

**Part B State Performance Plan (SPP) Indicators**

**Monitoring Priority: FAPE in the LRE**

<p>1. % of youth with IEPs graduating from high school with a regular diploma compared to % of all youth in the State graduating with a regular diploma.</p>	<p>Target</p>
<p>2. % of youth with IEPs dropping out of high school compared to the % of all youth in the State dropping out of high school.</p>	<p>Target</p>
<p>3. Participation and performance of children with disabilities on statewide assessments:</p> <p>A. % of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. 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.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.</p>	<p>Target</p>
<p>4. Rates of suspension and expulsion:</p> <p>A. % of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>B. % of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.</p>	<p>Target</p>
<p>5. % of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p>	<p>Target</p>
<p>6. % 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).</p>	<p>Target</p>
<p>7. % of preschool children with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and use of appropriate behaviors to meet their needs.</p>	<p>NEW</p>
<p>8. % 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.</p>	<p>NEW</p>

<b>Monitoring Priority: Disproportionality</b>	
9. % of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	NEW 0%
10. % of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	NEW 0%
<b>Monitoring Priority: Effective General Supervision Part B / Child Find</b>	
11. % of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).	NEW 100%
<b>Effective General Supervision Part B / Effective Transition</b>	
12. % 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.	100% <i>NEW</i>
13. % of youth aged 16 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.	NEW 100%
14. % 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.	NEW
<b>Effective General Supervision Part B / General Supervision</b>	
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.	100%
16. % 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.	100%
17. % of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.	100%
18. % of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	NEW
19. % of mediations held that resulted in mediation agreements.	Target
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	100%