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## **INDICATOR 1: GRADUATION RATE**

Prepared by National Dropout Prevention Center for Students with Disabilities (NDPC-SD)

### **INTRODUCTION**

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) was assigned the task of compiling, analyzing, and summarizing the data for Indicator 1—Graduation—from the FFY 2012 Annual Performance Reports (APRs) and amended State Performance Plans (SPPs), which were submitted by states to OSEP in February of 2014. The text of the indicator is as follows:

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

This report summarizes NDPC-SD'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 2012 APR, use data from the 2011-2012 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 new 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 9<sup>th</sup> grade for the first time in the fall of the 2008-09 school year and graduating by the end of the 2011-12 school year.

*# of cohort members receiving a regular HS diploma by end of the 2011-12 school year*

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*# of first-time 9th graders in fall 2008 (starting cohort) + transfers in – transfers out – emigrated out – deceased during school years 2008-09 through 2011-12*

States may obtain permission from the U.S. 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. In the APRs this year, 10 states reported that they took advantage of this option. It is likely that this provision for using extended cohorts will become more important in years to come, as many states have increased their academic credit and course requirements for all students to graduate.

The requirement to follow every child in a cohort necessitates the use of longitudinal data systems that employ unique student identifiers. Most states have these in place, or are well on the way to developing such systems. A few states have had difficulty meeting this need and have had to request permission from the Department of Education for permission to report using a different calculation method or data set.

## CALCULATION METHODS

States were first required to implement the new adjusted cohort rate calculation in the 2010-11 school year. By FFY 2012, most states had officially adopted this calculation method, with 52 states (87%) reporting with the required calculation. Of the remaining eight states, four (7%) reported a leaver rate, two states (3%) reported a cohort rate, and two states (3%) reported an event rate. Figures 1 – 4 show states' graduation rates, based on the type of calculation employed.

Figure 1

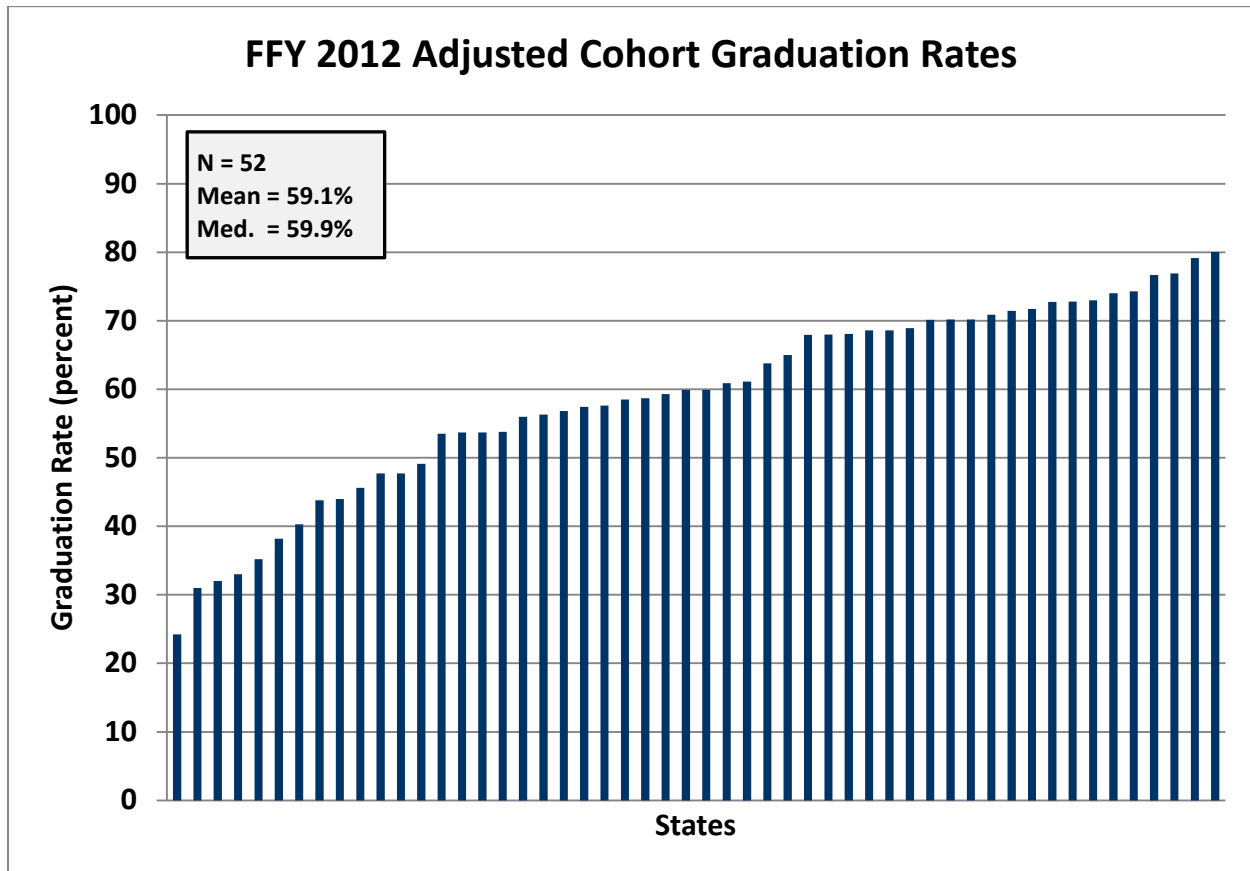


Figure 2

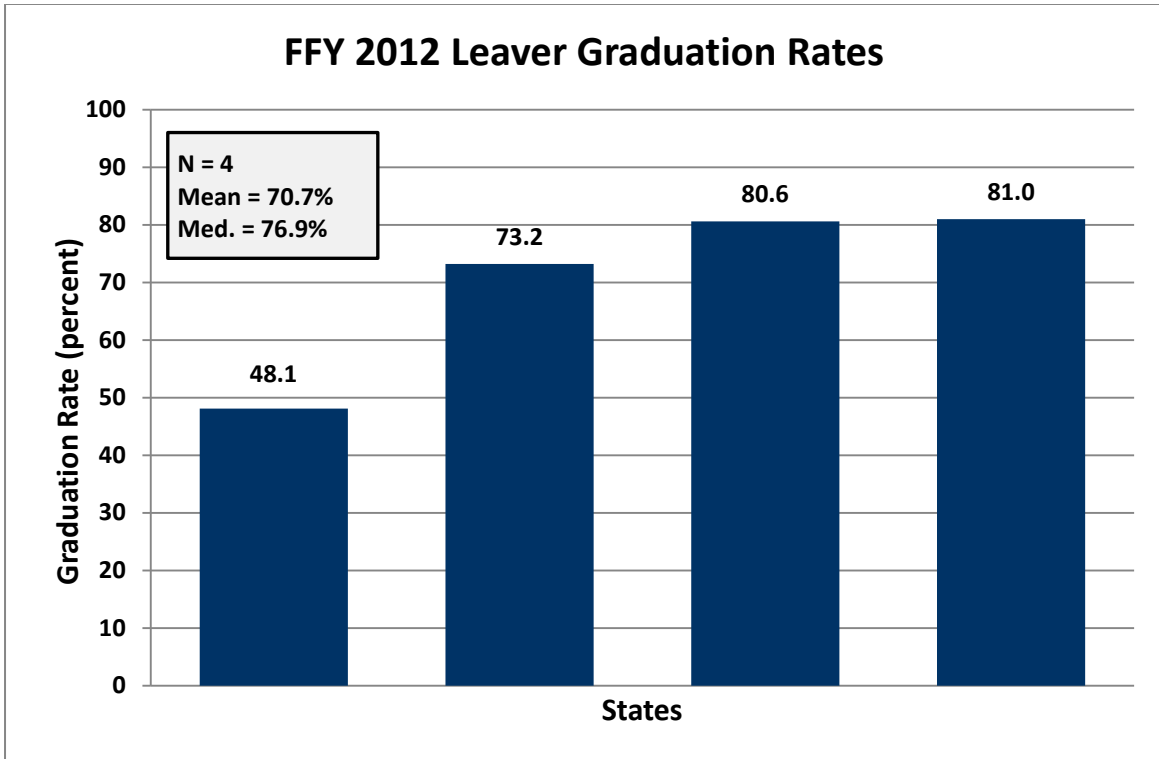


Figure 3

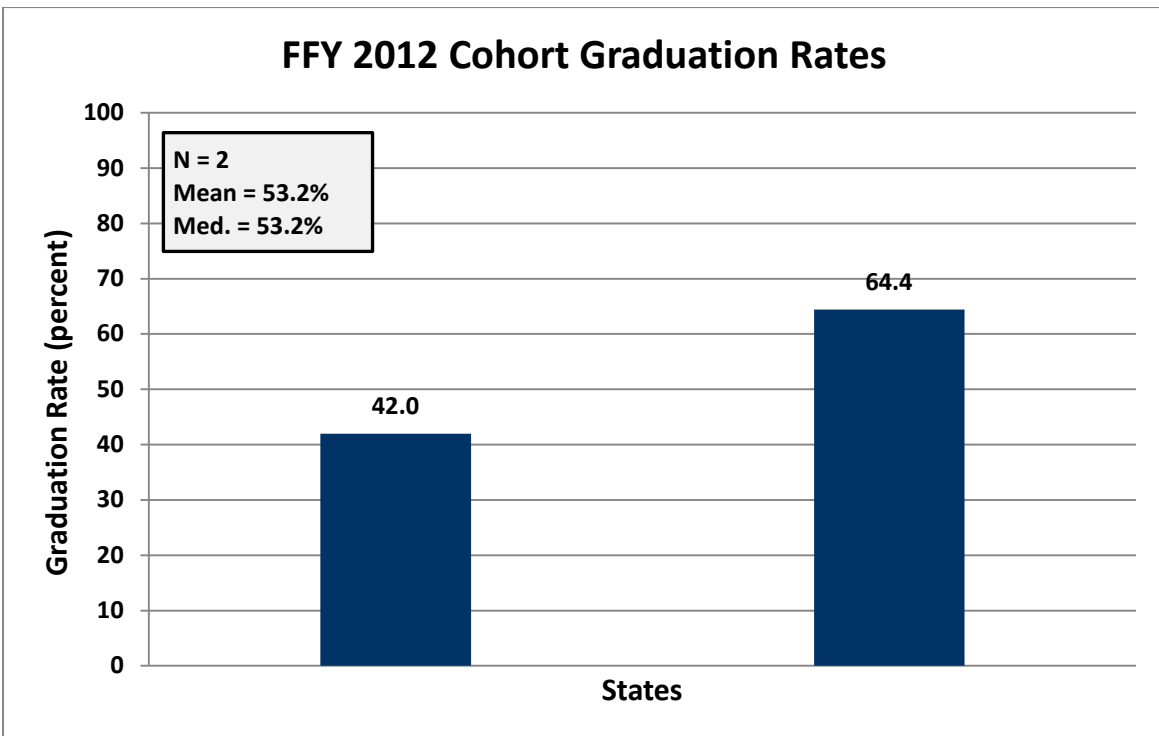
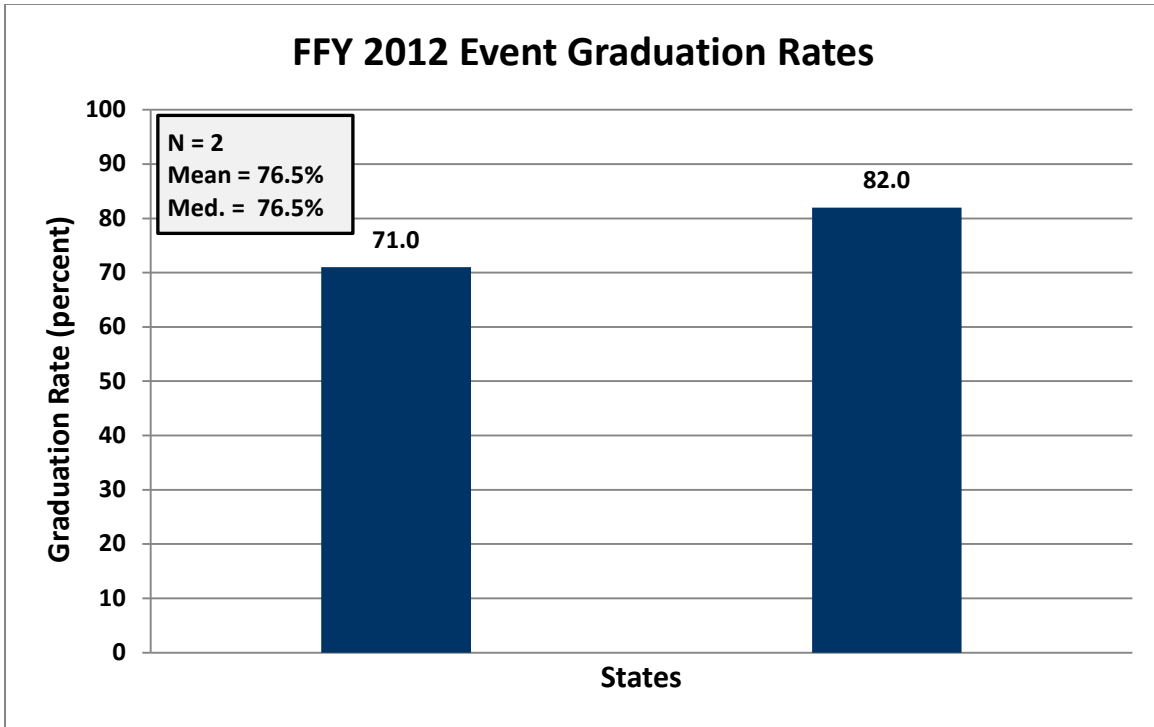


Figure 4



### STATES' PERFORMANCE ON THE INDICATOR

In FFY 2012, states' targets for improvement ranged from 25.0% to 95.0%. The average state target was 72.5% and the median was 79.0%. As shown in Figure 5, nine (9) states (15%) met or exceeded their FFY 2012 graduation rate targets and 51 states (85%) did not. These results are down from FFY 2011, during which 12 states (20%) met their graduation rate targets. As was the case in FFYs 2010 and 2011, five (8%) of the states that met their graduation target for FFY 2012 also met their dropout rate target.

Figure 6 shows that 38 states or 63% made progress and improved their rates, whereas 17 states (28%) reported a decrease (slippage) in their graduation rates from FFY 2011. Graduation rates in the remaining five (5) states (8%) were unchanged from FFY 2011. In those states which made progress, the mean increase in the graduation rate was 3.9% with a median of 2.2% (N=37 states). The mean amount of slippage in states whose rates decreased was -8.5% with a median of -6.7% (N=17 states).

Figure 5

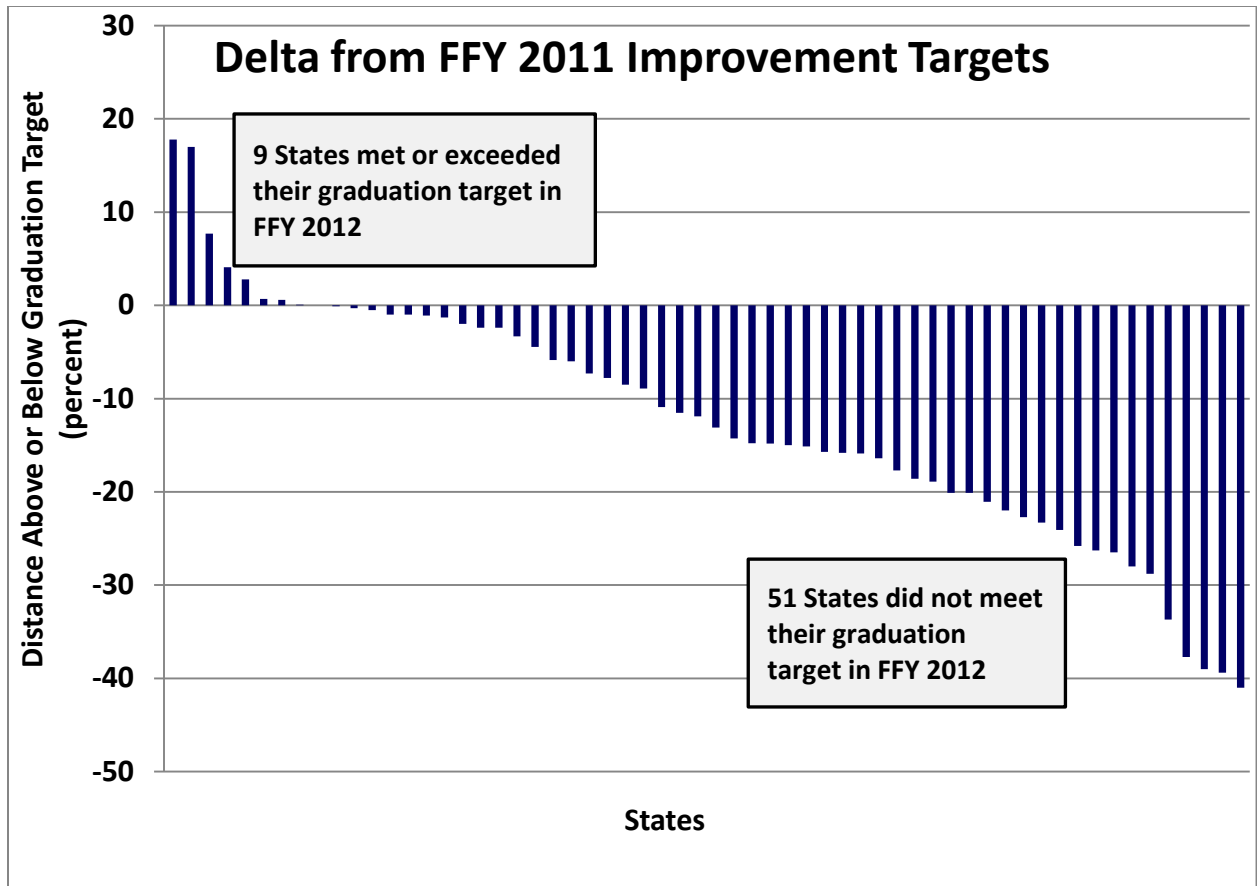
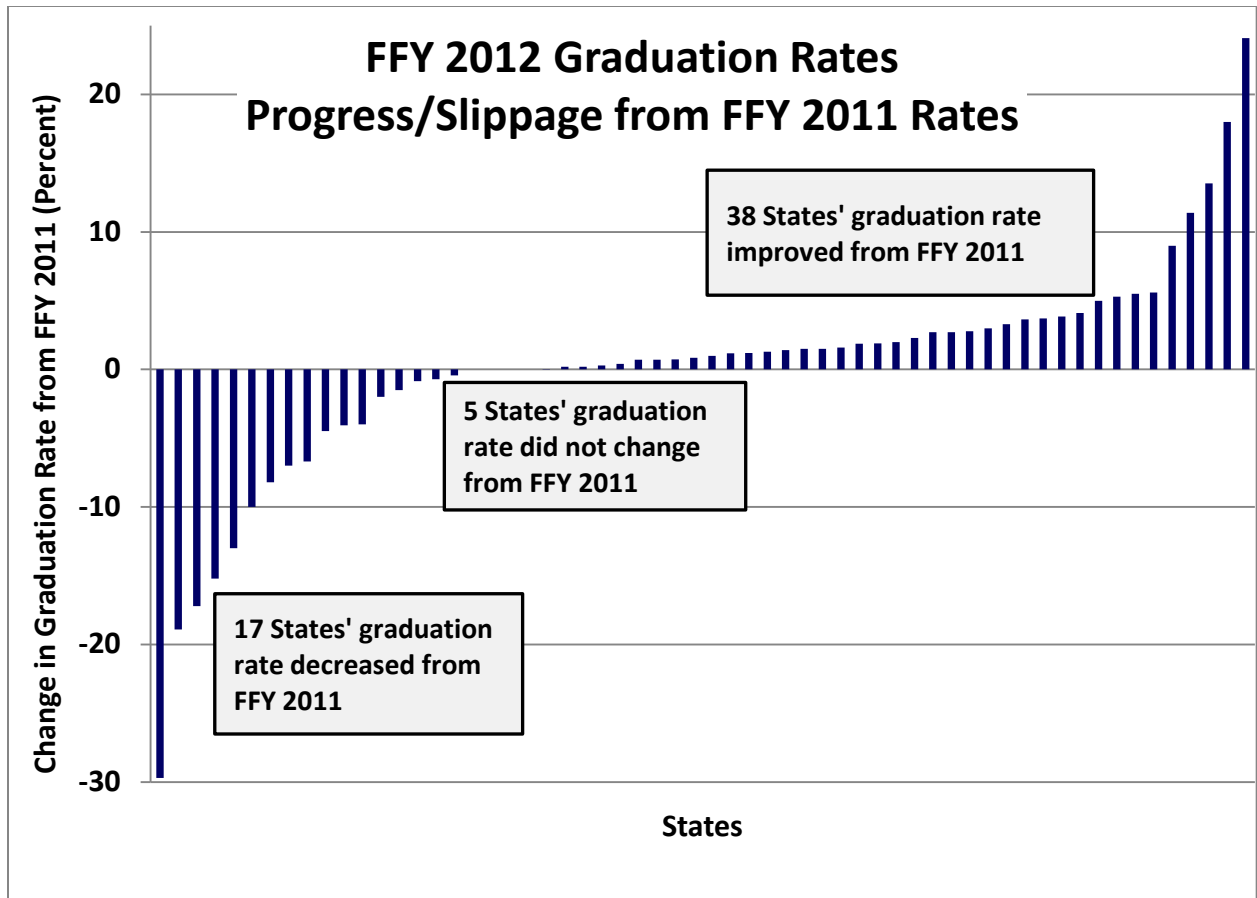




Figure 6



## **INDICATOR 2: DROPOUT RATE**

Prepared by NDPC-SD

### **INTRODUCTION**

The National Dropout Prevention Center for Students with Disabilities (NDPC-SD) was assigned the task of compiling, analyzing, and summarizing the data for Indicator 2—Dropout—from the FFY 2012 Annual Performance Reports (APRs) and the revised State Performance Plans (SPPs), which were submitted to OSEP in February of 2014. The text of the indicator is as follows:

Percent of youth with IEPs dropping out of high school.

This report summarizes the NDPC-SD'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 and territories, as well as the BIE.

### **MEASUREMENT**

The OSEP Part B Measurement Table for this submission 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 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.

In an October 30, 2013 memo from OSEP to the Chief State School Officers, State Directors of Special Education, and State Data Managers, States were advised that, "For Indicator 2, States may report using the data source and measurement included in the Part B Indicator Measurement Table that expires July 31, 2015, or the State may choose to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012." Most states chose this latter option.

## 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 2012 APRs were calculated using predominately one of three methods: an event (annual) rate calculation, an adjusted cohort rate calculation (as for Indicator 1), or the exiter rate described in the OSEP measurement table. Only two states employed other calculation methods, each choosing a variant of a leaver (estimated cohort) type of dropout rate.

Event rate calculations, reported this year by the vast majority of states (45 states, or 75%), 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 offer the lowest dropout rate of the calculations reported in these APRs. As shown in Figure 1, the mean for these 45 states was 5.9% and the median was 4.0%.

The next most frequently reported type of calculation, the adjusted cohort rate, yields higher dropout rates than do event-rate calculations. 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 adjusted cohort method follows a group or cohort of individual students from 9<sup>th</sup> through 12<sup>th</sup> grades. The cohort is adjusted to reflect changes in membership resulting from transfers, emigration, and death. Six (6) states (10%) reported a cohort-based dropout rate this year. Figure 2 shows the distribution of cohort-based dropout rates. The mean rate for this group of states was 14.0% with a median of 15.7%.

Seven (7) states (12%) reported using the new OSEP exiter rate in FFY 2012. 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 3 shows that the mean dropout rate among this group of states was 18.9% and the median was 15.0%.

Finally, two (2) states (3%) calculated dropout using other methods this year—specifically, leaver-type calculations that produce an estimate of the dropout rate for a cohort of students. Calculations of this type yield rates that approximate adjusted

cohort rates in magnitude. Figure 4 shows these two states' dropout rates. Note that their mean and median were 13.2%.

A few states calculated and reported more than one flavor of dropout rate—usually an event rate and a longer term measure. This makes sense, as they provide different types of information, which can inform different uses. For example, the event rate can help inform a state of the effect that new policies, procedures, or programs had on dropout in the short term. Longer-term, cohort-based rates can provide useful information about the impact of school-completion initiatives or other interventions that can take longer to manifest an effect.

As noted above, Figures 1 – 4 show states' dropout rates, based on the method of calculation employed for the FFY 2012 APR (using SY 2011-12 data). Please note that the Y-axis (vertical axis) scales differ among these four figures.

**Figure 1**

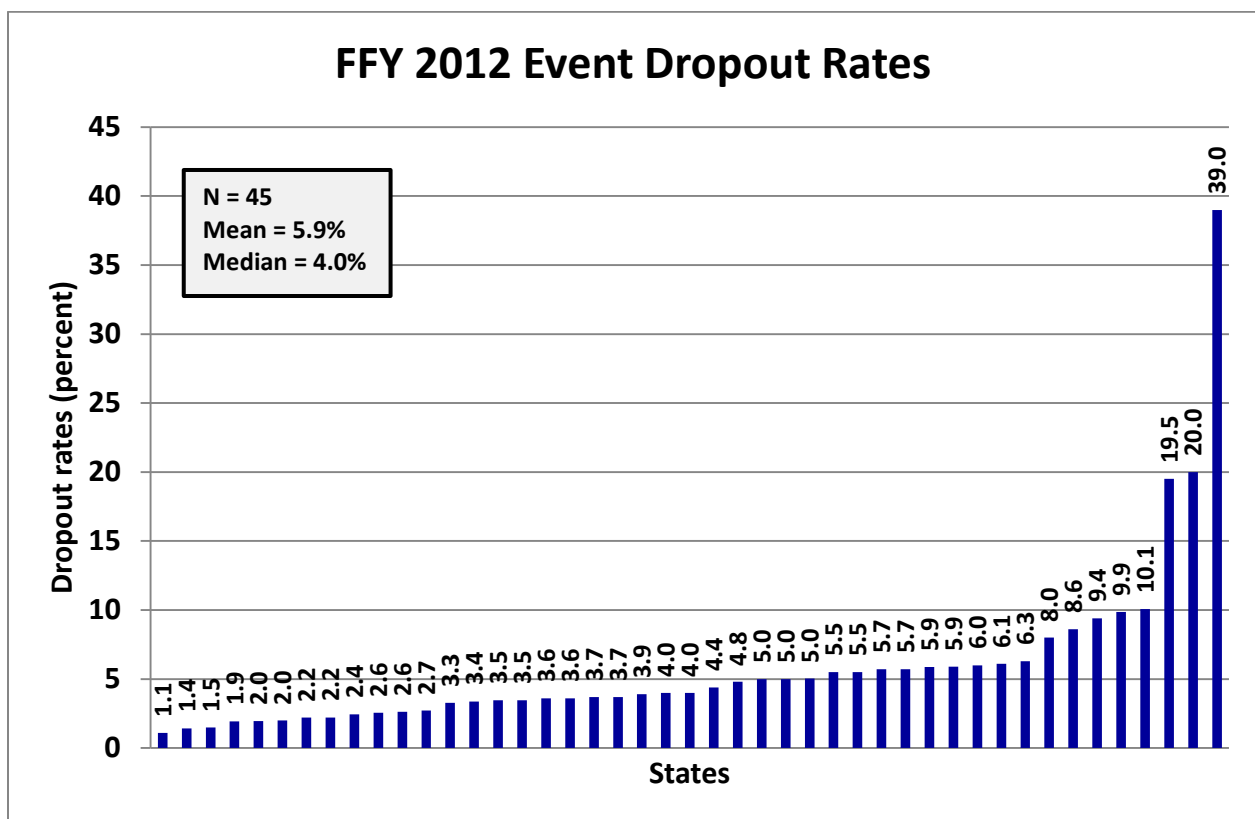


Figure 2

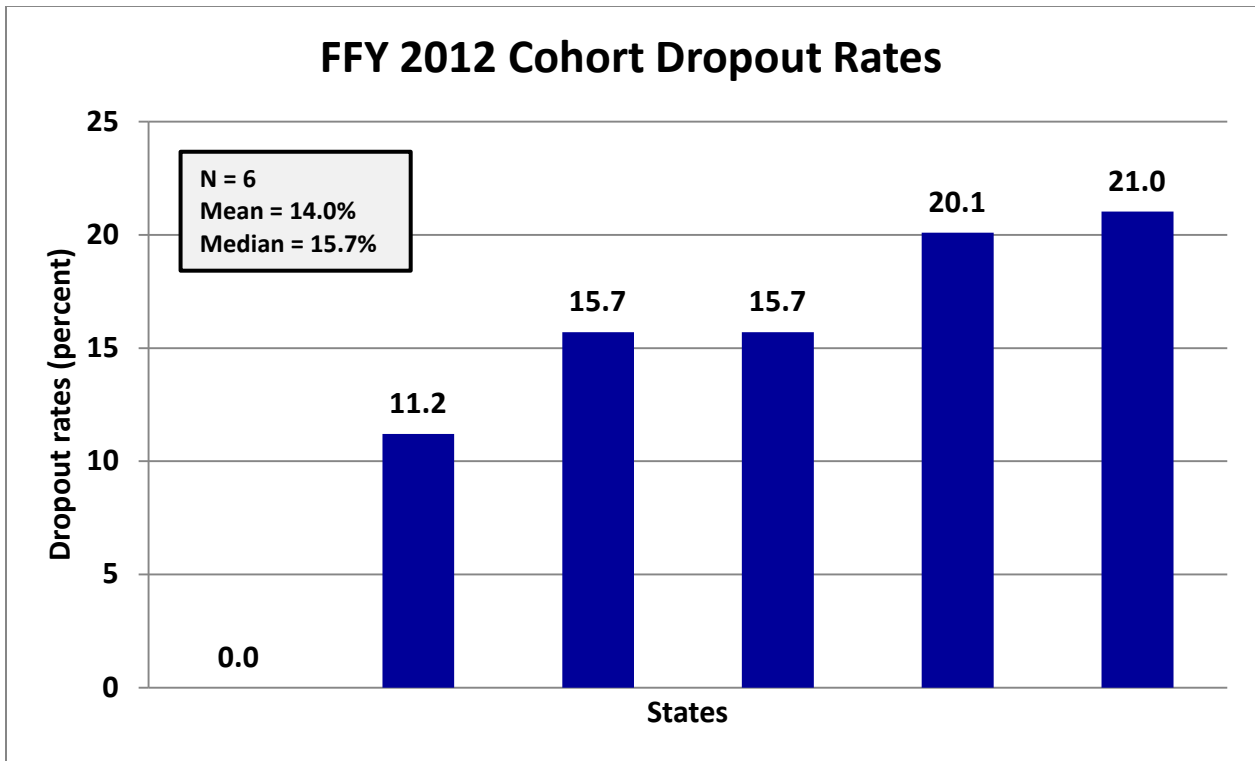


Figure 3

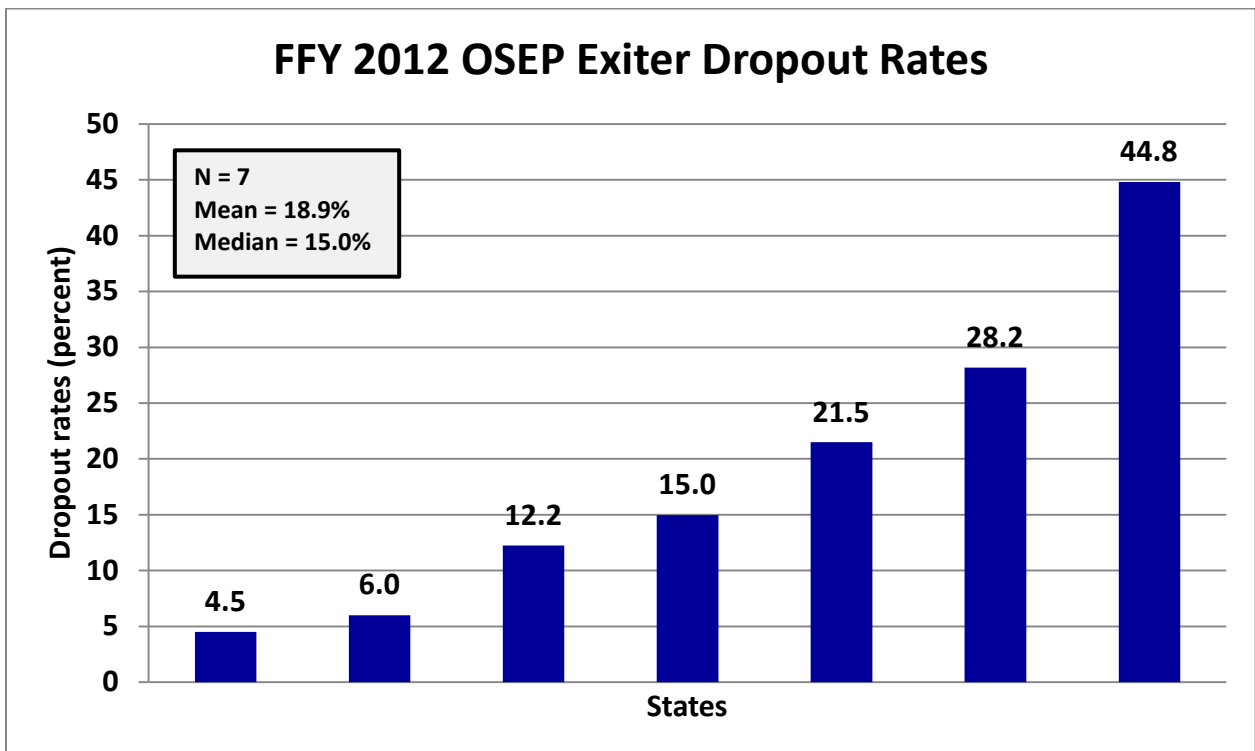
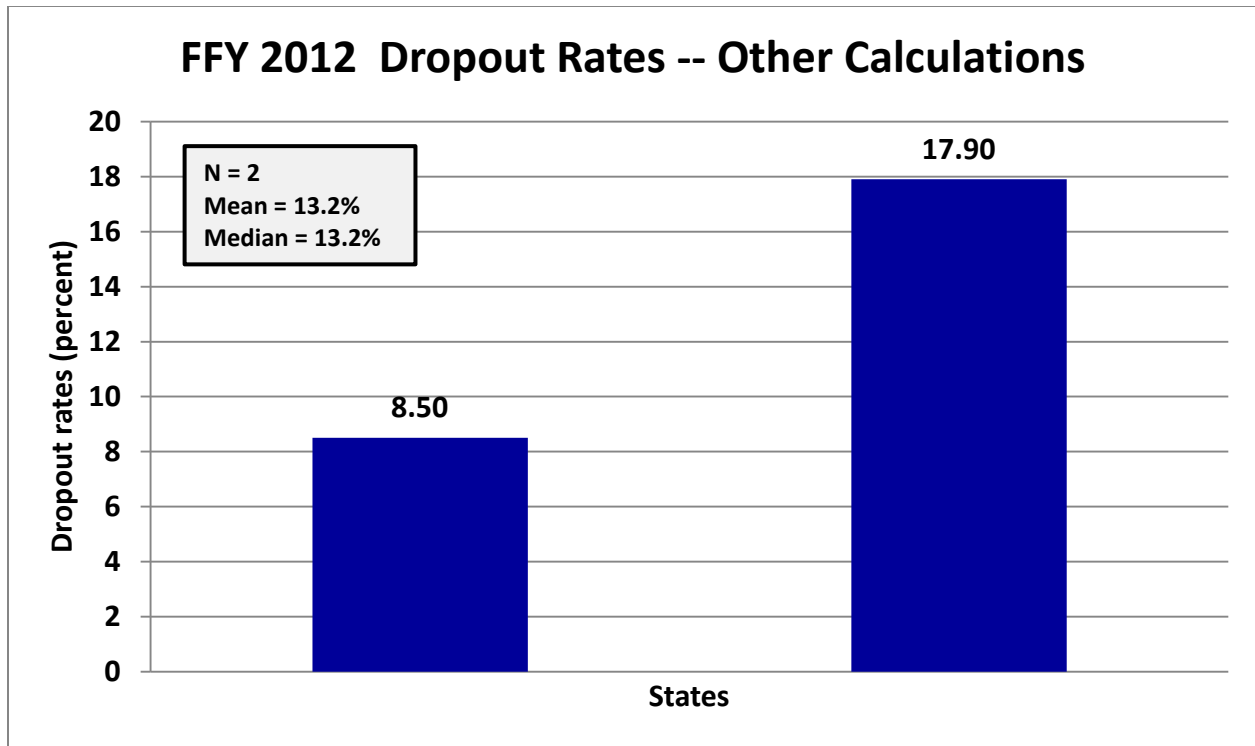


Figure 4

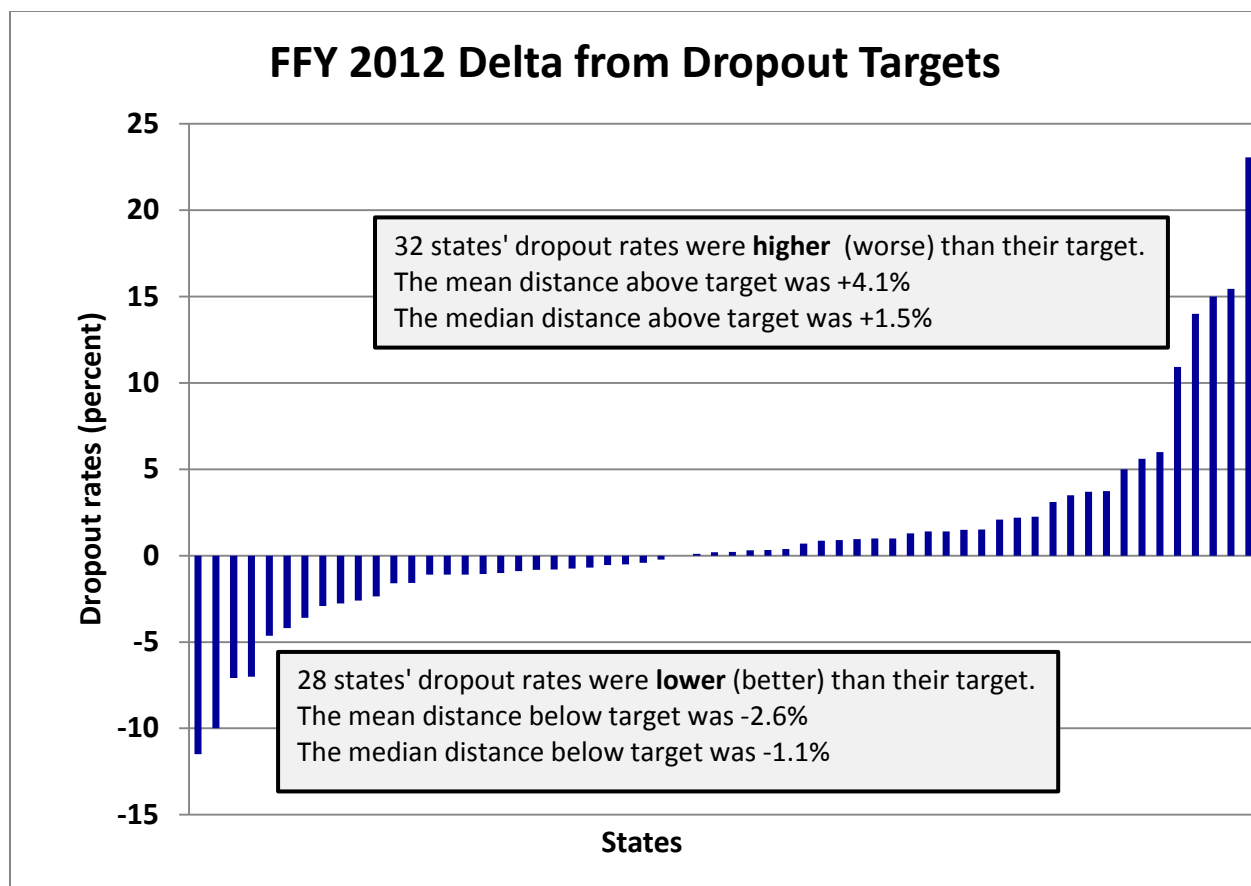


### STATES' PERFORMANCE ON THE INDICATOR

Because states are not required to specify dropout-rate targets under ESEA, they have continued using their SPP targets for improvement. In FFY 2012, 28 states (47%) met their SPP performance target for Indicator B-2 and 32 states (53%) missed their target.

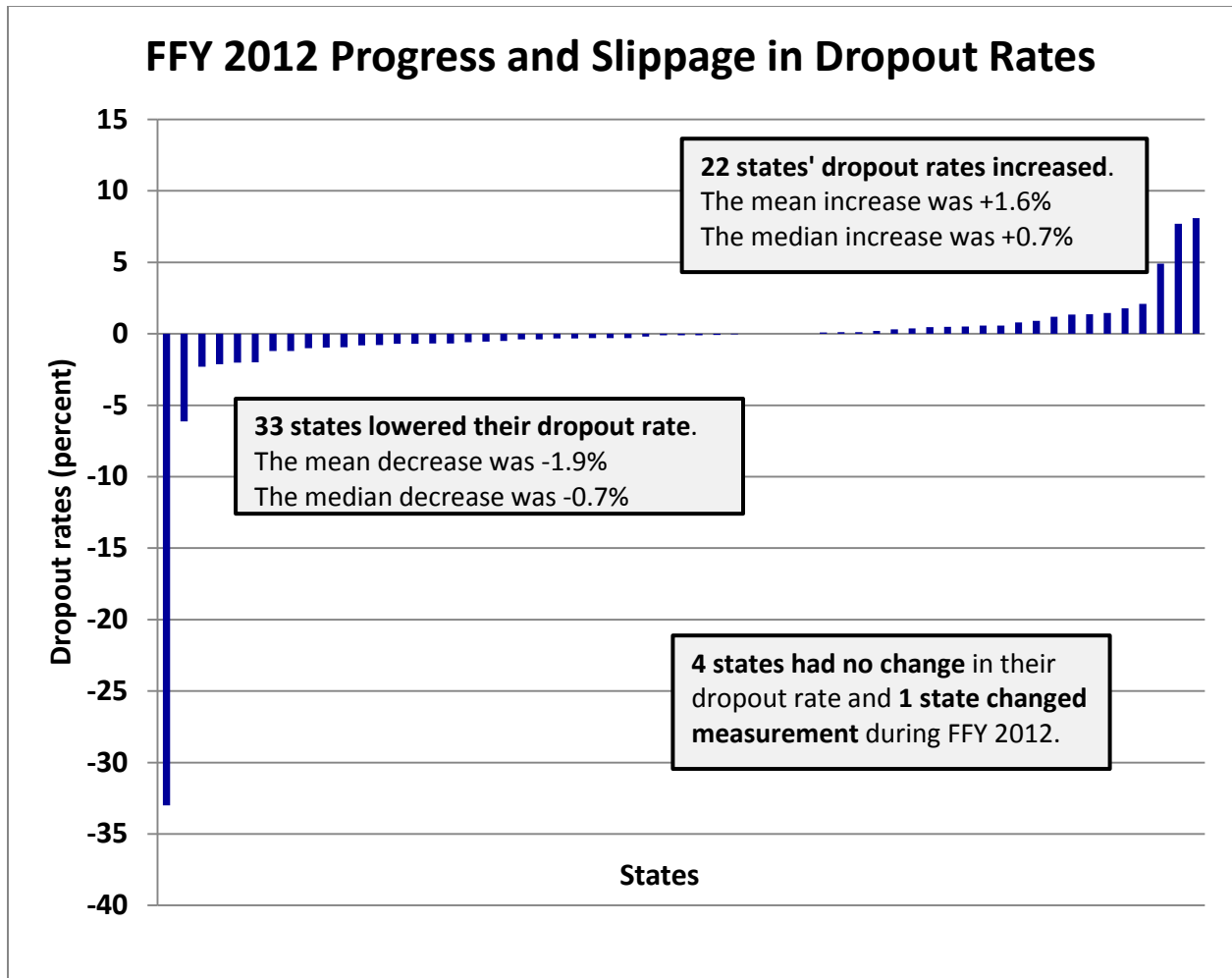
Over the years of the SPP, states have generally improved at setting realistic, achievable targets for improvement. Most states' performance was quite close to the target they had set, regardless of whether they met or missed that target. As shown in Figure 5, most states were within plus or minus five percentage points of their stated target. The mean amount by which states outperformed their dropout target was -2.6% (median -1.1%); the mean amount by which states missed their dropout target was 4.1% (median 1.5%). Figure 5 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 they specified in the SPP.

Figure 5



As illustrated in Figure 6, 33 states (55%) made progress, lowering their dropout rate. The mean amount by which these states lowered their dropout rates was  $-1.9\%$ , with a median value of  $-0.7\%$ . In FFY 2012, 22 states (37%) experienced slippage and saw dropout rates increase. The mean amount of increase in these states' dropout rate was  $1.6\%$ , with a median value of  $0.7\%$ . In four (4) states (7%) dropout rates remained unchanged from the previous year. Finally, one (1) state (2%) changed its measurement and was not able to report progress or slippage. To contrast this, in FFY 2011, 24 states made progress, lowering their dropout rate, whereas 26 states experienced slippage and saw their dropout rate rise. That year, six (6) states experienced no change in the dropout rate and four (4) were missing data.

Figure 6





## **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) reauthorized as No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) criterion for students with disabilities.

Indicator 3 information in this report is based on Annual Performance Report data from 2012-2013 state assessments. States submitted their data in March 2014 using baseline information and targets (unless revised in April 2014) submitted in their State Performance Plans (SPPs) first presented in December 2005.

This report summarizes data and progress toward targets for the Indicator 3 subcomponents of (a) percent of districts meeting AYP, (b) state assessment participation, and (c) state assessment performance. All information contained in this report is an analysis or summary of state data for a given content area (or overall for AYP) 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 band, or provided only information summed across grades for participation and/or performance. For AYP, some states provided this information only by content area, which could not be aggregated to an overall AYP rate.

### **DATA SOURCES**

We obtained APRs used for this report from the TA&D Network Workgroup website in March through May 2014. We entered data into working documents from original APR submissions and then, following the April period of clarification, we verified all data using revised APRs submitted in that month. In instances of disagreement, we used new data from revised APRs for analyses. For the summaries in this report, we used only the data that states reported in their APRs for 2012-2013 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 Adequate Yearly Progress (AYP) objectives for progress 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 or 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 OBJECTIVE (COMPONENT 3A)**

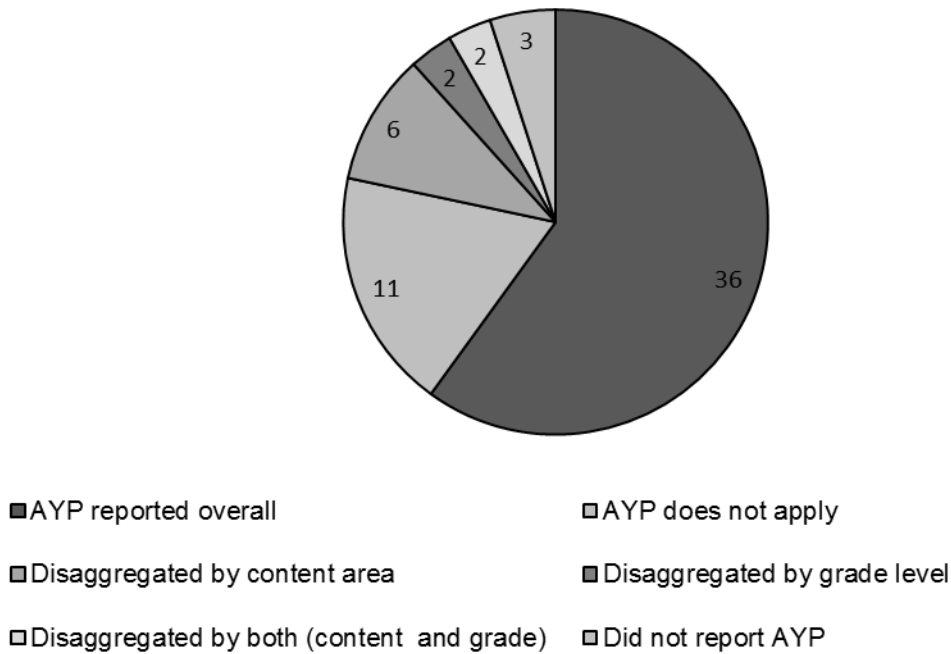
Component 3A (AYP) is defined for states as:

*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.*

Figure 1 shows the ways in which regular and unique states provided 2012-2013 AYP data on their APRs. Ten unique state entities indicated that AYP requirements of ESEA did not apply to them; one regular state indicated that AYP did not apply because that state comprises a single district. Thirty-six regular states reported AYP data in their APRs in a way that the data could be aggregated across states. Twelve states provided data broken down by content area (8 states), or by grade level (4 states). Two of these states provided data broken down both ways. Because the AYP indicator is across content areas, the data from these 12 states were inappropriate for Indicator 3A. Three states did not report AYP data.

Figure 1

Ways in Which Regular and Unique States Provided 2012-2013 AYP Data

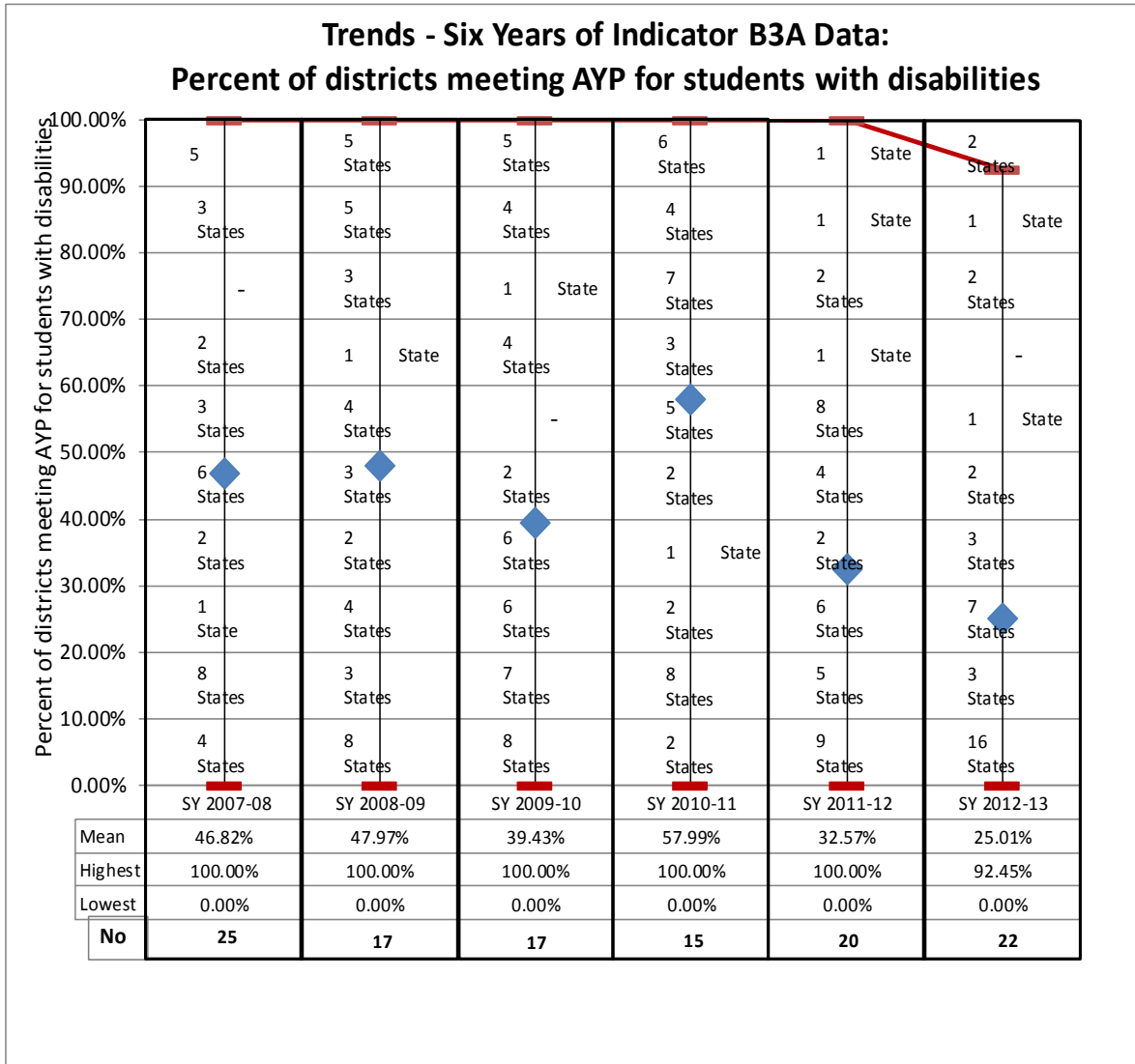


**Six-Year Trend for Indicator 3A**

Figure 2 shows the six-year trend for states' percentages of districts meeting AYP 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) 2007-2008, when there were 34 states, to a high of 43 states in SY 2009-2010, yet decreased to 37 states in SY 2012-2013. The mean percent of districts at or above AYP has increased then decreased over time as well, from less than half (46.82%) in SY 2007-2008 to a high of 58% in SY 2010-2011, then to a low of 25% in SY 2012-2013. Part of the reason that the 2012-2013 percentage was low may be due to the fact that six states had 0% of their districts at or above AYP, and ten more states between 0.6% and 8.2% of districts at or above AYP. Further, in 2012-2013, no states had 100% of districts at or above AYP, and only two states had percentages in the top decile, with 92.0% and 92.5%

When comparing the number of states having data above or below the mean AYP across the six years, there seems to be a trend that more states have AYP district percentages below the mean. In other words, five of the six years had more states with below-average AYP percentages, from 51% (2011-2012) to 63% (2009-2010) of the states reporting data. The only exception was in 2010-2011, when the mean AYP was 58%; in that year, 45% of the states had below-average AYP district percentages.

Figure 2

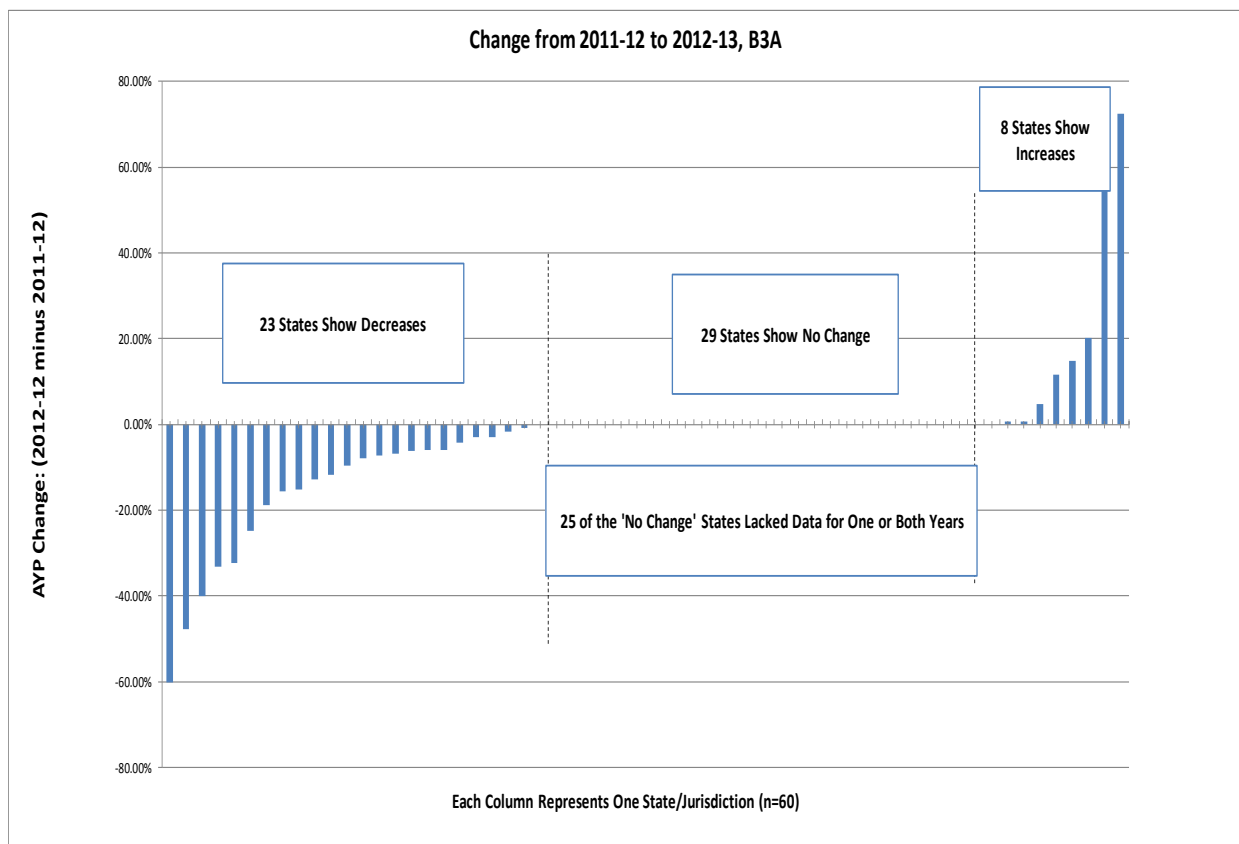


When viewing the number of states in the 10% intervals (or deciles) in Figure 2, the largest change seems to be in the 0-10% interval, where about 5-23% of states (between two and nine states) reporting data tended to score during SY 2007-2008 through SY 2011-2012, but then this proportion increased to 43% of states (n=16) reporting data in SY 2012-2013. 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 AYP, which was the case for only one state in SY 2007-2008. Between zero and two states had a 0% in most of the years since then – in 2007-2008, 2009-2010, and 2010-2011. But then, in 2011-2012, there were three states with 0% of their districts meeting AYP, and this increased to six states in 2012-2013.

### Year-to-Year Comparison for Indicator 3A

Thirty-five regular states reported overall information for AYP in 2011-2012 and 2012-2013 used in cross-year data comparisons. All ten of the unique state entities, and one regular state, did not report data related to AYP. Of the 35 states, eight showed year-to-year increases, from last year's data to this year's data, ranging from 0.6% to 72.6%, with an average of 22.6% increase, and a median of 13.2%. Put another way, 23% of the states providing data evidenced an increase in districts meeting AYP for students with IEPs, and five of those eight states exceeded the previous year's data by less than 23%; the other three states exceeded by about 23% to 73%. Year-to-year decreases were experienced by 23 states, ranging from 0.7% to 60.2%, with an average of 17.8%, and a median of 10.6%. Put another way, 66% of the states providing data had data lower than the previous year's data, and 16 of those 23 states were lower by less than 18%; the other seven states were lower by about 18% to 60%. Four states with data for 2011-2012 and 2012-2013 experienced no change in the percent of districts meeting AYP across the two years. Eleven states reported data by grade level or by content area in at least one of the last two years, and three states were missing specific data points, making comparable change observations not possible for 14 states' data. Figure 3 shows the comparisons between 2011-2012 and 2012-2013 data.

**Figure 3**



## 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:

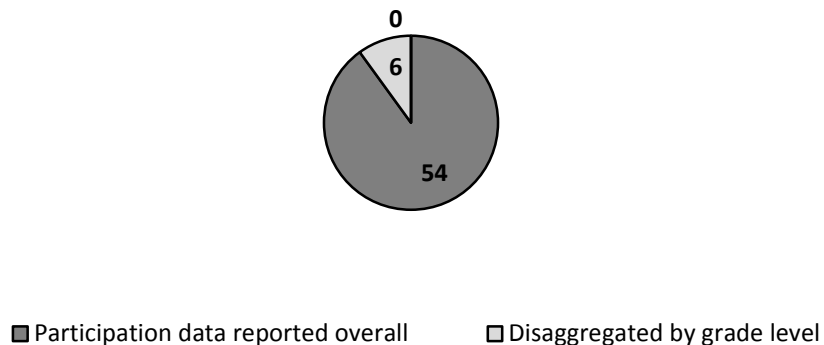
*Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with 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 mathematics and reading assessments in turn.

Figure 4 shows the ways in which regular and unique states provided 2012-2013 participation data for mathematics and reading on their APRs. Forty-four regular states and ten unique state entities provided data summarized into single points for mathematics and for reading. Six regular states reported participation data in their APRs in a way that the data could not be compared across states. Specifically, the six 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. No states failed to report participation data.

**Figure 4**

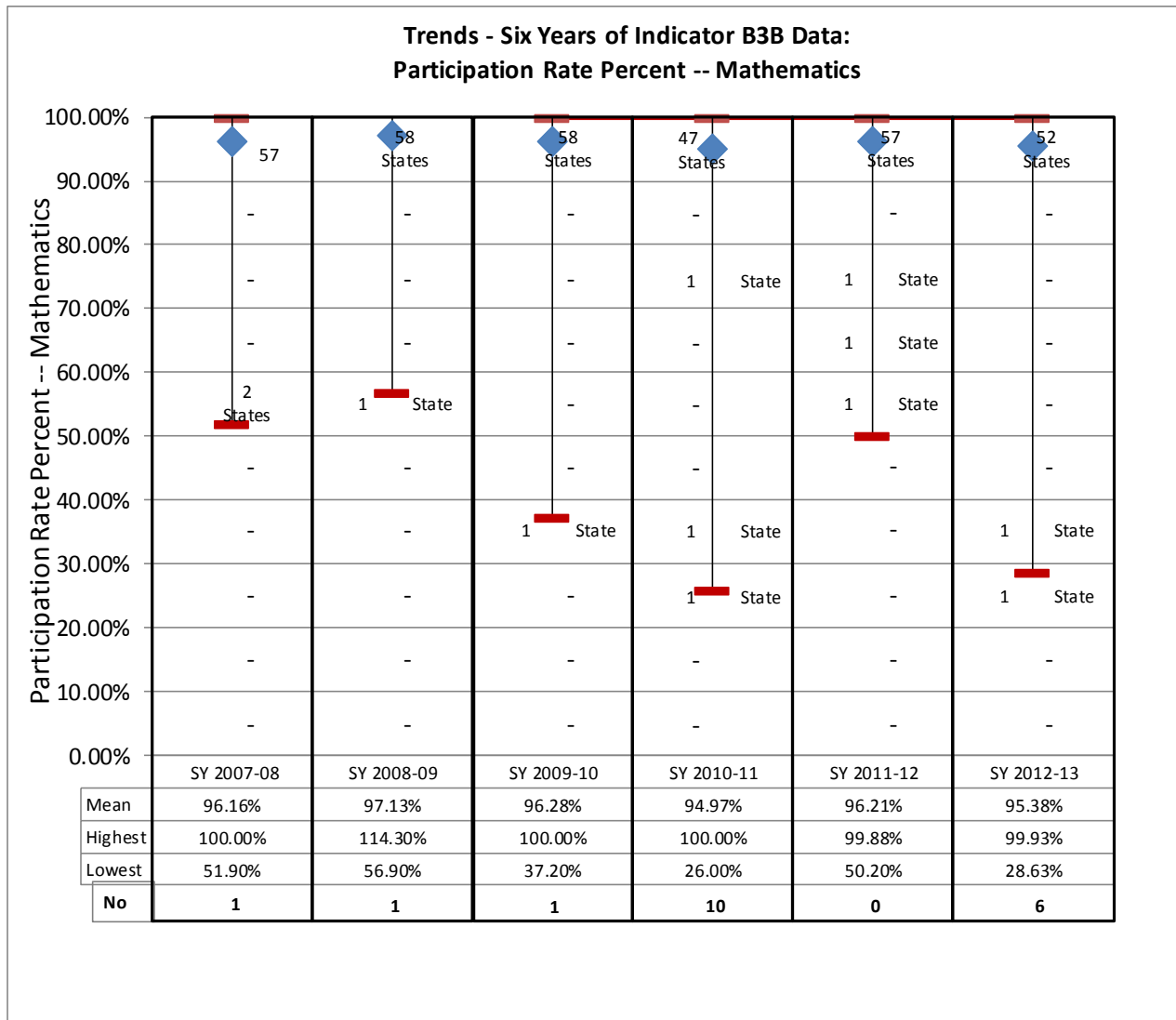
### How Regular and Unique States Provided 2012-2013 Participation Data



## Six-Year Trend for Indicator 3B Mathematics

Figure 5 shows the six-year trend for states' participation rates in mathematics. The number of states reporting sufficient data to be included in the report across the years has fluctuated, the highest being 60 in SY 2011-2012, and the lowest being 50, in SY 2008-2009, with the average participation of 95% (n=57) from all regular and unique states across the years. The mean percentages have also increased and decreased, but very little, over time as well, with the highest being 97.1% in SY 2008-2009 to the lowest being nearly 95% in SY 2010-2011. The highest number of states that indicated they had no data, or had insufficient data to be included, was in SY 2010-2011 with ten states, and the lowest was in 2011-2012 with zero.

**Figure 5**



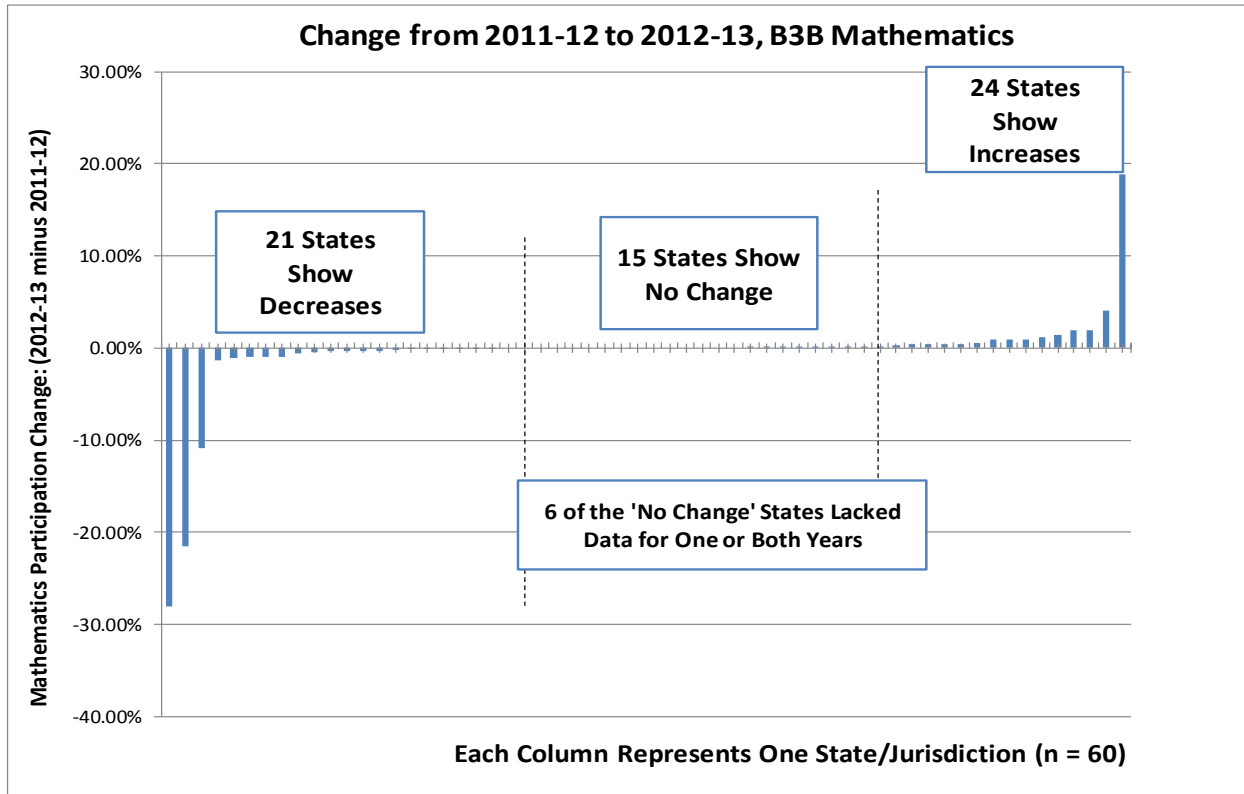
### **Year-to-Year Comparison for Indicator 3B Mathematics**

For SY 2012-2013 44 regular states and ten unique states provided data for student participation on statewide mathematics assessments for students with disabilities. The average participation rate for SY 2012-2013 mathematics assessments across all states (with sufficient data) is 95.4% which is a slight decrease from SY 2011-2012 with 96.2%. There is also a slight decrease overall in the reported participation rates. For the reported participation rates of 99.0% or higher, only ten regular states and one unique state reported as such, while in SY 2011-2012, 15 states and one unique state reported participation rates of 99.0% or more. For reported participation rates between 95.1 and 98.9%, there were 34 regular states and five unique states in SY 2011-2012, but in SY 2012-2013, there were only 31 regular states, and two unique states reporting rates between those percentages.

Of the 50 regular states, only 44 states in FY 2012-2013 reported sufficient data, compared to all 50 states in SY 2011-2012, while all ten unique state entities reported data both years. Of the 54 states and entities that provided sufficient data, six states showed no changes. Twenty-four states and entities showed increases, with 19 of them showing only slight increases in participation rates, the highest being 0.9% and the lowest being 0.1%. Of the 24 states, only six showed to have a change of 1.0% or more, and only two with more than 2.0%. There were mostly small increases in participation rates, and mostly small decreases as well. Twenty-one states and entities were shown to have decreases in participation rates, with seven having a change of 1.0% or more, and of those, four had a difference of less than 2.0%; the others ranged from nearly 11.0% to 28.0%. Figure 6 shows the comparisons between 2011-2012 and 2012-2013 data.



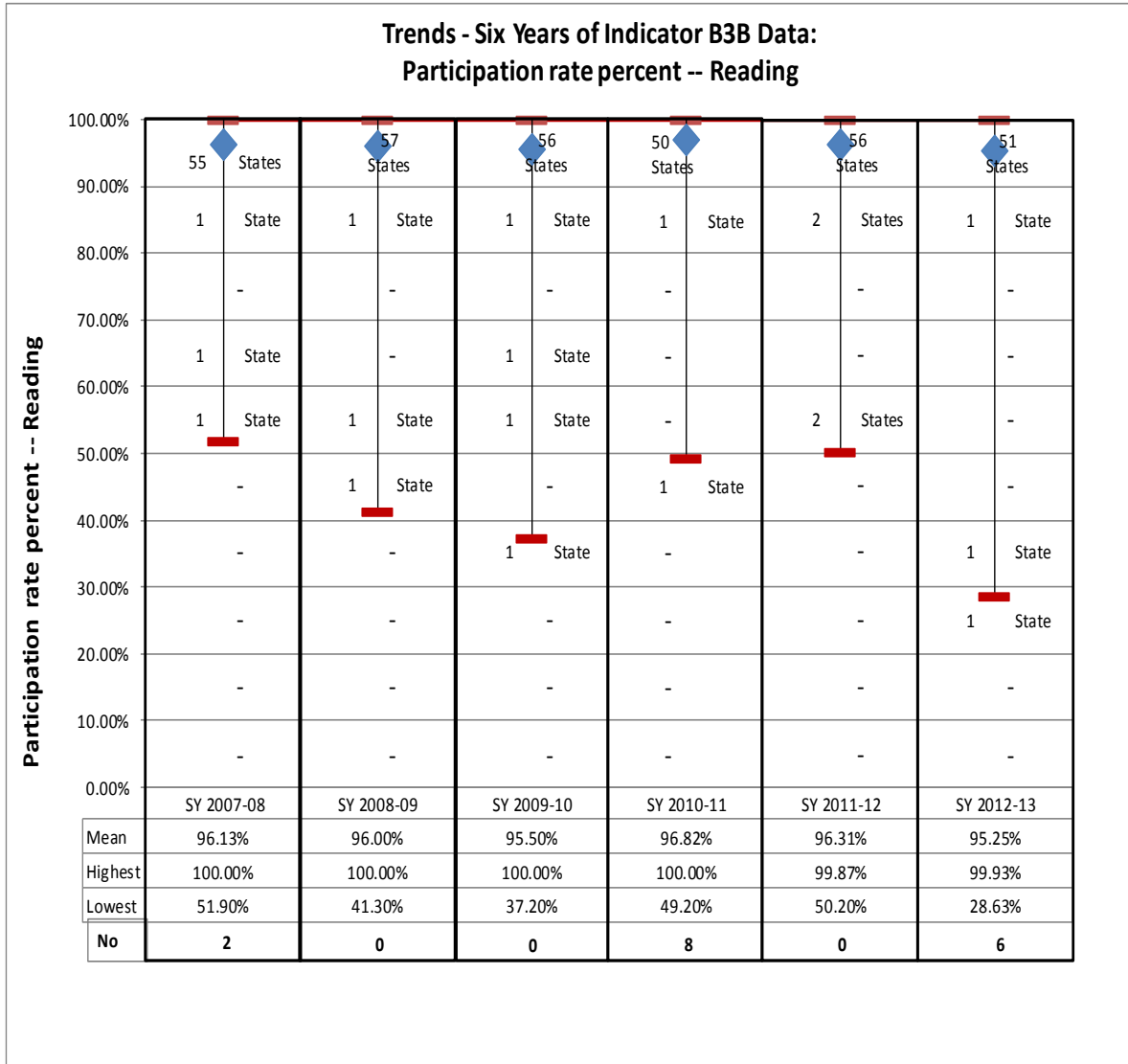
Figure 6



### **Six-Year Trend for Indicator 3B Reading**

Figure 7 shows the six-year trend for states' participation rates in reading. The number of states reporting sufficient data to be included in the report across the years has fluctuated somewhat, with a steady number of 60 states reporting data in SY 2008-2009 and SY 2009-2010, and with the lowest number of 54 states reporting data in SY 2012-2013. The mean percentages have stayed fairly steady across the years, between about 95% and 97%. The highest percentage of participation has also been stable, at 99% or higher. The lowest percentage across the years declined from 51.90% in SY 2007-2008 to 37.20% in SY 2009-2010, before increasing to 49.2% in SY 2010-2011 (49.20%) to 50.2% in SY 2011-2012, and then dropped to the lowest yet of 28.6% in SY 2012-2013.

**Figure 7**



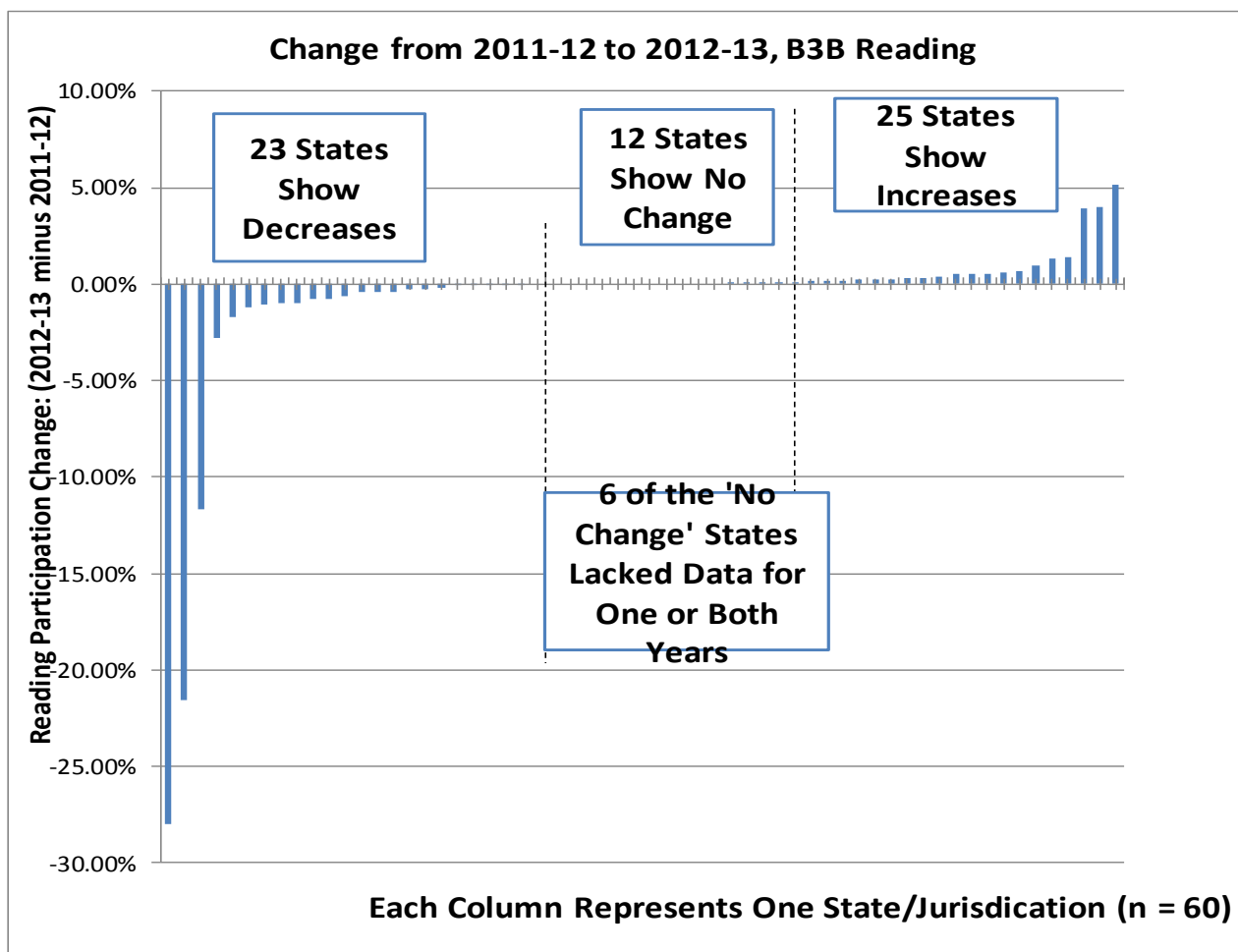
**Year-to-Year Comparison for Indicator 3B Reading**

For SY 2012-2013, 44 regular and ten unique state entities provided data for student participation on statewide reading assessments for students with disabilities. The average participation rate for SY 2012-2013 reading assessments across all states (with sufficient data) is 95.3% which is a slight decrease from SY 2011-2012 with 96.3%. There are also no significant changes overall in the reported participation rates for the rates of 99.0% or higher; with only 12 regular states and three unique states reporting as such, while in SY 2011-2012, 15 states and one unique state were reporting participation rates of 99.0% or more. For reported participation rates between 95.0% and 98.9%, there were 34 regular states and five unique states in SY 2011-2012, but in

SY 2012-2013, there were only 31 regular states, and three unique states reporting rates between those percentages.

Forty-four regular states and ten unique state entities provided information for SY 2011-2012 and 2012-2013 used in cross-year data comparisons, with six regular states not reporting sufficient data. There were no significant changes in the regular state participation rates that increased. Of the 54 states and entities reporting sufficient data, 25 had an increase in their participation rates, with five states having an increase of 1.0% or more, and of that, two states had an increase of more than 3.0%. Six states and entities had no changes at all. Twenty-three states and entities had a decrease, the lowest being less than 0.1% and the highest being 28.0%. Nine states and entities reported having a change of 1.0% or more, and of them, only three showed a significant decrease of 11.7% to 28%. Figure 8 shows the comparisons between 2011-2012 and 2012-2013 data.

**Figure 8**



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

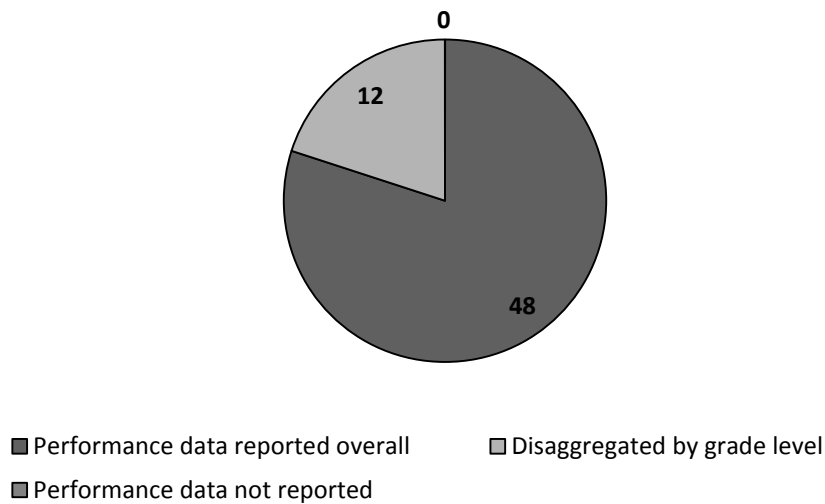
State assessment performance of students with IEPs comprises the rates of those children achieving proficiency on the regular assessment with no accommodations, the regular assessment with accommodations, the alternate assessment based on grade-level achievement standards, the alternate assessment based 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 nine unique states reported 2012-2013 mathematics assessment proficiency data. The same 35 regular states and nine unique states reported 2011-2012 reading assessment proficiency data. Data for the proficiency sub-indicator are examined separately for mathematics and reading in this section.

Figure 9 shows the ways in which regular and unique state entities provided 2012-2013 performance data for mathematics and reading on their APRs. Thirty-nine regular states and nine unique state entities provided data summarized into single points for mathematics and for reading. Eleven 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 12 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. No states failed to report performance data.

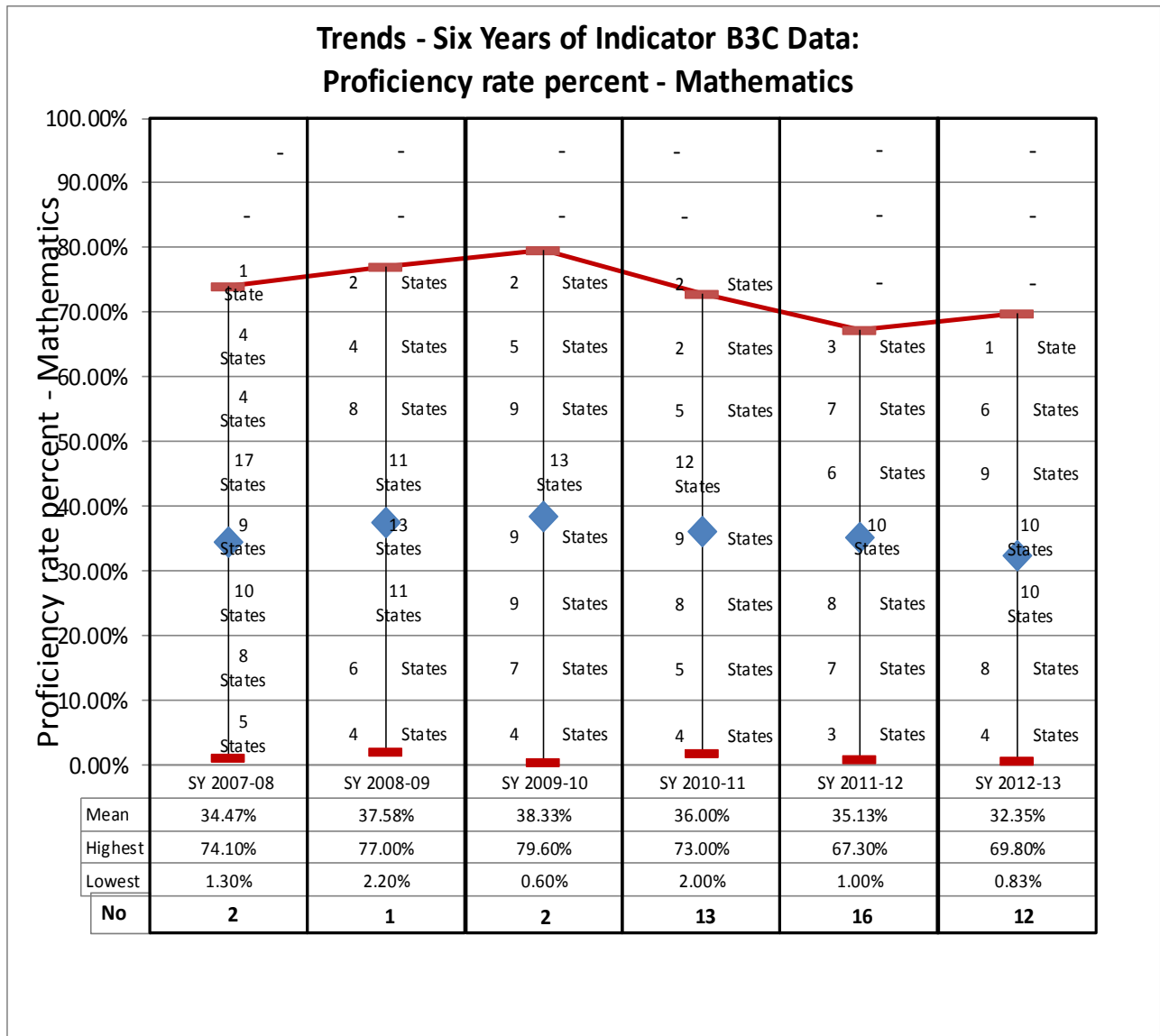
**Figure 9**  
**Ways in Which Regular and Unique States**  
**Provided 2012-2013 Performance Data**



**Six-Year Trend for Indicator 3C Mathematics**

Figure 10 shows the six-year trend for states' performance rates in mathematics in SY 2007-2008 to SY 2012-2013. The number of states that has been included in the trend stayed relatively high the first three years, a mean of 58 states, while in the past three years has declined by 19% (n=46). This pattern is also shown with the highest percentage of proficiency each year, with a steady increase of highest proficiency from 2007-2008 up until 2009-2010 and then a decline of proficiency by 6.6% starting SY 2010-2012 where the proficiency begins to decline before a small increase in SY 2012-2013. The biggest decline in highest proficiency also was the year (SY 2011-2012) where there was a significant number of states with no or insufficient data (n=16), while SY 2008-2009 had the most number of states that provided data (n=59).

Figure 10

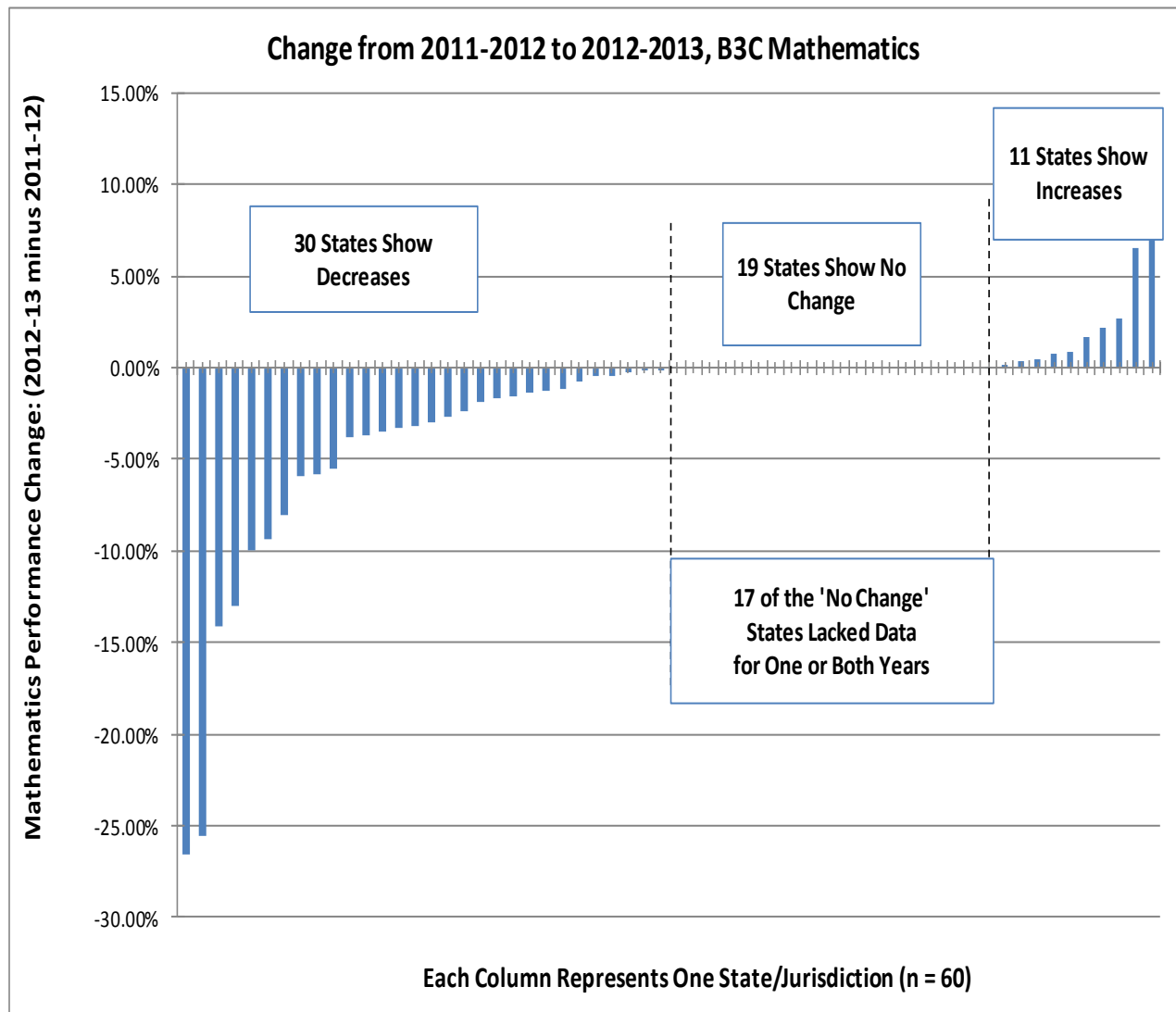


**Year-to-Year Comparison for Indicator 3C Mathematics**

Forty regular states and ten unique states provided data for student proficiency on statewide mathematics assessments for students with disabilities for SY 2012-2013. The average proficiency rate across all states with sufficient data is 32.4%, which is a slight decrease from SY 2011-2012 of 35.1%. The states with sufficient data ranged from 0.8% to 69.8%, with only seven states having a proficiency of 50% or more for an average of 57.6%, which is slightly less than in SY 2011-2012, which had ten states report student proficiency rates for an average of 59.0%. The largest group of states reported proficiency rates between 25% and 50% (n=26); their average of 36.9%, which is an increase from SY 2011-2012.

Forty-two of the regular and unique states reported student mathematics proficiency data in SY 2011-2012 and SY 2012-2013 that could be used. Eleven states reported an increase ranging from less than 0.1% to 6.6%, with an average increase of 0.8 percentage points. Thirty states showed a decrease that ranged from 0.1% to 26.6%, an average decrease of 5.4 percentage points. Only two states reported no change in proficiency across both years. Seventeen states had insufficient data to report on year-to-year changes. Figure 11 shows the comparisons between 2011-2012 and 2012-2013 data.

**Figure 11**

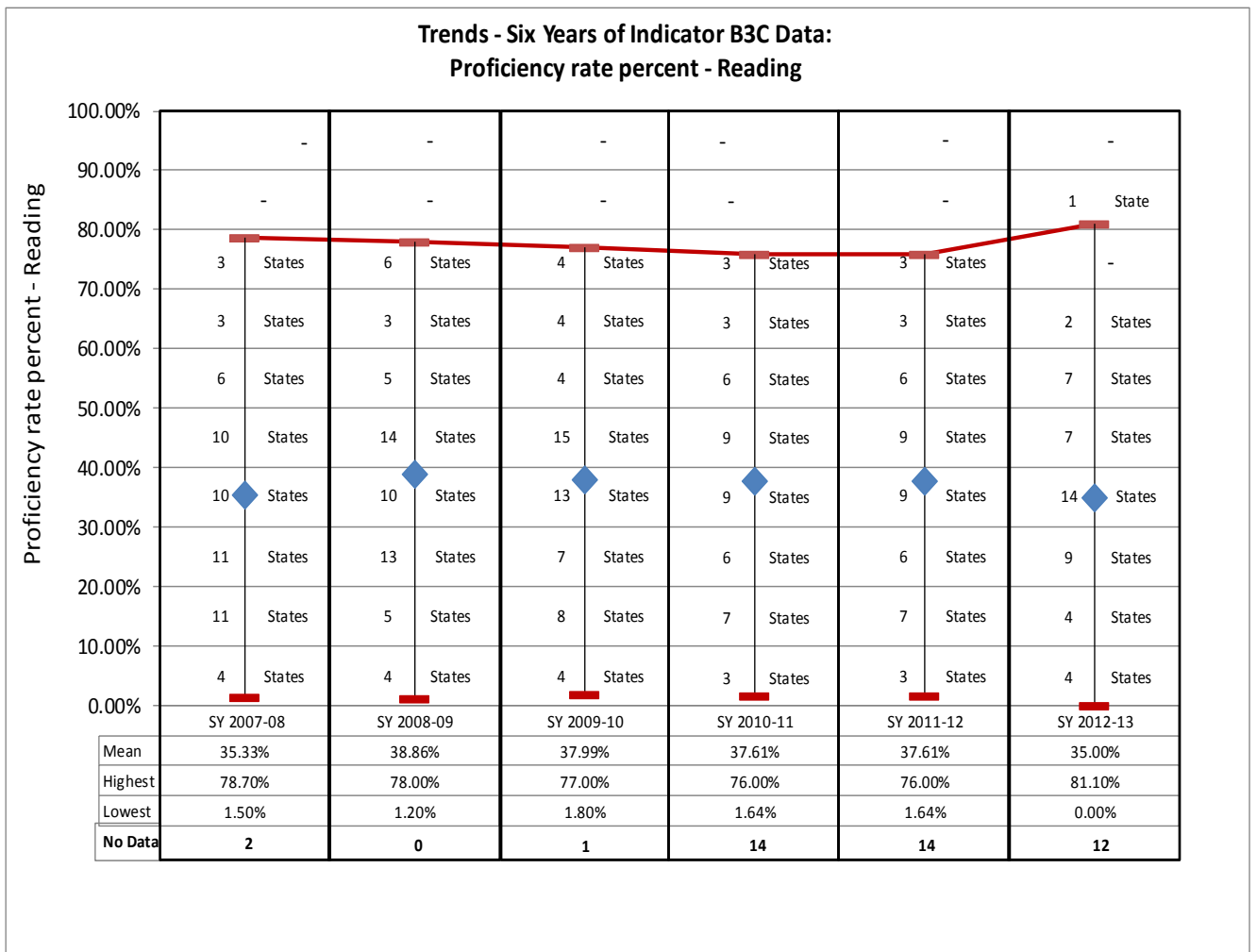


**Six-Year Trend for Indicator 3C Reading**

Figure 12 shows the six-year trend for states' performance rates in reading. The number of states reporting sufficient data across the years to be included in the report

has fluctuated, the highest being 60 in SY 2008-2009, and the lowest being 46, in both SY 2010-2011 and SY 2011-2012. The mean reading proficiency rate has fluctuated very little, between 35% in SY 2012-2013 and nearly 39% in SY 2008-2009. Further, the range between the state with the lowest proficiency rate and the highest has changed very little, from 74.4 percentage points in both SY 2010-2011 and SY 2011-2012 to 81.1 percentage points in SY 2012-2013. Finally, a review of the numbers of states within each decile, or 10% intervals, yields that there were few changes across time. The decile with the most change appears to be the 10-20% interval, with a high of 11 states in SY 2007-2008 ranging from 11.7% to 19.0% to a low of four states in SY 2012-2013 ranging from 11.0% to 16.6%.

**Figure 12**



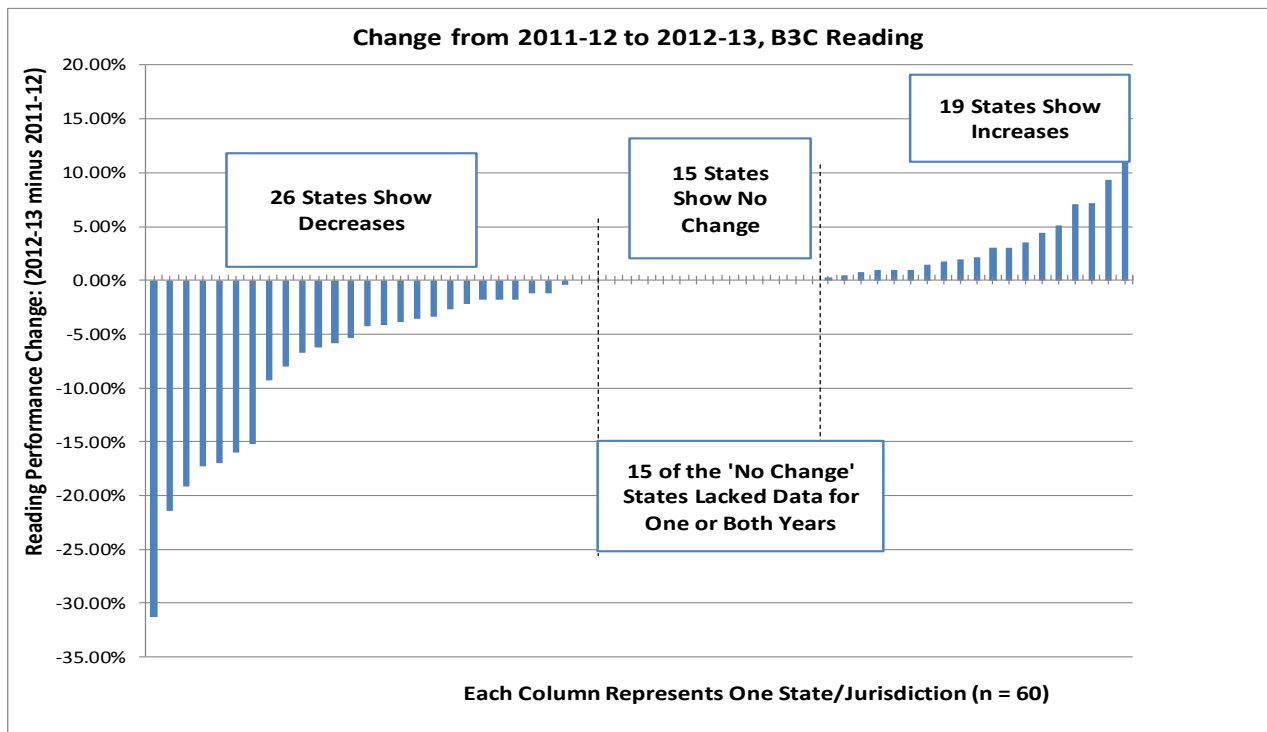
**Year-to-Year Comparison for Indicator 3C Reading**

Thirty-six regular states and nine unique state entities reported overall information for reading performance in 2011-2012 and 2012-2013 used in cross-year data comparisons. The average performance rate for SY 2012-2013 reading assessments



across all 45 states (with sufficient data) is 34.1% which is a slight decrease from SY 2011-2012 with 37.3%. Of these 45 states and state entities, 19 showed year-to-year increases, from last year's data to this year's data, ranging from 0.3% to 12.8%, with an average of 3.5% increase. Put another way, 42% of the states providing data evidenced an increase in student performance, and 13 of those 19 states exceeded the previous year's data by less than 4%; the other six states exceeded by 4.4% to 12.8%. Year-to-year decreases were experienced by 26 states, ranging from 0.4% to 31.3%, with an average of 8.1%. Put another way, 58% of the states providing data had data lower than the previous year's data, and 18 of those 26 states were lower by less than 8.1%; the other eight states were lower by about 8.1% to 31.3%. None of the states with data for 2011-2012 and 2012-2013 experienced no change in proficiency across the two years. Fourteen regular states and one unique state entity were missing specific data points, making comparable change observations not possible for 15 states' data. Figure 13 shows the comparisons for 2011-2012 and 2012-2013 reading performance data.

**Figure 13**



## CONCLUSION

States' reports of AYP data showed a decrease for many states from 2011-2012 to 2012-2013. Still several states showed increases, some of which were quite substantial. Half of the states lacked data for one or both years, so comparisons were not possible.

Participation rates continued to be fairly stable, with small degrees of change between 2011-2012 and 2012-2013, for both mathematics and reading. Small increases and small decreases in participation rates were noted in about the same number of states, again for both reading and mathematics.

Performance of students with disabilities on state assessments show a slight increase for states in both mathematics and reading, after more significant decreases in the past couple years. Many more states showed decreases in performance than showed increases. Those states that showed no change were primarily states that lacked data for one or both of the years

## 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 disabilities.

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/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.

### DATA SOURCES

Both B4A and B4B require states to use data collected for reporting under Section 618 (i.e., data reported in *EDFacts* data files C006—Children with Disabilities (*IDEA*) Suspensions/Expulsions, C008—Children with Disabilities (*IDEA*) Disciplinary Removals, and C143—Children with Disabilities (*IDEA*) Total Disciplinary Removals, formerly submitted as DANS Table 5). For FFY 2012 APRs, states were required to analyze discipline data from 2011–12. States are permitted to set targets for B4A; B4B, however, is considered a compliance indicator, and targets must be set at 0%.

*IDEA* Data Center (IDC) staff reviewed FFY 2012 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 2010–11 and 2011-12.

Figure 1

#### Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4A: 2010-11 and 2011-12

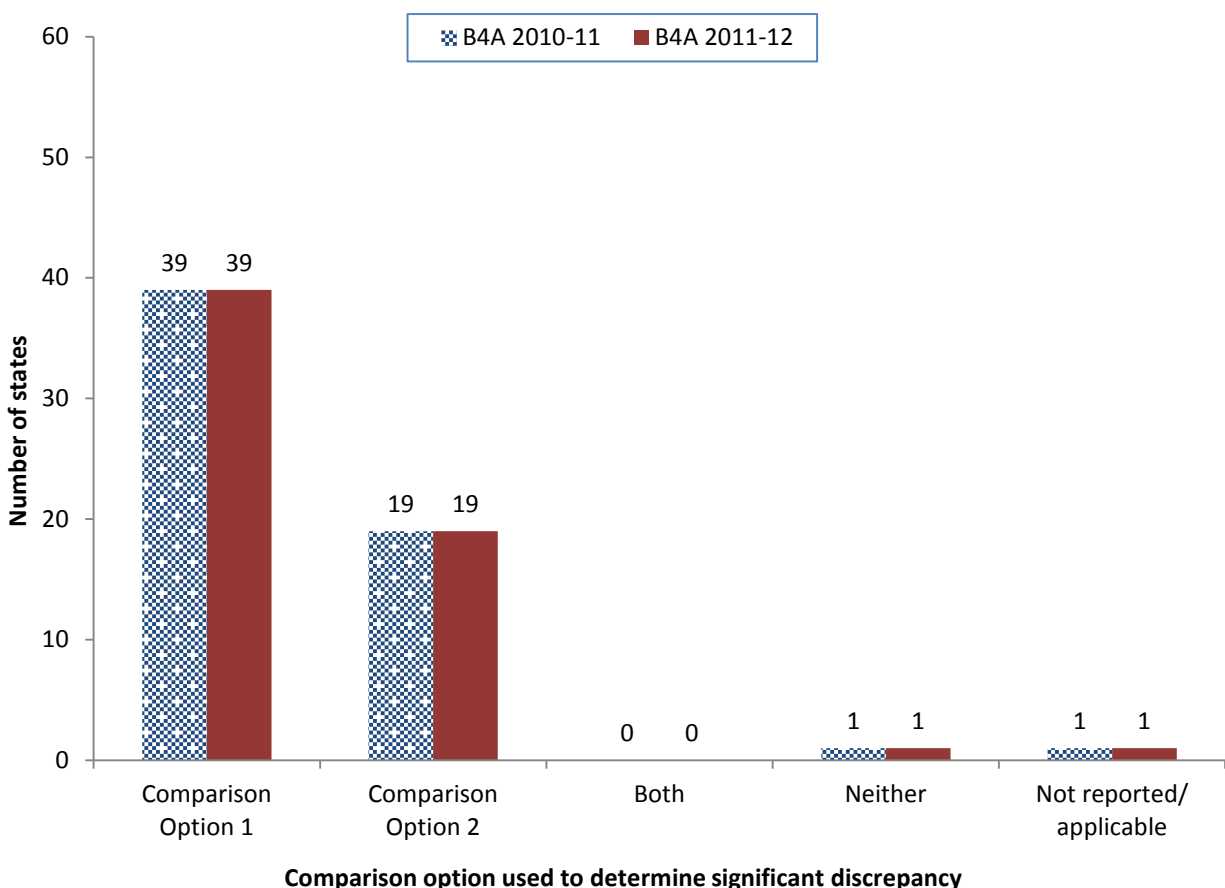
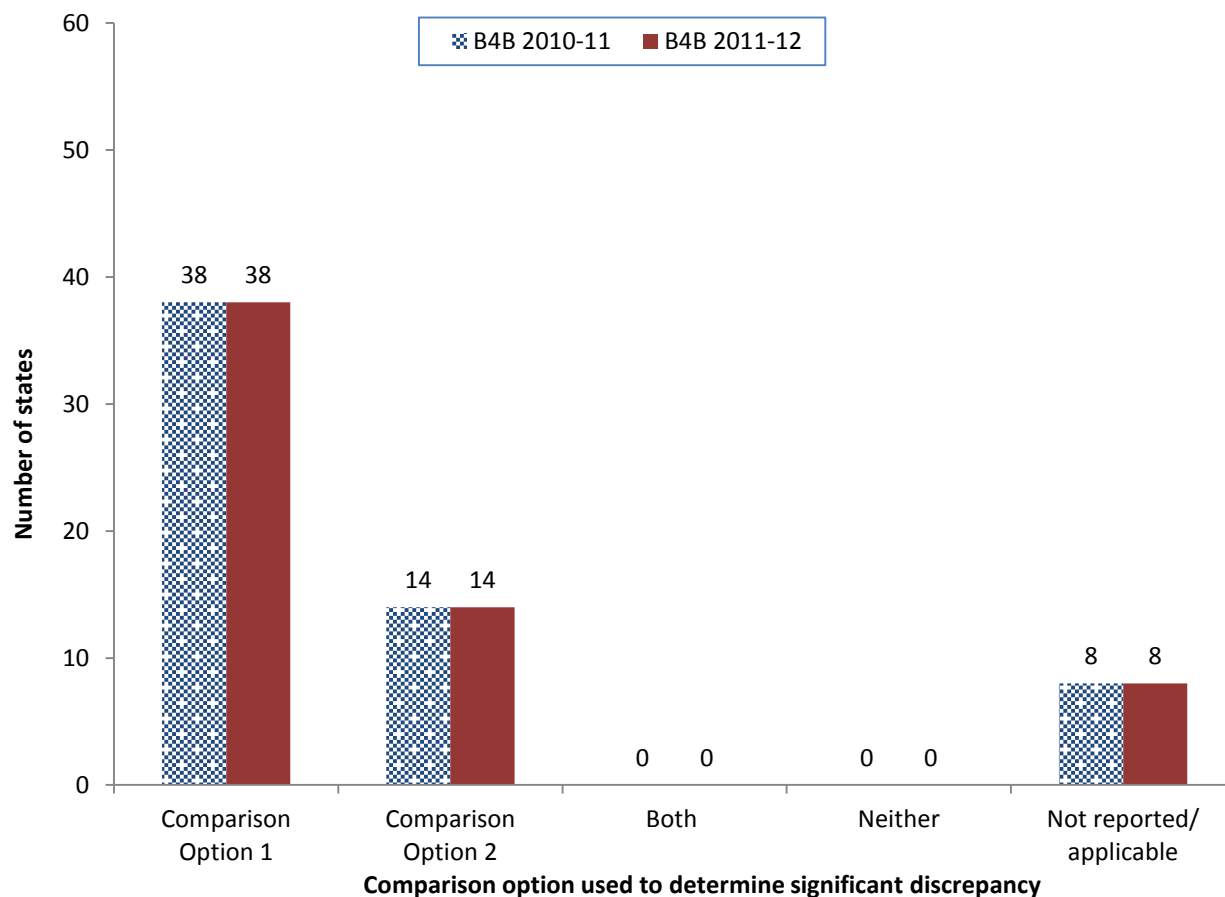


Figure 2

**Number of States That Used Comparison Option 1 or Comparison Option 2 to Determine Significant Discrepancy for B4B: 2010-11 and 2011-2012**



**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 2010–11 and 2011–12, 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.

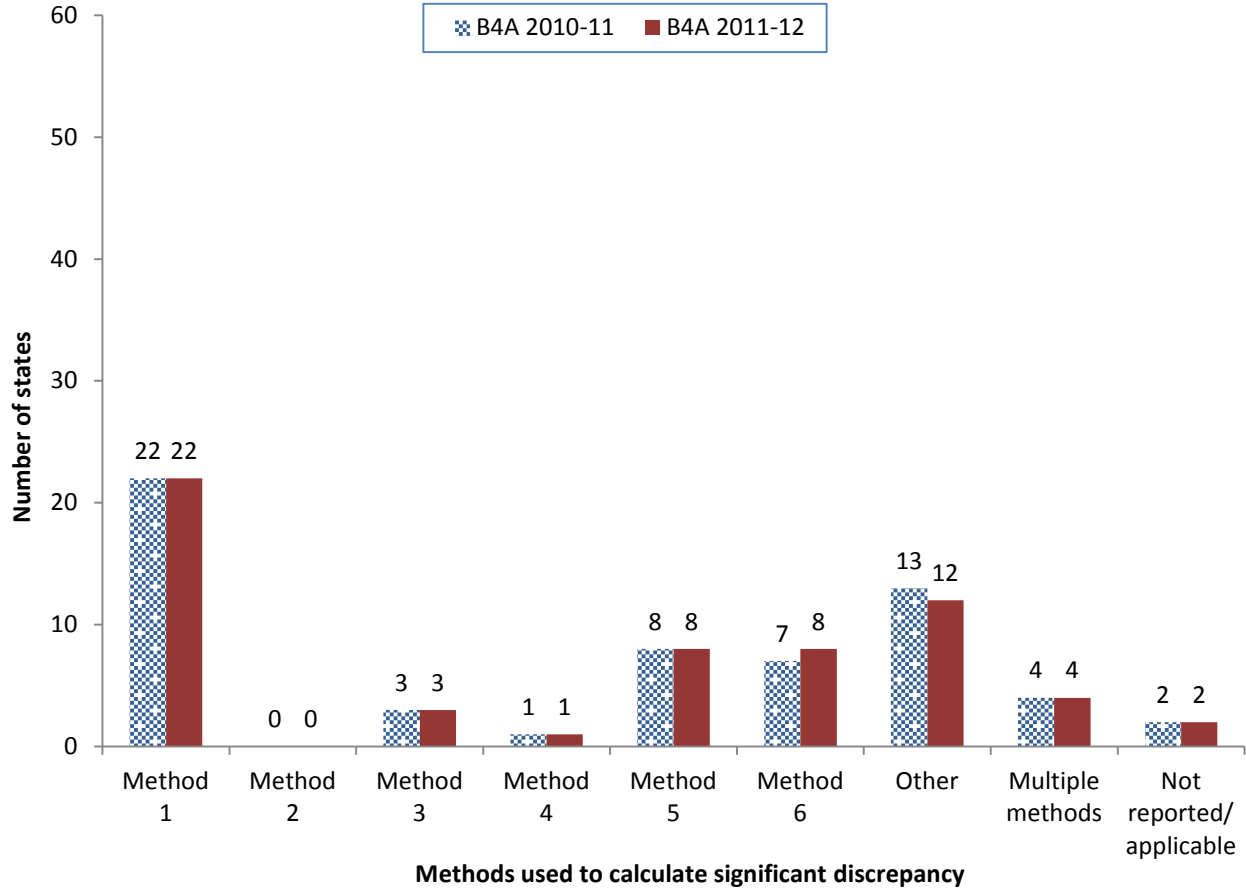
- **Method 3:** The state used standard deviations to set the bar and then compared the district-level suspension/expulsion rates for children with disabilities (B4A) or for children with disabilities from each racial/ethnic group (B4B) to the bar.
- **Method 4:** The state used a rate ratio to compare 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.

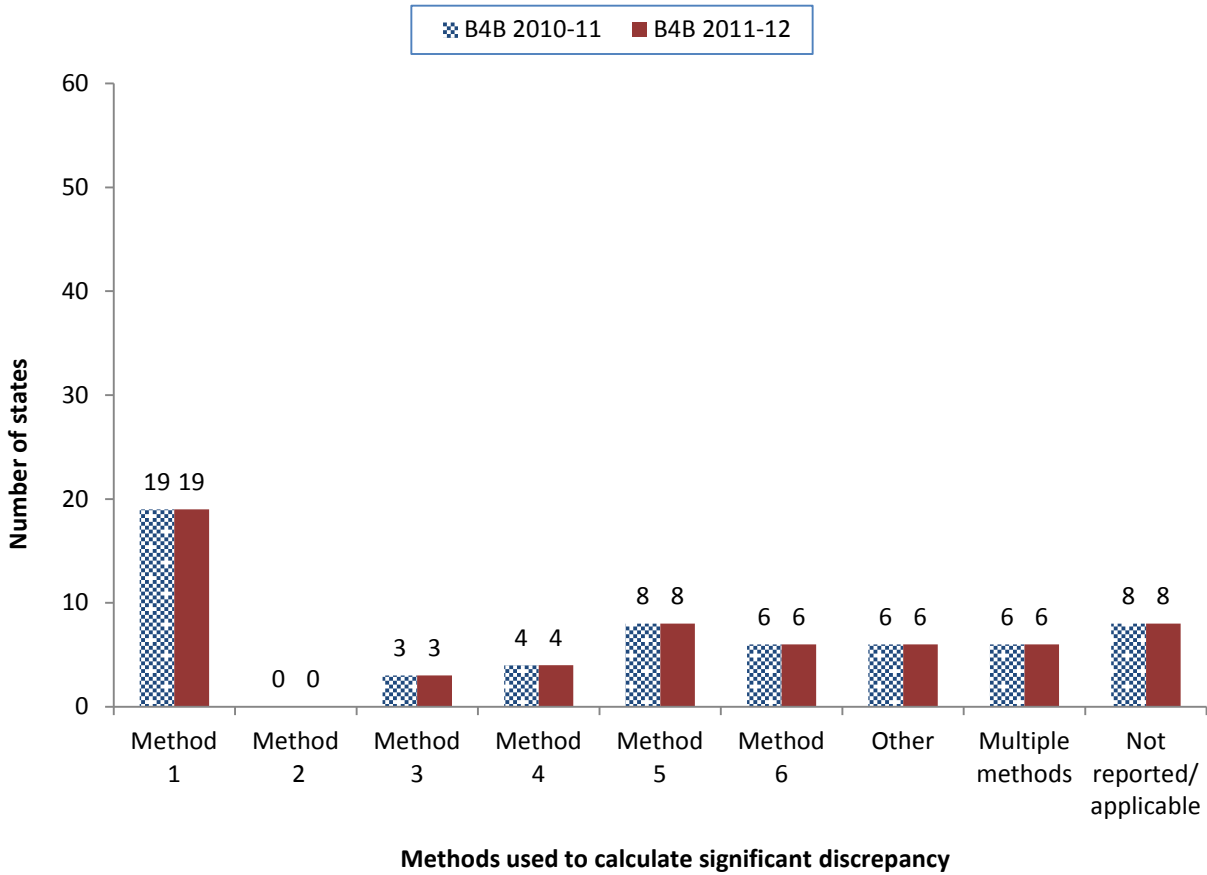
Figure 3

**Number of States That Used Various Methods for Calculating Significant Discrepancies for B4A: 2010-11 and 2011-12**



**Figure 4**

**Number of States That Used Various Methods for Calculating Significant Discrepancies for B4B: 2010-11 and 2011-12**



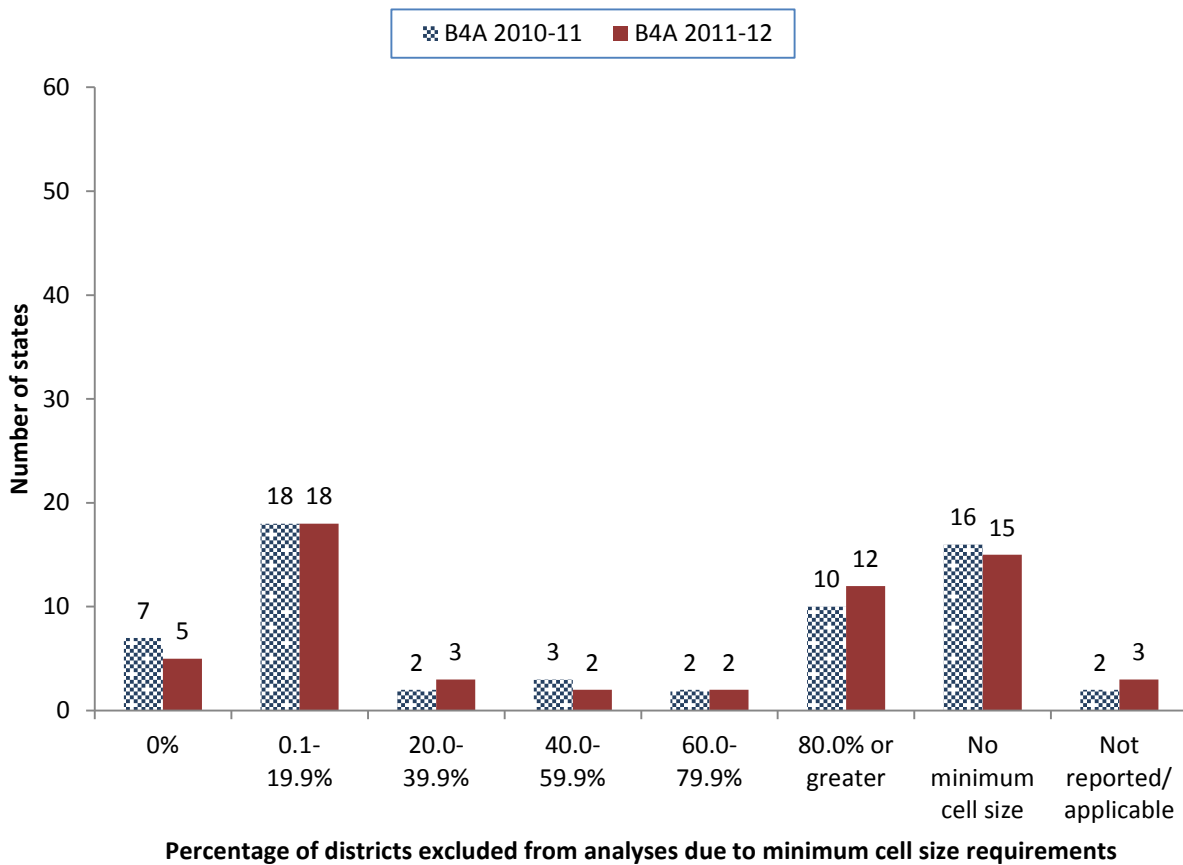


## Districts Excluded From Analyses

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 2010–11 and 2011–12.

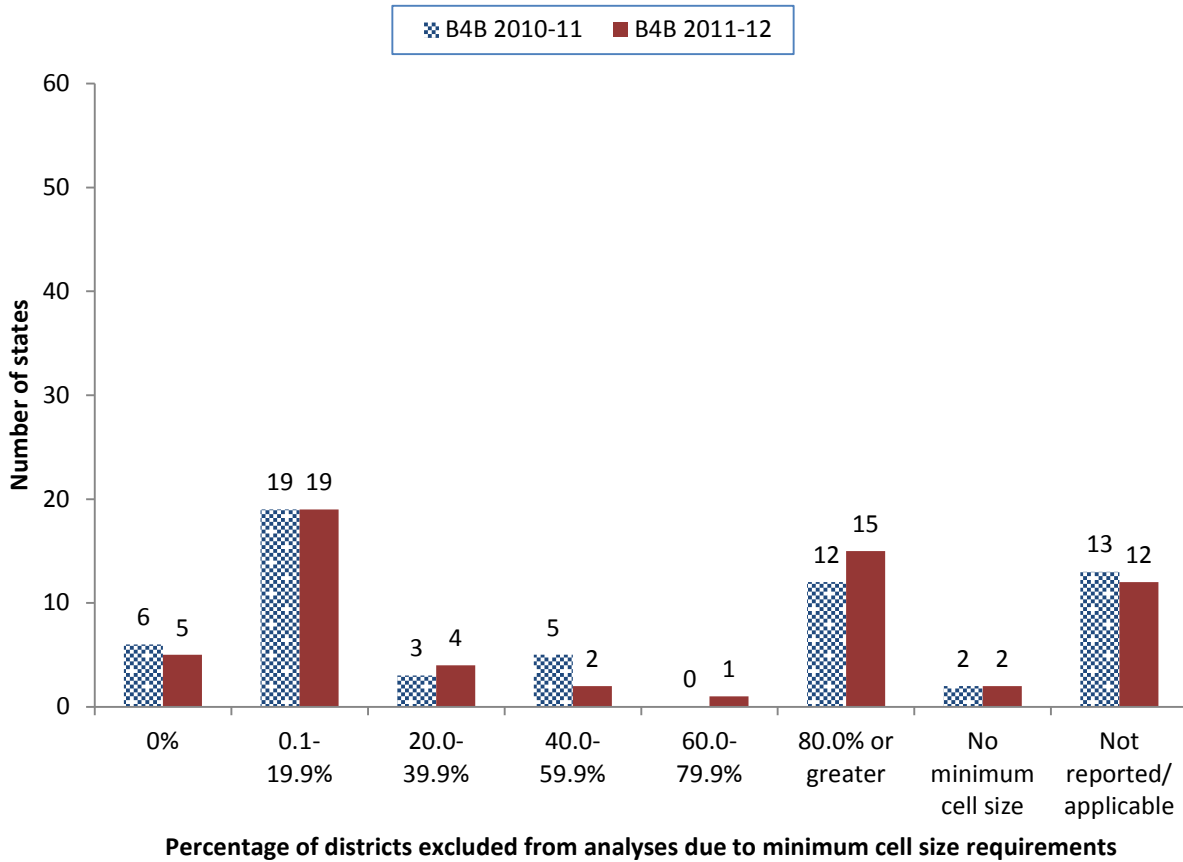
**Figure 5**

### Number of States Reporting Various Percentages of Districts Excluded From Analyses Due to Minimum Cell Size Requirements for B4A: 2010-11 and 2011-12



**Figure 6**

**Number of States Reporting Various Percentages of Districts Excluded From Analyses Due to Minimum Cell Size Requirements for B4B: 2010-11 and 2011-12**



**ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS**

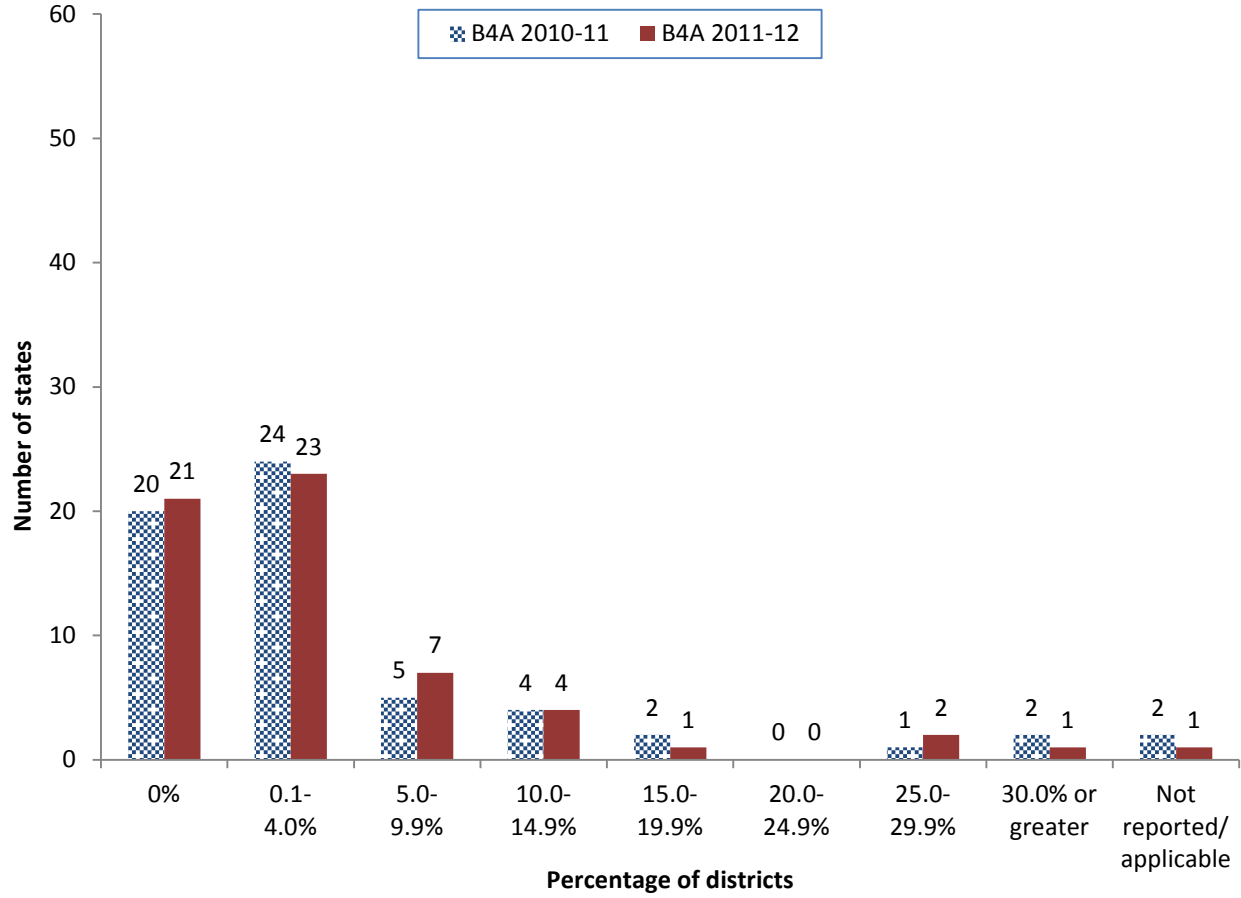
This section provides actual performance data for B4, as well as change from 2010–11 to 2011–12.

**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).

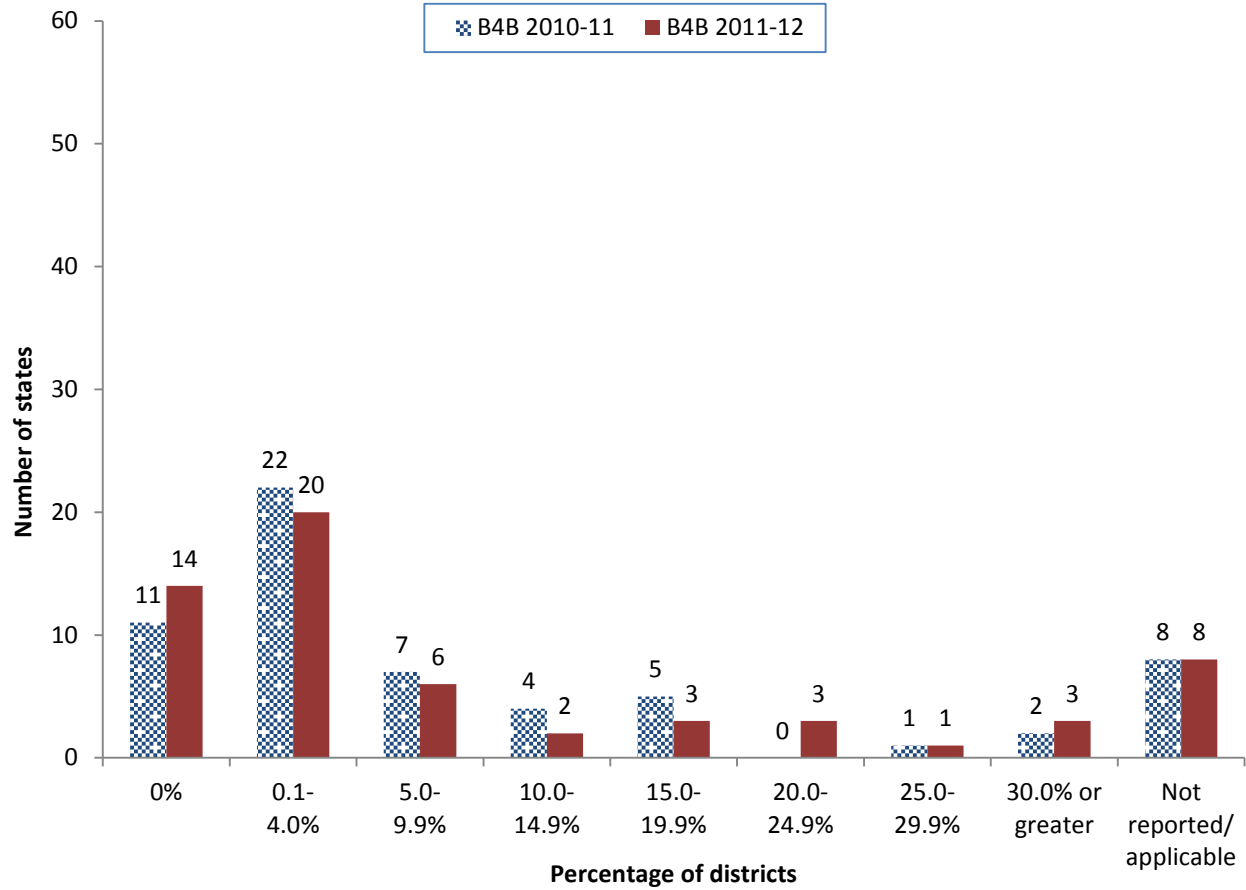
Figure 7

**Number of States Reporting Various Percentages of Districts with Significant Discrepancies for B4A: 2010-11 and 2011-12**



**Figure 8**

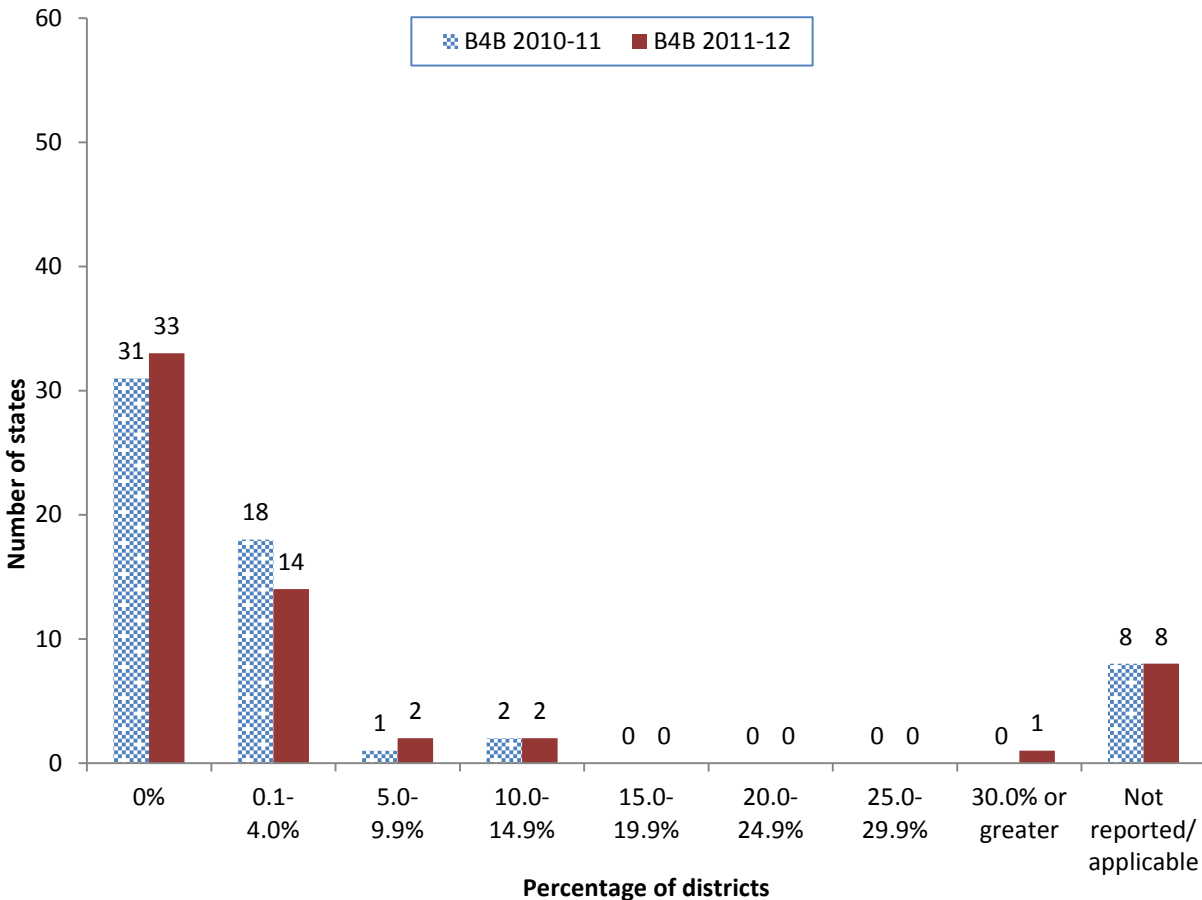
**Number of States Reporting Various Percentages of Districts with Significant Discrepancies for B4B: 2010-11 and 2011-12**



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: 2010-11 and 2011-12**



**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 2010–11 to 2011–12, no states changed the comparison option they used to measure B4A or 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 both 2010–11 and 2011–12, 22 states used Method 1 for B4A and 19 states used Method 1 for B4B.
- For B4A, in 2010–11, 15 states excluded 40% or more of their districts from analyses. This number increased slightly to 16 states in 2011–12. For B4B, in

2010–11, 17 states excluded 40% or more of their districts from analyses. This number increased slightly to 18 states in 2011–12.

- In both 2010–11 and 2011–12, roughly a third of the states for B4A reported that they did not identify any districts as having significant discrepancies. The number of states reporting that they identified between 0.1% and 4.9% of their districts decreased slightly from 24 states in 2010–11 to 23 states in 2011–2012.
- For B4B, the number of states reporting zero districts with significant discrepancies and contributing policies, procedures, or practices rose from 31 states in 2010–11 to 33 states in 2011-2012.

## **INDICATOR 5 A, B, and C: Part B Environments**

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**

<b>Indicator 5, Part B: Percent of children with IEPs aged 6 through 21</b>
<b>A. Inside the regular classroom 80% or more of the day;</b>
<b>B. Inside the regular classroom less than 40% of the day;</b>
<b>C. Served in separate schools, residential facilities, or homebound/hospital placements</b>

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 (2011-2012) to the current reporting year (2012-2013). 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 7.12 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 eight years of monitoring. Progress since last year (2011-2012) is also summarized as slight progress.

**Table 2**

Progress on 5B Indicators			
Indicator	A	B	C
Percentage Change over Monitoring Years 2006-2007 to 2012-2013	+7.12	-2.58	-0.59
Average rate of change over the monitoring years (2006-2007 to 2012-2013)	+1.19	-0.43	-0.10
One year Percentage Change from 2011-2012 to 2012-2013	+0.91	-0.42	-0.08
Difference between Baseline and Target Means	+10.62	-4.86	-1.02

**DIFFERENCE BETWEEN BASELINE AND TARGET MEANS**

The majority of 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 10.62 between the baseline and target years (2012-2013). The entities targeted a decrease of 4.86 in B5B and a decrease of 1.02 in B5C settings.

**INDICATOR 5B PROGRESS**

A review of Table 3 indicates that the mean percentage for B5A is 64.74, meaning that close to two-thirds of students with IEPs in the US spend 80% or more of the school day in general education settings. The mean percentage for B5B is 11.08 signaling that about 11% of students with IEPs spend less than 40% of a typical school day in general education. A mean of 3.2% for B5C means that 3% of students with IEPs in the 60 entities are educated in separate schools, residential facilities, or home/hospital settings. Approximately half of the entities met their state targets for Indicators B5A and B5B; however, the same states did not necessarily meet targets for A and B. One third of the U.S. entities met their targets for B5C in 2012-2013.



**Table 3**

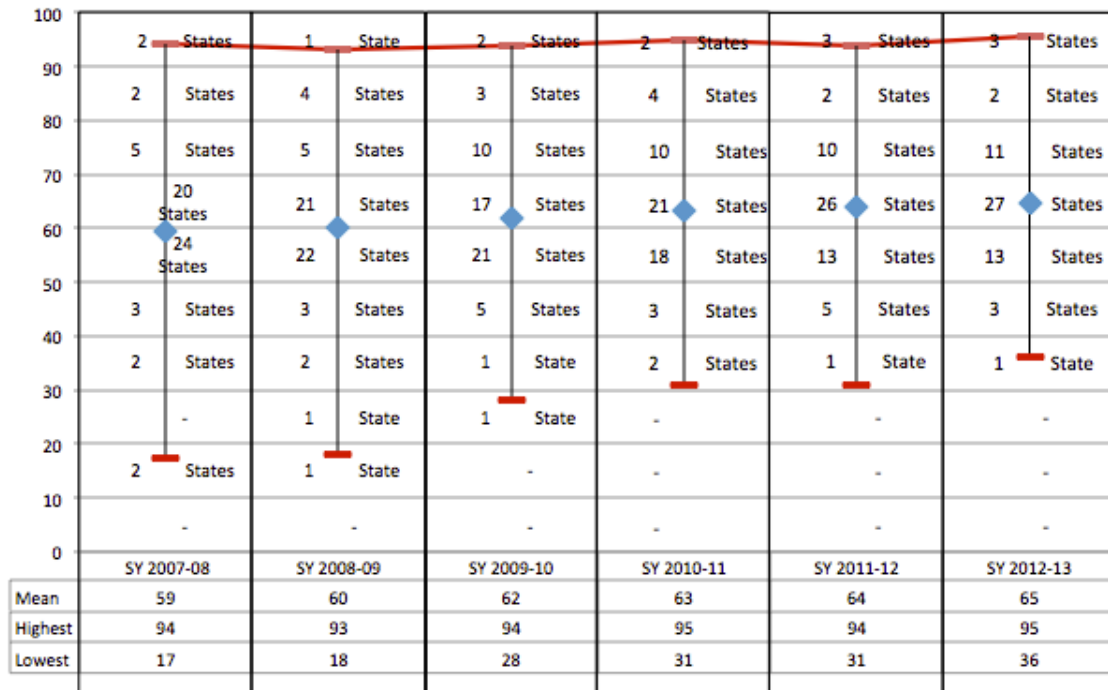
<b>Overview of Reported Indicator 5B Data</b>			
<b>Indicator</b>	<b>A</b>	<b>B</b>	<b>C</b>
Mean %	64.74	11.08	3.20
Minimum %	36.00	0.00	0.00
Maximum %	95.40	22.10	19.00
Standard Deviation % *	11.60	4.80	2.90
Number of Entities Meeting Target (n/60)	31	31	20

**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 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 entities within each percentage band (e.g., 10-20%, 20-30%) for each monitoring year. As seen in Figure 1, the bandwidth has become narrower over time as the number of entities surrounding the mean increased and the lower register moving from about 15% in 2007-08 to about 35% in 2012-13. This narrower variance depicts the increase in the number of entities clustered around the mean of 65% in the year 2012-2013 in contrast to 2007-2008 when the mean percentage of students served in general education was lower and the variability greater. The lowest percentage band in 2012-2013 (30-40%) identifies only one entity, whereas in 2007-2008 there were 2 entities in the lowest band (10-20%). In the top band (90-100%), there are three entities in 2012-2013, as opposed to two in 2007-2008. Indeed, there is not much change in the top band over time. In 2007-2008, 31 entities (52%) fell below the 60% level, while in 2012-2013 43 entities (72%) were above the 60% level of placing students in general education 80% or more of the day.

**Figure 1: 6-year Trend Data B5A**

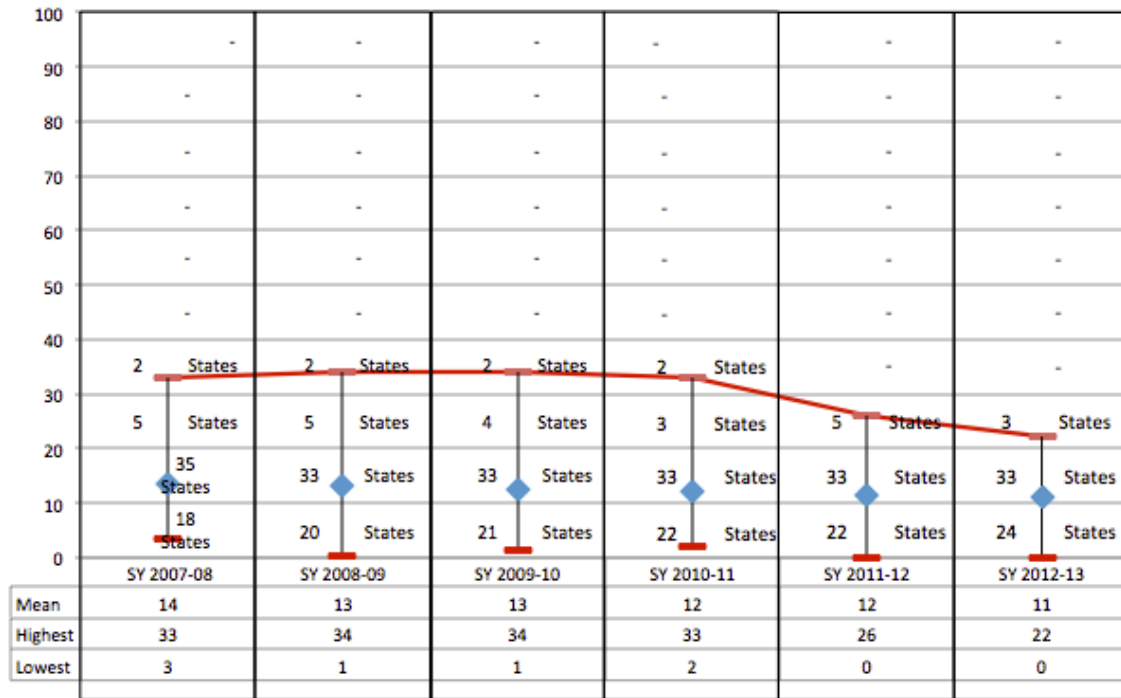


**CATEGORY B5B: INSIDE THE REGULAR CLASS 40% OR LESS OF THE DAY**

Six Year Trends in B5B

The six-year trend for Indicator B5B (Figure 2) shows some 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 entities within each percentage band (e.g., 10-20%, 20-30%) for each monitoring year. As seen in Figure 2, the bandwidth has become slightly narrower with entities surrounding the mean increasing slightly. The narrowing variability stems from more entities clustered around the mean of 11% in the year 2012-2013. The highest band in 2012-2013 (20-30%) houses only 3 entities, whereas in 2007-2008 there were 7 entities in the 20-40% bands. In the lowest band (0-10%), there were twenty-four entities in 2012-2013, as opposed to 18 in 2007-2008. The mean target change was approximately a 3% decrease in settings over the 6 year period.

**Figure 2: 6-year Trend Data B5B**

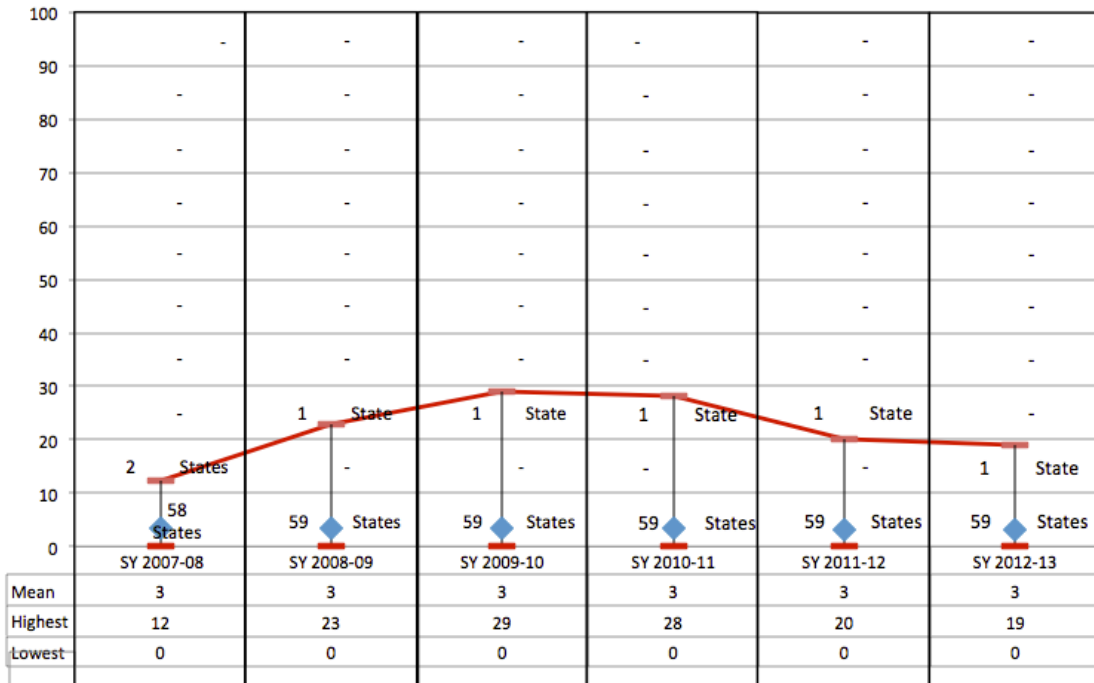


**CATEGORY B5C: SEPARATE SETTINGS**

Six Year Trends in B5C

In contrast to the change trajectories in B5A and B5A, the six-year trend data for B5C is essentially stable. As seen in Figure 3, the mean placement in separate settings has remained unchanged (3%) since 2007-2008. Unlike B5A, the variability in placement in separate settings has actually increased over the monitoring years. While in 2007-2008, all sixty entities educated between 0-12% of students in separate settings, by the current reporting year (2012-2013), the range was 0-19% of students in category B5C. There has been a decrease from one to no states in the 20-30% band, and a decrease from two to one states in the 10-20% band, representing some progress in reducing separate setting placements. Thirty-nine of the sixty entities “met” their targets for indicator B5C, although overall the targets were typically within one percentage point or less of present placement rates. The average change in percentage placement between 2011-2012 and 2012-2013 for the sixty entities was a decrease 0.1% in separate education settings.

**Figure 3: 6-year Trend Data B5C**



## CONCLUSION

The six-year trends in LRE placement mark slight progress. 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. Less change has occurred around indicators B5B and B5C.

## **INDICATOR 6: PRESCHOOL LRE**

Prepared by 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 a review of the FFY 2012 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 one state for sub-indicator 6A for FFY 2012 was determined not valid and reliable.

### **DATA SOURCES AND MEASUREMENT APPROACH**

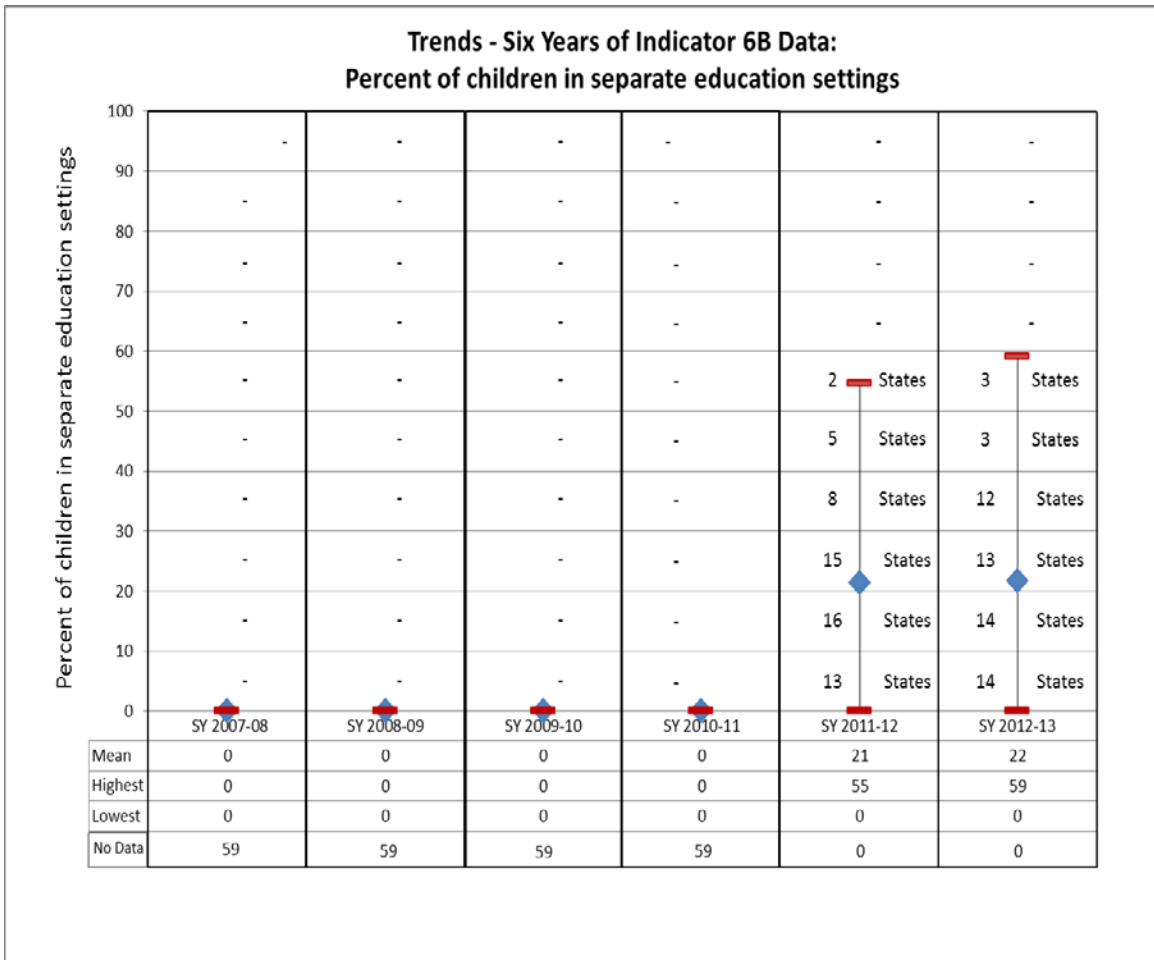
The data for this were collected through the 2012 Child Count report and are the same in nearly every state as the state's data reported under section 618, Table 3, Part B, Individuals with Disabilities Education Act Implementation of FAPE Requirements. Data collection methods for this indicator vary among states.

### **ACTUAL PERFORMANCE**

Figures 1 and 2 illustrate current and historical data on preschool settings for the last two 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 2**



## INDICATOR 7: PRESCHOOL OUTCOMES

Prepared by ECTA

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

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

### INTRODUCTION

This summary is based on information reported by 59 states and jurisdictions in their FFY 2012 Annual Performance Reports (APRs). This is the fifth year that states compared actual data to targets using the APR format.

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**

<b>Child Outcomes Measurement Approaches (N=59)</b>	
<b>Type of Approach</b>	<b>Number of States (%)</b>
Child Outcomes Summary (COS) process	37 (63%)
One statewide tool	9 (15%)
Publishers' online analysis	6 (10%)
Other approaches	7 (12%)



## PERFORMANCE TRENDS

Figures 1 through 6 illustrate the current and trend data for each of the six child outcomes summary statements over the last five reporting years (FFY 2008 to FFY 2012). For each reporting year, the number of states represented within each ten-percentage point range is shown in the charts, and the tables below the charts show the national mean, range, and number of states included for each year.

**Figure 1**

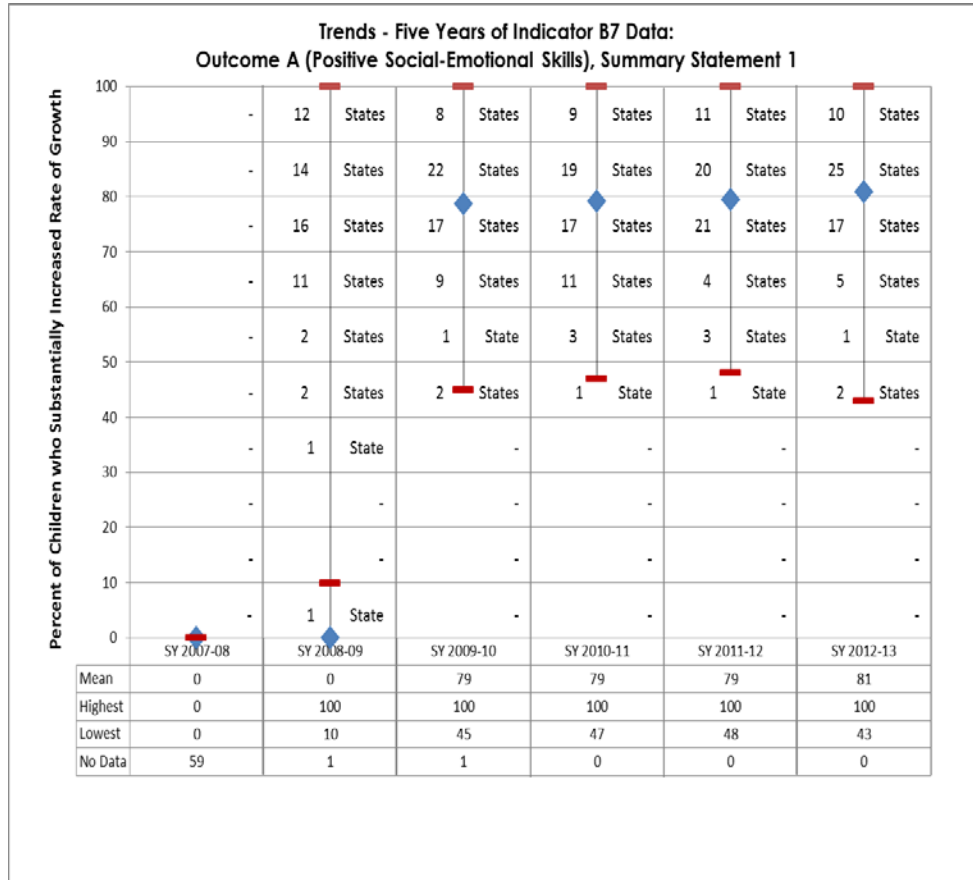


Figure 2

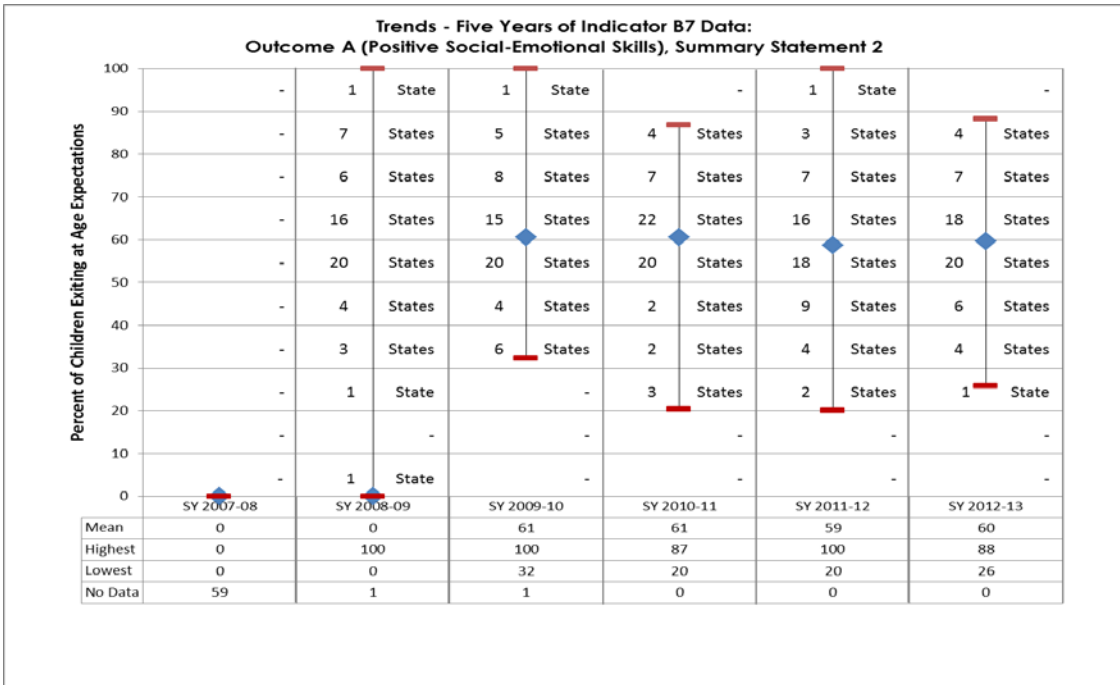
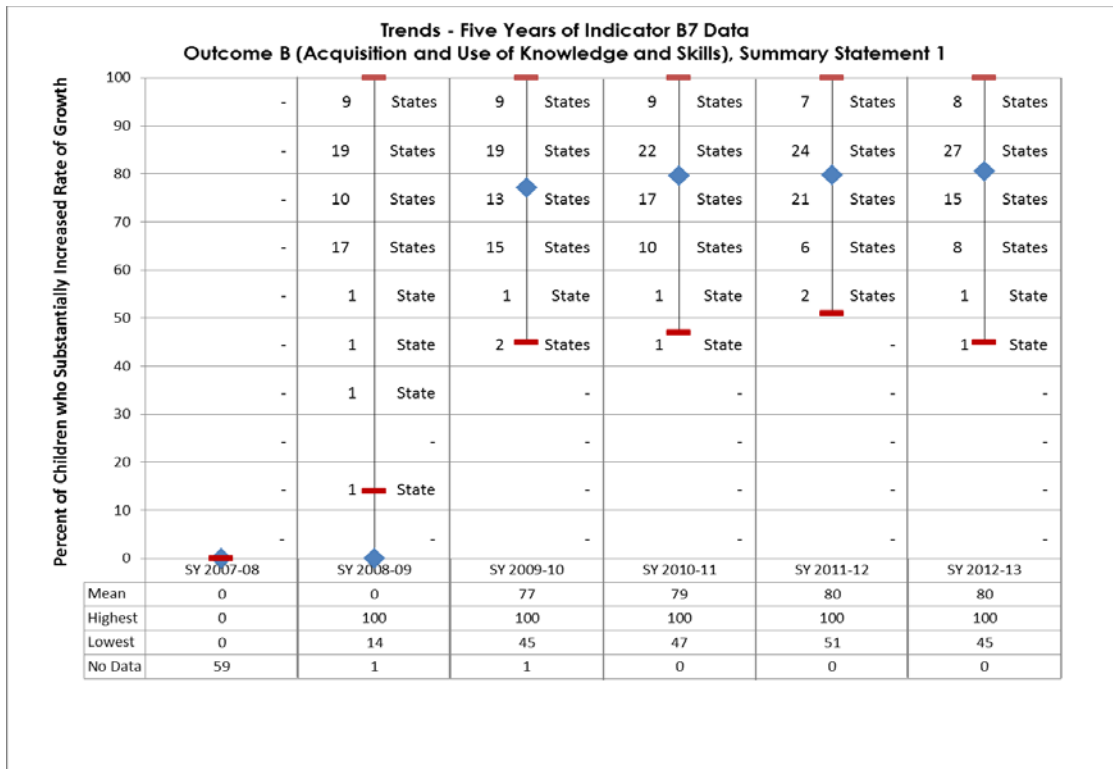
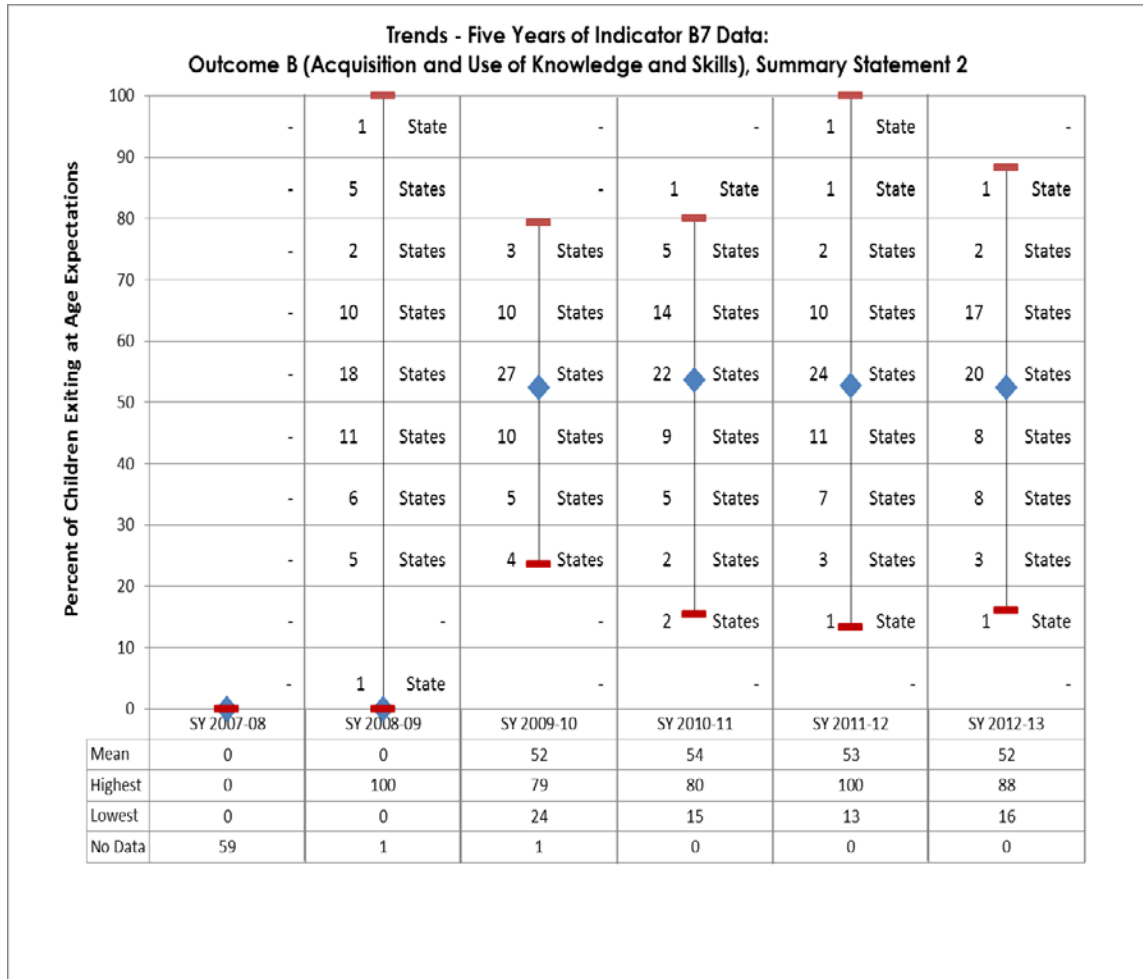


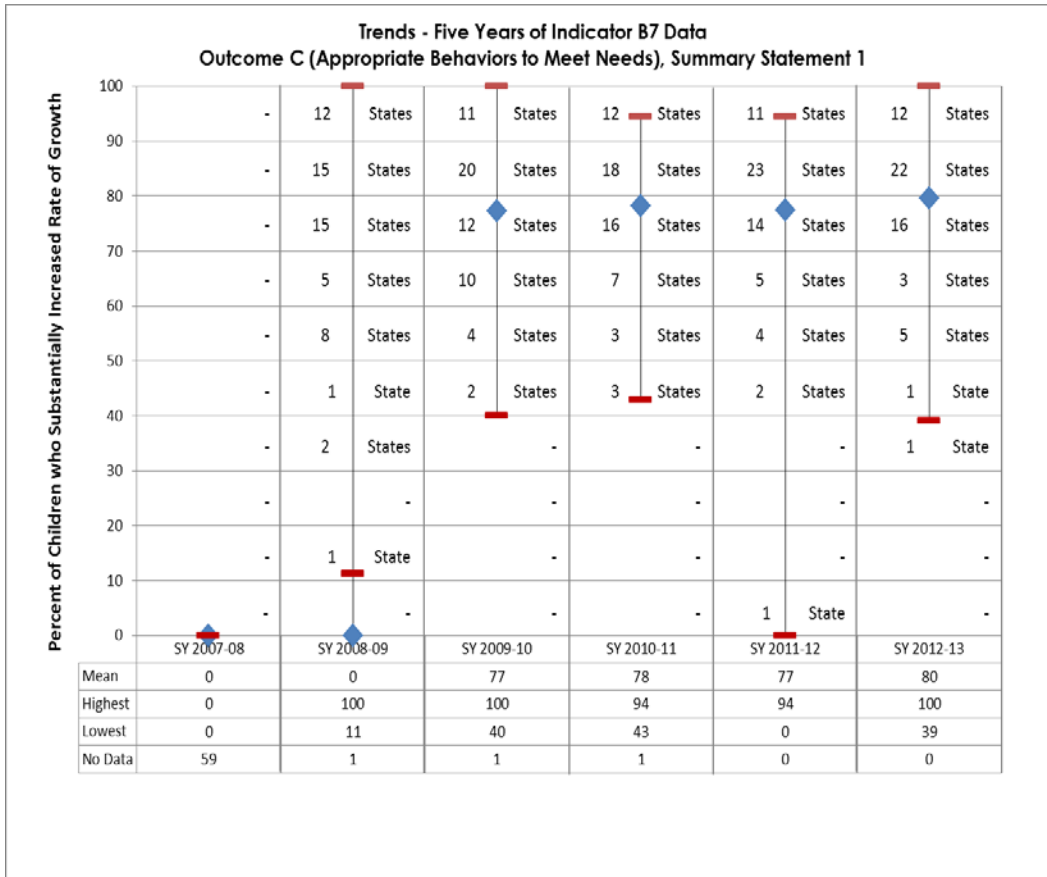
Figure 3



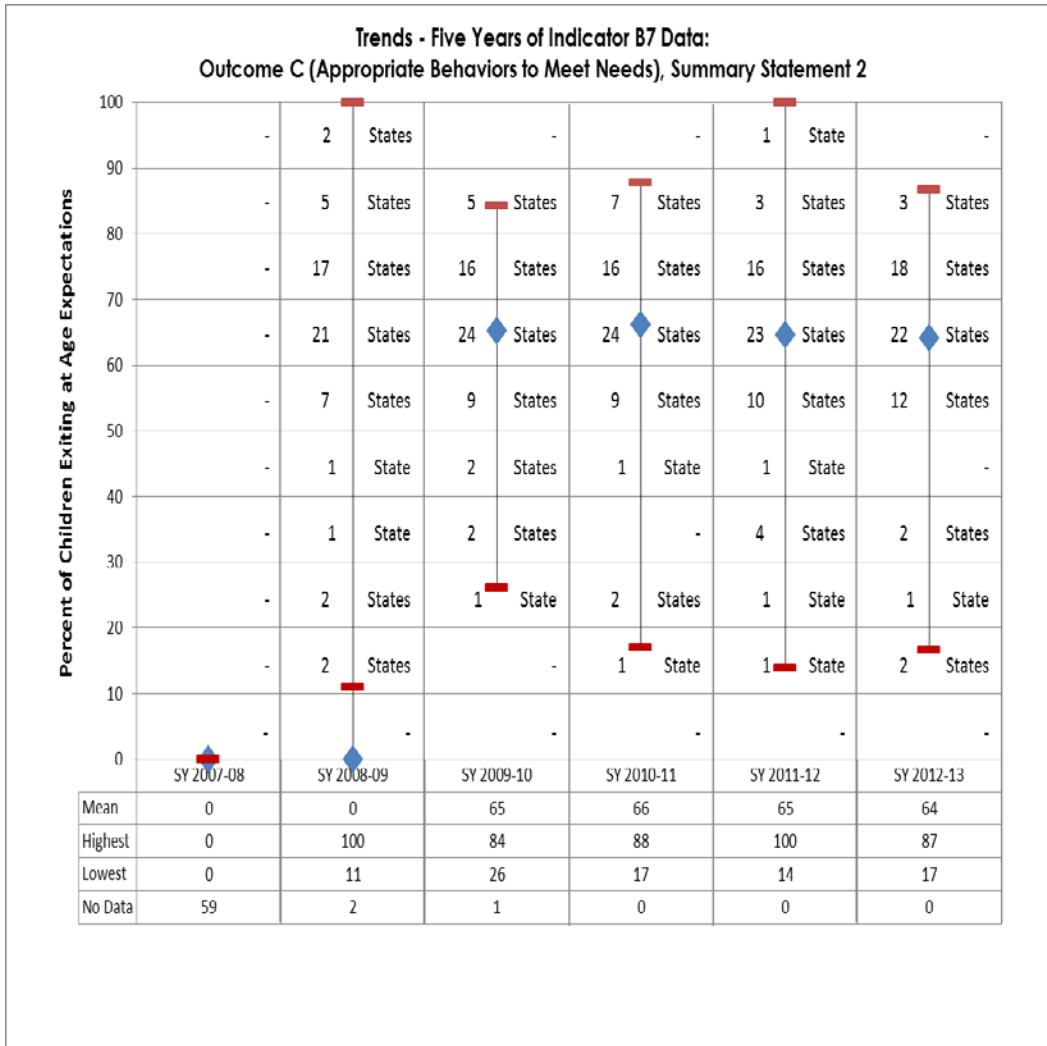
**Figure 4**



**Figure 5**



**Figure 6**



## **INDICATOR 8: PARENT INVOLVEMENT**

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

The Center for Parent Information and Resources, the Region 1 PTAC at Statewide Parent Advocacy Network, the Region 2 PTAC at Exceptional Children's Assistance Center, Region 3 PTAC at Parent to Parent Georgia, the Region 4 PTAC at Wisconsin FACETS, the Region 5 PTAC at PEAK Parent Center, and the Region 6 PTAC at Matrix Parent Network and Resource Center.

### **INTRODUCTION**

Indicator 8 measures 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)]

### **DATA SOURCES**

This analysis is based on information on Indicator 8 from states' FFY 2012 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 FFY 2011 analysis. However, for this reporting period, one state that had previously reported separate performance data changed its process to combine pre-school and school-age results, while another state that had in the past reported combined data changed its process whereby this year the two have been separated.

### **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 2012, the majority of states, 71.67%, 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 FFY2011, where

there was one less state using a state-developed instrument and one more state using an adaptation of the NCSEAM or ECO instruments.

**Table 1**

<b>Survey Instruments Used by States</b>				
<b>Survey Instrument</b>	<b>FFY 2012</b>		<b>FFY2011</b>	
	<b># of States</b>	<b>% of States</b>	<b># of States</b>	<b>% of States</b>
NCSEAM	34	56.67%	34	56.67%
State-Developed	11	18.33%	10	16.67%
Adapted NCSEAM or ECO	9	15.00%	10	16.67%
Combination	3	5.00%	3	5.00%
Unknown	3	5.00%	3	5.00%

**ACTUAL PERFORMANCE AND TRENDS**

The following tables and charts summarize trends and compare states’ performance on Indicator 8. Although it is helpful to include this analysis, care must be taken when drawing comparisons across states as there is wide variability in states’ selection of survey instruments, as outlined above, and also in their criteria for positive response, sampling and distribution methods.

As indicated in Table 2, 57.4% of states were able to meet or exceed the targets they set for the percent of parents reporting that schools facilitated their involvement in improving their students’ results and 41.2% were not. (It is important to note that states set a wide range of targets 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). One state revised its Indicator 8 survey and as a result, FFY 2012 was a baseline data year for that state.

**Table 2**  
**States Meeting Indicator 8 Targets**

Indicator 8 Target Achievement	# of States	% of States
Met target	39	57.4%
Did not meet target	28	41.2%
N/A	1	1.5%

The mean FFY 2012 Indicator 8 performance was 69%, a three percentage point increase from FFY 2011. As outlined in the 6-year trend data depicted in Chart 1, the performance distribution across states has been fairly steady, with the lowest performance numbers moving upward significantly and consistently during the time period and the highest performance numbers remaining firmly steadily. For FFY 2012, one state reported an Indicator B-8 performance of 100%, while the lowest percentage reported was 30%. The lowest percentage was at 21% six years ago.

**Chart 1: Trends - Six Years of Indicator B8 Data: Parent Involvement**

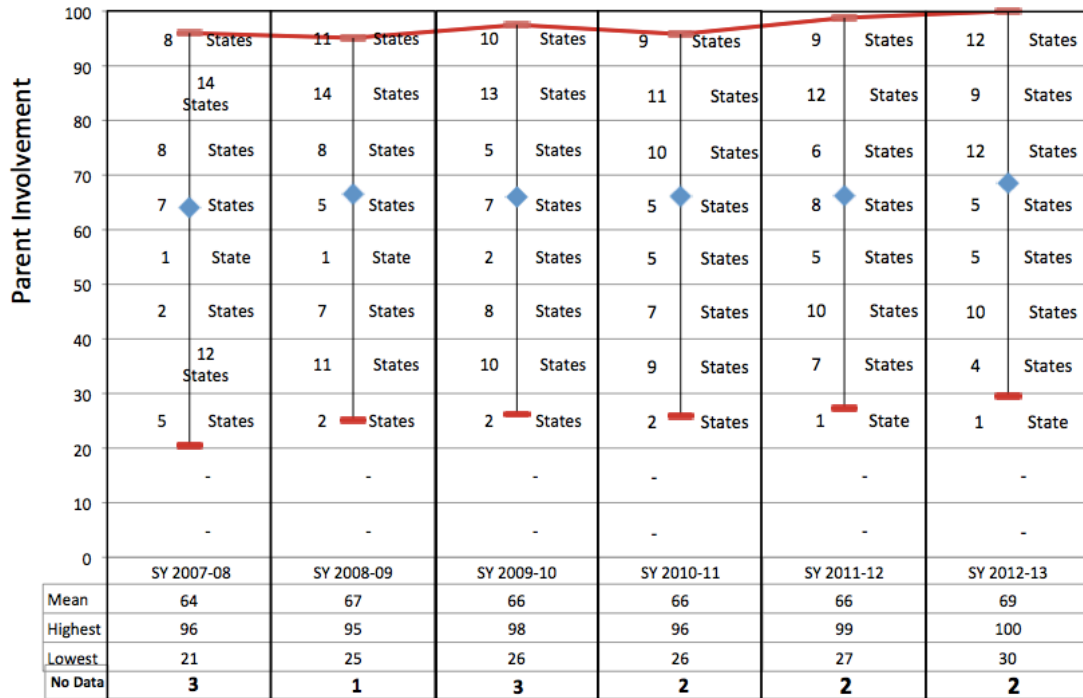
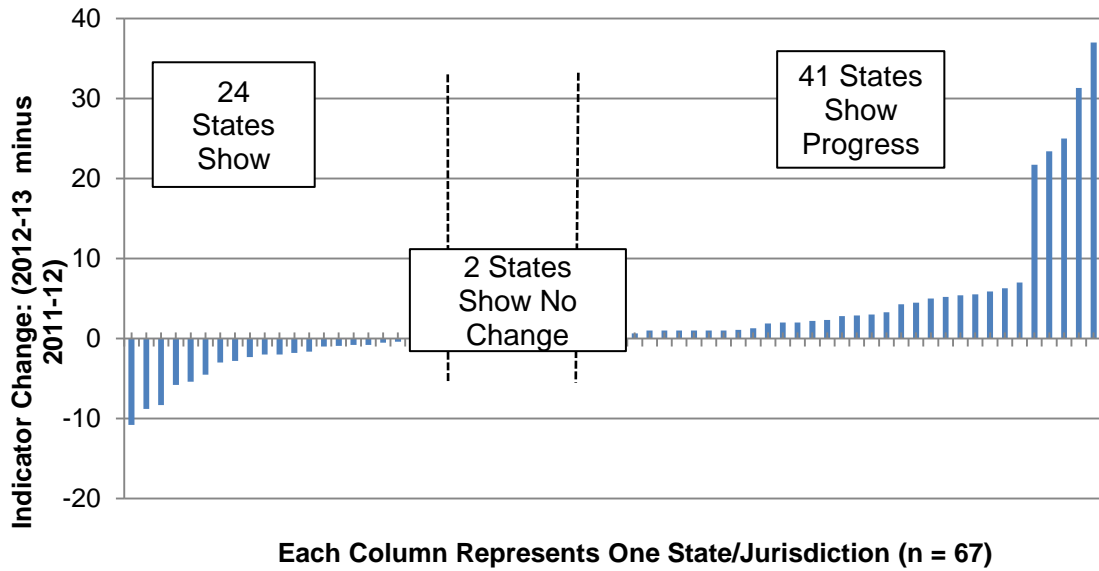


Chart 2 provides a comparison of states' data from FFY 2011 to FFY 2012, denoting any progress or slippage by state. A total of 41 states demonstrated an increased



percentage of positive parent response, while 24 states experienced slippage and 2 experienced no change. Data ranges from 10.8% slippage to 37% progress.

**Chart 2: Comparison FFY 2011 Performance to FFY 2012**



## 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 increase, from FFY2011 to FFY2012.

## **INDICATORS 9 and 10: DISPROPORTIONATE REPRESENTATION DUE TO INAPPROPRIATE IDENTIFICATION**

Prepared by 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 2012 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 2012, all states reported valid and reliable data for B9 and B10.

### **DATA SOURCES**

Data sources include data submitted through ED*Facts* Submission System-C002 Children with Disabilities (*IDEA*) School Age File<sup>1</sup> 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, 38 states (84%)

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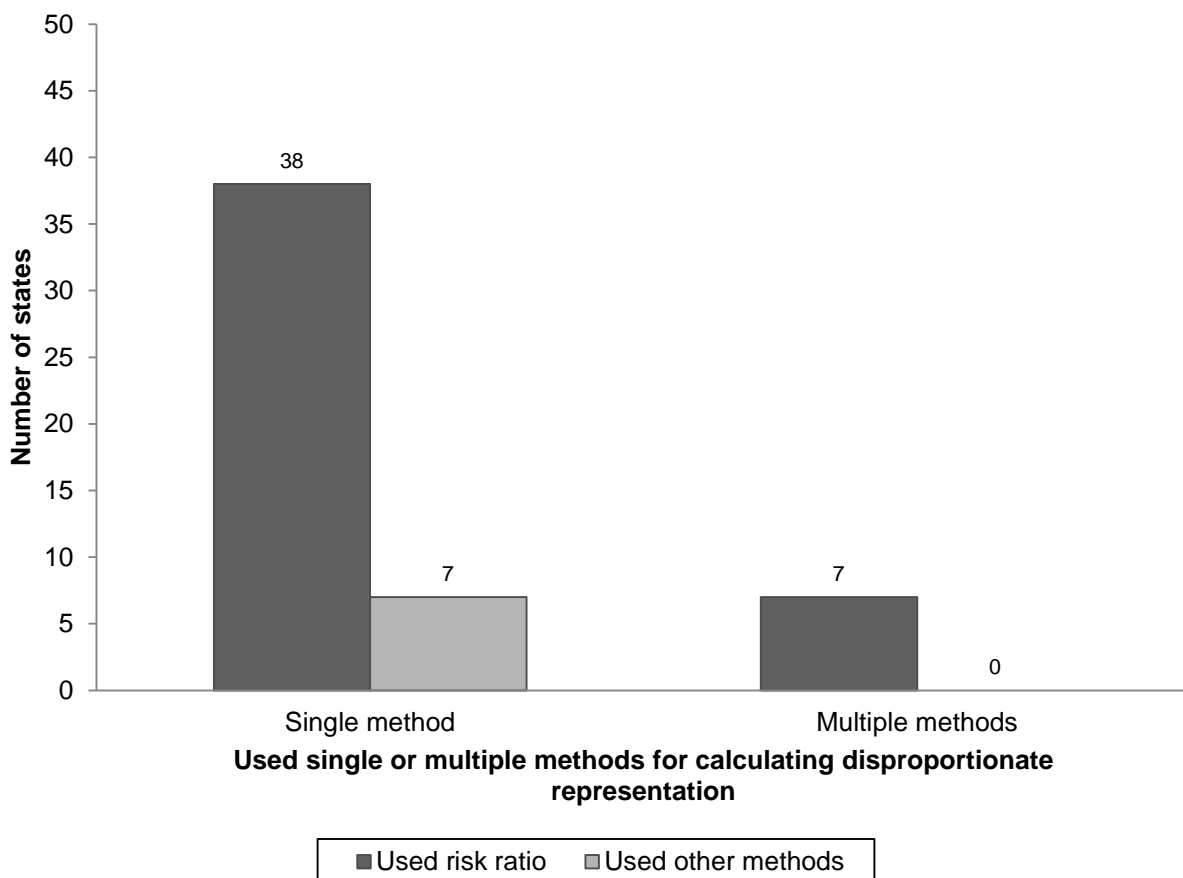
<sup>1</sup> Formerly submitted as Table 1 of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended).

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 seven states (16%) used methods other than a risk ratio as their sole method for calculating disproportionate representation. These methods included some form of composition, risk, the E-formula, and expected counts of students.

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**

**Number of States That Used the Risk Ratio or Other Methods to Calculate Disproportionate Representation, by Whether the State Used Single or Multiple Methods: 2012–13**



### 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 (16 states) and 2.0 (10 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).

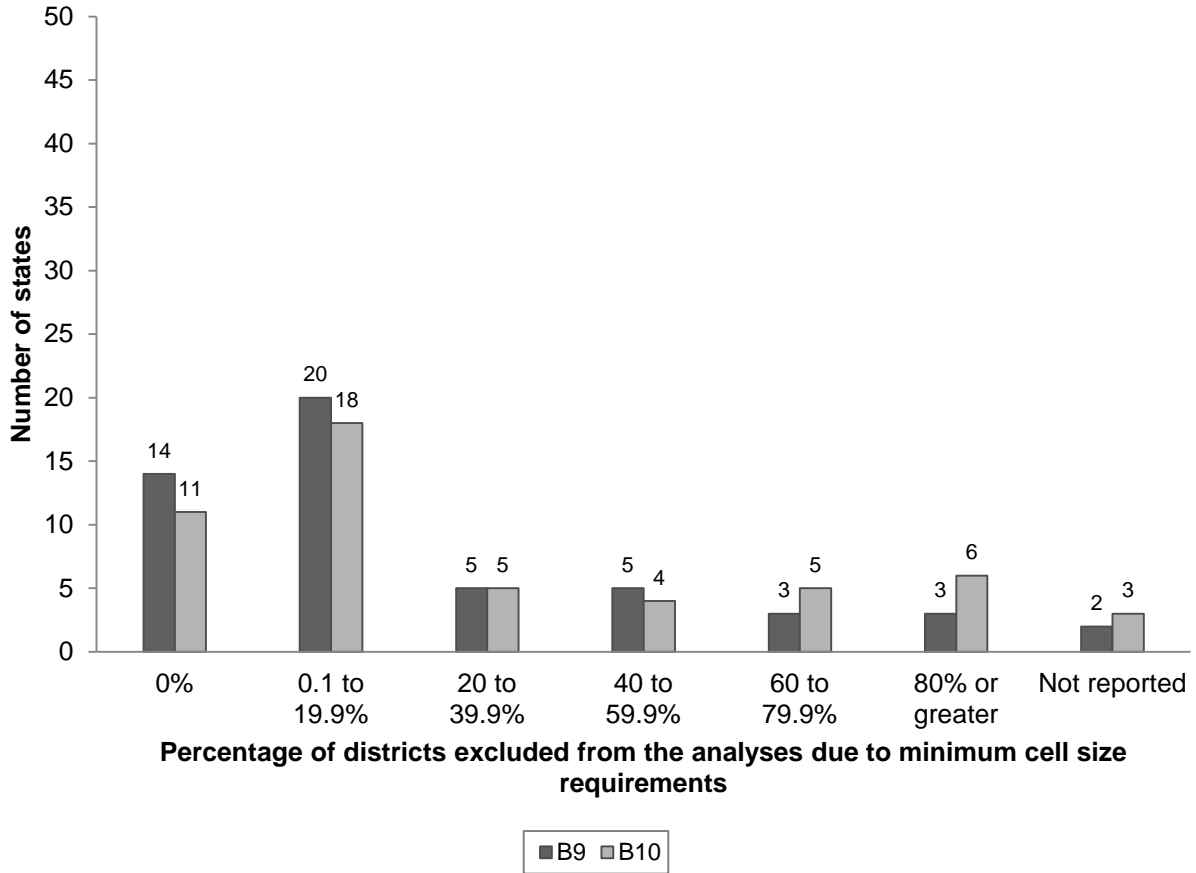
### **Minimum Cell Size Requirements**

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 5 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. Of those states using a minimum cell size, 47 states (96%) for B9 and 46 states for B10 (94%) 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: 2012–13**



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

## ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS

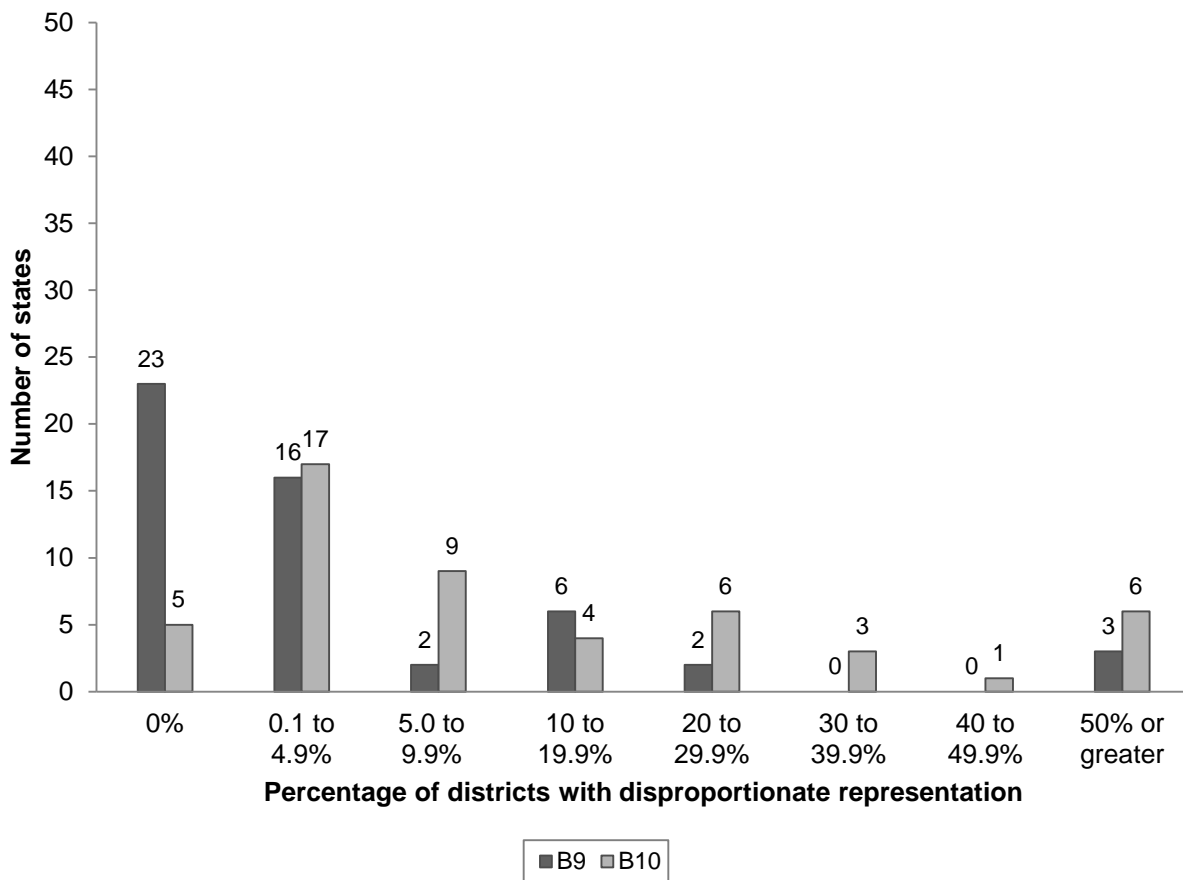
This section provides actual performance data for B9 and B10 for FFY 2012, as well as eight-year trends in the data and change from FFY 2011 to FFY 2012.

### 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: 2012-13**



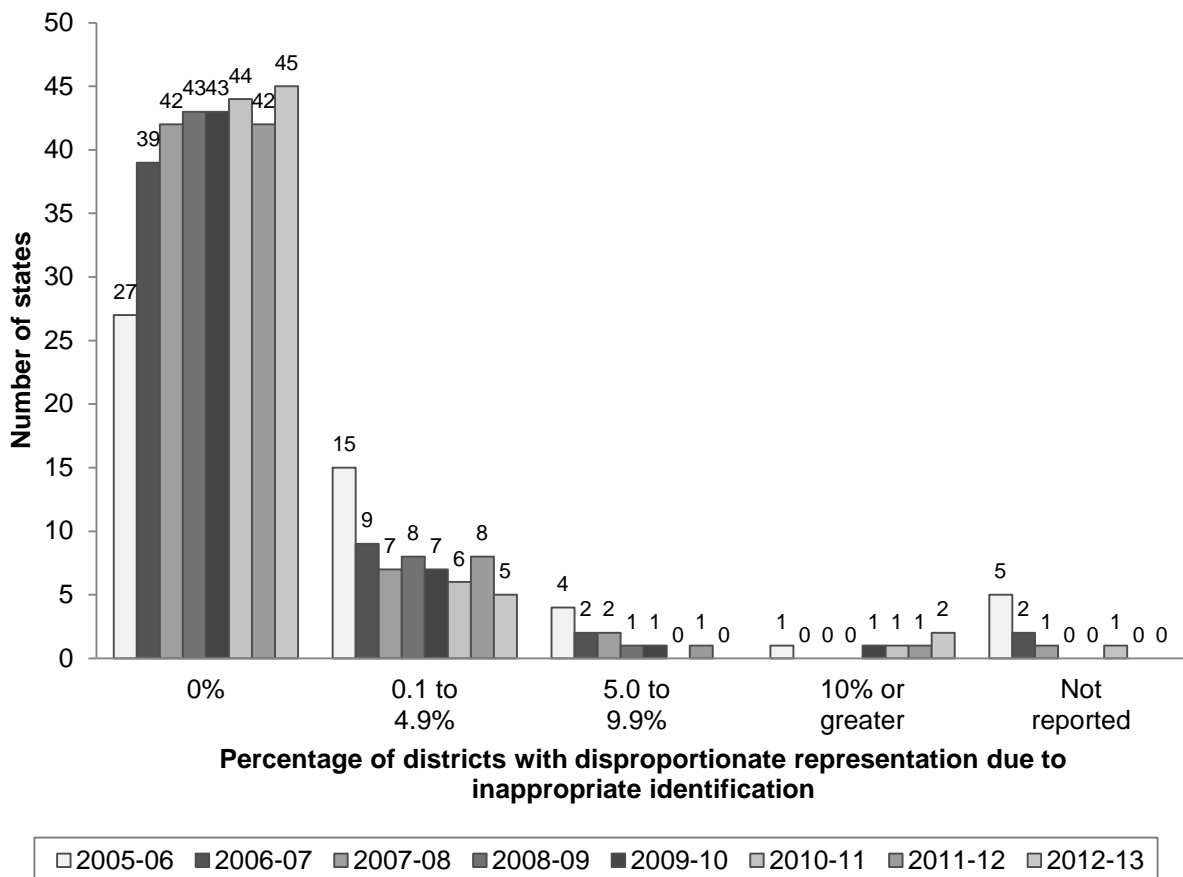
Note: One state is not required to report on B10.

## 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 2012–13, as well as for the seven previous years.

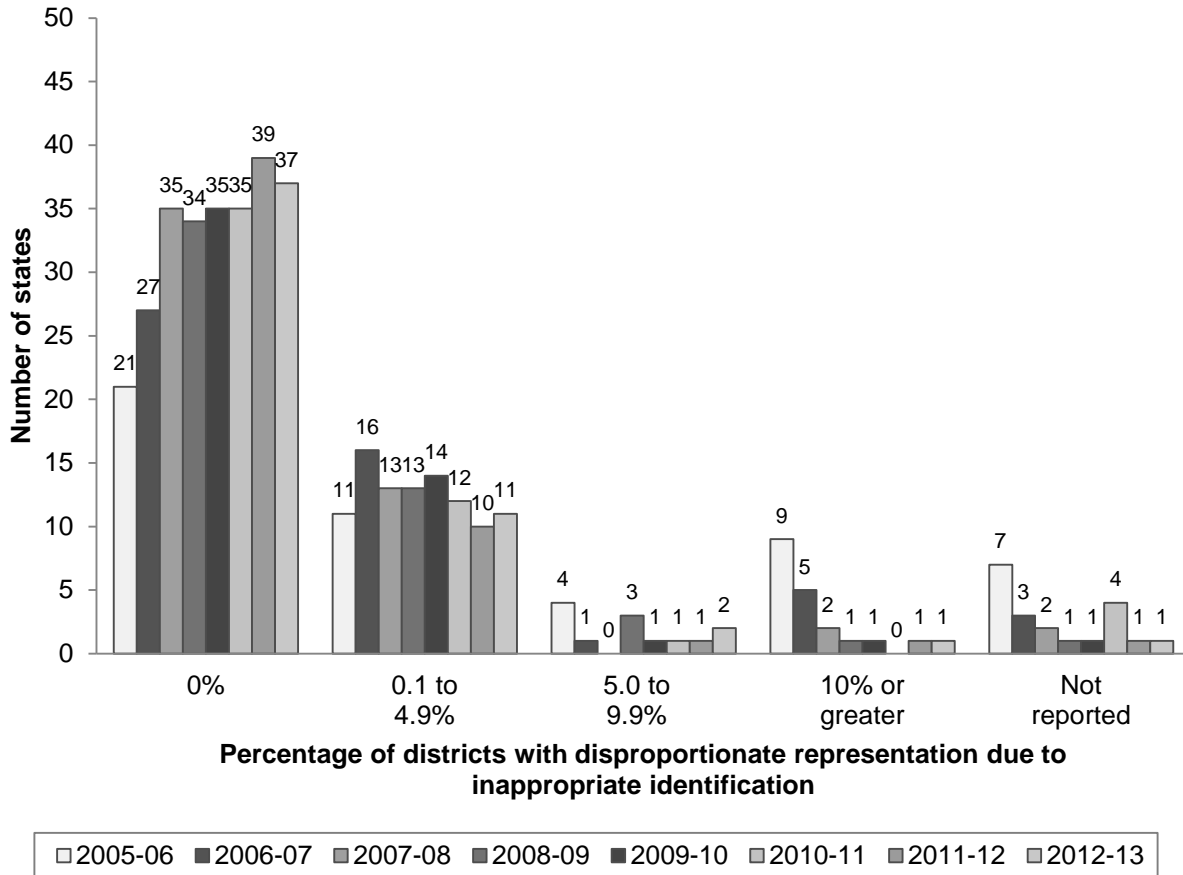
**Figure 4**

**Number of States Reporting Various Percentages of Districts with Disproportionate Representation That Was the Result of Inappropriate Identification for B9: 2005–06 Through 2012–13**



**Figure 5**

**Number of States Reporting Various Percentages of Districts with Disproportionate Representation That Was the Result of Inappropriate Identification for B10: 2005–06 Through 2012–13**



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



## Description of Change from 2011–12 to 2012–13

When examining change from FFY 2011–12 to 2012–13 in the percentage of districts identified as having disproportionate representation due to inappropriate identification:<sup>2</sup>

- Forty-three states (83%) and 36 states (71%) for B9 and B10, respectively, reported no change in the percentage of districts identified as having disproportionate representation due to inappropriate identification (42 of these states for B9 and all 36 of these states for B10 maintained the target of 0% in 2011–12 and 2012–13).
- For B9, five states (10%) reported slippage and four states (8%) reported progress.
- For B10, eight states (16%) reported slippage and seven states (14%) reported progress.

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<sup>2</sup> All 52 states reported valid and reliable data for B9 for both 2011–12 and 2012–13. One state is not required to report on B10.

## **INDICATOR 11: TIMELY INITIAL EVALUATIONS**

Prepared by the Regional Resource Center Program (RRCP)

### **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 that timeframe.

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

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

States<sup>3</sup> are required to account for any differences between the number of children evaluated but not 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 system 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.

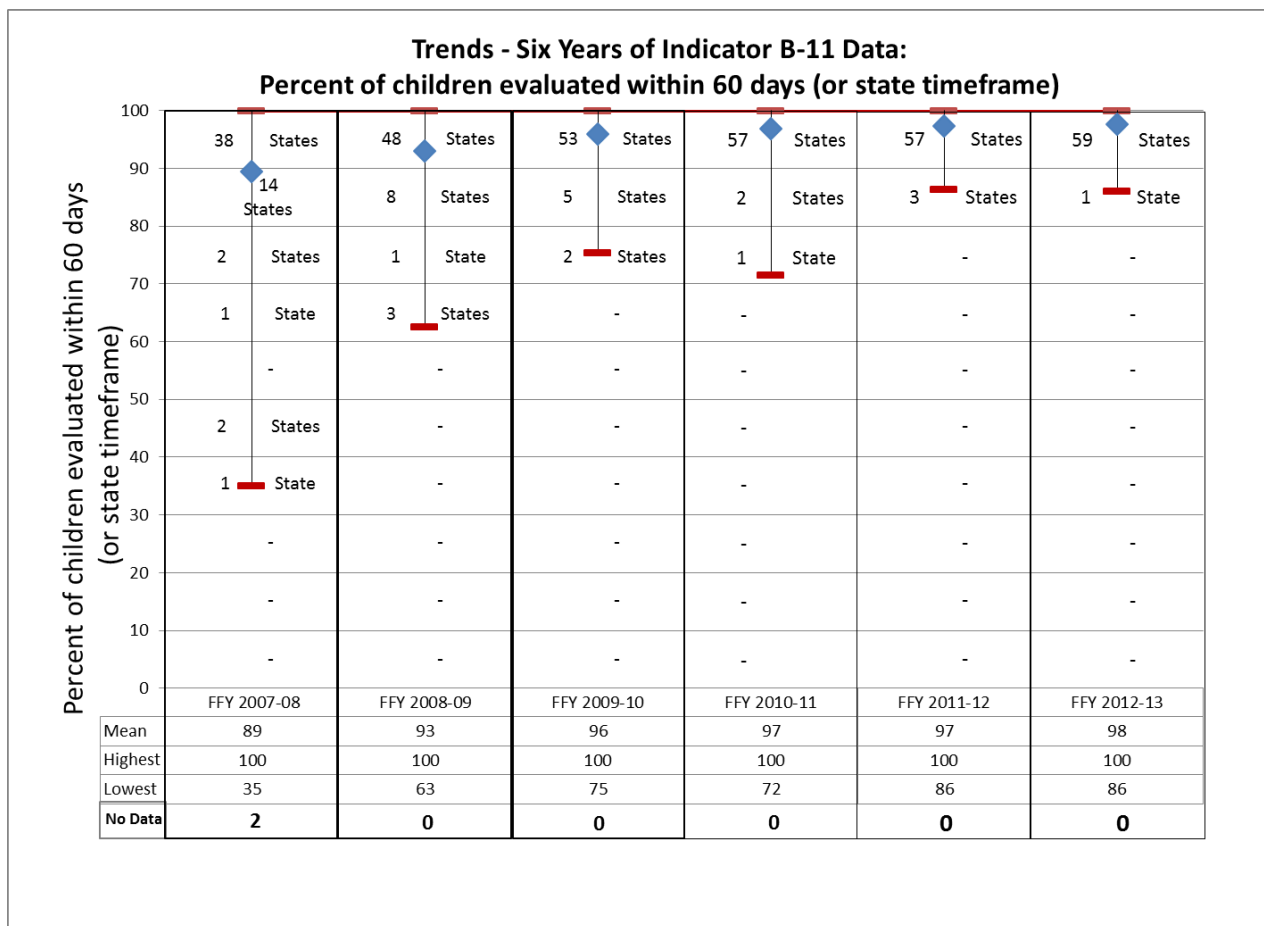
### **DATA SOURCES AND METHODOLOGY**

Regional Resource Center Program (RRCP) staff summarized the data from all states based on the data compiled from APRs submitted in February 2014 along with applicable APR clarifications.

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<sup>3</sup> 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).

**Figure 1**



**TRENDS: SIX YEARS OF B-11 DATA**

Figure 1 depicts a “high-low” chart which shows the level of change from FFY 2007-08 to FFY 2012-13 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 diamonds represents the average percentages of actual performance results for FFY 2012-13. In examining differences between the mean percentages, the table reflects a 10% increase (e.g., the difference from the average mean in FFY 2012-13 of 98 and the average mean of 89 for FFY 2007-08). This difference observed in the two reporting period indicates that States have made progress in reporting the percent of initial timely evaluations over the years.

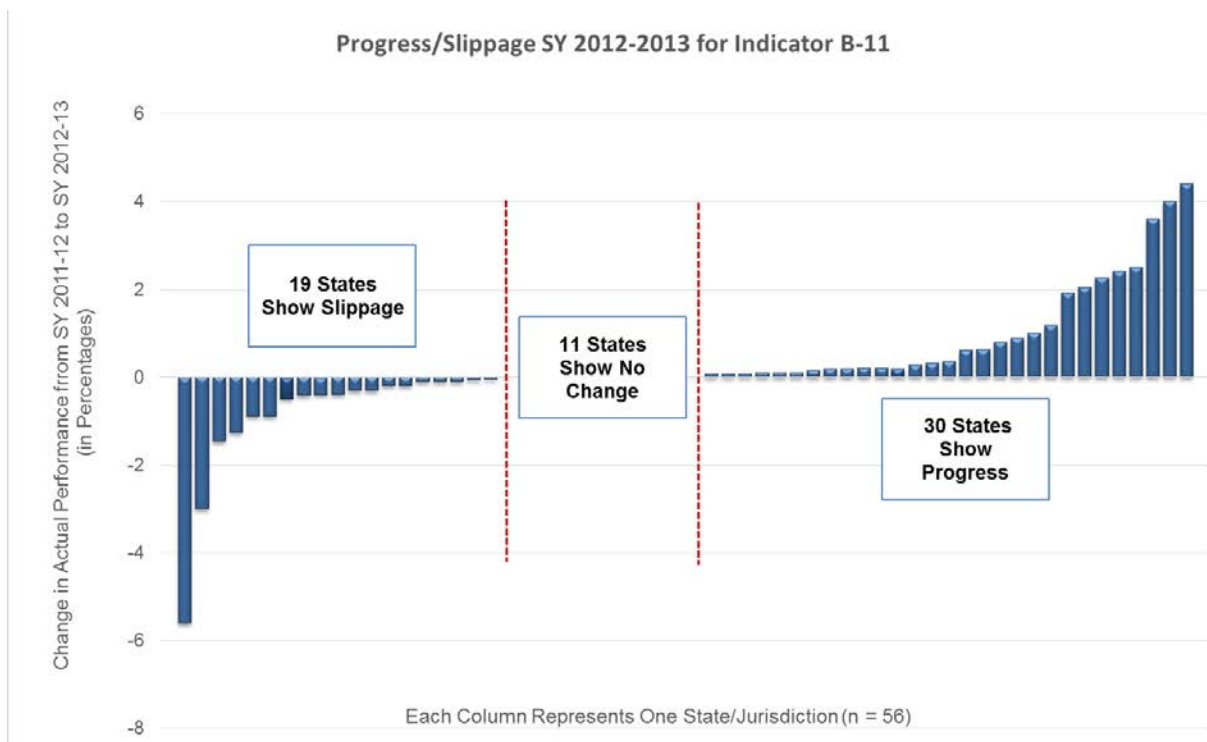
There was a wide level of variation observed when comparing the 2007-08 and the FFY 2012-13 data. However, when examining the data for each year separately, it is apparent that much of this across time variability is due to the data reported for FFY 2007-08, where the mean for that year was 89 with a standard deviation was 12.83, compared to mean of 98 and a standard deviation of 2.72 calculated for FFY 2012-13.

Thus, not only have the majority of states shown positive increases in the percent of timely initial evaluations, they are doing so much more consistently.

### COMPARISON TO PREVIOUS YEAR'S DATA

Figure 2 shows the progress and slippage which occurred over the one-year period between the 2011-12 and 2012-13 for 60 states. The table shows that 16 states (32%), showed slippage in the percent of correction of noncompliance. Eleven states (18%)

**Figure 2**



showed no change, while 30 states (50%) demonstrated progress.

With regard to states showing slippage, the average percent of slippage was -0.85, ranging from a “high” of -5.6 to a “low” of -0.05. A moderate level of variability was observed, reflected by a standard deviation of 1.31. Of the 11 states (18%) showing no change, four were states that Met their target for FFY 2012-13. For the 50% of states that showed progress, the percentage of improvement ranged from a “high” of 4.40 to a “low” of 0.02%. The overall mean increase for states was 1.02% with a small amount of variability as reflected by a standard deviation of 1.24%.

The data from FFY 2012-13 were also compared to that of FFY 2011-12, where it indicated that 16 states (27%), showed slippage in the percentages of correction of noncompliance. Twelve states, or 20%, showed no change, while 32 states (53%) of

the states showed progress. These results were found to be quite consistent with those of the current reporting year (FFY 2012-13).

An additional analysis was conducted to examine the number of states obtaining “Met” or “Not Met” status in relation to meeting the 100% target. Based on FFY 2012-13 data, five states (5) met this criterion while 55 states did not. When compared to FFY 2011-12 data, it was found that 7 states Met, while 53 states did not meet the 100% criterion for this indicator. As such, the results from each year only vary slightly.

## **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 98% 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 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 2012 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 2012 performance data and to provide the reasons for delay when IEPs were not developed and implemented by a child’s third birthday.

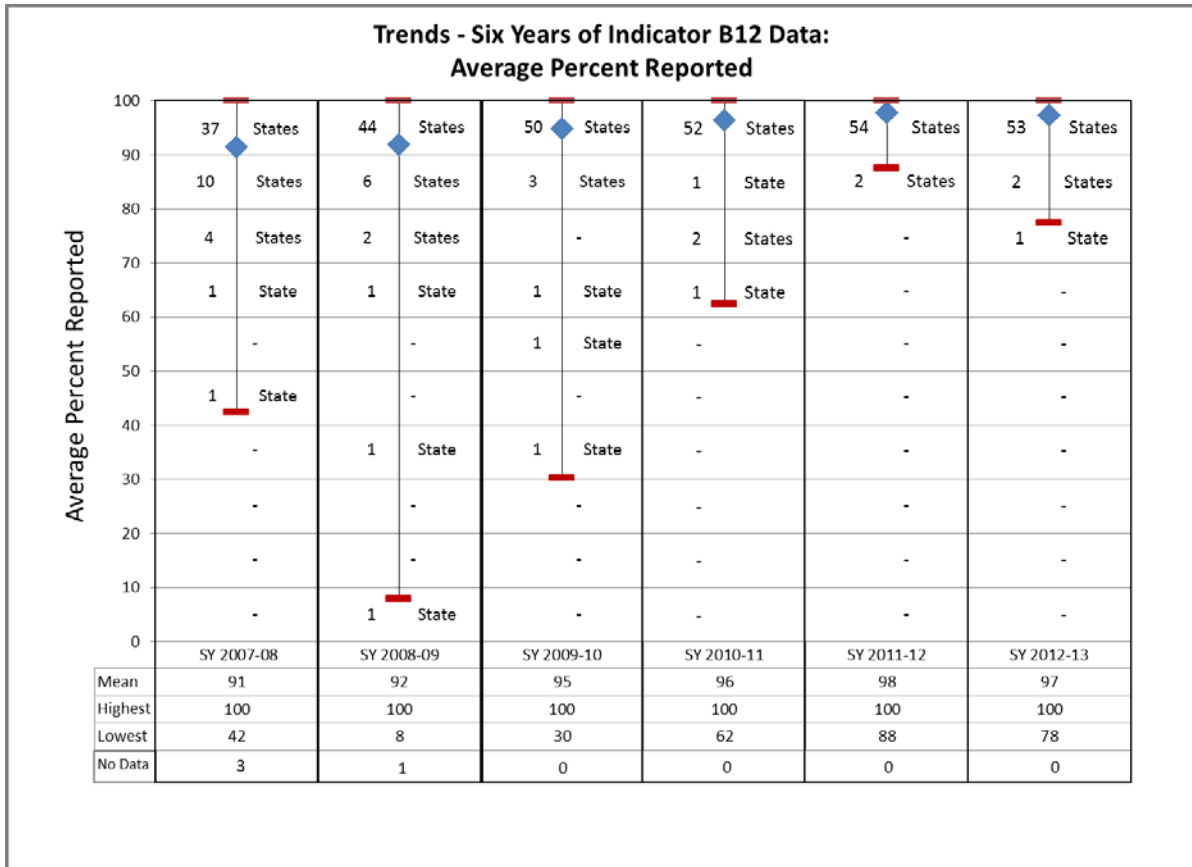
### **DATA SOURCES AND MEASUREMENT APPROACH**

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 and trend data for timely transition services 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 National Secondary Transition Technical Assistance Center (NSTTAC)

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.

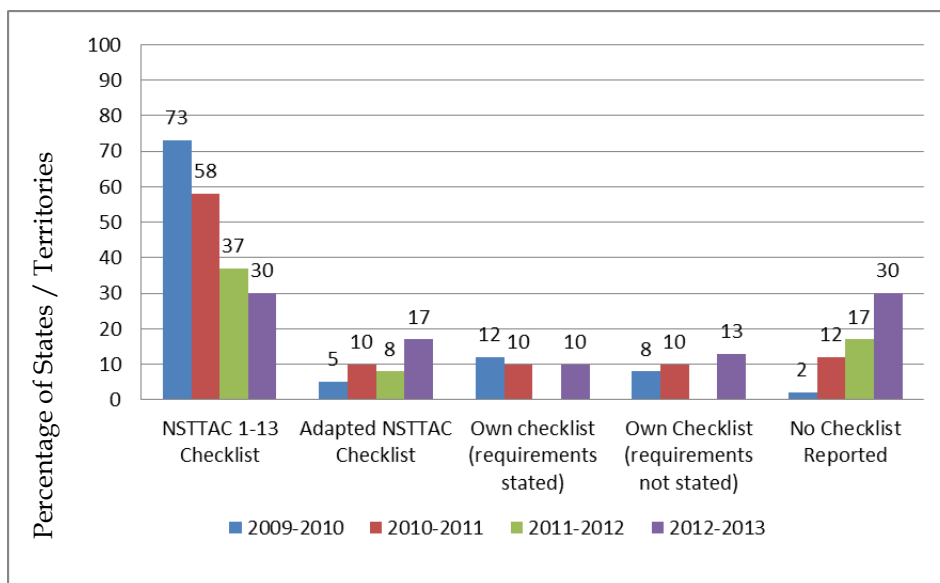
### INTRODUCTION

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. 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**

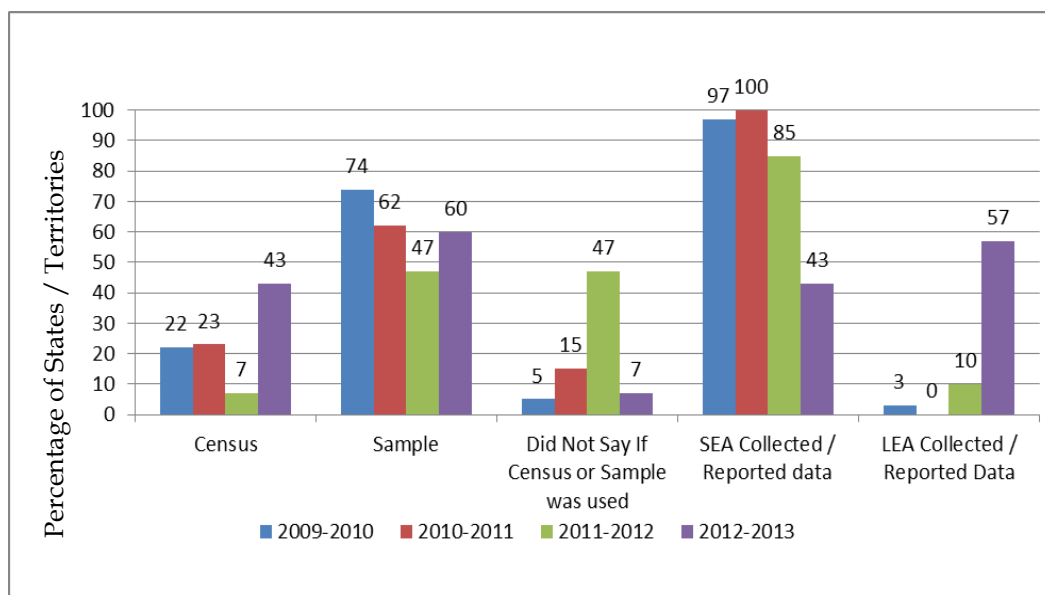




## MEASUREMENT APPROACHES

Fifty-six (93%) states reported using either a sample or census method to collect Indicator 13 data. Additionally, 26 (43%) of the states reported that their State Education Agency collected the data used to report Indicator 13 data. Figure 2 summarizes the type of method used to collect data.

**Figure 2**  
**Method Used to Collect Indicator 13 Data**

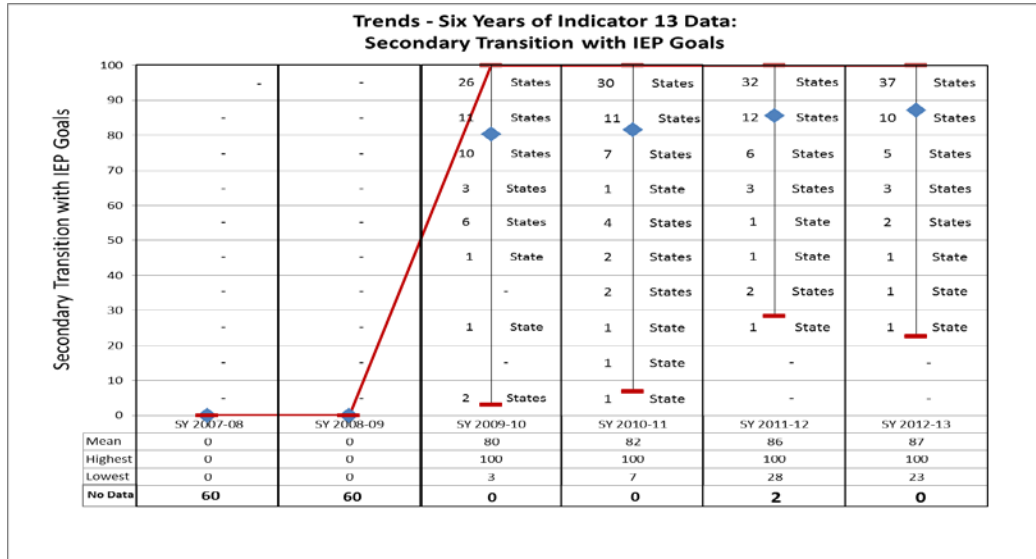


## ACTUAL PERFORMANCE

This submission is the third after states established a new baseline in 2009-2010. Figure 3 indicates performance ranged from 23% to 100% with a mean of 87%. The median was 92%. Overall, the state mean has increased from 80% in FFY 2009-2010 to 87% in FFY 2011-12012.

**Figure 3**

**Three Year Trends of Indicator B13 Data**



**CONCLUSION**

For 2012-2013, eight (13%) states reported 100% compliance for Indicator 13. State averages ranged from 23% to 100% with a mean of 87%. Compared to last year, 35 (58.3%) states showed progress with performance ranging from 40% to 100% with a mean of 89.9%. Compared to baseline, 39 (65%) states also showed progress with performance ranging from 40% to 100% with a mean of 90.9%. Overall, the state mean has increased from 80% in FFY 2009-2010 (the new baseline year) to 87% in FFY 2012-2013.

## INDICATOR 14: Post-School Outcomes

Prepared by 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. 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. 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, 60% (n = 36) of states reported collecting PSO data from a census of all leavers with an IEP and 30% (n = 18) of states reported collecting data from a representative sample of leavers; 10% (n = 6) of states did not report whether they used a census or sample.

## **METHODOLOGY & MEASUREMENT APPROACHES**

### Method of Data Collection

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, 56 states reported the method used to collect PSO data and four states did not specify the method used. Survey methodology continues to be the dominant method used by states (n = 53) to collect PSO data and 3 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. The majority of states (n = 50) reported a response rate or included sufficient information in the APR to calculate the response rate. Only 10 states either did not report a response rate or did not include sufficient information to calculate a response rate. Reported response rates ranged from 9.8% to 100%; average response rate was 52.4%, a slight increase over the national average of 50.08% in FFY 2011.

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 two states reported a respondent group representative of the target leavers based on all five subgroups – disability, gender, race/ethnicity, age, and exit status. Additionally, one state reported to have a representative respondent group in four subgroups (i.e., disability, race/ethnicity, gender, and exit status); eight states were reported a representative respondent group in any three subgroups, and 49 states reported to be representative in two or fewer subgroups. Specifically by category: 21 states reported representativeness for gender, 16 states reported representativeness for disability category, 14 states reported representativeness for race/ethnicity categories, six states reported representativeness for method of exit, and two states reported representativeness for age.

## 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

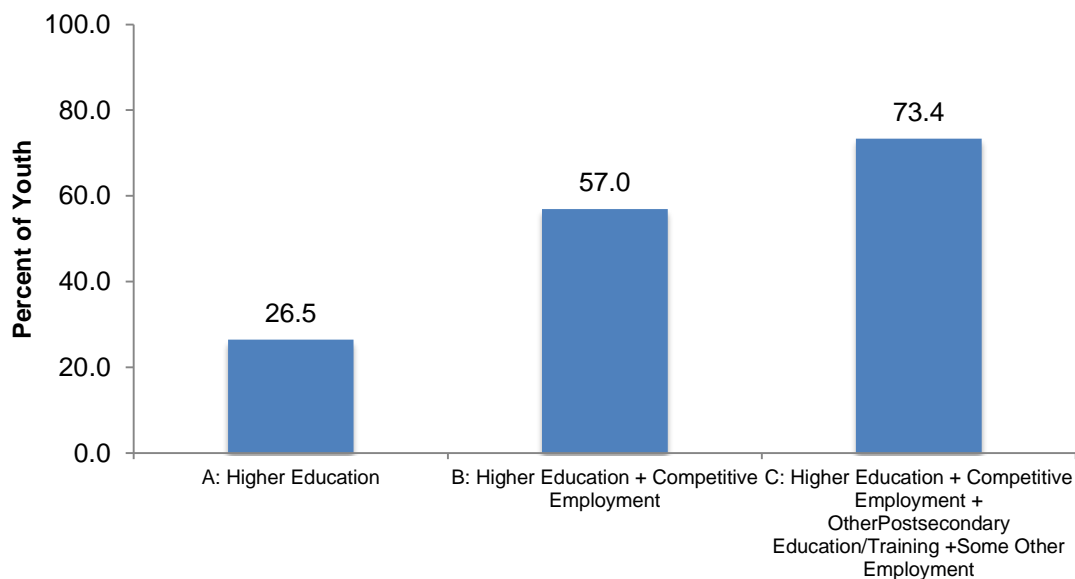
B = 1 + 2 divided by total respondents

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

All 60 states reported data for FFY 2012. Figure 1, *FFY 2012 Median Percentage for Each 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 26.5% (*sd* = 10.05). The median percent reported in measure B, enrolled in higher education plus competitively employed, was 57.0%, (*sd* = 12.03). 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 73.5% (*sd* = 11.70).

**Figure 1**

**FFY 2012 Median Percentage for Each Indicator 14 Measure**

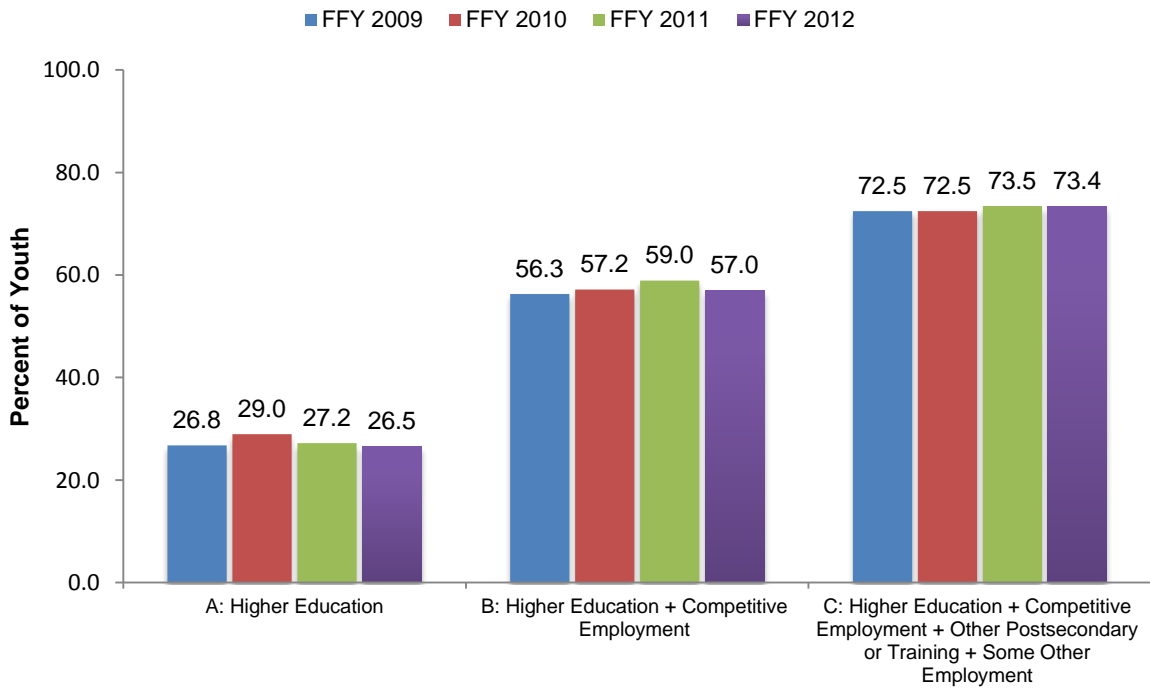


### Trends

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**

**Trends of Median Percentages for Each Indicator 14 Measure**



Current data compared to previous year's data

The following figures show the percent of change between FFY 2011 and FFY 2012 for each measure of Indicator 14. As seen in Figure 3, *Percent of change between FFY 2011 and FFY 2012 for Indicator 14 A: percent of youth enrolled in higher education within one year of leaving high school*, the overall change ranged from -37.2 to 23.3. The median percent of change is .60.

**Figure 3**

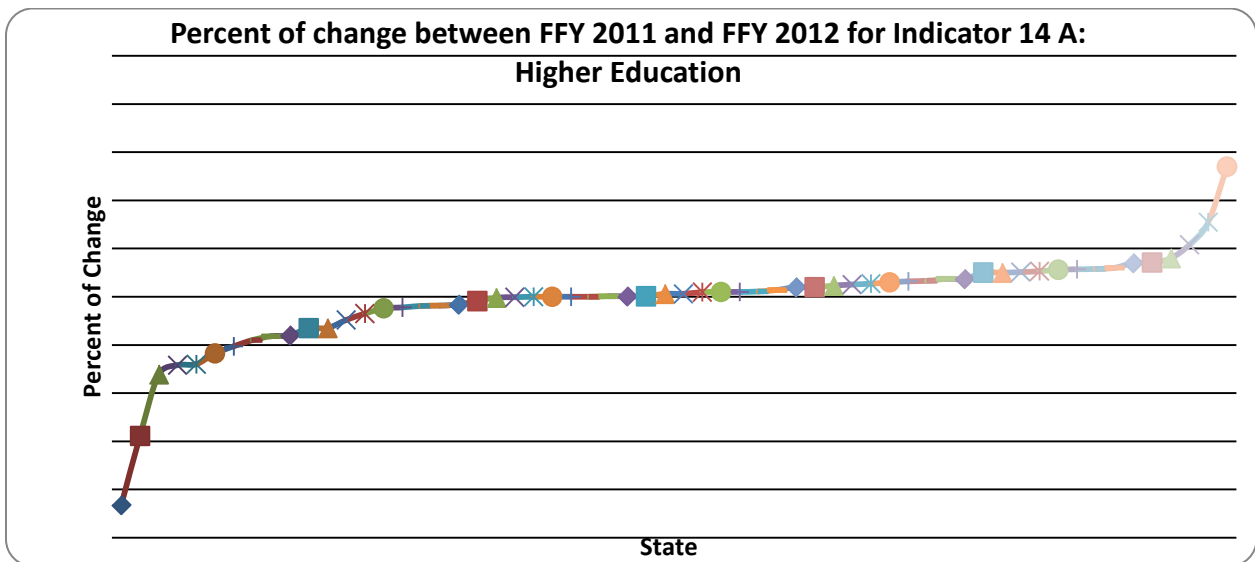


Figure 4, *Percent of change between FFY 2011 and FFY 2012 for Indicator 14 B: percent of youth enrolled in higher education or competitively employed within one year of leaving high school*, shows the overall change ranged from -30.4 to 25.0. The median percent of change was 0.0.

**Figure 4**

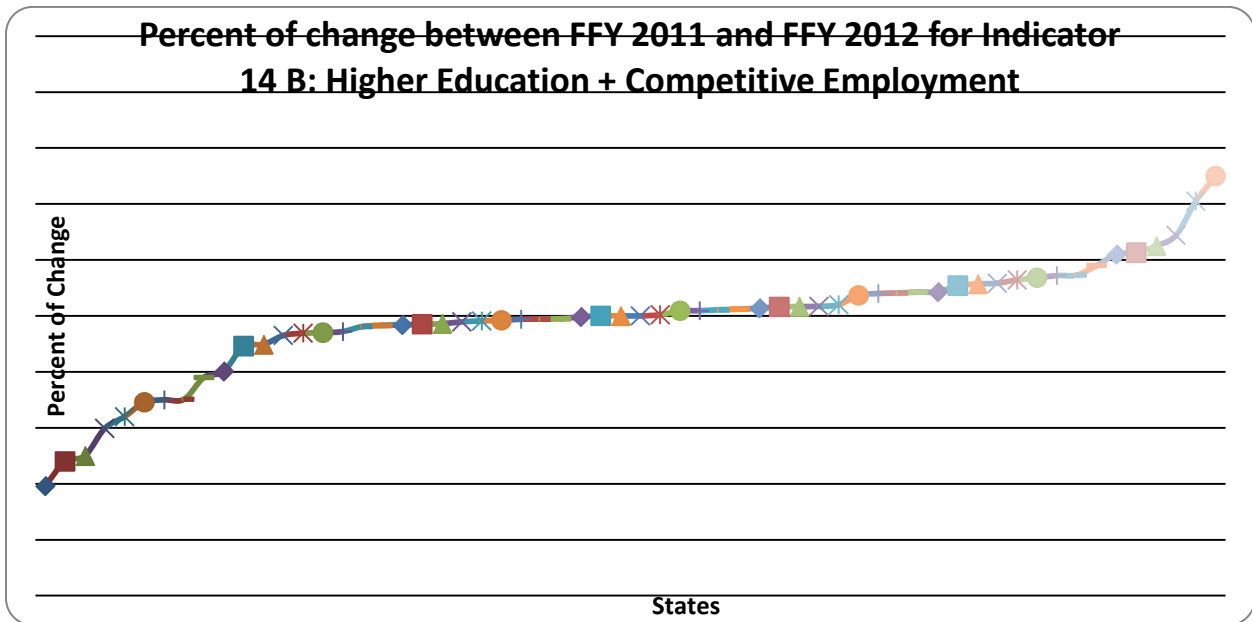
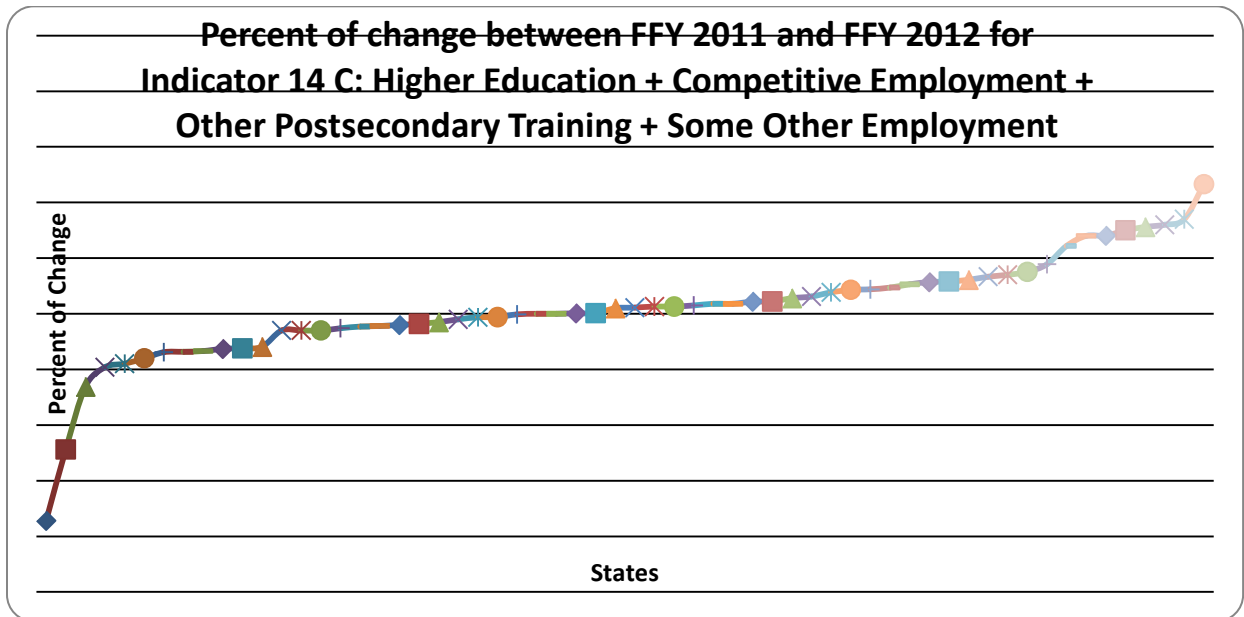


Figure 5, *Percent of change between FFY 2011 and FFY 2012 for Indicator 14 C: percent of youth enrolled in higher education, competitively employed, enrolled in other postsecondary education or training, or some other employment within one year of leaving high school*, shows the overall change ranged from -37.2 to 23.3. The median percent of change was 1.1.



Figure 5



## 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. Although the overall response rates have increased each year, states continue to struggle to obtain a representative respondent group. In general, the overall engagement of youth with disabilities one year out of high school has increased over baseline in FFY 2009.

## **INDICATOR 15: GENERAL SUPERVISION SYSTEM**

Prepared by the Regional Resource Center Program (RRCP)

### **INTRODUCTION**

Indicator 15, General Supervision System (including monitoring, complaints, hearings, etc.), requires states to identify and correct noncompliance as soon as possible, but in no case later than one year from identification.

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

Indicator 15 is measured by dividing the number of corrections [of findings of noncompliance] completed as soon as possible but in no case later than one year from identification (b) by the number of findings of noncompliance (a).

States<sup>4</sup> are required to use the *Indicator B-15 Worksheet* to report data for this indicator. Indicator 15 is a compliance indicator with a target of 100%.

When reporting on Indicator 15, states are required to provide detailed information about the correction of noncompliance as noted in OSEP's response table for the previous APR, including any revisions to general supervision procedures, technical assistance provided, and/or any enforcement actions that were taken. If states are unable to ensure timely correction of the previous noncompliance, they must provide information on the extent to which noncompliance was subsequently corrected (more than one year after identification). In addition, the state must provide information regarding the nature of any continuing noncompliance, including improvement activities completed, and any enforcement actions that were taken.

Data for reporting on this indicator are taken from state monitoring, complaints, hearings, and other general supervision system components. In their reporting of these data, states are required to indicate the number of agencies (e.g., leas) monitored using various components of the state's general supervision system.

### **DATA SOURCES AND METHODOLOGY**

The primary source for this analysis was from data compiled from APRs submitted in February 2014 along with applicable APR clarifications.

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<sup>4</sup> 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: SIX YEARS OF B-15 DATA

Figure 1

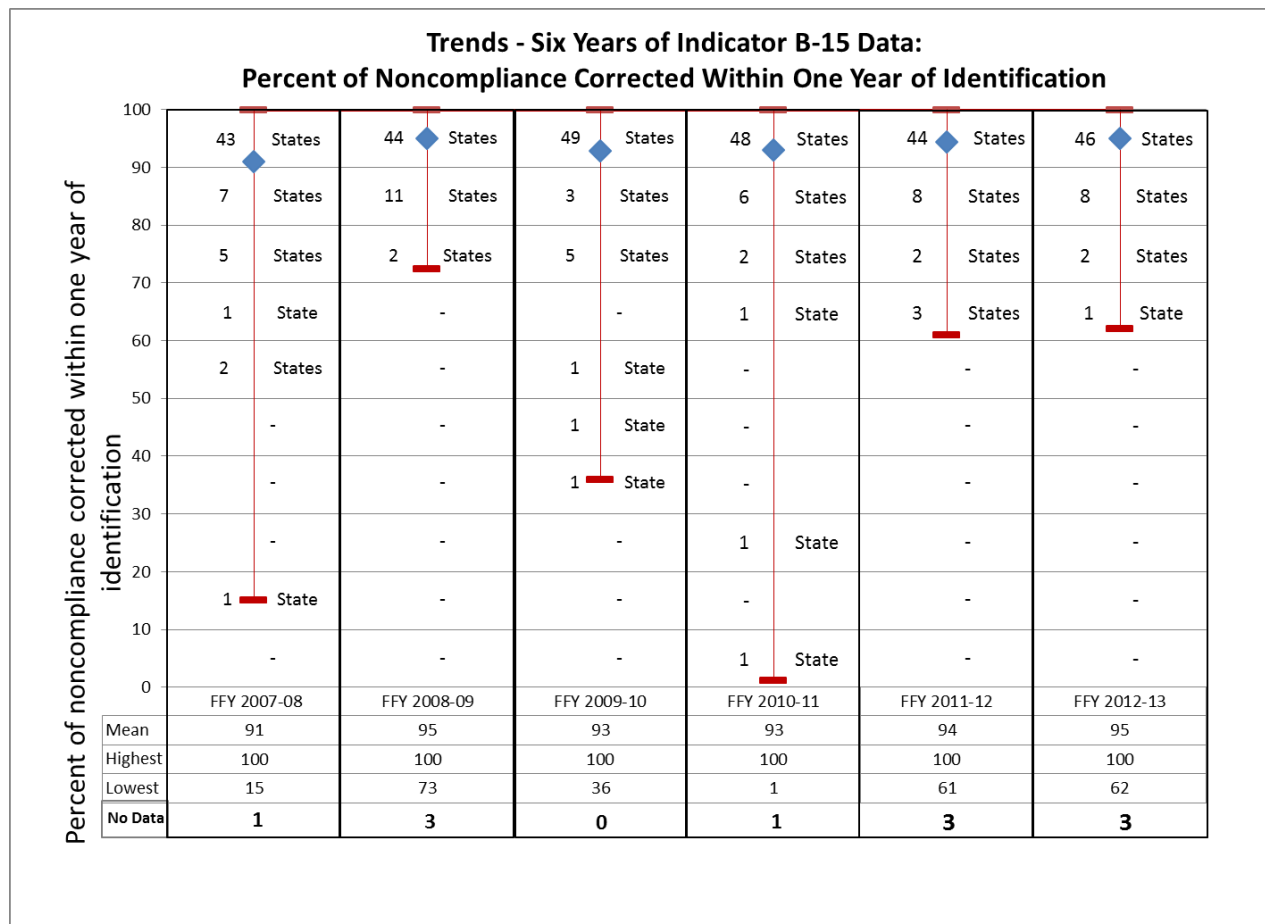


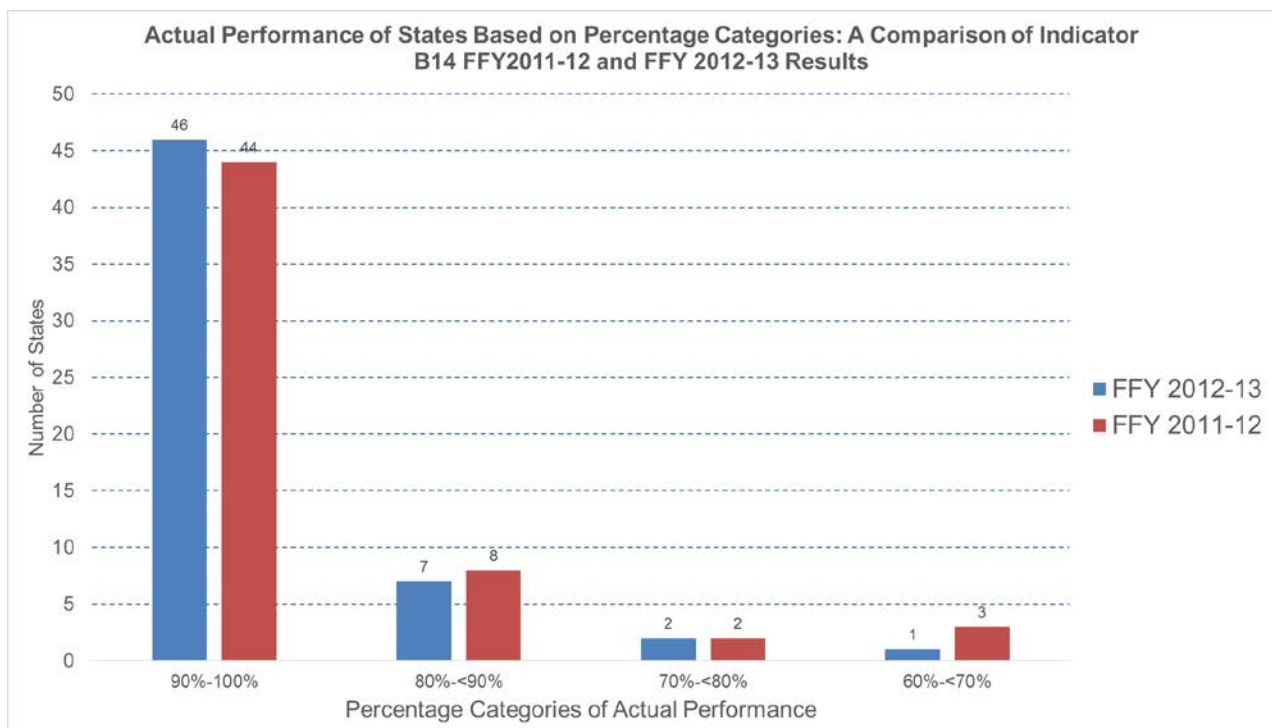
Figure 1 depicts a “high-low” chart which shows the level of change from 2007-08 to 2012-13 with regard to the reported percentages of identification and correction of noncompliance within one year. Each red vertical line capped by small rectangles indicates the range of actual performance percentages states for the time period from FFY 2007-08 to FFY 2012-13. The blue diamond markers on each of the vertical lines represent the average, or mean of actual percentages, for all states for that particular year. For example, the results shown for FFY 2012-13 indicate an average actual performance percentage of 95%—represented by the blue diamond icon. The vertical red line indicates the number of states that fall within each percentage category as indicated by the title and labels on the vertical axis. Thus, one can see that one state obtained an actual performance percentage which fell within the categories ranging from 60% to 70%, while 46 states obtained actual performance percentages which fell within the categories ranging from 90% to 100%. The chart includes data from 56 of 60 possible states and other entities. Three states were not included in the analysis due to data being designated “Not Valid/Reliable” (NVR) by OSEP or other anomalies which did not permit their results being included in the chart.

The general trend observed since FFY 2007-2008 is that states are increasingly showing less variability in their reported actual performance percentages in the ensuing years leading to FFY 2012-13. For example, in FFY 2007-2008, the average (mean) actual performance reported by a state was 91% with a standard deviation of 15.35, which reflects a moderately high level of variability. In FFY 2012-13, however, states demonstrated a higher overall average of 95% and a much lower level of variability as reflected by the standard deviation of 7.75. In general, states average actual performance results tend to vary little across years, as indicated by an average of 91% and standard deviation of 5.14% calculated from the years of FFY 2007-2008 through FFY 2012-2013.

### COMPARISON TO PREVIOUS YEAR'S DATA

The bar chart shown in Figure 2 depicts the actual performance of states based on percentage categories to compare data from FFY 2011-12 (red) with FFY 2012-13 (blue). Each category represents ten percentage points, beginning with the category label of 0% to <10% and terminating at the category, 90% to 100% (shown on the horizontal axis). Note that the chart below begins at the category 60% to 70% to facilitate presentation and interpretation. The columns in the figure reflect the number of states that fell into each category for FFY 2011-12 and FFY 2012-13. For example, the leftmost blue column indicates that 46 states in FFY 2012-13 reported actual performance percentages for Indicator 15 that ranged from 90% to 100%. Likewise, 44 states indicated the same status in FFY 2011-12. With the exception of one state, all of the 58 states of FFY 2011-12 and 56 states in FFY 2012-13 are accounted for in the chart. This exception involved a state which reported an actual performance result for

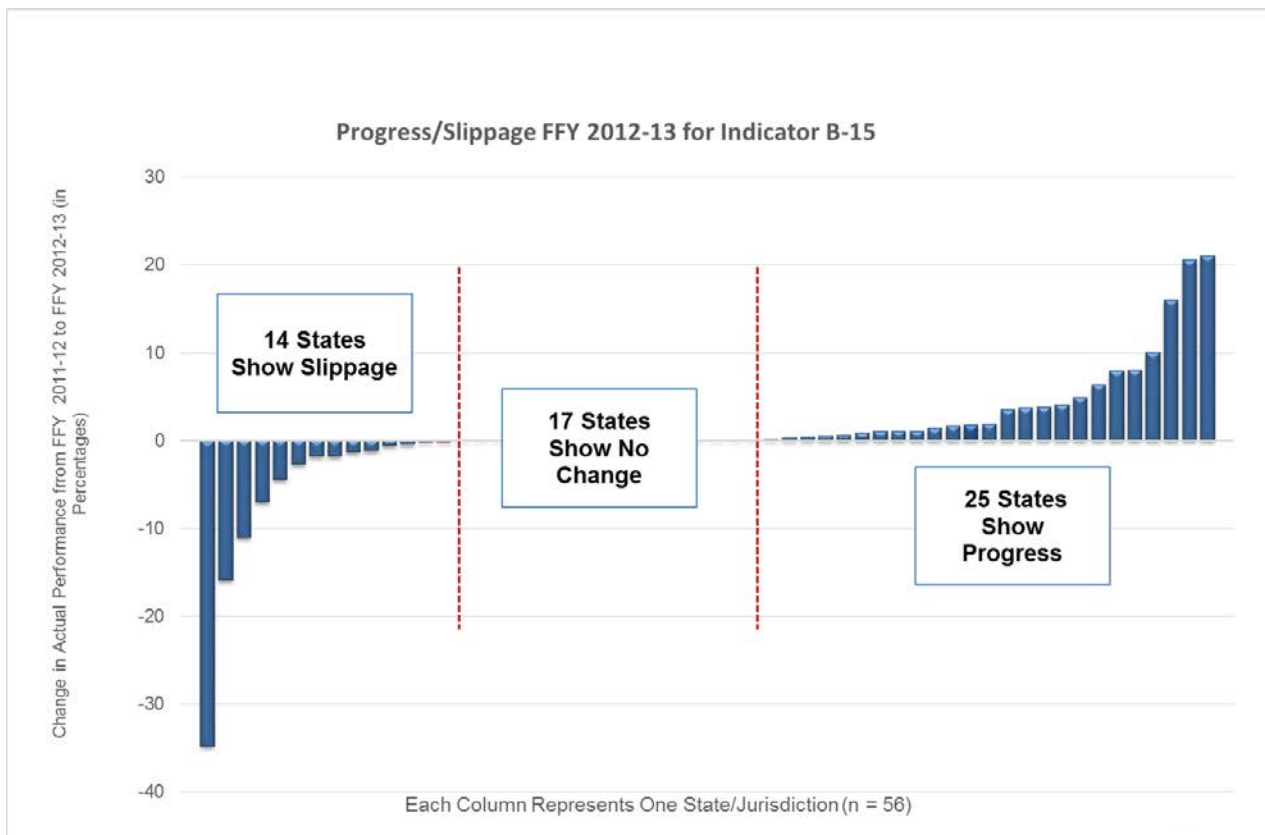
**Figure 2**



FFY 2011-12 that ranged from 0% to <10%, an apparent anomaly which would make the bar chart confusing to the reader. Thus, with the exception of this particular state, the figure shows that no states reported actual performance results less than 60% in either FFY 2011-12 or FFY 2012-13.

The bar chart in Figure 3 summarizes progress and slippage results calculated from the actual performance data of FFY 2011-12 and FFY 2012-13. The bar chart reflects the number of states that demonstrated: (1) slippage, (2) no change, or (3) progress. The chart is based on 56 of the 60 possible states. States missing from this chart were declared either “Not Valid/Reliable” (NVR) by OSEP or did not have the data available to calculate progress/slippage. Of the 56 states that could be included in the analysis, 14 States (25%) showed slippage, 17 states (30%) showed no change, and 25 (47%)

**Figure 3**



showed progress.

With regard to States in which slippage occurred, a mean percentage of -5.96 with a standard deviation of 9.50 and a median of -1.90 was observed. A similar level of variability was also found with those states that showed progress, reflected by a mean percentage of 4.89, a standard deviation of 6.06, and a median of 1.84. These results compare quite favorably in contrast to the actual performance results calculated from

the FFY 2011-12 data. In comparing data from the current year to the FFY 2011-12, a rather precipitous drop was observed in the level of variability in both areas of slippage and progress. For example, the average slippage was calculated at -11.66 with a high level of variability as reflected by the standard deviation of 22.74. Similarly, the mean for states showing progress was 10.97 with an equally high standard deviation of 22.36. The difference in the standard deviations when comparing actual performance results for these two years indicates that states are demonstrating much less “scatter” in their actual performance results on this indicator.

Finally, a comparison was made between states that either “Met” or “Not Met” the target of 100% correction of noncompliance. This comparison was made by examining the FFY 2011-12 actual performance results with those of FFY 2012-13. In both cases, 58 of the 60 possible states were included in the analysis. The states not included in the analysis were due to either being declared by OSEP as “Not Valid/Reliable” (NVR) or where actual performance results data were not available. In examining the data between the two reporting years, it was found that 20 states Met the target and 38 states did not meet the target (i.e. “Not Met”) based on FFY 2011-12 data. For FFY 2012-13, it was found that 24 states Met the 100% target, while 34 did not. Thus, a net increase of four (4) states was observed as meeting the target over the previous year.

## **CONCLUSION**

The six years of data for Indicator 15 shows that state correction of noncompliance has increased from FFY 2007-08. However, since that time, the number of states reporting actual performance results in the 90% to 100% range has varied only slightly, with an overall average percentage of compliance of 91%. It is particularly encouraging, however, that actual performance data in the current reporting year of FFY 2012-13 reflected a much lower level of variability, perhaps an indication that states are becoming more consistent with the way they are reporting results for this indicator.

## **INDICATORS 18 and 19: DISPUTE RESOLUTION**

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

### **INTRODUCTION**

The IDEA requires states receiving grants under Part B to make available four dispute resolution processes, and to report annually to the U.S. Department of Education Office of Special Education Programs (OSEP) on their performance.<sup>5</sup> The processes, which include signed written complaints, mediation, due process complaints, and resolution meetings associated with due process, offer a formal means for resolving disagreements and issues arising under the IDEA.

The following are brief analyses of states' Federal Fiscal Year (FFY) 2012<sup>6</sup> Annual Performance Reports (APRs) for Indicators 18 (Resolution Meetings Resulting in Written Settlement Agreements) and 19 (Mediations Resulting in Written Agreements).

### **DATA SOURCES AND METHODOLOGY**

Sources for this report include FFY 2012 APRs, applicable APR clarifications, and information drawn from CADRE's longitudinal dispute resolution database, which includes data from prior APRs and states' Section 618 reports.<sup>7</sup>

These analyses are specific to state performance on Indicators 18 and 19, and do not present a complete picture of dispute resolution data.<sup>8</sup> Longitudinal dispute resolution data are included in these analyses to demonstrate change over time in state performance for each indicator, including use trends relating to performance rates.

### **SUMMARY BY INDICATOR**

#### **Indicator 18: Resolution Meetings Resulting in Written Settlement Agreements**

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<sup>5</sup> 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).

<sup>6</sup> The reporting period (July 1, 2012-June 30, 2013) began during FFY 2012.

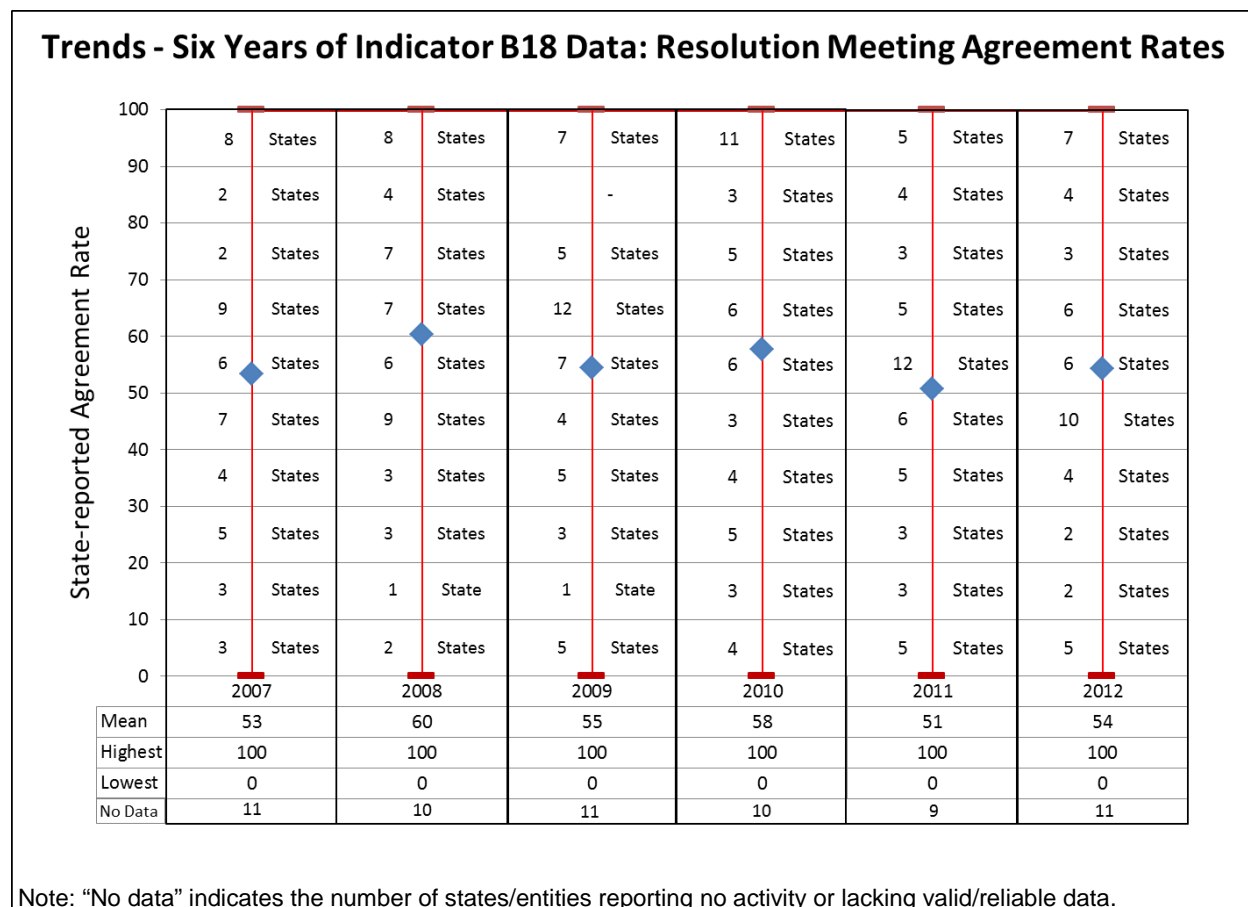
<sup>7</sup> Information in CADRE's national longitudinal dispute resolution database is drawn from the following data sources: 1) from 2004 to the present, dispute resolution activity reported in states' Annual Performance Reports (APRs), first as Attachment 1 and later as Table 7; 2) from 2006 to the present, Section 618 data collected by the Data Accountability Center (DAC) and as of 2011, reported to EDFacts; 3) data published in OSEP's Annual Report to Congress; and 4) data adjustments collected from states by CADRE after OSEP and DAC data were locked.

<sup>8</sup> 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/aprspb.cfm>.

Indicator 18 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 18; however, they are not required to set or meet a performance target if fewer than ten resolution meetings are held in a single year. The performance bands in Figure 1 (below) display states' performance on the percentage of resolution sessions resulting in written settlement agreements across the last six years. Forty-nine states reported Indicator 18 activity in 2012, for a national total of 8,755 resolution meetings and 1,612 written settlement agreements; 11 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.<sup>9</sup> The performance trend for Indicator 18 across all states has remained remarkably consistent over the last six years, at 55%.

**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

<sup>9</sup> In this calculation, all states are represented equally – we consider this the "Senate" view.



rates.

Another way of looking at the data is to calculate a national written settlement agreement rate. This is done by dividing the total number of agreements created (1,612) by the total number of resolution meetings held (8,755).<sup>10</sup> In 2012, the national written settlement agreement rate was 18.4%, which represents a significant drop from 2011 (26.9%).

When looking at the data this way, it is important to note that in 2012, activity in one state accounts for nearly two-thirds (62% or 5,433) of all resolution meetings held. This state also reported a written settlement agreement rate of 6% (325 agreements). If we were to remove this state's data from the aggregate totals, the national agreement rate would increase to 38.7% (3,322 resolution meetings and 1,287 agreements).

Several states commented on their limited ability to affect resolution meeting outcomes, other than ensuring that local educational agencies hold resolution meetings as required by the IDEA. Despite this, there continues to be significant variation among state resolution meeting agreement rates, with some states reporting high performance rates.

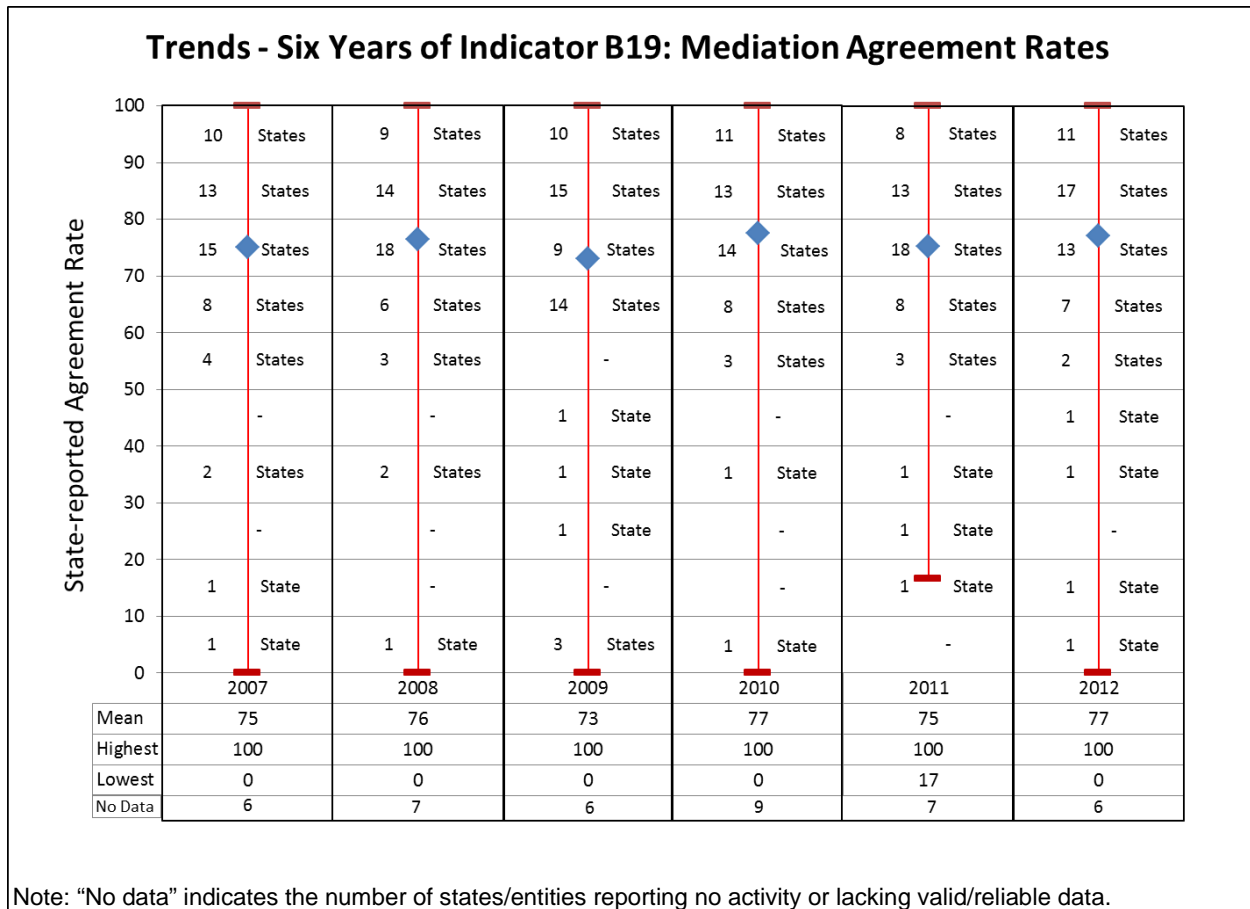
### **Indicator 19: Mediations Resulting in Written Agreements**

Like Indicator 18, Indicator 19 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 19, but are not required to set or meet a performance target if fewer than ten mediations are held in a single year.

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<sup>10</sup> We consider this the "House" view, because states with higher activity levels carry more weight.

Figure 2



The performance bands in Figure 2 display states' performance on the percentage of mediations resulting in agreements during the last six years. In 2012, nine states reported a mediation agreement rate of 100%, while 41 others reported that 70% or more of mediations held resulted in agreements. Over the last six years, the performance trend for Indicator 19 has been relatively flat; in 2012, the mean was 77%.

The total number of mediations held and agreements reached has also remained relatively steady. In 2012, 54 states reported mediation activity, for a national total of 6,189 mediations and 4,318 mediation agreements; six states/entities reported no mediation activity. These numbers correspond with a national mediation agreement rate of 69.8%, which represents a slight uptick from 2011 (68.6%).

States have historically experienced differences in the agreement rates by mediation type (i.e., due process-related mediations versus those not associated with due process) and this information has been included in this annual report in past years. In 2012, seven states did not differentiate between the types of mediation agreements in their Indicator 19 calculations. Absent complete data on the numbers for each type of mediation, differences in agreement rate by mediation type are obscured and are therefore, not included here.

## **INDICATOR 20: TIMELY AND ACCURATE DATA**

Prepared by IDC

### **INTRODUCTION**

Indicator 20 measures the timeliness and accuracy of data reported by states<sup>11</sup> (Section 616 and Section 618 of *IDEA*). The data sources for this indicator are state selected and include data from state data systems and the SPP/APR. Indicator 20 is a compliance indicator. States must meet a target of 100%.

### **DATA SOURCES**

States could, but were not required to, report data for Indicator 20 in the FFY 2012 SPP/APR submitted in February 2014. OSEP used the Indicator B-20 Rubric to calculate the state's data for this indicator based on information states reported in their SPP/APRs (Section 616) and the data logs of each state's data submissions and communications with the ED*Facts* initiative. States had an opportunity to review and respond to OSEP's calculation of their data. States did need to ensure that, following the receipt of their FFY 2012 SPP/APR Response Table, the APR that the state posts on its Web site includes OSEP-calculated data for Indicator 20.

### **METHODOLOGY AND MEASUREMENT APPROACHES**

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

State-reported data, including 618 data, State Performance Plan, and Annual Performance Reports, which should be:

- a. Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity, and educational environments; first Wednesday in November for exiting, discipline, personnel and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort and Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).
- b. Accurate, including covering the correct year and following the correct measurement.

OSEP uses the Part B Indicator 20 Data Rubric to measure the timeliness and accuracy of the Section 616 and Section 618 data submitted by states.

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<sup>11</sup> For the purposes of this report, "states" refers to all 60 Part B grant recipients—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.

IDEA Data Center (IDC) staff summarized the data from all states based on the Indicator B-20 Rubric calculated by OSEP. The data used in this analysis includes the latest iteration of the Indicator B-20 rubric, following the SPP/APR clarification period. These data include OSEP’s verification of the re-submitted data from the states that opted, during clarification week, to recalculate (or requested recalculation of) their rubrics based on changes performed in their FFY 2012 submission as a response to OSEP’s preliminary analysis of the submitted SPP/APR.

## ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS

Based on the review of the 60 FFY 2012 APRs, states have maintained a high level of compliance for Indicator 20, as judged by an overall mean of 97% in the timeliness and accuracy of data reported in FFY 2012 (see Table 1 below).

**Table 1**

### Six Year Trends in Means and Ranges of B20 Data: 2007–08 Through 2012–13

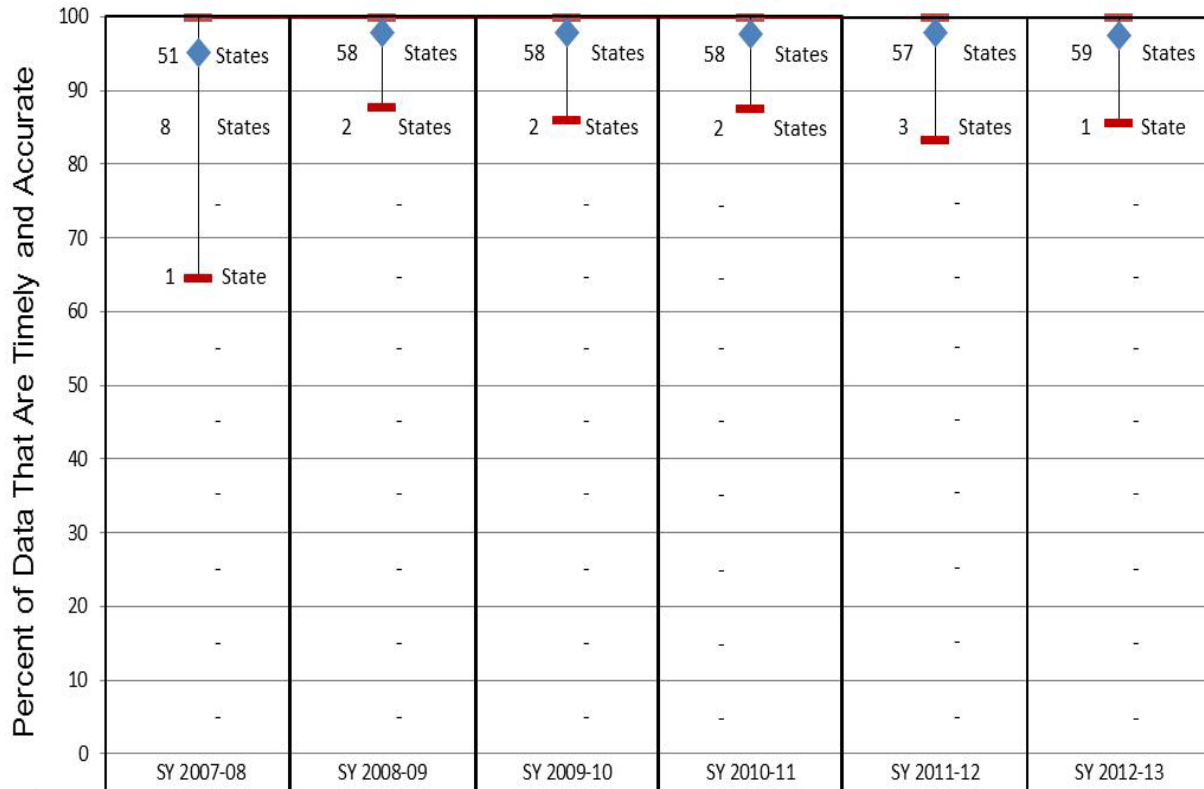
	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Mean	95	98	98	98	98	97
Highest	100	100	100	100	100	100
Lowest	65	88	86	88	83	86
No Data	0	0	0	0	0	0

In FFY 2007, the mean performance reported was 95%, with the lowest state performance rated at 65%. Mean performance increased to 98% from FFY 2008 through FFY 2011. In FFY 2012, the lowest performing state was at the 86% level, a slight increase when compared to 83% for the lowest performing state in FFY 2011.

Trend data also indicate that in FFY 2012, 59 of the 60 states achieved timeliness and accuracy of their data submissions at a level of 90% or above for this compliance indicator, a slight increase from FFY 2011 when 57 of the 60 states achieved timeliness and accuracy of their data submissions at a level of 90% or above (see Figure 1 below).

Figure 1

**Trends - Six Years of Indicator B20 Data:  
Percent of Data That Are Timely and Accurate**



Further analysis of the data indicates that 51 of the 60 states achieved timeliness and accuracy of their data submissions at a level of 95% or above, while 24 of the 60 states met the performance target in FFY 2012, that is, reached 100% compliance for timeliness and accuracy of data reported for Sections 616 and 618 of *IDEA*.

When comparing each individual state's FFY 2012 data to the previous SPP/APR submission,

- Fourteen of the 60 states (23%) showed progress from the prior year, while 23 states (38%) showed slippage from FFY2011. Most of the state performance changes (31 of the 37, or 84%) were small (within  $\pm 5$  percentage points).
- Twenty-three states (38%) showed no change from FFY 2011 to FFY 2012. Nineteen of these maintained the target of 100% compliance from the prior year.