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INDICATOR B1: GRADUATION RATE

Prepared by the National Technical Assistance Center on Transition (NTACT)

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma.

INTRODUCTION

The National Technical Assistance Center on Transition (NTACT) was assigned the task of analyzing and summarizing the data for Part B Indicator 1, Graduation Rate, from the FFY 2016 Annual Performance Reports (APRs) and amended State Performance Plans (SPPs), which were submitted by states to OSEP in the spring of 2018. The text of the indicator is as follows:

> Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.

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

MEASUREMENT

The Part B Measurement Table indicates that states are to use the, "Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA). States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the State has established one." These data are reported in the Consolidated State Performance Report exiting data**.**

Sampling is not permitted for this indicator, so states must report graduation information for all of their students with disabilities. States were instructed to, "Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2016 APR, use data from the 2015-2016 school year), and compare the results to the target." States were also instructed to provide the actual numbers used in the calculation and to: "Provide a narrative that describes the conditions youth must meet in order to graduate with a regular diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular diploma. If there is a difference,

explain." States' performance targets must be the same as their annual graduation rate targets under Title I of the ESEA.

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

IMPLICATIONS OF THE GRADUATION RATE MEASUREMENT

The four-year adjusted cohort graduation rate defines a "graduate" as someone who receives a regular high school diploma in the standard number of years—specifically, four. Students who do not meet the criteria for graduating with a regular diploma cannot be included in the numerator of the calculation, but must be included in the denominator. The calculation also excludes students who receive a modified or special diploma, a certificate, or a GED from being counted as graduates. It is adjusted to reflect transfers into and out of the cohort (i.e., out of the school), as well as loss of students to death.

The equation below shows an example of the four-year graduation rate calculation for the cohort entering 9th grade for the first time in the fall of the 2012-13 school year and graduating by the end of the 2015-16 school year.

$$\frac{\text{\# of cohort members receiving a regular HS diploma by end of the 2015-16 school year}}{\text{\# of first-time 9th graders in fall 2012 (starting cohort) + transfers in – transfers out – emigrated out – deceased during school years 2012-13 through 2015-16}}$$

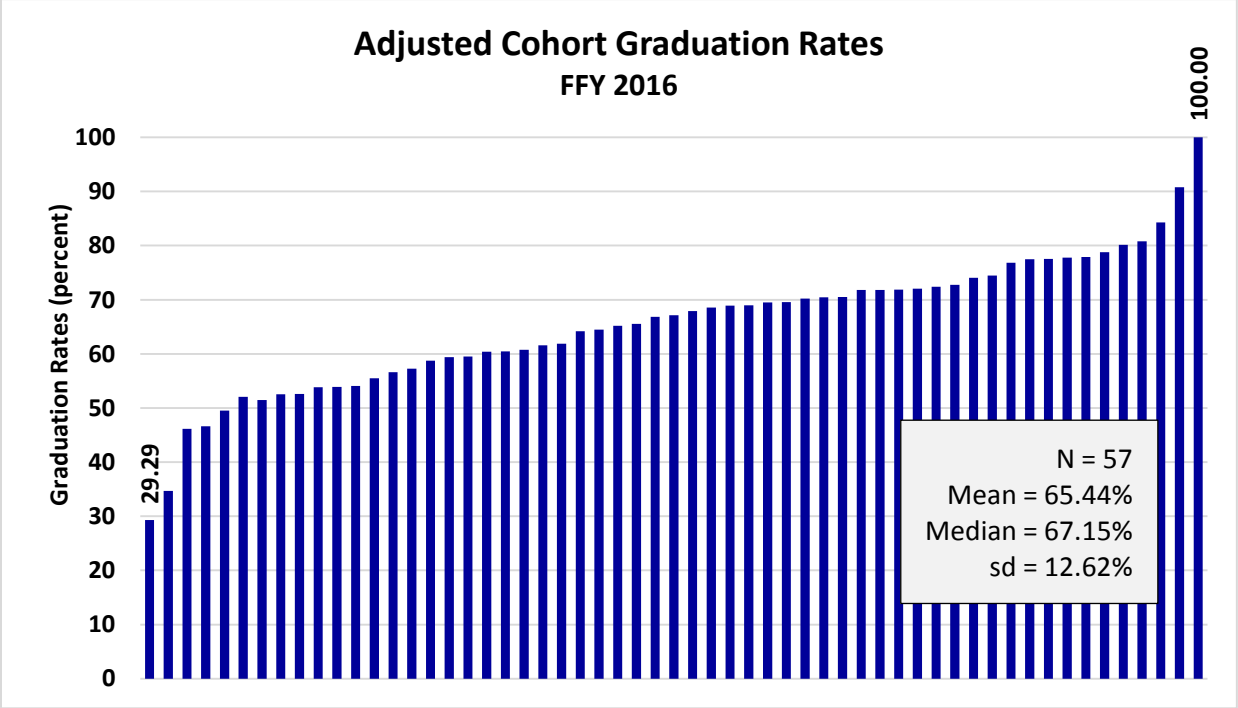
States may report one or more additional cohorts that span a different number of years (for example, a five-year cohort or a five-year plus a six-year cohort, etc.), or they may report only an extended-year cohort for the purposes of the Annual Performance Report to OSEP. Because students with disabilities and students with limited English proficiency (LEP) face additional obstacles to completing their coursework and examinations within the standard four-year timeframe, the use of extended cohort rates can help ensure that these students are ultimately counted as graduates, despite their longer stay in school than the traditional four years. States that have implemented extended cohorts have seen significant numbers of youth graduating in those extended years. It should be noted that states are prohibited from using this provision exclusively for youth with disabilities and youth with LEP. It is likely that this provision for using

extended cohorts will become more important in years to come, as many states have increased their academic credit and course requirements for all students to graduate.

STATES' PERFORMANCE ON THE INDICATOR

States' FFY 2016 adjusted cohort graduation rates ranged between 29.29% and 100%, with a mean of 65.44%, a median value of 67.15%, and a standard deviation of 12.62%. Figure 1 shows the adjusted cohort graduation rates for the 57 states that calculated Indicator 1 using this method. Of these 57 states, fourteen reported a 4-year rate plus one or more extended cohorts; one state reported only a 3-year adjusted cohort rate of 29.29%; one state reported only a 6-year cohort rate of 64.15%. One state reported a non-adjusted cohort rate of 33.33% and two states employed an event rate calculation (mean 77.29%; standard deviation 5.77%).

Figure 1



COMPARISON TO TARGETS

As shown in Figure 2, states' FFY 2016 graduation rate targets ranged from 34.68% to 100.00%. The average state target was 74.75%; the median target was 79.80% and the standard deviation was 16.20%.

Figure 2

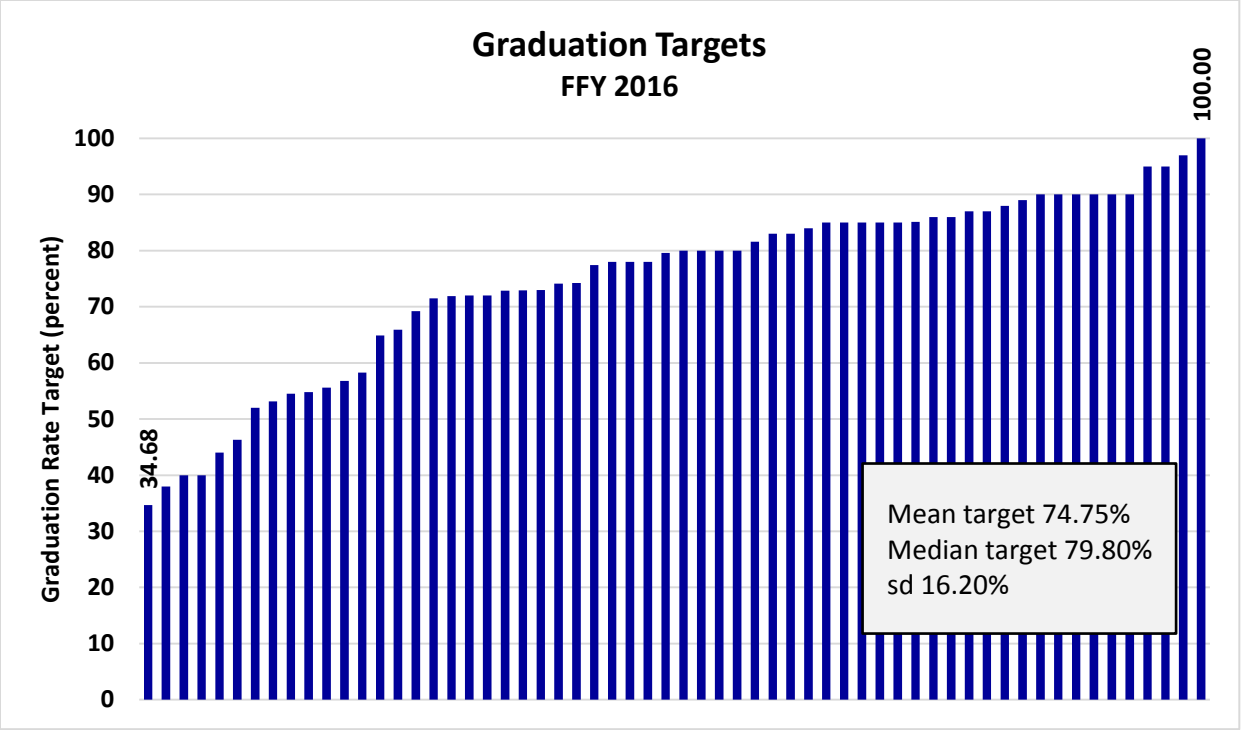


Figure 3 shows the difference between each state's target and its actual graduation rate data. Nineteen states (32%) met or exceeded their target and 41 states (68%) did not meet their target. These results are slightly improved over those from FFY 2015, when 17 states (28%) met their graduation rate target.

Of the states that met or exceeded their FFY 2016 graduation rate target, the mean distance above the target was 5.17%. The median distance above the target was 2.64% and the standard deviation was 6.14%. Of the states that missed their graduation target, the mean distance below the target was –16.20%. The median distance was –15.15% and the standard deviation was 12.96%. Thirteen of the 19 states that met their graduation target for FFY 2016 also met their FFY 2016 dropout rate target. This is an improvement over last year, when 11 states met both targets.

Figure 3

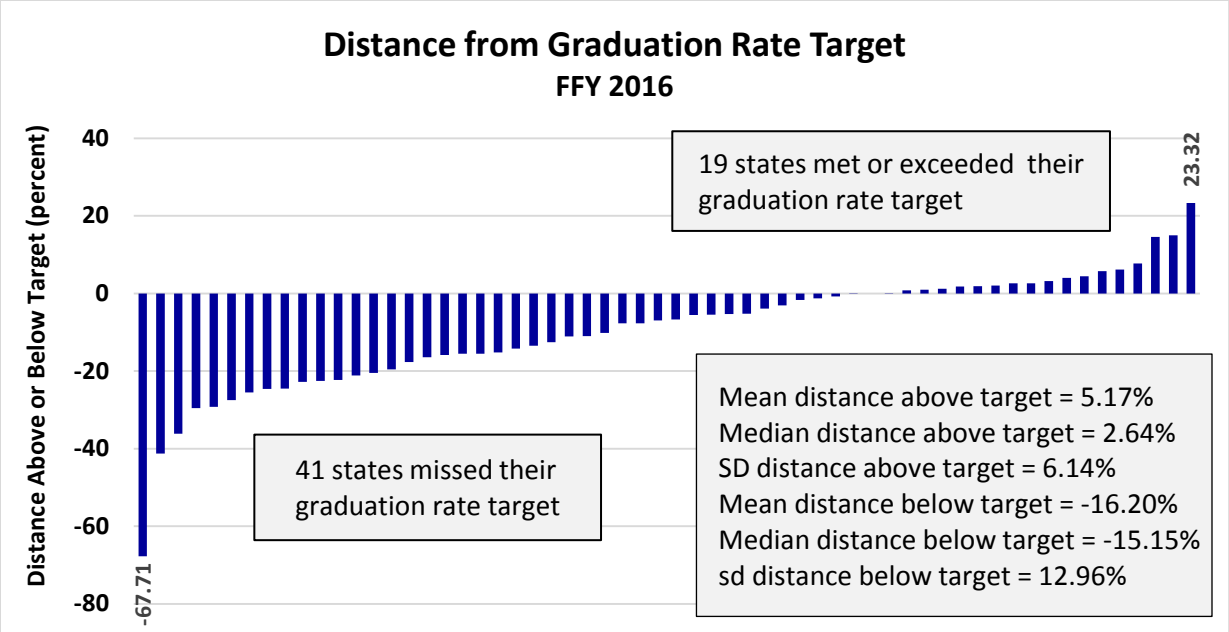
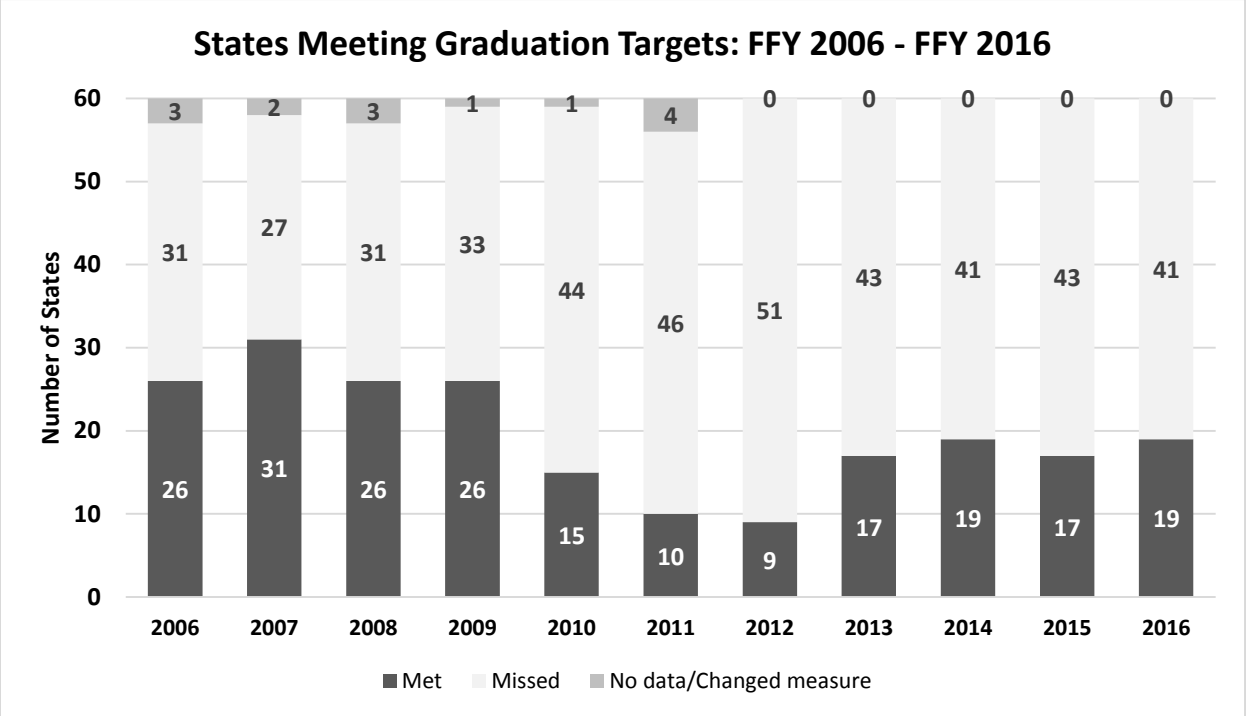


Figure 4 shows the relative numbers of states that met or missed their graduation rate targets over the period from FFY 2006 through FFY 2016. As may be seen, it also indicates the number of states that either changed their graduation rate calculation or were missing data during the period.

Figure 4

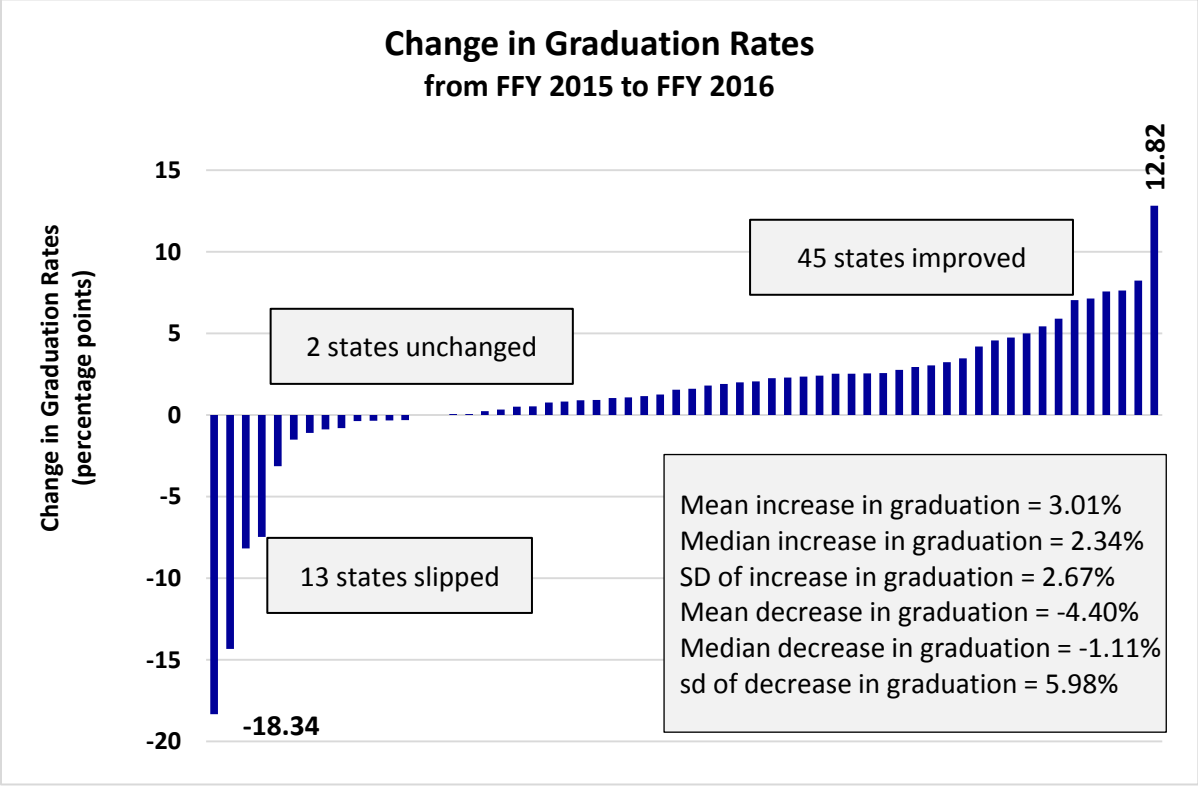


CHANGE IN DATA FROM LAST REPORTING YEAR

Figure 5 shows the change in states' graduation rates from FFY 2015 to FFY 2016. As may be seen, the degree of change this year ranged between –18.34 and 12.82%. Forty-five states (75%) made progress with graduation, improving their rates on average of 3.01%. Their median improvement was 2.34% and their standard deviation was 2.67%. Thirteen states (22%) reported a decrease (slippage) in their graduation rates from FFY 2015. Their mean amount of slippage was -4.40% with a median of -1.11% and a standard deviation of 5.98%. Two states' graduation rates remained constant from FFY 2015.

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.

Figure 5



The majority of states established a baseline graduation rate using the adjusted cohort rate calculation in FFY 2011. Table 1 shows the numbers of states that established baselines in FFYs 2005 – 2016, by year.

Baseline Year	Count	Percentage of All States
2005	4	7%
2006	1	2%
2008	5	8%
2009	5	8%
2010	2	3%
2011	39	65%
2012	2	3%
2013	1	2%
2016	1	2%

Table 1
Number of States Establishing Baseline, by Year

Having a uniform method of calculation has brought us much closer to being able to make valid comparisons of school-completion outcomes for youth with and without disabilities in this nation, as well as comparisons among the states. Still confounding our ability to make valid comparisons, however, is the considerable variation in graduation requirements across states.

INDICATOR B2: DROPOUT RATE

Prepared by the National Technical Assistance Center on Transition (NTACT)

Indicator 2: Percent of youth with IEPs dropping out of high school.

INTRODUCTION

The National Technical Assistance Center on Transition (NTACT) was assigned the task of analyzing and summarizing the data for Part B Indicator 2, Dropout Rate, from the FFY 2016 Annual Performance Reports (APRs) and amended State Performance Plans (SPPs), which were submitted by states to OSEP in the spring of 2018. The text of the indicator is as follows:

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

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

MEASUREMENT

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

Under the Option 1 Measurement section, the table indicates that, "States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator," and that sampling is not allowed.

Option 2 indicates that states should, "Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data.

If the State has made or proposes to make changes to the data source or measurement under Option 2, when compared to the information reported in its FFY 2010 SPP/APR

submitted on February 1, 2012, the State should include a justification as to why such changes are warranted."

Under both options, data for this indicator are "lag" data (from the previous school year). States are instructed to describe the results of their examination of the data for the year before the reporting year (e.g., for the FFY 2016 SPP/APR, use data from 2015-2016), and compare the results to the target. Finally, states are instructed to, "Provide a narrative that describes what counts as dropping out for all youth and, if different, what counts as dropping out for youth with IEPs. If there is a difference, explain."

CALCULATION METHODS

Comparisons of dropout rates among states are still confounded by the existence of multiple methods for calculating dropout rates and the fact that different states employ different calculations to fit their circumstances. The dropout rates reported in the FFY 2016 APRs were calculated using predominately the OSEP exiter calculation (Option 1) or an event rate calculation (Option 2), though several states employed a 4-year cohort rate calculation for the indicator.

The most frequently reported calculation remains the event rate calculation, which provides a basic snapshot of a single year's group of dropouts. Event rates were employed by 35 states (58%) again this year. Of these, 20 states (33%) reported an event rate for students enrolled in grades 9-12; seven states (12%) reported using data for grades 7-12; seven states (12%) reported for youth ages 14-21; and one state (2%) reported an event rate for grades 10-12. Event rate calculations consistently yield the lowest dropout rate of the calculations reported in these APRs. As shown in Figure 1, the mean dropout rate for these 35 states was 3.74%, improving from last year's mean of 4.77%. The median was 3.33% and the standard deviation was 2.00%.

The next most frequently reported type of calculation for FFY 2016 was Option 1, the OSEP exiter rate, which was employed by 20 states (33%). This calculation yields higher dropout rates than the other methods because it compares the number of youth with disabilities who drop out with all youth with disabilities who exited school by all methods (graduated; received a certificate; aged-out; transferred to regular education; moved, known to be continuing; died; or dropped out), as opposed to comparing the number of dropouts with the population of youth with disabilities who are enrolled in school or who are members of a particular cohort. While the exiter method of calculation tends to yield high dropout rates, it offers a single, standard measure that allows comparison of dropout rates across all states, as the §618 exiting data are reported in a standard manner by all states. Figure 2 shows that the mean dropout rate among these 20 states was 16.64%, improved from 17.54% in FFY 2015. The median was 16.91% and the standard deviation was 9.12%.

The remaining five states (8%) reported using a 4-year cohort calculation, which generally results in higher dropout rates than do event-rate calculations, but lower than the exiter method. Cohort-based rates provide a very accurate picture of attrition from school over the course of four or more years. As the name suggests, the cohort method follows a group or cohort of individual students from 9th through 12th grades. Figure 3 shows the distribution of cohort-based dropout rates. The mean rate for this group of states was 14.07%, improved from 16.83% in FFY 2015, with a median of 12.85% and a standard deviation of 4.88%.

As noted above, Figures 1 – 3 show states' dropout rates, based on the method of calculation employed for the FFY 2016 APR. Please note that the Y-axis (vertical axis) scales differ among these three figures.

Figure 1

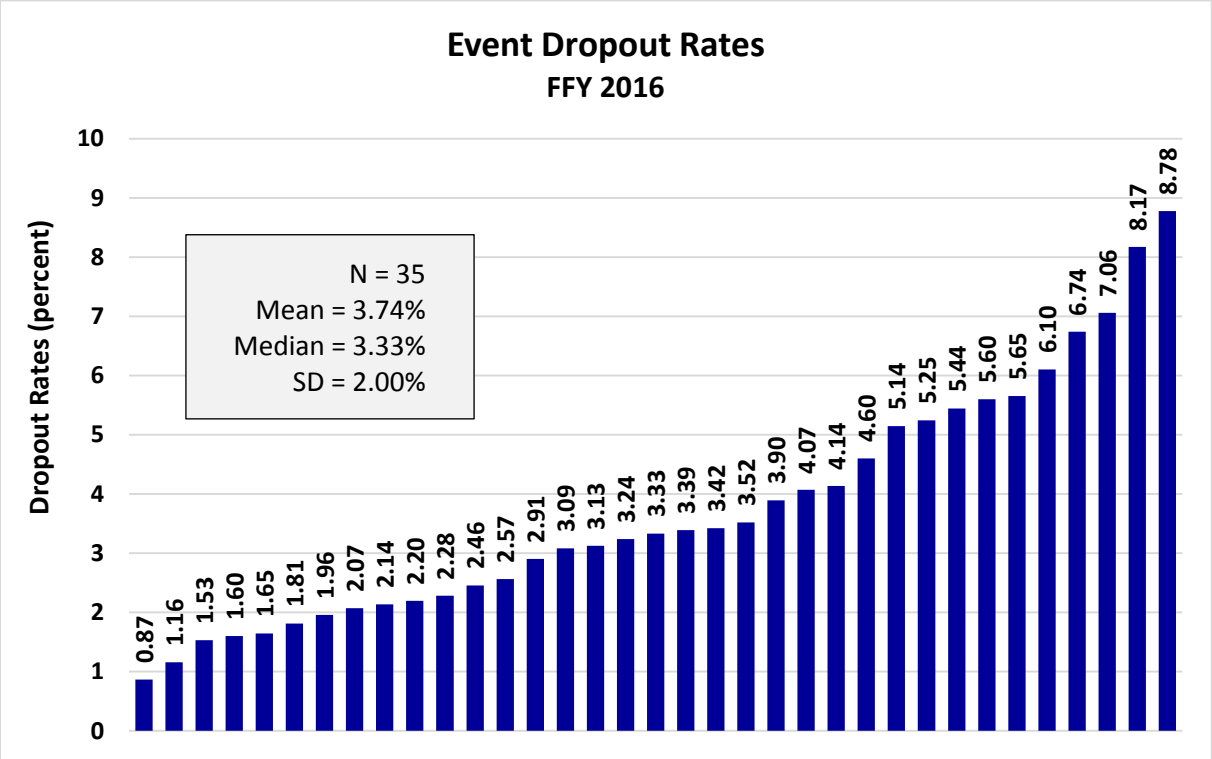


Figure 2

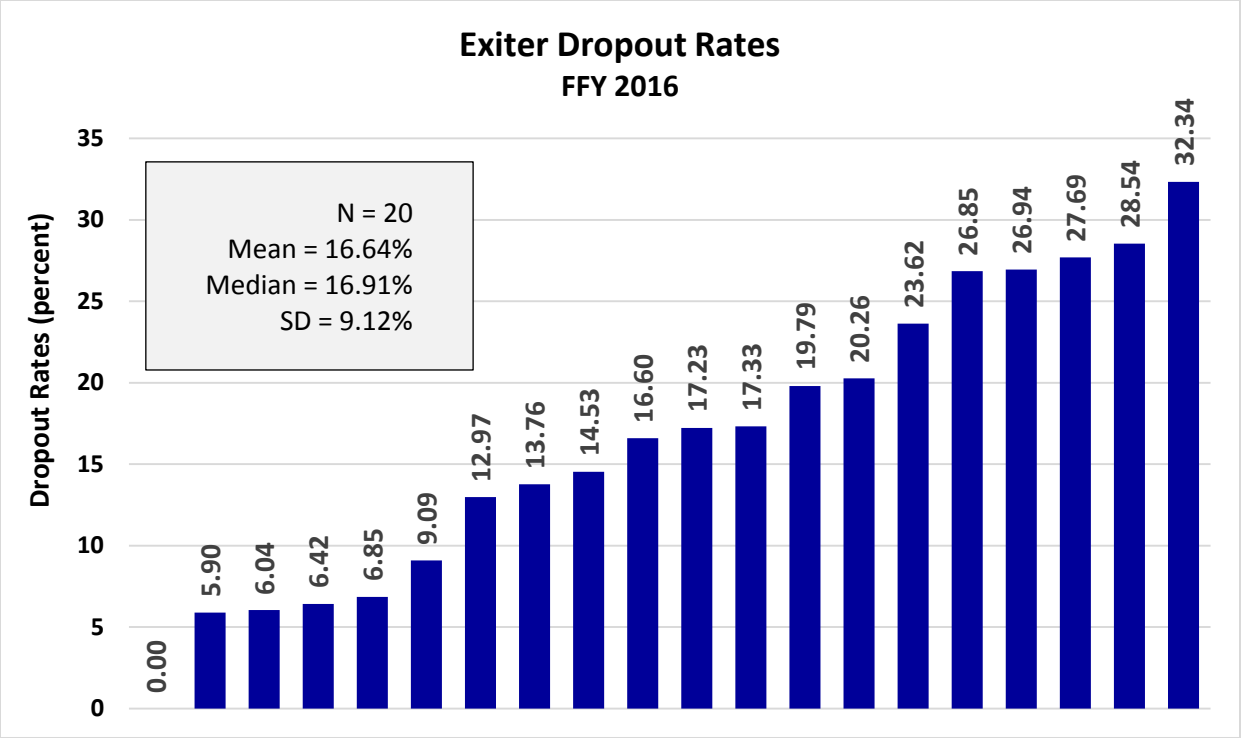
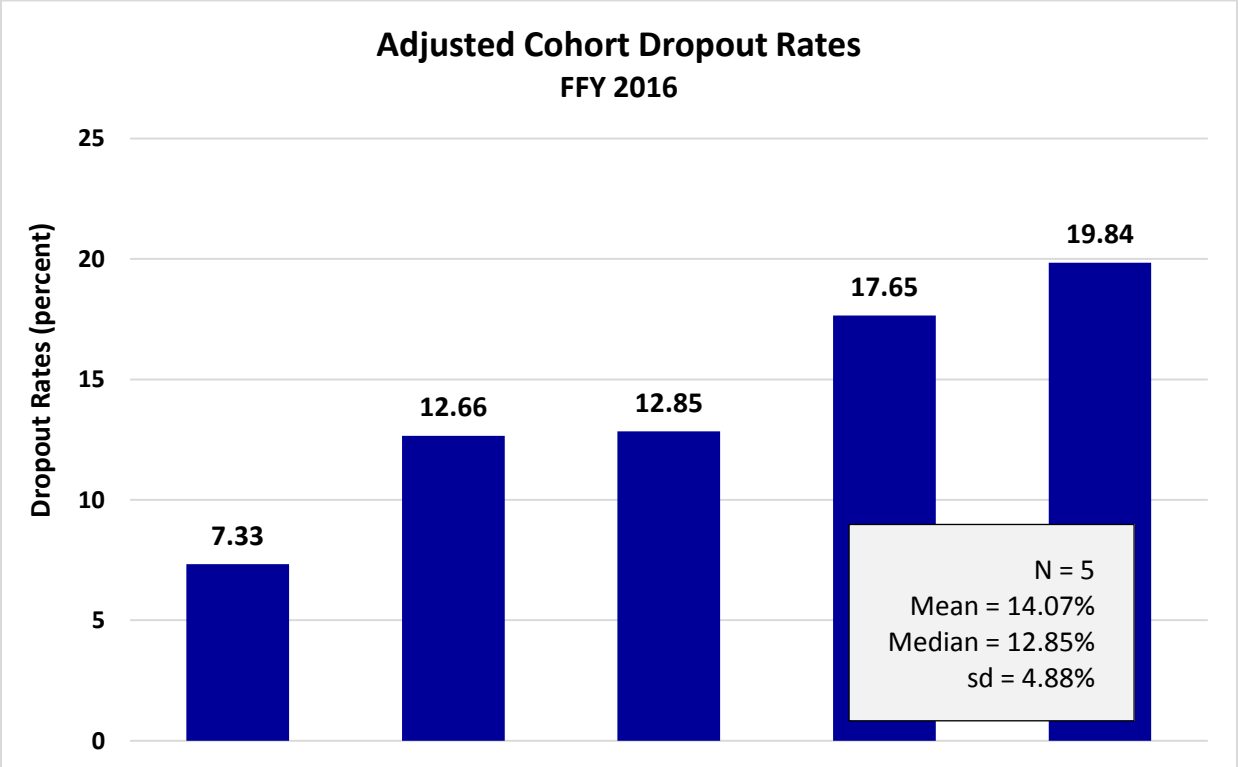


Figure 3



STATES' PERFORMANCE ON THE INDICATOR

Because states are not required to specify dropout-rate targets under ESEA, they have continued using their SPP targets for improvement. In FFY 2016, 38 states (63%) met their SPP performance target for Indicator B-2; 22 states (37%) missed their target. This is an improvement over last year, when 32 states met their target. Thirteen of the 38 states that met their dropout target for FFY 2016 also met their FFY 2016 graduation rate target.

Most states' performance was quite close to the target they had set, regardless of whether they met or missed that target. Figure 4 shows each state's distance above or below its reported dropout target in FFY 2016. Note: to meet the target on this indicator, a state's dropout rate must be at or below the target value specified in its SPP.

As shown in Figure 4, there were 42 states within plus or minus two percentage points of their stated target and 51 within five percentage points. The mean amount by which states beat their target was –1.97%. The median was –1.32% and the standard deviation was 2.09%. The mean amount by which states missed their dropout target was 3.28%. The median was 0.97% and the standard deviation was 3.22%.

Figure 4

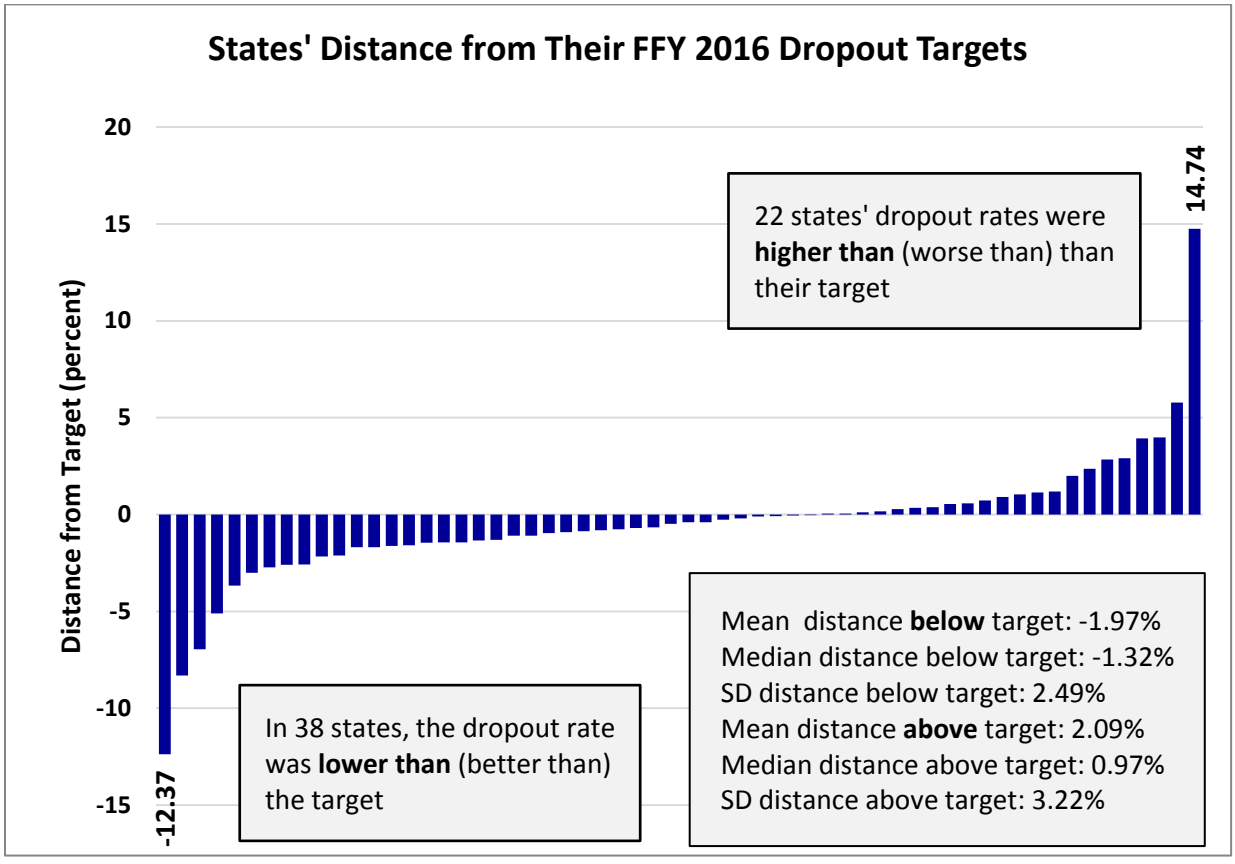


Figure 5 shows the numbers of states that have met or missed their dropout target across the years since FFY 2006. In FFY 2016, one state changed its measurement of the indicator and switched back to calculation Option 2 and retained their old targets.

Figure 5

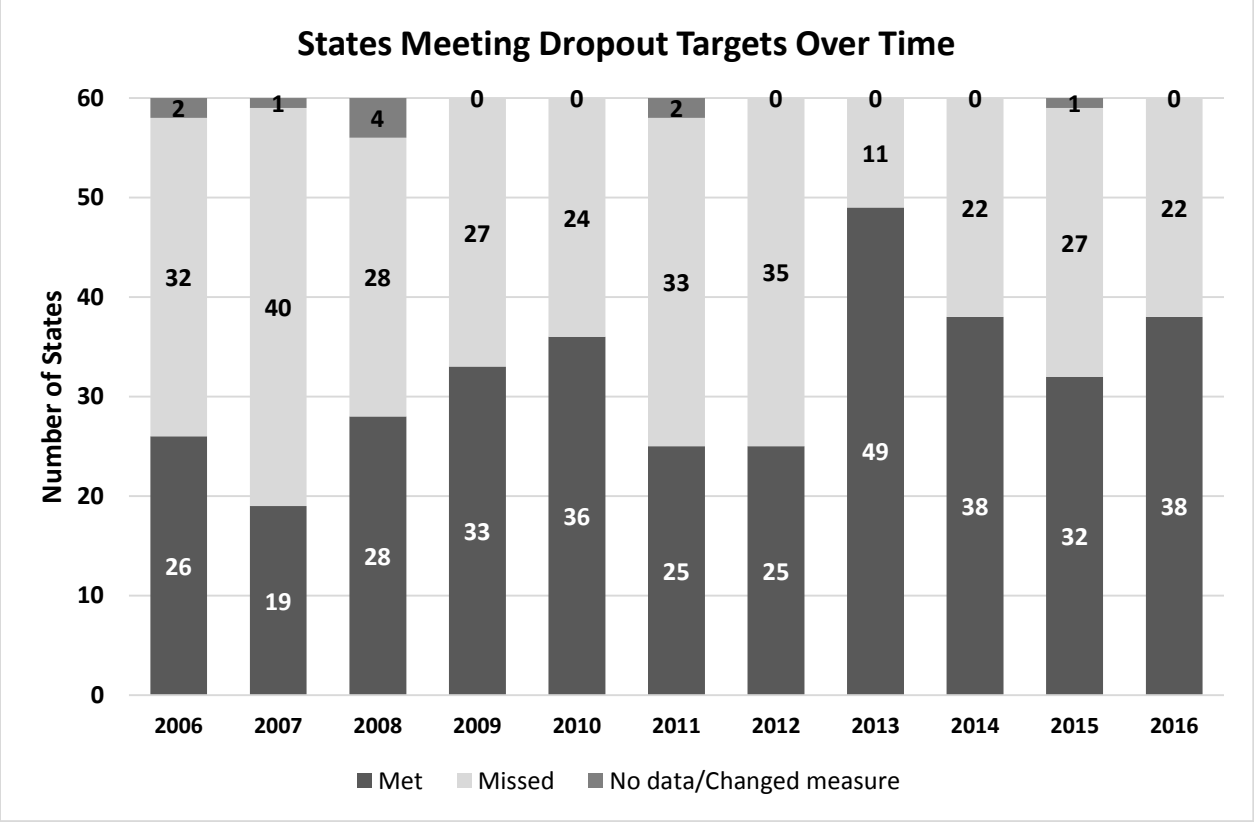
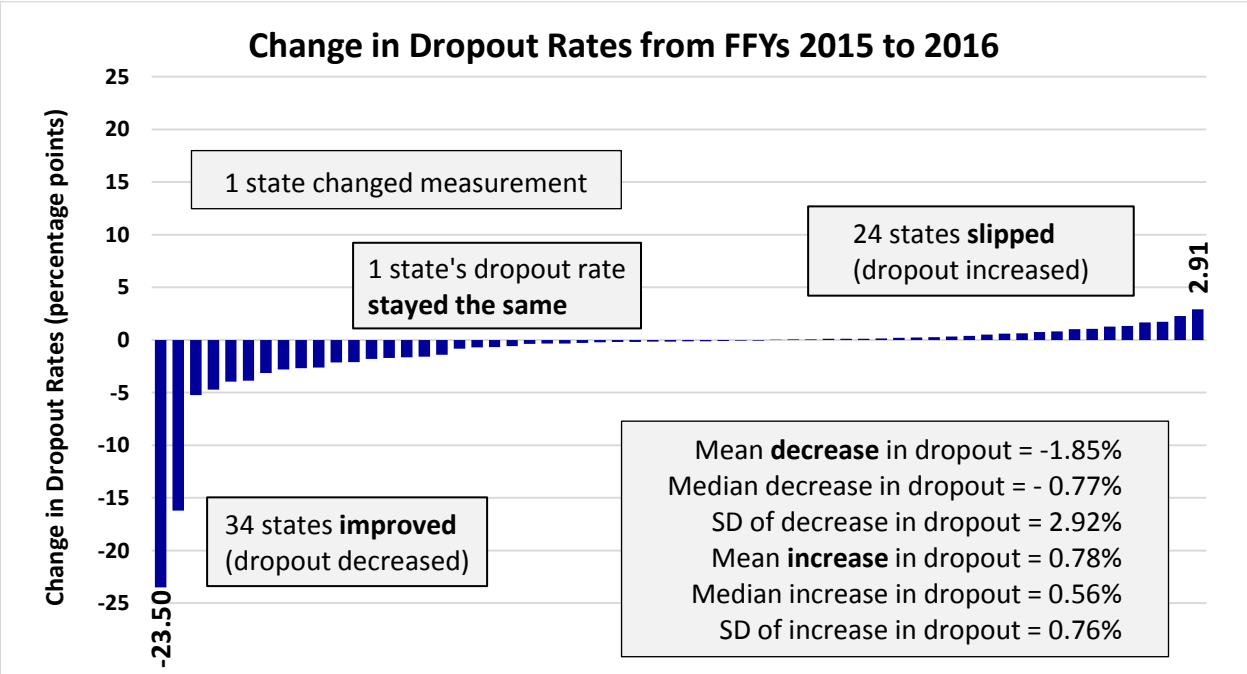


Figure 6 shows the change in states' dropout rates from FFY 2015 to FFY 2016. As may be seen, 34 states (57%) lowered their dropout rate in FFY 2016. This was a slight slippage from FFY 2015, when 35 states made progress. The mean amount of this decrease in dropout rates in FFY 2016 was –1.85%, with a median decrease in dropout of –0.77% and a standard deviation of 2.92%. During this same period, 24 states (40%) experienced slippage and saw their dropout rates increase. The mean amount of increase in these states' dropout rate was 0.78%, with a median value of 0.56% and a standard deviation of 0.76%. In one state (2%), the dropout rate remained at 5.60%, unchanged from the previous year. Finally, one state (2%) changed the measurement of the indicator and was, therefore, unable to report the degree of change from last year.

It should be noted that, in states with very small numbers of students with disabilities, one or two students can have a fairly 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.

Figure 6



The majority of states established a baseline dropout rate in FFY 2011 using the calculation method of their choosing. Table 1 shows the numbers of states that established baselines in FFYs 2005 – 2015, by year.

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

Table 1
Number of States Establishing Baseline, by Year

INDICATOR 3: PARTICIPATION AND PERFORMANCE OF CHILDREN WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) ON STATEWIDE ASSESSMENTS

Prepared by the National Center on Educational Outcomes

Indicator 3: Participation and performance of children with IEPs on Statewide assessments:

A. Percent of districts with a disability subgroup that meets the State's minimum "n" size that meets the State's AYP/AMO targets for the disability subgroup.
B. Participation rate for children with IEPs.
C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

INTRODUCTION

The National Center on Educational Outcomes (NCEO) reviewed the data provided by states for Part B Indicator 3 (Assessment), which includes both participation (indicator 3B) and performance (Indicator 3C) of students with disabilities in statewide assessments. Indicator 3 historically included Indicator 3A, a measure of the extent to which districts in a state were meeting the Elementary and Secondary Education Act (ESEA) Adequate Yearly Progress (AYP) or Annual Measureable Objective (AMO) targets for students with disabilities; Indicator 3A was dropped in 2016.

Indicator 3 information in this report is based on Annual Performance Report data from 2016-2017 state assessments. States submitted their data in February 2018 using baseline information and targets (unless revised at that time) submitted in their State Performance Plans (SPPs) first presented in 2005.

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

DATA SOURCES

We obtained data for this report in July and August 2018 from spreadsheets compiled by OSEP and placed in the GRADS360 Workgroup website. We entered these data into our working documents and then later verified data using state-submitted APRs. In

instances of disagreement between the spreadsheet and the state-submitted APR, we confirmed correct data with OSEP. For the summaries in this report, we used only the data that states reported in their APRs for 2016-2017 assessments.

METHODOLOGY & MEASUREMENT APPROACHES

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

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

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

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

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

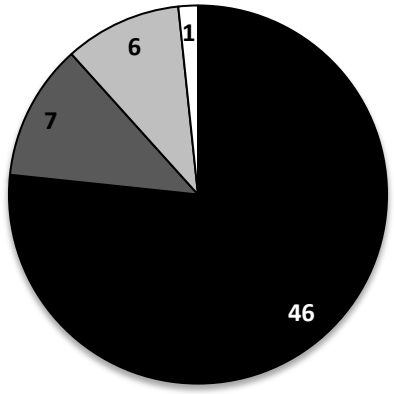
The participation rate for children with IEPs includes children who participated in the regular assessment with no accommodations, in the regular assessment with accommodations, in the alternate assessment based on grade-level achievement standards, and in the alternate assessment based on alternate achievement standards. Component 3B data (participation rates) were calculated by obtaining a single number of assessment participants and dividing by the total number of students with IEPs enrolled, as shown below:

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

States also were asked to account for ALL children with IEPs, in all grades assessed, including children not enrolled for a full academic year. In this section, data and text address participation in reading and mathematics assessments separately.

Figure 1 shows the ways in which regular and unique states provided 2016-2017 participation data for reading and mathematics in their APRs. Thirty-seven regular states and nine unique state entities (46 total) provided participation data summarized into single points for reading and for mathematics. Thirteen regular states reported participation data in their APRs in a way that the data could not be compared across states; these states did not provide an overall participation rate across all grades for each content area. Specifically, seven of the 13 states provided data disaggregated by grade, with grade-by-grade data points (for each of grades 3 to 8 and one in high school). Six states reported data by school level (elementary, middle school, and high school), with three states reporting a data point for each level, and three states reporting a data point for grades 3-8 and a data point for high school. One unique state entity (and no regular states) failed to report participation data.

Figure 1.
Ways in Which Regular and Unique States Provided 2016-2017 Participation Data



Six-Year Trend for Indicator 3B Reading

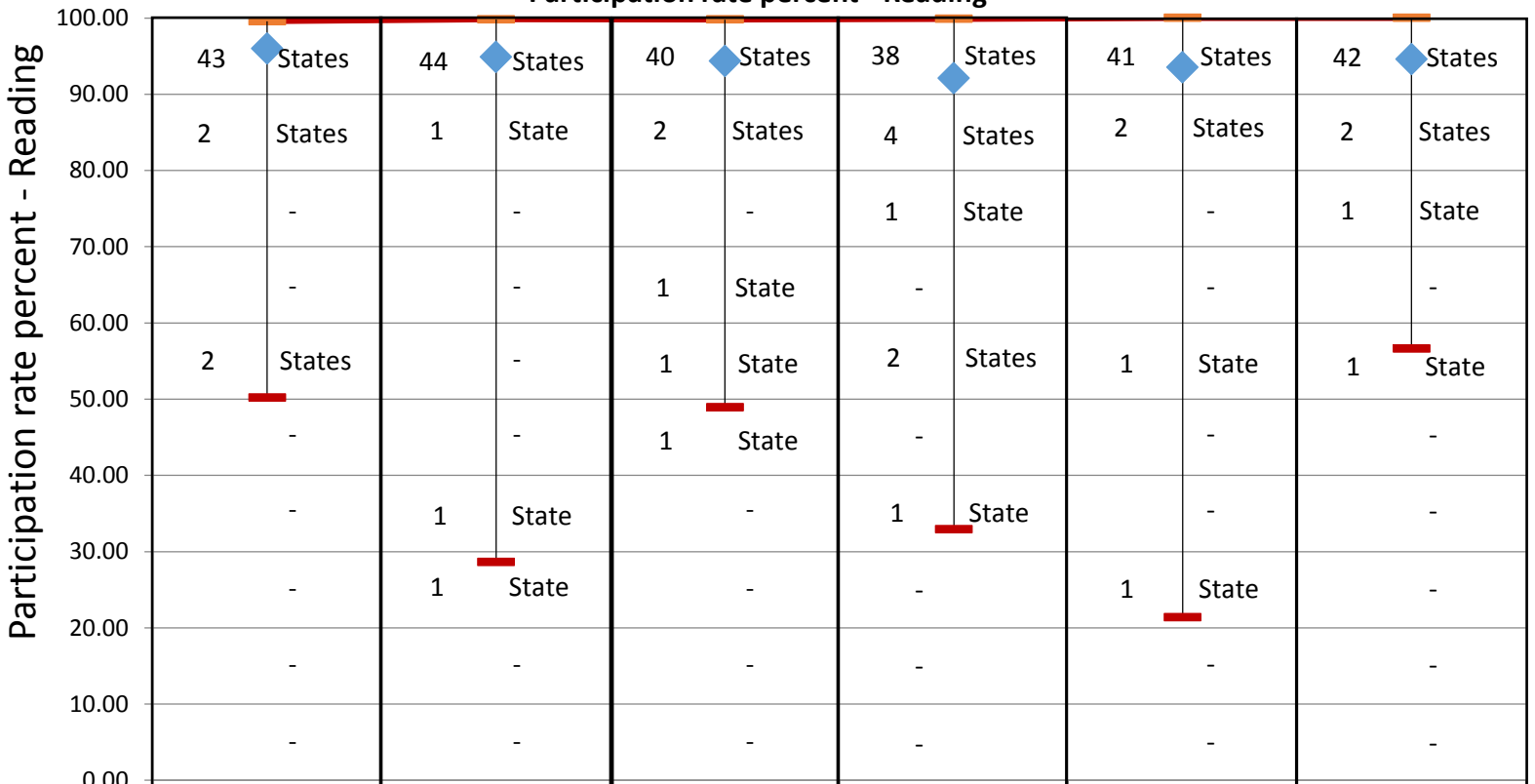
Figure 2 shows the six-year trend for states' participation rates in reading. The number of states reporting sufficient reading data to be included in the report across the years had been 47 states in the first two years, but has been fewer since -- 45 states in 2013-2014, 46 states in 2014-2015, 45 states in 2015-2016, and 46 states in 2016-2017. Of the states that provided the overall reading participation data points, the average participation rate in 2016-2017 was 94.61%, which was lower than the means in the first two years, yet higher than the means in the past three years. The average highest

reading participation rate (averaging the six rates in Figure 2) was 99.9% and the average lowest participation rate across years was 39.8%. The highest participation rate for any single state was 100.0%, occurring in 2015-2016 and again in 2016-2017, and the lowest was 21.4%, occurring in 2015-2016. The lowest participation rate in 2016-2017 was 56.6%, which was higher than the previous five years of lowest participation rates. In fact, the smallest range between lowest and highest rates (43.4%) occurred in 2016-2017.

Thirty-four regular states and nine unique state entities provided data for participation on statewide reading assessments for students with disabilities across all of the past six years. The average participation rate for 2016-2017 reading assessments across all states (with sufficient data) was 94.61%, which is an increase from 2015-2016 with 93.54%.

There was an increase in the number of states reporting participation rates of more than 90.0% between 2015-2016 (41 states) and 2016-2017 (42 states). Further, 42 states reporting participation over 90% is higher than the previous three years, yet lower than the first two years (2011-2012 and 2012-2013). In addition, only four states reported participation rates of 90.0% and below in 2016-2017 -- which is the same number of states that reported participation rates of 90.0% and below in the previous year (2015-2016), but fewer than the number of states with 0-90% rates in the preceding two years, 2013-2014 and 2014-2015. Only one other year, 2012-2013, had fewer states (N=3) reporting participation rates of 90.0% or lower.

Figure 2.
Trends - Six Years of Indicator B3B Data:
Participation rate percent - Reading

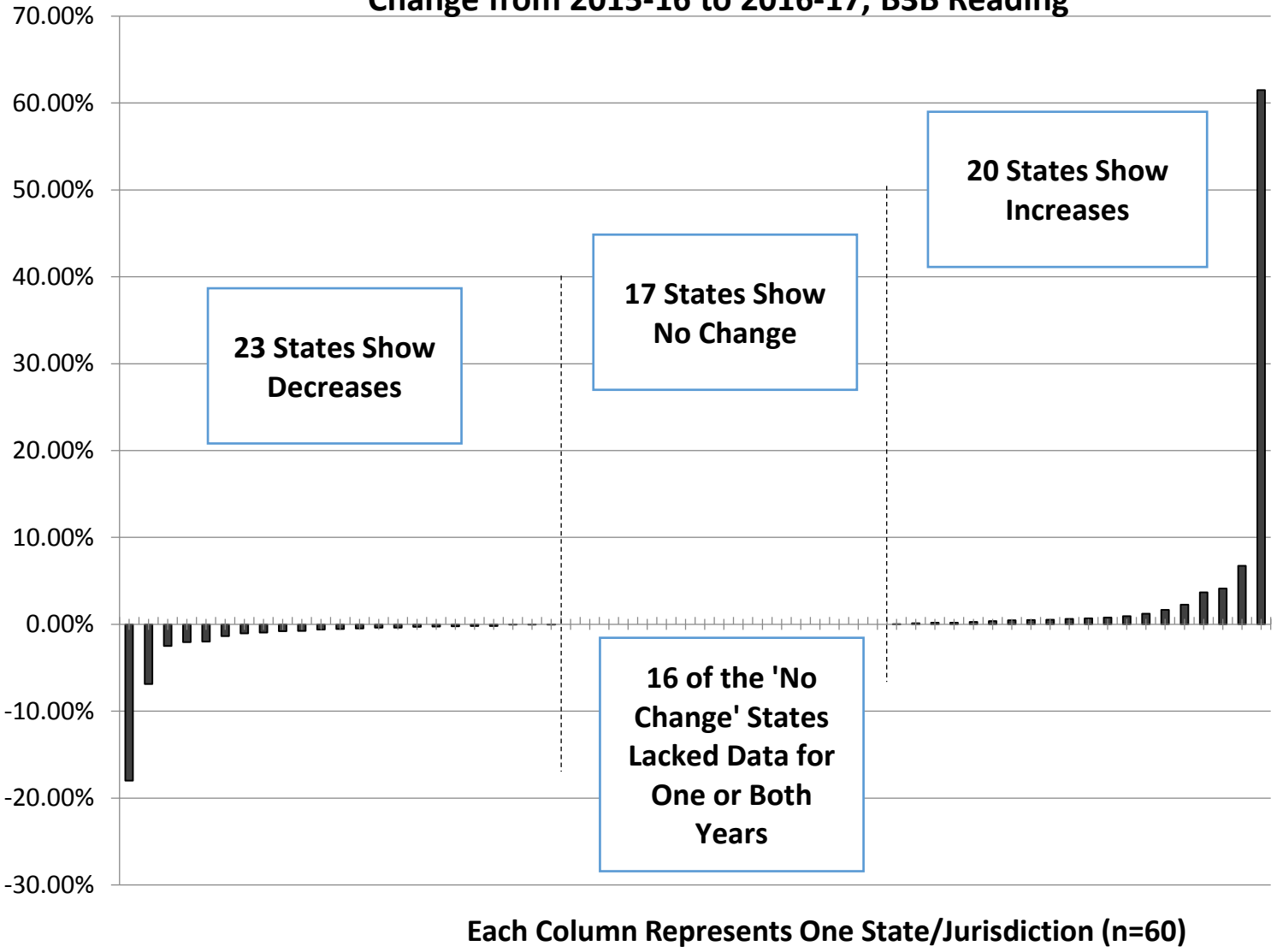


	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Mean	95.99	94.87	94.34	92.11	93.54	94.61
Highest	99.6	99.8	99.8	99.9	100.0	100.0
Lowest	50.2	28.6	48.9	32.9	21.4	56.6
No Data	**13**	**13**	**15**	**14**	**15**	**14**

Year-to-Year Comparison for Indicator 3B Reading

Thirty-five regular states and nine unique state entities (44 total) provided information for 2015-2016 and 2016-2017 that could be used in cross-year data comparisons; 15 regular states and one unique state entity did not report sufficient data. The average reading participation increase for the reporting states and entities was 4.35 percentage points. Of the 44 states and entities reporting sufficient data, 20 had increases in their participation rates, with seven states having increases of 1.00 percentage points or more, and of those, only one state had an increase of more than 10 percentage points (more than twice the average increase). In fact, that 61.5% increase skewed the average; the median increase was 0.66 percentage points. Twenty-three states and entities had decreases, averaging 1.74 percentage points, the lowest decrease being less than 0.02 percentage points and the highest being 17.98 percentage points. Seven states and entities reported having decreases of 1.00 percentage points or more, and of them, only two showed a relatively large decrease ranging from 6.88 percentage points (but more than three times the average decrease) to just under 18 percentage points. One state had no change in participation rate between the two years. Figure 3 shows the comparisons between 2014-2015 and 2015-2016 data.

Figure 3.
Change from 2015-16 to 2016-17, B3B Reading



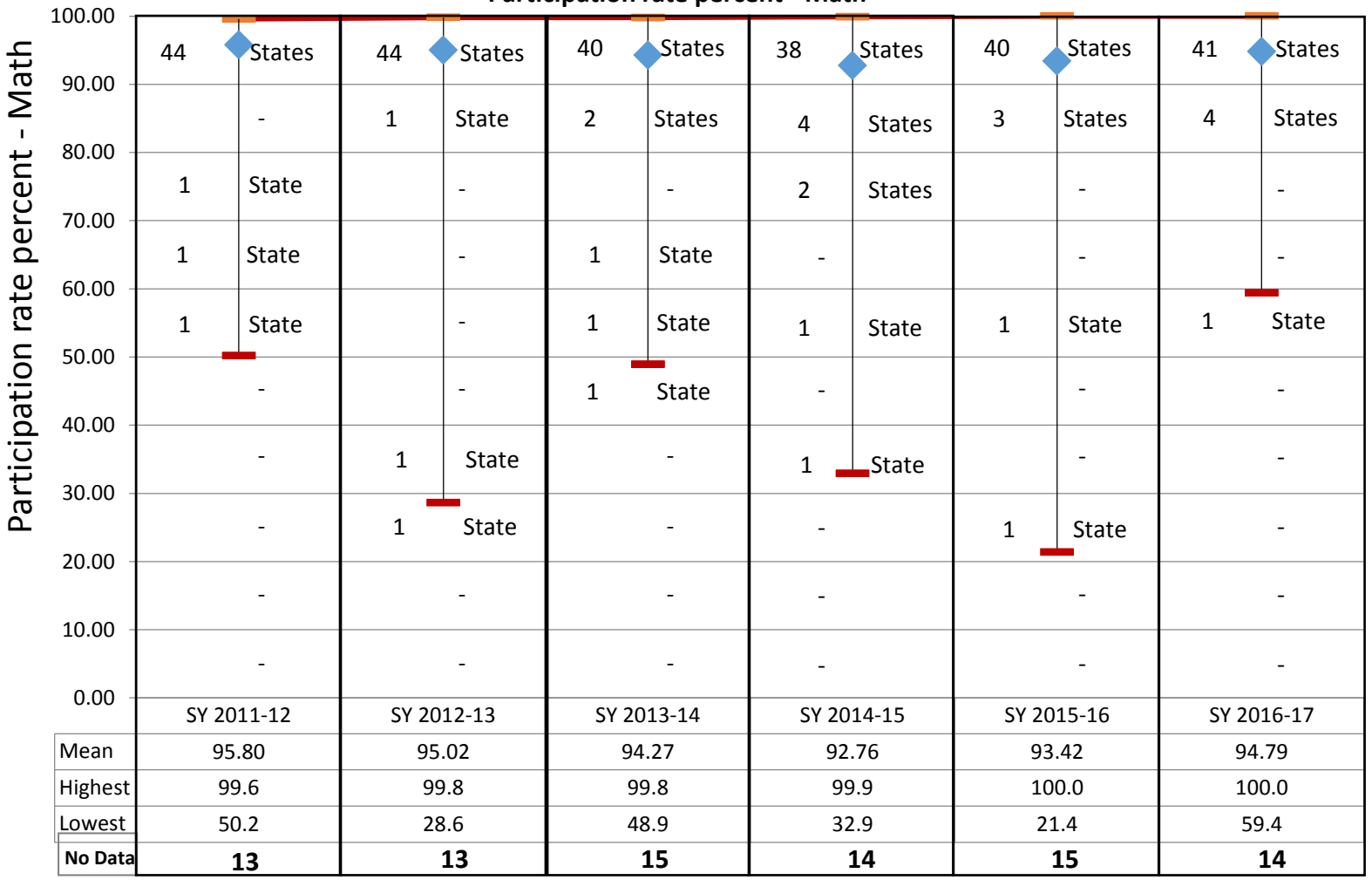
Six-Year Trend for Indicator 3B Mathematics

Figure 4 shows the six-year trend for states' participation rates in mathematics. The number of states reporting sufficient math data to be included in the report across the years had been 47 states in the first two years, but has been fewer since -- 45 states in 2013-2014, 46 states in 2014-2015, 45 states in 2015-2016, and 46 states in 2016-2017. This pattern was the same as that of reading participation during the same years. Of the states that provided the overall math participation data points, the average participation rate in 2016-2017 was 94.79%, which was lower than the means in the first two years, yet higher than the means in the past three years. The average highest math participation rate (averaging across the six years in Figure 4) was 99.9% and the average lowest math participation rate across years was 40.23%. The highest math participation rate in 2016-2017 for any state was 100.0%, and the lowest was 59.4%, indicating better math participation in 2016-2017 than many of the other five years.

Thirty-four regular states and eight unique state entities provided data for participation on statewide math assessments for students with disabilities across all of the past six years. The average participation rate for 2016-2017 math assessments across all states (with sufficient data) was 94.79%, which is an increase from 2015-2016 with 93.42%.

In many ways, the math participation rate distribution for states in 2016-2017 were very similar to the math participation rate distribution in 2015-2016. Forty-one of the forty-six states had participation rates above 90.0% in 2016-2017; the corresponding number was 40 of 45 states in 2015-2016. Four states had participation rates of 80.1 to 90.0% in 2016-2017, and three states had participation rates of 80.1 to 90.0% in 2015-2016. The only observable difference was that in 2016-2017, the lowest participation rate, reported by one state, was 59.4%, and in 2015-2016, the lowest participation rate, reported by one state, was 21.4%.

Figure 4.
Trends - Six Years of Indicator B3B Data:
Participation rate percent - Math

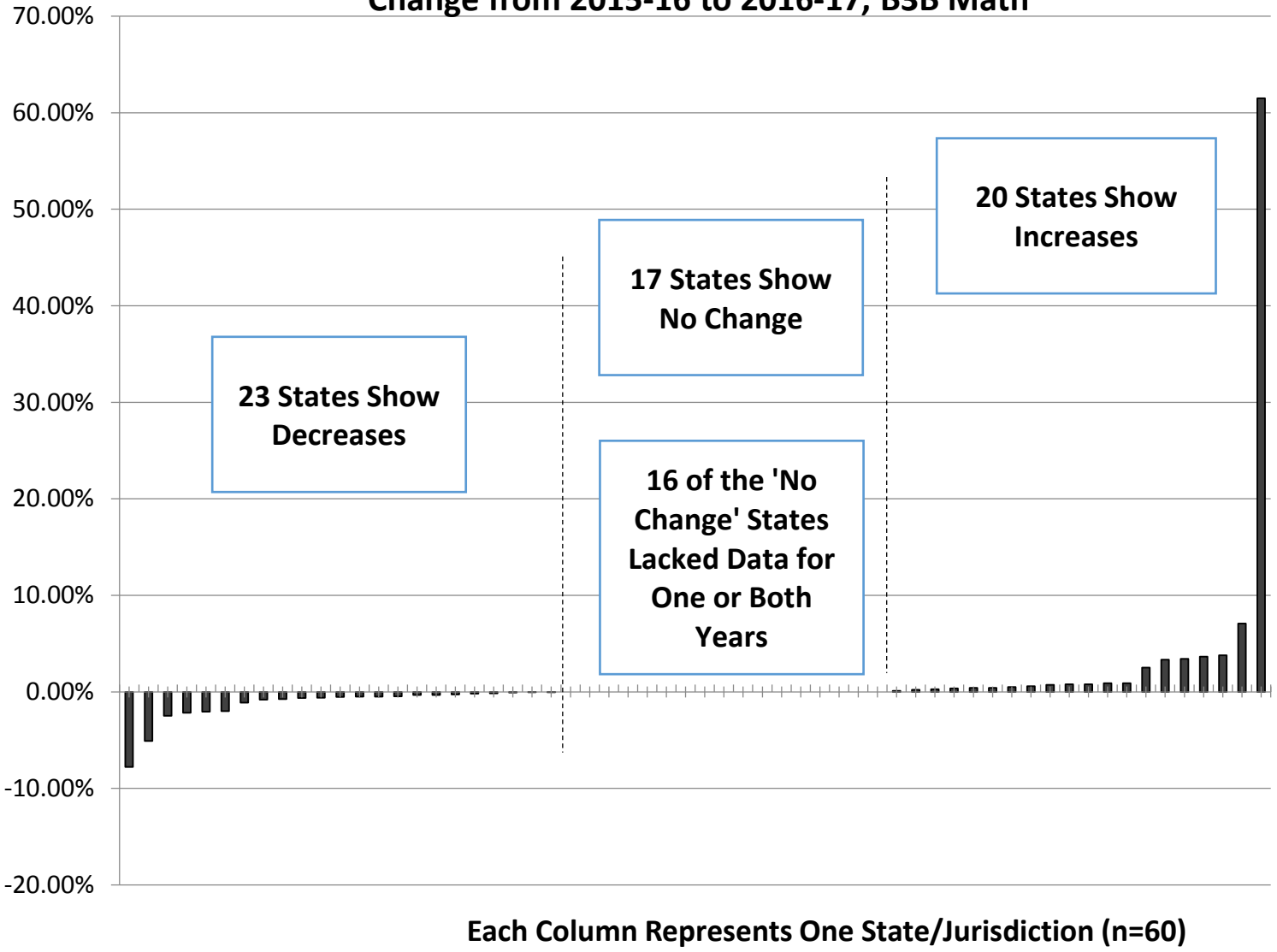


	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Mean	95.80	95.02	94.27	92.76	93.42	94.79
Highest	99.6	99.8	99.8	99.9	100.0	100.0
Lowest	50.2	28.6	48.9	32.9	21.4	59.4
No Data	**13**	**13**	**15**	**14**	**15**	**14**

Year-to-Year Comparison for Indicator 3B Mathematics

Thirty-five regular states and nine unique state entities (44 total) provided information for 2015-2016 and 2016-2017 that could be used in cross-year data comparisons; 15 regular states and one unique state entity did not report sufficient data. The average math participation increase for the reporting states and entities was 4.61 percentage points. Of the 44 states and entities reporting sufficient data, 20 had increases in their participation rates, with seven states having increases of 1.00 percentage points or more, and of those, only one state had an increase of more than 10 percentage points (more than twice the average increase). In fact, that 61.5% increase skewed the average; the median increase was 0.78 percentage points. Twenty-three states and entities had decreases, averaging 1.25 percentage points, the lowest decrease being less than 0.02 percentage points and the highest being 7.77 percentage points. Seven states and entities reported having decreases of 1.00 percentage points or more, and of them, only two showed a relatively large decrease ranging from just over 5 percentage points (but more than three times the average decrease) to 7.77 percentage points. One state had no change in participation rate between the two years. Figure 5 shows the comparisons between 2015-2016 and 2016-2017 data.

Figure 5.
Change from 2015-16 to 2016-17, B3B Math



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

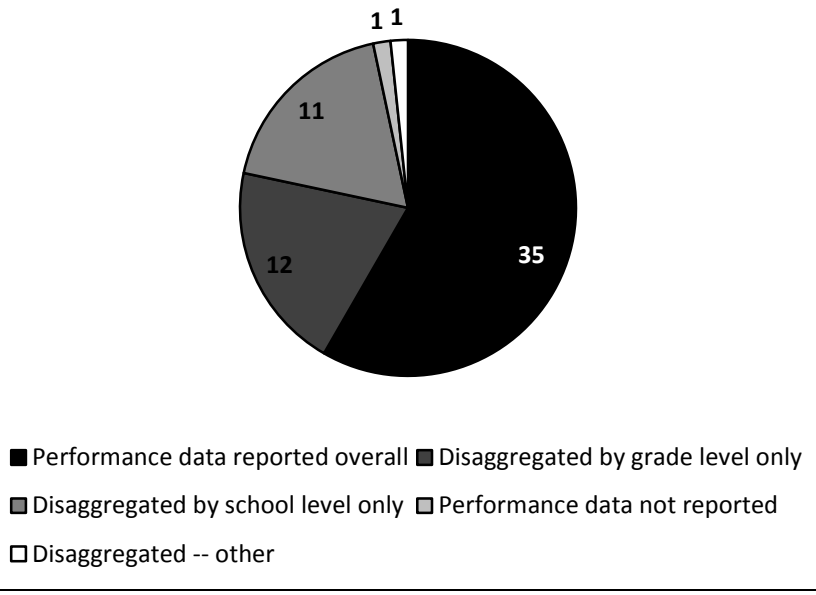
State assessment performance of students with IEPs includes the rates of those children achieving proficiency on the regular assessment with no accommodations, the regular assessment with accommodations, the alternate assessment based on grade-level achievement standards, and the alternate assessment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

> *Proficiency rate percent = ([(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].*

Twenty-six regular states and nine unique states (35 total) reported 2016-2017 reading assessment proficiency data. The same 26 regular states and nine unique states reported 2016-2017 mathematics assessment proficiency data. Performance data are examined separately for reading and mathematics in this section.

Figure 6 shows the ways in which regular and unique state entities provided 2016-2017 performance data for reading and mathematics in their APRs. Twenty-six regular states and nine unique state entities provided data summarized into single points for mathematics and for reading performance. Twenty-three regular states reported performance data in their APRs in a way that the data could not be compared across states. Specifically, 12 of the 23 provided data disaggregated by grade, with grade-by-grade data points. Eleven states reported data by school level (elementary, middle school, and high school), with five states reporting a data point for each level, and six states reporting a data point for grades 3-8 and a data point for high school. One state reported data by groups of school district types. One state failed to report participation data.

Figure 6.
Ways in Which Regular and Unique States Provided 2016-2017 Performance Data



Six-Year Trend for Indicator 3C Reading

Figure 7 shows the six-year trend for states' performance rates in reading in 2011-2012 to 2016-2017. During the six years, between 34 and 36 regular states and state entities each reported an actual performance data point averaging across the grade and school levels for reading. Of the 25 states in 2016-2017 not reporting the summary data point, 24 states provided the raw data (by grade level, school level, or district type) but did not calculate an overall reading performance average. For the states that did provide an overall data point, the average in 2016-2017 was 20.6%. The reading performance average decreased year-to-year in three of the past five years, but has increased modestly but consistently in the last two cycles -- in 2015-2016 (by less than 1 percentage point) and in 2016-2017 (by less than two percentage points). By contrast, the most marked mean decrease was 12.34 percentage points between 2013-2014 and 2014-2015. The largest influence on the 2016-2017 reading performance average was that only one state had a rate above the fifth decile (above 50%). Further, only one-third of states reporting data had proficiency rates above 20%, and the modal decile was the second decile (10.0% to 19.9%), which was composed of 18 states' proficiency rates. The highest proficiency for any single state reached its highest point of 92.1% in 2016-2017, rising from 48.3 in 2015-2016. The previous highest proficiency reported by any state was 80.5%, in 2013-2014. The lowest proficiency rate has been between zero and 3.4%; this number decreased to 1.1% in 2016-2017.

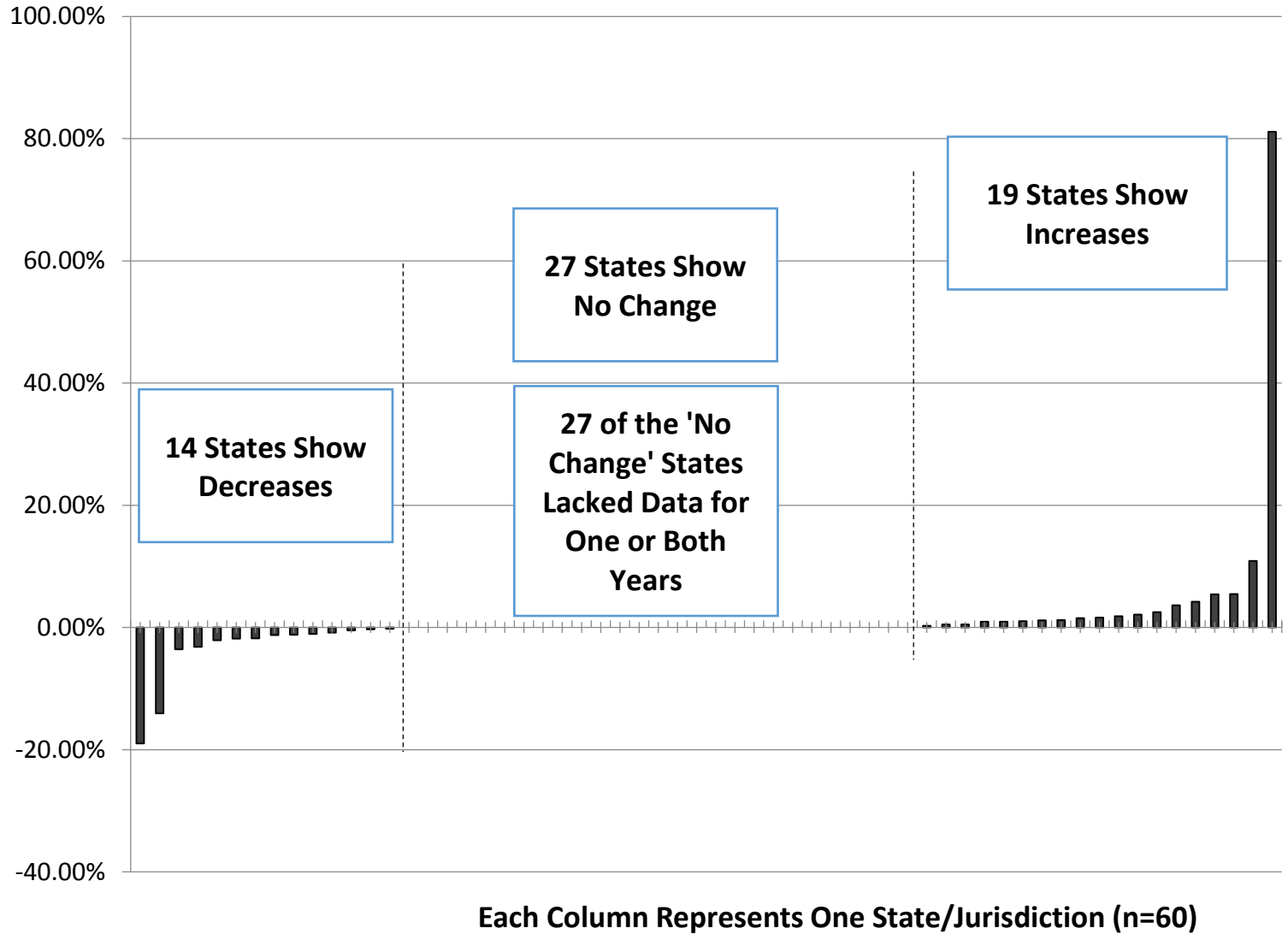
Figure 7.
Trends - Six Years of Indicator B3C Data:
Proficiency rate percent - Reading

	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Mean	34.55	31.44	30.67	18.33	18.79	20.64
Highest	72.2	68.0	80.5	44.6	48.3	92.1
Lowest	1.8	0.0	0.0	2.9	3.4	1.1
No Data	**26**	**24**	**26**	**24**	**25**	**25**

Year-to-Year Comparison for Indicator 3C Reading

For comparison purposes between the two years, 24 regular states and nine unique state entities (33 total) reported overall information for reading performance in both 2016-2016 and 2016-2017. Nineteen of these states showed year-to-year increases, from 2015-2016 to 2016-2017, ranging from 0.3 percentage points to 81.1 percentage points, with an average increase of 6.7 percentage points. Thirteen of those 19 states exceeded the previous year's data by 3.0 percentage points or less and the other six states exceeded by 3.6 percentage points to 81.1 percentage points. Further, only two states increased by more than 10 percentage points (almost twice the average increase). Year-to-year decreases were experienced by 14 states, ranging from 0.2 percentage points to 19.0 percentage points, with an average decrease of 3.6 percentage points. In other words, less than half of the states providing data for 2016-2017 had data lower than their 2015-2016 data, and nearly all of those 14 states were lower by less than 4.00 percentage points; only two states were lower by over 10 percentage points (over twice the average decrease). By contrast, over half of the states reporting data had higher reading proficiency in 2016-2017 compared to 2015-2016. Twenty-six regular states and one unique state entity were missing specific data points, making change observations not possible. Figure 8 shows the comparisons for 2015-2016 and 2016-2017 reading performance data.

Figure 8.
Change from 2015-16 to 2016-17, B3B Reading



Six-Year Trend for Indicator 3C Mathematics

Figure 9 shows the six-year trend for states' performance rates in math. During the six years, between 34 and 36 regular states and state entities reported an actual performance data point averaging across the grade levels for math. Of the 25 states in 2016-2017 not reporting the summary data point, 24 states provided the raw data (by grade level, school level, or district type) but did not calculate an overall mathematics performance average. For states that did provide an overall data point, the average across these states in 2016-2017 was 19.24%. A few factors strongly influenced this average: 1) only one state had a rate above the fifth decile (above 50%), 2) the mode (or most common) decile was the second decile (10.0-19.9%), with 18 states' average proficiencies in that range, and 3) 27 states (over three-fourths of states reporting data) had math proficiency rates below the average, and eight states (less than one-fourth of states reporting data) had rates above the average. The highest proficiency rate ranged from 49.3% to 92.5% across the six years, with the highest state rate being 92.5% in 2016-2017 -- an increase of over 40 percentage points (from 50.9%) in 2015-2016. The lowest proficiency rate has ranged between zero and about 2.0%, and was 1.1% in 2016-2017.

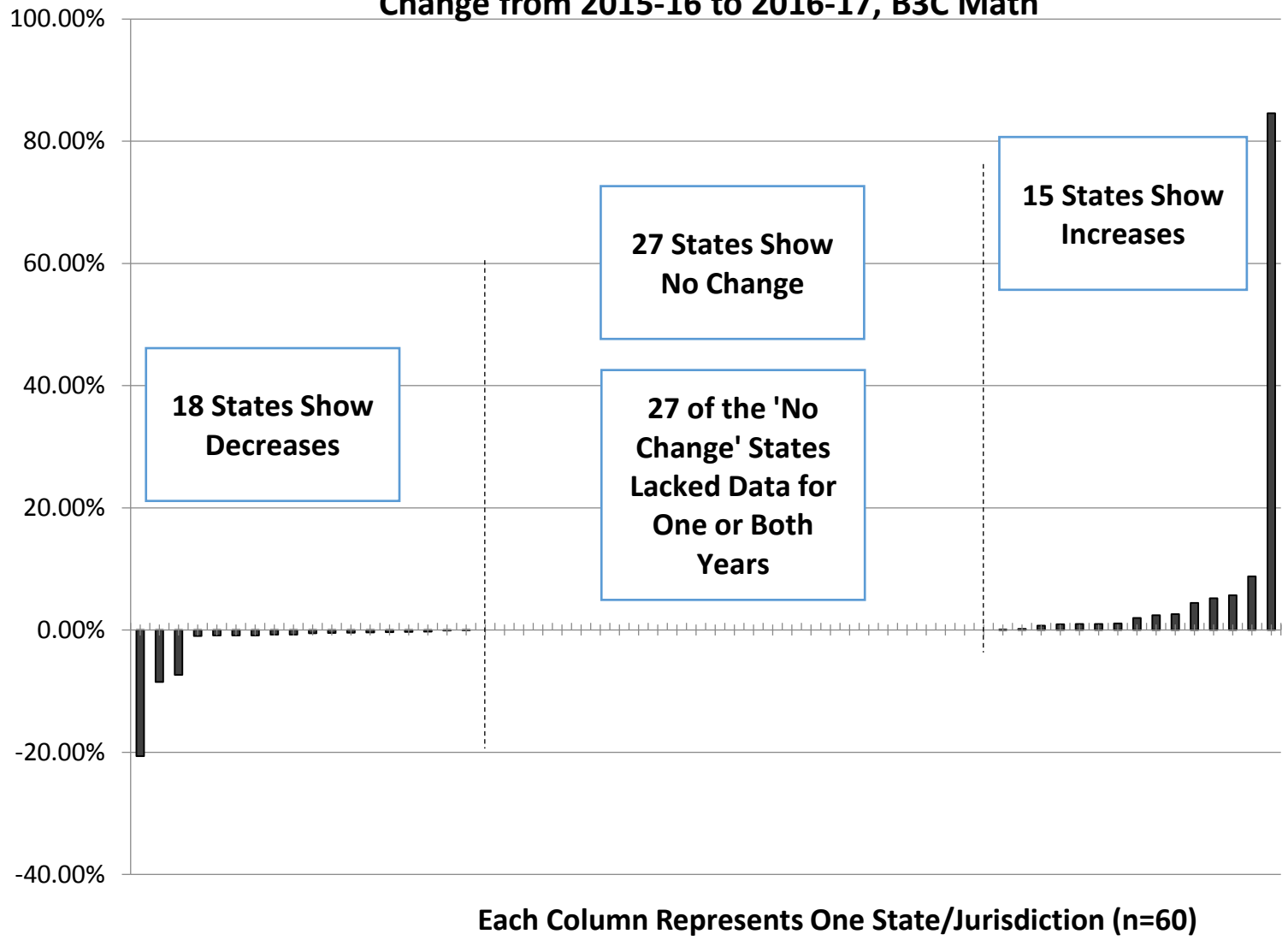
Figure 9.
Trends - Six Years of Indicator B3C Data:
Proficiency rate percent - Math

	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Mean	32.25	29.77	30.35	17.15	17.08	19.24
Highest	67.3	60.2	69.4	49.3	50.9	92.5
Lowest	1.0	0.8	0.0	2.1	1.1	1.1
No Data	**26**	**24**	**26**	**24**	**25**	**25**

Year-to-Year Comparison for Indicator 3C Mathematics

Twenty-four regular states and nine unique state entities (33 total) reported overall information for math performance in both 2015-2016 and 2016-2017. Fifteen of these states showed year-to-year increases, ranging from 0.02 percentage points to 84.6 percentage points, with an average increase of 8.1 percentage points. Ten states exceeded the 2015-2016 data by 3.0 percentage points or less; the other five states exceeded by between 4.4 percentage points and 84.6 percentage points. Year-to-year decreases were experienced by 18 states, ranging from 0.03 percentage points to 20.6 percentage points, with an average decrease of 2.5 percentage points. The math performance data year-to-year comparisons (between 2015-2016 and 2016-2017) were different than the reading performance data comparisons, in that there were more states with decreasing scores in math performance. More than half of the states providing data for 2016-2017 had data lower than their 2015-2016 data, yet nearly all of those 18 states were lower by less than 1.00 percentage points; only three states were lower by over 8 percentage points (over three times the average decrease). By contrast, less than half of the states reporting data had higher math proficiency in 2016-2017 compared to 2015-2016. Twenty-six regular states and one unique state entity were missing specific data points, making change observations not possible. Figure 10 shows the comparisons for 2015-2016 and 2016-2017 math performance data.

Figure 10.
Change from 2015-16 to 2016-17, B3C Math



CONCLUSION

Participation rates have increased modestly on average over the last couple years (in 2015-2016 and 2016-2017), after showing an overall decline across the previous few years, for both reading and mathematics. A major factor affecting the average participation rates was the fact that a larger proportion of states reported participation rates above 90% in 2016-2017 than in the previous three years. When comparing participation data from 2015-2016 to 2016-2017, more states reporting data showed decreases than showed increases, for both reading and math. Nearly all of these states showed participation increases or decreases of less than 10 percent, with less than one-tenth of these states having changes (increases or decreases) exceeding five percent. Over one-fourth of states lacked participation data for one or both years.

States explained the participation decreases in their APRs. In total, 18 states had year-to-year decreases in both reading and math participation from the 2015-2016 school year to the 2016-2017 school year. Five additional states had decreases in reading only, and five additional states had decreases in math only. Of these 28 states, two states reported specific data on increases in incidence of parental "opt-out" actions. One state reported technical challenges for administering high school testing, for which the state requested and received waiver. One state reported an increase in absences on test day for one content area. One state reported that there was a small increase in population numbers without increase in test participation. One state reported about overuse of nonstandard accommodations in several districts. Twenty-two other states did not provide any information or explanation about their participation decreases; 16 of the 22 states had small decreases yet still met their targets, and the other six states did not meet their targets.

Performance of students with disabilities on state assessments showed relatively small changes on average across four of the previous six years for both reading and mathematics, although the states' average dropped by more than 10 percentage points for 2014-2015. Yet, in 2016-2017, the states' averages increased slightly (less than 2 percentage points) in reading and increased slightly (more than 2 percentage points) in math. A major factor affecting the average performance rates was the fact that fewer states reported data in 2016-2017 than in the five previous years. The range between the highest and lowest state's proficiency rate, which had decreased substantially in both 2014-2015 and 2015-2016 in reading and math, increased to the largest range across all six years in 2016-2017 in both reading and math. This change is attributed to very high data points in one state. When comparing performance data from 2015-2016 to 2016-2017, there were differences between reading and math: reading proficiency rates increased for a small majority (58%) of states reporting data, while math proficiency rates decreased for a small majority (55%) of states reporting data. Most states with changes in proficiency rates were reported relatively small changes, with nearly all increases and decreases being by less than ten percentage points. Nearly half of all states lacked data for one or both years in reading and math.

States explained the performance decreases in their APRs. In total, twelve states had year-to-year decreases in both reading and math proficiency from the 2015-2016 school year to the 2016-2017 school year. Two additional states had decreases in reading only and another six states had decreases in math only. Of these twenty states, four states reported that the performance decreases were related to new and more rigorous standards and/or testing. Two states provided complex and detailed explanations of special educator shortages and turnover, yet their efforts to improve availability of training for educators and IEP teams. Two states reported technical challenges for administering testing, for which one of the states requested and received waiver. One state revised baselines and targets. One state reported improved guidance and monitoring of appropriate accommodation use during reading assessments. One state indicated uncertainty about comparability of data between years. One state reported its decrease without explanation, yet specified its expectation that the full implementation of a reading intervention already begun will effect an improvement in proficiency. Some states offered more than one of these explanations. Eight other states did not provide any information about their performance decreases; one of these states reported having still met their targets, and the other seven states did not meet their targets.

INDICATOR B4: RATES OF SUSPENSION AND EXPULSION

Prepared by the *IDEA* Data Center (IDC)

Indicator B4A: The percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Indicator B4B: The percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

INTRODUCTION

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

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

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

DATA SOURCES

Both B4A and B4B require states to use data collected for reporting under Section 618 [i.e., data reported in ED*Facts* file C006 - Children with Disabilities (IDEA) Suspensions/Expulsions]. For FFY 2016 APRs, states were required to analyze discipline data from school year 2015–16. 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 2016 APRs from a total of 60 entities, including the 50 states, the District of Columbia, the outlying areas, and the Bureau of Indian Education (BIE). All 60 entities were required to report on B4A; however, only the 50 states, the District of Columbia, and the Virgin Islands were required to report on B4B, resulting in a total of 52 entities reporting. For the remainder of this summary, we refer to all 60 entities as states.

METHODOLOGY AND MEASUREMENT APPROACHES

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

Comparison Option States Used for Determining Significant Discrepancy

States are required to use one of two comparison options when determining significant discrepancy for B4A and B4B. States can either: (1) compare the rates of suspensions/expulsions for children with disabilities among districts within the state, or (2) compare the rates of suspensions/expulsions for children with disabilities to the rates for children without disabilities within each district. We refer to these as Comparison Option 1 and Comparison Option 2, respectively. Figures 1 and 2 present the number of states that used each option for B4A and B4B, respectively, for FFY 2015 and FFY 2016.

Figure 1

Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4A: FFY 2015 and FFY 2016

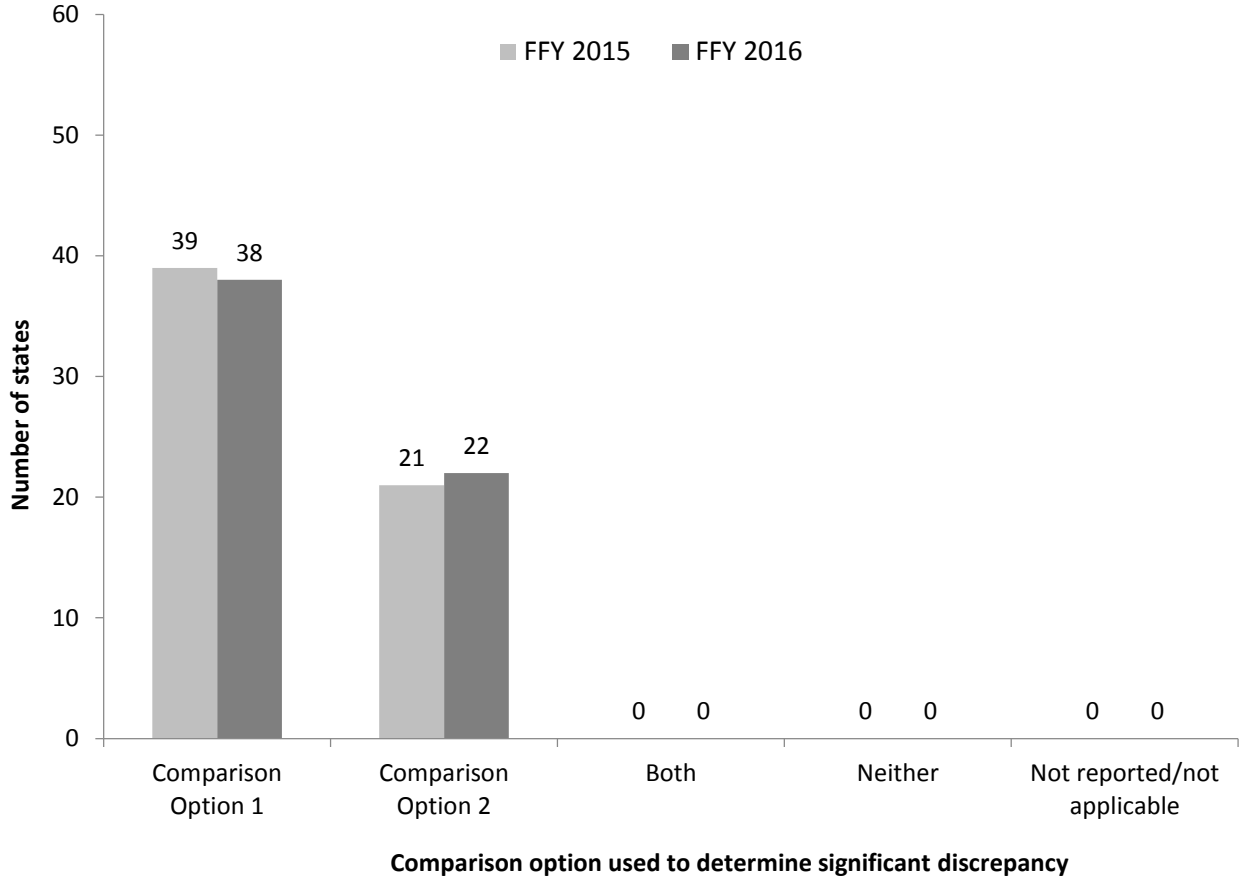
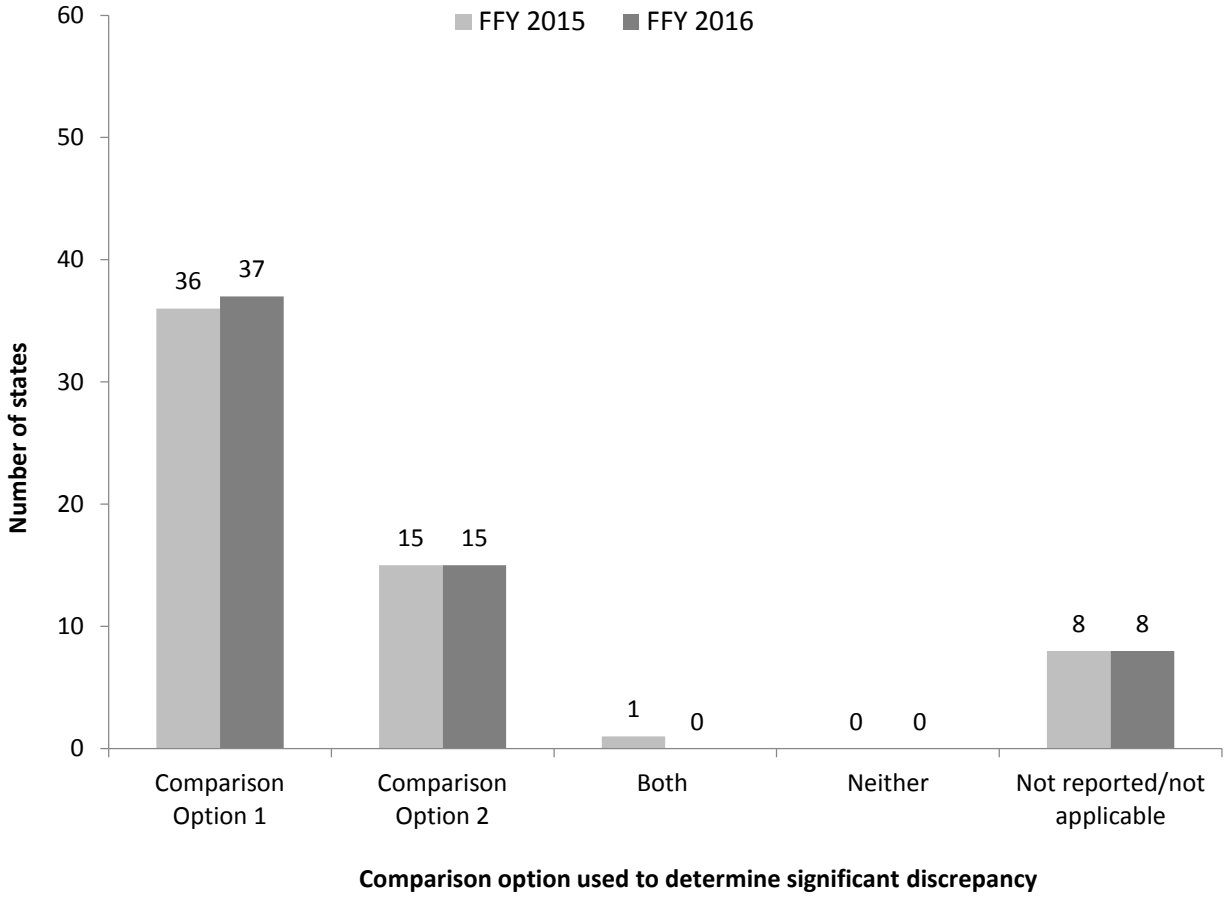


Figure 2

Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4B: FFY 2015 and FFY 2016



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 2015 and FFY 2016, where:

Comparison Option 1:

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

- **Method 2:** The state used percentiles to set the bar and then compared the district-level suspension/expulsion rates for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the bar.
- **Method 3:** The state used standard deviations to set the bar and then compared the district-level suspension/expulsion rates for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the bar.

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

Comparison Option 2:

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

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

Figure 3

Number of States That Used Various Methods for Calculating Significant Discrepancy for B4A: FFY 2015 and FFY 2016

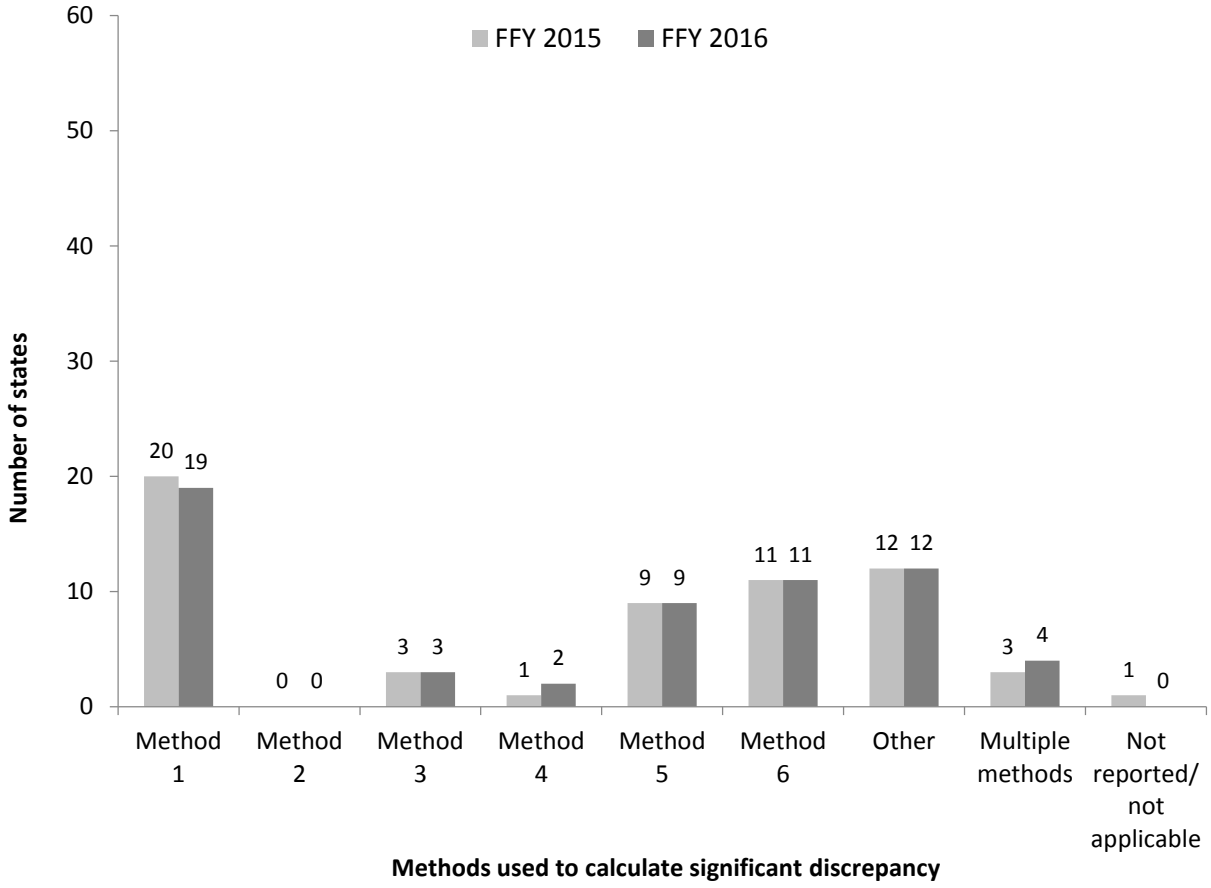
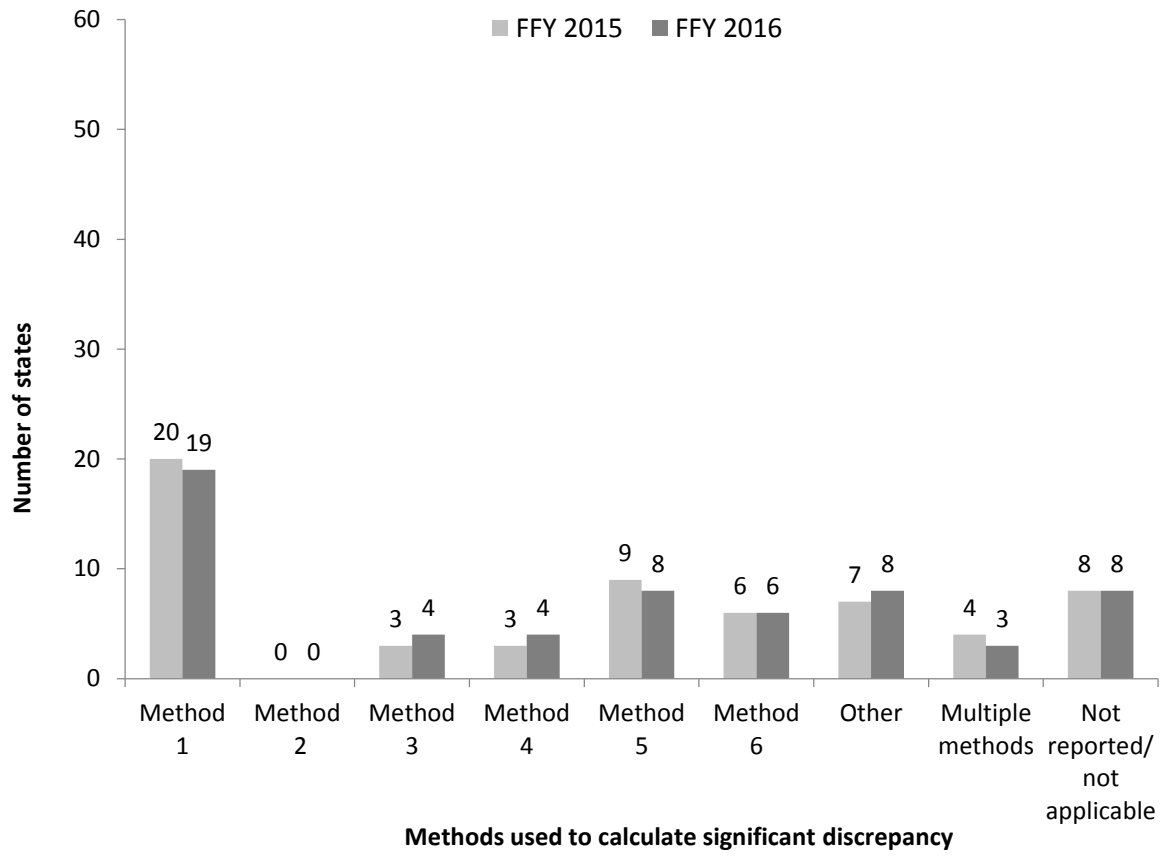


Figure 4

Number of States That Used Each Method for Calculating Significant Discrepancy for B4B: FFY 2015 and FFY 2016



Minimum Cell Size Requirements

Overall, in FFY 2016, 45 of 60 states (75%) used minimum n size requirements in their calculations of significant discrepancy for B4A and 50 of 52 states (96%) used minimum n size requirements for B4B. States specified a wide range of minimum n size requirements, ranging from 2 to 76 students for B4A and 1 to 75 for B4B, and defined "n" in many different ways.

Figures 5 and 6 present the number of states reporting various percentages of districts excluded from state analyses due to minimum n size requirements for B4A and B4B, respectively, for FFY 2015 and FFY 2016.

Figure 5

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum n Size Requirements for B4A: FFY 2015 and FFY 2016

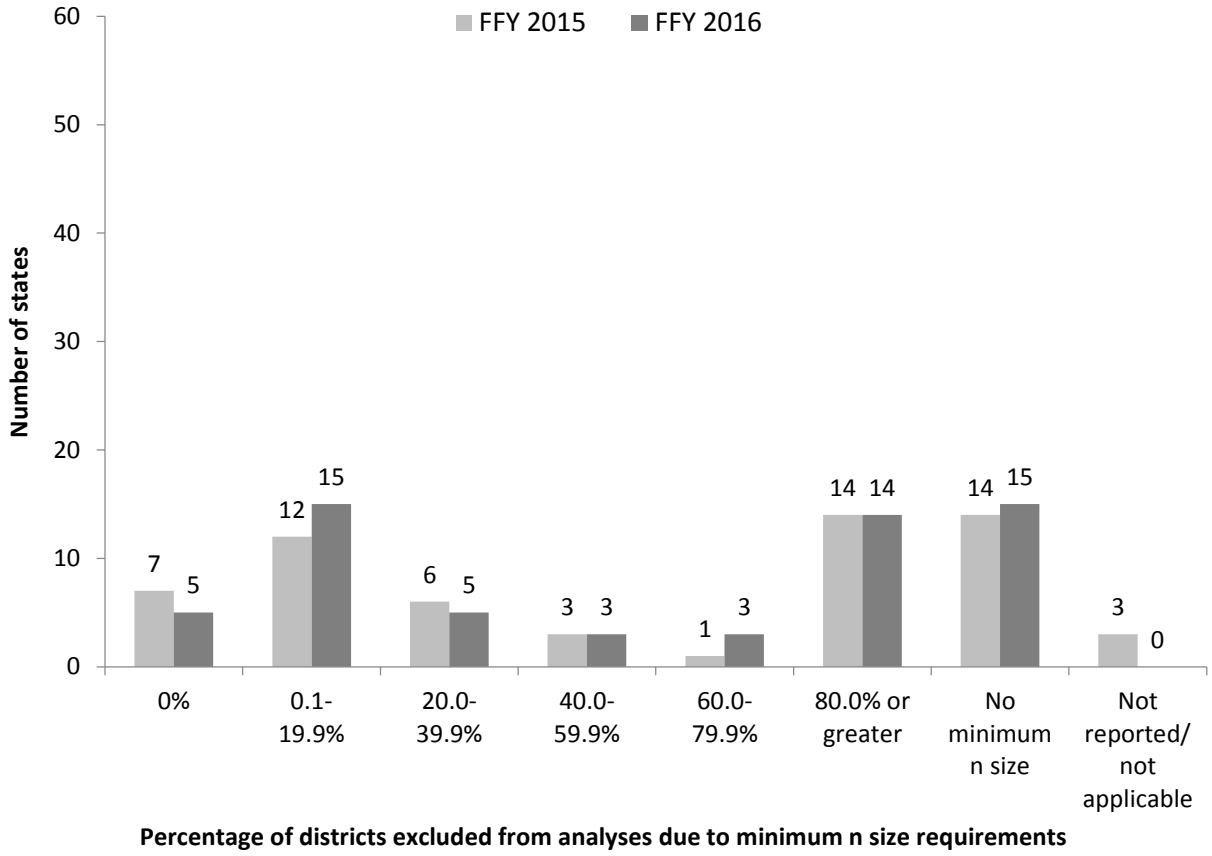
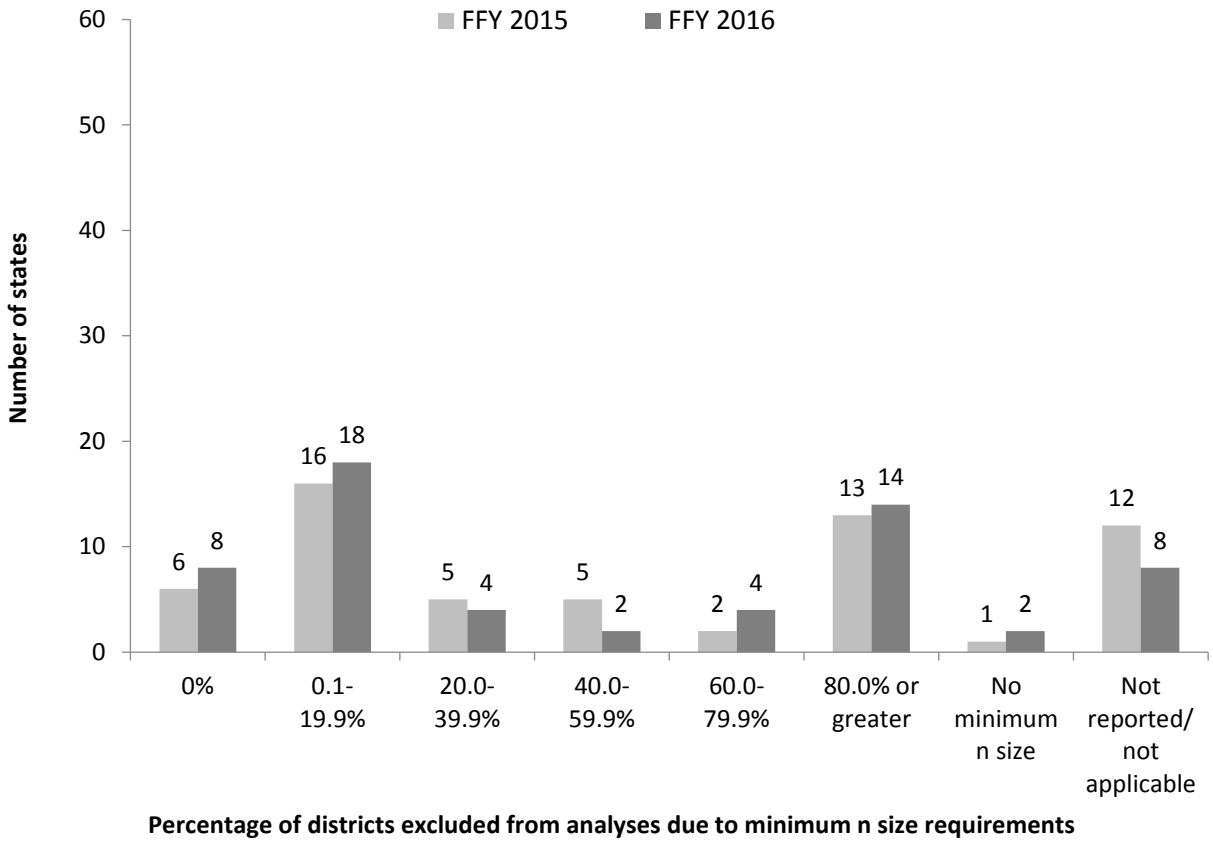


Figure 6

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum n Size Requirements for B4B: FFY 2015 and FFY 2016



ACTUAL PERFORMANCE, COMPARSIONS, AND TRENDS

This section provides actual performance data for B4, as well as change from FFY 2015 and FFY 2016.

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 2015 and FFY 2016.

Figure 7

Number of States Reporting Various Percentages of Districts With Significant Discrepancy for B4A: FFY 2015 and FFY 2016

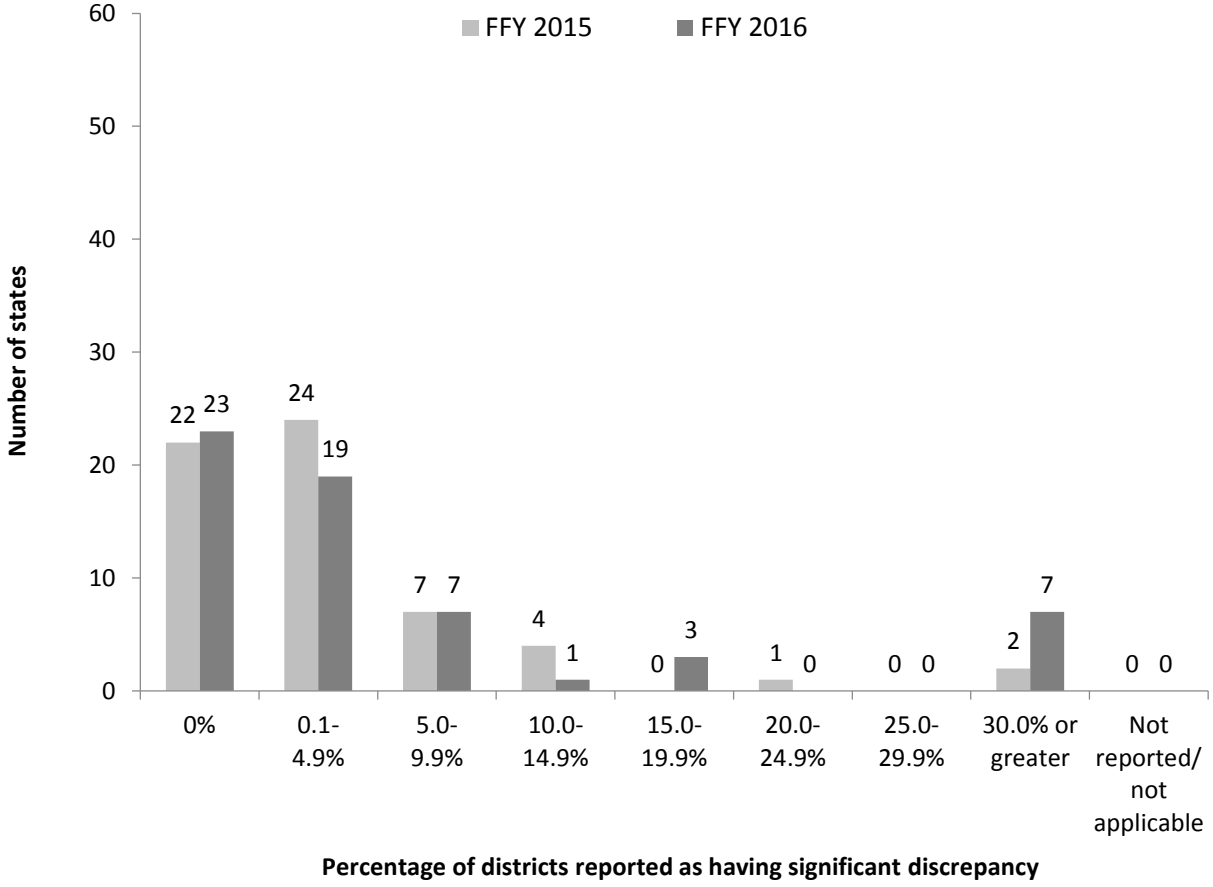
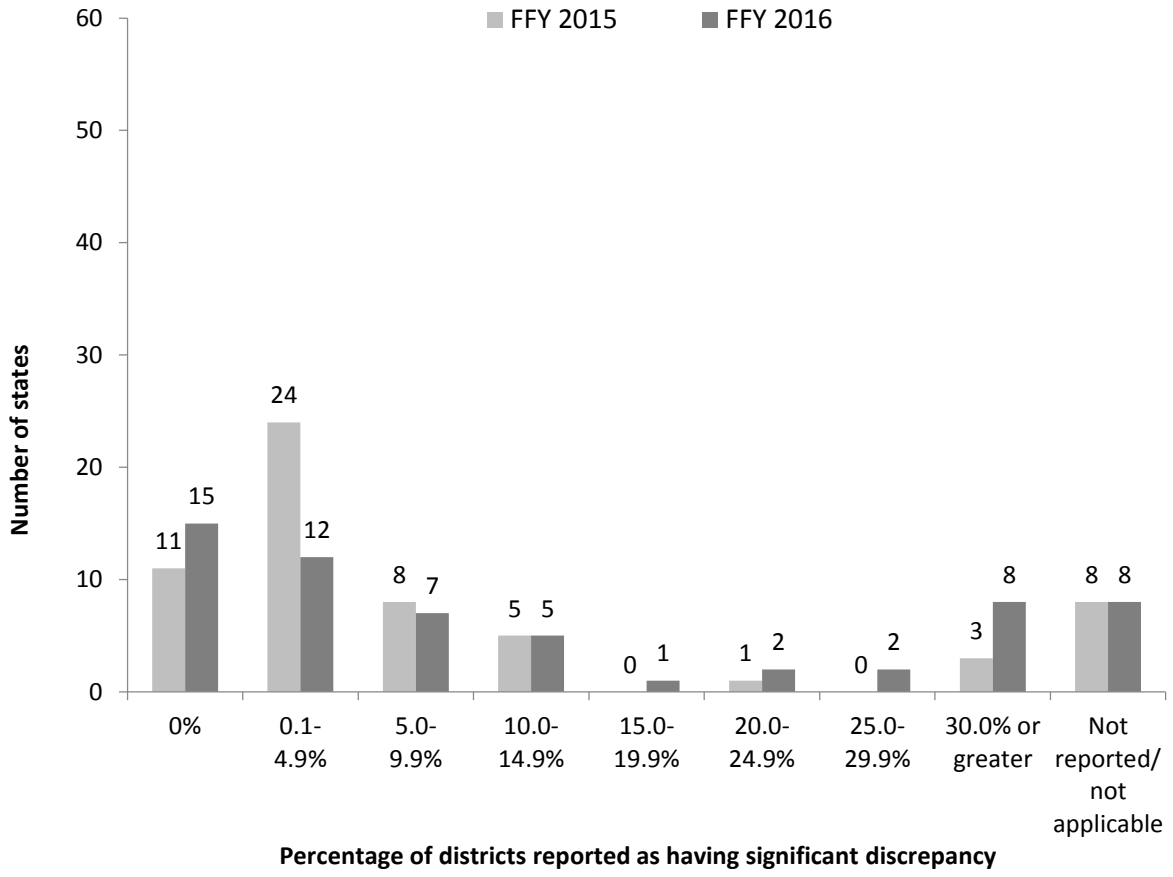


Figure 8

Number of States Reporting Various Percentages of Districts With Significant Discrepancy for B4B: FFY 2015 and FFY 2016

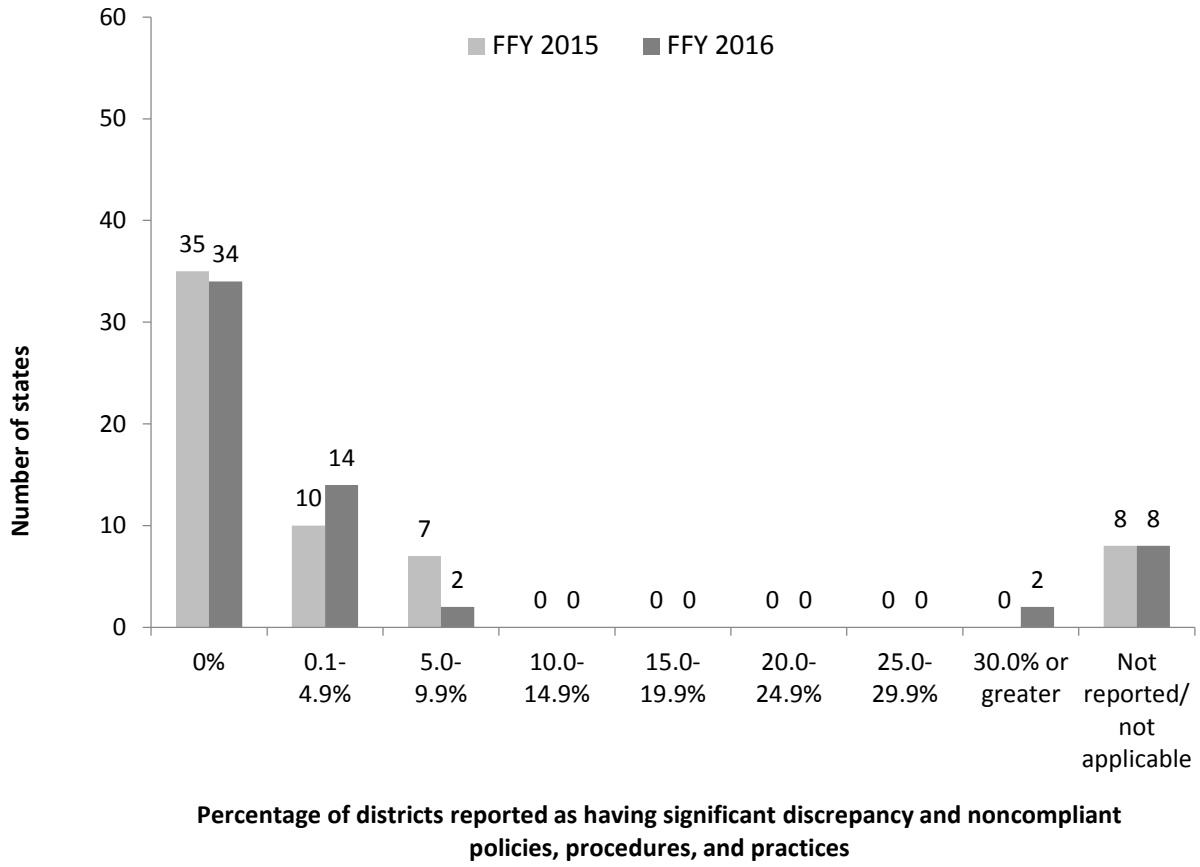


For B4B, states also reported the number and percentage of districts that were identified with significant discrepancy and had policies, procedures, or practices that contributed to the discrepancy and did not comply with IDEA requirements.

Figure 9 presents the number of states reporting various percentages of districts with significant discrepancy and policy, procedures, or practices that do not comply with IDEA requirements for B4B for FFY 2015 and FFY 2016.

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 2015 and FFY 2016



Description of Change from FFY 2015 to FFY 2016

An examination of change from FFY 2015 to FFY 2016 in the percentage of districts identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs revealed:

- The number of states meeting their annual target for B4A decreased from 44 in FFY 2015 to 40 in FFY 2016.
- Twenty-four states (40%) reported an increase in the percentage of districts identified as having a significant discrepancy in B4A, while 11 states (18%) reported a decrease.

An examination of change from FFY 2015 to FFY 2016 in the percentage of districts identified as having a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs and policies, procedures, or practices that contribute to the significant discrepancy revealed:

- Of the 52 states reporting on this indicator, the number of states meeting the annual target of 0 percent decreased slightly from 35 in FFY 2015 to 34 in FFY 2016 for B4B.
- Thirteen states (25%) reported an increase in the percentage of districts identified as having a significant discrepancy and policies, procedures, and practices that contributed to the significant discrepancy in B4B, while eight states (15%) reported a decrease.

CONCLUSION

- In both FFY 2015 and FFY 2016, a majority of states used the same comparison option for both B4A and B4B, with most states using Comparison Option 1, meaning they compared suspension/expulsion rates for children with disabilities among districts. From FFY 2015 to FFY 2016, three states changed the comparison option they used to measure B4A, and one state changed the comparison option it used to measure B4B.
- In both FFY 2015 and FFY 2016, 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 2015, 20 states used Method 1 for B4A and B4B. In FFY 2016, 19 states used Method 1 for B4A and B4B.
- For B4A, in FFY 2015, 18 states excluded 40 percent or more of their districts from analyses. This number increased in FFY 2016 to 20 states. For B4B, in FFY 2015, 20 states excluded 40 percent or more of their districts from analyses. This number remained the same in FFY 2016 (20 states).
- From FFY 2015 to FFY 2016, the number of states reporting that they did not identify any districts as having significant discrepancy for B4A increased slightly from 22 to 23 states. The number of states reporting that they identified 30% or

more of their districts as having significant discrepancy for B4A increased from two states in FFY 2015 to seven states in FFY 2016. From FFY 2015 to FFY 2016, the number of states reporting that they did not identify any districts as having significant discrepancy for B4B increased from 11 to 15 states. The number of states reporting that they identified 30% or more of their districts as having significant discrepancy for B4B increased from three states in FFY 2015 to eight states in FFY 2016.

- For B4B, the number of states reporting zero districts with significant discrepancy and policies, procedures, or practices that contributed to the discrepancy decreased slightly, from 35 states in FFY 2015 to 34 states FFY 2016.

INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENTS (LRE)

Prepared by the National Center for Systemic Improvement

Indicator 5: Percent of children with IEPs 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

INTRODUCTION

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

Table 1: Indicator 5, Part B: Percent of children with IEPs 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 entities, an analysis is presented. The overview of the data includes tables summarizing findings of components A, B, and C of Part B Indicator 5. A conclusion with recommendations is included in this report as well.

Data Sources and Measurement Approaches

All 60 entities (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 5B.

Overview of Actual Performance

Performance since the first reporting year (2011-2012) 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. Progress is measured as the difference from baseline (2011-2012) and the past reporting year (2015-2016) to the current reporting year (2016-2017). As a reminder, B5B and B5C includes the number of students placed outside the general education setting for a majority of the school day and in separate schools,

residential facilities or homebound/hospital placements. Therefore, in Table 2, progress toward 5BA is expressed by positive numbers and negative numbers for B5B and B5C.

Table 2. Progress on 5B Indicators			
Indicator	**A**	**B**	**C**
Percentage Change over Monitoring Years 2011-2012 to 2016-2017	+ 1.79	-0.72	-0.38
Average rate of change over the monitoring years (2011-2012 to 2016-2017)	+0.43	-0.14	-0.08
Percentage Change from 2015-2016 to 2016-2017	+0.39	-0.05	-0.06

Indicator B5 Progress

For the current reporting year, 2016-2017, a review of Table 3 indicates that the mean percentage for B5A is 65.53%, meaning that almost two-thirds of the students with IEPs in the United States spend 80% or more of the school day being educated in the general education classroom. The mean percentage for B5B is 10.80%, which indicates that about 11% of students with IEPs spend less than 40% in the general education setting. A mean of 2.85% for B5C signifies approximately 3% of students with IEPs in the 60 entities are educated in separate schools or home/hospital settings. While 30% of entities reported meeting the target for B5A, 28% of the entities reported meeting the target for B5B and 23% of the entities reported meeting the target for B5C, not all the entities reported meeting their targets for all three components.
Across all entities, 2 reported meeting targets for all three components, 22 reported meeting targets for two components, and 31 reported meeting targets for one component. Five entities reported not meeting targets for all three components.

Table 3. Overview of Reported Indicator 5B Data			
Indicator	A	B	C
Mean %	65.53	10.80	2.85
Highest %	95.00	20.70	9.41
= 30Lowest %	37.33	0.16	0.00
Entities Meeting Target (n/60)	30	28	23

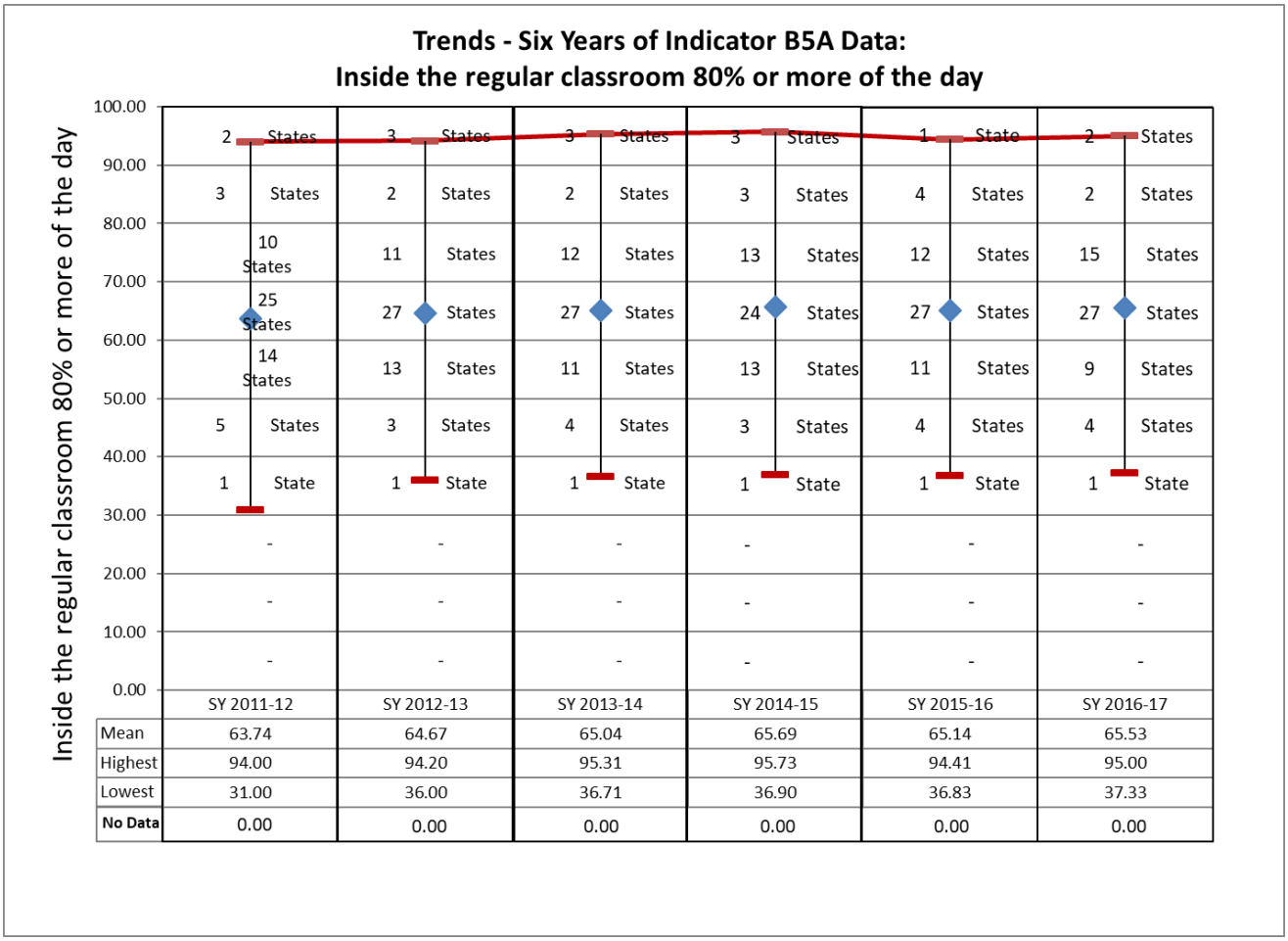
Category B5A: Inside the Regular Class 80% or more of the day

Six Year Trends in B5A

The six-year trend for Indicator B5A (Figure 1) shows a 1.79 increase in the mean percentage of students with disabilities are 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 entities reporting less

students in the lower percentage bands. For instance, in 2011-2012, the lowest percentage was 31%, whereas in 2015-2016, the lowest reported percentage was 37.33%. This decrease in variability illustrates that more states are clustered around the mean of 65.53% in the year 2016-2017 as opposed to the bandwidths in the years 2011-2012 and 2012-2013, when the means were slightly lower, and the variability was greater. There are two entities in the top band (90-100%) in 2016-2017. In 2015-2016 there was one entity in the top band. However, for 2012-2013, 2013-2014 and 2014-2015, there are three entities in the top band for each reporting year. In 2011-2012, 20 entities fell below the 60% level, while in 2016-2017, 14 entities placed below the 60% level of placing students in general education 80% or more of the day.

Figure 1



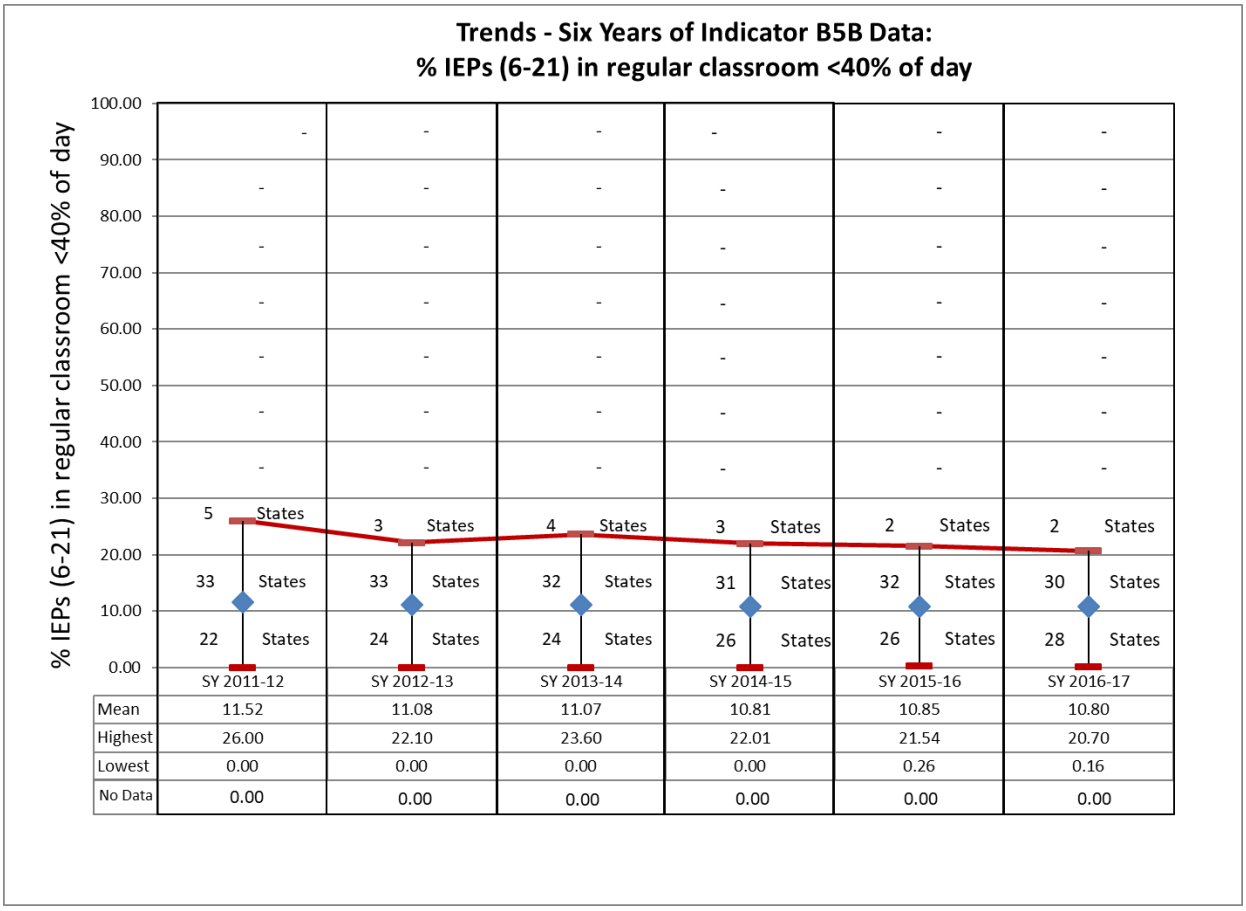
Category B5B: Inside the Regular Class 40% or less of the day

Six Year Trends in B5B

The six-year trend for Indicator B5B (Figure 2) shows very little change in the mean percentage of students with disabilities served in 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. As seen in Figure 2, the bandwidth

has become narrower with states surrounding the mean increasing slightly. This diminishing variability illustrates that more states are clustered around the mean of 10.80% in the year 2016-2017. The highest band in 2014-2015 (20-30%) includes two entities, whereas in 2011-2012 there were 5 entities in the 30-40% band. In the lowest band (0-10%), there are 28 entities in 2016-17, as opposed to 22 in 2011-2012. Overall, the data reported indicates no progress for indicator B5B. This is particularly important given that 46.67% of the entities report their data in the bottom bandwidth (0 to 10%).

Figure 2



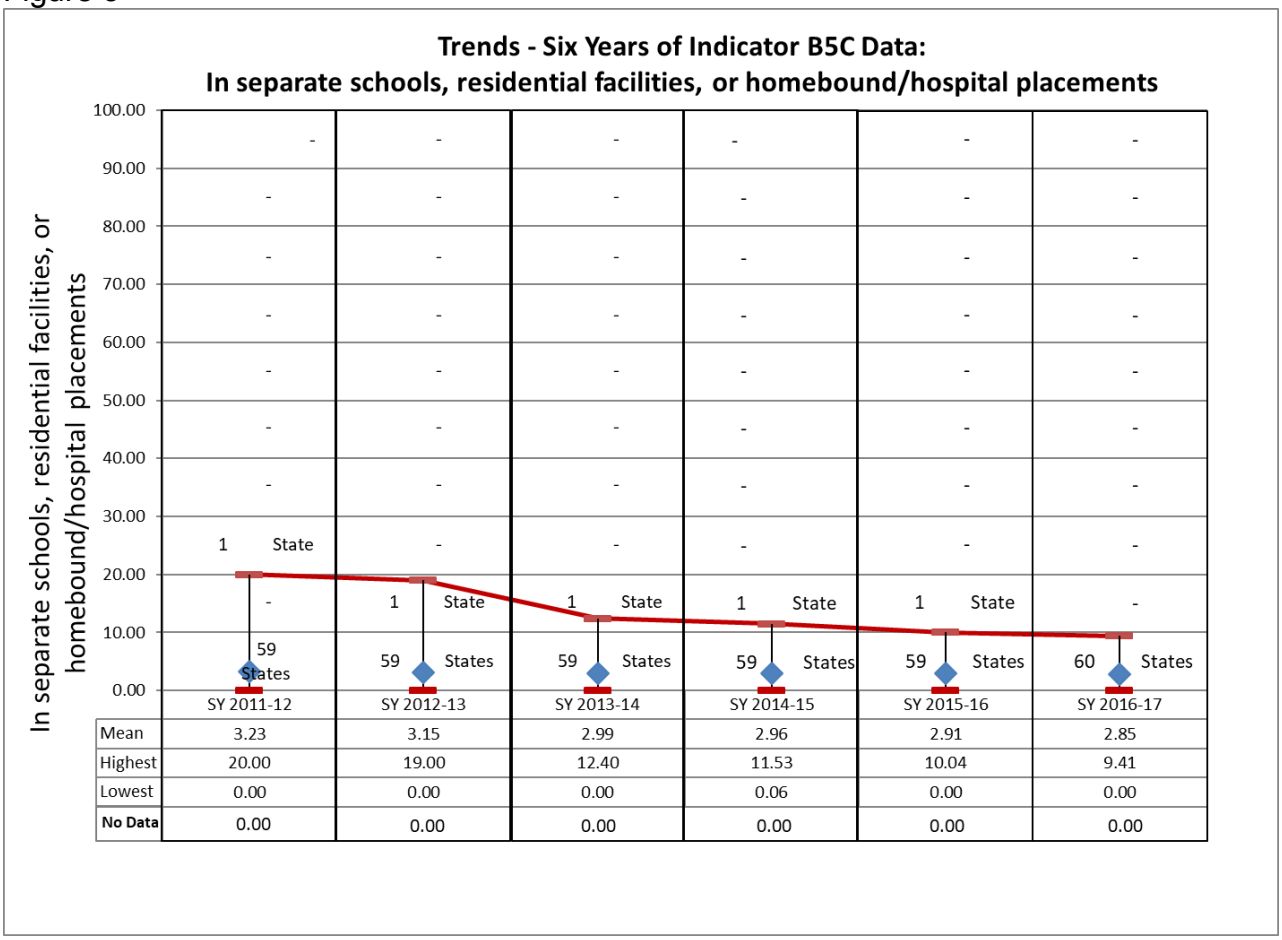
Category B5C: Separate Settings

Six Year Trends in B5C

The six-year trend data for B5C shows very little change in the mean percentage of students with disabilities served in separate settings. As seen in Figure 3, the mean placement in separate settings has decreased by 0.38 since 2011-2012. The variability in placement in separate settings has decreased over the monitoring years. Since 2011-2012, 59 entities have consistently reported serving 3.23% or less of students in separate settings. However, in 2011-2012 one entity reported serving 20% of student

and in 2012-2013 one entity reported serving 19% of student in separate settings. Although the mean has remained relatively stable, there is noted change in the highest percentages reported. The highest percentage reported in 2011-2012 was 20% and the highest percentage reported for the 2016-2017 year was 9.41%. Again, the downward slope represents positive progress.

Figure 3



Conclusion

The six-year trends regarding percent of students with IEPs who are placed in the regular class setting demonstrate some progress over the monitoring years. Data reported for B5C since 2011-2012 demonstrates the most change over the monitoring years. Very little change or no change has occurred with indicators B5A and B5B. While examining the mean provides statistically relevant results, it is also important to consider the additional data such as the number of entities 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 entities 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 is difficult to assess the appropriateness of the targets set by all 60 entities. In addition, IDEA does not provide guidance regarding the definition of measurable or the threshold for rigorous. Absent of that data, interpretation of the existing data should be made with caution.

This analysis provides an overview on reported Indicator 5, Part B as reported by all 60 entities. For components B5A, B5B and B5C, a significant percentage of entities, 40% or more, cluster around the mean, indicating a fairly consistent pattern 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 the Early Childhood Technical Assistance (ECTA)

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

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

INTRODUCTION

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 2016 Part B Annual Performance Reports (APRs) from 60 states and jurisdictions. For the purpose of this report, all states and jurisdictions are referred to collectively as “states”.

DATA SOURCES AND MEASUREMENT APPROACH

The data for this indicator are from the 618 IDEA Part B Child Count and Educational Environments data collection. This data includes all children with disabilities ages 3 through 5, including five year olds in kindergarten, who receive special education and related services according to an individual education program or services plan on the count date. States vary in their 618 data collection methods.

ACTUAL PERFORMANCE

Figures 1 and 2 illustrate current data (FFY 2016) and trend data for the last six reporting years (FFY 2011 to FFY 2016). Data for this indicator were first reported in FFY 2011. 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 state percentages included for Indicators 6A and 6B.

Figure 1

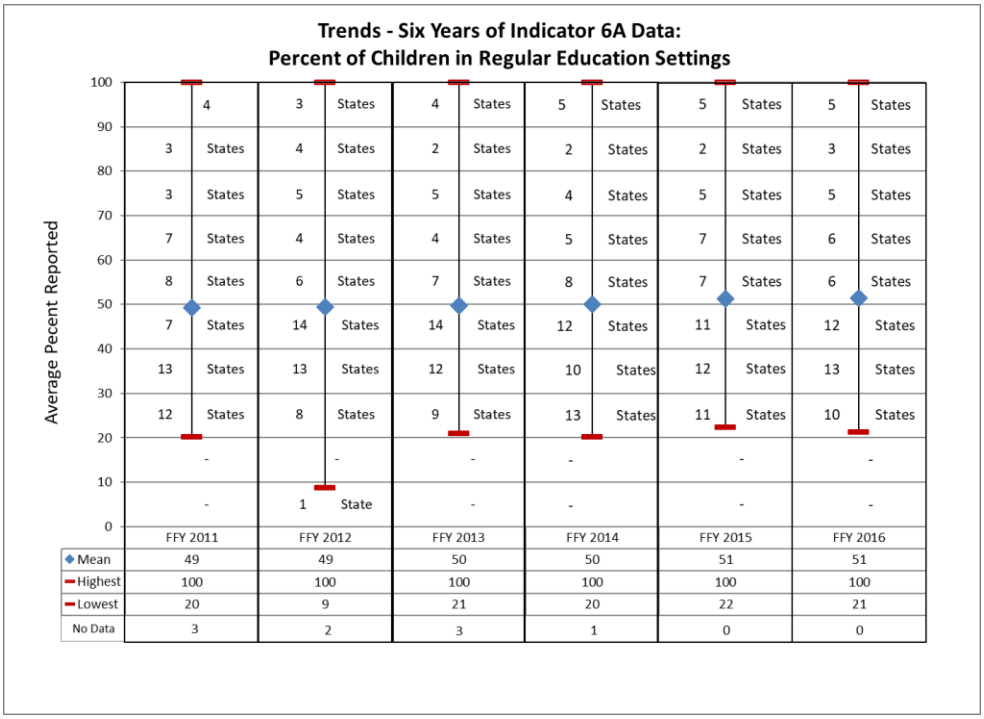
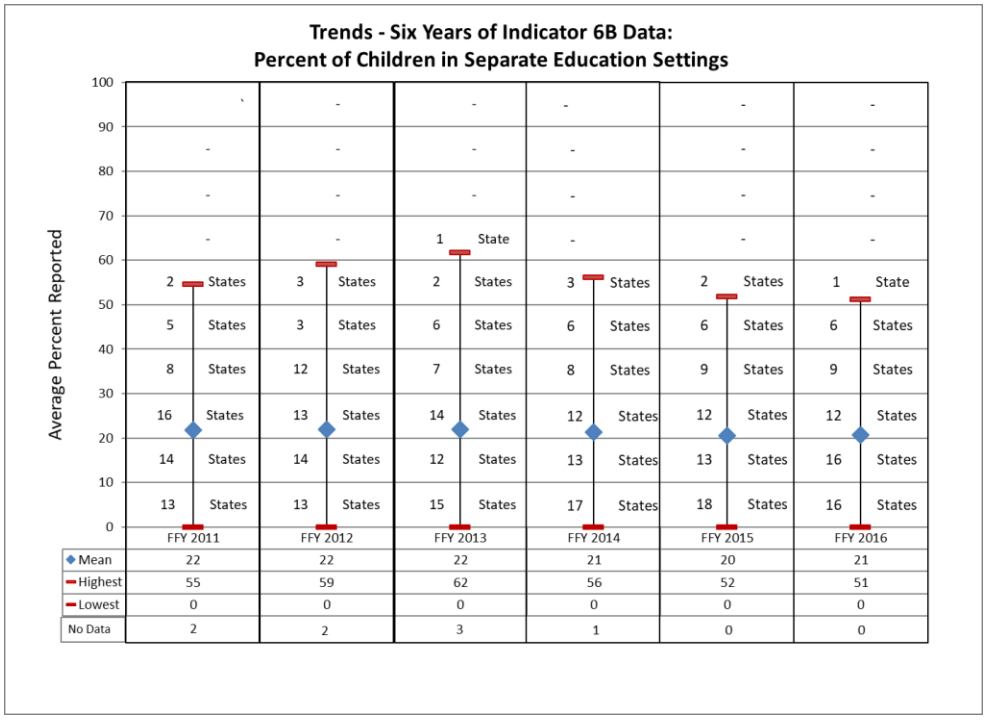


Figure 2



INDICATOR 7: PRESCHOOL OUTCOMES

Prepared by the Early Childhood Technical Assistance Center (ECTA)

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

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

INTRODUCTION

Indicator 7 is the percentage of preschool children with IEPs who demonstrate improved outcomes during their time in preschool special education. This summary is based on information reported by 59 states and jurisdictions in their FFY 2016 Annual Performance Reports (APRs). For the purposes of this report, the term "state" is used for both states and jurisdictions.

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

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

The child outcomes summary statements are:

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

DATA SOURCES & MEASUREMENT APPROACHES

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

Table 1

Child Outcomes Measurement Approaches		
Approach	**Count**	**Percent**
COS process	41	70%
One tool statewide	10	17%
Publisher online system	6	10%
Other	2	3%
TOTAL	**59**	**100%**

PERFORMANCE TRENDS

Figures 1 through 6 illustrate current data (FFY 2016) and trend data for summary statements one (SS1) and two (SS2) for each of the three outcome areas over the last six reporting years (FFY 2011 to FFY 2016). For each reporting year, the number of states within each ten-percentage point range are shown, and the tables below each chart show the national mean, range, and number of states included each year.

Figure 1: Percentage who substantially increased rate of growth in Positive Social-Emotional Skills (SS1)

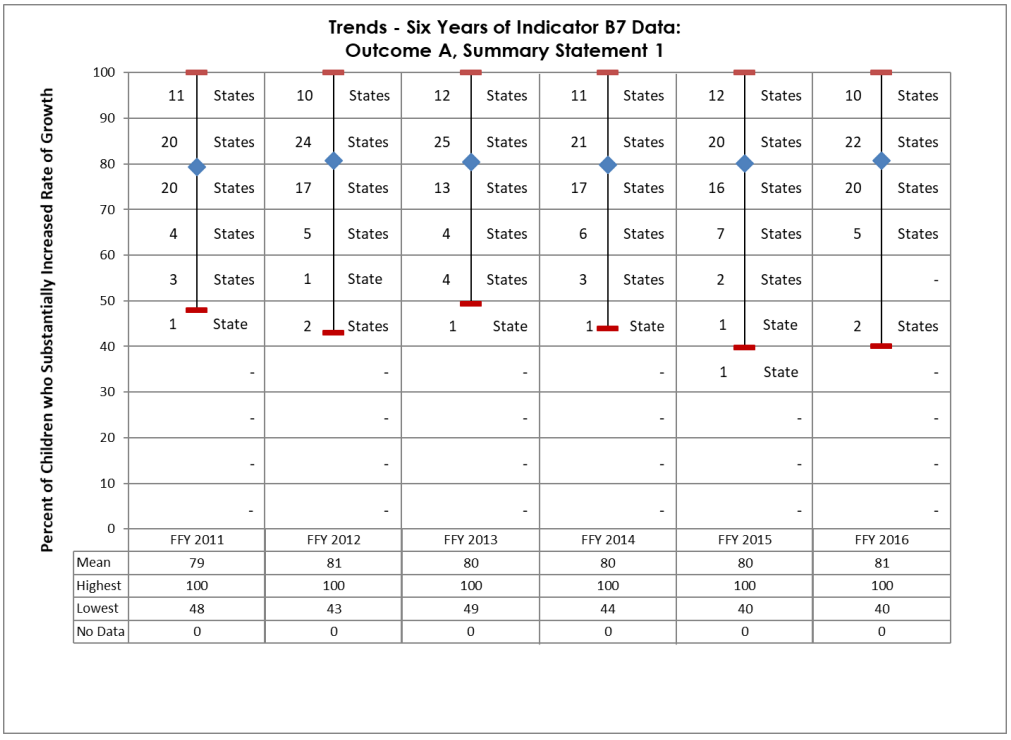
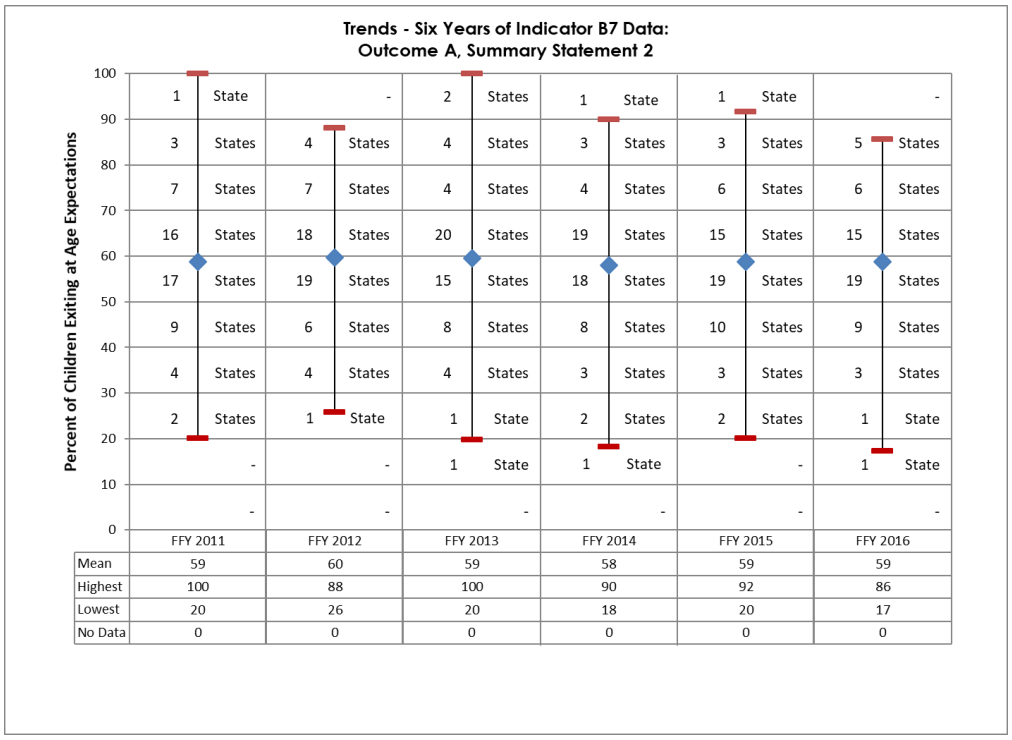
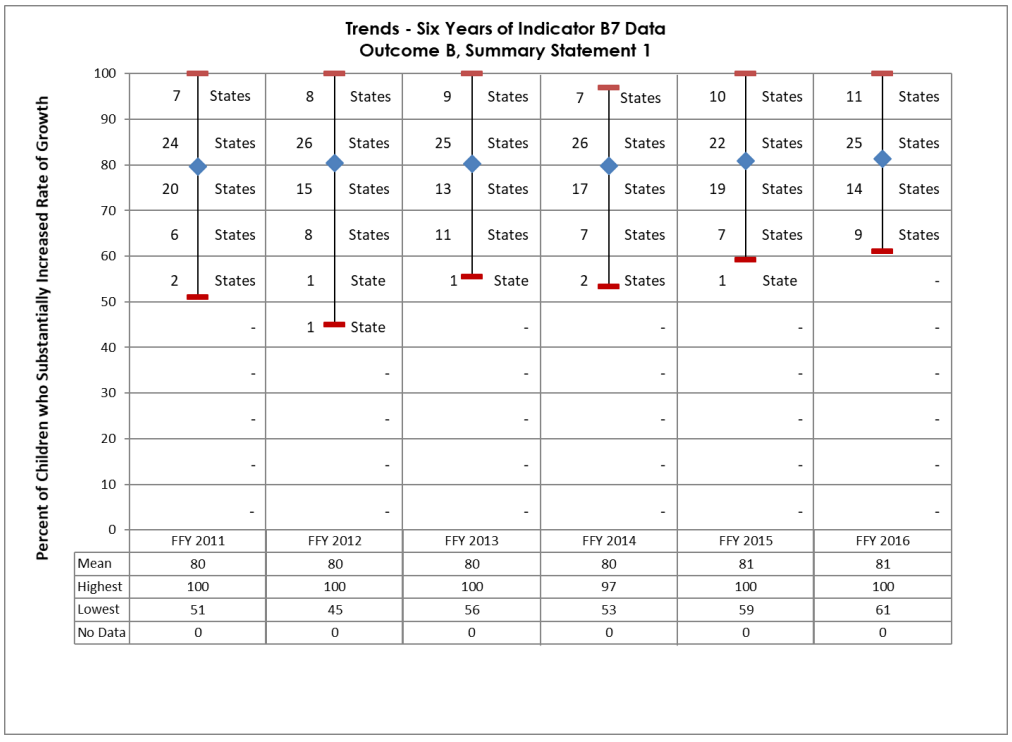


Figure 2: Percentage who were functioning within age expectations in Positive Social-Emotional Skills (SS2)



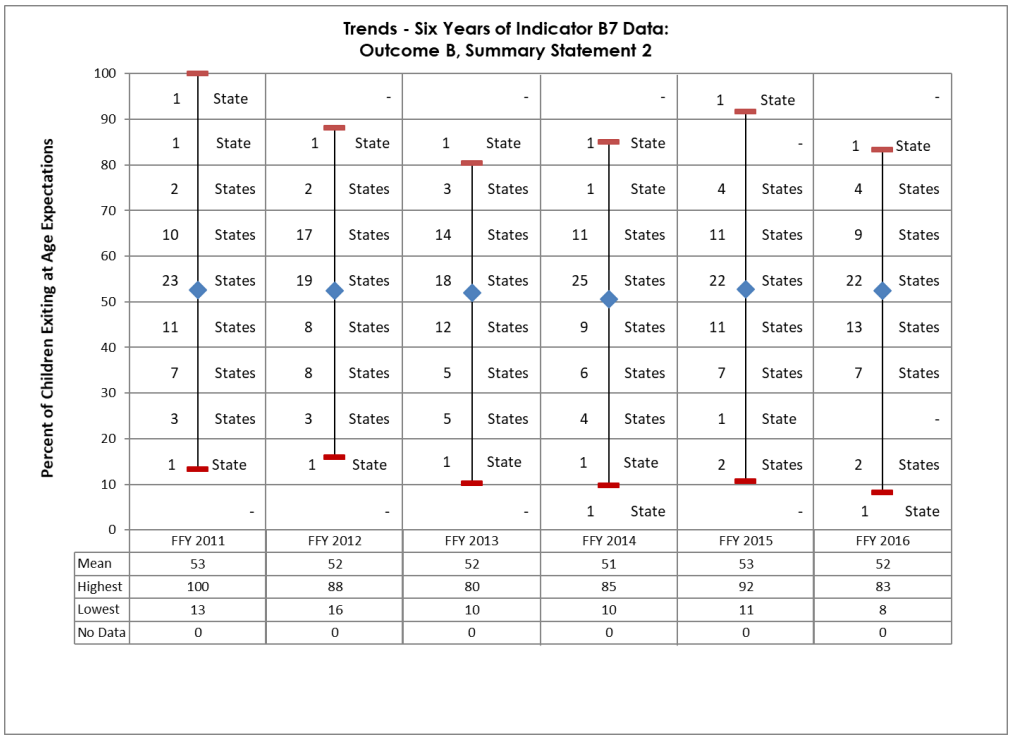
	FFY 2011	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016
Mean	59	60	59	58	59	59
Highest	100	88	100	90	92	86
Lowest	20	26	20	18	20	17
No Data	0	0	0	0	0	0

Figure 3: Percentage who substantially increased rate of growth In Acquisition and Use of Knowledge and Skills (SS1)



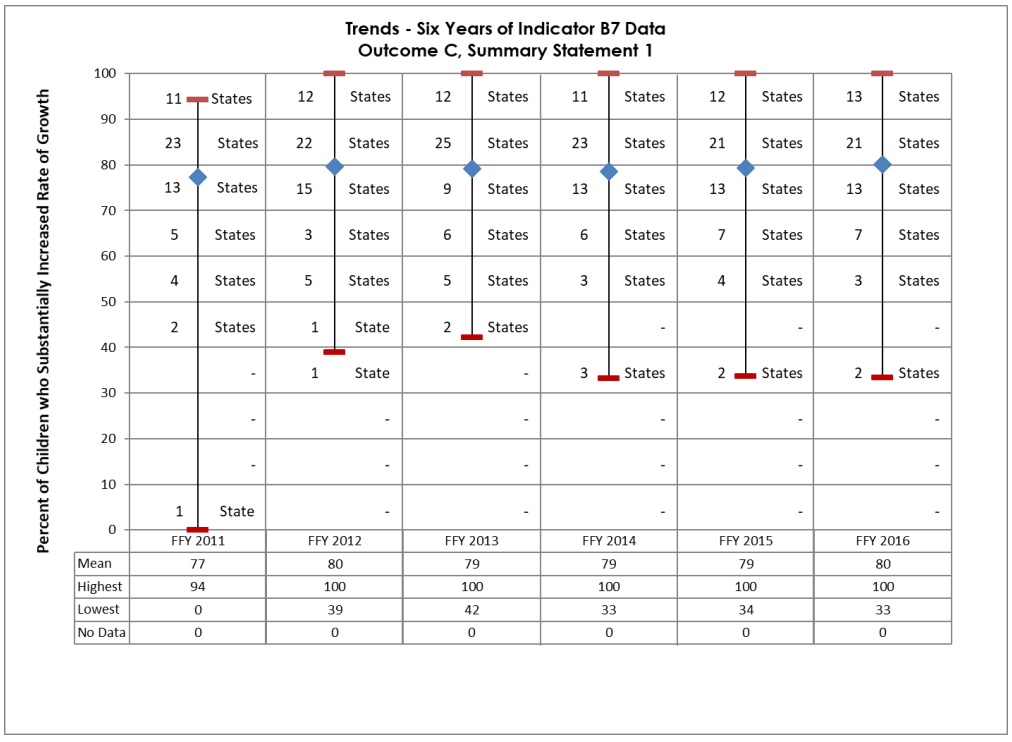
	FFY 2011	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016
Mean	80	80	80	80	81	81
Highest	100	100	100	97	100	100
Lowest	51	45	56	53	59	61
No Data	0	0	0	0	0	0

Figure 4: Percentage who were functioning within age expectations in Acquisition and Use of Knowledge and Skills (SS2)



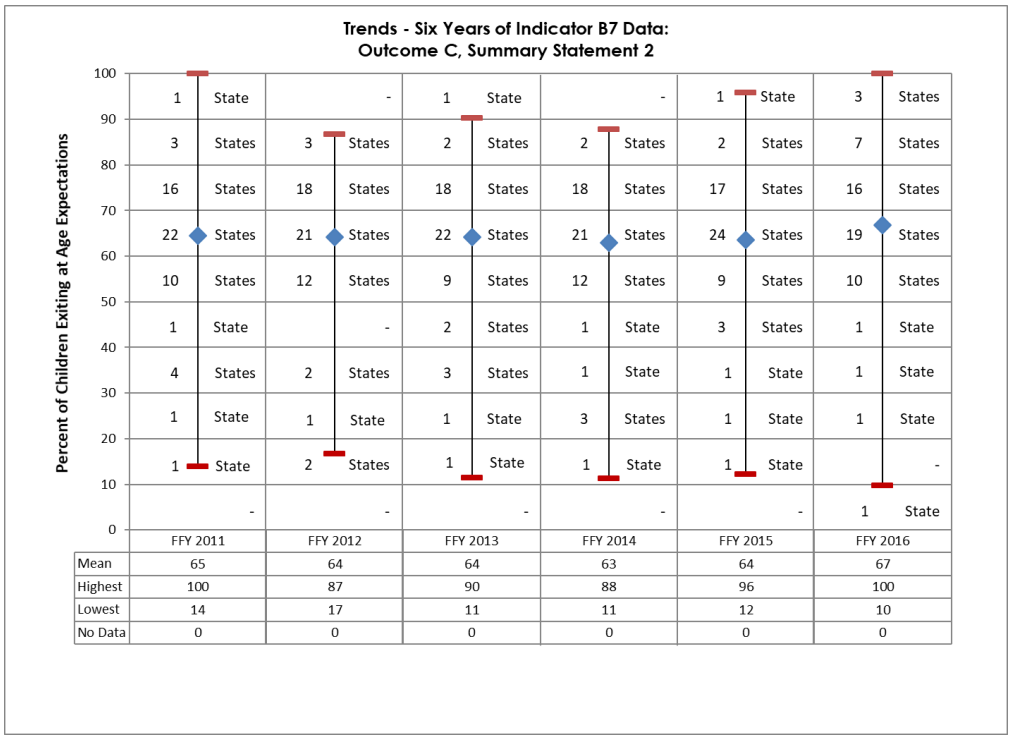
	FFY 2011	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016
Mean	53	52	52	51	53	52
Highest	100	88	80	85	92	83
Lowest	13	16	10	10	11	8
No Data	0	0	0	0	0	0

Figure 5: Percentage who substantially increased rate of growth in Use of Appropriate Behaviors to Meet their Needs (SS1)



	FFY 2011	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016
Mean	77	80	79	79	79	80
Highest	94	100	100	100	100	100
Lowest	0	39	42	33	34	33
No Data	0	0	0	0	0	0

Figure 6: Percentage who were functioning within age expectations in Use of Appropriate Behaviors to Meet their Needs (SS2)



	FFY 2011	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016
	1 State	-	1 State	-	1 State	3 States
	3 States	3 States	2 States	2 States	2 States	7 States
	16 States	18 States	18 States	18 States	17 States	16 States
	22 States	21 States	22 States	21 States	24 States	19 States
	10 States	12 States	9 States	12 States	9 States	10 States
	1 State	-	2 States	1 State	3 States	1 State
	4 States	2 States	3 States	1 State	1 State	1 State
	1 State	1 State	1 State	3 States	1 State	1 State
	1 State	2 States	1 State	1 State	1 State	-
	-	-	-	-	-	1 State
Mean	65	64	64	63	64	67
Highest	100	87	90	88	96	100
Lowest	14	17	11	11	12	10
No Data	0	0	0	0	0	0

INDICATOR 8: PARENT INVOLVEMENT

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

Indicator 8: 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.

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, along with the National and Regional Parent Technical Assistance Centers (PTACs), analyzed the Annual Performance Reports (APRs) submitted by the 50 states, nine jurisdictions/entities, and District of Columbia (collectively, for a total of 60 state entities). 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.

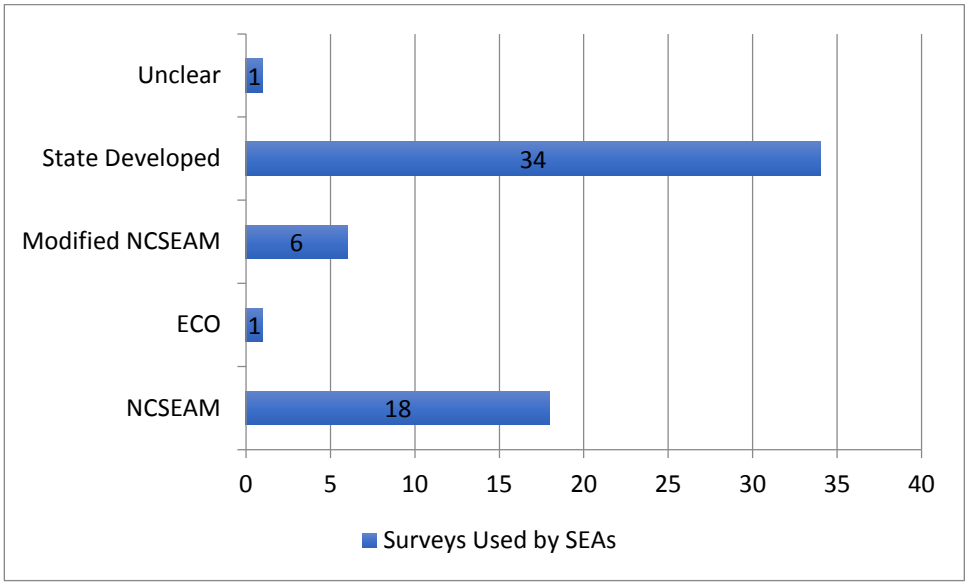
DATA SOURCES

This analysis is based on information on Indicator 8 from states' FFY 2015 APRs and subsequent revisions submitted to the Office of Special Education Programs (OSEP). State Performance Plans (SPPs) and any revisions that were 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 Chart 1 below, during FFY 2016, 30% of states used the NCSEAM survey. An additional 12% adapted the NCSEAM or ECO surveys, while a large share of states, 57%, used state developed survey instruments. One state did not provide sufficient data to determine the origin of their survey instruments or the processes for their development. These data represent a change from FFY2015, with a nine point increase in the number of SEAs using state-developed instruments. Over the past years, the number of states using fully state-developed instruments has slowly increased tend that has minimized the comparability of performance data for this indicator.

Chart 1: Survey Instruments Used by States



In their original State Performance Plans and subsequent revisions and amendments states outlined their methods for survey distribution. As outlined in Table 1 below, in the FFY2016 APRs, states identified their methods and target populations for distributing surveys, with 46.7% using sampling methods including random samples, stratified random samples, cohorts, and other strategies. The use of the various sampling is based on plans that have been reviewed and approved by OSEP.

TABLE 1: Distribution Methods Used by States

Distribution Methods	FFY 2016	
	# of States	% of States
- **Census**	32	53.3%
- **Sample**	28	46.7%

In collecting and reporting 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. There was no change in the number of states reporting data separately for preschool populations. Of the 60 state entities, 52 reported preschool and school-aged data together. The remaining eight (8) states reported their data separately.

As outlined in Table 2, states experienced a wide range of rates of responses to the surveys distributed with a low of 3.3% and a high of 100% return of responses, with 5 states reporting response rates greater than 90% and 8 states reporting response rates

of less than 5%. It should also be noted that of the 60 entities, only 48 indicated that the respondents were representative of demographics of the student population served under IDEA Part B.

Table 2: Response Rates

n = 60	**FFY 2016**
- **Mean**	26%
- **Highest**	100%
- **Lowest**	3.3%
- **No Data**	1

ACTUAL PERFORMANCE AND TRENDS

The following tables and charts summarize trends and compare states' performance 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, as outlined above. 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; the aggregation or disaggregation of school-age and preschool data; and, also the criteria used for defining the positive response(s) reported under this Indicator.

Table 3 outlines the percentage of states that "Met" or "Did Not Meet" established targets for performance on Indicator 8. As shown, 60% of states met or exceeded the targets set for the percent of parents reporting that schools facilitated their involvement in improving their students' results; 40% did not. This does not represent a drastic change from FFY2015. 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: States Meeting Indicator 8 Targets

Target Achievement n = 68	**% of States**	
	FFY 2015	**FFY 2016**
Met Target	63.2%	60.3%
Did Not Meet Target	36.8%	39.7%
N/A	0%	0%

Table 4 provides Six-Year Trend data for Indicator 8 survey responses from parents of School-Aged children. The overall performance distribution across states showed some improvement for FFY2016. One state reported the high of 99% of parents reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities. There were 11 other states that also fell within the high range of 90-100%. The lowest percent reported for FFY2016 was 29%, which is a new six year high for this category. The mean has steadily risen over the six-year period.

Table 4: Six-Year Trend Data
Indicator 8: School-Aged - FFY 2011 to FFY 2015

n = 60	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Mean	66	68	71	73	74	76
Highest	99	99	99	99	97	99
Lowest	21	20	26	19	27	29
No Data	0	0	2	1	0	0

Table 5 provides Six-Year Trend data for Indicator 8 survey responses from parents of Pre-School Aged children. The overall performance distribution across states showed no significant improvement or slippage For FFY 2016. One state reported the high of 92%. There were 6 of the 8 states that fell within the 80-100% ranges. The lowest percentage reported for FFY2016 was 50%, which remained constant to the previous year. The mean has slightly increased by 4 points, after remaining steady the two previous years.

Table 5: Six-Year Trend Data
Indicator 8: Pre-School-Aged
FFY 2011 to FFY 2015

n = 8	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Mean	64	71	70	77	77	81
Highest	93	100	95	100	100	92
Lowest	42	36	45	47	50	50

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 remained fairly stable, showing a very modest increase, from FFY2015 to FFY2016.

ENGAGING PARENT CENTERS AS PARTNERS FOR IMPROVING RESULTS

In addition to analysis of the qualitative data available through OSEP Grads 360, the reviewers drilled down into state APRs to note the improvement strategies and activities that states implement to engage the families of children with disabilities as they address Indicator 8 as well as other indicators. The narratives of the majority of states provide details about the ways that they collaborate with OSEP-funded Parent Training and Information Centers and/ or Community Parent Resource Centers (Parent Centers) and other external partners in order to improve response rates, increase the representativeness of their respondents and also to implement strategies for engaging families as partners in improving student outcomes. These strategies include:

- Co-training of parents about how to request current progress monitoring data; understanding data; the parents' role in students' progress toward goals, and how parents and schools can work together to help students achieve goals.
- Engaging Parent Centers in developing and presenting parent workshops/trainings/webinars.
- Including Parent Centers in data meetings and evaluation reviews.
- Involving Parent Centers in reviewing and providing feedback on APR reports.
- New training tools developed for joint parent/educator training about a "cooperative team approach" for increasing parent understanding of student progress toward achieving quality goals.
- Providing office space for PTI staff and utilizing PTI staff to speak to family members who call the SEA with questions.

Other strategies include:

- Collaboration across LEAs, intermediary organizations, and other stakeholder groups in order to conduct outreach not only for survey dissemination, but also for communication about state parent involvement initiatives and activities.
- jointly development of modules for families around supporting their child's education in academics and behavior.
- Co-facilitation of public meetings on state’s Results Driven Accountability activities.

- Parent Center participation on state's MTSS workgroup for dissemination and implementing the framework.

MAKING THE MOST OF PARENT INVOLVEMENT DATA: IMPROVING QUALITY AND ENHANCING UNDERSTANDING

The above strategies and a collection of others are detailed in a toolkit published by the IDEA Data Center which was developed in collaboration with OSEP, staff from SPAN Parent Advocacy Network and WIFACETS. This resource was designed to assist states as they plan for and carry out their efforts to collect, report, and use high-quality parent and family involvement data. It defines key concepts; offers guidance on ways to improve the quality of the collection, analysis, and use of parent/family involvement data; and provides resources and tools to help states in their efforts. The toolkit also contains guidance on involving stakeholders to: ensure data collection activities are relevant to and understandable by parents/families; the state and other stakeholders accurately interpret data; and state agencies receive additional expertise and support using the data to identify and address issues related to parent/family involvement. This resource can be accessed at: https://www.ideadata.org/resources/resource/1926/making-the-most-of-parent-involvement-data-improving-quality-and-enhancing.

INDICATORS B9, B10: DISPROPORTIONATE REPRESENTATION DUE TO INAPPROPRIATE IDENTIFICATION

Prepared by *IDEA* Data Center (IDC)

Indicator 9: 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

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

INTRODUCTION

The *IDEA* Data Center (IDC) reviewed the FFY 2016 APRs for the 50 states, the District of Columbia, and the Virgin Islands (52 entities). The other territories and the Bureau of Indian Education are not required to report on B9 and B10. Throughout the remainder of this section, all are referred to as states, unless otherwise noted. For FFY 2016, all states (52) reported valid and reliable data for B9; 50 states reported valid and reliable data for B10. One state is not required to report data for B10 and a second state did not report valid and reliable data for B10.

DATA SOURCES

Data sources include data states submitted through the ED*Facts* Submission System - C002 Children with Disabilities (*IDEA*) School Age File[1] and states' analyses to determine if the disproportionate representation of racial/ethnic groups in special education and related services (B9) and in specific disability categories (B10) was the result of inappropriate identification.

METHODOLOGY AND MEASUREMENT APPROACHES

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

Methods States Used to Calculate Disproportionate Representation

The majority of states (45 out of the 52 states or 87%) used one method to calculate disproportionate representation (see Figure 1). Of the 45 states using one method, 42 states (93%) used one or more forms of the risk ratio (i.e., risk ratio, alternate risk ratio,

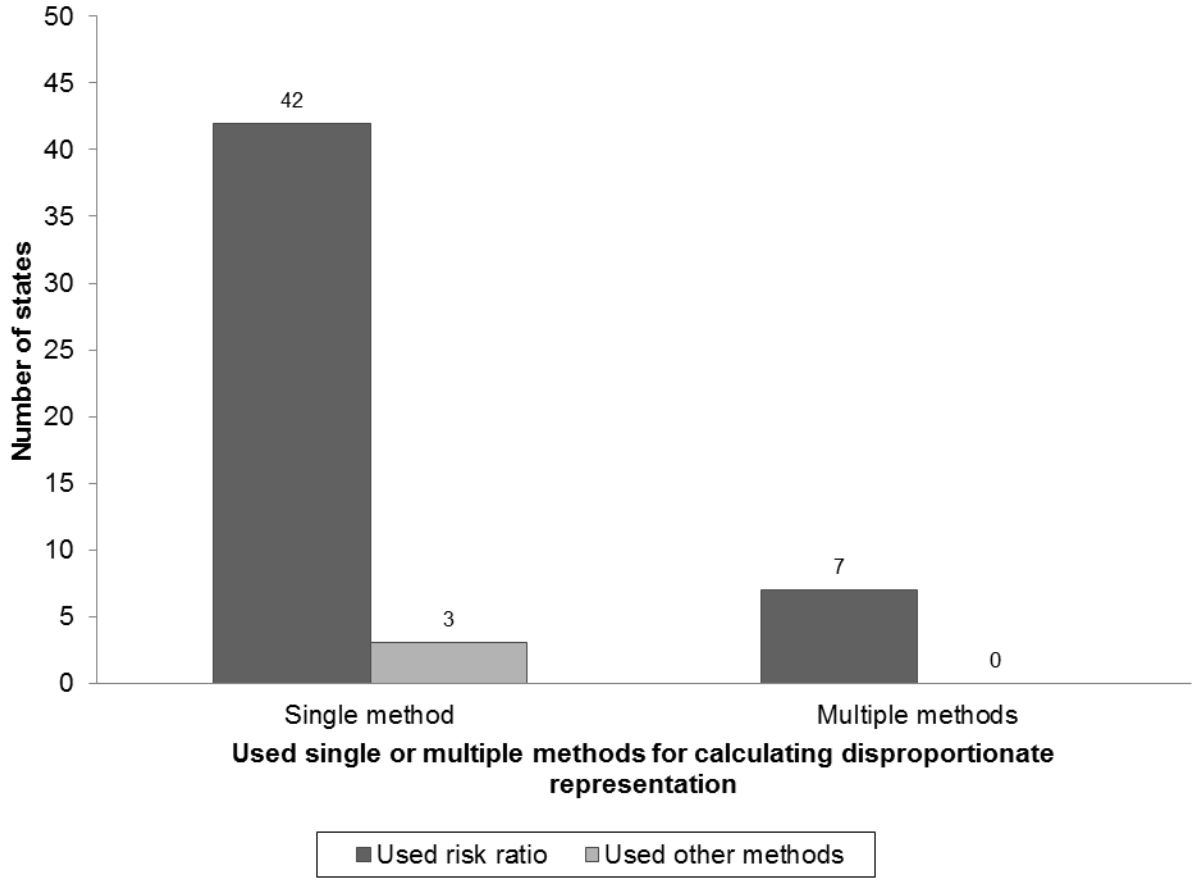
[1] Formerly submitted as Table 1 of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, As Amended).

weighted risk ratio) as their sole method for calculating disproportionate representation. The other three states (7%) used risk or composition as their sole method for calculating disproportionate representation.

The remaining 7 out of the 52 states (13%) used more than one method to calculate disproportionate representation. All seven 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: 2016–17



Definitions of Disproportionate Representation

Most of the 49 states using the risk ratio defined disproportionate representation with a risk ratio threshold. That is, the state considered a district to have disproportionate representation only if the risk ratio for one or more racial/ethnic groups was greater than

the state's threshold. The two most commonly used thresholds for disproportionate representation were 3.0 (20 states) and 2.0 (10 states).

The small number of states (3 states out of the 52) that calculated disproportionate representation using other methods defined disproportionate representation in different ways. These included percentage-point differences (composition), comparisons to thresholds and statistical significance (risk), and differences between expected numbers of students and actual numbers of students (expected numbers).

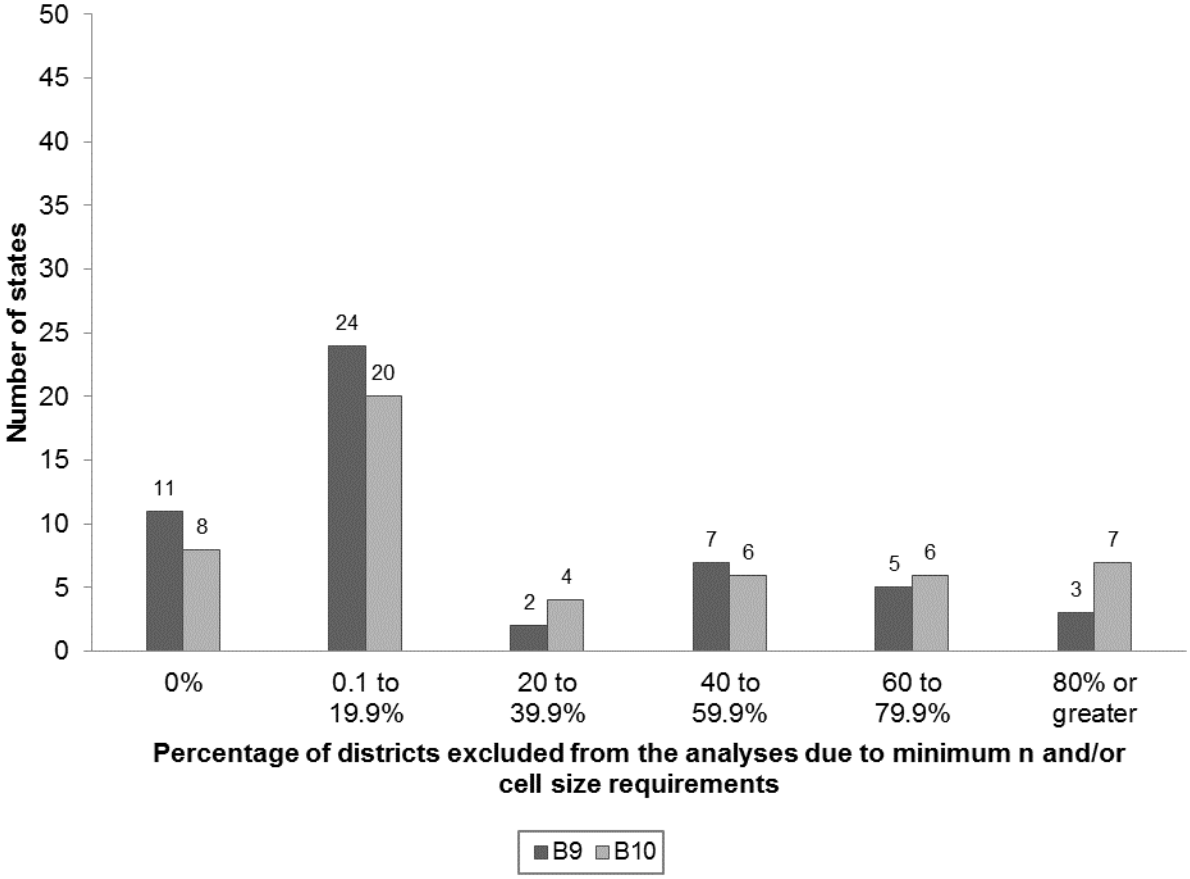
Minimum Cell and/or N-Size Requirements

Overall, 49 states (94%) used minimum cell and/or n-size requirements in their calculations of disproportionate representation. States specified a variety of minimum cell and/or n-size requirements, ranging from 2 to 100 students, and defined "cell" and "n" in different ways.

When determining disproportionate representation, states are required to analyze data for each district, either for all racial/ethnic groups in the district or for all racial/ethnic groups in the district that meet the minimum cell and/or n-size set by the state. All states reported on the percentage of districts excluded from the analyses due to minimum cell and/or n-size requirements for B9 and B10. Figure 2 presents this information.

Figure 2

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum Cell and/or N-Size Requirements: 2016–17



Note: One state is not required to report on B10. For B10, another state identified which districts have disproportionate representation. This state did not identify which of those districts have disproportionate representation due to inappropriate identification.

ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS

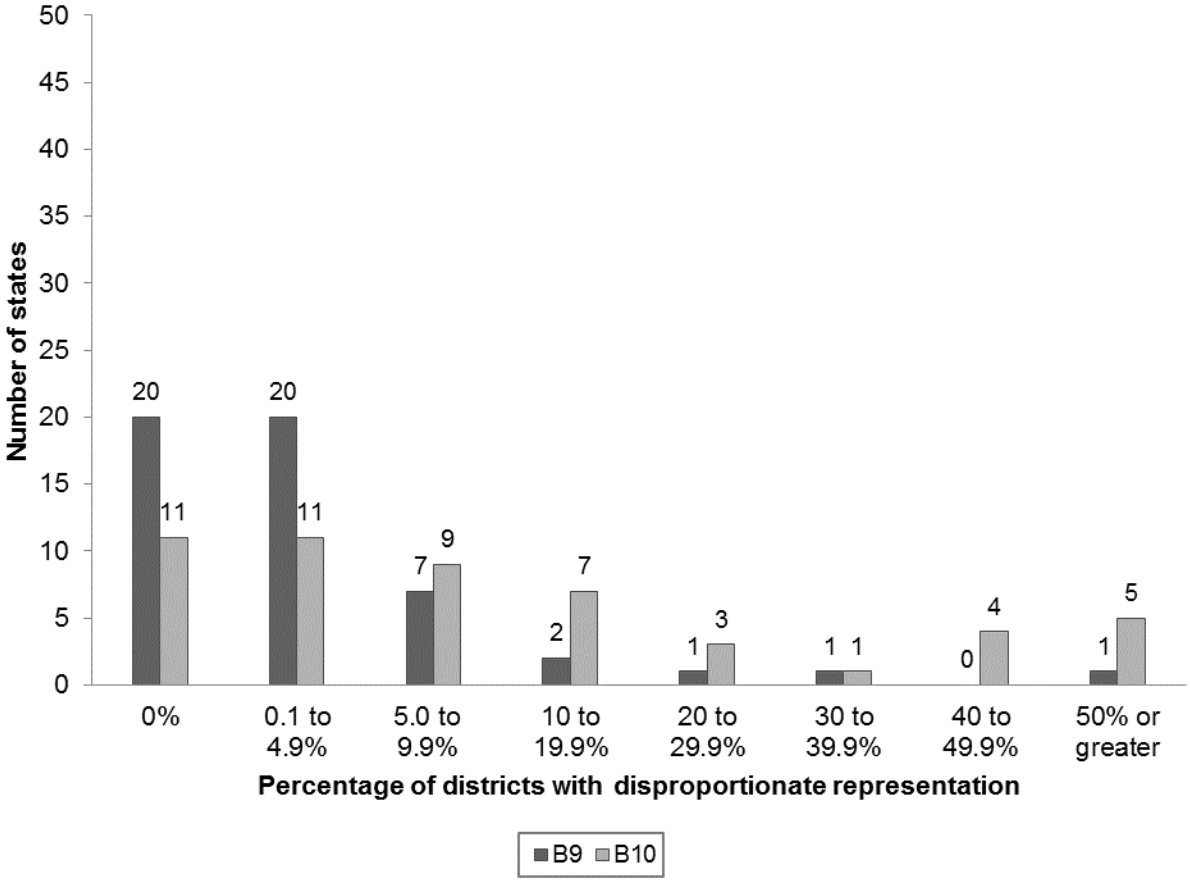
This section provides actual performance data for B9 and B10 for FFY 2016, eight-year trends in the data, and change from FFY 2015 to FFY 2016.

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: 2016–17



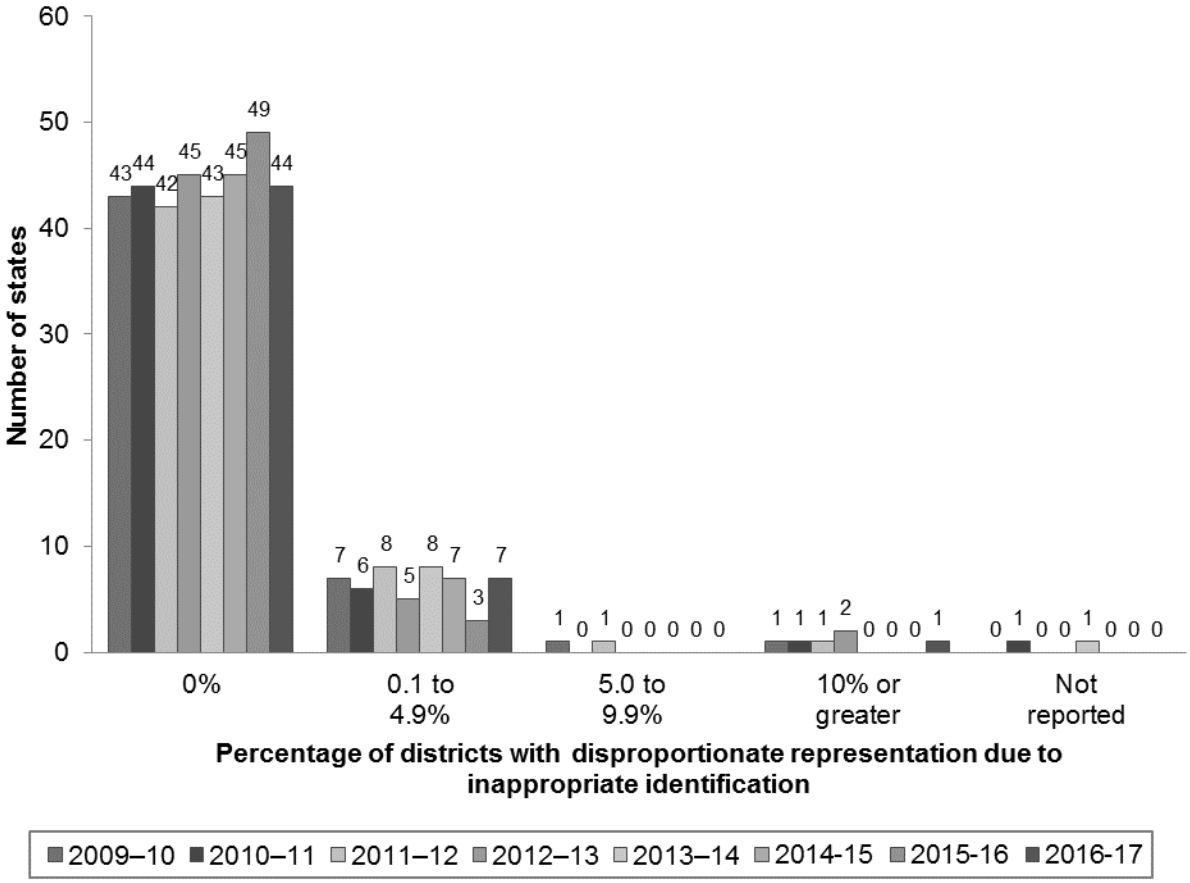
Note: One state is not required to report on B10. For B10, another state identified which districts have disproportionate representation. This state did not identify which of those districts have disproportionate representation due to inappropriate identification.

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 2016–17, as well as for the seven previous years[2].

Figure 4

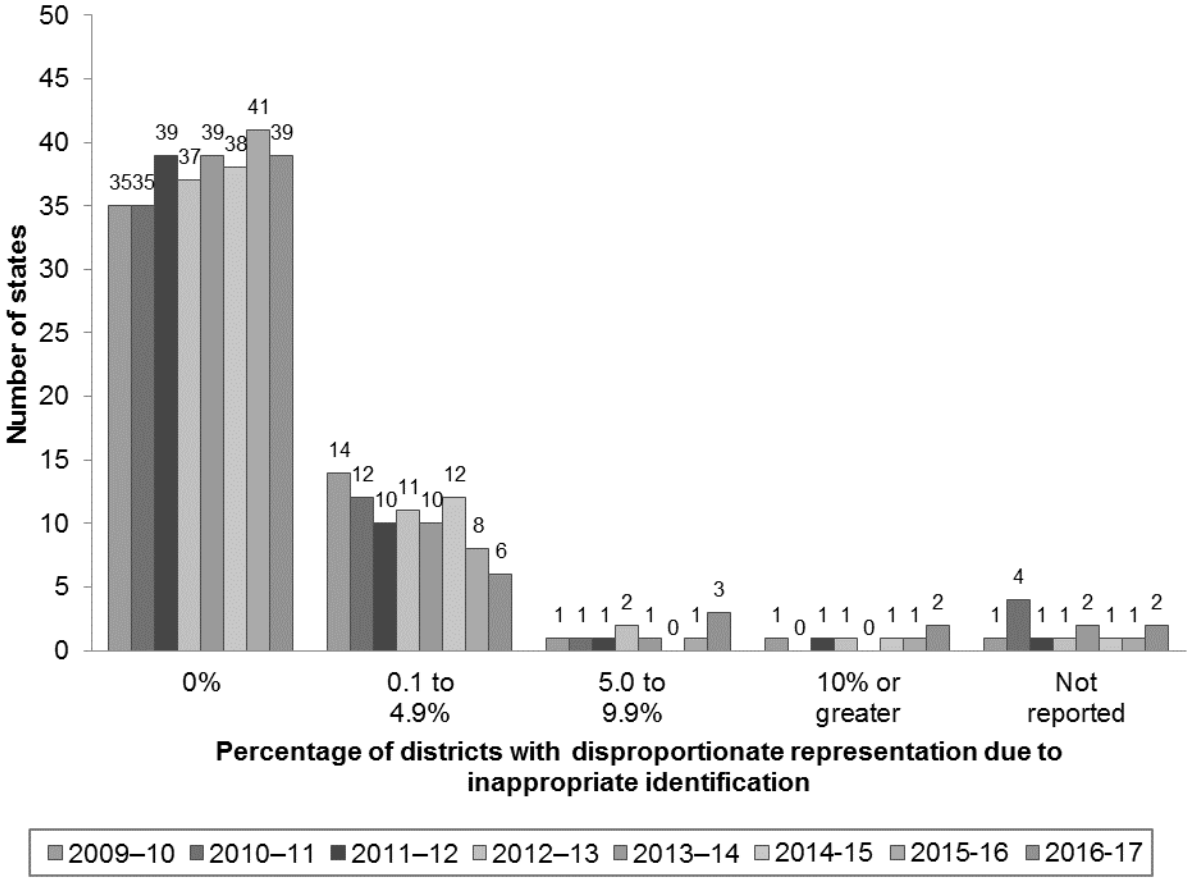
Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B9: 2009–10 Through 2016–17



[2] Starting in 2016-17, states were required to include, in both the numerator and the denominator, only districts that met the State-established n- and/or cell size. Prior to 2016-17, states had the option of using the total number of districts in the state or the number of districts that met the state's minimum n-size as the denominator.

Figure 5

Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B10: 2009–10 Through 2016–17



Note: One state is not required to report on B10.

Description of Change From 2015–16 to 2016–17

An examination of change from 2015–16 to 2016–17 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 2015–16 and 2016–17[3]:

- Forty-three states (83%) for B9 and 38 states (76%) for B10 reported no change in the percentage of districts identified as having disproportionate representation due to inappropriate identification (all of these states for B9 and B10 maintained the target of 0% in 2015–16 and 2016–17).
- For B9, three states (6%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and six states (12%) reported an increase.
- For B10, two states (4%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and ten states (20%) reported an increase.

[3] Fifty-two states reported valid and reliable data for B9, and 50 states reported valid and reliable data for B10 for both 2015–16 and 2016–17. One state reported valid and reliable data for B10 for 2015–16, but not for 2016–17. One state is not required to report on B10.

INDICATOR 11: TIMELY INITIAL EVALUATIONS

Prepared by the National Center for Systemic Improvement (NCSI)

Introduction

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

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

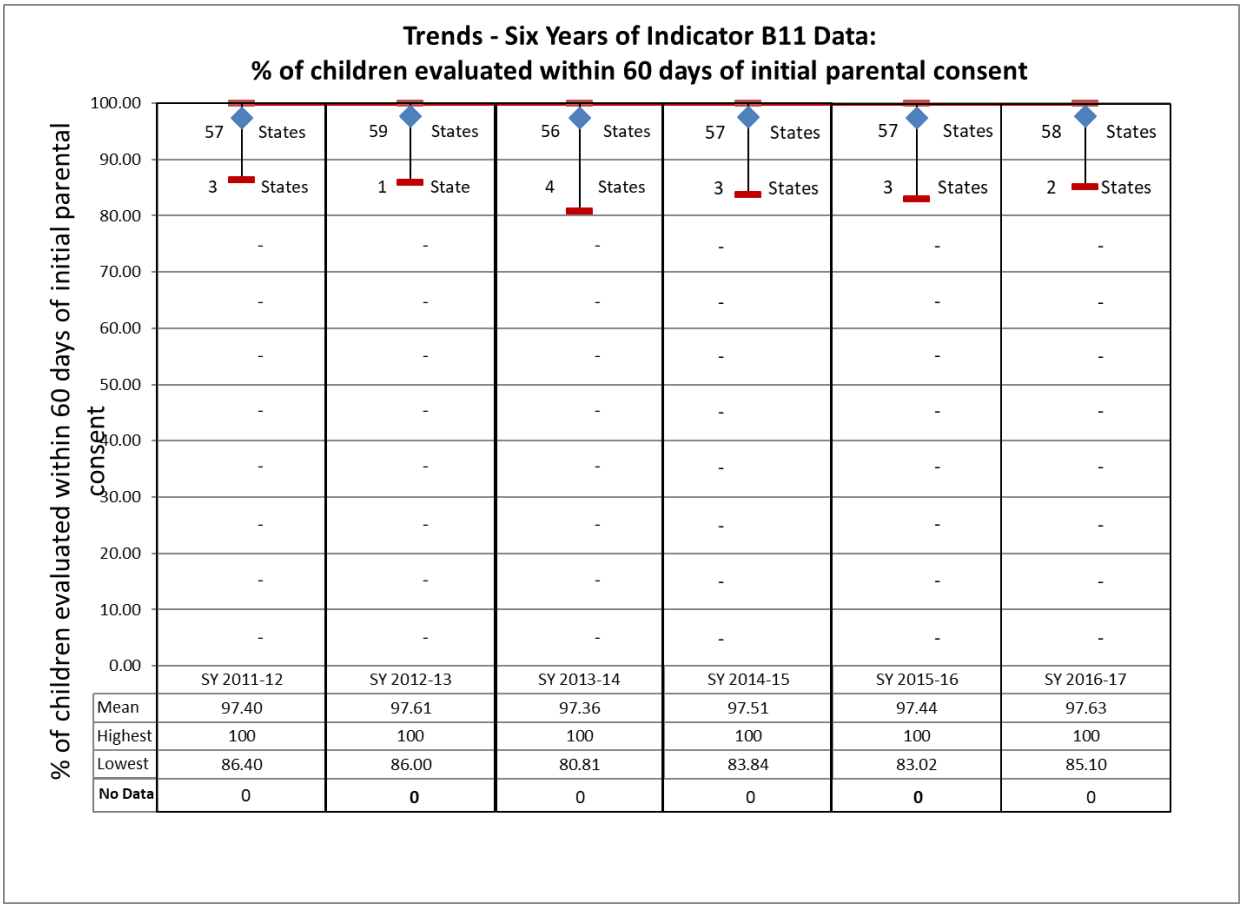
Overview of Actual Performance

Data reported since the first reporting year (2011-2012) shows very minimal changes. Across all six monitoring years, the highest percentage reported is 100%, meaning all children were evaluated within 60 days of initial parental consent. The lowest percentage reported across all monitoring years was 80.81% (2013-2014), which means approximately 80% of children were evaluated within 60 days of initial parental consent. As indicated in Figure 1, the difference in means is less than .50% per year.

Progress is measured as the difference from baseline (2011-2012) and the past reporting year (2015-2016) to the current reporting year (2016-2017).

As indicated in Figure 1, the mean percentage of change from the baseline monitoring year (2011-2012) to the past reporting year (2016-2017) is .23%. The average rate of change over the monitoring years (2011-2012 to 2016-2017) is .02%. In addition, the percentage of change from 2015-216 to 2016-2017 is .19%. Figure 1 also illustrates the number of entities in each percentage band (e.g.,10-20%, 20-30%). For the current reporting year (2016-2017) the bandwidth has become narrower with states surrounding the mean increasing slightly. The highest band (90-100%) in 2016-2017 includes 58 entities; whereas in 2015-2017 there were 57 entities in the highest band. Approximately 97% of children are evaluated within 60 days of parental consent across all entities.

Figure 1



Further Comparison Across Years

Taking a closer look at the data, Figure 2 demonstrates the difference in data reported between the 2015-2016 and 2016-2017 reporting years for all 60 entities. Given that the goal for all 60 entities is 100% and the mean for the past six reporting years has remained above 97.36%, the data in Figure 2 is expressed in positive and negative numbers so that very small increments of change can be reflected. Eight entities

(13.3%) reported no changes from data reported between the two reporting years. However, 30 entities (50%) reported an increase and 22 entities (36.6%) reported a decrease in the number of children evaluated with 60 days of receiving parental consent.

Despite the data remaining relatively stable, only 6 entities (10%) indicated meeting targets set for the 2016-2017 reporting year. Of the 6 entities, 4 (.06%) reported no changes and 2 (.03%) reported positive changes. Consistent with previous data, the positive progress reported was slight. One entity reported an increase of 0.9%, while the other entity reported an increase of 4.0%. The remaining 54 entities (90%) reported not meeting targets set for Indicator 11, Part B.

Figure 2

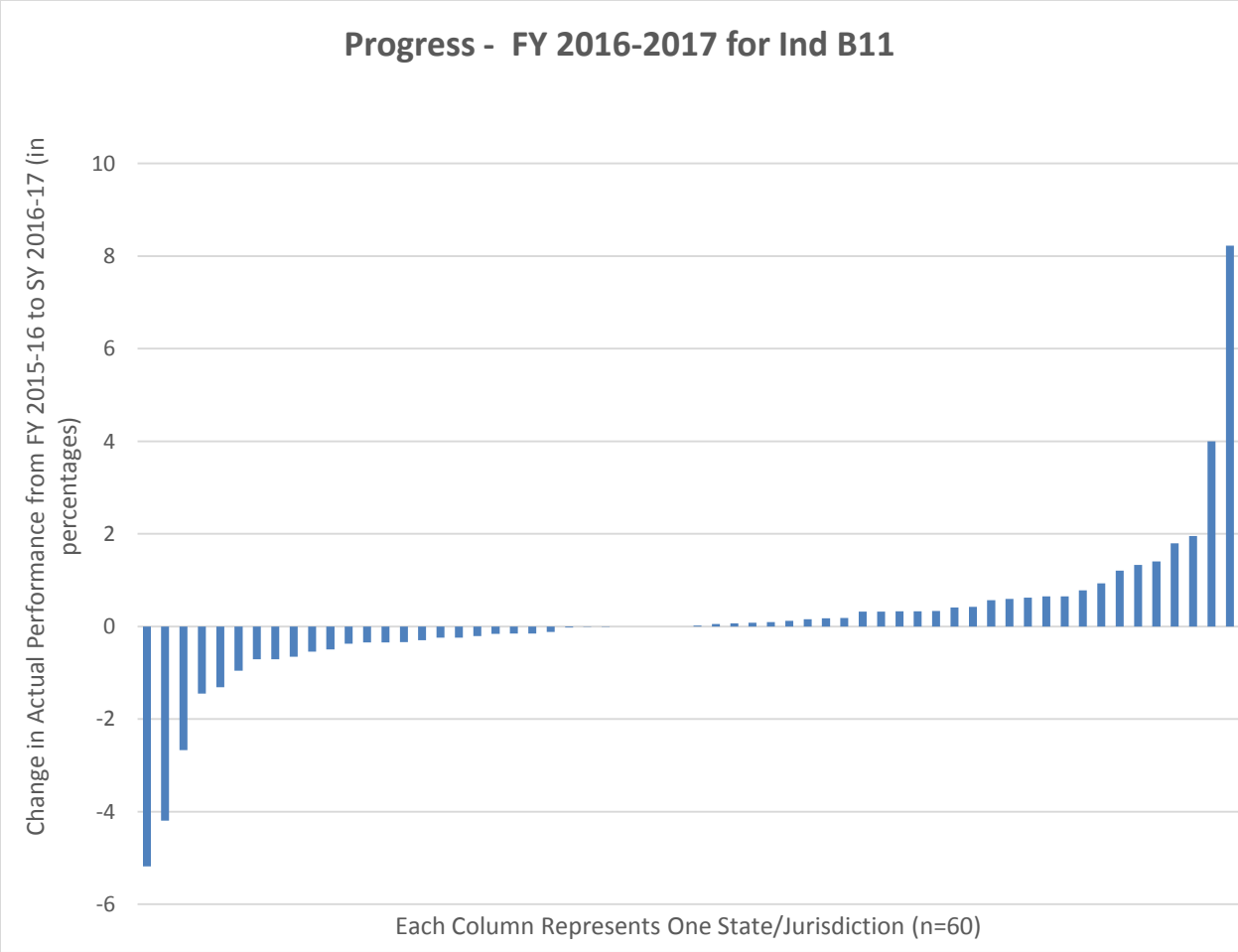
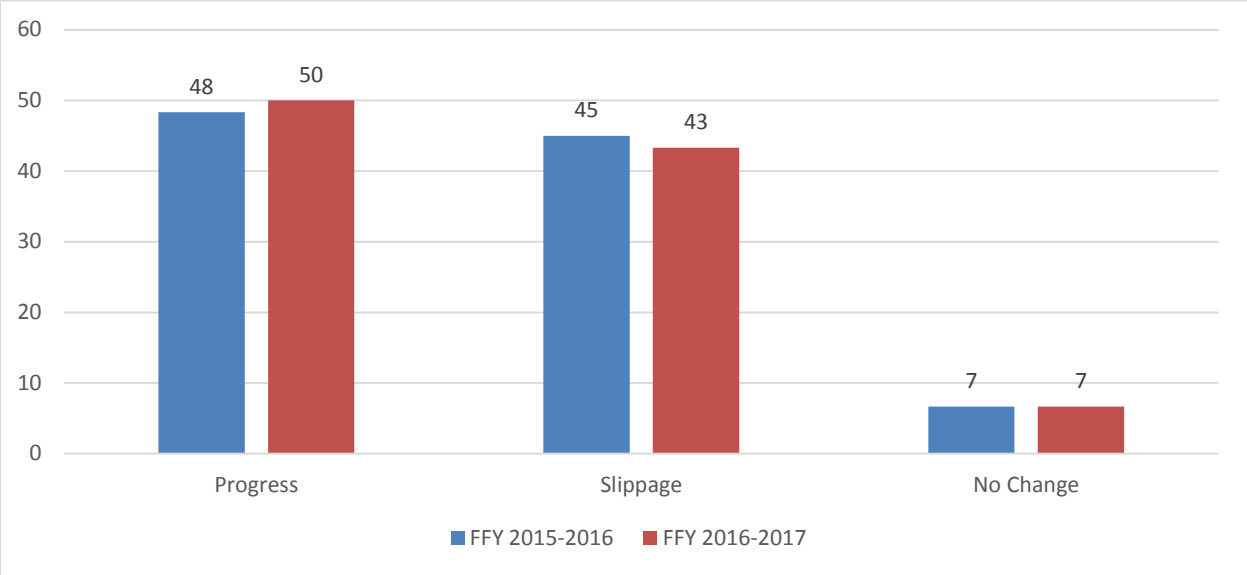


Figure 3, below, illustrates an additional analysis of the data reported in 2015-2016 and 2016-2017. The figure indicates the number of entities which reported progress, or an increase, in the number of children evaluated within 60 days of receiving parental consent, the number of entities which reported slippage, or a decrease, and the number of entities which reported no change. For the 2015—2016 reporting year, 48 states (80%) reported progress, 45 states (75%) reported slippage, and 7 (11.6%) reported no

change. For the 2016-1017 reporting year, 50 states (83.3%) reported progress, 43 (71.6%) reported slippage and, again, 7 (11.6%) reported no change.

Figure 3



Conclusion

As indicated throughout this analysis, states have reached and maintained a substantially high level of compliance for Indicator 11, Part B as indicated by maintaining an overall actual performance mean slightly greater than 97% across 6 reporting years. This means across all 60 entities, at least 97% of children are evaluated within 60 day of receiving parental consent. However, states progress in fully meeting the 100% criterion set for this indicator continues to remain a challenge.

While overall progress has been maintained at a high level, for the current reporting year (2016-2017) 54 entities (90%) reported 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 11, Part B makes it difficult to assess the appropriateness of the targets set by all 60 entities. Because entities are not required to submit additional data regarding targets set, additional interpretation of the existing data should be made with caution.

This analysis provides an overview on reported Indicator 11, Part B as reported by all 60 entities. Since the first reporting year (2011-2012) data reported has remained very consistently high. The data across the monitoring years indicates minimal change overall; however, it is important to note that this analysis only includes Indicator 11, Part B. Per IDEA regulations, OSEP collects data on a total of 17 Part B Indicators.

INDICATOR 12: EARLY CHILDHOOD TRANSITION

Prepared by the Early Childhood Technical Assistance Center (ECTA)

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

INTRODUCTION

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 2016 Part B Annual Performance Reports (APRs) from 56 states and jurisdictions. For the purpose of this report, all states and jurisdictions are referred to collectively as "states". Indicator 12 does not apply to three Pacific jurisdictions (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 2016 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.

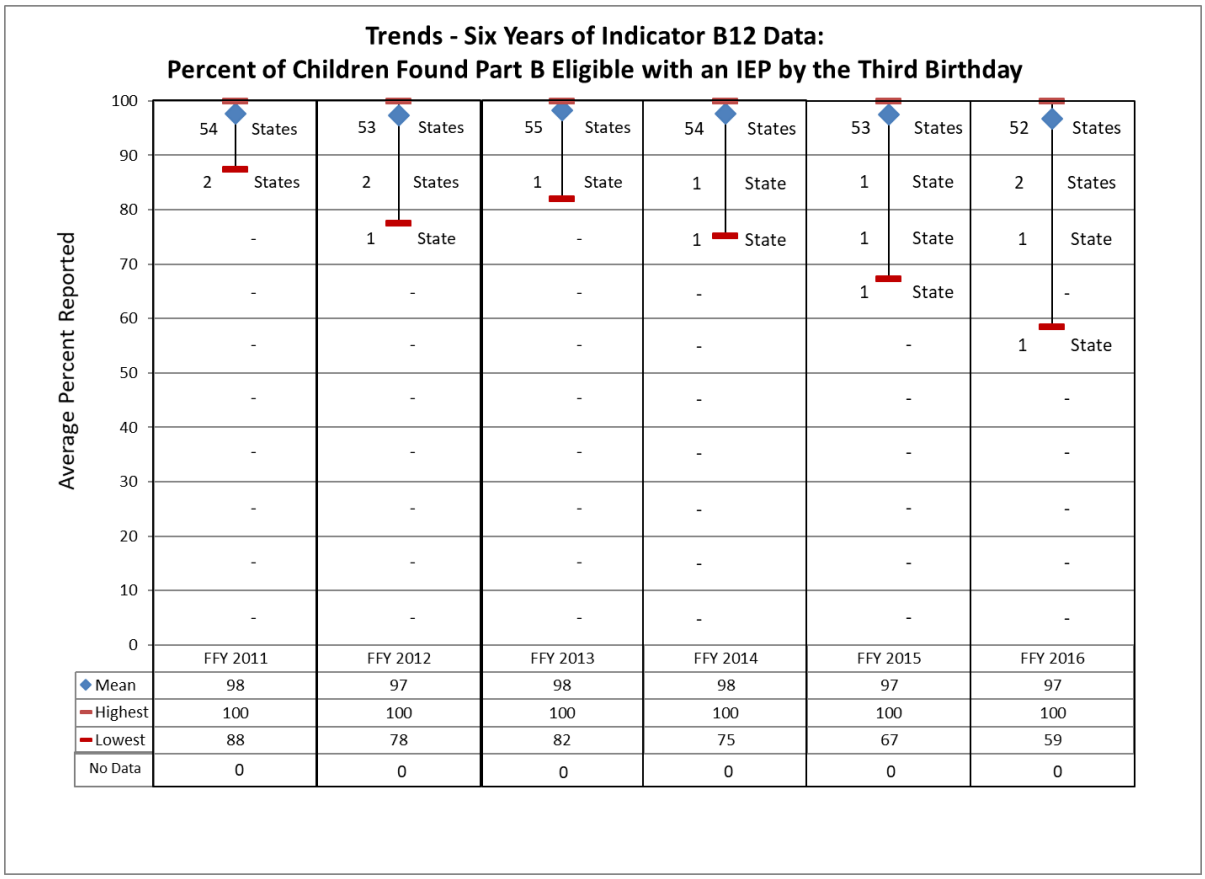
DATA SOURCES AND MEASUREMENT APPROACH

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 1 illustrates current data (FFY 2016) and trend data over the last six reporting years (FFY 2011 to FFY 2016) 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 1


Trends - Six Years of Indicator B12 Data:
Percent of Children Found Part B Eligible with an IEP by the Third Birthday
Average Percent Reported
100
90
80
70
60
50
40
30
20
10
0
54 States
2 States
53 States
2 States
1 State
55 States
1 State
54 States
1 State
1 State
53 States
1 State
1 State
1 State
52 States
2 States
1 State
1 State
FFY 2011
FFY 2012
FFY 2013
FFY 2014
FFY 2015
FFY 2016
Mean 98 97 98 98 97 97
Highest 100 100 100 100 100 100
Lowest 88 78 82 75 67 59
No Data 0 0 0 0 0 0

INDICATOR 13: SECONDARY TRANSITION

Prepared by the National Technical Assistance Center on Transition (NTACT)

The National Technical Assistance Center on Transition (NTACT) was assigned the task of analyzing and summarizing the data provided by states for SPP/APR Part B Indicator 13--secondary transition component of the IEP. For the sake of convenience, in this report the term "states" is inclusive of the 50 states, nine territories, and the District of Columbia.

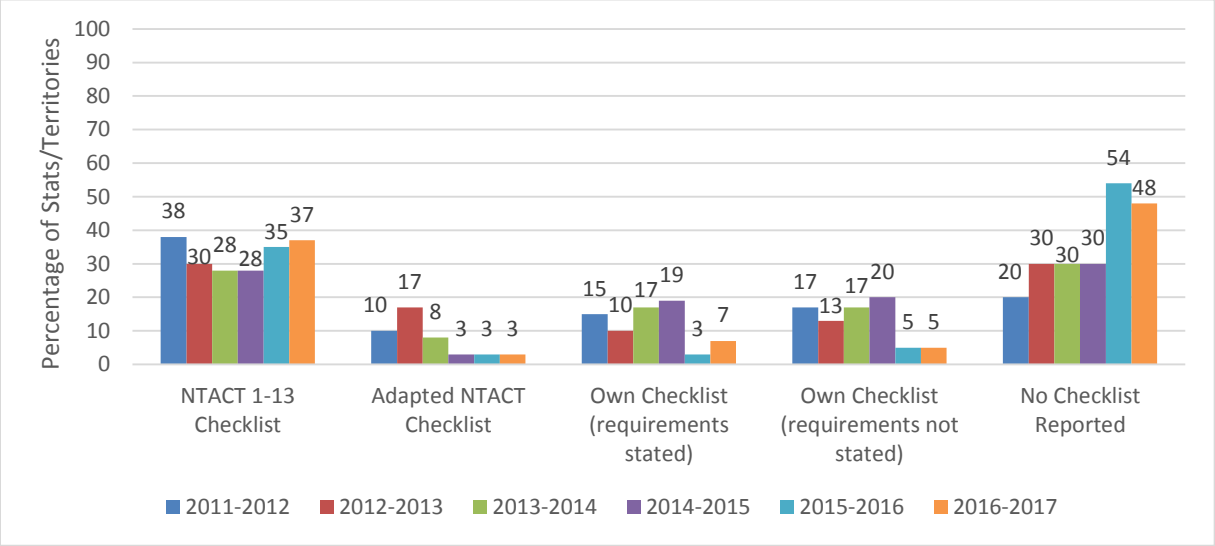
INTRODUCTION

States are required to report data on "*Percent 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 services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority*."(20 U.S.C. 1416(a)(3)(B))

DATA SOURCES

States used a variety of checklists to measure Indicator 13 including the NTACT I-13 Checklist or their own checklist. Thirty-nine states (65%) obtained data through state monitoring, while 21 (35%) states obtained data through a state database that includes data for the entire reporting year. Figure 1 illustrates the type of checklists used by states to measure Indicator 13.

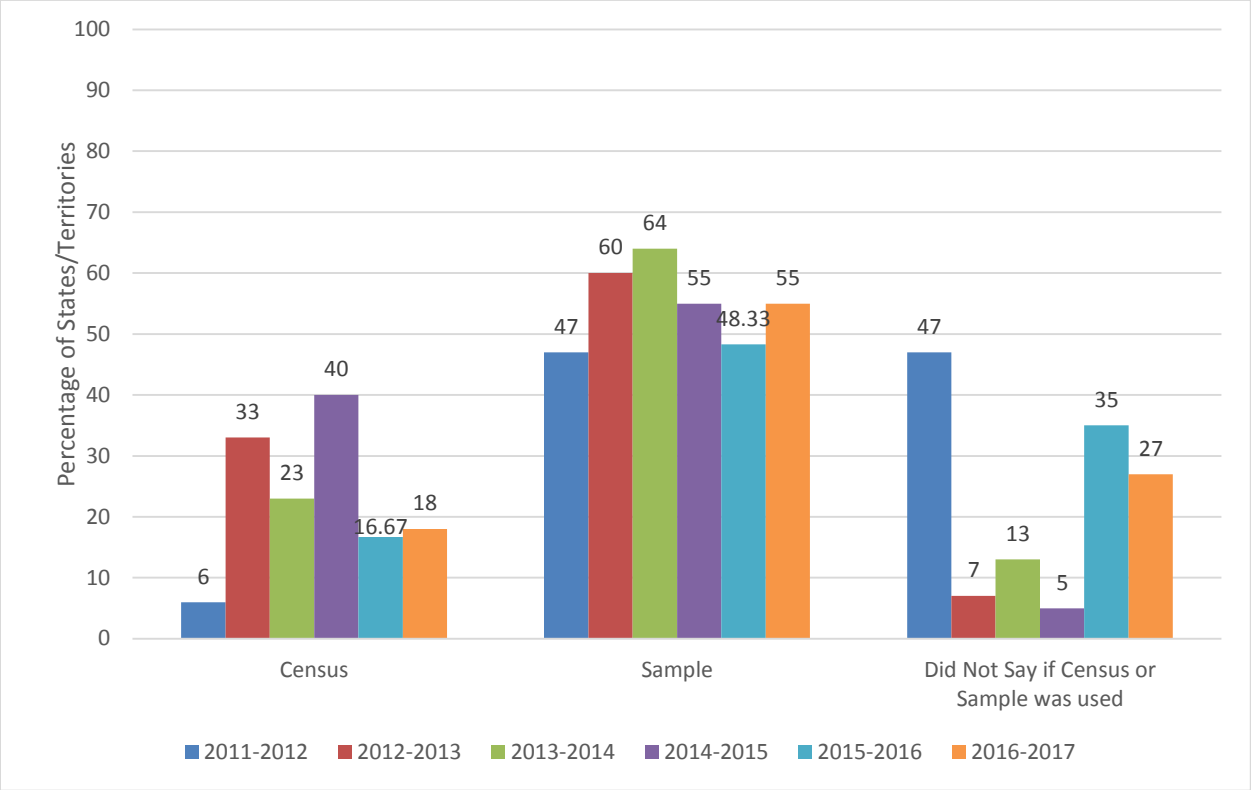
Figure 1. Type of Checklist Used to Collect Indicator B13 Data



MEASUREMENT APPROACHES

Figure 2 summarizes the percentage of states by the type of method used to collect data from 2011 to 2017. In 2016-2017, 44 (73%) states reported using either a sample or census method to collect Indicator 13 data. Sixteen (27%) states did not report the method used to report Indicator 13 data.

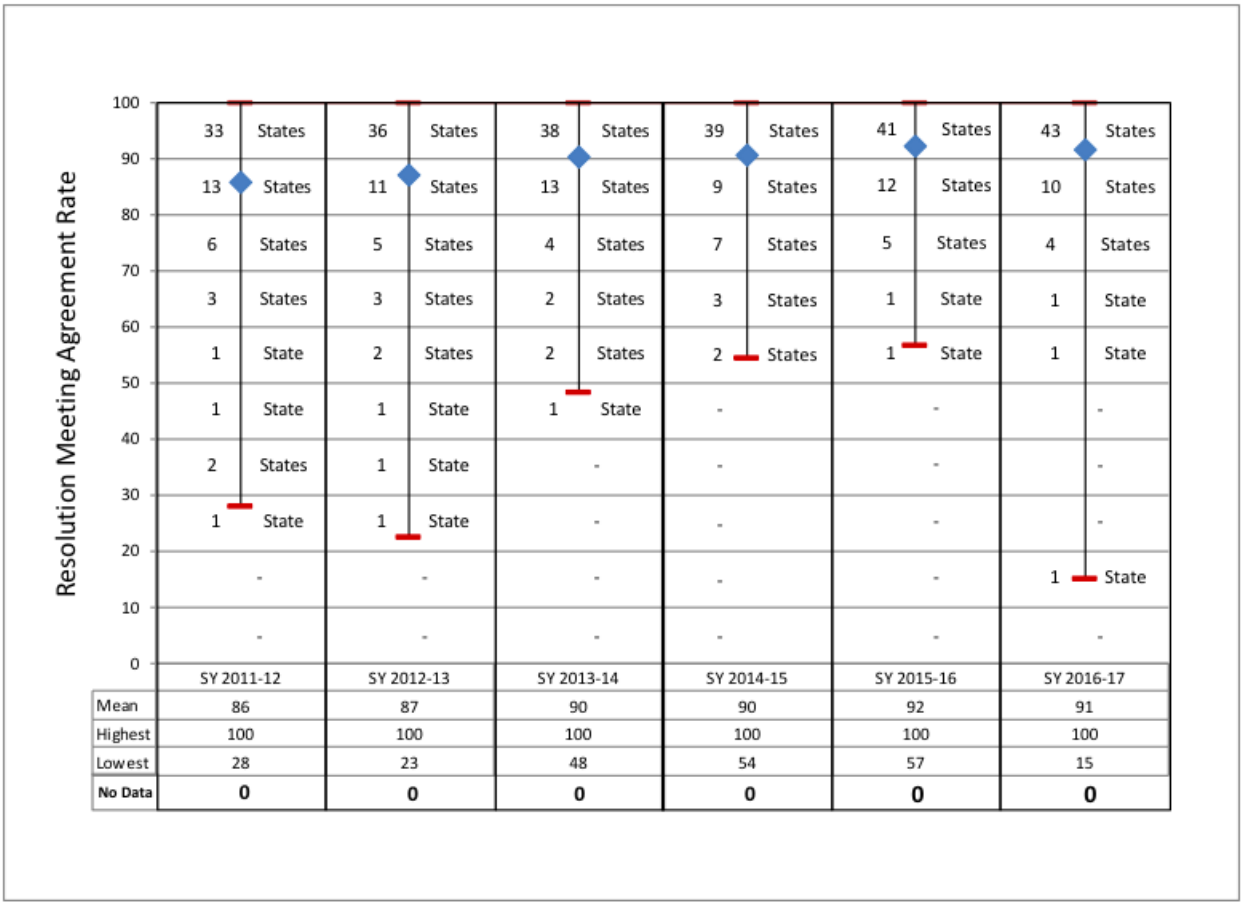
Figure 2. Method Used to Collect Indicator B13 Data



ACTUAL PERFORMANCE

Figure 3 indicates performance ranged from 15% to 100% with a mean of 91% in 2016-2017. The median was 97.4%. Overall, the state six-year mean increased from 86% (FFY 2011-2012) to 91% (FFY 2016-2017).

Figure 3. Six Year Trends of Indicator B13 Data



CONCLUSION

For FFY 2016-2017, 9 (15%) states reported 100% compliance for Indicator 13. Although the average performance across states was 91%, there was wide variation ranging from 15% to 100%. Compared to last year, 39 (65%) states showed progress (either improving or remaining at 100% compliance). Overall, the state mean has steadily increased from 86% in FFY 2011-2012 to 91% in FFY 2016-2017.

INDICATOR 14: POST SCHOOL OUTCOMES

Prepared by the National Technical Assistance Center on Transition (NTACT)

INTRODUCTION

This report summarizes states' Federal Fiscal Year 2016 (FFY16) submission for Part B Indicator 14: 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))

States reported these data to the Office of Special Education Programs (OSEP) on February 1, 2018. The National Technical Assistance Center on Transition (NTACT) at the University of Oregon analyzed the APRs submitted by the 50 states, nine jurisdictions/entities, 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, numbers of states are provided, not a percentage.

DATA SOURCES

When responding to the indicator, states could use data from a post-school outcomes survey, conducted with former students or their designee one year after students left high school, or by using administrative records database/s. States reported their SPP/APR data via the GRADS360 website (https://osep.grads360.org/#program).

To analyze Indicator B14, NTACT staff coded all 60 APRs using a structured coding protocol. OSEP supplied Center staff a spreadsheet containing baseline, targets, achieved performance data, whether targets were met, and the difference between FFY15 and FFY16 data for Indicator 14 Measures A, B, and C. These data were used to calculate national median aggregate percentages in this report. Below we describe (a) whether the state used a census or sample, (b) the method used to collect PSO data, and (c) states' response rates and representativeness.

<u>Census versus Sample</u>
To address Indicator B14, states had the option of conducting either a *census* of all student leavers with an IEP or a *representative sample* of students with an IEP leaving high school (one year out). When using a sample, the sample had to be representative of each of the LEAs sampled based on disability category, age, race, and gender.

Of the 60 states, 67% (n = 40) of states reported collecting PSO data from a census of leavers with an IEP and 28% (n = 17) of states reported collecting data from a

representative sample of leavers; 5% (n = 3) of states did not report whether they used a census or sample.

METHODOLOGY & MEASUREMENT APPROACHES

Method of Data Collection

The method used to collect PSO data is at the States' discretion. Of the 47 states that reported their method of data collection, survey methodology continues to be the dominant method used by states to collect PSO data. In total, 12 states reporting using some combination of methods (e.g., mailed questionnaire and phone interviews, or administrative database and interviews), and 3 states reported using only an administrative database for collecting post-school outcomes data. In FFY16, 13 states did not report the method used to collect PSO data.

Response Rate and Representativeness

Response rate is one indicator of valid and reliable data for survey methodology. 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 or are deceased. In FFY16, 50% of states (n = 30) reported a response rate or included sufficient information in the APR to calculate the response rate. This rate is a decrease from the 31states that reported a response rate in FFY15. Reported response rates for FFY16 ranged from 9% to 100%. The national median response rate was 55%; consistent with the national median of 55% in FFY 2015.

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 (d) age. In 2006, the National Post-School Outcomes Center (NPSO) staff who are now staff at NTACT and conducting the I14 analyses, 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 in each subgroup was sufficient to say the respondent group was not representative of all students who left school in that subgroup. Applying a ±3% difference between the respondent group and the target leavers is consistent with the NPSO Response Calculator approved by OSEP.

Although 78% of states (n = 47) reported in GRADS360 that their response data were representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school, discrepancies were noted by either the NTACT coders and or OSEP staff for 28% of these states (n = 17). Discrepancies included checking the box to indicate response data were representative and providing conflicting data in the narrative; or not including data to support the determination of representation or respondents.

FIGURES & EXPLANATIONS: ACTUAL PERFORMANCE & TRENDS

Achieved Data

Achieved data refers to the FFY16 engagement data states collected on youth who were out of school for at least one year. States can collect these data between April and September. To calculate measures A, B, & C, each respondent is counted only once and in the highest applicable category (i.e., 1 through 4 below), with 1 being the highest, 2 second highest, and so forth.

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

Measure percentages are calculated using the formula:

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

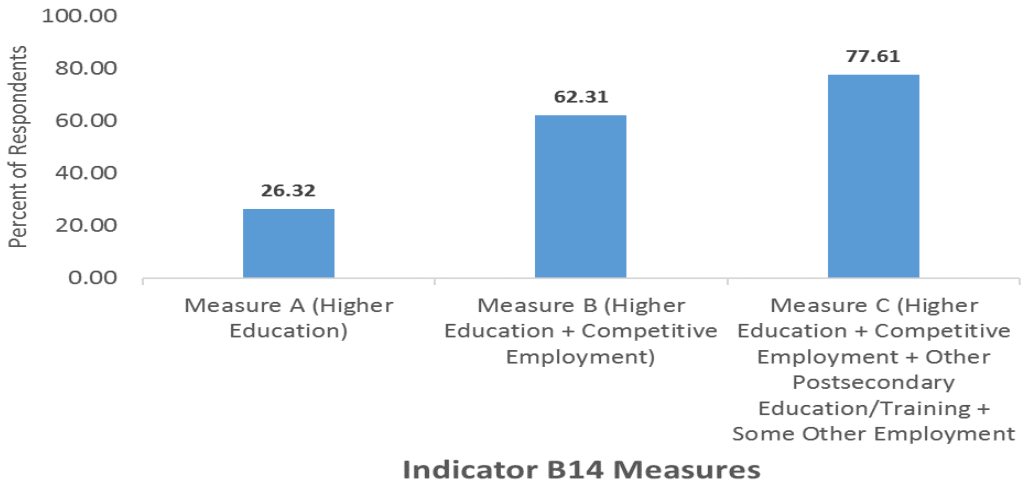
All 60 states reported data for FFY16. Percentages are based on a total of 137,084 respondents to states' PSO data collections. Figure 1 shows the national median aggregate of the percent of youth engaged in:

Measure A: 26.32% (*sd* = 10.81), range of 4.6% to 57.46%;

Measure B: 62.03%, (*sd* = 10.38), range of 29.99% to 85.04%; and

Measure C: 77.61 (*sd* = 11.22), range of 36.11% to 100%.

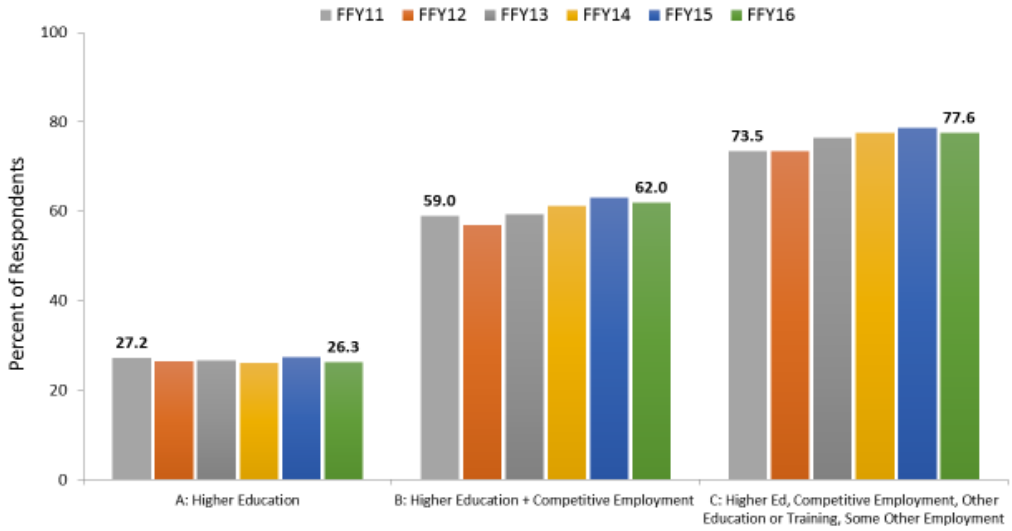
Figure 1. FFY16 Median Percentage for Indicator B14 Measure A, B, and C



Trends

Figure 2 shows the six-year aggregate median percentages for FFY11 through FFY16. All three measures show a slight decrease in the percent of youth engaged in FFY16. Compared to FFY11, Measure A has decreased, Measures B and C have increased.

Figure 2. Trends of Median Percentages for Each Indicator B14 Measure FFY16



Targets Met

In FFY16,

- 24 states met their Measure A target; an increase from 23 states in FFY15.
- 38 states met their Measure B target; an increase from 36 states in FFY15.
- 38 states met their Measure C target; a decrease from the 39 states in FFY15.

Differences between 2015 and 2016

Figure 3 shows 29 states had a positive change in Measure A outcomes between 2015 and 2016. The median change was -.27 (*sd* = 6.66) with a range of -16.56 to 23.33 compared the FFY15 median change of .29 (*sd* = 5.56).

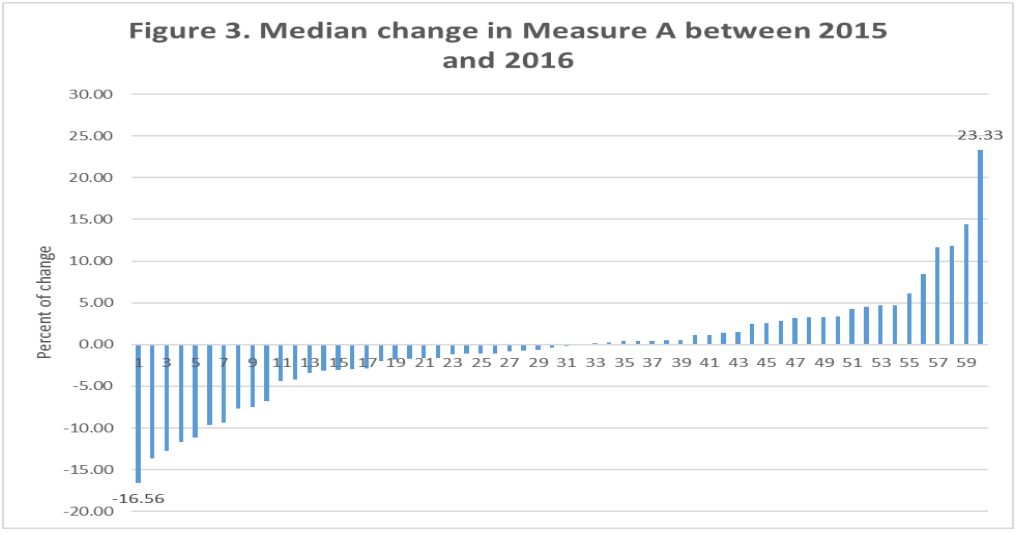


Figure 4 shows 39 states had a positive change in Measure B outcomes between 2015 and 2016. The median change was 1.40 (*sd* = 7.34) with a range of -12.53 to 26.67 compared the FFY15 median change of 1.95 (*sd* = 9.80).

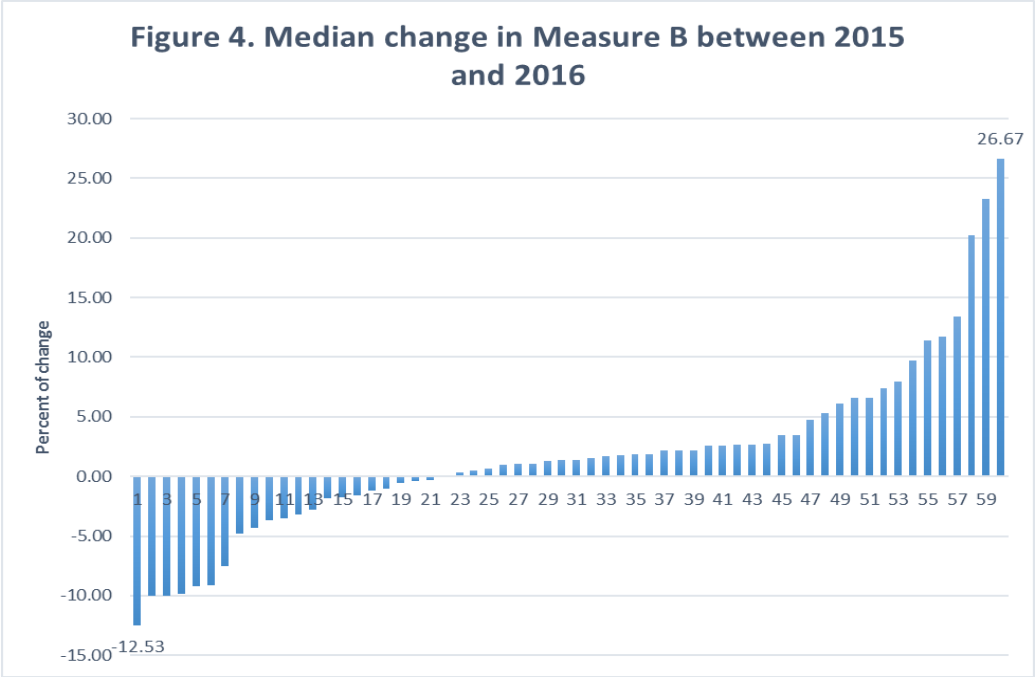
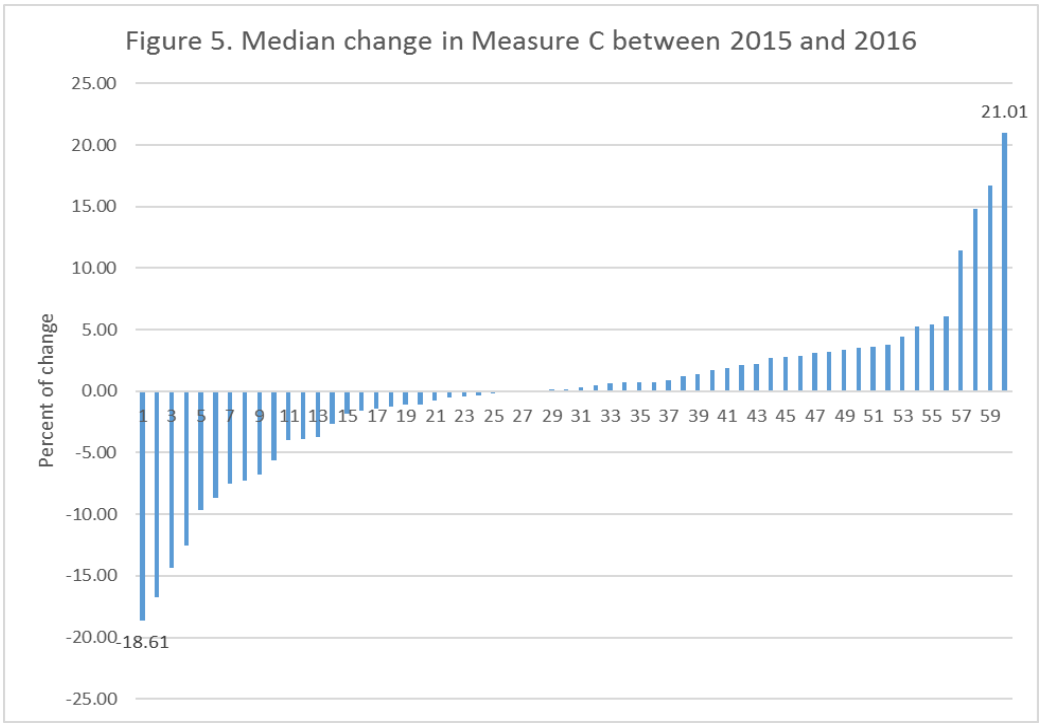


Figure 5 shows 32 states had an increase in Measure C outcomes between 2015 and 2016; 1 state had no change in Measure C. The median change was .24 (*sd* = 6.78) with a range of -18.61 to 21.01 compared the FFY15 median change of .79 (*sd* = 6.52).



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. 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 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. In order for NTACT staff to verify key data elements such as response rate and representation, states must go beyond the reporting prompts in GRADS360. A large number of states provide insufficient information to verify response rate and representation. For example, to verify response rate requires states to report the total number of leavers who exited school in the reporting year; a data element not requested in GRADS360. Without the total number of leavers reported, response rate cannot be calculated, nor can the numbers and percentages reported in each measure be verified to ensure unduplicated counts- which has been a persistent error in prior years.

To verify the extent to which respondents are similar to the targeted leaver group, states need to calculate and report the proportion of youth in the target leaver group and respondent group by each demographic category (i.e., disability, gender, method of exit, and race/ethnicity). The addition of the prompt, *Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school*? in GRADS360 is useful. However, several states provided contradictive, incomplete, or no data to support the response. The NPSO Response Calculator was created to facilitate the calculating and reporting of proportions between the two groups 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/sites/default/files/dataanalysis/NPSO_ResponseCalculator.xls.

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

INDICATORS B15 & B16: DISPUTE RESOLUTION

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

INTRODUCTION

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

The following are brief analyses of states' Federal Fiscal Year (FFY) 2016 Annual Performance Reports (APRs) for Indicators B15 (Resolution Meetings Resulting in Written Settlement Agreements) and B16 (Mediations Resulting in Written Agreements).[2,3]

DATA SOURCES AND METHODOLOGY

Data sources for this report include FFY 2016 APRs and Section 618 data, available through the GRADS360 OSEP portal. 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.

The performance bands in Figure 1 (below) display states' performance on the percentage of resolution sessions resulting in written settlement agreements across the last six years. Forty-nine states reported Indicator B15 activity in 2016-17; 11 states/entities reported no activity.

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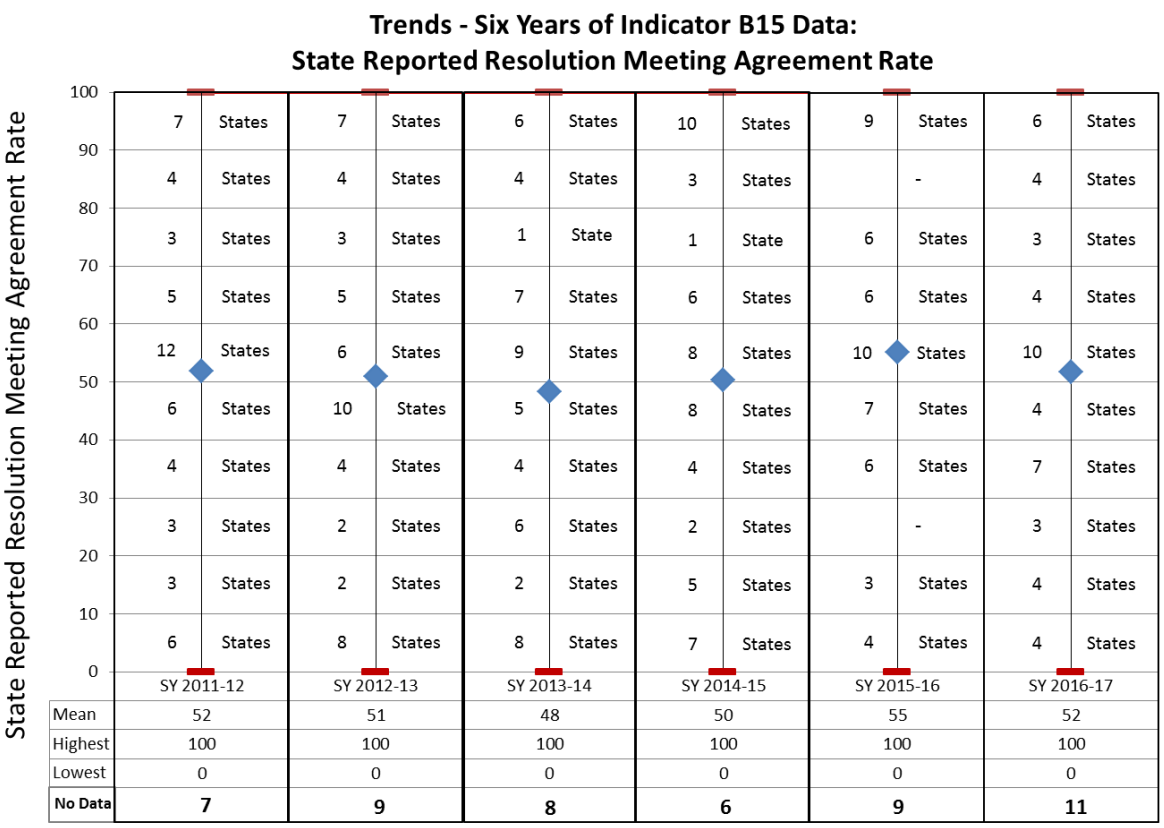
[1] For the purposes of this report, the terms "states" and "states/entities" are used interchangeably to refer to all 60 Part B grant recipients (i.e., the Fifty States, the District of Columbia, the Bureau of Indian Education (BIE), Puerto Rico, the Virgin Islands, American Samoa, Guam, the Northern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

[2] The reporting period (July 1, 2016-June 30, 2017) began during FFY 2016.

[3] These indicators were reported as B18 and B19 in previous years' APRs.

The blue diamonds on each performance band in Figure 1 indicate the mean, or average, state-reported rates of agreement for that year.[4] The average state-reported rate of performance for Indicator B15 across all states for the last six years is 51.4%. The average agreement rate for 2016-17 showed a slight decrease from the previous year at 52%.

Figure 1



	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	7 States	7 States	6 States	10 States	9 States	6 States
	4 States	4 States	4 States	3 States	-	4 States
	3 States	3 States	1 State	1 State	6 States	3 States
	5 States	5 States	7 States	6 States	6 States	4 States
	12 States	6 States	9 States	8 States	10 States	10 States
	6 States	10 States	5 States	8 States	7 States	4 States
	4 States	4 States	4 States	4 States	6 States	7 States
	3 States	2 States	6 States	2 States	-	3 States
	3 States	2 States	2 States	5 States	3 States	4 States
	6 States	8 States	8 States	7 States	4 States	4 States
Mean	52	51	48	50	55	52
Highest	100	100	100	100	100	100
Lowest	0	0	0	0	0	0
No Data	**7**	**9**	**8**	**6**	**9**	**11**

Note: "No data" indicates the number of states/entities reporting no activity or lacking valid/reliable data.

Of the 49 states reporting resolution meeting activity, 31 had established targets for 2016-17. (A target is required only when a state has ten or more resolution meetings in a single year. Some states not required to set targets did so anyway.) Targets ranged from 8% to 85%, with 11 states setting targets below 50%. This is a significant change from 2015-16 where targets ranged from 35% to 90%, with only two states setting targets below 50%. Of the 31 states with established targets, 14 met their targets. However, of the 31 states with established targets, only 13 states performed below 50% agreement rate.

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

It is worth noting that Indicator B15 does not give a complete portrayal of the number of Due Process Complaints that are resolved before a fully-adjudicated hearing. This indicator only captures the number of Due Process Complaints that are resolved through the resolution session which makes up only a small percentage of DPC's that are resolved without a hearing. Other resolutions may include agreements after the 30-day resolution period, mediation agreements that resolve the DPC, withdrawals, dismissals and other agreements.

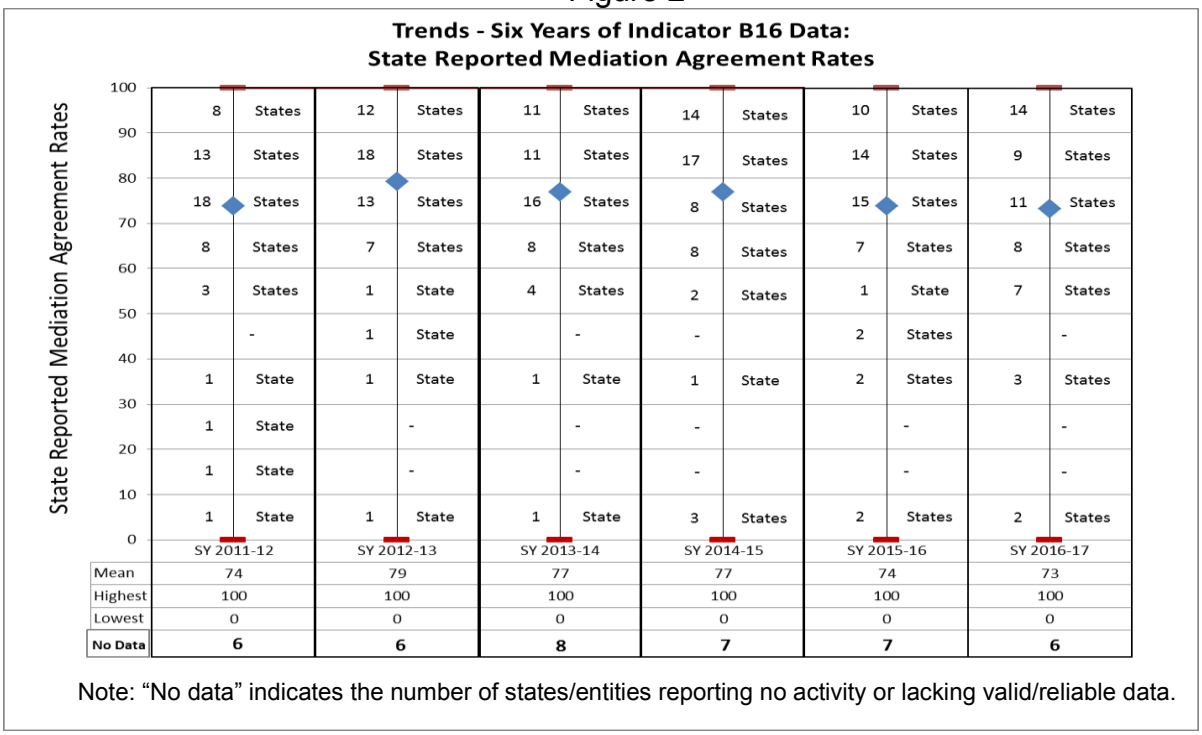
Indicator B16: Mediations Resulting in Written Agreements

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 2016-17. 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.

A few states account for most mediation activity, with one State reporting over 2,250 mediations held. The seven entities that reported no mediation activity are all 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 2015-16 was 74%. Performance on this Indicator has been steady over time, with reported rates averaging 75.7% over the past six years. In 2016-17, 34 states reported that 70% or more of mediations resulted in agreements. Eight of those states reported mediation agreement rates of 100%.

Figure 2



Note: "No data" indicates the number of states/entities reporting no activity or lacking valid/reliable data.

Thirty states set targets for 2016-17 with only two states setting targets below 58%. Thirteen states met their target, while 17 states did not meet their target. This is consistent with the reported activity from 2015-16 where 30 states set targets and only 16 states met their targets. For 2016-17, only 7 of the 17 states that did not meet their established target reported agreement rates below 60%. Seven states/entities reported no mediation activity.

CONCLUSION

Historical data remains consistent in that state reported mediation agreement rates outperform those of resolution meeting agreement rates. The consistently high performance in mediation agreement rates may indicate that the use of a neutral third party helps educators and families involved in a dispute successfully reach agreement.

INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN — PHASE III

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

Indicator 17: The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

INTRODUCTION

The State Systemic Improvement Plan (SSIP) is a comprehensive, multiyear plan that outlines a state's strategy for improving results for children with disabilities. The Office of Special Education Programs (OSEP) requires that each state plan will focus on results that will drive innovation with the use of evidence-based practices (EBPs) in the delivery of services to children with disabilities. The SSIP is to be developed and implemented in three phases over the five-year life of each state's current State Performance Plan/Annual Performance Report (SPP/APR). Phase I of the SSIP was submitted by states on or before April 1, 2015; Phase II was submitted by states on or before April 4, 2016; Phase III-Year 1 was submitted by states on or before April 3, 2017; and Phase III-Year 2, which is the subject of this report, was due to OSEP by April 2, 2018.

Engaging stakeholders, including parents of children with disabilities, general education partners, state advisory panels, parent training and information centers, and others, is a critical component of efforts to improve results for children with disabilities. Consequently, as in earlier phases, states were expected to engage stakeholders and provide descriptions of their involvement in developing and implementing Phase III of the SSIP.

This report is based on information included in the Phase III-Year 2 SSIP 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 report.

MEASUREMENT TABLE EXPECTATIONS

As detailed for Part B Indicator 17 (SSIP) in the FFY [federal fiscal year] 2016 Part B Indicator Measurement Table, each state in Phase III must assess and report on its progress in implementing the SSIP, consistent with its evaluation described in Phase II, using the following reporting requirements:

- Baseline data must be established by each state (expressed as a percentage and aligned with the State-identified Measurable Result (SIMR) for Children with Disabilities.
- A measurable and rigorous target (expressed as a percentage) for the SIMR must be included for each of the five years from FFY 2014 through FFY 2018. The final year's target must show improvement over the baseline percentage.

- Updated data (expressed as percentages) for this specific FFY; those data must be aligned with the SIMR for Children with Disabilities.
- Reporting on whether the state met its target.
- The Phase III reporting on whether the state met its target must include the following:
    - Data and analysis on the extent to which the state has made progress toward and/or met the state-established short- and long-term objectives for implementation of the SSIP.
    - Data and analysis on the state's progress in achieving the SIMR.
    - A description of how the evaluation data support continuing to implement the SSIP without modifications — if such continuation is what the state intends to do.
    - A description of any changes to the activities, strategies, or timelines described in Phase II.
    - A rationale for any revisions that the state has made or plans to make in the SSIP as a result of implementation, analysis, and evaluation.
    - A narrative or graphic representation (e.g., a logic model) of the principal activities, measures, and outcomes that were implemented since the state's last SSIP submission.
    - A summary of the infrastructure improvement strategies that were implemented and the short-term outcomes achieved, including the measures or rationale used by the state and stakeholders to assess and communicate achievement.
    - An explanation of how these 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.
    - A description of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next fiscal year.
    - A summary of the specific EBPs that were implemented and the strategies or activities that supported their selection and ensured their use with fidelity.
    - A description of how the EBPs and activities or strategies that support their use are intended to impact the SIMR by changing programs; district policies, procedures, and/or practices; practices (i.e., behaviors) of teacher or providers; parent and caregiver outcomes; and/or child outcomes.

- A description of any additional data (e.g., progress monitoring data) that was collected to support the ongoing use of the EBPs and inform decision-making for the next year of SSIP implementation.
- A description of meaningful stakeholder engagement, including describing the specific strategies implemented to engage stakeholders in key improvement efforts and how the state addressed concerns, if any, raised by stakeholders through its engagement activities.

REVIEW PROCESS

A review protocol and a writing process were developed to systematically and consistently analyze the Phase III-Year 2 SSIP submissions from all 60 Part B states. A data collection tool was created based on OSEP's State Phase III Report Organizational Outline. The review team consisted of 25 individuals from the NCSI, IDC, NTACT, and NCEO technical assistance centers as primary coders; each reviewed up to three SSIPs and coded them using a data collection tool developed by NCSI. Prior to the reviews, three reliability trainings were held for all individuals who would be involved in scoring or conducting reliability tests, with data collected to determine a reliability rating of at least 80 percent agreement among reviewers on each of the coded choice questions. To further ensure reliability among reviewers during the data collection phase, two additional 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 95 percent (see Appendix 1). An additional review was conducted to ensure that all reviewer responses were entered accurately into the data collection tool. Following this review, an item-by-item review was conducted to ensure that all items had an accurate number of responses.

The data collection tool team created 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 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 covered by one of the main response options. After reviews were completed for all 60 states, a writing team from NCSI analyzed the data from the reviews and prepared this report.

This analysis of the Part B Phase III-Year 2 SSIPs is based on OSEP's State Phase III Report Organizational Outline and is divided into sections that address the elements that states reported on. These elements include a summary of progress toward achieving SIMR targets, implementation of the SSIP, evaluation of outcomes, data quality issues, and plans for next year. The report also provides information about stakeholder involvement in states' SSIP efforts, and about states' revisions to SSIP and SIMR, including updates on baseline and target data. The *n* size for all data, figures, and tables is 60 unless otherwise noted.

FFY 2016 SUMMARY OF PROGRESS TOWARD ACHIEVING SIMR TARGETS

Each state continued to have its SSIP address the same SIMR category as in the prior year, in one of six categories (Figure 1 and Table 1).

Figure 1

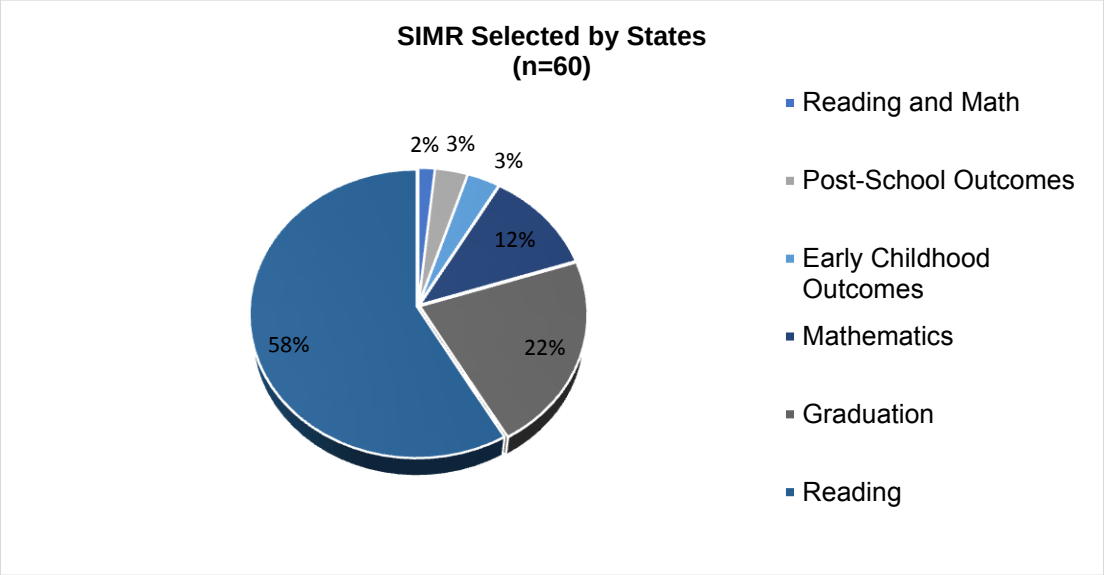


Table 1. SIMR with State Names

SIMR	States
Reading (n=35)	AR, AS, AZ, CNMI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MS, NE, NV, NM, NY, OH, OK, OR, PW, SC, SD, TN, TX, VI, WA, WI, WY, MO
Mathematics (n=7)	KY, MD, ME, PR, RI, UT, VT
Reading and Math (n=1)	CA
Graduation (n=13)	AK, DC, FL, GA, MN, MT, NC, ND, NJ, PA, RMI, VA, WV
Post-School Outcomes (n=2)	AL, BIE
Early Childhood Outcomes (n=2)	MA, NH

Twenty-four states (40%) reported meeting their SIMR targets for FFY 2016 (Figure 2 and Table 2).

Figure 2

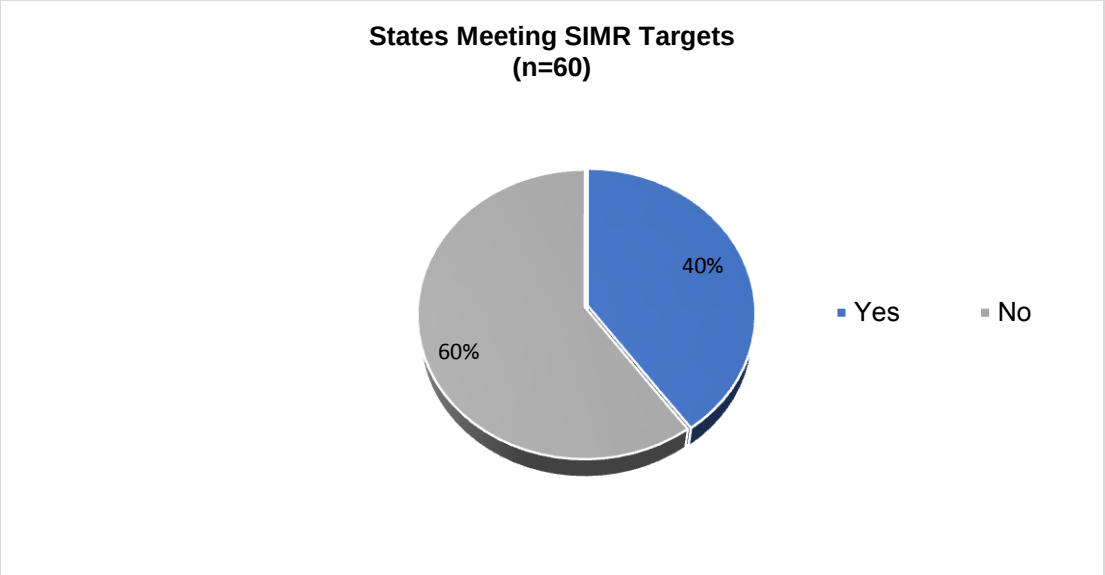


Table 2. States Meeting SIMR Targets

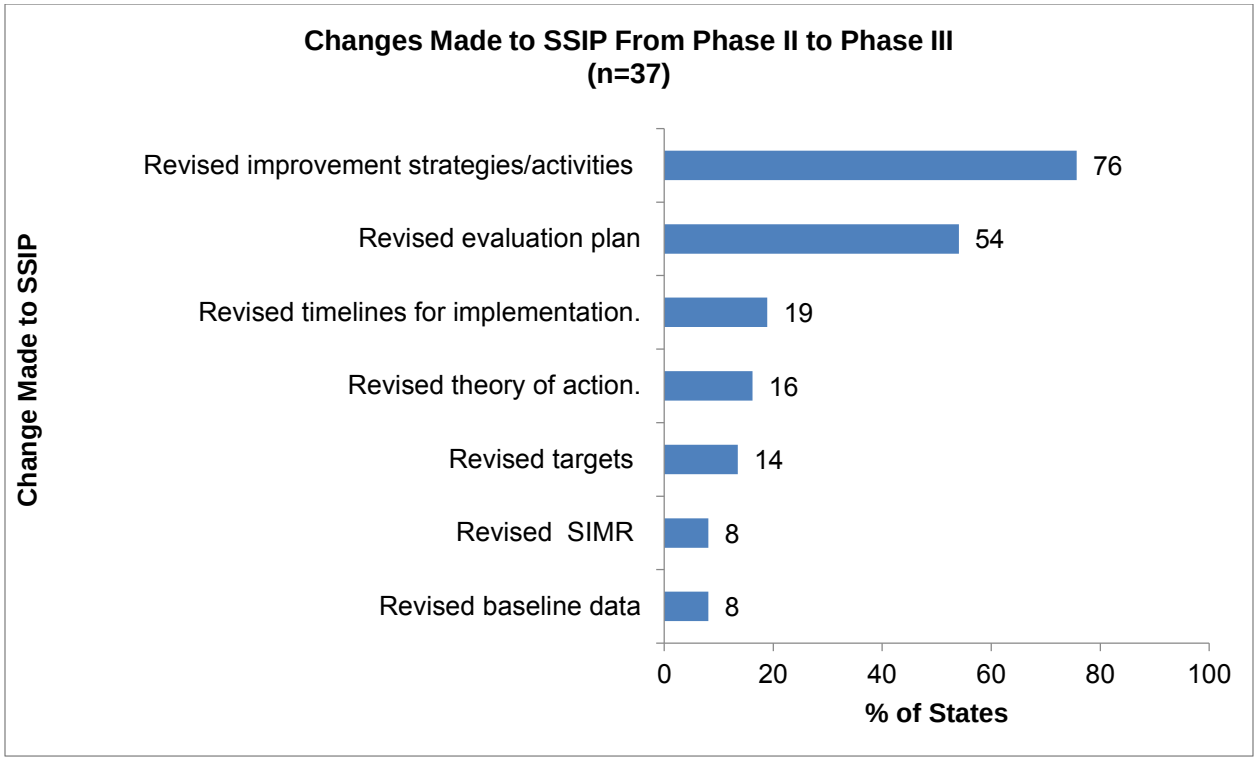
SIMR	States
Reading	CO, FSM, GU, IL, KS, LA, NY, WA, WI, MO
Mathematics	PR, RI
Reading and Math	
Graduation	AK, DC, FL, GA, MN, NC, ND, PA, RMI, VA, WV
Post-School Outcomes	
Early Childhood Outcomes	NH

STATES' REVISIONS TO SSIP AND SIMR

Some states reported multiple types of revisions and rationales for making changes to their SSIP and SIMR, so the total percentages in Figures 3 and 4 may be greater than 100 percent.

As states completed this second year of implementation of their SSIPs, more than half (62%, 37 states) found it necessary or advisable to revise their SSIPs. Among the 37 states making revisions, the most frequently changed aspect of the SSIP was a state's improvement strategies/activities (76%, 28 states), followed by its evaluation plan (54%, 20 states) (Figure 3). Less frequently altered components included timelines for implementation (19%, 7 states), the theory of action (16%, 6 states), targets (14%, 5 states), and SIMR and baseline data (each 8%, 3 states).

Figure 3



Changes to the Baseline and Rationale

For the three states (8%) that reset their SIMR baselines, two had also changed their SIMRs, creating a need to reestablish the baselines. Additionally, two states changed data collection tools or methods and one state changed its statewide assessment, and these changes created the need to reset the baselines.

Changes to the Targets and Rationale

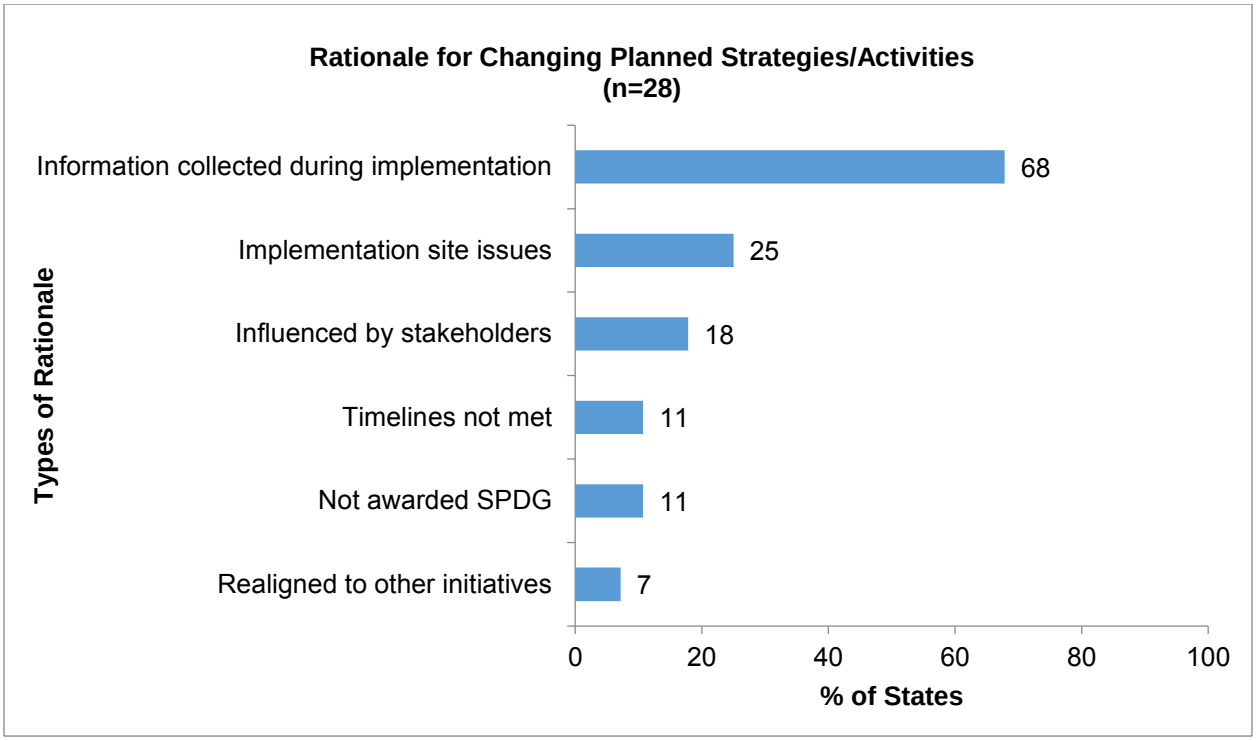
Five states indicated that they had revised their SSIP due to changes in their targets and provided several reasons for the changes. Three of the five states (60%) indicated that there had been a change in the state's baseline. One state explained that there was a change in SIMR that created the need to revise the targets, and one state had a change in the data collection tool or measure that was being used, resulting in a need to revise the targets.

Changes to the Improvement Strategies and Rationale

The most frequently cited revision to the SSIP was changes to the states' improvement strategies or activities. Twenty-eight of the 37 states (76%) that made changes indicated one or more reasons for such changes, and the remaining 8 states (24%) gave no indication of a reason for the changes. Among the 28 states that did indicate reasons for making changes, the most frequently cited reason (68%) was that information collected during implementation (e.g., practice data, feedback from implementers) had revealed problems that needed to be addressed (Figure 4). Seven

states (25%) noted issues at the implementation sites (e.g., the implementation sites did not demonstrate readiness or improvement; there was insufficient capacity, such as from lack of funds or change in leadership, to implement the plan as originally developed). In five states (18%), stakeholders directly influenced the revisions. Three states (11%) indicated that changes were because the state had not been awarded the State Personnel Development Grant (SPDG) as was planned. In some states, timelines had not been met (3 states, 11%), or the state realigned its work to other initiatives (2 states, 7%).

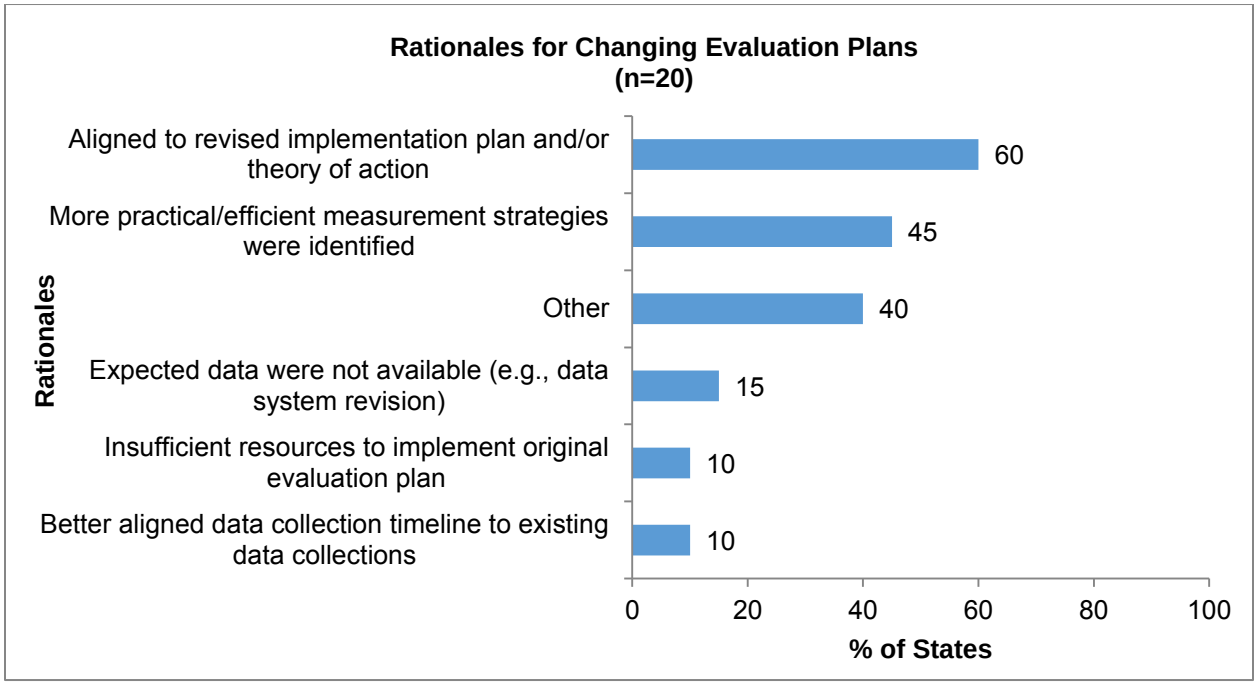
Figure 4



Changes to the Evaluation Plan and Rationale

Twenty states (33%) reported that they had made a change to their evaluation plan during the prior year. Sixty percent of these states (12 states) made changes due to a need to align their evaluation plan with a revised implementation plan or theory of action (Figure 5). Nine states (45%) changed due to having identified more practical or efficient measurement strategies. Three states (15%) did not have the expected data available and therefore had to revise their evaluation plan. Two states (10%) had to make changes due to insufficient resources to implement the original evaluation plan, and two made changes due to the state's interest in better aligning timelines for data collection to the actual data collection.

Figure 5



Among the 20 states that reported making changes to their evaluation plan, 18 states (90%) had aligned "most to all" and 1 state (5%) had aligned "many" of the evaluation measures changes to their theory of action. In 1 state, it was unclear if the changes to the evaluation measures were aligned to the theory of action. The following describes the extent of the alignment: "most to all" (90–100%) of the changes aligned the evaluation measures to the theory of action; "many" (50–89%) aligned; "some" (20–49%) aligned; and "few to none" (0–19%) aligned.

Changes to Outcomes

States collected a variety of data points to assess progress toward their SSIP outcomes, and most states (48 states, 80%) did not report needing to make any revisions to their SSIP outcomes based on data collected.

IMPLEMENTATION OF THE SSIP

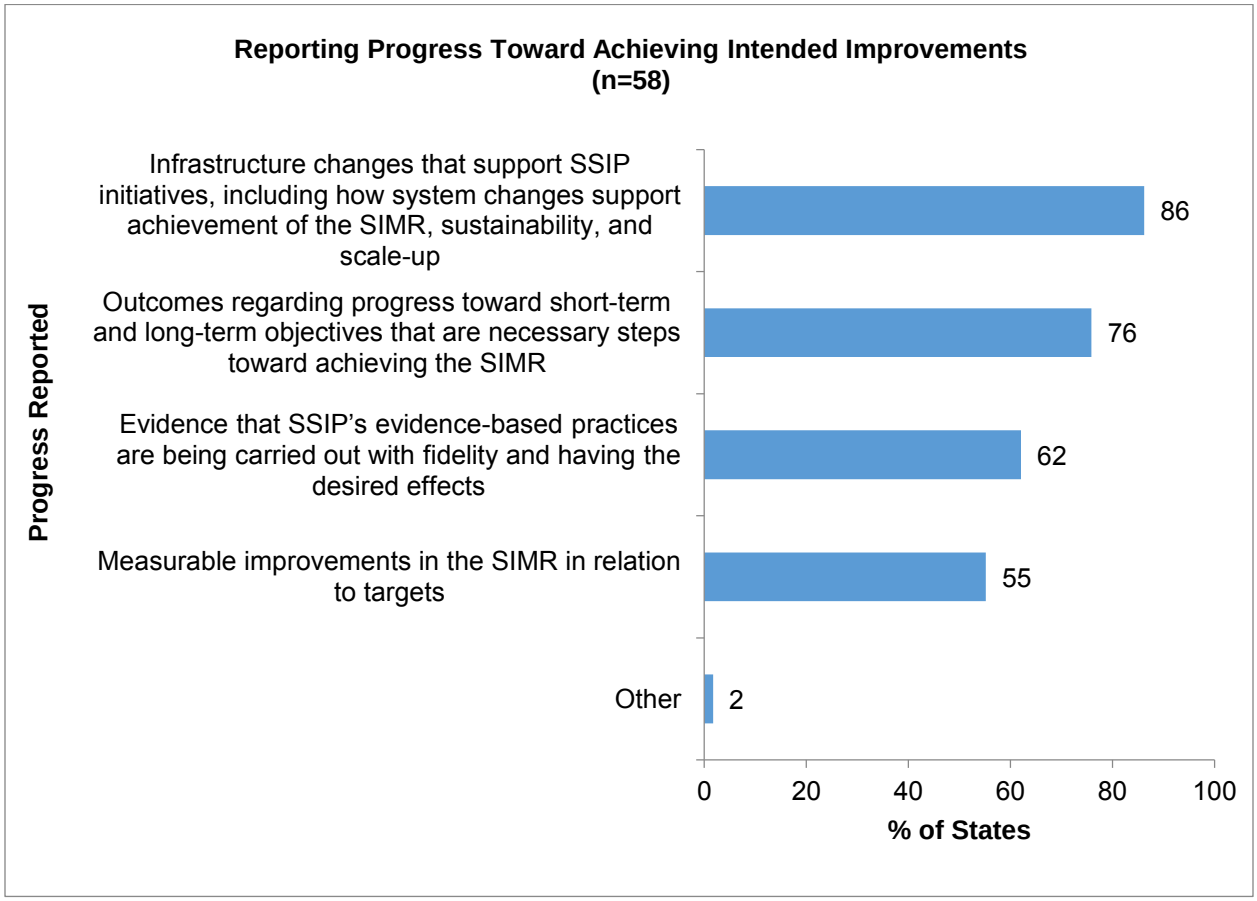
The totals in this section vary across the figures based on how many states reported on the factors being included in this analysis. The percentages identified in the figures may be greater than 100 percent because multiple items may have been identified in any one state.

Progress in Improvements

Fifty-eight states (97%) reported on the progress being made in achieving their intended improvements. It was unclear if progress had been made for 2 states (3%), based on information in their SSIPs (Figure 6). Fifty of these 58 states (86%) described their progress on making infrastructure changes that support the SSIP initiatives, including how system changes support achievement of the SIMR, sustainability, and scale-up of

the SSIP initiative. Forty-four states (76%) reported outcomes regarding progress toward short-term and long-term objectives that were necessary steps toward achieving the SIMR. Thirty-six states (62%) provided evidence that SSIP EBPs were being conducted with fidelity and were having the desired effects. More than half of the states (32 states, 55%) detailed measurable improvements in their SIMR targets.

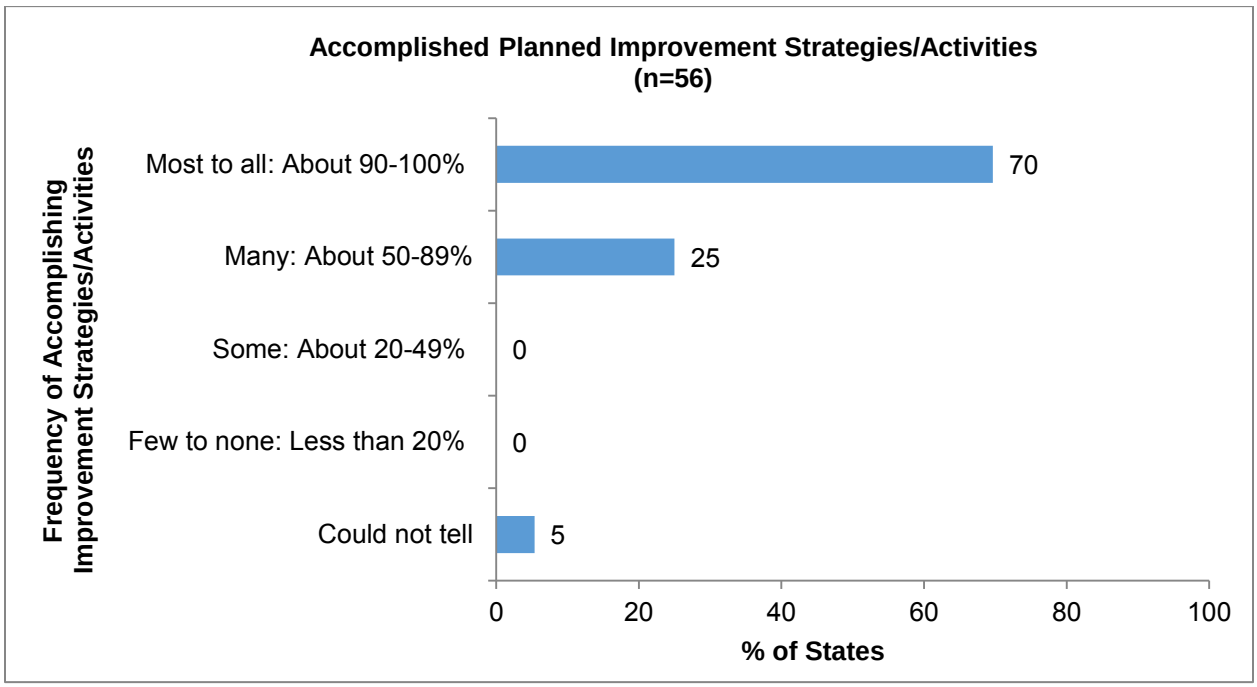
Figure 6



Accomplishing Strategies

Most states (56 states, 93%) described the extent to which they had accomplished during the reporting period the improvement strategies that they had planned. For purposes of this analysis, reviewers were provided with the following categories to indicate the extent to which intended timelines were met: most to all (about 90–100%), many (about 50–89%), some (about 20–49%), and few to none (less than 20%). A majority of states (39 states, 70%) described having accomplished most to all intended activities by the date of reporting (Figure 7). An additional 14 states (25%) accomplished many of the intended activities. A small number of states' SSIP Phase III reports (3 states, 5%) did not indicate whether activities were implemented as planned during the reporting period.

Figure 7



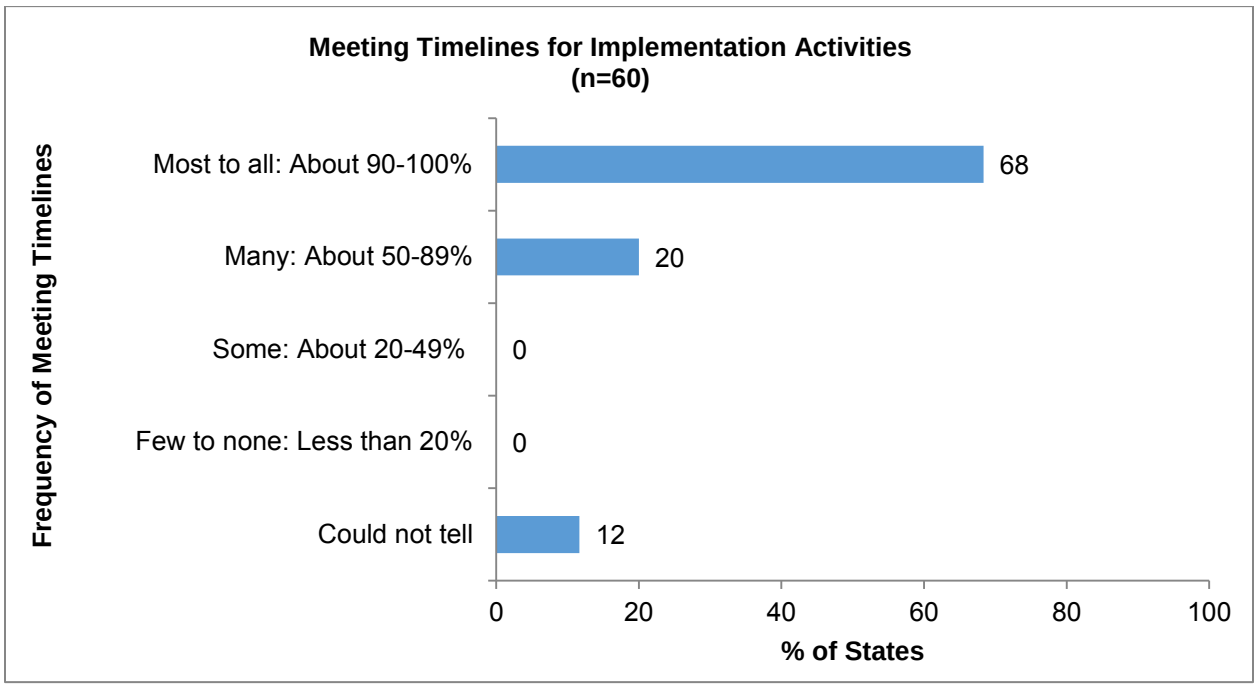
Of the 17 states reporting that their planned improvement activities were not all accomplished during the reporting year, 11 states (65%) included an explanation or rationale. Examples of explanations include the following:

- impact of two hurricanes
- lack of readiness and buy-in from district leadership
- not awarded SPDG grant as anticipated
- hiring freeze
- changes in scope of work
- many activities are ongoing and are a part of larger initiatives

Meeting Timelines

Most states (53 states, 88%) reported the extent to which they met intended timelines for improvement activities. A total of 7 states (12%) did not report whether intended timelines had been met (Figure 8). For purposes of this analysis, reviewers were provided with the following categories to indicate the extent to which intended timelines were met: most to all (about 90–100%); many (about 50–89%); some (about 20–49%); and few to none (less than 20%). Forty-one (68%) of the states indicated meeting most to all of the intended timelines, and 12 states (20%) of the states reported meeting many of the intended timelines.

Figure 8



Of the 12 states that reported meeting many of the set timelines, 10 states (83%) provided explanations for the timelines that were not met during the reporting year, and their explanations included the following reasons:

- impacts of two hurricanes
- restructuring efforts
- lack of budget for several months
- delays in procurements
- not awarded SPDG grant as anticipated

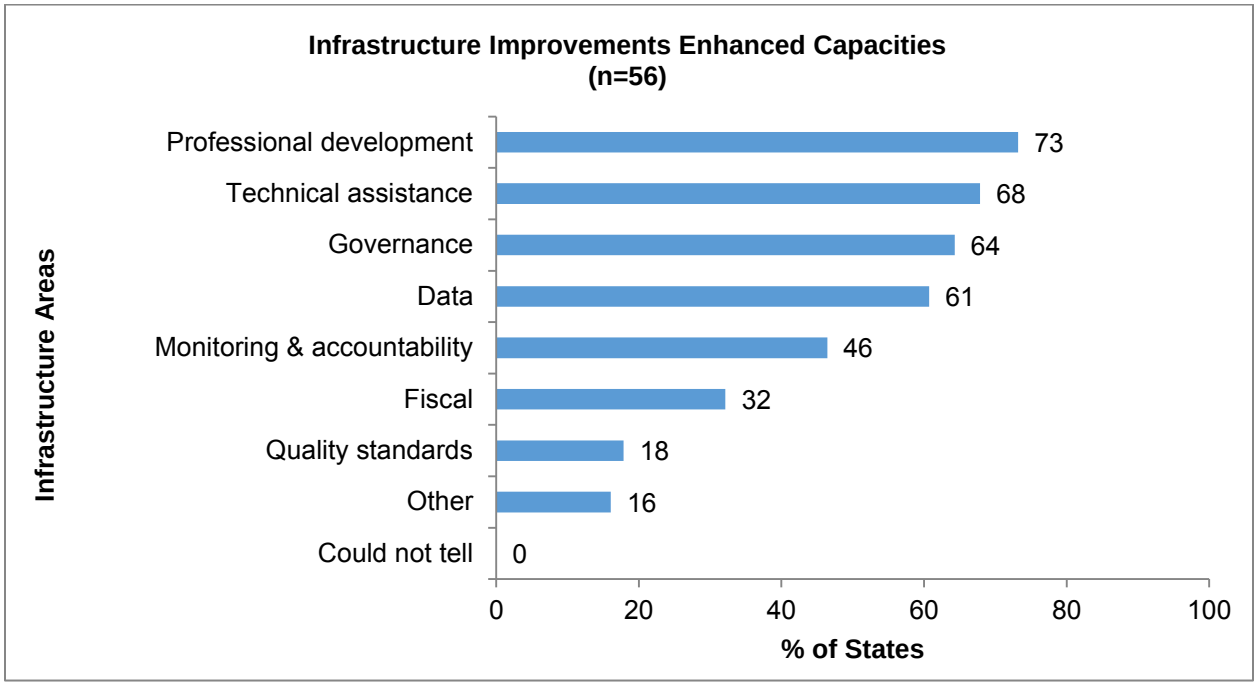
Infrastructure Improvements

During Phase I, states were asked to analyze aspects of their infrastructure, including professional development, technical assistance, monitoring/accountability, governance, data, fiscal, and quality standards. In Phase II, states identified infrastructure improvements that would support local education agency (LEA) implementation and scale-up of EBPs to improve SIMRs. In Phase III, the states reported on their progress with implementation of these infrastructure improvements.

In their Phase III-Year 2 submissions, most states (56 states, 93%) reported implementing improvement strategies or activities related to improving infrastructure. This year's analysis revealed that most state infrastructure improvement strategies were intended to enhance capacity in the areas of professional development (41 states, 73%), technical assistance (38 states, 68%), and governance (36 states, 64%) (Figure 9). Additional strategies were noted in the areas of data (34 states, 61%), monitoring and accountability (26 states, 46%), fiscal (18 states, 32%), and quality standards (10

states, 18%). Nine states (16%) reported implementing infrastructure improvement strategies which did not fit within the pre-defined categories.

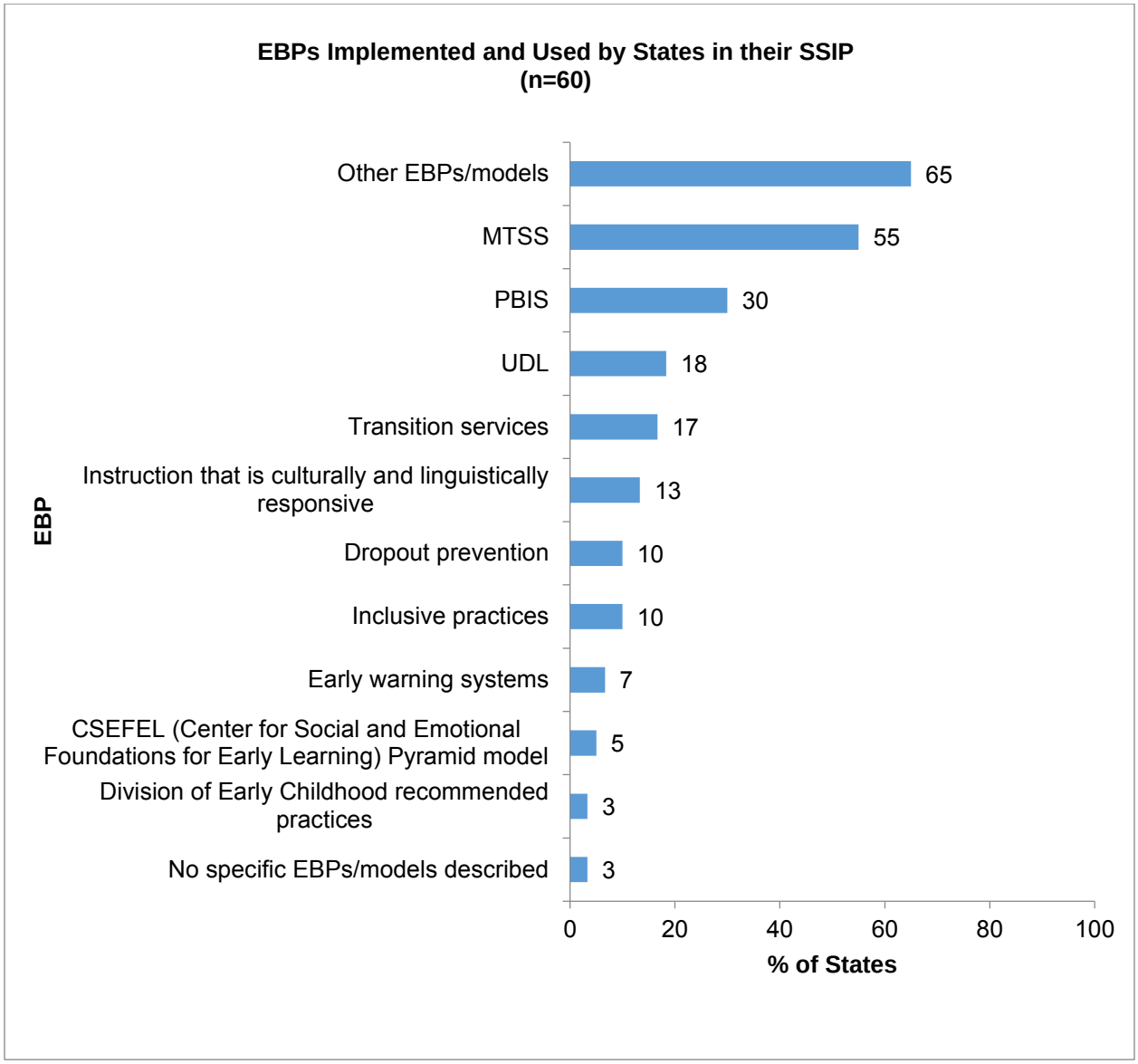
Figure 9



Evidence-Based Practices

Most of the states identified the evidence-based practices (EBPs) or models included in the SSIP implementation plans. Thirty-three states (55%) reported implementing MTSS, 18 states (30%) reported implementing PBIS, and 11 states (18%) reported implementing UDL (Figure 10). Ten states (17%) reported implementing transition services, 8 states (13%) implementing culturally and linguistically responsive instruction, 6 states (10%) implementing inclusive practices, and 6 states (10%) implementing dropout prevention Strategies. A smaller number of states indicated implementing early warning systems (4 states, 7%), the Center for Social and Emotional Foundations for Learning Pyramid model (3 states, 5%), and the Division of Early Childhood recommended practices (2 states, 3%).

Figure 10



The following are additional examples of EBPs reported by states:

- Differentiated Literacy Instruction
- Response to Intervention
- Structured Literacy
- Schools of Promise
- School Climate Transformation
- Orton Gillingham
- Check and Connect
- Language Essentials for Teachers of Reading and Spelling
- CEEDAR Transition Practice Framework

- Choice Maker Curriculum
- Steps to Self-Determination Curriculum
- Language for Learning
- Reading Mastery
- School-Wide Integrated Framework for Transformation (SWIFT)

In addition to indicating overall data regarding the implementation of EBPs, the analysis allows for the reporting of data related to states' SIMR statements. Of the two states focusing on early childhood outcomes, both states (100%) reported implementing transition services, the Center for Social and Emotional Foundations for Early Learners (CSEFEL) Pyramid model, and Prevent, Teach, Reinforce – Young Children (Tier 3 for PBIS/PBS). One of the states (50%) reported implementing instruction that is culturally and linguistically responsive and based on the Division of Early Childhood recommended practices.

Figures 11 through 13 provide additional data regarding the EBPs reported most frequently by states with SIMR statements in the areas of Reading, Math, and Graduation and Post-School Outcomes.

Figure 11

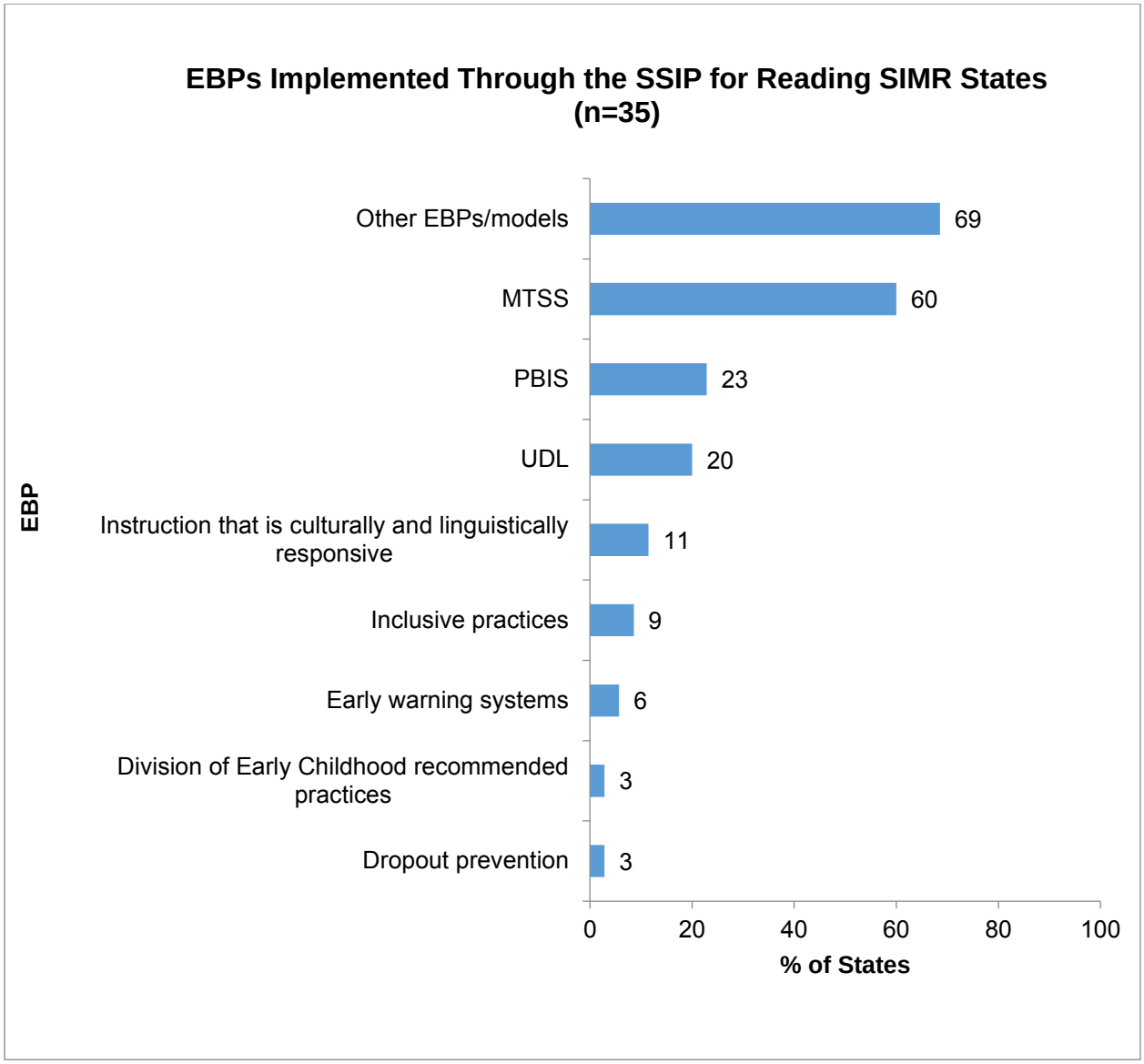

EBPs Implemented Through the SSIP for Reading SIMR States (n=35)
EBP
Other EBPs/models
69
MTSS
60
PBIS
23
UDL
20
Instruction that is culturally and linguistically responsive
11
Inclusive practices
9
Early warning systems
6
Division of Early Childhood recommended practices
3
Dropout prevention
3
0
20
40
60
80
100
% of States

Figure 12

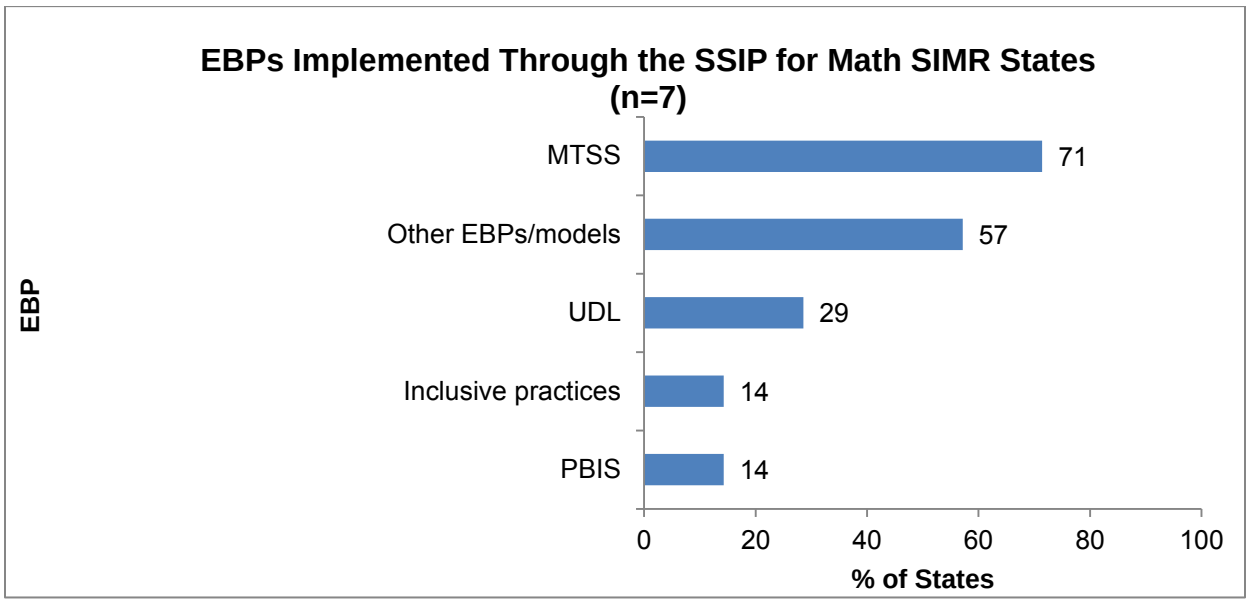
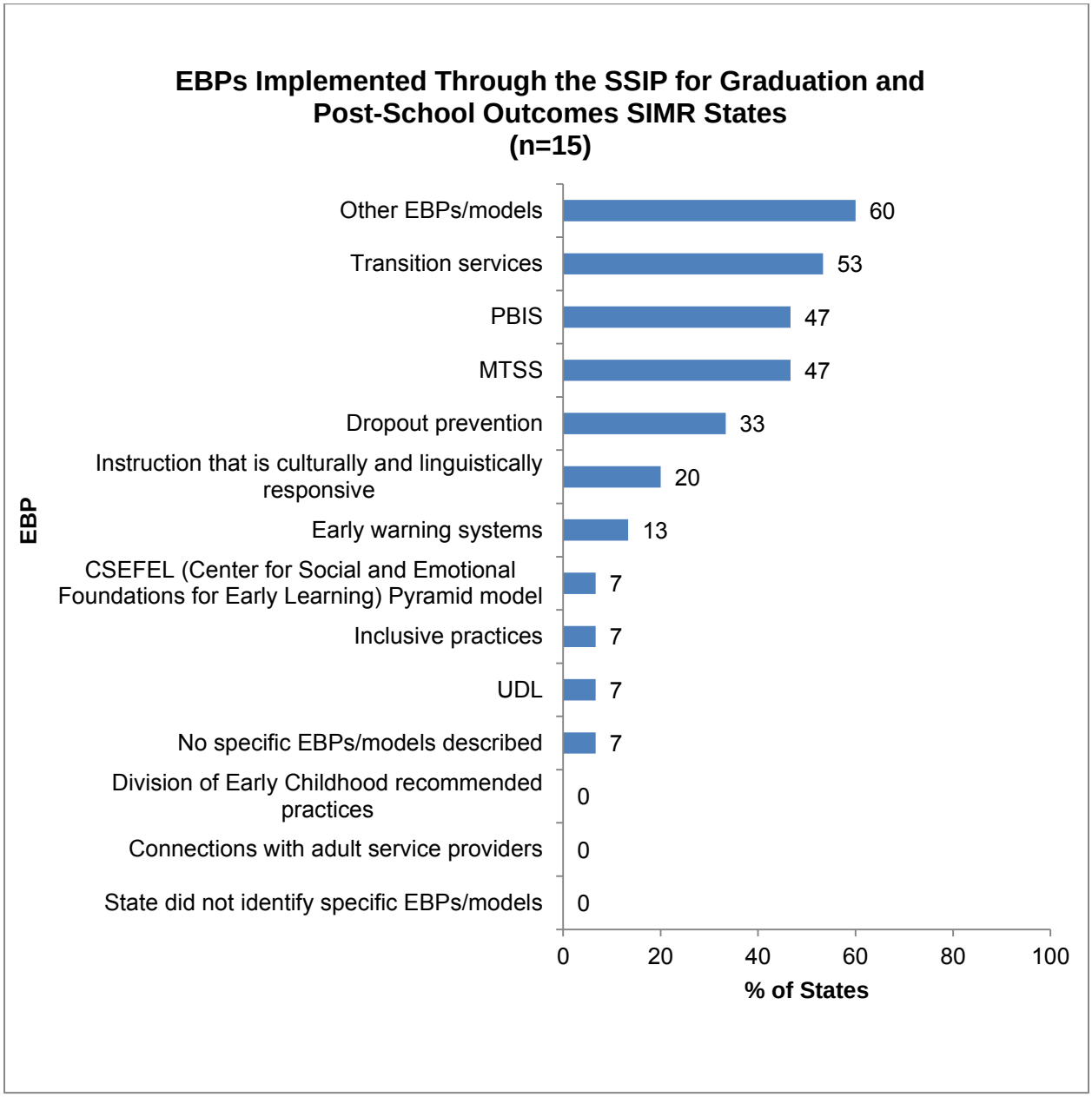

EBPs Implemented Through the SSIP for Math SIMR States (n=7)
EBP
MTSS
71
Other EBPs/models
57
UDL
29
Inclusive practices
14
PBIS
14
0
20
40
60
80
100
% of States

Figure 13

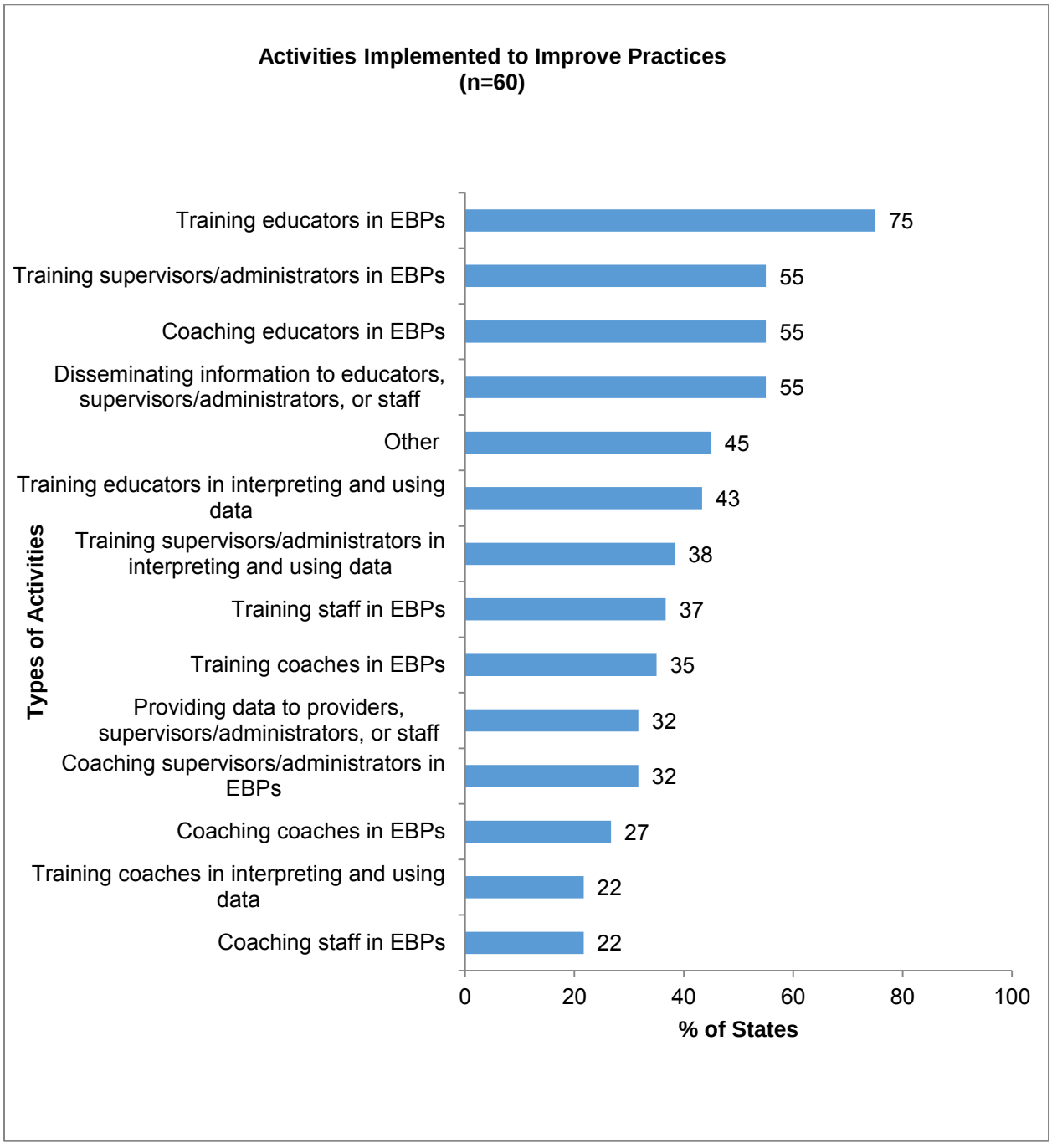


Activities Implemented to Improve Practices

All states (60) included in their reports the types of activities implemented which were directly related to improving practices. More than half of the states reported training educators in EBPs (45 states, 75%), training supervisors/administrators in EBPs (33 states, 55%), coaching educators in EBPs (33 states, 55%), and disseminating information to educators, supervisors/administrators, or staff (33 states, 55%) (Figure 14). Additional activities include training educators in interpreting and using data (26 states, 43%), training supervisors/administrators in interpreting and using data (23 states, 38%), training staff (nonspecific) in EBPs (22 states, 37%), and training coaches in EBPs (21 states, 35%). Fewer states reported coaching supervisors/administrators in

EBPs (19 states, 32%), coaching coaches in EBPs (16 states, 27%), coaching staff (nonspecific) in EBPs (13 states, 22%), and training coaches in interpreting and using data (13 states, 22%).

Figure 14

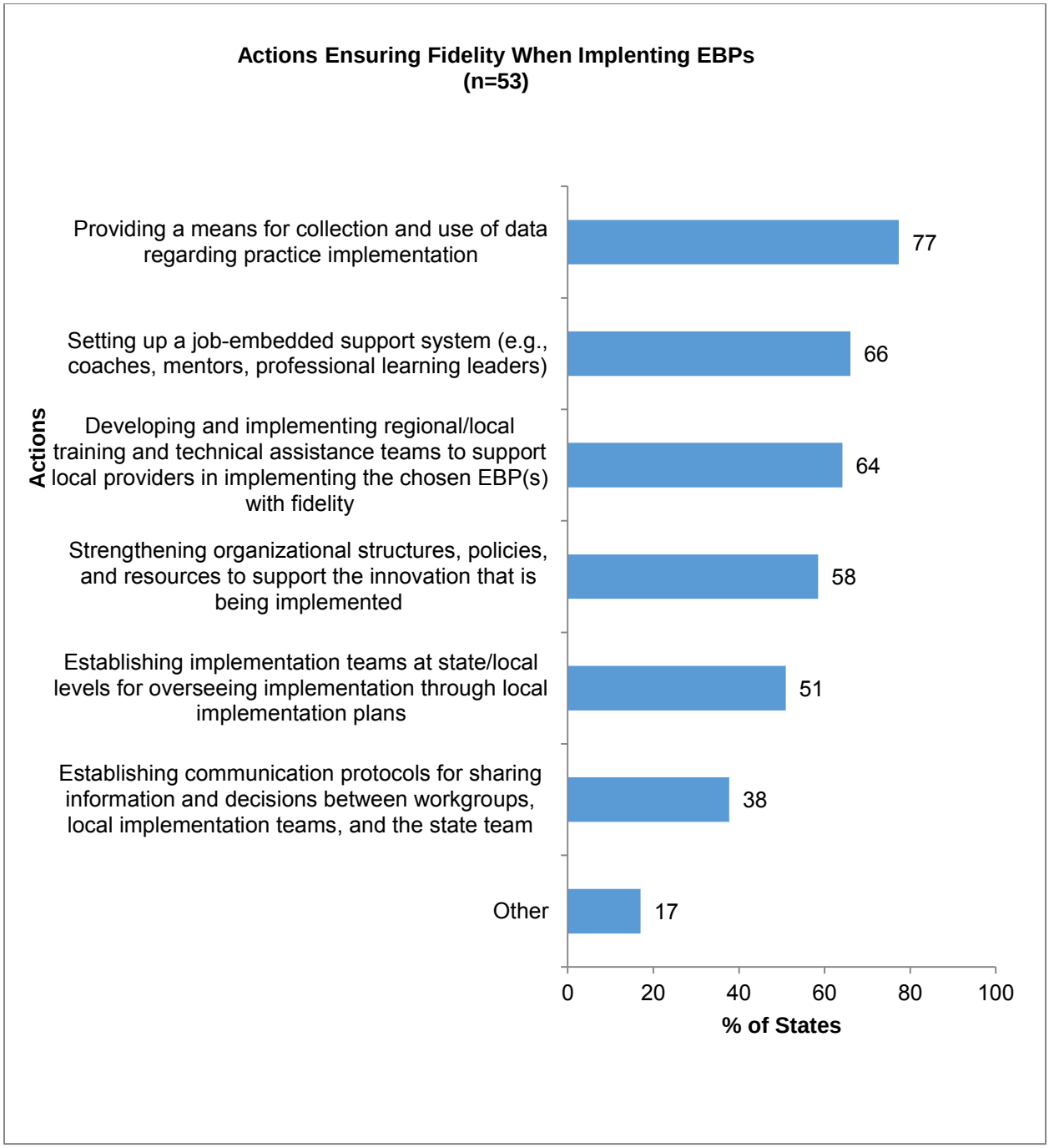


Ensuring Fidelity

Fifty-three states (91%) noted efforts to ensure fidelity of implementation of EBPs. Of these states, 41 states (77%) reported providing a means for collection and use of data

regarding practice implementation (Figure 15). In addition, 35 states (66%) indicated that they set up job-embedded support systems (e.g., coaches, mentors), and 34 states (64%) reported developing and implementing regional or local training and technical assistance teams to support schools. Thirty-one states (58%) stated that they strengthened organizational structures, policies, and resources to support the innovations being implemented; 27 states (51%) described establishing implementation teams at the state and/or local levels for oversight of the implementation and implementation plans. Twenty states (38%) created communication protocols for sharing information and decisions between workgroups and implementation teams. (Additional responses are listed after Figure 15.)

Figure 15



The following are additional examples of actions that state's reported for ensuring fidelity of implementation of EBPs:

- Modules and tools to support teaching and coaching
- Reflection Rubric (state-developed)
- Activity Fidelity Rubric for Schools
- School Improvement Plan

- Revised self-assessment practice profiles
- TIP review and feedback
- Observation
- Develop a plan to address barriers
- Coaching
- Professional development
- Fidelity observations conducted by an external evaluator
- Fidelity surveys and measure
- Guidance documents

Ensuring Desired Frequency and Intended Dosage

Fifty states (83%) reported using strategies to ensure that districts/schools/teachers were implementing EBPs at the desired frequency and intended dosage for consistency of implementation across sites. For purposes of this analysis, reviewers were asked to input all data into an open textbox; therefore, exact frequency and percentage of responses across the states are not reported for this item. In general, states' responses consisted of using specific tools (e.g., DBI Implementation Checklist), using nonspecific tools (e.g., fidelity checklists), engaging in capacity-building activities (e.g., professional development), and documenting behaviors (e.g., observation). Further, some states indicated using just one strategy, while others mentioned two to four strategies. A few states reported five or more strategies in response to the item. See Table 3 for examples of some of the strategies reported by states.

Table 3. Examples of Strategies to Ensure Desired Frequency and Dosages

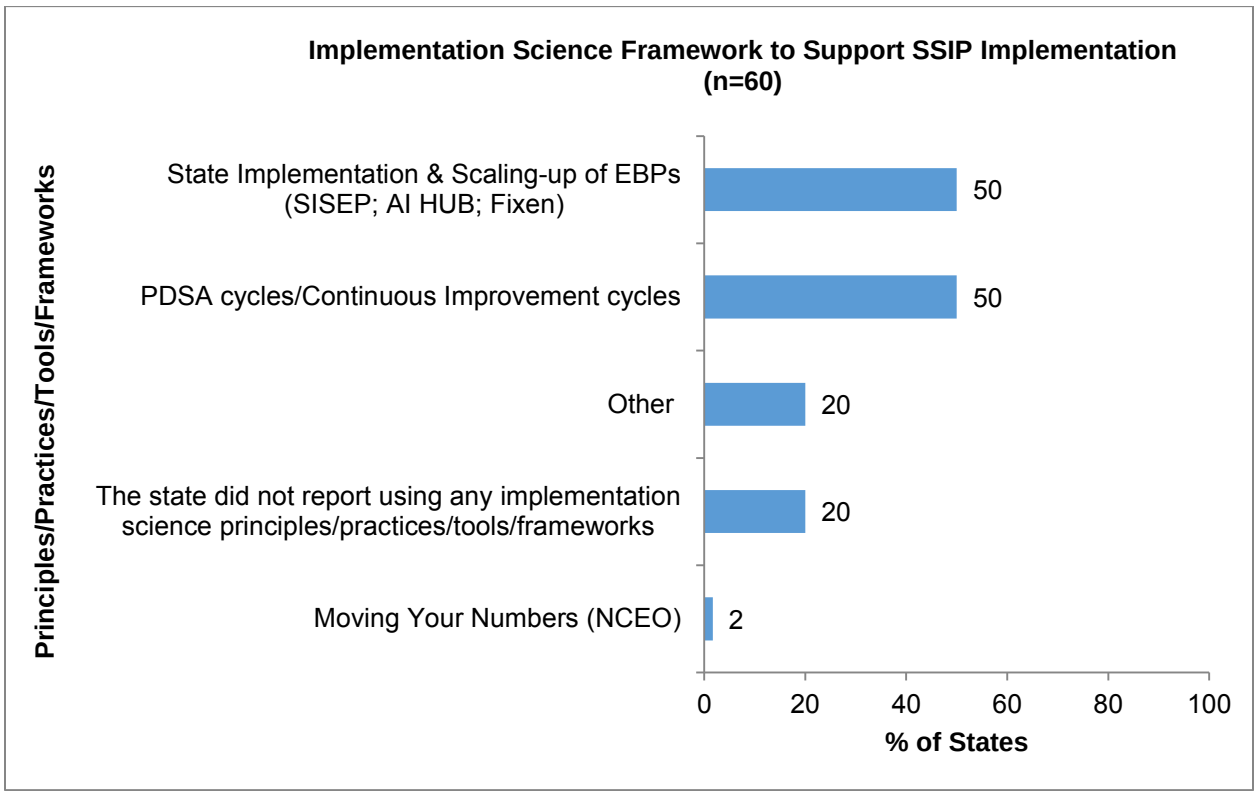
Specific Tools	• District Literacy Evaluation Tool (DLET) • Teaching Pyramid Observation Tool • Reading Tiered Fidelity Inventory • High Quality Coaching Fidelity Checklist • High Quality Professional Development Checklist • DBI Implementation Checklist • Fidelity Integrity Assessment (SWIFT) • District Capacity Assessment (SWIFT)
Nonspecific Tools	• Surveys • Protocols • Communication plans • Implementation framework • Fidelity checklists/measures • Consultant logs • Practice profiles

Capacity-Building	• Training session evaluations • Professional Learning Communities • Professional development • Coaching • Trainer-to-trainer models • Job-embedded supports
Behaviors	• Observations • Site visits • Document reviews • Analysis of data • Regular meetings

Implementation Science Framework

The use of an implementation science framework to support the SSIP varied significantly across states. While some states reported using a single framework, others reported using more than one framework, and still others reported using some of the resources and tools developed to support the framework (e.g., use of a communication protocol) but not adhering to the processes and principals of the total framework. The two frameworks reported most frequently were a PDSA or Continuous Improvement Cycle (30 states, 50%) and the State Implementation and Scaling-up of Evidence-Based Practice Center's tools and resources (30 states, 50%) (Figure 16). Examples of other models include Tribal Systems of Care, Moving Your Numbers, Guskey's Evaluation of Professional Development, Ely's Eight Conditions of Change, and IDC's Indicators of Success Rubric and Action Plans. Twelve states (20%) did not report using an implementation framework to support SSIP activities.

Figure 16



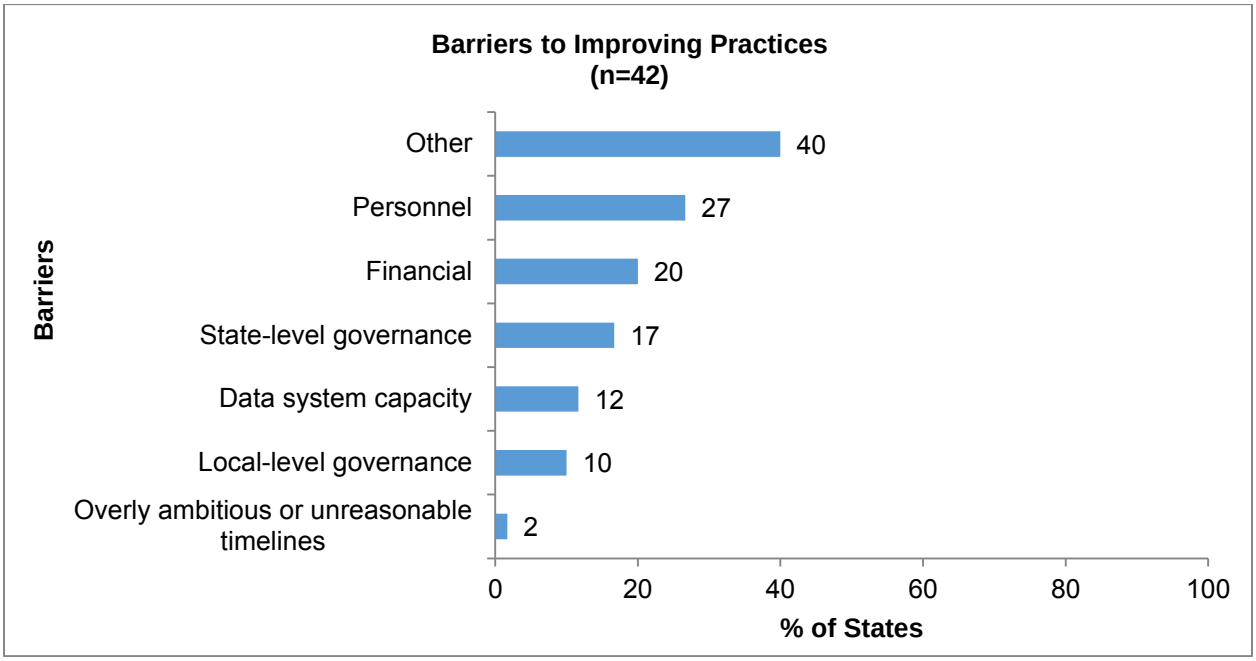
Adjustments to Other Strategies

The majority of states (41 states, 68%) reported that they used data to inform adjustments to implementation and improvement of other SSIP strategies. Example(s) of areas where data were used to make adjustments included enhancing training opportunities and coaching supports, making adjustments to the implementation timelines for activities, expanding communication plans and collaboration with stakeholders, and changes to the methods and measures used to assess student-level progress toward achieving the desired SIMR outcomes.

Barriers Related to Improving Practice

Forty-two states (70%) commented on barriers to improving practice. Of all 60 states, 16 states (27%) noted issues related to personnel (e.g., not enough trainers and/or coaches), 12 states (20%) reported financial issues (e.g., not enough fiscal resources to implement as planned), and 10 states (17%) conveyed complications associated with state-level governance, such as changes to leadership or lack of investment of resources (Figure 17). An additional 7 states (12%) reported problems with data system capacity (e.g., inability to provide the data needed to support implementation), and 6 states (10%) mentioned complications associated with local-level governance (e.g., local leadership not supporting implementation) as barriers to improving practice. One state (2%) acknowledged setting overly ambitious or unreasonable timelines as a barrier.

Figure 17



Some states indicated barriers related to issues which did not fit the categories already listed. The following are examples of additional barriers to improving practice that were reported by states:

- Implementation overload
- Unable to access external evaluation due to loss of SPDG funding
- Poor student attendance
- A cyclone caused damage to an implementation site
- Impact of Hurricanes Irma and Maria
    - Lack of electricity for multiple days
    - Inconsistent school schedules
- Lack of baseline data
- Time

EVALUATION OF OUTCOMES

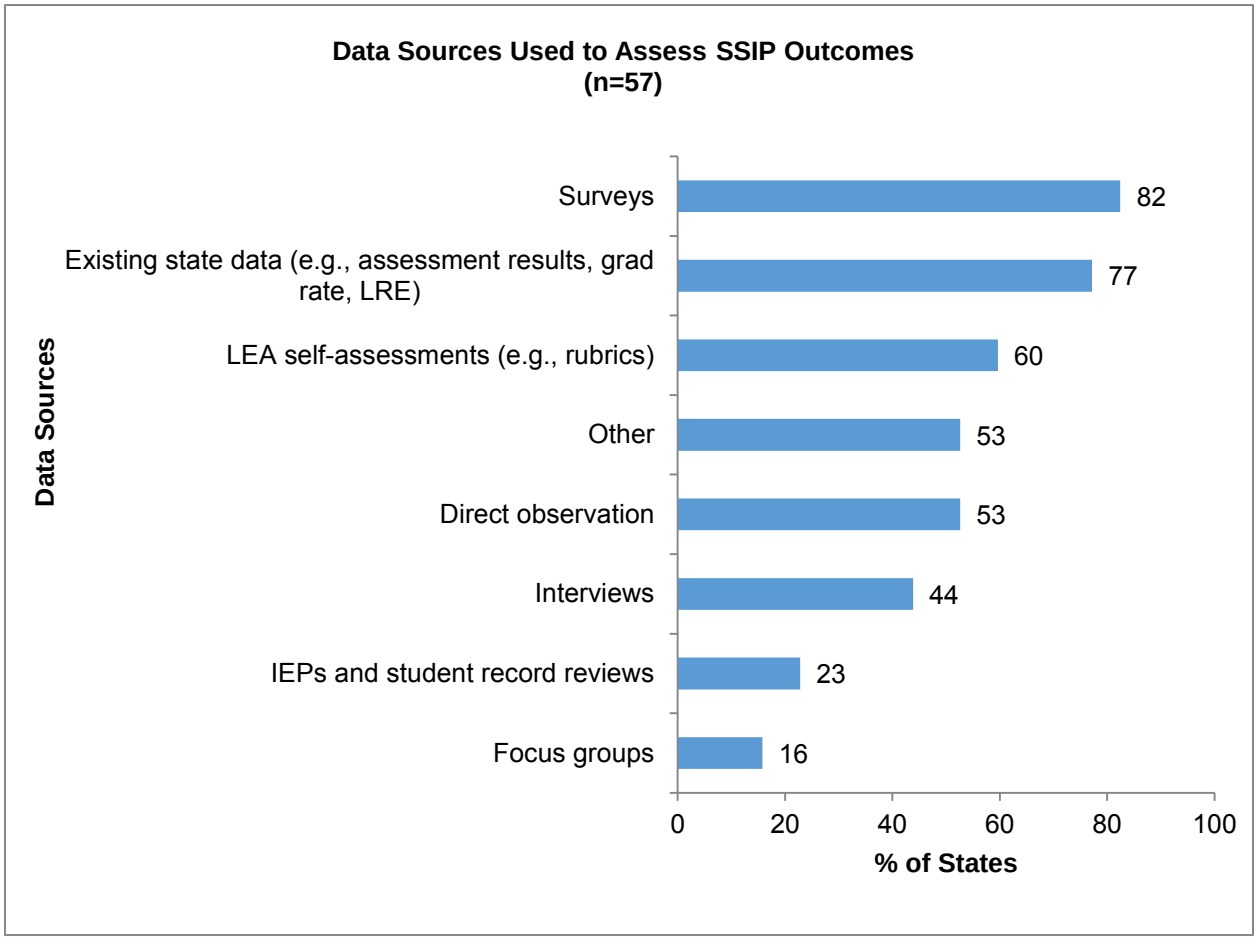
The totals in this section vary across the figures based on how many states reported on the factors being included in this analysis. The percentages identified in the figures may be greater than 100 percent because multiple items may have been identified in any one state.

Data Sources Used

A large majority of states (55 states, 92%) identified data sources for “most to all” of their key evaluation measures (e.g., evaluation questions, activities, or outcomes); two additional states (3%) had identified “many” of the data sources.

To measure SSIP outputs and outcomes, 57 states (95%) reported using a variety of data sources. For example, states reported using surveys (47 states, 82%), existing state data (e.g., assessment results, graduation rate) (44 states, 77%), LEA self-assessments (34 states, 60%), direct observation (30 states, 53%), interviews (25 states, 44%), IEPs and student record reviews (13 states, 23%), and focus groups (9 states; 16%) (Figure 18). Thirty states (53%) reported using some other data source to report SSIP outcomes; these "other" data sources included coaching logs, fidelity tools, agenda and meeting notes, and document reviews of communication protocols and action plans.

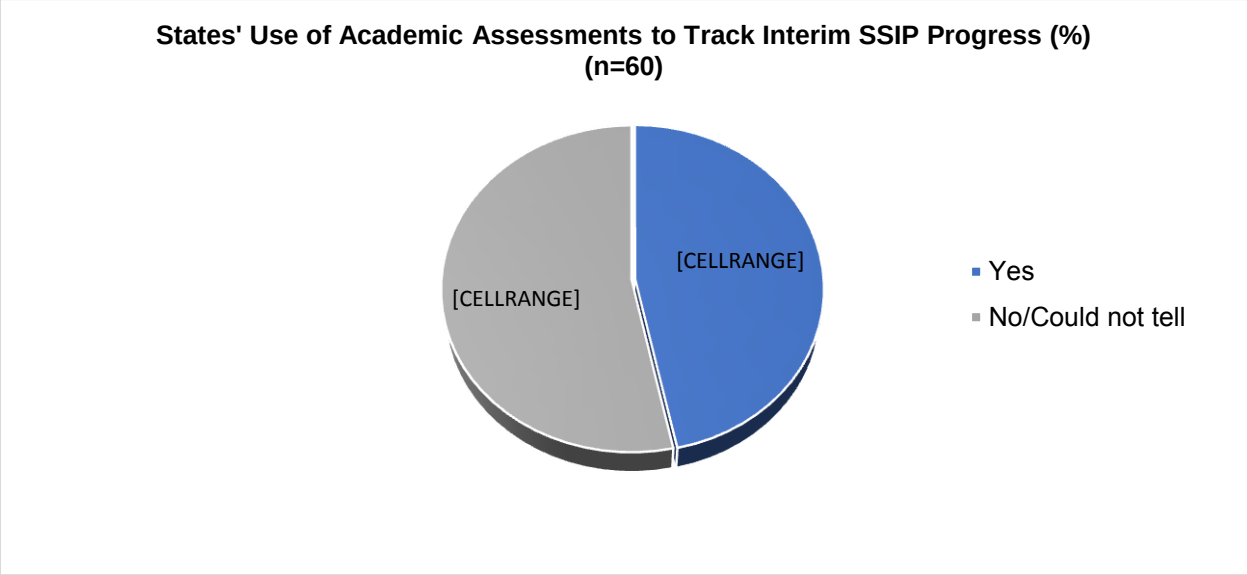
Figure 18



Assessment Types

Roughly half of states (28 states, 47%) reported using student academic assessments to track interim SSIP progress (Figure 19).

Figure 19



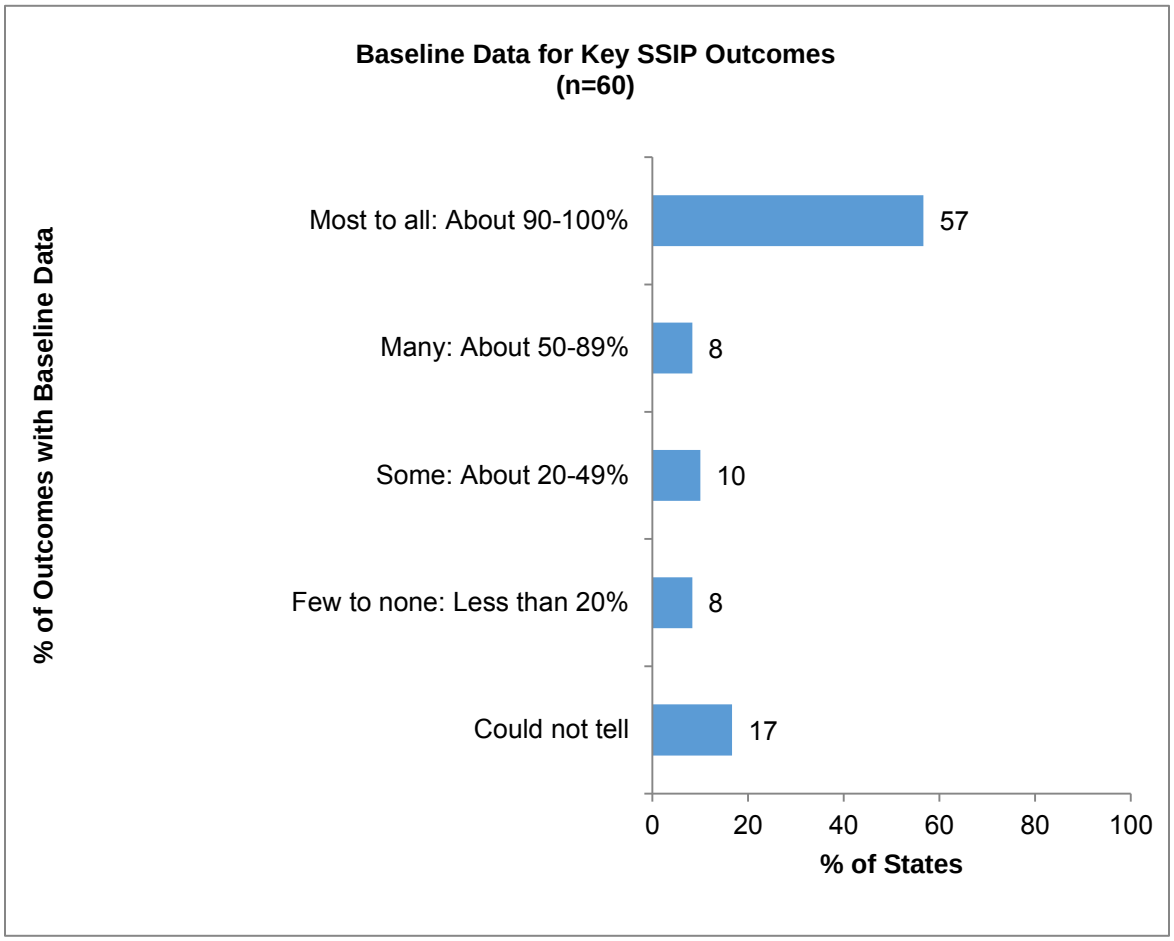
Examples of student academic assessments noted by states include the following:

- DIBELS
- AIMSweb
- NWEA Map Reading
- ACT Aspire
- IREAD3 Assessment
- ISTAR-KR – kindergarten readiness assessment
- Developmental Reading Assessment, 2nd Edition (DRA-2)
- SBA pre- and post-assessment, Samoan Language Picture Vocab Test (SEPVT), Samoan Picture Vocabulary Test (SPVT)
- STAR Early Literacy and STA Reading Universal Screening tools
- formative school-based assessments
- screening, benchmark, and progress-monitoring data

Baseline Data

The majority of states described baseline data for their key SSIP outcomes. For purposes of this analysis, quantitative categories were used to describe the number of outcomes for which states reported having baseline data: most to all (90–100%), many (50–89%), some (20–49%), few to none (0–19%). Thirty-four states (57%) described baseline data for “most to all” of their key SSIP outcomes, and 5 states (8%) described baseline data for “many” outcomes (Figure 20). Six states (10%) described baseline data for “some” of their key SSIP outcomes, and 5 states (8%) described baseline data for “few to none” of their outcomes. In 10 states (17%) the reviewer was unable to ascertain from the SSIP report whether the state described baseline data for key SSIP outcomes.

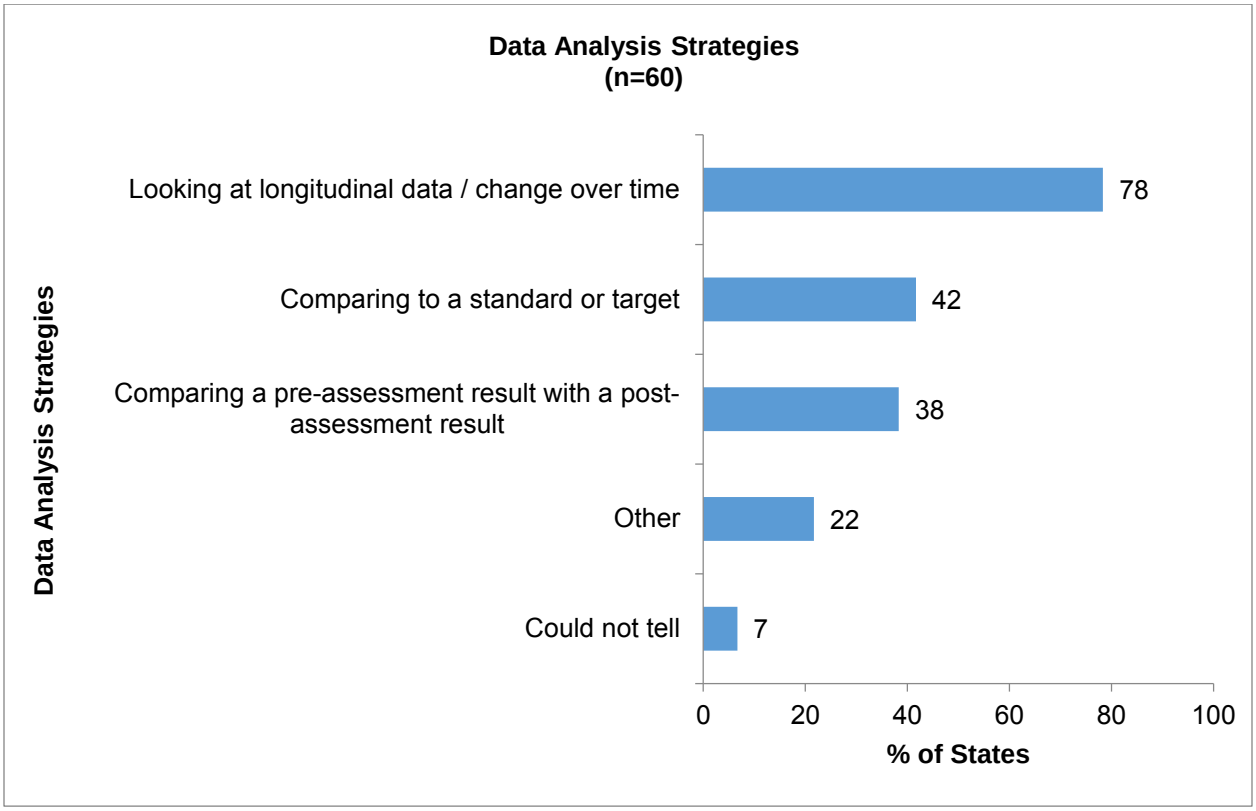
Figure 20



Data Analysis Techniques

States reported using a variety of strategies to analyze SSIP evaluation data. Ten states (17%) reported using sampling procedures, and 24 states (40%) reported using a comparison group to measure implementation progress of at least one of their improvement strategies. A majority of states (47 states, 78%) are reviewing longitudinal data and changes over time (Figure 21). Twenty-five states (42%) are comparing data to a standard or target, and 23 states (38%) are comparing a pre-assessment result with a post-assessment result. Thirteen states (22%) reported using other strategies than those listed above, such as naturalistic or quasi-experimental design, cohort comparisons, comparisons across sites participating in the SSIP, correlation data, descriptive data, document reviews, or individual student case-study approaches. States may have reported using more than one strategy; therefore, the percentages in Figure 21 are greater than 100 percent.

Figure 21



Data Collection Types for Infrastructure

Most states (49 states, 82%) described data they have collected on their infrastructure improvement efforts. Examples of such data include the following:

- survey results on levels of collaboration among stakeholders
- survey results of state and district capacity assessment
- fidelity of implementation
- student survey results
- classroom observations of teacher practice and with site visit rubrics
- professional development and training evaluation results
- High Quality Professional Development protocol
- MTSS Reflection Tool
- educator perspectives on coaching and technical assistance services
- Human resources records of positions filled
- impact data for teachers and administration
- IEP file reviews
- Continuous improvement fidelity profiles
- coaching logs and contact records
- infrastructure analysis survey results
- interview results
- focus group results

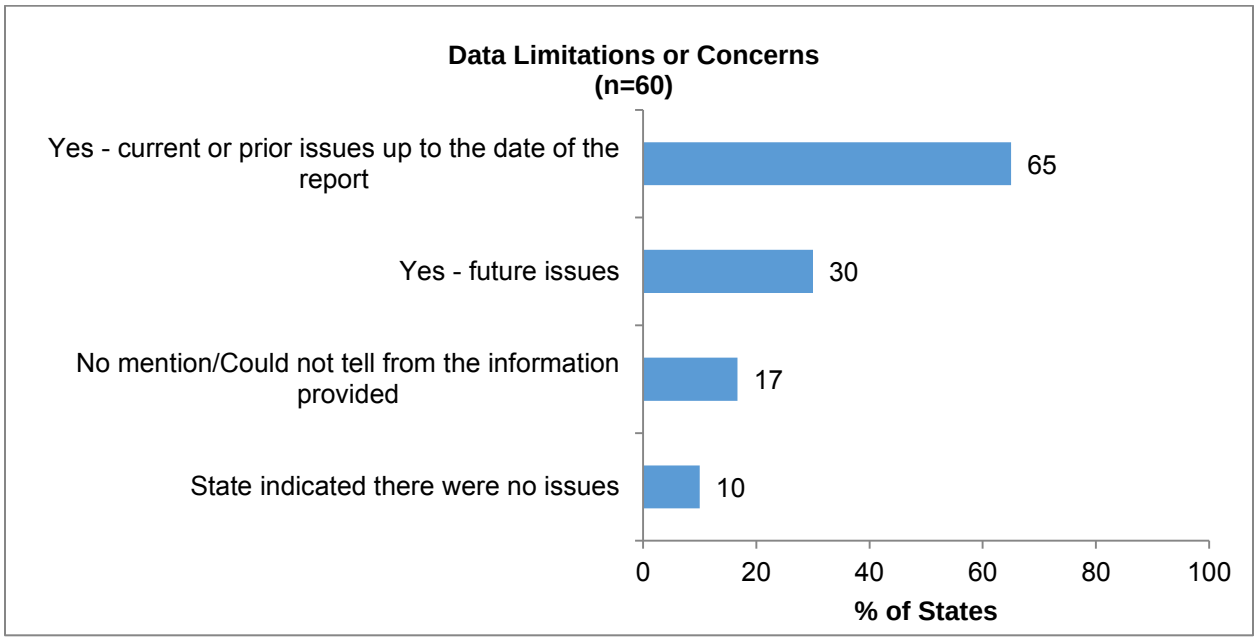
- document reviews (e.g., state and district meeting notes, meeting minutes, reports on implementation progress and procedures, action plans, LEA improvement plans)

DATA QUALITY ISSUES

Limitations and Concerns

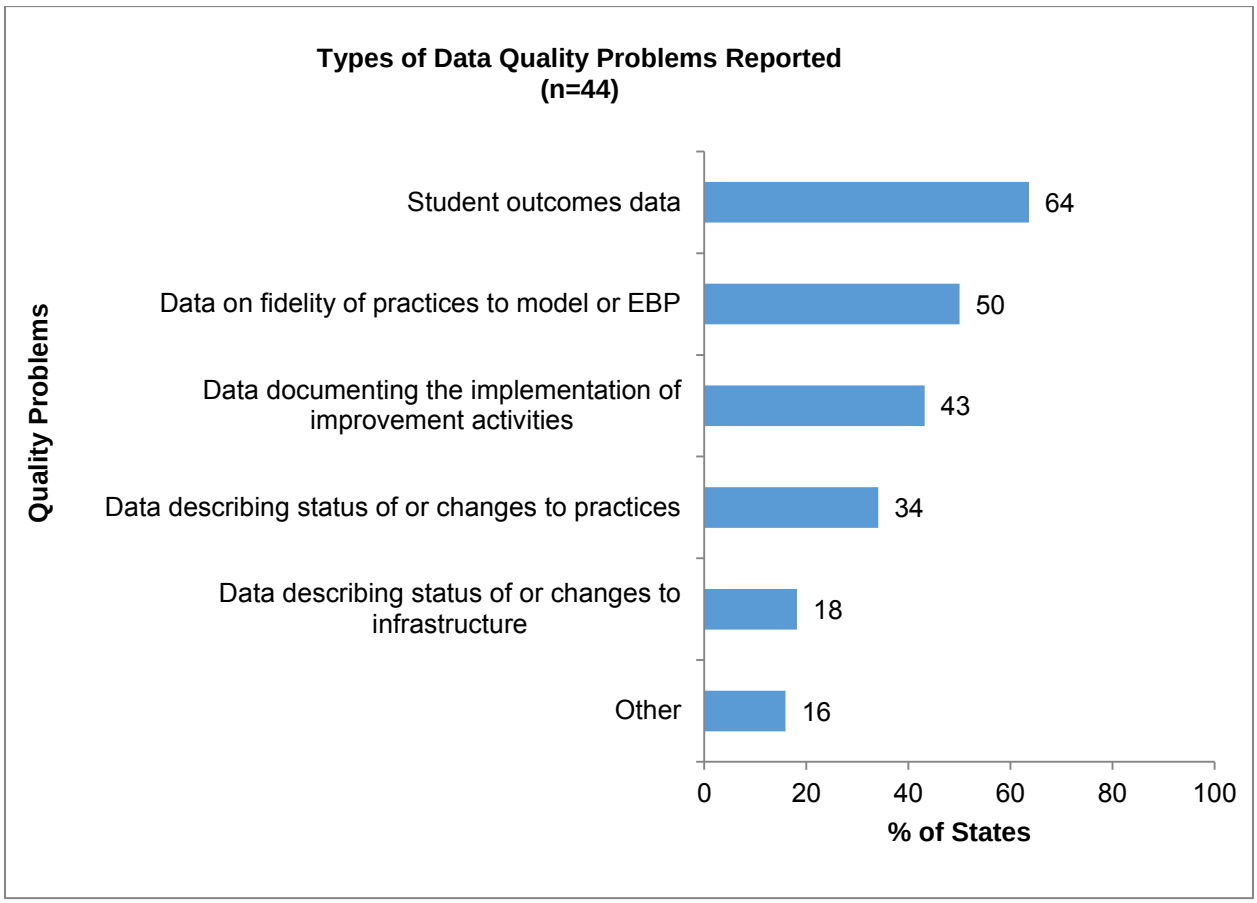
Forty-four states (73%) reported limitations or concerns with data quality either as a current or prior issue, a future issue, or both. A total of 39 states (65%) reported current or prior data limitations or concerns leading up to the date of submission of their 2018 SSIP Phase III-Year 2 report (Figure 22). Eighteen states (30%) predicted future data quality limitations or concerns.

Figure 22



Among the states that reported limitations or concerns about data quality, more than half of the states (28 states, 64%) had concerns about the quality of their student outcomes data, and 22 states (50%) were concerned about quality of their data on fidelity of practices to their model or to EBPs (Figure 23). Nineteen states (43%) noted concerns about the quality of their data on documenting progress in implementation of improvement activities, and 15 states (34%) described concerns about the quality of data describing the status of or changes to practice.

Figure 23



Other examples of data limitations and concerns mentioned by states include the following:

- changes in statewide assessments
- lack of valid and reliable tools for data collection
- lack of baseline data
- data accuracy concerns
- limited availability of data
- technology challenges
- inability to access data at the local level
- the need for more frequent measures of outcome data
- low response rates
- incompleteness of data
- lack of user-friendly data systems

Impact on Reporting Progress

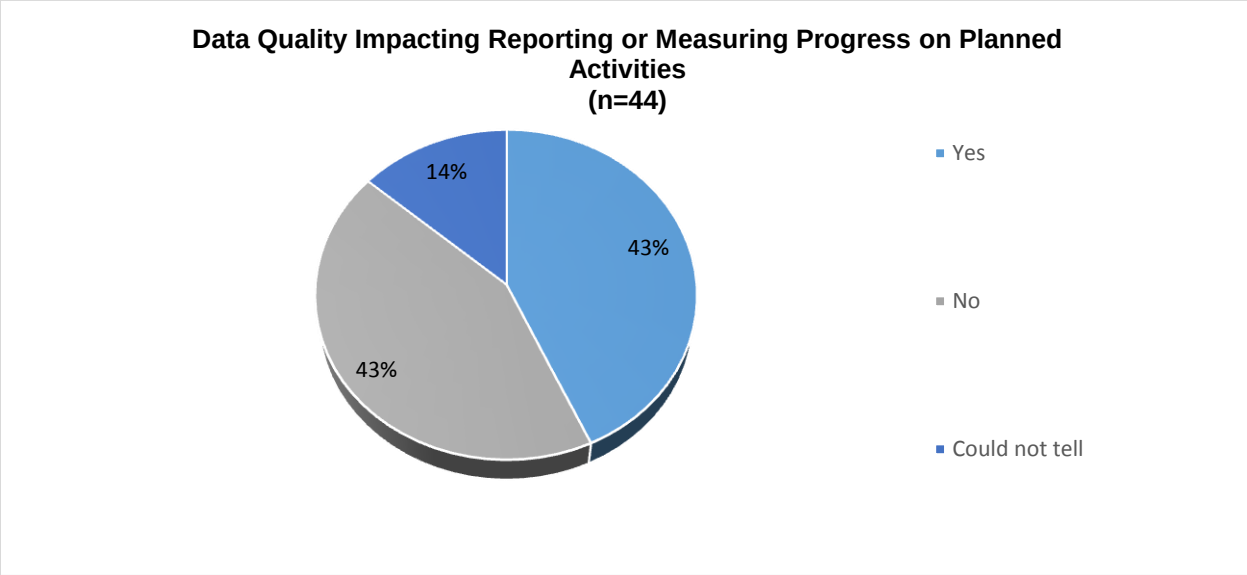
Among the 44 states that noted current, prior, or future concerns about data quality, 17 states (39%) reported that the data quality issues may affect their ability to report or measure progress in achievement or attainment of the SIMR target. States described

the reasons they believe the data quality will affect reporting on their achievement of the SIMR target:

- ability of LEA personnel to efficiently and effectively navigate the state student information system and the special education module within that system
- ability of LEA personnel to correctly complete the required paperwork and data elements
- frequent turnover in LEA personnel
- changing definitions and guidance from OSEP and EdFacts
- changing policies at the SEA level or changes to the state data system
- change in the state test
- low response rate on the teacher knowledge survey
- interim data provider not providing data in a format that can map to the districts' data
- sample size is so small that the state could see radical fluctuation from year to year
- use of different local assessments, interim measures, and tools to collect universal screening and ongoing progress monitoring data
- gaps in available student data (within and across variables)
- the need to adjust timelines

Of the 44 states (73%) reporting data quality concerns, 19 states (43%) indicated data quality issues affected their ability to report or measure progress regarding planned strategies or activities (Figure 24).

Figure 24

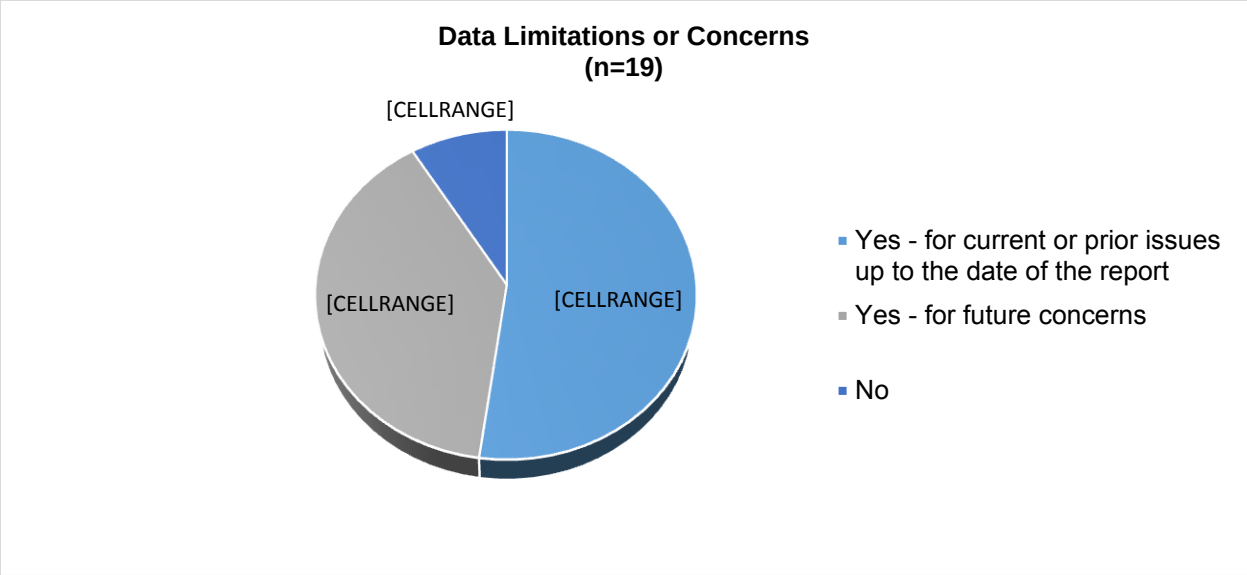


States provided multiple examples of data quality issues that affected their ability to report or measure progress in planned strategies or activities. Examples included lack of fidelity of implementation data for selected EBPs, delays in implementing selected EBPs, introduction of new state content standards and/or new state assessments,

technical issues with universal screening and progress-monitoring systems, low response rates to practitioner surveys about professional development sessions, lack of fidelity of implementation data for inclusion in the current report, changes to the fidelity instrument, concerns regarding self-reported data, and administration of different progress-monitoring instruments by local districts.

Of the states that reported data quality concerns that affected their ability to report or measure progress regarding planned activities or strategies, only 2 states (11%) did not report any implications from the data quality issue (Figure 25). Eight states (42%) indicated that current or prior data quality concerns affected their ability to report or measure progress about planned activities or strategies. Five states (26%) indicated that future data quality concerns may affect their ability to report or measure progress about planned activities or strategies. Four states (21%) indicated that current, prior, and future data quality concerns had or may affect their ability to report or measure progress regarding planned activities or strategies.

Figure 25

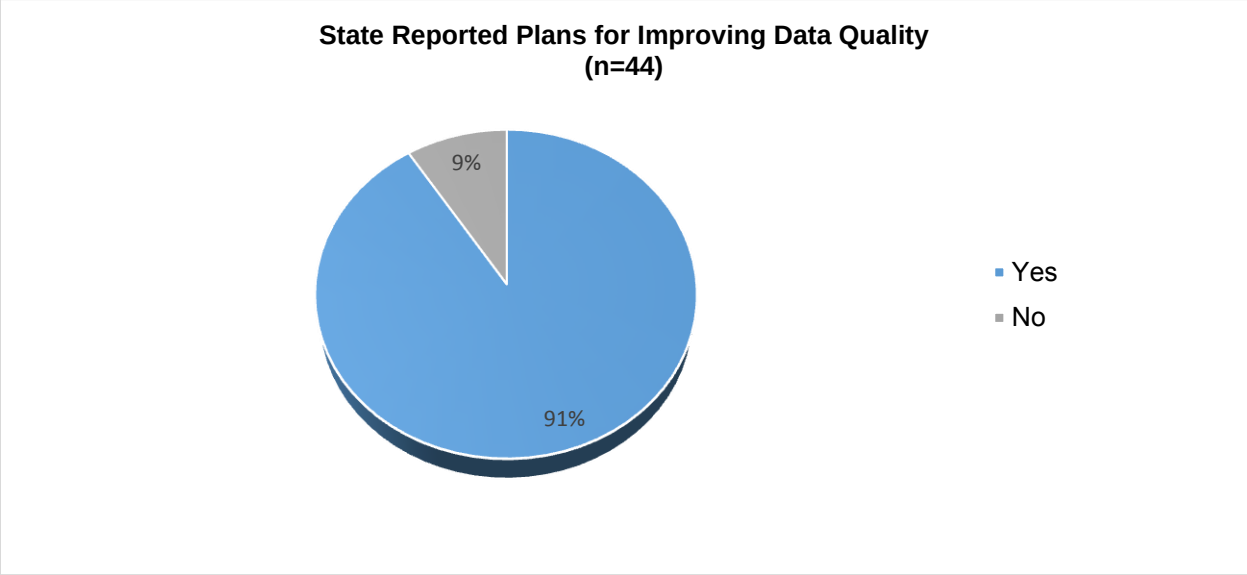


Examples of the implications of current, prior, or future data quality concerns that states reported have affected or may affect their ability to report on or measure progress regarding planned strategies or activities include the following: their ability to measure fidelity of implementation of EBPs, their ability to meet SSIP reporting deadlines, their ability to track increases in educator knowledge and use of EBPs, and SSIP sites' ability to use state assessment data or progress-monitoring data to make informed decisions.

Plans for Improving Data Quality

Of the 44 states (73%) reporting data quality concerns, 40 states (91%) had plans for improving their data quality (Figure 26).

Figure 26



The following are examples of how states plan to improve data quality:

- Develop clear data collection and reporting guidelines and provide additional training and technical assistance to data collectors.
- Increase collaboration across the state department of education to address data quality issues.
- Improve the state's data management such that implementation data are supplied.
- Purchase new electronic data management systems.
- Digitize all data collection instruments and add data validation capabilities.
- Refine data collection instruments.
- Review existing data sources to identify additional data that the state could use.
- Explore alternate methods of measuring progress toward their SIMR to improve the quality of their data.

STAKEHOLDER INVOLVEMENT IN SSIP PHASE III-Year 2

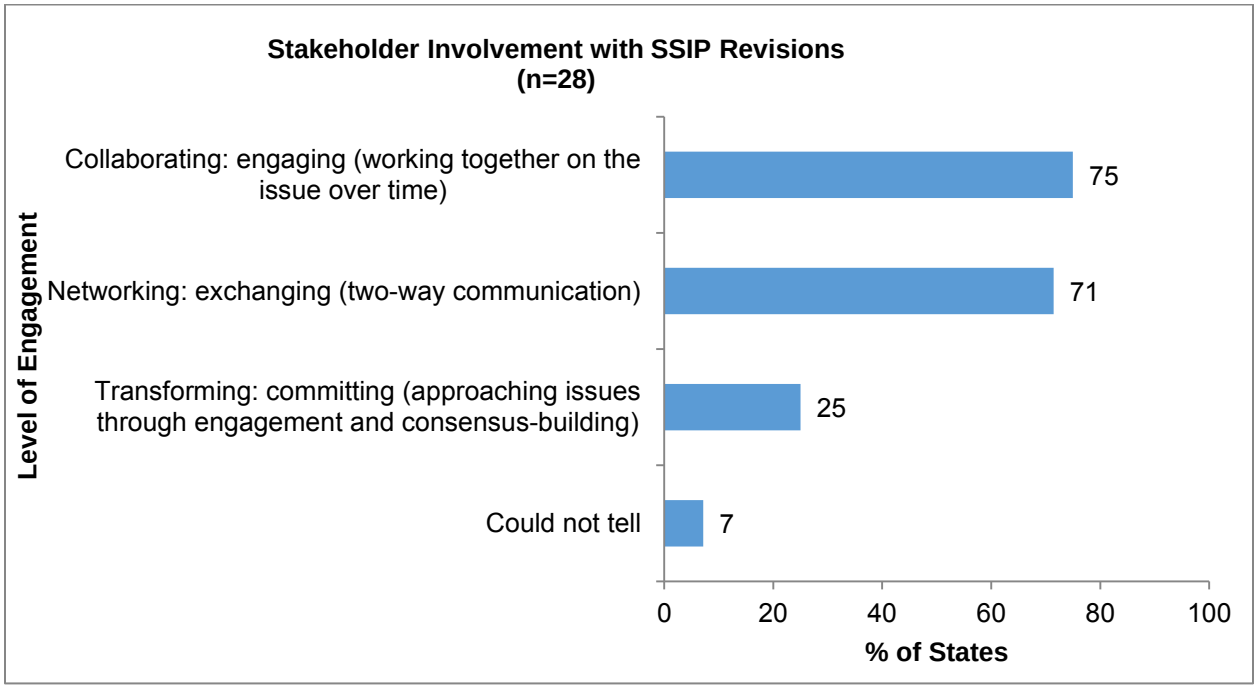
States were asked to provide a description of how stakeholders had been engaged in Phase III-Year 2 of the SSIP, including their involvement in decision-making regarding revisions, implementation, and evaluation. The following descriptors of stakeholder involvement used in this analysis — *informing, networking, collaborating and transforming* — are based on work from *Leading by Convening* (Cashman et al., 2014) (see Appendix 2). These levels are hierarchical in nature; however, depending on the purpose for the engagement, one level of engagement is not necessarily more valued over another. In addition, the totals in this section vary across the figures based on how many states reported on the factors being included in this analysis. The percentages

identified in the figures may be greater than 100 percent because multiple items may have been identified in any one state.

Stakeholder Involvement in Revisions to the SSIP

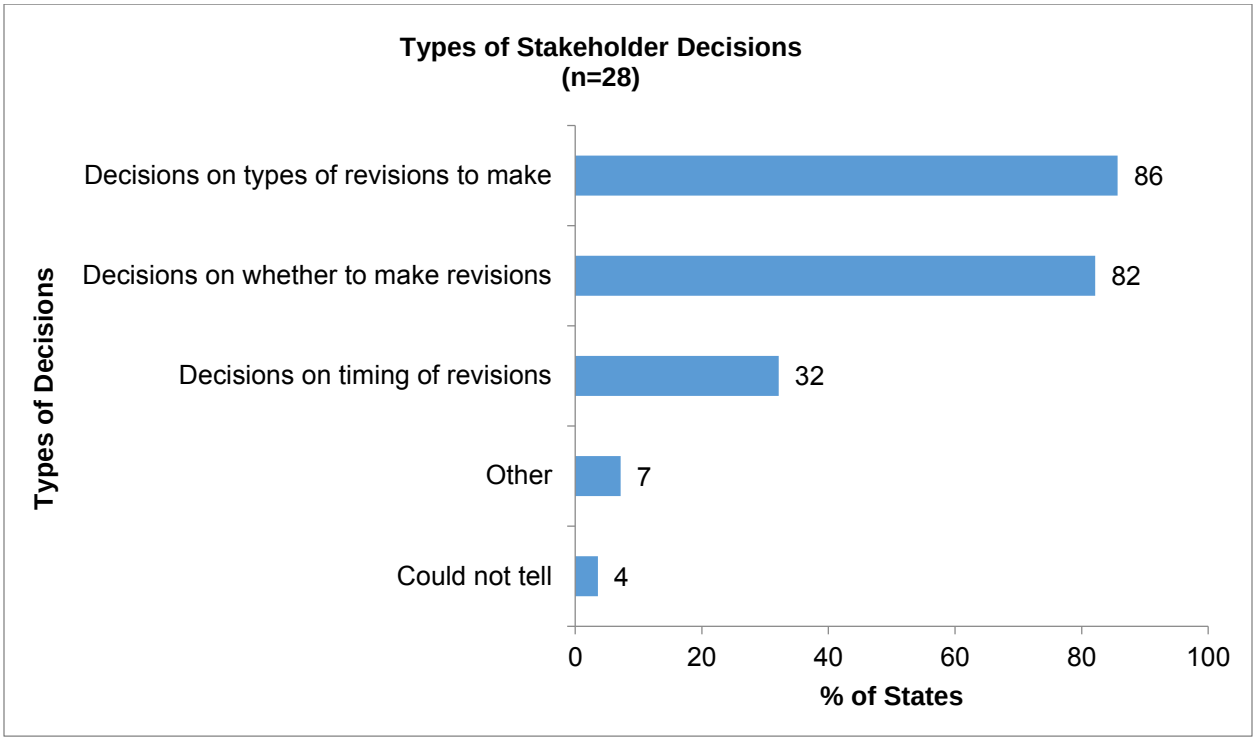
A review of the SSIPs indicated that of the 37 states (62%) that revised their SSIPs for Phase III-Year 2, 28 states (76%) described ways in which they engaged stakeholders in decision-making. Well over half of the states engaged stakeholders in *networking* (20 states, 71%) through two-way sharing of ideas, and a similar number used *collaborating* (21 states, 75%), which involved engaging more deeply over time to make joint decisions about revisions (Figure 27). *Transforming* was less frequently identified, with seven states (27%) having engaged stakeholders as equal partners in the decision-making that occurred to revise the SSIP for Phase III-Year 2.

Figure 27



The 28 states (47%) that described stakeholder engagement in the process of making revisions to their SSIPs reported various types of decisions that stakeholders were asked to make. Foremost were decisions on the types of revisions to make in the SSIP (24 states, 86%), followed in frequency by decisions of whether to make revisions (23 states, 82%), and decisions regarding the timing of revisions (9 states, 32%) (Figure 28).

Figure 28

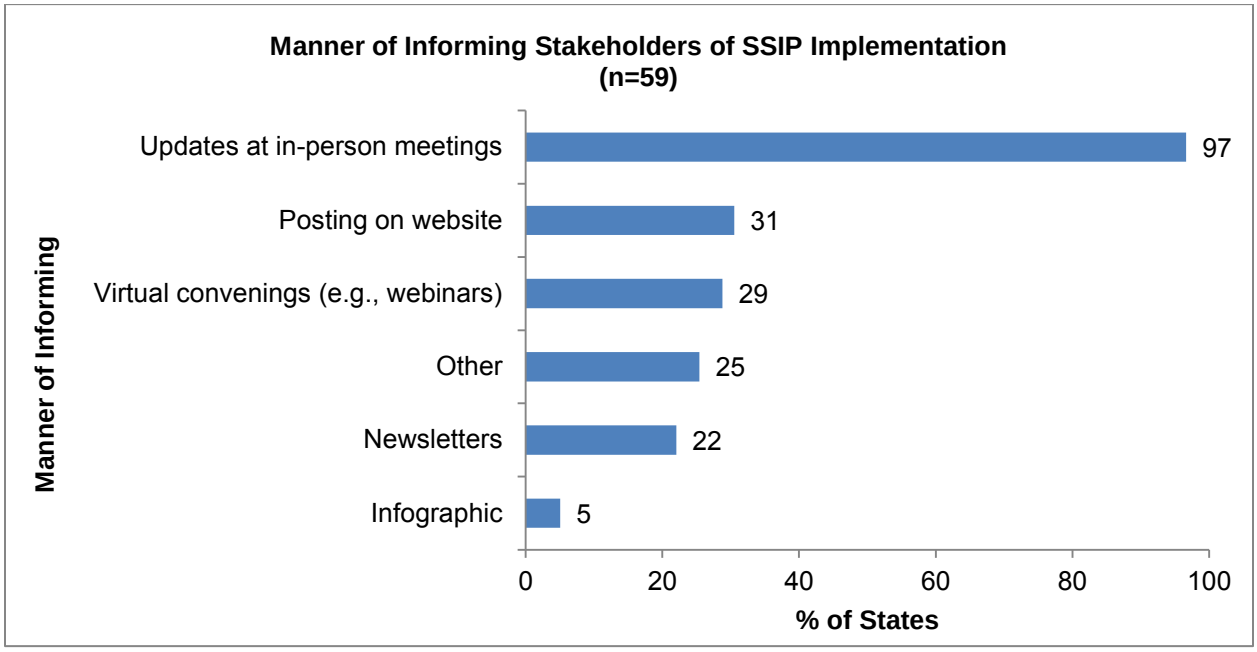


Examples of an "other" type of decision that a state noted included the co-creation of tools and materials.

Stakeholder Involvement in SSIP Implementation

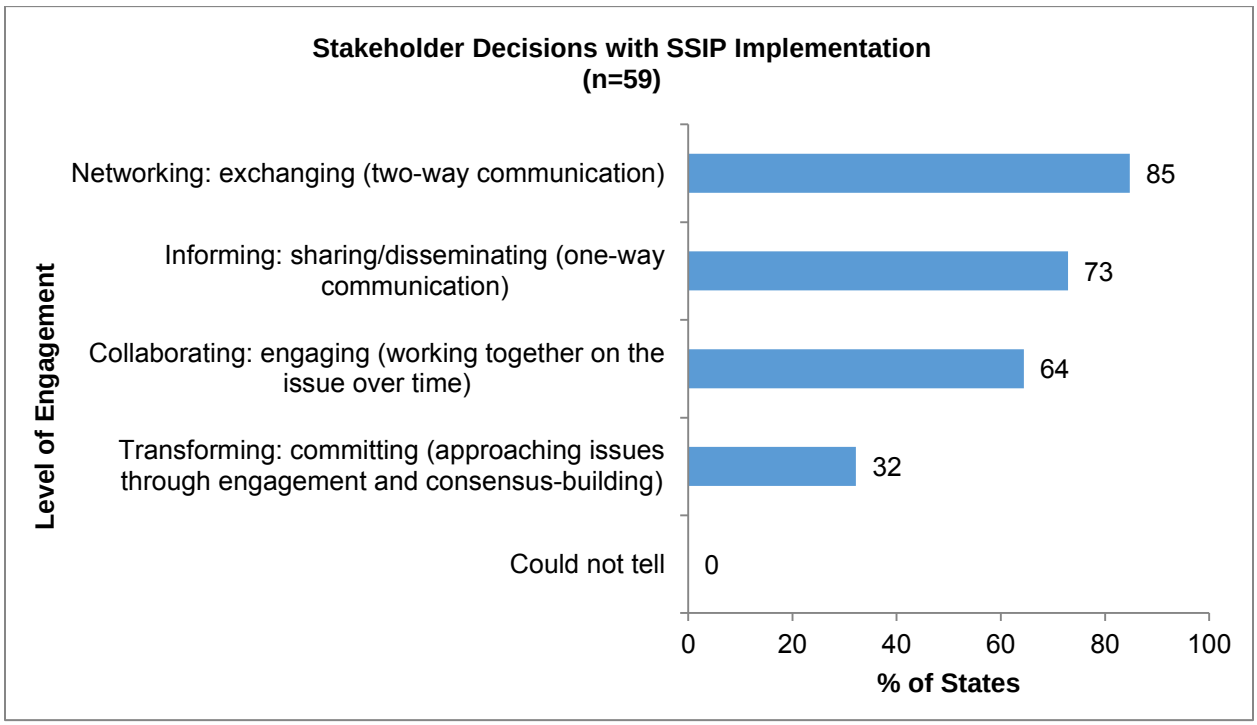
Nearly all states (59 states, 98%) described how stakeholders were informed of the ongoing implementation of the SSIPs. Most often, updates were presented to stakeholders at in-person meetings (57 states, 97%) (Figure 29). Additionally, states shared implementation information through postings on websites (18 states, 31%), virtual convenings such as webinars (17 states, 29%), newsletters (13 states, 22%), and the use of infographics (3 states, 5%). States also reported using other forms of dissemination, such as through inviting stakeholders to serve on workgroups, sending email communications, conducting professional development, and creating videos.

Figure 29



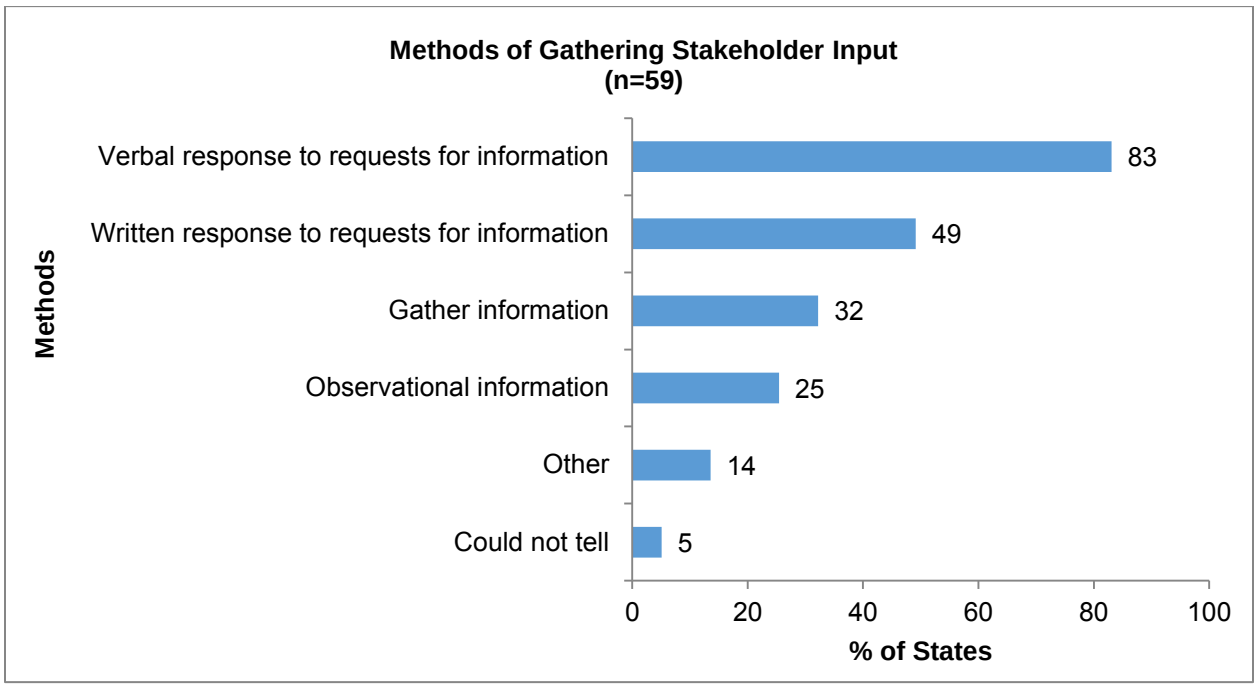
Fifty-nine states (98%) provided a description of stakeholder involvement in decision-making concerning the implementation of the SSIP, and most of those states engaged with stakeholders through *networking* opportunities (50 states, 85%) (Figure 30). States also used *informing* (43 states, 73%) and *collaborating* (38 states, 64%). *Transforming* engagements (19 states, 32%) were also used with stakeholders in decisions regarding implementation.

Figure 30



States involved stakeholders in decision-making about the implementation of the SSIP in a variety of ways. States solicited information from stakeholders and gathered their responses through verbal (49 states, 83%) and written methods (29 states, 49%) (Figure 31). States also reported the use of observational data from stakeholders to inform decision-making (15 states, 25%) and having stakeholders, rather than state staff, gather information to inform decision-making (19 states, 32%).

Figure 31



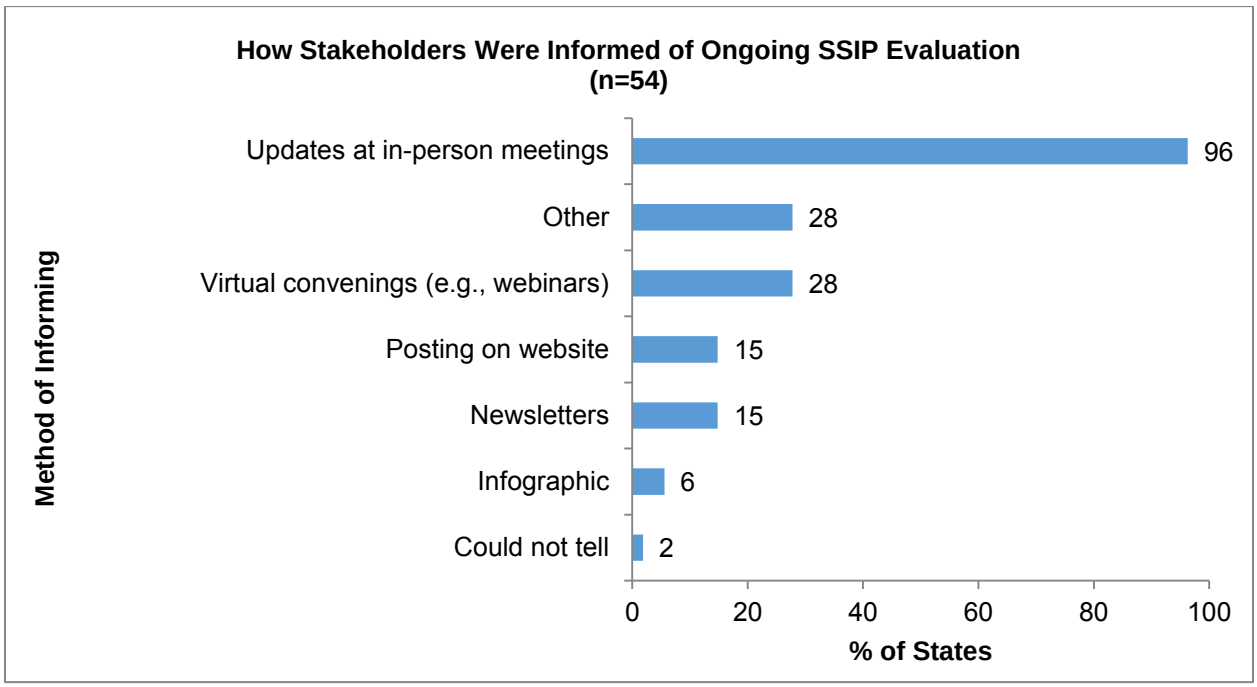
Other means of engaging stakeholders included their involvement in:

- the development of tools, or co-creation of materials, and
- focus groups.

Stakeholder Involvement in Ongoing Evaluation of the SSIP

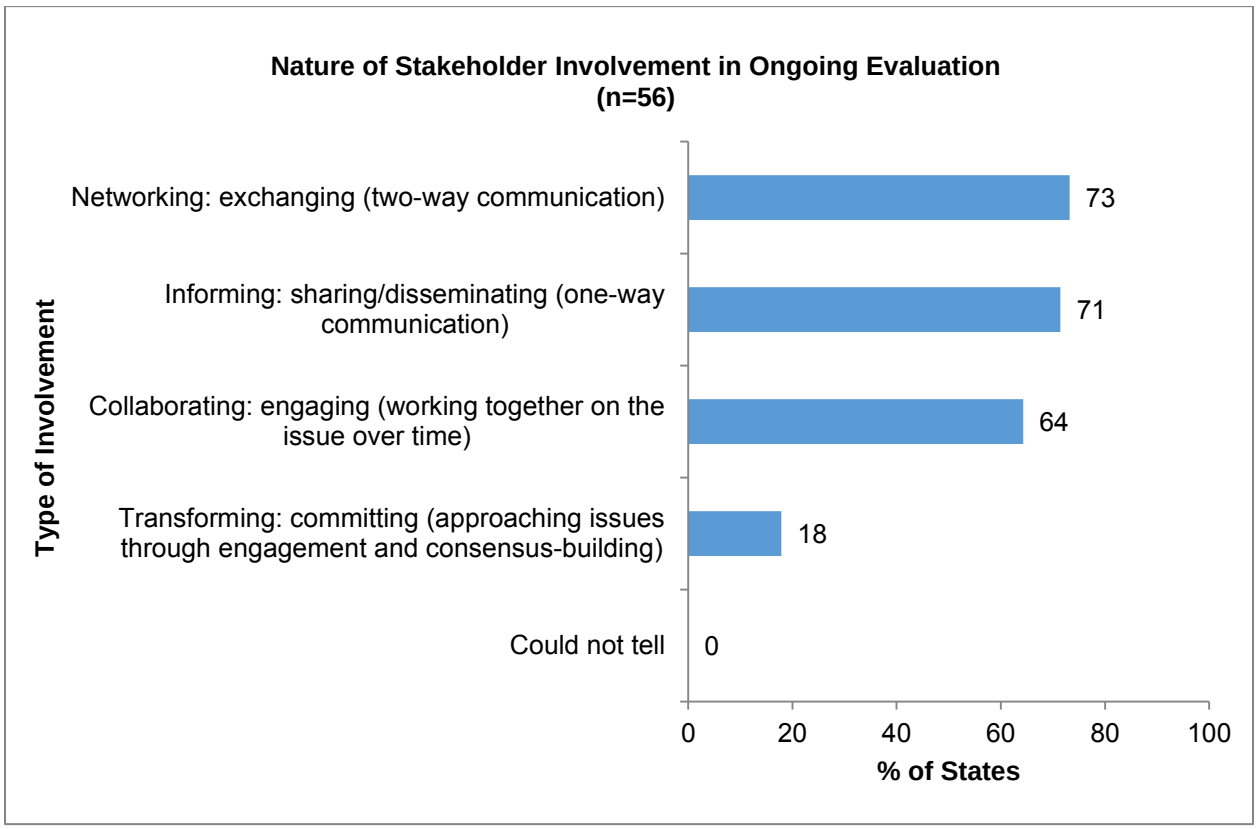
Fifty-four states (90%) reported informing stakeholders about the ongoing evaluation of the SSIP. Most of this information was shared through updates at in-person meetings (52 states, 96%) (Figure 32). Fifteen states (28%) used virtual convenings, such as webinars, eight states (15%) used website postings and newsletters, and 3 states (6%) used infographics. Another 15 states (28%) used established feedback loops, including information in school performance reports and sharing via email, site visits, trainings, conferences, and a published data booklet.

Figure 32



Fifty-six states (93%) reported having stakeholders contribute to the decision-making in the ongoing evaluation of the SSIP. *Networking,* or the use of two-way communication, was most frequently cited in states' SSIPs (41 states, 73%), closely followed by *informing*, which is a one-way communication from states to stakeholders (40 states, 71%) (Figure 33). At the same time, many states (36 states, 64%) engaged in the deeper level of engagement — *collaboration*. In 10 states (18%), stakeholder engagement in the SSIP evaluation was characterized as *transforming*.

Figure 33

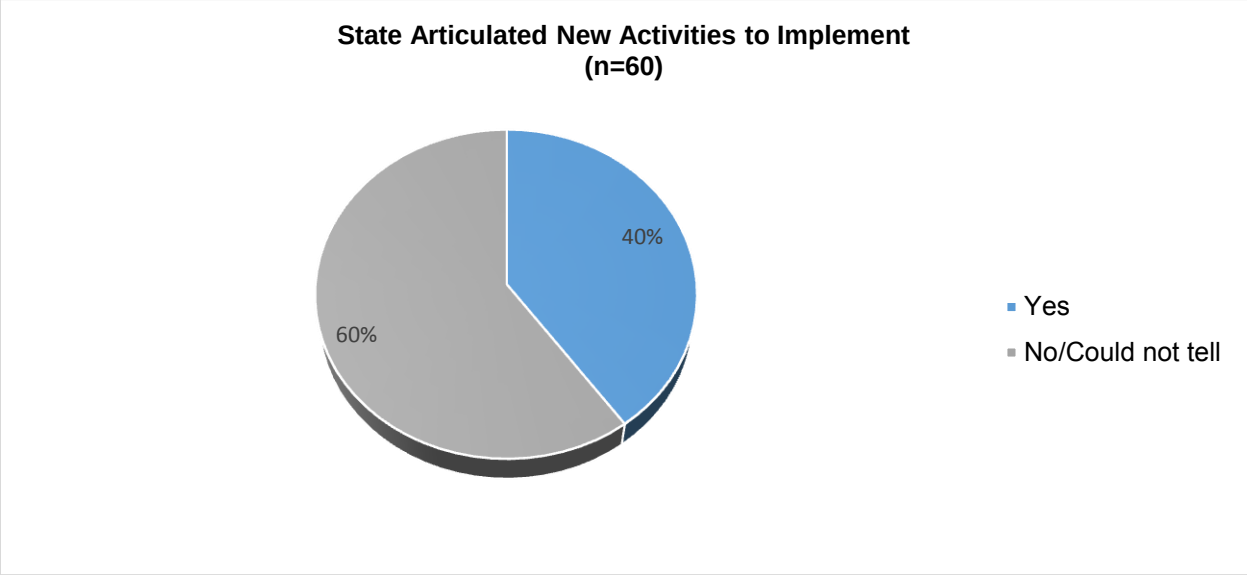


PLANS FOR NEXT YEAR

New Activities and Their Timelines

Twenty-four states (40%) specified that they planned to implement new activities next year (Figure 34).

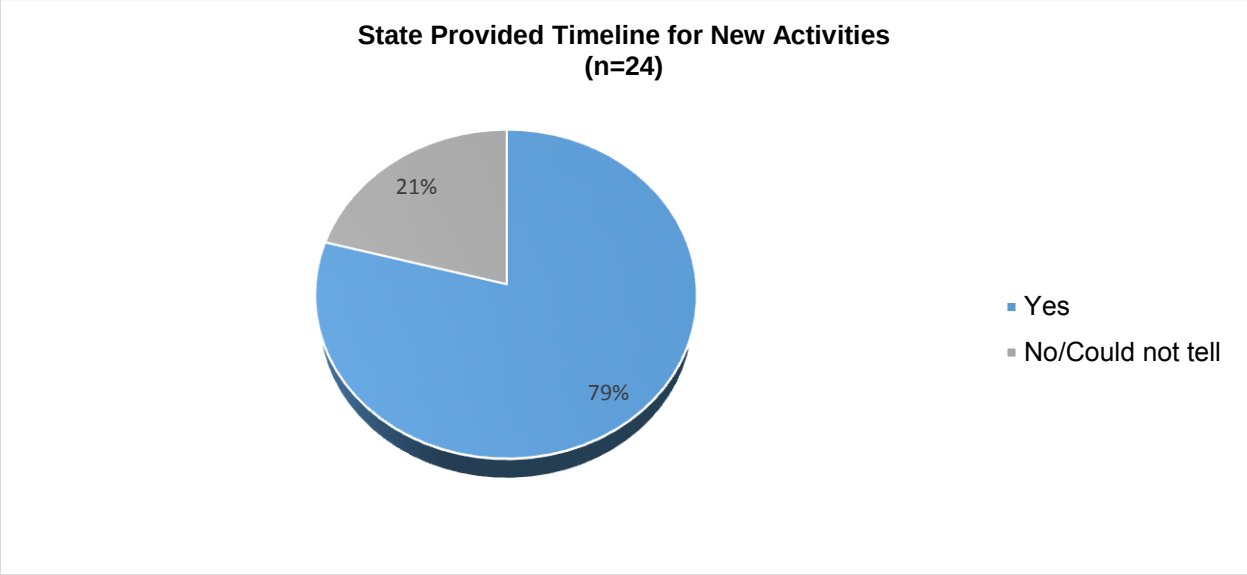
Figure 34



These twenty-four states described a range of new activities that they planned to implement next year. Some states plan to increase the amount, type, and quality of professional development and coaching available to teachers and school leaders. This training includes comprehensive staff development in direct and explicit instruction, self-determination/self-advocacy in transition, dropout prevention and use of early warning systems, culturally and linguistically responsive instruction, and universal design for learning. Other states indicated that they intend to develop new needs assessments and new data collection instruments and to purchase new evidence-based programs. Finally, some states proposed redesigning their statewide technical assistance and support systems and developing new and deeper connections with their stakeholders.

Many of these 24 states (19 states, 79%) that reported they planned to implement new activities next year also provided timelines for implementation of these new activities (Figure 35).

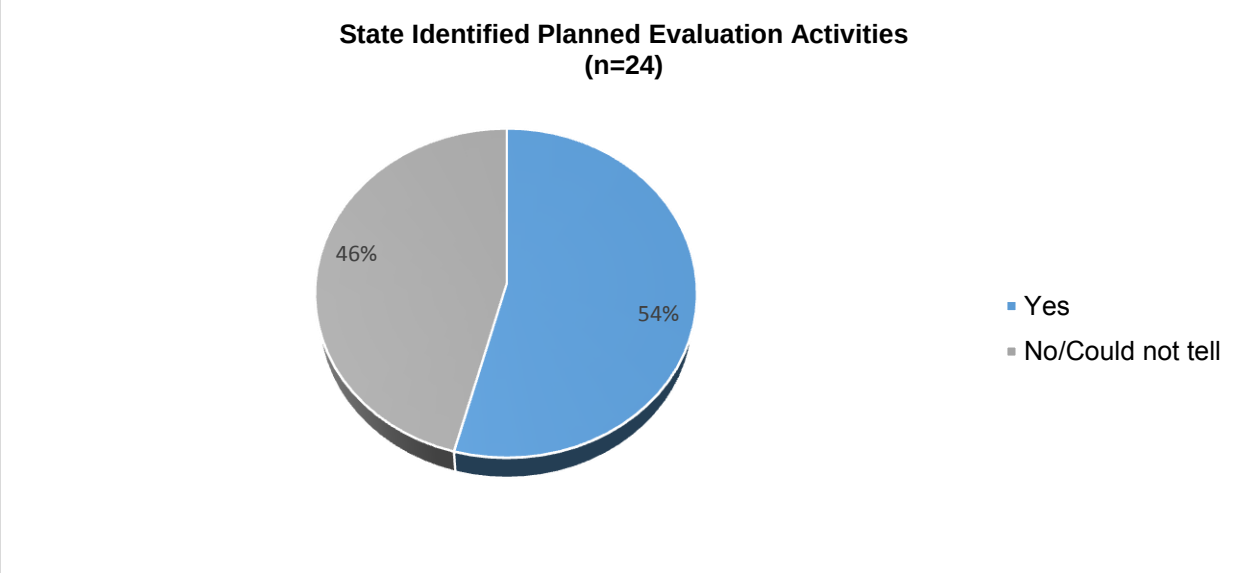
Figure 35



New Evaluation and Data Sources for New Activities

Of the 24 states reporting new activities, 13 states (54%) identified planned evaluation activities for the new activities to be implemented next year (Figure 36).

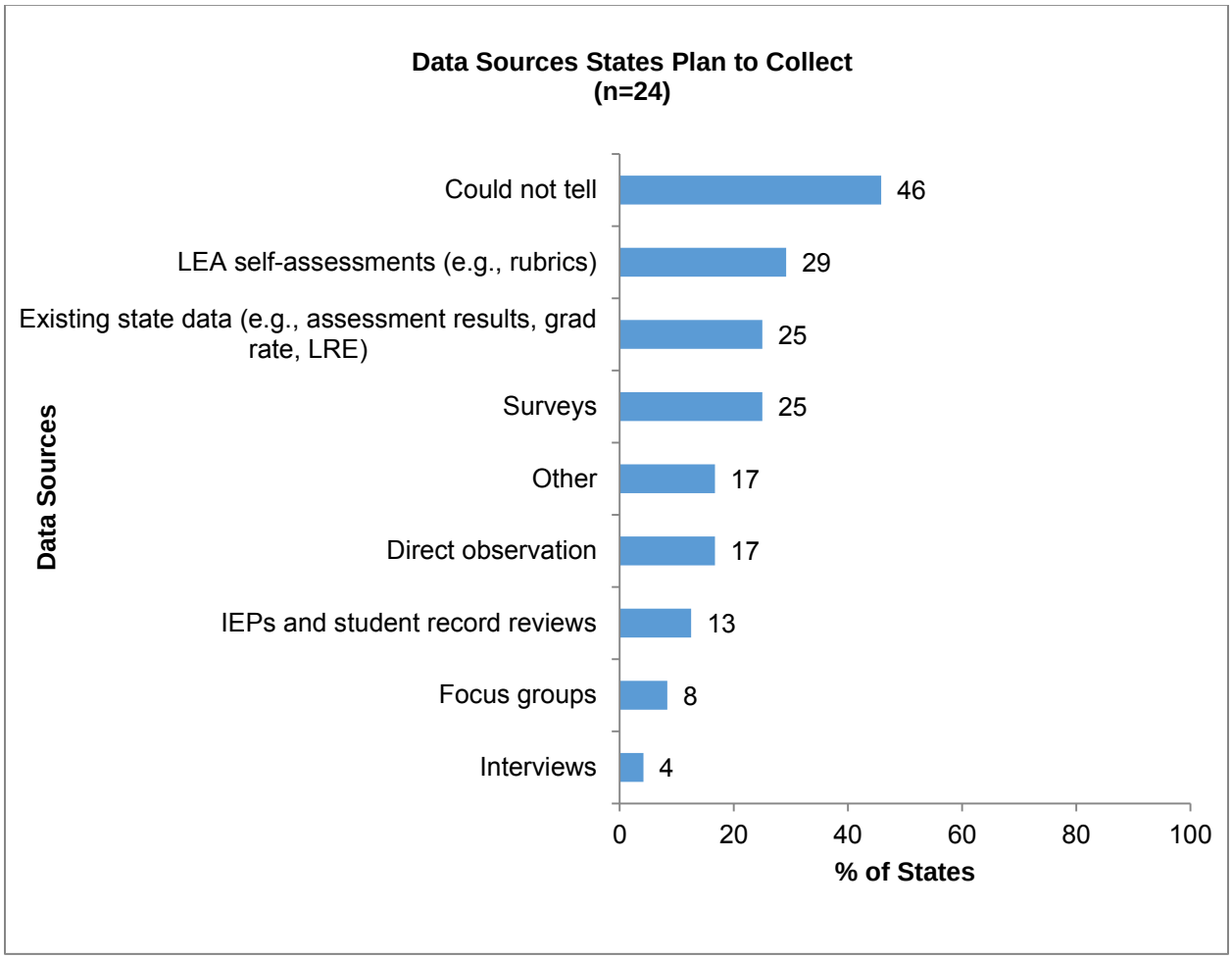
Figure 36



The 24 states reporting new activities also described the data sources that they will use for these new activities. Seven of the states (29%) indicated that they planned to use LEA self-assessments; six states (25%) planned to use surveys; six states (25%) planned to use existing state data; four states (17%) proposed the use of direct observation; and three states (13%) indicated that they will use IEP and student record

reviews; two states (8%) planned to hold focus groups; and one state (4%) intended to conduct interviews (Figure 37).

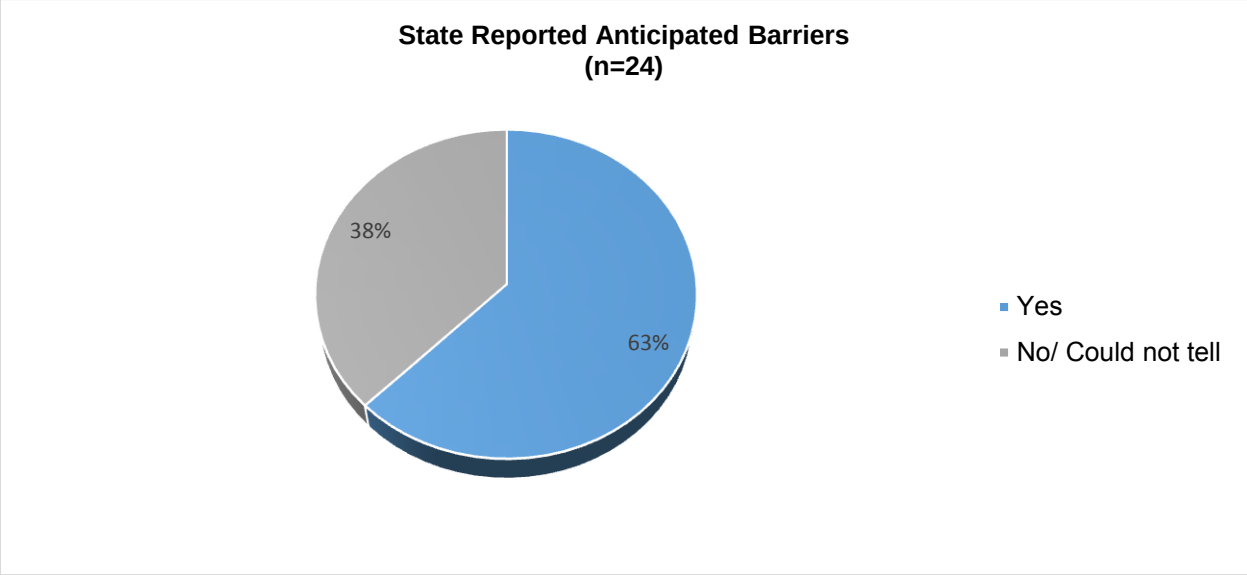
Figure 37



Addressing Anticipated Barriers to New Activities

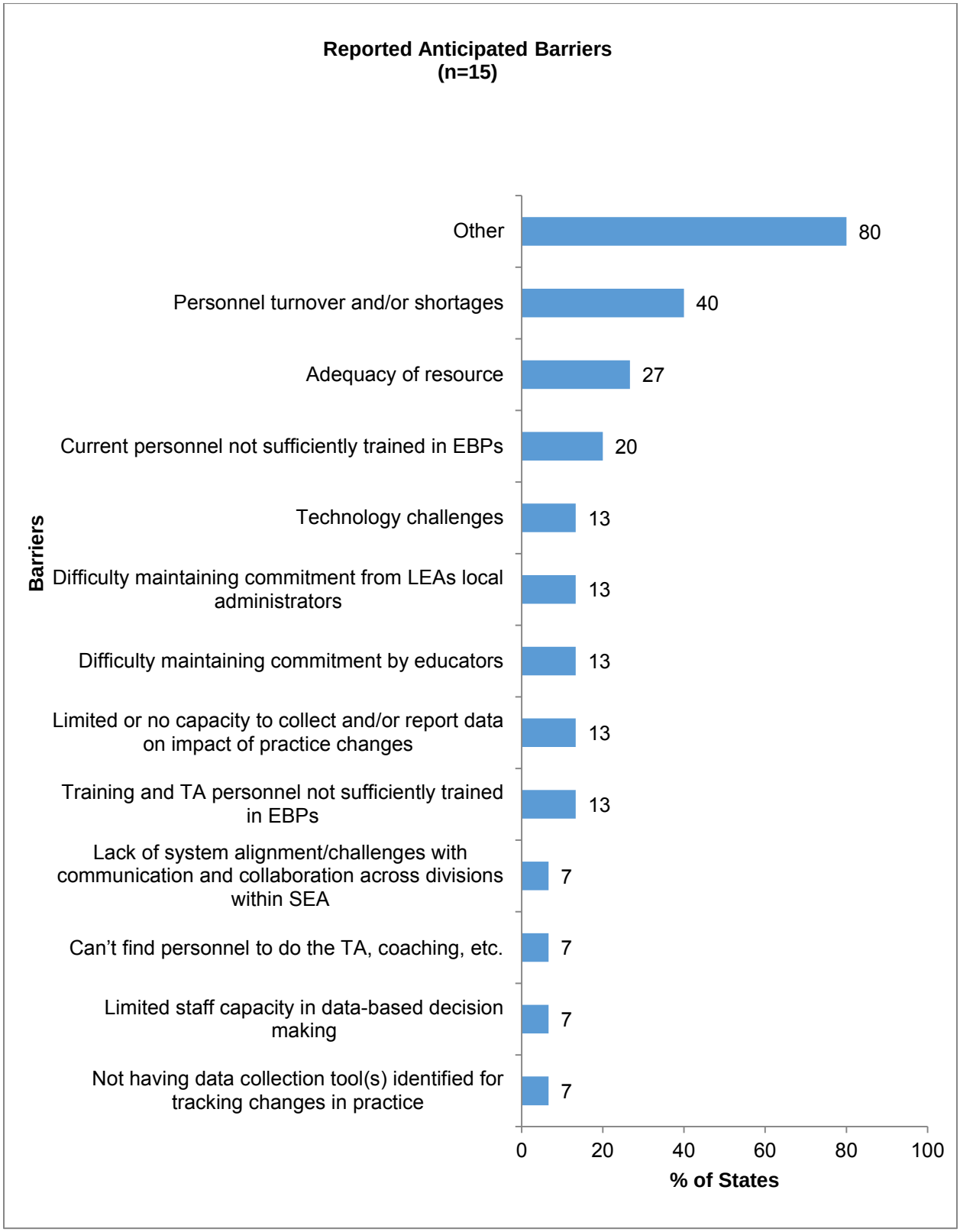
Of the 24 states proposing new activities for next year, 15 (63%) reported on anticipated barriers to these new SSIP activities (Figure 38).

Figure 38



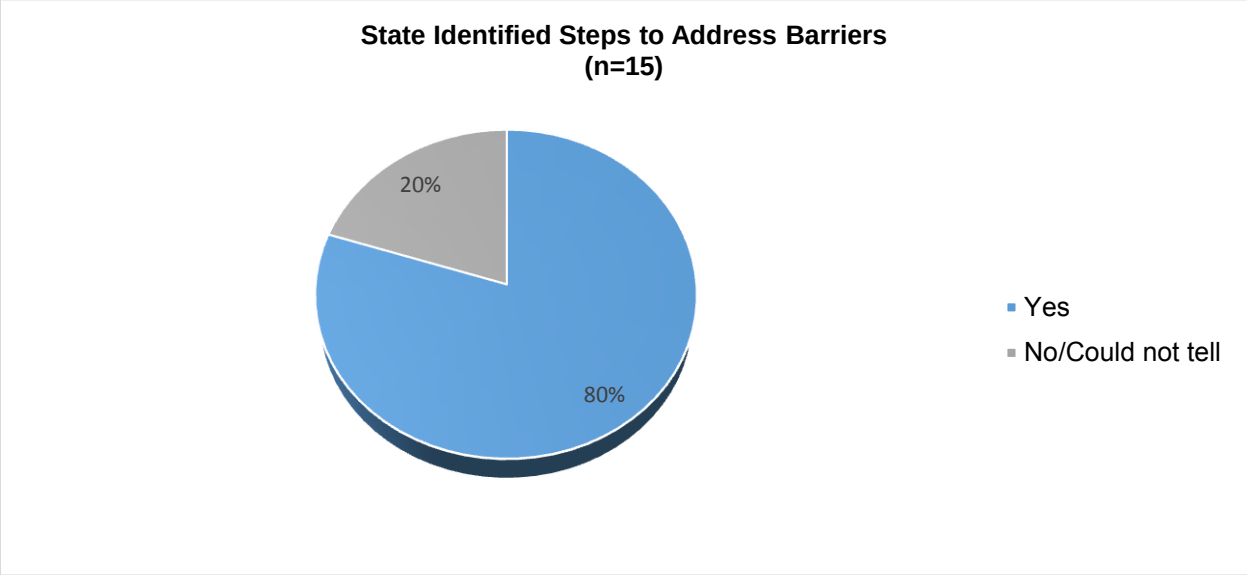
These states identified a wide range of anticipated barriers, including personnel turnover and staff shortages (6 states, 40%), lack of adequate resources (4 states, 27%), lack of current personnel trained in EBPs (3 states, 20%), lack of technical assistance staff trained in EBPs (2 states, 13%), and a lack of commitment to the SSIP initiative by educators (2 states, 13%) and LEAs (2 states, 13%) (Figure 39).

Figure 39


Reported Anticipated Barriers
(n=15)
Barriers
Other
80
Personnel turnover and/or shortages
40
Adequacy of resource
27
Current personnel not sufficiently trained in EBPs
20
Technology challenges
13
Difficulty maintaining commitment from LEAs local administrators
13
Difficulty maintaining commitment by educators
13
Limited or no capacity to collect and/or report data on impact of practice changes
13
Training and TA personnel not sufficiently trained in EBPs
13
Lack of system alignment/challenges with communication and collaboration across divisions within SEA
7
Can't find personnel to do the TA, coaching, etc.
7
Limited staff capacity in data-based decision making
7
Not having data collection tool(s) identified for tracking changes in practice
7
0
20
40
60
80
100
% of States

Examples of other barriers anticipated by these states were phasing out of regional support centers, competing priorities or initiatives, and changes in state governance. Twelve of the states (80%) that identified barriers to implementing new activities for the next year also reported steps to address those barriers (Figure 40).

Figure 40



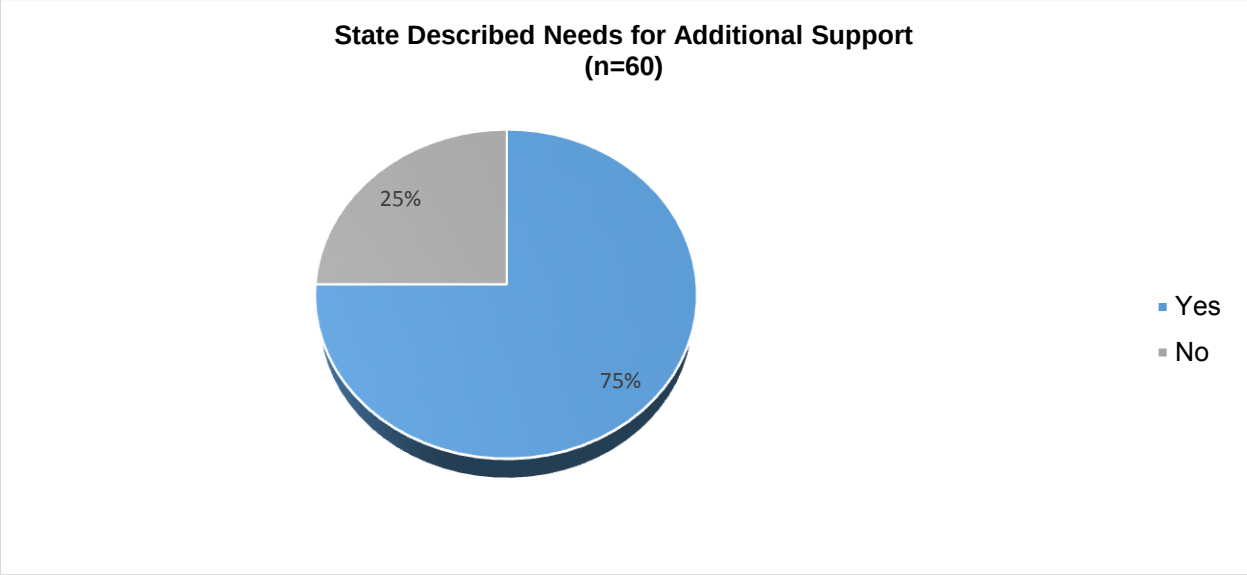
These steps include the following:

- Incentivizing voluntary participation in the SSIP through additional funding and supports.
- Increasing the budgeted amount allotted to substitute teacher recruitment.
- Ensuring that all site and district implementation teams are engaged and active to assist the principal to recruit and retain new staff who are either experienced with the interventions or who express a willingness to buy into the SSIP strategies.
- Ensuring that new district administrators receive prompt orientation regarding SSIP implementation
- Including a review of the memorandum of understanding and all SSIP-related funding and contracts provided to the district.

Technical Assistance Needs

Forty-five states (75%) indicated that they need additional resources, supports, or technical assistance (Figure 41).

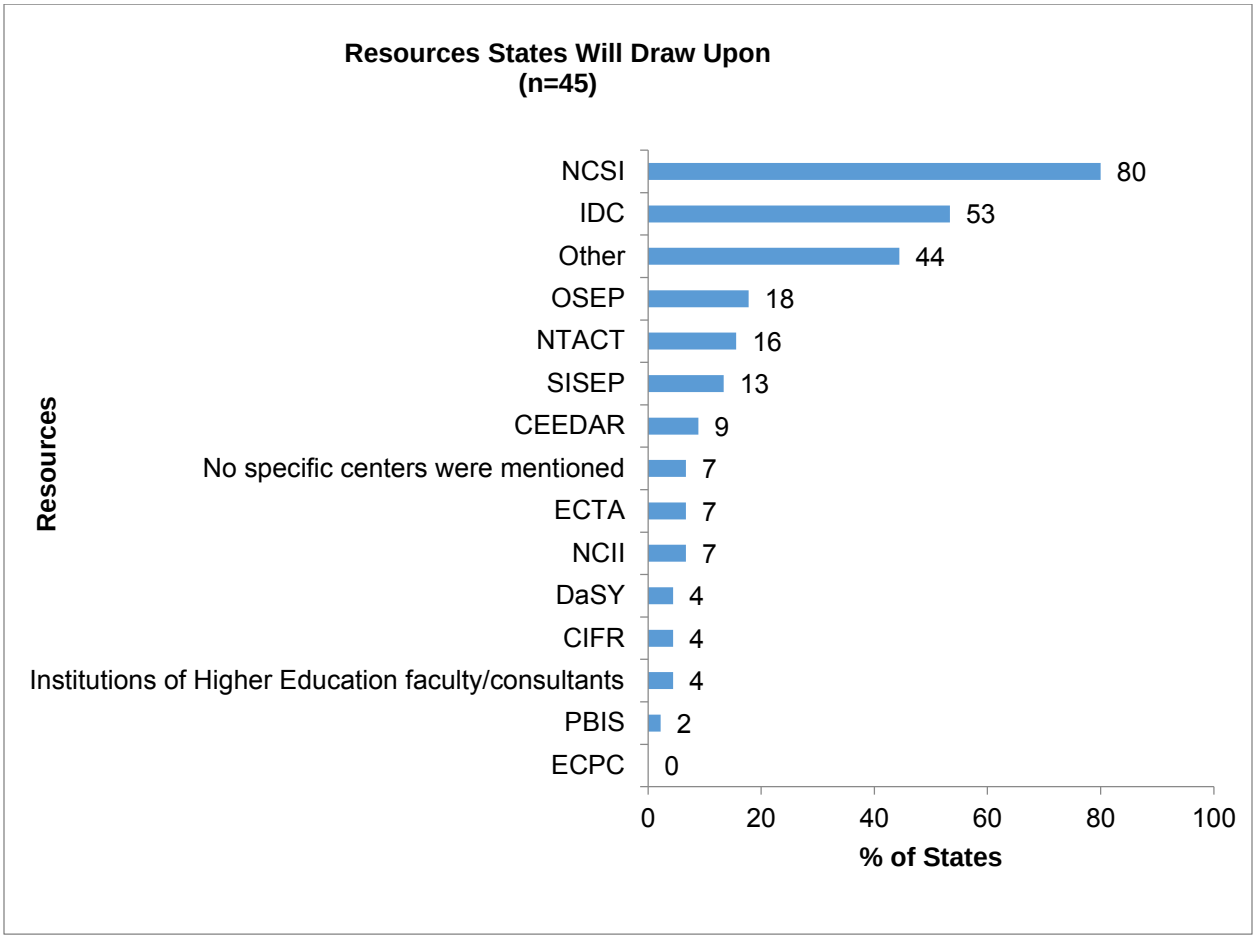
Figure 41



The following are some of the resources that states indicated they will draw upon for additional support (Figure 42):

- National Center for Systemic Improvement (36 states, 80%)
- IDEA Data Center (24 states, 53%)
- Office of Special Education Programs (8 states, 18%)
- National Technical Assistance Center on Transition (7 states, 16%)
- State Implementation and Scaling-up of Evidence-Based Practices (6 states, 13%).

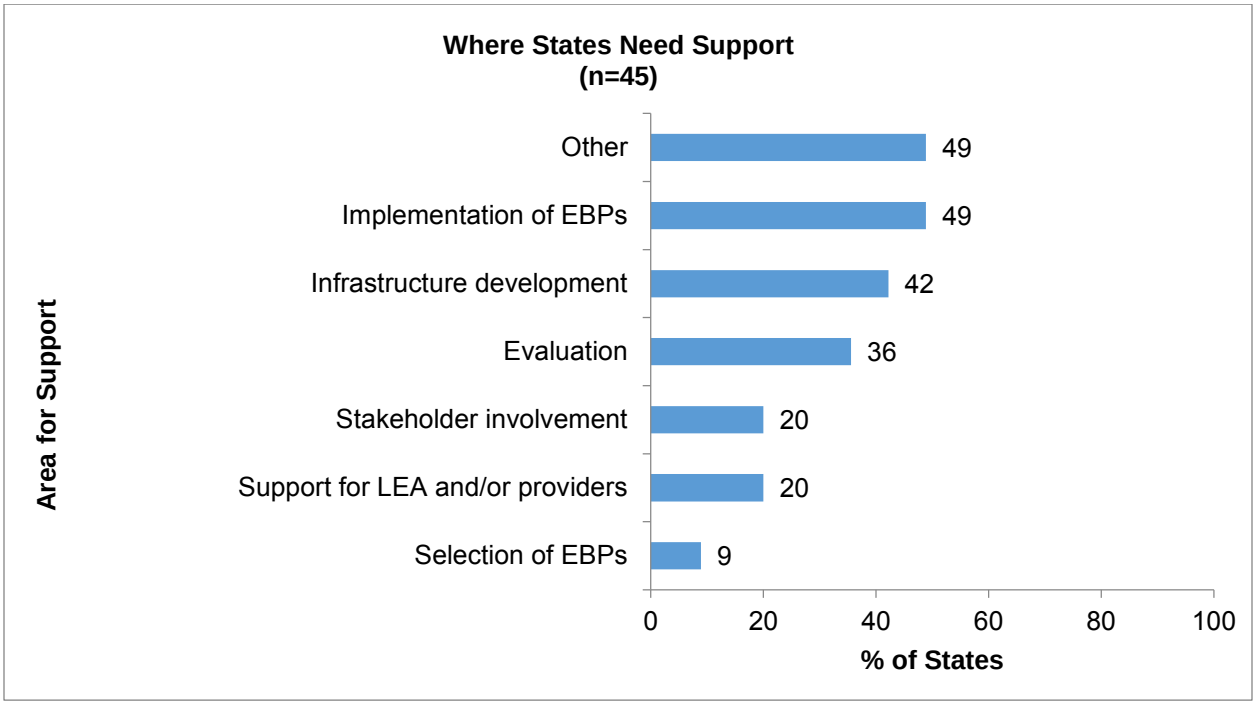
Figure 42



Other resources that states plan to draw upon include the Center for Integration of IDEA Data, the National Center on Intensive Intervention, the National Center on Educational Outcomes, and the National Center for Pyramid Model Innovations.

States indicated that they needed additional supports and technical assistance in several areas. Implementation of EBPs was identified by 22 states (49%) as an area in need of assistance (Figure 43). Evaluation (16 states, 36%) and infrastructure development (19 states, 42%) were identified as areas of need. Nine states (20%) indicated that they needed support in stakeholder engagement and a further nine states reported that they needed supports for LEAs and/or their service providers.

Figure 43



Other areas where states would benefit from support include implementing and evaluating the SSIP, scaling up the SSIP, coordinating between IDEA Part B and Part C, developing the capacity of local districts/providers, and improving family and community engagement.

CONCLUSION

This analysis of Phase III-Year 2 SSIPs indicates that states, as in the prior year, continue to actively engage stakeholders in all aspects of the SSIP, including decisions to revise, implement, and evaluate the SSIP. States are involved in extensive infrastructure improvements, implementation of EBPs, coherent improvement strategies at the LEA/school level, and implementation of evaluation plans. States noted a need for support from national technical assistance centers and providers, OSEP, and staff from institutions of higher education to overcome barriers and to support continued implementation of an effective SSIP.

This was the third year that states reported on whether they met their SIMR targets, with 40 percent (24 states) having met their targets for this year of reporting. In the prior two years, 45 percent and 48 percent of the states, respectively, met their targets for those years.

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 — Sampling Procedures

Inter-rater reliability across eight randomly selected items in six randomly selected states

State	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
Kansas	3	3	3	3	3	2	3	3
Minnesota	3	3	3	3	3	2	3	3
Mississippi	3	3	3	3	2	3	3	3
Nevada	3	3	2	3	3	3	2	3
New Mexico	3	3	3	3	3	3	3	3
Wisconsin	3	3	3	3	2	3	3	2
Total % inter-rater reliability by Item	100%	100%	94%	100%	89%	89%	94%	94%

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 percent of the states (n=6) out of the total population (N=60) and 10 percent (n=8) of the items on the data collection review tool (N=84). The inter-rater reliability was 89 percent or better on all of the eight items across the six states and above 90 percent on six of the items.

APPENDIX 2 — Stakeholder Engagement

The following stakeholder engagement definitions were used by reviewers when scoring the SSIPs.

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

Networking: exchanging information in a two-way communication between the 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, 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.”