

## **Part B State Performance Plan and Annual Performance Report (Part B SPP/APR)**

### **General Instructions**

Each State is required to submit its FFY 2020 SPP/APR Part B Indicators 1-17 by February 1, 2022.

#### **The State's FFY 2020 Part B SPP/APR submission must include:**

- 1) An introduction, with sufficient detail to ensure that the Secretary and the public are informed of and understand the State's systems designed to drive improved results for children with disabilities and to ensure that the State educational agency (SEA) and local educational agencies (LEAs) meet the requirements of the IDEA Part B. This introduction must include descriptions of the State's:
  - a. General Supervision System: The systems that are in place to ensure that the IDEA Part B requirements are met, *e.g.*, monitoring, dispute resolution, etc.;
  - b. Technical Assistance System: The mechanisms that the State has in place to ensure the timely delivery of high quality, evidence-based technical assistance and support to LEAs;
  - c. Professional Development System: The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for children with disabilities;
  - d. Stakeholder Involvement: The mechanisms for soliciting broad stakeholder input on the State's targets in the SPP/APR and any subsequent revisions that the State has made to those targets, and the development and implementation of Indicator 17, the State Systemic Improvement Plan (SSIP). This must include:
    - i. The number of parent members who provided stakeholder input and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in setting targets, analyzing data, developing improvement strategies, and evaluating progress;
    - ii. Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation activities designed to improve outcomes for children with disabilities;
    - iii. The mechanisms and timelines for soliciting public input for setting targets, analyzing data, developing improvement strategies, and evaluating progress;
    - iv. The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public; and
  - e. Reporting to the Public: How and where the State reported to the public on the FFY 2019 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2019 APR, as required by 34 C.F.R. § 300.602(b)(1)(i)(A); and a description of

where, on its Web site, a complete copy of the State’s SPP/APR, including any revisions, if the State has revised the targets that it submitted with its FFY 2019 APR in 2021, is available.<sup>1</sup>

- 2) Baseline data for Indicators 1 through 17. If the State is proposing to revise its baseline data for an indicator, it must provide an explanation for that revision.
- 3) Targets for Indicators 1 through 17 that cover the years of the SPP (*i.e.*, FFY 2020 through FFY 2025). The State’s FFY 2025 target must reflect improvement over the baseline data. In setting its targets for FFY 2020 through FFY 2025, the State must describe its stakeholder input process.
- 4) Data from FFY 2020 and other responsive SPP/APR information for Indicators 1 through 17.
  - a. If data collection or performance for any indicator was impacted specifically by COVID-19, the State must include in the narrative for that indicator: (1) the impact on performance, data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State’s ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection. This must be completed for each indicator for which data collection was impacted by COVID-19.
  - b. The February 22, 2021, letter from the Office of Elementary and Secondary Education to Chief State School Officers offered flexibility with respect to accountability, reporting systems, and assessment for the 2020-2021 school year. States should describe any assessment flexibilities that were utilized under Indicator 3 and, if applicable, Indicator 17, if the State uses the Statewide assessment to measure its State-identified Measurable Result.
- 5) The reasons for slippage for indicators where the State did not meet its FFY 2020 target, and any slippage greater than the established threshold.
- 6) In addition to the Phase I content that States were required to submit in 2015, the Phase II content that States were required to submit in 2016, and the Phase III content that States were required to submit in 2017 through 2021, the State must include the specific content required to complete Phase III of the SSIP required by Indicator 17, as well as any updates to previous Phase I, II, and III submissions. The specific content required to complete Phase III of the SSIP includes:
  - a. Data Analysis;
  - b. Implementation, Analysis and Evaluation;
  - c. Stakeholder Engagement; and
  - d. Additional Implementation Activities.

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<sup>1</sup> In accordance with 20 U.S.C. 1416(b)(2)(C)(ii)(I) and 34 C.F.R. § 300.602, each State must also report annually to the public on the performance of each LEA located in the State on the targets in its Part B SPP/APR as soon as practicable, but no later than 120 days following the State’s submission of its Part B SPP/APR to the Secretary.

- 7) Information to address any actions required by OSEP's response to the State's FFY 2019 SPP/APR, including actions related to the correction of findings of noncompliance identified by the State.

The Part B Indicator Measurement Table lists the monitoring priorities, Indicators, required data sources, measurement, and instructions for providing the required information for each indicator. In addition to the percentages required in the indicators, States are required to provide actual numbers used in the calculations.<sup>2</sup>

### Sampling

States are allowed to use sampling when so indicated on the Part B Indicator Measurement Table. When sampling is used, a description of the sampling methodology outlining how the design will yield valid and reliable estimates *must* be submitted to OSEP. The description must describe the: (a) sampling procedures followed (*e.g.*, random/stratified, forms validation); and (b) similarity or differences of the sample to the population of children with disabilities (*e.g.*, how all aspects of the population, such as disability category, race, age, gender, family income, etc., will be represented). The description must also include how the SEA addresses any problems with: (a) response rates; (b) missing data; and (c) selection bias.

Samples from LEAs must be representative of each of the LEAs sampled, considering such variables as disability categories, age, race, gender, and family income. If a State chooses to sample LEAs, all LEAs with average daily memberships of over 50,000 *must* be included in the sample. States have the option of sampling within some LEAs and using a census (*i.e.*, obtaining data from the total targeted population) in other LEAs. Relative to small districts, the State shall not report to the public or the Secretary any information on performance that would result in the disclosure of personally identifiable information about individual children or where the available data are insufficient to yield statistically reliable information, *i.e.*, numbers are too small.

For indicators that permit sampling, the State must include in its report on the performance of LEAs the most recently available performance data on each LEA and the date the data were obtained. If a State is using sampling for one or more indicators, the State must sample on the performance of each LEA on each of those indicators at least once during the period of FFYs 2020 - 2025. Further, if a State is using sampling, the State must collect data from a representative sample of LEAs each year in order to report on State performance annually.

If a State will use its currently approved sampling plan and only change the years for which it is used, the State can provide an assurance to this effect. If a State proposes to use a sampling plan that was not previously used/approved or will revise its current sampling plan, the State must submit the sampling plan for approval.

### Submission

The State must submit its Part B SPP/APR electronically using the Department's online SPP/APR submission tool. If you have any questions about the Part B SPP/APR and/or the submission procedures listed above, please contact your Part B State Lead.

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<sup>2</sup> States are not required to provide the actual numbers for Indicators 1, 2 (if using Option 1), 5, 6, 15, and 16 because they are using section 618 State-reported data for these Indicators.

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0624. Public reporting burden for this collection of information is estimated to average 1,790 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et. seq.). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Rebecca Walawender/[rebecca.walawender@ed.gov](mailto:rebecca.walawender@ed.gov) directly.