Part B (Age 3 to 21) State Performance Plan Indicator Descriptions
Results and Compliance Indicators of the Individual with Disability Education Act

Part B State Performance Plan Results Indicators

1 Graduation: Percent of youth with individualized educational programs (IEPs) graduating from high school with a regular diploma.
2 Dropout: Percent of youth with IEPs dropping out of high school.
3 Statewide Assessment: Participation and performance of children with an IEP on statewide assessments.

4A Rates of Suspension and Expulsion: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP.

4B Rates of Suspension and Expulsion by Race/Ethnicity: Percent of districts that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP; and policies, procedures or practices that contribute to the significant discrepancy.

5 Educational Environments (Ages 6 through 21): Percent of 6-21 year old children with an IEP served inside the regular class and in public/private separate schools, residential, homebound/hospital placements.

6 Early Childhood Education Environments (Ages 3 through 5): Percent of children with an IEP aged 3 through 5 attending a regular early childhood program and in separate special education class, separate school or residential facility.

7 Preschool Outcomes: Percent of preschool children with an IEP aged 3 through 5 who demonstrate improved positive social-emotional skills; acquisition & use of knowledge and skills; and use of appropriate behaviors.

8 Facilitated Parent Involvement: Percent of parents with a child receiving special education services who report schools facilitated parent involvement.

14 Postsecondary Outcomes: Percent of youth who had an IEP, are no longer in secondary school and who have been employed, enrolled in higher education, or some other postsecondary education/training program within one year of leaving high school.

15 Resolution Session Agreements: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

16 Mediation Agreements: Percent of mediations held that resulted in mediation agreements.


1 Michigan sets measurable and rigorous results targets with broad stakeholder input. Targets vary by indicator.

Part B State Performance Plan Compliance Indicators

9 Disproportionate Representation (Child with a Disability): Percent of districts with disproportionate representation of racial and ethnic groups that is a result of inappropriate identification.

10 Disproportionate Representation (Eligibility Categories): Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.

11 Child Find (Evaluation Timelines): Percent of children with parental consent to evaluate and were evaluated within 30 school days.

12 Early Childhood Transition: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and had an IEP developed and implemented by their 3rd birthday.

13 Secondary Transition: Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are based upon an age appropriate transition assessment and transition services.

Revised January 2017

Michigan sets measurable and rigorous results targets with broad stakeholder input. Targets vary by indicator.

2 Compliance targets are set by the United States Department of Education, Office of Special Education Programs at either 0% or 100%.
Part C State Performance Plan Results Indicators

2 Services in Natural Environments: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

3 Early Childhood Outcomes: Percent of infants and toddlers who demonstrate improved: positive social-emotional skills; acquisitions & use of knowledge & skills; and use of appropriate behaviors to meet their needs.

4 Family Involvement: Percent of families participation in Part C that report early intervention services have helped the family: know their rights; effectively communicate their children’s needs; and help their children develop and learn.

5 Child Find (Birth to One): Percent of infants and toddlers birth to 1 with IFSPs compared to national data.

6 Child Find (Birth to Three): Percent of infants and toddlers birth to 3 with IFSPs compared to national data.

9 Resolution Sessions: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

10 Mediation: Percent of mediations held that resulted in mediation agreements.

11 State Systemic Improvement Plan (SSIP): A comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities.

Part C State Performance Plan Compliance Indicators

1 Timely Provision of Services: Percent of infants and toddlers with Individualized Family Support Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.

7 45-day Timeline: Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation, initial assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.

8 Early Childhood Transition: Percent of all toddlers with a disability exiting Part C who have received timely transition planning by their 3rd birthday.

Michigan sets measurable and rigorous results targets with broad stakeholder input. Targets vary by indicator.

Compliance targets are set by the United States Department of Education, Office of Special Education Programs at either 0% or 100%.