## Essential Elements

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| Indicator Description: |
| Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma. |
| Measurement:[[1]](#footnote-2) |
| States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the state has established one.  Describe the results of the state’s examination of the data for the year before the reporting year (e.g., for the FFY 2016 SPP/APR, use data from 2015-2016), and compare the results to the target. Provide the actual numbers used in the calculation. |
| Target Setting: This is a results indicator. Describe the process your state uses to engage stakeholders and set targets. |
| Targets should be the same as the annual graduation rate targets for children with disabilities under Title I of the ESEA. |
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| [GRADS360°](https://osep.grads360.org/#program) Reporting Information: Describe login information, location of manual, etc. |
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| Data Stewards: Provide titles and names, contact information, department, and any notes on persons responsible for collections, validation, and submission. If there are multiple parties responsible or involved in the process, list them all. |
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| Data Source Description: Provide a short description of the database or data system your state uses to process data for this indicator. Consider connecting to 618 data protocol for description of data. |
| Same data as used for reporting to the U.S. Department of Education under Title I of the ESEA. Sampling is not allowed.  ED*Facts* Files: FS150—Regulatory Adjusted-Cohort Graduation Rate or  FS151—Cohorts for Regulatory Adjusted-Cohort Graduation Rate |
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| State Collection and Submission Schedule: Provide a list of dates necessary for this data collection, including when the data collection period opens, when data are due from the local education agencies (LEAs), and when assigned staff pull the data after the collection closes. |
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## Processes

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| Collection: Provide detailed information about the origin and collection of the data, including titles of persons responsible. |
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| Data Validation: Describe the data cleaning processes and any other processes your state uses to ensure high-quality data. |
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| Data Analysis:[[2]](#footnote-3) Describe the process for data analysis. |
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| Response to OSEP-Required Actions: Describe the procedures for reviewing and responding to Office of Special Education Programs (OSEP) feedback. Following the release of the OSEP determination, indicate who reviews OSEP feedback and how assigned staff make the plan to address concerns and create a response. |
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| Internal Approval Process: Describe any internal approval processes (e.g., who must sign off, timelines). |
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| Submission: Describe the process for entering the data and analyses into [GRADS360](https://osep.grads360.org/#program)o. Include information about the person authorized to certify the final report. |
| Data prefilled in GRADS360o. |
| Clarification:[[3]](#footnote-4) Describe the process your state uses to prepare a response to OSEP’s requests for clarification. |
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| Data Governance: Describe the process for reviewing and approving potential or actual changes to the data collection and associated requirements. |
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| Public Reporting: Describe the process and format for publicly reporting the performance of each LEA against the target of your state’s State Performance Plan/Annual Performance Report (SPP/APR) data. Note where your state posts the state education agency (SEA) and LEA SPP/APR data. |
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1. **Measurement:** Part B Indicator Measurement Table 2018 for FFY 2016 submission. [↑](#footnote-ref-2)
2. 2 **Data Analysis:** Review data year to year, looking for patterns statewide and within LEAs, outliers, whether targets are met or not met, and slippage. [↑](#footnote-ref-3)
3. **Clarification:** OSEP generally sends clarification requests to states about 60 days postsubmission. [↑](#footnote-ref-4)