



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

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)  
PART B SPECIAL CONDITIONS  
PROGRESS REPORT # 1  
REPORTING PERIOD: APRIL 1, 2014 - JUNE 30, 2014

SUBMITTED: JULY 30, 2014

## **I. Reporting Requirements**

The Office of the State Superintendent of Education (OSSE) is pleased to submit this first progress report as required by the Office of Special Education Programs (OSEP) pursuant to the special conditions imposed by the USDE on OSSE's FFY 2014 IDEA Part B grant award.

As outlined in Enclosure E of OSEP's FFY 2014 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 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, 95% 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 2013 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 2014 Corrective Action Plan (CAP) Progress Report, submitted for the same reporting period.

OSSE submits this first FFY 2014 progress report to satisfy the above reporting requirements. The District's rate of timeliness for initial evaluations and reevaluations continues to be above 90%. The rate of timeliness for initial evaluations remains the same. OSSE is pleased to note progress in the rate of timeliness for reevaluations.

## 1. Compliance with the Requirement to Conduct Initial Evaluations

Summary of Data for this Reporting Element:

Initial Evaluations		4/1/2014 – 6/30/2014
<b>A</b>	<b>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:</b>	<b>16</b>
	1. Previous Report Untimely <sup>1</sup>	<b>20</b>
	2. Late Data Entry Adjustment	<b>-4</b>
<b>B</b>	<b>The number of children referred for initial evaluation whose initial evaluation became overdue during the reporting period</b>	<b>29</b>
<b>C</b>	<b>The number of children from (A) and (B) above, who were provided initial evaluations during the reporting period</b>	<b>24</b>
<b>D</b>	<b>The number of children who had not been provided a timely initial evaluation at the conclusion of the reporting period</b>	<b>21</b>
<b>E</b>	<b>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:</b>	
	1. The number of children whose initial evaluation deadlines fell within the reporting period	<b>716</b>
	2. The number of those children who were provided a timely initial evaluation	<b>675</b>
	3. The number of children, if any, for whom the exceptions in 34 CFR Section 300.301 (d) applied	<b>12</b>
	<b>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</b>	<b>96%</b>
<b>F</b>	<b>The average number of days the initial evaluations that had not been provided in a timely manner were overdue</b>	<b>29</b>

### Discussion of Reported Data:

*Timeliness:* **96%** of initial evaluations provided to children with disabilities whose initial evaluation deadlines fell within the reporting period were conducted in a timely manner. The calculation used to derive this percentage is  $675/(716-12)*100$ . This rate of timeliness

<sup>1</sup> 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.

represents no change compared to the **96%** rate of timeliness reported in the second FFY 2013 progress report submitted to OSEP on May 15, 2014 (revised June 5, 2014).

*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 (71%) and parental delay (29%). 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 specific reasons for such delays are further categorized as follows:

<b>Reason for delay</b>	<b>No. of children</b>
<b>Parental delay</b>	
Parental delay for reasons including delays in providing consent, delays in responding to LEA requests, and delays in making the child available	12
<b>LEA delay</b>	
LEA delays for children who withdrew from the LEA and reentered within the 120 day timeline	1
LEA delays for reasons including delayed action taken related to initial referral, and delays in scheduling meetings	28
<b>Total number of children whose initial evaluation became overdue during the reporting period</b>	<b>41</b>

*Actions the State is taking to Address Noncompliance:* During this reporting period, OSSE continued using data to drive improvement through the continued review of backlog data and the enhancement of the LEA support team model described in previous reports.

In June, OSSE met with representatives from four LEAs to obtain input on the proposed expansion of next year’s LEA support team model and incorporate participant feedback. OSSE’s model for the upcoming year will incorporate quarterly review and root cause analysis of initial evaluation and reevaluation backlog data by cross-functional teams assigned to a cohort of LEAs. This analysis will continue to drive targeted technical assistance and systemic improvement.

In addition, OSSE hosted several webinars on Data Quality and Systems and Supports in May and June. These webinars covered techniques in improving data quality and a review of what practical systems and supports LEA could establish to ensure appropriate management of timelines and staffing related to initial evaluations and reevaluations. OSSE received positive feedback on these sessions and will continue to host them in the upcoming school year.

OSSE continues to work on streamlining and enhancing its data systems for LEA usage. OSSE has continued to update its online reporting tool, Reports Framework, with new reports that are easy to use and provide quality access to LEA data. These web-based reports are developed

based on LEA and central office requests and feedback, through an extensive requirements gathering process. This special education data portal is housed within the OSSE's Statewide Longitudinal Educational Data System (SLED), and allows school and LEA staff to more proactively manage student information, identify overdue events, track deadlines, and rectify data errors.

DSE also continues to implement the OSSE Support Tool (OST), a web-based dashboard that serves to allow OSSE with a mechanism to quickly and efficiently respond to LEA inquiries. To date, 2,749 inquiries have been received and addressed in the OST. DSE has also categorized the types of inquiries that may be logged into the tool and identified resolution paths for each type of inquiry. By having a database that will log inquiries and needs from LEAs, OSSE is looking to take a proactive approach in better serving the needs of LEAs. OSSE also continued its practice of sharing, via its monthly webinars for LEA special education points of contact, performance metrics related to its response time in the OST. OSSE believes that this transparency sends a message of shared accountability, builds trust, and demonstrates OSSE's commitment to serving LEAs well.

Last, OSSE and the Public Charter School Board (PCSB) have continued to utilize a data-driven "tiger team" model that meets regularly to review and address challenges that LEAs are experiencing with student records, including record transfers. OSSE is also pleased to report that through a combination on data system improvements and regulatory changes, OSSE is able to ensure heightened accountability for serving students transitioning from Part C to Part B and students withdrawing from one LEA and enrolling in a new LEA for the upcoming school year.

OSSE believes that this combination of approaches will continue to support improved compliance and reduce the backlog of overdue events for students.

## 2. Compliance with the Requirement to Conduct Reevaluations

Summary of Data for this Reporting Element:

Reevaluations		4/1/2014-6/30/2014
<b>A</b>	<b>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:</b>	<b>85</b>
	1. Previous Report Untimely	<b>94</b>
	2. Late Data Entry Adjustment	<b>-9</b>
<b>B</b>	<b>The number of children whose triennial reevaluation became overdue during the reporting period</b>	<b>108</b>
<b>C</b>	<b>The number of children from (A) and (B) who were provided triennial reevaluations during the reporting period</b>	<b>115</b>
<b>D</b>	<b>The number of children who had not been provided a timely triennial reevaluation at the conclusion of the reporting period</b>	<b>78</b>
<b>E</b>	<b>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:</b>	
	1. The number of children whose triennial reevaluation deadlines fell within the reporting period	<b>1286</b>
	2. The number of children who were provided a timely triennial reevaluation	<b>1178</b>
	<b>To calculate the percent of triennial reevaluations provided in a timely manner use the data reported in #2 divided by #1 times 100</b>	<b>92%</b>
<b>F</b>	<b>The average number of days the triennial evaluations that had not been provided in a timely manner were overdue</b>	<b>26</b>

### 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  $(1178/1286)*100$ . This rate of timeliness represents progress compared to the **90%** rate of timeliness reported in the second FFY 2013 progress report submitted to OSEP on May 15, 2014 (revised June 5, 2014).

*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 (84%) and parental delay (16%).

The specific reasons for such delays are further categorized as follows:

Reason for delay	No. of children
<b>Parental delay</b>	
Parental delay for reasons including delays in providing consent, delays in responding to LEA requests, and delays in making the child available	17
<b>LEA delay</b>	
Delay in transferring student records from a previous LEA	1
Children who withdrew and reentered the LEA <b>more</b> than one year after their withdrawal date. These children reentered after the reevaluation due date had passed	1
Children who withdrew and reentered the LEA <b>less</b> than one year after their withdrawal date. These children reentered after the reevaluation due date has passed	2
LEA delay for reasons including delayed action taken to start the reevaluation process and delays in scheduling meetings	87
<b>Total number of children whose reevaluation became overdue during the reporting period</b>	<b>108</b>

*Actions the State is taking to Address Noncompliance:* As noted in the previous section, during this reporting period, OSSE continued using data to drive improvement through the continued review of backlog data and the enhancement of the LEA support team model described in previous reports.

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proactively manage student information, identify overdue events, track deadlines, and rectify data errors.

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### 3. Compliance with Secondary Transition Requirements

Summary of Data Reported for this Element:

<b>Secondary Transition Compliance Item</b>	<b>1/1/13 - 3/31/13</b>	<b>4/1/13- 6/30/13</b>	<b>7/1/13- 9/30/13</b>	<b>10/1/13- 3/31/14</b>	<b>4/1/14- 6/30/14</b>
Total Number of Files with All Items Compliant	34	43	47	46	57
Percent of Files with All Items Compliant	34%	43%	47%	46%	57%
Total Number of LEAs Reviewed	11	9	11	13	12
Number of LEAs in Compliance	4	1	4	2	2

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 15, 2014. OSSE will notify LEAs of the findings by October 15, 2014.

Two (2) of 12 LEAs had files that were fully compliant with all secondary transition requirements.

The District did not meet OSEP’s established target of 95% compliance with secondary transition requirements for the August 2014 reporting period. Fifty-seven percent (57%) of IEPs reviewed for the period of April 1, 2014 – June 30, 2014 were compliant with all secondary transition requirements. This represents an increase of 11%, as compared to the prior review period of October 1, 2013 – March 31, 2014, when 46% of IEPs reviewed included all required secondary transition content.

OSSE attributes the increase in compliance rates to enhanced training of OSSE compliance monitoring staff in the area of secondary transition, which has led to OSSE monitors becoming better able to provide technical assistance to LEAs in the area of secondary transition.

In addition, OSSE piloted a secondary transition focused monitoring project during FFY 2013. OSSE used the DC CATS compliance data tracking system to identify specific DCPS schools that have had persistently high rates of noncompliance with secondary transition items, and worked with LEA-level and school-level staff to review secondary transition compliance requirements, determine specific areas or items that create difficulty at each school, and provide training on

all secondary transition items. The focused monitoring resulted in the development of eight-month technical assistance plans for the schools most in need of support in meeting secondary transition requirements. The pilot project will not end until November of 2014, but the initial results show promise, with the pilot schools consistently achieving more than 75% compliance with secondary transition requirements since the intervention was implemented. By November, OSSE will better understand whether the results of the intervention are sustainable without consistent, direct intervention at the school level by the State.

In an effort to gain a deeper understanding of specific technical assistance needs in the area of secondary transition, OSSE disaggregates the District’s compliance data by secondary transition item for this reporting period. The results of this review are presented below:

<b>Secondary Transition Compliance Item</b>	<b>Compliance Rate</b>
Measureable education or training goal	91%
Measureable employment goal	90%
Measureable independent living goal	94%
Goals updated annually	94%
Goals based on assessments	98%
Transition services	99%
Courses of study	92%
Annual goal related to trans svc	99%
Student invited to IEP meeting	78%
Participating agency invited to meeting	45%

Two items, “student invited to IEP meeting” and “participating agency invited to meeting,” are associated with much higher noncompliance (lower compliance rates) than other secondary transition items. OSSE is exploring the option of building forms/guidance into the State’s Special Education Data System (SEDS) that would support proper completion of these two items. In addition, during the secondary transition technical assistance activities conducted during the fall, OSSE plans to emphasize these items for LEA staff in an effort to ensure that the transition process is strengthened for students.

OSSE continues to provide robust training and technical assistance to District LEAs. OSSE’s compliance unit has continued to meet with District LEAs and PCSB to develop working partnerships on compliance issues and provide technical assistance on meeting compliance requirements including secondary transition requirements.

In addition, OSSE DSE’s training and technical assistance unit continues to work with the State secondary transition Community of Practice (CoP) and has partnered with the George Washington University and the National Secondary Transition Technical Assistance Center

(NSTTAC) to support professional development opportunities offered to LEAs throughout the 2013-14 school year.

Further, in partnership with the CoP, OSSE developed and launched its secondary transition public awareness campaign, entitled “Get Started Now!” during this reporting period. The public awareness campaign launch highlighted the District’s current reform efforts around secondary transition, provided an overview of the District’s current secondary transition performance data, and closed with the unveiling of the “Get Started Now!” Secondary Transition Toolkit, a toolkit of fact sheets and resources for students, parents, and educators regarding what they need to know to plan well for the future. The event also included a facilitated discussion designed to solicit ideas and recommendations for the campaign, which will be expanded in the upcoming school year.

### **Certification**

This report reflects OSSE’s good faith efforts to report accurate and reliable data and ensure a full and comprehensive submission. The District of Columbia’s Assistant Superintendent of Elementary, Secondary, and Specialized Education, Dr. Amy Maisterra, hereby certifies that this report is complete and appropriate for submission to the Office of Special Education Programs.