



Performance Indicator Review

State Performance Plan
Indicator Improvement
Process Packet
2016–17

California Department of
Education

Note: Each  indicates the Local Educational Agency (LEA) must provide a written response. The LEA should only respond to those indicators identified as unmet in the letter accompanying this packet. The final page of this packet is for use on those indicators that continue to be unmet from previous years. Include this page in addition to all responses for each unmet indicator.

Local Educational Agency



Special Education Local Plan Area



Planning Team Participants and Position
(including special education director, general education administrator,
and SELPA representative)



Name	Position	Organization

Date(s) of Planning Team Meetings



State Performance Plan Indicator 1 Graduation Four Year Rate

Current Performance

Graduation Four Year Rate: According to the LEA's 2015–16 SPPI, the four-year graduation rate was _____ percent and did not meet the state target rate of _____ percent. (Insert rates from the LEA's 2015–16 Annual Performance Report found at: <http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>)

1. Review the data related to the LEA's graduation rates. It is critical each LEA collect, maintain, and submit accurate data. Remember Indicator 1 uses lag year data. Lag year data is not current, but prior year data from 2014–15.
 - a. The source of this data is CALPADS which collects data reported by the LEA. Determine if the CALPADS data for the LEA's special education students are reported accurately.
 - b. The graduation rates are based on a 4-year adjusted (students moving out or transferring in to the LEA) cohort, which represents a standard 4-year high school career, beginning with a student's first time enrollment in the ninth grade.
2. Compare the graduation rates for students in general education with the rates for students who received special education services. If the general education rate exceeds the special education rate, develop some working hypotheses as to the reasons for the difference. Investigate the hypotheses by interviewing students with disabilities who have not graduated with their cohort. Summarize the responses from the interviews.

Sample Graduation Drill Down Activities

1. Review the secondary transition plan for a sample of students who received special education services but did not graduate. Determine if each transition plan contained the required components, such as transition assessments, measurable postsecondary goals, and transition services and activities. Document any interventions made to promote graduation for each student. Detail the results of this review. Determine what strategies, if any, were used to connect students (who later failed to graduate) with programs and/or agencies that support students who are at-risk.
2. Review the transcripts and courses of study for the students who did not graduate to determine if any patterns emerge from the review as to any specific group. Report the results of that review for any group of students with similar transcript history.

Improvement Strategies

Description of Planned Strategies	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
				
				
				
				
				

State Performance Plan Indicator 2 Dropout Four Year Rate

Current Performance

Dropout Four Year Rate: According to the LEA's 2015–16 SPPI, the percent of all students in grades nine and higher, and ungraded students thirteen and over, who exited special education by dropping out of its schools was \approx _____ percent, failing to meet the state target rate of less than \approx _____ percent. (Insert rates from the LEA's 2015–16 Annual Performance Report found at:

<http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>)

1. Review the data related to dropout rates for grades 9–12 to determine if the LEA reported students accurately by exit code. If numbers were reported inaccurately, detail how the data was incorrectly gathered or tabulated by exit code. Revise procedures and training to ensure future reports are corrected. Please remember Indicator 2 uses lag year data. Lag year data is not current, but prior year data from 2014–15.
2. Determine if the LEA has an effective procedure to ensure the code for any student previously exited as either “dropped out” or “moved” is changed once the LEA receives a request for records from another school.
3. Compare the dropout rates for students in general education with the rates for students who received special education services. Describe the calculations you used to make that comparison and discuss the findings. If the special education rate exceeds the general education rate, develop some working hypotheses as to the reasons for the difference.

Sample Dropout Drill Down Activities

1. Review the transition plan for each student who received special education services who dropped out. Document any interventions made prior to the student's dropping out and determine if changes to the IEP and/or transition plan including additional services might have resulted in the student's graduating.
2. Determine what process, if any, was used to connect students, who later dropped out of school, with programs and/or agencies that support students who are at-risk for dropping out. Identify the dropout prevention services the LEA currently uses.
3. Review the transcripts and courses of study for the students who have dropped out to determine if any pattern emerges from the review such as specific courses taken, specific grade levels involved, or any other similar pattern prior to their

dropping out. Report the results of the review for any group of students with similar transcript history prior to their dropping out.

4. Describe how transition services were provided to each student who received special education services during the twelve months preceding the dropout in the academic year for which numbers indicate an unusually high dropout rate. If transition services were provided to some students and not others, indicate what those services were and report how the provision of transition services correlated to the likelihood of a student's continuing in school.

Summary of Root Causes Interfering with LEA's Ability to Improve this Indicator

 _____

Summary of Current Improvement Strategies (describe current strategies to improve graduation and dropout rates)

 _____

Improvement Strategies

Description of Planned Strategies	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
				
				
				
				
				

State Performance Plan Indicator 3 Statewide Assessments

Current Performance

Statewide Assessments: According to the LEA's 2015–16 SPPI, the percentage of students with disabilities who participated in academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP) in English Language Arts was $\frac{\quad}{\quad}$ percent, and the target was $\frac{\quad}{\quad}$ percent. The percentage of students with disabilities who achieved a score of 3 or 4 for English Language Arts was $\frac{\quad}{\quad}$ percent, and the target was $\frac{\quad}{\quad}$ percent.

The LEA's percentage of students with disabilities who participated in academic achievement testing in math was $\frac{\quad}{\quad}$ percent, and the target was $\frac{\quad}{\quad}$ percent. The percentage of students with disabilities who achieved a score of 3 or 4 for math was $\frac{\quad}{\quad}$ percent, and the target was $\frac{\quad}{\quad}$ percent. (Insert rates from the LEA's 2015–16 Annual Performance Report found at: <http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>)

1. Review the data related to the LEA's statewide assessment rates. It is critical each LEA collect, maintain, and submit accurate data. Remember Indicator 3 uses lag year data. Lag year data is not current, but prior year data from 2014–15. The source of this data is CALPADS which collects data reported by LEAs. Determine if the CALPADS data for the LEA's students in special education are reported accurately.
2. Compare the statewide achievement rates for students in general education with the rates for students who received special education services. If the general education rates exceeds the special education rates, develop some working hypotheses as to the reasons for the difference. Investigate the hypotheses by interviewing staff on how to improve proficiency rates of students who receive special education. Summarize the responses from the interviews.

Sample Statewide Assessment Drill Down Activities

1. Review CALPADS data to ensure students with disabilities' statewide assessment accommodations and modifications are being accurately reported to CAASPP.
2. Inspect the testing resources at each facility to determine if there are access issues that prevent students with disabilities from participating in statewide assessments.

Improvement Strategies

Description of Planned Strategies	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
				
				
				
				
				

State Performance Plan Indicator 4a Suspension and Expulsion

Current Performance

According to the LEA's 2015–16 SPPI, the percent of all students with disabilities suspended or expelled for greater than ten days in a school year was \approx _____ percent. The LEA failed to meet the statewide target rate of \approx _____ percent. (Insert rates from the LEA's 2015–16 Annual Performance Report found at: <http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>)

1. Review the data submitted to the CDE through both CASEMIS and CALPADS related to suspensions/expulsions of students with disabilities to determine if the LEA reported accurately in both systems. If the data were reported inaccurately, review directions for reporting suspension/expulsion data and ensure staff participate in the CDE CASEMIS training. Develop a plan to make accurate reports and align data across data systems. This indicator also uses lag year data. Lag year data is not current, but prior year data from 2014–15.
2. Compare the suspension/expulsion rates for general education students with the rates for students with disabilities by race or ethnicity. In addition, provide a breakdown of the data for the following variables:
 - a. Disability Category. What is the disability category of students receiving special education services with the majority of suspensions/expulsions?
 - b. School Site. Are there any trends apparent regarding schools with higher rates of suspension/expulsion?
 - c. Frequency. What does the data indicate regarding students who accumulate and account for the majority of the suspensions/expulsions?
 - d. Trends. What are the trends indicated by the data? Describe how the LEA currently uses data to impact site level practices.
 - e. *As required by Education Code Section 48900*, a pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive: What is the reason for the majority of suspensions/expulsions?

Sample Suspension/Expulsion Drill Down Activities

1. Review a sample of student files pertaining to disciplinary history and manifestation determinations. The files reviewed must be of students who have suspensions over 10 days or who were expelled during the current school year and/or prior school year.
2. Describe the LEA's student file review results as indicated below.
 - a. Document any interventions implemented prior to the decision to suspend a student. Determine if changes in the IEP, including positive behavior interventions and supports and additional service delivery, might have resulted in behavioral changes that could have made the suspension unnecessary.
 - b. In reviewing manifestation determinations, include the adequacy of the evaluations; development and implementation of the IEPs; functional behavioral assessments and behavior intervention plans; use of positive behavior interventions and supports; and procedural safeguards.
3. Describe how the LEA provided services to each suspended/expelled student with disabilities during the period that exceeded 10 school days, listing the alternate settings used by the LEA.
4. Determine what process, if any, was used to connect the families of students with disciplinary issues to school-based or outside health and social services agencies. What resources does the LEA have to identify untreated mental/behavioral health issues? Describe the available outside sources for referral.

Summary of Root Causes Interfering with LEA's Ability to Improve this Indicator (describe root causes interfering with meeting suspension and expulsion rates)

✍ _____

Improvement Strategies

Description of Planned Strategies (see attached samples)	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Due Date	Methods and Standards to Measure Success
				
				
				
				
				

State Performance Plan Indicator 5 Least Restrictive Environment (LRE)

Current Performance

According to the LEA's 2015–16 SPPI, the average amount of time students aged six through twenty-two years receive special education or related services in settings apart from nondisabled peers did not meet required target for one or more elements of the indicator. The district's percentage of students who spent greater than 80 percent of their time inside the general education classroom was _____ percent, the target was greater than _____ percent. The percentage of students who were inside the general education classroom less than 40 percent of the time was _____ percent. The target for this area was less than _____ percent. The LEA's percentage of students with disabilities placed in separate schools was _____ percent which is above the state target of less than _____ percent. (Insert rates from the 2015–16 Annual Performance Report found at: <http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>).

1. Examine the placement options utilized in the LEA for each disability group. Is there variability in placements for each disability or do you see any instances of all students with the same disability being served in exactly the same setting?
2. Use the same process using placement data by grade. Is the pattern of more restrictive settings seen in some grades but not in others, or is the problem universal?
3. If you have multiple sites for each age group (elementary, middle, high school), examine the placement data by site. Use data from multiple years to determine if IEP team placement decisions are influenced differently in different schools.

Sample Least Restrictive Environment Drill Down Activities

1. Examine the reasons students in more restrictive settings are placed in those settings. Are they placed in self-contained programs because of behavior issues or because of educational need?
2. Describe the staff development that has taken place in the areas of:
 - a. Diverse learners and cultural differences
 - b. Behavior management strategies including functional behavioral assessment and behavior intervention plans
 - c. Instructional strategies such as learning styles
 - d. Collaboration skills
 - e. Accommodations
 - f. Assistive technology

Improvement Strategies

Description of Planned Strategies (see attached samples)	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
				
				
				
				
				

State Performance Plan Indicator 8 Parent Involvement

Current Performance

According to the LEA's 2015–16 SPPI, the percent of parents with a child receiving special education and related services who reported the school facilitated parent involvement as a means of improving services and results for children with disabilities did not meet required targets. The target for this area was greater than _____percent. The district's percentage of parents with a child receiving special education and related services who reported the school facilitated parent involvement as a means of improving services and results for children with disabilities was _____ percent. (Insert rate from the 2015–16 Annual Performance Report found at: <http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>).

Sample Parent Involvement Drill Down Activities

1. Review all written documentation the LEA gives to parents throughout the special education process such as meeting notices, prior written notice, evaluation reports, and IEPs. Determine if documents are written at a level appropriate to elicit parent response and involvement. Are all notices written in the language of the parents or provided in another mode of communication?
2. Examine documentation related to meeting attendance. What is used to document parent participation in various meetings? Are parents given adequate notice in order to attend? What efforts are made within the LEA to schedule meetings to accommodate the needs of culturally and socio-economically diverse groups of parents?
3. Determine the resource options the LEA maintains in order to assist parents. How is this information disseminated? What ongoing support is provided to parents? List the parent agencies/groups used as resources, for example Parent Training and Information Centers and Family Empowerment Centers.
4. What opportunities have been provided to LEA staff related to cultural and disability awareness? Review how the LEA has ensured staff involvement and ongoing staff support.
5. What methods are used to ensure ongoing communication with parents by school staff? Review the LEA's policies and procedures for handling parent input, including concerns and disagreements. Examine any issues not successfully resolved and determine alternative approaches to be used in the future.

Improvement Strategies

Description of Planned Strategies (see attached samples)	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍

State Performance Plan Indicator 14 Post-school

Current Performance

According to the LEA's 2015–16 SPPI, the percent of youth who had an IEP, are no longer in secondary school, and who have been: (a) enrolled in higher education, (b) enrolled in higher education or competitively employed, (c) enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment did not meet required targets. The target for this area was greater than _____percent. The District's percentage of youth who had an IEP, are no longer in secondary school, and who have been: (a) enrolled in higher education, (b) enrolled in higher education or competitively employed, (c) enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment was _____ percent. (Insert rate from the 2015–16 Annual Performance Report found at: <http://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>).

Sample Post-school Drill Down Activities

1. Review the secondary transition plans for a sample of students who received special education services but did not become employed or enrolled in post-secondary education or training after leaving school. Determine if each transition plan contained the required components, such as transition assessments, measurable postsecondary goals, and transition services and activities. Compare these transition plans to those of a sample of students who received special education services and became employed or enrolled in post-secondary education or training after leaving school.
2. Describe how transition services were provided to each student who received special education services and how those coordinated sets of activities and services facilitated the student's movement to attain employment or enroll in post-secondary education and training programs after leaving school.
3. Determine what process, if any, was used to connect students, with programs and/or agencies that support students during and after the transition from school to post-school.
4. What systems are in place to ensure ongoing communication between the LEA and post-secondary youth? Review the LEA's policies and procedures for tracking post-secondary youth and their employment and/or post-secondary education or training status.

Improvement Strategies

Description of Planned Strategies (see attached samples)	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍

Repeated Indicator Numbers: ✍

Description of Revised Strategies	Resources Required (Staff, Training, Curricula, etc.)	Person(s) Responsible	Methods and Standards to Measure Success	Due Date
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍
✍	✍	✍	✍	✍

The team must review the prior year Improvement Plan and make revisions as appropriate. It is permissible for the LEA to state above that strategies from the 2015–16 plan remain unchanged.