

## Indicators for Local Determinations Based on LEA Implementation of Part B of IDEA, Section 616(d)

<b>Indicator 1</b>	<p><b>Graduation:</b> Percent of SWDs graduating with regular diploma.</p> <p><i>Target is based on accountability data and a growth model of improvement from one year to the next for each individual LEA.</i></p>
<b>Indicator 2</b>	<p><b>Dropout:</b> Percent of SWDs dropping out of high school.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>Indicator 3</b>	<p><b>Statewide Assessment:</b></p>
<b>A.</b>	<p>Percent of districts with a disability subgroup meeting the State's minimum "n" size that meets AYP targets for the disability group.</p> <p><i>Target is established based on accountability data and the AMOs in place for each subject area for each individual LEA. The target is a reduction in the gap between SWDs and non-SWDs of 6.25% from the previous year.</i></p>
<b>B.</b>	<p>Participation rate for SWDs.</p> <p><i>Target is 95% participation of SWDs on the statewide assessments</i></p>
<b>C.</b>	<p>Proficiency rate for SWDs against grade level, modified, and alternate standards.</p> <p><i>Target is established based on accountability data for each subject area for each individual LEA. The target is an increase in percent of students scoring proficient/advanced of 3-5% from the previous year.</i></p>
<b>Indicator 4</b>	<p><b>Suspensions/Expulsions:</b></p>
<b>A.</b>	<p>Percent of districts with significant discrepancy rates for suspensions and expulsions greater than 10 days in a school year for SWDs.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups. The indicator addresses the percent of students suspended/expelled for greater than 10 days in LEAs.</i></p>
<b>B.</b>	<p>Percent of districts with significant discrepancy rates by race or ethnicity for suspensions and expulsions greater than 10 days in a school year for SWDs that have policy, procedures, or practices that contribute to a significant discrepancy rate and do not comply with requirements related to IEPs, use of PDIS, and procedural safeguards.</p> <p><i>Target is 0% of suspensions/expulsions based on race/ethnicity as a result of inappropriate policies, procedures, and practices of an LEA.</i></p>
<b>Indicator 5</b>	<p><b>LRE Placement:</b></p>
<b>A.</b>	<p>Inside regular class 80% or more of the day.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>B.</b>	<p>Inside regular class less than 40% of the day.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>

C.	<p>In a separate school, residential facility, or homebound/hospital.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>Indicator 6</b>	<b>Settings:</b>
A.	<p>In a regular early childhood program and receiving the majority of services in regular early childhood program.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
B.	<p>In a separate special education class, separate school, or residential facility.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>Indicator 7</b>	<b>Preschool Skills:</b>
A.	<p>Positive social-emotional skills (including social relationships).</p> <p><i>Targets for Summary 1 and 2 are established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
B.	<p>Acquisition and use of knowledge and skills (early language communication and early literacy).</p> <p><i>Targets for Summary 1 and 2 are established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
C.	<p>Use of appropriate behaviors to meet their needs.</p> <p><i>Targets for Summary 1 and 2 are established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>Indicator 8</b>	<p><b>Parent Involvement:</b> Percent of parents of SWDs who report that schools facilitated parent involvement as a means to improve services and results for SWDs.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>Indicator 9</b>	<p><b>Disproportionate Representation in Special Education:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p><i>Target is 0% of students identified with a disability based on race/ethnicity.</i></p>
<b>Indicator 10</b>	<p><b>Disproportionate Representation in Specific Disability Categories:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p><i>Target is 0% of students identified in one of six high-incidence disability categories based on race/ethnicity.</i></p>
<b>Indicator 11</b>	<p><b>Child Find:</b> Percent of children evaluated within 60 days from parent consent for initial evaluation, or within a state established timeframe if the state has one in place.</p> <p><i>Target is 100%.</i></p>

<b>Indicator 12</b>	<p><b>Part C to B Transition:</b> Percent of children referred from Part C prior to age three who are eligible for Part B and who have an IEP developed and implemented by their third birthday.</p> <p><i>Target is 100%.</i></p>
<b>Indicator 13</b>	<p><b>Secondary Transition with IEP Goals:</b> Percent of youth aged 16 and above with IEPs in place that have appropriate, measurable postsecondary goals which are annually updated and based on transition assessment and transition services, including course of study that reasonably enables the student to meet postsecondary and annual IEP goals related to transition services needs; and evidence that the student and (if appropriate) a representative of any participating agency were invited to the IEP team meeting where transition was discussed with prior consent of the parent or student who has reached majority age.</p> <p><i>Target is 100%.</i></p>
<b>Indicator 14</b>	<p><b>Post School Outcomes:</b></p>
<b>A.</b>	<p>Enrolled in higher education.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>B.</b>	<p>Enrolled in higher education or competitively employed.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>C.</b>	<p>Enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment.</p> <p><i>Target is established based longitudinal data, trends, state and national averages, and input from stakeholder groups.</i></p>
<b>Indicator 15</b>	<p><b>Resolution Agreements:</b> Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p>
<b>Indicator 16</b>	<p><b>Mediations:</b> Percent of mediations held that resulted in mediation arrangements.</p>
<b>Indicator 17</b>	<p><b>State Systemic Improvement Plan</b></p>