

**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<sup>1</sup>**

- 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.
- 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.
- 17 State Systemic Improvement Plan (SSIP):** A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

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

**Part B State Performance Plan Compliance Indicators<sup>2</sup>**

- 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.
- 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*

<sup>2</sup> Compliance targets are set by the United States Department of Education, Office of Special Education Programs at either 0% or 100%.

## Part C (Birth to Age 2) State Performance Plan Indicator Descriptions

### Results and Compliance Indicators of the Individual with Disability Education Act

#### Part C State Performance Plan Results Indicators<sup>3</sup>

- 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 gin 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 w/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<sup>4</sup>

- 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.



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<sup>3</sup> Michigan sets measurable and rigorous results targets with broad stakeholder input. Targets vary by indicator.

<sup>4</sup> Compliance targets are set by the United States Department of Education, Office of Special Education Programs at either 0% or 100%.