INDICATOR B5: ENVIRONMENTS A, B, AND C: PERCENT OF CHILDREN WITH IEPS AGED 6 THROUGH 21

Completed by the National Center for Systemic Improvement

INTRODUCTION

This report presents a review of state improvement activities from the Annual Performance Reports (APR) of 50 states and 10 other administrative units including the District of Columbia, the Bureau of Indian Education, and eight territories. Each of these states, territories, the District of Columbia, and the Bureau of Indian Education will be referred to as 'states' throughout this document. Indicator 5 data are composed of three components outlined in the table below.

Table 1: Indicator 5, Part B: Percent of children with IEPs aged 6 through 21
A. Inside the regular classroom 80% or more of the day;
B. Inside the regular classroom less than 40% of the day;
C. In separate schools, residential facilities, or homebound/hospital placements

After an overview of the data from all 60 reporting states, an analysis is presented. The overview of the data includes tables summarizing findings of components A, B, and C of Part B Indicator 5. A conclusion with recommendations is included in this report as well.

DATA SOURCES AND MEASUREMENT APPROACHES

All 60 states (50 U.S. states and 10 U.S. administrative units) send annual performance reports to the Office of Special Education Programs (OSEP), as required by IDEA. These data are compiled and organized into data tables that are then analyzed by external evaluators who adhere to specific guidelines provided by OSEP. Once these reports are received, OSEP personnel review the data, analysis, and any inferences drawn from the data for accuracy. This report covers only those data that were submitted to demonstrate state performance on Indicator 5 for Part B.

OVERVIEW OF ACTUAL PERFORMANCE

An analysis of performance data since the FFY 2013 reporting year on the three components of Indicator 5, Part B demonstrates slight progress. As indicated in the three figures throughout this report, the differences in means are less than one percentage point in each indicator per year across all six years. Progress is measured as the difference from baseline data reported for FFY 2013 and the data reported for the current reporting year. The average rate of change over the six reporting years is also calculated. Finally, the change in mean from the current reporting year and prior reporting year is presented. As a reminder, B5B and B5C include the number of students placed outside the general education setting for most of the school day and in separate schools, residential facilities, or homebound/hospital placements. Therefore, in

Table 2, progress toward B5A is expressed by positive numbers and negative numbers for B5B and B5C.

Table 2. Progress on 5B Indicators

Indicator	A	B	C
Percentage Change over Monitoring Years FFY 2013 to FFY 2018	+1.24	-0.69	-0.21
Average rate of change over the monitoring years (FFY 2013 to FFY 2018)	+0.21	-0.11	-0.04
Percentage Change from FFY 2017 to FFY 2018	+0.59	-0.31	-0.05

Indicator B5 Progress

For the current reporting year, FFY 2018, a review of Table 3 indicates that the mean percentage for B5A is 66.28%, meaning that almost two-thirds of the students with IEPs in the United States spend 80% or more of the school day being educated in the general education classroom. The mean percentage for B5B is 10.38%, which indicates that slightly more than 10% of students with IEPs spend less than 40% in the general education setting. A mean of 2.78% for B5C signifies approximately 3% of students with IEPs in the 60 states are educated in separate schools or home/hospital settings. Regarding meeting set targets, 29 states reported meeting the target for B5A, 32 states reported meeting the target for B5B, and 35 of the states reported meeting the target for B5C.

Table 3. Overview of Reported Indicator 5B Data

Indicator	A	B	C
Mean %	66.28	10.38	2.78
Highest %	94.26	22.38	8.54
Lowest %	43.86	0.00	0.00
States Meeting Target (n/60)	29	32	35

CATEGORY B5A: INSIDE THE REGULAR CLASS 80% OR MORE OF THE DAY

Six-Year Trends in B5A

The six-year trend for Indicator B5A (Figure 1) shows a 1.24% increase in the mean percentage of students with disabilities being educated in the general education settings 80% or more of the school day. The figure depicts the number of states within each percentage band (e.g., 10-20%, 20-30%) for each monitoring year. As seen in Figure 1, the variation has become narrower with the number of states reporting fewer students in the lower percentage bands. For instance, for FFY 2013, the lowest reported percentage was 36.71%, whereas FFY 2018, the lowest percentage was 43.86%. The

FFY 2018 data represents the narrowest bandwidth across all the reporting years with all states reporting between 43.86% and 94.26%. Also, the mean increased by 0.59% from FFY 2017. In 2018, the 19 states reported within the 70%-80% band, which represents an increase of 4 states from the previous two reporting years. Two states reported being within the 90%-100% which is an increase from the 2017 reporting year, but the same as FFY 2016. Overall, the six-year trend indicates an increase in the number of students with disabilities being educated in the general education setting for 80% or more of the school day.

Figure 1

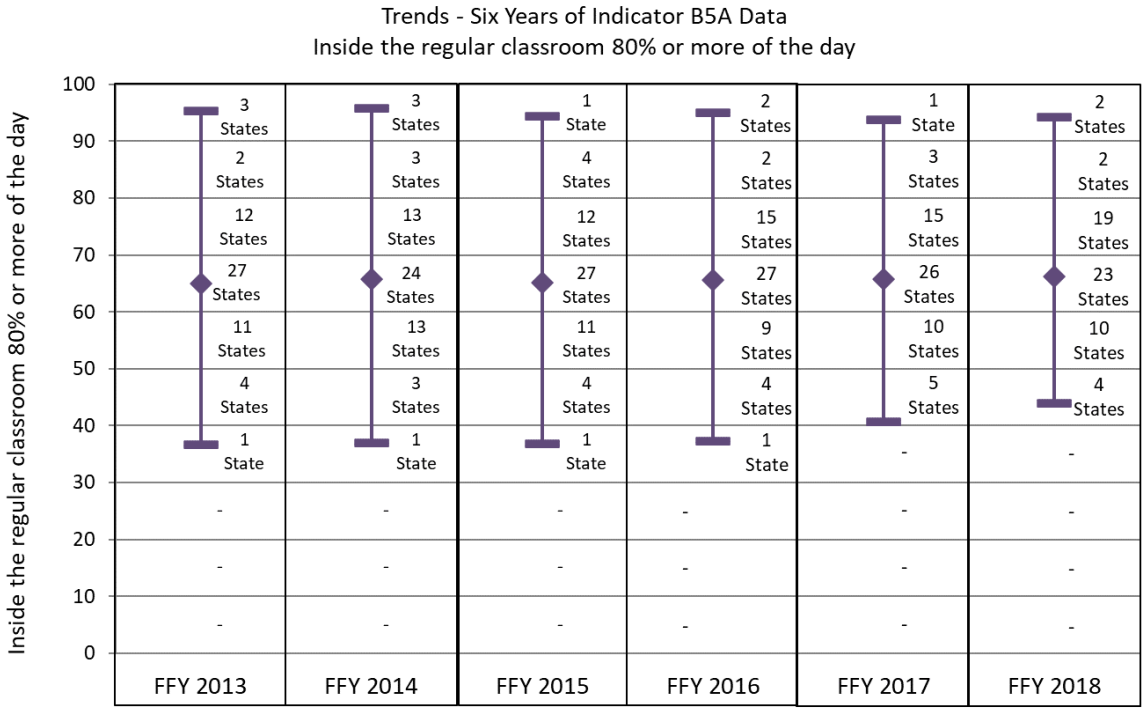


Table 4. Indicator B5A Detail Data Table

Regular classroom 80+% of day	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	3	3	1	2	1	2
80% to <90%	2	3	4	2	3	2
70% to <80%	12	13	12	15	15	19
60% to <70%	27	24	27	27	26	23

Regular classroom 80+% of day	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
50% to <60%	11	13	11	9	10	10
40% to <50%	4	3	4	4	5	4
30% to <40%	1	1	1	1	0	0
0% to <30%	0	0	0	0	0	0

Table 5. Indicator B5A Summary Data Table

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean	65.04	65.69	65.14	65.53	65.69	66.28
Highest	95.31	95.73	94.41	95.00	93.72	94.26
Lowest	36.71	36.90	36.83	37.33	40.63	43.86
No Data	0.00	0.00	0.00	0.00	0.00	0.00

CATEGORY B5B: INSIDE THE REGULAR CLASS 40% OR LESS OF THE DAY

Six-Year Trends in B5B

The six-year trend for Indicator B5B (Figure 2) shows a 0.69% decrease in the mean percentage of students with disabilities being educated in the general education settings 40% or less of the school day. The figure depicts the number of states within each percentage band (e.g., 10-20%, 20-30%) for each monitoring year. Although the mean decreased, the highest percentage reported for the current reporting year was 22.38, which is a 2.56% increase from FFY 2017. Accordingly, one state fell within the 20%-30% band. The remainder of the states (n=59) fell within the lowest two bands (0%-10% and 10%-20%). However, there was an increase of three states (n=31) who reported being in the 0%-10% band. Overall, the six-year trend indicates a slight decrease in the percentage of students with disabilities being educated in the general education settings 40% or less of the school day.

Figure 2

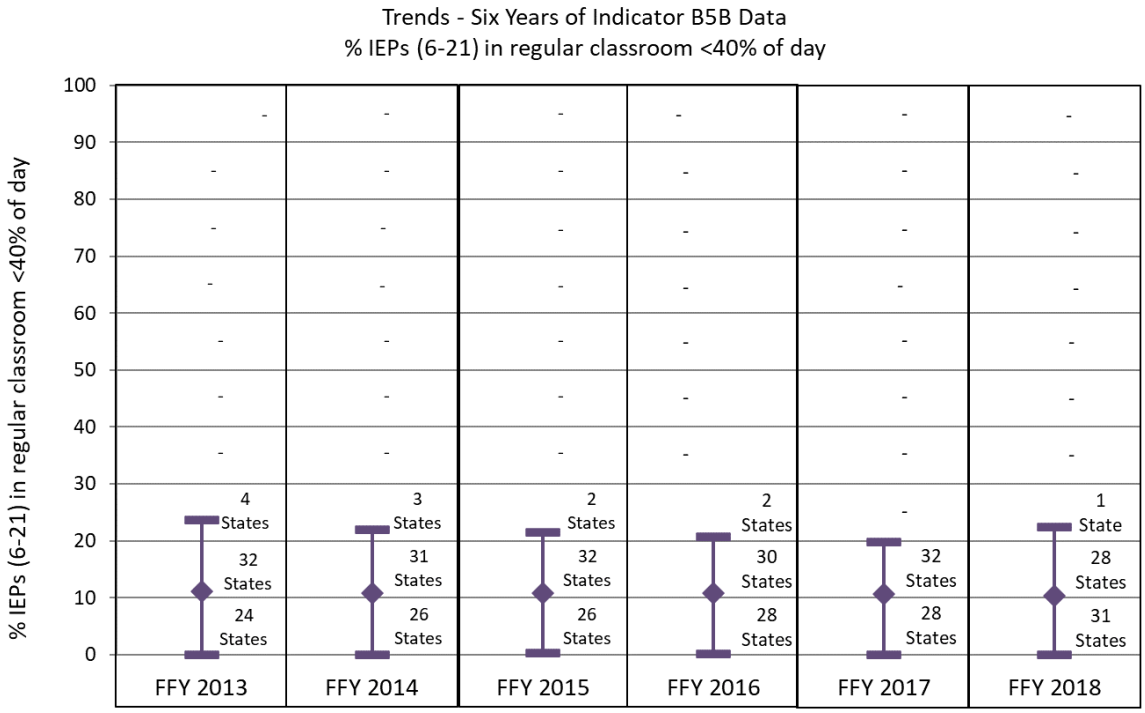


Table 6. Indicator B5B Detail Data Table

Regular classroom 40% of day or less	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
30% to 100%	0	0	0	0	0	0
20% to <30%	4	3	2	2	0	1
10% to <20%	32	31	32	30	32	28
0% to <10%	24	26	26	28	28	31

Table 7. Indicator B5B Summary Data Table

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean	11.07	10.81	10.85	10.80	10.69	10.38
Highest	23.60	22.01	21.54	20.70	19.82	22.38
Lowest	0.00	0.00	0.26	0.16	0.00	0.00
No Data	0.00	0.00	0.00	0.00	0.00	0.00

CATEGORY B5C: SEPARATE SETTINGS

Six-Year Trends in B5C

The six-year trend data for B5C (Figure 3) shows a 0.21% decrease in the mean percentage of students with disabilities receiving services in separate school settings. The variability in placement in separate school settings has decreased over the monitoring years. The highest percentage reported for FFY 2013 was 12.40%. For the current reporting year, the highest percentage reported is 8.54%, which represents a 3.86% decrease. For reporting years FFY 2016 through 2018, all 60 states consistently reported serving 9.41% or less of students in separate settings. Overall, the six-year trend indicates a decrease in the percentage of students with disabilities placed in a separate school setting.

Figure 3

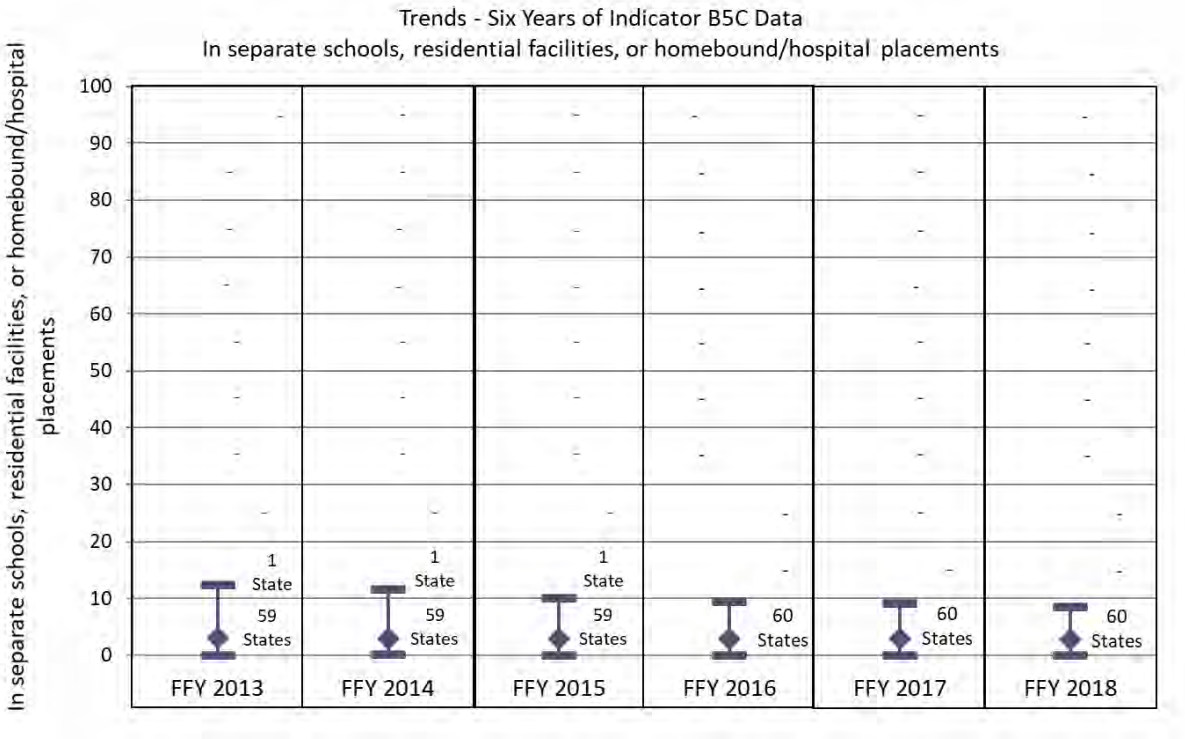


Table 8. Indicator B5C Detail Data Table

Separate School or facility	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
20% to 100%	0	0	0	0	0	0
10% to <20%	1	1	1	0	0	0

Separate School or facility	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
0% to <10%	59	59	59	60	60	60

Table 9. Indicator B5C Summary Data Table

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean	2.99	2.96	2.91	2.85	2.82	2.78
Highest	12.40	11.53	10.04	9.41	9.03	8.54
Lowest	0.00	0.06	0.00	0.00	0.00	0.00
No Data	0.00	0.00	0.00	0.00	0.00	0.00

CONCLUSION

The six-year trends regarding the percent of students with IEPs who are placed in the regular class setting demonstrate some progress over the monitoring years. Data reported for B5C since FFY 2013 demonstrates the most change over the monitoring years. Very little change has occurred with indicators B5A and B5C. While examining the mean provides statistically relevant results, it is also important to consider the additional data such as the number of states in each percentage band and the trends in the highest and lowest percentages reported from year to year.

While overall progress has been made, many states continue to report not meeting set targets. While Sections 616 and 624 of IDEA require each state to include measurable and rigorous performance goals in the State Performance Plan (SPP), the data reported for Indicator 5, Part B makes it difficult to assess the appropriateness of the targets set by all 60 states. In addition, IDEA does not provide guidance regarding the definition of measurable or provide a threshold for rigorous. Absent of that data, interpretation of the existing data should be made with caution.

As indicated by the current Results Driven Accountability (RDA) federal requirements, what is missing from this analysis is the impact of placement on the academic, behavioral, and functional achievement of students with disabilities. Without such data, it is difficult to assess if all the states are adequately setting goals that address the need to change policy or practice regarding the provision of special education services in the least restrictive environment for students with disabilities. In other words, given the requirements to provide special education services in the least restrictive environment and to provide a continuum of placements, without student outcome data, it is not possible to draw conclusions that the data reported by the states for Indicator 5, Part B results in positive or negative academic, behavioral and functional outcomes for students with disabilities.

Another limitation of this analysis is the lack of data regarding the demographics of the students with disabilities represented in Indicator 5, Part B data. Information such as disability categories, age, grade, and functional levels, as well as race/ethnicity/culture and English language status would enhance the data analysis to better inform states and other stakeholders regarding the appropriateness and effectiveness of student placements. As mentioned, this data analysis does not include measures of quality (e.g. access to high-quality instruction, delivery of individualized instruction) experienced by students in different educational settings.

This analysis provides an overview of reported Indicator 5, Part B as reported by all 60 states. For components B5A, B5B, and B5C, a significant percentage of states, 40% or more, cluster around the mean, indicating consistent patterns across the United States. The data across the monitoring years indicates minimal change overall; however, it is important to note that this analysis only includes Indicator 5, Part B. Per IDEA regulations, OSEP collects data on a total of 17 Part B Indicators.

INDICATOR B6: PRESCHOOL LRE

Completed by the Early Childhood Technical Assistance Center (ECTA).

Indicator B6: Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
B. Separate special education class, separate school or residential facility.
(20 U.S.C. 1416 (a)(3)(A))

INTRODUCTION

Indicator 6 reports on the educational environments in which preschool children are served. The Individuals with Disabilities Education Act (IDEA) specifies that in order for a state to be eligible for a grant under Part B, it must have policies and procedures ensuring that:

> (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
>
> (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
> (34 CFR §§300.114)

The Part B Indicator 6 analysis is based on data from the FFY 2018 Part B Annual Performance Reports (APRs) from 60 states and jurisdictions. For the purpose of this report, all states and jurisdictions are referred to collectively as “states”.

DATA SOURCES AND MEASUREMENT APPROACH

The data for this indicator are from the 618 IDEA Part B Child Count and Educational Environments data collection. This data includes all children with disabilities ages 3 through 5 who receive special education and related services according to an individual education program or services plan on the count date. States vary in their 618 data collection methods.

ACTUAL PERFORMANCE

Figures 1 and 2 illustrate current data (FFY 2018) and trend data for the last six reporting years (FFY 2013 to FFY 2018) for Indicators 6A and 6B. The number of states represented within each ten-percentage point range are shown in the figures. Tables 1 and 2 provide the detailed data and summary data associated with Indicator 6A, and Tables 3 and 4 provide the detailed and summary data associated with Indicator 6B.

Figure 1

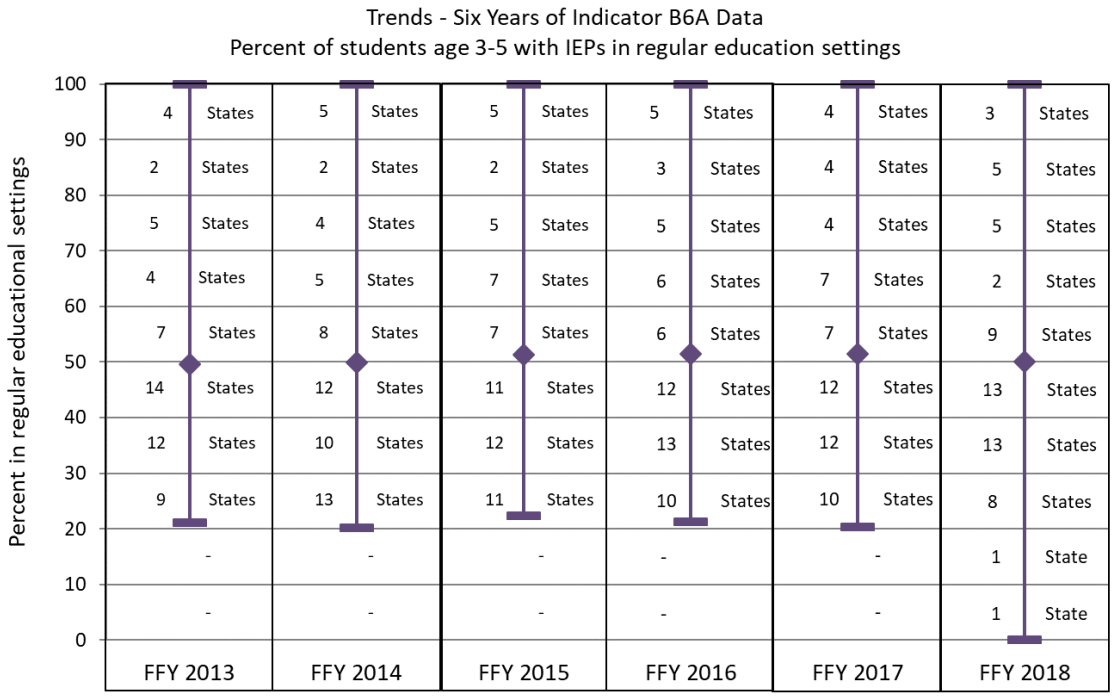


Table 1: Indicator 6A Detail Data:
Number of States by Deciles and Reporting Year (FFY 2013 to FFY 2018)

Percent in Regular Education Settings	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	4	5	5	5	4	3
80% to <90%	2	2	2	3	4	5
70% to <80%	5	4	5	5	4	5
60% to <70%	4	5	7	6	7	2
50% to <60%	7	8	7	6	7	9
40% to <50%	14	12	11	12	12	13
30% to <40%	12	10	12	13	12	13
20% to <30%	9	13	11	10	10	8
10% to <20%	0	0	0	0	0	1
0% to <10%	0	0	0	0	0	1

Table 2: Indicator 6A Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	50	50	51	51	51	50
Highest (%)	100	100	100	100	100	100
Lowest (%)	21	20	22	21	20	0
No Data (n)	3	1	0	0	0	0

Figure 2

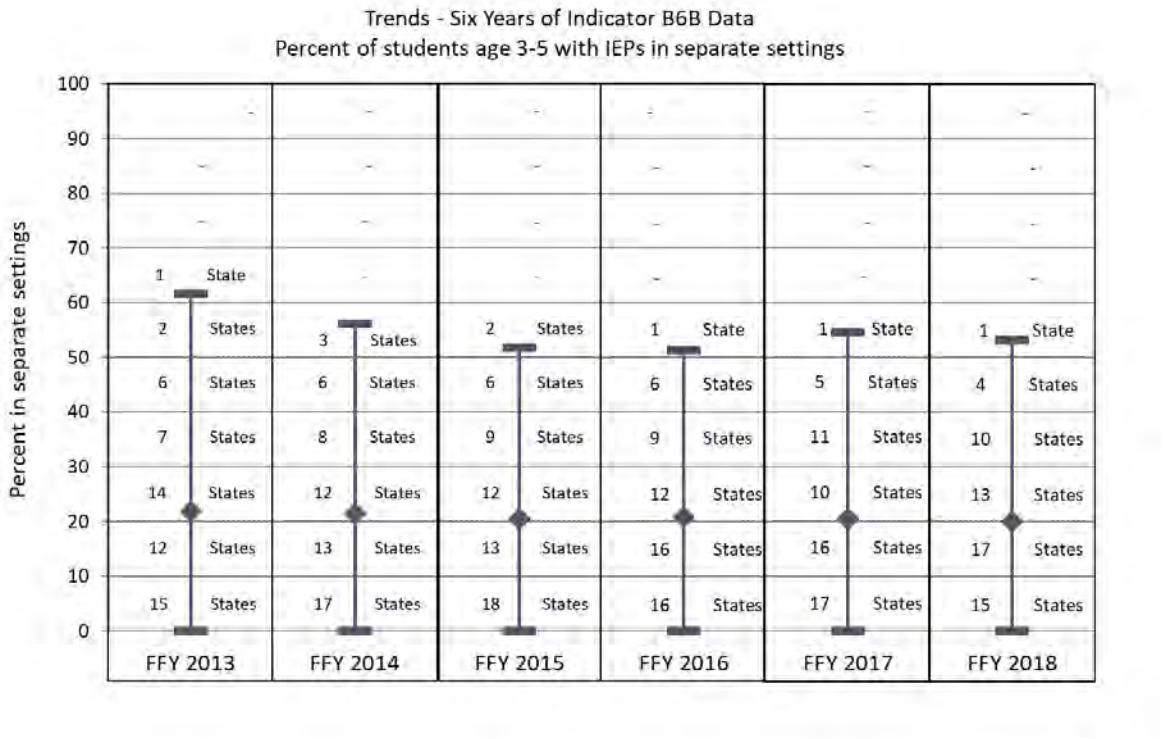


Table 3: Indicator 6B Detail Data:
Number of States by Deciles and Reporting Year (FFY 2013 to FFY 2018)

Percent in Separate Education Settings	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	0	0	0	0	0	0
80% to <90%	0	0	0	0	0	0

Percent in Separate Education Settings	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
70% to <80%	0	0	0	0	0	0
60% to <70%	1	0	0	0	0	0
50% to <60%	2	3	2	1	1	1
40% to <50%	6	6	6	6	5	4
30% to <40%	7	8	9	9	11	10
20% to <30%	14	12	12	12	10	13
10% to <20%	12	13	13	16	16	17
0% to <10%	15	17	18	16	17	15

Table 4: Indicator 6B Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	22	21	20	21	20	20
Highest (%)	62	56	52	51	55	53
Lowest (%)	0	0	0	0	0	0
No Data (n)	3	1	0	0	0	0

INDICATOR B7: PRESCHOOL OUTCOMES

Completed by the Early Childhood Technical Assistance Center (ECTA).

Indicator B7: Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

INTRODUCTION

Indicator 7 is the percentage of preschool children with IEPs who demonstrate improved outcomes during their time in preschool special education. This summary is based on information reported by 59 states and jurisdictions in their FFY 2018 Annual Performance Reports (APRs). For the purposes of this report, the term "state" is used for both states and jurisdictions. One state did not submit numeric data for this indicator, yielding 58 states included in the trend data tables. All states (n=59) are included in the table of measurement approaches.

States report data on two summary statements for each of the three outcome areas. The summary statements are calculated based on the number of children in each of five progress categories. The five progress categories are:

a) Children who did not improve functioning.
b) Children who improved functioning but not sufficient to move nearer to functioning comparable to same aged peers.
c) Children who improved functioning to a level nearer to same aged peers but did not reach it.
d) Children who improved functioning to reach a level comparable to same aged peers.
e) Children who maintained functioning at a level comparable to same aged peers.

The child outcomes summary statements are:

- Summary Statement 1: Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program (progress categories c+d/a+b+c+d).
- Summary Statement 2: The percent of children who were functioning within age expectations in each outcome by the time they turned six years of age or exited the program (progress categories d+e/a+b+c+d+e).

DATA SOURCES & MEASUREMENT APPROACHES

States use a variety of approaches for measuring child outcomes, as shown in Table 1. Most states use the Child Outcomes Summary (COS) process. The COS process is a

team process for summarizing information from multiple sources about a child's functioning in each of the three outcome areas.

Table 1: Child Outcomes Measurement Approaches

Approach	Count	Percent
COS process	40	68.0%
One tool statewide	9	15.2%
Publisher online system	5	8.4%
Other	5	8.4%
TOTAL	**59**	**100%**

PERFORMANCE TRENDS

Figures 1 and 2 illustrate current data (FFY 2018) and trend data for the last six reporting years (FFY 2013 to FFY 2018) for Summary Statements 1 and 2 for Outcome A (positive social emotional skills). Tables 2 through 5 provide the detailed data and summary data associated with Outcome A.

Figures 3 and 4 illustrate current data (FFY 2018) and trend data for the last six reporting years (FFY 2013 to FFY 2018) for Summary Statements 1 and 2 for Outcome B (knowledge and skills). Tables 6 through 9 provide the detailed data and summary data associated with Outcome B.

Figures 5 and 6 illustrate current data (FFY 2018) and trend data for the last six reporting years (FFY 2013 to FFY 2018) for Summary Statements 1 and 2 for Outcome C (appropriate behaviors to meet needs). Tables 10 through 13 provide the detailed data and summary data associated with Outcome C.

Figure 1

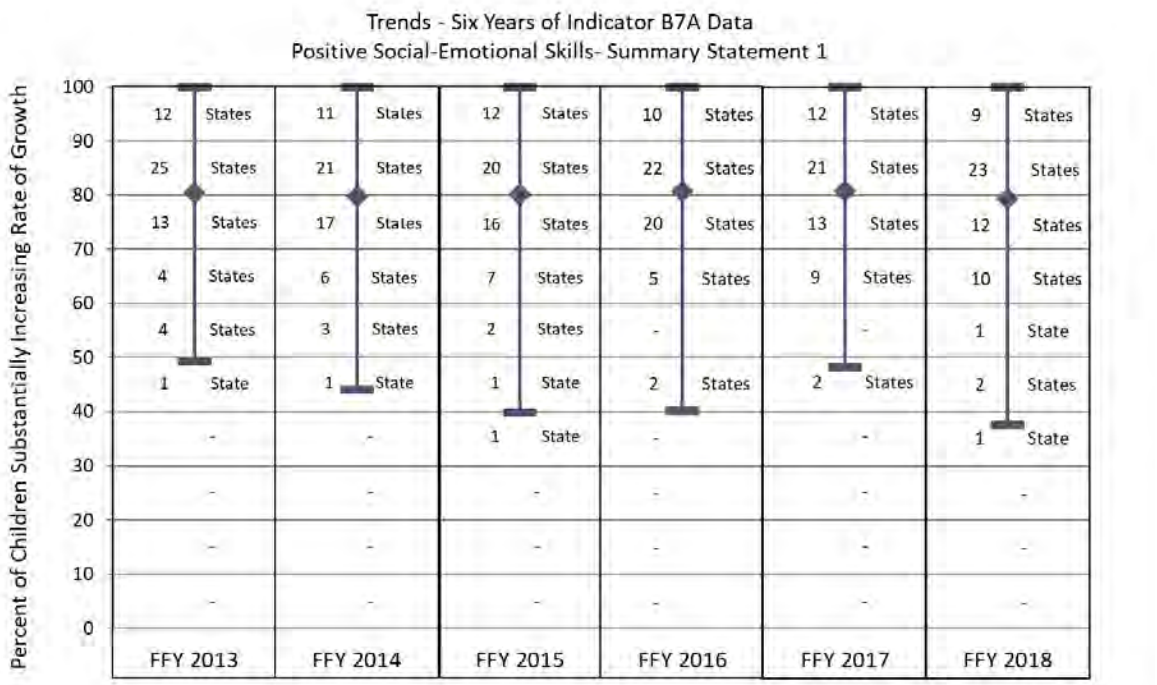


Table 2: Indicator B7 Outcome A (Positive Social-Emotional Skills)
Summary Statement 1 Detail Data
Number of States by Reporting Year (FFY 2013 to FFY 2018)

Percent Increased Rate of Growth; Outcome A	**FFY 2013**	**FFY 2014**	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**
90% to 100%	12	11	12	10	12	9
80% to <90%	25	21	20	22	21	23
70% to <80%	13	17	16	20	13	12
60% to <70%	4	6	7	5	9	10
50% to <60%	4	3	2	0	0	1
40% to <50%	1	1	1	2	2	2
30% to <40%	0	0	1	0	0	1
0% to <30%	0	0	0	0	0	0

Table 3: Indicator B7 Outcome A (Positive Social-Emotional Skills)
Summary Statement 1 Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	80	80	80	81	81	79
Highest (%)	100	100	100	100	100	100
Lowest (%)	49	44	40	40	48	38
No Data (n)	0	0	0	0	2	1

Figure 2

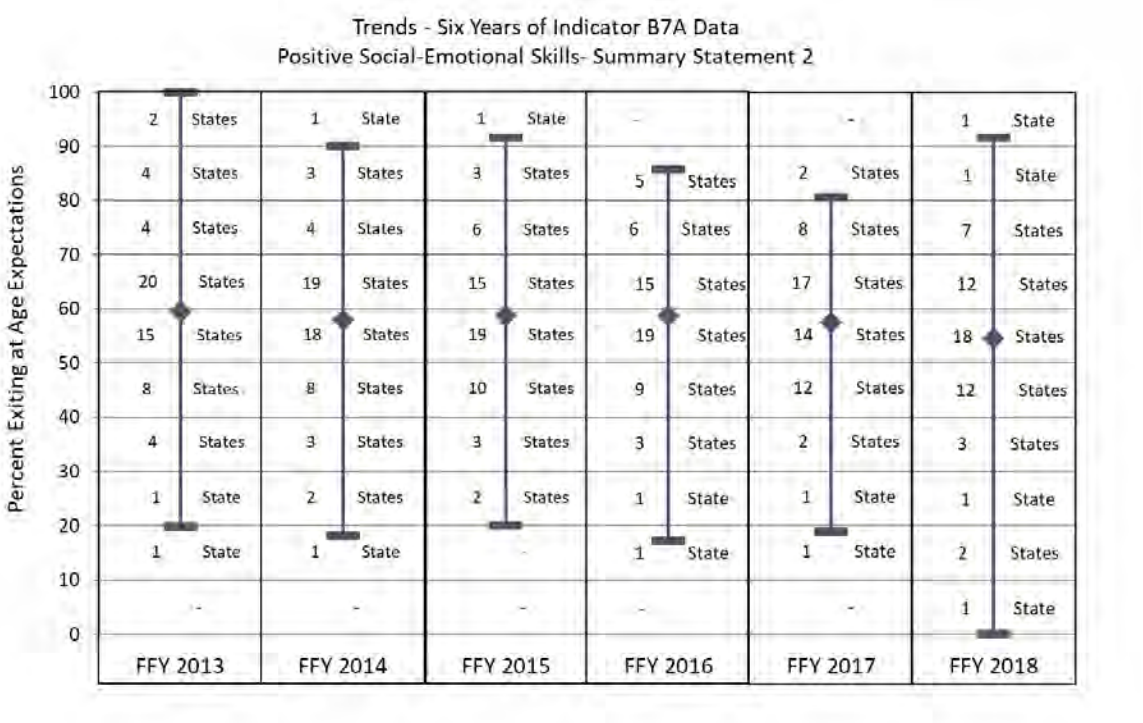


Table 4: Indicator B7 Outcome A (Positive Social-Emotional Skills)
Summary Statement 2 Detail Data
Number of States by Reporting Year (FFY 2013 to FFY 2018)

Percent Exited at Age Expectations: Outcome A	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	2	1	1	0	0	1
80% to <90%	4	3	3	5	2	1

Percent Exited at Age Expectations: Outcome A	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
70% to <80%	4	4	6	6	8	7
60% to <70%	20	19	15	15	17	12
50% to <60%	15	18	19	19	14	18
40% to <50%	8	8	10	9	12	12
30% to <40%	4	3	3	3	2	3
20% to <30%	1	2	2	1	1	1
10% to <20%	1	1	0	1	1	2
0% to <10%	0	0	0	0	0	1

Table 5: Indicator B7 Outcome A (Positive Social-Emotional Skills)
Summary Statement 2 Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	59	58	59	59	58	55
Highest (%)	100	90	92	86	81	92
Lowest (%)	20	18	20	17	19	0
No Data (n)	0	0	0	0	2	1

Figure 3

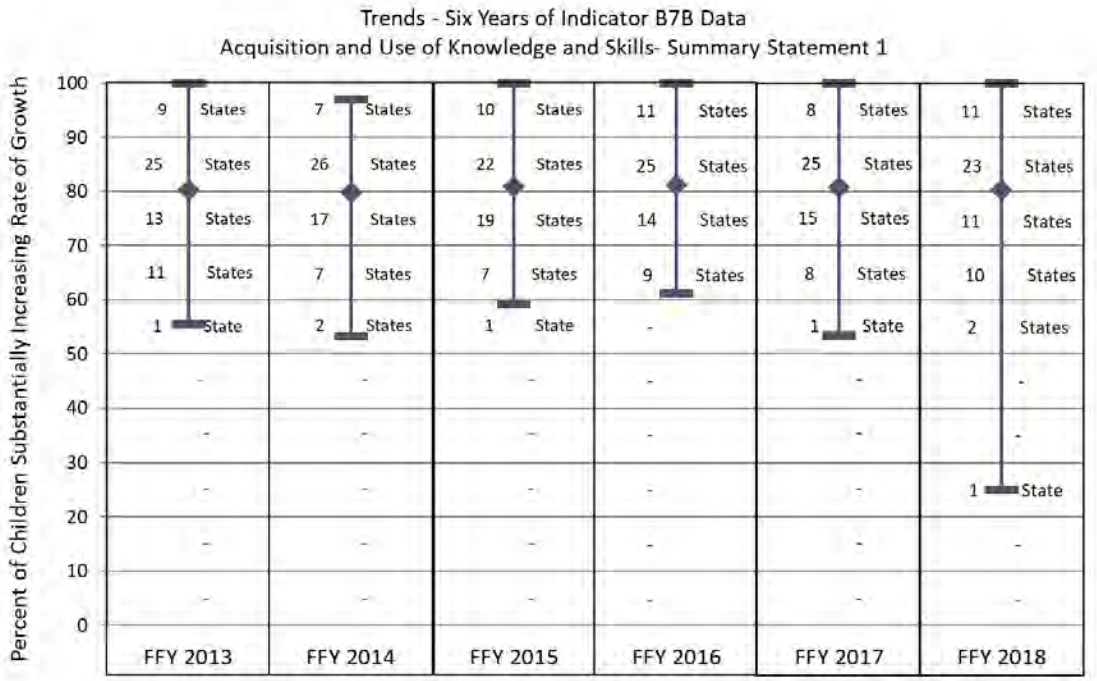


Table 6: Indicator B7 Outcome B (Knowledge and Skills)
Summary Statement 1 Detail Data
Number of States by Reporting Year (FFY 2013 to FFY 2018)

Percent Increased Rate of Growth; Outcome B	**FFY 2013**	**FFY 2014**	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**
90% to 100%	9	7	10	11	8	11
80% to <90%	25	26	22	25	25	23
70% to <80%	13	17	19	14	15	11
60% to <70%	11	7	7	9	8	10
50% to <60%	1	2	1	0	1	2
40% to <50%	0	0	0	0	0	0
30% to <40%	0	0	0	0	0	0
20% to <30%	0	0	0	0	0	1
10% to <20%	0	0	0	0	0	0
0% to <10%	0	0	0	0	0	0

Table 7: Indicator B7 Outcome B (Knowledge and Skills)
Summary Statement 1 Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	80	80	81	81	81	80
Highest (%)	100	97	100	100	100	100
Lowest (%)	56	53	59	61	54	25
No Data (n)	0	0	0	0	2	1

Figure 4

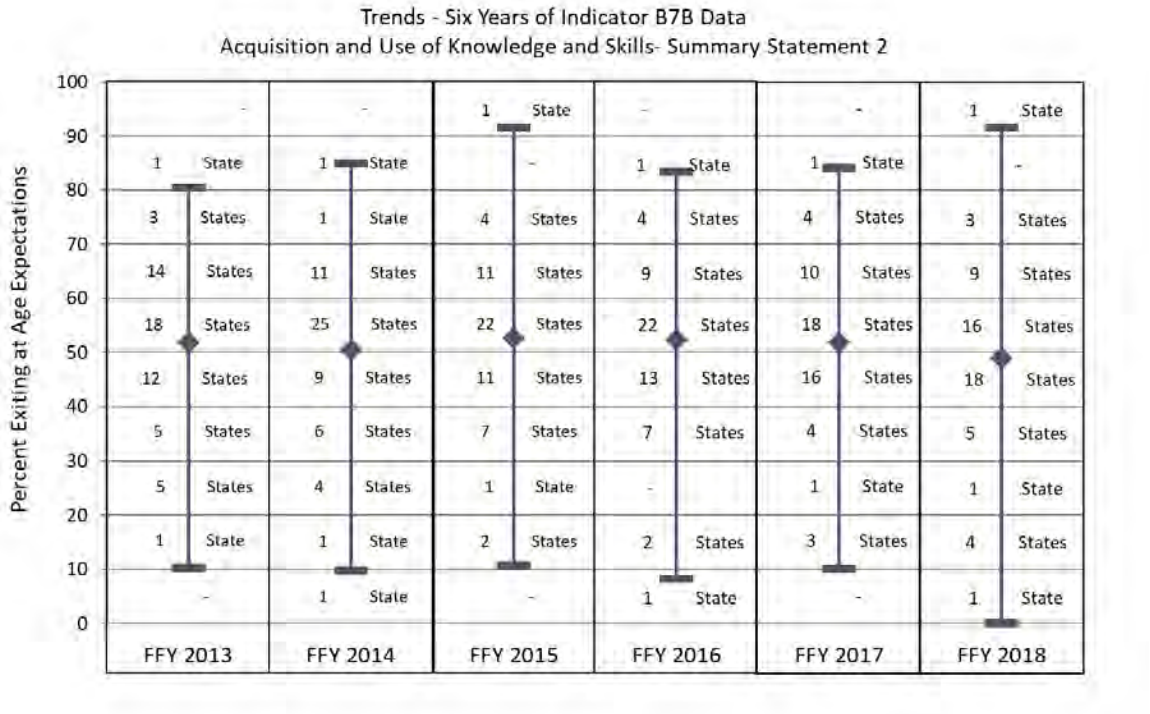


Table 8: Indicator B7 Outcome B (Knowledge and Skills)
Summary Statement 2 Detail Data
Number of States by Reporting Year (FFY 2013 to FFY 2018)

Percent Exited at Age Expectations: Outcome B	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	0	0	1	0	0	1
80% to <90%	1	1	0	1	1	0

Percent Exited at Age Expectations: Outcome B	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
70% to <80%	3	1	4	4	4	3
60% to <70%	14	11	11	9	10	9
50% to <60%	18	25	22	22	18	16
40% to <50%	12	9	11	13	16	18
30% to <40%	5	6	7	7	4	5
20% to <30%	5	4	1	0	1	1
10% to <20%	1	1	2	2	3	4
0% to <10%	0	1	0	1	0	1

Table 9: Indicator B7 Outcome B (Knowledge and Skills)
Summary Statement 2 Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	52	51	53	52	52	49
Highest (%)	80	85	92	83	84	92
Lowest (%)	10	10	11	8	10	0
No Data (n)	0	0	0	0	2	1

Figure 5

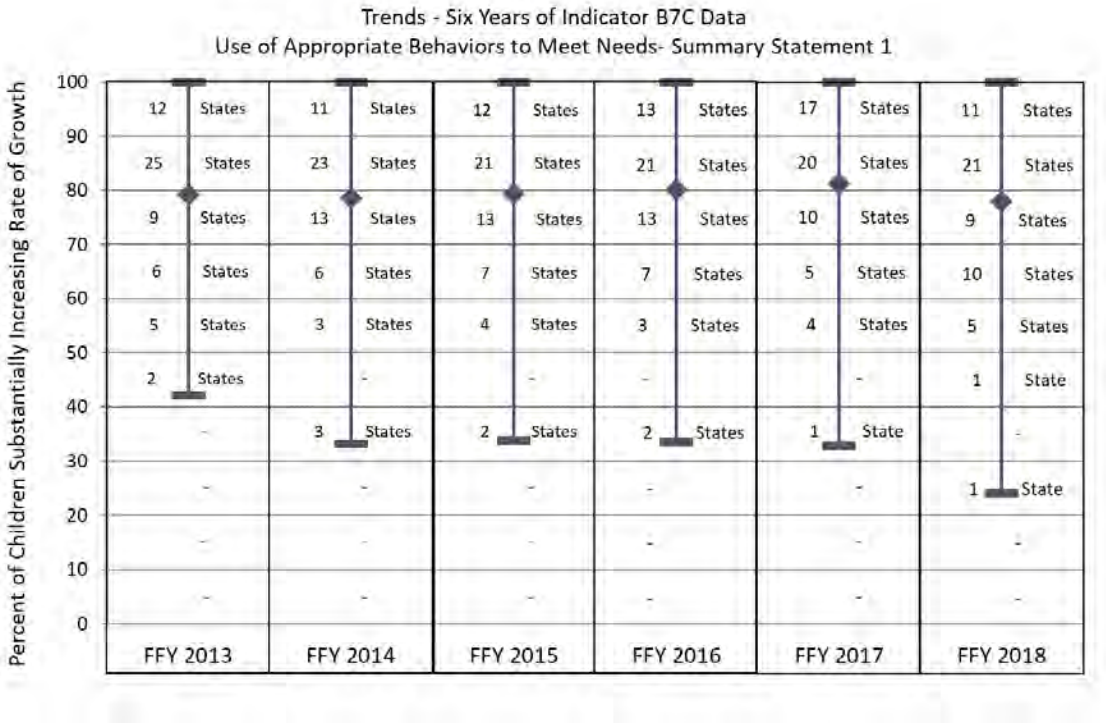


Table 10: Indicator B7 Outcome C (Use of Appropriate Behaviors to Meet Needs)
Summary Statement 1 Detail Data
Number of States by Reporting Year (FFY 2013 to FFY 2018)

Percent Increased Rate of Growth; Outcome C	**FFY 2013**	**FFY 2014**	**FFY 2015**	**FFY 2016**	**FFY 2017**	**FFY 2018**
90% to 100%	12	11	12	13	17	11
80% to <90%	25	23	21	21	20	21
70% to <80%	9	13	13	13	10	9
60% to <70%	6	6	7	7	5	10
50% to <60%	5	3	4	3	4	5
40% to <50%	2	0	0	0	0	1
30% to <40%	0	3	2	2	1	0
20% to <30%	0	0	0	0	0	1
10% to <20%	0	0	0	0	0	0

Percent Increased Rate of Growth; Outcome C	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
0% to <10%	0	0	0	0	0	0

Table 11: Indicator B7 Outcome C (Use of Appropriate Behaviors to Meet Needs) Summary Statement 1 Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	79	79	79	80	81	78
Highest (%)	100	100	100	100	100	100
Lowest (%)	42	33	34	33	33	24
No Data (n)	0	0	0	0	2	1

Figure 6

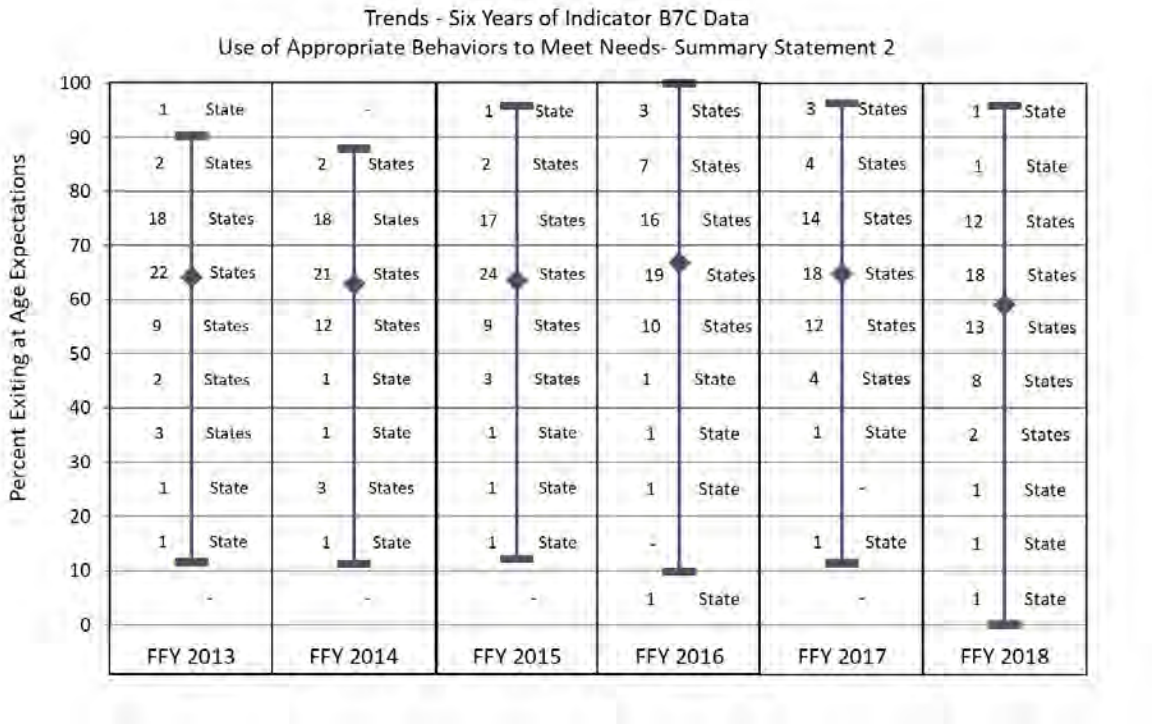


Table 12: Indicator B7 Outcome C (Use of Appropriate Behaviors to Meet Needs) Summary Statement 2 Detail Data
Number of States by Reporting Year (FFY 2013 to FFY 2018)

Percent Exited at Age Expectations: Outcome C	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	1	0	1	3	3	1
80% to <90%	2	2	2	7	4	1
70% to <80%	18	18	17	16	14	12
60% to <70%	22	21	24	19	18	18
50% to <60%	9	12	9	10	12	13
40% to <50%	2	1	3	1	4	8
30% to <40%	3	1	1	1	1	2
20% to <30%	1	3	1	1	0	1
10% to <20%	1	1	1	0	1	1
0% to <10%	0	0	0	1	0	1

Table 13: Indicator B7 Outcome C (Use of Appropriate Behaviors to Meet Needs) Summary Statement 2 Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	64	63	64	67	65	59
Highest (%)	90	88	96	100	96	96
Lowest (%)	11	11	12	10	11	0
No Data (n)	0	0	0	0	2	1

INDICATOR B8: PARENT INVOLVEMENT

Completed by the Center for Parent Information and Resources (CPIR) housed at the SPAN Parent Advocacy Network.

INTRODUCTION

Indicator 8 requires states to measure and report the "percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities." [20 U.S.C. 1416(a)(3)(A)].

The Center for Parent Information and Resources (CPIR) analyzed the Annual Performance Reports (APRs) submitted by 50 states, nine jurisdictions/entities, and the District of Columbia (collectively, for a total of 60 state entities). It should be noted that in some of the tables and charts presented herein, the total may equal more than 60. This higher "n" results from the addition of eight entities representing the states that reported separate performance data for parents of preschoolers (ages three to five) and parents of school-age students (6-21 years). In some sections, preschool data are discussed separately, while in other areas, the data are aggregated. Where data are aggregated, percentages are based on a total "n" of 68 and may exceed 100% due to rounding. When the actual number of states is less than 60, numbers of states are provided, not a percentage.

DATA SOURCES

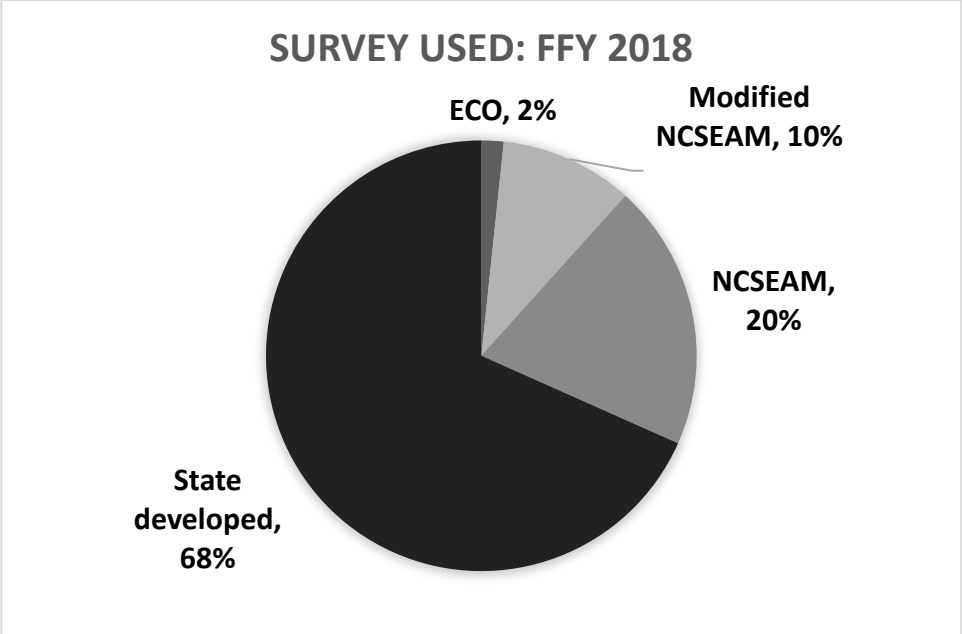
This analysis is based on information on Indicator 8 from states' FFY 2018 APRs and subsequent revisions submitted to the Office of Special Education Programs (OSEP). State Performance Plans (SPPs) with any revisions also reviewed in order to clarify and analyze APR data.

METHODOLOGY & MEASUREMENT APPROACHES

In understanding any comparisons of state performance, it is important to note that states use a variety of methodologies and measures to determine their performance on this indicator. As outlined in Chart 1 below, the state-developed survey instruments make up the majority of measures used, with 68% of states identifying these as their data collection tool during FFY 2018. The NCSEAM survey is used by 20% of states, and an additional 10% use a survey that is reported as a modification of the NCSEAM tool. One state (2%) reported that it used the ECO survey. This data represents a change in states data collection instruments from FFY2017: two states (RI and SC) went from NCSEAM to State Developed surveys, and one state (CT) went from State Developed to Modified NCSEAM. During FFY 2018 the use of state developed surveys increased as well as the use of the Modified NCSEAM. The use of NCSEAM had a small reduction. The use of the ECO survey remains the same; only one state reported its use.

The number of states that are using state-developed instruments minimizes the comparability of performance data for this indicator.

Chart 1: Survey Instruments Used by States
Indicator 8: FFY 2018



In the original State Performance Plans and subsequent revisions and amendments, states outlined their methods for survey distribution. As outlined in Table 1 below, in the FFY2018 APRs, states identified their methods for distributing surveys, with 51.7% distributing surveys using census methods, including mailing survey information to all parents of students receiving Part B services and including the survey as part of annual IEP meetings with parents. The remaining 48.3% reported using sampling methods including random samples, stratified random samples, cohorts, and other strategies. The use of sampling methods is based on plans that have been reviewed and approved by OSEP.

Table 1: Distribution Methods Used by States
Indicator 8: FFY 2018

Distribution Methods (n=60)	# of States	% of States
- **Census**	31	51.7%
- **Sample**	29	48.3%

ACTUAL PERFORMANCE AND TRENDS

The following tables and charts summarize trends and compare states' performances on Indicator 8. In reviewing these data, care must be taken when drawing state-to-state judgments, as there is wide variability in the ways that states collect data and report data for this indicator. In addition to the differences in states' selection of survey instruments, there is a range of decisions that states have made related to survey distribution methods; the determination of annual targets and any year-to-year increase in targets; and the criteria used for defining the positive response(s) reported under this Indicator. In collecting and reporting performance data for Indicator 8, states also have the flexibility to decide how they will handle the process for surveying and collecting data from parents of children and youth in preschool (ages 3-5) and school-aged special education in their states. As indicated in Table 2 below, of the 60 state entities, 52 reported preschool and school-aged data together. The remaining eight (8) states reported their data separately. There was no change in the number of states reporting data separately for preschool populations.

Table 2: State Reporting of School-Aged and Pre-School Aged Data
Indicator 8: FFY 2018

Pre-School/School Aged	Number of States	Percent of States
Separately	8	13%
Together	52	87%

Table 3 outlines the percentage of states that "Met" or "Did Not Meet" established targets for performance on Indicator 8. As shown, 58.3% of states met or exceeded the targets set for the percent of parents reporting that schools facilitated their involvement in improving their students' results; 41.6% did not. This represents a decrease of 5 percentage points from FFY2017 to FFY2018. In drawing any conclusion as to these results, it is important to note that states set a wide range of targets on this indicator, including the rates of increase from year to year.

Table 3: Percent of States Meeting Targets
Indicator 8: FFY 2018, N = 68

Target Achievement	FFY 2017	FFY 2018
Met Target	63.3%	58.3%
Did Not Meet Target	36.7%	41.6%

Chart 2 and Tables 4 and 5 provide Six-Year Trend data for Indicator 8 survey responses from parents of school-aged children. The overall performance distribution across states showed essentially little improvement for FFY2018, as 32 of the 60 states demonstrate high levels of performance. One state reported the high of 100% of parents reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The lowest percent reported for

FFY2018 was 30%, which is 2 percentage point higher than the low for FFY 2017. The mean has steadily risen over the six-year period, and the mean for FFY2018 is equal to the FFY2017 mean.

Chart 2: Six-Year Trend Data
Indicator 8: Parents of School-Aged Children & Youth
FFY 2013 to FFY 2018
N=60

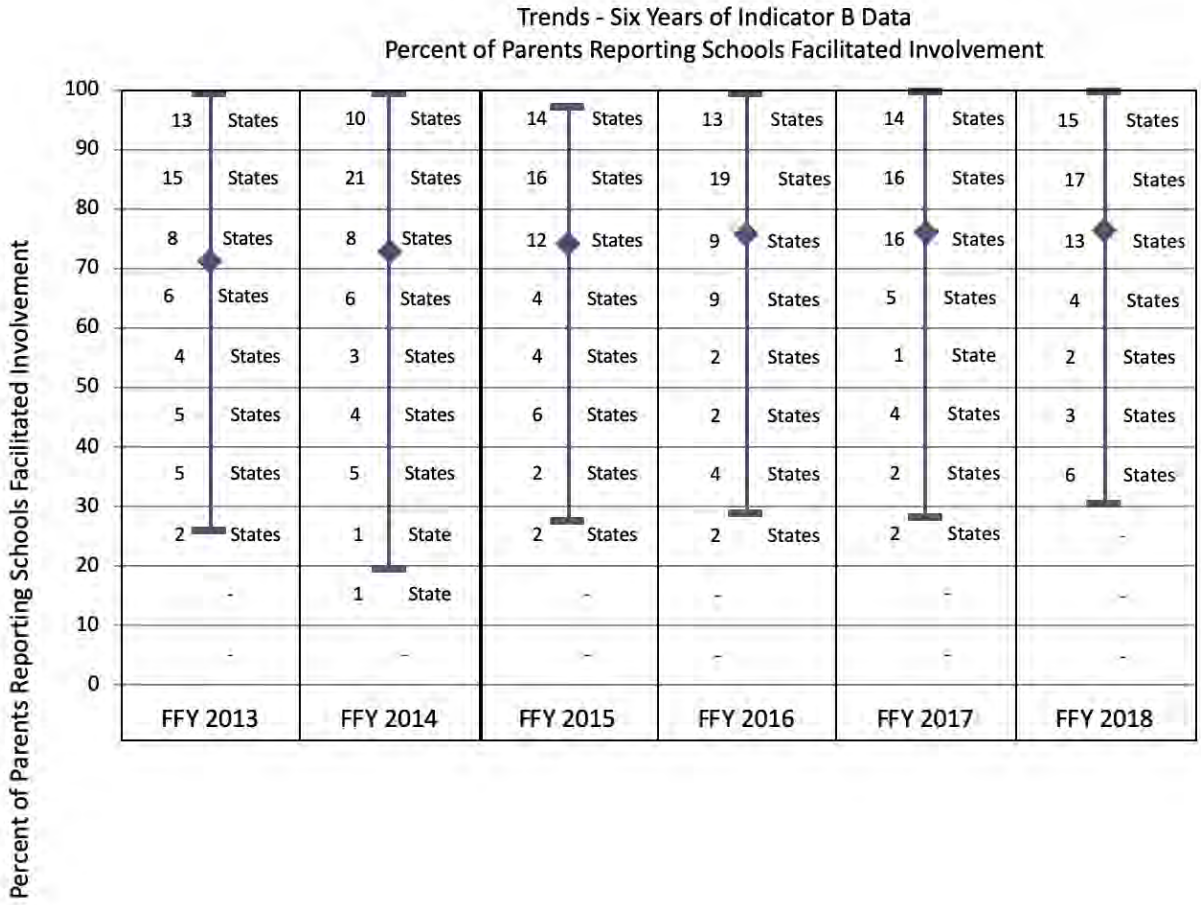


Table 4: Six-Year Trend Data
Indicator 8: Parents of School-Aged Children & Youth
FFY 2013 to FFY 2018

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean	71	73	74	76	76	76
Highest	99	99	97	99	100	100
Lowest	26	19	27	29	28	30
No Data	2	1	0	0	0	0

Table 5: Numbers of States by Percentage of Parents of School-Aged Children Reporting Schools Facilitated Involvement

Percentage ranges	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	13	10	14	13	14	15
80% to <90%	15	21	16	19	16	17
70% to <80%	8	8	12	9	16	13
60% to <70%	6	6	4	9	5	4
50% to <60%	4	3	4	2	1	2
40% to <50%	5	4	6	2	4	3
30% to <40%	5	5	2	4	2	6
20% to <30%	2	1	2	2	2	0
10% to <20%	0	1	0	0	0	0
0% to <10%	0	0	0	0	0	0

In Chart 4, six of eight states reported results within the 80-100% range. The lowest percentage reported for FFY2017 was 49% by one state, which is 1 percentage point lower than it has been during the previous three years.

Chart 4: Six-Year Trend Data
Indicator 8: Parents of Pre-School-Aged Children
FFY 2012 to FFY 2017
N=8

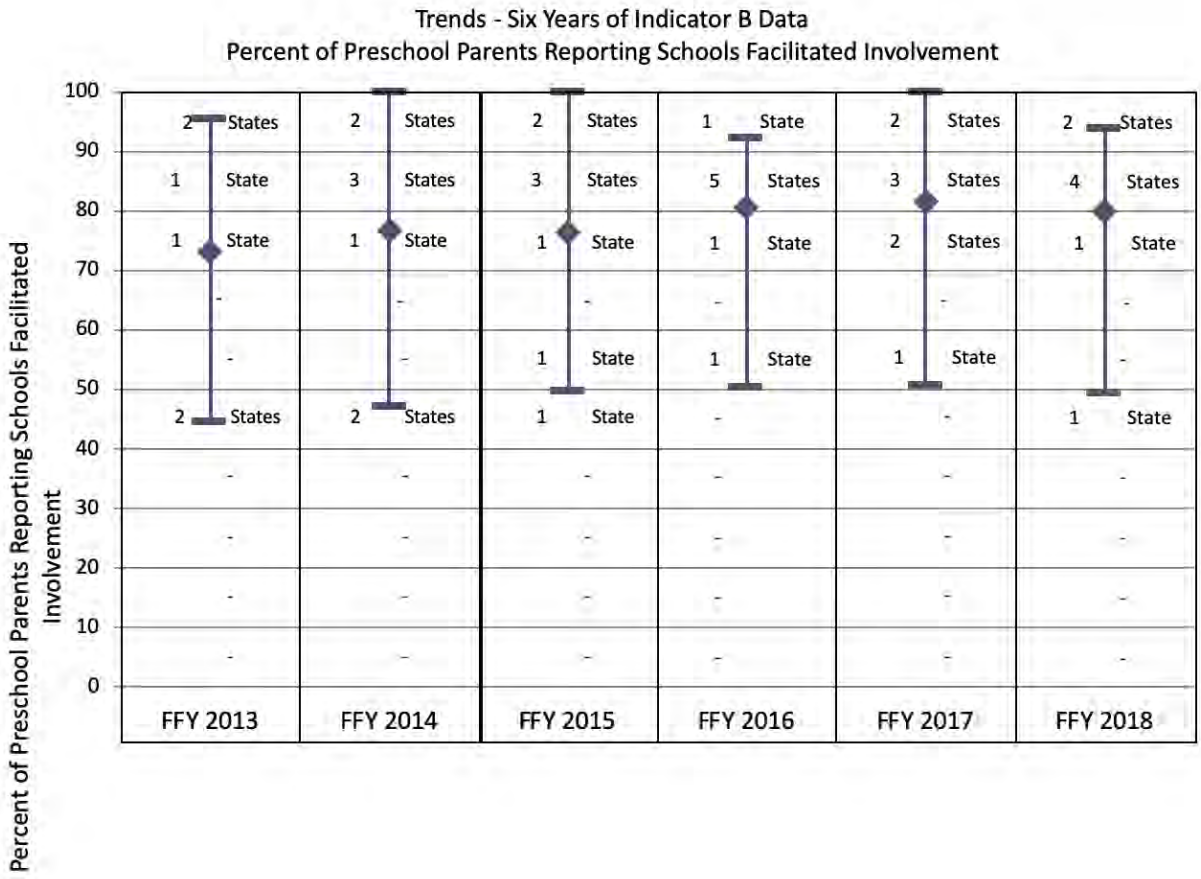


Table 6 provides Six-Year Trend data for survey responses from parents of pre-school aged children in the eight states where states report this data separately. The overall FFY 2018 performance distribution across states showed a reduction in 6 percentage points over FFY 2017. The mean decreased by 2 points but is still higher than the years before FFY 2017.

Table 6: Six-Year Trend Data
Indicator 8: Percent of Parents of Pre-School-Aged Children Reporting Schools Facilitated Involvement
FFY 2013 to FFY 2018

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean	71	73	77	77	82	80
Highest	95	100	100	92	100	94
Lowest	45	47	50	50	50	49

Table 7: Indicator 8 – Numbers of States by Percentage of Parents of Pre-School-Aged Children Reporting Schools Facilitated Involvement

Percentage	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	2	2	2	1	2	2
80% to <90%	1	3	3	5	3	4
70% to <80%	1	1	1	1	2	1
60% to <70%	0	0	0	0	0	0
50% to <60%	0	0	1	1	1	0
40% to <50%	2	2	1	0	0	1
0% to <40%	0	0	0	0	0	0

Responses Representative of Student Demographics

In addition to providing information on the surveys used and their data collection methods, States were also asked to provide a "Yes or "No" response to this statement: *"The demographics of the parents responding are representative of the demographics of children receiving special education services."* As outlined in the Table 8 below, 53.3% of states (32) indicated that the responses received were indeed representative of student demographics.

Table 8: States Indicating Responses are Representative of Student Demographics

In FY 2018	# of States	% of States
No	28	46.7%
Yes	32	53.3%

States used a variety of methods for determining the extent to which responses were representative. For example, some states analyzed direct comparisons between the overall demographic distributions of students receiving special education services based on gender, race, ethnicity, and disability and the demographics parent responses to the states' survey. Other states included data on ages, and/or grade ranges in their comparisons.
States conducted chi square analyses of the relation between the demographic variables of race/ethnicity categories of surveyed parents and the children receiving special education services with the significance of the relation between these variables used in determining the extent to which responses were representative. States also used a variety of standards for measuring the extent to which responses are representative of the demographics of states students receiving special education services. Where states specifically identified their standard, there was a range of a low of +/- 1 point to a high of +/-10 points difference between the percent of responses and the percent of students in a demographic group.

States indicating that they did not achieve representative responses outlined a number of strategies for improving results in FY 2019. These strategies included increasing collaborations with local education agencies to identify local contacts or liaisons for the survey, providing easily accessible on-line resources and training to support local dissemination efforts, sharing real time data on response rates and demographics of responses, and providing outreach materials for multiple messages and reminders for families to complete surveys. One state is developing improvement plans with LEAs. States indicated expanding online survey options, including increased survey completion through mobile devices, providing the survey in a variety of languages, and also oversampling of some populations as other strategies. Collaborations and partnerships with OSEP funded Parent Training and Information Centers and Community Parent Resource Centers to target outreach to under-represented populations was included as a strategy by the vast majority states.

CONCLUSION

As a result of the differences in survey instruments and also in data collection and measurement techniques, states' individual performances on Indicator 8 vary significantly. However, despite the number of states that did not meet targets, given the performance across states as measured by the changes in the mean and also in the numbers of states experiencing improvements in their data, it can be concluded that overall performance on Indicator 8 remains stable, showing modest changes or no change in all data from FFY2017 to FFY2018.

INDICATOR B9 & B10: DISPROPORTIONATE REPRESENTATION DUE TO INAPPROPRIATE IDENTIFICATION

Completed by the IDEA Data Center (IDC).

INTRODUCTION

The measurements for these SPP/APR indicators are as follows:

B9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification; and

B10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

The IDEA Data Center (IDC) reviewed the FFY 2018 APRs for the 50 states, the District of Columbia, and the Virgin Islands (52 entities). Two states did not have valid and reliable data for B9 and B10. One state did not have valid and reliable data for B9 or B10. One state is not required to report on B10. The other territories and the Bureau of Indian Education are not required to report on B9 and B10. Throughout the remainder of this section, all are referred to as states, unless otherwise noted.

DATA SOURCES

Data sources include data states submitted through the ED*Facts* Submission System FS002 Children with Disabilities (IDEA) School Age File and states' analyses to determine if the disproportionate representation of racial/ethnic groups in special education and related services (B9) and in specific disability categories (B10) was the result of inappropriate identification.

METHODOLOGY & MEASUREMENT APPROACHES

This section describes the various approaches states used to calculate disproportionate representation, including whether states used a single method or multiple methods, definitions of disproportionate representation, and minimum cell and/or n-size requirements.

Methods States Used to Calculate Disproportionate Representation

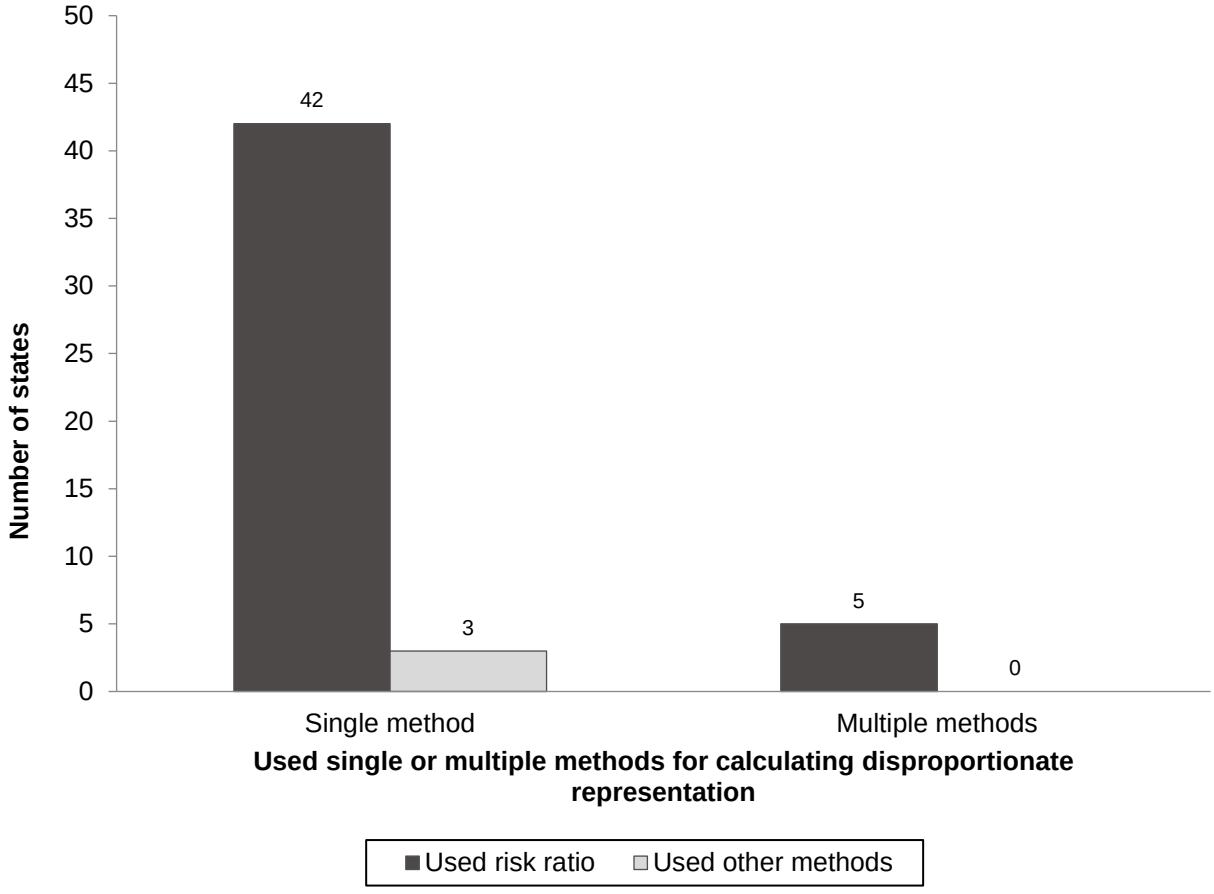
Most states (45 out of the 50 states or 90%) used one method to calculate disproportionate representation (see Figure 1). All states used the same method for B9 as they used for B10. Of the 45 states using one method, 42 states (93%) used one or more forms of the risk ratio (i.e., risk ratio, alternate risk ratio, weighted risk ratio) as their sole method for calculating disproportionate representation. The other three states

(7%) used risk or composition as their sole method for calculating disproportionate representation.

The remaining 5 out of the 50 states (10%) used more than one method to calculate disproportionate representation. All five of these states (100%) used the risk ratio in combination with one or more other methods, such as some form of composition, risk, or expected counts of students.

Figure 1

Number of States That Used the Risk Ratio or Other Methods to Calculate Disproportionate Representation, by Whether the State Used Single or Multiple Methods: 2018–19



Definitions of Disproportionate Representation

Most of the 45 states using a risk ratio defined disproportionate representation with a risk ratio threshold. That is, the state considered a district to have disproportionate representation only if the risk ratio for one or more racial/ethnic groups was greater than the state's threshold. The three most used thresholds for disproportionate representation were 3.0 (21 states), 2.0 (6 states), and 2.5 (6 states).

The small number of states (3 states out of the 50) that calculated disproportionate representation using other methods defined disproportionate representation in different ways. These included percentage-point differences (composition) and comparisons to thresholds and statistical significance (risk).

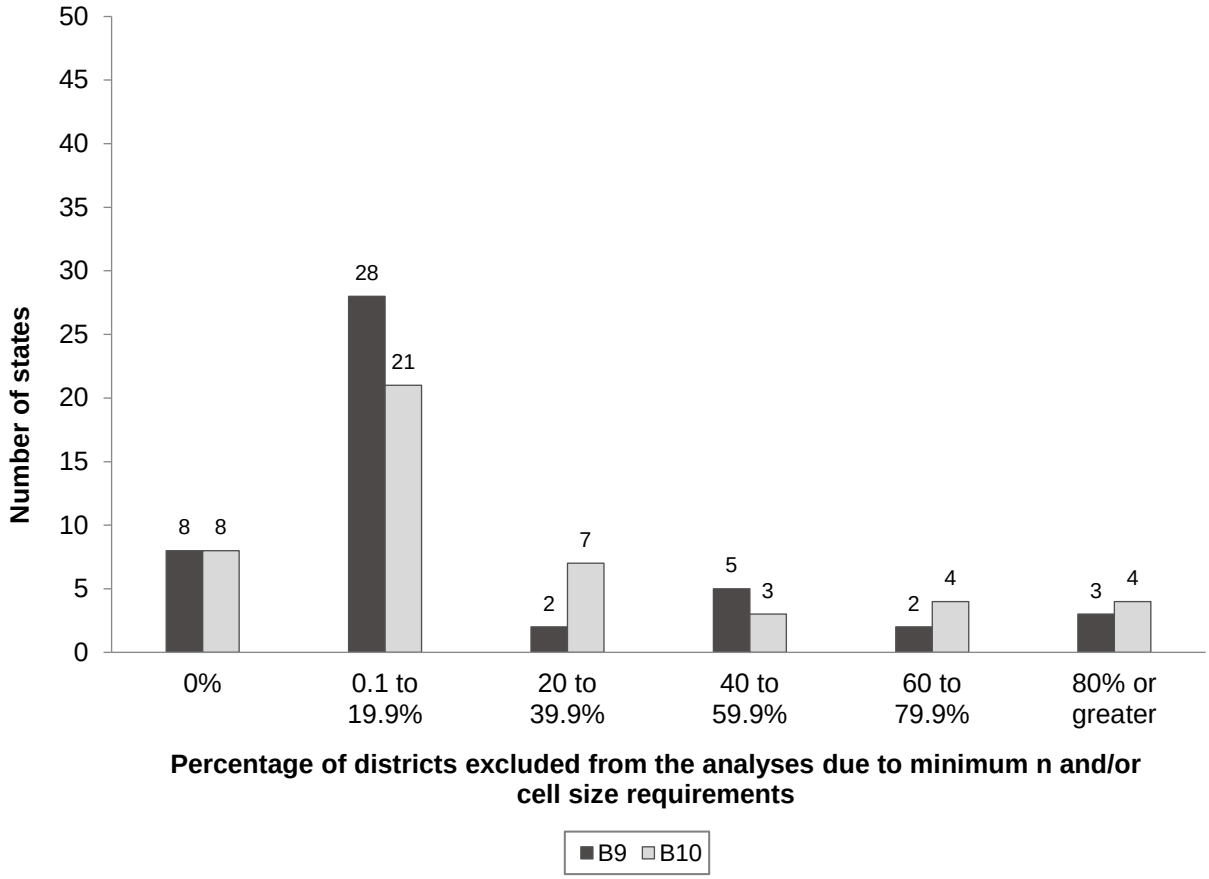
Minimum Cell and/or N-Size Requirements

When determining disproportionate representation, states are required to analyze data for each district, either for all racial/ethnic groups in the district or for all racial/ethnic groups in the district that meet the minimum cell and/or n-size set by the state. Overall, 49 states (98%) used minimum cell and/or n-size requirements in their calculations of disproportionate representation for both B9 and B10. States specified a variety of minimum cell and/or n-size requirements, ranging from 5 to 100 students.

All states reported on the percentage of districts excluded from the analyses due to minimum cell and/or n-size requirements for B9 and B10. Figure 2 presents this information.

Figure 2

Number of States Reporting Various Percentages of Districts Excluded from the Analyses Due to Minimum Cell and/or N-Size Requirements: 2018–19



FIGURES & EXPLANATIONS: ACTUAL PERFORMANCE & TRENDS

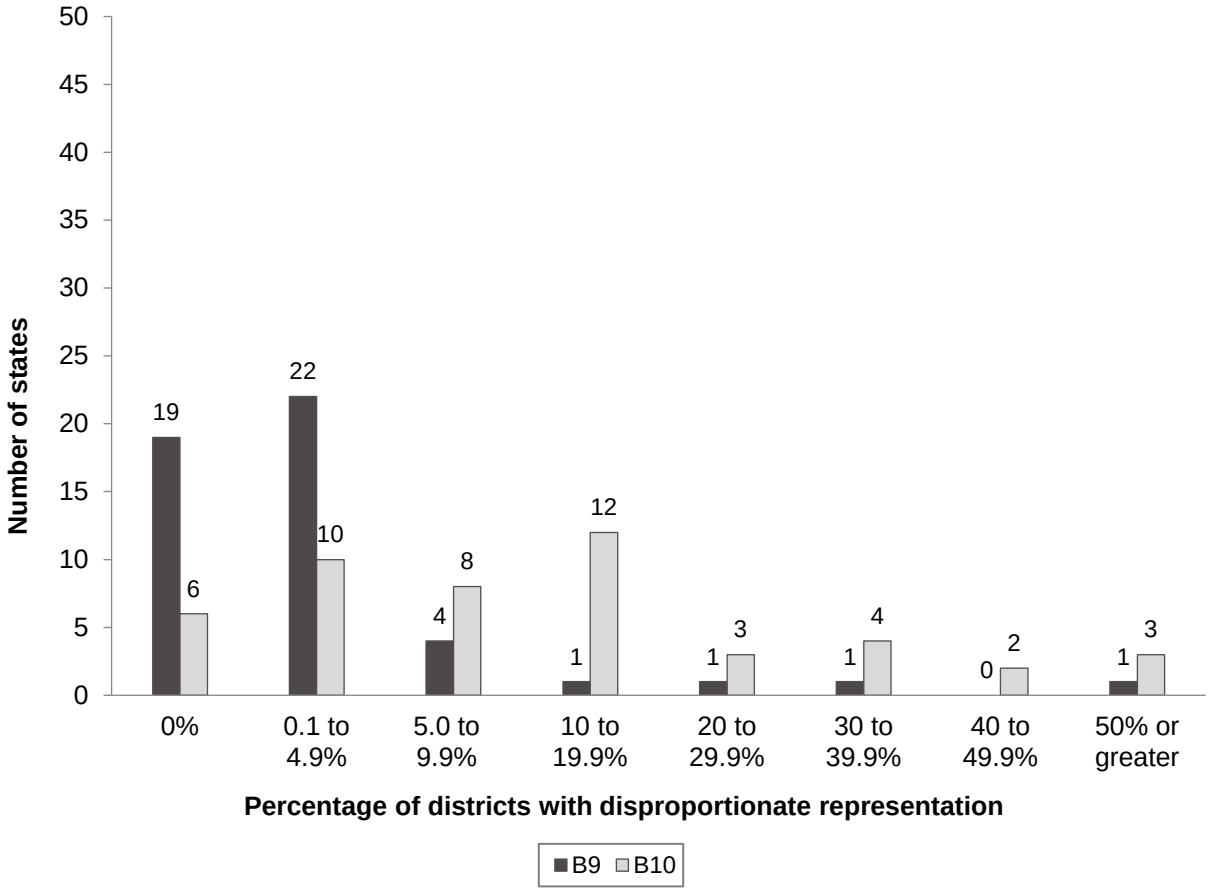
This section provides actual performance data for B9 and B10 for FFY 2018 and change from FFY 2017 to FFY 2018.

Percentage of Districts with Disproportionate Representation

In their APRs, states reported on the number of districts that they identified with disproportionate representation and subsequently targeted for a review of the district's policies, procedures, and practices. Figure 3 summarizes this information.

Figure 3

Number of States Reporting Various Percentages of Districts with Disproportionate Representation for B9 and B10: 2018–19



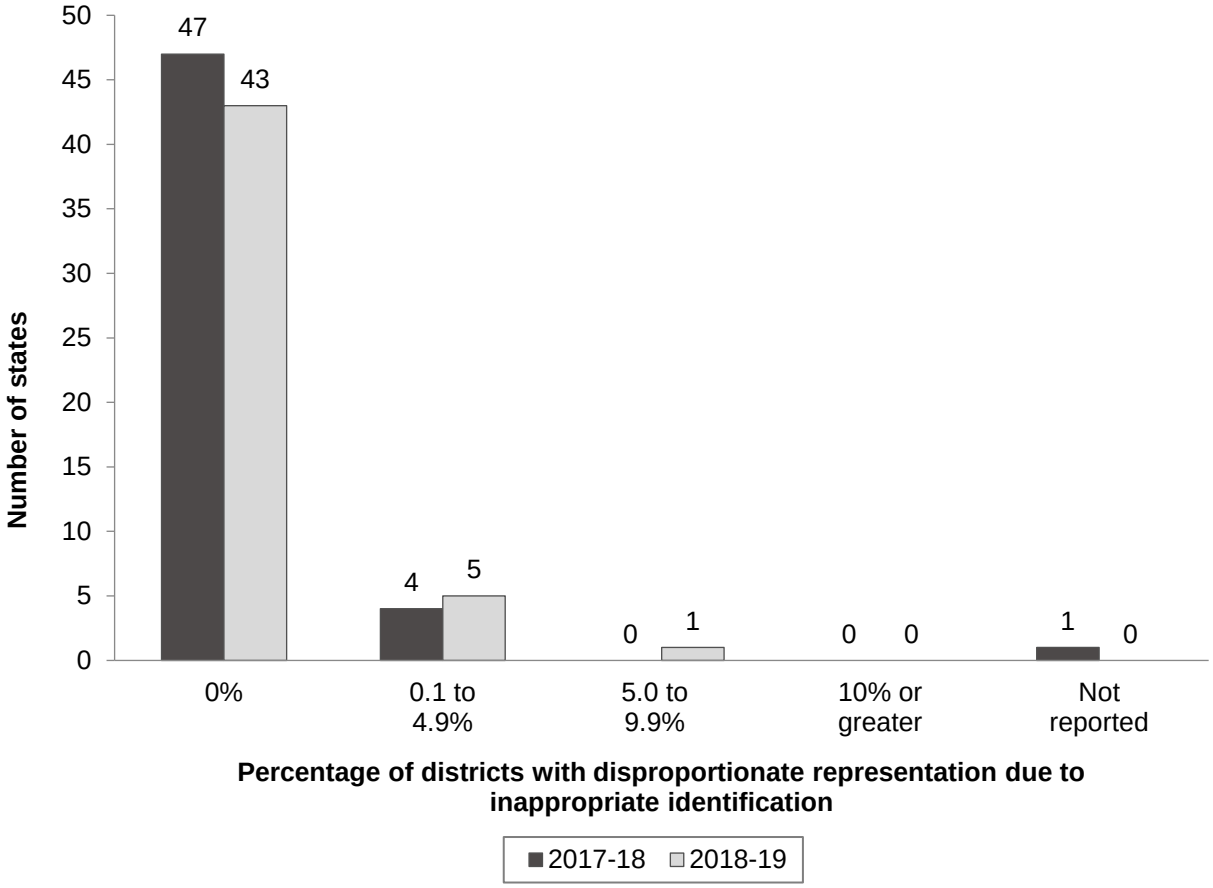
Note: Two states did not report valid and reliable data for B9 and B10, one state did not report valid and reliable data for B9 or B10, and another state is not required to report on B10. Therefore, N= 49 for B9 and N=48 for B10.

Percentage of Districts with Disproportionate Representation That Was the Result of Inappropriate Identification

For both B9 and B10, states reported the percentage of districts that had disproportionate representation that was the result of inappropriate identification (see Figures 4 and 5 for B9 and B10, respectively). For each indicator, data are presented for 2017-2018 and 2018–19.

Figure 4

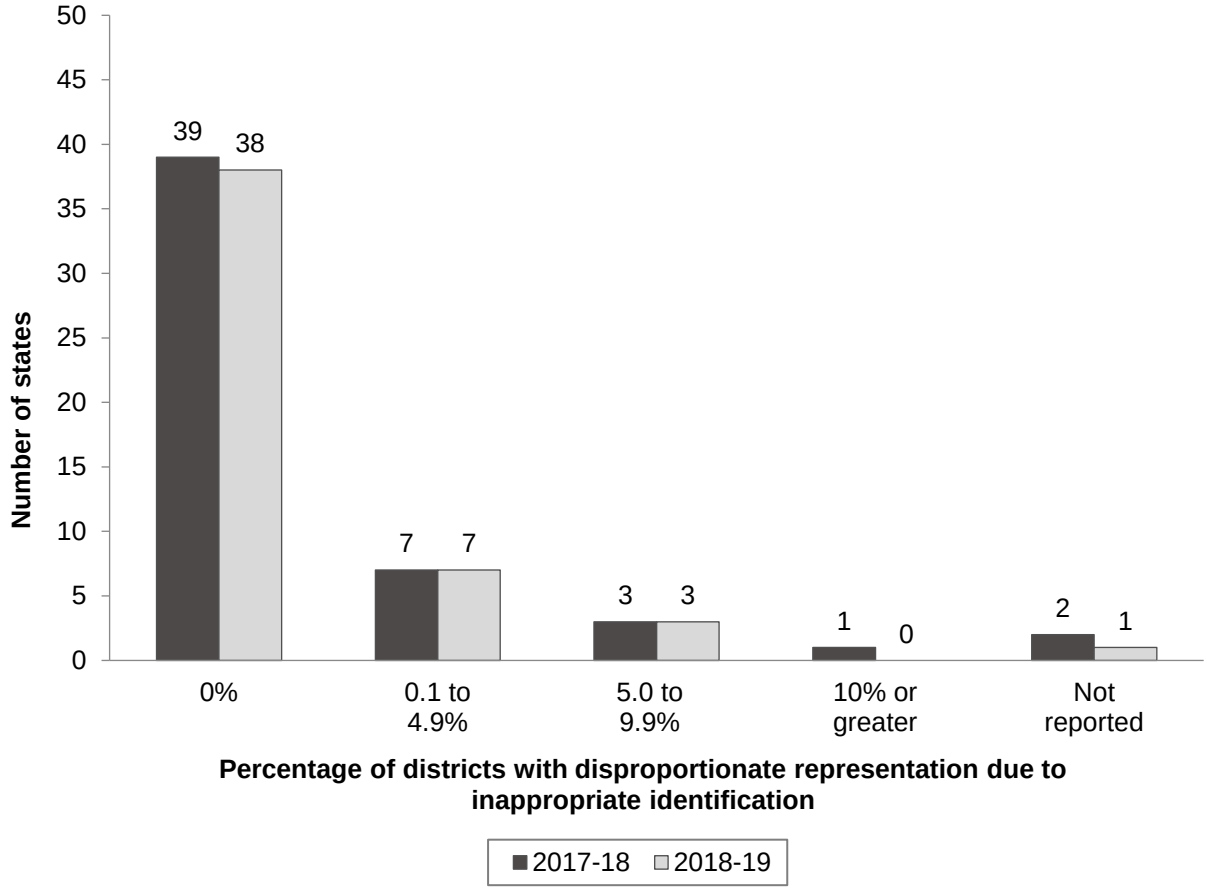
Number of States Reporting Various Percentages of Districts with Disproportionate Representation That Was the Result of Inappropriate Identification for B9: 2017-18 and 2018–19



N=52 for 2017-2018 and N=49 for 2018-2019.

Figure 5

Number of States Reporting Various Percentages of Districts with Disproportionate Representation That Was the Result of Inappropriate Identification for B10: 2017–18 and 2018–19



N=52 for 2017-2018 and N=49 for 2018-2019.

Description of Change From 2017–18 to 2018–19

An examination of change from 2017–18 to 2018–19 in the percentage of districts identified as having disproportionate representation due to inappropriate identification revealed that of those states that reported valid and reliable data in both 2017–18 and 2018–19[1]:

- Forty-one states (84%) for B9 and 37 states (77%) for B10 reported no change in the percentage of districts identified as having disproportionate representation due to

[1] Fifty-one states reported valid and reliable data for 2017-18 and 49 states for 2018-19 for B9, and 48 states reported valid and reliable data for B10 for both 2017–18 and 2018-19. One state is not required to report on B10.

inappropriate identification (all of these states for B9 and all but one state for B10 met the target of 0% in 2017–18 and 2018–19).

- For B9, two states (4%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and six states (12%) reported an increase.

- For B10, seven states (15%) reported a decrease in the percentage of districts identified as having disproportionate representation due to inappropriate identification, and four states (8%) reported an increase.

INDICATOR B11: TIMELY INITIAL EVALUATIONS

Completed by the National Center for Systemic Improvement (NCSI).

INTRODUCTION

This report presents a review of Indicator 11 state improvement activities from the Annual Performance Reports (APR) of 50 states and 10 other administrative units including the District of Columbia, the Bureau of Indian Education, and eight territories. Each of these states, territories, the District of Columbia, and the Bureau of Indian Education, will be referred to as entities throughout this document.

Measurement of this indicator is defined in the Part B SPP/APR Measurement Table as:

> *Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe*.

After an overview of the data from all 60 reporting entities, an analysis is presented. The overview of the data includes tables summarizing findings of data reported on Indicator 11, Part B. A conclusion with recommendations is included in this report as well.

DATA SOURCES AND MEASUREMENT APPROACHES

All 60 entities (50 U.S. states and 10 U.S. administrative units) are required to account for children for whom parental consent was received but who were not evaluated within the timeline. States must also indicate the range of days for which evaluations occurred beyond the timeline, including any reasons for the delays. Under 34 CFR §300.301(d), the timeframe set for initial evaluation does not apply if: (1) the parent of a child repeatedly fails or refuses to produce the child for the evaluation, or (2) a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability. In the event the state has established a timeframe which provides for exceptions through state regulation or policy, it must describe the cases falling within those exceptions and include this number in the denominator.
Data for reporting on this indicator are to be taken from state monitoring or state data systems and based on actual, not an average, number of days. If data is generated from a state monitoring system, the state must describe the method used to select Local Education Agencies (LEAs) for monitoring. If data are from a state database, the state must include data for the entire reporting year.

OVERVIEW OF ACTUAL PERFORMANCE

State-reported data since the first reporting year (2011-2012) shows very minimal changes. Across all six monitoring years, the highest percentage reported by a state was 100% (FFY 2018), meaning all children were evaluated within 60 days of initial

parental consent. The lowest percentage reported by a state across all monitoring years was 81% (FFY 2013), which means approximately 80% of children were evaluated within 60 days of initial parental consent. Progress is measured as the difference from baseline (FFY 2013) and the past reporting year (FFY 2017) to the current reporting year (FFY 2018).

In the most recent reporting year (FFY 2018), approximately 97% of children were evaluated within 60 days of parental consent across all entities. State performance on this indicator has remained relatively stable in the past several years. As indicated in Figure 1, there is no discernable difference from the baseline monitoring year (FFY 2013) to the most recent reporting year (FFY 2018). Figure 1 also illustrates the number of entities in each percentage band (e.g., 10-20%, 20-30%). For the current reporting year (FFY 2018) the bandwidth has extended out with states surrounding the mean decreasing slightly. The highest band (90-100%) in FFY 2018 includes 57 entities, whereas in FFY 2017 there were 59 entities in the highest band.

Figure 1

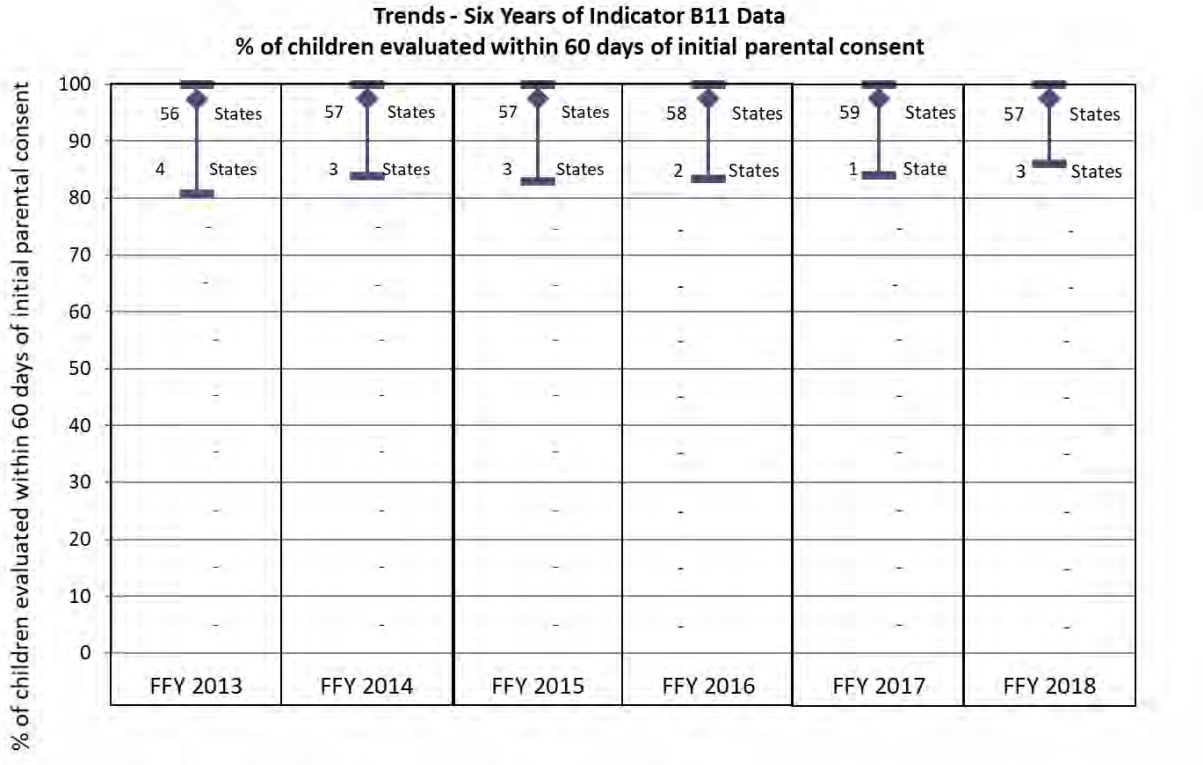


Table 1

Percent evaluated within 60 days	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	56	57	57	58	59	57
80% to <90%	4	3	3	2	1	3
0% to <80%	0	0	0	0	0	0

Table 2

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean	97	98	97	98	97	97
Highest	100	100	100	100	100	100
Lowest	81	84	83	83	84	86
No Data	0	0	0	0	0	0

FURTHER COMPARISON ACROSS YEARS

Taking a closer look at the data, Figure 2 demonstrates the difference in data for all 60 entities reported between the two most recent submission periods - FFY 2017 and FFY 2018. Given that the goal for all 60 entities is 100% and the mean for the past six reporting years has remained above or at 97%, the data in Figure 2 is expressed in positive and negative numbers so that very small increments of change can be reflected. Four entities (6.7%) reported no changes from data reported between the two reporting years. However, 30 entities (50.0%) reported an increase and 26 entities (43.3%) reported a decrease in the number of children evaluated with 60 days of receiving parental consent.

Despite the data remaining relatively stable, only 5 entities (8.3%) indicated meeting targets set for the FFY 2018 reporting year. Of the 5 entities that met target, 4 reported no changes and 1 reported positive changes. Consistent with previous data, any progress was slight. The remaining 55 entities (91.7%) reported not meeting targets set for Indicator 11, Part B.

Figure 2

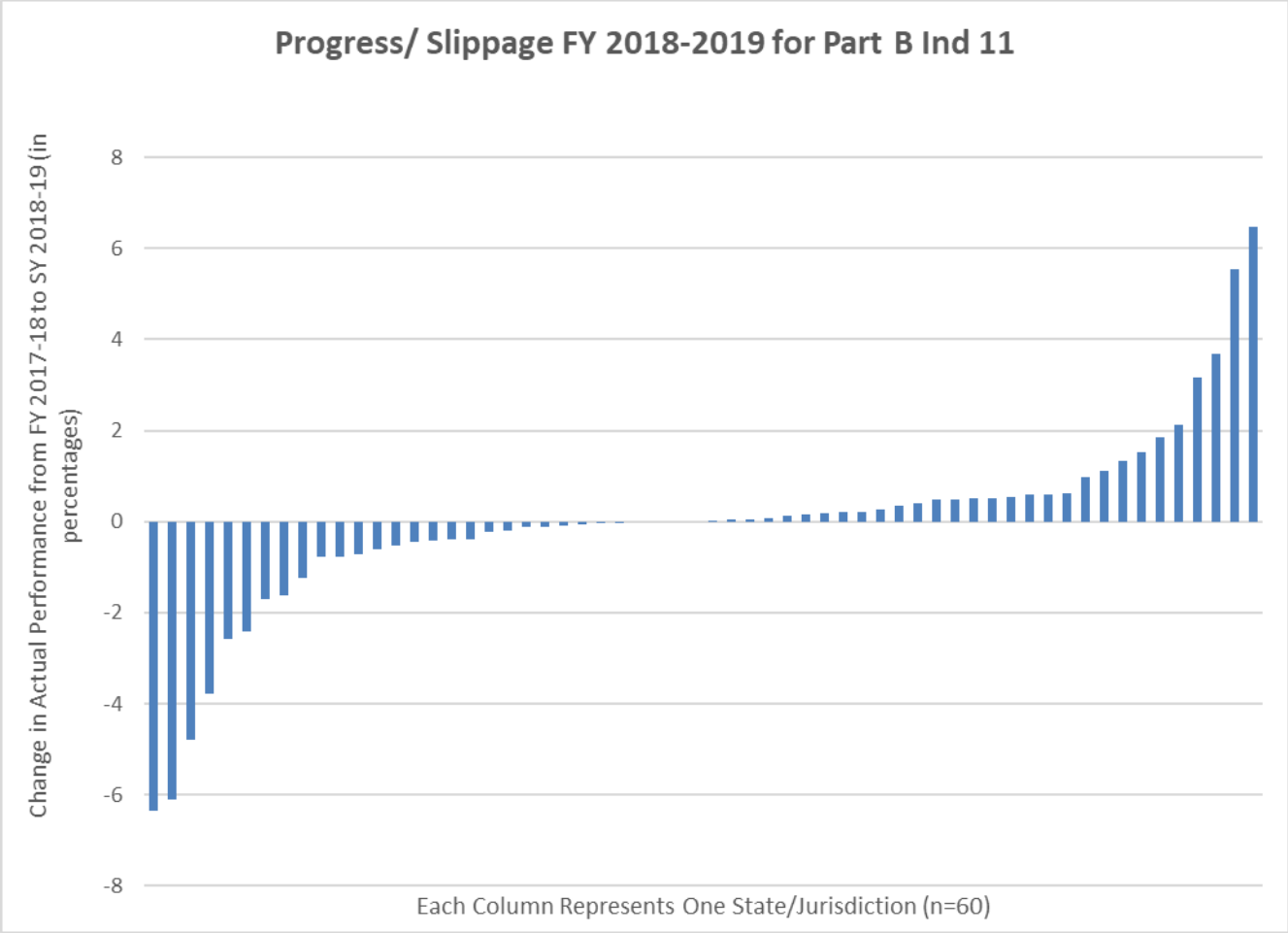
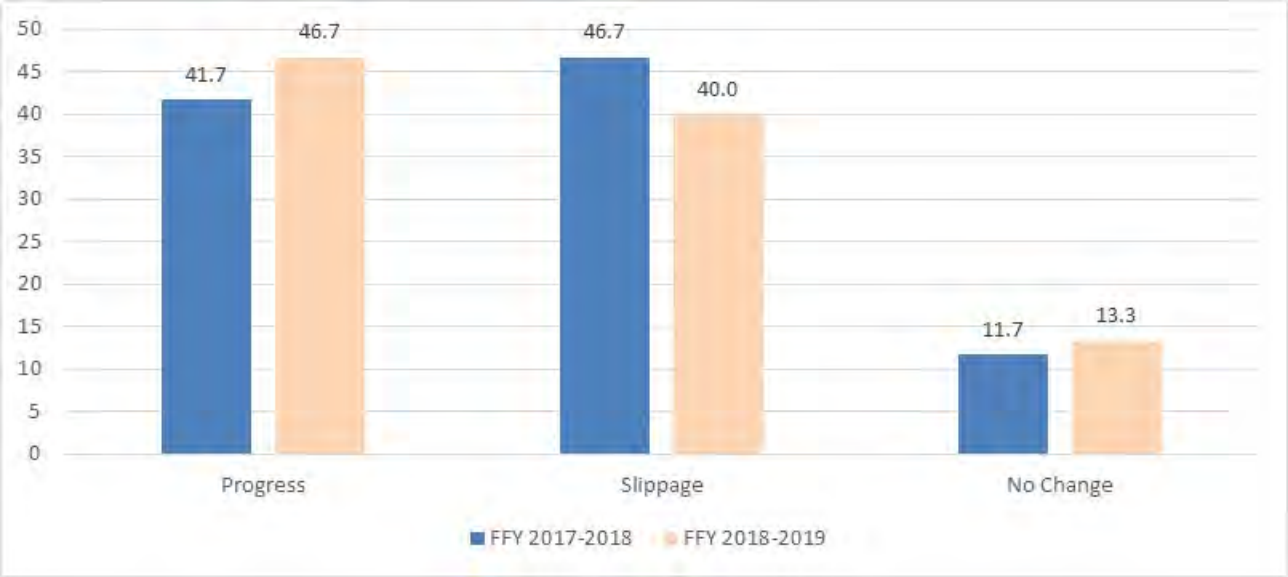


Figure 3, below, illustrates an additional analysis of the data reported in FFY 2017 and FFY 2018. The figure indicates the percentage of entities which reported progress, or an increase, in the number of children evaluated within 60 days of receiving parental consent, the number of entities which reported slippage, or a decrease, and the number of entities which reported no change. For the FFY 2017 reporting year, 41.7% of entities reported progress, 46.7% of entities reported slippage, and 11.7% reported no change. For the FFY 2018 reporting year, 46.7% percent reported progress, 40.0% percent reported slippage and, 13.3% percent reported no change.

Figure 3



CONCLUSION

As indicated throughout this analysis, states have reached and maintained a substantially high level of compliance for Part B Indicator 11 as indicated by maintaining an overall actual performance mean slightly greater than 97% across six reporting years. This means across all 60 entities, at least 97% of children are evaluated within 60 day of receiving parental consent. However, states' progress in fully meeting the 100% criterion set for this indicator continues to remain a challenge. For example, for the current reporting year (FFY 2018), 55 entities (91.7%) reported not meeting the OSEP-required target of 100%.

It is not clear what impact missing the 60-day evaluation timeline has on child outcomes. Without the availability of student outcome data for children for whom the evaluation timeline was not met, it is not possible to determine if failure to conduct an evaluation within 60 days of receiving parental consent results in any negative academic, behavioral and functional achievement of students with disabilities.

An additional limitation to this analysis is the lack of data regarding the barriers preventing entities from evaluating children within 60 days of receiving parental consent. Barriers could be attributed to, but not limited to, appropriate policies and procedures, availability of personnel with specific expertise or qualifications, and availability of the child. In extreme situations, barriers could include natural disasters, such as hurricanes, which may result in extended school closures.

This analysis provides an overview of reported Indicator 11, Part B from all 60 entities. Since the initial reporting year (FFY 2012), states have reported relatively high levels of compliance with this indicator and there have been minimal changes, on average, in overall state performance from year to year.

INDICATOR B12: EARLY CHILDHOOD TRANSITION

Completed by the Early Childhood Technical Assistance Center (ECTA).

Indicator B12: Percent of children referred by Part C prior to age three and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.

INTRODUCTION

Indicator 12 reports data on the transition from Part C to Part B. The Individuals with Disabilities Education Act (IDEA) specifies that in order for a state to be eligible for a grant under Part B, it must have policies and procedures ensuring that, "Children who participated in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part [Part B] experience a smooth and effective transition to those preschool programs in a manner consistent with §637(a)(9). By the third birthday of such a child an individualized education program has been developed and is being implemented for the child" [§ 612(a)(9)].

The Indicator 12 summary is based on FFY 2018 Part B Annual Performance Reports (APRs) from 56 states and jurisdictions. For the purpose of this report, all states and jurisdictions are referred to collectively as "states." Indicator 12 does not apply to three Pacific jurisdictions (Federated States of Micronesia, Palau, and Marshall Islands) nor to the Bureau of Indian Education, as these do not receive Part C funds under the IDEA.

In responding to this indicator, states were required to report actual FFY 2018 performance data and to provide the reasons for delay when IEPs were not developed and implemented by a child's third birthday. This is a performance indicator with targets of 100% for all states.

DATA SOURCES AND MEASUREMENT APPROACH

States use a variety of data sources in reporting data for this indicator, including state data systems and data from monitoring processes. Most states use the state data system to provide data for this indicator, often supplemented with additional data collection methods or systems. Some states cross-reference individual child level data provided by Part C with Part B data, ensuring an accounting of each child regardless of the data source used.

PERFORMANCE TRENDS

Figure 1 illustrates data for the current year (FFY 2018) and trend data for the last six reporting years (FFY 2013 to FFY 2018) for Indicator 12. The number of states represented within each ten-percentage point range are shown in the figure. Table 1 provides the detailed data reflected in the figure. Table 2 provides the summary data for Indicator 12, including the national mean, range, and number of states included.

Figure 1

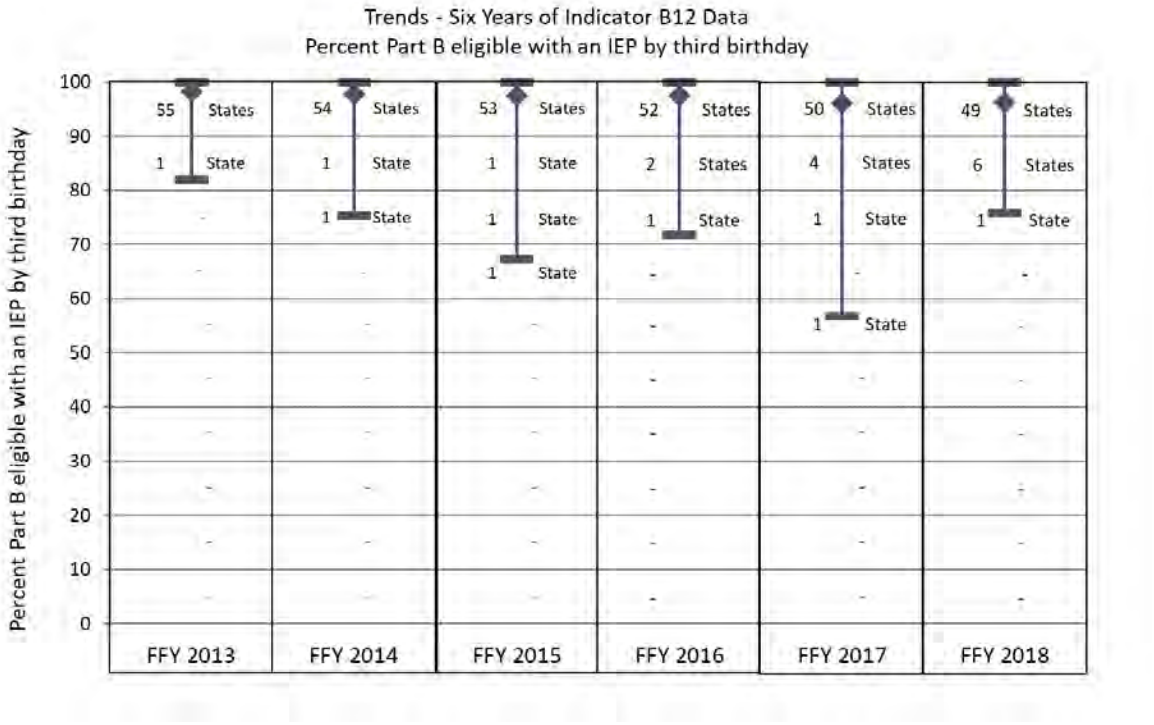


Table 1: Indicator B12 Detail Data
Number of States by Deciles and Reporting Year (FFY 2013 to FFY 2018)

Percent Part B Eligible with IEP by Age Three	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
90% to 100%	55	54	53	52	50	49
80% to <90%	1	1	1	2	4	6
70% to <80%	0	1	1	1	1	1
60% to <70%	0	0	1	0	0	0
50% to <60%	0	0	0	0	1	0
0% to <50%	0	0	0	0	0	0

Table 2: Indicator B12 Summary Data (FFY 2013 to FFY 2018)

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Mean (%)	98	98	97	97	96	96

Statistic	FFY 2013	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018
Highest (%)	100	100	100	100	100	100
Lowest (%)	82	75	67	72	57	76
No Data (n)	0	0	0	1	0	0