



# California Special Education Indicators Alignment Metrics



Special Education State Indicators	Definition	CDE Compliance Process	Dash board Y/N	Data Source	Data Fields	Target				LCAP Priority #				
						15-16	16-17	17-18	18-19					
<b>Indicator 1 (Performance) Graduation 4-Year Rate</b>	Percent of all exiting students within a four-year cohort in grade twelve and exiting ungraded students eighteen and over, who graduate from high school with a regular diploma.	<b>PIR Comp Review</b>	Y	<b>CALPADS PRIOR YEAR DATA</b>	<ul style="list-style-type: none"> <li>Student School Exit Effective Date</li> <li>Student Exit Reason Code</li> <li>Student Completion Status Code</li> </ul>	90% or fixed rate of 65.94%	90%	90%	90%	5				
<b>Indicator 2 (Performance) Dropout 4-Year Rate</b>	Percent of all students in grades nine and higher, and ungraded students thirteen and over, who exit special education by dropping out of school.	<b>PIR Comp Review</b>	N	<b>June CASEMIS</b>	<ul style="list-style-type: none"> <li>Exit Reason</li> <li>Exit Date</li> </ul>	13.72%	12.72%	11.72%	10.72%	5				
<b>Indicator 3 (Performance) Statewide Assessment</b> <ul style="list-style-type: none"> <li>Achievement</li> <li>Participation</li> </ul>	Achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP). Also, see Indicator 17.  <ul style="list-style-type: none"> <li>Academic achievement testing to meet the requirements of California Assessment of Student Performance and Progress (CAASPP)</li> <li>The participation rate for students with IEPs.</li> </ul>	<b>PIR SSIP Comp Review</b>	Achievement Y	<b>CAASPP ELA and Math</b>	<ul style="list-style-type: none"> <li>Participation</li> <li>Proficiency Level</li> </ul>	<b>Achievement</b>								4,7,8
			Participation N			ELA 12.9%	Math 10.6%	ELA 13.9%	Math 11.6%	ELA 14.9%	Math 12.6%	ELA 15.9%	Math 13.6%	
						<b>Participation</b>								
						95%	95%	95%	96%					
<b>Indicator 4 - Suspension/Expulsion</b>  <b>4a. Overall (Performance)</b>  <b>4b. Race/Ethnic (Compliance)</b>	<b>4a. Overall:</b> Percent of all students with disabilities in the local educational agency (LEA) that was suspended or expelled for greater than ten days in a school year.  <b>4b. Percent of all students with disabilities, by race or ethnicity, in the local educational agency (LEA) that were suspended or expelled for greater than ten days in a school year.</b> NOTE: A denominator of at least 20 AND numerator of at least 2 was required to perform the calculation of suspension/expulsion.	<b>4a. PIR Comp Review</b>	Y	<b>CALPADS data matched to June CASEMIS PRIOR YEAR DATA</b>	<ul style="list-style-type: none"> <li>District of Residence</li> <li>DSPL_DAYS</li> <li>Ethnicity</li> <li>Race 1-3</li> <li>Race Ethnicity Code</li> <li>Results of Special Self Review</li> </ul>	≤10%	≤10%	≤10%	≤10%	6				
		<b>4b. Comp Review Dispro Sig Dis</b>				0%	0%	0%	0%					
<b>Indicator 5 (Performance) Least Restrictive Environments</b>  <b>5a. Inside of regular class 80% or more of day</b>  <b>5b. Inside of regular class less than 40% of day</b>  <b>5c. Separate Facility</b>	The average amount of time students ages six through twenty-two receive their special education or services in settings apart from their non-disabled peers:  <b>5a.</b> Inside of the regular class 80% or more of the day  <b>5b.</b> Inside regular class less than 40% of the day  <b>5c.</b> In separate schools, residential facilities, or homebound/hospital.  NOTE: Separate Schools includes students in Separate Schools, Residential Facilities, and Homebound/Hospital. It does not include students in Correctional Facilities or those that are Parentally Placed in Private School.	<b>PIR Dispro Sig Dis Comp Review</b>	Y	<b>December CASEMIS</b>	<ul style="list-style-type: none"> <li>District of Residence</li> <li>FedSet_Sch</li> </ul>	>49.2%	>50.2%	>51.2%	>52.2%	1,2,7				
						<24.6%	<23.6%	<22.6%	<21.6%					
						<4.4%	<4.2%	<4%	<3.8%					
<b>Indicator 6 (Performance) Preschool Environments</b>  <b>6a. Regular Program</b>  <b>6b. Separate</b>	The percent of children aged 3 through 5 with IEPs attending a:  <b>6a.</b> Regular early childhood program and receiving a majority of special education and related services in the regular program.  <b>6b.</b> Separate special education class, separate school or residential facility.	<b>Preschool Comp Review</b>	N	<b>December CASEMIS</b>	<ul style="list-style-type: none"> <li>District of Residence</li> <li>FedSet_Sch</li> <li>In_Regclass</li> </ul>	>41.8%	>33.9%	>34.9%	>35.9%	7				
						<34.4%	<34.4%	<34.4%	<34.4%					



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<p><b>Indicator 7 (Performance) Preschool Assessments</b></p> <p>7a. Positive social-emotional skills</p> <p>7b. Acquisition and use of knowledge and skills</p> <p>7c. Use of appropriate behaviors to meet their needs.</p>	<p>This is a SELPA level calculation. Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <p><b>7a. Positive social-emotional skills (including personal relationships)</b>            1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.            2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p> <p><b>7b. Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>            1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.            2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p> <p><b>7c. Use of appropriate behaviors to meet their needs.</b>            1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.            2. The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.</p>	Preschool	N	DRDP Data	<p>Specific data fields are not used. The score is based on scale scores calculated by the DRAccess Project at the Napa County Office of Education.</p>	1. 72.7% 2. 82.1%	1. 72.7% 2. 82.1%	1. 72.7% 2. 82.1%	1. 72.7% 2. 82.1%	7
<p><b>Indicator 8 (Performance) Parent Involvement</b></p>	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	PIR Comp Review	Y	June CASEMIS	<ul style="list-style-type: none"> <li>District of Residence</li> <li>Parinput</li> </ul>	90%	91%	92%	93%	3
<p><b>Indicator 9 (Compliance) Racial/Ethnic Disproportionality</b></p>	Percent of racial and ethnic disproportionality among students ages six through twenty-two which may be due to policies, procedures, or practices.	Dispro Sig Dis Comp Review	Y	December CASEMIS CALPADS	<ul style="list-style-type: none"> <li>District of Residence (CASEMIS)</li> <li>Reporting LEA (CALPADS)</li> <li>Ethnicity</li> <li>Race 1-3</li> <li>Race Ethnicity Code</li> <li>Results of Special Self Review</li> </ul>	0%	0%	0%	0%	1,2,4,7
<p><b>Indicator 10 (Compliance) Disability Disproportionality (varies by disability)</b></p>	Percent of racial and ethnic disproportionality by disability among students ages six through twenty- two which may be due to policies, procedures, or practices. District Disproportionality for each disability can be found here:	Dispro Sig Dis Comp Review	N	December CASEMIS CALPADS	<ul style="list-style-type: none"> <li>District of Residence (CASEMIS)</li> <li>Reporting LEA (CALPADS)</li> <li>DSPL_DAYS</li> <li>Ethnicity</li> <li>Race 1-3</li> <li>Race Ethnicity Code</li> <li>Results of Special Self Review</li> </ul>	0%	0%	0%	0%	1,2,4,7



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<b>Indicator 11 (Compliance) Eligibility Evaluation</b>	Percent of children ages birth through twenty-two whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation.  NOTE: "NA" indicates that there was no data for the district for this Indicator or the item is not applicable. "NC" indicates that the item was not calculated due to small N-Size.	DINC Comp Review	N	June CASEMIS	<ul style="list-style-type: none"> <li>District of Service</li> <li>Refer date</li> <li>Prnt_csnt</li> <li>Init_eval</li> <li>evldlay</li> </ul>	100%	100%	100%	100%	
<b>Indicator 12 (Compliance) Part C to B Transition</b>	This is a SELPA level calculation. Percent of children ages birth through two in each district receiving special education under IDEA Part C who were referred for assessment for special education under IDEA Part B found eligible under Part B and had an IEP developed before their third birthdays.  NOTE: The calculation is students On Time Eligible / (Children Referred – On Time Ineligible – Parental Consent Refused – 90 days) * 100	DINC Comp Review	N	June CASEMIS	<ul style="list-style-type: none"> <li>Refer_date</li> <li>Birthdate</li> <li>Init_eval</li> <li>Plan_type</li> <li>Tbdlay</li> </ul>	100%	100%	100%	100%	
<b>Indicator 13 (Compliance) Secondary Transition Goals/Services</b>	Percent of youth aged 16 and above with an IEP that includes all eight coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.  NOTE: The calculation is students with "Yes" Responses in Goals 1 through 8/Number of Students 16 or older * 100	DINC Comp Review	N	June CASEMIS	<ul style="list-style-type: none"> <li>Plan_type</li> <li>Tran_reg</li> </ul> Note: CDE also uses birthdate in its formula to calculate compliance in this area even though age is not a field in CASEMIS.	100%	100%	100%	100%	
<b>Indicator 14 (Performance) Post School</b>	Percent of youth who had an IEP, are no longer in secondary school, and who have been: <b>14a.</b> Enrolled in higher education, <b>14b.</b> Enrolled in higher education or competitively employed, <b>14c.</b> Enrolled in higher education, or in some other post-secondary education or training program; or competitively employed or in some other employment	PIR Comp Review	Y	June CASEMIS (Table D)	<ul style="list-style-type: none"> <li>Pst_secprg</li> <li>Pst_secemp</li> </ul>	54.3%	52.3%	53.3%	54.3%	4
74.4%						72.4%	73.4%	74.4%		
83%						81%	82%	83%		
<b>Indicator 15 (Compliance) Resolution Session</b>	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (State-only Indicator).	Comp Review	N			≥56% Target only available in GRADS360	≥58%	≥59%	≥60%	
<b>Indicator 16 (Compliance) Mediation</b>	Percent of mediations held that resulted in mediation agreements (State-only Indicator).	Comp Review	N			≥56% Target only available in GRADS360	≥58%	≥59%	≥60%	
<b>Indicator 17 (Performance) State Systemic Improvement Plan</b>	This indicator describes data comparing current and prior year assessment scores for students with disabilities who achieved or met the standard for English Language Arts/Mathematics Assessments	Comp Review	Y	December CASEMIS CALPADS SSIP Note: CALPADS pulls data from CAASPP ELA and Math	Specific data fields are not used. The score is based on scale scores calculated by the DRAccess Project at the Napa County Office of Education.	≥28.33% Target is only available GRADS360	≥30.33%	≥31.33%	≥32.33%	



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Annual IEP Timeline	IEP timeline not longer than 12 months from the date of the last annual IEP.	DINC	N	CASEMIS	▪ Last IEP	100%	100%	100%	100%	
Triennial Review Timelines	Next IEP timeline not longer than three years from the date of the last annual IEP.	DINC	N	CASEMIS	▪ Last Eval	100%	100%	100%	100%	
Timely Corrections	The CDE SED monitoring processes are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	SED Monitoring Records	▪ District of Residence	100%	100%	100%	100%	
Timely and Complete Reporting	The CDE SED monitoring processes are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	SED Monitoring Records	▪ District of Residence	100%	100%	100%	100%	
Audit Findings	The CDE Audit Reports are the means to identify any findings of noncompliance at the student, LEA and SELPA levels. Correction of all findings must be completed by in adherence to the state provided timelines.	CD Comp Review	N	Audit Reports	▪ District of Residence					

Key		
Abbreviations	LCAP Priorities	Dashboard Indicators
<b>DINC:</b> Data Identified Non-Compliance	<b>Priority 1:</b> Basic Services	High School Graduation Rate
<b>COMP REVIEW:</b> Comprehensive Review	<b>Priority 2:</b> Implementation of Common Core State Standards	Academic Performance
<b>DASHBOARD:</b> Dashboard State and Local Indicators	<b>Priority 3:</b> Parental Involvement	Suspension Rate
<b>DISPRO:</b> Disproportionate Representation	<b>Priority 4:</b> Student Achievement	English Learner Progress
<b>DRDP:</b> Desired Results Developmental Profile	<b>Priority 5:</b> Student Engagement	Preparation for College/Career
<b>CD:</b> Compliance Determination	<b>Priority 6:</b> School Climate	Chronic Absenteeism
<b>LCAP Priority Number:</b> Local Control Accountability Plan Priority Number	<b>Priority 7:</b> Course Access	Basic Conditions
<b>PIR:</b> Performance Indicator Report	<b>Priority 8:</b> Other Student Outcomes	Parental Involvement/Engagement
<b>SED:</b> Special Education Division	<b>Priority 9:</b> Expelled Pupils (County Office of Education)	School Climate Surveys
<b>SIG DIS:</b> Significant Disproportionality	<b>Priority 10:</b> Foster Youth	Implementation of Academic Standards
<b>SSIP:</b> State Systemic Improvement Plan (Indicator 17)		