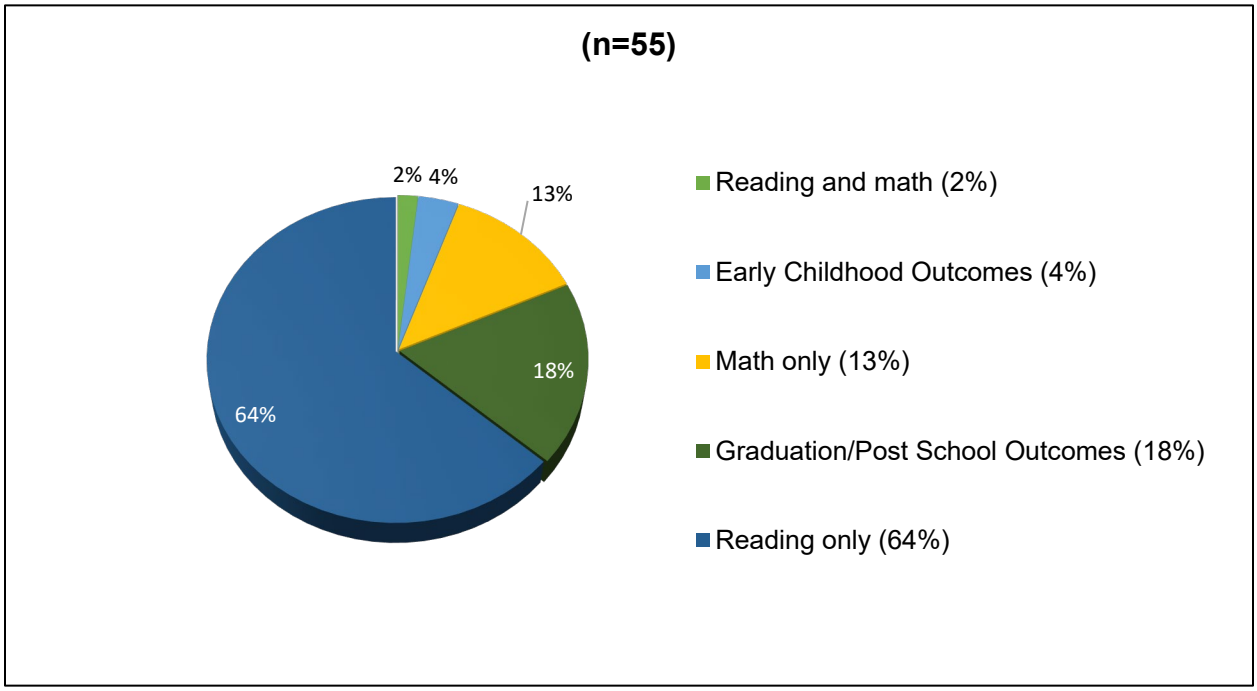


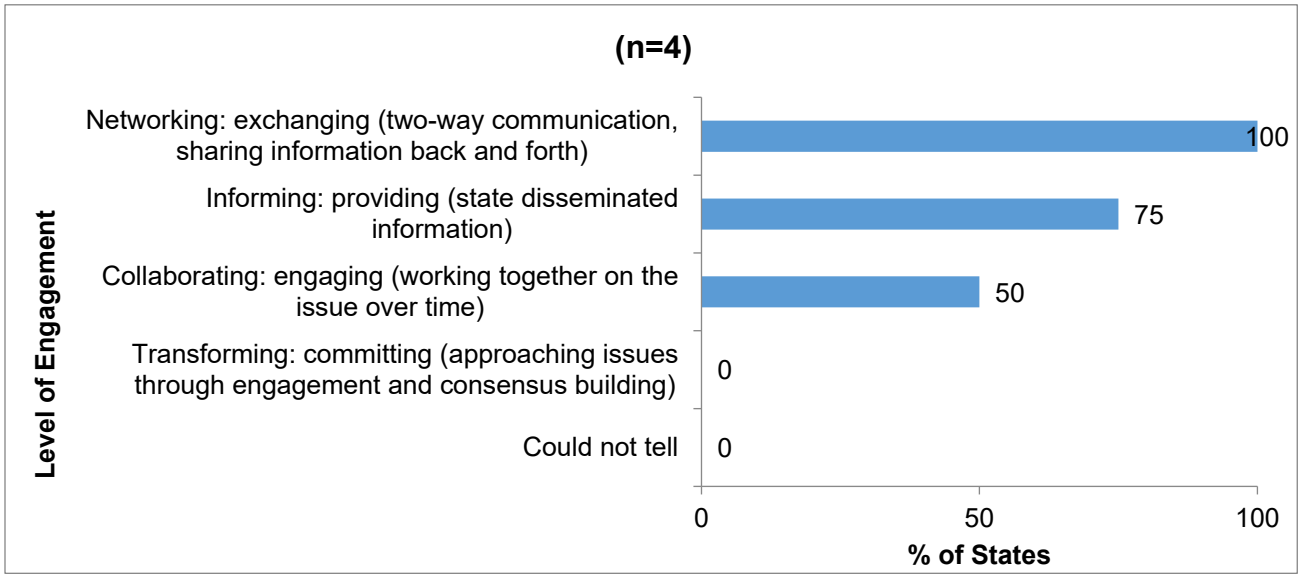
Table 1. SIMR With State Names

SIMR	States
Reading (n=35)	AR, AS, AZ, CNMI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MO, MS, NE, NM, NV, NY, OH, OK, OR, PW, SC, SD, TN, TX, VI, WA, WI, WY
Math (n=7)	KY, MD, ME, PR, RI, UT, VT
Reading and Math (n=1)	CA
Graduation/Post School Outcomes (n=10)	AL, BIE, GA, MN, MT, NC, ND, NJ, RMI, VA
Early Childhood Outcomes (n=2)	MA, NH

While all 55 States maintained the same SIMR category as in the prior year, five States (9%) updated the language of their SIMR statement. Four of these five States (80%) reported that the reasons for updating their SIMR statement included (a) changing the population group to expand the focus to include students identified in additional disability categories, (b) expanding grades and ages of students included in the improvement efforts, or (c) changing the sample size to align the SSIP improvement efforts to those in their State Personnel Development Grants Program (SPDG). One State reported that it changed its SIMR statement to include the evidence-based program of positive behavioral interventions and supports (PBIS) to their existing student academic outcomes measure.

Among the five States that changed their SIMR statements, four States (80%) acknowledged that they had included stakeholders in the process of revising their SIMR. Most of these four States (75%) described ways that they informed stakeholders, all four States (100%) reported engaging with their stakeholders through sharing information and two-way communication (networking), and two States (50%) collaborated with their stakeholders to revise the SIMR statement (Figure 2). The reviewers did not see evidence of any states engaging with their stakeholders around revising the SIMR at the stakeholder engagement level of transforming.

Figure 2. Stakeholder Involvement with SIMR Revisions



A-2. Progress toward the SIMR

To assess progress towards the SIMR, states were to establish a SIMR baseline and related targets. Fifty-two States (95%) reported their SIMR baseline data as a percentage. Ten of the 52 States (19%) also reported their SIMR baseline data as an actual number. Although required to submit SIMR baseline data, three States (6%) did not provide any baseline data for the current reporting period. Furthermore, three States (6%) reported that the SIMR target had been changed since their last SSIP submission.

States were required to provide targets and actual data for FFY 2018 and FFY 2019 as a part of their SSIP report. Through analysis of the FFY 2018 targets and actual data reported by states, 17 States (31%) demonstrated meeting their FFY 2018 targets.

In FFY 2019, the number of states that reported meeting targets dropped to eight (15%). The reduction in numbers of states meeting target was impacted by the coronavirus pandemic (COVID-19), school closures, and the decision not to administer the state assessment. Thirty-nine (71%) of the 55 States reported that they did not have SIMR data to report. The remaining 16 States (29%) reported targets and actual data for 2019, and eight of these 16 States (50%) demonstrated that they had met or exceeded their 2019 target. Among the eight States that demonstrated meeting their target for 2019, four (50%) had also met their target the prior year in FFY 2018.

Among the eight States that did not meet their 2019 target, four (50%) reported slippage in FFY 2019. One additional State reported slippage but did not provide the FFY 2019 actual data to illustrate slippage. Explanations for slippage included:

- Impact of extended school building closures and facilitation of a virtual school setting due to COVID-19 (i.e., some data were not collected as a result, some data collection activities were delayed, and other data collection efforts shifted to virtual data collection due to working remotely rather than within the school building).

- Impact of challenges with high-speed internet and broadband connectivity coupled with lack of internet services.
- Use of a new data collection tool on which not all staff were trained due to internet connectivity or inability to attend the scheduled training event.
- Decreases in both higher education enrollment and competitive employment, both likely impacted by COVID-19.
- Challenges related to providing services remotely when buildings were closed due to COVID-19.
- Significant decline in one district, which led to slippage for the State due to the small n-size of the population addressed by the SIMR and related improvement efforts.

A-3. Optional Data

Thirty-six (65%) States reported they had collected optional data to support assessing their improvement efforts and progress towards achieving their SIMR targets. Twenty States (36%) reported using academic screening, benchmark assessments on the district-selected evidence-based practices, and/or curriculum-based measurement tools to assess student outcomes. Specific examples reported by states include but are not limited to:

- Star assessments (e.g., STAR math and Renaissance STAR Early Literacy/Reading universal screening data),
- Fast for Word,
- I-Ready,
- Raz-Plus,
- CORE Phonics Survey data,
- DIBELS Benchmark Assessments,
- Measures of Academic Progress (MAP) growth data for reading,
- Pre-literacy scores for 3- and 4-year-old students using Teaching Strategies (TS) Gold,
- Mathematics performance data on screening/benchmark assessments,
- Benchmark data on Check & Connect,
- Project LIFT Assessment System data, and
- Reading Indicator proficiency rates.

In addition to student outcome data, states reported collecting, analyzing, and using data sources focused on assessing capacity building efforts among teachers and leadership. Some examples include assessing professional learning outcomes (e.g., training and coaching), surveys from participants of professional development activities, analyzing teacher and principal self-report impact data on implementation of key components of evidence-based practices, teacher implementation fidelity data, and use of data to drive decisions and refinement of improvement efforts. Additional tools that states noted using include, but are not limited to, the State Infrastructure Leadership Capacity Assessment to evaluate the impact of the state infrastructure development

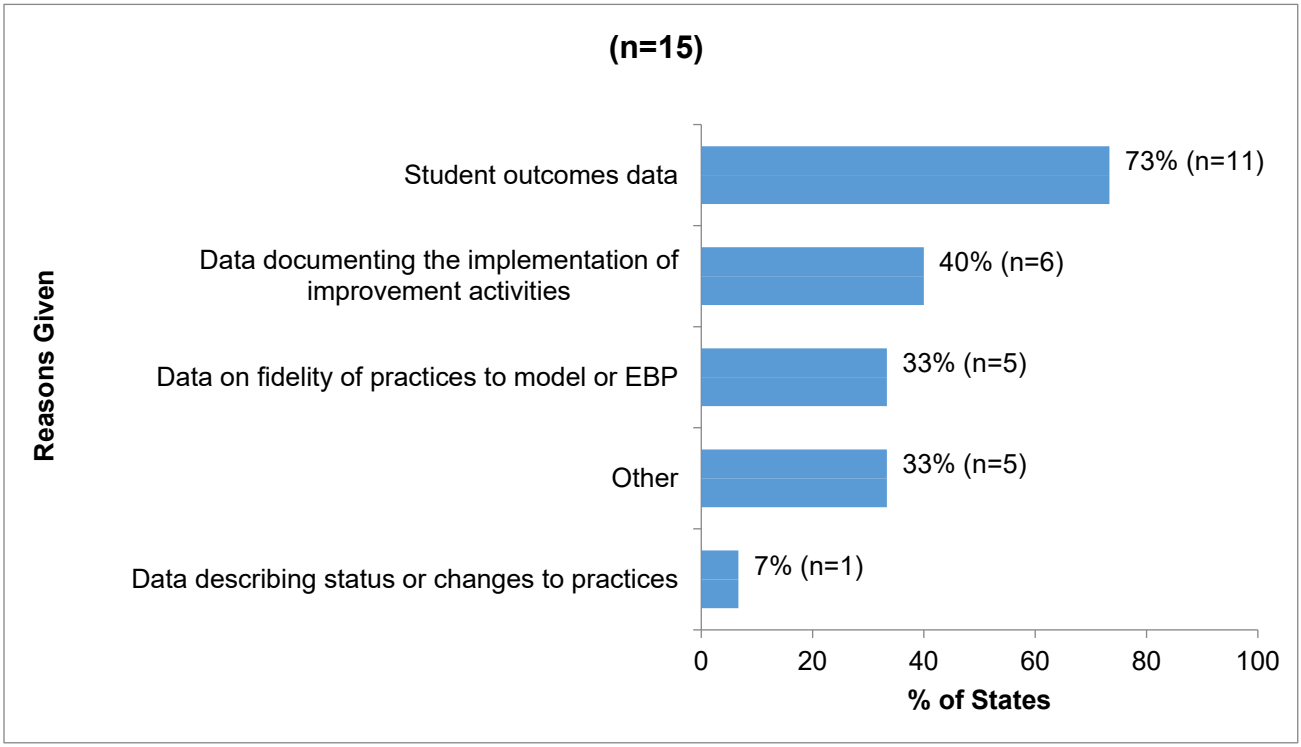
activities, the Goal Attainment Scale to determine the extent to which they are meeting their goals each year, Stage-Based Active Implementation Planning Capacity Self-Assessment to measure the extent to which district-level research-to-action teams increased their knowledge and implementation of EBPs, and a reflection survey designed to provide the school-level leadership with time to reflect longitudinally on SSIP improvement efforts, including the implementation of activities, areas of success and challenges, and the sustainability of SSIP components.

A-4. Data Quality

Data Quality Concerns unrelated to COVID-19

Fifteen of 55 States (27%) identified data quality concerns unrelated to COVID-19 that could have affected progress toward the SIMR during the reporting period (Figure 3).

Figure 3. (Non-COVID-19) State Reported Problems on SIMR Progress



Other concerns included descriptions of low response rates, inadequate data systems, limitations due to small sample size, and concerns about the data assessing training quality and knowledge and skills gained.

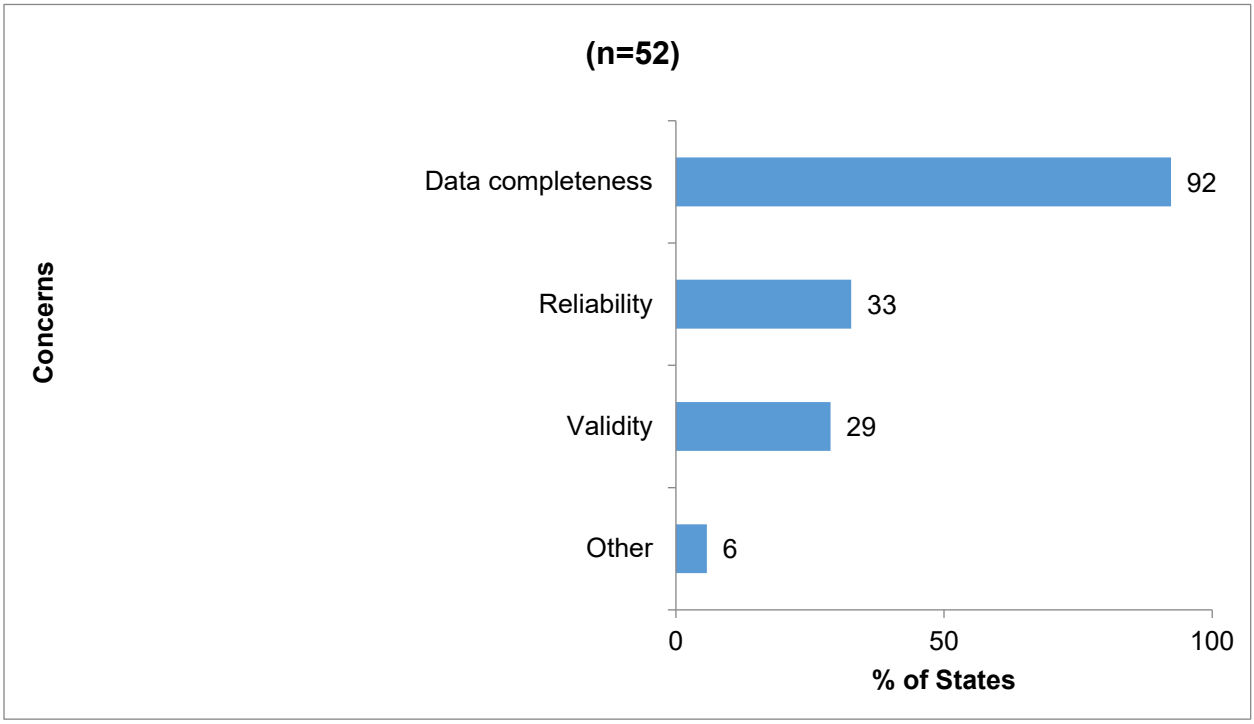
Fourteen of the 15 States (93%) that reported data quality concerns unrelated to COVID-19 also described the actions taken to address these data quality concerns. States articulated a range of action steps from stakeholder engagement and aligning initiatives to enhancing data management systems and focusing on data analysis to drive data use. A few states selected action steps to mitigate the impact of data quality concerns including facilitating ongoing discussions with stakeholders to identify strengths and challenges, establishing communication pathways to support timely submission of data, aligning initiatives, using value-added growth models to assess

student growth, enhancing state data system to improve data dashboard and user management features, and developing fidelity of intervention instruments to assess the degree to which SSIP systems and instructional coaching resulted in improved implementation.

COVID-19 Related Data Quality Concerns

Fifty-two of the States (95%) identified data quality concerns that were directly related to COVID-19 during the reporting period. All 52 of these States (100%) explained how COVID-19 specifically impacted their ability to collect the data for the indicator (Figure 4). The primary concern among states was the lack of state assessment data due to the COVID-19 related school closures that led to the inability to administer the assessments.

Figure 4. COVID-19 Related Data Quality Concerns



Other concerns noted by states included timeliness of data collection activities impacting data quality, questions related to the impact of COVID-19 on future SIMR data, and difficulty with establishing a baseline with a new sample due to challenges of administering assessments in a virtual environment.

Thirty-nine States (71%) reported on steps the State took to reduce the impact of COVID-19 on their data collection activities. Table 2 presents a list of how states reduced the impact of COVID-19 on their SSIP work.

Table 2. How States Reduced Impact of COVID-19 on Data Collection

Data collection, analysis, use, and reporting
Worked with selected SSIP districts to collect benchmark data on all evidence-based interventions, and implementation fidelity was measured using an EBP Implementation Fidelity Rubric.
Used universal screening data for instructional planning; developed remote administrative procedures for the universal screening tool.
Offered schools STAR math or iReady.
Used 2019-2020 middle-of-year results as a proxy for end-of-year data, given that in the past, student middle-of-year and end-of-year performance scores were highly correlated.
Provided teachers opportunity to conduct virtual instruction at the school campus, which made it possible to conduct observations on the implementation of the reading curriculum.
Conducted phone interviews to collect quantitative data for each action strand.
Administered virtual data collection efforts (e.g., surveys, etc.).
Conducted family and educator surveys in SSIP districts to better understand children's learning experiences related to their early literacy skill development.
Identified virtual data collection tools to evaluate systems improvement activities.
Professional learning, technical assistance, and stakeholder engagement
Shifted professional learning opportunities to virtual courses and book studies.
Provided training, guidance, and resources related to virtual assessment and high-quality distance learning; also offering individual consultation with LEAs.
Implemented supplemental online reading programs (Raz-Plus, Fast for Word).
Provided TA and developed resources so that those on IEPs received special education and related services to the greatest extent possible.
Created a repository of resources for LEAs and held weekly office hours for LEAs.
Sent emails to special education directors explaining the importance of submitting surveys.
Provided guidance on remote service delivery and resources for service provision and assessment.
Developed resources to support districts and schools in providing effective instruction during remote learning.
Alignment of initiatives and stakeholder engagement

Convened staff across departments and divisions to discuss SSIP goals and plan for next steps.
Increased alignment of initiatives.
Developed an interactive resource dashboard to capture stakeholder and regional feedback and facilitated discussion around identifying alternative implementation processes to further enhance data collection measures and teaming strategies.

SECTION B: IMPLEMENTATION, ANALYSIS AND EVALUATION

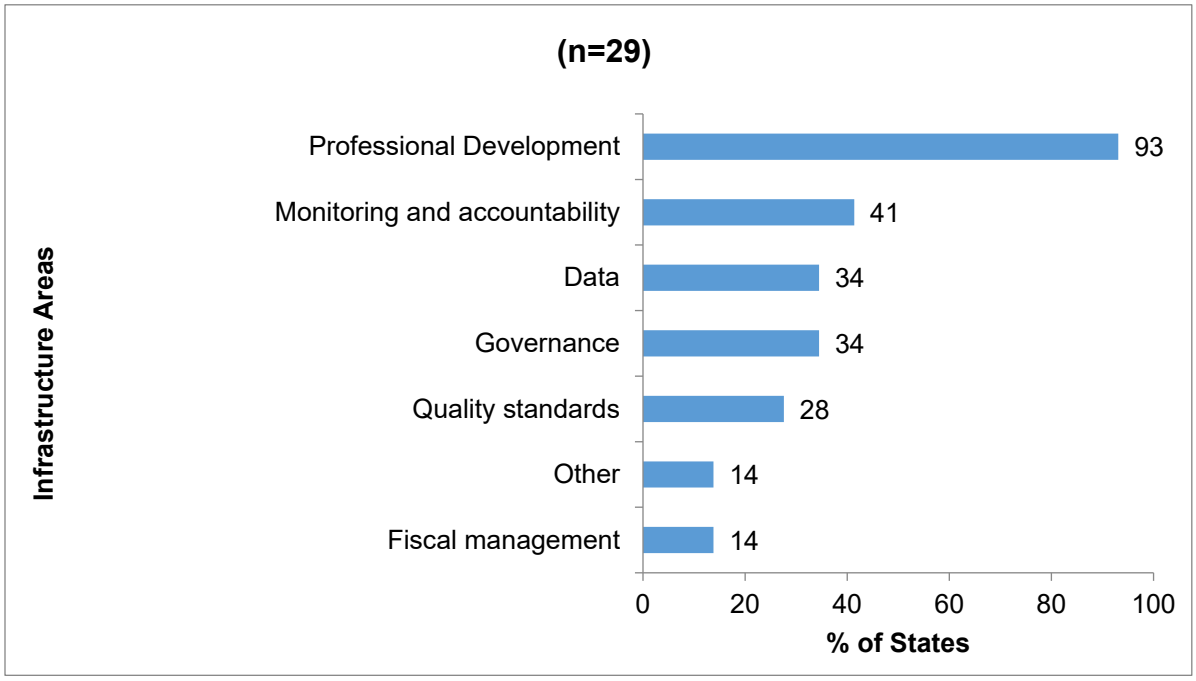
B-1. Theory of Action

Four of the 55 States (7%) reported revising their theory of action. Among these four States, three (75%) reported making one or more types of updates: three States updated activities (75%), two updated the groups addressed in the theory of action (50%), one updated inputs (25%), and one updated outcomes (25%). One State (25%) created a new theory of action addressing the same outcome.

B-2. Infrastructure

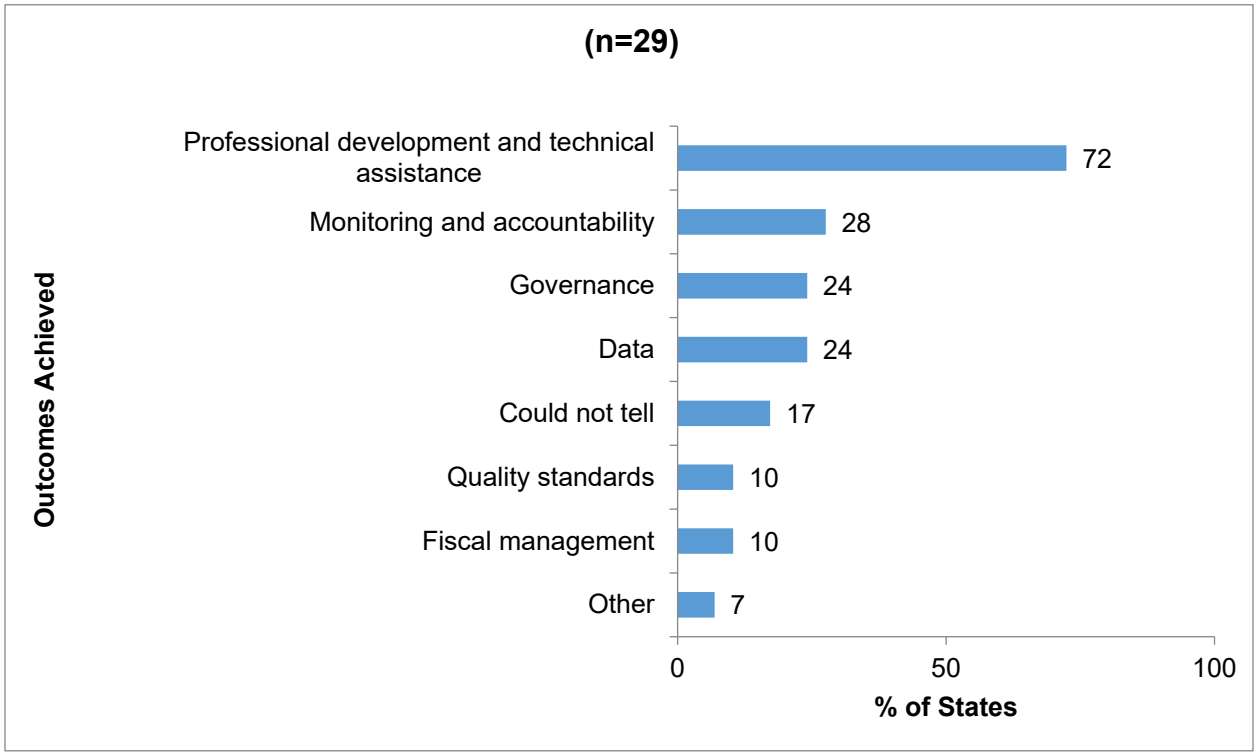
Slightly more than half of the states (29 States, 53%) implemented new (previously or newly identified) infrastructure improvement strategies during the reporting period. Among these 29 States, 27 States (93%) reported on new strategies for addressing the infrastructure area of technical assistance and professional development (TA/PD) (Figure 5). Other infrastructure areas addressed include monitoring and accountability (12 States, 41%), data (10 States, 34%), governance (10 States, 34%), quality standards (8 States, 28%), and fiscal management (4 States, 14%). Reviewers described additional areas addressed by new areas for four States (14%), including efforts related to multi-tiered systems of support (MTSS) and internet access.

Figure 5. Infrastructure Areas Addressed by New Strategies



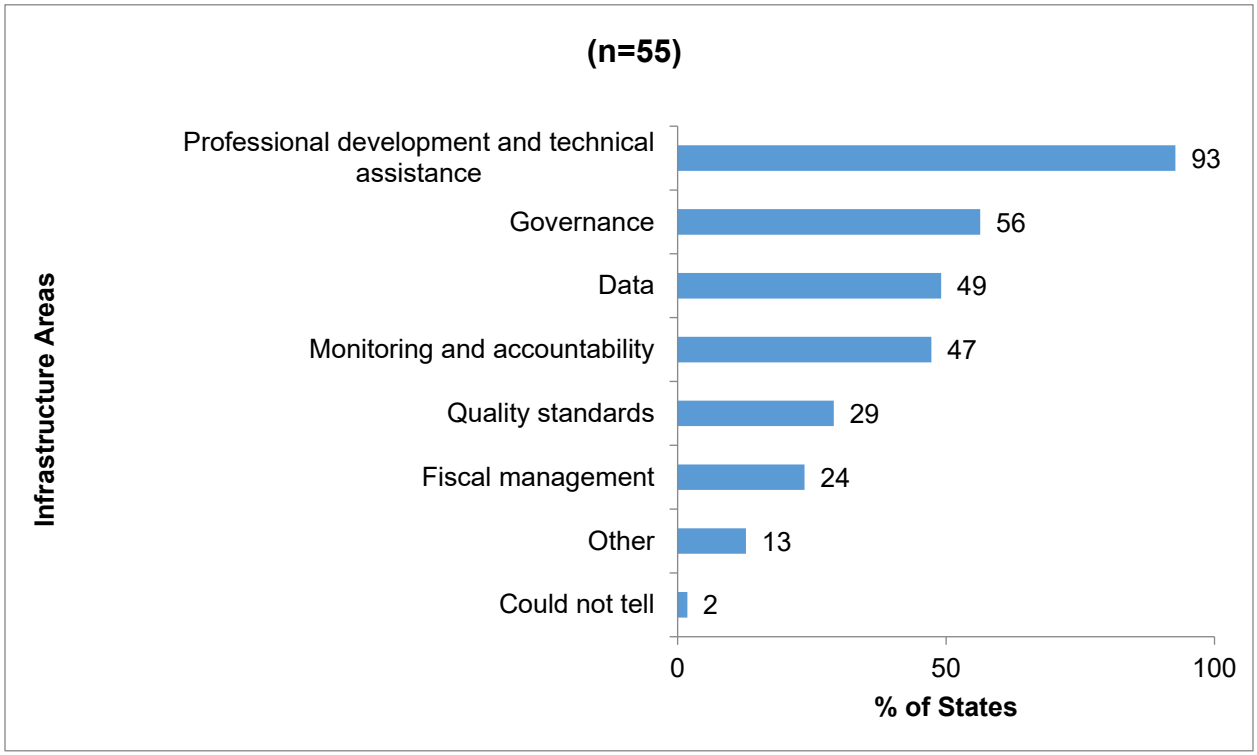
Twenty-three of the 29 States (79%) implementing new infrastructure strategies described achieving outcomes for those new strategies. Among the other six States, one reviewer noted in an "other" response that the State indicated it had not yet achieved outcomes because changes were recently finalized and reviewers could not tell if outcomes had been achieved for those new strategies for the other five States (17%). As seen in Figure 6, states most often described achieving outcomes in the area of TA/PD (21 States, 72%). States also achieved outcomes related to monitoring and accountability (8 States, 28%), governance (7 States, 24%), data (7 States, 24%), quality standards (3 States, 10%), and fiscal management (3 States, 10%). Another outcome achieved by a state was related to an MTSS website and resources.

Figure 6. Areas Where State Achieved Improvement Strategy Outcomes



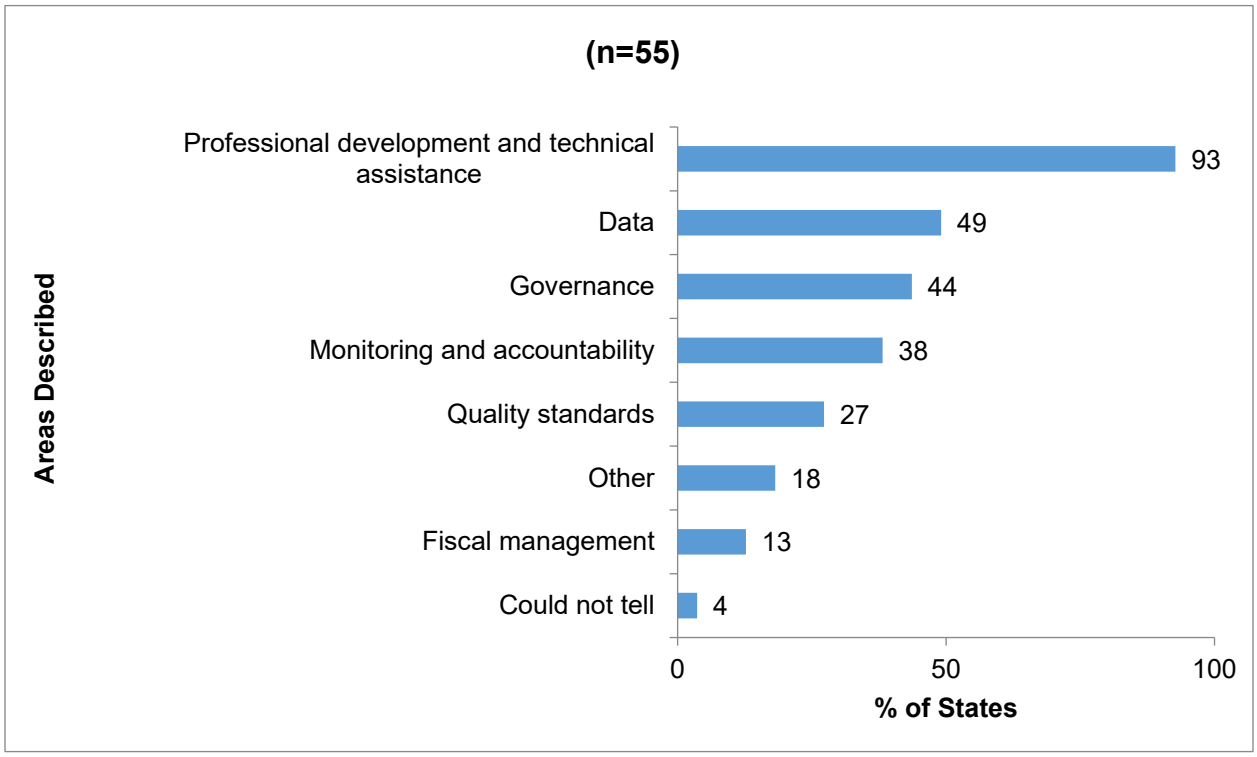
Fifty-four of 55 States (98%) described the infrastructure areas addressed by continued strategies and the reviewer could not tell if or which infrastructure areas were addressed for the other State (2%). As seen in Figure 7, the most common area addressed was TA/PD (51 States, 93%), followed by governance (31 States, 56%), data (27 States, 49%), monitoring and accountability (26 States, 47%), quality standards (16 States, 29%), and fiscal management (13 States, 24%). Reviewers described additional areas for seven States (13%); most commonly their efforts related to family and/or stakeholder engagement (four States). Other areas included literacy, alignment, collaboration, and systems improvements.

Figure 7. Infrastructure Areas Addressed by Continued Strategies



As seen in Figure 8, 53 of 55 States (96%) described evaluating outcomes related to their improvement strategies; reviewers could not tell if or for which infrastructure areas outcomes were evaluated for the other two States (4%). States most often evaluated outcomes in the area of TA/PD (51 States, 93%), followed by data (27 States, 49%), governance (24 States, 44%), monitoring and accountability (21 States, 38%), quality standards (15 States, 27%), and fiscal management (7 States, 13%). Reviewers described other areas evaluated for ten States (18%), most often related to stakeholder and/or family engagement. Other areas included alignment, systems change, collaboration, capacity and readiness, communication, implementation infrastructure, and culturally responsive practices.

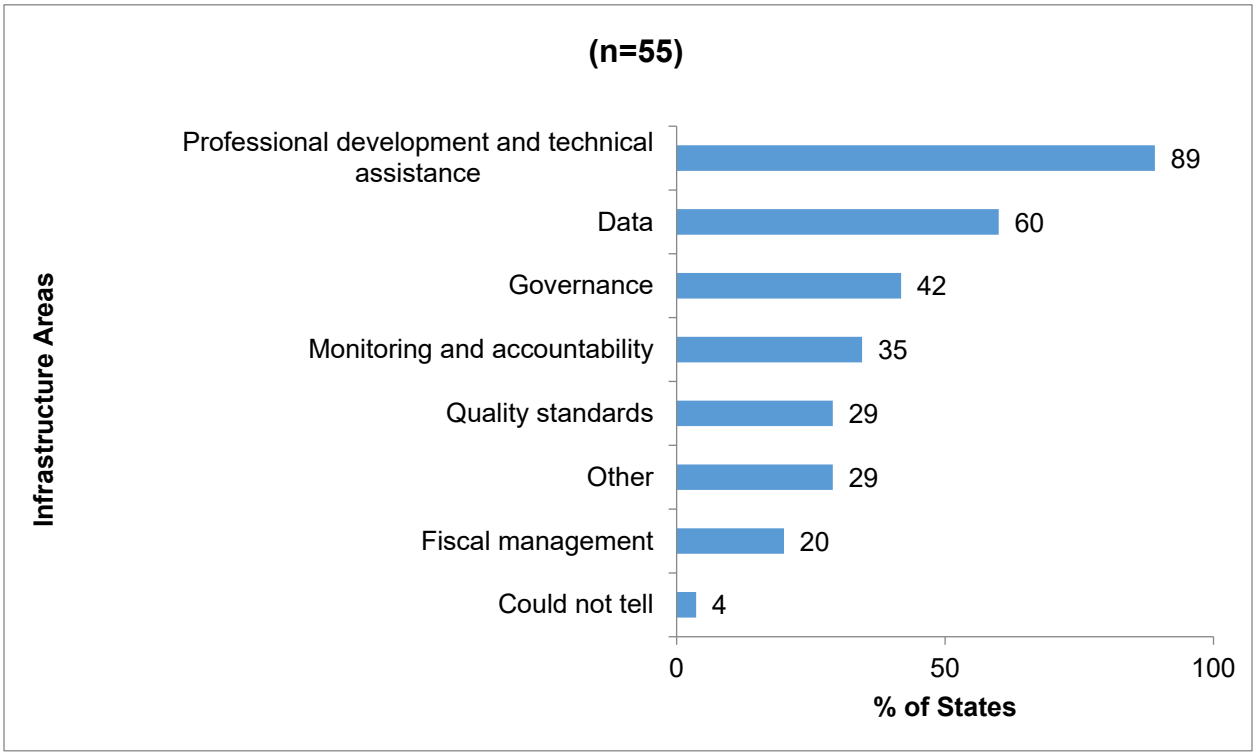
Figure 8. Areas Where State Described Evaluating Improvement Strategy Outcomes



Forty-nine of the 55 States (89%) described how they evaluated outcomes for improvement strategies. One did not (2%), and reviewers could not tell how they evaluated outcomes for improvement strategies for the other five States (9%). Further, the majority described how the evaluation data supported their decision to continue implementing strategies (43 States, 78%); two States did not (4%), and reviewers could not tell how data supported their decisions to continue implementing strategies for ten States (18%).

As seen in Figure 9, 53 States (96%) described next steps related to infrastructure while reviewers could not tell for two States (4%). States most frequently described next steps related to TA/PD (49 States; 89%), followed by data (33 States; 60%), governance (23 States; 42%), monitoring and accountability (19 States; 35%), quality standards (16 States; 29%), and fiscal management (11 States, 20%). Reviewers for 16 States (29%) described next steps in other areas, most often related to stakeholder and family engagement or planned changes to the SSIP, SIMR, or broader SPP/APR package.

Figure 9. Infrastructure Areas Identified with Next Steps



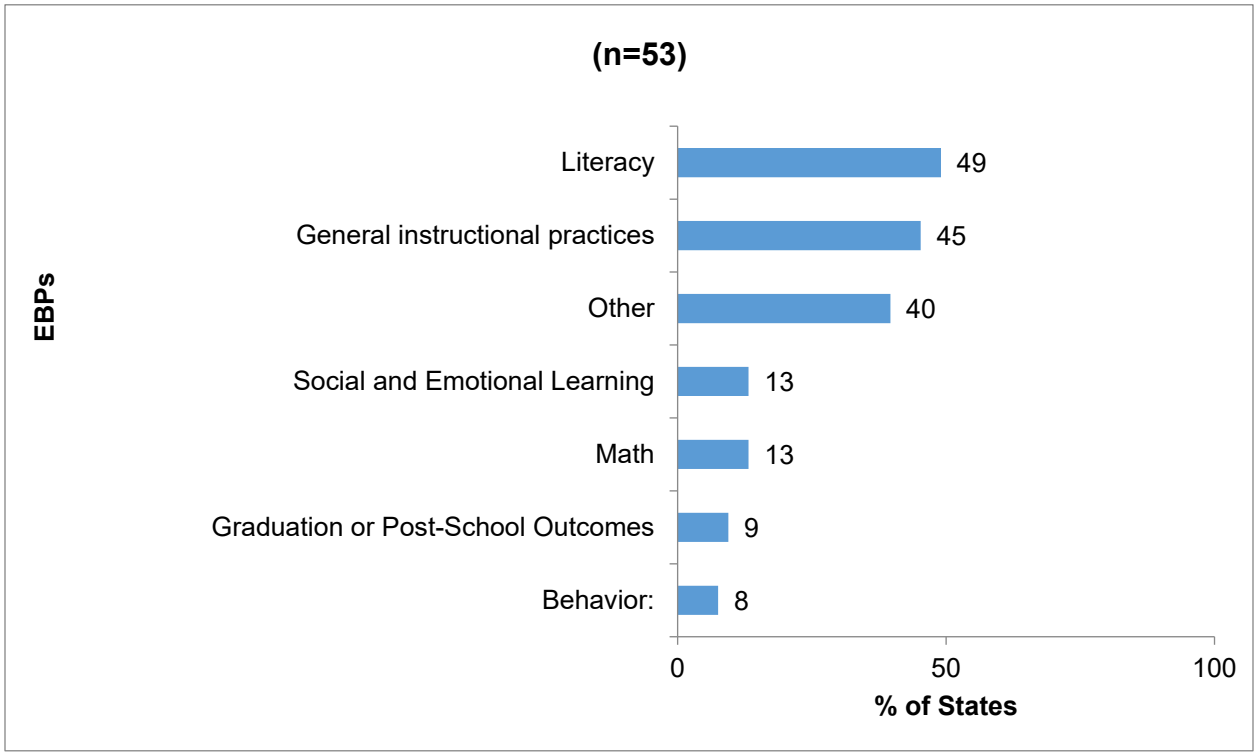
B-3. EBPs

Fifteen States (27%) implemented new (previously or newly identified) EBPs. These 15 States selected new EBPs in various categories, including general instructional practices (7 States, 47%), literacy (5 States, 33%), math (3 States, 20%), graduation or post-school outcomes (2 States, 13%), and behavior (2 States, 13%). One State (7%) mentioned EBPs but did not list a category or specific practice. Six States (40%) described other efforts or practices, such as those related to professional development or MTSS.

Among these 15 States, various factors informed the selection process for the new EBPs. Four States used stakeholder input (27%), three used research (20%), two used evidence review sites (13%), and two used data from the implementation of previous EBPs (13%). Reviewers described other factors for four States (27%), such as guidance from OSEP, aligning with other state efforts, and supporting districts in their selection upon request. Reviewers could not tell what may have informed the selection process for new EBPs for four States (27%).

Fifty-three of the 55 States (96%) described the continued EBPs, most commonly in the areas of literacy (26 States, 49%) and general instructional practices (24 States, 45%) (Figure 10). Some states described EBPs for social and emotional learning (7 States, 13%), math (7 States, 13%), graduation or post-school outcomes (5 States, 9%), and/or behavior (4 States, 8%). Reviewers for 21 States (40%) described practices in other areas, most often related to professional development and multi-tiered frameworks.

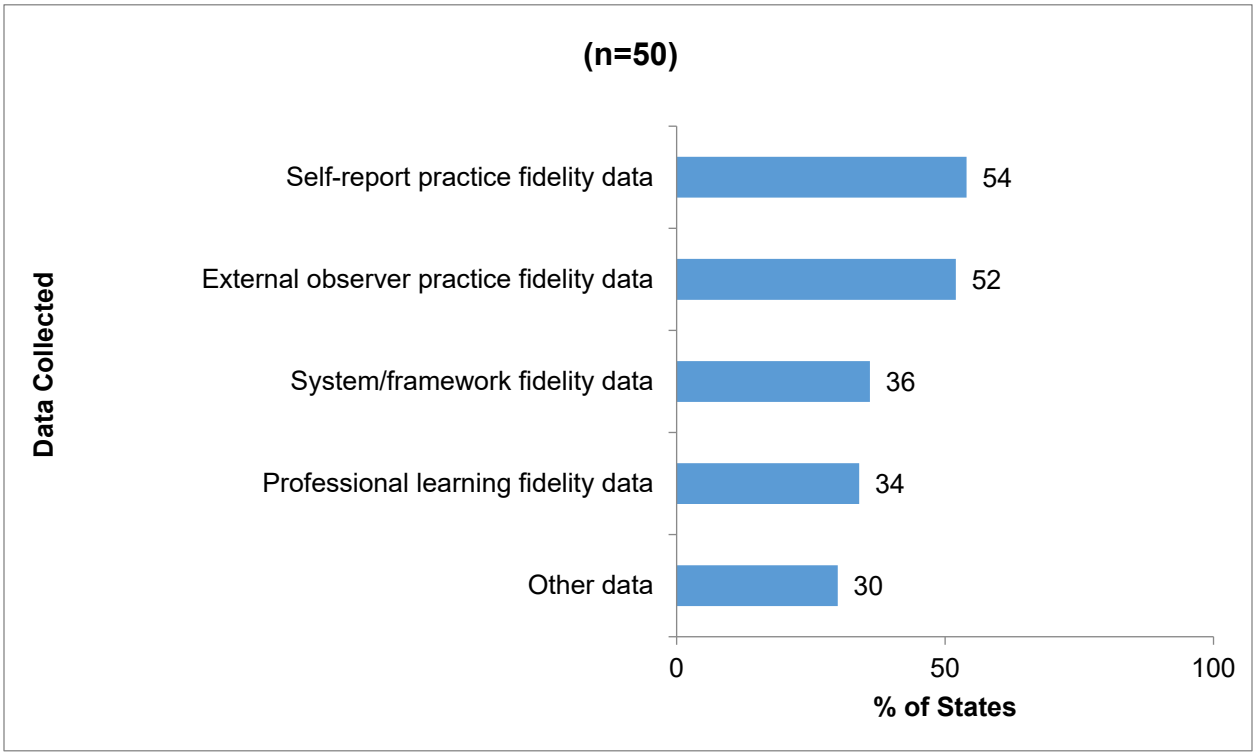
Figure 10. Continued EBPs



Forty-three of the 55 States (78%) described using a variety of models or other practices to support EBPs. Twenty-eight of the 55 States (51%) described using some form of MTSS: academic (15 States, 27%), unspecified (8 States, 15%), and/or integrated (6 States, 11%). Thirteen States (24%) implemented PBIS. Some states used high-leverage practices (10 States, 18%), inclusive practices (10 States, 18%), Universal Design for Learning (UDL) (9 States, 16%), culturally and linguistically responsive instruction (4 States, 7%), transition services (3 States, 5%), dropout prevention (3 States, 5%), the Center for Social and Emotional Foundations for Early Learning Pyramid model (3 States, 5%), early warning systems (2 States, 4%), and/or connections with adult service providers (1 State, 2%). Reviewers for some states (12 States, 22%) noted other supporting practices. These practices varied by state; examples include data-based individualization and active implementation frameworks.

Fifty of the 55 States (91%) reported on data collected to evaluate fidelity and practice change. As seen in Figure 11, slightly more than half of these 50 States used self-report practice fidelity data (27 States, 54%) and/or external observer practice fidelity data (26 States, 52%). Some states reported collecting data on fidelity to systems or frameworks such as MTSS (18 States, 36%) and/or fidelity of professional learning (17 States, 34%). Some states (15 States, 30%) described other data sources, including family surveys, research studies, and document reviews.

Figure 11. Data State Collected to Evaluate Fidelity and Practice Change



Fifty-four of the 55 States (98%) described implementing professional learning components to support the knowledge and use of selected EBPs. Forty-one States (75%) trained staff and over half coached staff (28 States, 51%). Some states indicated they provided training to an unspecified audience (19 States, 35%), set up a job-embedded support system (e.g., coaches, mentors) (18 States, 33%), trained coaches (13 States, 24%), trained family members (11 States, 20%), provided coaching to an unspecified audience (11 States, 20%), developed and implemented regional or local TA teams to support local providers' EBP implementation (11 States, 20%), and/or coached coaches (2 States, 4%). Reviewers for 14 States (25%) described other components such as learning communities, communities of practice, and partnerships.

Forty-five of the 55 States (82%) described other components to support the knowledge and use of selected EBPs. The most common action was disseminating information to staff (28 States, 51%). Other actions included strengthening organizational structures, policies, and resources to support EBP implementation (23 States, 42%); providing a means for collection and use of data regarding practice implementation (23 States, 42%); providing data on fidelity of implementation (14 States, 25%); disseminating information to family members (13 States, 24%); establishing communication protocols for sharing information and decisions between workgroups or between local implementation teams and the state team (13 States, 24%); and/or establishing or using implementation teams at state/local levels for overseeing implementation through local implementation plans (12 States, 22%). Reviewers for eight States (15%) described other types of actions such as collaborative efforts.

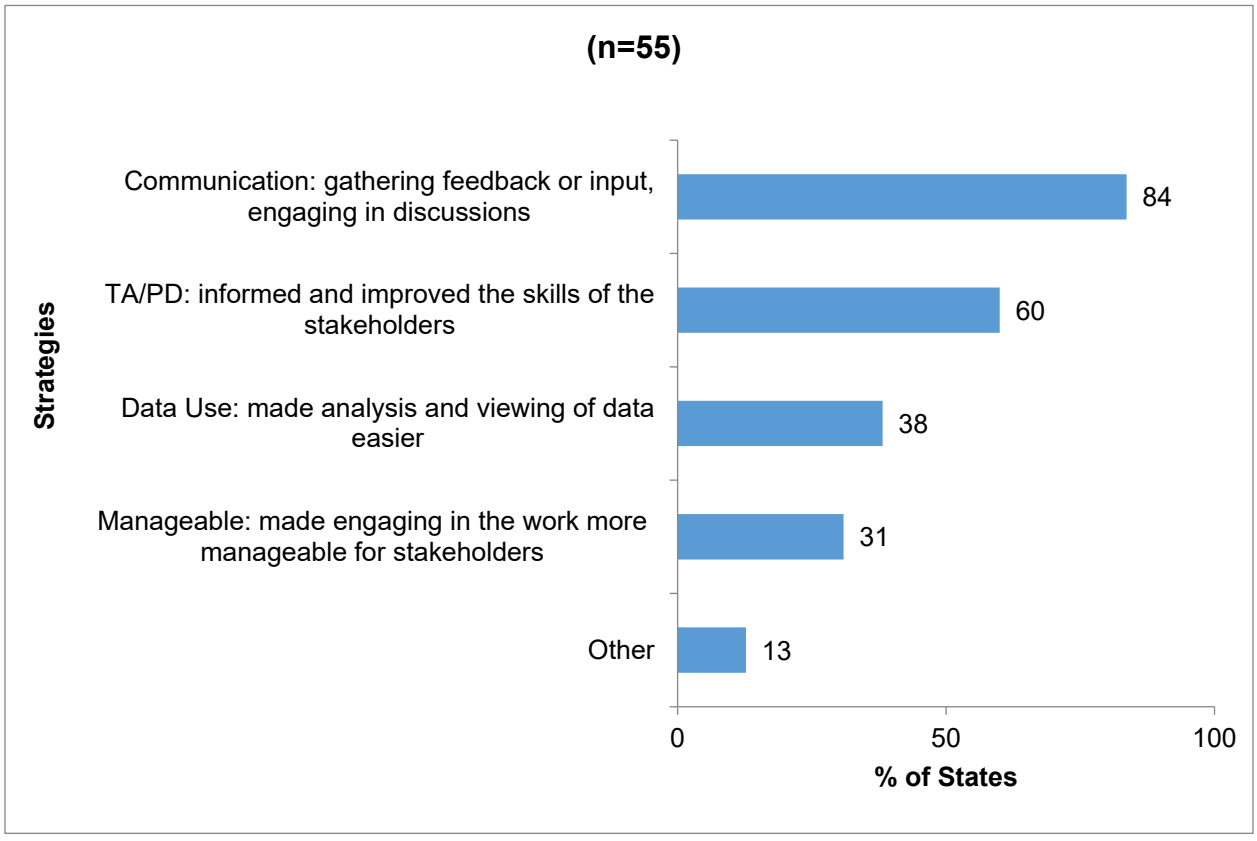
SECTION C: STAKEHOLDER ENGAGEMENT

States were asked to provide a description of how stakeholders had been engaged in Phase III-Year 5 of key improvement efforts of the SSIP. The percentages identified in the figures may be greater than 100 percent because multiple items may have been identified in any one state. In addition, the totals in this section vary across the figures based on how many states reported on the factors included in this analysis.

C-1. Strategies for Engagement

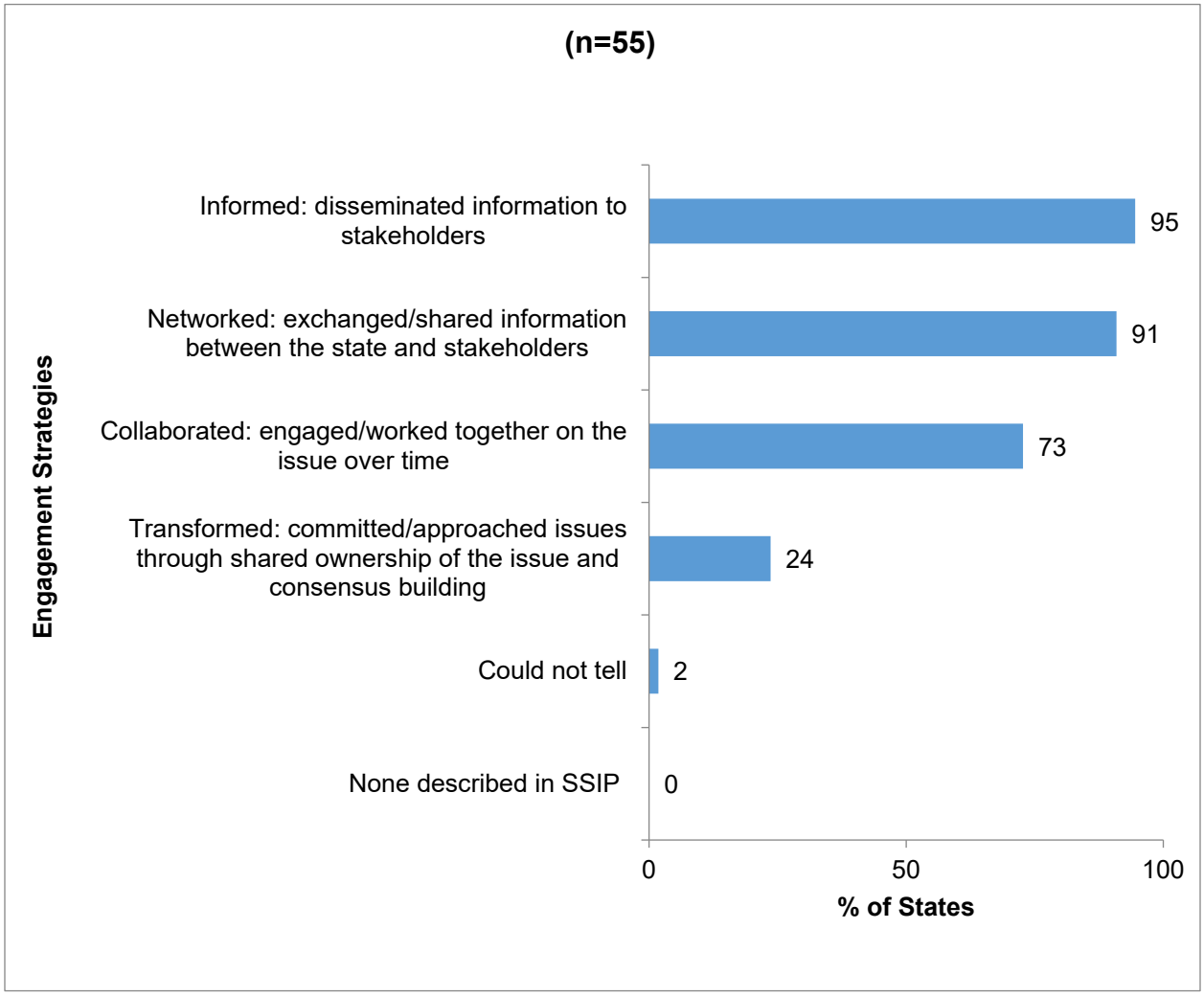
A review of the SSIPs indicated that a variety of strategies were used by states to engage stakeholders in the key improvement strategies of the SSIP. Forty-six of the 55 States (84%) utilized communication strategies such as gathering feedback or input from stakeholders or engaging with them in discussions. A majority of states informed or improved the skills of stakeholders through TA/PD (33 States, 60%). This strategy was followed in frequency by states making the viewing of data and its analysis easier for stakeholders (21 States, 38%). A less frequently used strategy to engage stakeholders in key improvement efforts was making engagement in the work more manageable for them (17 States, 31%). Several other strategies were used by individual states establishing targeted groups to solicit specific information (Figure 12).

Figure 12. Strategies Implemented to Engage Stakeholders in Key Improvement Efforts



All 55 of the states explained how they engaged stakeholders in key improvement activities of the SSIP. Ninety-five percent (52 States) described engaging stakeholders through informing, such as through the dissemination of information. The use of networking, or exchanging information between the state and stakeholders in a two-way sharing of ideas, was overwhelmingly used by states (50 States, 91%). More than half of the states (40 States, 73%) engaged stakeholders through collaboration, which involved working together on improvement activities more deeply over time. Transforming was less frequently identified, with 13 States (24%) having engaged stakeholders as equal partners in the key improvement efforts. One State (2%) engaged stakeholders, but the type of engagement was not clear (Figure 13).

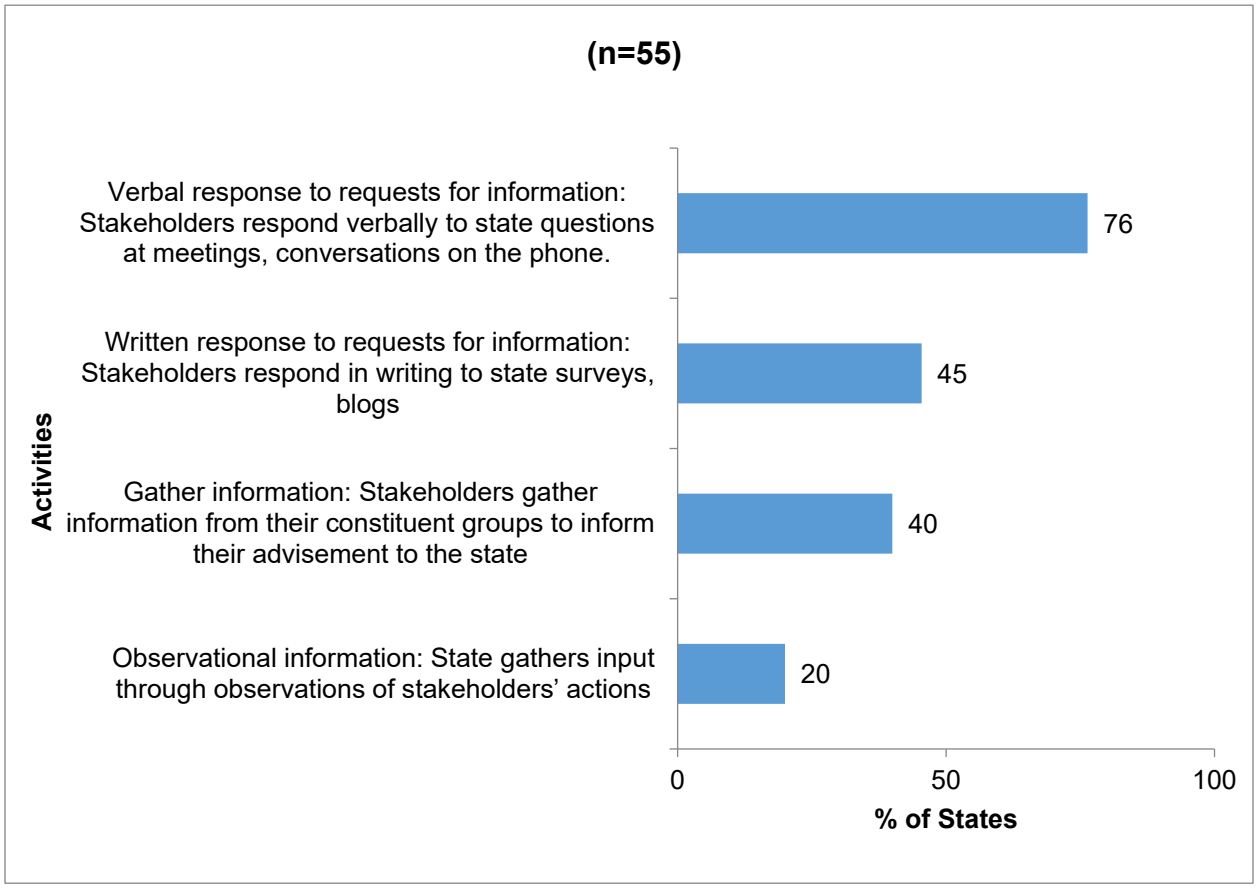
Figure 13. Way(s) State Engaged Stakeholders in Key Improvement Efforts



A large majority of states (42, 76%) engaged stakeholders in key improvement efforts by having them respond verbally such as to questions at meetings or through phone conversations. Almost half of the states (25, 45%) engaged stakeholders through written requests for information such as surveys or blogs. Forty percent (22 States) had

stakeholders gather information from their constituent groups while 20 percent (11 States) used observations of stakeholders' actions to gather input (Figure 14).

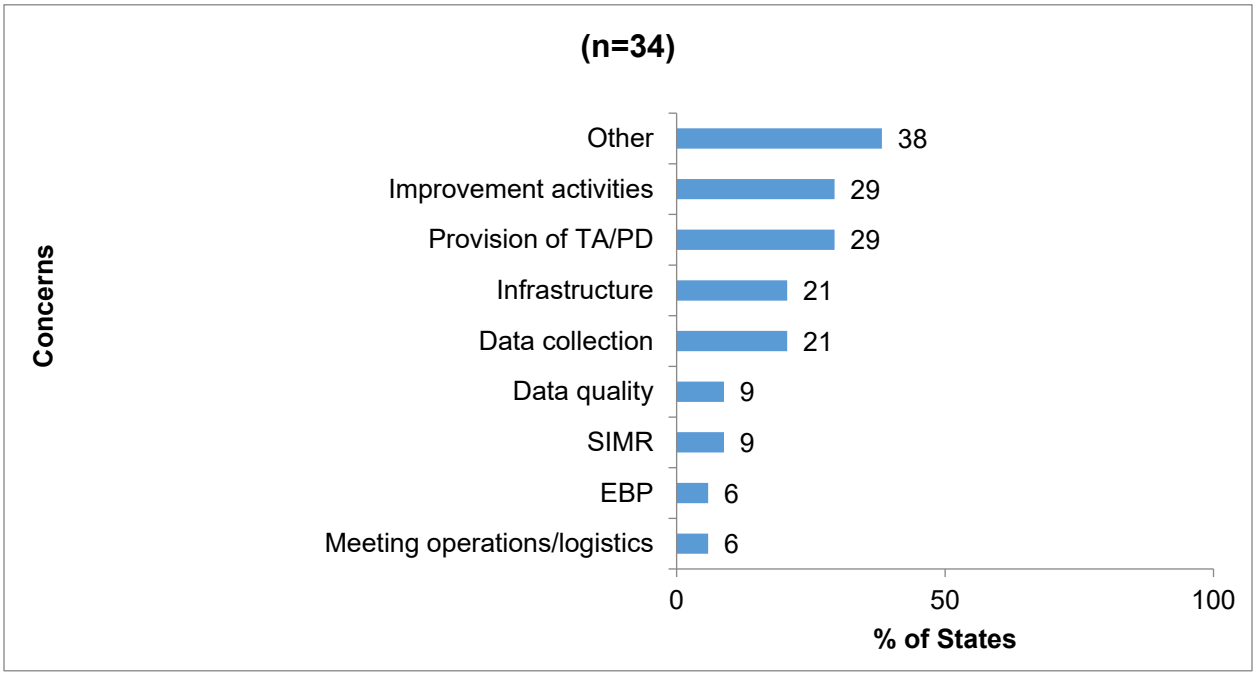
Figure 14. Other Stakeholder Engagement Activities for Key Improvements



C-2. Concerns of Stakeholders

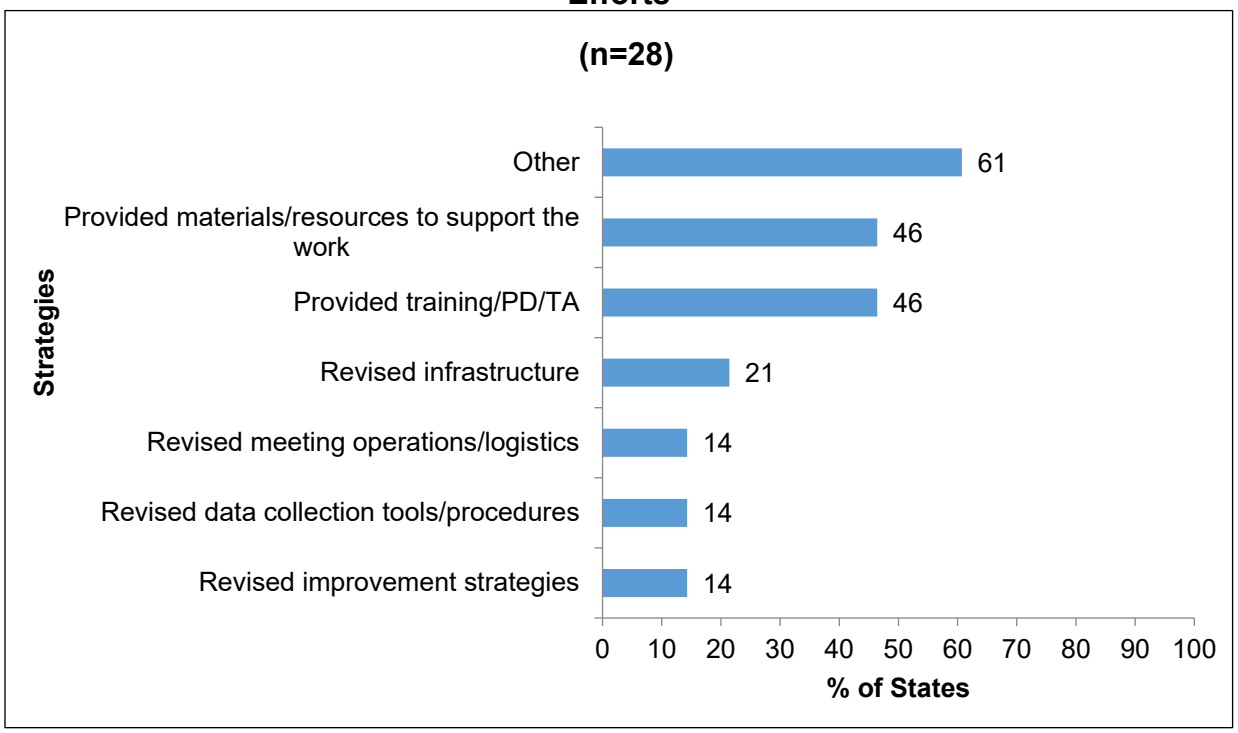
Thirty-four of the 55 States (62%) reported on stakeholders' concerns that were expressed during engagement activities. The most frequently noted concerns among States related to improvement activities (10 States, 29%) and provision of TA/PD (10 States, 29%). Other concerns mentioned by several States related to infrastructure (7 States, 21%) and data collection (7 States, 21%). Fewer states identified data quality (3 States, 9%), SIMR (3 States, 9%), EBPs (2 States, 6%), and meeting operations/logistics (2 States, 6%). Other issues mentioned by states included those specific to the pandemic (e.g., coordination of efforts, capacity of staff, student attendance, mental health, returning to school) with individual states noting stakeholders' concerns about either the evaluation process, use of stakeholder input, stakeholder representativeness, or transportation (Figure 15).

Figure 15. Expressed Stakeholder Concerns



Twenty-eight States (51%) addressed stakeholders' concerns during engagement activities through a variety of means. The majority of states that addressed stakeholder concerns (17 States, 61%) responded in ways specific to their state context. Examples included increasing communication with stakeholders in general or specific groups of stakeholders (e.g., parents); including additional stakeholders for a specific purpose (e.g., director of special education serving on advisory council leadership team to provide information to a broader group of people); presenting clearer understanding of expectations for engagement; adding additional strategies to the work (e.g., virtual coaching, piloting other assessments, developing a re-entry toolkit, instituting high leverage practices, giving induction support for teachers and leaders); and revising procedures due to pandemic (e.g., limiting implementation of activities either in the quantity of activities or in the number of cohorts to be engaged in an activity). Almost half of the states that responded to stakeholder concerns (13 States, 46%) addressed these issues by offering material resources to support the work and/or by delivering training, PD or TA. Fewer of them (6 States, 21%) revised their infrastructure, with some (4 States, 14%) either revising their meeting operations/logistics, data collection tools/procedures, and/or improvement strategies (Figure 16).

Figure 16. Strategies Implemented to Engage Stakeholders in Key Improvement Efforts



CONCLUSION

This analysis of Phase III-Year 5 SSIPs indicates that states, as in the prior year, continue to actively engage stakeholders in all aspects of the SSIP with the majority reporting on and addressing concerns noted by stakeholders. States are involved in extensive new or continuing infrastructure improvements, implementation of EBPs, coherent improvement strategies at the local education agency (LEA)/school level, and evaluation of the outcomes of their improvement strategies.

This year, the vast majority of states were unable to report data on SIMR targets due to COVID-19 related school closings in the spring of 2019, which was when most states would have administered assessments related to their SIMR. Despite the inability to collect valid and reliable SIMR data, some states collected other types of student outcome data for some of the students involved in SSIP interventions.

REFERENCE

Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement.* Alexandria, VA: National Association of State Directors of Special Education.

APPENDIX 1 — Stakeholder Engagement

The following stakeholder engagement definitions were used by reviewers when scoring the SSIPs. These definitions are based on those described in *Leading by Convening* (Cashman, et al., 2014).

Informing: sharing/dissemination, in a one-way communication method, from the state to the stakeholders, such as by emails or newsletters. With this type of engagement, a State would be informing stakeholders that revisions were made to the Phase III SSIP. Information would be shared with or disseminated to stakeholders who had an interest in the SSIP. There is no expectation from the state to receive any information in return from stakeholders.

Networking: exchanging information in a two-way communication between the State Education Agency (SEA) and the stakeholders. With this type of engagement, the state would give out information and stakeholders would give back information to the state about their understanding. Each party is explaining their position and working to understand the other. Communication at this level of engagement is about clarifying what the other party is saying. There is no creation of new knowledge nor combining of information to create a new idea. In this level of engagement, the state would be asking stakeholders what they think about an issue and listening to what is said. There is no expectation from stakeholders that the state will use the information that is received.

Collaborating: the SEA and stakeholders engaging with each other, getting together on an issue over time, and creating new thoughts. There would be dialogue and discussion occurring. This type of engagement is more likely done in smaller groups. With this type of engagement, the intent is to engage the state and stakeholders in trying to do something of value and working together around the issue.

Transforming: committing to the work, approaching issues through engagement and consensus-building, where the SEA and stakeholders are equals and considered partners. Stakeholders may block decisions. At this level, the state is engaged in actively talking with practitioners, such as speaking directly to multiple teachers, rather than only engaging with a teacher representative on a committee. This type of engagement leads to creating things that are new and different. The state provides leadership by convening people to come together and address an issue. Perhaps the state and stakeholders are co-presenting information at meetings or conferences or working in cross-stakeholder groups to accomplish their work. There is usually a sharing of leadership in conducting meetings and building consensus on most or all issues that are tackled jointly. The state and partners are “in it together.” The partners have “skin in the game.”

APPENDIX 2 — Sampling Procedures

Inter-rater reliability across six randomly selected quantifiable items in six randomly selected States

State	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Arizona	3	3	3	3	3	3
Delaware	3	3	3	3	3	2
Hawaii	3	3	3	3	2	3
Montana	2	3	3	3	2	2
New York	3	3	3	3	3	3
Vermont	3	3	3	3	3	3
Total % inter-rater reliability by Item	94%	100%	100%	100%	89%	89%

Note: Total number of raters for each item = 3. Joint probability of agreement was used to calculate the percentage of inter-rater reliability.

Inter-rater reliability was determined by comparing the results of three unique raters on a random selection of 10% of the states (n=6) out of the total population (N=60), and 10% (n=6) of the items on the data collection review tool used in the report (N=55). The inter-rater reliability ranged from 94-100% on four items to 89% on two items. The overall inter-rater reliability was 95%.

APPENDIX 3 — SIMR Statements

State	SIMR category	SIMR Statement
Alabama	Graduation/Post School Outcomes	Students with IEPs will be prepared to transition effectively and achieve improved post-school outcomes.
American Samoa	Reading	To increase the percentage of students with disabilities who will be proficient in reading as measured by Standard Based Assessment (SBA) in the third grade on the five pilot schools that are implementing the Dual Language Program for students with disabilities.
Arkansas	Reading	The SIMR is the percent of students with disabilities (SWD) in grades 3–5 from the targeted schools whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the State. The calculation for the SIMR includes the total number of SWD with a VAS in reading at participating schools and grade levels, then is further broken down into the following components: Number of SWD whose VAS in reading is categorized as low; Number of SWD whose VAS in reading is categorized as moderate; and Number of SWD whose VAS in reading is categorized as high. The SIMR is reported as the percent of students categorized as moderate or high.
Arizona	Reading	Increase performance of students with disabilities in grades 3–5 on the ELA state assessment.
Bureau of Indian Education	Graduation/Post School Outcomes	The BIE's SIMR is to increase the percentage of youth engaged in post-secondary activities including education, training, and/or employment as measured by APR Indicator B14C (all youth enrolled in higher education, competitively employed, enrolled in other post-secondary education or training, or some other employment).

State	SIMR category	SIMR Statement
California	Reading and math	The performance of all SWDs who took the CA Assessment of Student Performance and Progress in both English Language Arts and Mathematics.
Colorado	Reading	CO students in the 1st grade who are identified at the beginning of the school year as Well Below Benchmark according to the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark.
Connecticut	Reading	Increase the reading performance of all 3rd grade students with disabilities statewide.
Delaware	Reading	Increase literacy proficiency of SWD in K–3, as measured by a decrease in those scoring below proficient.
Federated States of Micronesia	Reading	Increase English literacy skills of all students in ECE through 5th grade in the FSM with a particular focus on students identified as having a disability.
Georgia	Graduation/Post School Outcomes	Georgia's SIMR is to increase the percentage of students with disabilities exiting high school with a general education diploma.
Guam	Reading	Increase percent of 3rd grade students with disabilities who are proficient in reading in the four participating schools.
Hawaii	Reading	Improve ELA/Literacy outcomes for SWD identified in categories of OHD, SLD and SoL in 3rd and 4th grade measured by % of 3rd/4th graders identified in those categories who are proficient on SBA for ELA and Median Growth Percentile of 4th graders identified in those categories on the SBA for ELA/Literacy.
Idaho	Reading	Increase the percentage of 4th grade students with disabilities proficient in literacy.

State	SIMR category	SIMR Statement
Illinois	Reading	The percentage of 3rd grade students with disabilities who are proficient or above the grade level standard on the state English-language arts assessment will increase.
Indiana	Reading	Indiana will increase reading proficiency achievement on the Indiana Reading Evaluation and Determination (IREAD-3) assessment by at least .5% each year for all 3rd grade students, including those with disabilities attending elementary schools participating in the Indiana SSIP Initiatives.
Iowa	Reading	Increase % of learners with IEPs who are proficient readers by the end of 3rd grade.
Kansas	Reading	Increase the percentage of students with disabilities Grades K–5 who score at grade level end of year benchmark on a reading general outcome measure.
Kentucky	Math	To increase the percentage of students with disabilities performing at or above proficient in middle school math, specifically at the 8th grade level, with emphasis on reducing novice performance, by providing professional learning, technical assistance, and support to elementary and middle school teachers around implementing, scaling, and sustaining PBIS and evidence-based practices in math.
Louisiana	Reading	Louisiana's SIMR is to increase ELA proficiency rates on statewide assessments for students with disabilities in grades 3–5 in eight school systems (SSIP cohort) across the State.
Maine	Math	Students in grades 3–8 with Individualized Education Programs (IEPs) will demonstrate improved math proficiency as measured by math scores on the statewide Maine Educational Assessment (MEA) in the schools in which teachers receive Math4ME professional development. Maine reports proficiency as follows: Percent = number of grades 3–8 students with IEPs in the identified

State	SIMR category	SIMR Statement
		schools who demonstrate proficiency in math divided by the number of grades 3–8 students with IEPs in the identified schools who are evaluated on the math assessment.
Maryland	Math	Students in grades 3–5 will demonstrate progress and narrowing of the gap in mathematics performance as measured by the annual State assessment (MCAP, formerly PARCC).
Massachusetts	Early Childhood Outcomes	Percent of preschool children aged 3–5 with IEPs who demonstrate improved positive social-emotional skills.
MP-Commonwealth of the Northern Mariana Islands	Reading	By June 30, 2019, at least 55% of 3rd grade students with IEPs in three target schools will perform at or above reading proficiency against grade level and alternate academic achievement standards as measured by the state assessment.
Michigan	Reading	% of K–3 students with an IEP in participating schools who achieve benchmark status in reading as defined by a curriculum based measurement NWEA.
Minnesota	Graduation/Post School Outcomes	Percentage of American Indian and Black students with disabilities, combined, who graduated in the 6-year cohort.
Missouri	Reading	Increase the percent of students with disabilities in grades 3–8 and in their tested grade in high school who perform at proficiency levels in English/LA in the Collaborative Work schools by 6.5 percentage points by FFY 2018.
Mississippi	Reading	The State will increase the percentage of 3rd grade students with Specific Learning Disability and Language/Speech rulings in targeted districts who score proficient or higher on the regular statewide reading assessment to 24 percent by FFY 2018.

State	SIMR category	SIMR Statement
Montana	Graduation/Post School Outcomes	The number and percent of American Indian students with disabilities who successfully complete their secondary education will increase.
Nebraska	Reading	Nebraska's SIMR is to increase the reading proficiency for students with disabilities at the 3rd grade level as measured by the statewide reading assessment.
Nevada	Reading	The Nevada Department of Education will improve the performance of 3rd grade students with disabilities in Clark County School District on statewide assessments of reading/language arts through building the school district's capacity to strengthen the skills of special education teachers in assessment, instructional planning, and teaching.
New Hampshire	Early Childhood Outcomes	Percent of preschool children aged 3–5 with IEPs who demonstrate improved positive social-emotional skills.
New Jersey	Graduation/Post School Outcomes	Improve the five-year graduation rate for students with Individualized Education Programs (IEPs) graduating in 2019 to 85%.
New Mexico	Reading	By federal fiscal year 2018, 42.5% of students with disabilities in 3rd grade of cohort 1 in the Reading achievement, Math and School Culture schools will score benchmark on the End of Year reading accountability assessment, which is I-Station.
New York	Reading	For students with learning disabilities in SSIP schools for grades 3–5, increase percentage of students scoring at proficiency levels 2 and above on grades 3–5 ELA State assessments.
North Carolina	Graduation/Post School Outcomes	North Carolina will increase the 5-year adjusted cohort graduation rate (5YCGR) for SWD, such that the gap is reduced between graduation rates for all students and students with disabilities.

State	SIMR category	SIMR Statement
North Dakota	Graduation/Post School Outcomes	North Dakota's SSIP SIMR is focused on improving the extended six-year graduation rate for students identified as having an emotional disturbance (ED).
Ohio	Reading	SIMR 1: The percentage of students with disabilities scoring proficient or higher on Ohio's 3rd grade English language arts achievement test. SIMR 2: The percentage of all kindergarten through third grade students who are on track for reading proficiency, as measured by state-approved diagnostic reading assessments.
Oklahoma	Reading	By FFY 2019, Oklahoma will see improved early literacy performance in specific districts in Tulsa County among students with disabilities taking the 3rd grade annual reading assessment. The passing rate (proficiency or above) in Tulsa County will increase from 14.9 percent in FFY 2016 to at least 15.5 percent in FFY 2019. Participating districts will also realize statistically significant improvement in the rate of growth toward proficiency among these students.
Oregon	Reading	To increase the percentage of 3rd grade students with disabilities reading at grade level, as measured by state assessment.
Republic of the Marshall Islands	Graduation/Post School Outcomes	To increase the number of youths graduating with a high school diploma in Majuro and Ebeye public schools.
Republic of Palau	Reading	SIMR #1: Increase percentage of students with and without disabilities in grades 1–3 in the target school performing at the proficient level in the Post-PERA for reading comprehension. SIMR #2: Increase proficiency percentage from Pre- to Post-PERA in reading comprehension for grades 1–3 for students with and without disabilities in the target school. SIMR #3: Decrease the percentage of 1st–3rd grade repeaters in the target school.

State	SIMR category	SIMR Statement
Rhode Island	Math	Improve the mathematics achievement for Hispanic and Black students with SLD in grades 3–5 by 4% on the statewide assessment.
Puerto Rico	Math	To increase the percentage of special ed students in 5th grade scoring proficient or advanced on the math regular assessment in participating schools (all elementary schools from former Yabucoa School District).
South Carolina	Reading	For SWD in 3rd grade, South Carolina will increase the percentage of students who are deemed proficient or higher on the statewide reading accountability assessment in the SSIP select focus schools.
South Dakota	Reading	Students with specific learning disabilities will increase reading proficiency prior to 4th grade from 4.84% in Spring 2015 to 44.49% by Spring 2020 as measured by statewide assessment.
Tennessee	Reading	Increase annually the % of students with SLD in grades 3–8 scoring at/above basic on Statewide ELA assessment.
Texas	Reading	Increase the reading proficiency rate for all children with disabilities in grades 3–8 against grade level and alternate achievement standards, with or without accommodations.
Utah	Math	To increase the number of SWD with Speech Language Impairment (SLI) or Specific Learning Disability (SLD) in grades 6–8 who are proficient on the Readiness Improvement Success Empowerment (RISE) statewide end-of-level mathematics assessment by 0.25 standard deviation over ten years (or a target proficiency rate of 10.95% by 2022-2023).
Vermont	Math	To improve the proficiency of math performance for students with disabilities in grades 3–5.

State	SIMR category	SIMR Statement
Virginia	Graduation/Post School Outcomes	To improve the statewide rate of graduation for students identified with a primary disability of ED, ID, OHI, or SLD projected to receive a regular high school diploma.
Virgin Islands	Reading	Increase the percentage of 3rd grade SWD who score proficient or above on statewide reading and language assessments.
Washington	Reading	Washington's SIMR is designed to reduce the early literacy performance gap between entering kindergarteners with disabilities and their typically developing peers found eligible for special education services in the three transformation zones [Educational Service District (ESD) 121, ESD 101, and ESD 113), which represents 54% of all preschoolers statewide. The literacy domain of the Washington Kindergarten Inventory of Developing Skills (WaKIDS) entrance assessment is the primary performance measure. The observational tool used to collect the data is called GOLD™ by Teaching Strategies® (TSG). The primary long-term outcome is to significantly increase state, regional, and local district capacity to select, implement, scale-up, and sustain evidence-based practices in order to reduce the early literacy performance gap between entering kindergarteners with disabilities and their typically developing peers.
Wisconsin	Reading	WI SIMR is a points-based proficiency measure based on an average of the 3 most recent years of state assessment data for students grades 3–8 with IEPs in the area of literacy.
Wyoming	Reading	The percentage of 3rd grade students with disabilities will increase their state test reading proficiency from 23.63% in 2017–18 to 29.63% in 2019–20.