## Essential Elements

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| **Indicator Description** |
| Percent of youth with IEPs[[1]](#footnote-1) dropping out of high school. |
| **Measurement**[[2]](#footnote-2) |
| **OPTION 1:** Use 618 exiting data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019–2020). Include in the denominator the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out. Do not include in the denominator the number of youths with IEPs who exited special education due to: (a) transferring to regular education; or (b) who moved but are known to be continuing in an educational program. **OPTION 2:** Use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's Common Core of Data. If the State has made or proposes to make changes to the data source or measurement under Option 2, when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012, the State should include a justification as to why such changes are warranted. **Options 1 and 2**: Provide a narrative that describes what counts as dropping out for all youth. Please explain if there is a difference between what counts as dropping out for all students and what counts as dropping out for students with IEPs. **Beginning with the FFY 2021 SPP/APR, due February 1, 2023**, States must report data using the same data as used for reporting to the Department under section 618 of the IDEA. Data for this indicator are “lag” data. Examine the data for year before the reporting year (e.g., for the FFY2020 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 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. |
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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. Data are prefilled in the online SPP/APR submission tool. |
| ED*Facts* Files* **Option 1:** FS009—Children with Disabilities (IDEA) Exiting Special Education
* **Option 2:** FS032—Dropouts
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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. |
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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 and responding to 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. |
| Data are prefilled with 618 data by the online SPP/APR submission tool. |
| **Clarification:[[4]](#footnote-4)** 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. |
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1. Individualized education programs. [↑](#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) 2019 Submission. [↑](#footnote-ref-2)
3. **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)
4. **Clarification:** OSEP generally sends clarification requests to SEAs about 60 days postsubmission. [↑](#footnote-ref-4)