2022 PART B FFY 2020 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 2020 Annual Performance Reports (APRs), which were submitted by states to OSEP in the spring of 2022. The text of the indicator is as follows:

> Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating 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.

Data Source and Measurement

The Part B Measurement Table indicates that states are to use the, "*Same data as used for reporting to the Department under Section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009.*" States were instructed to "*Report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.*"

Sampling is not permitted for this indicator, so states must report graduation information for all their students with disabilities. Graduation data are lagged by one year, so the Measurement Table instructs states to, "*Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019-2020), and compare the results to the target.*"

States were also instructed to: "*Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma. If the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma are different, please explain.*"

The FFY 2020 APR represents the first year states were required to calculate their graduation rate using the Section 618 exiting data. States that adopted the new calculation were advised to use their FFY 2020 data as a new baseline. Additionally,

under the latest measurement package, states were required to set and report new targets for improvement in this APR.

Beginning with this year, only students receiving a regular high school diploma may be counted as graduates for the purposes of calculating Indicator 1. Students who receive a State-defined alternate diploma, a modified or special diploma, a certificate, or a GED are not counted as graduates. In previous years, students earning a State-defined alternate diploma had been counted as graduates for purposes of Indicator 1; however, the definition of graduation using the Section 618 exiting data excludes these types of diplomas from the numerator.

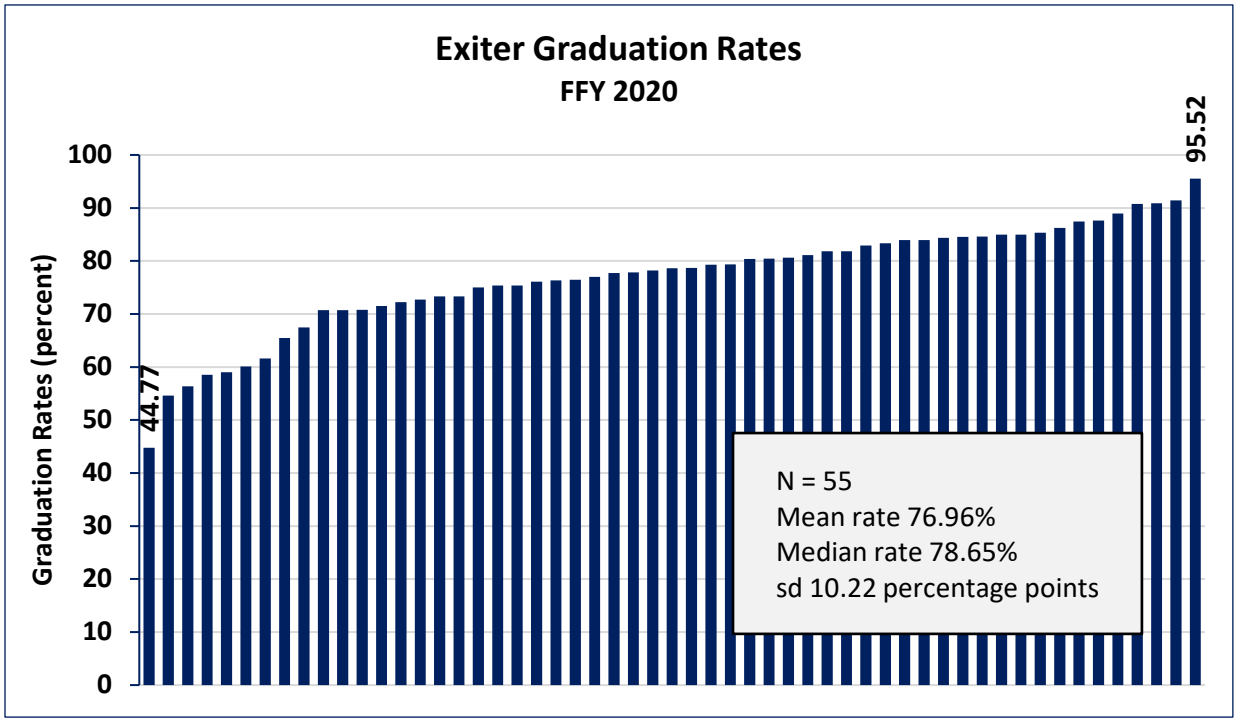
The equation below shows the method of calculating graduation rates for Indicator B1.

$$\frac{\text{\# of students who exited with a regular diploma}}{\text{\# who exited with a regular diploma + received a state-defined alternate diploma + received a certificate + reached maximum age + dropped out}}$$

States' Graduation Rates

Figure 1 shows the states' FFY 2020 exiter graduation rates, which ranged between 44.77% and 95.52%, with a mean of 76.96%, a median value of 78.65%, and a standard deviation of 10.22 percentage points. Data were reported for 55 states and suppressed for the remaining five (5) states to ensure student privacy.

Figure 1



States' Performance on the Indicator Compared to Targets

As shown in Figure 2, states' FFY 2020 graduation rate targets ranged from 30.00% to 95.00%. The average state target was 73.95%; the median target was 76.06% and the standard deviation was 12.54 percentage points.

Figure 2

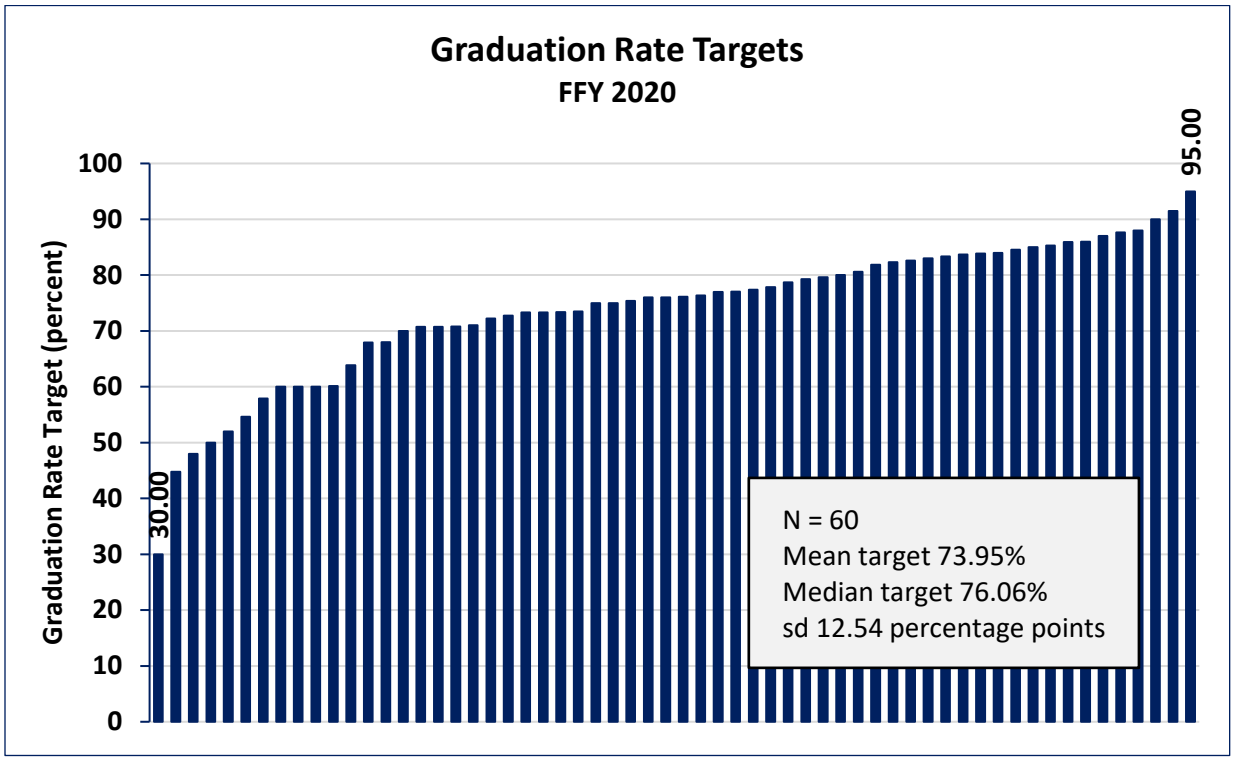


Figure 3 shows the difference between each state's target and its actual graduation rate data. Forty-seven states (78%) met or exceeded their target and eight states (13%) did not meet their target. Again, the data were suppressed for the remaining five states.

Of the states that met or exceeded their FFY 2020 graduation rate target, the mean distance above the target was 3.07 percentage points. The median distance above the target was 5.33 percentage points and the standard deviation was 4.35 percentage points. Of those states that missed their graduation target, the mean distance below the target was –4.28 percentage points. The median distance below the target was –5.03 percentage points and the standard deviation was 4.71 percentage points. Forty-five of the states that met their graduation target also met their FFY 2020 dropout rate target. This represents a substantial increase from last year, when eight states met both targets. The increase in the number of states meeting dropout targets this year is largely attributable to states' changing measurement and setting new dropout-rate targets.

Figure 3

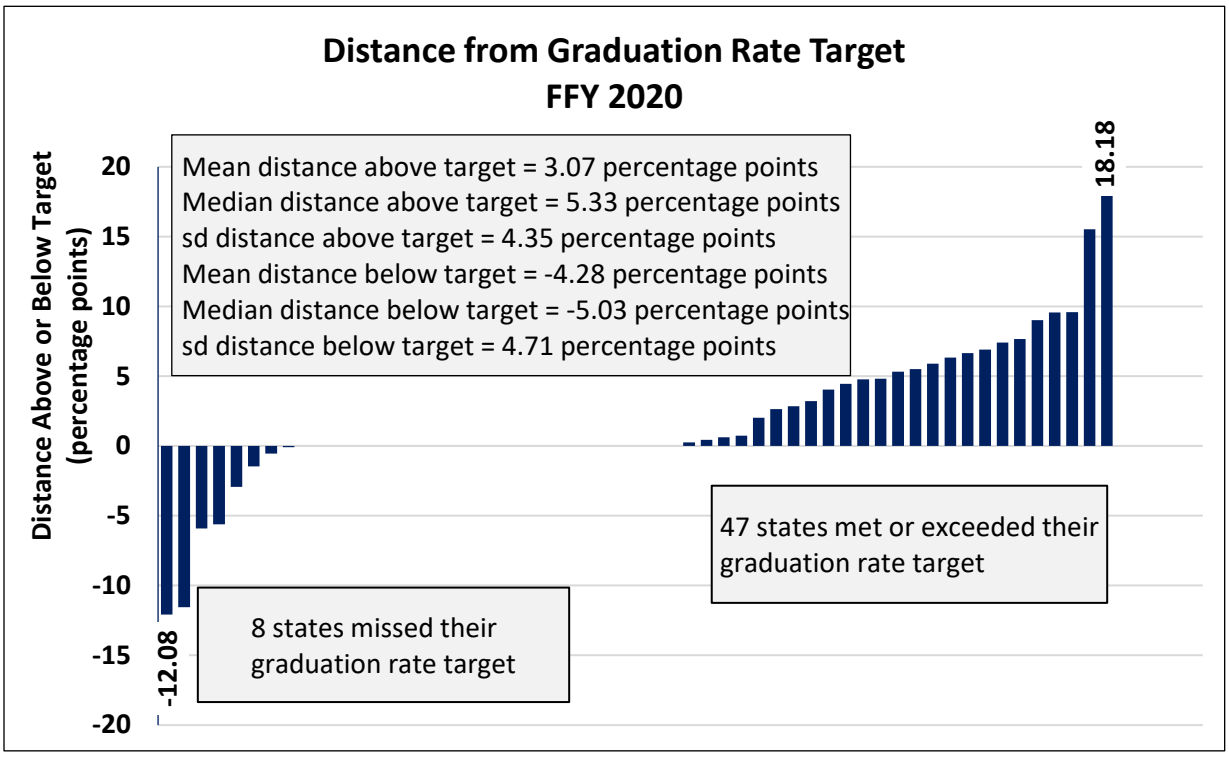
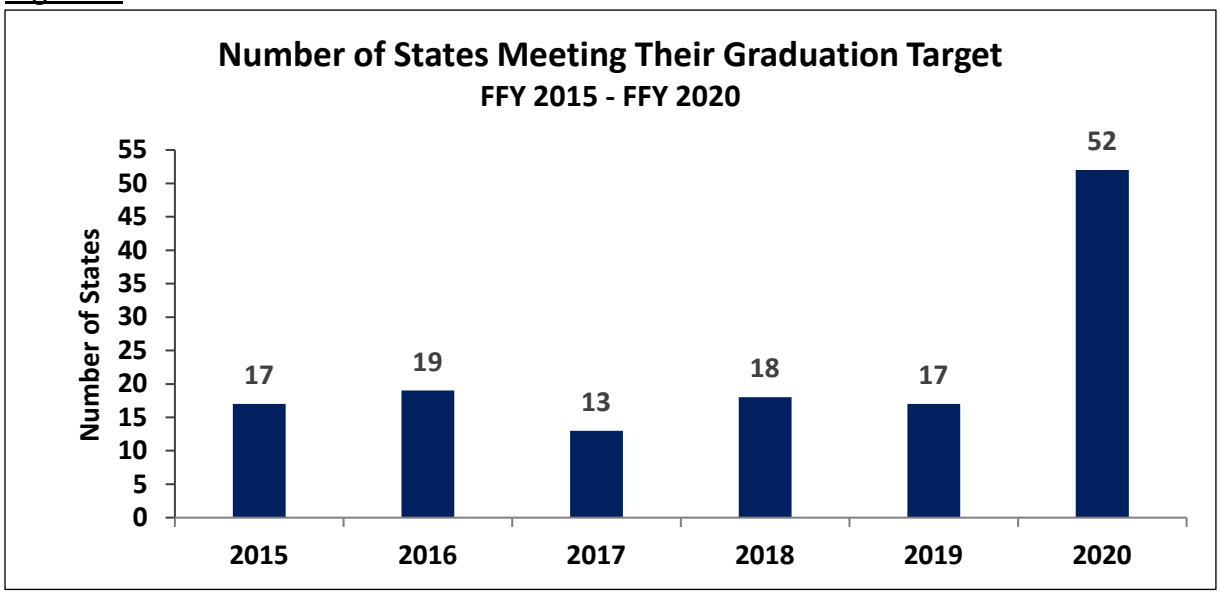


Figure 4 shows the relative numbers of states that met their graduation rate targets during the period between FFY 2015 and FFY 2020. The marked increase in FFY 2020 is attributable to the fact that states set new performance targets this year and many also changed their measurement of the indicator.

Figure 4



Change in Data from Last Reporting Year

Figure 5 shows the change in states' graduation rates from FFY 2019 to FFY 2020. As may be seen, the degree of change this year ranged from –16.06 to 22.78 percentage points. Twenty-two states (37%) made progress with graduation, improving their rates an average of 12.44 percentage points. Their median improvement was 10.89 percentage points and their standard deviation was 6.92 percentage points. Two states (3%) reported a decrease (slippage) in graduation rates from FFY 2019. Their mean slippage was –8.49 percentage points with a median of –8.40 percentage points and a standard deviation of 10.83 percentage points. Thirty-one states (52%) changed their measurement of the indicator, so comparison of their rates to those of FFY 2019 was not possible, and the data were suppressed for the remaining five states. Figure 6 shows the numbers of states that established baselines in FFYs 2005 – 2020, by year.

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

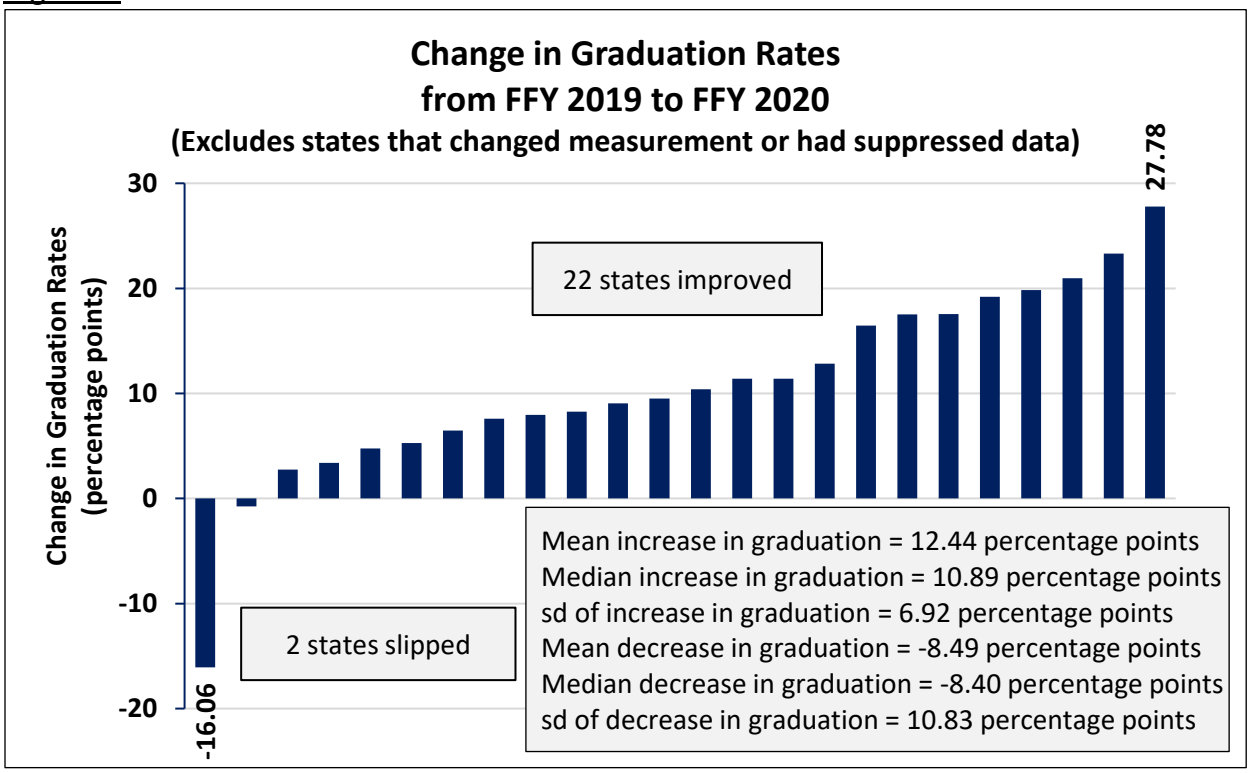
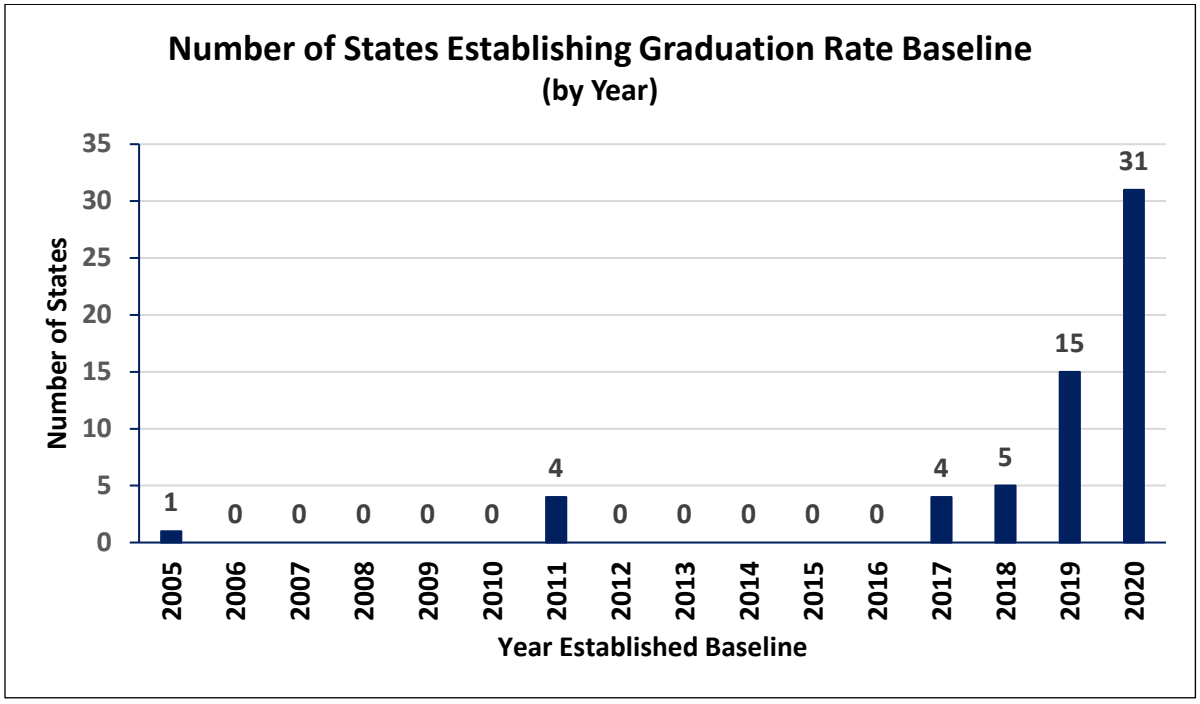


Figure 6



Conclusion

While our ability to make valid comparisons, is still confounded by the considerable variation in graduation requirements across states, the establishment of a graduation rate calculation that is based on the Section 618 exiting data, as was implemented in this APR, will help 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 2020 Annual Performance Reports (APRs), which were submitted by states to OSEP in the spring of 2022. The text of the indicator is as follows:

> Percent of youth with IEPs who exited special education due to dropping out.
>
> (20 U.S.C. 1416 (a)(3)(A))

This report summarizes NTACT:C'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.

Data Source and Measurement

The OSEP Part B Measurement Table for FFY 2020 (this APR submission) offers states two options for calculating the dropout rate. Beginning with the FFY 2021 APR, Option 1—an exiter/leaver rate—will become the sole method for calculating Indicator B2. This method of calculating dropout compares the number of dropouts from special education to the total number of students who exit special education for all reasons (excluding transfer or death). Option 2 is an annual event rate that divides the number of dropouts from special education by the total student enrollment in grades 9-12.

Under Option 1, States are instructed to use the, *"Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification FS009."* 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 exited special education (ages 14-21) in the denominator."*, and that sampling is not allowed.

Under Option 2, States are instructed to, "*Use same data source and measurement that the State used to report in its FFY 2010 SPP/APR that was submitted on February 1, 2012.*" In FFY 2020, every state that chose Option 2 calculated an event dropout rate in which the number of dropouts from special education was divided by the number of all students enrolled in grades 9 through 12.

For 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 2020 SPP/APR, use data from 2019-2020), 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.*"

The two calculation methods

The most frequently reported type of calculation for FFY 2020 was Option 1, the OSEP exiter / leaver rate, which was employed by 50 states (83%). The number of states choosing this option increased from FFY 2019, when only 20 states chose this option. This calculation generally yields higher dropout rates than 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 with a regular high school diploma; graduated with a state-defined alternate diploma; received a certificate; reached maximum age; or dropped out). On the other hand, the event rate of Option 2 yields lower dropout rates than the exiter rate, as the relatively small numbers of dropouts from special education become diluted by the much larger total enrollment in a state's high school population.

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 1 shows that the mean dropout rate among these 50 states was 14.24%, which is improved from FFY 2019's rate of 15.67% for this calculation method. The median rate was 13.14% and the standard deviation of the rates was 7.17 percentage points.

Five states (8%) continued to calculate event dropout rates (Option 2). As shown in Figure 2, the mean dropout rate for these states was 7.01%, higher than last year's rate of 4.02%. The median rate was 3.06% and the standard deviation of the rates was 9.39%. To protect students' privacy, dropout-rate data were suppressed for five states in FFY 2020.

As noted above, Figures 1 and 2 show states' dropout rates, based on the method of calculation employed for the FFY 2020 APR. Please note that the Y-axis (vertical axis) scales differ between these two figures.

Figure 1

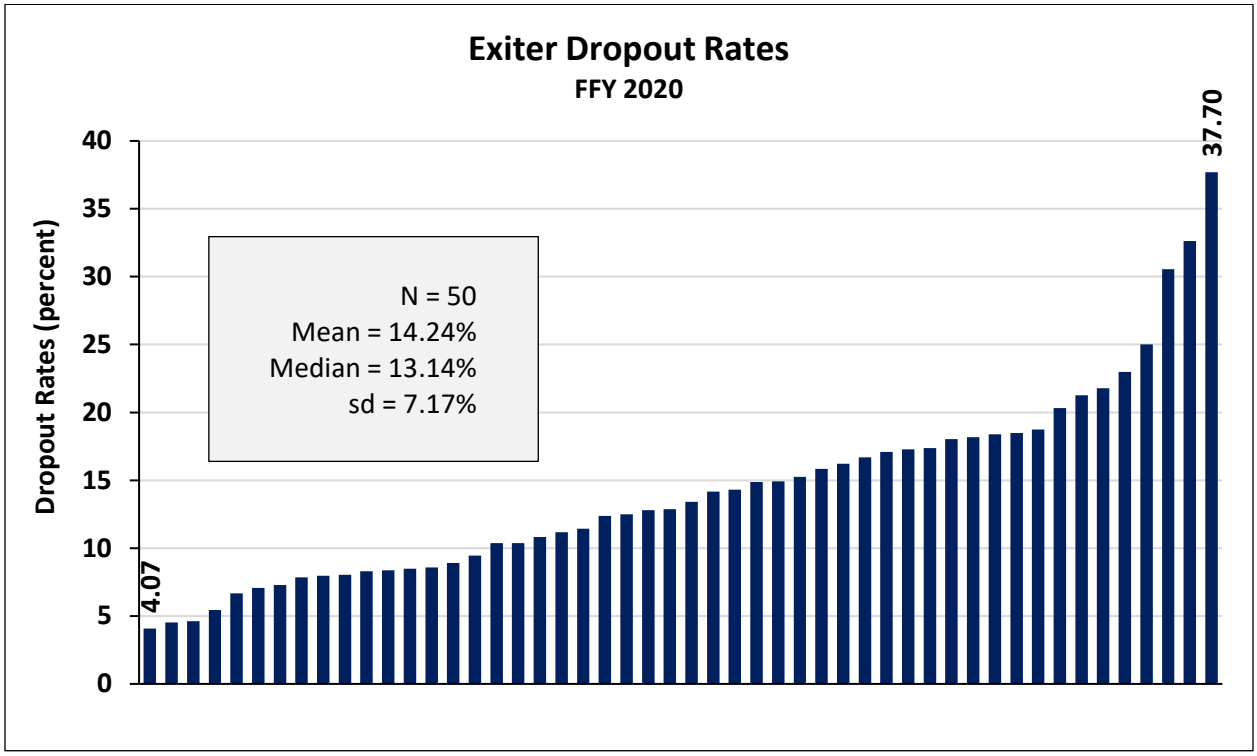
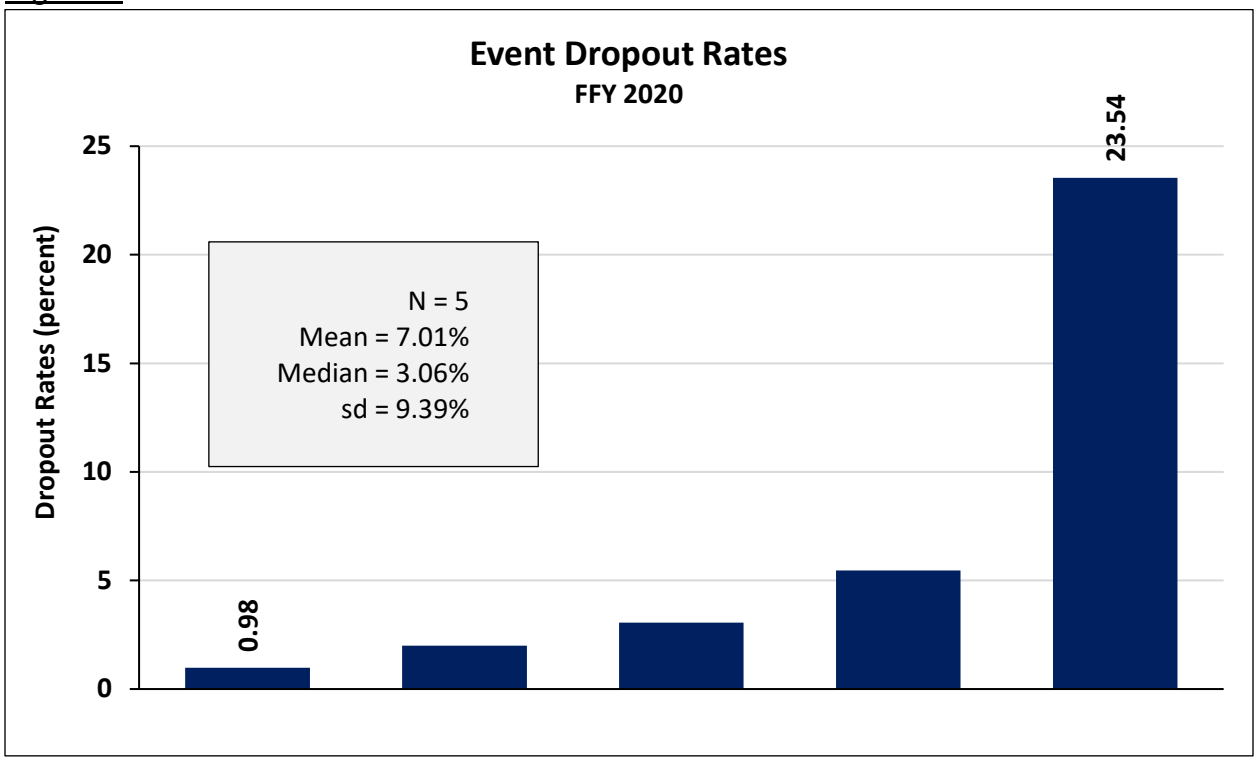


Figure 2



States' performance on the indicator

Direct comparison of dropout rates among states is still confounded by the existence of the two calculation options, though that will no longer be an issue after this year. In FFY 2020, 52 states (87%) met or beat their SPP performance target for Indicator B-2; three states (5%) missed their target. Data were suppressed for five states (8%).

Figure 3 shows each state's distance above or below its reported dropout target for FFY 2020. Most states' performance was close to the target they had set, regardless of whether they met or missed that target (44 states were within 3 percentage points of their target). Twenty-four of the 25 states that set a new baseline this year had a dropout rate equal to their FFY 2020 target. Note: to meet the target on this indicator, a state's dropout rate must be at or below the target value.

Figure 3

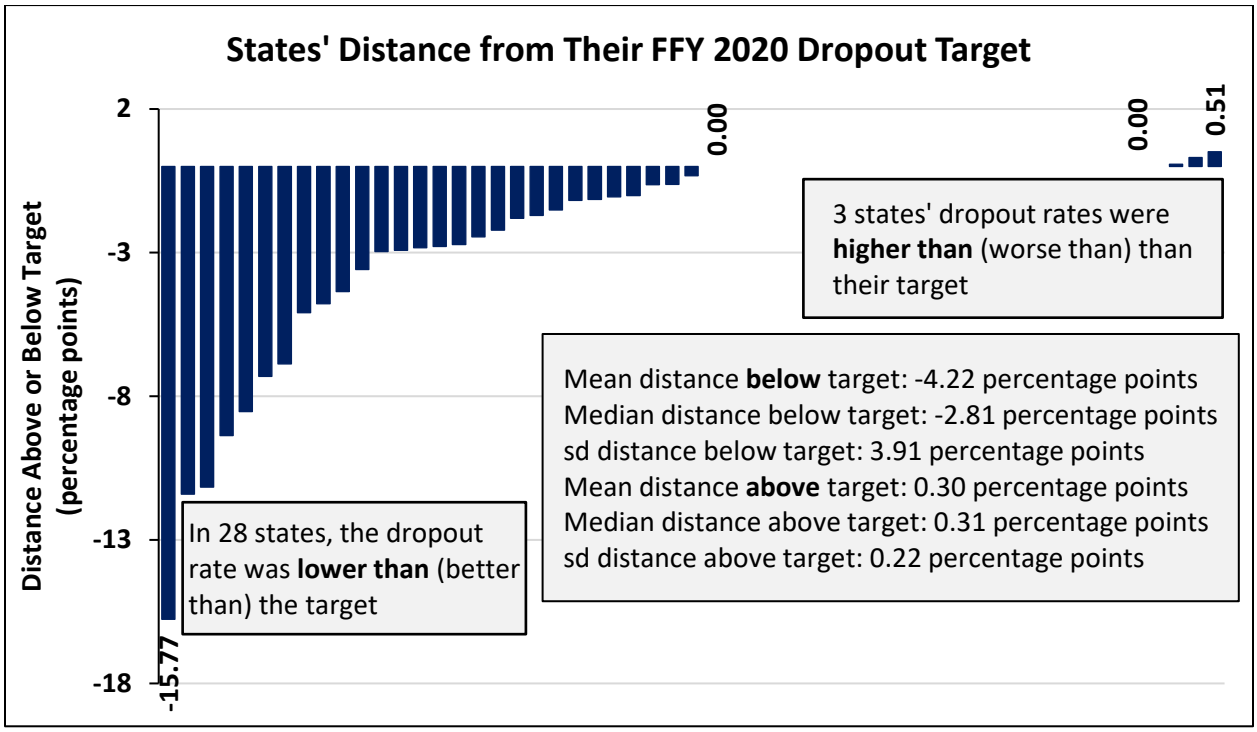
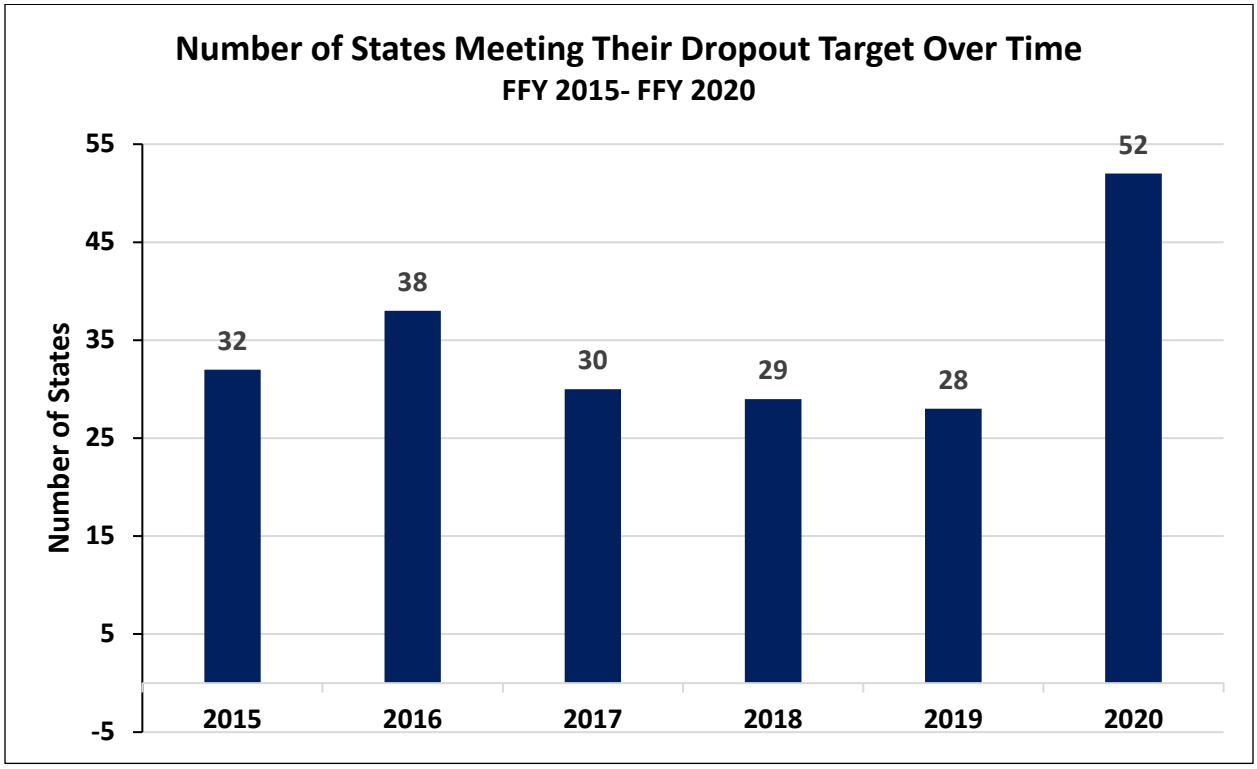


Figure 4 shows the numbers of states that met their dropout target during the period from FFY 2015 through FFY 2020.

Figure 5 shows the change in states' dropout rates from FFY 2019 to FFY 2020. As may be seen, 18 states (30%) lowered their dropout rate in FFY 2020. The mean amount of decrease in dropout rates in FFY 2020 was –2.64 percentage points, with a median decrease in dropout of –1.69 percentage points and a standard deviation of 2.15 percentage points. During this same period, 15 states (25%) saw their dropout

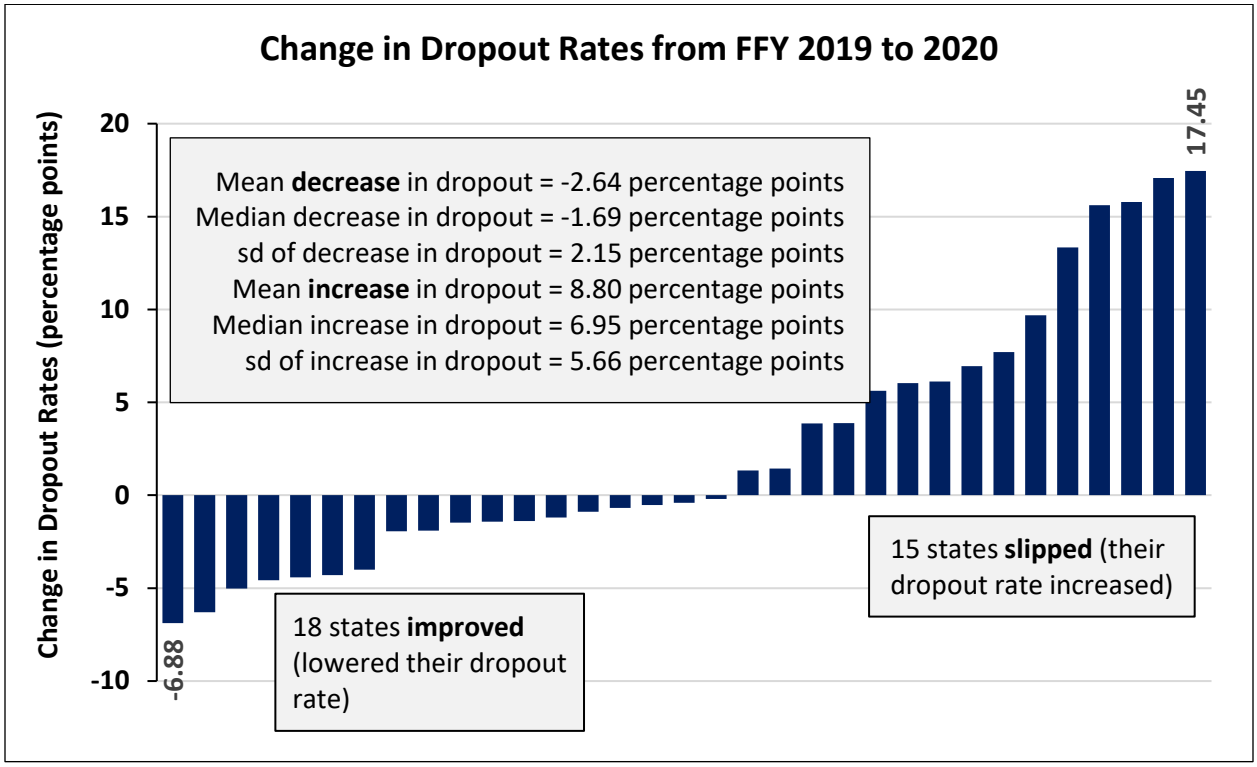
Figure 4



rates increase. The mean amount of increase in these states' dropout rate was 8.80 percentage points, with a median value of 6.95 percentage points and a standard deviation of 5.66 percentage points. Twenty-five states (42%) changed their measurement of the indicator, so comparisons with the previous year's rate were not valid. Hence, those states were excluded from Figure 5, as were the states with suppressed data.

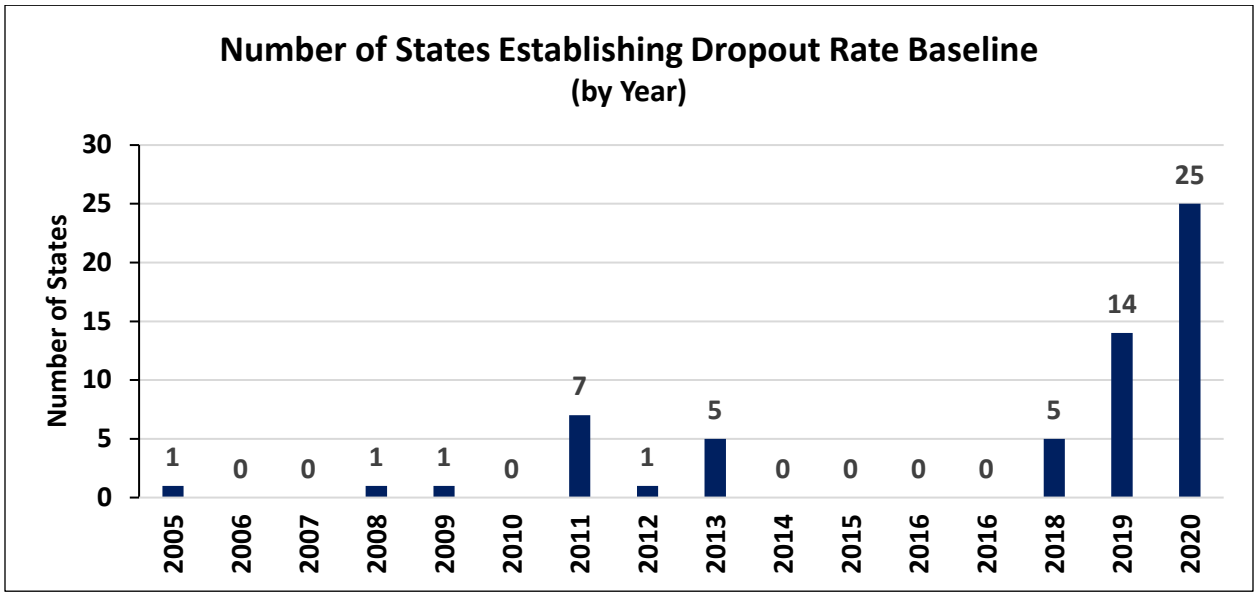
It should be noted that, in states with very small numbers of students with disabilities, one or two students can have a drastic impact on the state's overall graduation or dropout rate. As a result, rates in these small states tend to fluctuate considerably from year to year and generally fall at the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

Figure 5



Most states established a baseline dropout rate in FFY 2019 or 2020 using the exiter / leaver calculation of Option 1. Table 1 shows the numbers of states that established baselines between FFYs 2005 and 2019, by year.

Figure 6



Conclusion:
This marks the final year for states to report their dropout rate to OSEP using anything other than an exiter / leaver calculation that is based on the Section 618 exiting data. In the years to come, having a uniform calculation will facilitate valid comparisons and will evidence the true magnitude of dropout from special education in this country.

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

Completed by the National Center on Educational Outcomes.

Indicator B3: Participation, performance, and gaps of children with IEPs on school year 2020–2021 statewide assessments:

A. Percent of children with IEPs participating in statewide assessments.
B. Proficiency rate for children with IEPs against grade level academic achievement standards on statewide assessments.
C. Proficiency rate for children with IEPs against alternate academic achievement standards on statewide assessments.
D. Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards on statewide assessments

[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 information provided by the states for Part B Indicator 3 (Assessment). This indicator for FFY2020 is the first year to include the four components or subindicators reported here in the first year of the new six-year cycle of State Performance Plans (2020–2025). It is also the first year to focus on three separate grade levels: grade 4, grade 8, and high school. States continue to report data separately for Reading and Mathematics assessments.

Assessment data for this report are from the 2020–2021 school year. Due to the circumstances created by the COVID-19 pandemic, the U.S. Department of Education (ED) granted state requests to waive the administration of statewide assessments in school year 2019–20; thus the requirement for reporting of 2019–2020 statewide assessments. States were encouraged by ED to consider flexibilities regarding the timing, length, and type of administration of assessments in the 2020–2021 school year. Please be sure to review ED's letter regarding assessments for 2020–21.

Statewide assessments were administered in most states in 2021, but the use of possible flexibilities varied across states. For example, some states administered a shortened version of each statewide assessment, others administered statewide assessments in the fall of 2021 rather than the previous spring, and others administered the statewide assessments in selected grades for each subject while covering all grades. Yet, due to continued disruptions from the pandemic, rates of participation varied widely in schools, districts, and states throughout the country. Because assessment participation varied so widely, overall results for schools, districts, and states may not be representative of those entities, and data for the school year 2020–21 may not be comparable with other years.

As a result of these numerous contextual factors, this report focuses on the additional information provided by states about each indicator component rather than on the data and comparisons of data to previous years.

INFORMATION SOURCES

We obtained information for this report in July 2022 from spreadsheets compiled by OSEP and provided to NCEO. We entered this information into our working documents.

METHOD

States were provided space to provide additional information for each of the four components that now comprise Part B Indicator 3:

- 3A is the participation rate for children with IEPs who participate in statewide assessments of reading and mathematics in grades 4, 8, and high school (**Participation**)
- 3B is the proficiency rate for children with IEPs against grade level academic achievement standards in reading and mathematics in grades 4, 8, and high school (**Grade Level Achievement Proficiency**)
- 3C is the proficiency rate for children with IEPs against alternate academic achievement standards in reading and mathematics in grades 4, 8, and high school (**Alternate Achievement Proficiency**)
- 3D is the gap in proficiency rate for children with IEPs against grade level academic achievement standards and all children (with and without IEPs) against grade level academic achievement standards (**Proficiency Gap**)

The boxes provided for states to enter additional information for each component were not separated for reading and mathematics, nor by grade. Thus, our summary of the additional information states provided is not for specific subjects or grades.

PARTICIPATION OF CHILDREN WITH IEPs IN STATEWIDE ASSESSMENTS (INDICATOR 3A)—ADDITIONAL INFORMATION

We summarized the *Additional Information* statements for Indicator 3A from both regular states (N = 50) and unique state entities (N = 10) in terms of:

- Number of states that did not report Additional Information for this component
- Number of states that provided Additional Information for this component but did not specifically mention details about participation

- Number of states that provided Additional Information for this component with specific details related to (a) baselines; (b) targets; (c) COVID 19 pandemic conditions; or (d) numerical data.

No Additional Information

Eleven states (7 regular states, 4 unique state entities) provided no additional information about component 3A.

Additional Information without Mention of Participation

Nine states (6 regular states, 3 unique state entities) provided Additional Information about 3A, but did not specifically mention details about assessment participation.

Additional Information with Specific Details

Varying numbers of states provided specific details in their Additional Information boxes for 3A.

Baseline Additional Information is shown in Table 1. As shown, Additional Information about baselines was provided by 36 states (31 regular states, 5 unique state entities). Twenty-four states (19 regular states, 5 unique state entities) did not specifically mention their baselines for 3A in their Additional Information section.

Table 1.
Indicator B3A Baseline Additional Information

Description	Regular States (N = 50)	Unique State Entities (N = 10)	Total States
State did not mention baseline	19	5	24
State set baseline to FFY 2020	15	1	16
State used data from a pre-pandemic year to set baseline	13	0	13
State set new baseline but did not specify basis for baseline	2	2	4
State did not set baseline	0	2	2
State set baseline using other method	1	0	1
Total	**50**	**10**	**60**

Target Additional Information was provided by 20 states (18 regular states, 2 unique state entities) for 3A.

COVID 19 Pandemic Conditions Additional Information was included by 35 states (31 regular states, 4 unique state entities) for 3A.

PROFICIENCY OF CHILDREN WITH IEPs ON STATEWIDE REGULAR ASSESSMENTS (INDICATOR 3B)—ADDITIONAL INFORMATION

We summarized the *Additional Information* statements for Indicator 3B from both regular states (N = 50) and unique state entities (N = 10) in terms of:

- Number of states that did not report Additional Information for this component
- Number of states that provided Additional Information for this component but did not specifically mention details about proficiency for assessments against grade level academic achievement standards
- Number of states that provided Additional Information for this component with specific details related to (a) baselines; (b) targets; (c) COVID 19 pandemic conditions; or (d) numerical data.

No Additional Information

Thirteen states (8 regular states, 5 unique state entities) provided no additional information about component 3B.

Additional Information without Mention of Proficiency against Grade Level Academic Achievement Standards

Fifteen states (12 regular states, 3 unique state entities) provided Additional Information about 3B, but did not specifically mention details about the proficiency of children with IEPs against grade level academic achievement standards.

Additional Information with Specific Details

Varying numbers of states provided specific details in their Additional Information boxes for 3B.

Baseline Additional Information is shown in Table 2. Additional information about baselines for 3B was provided by 37 states (33 regular states, 4 unique state entities). As shown in the table, 23 states (17 regular states, 6 unique state entities) did not specifically mention their baselines for 3B in the Additional Information section.

Table 2.
Indicator B3B Baseline Additional Information

Description	Regular States (N = 50)	Unique State Entities (N = 10)	Total States
State did not mention baseline	17	6	23
State set baseline to FFY 2020	16	2	18
State used data from a pre-pandemic year to set baseline	14	0	14

Description	Regular States (N = 50)	Unique State Entities (N = 10)	Total States
State set new baseline but did not specify basis for baseline	2	1	3
State did not set baseline	0	1	1
State set baseline using other method	1	0	1
Total	**50**	**10**	**60**

Target Additional Information was provided by 18 states (16 regular states, 2 unique state entities) for 3B.

COVID 19 Pandemic Conditions Additional Information was included by 34 states (31 regular states, 3 unique state entities) for 3B.

PROFICIENCY OF CHILDREN WITH IEPs ON STATEWIDE ALTERNATE ASSESSMENTS (INDICATOR 3C)—ADDITIONAL INFORMATION

We summarized the *Additional Information* statements for Indicator 3C from both regular states (N = 50) and unique state entities (N = 10) in terms of:

- Number of states that did not report Additional Information for this component
- Number of states that provided Additional Information for this component but did not specifically mention details about proficiency for assessments against alternate academic achievement standards
- Number of states that provided Additional Information for this component with specific details related to (a) baselines; (b) targets; (c) COVID 19 pandemic conditions; or (d) numerical data.

No Additional Information

Twelve states (9 regular states, 3 unique state entities) provided no additional information about component 3C.

Additional Information without Mention of Proficiency against Alternate Academic Achievement Standards

Eleven states (8 regular states, 3 unique state entities) provided Additional Information about 3C, but did not specifically mention details about the proficiency of children with IEPs against alternate academic achievement standards.

Additional Information with Specific Details

Varying numbers of states provided specific details in their Additional Information section for 3C.

Baseline Additional Information is shown in Table 3. As shown, Additional Information about baselines was provided by 39 states (34 regular states, 5 unique state entities). Twenty-one states (16 regular states, 5 unique state entities) did not specifically mention their baselines for 3C in their Additional Information section.

Table 3.
Indicator B3C Baseline Additional Information

Description	Regular States (N = 50)	Unique State Entities (N = 10)	Total States
State did not mention baseline	16	5	21
State set baseline to FFY 2020	18	2	20
State used data from a pre-pandemic year to set baseline	12	0	12
State set new baseline but did not specify basis for baseline	3	1	4
State did not set baseline	0	2	2
State set baseline using other method	1	0	1
Total	**50**	**10**	**60**

Target Additional Information was provided by 20 states (16 regular states, 4 unique state entities) for 3C.

COVID 19 Pandemic Conditions Additional Information was included by 32 states (29 regular states, 3 unique state entities) for 3C.

PROFICIENCY GAPS OF CHILDREN WITH IEPs AND ALL STUDENTS IN STATEWIDE REGULAR ASSESSMENTS (INDICATOR 3D)—ADDITIONAL INFORMATION

We summarized the *Additional Information* statements for Indicator 3D from both regular states (N = 50) and unique state entities (N = 10) in terms of:

- Number of states that did not report Additional Information for this component
- Number of states that provided Additional Information for this component but did not specifically mention details about gaps in proficiency for assessments against grade level academic achievement standards
- Number of states that provided Additional Information for this component with specific details related to (a) baselines; (b) targets; (c) COVID 19 pandemic conditions; or (d) numerical data.

No Additional Information

Twelve states (10 regular states, 2 unique state entities) provided no additional information about indicator 3D.

Additional Information without Mention of Proficiency Gaps

Eleven states (8 regular states, 3 unique state entities) provided Additional Information about 3D, but did not specifically mention details about gaps in proficiency for children with IEPs and all students against grade-level academic achievement standards on statewide assessments.

Additional Information with Specific Details

Varying numbers of states provided specific details in their Additional Information boxes for 3D.

Baseline Additional Information is shown in Table 4. As shown, Additional Information about baselines was provided by 36 states (29 regular states, 7 unique state entities). Twenty-four states (21 regular states, 3 unique state entities) did not specifically mention their baselines for 3D in their Additional Information section.

Table 4.
Indicator B3D Baseline Additional Information

Description	Regular States (N = 50)	Unique State Entities (N = 10)	Total States
State did not mention baseline	21	3	24
State set baseline to FFY 2020	14	4	18
State used data from a pre-pandemic year to set baseline	12	0	12
State set new baseline but did not specify basis for baseline	2	1	3
State did not set baseline	0	2	2
State set baseline using other method	1	0	1
Total	**50**	**10**	**60**

Target Additional Information was provided by 21 states (16 regular states, 5 unique state entities) for 3D.

COVID 19 Pandemic Conditions Additional Information was included by 29 states (26 regular states, 3 unique state entities) for 3D.

LOW-FREQUENCY TOPICS—ADDITIONAL INFORMATION

Other topics were observed at a much lower frequency (by 11 or fewer states), in the Additional Information sections:

- Numerical data pertaining to statewide participation rates or assessment scores for specific year/s was restated, or elaborated upon, in the Additional Information sections: 11 states (9 regular states, 2 unique state entities)
- Considerations on making further adjustments to baselines or targets based on future years' assessment data: 7 states (6 regular states, 1 unique state entity)
- "Opt-out" concerns: 5 states (5 regular states, 0 unique state entities)
- Improvement activities: 3 states (3 regular states, 0 unique state entities)

CONCLUSION

During this first year, FFY 2020, of the new six-year cycle of State Performance Plans (FFY 2020–2025), states provided additional information in various ways and with various degrees of detail. We identified matters that emerged at a high level of frequency for states, for each of the four components of Indicator 3. Large proportions of the 60 states discussed details pertaining to baselines, targets, and COVID-19 pandemic conditions. Additionally, we observed that details about **targets** were mentioned across all four indicator components by 10 states (9 regular states, 1 unique state entity). Conversely, 29 states (25 regular states, 4 unique state entities) mentioned details about targets for none of the four components. Statements about **COVID-19 pandemic conditions** were made across all four indicator components by 26 states (24 regular states, 2 unique state entities); COVID-19 pandemic conditions were not mentioned in any component by 23 states (17 regular states, 6 unique state entities). No specific details related to assessment data across all four indicator components were made in Additional Information sections by 8 states (5 regular states, 3 unique state entities). In addition, nothing was entered in the Additional Information sections across all four components by 7 states (5 regular states, 2 unique state entities).

INDICATOR B4: RATES OF SUSPENSION AND EXPULSION

Prepared by IDEA Data Center (IDC)

INTRODUCTION

For Indicator B4A, states must report:

- Percent of local educational agencies (LEAs) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than ten days in a school year for children with individualized educational plans (IEPs).

For Indicator B4B, states must report:

- Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy, as defined by the State, 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 an LEA, states must use one of two comparison options. States may either:

1) Compare the rates of suspensions and expulsions for children with IEPs among LEAs within the State; or

2) Compare the rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs.

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 2020 APRs, states were required to analyze discipline data from school year 2019–20. 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 2020 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, three states' B4A data were not valid and reliable, resulting in an analysis of 57 states for B4A. 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; however, two states' B4B data were not valid and reliable, resulting in an analysis of 50 states for B4B. For the remainder of this summary, we refer to all 57 or 50 as states.

METHODOLOGY AND MEASUREMENT APPROACHES

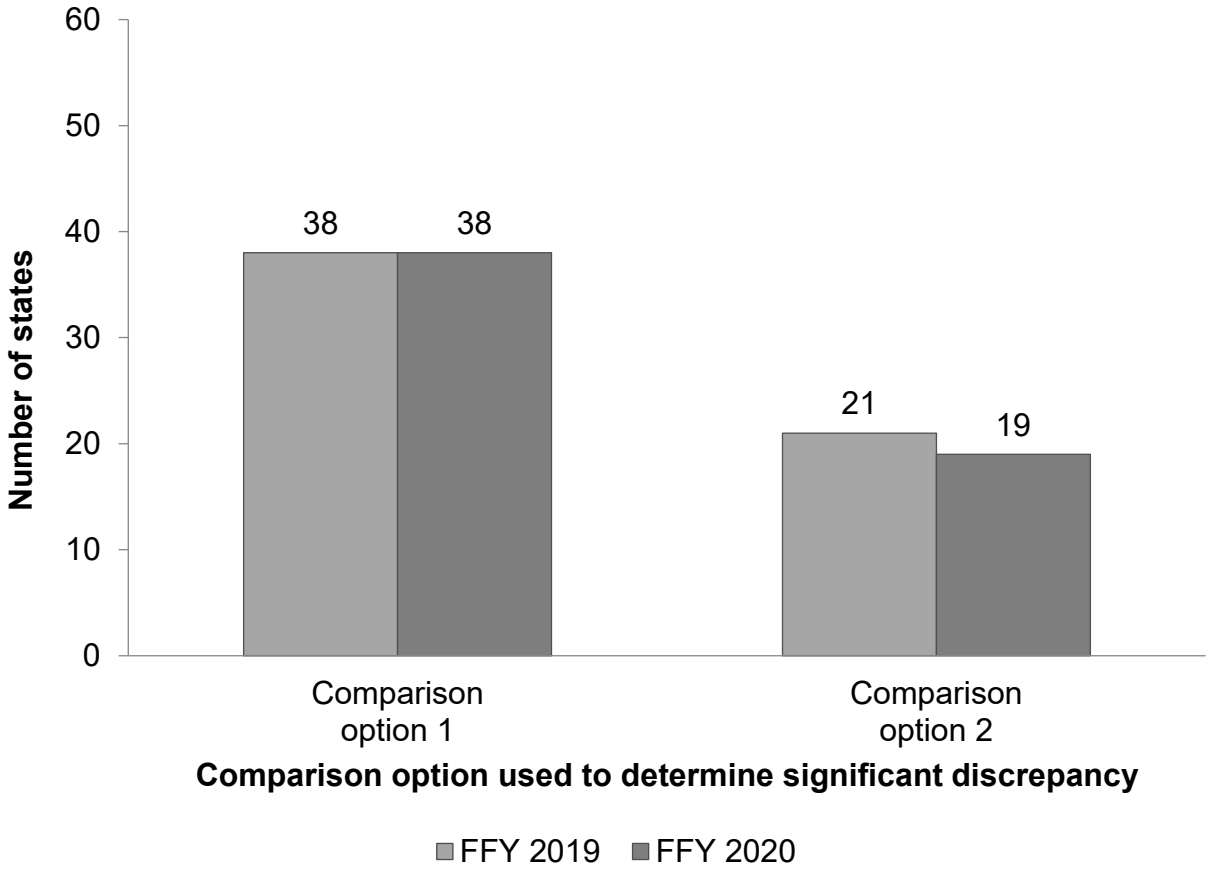
This section describes the comparison options and methods that states used to determine significant discrepancy and the percentages of districts that states excluded from their analyses as a result of states' minimum n and/or cell size requirements.

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 and expulsions for children with IEPs among LEAs within the State; or (2) compare the rates of suspensions and expulsions for children with IEPs to the rates of suspensions and expulsions for nondisabled children within the LEAs. 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 2019 and FFY 2020.

Figure 1

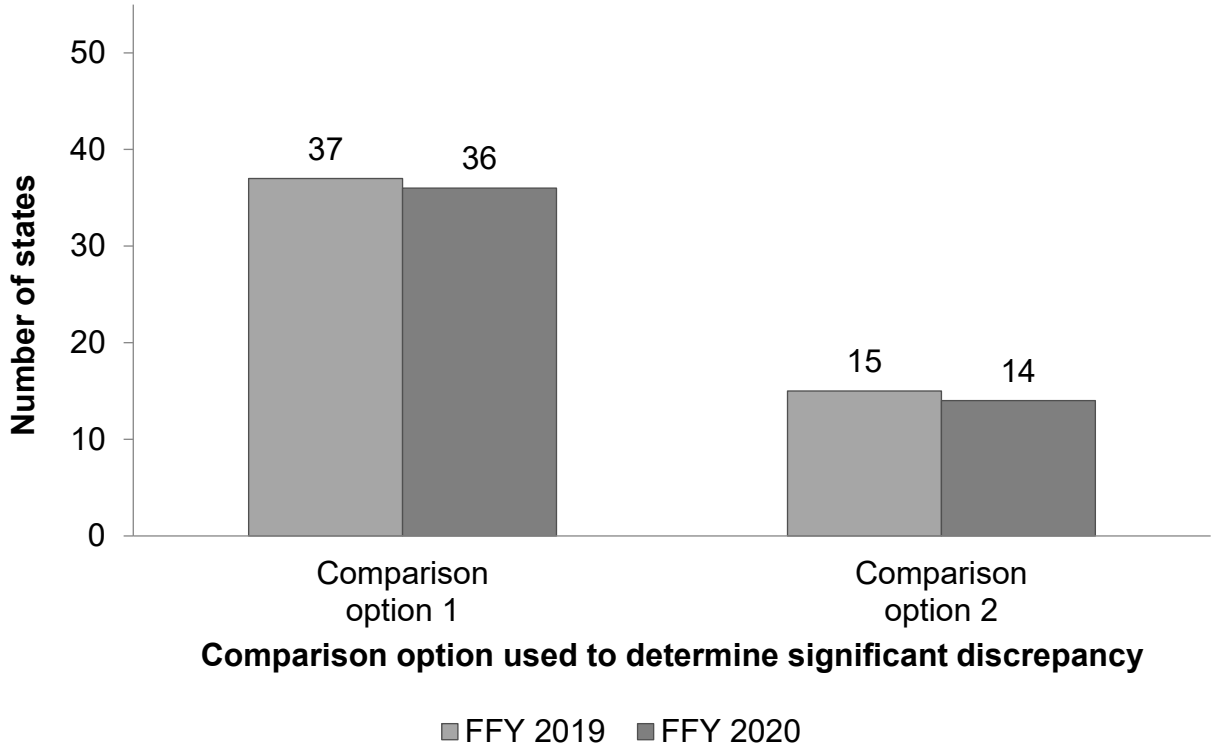
Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4A: FFY 2019 and FFY 2020



Note: One state did not report valid and reliable data for B4A in FFY 2019, and three states did not report valid and reliable data for B4A in FFY 2020. Therefore, N=59 for FFY 2019, and N=57 for FFY 2020.

Figure 2

Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4B: FFY 2019 and FFY 2020



Note: Two states did not report valid and reliable data for B4B in FFY 2020. Therefore, N=52 for FFY 2019, and N=50 for FFY 2020.

In both FFY 2019 and FFY 2020, most states used Comparison Option 1 for both B4A and B4B, meaning they compared suspension/expulsion rates for children with disabilities among LEAs. From FFY 2019 to FFY 2020, zero states changed the comparison option they used to measure B4A and B4B.

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 2019 and FFY 2020, 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 LEA-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 LEA-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 LEA-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 LEA-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 LEA-level suspension/expulsion rate for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the same LEA's suspension/expulsion rate for children without disabilities.

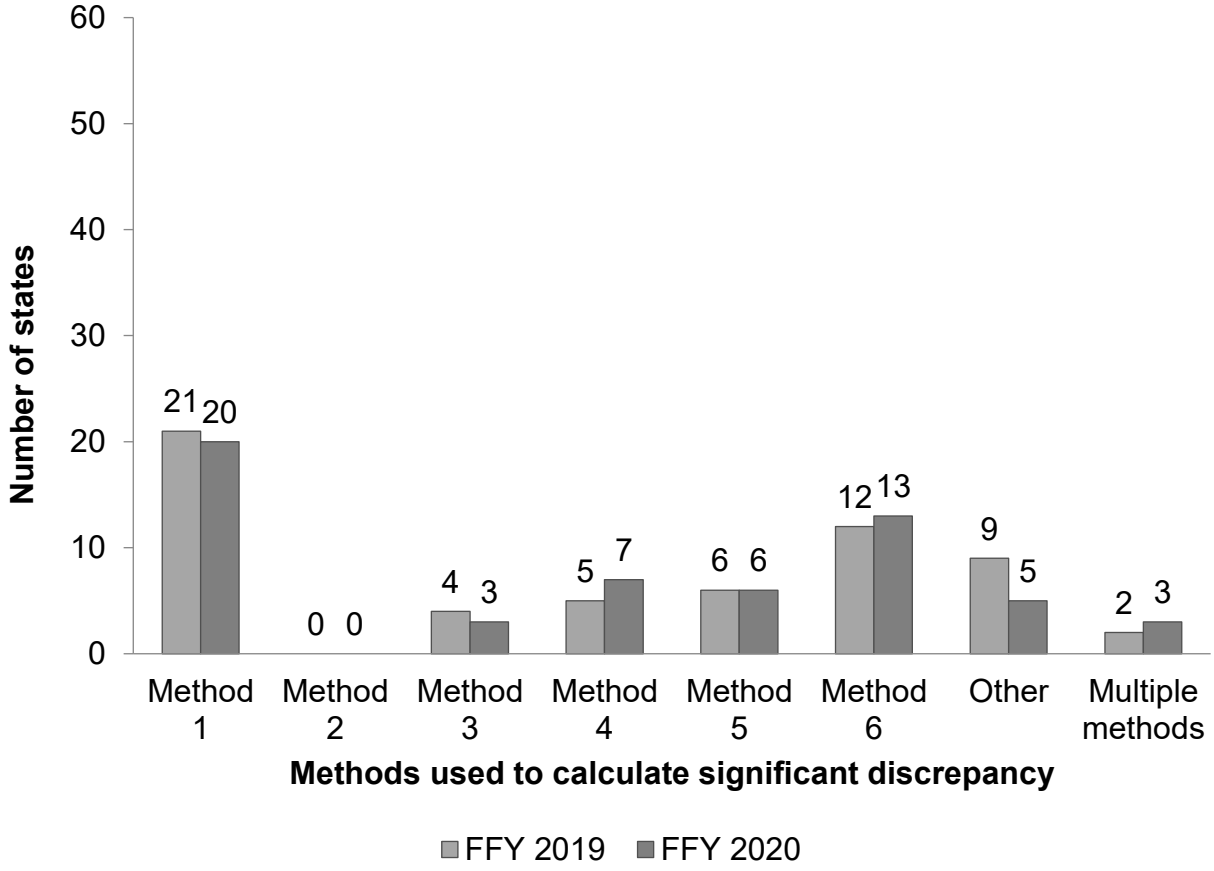
- **Method 6:** The state used a rate difference to compare the LEA-level suspension/expulsion rate for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the same LEA's suspension/expulsion rate for children without disabilities.

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 LEA'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 an LEA if it suspended/expelled more than three percent of its children with disabilities.

Figure 3

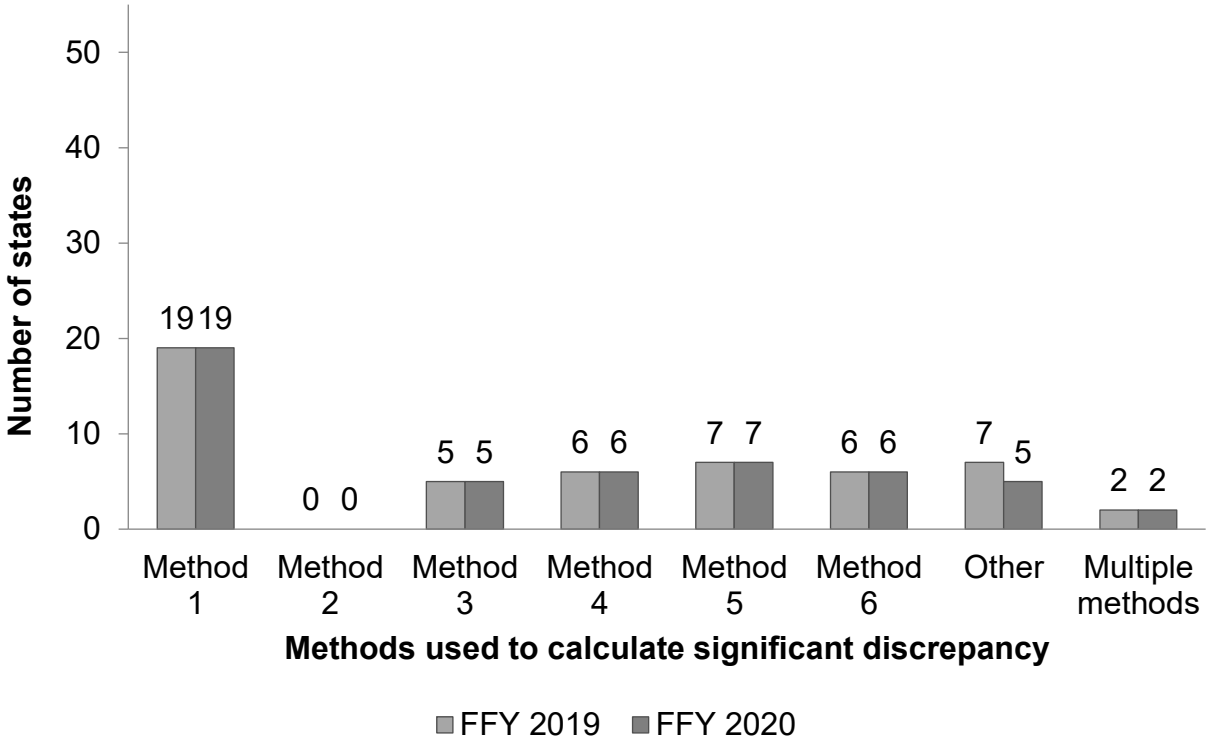
Number of States That Used Various Methods for Calculating Significant Discrepancy for B4A: FFY 2019 and FFY 2020



Note: One state did not report valid and reliable data for B4A in FFY 2019, and three states did not report valid and reliable data for B4A in FFY 2020. Therefore, N=59 for FFY 2019, and N=57 for FFY 2020.

Figure 4

Number of States That Used Each Method for Calculating Significant Discrepancy for B4B: FFY 2019 and FFY 2020



Note: Two states did not report valid and reliable data for B4B in FFY 2020. Therefore, N=52 for FFY 2019, and N=50 for FFY 2020.

In both FFY 2019 and FFY 2020, 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 2019, 21 states used Method 1 for B4A, and in FFY 2020, 20 states used Method 1 for B4A. In both FFY 2019 and FFY 2020, 19 states used Method 1 for B4B.

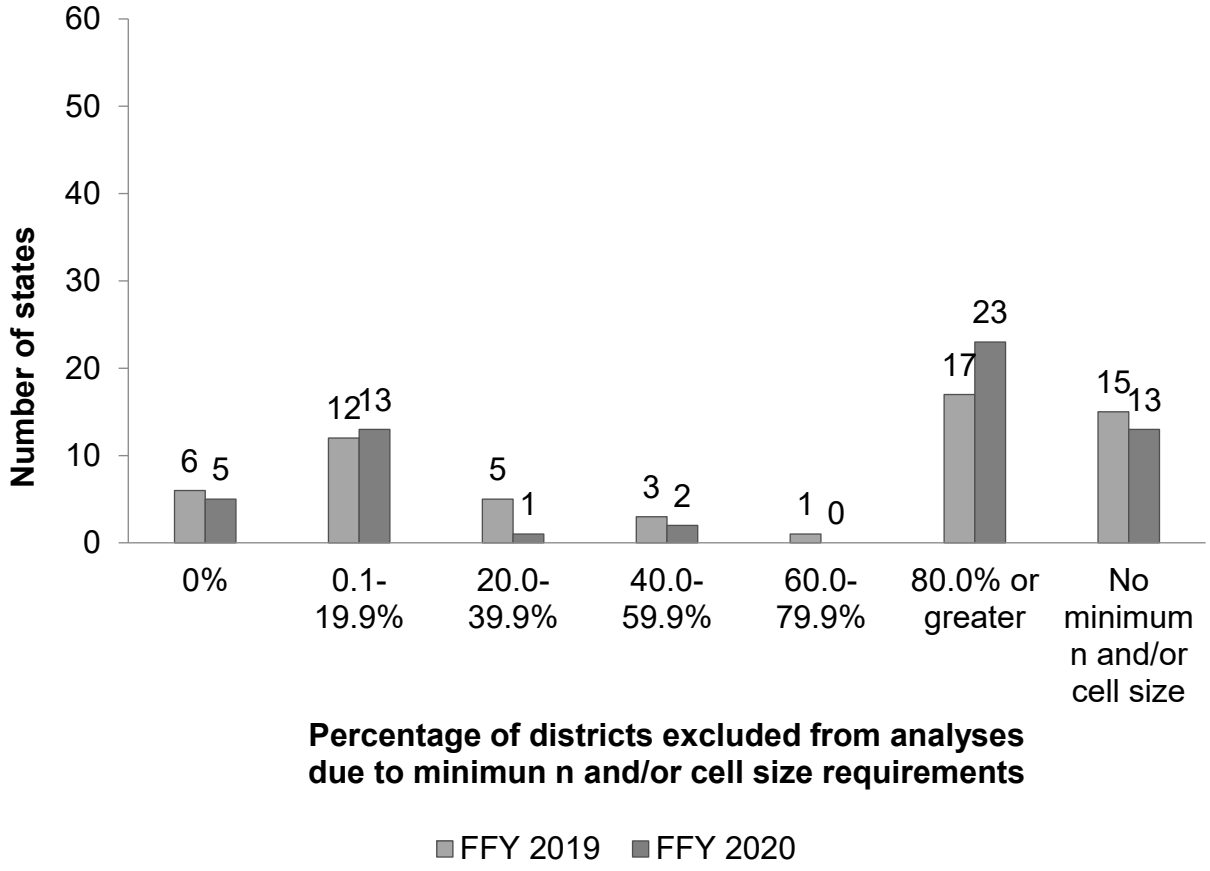
Minimum N and/or Cell Size Requirements

Overall, in FFY 2020, 44 of 57 states (77%) used minimum n and/or cell size requirements in their calculations of significant discrepancy for B4A, and 47 of 50 states (94%) used minimum n and/or cell size requirements for B4B. States specified a wide range of minimum n and/or cell size requirements, ranging from 2 to 75 students for both B4A and B4B.

Figures 5 and 6 present the number of states reporting various percentages of districts excluded from state analyses due to minimum n and/or cell size requirements for B4A and B4B, respectively, for FFY 2019 and FFY 2020.

Figure 5

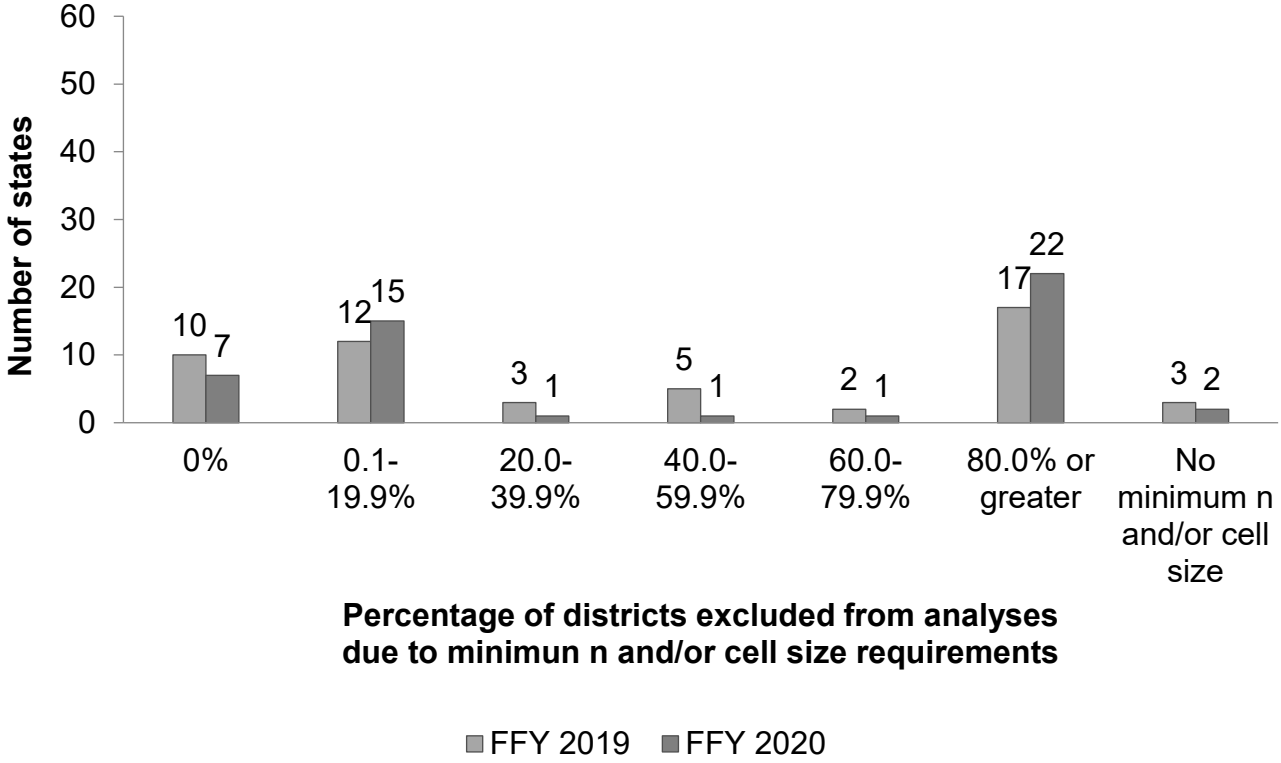
Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum N and/or Cell Size Requirements for B4A: FFY 2019 and FFY 2020



Note: One state did not report valid and reliable data for B4A in FFY 2019, and three states did not report valid and reliable data for B4A in FFY 2020. Therefore, N=59 for FFY 2019, and N=57 for FFY 2020.

Figure 6

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum N and/or Cell Size Requirements for B4B: FFY 2019 and FFY 2020



Note: Two states state did not report valid and reliable data for B4B, and one state did not report the number of districts excluded due to minimum n and/or cell size in FFY 2020. Therefore, N=52 for FFY 2019, and N=49 for FFY 2020.

For B4A, in FFY 2019, 21 states excluded 40 percent or more of their districts from analyses. This number increased slightly in FFY 2020 to 25 states. For B4B, in FFY 2019 and FFY 2020, 24 states excluded 40 percent or more of their districts from analyses.

FIGURES AND EXPLANATIONS: ACTUAL PERFORMANCE AND TRENDS

This section provides actual performance data for B4 and describes changes from FFY 2019 to FFY 2020.

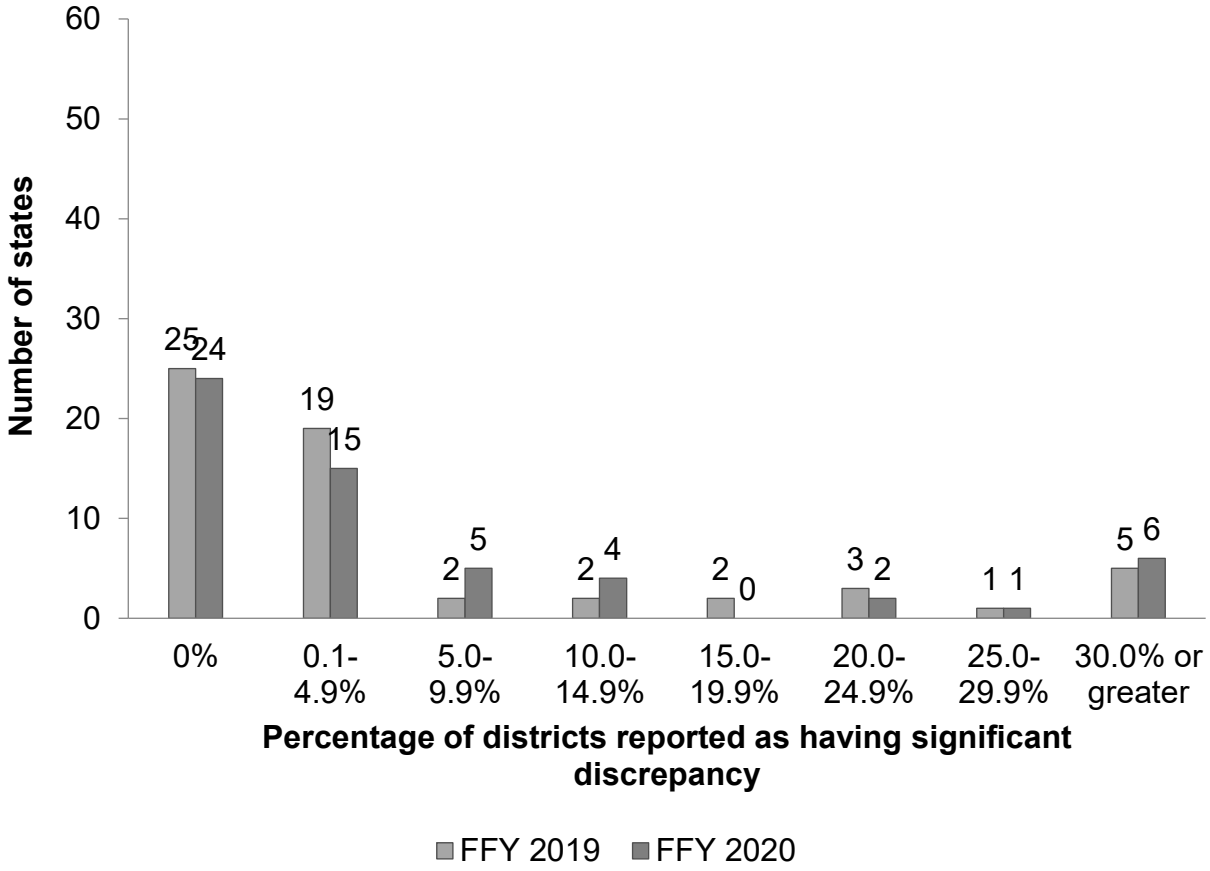
Percentage of Districts With Significant Discrepancy

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 2019 and FFY 2020.

Figure 7

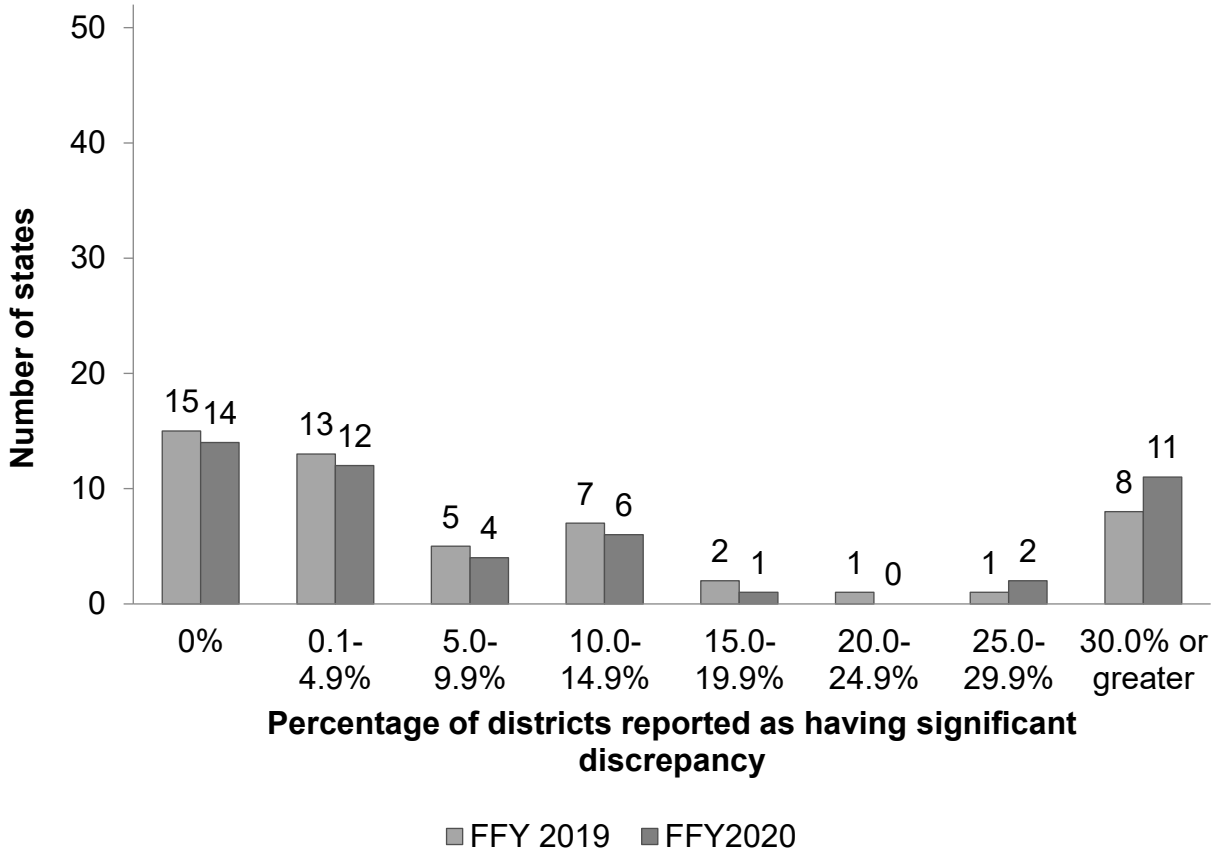
Number of States Reporting Various Percentages of Districts With Significant Discrepancy for B4A: FFY 2019 and FFY 2020



Note: One state did not report valid and reliable data for B4A in FFY 2019, and three states did not report valid and reliable data for B4A in FFY 2020. Therefore, N=59 for FFY 2019, and N=57 for FFY 2020.

Figure 8

Number of States Reporting Various Percentages of Districts With Significant Discrepancy for B4B: FFY 2019 and FFY 2020



Note: Two states did not report valid and reliable data for B4B in FFY 2020. Therefore, N=52 for FFY 2019, and N=50 for FFY 2020.

From FFY 2019 to FFY 2020, the number of states reporting that they did not identify any districts as having significant discrepancy for B4A decreased from 25 to 24 states. From FFY 2019 to FFY 2020, the number of states reporting that they did not identify any districts as having significant discrepancy for B4B decreased from 15 to 14 states.

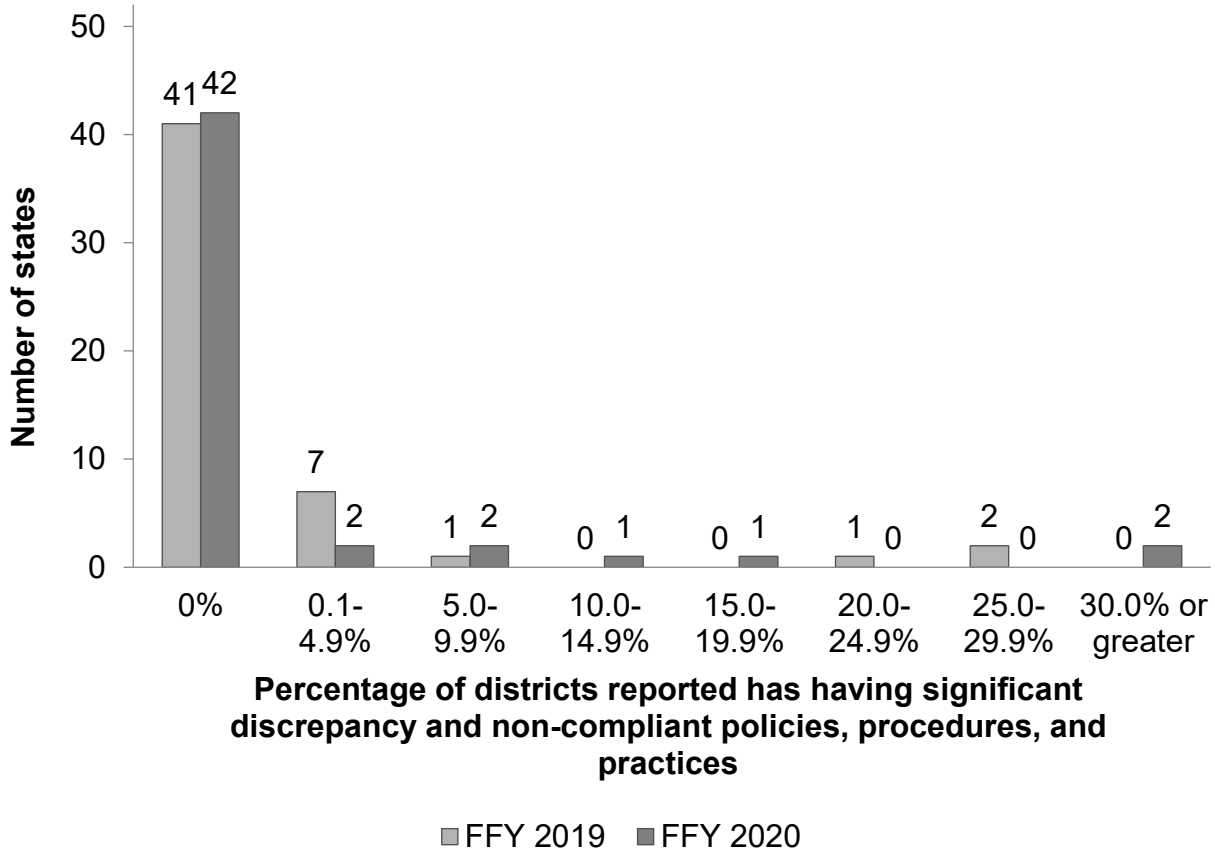
The number of states reporting that they identified 30 percent or more of their districts as having significant discrepancy for B4A increased from five to six states from FFY 2019 to FFY 2020. The number of states reporting that they identified 30 percent or more of their districts as having significant discrepancy for B4B increased from 8 states in FFY 2019 to 11 states in FFY 2020.

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 2019 and FFY 2020.

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 2019 and FFY 2020



Note: Two states did not report valid and reliable data for B4B in FFY 2020. Therefore, N=52 for FFY 2019, and N=50 for FFY 2020.

For B4B, the number of states reporting zero districts with significant discrepancy and policies, procedures, or practices that contributed to the discrepancy increased slightly from 41 states in FFY 2019 to 42 states FFY 2020.

Description of Change From FFY 2019 to FFY 2020

B4A: An examination of change from FFY 2019 to FFY 2020 in the percentage of LEAs identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs revealed the following:

- Of the 57 states reporting valid and reliable data in FFY 2020, 46 states (81%) met their annual target. In FFY 2020, OSEP was unable to determine whether three states met their annual target to due questionable data quality. Of the 59 states reporting valid and reliable data in FFY 2019, 34 states (58%) met their annual target. In FFY 2019, OSEP was unable to determine whether one state met its annual target due to questionable data quality.

- Of the 57 states reporting valid and reliable data in FFY 2020, 14 states (25%) reported an increase in the percentage of districts identified as having a significant discrepancy in B4A, while 15 states (26%) reported a decrease.

B4B: An examination of change from FFY 2019 to FFY 2020 in the LEAs that have significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten 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 50 states reporting valid and reliable data, the number of states meeting the annual target of zero percent decreased from 39 in FFY 2019 to 37 in FFY 2020 for B4B.

- Of the 50 states reporting valid and reliable data, seven states (14%) reported a decrease 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 four states (8%) reported an increase.

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 is based on information included in Indicator 5, Part B submissions of a total of 59 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, one State was suppressed from the data reported herein. All calculations and reporting language are based on 59 rather than the 60 Part B States, unless otherwise noted. Indicator 5, Part B 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 the findings of components A, B, and C of Indicator 5, 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) 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 2015 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 between baseline data reported for FFY 2015 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 Indicator 5, Part B Data			
Indicator	**A**	**B**	**C**
Percentage Change over Monitoring Years FFY 2015 to FFY 2020	2.79	-0.56	-0.28
Average rate of change over the monitoring years (FFY 2015 to FFY 2020)	0.56	-0.35	-0.06
Percentage Change from FFY 2019 to FFY 2020	0.79	-0.06	-0.11

Indicator B5 Progress

For the current reporting year, as indicated in Table 3, the mean percentage for B5A is 66.80% 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 10.11%, which indicates that slightly more than 10% of students with IEPs spend less than 40% in the general education setting. A mean of 2.59% 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, 31 states reported meeting the target for B5A, 24 states reported meeting the target for B5B, and 28 of the states reported meeting the target for B5C.

Table 3.

Overview of Reported Indicator 5, Part B Data			
Indicator	**A**	**B**	**C**
Mean %	67.93	10.29	2.63
Highest %	89	20	8
Lowest %	42	1	0
States Meeting Target	31	24	28

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 0.79% 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 2015, the lowest reported percentage was 36.83%, whereas, for FFY 2020, the lowest percentage was 42%. The FFY 2020 data represents the narrowest bandwidth across all the reporting years with all states reporting between 42% and 89%. In 2020, no state reported being within the 90%-100% which is a decrease of one state from the 2019 reporting year. In addition, five states reported being between 80%-90%, indicating an increase of one state from the previous reporting year. Further, 24 states reported within the 70%-80% band, representing an increase of three states reported for FFY 2019 and an increase of five states reported for FFY 2018. Overall, the calculated mean of the six-year trend indicates a slight 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

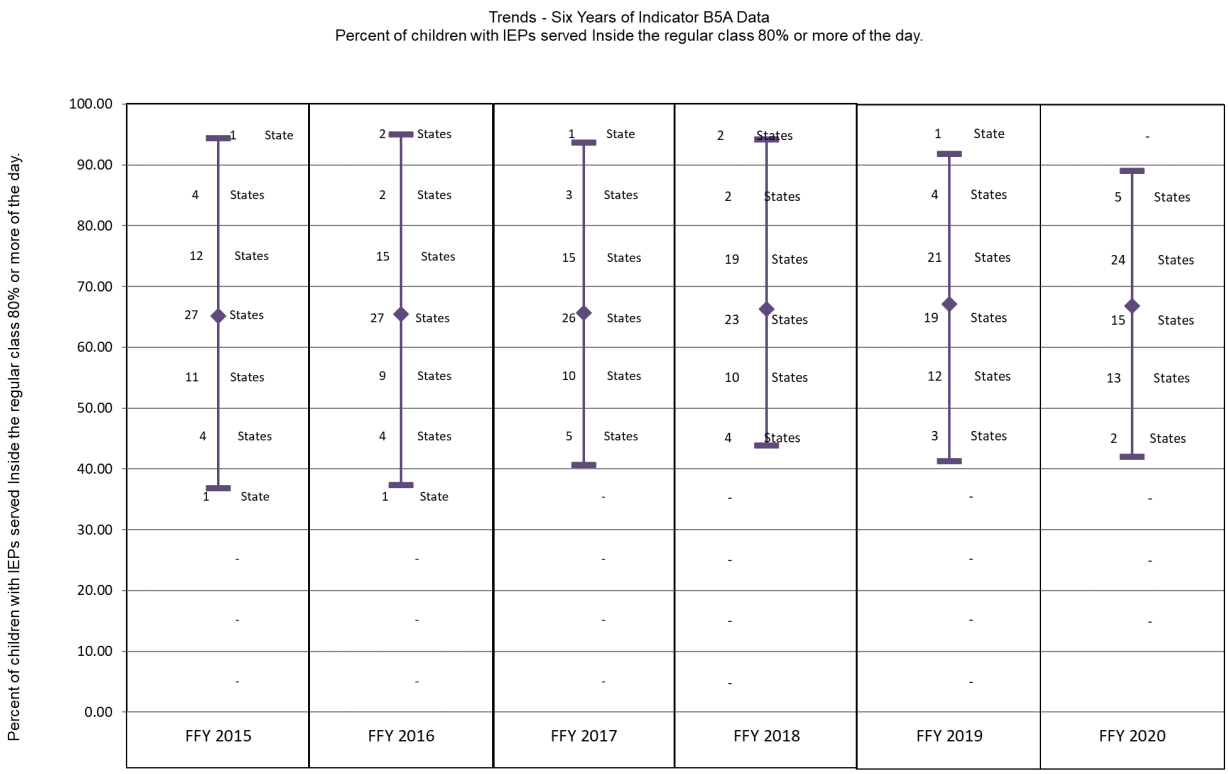


Table 4.

Indicator B5A Detail Data Table						
Regular classroom 80+% of the day	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**	**FFY 2020**
90% to 100%	1	2	1	2	1	5
80% to <90%	4	2	3	2	4	24
70% to <80%	12	15	15	19	21	15
60% to <70%	27	27	26	23	19	13
50% to <60%	11	4	10	10	12	2
40% to <50%	4	4	5	4	3	0
30% to <40%	1	1	0	0	0	0
0% to <30%	0	0	0	0	0	0

Table 5.

Indicator B5A Summary Data Table						
Statistic	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**	**FFY 2020**
Mean	65.14	65.53	65.69	66.28	67.14	67.93
Highest	94.41	95	93.72	94.26	91.87	89
Lowest	36.83	37.33	40.63	43.86	41.27	42
No Data	0	0	0	0	0	0

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 0.06% 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. The highest percentage reported for the current reporting year was 20%, which is a 1.37% decrease from FFY 2019. Accordingly, one state fell within the 20%-30% band. The remainder of the states (n=58) fell within the lowest two bands (0%-10% and 10%-20%). Overall, the six-year trend has consistently indicated a slight decrease in the percentage of students with disabilities being educated in the general education settings for 40% or less of the school day.

Figure 2

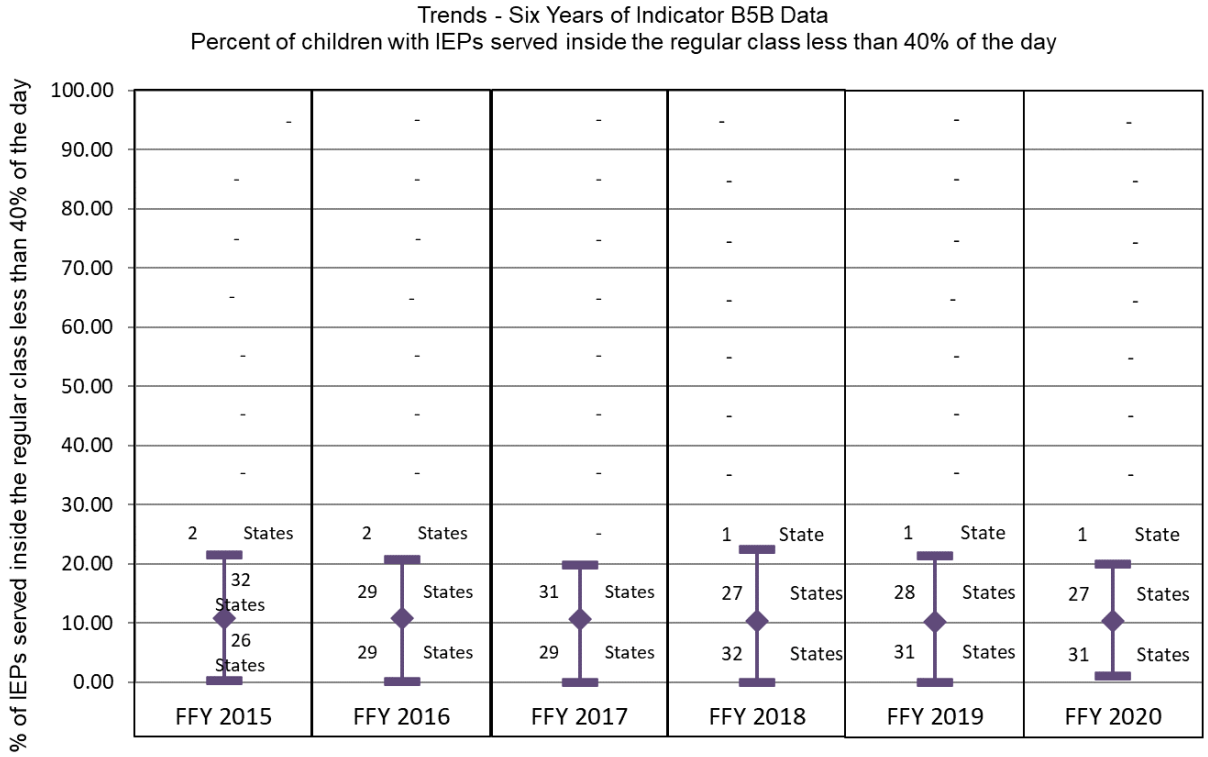


Table 6.

Indicator B5B Detail Data Table						
Regular classroom 40% of day or less	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**	**FFY 2020**
30% to 100%	**0**	**0**	**0**	**0**	**0**	**0**
20% to 30%	2	2	0	1	1	1
10% to <20%	32	30	32	28	29	27
0% to <10%	26	28	28	31	30	31

Table 7.

Indicator B5B Summary Data Table						
Statistic	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**	**FFY 2020**
Mean	10.85	10.8	10.68	10.38	10.22	10.29
Highest	21.54	20.7	19.82	22.38	21.37	20
Lowest	0.26	0.16	0	0	0	1
No Data	0	0	0	0	0	0

CATEGORY B5C: SEPARATE SETTINGS

Six-Year Trends in B5C

The six-year trend data for B5C (Figure 3) shows a 0.11% 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 2015 was 10.04%. For the current reporting year, the highest percentage reported is 8.00%, which represents a 2.04% decrease since FFY 2015. For reporting years FFY 2020 through 2019, all states reported serving less than 8% of students in separate settings. Overall, the six-year trend indicates a slight decrease in the percentage of students with disabilities placed in a separate school setting.

Figure 3

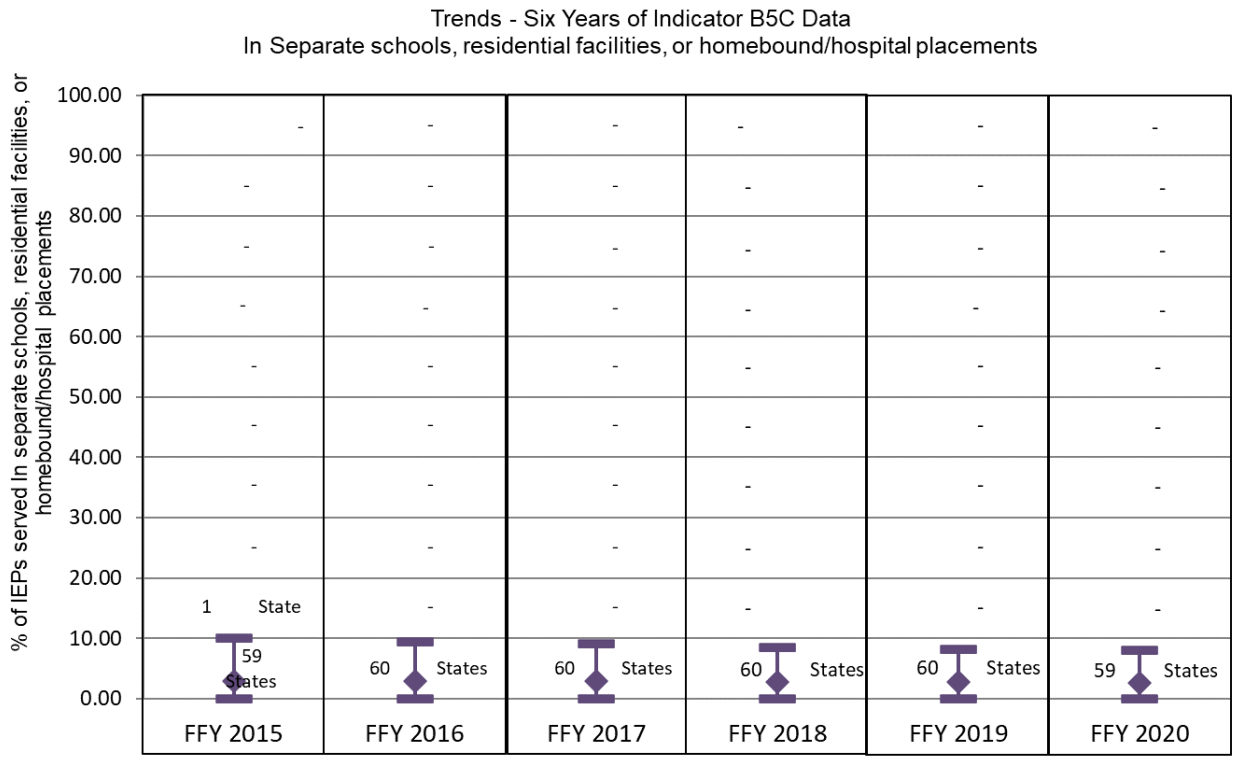


Table 8.

Indicator B5C Detail Data Table						
Separate School or facility	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**	**FFY 2020**
20% to 100%	0	0	0	0	0	0
10% to <20%	1	0	0	0	0	0
0% to <10%	59	60	60	60	60	59

Table 9.

Indicator B5C Summary Data Table						
Statistic	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**	**FFY 2020**
Mean	2.91	2.85	2.82	2.78	2.74	2.63
Highest	10.04	9.41	9.03	8.54	8.1	8
Lowest	0	0	0	0	0	0
No Data	0	0	0	0	0	0

CONCLUSION

The six-year trends regarding the percentage of students with IEPs who are placed in the regular class setting demonstrate slight progress over the monitoring years. Data reported for B5A since FFY 2015 demonstrates the most change over the monitoring years. However, no change has exceeded 2.79%. 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 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 59 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 with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
B. Separate special education class, separate school or residential facility.
C. Receiving special education and related services in the home.
(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 2020 Part B Annual Performance Reports (APRs) from 59 states and entities. For the purpose of this report, all states and entities are referred to collectively as “states”. For FFY 2020, sub-indicator C was added to the analysis, and four states subsequently chose to report data for all three sub-indicators by age group rather than to report one figure for all children. For this reason, the data for these states has been extracted from the trend analysis to avoid skewing the data or misrepresenting their data in trendline comparisons. So, while the data for these states is not formally “missing”, it is reported as “no data” in this summary for the reasons stated.

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 enrolled in preschool who receive special education and related services according to an individual education program or services plan on the count date. It is noted that in FFY 2019, states had the option to report five-year-old children enrolled in kindergarten in Indicator 5; but as of FFY 2020, this measurement approach is required for all states. States vary in their Section 618 data collection methods.

ACTUAL PERFORMANCE

Figures 1a through 3b illustrate current data (FFY 2020) and trend data for the last six reporting years (FFY 2015 to FFY 2020). 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

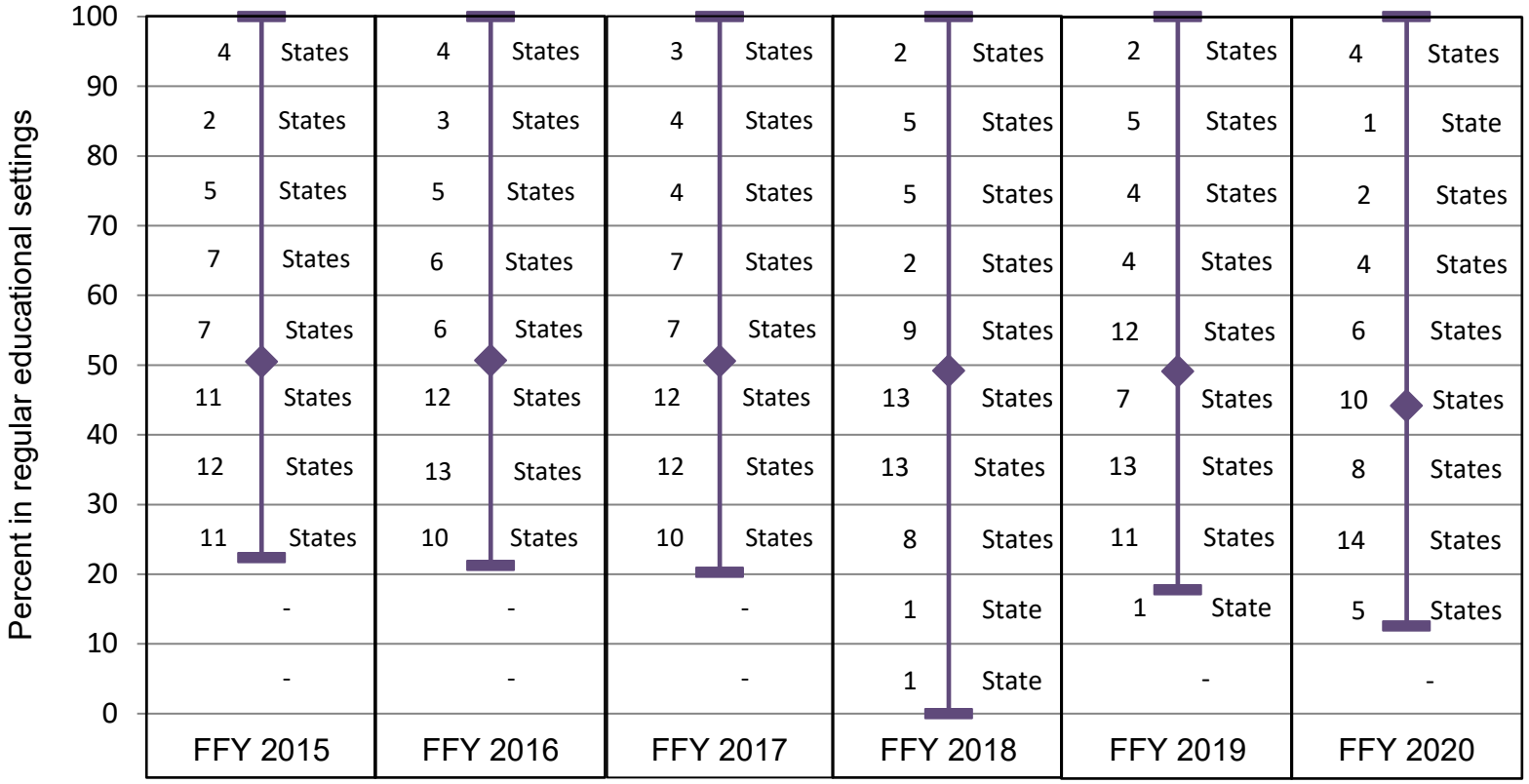


Figure 1a illustrates that national performance for Indicator 6A was fairly consistent between FFY 2015 and FFY 2019 before declining in FFY 2020. Table 1b illustrates the same trend using data on the mean and the range of scores with the mean consistently reported between 49% and 51% before falling to 44% in FFY 2020. Factors that could be impacting this noticeable FFY 2020 decrease include: the change in the measurement approach which include five-year-old kindergarteners in Indicator 5; the FFY 2020 COVID-19 virtual learning reality; and/or the inclusion of sub-indicator 6C. Also, it is noted that FFY 2020 has five states labeled as "no data" but in fact, four states reported their Indicator 6A data disaggregated by age group. So, their data was removed from the trend comparison.

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 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	50	51	51	49	49	44
Highest	100	100	100	100	100	100
Lowest	22	21	20	0	18	13
No Data	0	0	0	0	0	5

Figure 2a

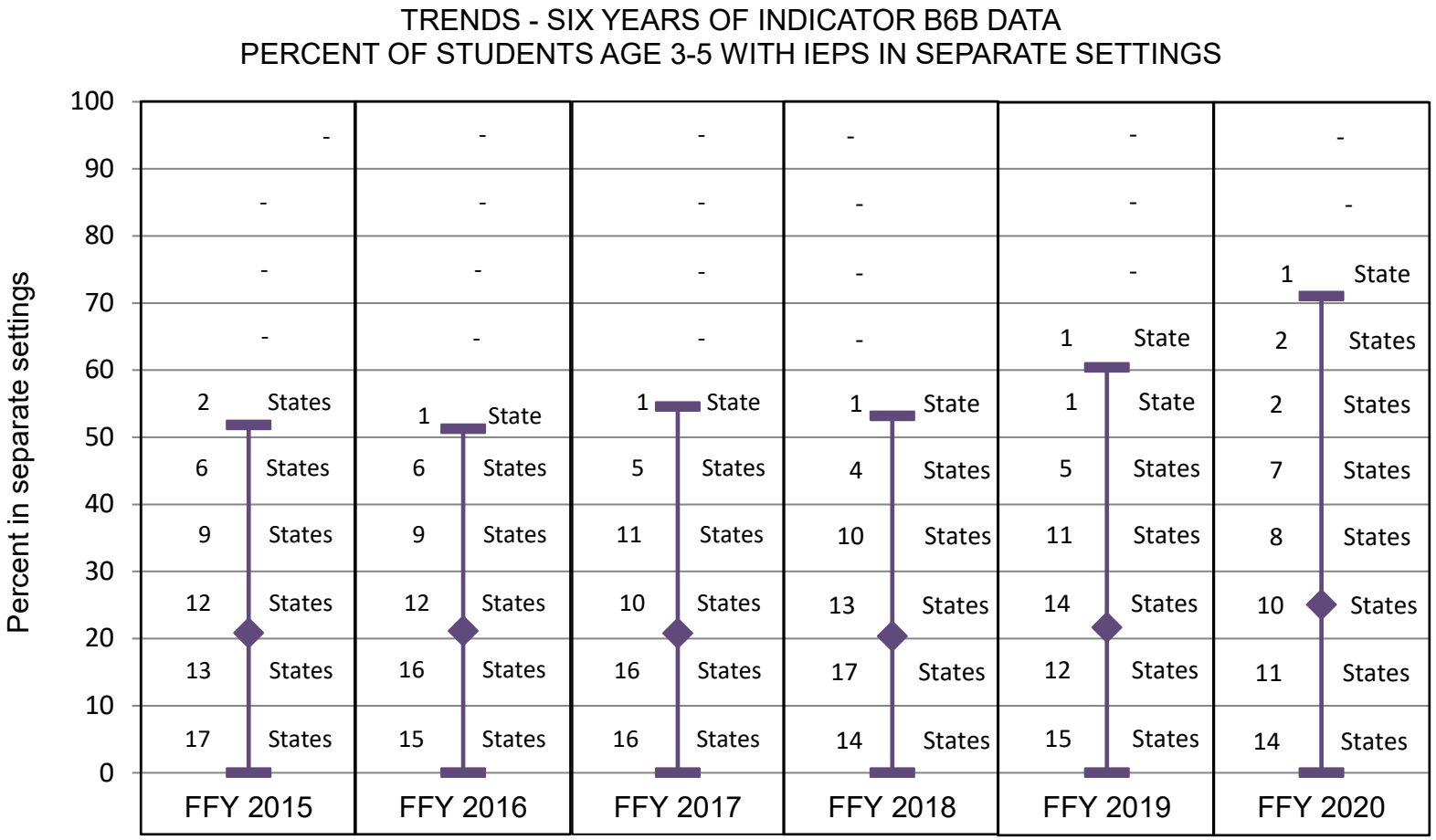

TRENDS - SIX YEARS OF INDICATOR B6B DATA
PERCENT OF STUDENTS AGE 3-5 WITH IEPS IN SEPARATE SETTINGS
Percent in separate settings
100
90
80
70
60
50
40
30
20
10
0
FFY 2015
2 States
6 States
9 States
12 States
13 States
17 States
FFY 2016
1 State
6 States
9 States
12 States
16 States
15 States
FFY 2017
1 State
5 States
11 States
10 States
16 States
16 States
FFY 2018
1 State
4 States
10 States
13 States
17 States
14 States
FFY 2019
1 State
1 State
5 States
11 States
14 States
12 States
15 States
FFY 2020
1 State
2 States
2 States
7 States
8 States
10 States
11 States
14 States

Figure 2a illustrates that national performance for Indicator 6B mirrors Indicator 6A in that it has been fairly consistent between FFY 2015 and FFY 2019 with a noticeable increase in the percentage reported for this indicator in FFY 2020. Table 2b illustrates the same trend using data on the mean and the range of scores with the mean consistently falling between 20% and 22% between FFY 2015 and FFY 2019 and increasing to 25% in FFY 2020. Factors that could be impacting this noticeable FFY 2020 decrease include: the change in the measurement approach which include five-year-old kindergarteners in Indicator 5; the FFY 2020 COVID-19 virtual learning reality; and/or the inclusion of sub-indicator 6C. Also, it is noted that FFY 2020 has four states labeled as “no data” but in fact, all four states reported their Indicator 6B data disaggregated by age group. So, their data was removed from the trend comparison.

Figure 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 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	21	21	21	20	22	25
Highest	52	51	55	53	60	71
Lowest	0	0	0	0	0	0
No Data	0	0	0	0	0	4

Figure 3a

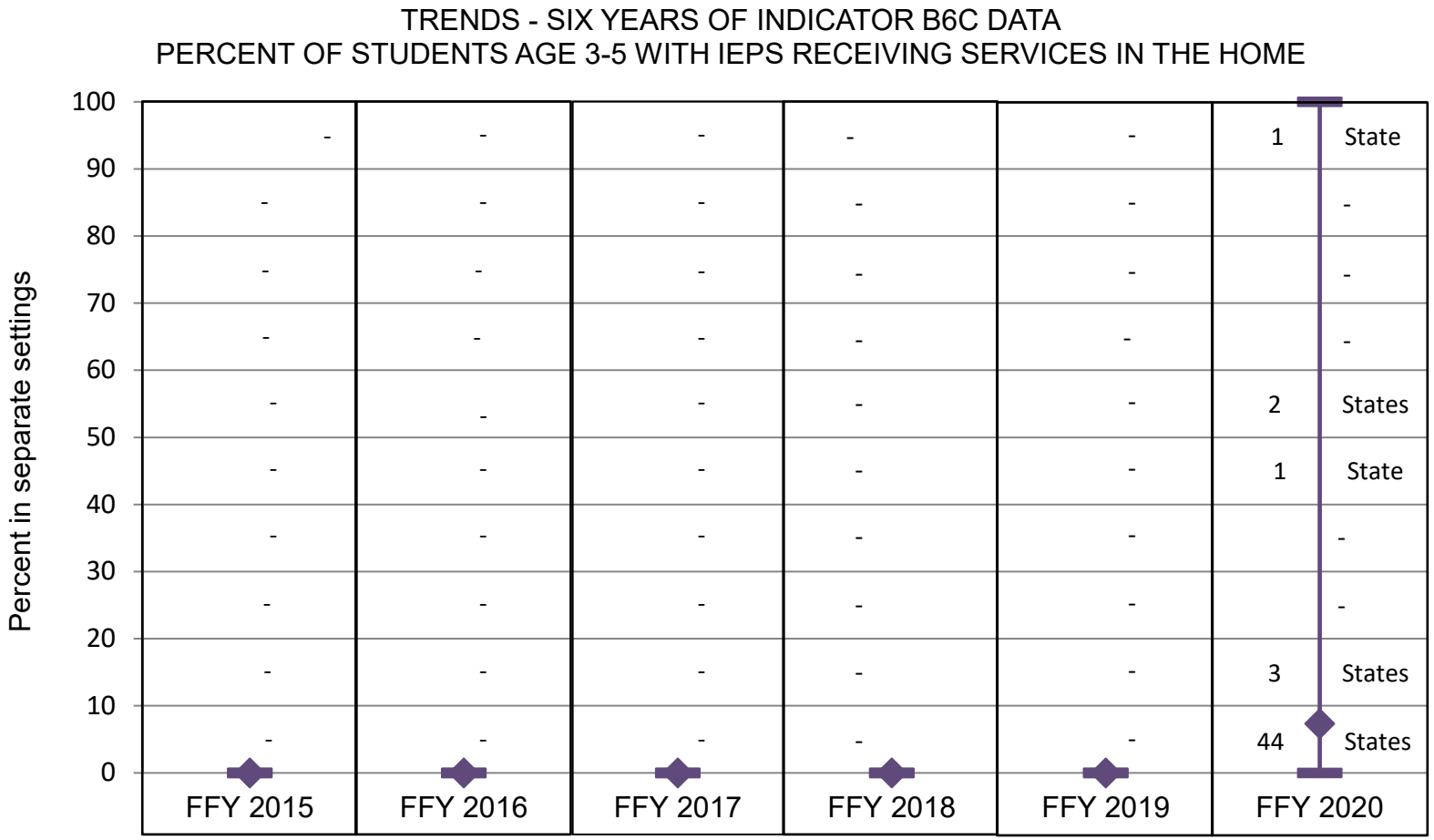

TRENDS - SIX YEARS OF INDICATOR B6C DATA
PERCENT OF STUDENTS AGE 3-5 WITH IEPS RECEIVING SERVICES IN THE HOME
Percent in separate settings
100
90
80
70
60
50
40
30
20
10
0
FFY 2015
FFY 2016
FFY 2017
FFY 2018
FFY 2019
FFY 2020
1 State
2 States
1 State
3 States
44 States

Figure 3a illustrates that this sub-indicator has data for the first time in FFY 2020 when states began reporting on it. The range of data is wide, and the reporting is varied with most states (44) falling below 10%. Table 3b illustrates the same trend using data on the mean which is reported at 7% while the data range for all states falls between 0% to 100%. As this sub-indicator is new, it will be interesting to see how the data trends over time as states improve the quality of reporting on this metric. It is noted that FFY 2020 has seven states labeled as “no data” but in fact, four of these states reported their Indicator 6A data disaggregated by age group. So, their data was removed from the trend comparison.

Figure 3b

TRENDS - MEAN, HIGHEST, LOWEST AND # OF STATES WITH NO DATA (%)
INDICATOR B6B CHILDREN THREE-FIVE W/IEPS RECEIVING SERVICES IN THE HOME

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	0	0	0	0	0	7
Highest	0	0	0	0	0	100
Lowest	0	0	0	0	0	0
No Data	59	59	59	59	59	8

INDICATOR 7: PRESCHOOL OUTCOMES

Prepared by ECTA

Indicator 7: Percent of preschool children aged 3 through 5 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.
(20 U.S.C. 1416 (a)(3)(A))

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 2020 Annual Performance Reports (APRs). For the purposes of this report, the term "state" is used for both states and entities.

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.

Figure 1

STATE APPROACHES TO CHILD OUTCOMES MEASUREMENT (FFY 2020)

Child Outcome Measurement Approach	Count	Percent
COS process	39	66.1%
One tool statewide	11	18.6%
Publisher online system	5	8.5%
Other	4	6.8%
TOTAL	**59**	**100%**

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

PERFORMANCE TRENDS

Figures 1a through 6b illustrate current data (FFY 2020) and trend data for summary statements one and two for each of the three outcome areas over the last six reporting years (FFY 2015 to FFY 2020). For each reporting year, the number of states within each ten-percentage point range are shown as charts, and the tables below each chart show the national mean, range, and number of states included each year.

Figure 1a

TRENDS - SIX YEARS OF INDICATOR B7A DATA
POSITIVE SOCIAL-EMOTIONAL SKILLS- SUMMARY STATEMENT 1

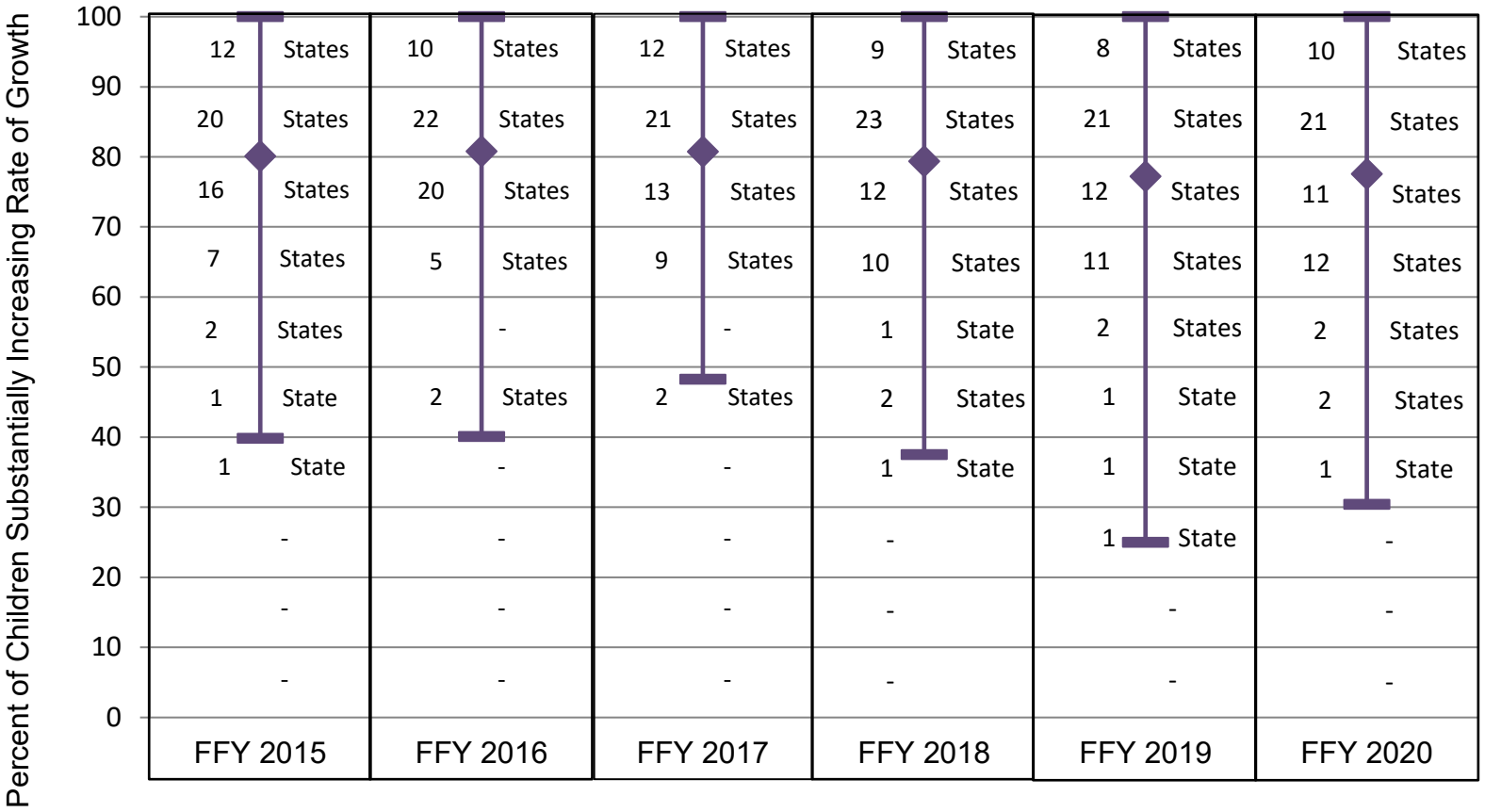


Figure 1a illustrates that national performance for Indicator 7A: Positive Social-Emotional Skills Summary Statement 1 has primarily remained consistent over the past six years with some slippage noted between FFY 2017 and FFY 2019 and a minor increase in FFY 2020. Table 1b illustrates the same trend using data on the mean and the range of scores with the mean for FFY 2020 reported at 78%. 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.

Table 1b

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

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	80	81	81	79	77	78
Highest	100	100	100	100	100	100
Lowest	40	40	48	38	25	30
No Data	0	0	2	1	2	0

Figure 2a

TRENDS - SIX YEARS OF INDICATOR B7A DATA
POSITIVE SOCIAL-EMOTIONAL SKILLS- SUMMARY STATEMENT 2

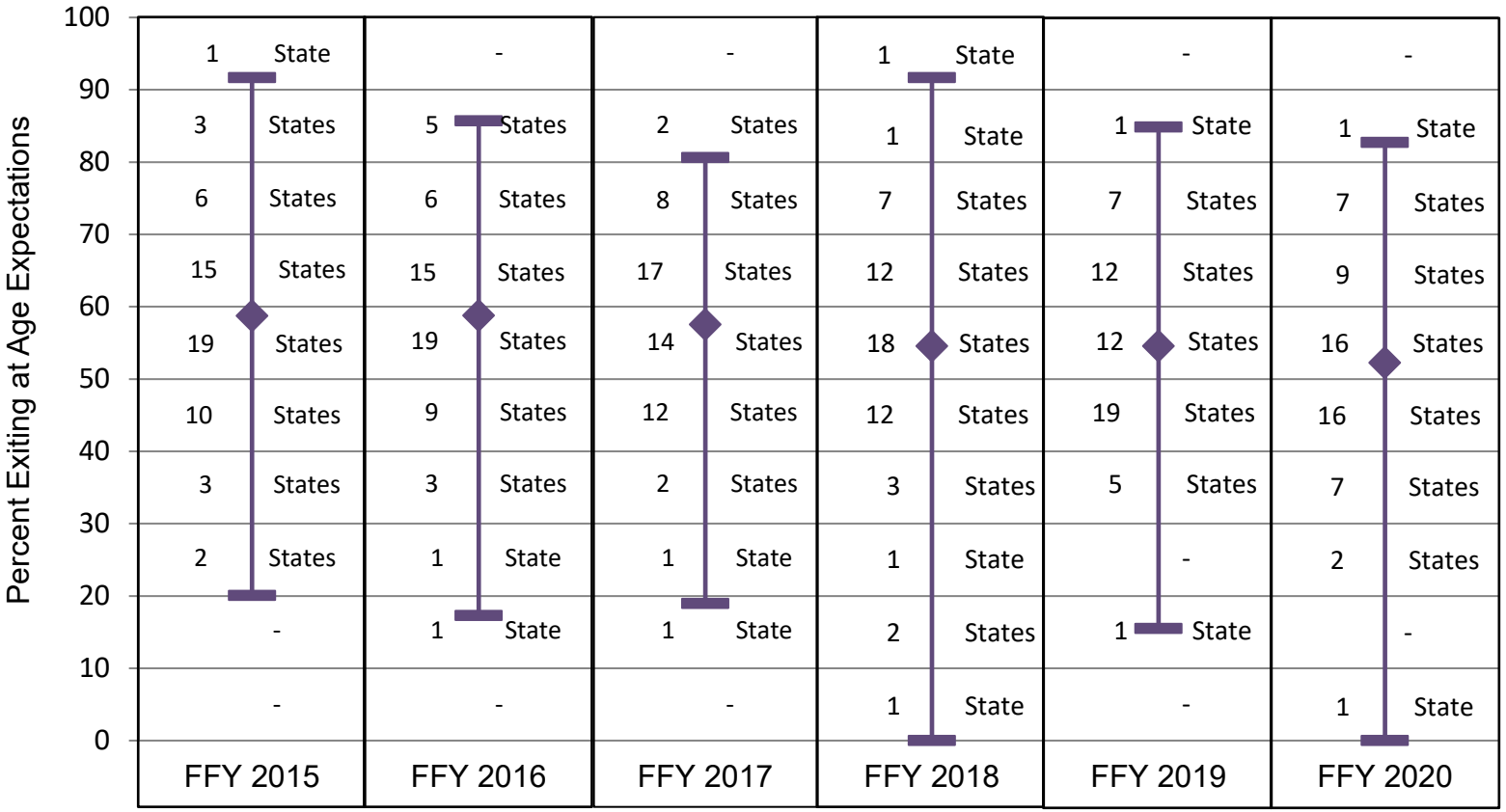


Figure 2a illustrates that national performance for Indicator 7A: Positive Social-Emotional Skills Summary Statement 2 has gradually declined over previous years' data. Table 2b illustrates the same trend using data on the mean and the range of scores with the mean declining from a consistent figure between 58-59% (FFY 2014-FFY 2017) to 52% in FFY 2020. The percent change between FFY 2019 and FFY 2020 is -5.45%, and the percent change across the six-year period is -11.86%. As stated above, 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.

Table 2b

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

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	59	59	58	55	55	52
Highest	92	86	81	92	85	83
Lowest	20	17	19	0	16	0
No Data	0	0	2	1	2	0

Figure 3a

TRENDS - SIX YEARS OF INDICATOR B7B DATA
ACQUISITION AND USE OF KNOWLEDGE AND SKILLS- SUMMARY STATEMENT 1

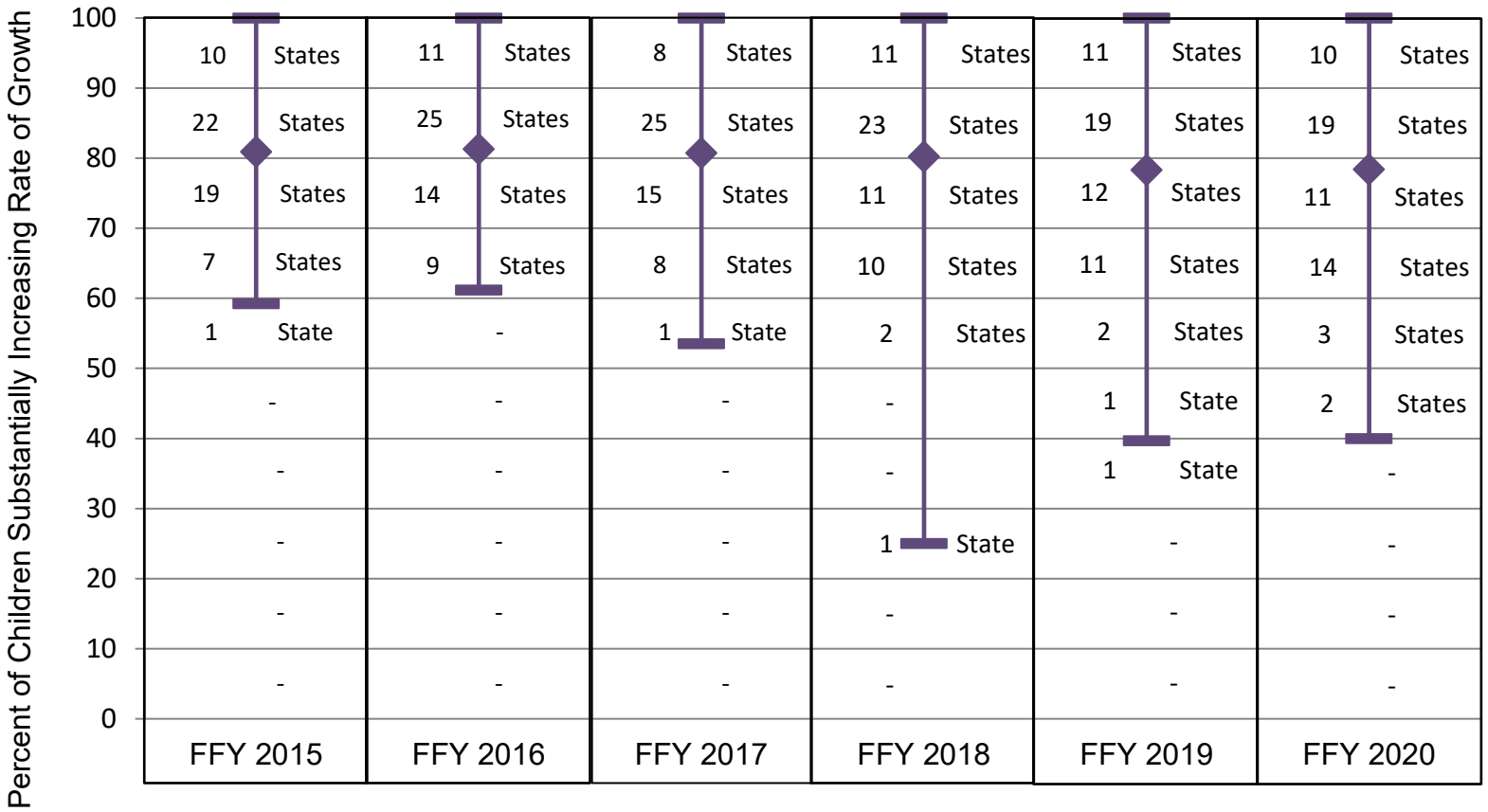


Figure 3a illustrates that national performance for Indicator 7B: Acquisition and Use of Knowledge and Skills Summary Statement 1 has marginally declined over the past six years. Table 3b illustrates the same trend using data on the mean and the range of scores with the mean dropping from 81% last reported in FFY 2017 to 78% in FFY 2019 and FFY 2020. 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.

Table 3b

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

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	81	81	81	80	78	78
Highest	100	100	100	100	100	100
Lowest	59	61	54	25	40	40
No Data	0	0	2	1	2	0

Figure 4a

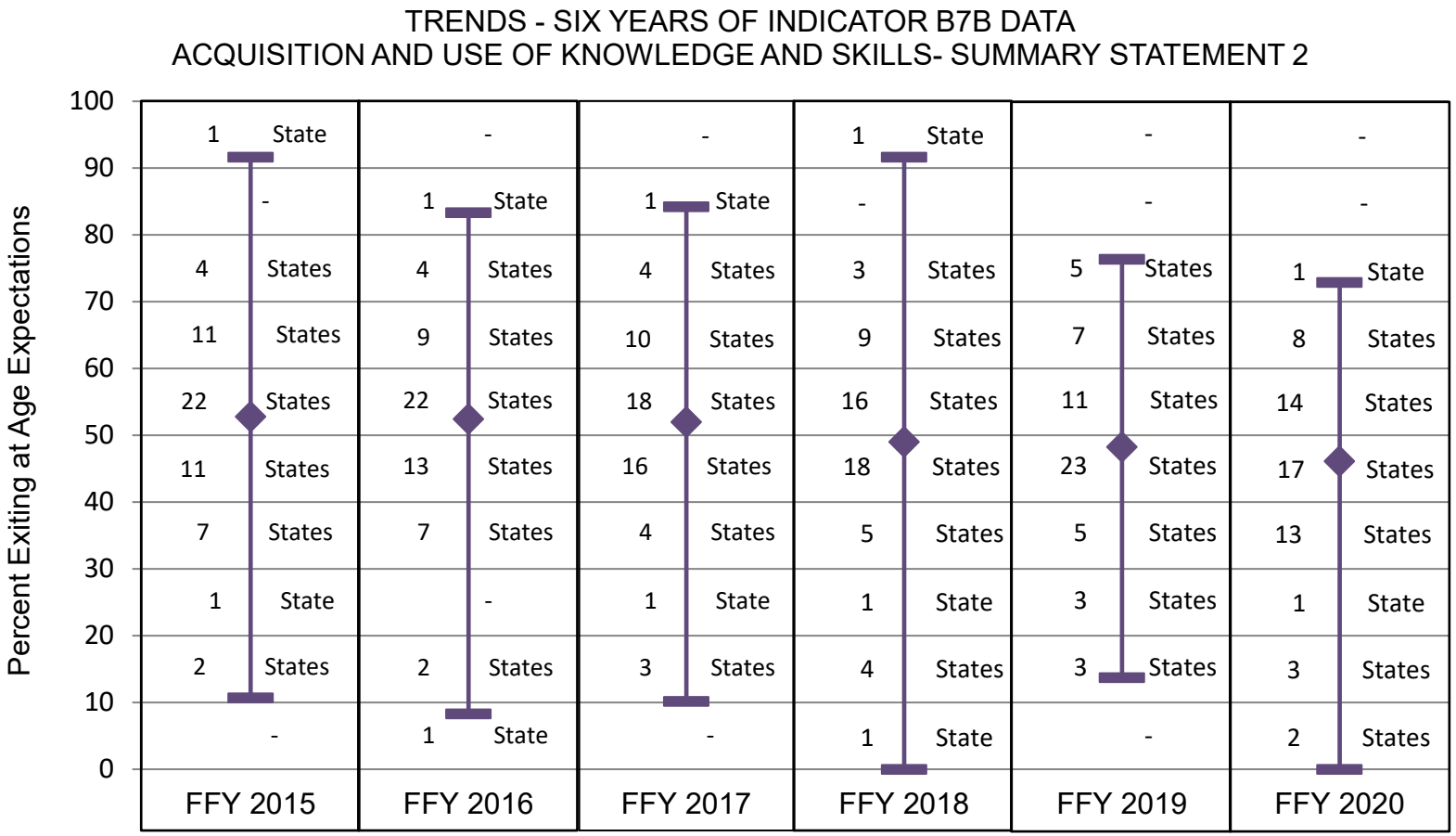

TRENDS - SIX YEARS OF INDICATOR B7B DATA
ACQUISITION AND USE OF KNOWLEDGE AND SKILLS- SUMMARY STATEMENT 2
Percent Exiting at Age Expectations
100
90
80
70
60
50
40
30
20
10
0
1 State
-
4 States
11 States
22 States
11 States
7 States
1 State
2 States
-
FFY 2015
-
1 State
4 States
9 States
22 States
13 States
7 States
-
2 States
1 State
FFY 2016
-
1 State
4 States
10 States
18 States
16 States
4 States
1 State
3 States
-
FFY 2017
1 State
-
3 States
9 States
16 States
18 States
5 States
1 State
4 States
1 State
FFY 2018
-
-
5 States
7 States
11 States
23 States
5 States
3 States
3 States
-
FFY 2019
-
-
1 State
8 States
14 States
17 States
13 States
1 State
3 States
2 States
FFY 2020

Figure 4a illustrates that national performance for Indicator 7B: Acquisition and Use of Knowledge and Skills Summary Statement 2 has gradually declined over the past six years. Table 4b illustrates the same trend using data on the mean and the range of scores. In FFY 2020, the mean is calculated to be 46% which is the lowest mean reported over the six-year period. The percent change between FFY 2015 and FFY 2020 is –13.21%. As stated previously, 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.

Table 4b

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

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	53	52	52	49	48	46
Highest	92	83	84	92	76	73
Lowest	11	8	10	0	14	0
No Data	0	0	2	1	2	0

Figure 5a

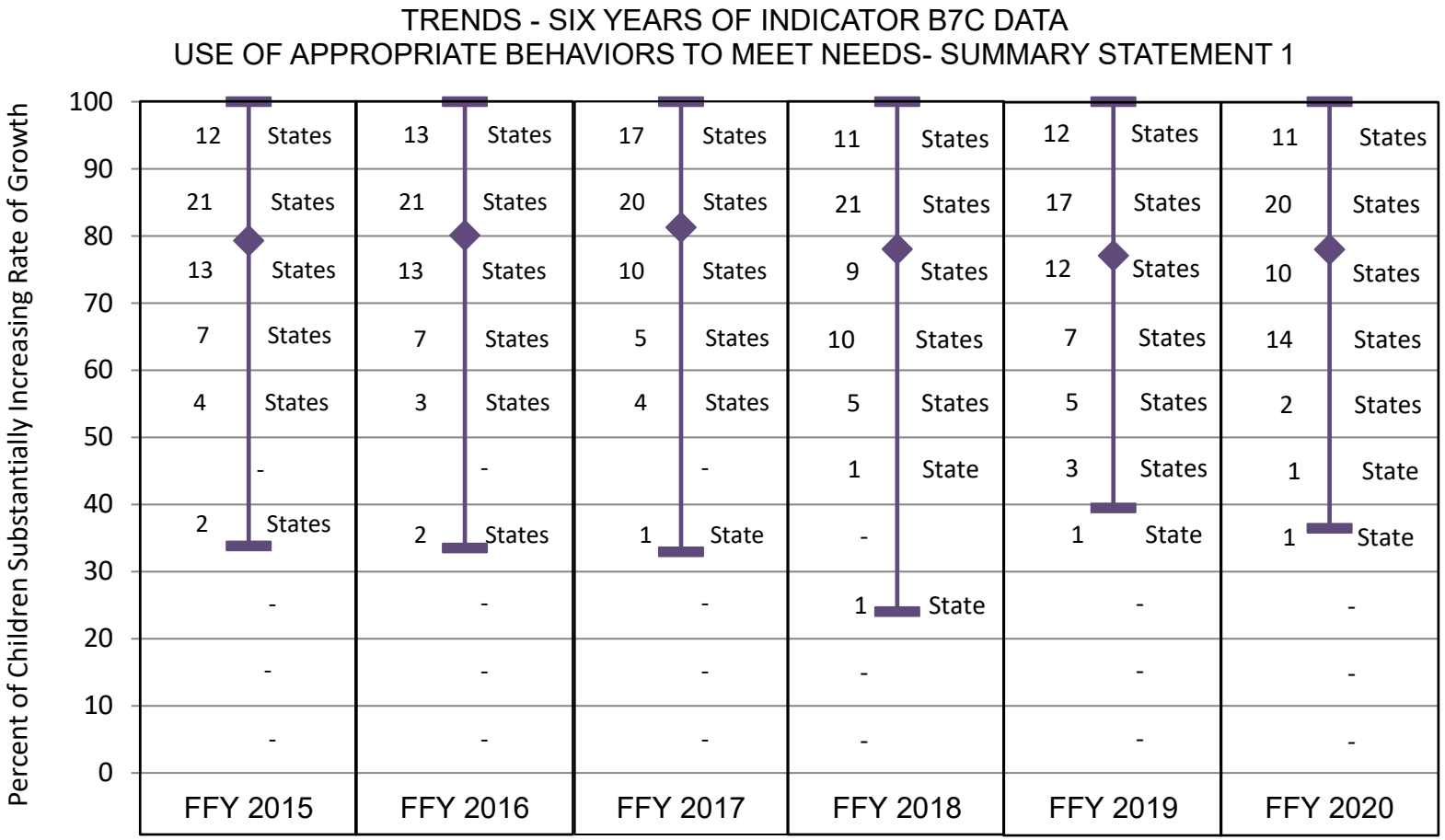

TRENDS - SIX YEARS OF INDICATOR B7C DATA
USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS- SUMMARY STATEMENT 1
Percent of Children Substantially Increasing Rate of Growth
100
90
80
70
60
50
40
30
20
10
0
FFY 2015
12 States
21 States
13 States
7 States
4 States
-
2 States
-
-
-
FFY 2016
13 States
21 States
13 States
7 States
3 States
-
2 States
-
-
-
FFY 2017
17 States
20 States
10 States
5 States
4 States
-
1 State
-
-
-
FFY 2018
11 States
21 States
9 States
10 States
5 States
1 State
-
1 State
-
-
FFY 2019
12 States
17 States
12 States
7 States
5 States
3 States
1 State
-
-
-
FFY 2020
11 States
20 States
10 States
14 States
2 States
1 State
1 State
-
-
-

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 marginal gains in FFY 2016 and FFY 2017, slight slippage noted between FFY 2017 and FFY 2019 and a marginal correction FFY 2020. Table 5b illustrates the same trend using data on the mean and the range of scores with the mean fluctuating north and south of 79% reported for FFY 2015 and 78% for FFY 2020. 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, states are employing better measurement techniques which are indicative of a more accurate picture of child outcomes across the country.

Table 5b

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

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	79	80	81	78	77	78
Highest	100	100	100	100	100	100
Lowest	34	33	33	24	39	36
No Data	0	0	2	1	2	0

Figure 6a

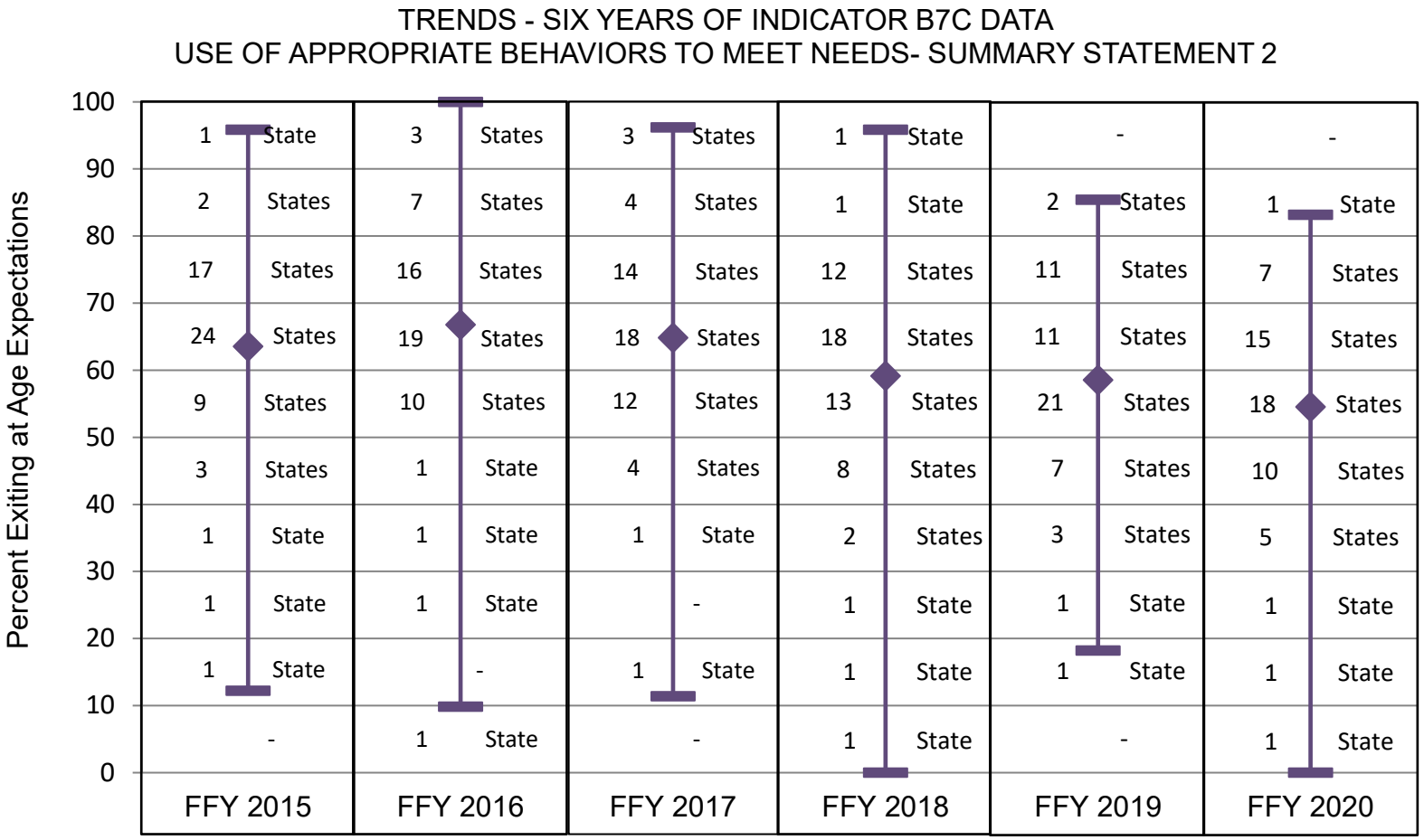

TRENDS - SIX YEARS OF INDICATOR B7C DATA
USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS- SUMMARY STATEMENT 2
Percent Exiting at Age Expectations
100
90
80
70
60
50
40
30
20
10
0
FFY 2015
1 State
2 States
17 States
24 States
9 States
3 States
1 State
1 State
1 State
-
FFY 2016
3 States
7 States
16 States
19 States
10 States
1 State
1 State
1 State
-
1 State
FFY 2017
3 States
4 States
14 States
18 States
12 States
4 States
1 State
-
1 State
-
FFY 2018
1 State
1 State
12 States
18 States
13 States
8 States
2 States
1 State
1 State
1 State
FFY 2019
-
2 States
11 States
11 States
21 States
7 States
3 States
1 State
1 State
-
FFY 2020
-
1 State
7 States
15 States
18 States
10 States
5 States
1 State
1 State
1 State

Figure 6a illustrates that national performance for Indicator 7C: Use of Appropriate Behaviors to Meet their Needs Summary Statement 2 has significantly declined between FFY 2016 and FFY 2020. Table 6b illustrates the same trend using data on the mean and the range of scores. In FFY 2020, the mean is calculated to be 55% which represents a percent change from FFY 2016 (reported as 67%) of -17.91%. 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 data reflects a declining trendline, states are employing better measurement techniques which are indicative of a more accurate picture of child outcomes across the country.

Table 6b

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

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	64	67	65	59	59	55
Highest	96	100	96	96	85	83
Lowest	12	10	11	0	18	0
No Data	0	0	2	1	2	0

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, seven 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 eight 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.

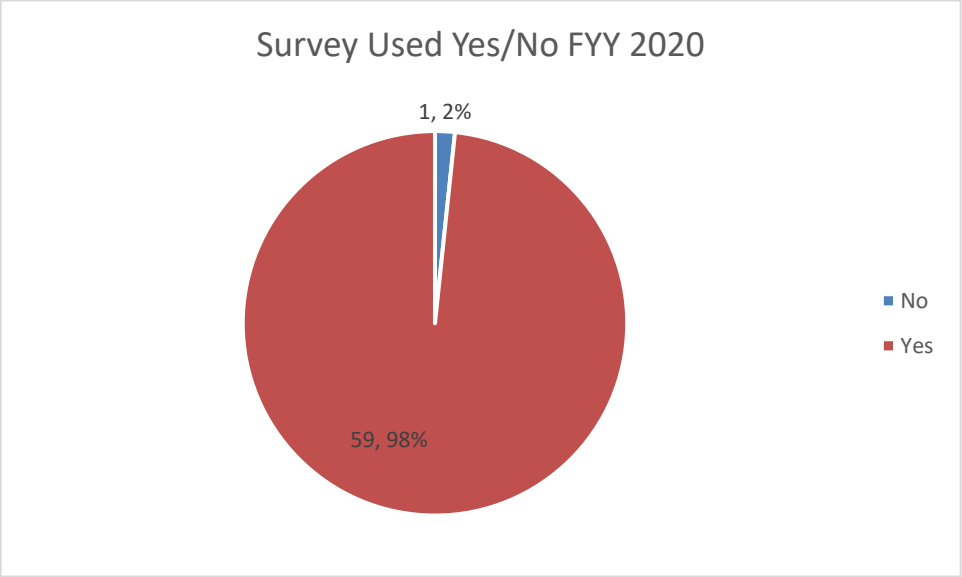
DATA SOURCES

This analysis is based on information on Indicator 8 from states' FFY 2020 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, 98% of the sates used a survey while 2% did not. This data does not represent a change in states data collection instruments from FFY 2019: this year again, states only indicated if they used a survey toll or not.

FIGURE 1: Data Collection Method Used by States
Indicator 8: FFY 2020



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 2020 APRs, states identified their methods for distributing surveys, with 50% 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. 40% reported using sampling methods including random samples, stratified random samples, cohorts, and other strategies; and the remaining 10% of the states reported unknown methods.
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 2020

Distribution Methods (n=56)	# of States	% of States
Census	30	50%
Sample	24	40%
Unknown	6	10%

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, 52 reported preschool and school-aged data together. The remaining eight states reported their data separately. This changed from last year, when seven states reported their data separately.

TABLE 2: State Reporting of School-Aged and Pre-School Aged Data
Indicator 8: FFY 2020

Pre-School/School Aged	Number of States	Percent of States
Separately	8	13%
Together	52	87%

Table 3 outlines the percentage of states that "Met" or "Did Not Meet" established targets for performance on Indicator 8. As shown, 55% of states met or exceeded the targets set for the percent of parents reporting that schools facilitated their involvement in improving their students' results; 42% did not. This represents a decrease of 5 percentage points from FFY 2019 to FFY 2020; it is also important to note that this data is not available for 3% 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 2020, N=56

Target Achievement	FFY 2019	FFY 2020
Met Target	60%	55%
Did Not Meet Target	32%	42%
N/A	8%	3%

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 no improvement for FFY 2020, as 28 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 2020 was 42%, which is 11 percentage point higher than the low for FFY 2019. The mean has steadily risen over the six-year period, and the mean for FFY 2020 is slightly higher that the FFY 2019 mean.

FIGURE 2: Six-Year Trend Data

Indicator 8: Parents of School-Aged Children & Youth FFY 2015 to FFY 2020

N=60

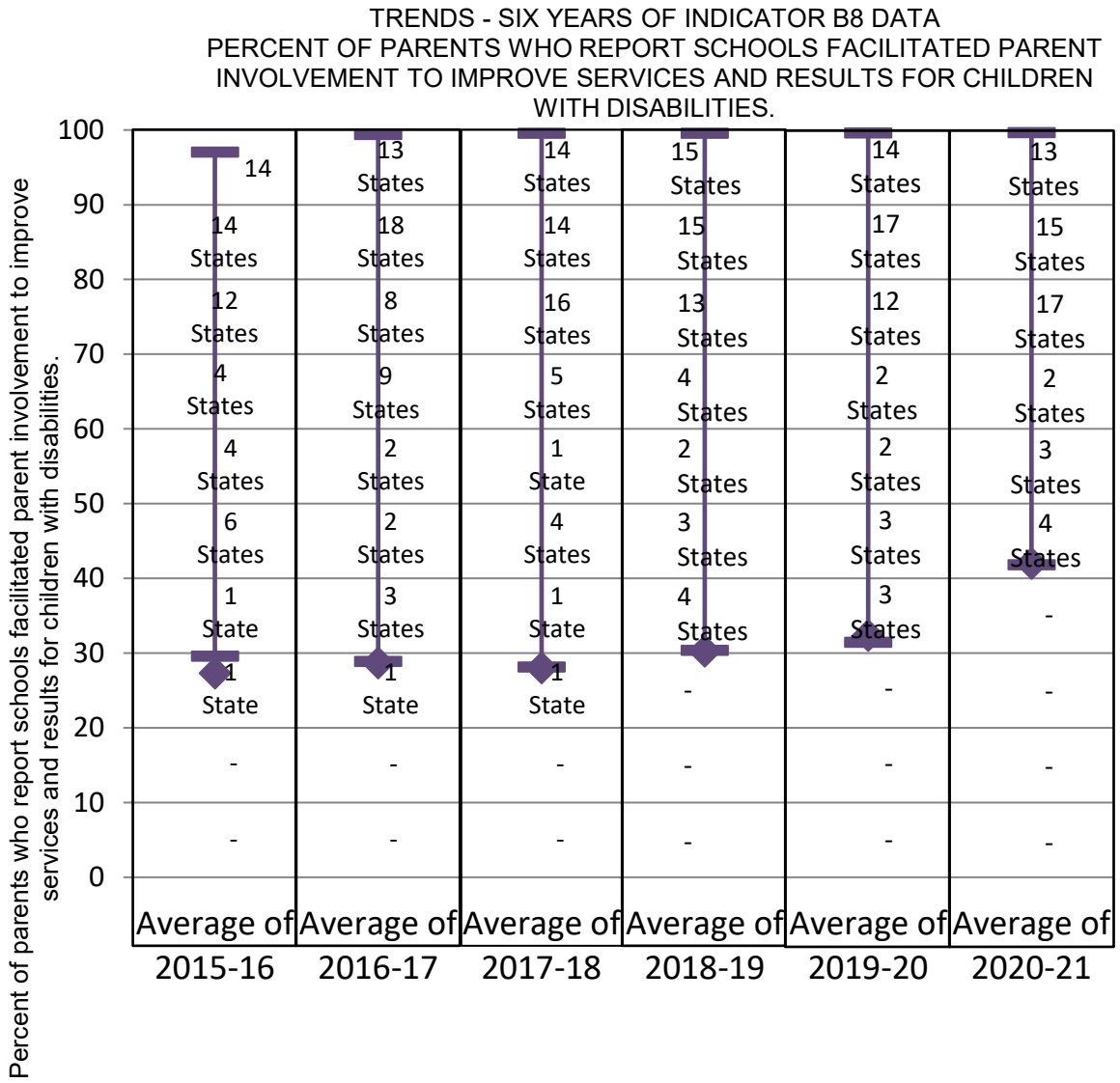


TABLE 4: Six-Year Trend Data
Indicator 8: Parents of School-Aged Children & Youth FFY 2015 to FFY 2020

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	74	76	76	76	77	78
Highest	97	99	100	100	100	100
Lowest	30	29	28	30	31	42
No Data	0	0	0	0	3	2

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

Percentage ranges	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
90% to 100%	14	13	14	15	14	13
80% to <90%	14	18	14	15	17	15
70% to <80%	12	8	16	13	12	17
60% to <70%	4	9	5	4	2	2
50% to <60%	4	2	1	2	2	3
40% to <50%	6	2	4	3	3	4
30% to <40%	1	3	1	4	3	0
20% to <30%	1	1	1	0	0	0
10% to <20%	0	0	0	0	0	0
0% to <10%	0	0	0	0	0	0

In Figure 3, seven of eight states reported results within the 80-100% range. The lowest percentage reported for FFY 2020 was 78% by one state, which is 23 percentage point higher than it has been during the previous year.

FIGURE 3: Six-Year Trend Data
Indicator 8: Parents of Pre-School-Aged Children FFY 2015 to FFY 2020
N=8 (2020)

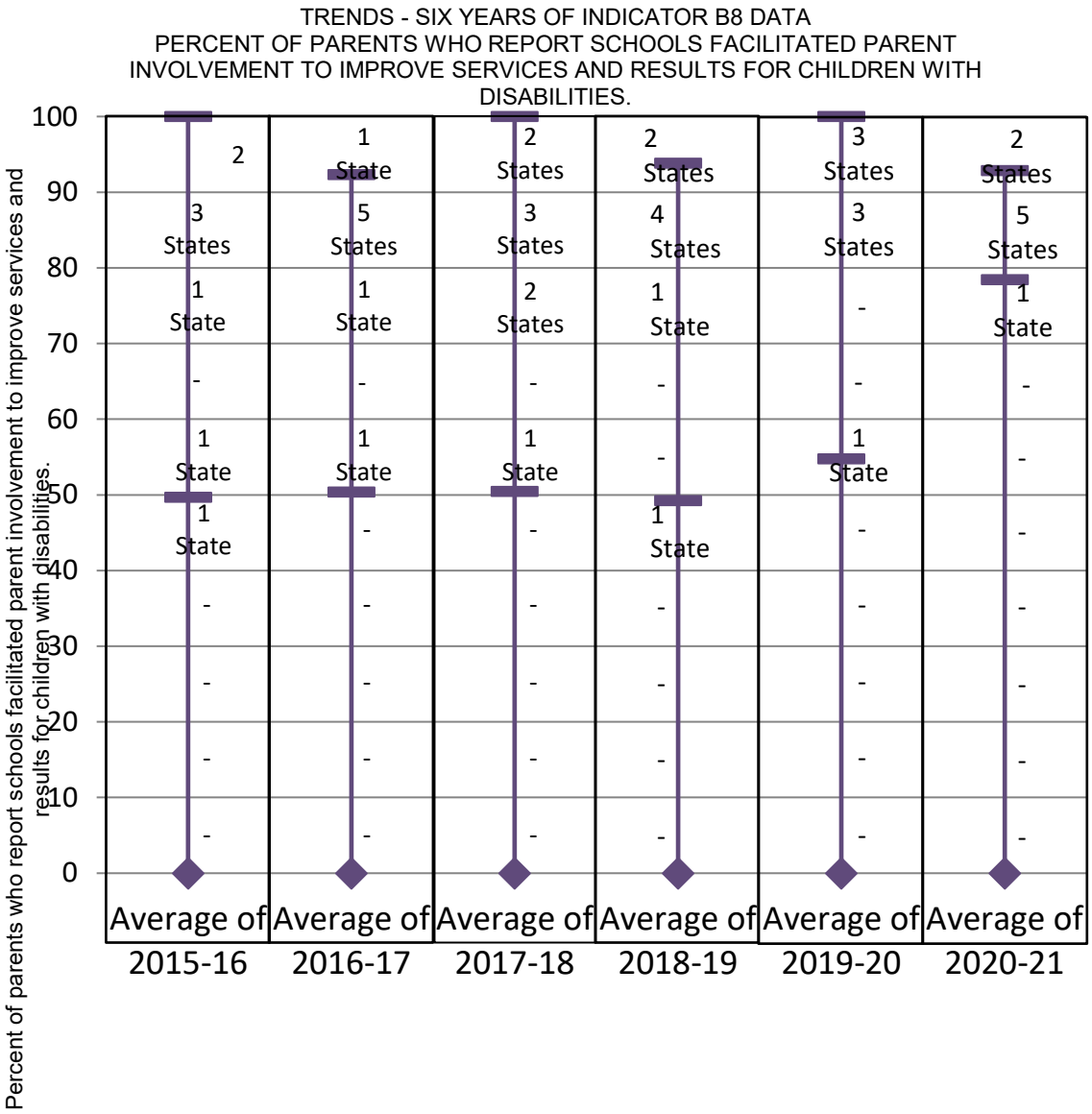


Table 6 provides Six-Year Trend data for survey responses from parents of pre-school aged children in the eight states where states report this data separately. The overall FFY 2020 performance distribution across states showed a decrease in 7 percentage points over FFY 2019. The mean is 87 this year, an increase in 3 percentage points over FFY 2019.

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 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**	**FFY 2020**
Mean	77	81	81	80	84	87
Highest	100	92	100	94	100	93
Lowest	50	50	50	49	55	78
No Data	48	48	48	48	49	48

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

Percentage	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**	**FFY 2019**	**FFY 2020**
90% to 100%	2	1	2	2	3	2
80% to <90%	3	5	3	4	3	5
70% to <80%	1	1	2	1	0	1
60% to <70%	0	0	0	0	0	0
50% to <60%	1	1	1	0	1	0
40% to <50%	1	0	0	1	0	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 2020. As noted previously there was one state that did not submit complete Indicator 8 data.

Of the states reporting, 24 states or 40% indicate that survey responses are representative of the demographics of children receiving special education services. This is an increase of one (1) state in comparison to FFY 2020 when 23 states reported obtaining responses that were representative of student demographics.

TABLE 8: States Indicating the Demographics of the Parents Responding Are Representative of the Demographics of Children Receiving Special Education Services

Responses (n=60)	FFY 2019	FFY 2020	% of Total
Yes	23	24	40.0%
No	36	35	58.3%
Not reporting	1	1	1.7%

Metric Used to Determine Representativeness (for this section n=60). States use a variety of metrics and methods to determine representativeness. There are 58 states or 96.7% who report the specific metric they use in determining discrepancies between overall demographic distributions of students receiving special education services and the demographics of survey respondents as to gender, race, ethnicity, disability, age, and/or grade level groups. This is an increase of 40 states. The majority of these states, 55 of the 58 use a percentage difference between respondents and student demographics to measure the presence of a significant discrepancy. The percentage used ranges from 3% to 10% with a median of 3%. The remaining five states either used other statistical methods including chi-squared calculations, 3 states; or did not report a clear statistical process (2 states).

Race/Ethnicity Discrepancy. In Table 9, 29 of the 35 states indicating that respondents are not representative of state student demographics provide data on the demographics of students that are underrepresented. Of the states reporting, 18 or 51.4% indicate under-representation of parents of Black/African-American students and slightly less, 17 states or 48.6%, indicate that parents of Hispanic/Latino students were under-represented. For parents of Native American/American Indian students, six states or 17.1% report underrepresentation, and one state reports underrepresentation of parents of Asian students and one additional state reports underrepresentation of parents of

students with two or more races. Just over 50% of states indicate that more than one racial or ethnic group was underrepresented in survey respondents. Data on racial or ethnic groups where states' respondents were under-represented was not included for six (6) states.

Beginning with the FFY 2021 SPP/APR, due February 1, 2023, when reporting the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services, states must include race/ethnicity in their analysis.

TABLE 9: Race/Ethnicity Reported as Under-Represented in Survey Responses (n=35)

Race/Ethnicity	# of States	% of States
Black	18	51.4%
Hispanic	17	48.6%
Native American	6	17.1%
Asian	1	2.9%
Non-white	2	5.7%
Two or More Races	1	2.9%
Reporting more than one race/ethnicity	18	51.4%
Not Reported	6	17.1%

Discrepancy in Responses by Disability Category. Table 10 below details the number and percentage of the 35 states that identify under-representation of parents of students by disability category. There are 11 states responding that survey responses were not representative of student demographics where disability categories are underrepresented, including the following: Specific Learning Disability, 17 states; Other Health Impaired, 7 states; two (2) states each for Emotional Disturbance and Speech Language Impairment; and one state for Developmentally Delayed. The disabilities that are overrepresented in survey responses include: Autism, 11 states; Multiple Disabilities, 4 states, Speech Language Impairment, 3 states; and Other Health Impaired, 2 states.

TABLE 10: Discrepancy in Disability Category Survey Responses

	Under-Represented	Under-Represented	Over-Represented	Over-Represented
Disability Category (n=35)	**# of States**	**% of States**	**# of States**	**% of States**
Autism	0	0.0%	11	31.4%
Developmental Delay	1	2.9%	0	0.0%

Emotional Disturbance	2	5.7%	0	0.0%
Intellectual Disability	1	2.9%	0	0.0%
Multiple Disabilities	0	0.0%	4	11.4%
Other Health Impaired	7	20.0%	2	5.7%
Specific Learning Disabilities	17	48.6%	0	0.0%
Speech/Language	2	5.7%	3	8.6%
Not Reporting	24	68.6%	27	77.1%
States Reporting More than One Group	10	28.6%	6	17.1%

It should be noted that beginning with the FFY 2021 SPP/APR, due February 1, 2023, when reporting the extent to which the demographics of the children for whom parents responded are representative of the demographics of children receiving special education services, States must include race/ethnicity in their analysis. In addition, the State's analysis must also include at least one of the following demographics: age of the student, disability category, gender, geographic location, and/or another demographic category approved through the stakeholder input process. The inclusion of this more detailed data in a greater number of states' submissions in the future will provide greater clarity to the extent of the under- and over- representation of Indicator 8 survey respondents across the states.

Collaboration with their OSEP-funded parent centers. The APR submission instructions note that "States are encouraged to work in collaboration with their OSEP-funded parent centers in collecting data." Parent training and information centers and Community Parent Resource Centers help ensure parents of children with disabilities, including low-income parents, parents of children who are English learners, parents with disabilities, and parents of other underserved populations have the training and information they need to enable them to participate effectively in helping their children. Through a competitive grant process, OSEP seeks to fund at least one parent center to serve each state. There are 29 states, 48.3%, that outlined their collaborations with parent centers. Each of these states indicated that they included the parent center in stakeholder meetings related to the SPP and APR target setting and results. States also mentioned that they worked with or were assisted by parent centers in the following ways:

Parent centers provided feedback and assistance in improving survey questions. Some noted that parent centers were instrumental in reaching other parent-led organizations, like local special education parent support and advisory groups. Parent Centers provide information to these groups and also offer opportunities for their members to provide feedback on Indicator 8 family survey questions and recommendations for improvement

strategies based on the survey data.
Parent centers assisted in reaching culturally and linguistically diverse populations by providing translation and interpretation expertise in ASL, English, Spanish and additional languages including Portuguese, Mandarin, Arabic, Korean and Vietnamese.
Parent centers serve families were over 40 languages are spoken in the home.
Several noted that parent centers were instrumental in developing and disseminating fact sheets on SPP/APR indicators in family-friendly language
Parent centers facilitate meetings with families to share results and increase survey participation. Parent centers connected states to families through In-person, virtual and recorded training offerings on SPP/APR topics including indicator content, historical data analysis, trend-analysis/data forecasting, implementation strategies, and target-setting.
Parent center staff are providing support to SEA staff on strategies for involving more parents especially from underrepresented populations
Parent centers extended their social media outreach expertise to states in order to reach families via various platforms, including YouTube videos with states' messages about completing Indicator 8 surveys.

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 2019 to FFY 2020.

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 2020 APRs for the 50 states, the District of Columbia, and the Virgin Islands (52 states). One state did not have valid and reliable data for 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 52 states for B9 and 50 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 n and/or cell size requirements.

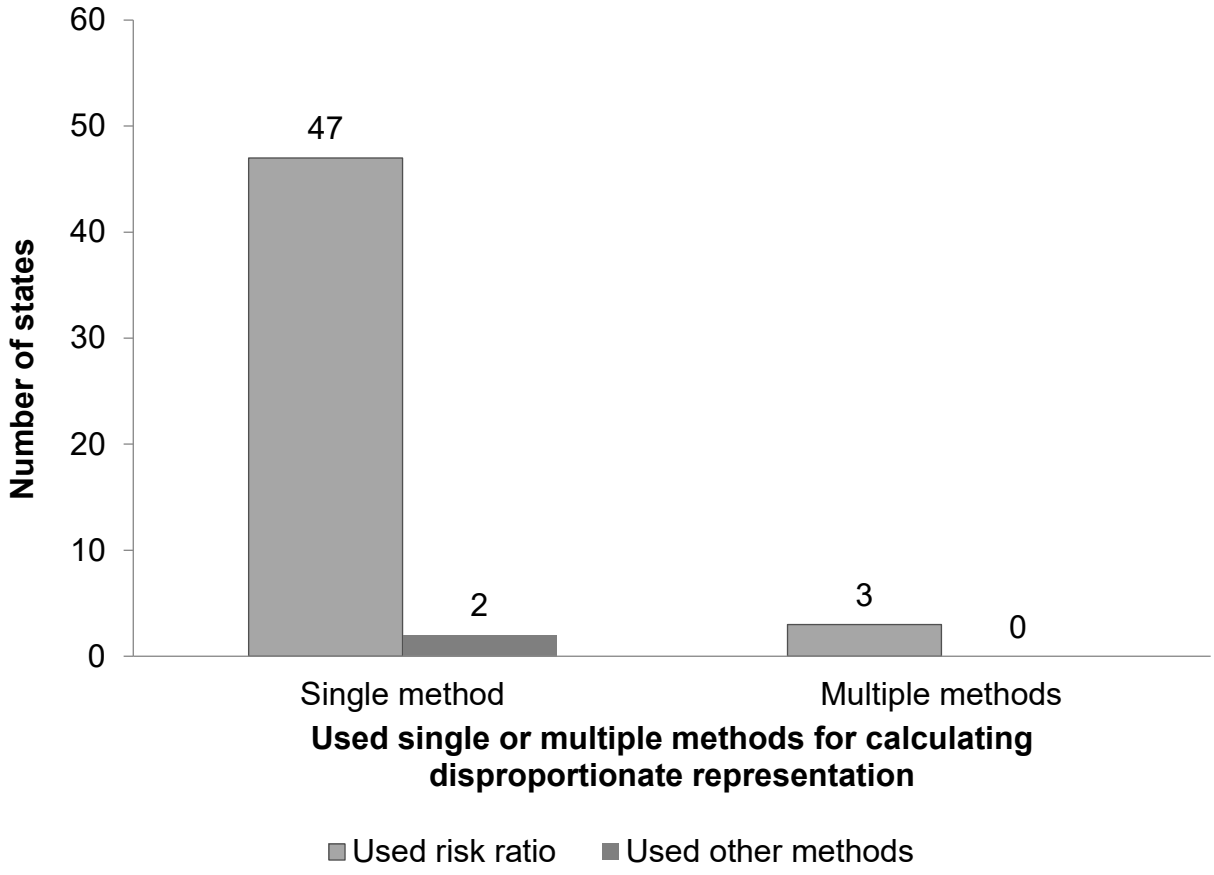
Methods States Used to Calculate Disproportionate Representation

The majority of states (49 out of 52 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 49 states using one method, 47 states (96%) 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 two states

(4%) used risk or composition as their sole method for calculating disproportionate representation.

The remaining 3 out of 52 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 2020



Note: One state did not report valid and reliable data for B10, and another state is not required to report on B10. Therefore, N=52 for B9, and N=50 for B10.

Definitions of Disproportionate Representation

Most of the 50 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 group was greater than the state's threshold. The three most commonly used thresholds for disproportionate representation were 3.0 (20 states), 2.0 (10 states), and 2.5 (7 states).

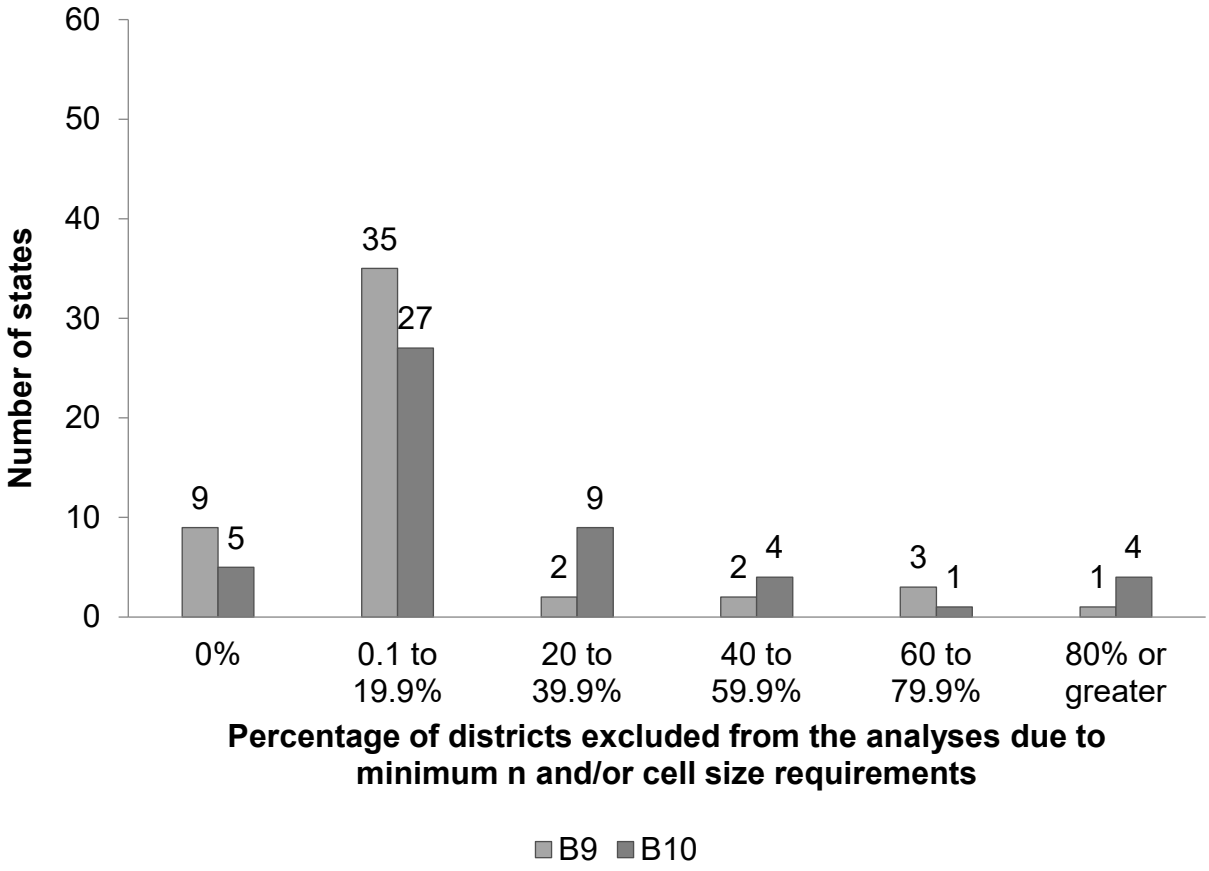
The small number of states (2 out of 52 states) that calculated disproportionate representation using other methods defined disproportionate representation in different ways. These included percentage-point differences (composition) and comparisons to thresholds and statistical significance (risk).

Minimum N and/or Cell 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 n and/or cell size the state set. Overall, 52 states (100%) used minimum n and/or cell size requirements in their calculations of disproportionate representation for both B9 and B10. States specified a variety of minimum n and/or cell size requirements, ranging from 5 to 100 students.

All 52 states reported on the percentage of districts excluded from the analyses due to minimum n and/or cell size requirements for B9, and (50 out of 52) for B10. Figure 2 presents this information.

Figure 2
Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum N and/or Cell Requirements: FFY 2020



Note: One state did not report valid and reliable data for B10, and another state is not required to report on B10. Therefore, N=52 for B9, and N=50 for B10.

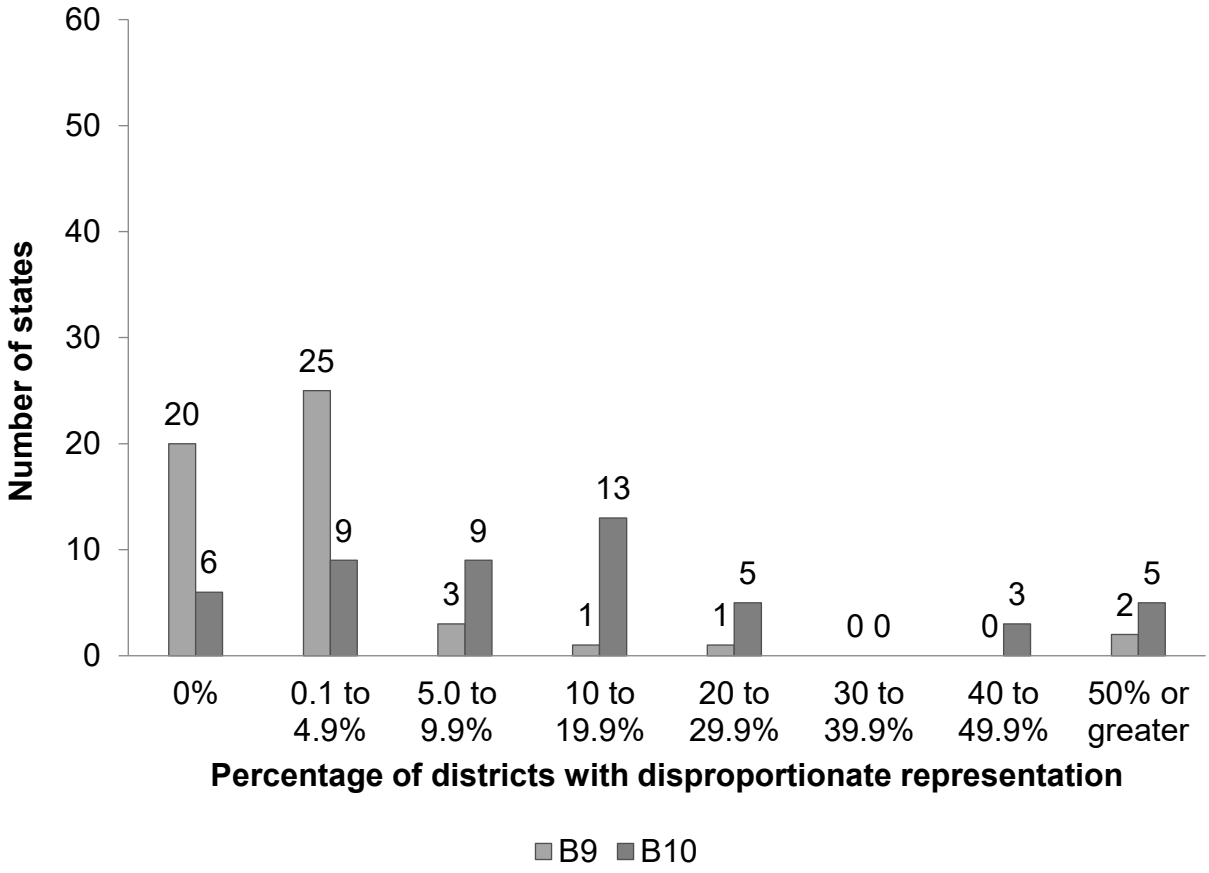
FIGURES AND EXPLANATIONS: ACTUAL PERFORMANCE AND TRENDS

This section provides actual performance data for B9 and B10 for FFY 2020 and describes changes from FFY 2019 to FFY 2020.

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 2020

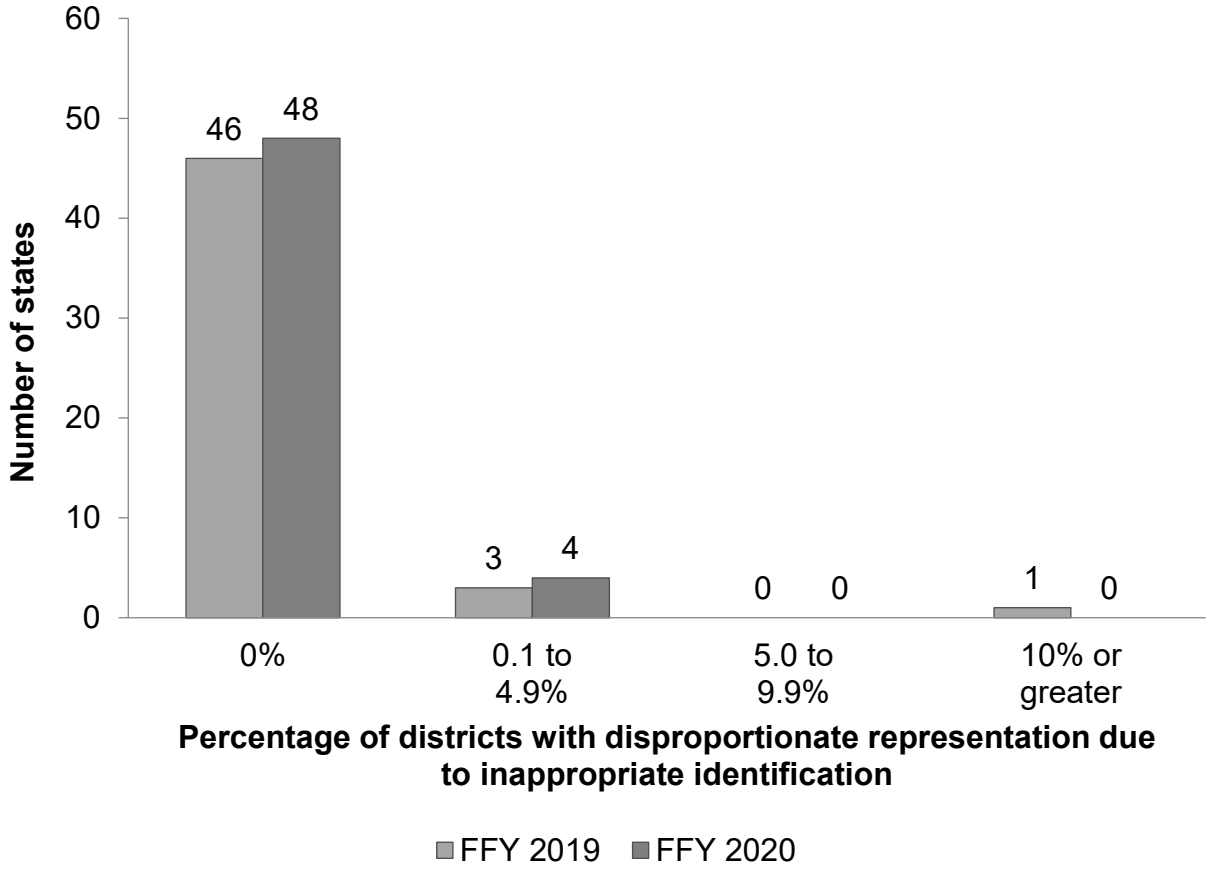


Note: One state did not report valid and reliable data for B10, and another state is not required to report on B10. Therefore, N=52 for B9, and N=50 for B10.

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

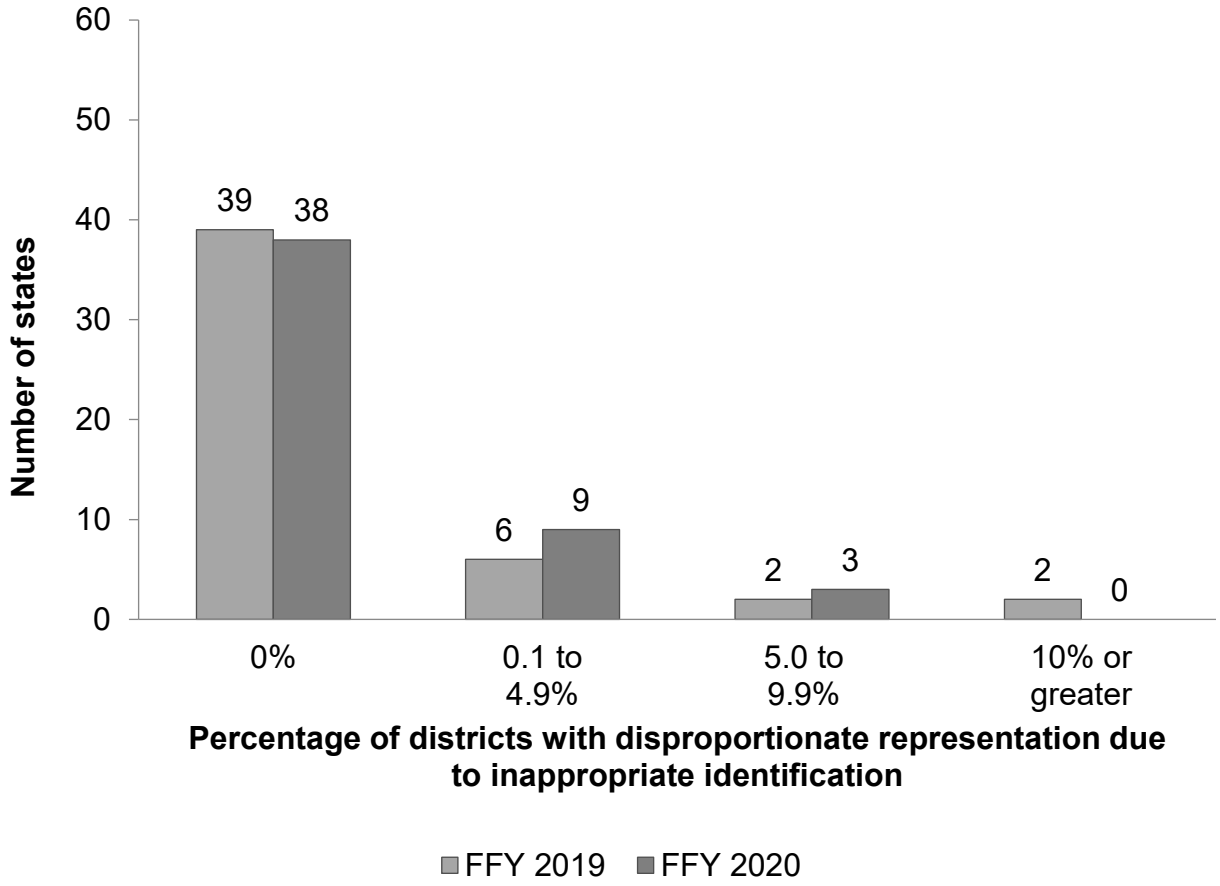
For both B9 and B10, states reported the percentage of districts that had disproportionate representation that was the result of inappropriate identification (see Figures 4 and 5 for B9 and B10, respectively). For each indicator, data are presented for FFY 2019 and FFY 2020.

Figure 4
Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B9: FFY 2019 and FFY 2020



Note: Two states did not report valid and reliable data for B9 in FFY 2019. Therefore, N=50 for FFY 2019, and N=52 for FFY 2020.

Figure 5
Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B10: FFY 2019 and FFY 2020



Note: Two states did not report valid and reliable data for B10 in FFY 2019, one state did not report valid and reliable data for B10 in FFY 2020, and another state is not required to report on B10. Therefore, N=49 for FFY 2019, and N=50 for FFY 2020.

Description of Change From FFY 2019 to FFY 2020

An examination of change from FFY 2019 to FFY 2020 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 2019 and FFY 2020:[1]

[1] Fifty states reported valid and reliable data for B9 for FFY 2019 and 52 states for FFY 2020. Forty-nine states reported valid and reliable data for B10 for FFY 2019 and 50 states for FFY 2020, including the one state that is not required to report on B10.

- Forty-five states (87%) for B9 and 34 states (68%) for B10 reported no change in the percentage of districts identified as having disproportionate representation due to inappropriate identification (all these states met the target of 0% in FFY 2019 and FFY 2020 for B9 and B10).

- For B9, four states (8%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and one state (2%) reported an increase.

- For B10, seven states (14%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and seven states (14%) reported an increase.

INDICATOR 11, PART B: TIMELY INITIAL EVALUATIONS

Prepared by National Center for Systemic Improvement

INTRODUCTION

This report is based on information included in Indicator 11, Part B submissions 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 document.

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 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.

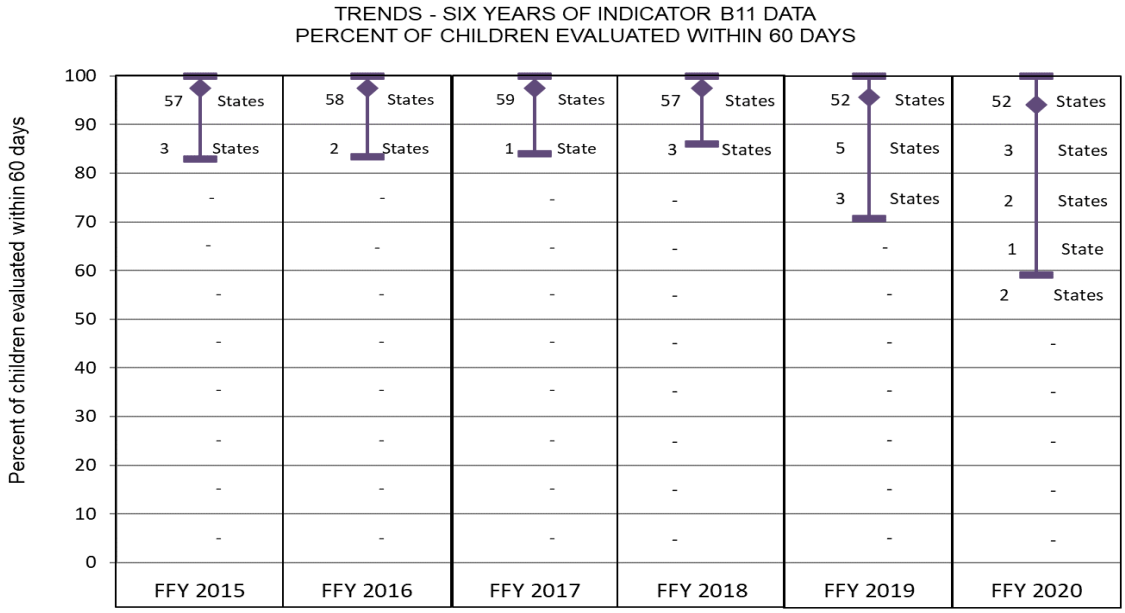
Data for reporting on this indicator are to be taken from state monitoring or state data systems and based on actual, not an average, number of days. If data are generated from a state monitoring system, the state must describe the method used to select Local Education Agencies (LEAs) for monitoring.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

OVERVIEW OF ACTUAL PERFORMANCE

State-reported data since the first reporting year (2011-2012) shows some changes with slippage indicated in this reporting year. Across the monitoring years, including FFY 2020, the highest percentage reported by a state was 100%, meaning all children were evaluated within 60 days of initial parental consent. Prior to FFY 2020, the lowest percentage reported by a state across all monitoring years was 71% (FFY 2019), which means approximately 70% of children were evaluated within 60 days of initial parental consent. Analysis across the states in FFY 2020 shows the lowest percentage reported by a state to be 59.10% which means, in one entity approximately 59% of children were evaluated within 60 days of initial parental consent.

In FFY 2020, approximately 94% 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 slippage in this reporting year. Figure 1 illustrates the number of states in each percentage band (e.g., 10-20%, 20-30%). For the current reporting year (FFY 2020) the bandwidth has extended out with states surrounding the mean decreasing. The average percentage at 90-100% in FFY 2020 includes 52 states, the average percentage at 70-90% includes 5 states and the average percentage from 50-70% includes 3 states.

Figure 1



FURTHER COMPARISON ACROSS YEARS

Taking a closer look at the data, Figure 2 demonstrates the annual average as well as the difference in data for all 60 states reported between the two most recent submission periods of FFY 2019 and FFY 2020. Given that the goal for all 60 states is 100%, the mean for the past six reporting years remained around 97%. The mean across states is 94% for FFY 2020.

Figure 2

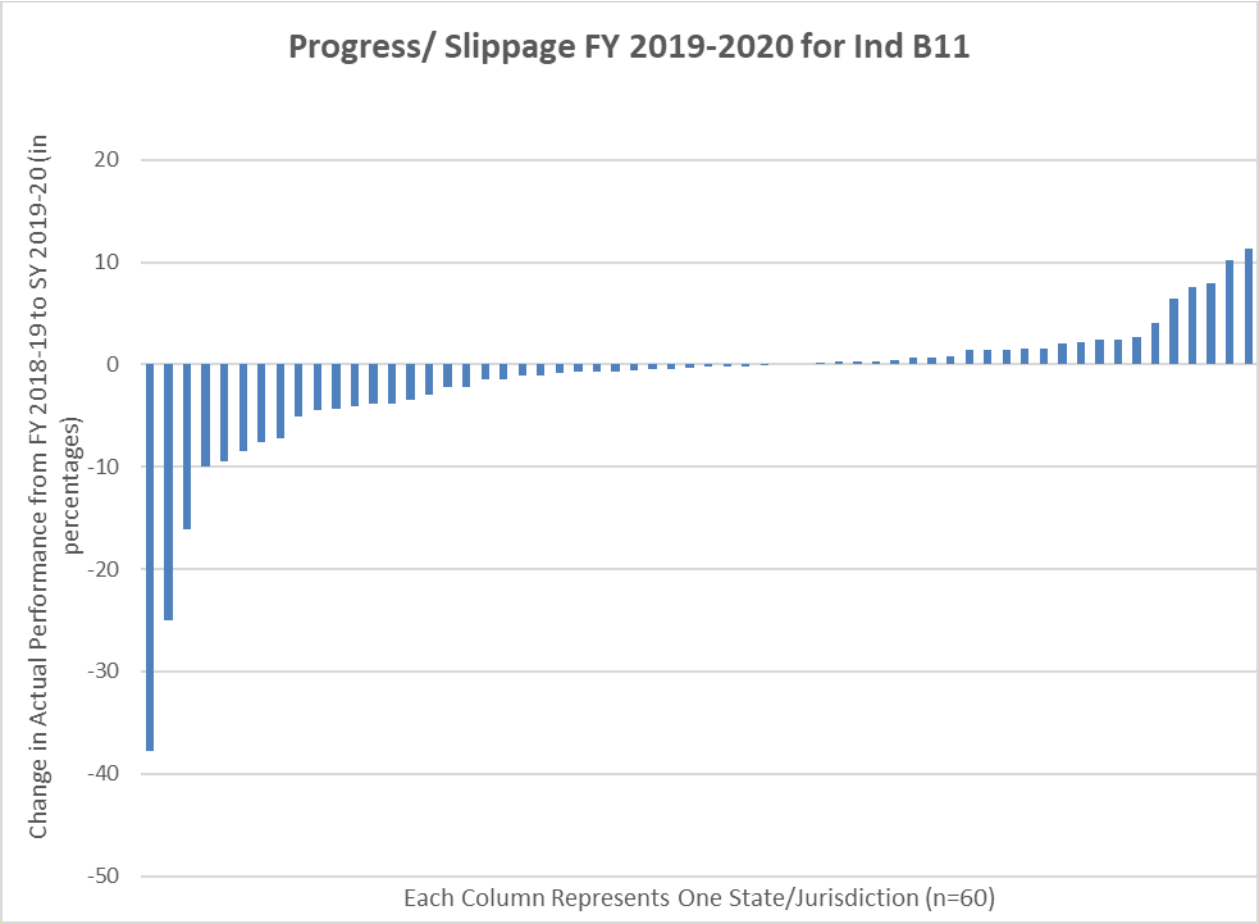
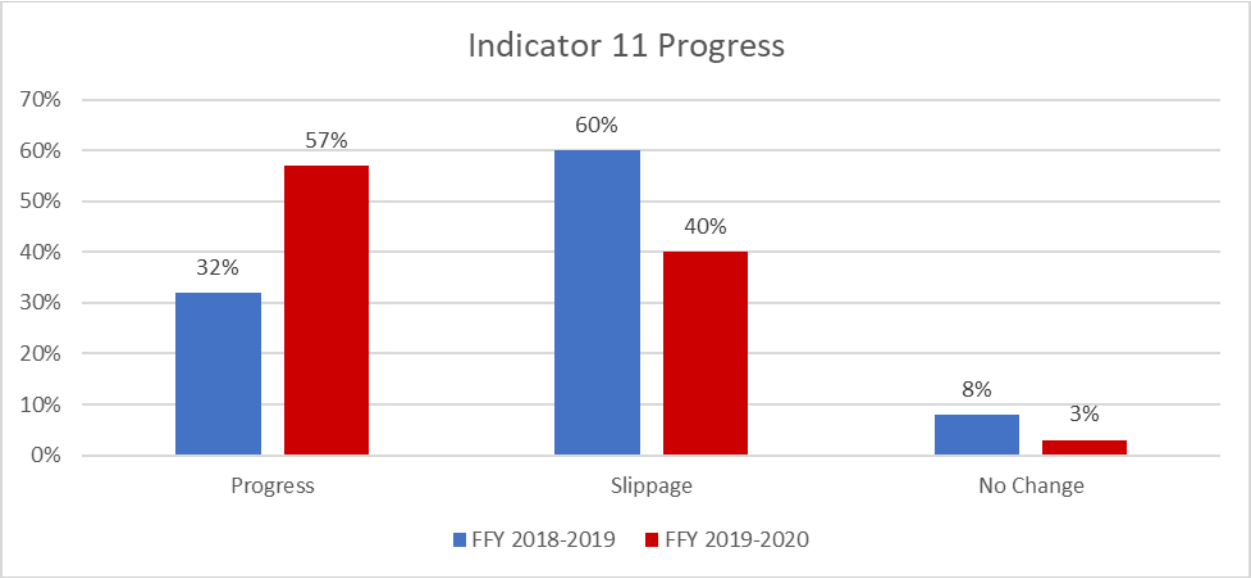


Figure 3 illustrates an additional analysis of the data reported in FFY 2019 and FFY 2020.

The data is expressed in positive and negative numbers so that very small increments of change can be reflected. Two states (3.33%) reported no changes from data reported between the two reporting years. However, 24 states (40.0%) reported an increase, and 34 states (56.66%) reported a decrease in the number of children evaluated within 60 days of receiving parental consent. This is an increase in the overall percentage of children evaluated within 60 days of receiving parental consent.

Despite the data remaining relatively stable, only three states (5.0%) indicated meeting targets set for the FFY 2020 reporting year. Of the 36 states that met target, five states reported no changes and one state reported positive change. Consistent with previous data, any progress was slight. The remaining 57 states (95.0%) reported not meeting the target set by OSEP for Indicator 11, Part B.

Figure 3



CONCLUSION

As indicated throughout this analysis, states have maintained a substantially high level of compliance for Part B Indicator 11 as indicated by maintaining an overall actual performance mean around 96% across six reporting years. This means across all 60 states, at least 96% of children are evaluated within 60 days of receiving parental consent. However, progress in fully meeting the 100% criterion set for this indicator continues to remain a challenge. For example, for the current reporting year (FFY 2020), 57 states (95%) reported not meeting the OSEP-required target of 100%.

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 pandemics, 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. (20 U.S.C. 1416(a)(3)(B))

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 2020 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 2020 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 and Table 1b illustrate current data (FFY 2020) and trend data over the last six reporting years (FFY 2015 to FFY 2020) 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

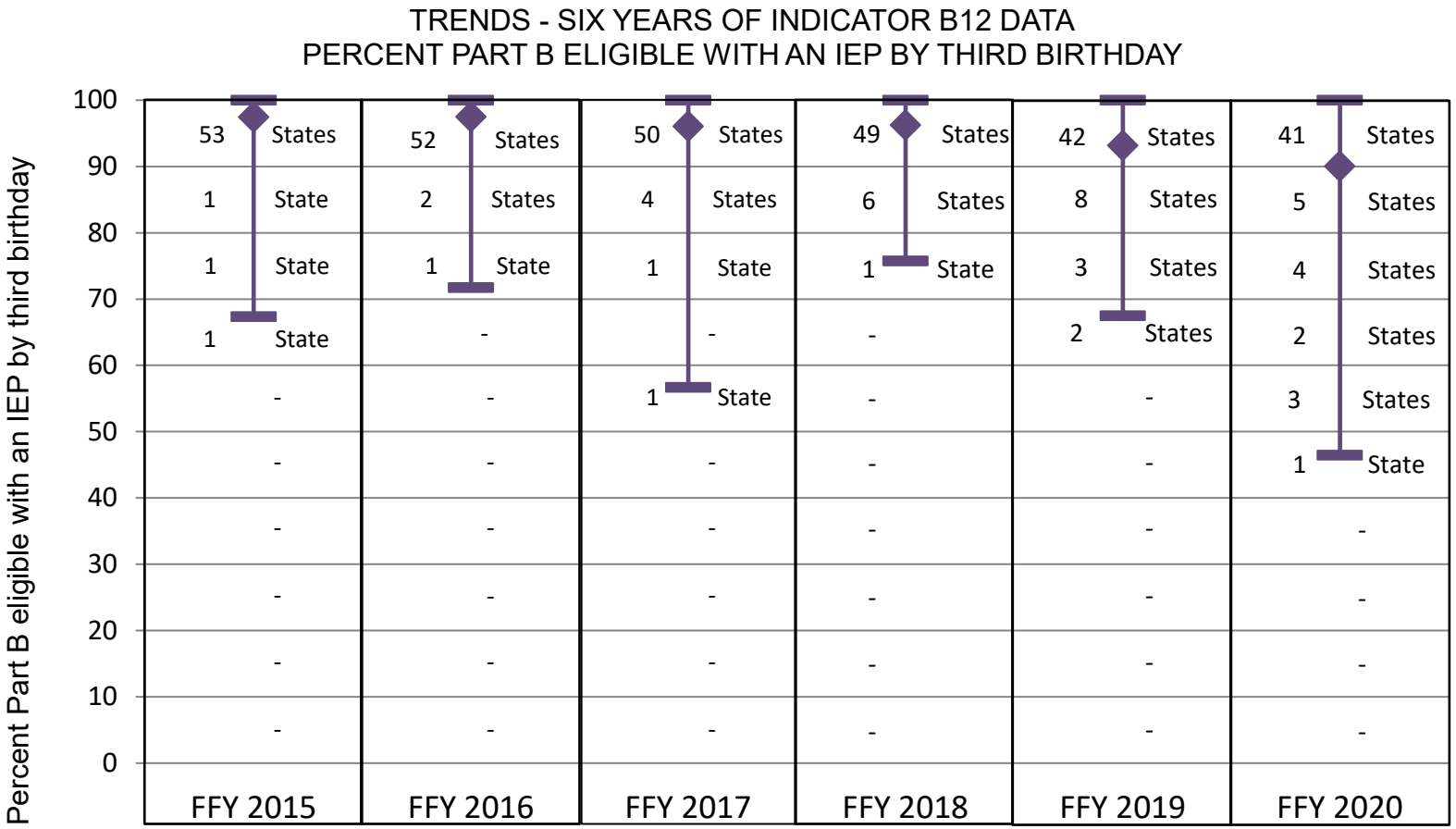

TRENDS - SIX YEARS OF INDICATOR B12 DATA
PERCENT PART B ELIGIBLE WITH AN IEP BY THIRD BIRTHDAY
Percent Part B eligible with an IEP by third birthday
100
90
80
70
60
50
40
30
20
10
0
53 States
1 State
1 State
1 State
52 States
2 States
1 State
50 States
4 States
1 State
1 State
49 States
6 States
1 State
42 States
8 States
3 States
2 States
41 States
5 States
4 States
2 States
3 States
1 State
FFY 2015
FFY 2016
FFY 2017
FFY 2018
FFY 2019
FFY 2020

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 97% in FFY 2015 to 90% in FFY 2020. Data for FFY 2020 show the widest variance in performance on this indicator with the range of spanning from a low of 46% to 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 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	97	97	96	96	93	90
Highest	100	100	100	100	100	100
Lowest	67	72	57	76	67	46
No Data	0	1	0	0	1	0

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) analyzed and summarized 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 that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, 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, 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) in FFY 2020. NTACT:C altered its analysis of this data source slightly from previous years, eliminating two categories to provide more clarity. In FFY 2020 13 (22%) states used the NSTTAC I-13 Checklist as it was developed. Eighteen states (30%) used their own checklist, reflecting the eight components of the NSTTAC checklist with slight adaptations to wording and some collapsing of two or three items. An additional nine (15%) states used a checklist; however, the items were not described clearly. Finally, 20 states (33%) were unclear about the method used to determine compliance with Indicator B-13.

It is unknown if the lack of a 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 for reporting does not explicitly

request this information, or other reasons. In subsequent reports a table will depict the data sources reported for this Indicator beginning with this reporting year.

METHODOLOGY

In 2020-2021, five (8%) states reported using census methodology to collect Indicator B-13 data. Thirty-nine (65%) states used a sampling methodology and the remaining 16 (27%) states did not clearly report the method used to collect the data. In some of the states it may be 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 1 summarizes the percentage of states by the type of method used to collect data for this Indicator from FFY 2015 to FFY 2020. The percentage of states using census, sample, or not reporting on either fluctuated across years; however, sample methodology was used most frequently across the past six years.

Table 1. Method Used to Collect Indicator B-13 Data

Data Collection Method	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	Percent of States Using 2020-2021
Census	17	18	17	25	0	8
Sample	48	55	51	57	63	65
Did Not Report	35	27	32	18	37	27

ACTUAL PERFORMANCE & TRENDS

Indicator B-13 performance ranged from 14% to 100% with a mean of 85% in FFY 2020. Overall, the state six-year mean slipped from 92% (FFY 2014) to 85% (FFY 2019). An identical number of states demonstrated compliance rates above 80% the last two years (n = 44, 73%). A slightly larger number of states reported compliance over 50% in FFY 2020 (n = 56, 93%), compared to 52 states (87%) in FFY 2019 and 53 states (88%) in FFY 2018. Regarding individual state improvements, 12 (20%) states demonstrated improvements in compliance rates of 2% or more from last year to this. Growth for these states ranged from 2.51 to 35.99 percentage points. Thirteen (22%) states demonstrated slippage. Slippage for the 13 states ranged from 2.03 to 57.23 percentage points. Some states with large slippage explained changes in their data

collection methodology. The remaining 35 (58%) states maintained comparable performance from last year to this. Tables 2 and 3 depict the aggregate mean and range annually across all 60 states the last six years.

Table 2. Indicator B-13 Detailed Performance Data

Percentage ranges	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
90% to 100%	38	39	38	39	34	35
80% to <90%	11	10	10	7	10	9
70% to <80%	5	4	4	2	5	7
60% to <70%	1	1	2	5	1	3
50% to <60%	1	1	0	0	2	2
40% to <50%	0	0	0	0	0	0
30% to <40%	0	0	0	2	0	0
20% to <30%	0	0	0	0	2	0
10% to <20%	0	1	0	1	2	0
0% to <10%	4	4	5	4	4	4

Table 3. Summary of Indicator B-13 Performance

Compliance/ Year	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	92	91	92	89	86	85
Highest	100	100	100	100	100	100
Lowest	57	15	8	17	11	14
No Data	0	0	1	0	0	0

CONCLUSION

For FFY 2020, seven (12%) states reported 100% compliance for Indicator B-13. Although the average performance across states was 85%, there was wide variation, ranging from 14% to 100%. Compared to last year, 38 (63%) states demonstrated progress or maintained compliance above 95% since last year. As noted previously 22 (37%) demonstrated slippage or maintained compliance below 95% from FFY 2019 to FFY 2020. It was not clear through analysis of the APRs if slippage may be related to changes in data calculation processes, reflect a reduction in compliance with the transition component of the IEP, or due to another reason.

INDICATOR B14: POST-SCHOOL OUTCOMES

Completed by the National Technical Assistance Center on Transition: the Collaborative University of Oregon

INTRODUCTION

This report summarizes states' Federal Fiscal Year 2020 (FFY20) 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, 2022. 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/freely 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.

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 FFY20, 38 of 60 states reported using Option 1 and 22 of 60 states reported using Option 2. These numbers are consistent with FFY19 data.

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 with a spreadsheet containing baseline data, targets, and performance data with FFY20 data from which we calculated the national median aggregate percentages reported herein. Below we describe (a) whether states reset baseline and the consequence of COVID 19 pandemic on Indicator 14, (b) whether the state used a census or sample for data collection, (c) the method used to collect PSO data, and (d) states' response rates and representativeness.

METHODOLOGY & MEASUREMENT APPROACHES

Baseline and COVID Affect

Per OSEP, if a State changes its methodology, it must revise the baseline and obtain stakeholder input to revise targets. In FFY20, 18 states reported resetting baseline for Measures A and B, and 17 states reported resetting baseline for Measure C.

When an explanation for resetting baseline was given, the explanation was often related the affects of COVID pandemic on rates of PSO engagement. States described how COVID pandemic affected, or likely affected, states' ability to collect post-school outcomes and the actual outcomes. Explanations included, (a) increased unemployment rates/decreased higher education enrollment and closures; (b) mental

and or physical health concerns; (c) challenges with virtual options: (d) lack of availability of services or delays in service delivery; and (e) lack of opportunities for enrollment, employment, and or job training.

Census versus Sample

To address Indicator B14, states can conduct 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 considering such variables as disability categories, age, race, gender, and family income. When entering data, States were asked to respond to the question, "*Was sampling used?"* Of the 60 states, 28% of states (n = 17) reported collecting data from a sample of leavers, thus 72% of states (n = 43) reported collecting PSO data from a census of leavers with an IEP.

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. Across all 60 states, 50 states reported their method of data collection; survey methodology continues to be the dominant method used by states to collect PSO data. In total,

- 18 states reported using only a survey without being more specific,
- 13 states reported using some combination of methods (e.g., administrative database and interviews),
- 12 states reported using only a phone or in-person interview,
- 3 states reported using only an administrative database,
- 3 states reported using only a web- or Internet-based survey,
- 1 state reported using only a mailed questionnaire.

Data Collectors

There were 47 states that reported using one or more survey methods to collect post-school outcomes data. Of these,

- 26 states reported the local education agency personnel collected data,
- 9 states reported a contractor/vendor collected data,
- 2 states reported data were collected by both an LEA and a contractor, and
- 10 states did not report who collects these data.

Respondents

Half of all states reported data were collected from former students and 15 states reported data were collected from both former students and their parent/family

designee. States using administrative databases (n = 3) to collect PSO data do not contact respondents, and several states (n =12) did not report who the respondents were for post-school outcomes.

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?*

Response Rate. 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 out of school for less than one year, or deceased.

In FFY20, 100% of states reported a response rate. This is an increase from the 31 states that reported a response rate in FFY19 and resulted from the addition of three new required reporting prompts:

1) *Total number of targeted youth in the sample or census*;
2) *Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school*; and
3) *Response Rate*. Reported response rates for FFY20 ranged from 2.8% to 100%.

The total number of targeted youth for post-school outcomes data collection in FFY20 was 254,581 and the total number of respondent youth was 150,259. The national median response rate for FFY20 was 59.33%. This is a decrease from the national median of 63.6% in FFY19.

Strategies to Improve Response Rates. In response to the prompt, *Describe strategies that will be implemented which are expected to increase the response rate year over year, particularly for those groups that are underrepresented,* states reported a variety of strategies they plan to implement to increase response rate. Strategies included (a) collecting contact information/making multiple contacts, (b) implementing new/enhancing existing systems, (c) adjusting method of collection by using administrative databases, using local data collectors, or modifying the survey,(d) partnering with other agencies/service providers, (e) providing training, professional development, or technical assistance to local education agencies, (f) using incentives at student and district-levels, and (g) providing pre-notification about the survey to students and families.

Representation. 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 FFY20 Measurement Table indicates states should "consider categories such as race and ethnicity, disability category, and geographic location in the state."

Of the 60 states, 60% of states (n = 36) reported respondents were representative, and 40% of states (n = 24) 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. Several states did not report the variables they used to determine the 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 response to the prompt, *Describe the metric used to determine representativeness*, 57 states reported the parameter used to determine representation, 36 states reported using ±3%, including 11 states that reported using the NPSO/NTACT:C Response Calculator. The remaining 21 states reported using a variety of statistical analyses (e.g., chi square, effect size, Phi Coefficient, weighting), and parameters ranging from ±5% to ±10%, or not describing a specific metric. Multiple states, with response rates ranging from several hundred leavers to several thousand leavers, described having achieved a high response/match rate (e.g., 100%) as the metric used to determine representation.

States were asked to *describe the strategies that the State will use to ensure that in the future the response data are representative of those demographics.* The strategies states plan to implement to ensure representation of respondents to the target leaver group were essentially the same as those intended to increase response rate – e.g., collect multiple modes of contact information, adjust the method of data collection and or survey tool. A few states specifically identified strategies to address underrepresentation of dropouts. These included (a) making additional attempts to reach students who dropped out, (b) increasing response rates, and (c) encouraging districts to work with dropout re-engagement centers, collaborate with staff conducting the Perkins post-school survey, and recommend that former students be contacted by school staff. Similarly, a few states described strategies they would use to address underrepresentation of race/ethnicity groups. These strategies included (a) providing training and accessible resources with intentional focus on Black and Hispanic students, and (b) oversampling exiters from underrepresented groups, including those who identify as Hispanic/Latino, Black or African American, or multi-racial.

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

FFY20 SPP/APR Data

States can collect FFY20 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).

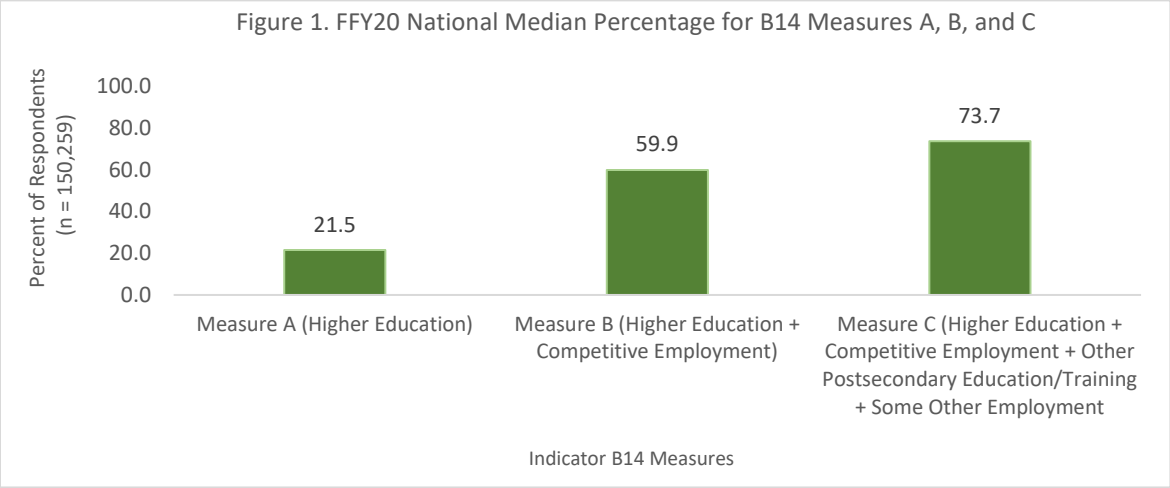
Measure percentages are calculated using the formula:

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 FFY20. Percentages are based on a total of 150,259 respondents to states' PSO data collections, an increase of 3,426 respondents in FFY19. Below shows the median percentage, standard deviation (sd), and range for each measure based on data provided by the states. Figure 1 shows the national median aggregate of the percentage of youth engaged in each measure. Specifically:

Measure A: 21.5% (sd = 10.63), range of 0.0% to 49.57%;
Measure B: 59.9% (sd = 16.02), range of 0.0% to 92.7%; and
Measure C: 73.7% (sd = 13.7), range of 33.3% to 100%.

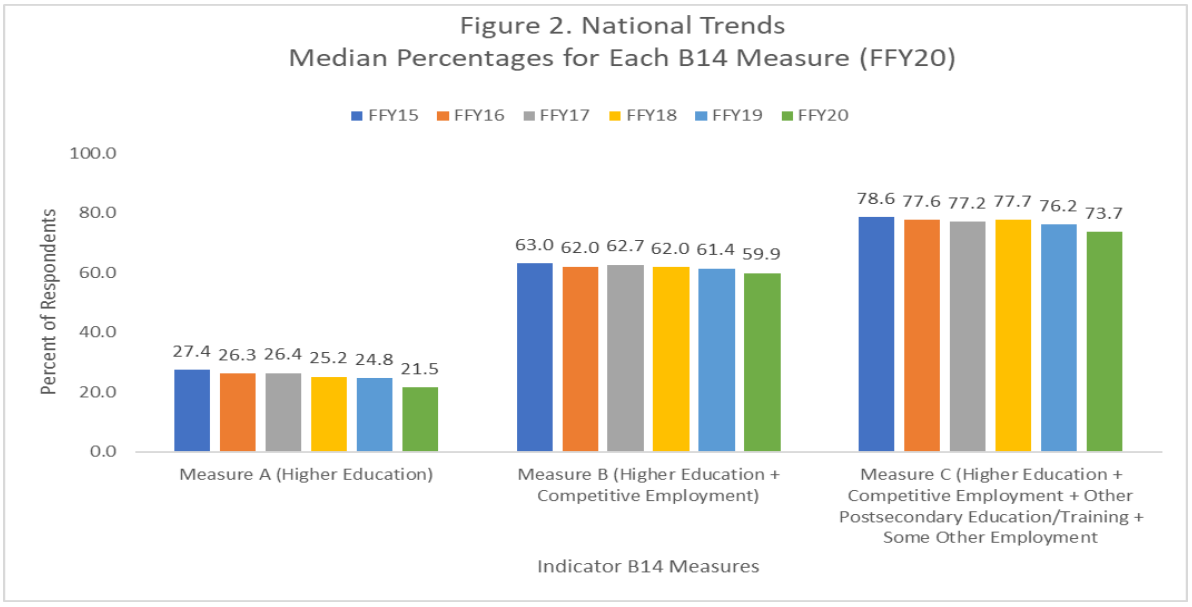
Figure 1



Trends

Figure 2 shows the six-year aggregate median percentages of respondents engaged in each measure from FFY15 through FFY20. Compared to FFY15, all three Measures, A, B, and C have decreased slightly.

Figure 2



Measure A. Table 1 shows the mean percent and range (highest to lowest percent) of respondents enrolled in higher education for FFY15 through FFY20. *Readers should note, the median rather than the mean statistic is reported in all other comparisons in this report. The median statistic is used because it is less affected by extreme values (e.g., 0% or 100%) than the mean statistic.

Table 1

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean*	29	28	29	28	27	23
Highest	63	57	86	90	91	50
Lowest	10	5	11	0	0	0

Measure B. Table 2 shows the mean percent and range (highest to lowest percent) of respondents enrolled in higher education + competitive employment for FFY15 through FFY20. *Readers should note, the median rather than the mean statistic is reported in all other comparisons in this report. The median statistic is used because it is less affected by extreme values (e.g., 0% or 100%) than the mean statistic.

Table 2

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean*	61	63	64	61	59	57
Highest	83	85	92	95	94	93
Lowest	19	30	34	20	11	0

Measure C. Table 3 shows the mean percent and range (highest to lowest percent) of respondents in enrolled in higher education + competitive employment + other postsecondary education/training + some other employment for FFY15 through FFY20. *The median, not the mean, statistic is reported in all other comparisons in this report. The median statistic is used because it is less affected by extreme values (e.g., 0% or 100%) than the mean statistic.

Table 3

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean*	76	76	77	78	75	73
Highest	100	100	100	100	100	100
Lowest	33	36	55	44	28	33

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. The additional reporting prompts relative to the total number of leavers, response rates, and representation informs the reliability, validity, and utility of these data. Unfortunately, many states still do not provide enough information to verify representation.

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. Yet, several states continue to provide no data, or contradictive or incomplete data to support their response to this prompt. 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. For states with a small number of leavers and 100% response rate, representation is not a concern. Such high response rates in states with several hundred or several thousand leavers is an anomaly in survey research. This accomplishment leads to questions, chief among them how: was a 100% response rate achieved – others want to learn from them; or perhaps there was an error in the calculation? 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 FFY20 than in FFY19. 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 disruption in school services during school year 2020-21 (FFY20), this decline was anticipated.

Overall, based on information provided in the states' APR, post-school outcomes demonstrates a small change in the engagement of young adults' further education and or employment after exiting high school. Disaggregating these data on key variables and using them at a local level can inform programmatic changes designed to improve outcomes for youth with disabilities leaving school and transitioning into adulthood.

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) 2020 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 2020 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 2020-2021, there were 17,215 resolution meetings held nationally, marking a 22.28% increase over the previous year. The number of written settlement agreements for FFY 2020 declined by 12.5% during that same time, from 1285 in FFY 2019 to 1124 in FFY 2020. A few states account for most resolution meeting activity, with one state reporting 14,618 resolution meetings held, or 84.9% of all resolution meeting activity.

The performance bands in Figure 1 (below) display states' performance on the percentage of resolution meetings resulting in written settlement agreements across the last six years. Forty-eight states reported Indicator B15 activity in 2020-21, whereas 12 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 United 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, 2020-June 30, 2021) began during FFY 2020.

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 49.9%. The average agreement rate has trended downward, decreasing nine percentage points from FFY 2015 (56%) to FFY 2020 (47%).

Figure 1
Trends – Six Years Of Indicator B15 Data
State-Reported Resolution Meeting Agreement Rate

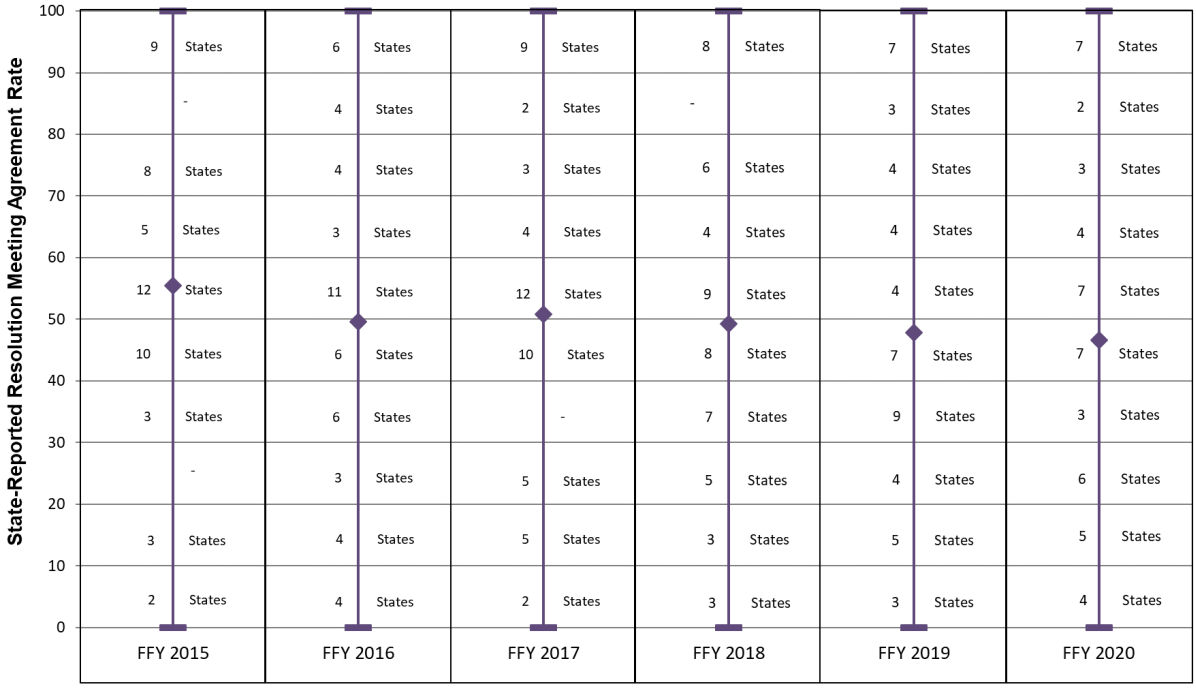


Table 1.1 provides the summary statistics of the resolution agreement rate data including the mean agreement rate, highest agreement rate, lowest agreement rate and the number of states that reported no activity, for each of the six years.

Table 1.1

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	56	50	51	49	48	47
Highest	100	100	100	100	100	100
Lowest	0	0	0	0	0	0
No Data	8	9	8	7	10	12

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

Table 1.2 shows the number of states that reported agreement rates within each range. In FFY 2020, seven states reported between 90% to 100% agreement rates while four states reported agreement rates between 0% to <10%. The most frequent range of agreement rate was the 40% to <60% with 14 states falling within that range.

Table 1.2

Ranges of state-reported resolution agreement rate	FFY 2015	FFY 2016	FFY 2016	FFY 2017	FFY 2019	FFY 2020
90% to 100%	9	6	9	8	7	7
80% to <90%	0	4	2	0	3	2
70% to <80%	8	4	3	6	4	3
60% to <70%	5	3	4	4	4	4
50% to <60%	12	11	12	9	4	7
40% to <50%	10	6	10	8	7	7
30% to <40%	3	6	0	7	9	3
20% to <30%	0	3	5	5	4	6
10% to <20%	3	4	5	3	5	5
0% to <10%	2	4	2	3	3	4

Of the 48 states reporting resolution meeting activity, 43 had established targets for 2020-21. A target is required only when a state has ten or more resolution meetings in a single year. Thirty states met this criterion. Ten states not required to set targets did so anyway. Targets ranged from 1% to 100%, with 17 states setting targets below 50%, showing a slight increase from last year when 15 states set similarly low targets. Of the 43 states with established targets, 18 met their targets, two fewer states than in the previous year. Twenty-five of the 43 states reported less than 50% agreement rate.

It is worth noting that Indicator B15 does not provide 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 as a result of a resolution agreement, 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 2020-21, less than four percent of due process hearing requests were resolved as a result of resolution agreements, while 40.7% 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-three states reported mediation activity in 2020-21. 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 2020-21, there were 4796 total mediations held, down from 6,281 held in FFY 2019. A few States account for most mediation activity, with one state reporting 1681 mediations, or 35% of the total mediation activity. Eight of the nine states reporting no mediation activity were 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 2020-21 was 67%, which is down from the previous two years. The average state-reported rate of agreement for Indicator B16 across all states for the last six years is 72%. Only one state reported zero percent agreement in 2020-21 for the three mediations held. In FFY 2020, 27% of states reported that 70% or more of mediations resulted in agreements, down from 44% in FFY 2019. Consistent with FFY 2019, six states reported mediation agreement rates of 100% in FFY 2020.

Figure 2
Trends – Six Years Of Indicator B16 Data
State-Reported Mediation Agreement Rate

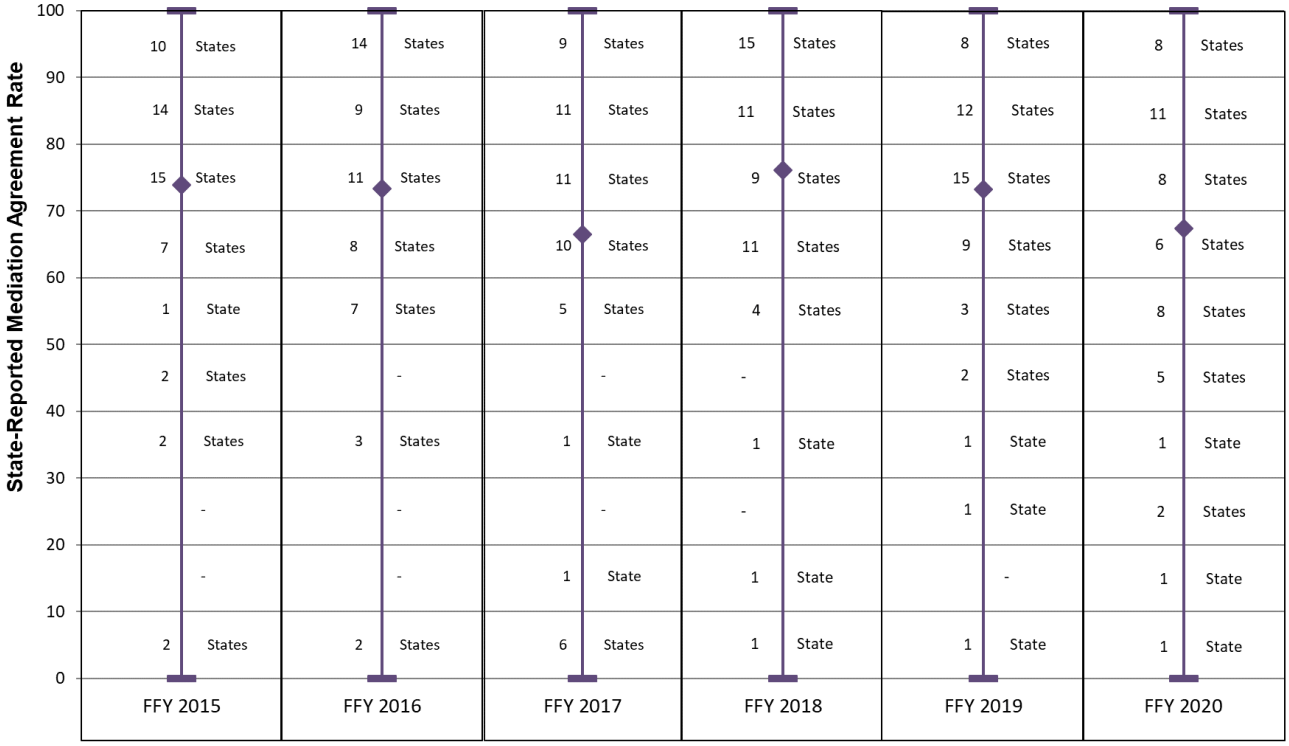


Table 2.1 below provides the summary statistics of the mediation agreement rate data including the mean agreement rate, highest agreement rate, lowest agreement rate and the number of states that reported no activity, for each of the six years.

Table 2.1

Statistic	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Mean	74	73	67	76	73	67
Highest	100	100	100	100	100	100
Lowest	0	0	0	0	0	0
No Data	7	6	6	7	8	9

Table 2.2 shows the number of states that reported agreement rates within each range. In FFY 2020, the most frequent range of mediation agreement rate is 80 – 90% with 11 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 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
90% to 100%	10	14	9	15	8	8
80% to <90%	14	9	11	11	12	11
70% to <80%	15	11	11	9	15	8
60% to <70%	7	8	10	11	9	6
50% to <60%	1	7	5	4	3	8
40% to <50%	2	0	0	0	2	5
30% to <40%	2	3	1	1	1	1
20% to <30%	0	0	0	0	1	2
10% to <20%	0	0	1	1	0	1
0% to <10%	2	2	6	1	1	1

Forty-four states set targets for 2020-21 including seven states which were not required to set targets because they held fewer than ten mediation sessions. Only nine states set

targets below 60%. Twenty-two states met their target, while 22 states did not meet their target. For the 22 states that did not meet their established target, the average mediation agreement rate was reported to be above 50%.

CONCLUSION

Historical data remains consistent in that state-reported mediation agreement rates outperform resolution 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 6

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), a comprehensive, multiyear plan, 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 age 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). States submitted Phase I of the SSIP 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 2017–20, reporting on FFYs 2015–19, respectively. The subject of this report, which addresses FFY 2020, was due to OSEP by February 1, 2022. States were provided with a required report 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 present 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 of 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 6 SSIP submissions 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, some information of 10 States' SSIPs was suppressed from the data reported herein. All calculations and reporting language are based on the 60 Part B States, unless otherwise noted.

MEASUREMENT TABLE EXPECTATIONS

States were required to follow the expectations of the SPP/APR Universal Technical Assistance for FFY 2020-25 document located at

https://sites.ed.gov/idea/files/Universal-TA-for-FFY-2020-2025-SPP-APR.pdf and the FFY 2020 Part B Indicator Measurement Table located at https://sites.ed.gov/ideafiles/1820-0624_FFY20Part_B_SPPAPR_Measurement_TableFINAL.pdf. These requirements have been updated 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 2020 SPP/APR, due February 1, 2022, the State must provide measurable and rigorous targets (expressed as percentages) for each of the six years from FFY 2022 through FFY 2025. The State's FFY 2025 target must demonstrate improvement over the State's FFY 2013 baseline data.

Updated Data: In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the state must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with SIMR for Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.

REVIEW PROCESS

To analyze the Phase III-Year 6 SSIP submissions systematically and consistently from the 60 Part B States, the team developed and applied a review protocol and writing process. In addition, NCSI created a data collection tool based on the required elements of the U.S. Department of Education's Part B SPP/APR electronic submission tool. The review team consisted of 14 individuals from the NCSI, IDC, and NCEO technical assistance centers as primary coders, and each reviewed up to five 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 three reliability training sessions were held for those involved in scoring or conducting reliability tests. Data were 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 87 percent (see Appendix 2). An additional review was conducted to ensure that all reviewer responses were entered accurately into the data collection tool.

The data-collection tool team included questions and choice options required by OSEP for states to report, and the team also create 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, an "other" category was created to capture information from the SSIPs that was not addressed by one of the categorical response options. This report contains the results and analysis of the 60

States, although for several sections of this report some information from 10 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 60 States, a writing team from NCSI analyzed the data and prepared this report. The n size for all data, figures, and tables is 60 unless otherwise noted.

This analysis of the Part B Phase III-Year 6 SSIPs is based on OSEP's FFY 2020 SSIP electronic submission tool and is divided into sections that address the elements of this tool 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

States were required to report their FFY 2020 data as aligned to their SIMR and whether they had met their intended target(s). The states were also able to share additional data that were collected and analyzed that would suggest progress toward the SIMR. The percentages identified in the figures and tables 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.

A-1. Basic Information and SIMR

As in prior years, the majority of states (34 States, 57%) have a SIMR focused on improving reading outcomes for students with disabilities. Twenty-three percent of the states (14) reported SIMRs focused on improving graduation rates or post-school outcomes and 12 percent of the states (7) reported SIMRs focused on improving mathematics outcomes. Four states (7%) reported a SIMR focused on early childhood outcomes among preschool students and one state has defined a SIMR that includes improving academic outcomes in both reading and mathematics. Table 1 provides a listing of states by SIMR focus area and Appendix 3 lists SIMR statements by state.

Table 1. SIMR With State Name

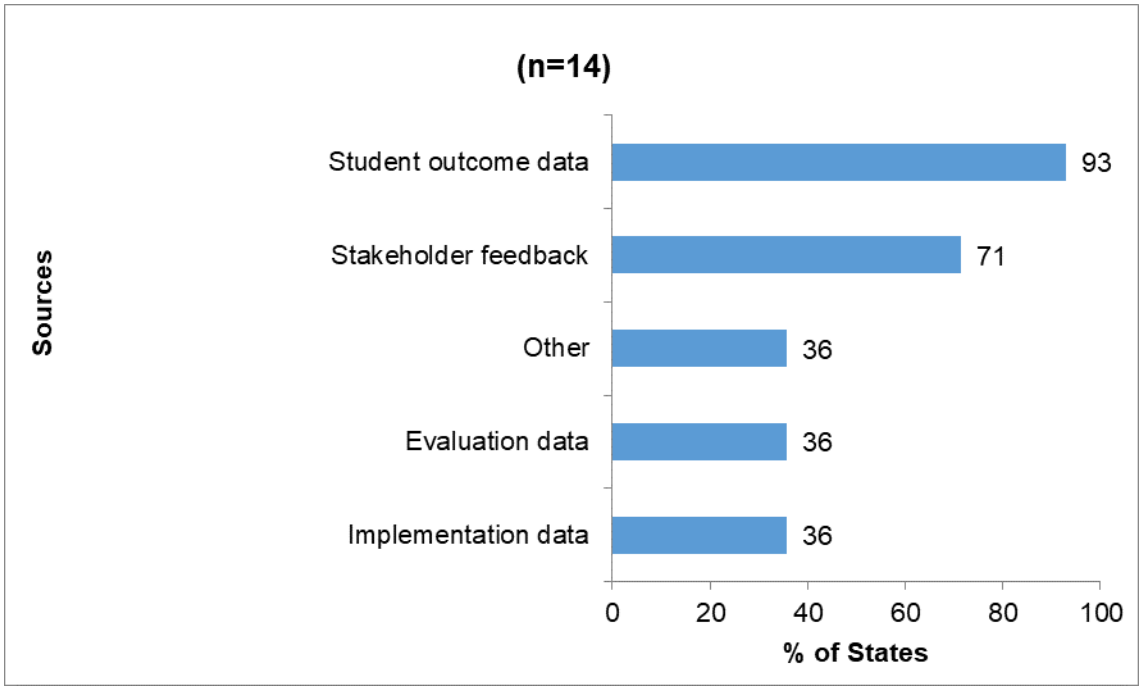
SIMR	States
Reading (n=34)	AR, AS, AZ, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MO, MP (CNMI), MS, NE, NM, NV, NY, OH, OK, OR, PW, SC, SD, TN, TX, VI, WI, WY
Math (n=8)	KY, MD, ME, MT, PR, RI, UT, VT
Reading and Math (n=1)	CA

SIMR	States
Graduation/Post-school Outcomes (n=13)	AK, AL, BIE, FL, GA, MN, NC, ND, NJ, PA, RMI, VA, WV
Early Childhood Outcomes (n=4)	DC, MA, NH, WA

A-2. Change in SIMR

Fourteen of the 60 States (23%) reported changing their SIMR since their last submission of the SSIP. Each State that reported changing its SIMR was required to provide a description of the way it analyzed data and engaged stakeholders to reach the decision to change the SIMR. States described examining existing initiatives; reviewing longitudinal student outcome data; and assessing system analysis activities and the impact of infrastructure improvement strategies. States also reported on the involvement of stakeholders across divisions at the state, district, and school levels to support interpretation of data analysis and defining of the SIMR statement to increase systems alignment (Figure 1).

Figure 1. Data Sources Used to Support Changing the SIMR

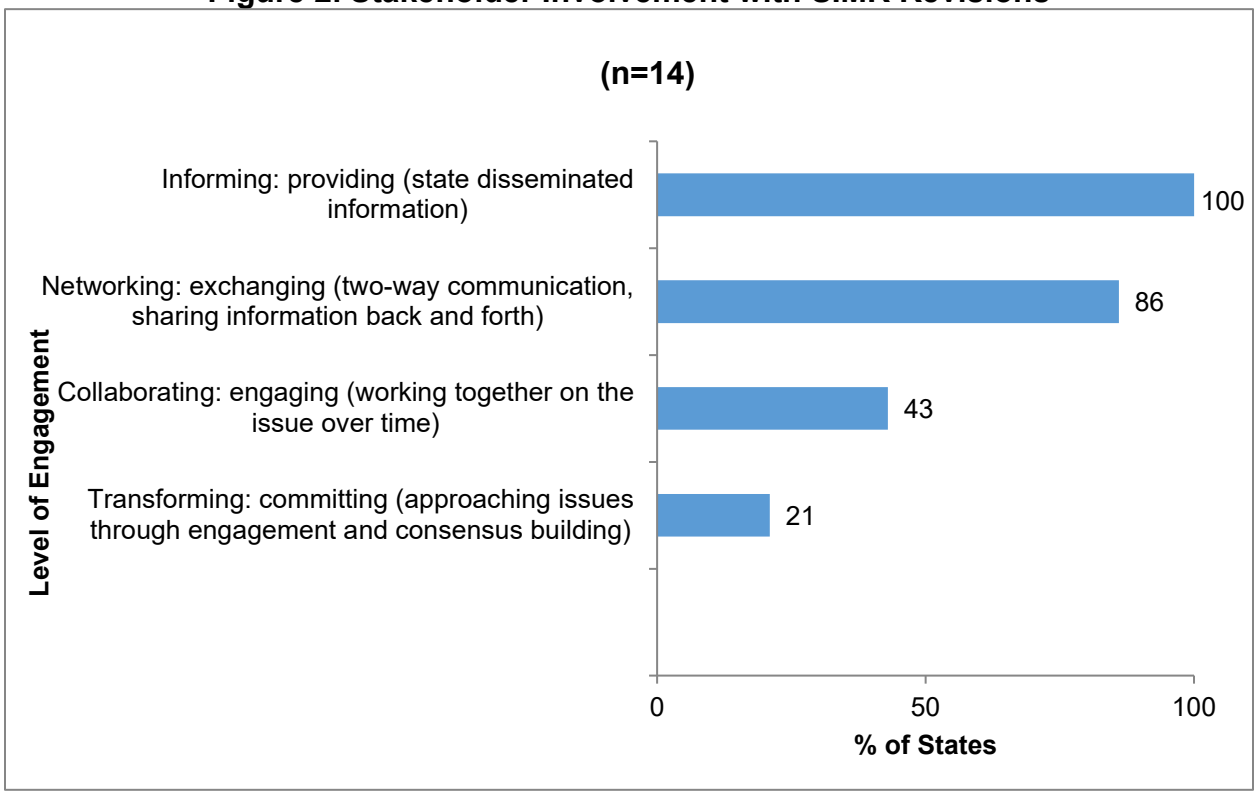


In addition to describing data sources used, States reported on how they analyzed the data to reach the decision to change the SIMR. The majority of States described working with a leadership team and stakeholders to examine longitudinal data at the systems, school, and student levels to identify areas of improvement and need. For example, states described analyzing state assessment data over time, disaggregating data by subgroup populations, and comparing historical APR indicator data to national data. Most states noted discussions with stakeholders around the COVID-19 pandemic

and its impact on data. States also described analyzing feedback from stakeholders through surveys and meetings. States and stakeholders used SSIP implementation data, including data related to professional development, technical assistance, and coaching supports provided to differentiate support and reduce achievement gaps to inform decisions to change the SIMR.

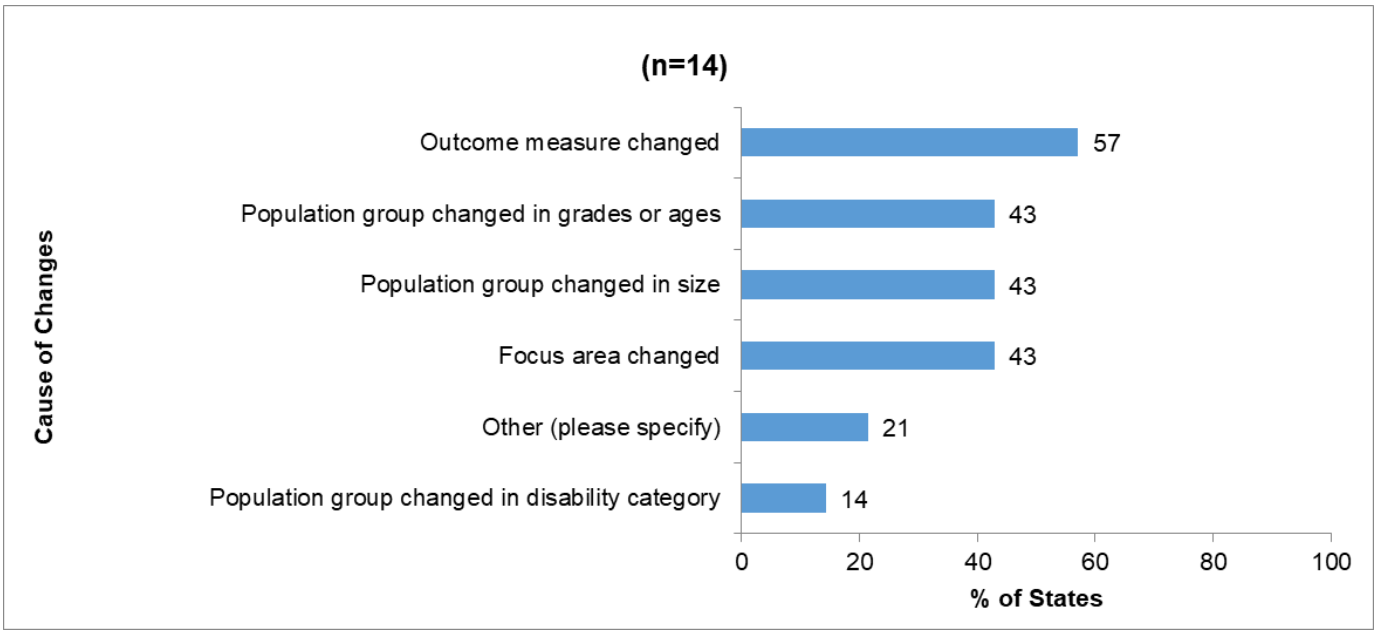
Among the 14 States (23%) that changed their SIMR statements, every State reported that they had included stakeholders in the process of revising their SIMR. All 14 of these States (100%) described ways that they informed stakeholders; 12 States (86%) reported engaging with their stakeholders through sharing information and two-way communication (networking); six States (43%) collaborated with their stakeholders to revise the SIMR statement, and three States (21%) described the level of engagement as transformative and that stakeholders were engaged in consensus building activities (Figure 2).

Figure 2. Stakeholder Involvement with SIMR Revisions



Finally, States reported on the reasons for making changes to the SIMR. Figure 3 below shows the reasons these 14 states made changes to the SIMR statement, including changes to the focus area; outcome measure; and target population group by disability category, grades or ages, or size. Six of the 14 States (43%) acknowledged a change in the focus area (e.g., a SIMR change from a focus on mathematics to graduation/post-school outcomes) and eight states (57%) reported a change in the outcome measure.

Figure 3. State Reported Reasons for Making Changes to the SIMR Statement



A-3. Target SIMR population, Theory of Action, and SSIP Implementation With or Without Modifications.

The majority of States (33 States; 55%) reported using a subset of the population from the indicator (e.g., a sample, cohort model). Nine States defined the subset through targeting grade or age, disability category and/or race or ethnicity of students included. For example, one state has defined its target population as third-grade students with specific learning disabilities (SLD) and speech and language impairments (SLI) and eighth-grade students with SLD and other health impairments (OHI). Other states defined the subset of the population more broadly as including third-grade students identified as having a disability; eighth-grade students identified as having a disability with growth data on the statewide math assessment; students with disabilities in grades 3–8; and Alaska native students with disabilities. Two States defined the target subpopulation through the use of screening measures and assessing risk factors associated with achievement. For example, in one State, target students included first- and second-grade students with the most significant and persistent reading needs (below the 20th percentile on screening measures), including students with disabilities.

The remaining 24 of 33 States used a cohort model to define the group of local education agencies (LEAs) and/or schools participating in SSIP activities and the targeted students within those LEAs or schools. For example, in one State, SSIP sites or LEAs include districts participating in the department's State Personnel Development Grant (SPDG) and another State described using a representative sample of LEAs. The amount of detail provided by the State to describe the subset ranged from a broad description (e.g., first-grade students in project schools or students with disabilities in grade 3 in targeted LEAs) to detailed description of site selection including factors such as geographic distribution; rural, suburban, and urban demographics; and site participation in other statewide improvement efforts.

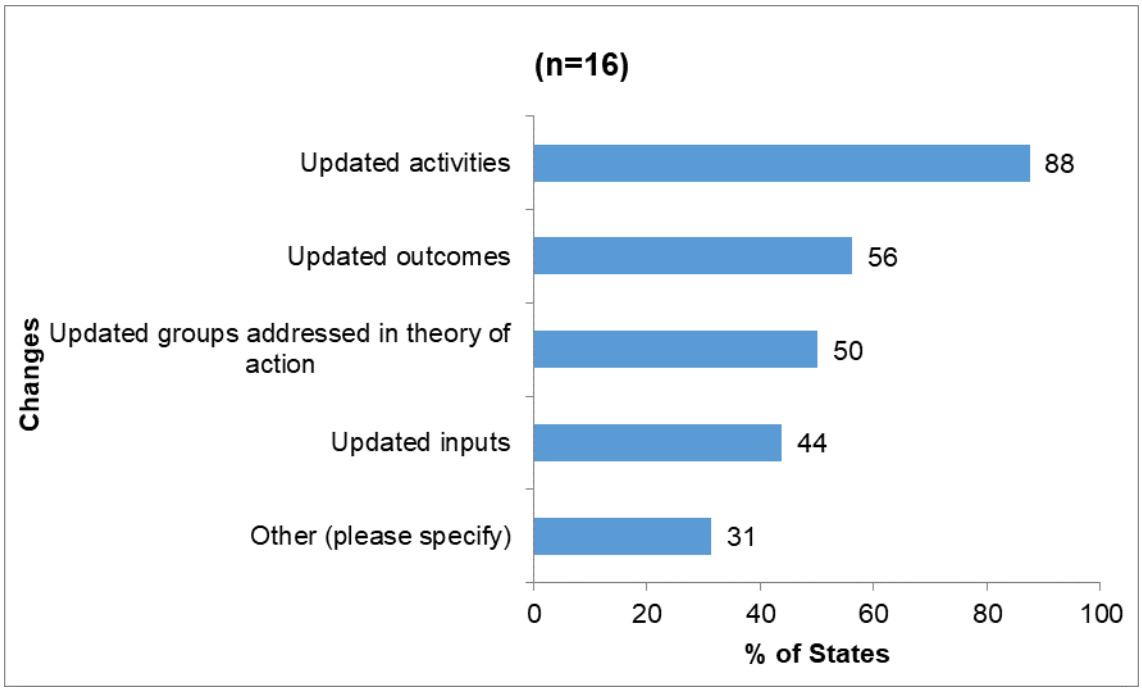
Some states provided specific detail about the number of LEAs and schools participating in the cohort and specific students included in the SSIP activities. Some examples are provided in Table 2 below.

Table 2. Selected Examples of State Descriptions of Subset of Population from the Indicator

Number of sites (LEAs/Schools)	Targeted student subset
29 schools	Third-grade students with disabilities; does not include students with SLI in those schools
40 Schools	Second-grade students with disabilities
16 schools in seven LEAs	Students with SLD
14 schools from 10 school districts within three regions	Students with SLD in grades 3–5
30 elementary and middle schools in 8 LEAs	Students with disabilities grades 3–8
Five Educational Service Districts	Kindergartners with disabilities

States also reported on whether they had revised their SSIP theory of action (TOA) since the previous submission. Sixteen States (27%) reported a change in their TOA. Figure 4 shows changes reported by these 16 states in their TOA including updating of activities (14 States, 88%); updating outcomes (9 States, 56%); updating groups addressed in the TOA (8 States, 50%); and updating inputs (7 States, 44%). Five states (31%) reported other changes to their TOA, including the development of a new TOA due to a change in the focus area of the SIMR, alignment of the SSIP with the SPDG objectives; and changes to outcome measures, data collection processes, and reporting of data.

Figure 4. State-reported Changes and Updates to the TOA



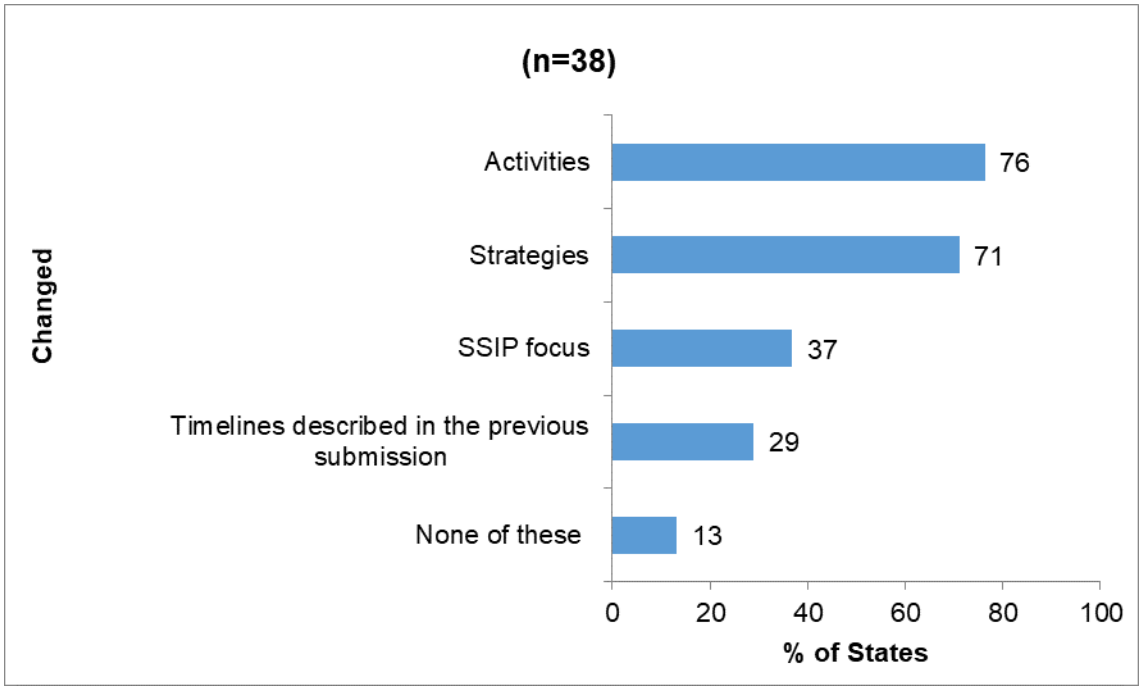
Twenty-two (37%) States reported that they plan to continue implementing the SSIP without modifications. These states provided descriptions of how they analyzed and interpreted their SSIP evaluation data to support the decision to continue to implement their SSIP without any modifications. States described using the following data sources:

- self-report data
- progress in student outcomes over baseline
- longitudinal trend data
- evaluation results from professional learning activities
- coaching logs and ongoing feedback from systems and instructional coaches
- data used to evaluate and monitor fidelity of implementation and assess changes in practices
- increases in the LEA's capacity to implement their evidence-based program
- increases in the state team capacity to support LEAs, and LEAs "scaling up" implementation of their EBP
- data that demonstrate that LEAs in full implementation had higher scores on state assessment data for students with IEPs
- observational data concerning the fidelity of implementation of high-quality curriculum and collaborative planning
- outcome data related to infrastructure improvement efforts for identified strategies show positive results and improvement

The remaining 38 States (63%) reported having made modifications to their SSIP since the last submission. Changes from these 38 States include changes to activities (29

States, 76%); changes to strategies (27 States, 71%); changes in SSIP focus (14 States, 37%); and changes to the timelines (11 States, 29%). Thirty-three of the 38 States that reported changes to implementing the SSIP also included a rationale or justification for the changes (Figure 5).

Figure 5. State-reported Changes to Implementing the SSIP



A-4. Progress Toward the SIMR

To assess progress towards the SIMR, states established and submitted a SIMR baseline and related targets in their FFY2021 SPP/APR report of Indicator 17.

States were asked to report if they had one or two targets to assess and measure progress towards the SIMR. Fifty-one States (85%) reported using one target and nine States (15%) noted using two targets.

Among the 51 States that reported using one target, 23 states (45%) met their target and 14 states (27%) reported that the target was not met. The data for the remaining 14 States (27%) have either been suppressed by the United States Department of Education's Disclosure Review Board-approved privacy protections or the State did not provide the information. Two of the 51 States (4%) using one target reported that there was slippage in the outcome measure from FFY 2019 to FFY 2020. Both States that reported slippage indicated that the decrease in outcomes was a result of the educational impact, lower participation rates, and changes in services that were provided to students due to the COVID-19 Pandemic.

Nine of the 60 States (15%) reported using two targets to measure progress toward the SIMR. Among these nine States, two States (22%) reported the target was met and one state (11%) reported the target was not met. The data for the remaining six States

(67%) that were using two targets has been suppressed by the United States Department of Education's Disclosure Review Board-approved privacy protections. States reported using the following data sources for the FFY 2020 data:

Reading and Math SIMR

- Statewide assessments in English/Language Arts (ELA) and mathematics
- Screening assessments (e.g., FastBridge literacy screening assessments, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Renaissance STAR Reading)
- Curriculum-based measures (e.g., AIMSweb, Acadience)
- Kindergarten Entry Assessment SEL Domain
- EdFacts files FS175, FS178, FS185, and FS188
- Statewide alternative assessments
- Language Essentials for Teachers of Reading and Spelling (LETRS) data was collected to measure teacher knowledge.; Reading Tiered Fidelity Inventory (R-TFI)

Graduation/Post-school Outcomes SIMR

- SPP/APR Indicator 14C (Post-secondary Outcomes)
- 618 exiting data of the IDEA EdFacts file FS009
- EDFacts file FS040
- Four-year adjusted cohort graduation data is used, with a focus on the six-year extended graduation data
- Graduation data from the Summer OASIS data collection; Graduation or Dropout certification taken in Fall 2020
- Post-School Outcomes Survey

Early Childhood Outcomes SIMR

- Indicator 7 data collected through the Child Outcomes Summary (COS) process
- Teacher knowledge, classroom practices, students outcomes, administrative supports, regional early literacy specialist supports, coaching, professional learning, and family and community engagement

States described how data were collected, cleaned, and analyzed to measure progress toward the SIMR. States using statewide assessment data described disaggregating the data to compare proficiency levels of students participating in SSIP improvement activities to those not participating in an SSIP cohort. States also described disaggregating statewide assessment data by disability category, grade or age, and race or ethnicity as defined in their SIMR statement and calculating the percentage of these students as scoring proficient and above as compared to all students. For example, one State described collecting data by school and disaggregated by subgroups, then summarizing individual student data by subgroup for the three target SSIP schools. Another State reported disaggregating statewide assessment data to

include participating SSIP districts or schools, then disaggregating those data to analyze SIMR progress by district, by grade, and by disability category (e.g., data are disaggregated for students who have an IEP compared to data for all students).

In addition to annual statewide assessment data, some States reported using academic screeners throughout the year to track growth and improvement. Screeners are typically implemented two to three times a year and can be used to capture growth more frequently than annual State assessments. States described processing these datasets at the end of each school year to produce an aggregated table of site-level results to monitor site improvement over time. For example, one State explained that the SIMR is calculated using data that come from the spring universal screening assessment, specifically the assessment for reading that identifies grade-level benchmarks. The score for each student with a disability is compared to national norms for grade-level benchmarks to determine the percentage of students with disabilities who meet grade-level benchmark or higher.

States also described processes for analyzing longitudinal student growth over time. For example, in one State the data for third- and fourth-grade students with OHI, SLD, and SLI scoring proficient were divided by total number of students with the same disabilities/same grades and compared with the same data sets from 2018. In another State, a student's raw score was transmuted into a three-digit scale score that provides a common language for discussion of student achievement over time. A third State reported that data are collected through the statewide end-of-year assessment. These data are then disaggregated by disability category and grade and analyzed by comparing current year data to previous trend data. Data are then analyzed further by comparing the SIMR target population to all students with disabilities and all students with disabilities to all students without disabilities in the State.

Further, States described (a) establishing benchmarks and scaling, (b) analyzing the data to ensure accuracy and validity in statewide measurements, and (c) discussing changes or events within the State, to support the interpretation of trend data to determine improvement, slippage, or to reset the baseline. One State described analyzing data for correlation to other indicators and disaggregating by SSIP schools and the State average to provide these data to the SSIP Evaluation Team for further data interpretation specific to the SSIP schools. Similarly, States described the process for analyzing alternative assessment data. Students participating in an alternate assessment are scored on alternate achievement standards and given a scaled score and a corresponding performance level based on their responses.

States with a SIMR focused on graduation or post-school outcomes reported that their SIMR measure requires the same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification FS009, and it is calculated using the same methodology as is used for calculating Indicator B1, Graduation Rates. The analysis is the same as the calculation for Indicator 1 Graduation Rates, using the same formula as

proposed for the FFY 2020 APR for Indicator 1: States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who exited special education (ages 14–21). States also reported that data are collected within the statewide student information system, and data are verified and analyzed by the Data Operations team.

Other States describe calculating a five-year rate which is the number of students in a cohort who graduated within five years (i.e., those students receiving a regular diploma) by the total number of first-time ninth graders who entered the cohort five years earlier. The five-year rate was selected after analyzing data and determining that the vast majority of students with IEPs graduate within five years of entering high school. Another State reported collecting end-of-year outcomes (e.g., graduation, continuing, drop out, unknown) for students each fall from the LEAs. Data are verified and then special education staff review the data and calculate the six-year cohort graduation rate.

States with a SIMR focused on early childhood outcomes described conducting observations and formative assessments based on children's everyday activities and interactions with others. Teachers then enter student ratings into the Teaching Strategies GOLD® platform which shows changes in child-growth trajectory between entry and exit of preschool special education. Other states reported using data from APR Indicator 7: Preschool Outcomes; Outcome B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language or communication, and early literacy). Student-level data are collected through the Child Outcome Summary (COS) process and analyzed to determine: Indicator 7B-1: Of those preschool children who entered the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program; and Indicator 7B-2: The percent of preschool children who were functioning within age expectations by the time they turned 6 years of age or exited the program.

Some states also described how they used self-report survey data (from students and staff); a continuous improvement framework with a common problem-solving process; and the PIER Tool (Plan, Implement, Evaluate and Report) to identify improvement strategies and practices implemented to improve student outcomes and infrastructure supports.

Optional Data

Thirty-nine States (65%) reported they had collected optional data to support assessing their improvement efforts and progress towards achieving their SIMR targets. States reported using a wide range of data sources to supplement their analysis of SSIP improvement efforts and progress toward the SIMR. States described using student outcome measures like universal academic screening; benchmark assessments on the district-selected EBPs; and/or curriculum-based measurement tools to assess student outcomes. Additionally, States reported collecting, analyzing, and using data sources

focused on assessing capacity-building efforts among teachers and leadership. Some examples include completing leadership capacity assessments and explanation of the ways data were used to drive decision making to refine improvement efforts. Other states reported results from evaluating professional learning outcomes (e.g., training and coaching), observational data on fidelity of implementation, and self-report data from teacher and principals on the impact of key components of selected EBPs. Additional tools that States noted using include, but are not limited to the following:

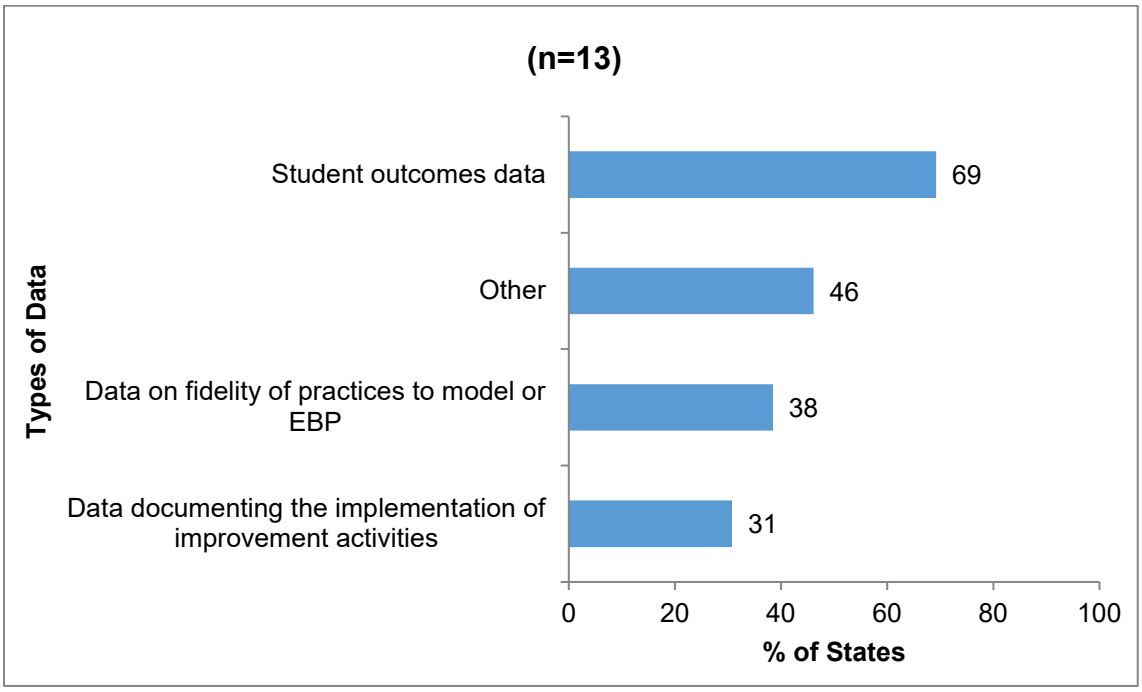
- Accuracy and fluency measures
- Classroom observations
- Attendance data
- Impact of SSIP professional learning
- Survey data
- Classroom fidelity observations
- Coaching records
- Indicator data (Indicator 5; Indicator 8; Indicator 13)
- Self-report Survey data (from teachers, coaches, administrators, parents)
- Frequency counts of disciplinary actions
- School-level literacy benchmark assessment results
- Pre- and post-assessments in the dual Language Program
- Evidence-based professional development worksheets
- Explicit instruction rubrics
- State & regional capacity assessments
- Leadership team survey results
- Capacity of LEAs to support implementation of the EBP
- School-level literacy benchmark assessment results
- District Team Implementation Fidelity Rubric with evidence

A-4. Data Quality

Data Quality Concerns unrelated to COVID-19

Thirteen of 60 States (22%) identified data-quality concerns unrelated to COVID-19 that could have affected progress toward the SIMR during the reporting period (Figure 6). Nine of these States (69%) reported concerns with student outcome data, and six of these States (46%) reported other concerns which included descriptions of barriers in collecting monitoring data; including personnel turnover; describing status or changes to practices; the need for more user-friendly data sharing strategies; and the need to reconfigure stakeholder groups to support data use and analysis. A few of these States reported concerns with data on fidelity of practices either to models or EBPs (5 States, 38%), and data documenting the implementation of improvement activities (4 States, 31%).

Figure 6. (Non-COVID-19) State Reported Problems on SIMR Progress



Actions states took to address data quality issues specific to the SIMR that were unrelated to COVID include the following:

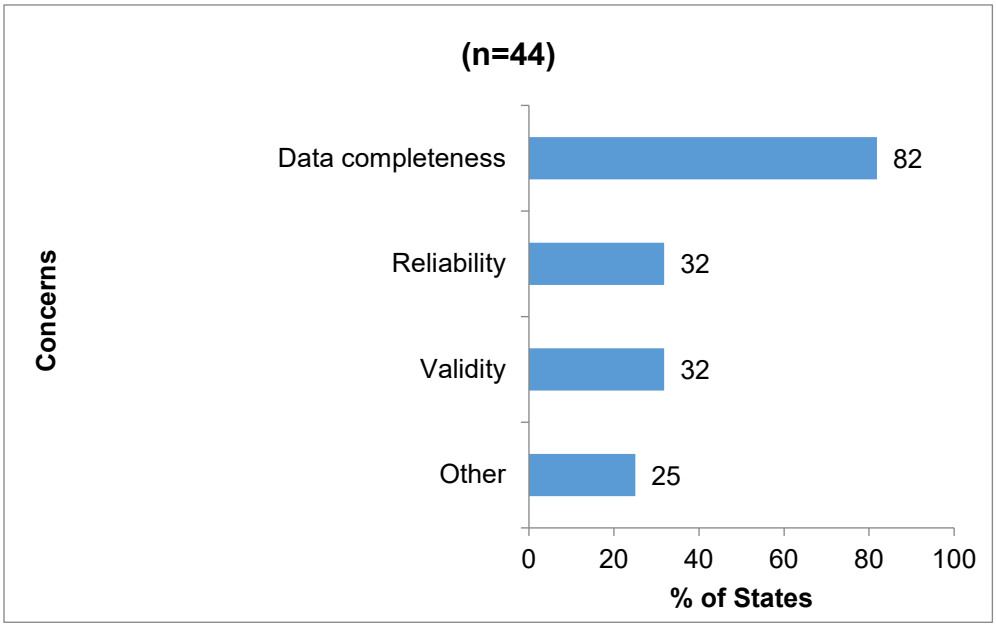
- Efforts were made to ensure all students were screened starting in 2021-22, including procedures for systematically monitoring.
- The state had previously been including students with disabilities who graduated with an alternate diploma in the graduation rate. The state will no longer be able to include those students. They have provided technical assistance (TA) and communication to the districts about the change.
- To ensure valid and reliable data are collected regularly, participating districts and schools will be provided an upfront agreement that stipulates criteria for high quality data systems; specific data to collect; schedule of data collection; and disaggregation requirements.
- Districts and schools collaborated with the state for support and/or extensions as they worked to enter data into the Data Collection System. During the reporting period, the state personnel responsible for data collection associated with statewide professional learning events left their positions. Responsibility for collecting and maintaining this data was split among multiple team members. Those responsible for maintaining the data have worked to establish communication loops and refine data collection forms and processes.
- The State switched to NWEA MAP, which is adaptive and will test students nearer to their learning level. Further, in FFY 2021, the state will begin assessing the proficiency gap between students with disabilities and all students and will explore if the use of subtests could maximize sensitivity and specificity to evaluate learning in the Math4ME program.
- A data dashboard guidance document was created to support root cause analysis.

- Two fidelity of intervention instruments were developed in the 2020-21 SY to assess the degree to which the SSIP systems and instructional coaching resulted in improved implementation of MTSS and mathematics instruction.
- The State is working with the interdivision Proficiency Based Learning (PBL) Team, as well as the new SSIP instructional coach to inventory the differing formative assessments used by participating schools and to develop a process for collecting student formative data.
- The District has undertaken a review of the Child Outcomes Summary process, resources, and training to improve LEA and educator decision-making capacity.
- The State developed and vetted a district-wide response-to-instruction manual and a progress monitoring calendar in collaboration with Curriculum & Instruction.
- MAP data will no longer be used and is being replaced by NSACAS Growth Assessment.

COVID-19 Related Data Quality Concerns

Forty-four of the States (73%) identified data quality concerns that were directly related to COVID-19 during the reporting period. All 44 of these States (100%) explained how COVID-19 specifically impacted their ability to collect the data for the indicator (Figure 7). 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 7. 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 of the 44 States (87%) that reported being impacted by COVID-19 reported on steps the State took to reduce the impact of COVID-19 on their data collection activities. The States explained how COVID-19 specifically impacted their ability to collect the data for the indicator. Reasons included the following:

- Disruption of instruction and state assessments
- Disruption in ability to complete activities
- Varied involvement of SSIP coaches during virtual schooling to facilitate the process of MTSS implementation
- Lack of student participation in assessments leading to results that may not be representative of the population
- Lack of participation of recruited districts in professional learning events
- Intermittent closures, quarantines, infection, and teacher or staff shortages
- Student withdrawal from program implementation and activities
- Difficulty in collecting data from parents
- Fidelity measures were interrupted
- High rates of staff turnover
- Challenges related to increased behavioral difficulties as students readjusted to in-person instruction
- Challenges in conducting observations to evaluate fidelity of implementation due to school closures or policies that restricted visitors in

Actions States reported they took to address data quality issues specific to the SIMR that were related to COVID include:

- Changes to assessment procedures
    - Provided the assessment as scheduled, although participation was limited under the participation waiver
    - Collaborated with districts and schools to provide additional flexibility to safely administer assessments
    - Provided resources on completing local assessments, including benchmark assessments, staggering timeline, or using alternative formats
    - Remote options offered for administering curriculum-based measures (CBMs)
    - Reduced number of assessments and gave assessment guidelines to schools
    - Required in-person testing to maintain reliability
    - Offered shortened version of assessments; bigger testing window; virtual testing allowed; and allowed LEAs to administer local assessments rather than the State assessment
    - Offered the assessment at alternate times in smaller group settings in person to lessen the opportunity for transmission of the virus
- Changes to data collection procedures and guidance

    - Collected additional data using CORE Phonics Survey that included students participating in distance learning
    - Provided TA to 10 selected intensive SSIP/Targeted Support Improvement (TSI) districts to collect and analyze all available data related to the FFY 2020 SSIP activities and outcomes
    - Provided School Leadership Teams guidance on how to use previous walkthrough observational data or alternative data and scoring procedures
    - Updated discipline data collection forms to note any fields schools were unable to complete due to missing data. This process allowed schools to submit as much data as was available.
    - Provided PD and/or TA to district and charter administrators, educators, and policymakers to ensure understanding of assessment and accountability rules and procedures
- Changes to conducting data collection activities
    - School administrators shared in the responsibility of observing the teachers for implementation with fidelity
    - Used coaches for data entry
    - Systems Coaches collaborated with districts and schools to facilitate data collection and entry, providing deadline extensions when needed
    - Modified observational measures and interview data-collection methods
    - Transitioned to conducting video observations for fidelity monitoring
    - Observation form was adapted to a self-assessment for the 2020-21 school year, and questions were added to ascertain factors affecting transition curriculum implementation
- Changes in communicating with stakeholders and provision of supports
    - School personnel increased communication with families as well as increased collaboration between the units of the education agency
    - Increased ongoing communication about the importance of data
    - Issued guidance, provided TA, collaborated with Parent Training and Information (PTI) center and coach network to support peer-to-peer sharing, and adjusted deadlines
    - Increased communication and support to LEAs to understand the assessment administration and data-collection barriers
    - Met with each LEA implementing the SSIP to ensure there was capacity available and made recommendations of how implementation might look within each LEA
    - Improved communication with LEAs and “accounted for” instruction and assessment in virtual or hybrid modes
    - The State was in close contact with special education directors and administrators to help provide support in planning for the fall 2020 implementation
    - Partnered with the district curriculum/instruction, data and assessment, and planning research evaluation staff to create a data platform for disseminating data and evaluating proficiency

    - Support to staff was provided through free interactive webinars offered in , virtual and hybrid environments to ensure educators were prepared for the 2020-21 school year
    - Offered updated guidance; extended data submission deadlines; monitored quality and completeness of incoming data; provided direct TA via phone or email; provided resources for alternative assessment (for fidelity); encouraged peer support among teachers and use of internal coaches; and streamlined a teacher survey
- Changes to data analysis and use
    - Compared the participation rates from the baseline year in FFY 2018 (pre-COVID) to the participation rates in FFY 2020 (COVID-19) to ensure the two groups had similar rates and confirm the general validity of the data
    - Data analysis included using a skill-year and/or gap-growth analysis of cohort referenced mean of 50 and baseline references student-growth percentiles using pre-pandemic norms
    - Data use is limited to local, formative assessment practices, including facilitating conversations about student development between families and schools, and should not be presented in aggregate as representations of overall “readiness” at a school level

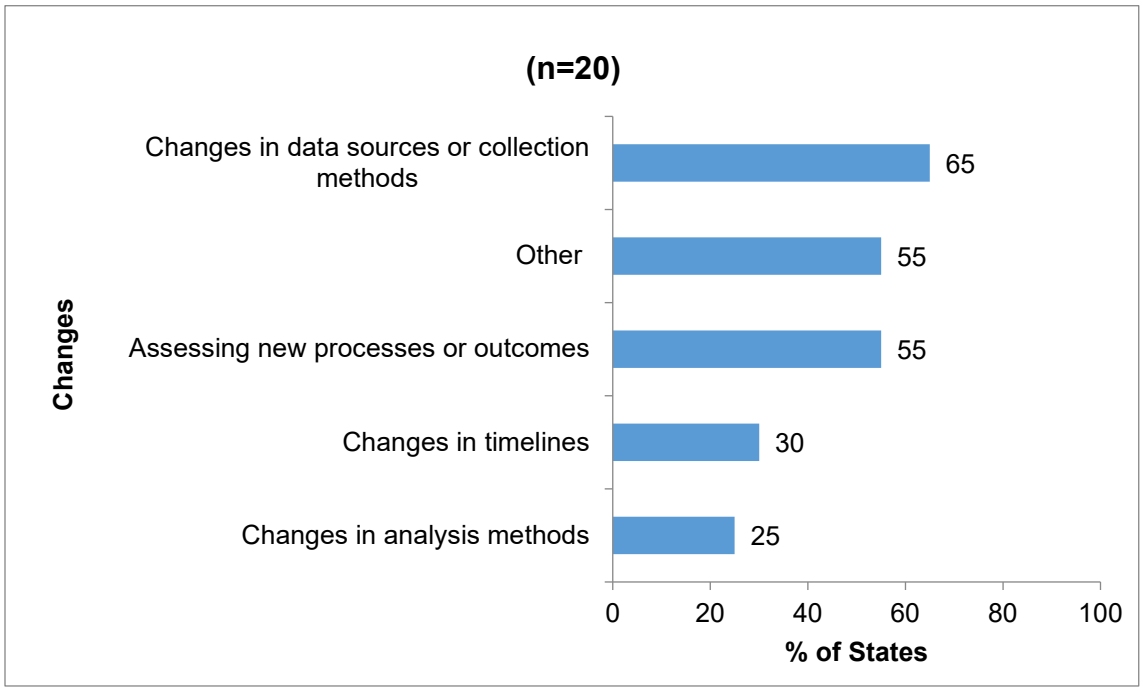
SECTION B: IMPLEMENTATION, ANALYSIS AND EVALUATION

States were required to provide information on its activities, measures and outcomes that were implemented, and any changes made to these since the State’s last SSIP submission. Additionally, each State was required to discuss their State’s infrastructure improvement strategies and use of evidence-based practices (EBPs). 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.

B-1 Evaluation Plan

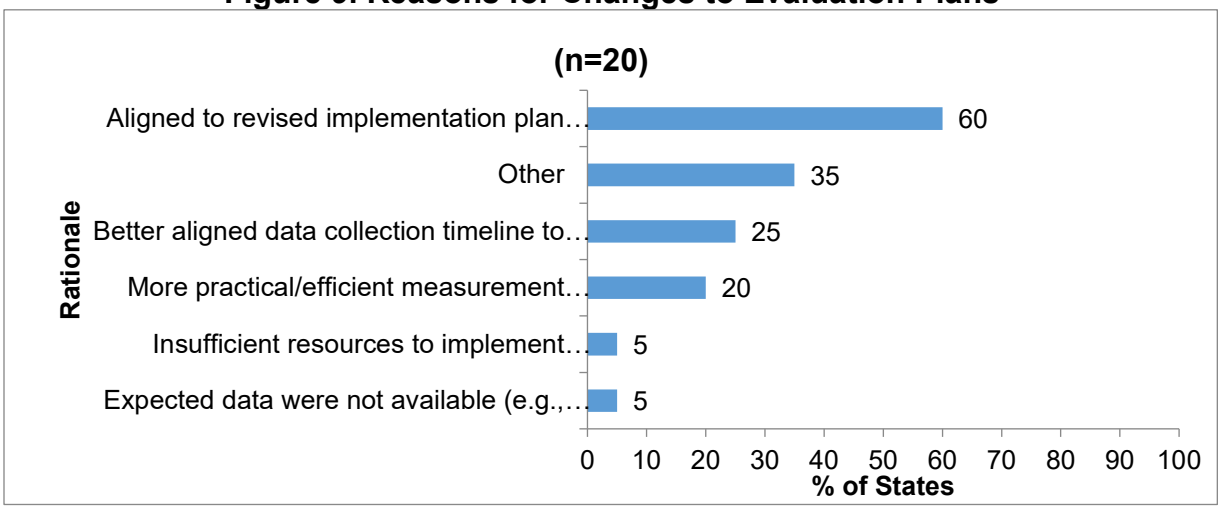
Twenty States (33%) reported that their evaluation plan is new or revised since the previous submission. As seen in Figure 8, among these 20 States, types of changes or updates included changes in data sources or collection methods (13 States, 65%); assessing new processes or outcomes (11 States, 55%); changes in timelines (6 States, 30%); and changes in analysis methods (5 States, 25%). Reviewers noted additional information on changes for 11 States (55%), including changes in evaluation staff, alignment with other state plans (e.g., SPDG), and additional detail on the changes shown in Figure 8.

Figure 8. Changes or Updates to Evaluation Plans



As seen in Figure 9, among the 20 States with new or revised evaluation plans, rationales, or justifications for the changes included aligning to the revised implementation plan and/or TOA (12 States, 60%); better aligning the data collection timeline to existing data collections (5 States, 25%); identifying more practical/efficient measurement strategies (4 States, 20%); lacking sufficient resources to implement the previous evaluation plan (1 State, 5%); and expected data not being available (e.g., due to data system revisions; 1 State, 5%). Reviewers noted other rationales for seven States (35%), including responding to stakeholder feedback, a new SIMR, or a new SSIP.

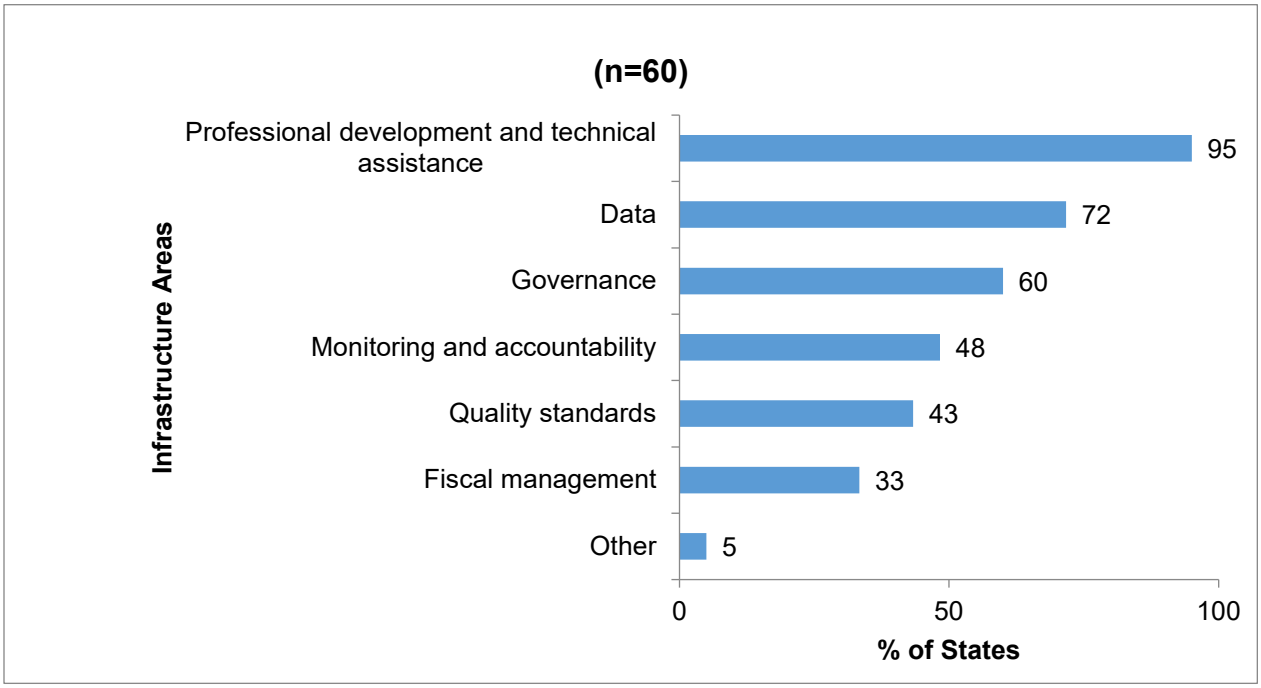
Figure 9. Reasons for Changes to Evaluation Plans



B-2. Infrastructure

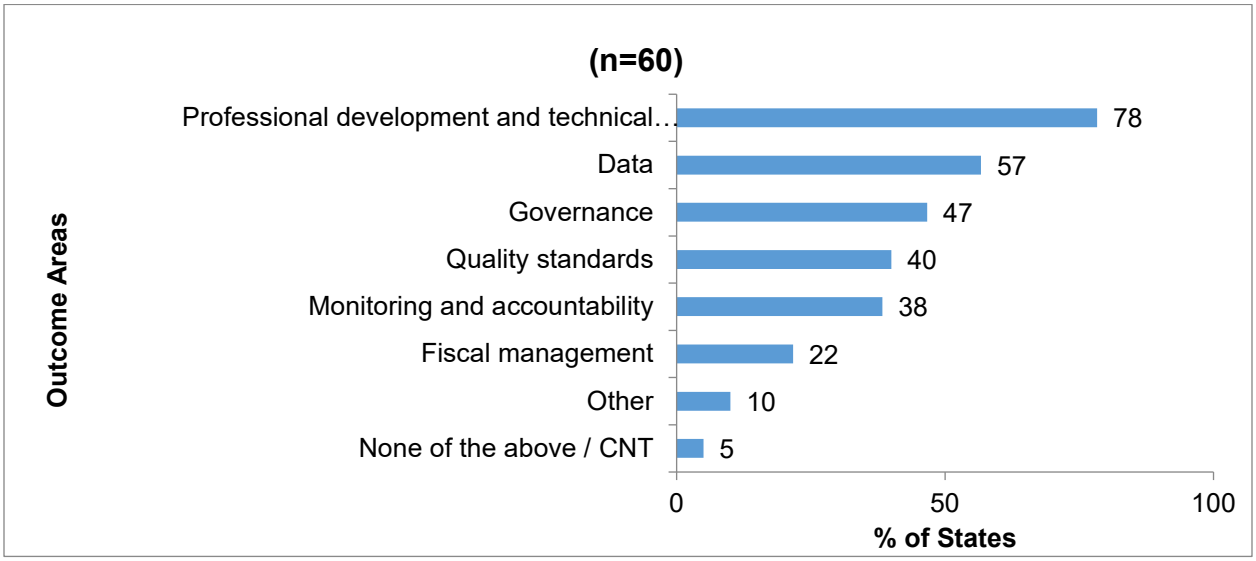
All 60 States (100%) reported on improvement strategies implemented in the reporting period. As seen in Figure 10, the most common area addressed was professional development and technical assistance (PD/TA; 57 States, 95%), followed by data (43 States, 72%); governance (36 States, 60%); monitoring and accountability (29 States, 48%); quality standards (26 States, 43%); and fiscal management (20 States, 33%). Reviewers described additional areas for three States (5%), including stakeholder or family engagement and establishing a leadership structure to support the SSIP.

Figure 10. Infrastructure Areas Addressed by Improvement Strategies



As seen in Figure 11, 57 States (95%) described achieving outcomes related to their improvement strategies; reviewers did not identify areas with achieved outcomes or could not tell for the other three States (5%). States most often achieved outcomes in the area of PD/TA (47 States, 78%), followed by data (34 States, 57%); governance (28 States, 47%); quality standards (24 States, 40%); monitoring and accountability (23 States, 38%); and fiscal management (13 States, 22%). Reviewers provided additional information for six States (10%), including explaining why outcomes were not yet achieved and describing other outcome areas such as operational activities and innovative pandemic services.

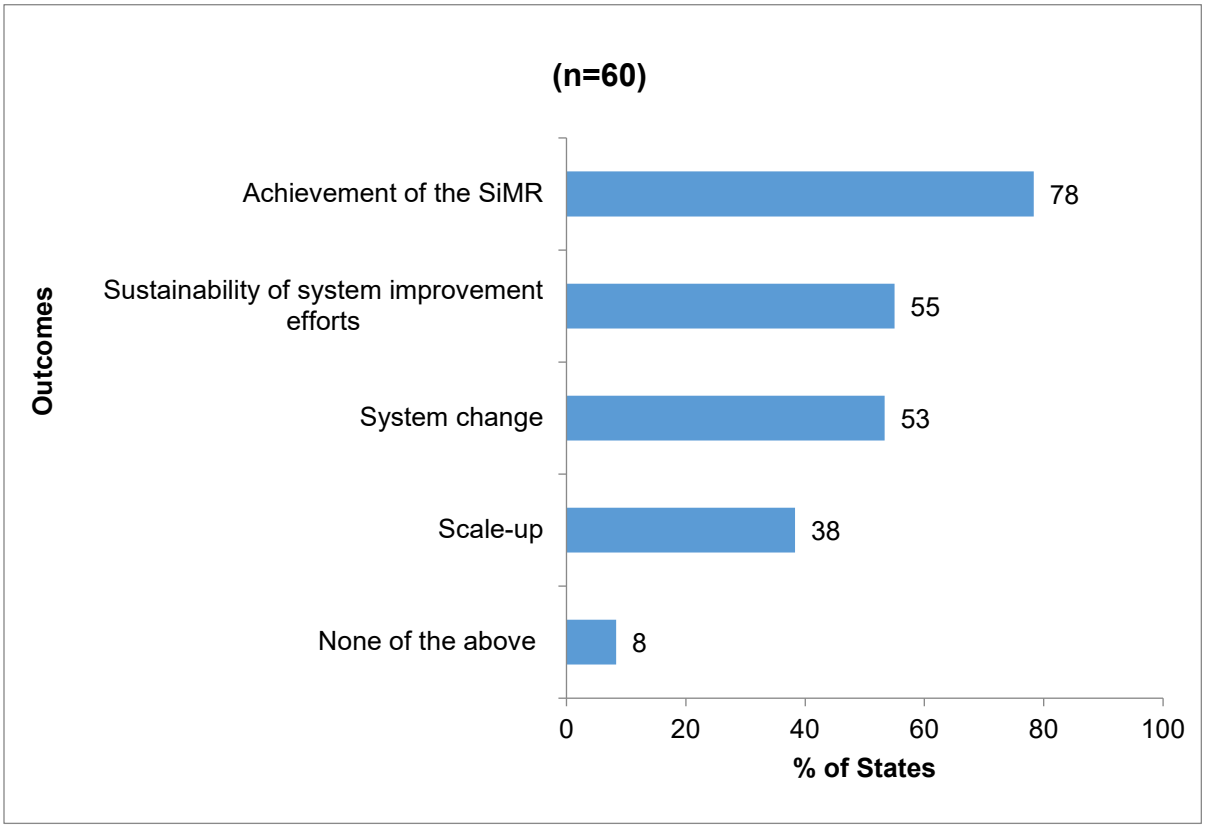
Figure 11. Areas Where State Described Achieving Improvement Strategy Outcomes



Reviewers described measures or rationales used by States and stakeholders to assess and communicate the achievement of infrastructure improvement outcomes during the reporting period for 44 of 60 States (73%). Seven States (12%) did not provide this information and reviewers could not tell for the other nine States (15%). States described various methods and audiences for communicating achievement (e.g., advisory council meetings, conferences). Most commonly States described data sources or measures that included stakeholder feedback (e.g., surveys, discussions during meetings); data from PD/TA (e.g., counts of sessions, data on increased knowledge); student outcomes (e.g., academic achievement or screening data, attendance); and practice implementation data (e.g., fidelity observations, self-report). In some cases, States described data sources without clearly articulating how those data assessed or communicated the achievement of outcomes. Sometimes, States described their goals or actions to achieve their goals without clearly linking them to measurable outcomes or data sources.

States were asked to describe how their infrastructure improvement strategies support system change and are necessary for: (a) achievement of the SIMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up. As seen in Figure 12, States most often explained how these strategies supported or are necessary for the achievement of the SIMR (47 States, 78%) followed by sustainability of system improvement efforts (33 States, 55%); systems change (32 States, 53%); and scale-up (23 States, 38%). Reviewers did not identify any of these for five States (8%).

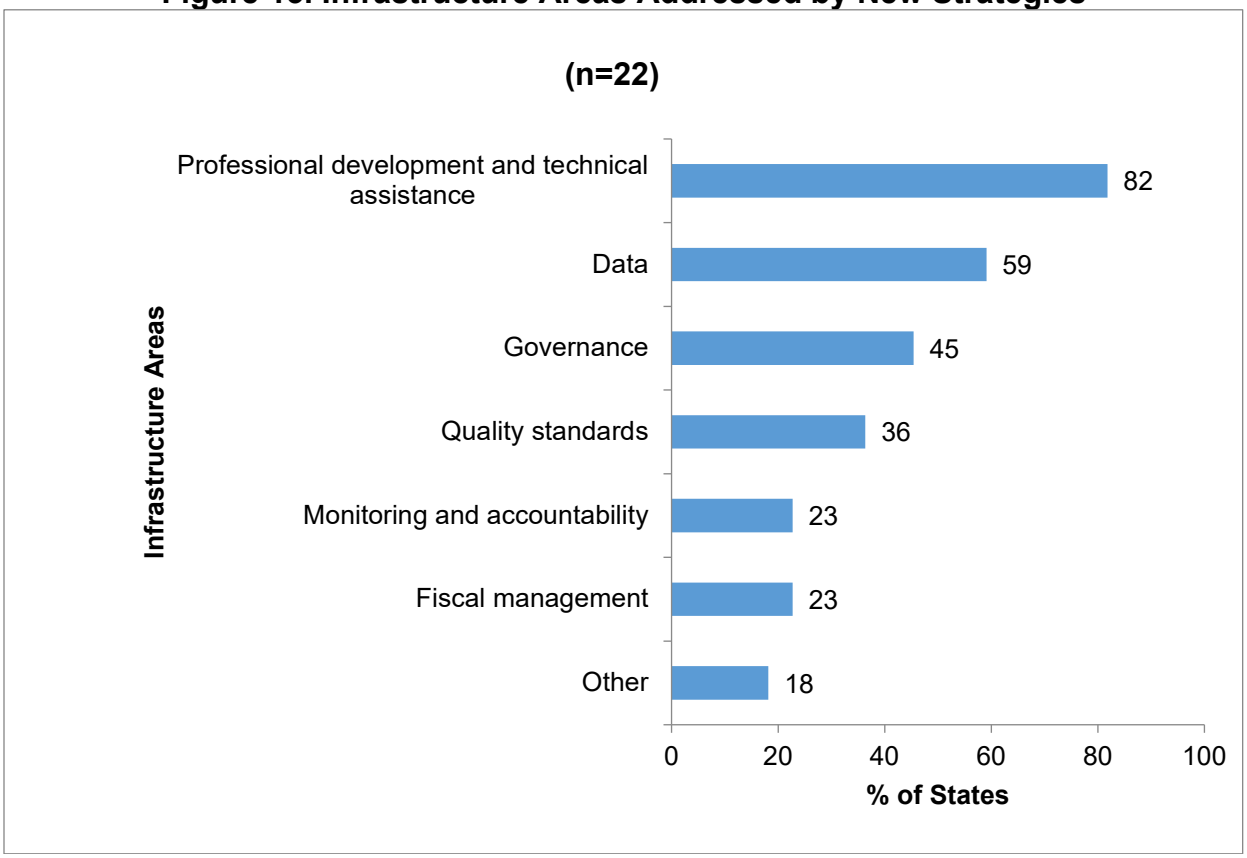
Figure 12. Outcomes Supported by Infrastructure Improvement Strategies



Reviewers noted States explanations of how their infrastructure improvement strategies supported systems change for the majority of states; for several States, this was unclear. Some of the more common ways States' infrastructure improvement strategies supported systems change included strengthening local implementation (e.g., PD/TA); data use; collaboration or teaming (at state or local levels; efforts to sustain or scale up the work; and stakeholder engagement (including families).

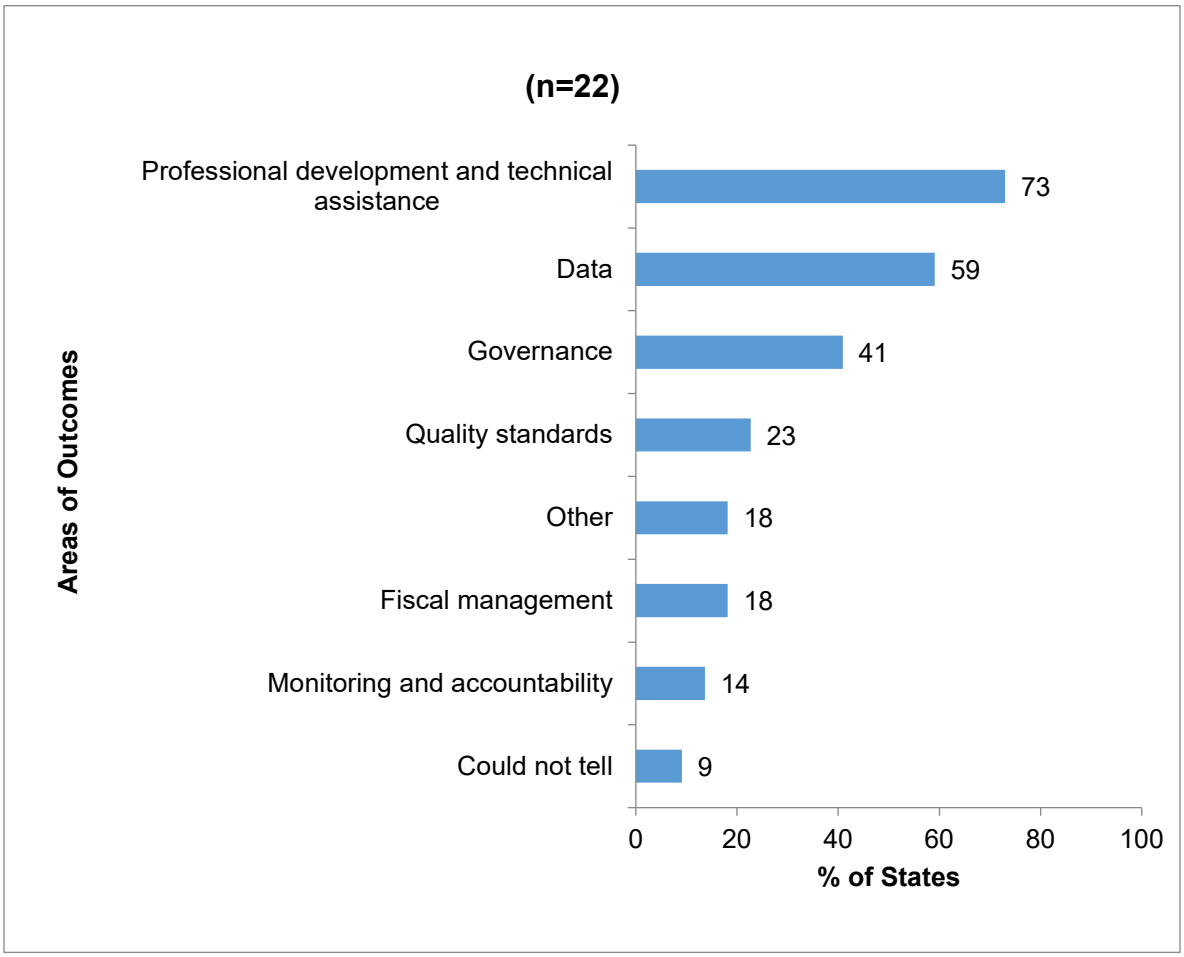
Twenty-two States (37%) implemented new (newly identified) infrastructure improvement strategies during the reporting period. As seen in Figure 13, among these 22 States, the most common area addressed was PD/TA (18 States, 82%), followed by data (13 States, 59%); governance (10 States, 45%); quality standards (8 States, 36%); fiscal management (5 States, 23%); and monitoring and accountability (5 States, 23%). Reviewers described additional areas addressed by new strategies for four States (18%), including communication, family engagement; scaling up and sustaining implementation; and streamlining SSIP reporting.

Figure 13. Infrastructure Areas Addressed by New Strategies



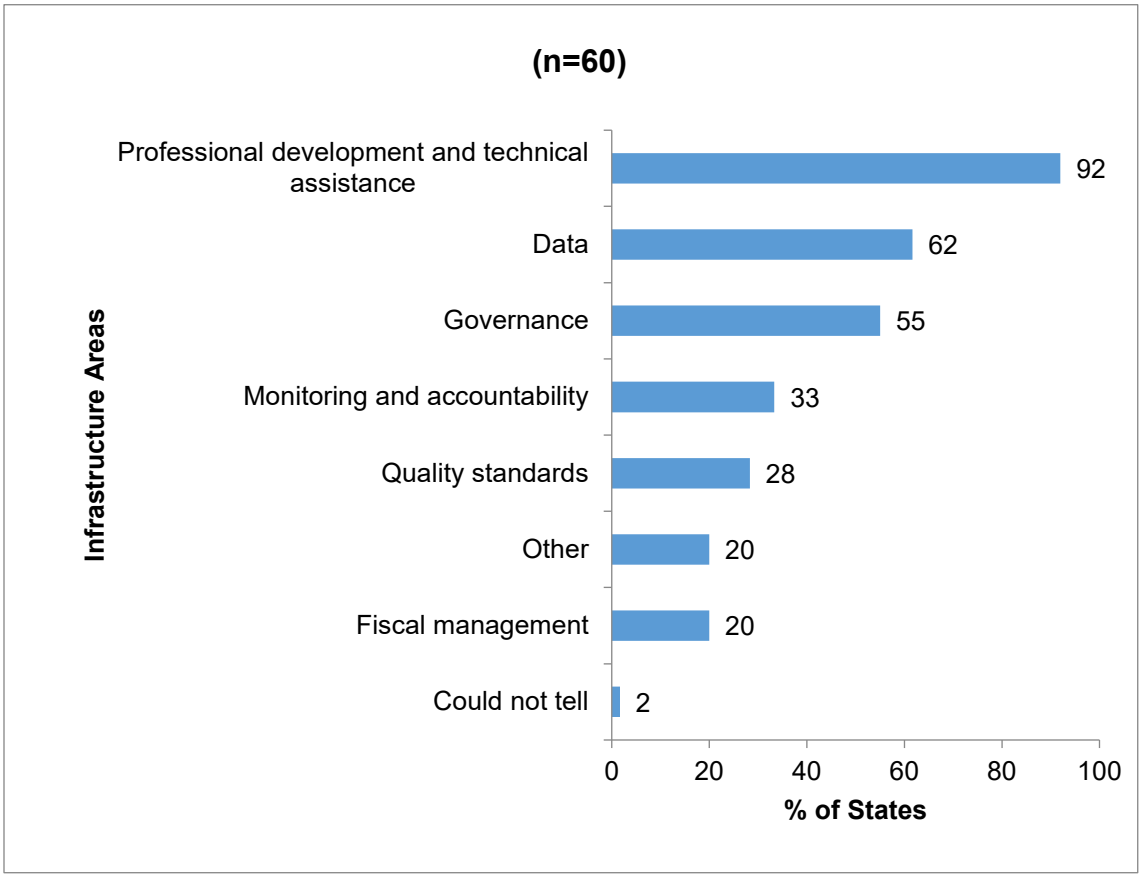
Twenty of the 22 States (91%) implementing new infrastructure strategies described achieving outcomes for those new strategies. Reviewers could not tell if outcomes had been achieved for those new strategies for the other two States (9%). As seen in Figure 14, States most often described achieving outcomes in PD/TA (16 States, 73%) and data (13 States, 59%). States also achieved outcomes related to governance (9 States, 41%); quality standards (5 States, 23%); fiscal management (4 States, 18%); and monitoring and accountability (3 States, 14%). Reviewers described other outcomes achieved for new strategies or provided more detail on the outcomes in Figure 14 for four States (18%). Examples of other outcome areas included communication and assistive technology.

Figure 14. Areas Where States Achieved Improvement Strategy Outcomes



Fifty-eight States (97%) described the next steps related to infrastructure; for the other states, reviewers could not tell (one State, 2%) or indicated no next steps were described (one State, 2%). As seen in Figure 15, States most frequently described next steps related to PD/TA (55 States, 92%), followed by data (37 States, 62%); governance (33 States, 55%); monitoring and accountability (20 States, 33%); quality standards (17 States, 28%); and fiscal management (12 States, 20%). Reviewers for 12 States (20%) provided other information regarding next steps. For example, some states described next steps related to other areas such as family, community, or other stakeholder engagement.

Figure 15. Infrastructure Areas with Identified Next Steps



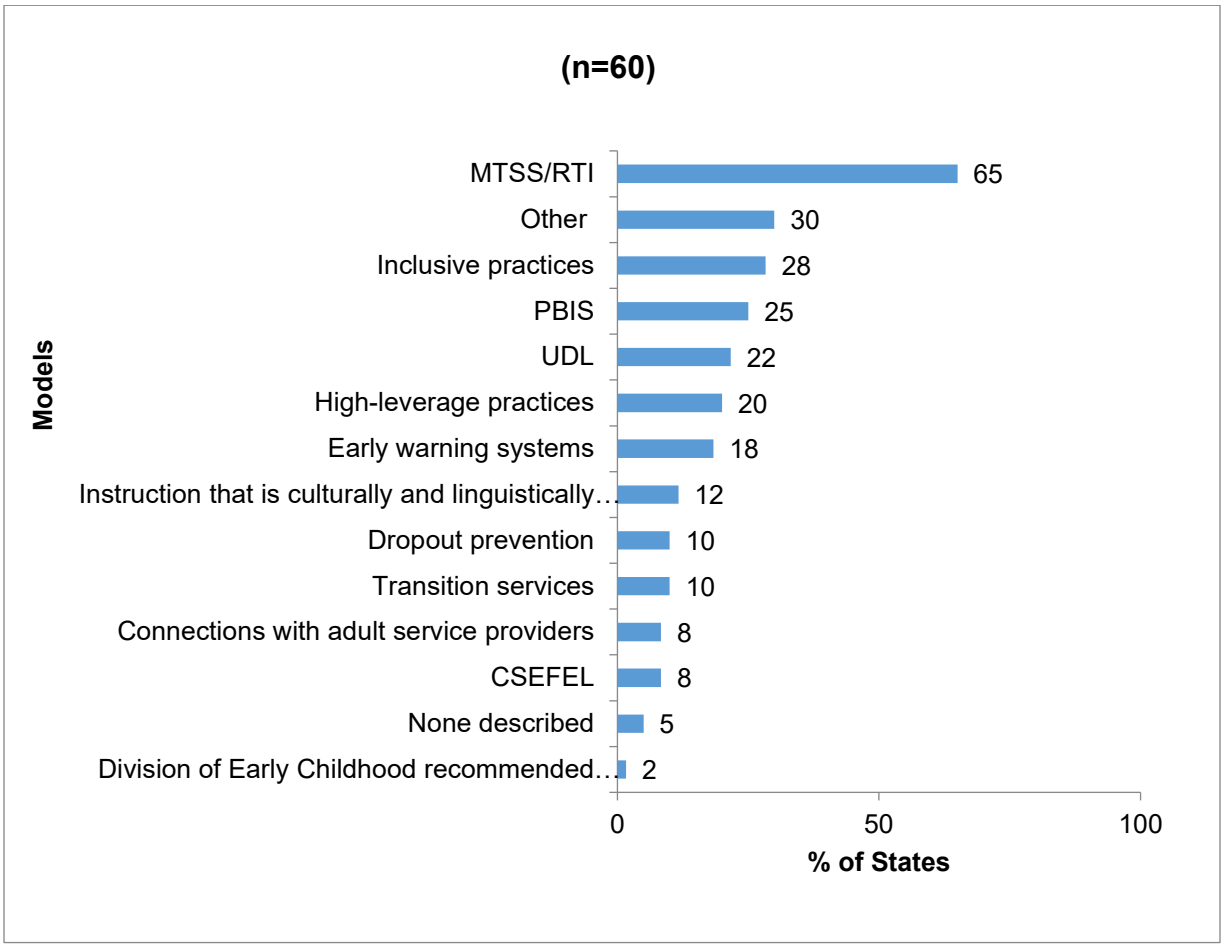
B-3. EBPs

States were asked to list the EBPs implemented during the reporting period. Fifty-nine States (98%) listed one or more practice while the other State (2%) did not implement EBPs in FFY 2020, instead focusing on infrastructure improvement to support EBPs. States varied in whether they listed specific EBPs or described broad categories (e.g., EBPs for reading, math, or behavior). In terms of content areas, States most often described literacy EBPs (e.g., Language Essentials for Teachers of Reading and Spelling, Read 180, repeated reading), as would be expected since literacy SIMRs are the most common. Several states described practices for math (e.g., Concrete-Representational-Abstract math instruction, National Council of Teachers of Mathematics Teaching Practices) and/or behavior or social emotional learning (e.g., Check-In/Check-Out, Check and Connect). Additionally, the majority of states listed PD/TA (e.g., training, coaching) and/or frameworks or practices (e.g., MTSS, data-based individualization) to support EBPs.

As seen in Figure 16, 57 States (95%) described using a variety of models or other practices to support EBPs while three did not (5%). The most common was some form of multi-tiered system of support or response to intervention (MTSS/RTI; 39 States, 65%). Additionally, 15 States (25%) implemented positive behavioral interventions and

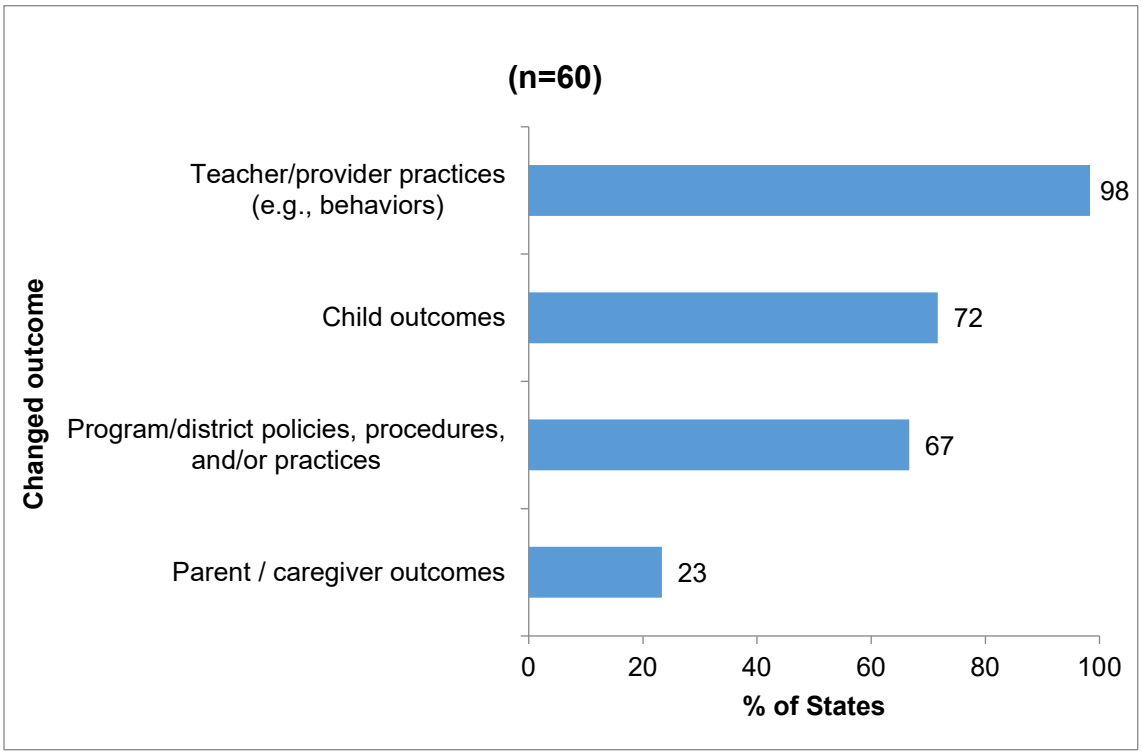
supports (PBIS, another tiered framework). Some states used inclusive practices (17 States, 28%); Universal Design for Learning (UDL; 13 States, 22%); high-leverage practices (12 States, 20%); early warning systems (11 States, 18%); culturally and linguistically responsive instruction (7 States, 12%); transition services (6 States, 10%); dropout prevention (6 States, 10%); the Center for Social and Emotional Foundations for Early Learning (CSEFL) Pyramid model (5 States, 8%); connections with adult service providers (5 States, 8%); and/or Division of Early Childhood recommended practices (1 State, 2%). Reviewers for 18 States (30%) noted other supporting practices or provided more detail on the practices in Figure 16. Examples of other models or practices include family and community engagement, professional development, data-based individualization, and data-based decision-making or problem-solving frameworks.

Figure 16. Models or Practices States Used to Support EBPs



All 60 States (100%) described how their EBPs are intended to impact the SIMR. As seen in Figure 17, States' EBPs most often aimed to change teacher/provider practices (59 States, 98%) followed by child outcomes (43 States, 72%); program/district policies, procedures, and/or practices (40 States, 67%); and parent/caregiver outcomes (14 States, 23%).

Figure 17. Ways EBPs are Intended to Impact the SIMR



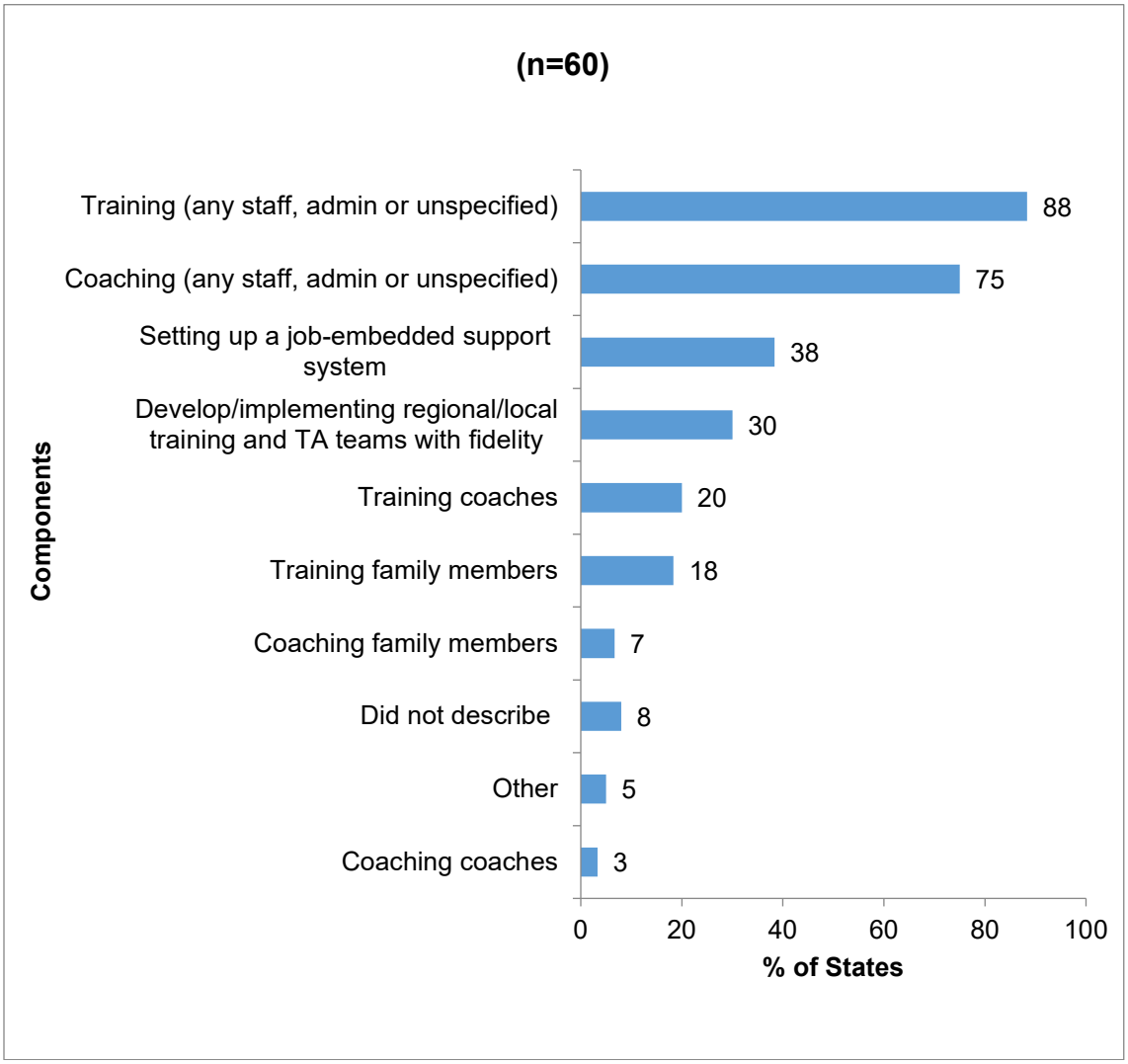
Fifty-six States (93%) reported on data collected (or planned) to evaluate fidelity and practice change. States described methods for evaluating implementation of instructional and intervention practices, frameworks to support EBP implementation (e.g., MTSS, DBI), and PD/TA. Methods for evaluating implementation included fidelity observations, rubrics, and self-report methods such as surveys or interviews. Some states also reported using student outcomes to evaluate the impact of practice change.

Among the 56 States reporting on such data, 34 States (61%) described results. The majority of these described data related to fidelity of EBP or framework implementation. Of these, the majority described at least some cases of strong or improved implementation, although some saw decreases or mixed results (sometimes ascribed to pandemic challenges). Some States described student outcomes or outcomes of PD/TA (e.g., change in educator knowledge or skill). A few States described how results were or will be used (e.g., for action planning, customizing support to schools). Additionally, some States presented reasons results were not yet available (e.g., pandemic disruptions, use of new tools).

As seen Figure 18, 55 States (92%) described implementing professional learning components to support EBP knowledge and use while five States (8%) did not. Most States trained educators (e.g., staff, administrators; 53 States, 88%) and the majority coached educators (45 States, 75%). Some states indicated they set up a job-embedded support system (e.g., coaches, mentors; 23 States, 38%), developed and implemented regional or local TA teams to support local providers' EBP implementation

(18 States, 30%), trained coaches (12 States, 20%); trained family members (11 States, 18%); coached family members (4 States, 7%); and/or coached coaches (2 States, 3%). Reviewers for three States (5%) described other components or provided additional details on the options presented in Figure 18. For example, one State that did not describe implementing professional learning components was starting a new SSIP and had not yet established its EBPs, and another State gave resources to families.

Figure 18. Professional Learning Components States Implemented to Support EBPs



Thirty-eight States (63%) described collecting additional data (e.g., progress monitoring) that supports the decision to continue the ongoing use of each EBP. The most common type was student outcome data, primarily academic (e.g., progress monitoring, universal screening, other classroom performance data) but also behavioral (e.g., discipline referral data) and graduation data. Several States also used data related to PD/TA (e.g.,

coaching logs, training feedback surveys) or EBP implementation (e.g., fidelity, intervention tracking).

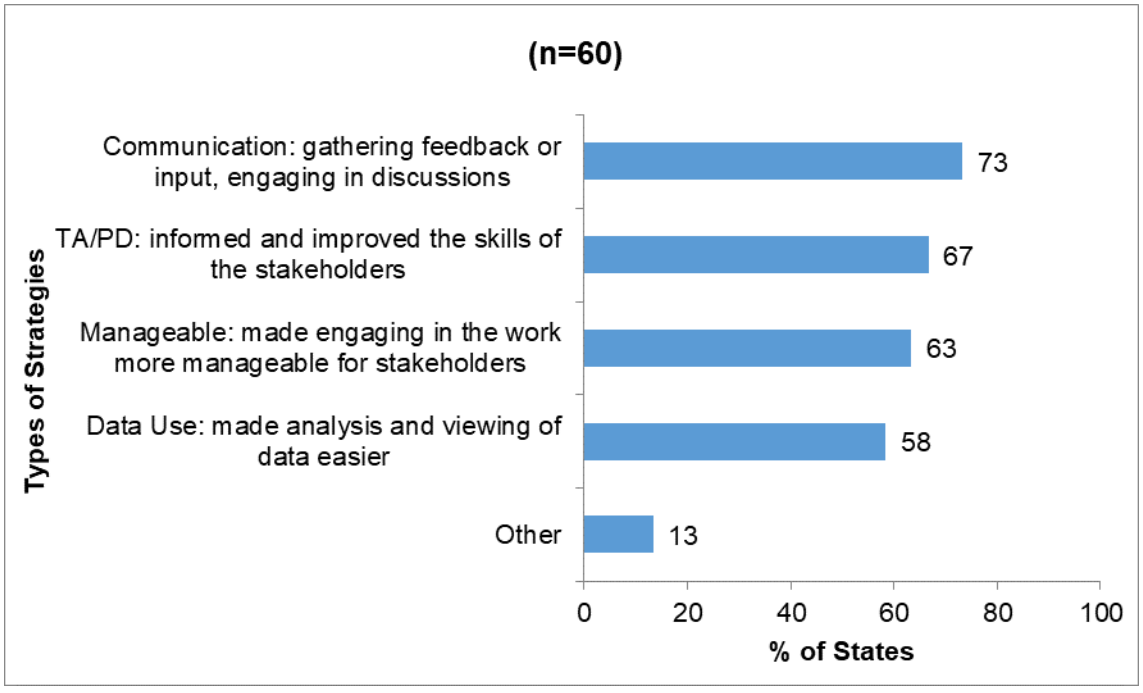
SECTION C: STAKEHOLDER ENGAGEMENT

States were required to provide a description of how stakeholders had been engaged and how their concerns were addressed during Phase III-Year 6 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

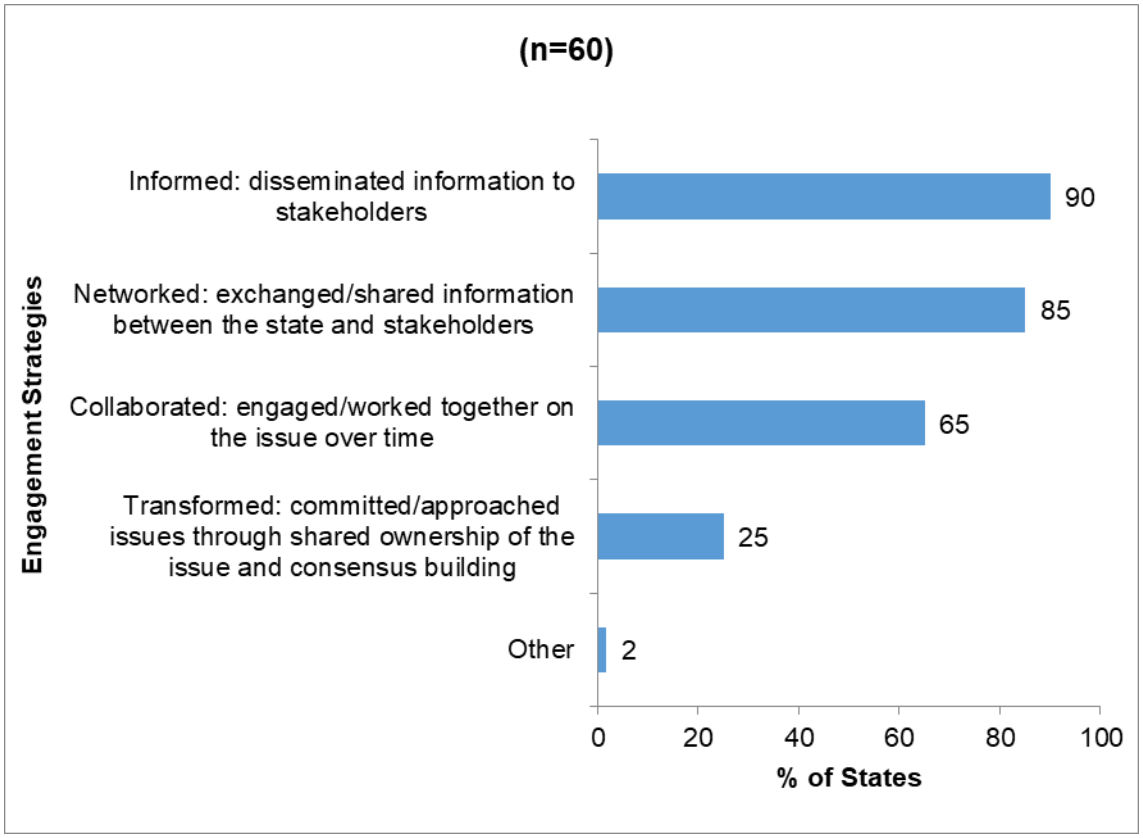
A review of the SSIPs indicated that States used a variety of strategies to engage stakeholders in the key improvement strategies of the SSIP. Forty-four of the 60 States (73%) utilized communication strategies, such as gathering feedback or input from stakeholders or engaging with them in discussions. A majority of States informed or improved the skills of stakeholders through PD/TA (40 States, 67%); made engaging in the work more manageable for stakeholders (38 States, 63%) and/or made analysis and viewing of data easier (35 States, 58%). Several other strategies (8 States, 13%) were used by individual states including such techniques as providing fiscal resources, establishing targeted groups to solicit specific information, and offering virtual meetings to engage a greater number and more diverse stakeholder population (Figure 19).

Figure 19. Strategies Implemented to Engage Stakeholders in Key Improvement Efforts



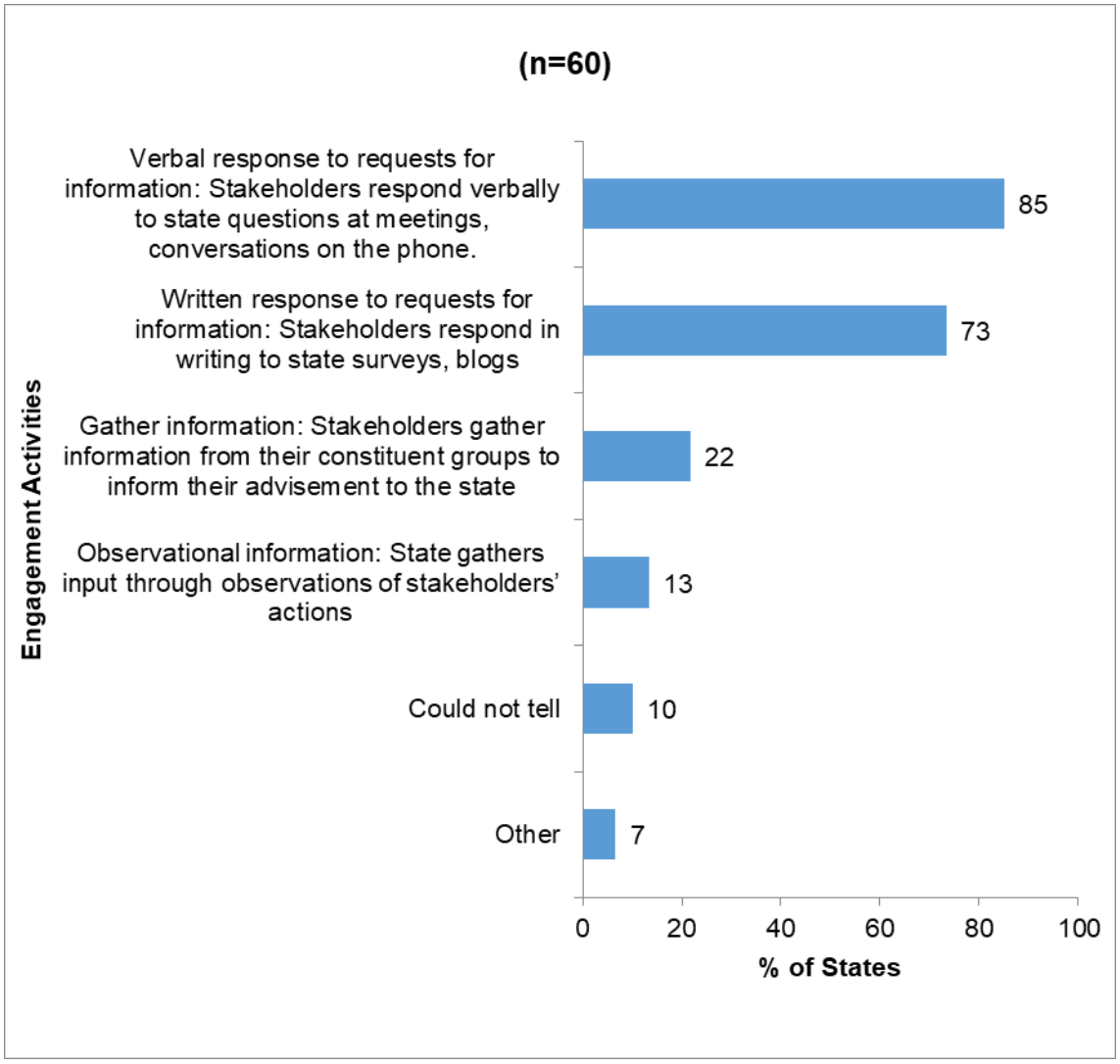
All 60 of the states explained how they engaged stakeholders in key improvement activities of the SSIP. Fifty-four States (90%) described engaging stakeholders through informing, such as through the dissemination of information. The use of networking or exchanging information between the State and stakeholders in a two-way sharing of ideas was overwhelmingly used by states (51 States, 85%). More than half of the States (39 States, 65%) engaged stakeholders through collaboration, which involved working together on improvement activities more deeply over time. Transforming was less frequently identified, with 15 States (25%) having engaged stakeholders as equal partners in the key improvement efforts. One State (2%) engaged stakeholders, but the type of engagement was not clear, although it was indicated the State used *Leading by Convening* with its stakeholders (Cashman, et. al., 2014) See Figure 20.

Figure 20. Way(s) State Engaged Stakeholders in Key Improvement Efforts



A vast majority of states engaged stakeholders in key improvement efforts by having them respond verbally to questions at meetings or through phone conversations (51 States, 85%). Also, many States engaged stakeholders through written requests for information such as surveys or blogs (44 States, 73%). Twenty-two percent (13 States) had stakeholders gather information from their constituent groups while thirteen percent (8 States) used observations of stakeholders' actions to gather input (Figure 21).

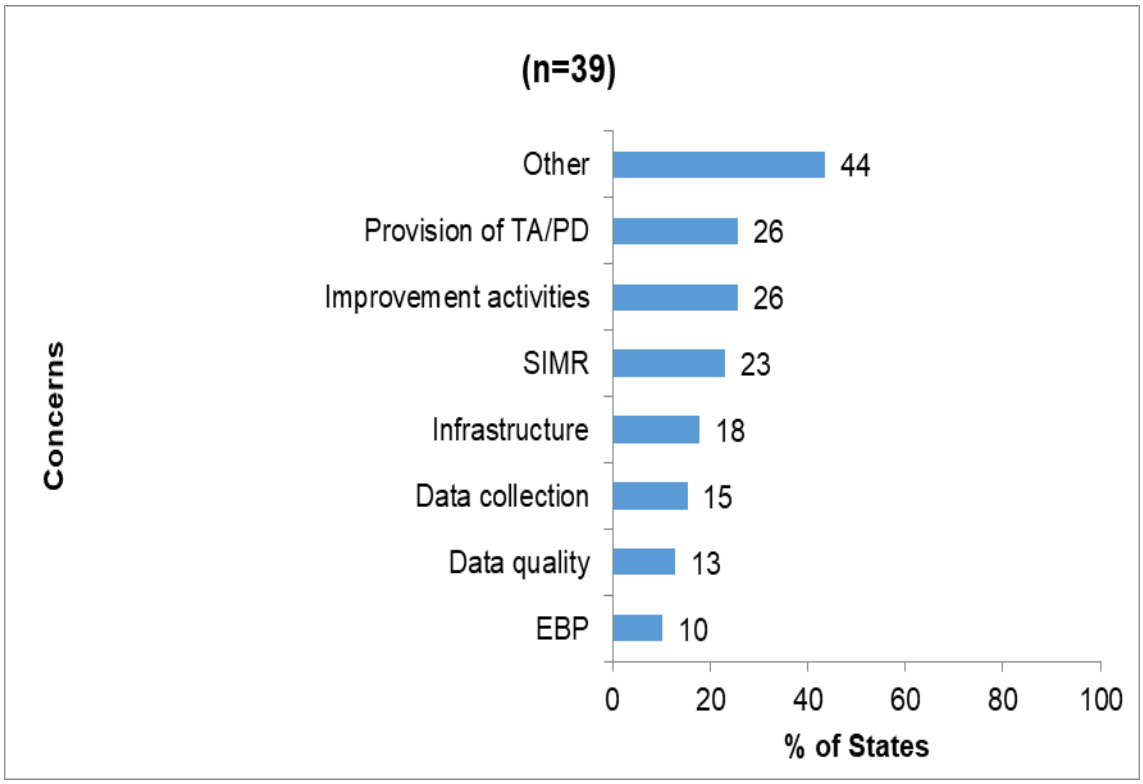
Figure 21. Other Stakeholder Engagement Activities for Key Improvements



C-2. Concerns of Stakeholders

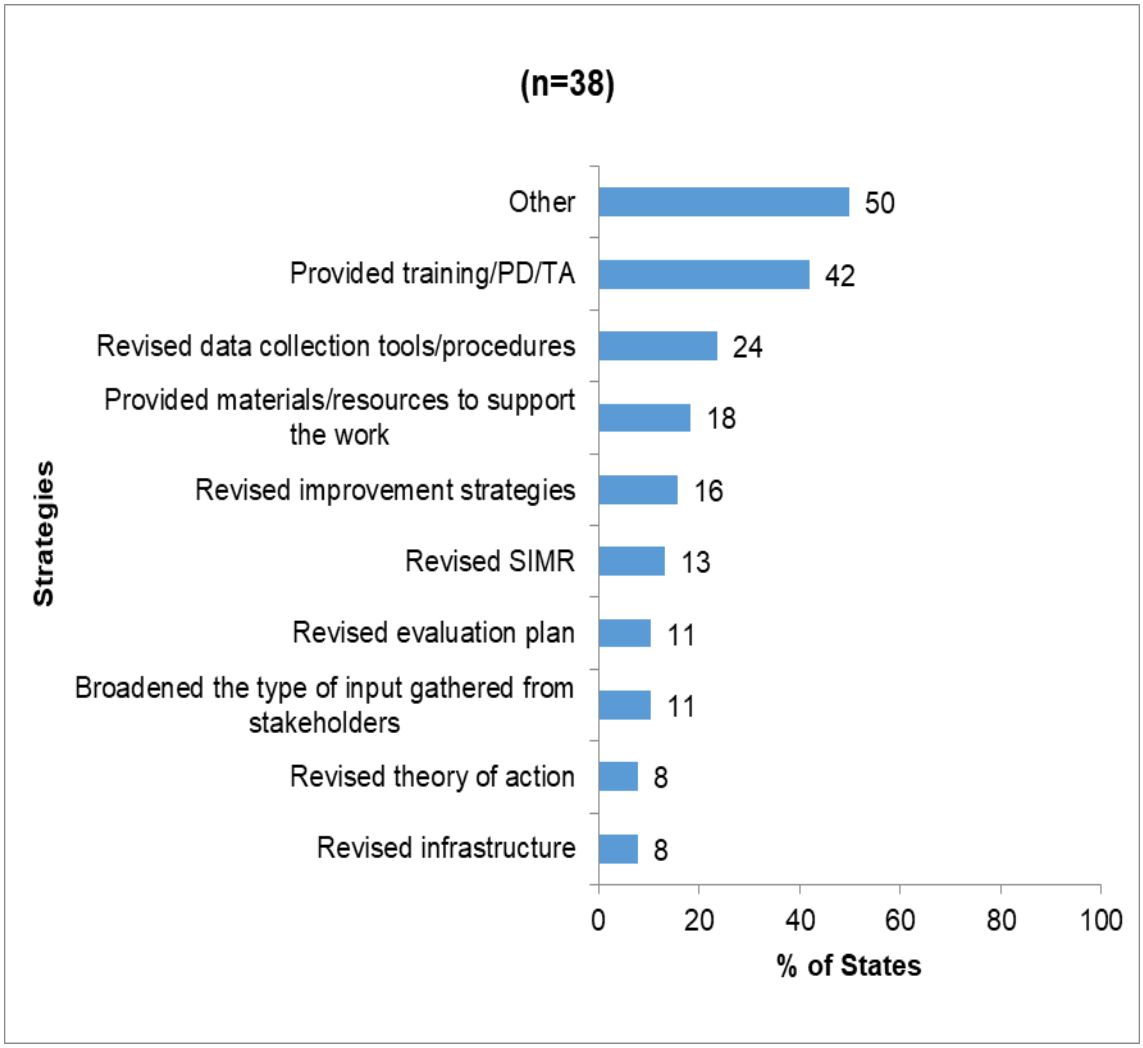
Thirty-nine of the 60 States (65%) reported on stakeholders' concerns that were expressed during engagement activities. The most frequently noted concerns among these thirty-nine States related to the provision of PD/TA (10 States, 26%) and to improvement activities (10 States, 26%). Other concerns mentioned by several States related to the SIMR (9 States, 23%); infrastructure (7 States, 18%); data collection (6 States, 15%); data quality (5 States, 13%); and EBPs (4 States, 10%). A few States identified sustainability (3 states, 7%), and teacher retention (3 states, 7%). Other concerns that were mentioned by states included issues with stakeholder's input; meeting operations/logistics; student attendance; access, quality and fidelity of remote learning; novice administrators; financial resources; challenges of high-needs students; needs of students of minority groups and students of low-income families; or transportation (Figure 22).

Figure 22. Expressed Stakeholder Concerns



Thirty-eight of the thirty-nine States (97%) addressed stakeholders' concerns during engagement activities through a variety of means. Half of States that addressed stakeholder concerns responded in ways specific to their State context (19 States, 50%). Examples included revising EBPs; revising meeting operations/logistics; increasing opportunities for sharing among school administrators on challenges and lessons learned; broadening the number/representation of stakeholders; crafting legislation; presenting clearer understanding of expectations for engagement; adding additional strategies to the work (e.g., instituting behavioral reports, implementing teacher retention project, narrowing focus of PD, increasing training to general and special education teachers on strategies for teaching ELA); and expanding the cohort of districts engaged in the work. Just less than half of the states that responded to stakeholder concerns (16 States, 42%) addressed these issues by delivering training, PD or TA. Several of them revised data-collection tools and procedures (9 States, 24%); or provided materials and resources to support the work (7 States, 18%). Some States revised their SSIP improvement strategies (6 States, 16%); SIMR (5 States, 13%); and evaluation plan (4 States, 11%) to address stakeholder concerns. Also, States broadened the type of input gathered from stakeholders (4 States, 11%), and revised their SSIP's theory of action and/or infrastructure (3 States, 8%). See Figure 23.

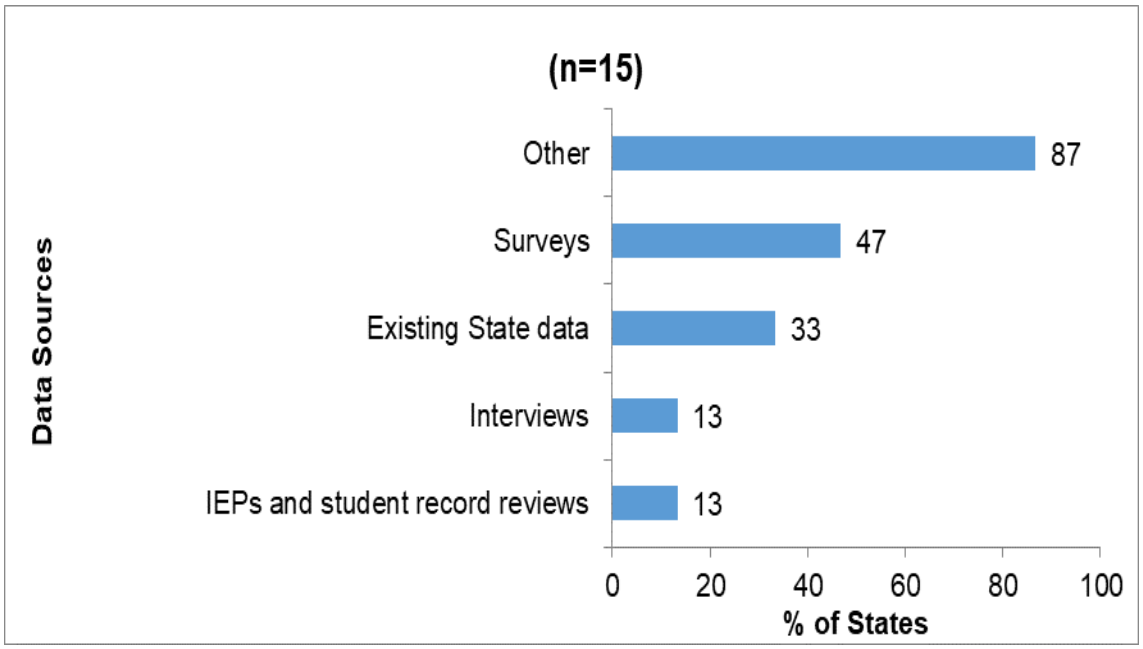
Figure 23. Strategies Implemented to Engage Stakeholders in Key Improvement Efforts



ADDITIONAL IMPLEMENTATION ACTIVITIES

Thirty-seven percent of the States (22 States) listed additional activities not already described in this report that the State intends to implement in the next fiscal year that are related to the SIMR with 14 (64%) of these States providing timelines for their activities. Fifteen of these States (68%) identified data collection sources or techniques they plan to use for these activities. The majority of these 15 States (13 States, 87%) identified sources unique to their circumstances such as using qualitative strategies to analyze conversations with stakeholders and meeting notes; event data (e.g., attendance, post-event evaluations); and desktop monitoring. Several of these States identified the use of surveys (7 States, 47%); existing State data (5 States, 33%); interviews (2 States, 13%); or IEPs and student record reviews (2 States, 13%). See Figure 24.

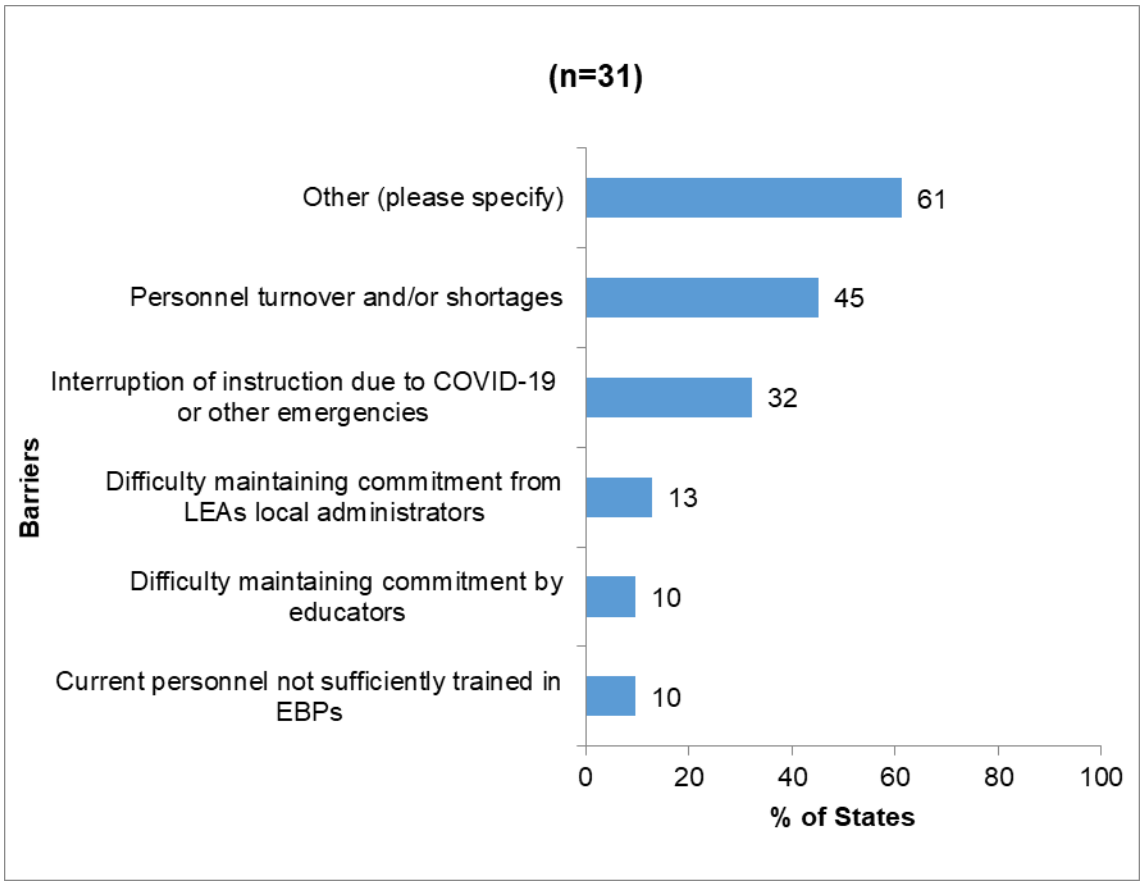
Figure 24. Data Collection Sources for Activities



Of the fifteen States with identified data collection sources, nine States (60%) identified measures for the data collection sources and nine States (60%) identified outcomes for these sources. Examples of outcomes anticipated for these additional activities include student math and literacy knowledge; teacher course completion; benefits for children and families in early intervention services; family participation in literacy efforts; understanding of families' needs; understanding of internal coaches' needs; state data quality; student participation in transition learning opportunities; quality of agency data sharing agreements; and IEP quality.

Fifty-two percent (31 States) reported newly identified barriers and included steps to address these. Of these 31 States, sixty-one percent (19 States) identified barriers unique to their State including difficulties with the adequacy of resources or funds; limited staff capacity in data-based decision making; sustainability (e.g., EBPs, interagency partnerships; contracts ending); local travel restrictions; data reliability (e.g., cyberschools; timelines for data collection); revisions to assessment tools; and data sharing across agencies. Forty-five percent (14 States) identified personnel turnover and/or shortages as a barrier, with thirty-two percent (10 States) noting interruption to instruction due to COVID or other emergencies (e.g., hurricane, flooding) as a barrier. Several states (4 States, 13%) acknowledged a barrier of having difficulty maintaining the commitment of LEA administrators. Fewer states (3 States, 10%) identified difficulty maintaining the commitment of educators or the lack of trained PD or TA providers in EBPs (Figure 25).

Figure 25. Newly Identified Barriers



CONCLUSION

The analysis of the Phase III-Year 6 SSIPs indicates that twenty-six states (43%) reported having met their targets. A large majority of States (44 States, 73%) continued to have concerns directly related to COVID-19 about their data quality that could have affected progress toward the SIMR while a much smaller number of States (13 States, 22%) had concerns unrelated to COVID-19. Despite these concerns many States (39 States, 65%) utilized additional data sources to report on progress. States are involved in extensive new or continuing infrastructure improvements; implementation of EBPs; coherent improvement strategies at the LEA or school level; and evaluation of the outcomes of their improvement strategies. As in the prior year, States continue to actively engage stakeholders in all aspects of the SSIP with the majority reporting on and addressing concerns noted by stakeholders.

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 or 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 10 randomly selected items (excluding data that was submitted directly from the state to the OSEP database) in six randomly selected States

State	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	3	2	2	3	2	3	3	2	3	2
2	3	3	3	3	2	3	2	3	3	2
3	3	3	3	2	3	3	2	3	3	3
4	3	3	2	3	2	3	3	3	0	3
5	3	3	3	3	3	3	0	2	0	3
6	3	3	3	3	3	3	3	2	3	3
Total % inter-rater reliability by Item	100	94	89	94	83	100	72	83	67	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 percent (n=10) of the items on the data-collection review tool used in the report (N=100). The inter-rater reliability ranged from below 83 percent on two items to above 83 percent on the remaining eight items. The overall inter-rater reliability was 87 percent.

APPENDIX 3 — SIMR Statements

State	SIMR category	SIMR Statement
Alaska*	Graduation/Post-school Outcomes	Increase graduation rates of Alaska Native students with disabilities, as measured by the state-calculated five-year cohort graduation rate
Alabama	Graduation/Post-school Outcomes	The percentage of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.
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 (3rd grade) on the five pilot schools that are implementing the Dual Language Program for students with disabilities.
Arkansas	Reading	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.
Arizona	Reading	By FFY 2025, targeted Public Education Agencies (PEAs) will increase the performance of SSIP students with disabilities in grade 3 on the English Language Arts (ELA) state assessment from 9.58% to 12.23%.
Bureau of Indian Education	Graduation/Post-school Outcomes	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 SWD who took the California Assessment of Student Performance and Progress in both English Language Arts and Mathematics.
Colorado	Reading	Colorado students in first 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. *Who attend one of the SSIP project schools *Based upon the Structured Literacy Project
Connecticut	Reading	Increase the reading performance of all third-grade students with disabilities (SWDs) statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.
District of Columbia*	Reading	Improve early literacy outcomes for preschool students with disabilities.
Delaware	Reading	To increase the literacy proficiency of students with disabilities in K-3rd grade, as measured by a decrease in the percentage of third grade students with disabilities scoring below proficiency on Delaware's statewide assessments.
Federated States of Micronesia	Reading	Increase English literacy skills of all students in ECE through Grade 5 in the FSM, with a particular focus on students identified as having a disability.
Florida	Graduation/Post-school Outcomes	Increasing the statewide cohort graduation rate for students with disabilities from 77% (2017-18 graduates) to 83% (2025-26 graduates) and closing the graduation gap between all students (baseline 10.2 percentage

State	SIMR category	SIMR Statement
		points in 2017-18) and students with disabilities by half (=5.1 percentage points).
Georgia	Graduation/Post-school Outcomes	To increase graduation rates for students with disabilities in 50 selected districts to 67% Annual Event Graduation Rate.
Guam	Reading	There will be an increased percent of students with disabilities in the 3rd grade that will be proficient in reading in the four participating schools as measured by the district-wide assessment.
Hawaii	Reading	The improvement of English Language Arts (ELA)/Literacy outcomes for students with disabilities (SWD) identified in the categories of Other Health Disability (OHD), Specific Learning Disability (SLD), and Speech or Language Disability (SoL) in grades 3 and 4. The Department's key measure (proficiency and growth) for the State Systemic Improvement Plan (SSIP) is the percentage of 3rd and 4th-grade students, combined, with eligibility categories of OHD, SLD, and SoL who are proficient on the Smarter Balanced Assessment (SBA) for ELA/Literacy.
Idaho	Reading	Increase the percent of fourth-grade students with disabilities in Idaho who will be proficient in literacy as measured on the state summative assessment, currently ISAT by Smarter Balanced.
Illinois	Reading	The percentage of 4th 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)

State	SIMR category	SIMR Statement
		assessment by at least .5% each year for all third grade students, including those with disabilities attending elementary schools participating in the Indiana SSIP Initiatives.
Iowa*	Reading	Decrease the percentage of students with IEPs in grades kindergarten through 3rd grade identified as high risk on a literacy assessment.
Kansas	Reading	Increased Percentage of Students with Disabilities in Grades K–5 Score at Grade Level in Reading as Measured by Curriculum-Based Measure General Outcome Measure (CBM-GOM).
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 Positive Behavioral Interventions and Supports (PBIS) and evidence-based practices in math.
Louisiana	Reading	To increase ELA proficiency rates on statewide assessments for students with disabilities in third through fifth grades, 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). Maine reports proficiency as follows: Percent = number of grade 3–8 students with IEPs who demonstrate proficiency in math divided by the number of grade 3–8 students

State	SIMR category	SIMR Statement
		with IEPs who are evaluated on the math assessment.
Maryland	Math	Students in grades 3, 4, and 5 will demonstrate progress and narrowing of the gap in mathematics performance.
Massachusetts	Early Childhood Outcomes	The Massachusetts SSIP (MA SSIP) is designed to improve social and emotional outcomes for preschool children with disabilities. The SiMR is aligned with the MA SSIP Theory of Action and is assessed using statewide results for Indicator 7: Preschool Outcomes, Outcome A: Percent of preschool children ages 3–5 with IEPs [individualized education programs] who demonstrate improved positive social-emotional skills (including social relationships). To address Indicator 7, child-level data are collected through the Child Outcomes Summary (COS) process. Results are analyzed to address two summary statements: Summary Statement 1 = Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 or exited the program, and Summary Statement 2 = The percent of preschool children who were functioning within age expectations in Outcome A by age 6 or exited from the program.
MP- Commonwealth of the Northern Mariana Islands*	Reading	By June 30, 2026, at least 39% of 3rd grade students with an IEP in the elementary schools will perform at or above reading proficiency against grade level and alternate academic achievement.

State	SIMR category	SIMR Statement
Michigan	Reading	Literacy progress for students with the most significant and persistent reading needs (below the 20th percentile on screening measures), including students with disabilities. The SiMR is currently measured using Acadience Reading K-6 universal screening and progress monitoring scores matched to students' grade and skill level (e.g., phoneme segmentation fluency, nonsense word fluency-- correct letter sounds and whole words read, oral reading fluency--words correct and accuracy).
Minnesota	Graduation/Post-school Outcomes	The statewide percentage of American Indian and Black students with IEPs, combined, who graduate in the 6-year cohort.
Missouri	Reading	Proficiency rate for children with IEPs against grade level academic achievement standards in grades three through eight and high school in English/language arts (ELA) in LEAs participating in District Continuous Improvement (DCI) work.
Mississippi*	Reading	The State will increase the percentage of third grade students who score proficient or higher on the regular State-wide reading assessment to 32 percent by FY 2025 for students with a Specific Learning Disability, Language/Speech, or Other Health Impairment rulings in targeted districts The State will increase the percentage of eighth grade students who score proficient or higher on the regular State-wide reading assessment to 15 percent by FY 2025 for students with a Specific Learning Disability or Other Health Impairment rulings in targeted districts.

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	Increase the reading proficiency for students with disabilities at the 4th grade level as measured by the statewide reading assessment.
Nevada	Reading	Improve the performance of third-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 through 5 with IEPs who demonstrate improved positive social-emotional skills. Summary Statement: Of those preschool children with IEPs who entered or exited the preschool program below age expectations in Outcome A1 (positive social-emotional skills including social relationships), the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
New Jersey	Graduation/Post-school Outcomes	SIMR from FFY 2013-FFY 2020: From FFY 2013-FFY 2019, the SiMR has been, without revision, the following: New Jersey will improve the five-year Adjusted Cohort Graduation Rate (ACGR) for students with Individualized Education Programs (IEPs) from a baseline of 80% to 85%. The original goal was to reach 85% in FFY 2018 and this SIMR was extended to become the target for FFY 2019 and FFY 2020 with the decision made to revise the SSIP

State	SIMR category	SIMR Statement
		and SIMR in August of 2021. Proposed SIMR FFY 2021: By utilizing targeted and comprehensive school data and the Implementation Science framework to identify schools, New Jersey will establish literacy "Transformation Zones" that receive intensive coaching and support in early reading. By 2027, New Jersey will increase the percentage of students with IEPs in the Transformation Zone schools who score at or above benchmark on a district-selected literacy assessment tool by a minimum of 10% (compared to baseline) by the end of their third grade year. At this time, since districts have not been selected nor baseline data has been established, this SiMR will need to be refined as NJ completes Phase I and enters Phase II of the SSIP. The timeline for this work is outlined in the sections that follow.
New Mexico*	Reading	Increase the reading proficiency of students with disabilities in second grade, as measured by statewide-standardized reading assessments.
New York	Reading	For students classified as students with learning disabilities (LD) in SSIP Pilot Schools (grades three through five), increase the percent of students scoring at proficiency levels 2 and above on the New York grades three through eight English Language Arts (ELA) Assessment.
North Carolina	Graduation/Post-school Outcomes	North Carolina will increase the 5-year adjusted cohort graduation rate (5YCGR) for students with disabilities (SWD), such that the gap is reduced between graduation rates for all students and students with disabilities.
North Dakota	Graduation/Post-school Outcomes	Improving the extended six-year graduation rate for students identified as having an emotional disturbance (ED).

State	SIMR category	SIMR Statement
Ohio	Reading	(SiMR 1): The percentage of students with disabilities scoring proficient or higher on Ohio's third 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 2025, Oklahoma will see improved early literacy skills in targeted low-performing schools as identified by the state's ESSA plan.
Oregon	Reading	To increase the percentage of third grade students with disabilities reading at grade level, as measured by State assessment.
Pennsylvania	Graduation/Post-school Outcomes	Increasing graduation rates of students with disabilities.
Republic of the Marshall Islands	Graduation/Post School Outcomes	To increase the percentage of youth with disabilities graduating with a high school diploma in the Marshall Islands Public School System.
Puerto Rico	Math	To increase the percentage (%) of special education students in the 5th grade who score proficient or advanced on the math regular assessment in the participating schools (all elementary schools from the former Yabucoa School District).
Republic of Palau	Reading	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.
Rhode Island*	Math	K-8 students with disabilities will demonstrate improved mathematics achievement, as measured by an

State	SIMR category	SIMR Statement
		increased percentage of 8th grade students with disabilities demonstrating typical or high growth on the math statewide assessment—from 33% to 59% by FFY 2025.
South Carolina*	Reading	Academic proficiency in English-Language Arts (ELA) for students with disabilities grades 4 - 8, as measured by SC Ready, will show a higher rate of growth for students with disabilities whose teachers have completed SCDE coursework in evidence-based practices (EBPs) in the area of reading than those students whose teachers have not taken the course(s).
South Dakota	Reading	The SEP FFY 2020 State-identified Measurable Result (SiMR) indicates that students with specific learning disabilities (SLD) will increase reading proficiency prior to 4th grade from 4.84% in spring 2015 to 44.49% by Spring 2020 as measured by the Statewide assessment.
Tennessee	Reading	Increasing by one percent annually the percent of students with a specific learning disability (SLD) in grades 3-8 scoring at or above Basic (since renamed “Approaching”) on the statewide English/language arts (ELA) assessment.
Texas*	Reading	Increase the reading proficiency rate for all children with disabilities in grades 4, 8, and HS (as measured by combining the state assessment results for grades 4, 8, and End of Course exams in Reading Achievement against grade level standards, with or without accommodations).
Utah	Math	Increase the number of students with disabilities (SWD) with Speech Language Impairment (SLI) or Specific Learning Disability (SLD) in grades 6–8

State	SIMR category	SIMR Statement
		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 mathematics performance for students with disabilities in grades 3, 4, and 5.
Virginia	Graduation/Post-school Outcomes	Improving the graduation rate for students with disabilities identified with specific learning disabilities (SLD), other health impairment (OHI), emotional disability (ED), and/or intellectual disability (ID) by reducing the non-graduating rate with a regular high school diploma by ten percent from the previous year.
Virgin Islands	Reading	Increase the percentage of third-grade children with disabilities who score proficient or above on state-wide reading and language assessments.
Washington*	Preschool	Increase the social emotional learning (SEL) performance rates of students with disabilities. The SEL 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 GOLD® by Teaching Strategies® (TSG).
West Virginia*	Graduation/Post-school Outcomes	86% of West Virginia students with disabilities will graduate with a regular diploma by June 2025.
Wisconsin*	Reading	Percentage of learners with Individualized Education Programs (IEPs) participating in the Implementation Zone (IZ) with a score of “Proficient” or higher on the English

State	SIMR category	SIMR Statement
		Language Arts section of the state Forward exam, Wisconsin's required statewide assessment. We will calculate scores for learners in Grade 3 and an average of scores across Grades 3-5.
Wyoming	Reading	The percentage of third grade students with disabilities will increase their state test reading proficiency from 23.63% in 2017-18* to 29.63% in 2019-20. *Note: Baseline year is 2017-18 -- when the WYTOPP was first administered.

*State name that revised its SIMR since last SSIP submission