



**U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS**

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)
PART B SPECIAL CONDITIONS
PROGRESS REPORT # 4
REPORTING PERIOD: APRIL 1, 2013 – JUNE 30, 2013

SUBMITTED: AUGUST 6, 2013

I. Reporting Requirements

The Office of the State Superintendent of Education (OSSE) is pleased to submit this fourth progress report pursuant to the special conditions imposed by the USDE Office of Special Education Programs (OSEP) on OSSE's FFY 2012 IDEA Part B grant award.

As outlined in Enclosure E of OSEP's FFY 2012 grant award notice to OSSE, OSSE is required to submit specific data and information related to:

- Demonstrated compliance with the requirement to conduct timely initial evaluations and reevaluations, and
- Demonstrated compliance with secondary transition requirements.

OSEP has also required the District to reduce the backlog of overdue initial evaluations and re-evaluations each reporting period. Specifically, for this reporting period, OSEP has required the District to reduce the percentage of students remaining in the backlog at the end of the May 1, 2013 progress report (revised May 28, 2013) by 25%.

OSEP has similarly required the District to improve its overall rate of compliance with secondary transition requirements. Specifically, for this reporting period, OSEP has required the state to demonstrate that of the student records reviewed, 50% of youth aged 16 and above had IEPs that included the required secondary transition content.

OSEP requires that OSSE report on the use of its FFY 2012 IDEA Part B DUF funds to support the reduction in the backlog of overdue initial evaluations and reevaluations and the improvement of secondary transition requirements. These reporting elements continue to be addressed via OSSE's FFY 2012 Corrective Action Plan (CAP) Progress Report, submitted for the same reporting period.

OSSE submits this fourth progress report to satisfy the above reporting requirements.

OSSE notes that this report represents both progress and slippage across key performance indicators. OSSE is pleased to note that the District's rate of timeliness for initial evaluations and reevaluations is above 90%. At the same time, the District did not meet its targets for the reduction of overdue initial evaluations and reevaluations.

OSSE expects to see continued improvement in outcomes over subsequent reporting periods as it implements the next phase of its targeted technical assistance plan over the course of the next reporting period.

OSSE looks forward to continuing to report on its accomplishments and improved outcomes throughout FFY 2013.

1. Compliance with the Requirement to Conduct Initial Evaluations

Summary of Data for this Reporting Element:

Initial Evaluations		4/1/2013 – 6/30/2013
A	The number of children who, as of the end of the previous reporting period, had been referred for, but not provided, a timely initial evaluation:	34
	1. Previous Report Untimely ¹	26
	2. Late Data Entry Adjustment	8
B	The number of children referred for initial evaluation whose initial evaluation became overdue during the reporting period	58
C	The number of children from (A) and (B) above, who were provided initial evaluations during the reporting period	40
D	The number of children who had not been provided a timely initial evaluation at the conclusion of the reporting period	52
E	The percent by which the State reduced the number of children with overdue initial evaluations reported in the State’s previous progress report. $[(a) - (d)] / (a) \times 100$	-53%
F	The percent of initial evaluations provided to children whose initial evaluation deadlines fell within the reporting period that were conducted in a timely manner. The state must also report actual numbers for the following:	
	1. The number of children whose initial evaluation deadlines fell within the reporting period	773
	2. The number of those children who were provided a timely initial evaluation	707
	3. The number of children, if any, for whom the exceptions in 34 CFR Section 300.301 (d) applied	8
	To calculate the percent of initial evaluations provided in a timely manner use the data reported in #2 divided by [1 minus 3] times 100	92%
G	The average number of days the initial evaluations that had not been provided in a timely manner were overdue	17

Discussion of Reported Data:

Timeliness: **92%** of initial evaluations provided to children with disabilities whose initial evaluation deadlines fell within the reporting period were conducted in a timely manner. The

¹ Prior to FFY 2012, OSEP required OSSE to report on timeliness rates related to initial evaluations and placements. Beginning in FFY 2012, OSEP requires OSSE to report on timeliness rates related to initial evaluations. Therefore, the “Previous Report Untimely” rate was calculated utilizing the new metrics required by OSEP.

calculation used to derive that percentage is $707/(773-8)*100$. This rate of timeliness represents slippage compared to the **94%** rate of timeliness reported in the third FFY 2012 progress report submitted to OSEP on May 1, 2013 (revised May 28, 2013).

Progress Related to the Reduction of the Backlog: In order to reduce the backlog by **25%**, 9 evaluations in the backlog would need to be completed in this reporting period, which would leave 25 in the backlog. Based on the above calculation, the total number of students currently in the backlog is 52.

Reasons for Delays in Conducting Initial Evaluations in a Timely Manner: The reasons for delay for initial evaluations not held in a timely manner fell into two categories: LEA delay (88%) and parental delay (12%). In instances of parental delay, the LEA made reasonable efforts to complete the evaluation process in accordance with OSSE's Initial Evaluation and Reevaluation Policy dated March 22, 2010 and the exceptions in 34 CFR Section 300.301 (d) applied.

The primary reasons for LEA delay included: delayed action taken related to initial referral, delayed action related to accessing records from the previous LEA, and delays in scheduling meetings.

Actions the State is taking to Address Noncompliance:

OSSE has continued its targeted technical assistance initiative. The first tier of intervention was completed through mid-May, which consisted of mandatory webinars on data quality and special education quality review of self-assessments. All LEAs were required to attend and received a professional learning unit after having taken a quiz at the end of the data quality webinars. OSSE launched Tier II in May and June, where LEAs that were designated for targeted support had onsite consultation sessions. During these sessions, LEAs were introduced to a root cause analyses framework, and instructed to complete root cause analyses in two to three key indicators and complete a special education improvement plan. The LEAs have until August and September to complete these plans, which will be reviewed with OSSE at follow-up site visits that month.

OSSE will also continue to review student-level backlog data at every LEA classified as needing Tier III (intensive) intervention. OSSE will be verifying the status of each record and assisting each LEA with appropriately correcting the record.

OSSE is also continuously working on streamlining and enhancing its data systems for LEA usage. A centralized data and reporting portal will be launched at the beginning of the 2013-2014 school year that will provide users with key reports with special education data. These web-based reports were developed based on LEA and central office requests and feedback through an extensive requirement gathering process. Several of these reports will be provided on a routine basis, and some reports can be run by LEAs as necessary. This special education data portal will be housed within the OSSE's Statewide Longitudinal Educational Education Data System (SLED), and will allow school and LEA staff to more proactively manage student information, identify overdue events, track deadlines, and rectify data errors.

The Division of Specialized Education is also streamlining its training and technical assistance efforts. With the release of several new policies this coming fall, new training webinars will be created to provide explanations and clarification of OSSE policies. These webinars will also feature training and technical assistance case studies that highlight best practices in program and data quality. These webinars will be given by teams with representatives from the policy unit, data unit, and training and technical assistance unit. By synthesizing policy and program with concrete examples, DSE is optimistic that LEAs will have a better understanding of their responsibilities.

2. Compliance with the Requirement to Conduct Reevaluations

Summary of Data for this Reporting Element:

Reevaluations		4/1/2013-6/30/2013
A	The number of children who, as of the end of the previous reporting period, had been referred for, but not provided, a timely triennial evaluation:	51
	1. Previous Report Untimely	62
	2. Late Data Entry Adjustment	-11
B	The number of children whose triennial reevaluation became overdue during the reporting period	92
C	The number of children from (A) and (B) who were provided triennial reevaluations during the reporting period	74
D	The number of children who had not been provided a timely triennial reevaluation at the conclusion of the reporting period	69
E	The percent by which the State reduced the number of children with overdue triennial reevaluations reported in the State's previous progress report [(a)-(d)]/(a) *100	-35%
F	The percent of triennial reevaluations provided to children whose triennial reevaluation deadlines fell within the reporting period that were conducted in a timely manner. The state must report actual numbers for the following:	
	1. The number of children whose triennial reevaluation deadlines fell within the reporting period	1180
	2. The number of children who were provided a timely triennial reevaluation	1088
	To calculate the percent of triennial reevaluations provided in a timely manner use the data reported in #2 divided by #1 times 100	92%
G	The average number of days the triennial evaluations that had not been provided in a timely manner were overdue	53

Discussion of Reported Data:

Timeliness: **92%** of reevaluations provided to children with disabilities whose reevaluation deadlines fell within the reporting period were conducted in a timely manner. The calculation used to derive this percentage is $(1088/1180)*100$. This rate of timeliness represents no change compared to the **92%** rate of timeliness reported in the third FFY 2012 progress report submitted to OSEP on May 1, 2013 (revised May 28, 2013).

Progress Related to the Reduction of the Backlog: In order to reduce the backlog by **25%**, 13 reevaluations in the backlog would need to be completed in this reporting period, which would

leave 38 in the backlog. Based on the above calculation, the total number of students in the backlog is 69.

Reasons for Delays in Conducting Reevaluations in a Timely Manner: The reasons for delay for reevaluations not held in a timely manner fell into two categories: LEA delay (95%) and parental delay (5%).

In instances of parental delay, as noted above, the LEA made reasonable efforts to complete the evaluation process in accordance with OSSE's Initial Evaluation and Reevaluation Policy dated March 22, 2010. The primary reasons for LEA delay in completing reevaluations included: delayed action related to accessing records from the previous LEA and delays in scheduling meetings.

Actions the State is taking to Address Noncompliance: OSSE has continued its issuance of the untransferred records report on a monthly basis, and, based on LEA request, will be sending this report out weekly in the fall. OSSE is also moving forward with its targeted technical assistance initiative. The first tier of intervention was completed through mid-May, which consisted of mandatory webinars on data quality and special education quality review of self-assessments. All LEAs were required to attend and received a professional learning unit after having taken a quiz at the end of the data quality webinars. OSSE launched Tier II in May and June, where LEAs that were designated for targeted support had onsite consultation sessions. During these sessions, LEAs were introduced to a root cause analyses framework, and instructed to complete root cause analyses in two to three key indicators and complete a special education improvement plan. The LEAs have until August and September to complete these plans, which will be reviewed with OSSE at follow-up site visits that month.

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and data quality. These webinars will be given by teams with representatives from the policy unit, data unit, and training and technical assistance unit. By synthesizing policy and program with concrete examples, DSE is optimistic that LEAs will have a better understanding of their responsibilities.

3. Compliance with Secondary Transition Requirements

Summary of Data Reported for this Element:

Secondary Transition Compliance Item	7/1/12 - 9/30/12	10/1/12 - 12/31/12	1/1/13 - 3/31/13	4/1/13- 6/30/13
Total Number of Files with All Items Compliant	38	45	34	43
Percent of Files with All Items Compliant	38%	45%	34%	43%
Total Number of LEAs Reviewed	11	11	11	9
Number of LEAs in Compliance	2	1	4	1

Discussion of Reported Data:

OSSE reviewed a sample of 100 IEPs to determine whether all secondary transition requirements were met. The review was completed on July 18, 2013. OSSE will notify LEAs of the findings by October 18, 2013.

One(1) of 9 LEAs had files that were fully compliant with all secondary transition requirements, which is a decrease in the number of LEAs whose files were in total compliance when compared to the prior review period of January 1, 2013 – March 31, 2013, when 4 LEAs were fully compliant.

Forty-three percent (43%) of IEPs reviewed for the period of April 1, 2013- June 30, 2013 were compliant with all secondary transition requirements. This represents an increase as compared to the prior review period of January 1, 2013 – March 31, 2013, when 34% of IEPs reviewed included all required secondary transition content.

OSSE notes that even though on first inspection, 43% of IEPs reviewed for the period of April 1, 2013- June 30, 2013 were compliant with all secondary transition requirements, which implies a noncompliance rate of 57%, the number of findings/percentage of noncompliance associated with this data-pull is still uncertain. This is due to a feature of the State’s new compliance database system, the District of Columbia Corrective Action Tracking System (DC CATS). DC CATS allows OSSE to release an initial report of findings to the LEAs. The LEAs then have a pre-determined number of days to upload proof of correction or compliance prior to release of the final secondary transition report, which is the official notification of findings to the LEA. For this reason, OSSE anticipates an increase in the percentage of files that are ultimately determined to be fully compliant.

OSSE attributes the gain in secondary transition compliance rates to several factors. First, OSSE has expanded its efforts related to education and training LEA staff to ensure that they are aware of secondary transition obligations. During the last quarter, OSSE's compliance unit began meeting with District LEAs and the Public Charter School Board to develop working partnerships on compliance issues and provide technical assistance on meeting compliance requirements including secondary transition requirements. These expanded efforts are being supported by a focused review of secondary transition compliance data, which is supported by the State secondary transition Community of Practice (CoP) and the support of the National Secondary Transition Technical Assistance Center (NSTTAC), with whom OSSE is partnering via a successful targeted technical assistance proposal.

Of note is the District's specific efforts to engage representative sister agencies in the District, such as the Rehabilitative Services Agency (RSA) and the Office of Disability Rights (ODR) in developing a comprehensive menu of District services available to students of transition age and their families.

Through these efforts OSSE is developing a cross-agency training series that will be rolled out via a summer institute on secondary transition. Through the institute, LEAs will have access to a series of core trainings which will then be made available on-line for continued use in the 2013-2014 SY. In addition, OSSE is currently finalizing a Secondary Transition Toolkit which will be aligned with the training modules and will also be made available on-line. OSSE is also continuing to expand its Secondary Transition webpage to ensure that all stakeholders have access to a robust set of resources to support best practice.

OSSE is preparing to engage in focused monitoring on the issue of secondary transition in the fall of 2013. The focused monitoring is intended to result in targeted technical assistance and continuous improvement plans for LEAs and schools most in need of support in meeting secondary transition requirements. Updates on this effort will be provided in the November 2013 and May 2014 reports.

OSSE continues to provide targeted technical assistance to LEAs regarding secondary transition content and remains committed to doing so until District LEAs are in compliance with the secondary transition requirements.