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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 2011 Annual Performance Reports (APRs) and the revised State Performance Plans (SPPs), which were submitted by states to OSEP in February of 2013. 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 and territories, as well as 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 graduation rate calculation and timeline established by the Department 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 2011 APR, use data from the 2010-2011 school year), and compare the results to the target for the school year.” 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 2007-08 school year and graduating by the end of the 2010-11 school year.

*# of cohort members receiving a regular HS diploma by end of the 2010-11 school year*

---

*# of first-time 9th graders in fall 2007 (starting cohort) + transfers in – transfers out – emigrated out – deceased during school years 2007-08 through 2010-11*

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. Several states have taken advantage of this option, and 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 to report using a different calculation method or data set.

## CALCULATION METHODS

States were required to implement the new adjusted cohort rate calculation in the 2010-11 school year. Most states have officially adopted this calculation method, though based on the phrasing in the APRs, it was unclear whether some states that reported they were using an adjusted cohort rate were perhaps reporting estimated cohort rates (AKA leaver rates). In FFY 2011, 47 states (78%) reported using the required adjusted cohort calculation. Of the remaining 14 states, nine (15%) 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

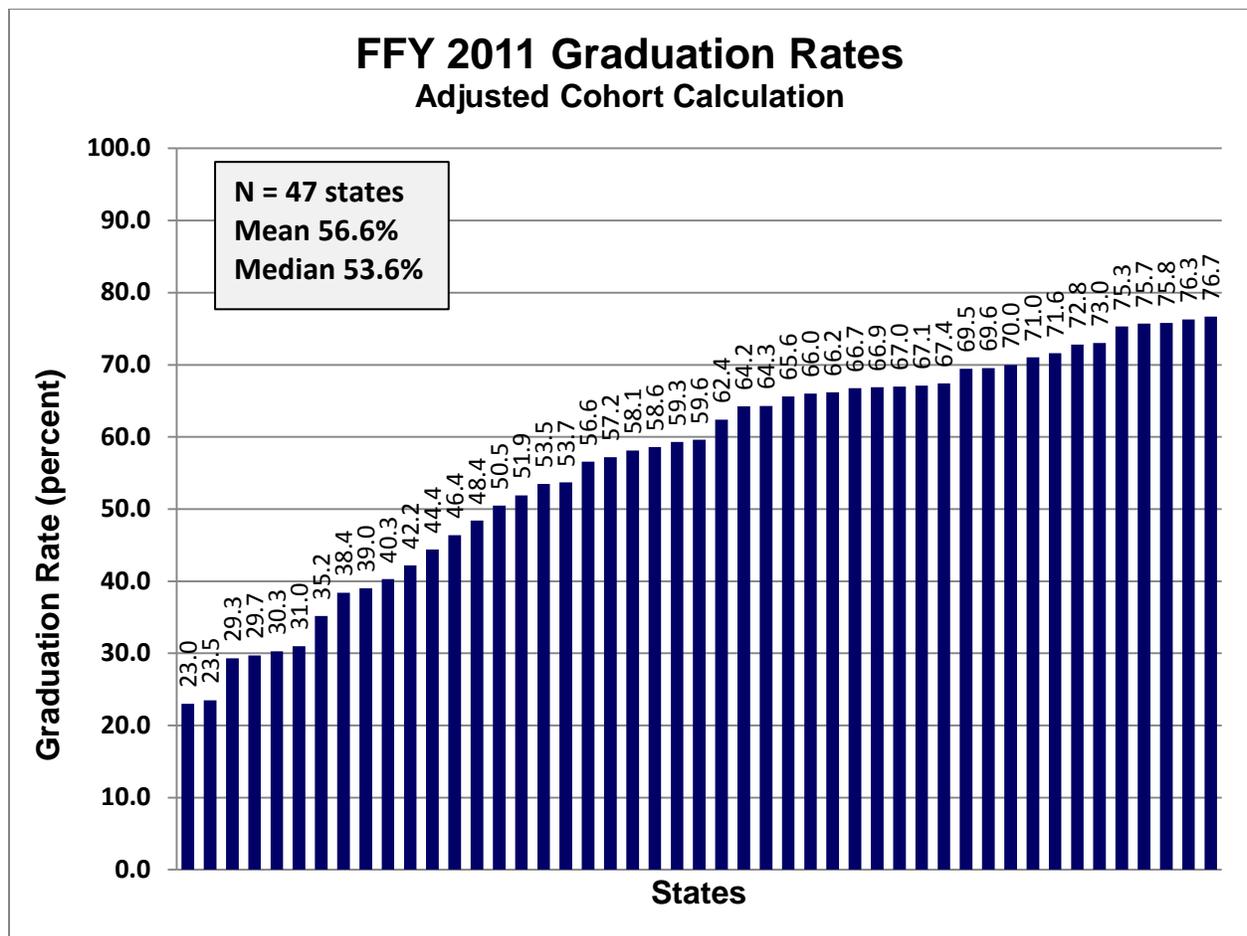


Figure 2

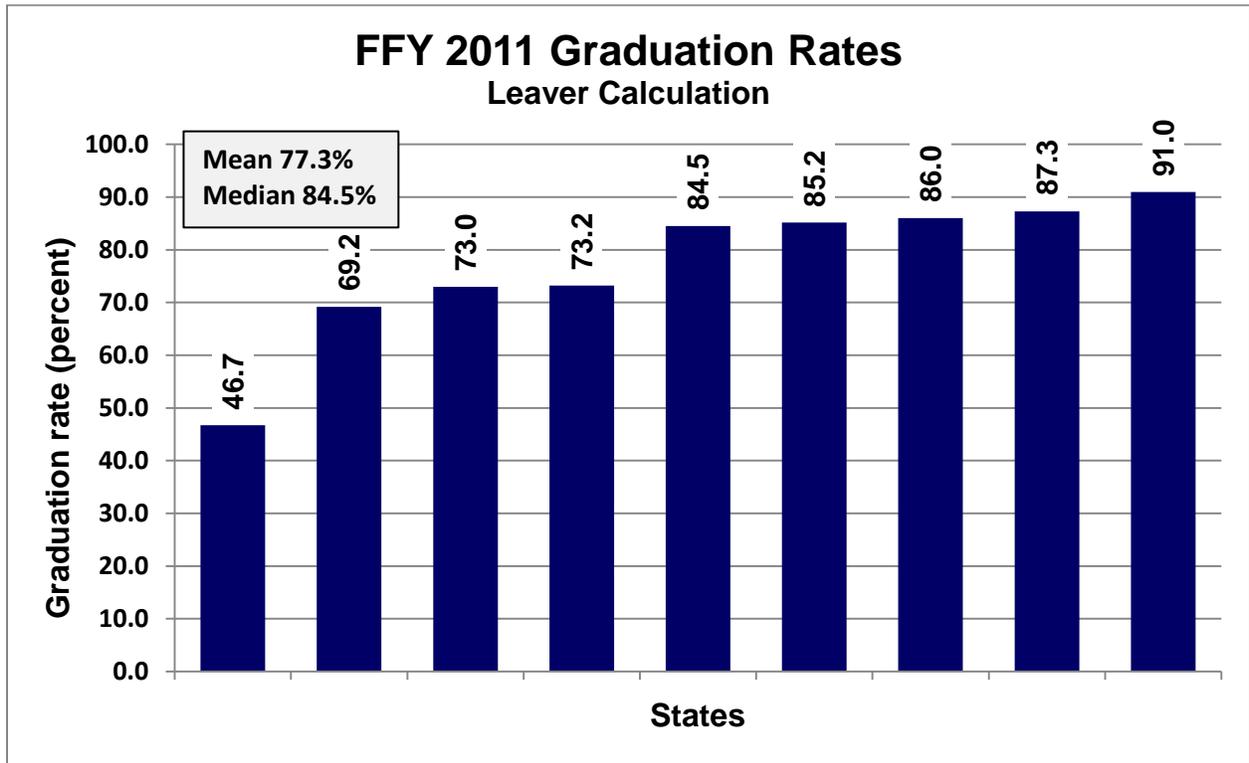


Figure 3

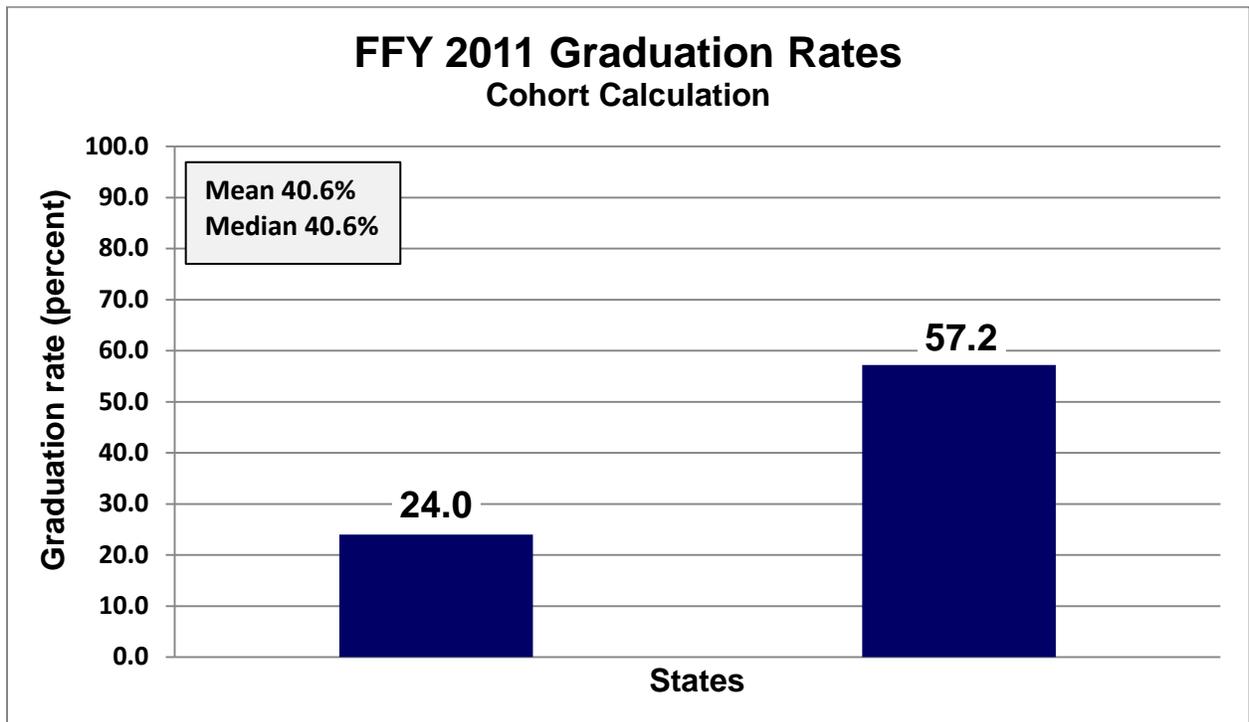
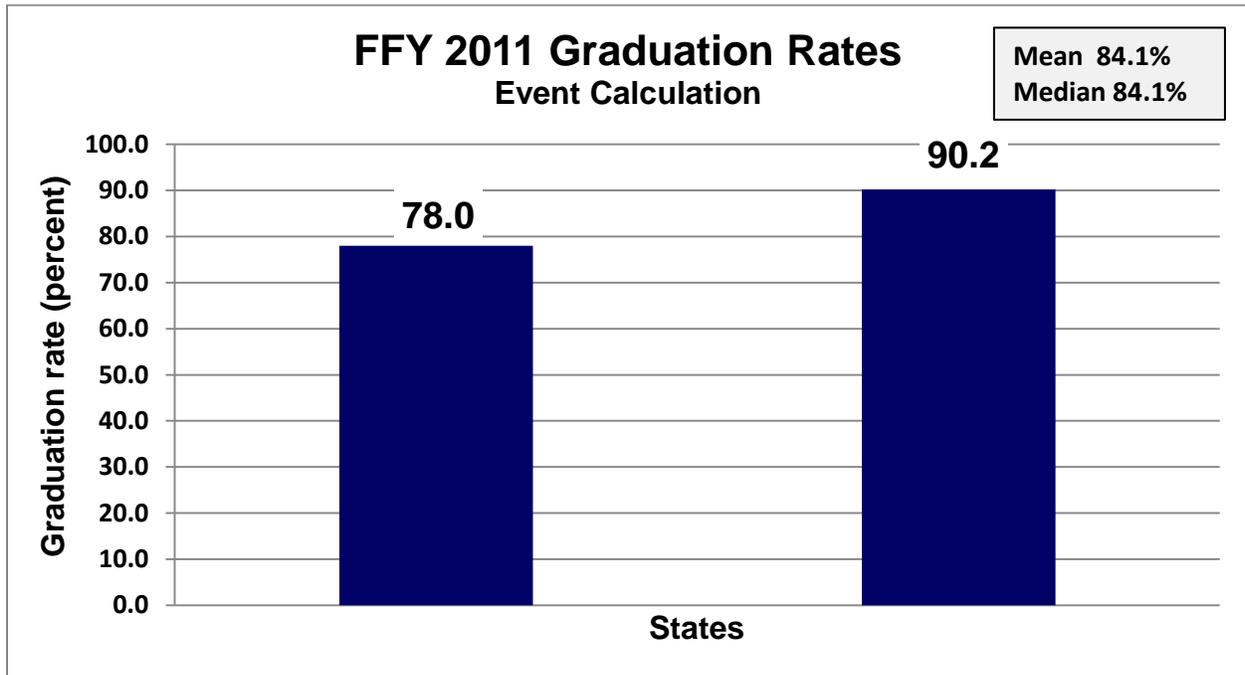


Figure 4



### STATES' PERFORMANCE ON THE INDICATOR

In FFY 2011, states' targets for improvement ranged from 24.0% to 90.0%. As was the case last year, the average state target was 72.8% and the median was 80%. As shown in Figure 5, 12 states (20%) met or exceeded their FFY 2011 graduation rate targets and 48 states (80%) did not. These results are down from FFY 2010, during which 17 states (28%) met their graduation rate targets. As was the case in FFY 2010, five (8%) of the states that met their graduation target for FFY 2011 also met their dropout rate target.

Figure 6 shows that 22 states or 37% made progress and improved their rates, whereas 26 states (43%) reported a decrease (slippage) in their graduation rates from FFY 2010. Twelve states (20%) switched to a new calculation method or established a new baseline, and thus could not report progress/slippage. In those states which made progress, the mean increase in the graduation rate was 5.0% with a median of 2.4% (N=22 states). The mean amount of slippage in states whose rates decreased was -5.0% with a median of -2.6% (N=26 states).

The graduation rates of those states with very low numbers of students with disabilities fluctuated widely from last year. This was unremarkable, because in these states, small

fluctuations in the number of graduates can yield dramatic swings in the graduation rate from one year to the next.

Figure 5

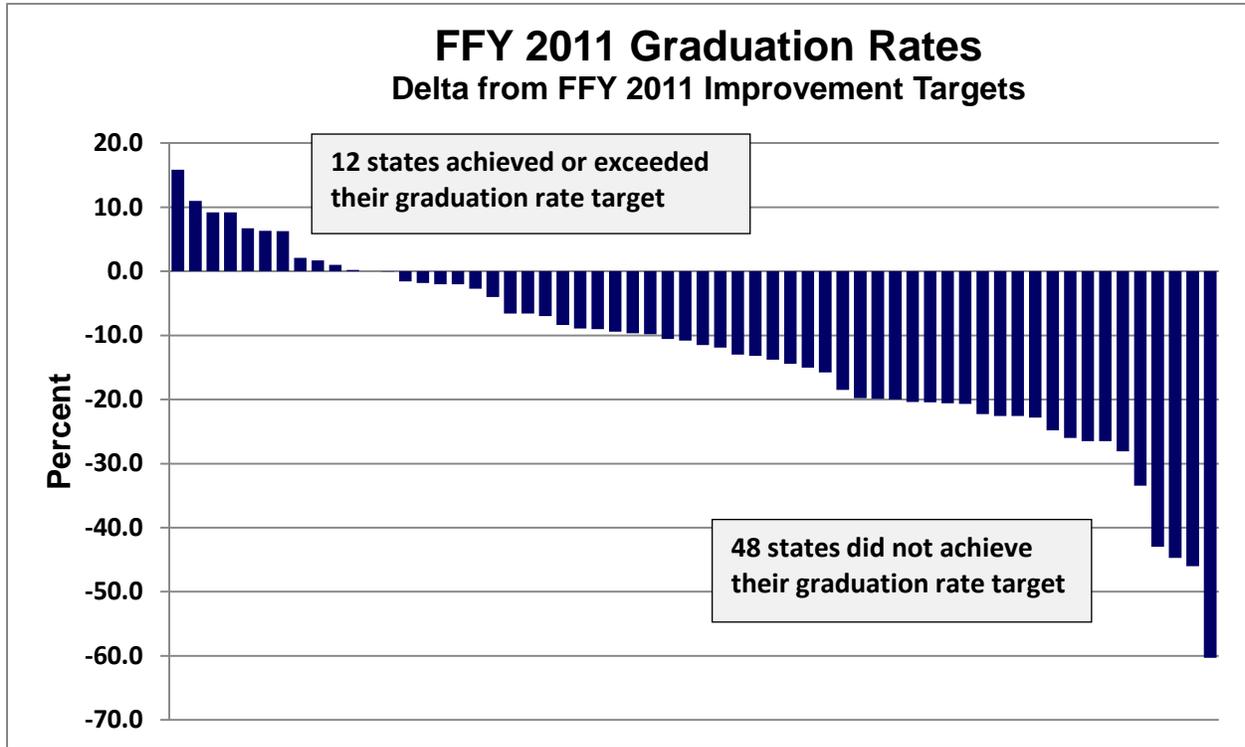
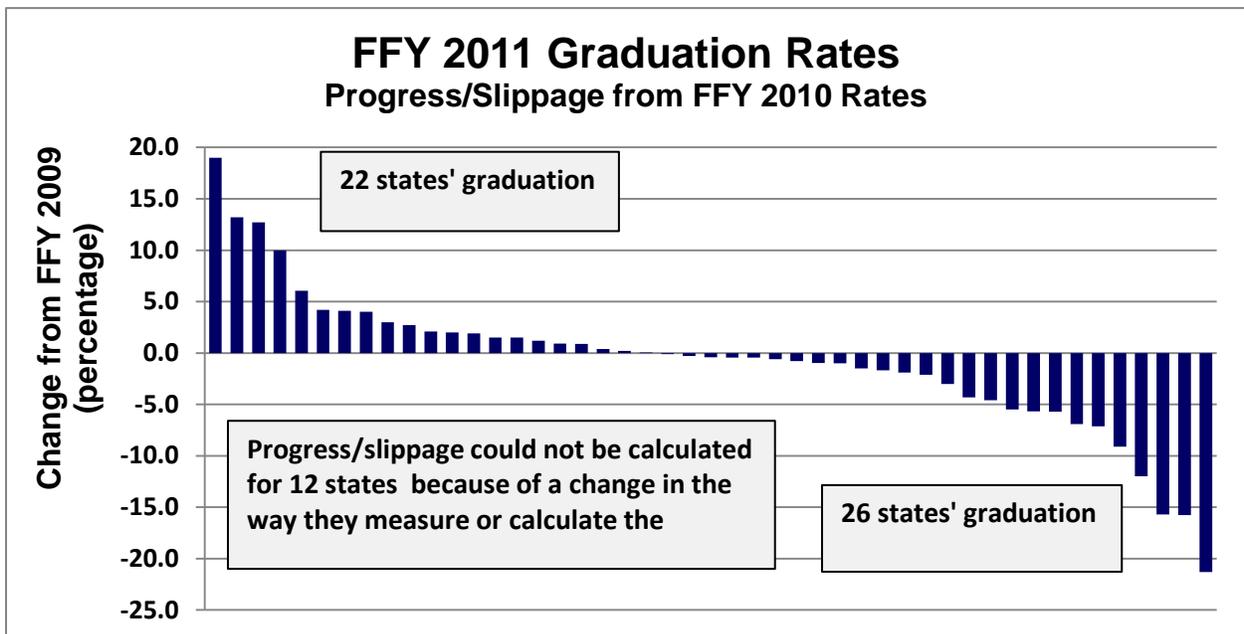


Figure 6



## **INDICATOR 2: DROPOUT 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 2—Dropout—from the FFY 2011 Annual Performance Reports (APRs) and the revised State Performance Plans (SPPs), which were submitted to OSEP in February of 2013. 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 N009 or via DANS using Part B Exiting Table 4."

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 a December 11, 2012 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 the 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 2011 APRs were calculated using one of four methods: an event (annual) rate calculation, an adjusted cohort rate calculation (as for Indicator B-1), the exiter rate described in the OSEP measurement table, or a leaver (estimated cohort) rate calculation.

Event rate calculations, reported this year by the vast majority of states (43 states, or 72%), 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.

The next most frequently reported type of rate, the adjusted cohort calculation, tends to yield 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. It is adjusted to reflect changes in cohort membership that result from transfers and death. Eight states (13%) reported a cohort-based dropout rate this year.

Seven states (12%) reported using the new OSEP exiter rate in this APR. This rate 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 does offer a single, standard measure that permits comparison of dropout rates across all states, as the §618 exiting data are reported in a standard manner by all states.

Finally, two states (3%) calculated leaver rates this year. These rates provide an estimate of the dropout rate for a cohort of students. Calculations of this type generally result in rates that approximate true cohort-based rates in magnitude. They are generally higher than event-rate calculations.

A few states calculated and reported more than one type 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.

Figures 1 – 4 show states' dropout rates, based on the method employed in calculating their dropout rate for the FFY 2011 APR (using SY 2010-11 data). Please note that the Y-axis (vertical axis) scales differ among these four figures.

Figure 1

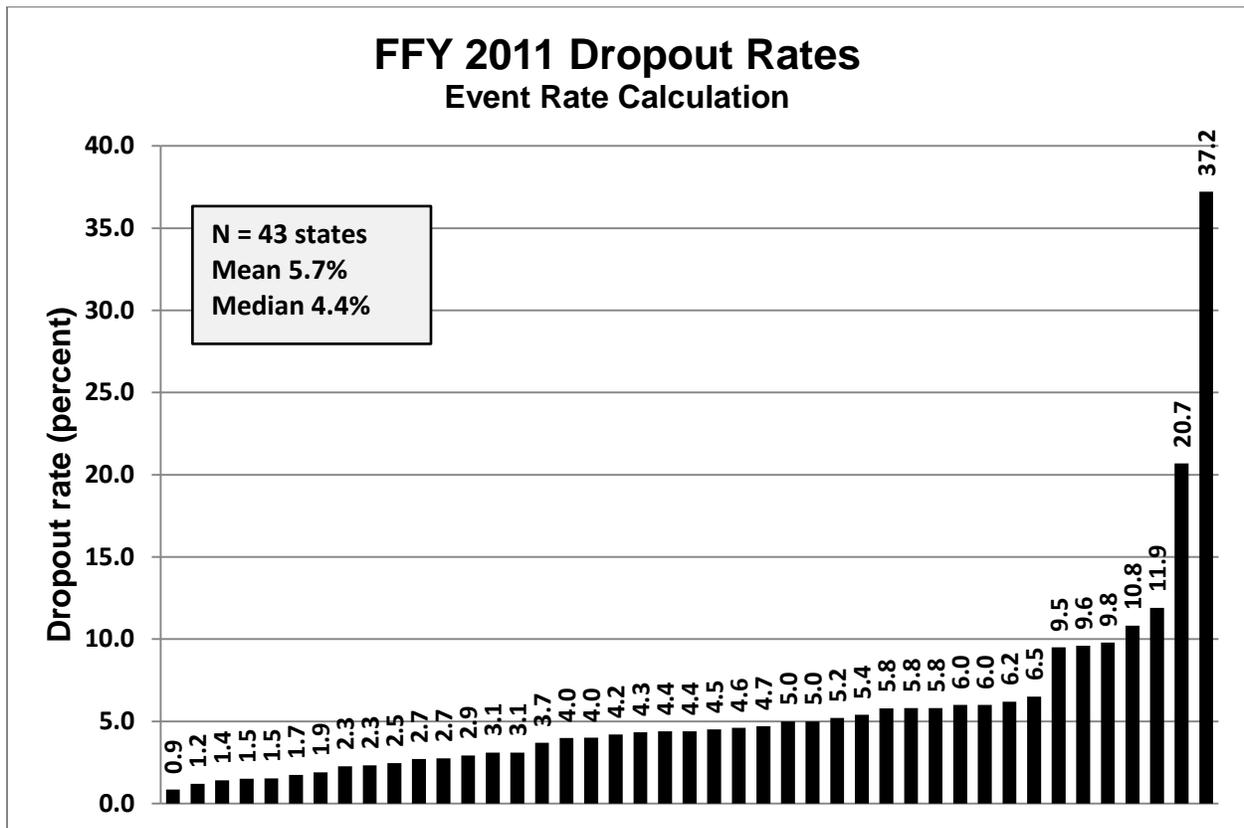


Figure 2

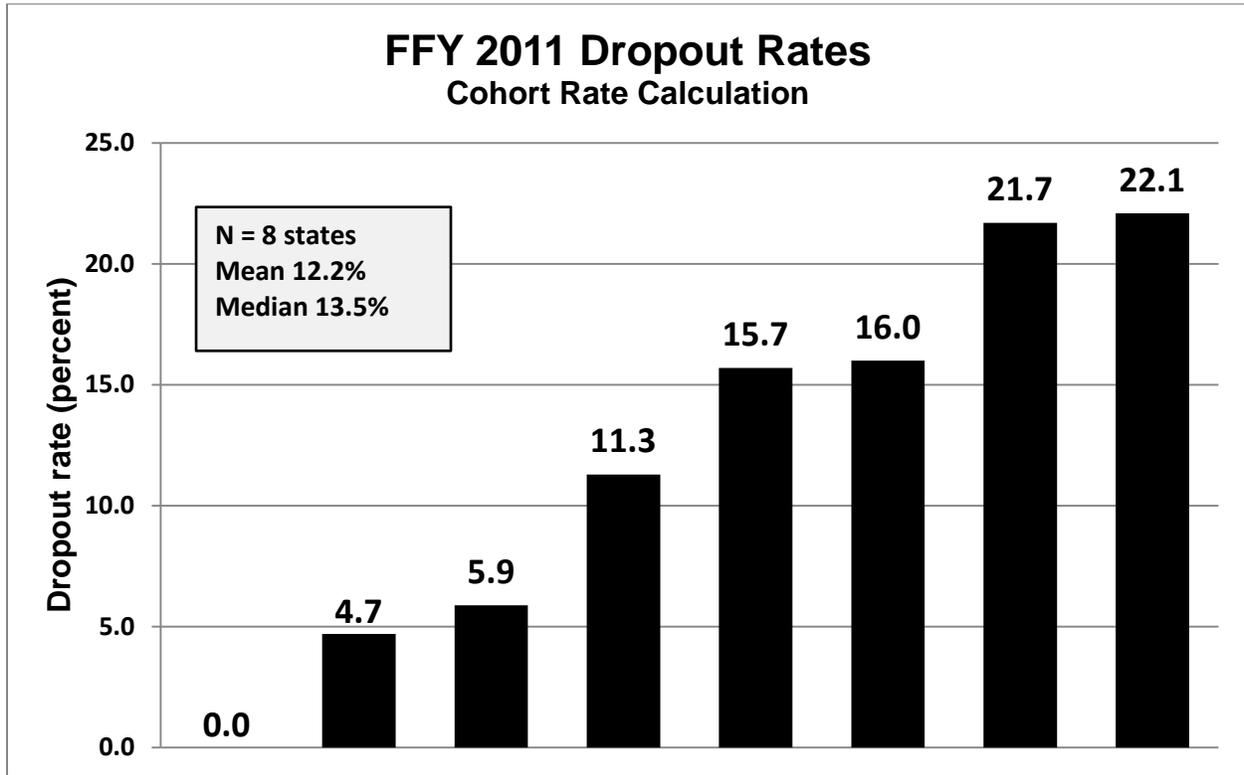


Figure 3

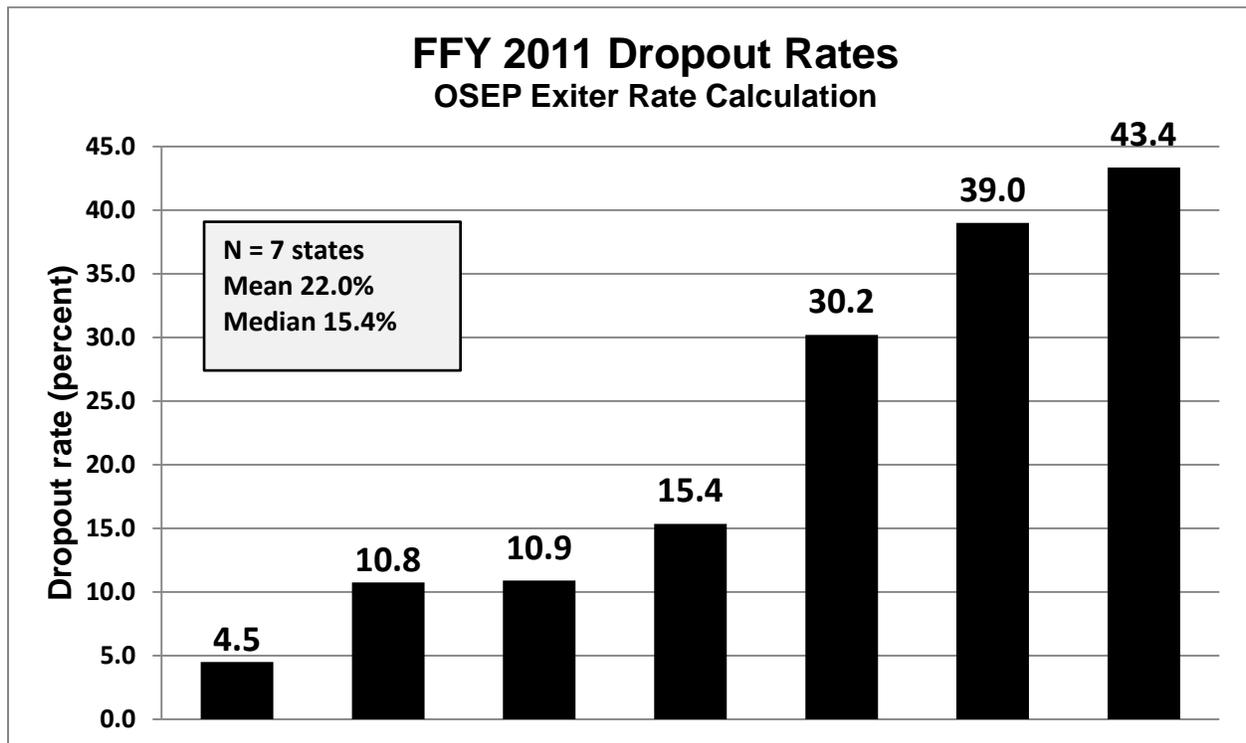
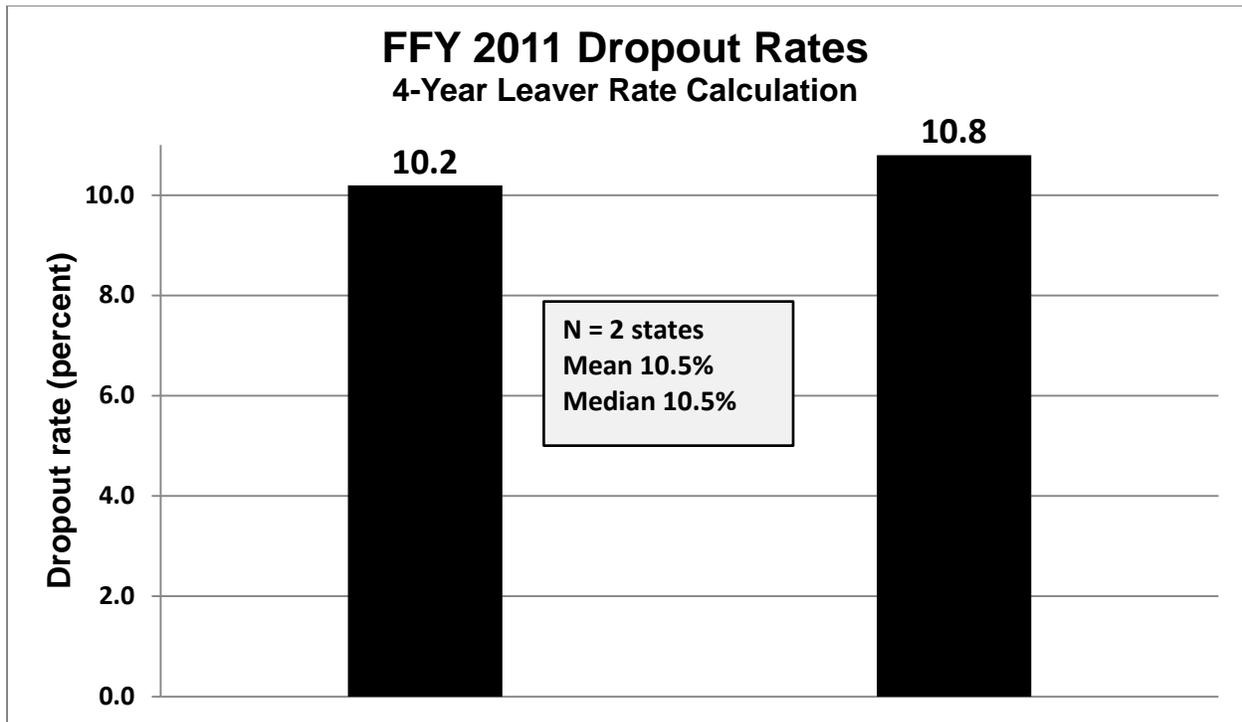


Figure 4



### STATES' PERFORMANCE ON THE INDICATOR

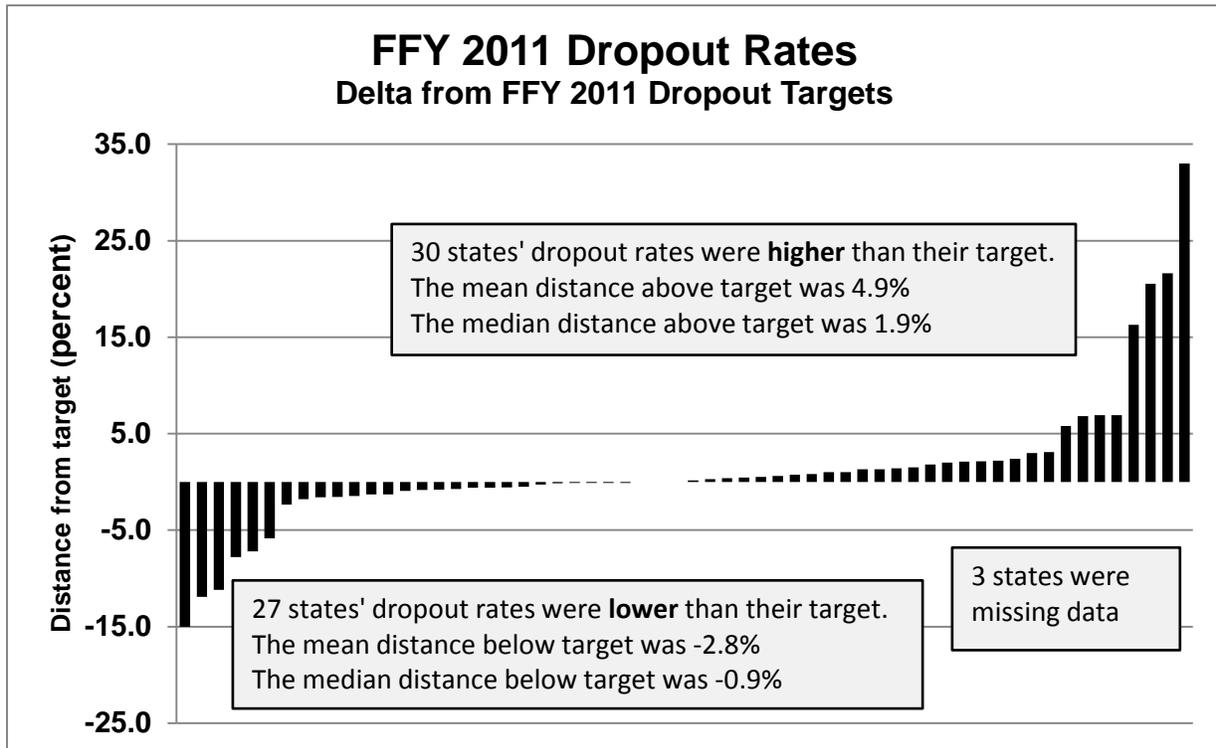
Because states are not required to specify dropout-rate targets under ESEA, they have continued using their SPP targets for improvement. In FFY 2011, 27 states (45%) met their SPP performance target for Indicator 2 and 30 states (50%) missed their target.

It must be noted that seven states (12%) adopted OSEP's new exiter rate in FFY 2011; however, not all of them revised their dropout rate targets. Some of these states compared their FFY 2011 rate under the new calculation with their old SPP improvement target. Similarly, in the progress/slippage calculation, some states compared the rate from the new formula with last year's rate, which was calculated using their old method. So, while the number of states that met their target under this year's APR is lower than the number from last year's APR (45% versus 60%), it should be realized that the aforementioned factors are likely having an impact.

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. The mean amount by which states outperformed their dropout target was  $-2.8\%$  (median  $-0.9\%$ );

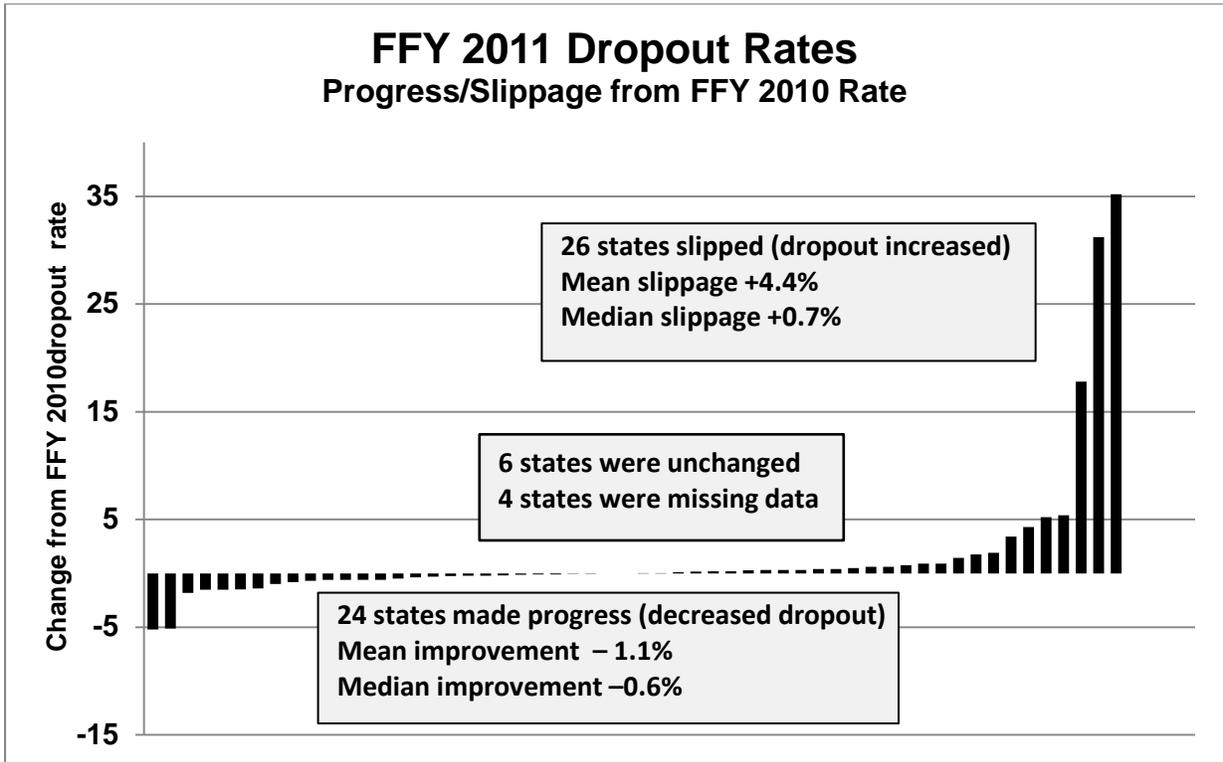
the mean amount by which states missed their dropout target was 4.9% (median 1.9%). Figure 5 shows the amount by which each state surpassed or missed its dropout rate target. Note: to meet the target on this indicator, a state must be at or below the dropout rate target value they specified in the SPP.

Figure 5



As illustrated in Figure 6, 24 states (40%) made progress, lowering their dropout rate. The mean amount by which these states lowered their dropout rates was -1.1%, with a median value of -0.6%. In FFY 2011, 28 states (47%) experienced slippage and saw dropout rates increase. The mean amount of increase in these states' dropout rate was 4.4%, with a median value of 0.7%. In six states (10%) dropout rates remained unchanged from the previous year. To contrast this, in FFY 2010, dropout rates increased in 22 states (37%), with a mean increase of 1.9% and a median value of 0.9%.

Figure 6



## **INDICATOR 3: ASSESSMENT**

Prepared by National Center on Educational Outcomes (NCEO)

### **INTRODUCTION**

The National Center on Educational Outcomes (NCEO) analyzed the information 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 2011-2012 state assessments. States submitted their data in February 2013 using baseline information and targets (unless revised) 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 RRCP Web site in February through May 2013. We entered data into working documents from original APR submissions and then, following the late-April to mid-May 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 analyses in this report, we used only the information that states reported in their APRs for 2011-2012 assessments.

## METHODOLOGY & MEASUREMENT APPROACHES

Three components comprise the data in Part B Indicator 3:

- 3A is the percent of districts (based on those 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 (based on grade-level, modified or alternate achievement standards) for children with IEPs (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 provided only an overall data point.

### 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 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 is a single district. Thirty-seven regular states reported AYP data in their APRs in a way that the data could be aggregated across states. Nine states provided data broken down by content area (7 states), or grade level (5 states). Three of these states provided data broken down both ways.

**Figure 1**  
**Ways in Which Regular and Unique States Provided AYP Data**

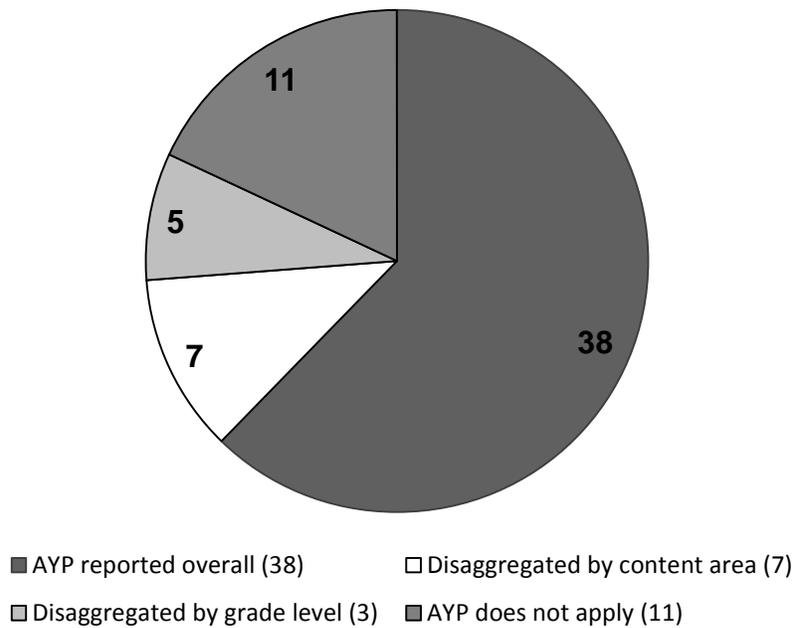
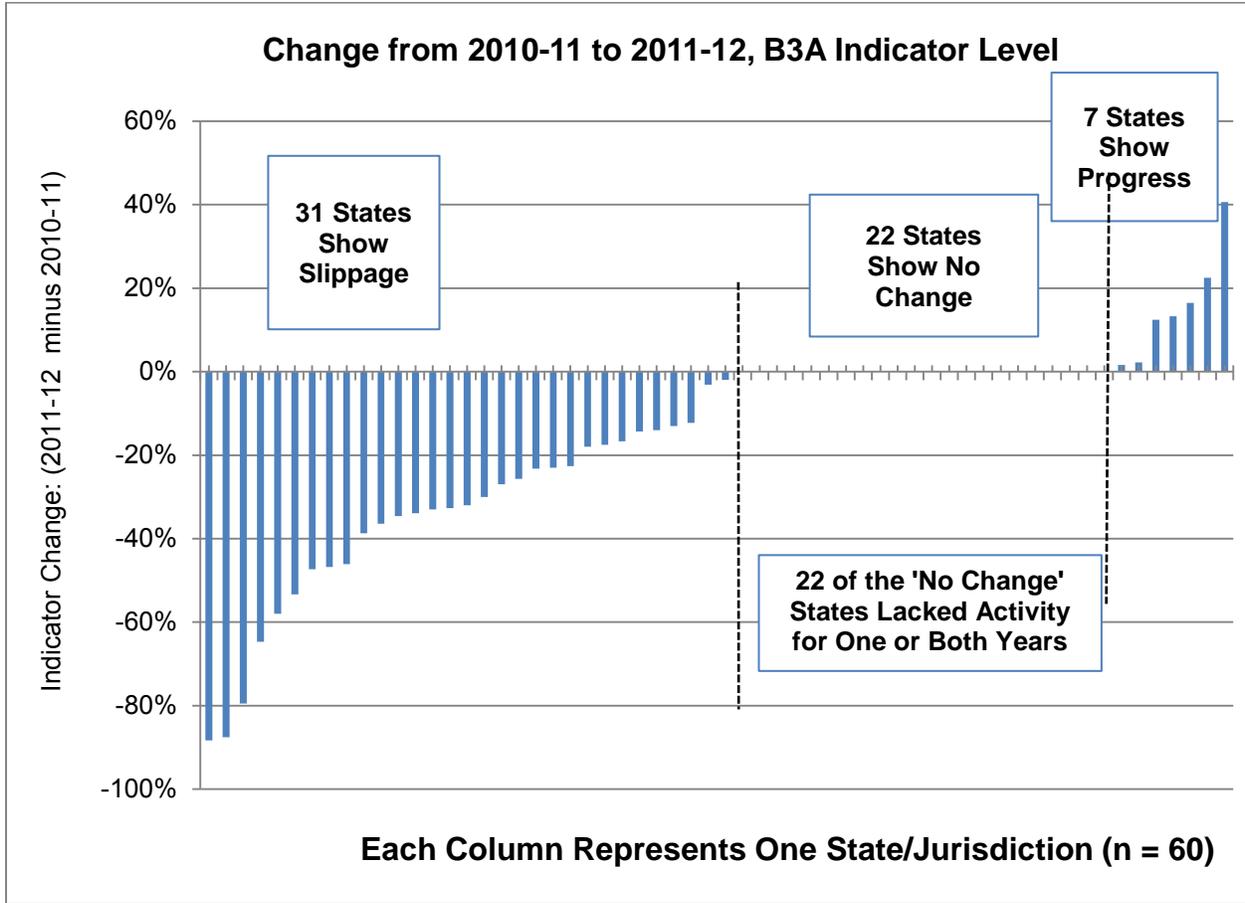


Figure 2 shows change data, which ranges widely across these states. Thirty-eight regular states reported overall information for AYP in 2010-2011 and 2011-2012 used in cross-year data comparisons. (Note that none of the unique state entities reported data related to AYP.) Of these 38 states, 7 showed year-to-year increases, ranging from 2% to 41%, with an average of 15.7% increase, and a median of 13%. Year-to-year decreases were experienced by 31 states, ranging from 2% to 88%, with an average of 35%, and a median of 32%. No states with data for 2010-2011 and 2011-2012 experienced no change in AYP across the two years. Several states (N=22) reported data by grade level or by content area, making comparable change observations not appropriate.

Figure 2

Percentage of Change for AYP in Regular and Unique States from 2010-11 to 2011-12



Note: AYP does not apply to eleven states/state entities; these states are included in the 'No Change' states.

## **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 (participation rates) was 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.

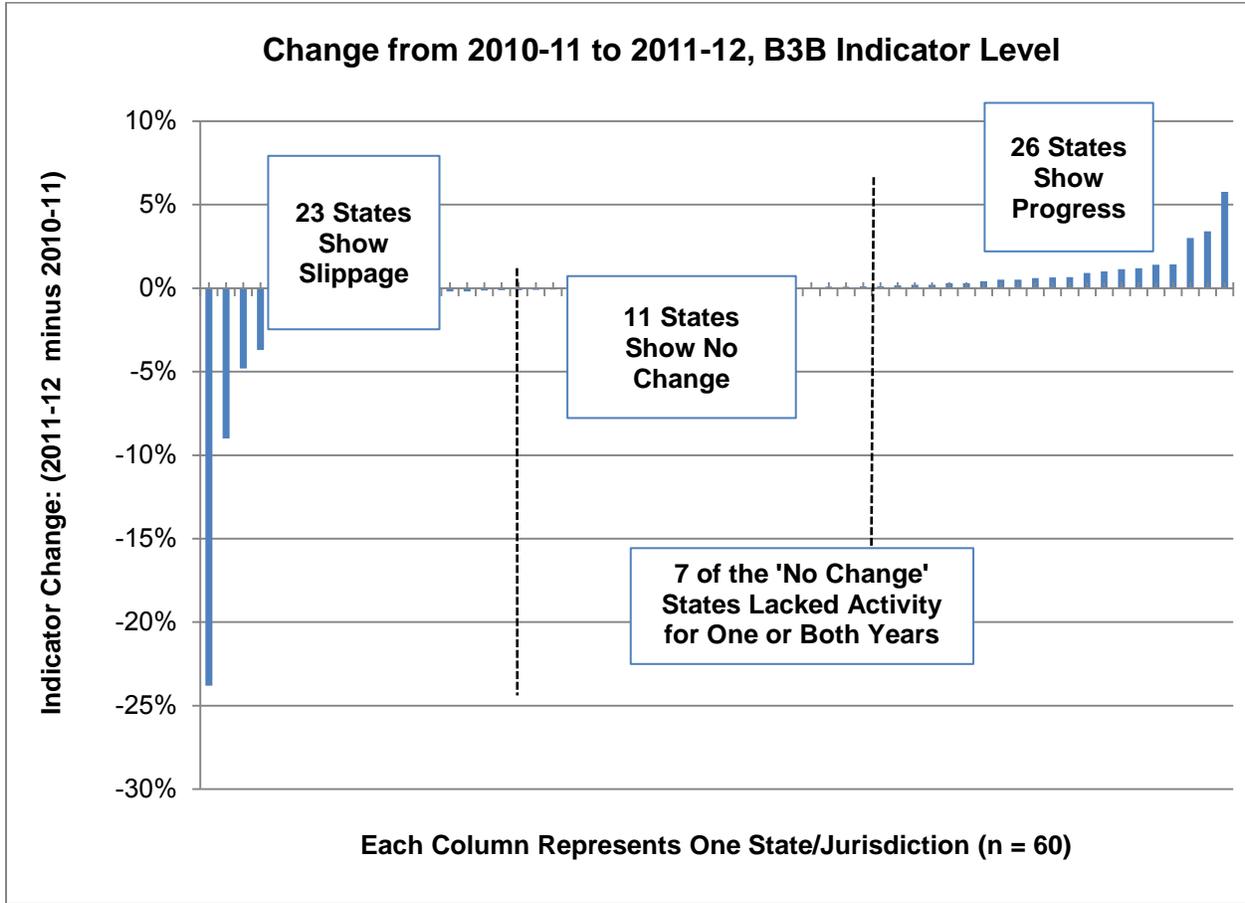
### **Mathematics**

Fifty regular and ten unique states provided data for student participation on statewide mathematics assessments for students with disabilities in the 2013 APRs. The average participation rate on 2011-2012 mathematics assessments across all states (with sufficient data) was 96.21%. No states or state entities reported a participation rate of 100%. Fifteen states and one unique state entity reported participation rates of 99.0% or more. Thirty-four regular states, and 5 unique states, reported participation rates between 95.0% and 98.9%.

Figure 3 shows year-to-year changes in mathematics participation rates. Fifty-three regular and unique states reported overall information for student participation in 2010-2011 and 2011-2012 used in cross-year comparisons. Of these 53 states, 26 showed year-to-year increases, ranging from 0.01% to 5.76%, with an average of 0.93% progress, and a median of 2.89%. Year-to-year decreases were experienced by 23 states, ranging from 0.01% to 23.8%, with an average of 2.29%, and a median of 11.9%. Four states with sufficient data experienced no change in student participation across the last two years; the remaining seven states were missing data for one or both years.

Figure 3

Percentage of Change for Student Participation in Mathematics Large-Scale Assessment within Regular and Unique States



Reading

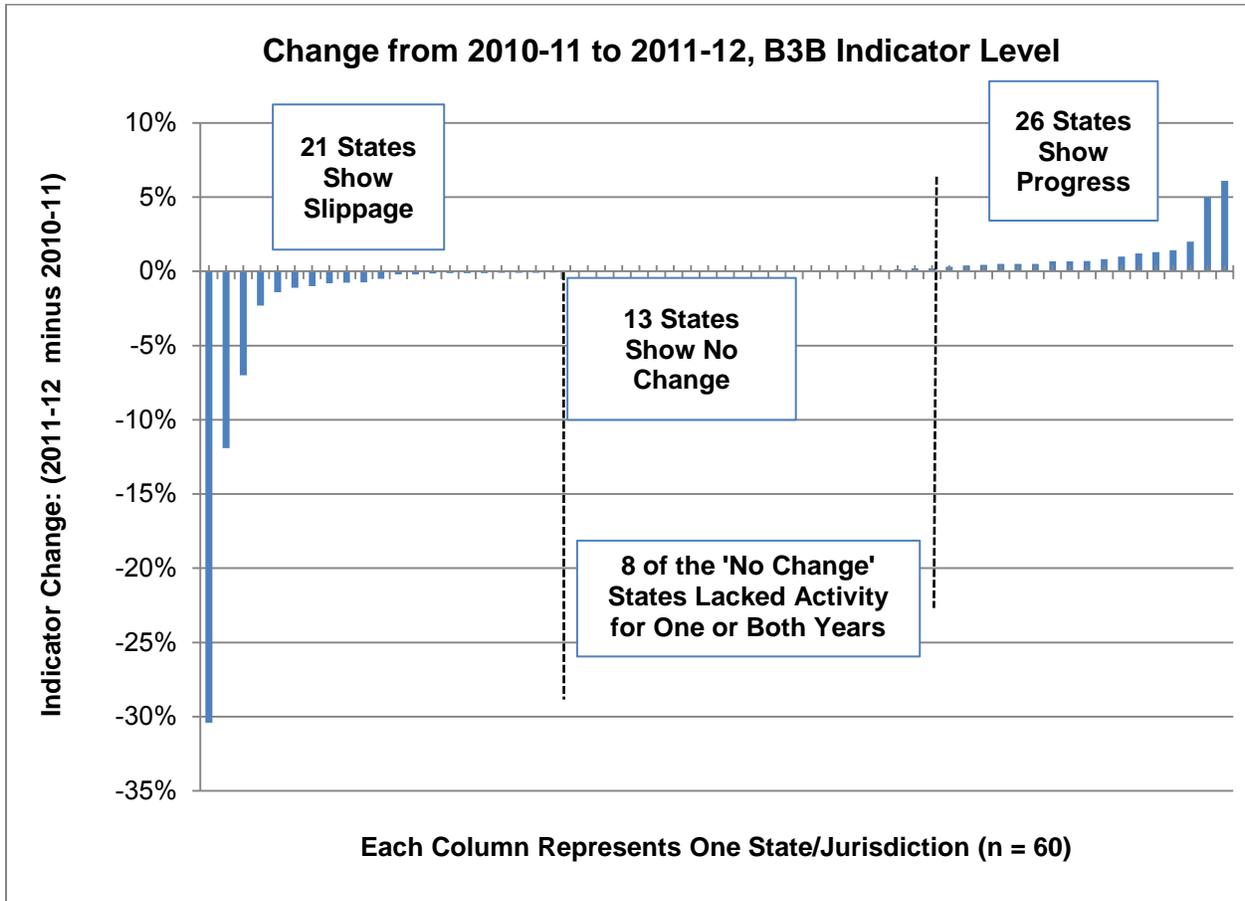
Fifty regular and ten unique states provided data for student participation on statewide reading assessments for students with disabilities in the 2013 APRs. The average participation rate on 2011-2012 reading assessments across all states (with sufficient data) was 96.31%. No states or state entities reported a participation rate of 100%. Fifteen states and one unique state entity reported participation rates of 99.0% or more. Thirty-four regular states, and five unique states, reported participation rates between 95.0% and 98.9%. The lists of states with these reading assessment participation rates were not identical to the lists for mathematics, but many were the same states.

Figure 4 shows year-to-year changes in reading participation rates. Fifty-two regular and unique states reported overall information for student participation in 2010-2011 and 2011-2012 used in cross-year comparisons. Of these 52 states, 26 showed year-to-year increases, ranging from 0.1% to 6.1%, with an average of 1.0% progress, and a

median of 0.5%. Year-to-year decreases were experienced by 21 states, ranging from 0.1% to 30.4%, with an average of 2.8%, and a median of 0.5%. Five states with sufficient data experienced no change in student participation across the last two years; the remaining eight states were missing data for one or both years.

**Figure 4**

**Percentage of Change for Student Participation in Reading Large-Scale Assessment within Regular and Unique States**



## **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 2011-2012 mathematics assessment proficiency data. The same 35 regular states and 9 unique states reported 2011-2012 reading assessment proficiency data. Data for the proficiency sub-indicator had other differences between content areas, and separate analyses were completed and are presented in this section.

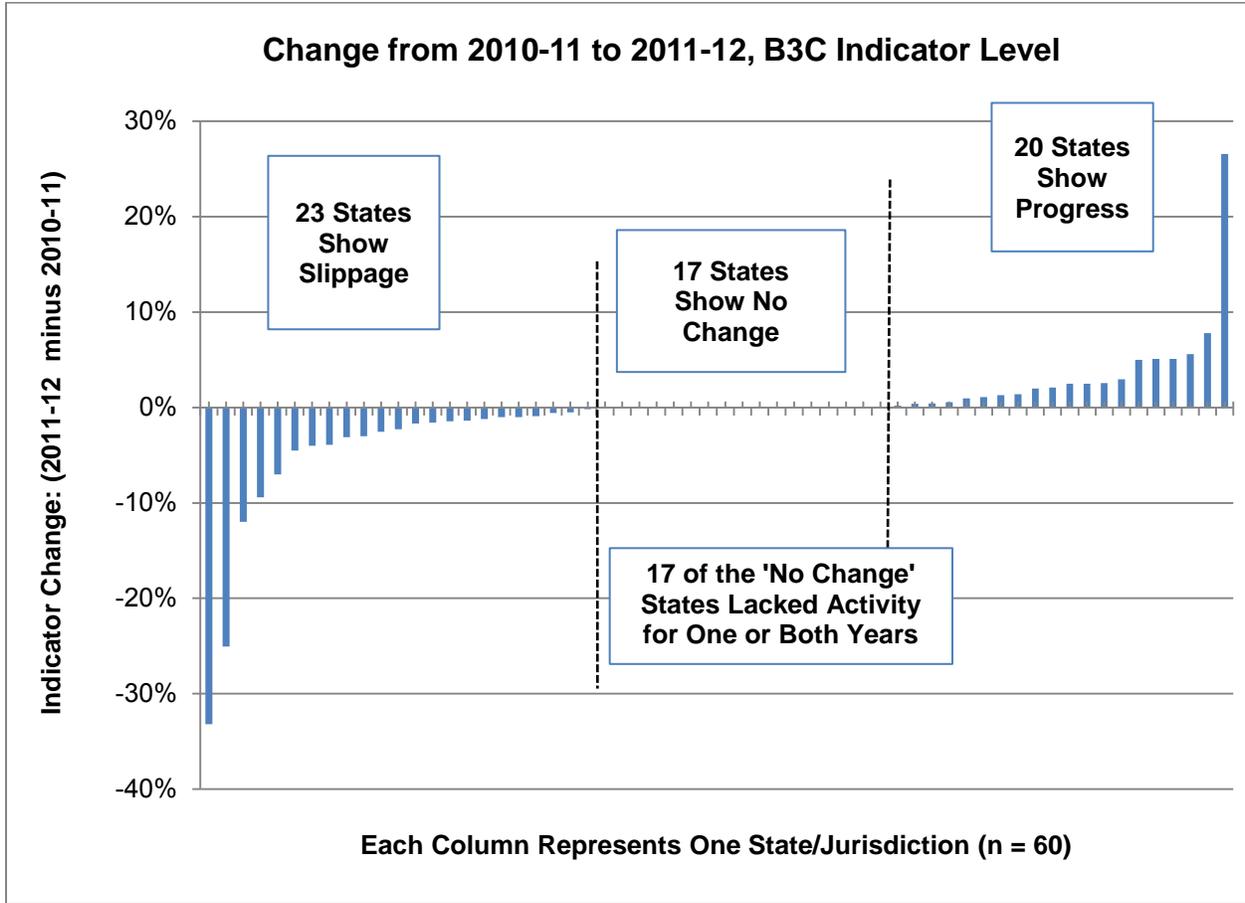
### **Mathematics**

Forty-four states and unique state entities provided student proficiency data for students with disabilities participating on the statewide mathematics assessment in 2011-2012. The states (with sufficient data) ranged from 1% to 67% in student math proficiency in 2011-2012. The overall average proportion of the states' students with disabilities who reached or exceeded proficiency was about 35.1%. Twelve states reported proficiency rates of less than 25% for an average 14.1%. The largest group of states reported proficiency rates between 25% and 50% (n=22); their average was 35.8%. Ten states reported student proficiency rates of more than 50%, for an average of 59.0%.

Forty-three of the regular and unique states reported student mathematics proficiency data in 2010-2011 and 2011-2012 that could be used in year-to-year change comparisons. Figure 5 shows these data. Twenty states reported year-to-year increases, ranging from 1% to 27%, with an average increase of 3.8 percentage points. The 23 states with year-to-year decreases showed a range of 0.2% to 33.2%, with an average decrease of 5.3 percentage points. No states experienced no change – that is, the same numbers for both data years. Seventeen states had insufficient data to report on year-to-year changes.

Figure 5

Percentage of Change for Student Performance on Mathematics Large-Scale Assessment within Regular and Unique States



Reading

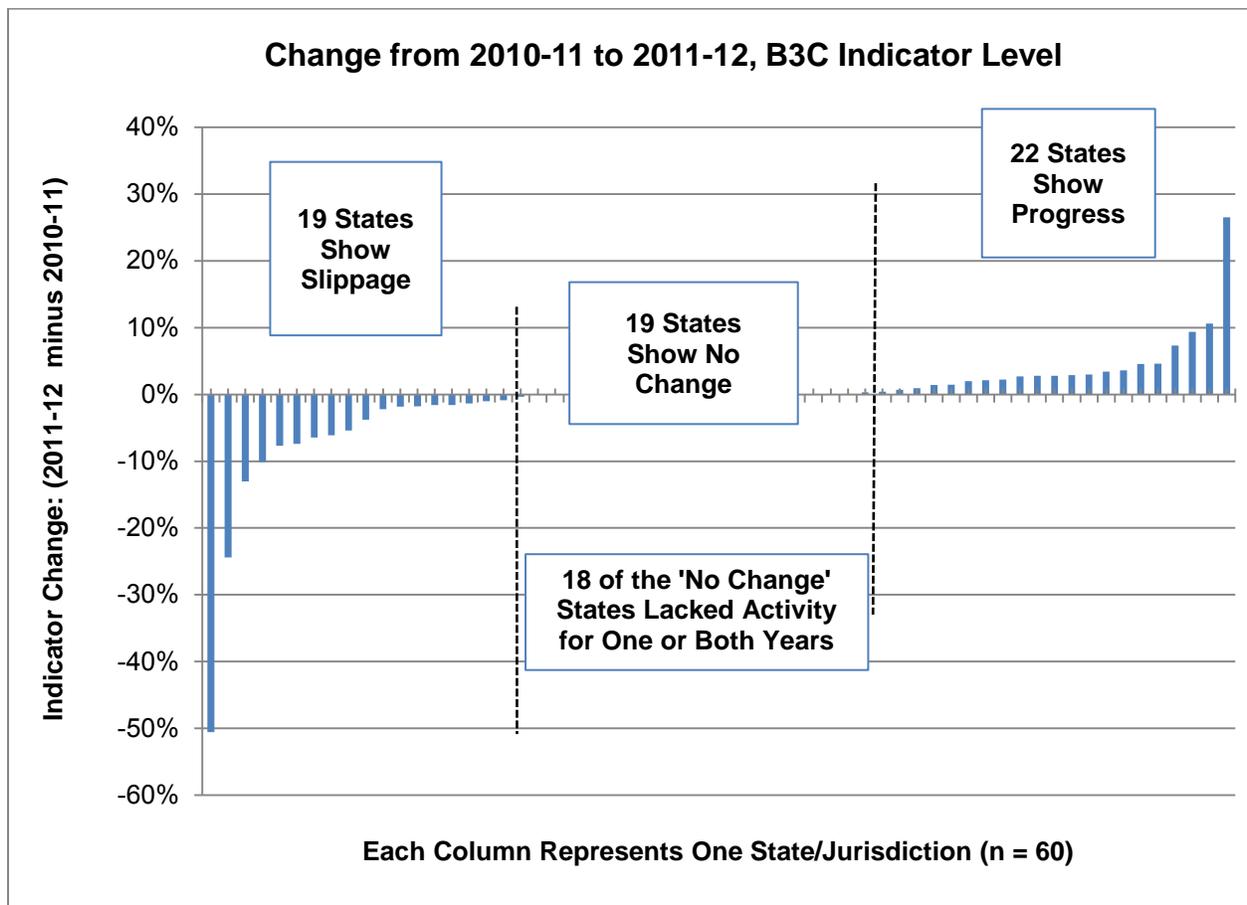
Forty-four states and unique state entities provided student proficiency data for students with disabilities participating on the statewide reading assessment in 2011-2012.

The states (with sufficient data) ranged from 1.8% to 77.2% in student reading proficiency in 2011-2012. Thirteen states reported proficiency rates of less than 25% for an average 15.7%. The largest group of states reported proficiency rates between 25% and 50% (n=19); their average was 36.4%. Twelve states reported student proficiency rates of more than 50%, for an average of 62.5% per state. The overall average proportion of the states' students with disabilities who reached or exceeded reading proficiency in 2011-2012 was 36.4%.

Forty-two of the regular and unique states reported student reading proficiency data in 2010-2011 and 2011-2012 that could be used in year-to-year change comparisons. Figure 6 shows that 22 states reported year-to-year increases, ranging from 0.3% to 26.6%, with an average increase of 4.3 percentage points. The 19 states with year-to-year decreases showed a range of 0.4% to 50.5%, with an average decrease of 7.8 percentage points. One state experienced no year-to-year change; the remaining 18 states were missing comparable data for one or both years.

**Figure 6**

**Percentage of Change for Student Performance on Reading Large-Scale Assessment within Regular and Unique States**



## CONCLUSION

State reports of AYP data showed a substantial decrease for most states from 2010-11 to 2011-12, and relatively smaller increases for a narrow set of states. There were substantial differences between last year's report of AYP data year-to-year comparisons (between 2009-2010 and 2010-2011) and the current report. Chiefly, there were many more states showing decreases in the current report (n=31) than in the previous report (n=9), and fewer states showing increases in the current report (n=7) than in the previous report (n=25). Approximately the same number of states lacked sufficient data in both years: 2012 had 24 states missing data, and the current report showed 22 states missing data.

Participation rates have evidenced small degrees of change between 2010-11 and 2011-12, in terms of both increases and decreases in math and reading. Nearly all states had changes of less than 5%, and most of them showed changes of less than 1%. There were some distinctions in changes between math and reading assessments, in that more states showed year-to-year increases in reading than in math, and more increases than decreases in reading.

Performance rates have shown similar small degrees of change between 2010-11 and 2011-12, with most states indicating less than 10% change in students scoring proficient and above. There were similar numbers of states showing increases as showing decreases in performance for both math and reading assessments. A small distinction by content area was that more states evidenced year-to-year decreases in math performance than in reading performance; alternately, more states showed year-to-year increases in reading than in math performance.

## **INDICATOR 4: RATES OF SUSPENSION AND EXPULSION**

Prepared by Data Accountability Center (DAC)

### **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 Table 5, in Section A, Column 3B). For FFY 2011 APRs, states were required to analyze discipline data from 2010-11. States are permitted to set targets for B4A; B4B, however, is considered a compliance indicator, and targets must be set at 0%.

DAC reviewed FFY 2011 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 2009-10 and 2010-11.

Figure 1

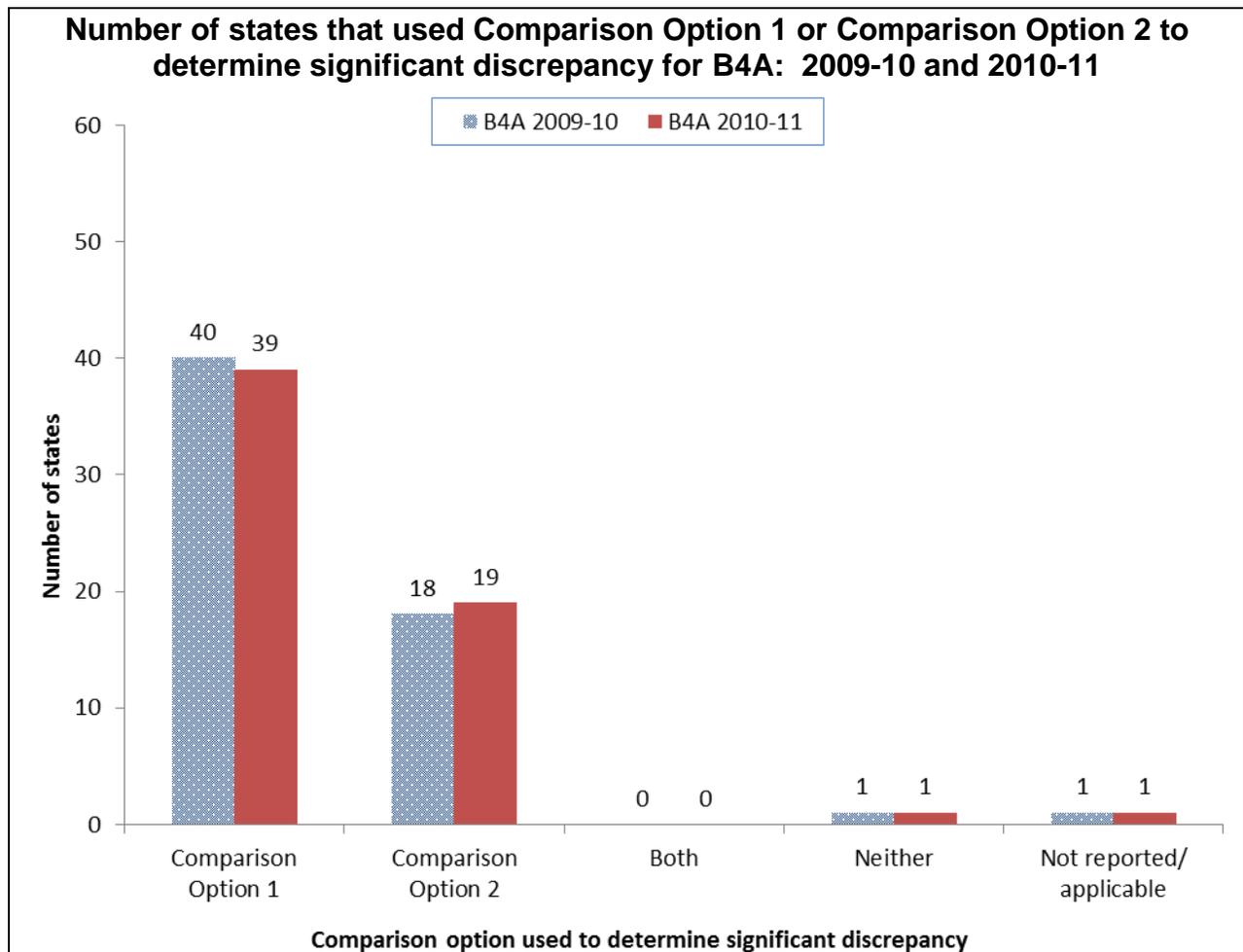
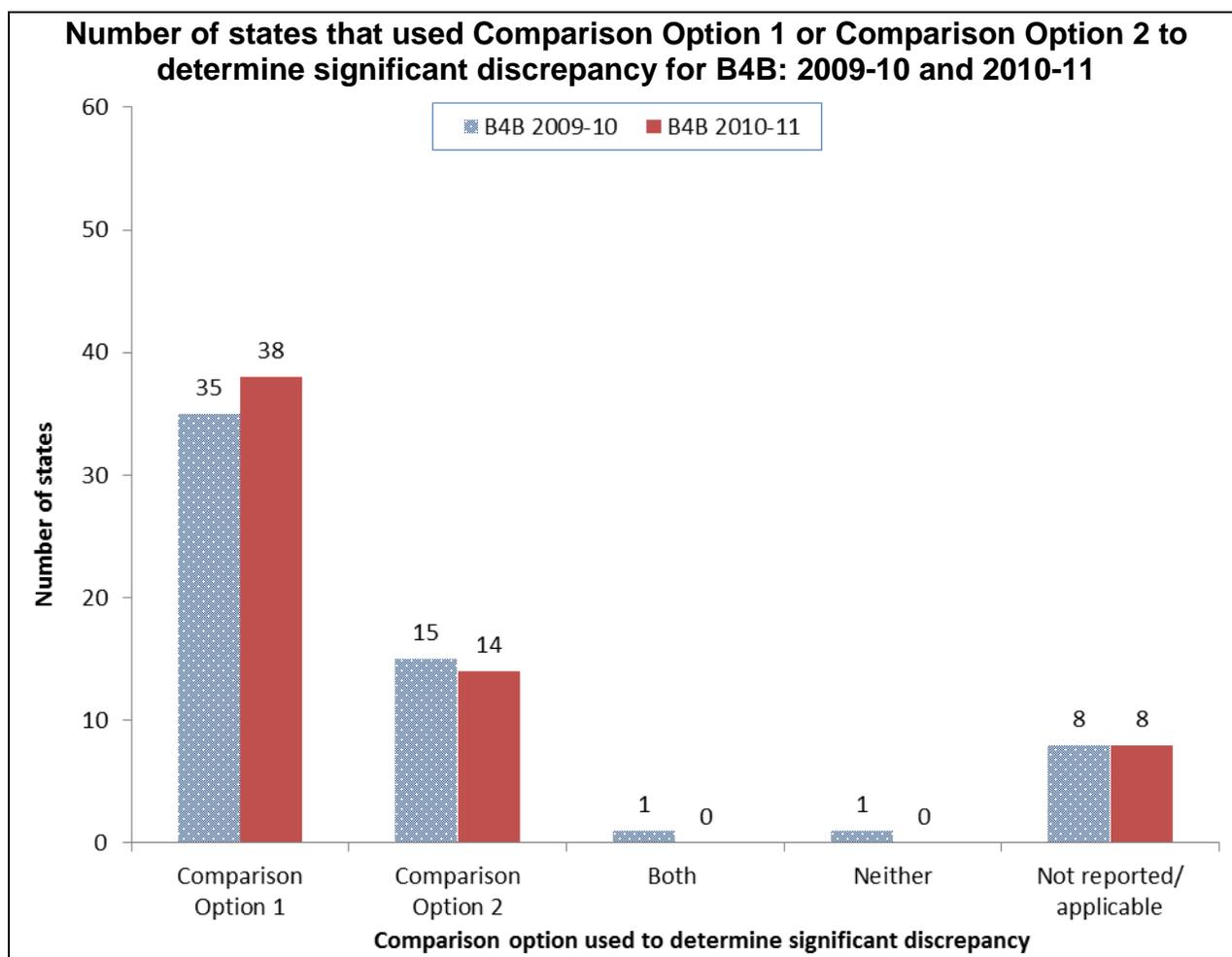


Figure 2



### 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 2009-10 and 2010-11, 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**

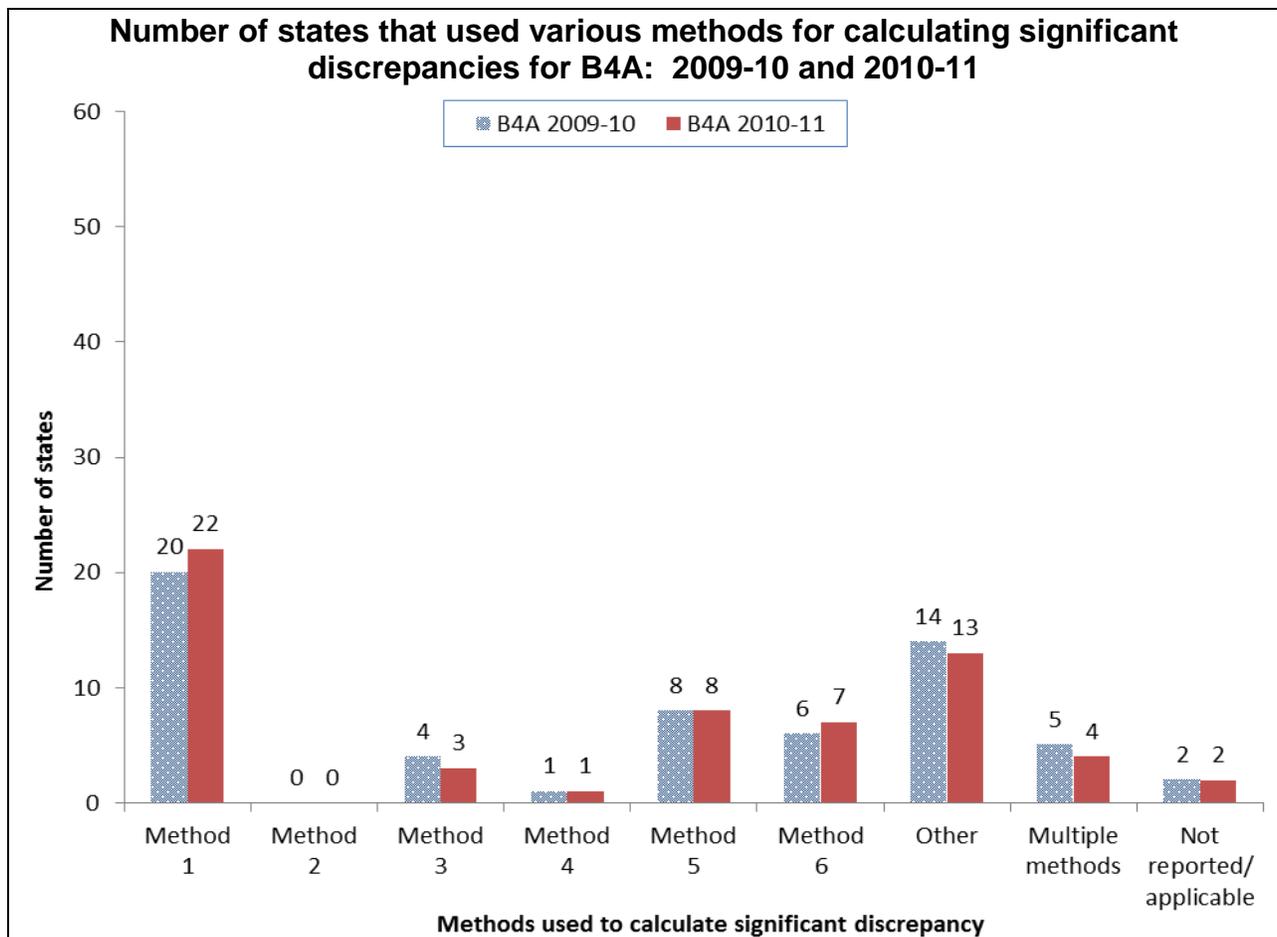
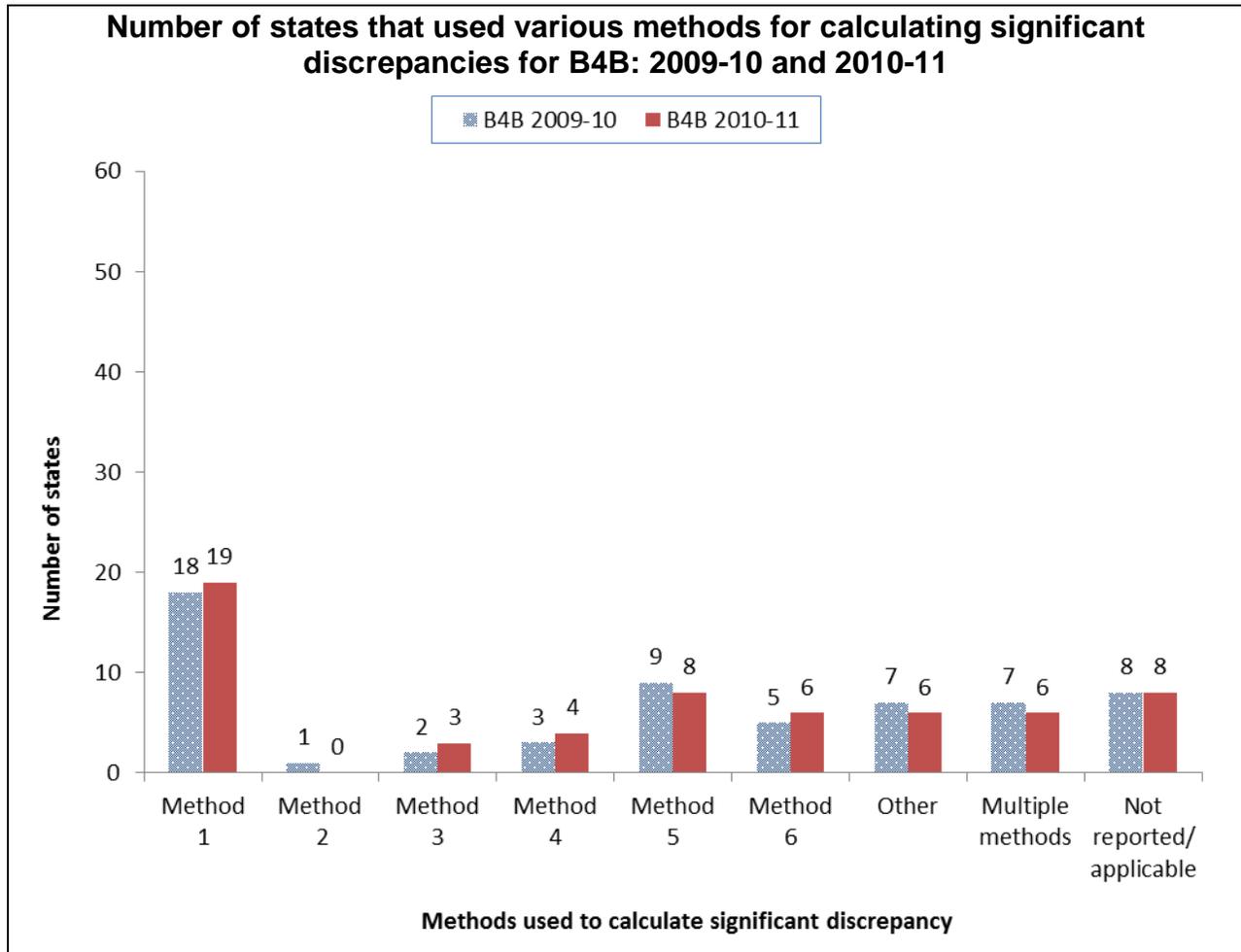


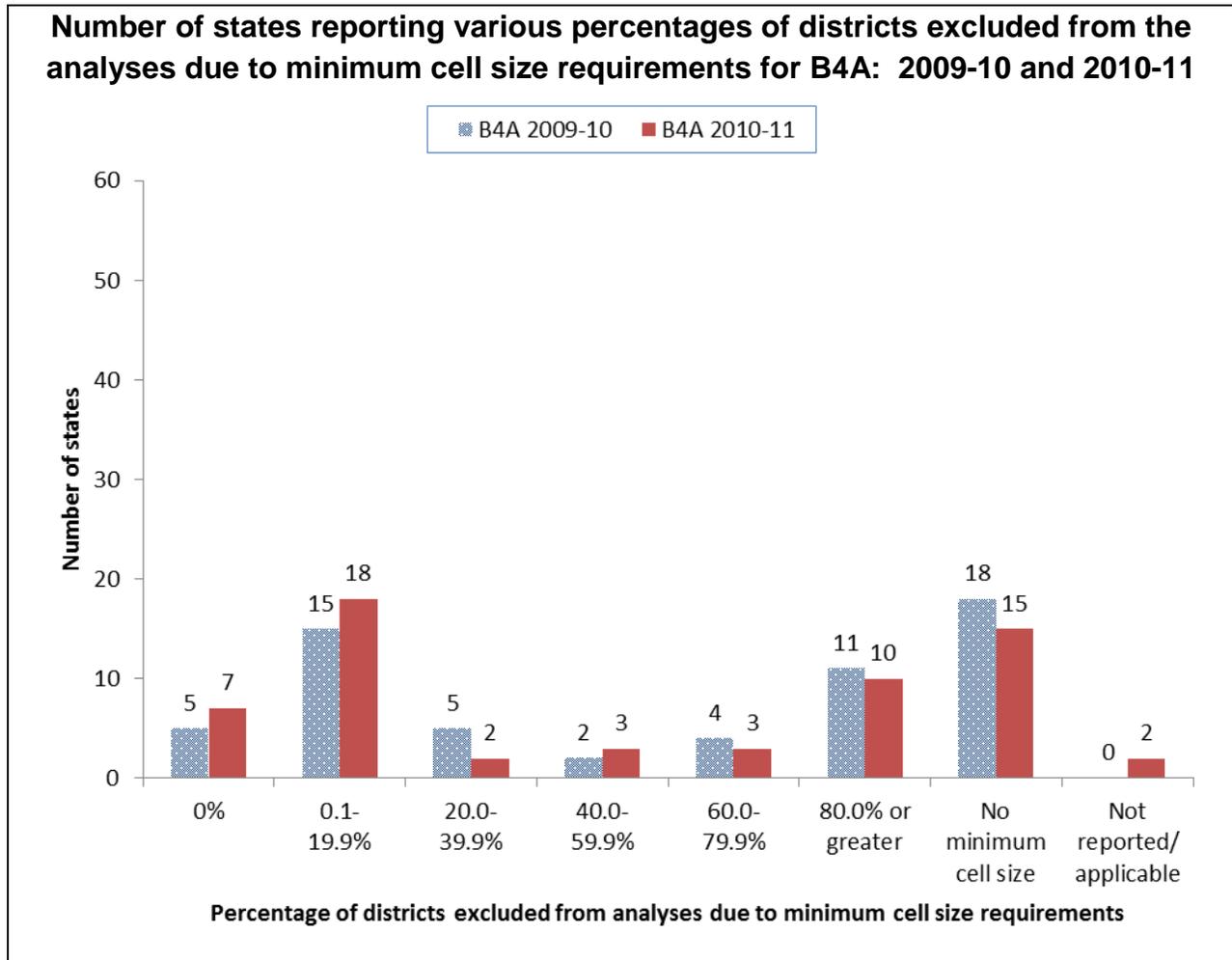
Figure 4



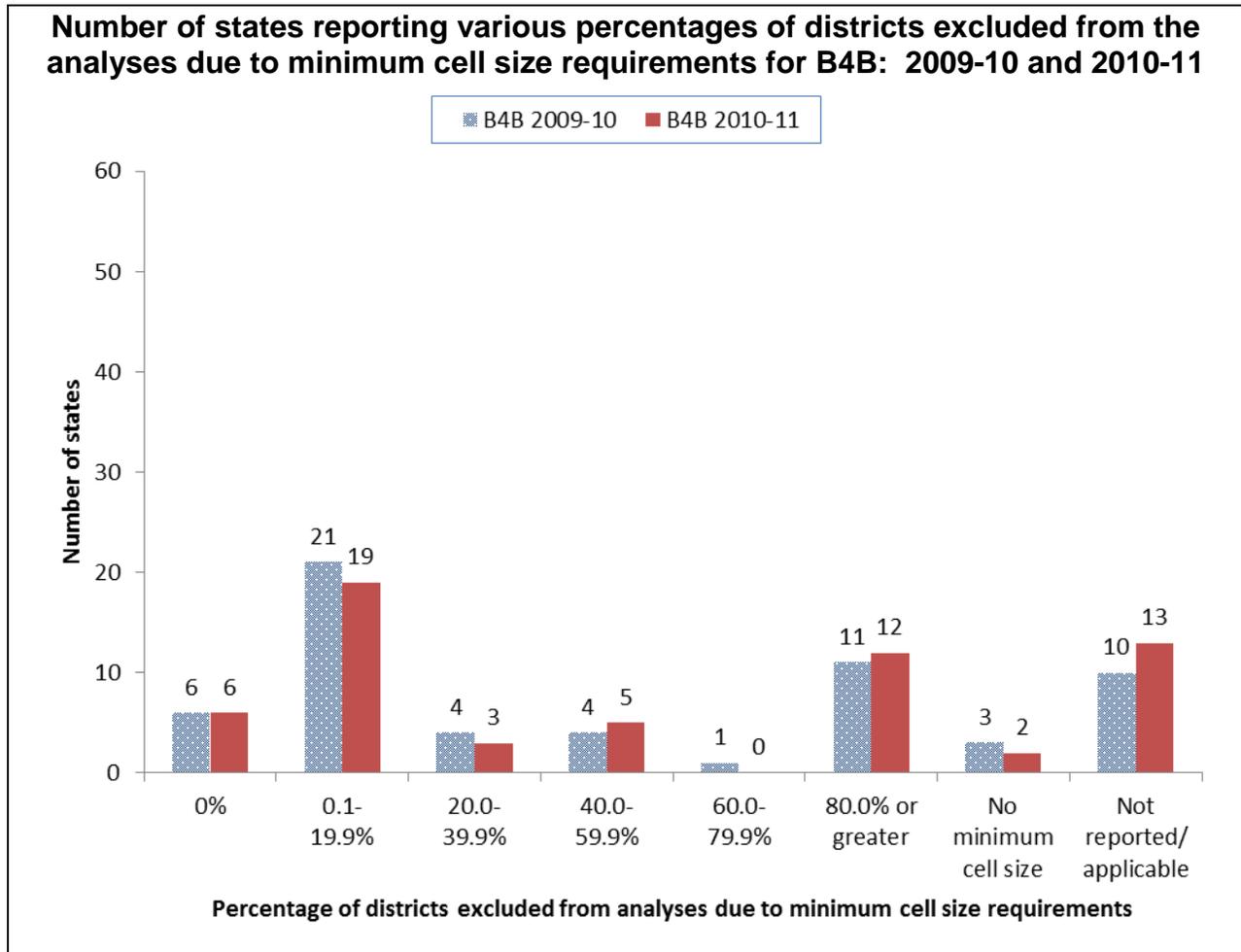
### Districts Excluded From Analyses

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 2009-10 and 2010-11.

Figure 5



**Figure 6**



**ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS**

This section provides actual performance data for B4, as well as change from 2009-10 to 2010-11.

**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

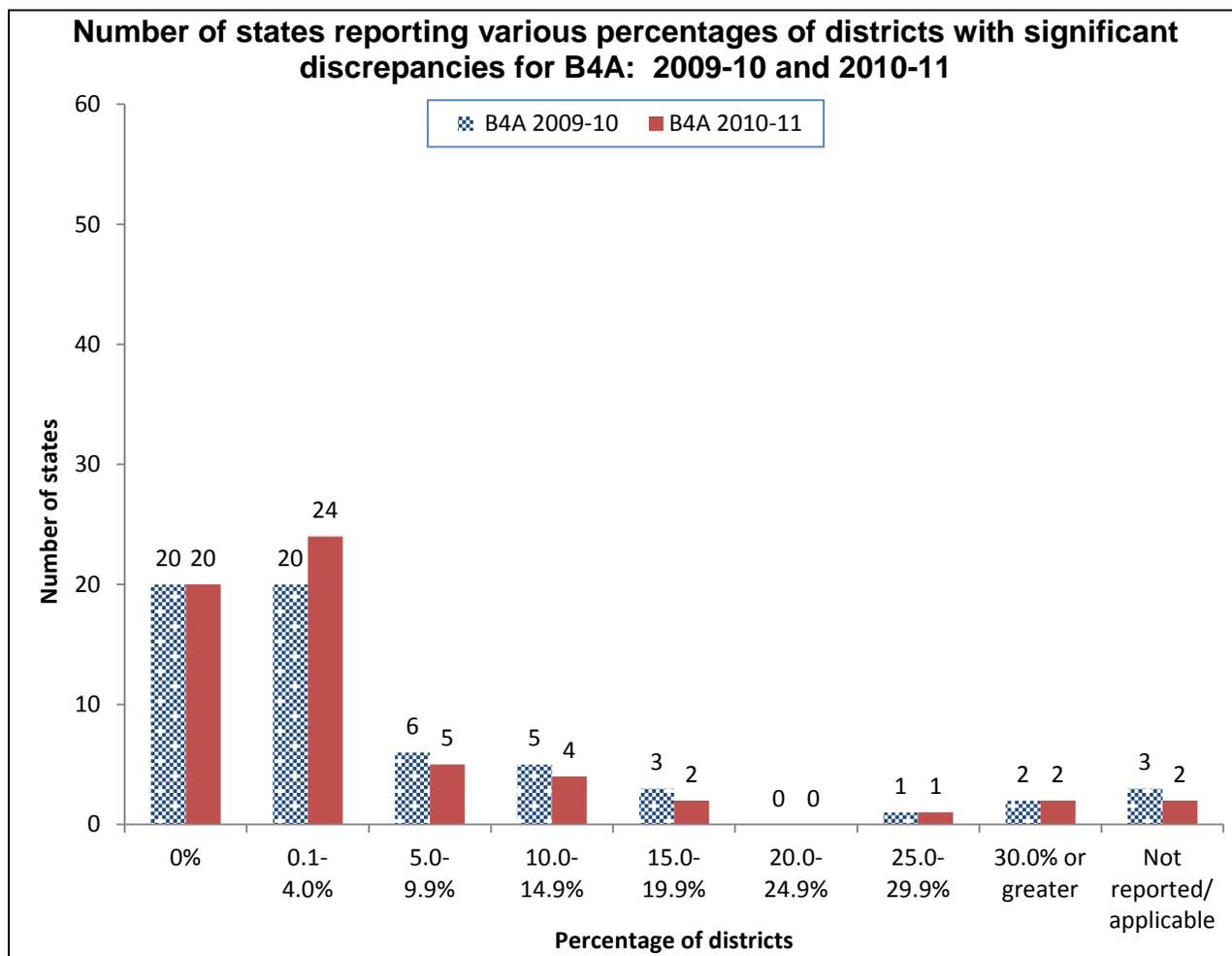
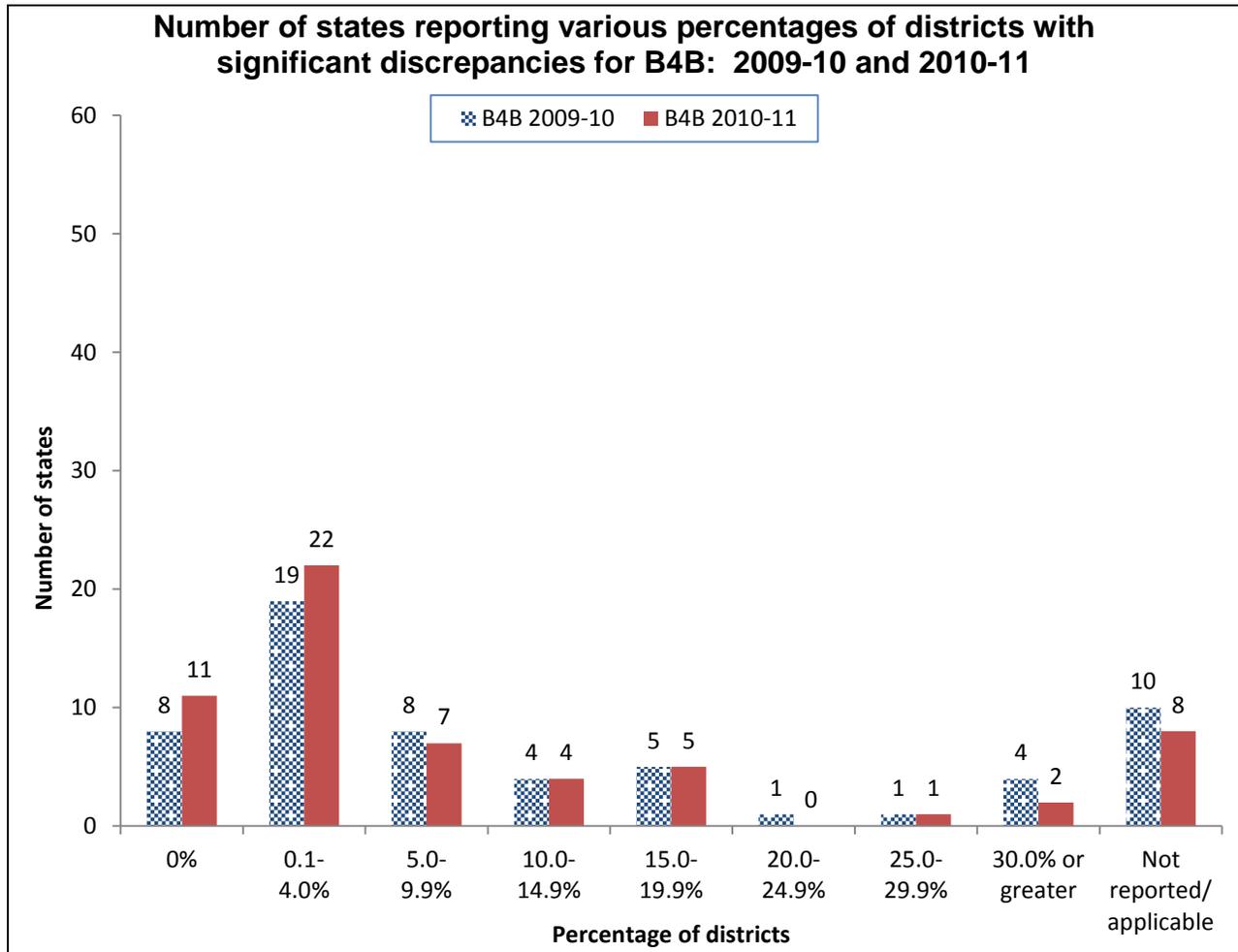
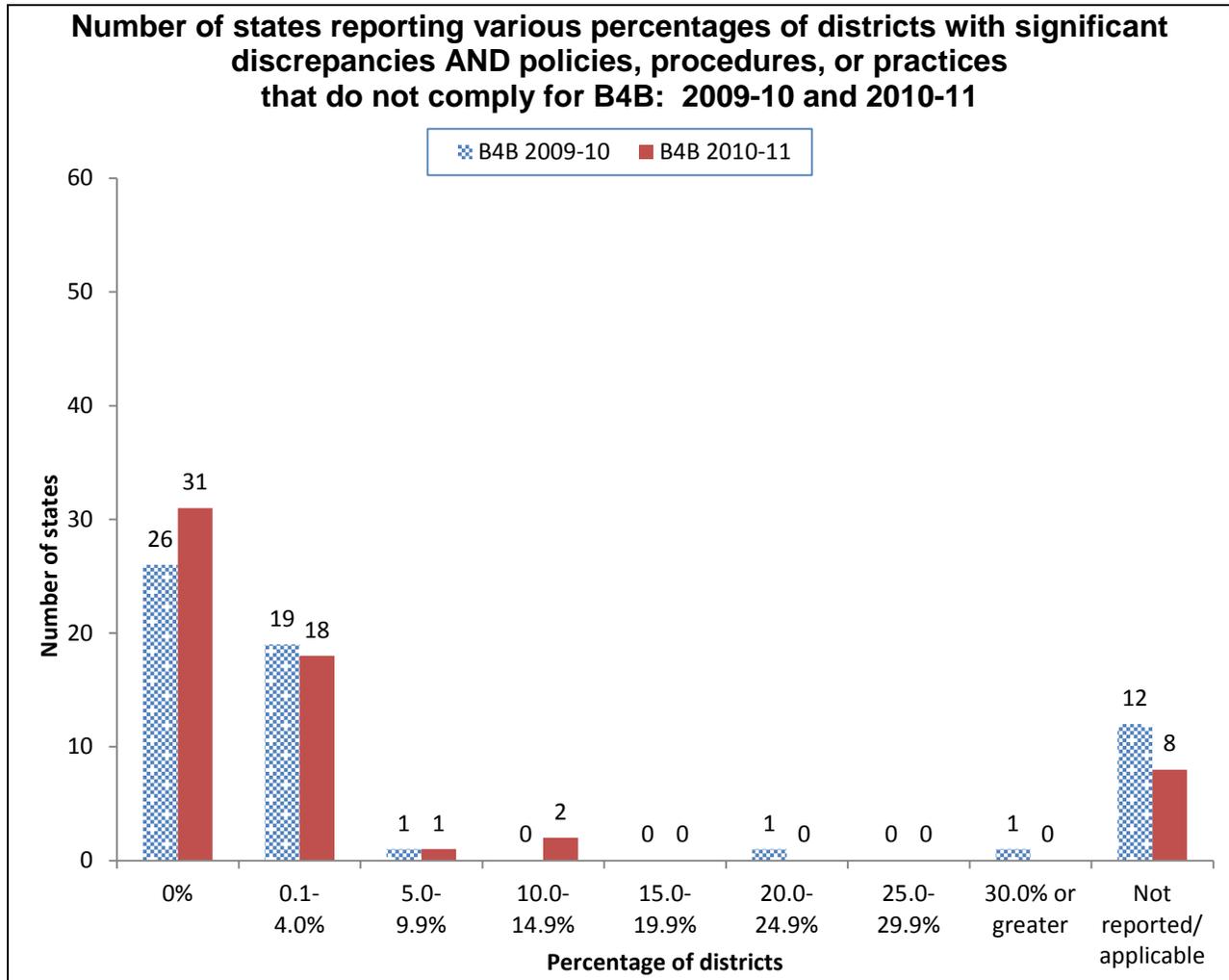


Figure 8



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**



## Year-to-Year State Changes

States set their own targets for B4A. Figure 10 shows the state changes (i.e., progress, slippage, or no change) from 2009-10 to 2010-11.

Targets are set at 0% for B4B. Figure 11 shows the state changes from 2009-10 to 2010-11 for B4B.

Figure 10

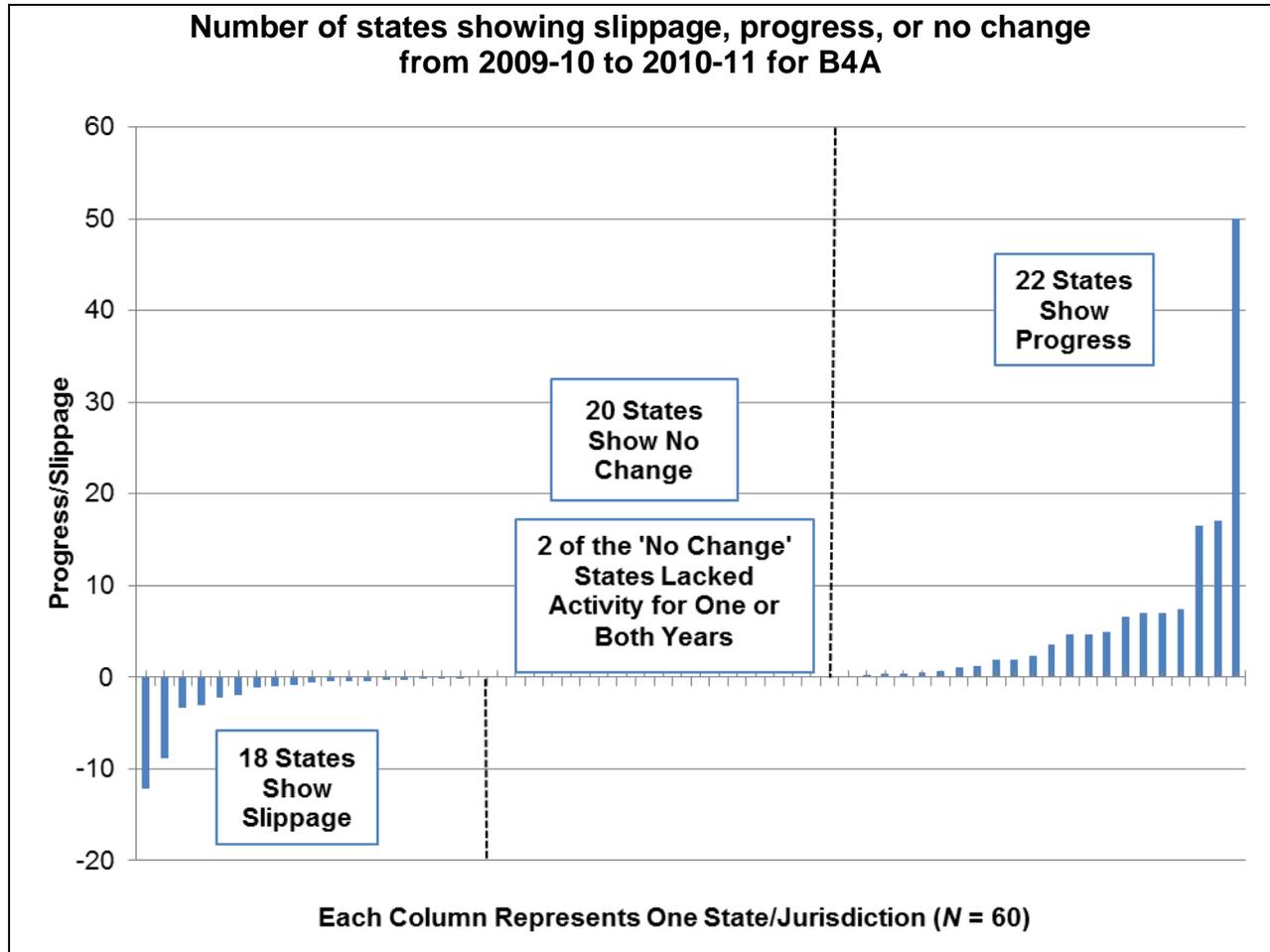
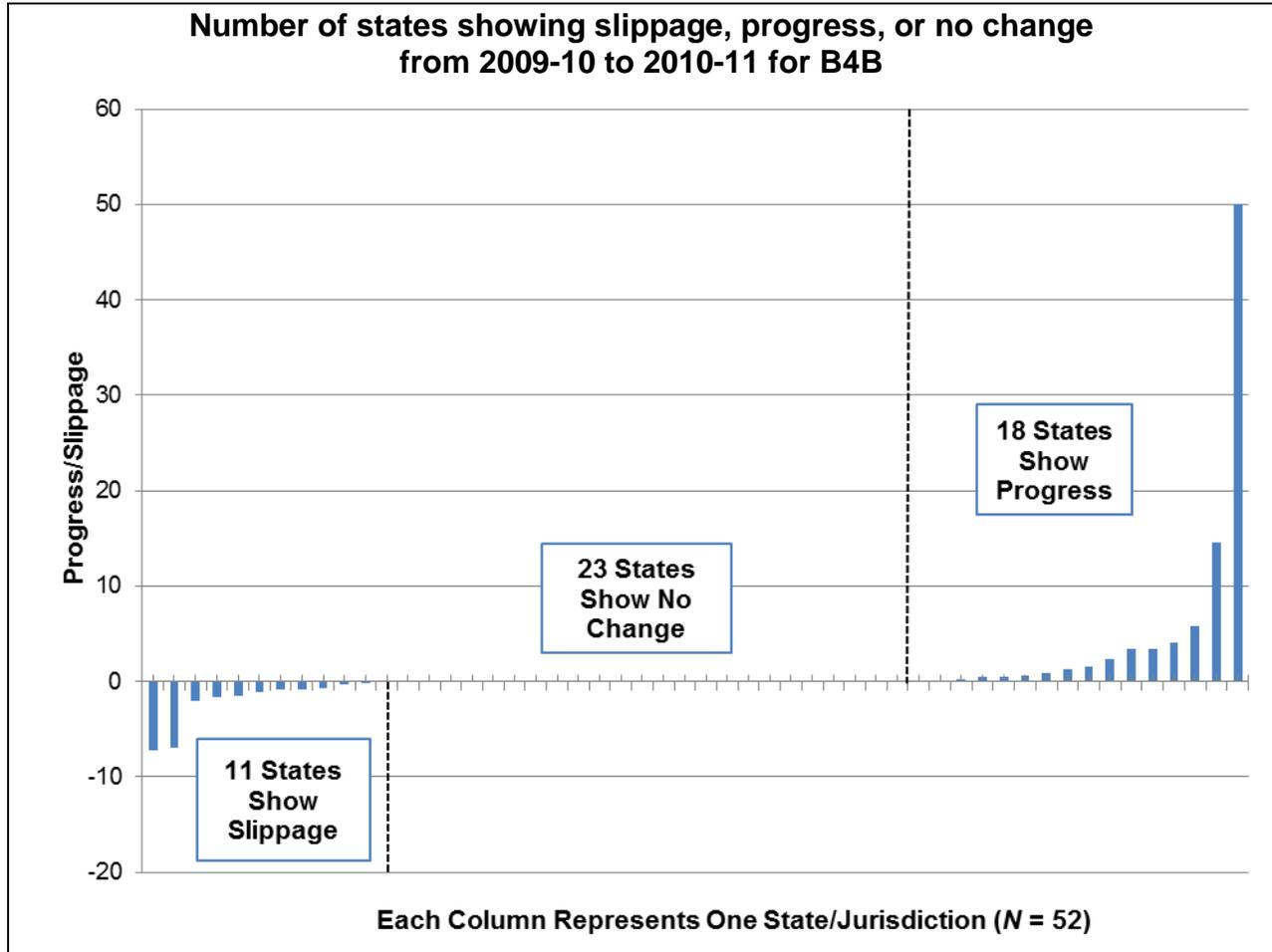


Figure 11



## 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.
- 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 2009-10 and 2010-11, 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 rose from 20 states in 2009-10 to 24 states in 2010-11.
- For B4B, the number of states reporting zero districts with significant discrepancies and contributing policies, procedures, or practices rose from 26 states in 2009-10 to 31 states in 2010-11.

- For B4A, in 2009-10, 15 states excluded at least 60% of their districts from analyses. This number decreased slightly to 13 states in 2010-11. For B4B, in both 2009-10 and 2010-11, 12 states excluded at least 60% of their districts.
- For B4A, fewer states (18 states) reported slippage from 2009-10 to 2010-11 than states reporting either no change (20 states) or states reporting progress (22 states).
- For B4B, the majority of states reported no change from 2009-10 to 2010-11; 11 states reported slippage, and 18 states reported progress.

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

Prepared by 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. Throughout this document, the term entities will include states and the District of Columbia, the Bureau of Indian Education, and the eight territories. 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>
A. Inside the regular class 80% or more of the day;
B. Inside the regular class less than 40% of the day;
C. Served in separate schools, residential facilities, or homebound/hospital placements.

After an overview of the data from all 60 reporting entities, we present detailed analyses and graphs summarizing findings about Parts A, B, and C of Indicator 5, Part B, and a conclusion.

### DATA SOURCES/MEASUREMENT APPROACHES

All 50 states and the 10 other US administrative units send digital annual performance reports to the Office of Special Education Programs (OSEP). These data are compiled and organized into digital tables of data that are then analyzed by external evaluators following guidelines provided by OSEP.

### OVERVIEW OF ACTUAL PERFORMANCE

Progress since last year on the three aspects of Indicator 5 can be summarized as slight progress on B5 A, B, and C (mean changes are less than one percentage point in each indicator). While these data show some change over time, the amount of change has become smaller each year. Given the moderate, nearly linear rate of progress since 2005-2006 on A, B, and C, it has taken about one year per percentage point to reach a given target of students with disabilities (SWD) being served inside the regular classroom 80% or more of the day. However, the shifts in LRE are more pronounced in some entities than others. Most of the pronounced shifts have come from the bottom of the range of performance as demonstrated by Figure 1. The entities with the most progress on B5A in 2011-'12 as measured by percentage points (in descending order)

are the District of Columbia, the Virgin Islands, Palau, the Marshall Islands, the Northern Mariana Islands, the Bureau of Indian Education, Pennsylvania, Colorado, Michigan, Delaware, and Florida.

In 2006-2007, the first year of data reporting, only eight entities served 70% or more of their SWDs in Category A. In the 2011-2012 academic year, the number of entities serving more than 70% of their SWDs in general education was at 15 ( a drop from 16 the year before). In 2011-12, 54 entities served more than 50% of their SWDs in Category A (a drop of one state from '10-11). This contrasts with the baseline year in which only 35 states/entities had met that threshold.

**Most Change in Category C.** Only half of the entities report that they met their targets in Category A. About 52% of the entities met their category B data. Interestingly, entities made the most improvement in Category C. Almost two-thirds of the entities reduced the percentage of their 6-21 year olds served in separate schools, residential facilities, or homebound/hospital placements.

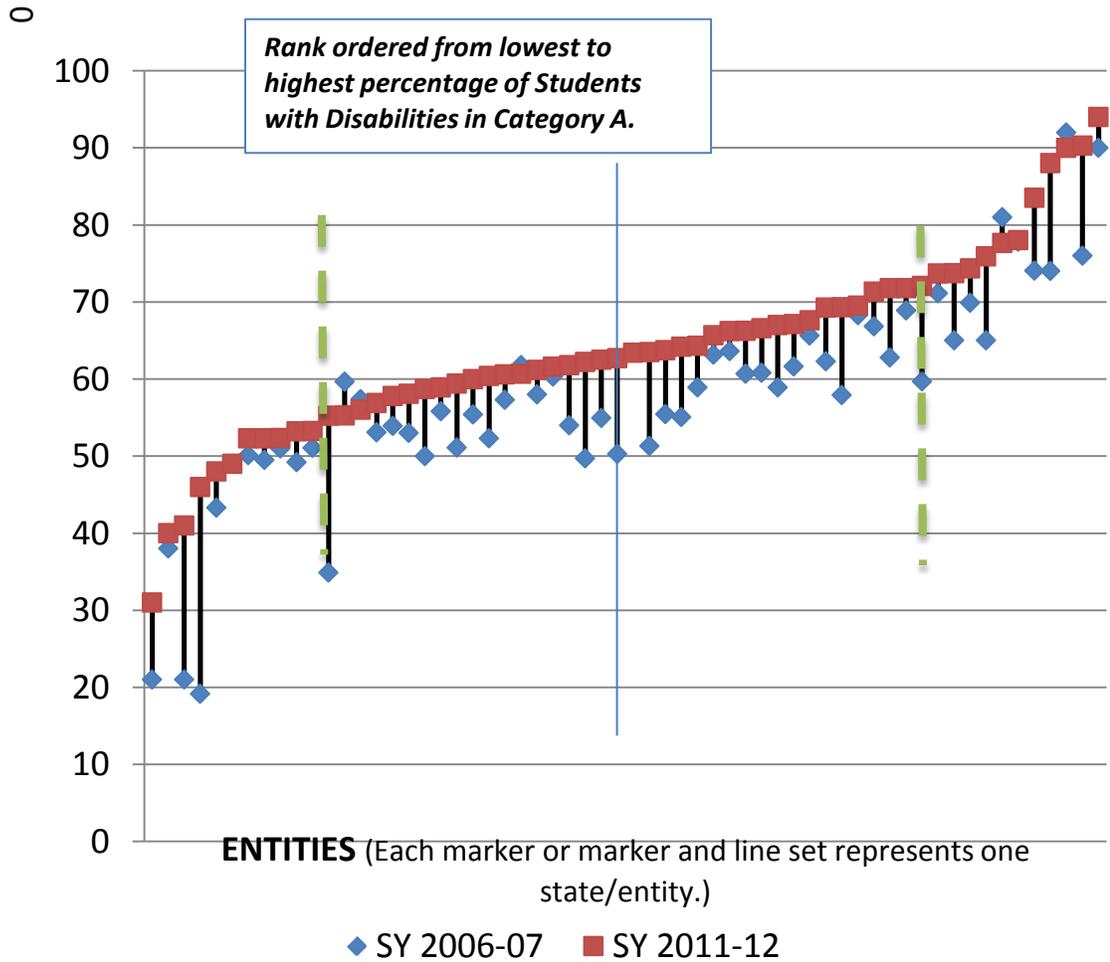
### **Category B5A: Inside the Regular Class 80% or more of the day**

#### Change from Baseline in B5A

The change from baseline to 2010-2011 in the B5A indicator is depicted as a vertical line for each state or territory, with the baseline year at one endpoint and the current year at the other in Figure 1, below. Eighty-eight percent (88%) of the reporting entities show positive change from baseline to their current levels, a decrease from last year in which 93% of all reporting entities showed an increase from baseline. While there is variation from year to year, six entities have experienced slippage from the baseline year. One has made no change and remains in the bottom 10 entities on this indicator. In Figure 1, the state data are displayed left to right from lowest to highest percent of SWDs served inside the regular classroom 80% or more of the day. This puts the mean of 64% (63.8, SD = 11.94) near the middle of the graph and shows that most of the entities (n = 40) fall in the range from 50% to 70% of students being served in the least restrictive environment.

Figure 1

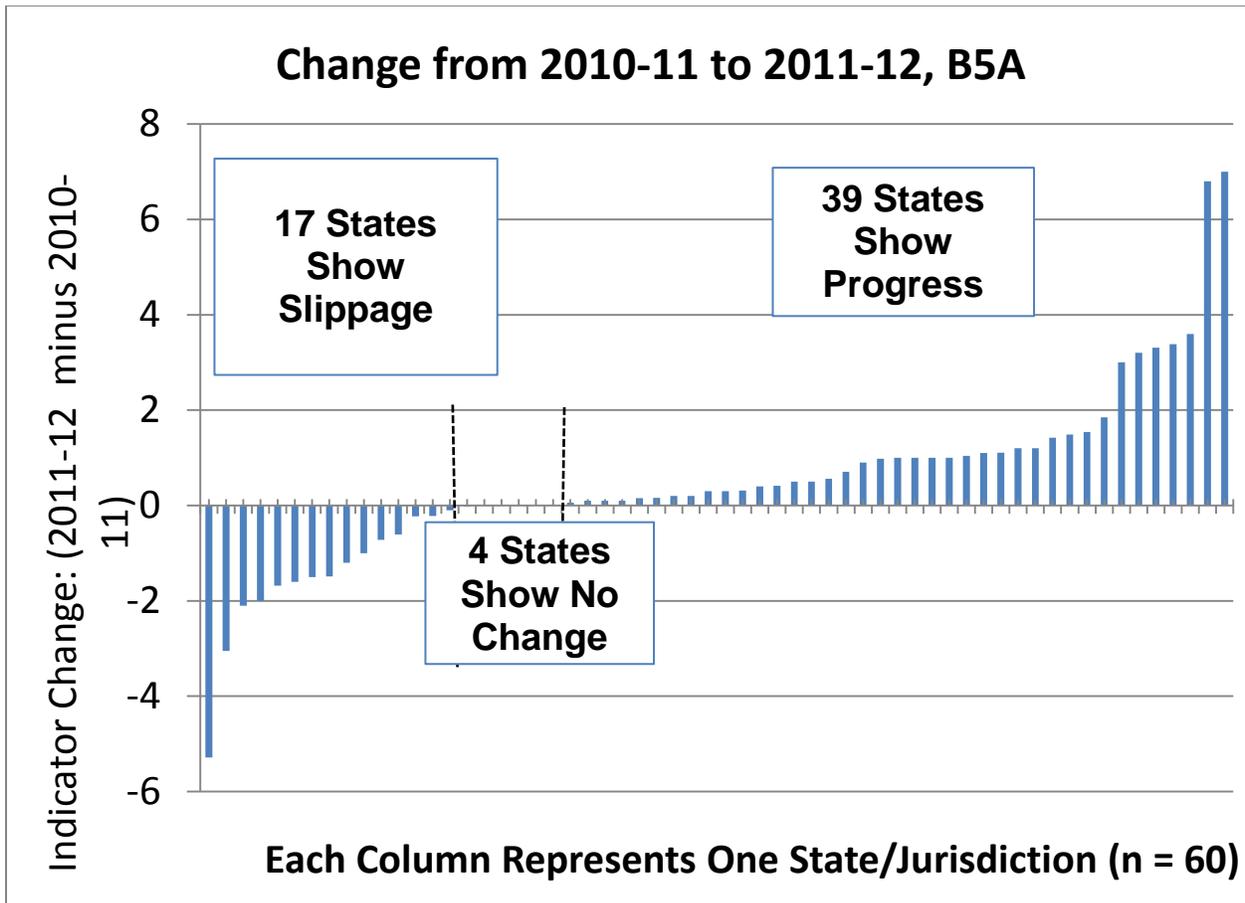
Change from 2006-07 to 2011-12 for Indicator 5A



Progress and Slippage on B5A

Progress and slippage on Indicator B5A is measured by the difference between the current reported level (2011-12) and the previous year (2010-11) (see Figure 2). Entities attribute their slippage primarily as improvements in data entry and collection around Indicator 5B. Of note, in terms of looking at change over the eight years of reporting, is that a number of entities have begun to show slippage in their data (n=17) while another four entities report no change in their data.

Figure 2

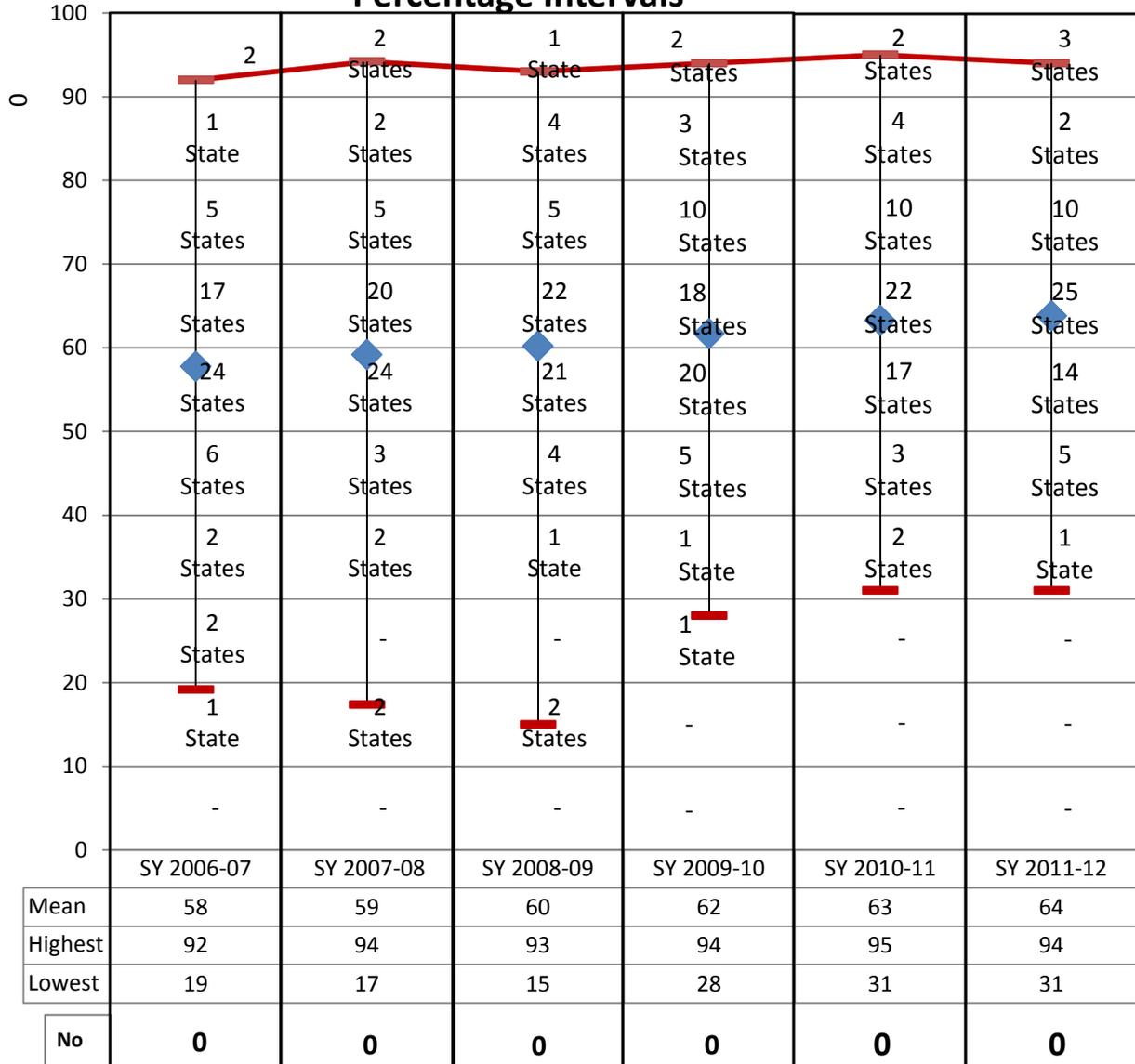


### Six Year Trends in B5A

The six-year trend for Indicator B5A (see Figure 3) shows an overall increase in the number of entities who are serving greater than 50% of their students in the regular classroom for 80% of the day or more. For the first time, three entities occupy the 90 to 100% interval. However, only two entities occupy the next interval (80 to 90%), a return to the same status as '07-'08. Ten entities have been in the next interval (from 70 to 80% for the last three years). Twenty-five entities now serve between 60 and 70% of their SWDs in general education classrooms, an increase of eight entities. In 2006-'07, 24 entities served SWDs in the 50 to 60% range; now, 14 entities hover in that range. Five, not the six entities in '06-'07, remain in the 40 to 50% range. In addition, only one entity is below that. No entities are in the 10 to 20% or 20 to 30% ranges. The relative instability in the top two intervals reminds the field of how difficult the process of serving SWD well in general education classrooms is. The changing environment in general education, the focus on performance outcomes, the advent of common core standards, and the increasing emphasis on accountability makes the context for designing learning opportunities for a range of student complex.

Figure 3

**Trends - Six Years of Indicator Data: Number of States Serving SWD Inside General Education Classrooms by Percentage Intervals**



## Category B5B: Inside the regular class less than 40% of the day

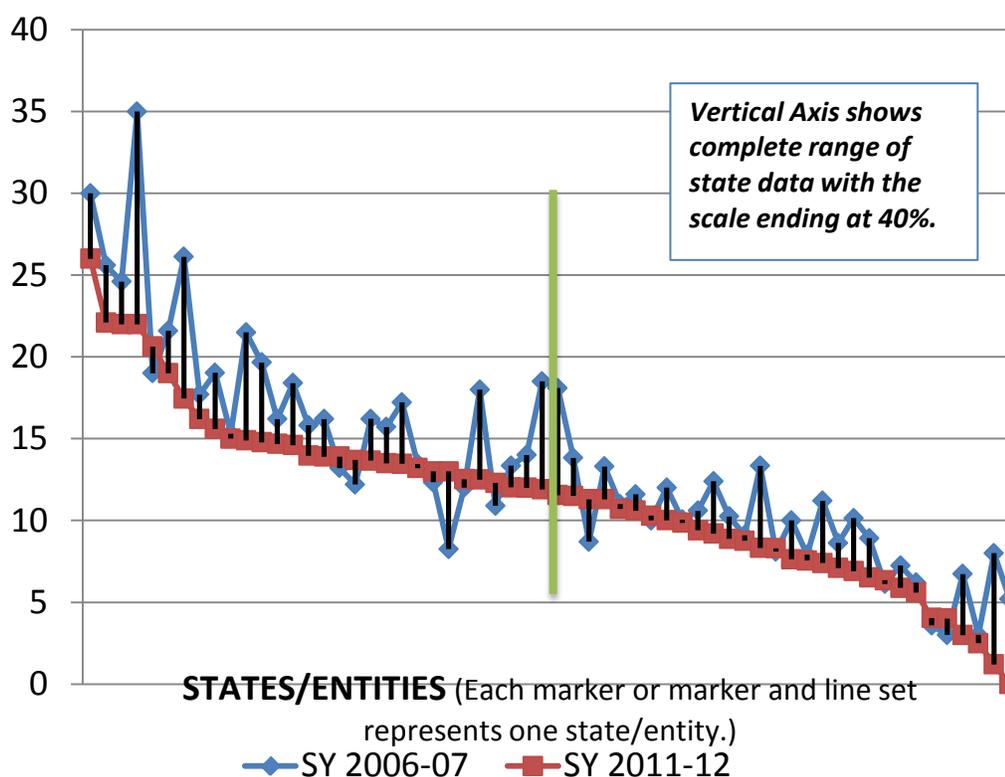
### Change from Baseline in B5B

The change from baseline in the B5B indicator is depicted as a vertical line for each entity, with the baseline year at one endpoint and the current year at the other (Figure 4). Gains in this indicator occur when the number of students in this category decreases; that is, when fewer students spend more than 60% of their time outside the regular classroom. Thus, the entities (represented by the blue diamond) in which the baseline is above the current level (the red square) have made gains in this category.

The graph is organized from the highest percentage of students in this category to the lowest, placing the mean of 11.5% near the middle of the graph. The median for the '11-'12 school year was 11.7 percent, the maximum percentage served by one entity was 26% while the minimum percentage was 0.

**Figure 4**

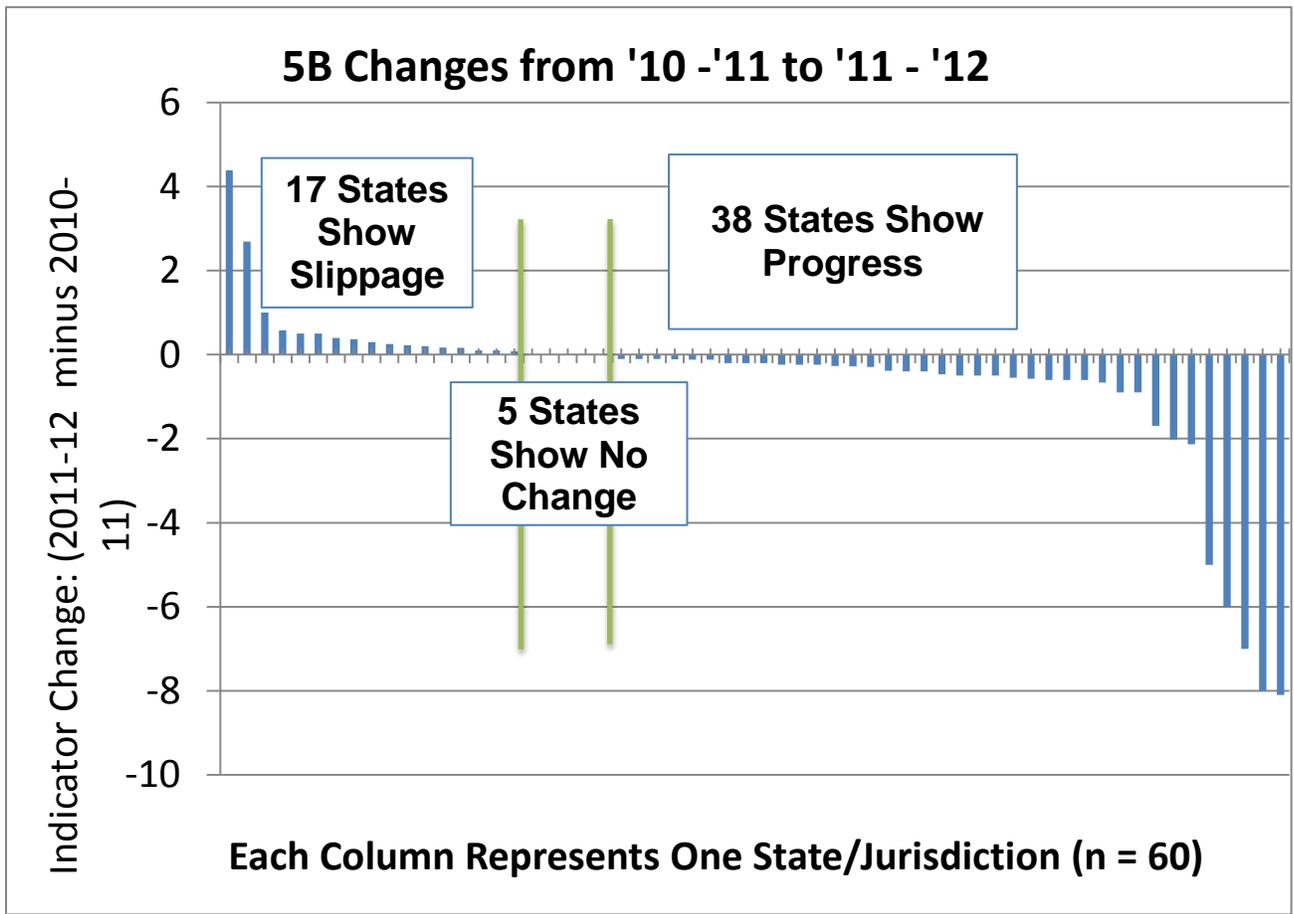
### Change from '06-'07 to '11-'12 by State for Indicator 5B



### Progress and Slippage in B5B

Progress and slippage on Indicator B5B is measured by the difference between the current reported level (2011-2012) and the previous year (2010-2011). Slippage occurs when the current year level is higher than the previous year, since decreases in the numbers of students served in environment B increase the number of students served in environment A. Therefore, progress occurs when the number of SWDs decreases in this category.

Figure 5

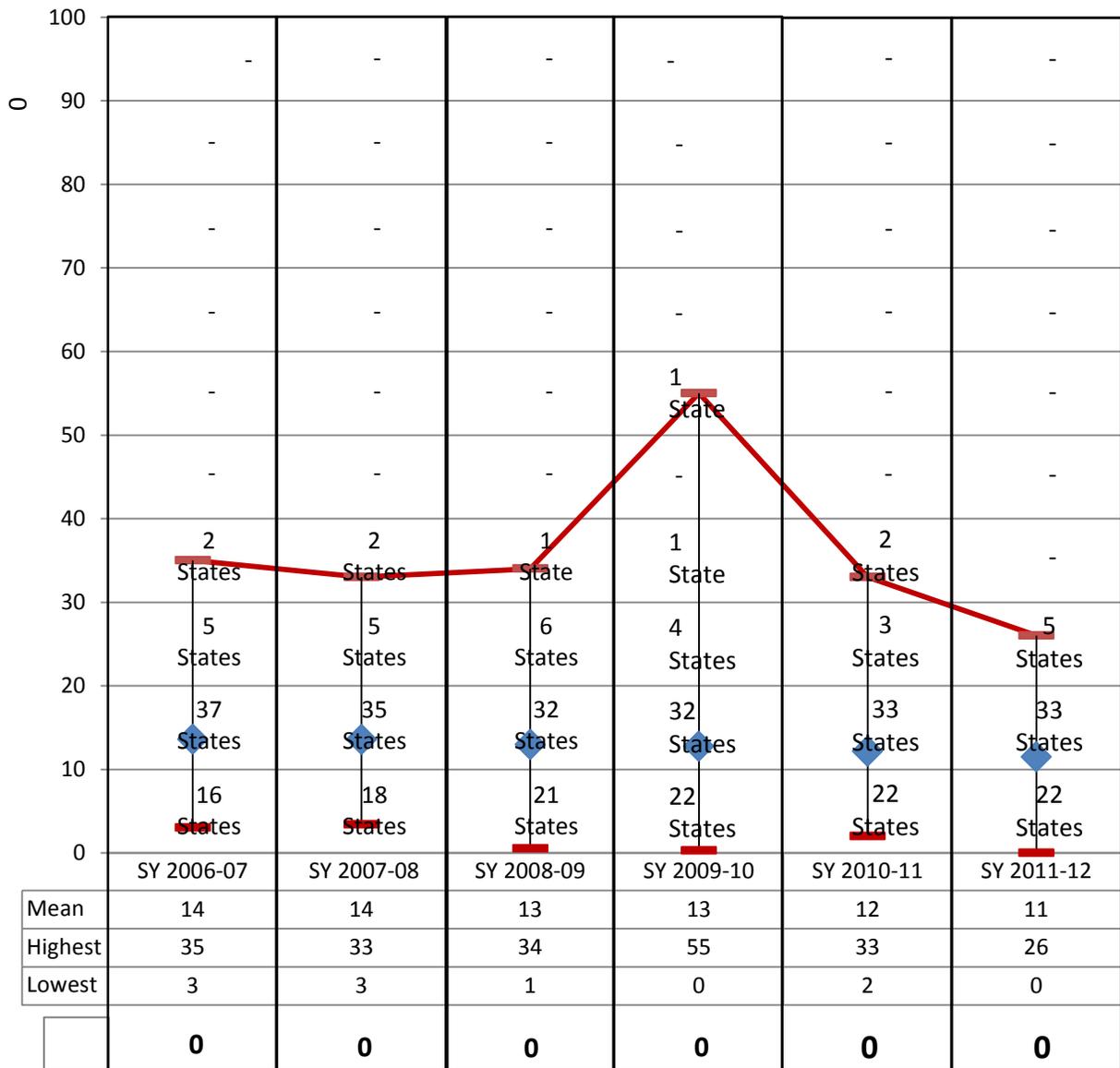


### Six Year Trends in B5B

The six year trend graph (Figure 6) for Indicator B5B depicts the gradual shift in the mean percentage across years, from 14 to 11%, of students who are served in the general education classroom for less than 40% of the day. Progress may be said to have occurred if this percentage trended downwards across schools years. Since data have been recorded, six more entities serve students in Category B at the lowest levels. No entities serve more than 30% of their SWD in this educational environment. The highest percentage of students served was 35% in the '06-'07 year. That percentage has been reduced to 26%, a reduction of 9 percentage points. Please review the entire figure on the next page.

Figure 6

Trends in Indicator 5B



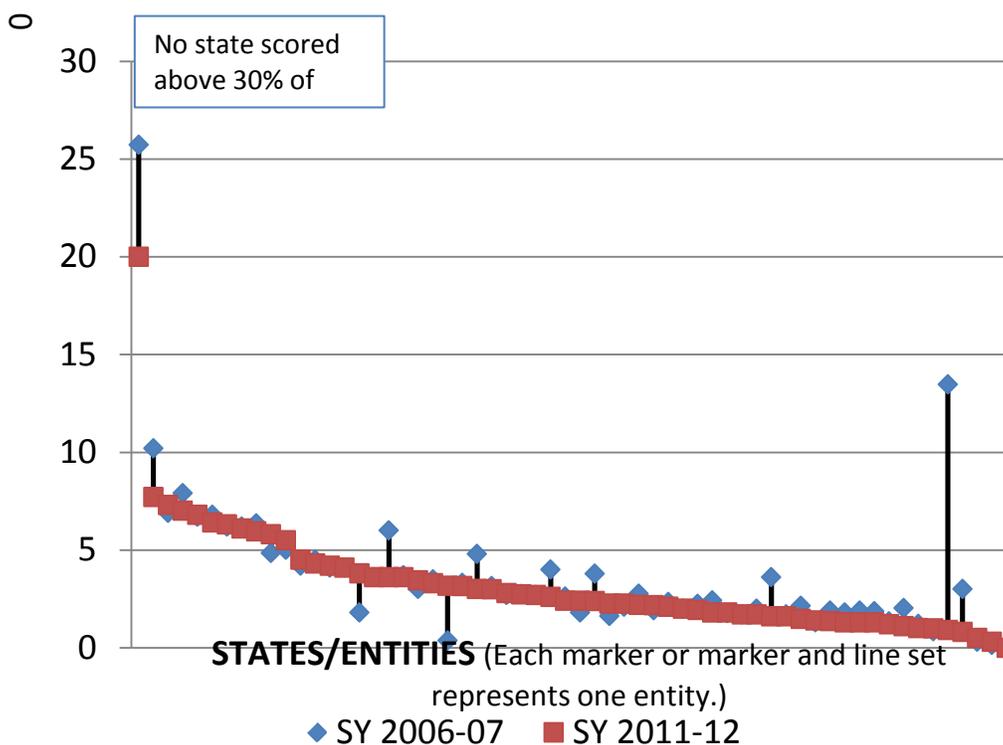
## B5C: Served in separate schools, residential facilities, or homebound/hospitals

### Change from Baseline in B5C

The change from baseline in the B5C indicator is depicted as a vertical line for each entity, with the baseline year at one endpoint and the current year at the other (Figure 7). Gains in this indicator occur when the number of students in this category decreases; that is, when fewer students are served in separate schools, residential facilities, or homebound or hospital placements. The mean for this indicator was 3.7 in 2006-'07. Six years later, the mean is 3.22, suggesting the great difficulty in changing how students with the most significant support needs are served. There were 23 states that served 2 percent or fewer of their SWDs in this category. That number did not shift over the last six years. What did change was at the other end of this range. Four states made sizable dents in the number of students in this category. If the outlier is removed from the calculation of the mean for both Year 1 and the current year, the means are 3.4 and 2.9 respectively. Six entities appear in the list of states that put the fewest number of students in this category that did not appear in the top ranked states in 5A. This suggests that decision making around this category is different from the decision-making for 5A.

**Figure 7**

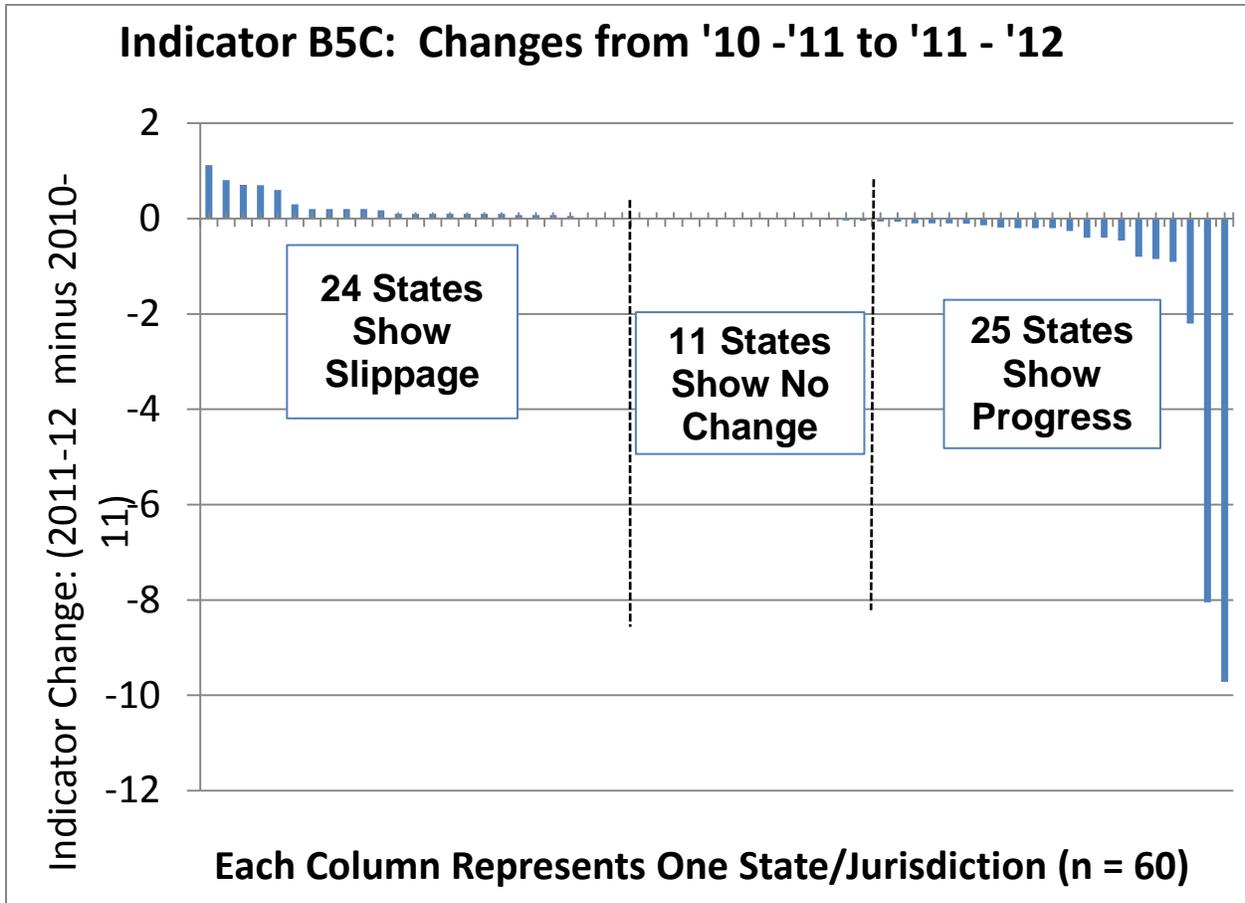
### Indicator 5BC Changes from '06-'07 to '11 - '12



### Progress and Slippage in B5C

Progress and slippage on Indicator B5C is measured by the difference between the current reported level (2011-12) and the previous year (2010-2011). Slippage occurs when the current year level reported is higher than the previous year, because the goal is to reduce the number of students in this category (Figure 8). Progress was made in 25 entities, 24 entities showed slippage, while 11 entities showed no change.

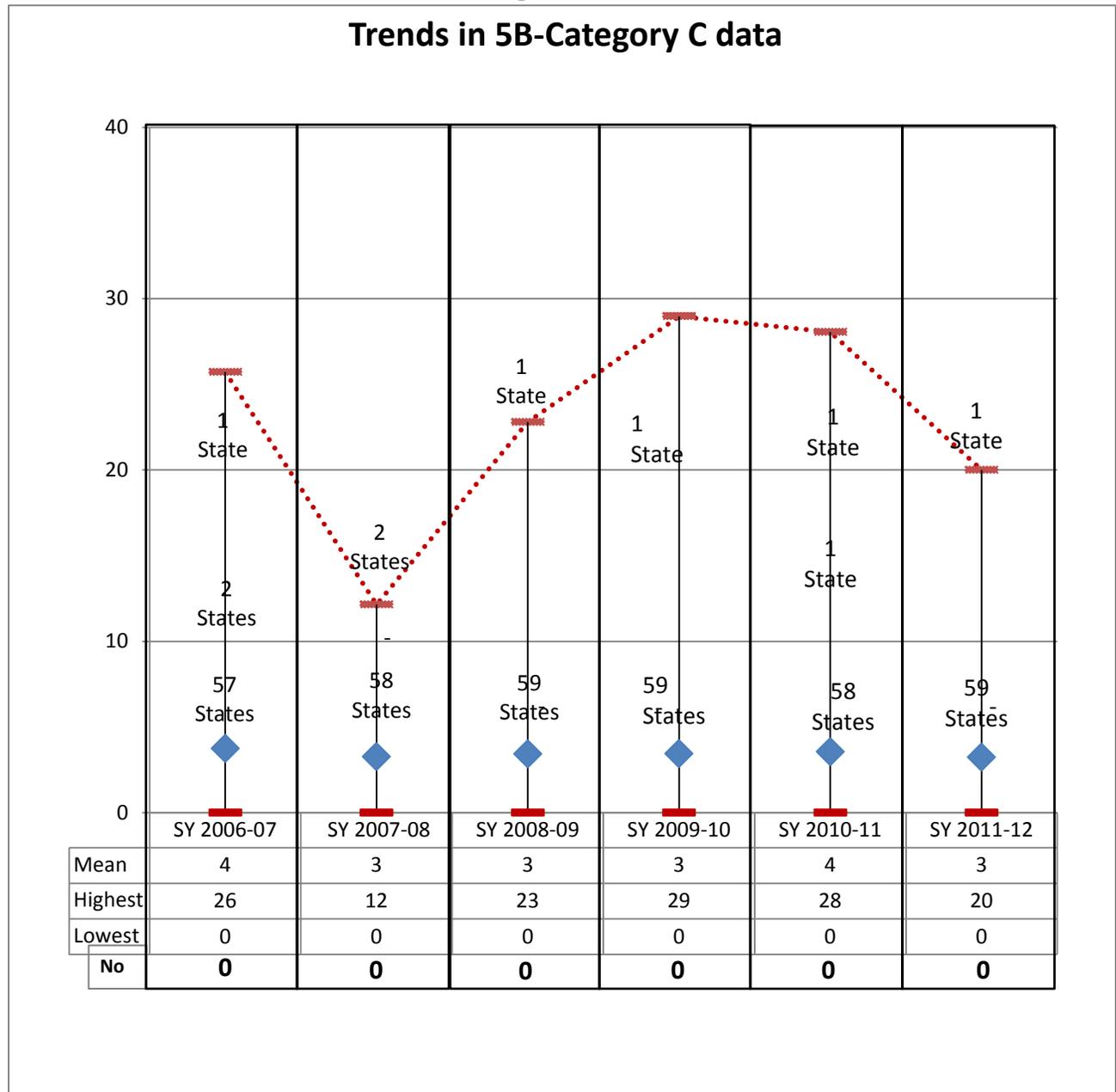
**Figure 8**



Six Year Trends in Indicator 5B – Category C

The six year trend graph (Figure 9) for Indicator B5B shows the essentially flat mean percentage of 3% of students who are served in separate schools, residential facilities, or homebound or hospital placements. The variation in these data come from 2 to 3 entities that are likely to serve their SWDs in separate schools, residential facilities, or homebound/hospital placements. A focus on a very few entities would help to shift these data. What these data do not reveal is the kind of service that the students in the 50 entities are likely to encounter and what kinds of outcomes are achieved in these settings.

**Figure 9**



## **CONCLUSION**

Progress since last year on the three aspects of Indicator 5 can be summarized as slight progress on all three categories of Indicator 5B. However, progress over six years of data collection is apparent

## **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 2011 Part B Annual Performance Reports (APRs) from 58 states and jurisdictions. For the purpose of this report, all states and territories are referred to collectively as 'states'.

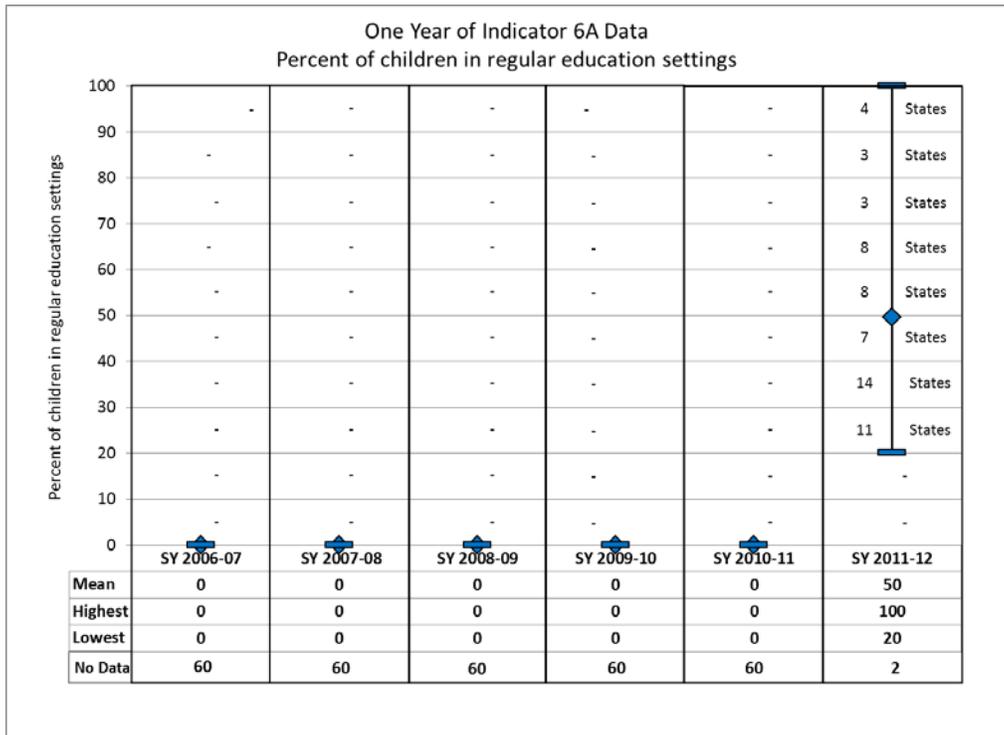
### **DATA SOURCES AND MEASUREMENT APPROACH**

The data for this were collected through the 2011 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 report vary among states.

### **ACTUAL PERFORMANCE**

Figures 1 and 2 illustrate current data on preschool settings for FFY 2011. The number of states represented within each ten-percentage point range are shown in the charts, and the table below the chart shows the national mean, range, and number of states included for Indicators 6A and 6B.

**Figure 1**

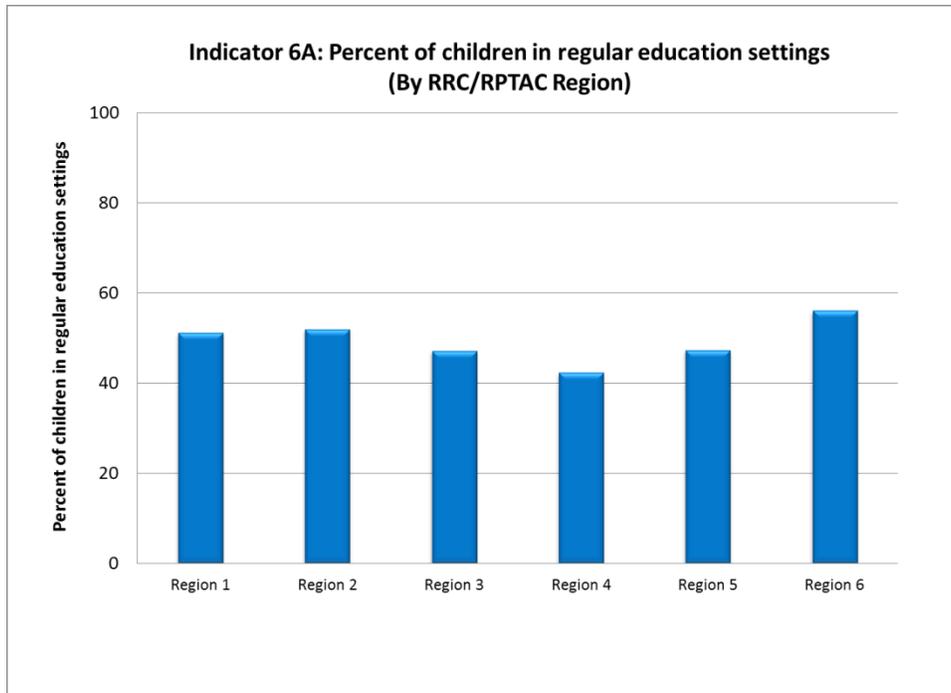


**Figure 2**

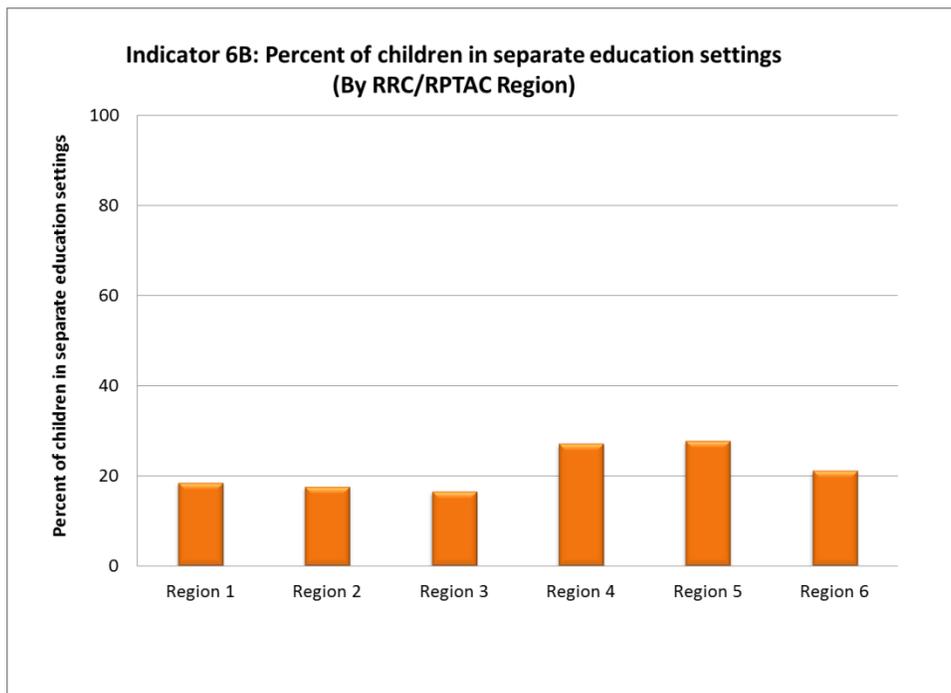


Figures 3 and 4 illustrate patterns in the FFY 2011 data according to Regional Resource Center and Regional Parent Training Assistance Center (RRC/RPTAC) Regions. For each sub-indicator, each bar represents the mean performance for that region.

**Figure 3**

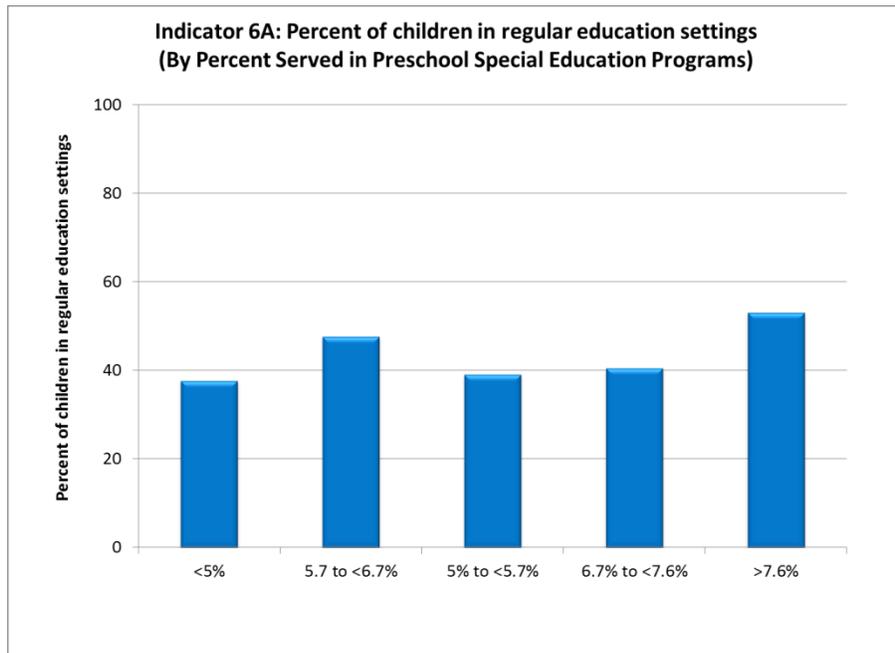


**Figure 4**

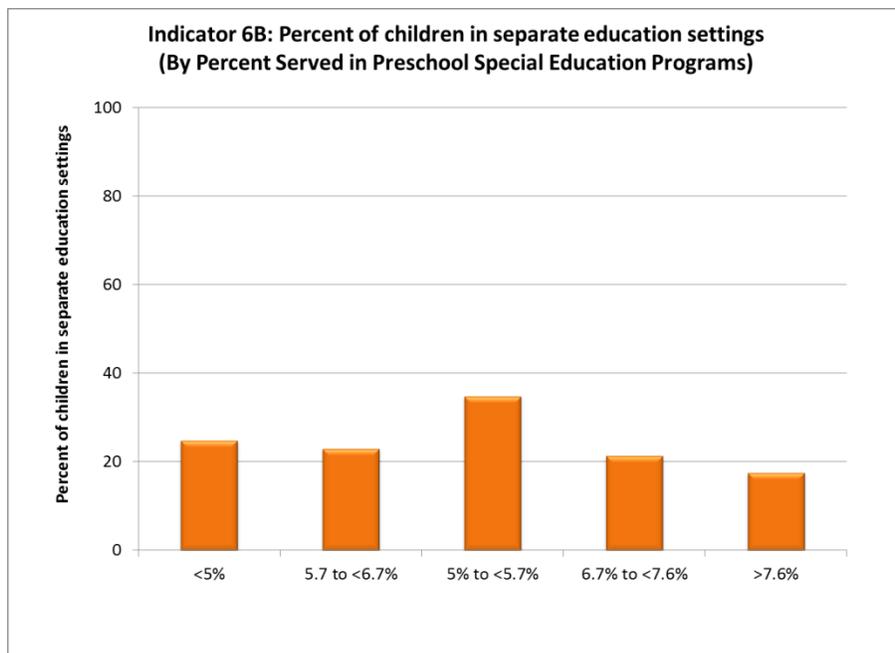


Figures 5 and 6 illustrate patterns in the FFY 2011 data according to the size of the population of children served in preschool special education in the state. For each chart, bars represent the mean performance among states in each grouping of number of children served.

**Figure 5**

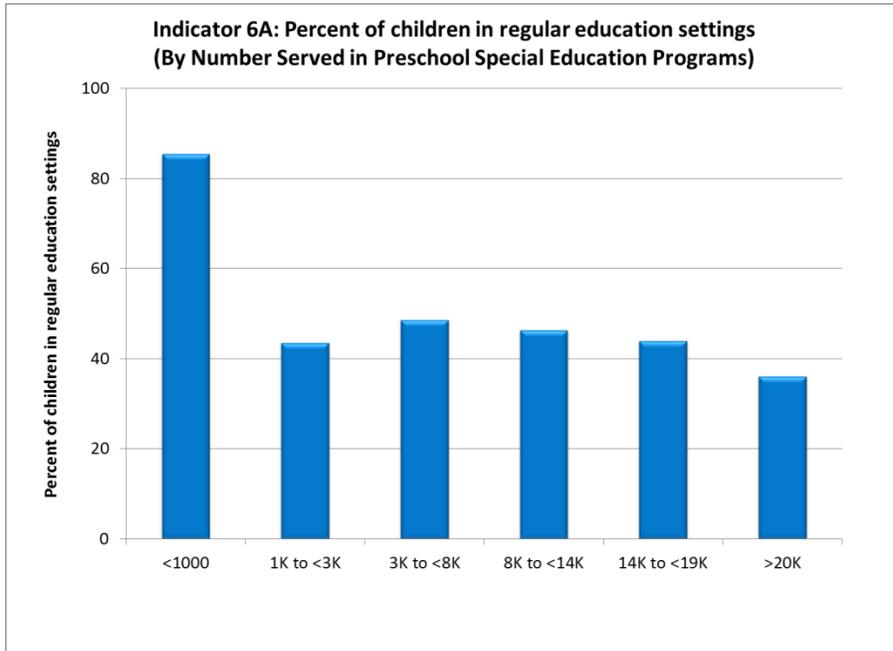


**Figure 6**

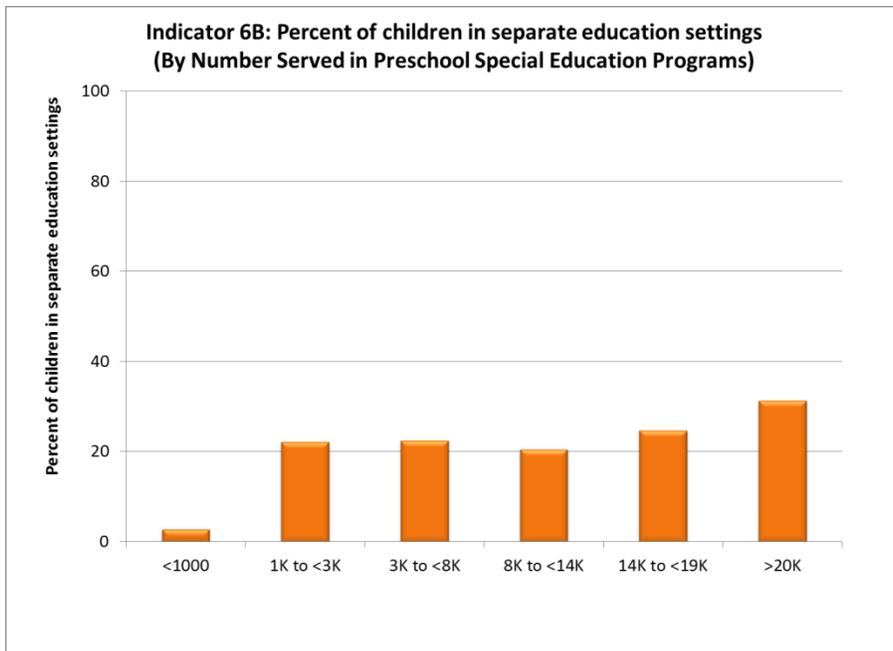


Figures 7 and 8 illustrate patterns in the Indicator 6 FFY 2011 data according to the percent of the population of children from three to five served in preschool special education programs in the state. Each bar represents the average performance for each percentage served group.

**Figure 7**



**Figure 8**



## INDICATOR 7: PRESCHOOL OUTCOMES

Prepared by Early Childhood Outcomes Center (ECO)

**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 2011 Annual Performance Reports (APRs) submitted to OSEP in February, 2013. This is the fourth 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 preschool children who entered or exited 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 preschool children who were functioning within age expectations in each outcome by the time they turned 6 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.

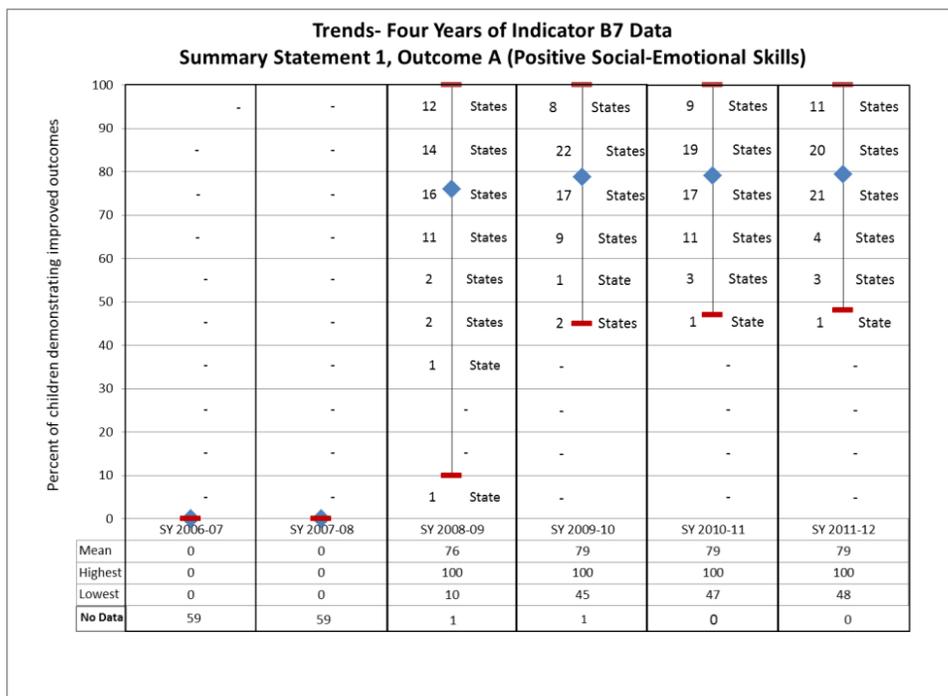
**Table 1**

<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%)

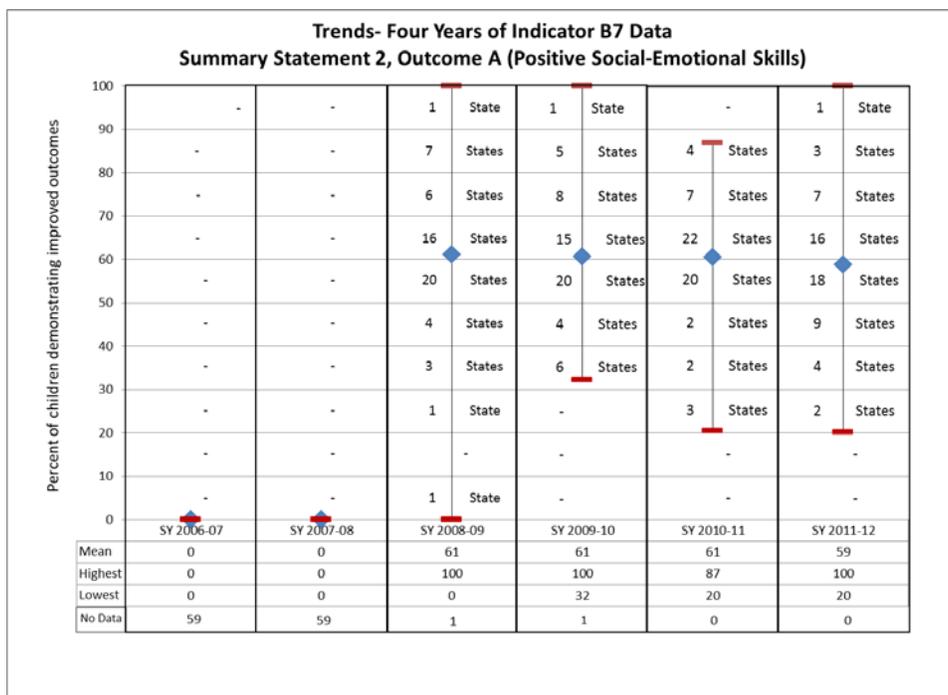
## PERFORMANCE TRENDS

Figures 1 through 6 illustrate the current and trend data for each of the six child outcomes summary statements over the last four reporting years (FFY 2008 to FFY 2011). 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 for each year.

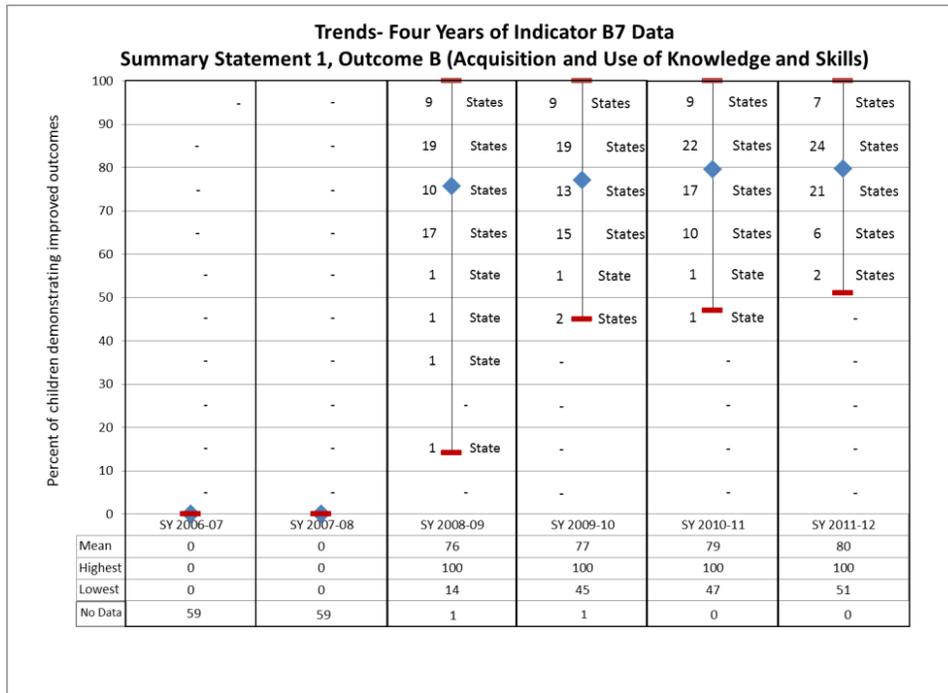
**Figure 1**



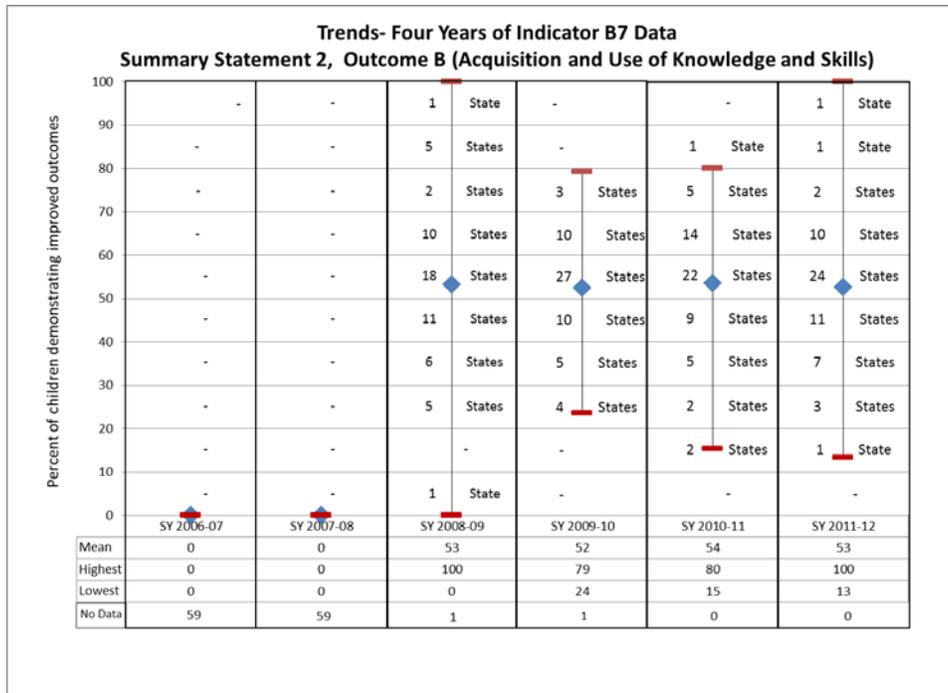
**Figure 2**



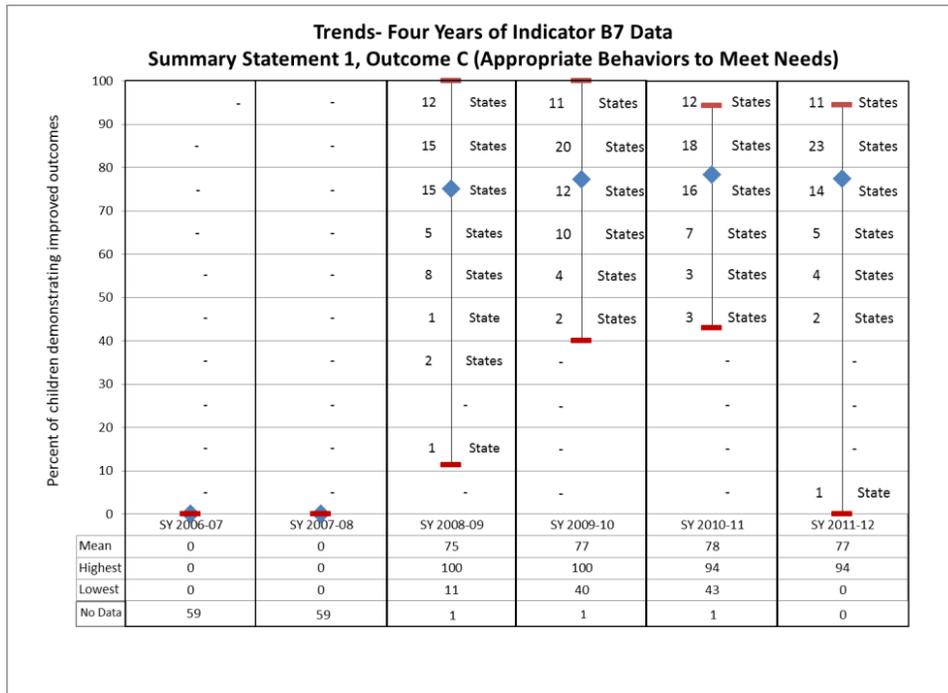
### Figure 3



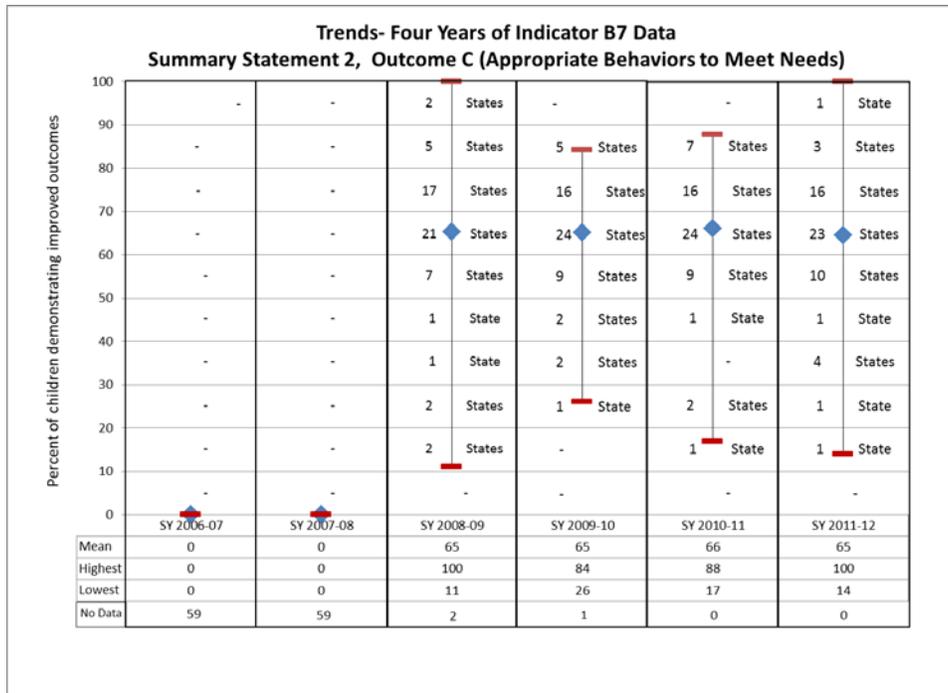
### Figure 4



**Figure 5**

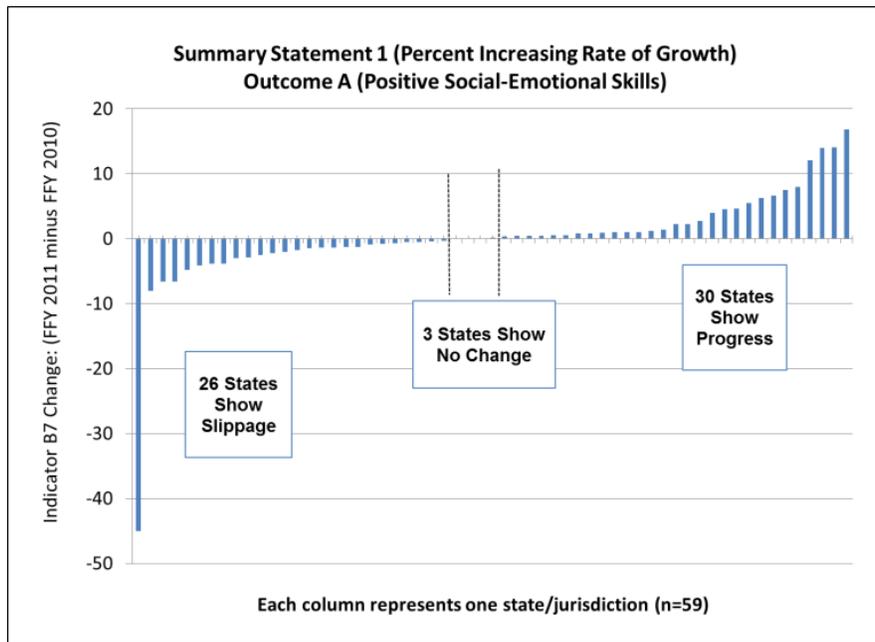


**Figure 6**

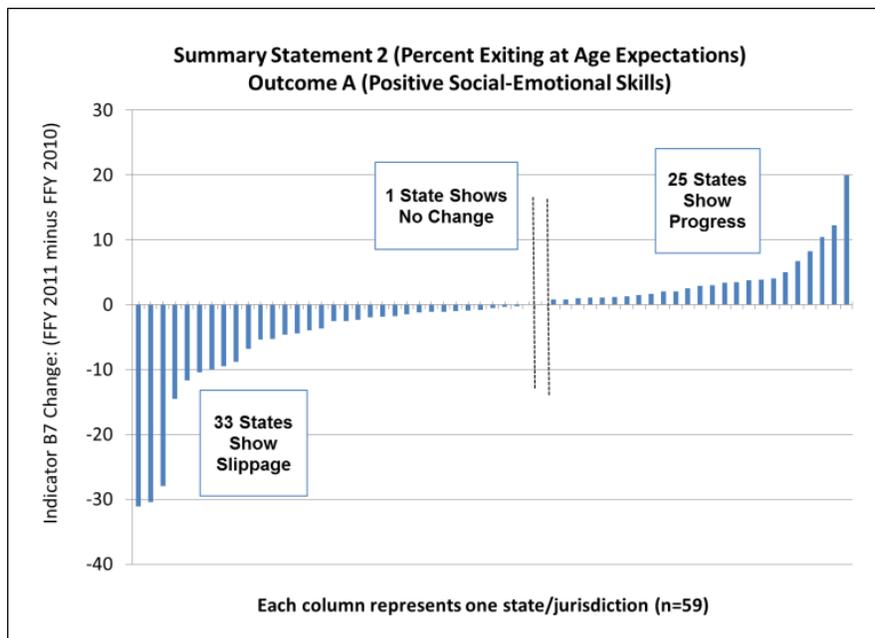


Figures 7 through 12 show comparisons of the current year's data (FFY 2011) with last year's data (FFY 2010) for states reporting data for both years (one state was missing FFY 2010 data for Summary Statement 2 for Outcome C; all other comparisons had data for all states for both years). For each chart, labels show the number of states that increased, decreased, or stayed the same, and the size of the bar for each state reflects the magnitude of the change between years in percentage points.

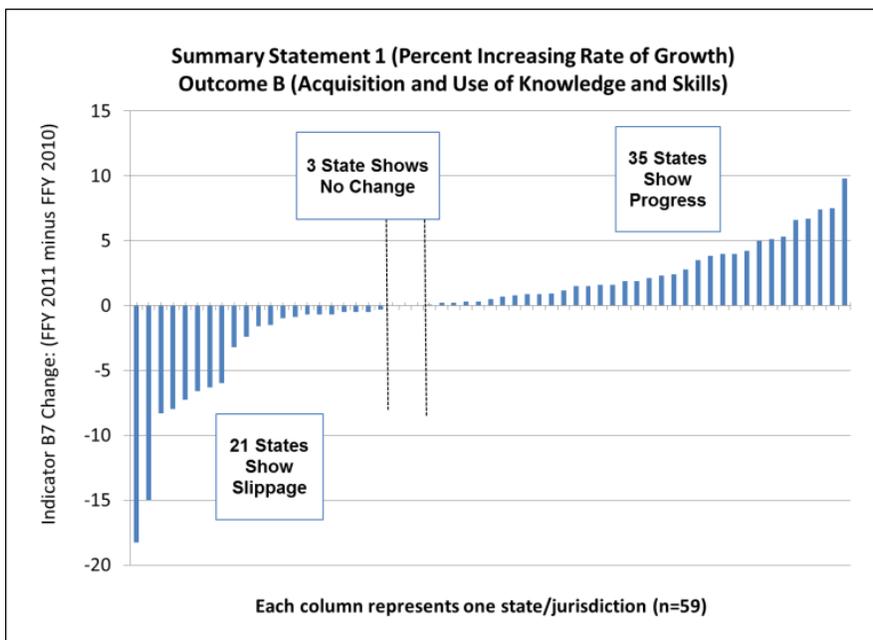
**Figure 7**



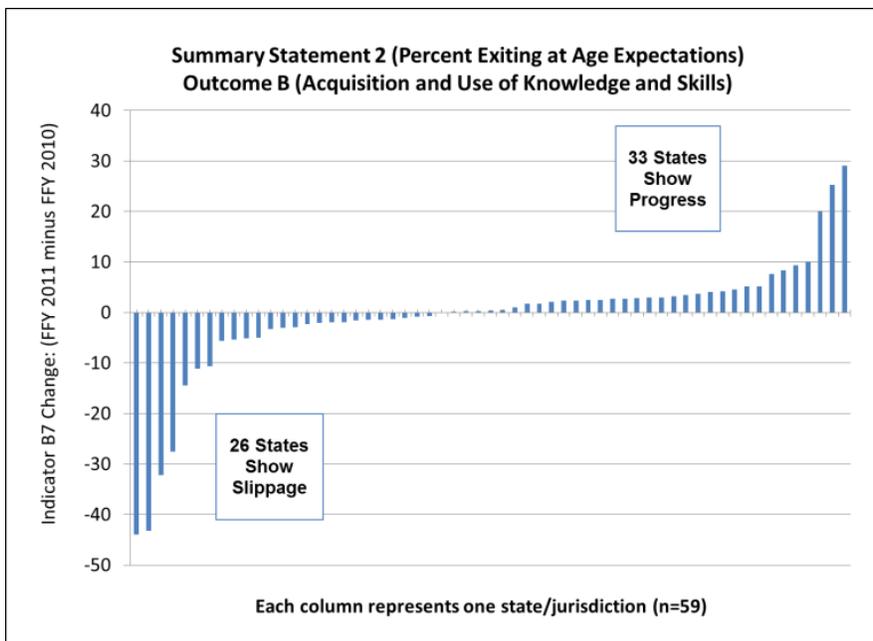
**Figure 8**



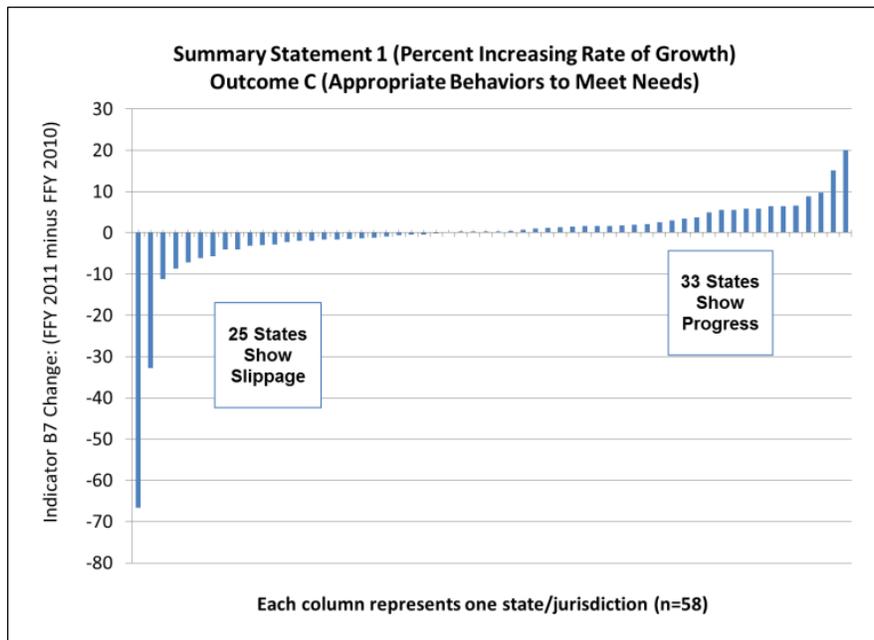
**Figure 9**



**Figure 10**



**Figure 11**



**Figure 12**

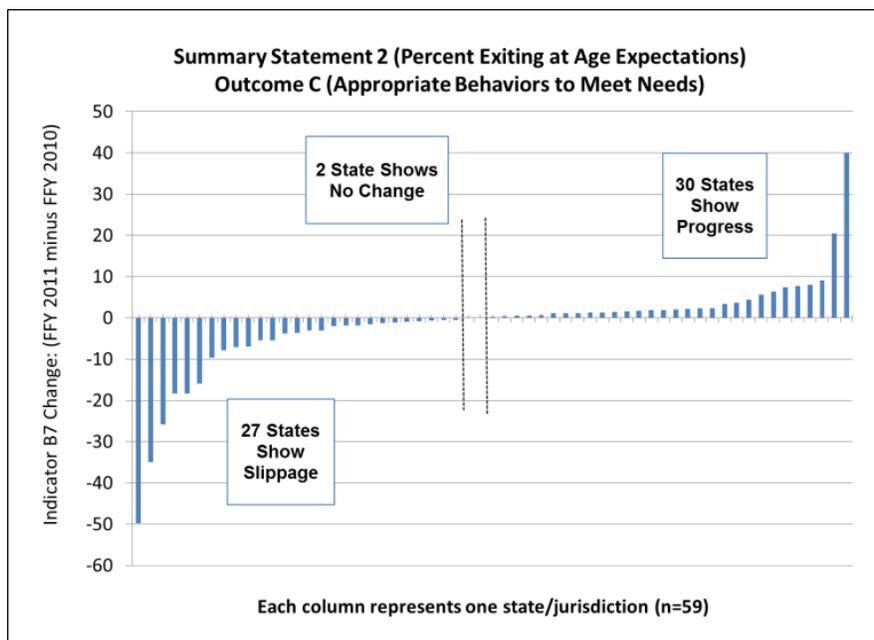
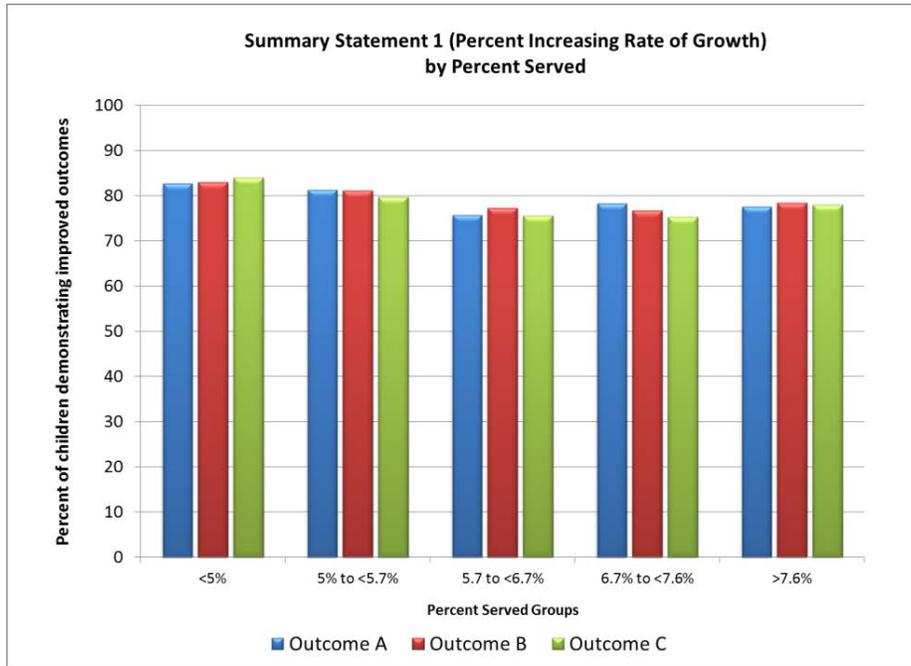


Figure 13 and 14 illustrate patterns in the FFY 2011 data according to the size of the population of children served in preschool special education in the state. Each figure shows the mean performance on each of the summary statements by region for each of the three sub-indicators.

**Figure 13**



**Figure 14**

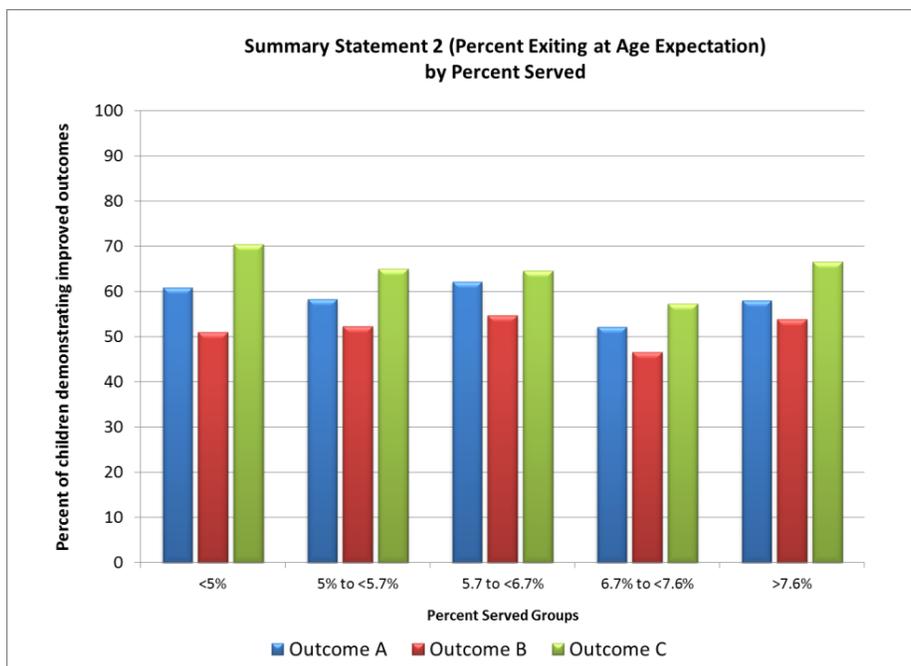
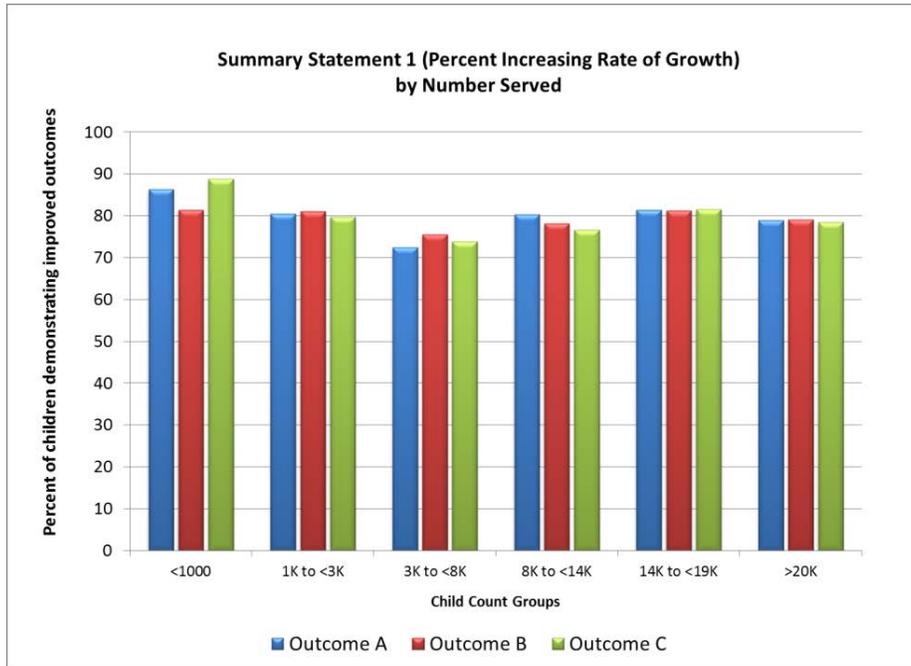
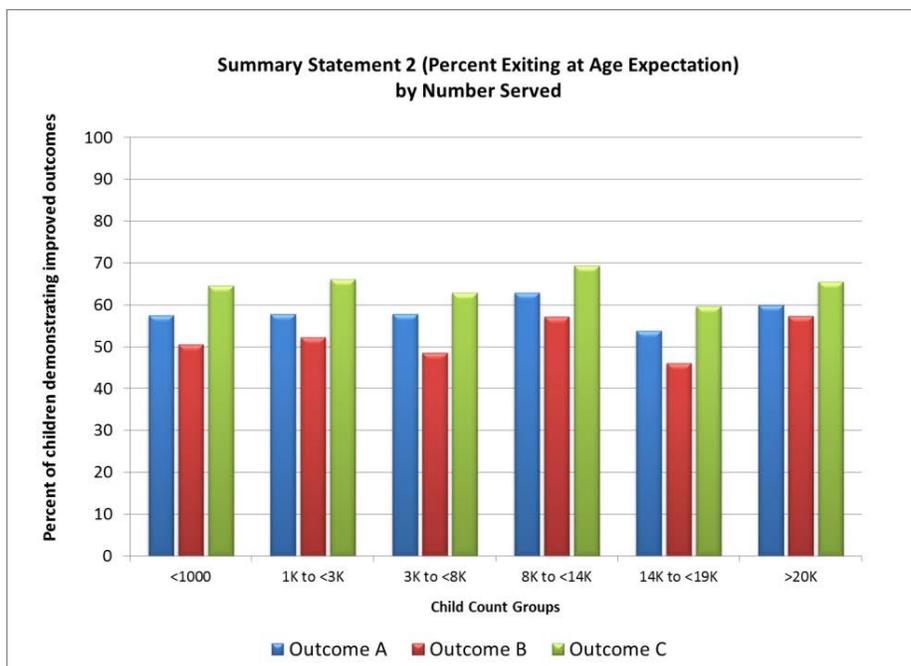


Figure 15 and 16 illustrate patterns in the FFY 2011 data according to the percent of the population of children from three to five served in preschool special education programs in the state. Each figure shows the mean performance by percentage-served group for each of the three sub-indicators in both summary statements.

**Figure 15**



**Figure 16**



## INDICATOR 8: PARENT INVOLVEMENT

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

National PTAC at PACER Center, Region 1 PTAC at Statewide Parent Advocacy Network, Region 2 PTAC at Exceptional Children's Assistance Center, Region 3 PTAC at Partners Resource Network, Region 4 PTAC at Wisconsin FACETS, Region 5 PTAC at PEAK Parent Center, and Region 6 PTAC at Matrix Parent Network and Resource Center.

### INTRODUCTION & DATA SOURCES

**INDICATOR 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

This narrative and the Indicator 8 template are based on information from states' FFY 2011 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 when information was not available in the APR.

For the purposes of this report, the term "states" refers to the 50 states, nine territories, and the District of Columbia (a total of 60 state entities). Eight states reported separate performance data for parents of preschoolers (three-five years) and parents of school-age students (6-21 years). Some of these states used the same survey and methodology for both age groups, and others used different approaches. Therefore, totals in some of the tables and charts may equal more than 60. Percentages may not total 100 due to rounding.

### METHODOLOGY & MEASUREMENT APPROACHES

#### Survey Instruments

##### Data Summary

**Table 1**  
**Survey Instruments Used**

Survey Instrument	# of States	% of States
NCSEAM	34	56.7%
State-Developed	10	16.7%
Adapted NCSEAM or ECO	10	16.7%
Combination	3	5.0%
Unknown	3	5.0%

## Narrative Summary

Thirty-four states (56.7%) used a version of the preschool and/or school-age special education parent involvement surveys developed by the National Center on Special Education Accountability and Monitoring (NCSEAM).

Ten states (16.7%) utilized their own state-developed instrument, either one that had been developed previously for monitoring or other purposes or a survey created specifically to respond to this APR indicator.

Ten states (16.7%) adapted questions from the NCSEAM or Early Childhood Outcomes (ECO) Center parent surveys to develop their own Indicator 8 surveys.

Three states (5.0%) used a combination of surveys. Each of these states used the NCSEAM survey for parents of school-age students but a different survey for parents of preschoolers. Two states used an adapted version of the ECO survey and one used a state-developed survey for parents of children ages 3-5.

Three states (5.0%) did not report sufficient information to determine the survey instrument utilized.

## **Sampling**

### Data Summary

**Table 2**  
**Sampling Methodology**

<b>Sampling Method</b>	<b># of States</b>	<b>% of States</b>
Sample	35	58.3%
Census	23	38.3%
PreK Census, K12 Sample	2	3.3%

## Narrative Summary

A variety of sampling plans were used to select respondents for the parent involvement surveys.

### *Sample*

More than one half of states (35 - 58.3%) implemented some type of sampling plan. Generally this involved developing rotating cohorts of Local Education Agencies (LEAs) whereby over a two- to six-year period all districts would participate in the survey process. These cycles frequently corresponded to existing monitoring plans used by the state to evaluate LEAs. Most often all parents in participating districts were invited

to complete the survey, although sampling within LEAs was used in some states, especially in larger districts. OSEP requires districts with more than 50,000 students to be surveyed annually.

*Census*

Twenty-three states (38.3%) utilized a census process where the survey was disseminated to all parents of children ages 3-21 receiving special education services.

*Combination*

Two states (3.3%) used a combination of census and sampling. In both of these cases the preschool survey was conducted through a census while sampling was used for parents of school-age students.

**Survey Distribution**

Data Summary

**Table 3**  
**Survey Distribution Methods**

<b>Distribution Method</b>	<b># of States</b>	<b>% of States</b>
Varied	24	40.0%
Mail	19	31.7%
In-Person	5	8.3%
Unknown	5	8.3%
Web	4	6.7%
Combination	2	3.3%
Phone	1	1.7%

Narrative Summary

*Varied*

Twenty-four states (40.0%) offered parents a variety of ways to respond to the survey, generally a combination of mail, web, and phone.

*Mail*

Nineteen states (31.7%) utilized mail as their only form of survey dissemination.

### *In-Person*

Five states (8.3%) distributed the surveys in-person, either at Individualized Education Program (IEP) meetings or as part of monitoring visits.

### *Unknown*

Five states (8.3%) did not report enough information about their survey distribution process to determine the method used.

### *Web*

Four states (6.7%) used an online questionnaire as the primary modality for conducting the survey.

### *Combination*

Two states (3.3%) utilized different distribution methods for preschool and school-age surveys. In both cases the preschool survey was distributed in-person, while the school age was distributed through mail or varied methods.

### *Phone*

One state (1.7%) conducted phone interviews as their primary method of collecting survey responses.

## **Response Rate**

### Data Summary

**Table 4**  
**Response Rates\***

<b>Response Rate</b>	<b># of States</b>	<b>% of States</b>
0-9.9%	12	20.0%
10-19.9%	20	33.3%
20-29.9%	8	13.3%
30-39.9%	3	5.0%
40-49.9%	1	1.7%
50-59.9%	3	5.0%
60-69.9%	0	0.0%
70-79.9%	3	5.0%
80-89.9%	1	1.7%

90-100%	1	1.7%
Unknown	8	13.3%

\*Response rates for states who conducted separate preschool and school-age surveys were combined into an overall percentage.

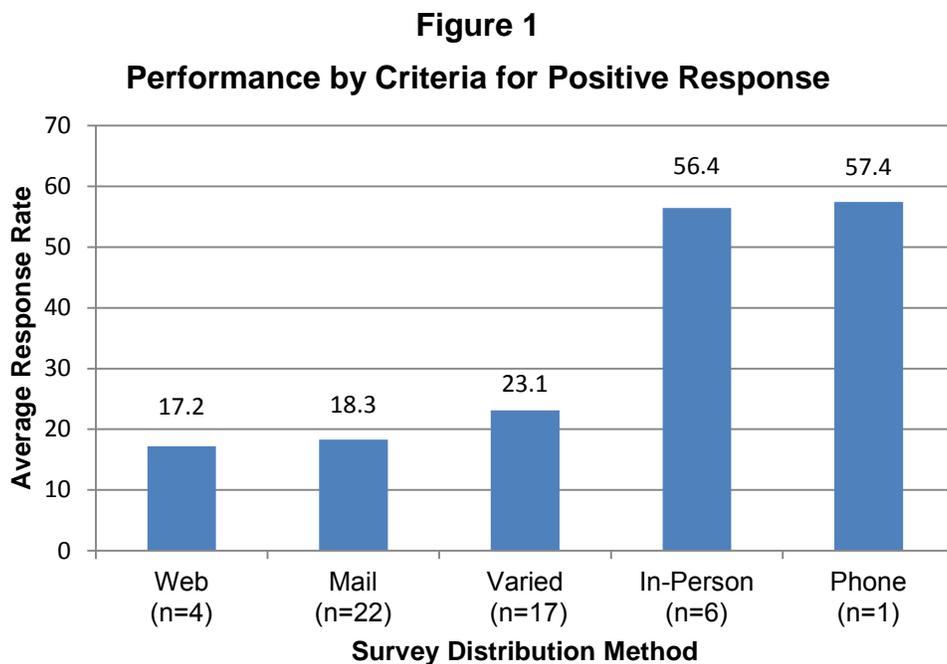
Narrative Summary

The average response rate across all states was 24.8%. This represents a .8% decrease from FFY 2010. It should be noted that there is not an expectation of states to have a particular response rate. As long as the sample is representative of the population, a low response rate can still yield statistically valid results.

The most commonly reported response rates (20 states) occurred in the 10-19.9% range. Eight states did not report enough information to determine a response rate for their parent involvement surveys.

Not all states reported the extent to which the survey responses were representative of the population of families of children receiving special education surveys in the geographic area surveyed. Of those that did, states generally reported that surveys received were representative of the population and differences were not statistically significant. Many states, however, noted that parents of students who were Black/African American or non-English speaking, or had learning disabilities, were underrepresented among respondents.

The following chart (Figure 1) compares the response rates by survey distribution methods. The data demonstrates that states that conducted the survey by phone or distributed the surveys in-person achieved the highest response rate. States that offered parents a variety of ways to respond to the survey achieved a higher response rate than those just distributing the survey by mail or online. Most states offering surveys by phone or in-person were small island territories with a relatively small population of students with disabilities as compared to other states.



## Criteria for a Positive Response

### Data Summary

**Table 5**  
**Criteria for Positive Response**

Criteria for Positive Response	# of States*	% of States
Percent of Maximum	25	40.3%
NCSEAM	20	32.3%
Single/Two Question(s)	12	19.4%
Other	3	4.8%
Unknown	2	3.2%

\*The number of states totals 62 because two states used different criteria for a positive response for their preschool and K-12 surveys.

### Narrative Summary

#### *Percent of Maximum*

Twenty-five states (40.3%) used a “percent of maximum” method to determine a positive response.

When using a “percent of maximum” analysis, the survey responses for each respondent are averaged and compared to a pre-determined cut-off value that indicates a positive response. For example, on a six-point scale, a respondent who marked “six - very strongly agree” to all survey items would receive a score of 100%. Someone who marked “one - very strongly disagree” on all items would receive a score of 0%. Someone who marked “four - agree” on all survey items (or whose responses averaged a score of four) would receive a score of 60%. Not all states using this method had the same “cut-off” for a positive response. For example, many used four (60%) on a six-point scale. Others used 75% (four on a five-point scale) or other criteria.

### *NCSEAM Standard*

Twenty states (32.3%) utilized the NCSEAM standard for determining a positive response to their parent involvement surveys.

The NCSEAM standard was developed by a group of stakeholders as part of the NCSEAM National Item Validation Study. The standard is based on the Rasch analysis framework. This framework creates an “agreeability” scale with corresponding calibrations (agreeability levels) for each survey item. Survey items with lower calibrations are “easier” to agree with, while questions with higher calibrations are more difficult. A respondent’s survey answers are compiled into a single measure.

The calibration levels for the NCSEAM survey ranged from 200-800. The stakeholder team recommended using a measure of 600 as the standard for a positive response. This corresponds to the survey item, “The school explains what options parents have if they disagree with a decision of the school.” A score of 600 would mean that the parent had a .95 likelihood of responding “agree,” “strongly agree,” or “very strongly agree” to that question.

### *Single Question or Two Questions*

Twelve states (19.4%) used a response to a single question or two questions to determine whether that parent felt the school facilitated parent involvement as defined in this indicator. Often states used this data analysis method when they were using a state-developed survey that included relatively few questions related to parental involvement. States using the single question method varied with regard to the degree of agreeability needed to count the item as a positive response (i.e., some states required a response of “yes” to a yes/no question; others required a response of “3” or “4” on a 4-point scale).

### *Other*

Three states (4.8%) utilized “other” criteria for determining a positive response.

Two states in the “other” category reported an average survey response across the entire sample of survey questions answered rather than analyzing each parent’s survey individually. Another averaged the lowest individual survey item agreement rate for preschool and school age surveys.

## Unknown

Two states (3.2%) did not describe the criteria for a positive response in either its APR or its SPP.

## FIGURES & EXPLANATIONS: ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS

### Indicator Performance

The following tables and charts summarize and compare states' performance on Indicator 8. Although it is helpful to include this analysis, care must be taken when drawing conclusions because of the wide variability in states' selection of survey instruments and criteria for positive response.

### Data Summary

**Table 6**

**Performance Summary: 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**

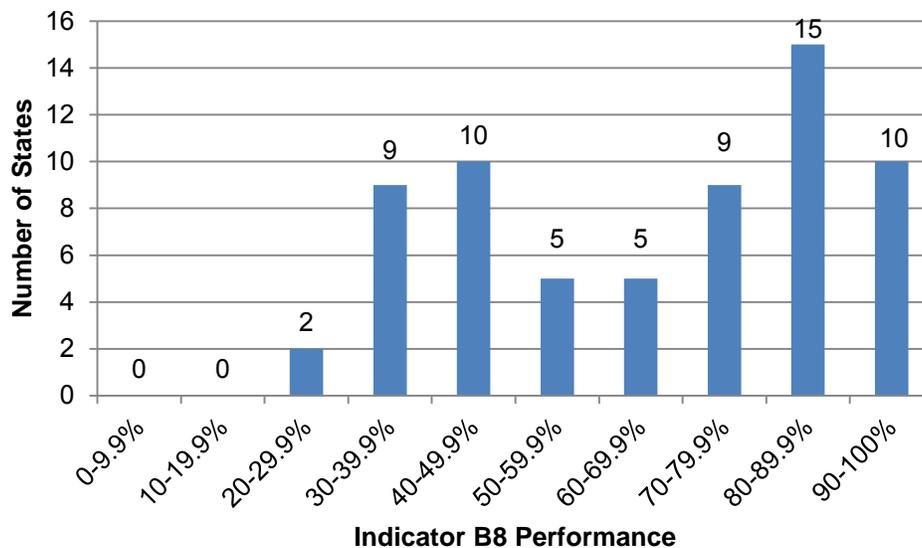
<b>Ind. 8 Performance</b>	<b># of States*</b>	<b>% of States</b>
0-9.9%	0	0.0%
10-19.9%	0	0.0%
20-29.9%	2	2.9%
30-39.9%	9	13.2%
40-49.9%	10	14.7%
50-59.9%	5	7.4%
60-69.9%	8	11.8%
70-79.9%	9	13.2%
80-89.9%	15	22.1%
90-100%	10	14.7%

\*The number of states totals 68 because of the eight states reporting separate preschool and school-age data.

## Narrative Summary

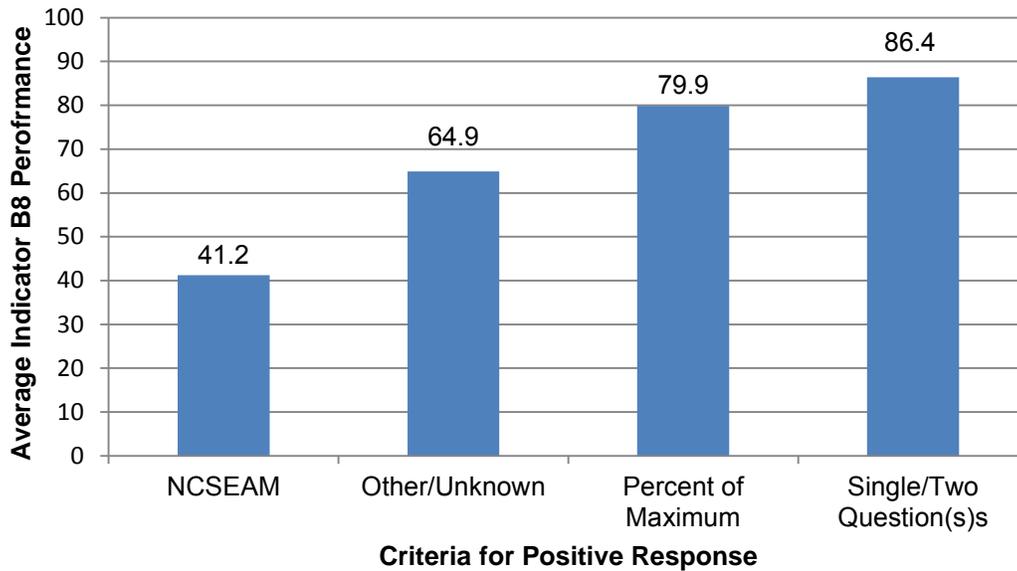
The average FY 2011 Indicator 8 performance was 66.1%, a .1% increase from FFY 2010. Twenty-nine states met their targets, 29 missed their targets, one state met its preschool target but missed its school age target, and one state missed its preschool target but met its school age target. The data distribution for FFY 2011 is similar to previous years. Few states reported whether or not there were differences in performance on this Indicator based on respondents' race, ethnicity, or language.

**Figure 2**  
**Performance Data Distribution**



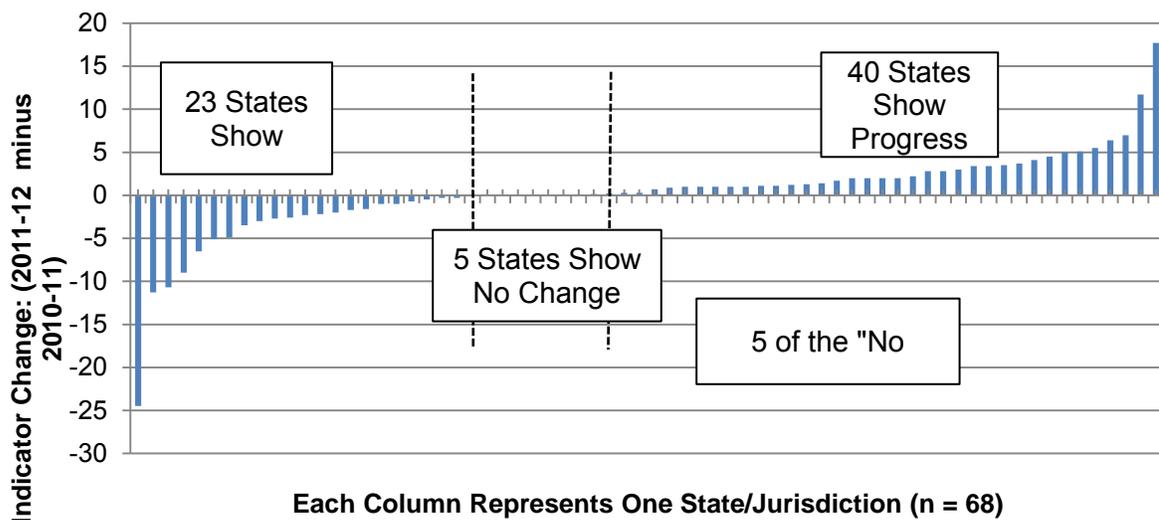
As noted in previous Indicator 8 summaries, there are two distributions of performance data at the lower and higher ends. This data corresponds to the criteria for positive response used by the state. Generally, states using the NCSEAM Standard have a lower distribution of scores while those using “percent of maximum” or other methods reported a higher range of percentages. The following chart represents average Indicator 8 performance data based on criteria for determining a positive response.

**Figure 3**  
**Performance by Criteria for Positive Response**



The NCSEAM standard of 600 using the Rasch framework appears to be a more rigorous standard than other methods used for data analysis. States using the NCSEAM standard reported an average performance of 41.2% while the average performance of states using other analysis methods ranged from 64.9% to 86.4%.

**Figure 4**  
**Change from FFY 2010 to FFY 2011 for Indicator B8**



The chart above shows progress and slippage made by states from FFY 2010 to FFY

2011. Twenty-three states demonstrated slippage, six states experienced no change, and 40 states made progress. Data ranges from 24.5% slippage to 17.7% progress.

## **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 stable from FFY2010 to FFY2011. Two thirds of states demonstrated progress, and 50 percent met their targets.

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

Prepared by Data Accountability Center (DAC)

### **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 Data Accountability Center (DAC) reviewed the FFY 2011 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 2011, all states reported valid and reliable data for B9 and B10.

### **DATA SOURCES**

Data sources include data collected on 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) 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**

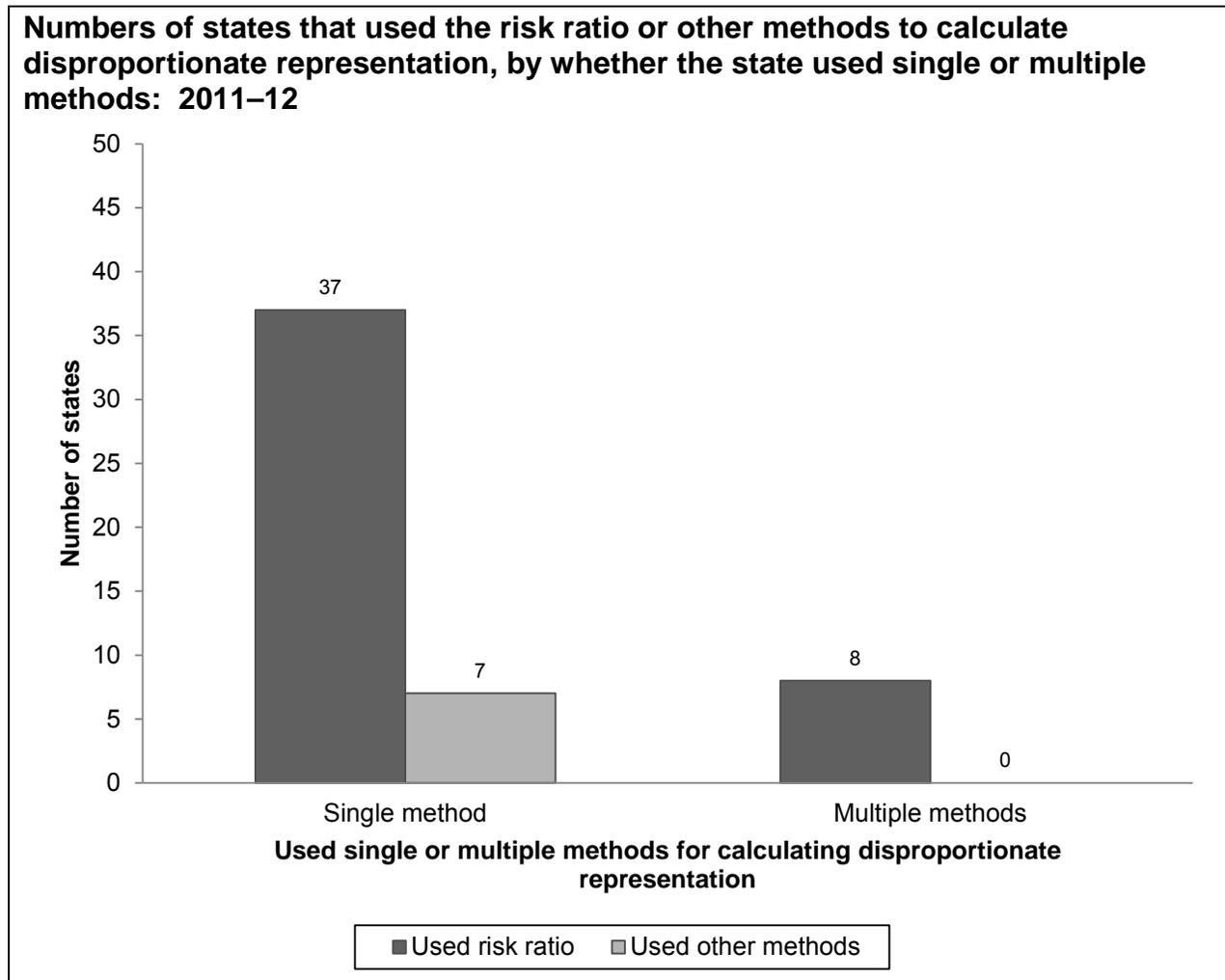
This section describes the various approaches states used to calculate disproportionate representation, including whether states used a single method or multiple methods, definitions of disproportionate representation, and minimum cell size requirements.

#### **Methods Used to Calculate Disproportionate Representation**

The majority of states (44 states or 85%) used one method to calculate disproportionate representation (see Figure 1). Of the 44 states using one method, 37 states (84%) 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 (eight states or 15%) used more than one method to calculate disproportionate representation. All eight of these states (100%) used the risk ratio in combination with one or more other methods, such as some form of composition, risk, the E-formula, or expected counts of students.

**Figure 1**



### Definitions of Disproportionate Representation

Most states using the risk ratio defined disproportionate representation with a risk ratio cut-point. That is, the state considered a district to have disproportionate representation only if the risk ratio for one or more racial/ethnic groups was greater than the state’s cut-point. The two most commonly used cut-points for disproportionate representation were 3.0 (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

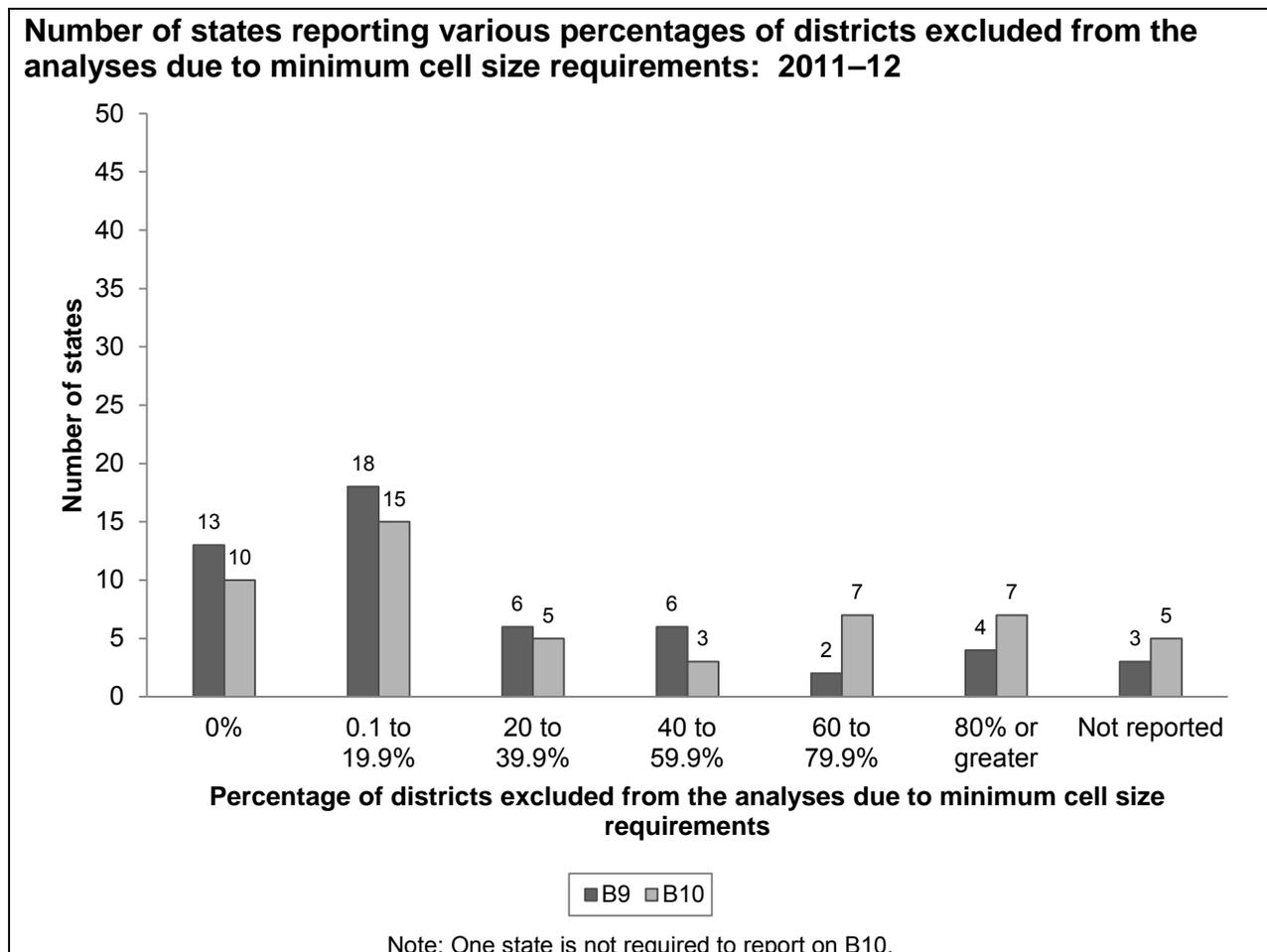
percentage-point differences and relative differences (composition), comparisons to thresholds (risk), determining upper and lower bounds (E-formula), and differences between expected numbers of students and actual numbers of students (expected numbers).

### Minimum Cell Size Requirements

Overall, 50 states (96%) 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, 49 states (98%) for B9 and 47 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**



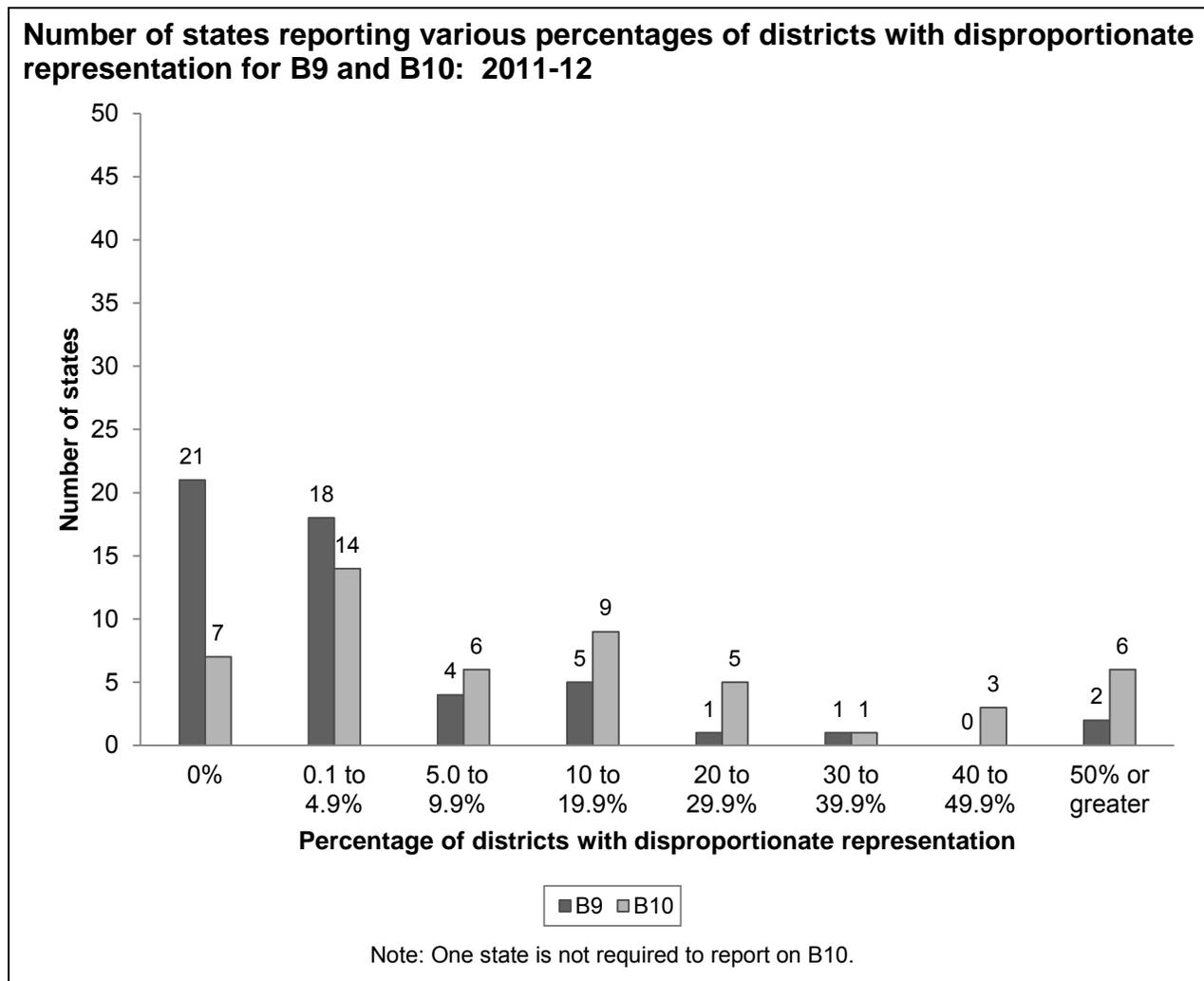
## ACTUAL PERFORMANCE, COMPARISONS, AND TRENDS

This section provides actual performance data for B9 and B10 for FFY2011, as well as seven-year trends in the data and change from FFY2010 to FFY2011.

### 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



## 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 2011–12, as well as for the six 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 2011–12**

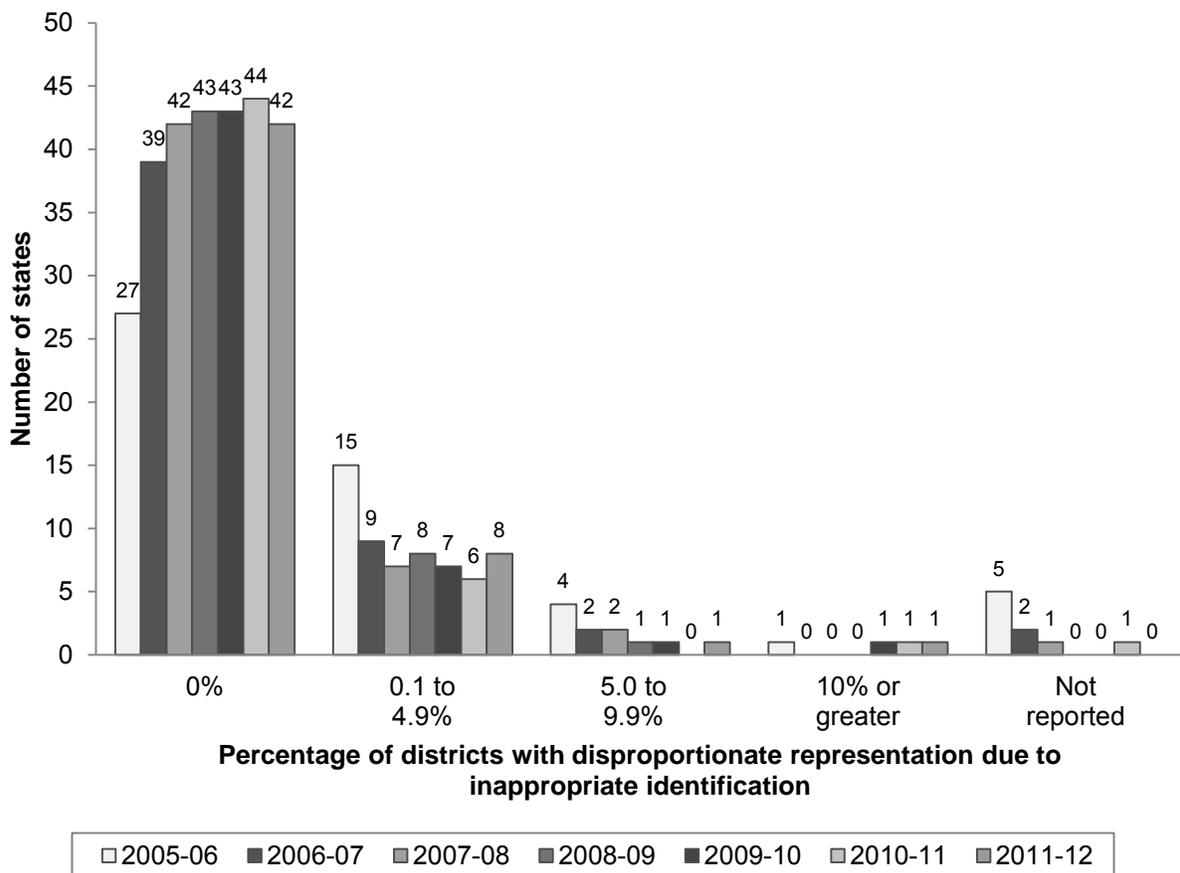
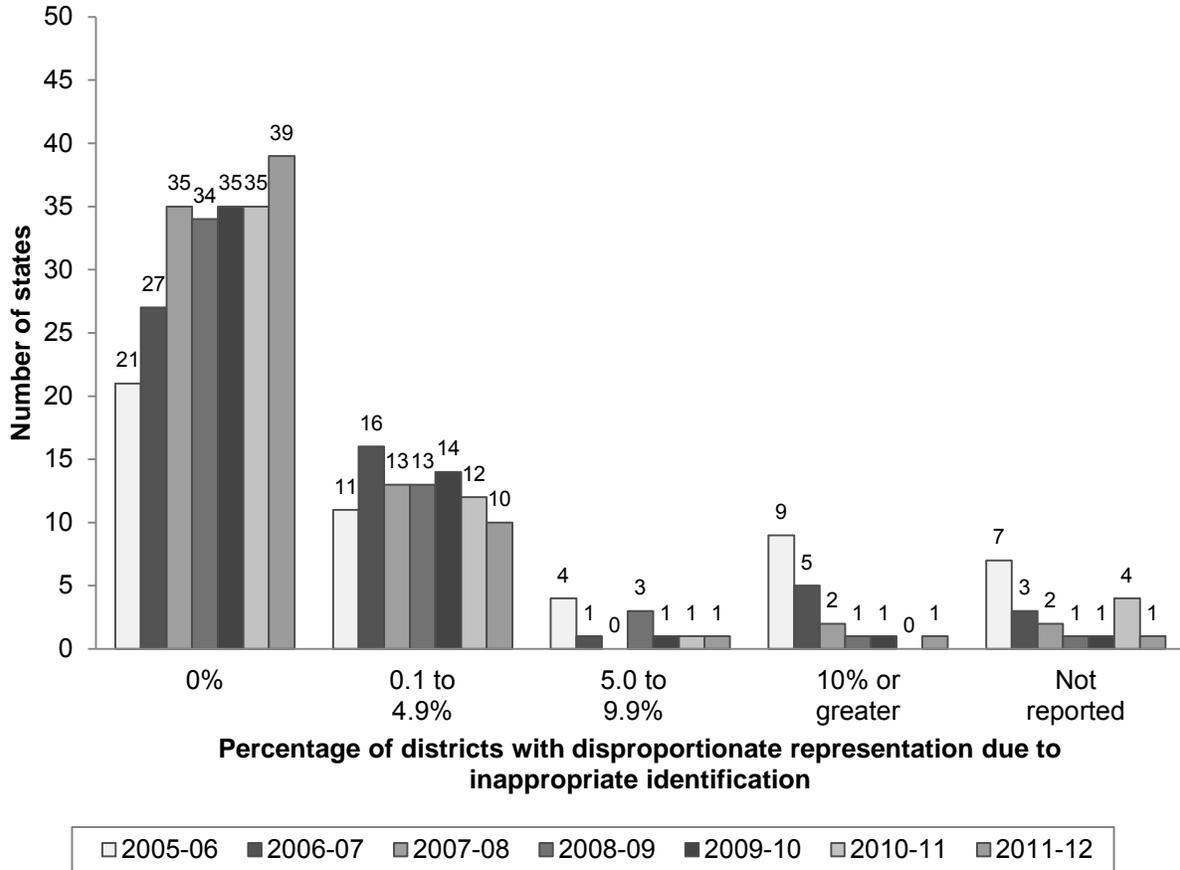


Figure 5

Number of states reporting various percentages of districts with disproportionate representation that was the result of inappropriate identification for B10: 2005–06 through 2011–12

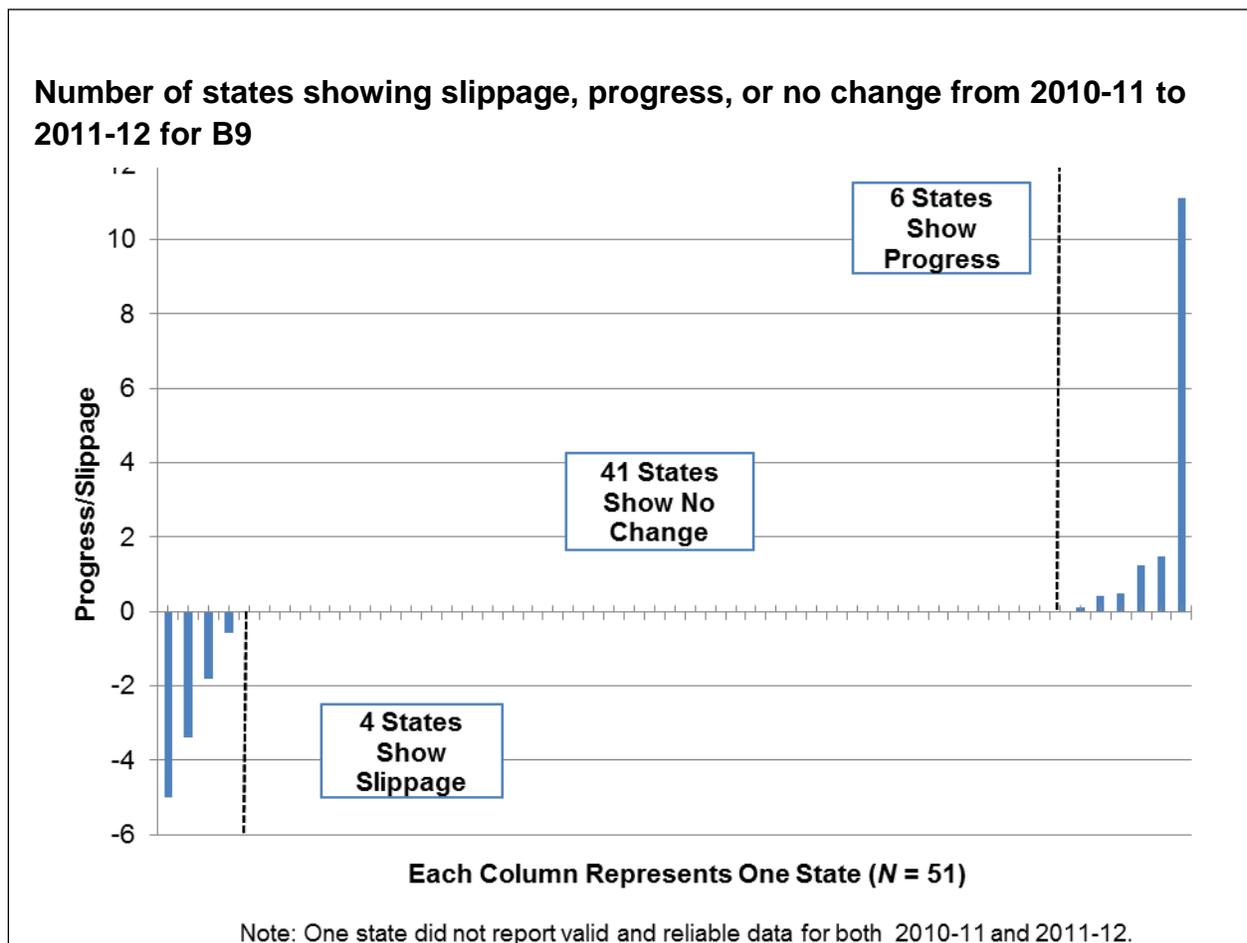


Note: One state is not required to report on B10.

## Description of Change from 2010–11 to 2011–12

Of those states that reported valid and reliable data in both 2010-11 and 2011-12, 41 states (80%) and 39 states (81%) for B9 and B10, respectively, reported no change in the percentage of districts identified as having disproportionate representation due to inappropriate identification (see Figures 6 and 7). For B9, four states (8%) reported slippage, and six states (12%) reported progress. For B10, four states (8%) reported slippage, and five states (10%) reported progress.

**Figure 6**

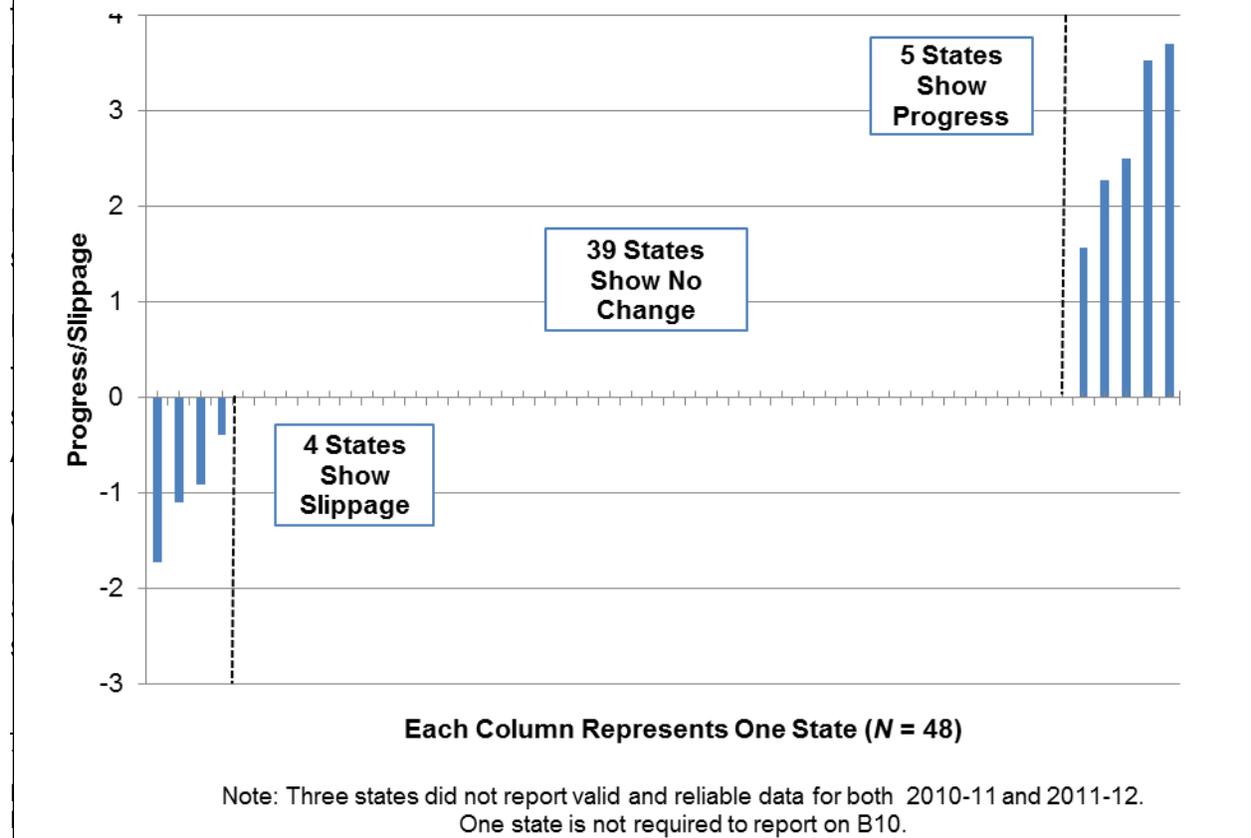


consent was received (denominator), in relation to the number of children whose evaluations were completed within 60 days, or the state-established timeline (numerator).

States<sup>1</sup> are required to account for any differences between the number of children evaluated within the 60 day timeline or state established timeline and those whose evaluations are completed past 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

Figure 7

**Number of states showing slippage, progress, or no change from 2010-11 to 2011-12 for B10**



the Federated States of Micronesia, and the Republic of Palau).

## INDICATOR 11: TIMELY INITIAL EVALUATIONS

Prepared by the Regional Resource Center Program (RRCP)

### INTRODUCTION

Indicator 11, Timely Initial Evaluations, requires the state to collect and report data from the state's monitoring activities or data system. Additionally, the state is required to indicate the established timeline for initial evaluations. Indicator 11 is a compliance indicator with a target of 100%.

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

The percent is based on the number of children evaluated for whom parent consent was received (denominator), in relation to the number children whose evaluations were completed within 60 days, or the state-established timeline (numerator).

States<sup>1</sup> are required to account for any differences between the number of children evaluated within the 60 day timeline or state established timeline and those whose evaluations are completed past 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.

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<sup>1</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).

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).

## DATA SOURCES AND METHODOLOGY

The Regional Resource Center Program (RRCP) staff summarized the data from all states based on the data compiled from APRs submitted in 2013 along with applicable APR clarifications.

## CHANGES FROM SY 2006-07 TO SY 2011-12

Figure 1

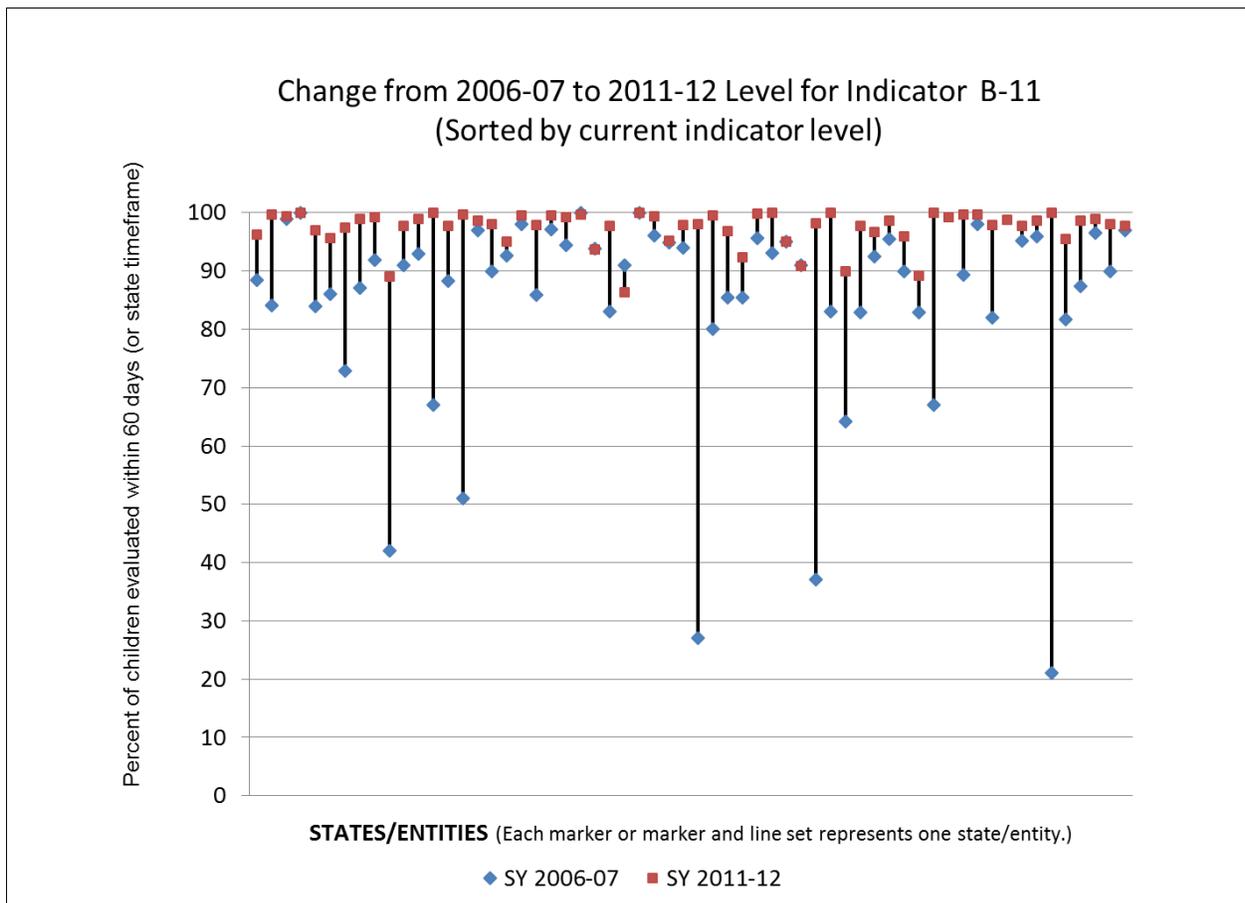


Figure 1 depicts a “high-low” chart which shows the level of change from SY 2006-07 to SY 2011-12 with regard to the percent of children evaluated within 60 days, or within a state-established timeline for the 60 states. Each vertical line indicates the percent change, with the diamond markers reflecting the SY 2006-07 data and the squares representing the SY 2011-12 data. In an analysis of differences calculated between the two time periods, it was found that 93% of the states showed increases in the percent of initial timely evaluations. Seven percent (7%) of states reported decreased percentages within that same time period. A wide level of variability was also noted when differences

were calculated between the two reporting periods as reflected by an overall mean percentage point change of 12 with a standard deviation of 18. A 79 percentage point change for a “high” and a -4.6 percentage point change for a “low” was calculated.

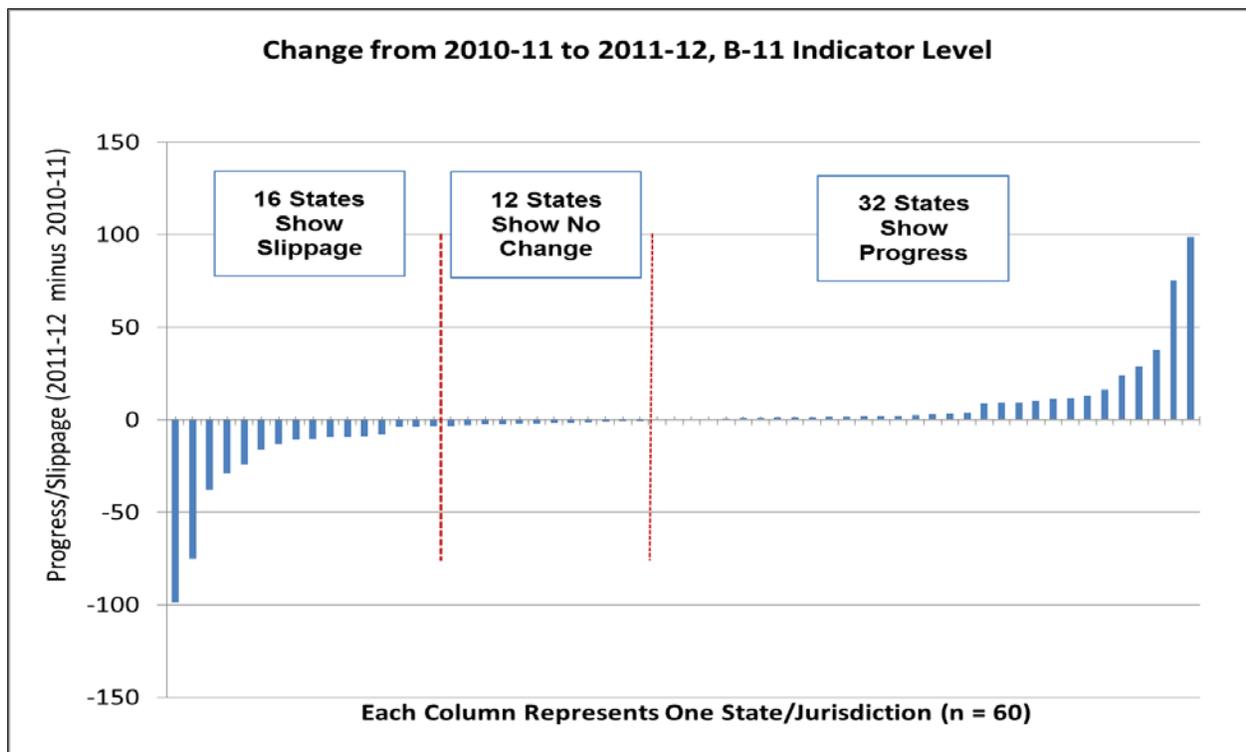
There was a wide range of variation between the SY 2006-07 and the SY 2011-12 data. However, when examining the data for each year separately, it is apparent that much of this across time variability is due to the data reported for 2006-07, where the mean for that particular year was 85% with a standard deviation of 17, compared to SY 2011-12 data with a mean of 97% and a standard deviation of 3. 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

The data shown in Figure 2 depicts the progress and slippage which occurred over the one-year period between the SY 2010-11 and SY 2011-12 for the 60 states. The chart shows that 16 states, about 27%, showed slippage in timely completion of initial evaluations. Twelve states, or 20%, showed no change, while 32, or 53% of the states showed progress.

For the 32% of states that showed progress, percent improvement ranged from a “high” of 17.40 to a “low” of 0.01. The overall mean for states showing progress was an average increase of 1.02 with a small amount of variability as reflected by a standard deviation of 3.16. With regard to states showing slippage, the average percent of

**Figure 2**



slippage was -1.07 and ranged from a “high” of -2.82 to a “low” of -0.10. Little variability was observed, reflected by a standard deviation of 0.83. Of the 12 states (20%) showing no change, seven were states that reported 100% timely initial evaluations for both years.

## **CONCLUSIONS**

Overall, states have reached and maintained a high level of compliance for Indicator 11, as judged by an overall mean of 97% for timely initial evaluations.

## **INDICATOR 12: EARLY CHILDHOOD TRANSITION**

Prepared by the Early Childhood Technical Assistance Center (ECTA)

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

### **INTRODUCTION**

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

The Part B Indicator 12 analysis is based on a review of the FFY 2011 Part B Annual Performance Reports (APRs) from 56 states and jurisdictions. Indicator 12 does not apply to all jurisdictions in the Pacific Basin, as not all are eligible to receive Part C funds under the IDEA. For the purpose of this report, all states and territories are referred to collectively as ‘states’.

In responding to this indicator, states were required to report actual FFY 2011 performance data, discuss completed improvement activities, describe data collection processes, and report on timelines. States were also asked to provide the reasons for delay when IEPs were not developed and implemented by a child’s third birthday.

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

Currently, in most states, more than one data system or method of collecting data is necessary to provide the specific data needed to report on this indicator. Some states utilize spreadsheets detailing transition data elements, which are then compared or matched to state data system elements. In many states a comparative match of individual child level data supplied directly by Part C has been cross-referenced with Part B data, ensuring an accounting of each child, regardless of the data source used. Ten states have comprehensive or integrated data systems with the capability of seamlessly capturing C to B child level data for this indicator.

Table 1 provides a count of the number of states by the type of data collection source used for this indicator. Note that state data systems are often supplemented with additional data collection methods or systems. The total number of states varies across years due to missing data.

**Table 1**

Data Sources Over Time						
Data Collection Source	Number of States by Year					
	FFY 2006	FFY 2007	FFY 2008	FFY 2009	FFY 2010	FFY 2011
State data system	33	34	33	44	45	45
State data system and monitoring	1	3	0	0	0	0
Monitoring, includes system-wide file review	8	2	5	6	6	5
Other (sampling, LEA spreadsheets)	7	13	15	2	3	4
Not reported or unclear	7	4	2	4	2	2
<i>Total</i>	56	56	55	56	56	56

## 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. Of the 56 states reporting on this indicator, the mean percent of children referred by Part C, eligible for Part B, and who have an IEP developed and implemented by their third birthday was 97.7%. Ten states demonstrated 100% compliance.

**Figure 1**

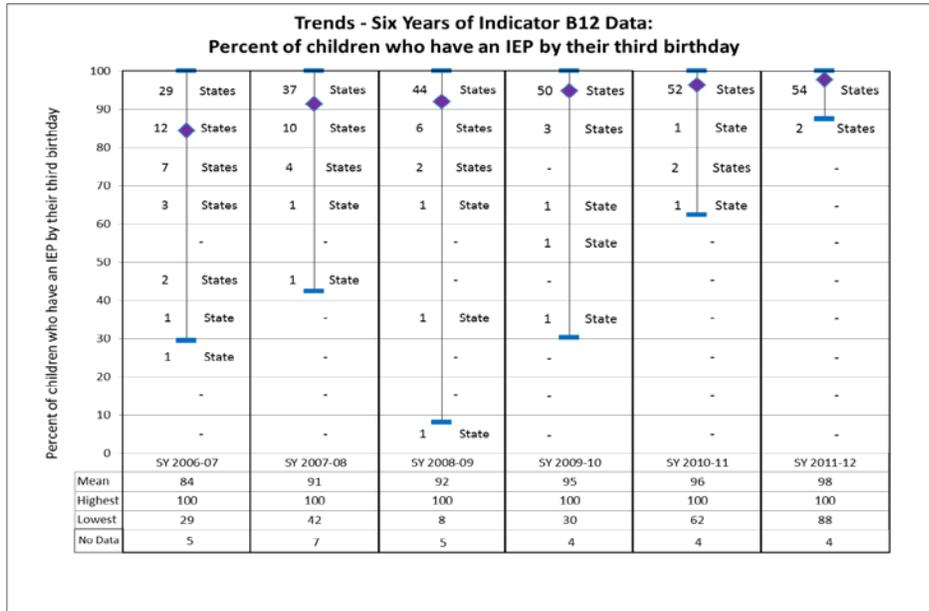
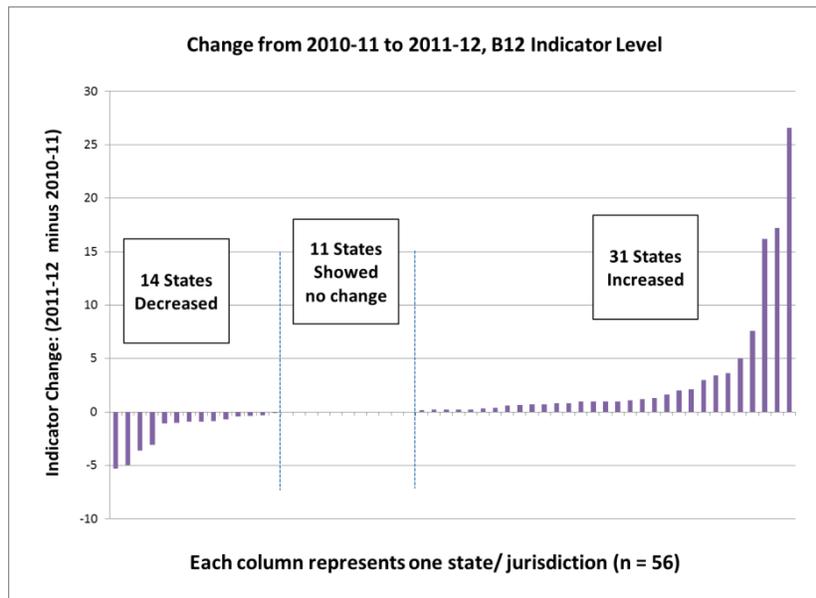


Figure 2 shows a comparison of the current year's data (FFY 2011) with last year's data (FFY 2010), for the 56 states reporting data for both years.

**Figure 2**



The next two figures show comparisons of the current year's data by child count, and percent served. Figure 3 illustrates patterns in the FFY 2011 data according to the size

of the population of children being served in preschool special education programs in the state. Each bar represents the mean performance on Indicator 12 for each category of children served.

**Figure 3**

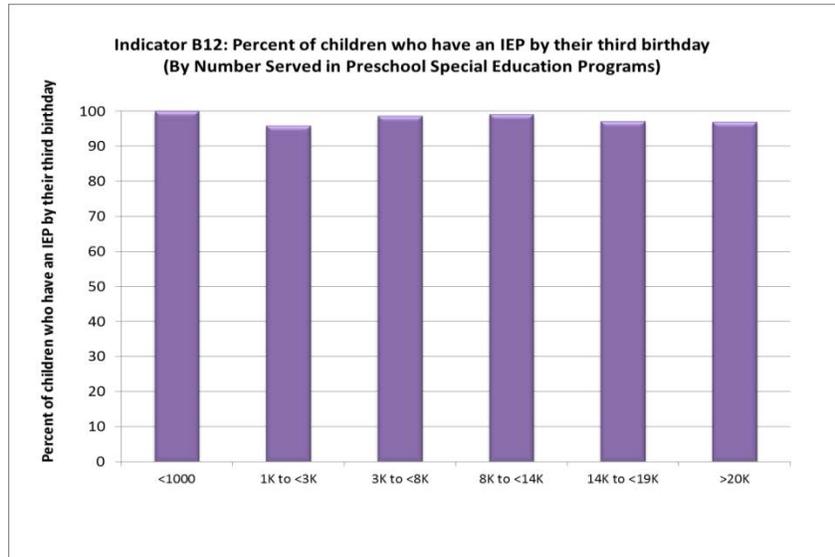
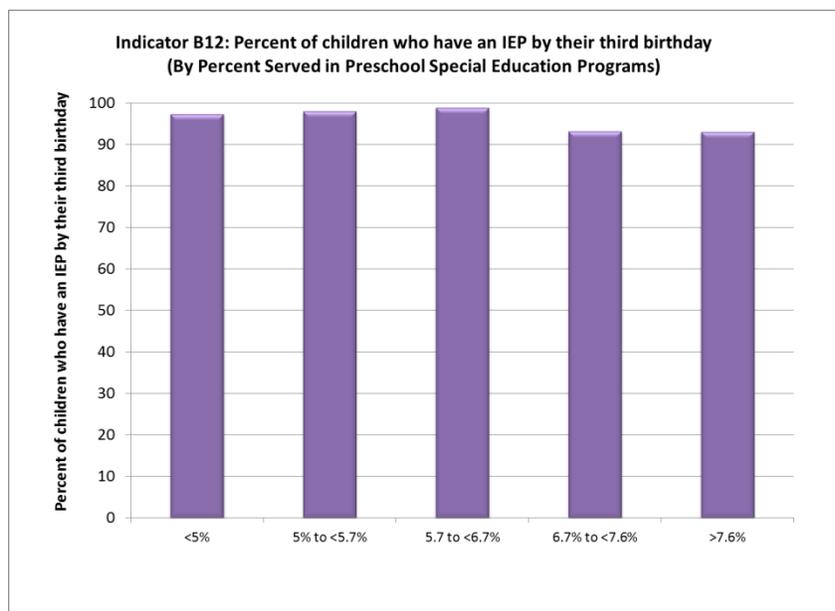


Figure 4 illustrates patterns in the FFY 2011 data according to the percent of the population of children served in preschool special education programs in the state. Each bar represents the average performance for each percentage-served group.

**Figure 4**



## 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.

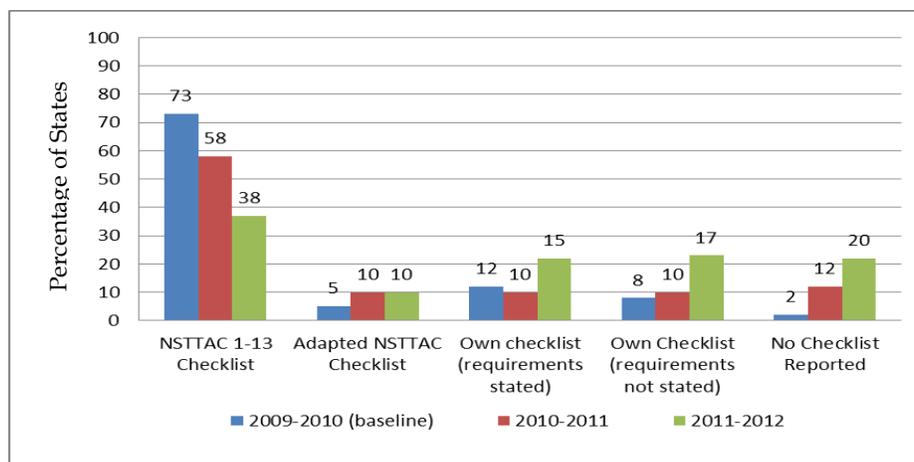
### INTRODUCTION

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.

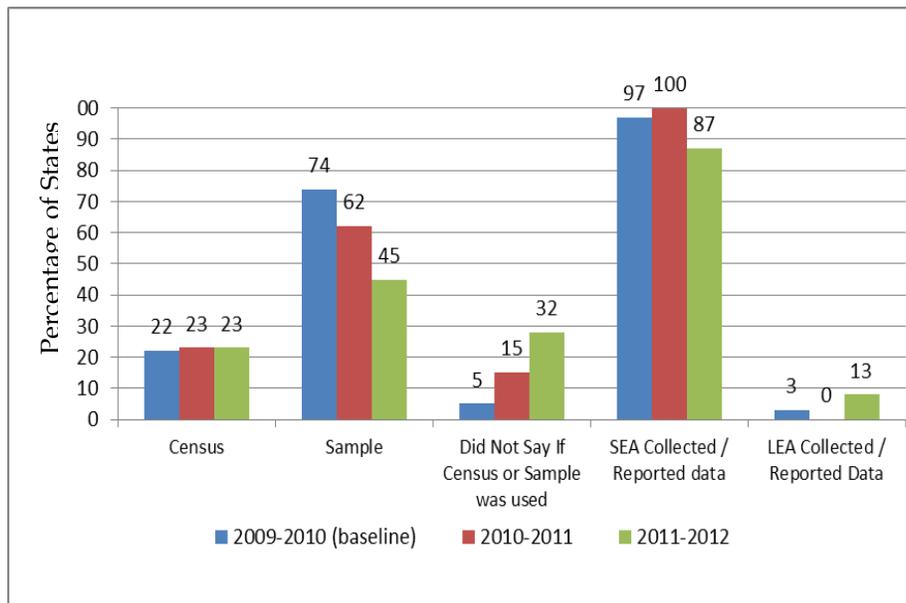
**Figure 1**  
**Type of Checklist Used to Collect Indicator B13 Data**



## MEASUREMENT APPROACHES

Forty-one (68%) states reported using either a sample or census method to collect Indicator 13 data. Additionally, 52 (87%) 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.

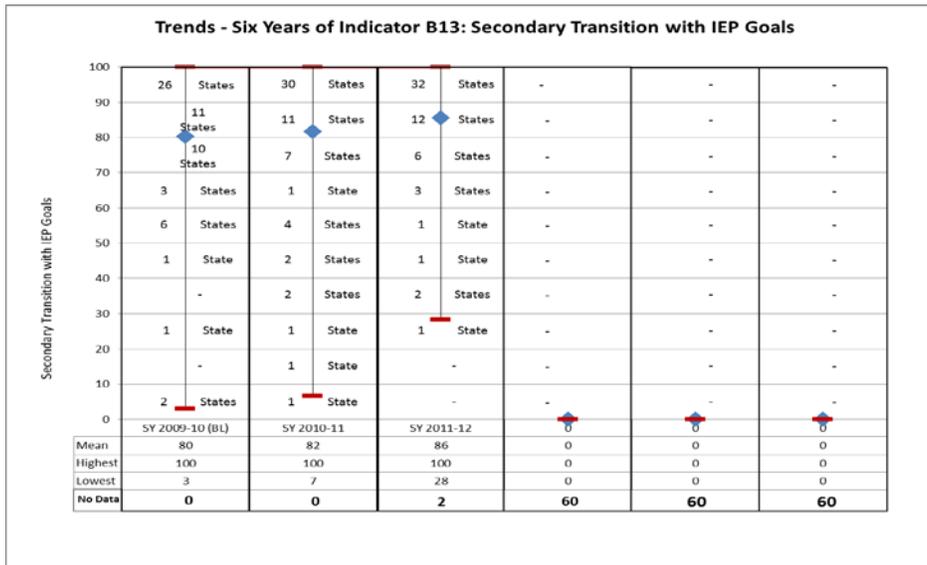
**Figure 2**  
**Method Used to Collect Indicator B13 Data**



## ACTUAL PERFORMANCE

This submission is the second after states established a new baseline in 2009-2010. Figure 3 indicates performance ranged from 28.3% to 100% with a mean of 86%. The median was 91.2%. Overall, the state mean has increased from 80% in 2009-2010 to 86% in 2011-12012.

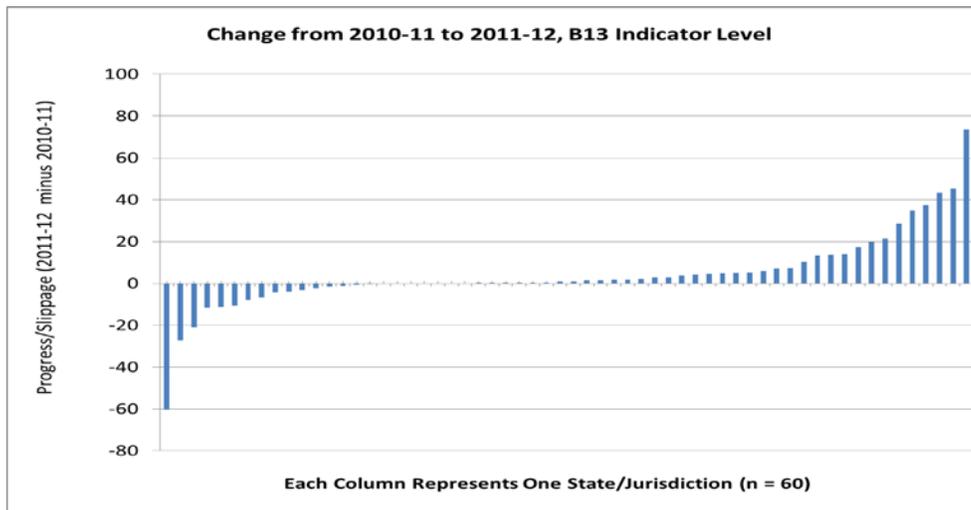
**Figure 3**  
**Three Year Trends of Indicator B13 Data**



**CURRENT DATA COMPARED TO PREVIOUS YEAR**

Figure 4 summarizes trends from this year’s data with respect to last year’s data. Thirty-seven states (61.6%) showed progress with performance ranging from 28.3% to 100% with a mean of 87.2%. Five states (8%) showed no change with performance ranging from 100% to 100%. Eighteen (30%) states showed slippage with performance ranging from 32% to 99.5% with a mean of 79.6%. Seven (11.6%) states reported 100% compliance.

**Figure 4**  
**Progress and Slippage, 2010-11 to 2011-12, B13 Indicator Level**

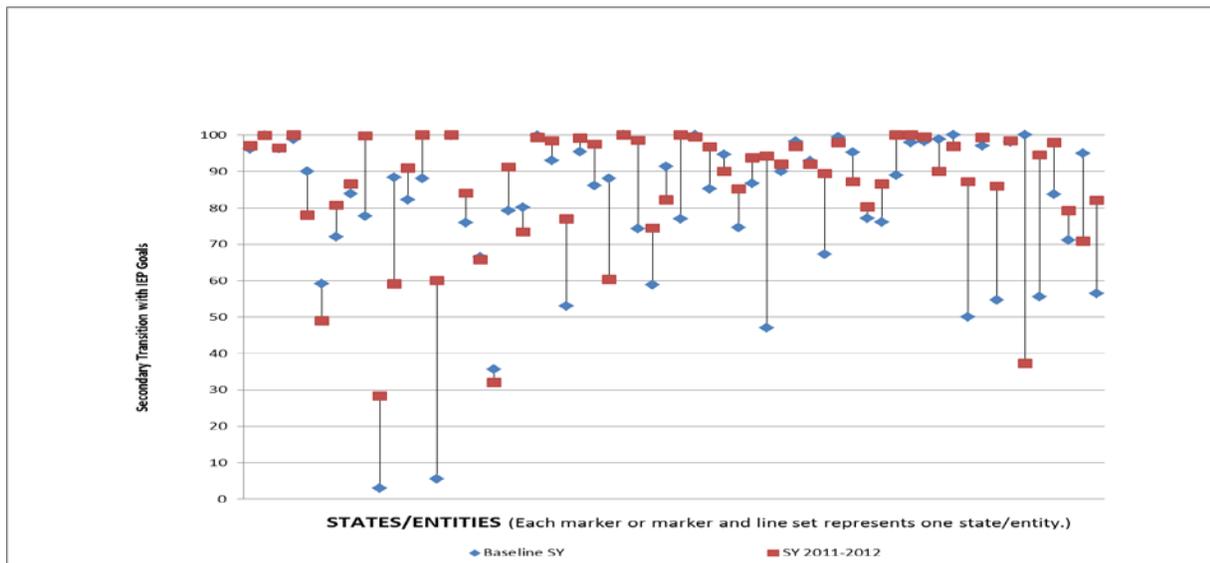


## CURRENT DATA COMPARED TO BASELINE

Figure 5 summarizes changes from baseline (2009-2010) to current year's data. Thirty-six (60%) states showed progress with performance ranging from 60.1% to 100% with a mean of 93.7%. Twenty-one (35%) states showed slippage with performance ranging from 28.3% to 99.5% with a mean of 75.5%. Only one state showed no change with performance at 100%.

**Figure 5**

### Change from Baseline to Current B13 Indicator Level (Sorted by current indicator level)



## CONCLUSION

For 2011-2012, seven (11.6%) states reported 100% compliance for Indicator 13. State averages ranged from 28.3% to 100% with a mean of 86%. Compared to last year, 37 (61.6%) states showed progress with performance ranging from 28.3% to 100% with a mean of 87.2%. Compared to baseline, 36 (60%) states also showed progress with performance ranging from 60.1% to 100% with a mean of 93.7%. Overall, the state mean has increased from 80% in 2009-2010 (the new baseline year) to 86% in 2011-2012.

## 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))

#### Measure A

Percent enrolled in higher education within one year of leaving high school. *Higher education* is defined as youth have been enrolled on a full- or part-time basis in a community college (2-year program), or college/university (4- or more year program) for at least one complete term, at any time in the year since leaving high school.

#### Measure B

Percent enrolled in higher education or competitively employed within one year of leaving high school. *Competitive employment* is defined as youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

#### Measure C

Percent enrolled in higher education, competitively employed, enrolled in other postsecondary education or training program, or some other employment.

In Measure C, *other postsecondary education or training* is defined as youth enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, or vocational technical school which is less than a 2-year program).

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/MEASUREMENT APPROACHES

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 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 students 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) reported collecting PSO data from a census of all leavers with an IEP and 30% (n = 18) reported collecting data from a representative sample of leavers; 10% (n = 6) did not report whether they used a census or sample. Of the 18 states conducting a sample, two states reported defining their sample of youth based on disability, race, age, and gender; eight states reported defining their sample of youth based on disability, race, and gender; one state reported defining their sample of youth based on the demographic categories of disability and race/ethnicity only; and one state reported defining their sample of youth based on race, age, and gender.

### 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, 57 states reported the method used to collect PSO data and three did not specify the method used. Survey methodology continues to be the dominant method used by states (n = 52) to collect PSO data. This year, five states reported using administrative databases to collect PSO data.

### **Response Rate and Representativeness**

Response rate refers to the number of people who answer the survey. 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 = 52) reported response rate or included sufficient information in the APR to calculate the response rate. Only eight 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% to 100%; average response rate was 50.08%.

When providing information on a group that represents a larger population, it is important to understand how similar or dissimilar 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 relied on 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 identified only one state had a respondent group representative of the target leavers based on all five subgroup categories – disability, gender, race/ethnicity, age, and exit status.

## **ACTUAL PERFORMANCE**

### Achieved Data

Achieved data refers to the FFY 2011 engagement data states collected on youth who have been 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 in the highest applicable category, with 1 being the highest, 2 second highest, etc.

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

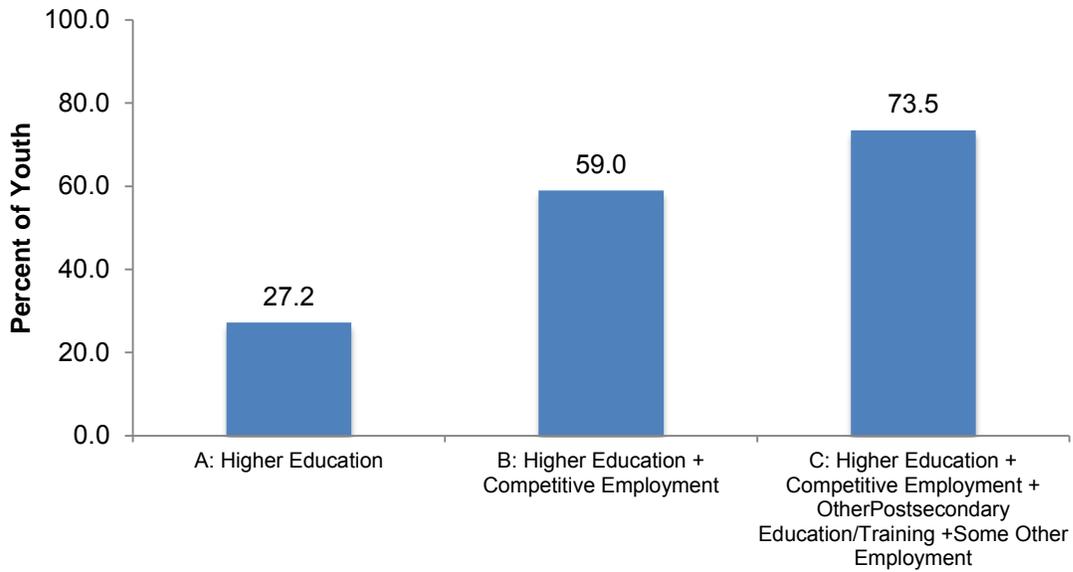
B = 1 + 2 divided by total respondents

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

All 60 states reported data for FFY 2011. Figure 1, *FFY 2011 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 27.2% ( $sd = 13.33$ ). The median percent reported in measure B, enrolled in higher education plus competitively employed, was 59.0%, ( $sd = 11.60$ ). 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% ( $sd = 11.08$ ).

**Figure 1**

**FFY 2011 Median Percentage for Each Indicator 14 Measure**



As seen in Figure 2, *State Percentages for Measure A*, the percentage of youth enrolled in measure A higher education, ranged from 0% to 83.17%. The second highest enrollment rate reported by a state was quite a bit lower at 54.10%. The bold line shows the median of 27.2% ( $sd = 13.33$ ).

**Figure 2**

**State Percentages for Measure A**

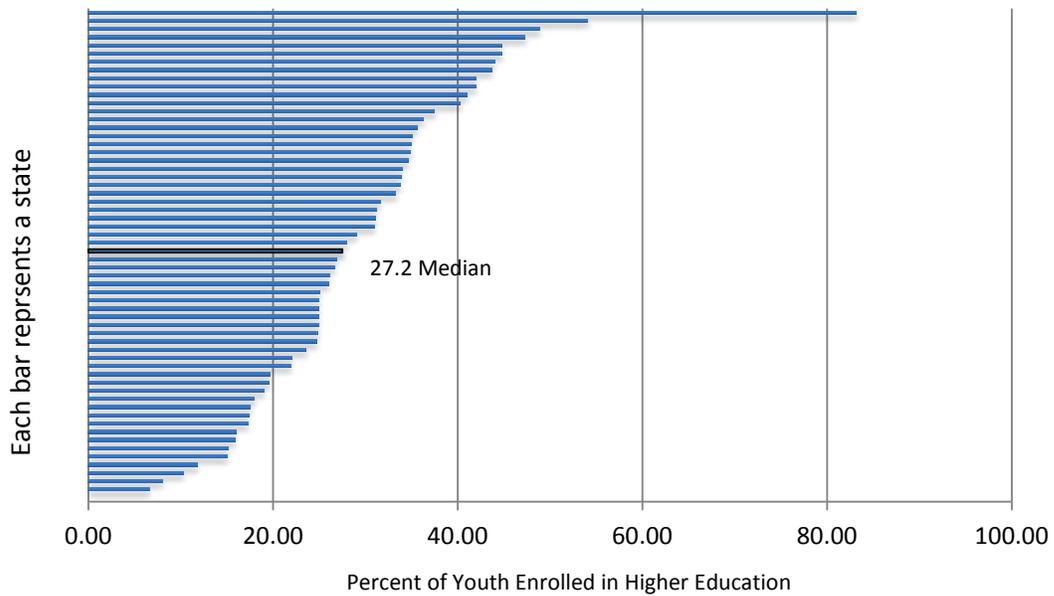


Figure 3, *State Percentages for Measure B*, shows the range of percentages for youth enrolled in higher education + competitively employment. Percentages ranged from 0% to 90.62%. bold line indicates the median of 59.0.0% ( $sd = 11.60$ ).

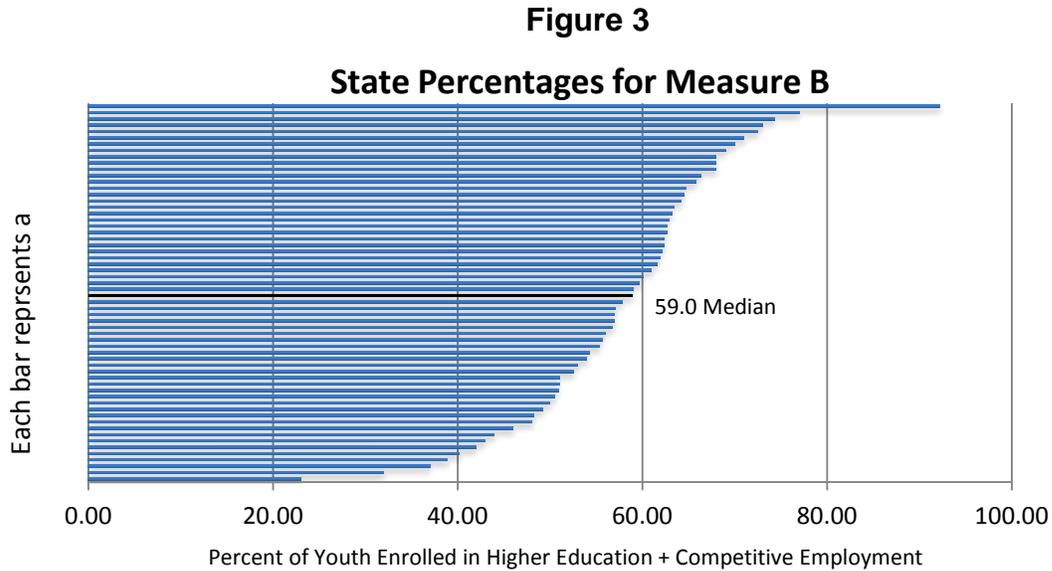
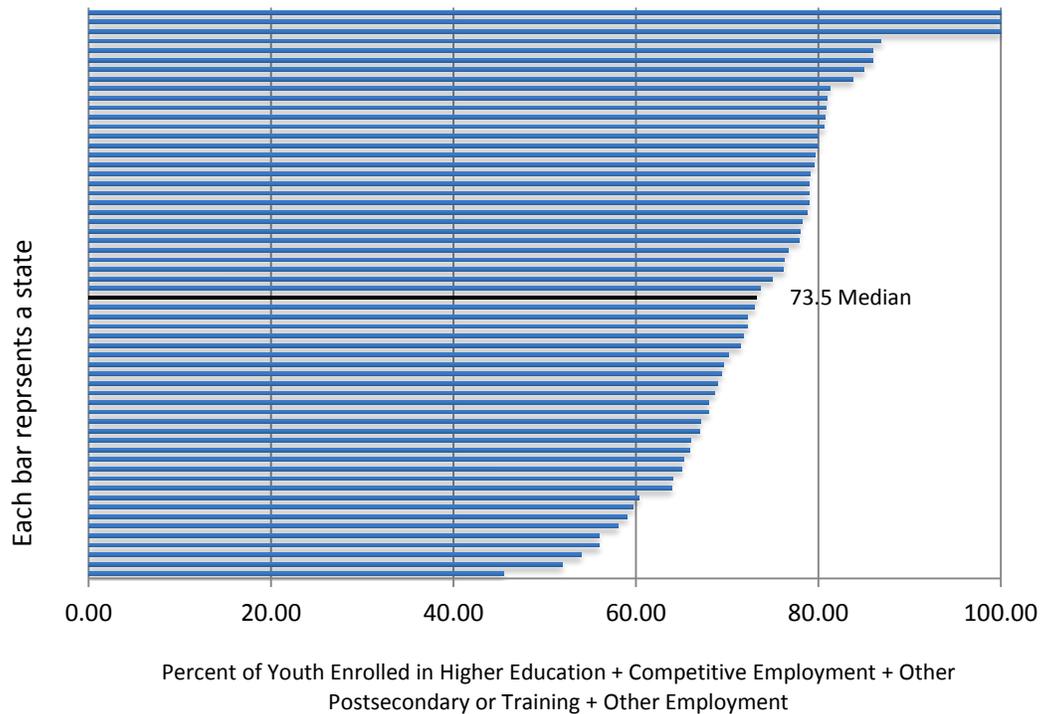


Figure 4, *State Percentages for Measure C*, shows the range of percentages for youth enrolled in higher education + competitive employment + other postsecondary education or training program + some other employment. Percentages ranged from 45.5% to 100%. The bold line indicates the median of 73.50% ( $sd = 11.08$ ).

**Figure 4**  
**State Percentages for Measure C**

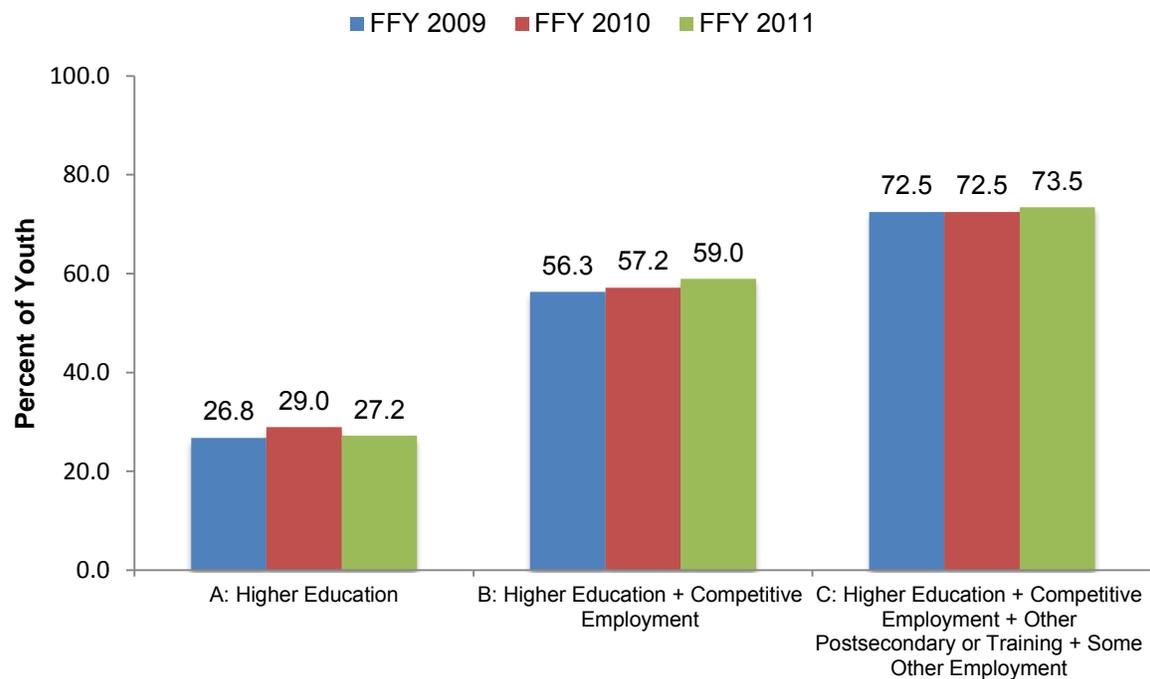


## TRENDS

Figure 5, *Trends of Median Percentages for Each Indicator 14 Measure*, shows the aggregate median percentage for baseline year FFY 2009 through FFY 2011, current reporting year. Across the three years of APR data, there is fluctuation in Measure A. There is a small steady increase in the percent of youth engaged in Measure B, and an increase in the overall engagement by 1 percentage point seen in Measure C. The largest change in percentage from FFY 2010 to FFY 2011, occurred in Measure A with a negative change of -1.8 percentage points. Measure B showed a positive change of 1.75 percentage points from FFY 2010 to FFY 2011, and Measure C had a positive change of .95 from FFY 2010 to current FFY 2011. Note, none of these changes across all three measures are statistically significant.

**Figure 5**

**Median Percentages for Each Indicator B14 Measure**



**PROGRESS AND SLIPPAGE**

As per OSEP instructions, States were not required to provide an explanation of (a) progress, (b) no change in the actual target data for FFY 2011, or (c) slippage if the state met targets for Measures A, B, and C.

To measure progress or slippage, states were to compare the achieved data to last year's data. For the purpose of this report, data for this display were calculated by MSIP from achieved and target data obtained in states' APR and reported to the Office of Special Education Programs (OSEP) in February 2013.

*The range of change from FFY 2010 to FFY 2011 for Indicator 14 Measure A across 60 states was -23.9 to 29.3 percentage points. The average change in percentage points across all 60 states was -1.2 percentage points; 21 states demonstrated a positive change, five demonstrated no change, and 34 demonstrated a negative change.*

*The range of change from FFY 2010 to FFY 2011 for Indicator 14 Measure B across 60 states was -15.0 to 27.0 percentage points. The average change in percentage points across all 60 states was 0.4 percentage points; 28 states demonstrated a positive change, four demonstrated no change, and 28 demonstrated a negative change.*

*The range of change from FFY 2010 to FFY 2011 for Indicator 14 Measure C across 60 states was -17.9 to 100 percentage points. The average change in percentage points was 2.5 percentage points; 30 states demonstrated a positive change, one demonstrated no change, and 29 demonstrated a negative change.*

## CONCLUSION

From this analysis and the work of the NPSO Center, it is evident that states continue to demonstrate a good faith effort to design and implement rigorous, yet practical, systems to collect, analyze, and use post-school outcome data. We continue to see wide variation across states relative to: (a) methodologies for collecting data, (b) response rates and representativeness, and (c) percent of youth reported as being engaged in each measure.

We see an increase in the number of states using statewide longitudinal data systems (SLDS) to collect all or part of their Indicator 14 data from two in FFY 2009 to five in FFY 2011. It is important to remember that states have varying levels of SLDS, in place. Some of these states may be able to easily shift data collection to their SLDS while others may not (e.g. unable to use unique identifier to collect workforce data). States that ask additional questions on their survey may not be able to get the same level of rich data when pulling data from their SLDS for Indicator 14.

Center staff continues to see some errors in the mathematical calculations required to report Indicator 14. Errors appear to have been made when calculating the response rate, basing the denominator on the number of youth for whom contact information was available rather than the total number of leavers in the census or sample. Calculation errors also seemed apparent in the calculation of the measure, although the lack of sufficient information (e.g., actual numbers) reported in the APR prohibited the recalculation or verification of what some states reported. When numbers were provided, we observed inconsistencies between numbers reported in aggregate for measures A, B, & C and the numbers provide for the four, mutually exclusive outcome categories (higher education, competitive employment, other postsecondary education, and other employment). NPSO staff will continue to provide general, targeted, and intensive TA to states to address issues of response rates, representativeness, and using these data for programmatic improvement.

## **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>2</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 reporting of these data, states are required to indicate the number of agencies 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 2013 along with applicable APR clarifications.

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<sup>2</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

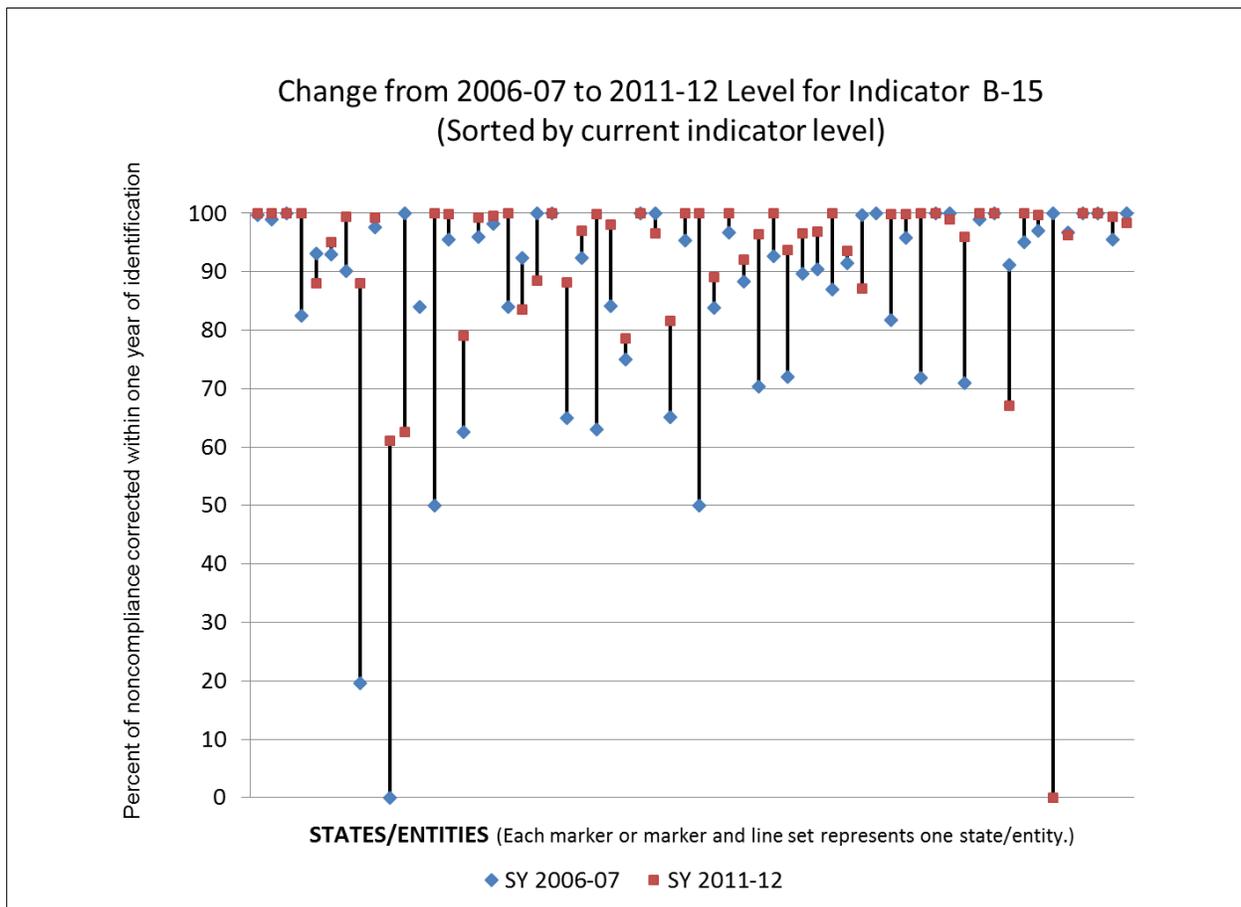
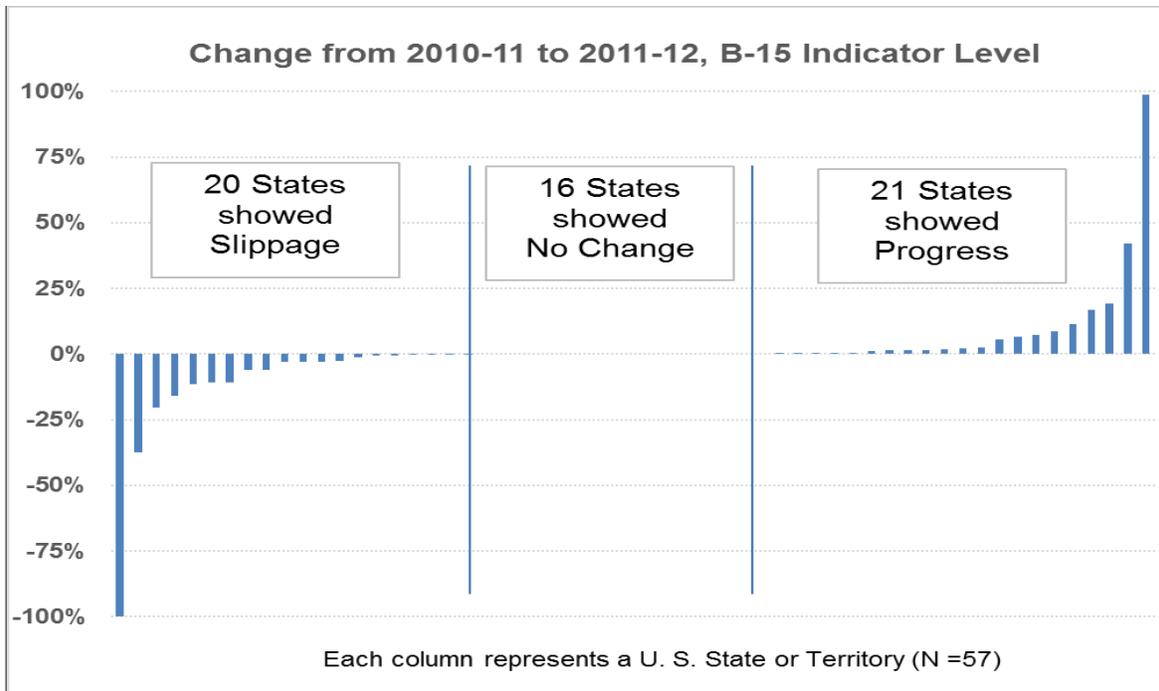


Figure 1 depicts a “high-low” chart which shows the level of change from 2006-07 to 2011-12 with regard to the reported percentages of identification and correction of noncompliance within one year. Each vertical line indicates the percent change from one time period (SY 2006-07) to the next (SY 2011-12), with diamond markers reflecting the SY 2006-07 data and squares representing the SY 2011-12 data. The chart uses data from 58 states. Two states were not included in the analysis due to their data being designated “Not Valid/Reliable” (NVR) by OSEP. In an analysis of differences calculated between these two time periods, it was found that 40 states (69%) showed increases in the percent of corrected of noncompliance. The magnitude varied widely, as reflected by mean increase of 14.74 percentage points and a standard deviation of 17.09. The median, the point at which half the states obtained a percent above or below that level increase was 6.71, confirming the extent of variability. A wide level of variability was also observed for the 11 states (19%) which showed a decrease in the percent of corrected noncompliance from SY 2006-07 to SY 2011-12. The mean decrease of -18.76 percentage points was accompanied by a rather large standard deviation of 29.20. Once again the calculated median of change of -8.9 marks the point at which half the states obtained percentages above or below that point. Seven (7) states, or 12%, maintained a 100% correction of noncompliance for both time periods.

**Figure 2**

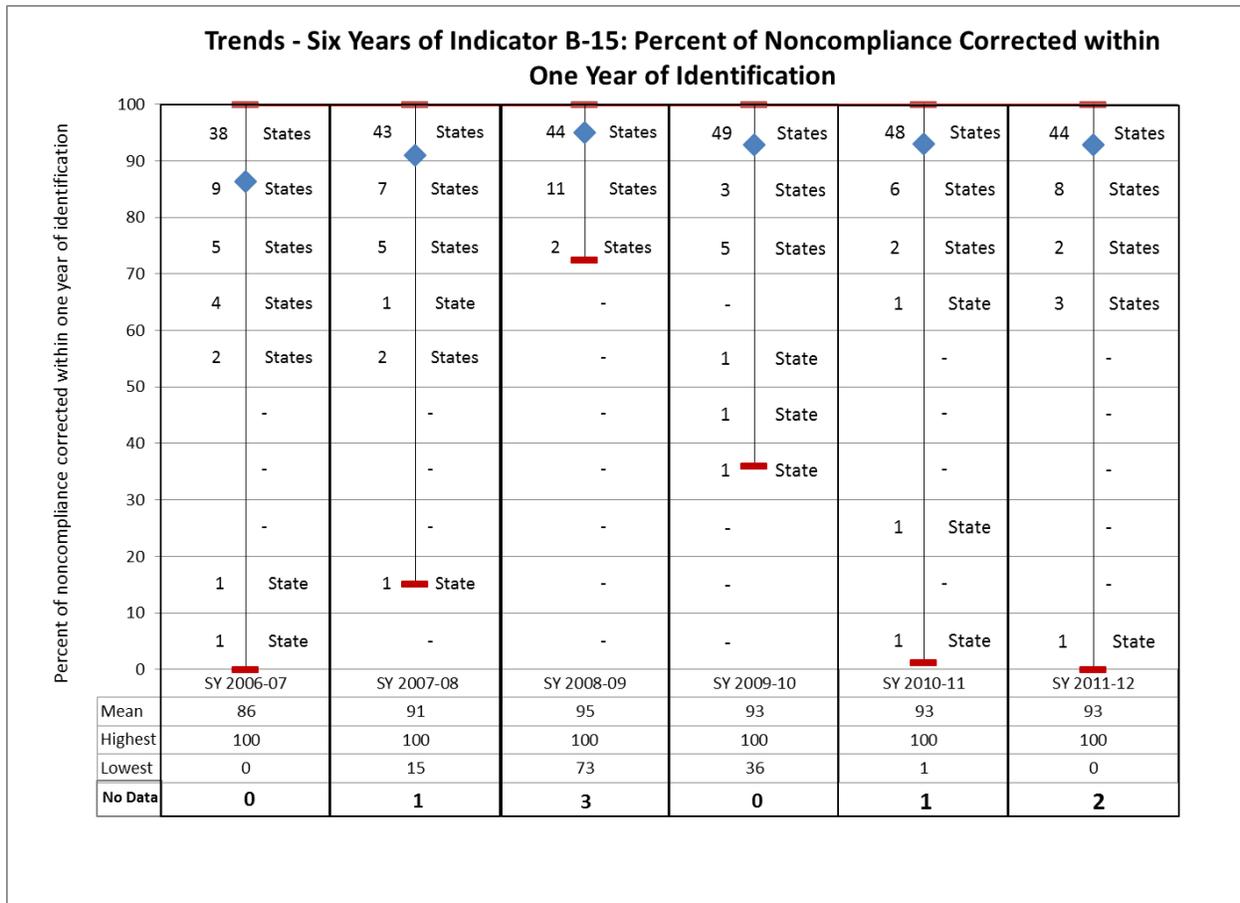


## COMPARISON TO PREVIOUS YEAR'S DATA

The data shown in Figure 2 depicts the slippage and progress that occurred over the course of the one-year period between 2010-11 and 2011-2012. The chart shows data from the 57 states for which it was possible to calculate change from one year to the next. States not included in the analysis were those noted earlier with NVR status and one with no data for one or both reporting periods. Of the 57 states included in the analysis, 20 states (35%) showed slippage, 16 states (28%) showed no change, and 21 (37%) showed progress. Of the 16 states that showed no change, all but one obtained the 100% level of corrected noncompliance. With regard to States in which slippage was observed, the mean percentage point change was -11.66 with a high level of variability as reflected by the standard deviation of 22.74 and a median change of -2.94. A similar level of variability was also found with those states that showed progress from 2010-11 to 2011-2012 based on a mean percentage point change of 10.97, a standard deviation of 22.36, and a median change of 2.1. Thus, in cases of both slippage and progress, states show widely varying degrees of percent change.

## TRENDS: SIX YEARS OF INDICATOR B-15 DATA

Figure 3



The chart shown in Figure 3 shows the overall trends of states from SY 2006-07 to SY 2011-12 with regard to the percent of corrected noncompliance for Indicator B-15. Each vertical line in the chart indicates the highest and lowest range of state reported percentages, with diamond markers indicating the mean for each respective year. In this case, the chart shows somewhat varying degrees of corrected noncompliance in the category of 90% to 100%. For example, in SY 2008-09, 44 of the 57 states (77%) reporting data were between 90% and 100%, compared to 76% of the states in SY 2011-12. When looking at a possible trend from the perspective of year-to-year change, the average change was calculated at 1.13 percentage points. This incremental level of change is reflected by the mean of 93% which has remained unchanged for the three-year period from SY 2009-10 to 2011-12.

### CONCLUSIONS

The six years of data for Indicator 15 shows that state correction of noncompliance has increased from the first reporting (SY 2006-07). However, since that time, the number of states in the 90% to 100% range has varied only slightly, with an average percentage

of compliance of 93%. It is anticipated that these percentages will increase when those states currently in the very low percentage range with regard to the correction of noncompliance improve their standing in the future.

## **INDICATORS 18 & 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 US Department of Education, Office of Special Education Programs (OSEP) on their performance.<sup>3</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 is a report and brief summary of states' Federal Fiscal Year (FFY) 2011<sup>4</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 2011 APRs, applicable APR clarifications, and information drawn from CADRE's longitudinal DR database, which includes data from prior APRs and states' Section 618 reports.<sup>5</sup> Unless otherwise specified, years stated in the text refer to federal fiscal years; for example, FFY 2011 may also be shown as 2011 or 2011-12.

Summaries of longitudinal data from FFY 2006 through FFY 2011 are included here to demonstrate change over time in state performance, as related to each indicator. Since Table 7 data are not uniformly reported in the APRs, current APR data can only be used to report on changes in indicator values and use trends for the data elements used to calculate actual performance rate.

### **SUMMARY BY INDICATOR**

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

Indicator 18 is a performance indicator that documents the percentage of resolution meetings resulting in written settlement agreements. While states are required to report any activity relating to the Indicator, states are not required to set or meet a

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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 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>4</sup> FFY 2011 covers the reporting period from July 2011-June 2012.

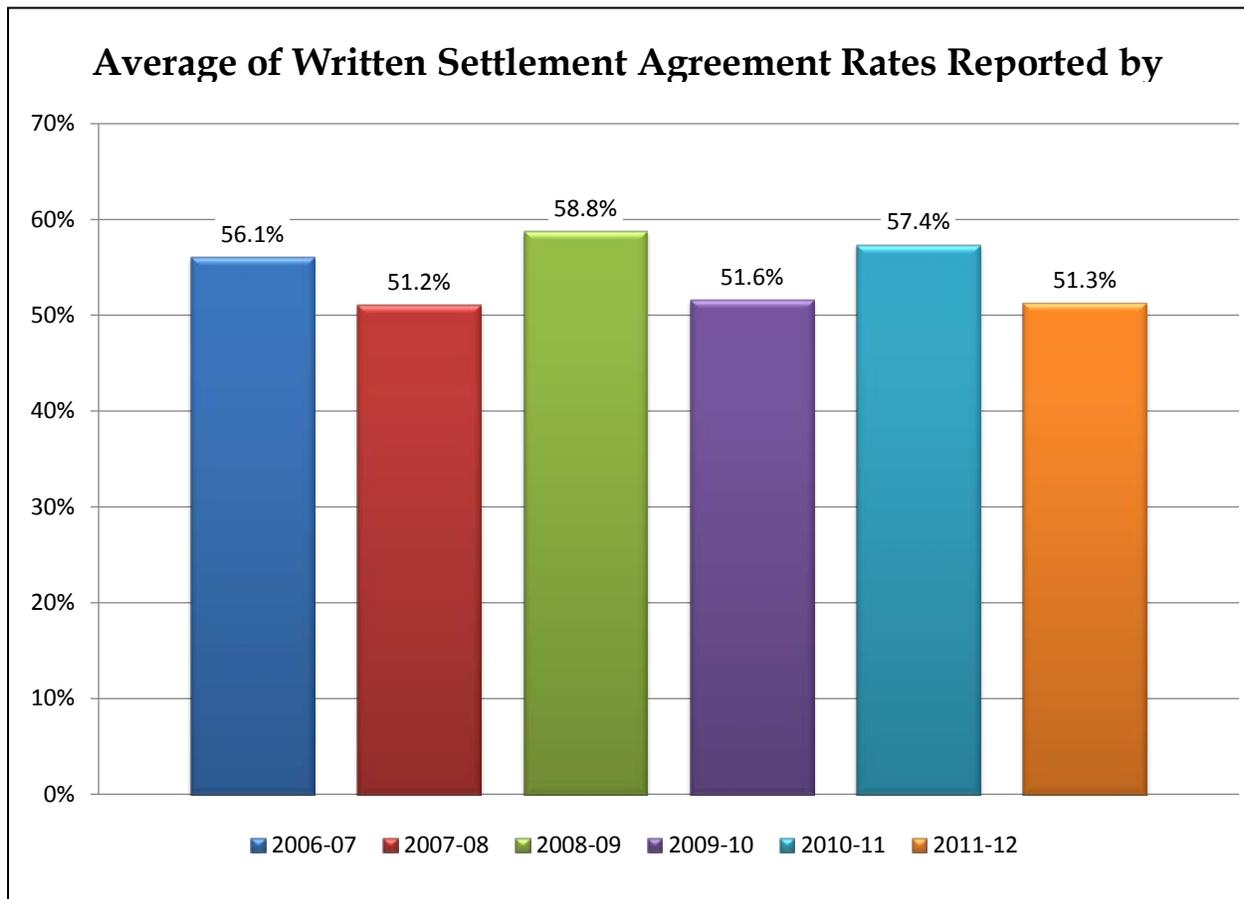
<sup>5</sup> CADRE's national longitudinal DR database uses the following reported data: 1) from FFY 2002 to the present, state DR activity reported to OSEP in the APRs, first as Attachment 1 and later as Table 7; 2) from FFY 2006 to the present, Section 618 data reported by states to the Data Accountability Center (DAC); and 3) DAC state DR activity data, following publication in OSEP's Annual Report to Congress.

performance target if there are fewer than ten resolution meetings held in a single year. Some states/entities choose to set targets for this indicator even though fewer than ten resolution meetings were held during the report year.

Fifty-one states reported Indicator 18 activity in FFY 2011 (nine states/entities reported no resolution meetings held). These data represent 9,221 resolution meetings and 1,989 written settlement agreements (for a 'national agreement rate' of 21.5%).

The average of written settlement agreement rates reported by states for Indicator 18 provides a different perspective – see Figure 1. Although there may be variability among states, the average of reported written settlement agreement rates has remained remarkably consistent. The average state-reported rate is much higher than the 'national agreement rate' because the 'national agreement rate' gives greater weight to a few states with high levels of activity and low agreement rates.

**Figure 1**

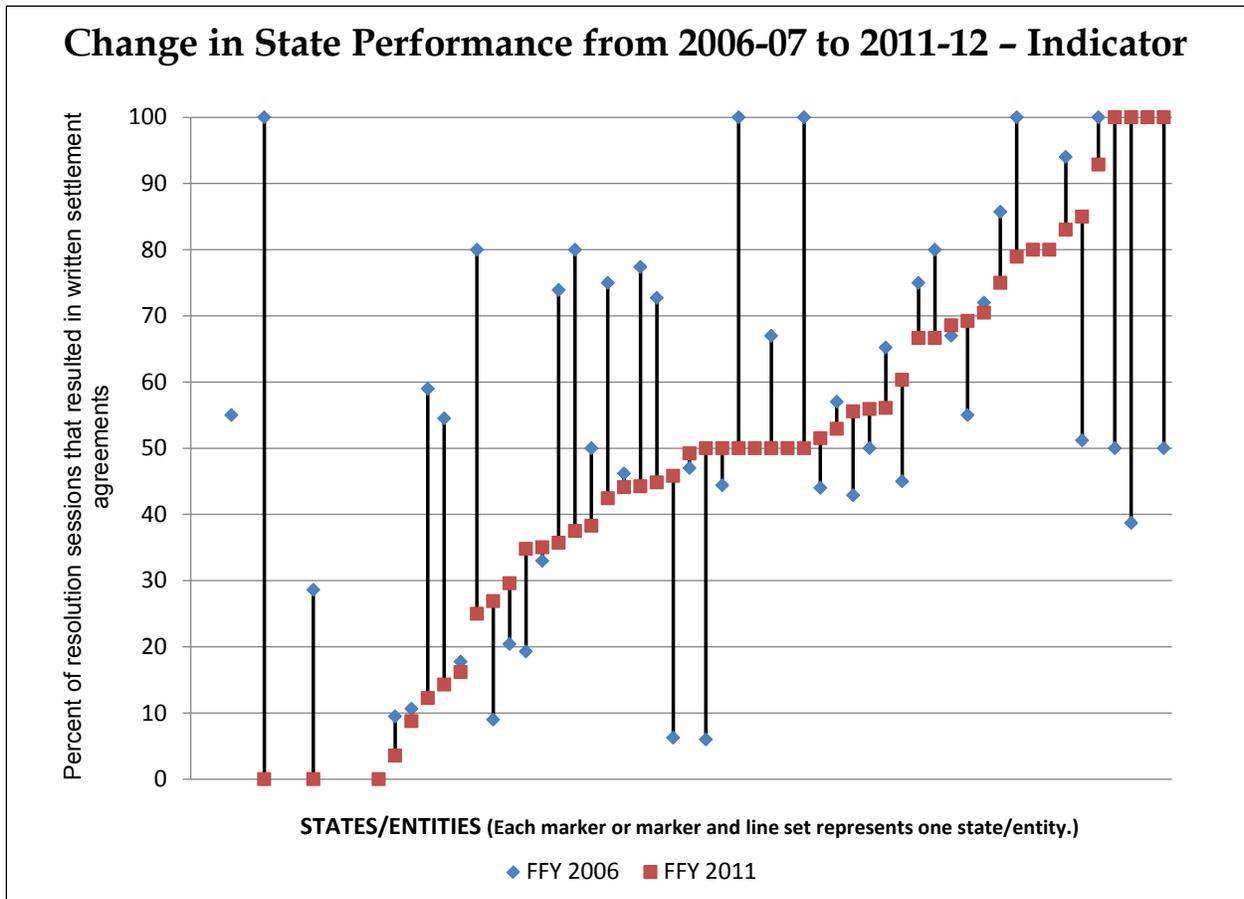


These agreement rate measures provide an incomplete picture of how due process complaints are resolved. Over the previous five years (FFY 2006-2010), the number of due process hearings held has sharply declined, in part because the number of complaints has decreased and the number of complaints resolved without a hearing has

increased. Written settlement agreements resulting from resolution meetings have historically accounted for a small portion (less than one fourth) of due process complaints dismissed, withdrawn or resolved without a hearing.

Figure 2 reflects changes in individual state performance on Indicator 18 from FFY 2006 to FFY 2011. In FFY 2011, four states reported performance rates of 100%; none of these states reported more than six resolution meetings held.

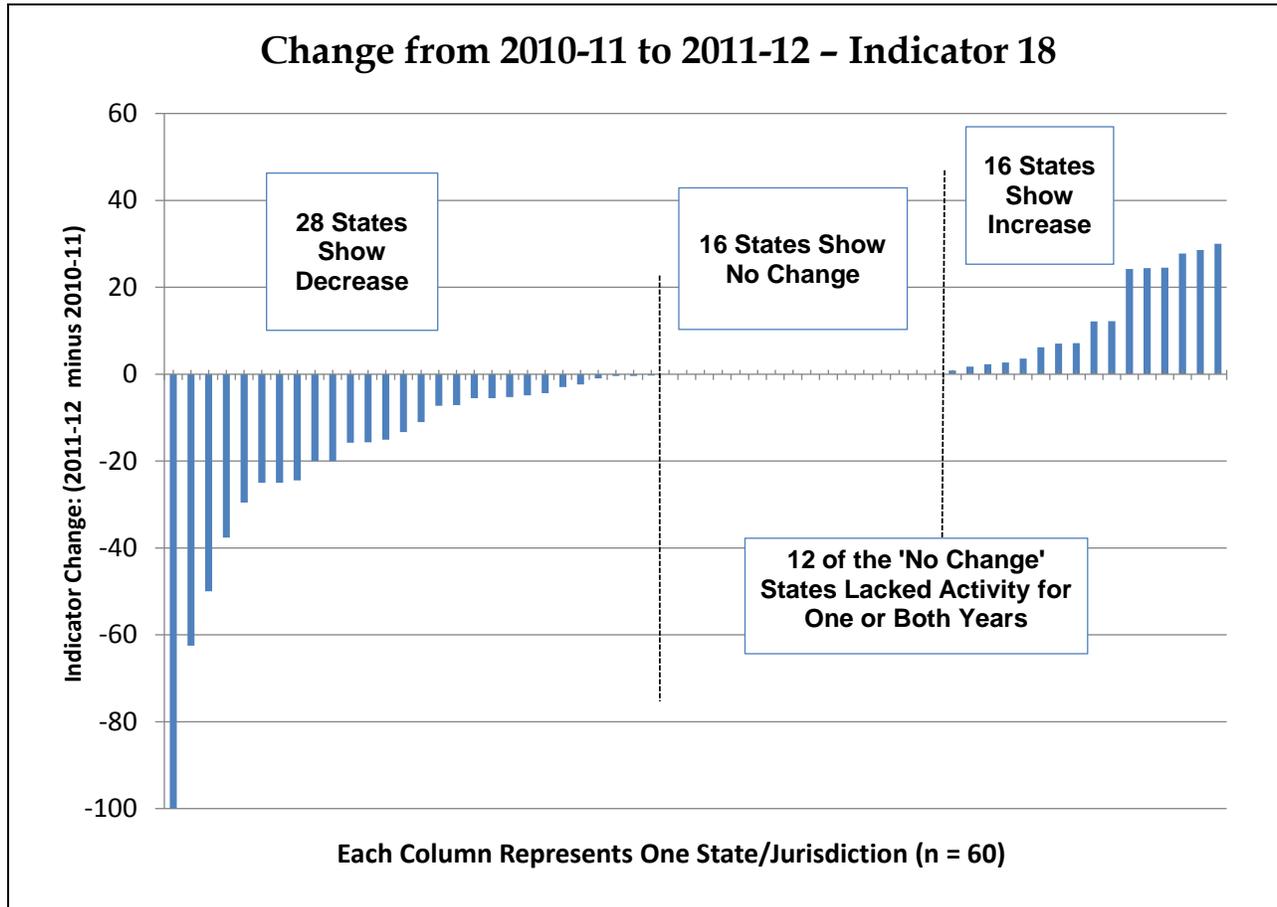
**Figure 2**



Note: Where a marker is not connected to a line, no data/activity was reported for one of the two years shown.

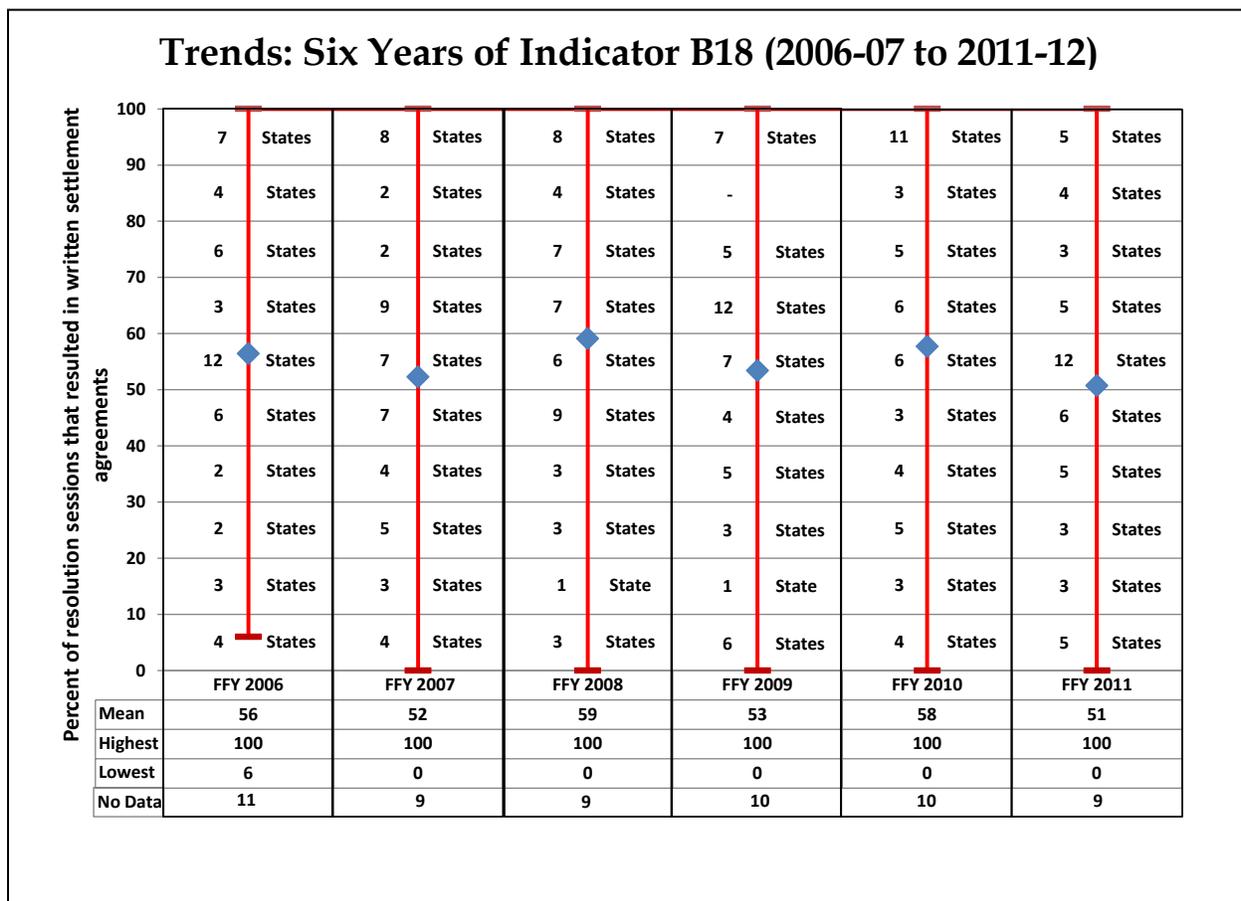
Figure 3 shows that in FFY 2011, 16 states saw an increase in the percentage of resolution meetings resulting in written settlement agreements, while 28 states/entities saw a decrease. Nine states reported no resolution meeting activity in FFY 2011; seven of these states reported no activity in either year.

**Figure 3**



The performance bands in Figure 4 display states' performance on the percentage of resolution sessions resulting in written settlement agreements across the last six years. Over the years, the average state-reported percentage of resolution meetings resulting in written settlement agreements has been relatively flat, never rising above a mean of 59% (FFY 2008). In FFY 2011, the mean was 51%.

**Figure 4**



Note: "No data" indicates the number of states/entities reporting no activity or lacking valid/reliable data. The blue diamonds indicate the mean on each performance band.

In their APRs, several states commented on the inability of a state to affect resolution meeting outcomes, other than to ensure that LEAs are holding resolution meetings, as required by the IDEA. However, the range of resolution meeting agreement rates has varied significantly among states, with some states demonstrating high levels of performance over the years.

States differ along many dimensions that could be helpful in illuminating differences in how schools and families perceive the usefulness of resolution meetings, such as: culture; hearing officer encouragement of the process; the availability of facilitators to the parties; state training, technical assistance, and guidance on the process; and levels of contention between parties.

## Indicator 19: Mediations Resulting in Written Agreements

Indicator 19 is a performance indicator that documents the percentage of mediations resulting in written mediation agreements. As with Indicator 18, states are required to report any activity relating to Indicator 19; however, states are not required to set or meet a performance target if there are fewer than ten mediations held in a single year. Some states/entities choose to set targets for Indicator 19 even though fewer than ten mediations were held during the report year.

The total number of mediations held and agreements reached has remained relatively steady since FFY 2006, when 5,835 mediations were held and 3,679 agreements were reached. In FFY 2011, a total of 6,056 mediations were held, resulting in 4,152 written agreements. Figure 5 shows the average of mediation agreement rates reported by states on Indicator B19 for each of the past six years.

Figure 5

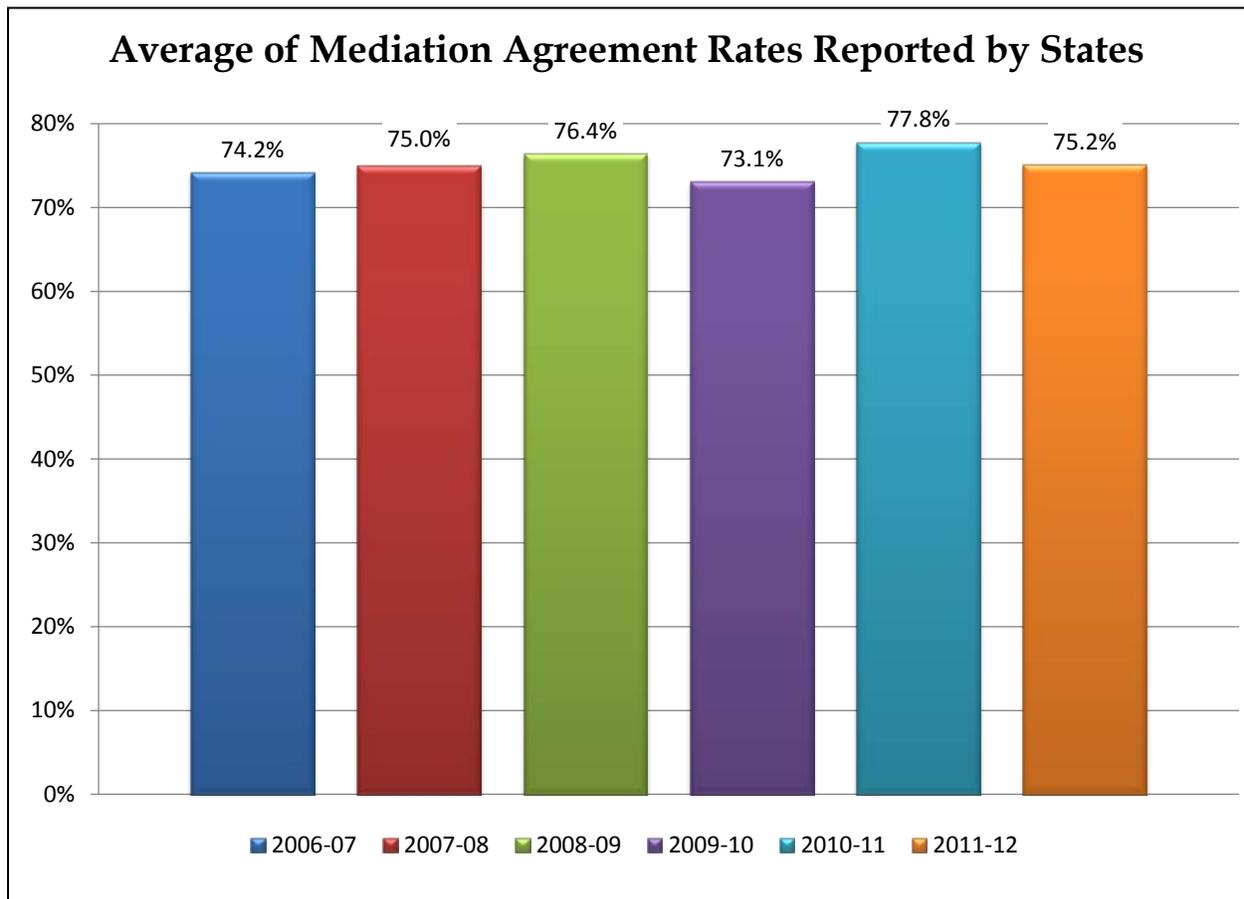
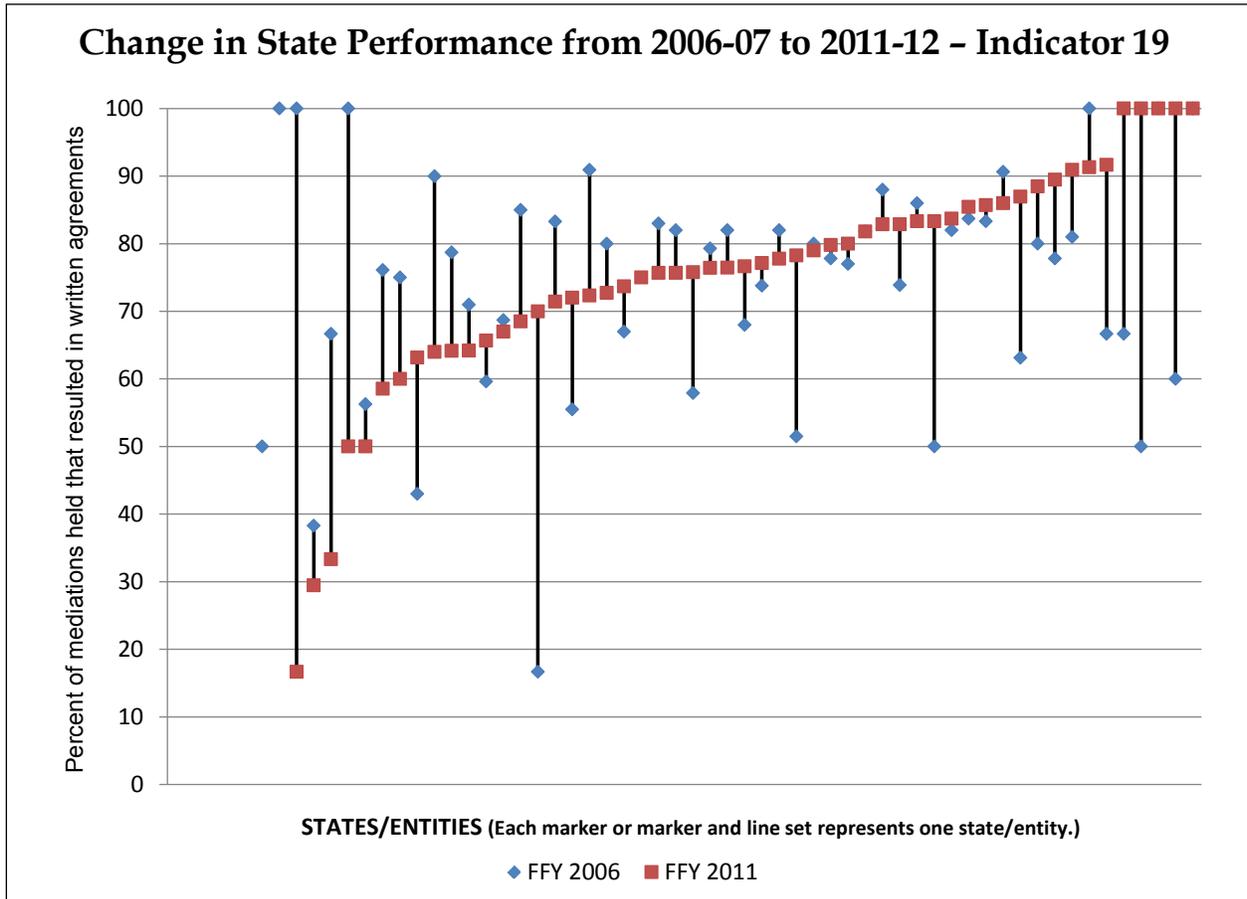


Figure 6 shows changes in individual state performance on Indicator 19 from FFY 2006 to FFY 2011. Most states were clustered in the 60% to 90% range, both in the current year and FFY 2006. In FFY 2011, five states reported performance rates of 100% (these states held only 2 to 5 mediations each).

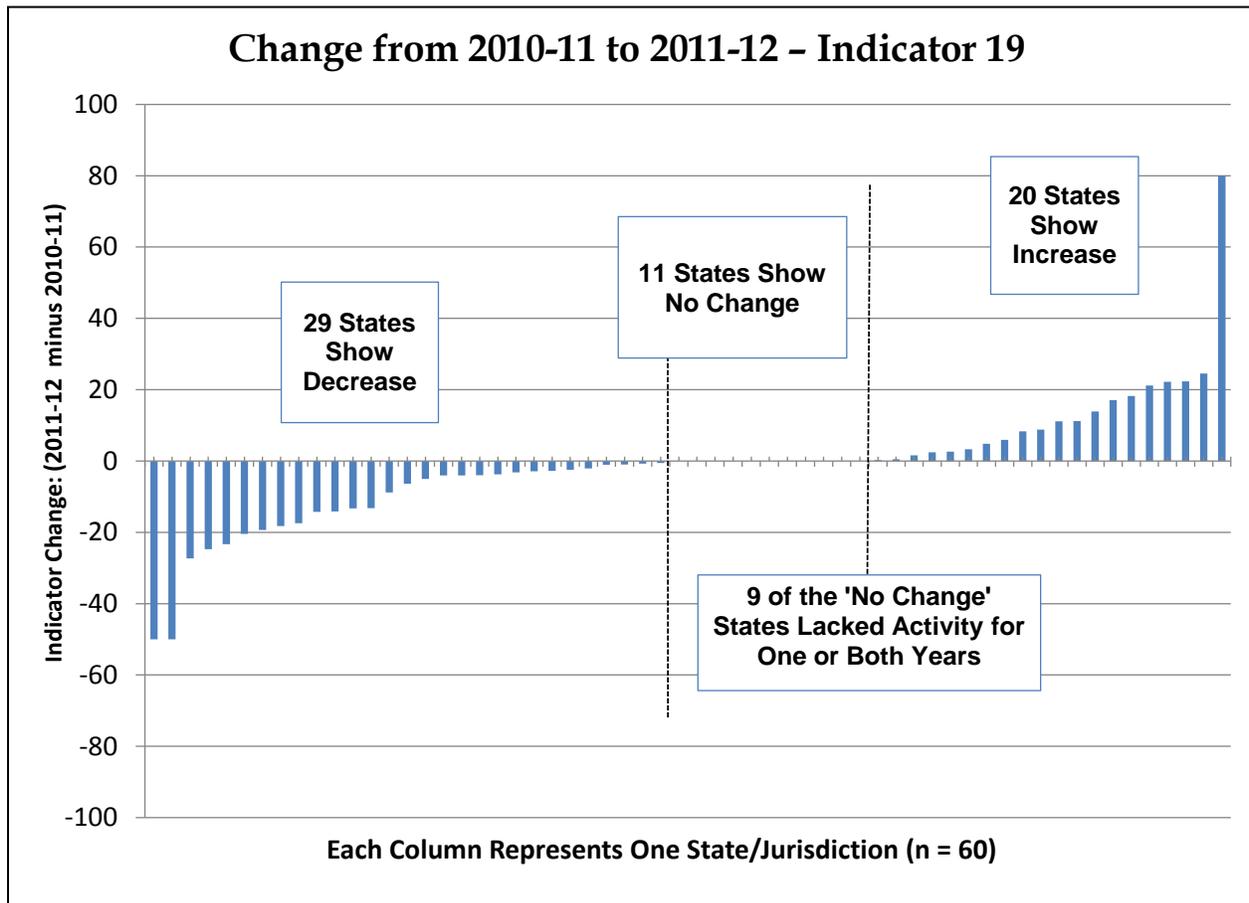
**Figure 6**



Note: Where a marker is not connected to a line, no data/activity was reported for one of the two years shown.

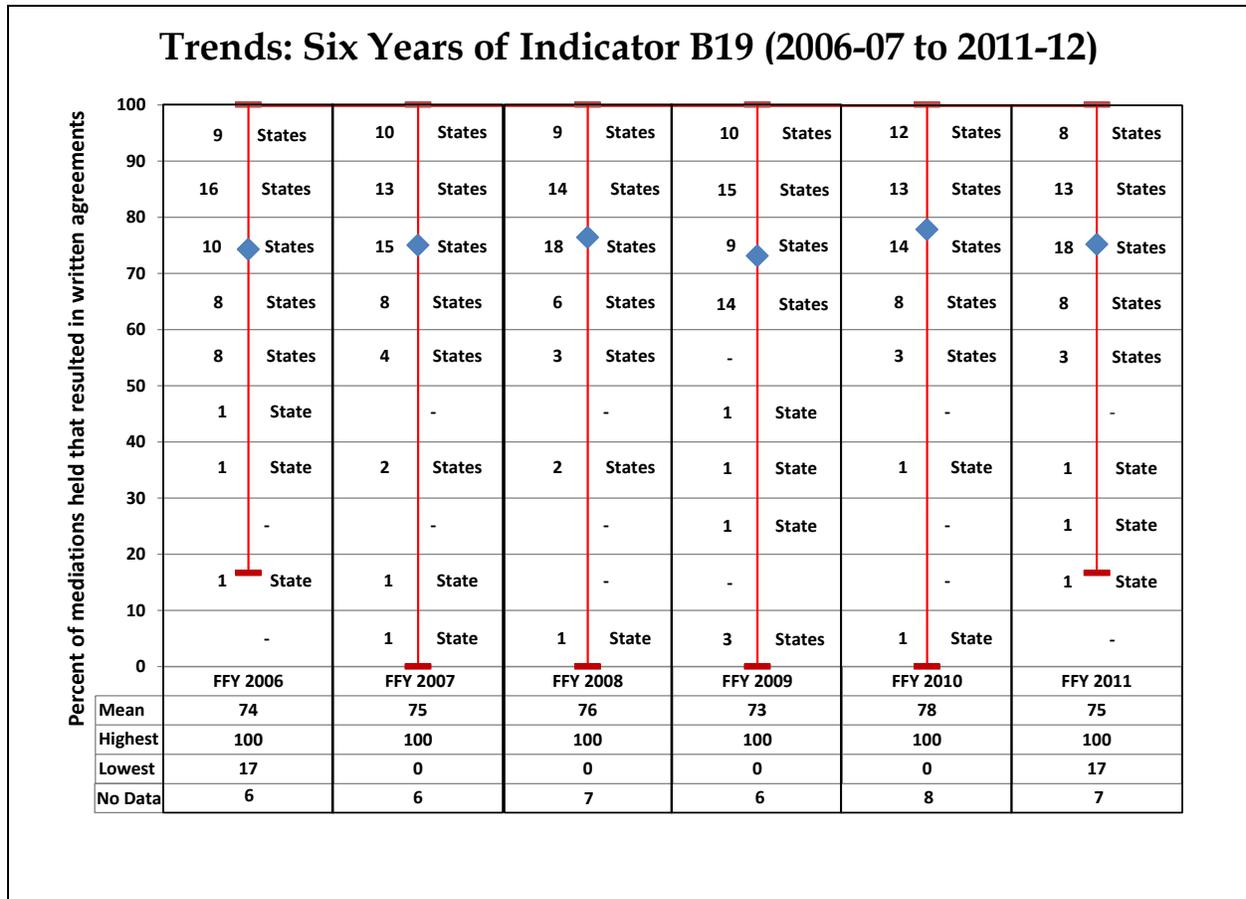
In FFY 2011, 20 states saw an increase in the percentage of mediations resulting in written mediation agreements, while 29 states/entities saw a decrease – see Figure 3. Seven states reported no mediation activity in FFY 2011; five of these states reported no activity in either year.

**Figure 7**



Fifty-three states reported mediation activity during FFY 2011 – see Figure 8. The performance bands in Figure 8 display states’ performance on the percentage of mediations resulting in written agreements across the last six years. Five states reported an agreement rate of 100%, while 34 others reported that 70% or more of mediations held resulted in written agreements. Over the years, the percentage of mediations resulting in written agreements has been relatively flat, never rising above a mean of 78% (FFY 2010). In FFY 2011, the mean was 75%.

**Figure 8**



Note: “No data” indicates the number of states/entities reporting no activity or lacking valid/reliable data. The blue diamonds indicate the mean on each performance band.

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 FFY 2011, nine states did not differentiate between the types of mediation agreement in their indicator B19 calculations. Absent complete FFY 2011 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 the Regional Resource Center Program (RRCP)**

### **INTRODUCTION**

Indicator 20 measures the timeliness and accuracy of data reported by states (Section 616 and Section 618 of IDEA)<sup>6</sup>. The data sources for this indicator are state selected and include data from state data systems and the SPP/APR.

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 & Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).
- b. Accurate, including covering the correct year and following the correct measurement.

OSEP has developed a rubric to measure the timeliness and accuracy of the Section 616 and the Section 618 data submitted by states.

### **DATA SOURCES AND METHODOLOGY**

States were not required to report data for this indicator in the FFY 2011 SPP/APR submitted in February 2013. OSEP calculated the states' 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 *EDFacts* initiative (*EDFacts* is the US Department of Education initiative that centralizes performance data supplied by states) and populated the Indicator B-20 Rubric for all states.

The Regional Resource Center Program (RRCP) staff summarized the data from all states based on the Indicator 20 rubric calculated by OSEP. The data used in this analysis includes the latest iteration of the Indicator B-20 rubrics, after the SPP/APR clarification period. That is, 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 2011 submission as a response to OSEP's preliminary analysis of the submitted SPP/APR.

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<sup>6</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).

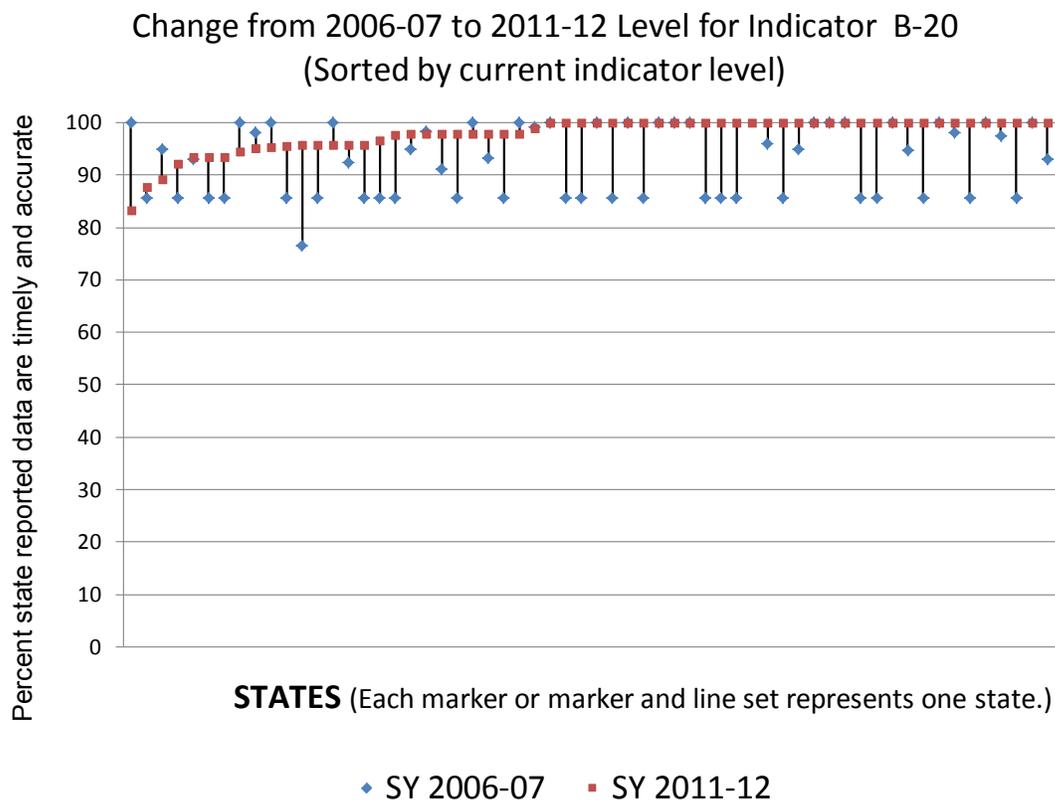
## SUMMARY

Indicator 20 is a compliance indicator, state targets are set at 100% for timeliness and accuracy of data reported under sections 616 and 618 of the IDEA.

Based on the review of the 60 FFY 2011 APRs, in the five year span of time from FFY 2006 to FFY 2011, data indicate states continue to demonstrate high performance for timeliness and accuracy of their data submissions. Very few states lost ground with regard to their performance (see Figure 1 below). Analysis of the actual target data indicates:

- Thirty-three of the 60 states (55% of the states) met the performance targets in FFY 2011, that is, they reached 100% compliance for timeliness and accuracy of their data submissions.
- Fifty-two of the 60 states (87%) have achieved timeliness and accuracy of their data submissions at a 95% or above level for this compliance indicator.
- The three lowest performing states still achieved a compliance level above 80% for timeliness and accuracy of the data reported for Sections 616 and 618 of IDEA.

**Figure 1**



## COMPARISON TO PREVIOUS YEAR'S DATA

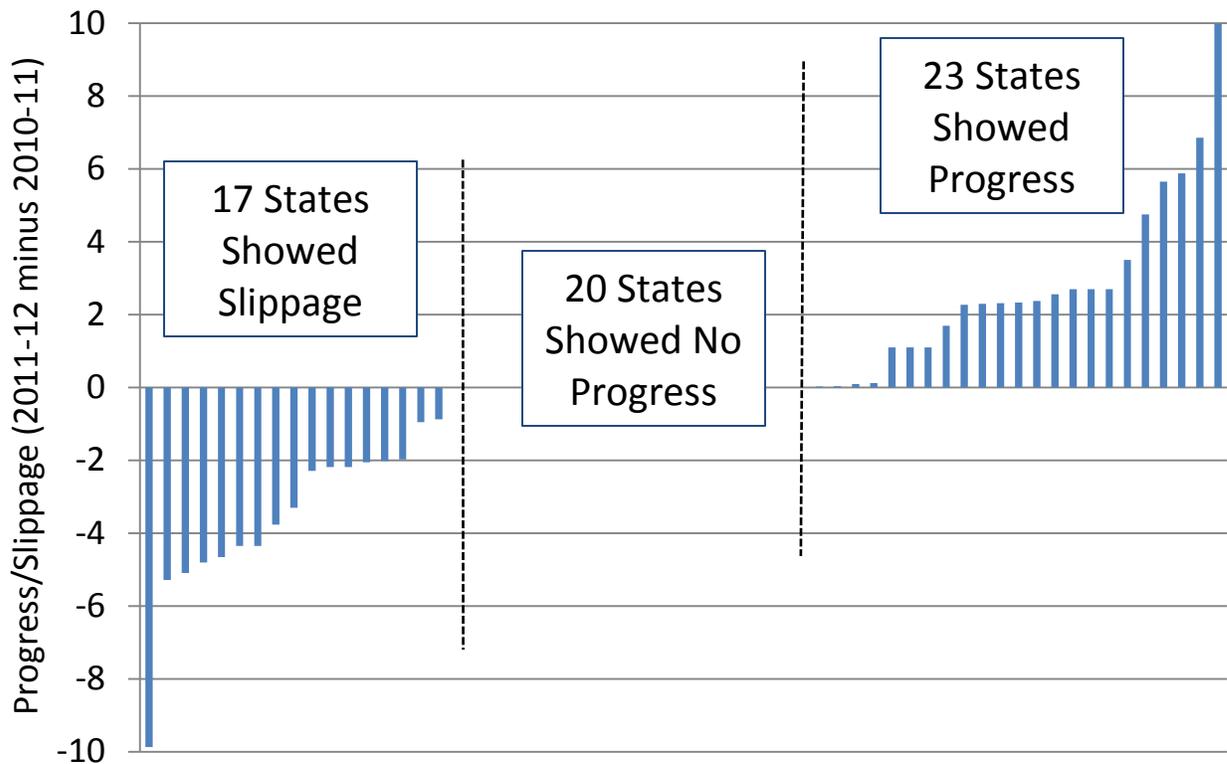
The majority of states demonstrated improvement when compared to the previous SPP/APR submission (see Figure 2 below).

- Twenty-three states showed progress
- Twenty states showed no change
- Seventeen states showed slippage

Most state performance changes were small, within  $\pm 5$  percentage points (53 of the 60 states).

**Figure 2**

Change from 2010-11 to 2011-12, Indicator Level



Each column represents one state/jurisdiction ( $N = 60$ )

## CONCLUSIONS

Overall, states maintained a high level of compliance for Indicator 20, as judged by an overall mean of 98% in the timeliness and accuracy of data reported (see Figure 3 below).

In FFY 2006 the mean performance reported was 93%, with the lowest state performance rated at 77%. This mean performance increased to 98% by FFY 2008 and has been maintained at that level since then. In FFY 2011 the lowest performing state was at the 83% level, a slight slippage when compared to 88% for the lowest performing state in FFY 2010.

Overall, a sustained mean performance of 98% indicates a high level of states' compliance to timeliness and accuracy in state reported data for Sections 616 and 618 of IDEA.

**Figure 3**

<b>SY Year/ FFY</b>	<b>SY 2006- 07 FFY 2006</b>	<b>SY 2007- 08 FFY 2007</b>	<b>SY 2008- 09 FFY 2008</b>	<b>SY 2009- 10 FFY 2009</b>	<b>SY 2010- 11 FFY 2010</b>	<b>SY 2011- 12 FFY 2011</b>
Mean	93	95	98	98	98	98
Highest	100	100	100	100	100	100
Lowest	77	65	88	86	88	83
No Data	1	0	0	0	0	0