

CALIFORNIA STATE BOARD OF EDUCATION

JANUARY 2012 AGENDA

SUBJECT	
Approve the Annual State Performance Plan and Performance Report for Part B of the Individuals with Disabilities Education Act Covering Program Year 2010–11.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

SUMMARY OF THE ISSUE(S)

The State Board of Education (SBE), as the state educational agency, reports annually to the public and the United States Department of Education (ED) on the performance of California's local educational agencies (LEAs) with regard to the Individuals with Disabilities Education Act (IDEA). The State Performance Report (SPP) contains performance targets and the Annual Performance Report (APR) contains data collected by the California Department of Education (CDE) for program year 2010–11 regarding achievement towards those targets. The final SPP and APR are due to the ED February 1, 2012. Both documents can be found at the following Web links:
<ftp://ftp.cde.ca.gov/casemis/SPPFFY10draft.doc> (SPP) and
<ftp://ftp.cde.ca.gov/casemis/APRFFY2010draft.pdf> (APR).

RECOMMENDATION

The CDE recommends that the SBE approve the Annual State Performance Plan and Performance Report for Part B of the Individuals with Disabilities Education Act Covering Program Year 2010–11.

BRIEF HISTORY OF KEY ISSUES

California is required to have in place a performance plan to guide the state's implementation of Part B of the IDEA and to describe how the state will improve such implementation. This plan is called the Part B State Performance Plan (SPP). California's initial plan was submitted to the Office of Special Education Programs (OSEP) of the ED, on December 2, 2005, as approved by the SBE and the State Superintendent of Public Instruction. The SPP, including any changes, must be submitted to the OSEP by February 1, 2012.

BRIEF HISTORY OF KEY ISSUES (Cont.)

In addition, California must report annually to the public on the performance of its LEAs. This report is called the Part B APR. The APR documents the LEAs' progress toward meeting the benchmarks identified in the SPP and summarizes the statewide activities associated with each of the SPP's indicator targets. The APR is presented to the SBE annually for approval.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Last year, amendments to the initial SPP were necessary to address changes in federal requirements. In accordance with these requirements, the CDE prepared the SPP and included updates to reflect benchmarks for dropout rates consistent with the state's Adequate Yearly Progress Information Guide. The amended SPP was approved by the SBE at its January 2011 meeting.

At its January 2011 meeting, the SBE also approved the 2009–10 APR. In addition to reporting on progress, the 2009–10 APR addressed new federal requirements such as descriptions for monitoring, general supervision processes, and new descriptions and calculations for disproportionality.

On February 1, 2011, the SPP and APR, as described above and approved by the SBE were submitted to the OSEP.

At its November 2011 meeting, the SBE reviewed the executive summary of the 2012 APR, anticipating updated performance data and any necessary changes to the SPP.

FISCAL ANALYSIS (AS APPROPRIATE)

There is no fiscal impact.

ATTACHMENT(S)

Attachment 1: Executive Summary of the Revisions to the State Performance Plan for Part B of the Individuals with Disabilities Education Act Covering Program Year 2010–11 (6 pages).

Attachment 2: Executive Summary of the Annual Performance Report for Part B of the Individuals with Disabilities Education Act Covering Program Year 2010–11 (52 pages).

**EXECUTIVE SUMMARY OF
REVISIONS TO THE STATE PERFORMANCE PLAN FOR PART B OF THE
INDIVIDUALS WITH DISABILITY EDUCATION ACT**

**CALIFORNIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION DIVISION**

**State Performance Plan
Federal Fiscal Year 2010
(Program Year 2010–11)**

January 2012

Revisions to the California State Performance Plan January 2012

On February 1, 2012, the California Department of Education (CDE) is required to submit the State Performance Plan (SPP) for the Individuals with Disabilities Education Act of 2004 (IDEA). This is a five-year plan originally submitted in federal fiscal year (FFY) 2005. However, due to the delay in the reauthorization of the IDEA, the Office of Special Education Programs (OSEP) required states to extend their plans by two additional years. California's SPP was amended and approved by the OSEP in FFY 2009 to include an additional two years. The current SPP is valid through FFY 2012 (2012–13).

Each year the plan is reviewed and revised to address any changes in data collection, policies, or legislation. The table below identifies the significant revisions to the document for the FFY 2010 submission, followed by a brief overview of the revisions. The complete FFY 2010 SPP draft document can be found at:
<ftp://ftp.cde.ca.gov/casemis/SPPFFY10draft.doc>.

<u>Page</u>	<u>Revisions</u>
4	Updated data sources: Data sources were revised to reflect the data sources used for the FFY 2010 APR indicators.
6	Deleted: Narrative and references to Superintendent O'Connell, <i>Closing the Achievement Gap</i> , and California P-16 Council documents.
6–8	Inserted: Description of <i>A Blueprint for Great Schools</i> to reflect Superintendent Torlakson's priorities.
26-27	Revised calculation methodology for Indicator 4: Suspension and Expulsion Rates.
56-57	Revised calculation methodology for Indicator 9: Disproportionality Overall (e-formula and Alternate Risk Ratio).
60-61	Revised calculation methodology for Indicator 10: Disproportionality by Disability (e-formula and Alternate Risk Ratio).

A Blueprint for Great Schools (A summary of pages 6 – 8)

In January 2011, a new State Superintendent of Public Instruction, Tom Torlakson took office in California. Superintendent Torlakson, recognizing the need for broad and deep stakeholder involvement in the issues facing California public education, convened a 59-member Transition Advisory Team, including parents, teachers, classified staff, administrators, superintendents, school board members, business and union leaders, higher education and nonprofit representatives. The team was designed to create a model for the kinds of coalitions necessary to prepare all of California's students to be healthy, productive citizens, and lifelong learners.

Superintendent Torlakson charged the team with providing him advice on the development of a new mission and planning framework for the CDE. He asked for innovative and strategic advice to ensure that the state provides a world-class education to all students, preparing them to live, work, and thrive in a highly connected world.

Based on the team's recommendations, the CDE adopted the following new mission statement:

California will provide a world-class education for all students, from early childhood to adulthood. The department of education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.

Among the critical priorities of the recommendations were:

Educator Quality: Recognizing that expert teachers and school leaders are perhaps the most important resource for improving student learning, support the development of more effective educator recruitment, preparation, professional support, and evaluation systems. Use professional teacher and leader standards to guide and assess practice in a way that reflects best practices and incorporates appropriate evidence of student learning. Create a major commission to outline how these educator quality systems should best be designed, supported, and implemented. Launch an ongoing initiative to support union-management collaboration toward high-leverage reforms.

Curriculum and Assessment: In close collaboration with the State Board of Education, revise State curriculum standards, frameworks, and assessments to better reflect the demands of a knowledge-based society and economy, incorporate new Common Core Standards, and build on the strengths and needs of diverse learners. Incorporate technology as a key component of teaching, learning, and assessment, and support high levels of literacy and bi-literacy to prepare students for the globalized society they are entering.

Higher Education and Secondary Alignment: Work with higher education partners to establish college and career readiness standards and align assessments for K-12 learning, college admissions, and college placement. Improve graduation rates and student preparation for college and careers by redesigning secondary school program models and curriculum, investing in Linked Learning approaches, and updating A-G requirements.

Accountability and School Improvement: Develop a robust system of indicators to give students, teachers and parents a more complete picture of school performance, including broader measures of growth and learning that better assess 21st century skills; measures of school capacity and student opportunities to learn; and measures of resources connected to opportunity-to-learn standards.

Early Childhood Education: Develop an infrastructure for a birth-to-3rd-grade system that serves our youngest learners and includes expanded access to programs designed to meet quality standards, supported by well-prepared and supported educators, guided by aligned standards and curriculum, and informed by readiness data.

Education Supports: Support the provision of wraparound services to enhance student access to healthcare, social services, before and after school programs, and other supports needed for success. Encourage the development of community school approaches and provide technical assistance through existing CDE staff and structures.

Health and Fitness: Improve children's health, nutrition, and fitness by facilitating access to health insurance for all eligible children, supporting school-based health care, and encouraging better nutrition and increased physical activity within both school and home environments.

School Finance: Identify new or expanded sources of revenue to stabilize and increase financial support for schools. Foster and promote fiscal and

administrative efficiencies. Create a weighted student formula approach to tie funding to pupil needs.

Facilities Construction and Reform: Enable districts to engage in more effective and efficient facilities construction and re-design, including movement toward energy self-sufficiency.

Additional information on Superintendent Torlakson's *A Blueprint for Great Schools* can be found at: <http://www.cde.ca.gov/eo/in/bp/>.

Indicator 4: Suspension/Expulsion (A summary of pages 26 – 27)

The CDE has proposed to the OSEP the following methodology for identifying significant discrepancy:

- Calculate one state-level suspension/expulsion rate to set the State Bar (i.e., State suspension/expulsion average (0.64) + 2% = 2.64, the State Bar)
- Calculate district-rate for each racial/ethnic group
- Compare each district-rate for each racial/ethnic group to the State Bar
- If one or more racial/ethnic group(s) are suspended/expelled at a rate greater than the State Bar, the district is identified with a significant discrepancy

Indicator 9: Disproportionality Overall, and Indicator 10: Disproportionality by Disability (A summary of pages 56 – 57 and 60 – 61)

The CDE has proposed to the OSEP the use of the e-formula and Alternate Risk Ratio to identify disproportionate representation. A study of disproportionality measurements indicates it is advantageous to use two types of measures over using a single measure because: (1) It incorporates the best elements of both measures; (2) the measures represent two broad categories of disproportionality; (3) if a district is disproportionate in both measures - not just in one - then the district more likely has true disproportionality; and (4) two measures allow the user to examine disproportionality of districts at reasonable threshold levels in both measures.

The e-formula, which falls under the broad category of measures known as **Composition**, has, among others, the following unique properties: (1) It is based on statistical principles of sampling theory; (2) it is sensitive to the size of districts; (3) it allows proportionately more tolerance for disproportionality for smaller districts than larger districts; (4) it has the lowest number of exclusions of cells from disproportionality

calculations; (5) the results are not affected by external factors, such as state demographics; (6) it is least affected by small enrollment fluctuations; and (7) it is applicable to racially homogeneous as well as heterogeneous districts.

The Alternate Risk Ratio, which falls under the broad category of measures known as **Risk**, has the following properties: (1) The results are comparable across the districts in a state; and (2) it is sensitive to very high or very low district rate of disability, compared to the state rate.

**EXECUTIVE SUMMARY OF
THE ANNUAL PERFORMANCE REPORT FOR PART B OF THE INDIVIDUALS WITH
DISABILITY EDUCATION ACT
COVERING PROGRAM YEAR 2010-11**

**CALIFORNIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION DIVISION**

State Annual Performance Report
Federal Fiscal Year 2010
(Program Year 2010–11)

February 2012

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Special Education in California

The California Department of Education (CDE) provides state leadership and policy direction for school district special education programs and services for students who have disabilities, newborn to twenty-two years of age. Special Education is defined as specially designed instruction and services, at no cost to parents, to meet the unique needs of children with disabilities. Special education services are available in a variety of settings, including day-care settings, preschool, regular classrooms, classrooms that emphasize specially designed instruction, the community, and the work environment.

This leadership includes providing families with information on the education of children with disabilities. The CDE works cooperatively with other state agencies to provide everything from family-centered services for infants and preschool children with disabilities to planned steps for transition from high school to employment and quality adult life. The CDE responds to consumer complaints and administers the federal Individuals with Disabilities Education Act (IDEA) and the Elementary and Secondary Education Act (ESEA) for students with disabilities in California.

Accountability and Data Collection

In accordance with the IDEA, California is required to report annually to the secretary of the U.S. Department of Education (ED) on the performance and progress under the State Performance Plan (SPP) in its Annual Performance Report (APR). The APR requires the CDE to report on 20 indicators (Table 1) that examine a comprehensive array of compliance and performance requirements relating to the provision of special education and related services. The California Special Education Management Information System (CASEMIS) is the data reporting and retrieval system used at the CDE. The CASEMIS provides the local educational agencies (LEAs) with a statewide standard for maintaining a common core of special education data at the local level that is used for accountability reporting and to meet statutory and programmatic needs in special education.

The CDE is required to publish the APR for public review. The current APR reflects data collected during Federal Fiscal Year (FFY) 2010, which is equivalent to California's school year 2010–11. Please note that there are several indicators that are reported in lag years using data from school year 2009–10. There are 11 performance indicators and 9 compliance indicators. All compliance indicators are set by the ED at either 0 percent or 100 percent. Performance indicator targets were established based on the recommendations of the broad-based stakeholder group, Improving Special Education Services (ISES), and the approval of the State Board of Education (SBE) (Table 5).

Table 1: California State Indicators

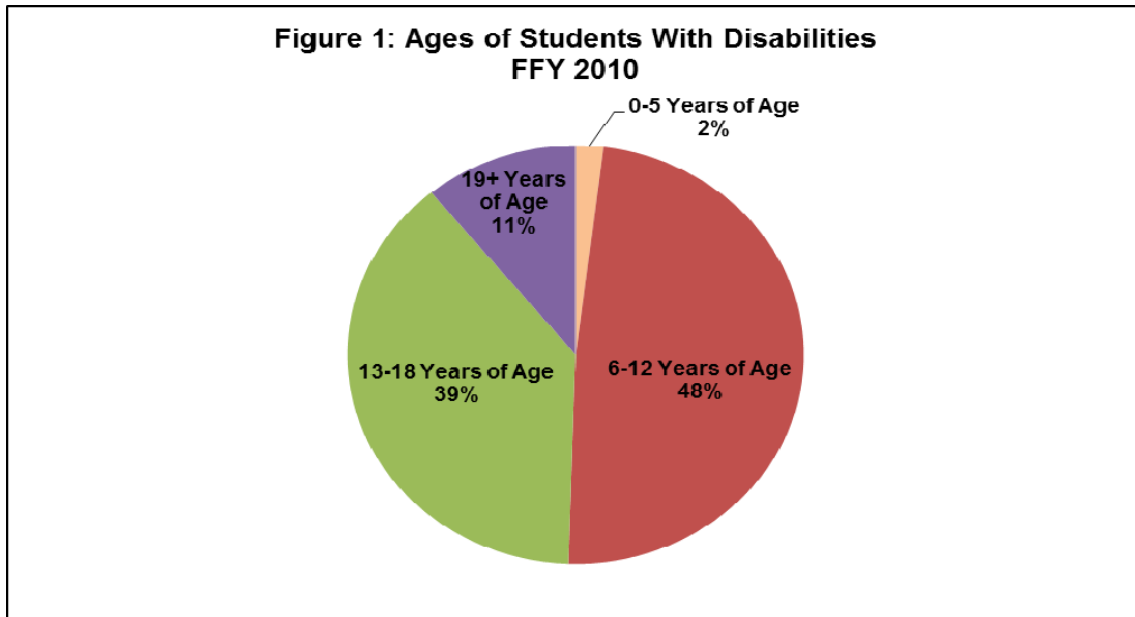
Type		Indicators
Performance	1	Graduation Rates
Performance	2	Dropout Rates
Performance	3 A	Statewide Assessment
Performance	3B	Statewide Assessment-participation Rates
Performance	3C	Statewide Assessment-proficiency Rates
Performance	4A	Rates of Suspension and Expulsion
Performance	4B.	Rates of Suspension and Expulsion by Race or Ethnicity
Performance	5A	Least Restrictive Environment (Removed >21% of day)
Performance	5B	Least Restrictive Environment (Removed >60% of day)
Performance	5C	Least Restrictive Environment (Served in separate school or other placement)
Performance	6	Preschool Least Restrictive Environment (Not reported in FFY 2010)
Performance	7A	Preschool Assessment: Social-emotional skills
Performance	7B	Preschool Assessment: Acquisition/Use of knowledge
Performance	7C	Preschool Assessment: Use of Appropriate Behaviors
Performance	8	Parent Involvement
Compliance	9	Disproportionality Overall
Compliance	10	Disproportionality by Disability
Compliance	11	Eligibility Evaluation
Compliance	12	Part C to Part B Transition
Compliance	13	Effective Transitions
Performance	14	Post Secondary
Compliance	15	General Supervision
Compliance	16	Complaints
Compliance	17	Due Process
Performance	18	Hearing Requests
Performance	19	Mediation
Compliance	20	State-reported Data

CASEMIS Dec.2010

Overview of Population and Services

During fiscal year (FY) 2010–11, 680,164 students were enrolled in special education. Compared to the total student enrollment in California, special education students make up about 10 percent of total students. The average age of a special education student in California is approximately eleven years. The median grade level is sixth grade.

As shown in Figure 1, the majority of students with disabilities in California are between six and twelve years of age. The majority of special education students (68 percent) are male. Twenty-nine percent of special education students are English-language learners.



CASEMIS Dec.2010

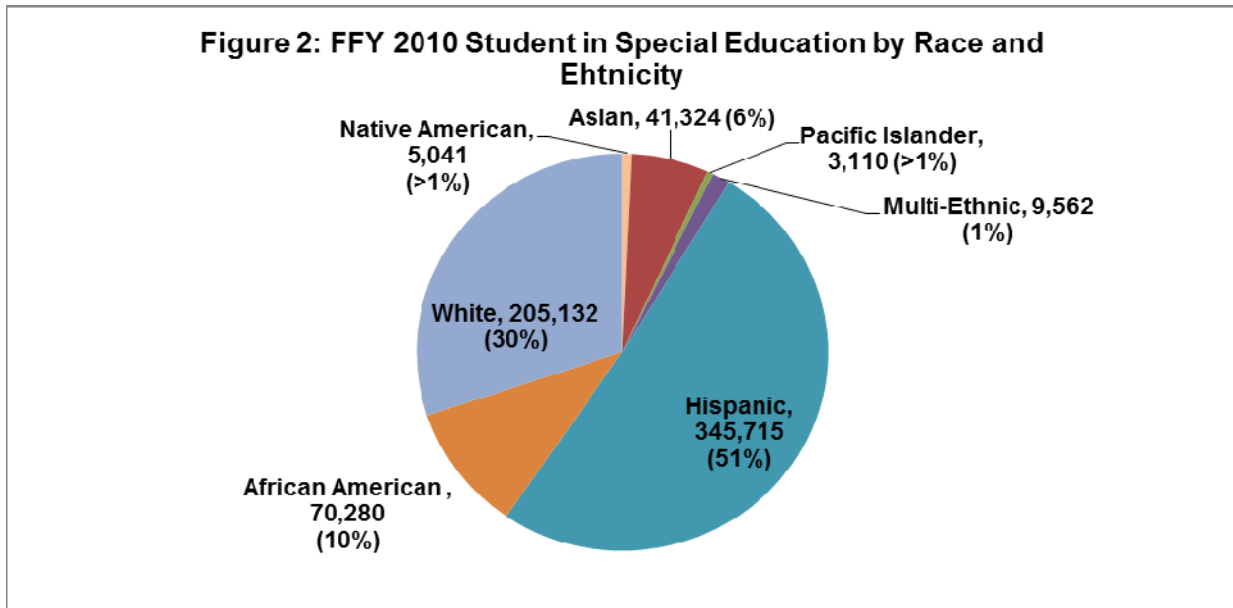
California students diagnosed with at least one disability are eligible for services to meet those needs. There are 13 disability categories as identified in Table 2. The majority (42 percent) of students are identified as having a “Specific Learning Disability” as their primary disability category. The second most common primary disability designation for students (24.7 percent) is a “Speech/Language Impairment.”

Table 2: Enrollment of Special Education Students by Disability Type

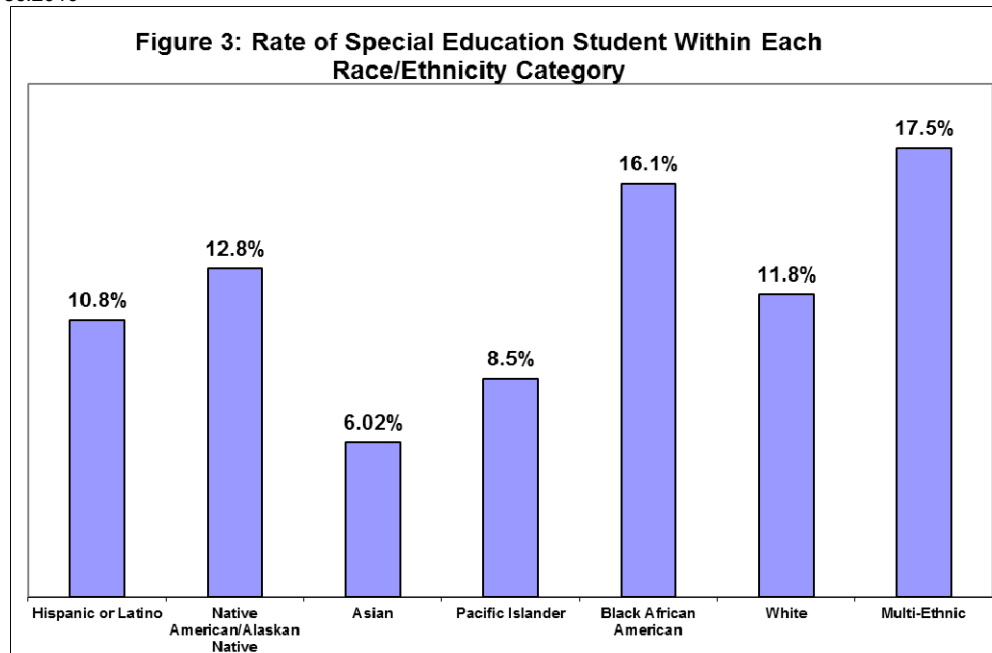
Intellectual Disability	42,897	6.3%	Orthopedic Impairment	15,394	2.3%
Hard of Hearing	9,301	1.4%	Other Health Impairment	53,936	7.9%
Deaf	4,154	0.6%	Specific Learning Disability	287,773	42.3%
Speech and Language	168,046	24.7%	Deaf-Blindness	162	0%
Visual Impairment	4,456	0.7%	Multiple Disability	5,201	0.8%
Emotional Disturbance	27,314	4.0%	Autism	59,690	8.8%
Traumatic Brain Injury	1,831	0.3%			

CASEMIS Dec.2010

Of all special education students in California, Hispanic youth represent the greatest number of students in need of services (See Figure 2). However, when compared to total enrollment rates, African American students are the most highly represented single ethnicity in special education (See Figure 3).



CASEMIS Dec.2010



CASEMIS Dec.2010

The CDE also tracks the type of school or program in which special education students receive the majority of their instructional services. These include public schools, private schools, independent study, charter schools, community schools, correctional programs, higher education, and transition programs. Table 3 shows that the majority (88 percent) of special education students are enrolled in a public day school.

Table 3: Enrollment of Special Education by Type of School

No School (0–5 years)	3,872	0.6%	Adult Education Program	1,602	0.2%
Public Day School	597,559	87.9%	Charter School	16,032	2.4%
Public Residential School	761	0.1%	Charter School District	4,124	0.6%
SpEd Center or Facility	11,180	1.6%	Head Start	1,861	0.3%
Other Public School	5,606	0.8%	Child Development/Care	2,509	0.4%
Continuation School	5,312	0.8%	State Preschool Program	875	0.1%
Alternative Work Education Center/Facility	349	0.1%	Non Public Residential School	1,658	0.2%
Independent Study	1,372	0.2%	Extended Day Care	250	0.0%
Juvenile Court School	2,347	0.3%	Non Public Day School	12,299	1.8%
Community School	3,619	0.5%	Private Preschool	830	0.1%
Correctional Institution	351	0.1%	Private Day School	1,681	0.2%
Home Instruction	2,417	0.4%	Private Residential School	41	0.0%
Hospital Facility	116	0.0%	Non Public Agency	253	0.0%
Community College	263	0.0%	Parochial School	1,025	0.2%

CASEMIS Dec.2010

Special education students in California receive a variety of services to address their unique needs. During 2010–11, there were 1,606,945 services provided to California special education students. Table 4 describes the type of services provided to students. The most common service provided was Specialized Academic Instruction, followed by Language and Speech Services.

Table 4: Services Provided To Special Education Students

Specialized Services for Ages 0-2 years	17,815	1.1%	Specialized Services/Low Incidence Disabilities	7,426	0.5%
Specialized Academic Instruction	652,440	40.6%	Services for Deaf Students	20,974	1.3%
Intensive Individual Services	12,219	0.8%	Services for Visually Impaired Students	11,583	0.7%
Individual/Small Group Instruction	14,786	0.9%	Specialized Orthopedic Services	3,970	0.2%
Language/Speech	377,784	23.5%	Recreation Services	566	0.0%
Adapted Physical Education	49,085	3.1%	Reader and Note Taking Services	734	0.0%
Health and Nursing	16,362	1.0%	College Preparation	51,499	3.2%
Assistive Technology	8,829	0.5%	Vocational/Career	103,963	6.5%
Occupational Therapy	63,675	4.0%	Agency Linkages	9,634	0.6%
Physical Therapy	11,246	0.7%	Travel Training	1,160	0.1%
Mental Health Services	132,174	8.2%	Other Transition Services	21,590	1.3%
Day Treatment	1,477	0.1%	Other Special Education Services	16,053	1.0%
Residential Treatment	1,116	0.1%			

CASEMIS Dec.2010

2010–11 Annual Performance Report Indicators

During FFY 2010, California met XX (or XX percent) of the 19 target indicators (Indicator 6 was not reported for FFY 2010). Table 5 identifies each indicator, its target, the FFY 2010 state results, and whether the target was met. The pages following Table 5 provide one-page overviews of each individual indicator, including a description of the indicator, the target, the data measurement, the results, whether the target was met, and a summary of improvement activities.

Table 5: FFY 2010 Indicators, Targets, and Results

Indicators	Target	*Results	Met Target
1-Graduation Rate	Greater than 66.9%	74%	Yes
2-Dropout Rate	No More Than 22.6%	15.4%	Yes
3-Statewide Assessment	Multiple Targets	--	No
4- Suspension and Expulsion Rate by Ethnicity	No More Than 10%	Pending	Pending
4b-Suspension and Expulsion Rate by Disability	No More than 0%	Pending	Pending
5-Least Restrictive Environment			
5a. Percent Removed from Regular Class Less Than 21% of the Day	76% or More	52.5%	No
5b. Percent Removed from Regular Class More Than 60% of the Day	No More than 9%	22.4%	No
5c. Percent served in separate schools	No More than 3.8%	3.7%	Yes
6-Preschool Least Restrictive Environment	Not Required	--	--
7-Preschool Assessment	Multiple Targets		No
8-Percent of Parent Reporting the Schools Facilitated Parental Involvement	90% or More	81.1%	No
9-Overall Disproportional Racial or Ethnic Groups in Special Education	No More Than 0%	Pending	Pending
10-Disproportional Racial or Ethnic Groups in Disability Categories	No More than 0%	Pending	Pending
11-Eligibility Evaluation Completed within 60 Days of Parental Consent	No Less than 100%	95.8%	No
12-Part C to Part B Transition by Third Birthday	No Less than 100%	95.3%	No
13-Secondary Transition Goals and Services	No Less than 100%	27.2%	No
14-Post-School Employment or Enrollment in Post-Secondary Education	No Less than 69%	74.4%	Yes
15-General Supervision System Corrects Noncompliance Within in One Year	No Less than 100%	99.9%	No
16-General Supervision: Written Complaints Resolved in 60 Days	No Less than 100%	100%	Yes
17-General Supervision: Due Process Hearings	No Less than 100%	100%	Yes
18-General Supervision	No Less than 67%	27.3%	No
19-General Supervision: Number of Mediation Agreements	No Less than 80%	67.2%	No
20-General Supervision: Timely and Accurate Reports	No Less than 100%	97.8	No

INDICATOR 1: GRADUATION

Description

This is a performance indicator. It measures the percent of youth with Individual Education Programs (IEPs) graduating from high school with a regular diploma (20 U.S.C 1416 [a][3][A]). The calculation methods for this indicator were revised in 2008–09 and again in 2009–10 to align with reporting criteria under Title I of the Elementary and Secondary Education Act (ESEA). A new reporting methodology was implemented for the FFY 2010 APR. No baselines have been established. All California students are required to pass the California High School Exit Exam (CAHSEE) to earn a public high school diploma. State law provides an exemption from this testing requirement for students who otherwise meet the district requirement for graduation.

Target for 2010–11

- Have a 2010 graduation rate of at least 90 percent **or**
- Meet the 2010 fixed growth rate of 67.06 percent **or**
- Meet the 2010 variable growth rate of 66.98 percent

Measurement

The data are reported in lag years using the California Longitudinal Pupil Achievement Data System (CALPADS) data from the FFY 2009 (2009–10). The calculation is based on data from the California's ESEA reporting.

Results for 2010–11

For FFY 2010, Indicator 1 (Graduation Rates) shows that 74.4 percent of students with disabilities graduated with a high school diploma.

Target Met: Yes

Summary of Improvement Activities

- Provide technical assistance regarding graduation standards, student participation in graduation activities, promotion/retention guidelines, and preparation for the CAHSEE.
- Disseminate and promote the *English Learners with Disabilities Handbook* which provides guidance on ways to support twelfth graders in meeting goals for graduation.
- Develop and disseminate training modules on standards-based IEPs that promote and sustain activities that foster special education and general education working together to meet the needs of all learners. Modules will target delivery of services, curriculum and instruction, and differentiated instruction.

INDICATOR 2: DROPOUTS

Description

This is a performance indicator. It measures the percent of youth with IEPs dropping out of high school (20 U.S.C 1416 [a][3][A]). The calculation methods for this indicator were revised in 2009–10 to create a more rigorous target and were approved by the Office of Special Education Programs (OSEP) in April 2010. Dropout rates are calculated from data reported for grades nine through twelve. The CDE uses the annual (one-year) dropout rate and the four-year derived dropout rate. The four-year derived dropout rate is an estimate of the percent of students who would dropout in a four-year period based on data collected for a single year. California does not currently have benchmarks for dropout rates for the ESEA. Annual benchmarks are not required by the ESEA.

Target for 2010–11

Less than 22.6 percent of students with disabilities will drop out of high school.

Measurement

The data are reported in lag years using the CALPADS data from the FFY 2009 (2009–10). The calculation is based on data from the ESEA reporting.

Results for 2010–11

For the FFY 2010, Indicator 2 (Dropout Rates) reports in lag years using data from 2008–09. The four-year derived dropout rate was 15.4 percent.

Target Met: Yes

Summary of Improvement Activities

- Continue the Building Effective Schools Together (BEST) program which provides training and technical assistance on positive behavioral supports.
- Disseminate and provide training based on *Transition to Adult Living: A Guide for Secondary Education*, a comprehensive handbook written for students' parents and teachers, to support the transition of students with disabilities to adulthood and/or independent living.
- The CDE will continue to contract with the California Juvenile Court Schools to facilitate electronic transmission of records across public agencies, implement Response to Instruction and Intervention (RTI²), and improve academic achievement.

INDICATOR 3: STATEWIDE ASSESSMENTS

Description

This is a performance indicator. It measures the percent of districts with a disability subgroup that meet the state’s minimum “n” size (less than 20 students) and meet: (a) the state’s Adequate Yearly Progress (AYP), English-language Arts (ELA), and mathematics targets for the disability subgroup; (b) the participation rate for children with IEPs; and (c) the proficiency rate for children with IEPs against grade-level, modified, and alternate academic achievement standards (20 U.S.C. 1416 [a][3][A]).

Target for 2010–11

- 3A. The annual benchmarks and six-year target for the percent of districts meeting the state’s AYP objectives for progress for the disability subgroup (58 percent).
- 3B. The annual benchmark and target for participation on statewide assessments in ELA and math, 95 percent (rounded to nearest whole number), is established under the ESEA.
- 3C. Consistent with the ESEA accountability framework, the 2010–11 annual measurable outcomes (benchmarks) for the percent proficient on statewide assessments are broken down by school subgroup:

School Subgroup	ELA Percent	Math Percent
Elementary Schools, Middle Schools, Elementary School Districts	67.6	68.5
High Schools, High School Districts	66.7	66.1
Unified School Districts, High School Districts, County Offices of Education	67.0	67.3

Measurement

The AYP percent equals the number of districts with a disability subgroup that meets the state’s minimum “n” size and meets the state’s AYP targets for the disability subgroup divided by the total number of districts that have a disability subgroup that meets the state’s minimum “n” size.

The participation rate percent equals the number of children with IEPs participating in the assessment (California Standards Test, California Alternate Performance Assessment, California Modified Assessment, and CAHSEE) divided by the total number of children with IEPs enrolled on the first day of testing, calculated separately for reading and math.

The proficiency rate percent equals the number of children with IEPs enrolled for a full academic year scoring at or above proficient divided by the total number of children with IEPs enrolled for a full academic year, calculated separately for reading and math.

Results for 2010–11

A. In FFY 2010 for Target A the results are as follows:

Percent of Districts Meeting AYP for Disability Subgroup (3A)

Targets for FFY 2010 (2010–11)	Actual Data for FFY 2010 (2010–11)	Target Met
58	14.7	No

B. In FFY 2010 for Target B the results are as follows:

Percent of Participation for Students with IEPs (3B)

	Targets for FFY 2010 (2010–11)	Actual Data for FFY 2010 (2010–11)	Target Met
ELA	95	97.4	Yes
Math	95	94.9	No

C. In FFY 2010 for Target C the results are as follows:

Proficiency Targets and Actual Data in ELA and Math by Type of LEA (3C)

Type of LEAs	ELA Target Percent Proficient	ELA Actual Percent Proficient	Target Met	Math Target Percent Proficient	Math Actual Percent Proficient	Target Met
Elementary School Districts	67.6	39.8	No	68.5	35.7	No
High school Districts (grades 9-12 only)	66.7	15.5	No	66.1	15.0	No
Unified School Districts, High School Districts, County Offices of Education (grades 2–8 and 9–12)	67.0	22.9	No	67.3	17.3	No

Summary of Improvement Activities

- Provide technical assistance to schools focused on the implementation of programs to reform high poverty schools. Provide focused monitoring and technical assistance at facilitated school sites to address participation and performance on statewide assessments.
- Develop and maintain the IDEA 2004 information Web page with links to important references and resources on the reauthorization of the IDEA, including statewide assessments.
- Collaborate with the CDE Program Improvement and Interventions Office to infuse special education indicators into the Academic Performance Survey and District Assistance Survey.

INDICATOR 4A: SUSPENSION AND EXPULSION BY ETHNICITY

Description

This is a performance indicator. It measures the 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 IEPs (20 U.S.C. 1416[a][3][A]; 1412[a][22]). A district is considered to have a significant discrepancy if the districtwide rate for suspension and expulsion exceeds the statewide rate for suspension and expulsion. Districts identified as having a significant discrepancy are required to review policies, procedures, and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The data reported here are from 2009–10.

Target for 2010–11

No more than 10 percent of districts will have rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Measurement

The data are reported in lag years using the CALPADS data from the FFY 2010 (2009–10). The percent is calculated by the number of districts that have a significant discrepancy in the rates of suspensions and expulsions of children with IEPs for greater than 10 days in a school year divided by the number of districts in the state multiplied by 100.

Results for 2010–11

The CDE has not been able to complete calculations and notify districts on disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Calculation methodology for Indicator 4 (Rates of Suspension and Expulsion by Race or Ethnicity) was submitted for approval to the Office of Special Education Programs (OSEP) in September 2011. On October 3, 2011, an e-mail was sent to the CDE with the following direction for these indicators:

“If the state has not completed its policies, procedures, or practices review because additional districts were identified when the state applied its revised calculation methodology, the state has the option of submitting these data by the clarification period.”

This e-mail was followed by two conference calls (October 11, 2011, and October 28, 2011) where the calculation methodology was discussed.

Because the calculation methodology for Indicator 4 (Rates of Suspension and Expulsion by Race or Ethnicity) has not been approved, the CDE has not been able to complete calculations, nor has it been able to notify districts for a special self-review of policies, procedures, and practices. Upon the approval of the calculation methodologies, the CDE will identify districts with possible disproportionate rates of suspension and expulsion and advise them to complete a self-review of policies, procedures, and practices and submit the data to the CDE.

If approved, the methodology for 4A would be the number of districts with suspension/expulsion rates greater than the statewide rate, divided by the number of districts meeting the minimum n-size.

Target Met: N/A

Summary of Improvement Activities

- In collaboration with other divisions of the CDE, provide technical assistance to LEAs and schools on reinventing high schools to address suspension and expulsion.
- Provide technical assistance to schools focused on the implementation of reform programs that have been successful in high poverty schools.
- Work with special education local plan areas (SELPAs), LEAs, and the County Offices of Education (COE) to clarify responsibilities and improve behavior emergency and incident reporting.
- Promote the Internet Resource Instructional System (IRIS) modules in behavior, diversity, and other content. This is a special project that includes training and technical assistance work.
- Promote the Culturally Responsive Teaching in California online training modules for the school site general and special educators dealing with utilizing positive behavior supports.

INDICATOR 4B: SUSPENSION AND EXPULSION BY DISABILITY

Description

This is a compliance indicator. It measures the percent of districts that have: (a) 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 IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards (20 U.S.C. 1416[a][3][A]); 1412[a][22]).

Target for 2010–11

Zero percent of districts will have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race/ethnicity.

Measurement

The data are reported in lag years using the CALPADS data from the FFY 2009 (2009–10). This percent is calculated by the number of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards divided by the number of districts in the state multiplied by 100.

Results for 2010–11

The CDE has not been able to complete calculations and notify districts of disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Calculation methodology for Indicator 4 (Rates of Suspension and Expulsion by Race or Ethnicity) was submitted for approval to the OSEP in September 2011. On October 3, 2011, an e-mail was sent to the CDE with the following direction for these indicators:

“If the state has not completed its policies, procedures or practices review because additional districts were identified when the state applied its revised calculation methodology, the state has the option of submitting these data by the clarification period.”

This e-mail was followed by two conference calls (October 11, 2011, and October 28, 2011) where the calculation methodology was discussed.

Because the calculation methodology for Indicator 4 (Rates of Suspension and Expulsion by Race or Ethnicity) has not been approved, the CDE has not been able to complete calculations, nor has it been able to notify districts for a special self-review of policies, procedures, and practices. Upon the approval of the calculation methodologies, the CDE will identify districts with possible disproportionate rates of suspension and expulsion and advise them to complete a self-review of policies, procedures, and practices and submit the data to the CDE.

If approved, the methodology for 4b would be the number of districts with significant discrepancy, defined as a district with one or more race categories greater than the statewide rate, divided by the number of districts meeting the minimum n-size.

Target Met: N/A

Summary of Improvement Activities

- Provide technical assistance to schools focused on the implementation of reform programs that have been successful in high poverty schools.
- Work with SELPAs, LEAs, and COEs to clarify responsibilities and improve behavior emergency and incident reporting.
- Work with SELPAs, LEAs, and the COEs to update and improve monitoring items and instruments for reviewing policies, practices, and procedures related to this indicator.
- Provide Building Effective Schools Together (BEST) training and technical assistance on positive behavioral supports. Promote and distribute the IRIS modules in behavior, diversity, and other content. This is a special project that includes training and technical assistance work.

INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT

Description

This is a performance indicator. It measures the percent of children with IEP's, aged six through twenty-one, served inside the regular class 80 percent or more of the day; inside the regular class less than 40 percent of the day; and in separate schools, residential facilities, or homebound/hospital placement.

Target for 2010–11

- 5A. Seventy-six percent or more of students will be removed from regular class less than twenty-one percent of the day;
- 5B. No more than 9 percent of students will be removed from regular class more than 60 percent of the day; **and**
- 5C. No more than 3.8 percent of students are served in public or private separate schools, residential placements, or homebound/ hospital placements.

Measurement

- A. The number of children with IEPs served inside the regular class 80 percent or more of the day divided by the total number of students aged six through twenty-one with IEPs.
- B. The number of children with IEPs served inside the regular class less than 40 percent of the day divided by the total number of students aged six through twenty-one with IEPs.
- C. The number of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements divided by the total number of students aged six through twenty-one with IEPs.

Results for 2010–11

California did not meet the targets for 5A (only 52.5 percent of students were removed from regular class less than 21 percent of the day) and for 5B (22.4 percent of students were removal greater than 60 percent of the day). However, the target was met for 5C, (3.7 percent of students were served in separate schools and facilities).

Target Met: 5A and 5B: No, 5C: Yes

Summary of Improvement Activities

- Continue implementing the Facilitated Focused Monitoring Project including the “scaling up” of focused monitoring activities that contain targeted technical assistance to LEAs related to Least Restrictive Environment (LRE) and improved academic outcomes.
- Conduct activities related to parent involvement, LRE, Rtl², and secondary transition. The CDE promotes parental involvement by inviting participation in ISES and in the CDE trainings. The CDE supported trainings are posted on the Internet to increase parental access.
- In collaboration with the California Comprehensive Center, the CDE’s Special Education Division (SED) will develop and disseminate training modules on standards-based IEPs to promote and sustain activities that foster special education and general education collaboration.

INDICATOR 7A: PRESCHOOL ASSESSMENT

Description

This is a performance indicator. It measures the percent of preschool children with IEPs demonstrating improvement in Outcome A: Positive social-emotional skills (including social relationships).

Target for 2010–11

1. Of those children who entered the program below age expectations in Outcome A, 72.7 percent substantially increased their rate of growth by the time they turned six years of age or exited the program; and
2. Of children who were functioning within age expectations in Outcome A, 82.1 percent were functioning within age expectations by the time they turned six years of age or exited the program.

Measurement

Outcome A: Positive social-emotional skills (including social relationships):

- A. Number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed multiplied by 100.
- B. Number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied by 100.
- C. Number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed multiplied by 100.
- D. Number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied by 100.
- E. Number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied by 100.

Results for 2010–11

For FFY 2010, for Outcome A, 67.2 percent of students substantially increased their rate of growth by the time they turned six years of age or exited the program, and 77.9 percent of students were functioning within age expectations by the time they turned six years of age or exited the program.

Target Met: No

Summary of Improvement Activities

- Provide ongoing statewide technical assistance and training on Early Child Special Education (ECSE) and assist the CDE in monitoring and activities assessment.
- Continue the Train-the-Trainer training for SELPA teams to build local capacity for support, technical assistance, and mentoring for teachers.
- Develop Web-based modules for training and instruction related to the Desired Results Development Profile (DRDP) instruments and data reporting system to build local capacity for support, technical assistance, and mentoring.

INDICATOR 7B: PRESCHOOL ASSESSMENT

Description

This performance indicator measures the percent of preschool children with IEPs who demonstrate improvement in Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy).

Target for 2010–11

1. Of those children who entered the program below age expectations in Outcome B, 70 percent substantially increased their rate of growth by the time they turned six years of age or exited the program; and
2. Of children who were functioning within age expectations in Outcome B, 82.5 percent were functioning within age expectations by the time they turned six years of age or exited the program.

Measurement

Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- A. Number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed multiplied by 100.
- B. Number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied by 100.
- C. Number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the of preschool children with IEPs assessed multiplied by 100.
- D. Number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied by 100.
- E. Number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied by 100.

Results for 2010–11

In FFY 2010, for Outcome B, 66.4 percent of students substantially increased their rate of growth by the time they turned six years of age or exited the program; and 76.3 percent of students were functioning within age expectations by the time they turned six years of age or exited the program.

Target Met: No

Summary of Improvement Activities

- Provide ongoing statewide technical assistance and training on ECSE and assist the CDE in monitoring and activities assessment.
- Continue the Train-the-Trainer training for SELPA teams to build local capacity for support, technical assistance, and mentoring for teachers.
- Develop Web-based modules for training and instruction related to the DRDP instruments and data reporting system to build local capacity for support, technical assistance, and mentoring.

INDICATOR 7C: PRESCHOOL ASSESSMENT

Description

This performance indicator measures the percent of preschool children with IEPs who demonstrate improvement in Outcome C: Use of appropriate behaviors to meet their needs (20 U.S.C. 1416[a][3][A]).

Target for 2010–11

1. Of those children who entered the program below age expectations in Outcome C, 75 percent substantially increased their rate of growth by the time they turned six years of age or exited the program; and
2. Of children who were functioning within age expectations in Outcome C, 79 percent were functioning within age expectations by the time they turned six years of age or exited the program.

Measurement

Outcome C: Use of appropriate behaviors to meet their needs:

- A. Number of preschool children who did not improve functioning divided by the number of preschool children with IEPs assessed multiplied by 100.
- B. Number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied by 100.
- C. Number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it divided by the number of preschool children with IEPs assessed multiplied by 100.
- D. Number of preschool children who improved functioning to reach a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied by 100.
- E. Number of preschool children who maintained functioning at a level comparable to same-aged peers divided by the number of preschool children with IEPs assessed multiplied 100.

Results for 2010–11

In FFY 2010, for Outcome C, 69.4 percent of students substantially increased their rate of growth by the time they turned six years of age or exited the program; and 78.4 percent of students were functioning within age expectations by the time they turned six years of age or exited the program.

Target Met: No

Summary of Improvement Activities

- Provide ongoing statewide technical assistance and training on ECSE and assist the CDE in monitoring and activities assessment.
- Continue the Train-the-Trainer training for SELPA teams to build local capacity for support, technical assistance, and mentoring for teachers.
- Develop Web-based modules for training and instruction related to the DRDP instruments and data reporting system to build local capacity for support, technical assistance, and mentoring.

INDICATOR 8: PARENT INVOLVEMENT

Description

This is a performance indicator. It measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (20 U.S.C. 1416[a][3][A]). This data is one question in a survey distributed, collected, and reported by the SELPAs. The measure is the percentage of parents responding “yes” to the question: “Did the school district facilitate parent involvement as a means of improving services and results for your child?”

Target for 2010–11

Ninety percent of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Measurement

The number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total number of respondent parents of children with disabilities.

Results for 2010–11

The result for Indicator 8 in FFY 2010 was 81.1 percent of parents with a child receiving special education services report that schools facilitated parental involvement.

Target Met: No

Summary of Improvement Activities

- Explore Web-based applications for all components of the monitoring system including parent involvement.
- Data collection will be conducted, independent of the monitoring processes, by parent centers and the CDE staff.
- Develop a Web-based survey process and a statewide data collection through the CASEMIS to capture a universal sample of families to address the Parent Involvement Indicator.

- The SED partners with Parent Training and Information centers, Family Resource Centers, and Family Empowerment Centers to provide statewide training and technical assistance to parents. The SED will maintain a parent “hot line” to provide parents with information and assistance.

INDICATOR 9: DISPROPORTIONALITY OVERALL

Description

This is a compliance indicator. It measures the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification (20 U.S.C. 1416[a][3][C]). Currently, California combines the Alternate Risk Ratio and the e-formula in a race-neutral approach to identify which districts are disproportionate. The first test is to identify those districts that have a disparity that is higher than the annual benchmark. The second test, based on the e-formula, looks at the over- and under-representation of each ethnic group compared to the distribution of those ethnic groups in the general education population.

Target for 2010–11

Zero percent of districts will have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement

Using the e-formula and the Alternate Risk Ratio, the number of districts with disproportionate representation of racial and ethnic groups in special education and related services were identified as a result of inappropriate identification divided by the number of districts in the state.

Results for 2010–11

The CDE has not been able to complete calculations and notify districts on disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Calculation methodology for Indicator 9 (Disproportionate Representation of Racial and Ethnic Groups) was submitted for approval to the Office of Special Education Programs (OSEP) in September 2011. On October 3, 2011, an e-mail was sent to the CDE with the following direction for these indicators:

“If the state has not completed its policies, procedures, or practices review because additional districts were identified when the state applied its revised calculation methodology, the state has the option of submitting these data by the clarification period.”

This e-mail was followed by two conference calls (October 11, 2011, and October 28, 2011) where the calculation methodology was discussed.

Because the calculation methodology for Indicator 9 (Disproportionate Representation of Racial and Ethnic Groups) has not been approved, the CDE has not been able to complete calculations, nor has it been able to notify districts for a special self-review of policies, procedures, and practices. Upon the approval of the calculation methodologies, the CDE will identify districts with possible disproportionate rates and advise them to complete a self-review of policies, procedures, and practices and submit the data to the CDE.

If approved, the methodology for Indicator 9 would use the e-formula and the alternate risk ratio. The e-formula, which falls under the broad category of measures known as **Composition**, has, among others, the following unique properties: (1) It is based on statistical principles of sampling theory; (2) it is sensitive to the size of districts; (3) it allows proportionately more tolerance for disproportionality for smaller districts than larger districts; (4) it has the lowest number of exclusions of cells from disproportionality calculations; (5) the results are not affected by external factors, such as state demographics; (6) it is least affected by small fluctuations of enrollments; and (7) it is applicable to racially homogeneous as well as heterogeneous districts.

The Alternate Risk Ratio, which falls under the broad category of measures known as **Risk**, has the following properties: (1) The results are comparable across the districts in a state; (2) it is sensitive to very high or very low district rate of disability, compared to the state rate.

The final calculation would be the number of districts identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, defined using the e-formula and the alternate risk ratio, divided by the number of districts meeting the minimum n-size.

Target Met: N/A

Summary of Improvement Activities

- Work with the Western Regional Resource Center (WRRC) and other federal contractors to identify and disseminate research-based practices related to preventing disproportionate representation and to address the relationship between eligibility and disproportionality of racial and ethnic groups.
- Refine policies, procedures, and practice instruments to assist the LEAs in reviewing policies, procedures, and practices in relation to disproportionality of racial and ethnic groups.

INDICATOR 10: DISPROPORTIONALITY BY DISABILITY

Description

This is a compliance indicator. It measures the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification (20 U.S.C. 1416[a][3][C]). Currently, California combines the Alternate Risk Ratio and the e-formula in a race-neutral approach to identify which districts are disproportionate.

Target for 2010–11

Zero percent of districts will have disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

Measurement

Using the e-formula and the Alternate Risk Ratio, the number of districts with disproportionate representation of racial and ethnic groups in specific disability categories was identified as a result of inappropriate identification divided by the number of districts in the State.

Results for 2010–11

The CDE has not been able to complete calculations and notify districts of disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Calculation methodology for Indicator 10 (Disproportionate Representation by Disability) was submitted for approval to the Office of Special Education Programs (OSEP) in September 2011. On October 3, 2011, an e-mail was sent to the CDE with the following direction for these indicators:

“If the state has not completed its policies, procedures or practices review because additional districts were identified when the state applied its revised calculation methodology, the state has the option of submitting these data by the clarification period.”

This e-mail was followed by two conference calls (October 11, 2011, and October 28, 2011) where the calculation methodology was discussed.

Because the calculation methodology for Indicator 10 (Disproportionate Representation by Disability) has not been approved, the CDE has not been able to complete

calculations, nor has it been able to notify districts for a special self-review of policies, procedures, and practices. Upon the approval of the calculation methodologies, the

CDE will identify districts with possible disproportionate rates and advise them to complete a self-review of policies, procedures, and practices and submit the data to the CDE.

If approved, the methodology for Indicator 10 would use the e-formula and the alternate risk ratio. The e-formula, which falls under the broad category of measures known as **Composition**, has, among others, the following unique properties: (1) It is based on statistical principles of sampling theory; (2) it is sensitive to the size of districts; (3) it allows proportionately more tolerance for disproportionality for smaller districts than larger districts; (4) it has the lowest number of exclusions of cells from disproportionality calculations; (5) the results are not affected by external factors, such as state demographics; (6) it is least affected by small fluctuations of enrollments; and (7) it is applicable to racially homogeneous as well as heterogeneous districts.

The Alternate Risk Ratio, which falls under the broad category of measures known as **Risk**, has the following properties: (1) The results are comparable across the districts in a state; (2) it is sensitive to very high or very low district rate of disability, compared to the state rate.

The final calculation would be the number of districts disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification, defined using the e-formula and the alternate risk ratio, divided by the number of districts meeting the minimum n-size.

Target Met: N/A

Summary of Improvement Activities

- Refine policies, procedures, and practices guidance to assist the LEAs in reviewing policies, procedures, and practices in relation to disproportionality by disability groups.
- Use refined procedures to identify districts with significant disproportionality and establish plans for supervision and technical assistance.
- Incorporate preliminary self-review and improvement planning modules, based on the National Center for Culturally Responsive Educational Systems, into monitoring software.
- Annually identify districts that are significantly disproportionate using existing instruments and procedures related to disability.

INDICATOR 11: ELIGIBILITY EVALUATION

Description

This is a compliance indicator. It measures the percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within the established timeframe (20 U.S.C. 1416[a][3][B]). These data were calculated using CASEMIS data fields related to parental consent date and initial evaluation date. Determination of eligibility was made using the Plan Type field which includes the type of plan a student has (IEP, Individualized Family Service Plan, Individual Service Plan) if the student is eligible, or “no plan” if the student is determined ineligible. If the parent of a child repeatedly failed or refused to bring the child for the evaluation, or a child enrolled in a school or another public agency after the timeframe for initial evaluations had begun, and prior to a determination by the child’s previous public agency as to whether the child is a child with a disability, then the child was eliminated from both the numerator and the denominator.

Target for 2010–11

Eligibility determinations will be completed within 60 days for 100 percent of children for whom parental consent to evaluate was received.

Measurement

- A. The number of children for whom parental consent to evaluate was received.
- B. The number of children whose evaluations were completed within 60 days (or a state-established time line).

Results for 2010–11

For FFY 2010, 95.8 percent of eligibility determinations were completed within 60 days for children whom parental consent to evaluate was received.

Target Met: No

Summary of Improvement Activities

- Explore Web-based applications for all components of the monitoring system including 60-day evaluation time line.

- Analyze data from compliance complaints and all monitoring activities to determine areas of need for technical assistance, in addition to correction of noncompliance.
- Prepare and install initial evaluation compliance reports into the CASEMIS software to enable districts and SELPAs to self-monitor.
- Prepare and send noncompliance-finding letters based on the CASEMIS data to LEAs to reinforce the importance of correcting all noncompliant findings resulting from verification and self-review monitoring.

INDICATOR 12: PART C TO PART B TRANSITION

Description

This is a compliance indicator. It measures the percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays (20 U.S.C. 1416[a][3][B]). These data were collected through the CASEMIS and data from the Department of Developmental Services (DDS).

Target for 2010–11

One hundred percent of children referred by Part C of IDEA prior to age three and who are found eligible for Part B of IDEA will have an IEP developed and implemented by their third birthday.

Measurement

- A. Number of children who have been served in Part C and referred to Part B (LEA notified pursuant to IDEA section 637[a][9][A]) for Part B eligibility determination).
- B. Number of those referred determined to be **not** eligible and whose eligibilities were determined prior to their third birthdays.
- C. Number of those found eligible who have an IEP developed and implemented by their third birthdays.
- D. Number of children for where parent refusal to provide consent caused delays in evaluation or initial services.

Results for 2010-11

For FFY 2010, 95.3 percent of children referred by Part C of IDEA prior to age three and who were found eligible for Part B of IDEA had an IEP developed and implemented by their third birthday.

Target Met: No

Summary of Improvement Activities

- Meet annually with SELPAs, LEAs, and Regional Centers to review data and plan for corrective action plans and technical assistance activities related to transition from Part C to Part B, based on APR data.

- Convene ISES stakeholder group to obtain input on aspects of Part C to Part B transition (e.g., moving from family focus to child focus).
- Revise the CASEMIS to include separate referral and evaluation dates for Part B and Part C in accordance to the IDEA.
- Participate in the OSEP National Early Childhood Conference to stay abreast of national trends, research on transition from Part C to Part B, and new OSEP requirements.
- Participate in a joint transition project with the DDS (Part C lead agency), with the assistance of the WRRC.

INDICATOR 13: SECONDARY TRANSITION GOALS AND SERVICES

Description

This is a compliance indicator. It measures the percent of youth aged sixteen and above with IEPs that include appropriate measurable postsecondary goals that are annually updated. It is based upon an age appropriate transition assessment and transition services, including courses of study, which will reasonably enable the student to meet those postsecondary and annual IEP goals. . There also must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority (20 U.S.C. 1416[a][3][B]).

Target for 2010–11

One hundred percent of youth aged sixteen and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and transition services.

Measurement

Number of youth with IEPs aged sixteen and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and transition services divided by the number of youth with an IEP age sixteen and above.

Results for 2010–11

In FFY 2010, 27.2 percent of youth aged sixteen and above had an IEP that included appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and transition services.

Target Met: No

Summary of Improvement Activities

- Use transition data collected through state-funded WorkAbility I grant procedures to ensure programs include the provision of transition services.
- Provide CASEMIS training and ongoing technical assistance to ensure reliable and accurate submission of data related to this indicator.

- Disseminate and provide training based upon *Transition to Adult Living: A guide for Secondary Education*, a comprehensive handbook written for students, parents, and teachers offering practical guidance and resources to support the transition efforts for students with disabilities as they move into the world of adulthood and/or independent living.
- Provide regionalized training and technical assistance regarding elements of transition services, goals, and objectives.

INDICATOR 14: POST-SCHOOL MEASUREMENT

Description

This is a performance indicator. It measures the percent of youth who are no longer in secondary school that had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school;
- B. Enrolled in higher education or competitively employed within one year of leaving high school; or
- C. Enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school (20 U.S.C. 1416[a][3][B]). Data are collected and reported by SELPAs using the June 2010 CASEMIS submission.

Target for 2010–11

Sixty-nine percent of youth who had IEPs who are no longer in secondary school will be reported to have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Measurement

- A. The number of youth who are no longer in secondary school, had IEPs in effect when they left school and were enrolled in higher education within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school.
- B. The number of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or competitively employed within one year of leaving high school divided by the number of respondent youth who are no longer in secondary school.
- C. The number of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or in some other postsecondary education or training program, or competitively employed or in some other employment divided by the number of respondent youth who are no longer in secondary school.

Results for 2010–11

The number of students with an IEP who 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 for 2010–11 was 74.4 percent.

Target Met: Yes.

Summary of Improvement Activities

- Provide CASEMIS training for SELPAs and ongoing technical assistance to ensure reliable and accurate submission of data.
- Work with national and state experts on research and data approaches to address post-school outcome data collection.
- Work with universities, colleges, and junior colleges to explain the importance of post -secondary education.
- Work with WorkAbility and other agencies and programs on the importance of employing people with disabilities at minimum wage or more.
- Use transition data in the state-funded WorkAbility I grant procedures to ensure programs include the provision of transition services.

INDICATOR 15: GENERAL SUPERVISION

Description

This is a compliance indicator. The general supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification (20 U.S.C. 1416 [a][3][B]). The State also verified that each LEA with noncompliance corrected in FFY 2008 and 2009 had: (a) corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02); and (b) ensured that a more stringent level of follow-up review and reporting is required of districts that have previously corrected noncompliance related to this indicator. This is to ensure that LEAs are correctly implementing the specific regulatory requirements at the 100 percent level.

Target for 2010–11

One hundred percent of noncompliance will be corrected within one year of identification.

Measurement

- A. Percent of noncompliance corrected within one year of identification
- B. Number of findings of noncompliance
- C. Number of corrections completed as soon as possible but in no case later than one year from identification
- D. Percent equals (B) divided by (A) multiplied by 100

Results for 2010–11

In FFY 2010, 99.9 percent of noncompliance was corrected within one year of identification.

Target Met: No

Summary of Improvement Activities

- Develop and maintain the IDEA 2004 information Web page with links to important references and resources on the reauthorization of the IDEA. This activity constitutes public reporting, data awareness, and data utilized to reflect

upon practice efforts as part of general supervision obligations under of the IDEA 2004. Provide staff training for corrective actions, time lines, and sanctions. Incorporate notice of potential sanctions in monitoring correspondence.

- Recruit candidates and hold civil service examinations to fill vacancies with new staff, retired annuitants, or visiting educators. This activity is intended to ensure that the CDE maintains an adequate number of qualified staff to support the work and activities (monitoring and enforcement as part of general supervision) of the SED.

INDICATOR 16: WRITTEN COMPLAINTS RESOLVED WITHIN 60 DAYS

Description

This is a compliance indicator. It measures the percent of signed written complaints with reports issued that were resolved within a 60-day time line or a time line extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agreed to extend the time to engage in mediation or other alternative means of dispute resolution(20 U.S.C. 1416[a][3][B]).

Target for 2010–11

One hundred percent of written complaints resolved within 60-day time line, or a time line extended for exceptional circumstances with respect to a particular complaint.

Measurement

Percent equals $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1]$ multiplied by 100

- (1) Signed, written complaints total
 - (1.1) Complaints with reports issued
 - (a) Reports with findings
 - (b) Reports within time line
 - (c) Reports within extended time line
 - (1.2) Complaints withdrawn or dismissed
 - (1.3) Complaints pending
 - (a) Complaint pending a due process hearing

Results for 2010–11

For FFY 2010, 100 percent of signed written complaints were resolved within a 60-day time line or a time line extended for exceptional circumstances.

Target Met: Yes

Summary of Improvement Activities

- Develop an integrated database to proactively identify upcoming corrective actions across all components of the monitoring system. This activity supports the continued effort to calculate and provide valid and reliable data for monitoring and enforcement as part of general supervision.

- Continue to cross-train for complaint investigations and other monitoring activities to focus on interrater reliability and consistency. This activity continues to improve the expertise of the CDE staff in monitoring and enforcement as part of general supervision.
- Participate in legal rounds with the Legal Audits and Compliance Division on legal issues related to special education, complaints, and noncompliance.

INDICATOR 17: DUE PROCESS HEARINGS

Description

This is a compliance indicator. It measures the percent of due process hearing requests that were adjudicated within the 45-day time line or a time line that is properly extended by the hearing officer at the request of either party or, in the case of an expedited hearing, within the required time lines (20 U.S.C. 1416[a][3][B]).

Target for 2010–11

One hundred percent of due process hearing requests will be fully adjudicated within the 45-day time line or a time line that is properly extended by the hearing officer at the request of either party.

Measurement

Percent equals [(3.2(a) divided by 3.2(b)) divided by 3.2] multiplied by 100

- (3) Total number of due process complaints filed
 - (3.1) Resolution meetings
 - (a) Written settlement agreements
 - (3.2) Hearings fully adjudicated
 - (a) Decisions with time line (including expedited)
 - (b) Decisions within extended time line
 - (3.3) Due process complaints pending
 - (3.4) Due process complaints withdrawn or dismissed (including those resolved without hearing)

Results for 2010–11

For FFY 2010, 100 percent of due process hearing requests were fully adjudicated within the 45-day time line or a time line that was properly extended by the hearing officer at the request of either party.

Target Met: Yes.

Summary of Improvement Activities

- Obtain and maintain data records on resolution sessions and settlement agreements.
- Obtain data from school districts with due process filings during 2009–10.
- The Office of Administrative Hearings (OAH) will continue to consult with its advisory group in areas such as revisions to the OAH Web site, forms, documents, scheduling procedures, staff training, training materials, parent procedure manual, consumer brochure, outreach to families and students, and proposed revisions to laws and rules.
- Conduct records review at the OAH as part of the CDE's efforts to implement the recommendations of the Bureau of State Audits (BSA) report of 2008–09 to determine how it is handling oversight of the special education hearings and mediation process. This review is part of ongoing monitoring activity, as a result of the BSA report, and it constitutes the final review.

INDICATOR 18: HEARING REQUESTS RESOLVED THROUGH SETTLEMENT

Description

This is a performance indicator. It measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (20 U.S.C. 1416[a][3][B]).

Target for 2010–11

Sixty-seven percent of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

Measurement

Percent equals (3.1(a) divided by 3.1) multiplied by 100

- (3.1) Resolution meetings
 - (a) Written settlement agreements
- (3.2) Hearings fully adjudicated
 - (a) Decisions with time line (including expedited)
 - (b) Decisions within extended time line
- (3.3) Due process complaints pending
- (3.4) Due process complaints withdrawn or dismissed (including resolved without hearing)

Results for 2010–11

Twenty-seven percent of hearing requests that went to resolution meetings were resolved through resolution sessions settlement agreements.

Target Met: No

Summary of Improvement Activities

- Obtain data on resolution sessions and settlement agreements deriving solely from those sessions directly from school districts with due process filings during 2008–09.

- The OAH will continue to consult with its advisory group in areas such as revisions to the OAH Web site, forms, documents, scheduling procedures, staff training, training materials, parent procedure manual, consumer brochure, outreach to families and students, and proposed revisions to laws and rules.
- Conduct records review at the OAH, as part of the CDE's efforts to implement recommendations of the BSA report of 2008–09, on how it is handling oversight of the special education hearings and mediation process. This review is part of ongoing monitoring activity, as a result of the BSA report, and constitutes the final review.

INDICATOR 19: MEDITATION

Description

This is a performance indicator. It measures the percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416[a][3][B]).

Target for 2010–11

At least 80 percent of mediation conferences will result in mediation agreements.

Measurement

Percent equals [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] multiplied by 100

- (2) Total number of mediation request received through all dispute resolution processes
 - (2.1) Mediations held
 - (a) Mediations held related to due process complaints
 - (i) Mediation agreements related to due process complaints
 - (b) Mediations held not related to due process complaints
 - (i) Mediation agreements not related to due process complaints
 - (2.2) Mediations pending
 - (2.3) Mediations withdrawn or not held

Results for 2010-11

For FFY 2010, 67.2 percent of mediation conferences resulted in mediation agreements.

Target Met: No

Summary of Improvement Activities

- Implement standards for the qualifications of the OAH/contractor staff functioning as mediators.
- Implement standards for the supervision of the OAH/contractor staff functioning as mediators.

- The OAH will continue to consult with its advisory group in areas such as revisions to the OAH Web site, forms, documents, scheduling procedures, staff training, training materials, parent procedure manual, consumer brochure, outreach to families and students, and proposed revisions to laws and rules.
- Conduct training sessions for staff and LEAs on dispute resolution and mediations on an ongoing basis.
- Utilization of a monitoring system and letters to districts, as part of the ongoing required training agenda for staff involved in due process efforts at the OAH.

INDICATOR 20: TIMELY AND ACCURATE REPORTS

Description

This is a compliance indicator. It measures the percent of state-reported data (618 data, SPP, and APR) submitted to the U.S. Department of Education, which are timely and accurate (20 U.S.C. 1416[a][3][B]).

Target for 2010–11

- 20A. One hundred percent of state-reported data, including 618 data and APRs, are submitted on time and are accurate.
- 20B. One hundred percent of SELPAs will submit accurate data to the CDE in a timely manner.

Measurement

State-reported data, including 618 data, SPR, and APR, which are:

- Submitted on or before due dates (February 1 for child count, including race and ethnicity, and placement; November 2 for exiting, discipline, personnel, and dispute resolution; and February 1 for APR and assessment); and
- Accurate, including covering the correct year and following the correct measurement.

Results for 2010–11

The overall percentage for Indicator 20A is 97.83 percent of state-reported data, including 618 data and APRs, were submitted on time and were accurate.

The percentage for Indicator 20B is 98.4 percent of SELPAs submitted and certified accurate data in a timely manner.

Target Met: No

Summary of Improvement Activities

Modify validation codes and develop prototype reports. This activity supports general IDEA 2004 requirements.

- Provide statewide CASEMIS training. This activity supports data collection through the CASEMIS and provides training and technical assistance.
- Provide ongoing technical assistance to ensure reliable and accurate submission of data. This activity supports data collection through the CASEMIS and provides training and technical assistance.
- Improve and expand anomaly analysis and reporting.
- Participation, development, implementation, and monitoring of highly qualified teachers, under the ESEA and IDEA 2004, to reflect practice and compliance.