District of Columbia
Office of the State Superintendent of Education

State Performance Plan (SPP) & Annual Performance Report (APR) Indicator Resource Guide

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Introduction

The Individuals with Disabilities Education Act (IDEA) requires that the US Department of Education, Office of Special Education Programs (OSEP) monitor states' implementation of IDEA. In order to do so, each state is required to develop and submit a State Performance Plan (SPP). The State Performance Plan is a six-year plan that includes 17 measures referred to as indicators. The indicators are determined by OSEP and are related to either IDEA compliance or student performance. Within the SPP, the state must set rigorous and measurable annual targets for each of the 17 indicators. States must report on their progress in relation to these targets in an annual update referred to as the Annual Performance Report (APR). The new SPP spans Federal Fiscal Years (FFY) 2020-2025.

Compliance Indicators

- Suspension/Expulsion (4b)
- Disproportionate Representation (9)
- Disproportionate Representation in Specific Disability Categories (10)
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- Early Childhood Transition (12)
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Results Indicators

- Graduation (1)
- Drop Out (2)
- Assessment (3)
- Education Environments (5)
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- Preschool Outcomes (7)
- Parent Involvement (8)
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- Resolution Sessions (15)
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Indicator 1: Graduation Rate

Indicator 1 is a results indicator that measures the percent of youth with disabilities exiting from high school with a regular diploma.

Which Local Education Agencies (LEAs) receive results for this indicator?
LEAs serving students with disabilities ages 14-16 receive results for this indicator.

What is the data source?
Indicator 1 utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS009.

How are results calculated?
Results are calculated by dividing the number of youths with IEPs (ages 14-21) who exited special education due to graduating with a regular high school by all youth with IEPs who left high school (ages 14-21).

$$\frac{\text{\# of youth with IEPs who graduate high school with a regular diploma}}{\text{\# of all youth with IEPs who left high school}}$$

What are the targets for Indicator 1: Graduation Rate?
OSSE is proposing the following targets by Federal Fiscal Year (FFY) as part of its proposed SPP/APR to the Department of Education.

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
52%	54%	56%	58%	60%	63%

Increase of 11% over 6 years

Indicator 2: Dropout Rate

Indicator 2 is a results indicator that measures the percent of youth with disabilities who drop out of high school.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 14 - 16 receive results for this indicator.

What is the data source?

Indicator 2 utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS009.
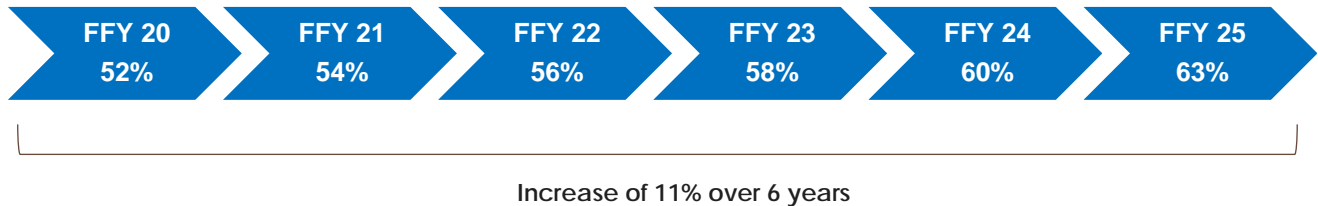
How are results calculated?

Results are calculated by dividing the number of youths with IEPs (ages 14-21) who exited special education due to dropping out by all youth with IEPs who left high school (ages 14-21).

$$\frac{\text{\# of youth with IEPs who dropped out of high school}}{\text{\# of all youth with IEPs who left high school}}$$

What are the targets for Indicator 2: Dropout Rate?

OSSE is proposing the following targets by Federal Fiscal Year (FFY) as part of its proposed SPP/APR to the Department of Education.

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
42%	40%	38%	36%	34%	32%

Decrease of 10% over 6 years
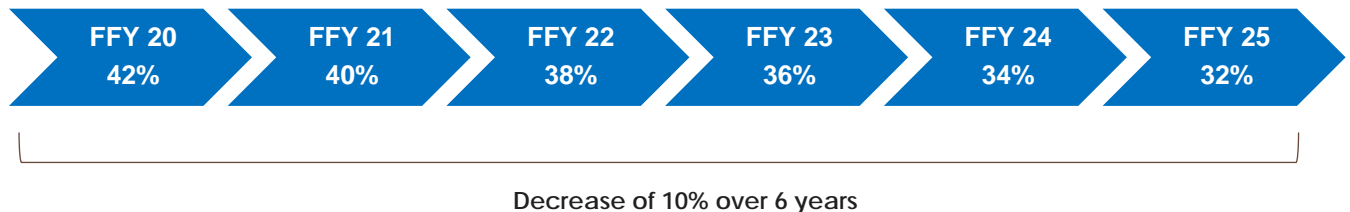
Indicator 3a: Assessment - Participation

Indicator 3a is a results indicator that measures the participation of children with IEPs on statewide assessments.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with IEPs in PARCC and/or MSAA testing grades receive results for this indicator.

What is the data source?

Indicator 3a utilizes the same data as used for reporting to the Department of Education under Title I of ESEA, using EDFacts file specifications FS185 and FS188.

How are results calculated?

Results are calculated by dividing the number of children with IEPs participating in an assessment by all youth with IEPs enrolled during the testing window. Participation grades are calculated separately for reading and math.

# of children with IEPs participating in an assessment

# of all children with IEPs enrolled during the testing window

What are the targets for Indicator 3a: Assessment?

OSSE is proposing the following targets by Federal Fiscal Year (FFY) as part of its proposed SPP/APR to the Department of Education.[1]

Reading

| FFY 20 N/A | FFY 21 4th - 98% 8th - 95% HS - 95% | FFY 22 4th - 98% 8th - 95% HS - 95% | FFY 23 4th - 98% 8th - 95% HS - 95% | FFY 24 4th - 98% 8th - 95% HS - 95% | FFY 25 4th - 98% 8th - 95% HS - 95% |

Math

| FFY 20 N/A | FFY 21 4th - 97% 8th - 95% HS - 95% | FFY 22 4th - 97% 8th - 95% HS - 95% | FFY 23 4th - 97% 8th - 95% HS - 95% | FFY 24 4th - 97% 8th - 95% HS - 95% | FFY 25 4th - 97% 8th - 95% HS - 95% |

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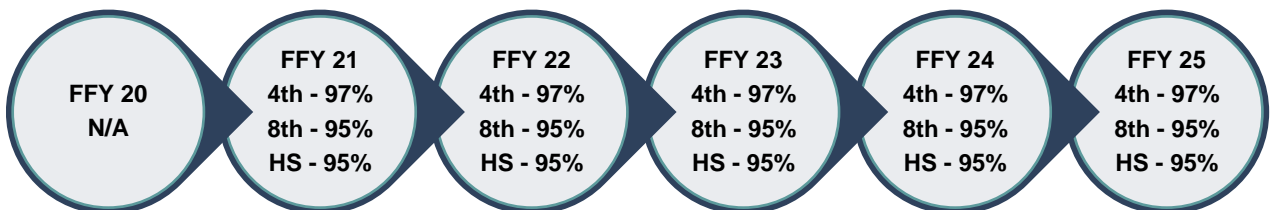
[1] FFY 20 (SY 20-21) is NA as statewide assessments were waived due to COVID-19.

Indicator 3b: Assessment - Proficiency

Indicator 3b is a results indicator that measures the proficiency rate for children with IEPs against grade level academic achievement standards.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities in PARCC testing grades receive results for this indicator.

What is the data source?

Indicator 3b utilizes the same data as used for reporting to the Department of Education under Title I of ESEA, using EDFacts file specifications C175 and 178.
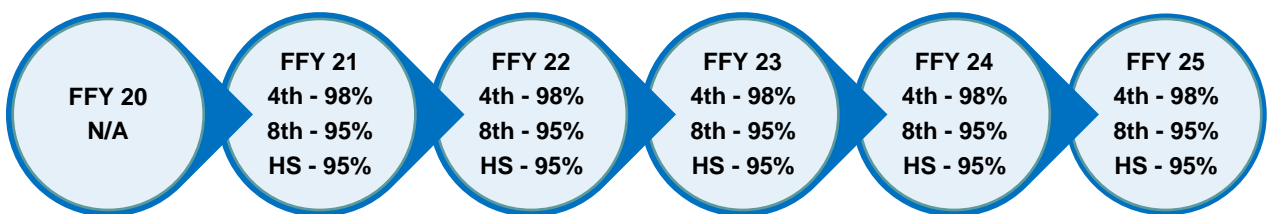
How are results calculated?

Results are calculated by dividing the number of children with IEPs scoring at or above proficient against grade level academic achievement standards by all youth with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment. Proficiency rates are calculated separately for reading and math and disaggregated by testing grade.

$$\frac{\text{\# of children with IEPs scoring at or above proficient against grade level academic achievement standards}}{\text{\# of all children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment}}$$

What are the targets for Indicator 3b: Assessment?

Reading

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
N/A	4th - 8%	4th - 8%	4th - 11%	4th - 13%	4th - 16%
	8th - 9%	8th - 9%	8th - 13%	8th - 16%	8th - 18%
	HS - 7%	HS - 7%	HS - 10%	HS - 12%	HS - 14%

Math

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
N/A	4th - 10%	4th - 10%	4th - 14%	4th - 17%	4th - 20%
	8th - 5%	8th - 5%	8th - 7%	8th - 8%	8th - 10%
	HS - 1%	HS - 1%	HS - 3%	HS - 4%	HS - 5%

OSSE is proposing the following targets by Federal Fiscal Year (FFY) as part of its proposed SPP/APR to the Department of Education.[2]

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[2] FFY 20 (SY 20-21) is NA as statewide assessments were waived due to COVID-19.

Indicator 3c: Assessment - Proficiency (Alternate)

Indicator 3c is a results indicator that measures the proficiency rate for children with IEPs against alternate academic achievement standards.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities in Multi-State Alternate Assessment (MSAA) testing grades receive results for this indicator.

What is the data source?

Indicator 3c utilizes the same data as used for reporting to the Department of Education under Title I of ESEA, using EDFacts file specifications C185 and 188.
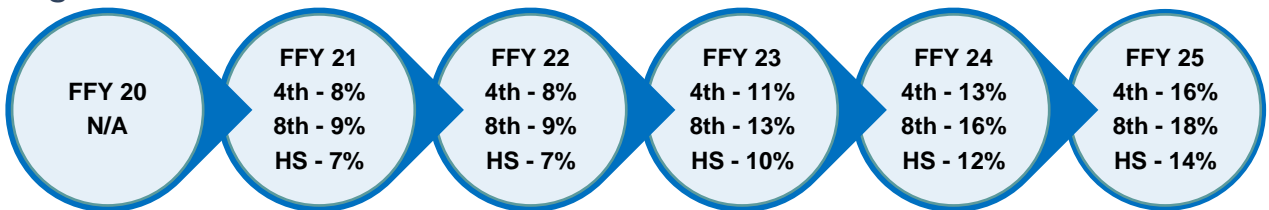
How are results calculated?

Results are calculated by dividing the number of children with IEPs participating in an assessment by all youth with IEPs enrolled during the testing window. Participation grades are calculated separately for reading and math and disaggregated by testing grade.

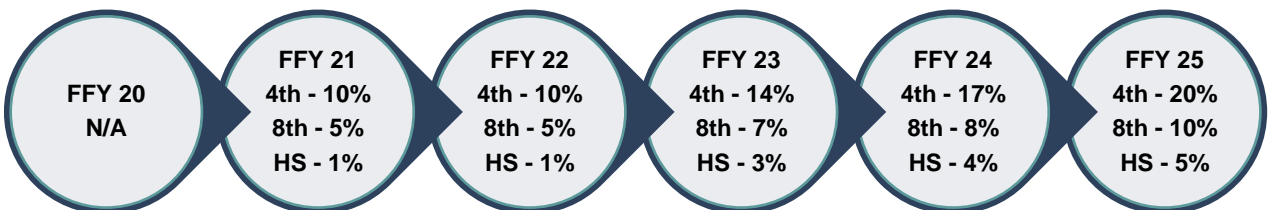$$\frac{\text{\# of children with IEPs scoring at or above proficient against alternate academic achievement standards}}{\text{\# of all children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment}}$$

What are the targets for Indicator 3c: Assessment?

Reading

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
N/A	4th - 42%	4th - 42%	4th - 43%	4th - 43%	4th - 44%
	8th - 41%	8th - 41%	8th - 42%	8th - 42%	8th - 43%
	HS - 39%	HS - 39%	HS - 40%	HS - 40%	HS - 41%

Math

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
N/A	4th - 48%	4th - 48%	4th - 49%	4th - 49%	4th - 50%
	8th - 51%	8th - 51%	8th - 52%	8th - 52%	8th - 53%
	HS - 47%	HS - 47%	HS - 48%	HS - 48%	HS - 49%

Indicator 3d: Assessment - Proficiency Gap

Indicator 3d is a results indicator that measures the gap in proficiency rate for children with IEPs against grade level academic achievement standards.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities in PARCC testing grades receive results for this indicator.

What is the data source?

Indicator 3d utilizes the same data as used for reporting to the Department of Education under Title I of ESEA, using EDFacts file specifications C185 and 188.
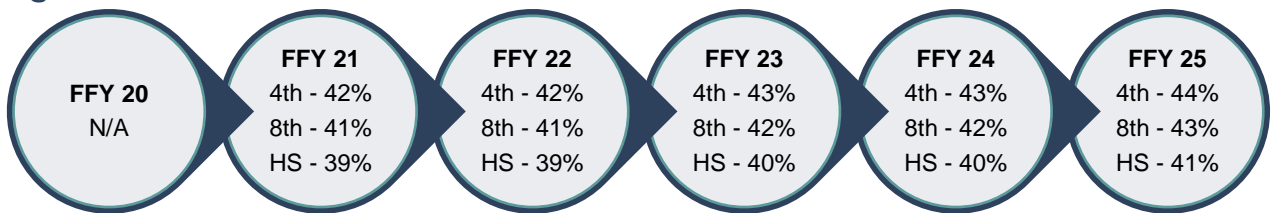
How are results calculated?

Results are calculated by subtracting the proficiency rate of children with IEPs scoring at or above proficient against grade level academic achievement standards from the proficiency rate for all children scoring at or above proficient against grade level academic achievement standards. Gaps in proficiency rates are calculated separately for reading and math and disaggregated by testing grade.

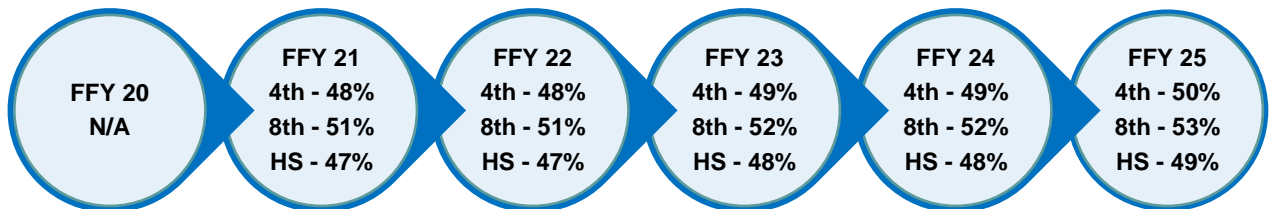| % of children scoring at or above proficient against grade level academic achievement standards	**—**	% of children with IEPs scoring at or above proficient against grade level academic achievement standards

What are the targets for Indicator 3d: Assessment?

OSSE is proposing the following targets by Federal Fiscal Year (FFY) as part of its proposed SPP/APR to the Department of Education.[3]

Reading

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
N/A	4th - 31%	4th - 31%	4th - 30%	4th - 29%	4th - 28%
	8th - 31%	8th - 31%	8th - 30%	8th - 29%	8th - 28%
	HS - 26%	HS - 26%	HS - 25%	HS - 24%	HS - 23%

Math

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
N/A	4th - 28%	4th - 28%	4th - 27%	4th - 26%	4th - 25%
	8th - 20%	8th - 20%	8th - 19%	8th - 18%	8th - 17%
	HS - 17%	HS - 17%	HS - 16%	HS - 15%	HS - 14%

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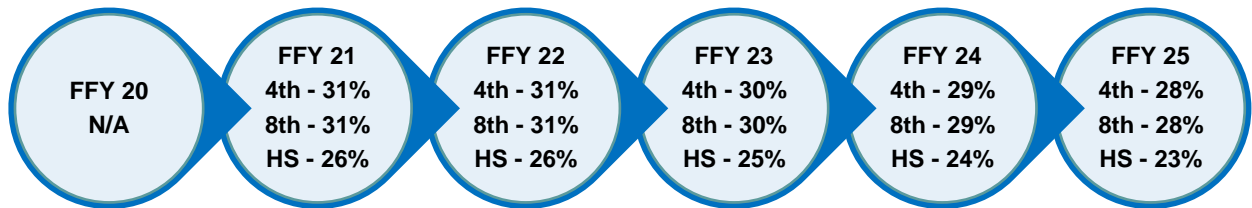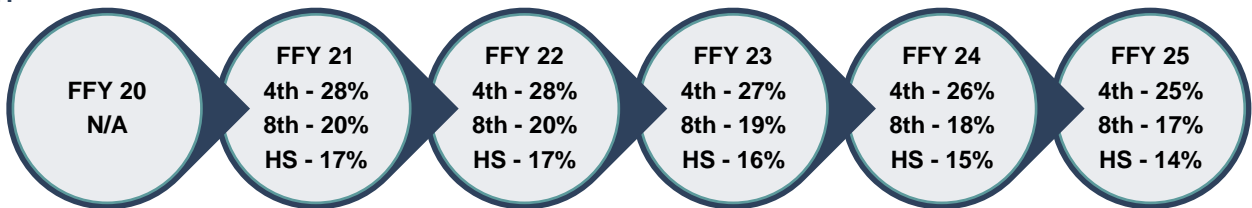
[3] FFY 20 (SY 20-21) is NA as statewide assessments were waived due to COVID-19.

Indicator 4a: Discipline -Overall

Indicator 4a is a results indicator that measures the percent of districts that have a significant discrepancy, as defined by the state, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Note: The District of Columbia defines significant discrepancy as a suspension/expulsion rate of greater than 1.5 times the equivalent rate for nondisabled peers for three consecutive years[4]. In order to be included in this calculation, LEAs must meet the following criteria:

- Have at least 40 students with IEPs at the LEA (n-size)
- Have at least 5 students with disabilities suspended and/or expelled more than 10 cumulative days in a school year (cell size)

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 21 receive results for this indicator.

What is the data source?

Indicator 4a utilizes the discipline data under 618 Data EdFacts and results of policy, procedure and practice review.

How are results calculated?

Results for Indicator 4a are calculated by dividing the number of districts that have a significant discrepancy by the number of districts multiplied by 100.

$$\frac{\text{\# of districts that meet the minimum n-size and cell-size that have a significant discrepancy}}{\text{Total \# of districts that meet the minimum n-size and cell-size}} \times 100$$

What are the targets for Indicator 4a: Discipline (Overall)?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
0%	0%	0%	0%	0%	0%

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[4] NEW - As part of the District's Equity Requirements under IDEA alignment work, in order to gradually implement multi-year flexibilities, for the 2020-21 school year review, OSSE will identify LEAs that were identified as having a significant discrepancy for the 2020-21 school year only. For the 2021-22 school year review, OSSE will identify LEAs that were identified as having significant discrepancy two consecutive years in the same analysis category. Beginning in the 2022-23 school year, OSSE will only identify LEAs that meet the criteria in the same analysis category for three consecutive years. For more information about Equity Requirements, please visit OSSE's Equity Requirements under IDEA website.

Indicator 4b: Discipline by Race or Ethnicity

Indicator 4b is a compliance indicator that measures the percent of districts that have: (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 requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support.

Note: The District of Columbia defines significant discrepancy as a suspension/expulsion rate of greater than 1.5 times the equivalent rate for nondisabled peers for three consecutive years[5]. In order to be included in this calculation, LEAs must meet the following criteria:

- Have at least 40 students with IEPs (n size)
- Have suspended and/or expelled at least three students with disabilities in a particular racial and ethnic category.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 21.

What is the data source?

Indicator 4b utilizes the discipline data under 618 Data EdFacts and results of a policy, procedure and practice review.

How are results calculated?

Results for Indicator 4b are calculated by dividing the number of districts that have a significant discrepancy for one or more racial/ethnic groups due to inappropriate policies, procedures or practices by the number of total number districts in the state multiplied by 100.

$$\frac{\text{\# of LEAs that meet the minimum n size and cell size that have a significant discrepancy due to inappropriate policies, procedures or practices}}{\text{\# of LEAs in the state that meet the minimum n size and cell size}} \times 100$$

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[5] NEW - As part of the District's Equity Requirements under IDEA alignment work, in order to gradually implement multi-year flexibilities, for the 2020-21 school year review, OSSE will identify LEAs that were identified as having a significant discrepancy for the 2020-21 school year only. For the 2021-22 school year review, OSSE will identify LEAs that were identified as having significant discrepancy two consecutive years in the same analysis category. Beginning in the 2022-23 school year, OSSE will only identify LEAs that meet the criteria in the same analysis category for three consecutive years. For more information about Equity Requirements, please visit OSSE's Equity Requirements under IDEA website.

What are the targets for Indicator 4b: Assessment?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
0%	0%	0%	0%	0%	0%

Indicator 5a: Least Restrictive Environment - Inside the Classroom 80% or More of the Day

Indicator 5a is a results indicator that measures the percent of children with IEPs aged 5 (who are enrolled in kindergarten) through 21 served inside regular education class 80% or more of the day.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 5 (and in kindergarten) – 21 receive results for this indicator.

What is the data source?

Indicator 5a utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS002.

How are results calculated?

Results are calculated by dividing the number of children with IEPs served inside the regular class 80% or more of the day by the total number of students aged 5 through 21 with IEPs multiplied by 100.

$$\left(\frac{\text{\# of children with IEPs aged 5 (and in kindergarten) through 21 served inside the regular class 80\% or more of the day}}{\text{\# of total students aged 5 (and in kindergarten) through 21 with IEPs}} \right) \times 100$$

What are the targets for Indicator 5a: Education Environments?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
60%	60%	62%	62%	65%	65%

Indicator 5b: Least Restrictive Environment - Inside the Classroom Less than 40% of the Day

Indicator 5b is a results indicator that measures the percent of children with IEPs aged 5 (who are enrolled in kindergarten) through 21 served inside regular education class less than 40% of the day.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 5 (who are enrolled in kindergarten) - 21 receive results for this indicator.

What is the data source?

Indicator 5b utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS002.

How are results calculated?

Results are calculated by dividing the number of children with IEPs served inside the regular class 40% or less of the day by the total number of students aged 5 (who are enrolled in kindergarten) through 21 with IEPs multiplied by 100.

$$\frac{\text{\# of children with IEPs aged 5 and in kindergarten through 21 served inside the regular class 40\% or less of the day}}{\text{\# of total students aged 5 and in kindergarten through 21 with IEPs}} \times 100$$

What are the targets for Indicator 5b: Education Environments?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
14%	14%	14%	14%	14%	14%

Indicator 5c: Least Restrictive Environment - Separate Setting

Indicator 5c is a results indicator that measures the percent of children with IEPs aged 5 (who are enrolled in kindergarten) through 21 served in separate schools, residential facilities, or homebound/hospital placements.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 5 (who are enrolled in kindergarten) - 21 receive results for this indicator.

What is the data source?

Indicator 5c utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS002.

How are results calculated?

Results are calculated by dividing the number of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements by the total number of students aged 5 (who are enrolled in kindergarten) through 21 with IEPs multiplied by 100.

$$\frac{\text{\# of children with IEPs aged 5 (and in kindergarten) through 21 served inside the regular class 40\% or less of the day}}{\text{\# of total students aged 5 (and in kindergarten) through 21 with IEPs}} \times 100$$

What are the targets for Indicator 5b: Education Environments?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
10%	9%	9%	8%	7%	7%

Indicator 6a: Preschool Least Restrictive Environment - Regular Setting

Indicator 6a is a results indicator that measures the percent of children with IEPs aged 3 through 5 (and not in kindergarten) attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 5 (and not in kindergarten) receive results for this indicator.

What is the data source?

Indicator 6a utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS089.

How are results calculated?

Results are calculated by dividing the number of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements by the total number of students aged 5 through 21 with IEPs multiplied by 100.

$$\frac{\text{\# of children with IEPs aged 3 through 5 (and not in kindergarten) attending and receiving the majority of services in the regular program}}{\text{Total \# of students aged 3 through 5 (and not in kindergarten) with IEPs}} \times 100$$

What are the targets for Indicator 6a: Education Environments?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
60%	60%	60%	60%	60%	60%

Indicator 6b: Preschool Least Restrictive Environment - Separate Setting

Indicator 6b is a results indicator that measures the percent of children with IEPs aged 3 through 5 (and not in kindergarten) attending a separate special education class, separate school or residential facility.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 5 (and not in kindergarten) receive results for this indicator.

What is the data source?

Indicator 6b utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS089.

How are results calculated?

Results are calculated by dividing the number of children with IEPs served in a separate special education class, separate school or residential facility by the total number of students aged 3 through 5 (and not in kindergarten) with IEPs multiplied by 100.

$$\frac{\text{\# of children with IEPs aged 3 through 5 (and not in kindergarten) attending a separate special education class, separate school or residential facility}}{\text{Total \# of students aged 3 through 5 (and not in kindergarten) with IEPs}} \times 100$$

What are the targets for Indicator 6b: Preschool Education Environments - Separate Setting?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
10%	10%	10%	10%	10%	10%

Indicator 7a: Child Outcome Summary - Positive Social-Emotional Skills

Indicator 7a is a results indicator that measures the percent of children with IEPs aged 3 through 5 receiving special education and related services in the home.

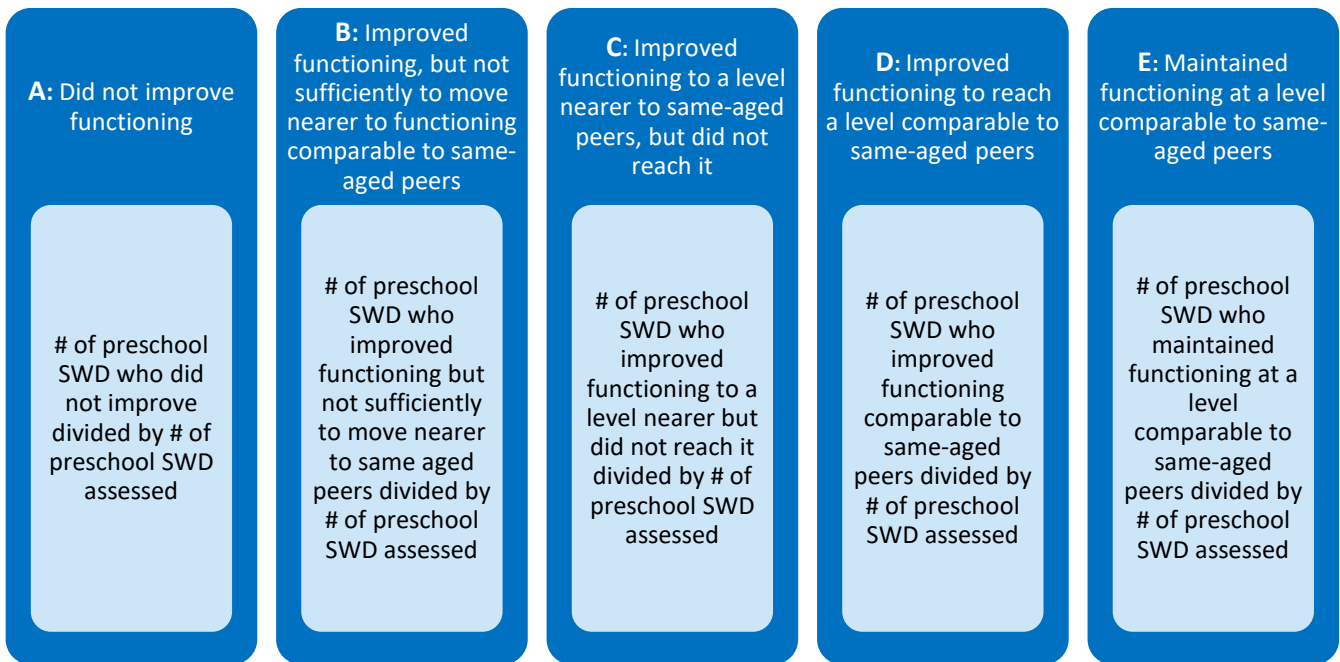## Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 5 receive results for this indicator.

What is the data source?

Indicator 7a utilizes Child Outcome Summary (COS) data entered by each LEA into District of Columbia Corrective Action Tracking System (DCCATS).

How are results calculated?

Results are calculated using a two-part process. First, improvement of those students who left the preschool program is measured based on five categories. Note: Preschool students with disabilities (SWD) refers specifically to those students with IEPs. The five categories and subsequent five calculations for indicator 7 are listed below:

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
# of preschool SWD who did not improve divided by # of preschool SWD assessed	# of preschool SWD who improved functioning but not sufficiently to move nearer to same aged peers divided by # of preschool SWD assessed	# of preschool SWD who improved functioning to a level nearer but did not reach it divided by # of preschool SWD assessed	# of preschool SWD who improved functioning comparable to same-aged peers divided by # of preschool SWD assessed	# of preschool SWD who maintained functioning at a level comparable to same-aged peers divided by # of preschool SWD assessed

Second, using the five progress categories, data on two target summary statements are computed and reported:

1. **Increased rate of growth:** The percentage of children who entered the program below age expectations in outcome 7b who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary

statement is as follows: [(C+D)/(A+B+C+D)] x 100. The letters in this calculation correspond with the progress categories above.

$$\left(\frac{C + D}{A + B + C + D} \right) \text{ X } 100$$

2. **Within age expectations:** The percentage of children who were functioning within age expectations in outcome 7b by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: [(D+E)/(A+B+C+D+E)] x 100. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{D + E}{A + B + C + D} \right) \text{ X } 100$$

What are the targets for Indicator 7a: Child Outcome Summary: Positive Social Emotional Skills?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
1: 80%	1: 80%	1: 80%	1: 80%	1: 80%	1: 80%
2: 68%	2: 68%	2: 68%	2: 68%	2: 68%	2: 68%

Indicator 7b: Child Outcome Summary - Acquisition and Use of Knowledge and Skills

Indicator 7b is a results indicator that measures the acquisition and use of knowledge and skills, including early language/communication and early literacy for preschool students.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 5 receive results for this indicator.

What is the data source?

Indicator 7b utilizes Child Outcome Summary (COS) data entered by each LEA into District of Columbia Corrective Action Tracking System (DCCATS).

How are results calculated?

Results are calculated using a two-part process. First, improvement of those students who left the preschool program is measured based on five categories. Note: Preschool students with disabilities (SWD) refers specifically to those students with IEPs. The five categories and subsequent five calculations for indicator 7b are listed below:

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
# of preschool SWD who did not improve divided by # of preschool SWD assessed	# of preschool SWD who improved functioning but not sufficiently to move nearer to same aged peers divided by # of preschool SWD assessed	# of preschool SWD who improved functioning to a level nearer but did not reach it divided by # of preschool SWD assessed	# of preschool SWD who improved functioning comparable to same-aged peers divided by # of preschool SWD assessed	# of preschool SWD who maintained functioning at a level comparable to same-aged peers divided by # of preschool SWD assessed

Second, using the five progress categories, data on two target summary statements are computed and reported:

1. **Increased rate of growth:** The percentage of children who entered the program below age expectations in outcome 7b who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary
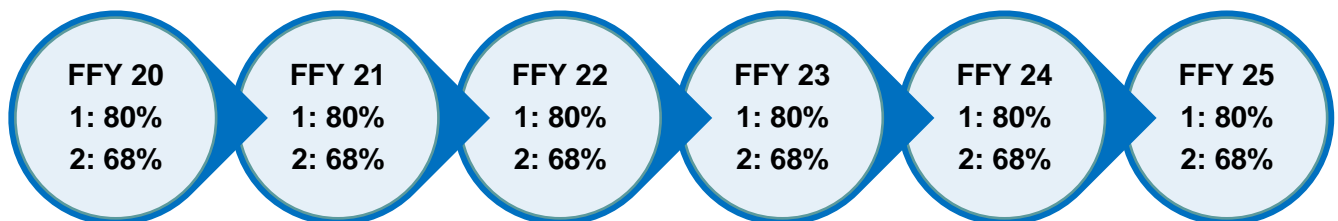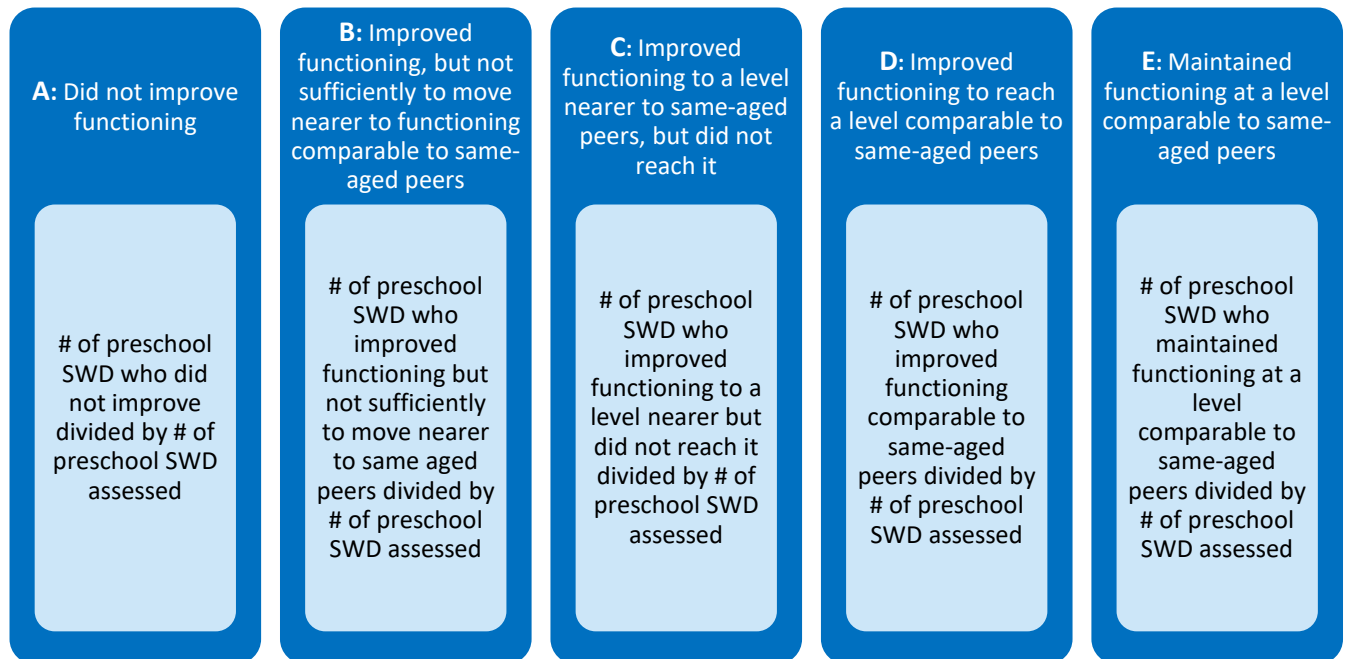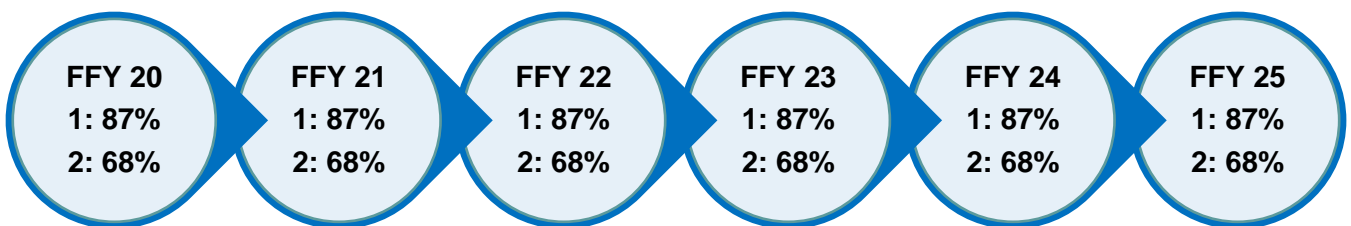
statement is as follows: [(C+D)/(A+B+C+D)] x 100. The letters in this calculation correspond with the progress categories above.

$$\left(\frac{C + D}{A + B + C + D} \right) \text{X } 100$$

2. **Within age expectations:** The percentage of children who were functioning within age expectations in outcome 7b by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: [(D+E)/(A+B+C+D+E)] x 100. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{D + E}{A + B + C + D + E} \right) \text{X } 100$$

What are the targets for Indicator 7c: Child Outcome Summary: Use of Knowledge and Skills?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
1: 87%	1: 87%	1: 87%	1: 87%	1: 87%	1: 87%
2: 68%	2: 68%	2: 68%	2: 68%	2: 68%	2: 68%

Indicator 7c: Child Outcome Summary - Use of Appropriate Behaviors

Indicator 7c is a results indicator that measures the use of appropriate behaviors for preschool students.

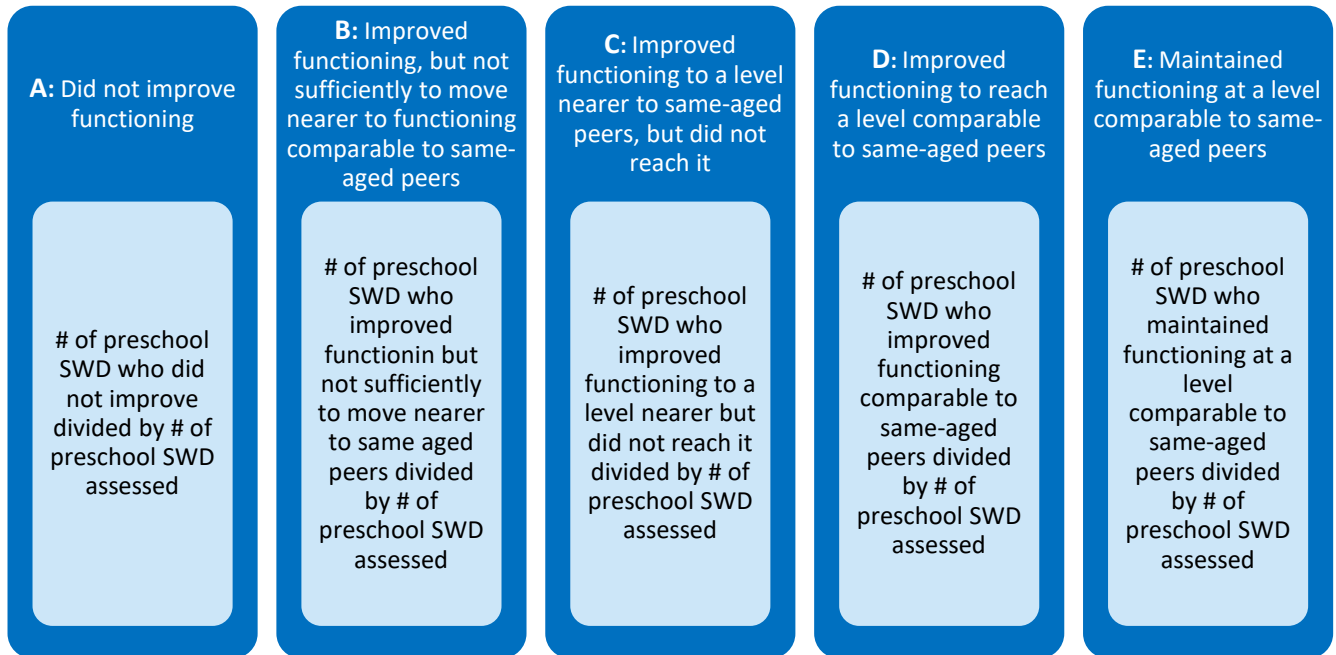## Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 5 receive results for this indicator.

What is the data source?

Indicator 7c utilizes Child Outcome Summary (COS) data entered by each LEA into District of Columbia Corrective Action Tracking System (DCCATS).

How are results calculated?

Results for 7c are calculated using a two-part process. First, improvement of those students who left the preschool program is measured based on five categories. The five categories and subsequent five calculations for 7c are listed below:

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
# of preschool SWD who did not improve divided by # of preschool SWD assessed	# of preschool SWD who improved functionin but not sufficiently to move nearer to same aged peers divided by # of preschool SWD assessed	# of preschool SWD who improved functioning to a level nearer but did not reach it divided by # of preschool SWD assessed	# of preschool SWD who improved functioning comparable to same-aged peers divided by # of preschool SWD assessed	# of preschool SWD who maintained functioning at a level comparable to same-aged peers divided by # of preschool SWD assessed

Second, using the five progress categories, data on two target summary statements are computed and reported:
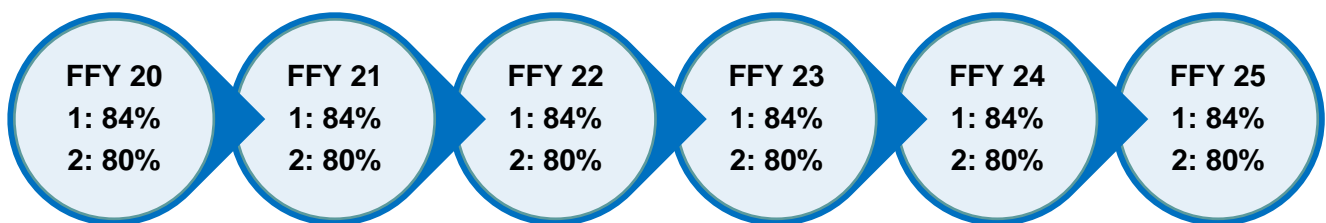
1. **Increased rate of growth:** The percentage of children who entered the program below age expectations in outcome 7b who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: $[(C+D)/(A+B+C+D)] \times 100$. The letters in this calculation correspond with the progress categories above.

$$\left(\frac{C + D}{A + B + C + D} \right) \text{ X } 100$$

3. **Within age expectations:** The percentage of children who were functioning within age expectations in outcome 7b by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: [(D+E)/(A+B+C+D+E)] x 100. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{D + E}{A + B + C + D + E} \right) \text{ X } 100$$

What are the targets for Indicator 7c: Child Outcome Summary: Use of Appropriate Behaviors?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
1: 84%	1: 84%	1: 84%	1: 84%	1: 84%	1: 84%
2: 80%	2: 80%	2: 80%	2: 80%	2: 80%	2: 80%

Indicator 8: Parent Involvement

Indicator 8 is a results indicator that 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.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 22 receive results for this indicator.

What is the data source?

Indicator 8 utilizes data from the annual parent survey.

How are results calculated?

Results are calculated by dividing the number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities multiplied by 100.

$$\left(\frac{\text{\# of respondent parents who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities}}{\text{total \# of respondent parents of children with disabilities}} \right) \times 100$$

What are the targets for Indicator 8: Parent Involvement?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
89%	89%	90%	90%	90%	90%

Indicator 9: Disproportionate Representation: Overall

Indicator 9 is a compliance indicator that measures the LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 5 (and in kindergarten) - 21 receive results for this indicator.

What is the data source?

Indicator 9 utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS002.

How are results calculated?

Beginning in FFY 2021 (SY 2021-2022), indicator 9 will utilize a risk ratio. A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. LEAs with risk ratios in excess of 5.0 for three consecutive years[6] that also demonstrate inappropriate identification practices are considered to have a disproportionate representation.

$$\frac{\left(\dfrac{\text{Students with disabilities in a specific race/ethnicity group}}{\text{Students in the same race/ethnicity group in general education}}\right) \times 100}{\left(\dfrac{\text{Students with disabilities NOT in a specific race/ethnicity group}}{\text{Students NOT in the same race/ethnicity group in general education}}\right) \times 100}$$

Note: In cases where either the numerator or denominator of the race/ethnicity group fail to meet the minimum size (numerator less than 10 or denominator less than 30), an Alternate Risk Ratio (ARR) is utilized. The ARR is a calculation performed by dividing the risk of a particular outcome for children in one racial or

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[6] NEW - As part of the District's Equity Requirements under IDEA alignment work, in order to gradually implement multi-year flexibilities, for the 2020-21 school year review, OSSE will identify LEAs that meet the criteria for disproportionate representation for the 2020-21 school year only. For the 2021-22 school year review, OSSE will identify LEAs that meet the criteria for two consecutive years in the same analysis category. Beginning in the 2022-23 school year, OSSE will only identify LEAs that meet the criteria in the same analysis category for three consecutive years. For more information about Equity Requirements, please visit OSSE's Equity Requirements under IDEA website.

ethnic group within an LEA by the risk of that outcome for children in all other racial or ethnic groups in the State, rather than in the LEA.

What are the targets for Indicator 10: Disproportionate Representation by Disability Categories?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
0%	0%	0%	0%	0%	0%

Indicator 10: Disproportionate Representation by Disability Categories

New Methodology

Indicator 10 is a compliance indicator that measures the LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 5 (and in kindergarten) - 21 receive results for this indicator.

What is the data source?

Indicator 9 utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS002.

How are results calculated?

Beginning in FFY 2021 (SY 2021-2022), indicator 10 will utilize a risk ratio. A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification in a specific disability category) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. LEAs with risk ratios in excess of 7.0 for three consecutive years[7] that also demonstrate inappropriate identification practices are considered to have a disproportionate representation. This calculation is conducted for each of the following disability categories: intellectual disability, specific learning disability, emotional disability, speech or language impairment, other health impairments and autism.

$$\frac{\left(\dfrac{\text{Students with a specific disability in a specific race/ethnicity group}}{\text{Students in the same race/ethnicity group in general education}} \right) \times 100}{\left(\dfrac{\text{Students with a specific disability NOT in a specific race/ethnicity group}}{\text{Students NOT in the same race/ethnicity group in general education}} \right) \times 100}$$

Note: In cases where either the numerator or denominator of the race/ethnicity group fail to meet the minimum size (numerator less than 10 or denominator less than 30), an Alternate Risk Ratio (ARR) is utilized. The ARR is a calculation performed by dividing the risk of a particular outcome for children in one racial or

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[7] NEW - As part of the District's Equity Requirements under IDEA alignment work, in order to gradually implement multi-year flexibilities, for the 2020-21 school year review, OSSE will identify LEAs that meet the criteria for disproportionate representation for the 2020-21 school year only. For the 2021-22 school year review, OSSE will identify LEAs that meet the criteria for two consecutive years in the same analysis category. Beginning in the 2022-23 school year, OSSE will only identify LEAs that meet the criteria in the same analysis category for three consecutive years. For more information about Equity Requirements, please visit OSSE's Equity Requirements under IDEA website.

ethnic group within an LEA by the risk of that outcome for children in all other racial or ethnic groups in the State, rather than in the LEA.

What are the targets for Indicator 10: Disproportionate Representation by Disability Categories?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
0%	0%	0%	0%	0%	0%

Indicator 11: Timely Initial Eligibility Evaluation

Indicator 11 is a compliance indicator that measures the percent of children whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3 - 22 receive results for this indicator.

What is the data source?

Indicator 11 utilizes initial evaluation data provided by LEAs in SEDS.

How are results calculated?

Results are calculated by dividing the number of children whose evaluations were completed within 60 days divided by number of children for whom parental consent to evaluate was received multiplied by 100.

$$\left(\frac{\text{\# of children whose evaluations were completed within 60 days}}{\text{\# of children for whom parental consent to evaluate was received}} \right) \times 100$$

What are the targets for Indicator 11: Timely Initial Eligibility Evaluation?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
100%	100%	100%	100%	100%	100%

Indicator 12: Timely Part C to B Transition

Indicator 12 is a compliance indicator that measures the percent of children served and referred by the infant program (IDEA Part C) prior to age three, 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.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities at age 3 receive results for this indicator.

What is the data source?

Indicator 12 utilizes Part C to Part B transition data provided by Strong Start and the LEA in SEDS.

How are results calculated?

Results are calculated by dividing the number of children who turned three, who were receiving services from Part C and had an IEP developed and implemented by their third birthday by the number of children who turned three and who were receiving services from Part C and referred to Part B, minus those that were ineligible for Part B services, whose parents denied consent, whose parents caused delays, were determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays, or whose parents chose to continue early intervention services.

$$\left(\frac{\text{\# of children who turned 3 who were receiving Part C and had a Part B IEP developed and implemented by their 3rd birthday}}{\text{\# of children who turned 3 who were receiving Part C and referred to Part B – ineligible for Part B – parents refused consent – parents caused delays - referred to Part B within 90 days of their 3rd birthday – parents chose to continue early intervention services}} \right) \times 100$$

What are the targets for Indicator 12: Timely Part C to B Transition?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
100%	100%	100%	100%	100%	100%

Indicator 13: Secondary Transition

Indicator 13 is a compliance indicator that measures the percent of youth with IEPs aged 16 and above 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.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 16-21 receive results for this indicator.

What is the data source?

Indicator 13 utilizes Secondary transition plans created by LEAs in SEDS.

How are results calculated?

This indicator uses a sample methodology reviewing IEPs of youth age 16 and above. Results are calculated by dividing the number of compliant transition plans by the total number of files reviewed multiplied by 100.

$$\left(\frac{\text{\# of youth with IEPs aged 16 and above with an IEP that includes an appropriate transition plan}}{\text{\# of youth with an IEP age 16 and above}} \right) \times 100$$

What are the targets for Indicator 13: Education Environments?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
100%	100%	100%	100%	100%	100%

Indicator 14a: Post School Outcomes - Higher Education

Indicator 14a is a results indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 14-21.

What is the data source?

Indicator 14 utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS009 to establish the student universe. Higher education data are from the National Student Clearinghouse and DCTAG.

How are results calculated?

Results are calculated by dividing the number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, by the number of youth who are no longer in secondary school and had IEPs in effect at the time they left school multiplied by 100.

$$\frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}}{\text{\# of youth who are no longer in secondary school and had IEPs in effect at the time they left school}} \times 100$$

What are the targets for Indicator 14c: Post School Outcomes: Higher Education?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY
22%	24%	26%	28%	30%	32%

Indicator 14b: Post School Outcomes: Higher Education or Competitively Employed

Indicator 14b is a results indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 14-21.

What is the data source?

Indicator 14 utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS009 to establish the student universe. Higher education data are from the National Student Clearinghouse and DCTAG. Employment data are from the DC Department of Employment Services. Training program data are from adult-serving LEAs in DC.

How are results calculated?

Results are calculated by dividing the number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school multiplied by 100.

$$\frac{\text{\# or youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}}{\text{\# of youth who are no longer in secondary school and had IEPs in effect at the time they left school}} \times 100$$

What are the targets for Indicator 14b: Post School Outcomes: Higher Education or Competitively Employed?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY
23%	25%	27%	29%	31%	33%

Indicator 14c: Post School Outcomes - Any Post-Secondary Education or Employed

Indicator 14c is a results indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education training program; or competitively employed or in some other employment within one year of leaving high school.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 14-21.

What is the data source?

Indicator 14 utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA using the definitions in EDFacts file specification FS009 to establish the student universe. Higher education data are from the National Student Clearinghouse and DCTAG. Employment data are from the DC Department of Employment Services. Training program data are from adult-serving LEAs in DC.

How are results calculated?

Results are calculated by dividing the number of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment by the number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school multiplied by 100.

$$\frac{\text{\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment}}{\text{\# of youth who are no longer in secondary school and had IEPs in effect at the time they left school}} \times 100$$

What are the targets for Indicator 14c: Post School Outcomes: Any Post-Secondary Education or Employed?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
28%	30%	32%	34%	36%	38%

Indicator 15: Resolution

Indicator 15 is a results indicator that measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Which Local Education Agencies (LEAs) receive results for this indicator?

N/A – States are not required to report data at the LEA level.

What is the data source?

Indicator 15 utilizes the same data as used for reporting to the Department of Education under section 618 of IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (EMAPS)).

What are the targets for Indicator 15: Resolution?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
12-15%	12-15%	12-15%	12-15%	12-15%	12-15%

Indicator 16: Mediation

Indicator 16 is a results indicator that measures the percent of mediations held that resulted in mediation agreements.

Which Local Education Agencies (LEAs) receive results for this indicator?

N/A – States are not required to report data at the LEA level.

What is the data source?

Indicator 16 utilizes the same data as used for reporting to the Department of Education under section 618 of the IDEA (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (EMAPS)).

What are the targets for Indicator 16: Mediation?

FFY 20	FFY 21	FFY 22	FFY 23	FFY 24	FFY 25
57% - 60%	57% - 60%	57% - 60%	57% - 60%	57% - 60%	57% - 60%