## Essential Elements

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| Indicator Description |
| Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma. |
| Measurement[[1]](#footnote-2) |
| States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.  Data for this indicator are “lag” data. Examine the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019–2020). |
| **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 collections, validation, and submission. If there are multiple parties responsible for 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 Exiting data protocol for description of data. |
| Same data as used for reporting to the Department under section 618 of the *Individuals with Disabilities Education Act* (IDEA), using the definitions in ED*Facts* file specification. |
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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 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. |
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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:[[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. Indicate who reviews OSEP feedback on the SPP/APR following the release of the OSEP determination 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. |
| Measurement data are prefilled in the online SPP/APR submission tool. |
| Clarification:[[3]](#footnote-4) Describe the process the SEA 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 targets of the state’s SPP/APR. Note where the SEA posts state's SPP/APR and the performance of the LEAs against the state targets. |
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1. **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)
2. 2 **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-3)
3. **Clarification:** OSEP generally sends clarification requests to SEAs about 60 days postsubmission. [↑](#footnote-ref-4)