

2015 PART B SPP/APR INDICATOR ANALYSIS BOOKLET

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

INDICATOR 1: 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 2013 Annual Performance Reports (APRs) and amended State Performance Plans (SPPs), which were submitted by states to OSEP in February of 2015. The text of the indicator is as follows:

Percent of youth with IEPs graduating from high school with a regular 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 must report using the adjusted cohort graduation rate required under the ESEA." 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 2013 APR, use data from the 2012-2013 school year), and compare the results to the target." States were also instructed to provide the actual numbers used in the calculation. Additional instructions were 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 why." Finally, states' performance targets were to be the same as their annual graduation rate targets under Title I of the ESEA.

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 2009-10 school year and graduating by the end of the 2012-13 school year.

of cohort members receiving a regular HS diploma by end of the 2012-13 school year

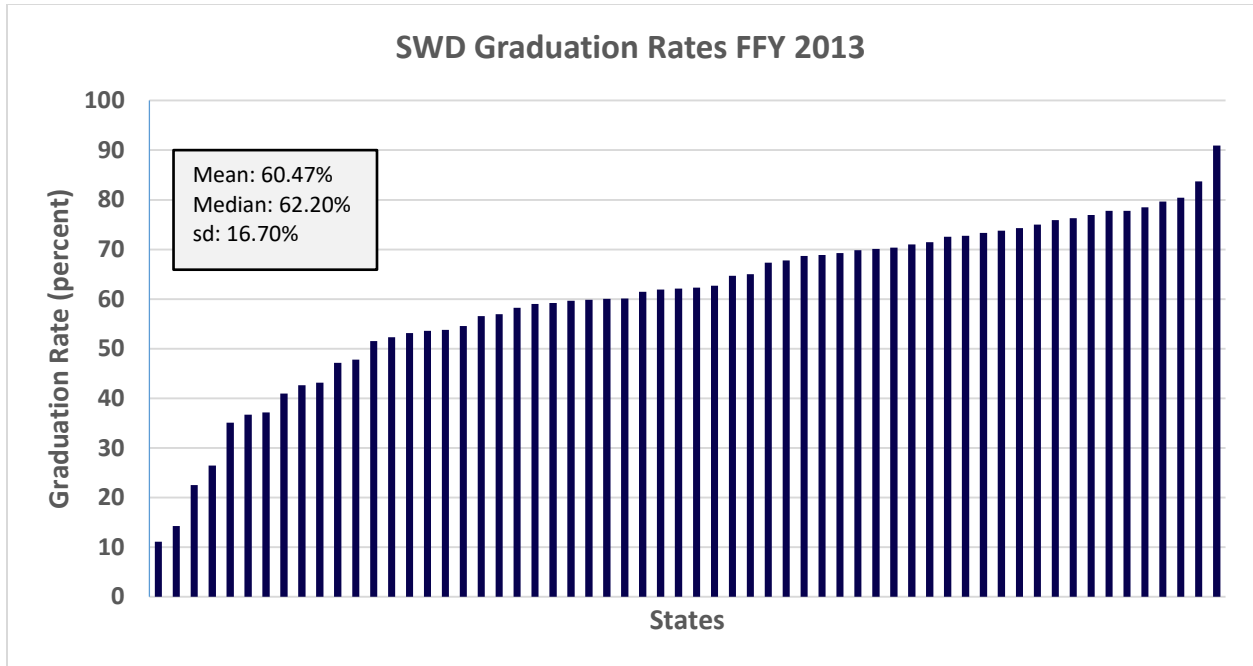
of first-time 9th graders in fall 2009 (starting cohort) + transfers in – transfers out – emigrated out – deceased during school years 2009-10 through 2012-13

States may obtain permission from the US Department of Education to 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.). Because students with disabilities and students with limited English proficiency face additional obstacles to completing their coursework and examinations within the standard four-year timeframe, the use of such 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. It should be noted that states are prohibited from using this provision exclusively for youth with disabilities and youth with limited English proficiency. It is likely that this provision for using extended cohorts will become more important in years to come, as many states have increased their academic credit and course requirements for all students to graduate. In the states that reported data for a five-year graduation cohort, most showed an increase above the four-year rate of approximately 5%.

STATES' PERFORMANCE ON THE INDICATOR

Figure 1 shows the four-year adjusted cohort graduation rates for the states. These ranged between 11.11% and 90.91% with a mean of 60.47%, a median value of 62.20%, and a standard deviation of 16.70%. It must be noted that in states with very low numbers of youth with disabilities, one or two students can have a drastic effect on the graduation (and dropout) rate.

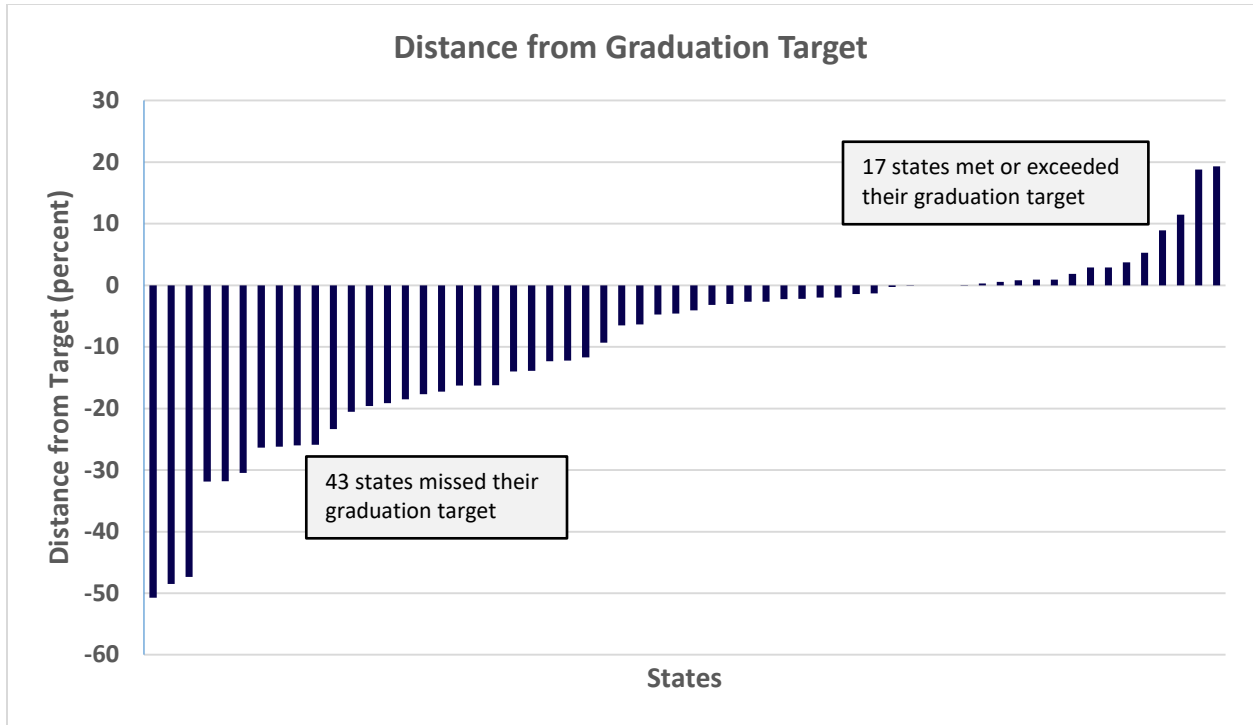
Figure 1



COMPARISON TO TARGETS

In FFY 2013, states' targets for improvement ranged from 14.0% to 90.0%. The average state target was 70.03% and the median was 74.65%. As shown in Figure 2, 17 states (28%) met or exceeded their FFY 2013 graduation rate targets and 43 states (72%) did not. These results are up from FFY 2012, during which only nine (9) states (15%) met their graduation rate targets. Of the states that achieved or exceeded their target, the mean distance above the target was 4.63% and the standard deviation was 6.32%. Of the states that missed their graduation target, the mean distance from the target was 15.18% and the standard deviation was 13.38%. Twenty-six (26) of the states that met their graduation target for FFY 2013 also met their dropout rate target.

Figure 2

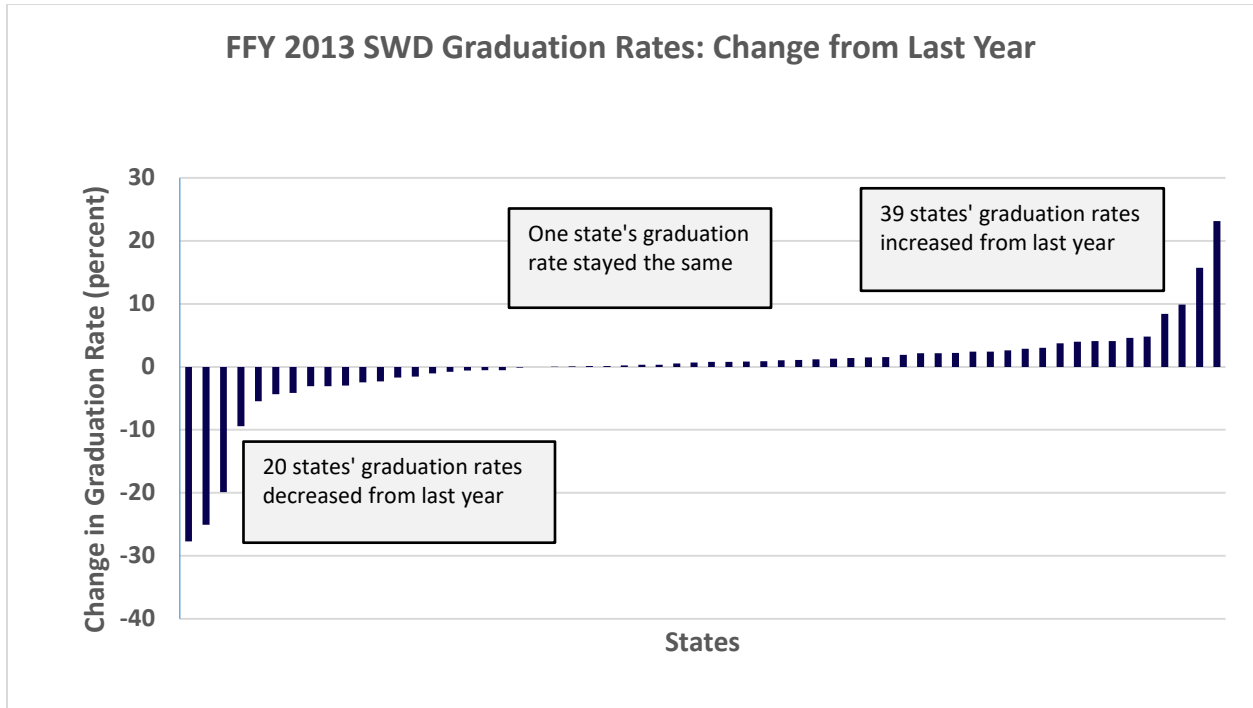


CHANGE IN DATA FROM LAST REPORTING YEAR

Figure 3 shows that 39 states (65%) made progress with graduation, improving their rates on average of 3.06%. The median improvement was 1.58%; the standard deviation was 4.48%. Twenty (20) states (33%) reported a decrease (slippage) in their graduation rates from FFY 2012. The mean amount of slippage in states whose rates decreased was -8.5% with a median of -6.7% and a standard deviation of 8.31%. Graduation rates in one (1) state (2%) were unchanged from FFY 2012.

The majority of states have not been using the now-standard adjusted cohort rate calculation long enough for it to make sense to report long-term changes or trends. Having a uniform method of calculation brings 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. Confounding our ability to make valid comparisons, however, is the considerable variation in graduation requirements across states. Additionally, the dearth of available information about the impact of local, regional and statewide improvement activities hinders our ability to recommend evidence-based practices that will actually improve school-completion outcomes on a statewide scale.

Figure 3



INDICATOR 2: 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 2013 Annual Performance Reports (APRs) and amended State Performance Plans (SPPs), which were submitted by states to OSEP in February of 2015. 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 two options. Option 1 indicates that the data source for Indicator 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 allows states to use the same data source and measurement that they used to report in the FFY 2012 APR. States are instructed to, "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. Data for this indicator are "lag" data." States are further 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 2013 APR, use data from 2012-2013), and compare the results to the target."

Additionally, States are 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 why."

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 2013 APRs were calculated using predominately the OSEP exiter calculation (Option 1) or an event rate calculation (Option 2), though several states employed a cohort-based rate calculation for the indicator.

Event rate calculations, reported this year by the vast majority of states (39 states, or 65%), provide a basic snapshot of a single year's group of dropouts. Most states reported an event rate for students enrolled in grades 9-12, though some states reported using data for grades 7-12 or for youth ages 14-21. 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 39 states was 4.89% (an improvement from last year's mean of 5.9%) and the median was 4.19%.

The next most frequently reported type of calculation for FFY 2013 was Option 1, the OSEP exiter rate (15 states, or 25%). 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 could offer a single, standard measure that would allow comparison of dropout rates across all states, as the §618 exiting data are reported in a standard manner by all states. Figure 2 shows that the mean dropout rate among these 15 states was 19.58% (up from 18.9% in FFY 2012) and the median was 19.4%.

The remaining six (6) states (10%) reported using a cohort-based method, 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. Six (6) states (10%) reported a cohort-based dropout rate this year. Figure 3 shows the distribution of cohort-based dropout rates. The mean rate for this group of states was 13.62% (down from 14.0% in FFY 2012) with a median of 15.74%.

As noted above, Figures 1 – 3 show states' dropout rates, based on the method of calculation employed for the FFY 2013 APR (using SY 2012-13 data). Please note that the Y-axis (vertical axis) scales differ among these three figures.

Figure 1

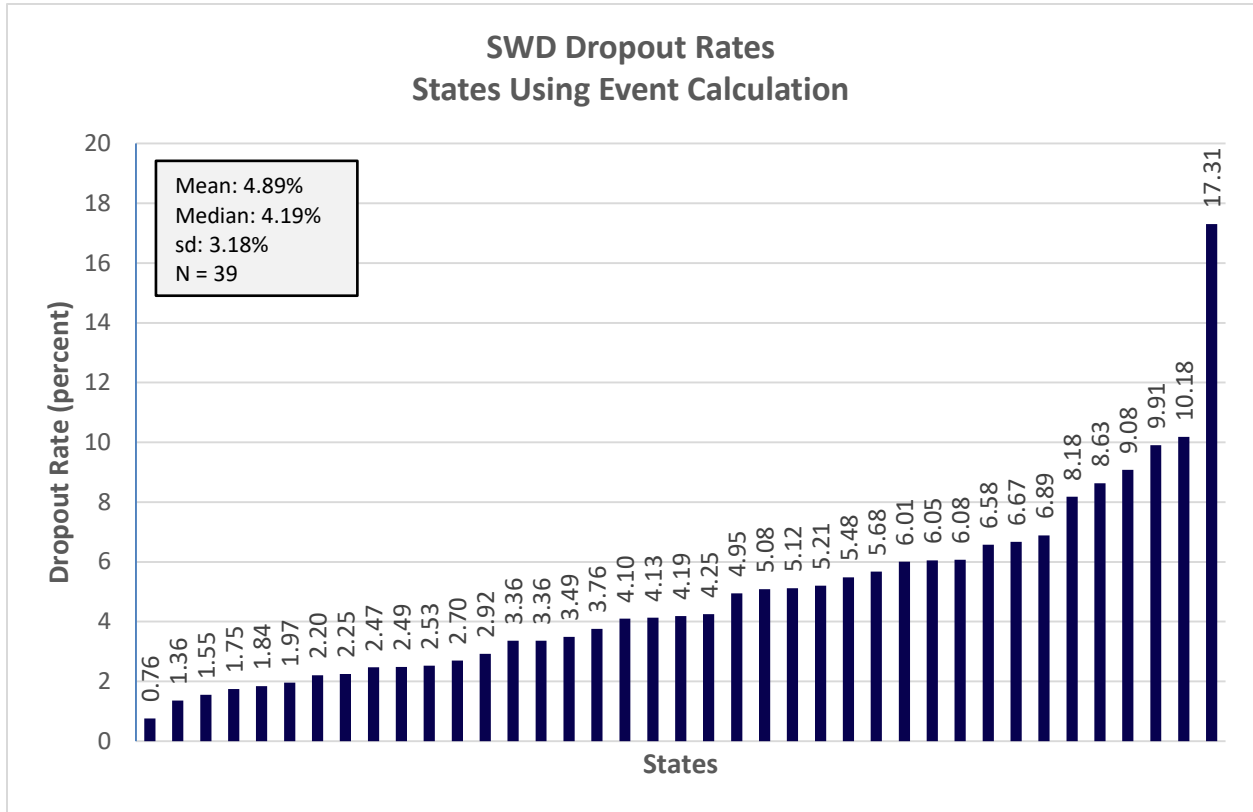


Figure 2

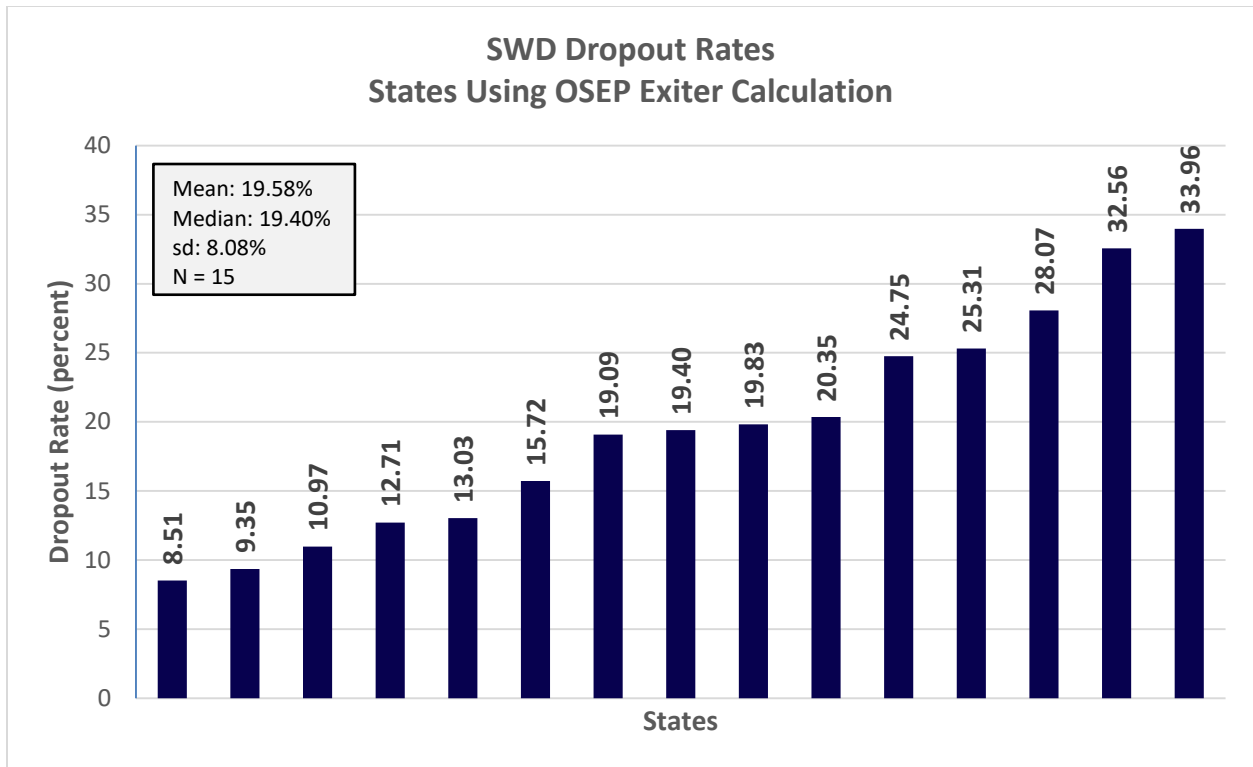
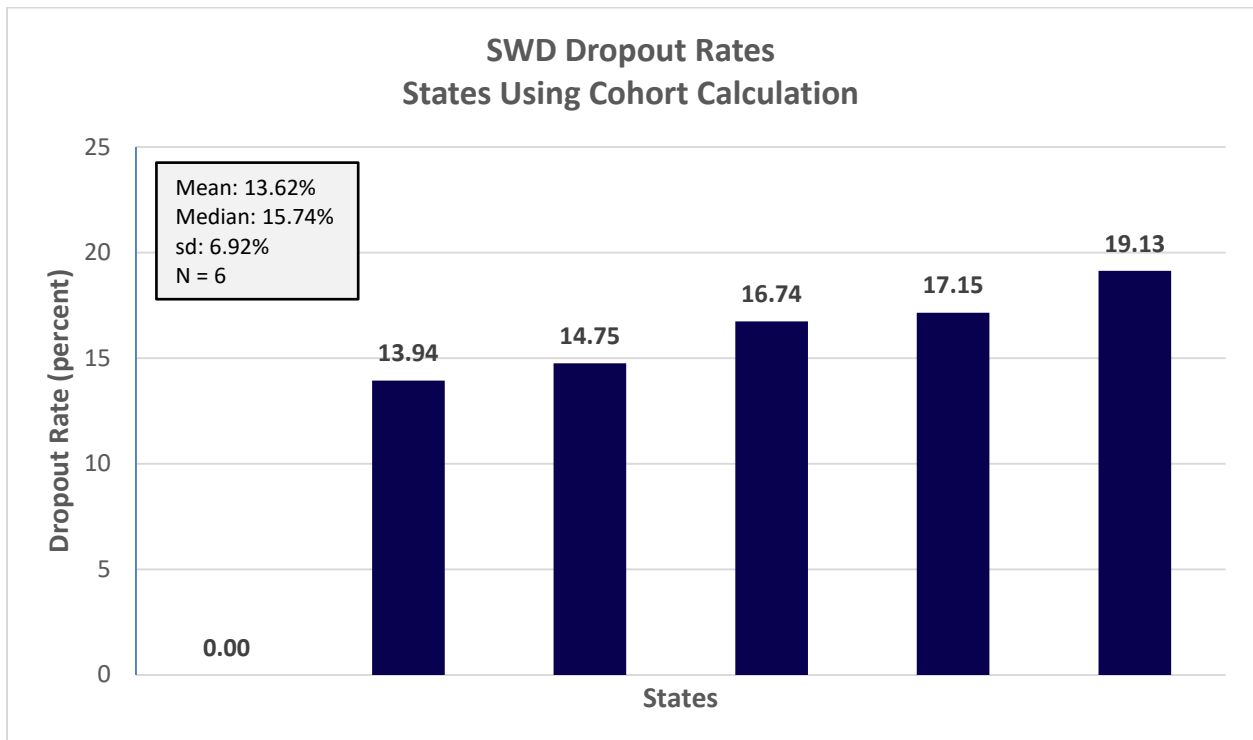


Figure 3

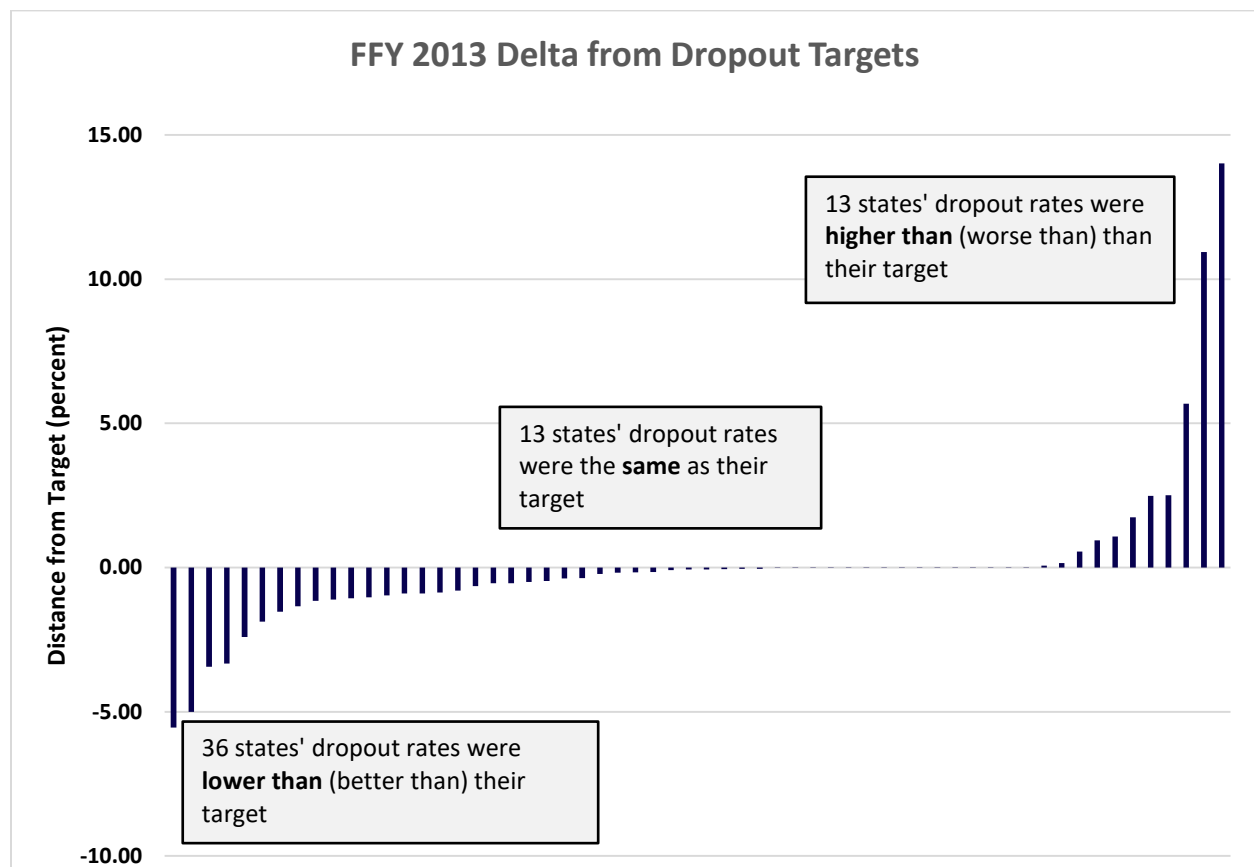


STATES' PERFORMANCE ON THE INDICATOR

Because states are not required to specify dropout-rate targets under ESEA, they have continued using their SPP targets for improvement. In FFY 2013, 49 states (82%) met their SPP performance target for Indicator 2 and 11 states (18%) missed their target.

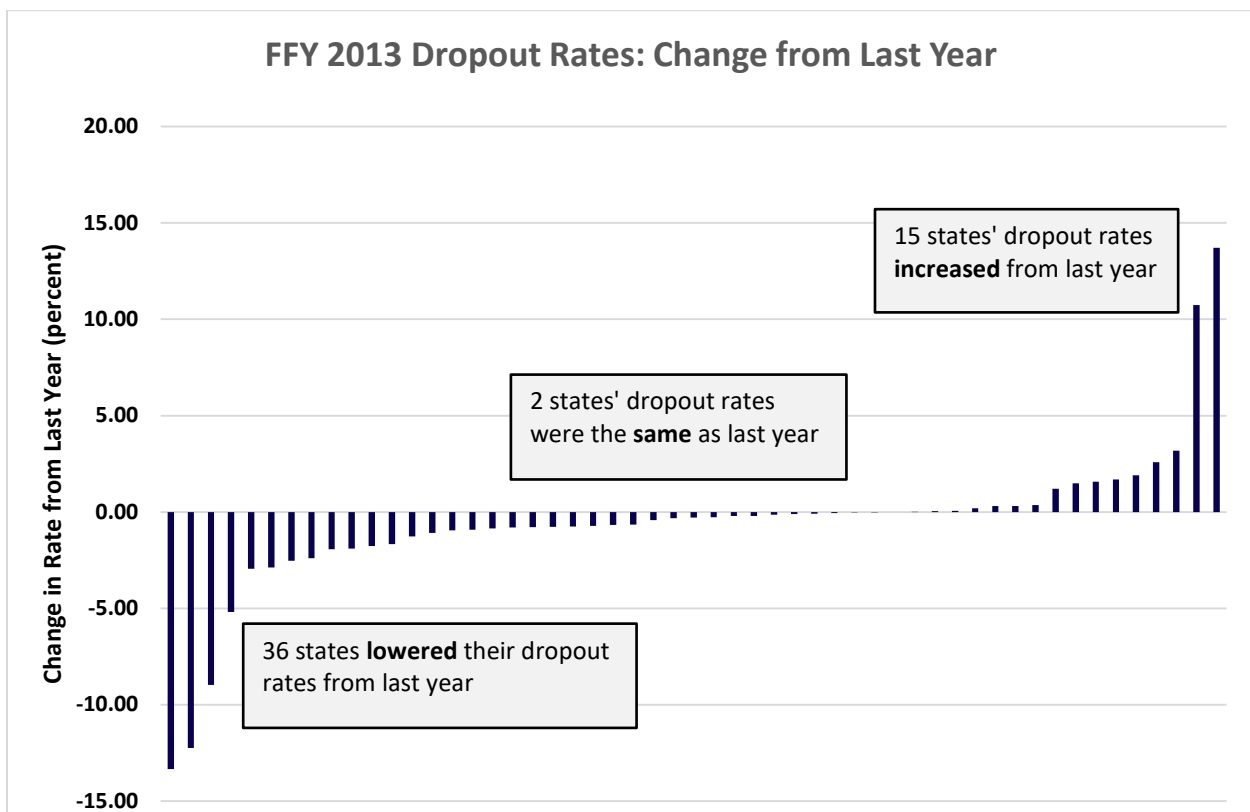
Over the years of the SPP, states have generally improved at setting realistic, achievable targets for improvement. Most states' performance was quite close to the target they had set, regardless of whether they met or missed that target. As shown in Figure 4, fifty (50) states were within plus or minus two (2) percentage points of their stated target. The mean amount by which states outperformed their target was -8.72% (median -0.07%); the mean amount by which states missed their dropout target was 4.83% (median 1.75%). Figure 4 shows the amount by which each state surpassed or missed its dropout rate target. Note: to meet the target on this indicator, a state must be at or below the dropout rate target value specified in their SPP.

Figure 4



As illustrated in Figure 5, 36 states (60%) made progress (improved from 33 in FFY 2012), lowering their dropout rate. The mean amount by which these states lowered their dropout rates was -1.95% , with a median value of -0.80% . In FFY 2013, 15 states (25%) experienced slippage and saw dropout rates increase. The mean amount of increase in these states' dropout rate was 2.62% , with a median value of 1.48% . In two (2) states (3%) dropout rates remained unchanged from the previous year. Finally, seven (7) states (12%) changed their measurement and were not able to report the degree of change from last year.

Figure 5



Twenty-four (24) states have five or more years of continuous dropout data, meaning that they maintained consistent measurement and calculation of dropout rates during that period of time. Eleven (11) states set their baseline for dropout in 2005; two (2) states in 2006; nine (9) states in 2008; and two (2) states in 2009. Figures 6 through 9 provide a historical look at those states' dropout rates, beginning with the year they set a baseline through FFY 2013. The remaining states have five or fewer years of comparable dropout data and, consequently, are not charted in this summary. Eight (8) states set new baselines in FFY 2013.

Figure 6

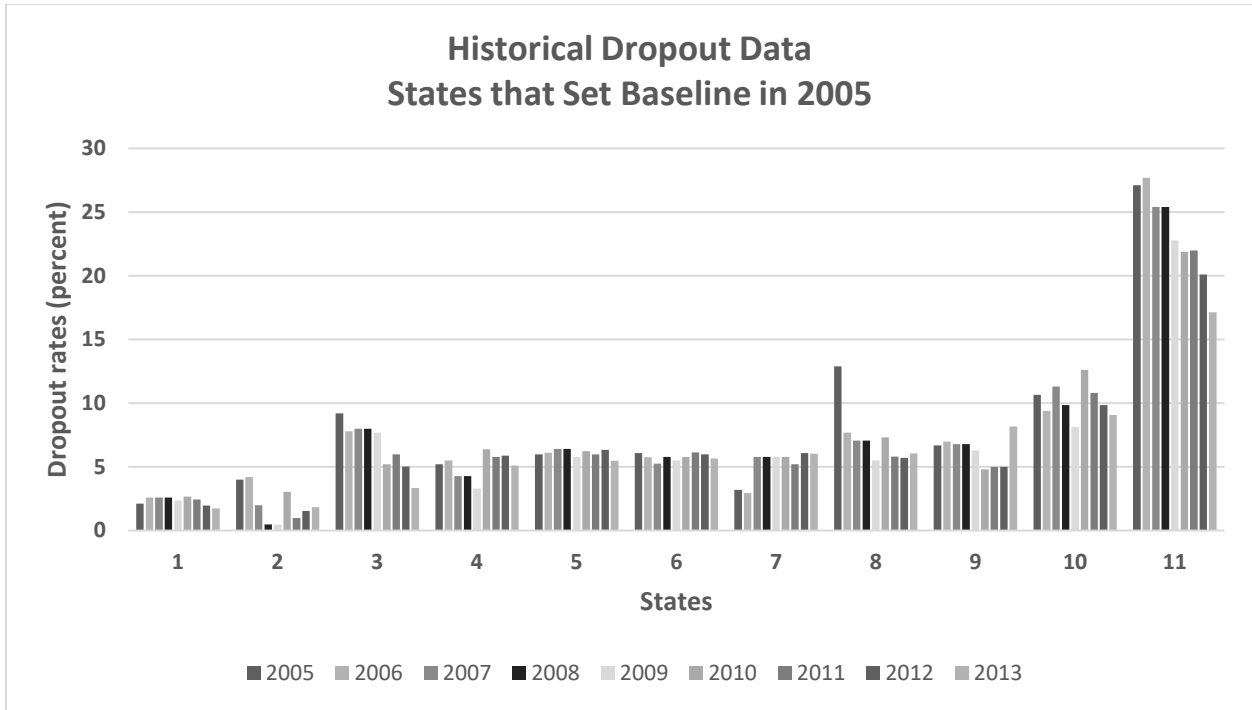


Figure 7

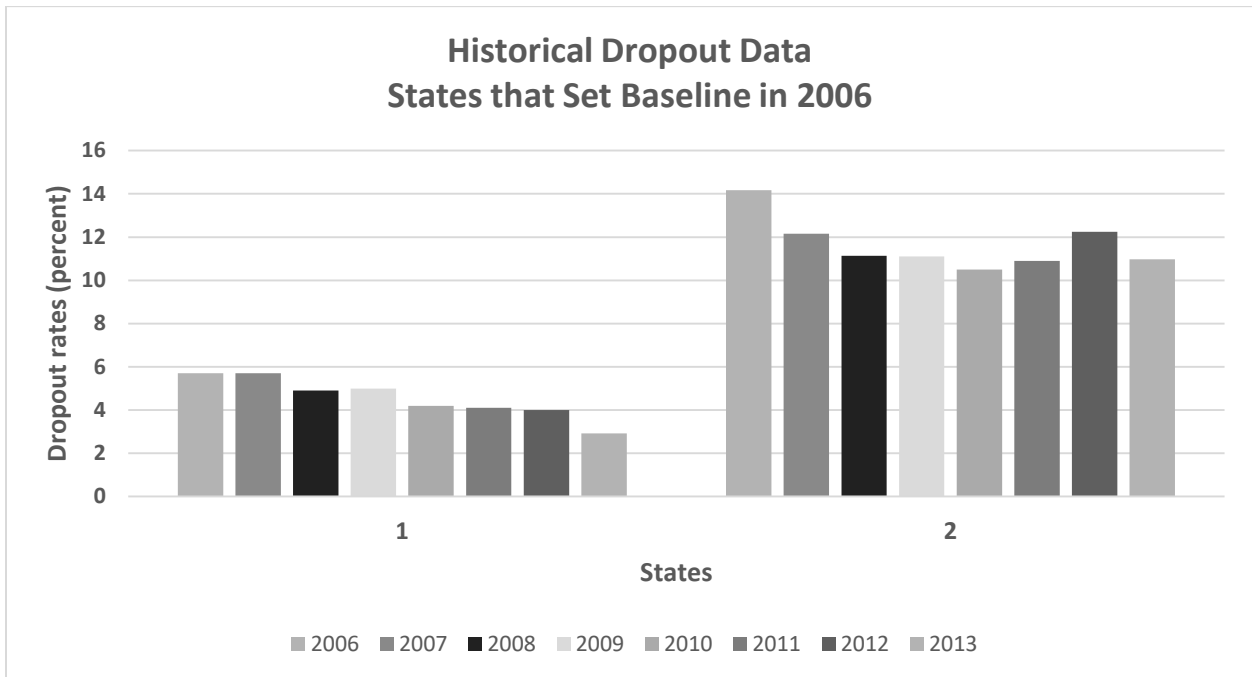


Figure 8

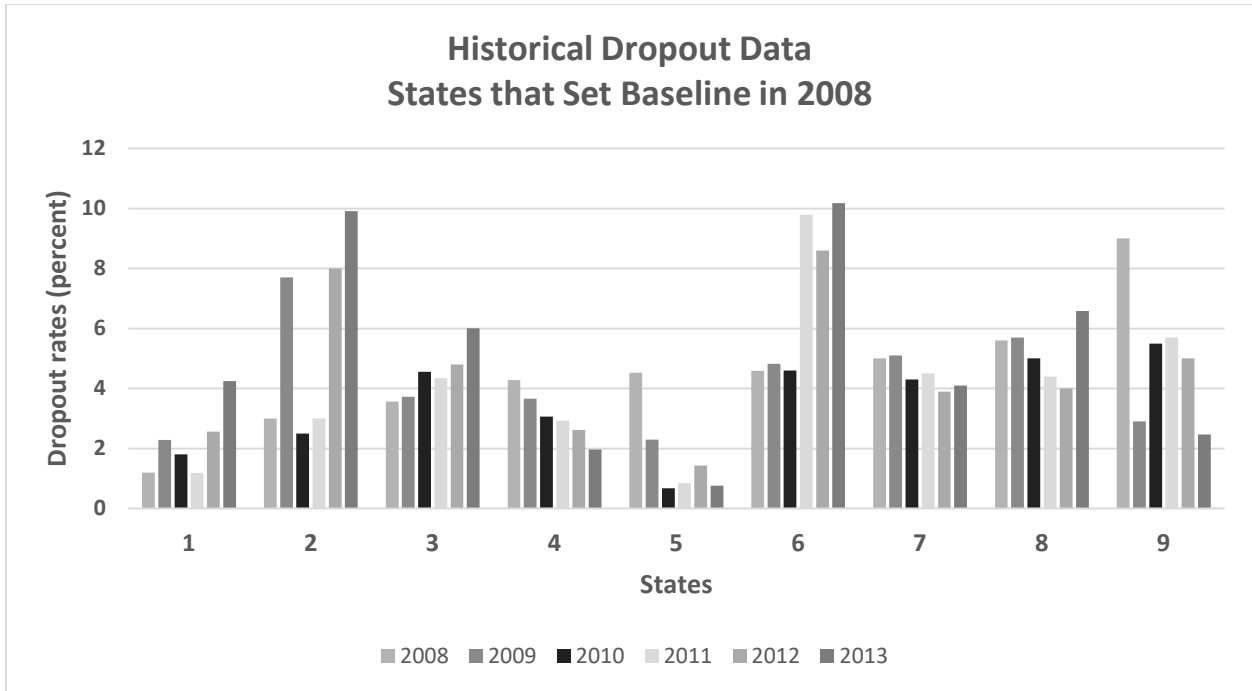
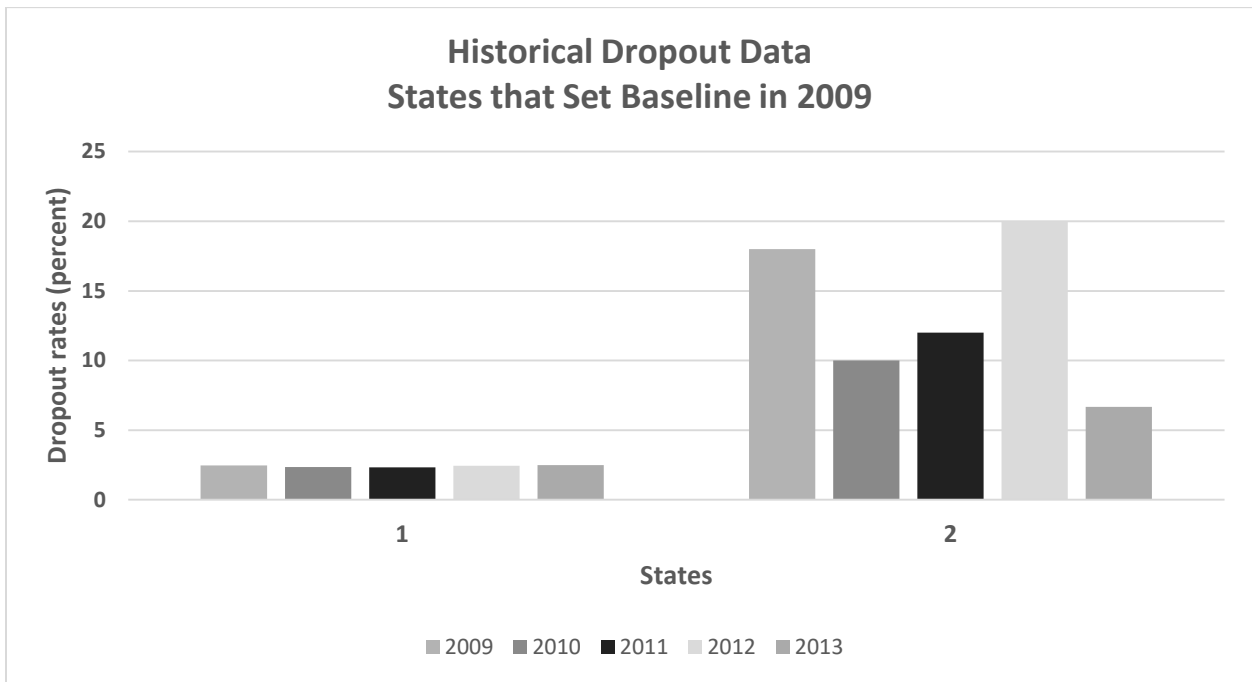


Figure 9



INDICATOR 3: ASSESSMENT

Prepared by the National Center on Educational Outcomes (NCEO)

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 includes a measure of the extent to which districts in a state are meeting the Elementary and Secondary Education Act (ESEA) Adequate Yearly Progress (AYP) or Annual Measureable Objective (AMO) targets for students with disabilities.

Indicator 3 information in this report is based on Annual Performance Report data from 2013-2014 state assessments. States submitted their data in July 2015 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 (a) percent of those districts that meet the minimum “n” size for the disability subgroup meeting AYP/AMO targets for the disability subgroup, (b) state assessment participation of students with Individualized Education Programs (IEPs), and (c) 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 (or overall for AYP/AMO) across grades 3 through 8, and one tested grade in high school. Because states disaggregated data to varying degrees, not all states are represented in all data summaries. For example, some states disaggregated by grade or grade band, or provided only information summed across grades for participation, performance, or both participation and performance. For AYP/AMO, some states provided this information only by content area, which could not be aggregated to an overall AYP/AMO rate.

DATA SOURCES

We obtained APRs used for this report from the TA&D Network Workgroup website in July 2015. We entered data into working documents from original APR submissions and then we verified all data using APRs made available in that month. In instances of disagreement, we used data from states’ APRs for analyses. For the summaries in this report, we used only the data that states reported in their APRs for 2013-2014 assessments.

METHODOLOGY & MEASUREMENT APPROACHES

Three components comprise the data in Part B Indicator 3:

- 3A is the percent of districts with a disability subgroup that meets the state's minimum "n" size that meet the state's AYP/AMO targets for the disability subgroup
- 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, modified, 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 grade bands only, or both. 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.

PERCENT OF DISTRICTS MEETING STATE'S ADEQUATE YEARLY PROGRESS/ANNUAL MEASURABLE OBJECTIVE TARGETS (COMPONENT 3A)

Component 3A allows states to select either AYP data used for accountability reporting under Title I of ESEA or AMO data used for accountability reporting under Title I of ESEA as a result of ESEA flexibility.

AYP percent is defined for states as:

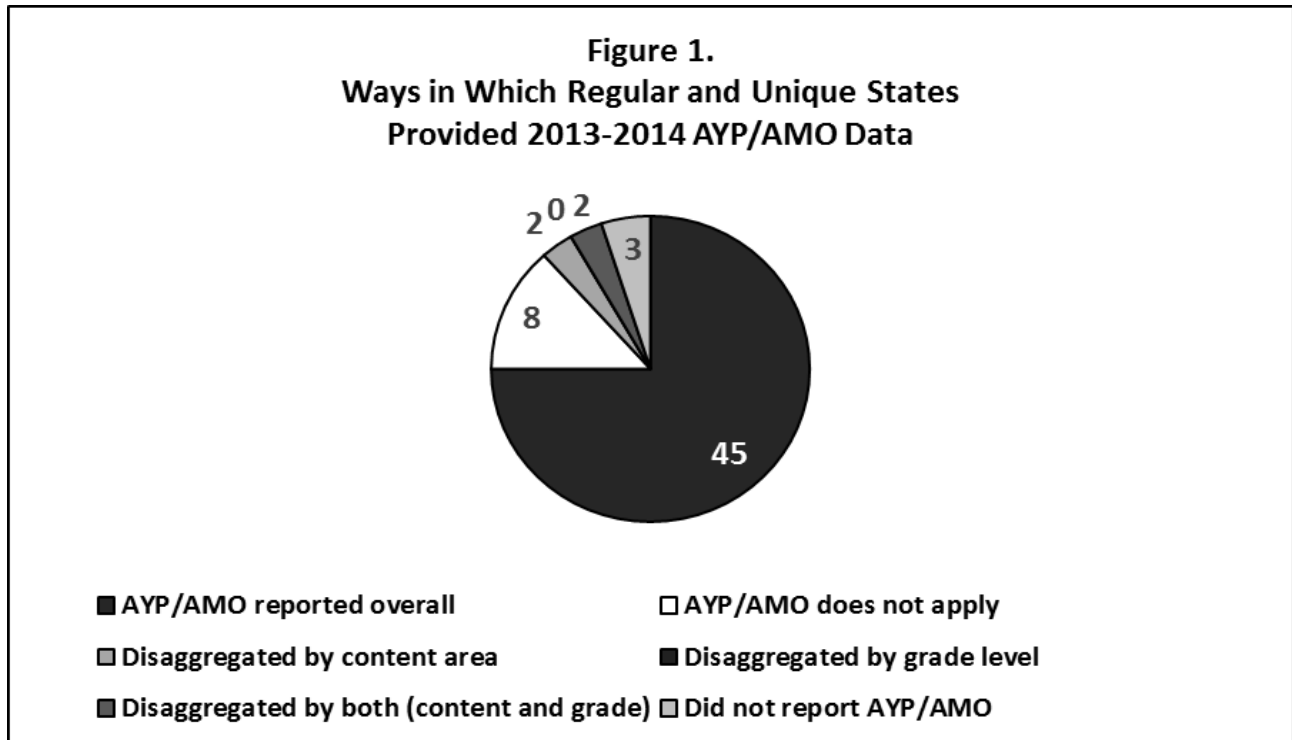
AYP Percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

AMO percent is defined for states as:

AMO Percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup) divided by (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

Figure 1 shows the ways in which regular and unique states provided 2013-2014 AYP/AMO data on their APRs. Forty-five regular states reported AYP/AMO data in their APRs in a way that the data could be aggregated across states. Seven unique state

entities indicated that AYP/AMO requirements of ESEA did not apply to them; one regular state indicated that AYP/AMO did not apply because that state comprises a single district. Two states provided data broken down by content area, and zero did so by grade level. Two states provided data broken down both ways. Because the AYP/AMO indicator is across content areas, the data from these four states were inappropriate for Indicator 3A. Three states did not report AYP/AMO data.



Six-Year Trend for Indicator 3A

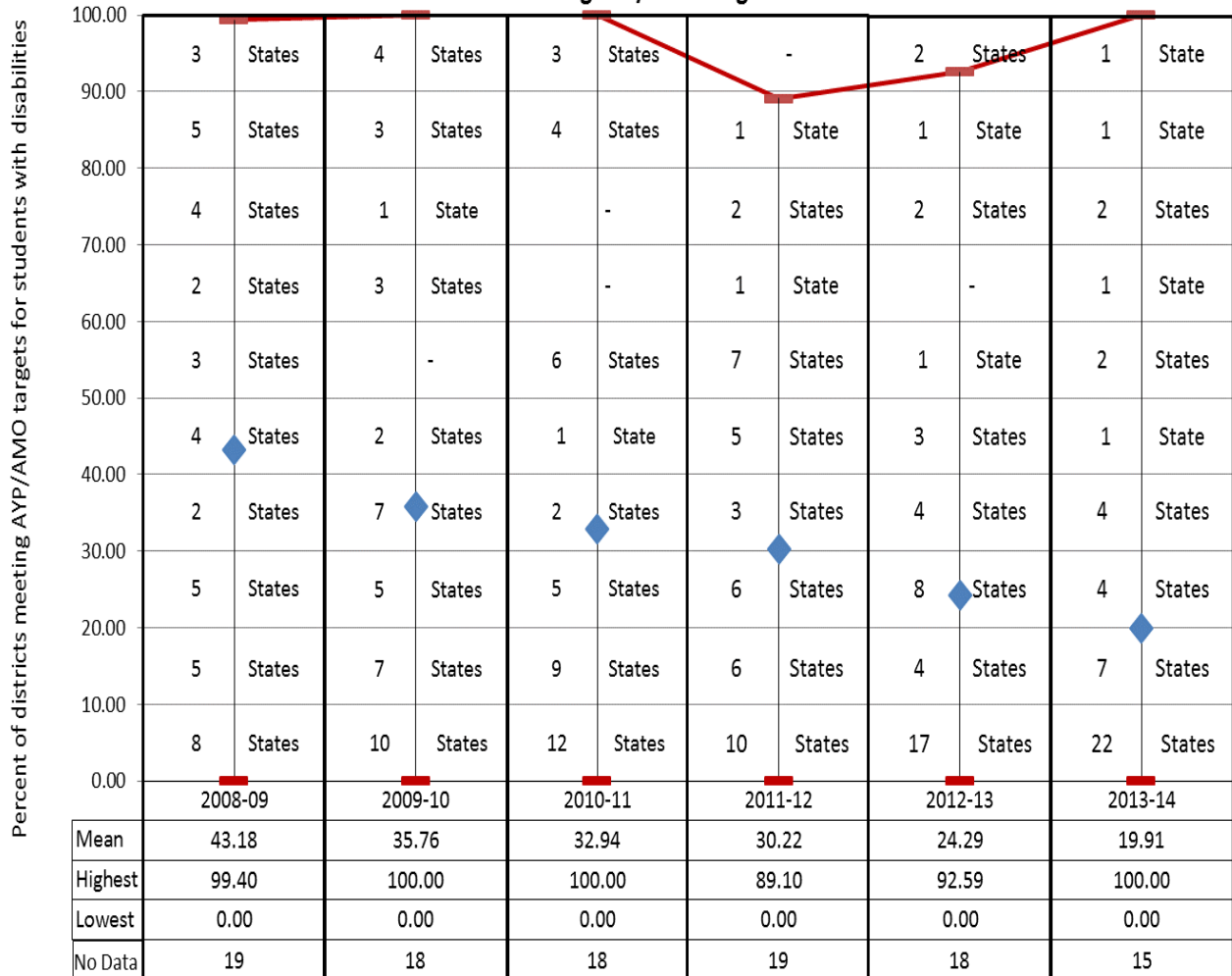
Figure 2 shows the six-year trend for states' percentages of districts meeting AYP/AMO targets when they have disability subgroups that meet their states' minimum "n" size. The number of states reporting sufficient data to be included in this review has increased since School Year (SY) 2008-2009, when there were 41 states, to a high of 45 states in SY 2013-2014. The mean percent of districts at or above AYP/AMO targets has decreased over time, from less than half (43.18%) in SY 2008-2009 to a low of under 20% in SY 2013-2014. Part of the reason that the 2013-2014 percentage was low may be due to the fact that 16 states had 0% of their districts at or above the AYP/AMO target, and six more states had between 0.80% and 8.60% of districts at or above the AYP/AMO target. Further, in 2013-2014, only one state had 100% of districts at or above the AYP/AMO target, and only two states had percentages in the top two deciles (100% and 86.10%).

When comparing the number of states having data above or below the mean AYP/AMO across the six years, there seems to be a trend that more states have AYP/AMO district percentages below the mean. In other words, in all six years, more states had below-average AYP/AMO percentages, from about 54% (2008-2009 and 2011-2012) to about 67% (2009-2010) of the states reporting data.

Figure 2.

Trends - Six Years of Indicator B3A Data:

Percent of districts meeting AYP/AMO targets for students with disabilities

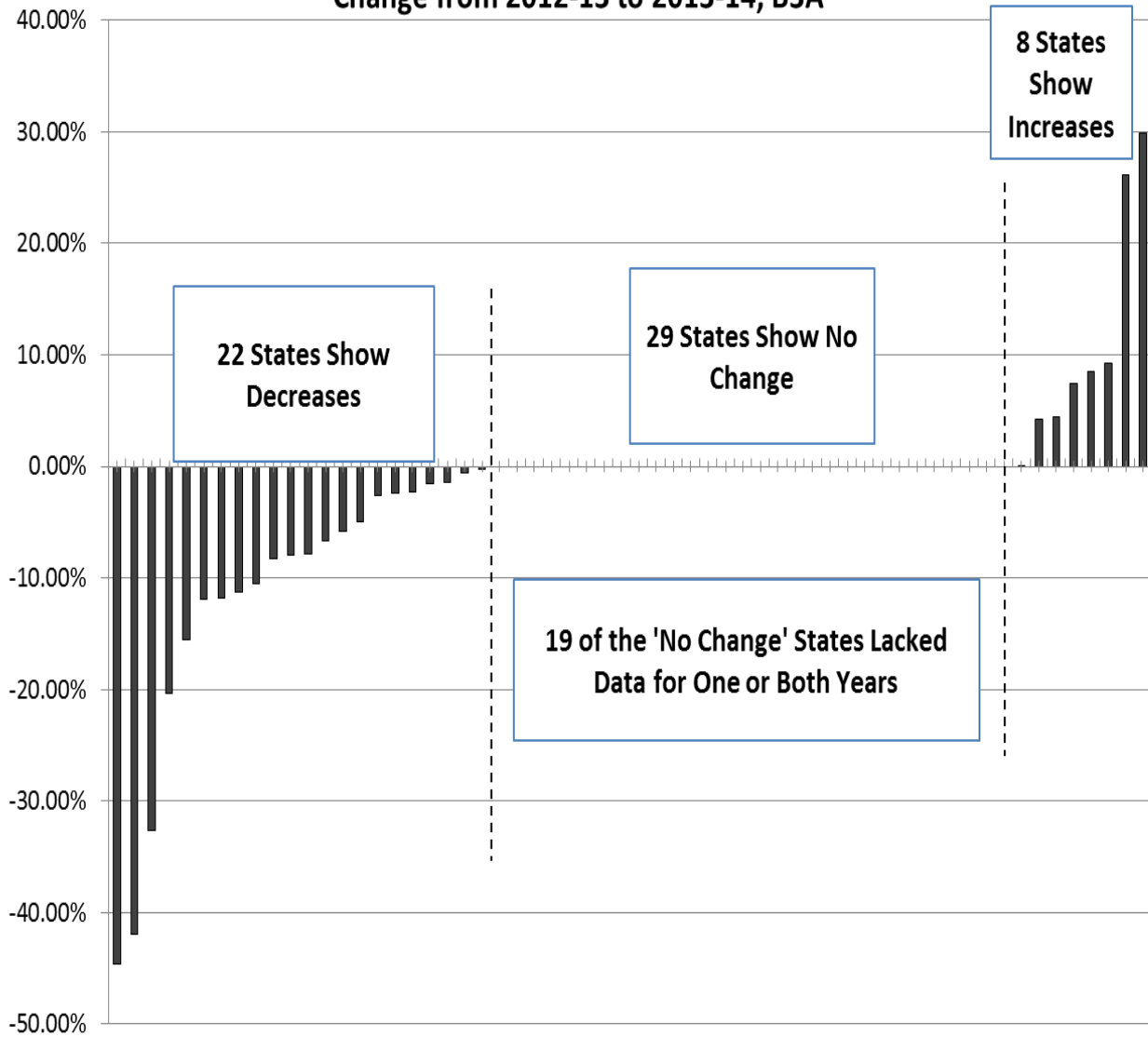


When viewing the number of states in the 10% intervals (or deciles) in Figure 2, the largest change seems to be in the 0-10% interval, where about 20-49% of states (between 8 and 22 states) reporting data tended to score during SY 2008-2009 through SY 2013-2014. Part of this increase in the number of states in the lowest interval can be attributed to an increase in the number of states reporting that 0% of their districts met the AYP/AMO target, which was the case for only one state in SY 2008-2009. Between two and four states had 0% in most of the years since then – in 2009-2010, 2010-2011, and 2011-2012. But then, in 2012-2013, there were nine states with 0% of their districts meeting AYP/AMO targets, and this increased to 16 states in 2013-2014.

Year-to-Year Comparison for Indicator 3A

Thirty-eight regular states and two unique state entities reported overall information for AYP/AMO in 2012-2013 and 2013-2014 that could be used in cross-year data comparisons. Eight of the unique state entities, and 12 regular states, did not report AYP/AMO data for both years. Of the 38 states, eight showed year-to-year increases, from last year's data to this year's data, ranging from 0.03% to 29.91%, with an average of 11.24% increase, and a median of 7.94%. In other words, 11% of the states providing data evidenced an increase in districts meeting AYP/AMO targets for students with IEPs, and six of those eight states exceeded the previous year's data by less than 11%; the other two states exceeded by about 26% and 30%. Year-to-year decreases were experienced by 22 states, ranging from 0.24% to 44.66%, with an average of 11.52%, and a median of 7.90%. In other words, 55% of the states providing data had data lower than the previous year's data, and 15 of those 22 states were lower by less than 11.5%; the other seven states were lower by about 11.8% to 44.7%. Ten states with data for 2012-2013 and 2013-2014 experienced no change in the percent of districts meeting AYP/AMO across the two years. One state reported data by grade level or by content area in at least one of the last two years, and 19 states were missing specific data points, making comparable change observations not possible for 20 states' data. Figure 3 shows the comparisons between 2012-2013 and 2013-2014 data.

**Figure 3:
Change from 2012-13 to 2013-14, B3A**



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

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

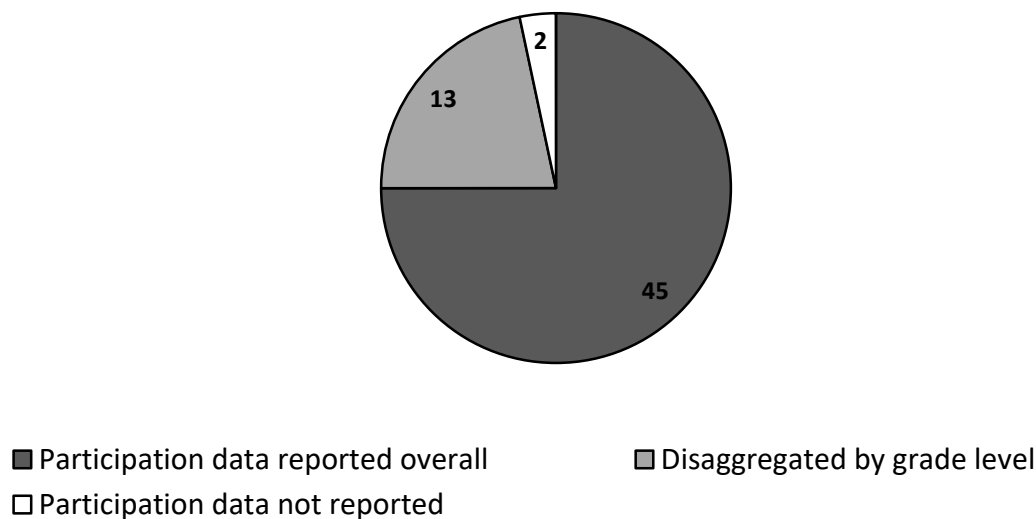
The participation rate for children with IEPs includes children who participated in the regular assessment with no accommodations, in the regular assessment with accommodations, in the alternate assessment based on grade-level achievement standards, in the alternate assessment based on modified achievement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

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

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

Figure 4 shows the ways in which regular and unique states provided 2013-2014 participation data for reading and mathematics on their APRs. Thirty-seven regular states and ten unique state entities provided data summarized into single points for mathematics and for reading. Thirteen regular states reported participation data in their APRs in a way that the data could not be compared across states. Specifically, the 13 states provided data disaggregated by grade, into either grade-by-grade data points (for each of grades 3 to 8 and grade 10), or into grade level, for elementary, middle school, and high school. Two states failed to report participation data, including one regular state and one unique state entity.

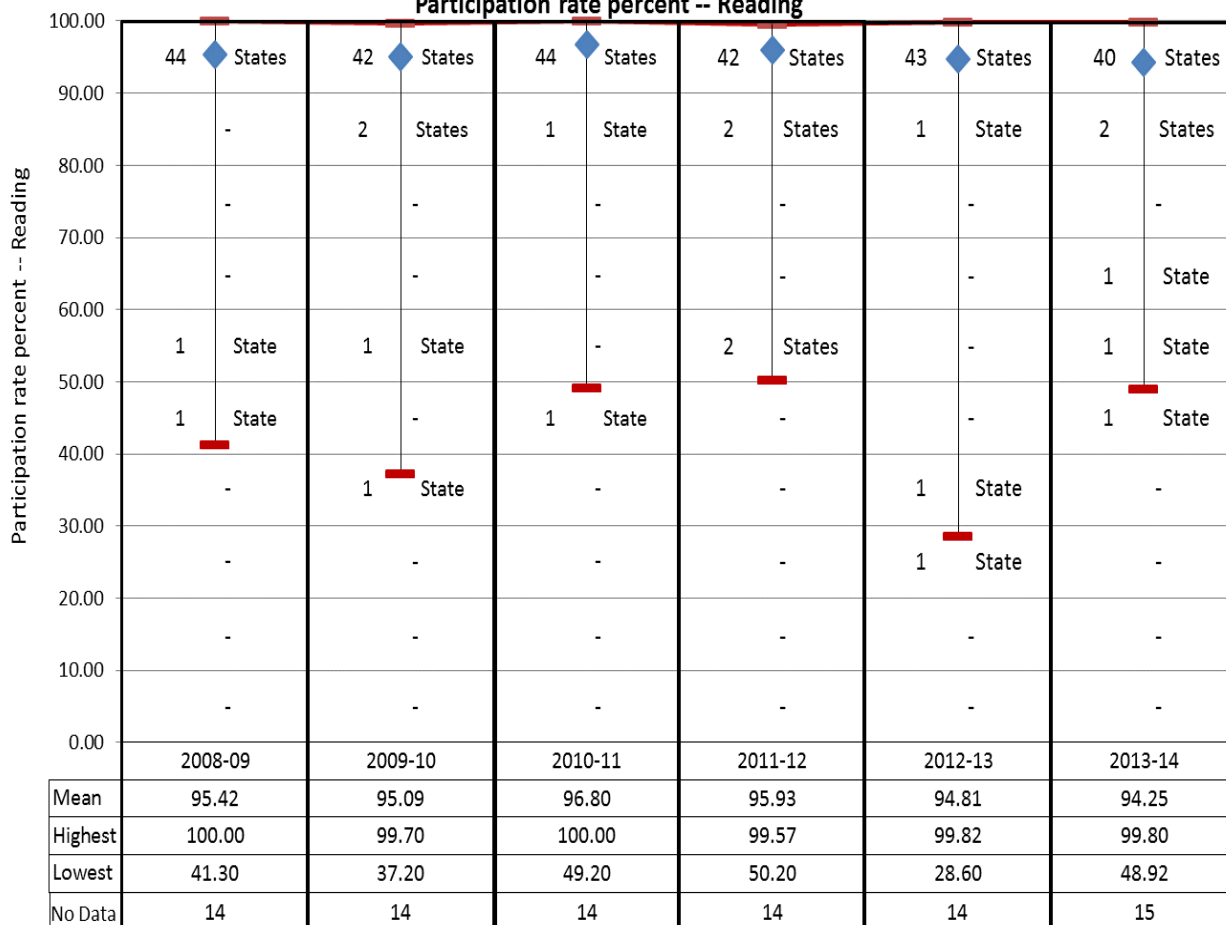
**Figure 4.
Ways in Which Regular and Unique States
Provided 2013-2014 Participation Data**



Six-Year Trend for Indicator 3B Reading

Figure 5 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 remained constant, with the typical being 46 states -- in five of the six years -- and the lowest being 45 (in 2013-2014). The difference in the way that these data were reported for this year's report and last year's report was that some states (between 6 and 14 fewer states in the current report, depending on the year) reported the raw data (by grade) for calculating the overall participation, yet did not complete that calculation of overall participation in their APRs. Of those states that provided the overall reading participation data points, the average participation rate across years was 95.38%, with the highest average of 96.80% (in 2010-2011) and the lowest average of 94.25% (in 2013-2014). The average highest reading participation rate (across the states) was 99.82% and the average lowest participation rate was 42.57%. The highest participation rate for any single state was 100.00%, occurring in both 2008-2009 and 2010-2011, and the lowest was 28.60%, occurring in 2012-2013.

Figure 5.
Trends - Six Years of Indicator B3B Data:
Participation rate percent -- Reading

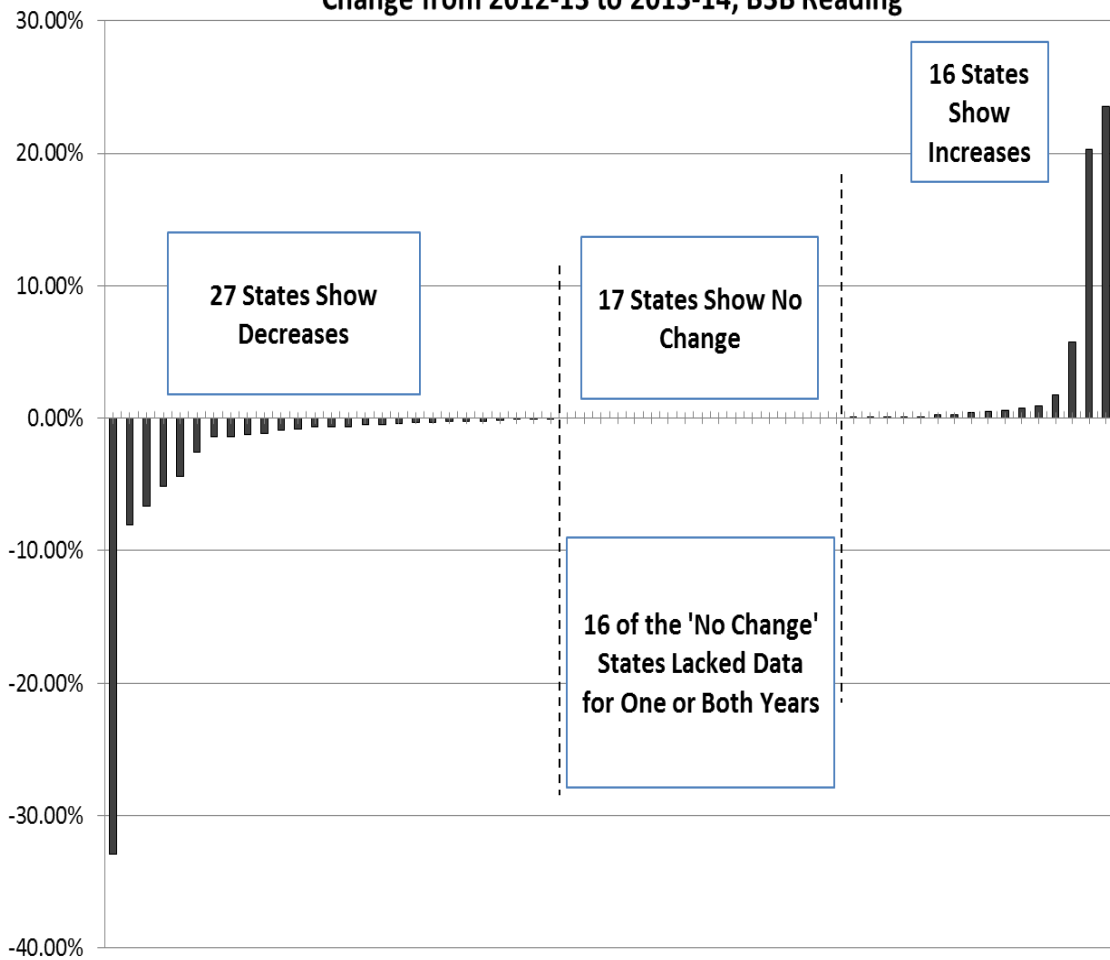


Year-to-Year Comparison for Indicator 3B Reading

For SY 2013-2014 36 regular and nine unique state entities provided data for student participation on statewide reading assessments for students with disabilities. The average participation rate for SY 2013-2014 reading assessments across all states (with sufficient data) was 94.25% which is a slight decrease from SY 2012-2013 with 94.81%. There was a decrease in the number of states reporting participation rates of 99.00% or higher in 2013-2014, with only seven regular states and one unique state reporting as such; in SY 2012-2013, 11 states and three unique state reported participation rates of 99.00% or more. Twenty-seven states and entities reported rates between 95.00% and 98.90% in both years: 21 regular states and six unique states reported rates in that range in SY 2012-2013, and 23 regular states and four unique states reported rates in that range in SY 2013-2014.

Thirty-five regular states and nine unique state entities provided information for SY 2012-2013 and 2013-2014 that could be used in cross-year data comparisons, with 15 regular states and one unique state entity not reporting sufficient data. The average increase for these states and entities was 3.46%; the state entities alone had an average increase of 9.36%. Of the 44 states and entities reporting sufficient data, 16 had an increase in their participation rates, with four states having an increase of 1.00% or more, and of that, two states had an increase of more than 20.00%. One regular state had no changes. Twenty-seven states and entities had a decrease, the lowest being less than 0.10% and the highest being 32.90%. Ten states and entities reported having a change of 1.0% or more, and of them, only three showed a relatively large decrease of 6.63% to 32.90%. Figure 6 shows the comparisons between 2012-2013 and 2013-2014 data.

Figure 6.
Change from 2012-13 to 2013-14, B3B Reading

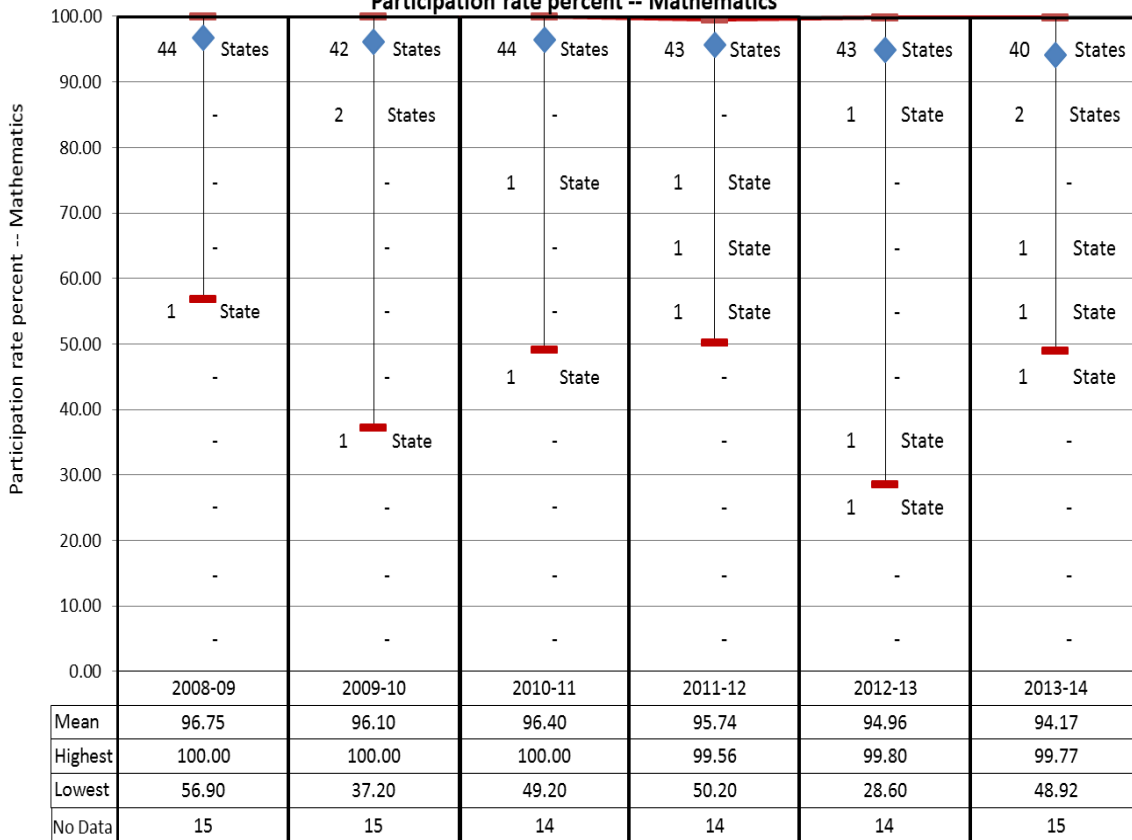


Each Column Represents One State/Jurisdiction (n=60)

Six-Year Trend for Indicator 3B Mathematics

Figure 7 shows the six-year trend for states' participation rates in mathematics. The number of states reporting sufficient math data to be included in the report across the years has fluctuated only slightly, between 46 states in three of the years and 45 states in the other three years. The difference in the way that these data were reported for this year's report and last year's report was that some states (between 5 and 14 fewer states in the current report, depending on the year) reported the raw data (by grade) for calculating the overall participation, yet did not complete that calculation of overall participation in their APRs. Of those states that provided the overall math participation data points, the average participation rate across years was 95.38%, with a high of 96.75% (in 2008-2009) and a low of 94.17% (in 2013-2014). The average highest math participation rate (across the states) was 99.86% and the average lowest participation rate was 45.17%. The highest participation rate for any single state was 100.00%—occurring in 2008-2009, 2009-2010, and 2010-2011—and the lowest was 28.60%, occurring in 2012-2013.

Figure 7.
Trends - Six Years of Indicator B3B Data:
Participation rate percent -- Mathematics

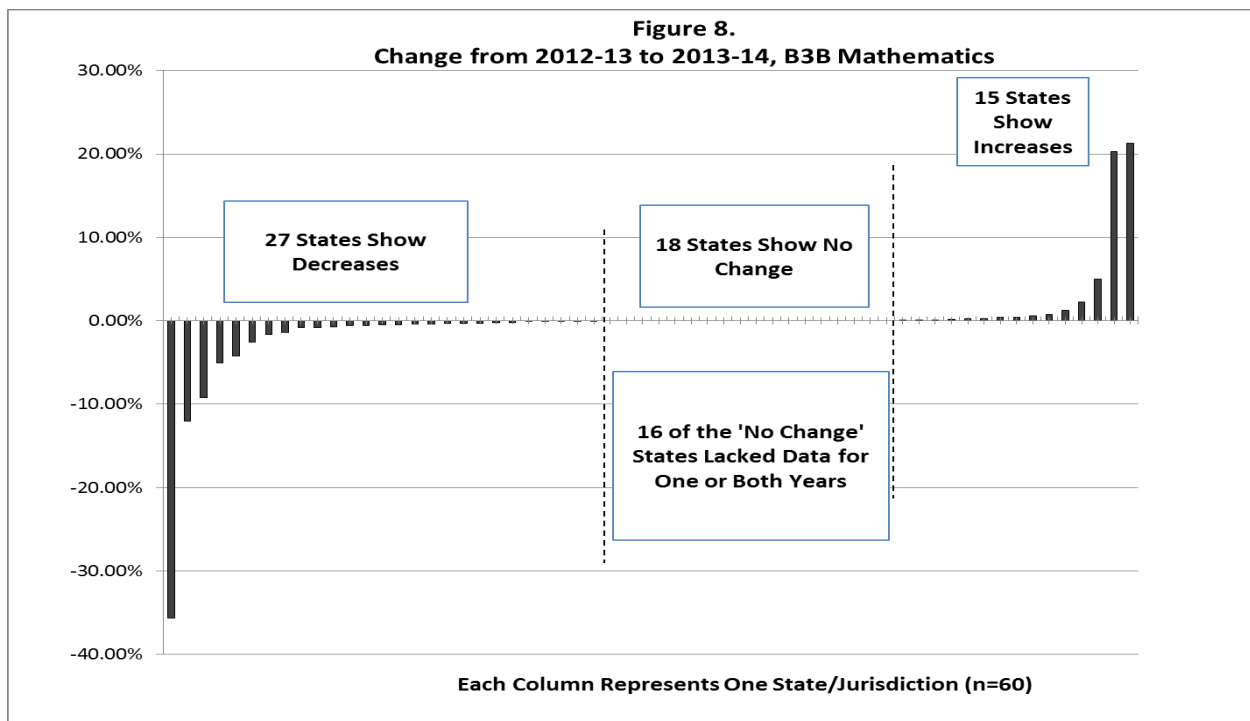


Year-to-Year Comparison for Indicator 3B Mathematics

For SY 2013-2014 44 regular states and 10 unique states provided data for student participation on statewide mathematics assessments for students with disabilities. The average participation rate for SY 2013-2014 mathematics assessments across all states (with sufficient data) was 94.17% which is a slight decrease from SY 2012-2013 with 94.96%. For the reported participation rates of 99.00% or higher in 2013-2014, only five regular states and one unique state reported as such, while in SY 2012-2013, 10 states and three unique states had reported participation rates of 99.00% or more. Twenty-five regular states and four unique states reported math participation rates between 95.10% and 98.90% in SY 2012-2013, and in SY 2013-2014, 26 regular states and three unique states reported rates in that range.

Thirty-six regular states and nine unique state entities in SY 2013-2014 reported sufficient data, compared to 36 regular states and all ten unique state entities in SY 2012-2013. Sixteen states either reported no data (n=3) or reported data by grade level

only during one or both years. Of the 45 states and entities that provided sufficient data, two states showed no changes. Fifteen states and entities increased math participation, with 10 of them showing less than one percent improvement, and two regular states and three unique state entities increased rates between 1.25% and 21.28%. There were mostly small increases in participation rates, and mostly small decreases as well. Twenty-seven states and entities decreased rates from 2012-2013 to 2013-2014, with 19 having decreases of less than one percent. Of the other nine states, seven decreased by between more than one percent and less than ten percent, and two states decreased by over 12% and more than 35%. Figure 8 shows the comparisons between 2012-2013 and 2013-2014 data.



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

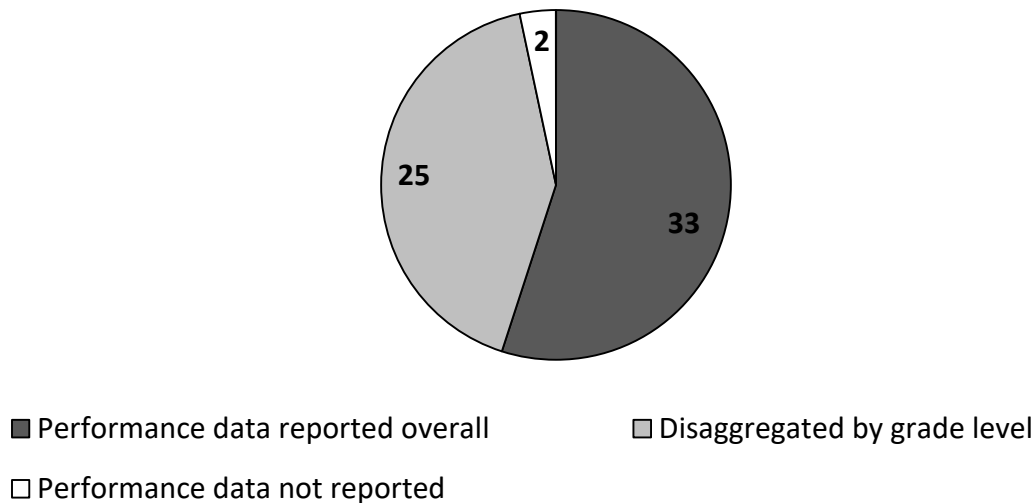
State assessment performance of students with IEPs comprises the rates of those children achieving proficiency on the regular assessment with no accommodations, the regular assessment with accommodations, the alternate assessment based on grade-level achievement standards, the alternate assessment based on modified achievement standards, and the alternate assessment based on alternate achievement standards. Component 3C (proficiency rates) was 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)].

Thirty-five regular states and eight unique states reported 2013-2014 reading assessment proficiency data. The same 35 regular states and eight unique states reported 2013-2014 mathematics assessment proficiency data. Data for the proficiency sub-indicator are examined separately for reading and mathematics in this section.

Figure 9 shows the ways in which regular and unique state entities provided 2013-2014 performance data for reading and mathematics on their APRs. Twenty-five regular states and eight unique state entities provided data summarized into single points for mathematics and for reading performance. Twenty-four regular states and one unique state entity reported performance data in their APRs in a way that the data could not be compared across states. Specifically, the 25 provided data disaggregated by grade, into either grade-by-grade data points (for each of grades 3 to 8 and grade 10), or into grade level, for elementary, middle school, and high school. One regular state and one unique state failed to report performance data.

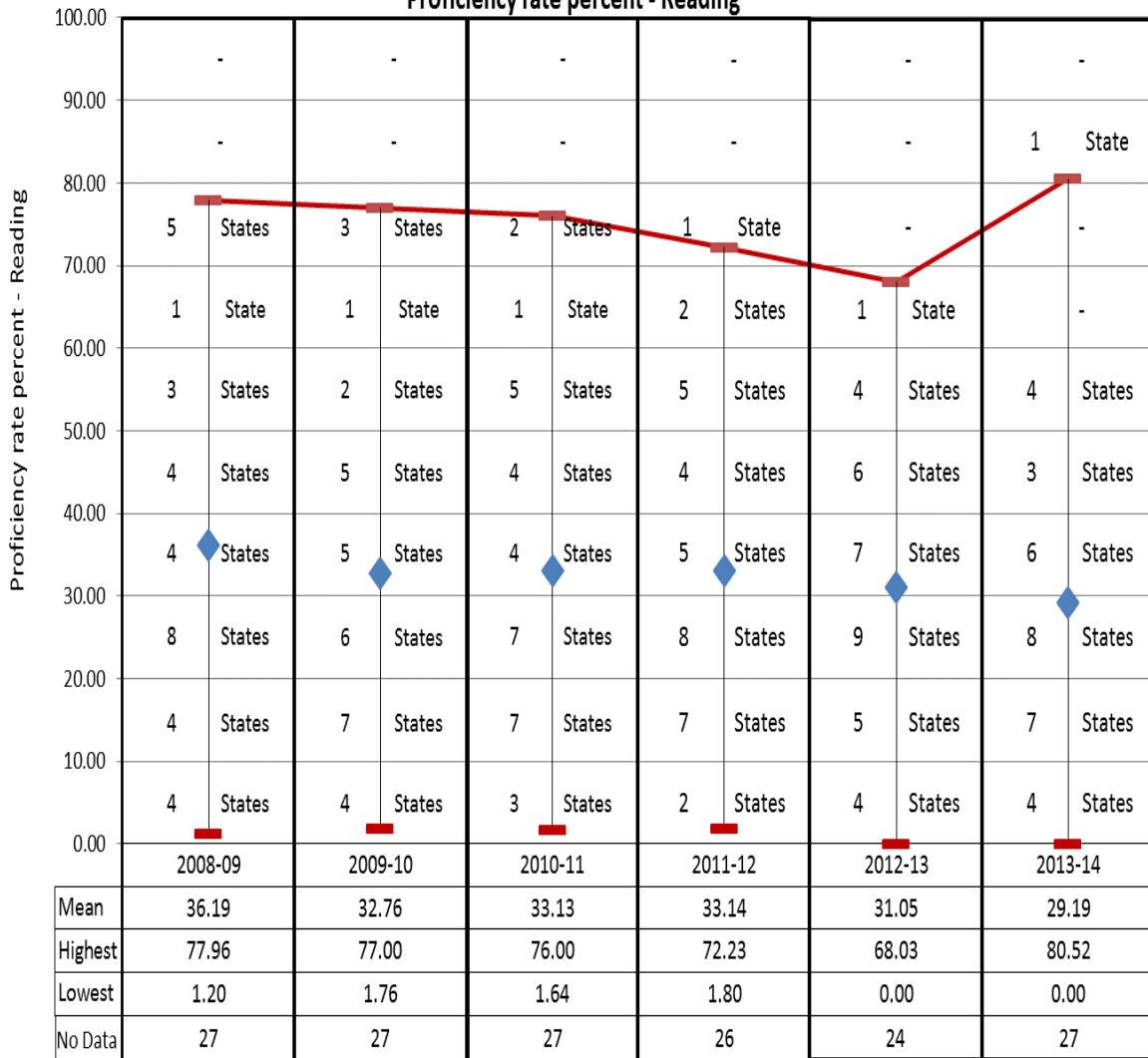
Figure 9.
Ways in Which Regular and Unique States
Provided 2013-2014 Performance Data



Six-Year Trend for Indicator 3C Reading

Figure 10 shows the six-year trend for states' performance rates in reading in SY 2009-2010 to SY 2013-2014. Throughout the six years, between 33 and 36 states and state entities reported the actual performance data point that averaged across the grade levels for reading. Of the 27 states in 2013-2014 not reporting the summary data point, 19 states provided the raw data by grade level needed, yet did not calculate that overall reading performance average. For the states that did provide the data point, the average in 2013-2014 was 29.19%, which was the lowest mean in the past six years. Probably the largest influence on the 2013-2014 reading performance was that zero states had rates in the seventh or eighth deciles (between 60% and 79%). The reading performance average has primarily decreased since 2008-2009, when it was 36.19%. The highest proficiency for any single state had also been declining, from about 78% in 2008-2009 to about 68% in 2012-2013, yet increased in 2013-2014 to nearly 81%. The lowest proficiency rate has been about one to two percent, until 2012-2013 when it was zero percent, and it remains at zero percent in 2013-2014.

Figure 10.
Trends - Six Years of Indicator B3C Data:
Proficiency rate percent - Reading

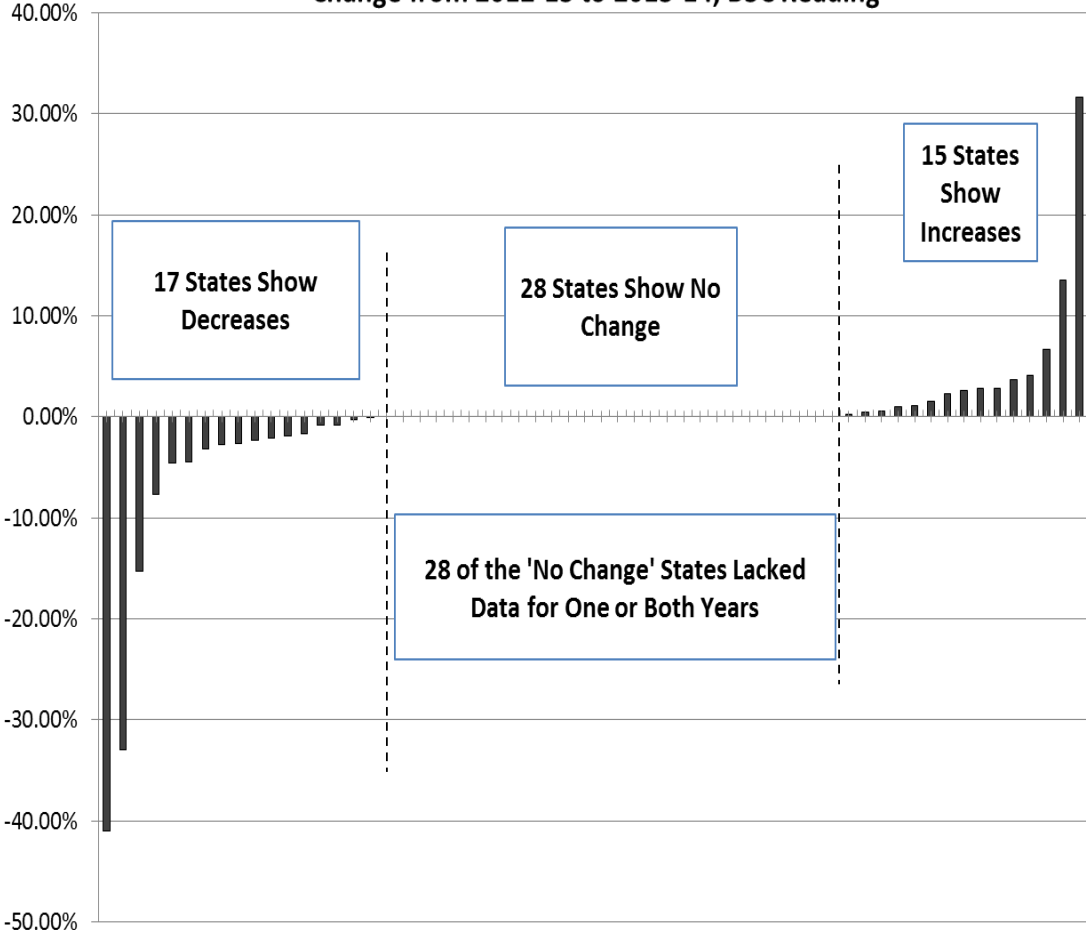


Year-to-Year Comparison for Indicator 3C Reading

Twenty-four regular states and eight unique states provided data for student proficiency on statewide reading assessments for students with disabilities for SY 2013-2014. The average proficiency rate for SY 2013-2014 reading assessments across 33 states (with sufficient data) is 29.19%, which is a slight decrease from SY 2012-2013 with 31.05%. In SY 2012-2013, 26 regular states and all 10 unique state entities had reported math proficiency data.

For comparison purposes between the two years, 24 regular states and eight unique state entities reported overall information for reading performance in both 2012-2013 and 2013-2014. Of the 32 states and state entities with complete data (for both years), 15 showed year-to-year increases, from last year's data to this year's data, ranging from 0.21% to 31.62%, with an average of 5.01% increase. Put another way, about 47% of the states providing data evidenced an increase in student performance, and 11 of those 15 states exceeded the previous year's data by less than 4.00%; the other six states exceeded by 4.08% to 31.62%. Year-to-year decreases were experienced by 17 states, ranging from 0.060% to 40.96%, with an average of 7.31%. In other words, about 53% of the states providing data had data lower than the previous year's data, and 13 of those 17 states were lower by less than 5.00%; the other four states were lower by about 7.66% to 40.96%; that is, only a few more states had lower reading proficiency than had higher proficiency in the current year than the previous year, yet the average decrease was larger than the average increase. None of the states with data for 2012-2013 and 2013-2014 experienced no change in proficiency across the two years. Twenty-six regular states and two unique state entities were missing specific data points, making comparable change observations not possible for 28 states' data. Figure 11 shows the comparisons for 2012-2013 and 2013-2014 reading performance data.

Figure 11.
Change from 2012-13 to 2013-14, B3C Reading

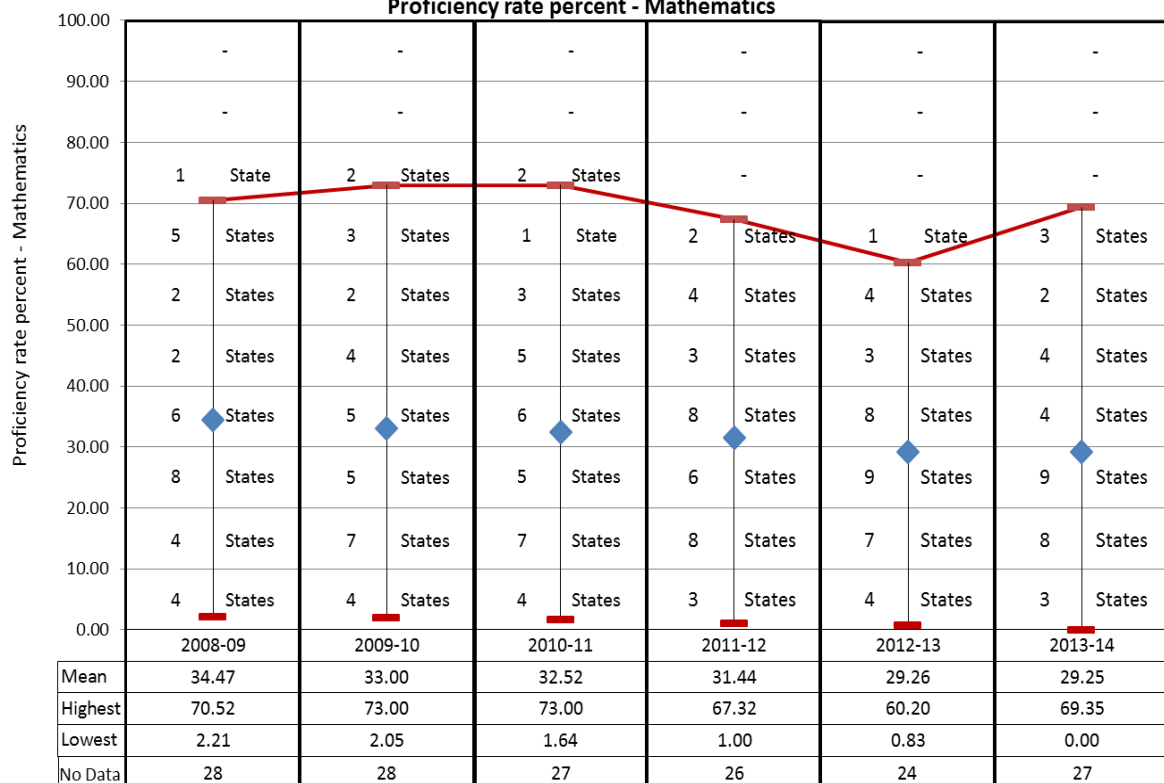


Each Column Represents One State/Jurisdiction (n=60)

Six-Year Trend for Indicator 3C Mathematics

Figure 12 shows the six-year trend for states' performance rates in math. Throughout the six years, between 32 and 36 states and state entities reported the actual performance data point that averaged across the grade levels for math. Of the 27 states in 2013-2014 not reporting the summary data point, 19 states provided the raw data by grade level needed, yet did not calculate that overall mathematics performance average. For the states that did provide the data point, the average in 2013-2014 was 29.25%, which was the lowest mean in the past six years (just a little lower than in 2012-2013). The highest performance rate averaged 68.9%, ranging between 60.20% and 73.00%, and this rate in 2013-2014 was 69.35%. The lowest performance rate ranged between about one and two percent until the current year, when it dropped to zero. When examining the deciles for 2013-2014, about 20 states (60.00% of states reporting data) had math proficiency rates below the average, and only 13 states (40.00% of states reporting data) had rates above the average; this is the largest difference between below average states and above average states throughout the six years.

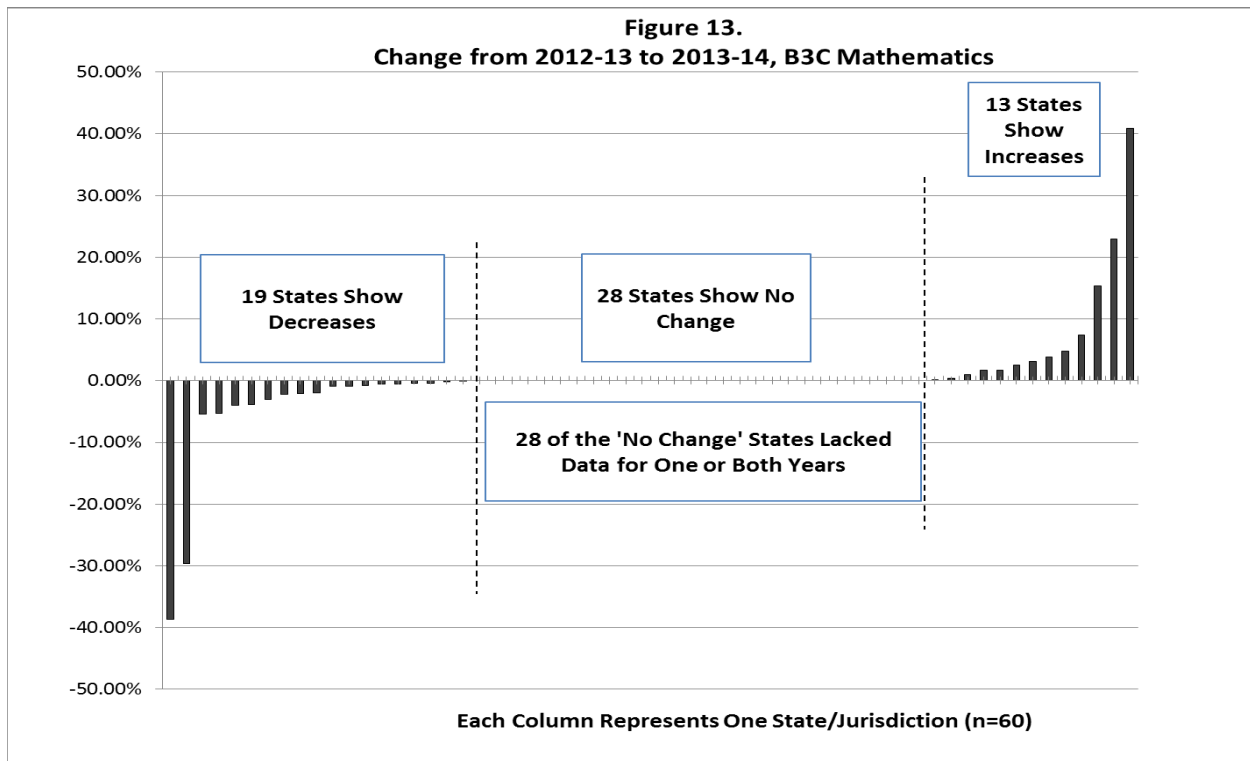
Figure 12.
Trends - Six Years of Indicator B3C Data:
Proficiency rate percent - Mathematics



Year-to-Year Comparison for Indicator 3C Mathematics

Twenty-five regular states and eight unique states provided data for student proficiency on statewide mathematics assessments for students with disabilities for SY 2013-2014. The average proficiency rate for SY 2013-2014 math assessments across 33 states (with sufficient data) was 29.25%, which is virtually the same as from SY 2012-2013 with 29.26%. In SY 2012-2013, 26 regular states and all 10 unique state entities had reported math proficiency data.

For state-by-state comparison purposes across the two years, 24 regular states and eight unique state entities reported overall information for math performance in both 2012-2013 and 2013-2014. Of these 32 states and state entities, 13 showed year-to-year increases ranging from 0.18% to 40.85%, with an average of 8.14% increase. In other words, about 41% of the states providing data evidenced an increase in student performance, and 8 of those 13 states exceeded the previous year's data by less than 4.00%; the other six states exceeded by 4.74% to 40.85%. Year-to-year decreases were experienced by 19 states, ranging from 0.10% to 38.72%, with an average of 5.33%. In other words, about 59% of the states providing data had data lower than the previous year's data, and 15 of those 19 states were lower by less than 4.00%; the other four states were lower by 5.34% to 38.72%. Clearly, fewer states had higher math proficiency than had lower proficiency in the current year than the previous year, yet the average increase was larger than the average decrease. None of the states with data for 2012-2013 and 2013-2014 experienced no change in proficiency across the two years. Twenty-six regular states and 2 unique state entities were missing specific data points, making comparable change observations not possible for 28 states' data. Figure 13 shows the comparisons for 2012-2013 and 2013-2014 math performance data.



CONCLUSION

States' reports of AYP/AMO data showed a mean decrease across six years for the percent of districts meeting AYP/AMO targets for students with disabilities; this decrease was influenced in 2013-2014 by a large number of states (over 25%) reporting that zero percent of their districts met AYP/AMO for students with disabilities. When comparing these AYP/AMO data from 2012-2013 to 2013-2014, many more states showed decreases (n=22) than showed increases (n=8). About 40 percent of the regular states (n=19) lacked data for one or both years, so comparisons were not possible.

Participation rates continued to be fairly stable on average across six years for both reading and mathematics. The chief difference across six years of data was at the lower end of the range, which fluctuated by up to 25 percent in reading and in math. When comparing participation data from 2012-2013 to 2013-2014, most states showed increases or decreases of less than 10 percent, with about 25 percent of states lacking data for one or both years. Many more states showed decreases between the two years than showed increases.

Performance of students with disabilities on state assessments showed small decreases on average across the past six years for both reading and mathematics. The chief difference across six years of data was at the upper end of the range, which increased in 2013-2014 after decreasing across previous years. When comparing the

reading and math performance data from 2012-2013 to 2013-2014, most states showed changes of less than 10 percent, with about half of states and entities lacking data for one or both years. Nearly the same number of states showed increases as showed decreases for both reading and mathematics.

INDICATOR 4: RATES OF SUSPENSION AND EXPULSION

Prepared by *IDEA* Data Center (IDC)

INTRODUCTION

For 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 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 that are greater than 10 days for children with IEPs among districts within the state, or
- 2) Compare the rates of suspensions and expulsions that are greater than 10 days for children with IEPs to the rates for children without disabilities within each 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 2013 APRs, states were required to analyze discipline data from school year 2012–2013. States are permitted to set targets for B4A; B4B, however, is considered a compliance indicator, and targets must be set at 0 percent.

IDC staff reviewed FFY 2013 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. 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 minimum cell size requirements.

Comparison Option Used For Determining Significant Discrepancy

States are required to use one of two comparison options when determining significant discrepancies 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, in 2011–12 and 2012–13.

Figure 1
Number of states that used Comparison Option 1 or Comparison Option 2 to determine significant discrepancy for B4A: 2011–12 and 2012–13

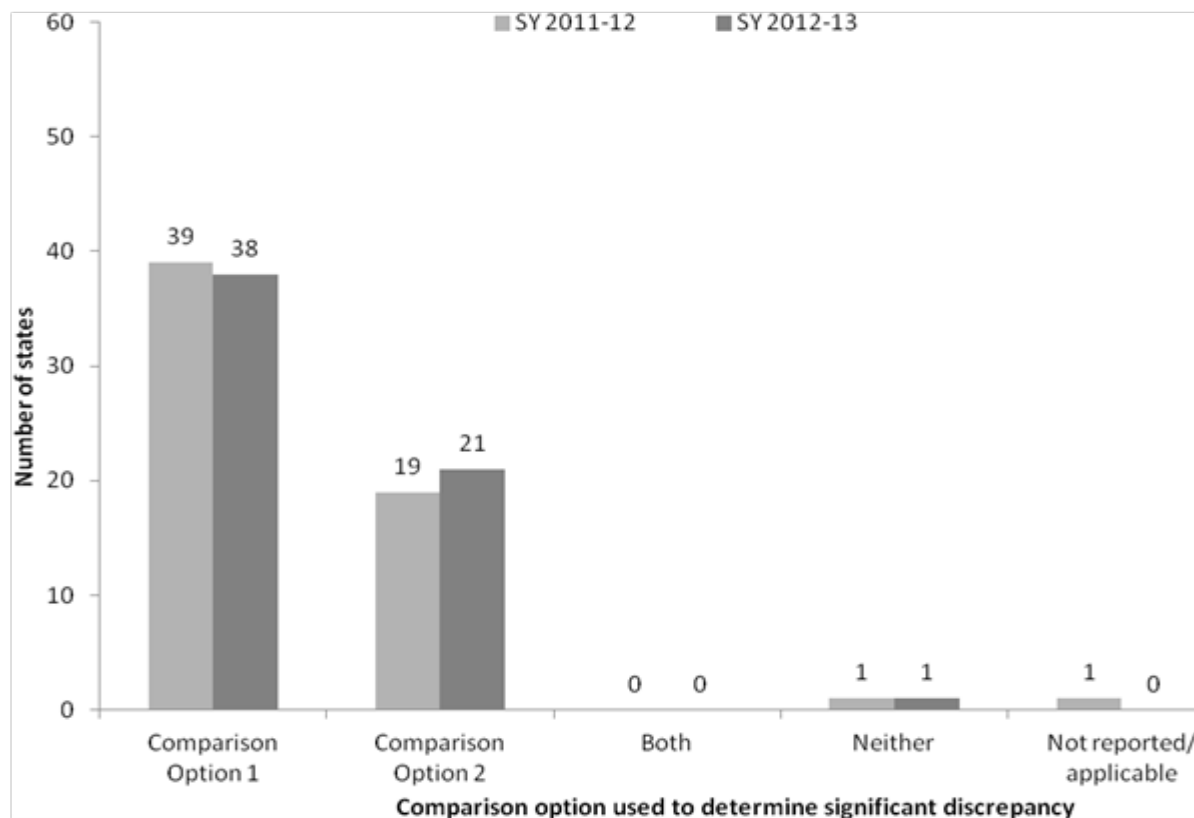
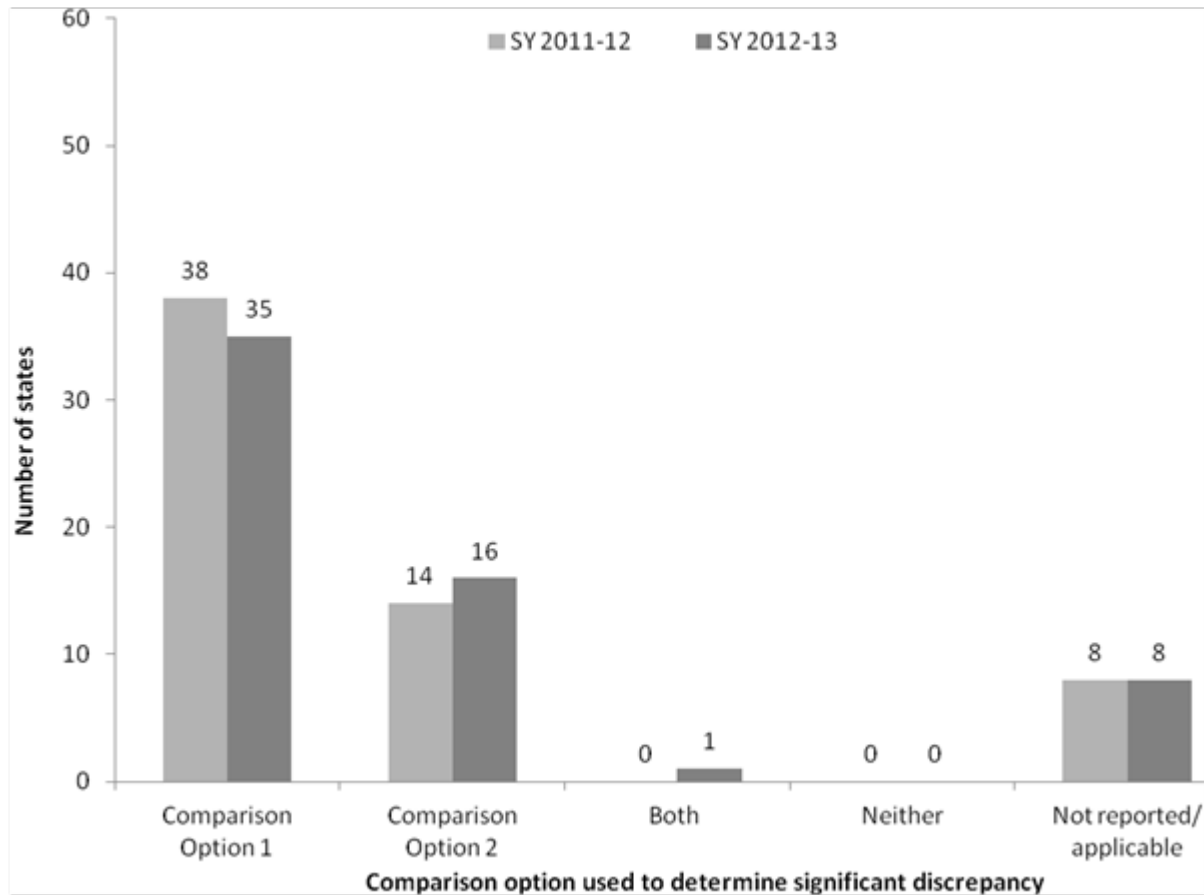


Figure 2
Number of states that used Comparison Option 1 or Comparison Option 2 to determine significant discrepancy for B4B: 2011–12 and 2012–13



Methods 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 used by states for B4A and B4B, respectively, for 2011–12 and 2012–13, 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 discrepancies for B4A: 2011–12 and 2012–13

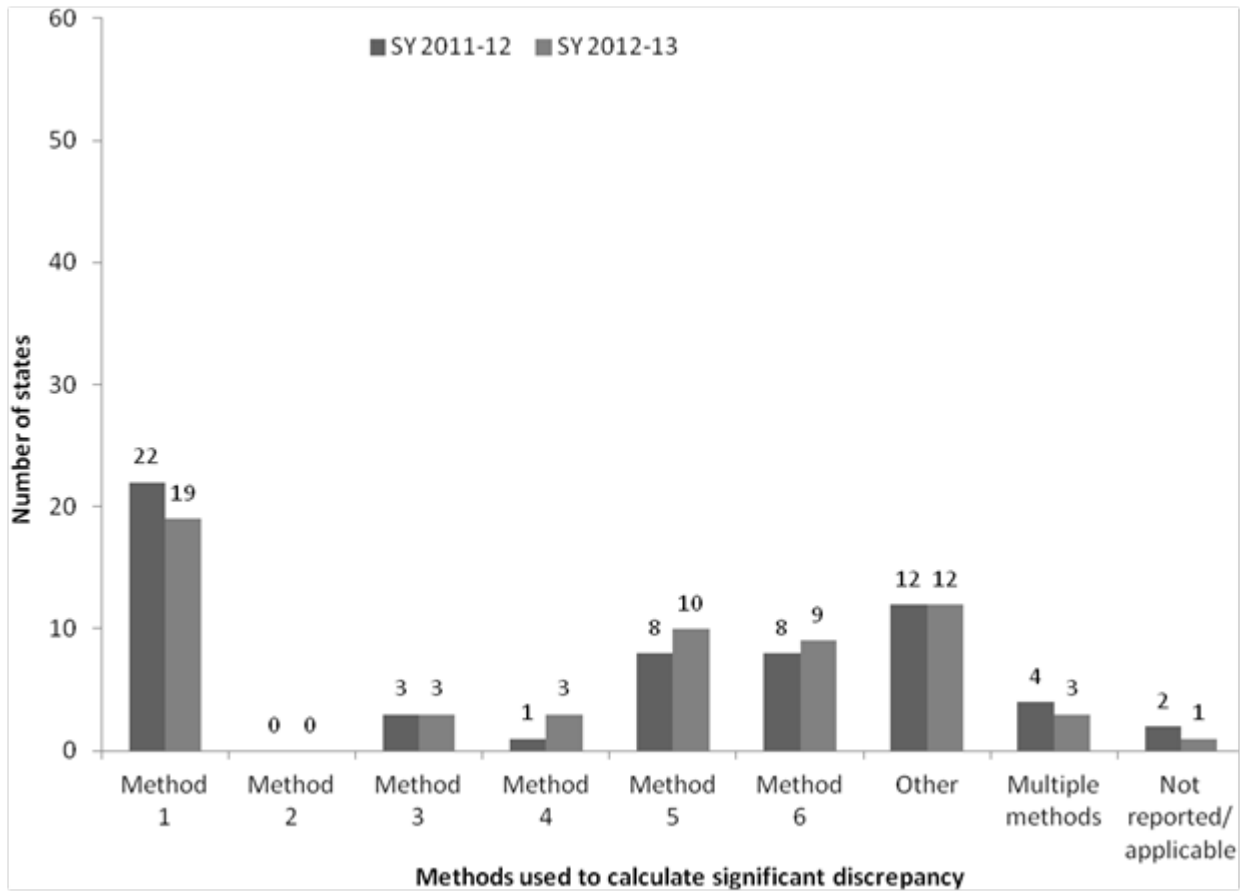
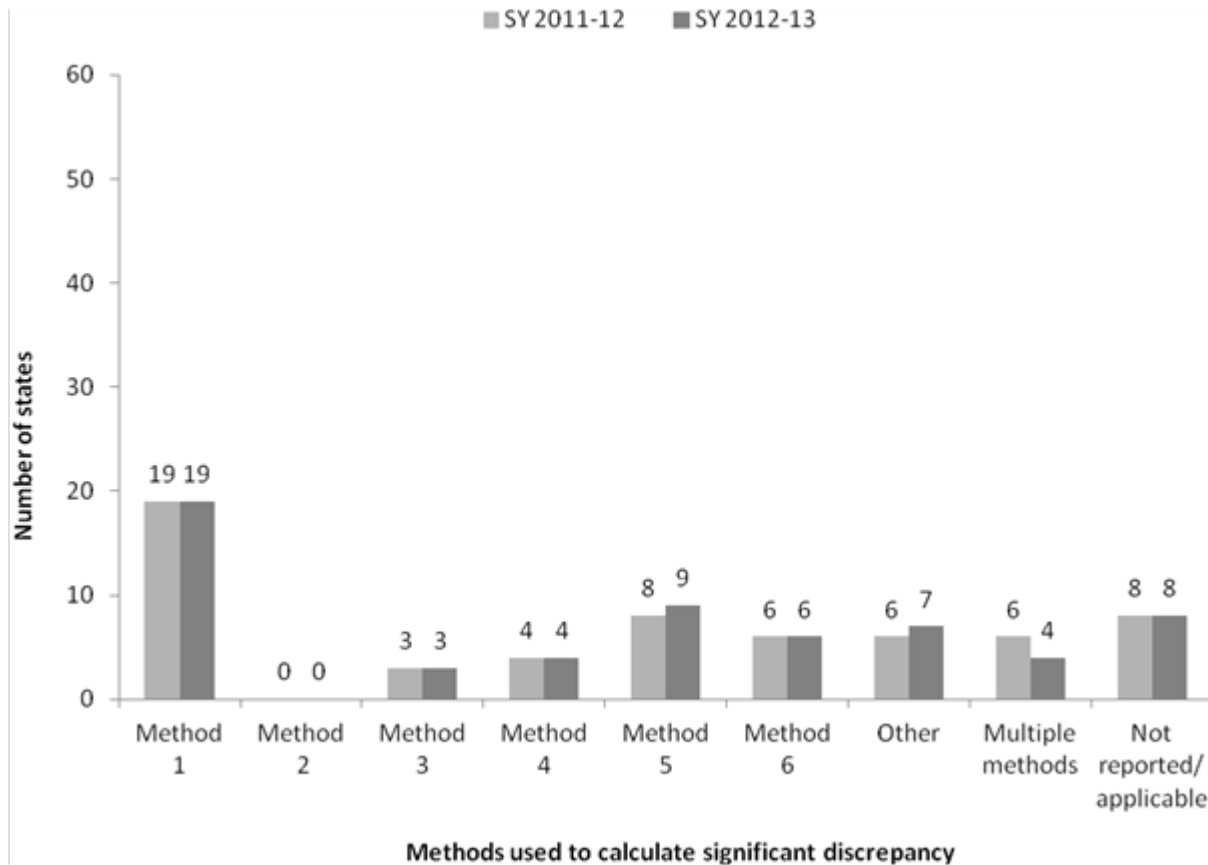


Figure 4
Number of states that used various methods for calculating significant discrepancies for B4B: 2011–12 and 2012–13



Districts Excluded From Analyses

Figures 5 and 6 present the number of states reporting various percentages of districts excluded from state analyses due to minimum cell size requirements for B4A and B4B, respectively, for 2011–12 and 2012–13.

Figure 5
Number of states reporting various percentages of districts excluded from the analyses due to minimum cell size requirements for B4A: 2011–12 and 2012–13

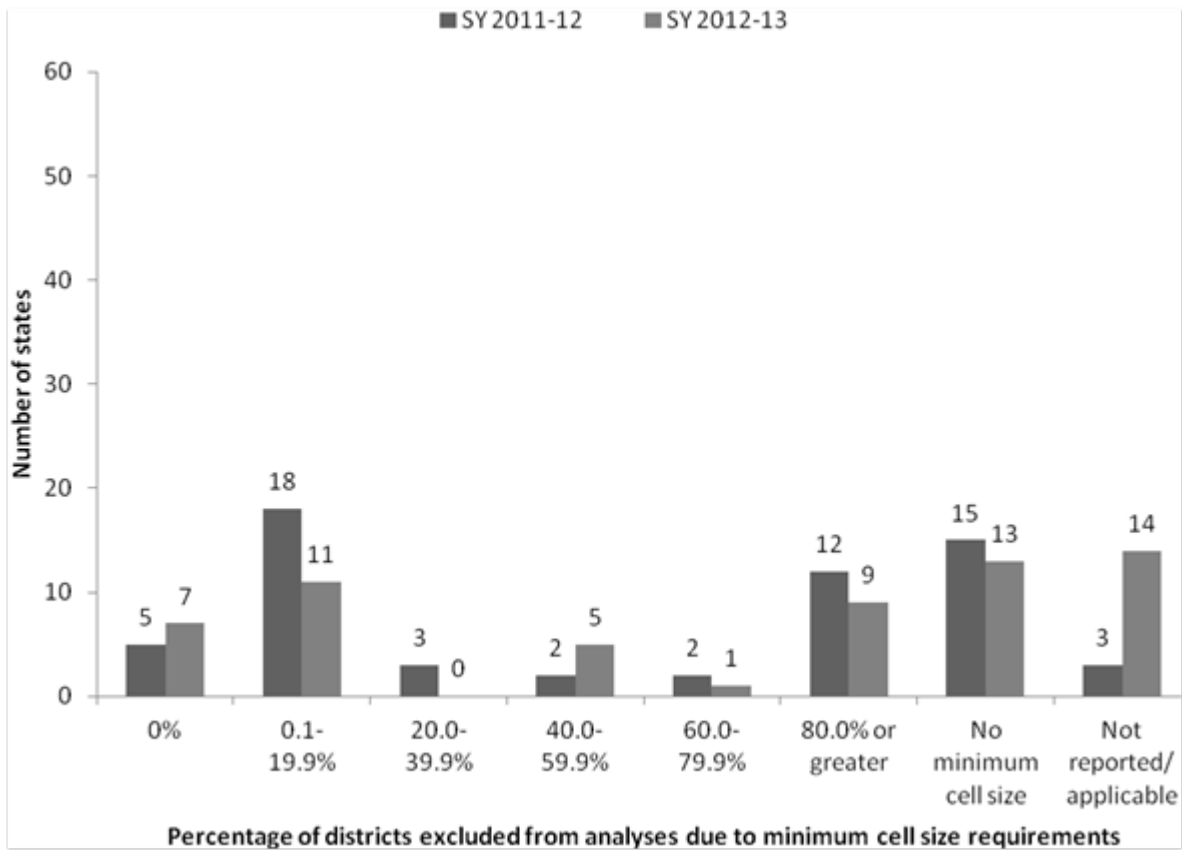
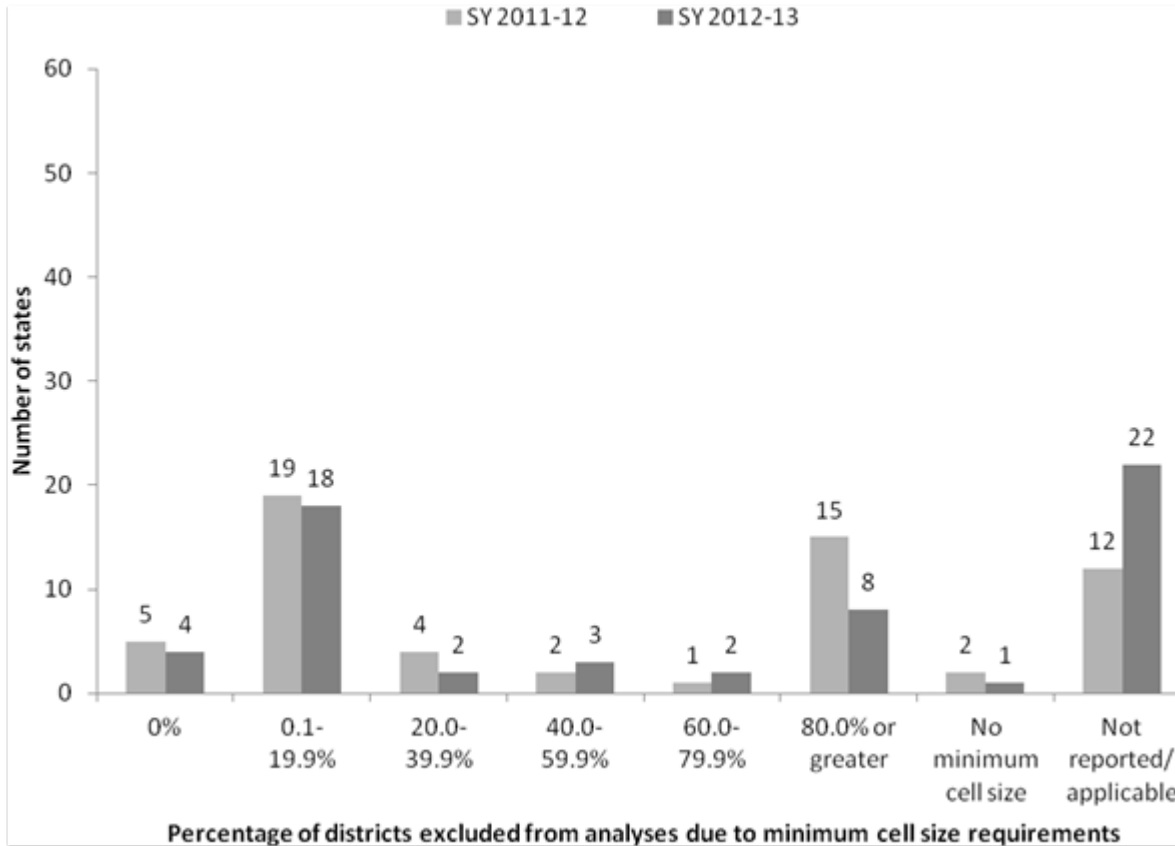


Figure 6
Number of states reporting various percentages of districts excluded from the analyses due to minimum cell size requirements for B4B: 2011–12 and 2012–13



ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS

This section provides actual performance data for B4, as well as change from 2011–12 and 2012–13.

Percentage of Districts With Significant Discrepancy

In their APRs, states reported the number and percentage of districts that were identified with significant discrepancies for B4A and B4B (see Figures 7 and 8, respectively).

Figure 7
Number of states reporting various percentages of districts with significant discrepancies for B4A: 2011–12 and 2012–13

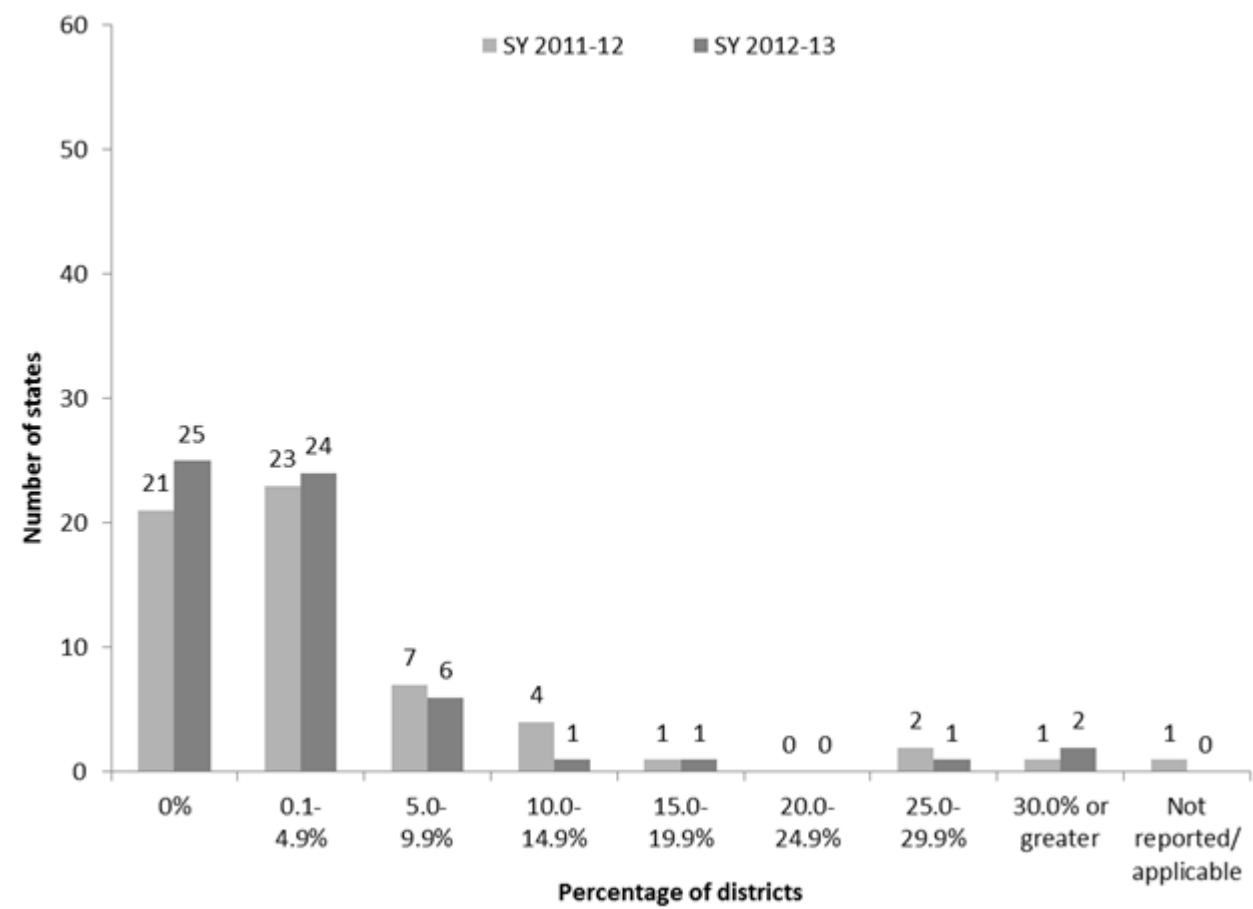
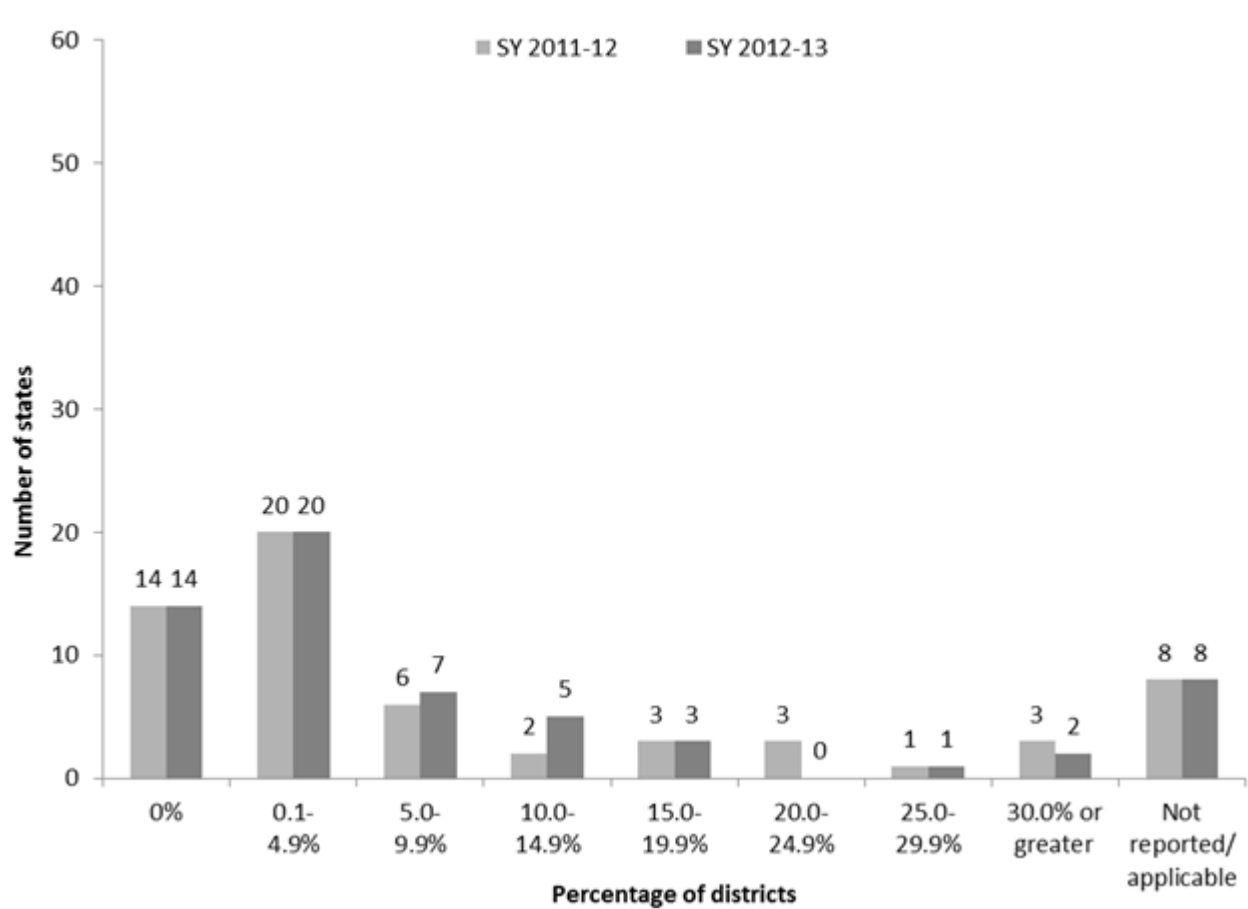
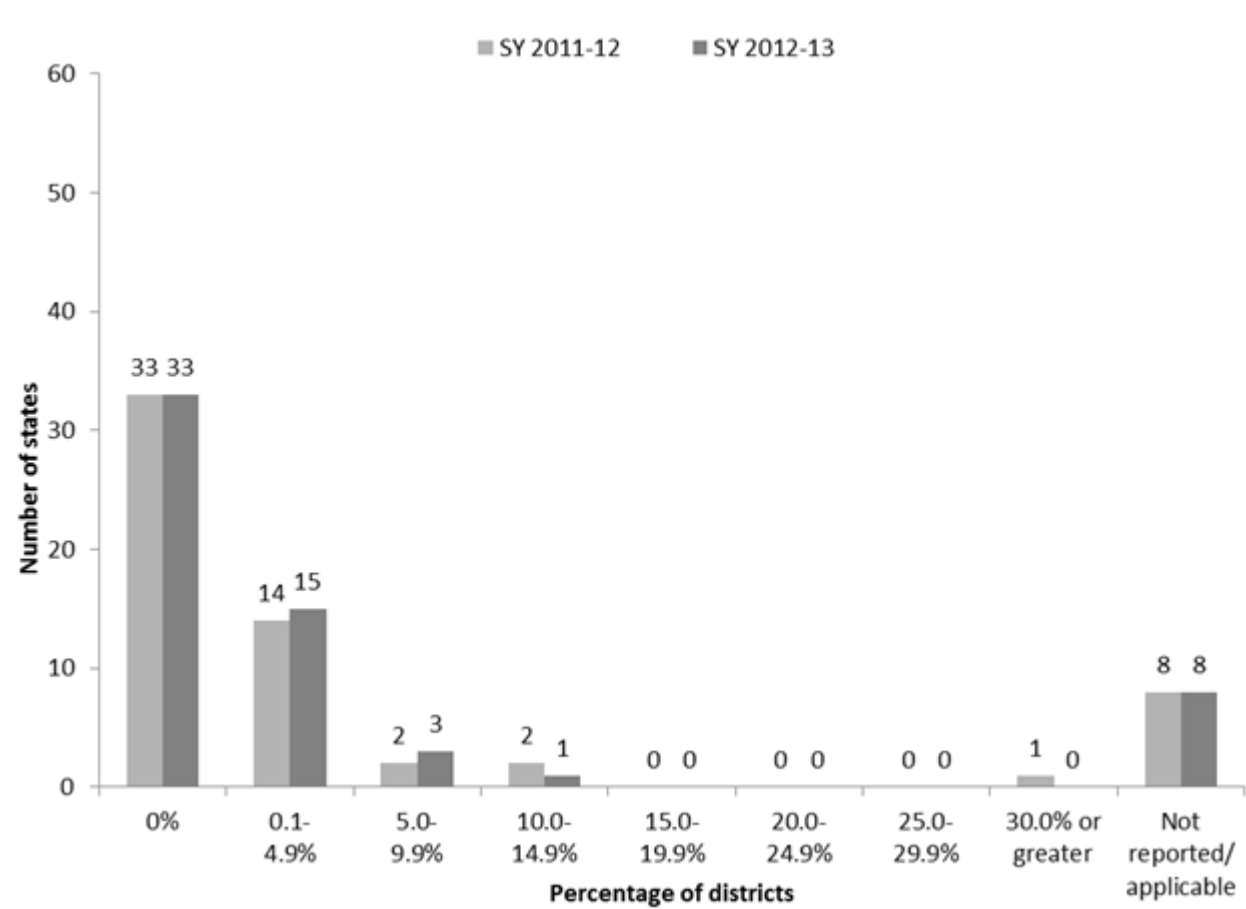


Figure 8
Number of states reporting various percentages of districts with significant discrepancies for B4B: 2011–12 and 2012–13



For B4B, states also reported the number and percentage of districts that were identified with significant discrepancies and had policies, practices, or procedures that contributed to the discrepancy and that did not comply with *IDEA* requirements (see Figure 9).

Figure 9
Number of states reporting various percentages of districts with significant discrepancies and policies, procedures, or practices that do not comply for B4B: 2011–12 and 2012–13



CONCLUSION

- The majority of states used the same comparison option for both B4A and B4B, with most states using Comparison Option 1, meaning they compared suspension/expulsion rates for children with disabilities among districts. From 2011–12 to 2012–13, four states changed the comparison option they used to measure B4A, and three states changed the comparison option they used to measure B4B.

- For both B4A and B4B, Method 1 (i.e., using the state-level suspension/expulsion rate to set the bar) continues to be the most commonly used methodology for determining significant discrepancy. In 2011–12, 22 states used Method 1 for B4A, and 19 states used Method 1 for B4B. In 2012–13, 19 states used Method 1 for both B4A and B4B.
- For B4A, in 2011–12, 16 states excluded 40 percent or more of their districts from analyses. This number decreased slightly to 15 states in 2012–13. For B4B, in 2011–12, 18 states excluded 40 percent or more of their districts from analyses. This number decreased to 13 states in 2012–13.
- From 2011–12 to 2012–13, the number of the states reporting that they did not identify any districts as having significant discrepancies for B4A increased from 21 to 25 states. The number of states reporting that they identified between 0.1 percent and 4.9 percent of their districts increased slightly from 23 states in 2011–12 to 24 states in 2012–2013.
- For B4B, the number of states reporting zero districts with significant discrepancies and contributing policies, procedures, or practices remained the same, 33 states in 2011–12 and 2012–13.

INDICATOR 5 A, B, and C: LEAST RESTRICTIVE ENVIRONMENT (LRE)

Prepared by Jennifer A. Kurth, Kim Knackstedt, and Elizabeth B. Kozleski, University of Kansas

INTRODUCTION

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

Table 1: Indicator 5, Part B: Percent of children with IEPs aged 6 through 21
A. Inside the regular classroom 80% or more of the day;
B. Inside the regular classroom less than 40% of the day;
C. In separate schools, residential facilities, or homebound/hospital placement.

After an overview of the data from all 60 reporting entities, we present analyses and graphs summarizing findings of components A, B, and C of Part B Indicator 5, and conclude with a set of recommendations for continued success on Indicator 5.

DATA SOURCES AND MEASUREMENT APPROACHES

All 60 entities (50 U.S. states and 10 U.S. administrative units) send digital annual performance reports to the Office of Special Education Programs (OSEP). These data are compiled and organized into digital data tables that are then analyzed by external evaluators, following guidelines provided by OSEP. Once these reports are received, OSEP personnel review the data, interpretation, 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

Progress since the first reporting year (2006-2007) on the three components of Indicator 5 can be summarized as slight progress on B5A, B, and C (mean changes across all three categories are less than one percentage point in each indicator per year). Progress is measured as the difference from baseline (2006-2007) and the past reporting year (2012-2013) to the current reporting year (2013-2014). As a reminder

B5B and B5C are more restrictive placements. Gains in moving students to less restrictive placements are indicated by a positive number for B5A and negative numbers for B5B and B5C. Overall, the pace of change is slow, as seen in Table 2. For example, progress for B5A is an increase of 5.1 percentage points, representing about one percentage point per year over the monitoring years. Progress for B5B and B5C is substantially less than one percentage point per year over the seven years of monitoring. Progress since last year (2012-2013) is also summarized as slight progress.

Table 2. Progress on 5B Indicators			
Indicator	A	B	C
Change over Monitoring Years Percentage 2006-2007 to 2013-2014	+ 5.1	-2.9	-0.7
Average rate of change over the monitoring years (2006-2007 to 2013-2014)	+0.7	-0.4	-0.1
One year Percentage Change from 2012-2013 to 2013-2014	+0.37	-0.03	-0.11

DIFFERENCE BETWEEN BASELINE AND TARGET MEANS

Between 57 and 59 of the entities reported baseline data for each indicator. This data informed targets for each indicator in subsequent years. As seen in Table 2, entities aimed to increase B5A placements by 11.52 between the baseline and target years (2013-2014). The entities targeted a decrease of 4.4 in B5B and a decrease of 0.66 in B5C settings.

INDICATOR 5 PROGRESS

A review of Table 3 indicates that the mean percentage for B5A is 65.0, meaning that almost two-thirds of the students with IEPs in the US spend 80% or more of the school day in general education settings. The mean percentage for B5B is 11.1, meaning 11% of students spend less than 40% of a typical school day in general education. A mean of 2.99% for B5C means that approximately 3% of students with IEPs in the 60 entities are educated in separate schools or home/hospital settings. Approximately two-thirds of the entities met their targets for Indicators B5A, B5B, and B5C; however, states did not necessarily meet targets for all three indicators.

Table 3. Overview of Reported Indicator 5B Data

Indicator	A	B	C
Mean %	65.0	11.1	2.99
Minimum %	36.7	0	0
Maximum %	95.3	23.6	12.4
Standard Deviation % *	11.3	4.9	2.3
Entities Meeting Target (n/60)	40	43	39

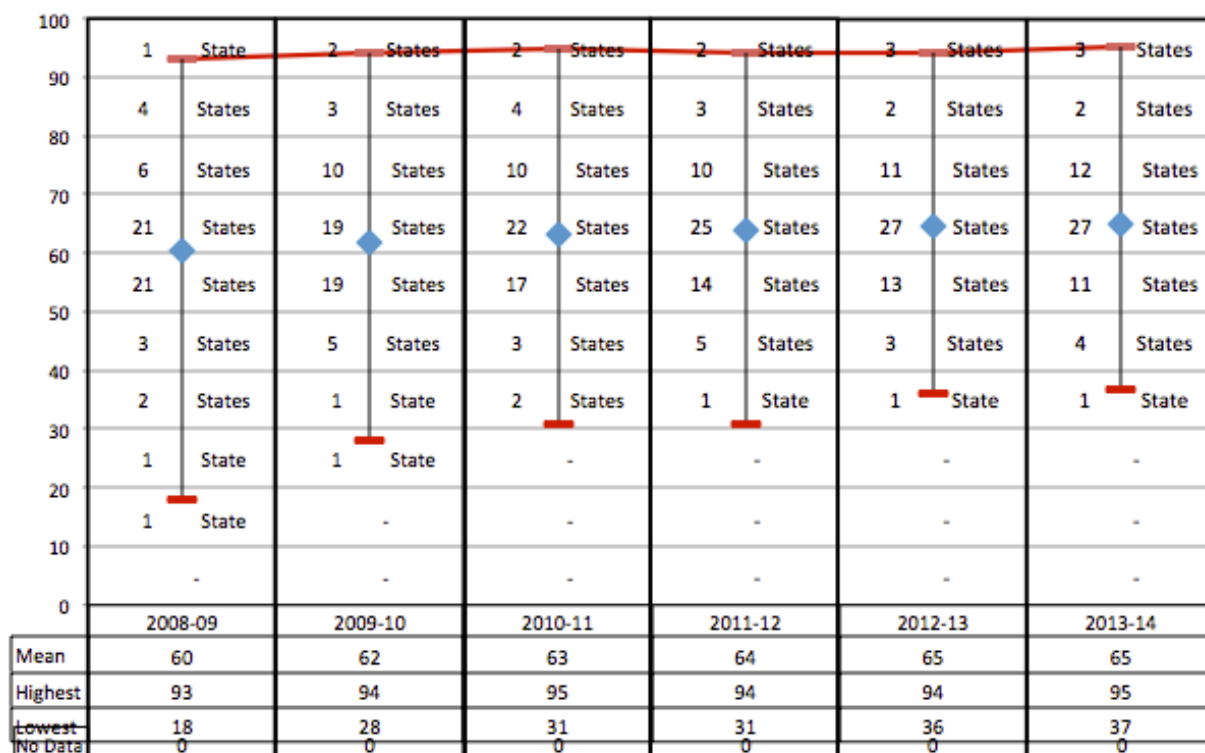
Category B5A: Inside the Regular Class 80% or more of the day

Six Year Trends in B5A

The six-year trend for Indicator B5A (Figure 1) shows very little change in the mean percentage of students with disabilities served in 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 bandwidth has become narrower with the number of states surrounding the mean increasing. This diminishing variability illustrates that more states are clustered around the mean of 65% in the year 2013-2014 as opposed to the bandwidths in the years 2008-2009 and 2009-2010, when the means were lower and the variability was greater. The lowest band in 2012-2013 (30-40%) houses only one entity, whereas in 2008-2009 there were 2 entities in this band and one in the 10-20% band. In the top band (90-100%), there are three entities in 2013-2014, as opposed to only one in 2008-2009. In 2008-2009, 25 entities fell below the 60% level, while in 2013-2014 44 entities were above the 60% level of placing students in general education 80% or more of the day.

Figure 1

Trends - Six Years of Indicator B5A Data:



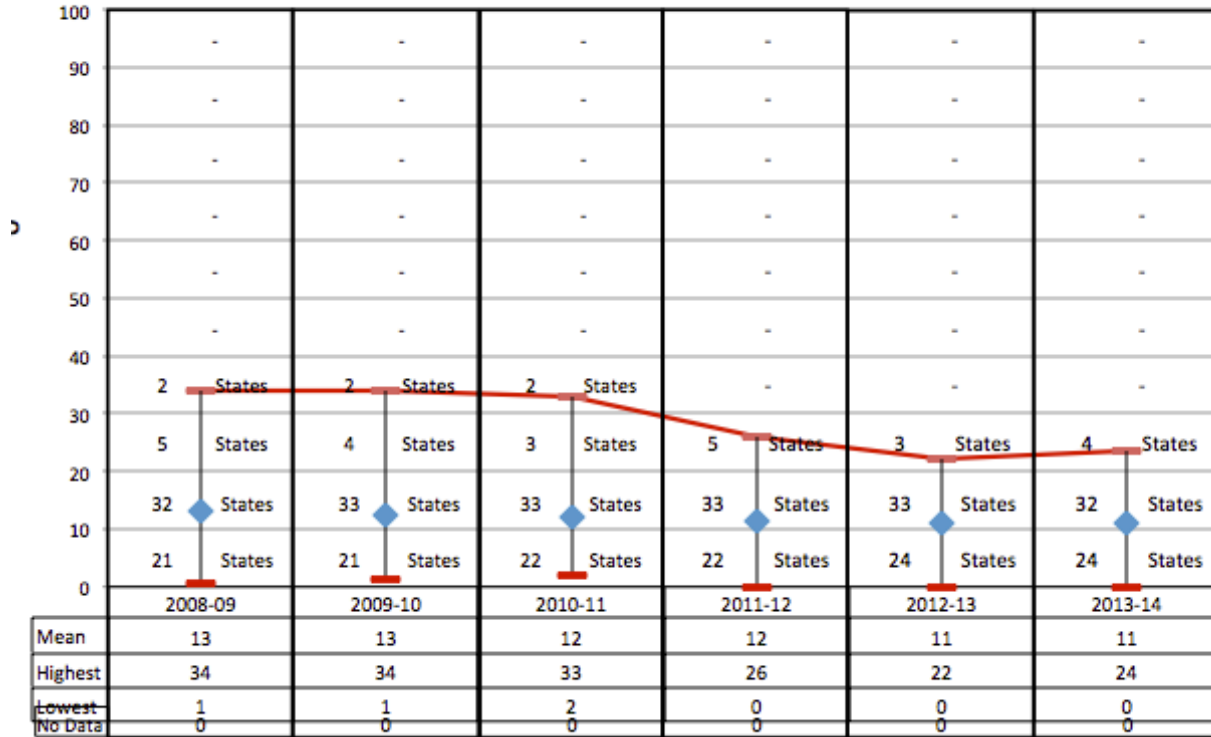
Category B5B: Inside the Regular Class 40% or less of the day

Six Year Trends in B5A

The six-year trend for Indicator B5B (Figure 2) shows very little change in the mean percentage of students with disabilities served in general education settings 40% or less of the school day. The figure depicts the number of states within each percentage band (e.g., 10-20%, 20-30%) for each monitoring year. As seen in Figure 2, the bandwidth has become narrower with states surrounding the mean increasing slightly. This diminishing variability illustrates that more states are clustered around the mean of 11% in the year 2013-2014. The highest band in 2013-2014 (20-30%) houses only four entities, whereas in 2008-2009 there were 2 entities in the 30-40% band. In the lowest band (0-10%), there are twenty-four entities in 2013-2014, as opposed to 21 in 2008-2009. Together, these results indicate some progress in moving students from B5B settings (inside the regular class 40% of the day or less) over the monitoring years. It is noteworthy, however, that there was an increase of one entity in the 20-30% band between 2012-2013 and 2013-2014, depicting a slight reversal of this trend towards less restrictive placements.

Figure 2

Trends - Six Years of Indicator B5B Data:



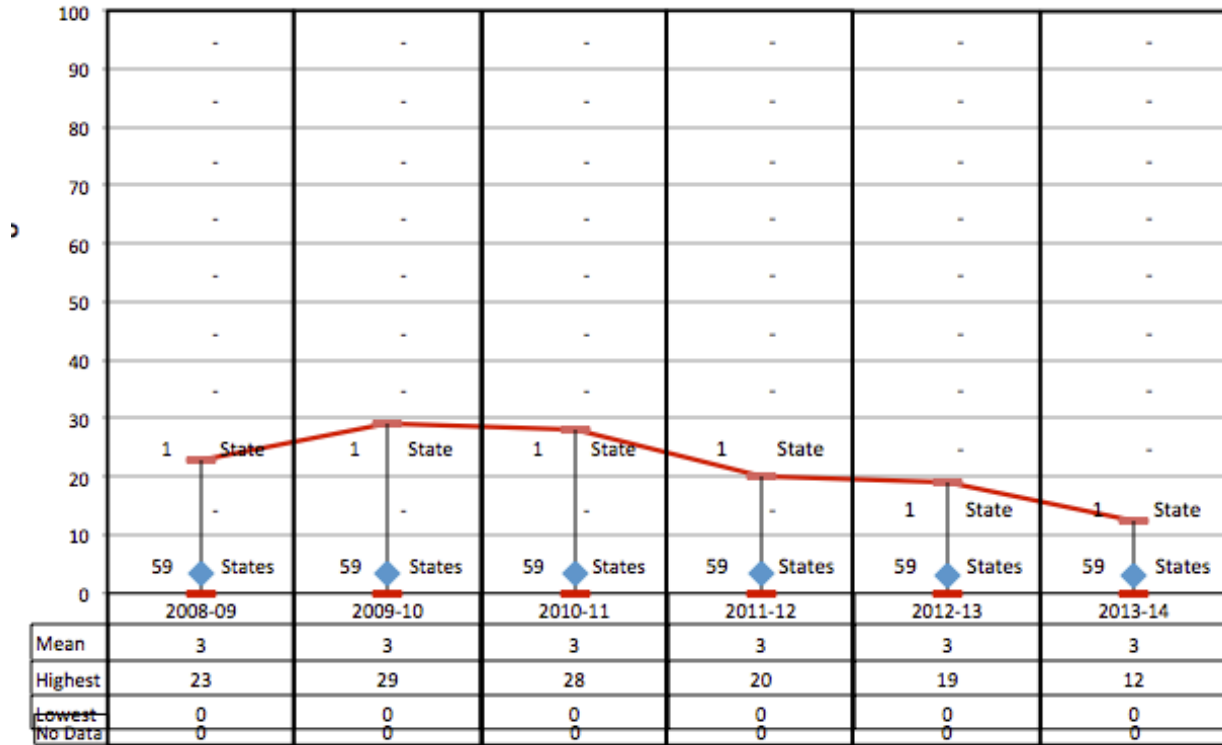
Category B5C: Separate Settings

Six Year Trends in B5C

The six-year trend data for B5C shows very little change in the mean percentage of students with disabilities served in separate settings. As seen in Figure 3, the mean placement in separate settings has remained unchanged (3%) since 2008-2009. The variability in placement in separate settings has decreased over the monitoring years. While in 2008-2009, all sixty entities educated between 0-23% of students in separate settings, by the current reporting year (2013-2014), the range is reduced to 0-12% of students educated in these settings. Overall, the trend in separate settings is stable over the reporting years, with some decreases in variability.

Figure 3

Trends - Six Years of Indicator B5C Data:



CONCLUSION

The six-year trends in LRE placement demonstrate minimal progress over the monitoring years. Most change occurred in B5A, although the mean placement rate was relatively unchanged, more entities are clustered around the mean with less variability in the current reporting year as compared to the previous six years. Significantly less change has occurred around indicators B5B and B5C.

While overall progress has been made, many of the state targets are not particularly ambitious. Sections 616 and 624 of IDEA required each state to develop a State Performance Plan (SPP) that was to include rigorous and measurable performance goals for each year (Ahearn, 2011). The meaning of measurable and rigorous is unclear from IDEA, and it is equally unclear if entity targets are adequately rigorous.

Missing from the analysis is information about students educated in general education settings between 41-79% of the school day. Additional data collection around this group of students would inform stakeholders regarding the impact of this placement, and how it corresponds with changes in B5A and B5B. The conclusions drawn from this data may be skewed when this population is not included in data collection efforts.

There continues to be a large number of students educated in more restrictive placements, and current data collection practices provide little insight into who these students are, and why they are excluded from the general education setting. It would benefit stakeholders to collect additional demographic data about these students, and understand the extent to which placement in less restrictive settings varies for students of different genders, disability categories, race/ethnicity/culture, and English language status. Similarly, data depicting when students are participating in general education activities (e.g., core academics such as literacy and math versus activities such as art or music) would be informative. As well, looking at the state and local administrative unit constraints and affordances in policy, resource allocation, human capital, local financing structures would add insight to the systemic infrastructures that maintain the status quo and/or promote improvements in LRE measures. Finally, the present approach to data collection and analysis omits measures of quality experienced in different educational settings. For instance, these data provide no information about the sustained presence of accommodations that fit the needs of students and the demands of the learning environments, access to high quality learning contexts, and the participation of interdisciplinary teams in the design, delivery, and assessment of individualized services.

INDICATOR 6: PRESCHOOL LRE

Prepared by the Early Childhood Technical Assistance Center (ECTA)

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

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416 (a)(3)(A))

INTRODUCTION

The Individuals with Disabilities Education Act (IDEA) specifies that in order for a state to be eligible for a grant under Part B, it must have policies and procedures ensuring that:

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

(34 CFR §§300.114)

The Part B Indicator 6 analysis is based on data from the FFY 2013 Part B Annual Performance Reports (APRs) from 59 states and jurisdictions. For the purpose of this report, all states and territories are referred to collectively as 'states'. Data for two states for sub-indicator 6A for FFY 2013 were determined not valid and reliable.

DATA SOURCES AND MEASUREMENT APPROACH

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

ACTUAL PERFORMANCE

Figures 1 and 2 illustrate current and historical data on preschool settings for the last three years. 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 states included for Indicators 6A and 6B.

Figure 1

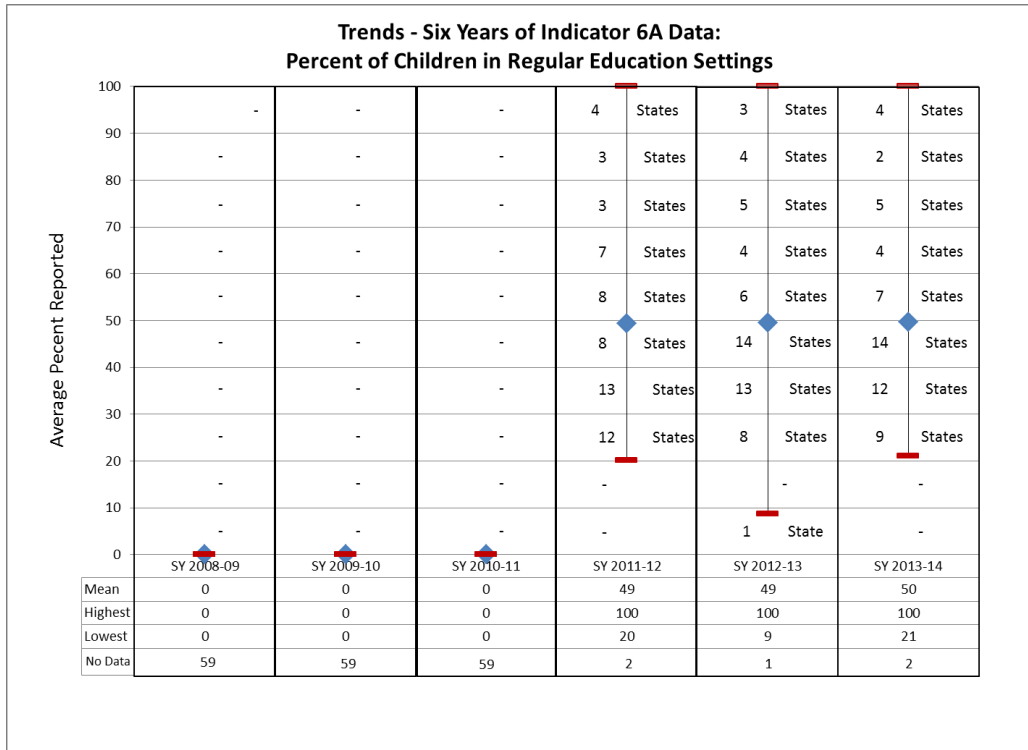
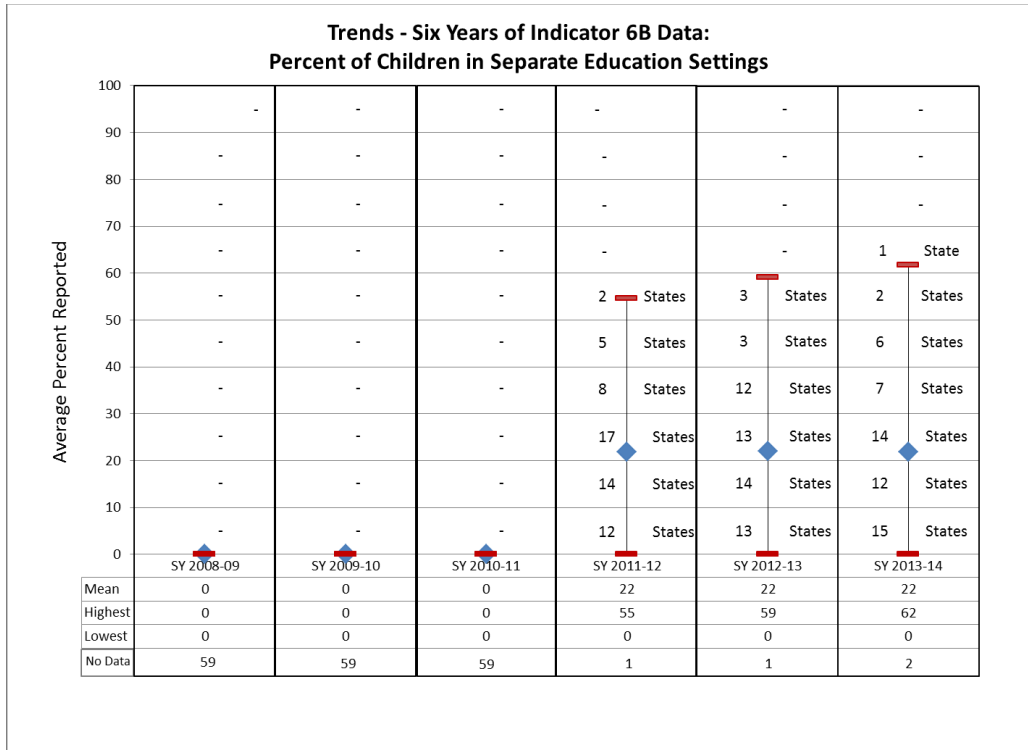


Figure 2



INDICATOR 7: PRESCHOOL OUTCOMES

Prepared by the Early Childhood Technical Assistance Center (ECTA)

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

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

INTRODUCTION

Indicator 7 reports the percentage of preschool children with IEPs who demonstrate improved outcomes during their time in preschool. This summary is based on information reported by 59 states and jurisdictions in their FFY 2013 Annual Performance Reports (APRs). For the purposes of this report, the term 'state' is used for both states and jurisdictions.

States report data on two summary statements for each of the three outcome areas. The summary statements are calculated based on the number of children in each of five progress categories. The 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 and jurisdictions continue to use a variety of approaches for measuring child outcomes, as shown in Table 1.

Table 1

Child Outcomes Measurement Approaches (N=59)	
Type of Approach	Number of States (%)
Child Outcomes Summary (COS) process	42 (71%)
One statewide tool	9 (15%)
Publishers' online analysis	6 (10%)
Other approaches	2 (3%)

PERFORMANCE TRENDS

Figures 1 through 6 illustrate the two summary statements for each of the three outcome areas over the last six reporting years (FFY 2008 to FFY 2013). For each reporting year, the number of states within each ten-percentage point range are shown in the charts, and the tables below each chart show the national mean, range, and number of states included each year.

Figure 1

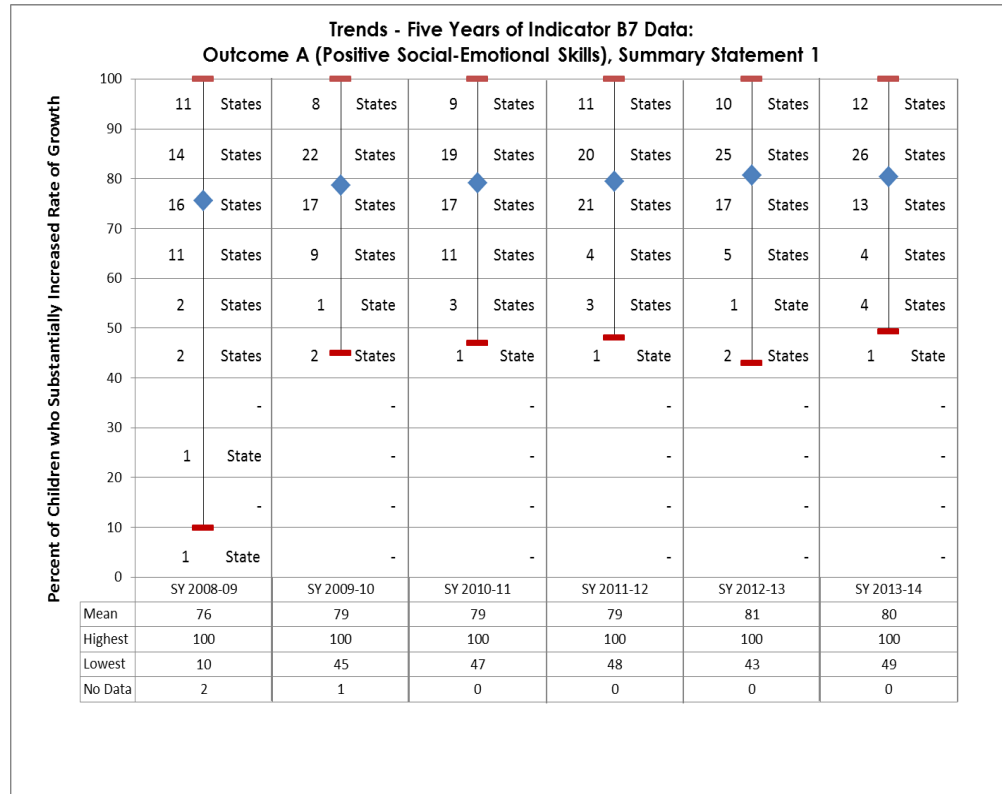


Figure 2

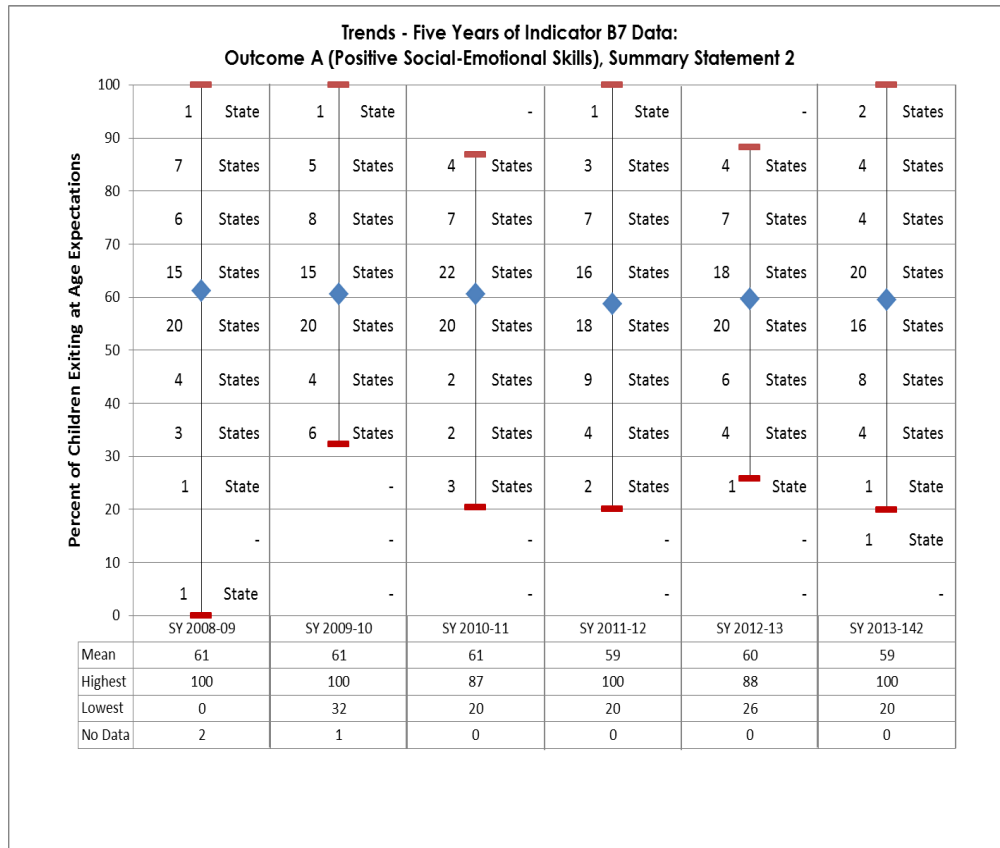


Figure 4

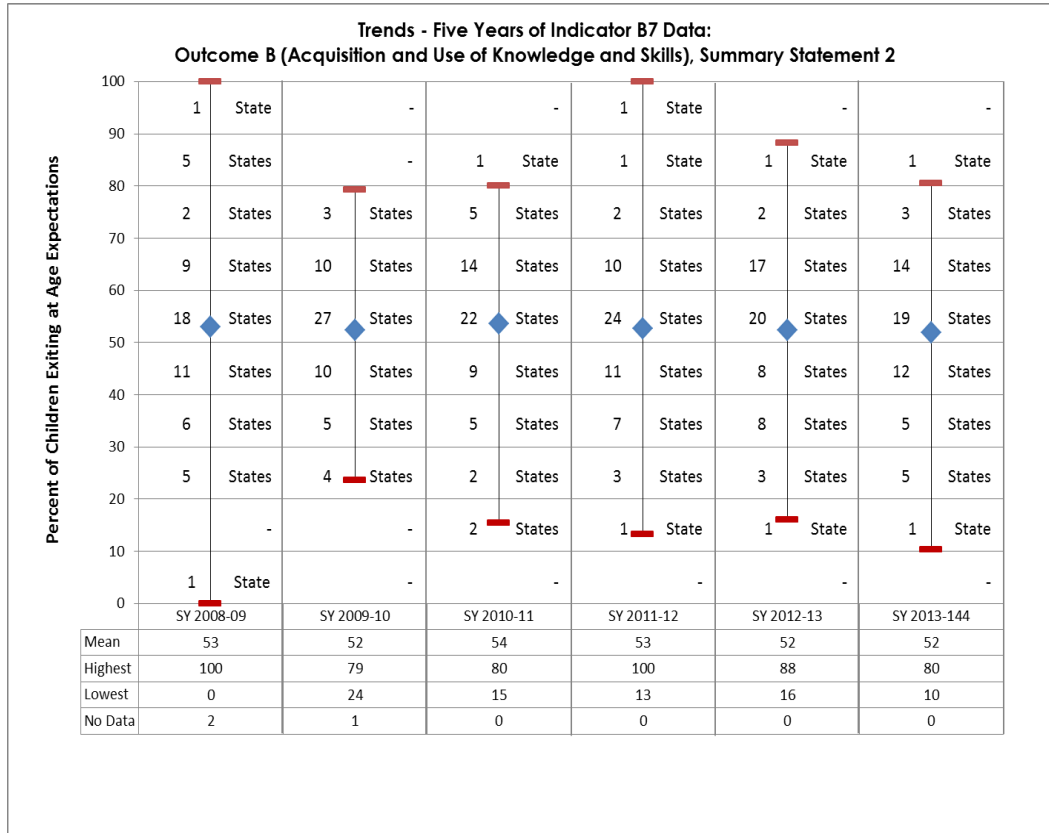


Figure 5

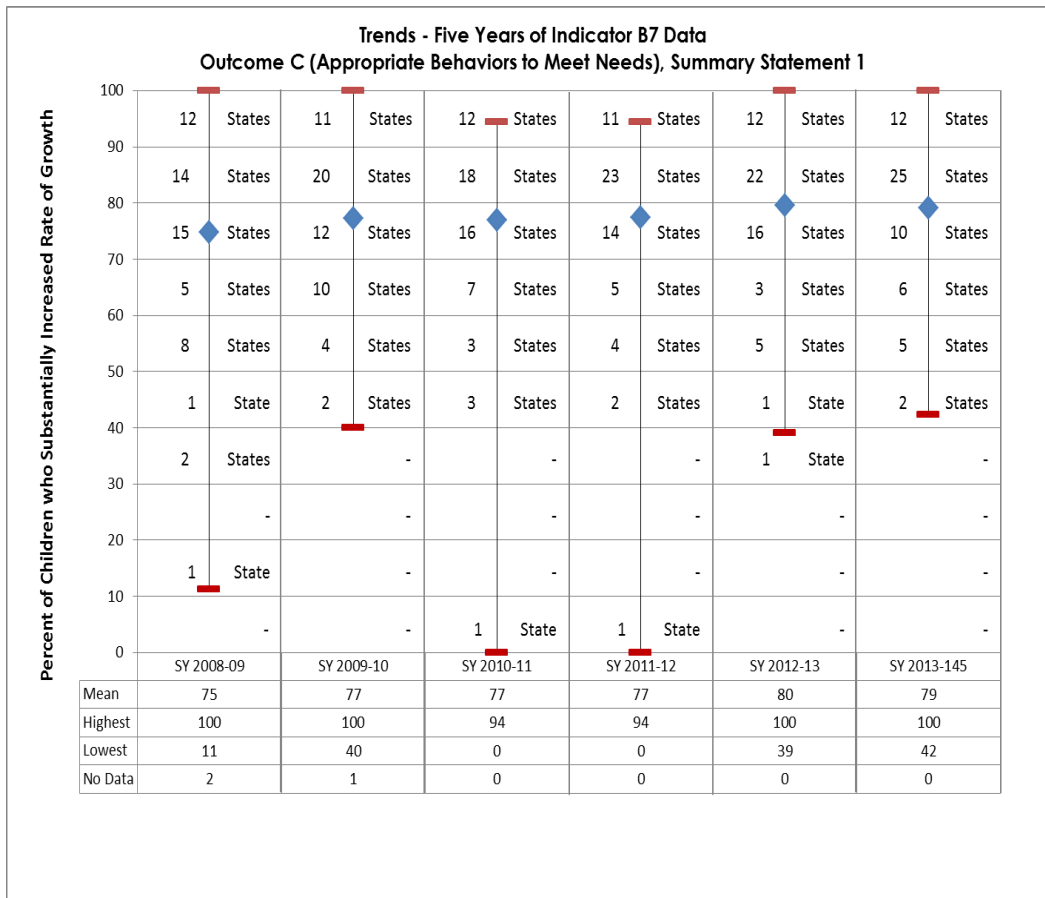
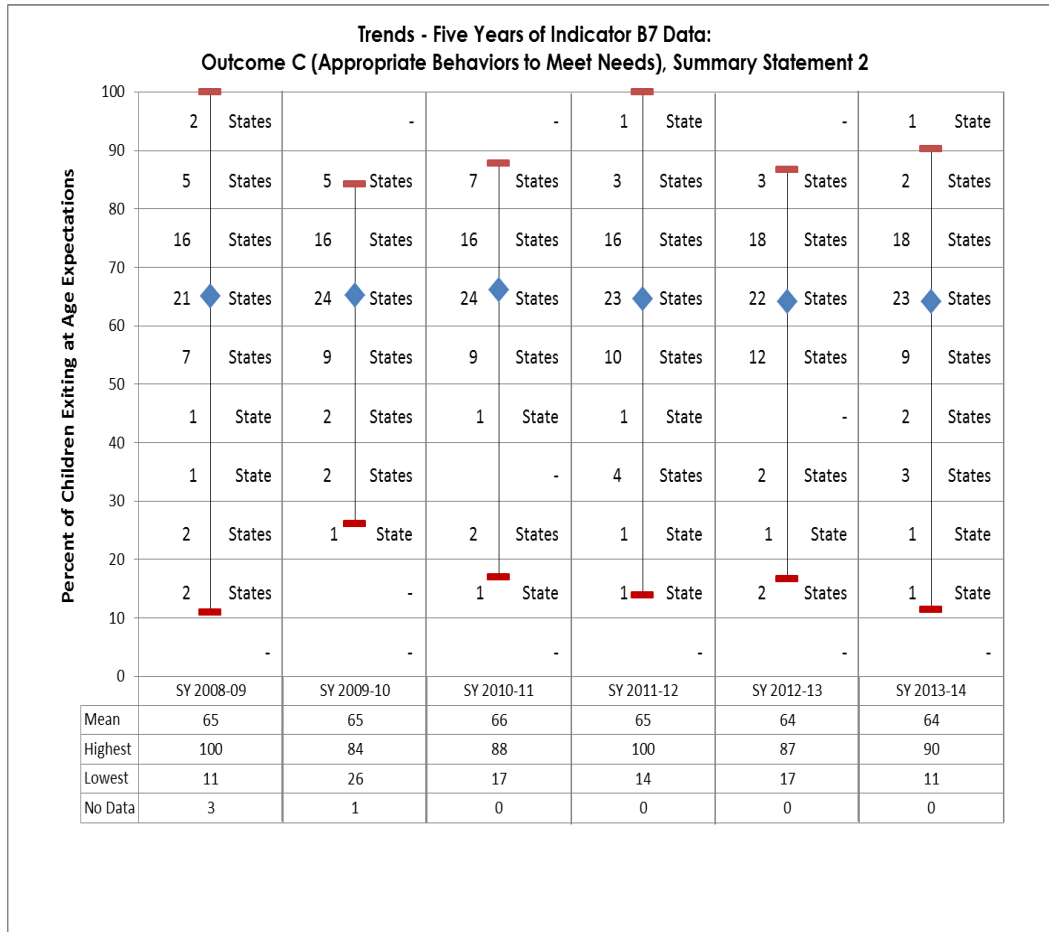


Figure 6



INDICATOR 8: PARENT INVOLVEMENT

Prepared by the National and Regional Parent Technical Assistance Centers (PTACs):

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 network of Center for Parent Information and Resources, along with the six Regional Parent Technical Assistance Centers and the IDEA Data Center, analyzed the Annual Performance Reports (APRs) submitted by the 50 states, nine jurisdictions/entities, and District of Columbia (collectively, for a total of 60 state entities). It should be noted that in some of the tables and charts presented herein, the total may equal more than 60. This higher “n” results from the addition of eight entities representing the states that reported separate performance data for parents of preschoolers (ages three to five) and parents of school-age students (6-21 years). Percentages are based on a total number 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 2013 Annual Performance Reports (APRs) and subsequent revisions submitted to the Office of Special Education Programs (OSEP). State Performance Plans (SPPs) and any revisions were also consulted in order to clarify and analyze APR data.

For the purposes of this report, the term “states” refers to the 50 states, nine territories, and the District of Columbia 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 (three-five years) and parents of school-age students (6-21 years). This “n” size is the same as that used in the 2012 analysis.

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 the Table 1 below, during FFY 2013, the majority of states, 71%, utilized either the NCSEAM survey or an adaptation of the NCSEAM or ECO surveys. An additional 23.33% of states indicate that they have either developed their

own instrument (18.33%) or are utilizing an instrument that is an adaptation of the NCSEAM or ECO surveys combined with state-developed components. Three states did not provide sufficient data to determine the origin of the development of their survey instruments. This data does not represent a significant change from FFY2012. Two states that were using the NCSEAM survey, after consultation with their state advisory panel and other stakeholders, revised their survey instruments and are now categorized as using adaptations of the NCSEAM instrument.

TABLE 1: Survey Instruments Used by States				
Survey Instrument	FFY 2013		FFY2012	
	# of States	% of States	# of States	% of States
NCSEAM	32	53%	34	57%
State-Developed	11	18%	11	18%
Adapted NCSEAM or ECO	11	18%	9	15%
Combination	3	5%	3	5%
Unknown	3	5%	3	5%

ACTUAL PERFORMANCE AND TRENDS

The following tables and charts summarize trends and compare states’ performance on Indicator 8. In reviewing this data, care must be taken when drawing state-to-state judgments, as there is wide variability in the ways that states collect and report data for this indicator. In addition to the differences in states’ selection of survey instruments, there is range of decisions that states have made related to survey distribution methods as to use of sampling or census; the determination of annual targets and any year-to-year increase in targets; and also the criteria used for defining the positive response(s) reported under this Indicator.

Table 2 outlines the percentage of states that “Met” or “Did Not Meet” established targets for performance on Indicator 8. As indicated, 74% of states were met or exceeded the targets set for the percent of parents reporting that schools facilitated their involvement in improving their students’ results and 25% were not. K-12 data was not submitted by one state. This increase of 17 percentage points represents a significant change, from FFY2012, when 57% of states met the targets set. In drawing any conclusion as to this change in results, it is important to note that states set a wide

range of targets, including rates of increase, on this indicator. Thus, a state that did not meet its own rigorous target may have exceeded the performance of a state that set a less rigorous target.

Table 2: States Meeting Indicator 8 Targets

Indicator 8 Target Achievement	% of States	
	FFY 2013	FFY 2012
Met Target	74%	57%
Did Not Meet Target	25%	41%
N/A	1%	2%

Chart 1 depicts a comparison of states' data from FFY 2012 to FFY 2013, denoting the progress or slippage for each state. Data ranges from a slippage of 10.24% to progress of 9.9%. A total of 29 states demonstrated an increased percentage of positive parent response, while 31 states experienced slippage. Of the six states shown as experiencing no change, five are as a result of either: a) no data being provided (one state) or b) a change in the survey and/or criteria for positive response whereby this year is considered a baseline year and the year-to-year data is not comparable (four states).

Chart 1: Comparison of FFY 2012 Performance to FFY 2013

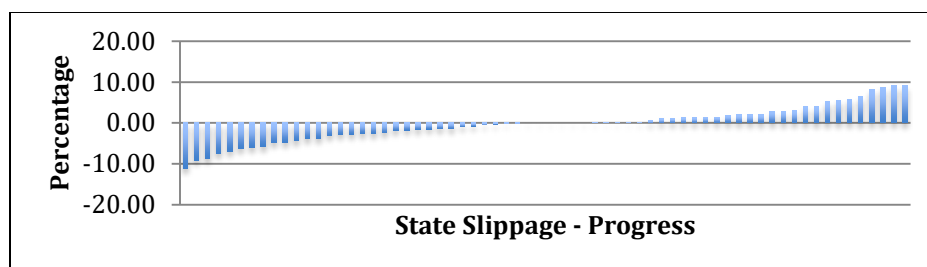
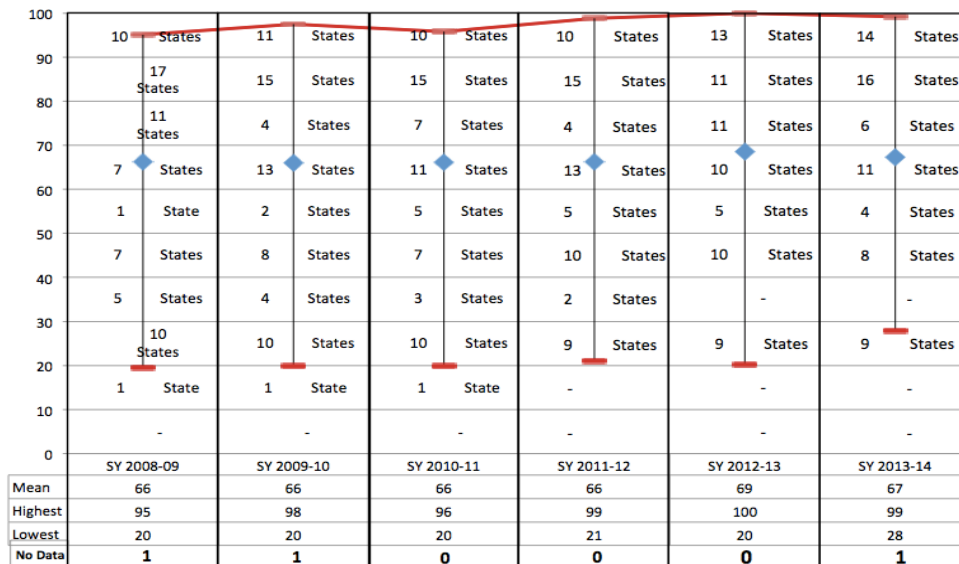


Chart 2 provides Six Year Trend data for Indicator 8, where the performance distribution across states has been stable, with both the lowest performance numbers and highest performance numbers holding fairly steadily. For FFY 2013, one state reported the high of 99%. This is within the range of 95-100% highs across the six years. The lowest percentage reported was 28%, which is eight percentage points higher than the six-year low of 20% in FFYs 2009, '10, '11 and '13. The group's mean has also showed minimal

change, ranging from 66% to 69%, with a FFY 2013 mean of 67%, a slight decrease from the FFY 2012 mean of 67%

Chart 2: Six Year Trend Data

FFY 2009 to FFY 2013



ACTIVITIES FOR IMPROVING INDICATOR 8 RESULTS

In addition to analysis of the qualitative data available through OSEP Grads 360, the reviewers drilled down into state APRs to note the improvement strategies and activities that states implement to address Indicator 8. While the majority of states Indicator 8 narratives provide details about the collection of and reporting on survey data, a number of states also include information related to impacting parent knowledge and skills and ultimately impact outcomes for students with disabilities.

Some key strategies outlined relate to collaboration with OSEP-funded Parent Training and Information Centers, thereby leveraging OSEP technical assistance investments in order to improve Indicator 8 results. These strategies include:

- Engaging Parent Centers (PTIs and Community Parent Resource Centers) in developing and presenting parent workshops/trainings/webinars.
- Co-training of parents about how to request up-to-date progress monitoring data, understanding data, and the parents' role in students' progress toward goals, and how parents & schools can work together to help each student achieve his/her goals.

- New training tools developed for joint parent/educator training about a "cooperative team approach" for increasing parent understanding of student progress toward achieving quality goals.
- Using websites of both the State Education Agency (SEA) and the Parent Center to house co-developed resources and communications.
- Providing office space for PTI staff and utilizing PTI staff to speak to family members who call the SEA with questions.

Other strategies include:

- Alignment of resources, including fiscal and personnel focused on one priority (literacy) across priority areas that have greatest success with children/youth (work teams) and across Indicators, including Indicator 8.
- Collaborations across LEAs, intermediary organizations and other stakeholder groups in order for outreach not only for survey dissemination, but also for communication about state parent involvement initiatives and activities.
- Identification/development of evidence-based frameworks, strategies and programs by experts in the field of parent knowledge development and engagement.
- Development of a Family, School, and Community Partnership Fundamentals publication with guidelines and research-based practices to improve engagement of families, schools and communities in achieving equitable learning opportunities for students.

CONCLUSION

As a result of different survey instruments and analysis techniques, states' performance on Indicator 8 varies significantly. However, states' average performance on Indicator 8 remained fairly stable, showing a slight decrease, from FFY2012 to FFY2013.

INDICATORS 9 and 10: DISPROPORTIONATE REPRESENTATION DUE TO INAPPROPRIATE IDENTIFICATION

Prepared by *IDEA* Data Center (IDC)

INTRODUCTION

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

- B9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification; and
- B10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

The *IDEA* Data Center (IDC) reviewed the FFY 2013 APRs for the 50 states, the District of Columbia, and the Virgin Islands. The other territories and the Bureau of Indian Education are not required to report on B9 and B10. Throughout the remainder of this section, all are referred to as states, unless otherwise noted. For FFY 2013, one state did not report valid and reliable data for B9 and B10.

DATA SOURCES

Data sources include data submitted through the *EDFacts* Submission System-C002 Children with Disabilities (*IDEA*) School Age File¹ 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 size requirements.

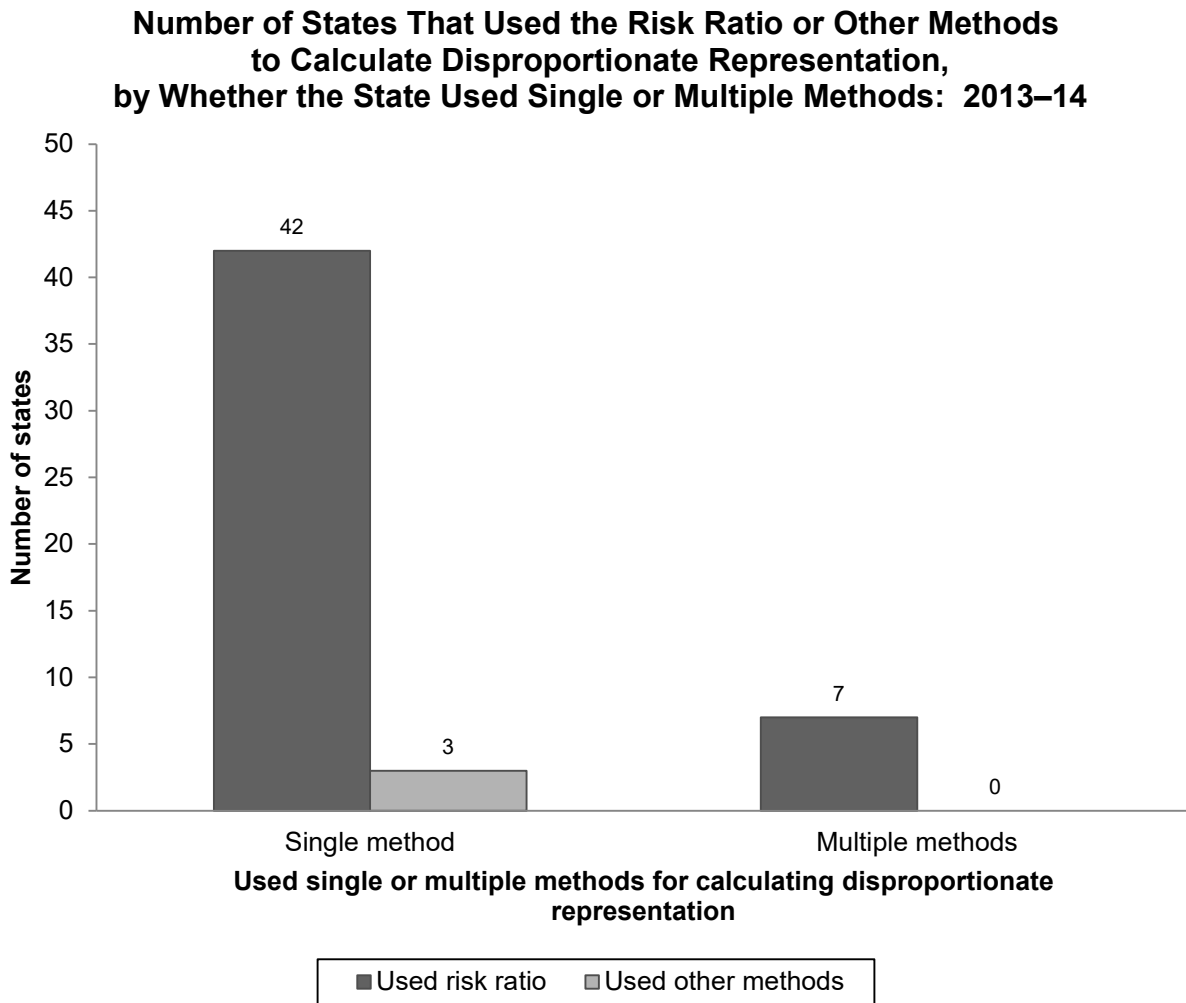
Methods Used to Calculate Disproportionate Representation

The majority of states (45 states or 87%) used one method to calculate disproportionate representation (see Figure 1). Of the 45 states using one method, 42 states (93%) used one or more forms of the risk ratio (i.e., risk ratio, alternate risk ratio, weighted risk ratio) as their sole method for calculating disproportionate representation. The other

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

three states (7%) used risk or composition as their sole method for calculating disproportionate representation. The remaining states (seven states or 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, the E-formula, or expected counts of students.

Figure 1



Definitions of Disproportionate Representation

Most states using the risk ratio defined disproportionate representation with a risk ratio cut-point. 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 cut-point. The two most commonly used cut-points for disproportionate representation were 3.0 (19 states) and 2.0 (11 states).

The small number of states that calculated disproportionate representation using other methods defined disproportionate representation in different ways. These included percentage-point differences and relative differences (composition), comparisons to thresholds (risk), determining upper bounds (E-formula), and differences between expected numbers of students and actual numbers of students (expected numbers).

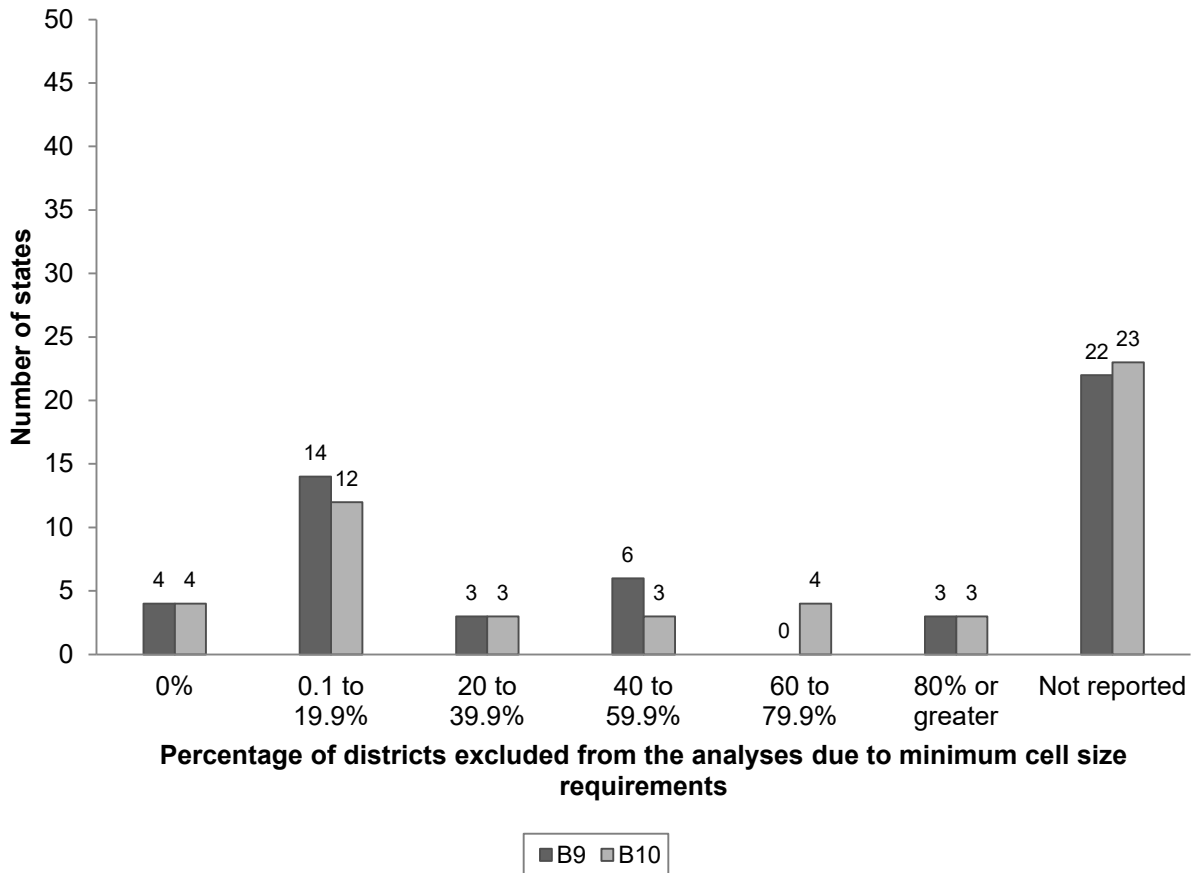
Minimum Cell Size Requirements

Overall, 49 states (94%) used minimum cell size requirements in their calculations of disproportionate representation. States specified a variety of minimum cell size requirements, ranging from 10 to 100 students, and defined “cell” in many different ways.

When determining disproportionate representation, states are required to analyze data for each district, for all racial/ethnic groups in the district, or all racial/ethnic groups in the district that meet the minimum cell size set by the state. Thirty states (58%) for B9 and 29 states for B10 (56%) reported on the percentage of districts excluded from the analyses due to minimum cell size requirements. Figure 2 presents this information.

Figure 2

Number of States Reporting Various Percentages of Districts Excluded From the Analyses Due to Minimum Cell Size Requirements: 2013–14



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

ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS

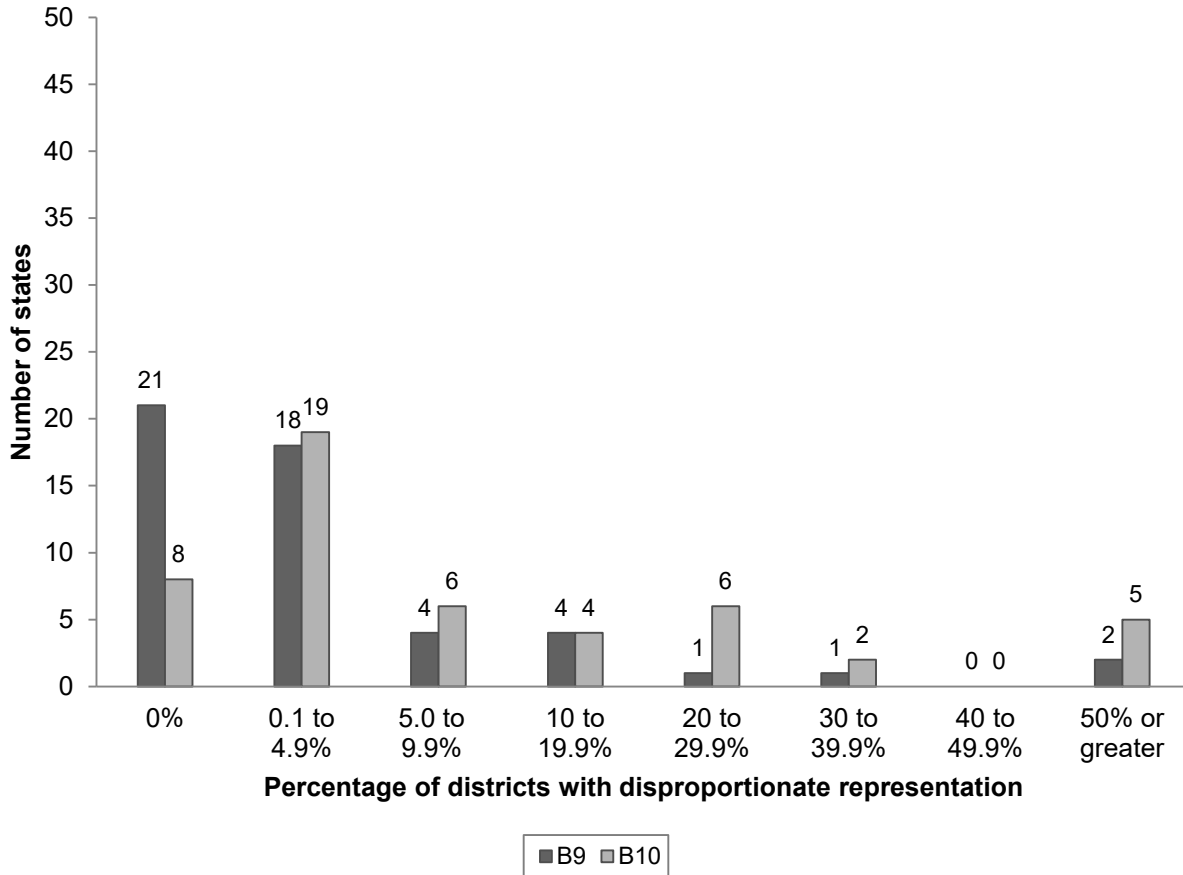
This section provides actual performance data for B9 and B10 for FFY 2013, as well as eight-year trends in the data and change from FFY 2012 to FFY 2013.

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 their 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: 2013–14



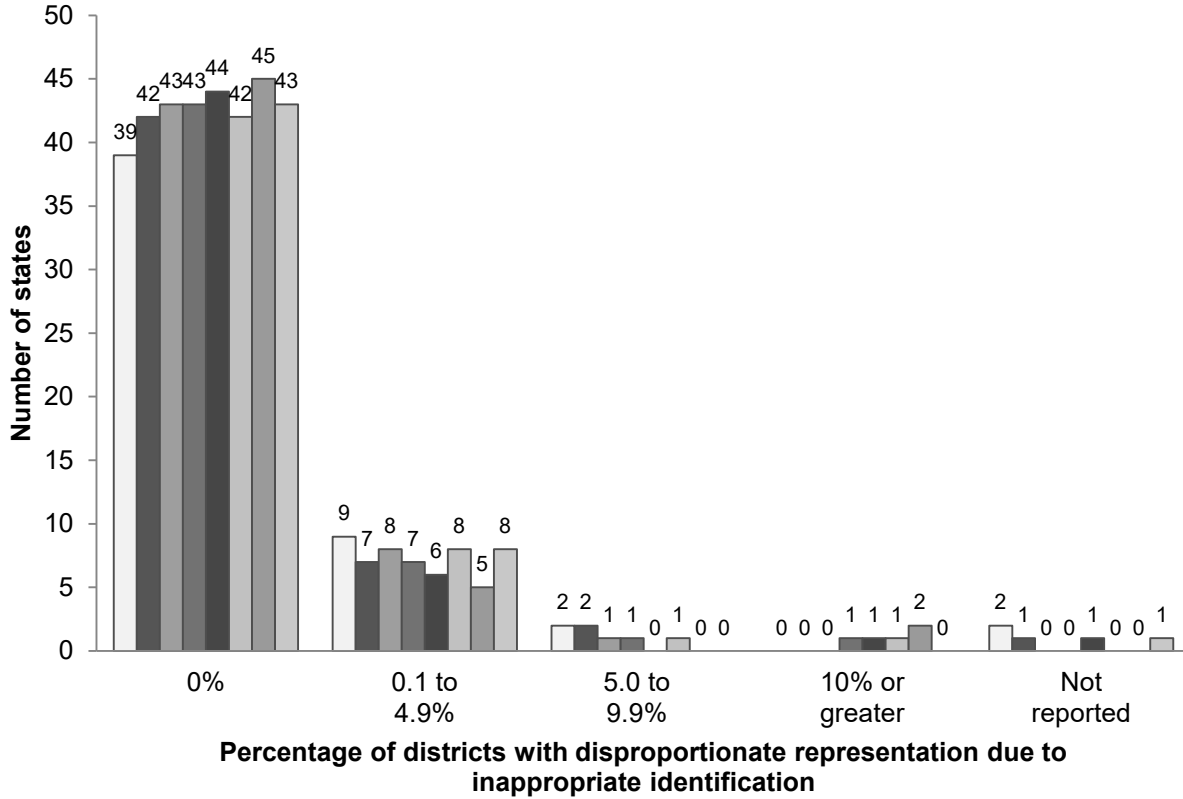
Note: One state did not report valid and reliable data for B9 and B10 and another state is not required to report on B10.

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 a result of inappropriate identification (see Figures 4 and 5 for B9 and B10, respectively). For each indicator, data are presented for 2013–14, as well as for the seven previous years.

Figure 4

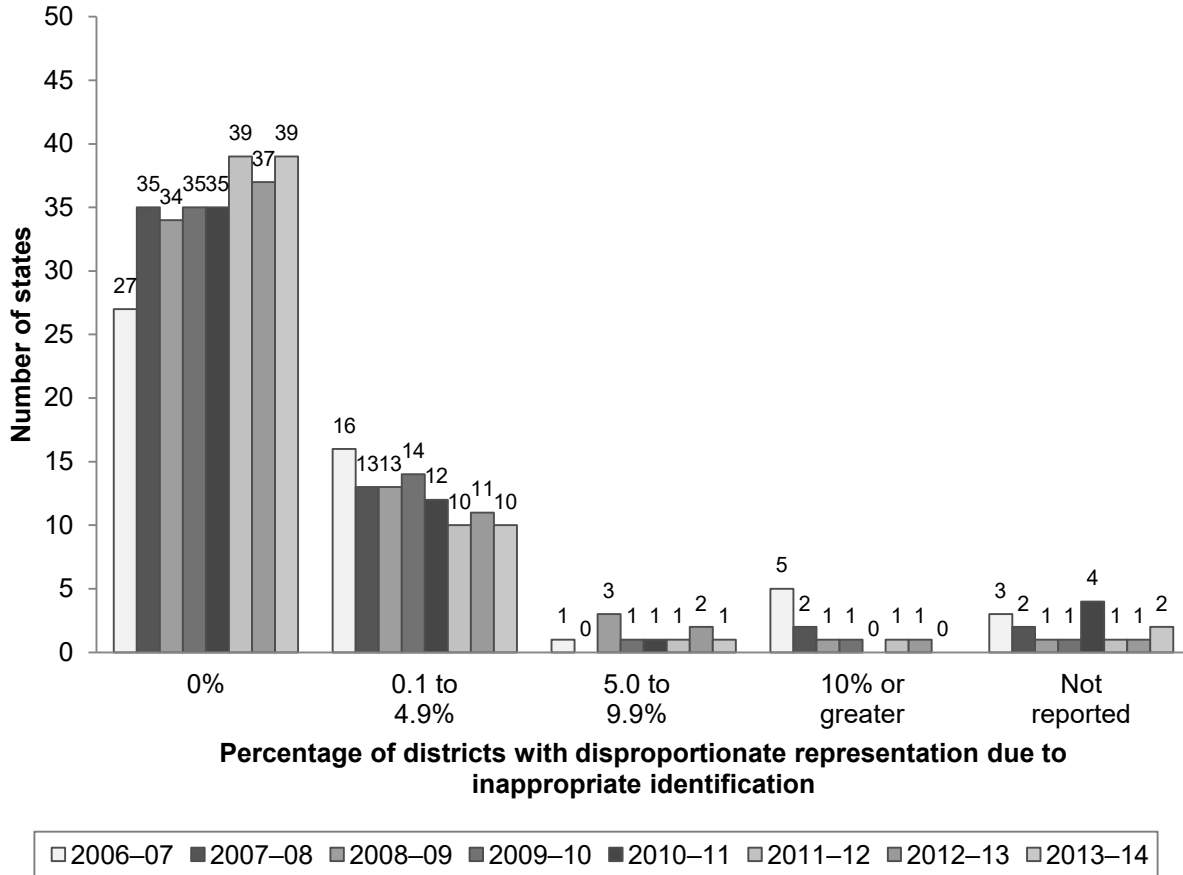
Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B9: 2006–07 Through 2013–14



□ 2006–07 ■ 2007–08 ▒ 2008–09 ▒ 2009–10 ■ 2010–11 □ 2011–12 ▒ 2012–13 ▒ 2013–14

Figure 5

Number of States Reporting Various Percentages of Districts With Disproportionate Representation That Was the Result of Inappropriate Identification for B10: 2006–07 Through 2013–14



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

Description of Change From 2012–13 to 2013–14

When examining change from FFY 2012–13 to 2013–14 in the percentage of districts identified as having disproportionate representation due to inappropriate identification, of those states that reported valid and reliable data in both 2011–12 and 2012–13:²

- Forty states (78%) and 35 states (70%) for B9 and B10, respectively, reported no change in the percentage of districts identified as having disproportionate representation due to inappropriate identification (39 of these states for B9 and

² Fifty-one states reported valid and reliable data for B9 and B10 for both 2012–13 and 2013–14. One state reported valid and reliable data for B9 and B10 for 2012–13, but not for 2013–14. One state is not required to report on B10.

all 35 of these states for B10 maintained the target of 0% in 2012–13 and 2013–14).

- For B9, five states (10%) reported slippage, and six states (12%) reported progress.
- For B10, eight states (16%) reported slippage, and seven states (14%) reported progress.

INDICATOR 11: TIMELY INITIAL EVALUATIONS

Prepared by the National Center for Systemic Improvement (NCSI)

INTRODUCTION

Indicator 11, Timely Initial Evaluations, measures the percent of children 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 the state-established timeline.

MEASUREMENT OF INDICATOR 11 IN PART B SPP/APR MEASUREMENT TABLE:

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.

States³ are required to account for children for whom parental consent was received but who were not evaluated within the timeline. States must also indicate the range of days for which evaluations occurred beyond the timeline, including any reasons for the delays. Under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation, or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. In the event the state has established a timeframe which provides for exceptions through state regulation or policy, it must describe the cases falling within those exceptions and include this number in the denominator.

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

DATA SOURCES AND METHODOLOGY

The National Center for Systemic Improvement (NCSI) staff summarized the data from all states based on the data compiled from APRs submitted in February 2015 along with applicable APR clarifications.

³ 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 50 United States, the District of Columbia, the Bureau of Indian Education, 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).

TRENDS: SEVEN YEARS OF B-11 DATA

Figure 1

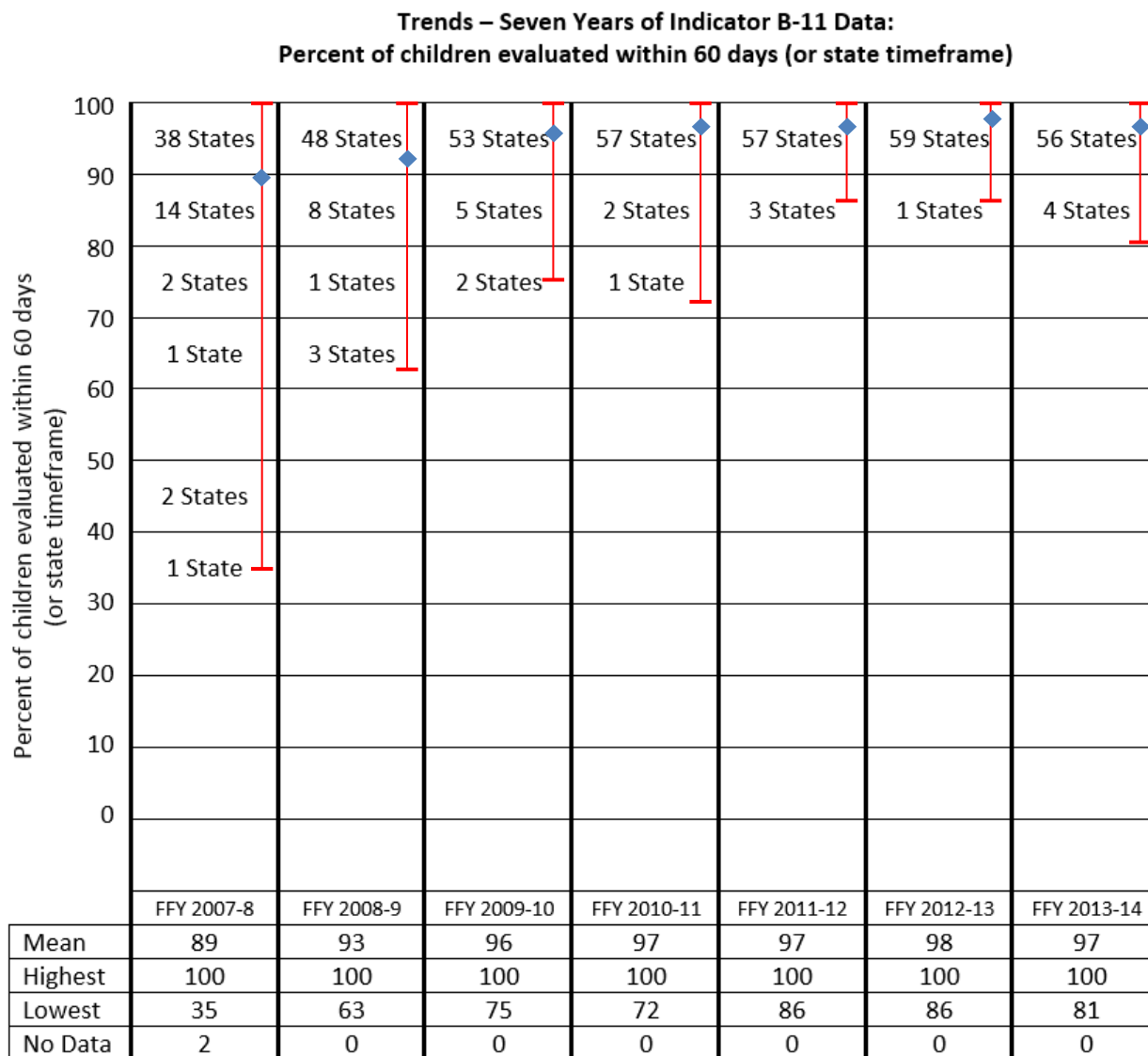


Figure 1 depicts a “high-low” chart which shows the level of change from FFY 2007-08 to FFY 2013-14 with regard to the percent of children evaluated within 60 days, or within a state-established timeline. Each red vertical line capped by a small rectangle at each end reflects the range (i.e., highest to lowest percentage). Also, on each vertical line is a blue diamond which represents the mean percentages of actual performance results for FFY 2013-14. In examining differences between the mean percentages, the table reflects an eight percentage point increase (e.g., the difference from the average mean of 89 for FFY 2007-08 and the average mean in FFY 2013-14 of 97) over this time period. This difference between the two reporting periods indicates that states have

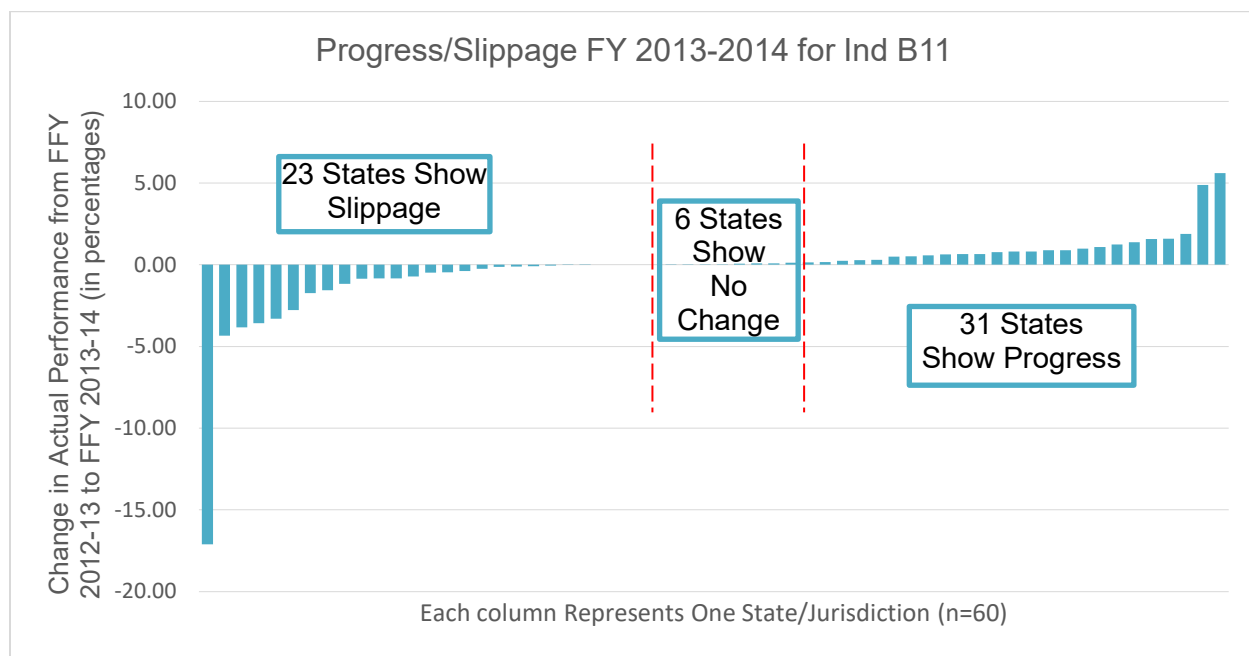
made progress in reporting the percent of initial timely evaluations over the past seven years.

While there was a notable level of variation observed when comparing the FFY 2007-08 and the FFY 2013-14 data, much of this across time variability is due to the data reported for FFY 2007-08. The results have remained relatively stable for the past five years indicating that the majority of states are consistently continuing with a high percent of timely initial evaluations.

COMPARISON TO PREVIOUS YEAR'S DATA FOR PROGRESS AND SLIPPAGE

Figure 2 shows the progress and slippage which occurred over the one-year period between the 2012-13 and 2013-14 for 60 states. The table shows that 23 states (38%), showed slippage in the percent of initial evaluations completed in a timely manner. Six states (10%) showed no change, while 31 states (52%) demonstrated progress.

Figure 2

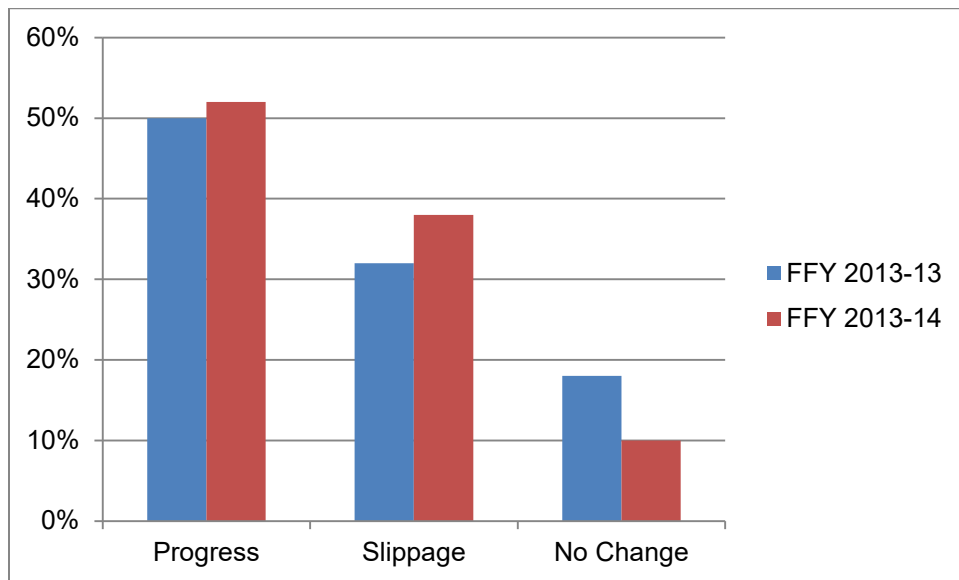


With regard to the 23 states (38%) showing slippage, the average percent of slippage was -1.94%, ranging from a “high” of -17.11% to a “low” of -0.01%. For the 52% of states that showed progress, the average percent of progress was 0.95%, ranging from a “high” of 5.60% to a “low” of 0.02%. Of the six states (10%) showing no change, four states met the target for FFY 2013-14 and two remained stable at a percentage slightly under 100%.

As shown in Figure 3 below, the data from FFY 2013-14 were also compared to that of FFY 2012-13. In FFY 2012-13, 19 states (32%), showed slippage; eleven states, or

18%, showed no change, while 30 states (50%) showed progress. The same number of states (5) met the 100% target for this Indicator in FFY 2013-14 as did in FFY 2012-13, while 55 states did not meet the target in each year. When results from FFY 2012-13 and FFY 2013-14 are compared, it is apparent state performance on the indicator has remained relatively stable.

Figure 3



States are also required to report on the range of days for which evaluations occurred beyond the timeline. The FFY 2013-14 data showed that nationally the range of days beyond the timeline varied from 1 to 399 days.

CONCLUSION

Overall, states have reached and maintained a substantially high level of compliance for Indicator 11, as judged by an overall actual performance mean of 97% with regard to timely initial evaluations. However, states progress in fully meeting the 100% criterion set for this indicator continues to remain challenging.

INDICATOR 12: EARLY CHILDHOOD TRANSITION

Prepared by the Early Childhood Technical Assistance Center (ECTA)

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

INTRODUCTION

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 2013 Part B Annual Performance Reports (APRs) from 56 states and jurisdictions. For the purpose of this report, all states and territories are referred to collectively as ‘states’. Indicator 12 does not apply to all jurisdictions in the Pacific Basin, 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 2013 performance data and to provide the reasons for delay when IEPs were not developed and implemented by a child’s third birthday.

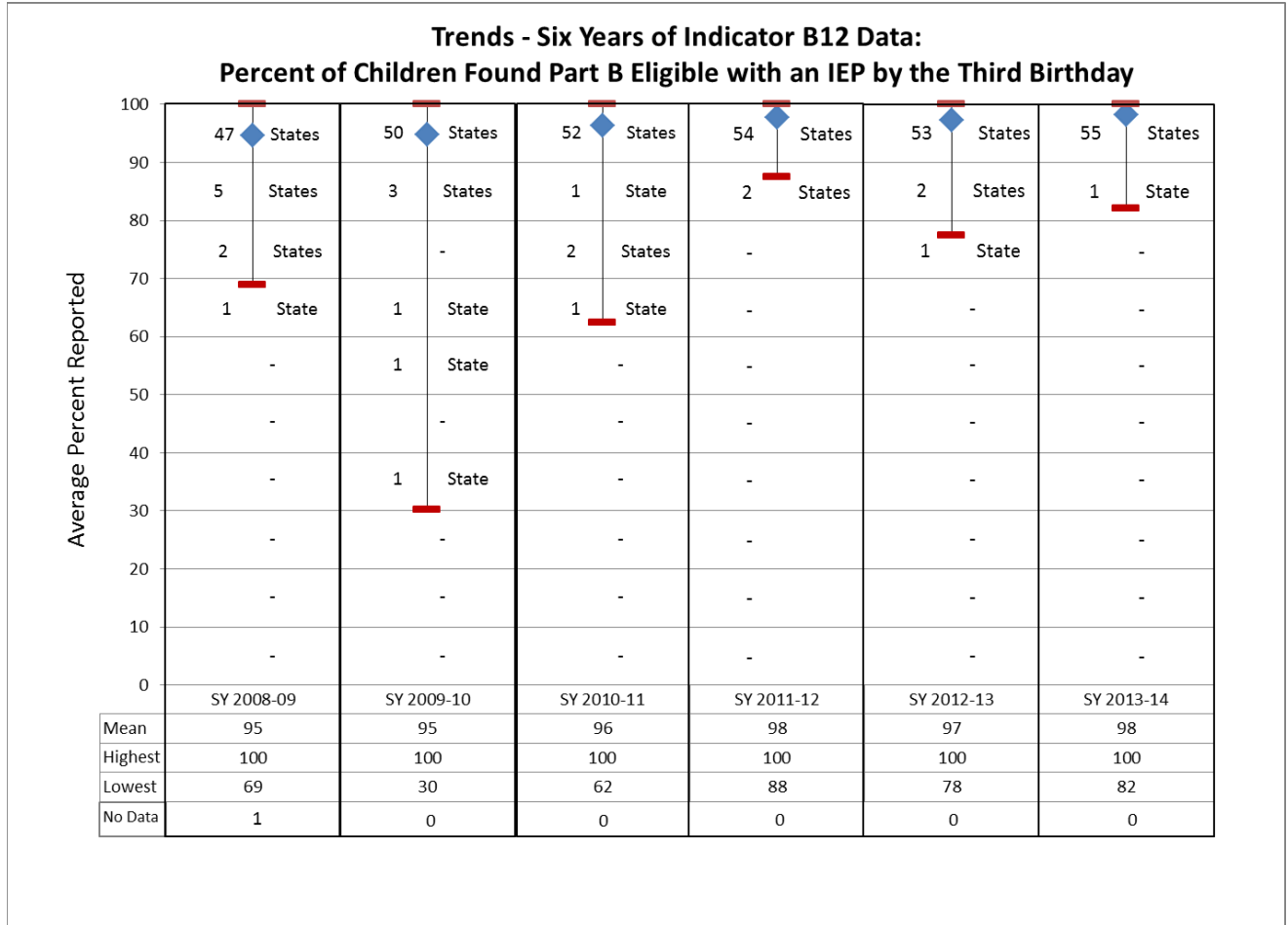
DATA SOURCES AND MEASUREMENT APPROACH

Data sources used to report data for this indicator vary across states. These include state data systems, monitoring, system-wide file reviews, sampling and LEA spreadsheets. A majority of states use the state data system to provide data for this indicator, and many supplement with additional data collection methods or systems to provide the specific data needed to report on this indicator. Some states also cross-reference individual child level data supplied directly 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 for timely transition services and trend data over the last six reporting years. 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



INDICATOR 13: Secondary Transition

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

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

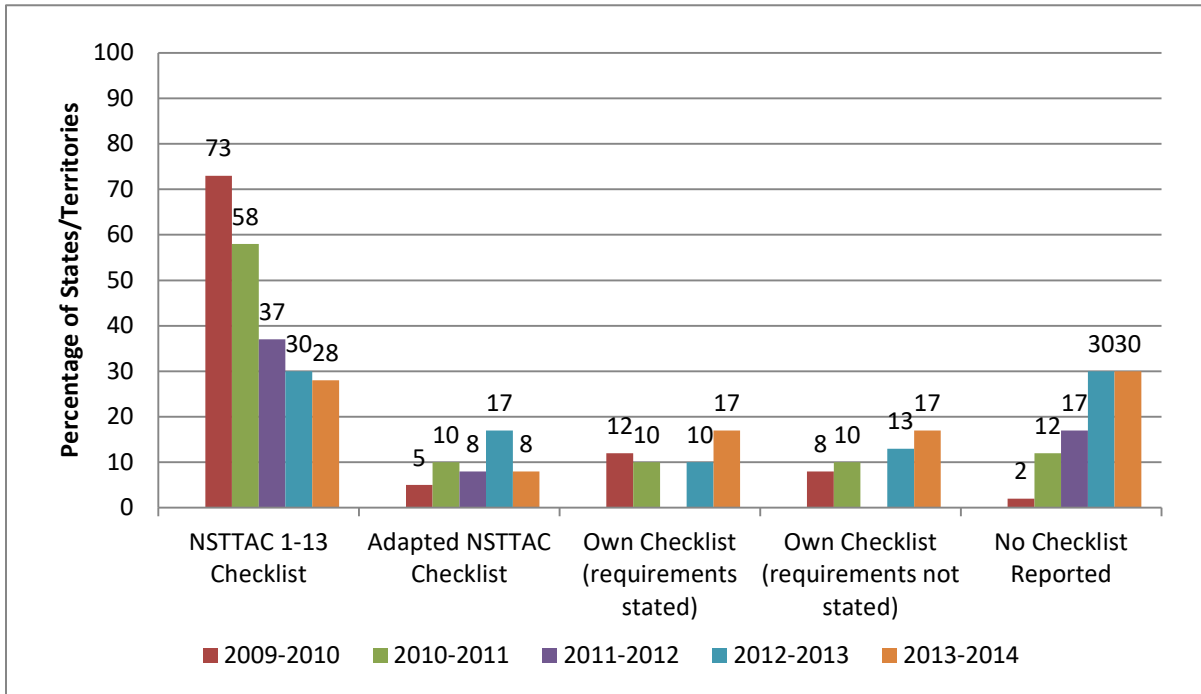
INTRODUCTION

States are required to report data on "Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority."(20 U.S.C. 1416(a)(3)(B))

DATA SOURCES

States used a variety of checklists to measure Indicator 13 including the NSTTAC I-13 Checklist or their own checklist. However, 30% did not report what checklist was used as their data source. Figure 1 illustrates the type of checklists used by states to measure Indicator 13.

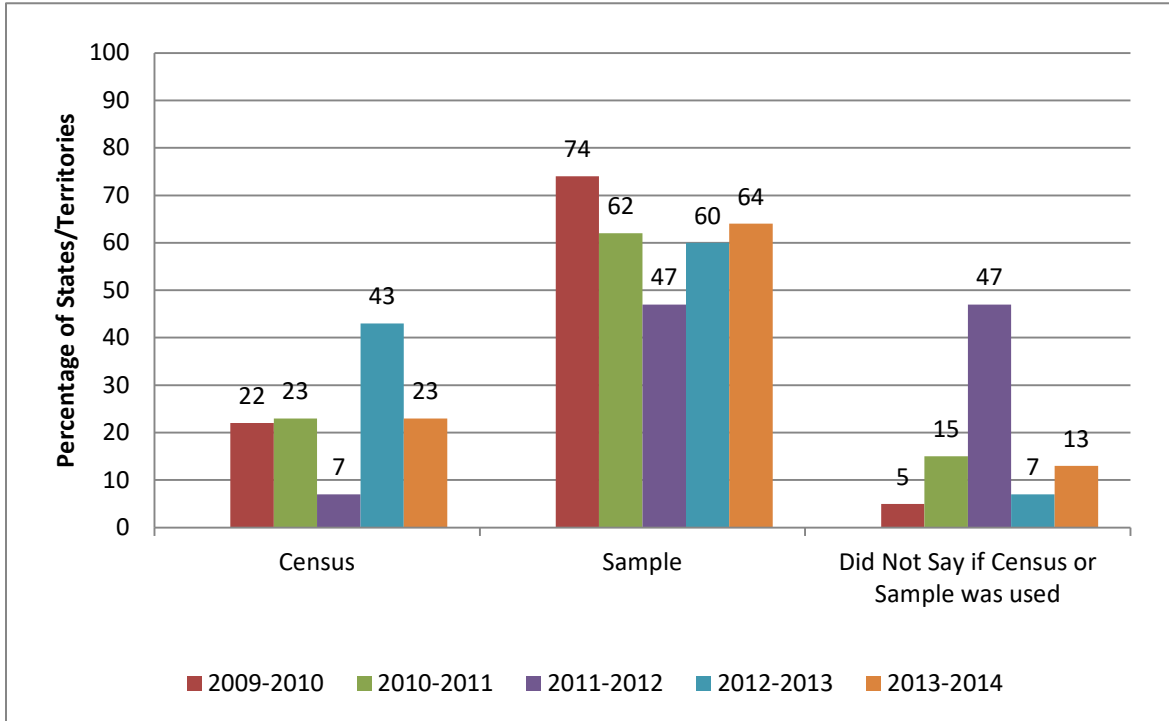
Figure 1
Type of Checklist Used to Collect Indicator 13 Data



MEASUREMENT APPROACHES

Eighty-seven (87%) states reported using either a sample or census method to collect Indicator 13 data. Figure 2 summarizes the type of method used to collect data. In addition, based on a new item in this year’s data collection process, 39 states (65%) obtained data through their state monitoring process, while 21 (35%) states obtained data through a state database that included data for the entire reporting year.

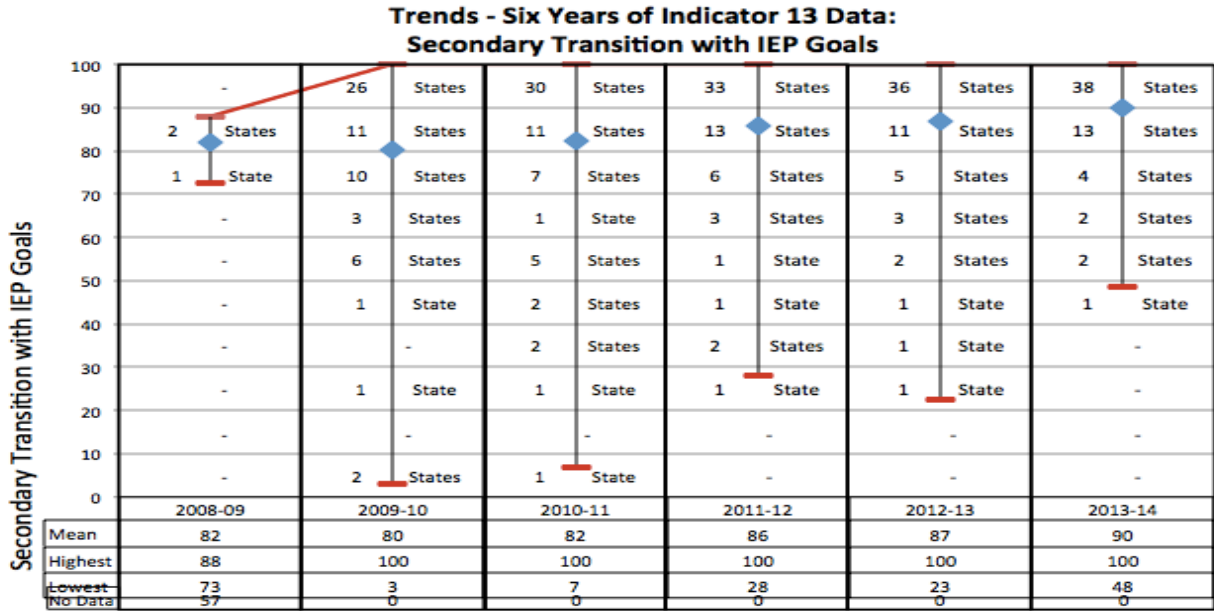
Figure 2
Method Used to Collect Indicator 13 Data



ACTUAL PERFORMANCE

This submission is the fourth since states established a new baseline in 2009-2010. Figure 3 indicates performance ranged from 48% to 100% with a mean of 90%. The median was 95%. Overall, the state mean has increased from 80% in FFY 2009-2010 to 90% in FFY 2013-2014.

**Figure 3
Six Year Trends for Indicator 13 Data**



CONCLUSION

For 2013-2104, seven (12%) states reported 100% compliance for Indicator 13. State averages ranged from 48% to 100% with a mean of 90%. Compared to last year, 33 (55%) states showed progress with performance ranging from 50% to 100% with a mean of 89%. Overall, the state mean has increased from 80% in FFY 2009-2010 (the new baseline year) to 90% in FFY 2013-2014.

INDICATOR 14: POST-SCHOOL OUTCOMES

Prepared by the National Post-School Outcomes Center (NPSO)

INTRODUCTION

Indicator 14 requires states to report 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))*

The National Post-School Outcomes (NPSO) Center 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

In 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 leave high school, or by using administrative records databases. New for the FFY 2012 reporting, states uploaded their SPP/APR to the GRADS360 site. This resulted in fewer details provided by the state relative to how data were collected. 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.

Census versus Sample

To address Indicator 14, 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, 22% (n = 13) of states reported collecting PSO data from a census of all leavers with an IEP and 35% (n = 21) of states reported collecting data from a representative sample of leavers; 43% (n = 26) of states did not report (or were required to report) whether they used a census or sample.

METHODOLOGY & MEASUREMENT APPROACHES

Method of Data Collection

States had the option of how PSO data were collected from youth who have been out of school for at least one year. This year, 60 states reported the method used to collect PSO data and 19 states did not specify the method used. Survey methodology continues to be the dominant method used by states (n = 34) to collect PSO data and seven states reported using only administrative databases to collect PSO data.

Response Rate and Representativeness

The response rate for PSO data collection is calculated by dividing the number of youth contacted and who completed the survey by the total number of youth with an IEP who left school in the year, less any youth ineligible for the survey. Ineligible youth are those who returned to school or are deceased. This year, 37% of states (n = 22) reported a response rate or included sufficient information in the APR to calculate the response rate. Thirty-eight (38) states either did not report a response rate or did not include sufficient information to calculate a response rate. Reported response rates ranged from 14.2% to 100%; average response rate was 49.28%, a decrease over the national average of 52.4% in FFY 2012.

When using survey methods it is important to understand how similar the respondents are to the target population as a measure of confidence that the results reflect all students who left school. When examining whether the respondent group is representative of the target leaver group, five subgroups are examined: (a) disability category, (b) gender, (c) race/ethnicity, (d) exit status, and (d) age. NPSO Center staff used the guideline of “important difference”, set at $\pm 3\%$, to determine whether the respondents represented the target leaver group. A $\pm 3\%$ difference between the proportion of youth in the respondent group and the proportion of youth in the target group in each subgroup was sufficient to say the respondent group was not representative of all students who left school in that subgroup. Applying a $\pm 3\%$ difference between the respondent group and the target leavers is consistent with the NPSO Response Calculator approved by OSEP. Using the $\pm 3\%$ criterion to determine representativeness, NPSO staff found only one state reported a respondent group representative of the target leavers based on all five subgroups – disability, gender, race/ethnicity, age, and exit status.

Only 20 states described how representative their respondent groups were relative to the population or sample. One (1) state reported to have a representative respondent group in four subgroups (i.e., disability, race/ethnicity, gender, and exit status); 12 states reported a representative respondent group in any three subgroups, and 47 states

reported to be representative in two or fewer subgroups. Specifically by category: 16 states reported representativeness for disability category, 13 states reported representativeness for race/ethnicity categories, 2 states reported age, 15 states reported representativeness for gender, and 16 states reported representativeness for method of exit.

FIGURES & EXPLANATIONS: ACTUAL PERFORMANCE & TRENDS

Achieved Data

Achieved data refers to the FFY 2012 engagement data states collected on youth who were out of school for at least one year. These data are generally collected by states between May 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:

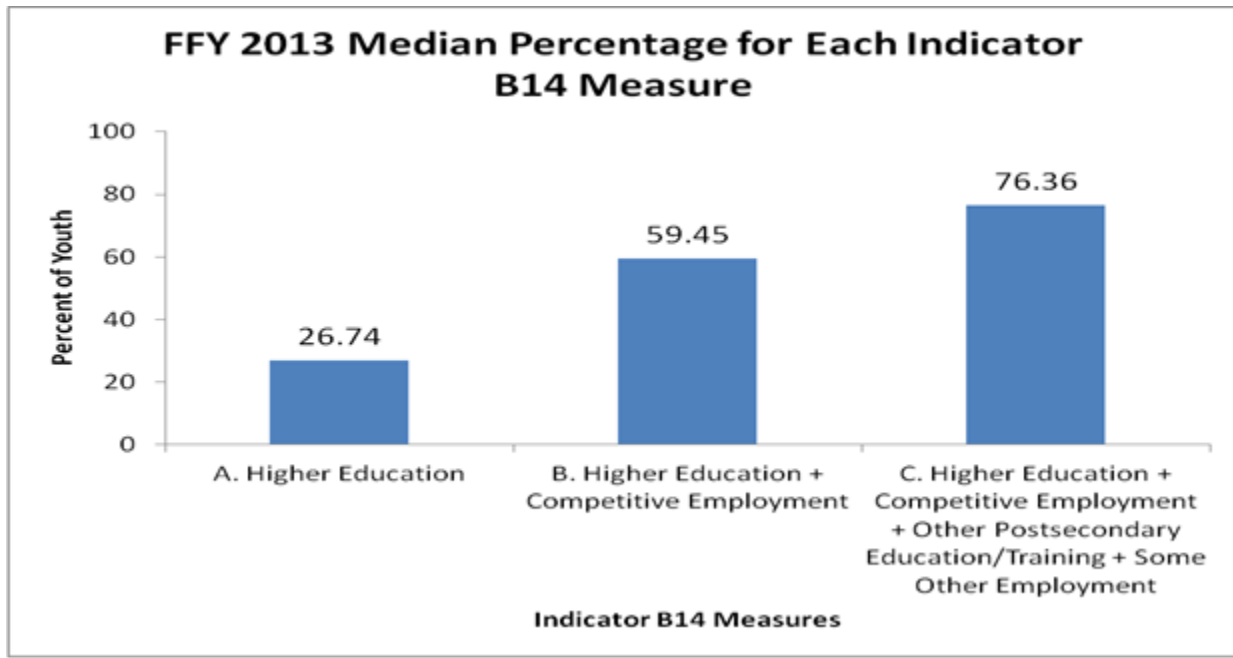
A = 1 divided by total respondents

B = 1 + 2 divided by total respondents

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

All 60 states reported data for FFY 2013. Figure 1, *FFY 2013 Median Percentage for Each Indicator B14 Measure*, shows the median percent of youth engaged in each measure A, B, and C. The median percent of youth reported in measure A, enrolled in higher education, was 26.93% (*sd* = 11.66). The median percent reported in measure B, enrolled in higher education plus competitively employed, was 59.45%, (*sd* = 12.27). The median percent of youth reported in measure C, enrolled in higher education + competitively employed + some other postsecondary education or training program + in some other employment was 76.36% (*sd* = 10.88).

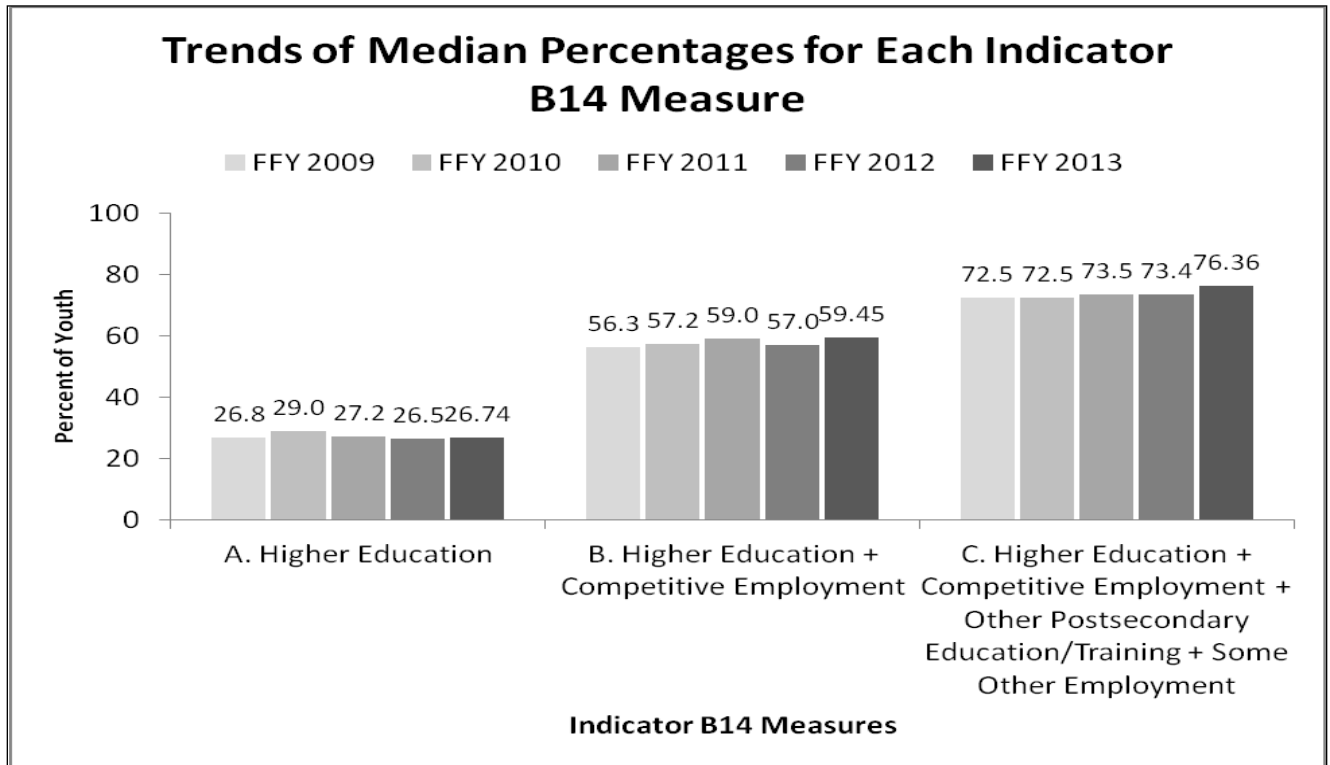
Figure 1



Trends

Figure 2, *Trends of Median Percentages for Each Indicator B14 Measure*, shows the aggregate median percentage for baseline year FFY 2009 through FFY 2012. Across the three years of PSO data, there is fluctuation in measure A, with a slight decrease over baseline. There is a steady increase in the percent of youth engaged in measure B, and an increase in the overall engagement in measure C.

Figure 2



CONCLUSION

In response to the requirements for Indicator 14, Post-School Outcomes, states have developed a data collection method for collecting post-school outcomes for former students with disabilities. Most states make a concerted effort to collect reliable and valid data in a practical manner. States continue to struggle to obtain a representative respondent group. The overall engagement of youth with disabilities one year out of high school, as measured by Measure C, has increased over baseline in FFY 2009.

INDICATORS 15 & 16: 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 US Department of Education, Office of Special Education Programs (OSEP), on their performance.⁴ 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) 2013 Annual Performance Reports (APRs) for Indicators 15 (Resolution Meetings Resulting in Written Settlement Agreements) and 16 (Mediations Resulting in Written Agreements).^{5,6}

DATA SOURCES AND METHODOLOGY

Data sources for this report include FFY 2013 APRs and 618 data, available through the GRADS360 OSEP portal. These analyses are specific to state performance on Indicators 15 and 16, and do not present a complete picture of dispute resolution activity.⁷

SUMMARY BY INDICATOR

Indicator 15: Resolution Meetings Resulting in Written Settlement Agreements

Indicator 15 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 15; however, they are not required to set or meet a performance target if fewer than ten resolution meetings were 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

⁴ 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).

⁵ The reporting period (July 1, 2013-June 30, 2014) began during FFY 2013.

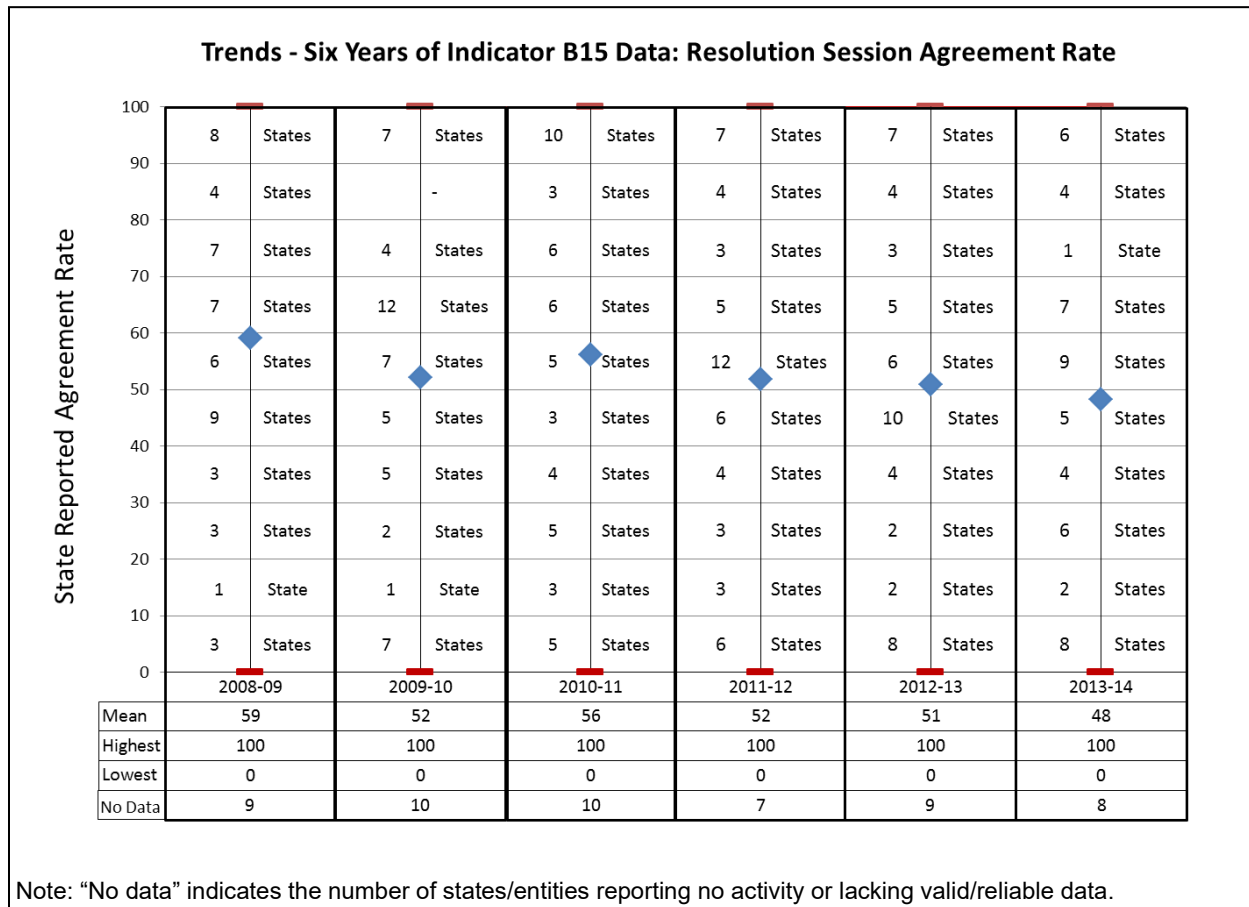
⁶ These indicators were reported as B18 and B19 in previous years' APRs.

⁷ For more complete information on longitudinal dispute resolution data and trends, see CADRE's State and National Dispute Resolution Data Summaries: <http://www.directionservice.org/cadre/aprsppb.cfm>.

last six years. Fifty-two states reported Indicator 15 activity in 2013, for a national total of 8,910 resolution meetings and 1,461 written settlement agreements; 8 states/entities reported no activity.

The blue diamonds on each performance band in Figure 1 indicate the mean, or average, rate of agreement across states for that year.⁸ The average rate of performance for Indicator 15 across all states for the last six years is 53%.

Figure 1



Averaging states' reported rates of agreement offsets disparate state activity levels by lessening the weight of the few states that report high activity levels and low agreement rates. By dividing the total number of agreements created (1,461) by the total number of resolution meetings held (8,910), we can calculate a national written settlement agreement rate.⁹ In 2013, that rate was 16.4%, representing a continuing decline from 2012 (18.4%) and 2011 (26.9%).

⁸ In this calculation, all states are represented equally – we consider this the "Senate" view.

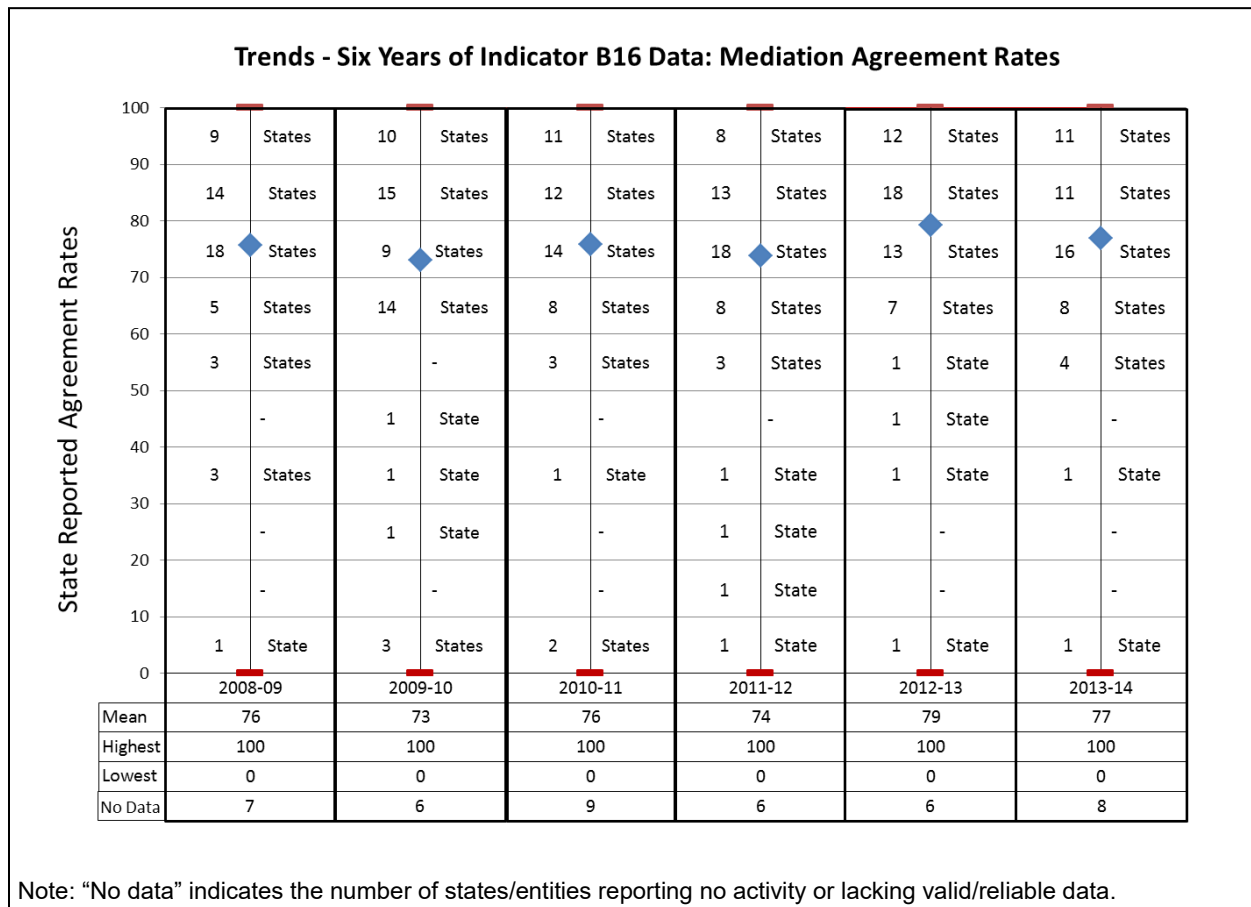
⁹ We consider this the "House" view, because states with higher activity levels carry more weight.

Also important to note is that again in 2013, one state accounts for nearly two-thirds (65% or 5,778) of all resolution meeting activity and reported an agreement rate of 4.7% (272). If this state’s data were removed from the totals, the national agreement rate would increase to 38% (3,132 meetings and 1,189 agreements).

Indicator 16: Mediations Resulting in Written Agreements

Indicator 16 is a performance indicator that documents the percentage of mediations held that result in written agreements. States are required to report all activity relating to Indicator 16, but are not required to set or meet a performance target if fewer than ten mediations are held in a single year.

Figure 2



The performance bands in Figure 2 display states’ performance on the percentage of mediations resulting in agreements during the last six years. Performance on Indicator 16 has been steady over time, with rates averaging 75.8%. In 2013, 35 states reported that 75% or more of mediations resulted in agreements. Nine of those states reported a mediation agreement rate of 100%.

The total numbers for mediations held and agreements reached have also remained relatively steady over the past six years. In 2013, 52 states reported mediation activity, for a national total of 6,034 mediations and 4,288 mediation agreements. Eight states/entities reported no mediation activity. These numbers correspond with a national mediation agreement rate of 71.1%, which represents a slight uptick from 2012 (69.8%).

INDICATOR 17: STATE SYSTEMIC IMPROVEMENT PLAN

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

INTRODUCTION

In June 2014, the US Department of Education announced a revised accountability system under the Individuals with Disabilities Education Act (IDEA). The new framework, known as Results-Driven Accountability (RDA), balances the focus on improved educational results and functional outcomes for children with disabilities and considers compliance as it relates to those results and outcomes. While compliance is still required, the Office of Special Education Programs (OSEP) requests states also focus on specific areas to target improved results for children with disabilities as well as the actions that will be required to achieve the identified results. To support this effort, states are required to develop a State Systemic Improvement Plan (SSIP) as Indicator 17 of their Part B State Performance Plan/Annual Performance Report (SPP/APR).

The SSIP is a comprehensive, multi-year plan that outlines a state's strategy for improving results for children with disabilities. It is OSEP's expectation that each state plan will focus on results that will drive innovation in the use of evidence-based practices in the delivery of services to children with disabilities. The SSIP is to be developed and implemented in three phases. Phase I of the SSIP, which is analyzed and summarized here, was due April 1, 2015.

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 in driving improved results for children with disabilities.

Consequently, each state was expected to engage stakeholders and provide a description of their involvement in developing the SSIP, including the selection of the State-identified Measurable Result (SIMR) and the state's targets for improvement.

Data used for this report are based on information included in the Part B SSIPs of 50 states, commonwealths, territories, and the Bureau of Indian Education, for a total of 60 agencies. They are all referred to as "states" throughout this report.

MEASUREMENT

Reporting requirements for Indicator 17 (SSIP) as set forth in the FFY 2013 Part B Indicator Measurement Table are:

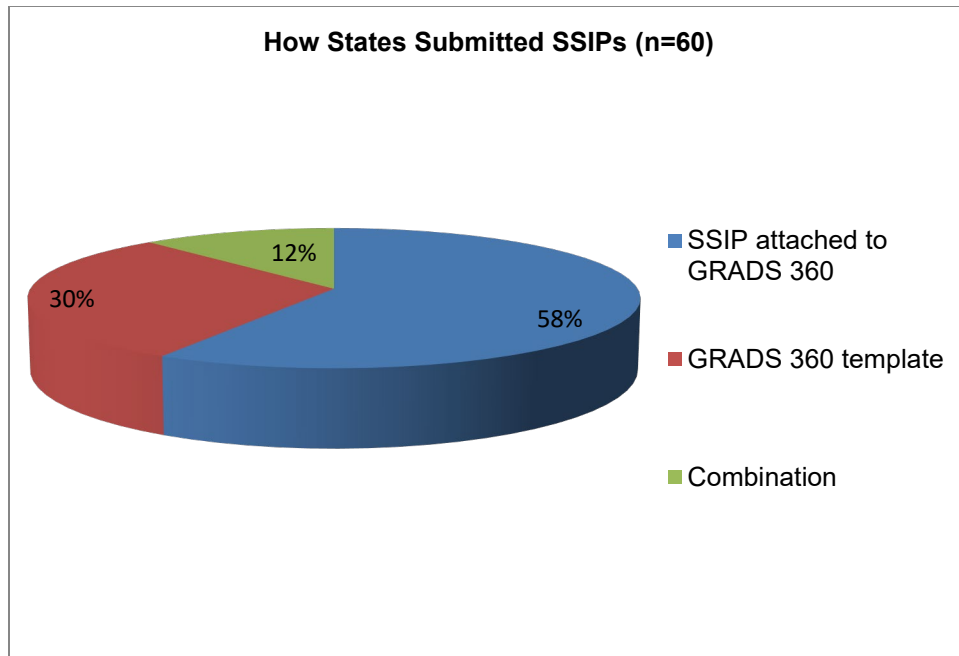
- Baseline data to be established by each state (expressed as a percentage) aligning with the State-identified Measureable Result(s).
- Measurable and rigorous targets (expressed as percentages) for each of the five years from FFY 2014 through FFY 2018. The final target must show improvement over the baseline percentage.
- A plan, including the following five components:

- Data Analysis – A description of the analyses of key data to identify the State-identified Measurable Result(s) and root causes.
- Analysis of State Infrastructure to Support Improvement and Build Capacity – A description of the analyses of the capacity of the state's current infrastructure to support improvement and build capacity in local education agencies (LEAs) to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities.
- State-identified Measurable Result(s) for Children with Disabilities (SIMR) – A statement of the student-based result(s) the state intends to achieve through the implementation of the SSIP.
- Selection of Coherent Improvement Strategies – An explanation of how the improvement strategies were selected and why they are sound, logical, and aligned, and will lead to a measurable improvement in the SIMR.
- Theory of Action – A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the state's capacity to lead meaningful change in LEAs and achieve improvement in the SIMR.

SUBMISSION OF THE SSIP

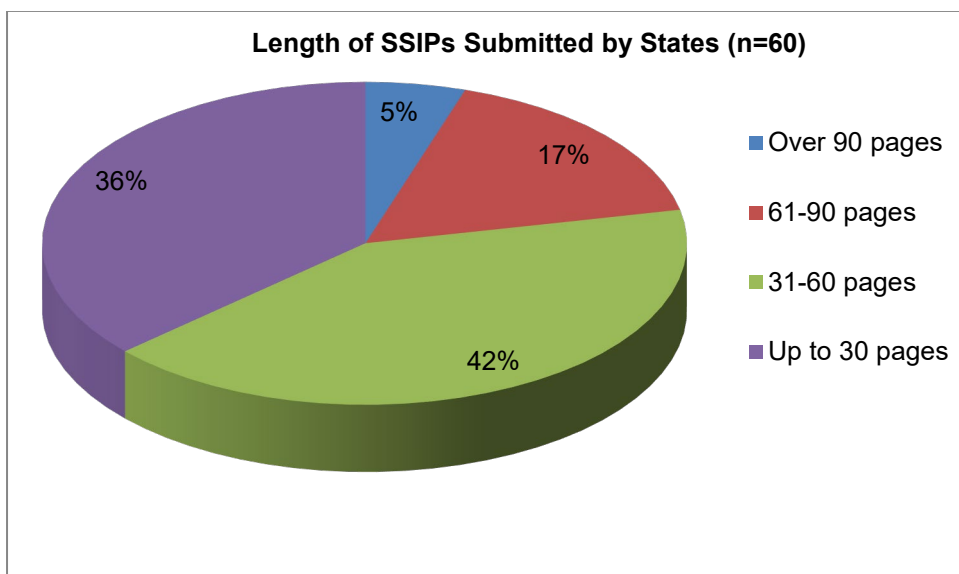
For Phase I, states were provided the opportunity to submit the required components of the SSIP on the GRADS 360 website using a template provided by OSEP. States were also permitted to submit the SSIP by attaching a separate document to the GRADS 360 template. A review of the Phase I submissions indicated that 35 states (58%) uploaded a separate SSIP document, 18 states (30%) entered the SSIP into the OSEP template, and 7 states (12%) submitted the SSIP using a combination of the OSEP template and a separate document. See Figure 1.

Figure 1



The SSIPs varied greatly in length. Across all SSIPs, three (5%) were more than 90 pages in length, 10 (17%) were between 61 and 90 pages, 25 (42%) were between 31 and 60 pages, and 22 (36%) were up to 30 pages. See Figure 2.

Figure 2



A review protocol and writing process were developed for this analysis. First, teams of two, which included staff members from NCSI, IDC, and NTACTION, were formed and each assigned to review approximately five SSIPs. Each reviewer was instructed to complete the SSIP review and evaluation individually. To collect the data from all reviewers, an internet-based data tool was developed and each individual reviewer entered data based on the review of the assigned SSIPs. To increase the reliability of the analysis, a reconciliation meeting was held with each assigned pair of reviewers and one of two identified facilitators. Discrepancies in data points were reconciled and agreed to by both reviewers. Staff from NCSI and IDC then reviewed all the data and prepared this analysis report.

COMPONENT 1: DATA ANALYSIS

Sources of Data

The SSIP guidelines indicate that states were required to describe how key data were identified and analyzed to develop other plan components. Across all 60 SSIPs, various key data were reviewed. States reported on the identification and review of IDEA data (including SPP/APR Indicator data) and additional data, such as specific compliance findings, Individualized Education Program (IEP) goals and objectives, and parent input. See Figure 3 and Figure 4.

Figure 3

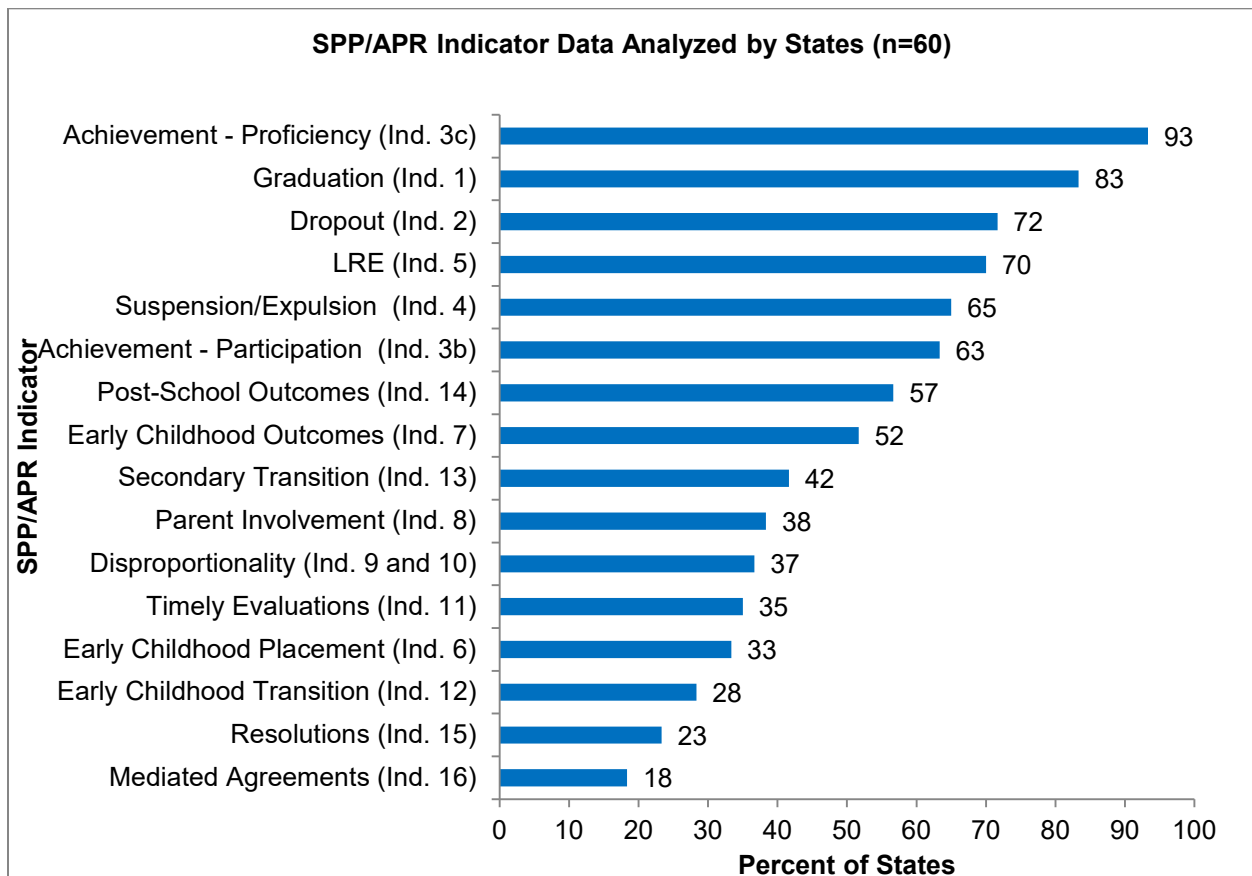
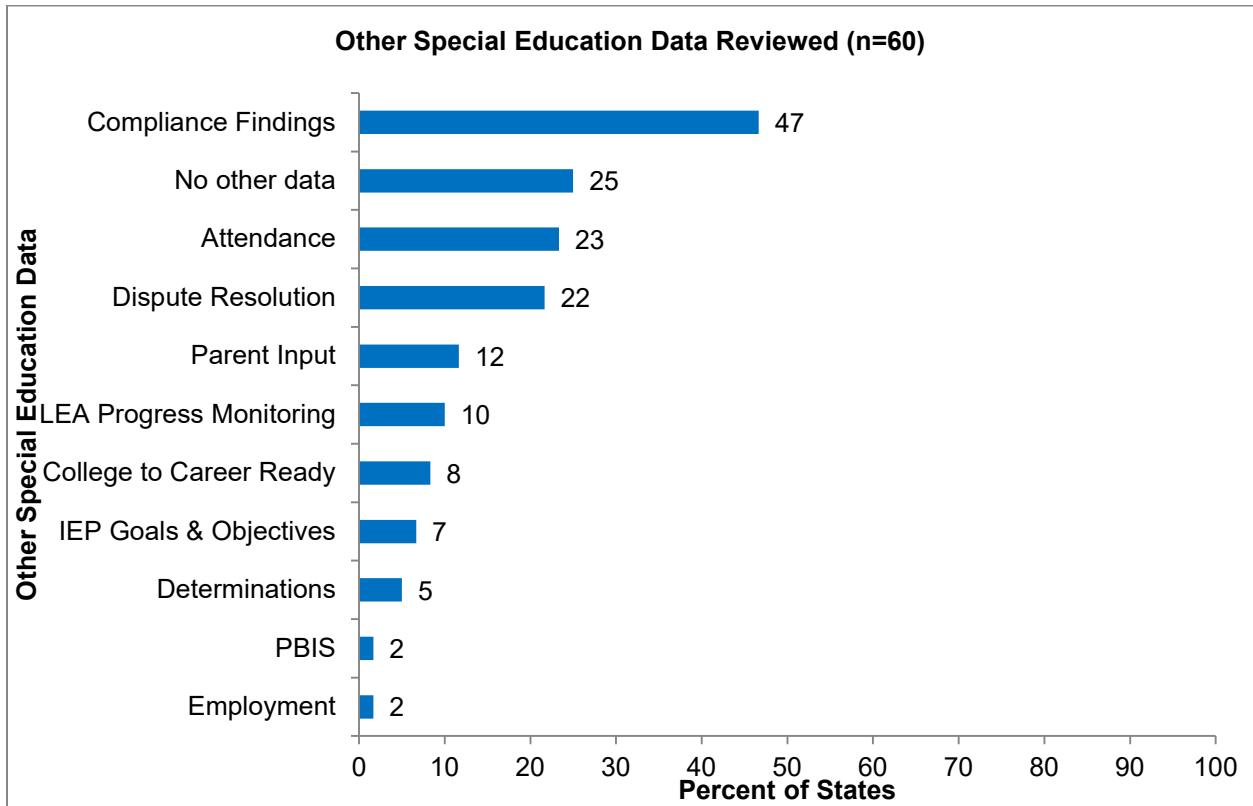


Figure 4



States also indicated the identification and review of a variety of general education data, including ESEA and other state-generated data. See Figure 5 and Figure 6.

Figure 5

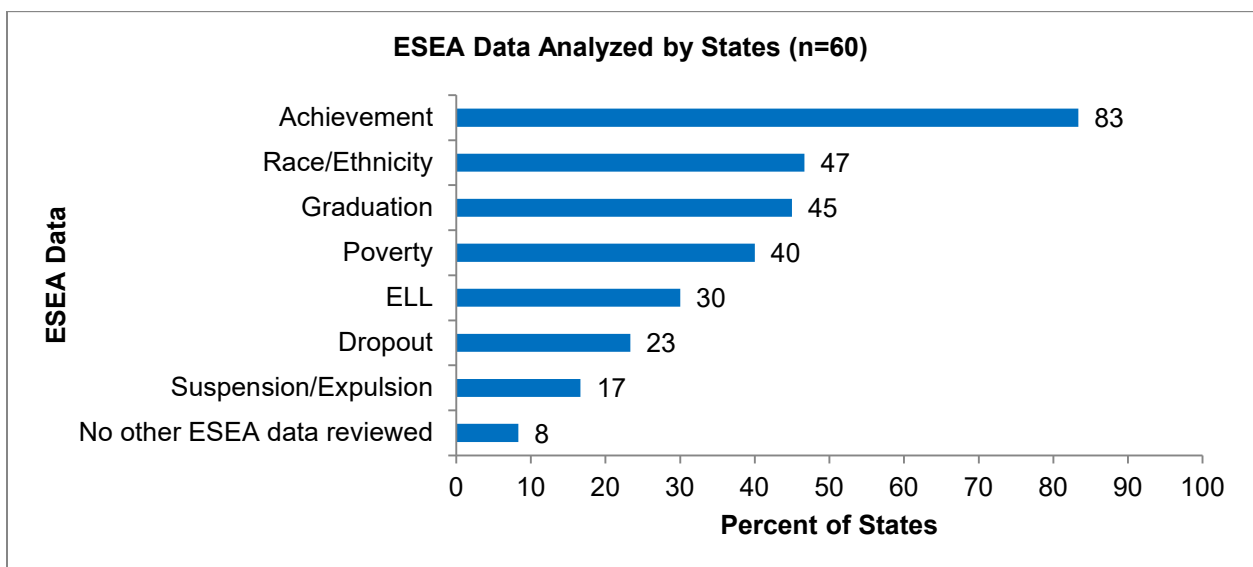
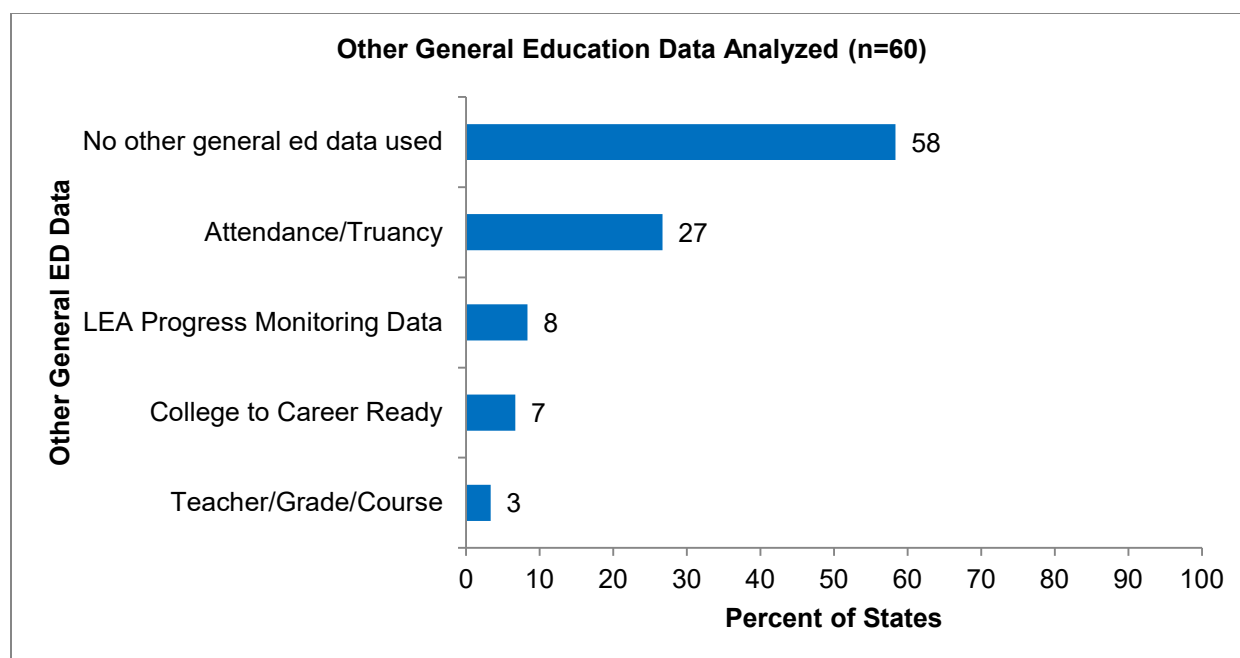


Figure 6



Forty-five states (75%) reported using additional data other than ESEA and/or special education data. Examples included:

- state education and training information;
- school performance profiles;
- growth model data;
- state monitoring visits for ESEA;
- climate and culture surveys;
- school improvement plans;
- kindergarten assessments;
- Office of Civil Rights (OCR) data collections;
- census data; and
- KIDS COUNT by the Anne E. Casey Foundation.

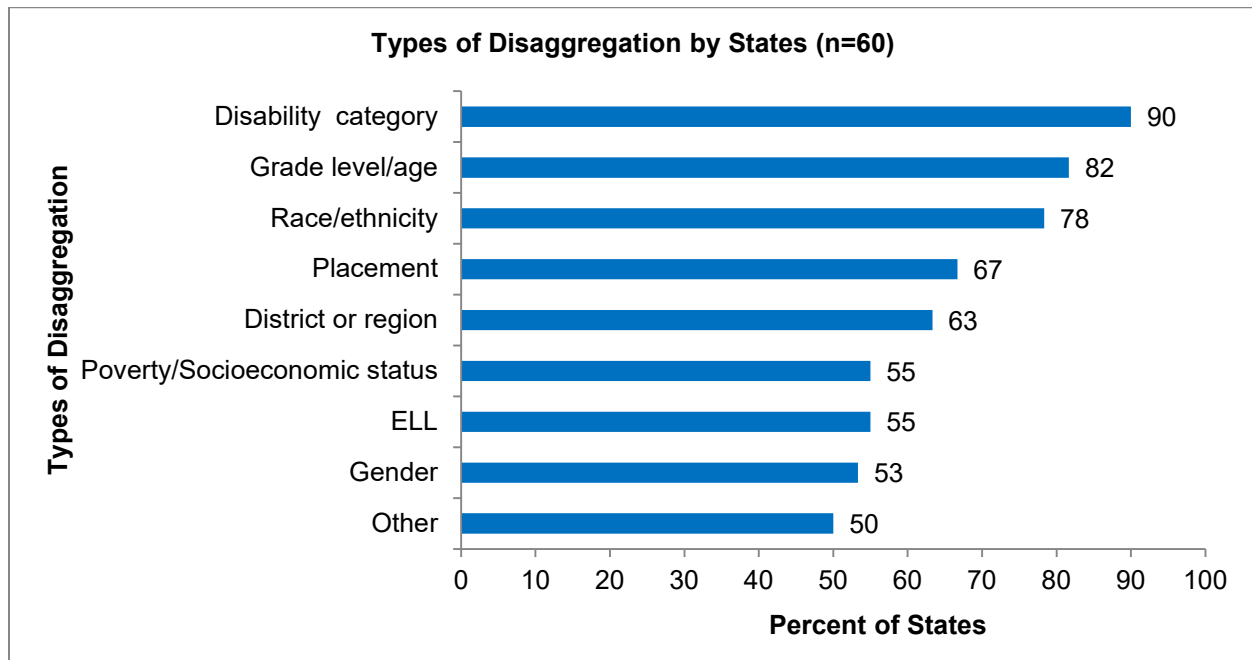
Two unique data sources reported were migrant data and National Household Food Insecurity data. A few states also reported using LEA-generated data that included grade reports by building, fiscal use data, staffing patterns, instructional walk-through data, teacher growth, and Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS) impact data.

Disaggregation of Data

States were requested to indicate how key data were disaggregated across multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). All states reported data had been disaggregated; however, a notable difference in reported variables exists across states. The most frequent variables reported included

disability category (n=54), grade level/ages (n=49), and race/ethnicity (n=47). See Figure 7.

Figure 7

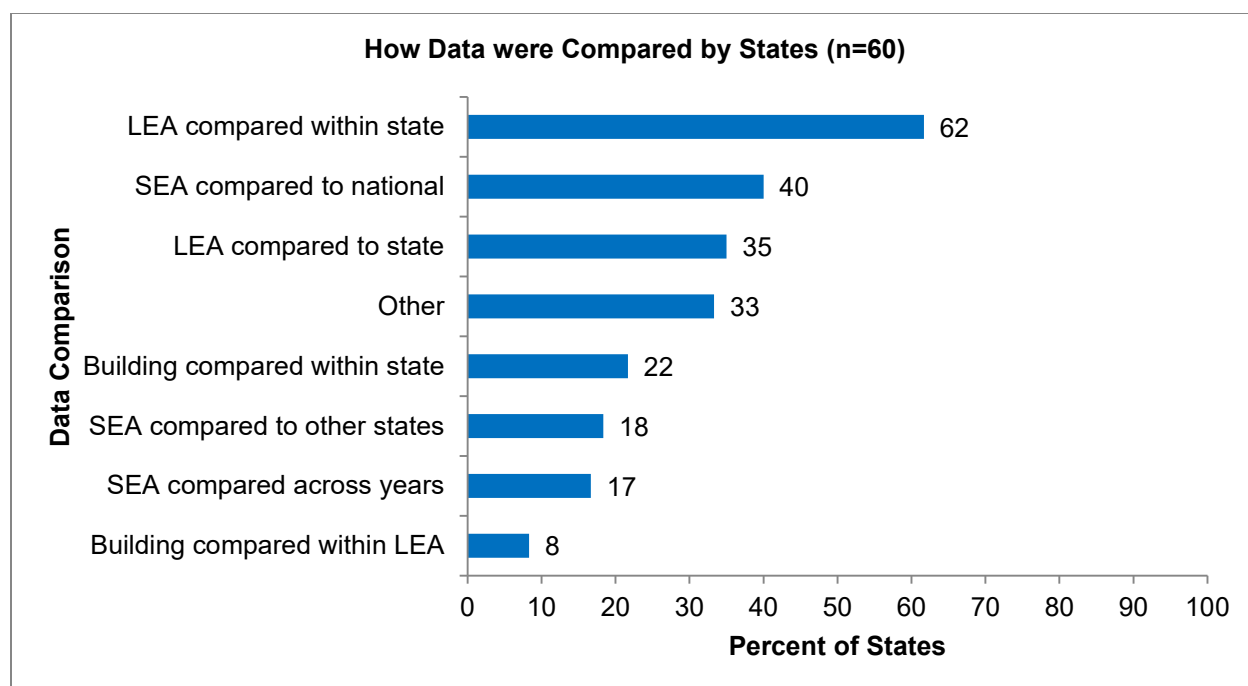


States also reported data were disaggregated by testing accommodations, attendance, discipline, charter school/traditional school, migrant/homeless, and achievement by grade or by proficiency level. Other unique data descriptors included students who left school in eighth or ninth grade and regional cohort groups to account for small cell size in individual LEAs. As a result of reviewing the disaggregated data, some states indicated particular concerns about certain subgroups including grade level, disability category, race/ethnicity, placement, and poverty/socioeconomic status. After analyzing the disaggregated data, some states chose to focus on subgroups in their SIMRs, such as disability category, race/ethnicity, placement, or grade level.

Comparison of Data

In addition to disaggregating data, states also reported comparing and examining data at various levels. Thirty-seven states (62%) indicated comparing LEA data within the state, while 21 states (35%) indicated comparing LEA data to state data. In addition, 24 states (40%) compared state education agency (SEA) data to national data, while 11 states (18%) reported comparing SEA data to other SEAs. Other data comparisons included comparing regional data to state data, reviewing data of select schools, and comparing Part C to preschool (ages 3–5) data. See Figure 8.

Figure 8



Data Quality Concerns and Needs

States were expected to report any data quality concerns and additional data needs in relationship to development and implementation of the SSIP. The review of all SSIPs indicated that 30 states (50%) reported concerns about data quality. Of those states, nine (15%) reported concerns about student achievement and growth model data. Also, specifically, states noted data quality issues as a result of:

- the state's transition to a new assessment system resulting in an inability to compare data from year to year;
- changes in allowable testing accommodations;
- the discontinuation of modified assessments; and
- State reading assessments that are not aligned with Lexile standards.

In addition, four states indicated concerns about graduation, dropout, and postsecondary data, two states reported concerns about preschool data, and one state included concerns about discipline data.

States also described systemic data quality issues such as the reliability of data related to inaccurate data reported by individual LEAs, issues regarding small number sizes, and the difficulty in tracking students who are highly mobile. As a result of identifying and analyzing key data, some states also reported becoming aware that the current data collection systems did not allow for data to be disaggregated as needed for the Phase I analysis.

Strategies Directed at Data Quality Concerns

Thirty states (50%) indicated data quality concerns, with five of these states addressing the concerns in the coherent improvement strategies. While the remaining 25 states (42%) with data quality concerns did not explicitly identify improvement strategies within the coherent improvement strategies section, there was information in other sections of the SSIP which indicated states had already addressed the data quality concern or had developed a plan to address the issue.

Additional Data Needs

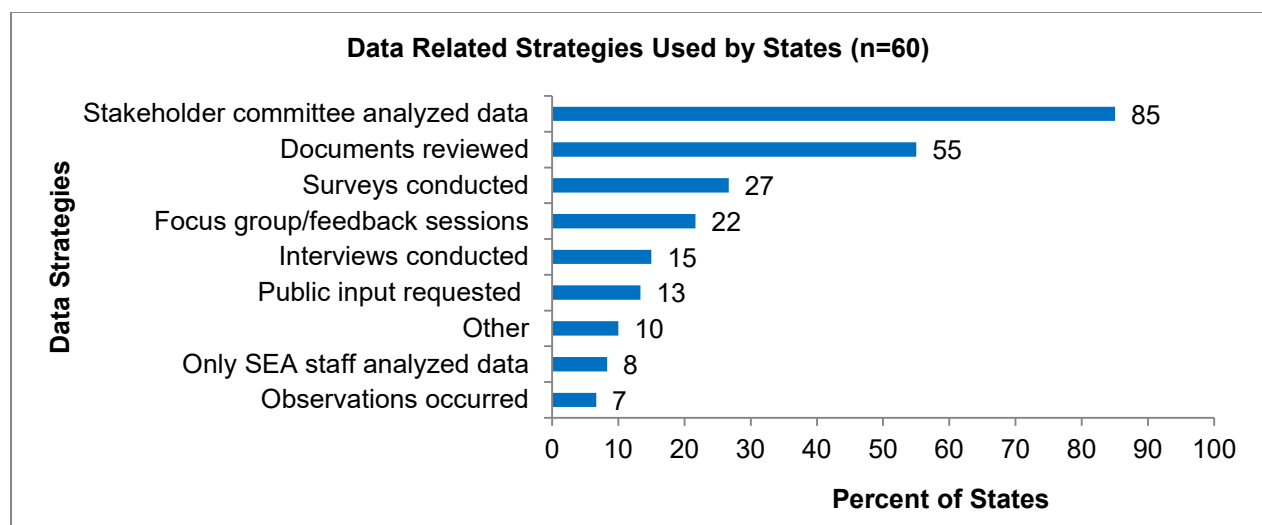
Along with data quality concerns, 22 states (37%) reported a need for additional data to be analyzed. Examples included data related to:

- feeder schools;
- college and career readiness;
- highly mobile students;
- English language learners who are also identified as students with disabilities;
- student performance prior to third grade;
- IEP such as goals or progress monitoring;
- kindergarten readiness results; and
- teacher credentials.

Data Analysis Strategies

States reported a variety of strategies were implemented to collect and analyze data required to develop the Phase I of the SSIP. Fifty-one states (85%) utilized stakeholder committees to analyze data, 33 states (55%) reviewed documents, 16 states (27%) conducted surveys, 13 states (22%) held focus and feedback sessions, nine states (15%) conducted interviews with stakeholders, eight states (13%) requested public input, and four states (6%) reported that observations occurred. See Figure 9.

Figure 9



COMPONENT 2: ANALYSIS OF STATE INFRASTRUCTURE TO SUPPORT IMPROVEMENT AND BUILD CAPACITY

States were asked to analyze a number of internal systems as part of their infrastructure analysis. These systems are: Data, Fiscal, Governance, Monitoring/Accountability, Professional Development, Quality Standards, and Technical Assistance. All states reported analyzing professional development and technical assistance systems, 57 states (95%) indicated analyzing monitoring and accountability, 55 states (92%) described an analysis of data systems, and 54 states (90%) noted an analysis of fiscal and quality standards. Some states reviewed additional internal systems, such as cultural competence and communication systems within their infrastructure.

Strengths and Areas for Improvement

An element of the infrastructure analysis was for states to identify strengths and areas for improvement within each internal system to assist with the development of a sustainable infrastructure plan designed to improve results for children with disabilities. What was considered a strength in some states was reported as an area for improvement in others. Furthermore, in some instances the same element was stated to be both a strength and area for improvement in the same state.

Data

Strengths were noted in 20 states (33%) for data systems design, 17 states (28%) for data use, and 22 states (37%) for data availability. Examples of additional strengths identified by one or more states included:

- instructional support systems;
- school data teams; and
- a new data collection system.

Areas for improvement were noted in 14 states (23%) for data systems design, 18 states (30%) for data availability, and 15 states (25%) for data use. Additional areas for improvement identified by one or more states were:

- lack of statewide online IEP system;
- no policy for collecting; and
- reporting school/student data and a lack of capacity for analysis.

Fiscal

Nineteen states (37%) reported uses of SEA funds and resource allocation as strengths. Fourteen states (23%) identified adequacy of SEA funds as a strength, and approximately 10% of states identified fiscal planning/forecasting (7 states) and access to fiscal data (6 states) as strengths. Examples of additional strengths identified by one or more states included:

- using existing assessment processes to maximize fiscal resources;
- expertise, knowledge of statutes and regulations; and

- fiscal management and accountability.

Twelve states (20%) identified the adequacy of SEA funds as an area for improvement and six states (10%) reported fiscal planning/forecasting as such. Examples of additional areas for improvement identified by one or more states included:

- lack of cost sharing and braided funding within SEA;
- cross-training of staff; and
- time to train LEAs in allocations of IDEA funds and resources available.

Governance

Within the governance analysis, 29 states (48%) reported that their state and local administrative structures were strengths. About one-third also reported that their vision/mission (21 states), state code/regulations (14 states), and SEA oversight (16 states) were strengths. Additional strengths identified by one or more states included:

- use of stakeholders to inform policies and procedures;
- shared commitment of resource;, and
- coordination between agencies.

Only six states (10%) reported that their state code/regulations were an area for improvement and 12 states (20%) reported both state or local administrative structure and SEA oversight as in need of improvement. Additional areas for improvement identified by one or more states included:

- communication across divisions;
- more closely defined systems, processes, and criteria; and
- the lack of trust between SEA and LEAs.

Monitoring and Accountability

For monitoring and accountability, 29 states (48%) reported that monitoring was a strength, and 17 states (28%) reported that monitoring and accountability across divisions with the SEA was a strength. Improvement planning was also noted as an area of strength by 12 states (20%). Additional strengths identified by one or more states included:

- the overall accountability system;
- the educator evaluation system; and
- data quality audit teams.

Accountability across divisions within the SEA was reported as an area for improvement by 13 states (20%), and nine states (10%) indicated that improvement planning was an area of need. Also, additional areas for improvement identified by one or more states included:

- support for and accountability for schools;
- system coordination specific to program review of ESEA and IDEA; and

- the use of measurements to evaluate progress.

Professional Development

About 20% of states in total reported strengths in the areas of in-service for educators and paraprofessionals (12 states), the use of online modules and other technology (11 states), and professional development (PD) provided by organizations/agencies other than the SEA (11 states). One-third of states (20) reported that the topics of PD currently being provided were strengths, and the quality of the professional development offered and fidelity of implementation were reported as strengths by 10% of states (six). Examples of additional strengths identified by one or more states included:

- communities of practice;
- mentoring grants; and
- skilled staff.

While a number of states indicated that in-service was a strength, 32% of states (19) also reported that as an area for improvement. Other states reported topics of PD currently being provided (20 states/33%) and quality of the professional development offered and fidelity of implementation (11 states/18%) as areas for improvement. There were many additional areas for improvement identified by states, with lack of funding and consistency/coordination being the most common. Other examples identified by one or more states included:

- PD not aligned with needs;
- district personnel have competing demands and do not always utilize PD; and
- the skill set of teachers.

Quality Standards

In the quality standards category, 40% of states (24) reported the Common Core or equivalent standards as a strength, while 12% of states (7) reported certification/licensure of staff as a strength. Examples of additional strengths identified by one or more states included:

- professional learning communities;
- use of quality standards in daily office practices; and
- measures of student learning for educators.

Examples of areas for improvement identified by one or more states included:

- dissemination of information;
- teacher and principal standards; and
- alignment of IEP goals and objectives with the Common Core State Standards.

Technical Assistance

There were states that combined their analysis of professional development and technical assistance, making it difficult to separate out results for this report. Only a few states identified strengths or areas for improvement in their technical assistance analysis. About 20% reported that coaching (10 states), use of technology (12 states) and use of a variety of strategies (12 states) were strengths. Examples of additional strengths identified by one or more states included:

- the variety of topics available;
- communication to stay current on training; and
- the statewide system of TA supports for RTI and PBIS.

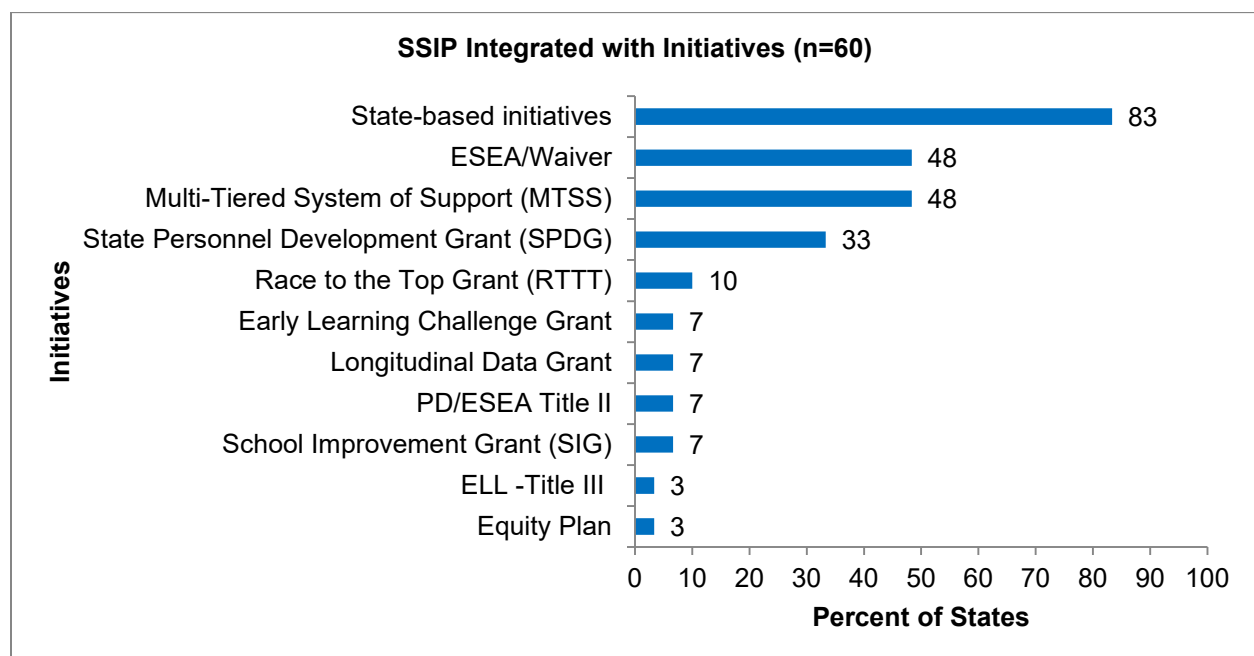
Coaching was reported as an area for improvement by 15% of states (nine). Examples of other areas for improvement identified by one or more states included:

- overall structure and delivery of TA in a coordinated manner;
- lack of vision and plan to support reading achievement; and
- family engagement.

Initiative Integration with SSIP

States' descriptions of their consideration of existing state and federal initiatives in the development of the SSIP were analyzed, as well as the degree to which the SSIP was integrated with these initiatives to maximize resources. Forty-eight percent of the SSIPs had some level of integration with ESEA or the ESEA Waiver. Fifty (83%) of the SSIPs were integrated with other state-based initiatives. See Figure 10.

Figure 10



COMPONENT 3: STATE-IDENTIFIED MEASURABLE RESULTS (SIMR)

Baselines and Targets

All SSIPs included baselines with annual targets. Final targets illustrated improvement over the baseline data. Twenty-one states (35%) indicated a need to alter baseline and/or adjust targets, with 17 states' changes (81% of the 21 states) due to a change in the states' assessments. Because of the variability of the SIMR topics and subcategories, it is not possible to show any reliable state-to-state comparison of baseline data or targets.

SIMR Topics

States selected the SIMRs based on the findings of the data and infrastructure analyses. Examples of the SIMR rationale statements included:

- The infrastructure support for literacy is stronger than for graduation yet both are areas that need improvement.
- The SIMR aligns with the State Personnel Development Grant (SPDG).
- The SIMR aligns with ESEA initiatives.

States selected and identified SIMRs in one of six categories. See Figure 11 and Table 1.

Figure 11

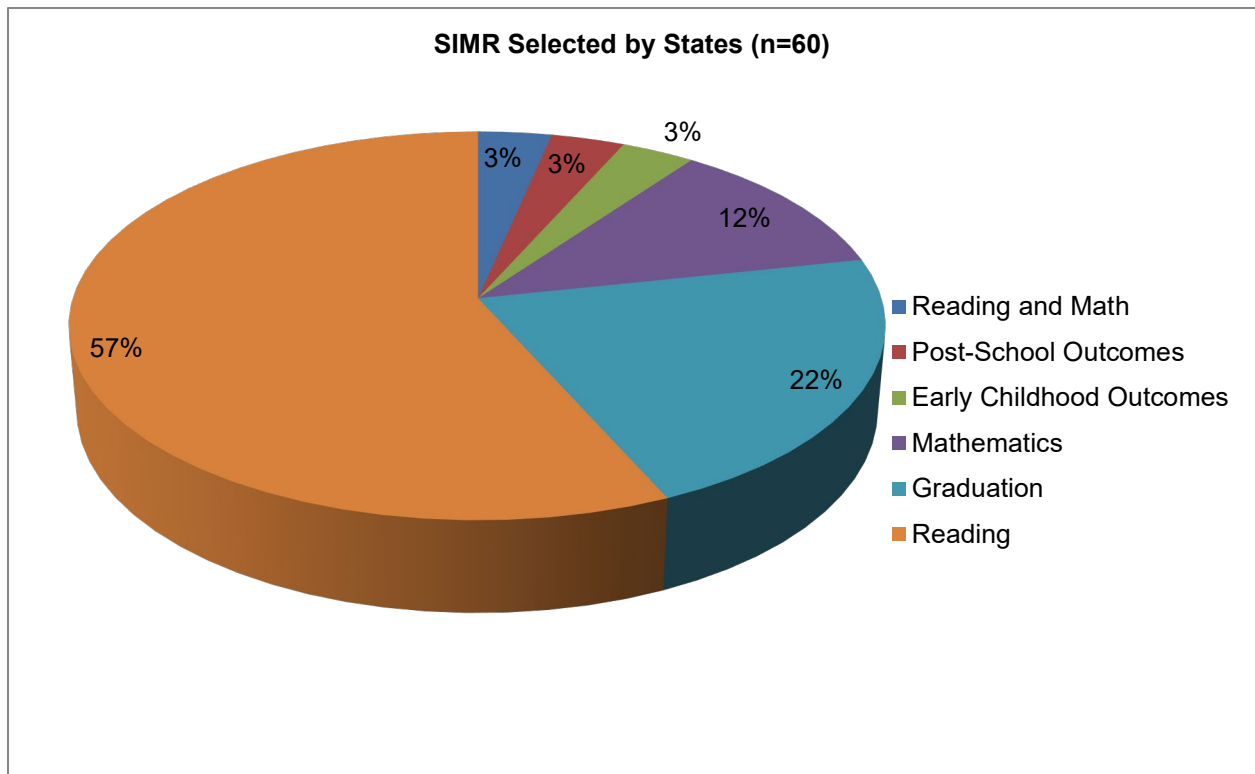


Table 1. SIMR with State Names

SIMR	States
Reading/Literacy (n=34)	AR, AS, AZ, CNMI, CO, CT, DE, FSM, GU, HI, IA, ID, IL, IN, KS, LA, MI, MS, NE, NV, NM, NY, OH, OK, OR, PW, SC, SD, TN, TX, VI, WA, WI, WY
Mathematics (n=7)	KY, MD, ME, PR, RI, UT, VT
Reading/Mathematics (n=2)	CA, MO
Graduation (n=13)	AK, DC, FL, GA, MN, MT, NC, ND, NJ, PA, RMI, VA, WV
Early Childhood Outcomes (n=2)	MA, NH
Post-School Outcomes (n=2)	AL, BIE

Some states focused the SIMR on a particular student demographic such as age, grade, gender, race/ethnicity, and disability identification. In addition, some SIMRs indicated a focus of the whole state, while other states directed the efforts toward a specific region or group of LEAs within the state. Some states disaggregated SIMRs using multiple subcategories, while other states used only one. Therefore, the numbers shown in the table below do not equal the “n” size of states with that SIMR. See Table 2.

Table 2. Number of States Selecting Subcategories within SIMRs

	SIMR					
	Reading (n=34)	Mathematics (n=7)	Reading & Mathematics Combination (n=2)	Graduation (n=13)	Early Childhood Outcomes (n=2)	Post-School Outcomes (n=2)
Subcategories						
All SWD	26	2	2	1	1	2
Learning Disability	6	2	0	2	0	0
Emotional Disturbance	0	1	0	2	0	0
Speech/Language	2	1	0	0	0	0
Other Health Impaired	1	0	0	1	0	0
Intellectual Disability	0	0	0	1	0	0
Whole state	12	1	1	7	1	0
Partial state	16	1	1	4	1	0
Grade level/ages	33	7	1	0	2	0
Race/ethnicity	1	1	1	2	0	0
Poverty/socioeconomic status	1	0	1	0	0	0
ELL	1	0	1	0	0	0
Gender	1	0	0	0	0	0

States were expected to describe how each SIMR would be measured for the purposes of evaluation. Across all SIMRs, analysis indicated variability in the level of detail provided about the criteria for measurement. For instance, some states aligned the SIMR to a specific SPP/APR reported indicator (e.g., reading achievement) but determined to use a different measurement than the SPP/APR Indicator. Other states

used the same measurement criteria required for the SPP/APR reported indicator measure. Also, as noted, some states targeted the SIMR on a small set of LEAs or schools, while other states identified a SIMR with a much broader scope. See Table 3.

Table 3. Examples of States' SIMRs

Criteria for Measurement	Example
Setting specific	Increase in the percentage of 3rd grade students with disabilities who spend 21 to 60 percent of their school day outside the general education environment who score proficient or advanced on the statewide reading assessment.
Grade and disability specific	Increase the percentage of 3rd grade and 4th grade students with SLD, OHI, and SLI demonstrating proficiency on the statewide assessment for reading, and increase the median growth percentile (MGP) of 4th grade students with SLD, OHI, and SLI on the statewide assessments for reading.
Grade and race/ethnicity specific	Increase the percentage of 3rd grade Black and Hispanic students with disabilities who are proficient or above the grade-level standard on the state English-language arts assessment.
Range of grade levels	Increase the percentage of students with disabilities who score at proficiency levels 2 and above on the grades 3–8 ELA assessments (regular assessment with accommodations, regular assessment without accommodations, and the Alternate Assessment).
Specific outcome and partial state	Preschool children with disabilities in the identified subset of districts will substantially increase their rate of growth in the area of improved positive social-emotional skills (including social relationships) by the time they turned six years of age or exit the program.
Aligned with ESEA and based on specific data	Increase the rate of graduation with a regular diploma for all students with disabilities with a focus on students who attend a high school that has a graduation rate of less than 50% for students with disabilities, and is in Focus or Priority school status under the ESEA Flexibility Waiver accountability system.
Measurement other than indicator	The percentage of students with disabilities who score at grade-level benchmark on AIMSweb General Outcome Measure, reading assessment for grades kindergarten through 5th in the targeted buildings will increase to 37.50% by 2018.
Disability specific	To improve proficiency of math performance for students identified as having an emotional disability in grades 3–5. The SIMR is aligned with APR Indicator #3, Math proficiency. It is intended that throughout the life of the SSIP and through the employment of coherent improvement strategies, the math proficiency levels for students in grades 3, 4, and 5, identified as having an emotional disability, will increase to 20%, as measured by the SBAC, by 2018.
Multiple disabilities	State will focus on improving the graduation rate for students with disabilities identified with a Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disability (ED), and/or Intellectual Disability (ID) by reducing the non-graduating rate with a regular high school diploma by 10% from the previous year.
Measurement other than indicator	Narrow the gap between reading proficiency rates of students with disabilities and the general education students at 3rd grade.
ELL, poverty, and foster children	Increase assessment proficiency results for the subgroups of special education students who are also ELLs; low-income, defined by student's eligibility for free and reduced-price meals (FRPM); and foster youths.

COMPONENT 4: COHERENT IMPROVEMENT STRATEGIES

States were expected to identify coherent improvement strategies in Phase I of the development of the SSIP, while the implementation plan is a requirement for Phase II, which is due in 2016. Across all the SSIPs, states forecasted a variety of configurations and processes for determining the implementation of identified coherent improvement strategies. Because the emphasis on the activities to complete Phase I of the SSIP included a thorough analysis of the state's infrastructure for the purposes of identifying and planning improvement strategies, states included a variety of identified improvement strategies to be implemented at different levels throughout the educational system.

Strategies Directed at Levels of the Education System

All 60 SSIPs included improvement strategies focused on building the capacity of LEAs, including the capacity of district and building/school-level staff, and on meeting specific student needs. Forty-two states (70%) identified strategies specifically targeted to improve the capacity of the SEA, three states (5%) addressed family engagement (with one of these specific to families of preschool-aged children), and one state (2%) addressed pre-service/institutions of higher education in its improvement strategies.

Implementation of Strategies within LEAs

Eleven states (18%) predicted focusing on Title I schools, or a subset of Title I schools, to begin implementation of identified improvement strategies, and five states (8%) indicated a specific focus on large or urban districts. In addition, 13 states (22%) reported a need to focus on a selection of districts that were representative of district sizes or geographic region. Further, 12 states (20%) described a multi-factor selection process to determine which districts would receive identified interventions, and three states (5%) indicated recruiting districts willing to volunteer to participate in the implementation of the SSIP.

Strategies Used with SIMRs

A review of the identified improvement strategies with SIMRs focused on reading and math revealed a variety of intervention categories as shown in Figure 12. Forty-two states (70%) identified the intention to implement strategies to provide students with disabilities access to the general education curriculum, for example:

- adoption of Common Core-ready standards;
- least restrictive environment (LRE);
- Schoolwide Integrated Framework of Transformation (SWIFT); and
- standards-based IEPs.

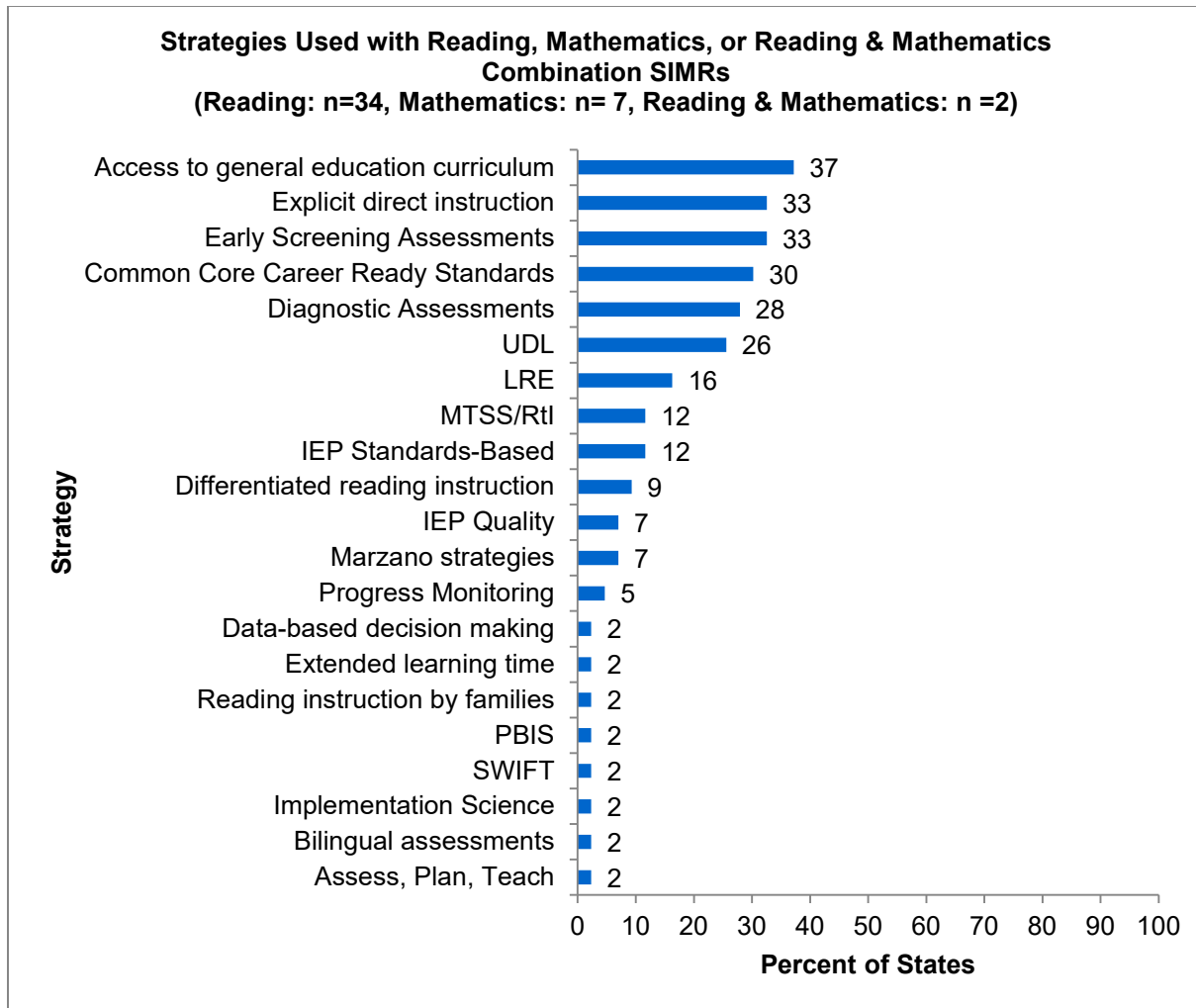
In addition, 40 states (67%) identified a plan to implement specific instructional interventions, for example:

- explicit direct instruction;
- Universal Design of Learning (UDL);
- MTSS/RTI;
- families engaging students in reading;
- extended learning time; and
- differentiated instruction.

There were 31 instances (52% of states) in which evaluation methods to inform instruction were identified, for example:

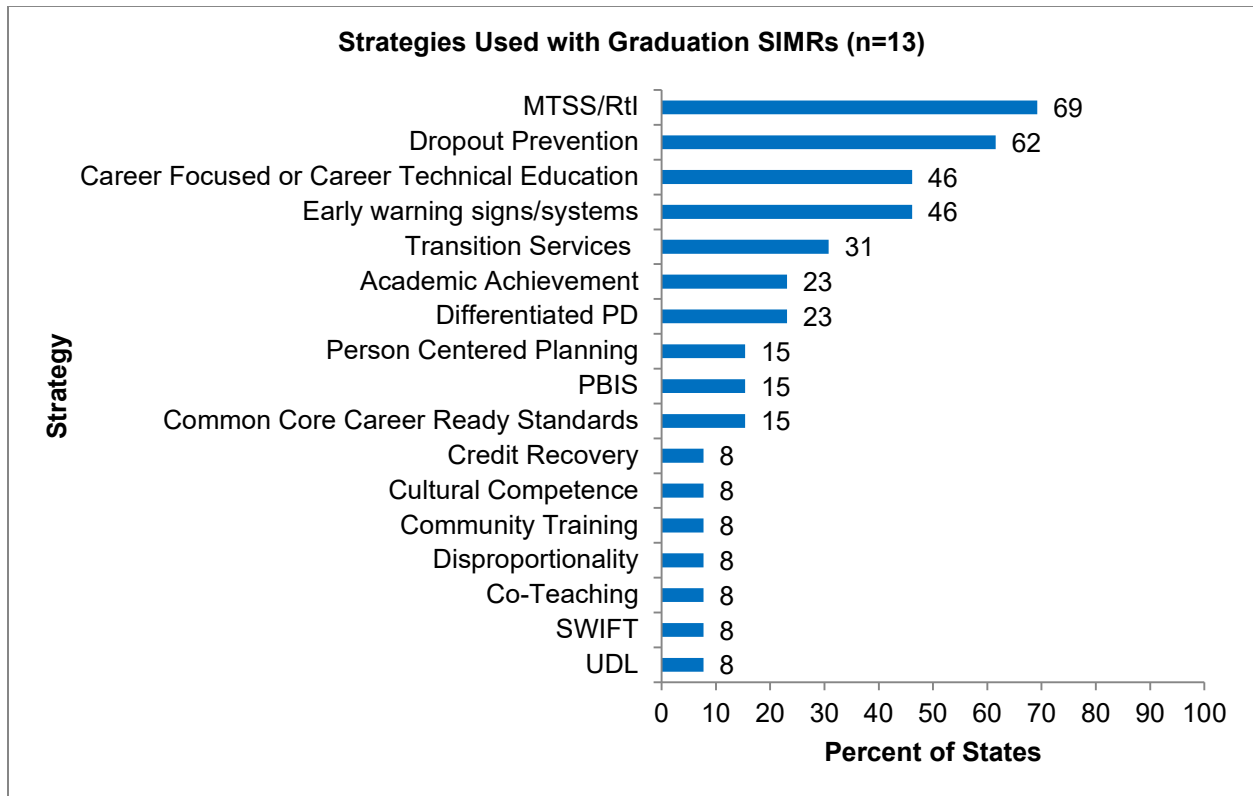
- early screening;
- diagnostic assessment;
- progress monitoring;
- data-based decision making;
- bilingual assessments; and
- Assess-Plan-Teach.

Figure 12



States with a SIMR focused on increasing graduation rates identified 17 categories of improvement strategies. Out of the 13 states, nine states (69%) identified the implementation of MTSS/RTI, eight states (62%) indicated a focus on dropout prevention strategies, six states (46%) described early warning systems, and six states (46%) reported an intent to focus on career and technical education. Other coherent improvement strategies include addressing disproportionality and cultural competence, implementing UDL, implementing SWIFT, focusing on co-teaching, increasing community training, and exploring credit recovery. See Figure 13.

Figure 13

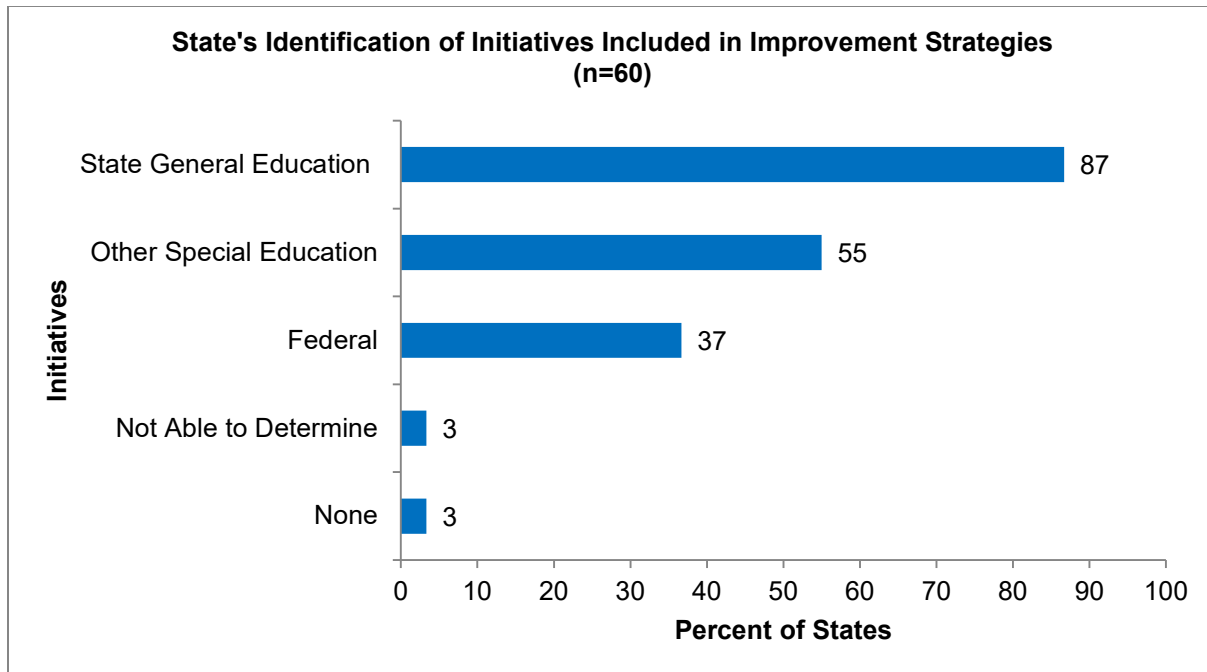


Two states adopted SIMRs to address early childhood outcomes for three- to five-year-olds. Both states address social-emotional outcomes with each state using other unique, coherent improvement strategies including: Division of Early Childhood (DEC) recommended practices; experienced trainers; family engagement; and MTSS/RTI.

Two states selected SIMRs that address post-school outcomes and both states included strategies to address transition services for students with disabilities. Specific strategies varied between the two states and included: seeking technical assistance from agencies such as the National Technical Assistance Center on Transition (NTACT), addressing career exploration, integrating implementation science, and focusing on when students transition from school to school.

Finally, the improvement strategies analysis examined states' alignment of the SSIP with other existing initiatives within the state that could be leveraged to support improvement efforts. Fifty-two states (87%) identified a coordination of the SSIP with existing general education initiatives, 33 states (55%) identified alignment with special education initiatives, and 22 states (37%) identified alignment with federal initiatives. See Figure 14.

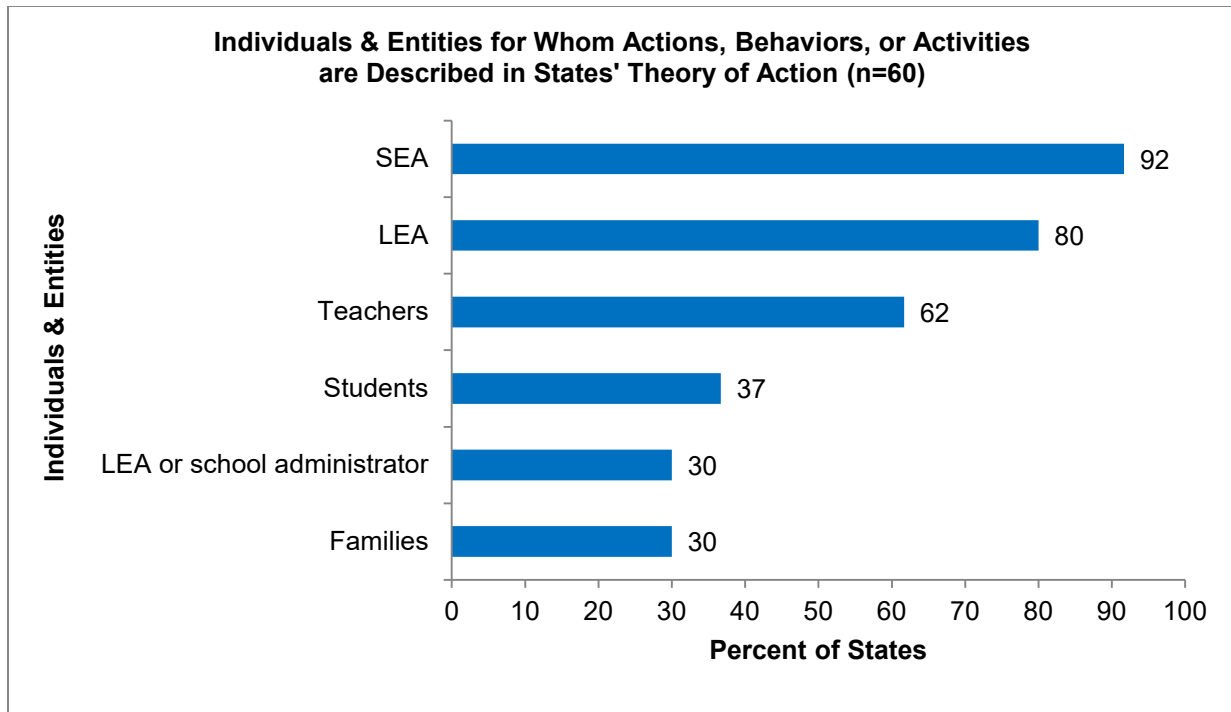
Figure 14



COMPONENT 5: THEORY OF ACTION

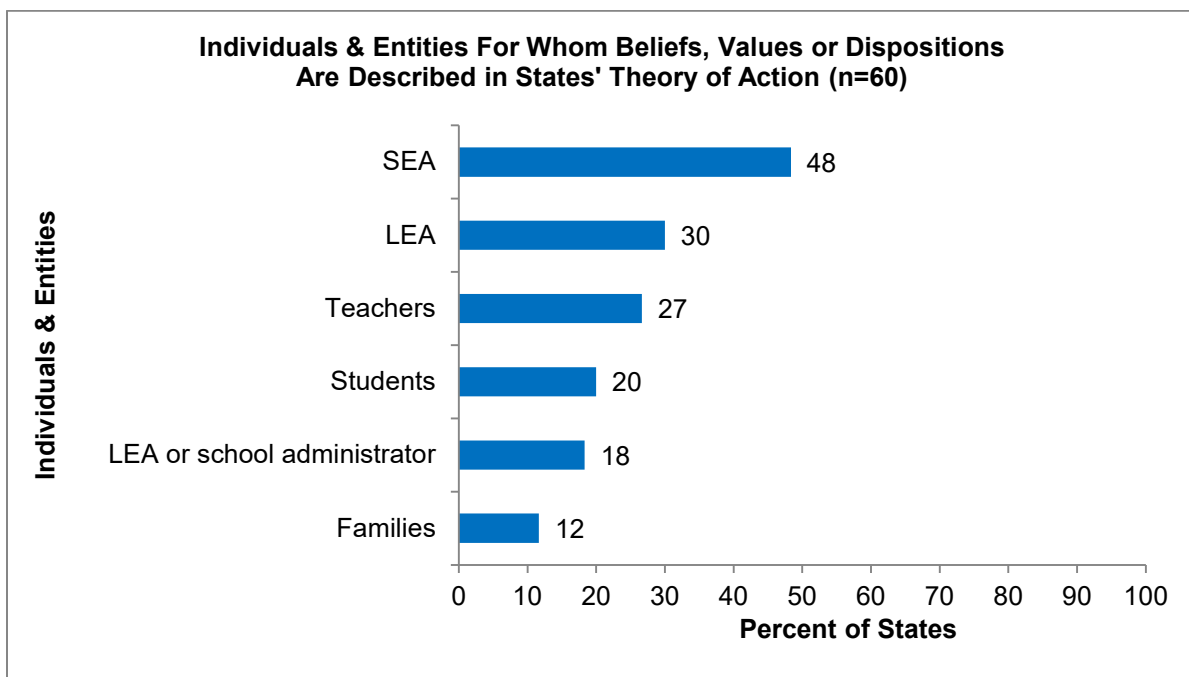
States were also asked to include a Theory of Action with a graphic representation in the SSIP. For the purposes of the analysis, Theories of Action were analyzed based on whether or not the plan specified the actions, behaviors, or activities that would be expected at the SEA level, at the LEA level, by teachers, by families, and by students. Also analyzed was whether the Theories of Action described beliefs, values, or dispositions for SEAs, LEAs, teachers, families, students, or LEA/school administrators. Most Theories of Action included actions, behaviors, or activities for the SEA (92%) or the LEA (80%). Thirty percent (18) of the plans included actions, behaviors, or activities specifically for families and for school or LEA administrators. See Figure 15.

Figure 15



Fewer Theories of Action described beliefs, values, or dispositions, but all the same entities and individuals were included. See Figure 16.

Figure 16



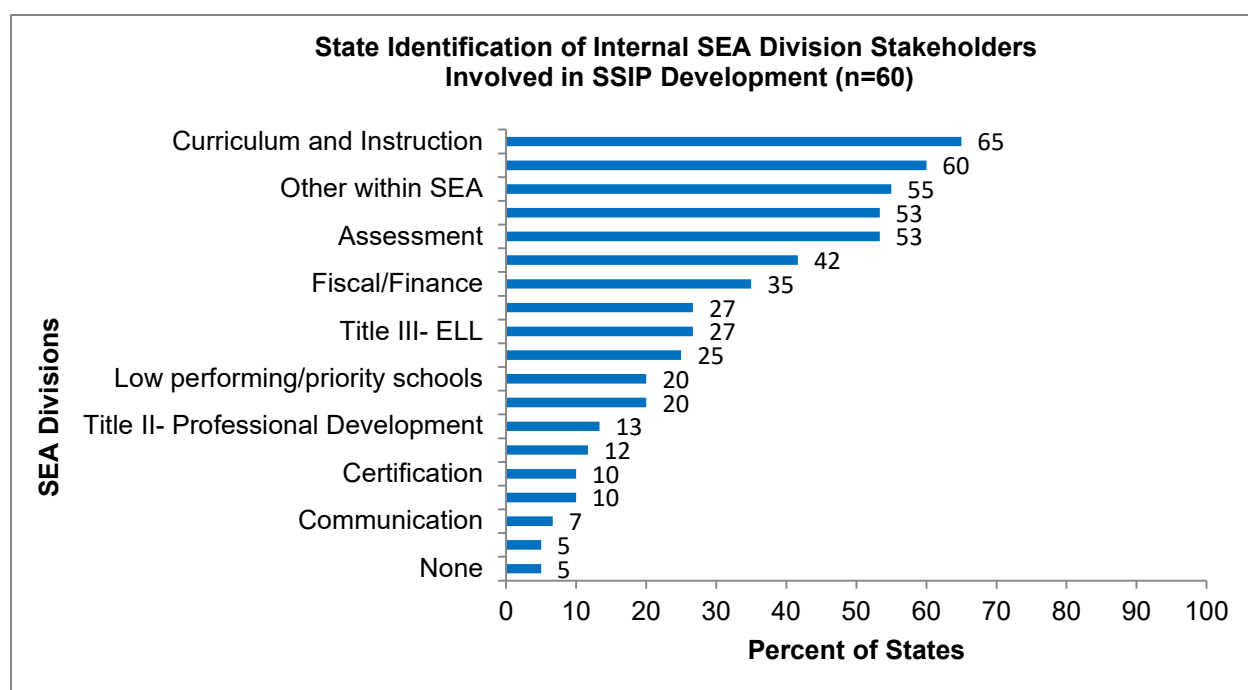
STAKEHOLDER ENGAGEMENT

OSEP placed a strong emphasis on the engagement of internal and external stakeholders during all aspects of the development of the SSIP. Guiding questions posed by OSEP suggested that states describe the extent to which stakeholders from within the SEA and those external to the SEA were involved in, and supported the development of, all components of the SSIP Phase I plan. OSEP suggested that states describe how the relevant representatives are committed to supporting the implementation of Phase II.

Overall Stakeholder Engagement in Phase I

Fifty-six states (93%) reported engaging SEA representatives from special education and general education departments in the development of Phase I of the SSIP. Thirty-nine states (65%) indicated involving staff members from the curriculum and instruction division, 32 states (53%) included members from accountability, 21 states (35%) engaged members of the assessment division, 25 states (42%) invited members of the data division, 21 states (35%) involved fiscal and finance, and 16 states (27%) included career and technology. Other identified internal stakeholders included members from the offices of Title I, Title II, Title III, certification, communication, research, and health and nutrition. In addition, 33 states (55%) reported the involvement of members from other offices within the SEA. Three states did not report any specific information regarding the involvement of general education colleagues. Due to the variations of SEA division or department titles, it is speculated that the numbers of internal stakeholders may be greater than reported in this analysis. See Figure 17.

Figure 17*



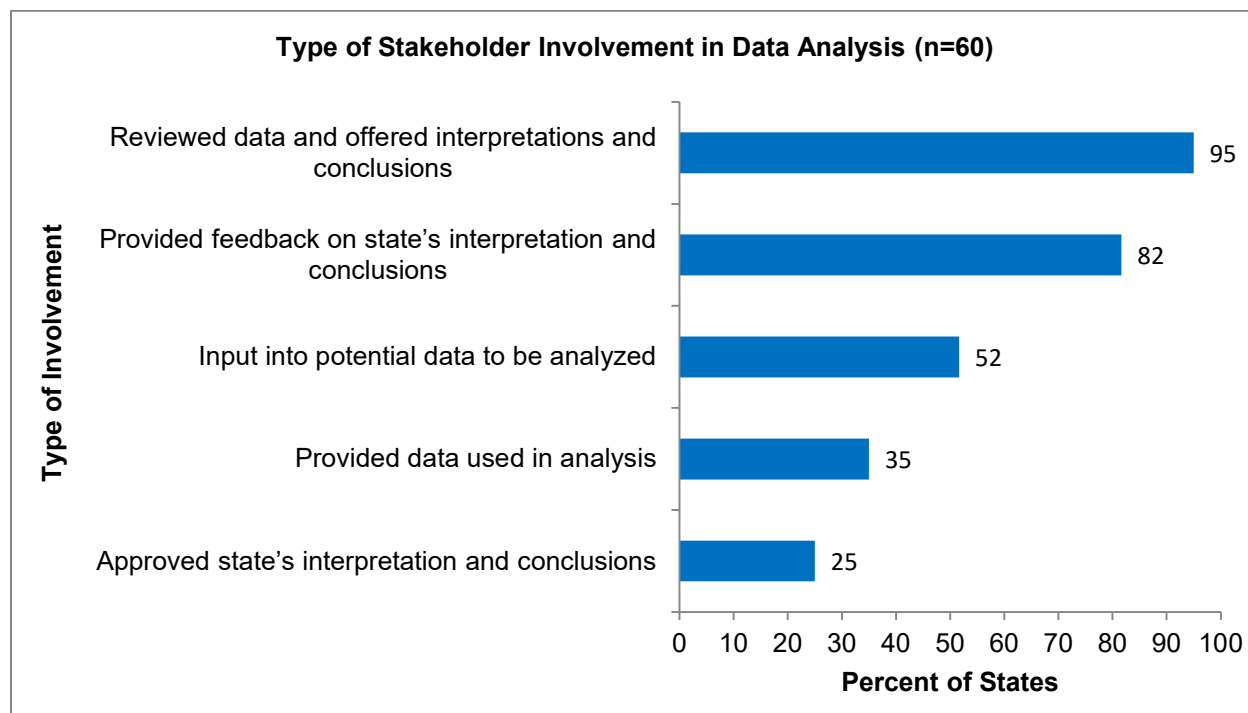
*Due to the variations of SEA division or department titles, it is speculated that the numbers of internal stakeholders may be greater than reported in this analysis.

All states indicated external stakeholders were engaged in at least some aspect of the development of Phase I. External stakeholders represented over 20 different roles, titles, and organizations. Across all SSIPs, parents, Parent Training and Information Centers, parent advocacy organizations, and LEA representatives (e.g., administrators, educators, and related services personnel) were the most frequently identified participants and organizations. There were states that included other stakeholders such as students with disabilities, representatives of law centers, teacher unions, and civic organizations.

Stakeholder Engagement in Data Analysis

All states reported the inclusion of internal and external stakeholders in the data analysis section of the SSIP. Fifty-seven states (95%) indicated stakeholders reviewed data and offered interpretations and conclusions. In addition, 49 states (82%) noted stakeholders provided feedback on the state’s interpretations and conclusions. In regards to data identification, 31 states (52%) reported that stakeholders provided input into potential data to be analyzed and 21 states (35%) reported stakeholders provided data used for analysis. Finally, 15 states (25%) noted stakeholders specifically approved the state’s interpretations and conclusions regarding data analysis. See Figure 18.

Figure 18

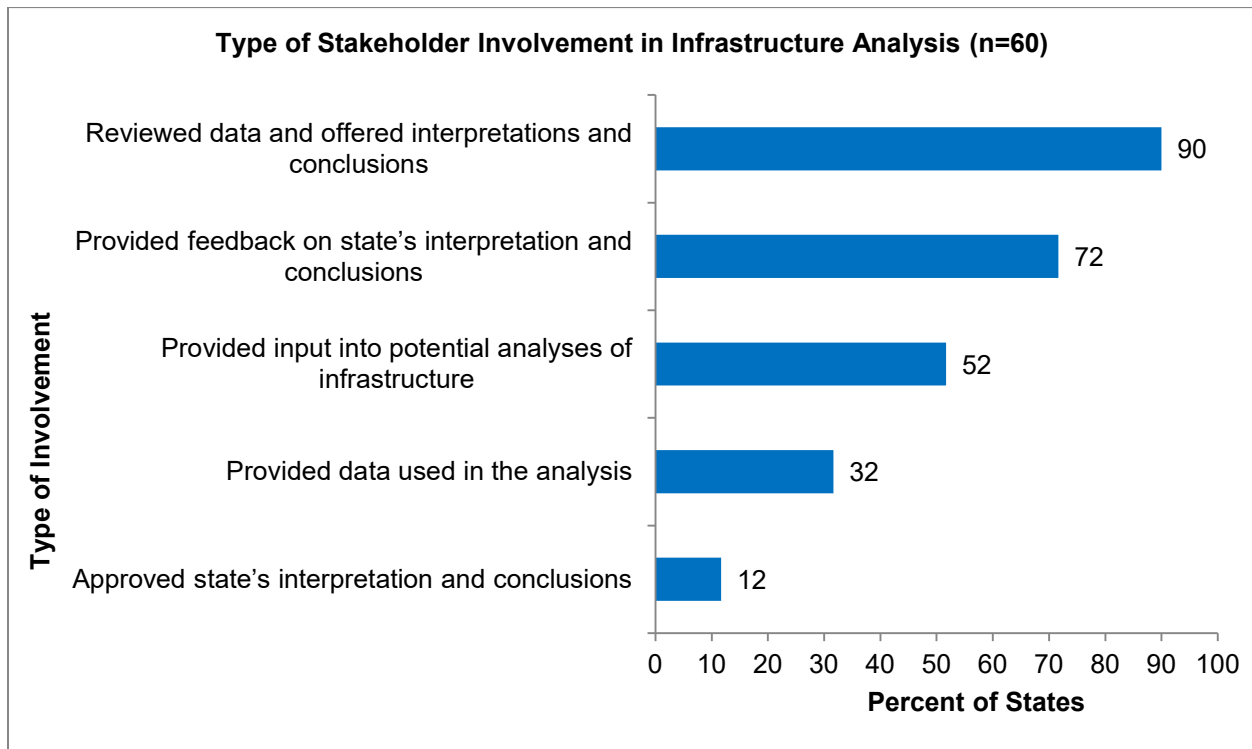


Stakeholder Engagement in Infrastructure Analysis

All of the states involved internal and external stakeholders in the infrastructure analysis in some manner. Fifty-four states (90%) reported stakeholders reviewed available data

and offered interpretations and conclusions for the state’s use. In addition, 31 states (52%) indicated stakeholders provided feedback to the state on the state’s interpretations and conclusions. Finally, seven states (12%) reported stakeholders specifically approved the state’s interpretations and conclusions regarding infrastructure analysis. See Figure 19.

Figure 19

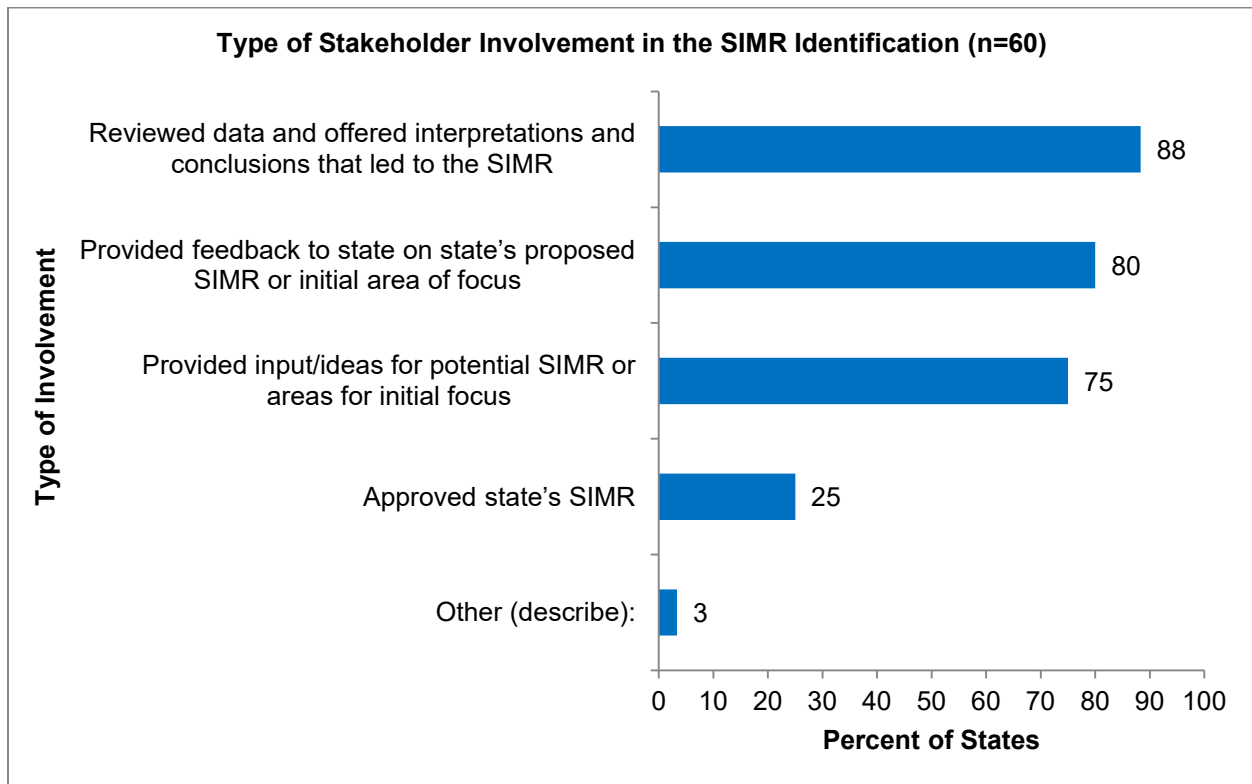


Stakeholder Engagement in Identifying the SIMR

Fifty-eight states (97%) reported internal and external stakeholders were actively included in the identification of the SIMR in the following ways: 53 states (88%) indicated stakeholders reviewed the data and offered interpretations and conclusions that lead to the development of the SIMR, 48 states (80%) reported stakeholders provided feedback to the state on the state’s proposed SIMR or the initial focus, 45 states (75%) indicated stakeholders provided input or ideas for potential SIMR or areas for initial focus, and 15 states (25%) noted that stakeholders approved the SIMR. Stakeholder engagement for the SIMR portion of the SSIP development could not be determined for two states.

It was reported that stakeholders most frequently reviewed available data and offered interpretations and conclusions for the states’ use, as presented in Figure 20. Most (80%) of the states’ stakeholders provided feedback on the state’s interpretations and conclusions, with 45 states (75%) reporting that stakeholders offered input/ideas for a potential SIMR or area for initial focus. Fifteen states (25%) reported their stakeholder groups specifically approved the state’s interpretations and conclusions.

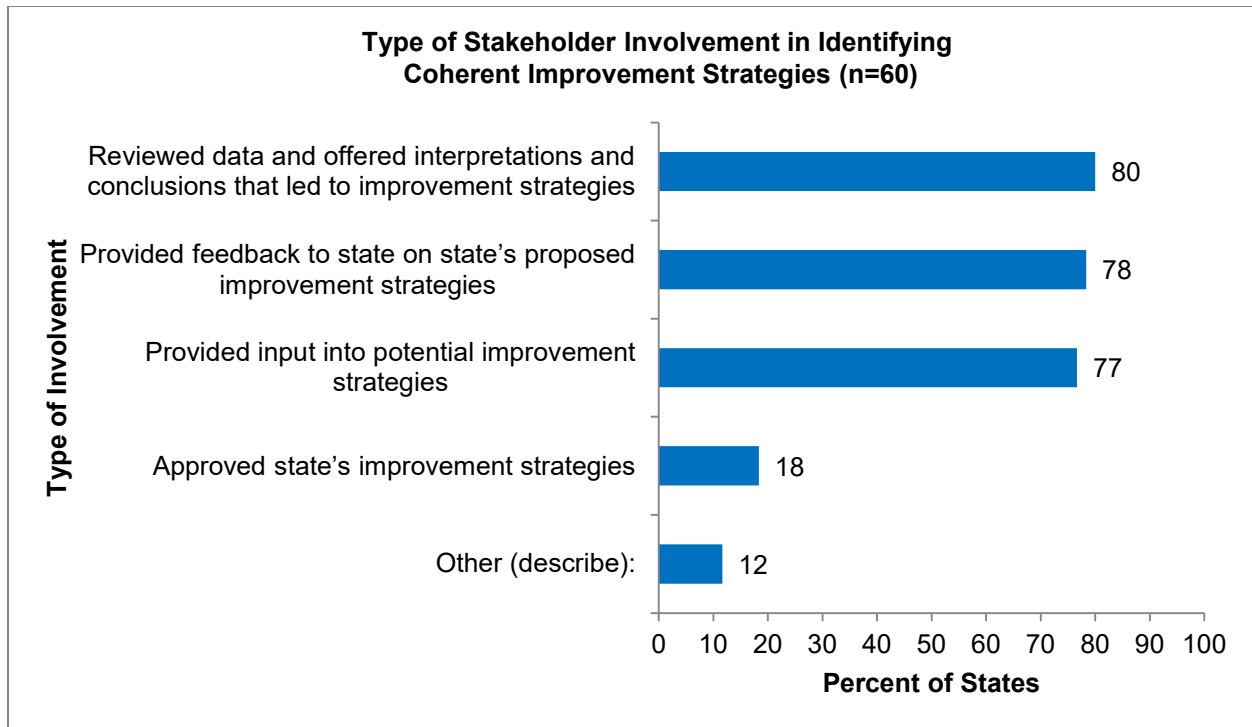
Figure 20



Stakeholder Engagement in Identifying Coherent Improvement Strategies

Fifty-six states (93%) reported internal stakeholders were involved in the identification of coherent improvement strategies and 54 states (90%) identified that external stakeholders were engaged. The remaining states omitted a description of stakeholder engagement in this section of the SSIP. Forty-eight states (80%) reported stakeholders reviewed data and offered interpretations and conclusions that led to improvement strategies. Forty-seven states (78%) indicated stakeholders provided feedback to the state on the state's proposed improvement strategies, 46 states (77%) described stakeholders provided input into potential improvement strategies, 11 states (18%) indicated stakeholders approved the state's improvement strategies, and seven states (12%) described other methods. See Figure 21.

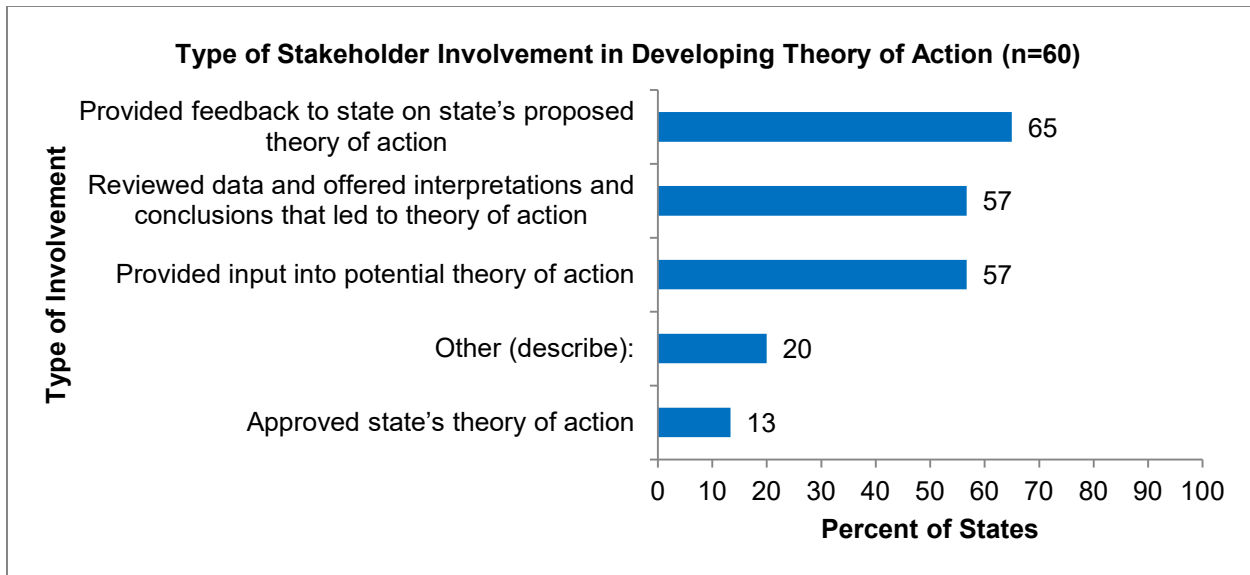
Figure 21



Stakeholder Engagement in Developing a Theory of Action

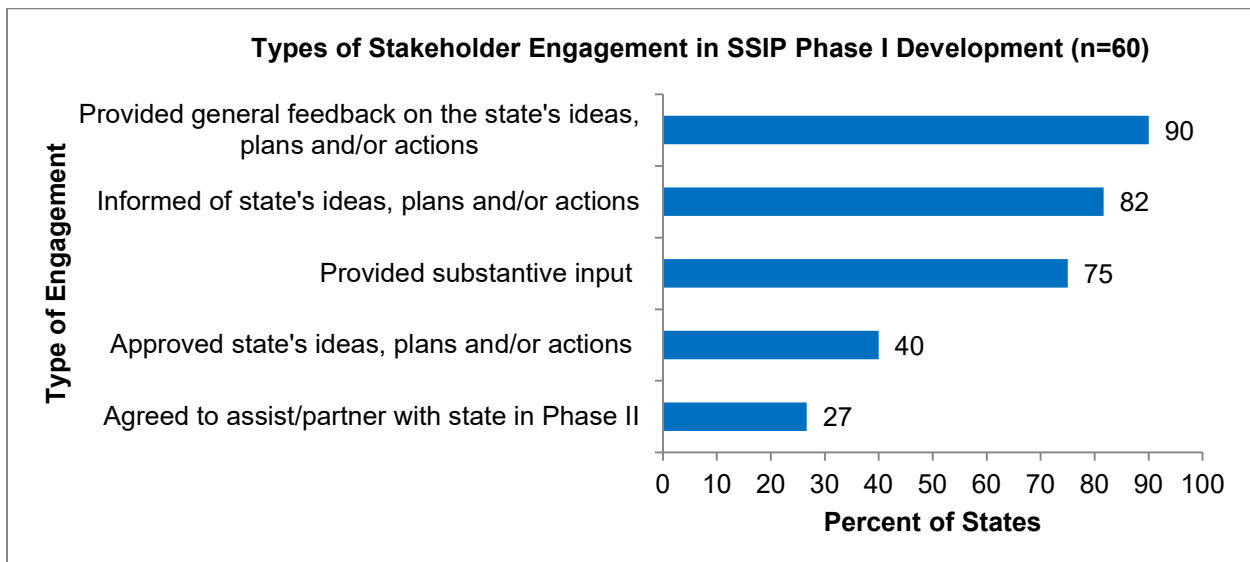
Forty-four states (73%) reported that stakeholders were involved in the development of a Theory of Action. Thirty-nine states (65%) indicated internal and external stakeholders provided feedback to states on the state's proposed Theory of Action, 34 states (57%) noted that stakeholders reviewed data and offered interpretation and conclusions that lead to the Theory of Action, 34 states (57%) indicated stakeholders provided input into the potential Theory of Action, 12 states (20%) described other methods, and eight states (13%) indicated stakeholders approved the state's Theory of Action. See Figure 22.

Figure 22



SSIPs were analyzed for the degree in which internal and external stakeholders were engaged for each portion of Phase 1. Across all the SSIPs, the analysis identified 54 states (90%) in which stakeholders provided general feedback on the state's ideas, plans, or actions, and 49 states (82%) were identified in which stakeholders informed the state's ideas, plans, and actions. Twenty-four states (40%) reported that stakeholders specifically approved the state's ideas, plans, and actions. In addition, 45 states (75%) were identified in which stakeholders provided substantive input throughout the development of Phase I. See Figure 23.

Figure 23

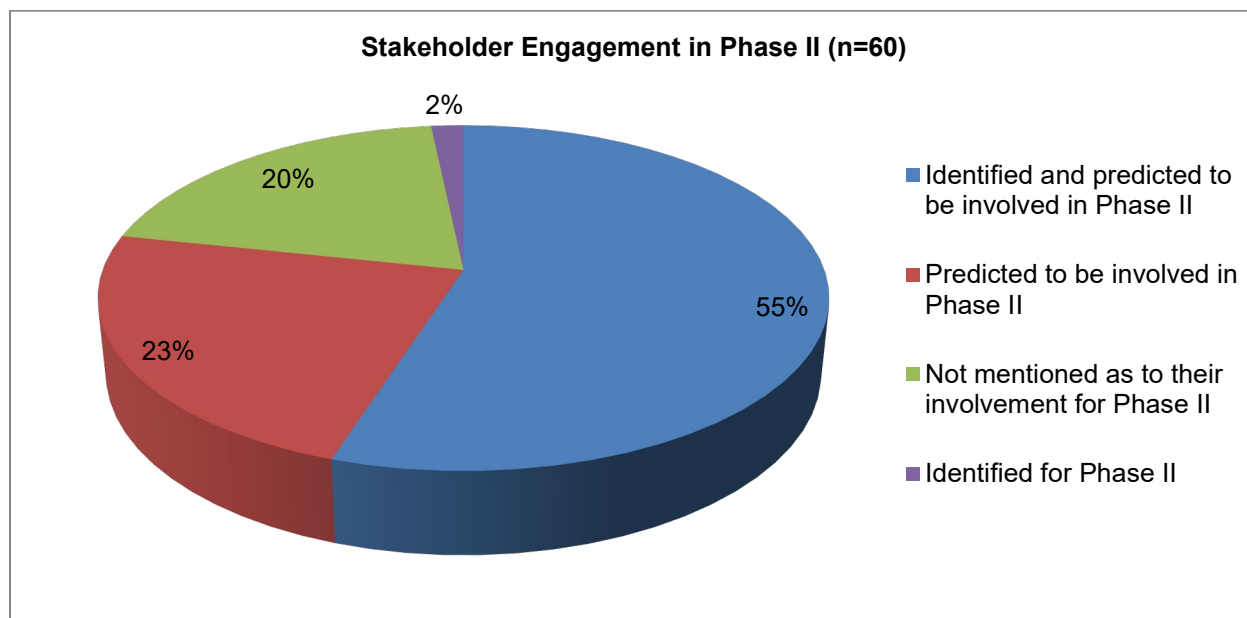


Stakeholder Engagement in Phase II

Stakeholder engagement is an important element of all Phases of the SSIP and many states reported on Phase II stakeholder engagement. Twenty-four states (40%) included a description of stakeholder engagement in Phase II and 16 states (27%) indicated already securing a commitment from stakeholders.

Sixteen states (27%) reported receiving agreement from stakeholders to assist and partner in the development of Phase II. Across the 60 states, 33 states (55%) identified stakeholders who would be involved in Phase II of the SSIP, and 47 states (78%) predicted some involvement of stakeholder engagement in Phase II. See Figure 24.

Figure 24



CONCLUSION

This analysis of the SSIPs indicates that states engaged in extensive data and infrastructure analysis, crafted child-result-based SIMRs, decided on evidence-based, coherent improvement strategies, and developed Theories of Action. Baseline data and targets were included in all SSIPs and all final targets are above baseline. A majority of states have chosen some form of literacy as the SIMR, but also included are SIMRs based on math assessment, math and reading, graduation, post-school outcomes, and early childhood outcomes. In general, stakeholders were heavily engaged in the development of the SSIP, particularly with respect to the data and infrastructure analyses, and over half of the states identified stakeholders for involvement in Phase II. Phase II, which is due April 1, 2016, will include data on progress toward targets and will be the first opportunity to review progress or slippage and whether states are meeting the targets.