

## **Part B State Performance Plan (SPP) for 2005-2010**

The Office of Special Education Programs (OSEP) has identified 20 indicators to guide State Education Agency (SEAs) in their implementation of the Individuals with Disabilities Act (IDEA) Part B. The SEA to report progress and performance to OSEP also uses these indicators. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise State implementation in specific areas.

### **Monitoring Priority: FAPE in the LRE**

**Indicator 1** - Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

**Indicator 2** - Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

**Indicator 3** – Participation and performance of children with disabilities on statewide assessments:

**Indicator 3B** – Percent of districts meeting the State’s AYP objectives for progress for disability subgroup.

**Indicator 3B** - Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

**Indicator 3C** - Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

**Indicator 4** - Rates of suspension and expulsion.

**Indicator 4A** – Percent of districts identified by the State as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

**Indicator 4B** - Percent of districts identified by the State as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

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

**Indicator 5A** – Removed from regular class less than 21% of the day.

**Indicator 5B** - Removed from regular class greater than 60% of the day.

**Indicator 5C** - Served in public or private separate schools, residential placements, or homebound or hospital placements.

**Indicator 6** - Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

**Indicator 6A** – Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

**Indicator 6B** - Separate special education class, separate school or residential facility.

**Indicator 7** - Percent of preschool children with IEPs who demonstrate improved:

**Indicator 7A** – Positive social-emotional skills (including social relationships).

**Indicator 7B** - Acquisition and use of knowledge and skills (including early language/communication and early literacy).

**Indicator 7C** - 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.

### **Monitoring Priority: Disproportionality**

**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 identified with disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

### **Monitoring Priority: Effective General Supervision Part B/Child Find**

**Indicator 11** - Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

### **Monitoring Priority: Effective General Supervision Part B/Effective Transition**

**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 birthday.

**Indicator 13** - Percent of youth age 16 (or State established age requirement) and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

**Indicator 14** - Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

### **Monitoring Priority: Effective General Supervision Part B/General Supervision**

**Indicator 15** - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

**Indicator 16** - Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

**Indicator 17** - Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

**Indicator 18** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

**Indicator 19** - Percent of mediations held that resulted in mediation agreements.

**Indicator 20** - Timeliness and Accuracy of State Reported Data State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

