Essential Elements

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| Indicator Description: |
| Percent of children with individualized education programs (IEPs) aged 6 through 21 served:  5A. inside the regular class 80% or more of the day;  5B. inside the regular class less than 40% of the day; and  5C. in separate schools, residential facilities, or homebound/hospital placements. |
| Measurement:[[1]](#footnote-2) |
| 5A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.  5B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.  5C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100. |
| 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. |
| ED*Facts* file: FS002—Children with Disabilities (IDEA) School Age |
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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. Sampling from the state’s 618 data is not allowed. If the data your state 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 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 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:[[3]](#footnote-4) Describe how your state 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 State Performance Plan/Annual Performance Report (SPP/APR) data. Note where the state posts the state education agency (SEA) and LEA SPP/APR data. |
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1. **Measurement:** Part B Indicator Measurement Table 2017, for FFY 2015 submission. [↑](#footnote-ref-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 sends clarification requests to states about 60 days postsubmission. [↑](#footnote-ref-4)