Office of the State
Superintendent of Education

SPECIAL EDUCATION

PERFORMANCE REPORT

GOVERNMENT OF THE
DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

SEPR

Annual report on LEA special education performance.

LEA COMPLIANCE

- Valid and Reliable Data
- Initial Evaluation
- Secondary Transition
- Suspension/Expulsion (Significant Discrepancy)
- Disproportionate Representation
- Longstanding Noncompliance
- Part C – B Transition
- On-site Monitoring
- Reevaluation

STUDENT PROGRESS

Measure LEA performance and deliver LEA supports to improve student progress.

- Parent Engagement
- Graduation
- Dropout
- Continuum of Placements
- Dispute Resolution
- Grant Resources
- Part C– B Transition + Start of Services
- Child Find + Enrollment (3-5-year-old)
- Initial Evaluation (3-5-year-old)
- Statewide Assessment
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MEASURING PERFORMANCE

- **LEA COMPLIANCE**
  LEA PERFORMANCE ON ANNUAL IDEA COMPLIANCE STUDENT PROGRESS
- **STUDENT PROGRESS**
  LEA PERFORMANCE ON KEY STUDENT PROGRESS MEASURES AND IMPROVED CAPACITY TO SERVE STUDENTS WITH DISABILITIES

Special Education Performance Report (SEPR)

FFY 2023 (SY 2023-24)

The Next Step - El Proximo Paso PCS

Total Student Population: 510

Students with Disabilities: 4 (1%)

Grades Served: Adult Grades

The Office of the State Superintendent of Education (OSSE) makes a commitment in its 2023-2025 Strategic Plan to accelerate academic outcomes for students with disabilities by setting clear and high expectations for the quality of specialized instruction to District students. 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 OSSE supports for the LEA to build educator and system capacity to serve students with disabilities. This report is additionally designed to provide LEAs and families with meaningful information about LEA progress toward improving outcomes for students with disabilities.

An LEA's special education program is evaluated based on performance metrics in two areas: 1) annual Individuals with Disabilities in Education Act (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 supports from OSSE in the form of technical assistance (TA) and professional development (PD) designed to build educator and system capacity to serve students with disabilities.

The SEPR performance report has a section focused on compliance, which incorporates an annual LEA determination of IDEA compliance, required by the United States Department of Education (USED). Information on the LEA's annual LEA determination of IDEA compliance is provided below. More information on compliance annual reporting requirements can be found in OSSE's State Performance Plan (SPP) – Part B. This sets annual targets for improvement in areas that directly influence outcomes for students with disabilities.

OSSE has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) and OSSE's Student Privacy and Data Suppression Policy. N/A indicates no data is available or the metric does not apply, "n<__" represents a denominator that is lower than the minimum established threshold for reporting.

Special Education Performance Report (SEPR) Levels

OSSE Supports for the LEA Improvement	
Leading **81 - 100%**	LEAs scoring at this tier demonstrate the highest rates of compliance and quality service delivery to students. LEAs require supports to maintain systems. (e.g., Enhancing instructional professional development for both general and special education staff)
Strengthening **61 - 80%**	LEAs scoring at this tier show high rates of compliance and quality service delivery to students. LEAs require supports to expand systems. (e.g., Self-assessment + plan to offer expanded general education support strategies)
Building **41 - 60%**	LEAs scoring at this tier are approaching compliance and quality service delivery to students. LEAs require data informed planning to improve educator and systems capacity. (e.g., Guided review of child find data + plan to improve policies, practice and procedures)
Emerging **0 - 40%**	LEAs scoring at this tier require supports to improve both compliance and quality service delivery to students. LEAs require educator capacity building through intensive training and implementation supports. (e.g., Directed review of LRE data + training and plan to build and improve continuum supports)

Performance Area	LEA % of Points Earned	Weight	Performance Area Points Earned
Student Progress		65 points	
LEA Compliance		35 points	
Total	X/100 (Leading/Strengthening/ Building/Emerging)		

Performance Area Points Earned = (% of points earned) x (weight)

Total = (Student Progress points earned) + (LEA Compliance points earned)

SEPR FFY2023: LEA REPORT

Performance Area	LEA % of Points Earned	Weight	Performance Area Points Earned
LEA Compliance	100.00%	35 points	35.00
Student Progress	100.00%	65 points	65.00
Total		**100.00 points - Leading**	

SEPR: LEA COMPLIANCE

Measurement	State Target	State Data	LEA Data	N-Size	LEA Met State Target?	Points Earned
Valid and Reliable Data	100%	N/A	COMPLIANT	N/A	YES	3 of 3
Initial Evaluation	100%	73.29%	n<10	n<10	N/A	N/A
Secondary Transition †	100%	63.53%	n<10	n<10	N/A	N/A
Significant Discrepancy, Suspension/ Expulsion	0%	0.00%	COMPLIANT	N/A	YES	1 of 1
Disproportionate Representation (race/ethnic group)	0%	0.00%	COMPLIANT	N/A	YES	1 of 1
Disproportionate Representation (race/ethnic & disability category)	0%	0.00%	COMPLIANT	N/A	YES	1 of 1
Longstanding Noncompliance	0%	N/A	NONE	N/A	YES	2 of 2
Part C to B Transition	100%	95.00%	n<2	n<2	N/A	N/A
On-Site Monitoring	100%	N/A	n<10	N/A	N/A	N/A
Reevaluation	100%	82.80%	n<10	n<10	N/A	N/A

* **Hold Harmless**: Due to identified student database system limitations during the 2023-24 school year, OSSE analyzed LEA data in specific LEA compliance measures and provided flexibility to LEAs SEPR scores for any measures that were presumedly affected.
† **Secondary Transition**: Due to identified student database system limitations during the 23-24 school year, OSSE excluded the student letter of invitation (LOI) component from each LEA's Secondary Transition SEPR compliance score in FFY2023. State data reported above excludes LOI; data reported in the APR for FFY2023 (10.50%) includes LOI.

SEPR: STUDENT PROGRESS

Measurement	State Target	State Data	LEA Data	N-Size	LEA Met State Target?	Points Earned
Parent Engagement	90%	87.45%	n<10	n<10	N/A	N/A
Graduation	58%	57.81%	n<10	n<10	N/A	N/A
Dropout	36%	35.62%	n<10	n<10	N/A	N/A
Continuum of Placements	*Not included in FFY2023*					
Dispute Resolution	50%	66.19%	n<10	n<10	N/A	N/A
Grant Resources	Audit Outcome Report	N/A	n<10	N/A	N/A	N/A
	Reimbursement (45%)	N/A	YES	N/A	YES	2 of 2
	MOE Met (100%)	N/A	YES	N/A	YES	1 of 1
Part C to B Transition + Start of Services	95%	21.88%	n<2	n<2	N/A	N/A
Child Find + Enrollment	8.5%	9.45%	n<20	n<20	N/A	N/A
Initial Evaluation, Ages 3-5	95%	63.38%	n<10	n<10	N/A	N/A
Statewide Assessment	*Cumulative Participation and Achievement Score Data Suppressed to Protect Student Privacy*					N/A
Preschool Skills	SE Skills Growth - 80%	75.45%	n<10	n<10	N/A	N/A
	SE Skills Milestones - 68%	53.85%	n<10	n<10	N/A	N/A
	Skill Growth - 87%	78.06%	n<10	n<10	N/A	N/A
	Skill Milestones - 68%	55.62%	n<10	n<10	N/A	N/A
	Behavior Growth - 84%	76.09%	n<10	n<10	N/A	N/A
	Behavior Milestones - 80%	61.93%	n<10	n<10	N/A	N/A

IDEA Part B LEA Annual Determination of Compliance

LEA	FFY 2023 (July 1, 2023 - June 30, 2024) IDEA Part B Determination of Compliance
The Next Step - El Proximo Paso PCS	Meets requirements

DETERMINATION LEVEL	% OF POINTS FROM APPLICABLE ELEMENTS	ENFORCEMENT ACTIONS
Meets requirements	81-100%	None
Needs assistance	61-80%	If the LEA receives this determination for two or more consecutive years: • OSSE advises the LEA of available sources of technical assistance and requires the LEA to work with appropriate entities; • OSSE directs the use of LEA funds; or • OSSE imposes special conditions. In addition, OSSE must prohibit the LEA from reducing the LEA's maintenance effort for any fiscal year.
Needs intervention	41-60%	If the LEA receives this determination for three or more consecutive years, OSSE may take any of the actions described above, and shall take one or more of the following: • Require a corrective action plan or improvement plan if OSSE determines that the LEA can correct the problem within one year; • Require the LEA to enter into a compliance agreement if OSSE has reason to believe that the LEA cannot correct the problem within one year; • Recover funds; and/or • Withhold further payments.
Needs substantial intervention	0-40%	If the LEA receives this determination, OSSE shall: • Recover funds; and/or • Withhold further payments.

States are required to implement enforcement actions as described in IDEA and identified in the chart above. In addition to the enforcement actions described by IDEA, OSSE may also apply enforcement actions determined appropriate to address noncompliance and support continuous improvement. Additional enforcement actions are incorporated into OSSE supports for LEA improvement identified in the above LEA SEPR.

An LEA may appeal its assigned level and must do so within 8 weeks of the date of notification. The LEA’s request for appeal must include all of the information necessary for OSSE to reconsider the issued level. OSSE will provide a response to the LEA’s request for appeal upon completion of agency review.

SEPR MEASURES AT A GLANCE

MEASUREMENT	DESCRIPTION	STATE TARGET FFY 2023	STATE DATA FFY 2023	TARGET MET?	DATA SOURCE
LOCAL EDUCATIONAL AGENCY (LEA) COMPLIANCE					
Valid and Reliable Data	Timeliness of LEA's valid and reliable data submission to state education agency (SEA) for inclusion in State data submissions.	100%	n/a	n/a	IDEA program and grant monitoring
Initial Evaluation	Rate of timely initial evaluation.	100%	73.29%	N	State special education data system
Secondary Transition	Percent of students age 16 and older with appropriate measurable postsecondary goals.	100%	63.53%	N	IDEA program monitoring
Significant Discrepancy in Suspension/ Expulsion	Significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year for children with individualized education programs (IEPs) due to inappropriate policies, procedures or practices.	0%	0%	Y	LEA self-reporting, Enrollment Audit & Child Count
Disproportionate Representation (race/ethnic group in special education)	Disproportionate representation of racial and ethnic groups in special education due to inappropriate policies, procedures or practices.	0%	0%	Y	Child Count and Enrollment Audit
Disproportionate Representation (race/ethnic group & disability category)	Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate policies, procedures or practices.	0%	0%	N	Child Count and Enrollment Audit
Longstanding Noncompliance	Noncompliance not corrected within 365 days of SEA identification.	0%	n/a	n/a	IDEA program monitoring
Part C to B Transition	Timeliness of IEP development by age 3.	100%	95.00%	N	State special education data system
On-site monitoring	Onsite monitoring findings of noncompliance.	100%	n/a	n/a	OSSE on-site monitoring tool data
Reevaluation	Rate of timely reevaluation.	100%	82.80%	N	State special education data system
STUDENT PROGRESS					
Parent Engagement	Percent of parents who report that schools facilitated parent involvement.	90%	87.45%	N	Annual IDEA Parent Survey results
Graduation	Percent of students exiting students with disabilities (SWD) status and achieving a regular diploma.	58%	57.81%	Y	State special education data system; LEA self-reporting of graduates
Dropout	Percent of students exiting SWD status due to dropping out.	36%	35.62%	Y	State special education data system
Continuum of Placements	LEA has established policies and operational plans to, and can provide evidence of: • Incorporate data collection and review, as appropriate, to inform student placement into settings outside of the general education environment, to include placements outside of the LEA; • Activate funding and staffing resources to support alternative placements within the LEA for newly enrolled or identified students' needs;	100%	n/a	n/a	LEA Self-reporting and SEA placement oversight data

MEASUREMENT	DESCRIPTION	STATE TARGET FFY 2023	STATE DATA FFY 2023	TARGET MET?	DATA SOURCE
	• Implement annual review of continued necessity for student placement in settings outside of the LEA; and • Implement LEA-designed return planning process for students returning to general education environment within the LEA, or the LEA from settings outside of the LEA.				
Dispute Resolution	Rate of resolution prior to formal dispute resolution in due process and state complaints.	50%	66.19%	n/a	SEA mediation, due process, and state complaint data
Grant Resources	IDEA grant requirements, including: • Outcomes of sub-recipient audit reports; • Compliance with grant application and expenditure requirements; • IDEA Maintenance of Effort (MOE) requirements.	Audit outcome report + 45% reimbursement within 15 mo. +100% MOE met	n/a	n/a	IDEA grant monitoring
Part C to B Transition + Start of Service	Timeliness of smooth and effective transition from early intervention to school-based services and timeliness of start of services.	95%	21.88%	N	DC Annual Performance Report to the US District Court
Child Find + Enrollment (3-5 year old)	Rate of identification and enrollment.	8.5%	9.45%	N	DC Annual Performance Report to the US District Court
Initial Evaluation (3-5-year old)	Timeliness of initial evaluation and reasonable efforts to obtain consent to evaluate.	95%	63.38%	N	DC Annual Performance Report to the US District Court
Statewide Assessment Participation	Participation rates for students with IEPs in reading and math for grades 4, 8 and high school.	Reading: G4 - 98%, G8 - 95%, HS - 95% Math: G4 - 97%, G8 - 95%, HS - 95%	Reading; Math 91.08%; 90.86%	N	State-wide assessment data (DC CAPE and MSAA)
Statewide Assessment Proficiency	Proficiency rates for students with IEPs in reading and math for grades 4, 8 and high school.	Reading: G4 - 11%, G8 - 13%, HS - 10% Math: G4 - 14%, G8 - 7%, HS - 3%	Reading: G4 - 8.39%, G8 - 10.17%, HS - 8.44% Math: G4 - 7.24%, G8 - 4.71%, HS - 1.84%	N	State-wide assessment data (DC DCAPE)
Statewide Assessment Proficiency (Alt)	Proficiency rates for students with IEPs taking the alternate statewide assessment in reading and math for grades 4, 8 and high school.	Reading: G4 - 43%, G8 - 42%, HS - 40% Math: G4 - 49%, G8 - 52%, HS - 48%	Reading: G4 - 40.00%, G8 - 34.78%, HS - 43.64% Math: G4 - 44.62%, G8 - 43.48%, HS - 47.27%	N	State-wide assessment data (MSAA)
Statewide Assessment Proficiency Gap	Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards in reading and match for grades, 4, 8 and high school.	Reading: G4 - 30%, G8 - 30%, HS - 25% Math: G4 - 27%, G8 - 19%, HS - 16%	Reading: G4 - 26.49%, G8 - 25.33%, HS - 24.48% Math: G4 - 20.85%, G8 - 15.45%, HS - 8.97%	N	State-wide assessment data (DC DCAPE)
Preschool Skills	Percent of children ages 3-5 with IEPs with: • improved social emotional skills; • acquisition of knowledge; and • appropriate behavior skills.	Growth; Milestone 80%; 68% 87%; 68% 84%; 80%	Growth; Milestone 75.45%; 53.85% 78.06%; 55.62% 76.09%; 61.93%	N	LEA self-reporting

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