

Improving Data, Improving Outcomes Virtual Convening

October 19 - 22

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WHAT YOU NEED TO KNOW: PART C IDEA DATA REPORTING AND MONITORING UPDATES

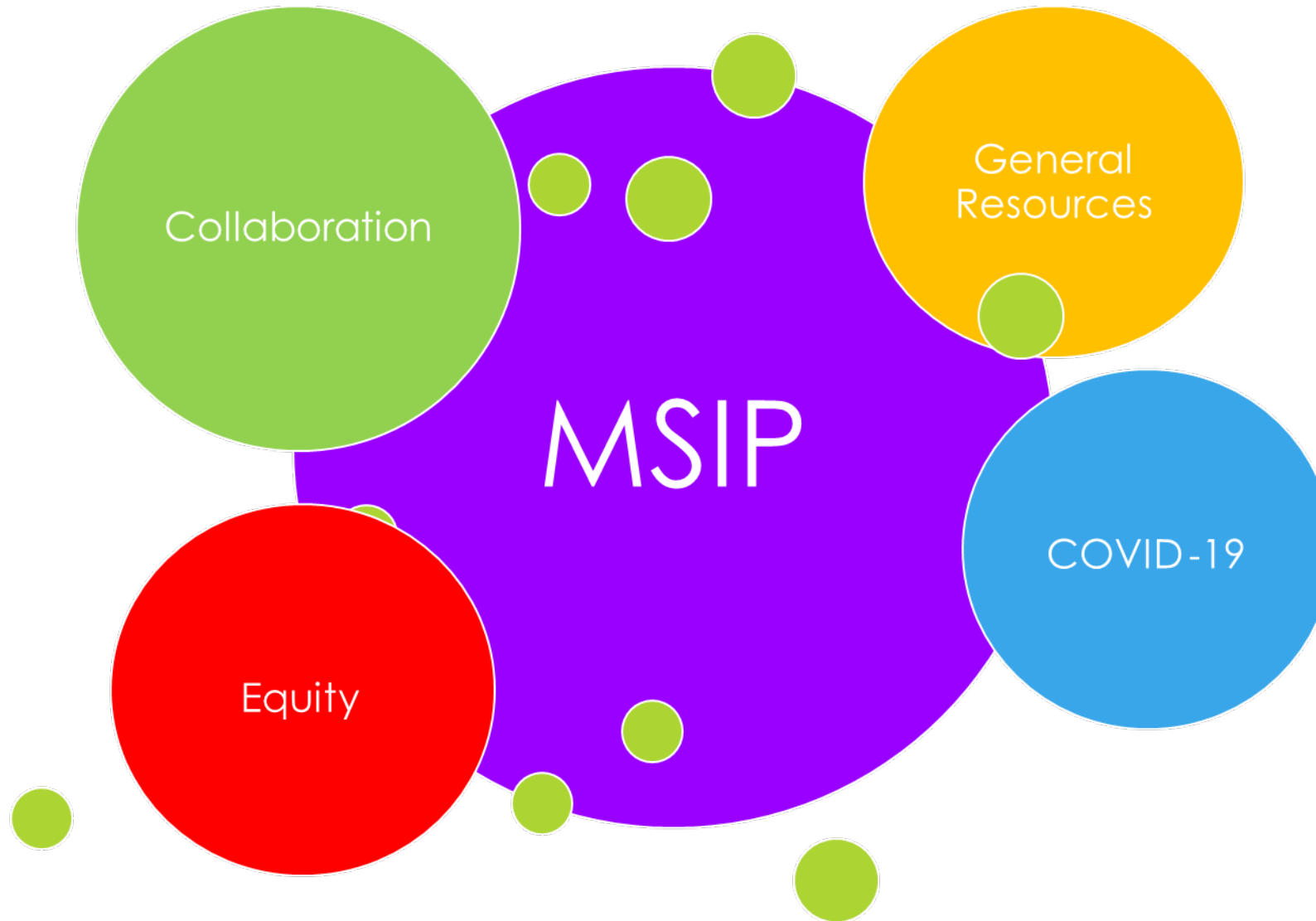
IMPROVING DATA, IMPROVING OUTCOMES VIRTUAL CONVENING
OCTOBER 19, 2020



MSIP Updates

Working to Support States

Technical Assistance and Support



Data Reporting

State Performance Plan/Annual Performance Report

FFY 2019 SPP/APR

- ▶ FFY 2019 SPP/APR (due February 1, 2021)
 - SPP/APR Package released
 - SPP/APR Reporting Platform open December 2020
 - SPP/APR Template (available now)
 - Indicator C11 optional template (coming soon)
 - 2021 Annual Determinations



FFY 2019 SPP/APR Package



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND
REHABILITATIVE SERVICES

September 29, 2020

Contact Person
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OSEP 20-03

MEMORANDUM

TO: Chief State School Officers, State Directors of Special Education, and State Data Managers
FROM: Laurie VanderPloeg, Director, Office of Special Education Programs (OSEP)
SUBJECT: 2021 Part B State Performance Plan/Annual Performance Report (Part B SPP/APR)
ACTION REQUIRED: Submission of the Part B SPP/APR

In accordance with 20 U.S.C. 1416(b)(2)(C)(ii)(I) of the Individuals with Disabilities Education Act (IDEA or Part B), each State must report annually, through the Part B SPP/APR. Each State is required to submit its Federal fiscal year (FFY) 2019 SPP/APR Part B Indicators 1-16 by February 1, 2021 and Indicator 17 by April 1, 2021.

Information Collection 1820-0624, Part B SPP/APR, is available electronically at <https://osep.grads360.org/#program/spp-apr-resources>.

Each State's FFY 2019 SPP/APR must include:

- 1) An introduction, with sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for children with disabilities and to ensure that the State educational agency (SEA) and local educational agencies (LEAs) meet the requirements of Part B of the IDEA. This introduction must include descriptions of the State's:
 - a. General Supervision System: The systems that are in place to ensure that the IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.;
 - b. Technical Assistance System: The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to LEAs;

For Federal Fiscal Year (FFY) 2019 Submission

Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table

Monitoring Priority: FAPE in the LRE

Monitoring Priorities and Indicators	Data Source and Measurement	Instructions for Indicators/Measurement
1. Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))	Data Source: Same data as used for reporting to the Department of Education (Department) under Title I of the Elementary and Secondary Education Act (ESEA). Measurement: States may report data for children with disabilities using either the four-year adjusted cohort graduation rate required under the ESEA or an extended-year adjusted cohort graduation rate under the ESEA, if the State has established one.	Sampling is not allowed. Describe the results of the State's examination of the data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019), and compare the results to the target. Provide the actual numbers used in the calculation. Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain. Targets should be the same as the annual graduation rate targets for children with disabilities under Title I of the ESEA. States must continue to report the four-year adjusted cohort graduation rate for all students and disaggregated by student subgroups including the children with disabilities subgroup, as required under section 1111(h)(1)(C)(ii)(I) of the ESEA, on State report cards under Title I of the ESEA even if they only report an extended-year adjusted cohort graduation rate for the purpose of SPP/APR reporting.
2. Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))	OPTION 1: Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities	Sampling is not allowed. OPTION 1: Use 618 exiting data for the year before the reporting year (e.g., for the FFY 2019 SPP/APR, use data from 2018-2019). Include in the denominator

FFY 2018-2019 Part B SPP/APR
(OMB NO. 1820-0624 / Expiration Date: 8/31/2020)

Part B SPP/APR Indicator/Measurement Table - Page - 1

For FFY 2019 Submission

Part B State Performance Plan and Annual Performance Report (Part B SPP/APR)

General Instructions

Each State is required to submit its FFY 2019 SPP/APR Part B Indicators 1-16 by February 1, 2021 and Indicator 17 by April 1, 2021.

Each State's FFY 2019 SPP/APR must include:

- 1) An introduction, with sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for children with disabilities and to ensure that the State educational agency (SEA) and local educational agencies (LEAs) meet the requirements of the IDEA Part B. This introduction must include descriptions of the State's:
 - a. General Supervision System: The systems that are in place to ensure that the IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.;
 - b. Technical Assistance System: The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to LEAs;
 - c. Professional Development System: The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities;
 - d. Stakeholder Involvement: The mechanisms for soliciting broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP); and
 - e. Reporting to the Public: How and where the State reported to the public on the FFY 2018 SPP/APR, as required by 34 C.F.R. § 300.602(b)(1)(ii)(A), and a description of where, on its Web site, a complete copy of the State's SPP/APR, including any revisions, if the State has revised the targets that it submitted with its FFY 2018 SPP/APR in 2020, is available.¹
- 2) Baseline data for Indicators 1 through 17. If the State is proposing to revise its baseline data for an indicator, it must provide an explanation for that revision.
- 3) Targets for Indicators 1 through 16, for each year and that cover the years of the SPP (i.e., FFY 2013 through FFY 2019), and targets for Indicator 17, which cover FFY 2014 through FFY 2019. In setting its targets for FFY 2019, the State must describe its stakeholder input process. The State must also describe its stakeholder input process if the State is revising any of the targets it submitted with its FFY 2018 SPP/APR submission. End targets for Indicators 1 through 17 must show improvement over baseline data.
- 4) Data from FFY 2019 and other responsive SPP/APR information for Indicators 1 through 17.
 - a. If data collection for any indicator was impacted specifically by COVID-19, the State must include in the narrative for that indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection. This must be completed for each indicator for which data collection was impacted by COVID-19.
- 5) The reasons for slippage in indicators where the State did not meet its FFY 2019 target.
- 6) In addition to the Phase I content that States were required to submit in 2015, the Phase II content that States were required to submit in 2016, and the Phase III content that States were required to

¹ In accordance with 20 U.S.C. 1416(b)(2)(C)(iii) and 34 C.F.R. § 300.602, each State must report annually to the public on the performance of each LEA located in the State on the targets in its Part B SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its Part B SPP/APR to the Secretary.

FFY 2018-2019 Part B SPP/APR
(OMB NO. 1820-0624 / Expiration Date: 8/31/2020)

Part B SPP/APR Instruction Sheet - 1

<https://sites.ed.gov/idea/grantees/#SPP-APR,FFY19-SPP-APR-Package>



SPP/APR Reporting Platform



- ▶ SPP/APR Template
<https://osep.grads360.org/#communities/pdc/documents/19755>
- ▶ Optional Indicator C11 template
- ▶ Attachments/508 compliance



2021 Determinations

- ▶ “...the U.S. Department of Education (Department) is continuing to use both results and compliance data in making our determination for each State under sections 616(d) and 642 of the Individuals with Disabilities Education Act (IDEA) for each State’s early intervention program under Part C of the IDEA. We considered the totality of the information we have about a State, including information related to the State’s Federal fiscal year (FFY) 2018 State Performance Plan (SPP)/Annual Performance Report (APR), Indicator C3 Child Outcomes data (Outcomes data) and other data reported in each State’s FFY 2018 SPP/APR; information from monitoring and **other publicly available information**, such as Specific Conditions on the State’s grant award under Part C; and other issues related to a State’s compliance with the IDEA.”

FFY 2019 SPP/APR – Implications of COVID-19

- ▶ If data collection for any indicator was impacted specifically by COVID-19, the State must include in the narrative for that indicator: **(1) the impact on data completeness, validity, and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.** This must be completed for each indicator for which data collection was impacted by COVID-19.

► FFY 2020 SPP/APR (due February 1, 2022)

- Key changes
- Guidance related to new reporting requirements



Stakeholder Engagement

► Previous:

- SPP/APR Introduction must include a description of the mechanisms for soliciting broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 11, the State's Systemic Improvement Plan (SSIP).

► Revised:

- Specific information must be included in the State's description.

Indicator 4: Response Rate & Representativeness

► States must:

- Compare the response rate for the reporting year to the response rate for the previous year (e.g., in the FFY 2020 SPP/APR, compare the FFY 2020 response rate to the FFY 2019 response rate) and describe strategies that will be implemented which are expected to increase the response rate, particularly for those groups that are underrepresented;
- Analyze the response rate to identify potential nonresponse bias and take steps to reduce any identified bias and promote response from a broad cross-section of respondents; and
- Describe the metric used to describe representativeness (e.g. +/- 3% discrepancy)
- Include race and ethnicity in its analysis (**beginning with the FFY 2021 APR, due Feb. 1, 2023**)

Indicators 5 and 6: Child Find – Birth to 1 / Birth to 3

► Previous:

- Compare the percent of infants and toddlers birth to 1 with IFSPs to national data.
- Compare the percent of infants and toddlers birth to 3 with IFSPs to national data.

► Revised:

- States will no longer be required to compare their data to the national data.

Indicator 11 (SSIP)

► Previous:

- April 1 due date for Indicator 11.

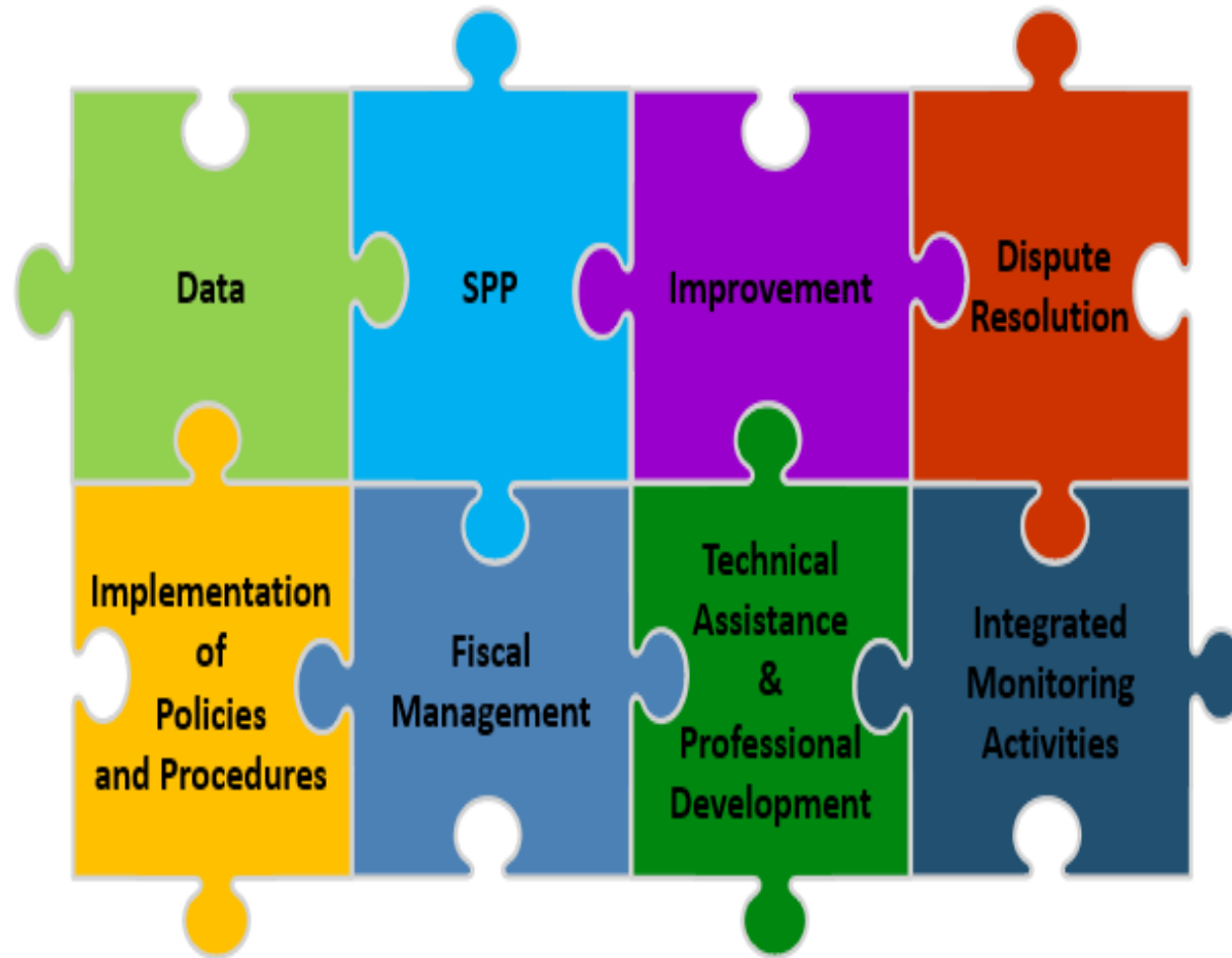
► Revised:

- The due date for Indicator 11 will be February 1 consistent with the other indicators in the SPP/APR.
- OSEP will provide a streamlined template that States may use for reporting Indicator 11.

DMS 2.0

Differentiated Monitoring and Support

Differentiated Monitoring and Support (DMS) 2.0



Major Components of DMS 2.0



Every state receives a monitoring visit in each 5-year cycle.

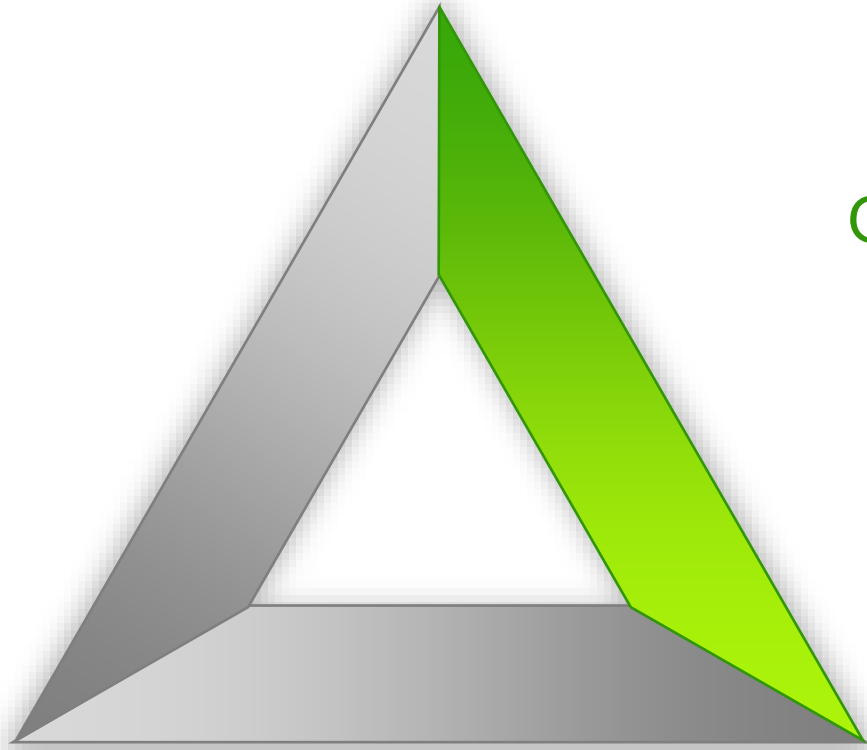
Reserve resources off-cycle to monitor States based on emerging issues.

Year 1: Pre-site and Preparation
Year 2: Monitoring
Year 3: Post-visit
Correction and Technical Assistance

Focus monitoring on systems of general supervision, aligning results and compliance.

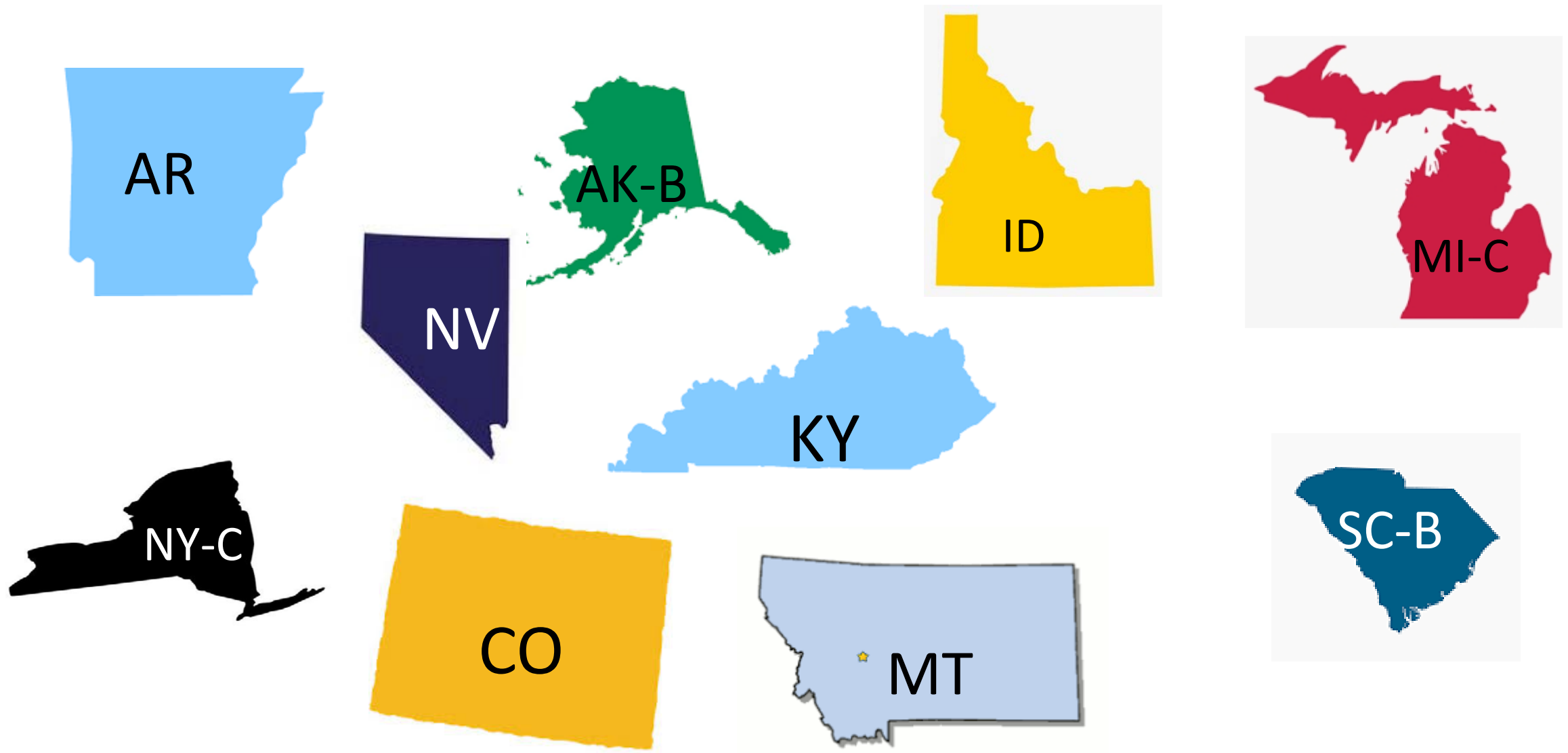
Based on analysis of all available information

DMS 2.0: Pre-Site and Preparation (Year 1)



Universal TA
OSEP review of publicly available information
Targeted interviews with State staff
Document Requests

DMS 2.0: Year 1 Cohort 1 Phase I



DMS Resources

Monitoring Protocols

<https://sites.ed.gov/idea/grantees/#DMS>

OSEP National TA calls

[OSEP IDEAs That Work](#)

Relevant TA Center Resources

[TA resources https://ectacenter.org/](https://ectacenter.org/)

Questions



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