

Part C SPP Indicators

- 1. Timely Provision of Services.** % of infants/toddlers with IFSPs receiving EI services on their IFSPs in a timely manner.
- 2. Services in Natural Environments.** % of infants/toddlers with IFSPs primarily receiving EI services in the home or community-based settings.
- 3. Early Childhood Outcomes.** % of infants/toddlers with IFSPs demonstrating improved (A) Positive social-emotional skills (including social relationships), (B) Acquisition and use of knowledge and skills (including early language/communication), (C) Use of appropriate behaviors to meet their needs.

Summary Statement 1: Of those infants and toddlers who entered EI below age expectations in each Outcome, the % who substantially increased their rate of growth in each outcome by age 3 or program exit.

Summary Statement 2: % of infants/toddlers functioning within age expectations in each outcome by age 3 or program exit.
- 4. Family Involvement.** % of families participating in EI reporting that EI services helped families (A) Know their rights, (B) Effectively communicate child's needs, (C) Help their children develop and learn.
- 5. Child Find (Birth to One).** % of infants/toddlers birth–1 with IFSPs
- 6. Child Find (Birth to Three).** % of infants and toddlers birth–3 with IFSPs
- 7. 45-Day Timeline.** % of eligible infants/toddlers with IFSPs with initial evaluation, assessment, and IFSP meeting, were conducted within Part C's 45-day timeline.
- 8. Early Childhood Transition.** % of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has: (A) Developed an IFSP with transition steps and services, (B) Notified (consistent with any opt-out policy adopted by the State) the SEA and LEA of toddler's potential eligibility for Part B preschool services, (C) Conducted transition conference.
- 9. Resolution Sessions.** % of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- 10. Mediation.** % of mediations held resulting in mediation agreements.
- 11. State Systemic Improvement Plan.** SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with stakeholder engagement in all phases, for improving results for infants/toddlers with disabilities and their families.

Part B SPP Indicators

- 1. Graduation.** % of youth with IEPs graduating with regular diploma.
- 2. Drop Out.** % of youth with IEPs dropping out of high school.
- 3. Assessment.** (A) Participation rate for children with IEPs (B) Proficiency rate for children with IEPs against grade level achievement, (C) Proficiency for children with IEPs against alternate achievement standards, (D) Gap in proficiency rate for children with IEPs
- 4. Suspension/Expulsion.** (A) % of districts with significant discrepancy, (B) % of districts with significant discrepancy by race/ethnicity.
- 5. Education Environments (Children 6–21).** % of children ages 5 in kindergarten, and 6–21 with IEPs served (A) Inside regular class 80% or more of day, (B) Inside regular class less than 40% of day, (C) In separate schools, residential facilities, or homebound/hospital placements.
- 6. Preschool Environments.** % of children ages 3, 4, and 5 with IEPs who are enrolled in a preschool program attending a (A) regular early childhood program and receiving majority of special education and related services in the regular early childhood program, (B) separate special education class, separate school, or residential facility, (C) receiving special education and related services in the home.
- 7. Preschool Outcomes.** % of preschool children ages 3–5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
 - Summary Statement 1: % of infants/toddlers with substantial increase in rate of growth in each outcome by age 3 or program exit.
 - Summary Statement 2: % of infants/toddlers functioning within age expectations in each outcome by age 3 or program exit.
- 8. Parent Involvement.** % of parents who report that the school facilitated parent involvement.
- 9. Disproportionate Representation.** % of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification.
- 10. Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
- 11. Child Find.** % of children evaluated within 60 days of parental consent or state timeframe.
- 12. Early Childhood Transition.** % of children referred by Part C prior to age 3 who are found Part B eligible with IEP implemented by 3rd birthday.
- 13. Secondary Transition.** % of youth ages 16+ with measurable, annually updated IEP goals & appropriate transition assessment, services, and courses.
- 14. Post-School Outcomes.** % of youth with IEPs, no longer in school, (A) Enrolled in higher education, (B) Enrolled in higher education or competitively employed, (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
- 15. Resolution Sessions.** % of hearing requests resolved through resolution session settlement agreements.
- 16. Mediation.** % of mediations held resulting in mediation agreements.
- 17. State Systemic Improvement Plan.** SPP/APR includes comprehensive, ambitious, achievable, multi-year SSIP, with stakeholder engagement in all phases, for improving children with disabilities and their families.

