District of Columbia
Office of the State Superintendent of Education

SPECIAL EDUCATION PERFORMANCE REPORT (SEPR) TECHNICAL GUIDE

FFY 2024

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Special Education Performance Report (SEPR)

The annual Special Education Performance Report (SEPR) is designed to evaluate the performance of a local education agency's (LEA's) special education program and pinpoint the Office of the State Superintendent of Education (OSSE) supports for the LEA to build educator and system capacity to serve students with disabilities. Additionally, this report is designed to provide LEAs and families with meaningful information about LEA progress toward improving outcomes for students with disabilities. All LEAs that accept Individuals with Disabilities Education Act (IDEA) funds and provide IDEA services receive an SEPR.[1]

An LEA's special education program is evaluated based on performance metrics in two areas: 1) annual IDEA compliance requirements, and 2) key student progress measures. OSSE believes that students progress when LEAs build educator and system capacity to deliver special education in combination with stewardship of federal funds, initiate proactive engagement with parents and resolve complaints early and often. Based on a combined score in these two performance areas, LEAs will receive technical assistance (TA) and professional development (PD) designed to build educator and system capacity to serve students with disabilities.

LEA compliance metrics make up 35 percent of an LEA's SEPR score and student progress metrics make up the remaining 65 percent. The formula for calculating the total SEPR score is:

$$SEPR\ Score = \left(\left(\frac{LEA\ Compliance\ points\ earned}{LEA\ Compliance\ points\ possible}\right) \times 35\right) + \left(\left(\frac{Student\ Progress\ points\ earned}{Student\ Progress\ points\ possible}\right) \times 65\right)$$

This technical guide provides an in-depth explanation of each data element, outlining the data sources, measurements, metric calculations and how SEPR assigns summative scores between 0 and 100. For each metric, this guide provides the specific definitions and terminology, rules and methodology used in calculation, explanation of any exceptions and data caveats as well as a brief educational context for the metric.

Prior to publication, every metric in SEPR is provided to LEAs, which have the opportunity to appeal the findings. This guide provides LEAs with the information needed to check the calculations, ask OSSE questions, and ultimately confirm accuracy prior to publication of these data.

[1] St. Coletta Special Education PCS is a dependent charter of District of Columbia Public Schools (DCPS) and is therefore included in the data for DCPS for all metrics.

Determination Levels for SEPR

An LEA's total SEPR score is converted to a determination level using Table 1 below.

Table 1

Determination Level	SEPR Score
Emerging	Less than 40
Building	Greater than or equal to 40 and less than 60
Strengthening	Greater than or equal to 60 and less than 80
Leading	Greater than or equal to 80

LEA Compliance

Table 2 lists the metrics included in LEA compliance. The business rules for each of those metrics are detailed below.

Table 2

Metric Name	Description
Valid and Reliable Data	Timely submission of Child Count data, Phase 1 and 2, and Maintenance of Effort (MOE)
Initial Evaluation	Percent of children whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation
Secondary Transition	Percent of youth ages 16 and older with an individualized education program (IEP) that includes appropriate measurable postsecondary goals annually updated and based on age-appropriate transition assessment and services, including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual goals related to the student's transition service needs
Suspension/Expulsion (Significant Discrepancy)	Indicator that the LEA has: (1) a significant discrepancy, as defined by the state, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (2) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support
Disproportionate Representation: Overall	Indicator that the LEA has disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

Disproportionate Representation by Disability Categories	Indicator that the LEA has disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification
Longstanding Noncompliance	Percent of the LEA's previous noncompliance that was corrected (prong 1 and prong 2 completed) as soon as possible, but in no case later than one year after the identification of noncompliance
Part C—B Transition	Percent of children served and referred by the infant program (IDEA Part C) prior to age 3, who are found eligible for school-age special education services (IDEA Part B) and who have an IEP developed and implemented by their third birthday
CCI Monitoring	Percent of areas reviewed that were compliant
Reevaluation	The percent of triennial reevaluations provided to children with disabilities whose reevaluation deadlines fell within the reporting period that were conducted in a timely manner

Student Progress

Table 3 lists the metrics included in student progress. The business rules for each are detailed below.

Table 3

Metric Name	Description
Parent Engagement	The percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities
Graduation	The percent of youth with disabilities exiting from high school with a regular diploma
Dropout	The percent of youth with disabilities who drop out of high school
Continuum of Placements	Not included in SEPR for federal fiscal year 2024 (FFY2024)
Dispute Resolution	Rate of resolution of due process and state complaints prior to formal dispute resolution
Grant Resources: Single Audit	Outcomes of sub-recipient audit reports
Grant Resources: Reimbursement	Reimbursement for a minimum of 60 percent of IDEA, Section 611 funds within the first 15 months of the FFY2024 grant cycle

Grant Resources: MOE	Indicator of LEA compliance with the IDEA MOE requirement
Part C—B Transition + Start of Services	Percent of children served and referred by the infant program (IDEA Part C) prior to age 3, who are found eligible for school age special education services (IDEA Part B), who have an IEP developed and implemented by their third birthday, and all of whose special education and related services in the child's IEP commence by the child's third birthday
Child Find + Enrollment (ages 3-5)	Average monthly percent of preschool children enrolled in the LEA who have a finalized IEP and have received all of their prescribed special education services at least once
Initial Evaluation (ages 3-5)	Percent of preschool children whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation
Statewide Assessment: Participation	Participation rate of children with IEPs on statewide assessments
Statewide Assessment: Proficiency	Proficiency rate for children with IEPs who took DC CAPE in grades 4, 8 and high school
Statewide Assessment: Proficiency (Alternate)	Proficiency rate for children with IEPs who took MSAA in grades 4, 8 and high school
Statewide Assessment: Proficiency Gap	Gap in proficiency rate between children with IEPs and children without IEPs
Preschool Skills: Positive Social Emotional Skills	1) The percentage of children who entered the program below age expectations in positive social emotional skills who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program 2) The percentage of children who were functioning within age expectations in positive social emotional skills by the time they turned 6 years of age or exited the early childhood special education program
Preschool Skills: Acquisition and Use of Knowledge and Skills	1) The percentage of children who entered the program below age expectations in acquiring and using knowledge and skills who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program

	2) The percentage of children who were functioning within age expectations in acquiring and using knowledge and skills by the time they turned 6 years of age or exited the early childhood special education program
Preschool Skills: Use of Appropriate Behaviors	1) The percentage of children who entered the program below age expectations in use of appropriate behaviors who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program 2) The percentage of children who were functioning within age expectations use of appropriate behaviors by the time they turned 6 years of age or exited the early childhood special education program

Metric Details, Calculations and Business Rules: Compliance

Metric: Valid and Reliable Data

Metric-Specific Definitions

Child Count

An audit of students with IEPs included in the Oct. 5 enrollment count and receiving services as of the second certification (Nov. 15).

IDEA Phase 1 and 2 Grant Applications

Valid and reliable data for IDEA grant applications under IDEA includes financial data that accurately supports the LEA's proposed budget for special education that aligns with the LEA's anticipated expenses for personnel, materials and other resources.

Maintenance of Effort (MOE)

Valid and reliable data for maintenance of effort reporting under IDEA includes reporting of financial records that accurately reflect the expenditures and services provided by the LEA for special education and related services.

Calculation

This metric measures LEAs' timely submission of three annual reports to OSSE: Child Count, IDEA Phase 1 and 2 grant applications and MOE. Child Count data certification is due Nov. 15. IDEA Phase 1 applications are due June 30, and IDEA Phase 2 applications are due Sept. 30. MOE data are due in mid-April, with some variation in the annual deadline. Timely submission of each report is worth one point, for a total of three metric points. Phase 1 and 2 data must both be timely in order to receive the point for Phase 1 and 2. The metric is calculated by adding together the indicator for each dataset:

$$Child\ Count\ Timeliness\ +\ Phase\ 1\ \&\ 2\ Timeliness\ +\ MOE\ Timeliness$$

For LEAs for which MOE timeliness is not applicable (i.e., LEAs that did not receive IDEA funds in the 2022-23 school year), the metric is worth two points, for Child Count and IDEA Phase 1 and 2 grant applications.

Inclusions

All LEAs serving students with disabilities in FFY2024 (the 2024-25 school year) are included in the Child Count timeliness and Phase 1 and 2 timeliness indicators. All LEAs that received IDEA funds in the 2022-23 school year are included in the MOE timeliness indicator.

Exclusions

LEAs that did not receive IDEA funds in the 2023-24 school year are excluded from the MOE timeliness indicator.

LEA Data Access

None

Data Sources

Child Count, Enterprise Grants Management System, MOE reports

Metric: Initial Evaluation (APR 11)

Calculation

$$\frac{\#\ of\ children\ whose\ evaluations\ were\ completed\ within\ 60\ days}{\#\ of\ children\ with\ initial\ referrals\ for\ evaluation}$$

Inclusions

1. Students for whom parental consent to evaluate was received and whose initial evaluations were due between July 1, 2024 and June 30, 2025 are included in the metric.
2. Students with timely initial evaluations are counted at the LEA that completed the initial evaluation.
3. Students with untimely initial evaluations are counted at the LEA where the student was enrolled in Power School Special Programs (PSSP) at the time the evaluation was due.

Exclusions

1. Students who are not enrolled in a DC LEA on their initial evaluation due date and do not have a timely eligibility determination are excluded from the metric.
2. Students who transfer between LEAs between parental consent and the initial evaluation due date and do not have a timely eligibility determination are excluded from the metric.
3. Students who have a timely referral discontinuation or parent consent denial are excluded from the metric.

Data Caveats

None.

LEA Data Access

Excel file provided to LEAs; APR 11 Report in PSSP

Data Sources

1. PSSP
2. Data Validation
3. LEA student information system (SIS)

Metric: Secondary Transition (APR 13)

Calculation

Secondary Transition (APR Indicator 13) is a compliance indicator that measures the percent of youth ages 16 and older with an IEP that includes appropriate measurable postsecondary goals annually updated and based on age-appropriate transition assessment and services, including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual goals related to the student's transition service needs[2]. This indicator uses a sample methodology reviewing IEPs of youth ages 16 and older. Results are calculated by dividing the number of compliant transition plans by the total number of files reviewed:

$$\frac{\#\ of\ compliant\ transition\ plans}{\#\ of files\ reviewed\ for\ youth\ with\ an\ IEP\ aged\ 16\ and\ older}$$

Due to identified student database system limitations during the 2024-25 school year, OSSE excluded the student letter of invitation (LOI) component from each LEA's Secondary Transition SEPR compliance score.

Beginning FFY2024, the number of students included in Secondary Transition at an LEA will determine the metric's calculation. For LEAs with 2 or more included students, proportions are based on sample size and then rounded up (i.e., proportional sampling). For LEAs with fewer than 2 included students, the calculation is based on all included students.

Inclusions

1. Youth ages 16 and older who have a transition plan written during the monitoring and reporting timeframe are included in the potential sample.
2. Two hundred samples were distributed among relevant Local Education Agencies (LEAs), including only those with a population size of five or more; sample proportions were scaled based on each LEA's population size and then rounded accordingly.

Exclusions

Youth younger than age 16 are not included in the sample. Youth ages 16 and older who are not drawn in the random sample are not included in the metric.

[2] Due to identified student database system limitations during the 2024-25 school year, OSSE excluded the student letter of invitation (LOI) component from each LEA's Secondary Transition SEPR compliance score.

Data Caveats

The number of compliant transition plans are determined by OSSE's initial compliance review and not based on the number of compliance transition plans determined compliant after the correction window.

LEA Data Access

LEAs have access to their transition plans and the initial findings of noncompliance that they receive in DC Corrective Action Tracking System (DC CATS).

Data Sources

1. PSSP
2. DC CATS

Metric: Significant Discrepancy, Suspension/Expulsion by Race or Ethnicity (APR 4b)

Metric-Specific Definitions

Expulsion

Removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year or longer in accordance with LEA policy.

Modified expulsion

Removal of a student from the student's school of enrollment resulting from violations of the Gun Free Schools Act that are modified to fewer than 365 days.

In-School Suspension

Temporarily removing a student from their regular class schedule for disciplinary reasons, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.

Out-of-School Suspension

Temporarily removing a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds.

Exclusion

Removal of a student from the student's daily class schedule for disciplinary reasons in response to incidents that occur during the delivery of synchronous instruction in a distance learning setting. Included as a suspension for the calculation of APR 4B.

Calculation

Indicator 4b is a compliance indicator that measures whether LEAs have: (1) a significant discrepancy by race or ethnicity in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs of one or more racial/ethnic groups; and (2) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support.

OSSE defines "significant discrepancy" as a rate ratio of 1.5 or greater, as calculated by the following formula:

$$\frac{\frac{Number\ of\ students\ with\ disabilities\ from\ racial/ethnic\ group\ with\ suspensions\ or\ expulsions\ of\ greater\ than\ 10\ days}{Number\ of\ students\ with\ disabilities\ from\ racial/ethnic\ group}}{\div}$$

$$\frac{Number\ of\ students\ without\ disabilities\ of\ all\ racial/ethnic\ groups\ with\ suspensions\ or\ expulsions\ of\ greater\ than\ 10\ days}{Number\ of\ students\ without\ disabilities\ of\ all\ racial/ethnic\ groups}$$

An LEA must have a rate ratio of 1.5 or greater for three consecutive years and also have policies, procedures, or practices that contribute to the significant discrepancy in order to be noncompliant for this metric.

Inclusions

1. An LEA must have suspended or expelled three or more students with disabilities in a racial/ethnic group for that group to be included in the analysis for the LEA.
2. Students are included in the numerator if they had cumulative long-term suspensions (out-of-school), modified expulsions, or expulsions of more than 10 days.

Exclusions

1. LEAs that suspended or expelled fewer than three students for a total of more than 10 days are excluded.
2. LEAs that have not been open for at least three consecutive years are excluded.
3. Students whose age did not fall in the range of 3-21 at the time of enrollment audit, or who were not enrolled for at least 10 school days, per data validation, are excluded.
4. Students who are parentally placed in private schools are excluded.
5. Disciplinary incidents in which students were removed to an interim educational environment by someone other than their IEP team (removal codes of REMHO or REMDW in the discipline collection) are excluded.

Data Caveats

1. Discipline data were reported to OSSE and validated by LEAs.

2. APR 4b for FFY2024 is based on the 2023-24 school year.

LEA Data Access

SY2023-24 Metric Calculation Confirmation Qlik application

Sheet: Discipline: Suspensions and Expulsions Count and Rates

Data Sources

1. Enrollment Audit
2. Data Validation
3. Annual Discipline Collection

Metrics: Disproportionate Representation (Race/Ethnic Group and Race/Ethnic Group and Disability Category) (APR 9 and 10)

Calculation

Disproportionate representation (APR indicators 9 and 10) are compliance indicators that measure the disproportionate representation of racial and ethnic groups in special education and in specific disability categories that is the result of inappropriate identification. Disproportionate representation is defined as a risk ratio of 5 or higher for all disabilities, and 7 or higher for specific disability categories, calculated using the following formula:

$$\frac{Number\ of\ students\ from\ racial/ethnic\ group\ in\ disability\ category}{Number\ of\ enrolled\ students\ from\ racial/ethnic\ group}$$

$$\div$$

$$\frac{Number\ of\ all\ other\ students\ in\ disability\ category}{Number\ of\ all\ other\ enrolled\ students}$$

LEAs must have risk ratios in excess of 5 for all disabilities, or 7 for specific disability categories, for three consecutive years in the same category and also demonstrate inappropriate identification practices in order to be noncompliant for this metric.

Inclusions

1. Students age 5 and enrolled in kindergarten through age 21, as of the enrollment audit, are included in the metric.
2. The calculation is performed for the following disability categories:
    a. All Disabilities
    b. Intellectual Disabilities
    c. Specific Learning Disabilities
    d. Emotional Disturbance

    e. Speech or Language Impairments
    f. Other Health Impairments
    g. Autism
3. All students in the enrollment audit within the age range are included, including those that are non-UPSFF (Universal Per Student Funding Formula), parentally placed in private school, or enrolled in non-public schools.
4. LEAs must have at least 10 students from the racial/ethnic group in the disability category and at least 30 enrolled students from the racial/ethnic group in order to calculate the metric for that racial group and disability category.

Exclusions

1. Students younger than age 5 and those who are age 5 but not yet in kindergarten as of the enrollment audit are excluded from the metric.
2. LEAs that have not been open for at least three consecutive years are excluded.
3. The calculation is not performed for the following disability categories:
    a. Specific Learning Disability
    b. Visual Impairment, including blindness
    c. Deafness
    d. Hearing Impairment
    e. Deaf-Blindness
    f. Orthopedic Impairment
    g. Traumatic Brain Injury
    h. Multiple Disabilities
4. The calculation is not performed for racial/ethnic groups and disability categories where the LEA has fewer than 10 students from racial/ethnic group in the disability category or fewer than 30 enrolled students from the racial/ethnic group.

Data Caveats

LEAs with fewer than 10 students from all other racial/ethnic groups in the disability category and/or fewer than 30 enrolled children from all other racial/ethnic groups have the state denominator used in place of their own data, noted as using the alternate risk ratio.

No calculation will be created if the state alternate risk ratio has fewer than 10 “children in disability category” and/or 30 “all other enrolled children.”

LEA Data Access

Enrollment Audit and Child Count Application; Summative data in Excel file provided to LEAs

Data Sources

1. Child Count
2. Enrollment Audit

Metric: Longstanding Noncompliance

Calculation

Longstanding noncompliance is an indicator of whether or not LEAs corrected any findings of noncompliance (prong 1 and prong 2 completed) from the prior reporting year (the 2023-24 school year), within a year at most.

Inclusions

The metric is calculated for all LEAs that served students with disabilities in both the 2023-24 school year and the 2024-25 school year.

Exclusions

The metric is not applicable to LEAs that did not serve students with disabilities in either school year (2023-24 or 2024-25).

Data Caveats

None

LEA Data Access

DC CATS

Data Sources

DC CATS

Metric: Part C to B Transition (APR 12)

Calculation

Part C to B Transition (APR Indicator 12) measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B and who have an IEP developed and implemented by their third birthdays. This is calculated according to the following formula:

$$\frac{c}{a-b-d-e-f}$$

Where:

a = number of children who have been served in Part C and referred to Part B for Part B eligibility determination.

b = number of children referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.

c = number of children found eligible who have an IEP developed and implemented by their third birthdays.

d = number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d)[3] applied.

e = number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

f = number of children whose parents chose to continue early intervention services beyond the child's third birthday through a state's policy under 34 CFR§303.211[4] or a similar state option.

Inclusions

The student universe from DL Subclass IV is utilized for this metric, with the addition of children who are excluded from DL Subclass IV solely due to not enrolling in the current school year. Eligible children had a transition conference invitation from Part C to B, which included children who:

1. Were eligible for StrongStart (Part C) services
2. Had an Individualized Family Service Plan (IFSP) date in StrongStart (Part C)

All children who remain in the universe after exclusions and the removals identified above (metrics B, D, E, F) make up metric A.

Exclusions

Children are excluded from this metric for the following reasons:

1. Parents elected to extend Individualized Family Service Plan (IFSP) on or prior to the child's third birthday, provided neither metric B nor D apply.
2. Parents declined or opted out of Part C or Part B services on or prior to the child's third birthday.
3. Parental delay or disengagement from Part C or Part B on or prior to the child's third birthday.
4. Late Part C eligibility (less than 90 days prior to the child's third birthday).
5. Case closed by Part C prior to transition conference due to failed attempts to contact parents.
6. Found ineligible for Part C or Part B services prior to the child's third birthday.
7. Exited the state or are otherwise unavailable prior to the child's third birthday.

Data Caveats

All referral types on Part B were included, even if it wasn't a "C-to-B" referral, as entered in PSSP.

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[3] Individuals with Disabilities Education Act (IDEA) Section 300.301(d) Exception. The timeframe described in paragraph (c)(1) of this section does not apply to a public agency if - (1) The parent of a child repeatedly fails to produce the child for evaluation; or (2) a child enrolls in a school of another public agency after the relevant timeframe in paragraph (c)(1) of this section has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with disability under Section 300.8.

[4] IDEA Section 303.211 State option to make services under this part available to children ages three and older.

LEA Data Access

Excel file provided to LEAs

Data Sources

1. PSSP
2. Strong Start Records
3. Data Validation
4. LEA SIS

Metric: Compliance and Continuous Improvement (CCI) Monitoring

Calculation

This metric measures the percent of areas reviewed as part of CCI monitoring (on-site or desktop file review) that were found to be compliant at an LEA. LEAs that did not receive on-site monitoring are excluded.

Inclusions

LEAs that received CCI monitoring are included.

Exclusions

The metric does not apply to LEAs that did not receive CCI monitoring.

Data Caveats

Compliance rates are determined by OSSE's initial compliance review and not based on the compliance rate calculated after the correction window.

LEA Data Access

None

Data Sources

PSSP

Metric: Reevaluation (Special Conditions)

Calculation

LEAs must hold a reevaluation meeting within three years of the date of the previous eligibility determination. The reevaluation metric reports on percent of triennial reevaluations provided to children with disabilities whose reevaluation deadlines fell within the reporting period that were conducted in a timely manner according to the following formula:

$$\frac{\textit{Number of children who were provided a timely triennial evaluation}}{\textit{Number of children whose triennial reevaluation deadlines fell within the reporting period}}$$

Inclusions

1. The calculation includes children who were Stage 5 enrolled for the 60 days prior to the due date, including the due date, at the same LEA.
    a. Students who are parentally placed in private schools (PRO, school code 7000) or enrolled in a resolution school (school code 8100), must be Stage 4 enrolled for the 60 days prior to the due date, including the due date, at the same LEA.
    b. Students whose re-evaluation was completed timely will be included, even if they did not meet minimum enrollment requirements.
    c. Students who withdraw and re-enter within the 60-day window, but have a minimum of 55 enrolled days, shall be included. They must have been enrolled in the same LEA as of 60 days prior to the due date to be included.
    d. For students with due dates in the fall, there may not have been 60 days of school prior to their due date. For those students, they must have at least 20 calendar days of Stage 5 enrollment in the current school year, which, combined with Stage 5 enrollment days on or after April 15 at the same LEA in the prior school year, combine for a minimum of 60 Stage 5-enrolled days to be included.
2. The data are pulled based on reevaluation due date. The reevaluation due date should be within the reporting period for the case to be pulled. For FFY2024, the reporting period is Oct. 1, 2024-March 31, 2025.
3. If there are multiple events, then the following rules will be in effect:
    a. If there are multiple previous eligibility determination events, the most recent event is used to calculate the reevaluation due date.
    b. The earliest eligibility determination event, non-eligibility determination event, referral discontinuation event, parent consent denial event or revocation of services event after the most recent previous eligibility determination event is used to calculate timeliness.
4. If a negation event such as referral discontinuation, parent consent denial, revocation of services, or initial consent for provision of services denial occurs after the due date, the case is included as untimely.

Exclusions

1. If a negation event such as referral discontinuation, parent consent denial, revocation of services, or initial consent for provision of services denial occurs by the due date, the case is excluded from the calculation.
2. Students who are ages 22 or older as of 60 days prior to their due date are excluded from reporting.

Data Caveats

1. For timely reevaluations, the student is counted at the LEA that completed the reevaluation.
2. For untimely reevaluations, the student is counted at the LEA where they were enrolled at the time when the reevaluation was due.

3. Any referral after a negation event is treated as an initial evaluation and is not included in this metric.
4. If a student has only one eligibility event in PSSP and no referral event, the student is in the reevaluation category.
5. If a student has multiple eligibility determination events in PSSP (with different eligibility determination event dates), the student is considered to be in the reevaluation category.
6. Note that while the state-level rate comes from the federal report submitted in the spring of each reporting year, all LEA rates are based on their finalized data after making any data corrections, and based on a 20 percent randomly selected sample for LEAs with more than 150 students in the initial reporting universe.

LEA Data Access

Excel file provided to LEAs

Data Sources

1. PSSP
2. Data Validation
3. LEA SIS

Metric Detail, Calculation and Business Rules: Student Progress

Metric: Parent Engagement (APR 8)

Calculation

Parent engagement (indicator 8) measures the percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities. Results are calculated according to the following formula:

$$\frac{Number\ of\ parents\ who\ report\ that\ schools\ facilitated\ parent\ involvement}{Number\ of\ respondent\ parents\ of\ children\ with\ disabilities}$$

The parent survey includes nine questions with a five-point Likert scale, where option three represents a neutral option, “neither agree nor disagree.” Parents are counted in the numerator of the equation above if the mean of their responses is greater than three, indicating more agreement than disagreement with the survey questions, on average.

Inclusions

All surveys that answer at least one of the nine Likert scale questions are included in the calculation.

Exclusions

1. Surveys that do not answer any of the nine Likert scale questions (e.g., that only provide responses to demographic questions) are excluded.
2. The metric is not included for LEAs with fewer than 10 survey responses.

Data Caveats

None

LEA Data Access

Excel file provided to LEAs

Data Sources

Annual Parent Survey distributed by OSSE

Metrics: Graduation and Dropout (APR 1-2)

Definitions

Graduates

These students exited an educational program through receipt of a regular high school diploma.

Dropouts

These students were enrolled at the start of the reporting period but were not enrolled at the end of the reporting period and did not exit special education through any of the other means. This metric includes students who dropped out, GED® recipients, IEP certificate recipients (who did not age out), expulsions, status unknown, students who moved but are not known to be continuing in another educational program, and other exiters from special education.

Calculations

The Graduation metric (APR 1) measures the percent of youth with disabilities exiting from high school with a regular diploma. The Dropout metric (APR 2) measures the percent of youth with disabilities who drop out of high school.

Graduation

$$\frac{Number\ of\ students\ ages\ 14-21\ with\ IEPs\ exiting\ from\ high\ school\ with\ a\ regular\ diploma}{Number\ of\ students\ ages\ 14-21\ with\ IEPs\ who\ left\ high\ school}$$

Dropout

$$\frac{\textit{Number of students ages } 14-21 \textit{ with IEPs exiting from high school due to dropping out}}{\textit{Number of students ages } 14-21 \textit{ with IEPs who left high school}}$$

Inclusions

1. Students who graduated with a regular high school diploma, reached maximum age, or dropped out.
2. Students who were ages 14-21 as of the most recent IDEA Child Count prior to exiting special education.
3. Students who were enrolled in special education as of Child Count 2023, but were not enrolled in special education as of Child Count 2024, as recorded in PSSP.

Exclusions

1. Students who exited special education due to transferring to regular education, who moved but are known to be continuing in an educational program, or died.

2. Students whose last enrolled school prior to exiting special education is not a diploma-granting school or a high school are excluded from the graduation and dropout metrics at the LEA level.

Data Caveats

1. Exit Codes:
    a. Students are considered to be graduates if they are on the certified graduates list with a graduation date prior to Oct. 5, 2024.
    b. Students are considered to be "moved, known to be continuing" if any of the following apply:
        i. Exit code is 1940 (moved out of state), 1941 (moved out of country), or 1943 (transferred to a private school)
    c. Students are considered to be "transferred to regular education" if any of the following apply:
        i. Exit code is 1942 (home schooled)
        ii. Students are found ineligible for IDEA services or have a revocation of services within the Child Count 2023 – Child Count 2024 timeframe
        iii. Their last date as active as a student with disabilities in PSSP is prior to Child Count 2024
    d. Students are considered to be "deceased" if any of the following apply:
        i. Exit code is 1944 (deceased)
    e. Students are considered to be "aged out" if any of the following apply:
        i. Exit code is 1968
        ii. They are 22 as of Child Count 2024
2. For students with multiple outcomes, this is the order of attribution:
    a. Graduate
    b. Deceased
    c. Transfer to Regular Education
    d. Moved, known to be continuing

e. Aged out
f. All others are considered to be dropouts

LEA Data Access

Excel file provided to LEAs

Data Sources

"FS009 – Children with Disabilities (IDEA) Exiting Special Education" is the EdFacts report submitted annually to USED and reports on the unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were in special education at the start of the reporting period (Child Count 2023) and were not in special education at the end of the reporting period (Child Count 2024). Data for APR indicators 1 and 2 come directly from this report. Data sources used in the creation of the FS009 report include:

1. Certified Graduates list
2. Data Validation from prior, current and subsequent school years
3. PSSP
4. Authoritative Exits

Metric: Continuum of Placements

The Continuum of Placements metric is not included in the FFY2024 SEPR. The metric will be included in future iterations of the report.

Metric: Dispute Resolution

Calculation

The dispute resolution metric measures the percent of disputes resolved prior to a hearing officer decision (HOD) or LOD, or that result in no findings of noncompliance.

$$\frac{Number\ of\ disputes\ resolved\ prior\ to\ HOD\ or\ LOD,\ or\ with\ no\ noncompliance}{Number\ of\ disputes\ filed\ against\ the\ LEA\ that\ are\ not\ withdrawn}$$

Inclusions

All disputes filed against LEAs—including both due process complaints and state complaints—that are not withdrawn are included.

Exclusions

1. Disputes that are withdrawn are excluded.
2. The metric is N/A for LEAs that had no disputes.

Data Caveats

None

LEA Data Access

None

Data Sources

Due process and state complaint tracking systems.

Metric: Grant Resources

Calculation

The grant resources metric is equal to the sum of the LEA's points on three sub-metrics: single audit, reimbursement and MOE.

Single audit points are calculated by taking the mean of the LEA's score on each of the following categories, each of which are four points:

1. Timely submission of single audit report
2. Type of single audit report issued by auditors
3. Significant deficiencies identified by the auditor that are not a material weakness in the single audit report
4. Material weaknesses identified by the auditor in the single audit report
5. Auditor's designation as low-risk sub-recipient in the single audit report
6. Significant deficiencies identified by the auditor that are not a material weakness in the annual independent audit
7. Material weaknesses identified by the auditor in the annual independent audit
8. Noncompliance or other matters identified by the auditor that are required to be reported under government auditing standard

Reimbursement points (two points) are awarded to LEAs that requested reimbursement for a minimum of 60 percent of IDEA, Section 611 funds within the first 15 months of the FFY2024 grant cycle.

MOE points (one point) are awarded to LEAs that are in compliance with IDEA's MOE requirement.

Inclusions

All the applicable single audit categories listed above are included in the calculation of the mean. Categories that are not applicable to the LEA are not included.

Exclusions

The MOE category is not calculated for LEAs that were not open prior to the 2024-25 school year because the IDEA's MOE determination relies on a comparison to the LEA's special education spending in previous years.

Data Caveats

None

LEA Data Access

None

Data Sources

LEA expenditure data submission

Metric: Part C to B Transition + Start of Services (DL Subclass IV)

Calculation

Numerator: The number of children whose third birthday occurred from July 1 – June 30 of the reporting year, who were considered to have made a "smooth and effective" transition from Part C to Part B according to the following:

1. Referred from Part C greater than or equal to 90 days prior to the student's third birthday, as determined by the date of Part B referral recorded in the Part B data system, unless determined eligible for Part C after such date, AND
2. Have an IEP or ISP created by the student's third birthday that indicates:
    a. The services to be provided; AND
    b. The type of placement
        i. This requirement is not applicable to students with ISPs; AND
    c. A specific location of services
        i. In the case that DCPS Early Stages is listed on the IEP instead of a school site, a created IEP and notice of location of services (LOS) assignment.
        ii. In the case that a parent has elected to enroll the student in a charter LEA or specific DCPS campus, the student is Stage 3, 4, or 5 enrolled in a charter LEA or specific DCPS campus by their third birthday or the first school day following their third birthday, or a prior written notice (PWN) issued by Early Stages confirming the continued availability of FAPE to the student upon return to DCPS from a charter LEA.
        iii. This requirement is not applicable to students with ISPs.
3. Has all prescribed specialized instruction begin by a) the student's third birthday OR b) the first school day on which the child is Stage 5 enrolled in school after the child's third birthday, OR c) the first school day after the parent has consented to the initial provision of services (whichever is later).
    a. This requirement is not applicable to students with ISPs.
    b. This requirement is not applicable to students who do not have specialized instruction prescribed on their IEP.
    c. This requirement is not applicable if a student's initial IEP has been amended, replaced, or rescinded prior to the first date of Stage 5 enrollment and specialized instruction is not prescribed as of the first date of Stage 5 enrollment, AND

4. Have all prescribed related services been attempted at least once within 14 days of either a) the student's third birthday OR b) the first school day on which the student is Stage 5 enrolled in school after the student's third birthday OR c) the date when the parent has consented to the initial provision of services (whichever is later). This metric will be measured as follows:
    a. The first date the latest-delivered or attempted related service will be used as the measure for related service delivery timeliness.
    b. If a student does not have related services indicated on their IEP, this condition does not apply.
    c. If a student has related services indicated on their IEP but there are no service delivery or attempted delivery dates associated with these related services, the student does not meet this condition and will be indicated as untimely.
    d. For students on ISPs, timeliness of related services is measured from the first day of Stage 4 enrollment in a parentally placed private school following the student's third birthday.

Denominator: All students expected to transition from Part C to Part B as indicated by Part C and Part B data systems according to the following inclusion and exclusion criteria.

Inclusions

Served in Part C and referred by Part C to Part B for an eligibility determination while eligible for and being served by Part C.

Exclusions

1. Referred and not found eligible for Part B services.
    i. Ineligibility determination must occur prior to the third birthday for this exclusion to apply.
2. Parental consent for evaluation is rescinded or denied prior to the third birthday.
3. Parental consent for initial provision of services is rescinded or denied prior to 14 days after Stage 5 enrollment in the reported school.
4. Any other event which occurs after referral to Part B and prior to 14 days after Stage 5 enrollment in the reported school year which led to the termination of the C to B transition process. These events are termed "negation events." Events may include:
    i. Child is deceased.
    ii. Any other parent absence of engagement from the referral (i.e. parent discontinuation, parent revocation of services) or evaluation process, in accordance with the OSSE Parental Delay Review Analysis Protocol or as documented in PSSP.
    iii. Referral discontinuation as a result of the analysis of existing data is completed by the LEA.
5. Child has a finalized extended IFSP and Part B eligibility was determined by the third birthday.
6. Part C negation event prior to third birthday.
    a. Negation event may apply to any event after referral to Part C which led to the termination of services received under Part C.
    b. The event must occur prior to the third birthday and may include any of the following:
        i. Ineligible for Part C services.

ii. Opt out of Part B services (as indicated by Part C).
iii. Family declined transition process.
iv. Parental delay that caused delays in the Part B transition process, in alignment with Part C IDEA regulations.
v. Case closed by Part C, attempts to contact were unsuccessful.
vi. Case closed by Part C, prior to transition meeting.
vii. Case closed by Part C, exited Part C age appropriate.
viii. Case closed by Part C, child not found eligible for Part C.
ix. Case closed by Part C, child deceased.
x. Case closed by Part C, child unavailable not in state (moved out of state).
xi. Case closed by Part C, child unavailable for service delivery due to medical reasons.

7. Child is found eligible for Part C services fewer than 90 days prior to the student's third birthday.
8. Child moved out of state prior to the deadline for the delivery of related services. This exclusion applies if:
    i. The student became inactive in PSSP (i.e., exited the system) prior to the deadline for delivery of specialized instruction (if no related services are prescribed) or related services (applying above business rules for this metric);
9. Child did not enroll in an LEA within the reported school year or was enrolled for fewer than 14 days.

Data Caveats

None

LEA Data Access

Excel file provided to LEAs

Data Sources

1. PSSP
2. Strong Start Records
3. Data Validation
4. LEA SIS

Metric: Child Find + Enrollment (DL Subclass I)

Calculation

DL Subclass I measures the average number of students ages 3-5 in each LEA who are receiving special education services under IDEA Part B:

$$\frac{\begin{array}{c}Average\ number\ of\ students\ with\ disabilities\ ages\ 3-5\ who\ have\ received \\ all\ services\ as\ of\ the\ snapshot\ date\ of\ each\ month\end{array}}{Average\ number\ of\ students\ ages\ 3-5\ who\ are\ stage\ 5\ enrolled\ as\ of\ the\ snapshot\ date\ of\ each\ month}$$

Inclusions

Each month from September through June, students ages 3-5 who meet one of the following definitions of enrolled as of the first day of each month, except for September, which is measured on the 15th day of the month to account for school starting at the end of August:

1. For Part B students:
    a. Finalized and valid IEP;
    b. AND active in PSSP;
    c. AND Stage 5 enrolled;
    d. AND have received specialized instruction at least once in the current month or any previous month, if prescribed as of the snapshot date;
    e. AND have received all of their prescribed related services at least once in the past 30 days or since the start of the prescribed related services as of the snapshot date, if the student has prescribed related services as of the snapshot date.
2. For Part B students who have ISPs with related services:
    a. Finalized and valid ISP;
    b. AND have received all of their prescribed related services at least once prior to the snapshot date;
    c. AND Stage 4 enrolled in a parentally placed private school.

The numerator of the monthly rate will equal the number of students who meet the above enrollment requirements as of the first day of the month for each month from September through June of the reporting year, except for September, which is measured on the 15th day of the month.

The numerator of the average monthly rate will consist of the average of students who meet the above enrollment requirements for each month from September through June of the reporting year.

Denominator: Any student ages 3-5 as of the monthly snapshot date who is Stage 5 enrolled in the LEA.

Exclusions

Any LEA whose average denominator is fewer than 20 students across all snapshot dates.

Data Caveats

1. Speech-language pathology is treated as a related service for all students for the purpose of this calculation, even if the speech-language pathology services are prescribed on the IEP as specialized instruction.
2. Data are extracted from all data sources in July following the school year, after the data validation table has been finalized.
3. An IEP is considered “valid” if it has not expired.
4. The state-level data shown differs from LEA-level data; the state-level data reflect the percent of all children who are residents of DC and ages 3 through 5 and receiving IDEA Part B services or extended IFSP services. LEA-level data reflect the percent of children enrolled in that LEA and ages 3 through 5 who are receiving IDEA Part B services. The state-level percentages are lower than

LEA-level percentages because the denominator for state-level data is higher than the LEA-level data, as not all children ages 3 through 5 are enrolled in a public LEA.

LEA Data Access

Excel file provided to LEAs

Data Sources

1. Data Validation
2. LEA SIS
3. PSSP
4. ISP related service file provided by DCPS

Metric: Initial Evaluation, ages 3-5 (DL Subclass III)

Calculation

Numerator

The number of children, younger than age 6 at the time of referral, whose initial eligibility determination deadline fell within the reporting year, who were provided a timely eligibility determination, where timely is defined as:

1. For students who receive parent consent to evaluate after a referral is made, students who have both of the following:
    a. Parent consent obtained within 30 days, or reasonable efforts to obtain consent for initial evaluation were conducted in accordance with 5E DCMR §3005.2, or the eligibility or non-eligibility determination occurred within 90 days of referral for initial evaluation; and
    b. An eligibility or non-eligibility determination for Part B services within 60 days of parent consent.

Denominator

The number of children, younger than age 6 at the time of referral, whose initial eligibility determination deadline fell within the reporting year, which for FFY2024 is July 1, 2024 – June 30, 2025. For students without parental consent, the initial eligibility deadline is 90 days after referral.

Inclusions

Children, younger than age 6 at the time of referral, whose initial eligibility determination deadline fell within the reporting year. For students without parental consent, the initial eligibility deadline is 90 days after referral.

Exclusions

1. Students who enroll in the school of another public agency after the timeframe for initial evaluations has begun, and prior to an evaluation event by the child's previous public agency as to whether the child is a child with a disability.[5]
2. Students who have a negation event such as a referral discontinuation or parent consent denial.
3. Students who do not receive parent consent to evaluate after a referral is made and have reasonable efforts to obtain consent for initial evaluation conducted in accordance with 5E DCMR §3005.2.
4. Parental delay: Parent refused to provide consent causing delays in evaluation.
    a. Parental delay should only be attributed in circumstances where the parent repeatedly fails or refuses to produce the child for evaluation.[6] At a minimum, the LEA must have conducted activities consistent with the OSSE Parental Delay Protocol.

Data Caveats

1. For students who have multiple referrals within the same reporting year, the latest referral is used.
2. Students with timely initial evaluations are counted at the LEA that completed the initial evaluation.
3. Students with untimely initial evaluations are counted at the LEA where the student was enrolled in PSSP at the time the evaluation was due.

LEA Data Access

Excel file provided to LEAs

Subclass III Report in PSSP

Data Sources

1. Data Validation
2. PSSP
3. LEA SIS

Metric: Statewide Assessment

There are four metrics measure statewide assessment achievements for children with IEPs:

A. Participation rate

[5] Exception (2) under 34 CFR §300.301(d)
[6] Exception (1) under 34 CFR §300.301(d)

B. Proficiency rate against grade level academic achievement standards
C. Proficiency rate against alternate academic achievement standards
D. Gap in proficiency rate for children with IEPs and for all students against grade level academic achievement standards

These four metrics are calculated separately for English language arts (ELA) and math at three distinct grade levels: grades 4 and 8, and high school.

All eligible students are included in metric A. To measure proficiency rate, students are either included in metric B or metric C. Metric D includes students who are included in metric B and excludes students included in metric C.

Calculation

Metric A: Participation Rate

The following formula is used to calculate the grades 4, 8, and high school combined participation rate for ELA and math assessments:

$$\frac{Number\ of\ students\ with\ disabilities\ participating\ in\ the\ DC\ CAPE\ or\ MSAA\ assessments}{Number\ of\ students\ with\ disabilities\ enrolled\ during\ the\ testing\ window\ or\ who\ completed\ the\ DC\ CAPE\ or\ MSAA\ assessments}$$

Part B: Proficiency Rate

The following formula is used to separately calculate the grades 4 and 8 and high school proficiency rates for regular ELA and math assessments. Students scoring a Level 4 or 5 on the District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) assessment are considered proficient:

$$\frac{Number\ of\ students\ with\ disabilities\ scoring\ proficient\ on\ DC\ CAPE}{Number\ of\ students\ with\ disabilities\ who\ received\ a\ valid\ score\ on\ DC\ CAPE}$$

Part C: Proficiency Rate

The following formula is used to separately calculate the grades 4 and 8 and high school proficiency rates for alternate ELA and math assessments. Students scoring a Level 3 or 4 on the Multi-State Alternate Assessment (MSAA) are considered proficient.

$$\frac{Number\ of\ SWDs\ scoring\ proficient\ on\ MSAA}{Number\ of SWDs\ who\ received\ a\ valid\ score\ on\ MSAA}$$

Part D: Proficiency Rate Gap

The following formula, expressed as the difference between two percentages, is used to separately calculate the grades 4 and 8 and high school proficiency rate gaps between students with IEPs and all students who take regular statewide assessments in ELA and math (DC CAPE). Students scoring a Level 4 or 5 on the DC CAPE assessment are considered proficient:

$$Proficiency\ rate\ for\ all\ students\ scoring\ at\ or\ above\ proficient\ against\ grade\ level\ academic\ achievement\ standards$$

Minus (-)

Proficiency rate for all students with disabilities scoring at or above proficient against grade-level academic achievement standards

Inclusions

1. All students included in OSSE's assessment reporting are included in these metrics. Additional details on inclusions and exclusions, can be found in the corresponding files on OSSE's 2024-25 DC CAPE and MSAA Results and Resources page.
2. Additionally, students who were not continuously enrolled for the full academic year (FAY) in any school but who did participate in a required test and receive a valid score are included for all metrics, which differs from other public reporting of assessment participation and achievement. This difference is due to federal reporting requirements.

Data Caveats

1. The Assessment Results link below has additional details on which students are included or excluded from these metrics.
2. If an LEA serves one or two, but not all three, of the included grades for metrics B, C, and D (grades 4, 8 and high school), SEPR points are redistributed to the grades that the LEA serves so that the total possible points for the metric remains the same.
3. Assessment participation rates are measured by subject but not by grade in SEPR (the three grades are combined by subject). SEPR points are allocated based on this combined measure. However, state targets for the APR are calculated for each grade and subject, so LEA "YES/PARTIAL/NO" indicators for meeting state targets will only show as "YES" if they met all grade/subject targets in which they met n-size.
4. State targets for assessment participation are set based on grade and subject. LEAs are reported as meeting the state target if their assessment participation rates meet or exceed the state target in all the grades the LEA serves. LEAs are reported as partially meeting the state target if their assessment participation rates meet or exceed the state target in some but not all the grades the LEA serves. Meeting the state target does not affect the number of points earned, which is based on the participation by subject as described above.

LEA Data Access

1. Assessment Results (which differ from APR 3 data by excluding students who did not meet full academic year FAY requirements)
2. DC School Report Card

Data Sources

1. DC CAPE Data
2. MSAA Data
3. OSSE-approved medical exemption data

Metric: Preschool Skills (APR Indicator 7)

Calculation

The Preschool Skills (APR Indicator 7) metric measures outcomes for preschool students in three areas:

a) Positive Social-Emotional Skills
b) Acquisition and Use of Knowledge and Skills
c) Use of Appropriate Behaviors

For each of these three areas, all students with both entry and exit assessment scores are placed in one of five categories based on their level of functioning at entry and the amount of growth they demonstrated:

A) Did not improve functioning
B) Improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers
C) Improved functioning to a level nearer to same-aged peers, but did not reach it
D) Improved functioning to reach a level comparable to same-aged peers
E) Maintained functioning at a level comparable to same-aged peers

Then, two outcome measures are calculated for each of the three areas above as follows:

1) Increased rate of growth: The percent of children who entered the program below age expectations who substantially increased their rate of growth by the time they turned 6 or exited the early childhood special education program. The letters in this calculation correspond with the progress categories above:

$$\frac{C + D}{A + B + C + D}$$

2) Within age expectations: The percent of children who were functioning within age expectations by the time they turned 6 or exited the early childhood special education program. The letters in this calculation correspond with the progress categories above:

$$\frac{D + E}{A + B + C + D + E}$$

Inclusions

1. All preschool students with both entry and exit assessment scores are included.
2. All preschool students with disabilities who were enrolled for greater than six months in pre-K 3 and/or pre-K 4 and have exited to kindergarten, turned 6 years old, or exited pre-K special education are required to have both entry and exit scores.
3. All preschool students with entry scores are required to have exit scores once they exit to kindergarten, turn 6 years old, or exit pre-K special education.

Exclusions

Preschool students who do not have entry and exit assessment scores are excluded.

Data Caveats

If an LEA meets the minimum n-size for the within-age expectations calculation but not for the increased rate of growth calculation, SEPR points are redistributed from increased rate of growth to within-age expectations so that the total possible points for the metric remains the same.

LEA Data Access

Excel file provided to LEAs

Data Sources

1. DC CATS
2. PSSP

Appendix: Glossary of Common Terms

The following definitions help explain how OSSE calculates SEPR metrics and determines the weights for each framework.

Audit School

The school at which the student was counted in the Enrollment Audit (see below).

Business Rule

Rules related to the collection of data, methodology of calculation and any specific data caveats, exceptions, inclusions, or exclusions specific to a given metric or framework aggregation.

Child Count

An audit of students with individualized education programs (IEPs) included in the Oct. 5 enrollment count and receiving services as of the second certification (Nov. 15).

Compliance and Continuous Improvement (CCI) Monitoring

An annual, cyclical process that ensures every LEA is comprehensively monitored for IDEA compliance once every six years.

District of Columbia Comprehensive Assessment of Progress in Education (DC CAPE)

The District of Columbia administers annual assessments of mathematics and English language arts (ELA), based on the Common Core State Standards (CCSS).

Enrollment Audit

All public and public charter schools in the District of Columbia receive funding according to the number of students who are enrolled and the provisions of the Uniform Per Student Funding Formula (UPSFF).

The DC Official Code § 38-1804.02 (d) (2) requires an audit that evaluates the accuracy of the fall student enrollment count of the DC Public Schools (DCPS) and public charter schools. An independent auditing firm is contracted by OSSE to conduct the count.

Federal Fiscal Year (FFY)

Many of the metrics in SEPR align with the District of Columbia's Annual Progress Report (APR) to the US Department of Education (USED) as required by the Individuals with Disabilities Education Act (IDEA). The FFY reported in SEPR corresponds to the FFY of the APR report submitted annually on Feb. 1. For most metrics, the FFY2022 SEPR is based on data from the 2022-23 school year. Discipline, Graduation, and Dropout data are lagged an additional year due to reporting timelines and reflect data from the 2021-22 school year. Any reporting timelines that differ from those above are listed in the business rules for the individual metric.

LEA

A local education agency, or LEA, is the entity responsible for providing IDEA Part B services to eligible students. In DC, this includes DCPS and all public charter schools.

Minimum N-Size

The population of students required for calculations within a given metric. Most metrics have a minimum n-size of 10 students with disabilities. Exceptions include Part C to B Transition (minimum n-size=2), Part C to B Transition + Start of Services (minimum n-size=2), Secondary Transition (APR 13; minimum n-size=2), and Child Find + Enrollment for 3- to 5-year-olds (minimum n-size=20). As Part C to B Transition is an LEA action and not a student outcome, OSSE's data suppression policy does not apply. Additionally, this metric typically represents very small groups of students, so the n-size is lower to ensure that more LEAs are included in the metric.

Multi-State Alternate Assessment (MSAA)

The MSAA is a comprehensive statewide assessment system designed to promote higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes.

N-Size

The population of students that are included in the calculations within a given metric.

Points Earned

Calculation based on how an LEA's metric data compares to the targets described in the SEPR Scoring Guidance.

Points Possible

The sum of metric points for which the school has sufficient n-size to receive a score.

Qlik Application

Qlik is a system that OSSE uses to show data to schools and LEAs; data are secure, with only the appropriate school- and LEA-level staff having access to data.

Regular Diploma

USED defines under 34 CFR §200.19(b)(1)(iv) that a "regular high school diploma" means the standard high school diploma awarded to students in a state that is fully aligned with the state's academic content standards and does not include a GED® credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes an "advanced diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

SEPR Score

The final, weighted score using all applicable SEPR metrics. This is a number between 0 and 100 points.

Power School Special Programs (PSSP)

A shared data system used by all LEAs in the District to support tracking and monitoring the documentation and service delivery process for students who are referred to or receive special education services.

Stage 5 Enrollment

A stage 5 enrollment is when the receipt of educational services has begun, which are deemed to begin on the first official school day in which the enrolled student has physically attended school at the LEA.

Student Information Systems (SIS)

Data systems used by schools to store information on students, including student demographic, enrollment and attendance. OSSE collects student data elements from these data systems on a daily basis.

Target

Annual, state-level goals set for each metric in the APR or salient to the DL v. District of Columbia court case.

Unduplicated Enrollment

Any student with a valid Stage 5 entry date according to the enrollment data verified through the data validation process.