

Special Education Data – Public Reporting and How Data is Used

Alyson Garland
Pennsylvania State Data Center



PennState
Harrisburg

Pennsylvania
State Data Center



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DEPARTMENT OF EDUCATION

Website Home Page

<https://penndata.hbg.psu.edu>

- Menu Bar
 - **Public Reporting:** SEDR, Quick Report, EI, Stat Summary
 - **Data Management:** Resource Guide, Templates
 - **Annual Federal Data Reports**
 - **Additional Reports:** Spec Ed and Total Enrollment, Fast Facts
 - **Resources:** Presentations and links to BSE, PDE, PaTTAN, Census
- IU Contacts Map / Download IU Data Manager List
- Events
- PDE and PSU Contact Information (on Bottom)



The screenshot shows the homepage of the Special Education Data Reporting system. At the top is the Pennsylvania Department of Education logo and the title "Special Education Data Reporting". Below this is a navigation bar with links: Home, Public Reporting, Data Management, Annual Federal Data Reports, Additional Reports, and Resources. A banner image of three children is displayed with the text "Providing reporting on Special Education and Early Intervention services for the Department of Education". The main content area includes a welcome message, a "Data Accuracy" section, and an "About Us" section. On the right side, there are three boxes: "Intermediate Unit Contacts" with a map of Pennsylvania and a link to "Download IU Data Manager List", "Announcements" with a message about returning completed Verify Report Signoffs, and "Events" with a list of upcoming events including the "2025 PDE Data Summit" and the "IU Data Manager Meeting". At the bottom, there is a footer with contact information for the Pennsylvania Department of Education Bureau of Special Education and the Contracted Vendor - Penn State University.

Special Education Data Reporting

Home Public Reporting Data Management Annual Federal Data Reports Additional Reports Resources

Providing reporting on Special Education and Early Intervention services for the Department of Education

Welcome to the PennData Special Education Reporting System of the Pennsylvania Department of Education. This site is sponsored by the Bureau of Special Education and was developed, under contract, by the Pennsylvania State Data Center and Applied Research Lab of the Pennsylvania State University. We hope you find this web site useful.

Data Accuracy

Much of the data contained within the Special Education Data Reports are collected by the Intermediate Units and reflect the data as submitted to them by the individual School Districts using various media. We are constantly striving to improve data collection and reporting, however, because of the possibility of human or technological errors, we do not guarantee the accuracy or completeness of any information published on this site.

We would enjoy hearing any comments or suggestions on how we might better serve you in regards to Special Education Reporting. If you happen to encounter any broken links, data omissions, spelling errors or are experiencing difficulties with accessing pages on this site, please direct questions to: [Jennifer Shultz](mailto:Jennifer.Shultz@psu.edu)

About Us

This Web Site was designed and developed exclusively under contract for the Pennsylvania Department of Education, Bureau of Special Education by The Pennsylvania State Data Center. To find out more about PaSDC products and services, e-mail PaSDC@psu.edu or visit us at pasdc.hbg.psu.edu

Intermediate Unit Contacts

Download IU Data Manager List

Announcements

Please return your completed Verify Report Signoffs to penndata@psu.edu by 11/27/24

Events

Monday, March 24, 2025 7:00 AM
2025 PDE Data Summit

From Numbers to Narratives: The Power of Education Data

Thursday, April 3, 2025 10:00 AM
IU Data Manager Meeting

[View the Events Calendar](#)

Pennsylvania Department of Education Bureau of Special Education:

School-Age Inquiries
Jodi Rissinger, Education Statistics Associate [contact information](#)
Dan Ficca, Project Administrator [contact information](#)

EI Preschool Inquiries
Emily Hackleman, Division Chief of Standards and Professional Development, Office of Child Development and Early Learning [contact information](#)

Contracted Vendor - Penn State University:
Jenn Shultz, Director, Pennsylvania State Data Center [contact information](#)
administration



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IU Contacts Map

- Download IU Data Manager List
 - List of all IU Data Managers
 - Email & phone contact info
- Select specific IU
 - Contact Information for IU
 - IU Director, Spec Ed Director, Data Manager

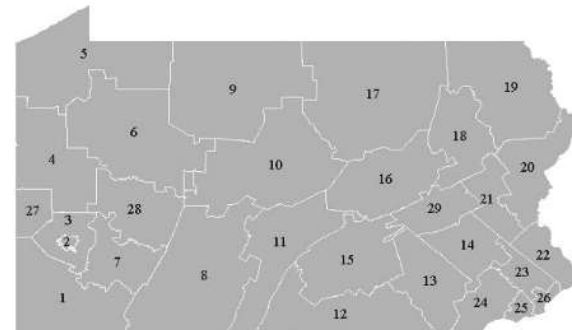
Intermediate Unit (IU) Data Manager List

Updated: 02-27-2025

IU	IU Name	Last Name	First Name	Email	Phone	Title
1	Intermediate Unit 1	Swaney	Rikki	rikki.swaney@iu1.org	724-938-3241 x 265	Student Information Specialist
1	Intermediate Unit 1	Keller	Amy	amy.keller@iu1.org	724-938-3241	Supervisor of Operations
2	IU 2 Pittsburgh SD	Grant	Erica	egrant1@pghschools.org	412-529-3157	Special Education Data Manager
3	Allegheny IU 3			specialeddata@aiu3.net		Special Education Overall Contact
3	Allegheny IU 3	Salzman	Marianne	Marianne.Salzman@aiu3.net	(412) 394-4586	Data Reporting Consultant
3	Allegheny IU 3	Farquhar	Danielle	Danielle.Farquhar@aiu3.net	(412) 394-7392	Special Education Data Manager
4	Midwestern IU 4	Roach	Lois	lois.roach@miu4.org	724-458-6700 x1251	PIMS and State/Federal Services Coordinator
5	Northwest Tri-County IU 5	Turi	Renee	Renee_Turi@iu5.org	(814) 734-8469	Special Education Data
5	Northwest Tri-County IU 5	Smiley	Donell	Donell_Smiley@iu5.org	(814) 734-8486	Special Education Data
5	Northwest Tri-County IU 5	Parker	Sheri	Sheri_Parker@iu5.org	814-734-8468	Special Education Data
5	Northwest Tri-County IU 5	Boyd	Sara	sara_boyd@iu5.org		Special Education Data
5	Northwest Tri-County IU 5	Polivka	Jessica	Jessica_Polivka@iu5.org	814-734-8447	Support Services Supervisor
6	Riverview IU 6	Siegel	Donna	dsiegel@riu6.org	814-297-5126	Special Education Data Contact
7	Westmoreland IU 7	Vingin	Danielle	dvingin@wiu7.org	800-327-9487 X2345	Special Education Data Manager
8	Appalachia IU 8	Link	Marie	malink@iu08.org	814-940-0223 X1345	Special Education Data Manager
9	Seneca Highlands IU 9	Clark-Hahn	Sandra	shahn@iu9.org	814-887-5512	Special Education Services

IU Contact Information

Capital Area IU 15



Capital Area IU 15

Andria Saia, IU Executive Director
717-732-8400 x 8488
asaia@caiu.org

Andrew McCrea, IU Special Education Director
717-732-8400 x 8313
amccrea@caiu.org

Lauren Mahoney, Special Education Data Coordinator
717-732-8400 x 8516
lmahoney@caiu.org

Pennsylvania Department of Education Bureau of Special Education:

School-Age Inquiries:
Jodi Rissinger, Education Statistics Associate
[contact information](#)

Dan Ficca, Project Administrator [contact information](#)

El Preschool Inquiries:
Emily Mackiernan, Division Chief of Standards and Professional Development, Office of Child Development and Early Learning [contact information](#)

Contracted Vendor - Penn State University:

Jenn Shultz, Director, Pennsylvania State Data Center [contact information](#)

[administration](#)

Site Services

[Special Education Data Reporting News](#)
[PennData Discussion Forum](#)

Intermediate Unit Contacts



[Download IU Data Manager List](#)



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Data Management

- December Child Count
 - Resource Guide
 - Submission Timeline
 - IU Sign Off Sheet
 - Table 14 Template
 - APS/Correctional Facility Lists
- July Collection
 - Resource Guide
 - PIMS Calendar
 - Table Template
 - Edit Checks/Data Specs
- Table 8A Template

Appendix A: Approved APS for Educational Environment

Name	City	AUN
ACLD Tillotson School	Pittsburgh	300020150
Camphill Special School Inc.	Glenmoore	300150600
Centennial School	Bethlehem	300481400
Children's Institute of Pittsburgh	Pittsburgh	300024910
Clarke Pennsylvania Auditory/Oral Center	Bryn Mawr	325230001
Community Country Day School	Erie	300250800
Davidson School	Elwyn	300231780
Delta School	Philadelphia	300513270
DePaul Institute	Pittsburgh	300022250

Data Management

2023-2024

December 1 Child Count

December 1 Child Count PIMS Calendar

Resource Guide

- Flow Chart of December 1 Submission
- Time Table for December 1 Submission
- Child Count Formatting Specifications
- Supplemental Tables Specifications
- Intermediate Unit Sign-Off Sheet
- Appendix A: Approved APS for Educational Environment
- Appendix B: State Correctional Adult & Juvenile Facilities

Table 1-3 Template December 2023

Table 14 (PPPS)

Calculating Educational Environment

July Submission

July Submission PIMS Calendar

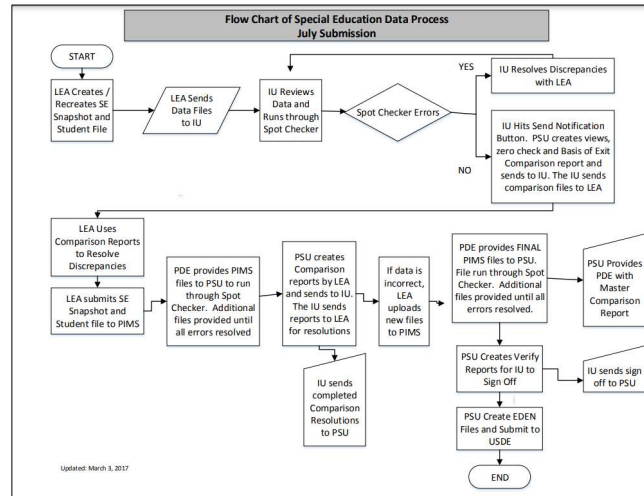
July Submission Guide

- Flow Chart of July Submission
- Time Table for July 2024 Submission
- Exiting Data Specifications
- Intermediate Unit Sign-off Sheet
- Appendix A: State Correctional Adult & Juvenile Facilities
- Map of Pennsylvania Intermediate Units

Table Template July 2024

Table 8A

Table 8A Template



December 1 Child Count

Timeline for IUs to submit data, not necessarily the timeline for LEAs to submit to the IUs

File Submission	IUs Submit Files to Spot Checker and review Comparison Report downloads	LEAs Upload files to PIMS	Receipt of Duplicates/Preliminary Comparison Reports by SA/EI	PIMS Special Education Re-Submission	Receipt of Final Comparison Reports by SA	Receipt of Duplicates by SA and EI	Final Resolution of Duplicates (SA/EI) Comparison Reports (SA) Due	Receipt of Verify Reports and Signoffs	Signoff of Verify Reports
Dec 1 Child Count - PIMS Spec Ed Snap and Student Template (optional in SpotChecker)	Week of 11/6/2024 to 12/20/2024	12/2/2024 to 12/20/2024	By LEA after PIMS file is available	1/6/2025 to 1/24/2025	By LEA after files are downloaded from PIMS	Once all files are final	One week from receipt of reports	2/26/2025	3/14/2025
Table 1 -- Personnel	1/24/2025	NA	NA	NA	1/31/2025	NA	NA	2/26/2025	3/14/2025
Table 2 -- Personnel	1/24/2025	NA	NA	NA	1/31/2025	NA	NA	2/26/2025	3/14/2025
Table 3 -- Personnel	1/24/2025	NA	NA	NA	1/31/2025	NA	NA	2/26/2025	3/14/2025
Table 14 -- PPPS	1/24/2025	NA	NA	NA	1/31/2025	Once all files are final	One week from receipt of reports	2/26/2025	3/14/2025



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Annual Federal Data Reports

- Summary of Data Uploaded to the Federal Department of Education
 - Child Count
 - Personnel
 - Ed Environment
 - Exiting
 - Discipline
 - Dispute Resolution
- Data from 2001-2002 to most recent year



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Home Public Reporting▼ Data Management▼ Annual Federal Data Reports Additional Reports Resources

Annual Federal Data Reports

2023-2024 Annual Data Reports

- Table 1 - Child Count
- Table 3 - Educational Environment Report
- Table 7 - Dispute Resolution

2022-2023 Annual Data Reports

- Table 1 - Child Count
- Table 2 - Personnel Report
- Table 3 - Educational Environment Report
- Table 4 - Exiting Report
- Table 5 - Discipline Report
- Table 7 - Dispute Resolution

2021-2022 Annual Data Reports

- Table 1 - Child Count
- Table 2 - Personnel Report
- Table 3 - Educational Environment Report
- Table 4 - Exiting Report
- Table 5 - Discipline Report
- Table 7 - Dispute Resolution

2020-2021 Annual Data Reports

- Table 1 - Child Count
- Table 2 - Personnel Report
- Table 3 - Educational Environment Report
- Table 4 - Exiting Report
- Table 5 - Discipline Report
- Table 7 - Dispute Resolution

2019-2020 Annual Data Reports

- Table 1 - Child Count
- Table 2 - Personnel Report
- Table 3 - Educational Environment Report
- Table 4 - Exiting Report
- Table 5 - Discipline Report
- Table 7 - Dispute Resolution

2018-2019 Annual Data Reports

- Table 1 - Child Count
- Table 2 - Personnel Report
- Table 3 - Educational Environment Report
- Table 4 - Exiting Report
- Table 5 - Discipline Report
- Table 7 - Dispute Resolution



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Additional Reports

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Additional Reports

Special Education Summary

Special Education Data Book: 2022-2023
Special Education Data Book: 2021-2022
Special Education Data Book: 2020-2021
Special Education Data Book: 2019-2020

2008-2023

Special Education and Total Enrollment by LEA: 2008-2023

- Annual Enrollment Summary Report
 - Special Ed Count
 - Total Enrollment
 - Percent Special Ed
 - Data from 2008-2009 to most recent year
- Special Education Summary
 - Fast facts publication – state level

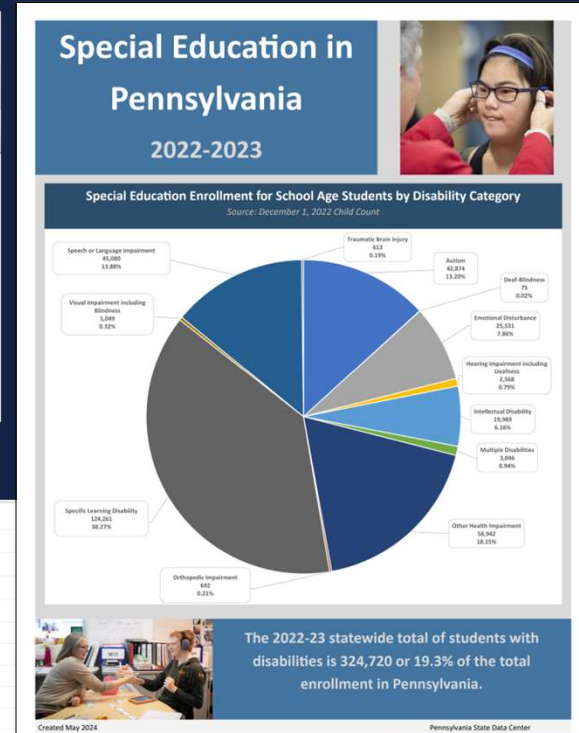
Number of Special Education Students and Total Enrollment by LEA
2023-2024 School Year
School Age Only, No Parentally Placed in a Private School

Created: 9/5/2024

vw_Child_Count_Total_Enroll
AGG

IU	AUN	School Name	Number of Special Education Students	Total Enrollment	Special Ed % of Total Public SD Enrollment
1	101260303	Albert Gallatin Area SD	834	2984	27.95%
1	101630504	Avella Area SD	124	474	26.16%
1	101630903	Bentworth SD	245	1073	22.83%
1	101631003	Bethlehem-Center SD	266	953	27.91%
1	101260803	Brownsville Area SD	402	1426	28.19%
1	101631203	Burgettstown Area SD	235	971	24.20%
1	101636920	California Academy of Learning CS	19	95	20.00%
1	101631503	California Area SD	212	934	22.70%
1	101631703	Canon-McMillan SD	935	5439	17.19%
1	101301303	Carmichaels Area SD	232	935	24.81%
1	101301403	Central Greene SD	390	1446	26.97%
1	101631803	Charleroi SD	256	1385	18.48%

> 2023-2024 2022-2023 2021-2022 2020-2021 2019-2020 2018-2019 2017-2018 2016-2017 ... + : ◀



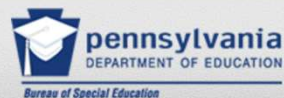
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Resources



Special Education Data Reporting

[Home](#) [Public Reporting](#) [Data Management](#) [Annual Federal Data Reports](#) [Additional Reports](#) [Resources](#)

Presentations

[Public Reporting and How the Data is Used 2024](#)
[SpotChecker Review 2024](#)
[Reporting Outplaced Special Education Students and Its Impact 2024](#)
[Reporting Special Education Discipline 2024](#)
[Special Education 101 2024](#)
[Special Education Act 16 2024](#)
[Special Education Dec 1 and Exiting_Transition Collections 2024](#)
[Special Education Fiscal Consideration 2024](#)
[What Special Education Administrators Need to Know 2024](#)
[Special Education Data Submission from A Director's Perspective](#)

Important Links

[Bureau of Special Education](#)
[PA Training and Technical Assistance Network](#)
[PA Department of Education](#)
[PA Department of Human Services](#)
[U.S. Department of Education](#)
[National Center Educational Statistics](#)
[U.S. Census Bureau](#)
[Pennsylvania State Data Center](#)

The screenshot shows the PaTTAN (Pennsylvania Training and Technical Assistance Network) website. The header includes the PaTTAN logo and a search bar. The main navigation bar lists categories: Attract-Prepare-Retain, Collaborative Partnerships, Evidence Based Practices, Post School Outcomes, and Special Education Forms & Resources. A large banner for 'BRIDGING KNOWLEDGE TO KNOW-HOW: Empowering Pennsylvania Educators and Partners' is featured, dated July 28 - 31, 2025, at The Penn State Conference Center. It includes logos for Helix Conference, 40th National ATEE Conference, and Secondary Transition. A sidebar on the right offers 'Customized Professional Development and Technical Assistance' and 'PaTTAN Conferences'.

The screenshot shows the United States Census Bureau website. The header includes the 'United States Census Bureau' logo and a search bar. The main navigation bar lists categories: BROWSE BY TOPIC, EXPLORE DATA, LIBRARY, SURVEYS/ PROGRAMS, INFORMATION FOR..., FIND A CODE, and ABOUT US. A large banner for 'Adapting Field Operations to Meet Unprecedented Challenges' is featured. A sidebar on the right displays 'POPULATION CLOCK' with USA population at 330,126,883 and World population at 7,748,095,866. Below this, 'U.S. CENSUS BUREAU ECONOMIC INDICATORS' are listed, including 'Monthly Wholesale Inventories' and 'International Trade: Goods & Services'.



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Public Reporting

- Reports Produced Annually
 - Data at a Glance
 - SEDR Archive
 - SEDR Dashboard
 - Early Intervention
 - Statistical Summary
 - SPP/APR Narrative

Intermediate Unit	Intellectual Disability	Hearing Impairment	Speech or Language Impairment	Visual Impairment	Emotional Disturbance	Orthopedic Impairment	Other Health Impairment	Specific Learning Disability	Deaf-Blindness	Multiple Disabilities	Autism	Traumatic Brain Injury	Preschool	Total		
Intermediate Unit 1	431	69	1665	29	845	15	1305	3786	80	962	8	696	12,674			
Pittsburgh-Keight Over K-12	422	34	809	40	451	7	788	1995	52	600	12	654	5,305			
Allegheny K-12	1500	247	3409	134	1700	65	3640	2211	11	171	2076	33	1,831	22,828		
Midwestern K-12	575	89	1465	40	596	22	1537	3584	65	1062	7	721	10,100			
Northeastern K-12	882	80	1379	22	922	7	1882	3517	107	1152	26	500	10,990			
Riverside K-12	330	43	578	19	353	7	653	1444	56	368	15	689	5,157			
Westmont K-12	516	78	1082	50	508	20	1371	2684	70	937	7	800	8,468			
Appalachia K-12	637	95	1007	18	686	24	1753	2091	79	929	7	842	9,684			
Seneca Highlands K-12	227	16	382	7	164	7	393	881	16	152	7	273	2,555			
Central K-12	220	40	830	15	327	14	739	1754	59	574	7	525	5,108			
Tuscarora K-12	192	20	500	11	229	7	516	1130	27	272	7	329	3,237			
Lancaster K-12	905	168	2009	53	1068	7	1975	3912	153	1841	36	1,136	15,638			
Lancaster Lebanon K-12	854	102	2098	38	1194	7	2329	3942	180	2528	58	1,825	17,771			
Berks County K-12	686	74	1714	37	1036	28	3303	3462	108	2062	7	1,233	15,960			
Capital Area K-12	1360	116	2562	53	2035	7	3855	6333	184	3335	47	1,385	23,352			
Central Susquehanna K-12	498	36	898	42	27	847	2277	7	86	505	18	489	6,224			
Blacksburg K-12	500	36	877	17	321	7	847	2193	53	484	16	501	5,504			
Luzerne K-12	593	49	1213	27	719	14	1685	3229	75	952	7	758	9,308			
Northeastern Educational K-12	484	63	1374	26	671	7	1059	2385	120	889	13	680	9,228			
Colonial Northampton K-12	691	60	1923	27	700	7	2769	6182	123	1768	22	1,110	15,406			
Carlisle-Kelley K-12	492	82	1641	60	940	20	2018	4433	109	1617	32	1,304	12,415			
Bucks County K-12	723	141	1862	42	1515	40	3005	4431	139	2227	7	1,890	18,228			
Montgomery County K-12	1105	186	2747	38	1194	63	4690	8404	196	3174	7	2,020	24,810			
Chester County K-12	585	124	2100	160	1543	52	2744	3354	165	2074	7	1,535	17,338			
Delaware County K-12	775	133	1528	45	1215	41	2674	3906	159	2100	7	1,278	15,871			
Philadelphia K-12	3644	307	3079	85	2767	51	5650	13805	311	5491	7	35,045				
Beaver Valley K-12	343	32	812	28	13	1321	2837	65	879	7	418	2,281				
ABN K-12	211	24	860	14	223	7	541	1292	29	437	7	325	3,789			
Edinburg K-12	227	30	630	28	203	13	678	1208	21	429	7	240	4,404			
Elyria Preschool	-	-	-	-	-	-	-	-	-	-	-	-	5,354	5,354		
Conestoga Ed	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total	20,034	2,588	45,421	1,068	25,547	699	59,078	124,750	75	3,061	42,922	616	32,066	387,661		

PA pennsylvania
Bureau of Early Intervention
Services & Family Supports
Data Profile (Pages 3-6)
Program Year 2022-2023



Enrollment

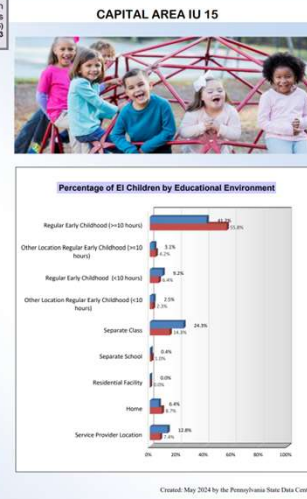
	Preschool EI	State
Number of Children in EI	2,802	64,195
Percent of EI Children by Disability		
Autism	28.3%	16.5%
Deaf-Blindness	—	0.0%
Developmental Delay	31.2%	42.4%
Emotional Disturbance	—	0.1%
Hearing Impairment Including Deafness	1.0%	1.0%
Intellectual Disability	—	0.2%
Multiple Disabilities	0.9%	0.8%
Orthopedic Impairment	0.5%	0.1%
Other Health Impairment	2.9%	2.3%
Specific Learning Disability	—	—
Speech or Language Impairment	33.6%	35.8%
Traumatic Brain Injury	—	0.0%
Visual Impairment Including Blindness	0.4%	0.3%

Ethnic Background

	Preschool EI	State
American Indian/Alaska Native	—	0.2%
Asian	6.5%	3.4%
Black (Non-Hispanic)	14.1%	16.3%
Hispanic	13.1%	15.4%
Multiracial	12.8%	8.7%
Native Hawaiian/Other Pacific Islander	—	0.1%
White (Non-Hispanic)	52.9%	55.9%

Where the symbol (—) appears, OCEI is not displaying data to guard against improper statistical comparisons due to small group sizes (n=10 or less), and to protect the confidentiality of those students with disabilities who comprise this category.

 # Preschool EI
 State



Special Education Data Report
School Year 2023-2024

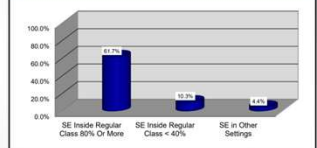
Enrollment (School Age)
Source: December 1, 2023 Child Count

	State
Total Enrollment *	1,678,973
Total Special Ed Enrollment	336,850
Percent of Special Education	20.1%

Percent of Special Education Enrollment by Disability

Autism	13.9%
Deaf-Blindness	0.0%
Emotional Disturbance	7.9%
Hearing Impairment Including Deafness	0.7%
Intellectual Disability (Mental Retardation)	6.1%
Multiple Disabilities	0.9%
Orthopedic Impairment	0.2%
Other Health Impairment	18.3%
Specific Learning Disability	37.6%
Speech or Language Impairment	13.9%
Traumatic Brain Injury	0.2%
Visual Impairment Including Blindness	0.3%

Educational Environments (Ages 6-21, Age 5 School Age)
Source: December 1, 2023 Child Count



Race/Ethnicity (School Age)
Source: December 1, 2023 Child Count

	Spec Ed	State
American Indian/Alaska Native	0.2%	0.2%
Asian	2.0%	4.7%
Black or African American	17.1%	14.3%
Hispanic	15.6%	14.9%
Multiracial	6.1%	5.3%
Native Hawaiian/Other Pacific Islander	0.1%	0.1%
White	59.0%	60.5%

Posted: August 2024 by the Pennsylvania State Data Center

Page 1 of 1

How are the indicators defined?

Graduation Rates (Indicator 1) Beginning with the 2013-14 SEDRs, BSE has aligned graduation reporting with the Federal requirement to report cohort graduation rates. The cohort graduation rate reporting requirement continues under ESSA. Cohort rates calculate the number of students that graduate in a given year with a regular diploma, divided by the number of high school students who entered four years earlier, with adjustments each year for students who transfer in and out. A student who graduates in more than four years is counted as a non-graduate in the 4-year adjusted cohort graduation rate. Pennsylvania is also collecting data on 5-year and 6-year cohort rates. The most currently reported cohort graduation rates and performance on targets for each LEA may be viewed by clicking on the link to https://public.tableau.com/profile/padepotofed#!/vizhome/ESSA_Dashboard_2020/2018AnnualMeaningfulDifferentiationCSIA-TSI.

It is important for stakeholders to be aware that, consistent with federal regulations and the Pennsylvania School Code, LEAs offer a Free Appropriate Public Education (FAPE) to students with disabilities until graduation from high school or age 21. Federal child count data shows that in Pennsylvania nearly 5,500 students with disabilities 19 years of age or older are exercising their right to remain in school. Based on historical data trends, it is reasonable to conclude that most of these students will ultimately graduate, although not always within the timelines defined in cohort reporting requirements.

Dropout Rates (Indicator 2) is the percentage of students with disabilities, ages 14-21, who exited school by dropping out in a given year. Pennsylvania uses an OSEP formula for calculating this rate. That formula is: the number of dropouts, divided by the sum of the number of graduates plus the number of students who received a GED, plus the number of dropouts, plus those that reached maximum age, plus any students that died, times 100.

In accordance with OSEP instructions and state reporting timelines, data displayed for indicators 1 and 2 are lagged a year. A few LEAs do not have graduation and/or dropout rates displayed on their SEDR, usually because they do not serve secondary students.

Student Participation and Performance on Statewide Assessments (Indicator 3) Comprehensive reports on state and LEA performance are found at: https://public.tableau.com/profile/padepotofed#!/vizhome/ESSA_Dashboard_2019/2018AnnualMeaningfulDifferentiationCSIA-TSI. These reports display the most current data compared with the goals set by federal and state accountability requirements. The participation rate of students with disabilities in state assessments is also shown.

States are required, under §300.160 (f) of IDEA regulations, to publicly report the assessment accommodations provided to students with disabilities, along with the performance outcomes. Accommodations for each student are limited to those described on his or her IEP, and include such things as the provision of Braille assessments, presentation and response options and changes in the assessment setting. Student participation and performance on statewide assessments using accommodations can be found at <https://www.education.pa.gov/Documents/K-12/Special%20Education/Assessment/Statewide%20Assessment%20Performance%20by%20Students%20with%20IEPs%20by%20Accommodation.pdf>.

However, the statewide student assessment program was suspended for the 2019-20 school year due to mandatory school closures related to the COVID-19 pandemic. On March 27, 2020, the U.S. Department of Education (USED) approved Pennsylvania's request to waive the federal assessment requirement for the 2019-20 school year, along with accountability and certain reporting requirements based on data derived from the 2019-20 school year. Therefore, Indicator 3 data are not available to be displayed in the 2019-20 Special Education Data Report (SEDR).

Suspension and Expulsion Rates (Indicators 4A and 4B) Indicator 4A is the number of LEAs that have a significant discrepancy in their rate of out of school suspension and expulsion of children with disabilities for greater than 10 days in a school year. A school district or charter school will be identified on its 2019-20 SEDR as not meeting the SPP target for indicator 4A if it suspended students greater than two times the state baseline rate of 0.55%.



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Public Reporting Requirement

- Individuals with Disabilities Education Act of 2004 (IDEA) requires states to develop a State Performance Plan (SPP)
- Beginning in 2015, states submit a combined SPP/APR (State Performance Plan/Annual Performance Report) that covers both planning and reporting
- Federally mandated indicators of results and compliance
- Baseline data and annual measurable and rigorous targets
- Improving educational outcomes for students with disabilities



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How is the SPP/APR used?

- Evaluates state's efforts to implement the requirements and purposes of IDEA
- Describes how the state will improve its implementation
- Includes Indicators that measure child and family outcomes and other Indicators that measure results and compliance with the requirements of IDEA
- Report on the progress of each LEA against the targets of the state
- Used to issue Determinations (Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention)



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SPP/APR Indicators

Indicator 1: Graduation	Indicator 9: Disproportionate Representation
Indicator 2: Dropout	Indicator 10: Disproportionate Representation in Specific Disability Categories
Indicator 3: Assessment	Indicator 11: Child Find**
Indicator 4A: Suspension and Expulsion	Indicator 12: Early Childhood Transition*
Indicator 4B: Suspension and Expulsion by Race and Ethnicity	Indicator 13: Secondary Transition
Indicator 5: Educational Environments	Indicator 14: Post-School Outcomes
Indicator 6: Preschool Environments *	Indicator 15: Resolution Sessions**
Indicator 7: Preschool Outcomes*	Indicator 16: Mediation**
Indicator 8: Parent Involvement**	Indicator 17: State Systemic Improvement Plan (SSIP)

Red text – Compliance Indicator
Targets set to 0% or 100%

* Part C Indicator

** Combined Part B & Part C Indicator



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Results Driven Accountability

- **Three main components:**
 - **SPP/APR and SSIP**
 - Measures results and compliance - states are currently developing State Systematic Improvement Plans (SSIPs) designed to improve outcomes in targeted areas
 - **Determinations**
 - Reflects state performance on results and compliance
 - **Differentiated monitoring and support**
 - Approach for each state based on the state's unique strengths, progress, challenges, and needs

SPP/APR and SSIP are used by OSEP as part of its Results Driven Accountability (RDA) program to evaluate states' performance in the implementation of IDEA and to drive improved outcomes for students with disabilities.



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SPP/APR Public Reporting Requirement

- State progress/slippage in meeting targets
- Performance of each school district, charter school and preschool early intervention program
- Early Intervention Data Reports: Preschool and Infant/Toddler
- Special Education Data Report (SEDR) published annually for each Local Education Agency (LEA) special education program



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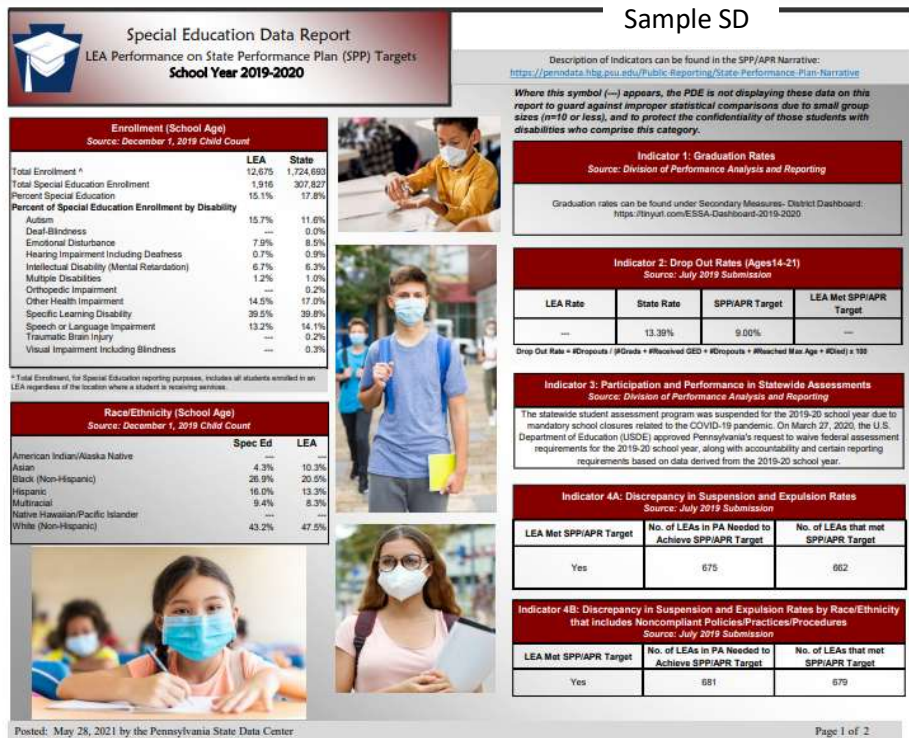
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Local Education Agency Report

(Archived Format – 2019-2020 and prior)



Sample SD

Description of Indicators can be found in the SPP/APR Narrative:
<https://penndata.hlg.psu.edu/Public-Reporting/State-Performance-Plan-Narrative>

Where this symbol (---) appears, the PDE is not displaying these data on this report to guard against improper statistical comparisons due to small group sizes (n=10 or less), and to protect the confidentiality of those students with disabilities who comprise this category.

Indicator 1: Graduation Rates

Source: Division of Performance Analysis and Reporting

Graduation rates can be found under Secondary Measures- District Dashboard:
<https://playout.com/ESSA-Dashboard-2019-2020>

Indicator 2: Drop Out Rates (Ages 14-21)

Source: July 2019 Submission

LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Target
---	13.39%	9.00%	---

Drop Out Rate = #Dropouts / (#Grads + #Reached GED + #Dropouts + #Reached Max Age + #Chd) x 100

Indicator 3: Participation and Performance in Statewide Assessments

Source: Division of Performance Analysis and Reporting

The statewide student assessment program was suspended for the 2019-20 school year due to mandatory school closures related to the COVID-19 pandemic. On March 27, 2020, the U.S. Department of Education (USED) approved Pennsylvania's request to waive federal assessment requirements for the 2019-20 school year, along with accountability and certain reporting requirements based on data derived from the 2018-20 school year.

Indicator 4A: Discrepancy in Suspension and Expulsion Rates

Source: July 2019 Submission

LEA Met SPP/APR Target	No. of LEAs in PA Needed to Achieve SPP/APR Target	No. of LEAs that met SPP/APR Target
Yes	675	662

Indicator 4B: Discrepancy in Suspension and Expulsion Rates by Race/Ethnicity that includes Noncompliant Policies/Practices/Procedures

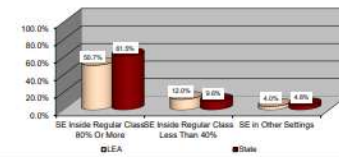
Source: July 2019 Submission

LEA Met SPP/APR Target	No. of LEAs in PA Needed to Achieve SPP/APR Target	No. of LEAs that met SPP/APR Target
Yes	681	679



Indicator 5: Educational Environments (Ages 6-21, Age 5 in School Age Program)

Source: December 1, 2019 Child Count



Baseline data was reset in 2019-2020 therefore no target measurements were performed.

Indicator 6: School Facilitated Parent Involvement

Source: 2020 Parent Survey Results

LEA Rate	Confidence Interval	State Rate	SPP/APR Target	LEA Met SPP/APR Target
LEA Not Surveyed	LEA Not Surveyed	45.59%	41.34%	LEA Not Surveyed

Indicator 9: Disproportionate Representation by Race/Ethnicity

Source: December 1, 2019 & December 1, 2019 Child Counts

LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Target
0.00%	0.00%	0.00%	Yes

Indicator 10: Disproportionate Representation by Disability Category

Source: December 1, 2019 & December 1, 2019 Child Counts

LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Target
0.00%	0.00%	0.00%	Yes

Posted: May 28, 2021 by the Pennsylvania State Data Center

Sample SD

Indicator 11: Timelines for Initial Evaluations

Source: July 2020 Submission

LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Target
LEA Not Monitored	94.33%	100.00%	LEA Not Monitored



Indicator 13: IEP Post-Secondary Transition Goals and Services (Ages 16-21)

Source: Cyclical Monitoring Data 2019-2020

LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Target
LEA Not Monitored	81.11%	100.00%	LEA Not Monitored

Indicator 14: Post-School Outcomes

Source: 2020 Post-School Outcome Survey Results

Target	LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Target
Target A	LEA Not Surveyed	30.92%	28.50%	LEA Not Surveyed
Target B	LEA Not Surveyed	71.33%	65.00%	LEA Not Surveyed
Target C	LEA Not Surveyed	75.78%	72.00%	LEA Not Surveyed

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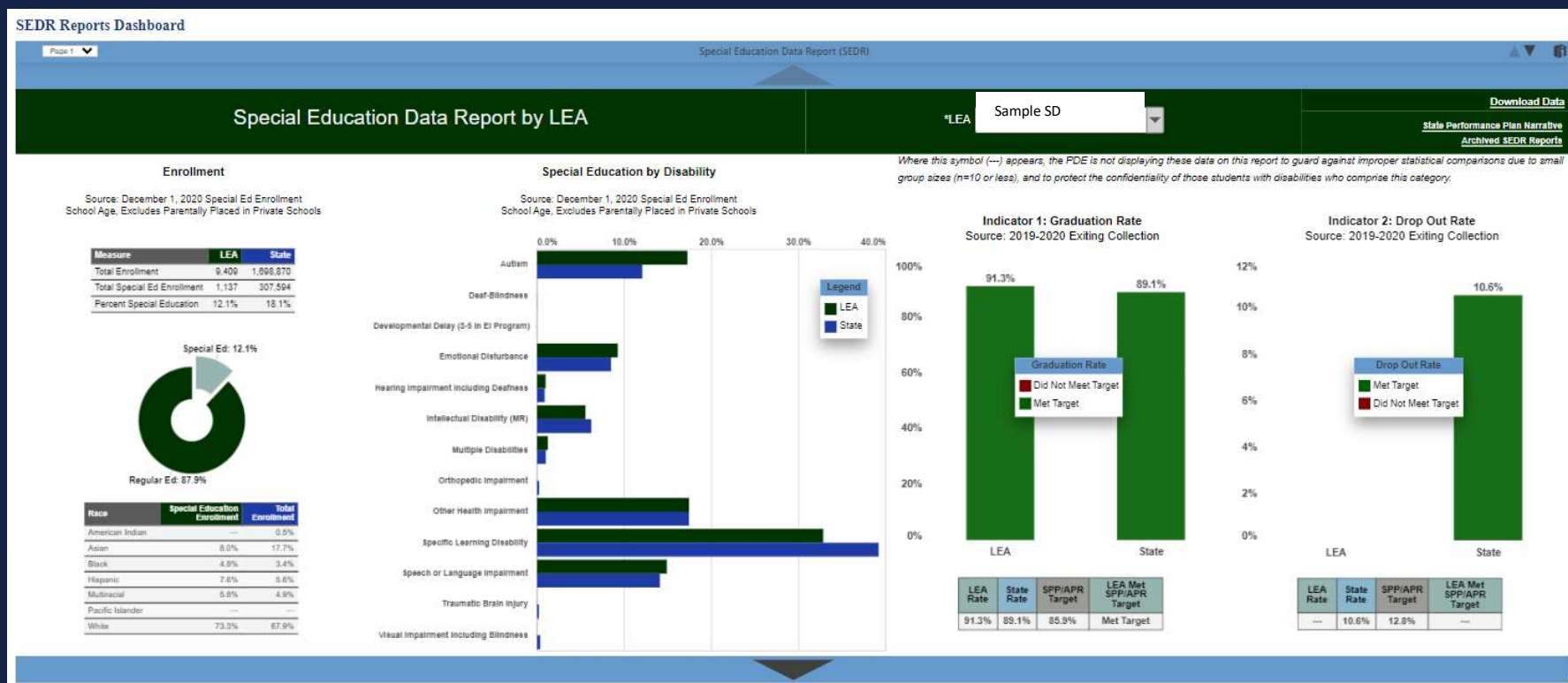
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Local Education Agency Report Dashboard



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Special Education Data Report

Results and Compliance Indicators

Indicator 1	Graduation rate
Indicator 2	Drop out rate
Indicator 3	Student participation and performance on statewide assessments
Indicator 4	Suspension and expulsion rates
Indicator 5	Educational placement (least restrictive environment)
Indicator 8	School facilitated parent involvement
Indicator 9	Disproportionate representation by race/ethnicity
Indicator 10	Disproportionate representation by race/ethnicity in disability categories
Indicator 11	Timelines for initial evaluation
Indicator 13	Post secondary transition goals and services
Indicator 14	Postsecondary outcomes



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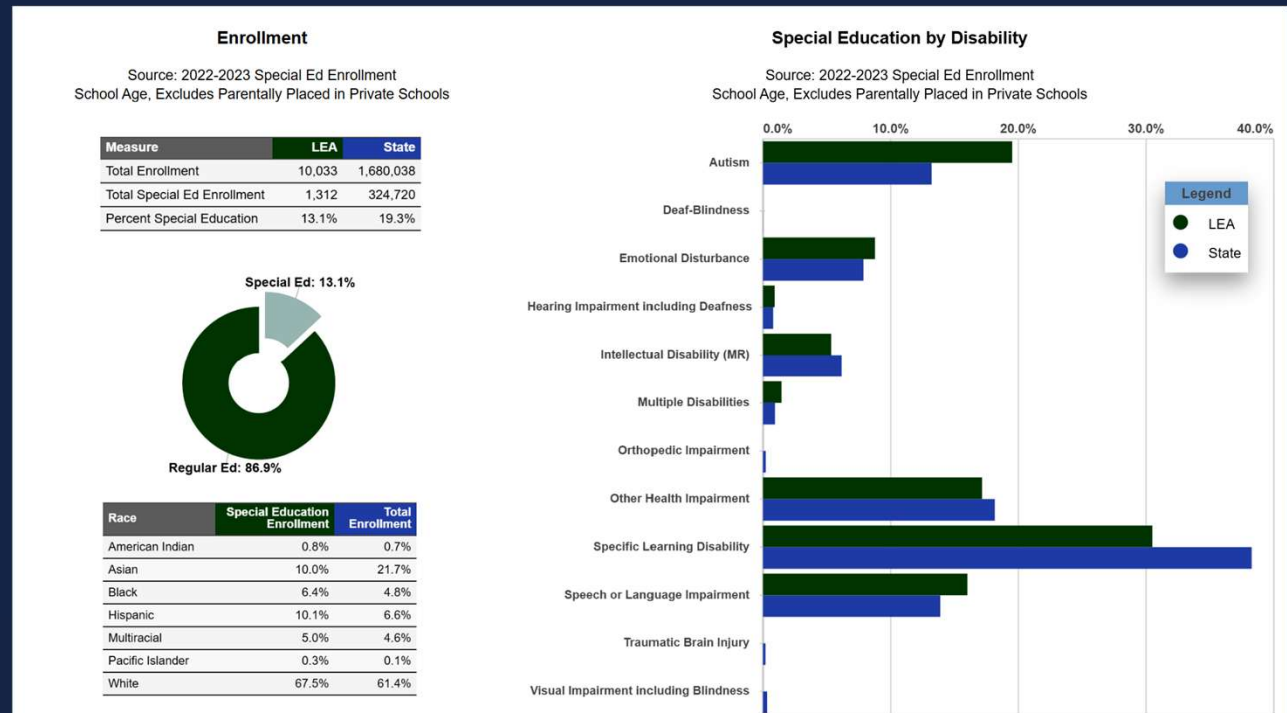
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Demographics

- Source: December 1 child count (PIMS)
- School Age
- Total Enrollment (all students enrolled in an LEA regardless of location of service)
- Special Education by Disability and Race/Ethnicity



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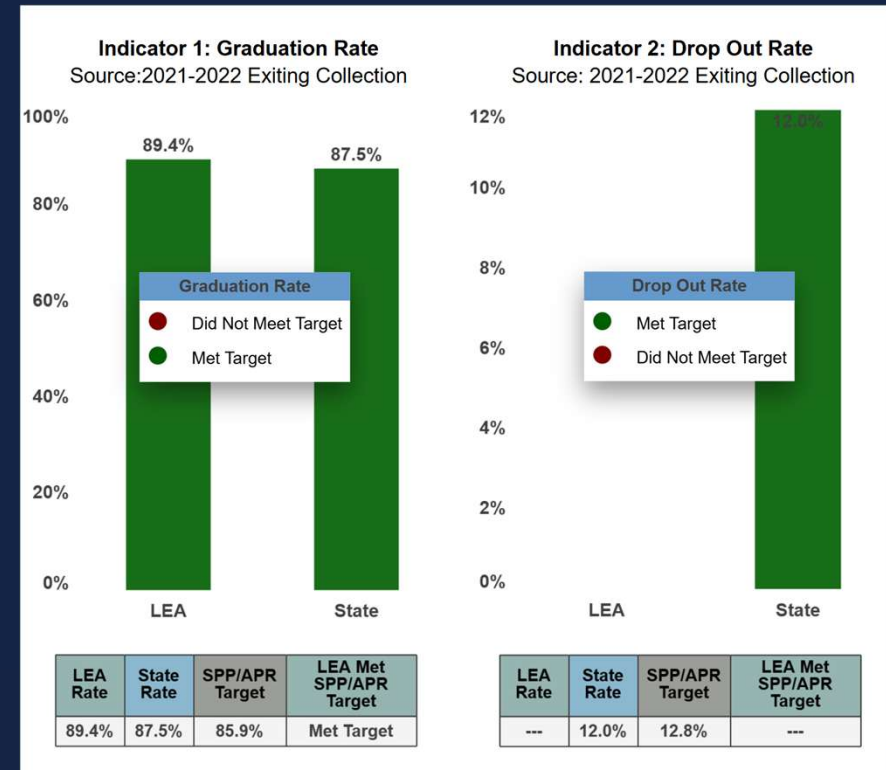


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Indicators 1 and 2

Graduation and Drop Out Rate

- Source: July Exiting collection (PIMS)
- Ages 14-21
- **Grad Rate:** # graduates divided by the sum of graduates, drop-outs, received GED, reached max age, and died
- **Drop Rate:** # drop-outs divided by the sum of graduates, drop-outs, received GED, reached max age, and died
- One year data lag



Performance
FFY 2020
86.13%



Target
FFY 2025
88.13%



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Indicator 3

Participation and performance on statewide assessments

- Source: Division of Performance Analysis and Reporting
- Participation rate and performance of students with disabilities on state assessments (PSSA, Keystone, PASA)
- Grades 4, 8, and 11 in ELA and Math
- 3A: Participation rate for children with IEPs
- 3B: Proficiency rate for children with IEPs against grade level academic achievement standards
- 3C: Proficiency rate for children with IEPs against alternate academic achievement standards
- 3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

Indicator 3 - Participation and performance of children with IEPs on statewide assessments

3A - Participation rate for children with IEPs Source: 2022-2023 Division of Performance Analysis and Reporting

Subject	Grade	LEA Rate	State Rate	SPPI/APR Target	LEA Met SPPI/APR Target
ELA	4	99.1%	92.7%	95.0%	Met Target
ELA	8	95.1%	87.5%	95.0%	Met Target
ELA	11	97.7%	87.2%	95.0%	Met Target
Math	4	100.0%	93.1%	95.0%	Met Target
Math	8	95.1%	87.4%	95.0%	Met Target
Math	11	78.6%	85.2%	95.0%	Did Not Meet Target

3B - Proficiency rate for children with IEPs against grade level academic achievement standards Source: 2022-2023 Division of Performance Analysis and Reporting

Subject	Grade	LEA Rate	State Rate	SPPI/APR Target	LEA Met SPPI/APR Target
ELA	4	24.5%	19.3%	28.8%	Did Not Meet Target
ELA	8	16.1%	16.1%	21.5%	Did Not Meet Target
ELA	11	40.3%	23.5%	18.7%	Met Target
Math	4	23.6%	19.7%	19.6%	Met Target
Math	8	---	5.0%	10.9%	Not Applicable
Math	11	28.6%	8.1%	25.9%	Met Target

Where this symbol (---) appears, the PDE is not displaying these data on this report to guard against improper statistical comparisons due to small group sizes (n=10 or less), and to protect the confidentiality of those students with disabilities who comprise this category.

3C - Proficiency rate for children with IEPs against alternate academic achievement standards Source: 2022-2023 Division of Performance Analysis and Reporting

Subject	Grade	LEA Rate	State Rate	SPPI/APR Target	LEA Met SPPI/APR Target
ELA	4	---	19.9%	28.9%	Not Applicable
ELA	8	---	31.4%	34.3%	Not Applicable
ELA	11	---	39.4%	38.4%	Not Applicable
Math	4	---	47.2%	52.1%	Not Applicable
Math	8	---	10.3%	11.0%	Not Applicable
Math	11	---	27.9%	36.2%	Not Applicable

3D - Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards Source: 2022-2023 Division of Performance Analysis and Reporting

Subject	Grade	LEA Rate	State Rate	SPPI/APR Target	LEA Met SPPI/APR Target
ELA	4	43.0%	32.2%	30.9%	Did Not Meet Target
ELA	8	56.8%	36.2%	34.2%	Did Not Meet Target
ELA	11	43.5%	41.5%	32.7%	Did Not Meet Target
Math	4	34.9%	26.3%	20.0%	Did Not Meet Target
Math	8	44.8%	20.7%	16.6%	Did Not Meet Target
Math	11	31.5%	25.8%	39.1%	Met Target



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Indicator 4

Suspension and expulsion rates

- Source: July Discipline Tables collection (Table 9A)
- Ages 3-21
- One year data lag

Indicator 4A: Discrepancy in Suspension and Expulsion Rates
Source: 2021-2022 Table 9A Collection

LEA Rate	State Rate	SPP/APR Threshold	LEA Met SPP/APR Target
4.2%	0.5%	1.1%	Did Not Meet Target

Indicator 4B: Discrepancy in Suspension and Expulsion Rates by Race/Ethnicity that includes Noncompliant Policies/Practices/Procedures
Source: 2021-2022 Table 9A Collection

American Indian	Asian	Black	Hispanic	Multi	Pacific Islander	White	SPP/APR Threshold	LEA Met SPP/APR Target
---	---	5.9%	3.3%	---	---	---	0.8%	Met Target

Indicator 4A

- discrepancy in the rate of suspension/expulsion of students with disabilities for greater than 10 days (3B)
- 2x state baseline 0.55% (2015-2016 baseline data)

Indicator 4B

- discrepancy in the rate of suspension/expulsion of students with disabilities by race/ethnicity
- Statistical comparison of race group to current state rate (1.5x), minimum child count 40, minimum suspension/expulsion in race 10
- Policies, procedures, or practices that contribute to the discrepancy



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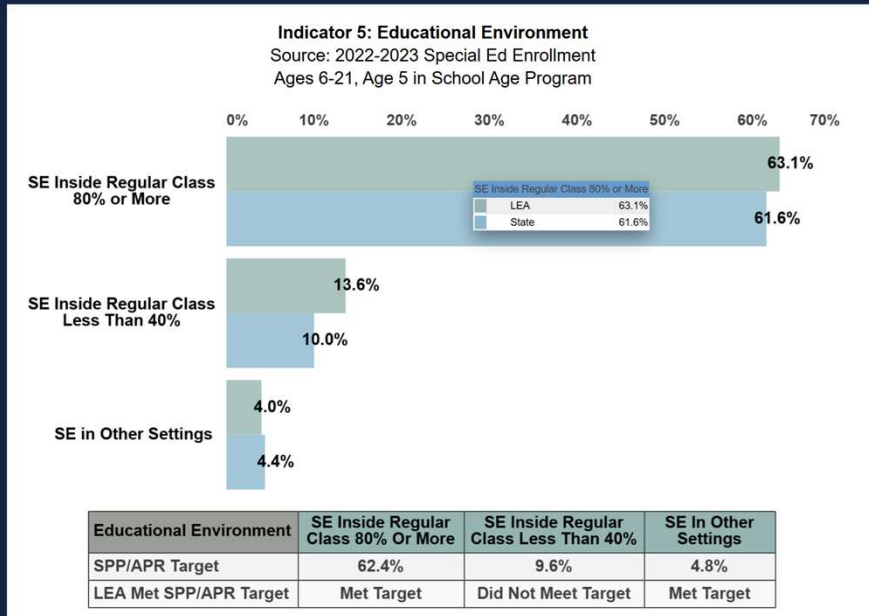
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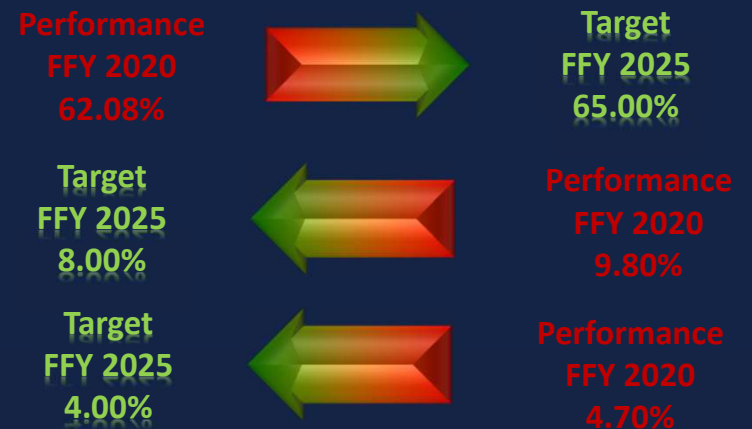
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Indicator 5

Educational placement



- Source: December 1 Child Count (PIMS)
- Ages 6-21 and Age 5 in school age program
- Data derived from student IEP



Three categories reported

- Inside Regular Class \geq 80% of day (19)
- Inside Regular Class $<$ 40% of day (21)
- Other Settings: Separate Schools, Residential Facilities, Hospital/Homebound (01, 02, 05, 06, 09, 12, 14, 15, 16)



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Indicator 8

School facilitated parent involvement

- Source: Parent Survey
- 25 question survey mailed directly to parents of school age students with disabilities
- 1/5 of LEAs surveyed each year
- Public reporting includes most recent year of data
- Confidence interval accounts for not all parents responding

Performance
FFY 2020
44.04%



Target
FFY 2025
50.22%

Indicator 8: School Facilitated Parent Involvement

Source: 2020-2021 Parent Survey Results

LEA Rate	Confidence Interval	State Rate	SPP/APR Target	LEA Met SPP/APR Target
50.0%	41.2%-58.8%	44.0%	46.4%	Met Target



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Indicator 9

Disproportionate representation by race/ethnicity

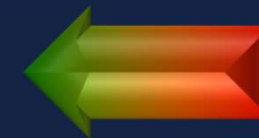
- Source: December 1 Child Count (PIMS) – two years
- Disproportionate representation of racial/ethnic groups in special education due to inappropriate identification
- Weighted risk ratio analysis
- BSE onsite focused monitoring to determine if there is inappropriate identification

Indicator 9: Disproportionate Representation
Race/Ethnicity



Met Target

Target
FFY 2025
0%



Performance
FFY 2020
0%



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Indicator 10

Disproportionate representation by race/ethnicity in specific disability categories

- Source: December 1 Child Count (PIMS) – two years
- Disproportionate representation of racial/ethnic groups in special education due to inappropriate identification
- Weighted risk ratio analysis
- BSE onsite focused monitoring to determine if there is inappropriate identification

Indicator 10: Disproportionate Representation
Disability Category



Met Target

Target
FFY 2025
0%



Performance
FFY 2020
0%



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Indicator 11

Timelines for initial evaluation

- Source: Table 8A Annual Submission
- 1/6 of LEAs report annually
- Public reporting includes most recent year of data
- Timeliness of evaluation to determine eligibility for special education
- Initial evaluations conducted within 60 days of parental consent

Indicator 11: Timelines for Initial Evaluation

Source: 2020-2021 Table 8A Collection

LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Target
100.0%	90.5%	100.0%	Met Target

Performance
FFY 2020
90.50%



Target
FFY 2025
100%



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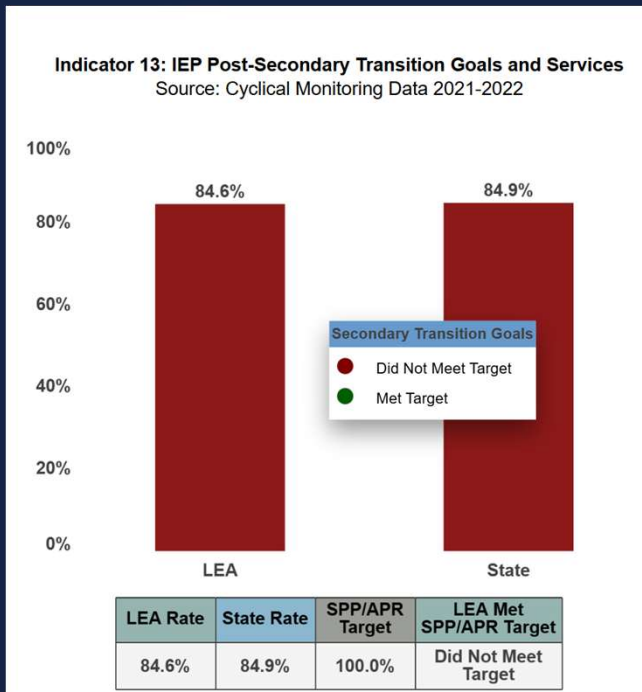
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Indicator 13

Post secondary transition goals and services



Performance
FFY 2020
80.53%



Target
FFY 2025
100%

- Source: BSE cyclical monitoring
- 1/6 of LEAs report annually
- Public reporting includes most recent year of data
- Students eligible for secondary transition selected as part of stratified random sampling of students with disabilities
- 8 specific secondary transition requirements
- Compliance with regulatory requirements for IEP process and content



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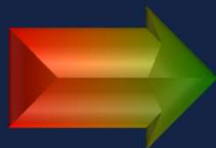
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Indicator 14

Postsecondary outcomes

- Source: Post-School Outcome Survey
- Survey all student leavers (graduates, drop-outs, reached max age) who had IEPs
- Engagement in education and/or employment after high school
- 1/5 of LEAs surveyed annually
- Public reporting includes most recent year of data

Performance
FFY 2020
14A: 27.65%
14B: 66.45%
14C: 71.33%



Target
FFY 2025
14A: 31.00%
14B: 71.00%
14C: 76.75%

- **Measure A:** Enrolled in higher education
- **Measure B:** Higher education plus competitive employment
- **Measure C:** Higher education plus competitive employment plus other post-secondary education or training

Indicator 14: Post-School Outcomes
 Source: 2021 Post-School Outcome Survey Results

Measure	LEA Rate	State Rate	SPP/APR Target	LEA Met SPP/APR Target
Measure A	60.0%	27.6%	29.3%	Met Target
Measure B	80.0%	66.4%	70.7%	Met Target
Measure C	86.2%	71.3%	76.2%	Met Target



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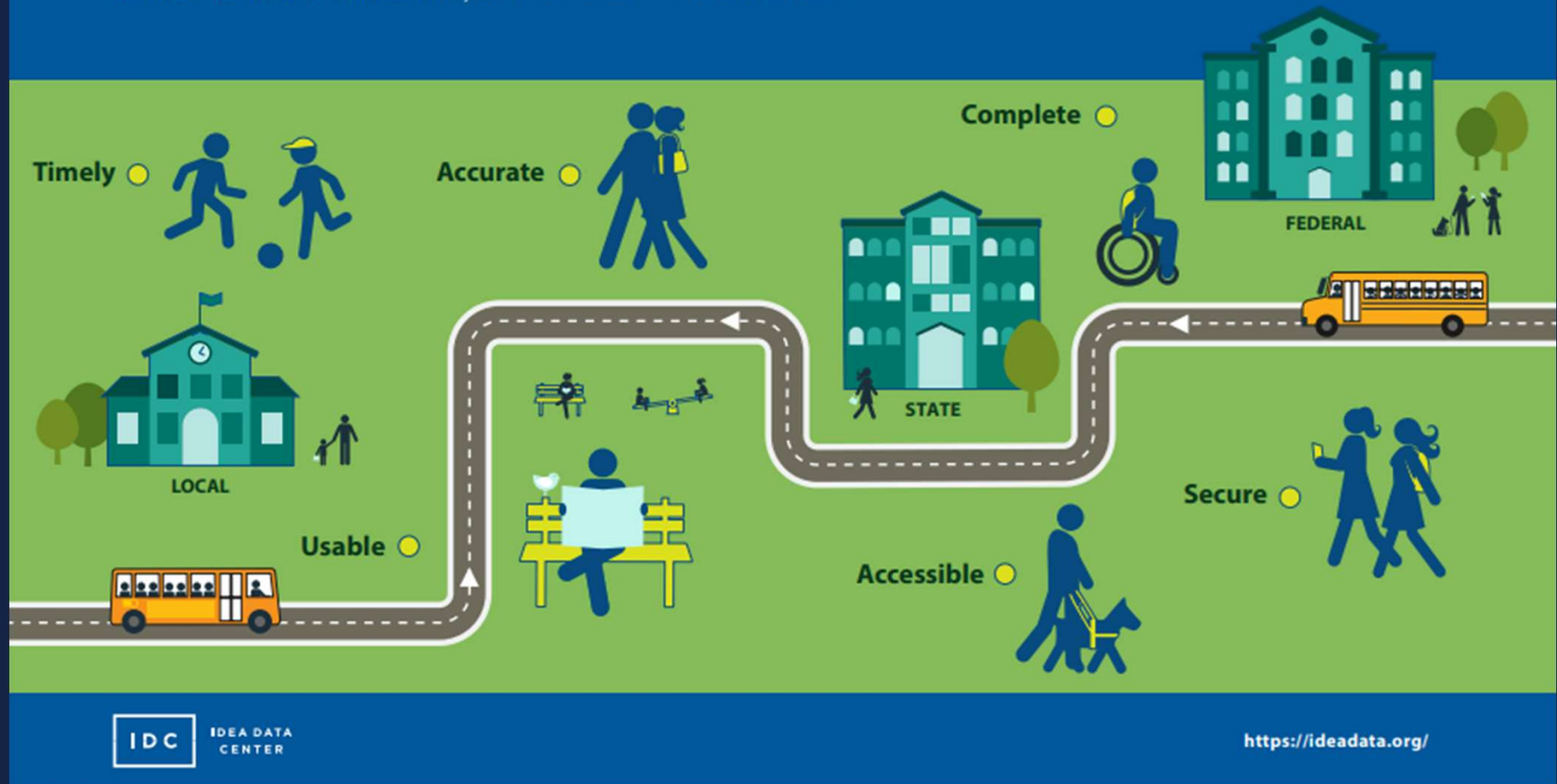
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Working Principals of High-Quality IDEA Data

High-quality data are timely, accurate, and complete. In addition, they are usable, accessible, and secure. Educators and representatives at the local, state, and federal levels use high-quality special education data to inform their decisions as they work to meet the needs of children and youth with disabilities and their families.



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Ultimately, data begins and ends with students



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Questions?

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