

State Performance Plan Indicator Guide

*A Resource for Understanding the California
State Performance Plan Indicators*



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Document Updates:

The State Performance Plan Indicator Resource Guide will be periodically updated to reflect changes to the State Performance Plan indicators, data sources and calculations as they arise. **Therefore, it is recommended that the online version be utilized whenever possible** by visiting <https://sil.padlet.org/sil/resources>. As of June 1, 2019, two notable upcoming changes are the *CASEMIS to CALPADS* transition and adoption of a new State Performance Plan for the 2019-2020 through 2024-2025 school years.

CASEMIS to CALPADS Transition: State Performance Plan (SPP) indicator data collected through the 2018-2019 school year is pulled from both the California Special Education Management Information System (CASEMIS) and California Longitudinal Pupil Achievement Data System (CALPADS). Therefore, fields from both systems are currently included in this document. In order to streamline data collection and support programmatic efforts to include students with disabilities in the general education environment to a greater extent, the CASEMIS system is currently being phased out and its data will be integrated into the CALPADS system. Full implementation of this transition is expected to occur in the 2019-2020 school year, which will impact the Data Field names and/or reporting periods currently utilized for SPP Indicators. This document will be updated to reflect the changes during the 2019-2020 school year. Although Data Field names may change in preparation for the CASEMIS to CALPADS transition, the current version of this document will continue to serve as a helpful tool for interpreting the 2018-2019 Annual Performance Report (APR).

State Performance Plan: The State Performance Plan (SPP) is a six year plan submitted to the U.S. Department of Education, Office of Special Education Programs (OSEP) by the California Department of Education (CDE). The current SPP spans Federal Fiscal Years (FFY) 2013-2018. This document will be updated once the new SPP is made available.

Version 1: Updated June 2019

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Introduction to the State Performance Plan Indicator Guide

The State Performance Plan Indicator Guide provides convenient access to information on the California State Performance Plan Indicators. This resource includes a collection of individual handouts for each of the 14 State Performance Plan indicators reported in the local-level Annual Performance Report (APR), as shown below. Each handout will outline the essential elements of the specified indicator including definition, data source, calculation, targets, and connections to related processes. The goal of this guide is to support school leaders in analyzing the wide range of valuable data provided within the APR in order to improve the quality of education for all students, with an emphasis on students with disabilities. Additional information and tips on the use of this guide are included below:



Comprehensive Guide

Use this document in its entirety for a comprehensive guide to understanding the local-level State Performance Plan indicators.



SPP Indicators At-A-Glance

Refer to Appendix C for a helpful one page, two-sided quick guide to the 14 local-level State Performance Plan indicators.



Individual Grab-and-Go Handouts

Each indicator handout and appendix resource is provided in a one page, two-sided format to allow for easy grab-and-go use of the specific information you need.

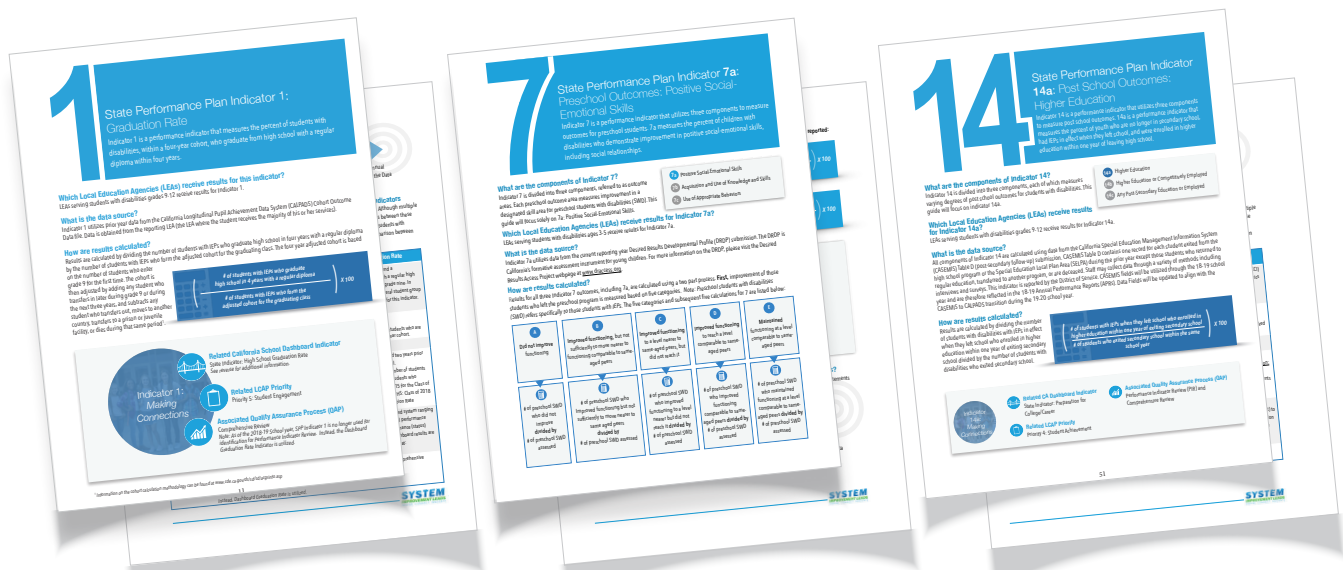


Access Updates Online

This document will be periodically updated as new information becomes available. For this reason, please refer to the online version by visiting <https://sil.padlet.org/sil/resources>.



Submit Your Feedback: As the user of this guide, your feedback is essential. Please use the following link to provide feedback on this resource: www.surveymonkey.com/r/sil-sppl-guide-user-feedback.



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Getting to Know the State Performance Plan Indicator Guide

State Performance Plan Indicators: At-A-Glance



The Individuals with Disabilities Education Act (IDEA) requires that each state develop and submit a State Performance Plan (SPP) every six years.



The SPP includes 17 indicators determined by the Office of Special Education Programs (OSEP) based on requirements of IDEA.



Once a year, the California Department of Education (CDE) is required to collect state-wide data on each indicator and report performance to OSEP in a **state-level** Annual Performance Report (APR).



Using a similar process, the CDE, Special Education Division (SED) uses indicators 1-14 to measure the outcomes and compliance of each Local Education Agency¹ (LEA) within the state.



Once a year, the CDE uses data collected for each LEA and reports results in a **local-level** APR.



SPP/APR and the California School Dashboard are separate reporting processes.



Data on selected SPP and Dashboard indicators is used to inform specific monitoring activities within the CDE's Quality Assurance Process (QAP).

State Performance Plan: An Overview

The **Individuals with Disabilities Education Act (IDEA)**

requires that the US Department of Education, Office of Special Education Programs (OSEP) monitor states' implementation of IDEA. In order to do so, each state is required to develop and submit a **State Performance Plan (SPP)**. The State Performance Plan is a six-year plan that includes 17 measures referred to as **indicators**. The indicators are determined by OSEP and are related to either IDEA compliance or student performance. Within the SPP, the state must set rigorous and measurable annual targets for each of the 17 indicators. States must report their progress in relation to these targets in an annual update referred to as the **Annual Performance Report (APR)**.

The SPP is the overall six-year plan. The APR provides annual progress data on the SPP.

State Performance Plan Indicators: A Closer Look

The State Performance Plan includes 17 state-level indicators drawn from components of IDEA. With the exception of indicator 17, all indicators are divided into two types: **compliance indicators** and **performance indicators**. Compliance indicators focus on whether a specific requirement of IDEA was met. Therefore, targets for compliance indicators are set at either 0 or 100 percent. Performance indicators focus on student and family outcomes. Targets for performance indicators vary and are determined by each state. A list of the 17 state-level indicators by type is included below:

SPP Compliance Indicators	SPP Performance Indicators
4b: Discipline Rate by Race/Ethnicity 9: Disproportionate Representation 10: Disproportionate Representation by Disability 11: Timely Eligibility Evaluation 12: Timely Part C to B Transition 13: Secondary Transition Goals and Services	1: Graduation Rate 2: Dropout Rate 3: Statewide Assessment 4a: Discipline Rate: Overall 5: Least Restrictive Environment 6: Preschool Least Restrictive Environment 7: Preschool Outcomes 8: Parent Involvement 14: Post-School Outcomes 15: Resolution Sessions ² 16: Mediation ²
17: State Systemic Improvement Plan ² <i>Indicator 17 is neither a performance nor compliance indicator.</i> <i>For more information on the SSIP, please refer to: https://osep.grads360.org/#program/ssip</i>	

¹ The term LEA refers to school districts, county offices of education, and charter schools. All charter schools receive a local-level Annual Performance Report.

² The SPP Indicator Resource Guide is intended as a local-level resource, therefore handouts are not included for indicators 15-17.

Data Collection and Reporting

State Performance Plan indicator data collected through the 2018-2019 school year is pulled from both the California Special Education Management Information System (CASEMIS) and California Longitudinal Pupil Achievement Data System (CALPADS) data systems, amongst other data sources. Therefore, fields from both systems are currently included in this document, when applicable. It should be noted that **updates to this resource will be made during the 2019-2020 school year to reflect the transition from CASEMIS to CALPADS**. Although Data Field names may change in preparation for the CASEMIS to CALPADS transition, the current version of this document will continue to serve as an helpful tool for interpreting the 2018-2019 Annual Performance Report (APR).

Data for each State Performance Plan indicator is reported by either the **District of Special Education Accountability (DSEA)** (known as District of Residence in CASEMIS) or the **District of Service (DOS)**. Consideration of which entity is responsible for reporting data is particularly helpful for LEAs with students placed in other district, county or charter school programs through the IEP process. Comprehensive definitions of DSEA and DOS are provided within Appendix A of this guide. Please note that LEAs with students attending a nonpublic school or residential program maintain status as both the DSEA and DOS for those students. Therefore, students attending a nonpublic or residential program will be included in the LEA's State Performance Plan indicator calculations. Please refer to the indicator handouts for information on whether a specific indicator is reported by the DSEA or DOS.

Annual Performance Report: One Name, Two Reporting Processes

The Annual Performance Report (APR) is prepared by the California Department of Education (CDE) each year to report progress on annual targets set in the State Performance Plan (SPP). Based on the data collected, CDE prepares two reports: a state-level APR that is provided to the Office of Special Education Programs (OSEP) and a local-level APR provided to LEAs. Please see below for more information on each report.



State-Level APR

Each year, states are required to collect data on each SPP indicator and report performance to OSEP in a state-level APR. Performance is based on whether the state as a whole has met the designated target outlined in the SPP. OSEP uses the information included in the SPP and APR to determine if the state has met requirements or requires assistance and/or further intervention.



Local-Level APR

The CDE uses an aligned APR process to measure the outcomes and compliance of each individual LEA within the state using 14 of the SPP indicators (state-level indicators 15, 16 and 17 are excluded from local-level reports). In addition to determining compliance status of each LEA, the reports provide information that can be used by school leaders to examine programs and focus efforts in areas in need of improvement.

Examining Indicators within the Local-Level Annual Performance Report

The goal of the State Performance Plan Indicator Resource Guide is to support school leaders in analyzing the wide range of valuable data provided within the local-level APR in order to improve the quality of education for all students, with an emphasis on students with disabilities. For information on the indicators included within your LEA's APR, please refer to the indicator handouts included in this guide. As a reminder, this resource will be updated to reflect changes to the California State Performance Plan indicators, data sources and calculations as they arise. It is recommended that the online version be utilized whenever possible by visiting <https://sil.padlet.org/sil/resources>.

Making Connections to the State Performance Plan Indicators

The State Performance Plan and subsequent Annual Performance Reports (APRs) are one of multiple federal, state and local monitoring and accountability processes. With that in mind, each indicator handout included in this guide will include a **Making Connections** section to illustrate the possible relationship between the State Performance Plan indicator and related processes (*Figure 1*). **The Local Control Funding Formula/Local Control Accountability Plan (LCFF/LCAP), California School Dashboard** and the California Department of Education's (CDE's) **Quality Assurance Process (QAP)**, each serve a unique purpose with a common goal of improving educational outcomes for students. Therefore, each Making Connections section will highlight related LCAP priorities, Dashboard indicators and QAP activities, when applicable.

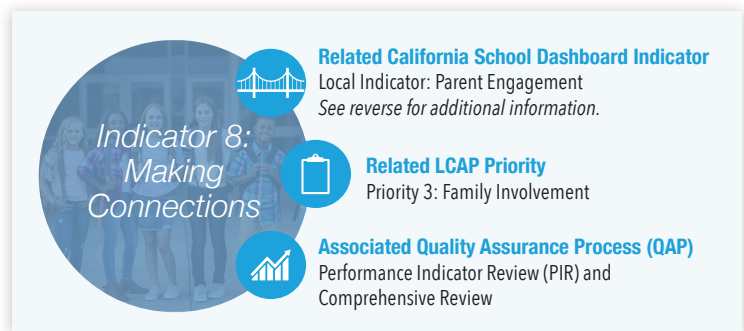












Figure 1: Making Connections Section Sample

State Performance Plan Indicators and Local Control Accountability Plan (LCAP) Development

The Local Control Funding Formula (LCFF) is California's current funding system. Under the LCFF, all Local Education Agencies (LEAs) are required to prepare and submit a Local Control Accountability Plan (LCAP) with input from a variety of stakeholders. The LCAP provides a template for LEAs to set goals, plan actions, and leverage resources to improve student outcomes in ten state and local priority areas (please note that priorities 9 and 10 apply to County Offices of Education (COEs) only).

Analysis of State Performance Plan indicator data may support identifying areas of need or growth during the planning stages of LCAP development. Therefore, when applicable, potential connections between a specific indicator and a related LCAP priority will be provided within the Making Connections section of each indicator handout. Please note that the potential connections to LCAP priorities included within this guide are not prescriptive and therefore open to the consideration of school teams.

LCFF/LCAP Priorities									
									
Parent Involvement (Priority 3)	School Climate (Priority 6)	Student Engagement (Priority 5)	Basic Services (Priority 1)	State Standards (Priority 2)	Course Access (Priority 7)	Foster Youth (Priority 9: COE only)	Foster Youth (Priority 10: COE only)	Student Outcomes (Priority 8)	Student Achievement (Priority 4)
Engagement			Conditions of Learning				Student Outcomes		

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system which utilizes its own unique set of indicators for monitoring and reporting. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences in the calculation methodologies and targets for the two sets of

accountability indicators. When examined together, the State Performance Plan and Dashboard indicators provide invaluable information about educational access for students with disabilities¹ and ensures that their experiences are considered among data for all students. In cases where a State Performance Plan indicator shares similarities with a Dashboard indicator, the individual handouts included in this guide will provide a summary comparison table to support in navigating differences and similarities between the two indicator types. For more information on the California School Dashboard, please visit www.caschooldashboard.org.

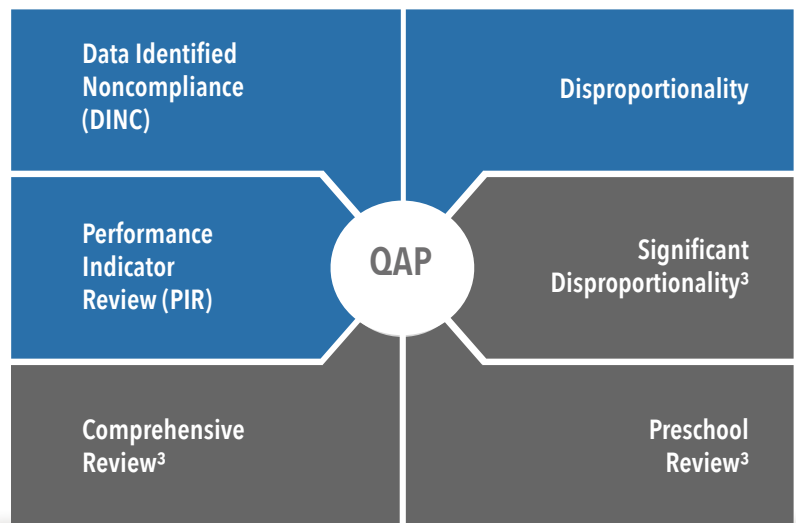
	State Performance Plan	California School Dashboard
Description	Federal process required by IDEA, specific to students with disabilities.	An online tool that provides information on multiple measures of school success for all students, not specific to students with disabilities.
Origin of Indicators	17 federal indicators drawn from IDEA Part B.	11 state and local indicators drawn from the ten priority areas of the Local Control Funding Formula (LCFF) and approved by the State Board of Education (SBE).
Indicator Types	Compliance and Performance Indicators (please see the Getting to Know the State Performance Plan Indicators document).	State indicators: based on data collected consistently across the state. Local indicators: based on data collected and reported by LEAs using SBE-approved self-reflection tools.
Results	Results are provided annually to school districts, county offices of education, and charter schools ² within the local-level APR. SPP indicators are measured in relation to targets aligned with IDEA and approved by the SBE. For more information on targets, please refer to the individual indicator handouts included in this guide.	Results are updated annually on the Dashboard website. Dashboard state indicators utilize a color coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). For local indicators, SBE-approved standards are used to support an LEA in both measuring and reporting progress. The LEA will select Met or Not Met based on whether the standard for a local indicator was achieved.

State Performance Plan Indicators and the CDE Quality Assurance Process (QAP)

Data reported on the State Performance Plan indicators and Dashboard indicators provide the California Department of Education (CDE) with information needed to measure Local Education Agency (LEA) outcomes and compliance. Based on performance on specified indicators, LEAs may be selected for further monitoring activities within the CDE's Quality Assurance Process (QAP). The Quality Assurance Process includes six distinct monitoring activities, as shown in the corresponding figure.

Eligibility for each of the monitoring activities is determined annually using data reported in the local-level Annual Performance Report (APR), on the Dashboard, or using an alternative calculation. Each year, CDE provides an annual determination letter to LEAs designating whether they have been selected to participate in one or more of the QAP monitoring activities (34 CFR § 300.601).

When applicable, connections between a specific State Performance Plan (SPP) indicator and the associated QAP process will be provided in the Making Connections section of each SPP indicator handout. For more information on QAP monitoring activities, please refer to Appendix B: QAP Monitoring Activities Summary or visit: www.cde.ca.gov/sp/se/qa/.



¹ Students with disabilities refers specifically to students with IEPs and does not include students served through 504 plans.

² As of SY 17-18, all charter schools, regardless of their status as an LEA for purposes of special education, will receive a local-level annual performance report.

³ More intensive level of monitoring assigned only to schools determined to require a higher level of intervention.

Additional Resources

For more information on the topics included in this section, please reference the table below.

State Performance Plan and Annual Performance Report	U.S. Department of Education information on IDEA SPP/APR: https://sites.ed.gov/idea/spp-apr/ CDE Annual Performance Report Information and LEA Reports: https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp
LCFF/LCAP	LCFF Priorities Whole Child Resource Map: https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp CDE LCFF Overview and Information: https://www.cde.ca.gov/fg/aa/lc/
California School Dashboard	CDE California School Dashboard and System of Support page: https://www.cde.ca.gov/ta/ac/cm/ California School Dashboard Website: https://www.caschooldashboard.org California School Dashboard Technical Guide: https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide18.pdf
Quality Assurance Process (QAP)	CDE Quality Assurance Process page: https://www.cde.ca.gov/sp/se/qa/

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Indicator Handouts



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1

State Performance Plan Indicator 1: Graduation Rate

Indicator 1 is a performance indicator that measures the percent of students with disabilities, within a four-year cohort, who graduate from high school with a regular diploma within four years.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities grades 9-12 receive results for Indicator 1.

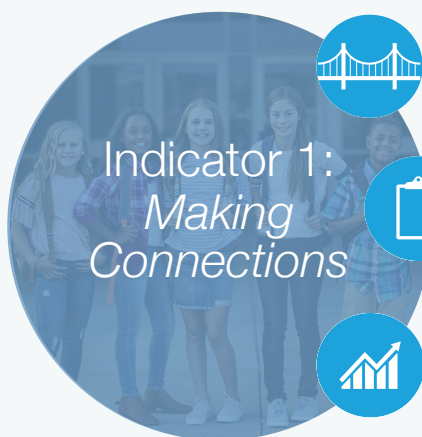
What is the data source?

Indicator 1 utilizes prior year data from the California Longitudinal Pupil Achievement Data System (CALPADS) Cohort Outcome Data file. Data is obtained from the reporting LEA (the LEA where the student receives the majority of his or her services).

How are results calculated?

Results are calculated by dividing the number of students with IEPs who graduate high school in four years with a regular diploma by the number of students with IEPs who form the adjusted cohort for the graduating class. The four year adjusted cohort is based on the number of students who enter grade 9 for the first time. The cohort is then adjusted by adding any student who transfers in later during grade 9 or during the next three years, and subtracts any student who transfers out, moves to another country, transfers to a prison or juvenile facility, or dies during that same period¹.

$$\left(\frac{\text{\# of students with IEPs who graduate high school in 4 years with a regular diploma}}{\text{\# of students with IEPs who form the adjusted cohort for the graduating class}} \right) \times 100$$



Related California School Dashboard Indicator

State Indicator: High School Graduation Rate
See reverse for additional information.

Related LCAP Priority

Priority 5: Student Engagement

Associated Quality Assurance Process (QAP)

Comprehensive Review

Note: As of the 2018-19 school year, SPP Indicator 1 is no longer used for identification for Performance Indicator Review. Instead, the Dashboard Graduation Rate Indicator is utilized.

¹ Information on the cohort calculation methodology can be found at www.cde.ca.gov/ds/sd/sd/acgrinfo.asp

What is the target for Indicator 1: Graduation Rate?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 1 please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 1: Graduation Rate and the California Dashboard Graduation Rate Indicator.

	SPP Indicator 1: Graduation Rate	Dashboard Indicator: Graduation Rate
Description	Performance indicator that measures the percent of students with disabilities (SWD), within a 4-year cohort, who graduate from high school with a regular diploma within 4 years.	Measures the percent of all students who attend a comprehensive high school and graduate with a regular high school diploma within four years of entering grade 9. In addition to the overall graduation metric, several student group reports, including one for SWD, are available for this indicator.
Participants	Students with disabilities (SWD).	All students. For SWD student group, SWD are defined as students who are marked as SWD at any time during the four-year cohort.
Data Source	CALPADS	CALPADS
Calculation	Calculation is the number of students with IEPs who graduate high school in four years, with a regular diploma, divided by the number of students with IEPs who form the adjusted cohort for the graduating class.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. Status calculation for comprehensive HS: Number of students who graduated divided by total number of students who entered grade 9 for the first time in 2014-15 for the Class of 2018. Change calculation for comprehensive HS: Class of 2018 Graduation Rate minus Class of 2017 Graduation Rate.
Results	SPP performance indicators are measured in relation to targets approved by the SBE. Results are provided annually to the LEA in the APR.	Dashboard state indicators, utilize a color coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are publicly accessible at: www.caschooldashboard.org .
Associated QAP	Comprehensive Review. <i>Note: As of the 2018-19 school year, SPP Indicator 1 is no longer used for identification for Performance Indicator Review. Instead, Dashboard Graduation Rate is utilized.</i>	Performance Indicator Review (PIR) and Comprehensive Review.

2

State Performance Plan Indicator 2: Dropout Rate

Indicator 2 is a performance indicator that measures the percent of students in grades nine and higher, and ungraded students age 14 and older, who exited special education services by dropping out of high school.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities grades 9-12 or ages 14-22 receive results for Indicator 2.

What is the data source?

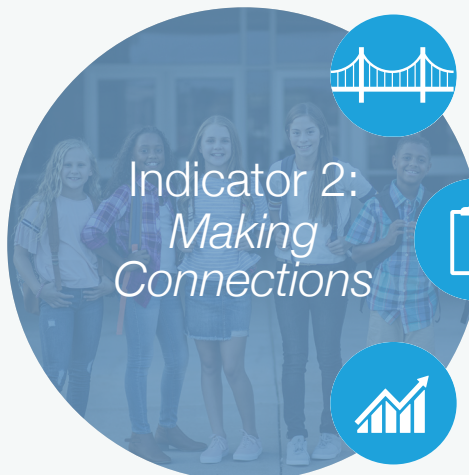
Indicator 2 utilizes prior year data from the California Special Education Management Information System (CASEMIS). The specific CASEMIS fields used for calculating Indicator 2 are Birth Date, Exit Reason, District of Residence and School Code. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Dropout rates are calculated from data reported for students with disabilities in grades nine through twelve, resulting in an annual (one-year) dropout rate. This rate estimates the percent of students who would drop out in a four-year period based on data collected for a single year.

Results are calculated by dividing the number of students with disabilities (age 14-22) who dropped out or received a GED by the total number of students with disabilities (age 14-22) who exited high school.

$$\left(\frac{\text{\# of students with disabilities who dropped out or received a GED}}{\text{Total \# of students with disabilities who exited high school}} \right) \times 100$$



Related California School Dashboard Indicator

Indicator 2 does not have a related Dashboard indicator.



Related LCAP Priority

Priority 5: Student Engagement

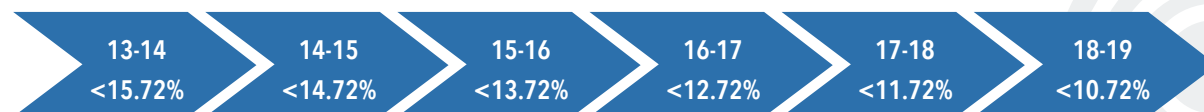


Associated Quality Assurance Process (QAP)

Performance Indicator Review (PIR) and Comprehensive Review.

What is the target for Indicator 2: Dropout Rate?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 2 please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

3

State Performance Plan Indicator 3b: Statewide Assessment Participation Rate

Indicator 3 is a performance indicator that utilizes three components to measure the participation and performance of students with disabilities on statewide assessments. 3b measures the participation rate of students with disabilities on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Math, calculated separately.

What are the components of Indicator 3?

Indicator 3 is divided into three components, each of which measures the participation or performance of students with disabilities on statewide assessments. This handout will focus solely on indicator 3b. **Note: Indicator 3a is not currently used as it was a calculated percentage tied to Annual Yearly Progress (AYP), which has been discontinued.*

- 3a Annual Yearly Progress*
- 3b Participation Rate**
- 3c Proficiency Rate

Which Local Education Agencies (LEAs) receive results for Indicator 3b?

LEAs serving students in designated CAASPP testing grades (3-8 and/or 11) receive results. This includes students who participated in the Smarter Balance Assessment Consortium (SBAC) and the California Alternative Assessment (CAA).

What is the data source?

Indicator 3b utilizes data from the CAASPP file provided to the California Department of Education (CDE). The specific field utilized for calculating participation rate is: students marked "yes" in the IDEA designation field. This field indicates that a student has an IEP at the time of the test. CDE then identifies which of the IDEA designated students participated in the SBAC or CAA. For the SBAC, students must log on to both the Computer Adaptive Test and the Performance Task in order to count as participated. For the CAA, students must log on to the test. This indicator is reported by the District of Special Education Accountability.

How are results calculated?

English Language Arts Participation Rate: The number of IDEA designated students who took the SBAC for English Language Arts + the number of IDEA designated students who took the CAA for English Language Arts divided by the total number of students with IDEA designation, multiplied by 100.

$$\left(\frac{\text{\# of students with IDEA designation who took the SBAC or CAA for ELA}^{1,2}}{\text{Total \# of students with IDEA designation}^3} \right) \times 100$$

Mathematics Participation Rate: The number of IDEA designated students who took the SBAC for Mathematics + the number of IDEA designated students who took the CAA for Mathematics divided by the total number of students with IDEA designation.

$$\left(\frac{\text{\# of students with IDEA designation who took the SBAC or CAA for Math}^1}{\text{Total \# of students with IDEA designation}^3} \right) \times 100$$

¹ Students coded in the CAASPP file as having a **medical exemption** are **excluded** from both the **ELA** and **Math** calculations.

² Students coded in the CAASPP file as being **English language learners enrolled** in a school for **fewer than 12 months** are **excluded** from the **ELA** calculation.

³ **Students who do not participate for any other reason**, including parent waiver, **are included** in the participation rate calculation. Although the state of CA allows parents to waive state testing, the federal Education Department does not recognize parent waivers. As such, these students must be included in participation calculations.

Indicator 3b:
Making
Connections



Related CA School Dashboard Indicator

State Indicator: Academic Performance



Associated Quality Assurance Process (QAP)

Performance Indicator Review (PIR), Comprehensive Review



Related LCAP Priorities

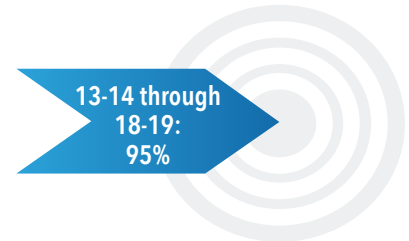
4: Student Achievement

7: Course Access

8: Other Student Outcomes

What is the target for Indicator 3b?

The current California State Performance Plan established a target of 95% participation for Indicator 3b for school years 13-14 through 18-19. Indicator targets may adjust; therefore, please refer to your LEA's Annual Performance Report (APR). LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarts.asp.



Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 3b: Participation Rate and the California Dashboard Academic Performance Indicator.

	SPP Indicator 3b: Statewide Assessment Participation Rate	Dashboard Indicator: Academic Performance
Description	Performance Indicator that measures the participation rate of students with disabilities in the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA) and Mathematics, calculated separately.	State indicator that measures student performance on the CAASPP for English language arts/literacy (ELA) and mathematics, calculated separately. Participation rate is not a stand alone indicator but is one component of the Academic Performance calculation. Participation rates lower than 95% result in a negative adjustment of the performance level.
Participants	Students with disabilities (SWD). SWD defined as students with IEPs at the time of the test.	All students. For SWD student group, SWD are defined as students who had an IEP during the relevant school year, or were exited from special education within two years prior.
Data Source	CAASPP	CAASPP and CALPADS
Calculation	Number of IDEA designated students who took the CAASPP divided by the total number of IDEA designated students. Note: whole number rounding is not used (e.g., 94.1% is reported as 94.1%).	The number of students who took the CAASPP divided by the total number of enrolled students. Note: whole number rounding is used (e.g., 94.1% is rounded up and reported as 95%).
Results	SPP performance indicators are measured in relation to targets approved by the SBE and summarized in the LEA-level APR. APRs are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarts.asp .	Participation rates used in the Academic Performance Indicator are available via the "additional reports" tab of each LEA's dashboard. Dashboard results are updated annually and publicly accessible at: www.caschooldashboard.org .
Associated QAP	Performance Indicator Review and Comprehensive Review.	None.

3

State Performance Plan Indicator 3c: Statewide Assessment Participation Rate

Indicator 3 is a performance indicator that utilizes three components to measure the participation and performance of students with disabilities on statewide assessments. 3c measures the percent of students with disabilities proficient on statewide assessments in ELA and Mathematics, calculated separately.

What are the components of Indicator 3?

Indicator 3 is divided into three components, each of which measures the participation or performance of students with disabilities on statewide assessments. This handout will focus solely on indicator 3c. *Note: Indicator 3a is not currently being used as it was a calculated percentage tied to Annual Yearly Progress (AYP), which has been discontinued.

- 3a Annual Yearly Progress*
- 3b Participation Rate
- 3c Proficiency Rate

Which Local Education Agencies (LEAs) receive results for Indicator 3c?

LEAs serving students in designated CAASPP testing grades (3-8 and/or 11) receive results for Indicator 3c. This includes students who participated in the Smarter Balance Assessment Consortium (SBAC) and the California Alternative Assessment (CAA).

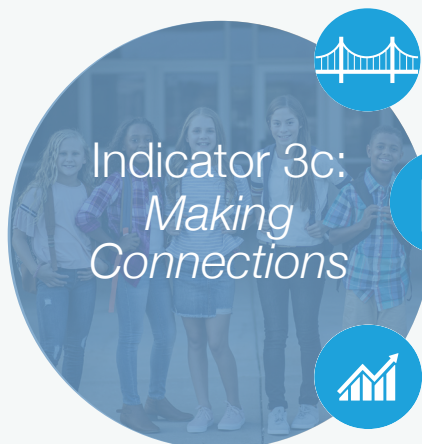
What is the data source?

Indicator 3c utilizes data from the CAASPP file provided to the California Department of Education (CDE). The specific fields utilized for calculating proficiency rate are: Record Type, District Code, School Code, Achievement Level and IDEA Designation. IDEA designation indicates that a student has an IEP at the time of the test. This indicator is reported by the District of Special Education Accountability.

How are results calculated?

Proficiency rate is calculated by dividing the number of students with IDEA designation scoring at or above the standard on the SBAC or CAA divided by the total number of students with IDEA designation who received a valid score and for whom a proficiency level was assigned. **The same calculation is used for both ELA and math.**

$$\left(\frac{\text{\# of students with IDEA designation scoring at or above the standard on the SBAC or CAA}}{\text{Total \# of students with IDEA designation}} \right) \times 100$$



Related California School Dashboard Indicator

State Indicator: Academic Performance
See reverse for additional information.

Related LCAP Priority

Priority 4: Student Achievement, Priority 7: Course Access,
Priority 8: Other Student Outcomes

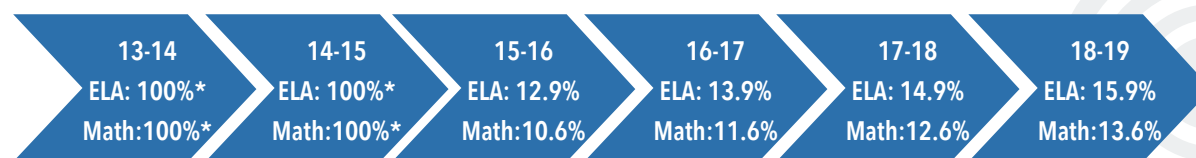
Associated Quality Assurance Process (QAP)

Comprehensive Review

Note: As of the 18-19 school year, SPP Indicator 3c is no longer used for identification for Performance Indicator Review. Instead, the Dashboard Academic Performance Indicator is utilized.

What is the target for Indicator 3c: Statewide Assessment Proficiency Rate?

The current California State Performance Plan established the following targets by school year:



*Targets are based on Annual Yearly Progress (AYP), which is no longer used. A new measurement was used as of the 15-16 school year.

Indicator targets may adjust; therefore, to view the current year target for Indicator 3c please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 3c: Statewide Assessment Proficiency and the Dashboard Academic Performance Indicator.

	SPP Indicator 3c: Statewide Assessment Proficiency Rate	Dashboard Indicator: Academic Performance
Description	Performance indicator that measures the percent of students with disabilities scoring proficient on the CAASPP in English Language Arts (ELA) and Mathematics, calculated separately.	State indicator that measures student performance on the CAASPP for English language arts/literacy (ELA) and mathematics, calculated separately.
Participants	Students with disabilities (SWD) SWD is defined as students with IEPs at the time of the test.	All students For SWD student group, SWD are defined as students who had an IEP during the relevant school year, or were exited from special education within two years prior.
Data Source	CAASPP	CAASPP and CALPADS
Calculation	Number of students with disabilities scoring at or above the standard divided by the total number of students with disabilities who received a valid score and for whom a proficiency level was assigned.	Academic performance involves two calculations: Distance From Standard (DFS) and participation rate. The DFS is the distance from the lowest possible score for "Standard Met" calculated for each student. The overall DFS is then calculated by averaging the DFS of each student. Participation rate: the number of students who took the CAASPP by the total number of enrolled students.
Results	SPP performance indicators, such as statewide assessment, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard state indicators, such as Academic Performance, utilize a color coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: www.caschooldashboard.org .
Associated QAP	Comprehensive Review. <i>Note: As of the 18-19 school year, SPP Indicator 3c is no longer used for identification for PIR.</i>	Performance Indicator Review (PIR) and Comprehensive Review.

4

State Performance Plan Indicator 4a: Discipline Rate: Overall

Indicator 4 utilizes two components to measure discipline rate. 4a is a performance indicator that measures the percentage of Local Education Agencies (LEAs) that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with disabilities.

What are the components of Indicator 4?

Indicator 4 is divided into two components, each of which measures the discipline rate of students with disabilities. Indicator 4a is a performance indicator that measures the overall discipline rate, whereas 4b is a compliance indicator that measures the discipline rate of students with disabilities by race/ethnicity. This handout will focus on Indicator 4a.

- 4a Discipline rate overall
- 4b Discipline rate by race/ethnicity

Which Local Education Agencies (LEAs) receive results for Indicator 4a?

LEAs serving students with disabilities ages 3-22 receive results for Indicator 4a.

What is the data source?

Indicator 4a utilizes data from the California Special Education Management Information System (CASEMIS) and prior year California Longitudinal Pupil Achievement Data System (CALPADS) discipline data. The specific CASEMIS fields are: Birth Date, Plan Type, District of Residence, and School Code. The specific CALPADS fields are: Discipline Type, Discipline Duration, and Occurrence Date. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results for Indicator 4a are calculated by comparing the LEA discipline rate to the statewide rate. An LEA is considered to have a significant discrepancy if the district-wide rate for suspension and expulsion exceeds the statewide rate.

LEA Discipline Rate: Number of students with disabilities who were disciplined for greater than 10 cumulative days in a school year divided by the number of students with disabilities in the LEA, multiplied by 100. *Note: a denominator of at least 20 and a numerator of at least 2 is required for this calculation.*

$$\left(\frac{\text{\# of students with disabilities disciplined > 10 cumulative days in a school year}}{\text{Total \# of students with disabilities in the LEA}} \right) \times 100$$

Statewide Discipline Rate: Total number of students with disabilities who were disciplined greater than 10 cumulative days in a school year divided by the total number of students with disabilities in the state.

$$\left(\frac{\text{Total \# of students with disabilities disciplined > 10 cumulative days in a school year}}{\text{Total \# of students with disabilities in the state}} \right) \times 100$$

Indicator 4a:
Making
Connections



Related CA Dashboard Indicator
State Indicator: Suspension Rate



Related LCAP Priority
Priority 6: School Climate



Associated Quality Assurance Process (QAP)
Comprehensive Review. *Note: As of the 18-19 school year, SPP Indicator 4a is no longer used for identification for Performance Indicator Review. Instead, the Dashboard Suspension Rate Indicator is utilized.*

What is the target for Indicator 4a: Discipline Rate Overall?

The current California State Performance Plan established the following targets by school year:



Please note that Indicator 4a uses a state-level target and requires that no more than 10% of LEAs, statewide, will demonstrate an overall discipline rate that exceeds the statewide rate. Statewide rates are calculated annually and may fluctuate from year to year. LEAs should refer to their Annual Performance Report to locate their LEA discipline rate as well as the statewide rate. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 4a: Discipline Rate Overall and the Dashboard Suspension Rate Indicator.

	SPP Indicator 4a: Discipline Rate Overall	Dashboard Indicator: Suspension Rate
Description	Performance indicator that measures the rate of suspensions and expulsions of greater than 10 cumulative days in a school year for students with disabilities.	State indicator that measures the number of students who were suspended at least once in either the current or prior year. Expulsions are not included. <i>Note: If a student was suspended more than once in the school year, they are counted only once.</i>
Participants	Students with disabilities (SWD) aged 3-22. SWD is defined as students who are designated as a SWD during the school year in which the disciplinary action occurred.	All students. For SWD student group, SWD are defined as students who are marked as SWD at any time during the specified academic year.
Data Source	CASEMIS (through 18-19 school year) and prior year CALPADS.	CALPADS
Calculation	The percentage is calculated by dividing students with disabilities who were disciplined for greater than 10 cumulative days in a school year by the number of students with disabilities in the LEA, multiplied by 100.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status calculation</u> for comprehensive HS: Number of Students Suspended divided by Cumulative Enrollment x100. <u>Change calculation</u> : Status (current suspension rate) minus prior year suspension rate.
Results	SPP performance indicators, such as Discipline Rate Overall, are measured by whether or not an LEA met targets approved by the SBE. Results are provided annually to the LEA in the APR accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard state indicators utilize a color coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are publicly accessible at: www.caschooldashboard.org .
Associated QAP	Comprehensive Review. <i>Note: As of the 18-19 school year, SPP Indicator 4a is no longer used for identification for Performance Indicator Review. Instead, the Dashboard Suspension Rate Indicator is utilized.</i>	Performance Indicator Review (PIR) and Comprehensive Review.

4

State Performance Plan Indicator 4b: Discipline Rate by Race or Ethnicity

Indicator 4 utilizes two components to measure discipline rate. 4b is a compliance indicator that measures the percent of LEAs that have significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for students with disabilities.

What are the components of Indicator 4?

Indicator 4 is divided into two components, each of which measures the discipline rate of students with disabilities. Indicator 4a is a performance indicator that measures the overall discipline rate, whereas 4b is a compliance indicator that measures the discipline rate of students with disabilities by race/ethnicity. This handout will focus solely on Indicator 4b.

- 4a Discipline rate overall
- 4b Discipline rate by race/ethnicity

Which Local Education Agencies (LEAs) receive results for Indicator 4b?

LEAs serving students with disabilities ages 6-22 receive results for Indicator 4b.

What is the data source?

Indicator 4b utilizes data from the California Special Education Management Information System (CASEMIS) and prior year California Longitudinal Pupil Achievement Data System (CALPADS) discipline data. The specific CASEMIS fields are: Race/Ethnicity, Birth Date, Plan Type, District of Residence, and School Code. The specific CALPADS fields are: Discipline Type, Discipline Duration, and Occurrence Date. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results for Indicator 4b are calculated by comparing the LEA rate to the statewide rate. An LEA is considered to have a significant discrepancy if the district-wide rate, by race or ethnicity, exceeds the statewide rate for suspension and expulsion.

LEA Rate: Number of students with disabilities by race/ethnicity who were disciplined for greater than 10 cumulative days in a school year divided by the number of students with disabilities in that same race/ethnicity in the LEA, multiplied by 100. *Note: a denominator of at least 20 and numerator of at least 2 is required.*

$$\left(\frac{\text{\# of students with disabilities by race/ethnicity disciplined > 10 cumulative days in a school year}}{\text{Total \# of students with disabilities in that same race/ethnicity in the LEA}} \right) \times 100$$

Statewide Rate: Total number of students with disabilities who were disciplined greater than 10 cumulative days in a school year divided by the total number of students with disabilities in the state.

$$\left(\frac{\text{Total \# of students with disabilities disciplined > 10 cumulative days in a school year}}{\text{Total \# of students with disabilities in the state}} \right) \times 100$$

Indicator 4b:
Making
Connections



Related CA Dashboard Indicator
State Indicator: Suspension Rate



Related LCAP Priority
Priority 6: School Climate



Associated Quality Assurance Process (QAP)

Comprehensive Review

Note: As of the 16-17 school year, the SPP Indicator 4b calculation is no longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.

What is the target for Indicator 4b: Discipline Rate by Race/Ethnicity?

The current California State Performance Plan established the following targets by school year:



Please note that Indicator 4b uses a state-level target and requires that 0% of LEAs demonstrate a discipline rate, by race or ethnicity, that exceeds the statewide rate. Statewide rates are calculated annually and may fluctuate from year to year. LEAs should refer to their Annual Performance Report to locate their LEA discipline rate as well as the statewide rate. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 4b: Discipline Rate by Race/Ethnicity and the Dashboard Suspension Rate Indicator.

	SPP Indicator 4b: Discipline by Race/Ethnicity	Dashboard Indicator: Suspension Rate
Description	Compliance indicator that measures the rate of suspensions and expulsions, by race or ethnicity, of greater than 10 cumulative days in a school year for students with disabilities.	State indicator that measures the number of students who were suspended at least once in either the current or prior year. Expulsions are not included. Note: If a student was suspended more than once in the school year, they are counted only once.
Participants	Students with disabilities (SWD) aged 3-22, defined as students who are designated as a SWD during the school year in which the disciplinary action occurred.	All students. For SWD student group, SWD are defined as students who are marked as SWD at any time during the specified academic year. Student group reports are also available by race/ethnicity, however reports of SWD by race/ethnicity are not available.
Data Source	CASEMIS (through 18-19 school year) and prior year CALPADS.	CALPADS
Calculation	The percentage is calculated by dividing students with disabilities, by race or ethnicity, who were disciplined for greater than 10 cumulative days in a school year by the number of students with disabilities of the same race/ethnicity in the LEA, multiplied by 100.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status calculation</u> for comprehensive HS: Number of Students Suspended divided by Cumulative Enrollment x100. <u>Change calculation</u> : Status (current suspension rate) minus prior year suspension rate.
Results	Targets for SPP compliance indicators, such as 4b, are set at either 0 or 100%. The target for 4b requires that 0% of LEAs have a significant discrepancy in discipline rate by race or ethnicity. Results are provided annually to the LEA in the APR accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard state indicators, utilize a color coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are publicly accessible at: www.caschooldashboard.org .
Associated QAP	Comprehensive Review. Note: As of the 16-17 school year, the SPP Indicator 4b calculation is no longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.	None.

5

State Performance Plan Indicator 5a: Least Restrictive Environment

Indicator 5 is a performance indicator that utilizes three components to measure whether students with disabilities are educated within the Least Restrictive Environment (LRE). 5a measures the percentage of students with disabilities, ages 6 through 22, served inside the regular classroom for at least 80% of the day.

What are the components of Indicator 5?

Indicator 5 is divided into three components, each of which measures students with disabilities' (SWD) access to education in the Least Restrictive Environment (LRE). This handout will focus on indicator 5a, a performance indicator that measures the percent of children with disabilities, ages 6-22, served inside the regular classroom for at least 80% of the day.

- 5a Rate of SWD in regular classroom 80% or more of day
- 5b Rate of SWD inside the classroom less than 40% of the day
- 5c Separate Setting

Which Local Education Agencies (LEAs) receive results for Indicator 5a?

LEAs serving students with disabilities ages 6-22 receive results for Indicator 5a.

What is the data source?

Indicator 5a utilizes data from the California Special Education Management Information System (CASEMIS). The specific CASEMIS fields used for calculating Indicator 5a are Federal School Setting, Percent of Time in Regular Class, District of Residence and School Code. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results for Indicator 5a are calculated by dividing the number of students with disabilities served inside the regular class 80% or more of the day by the total number of students with disabilities ages 6 through 22 in the LEA, multiplied by 100.

$$\left(\frac{\text{\# of students with disabilities ages 6-22 served inside the regular class 80% or more of the day}}{\text{Total \# of students with disabilities ages 6-22 within the LEA}} \right) \times 100$$



Related California School Dashboard Indicator

Local Indicator: Access to Broad Course of Study
See reverse for additional information.

Related LCAP Priority

Priority 1: Basic Services and Priority 7: Course Access

Associated Quality Assurance Process (QAP)

Comprehensive Review, Performance Indicator Review (PIR)

Note: As of the 16-17 school year, the SPP Indicator 5a calculation is no longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.

What is the target for Indicator 5a: LRE In Regular Classroom 80% or More of the Day?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 5a please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 5a: LRE In Regular Classroom 80% or More of Day and the California Dashboard Access to Broad Course of Study Indicator.

	SPP Indicator 5a: LRE Regular Classroom 80% or More of the Day	Dashboard Indicator: Access to Broad Course of Study
Description	Performance indicator that measures the percent of students with disabilities, ages 6 through 22, served inside the regular classroom for at least 80% of the day.	Local indicator that measures LEA the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable.
Participants	Students with disabilities ages 6-22.	All students. <i>Note: Local indicators do not provide student group (e.g., SWD) level data.</i>
Data Source	CASEMIS (<i>through 18-19 school year</i>).	Locally selected measure or tool as selected by the LEA.
Calculation	Calculation is the number of students with disabilities ages 6-22 who are in a regular class at least 80% of the day divided by total number of students with disabilities ages 6-22 in the LEA, multiplied by 100.	No specific calculation. SBE approved standards for local indicators are used to support an LEA in both measuring and reporting progress. The LEA will select <i>Met</i> or <i>Not Met</i> based on whether the standard for a local indicator was achieved.
Results	SPP performance indicators, such as educational environments, are measured by whether or not an LEA met targets approved by the SBE. Results are summarized in the LEA-level Annual Performance Report (APR). APRs are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard local indicators, such as access to a broad course of study, are assigned an overall performance level of "Standard Met" or "Standard Not Met". Dashboard results are updated annually and are publicly accessible at: www.caschooldashboard.org .
Associated QAP	Performance Indicator Review (PIR) and Comprehensive Review. <i>Note: As of the 16-17 school year, the SPP Indicator 5a calculation is no longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.</i>	None.

5

State Performance Plan Indicator 5b: Least Restrictive Environment

Indicator 5 is a performance indicator that utilizes three components to measure whether students with disabilities are educated within the Least Restrictive Environment (LRE). 5b measures the percentage of students with disabilities, ages 6 through 22, served inside the regular classroom less than 40% of the day.

What are the components of Indicator 5?

Indicator 5 is divided into three components, each of which measures students with disabilities' (SWD) access to education in the Least Restrictive Environment (LRE). This handout will focus on indicator 5b, a performance indicator that measures the percent of children with disabilities, ages 6-22, served inside the regular classroom for less than 40% of the day.

- 5a Rate of SWD in regular classroom 80% or more of day
- 5b Rate of SWD inside the classroom less than 40% of the day
- 5c Separate Setting

Which Local Education Agencies (LEAs) receive results for Indicator 5b?

LEAs serving students with disabilities ages 6-22 receive results for Indicator 5b.

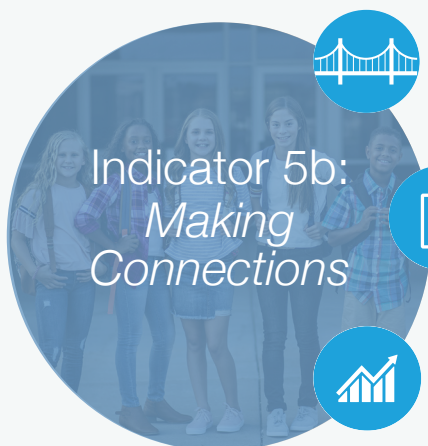
What is the data source?

Indicator 5b utilizes data from the California Special Education Management Information System (CASEMIS). The specific CASEMIS fields used for calculating Indicator 5b are Birth Date, Federal School Setting, Percent of Time in Regular Class, District of Residence and School Code. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results for Indicator 5b are calculated by dividing the number of students with disabilities served inside the regular class less than 40 percent of the day by total number of students with disabilities ages 6 through 22 in the LEA, multiplied by 100.

$$\left(\frac{\text{\# of students with disabilities ages 6-22 served inside the regular class less than 40\% of the day}}{\text{Total \# of students with disabilities ages 6-22 within the LEA}} \right) \times 100$$



Related California School Dashboard Indicator

Local Indicator: Access to Broad Course of Study
See reverse for additional information.

Related LCAP Priority

Priority 1: Basic Services and Priority 7: Course Access

Associated Quality Assurance Process (QAP)

Comprehensive Review, Performance Indicator Review (PIR)

Note: As of the 16-17 school year, the SPP Indicator 5b calculation is no longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.

What is the target for Indicator 5b: LRE In Regular Classroom less than 40% of the Day?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 5b please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 5b: LRE In Regular Classroom less than 40% of the Day and the California Dashboard Access to Broad Course of Study Indicator.

	SPP Indicator 5b: LRE, Regular Classroom less than 40% of the Day	Dashboard Indicator: Access to Broad Course of Study
Description	Performance indicator that measures the percent of students with disabilities, ages 6 through 22, served inside the regular classroom for less than 40% of the day.	Local indicator that measures LEA the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable.
Participants	Students with disabilities ages 6-22.	All students. <i>Note: Local indicators do not provide student group (e.g., SWD) level data.</i>
Data Source	CASEMIS (through 18-19 school year).	Locally selected measure or tool as selected by the LEA.
Calculation	Calculation is the number of students with disabilities ages 6-22 who are in a regular class less than 40% of the day divided by total number of students with disabilities ages 6-22 in the LEA, multiplied by 100.	No specific calculation. SBE approved standards for local indicators are used to support an LEA in both measuring and reporting progress. The LEA will select <i>Met</i> or <i>Not Met</i> based on whether the standard for a local indicator was achieved.
Results	SPP performance indicators, such as educational environments, are measured by whether or not an LEA met targets approved by the SBE. Results are summarized in the LEA-level Annual Performance Report (APR). APRs are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard local indicators, such as access to a broad course of study, are assigned an overall performance level of "Standard Met" or "Standard Not Met". Dashboard results are updated annually and are publicly accessible at: www.caschooldashboard.org .
Associated QAP	Performance Indicator Review (PIR) and Comprehensive Review. <i>Note: As of the 16-17 school year, the SPP Indicator 5b calculation is no longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.</i>	None.

5

State Performance Plan Indicator 5c: Least Restrictive Environment

Indicator 5 is a performance indicator that utilizes three components to measure whether students with disabilities are educated within the Least Restrictive Environment (LRE). 5c measures the percentage of students with disabilities, ages 6 through 22, served in public or private separate schools, residential facilities, or homebound/hospital placement.

What are the components of Indicator 5?

Indicator 5 is divided into three components, each of which measures students with disabilities' (SWD) access to education in the Least Restrictive Environment (LRE). This handout will focus on indicator 5c, a performance indicator that measures the percent of children with disabilities, ages 6-22, served in public or private separate schools, residential facilities, or homebound/hospital placement.

- 5a Rate of SWD in regular classroom 80% or more of day
- 5b Rate of SWD inside the classroom less than 40% of the day
- 5c Separate Setting

Which Local Education Agencies (LEAs) receive results for Indicator 5c?

LEAs serving students with disabilities ages 6-22 receive results for Indicator 5c.

What is the data source?

Indicator 5c utilizes data from the California Special Education Management Information System (CASEMIS). The specific CASEMIS fields used for calculating Indicator 5c are Birth Date, Federal School Setting, District of Residence and School Code. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results for Indicator 5c are calculated by dividing the number of students in separate facility* placements by total number of students with disabilities ages 6 through 22 in the LEA, multiplied by 100. *Separate facilities does not include Correctional Facilities or those that are Parentally Placed in Private Schools.

$$\left(\frac{\text{\# of students with disabilities ages 6-22 in separate facility* placements}}{\text{Total \# of students with disabilities ages 6-22 within the LEA}} \right) \times 100$$

Indicator 5c: Making Connections



Related California School Dashboard Indicator

Local Indicator: Access to Broad Course of Study
See reverse for additional information.



Related LCAP Priority

Priority 1: Basic Services and Priority 7: Course Access



Associated Quality Assurance Process (QAP)

Comprehensive Review, Performance Indicator Review (PIR)

Note: As of the 16-17 school year, the SPP Indicator 5c calculation is no longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.

What is the target for Indicator 5c: LRE Separate Settings?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 5c please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 5c: LRE Separate Settings and the California Dashboard Access to Broad Course of Study Indicator.

	SPP Indicator 5c: LRE Separate Settings	Dashboard Indicator: Access to Broad Course of Study
Description	Performance indicator that measures the percent of students with disabilities, ages 6 through 22, served in separate schools, residential facilities, or homebound/hospital placement (excludes correctional facilities or parental placement in private school).	Local indicator that measures LEA the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable.
Participants	Students with disabilities ages 6-22.	All students. <i>Note: Local indicators do not provide student group (e.g., SWD) level data.</i>
Data Source	CASEMIS (through 18-19 school year).	Locally selected measure or tool as selected by the LEA.
Calculation	Calculation is the number of students with disabilities age 6-22 served in separate facilities divided by the total number of students with disabilities age 6-22, multiplied by 100.	No specific calculation. SBE approved standards for local indicators are used to support an LEA in both measuring and reporting progress. The LEA will select <i>Met</i> or <i>Not Met</i> based on whether the standard for a local indicator was achieved.
Results	SPP performance indicators, such as educational environments, are measured by whether or not an LEA met targets approved by the SBE. Results are summarized in the LEA-level Annual Performance Report (APR). APRs are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard local indicators, such as access to a broad course of study, are assigned an overall performance level of "Standard Met" or "Standard Not Met". Dashboard results are updated annually and are publicly accessible at: www.caschooldashboard.org .
Associated QAP	Performance Indicator Review (PIR) and Comprehensive Review. <i>Note: As of the 16-17 school year, the SPP Indicator 5c calculation is no longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.</i>	None.

6

State Performance Plan Indicator 6a: Preschool Least Restrictive Environments Regular Setting

Indicator 6 is a performance indicator that utilizes two components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). 6a measures the percent of children with disabilities, ages 3 through 5 years, attending a regular early childhood program and receiving the majority of special education and related service in the regular early childhood program.

What are the components of Indicator 6?

Indicator 6 is divided into two components, each of which measures preschool LRE. This handout will focus on indicator 6a, a performance indicator that measures the percent of children with disabilities, ages 3-5 years, who receive a majority of services in the regular early childhood program.

- 6a Preschool: Regular Setting
- 6b Preschool: Separate Setting

Which Local Education Agencies (LEAs) receive results for Indicator 6a?

LEAs serving students with disabilities ages 3-5 receive results for Indicator 6a.

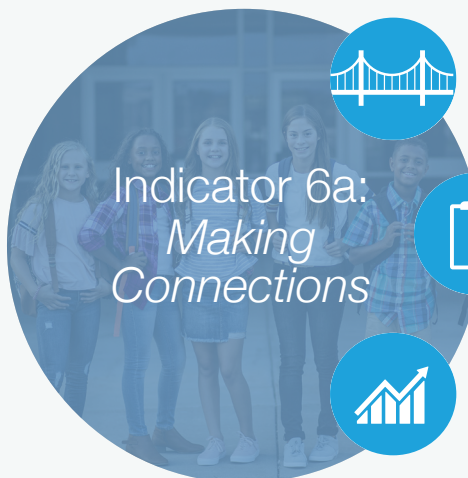
What is the data source?

Indicator 6a utilizes data from the California Special Education Management Information System (CASEMIS). The specific CASEMIS fields used are: Birth Date, Federal Preschool Setting, District of Residence and School Code. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results for Indicator 6a are calculated by dividing the number of children with disabilities ages 3-5 attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program by the total number of children with disabilities ages 3-5.

$$\left(\frac{\text{\# of students with disabilities ages 3-5 attending and receiving the majority of services in the regular program}}{\text{Total \# of students with disabilities ages 3-5 within the LEA}} \right) \times 100$$



Related California School Dashboard Indicator

Indicator 6a does not have a related Dashboard indicator.



Related LCAP Priority

Priority 1: Basic Services
Priority 7: Course Access



Associated Quality Assurance Process (QAP)

Performance Indicator Review (PIR), Preschool Review, and Comprehensive Review.

What is the target for Indicator 6a: Preschool Least Restrictive Environments, Regular Setting?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 6a please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

6

State Performance Plan Indicator **6b**: Preschool Least Restrictive Environments Separate Setting

Indicator 6 is a performance indicator that utilizes two components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE). 6b measures the percent of children with disabilities, ages 3 through 5 years, attending a separate special education class, separate school, or residential facility.

What are the components of Indicator 6?

Indicator 6 is broken into two components, each of which measures preschool LRE. This handout will focus solely on indicator 6b, a performance indicator that measures the percent of children with disabilities, ages 3-5 years, receiving the majority of services in a separate setting.

- 6a Preschool: Regular Setting
- 6b Preschool: Separate Setting

Which Local Education Agencies (LEAs) receive results for Indicator 6b?

LEAs serving students with disabilities ages 3-5 receive results for Indicator 6b.

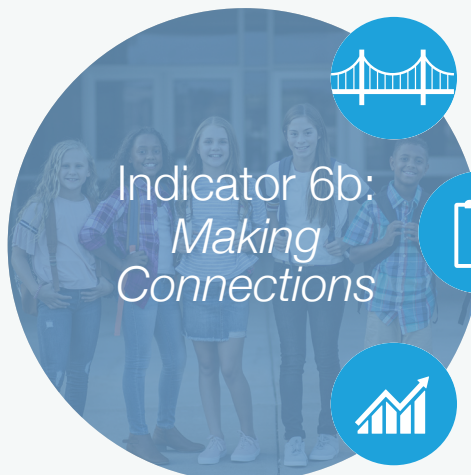
What is the data source?

Indicator 6b utilizes data from the California Special Education Management Information System (CASEMIS). The specific CASEMIS fields used are: Birth Date, Federal Preschool Setting, District of Residence and School Code. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results for Indicator 6b are calculated by dividing the number of children with disabilities ages 3-5 attending a separate special education class, separate school or residential facility by the total number of children with disabilities ages 3-5.

$$\left(\frac{\text{\# of students with disabilities ages 3-5 attending a separate special education class, separate school or residential facility}}{\text{Total \# of students with disabilities ages 3-5 within the LEA}} \right) \times 100$$



Related California School Dashboard Indicator

Indicator 6b does not have a related Dashboard indicator.

Related LCAP Priority

Priority 1: Basic Services
Priority 7: Course Access

Associated Quality Assurance Process (QAP)

Performance Indicator Review (PIR), Preschool Review, and Comprehensive Review.

What is the target for Indicator 6b: Preschool Least Restrictive Environments, Separate Setting?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 6b please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

7

State Performance Plan Indicator 7a: Preschool Outcomes: Positive Social-Emotional Skills

Indicator 7 is a performance indicator that utilizes three components to measure outcomes for preschool students. 7a measures the percent of children with disabilities who demonstrate improvement in positive social-emotional skills, including social relationships.

What are the components of Indicator 7?

Indicator 7 is divided into three components, referred to as outcome areas. Each preschool outcome area measures improvement in a designated skill area for preschool students with disabilities (SWD). This handout will focus solely on 7a: Positive Social-Emotional Skills.

- 7a Positive Social-Emotional Skills
- 7b Acquisition and Use of Knowledge and Skills
- 7c Use of Appropriate Behaviors

Which Local Education Agencies (LEAs) receive results for Indicator 7a?






LEAs serving students with disabilities ages 3-5 receive results for Indicator 7a.

What is the data source?

Indicator 7a utilizes data from the current reporting year Desired Results Developmental Profile (DRDP) submission. The DRDP is California's formative assessment instrument for young children. For more information on the DRDP, please visit the Desired Results Access Project webpage at www.draccess.org.

How are results calculated?

Results for all three Indicator 7 outcomes, including 7a, are calculated using a two part process. **First**, improvement of those students who left the preschool program is measured based on five categories. *Note: Preschool students with disabilities (SWD) refers specifically to those students with IEPs.* The five categories and subsequent five calculations for 7 are listed below:

A	B	C	D	E
Did not improve functioning	Improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	Improved functioning to a level nearer to same-aged peers, but did not reach it	Improved functioning to reach a level comparable to same-aged peers	Maintained functioning at a level comparable to same-aged peers
				
# of preschool SWD who did not improve <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who Improved functioning but not sufficiently to move nearer to same-aged peers <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who improved functioning to a level nearer but did not reach it <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who improved functioning comparable to same-aged peers <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who maintained functioning at a level comparable to same-aged peers <u>divided by</u> # of preschool SWD assessed

How are results calculated? (Continued)


Second, using the five progress categories on page 1, **data on two target summary statements are computed and reported:**

1. Increased rate of growth: The percentage of children who entered the program below age expectations in outcome 7a who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: $[(C+D)/(A+B+C+D)] \times 100$. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{C + D}{A + B + C + D} \right) \times 100$$

2. Within age expectations: The percentage of children who were functioning within age expectations in outcome 7a by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: $[(D+E)/(A+B+C+D+E)] \times 100$. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{D + E}{A + B + C + D + E} \right) \times 100$$



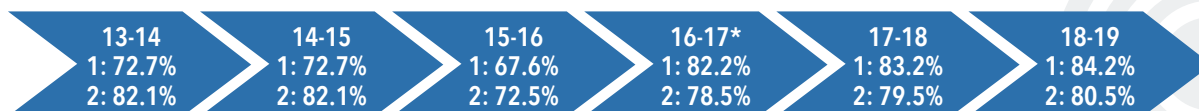
Related California School Dashboard Indicator
Indicator 7a does not have a related Dashboard indicator.

Related LCAP Priority
Priority 7: Course Access

Associated Quality Assurance Process (QAP)
Preschool Review and Comprehensive Review.

What is the target for Indicator 7a: Preschool Outcomes, Positive Social-Emotional Skills?

The current California State Performance Plan established the following targets by school year for the two summary statements included in Indicator 7a:



*Targets were changed this year due to new assessment tool

Indicator targets may adjust; therefore, to view the current year target for Indicator 7a please refer to your LEA Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

7

State Performance Plan Indicator **7b**: Preschool Outcomes: Acquisition and Use of Knowledge and Skills

Indicator 7 is a performance indicator that utilizes three components to measure outcomes for preschool students. 7b measures the acquisition and use of knowledge and skills, including early language/communication and early literacy.

What are the components of Indicator 7?

Indicator 7 is divided into three components, referred to as outcome areas. Each preschool outcome area measures improvement in a designated skill area for preschool students with disabilities (SWD). This handout will focus solely on 7b: Acquisition and Use of Knowledge and Skills.

- 7a Positive Social-Emotional Skills
- 7b Acquisition and Use of Knowledge and Skills**
- 7c Use of Appropriate Behaviors

Which Local Education Agencies (LEAs) receive results for Indicator 7b?






LEAs serving students with disabilities ages 3-5 receive results for Indicator 7b.

What is the data source?

Indicator 7b utilizes data from the current reporting year Desired Results Developmental Profile (DRDP) submission. The DRDP is California's formative assessment instrument for young children. For more information on the DRDP, please visit the Desired Results Access Project webpage at www.draccess.org.

How are results calculated?

Results for all three Indicator 7 outcomes, including 7b, are calculated using a two part process. **First**, improvement of those students who left the preschool program is measured based on five categories. *Note: Preschool students with disabilities (SWD) refers specifically to those students with IEPs.* The five categories and subsequent five calculations for 7 are listed below:

A	B	C	D	E
Did not improve functioning	Improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	Improved functioning to a level nearer to same-aged peers, but did not reach it	Improved functioning to reach a level comparable to same-aged peers	Maintained functioning at a level comparable to same-aged peers
				
# of preschool SWD who did not improve <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who Improved functioning but not sufficiently to move nearer to same aged peers <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who improved functioning to a level nearer but did not reach it <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who improved functioning comparable to same-aged peers <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who maintained functioning at a level comparable to same-aged peers <u>divided by</u> # of preschool SWD assessed

How are results calculated? (Continued)

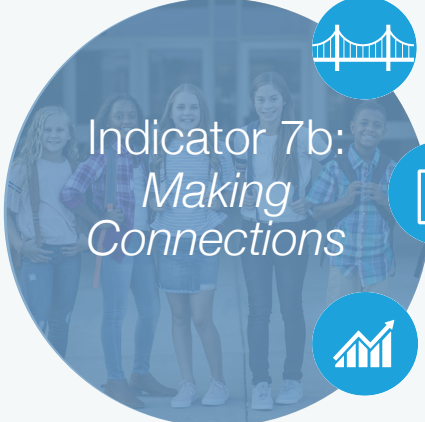
Second, using the five progress categories on page 1, **data on two target summary statements are computed and reported:**

1. Increased rate of growth: The percentage of children who entered the program below age expectations in outcome 7b who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: $[(C+D)/(A+B+C+D)] \times 100$. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{C + D}{A + B + C + D} \right) \times 100$$

2. Within age expectations: The percentage of children who were functioning within age expectations in outcome 7b by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: $[(D+E)/(A+B+C+D+E)] \times 100$. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{D + E}{A + B + C + D + E} \right) \times 100$$



Related California School Dashboard Indicator
Indicator 7b does not have a related Dashboard indicator.

Related LCAP Priority
Priority 7: Course Access

Associated Quality Assurance Process (QAP)
Preschool Review and Comprehensive Review.

What is the target for Indicator 7b: Preschool Outcomes, Positive Social-Emotional Skills?

The current California State Performance Plan established the following targets by school year for the two summary statements included in Indicator 7b:



*Targets were changed this year due to new assessment tool

Indicator targets may adjust; therefore, to view the current year target for Indicator 7b please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

7

State Performance Plan Indicator 7c: Preschool Outcomes: Use of Appropriate Behaviors

Indicator 7 is a performance indicator that utilizes three components to measure outcomes for preschool students. 7c measures the use of appropriate behaviors to meet needs.

What are the components of Indicator 7?

Indicator 7 is divided into three components, referred to as outcome areas. Each preschool outcome area measures improvement in a designated skill area for preschool students with disabilities (SWD). This handout will focus solely on 7c: Use of Appropriate Behaviors.

- 7a Positive Social-Emotional Skills
- 7b Acquisition and Use of Knowledge and Skills
- 7c Use of Appropriate Behaviors

Which Local Education Agencies (LEAs) receive results for Indicator 7c?






LEAs serving students with disabilities ages 3-5 receive results for Indicator 7c.

What is the data source?

Indicator 7c utilizes data from the current reporting year Desired Results Developmental Profile (DRDP) submission. The DRDP is California's formative assessment instrument for young children. For more information on the DRDP, please visit the Desired Results Access Project webpage at www.draccess.org.

How are results calculated?

Results for all three Indicator 7 outcomes, including 7c, are calculated using a two part process. **First**, improvement of those students who left the preschool program is measured based on five categories. *Note: Preschool students with disabilities (SWD) refers specifically to those students with IEPs.* The five categories and subsequent five calculations for 7 are listed below:

A	B	C	D	E
Did not improve functioning	Improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers	Improved functioning to a level nearer to same-aged peers, but did not reach it	Improved functioning to reach a level comparable to same-aged peers	Maintained functioning at a level comparable to same-aged peers
				
# of preschool SWD who did not improve <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who Improved functioning but not sufficiently to move nearer to same aged peers <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who improved functioning to a level nearer but did not reach it <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who improved functioning comparable to same-aged peers <u>divided by</u> # of preschool SWD assessed	# of preschool SWD who maintained functioning at a level comparable to same-aged peers <u>divided by</u> # of preschool SWD assessed

How are results calculated? (Continued)


Second, using the five progress categories on page 1, **data on two target summary statements are computed and reported:**

1. Increased rate of growth: The percentage of children who entered the program below age expectations in outcome 7c who substantially increased their rate of growth by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: $[(C+D)/(A+B+C+D)] \times 100$. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{C + D}{A + B + C + D} \right) \times 100$$

2. Within age expectations: The percentage of children who were functioning within age expectations in outcome 7c by the time they turned 6 years of age or exited the early childhood special education program. The calculation for this summary statement is as follows: $[(D+E)/(A+B+C+D+E)] \times 100$. The letters in this calculation correspond with the progress categories on page 1.

$$\left(\frac{D + E}{A + B + C + D + E} \right) \times 100$$



Related California School Dashboard Indicator
Indicator 7c does not have a related Dashboard indicator.

Related LCAP Priority
Priority 7: Course Access

Associated Quality Assurance Process (QAP)
Preschool Review and Comprehensive Review.

What is the target for Indicator 7c: Preschool Outcomes, Positive Social-Emotional Skills?

The current California State Performance Plan established the following targets by school year for the two summary statements included in Indicator 7c:



*Targets were changed this year due to new assessment tool

Indicator targets may adjust; therefore, to view the current year target for Indicator 7c please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

8

State Performance Plan Indicator 8: Parent Involvement

Indicator 8 is a performance indicator that measures the percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3-22 receive results for Indicator 8.

What is the data source?

Indicator 8 utilizes data from the California Special Education Management Information System (CASEMIS). The specific CASEMIS fields used for calculating Indicator 8 are Parent Input, District of Residence and School Code. The Parent Input field represents the following question on the Individualized Education Program (IEP) document: ***“Did the school district facilitate parent involvement as a means of improving services and results for your child?”***. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results are calculated by dividing the number of respondents who reported “yes” by the total number of respondents within the LEA.

$$\left(\frac{\text{\# of respondents who reported "yes"}}{\text{Total \# of respondents within the LEA}} \right) \times 100$$



Related California School Dashboard Indicator

Local indicator: Parent Engagement
See reverse for additional information.



Related LCAP Priority

Priority 3: Family Involvement



Associated Quality Assurance Process (QAP)

Performance Indicator Review (PIR) and Comprehensive Review.

What is the target for Indicator 8: Parent Involvement?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 8 please refer to your LEA's APR. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between State Performance Plan Indicator 8: Parent Involvement and the California Dashboard Parent Engagement Indicator.

	SPP Indicator 8: Parent Involvement	Dashboard Indicator: Parent Engagement
Description	Indicator 8 measures the percent of parents with a student receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	This indicator addresses whether an LEA received parent input in decision-making and promoted parental participation in education programs for students.
Participants	Parents of students with disabilities.	Parents of all students attending the LEA.
Data Source	CASEMIS (through 18-19 school year).	Survey or other measure as determined by the LEA. LEA reports summary of progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs. Description of why measures were selected and relationship to LCAP priorities is also required.
Calculation	Calculation of percentage of parents who responded "yes" to the question: "Did the school district facilitate parent involvement as a means of improving services and results for your child?"	No specific calculation. SBE approved standards for local indicators are used to support an LEA in both measuring and reporting progress. The LEA will select <i>Met</i> or <i>Not Met</i> based on whether the standard for a local indicator was achieved.
Results	SPP performance indicators are measured in relation to targets approved by the SBE. Results are provided annually to the LEA in the APR. APRs are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Performance is measured by whether an LEA has met the SBE approved standard. "Standard Met" or "Standard Not Met" results are provided on the specific LEAs dashboard. Dashboard results are updated annually and are publicly available at: www.caschooldashboard.org .
Associated QAP	Performance Indicator Review and Comprehensive Review.	None.

9

State Performance Plan Indicator 9: Disproportionate Representation: Overall

Indicator 9 is a compliance indicator that measures the percent of Local Education Agencies (LEAs) with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 6-22 receive results for Indicator 9.

What is the data source?

Indicator 9 utilizes data from the California Special Education Management Information System (CASEMIS) and California Longitudinal Pupil Achievement Data System (CALPADS) discipline data. The specific CASEMIS fields are: District of Accountability, Birthdate, Ethnicity, Race, and Primary Disability. The specific CALPADS fields are: Student Ethnicity and Student Race. This indicator is reported by the District of Special Education Accountability. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

As of 2016¹, Indicator 9 utilizes a risk ratio. A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. Risk ratios in excess of 3.0 are considered to be the result of inappropriate identification.

$$\left(\frac{\text{Students with disabilities in a specific race/ethnicity group}}{\text{Students in the same race/ethnicity group in general education}} \right) \times 100$$
$$\left(\frac{\text{Students with disabilities NOT in a specific race/ethnicity group}}{\text{Students NOT in the same race/ethnicity group in general education}} \right) \times 100$$

Note: In cases where either the numerator or denominator of the particular race/ethnicity group fail to meet the minimum size (numerator less than 10 or denominator less than 20), an Alternate Risk Ratio (ARR) is utilized. The ARR is a calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk of that outcome for children in all other racial or ethnic groups in the State, rather than in the LEA.

Indicator 9:
Making
Connections



Related CA Dashboard Indicator

No related Dashboard Indicator



Related LCAP Priority

1: Basic Services, 2: Implementation of CCSS,
4: Student Achievement, 7: Course Access



Associated Quality Assurance Process (QAP)

Disproportionality Review,
Significant Disproportionality and
Comprehensive Review.

¹ For more information on the change in regulations, please visit sites.ed.gov/idea/files/july-3-2018-83-fr-31306.pdf.

What is the target for Indicator 9: Disproportionate Representation: Overall?

The current California State Performance Plan established the following targets by school year:



Please note: Indicator 9 uses a state-level target and requires that 0% of LEAs, statewide, will have a disproportionate representation of racial and ethnic groups in special education as a result of inappropriate identification. It is recommended that LEA staff refer to their Annual Performance Report (APR) to locate LEA level information. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at:

www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

10

State Performance Plan Indicator 10: Disproportionate Representation by Disability Categories

Indicator 10 is a compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 6-22 receive results for Indicator 10.

What is the data source?

Indicator 10 utilizes data from the California Special Education Management Information System (CASEMIS) and California Longitudinal Pupil Achievement Data System (CALPADS) discipline data. The specific CASEMIS fields are: District of Accountability, Birthdate, Ethnicity, Race, and Primary Disability. The specific CALPADS fields are: Student Ethnicity and Student Race. This indicator is reported by the District of Special Education Accountability.

CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

As of 2016¹, Indicator 10 utilizes a risk ratio. A risk ratio is a calculation performed by dividing the risk of a particular outcome (special education identification) for children in one racial or ethnic group within the LEA by the risk for children in all other racial and ethnic groups within the LEA. Risk ratios in excess of 3.0 are considered to be the result of inappropriate identification. This calculation is conducted for each of the following disability categories:

- (A) Intellectual Disability
- (B) Specific Learning Disability
- (C) Emotional Disturbance
- (D) Speech or Language Impairment
- (E) Health Impairments
- (F) Autism

$$\left(\frac{\text{Students with disabilities in a specific race/ethnicity group}}{\text{Students in the same race/ethnicity group in general education}} \right) \times 100$$

$$\left(\frac{\text{Students with disabilities NOT in a specific race/ethnicity group}}{\text{Students NOT in the same race/ethnicity group in general education}} \right) \times 100$$

Note: In cases where either the numerator or denominator of the particular race/ethnicity group fail to meet the minimum size (numerator less than 10 or denominator less than 20), an Alternate Risk Ratio (ARR) is utilized. The ARR is a calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk of that outcome for children in all other racial or ethnic groups in the State, rather than in the LEA.

¹ For more information on the change in regulations, please visit sites.ed.gov/idea/files/july-3-2018-83-fr-31306.pdf.



Related California School Dashboard Indicator

Indicator 10 does not have a related Dashboard indicator.



Related LCAP Priority

Priority 1: Basic Services
Priority 2: State Standards
Priority 4: Student Achievement
Priority 7: Course Access



Associated Quality Assurance Process (QAP)

Disproportionality Review, Significant Disproportionality and Comprehensive Review.

What is the target for Indicator 10: Disproportionate Representation by Disability Categories?

The current California State Performance Plan established the following targets by school year:



Please note: Indicator 10 uses a state-level target and requires that 0% of LEAs, statewide, will have disproportionate representation of racial and ethnic groups in specific disability categories, as a result of inappropriate identification. It is recommended that LEA staff refer to their Annual Performance Report (APR) to locate LEA level information. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

11

State Performance Plan Indicator 11: Timely Eligibility Evaluation

Indicator 11 is a compliance indicator that measures the percent of students whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 3-22 receive results for Indicator 11.

What is the data source?

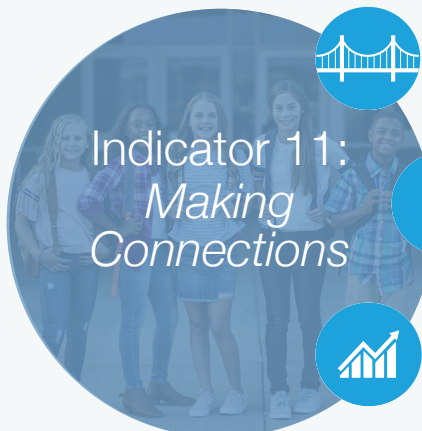
Indicator 11 utilizes data from the California Special Education Management of Information System (CASEMIS). The specific CASEMIS fields used for calculating Indicator 11 are: Parental Consent Date, Initial Evaluation Date, and Delay Code. Parental Consent refers to date parent signed in consent to the assessment plan. This indicator is reported by the District of Service. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results are calculated by dividing the number of students with disabilities with an evaluation for Special Education done within 60 days of parental consent by the number of students who received parental consent minus those evaluations delayed*, multiplied by 100.

$$\left(\frac{\text{\# of students with an evaluation for special education done within 60 days of parental consent}}{\text{of students who received parental consent - delayed evaluations*}} \right) \times 100$$

** Delay codes may be used if the parent of a student repeatedly failed or refused to bring the student for the evaluation, or a student enrolled in a school of another public agency after the timeframe for initial evaluations had begun yet prior to a determination by the students previous public agency as to whether the student is a student with a disability. In these situations, the student was eliminated from both the numerator and the denominator.*



Related California School Dashboard Indicator

Indicator 11 does not have a related Dashboard indicator.



Related LCAP Priority

Priority 1: Basic Services



Associated Quality Assurance Process (QAP)

Data Identified Noncompliance (DINC) and Comprehensive Review.

What is the target for Indicator 11: Timely Eligibility Evaluation?

Indicator 11 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on requirements of IDEA. Regarding eligibility evaluations, IDEA requires that eligibility for special education be determined within 60 days of receiving parental consent for initial evaluation. Therefore, the current State Performance Plan (SPP) established the following targets by school year:



The current year target for Indicator 11 can also be viewed in the LEA Annual Performance Report. LEA reports can be found by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

12

State Performance Plan Indicator 12:

Timely Part C to B Transition

Indicator 12 is a compliance indicator that measures the percent of children referred by the infant program (IDEA Part C) prior to age three, who are found eligible for school age special education services (IDEA Part B) and who have an IEP developed and implemented by their third birthday.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages birth-22 receive results for Indicator 12.

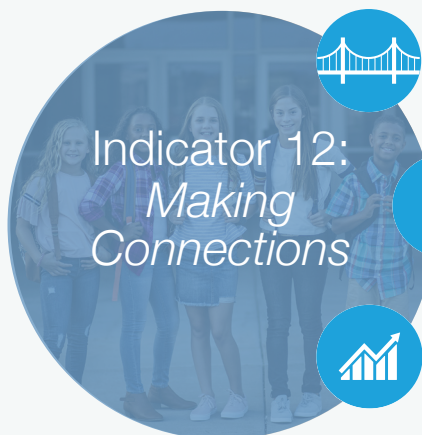
What is the data source?

Indicator 12 utilizes data from the California Special Education Management Information System (CASEMIS) and the Department of Developmental Services. The specific CASEMIS fields used for calculating Indicator 12 are: Birth Date, Initial Evaluation Date, Third Birthday Delay, and Plan Type. This indicator is reported by the District of Service. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results are calculated by dividing the number of students who turned three, who were receiving services from Part C and had a Part B evaluation completed prior to their third birthday by the number of children who turned three and who were receiving services from Part C less those that were ineligible, whose parents refused or were referred to Part B within 60 days of their third birthday. The result is then multiplied by 100.

$$\left(\frac{\text{\# of students who turned 3 who were receiving Part C and had a Part B evaluation completed prior to their 3rd birthday}}{\text{\# of students who turned 3 who were receiving Part C - those who were ineligible - parents refused - referred to Part B within 60 days of their 3rd birthday}} \right) \times 100$$



Related California School Dashboard Indicator

Indicator 12 does not have a related Dashboard indicator.

Related LCAP Priority

Priority 1: Basic Services

Associated Quality Assurance Process (QAP)

Data Identified Noncompliance (DINC) and Comprehensive Review.

What is the target for Indicator 12: Timely Part C to B Transition?

Indicator 12 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on requirements of IDEA. Regarding Timely Part C to B Transition, IDEA requires that all students referred by the infant program (IDEA Part C) prior to age three, who are found eligible for school age special education services (IDEA Part B) must have an IEP developed and implemented by their third birthday. Therefore, the current State Performance Plan (SPP) established the following targets by school year:



The current year target for Indicator 12 can also be viewed in the LEA Annual Performance Report. LEA reports can be found by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

13

State Performance Plan Indicator 13: Secondary Transition Goals and Services

Indicator 13 is a compliance indicator that measures the percent of students with disabilities ages 16 and above with an IEP that includes appropriate measurable postsecondary goals annually updated and based on age appropriate transition assessment and services, including courses of study that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.

Which Local Education Agencies (LEAs) receive results for this indicator?

LEAs serving students with disabilities ages 16-22 receive results for Indicator 13.

What is the data source?

Indicator 13 is calculated using data from the California Special Education Management Information System (CASEMIS). This indicator is reported by the District of Service. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year. The specific CASEMIS fields currently used for calculating Indicator 13 are District of Service, Age, and Transition Service Goals 1-8. Goals 1-8 require that the IEP team answer yes or no to the questions below. In order to be compliant on this indicator, all questions must be marked "yes" with the exception of the "if appropriate and agreed upon, agencies invited" field which may be marked "yes" or "N/A".



Student Invited?



Are there annual goal(s) included in the IEP that are related to the student's transition services needs?



Is the post-secondary goal addressed/updated in conjunction with the development of the Annual IEP?



Is a multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal(s) included?



If appropriate, and agreed upon, were agencies invited?



Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals?



Were age-appropriate transition assessments/instruments used?



Is there an appropriate measurable post secondary goal(s) that covers education or training, employment and, as needed, independent living?



Related California School Dashboard Indicator

Indicator 13 does not have a related Dashboard indicator.



Related LCAP Priority

Priority 8: Student Outcomes




Associated Quality Assurance Process (QAP)

Data Identified Noncompliance (DINC) and Comprehensive Review.

How are results calculated?

Results are calculated by dividing the number of students with disabilities ages sixteen and above whose IEP includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment and

transition services ("yes" response on Goals 1 through 8 on the IEP, with the exception of "agencies invited" which may have a "yes" or "N/A" response) divided by the number of students with disabilities ages sixteen and above, multiplied by 100.


$$\left(\frac{\text{\# of students with "yes" responses on transition service goals 1 through 8}}{\text{\# of students with disabilities ages 16 and above}} \right) \times 100$$

What is the target for Indicator 13: Secondary Transition Goals and Services?

Indicator 13 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on requirements of IDEA. Regarding secondary transition goals and services, IDEA requires that all students ages 16 years and older have IEPs that include appropriate post-secondary goals and additional transition requirements on or before their 16th birthday. Therefore, the current California State Performance Plan established the following targets by school year:



The current year target for Indicator 13 can also be viewed in the LEA Annual Performance Report. LEA reports can be found by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

14

State Performance Plan Indicator 14a: Post School Outcomes: Higher Education

Indicator 14 is a performance indicator that utilizes three components to measure post school outcomes. 14a is a performance indicator that measures the percent 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.

What are the components of Indicator 14?

Indicator 14 is divided into three components, each of which measures varying degrees of post school outcomes for students with disabilities. This handout will focus on Indicator 14a.

- 14a Higher Education
- 14b Higher Education or Competitively Employed
- 14c Any Post-Secondary Education or Employed

Which Local Education Agencies (LEAs) receive results for Indicator 14a?

LEAs serving students with disabilities grades 9-12 receive results for Indicator 14a.

What is the data source?

All components of Indicator 14 are calculated using data from the California Special Education Management Information System (CASEMIS) Table D (post-secondary follow-up) submission. CASEMIS Table D contains one record for each student exited from the high school program or the Special Education Local Plan Area (SELPA) during the prior year except those students who returned to regular education, transferred to another program, or are deceased. Staff may collect data through a variety of methods including interviews and surveys. This indicator is reported by the District of Service. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results are calculated by dividing the number of students with disabilities with IEPs in effect when they left school who enrolled in higher education within one year of exiting secondary school divided by the number of students with disabilities who exited secondary school.

$$\left(\frac{\text{\# of students with IEPs when they left school who enrolled in higher education within one year of exiting secondary school}}{\text{\# of students who exited secondary school within the same school year}} \right) \times 100$$

Indicator 14a:
*Making
Connections*



Related CA Dashboard Indicator

State Indicator: Preparation for College/Career



Related LCAP Priority

Priority 4: Student Achievement



Associated Quality Assurance Process (QAP)

Performance Indicator Review (PIR) and Comprehensive Review

What is the target for Indicator 14a: Post School Outcomes: Higher Education?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 14a please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 14a: Post School Outcomes: Higher Education and the Dashboard Preparation for College/Career Indicator.

	SPP Indicator 14a: Higher Education	Dashboard Indicator: Preparation for College/Career
Description	Performance indicator that measures post school outcomes for youth with IEPs who are no longer in secondary school and were enrolled in higher education within one year of leaving school.	The Dashboard preparation for College and Career Indicator (CCI) is a state indicator that utilizes various college and career metrics to measure students preparedness for college. For more information on this indicator, see: www.cde.ca.gov/ta/ac/cm/ccical.asp .
Participants	Students with disabilities (SWD) who are no longer in secondary school and had IEPs in effect when they left school.	All students grades 9-12. For SWD subgroup, SWD are defined as students who are marked as SWD at any time during the four-year cohort.
Data Source	CASEMIS, Table D submission (<i>through 18-19 school year</i>).	CALPADS
Calculation	Number of SWD enrolled in higher education within one year of exiting secondary school divided by number of respondents who exited secondary school within the same school year.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status Calculation</u> : Number of students in a graduating class who performed "Prepared" on the CCI Model divided by total number of students in a graduating class <u>Change Calculation</u> : current year status minus prior year status.
Results	SPP performance indicators, such as post school outcomes, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard state indicators, such as Preparation for College/Career, utilize a color coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: www.caschooldashboard.org .
Associated QAP	Performance Indicator Review (PIR) and Comprehensive Review.	None.

14

State Performance Plan Indicator **14b:** Post School Outcomes: Higher Education or Competitively Employed

Indicator 14 is a performance indicator that utilizes three components to measure post school outcomes. 14b is a performance indicator that measures the percent 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.

What are the components of Indicator 14?

Indicator 14 is divided into three components, each of which measures varying degrees of post school outcomes for students with disabilities. This handout will focus on Indicator 14b.

- 14a Higher Education
- 14b Higher Education or Competitively Employed**
- 14c Any Post-Secondary Education or Employed

Which Local Education Agencies (LEAs) receive results for Indicator 14b?

LEAs serving students with disabilities grades 9-12 receive results for Indicator 14b.

What is the data source?

All components of Indicator 14 are calculated using data from the California Special Education Management Information System (CASEMIS) Table D (post-secondary follow-up) submission. CASEMIS Table D contains one record for each student exited from the high school program or the Special Education Local Plan Area (SELPA) during the prior year except those students who returned to regular education, transferred to another program, or are deceased. Staff may collect data through a variety of methods including interviews and surveys. This indicator is reported by the District of Service. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results are calculated by dividing the number of students with IEPs in effect when they left school who enrolled in higher education or were competitively employed within one year of exiting secondary school divided by the number of respondents who exited secondary school within the same school year.

$$\left(\frac{\begin{array}{l} \text{\# of students with IEPs when they left school who enrolled in} \\ \text{higher education or competitively employed} \\ \text{within one year of exiting secondary school} \end{array}}{\begin{array}{l} \text{\# of students who exited secondary school within the same} \\ \text{school year} \end{array}} \right) \times 100$$

Indicator 14b:
*Making
Connections*



Related CA Dashboard Indicator
State Indicator: Preparation for
College/Career



Related LCAP Priority
Priority 4: Student Achievement



Associated Quality Assurance Process (QAP)
Performance Indicator Review (PIR) and
Comprehensive Review

What is the target for Indicator 14b Post School Outcomes: Higher Education or Competitively Employed?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 14b please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 14b and the Dashboard Preparation for College/Career Indicator.

	SPP Indicator 14b: Higher Education or Competitively Employed	Dashboard Indicator: Preparation for College/Career
Description	Performance indicator that measures post school outcomes for youth with IEPs who are no longer in secondary school and were enrolled in higher education or competitively employed within one year of leaving school.	The Dashboard preparation for College and Career Indicator (CCI) is a state indicator that utilizes various college and career metrics to measure students preparedness for college. For more information on this indicator, see: www.cde.ca.gov/ta/ac/cm/ccical.asp .
Participants	Students with disabilities (SWD) who are no longer in secondary school and had IEPs in effect when they left school.	All students grades 9-12. For SWD subgroup, SWD are defined as students who are marked as SWD at any time during the four-year cohort.
Data Source	CASEMIS, Table D submission (<i>through 18-19 school year</i>).	CALPADS
Calculation	Number of SWD enrolled in higher education or competitively employed within one year of exiting secondary school divided by number of respondents who exited secondary school within the same school year.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status Calculation</u> : Number of students in a graduating class who performed "Prepared" on the CCI Model divided by total number of students in a graduating class <u>Change Calculation</u> : current year status minus prior year status.
Results	SPP performance indicators, such as post school outcomes, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard state indicators, such as Preparation for College/Career, utilize a color coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: www.caschooldashboard.org .
Associated QAP	Performance Indicator Review (PIR) and Comprehensive Review.	None.

14

State Performance Plan Indicator 14c: Post School Outcomes: Post-Secondary Education or Employed

Indicator 14 is a performance indicator that utilizes three components to measure post school outcomes. 14c is a performance indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect when they left school, and were enrolled in higher education or other postsecondary education/training program; or competitively employed or in some other employment within one year.

What are the components of Indicator 14?

Indicator 14 is divided into three components, each of which measures varying degrees of post school outcomes for students with disabilities. This handout will focus on Indicator 14c.

- 14a Higher Education
- 14b Higher Education or Competitively Employed
- 14c Any Post-Secondary Education or Employed

Which Local Education Agencies (LEAs) receive results for Indicator 14c?

LEAs serving students with disabilities grades 9-12 receive results for Indicator 14c.

What is the data source?

All components of Indicator 14 are calculated using data from the California Special Education Management Information System (CASEMIS) Table D (post-secondary follow-up) submission. CASEMIS Table D contains one record for each student exited from the high school program or the Special Education Local Plan Area (SELPA) during the prior year except those students who returned to regular education, transferred to another program, or are deceased. Staff may collect data through a variety of methods including interviews and surveys. This indicator is reported by the District of Service. CASEMIS fields will be utilized through the 18-19 school year and are therefore reflected in the 18-19 Annual Performance Reports (APRs). Data Fields will be updated to align with the CASEMIS to CALPADS transition during the 19-20 school year.

How are results calculated?

Results are calculated by dividing the number of students with IEPs in effect when they left school who enrolled in higher education or other postsecondary education/training program; or competitively employed or in some other employment within one year divided by the number of respondents who exited secondary school within the same school year.

$$\left(\frac{\text{\# of students with IEPs when they left school who enrolled in post-secondary education or were employed within one year of exiting secondary school}}{\text{\# of students who exited secondary school within the same school year}} \right) \times 100$$

Indicator 14c:
Making
Connections



Related CA Dashboard Indicator

State Indicator: Preparation for
College/Career



Related LCAP Priority

Priority 4: Student Achievement



Associated Quality Assurance Process (QAP)

Performance Indicator Review (PIR) and
Comprehensive Review

What is the target for Indicator 14c Post School Outcomes: Any Post-Secondary Education or Employed?

The current California State Performance Plan established the following targets by school year:



Indicator targets may adjust; therefore, to view the current year target for Indicator 14c please refer to your LEA's Annual Performance Report. LEA reports can be viewed by clicking on the Annual Performance Report Measures link on the Data Collection and Reporting section of CDE's website at www.cde.ca.gov/sp/se/ds/leadatarpts.asp.

Compare and Contrast: State Performance Plan and California School Dashboard Indicators

The California School Dashboard, or Dashboard, is a key component of California's overall accountability system. Although multiple Dashboard indicators share similarities with those in the State Performance Plan, there are important differences between these two unique sets of accountability indicators. Examining both sets of indicators ensures that the experiences of students with disabilities are not siloed, but considered among data for all students. The following table summarizes the comparison between SPP Indicator 14c and the Dashboard Preparation for College/Career Indicator.

	SPP Indicator 14c: Any Post-Secondary Education or Employed	Dashboard Indicator: Preparation for College/Career
Description	Performance indicator that measures post school outcomes for youth with IEPs who are no longer in secondary school and were enrolled in higher education or other postsecondary education/training program; or competitively employed or in some other employment within one year of leaving school.	The Dashboard preparation for College and Career Indicator (CCI) is a state indicator that utilizes various college and career metrics to measure students preparedness for college. For more information on this indicator, see: www.cde.ca.gov/ta/ac/cm/ccical.asp .
Participants	Students with disabilities (SWD) who are no longer in secondary school and had IEPs in effect when they left.	All students grades 9-12. For SWD subgroup, SWD are defined as students who are marked as SWD at any time during the four-year cohort.
Data Source	CASEMIS, Table D submission (through 18-19 school year).	CALPADS
Calculation	Number of SWD who enrolled in post-secondary education or were employed one year after exiting secondary school divided by number of respondents who exited secondary school within the same school year.	Calculation utilizes prior year data (status) and two years prior data (change) for an overall performance level. <u>Status Calculation</u> : Number of students in a graduating class who performed "Prepared" on the CCI Model divided by total number of students in a graduating class <u>Change Calculation</u> : current year status minus prior year status.
Results	SPP performance indicators, such as post school outcomes, are measured in relation to targets approved by the SBE. Indicator results are summarized in the LEA-level APR which are publicly accessible at: www.cde.ca.gov/sp/se/ds/leadatarpts.asp .	Dashboard state indicators, such as Preparation for College/ Career, utilize a color coded system ranging from blue (highest) to red (lowest). The overall performance level reflects a combination of current performance (status) compared to past performance (change). Dashboard results are updated annually and are accessible at: www.caschooldashboard.org .
Associated QAP	Performance Indicator Review (PIR) and Comprehensive Review.	None.

Appendices



**SYSTEM
IMPROVEMENT
LEADS**

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Appendix A: District of Special Education Accountability (DSEA) and District of Service (DOS)

Data for each State Performance Plan indicator is reported by either the District of Special Education Accountability (DSEA) (*previously known as District of Residence in CASEMIS*) or the District of Service (DOS). Consideration of which entity is responsible for reporting data is particularly helpful for LEAs with students placed in other district, country or charter school programs through the IEP process. Please note that LEAs with students attending a nonpublic school or residential program maintain status as both the DSEA and DOS for those students. Therefore, students attending a nonpublic school or residential program will be included in the LEA's State Performance Plan indicator calculations. Comprehensive definitions of both the DSEA and DOS are included below¹:

District of Special Education Accountability	District of Service
<p>The district of GEOGRAPHIC residence, under the following conditions:</p> <ul style="list-style-type: none"> The student's parents or guardians reside in the same district in which the student is receiving special education instruction and related services. The student is placed outside of his/her district of geographic residence through the IEP process. <p>A district OTHER THAN the district of geographic residence, under the following conditions:</p> <ul style="list-style-type: none"> The student has a formal inter-district transfer agreement. (DSEA = the county/district to which the student has transferred.) The student attends a charter school. (DSEA = the charter school.) The student is a ward of the court and housed in a juvenile court, court/community school, or licensed children's institution. (DSEA = the district or COE serving the student while the student is incarcerated/institutionalized.) The student is a ward of the court and housed in an adult correctional facility (e.g., a county jail). (DSEA = the county/district last responsible for the IEP.) 	<p>The district that provides the majority of special education instruction and related services.</p> <ul style="list-style-type: none"> If student is attending school at a district, but is receiving special education-related services (e.g., speech only) at another district or county office, then the DOS would be the district where the student is attending school. The district/county office providing the service only is a service provider. In cases where a student is referred to another district or county program where they receive both instructional and special education-related services under a local agreement, that district or county office becomes the DOS. The referring district is the DSEA. If a student transfers to a district under an inter-district transfer, the DSEA becomes the receiving district.

¹ California Department of Education CALPADS Team and Special Education Division. (2018 December 18). *CASEMIS to CALPADS (C2C) Transition Updates*. Retrieved from: <https://www.cde.ca.gov/ds/sp/cl/c2cnews20181218.aspx>

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Appendix B: Quality Assurance Process (QAP) Monitoring Activities Summary

Data Identified Noncompliance (DINC)

The CDE Special Education Division (SED) reviews and analyzes student level data submitted to the California Special Education Management Information System (CASEMIS) for compliance with state and federal requirements. Specifically, the data is analyzed in relationship to three SPP compliance indicators (11, 12 and 13) as well as compliance to the state and federal timeframe requirements for annual IEP meetings (once a year) and triennial re-evaluation to determine the student's continued eligibility (every three years). If noncompliance is identified, the state must make a finding of noncompliance and require the LEA to make corrections using federally specified procedures.

Disproportionality

Each year, the CDE completes calculations to identify disproportionate representation of students by race, ethnic group, and disability in district special education programs throughout California using data from CASEMIS. Evaluations of the rates of suspensions and expulsions of students with disabilities are also performed. These calculations relate to the SPP Indicators 4, 5, 9 and 10. *Please note that as of the 16-17 school year, the calculations for SPP indicators 4b and 5 are longer used for identification for Disproportionality Review. Instead, the CDE utilizes a Risk Ratio calculation.* When an LEA is deemed disproportionate as a result of these calculations and preliminary determinations, the LEA will be instructed to complete a self-review of their special education policies and procedures and evaluate a sampling of student records. Items that are determined to be noncompliant during the student record reviews will be adopted by the CDE as findings of noncompliance and will require a second evaluation, referred to as a Prong Two record review, in which a second set of student records is evaluated subsequent to the first student record review. All findings of noncompliance will be corrected as soon as possible, and in no case later than one year after the noncompliance is identified.

Significant Disproportionality

Significant disproportionality is determined if the district has been identified as disproportionate for the same race or ethnicity in the current year and in two of the three previous years. If an LEA is determined to be significantly disproportionate, the CDE will a.) review the LEA's policies, procedures, and practices to ensure compliance with the requirements of the IDEA, b.) require the LEA to publicly report on any required revision of policies, procedures, and practices, and c.) require the LEA to reserve 15 percent of its IDEA grant funds to provide comprehensive coordinated early intervening services to children in the LEA (including, but not exclusively for, those children in the groups that were identified as significantly disproportionate).

Performance Indicator Review (PIR)


In order to determine eligibility for PIR, the CDE collects and reviews data to determine the performance of each LEA on applicable SPP Indicators. Data from the California School Dashboard is also utilized for specific indicators. The LEAs selected for participation in PIR are those with one or more unmet applicable Indicators as calculated and reported on the APR or California School Dashboard. Each participating LEA must analyze its current practices and create a PIR Improvement Plan that includes activities to improve performance on those Indicators.

Comprehensive Review (CR)

Each year, a select number of LEAs are identified for participation in the Comprehensive Review process, which consists of record review and may include a thorough, on-site, CDE-led review of the LEAs' special education and related services delivery program. The CR is based on a monitoring plan that is developed by CDE staff from parent input, SPP indicator data, and compliance history information. The monitoring plan provides focus and direction and acts as a strategic plan for the CR. The primary CR monitoring activities include student record reviews (focusing on procedural compliance, educational benefit, and IEP implementation), policy and procedure reviews, interviews, and a SELPA governance review. The CDE works in partnership with the LEA to complete the CR. Follow-up reviews are completed after the CR is conducted to ensure that the district has resolved non-compliance issues identified by the CR and is 100 percent compliant in subsequent records review.

Preschool Review

The Preschool Review examines issues related to placement, suspension, child find, and the provision of FAPE for students ages 3-5. Preschool Reviews may be conducted in addition to or separate from a Comprehensive Review. Similarly to Comprehensive Review, the Preschool Review process includes record review, policy and procedure review and interviews with LEA staff. It is considered to be an intensive level of review for LEAs in the most need of support.

Appendix C: State Performance Plan Indicators At-A-Glance					
SPP Indicator	Definition	Data Source	Making Connections		
			QAP ¹	LCAP	Dashboard
1: Graduation Rate	Performance indicator that measures the percent of SWD in a 4-year cohort, who graduate from high school with a regular diploma within 4 years.	CALPADS	CR	Student Engagement	Graduation Rate
2: Dropout Rate	Performance indicator that measures the percent of students in grades nine and higher who exited special education services by dropping out of high school.	CALPADS CASEMIS ²	PIR CR	Student Engagement	None
3: Statewide Assessment	Performance indicator that measures the participation and performance of SWD on statewide assessments. Broken into three components:			Student Achievement	Academic Performance
	3a: no longer calculated as it was a percentage tied to Annual Yearly Progress (AYP), which has been discontinued.	N/A	N/A	Course Access	
	3b: Performance indicator that measures the participation rate of students with disabilities in the CAASPP.	CAASPP	PIR, CR	Student Outcomes	
	3c: Performance indicator that measures the percent of students with disabilities scoring proficient on the CAASPP in ELA and Math, calculated separately.	CAASPP	CR		
4: Discipline	Broken into two components, each of which measures the discipline rate of students with disabilities:			School Climate	Suspension Rate
	4a: performance indicator that measures the number of SWD who were disciplined for greater than 10 cumulative days in a school year.	CALPADS CASEMIS ²	PIR, CR		
	4b: compliance indicator that measures the discipline rate of students with disabilities by race/ethnicity.	CALPADS CASEMIS ²	CR		
	Performance indicator that utilizes three components to measure whether students with disabilities are educated within the LRE:			Basic Services Course Access	
5: Least Restrictive Environment	5a: Rate of SWD in regular classroom 80% or more of day.	CASEMIS ²	PIR, CR	Access to Broad Course of Study	
	5b: Rate of SWD inside the classroom less than 40% of the day.	CASEMIS ²	PIR, CR		
	5c: Rate of SWD in Separate Setting.	CASEMIS ²	PIR, CR		
	Performance indicator that utilizes two components to measure whether preschool students with disabilities are educated within the Least Restrictive Environment (LRE):				Basic Services Course Access
6: Preschool Least Restrictive Environment	6a: % of preschool SWD receiving majority of services in regular setting	CASEMIS ²	PIR, PR, CR	None	
	6b: % of preschool SWD in a separate setting	CASEMIS ²	PIR, PR, CR		
<div> DINC: Data Identified Noncompliance; Dispro: Disproportionality; Sig Dis: Significant Disproportionality; QAP: Quality Assurance Process; LCAP: Local Control Accountability Plan; CASEMIS: California Special Education Management Information System; CALPADS: California Longitudinal Pupil Achievement Data System; PIR: Performance Indicator Review; CR: Comprehensive Review; PR: Preschool Review</div>					

Appendix C: State Performance Plan Indicators At-A-Glance, continued

SPP Indicator	Definition	Data Source	Making Connections		
			QAP ¹	LCAP	Dashboard
7: Preschool Outcomes	Performance indicator that utilizes three components to measure outcomes for preschool students with disabilities:				
	7a: Positive Social-Emotional Skills	DRDP	PIR, CR	Course Access	None
	7b: Acquisition and Use of Knowledge and Skills	DRDP	PIR, CR		
	7c: Use of Appropriate Behaviors	DRDP	PIR, CR		
8: Parent Involvement	Performance indicator that measures the percent of parents with a student receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for students with disabilities.	CASEMIS ²	PIR, CR	Parent Involvement	Parent Engagement
9: Disproportionate Representation: Overall	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in special education.	CALPADS CASEMIS ²	Dispro, Sig Dis, CR	Basic Services, State Standards, Student Ach, Course Access	None
10: Disproportionate Representation by Disability Category	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories	CALPADS CASEMIS ²	Dispro, Sig Dis, CR	Basic Services, State Standards, Student Ach, Course Access	None
11: Timely Eligibility Evaluation	Compliance indicator that measures the percent of students whose eligibility for special education was determined within 60 days of receiving parental consent for initial evaluation.	CASEMIS ²	DINC, CR	Basic Services	None
12: Timely Part C to B Transition	Compliance indicator that measures the percent of children referred by the infant program (IDEA Part C) who are found eligible for school age special education services (IDEA Part B) and who have an IEP developed and implemented by their third birthday.	CASEMIS ²	DINC, CR	Basic Services	None
13: Secondary Transition Goals and Services	Compliance indicator that measures the percent of students with disabilities ages 16 and above with an IEP that includes appropriate measurable postsecondary goals.	CASEMIS ²	DINC, CR	Student Outcomes	None
14. Post School Outcomes	Performance indicator that utilizes three components to measure post school outcomes:				
	14a. Higher Education	CASEMIS ²	PIR, CR	Student Achievement	College/Career
	14b. Higher Education or Competitively Employed	CASEMIS ²	PIR, CR		
	14c. Higher Education or Competitively Employed or other training or employment program	CASEMIS ²	PIR, CR		

¹ As of SY 18-19 monitoring activities

² CASEMIS continues to be used for data collection through SY 18-19. This table will be updated following the transition to CALPADS in SY 19-20.