## Essential Elements

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| **Indicator Description** |
| Percent of children with IEPs[[1]](#footnote-1) who are aged 5 who are enrolled in kindergarten and aged 6 through served:  A. Inside the regular class 80% or more of the day;  B. Inside the regular class less than 40% of the day; and  C. In separate schools, residential facilities, or homebound/hospital placements. |
| **Measurement:**[[2]](#footnote-2) |
| 5A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.  5B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.  5C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100. |
| **Stakeholder Engagement:** Describe the process the SEA 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 the SEA 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 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 the SEA uses to process data for this indicator. Consider connecting to 618 Child Count and Educational Environments data protocol for description of data. Data are calculated from the data the state reported in the 618 Child Count and Educational Environments. Data are prefilled in the online SPP/APR submission tool. |
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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. Sampling from the SEA’s 618 data is not allowed. If the data the SEA reports in this indicator are not the same as the state’s data under Section 618 of IDEA, explain. |
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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**:[[3]](#footnote-3) 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. Following the release of the OSEP determination, 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 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:**[[4]](#footnote-4) Describe how the SEA responds to OSEP’s requests 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. |
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1. Individualized education program. [↑](#footnote-ref-1)
2. **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-2)
3. **Data Analysis—R**eview 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-3)
4. **Clarification—**OSEP sends clarification requests to SEAs about 60 days postsubmission. [↑](#footnote-ref-4)