## Essential Elements

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| **Indicator Description[[1]](#footnote-1)** |
| Participation and performance of children with IEPs[[2]](#footnote-2) on statewide assessments: A. Participation rate for children with IEPs. B. Proficiency rate for children with IEPs against grade level academic achievement standards. C. Proficiency rate for children with IEPs against alternate academic achievement standards. D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. |
| **Measurement[[3]](#footnote-3)** |
| 1. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. 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.
2. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
3. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
4. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020–2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020–2021 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.
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| **Stakeholder Engagement:** Describe the process the state uses to engage stakeholders for the SPP/APR that includes broad stakeholder input and includes (a) the number of parents (parent members of organizations and individual parents) engaged in setting targets, analyzing data, developing improvement activities, and evaluating progress; (b) description of activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities to improve outcomes; (c) the mechanisms and timeline for soliciting input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and (d) mechanisms and timelines for making the results of the target setting, data analysis, development of improvement strategies, and evaluation available to the public. |
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| **Target Setting:** This is a results indicator.Describe the process the SEA uses to engage stakeholders to set targets. |
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| **Online SPP/APR Submission Tool Information:** Describe login information, who has access, how to gain access for additional staff, and how to access online SPP/APR submission tool support. |
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| **Data Stewards:** Provide titles and names, contact information, department, and any notes on persons responsible for data collection, validation, and submission. If there are multiple parties responsible for or involved in the process, list them all.[[4]](#footnote-4) |
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| **Data Source Description:** Provide a short description of the database or data system the SEA uses to process data for this indicator. Consider connecting to 618 Assessment data protocol for description of data. Prefilled with 618 data by the online SPP/APR submission tool. |
| 3A. Same data as used for reporting to the Department under Title I of the ESEA,[[5]](#footnote-5) using ED*Facts* file specifications C185[[6]](#footnote-6) and 188. 3B. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications C175 and 178. 3C. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications C175 and 178. 3D. Same data as used for reporting to the Department under Title I of the ESEA, using ED*Facts* file specifications C175 and 178. |
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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 SEA 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. |
| Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, [and] high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing. Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing. Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing. Indicator 3D. Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs [who] were proficient against grade level academic achievement standards for the 2020–2021 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2020–2021 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing. |
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| **Data Validation:** Describe the data cleaning processes and any other processes the SEA uses to ensure high-quality data.  |
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| **Data Analysis:[[7]](#footnote-7)** Describe the process for data analysis.  |
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| **Response to OSEP-Required Actions:** Describe the procedures for reviewing Office of Special Education Programs (OSEP) feedback. Indicate who reviews OSEP feedback and how assigned SEA 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 the online SPP/APR submission tool. Include information about the person authorized to certify the final report. |
| Prefilled with 618 data by the online SPP/APR submission tool. |
| **Clarification:[[8]](#footnote-8)** Describe the process the SEA uses to prepare a response to OSEP’s request for clarification. |
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| **Data Governance:** Describe the process for reviewing 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 the state’s SPP/APR. Note where the SEA posts the state's SPP/APR and the performance of the LEAs against the state targets. Also describe the process for publicly reporting Assessment participation and performance results, as required by [34 CFR §300.160(f)](https://www.ecfr.gov/cgi-bin/text-idx?SID=464d9be09252e1723d7ec9d6bbf77af5&mc=true&node=se34.2.300_1160&rgn=div8). Note where the SEA reports these data on the state website. |
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1. **Indicator Description:** Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2020 Submission. [↑](#footnote-ref-1)
2. Individualized education program. [↑](#footnote-ref-2)
3. **Measurement:** Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2020 Submission. [↑](#footnote-ref-3)
4. SEA collects assessment data outside of the special education department. Be sure to include all offices and personnel associated with this collection. [↑](#footnote-ref-4)
5. *Elementary and Secondary Education Act*. [↑](#footnote-ref-5)
6. ED*Facts* file specifications now begin with “FS” instead of “C.” For example, ED*Facts* file specifications C185 and C188 are now FS185 and FS188 and C175 and C178 are now FS175 and FS178. [↑](#footnote-ref-6)
7. **Data Analysis:** Review data year to year, looking for patterns statewide and within LEAs, outliers, information about whether targets are met or not met, and slippage. [↑](#footnote-ref-7)
8. **Clarification:** OSEP generally sends clarification requests to SEAs about 60 days postsubmission. [↑](#footnote-ref-8)