

IDEA Part B Results (R) and Compliance (C) Indicators	
R-1	Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma
R-2	Percent of youth with IEPs dropping out of high school
R-3	<p>Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s Adequate Yearly Progress (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>
R-4	<p>Rates of suspension and expulsion:</p> <p>A. Percent 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>
C-4	B. Percent 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.
R-5	<p>Percent of children with IEPs aged through 21:</p> <p>A. Removed from general education class less than 21% of the day;</p> <p>B. Removed from general education 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>
R-6	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part---time early childhood/part---time early childhood special education settings).

R-7	Percent of preschool children 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.
R-8	Percent of parents with child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
C-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.
C-10	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
C-11	Percent of children with parental consent to evaluate, who were evaluated within 50 days.
C-12	Percent of children referred by Part C prior to ag 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
C-13	Percent of youth aged 14 and above or entering grade 9, whichever occurs first (per Article 7) 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.
R-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.
R-15	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
R-16	Percent of mediations held that resulted in mediation agreements
R-17	The State's SPP/APR includes State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this Indicator