2019 PART B FFY 2017 SPP/APR INDICATOR ANALYSIS BOOKLET TABLE OF CONTENTS

INDICATOR B1: GRADUATION RATE

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

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 2017 Annual Performance Reports (APRs) and amended State Performance Plans (SPPs), which were submitted by states to OSEP in the spring of 2019. 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 2017 APR, use data from the 2016-2017 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 2013-14 school year and graduating by the end of the 2016-17 school year.

$$\frac{\textit{\# of cohort members receiving a regular HS diploma by end of the 2016-17 school year}}{\textit{\# of first-time 9th graders in fall 2013 (starting cohort) + transfers in – transfers out – emigrated out – deceased during school years 2013-14 through 2016-17}}$$

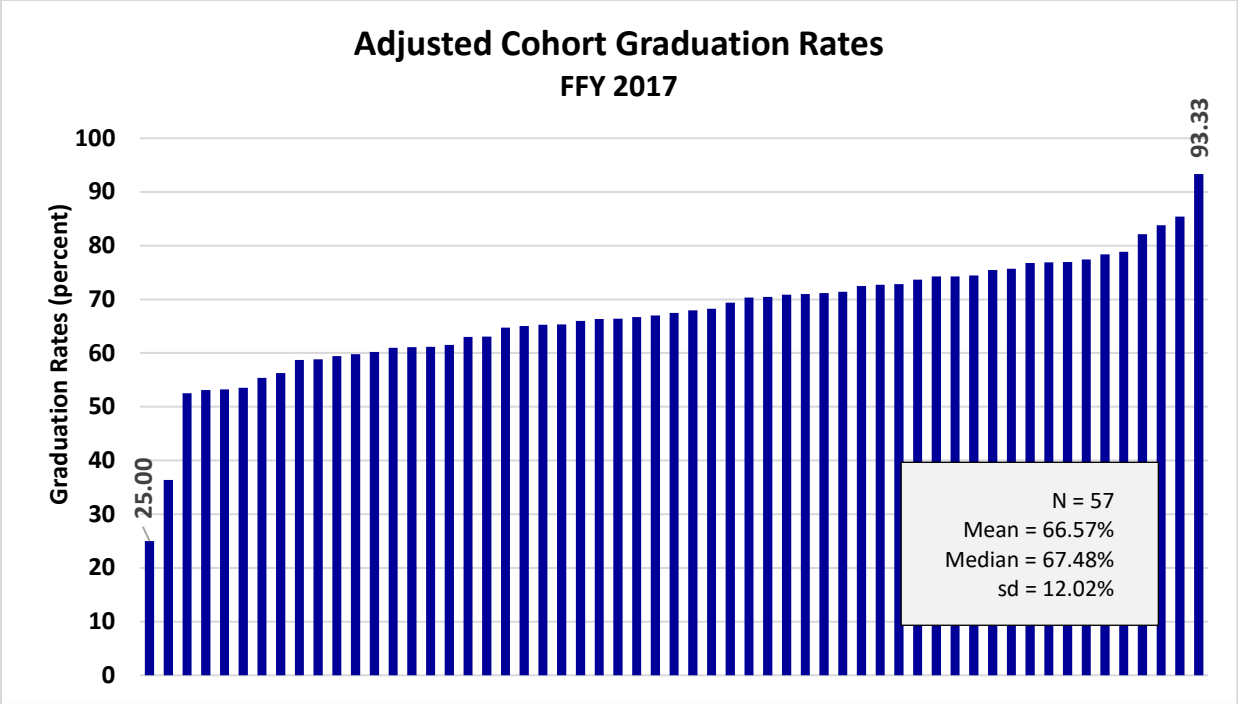
States may report one or more additional cohorts that span a different number of years (for example, a five-year cohort or a five-year plus a six-year cohort, etc.), or they may report only an extended-year cohort for the purposes of the APR to OSEP. Because students with disabilities and students with 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.

The 2015 reauthorization of the Every Student Succeeds Act (ESSA) opened the door for states to develop a state-defined alternate diploma for their students with the most significant cognitive disabilities. These diplomas may be counted in a state's graduation rate calculation, provided they follow the same requirements as the state's regular diploma, are standards-based, and are earned during the regular FAPE period. To date, only a handful of states have begun developing, or are implementing a state-defined alternate diploma.

STATES' PERFORMANCE ON THE INDICATOR

States' FFY 2017 adjusted cohort graduation rates ranged between 25.00% and 93.33%, with a mean of 66.57%, a median value of 67.48%, and a standard deviation of 12.02%. 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 70.99%; one state reported only a 6-year cohort rate of 65.34%. One state reported a non-adjusted cohort rate of 70.00% and two states employed an event rate calculation (mean 54.73%; standard deviation 30.63%).

Figure 1



COMPARISON TO TARGETS

As shown in Figure 2, states' FFY 2017 graduation rate targets ranged from 38.78% to 100.00%. The average state target was 74.58%; the median target was 78.20% and the standard deviation was 15.06%.

Figure 2

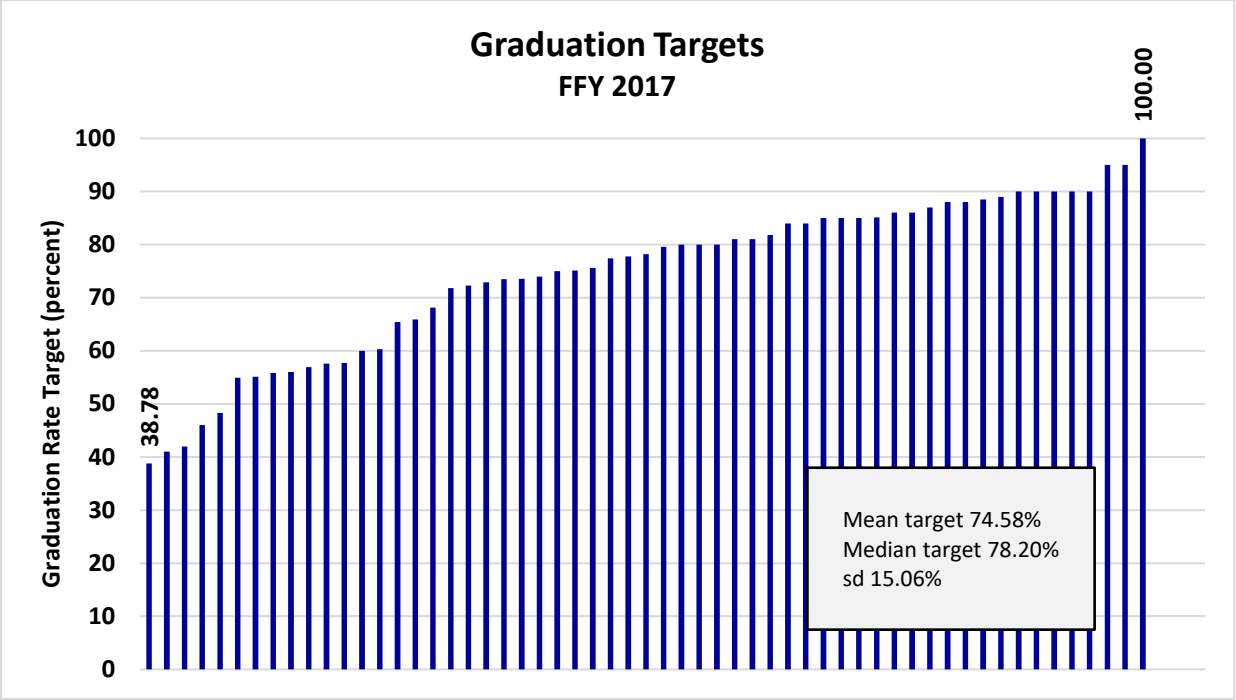


Figure 3 shows the difference between each state's target and its actual graduation rate data. Thirteen states (22%) met or exceeded their target and 44 states (73%) did not meet their target. The remaining three states (5%) did not report a graduation target this year. Overall, these results are lower than those from FFY 2016, when 19 states (32%) met their graduation rate target.

Of the states that met or exceeded their FFY 2017 graduation rate target, the mean distance above the target was 5.10%. The median distance above the target was 4.88% and the standard deviation was 4.66%. Of the states that missed their graduation target, the mean distance below the target was –12.51%. The median distance was –10.03% and the standard deviation was 9.56%. Seven of the states that met their graduation target also met their FFY 2017 dropout rate target. This is down from last year, when 13 states met both targets.

Figure 3

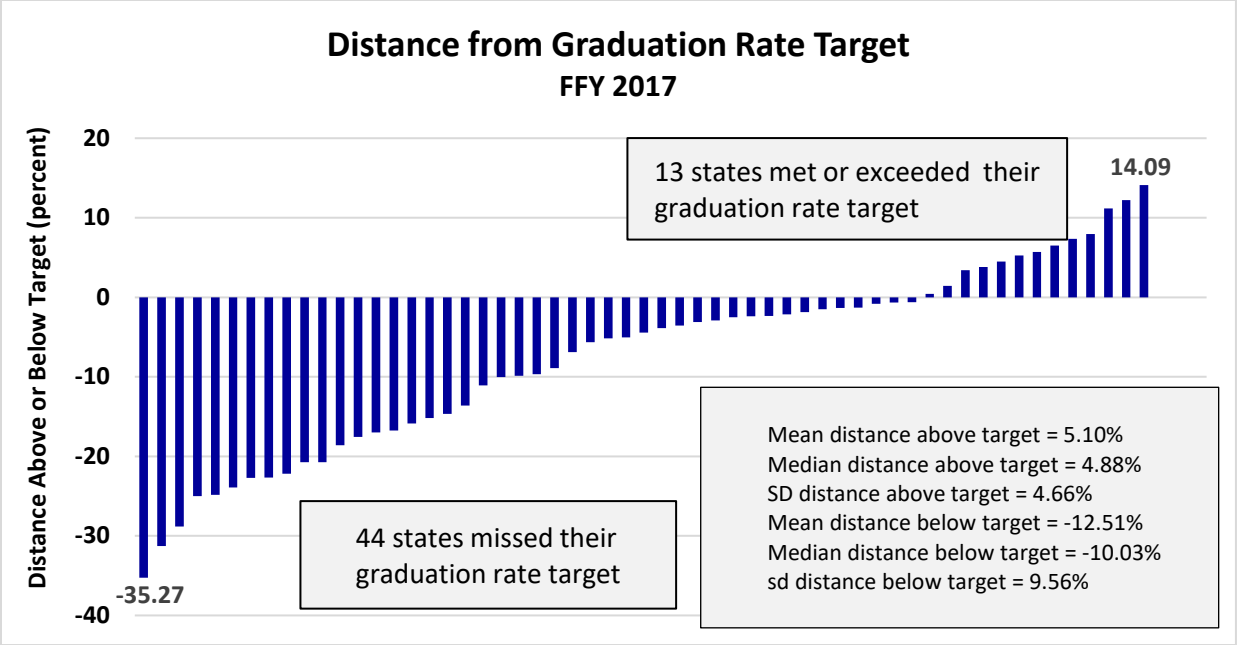
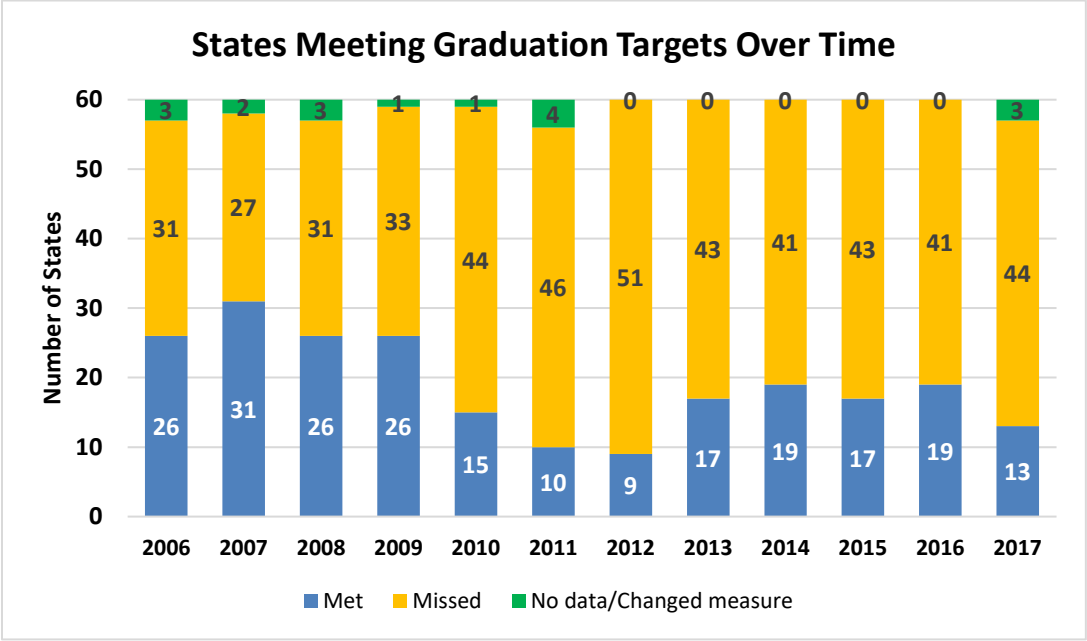


Figure 4 shows the relative numbers of states that met or missed their graduation rate targets over the period from FFY 2006 through FFY 2017. As may be seen, it also indicates the number of states that either changed their graduation rate calculation or were missing data or targets during this period of time.

Figure 4

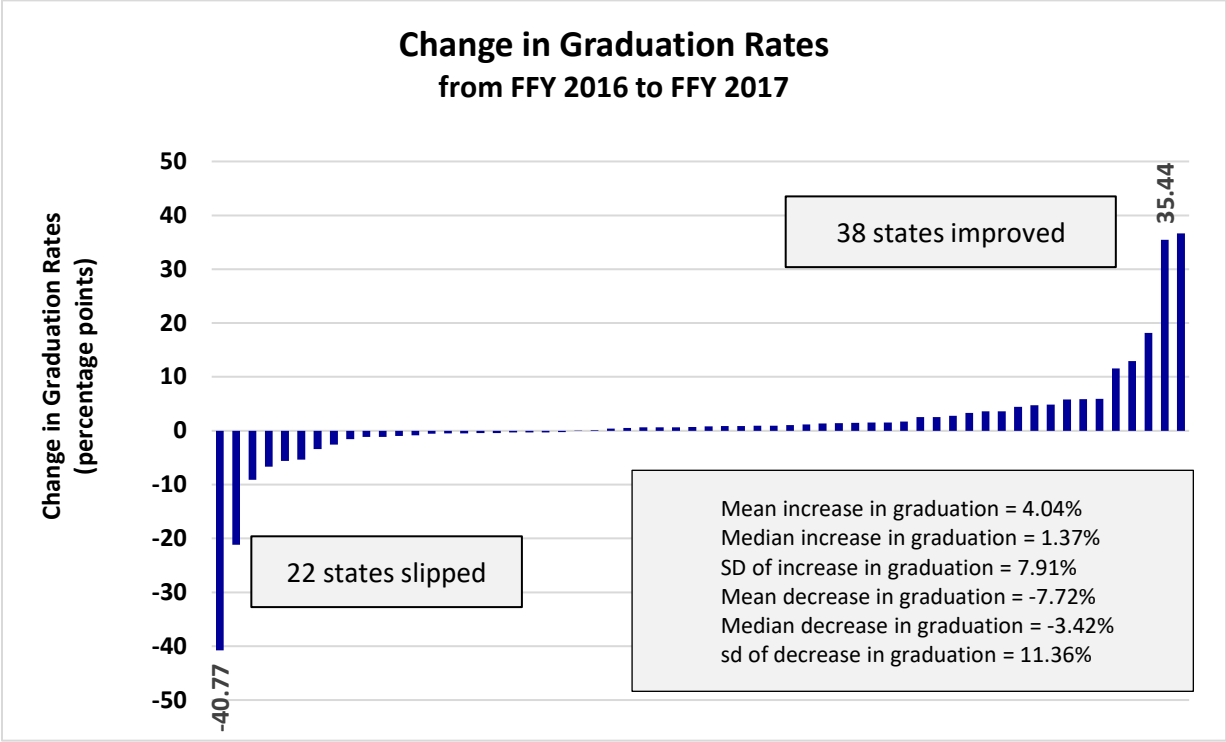


CHANGE IN DATA FROM LAST REPORTING YEAR

Figure 5 shows the change in states' graduation rates from FFY 2016 to FFY 2017. As may be seen, the degree of change this year ranged between –40.77% and 36.67%. Thirty-eight states (63%) made progress with graduation, improving their rates on average of 4.04%. Their median improvement was 1.37% and their standard deviation was 7.91%. Twenty-two states (37%) reported a decrease (slippage) in graduation rates from FFY 2016. Their mean slippage was –7.72% with a median of –3.42% and a standard deviation of 11.36%.

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 – 2017, 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%
2017	0	0%

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)

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 2017 Annual Performance Reports (APRs) and amended State Performance Plans (SPPs), which were submitted by states to OSEP in the spring of 2019. 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 2017 SPP/APR, use data from 2016-2017), 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 2017 APRs were calculated using predominately the OSEP exiter calculation (Option 1) or an event rate calculation (Option 2), though a handful of states employed a 4-year cohort rate calculation for the indicator.

The most frequently reported calculation remains the event rate calculation, which provides a basic snapshot of a single year’s group of dropouts. Event rates were employed by 37 states (62%) again this year. Of these, 21 states (35%) reported an event rate for students enrolled in grades 9-12; seven states (12%) reported using data for grades 7-12; eight states (13%) 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 37 states was 3.99%, slightly worse than last year’s mean of 3.74%. The median was 3.72% and the standard deviation was 2.62%.

The next most frequently reported type of calculation for FFY 2017 was Option 1, the OSEP exiter rate, which was employed by 19 states (32%). This calculation yields higher dropout rates than the other methods because it compares the number of youth with disabilities who drop out with all youth with disabilities who exited school by all methods (graduated; received a certificate; aged-out; transferred to regular education; moved, known to be continuing; died; or dropped out), as opposed to comparing the number of dropouts with the population of youth with disabilities who are enrolled in school or who are members of a particular cohort. While the exiter method of calculation tends to yield high dropout rates, it offers a single, standard measure that allows comparison of dropout rates across all states, as the section 618 exiting data are reported in a standard manner by all states. Figure 2 shows that the mean dropout rate among these 19 states was 16.05%, improved from 16.64% in FFY 2016. The median was 14.89% and the standard deviation was 7.01%.

The remaining four states (7%) 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 15.17%, slippage from 14.07% in FFY 2016, with a median of 14.51% and a standard deviation of 3.83%.

As noted above, Figures 1 – 3 show states' dropout rates, based on the method of calculation employed for the FFY 2017 APR. Please note that the Y-axis (vertical axis) scales differ among these three figures.

Figure 1

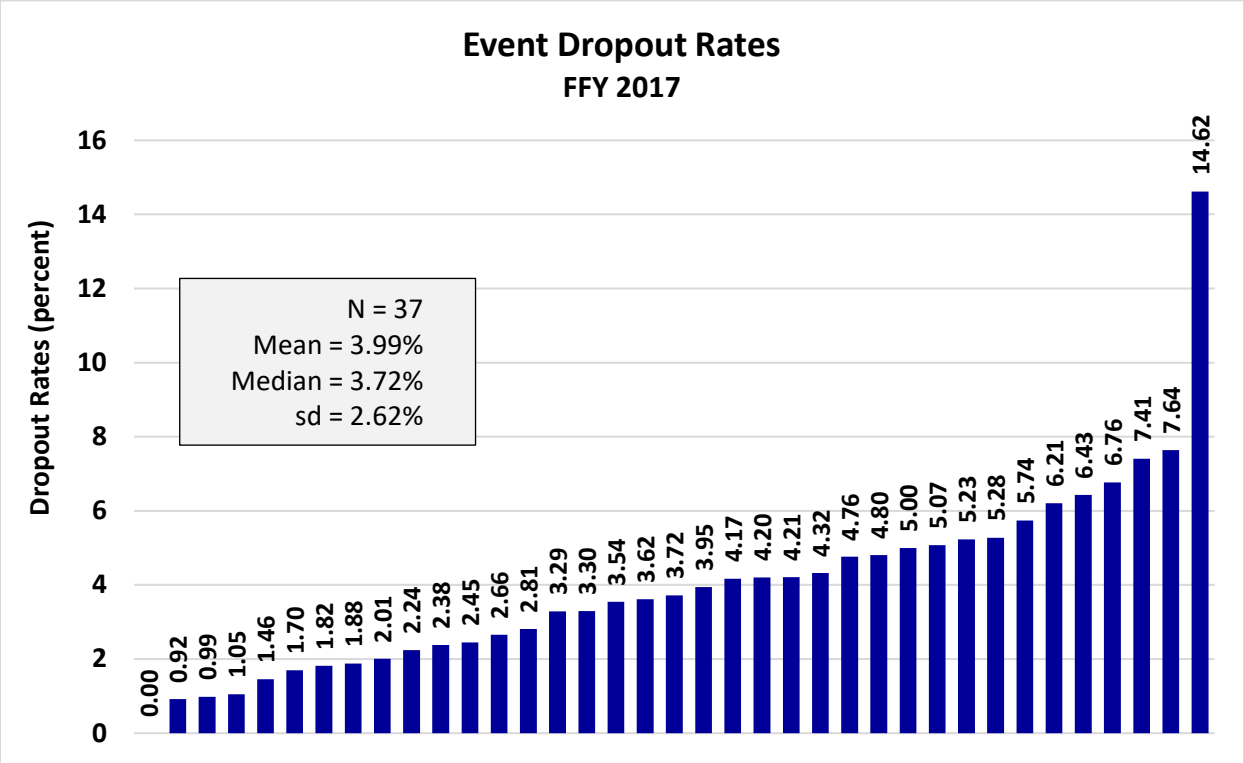


Figure 2

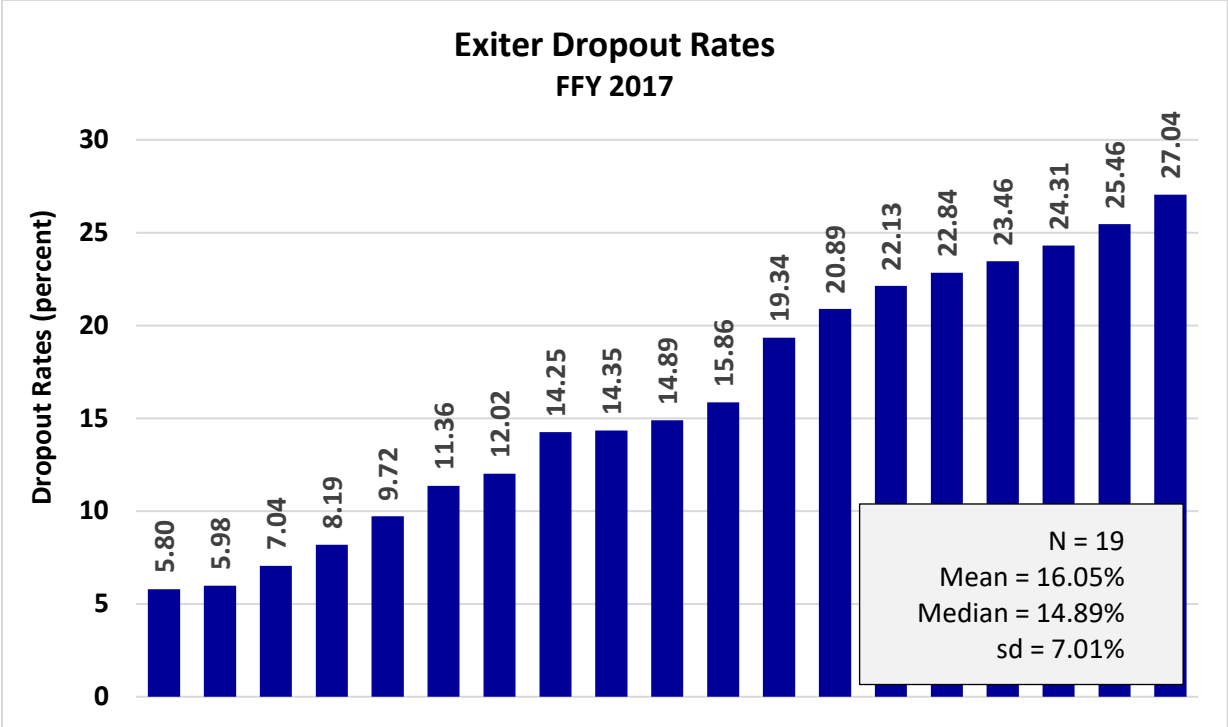
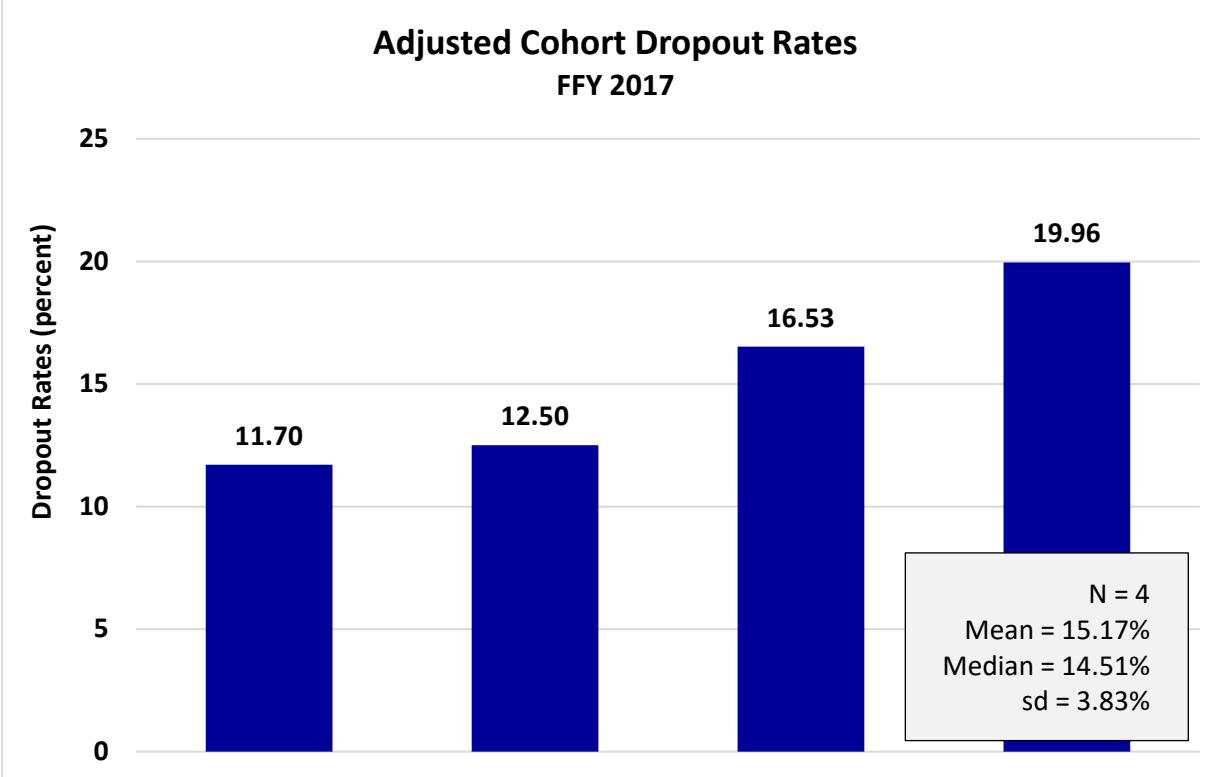


Figure 3



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 2017, 30 states (50%) met their SPP performance target for Indicator B-2; 30 states (50%) missed their target. This is down from last year, when 38 states met their target. Only seven of the 30 states that met their dropout target for FFY 2017 also met their FFY 2017 graduation rate target. This is also down from last year.

Most states' performance was quite close to the target they had set, regardless of whether they met or missed that target. Figure 4 shows each state's distance above or below its reported dropout target in FFY 2017. 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.

On the whole this year, states were closer to achieving their dropout targets than in FFY 2016. As shown in Figure 4, there were 42 states within plus or minus two percentage points of their stated target and 52 within five percentage points. This is improved from FFY 2016. The mean amount by which states beat their target was –2.55%. The median was –1.74% and the standard deviation was 2.72%. The mean amount by which states missed their dropout target was 1.93%. The median was 0.84% and the standard deviation was 3.41%.

Figure 4

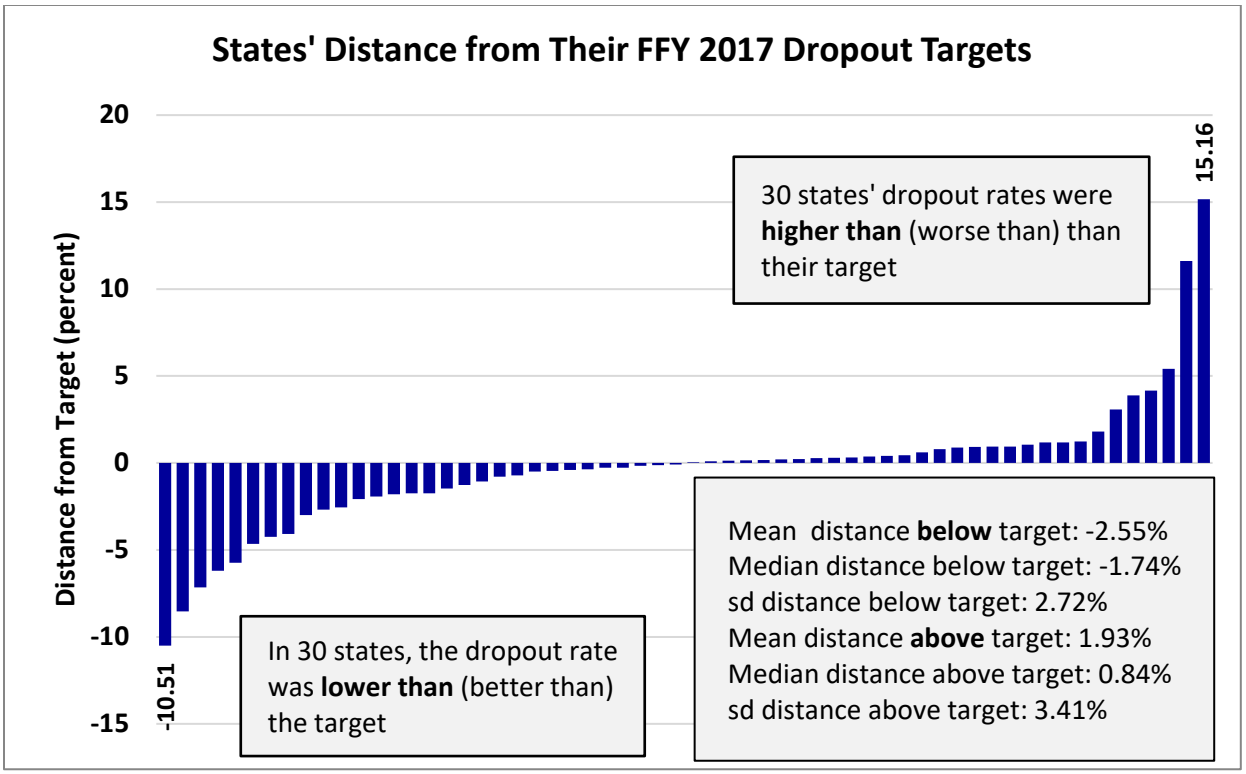


Figure 5 shows the numbers of states that have met or missed their dropout target across the years since FFY 2006. In FFY 2017, one state changed its measurement of the indicator and switched back to calculation Option 2 and retained their old targets.

Figure 5

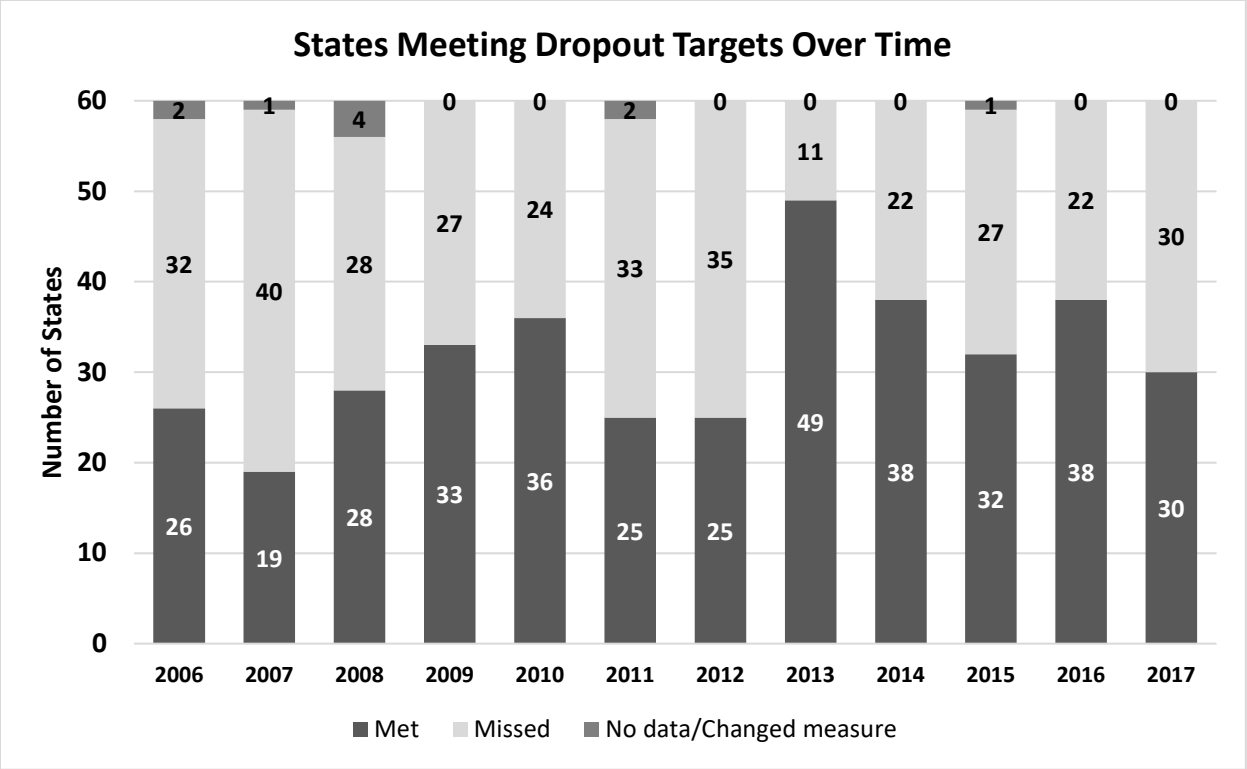
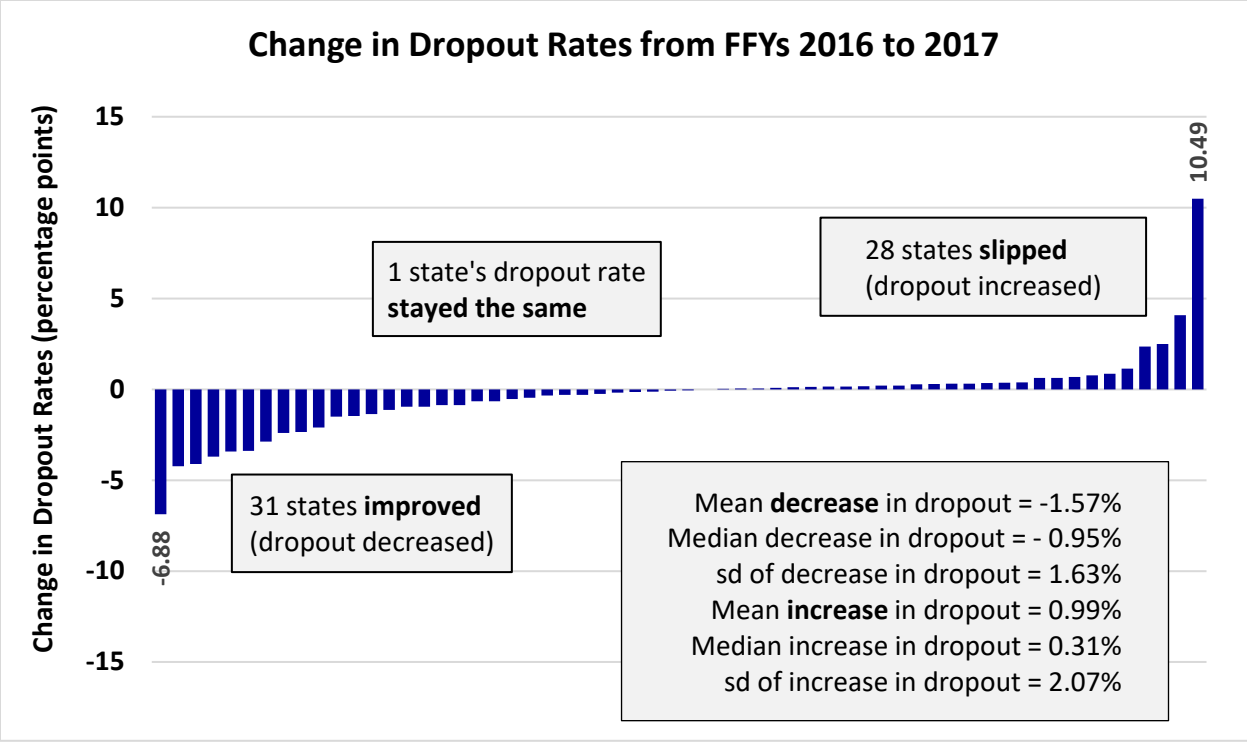


Figure 6 shows the change in states' dropout rates from FFY 2016 to FFY 2017. As may be seen, 31 states (52%) lowered their dropout rate in FFY 2017. This was a slight slippage from FFY 2016, when 34 states made progress. The mean amount of this decrease in dropout rates in FFY 2017 was –1.57%, with a median decrease in dropout of –0.95% and a standard deviation of 1.63%. During this same period, 28 states (47%) experienced slippage and saw their dropout rates increase. The mean amount of increase in these states' dropout rate was 0.99%, with a median value of 0.31% and a standard deviation of 2.07%. In one state (2%), the dropout rate remained at 0%, unchanged from the previous year. None of the states changed the measurement of the indicator in FFY 2017.

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 – 2017, 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%
2017	0	0%

Table 1

Number of States Establishing Baseline, by Year

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

Prepared by the National Center on Educational Outcomes (NCEO)

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 and performance of students with disabilities in statewide assessments. This indicator also has historically included a measure of the extent to which districts in a state were meeting the Elementary and Secondary Education Act (ESEA) Adequate Yearly Progress (AYP) or Annual Measurable Objective (AMO) targets for students with disabilities.

Indicator 3 information in this report is based on Annual Performance Report (APR) data from 2017-2018 state assessments. States submitted their data in February 2019 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 (3B) state assessment participation of students with Individualized Education Programs (IEPs) and (3C) state assessment performance based on the proficiency rate for students with IEPs. All information contained in this report is an analysis or summary of state data for a given content area across grades 3 through 8, and one tested grade in high school. Because states disaggregated data to varying degrees, rather than providing aggregate data for each subject area, not all states are represented in all data summaries. For example, some states disaggregated by grade or school level, or provided only information summed across grades for participation, performance, or both participation and performance.

DATA SOURCES

We obtained data for this report in July and August 2019 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 2017-2018 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 (elementary, middle school, and high school) only. Some states provided these content-specific data by both disaggregating by grade and by providing an overall data point. Most states reported only an overall data point for each subcomponent.

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

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

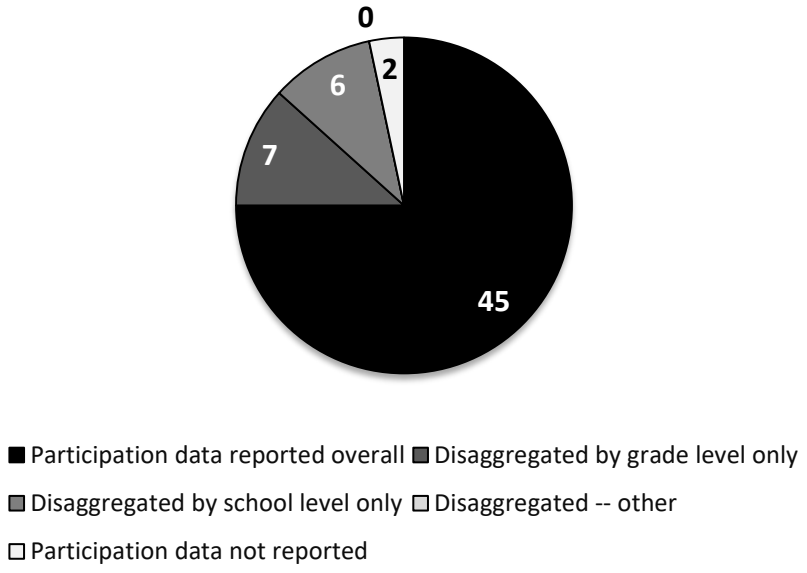
> *Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children 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 2017-2018 participation data for reading and mathematics in their APRs. Thirty-six regular states

and nine unique state entities (45 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 regular state and one unique state entity failed to report participation data.

Figure 1.
Ways in Which Regular and Unique States Provided 2017-2018 Participation Data



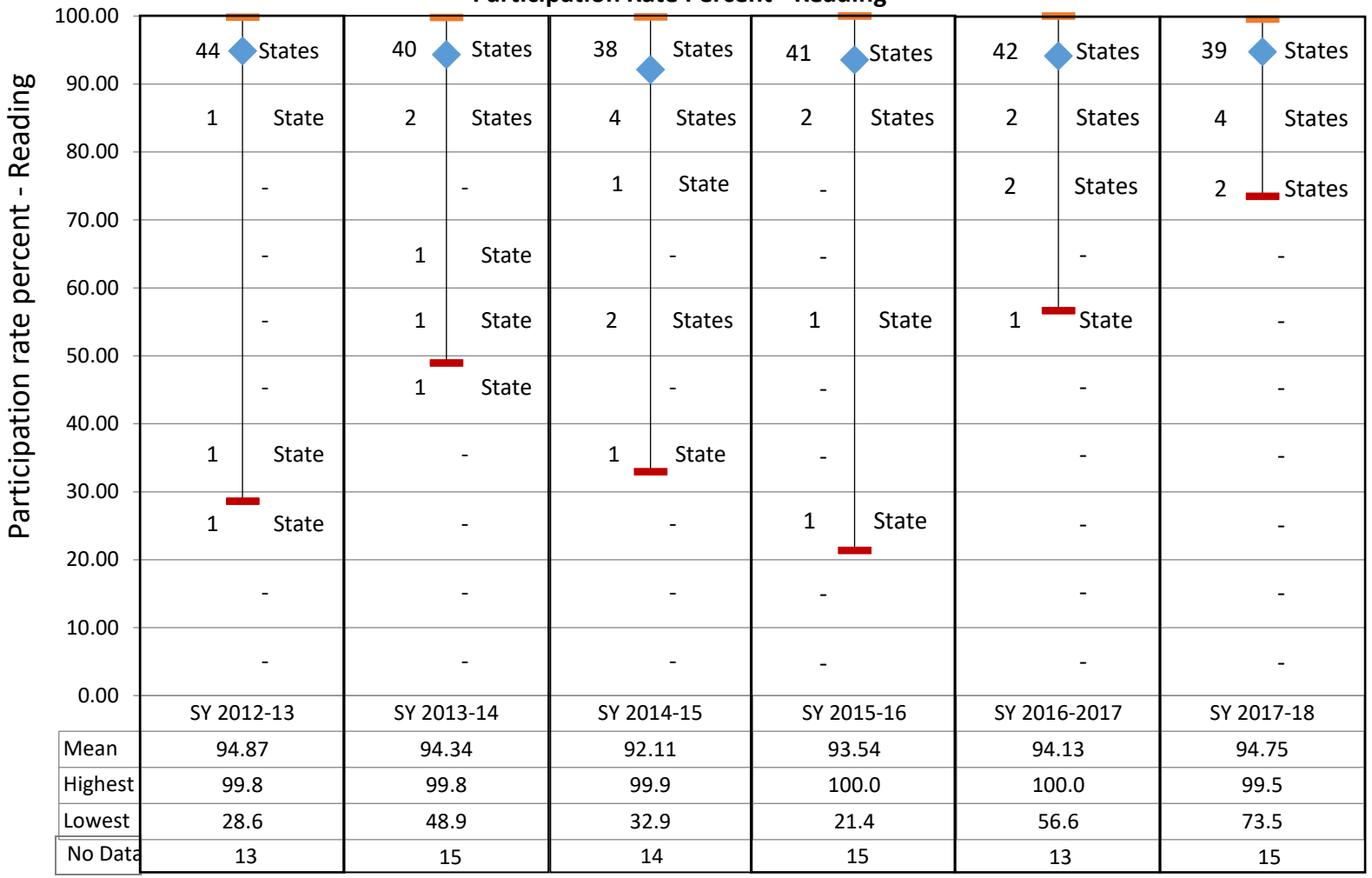
Six-Year Trend for Indicator 3B Reading

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 has ranged from 45 to 47 states, with no particular overall increasing or decreasing trend. Of the states that provided the overall reading participation data points, the average participation rate in 2017-2018 was 94.75%, which was the second-highest mean across the past six years, from a high of 94.87% in 2012-2013, to a low of 92.11% in 2014-2015, before gradually rising to the mean in 2017-2018 (94.75%). The average highest reading participation rate (averaging the six rates in Figure 2) was 99.8% and the average lowest participation rate across years was 43.7%. 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. This means that the widest range (78.6%) between highest and lowest averages occurred in 2015-2016.

Thirty-three regular states and eight unique state entities provided data for participation on statewide reading assessments for students with disabilities across the past six years. The average participation rate for 2017-2018 reading assessments across all states (with sufficient data) was 94.75%, which is an increase from 2016-2017 with 94.13%.

In 2017-2018, the range of reading participation rates reported by states was the narrowest of the six years reported: the highest rate was 99.5 percentage points and the lowest was 73.5 percentage points, making the range 26 percentage points. The lowest reading participation rate was also much higher than previous years. Although the number of states reporting participation rates of more than 90.0% was relatively low at 39 – higher than only the number (38 states) reported in 2014-2015 – the proportion of states reporting participation rates above 70.0% was higher than in any of the other five previous years, and lower in number (45 states) than only one previous year, 2016-2017. In sum, while slightly fewer states provided reading participation data in 2017-2018, the participation rates have generally increased across the six years of reported data.

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

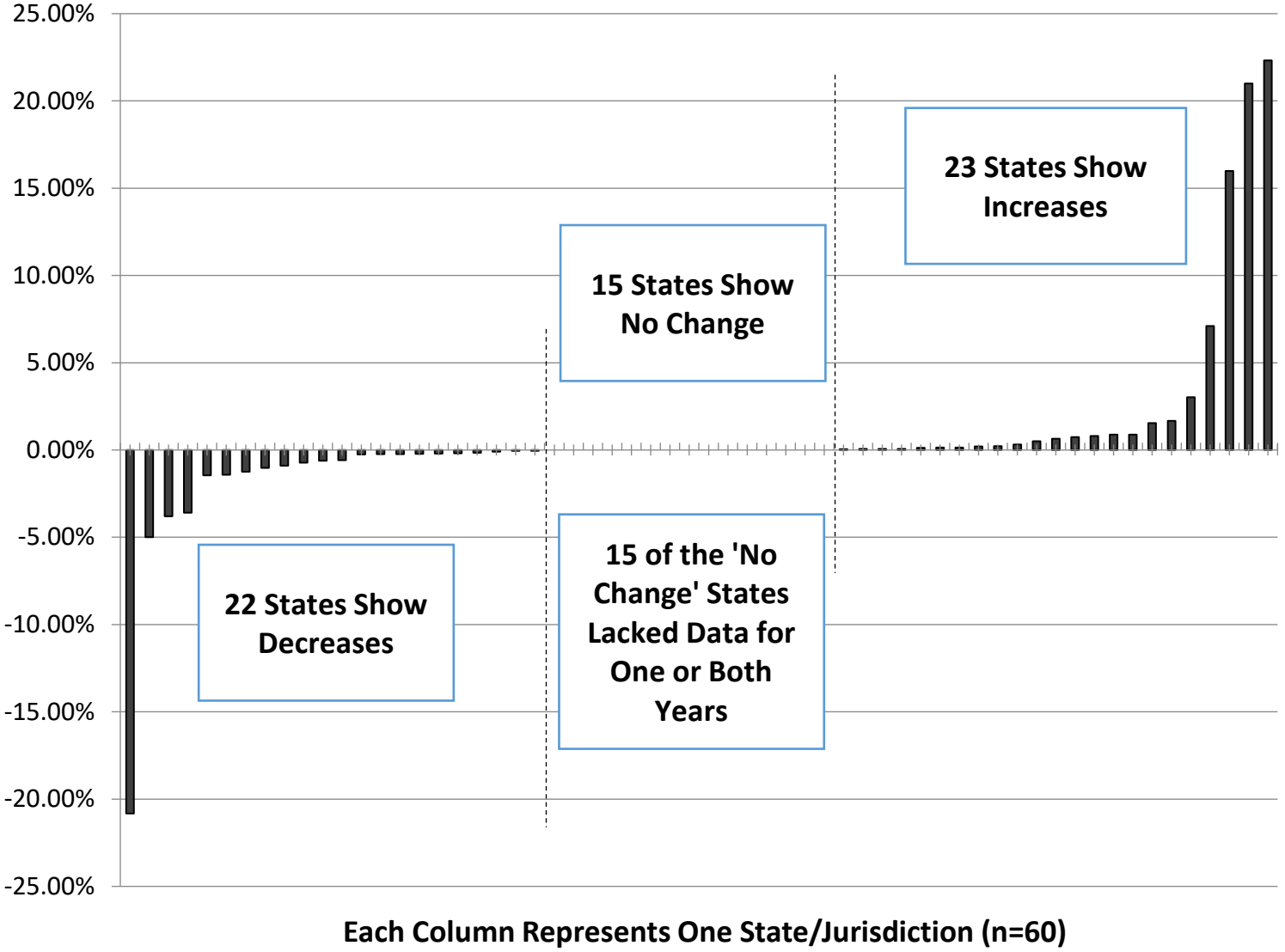


	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-2017	SY 2017-18
Mean	94.87	94.34	92.11	93.54	94.13	94.75
Highest	99.8	99.8	99.9	100.0	100.0	99.5
Lowest	28.6	48.9	32.9	21.4	56.6	73.5
No Data	13	15	14	15	13	15

Year-to-Year Comparison for Indicator 3B Reading

Thirty-six regular states and nine unique state entities (45 total) reported data for 2016-2017 and 2017-2018 that could be used in cross-year comparisons; 14 regular states and one unique state entity did not report sufficient data. The average reading participation increase for the reporting states and entities was 3.4 percentage points. Of the 45 states and entities providing sufficient data, 23 increased in their reading participation rates; seven states increased by 1.0 percentage points or more, and of those, four states had increases of more than 7.0 percentage points (more than twice the average increase). Of the increases, four states increased reading participation by less than 0.1 percentage points. Twenty-two states and entities had reading participation decreases, averaging 2.0 percentage points, with the smallest decrease being less than 0.1 percentage point and the largest decrease being more than 20.0 percentage points (an outlier, as the next-largest decrease was 5.0 percentage points). Eighteen states and entities reported having decreases below the mean of 2.0 percentage points, with 14 having decreases of less than 1.0 percentage point. Figure 3 shows the comparisons between 2016-2017 and 2017-2018 data.

Figure 3.
Change from 2016-17 to 2017-18, B3B Reading



Each Column Represents One State/Jurisdiction (n=60)

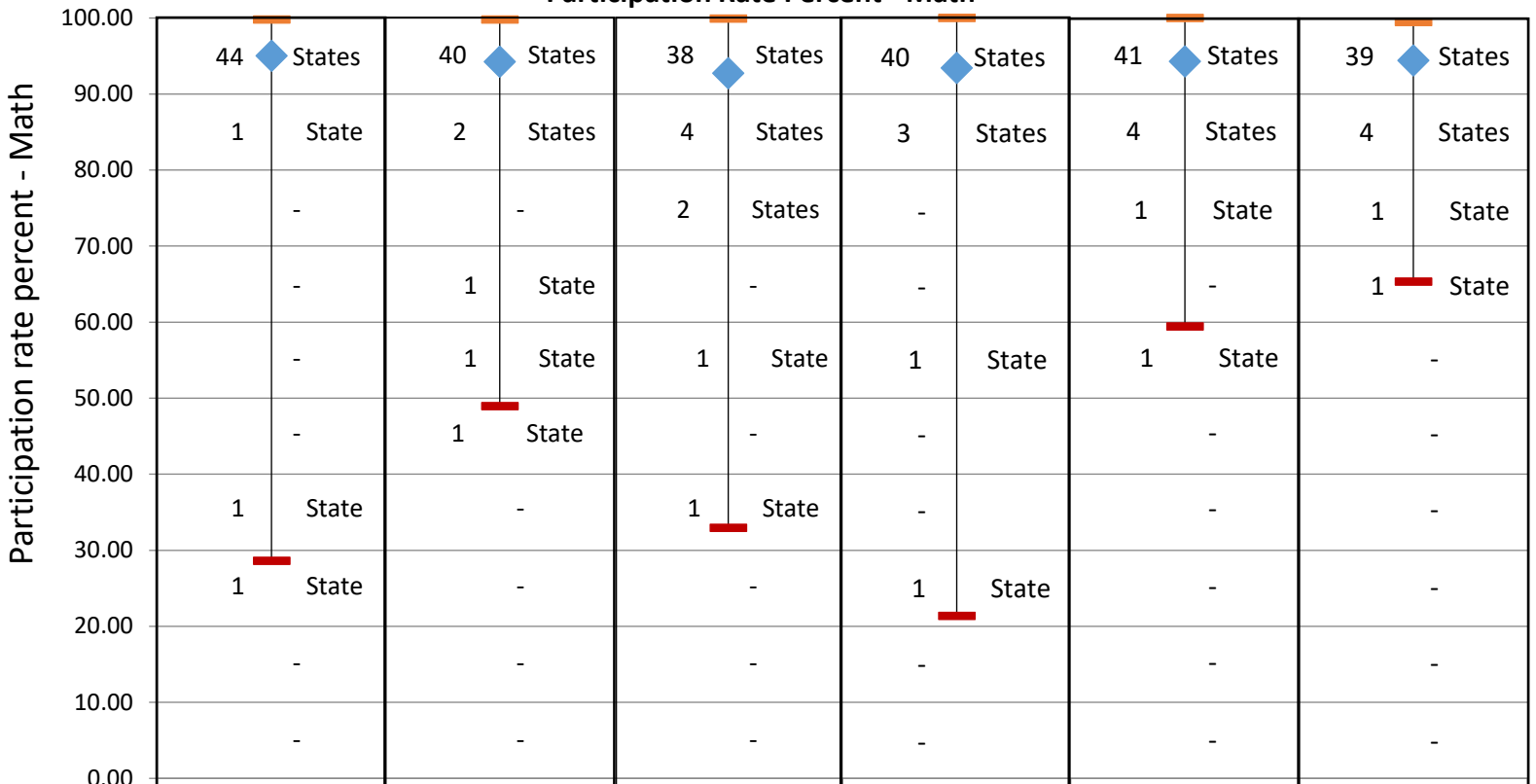
Six-Year Trend for Indicator 3B Mathematics

Figure 4 presents 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 has ranged from 45 to 47 states, with no particular overall increasing or decreasing trend. 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 2017-2018 was 94.4%, which was the second-highest mean across the past six years, from a high of 95.0% in 2012-2013, to a low of 92.8% in 2014-2015, before gradually rising to the mean in 2017-2018 (94.4%). The average highest math participation rate (averaging the six rates in Figure 4) was 99.8% and the average lowest math participation rate across years was 42.8%. The highest participation rate for any single state was 100.0%, occurring in both 2015-2016 and 2016-2017, and the lowest was 21.4%, occurring in 2015-2016.

Thirty-three regular states and eight unique state entities provided data for participation on statewide math assessments for students with disabilities across the past six years. The average participation rate for 2017-2018 math assessments across all states (with sufficient data) was 94.4%, which is a slight increase from 2016-2017 with 94.3%.

Similar to the reading participation rate pattern across the six years, the math participation range narrowed in 2017-2018 to 34.1 percentage points, the smallest range in these six years. However, the highest math participation rate was the lowest of all six years, and the second-lowest number (39 states) had math participation rates exceeding 90.0%. The number of states with participation rates above 80.0% -- 43 in 2017-2018 – was fairly similar to these numbers in the previous five years, which ranged from 42 to 45. The overall trend of a general increase in math participation across the six years, was somewhat more modest in comparison to the reading participation trend noted previously.

Figure 4.
Trends - Six Years of Indicator B3B Data:
Participation Rate Percent - Math

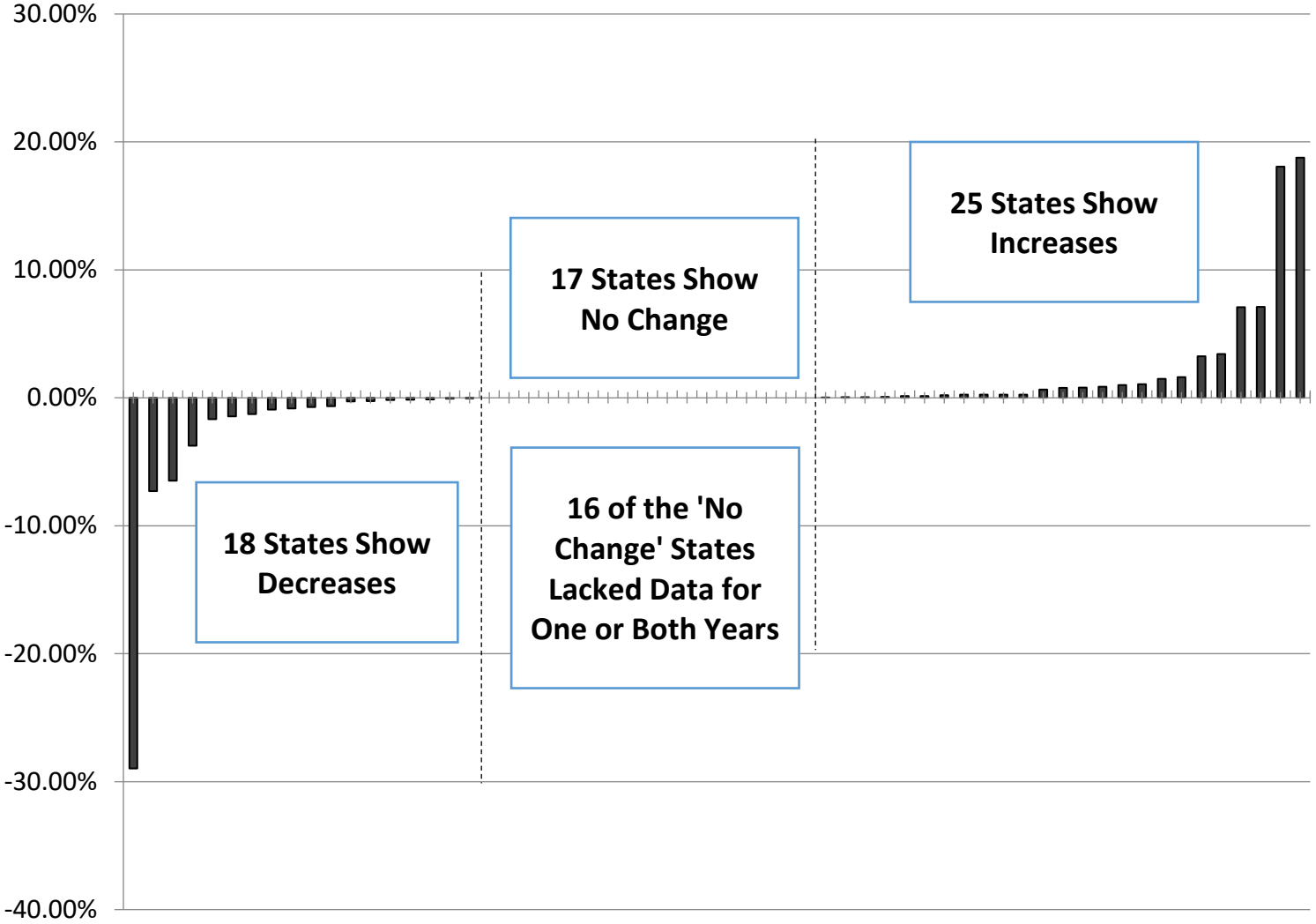


	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
Mean	95.02	94.27	92.76	93.42	94.31	94.41
Highest	99.8	99.8	99.9	100.0	100.0	99.4
Lowest	28.6	48.9	32.9	21.4	59.4	65.3
No Data	13	15	14	15	13	15

Year-to-Year Comparison for Indicator 3B Mathematics

Thirty-five regular states and nine unique state entities reported data for 2016-2017 and 2017-2018 that could be used in cross-year comparisons; 15 regular states and one unique state entity did not provide sufficient data. The average math participation increase for the reporting states and entities was 2.7 percentage points. There was a larger proportion of states and entities with math participation rate increases in comparison to math participation rate decreases; in comparison, reading participation changes were nearly equally increases and decreases. Of the 44 states and entities providing sufficient data, 25 increased in their math participation rates; 10 states increased by 1.0 percentage point or more, and of those, four states had increases of more than 7.0 percentage points (more than twice the average increase), with two increasing more than 18.0 percentage points. Four states increased by less than 0.1 percentage point. Eighteen states and entities had math participation decreases, averaging 1.5 percentage points, with the lowest decrease being less than 0.1 percentage point and the highest being 7.8 percentage points. Twelve states and entities decreased by less than the mean of 1.5 percentage points, with 11 decreasing by less than 1.0 percentage point. Seven states and entities reported having decreases of 1.0 percentage point or more, and of them, only two showed a relatively large decrease ranging from just over 5.0 percentage points (but more than twice the average decrease) to 7.8 percentage points. One state had no change in participation rate between the two years. Figure 5 shows the comparisons between 2016-2017 and 2017-2018 data.

Figure 5.
Change from 2016-17 to 2017-18, B3B Math



Each Column Represents One State/Jurisdiction (n=60)

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

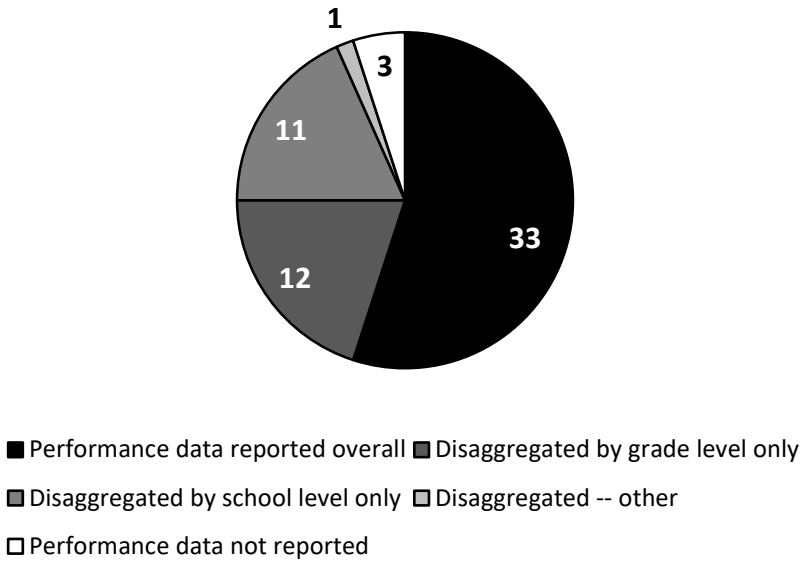
State assessment performance of students with IEPs includes the rates of those children achieving proficiency on the regular assessment with no accommodations, the regular assessment with accommodations, and the alternate assessment based on alternate achievement standards. Component 3C data (proficiency 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-five regular states and eight unique states (33 total) reported 2017-2018 reading assessment proficiency data. The same 25 regular states and eight unique states reported 2017-2018 mathematics assessment proficiency data. Performance data are examined separately for reading and mathematics in this section.

Figure 6 presents the ways in which regular and unique state entities provided 2017-2018 performance data for reading and mathematics in their APRs. Twenty-five regular states and eight unique state entities provided data summarized into single points for mathematics and for reading performance. Twenty-five regular states and two unique state entities reported performance data in their APRs in a way that the data could not be compared across states. Specifically, 12 of the 27 states provided data disaggregated by grade, with grade-by-grade data points. Eleven states reported data by school level (elementary, middle school, and high school), with 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. Three states failed to report participation data.

Figure 6.
Ways in Which Regular and Unique States Provided 2017-2018 Performance Data

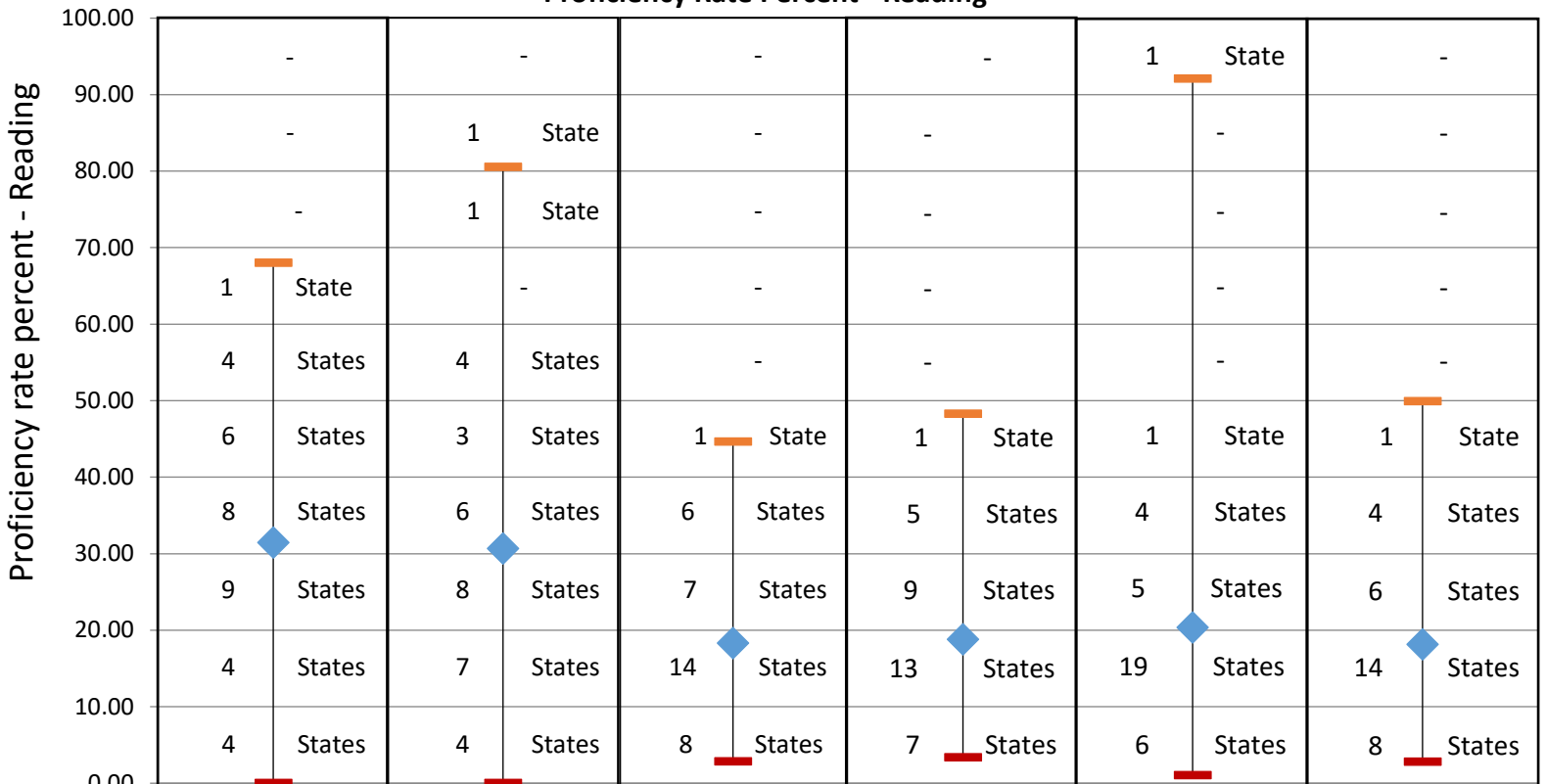


Note. "Performance data not reported" includes states that did not provide data points (n = 2) and a state that provided a data point yet indicated that it was "not valid and reliable" (n = 1).

Six-Year Trend for Indicator 3C Reading

Figure 7 shows the six-year trend for states' performance rates in reading in 2012-2013 to 2017-2018. During the six years, between 33 and 36 states each reported an actual performance data point averaging across the grade and school levels for reading. Of the 27 states in 2017-2018 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 population mean for reading performance. For all the states that did provide an overall data point, the average in 2017-2018 was 18.1%, which was one of three means in the 18% range in the past six years. Factors largely influencing the 2017-2018 reading performance average include: (a) no states had rates above the fifth decile (above 50%); (b) only one-third (11 of 33) of the states reporting data had rates above 20%, and only 14 states had rates above the mean; and (c) the decile with the largest number of states (n=14) was the second decile (10.0% to 19.9%), and most of these rates (except 3) were below the mean. Nearly all of the proficiency rates across the previous three years, and in 2017-2018, have been below 50%, with the exception of one state's 92.1% reading proficiency in 2016-2017. Early in the six years, more states reported proficiency rates above 50%: five states did so in 2012-2013, and six states did so in 2013-2014. The lowest proficiency rate has ranged between zero and over three percent in the six years, and was 2.8% in 2017-2018.

Figure 7.
Trends - Six Years of Indicator B3C Data:
Proficiency Rate Percent - Reading

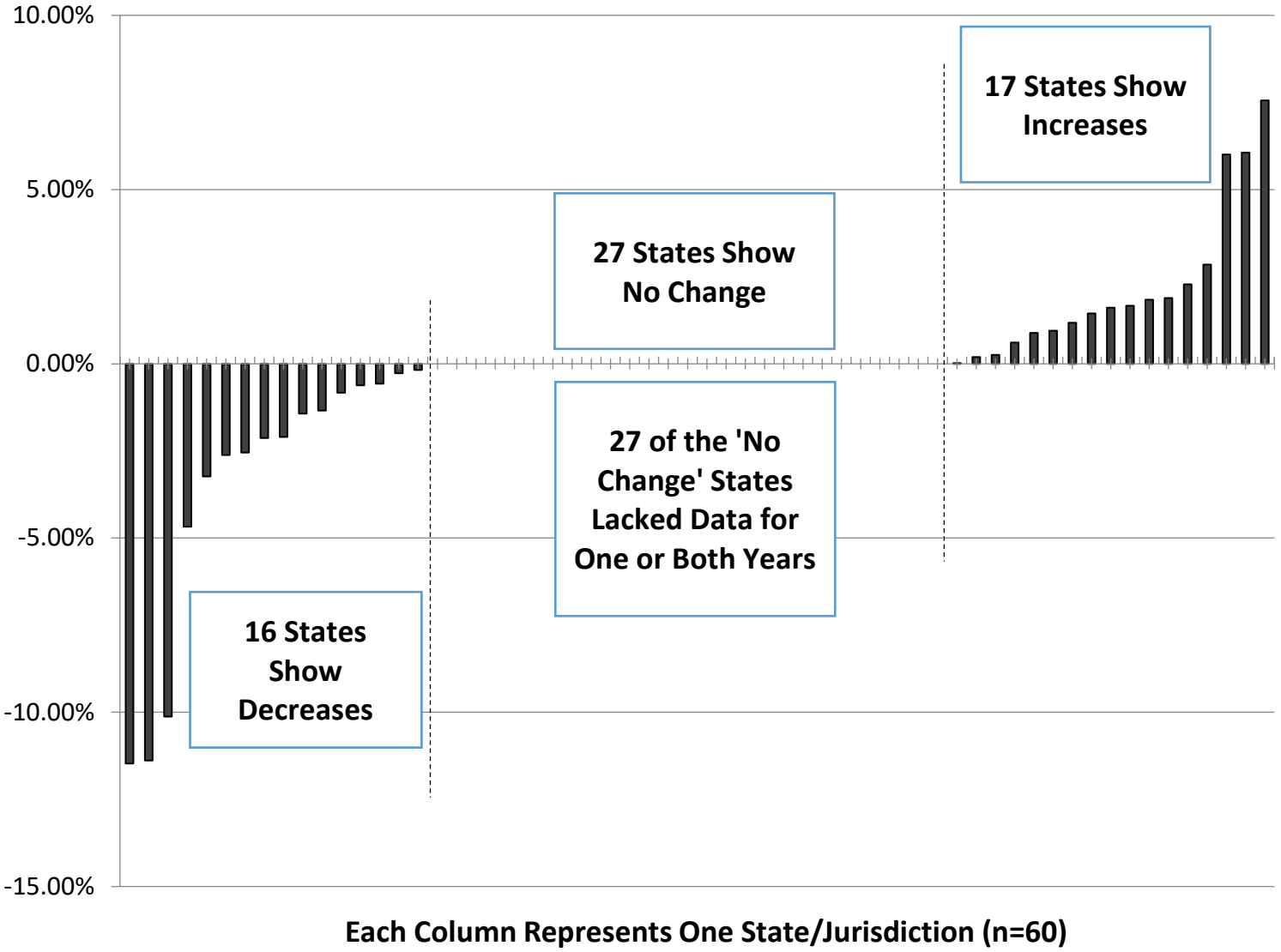


	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
Mean	31.44	30.67	18.33	18.79	20.38	18.14
Highest	68.0	80.5	44.6	48.3	92.1	49.9
Lowest	0.0	0.0	2.9	3.4	1.1	2.8
No Data	24	26	24	25	24	27

Year-to-Year Comparison for Indicator 3C Reading

For comparison purposes between the two years, 25 regular states and eight unique state entities (33 total) reported overall information for reading performance in both 2016-2017 and 2017-2018. Seventeen of these states showed year-to-year increases, from 2016-2017 to 2017-2018, ranging from less than 0.1 percentage point to 7.6 percentage points, with an average increase of 2.2 percentage points. Twelve of the 17 states exceeded the previous year's data by fewer than 2.2 percentage points, the mean, and the other five states exceeded by 2.3 percentage points to 7.6 percentage points. A nearly equivalent proportion of the states providing data for 2017-2018 had data lower than their 2016-2017 data as the proportion with data higher than their 2016-2017 data. Year-to-year decreases were reported by 16 states, ranging from 0.2 percentage point to 11.5 percentage points, with an average decrease of 3.5 percentage points. Most of the 16 states had rates lower by less than the mean, and four states were lower by more than the mean, with decreases ranging from 4.7 to 11.5 percentage points. In summary, most states (n=24) reporting data had year-to-year changes of between -3.5 and +2.2 percentage points; only about one-fourth of the states had above-average changes. Twenty-seven states were missing specific data points, making change observations not possible. Figure 8 shows the comparisons for 2016-2017 and 2017-2018 reading performance data.

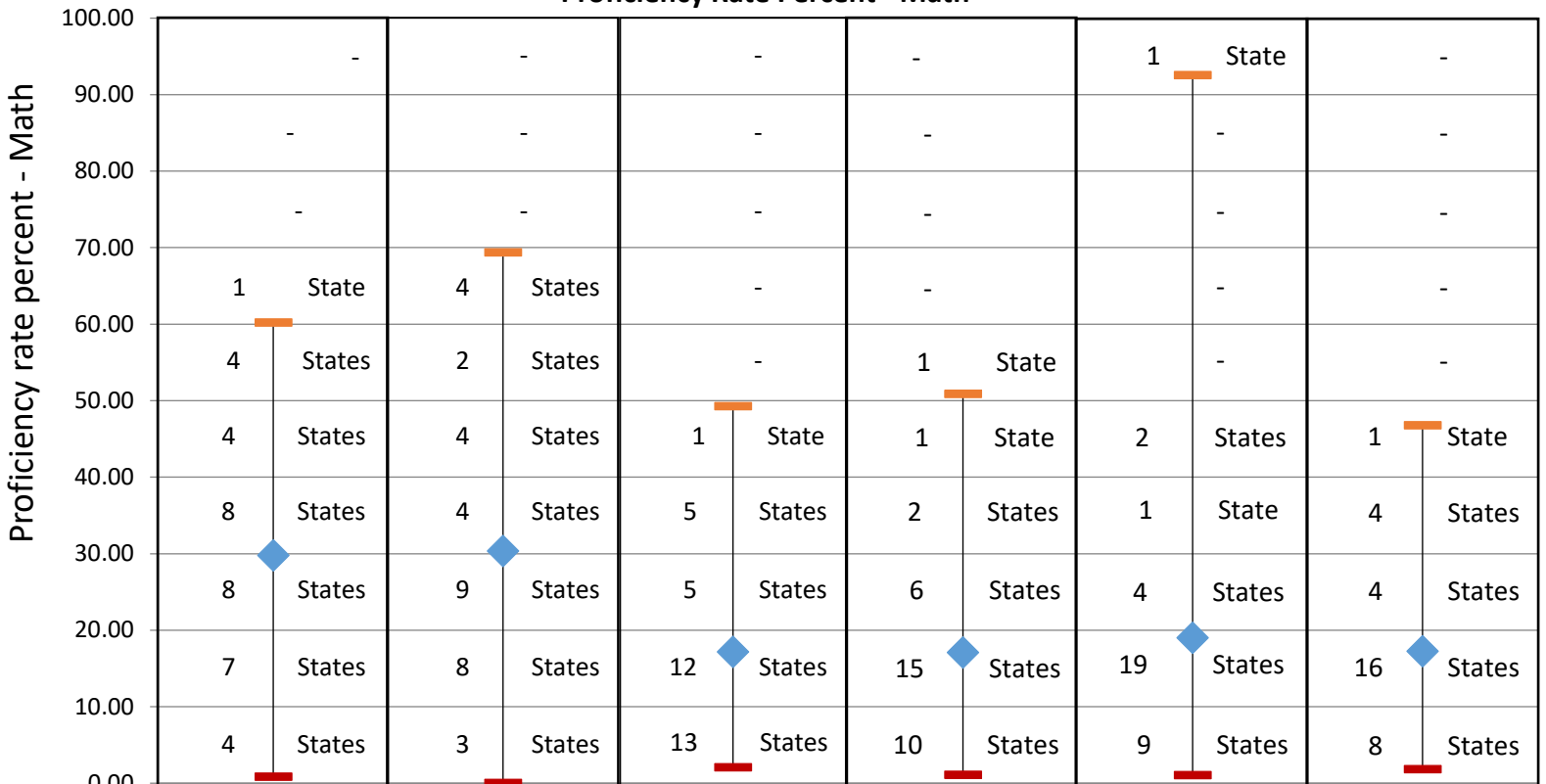
Figure 8.
Change from 2016-17 to 2017-18, B3C Reading



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 33 and 36 states each reported an actual performance data point averaging across the grade and school levels for math. Of the 27 states in 2017-2018 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 population mean for mathematics performance. For all the states that did provide an overall data point, the average in 2017-2018 was 17.3%, which was one of three means in the 17% range in the past six years; this mean also continues the trend since 2014-2015 of means below 20%, after a previous high average of more than 30% (in 2013-2014). Similar to the reading performance mean, a few factors strongly influenced this average: (a) no states had rates above the fifth decile (above 50%); (b) only about one-fourth of the states reporting data (9 of 33) had rates above 20%, and only 12 states had rates above the mean; and (c) the decile with the largest number of states (n=16) was the second decile (10.0% to 19.9%), and most of these rates (except 3) were below the mean. Nearly all of the proficiency rates across the previous three years, and in 2017-2018, have been below 60%, with the exception of one state's 92.5% math proficiency in 2016-2017. Early in the six years, more states reported proficiency rates above 60%: one state did so in 2012-2013, and four states did so in 2013-2014. The lowest proficiency rate has been between zero and 2.1%, and was 1.8% in 2017-2018.

Figure 9.
Trends - Six Years of Indicator B3C Data:
Proficiency Rate Percent - Math

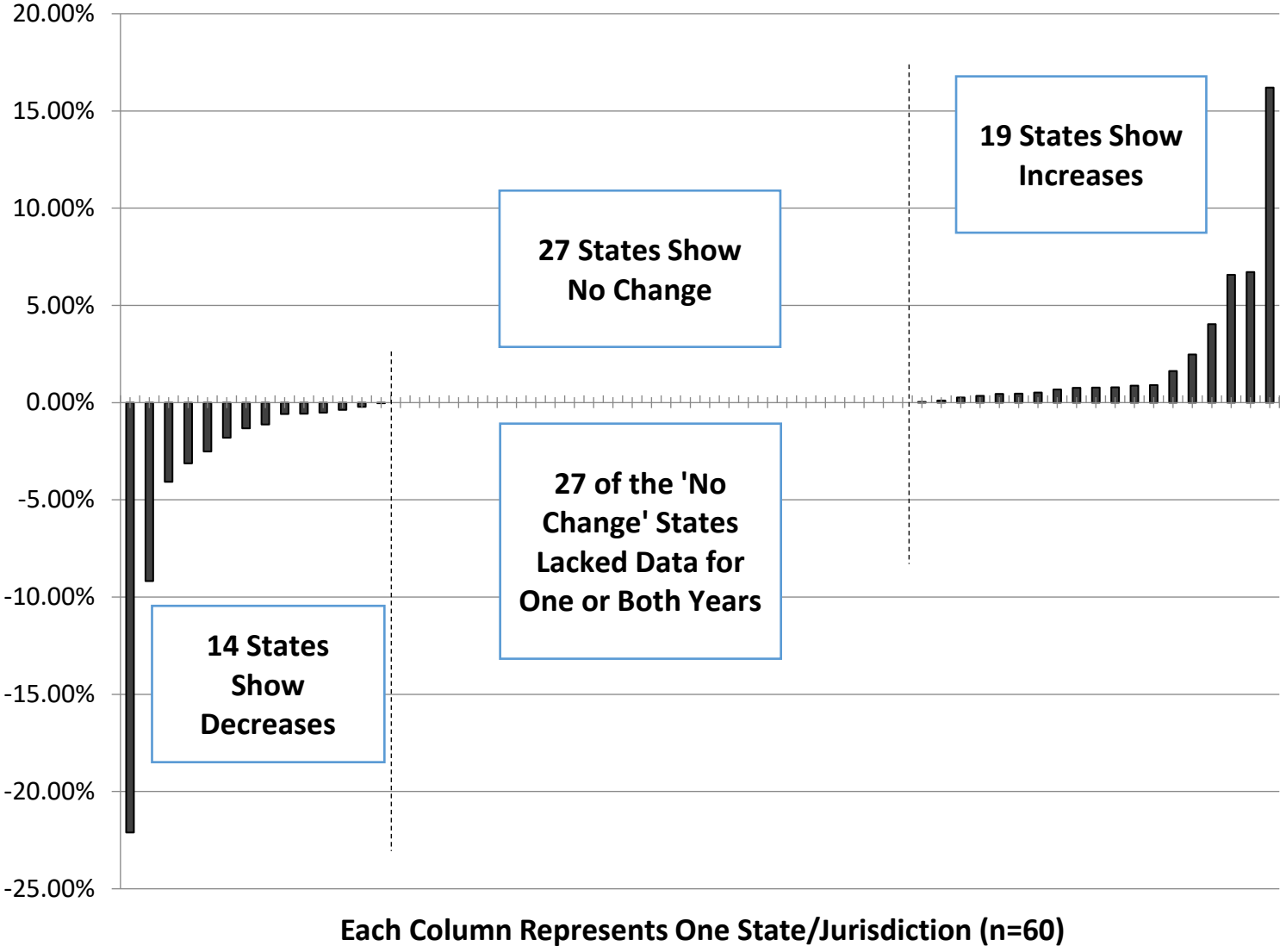


	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17	SY 2017-18
Mean	29.77	30.35	17.15	17.08	19.01	17.26
Highest	60.2	69.4	49.3	50.9	92.5	46.8
Lowest	0.8	0.0	2.1	1.1	1.1	1.8
No Data	24	26	24	25	24	27

Year-to-Year Comparison for Indicator 3C Mathematics

For comparison purposes between the two years, 25 regular states and eight unique state entities (33 total) reported overall information for math performance in both 2016-2017 and 2017-2018. Nineteen of these states showed year-to-year increases, ranging from less than 0.1 percentage point to 16.2 percentage points, with an average increase of 2.4 percentage points. Fourteen of the 19 states exceeded the 2016-2017 data by fewer than 2.4 percentage points; the other six states exceeded by between 2.5 percentage points and 16.2 percentage points. Year-to-year decreases were reported by 14 states, ranging from less than 0.1 percentage point to 22.1 percentage points, with an average decrease of 3.4 percentage points; 11 of the 14 states were lower by fewer than 3.4 percentage points. The other three states were lower by between 4.1 and 22.1 percentage points; the 22.1 percentage point decrease was the only state with a decrease higher than 10 percentage points. In summary, less than one-fourth of states (n=8) reported year-to-year change data that were above the average increase or decrease. Twenty-seven states were missing specific data points, making change observations not possible. Figure 10 shows the comparisons for 2016-2017 and 2017-2018 math performance data.

Figure 10.
Change from 2016-17 to 2017-18, B3C Math



Each Column Represents One State/Jurisdiction (n=60)

CONCLUSION

Participation rates of students with disabilities on state reading assessments have remained on average the same (in 2017-2018) as the previous year; yet have evidenced a slight overall increase across the past few years. Two co-occurring factors have resulted in this complex result. One factor indicated no overall change: an equivalent number of states have shown increases as have shown decreases between 2016-2017 and 2017-2018, and the states' changes have mostly been relatively small. The other factor indicated the gradual increase across several years: fewer and fewer states have atypical reading participation rates, narrowing the range of data results to between 70% and 100%. Participation rates for mathematics have improved on average in 2017-2018 over the previous year and have also evidenced a gradual overall increase across the past few years. The gradual increase, as with reading participation, can be associated with the decrease in the number of states with atypical math participation rates, narrowing the range of data results to between 70% and 100%. The improvement of math participation between 2016-2017 and 2017-2018 can be associated with the larger proportion of states with increases in comparison with the states with decreases, while these changes have also been similarly small, mostly fewer than 10 percentage points.

States with participation decreases in their APRs have explained them in various ways. In total, 17 states had year-to-year decreases in both reading and math participation from the 2016-2017 school year to the 2017-2018 school year. Five additional states had a decrease in reading only, and one additional state had a decrease in math only. Of these 23 states, three states reported that participation decreases were related to implementation of different tests. Two states reported increases in incidence of absences on test days; one of these states noted the district-determined narrow testing windows. Two states reported continuation of concern about parental "opt-out" actions. One state reported increase in overall numbers (by nearly 20%) of students with IEPs taking math general assessment. One state did not explicitly explain its participation decreases but noted its efforts to address the concern. Some states offered more than one of these explanations. Thirteen other states did not provide any information about their participation decreases; nearly all of these states had small decreases (less than two percentage points). Eight of these 13 states met their targets, and the other five states did not meet their targets.

Performance rates of students with disabilities on state reading assessments have shown little change, and math performance rates have shown slight improvements, in 2017-2018 compared to previous years. State performance data showed relatively small changes on average (of less than three percentage points) across four of the previous six years for both reading and mathematics, with the most recent change being mean decreases between 2016-2017 and 2017-2018 for both reading and mathematics. Incidentally, performance means for both reading and math in 2016-2017 were at least somewhat influenced by one state having proficiency scores in the 90% range; in contrast, there are no similarly high proficiency scores in 2017-2018. Further, the mean reading proficiency rate for the 33 states reporting data sufficient for comparison was

the lowest on average since before 2014-2015, and the mean math proficiency rate was the second highest for the same time frame. Year-to-year data comparisons – between 2016-2017 and 2017-2018 – were different for reading performance than for math performance. The chief difference is that while nearly the same number of states showed reading increases as showed reading decreases, five more states had math performance increases than had math decreases. Nearly all year-to-year performance changes for both reading and math were similarly small, less than five percentage points. Another important factor influencing the states' reading and math performance means was that 2017-2018 had the largest number of states not reporting comparable performance data across the six years.

States with performance decreases in their APRs have explained them in various ways. In total, 11 states had year-to-year decreases in both reading and math proficiency from the 2016-2017 school year to the 2017-2018 school year. Five additional states had decreases in reading only and another three states had decreases in math only. Of these 19 states, three states indicated that all students, both those without disabilities and those with disabilities, had decreased state assessment performance. Three states reported that the performance decreases were related to new and more rigorous testing, with some noting that they had just recently fully implemented new tests. Four states reported other test and testing system changes, such as changes in cut scores and expansion of grade levels taking alternate assessments from grade 11 to grades 9, 10, and 11. Some states offered more than one of these explanations. Other concerns that three states offered as partial explanations included personnel challenges such as teacher shortages and high turnover, limiting effects of states' specific professional development efforts. Seven other states did not provide any information about their performance decreases; nearly all of these states had decreases of less than one percentage point. Four of these seven states did not meet their targets, and the other three states met their targets.

INDICATOR B4: RATES OF SUSPENSION AND EXPULSION

Prepared by the IDEA Data Center (IDC)

INTRODUCTION

For Indicator B4A, states must report:

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

For Indicator B4B, states must report:

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

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

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

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

DATA SOURCES

Both B4A and B4B require states to use data collected for reporting under Section 618 [i.e., data reported in ED*Facts* file C006 - Children with Disabilities (IDEA) Suspensions/Expulsions]. For FFY 2017 APRs, states were required to analyze discipline data from school year 2016–17. 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 2017 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 2016 and FFY 2017.

Figure 1

Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4A: FFY 2016 and FFY 2017 (N = 60)

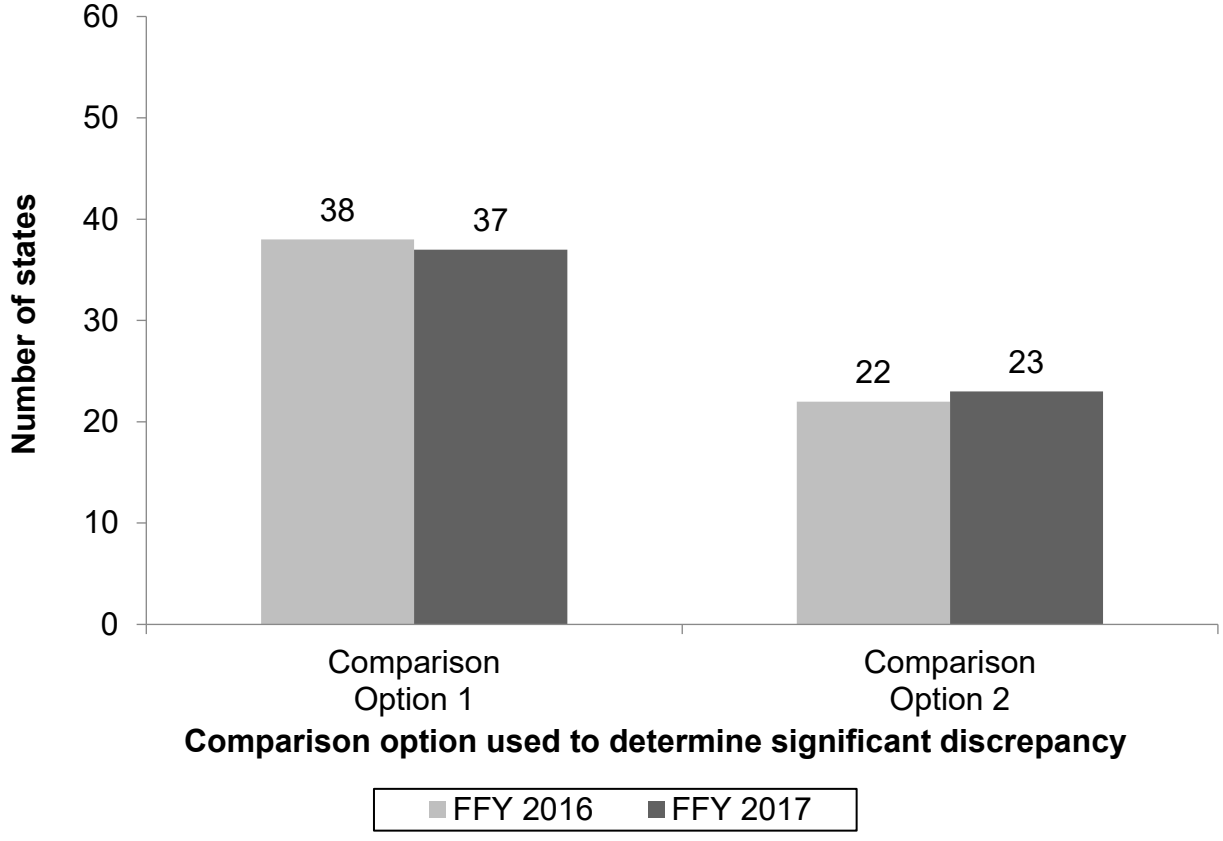
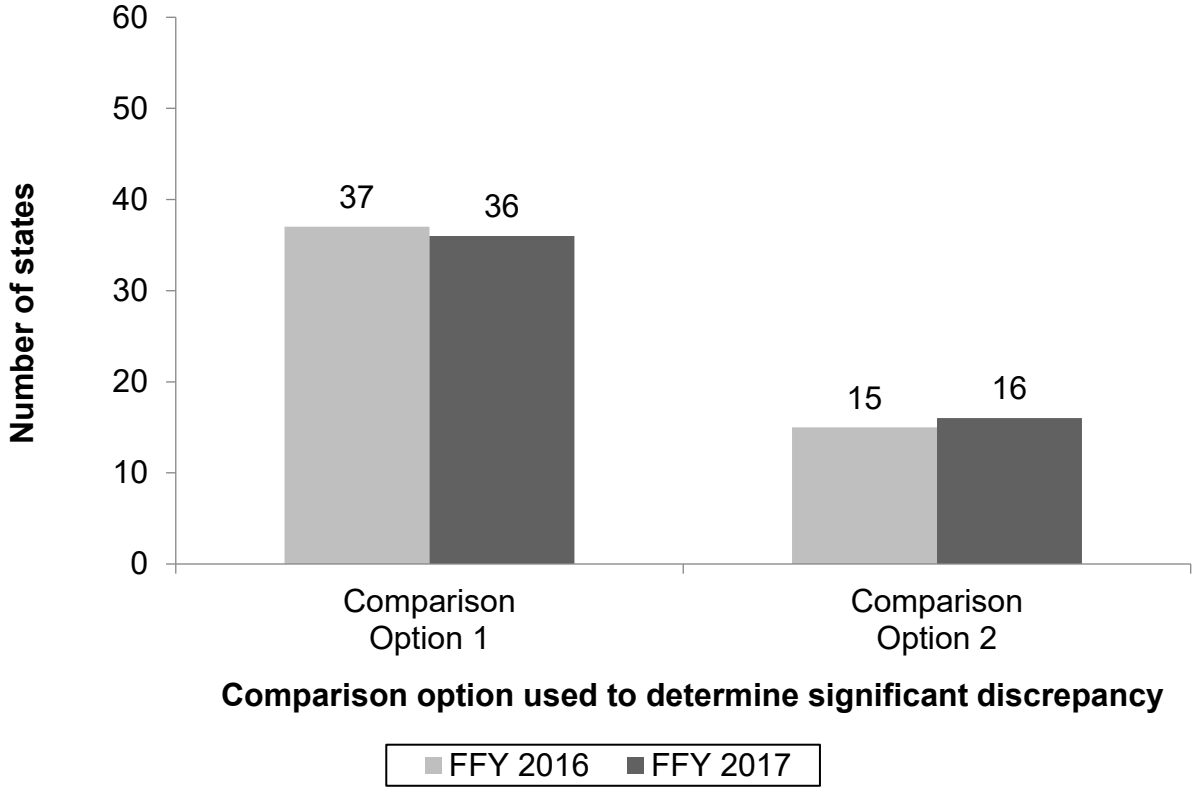


Figure 2

Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4B: FFY 2016 and FFY 2017 (N = 52)



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 2016 and FFY 2017, 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 2016 and FFY 2017 (N = 60)

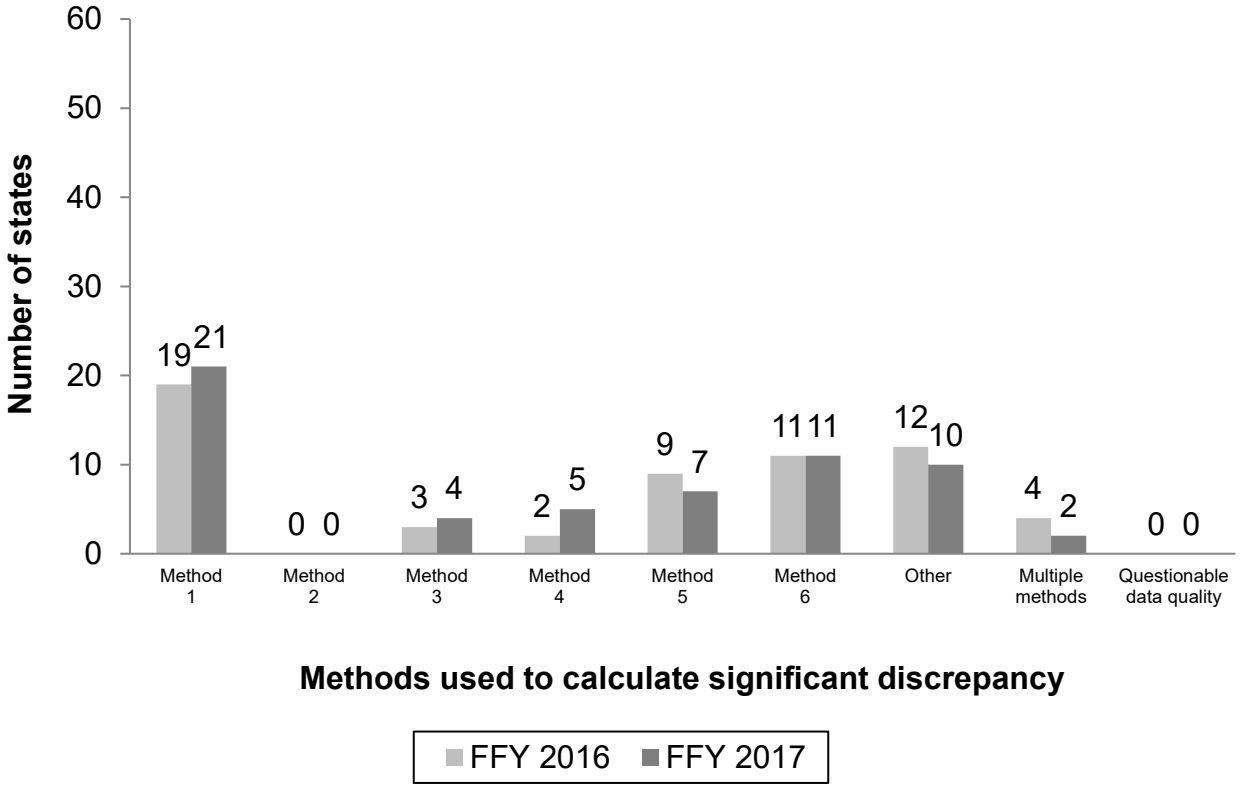
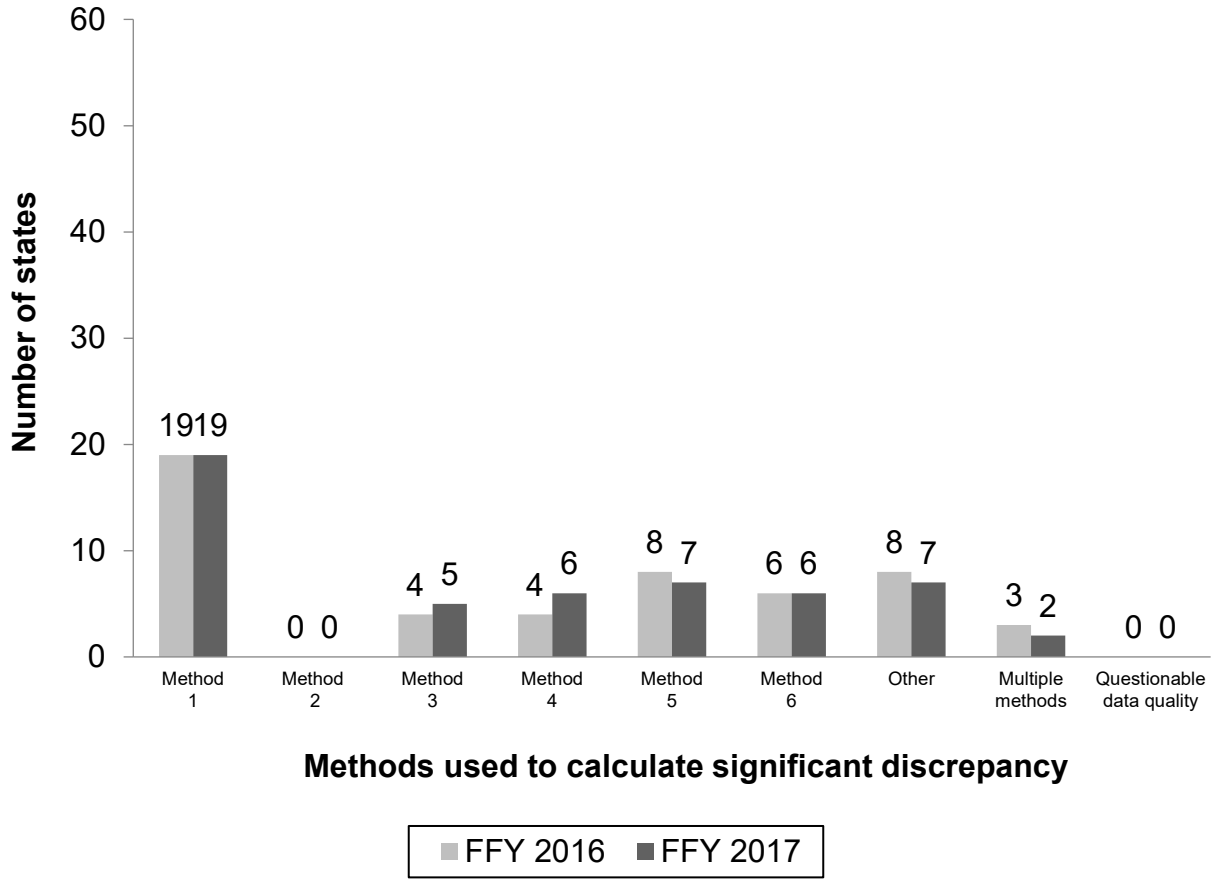


Figure 4

Number of States That Used Each Method for Calculating Significant Discrepancy for B4B: FFY 2016 and FFY 2017 (N = 52)



Minimum N-Size Requirements

Overall, in FFY 2017, 43 of 60 states (72%) used minimum n-size requirements in their calculations of significant discrepancy for B4A and 49 of 52 states (94%) used minimum n-size requirements for B4B. States specified a wide range of minimum n-size requirements, ranging from 2 to 75 students for both B4A and B4B, 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 2016 and FFY 2017.

Figure 5

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum n Size Requirements for B4A: FFY 2016 and FFY 2017 (N = 60)

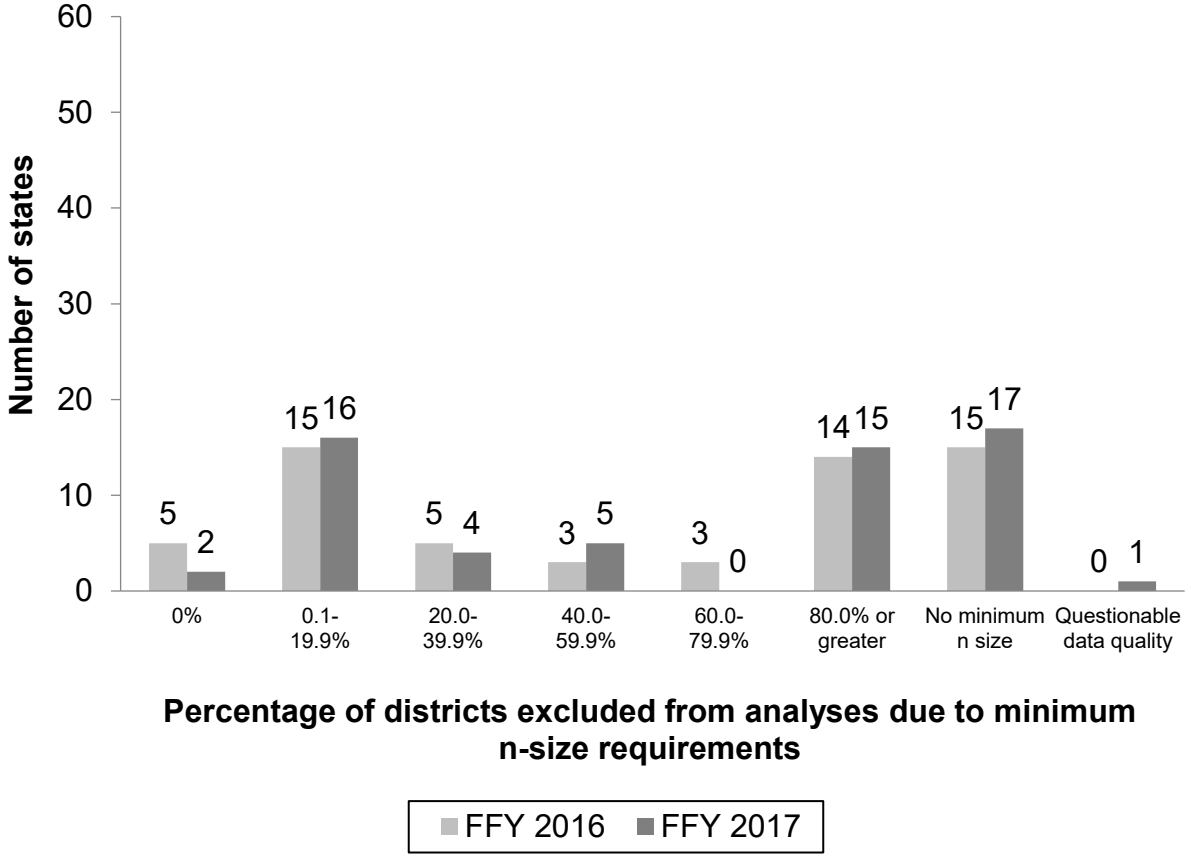
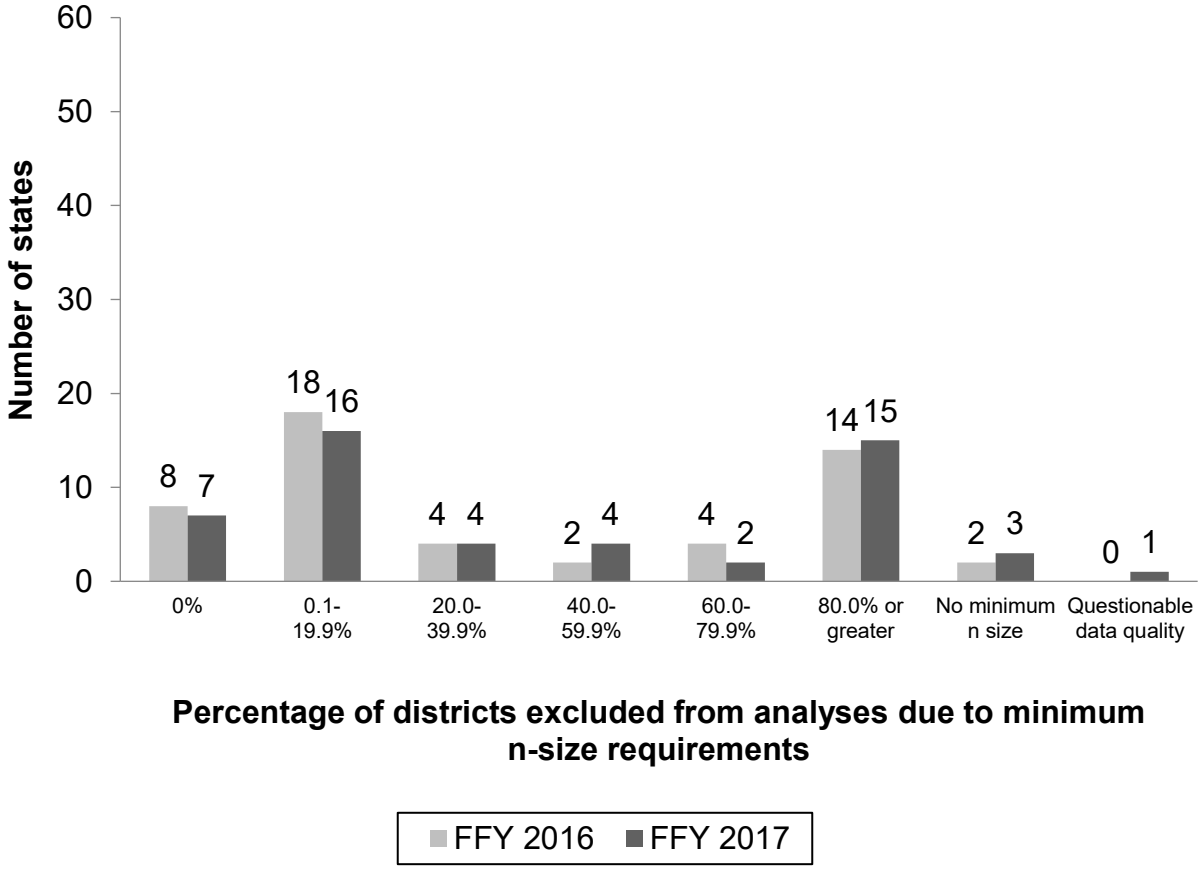


Figure 6

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum n Size Requirements for B4B: FFY 2016 and FFY 2017 (N = 52)



ACTUAL PERFORMANCE, COMPARSIONS, AND TRENDS

This section provides actual performance data for B4, as well as change from FFY 2016 and FFY 2017.

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 2016 and FFY 2017.

Figure 7

Number of States Reporting Various Percentages of Districts With Significant Discrepancy for B4A: FFY 2016 and FFY 2017 (N = 60)

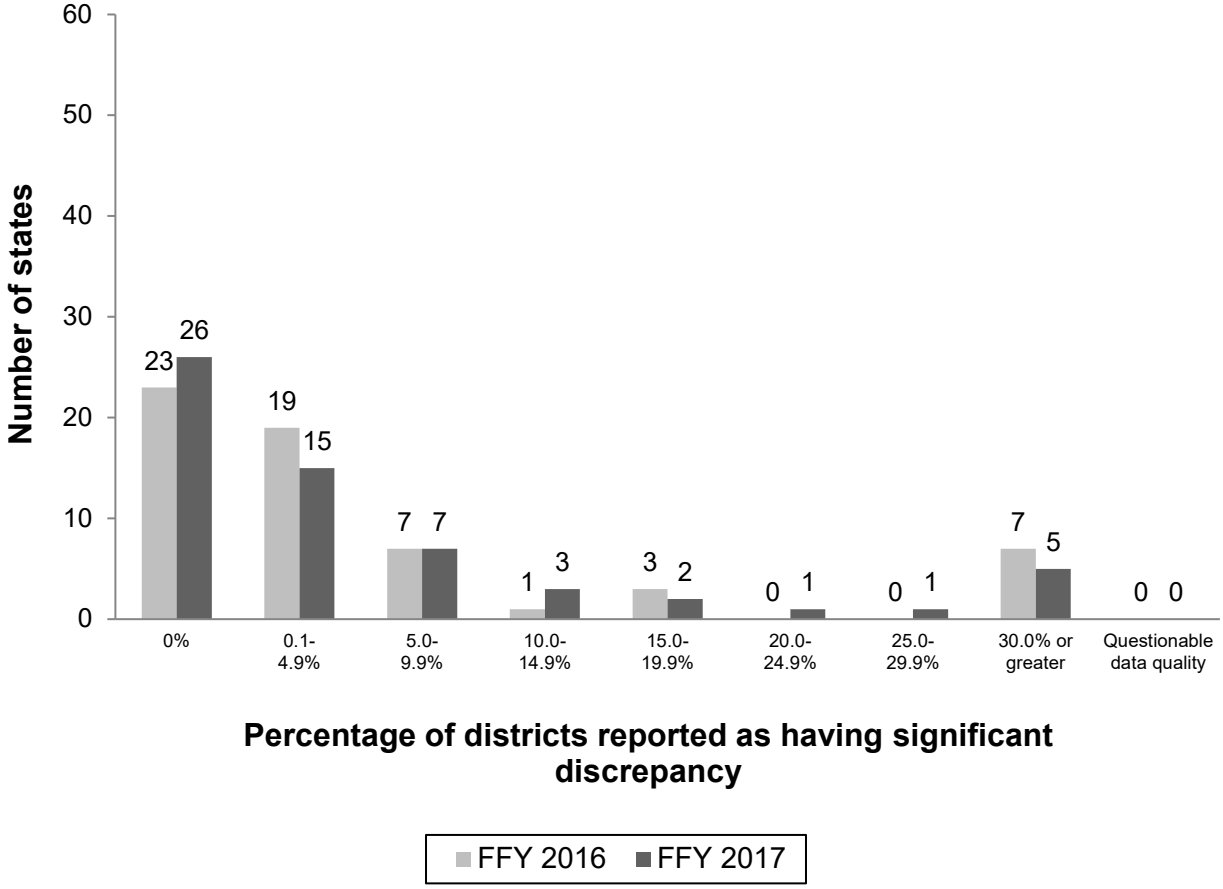
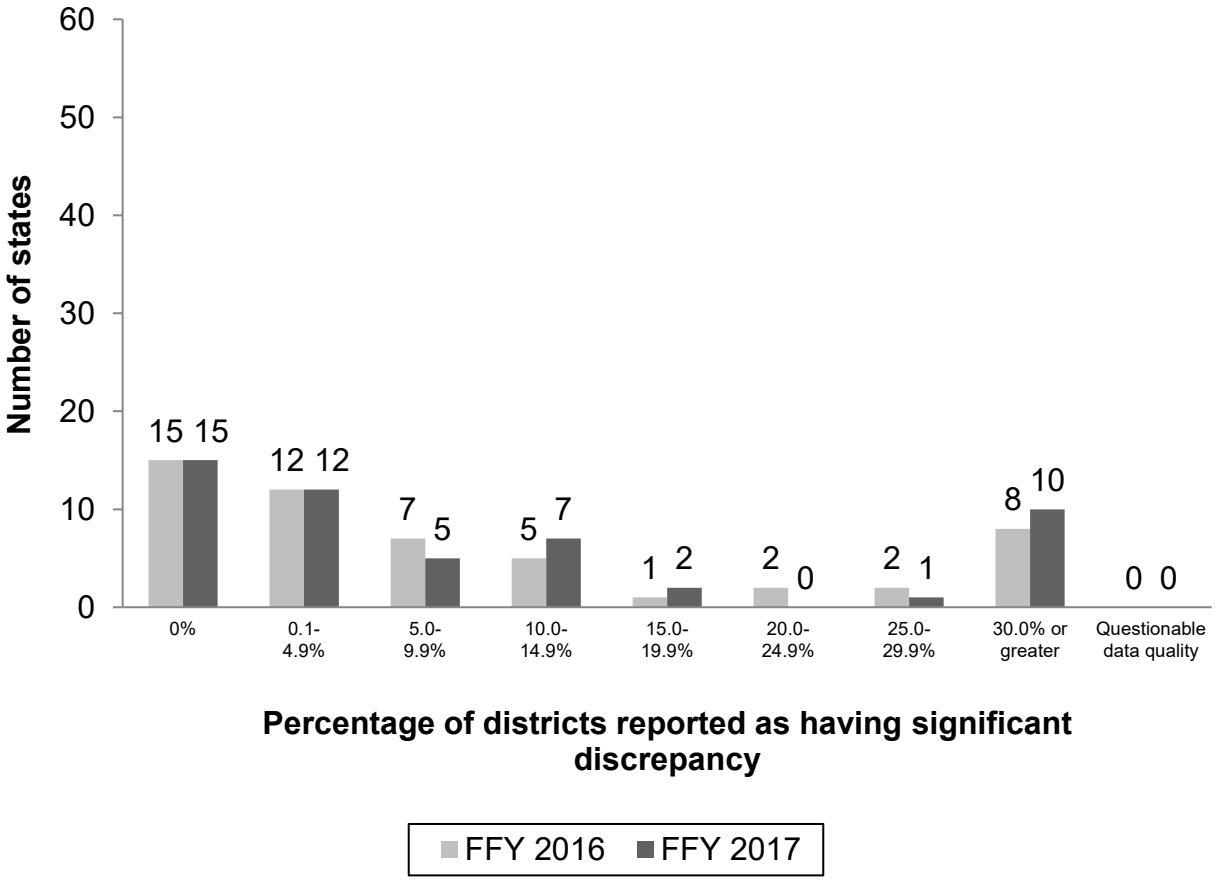


Figure 8

Number of States Reporting Various Percentages of Districts With Significant Discrepancy for B4B: FFY 2016 and FFY 2017 (N = 52)

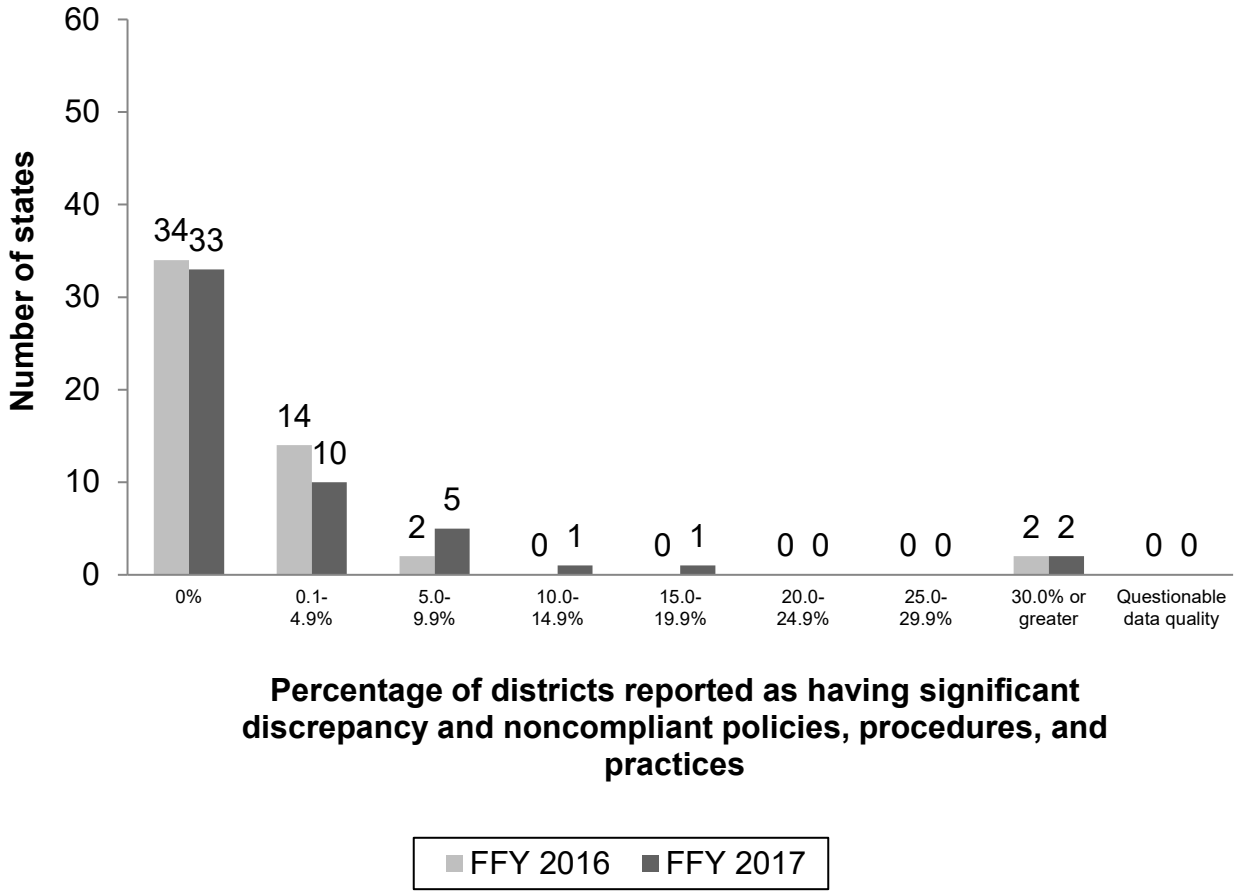


For B4B, states also reported the number and percentage of districts that were identified with a significant discrepancy and had policies, procedures, or practices that contributed to the discrepancy and did not comply with IDEA requirements.

Figure 9 presents the number of states reporting various percentages of districts with a significant discrepancy and policy, procedures, or practices that do not comply with IDEA requirements for B4B for FFY 2016 and FFY 2017.

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 2016 and FFY 2017 (N = 52)



Description of Change from FFY 2016 to FFY 2017

B4A: An examination of change from FFY 2016 to FFY 2017 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:

- Of the 60 states reporting on B4A, the number of states meeting their annual target decreased slightly from 40 in FFY 2016, to 39 in FFY 2017. OSEP was unable to determine whether one state met their annual target due to questionable data quality.
- Seventeen states (28%) reported an increase in the percentage of districts identified as having a significant discrepancy in B4A, while 20 states (33%) reported a decrease.

B4B: An examination of change from FFY 2016 to FFY 2017 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 B4B, the number of states meeting the annual target of 0 percent decreased slightly from 34 in FFY 2016 to 33 in FFY 2017 for B4B.
- Eleven states (21%) reported an increase in the percentage of districts identified as having a significant discrepancy and policies, procedures, and practices that contributed to the significant discrepancy in B4B, while seven states (13%) reported a decrease.

CONCLUSION

- In both FFY 2016 and FFY 2017, most states used Comparison Option 1 for B4A and B4B, meaning they compared suspension/expulsion rates for children with disabilities among districts. From FFY 2016 to FFY 2017, only one state changed the comparison option they used to measure B4A and B4B.
- In both FFY 2016 and FFY 2017, 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 2016, 19 states used Method 1 for B4A and B4B. In FFY 2017, 21 states used Method 1 for B4A and 19 states used Method 1 for B4B.
- For B4A, in FFY 2016, 20 states excluded 40 percent or more of their districts from analyses. This number increased slightly in FFY 2017 to 21 states. For B4B, in FFY 2016, 20 states excluded 40 percent or more of their districts from analyses. This number increased slightly in FFY 2017 to 21 states.
- From FFY 2016 to FFY 2017, the number of states reporting that they did not identify any districts as having significant discrepancy for B4A increased from 23 to 26 states. From FFY 2016 to FFY 2017, the number of states reporting that they did not identify any districts as having significant discrepancy for B4B remained constant at 15 states.
- The number of states reporting that they identified 30% or more of their districts as having significant discrepancy for B4A decreased from seven states in FFY 2016 to five states in FFY 2017. The number of states reporting that they identified 30% or more of their districts as having significant discrepancy for B4B increased from eight states in FFY 2016 to ten states in FFY 2017.
- 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 34 states in FFY 2016 to 33 states FFY 2017.

INDICATOR B5: LEAST RESTRICTIVE ENVIRONMENT (LRE)

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 'states' throughout this document. Indicator 5 data are composed of three components outlined in the table below.

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

Data Sources and Measurement Approaches

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

Overview of Actual Performance

An analysis of performance data since the FFY 2012 reporting year on the three components of Indicator 5, Part B demonstrates slight progress. As indicated in the three figures throughout this report, the differences in means are less than one percentage point in each indicator per year across all six years. Progress is measured as the difference from baseline data reported for FFY 2012 and the data reported for the current reporting year. The average rate of change over the six reporting years is also calculated. Finally, the change in mean from the current reporting year and prior reporting year is presented. 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 B5Ais expressed by positive numbers and negative numbers for B5B and B5C.

Table 2. Progress on 5B Indicators			
Indicator	**A**	**B**	**C**
Percentage Change over Monitoring Years FFY 2012 to FFY 2017	+1.02	-0.04	-0.32
Average rate of change over the monitoring years (FFY 2012 to FFY 2017)	+0.21	-0.08	-0.06
Percentage Change from FFY 2016 to FFY 2017	+0.18	-0.12	-0.02

Indicator B5 Progress

For the current reporting year, FFY 2017, a review of Table 3 indicates that the mean percentage for B5A is 65.71%, 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 10.68%, which indicates that about 11% of students with IEPs spend less than 40% in the general education setting. A mean of 2.83% for B5C signifies approximately 3% of students with IEPs in the 60 entities are educated in separate schools or home/hospital settings. Regarding meeting set targets, 27 entities reported meeting the target for B5A, 30 entities reported meeting the target for B5B and 39 of the entities reported meeting the target for B5C. All but one entity reported target and actual data for all three components for the current reporting year.

Table 3. Overview of Reported Indicator 5B Data			
Indicator	A	B	C
Mean %	65.71	10.68	2.83
Highest %	93.72	19.82	9.03
= 30Lowest %	40.63	0.00	0.00
Entities Meeting Target (n/60)	27	30	39

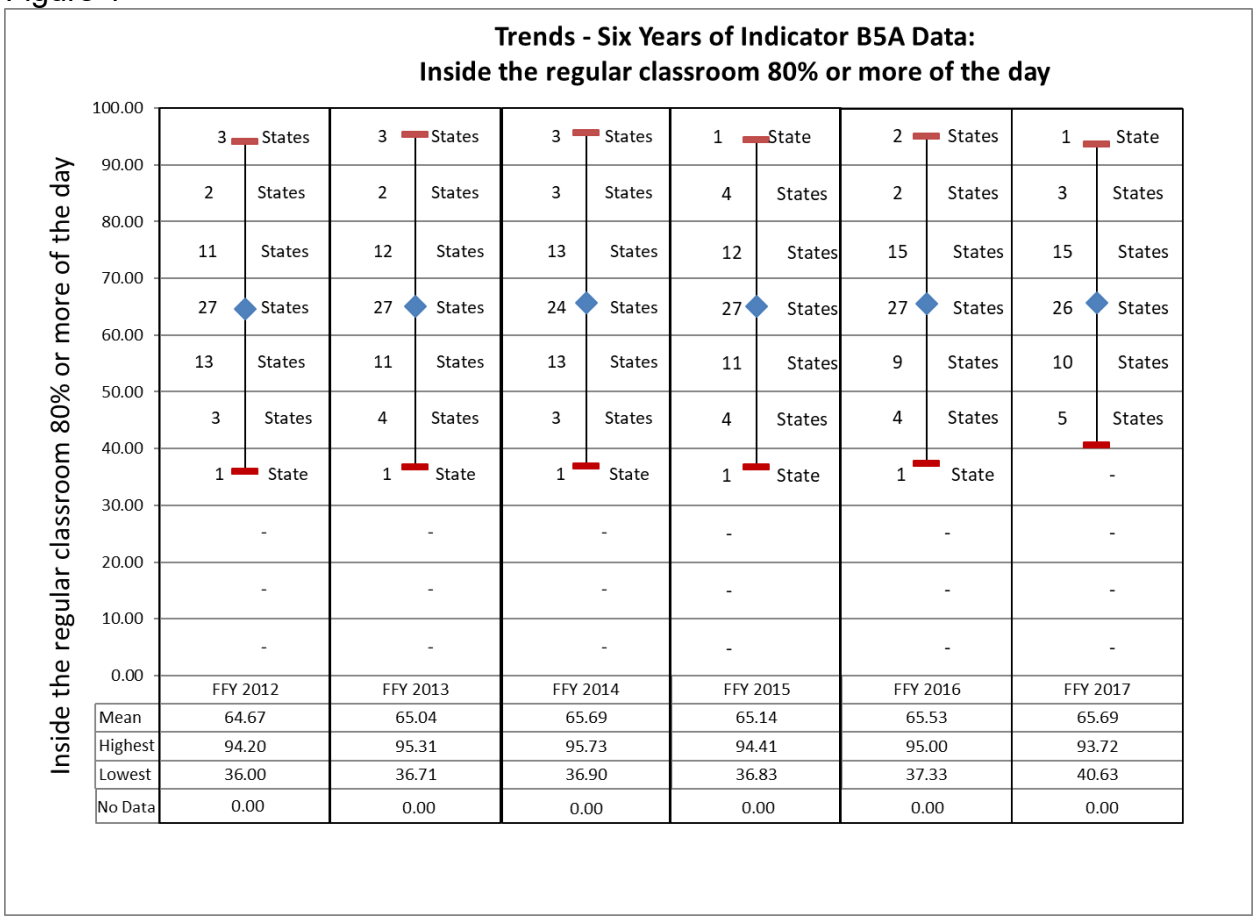
Category B5A: Inside the Regular Class 80% or more of the day

Six Year Trends in B5A

The six-year trend for Indicator B5A (Figure 1) shows a 1.02% 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, for FFY 2012, the lowest reported percentage was 36%, whereas FFY 2017, the lowest percentage was 40.63%. The FFY 2017 data represents the narrowest bandwidth across all the reporting years with all states reporting between the 40% and 100% bands and a 0.16 increase in the mean.

However, the FFY 2017 data also indicates less states are clustered around the mean as compared to FFY 2015 and 2016. In 2017, 26 states were within the 60-70% band, 10 states were in the 50-60% band and 5 states were in the 40-50% band. In the prior reporting year, FFY 2016, 27 states were in the 60-70% band, 10 states were in the 50-60% band and 5 states were in the 40-50% band. Similarly, for the FFY 2017 reporting year, there was one state in the top band (90-100%). In FFY 2016, there were two states in the top band.

Figure 1



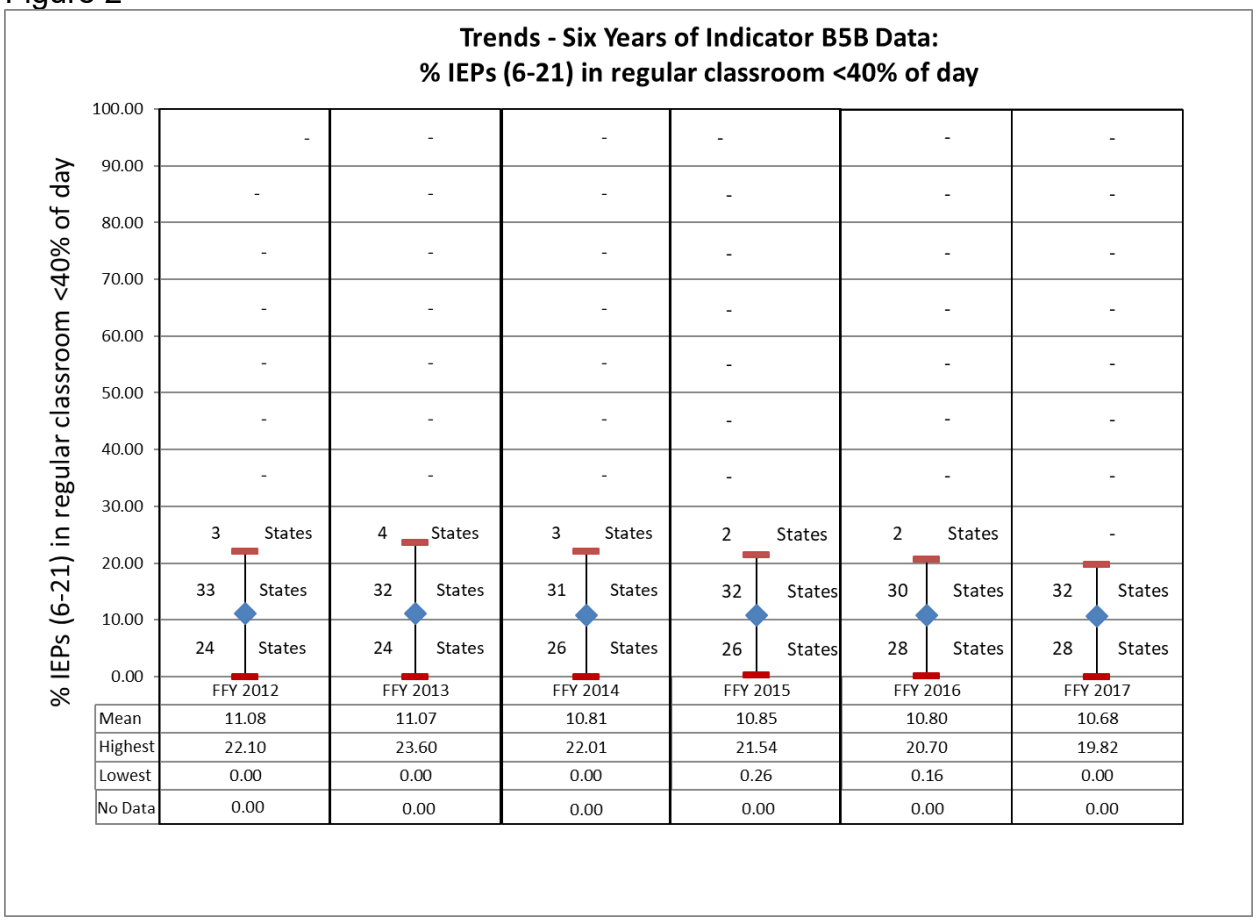
Category B5B: Inside the Regular Class 40% or less of the day

Six Year Trends in B5B

The six-year trend for Indicator B5B (Figure 2) shows a 0.40% decrease 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 slightly increasing. This diminishing variability illustrates that more states are clustered around the mean of 10.68% in FFY 2017. Further, for FFY 2017, all states fall within the lowest two bands. In the lowest band (0-10%) there are 28 states. The reported data indicates 28 states

are within the 0-10% band and 32 states are in the 10-20% band. For the previous two reporting years, FFY 2015 and 2016, there were two states in the 20-30% band. However as stated, for the current reporting year, there are no states above the 10-20% band as the highest percentage reported was 19.82.

Figure 2



Category B5C: Separate Settings

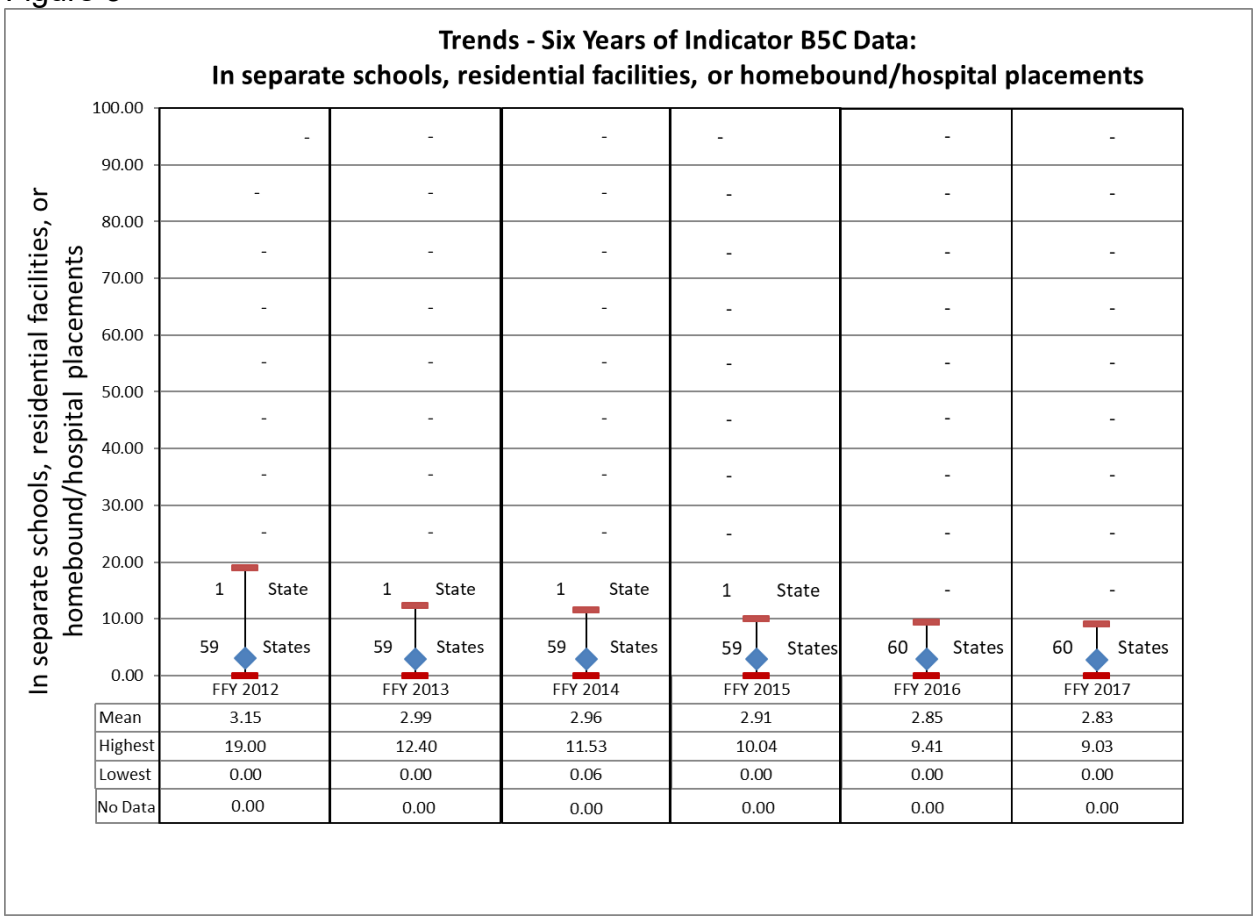
Six Year Trends in B5C

The six-year trend data for B5C shows 0.32% decrease in mean percentage of students with disabilities served in separate settings. The variability in placement in separate settings has decreased over the monitoring years. Most notably, the highest percentage reported for FFY 2012 was 19%. For the current reporting year, the highest percentage reported is 9.03%. Also, across all the reporting years represented, the data reported for FFY 2016 and 2016 indicated the least amount of change in the mean and highest percentage; 0.02 and 0.38 respectively.

For reporting years FFY 2012 through 2015, 59 states had consistently reported serving 3.15% or less of students in separate settings. However, for reporting years FFY 2016 and 2017, all 60 states reported percentages which fell between 0-10%. The highest

percentage reported for FFY 2016 was 9.41%. As noted, the highest percentage for FFY 2017 was 9.03%.

Figure 3



	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	3.15	2.99	2.96	2.91	2.85	2.83
Highest	19.00	12.40	11.53	10.04	9.41	9.03
Lowest	0.00	0.00	0.06	0.00	0.00	0.00
No Data	0.00	0.00	0.00	0.00	0.00	0.00

Conclusion

The six-year trends regarding percent of students with IEPs who are placed in the regular class setting demonstrate some progress over the monitoring years. Data reported for B5A since FFY 2012 demonstrates the most change over the monitoring years. Very little change or no change has occurred with indicators B5B and B5C. 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 states continue to report not meeting set targets. While Sections 616 and 624 of IDEA require each state to include measurable and rigorous performance goals in the State Performance Plan (SPP), the data reported for Indicator 5, Part B makes 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.

As indicated by the current Results Driven Accountability (RDA) federal requirements, what is missing from this analysis is the impact of placement on the academic, behavioral and functional achievement of students with disabilities. Without such data it is difficult to assess if all the states are adequately setting goals which address the need to change policy or practice regarding the provision of special education services in the least restrictive environment for students with disabilities. In other words, given the requirements to provide special education services in the least restrictive environment and to provide a continuum of placements, without student outcome data, it is not possible to draw conclusions that the data reported by the entities for Indicator 5, Part B results in positive or negative academic, behavioral and functional outcomes for students with disabilities.

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

This analysis provides an overview 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 B6: PRESCHOOL LRE

Prepared by the Early Childhood Technical Assistance Center (ECTA)

PART B 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

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

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

The Part B Indicator 6 analysis is based on data from the FFY 2017 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 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 2017) and trend data for the last six reporting years (FFY 2012 to FFY 2017). The number of states represented within each ten-percentage point range are shown in the charts, and the tables below the charts show the national mean, range, and number of stats included.

Figure 1

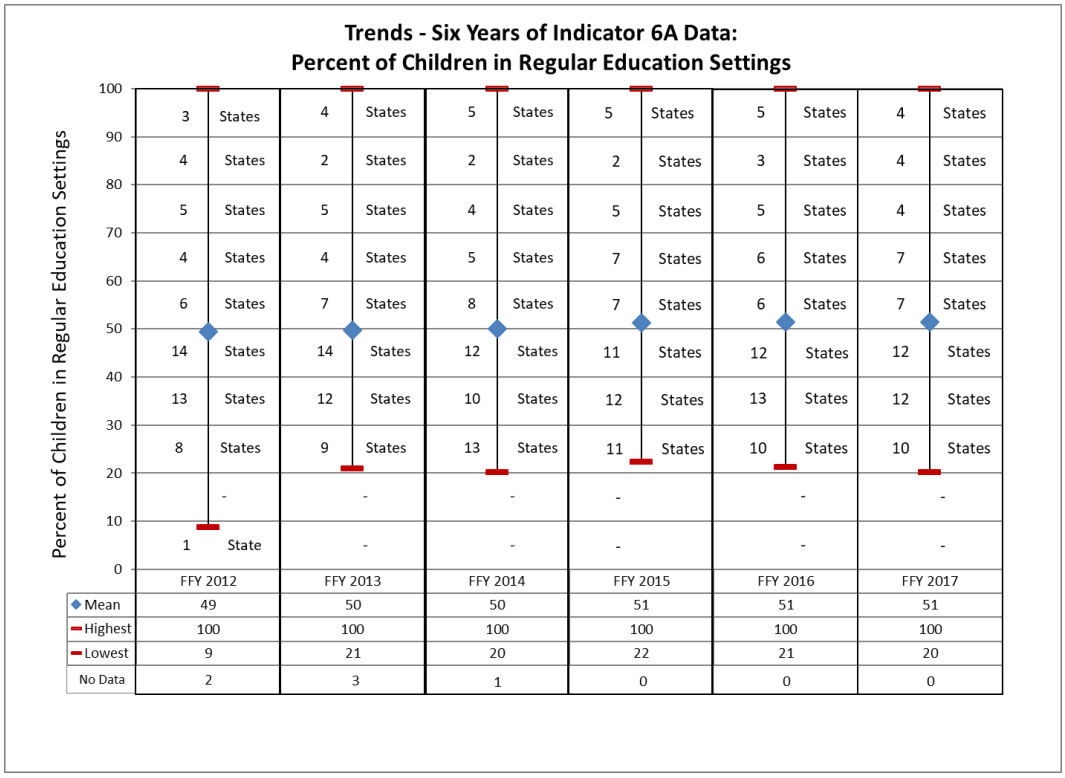
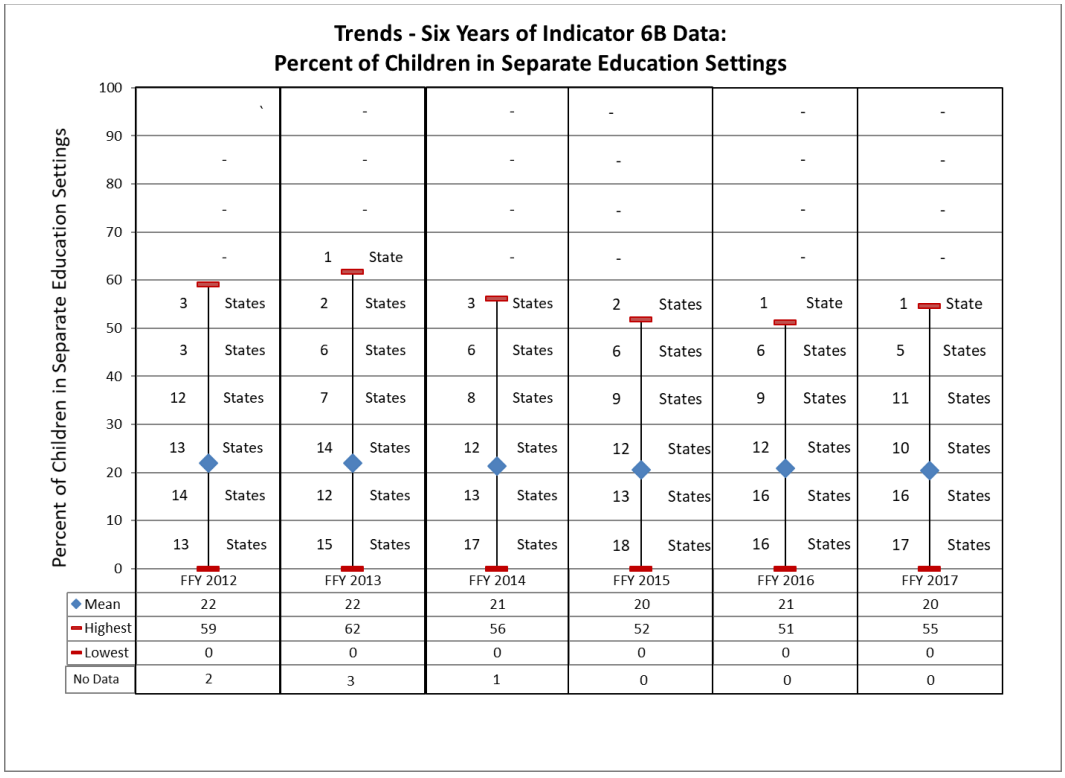


Figure 2



INDICATOR B7: 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 2017 Annual Performance Reports (APRs). For the purposes of this report, the term "state" is used for both states and jurisdictions. Two states did not submit numeric data for this indicator, yielding 57 states included in the trend data tables. All states (n=59) are included in the table of measurement approaches.

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

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

The child outcomes summary statements are:

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

DATA SOURCES & MEASUREMENT APPROACHES

States use a variety of approaches for measuring child outcomes, as shown in Table 1. Most states use the Child Outcomes Summary (COS) process. The COS process is a

team process for summarizing information from multiple sources about a child's functioning in each of the three outcome areas.

Table 1

Child Outcomes Measurement Approaches		
Approach	**Count**	**Percent**
COS process	42	71%
One tool statewide	8	14%
Publisher online system	4	7%
Other	5	8%
TOTAL	**59**	**100%**

PERFORMANCE TRENDS

Figures 1 through 6 illustrate current data (FFY 2017) and trend data for summary statement one and two for each of the three outcome areas over the last six reporting years (FFY 2012 to FFY 2017). 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

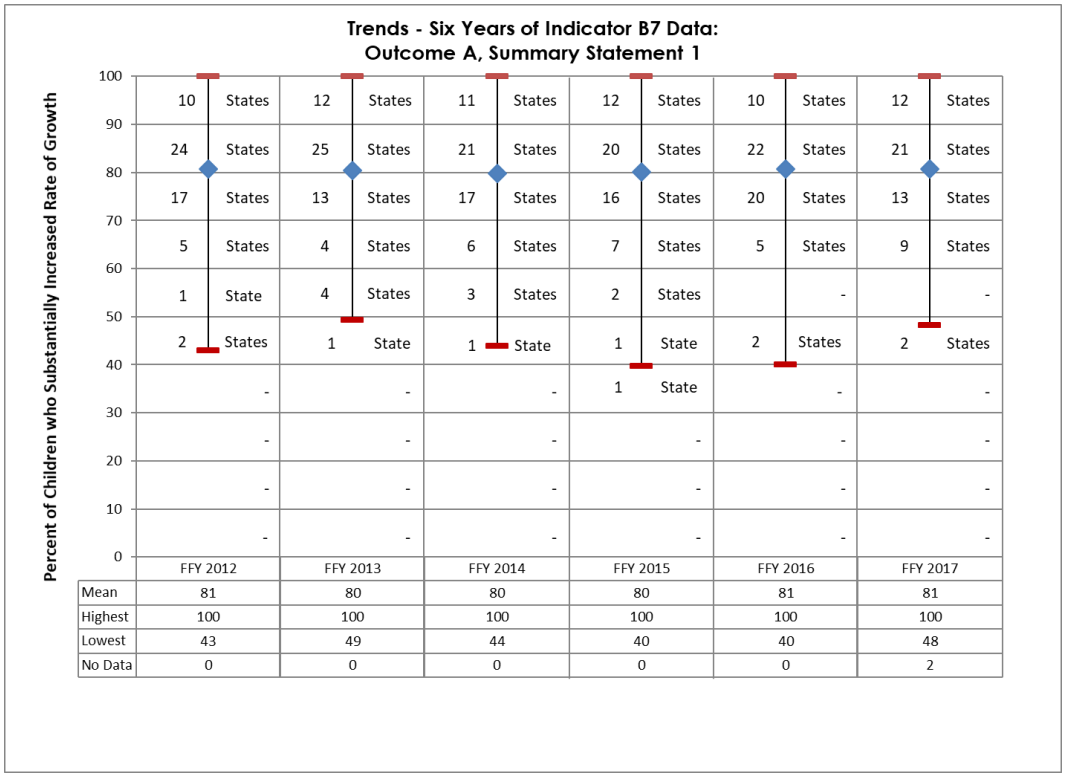
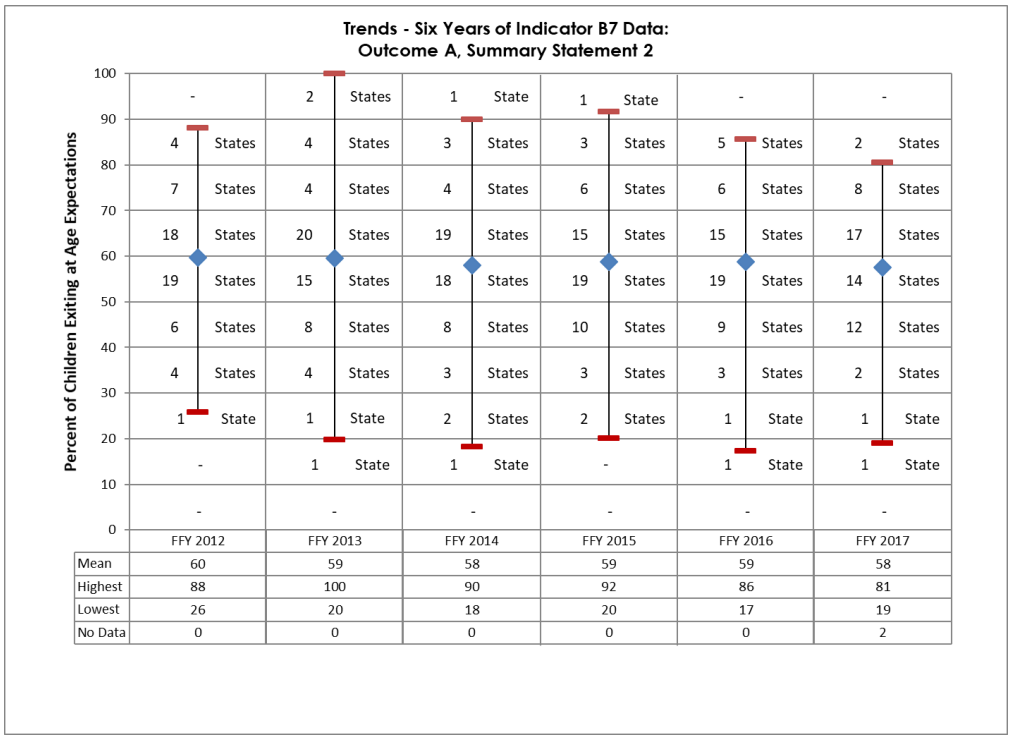
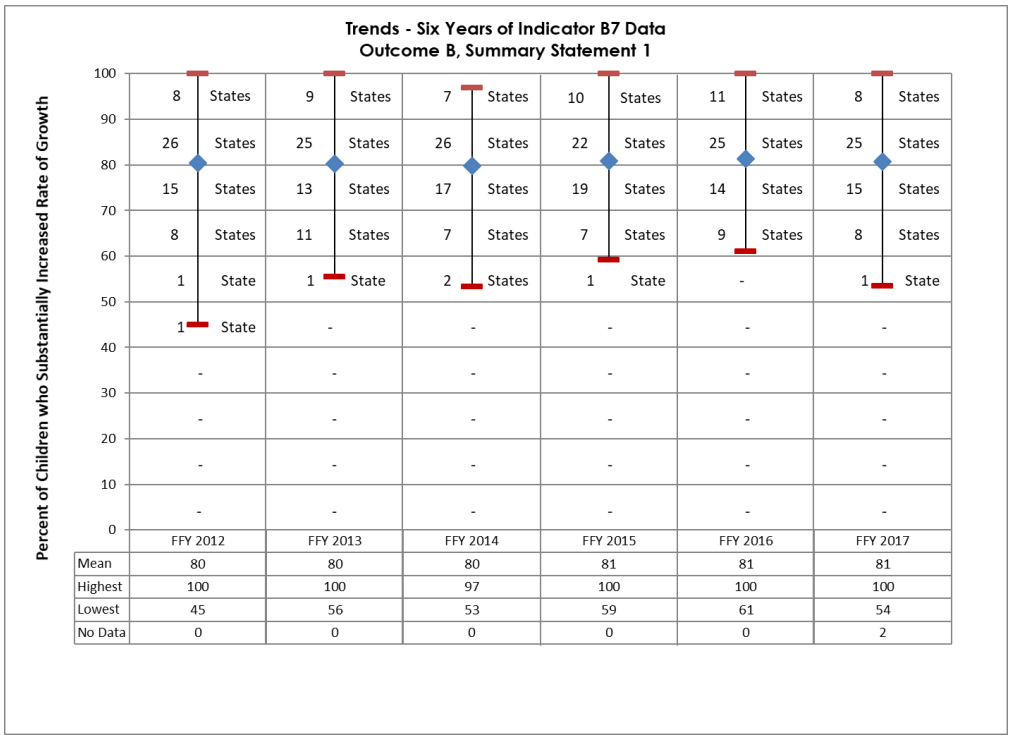


Figure 2: Percentage who were functioning within age expectations in Positive Social-Emotional Skills



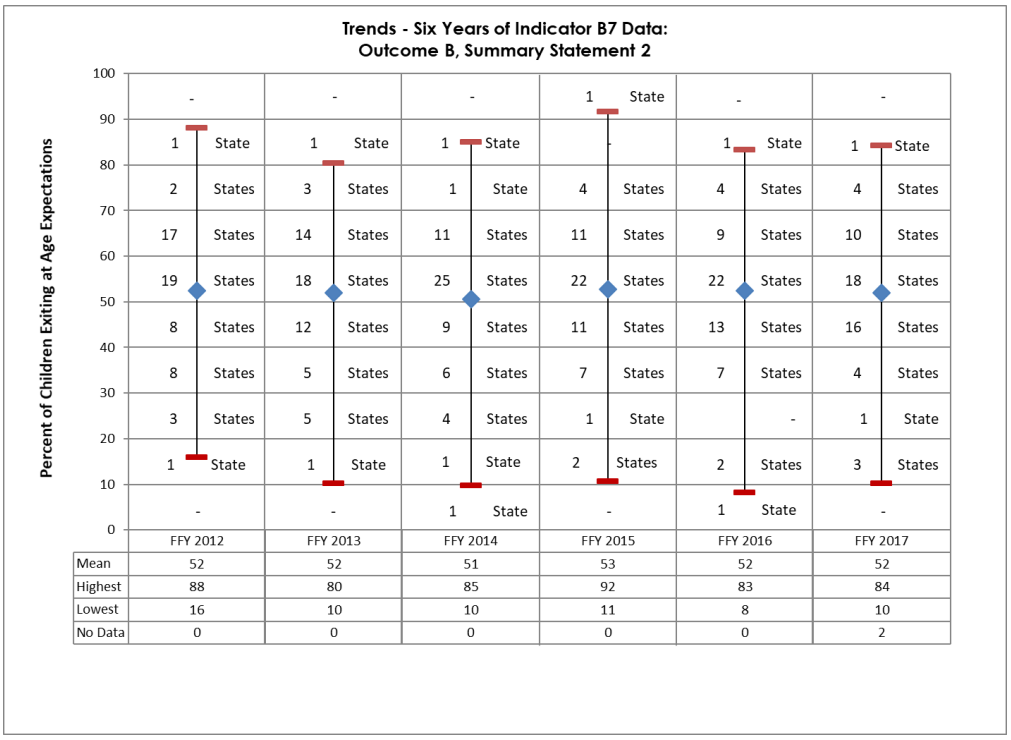
	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	60	59	58	59	59	58
Highest	88	100	90	92	86	81
Lowest	26	20	18	20	17	19
No Data	0	0	0	0	0	2

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



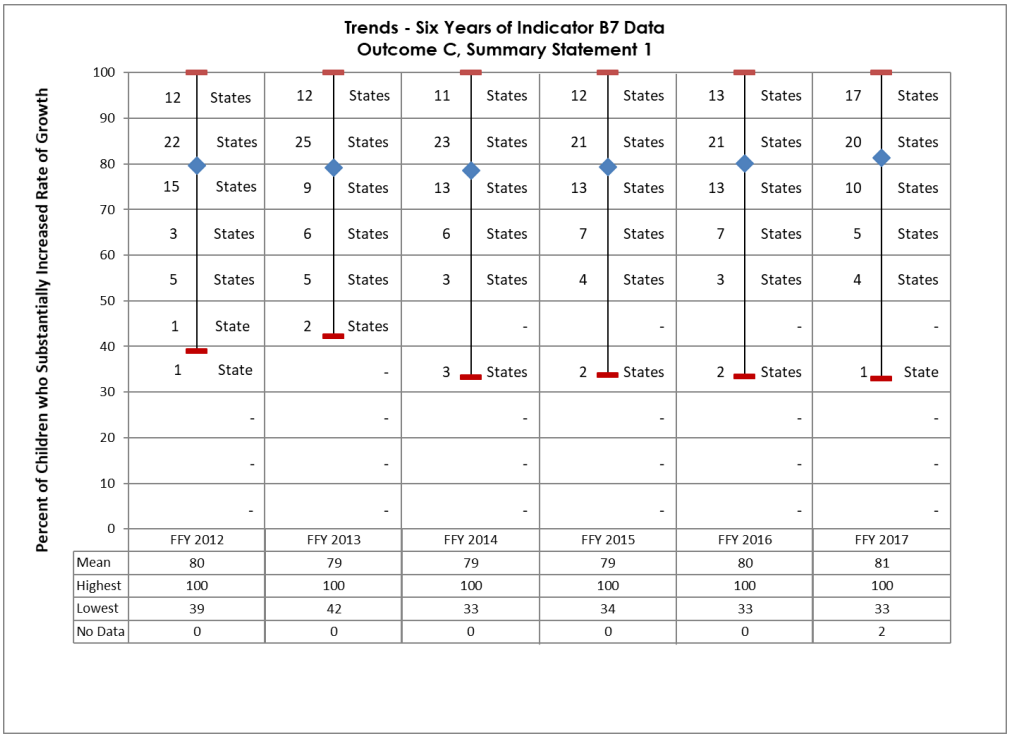
	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	80	80	80	81	81	81
Highest	100	100	97	100	100	100
Lowest	45	56	53	59	61	54
No Data	0	0	0	0	0	2

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



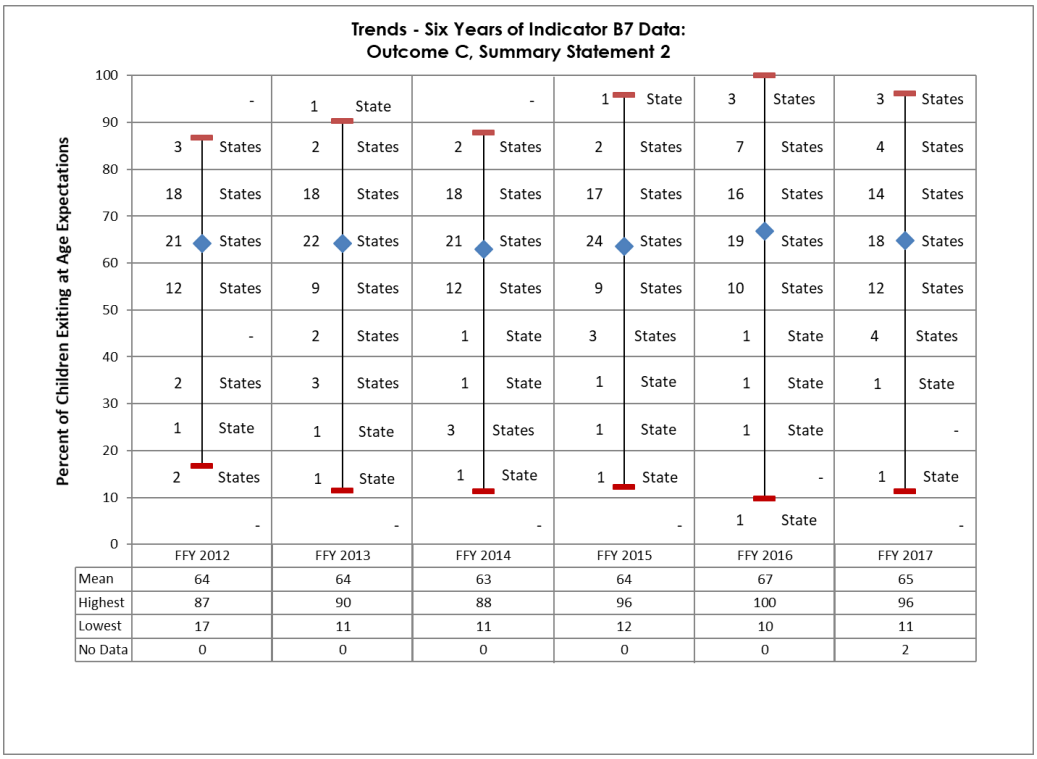
	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	52	52	51	53	52	52
Highest	88	80	85	92	83	84
Lowest	16	10	10	11	8	10
No Data	0	0	0	0	0	2

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



	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	80	79	79	79	80	81
Highest	100	100	100	100	100	100
Lowest	39	42	33	34	33	33
No Data	0	0	0	0	0	2

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



	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	64	64	63	64	67	65
Highest	87	90	88	96	100	96
Lowest	17	11	11	12	10	11
No Data	0	0	0	0	0	2

INDICATOR B8: PARENT INVOLVEMENT

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

INTRODUCTION

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

The Center for Parent Information and Resources (CPIR), analyzed the Annual Performance Reports (APRs) submitted by 50 states, nine jurisdictions/entities, and the District of Columbia (collectively, for a total of 60 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.

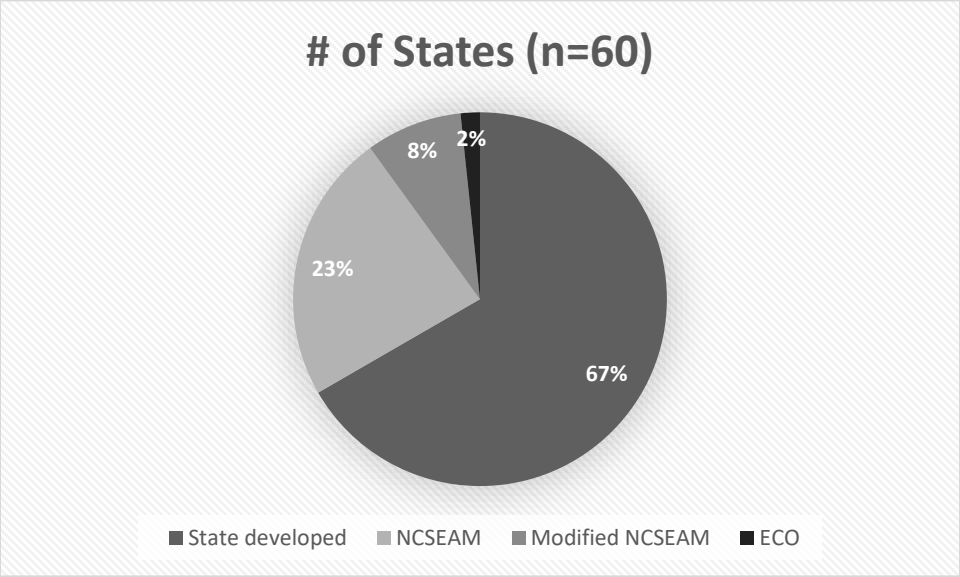
DATA SOURCES

This analysis is based on information on Indicator 8 from states' FFY 2017 APRs and subsequent revisions submitted to the Office of Special Education Programs (OSEP). State Performance Plans (SPPs) with any revisions also reviewed in order to clarify and analyze APR data.

METHODOLOGY & MEASUREMENT APPROACHES

In understanding any comparisons of state performance, it is important to note that states use a variety of methodologies and measures to determine their performance on this indicator. As outlined in Chart 1 below, the state-developed survey instruments make up the majority of measures used, with 67% of states identifying these as their data collection tool during FFY 2018. The NCSEAM survey is used by 23% of states, and an additional 8% use a survey that is reported as a modification of the NCSEAM tool. One state (2%) reported that it used the ECO survey. This data does not represent a change in states data collection instruments from FFY2017. The number of states that are using state-developed instruments minimizes the comparability of performance data for this indicator.

Chart 1: Survey Instruments Used by States
Indicator 8: FFY 2017



In the original State Performance Plans and subsequent revisions and amendments, states outlined their methods for survey distribution. As outlined in Table 1 below, in the FFY2017 APRs, states identified their methods for distributing surveys, with 51.7% distributing surveys using census methods, including mailing survey information to all parents of students receiving Part B services and including the survey as part of annual IEP meetings with parents. The remaining 48.3% reported using sampling methods including random samples, stratified random samples, cohorts, and other strategies. The use of sampling methods is based on plans that have been reviewed and approved by OSEP.

TABLE 1: Distribution Methods Used by States
Indicator 8: FFY 2017

Distribution Methods (n=60)	FFY 2017	
	# of States	% of States
- **Census**	31	51.7%
- **Sample**	29	48.3%

ACTUAL PERFORMANCE AND TRENDS

The following tables and charts summarize trends and compare states' performances on Indicator 8. In reviewing these data, care must be taken when drawing state-to-state judgments, as there is wide variability in the ways that states collect data and report data for this indicator. In addition to the differences in states' selection of survey instruments, there is a range of decisions that states have made related to survey distribution methods; the determination of annual targets and any year-to-year increase in targets; and the criteria used for defining the positive response(s) reported under this Indicator. In collecting and reporting performance data for Indicator 8, states also have the flexibility to decide how they will handle the process for surveying and collecting data from parents of children and youth in preschool (ages 3-5) and school-aged special education in their states. As indicated in Chart 2 below, of the 60 state entities, 52 reported preschool and school-aged data together. The remaining eight (8) states reported their data separately. There was no change in the number of states reporting data separately for preschool populations.

Chart 2: State Reporting of School-Aged and Pre-School Aged Data
Indicator 8: FFY 2017
N=60

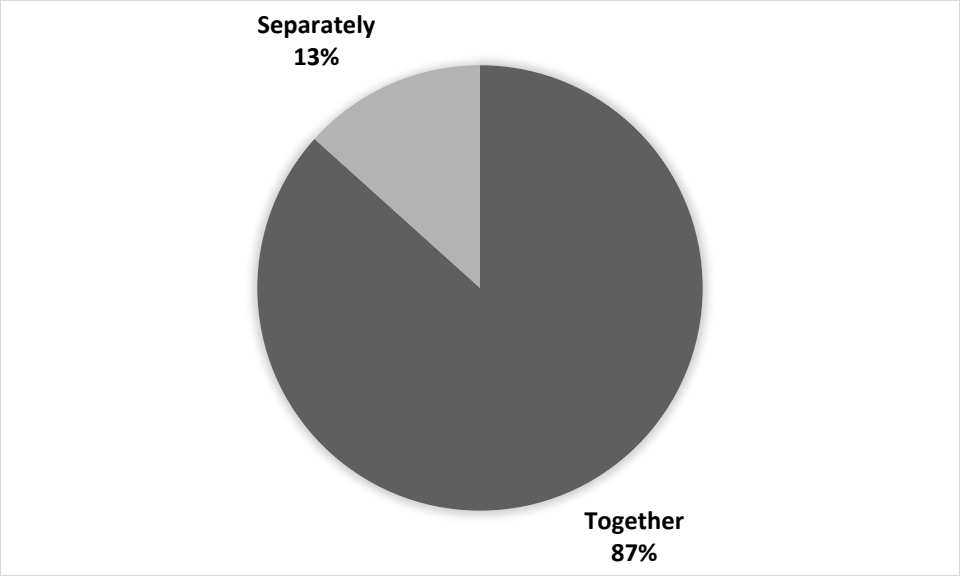


Table 3 outlines the percentage of states that "Met" or "Did Not Meet" established targets for performance on Indicator 8. As shown, 63.3% of states met or exceeded the targets set for the percent of parents reporting that schools facilitated their involvement in improving their students' results; 36.7% did not. This represents a modest increase of 3 percentage points from FFY2017 to FFY2018. 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 Targets

Indicator 8: FFY 2017

Target Achievement	% of States n = 68	
	FFY 2017	FFY 2018
Met Target	60.3%	63.3%
Did Not Meet Target	39.7%	36.7%

Chart 3 and Table 4 provide Six-Year Trend data for Indicator 8 survey responses from parents of school-aged children. The overall performance distribution across states showed essentially no improvement for FFY2017, as 29 of the 60 states demonstrate high levels of performance, whereas more than 80% of states' respondents indicate that their state met the measure. One state reported the high of 100% of parents reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The lowest percent reported for FFY2017 was 28%, which is 1 percentage point lower than the low for FFY 2016. The mean has steadily risen over the six-year period, and the mean for FFY2017 is equal to the FFY2016 mean.

Chart 3: Six-Year Trend Data
Indicator 8: Parents of School-Aged Children & Youth
FFY 2012 to FFY 2017
N=60

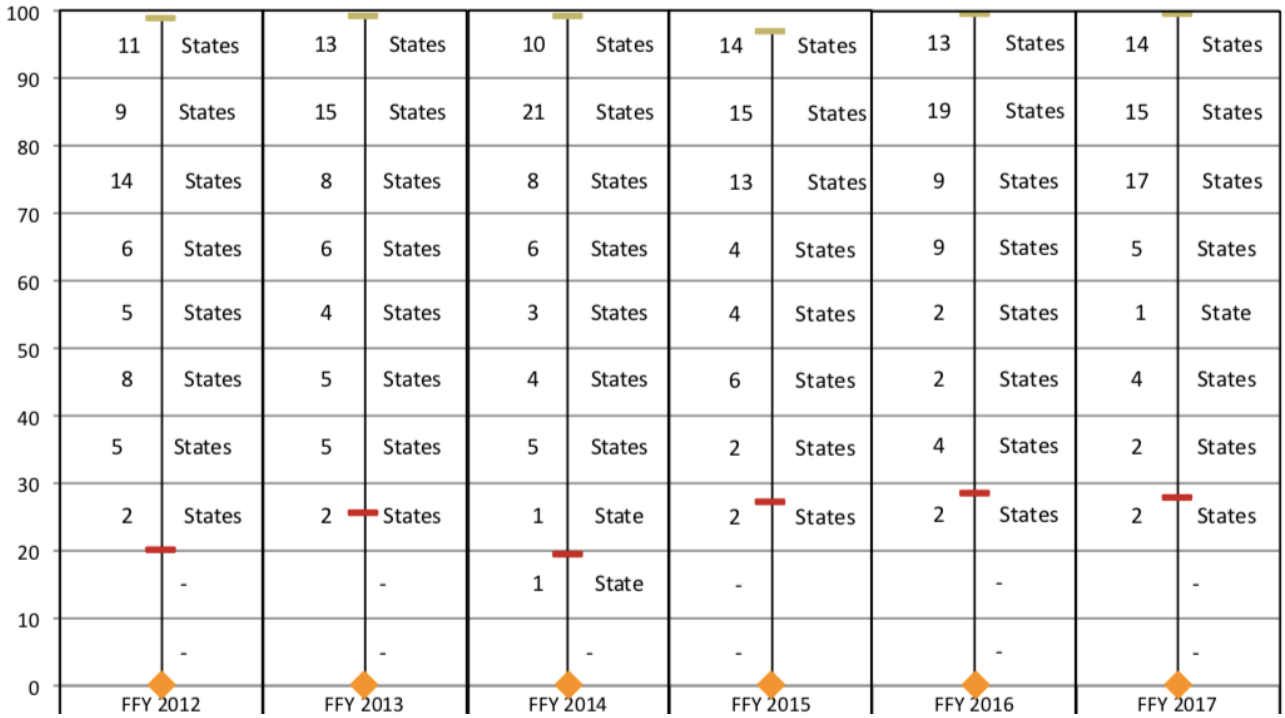


Table 4: Six-Year Trend Data
Indicator 8: Parents of School-Aged Children & Youth
FFY 2012 to FFY 2017

n = 60	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	68	71	73	74	76	76
Highest	99	99	99	97	99	100
Lowest	20	26	19	27	29	28
No Data	0	2	1	0	0	0

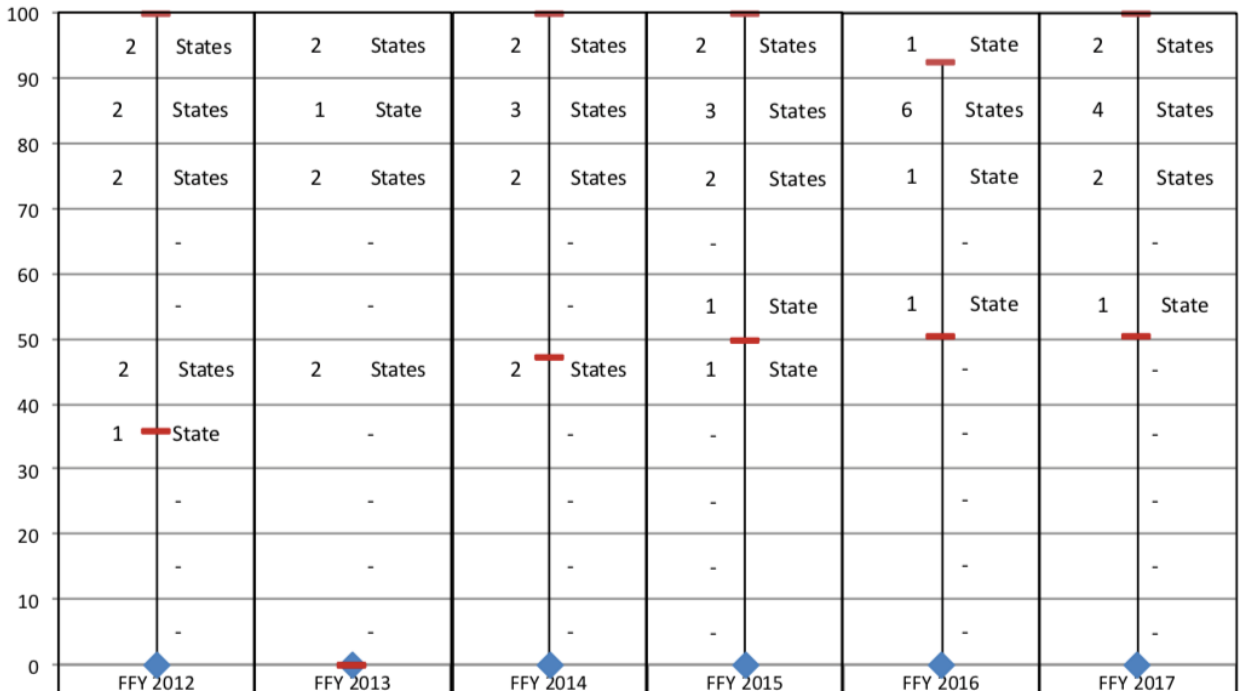
Table 5 provides Six-Year Trend data for survey responses from parents of pre-school aged children in the eight states where states report this data separately. The overall FFY 2017 performance distribution across states showed significant improvement of 8 percentage points over FFY 2016. The mean increased by 5 points, after having remained steady the two previous years.

Table 5: Six-Year Trend Data
Indicator 8: Parents of Pre-School-Aged Children
FFY 2012 to FFY 2017

n = 8	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	63	71	73	77	77	82
Highest	100	95	100	100	92	100
Lowest	36	45	47	50	50	50

In Chart 4, six of eight states reported results within the 80-100% range, including one state reporting the high of 100%. The lowest percentage reported for FFY2017 was 50% by one state, which is unchanged since 2014.

Chart 4: Six-Year Trend Data
Indicator 8: Parents of Pre-School-Aged Children
FFY 2012 to FFY 2017
N=8



CONCLUSION

As a result of the differences in survey instruments and also in data collection and measurement techniques, states' individual performances on Indicator 8 vary significantly. However, despite the number of states that did not meet targets, given the performance across states as measured by the changes in the mean and also in the numbers of states experiencing improvements in their data, it can be concluded that overall performance on Indicator 8 remains stable, showing modest increases or no change in all data from FFY2017 to FFY2018.

INDICATORS B9, B10: DISPROPORTIONATE REPRESENTATION DUE TO INAPPROPRIATE IDENTIFICATION

Prepared by the IDEA Data Center (IDC)

INTRODUCTION

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

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

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

The *IDEA* Data Center (IDC) reviewed the FFY 2017 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.

DATA SOURCES

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

METHODOLOGY AND MEASUREMENT APPROACHES

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

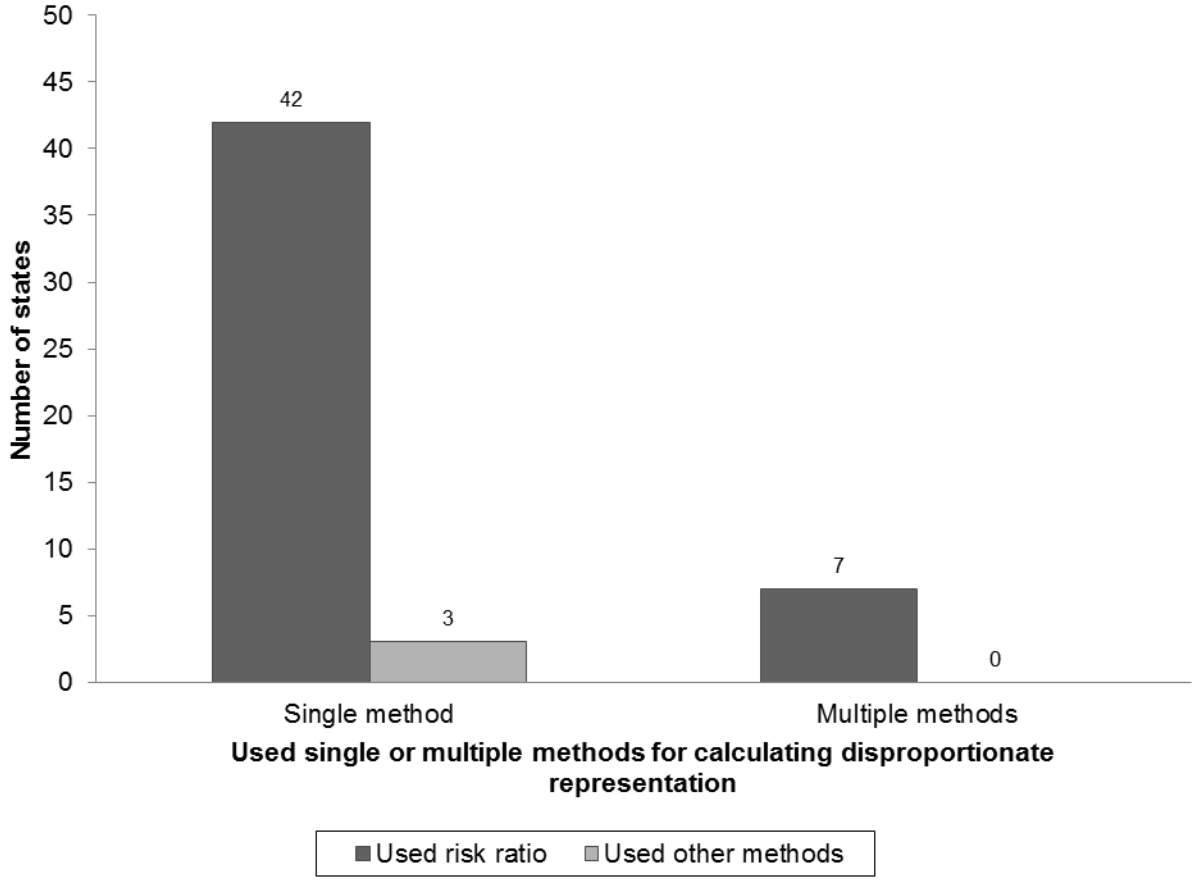
Methods States Used to Calculate Disproportionate Representation

The majority of states (45 out of the 52 states or 87%) used one method to calculate disproportionate representation (see Figure 1). All states used the same method for B9 as they used for B10. Of the 45 states using one method, 42 states (93%) used one or more forms of the risk ratio (i.e., risk ratio, alternate risk ratio, 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: 2017–18



Definitions of Disproportionate Representation

Most of the 49 states using a risk ratio defined disproportionate representation with a risk ratio threshold. That is, the state considered a district to have disproportionate representation only if the risk ratio for one or more racial/ethnic groups was greater than the state's threshold. The 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) and comparisons to thresholds and statistical significance (risk).

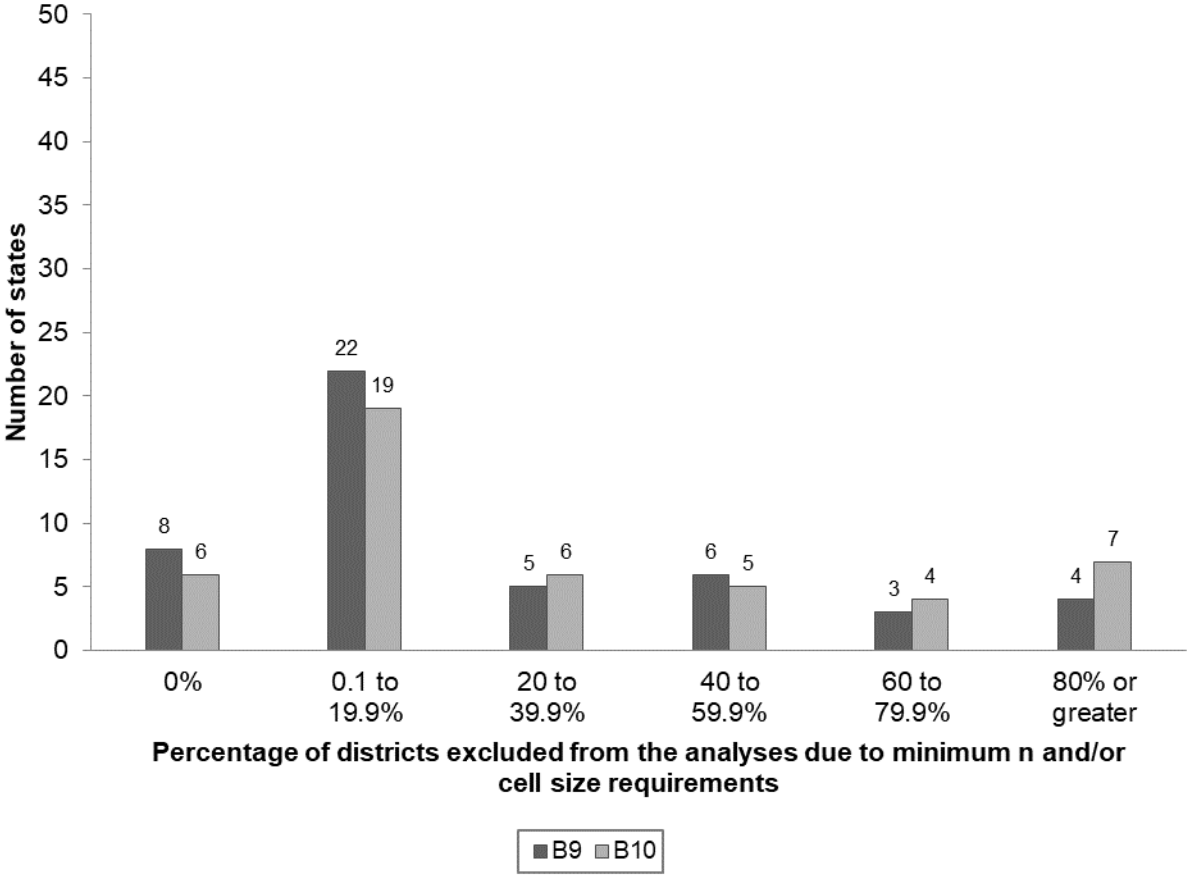
Minimum Cell and/or N-Size Requirements

Overall, 49 states (94%) used minimum cell and/or n-size requirements in their calculations of disproportionate representation for both B9 and B10. 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: 2017–18



Note: One state did not report valid and reliable data for B9 and B10 and another state is not required to report on B10. Three states did not use minimum cell and/or n-size requirements for both B9 and B10. Therefore, N=48 for B9 and N=47 for B10.

ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS

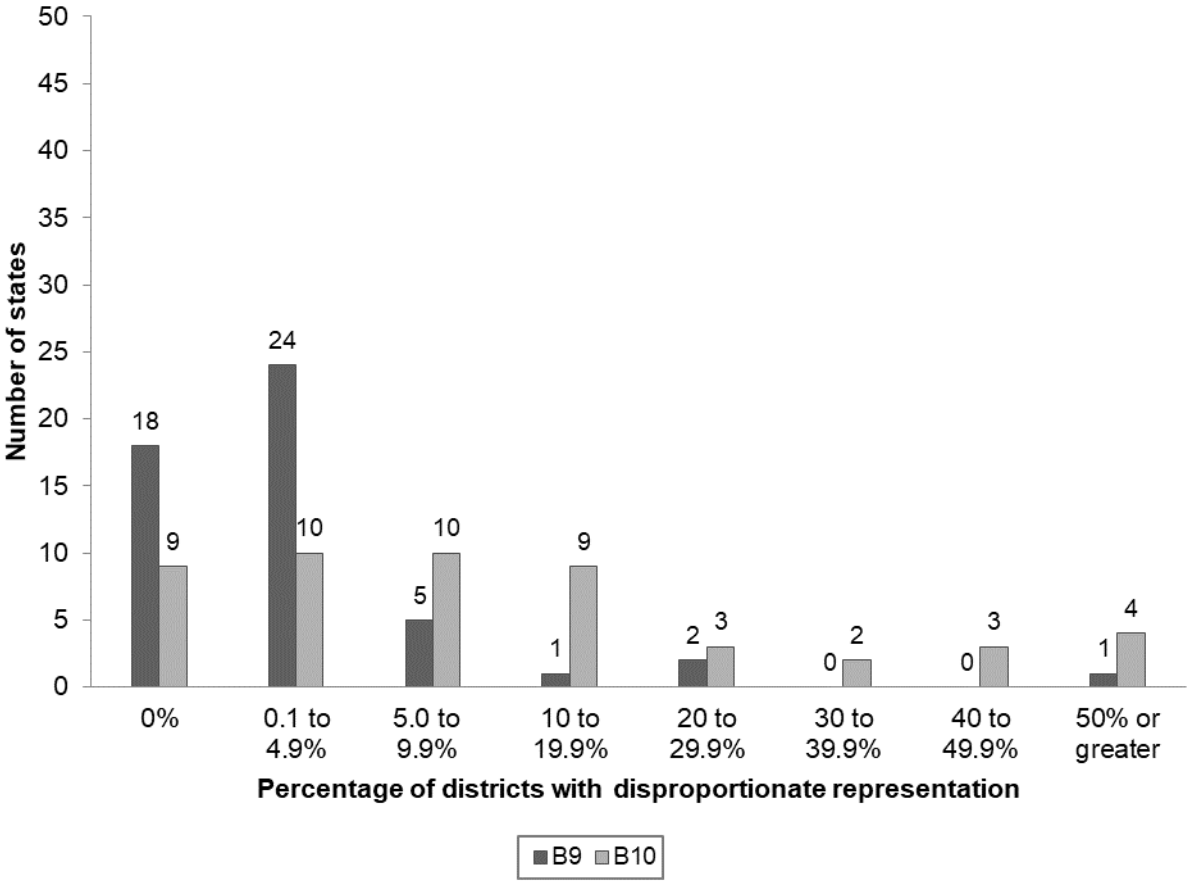
This section provides actual performance data for B9 and B10 for FFY 2017, eight-year trends in the data, and change from FFY 2016 to FFY 2017.

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: 2017–18



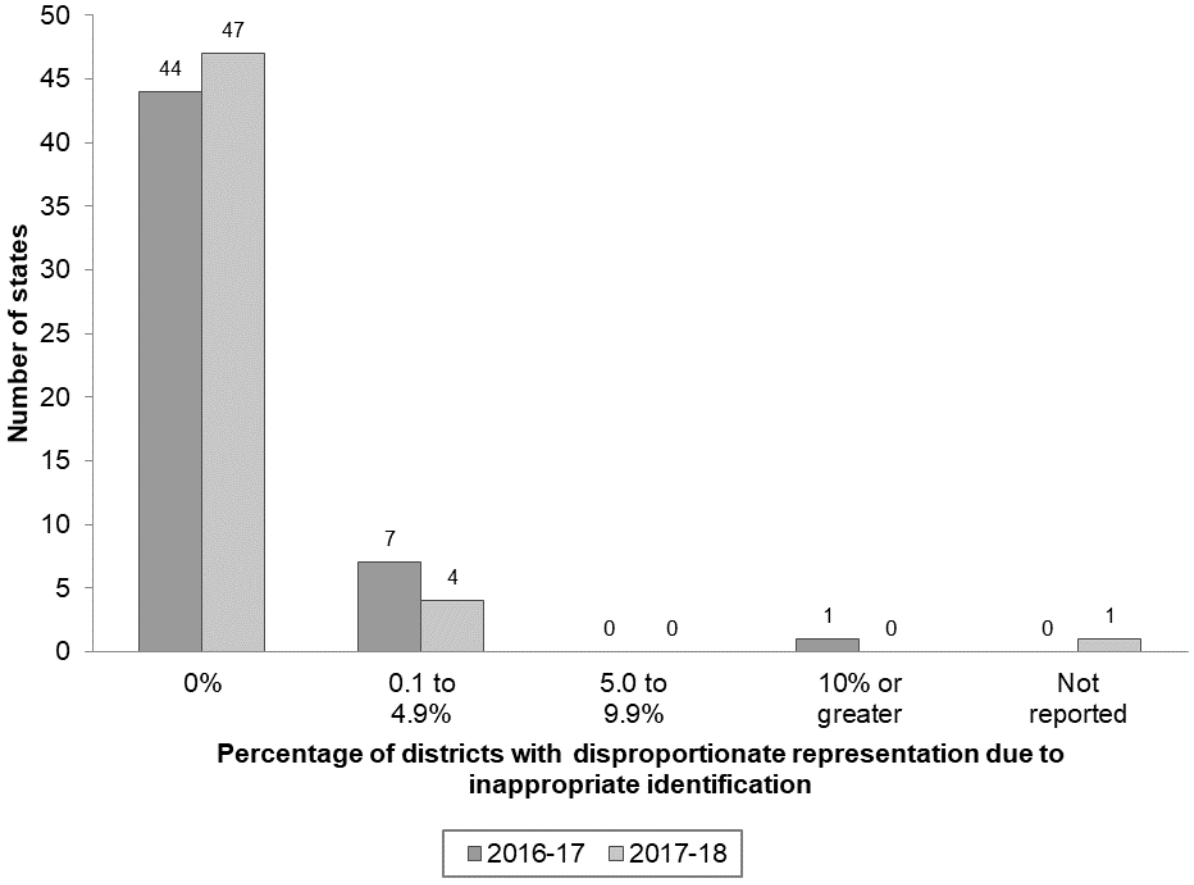
Note: One state did not report valid and reliable data for B9 and B10 and another state is not required to report on B10. Therefore, N=51 for B9 and N=50 for B10.

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

For both B9 and B10, states reported the percentage of districts that had disproportionate representation that was the result of inappropriate identification (see Figures 4 and 5 for B9 and B10, respectively). For each indicator, data are presented for 2016-2017 and 2017–18.

Figure 4

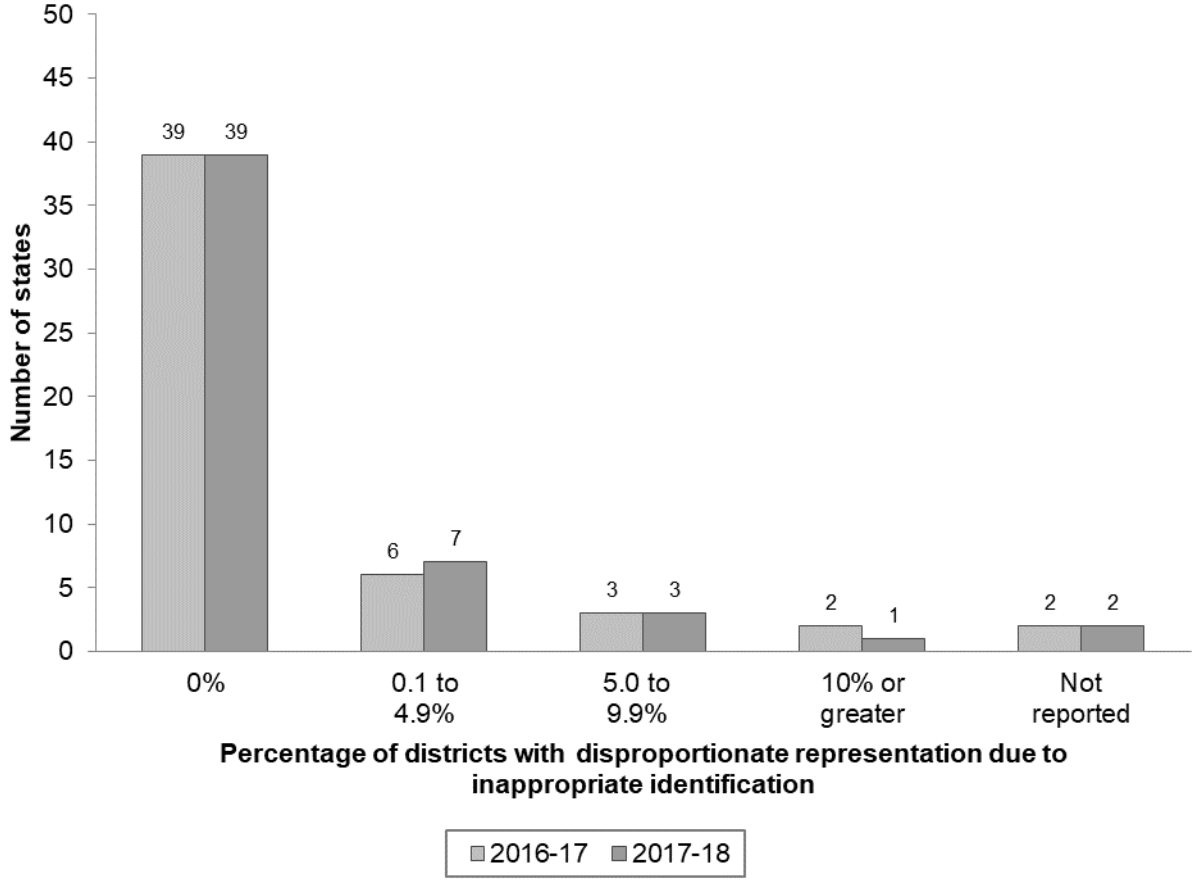
Number of States Reporting Various Percentages of Districts with Disproportionate Representation That Was the Result of Inappropriate Identification for B9: 2016-17 and 2017–18



N=52 for 2016-2017 and N=52 for 2017-2018.

Figure 5

Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B10: 2016–17 and 2017–18



N=52 for 2016-2017 and N=52 for 2017-2018.

Description of Change From 2016–17 to 2017–18

An examination of change from 2016–17 to 2017–18 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 2016–17 and 2017–18[1]:

- Forty-one states (80%) for B9 and 37 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 all but one state for B10 met the target of 0% in 2016–17 and 2017–18).
- For B9, three states (6%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and seven states (14%) reported an increase.
- For B10, seven states (14%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and five states (10%) reported an increase.

[1] Fifty-one states reported valid and reliable data for B9 for both 2016–17 and 2017–18, and 49 states reported valid and reliable data for B10 for both 2016–17 and 2017–18. One state is not required to report on B10.

INDICATOR B11: TIMELY INITIAL EVALUATIONS

Prepared by the National Center for Systemic Improvement (NCSI)

Introduction

This report presents a review of Indicator 11 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.

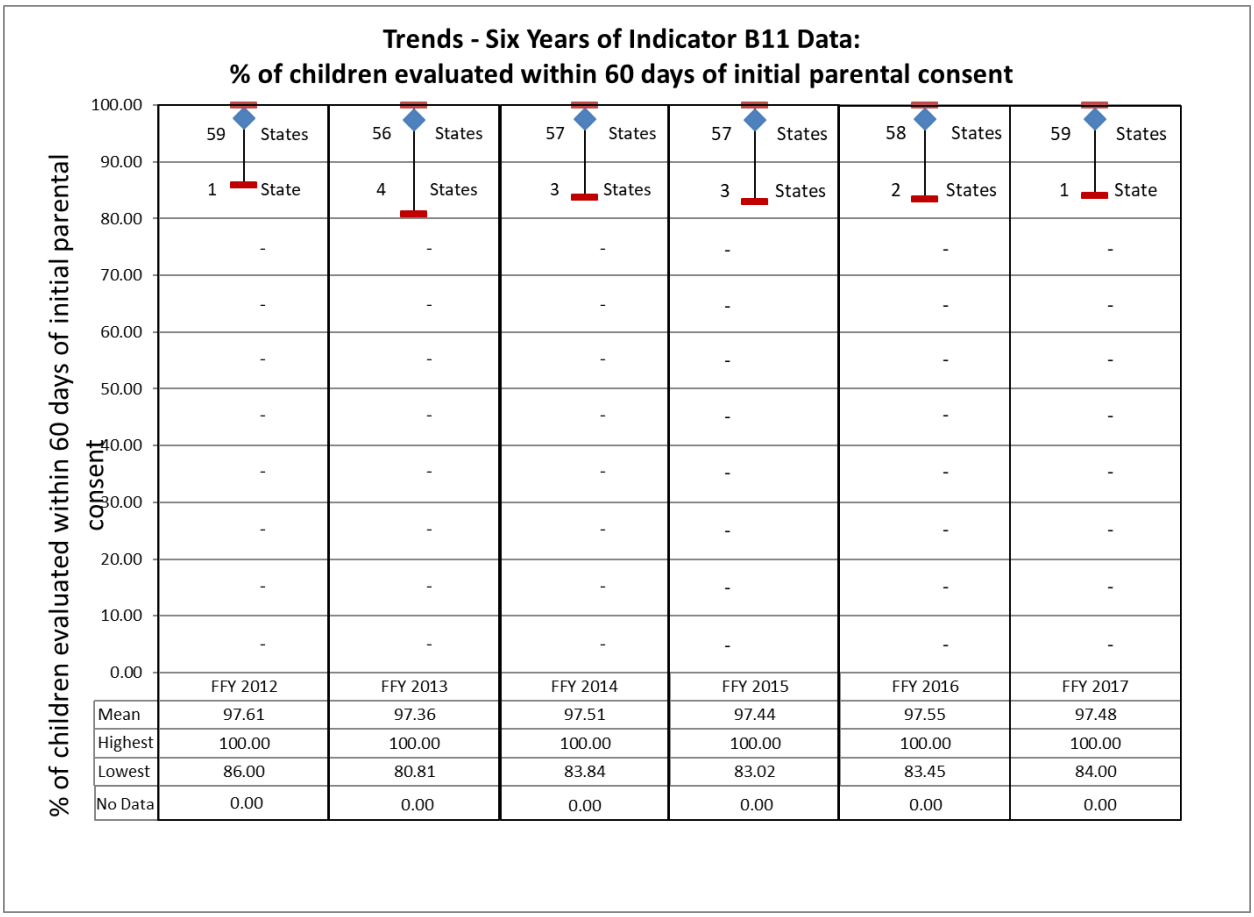
Overview of Actual Performance

State-reported data since the first reporting year (2011-2012) shows very minimal changes. Across all six monitoring years, the highest percentage reported by a state was 100% (FFY 2017), meaning all children were evaluated within 60 days of initial parental consent. The lowest percentage reported by a state across all monitoring years was 80.81% (FFY 2013), which means approximately 80% of children were evaluated within 60 days of initial parental consent. Progress is measured as the difference from

baseline (FFY 2012) and the past reporting year (FFY 2016) to the current reporting year (FFY 2017).

In the most recent reporting year (FFY 2017), approximately 97% of children were evaluated within 60 days of parental consent across all entities. State performance on this indicator has remained relatively stable in the past several years. As indicated in Figure 1, the difference from the baseline monitoring year (FFY 2012) to the most recent reporting year (FFY 2017) was .13 percentage points. Figure 1 also illustrates the number of entities in each percentage band (e.g., 10-20%, 20-30%). For the current reporting year (FFY 2017) the bandwidth has become narrower with states surrounding the mean increasing slightly. The highest band (90-100%) in FFY 2017 includes 59 entities; whereas in FFY 2016 there were 58 entities in the highest band.

Figure 1



	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
Mean	97.61	97.36	97.51	97.44	97.55	97.48
Highest	100.00	100.00	100.00	100.00	100.00	100.00
Lowest	86.00	80.81	83.84	83.02	83.45	84.00
No Data	0.00	0.00	0.00	0.00	0.00	0.00

Further Comparison Across Years

Taking a closer look at the data, Figure 2 demonstrates the difference in data for all 60 entities reported between the two most recent submission periods - FFY 2016 and FFY 2017. 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. Seven entities (11.7%) reported no changes from data reported between the

two reporting years. However, 25 entities (41.7%) reported an increase and 28 entities (46.7%) 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 FFY 2017 reporting year. Of the 6 entities that met target, 5 (.08%) reported no changes and 1 (.02%) reported positive changes. Consistent with previous data, the positive progress reported was slight. The remaining 54 entities (90%) reported not meeting targets set for Indicator 11, Part B.

Figure 2

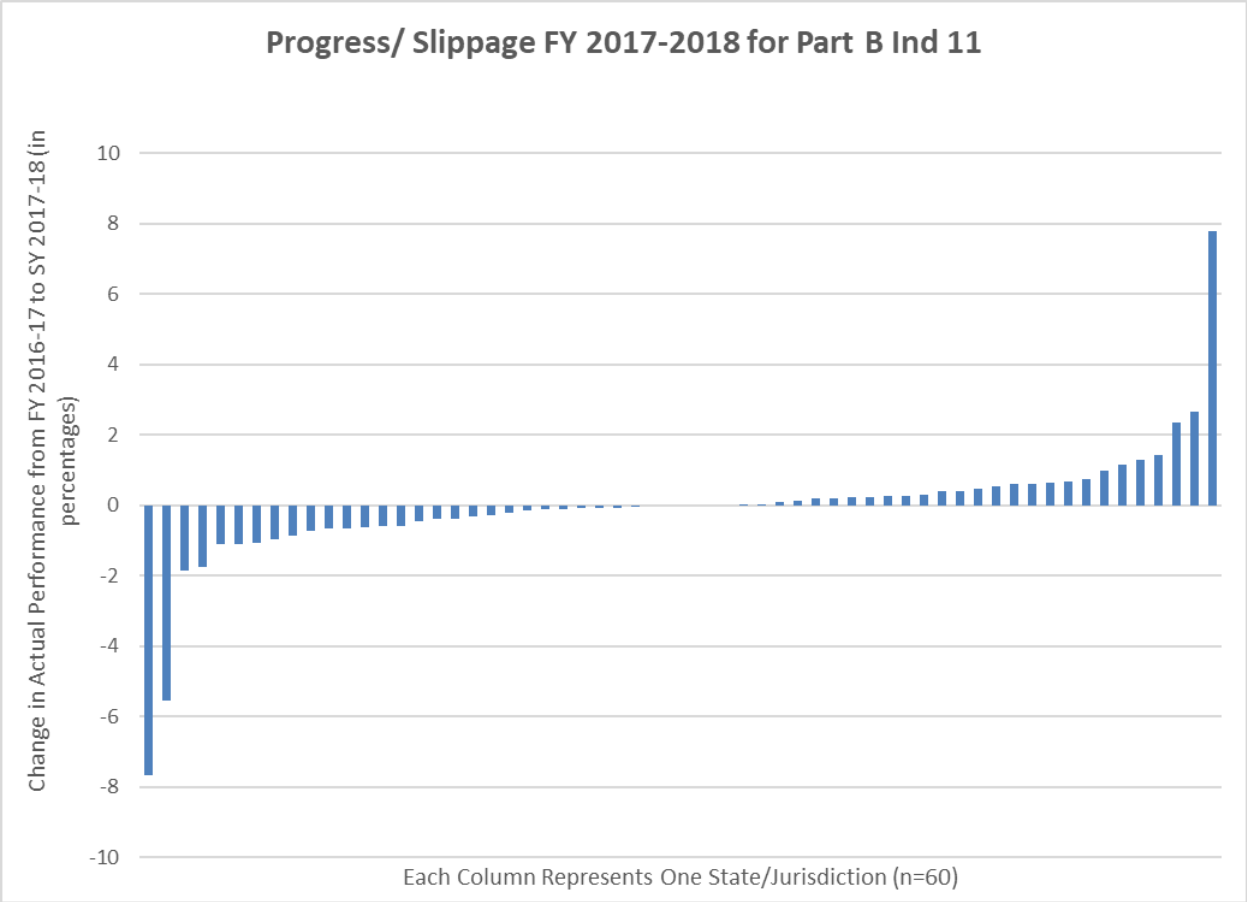
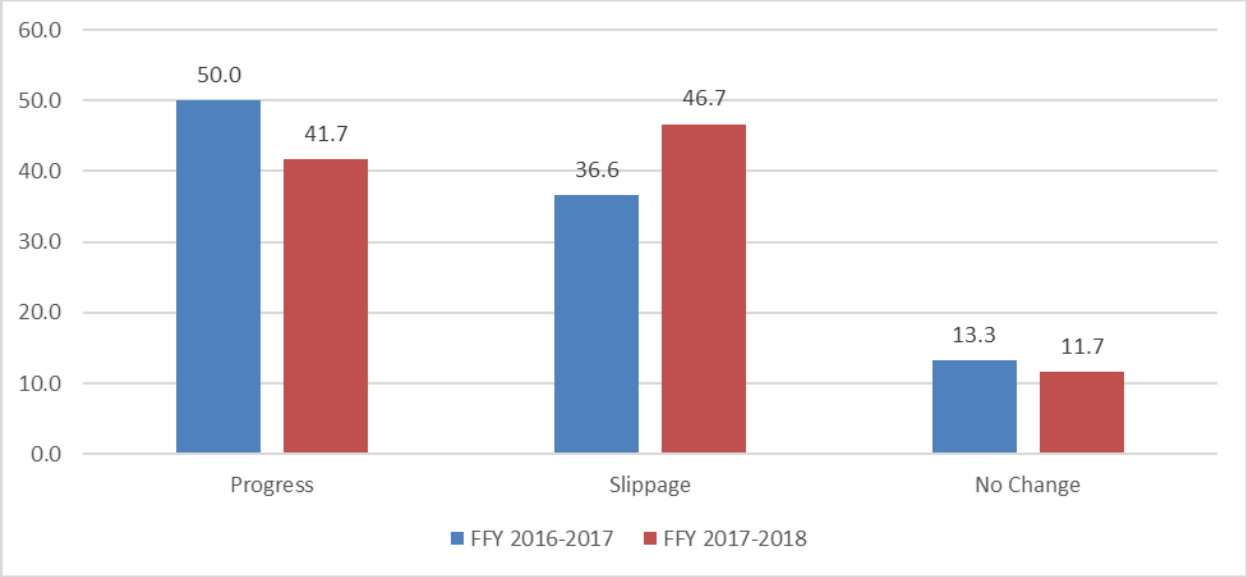


Figure 3, below, illustrates an additional analysis of the data reported in FFY 2016 and FFY 2017. The figure indicates the percentage of entities which reported progress, or an increase, in the number of children evaluated within 60 days of receiving parental consent, the number of entities which reported slippage, or a decrease, and the number of entities which reported no change. For the FFY 2016 reporting year, 50% of entities reported progress, 36.6% of entities reported slippage, and 13.3% reported no change. For the FFY 2017 reporting year, 41.7% percent reported progress, 46.7% percent reported slippage and, 11.7% percent reported no change.

Figure 3



Conclusion

As indicated throughout this analysis, states have reached and maintained a substantially high level of compliance for Part B Indicator 11 as indicated by maintaining an overall actual performance mean slightly greater than 97% across six reporting years. This means across all 60 entities, at least 97% of children are evaluated within 60 days of receiving parental consent. However, states' progress in fully meeting the 100% criterion set for this indicator continues to remain a challenge. For example, for the current reporting year (FFY 2017), 54 entities (90%) reported not meeting the OSEP required target of 100%.

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

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

This analysis provides an overview of reported Indicator 11, Part B from all 60 entities. Since the initial reporting year (FFY 2012), states have reported relatively high levels of

compliance with this indicator and there have been minimal changes, on average, in overall state performance from year to year.

INDICATOR B12: 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

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

The Indicator 12 summary is based on FFY 2017 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 2017 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 compliance indicator with targets of 100% for all states.

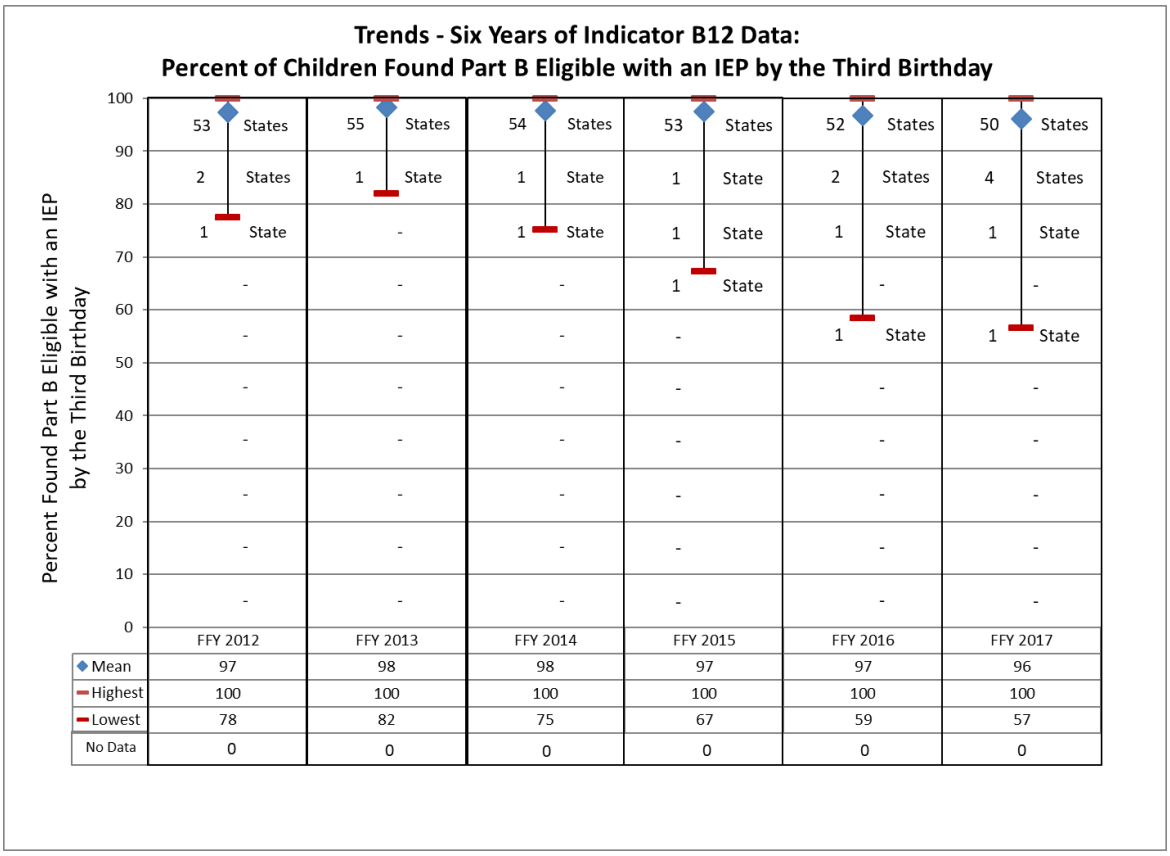
DATA SOURCES AND MEASUREMENT APPROACH

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 2017) and trend data over the last six reporting years (FFY 2012 to FFY 2017) 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
Percent Found Part B Eligible with an IEP by the Third Birthday
100
90
80
70
60
50
40
30
20
10
0
53 States
2 States
1 State
55 States
1 State
54 States
1 State
1 State
53 States
1 State
1 State
52 States
2 States
1 State
1 State
50 States
4 States
1 State
1 State
FFY 2012
FFY 2013
FFY 2014
FFY 2015
FFY 2016
FFY 2017
Mean 97 98 98 97 97 96
Highest 100 100 100 100 100 100
Lowest 78 82 75 67 59 57
No Data 0 0 0 0 0 0

INDICATOR B13: 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 from 2017-2018 (Federal Fiscal Year [FFY] 2017), reported in 2019 to the Office of Special Education Programs (OSEP). In this report the term "states" is inclusive of the 50 states, nine territories, and the District of Columbia.

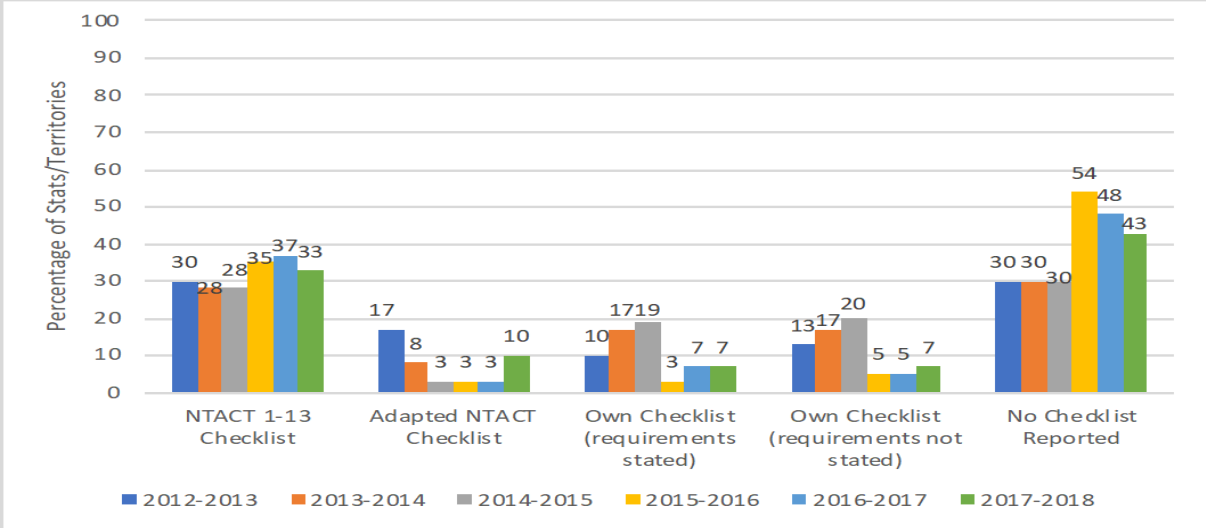
INTRODUCTION

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. Forty-one states (68%) obtained data through state monitoring, while 19 (32%) 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.

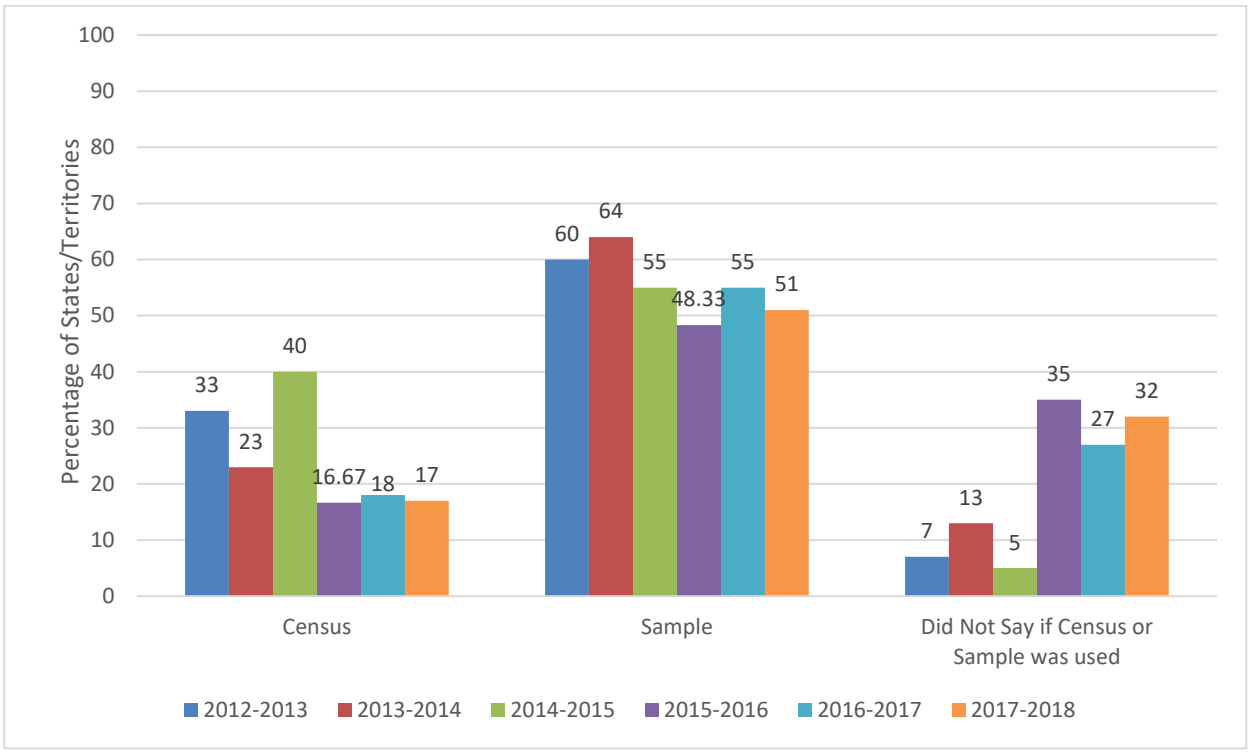
Figure 1. Type of Checklist Used to Collect Indicator B13 Data



MEASUREMENT APPROACHES

Figure 2 summarizes the percentage of states by the type of method used to collect data from 2012 to 2018. In 2017-2018, 41 (68%) states reported using either a sample or census method to collect Indicator 13 data. Ninteen (32%) states did not report the method used to report Indicator 13 data.

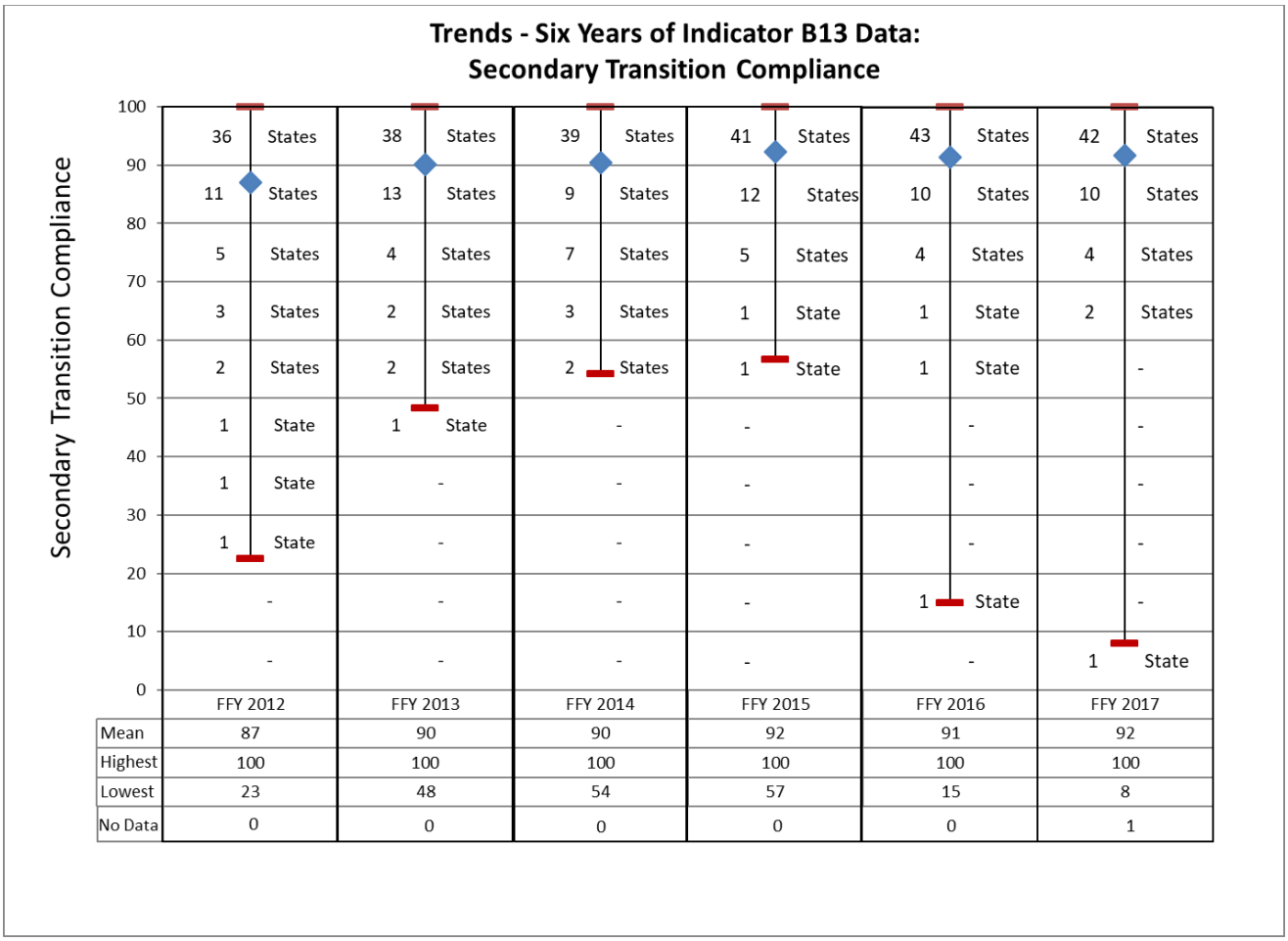
Figure 2. Method Used to Collect Indicator B13 Data



ACTUAL PERFORMANCE

Figure 3 indicates performance ranged from 8% to 100% with a mean of 92% in 2017-2018. The median was 97.9%. Overall, the state six-year mean increased from 87% (FFY 2012-2013) to 92% (FFY 2017-2018).

Figure 3. Six Year Trends of Indicator B13 Data



CONCLUSION

For FFY 2017-2018, 11 (18%) states reported 100% compliance for Indicator 13. Although the average performance across states was 92%, there was wide variation ranging from 8% to 100%. Compared to last year, 36 (60%) states showed progress (either improving or remaining at 100% compliance). Overall, the state mean has steadily increased from 87% in FFY 2012-2013 to 92% in FFY 2017-2018.

INDICATOR B14: POST-SCHOOL OUTCOMES

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

INTRODUCTION

This report summarizes states' Federal Fiscal Year 2017 (FFY17) 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, 2019. 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 FFY16 and FFY17 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, 63% (n = 38) of states reported collecting PSO data from a census of leavers with an IEP and 27% (n = 16) of states reported collecting data from a

representative sample of leavers; 10% (n = 6) 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 53 states that reported their method of data collection, survey methodology continues to be the dominant method used by states to collect PSO data. In FFY17, 7 states did not report the method used to collect PSO data. In total,

- 26 states reported using a survey without being more specific,
- 16 states reported using some combination of methods (e.g., mailed questionnaire and phone interviews, or administrative database and interviews),
- 7 states reported using only a phone or in-person interview, and
- 4 states reported using only an administrative database for collecting PSO data.

Response Rate and Representativeness

Response rate is one indicator of valid and reliable data for survey methods. 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 deceased. In FFY17, 66% of states (n = 40) reported a response rate or included sufficient information in the APR to calculate the response rate. This rate is an increase from the 30 states that reported a response rate in FFY16. Reported response rates for FFY17 ranged from 17.6% to 100%. The national median response rate was 48.6%; down from the national median of 55% in FFY 2016.

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, now staff at NTACT 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. Using a ±3% difference between the respondent group and the target leavers is consistent with the NPSO/NTACT Response Calculator approved by OSEP.

Although 75% of states (n = 45) 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. Discrepancies included checking the box to indicate response data were representative and providing

conflicting data in the narrative; or not including (or enough) data to support the determination of representation or respondents. Without complete and accurate data, representation data are specious.

FIGURES & EXPLANATIONS: ACTUAL PERFORMANCE & TRENDS

Achieved Data

Achieved data refers to the FFY17 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).

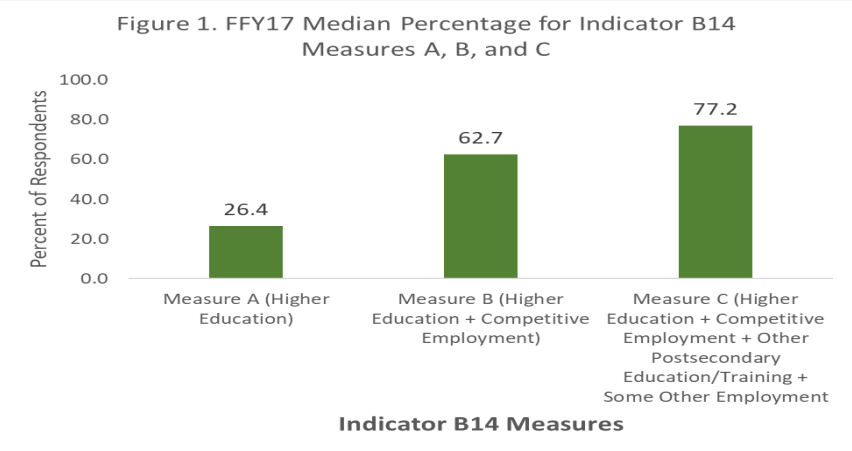
Measure percentages are calculated using the formula:
A = 1 divided by total respondents
B = 1 + 2 divided by total respondents
C = 1 + 2 + 3 + 4 divided by total respondents

All 60 states reported data for FFY17. Percentages are based on a total of 138,637 respondents to states' PSO data collections, an increase of 1553 respondents reported in FFY16. Figure 1 shows the national median aggregate of the percent of youth engaged in:

Measure A: 26.4% (*sd* = 12.7), range of 10.5% to 86.4%;

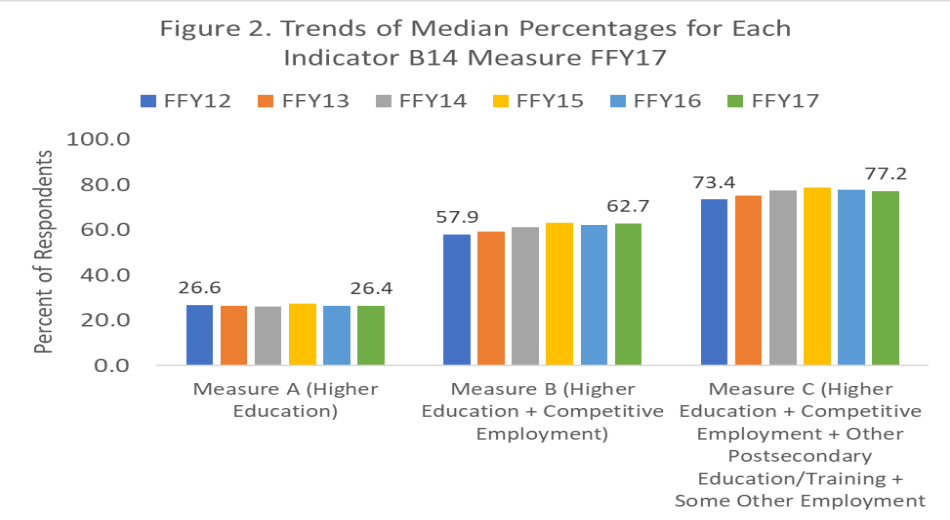
Measure B: 62.7%, (*sd* = 10.5), range of 34.2% to 91.6%; and

Measure C: 77.2 (*sd* = 10.0), range of 54.9% to 100%.



Trends

Figure 2 shows the six-year aggregate median percentages of respondents engaged in each Measure from FFY12 through FFY17. Compared to FFY12, Measure A has decreased slightly, while Measures B and C have increased.



Targets Met

In FFY17,

- 18 states met their Measure A target; a decrease from 24 states in FFY16.
- 37 states met their Measure B target; a decrease from 38 states in FFY16.
- 34 states met their Measure C target; a decrease from the 38 states in FFY16.

Differences between 2016 and 2017

Figure 3 shows 24 states had a positive difference in Measure A outcomes between 2017 and 2016. The FFY 17 median difference was -.40 (*sd* = 7.0) with a range of -10.40 to 35.1 compared to the FFY16 median difference of -.27 (*sd* = 6.66).

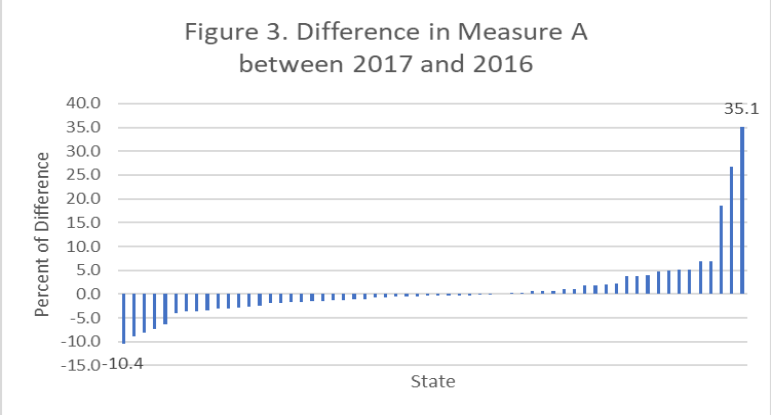


Figure 4 shows 33 states had a positive difference in Measure B outcomes between 2017 and 2016. The FFY 17 median difference was .50 (*sd* = 7.5) with a range of -20.4 to 30.0 compared to the FFY16 median difference of 1.4 (*sd* = 7.3).

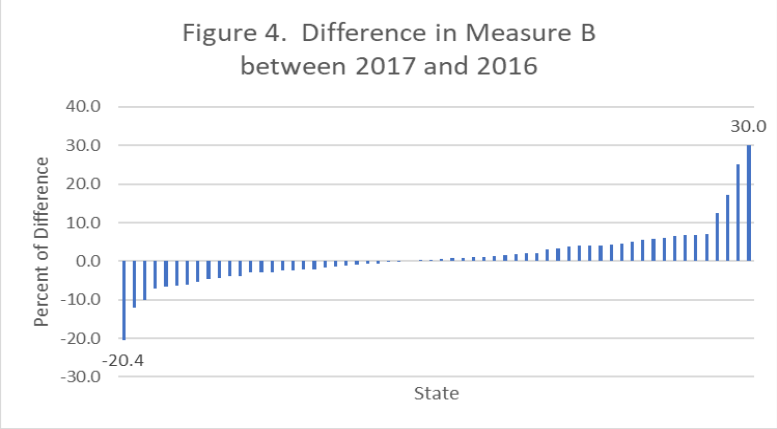
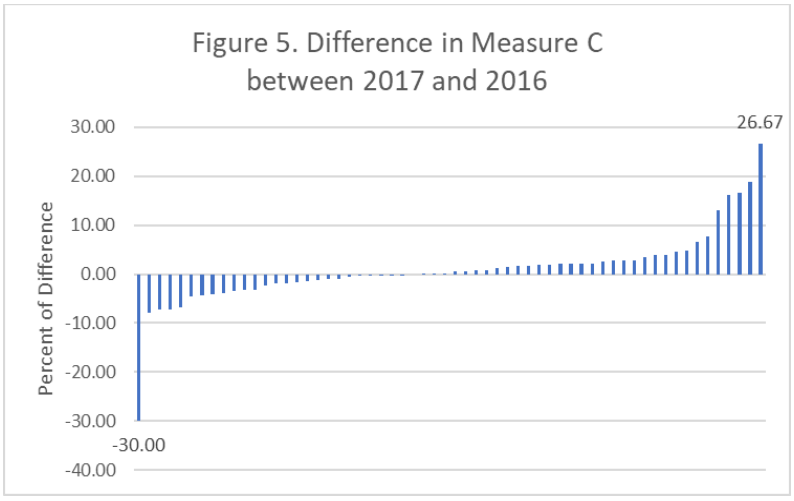


Figure 5 shows 34 states had a positive difference in Measure C outcomes between 2017 and 2016. The FFY 17 median difference was .40 (*sd* = 7.3) with a range of -30.0 to 26.7 compared to the FFY16 median difference of .24 (*sd* = 6.7).



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. Unfortunately, many states provide insufficient information to verify response rate and representation. 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. 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 continue to provide contradictive, incomplete, or no data to support the response. The NTACT Response Calculator, originally developed under NPSO, 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) 2017 Annual Performance Reports (APRs) for Indicators B15 (Resolution Meetings Resulting in Written Settlement Agreements) and B16 (Mediations Resulting in Written Agreements).[2]

DATA SOURCES AND METHODOLOGY

Data sources for this report include FFY 2017 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.

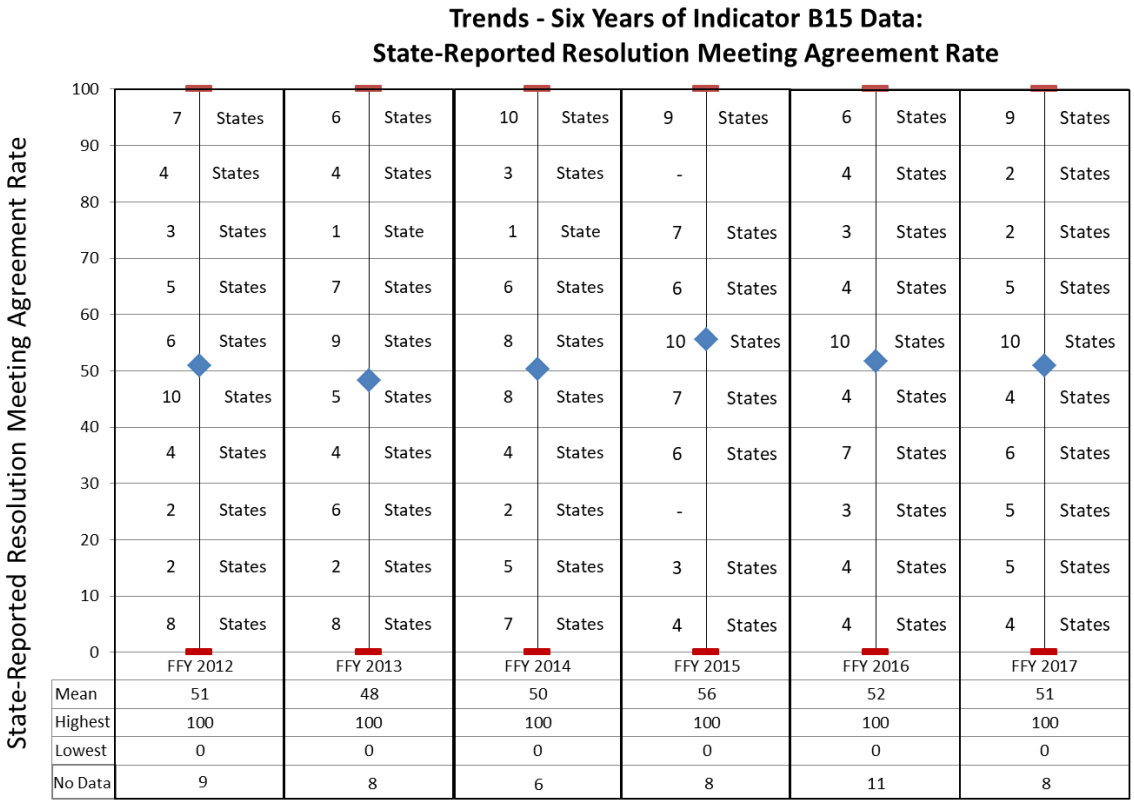
The performance bands in Figure 1 (below) display states' performance on the percentage of resolution sessions resulting in written settlement agreements across the last six years. Fifty-two States reported Indicator B15 activity in 2017-18; eight States/entities reported no activity.

[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, 2017-June 30, 2018) began during FFY 2017.

The blue diamonds on each performance band in Figure 1 indicate the mean, or average, state-reported rates of agreement for that year.[3] The average state-reported rate of performance for Indicator B15 across all states for the last six years is 51.3%. Consistently, over the last three years, the average agreement rate is on a declining trend with FFY17 average agreement rate of 51%.

Figure 1



	FFY 2012	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017
	7 States	6 States	10 States	9 States	6 States	9 States
	4 States	4 States	3 States	-	4 States	2 States
	3 States	1 State	1 State	7 States	3 States	2 States
	5 States	7 States	6 States	6 States	4 States	5 States
	6 States	9 States	8 States	10 States	10 States	10 States
	10 States	5 States	8 States	7 States	4 States	4 States
	4 States	4 States	4 States	6 States	7 States	6 States
	2 States	6 States	2 States	-	3 States	5 States
	2 States	2 States	5 States	3 States	4 States	5 States
	8 States	8 States	7 States	4 States	4 States	4 States
Mean	51	48	50	56	52	51
Highest	100	100	100	100	100	100
Lowest	0	0	0	0	0	0
No Data	9	8	6	8	11	8

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

Of the 52 States reporting resolution meeting activity, 30 had established targets for 2017-18. (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 9% to 100%, with ten States setting targets below 50%, showing consistency with last year with 11 States setting similarly low targets. Of the 30 States with established targets, 13 met their targets. Only 10 of the 30 States performed below 50% agreement rate.

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

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

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.

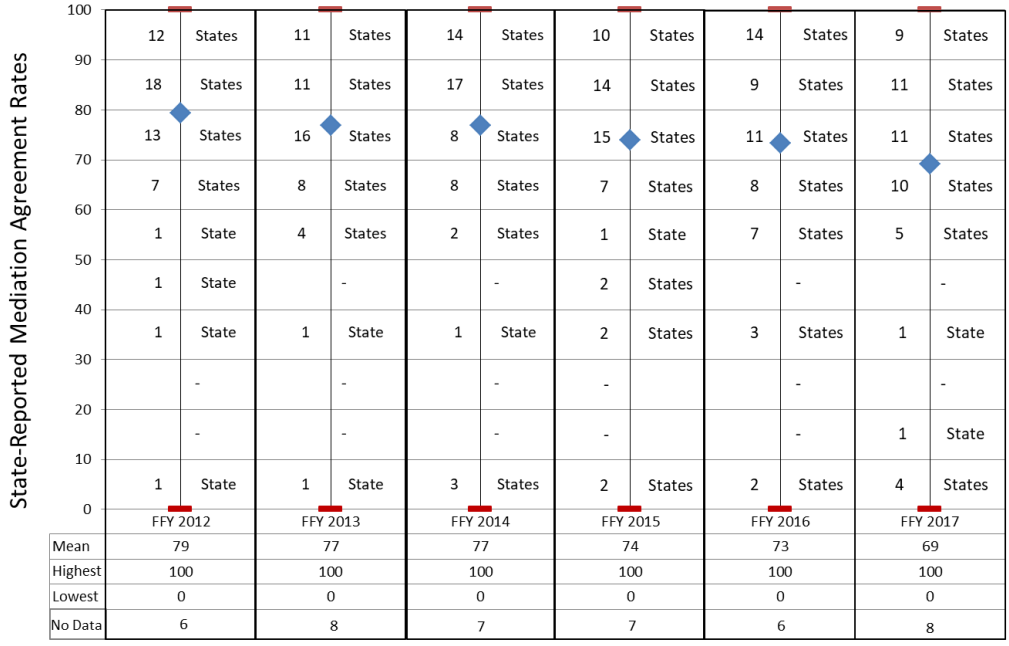
Indicator B16: Mediations Resulting in Written Agreements

Indicator B16 is a performance indicator that documents the percentage of mediations held that result in written agreements. Fifty-two States reported mediation activity in 2017-18. 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. Of the eight States reporting no mediations held, seven are territories and outlying jurisdictions.

The performance bands in Figure 2 (below) display states' performance on the percentage of mediations resulting in agreements during the last six years. The average state-reported mediation agreement rate for 2017-18 was 69%. Performance on this Indicator has been on a steady decline, with reported rates dropping 10% over the past six years. Four States reported 0% agreement rates, a six year high, with each reporting two or fewer mediations held. In 2017-18, 31 States reported that 70% or more of mediations resulted in agreements. Four of those States reported mediation agreement rates of 100%, half as many as reported in FFY 2016-17.

Figure 2



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

Thirty-one States set targets for 2017-18 with only two States setting targets below 59%. Twelve States met their target, while 19 States did not meet their target. For 2017-18, only 6 of the 19 States that did not meet their established target reported agreement rates below 60%. Eight 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. Despite the drop in average state-reported mediation agreement rate, there remains consistent high performance in mediation agreement rates. This result continues to endorse that the use of a neutral third party helps educators and families involved in a dispute successfully reach agreement.

INDICATOR B17: STATE SYSTEMIC IMPROVEMENT PLAN — Phase III

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

INTRODUCTION

The State Systemic Improvement Plan (SSIP) is a comprehensive, multiyear plan that outlines a state's strategy for improving results for children with disabilities. The Office of Special Education Programs (OSEP) requires that each state plan will focus on results that will drive innovation with the use of evidence-based practices (EBPs) in the delivery of services to children with disabilities. 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; Phase III-Year 2 was submitted by states on or before April 2, 2018; and Phase III-Year 3, which is the subject of this report, was due to OSEP by April 1, 2019.

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 3 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] 2017 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 3 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 19 individuals from the NCSI and NCEO technical assistance centers as primary coders, all of whom have participated on the review team in prior years; and each reviewed up to four SSIPs and coded them using a data collection tool developed by NCSI. Prior to the reviews, two reliability trainings were held for all individuals who would be involved in scoring or conducting reliability tests, with data collected to determine a reliability rating of at least 80 percent agreement among reviewers on each of the coded choice questions. To further ensure reliability among reviewers during the data collection phase, three 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 76 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 3 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 2017 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

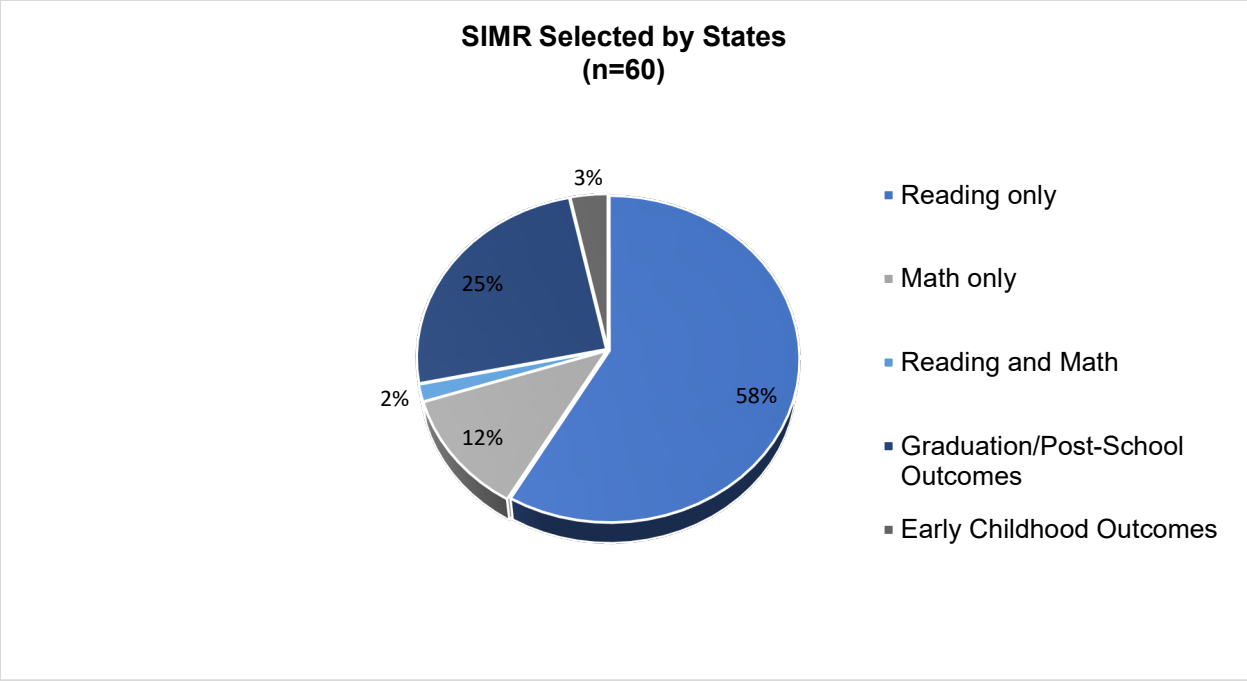


Table 1. SIMR with State Names

SIMR	States
Reading (n=35)	AR, AS, AZ, CNMI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MO, MS, NE, NM, NV, NY, OH, OK, OR, PW, SC, SD, TN, TX, VI, WA, WI, WY
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

Nineteen states (32%) reported meeting their SIMR targets for FFY 2017, and for four states (7%), the reviewers were unable to tell if the SIMR targets were met (Figure 2 and Table 2).

Figure 2

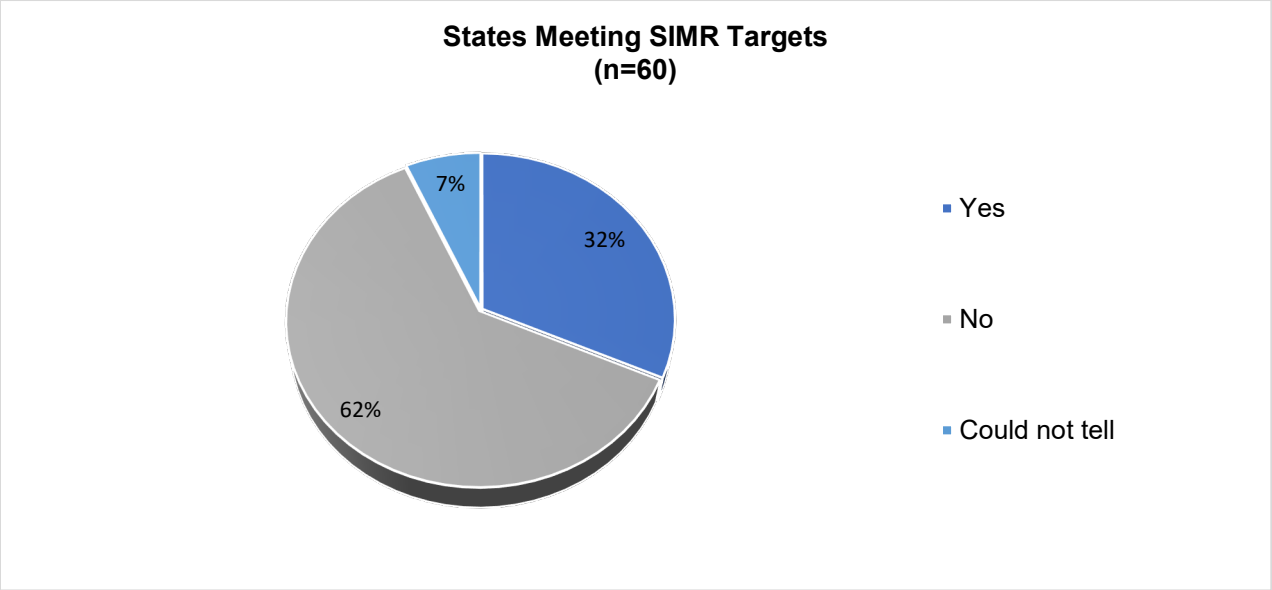


Table 2. States Meeting SIMR Targets

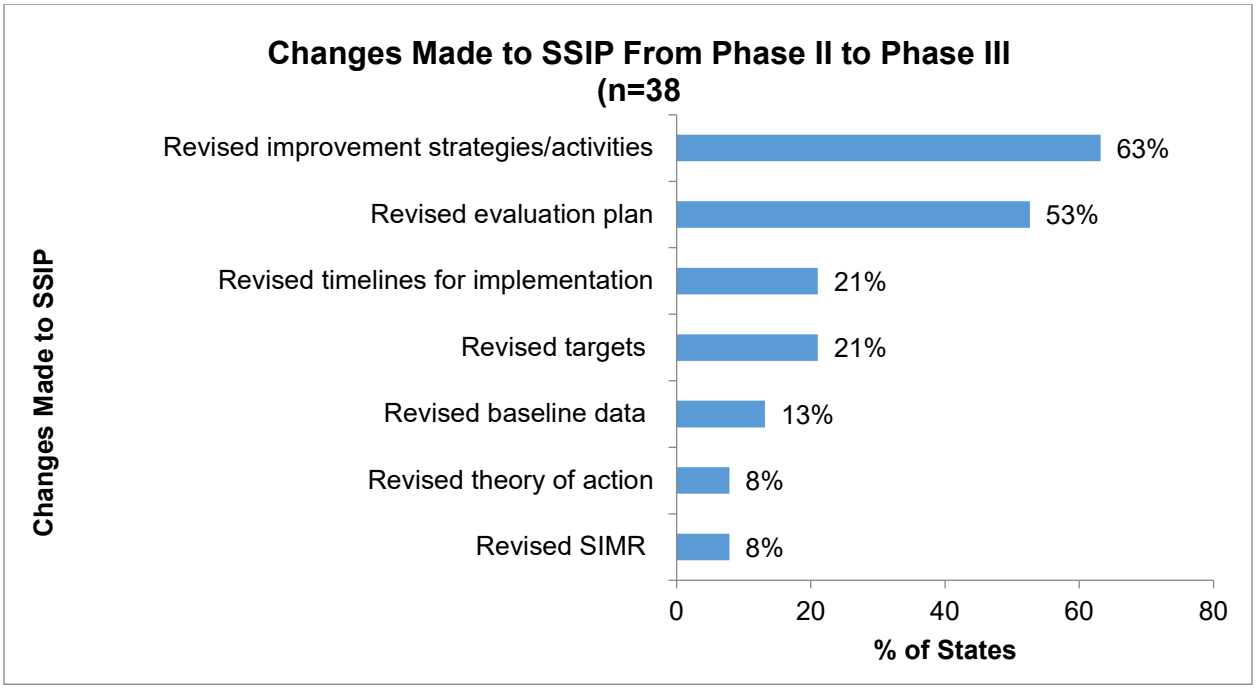
SIMR	States
Reading	AS, CO, HI, ID, IO, MI, NY, OK, SC, SD, TN, WA
Mathematics	ME
Reading and Math	
Graduation	AK, NC, RMI, VA, WV
Post-School Outcomes	
Early Childhood Outcomes	NH

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 third year of implementation of their SSIPs, more than half (63%, 38 states) found it necessary or advisable to revise their SSIPs. Among the 38 states making revisions, the most frequently changed aspect of the SSIP was a state's improvement strategies/activities (63%, 24 states), followed by its evaluation plan (53%, 20 states) (Figure 3). Less frequently altered components included timelines for implementation and targets (each 21%, 8 states), baseline data (13%, 5 states) and the theory of action and SIMR (each 8%, 3 states).

Figure 3



Changes to the Baseline and Rationale

For the five states (13%) that reset their SIMR baselines, four states changed their statewide assessment, which created a need to reestablish the baselines. Additionally, one state had data accuracy issues, one state's baseline was not representative of the population group to be measured and one state was requested to make changes by its stakeholders. Each of these resulted in the states resetting its baselines.

Changes to the Targets and Rationale

Eight states indicated that they had revised their SSIP due to changes in their targets and provided several reasons for the changes. Five of the eight states (63%) indicated that there had been a change in the state's baseline. Three states had a change in the data collection tool or measure that was being used, resulting in a need to revise the targets. Two states indicated that the stakeholders had requested changes. The following explanations were given by one state each, to explain why the targets were revised:

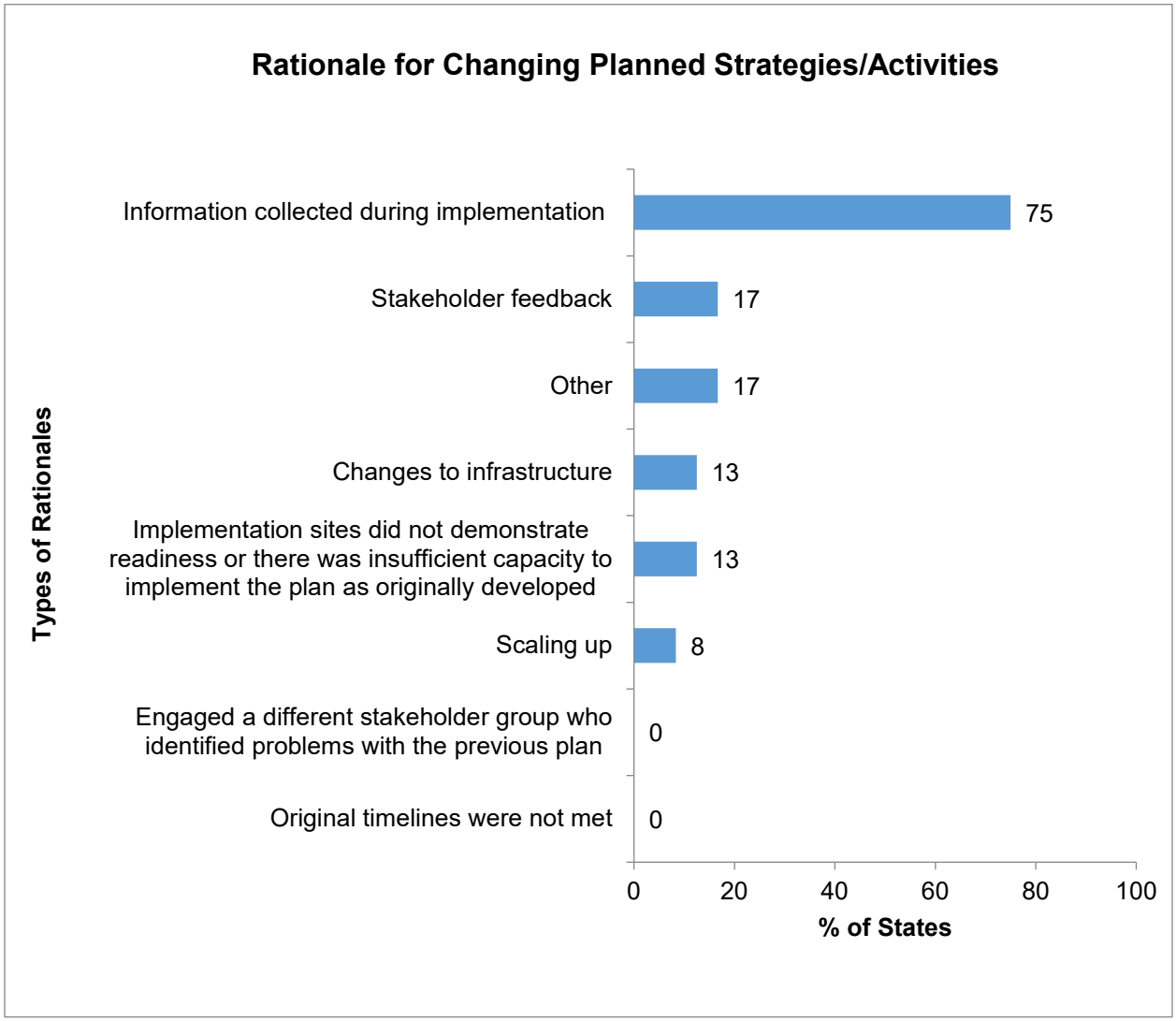
- there was a change in SIMR
- data from early implementers were not as expected
- the state used data from research on EBPs to set targets in Phase I and/or Phase II and has now established targets using its own data
- the cohort changed
- the state changed the objective to use the target to monitor progress rather than as the overall goal of the SSIP

- the state wanted to align its targets with the state's Every Student Succeeds Act (ESSA) 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. All of the 24 states (63%) that made such changes indicated one or more reasons for such changes. The most frequently cited reason (17 states, 75%) was that information collected during implementation (e.g., practice data, feedback from implementers) had revealed problems that needed to be addressed (Figure 4). In four states (17%), stakeholders directly influenced the revisions. Three states (13%) noted changes to infrastructure, and three states (13%) identified issues at the implementation sites (e.g., the implementation sites did not demonstrate readiness or improvement, or there was insufficient capacity, such as from lack of funds or change in leadership, to implement the plan as originally developed). Scaling up was given as a rationale for changing planned strategies in two states (8%). Several other reasons given in individual states included instructional coaches not being available, an inability to complete some of the professional development activities, the need to align department initiatives, new assessments instituted, and the impact of plan-do-study-act (PDSA).

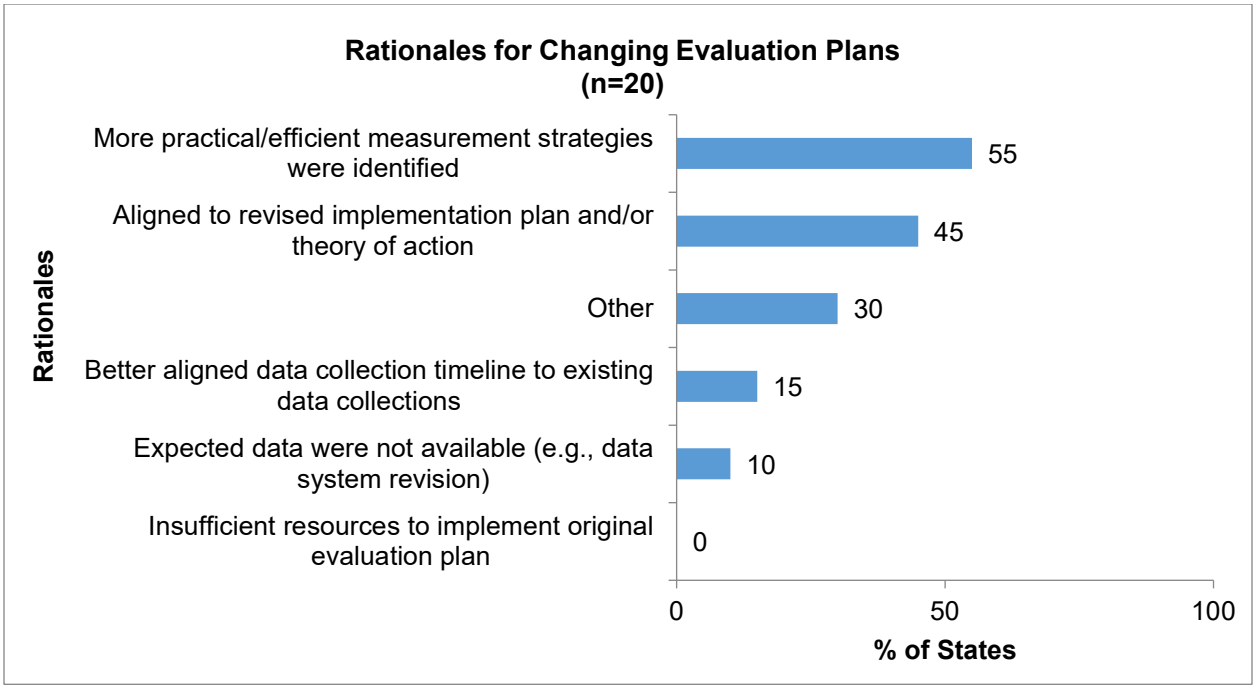
Figure 4



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. Eleven of these states (55%) changed due to having identified more practical or efficient measurement strategies (Figure 5). Forty-five percent of these states (9 states) made changes due to a need to align their evaluation plan with a revised implementation plan or theory of action. Three states (15%) made changes due to the state's interest in better aligning timelines for data collection to the actual data collection. Two states (10%) did not have the expected data available and therefore had to revise their evaluation plan. Other states made changes to their evaluation plan due to stakeholder requests, the need for additional data, change in assessment, and the addition or deletion of evaluation questions.

Figure 5



Among the 20 states that reported making changes to their evaluation plan, 18 states (90%) had aligned "most to all" and one state (5%) had aligned "many" of the evaluation measure changes to their theory of action.

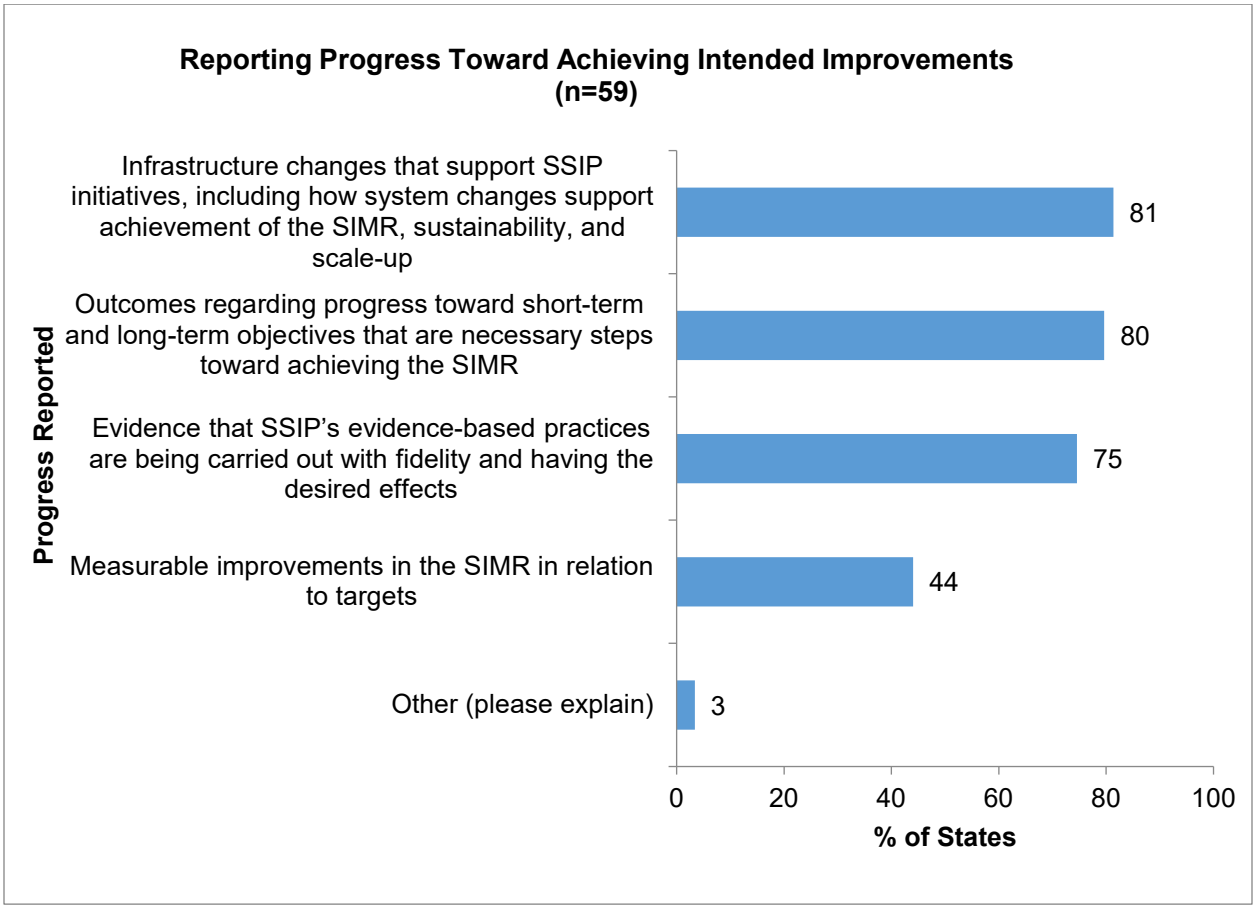
IMPLEMENTATION OF THE SSIP

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-nine states (98%) reported on the progress being made in achieving their intended improvements. It was unclear if progress had been made for 1 state (2%), based on information in their SSIP (Figure 6). Forty-eight of these 59 states (81%) 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-seven states (80%) reported outcomes regarding progress toward short-term and long-term objectives that were necessary steps toward achieving the SIMR. Forty-four states (75%) provided evidence that SSIP EBPs were being conducted with fidelity and were having the desired effects. Less than half of the states (26 states, 44%) detailed measurable improvements in their SIMR targets.

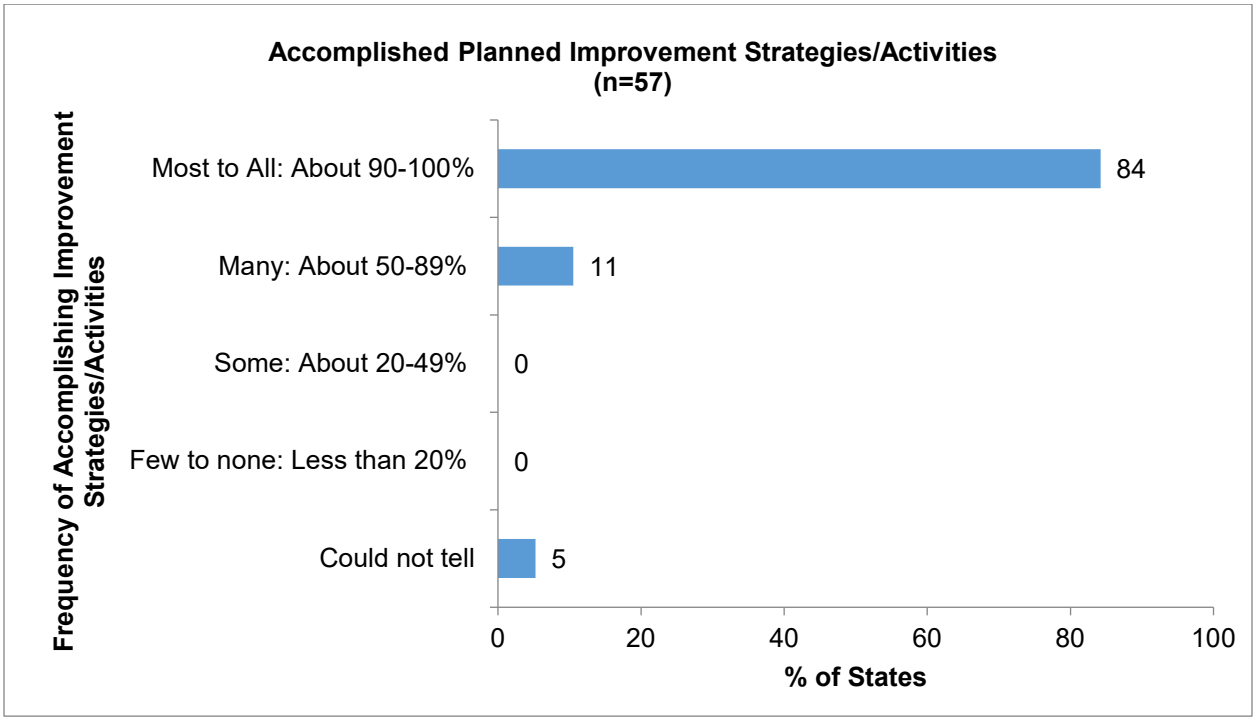
Figure 6



Accomplishing Strategies

Most states (57 states, 95%) 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 (48 states, 84%) described having accomplished most to all intended activities by the date of reporting (Figure 7). An additional 6 states (11%) 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



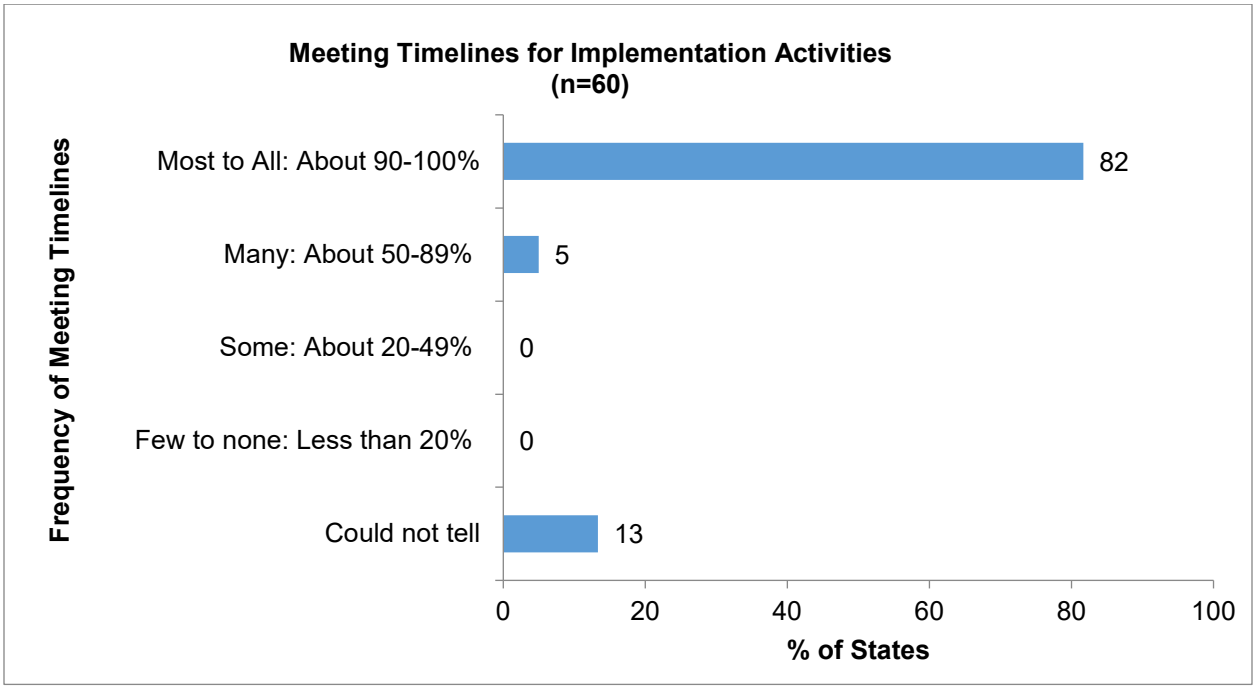
Of the 6 states reporting that their planned improvement activities were not all accomplished during the reporting year, all 6 states (100%) included an explanation or rationale. Examples of explanations include the following:

- impact of hurricanes continued to create infrastructure challenges and delayed the opening of schools involved in the SSIP
- staff turnover caused delays, and new staff needed training on strategy implementation that prior staff had already received
- lack of sufficient supports in staffing and technology
- capacity issues for implementing EPB
- readiness concerns
- usability testing changed the need for a particular strategy

Meeting Timelines

In most of the states' reports (52 states, 87%) it was made evident to what extent they met intended timelines for improvement activities. 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%); few to none (less than 20%); or could not tell. Forty-nine (82%) of the states indicated meeting most to all of the intended timelines, and three states (5%) reported meeting many of the intended timelines. A total of 8 states (13%) did not report whether intended timelines had been met (Figure 8).

Figure 8



Of the 3 states that reported meeting many of the set timelines, all 3 states (100%) provided explanations for the timelines that were not met during the reporting year, and their explanations included the following reasons:

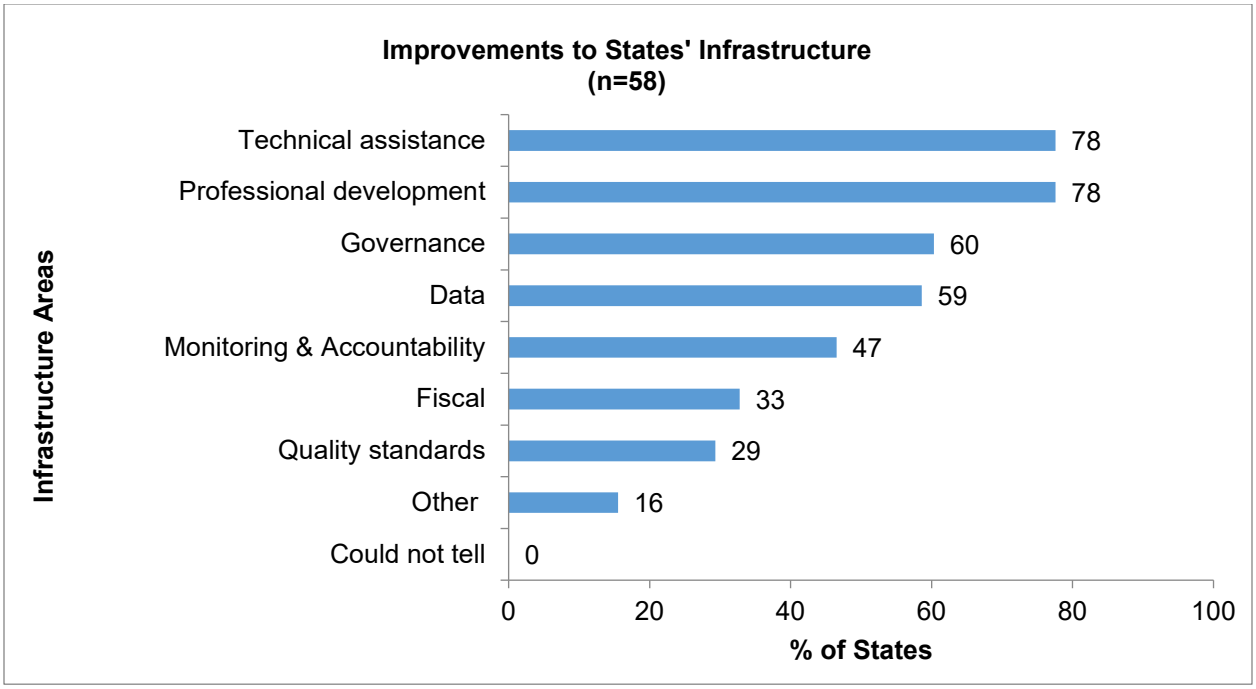
- aftereffects of hurricanes
- staff turnover
- budget cuts
- lacking staff and technology capacity

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 3 submissions, most states (58 states, 97%) 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 both professional development and technical assistance (45 states, 78%), followed by governance (35 states, 60%) and data (34 states, 59%) (Figure 9). Additional strategies were noted in the areas of monitoring and accountability (27 states, 47%), fiscal (19 states, 33%), and quality standards (17 states, 29%). Nine states (16%) reported implementing infrastructure improvement strategies that did not fit within the pre-defined categories.

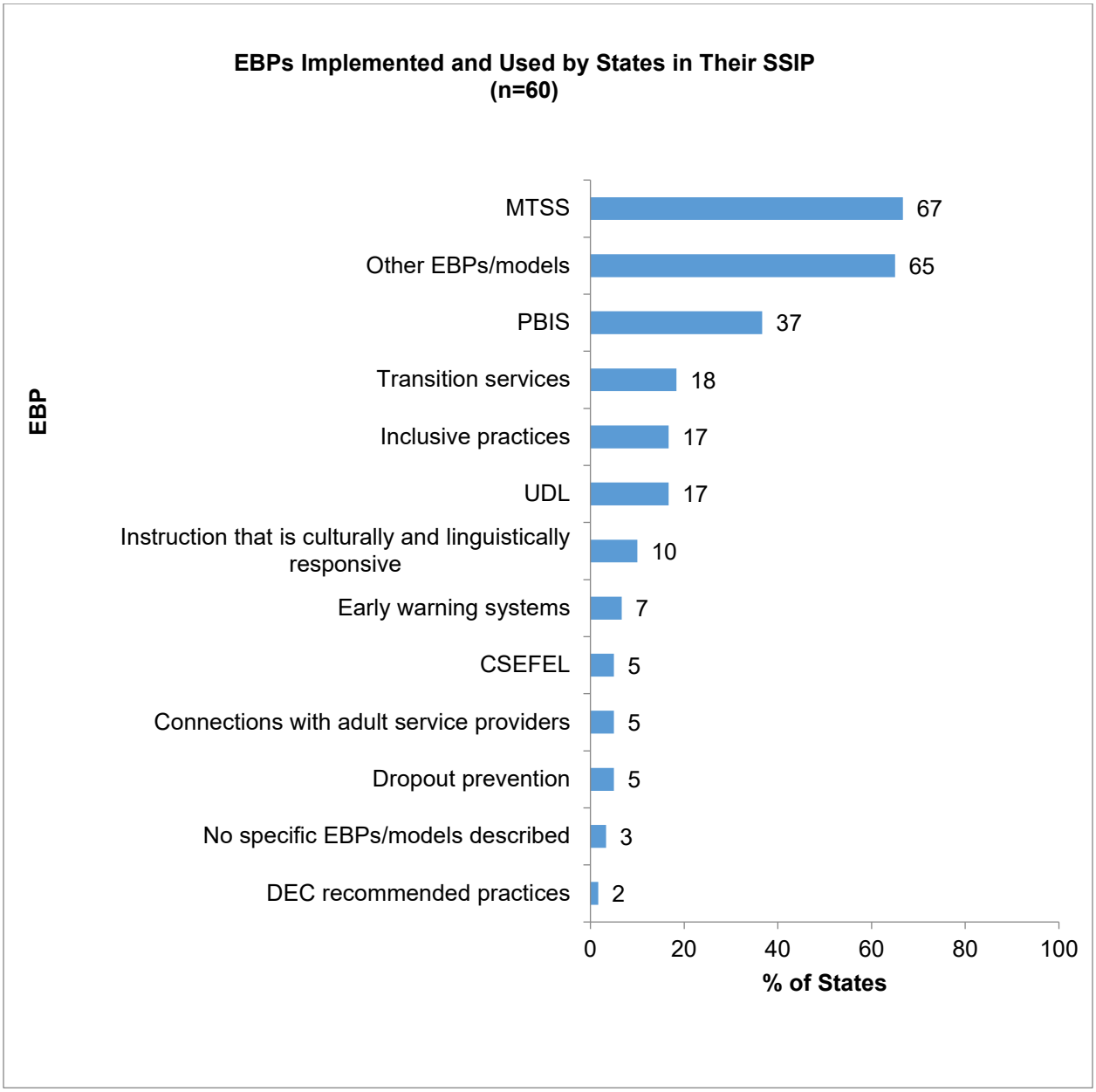
Figure 9



Evidence-Based Practices

Most of the states identified the EBPs or models included in the SSIP implementation plans (58 states, 97%). Forty states (67%) reported implementing a Multi-tiered System of Support (MTSS), 22 states (37%) reported implementing Positive Behavioral Interventions and Supports (PBIS) and 11 states (18%) reported implementing transition services (Figure 10). Ten states (17%) reported implementing Universal Design for Learning (UDL) and ten states (17%) noted inclusive practices. Six states (10%) reported implementing culturally and linguistically responsive instruction. A smaller number of states indicated implementing early warning systems (4 states, 7%), drop-out prevention efforts (4 states, 7%), connections with adult service providers (4 states, 7%), the Center on the Social and Emotional Foundations for Early Learning pyramid model (3 states, 5%), and the Division of Early Childhood (DEC) recommended practices (1 state, 2%).

Figure 10



The following are additional examples of EBPs reported by states:

- Response to Intervention
- Structured Literacy
- Orton Gillingham
- Check and Connect
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Steps to Self-Determination Curriculum
- Restorative Justice

- Coaching
- Moving Your Numbers
- Concrete-Representational-Abstract (CRA)
- Quality Indicators for Assistive Technology (QIAT)
- Dual Language program with explicit instruction
- Project FACT 4 to 6 (fractions intervention)
- Strategies for instructional delivery of math

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 PBIS and the Center for Social and Emotional Foundations for Early Learners (CSEFEL) Pyramid model. One of the states (50%) implemented an MTSS. The other state reported implementing inclusive practices, providing instruction that is culturally and linguistically responsive and based on the DEC recommended practices, and providing transition services.

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

Figure 11

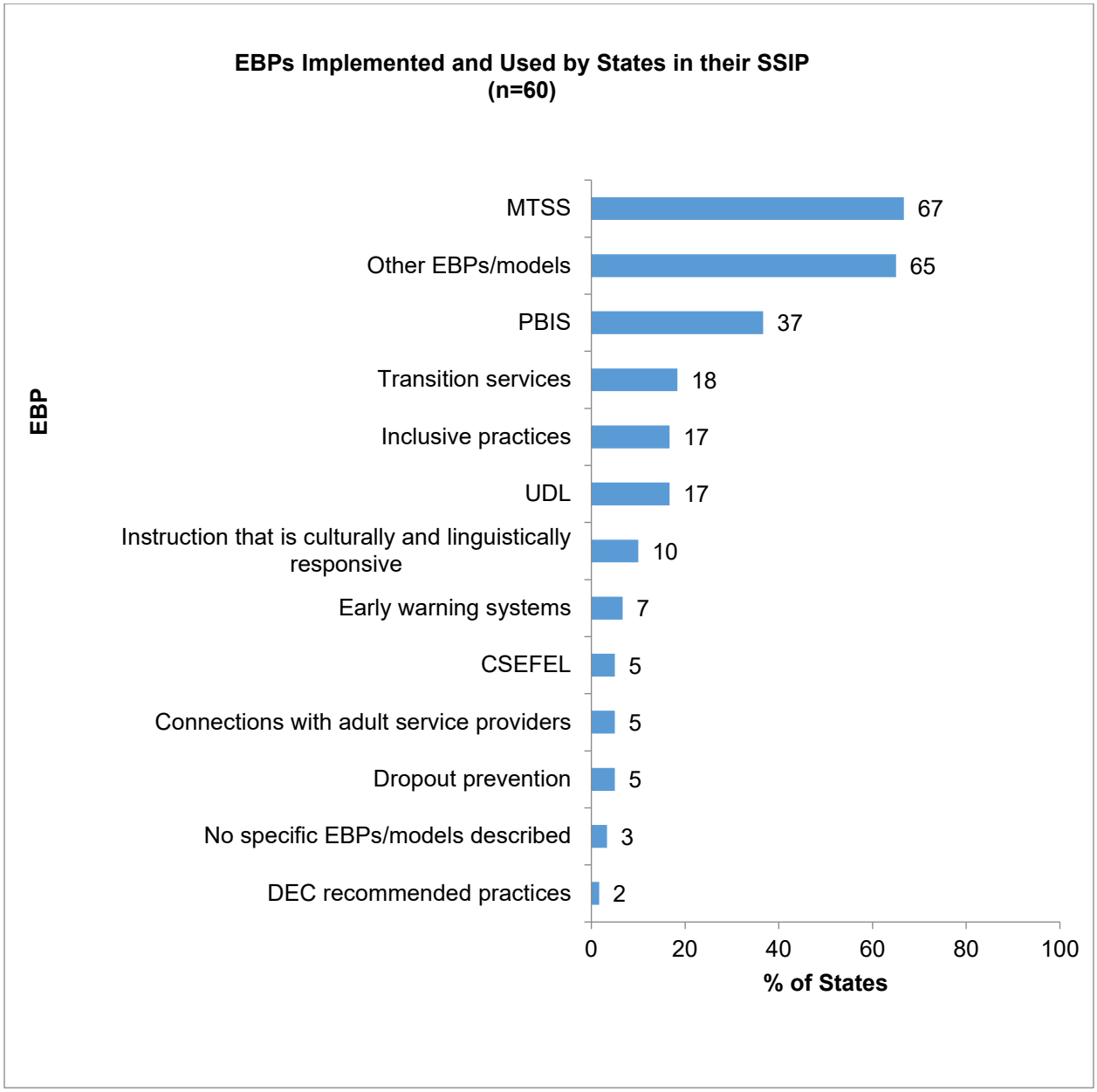

EBPs Implemented and Used by States in their SSIP
(n=60)
EBP
MTSS
67
Other EBPs/models
65
PBIS
37
Transition services
18
Inclusive practices
17
UDL
17
Instruction that is culturally and linguistically responsive
10
Early warning systems
7
CSEFEL
5
Connections with adult service providers
5
Dropout prevention
5
No specific EBPs/models described
3
DEC recommended practices
2
0
20
40
60
80
100
% of States

Figure 12

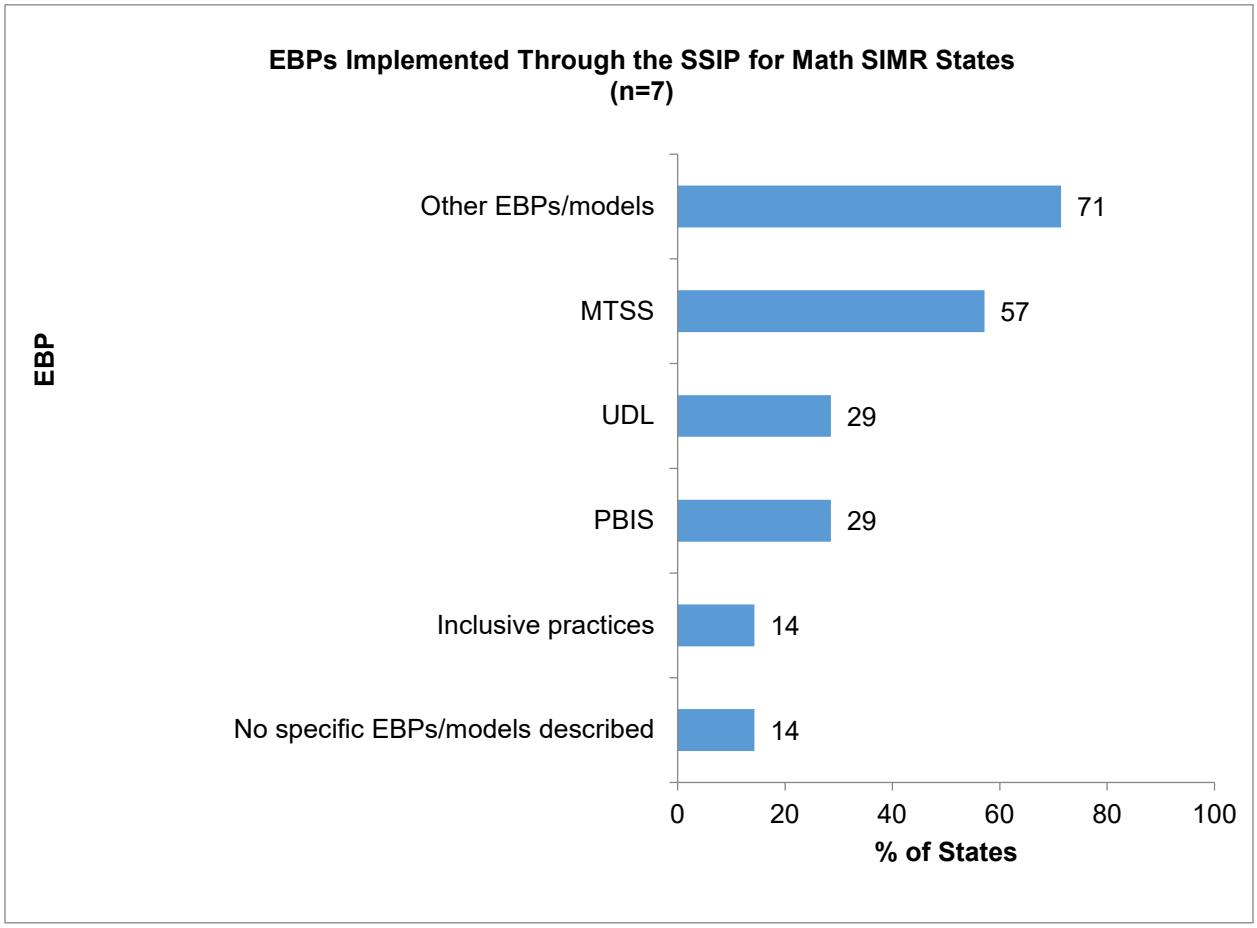
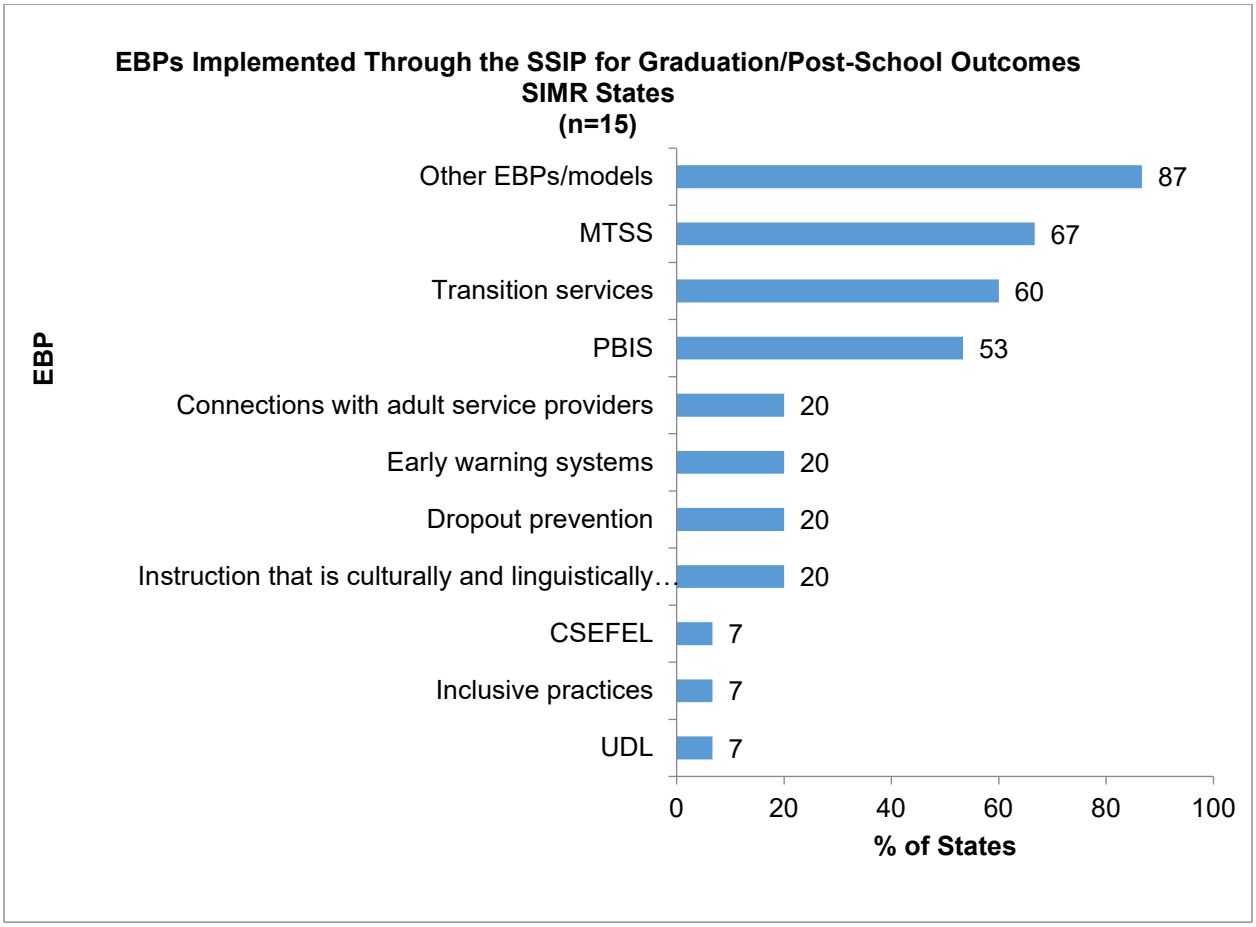

EBPs Implemented Through the SSIP for Math SIMR States
(n=7)
EBP
Other EBPs/models
71
MTSS
57
UDL
29
PBIS
29
Inclusive practices
14
No specific EBPs/models described
14
0
20
40
60
80
100
% of States

Figure 13



Activities Implemented to Improve Practices

All states (60) included in their reports the types of activities implemented that were directly related to improving practices. More than half of the states reported training educators in EBPs (44 states, 73%), coaching educators in EBPs (37 states, 62%), and training educators in interpreting and using data (32 states, 53%) (Figure 14). Additional activities included disseminating information to educators, supervisors/administrators, or staff (29 states, 48%); training supervisors/administrators in EBPs (28 states, 47%); and training coaches in EBPs (23 states, 38%). Fewer states reported training supervisors/administrators in interpreting and using data (20 states, 33%); training staff (nonspecific) in EBPs (20 states, 33%); coaching coaches in EBPs (17 states, 28%); providing data to providers, supervisors/administrators, or staff (nonspecific) on fidelity of implementation (16 states, 27%); coaching supervisors/administrators in EBPs (15 states, 25%); coaching staff (nonspecific) in EBPs (15 states, 25%); and training coaches in interpreting and using data (13 states, 22%).

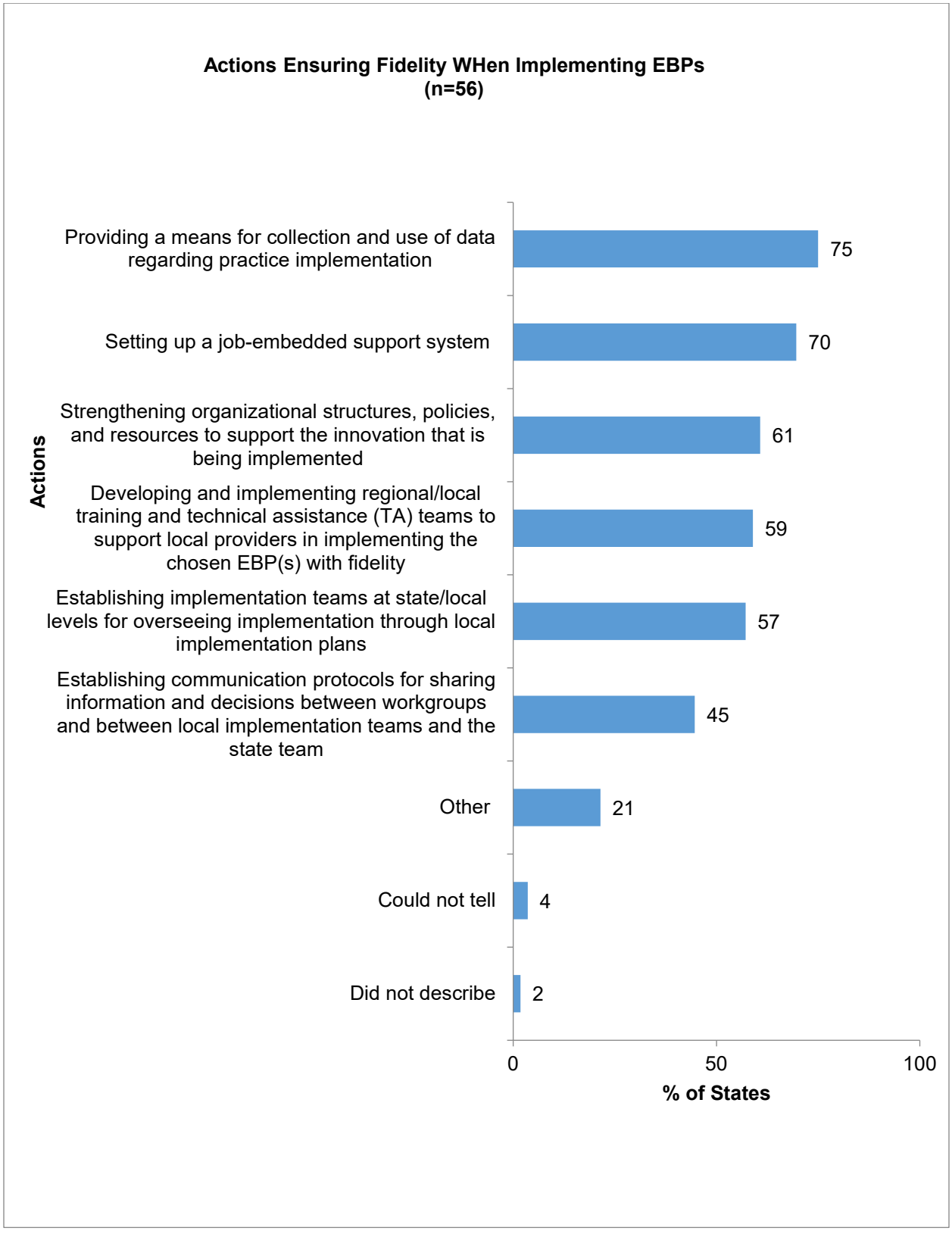
Figure 14


Activities Implemented to Improve Practices
(n=60)
Types of Activities
Training educators in EBPs
73
Coaching educators in EBPs
62
Training educators in interpreting and using data
53
Dissemination of information to educators, supervisors/administrators, or staff
48
Training supervisors/administrators in EBPs
47
Training coaches in EBPs
38
Training staff in EBPs
33
Training supervisors/administrators in interpreting and using data
33
Coaching coaches in EBPs
28
Other
27
Providing data to providers, supervisors/administrators, or staff
27
Coaching staff in EBPs
25
Coaching supervisors/administrators in EBP
25
Training coaches in interpreting and using data
22
0
20
40
60
80
100
% of States

Ensuring Fidelity

Fifty-six states (93%) noted efforts to ensure fidelity of implementation of EBPs. Of these states, 42 states (75%) reported providing a means for collection and use of data regarding practice implementation (Figure 15). In addition, 39 states (70%) indicated that they set up job-embedded support systems (e.g., coaches, mentors), and 34 states (61%) reported strengthening organizational structures, policies, and resources to support the innovations being implemented. Thirty-three states (59%) reported developing and implementing regional or local training and technical assistance teams to support schools. Thirty-two states (57%) described establishing implementation teams at the state and/or local levels for oversight of the implementation plans and implementation. Twenty-five states (45%) created communication protocols for sharing information and decisions between workgroups and implementation teams. (Additional responses are listed after Figure 15.)

Figure 15


Actions Ensuring Fidelity WHen Implementing EBPs
(n=56)
Actions
Providing a means for collection and use of data regarding practice implementation
75
Setting up a job-embedded support system
70
Strengthening organizational structures, policies, and resources to support the innovation that is being implemented
61
Developing and implementing regional/local training and technical assistance (TA) teams to support local providers in implementing the chosen EBP(s) with fidelity
59
Establishing implementation teams at state/local levels for overseeing implementation through local implementation plans
57
Establishing communication protocols for sharing information and decisions between workgroups and between local implementation teams and the state team
45
Other
21
Could not tell
4
Did not describe
2
0
50
100
% of States

The following are additional examples of actions that states reported for ensuring fidelity of implementation of EBPs:

- Reflection Rubric (state-developed)
- Trainings on features of fidelity
- Personal Learning Communities (PLC)
- Fidelity checklists
- Observation
- Logic model and related evaluation measures
- NCSI's evaluation matrix
- Leading by Convening
- Semi-structured interviews
- Surveys to teachers, parents, and students
- Teacher evaluation
- QIAT

Ensuring Desired Frequency and Intended Dosage

Fifty-six states (93%) reported using strategies to ensure that districts, schools, and/or 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., Data-Based Individualization (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 Dosage

Specific Tools	• MTSS Fidelity Implementation Rubric • Facilitated Assessment of MTSS • DEC Interaction Fidelity Checklist • TAP-IT Fidelity Tool • Regional Capacity Assessment (State Implementation and Scaling-up of Evidence-Based Practice Center (SISEP)) • PBIS Tiered Fidelity Inventory • UDL Classroom Walkthrough Tool • District Literacy Evaluation Tool (DLET) • Teaching Pyramid Observation Tool • Parent and Family Engagement Assessment Tool • Core Instruction Analysis Tool • Reading Tiered Fidelity Inventory • High Quality Professional Development Checklist (HQPD) • DBI Fidelity Implementation Checklist • Fidelity Integrity Assessment (Schoolwide Integrated Framework for Transformation (SWIFT)) • Check & Connect Fidelity Measures • Check & Connect Coordinator Coaching Summary Report • Check and Connect Practice Profile • Early Childhood Positive Behavior Supports (EC-PBS)-Program-wide Benchmarks of Quality Data Collection • Self-Assessment of MTSS (SAM) • School Visit Learning Walk Protocol
Nonspecific Tools	• Surveys • Implementation support plans • Fidelity tools • Coaching logs • Consultant logs • Practice profiles • Digital portfolio • Student-centered outcome measures • Teachers' lesson plans
Capacity-Building	• Training on fidelity measures • Professional learning sessions • Professional development • Communication feedback loops • Coaching • Job-embedded supports

Behaviors	• Observations • Site visits • Analysis of data • Regular meetings • Videotaping • Prioritization of key measures • District data self-report • Leadership focus groups

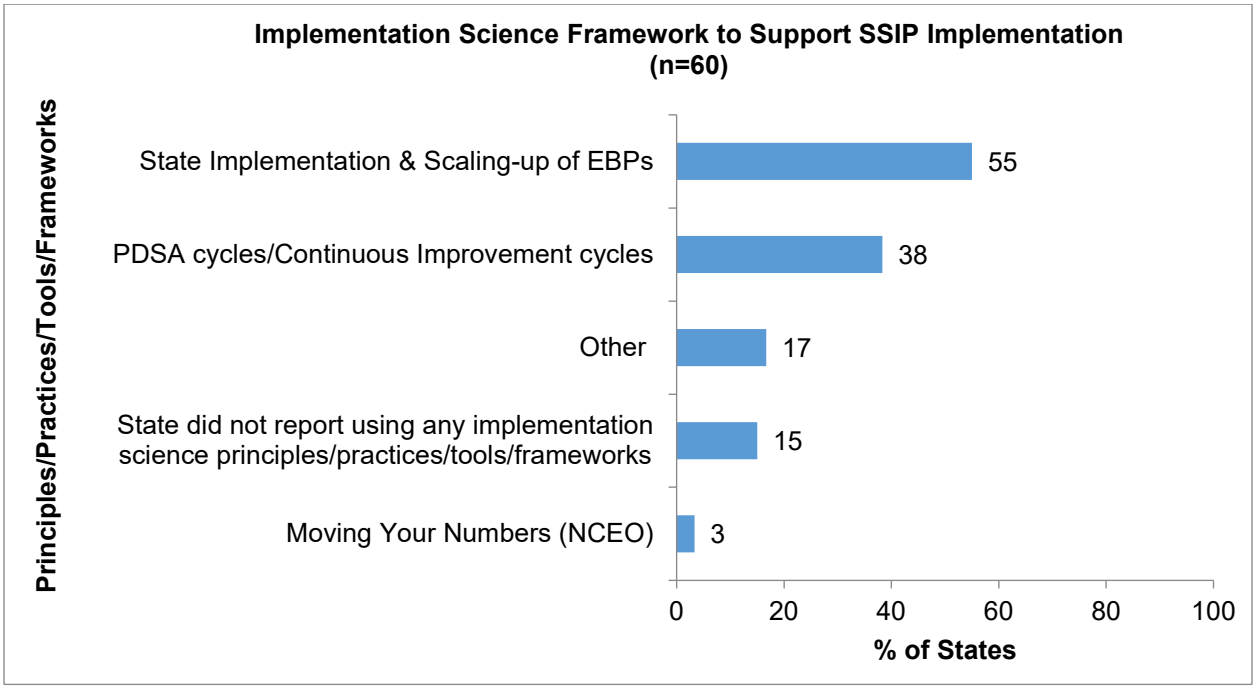
Implementation Science Framework

The use of an implementation science framework to support the SSIP varied across states. The two frameworks most frequently reported for use were the SISEP tools and resources (33 states, 55%) and a PDSA or Continuous Improvement Cycle (23 states, 38%) (Figure 16). Moving Your Numbers (NCEO) was used in 2 states (3%). Examples of other models include:

- Gamilit Engagement Toolkit and self-assessment
- Matrices of Implementation
- AdvanceEd Model
- Dropout Prevention Intervention Framework
- INDISTAR coaching
- Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Transition Framework
- SISEP tools

Nine states (15%) did not report using an implementation framework to support SSIP activities.

Figure 16



Adjustments to Other Strategies

The vast majority of states reported how data was collected to inform infrastructure improvement efforts (48 states, 80%), and how the state used data to inform adjustments to implementation and improvement of other SSIP strategies (42 states, 70%). Example of areas where data were used to make adjustments included:

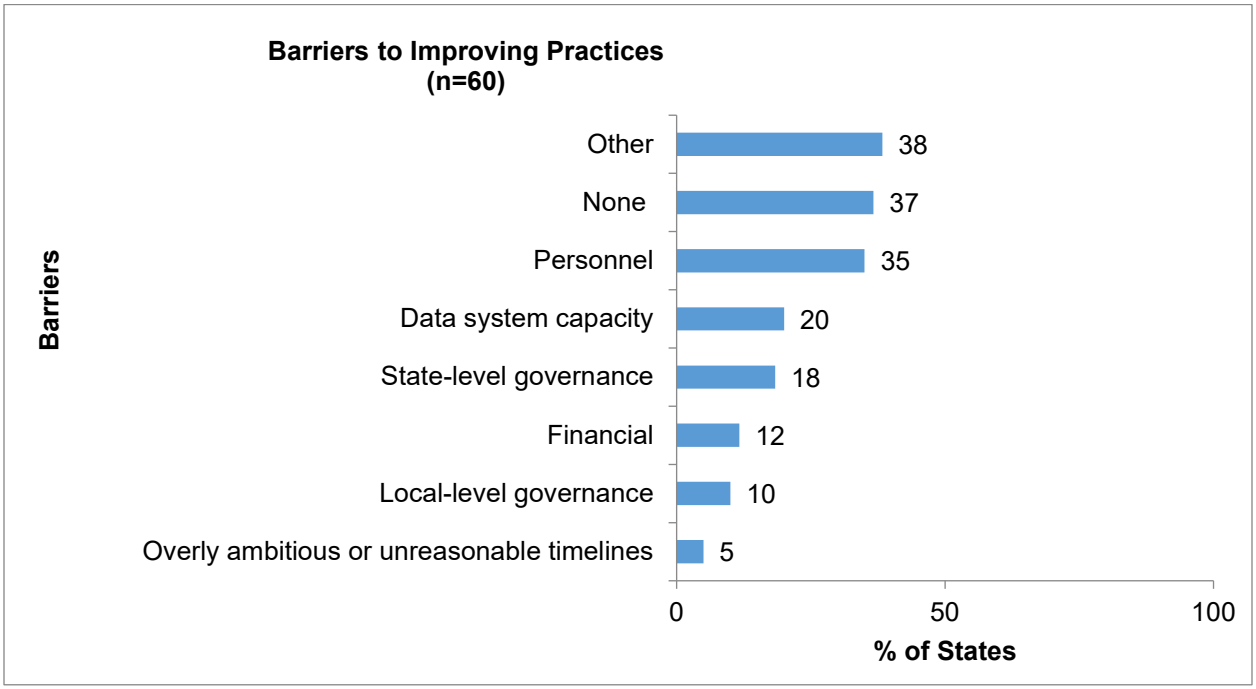
- enhancing and adjusting training opportunities and coaching supports
- creating and revising documents and other materials to support desired outcomes
- making adjustments to the implementation timelines for activities
- expanding communication plans and collaboration with stakeholders
- developing plans for sustainability
- changing methods and measures used to assess student-level progress toward achieving the desired SIMR outcomes

Barriers Related to Improving Practice

Thirty-eight states (63%) reported having barriers to improving practice. Of these states, 21 states (35%) noted issues related to personnel (e.g., not enough trainers and/or coaches), 12 states (20%) reported problems with data system capacity (e.g., inability to provide the data needed to support implementation), 11 states (18%) conveyed complications associated with state-level governance, such as changes to leadership or lack of investment of resources, and 7 states (12%) indicated financial issues (e.g., not enough fiscal resources to implement as planned) (Figure 17). Additionally, 6 states (10%) mentioned complications associated with local-level governance (e.g., local

leadership not supporting implementation) and 3 states (5%) reported setting overly ambitious or unreasonable timelines as barriers.

Figure 17



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

- LEA recruitment
- Low response rates on surveys and teacher knowledge protocols
- N size
- Local control limits
- Teacher reluctance to videotape
- Staff turnover
- Scaling up to new districts and sustainability of current efforts
- Leadership turnover
- Lack of sufficient time for coaching
- Lack of communication plan
- Scheduling
- Student behavioral issues
- Inability to sustain intra-agency partnerships
- Weather and strong storms, impact of hurricane

EVALUATION OF OUTCOMES

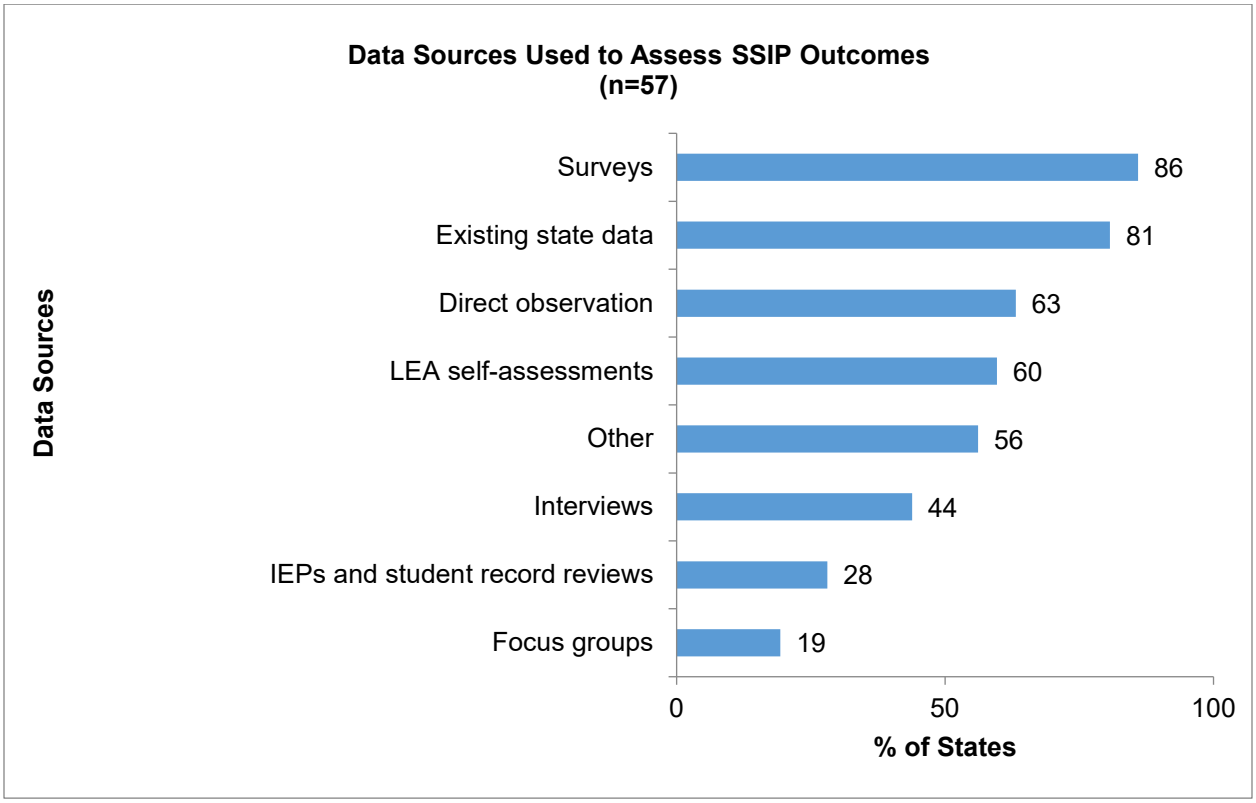
The totals in this section vary across the figures based on how many states reported on the factors being included in this analysis. The percentages identified in the figures may be greater than 100 percent because multiple items may have been identified in any one state.

Data Sources Used

A large majority of states (54 states, 90%) identified data sources for "most to all" of their key evaluation measures (e.g., evaluation questions, activities, or outcomes) and three additional states (5%) had identified "many" of the data sources. There were very few states (3 states, 5%) that did not identify data sources for their key evaluation measures.

To measure SSIP outputs and outcomes, 57 states reported using a variety of data sources. For example, states reported using surveys (49 states, 86%), existing state data (e.g., assessment results, graduation rate) (46 states, 81%), direct observation (36 states, 63%), LEA self-assessments (34 states, 60%), interviews (25 states, 44%), IEPs and student record reviews (16 states, 28%), and focus groups (11 states; 19%) (Figure 18). Thirty-two states (56%) reported using some other data source to report SSIP outcomes; these "other" data sources included coaching logs, learning walks, fidelity tools, capacity rubrics, training evaluations, progress monitoring, agenda and meeting notes, and reviews of action plans.

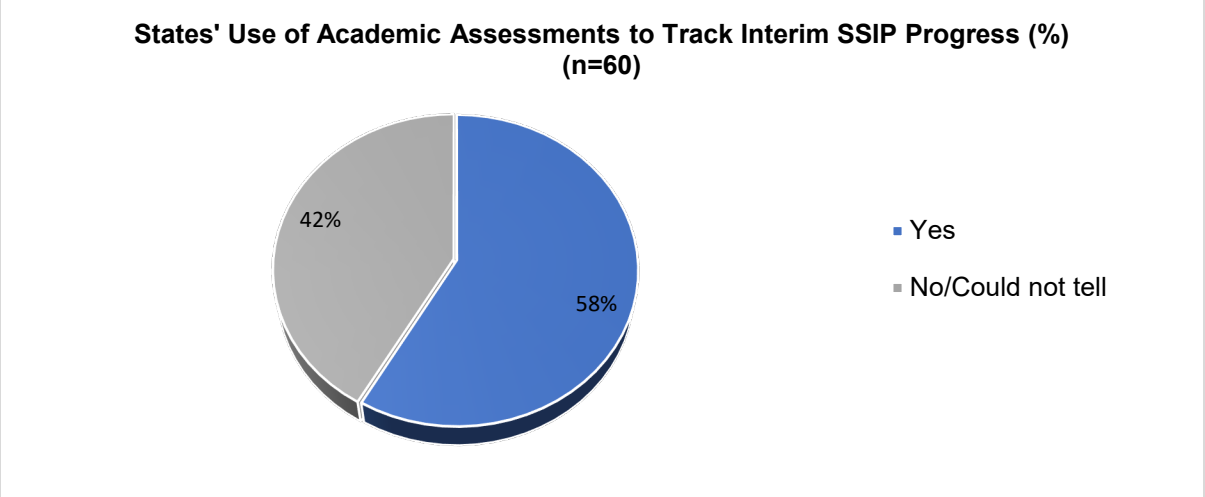
Figure 18



Assessment Types

Over half of the states (35 states, 58%) reported using student academic assessments to track interim SSIP progress (Figure 19).

Figure 19



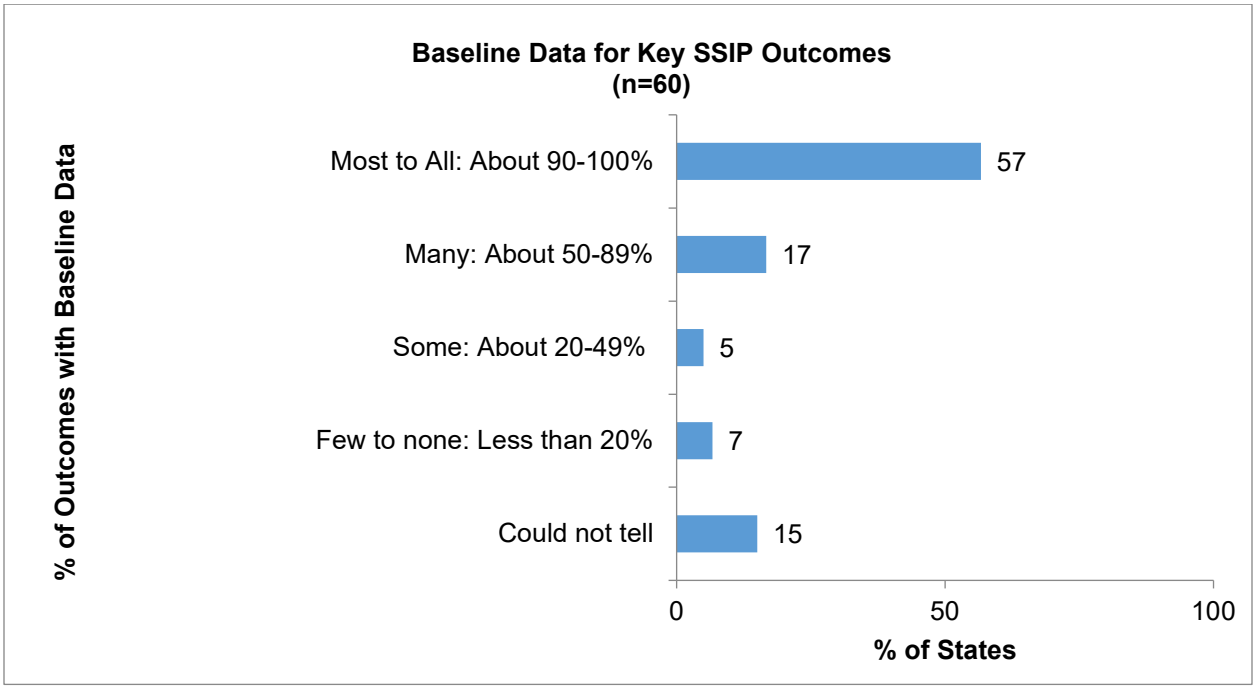
Examples of student academic assessments noted by states include the following:

- DIBELS
- AIMSweb
- NWEA Map Reading
- ACT Aspire
- I-Reading diagnostic assessment
- Core Progress Learning Progressions
- AEPSi
- Samoan Language Picture Vocab Test (SEPVT)
- STAR Early Literacy and STAR Reading Universal Screening tools
- Scantron
- State created systems and assessments (LEAP 360; ED360, WAKIDS, CTAA)
- Smarter Balanced assessment
- 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%), and few to none (0–19%). Thirty-four states (57%) described baseline data for “most to all” of their key SSIP outcomes, and 10 states (17%) described baseline data for “many” outcomes (Figure 20). Three states (5%) described baseline data for “some” of their key SSIP outcomes, and four states (7%) described baseline data for “few to none” of their outcomes. In nine states (15%) the reviewer was unable to ascertain from the SSIP report whether the state described baseline data for key SSIP outcomes.

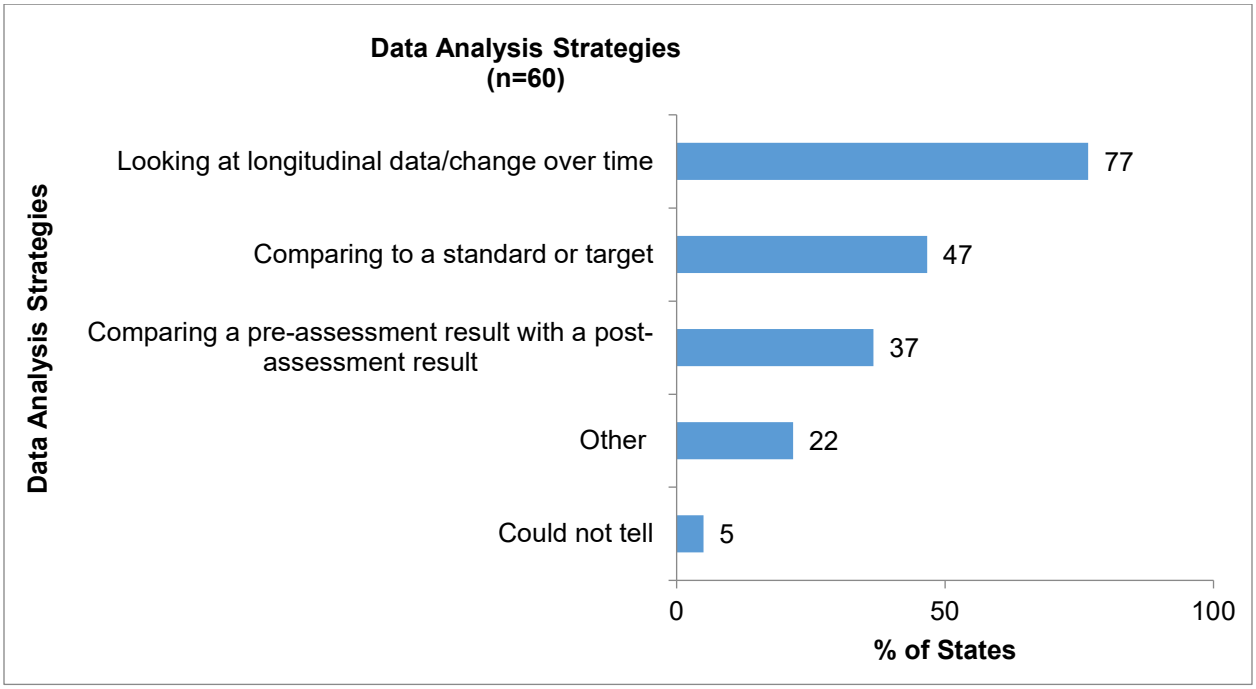
Figure 20



Data Analysis Techniques

States reported using a variety of strategies to analyze SSIP evaluation data. Eleven states (18%) reported using sampling procedures, and 22 states (37%) reported using a comparison group to measure implementation progress of at least one of their improvement strategies. A majority of states (46 states, 77%) reported looking at longitudinal data/change over time. Twenty-eight states (47%) reported using a comparison to a standard or a target and 22 states (37%) compared a pre-assessment result with a post-assessment result (Figure 21). There were three states (5%) for which the reviewers were unable to identify the type of data analysis used. Thirteen states (22%) reported using other strategies than those listed above, such as cohort comparisons, comparisons across sites (i.e., districts, schools), matched control group analysis, interrupted time series comparison groups, 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 (48 states, 80%) described data they have collected on their infrastructure improvement efforts. Examples of such data include the following:

- survey results on stakeholder engagement
- survey results of state and district capacity
- fidelity of implementation of MTSS, coaching, literacy, high quality professional development (PD)
- PDSA cycles
- Moving Your Numbers
- Learning Walks
- capacity rubrics
- Organizational growth model
- Maturity Model examining intention focus and planning
- interview results
- State Infrastructure Leadership Capacity Assessment
- EC-PBS/Pyramid Implementation Profile
- Early Childhood-Benchmarks of Quality v2.0 self-assessments
- Teaching Pyramid Observation Tool
- retrospective surveys of organization
- professional development and training evaluation results
- Leading by Convening data
- coaching logs and contact records
- exit surveys

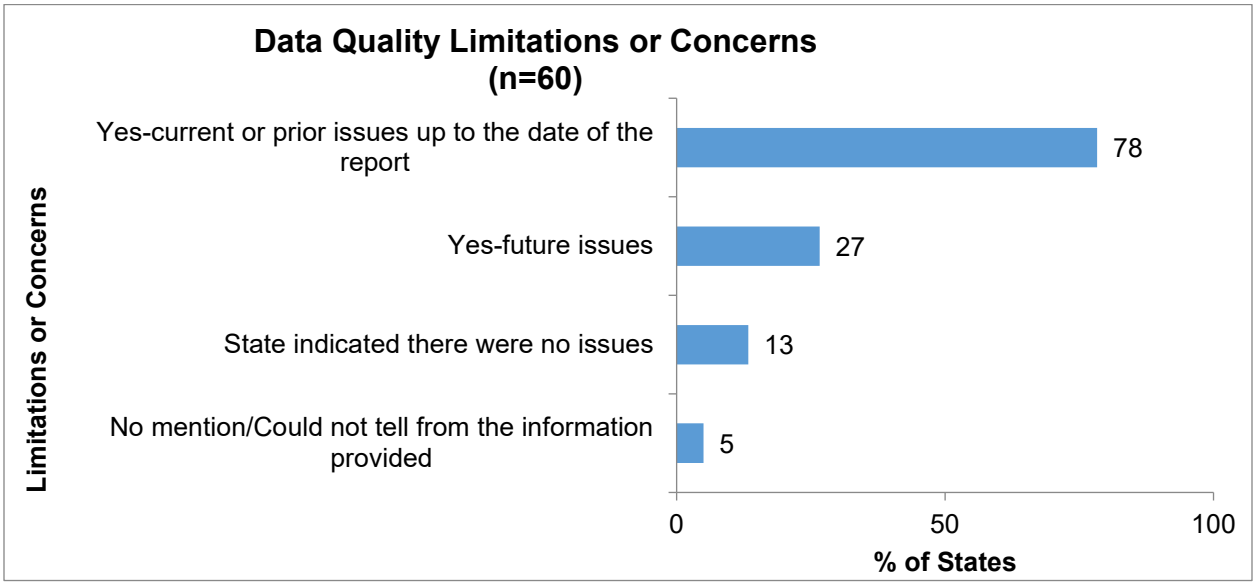
- document reviews (e.g., state and district meeting notes, meeting minutes, reports on implementation progress and procedures, action plans, LEA improvement plans, project guidelines, communication documents)

DATA QUALITY ISSUES

Limitations and Concerns

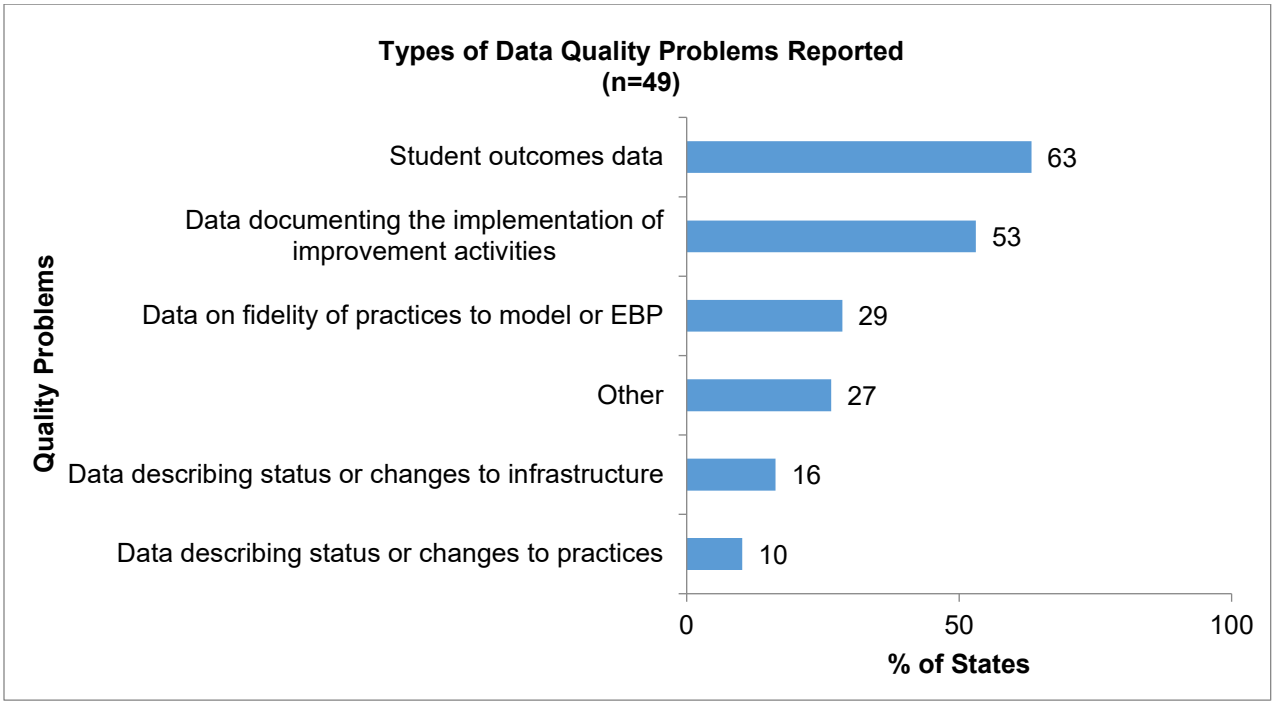
Forty-nine states (82%) reported limitations or concerns with data quality either as a current or prior issue, a future issue, or both. A total of 47 states (78%) reported current or prior data limitations or concerns leading up to the date of submission of their 2018 SSIP Phase III-Year 3 report (Figure 22). Sixteen states (27%) 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 (31 states, 63%) had concerns about the quality of their student outcomes data, and 26 states (53%) noted concerns about the quality of their data on documenting progress in implementation of improvement activities (Figure 23). Fourteen states (29%) were concerned about quality of their data on fidelity of practices to their model or to EBPs, eight states (16%) on their infrastructure and five states (10%) described concerns about the quality of data describing the status of or changes to practice.

Figure 23



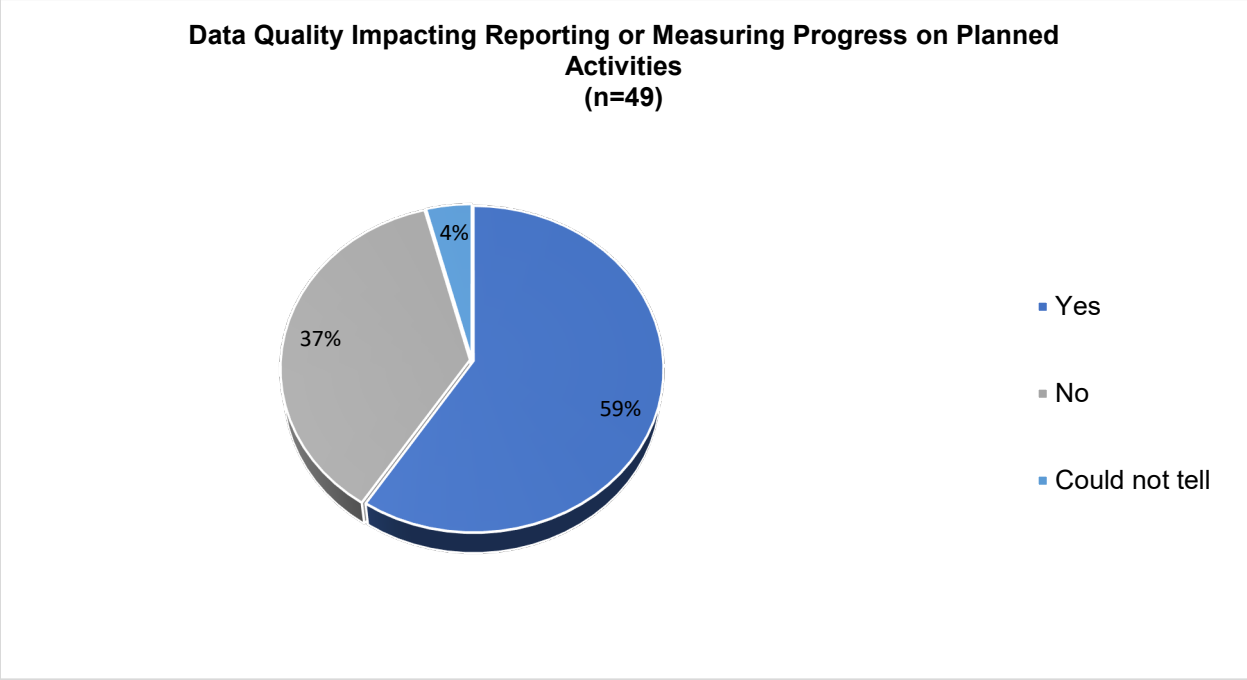
Impact on Reporting Progress

Among the 49 states that noted current, prior, or future concerns about data quality, 18 states (37%) 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:

- change in the state test
- discontinuation of districts participating in cohort
- delay in reporting impact due to data lag
- hurricane impacted timely statewide testing
- low response rate on the teacher knowledge survey
- growth model sets prediction rather than projection scores needing 2 years of an individual student's data
- state measure not sufficiently sensitive to record growth, adequacy of measure, lack of confidence in measure
- lack of data on fidelity of implementation to assess progress
- N size small, aggregated data by cohort not by site

Of the 49 states (82%) reporting data quality concerns, 29 states (59%) indicated data quality issues affected their ability to report or measure progress regarding planned strategies or activities (Figure 24).

Figure 24



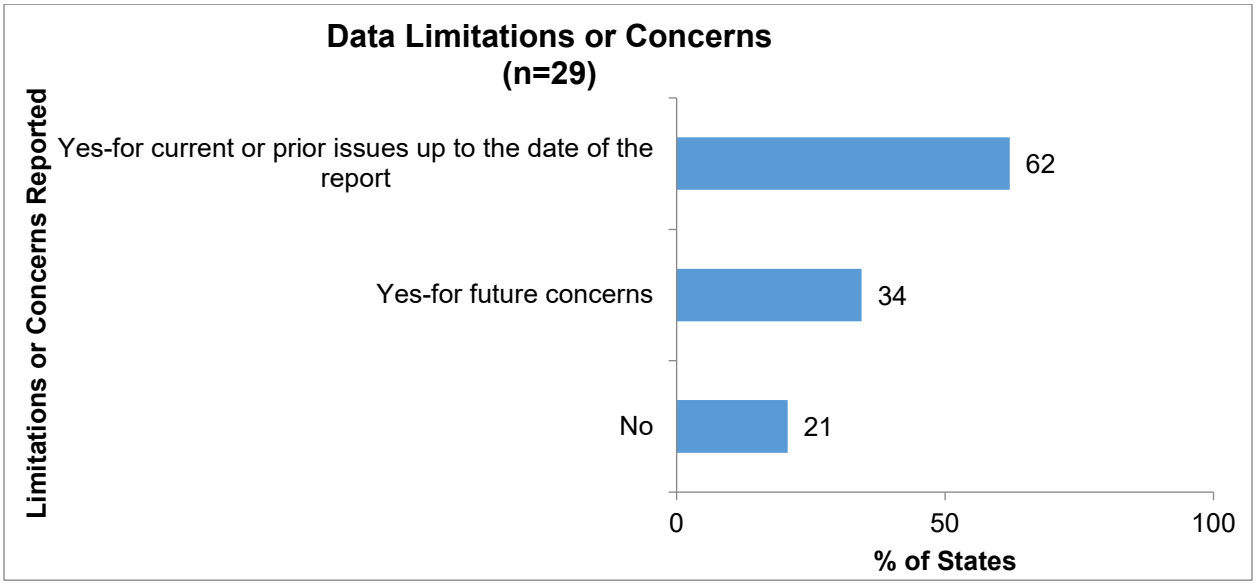
States provided multiple examples of data quality issues that affected their ability to report or measure progress in planned strategies or activities. Examples included:

- low response rate in surveys and feedback
- inaccuracy of data
- early warning system did not accurately identify some of those dropping out
- incomplete submission of videos and logs
- lack of timely submission of data
- unable to make valid and reliable comparisons between treatment and nontreatment groups
- delays in analysis of data
- local control issues affected timeliness or participation
- introduction of new state content standards and/or new state assessments
- technical issues with universal screening and progress-monitoring systems
- lack of fidelity of implementation data for inclusion in the current report
- changes to the fidelity instrument, policies, and assessments
- concerns regarding self-reported data
- administration of different universal screeners

Of the states that reported data quality concerns that affected their ability to report or measure progress regarding planned activities or strategies, 6 states (21%) did not report any implications from the data quality issue (Figure 25). Eighteen states (62%) indicated that current or prior data quality concerns affected their ability to report or measure progress about planned activities or strategies. Ten states (34%) indicated that future data quality concerns may affect their ability to report or measure progress about planned activities or strategies. Five states (17%) indicated that current, prior, and

future data quality concerns had affected or may affect their ability to report or measure progress regarding planned activities or strategies.

Figure 25



Some states reported on the implications of data concerns on the state's ability to report or measure progress on plan strategies or activities, up to the date of this report. Examples included:

- The state has not been able to make valid and reliable comparisons between treatment and nontreatment groups
- Low response rate to surveys resulted in limited use of baseline measures
- Inability to measure change that occurred as a result of increased state education agency (SEA) collaboration with units providing technical assistance
- Unable to measure changes in teachers' practices as a result of delivering professional development
- Feasibility of collecting data on some of the measures resulted in the collection of unintended data
- Data issues impacted calculations such as daily attendance
- Schools and districts that had previously participated in SSIP activities dropped out of the assigned cohort
- A small n-size resulted in limitations to data analysis

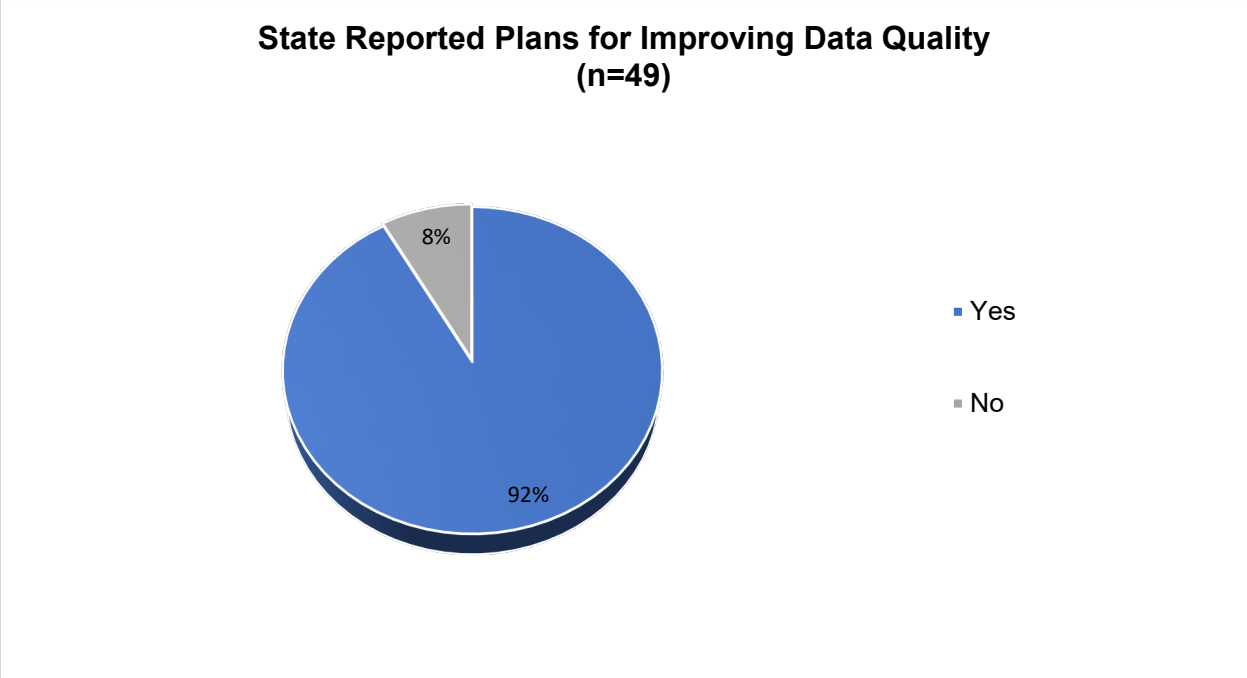
States also reported on the implications of data concerns on the state's ability to report or measure progress on plan strategies or activities that are anticipated in the future. Examples included:

- Lack of benchmark data might impact analysis regarding improvements
- Data from previous instruments may not be comparable to new assessments

- New benchmarks and targets for the SIMR have been set
- Some improvements have resulted in changes in data collection
- Lack of anticipated continuous improvement

Plans for Improving Data Quality
Of the 49 states (82%) reporting data quality concerns, 45 states (92%) had plans for improving their data quality (Figure 26).

Figure 26



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

- Develop new pre-post assessments to measure changes in participants' capacity
- Increase professional development opportunities using available data systems
- Add focus groups to LEA self-assessment process to gather information not being captured through current LEA self-assessment
- Assign an additional staff member to provide more in-depth data reports
- Increase communication with SSIP evaluator and pilot districts regarding data collection
- Invest in an online data system that will allow teachers access to real time student data
- Develop and support a professional development course for teachers that allows teachers to earn a college credit
- Increase the number of people scoring rubrics to increase inter-rater reliability
- Train consultants and specialists on the use of protocols
- Work with partner districts to correct data errors
- Provide on-line modules and technical assistance

- Develop easily accessible FAQs

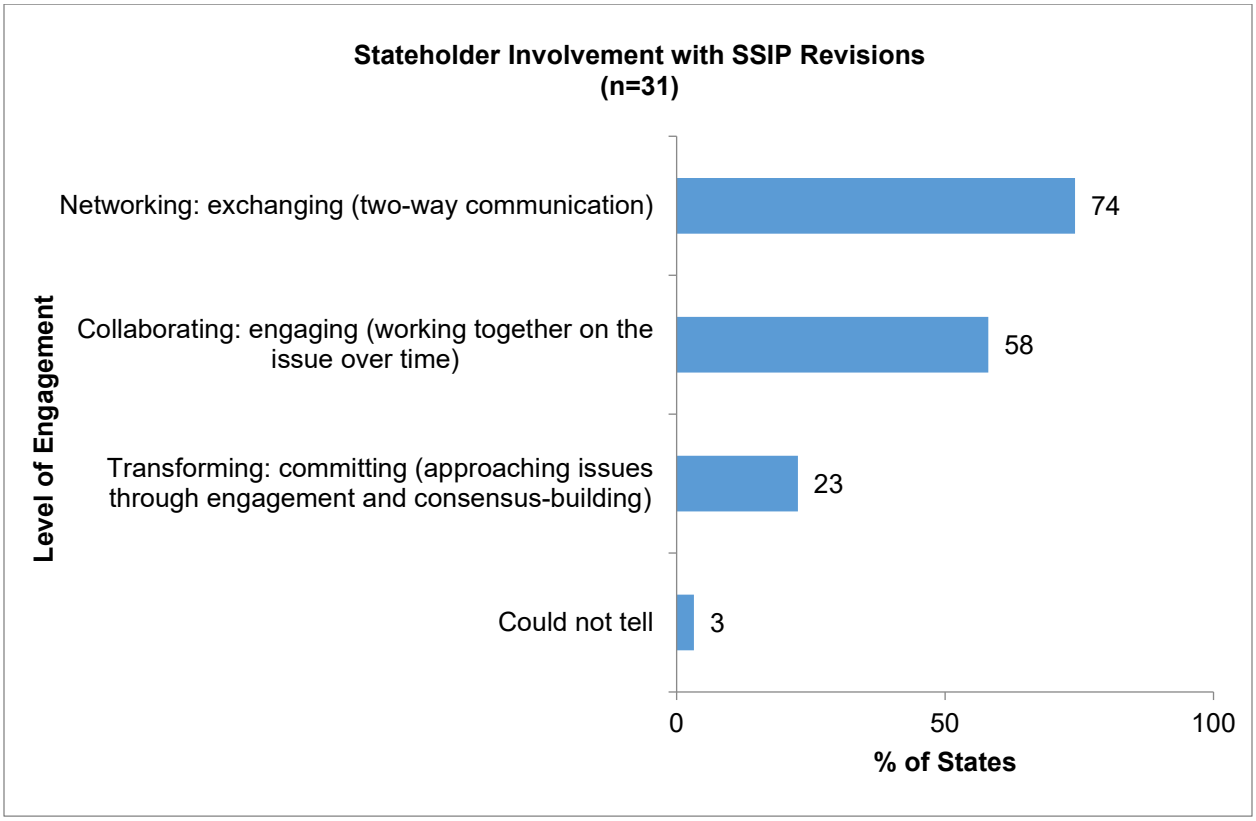
STAKEHOLDER INVOLVEMENT IN SSIP PHASE III-Year 3

States were asked to provide a description of how stakeholders had been engaged in Phase III-Year 3 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). 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

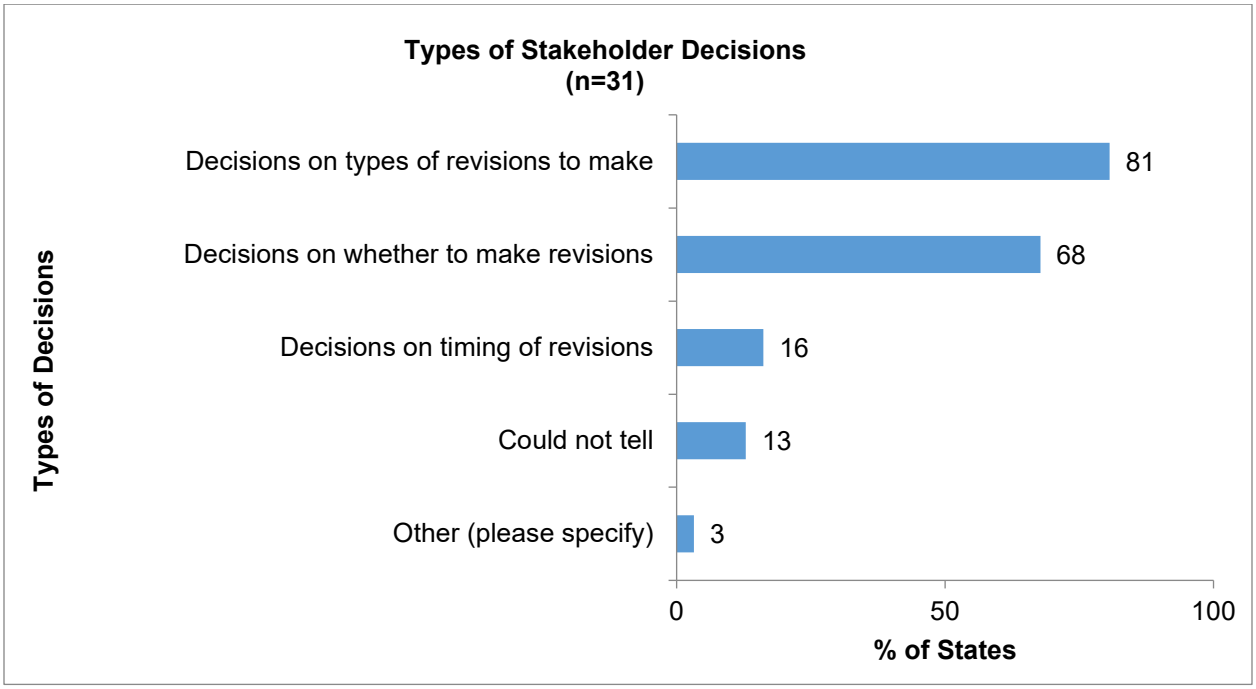
A review of the SSIPs indicated that of the 38 states (63%) that revised their SSIPs for Phase III-Year 3, 31 states (82%) described ways in which they engaged stakeholders in decision-making. Well over half of the states engaged stakeholders in *networking* (23 states, 74%) through two-way sharing of ideas, and 18 states (58%) used *collaborating*, which involved engaging more deeply over time to make joint decisions about revisions (Figure 27). *Transforming* was less frequently identified, with seven states (23%) having engaged stakeholders as equal partners in the decision-making that occurred to revise the SSIP for Phase III-Year 3.

Figure 27



The 31 states (52%) that described stakeholder engagement in the process of revising 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 (25 states, 81%), followed in frequency by decisions of whether to make revisions (21 states, 68%), and decisions regarding the timing of revisions (5 states, 16%) (Figure 28).

Figure 28

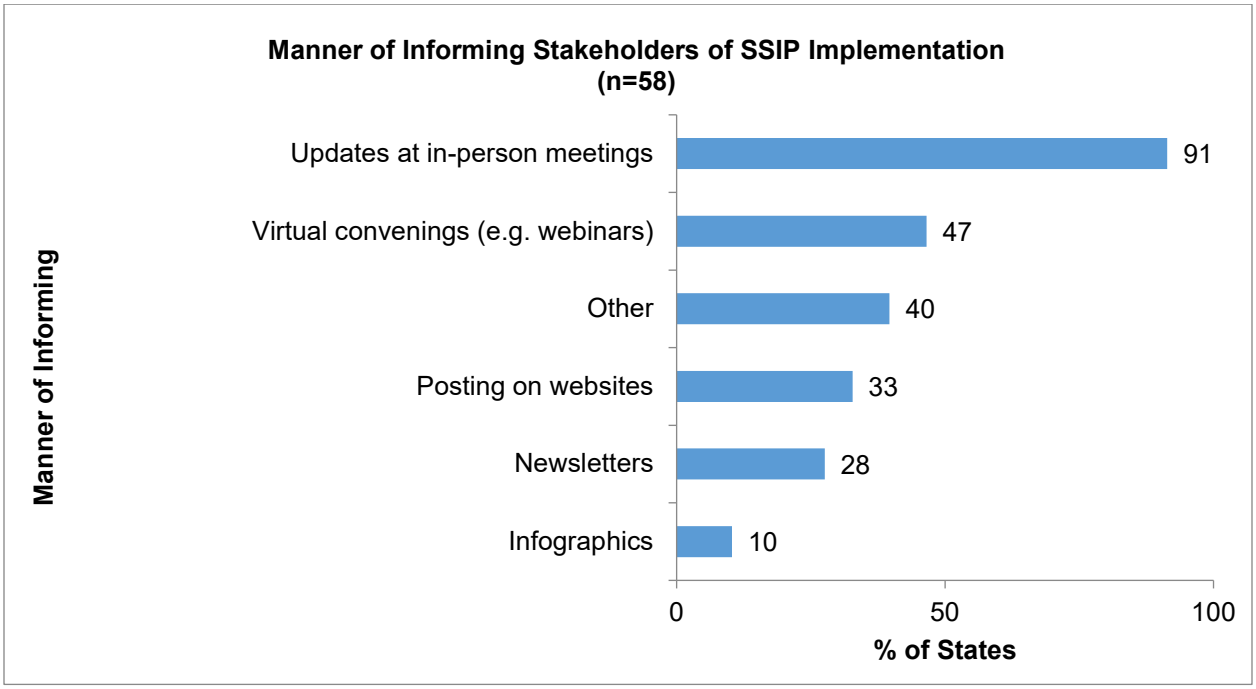


The “other” type of decision that a state noted was setting new standards.

Stakeholder Involvement in SSIP Implementation

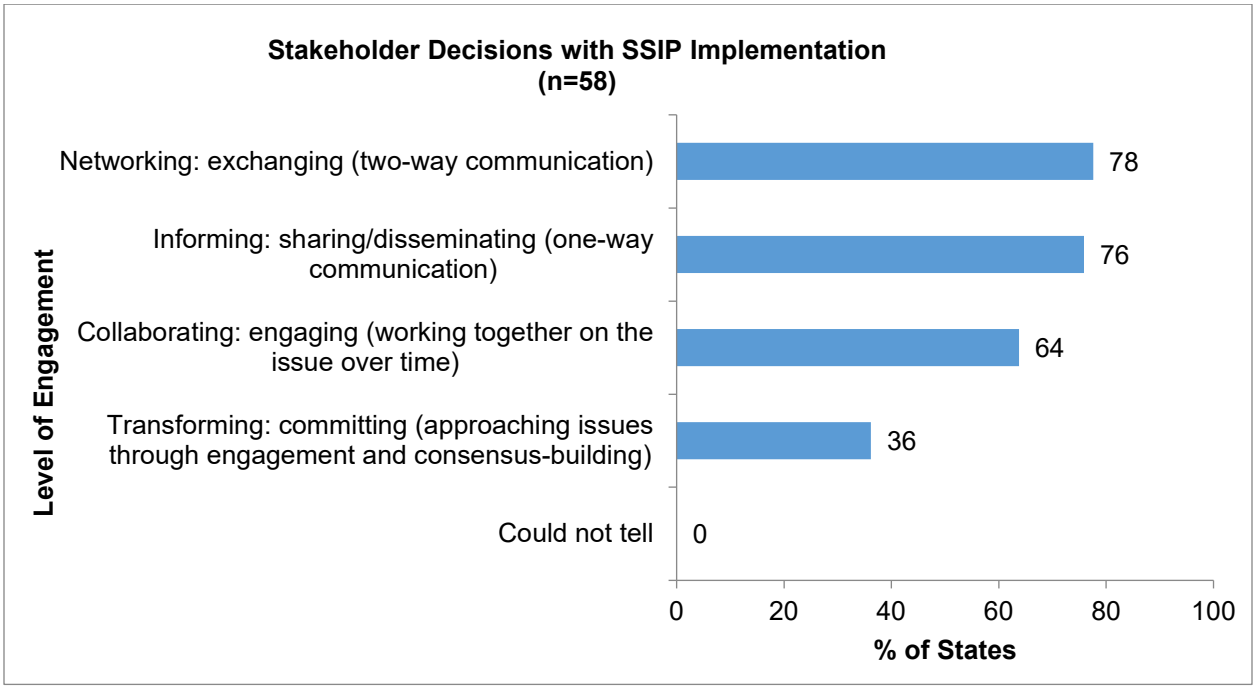
Nearly all states (58 states, 97%) described how stakeholders were informed of the ongoing implementation of the SSIPs. Most often, updates were presented to stakeholders at in-person meetings (53 states, 91%) (Figure 29). Additionally, states shared implementation information through virtual convenings such as webinars (27 states, 47%), postings on websites (19 states, 33%), newsletters (16 states, 28%), and the use of infographics (6 states, 10%). States also reported using other forms of dissemination, such as social media, listservs, public relations firm, collaboration platforms (e.g., Padlet), videos, email communications, local news, and stakeholders serving as implementers/data collectors/ decisionmakers.

Figure 29



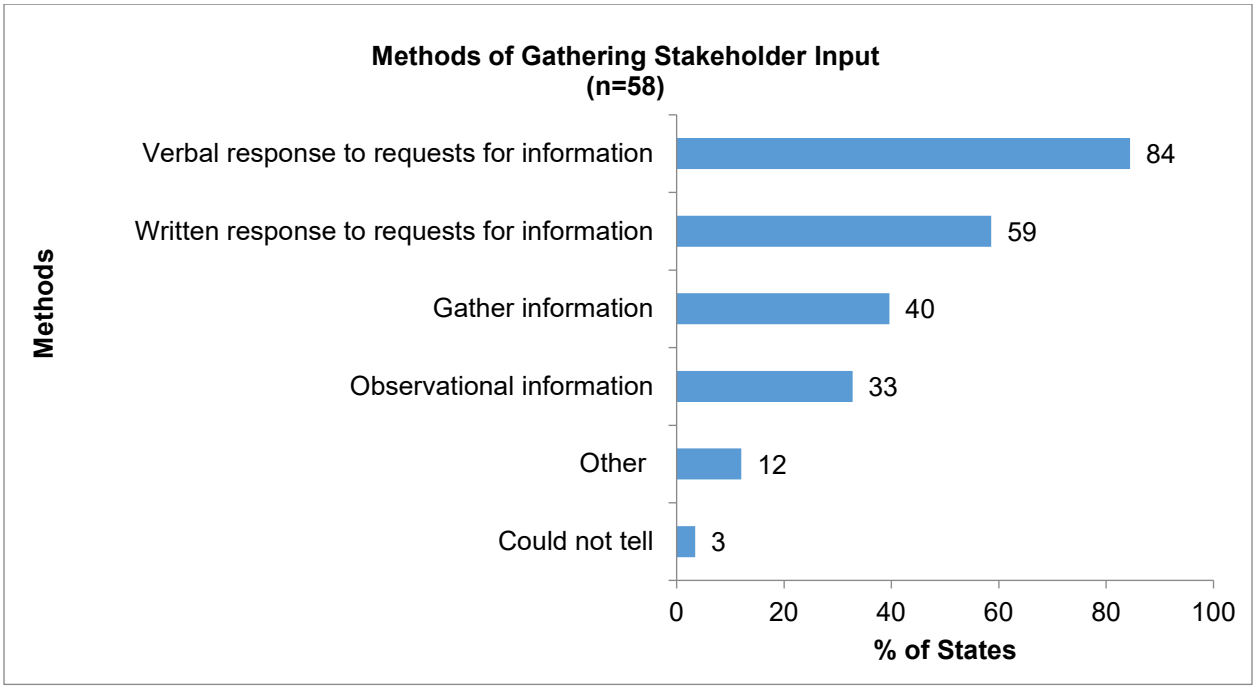
Fifty-eight states (97%) provided a description of stakeholder involvement in decision-making concerning the implementation of the SSIP, and most of those states engaged with stakeholders through *networking* opportunities (45 states, 78%) (Figure 30). States also used *informing* (44 states, 76%) and *collaborating* (37 states, 64%). *Transforming* engagements (21 states, 36%) 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, 84%) and written (34 states, 59%) methods (Figure 31). States also reported having stakeholders, rather than state staff, gather information to inform decision-making (23 states, 40%) and using observational data from stakeholders to inform decision-making (19 states, 33%).

Figure 31



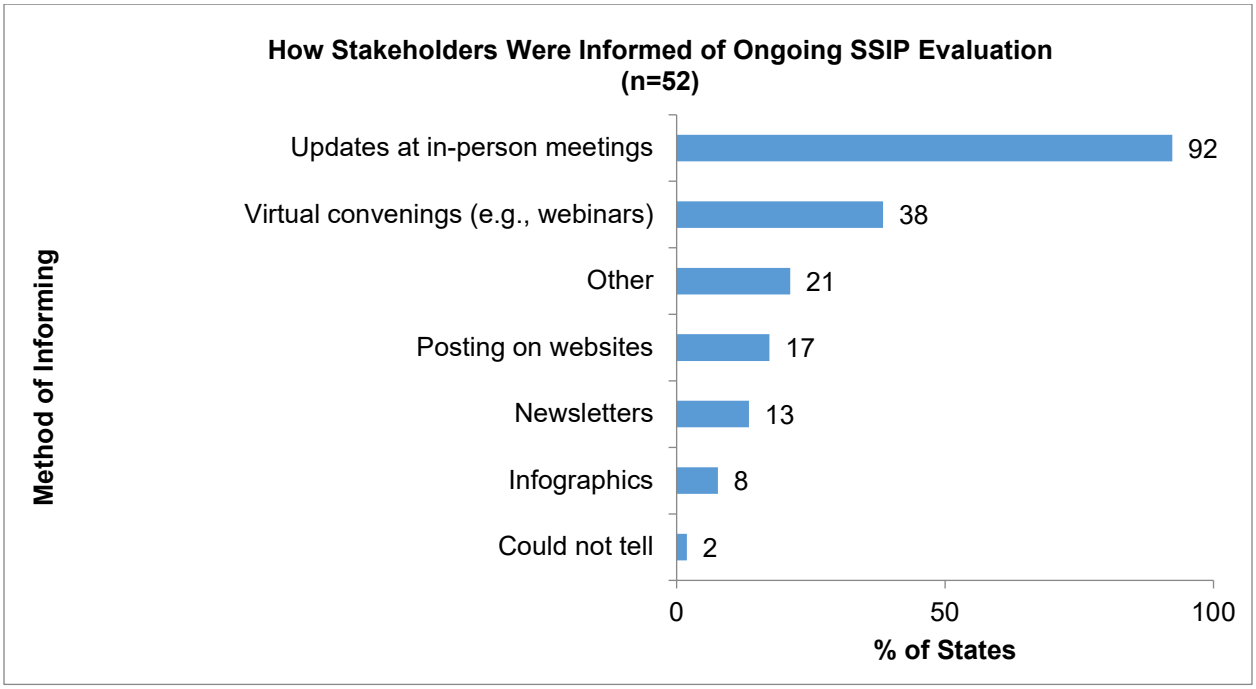
Other means of engaging stakeholders included their involvement in:

- the development of tools, or co-creation of materials
- focus groups
- in-person work session
- implementation/data collection/decision-making

Stakeholder Involvement in Ongoing Evaluation of the SSIP

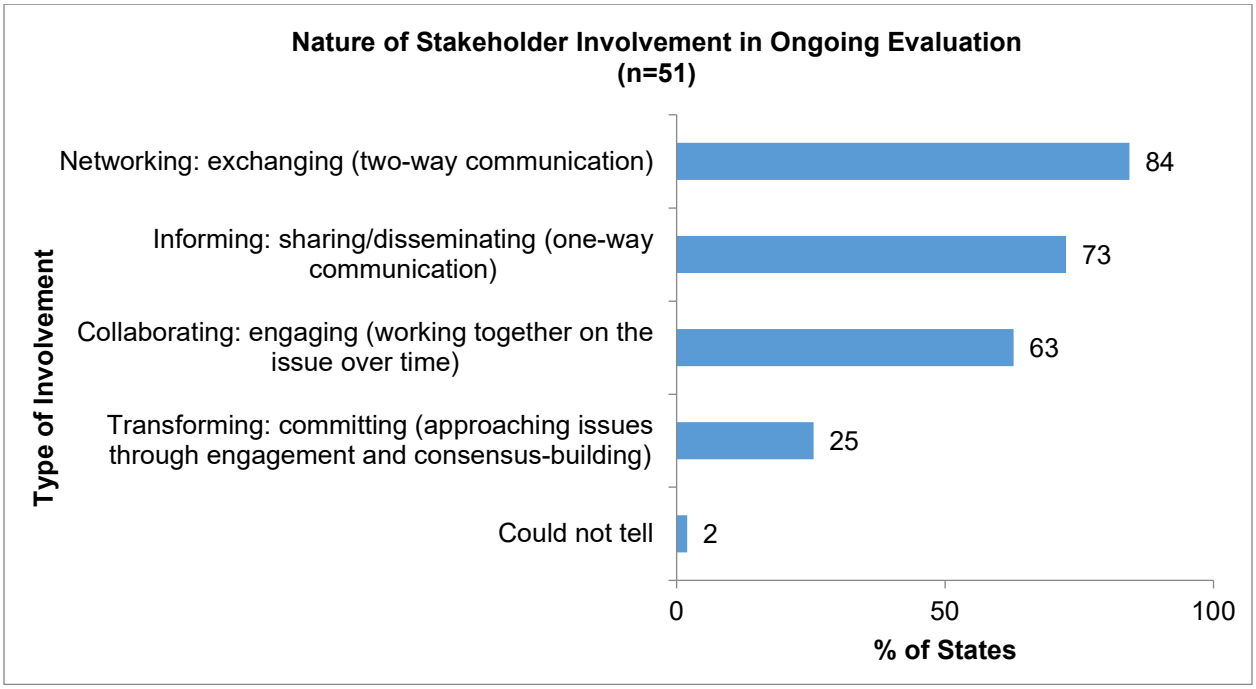
Fifty-two states (87%) reported informing stakeholders about the ongoing evaluation of the SSIP. Most of this information was shared through updates at in-person meetings (48 states, 92%) (Figure 32). Twenty states (38%) used virtual convenings, such as webinars, nine states (17%) used website postings, seven states (13%) used newsletters, and four states (8%) used infographics. Another 11 states (21%) noted using a variety of other means including emails, phone communications, slides, handouts, informal conversations and sharing during site visits, trainings and conferences.

Figure 32



Fifty-one states (85%) 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 (43 states, 84%), followed by *informing*, which is a one-way communication from states to stakeholders (37 states, 73%) (Figure 33). At the same time, many states (32 states, 63%) engaged in the deeper level of engagement — *collaboration*, with 13 states (25%), evidencing the deepest level of engagement — *transforming*.

Figure 33

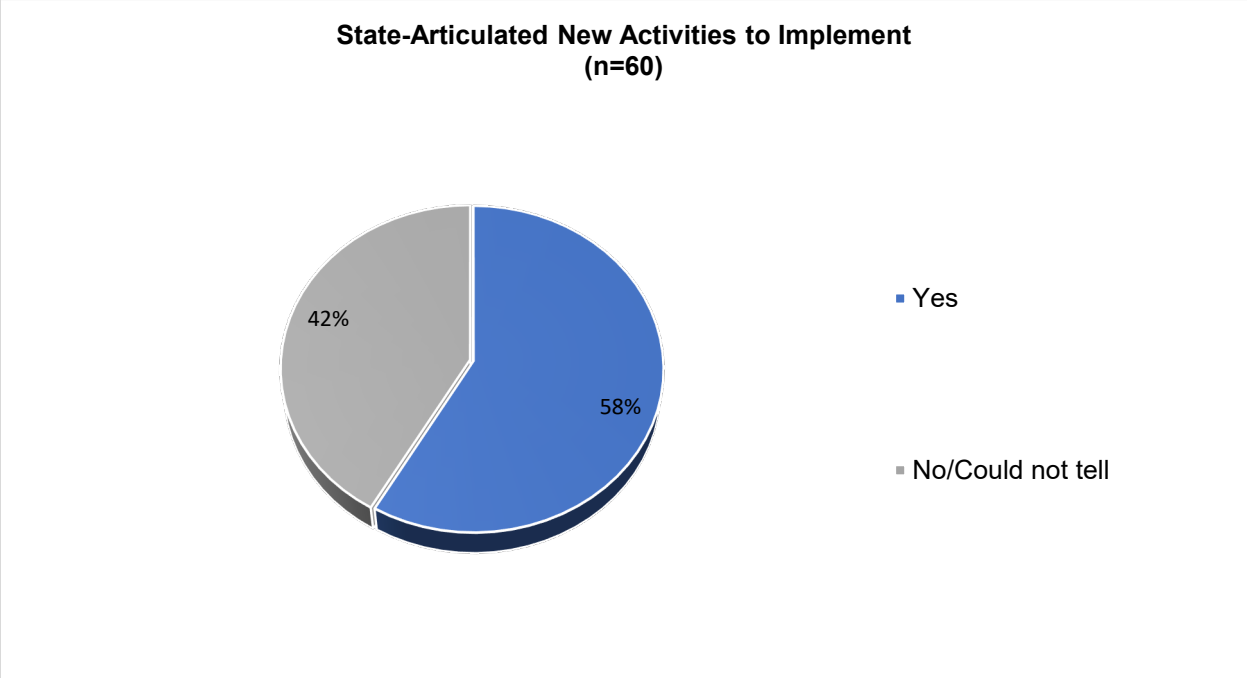


PLANS FOR NEXT YEAR

New Activities and Their Timelines

Thirty-five states (58%) specified that they planned to implement new activities next year (Figure 34).

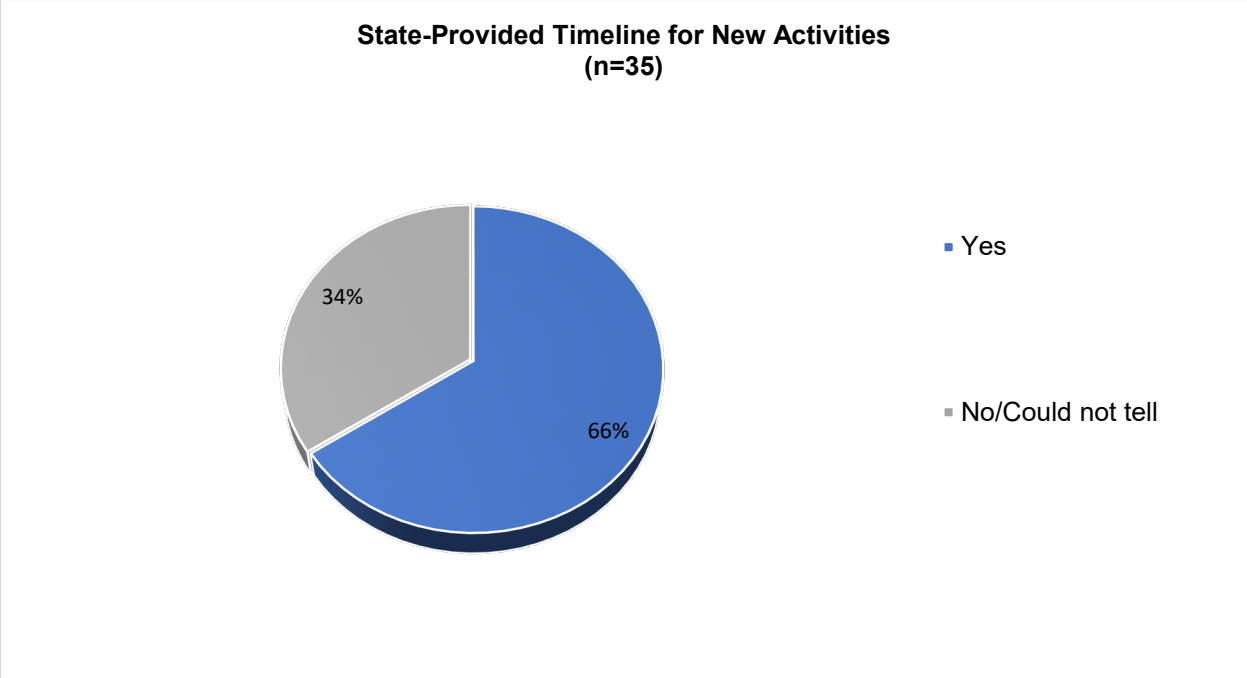
Figure 34



These 35 states described a range of new activities that they planned to implement next year. Some states continue to have a focus on enhancing their PD/Technical assistance (TA) offerings to LEA leaders, teachers, and school-based administrators and are planning to expand training opportunities to parents and other school staff such as counselors. Many states are also planning to develop processes, documents, guidance, protocols, and tools to standardize implementation activities, measure fidelity of implementation, and increase and support scale-up activities. Other states are focused on increasing the alignment of their SSIP work and other initiatives such as ESSA and SPDG and revising their general supervision and monitoring system. Finally, most states noted that they are planning to use SSIP evaluation findings and will be developing new TA activities and PD trainings focused specifically on building data literacy across stakeholders, improving data quality, defining metrics for measuring progress, analyzing data, and using the data for continuous improvement.

Many of these 35 states (23 states, 66%) that reported they planned to implement new activities next year also provided timelines for implementation of these new activities (Figure 35).

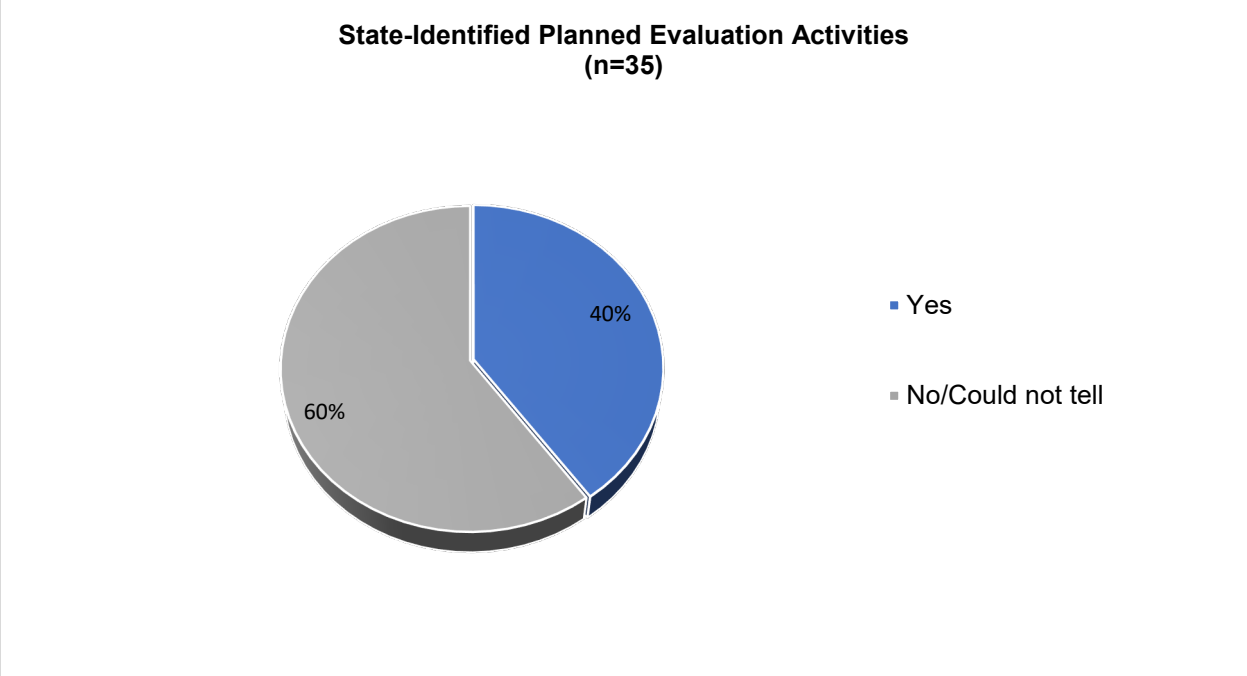
Figure 35



New Evaluation and Data Sources for New Activities

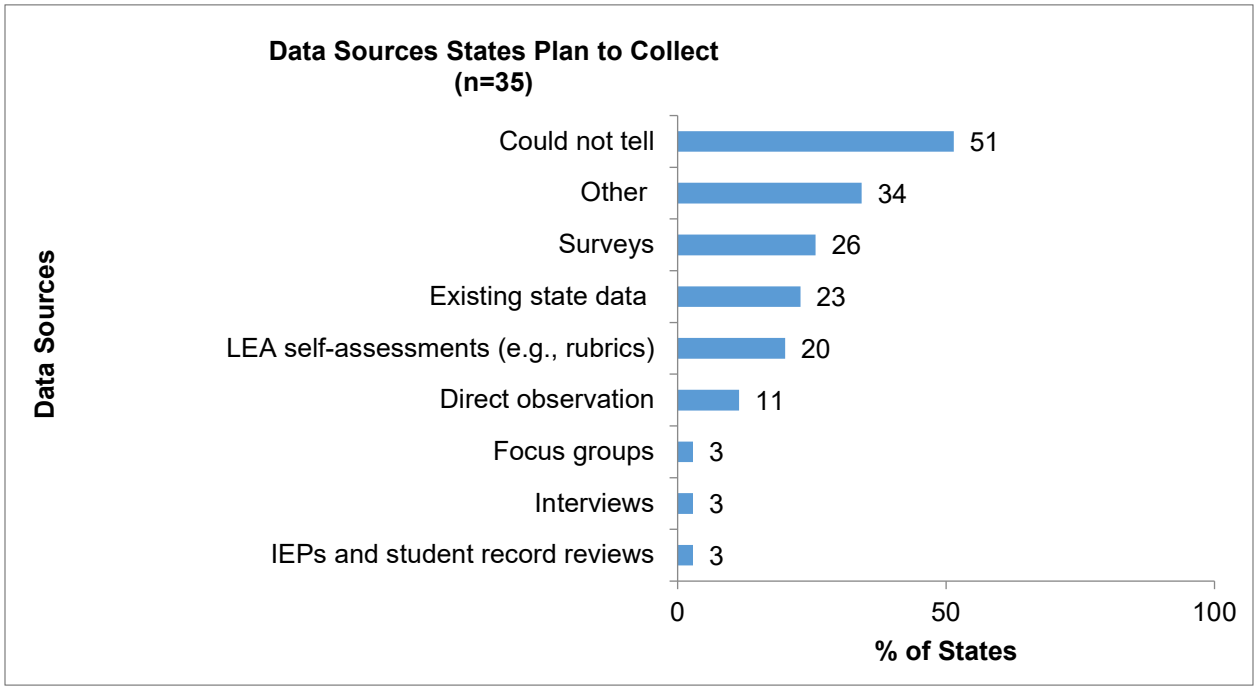
Of the 35 states reporting new activities, 14 states (40%) identified planned evaluation activities for the new activities to be implemented next year (Figure 36).

Figure 36



The 35 states reporting new activities also described the data sources that they will use for these new activities. Nine states (26%) planned to use surveys; eight of the states (23%) indicated that they planned to use existing state data; seven states (20%) mentioned plans to use LEA self-assessments; and four states (11%) proposed the use of direct observation (Figure 37). The use of IEP and student record reviews, plans to hold focus groups; and intentions to conduct interviews were reported by one state each (3%). Other sources that states plan on using include project documents, reflection rubrics, fidelity measures, benchmark data, descriptive statistics from state's improvement planning process in WISEGrants, coaching logs, and mini-grant reports.

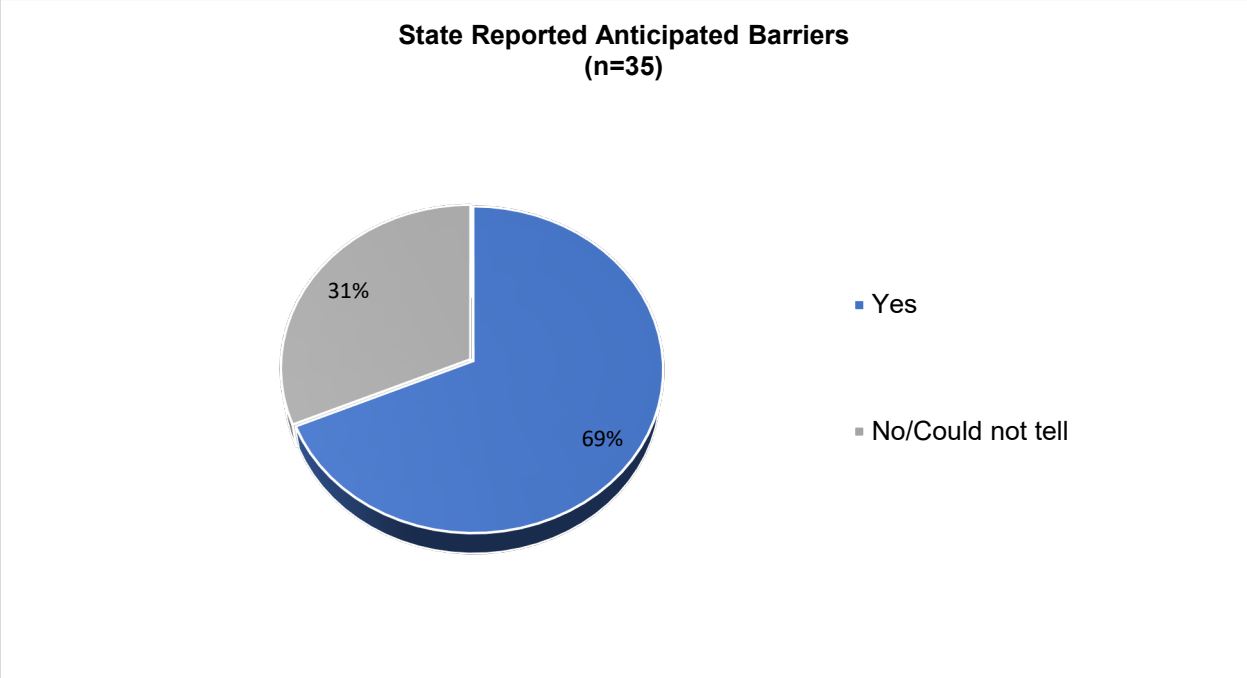
Figure 37



Addressing Anticipated Barriers to New Activities

Of the 35 states proposing new activities for next year, 24 (69%) reported on anticipated barriers to these new SSIP activities (Figure 38).

Figure 38



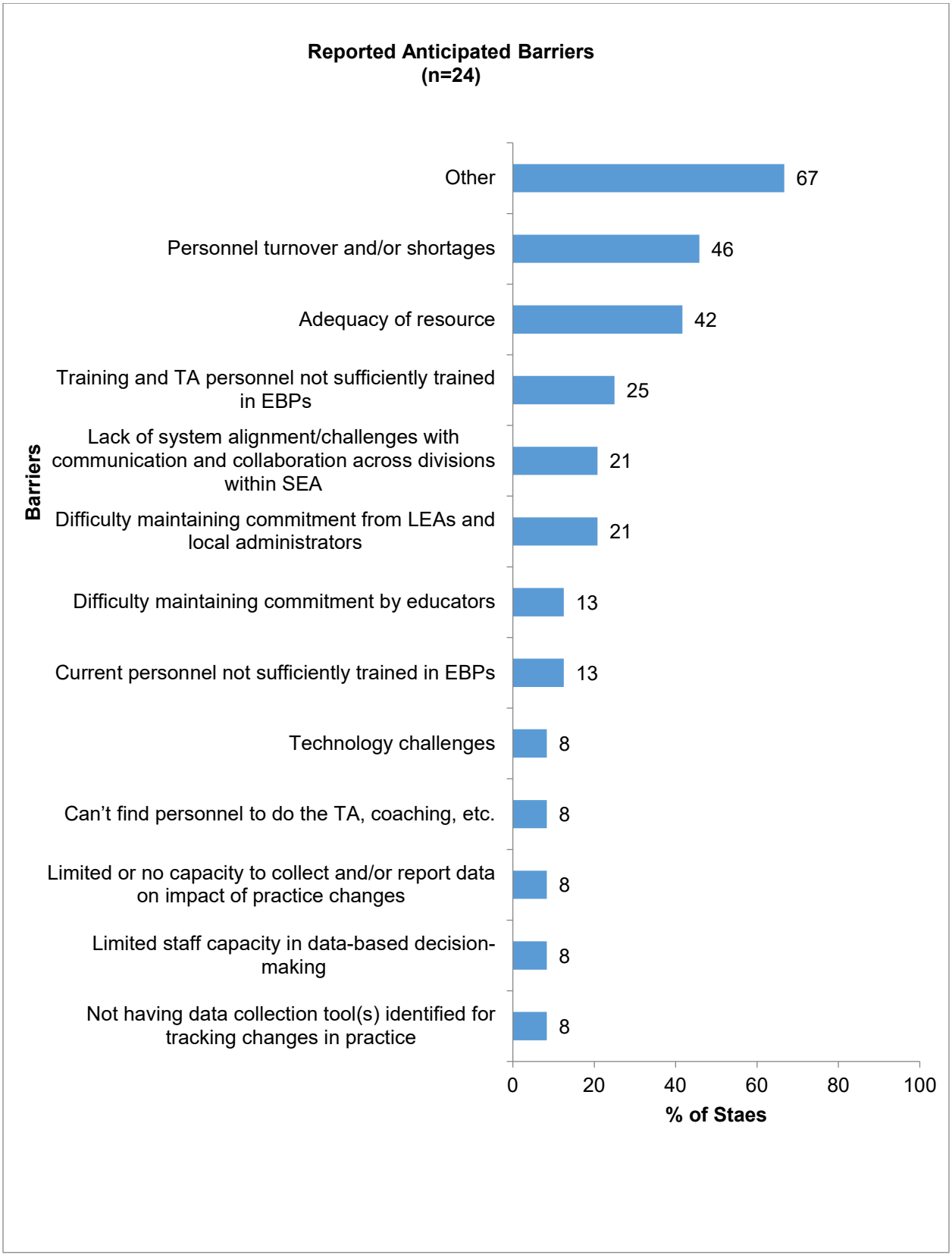
These states identified a wide range of anticipated barriers (Figure 39), including:

- personnel turnover and staff shortages (11 states, 46%)
- lack of adequate resources (10 states, 42%)
- lack of TA staff trained in EBPs (6 states, 25%)
- lack of commitment to the SSIP initiative from LEA administrators (5 states, 21%)
- lack of systems alignment/challenges with communication and collaboration across divisions within the SEA (5 states, 21%)
- lack of current personnel trained in EBPs (3 states, 13%)

In addition the following were identified by 2 states each (8%):

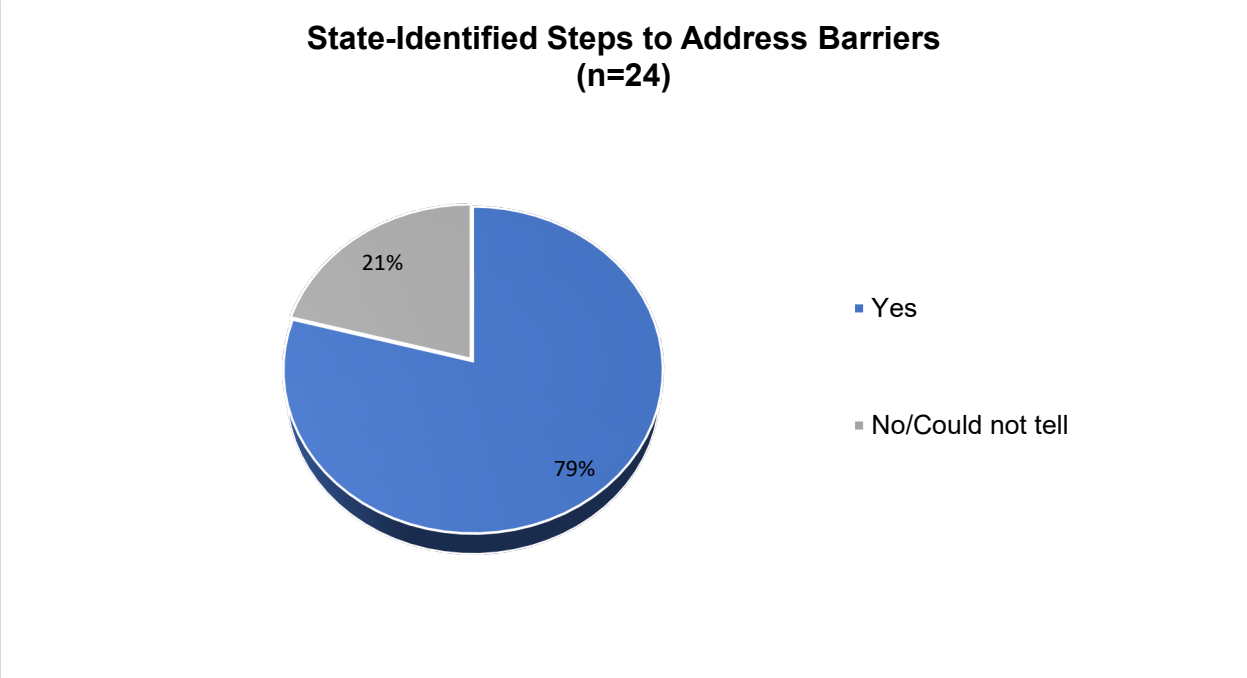
- not having data collection tools for tracking changes in practice
- limited staff capacity in data-based decision making
- limited or no capacity to collect and/or report data on impact of practice change
- unable to locate personnel to do the TA, coaching, etc.
- technology challenges

Figure 39


Reported Anticipated Barriers
(n=24)
Barriers
Other
67
Personnel turnover and/or shortages
46
Adequacy of resource
42
Training and TA personnel not sufficiently trained in EBPs
25
Lack of system alignment/challenges with communication and collaboration across divisions within SEA
21
Difficulty maintaining commitment from LEAs and local administrators
21
Difficulty maintaining commitment by educators
13
Current personnel not sufficiently trained in EBPs
13
Technology challenges
8
Can't find personnel to do the TA, coaching, etc.
8
Limited or no capacity to collect and/or report data on impact of practice changes
8
Limited staff capacity in data-based decision-making
8
Not having data collection tool(s) identified for tracking changes in practice
8
0
20
40
60
80
100
% of Staes

Examples of other barriers anticipated by these states were weather related issues, hiring freeze, legislation changes, changes in compliance issues affecting future direction of state work, initiative fatigue, budget cuts, loss of provider, time needed for stakeholder engagement, and maintaining fidelity when scaling up. Nineteen of the states (79%) that identified barriers to implementing new activities for the next year also reported steps to address those barriers (Figure 40).

Figure 40



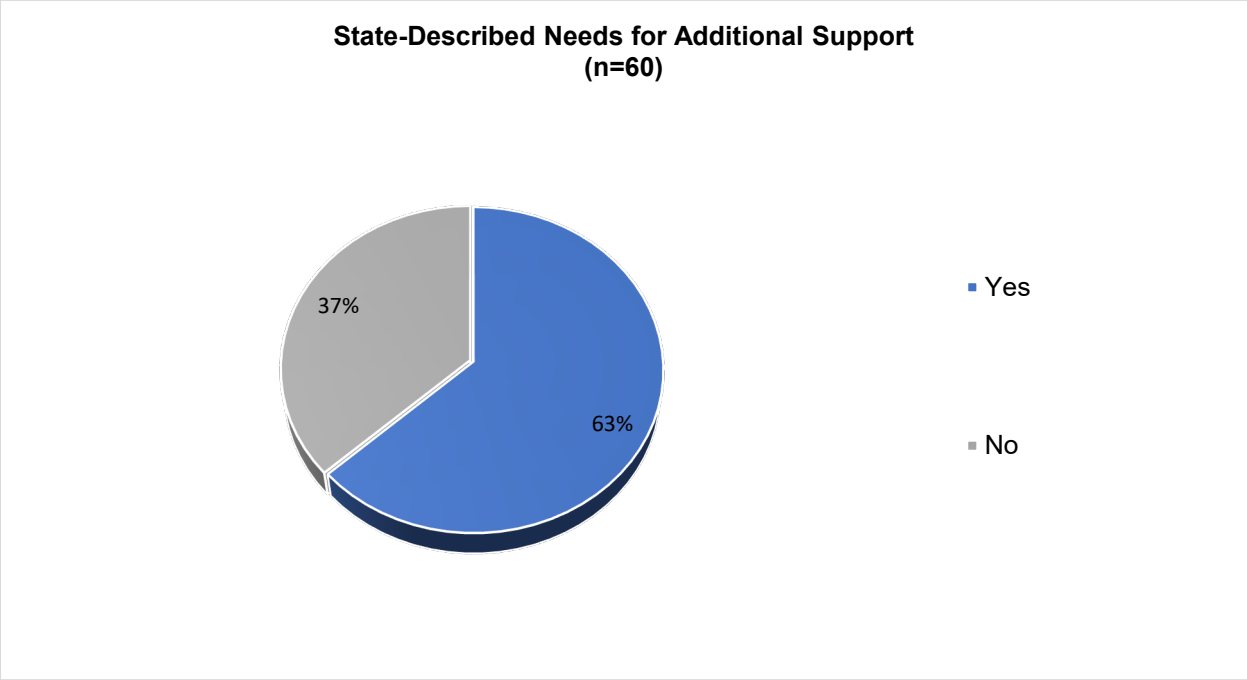
Steps that states will take to address these include the following:

- Providing additional training and coaching supports and working with national TA centers to build capacity among LEAs and broaden staff expertise in content knowledge, breadth of experiences, and application of new skills.
- Hiring new staff due to turnover and need due to scaling up implementation, providing targeted training for these new staff, and allocating additional state funds to support activities and implementation.
- Documenting policies, procedures and action plans for timely data collection and usage; using valid and reliable data and feedback loops to make informed decisions and programmatic improvements.
- Spreading awareness and authentic engagement of the SSIP activities by collaboratively working with key stakeholders to ensure solutions are workable in the implementation environment.
- Collaborating with LEAs and school staff to review data, create an action/implementation plan, and align initiatives.
- Revisiting the value of previous efforts and considering lessons learned.

- Increasing focus on using data for accountability and compliance policies.

Technical Assistance Needs
Thirty-eight states (63%) indicated that they need additional resources, supports, or TA (Figure 41).

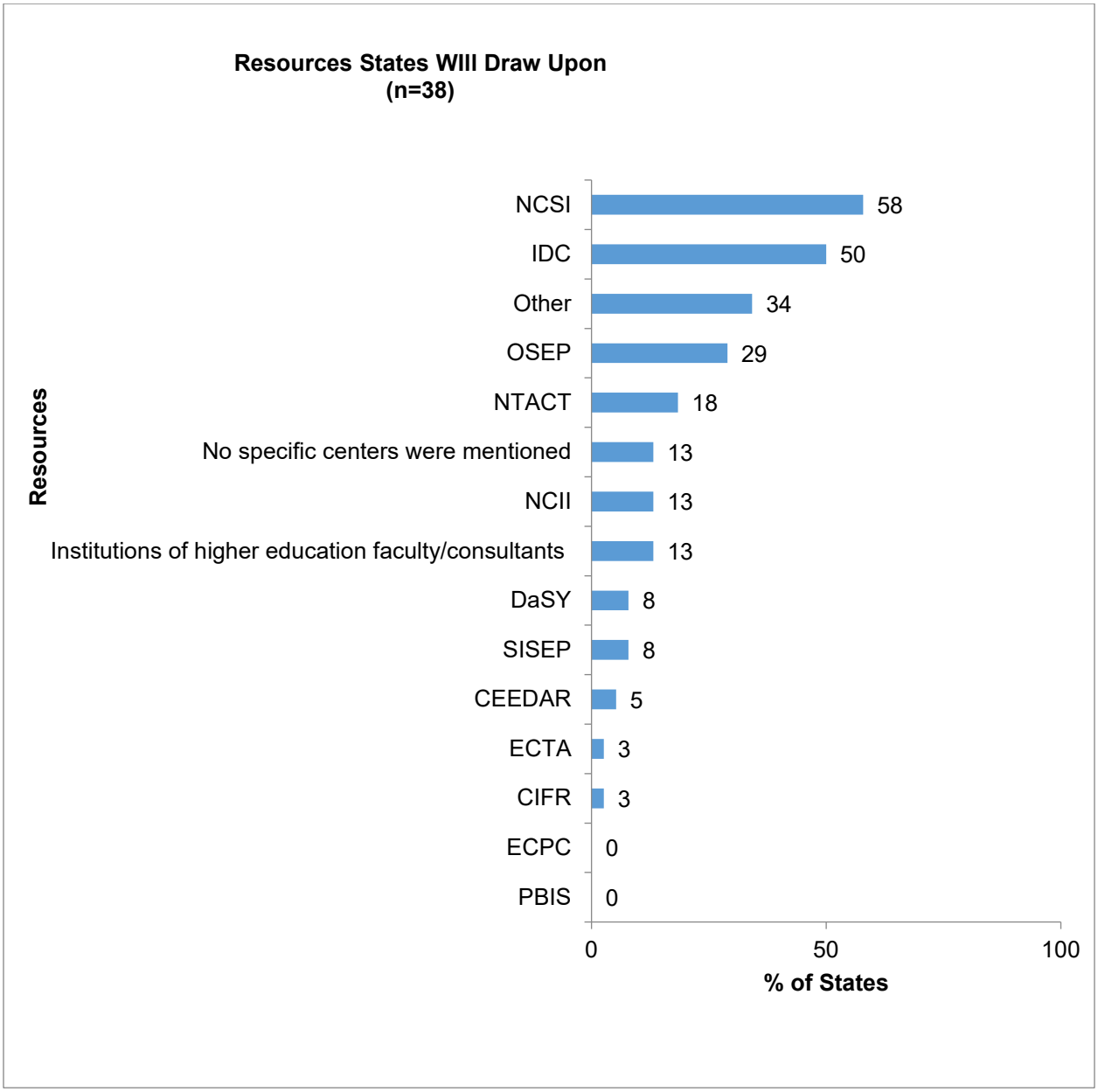
Figure 41



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

- National Center for Systemic Improvement (22 states, 58%)
- IDEA Data Center (19 states, 50%)
- Office of Special Education Programs (11 states, 29%)
- National Technical Assistance Center on Transition (7 states, 18%)
- National Center on Intensive Intervention (5 states, 13%)

Figure 42

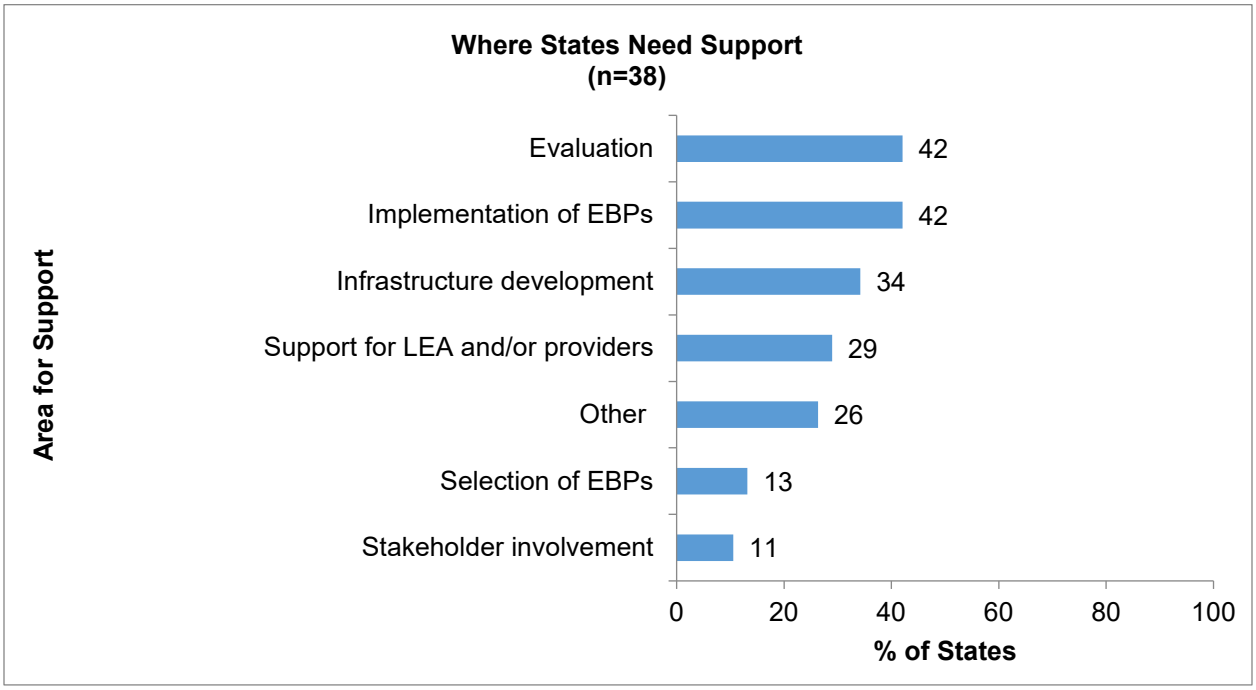


In addition to those resources indicated in Figure 42, other resources that states plan to draw upon include the State Improvement Grant (SIG) Network, the Center for Integration of IDEA Data, the National Center on Educational Outcomes, the National Center for Pyramid Model Innovations, the National Center on Improving Literacy, as well as private and local providers.

These 38 states (63%) that indicated needing additional supports and TA expressed needs in several areas. The most frequently mentioned areas in need of assistance were implementation of EBPs (16 states, 42%) and evaluation (16 states, 42%) (Figure

43). Infrastructure development (13 states, 34%) and supports for LEAs and/or their service providers (11 states, 29%) were also identified as areas of need. Five states (13%) indicated that they needed support in identifying EBPs, and four states (11%) reported a need with stakeholder involvement.

Figure 43



Other areas where states would benefit from support include scaling up the SSIP, implementation and improvement science, using screening measures in behavior and academics, engaging in quality review processes for data being collected and analyzed, and developing the capacity of stakeholders and SEA, and several states mentioning the need for general, non-specific support.

CONCLUSION

This analysis of Phase III-Year 3 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 TA 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 fourth year that states reported on whether they met their SIMR targets, with 32 percent (19 states) having met their targets for this year of reporting (2019 submission). In the prior three years, 45 percent (2016 submission), 48 percent (2017 submission) and 40 percent (2018 submission) 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
Connecticut	2	2	2	1	3	1	3	2
Delaware	2	2	2	3	3	2	3	2
Indiana	3	3	2	1	2	2	3	2
Mississippi	2	3	3	3	3	1	3	3
New Mexico	2	2	3	2	2	1	3	2
South Dakota	2	2	3	2	3	2	3	2
Total % inter-rater reliability by Item	**72%**	**78%**	**83%**	**67%**	**89%**	**50%**	**100%**	**72%**

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 ranged from 78-100% on three items and 50-72% on four items. The overall inter-rater reliability was 76%.

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.”