

## Section I. State Performance Plan Monitoring Priorities, Indicators, and Targets

### State Performance Plan Indicators

Federal Regulations provide guidance to SEAs that require monitoring of LEA's to be completed so that improved educational results and functional outcomes for students with disabilities occur. Focus upon the State Performance Plan (SPP) and performance targets established within that plan is central to the monitoring process. Compliance indicators are related to SPP indicators.

**Indicator 1 -** Percent of youth with IEPs graduating from high school with a regular diploma.

**Indicator 2 -** Percent of youth with IEPs dropping out of high school.

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

- A. Percent of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards

**Indicator 4 -** Suspensions and Expulsions:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
- B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

**Indicator 5 -** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

**Indicator 6 -** 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.

**Indicator 7 -** Percent of preschool children aged 3 through 5 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.

**Indicator 8 -** 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.

**Indicator 9 -** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Indicator 10 -** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

**Indicator 11 -** 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.

**Indicator 12 -** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays within that timeframe.

**Indicator 13 -** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

**Indicator 14 -** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

**Indicator 15 -** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

**Indicator 16 -** Percent of mediations held that resulted in mediation agreements.

**Indicator 17 -** State Systemic Improvement Plan

## Section II. Program Review Indicators

Program compliance indicators have been identified to assist individuals responsible for the administration of special education programs in implementing all required regulations and to assist them in state performance targets. The indicators are divided into the following documents

- 100 Administration
- 200 Special Education Process
- 300 Discipline
- 400 Speech Implementer
- 500 Transfer In-State
- 550 Transfer Out-of-State
- 600 Eligibility Criteria: Autism
- 700 Eligibility Criteria: Deaf/Blind
- 800 Eligibility Criteria: Emotional Disturbance
- 900 Eligibility Criteria: Hearing Impairment/Deafness
- 1000 Eligibility Criteria: Mental Retardation/Intellectual Disorder
- 1100 Eligibility Criteria: Multiple Disabilities
- 1200 Eligibility Criteria: Orthopedic Impairment
- 1300 Eligibility Criteria: Other Health Impairment
- 1400 Eligibility Criteria: Specific Learning Disability
- 1500 Eligibility Criteria: Language Impairment
- 1600 Eligibility Criteria: Sound System Disorder (Articulation and/or Phonology)
- 1700 Eligibility Criteria: Speech-Fluency
- 1800 Eligibility Criteria: Speech-Voice
- 1900 Eligibility Criteria: Traumatic Brain Injury
- 2000 Eligibility Criteria: Visual Impairment/Blindness
- 2100 Eligibility Criteria: Young Child with a Developmental Delay