Essential Elements

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| Indicator Description: |
| Participation and performance of children with individualized education programs (IEPs) on statewide assessments:[[1]](#footnote-2)3B. Participation rate for children with IEPs. 3C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.  |
| Measurement:[[2]](#footnote-3) |
| 3B. 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. 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. 3C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level and 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)]. Calculate separately for reading and math. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.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. |
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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. |
| 3B:Same data your state uses for reporting to the Department under Title I of the ESEA.ED*Facts* files: FS185—Assessment Participation in Mathematics FS188—Assessment Participation in Reading/Language Arts3C:Same data your state uses for reporting to the Department under Title I of the ESEA. ED*Facts* files: FS175—Academic Achievement in Mathematics  FS178—Academic Achievement in Reading (Language Arts) |
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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. |
| States are encouraged to present their State Performance Plan/Annual Performance Report (SPP/APR) information in summary tables and include multiple years of data for comparison purposes.3B: Provide separate reading/language arts and mathematics participation rates, inclusive of all ESEA grades assessed (3–8 and high school), for children with IEPs. Account for ALL children with IEPs, in all grades assessed, 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.3C: Proficiency calculations in this SPP/APR must result in proficiency rates for reading/language arts and mathematics assessments (combining regular and alternate) for children with IEPs, in all grades assessed (3–8 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.  |
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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:[[3]](#footnote-4) 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 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 [GRADS360](https://osep.grads360.org/#program)o. Include information about the person authorized to certify the final report. |
| Prefilled with 618 data by GRADS360°. |
| Clarification:[[4]](#footnote-5) Describe the process your state 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 data. Note where your state posts the state education agency (SEA) and LEA SPP/APR data. |
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1. **Indicator Description:** Indicator 3, Part A was discontinued for the FFY 2014 SPP/APR. [↑](#footnote-ref-2)
2. **Measurement:** Part B Indicator Measurement Table 2018, for FFY 2016 submission. [↑](#footnote-ref-3)
3. 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-4)
4. **Clarification:** OSEP generally sends clarification requests to states about 60 days postsubmission. [↑](#footnote-ref-5)