Part B of the Individual with Disability Education Act - Ages 3 to 21

*Results Indicators

1. **Graduation** - Percent of youth with individualized educational programs (IEPs) graduating from high school with a regular diploma.
2. **Dropout** - Percent of youth with IEPs dropping out of high school.
3. **Statewide Assessment** – Participation and performance of children with an IEP on statewide assessments.
4A. **Rates of Suspension and Expulsion** - Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP.
5. **Educational Environments: Ages 6 through 21** - Percent of 6-21 year old children with an IEP served inside the regular class and in public/private separate schools, residential, homebound/hospital placements.
6. **Early Childhood Education Environments: Ages 3 through 5** – Percent of children with an IEP aged 3 through 5 attending a regular early childhood program and in separate special education class, separate school or residential facility.
7. **Preschool Outcomes** - Percent of preschool children with an IEP aged 3 through 5 who demonstrate improved positive social-emotional skills; acquisition & use of knowledge and skills; and use of appropriate behaviors.
8. **Facilitated Parent Involvement** - Percent of parents with a child receiving special education services who report schools facilitated parent involvement.
9. **Postsecondary Outcomes** – Percent of youth who had an IEP, are no longer in secondary school and who have been employed, enrolled in higher education, or some other postsecondary education/training program within one year of leaving high school.
10. **Resolution Session Agreements** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
11. **Mediation Agreements** - Percent of mediations held that resulted in mediation agreements.
12. **State Systemic Improvement Plan (SSIP)** – A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

**Compliance Indicators

48. **Rates of Suspension and Expulsion by Race/Ethnicity** - Percent of districts that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP; and policies, procedures or practices that contribute to the significant discrepancy.
9. **Disproportionate Representation - Child with a Disability** – Percent of districts with disproportionate representation of racial and ethnic groups that is a result of inappropriate identification.
10. **Disproportionate Representation - Eligibility Categories** - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories.
11. **Child Find (Evaluation Timelines)** - Percent of children with parental consent to evaluate and were evaluated within 30 school days.
12. **Early Childhood Transition** - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and had an IEP developed and implemented by their 3rd birthday.
13. **Secondary Transition** - Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are based upon an age appropriate transition assessment and transition services.

*Results Indicators: Michigan sets measurable and rigorous targets with broad stakeholder input. Targets vary by indicator.

**These compliance targets are set by the United States Department of Education at either 0% or 100%
Part C of the Individual with Disability Education Act - Birth to Age 2

*Results Indicators

2. **Services in Natural Environments** - Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

3. **Early Childhood Outcomes** - Percent of infants and toddlers who demonstrate improved: positive social-emotional skills; acquisitions & use of knowledge & skills; and use of appropriate behaviors to meet their needs.

4. **Family Involvement** - Percent of families participation in Part C that report early intervention services have helped the family: know their rights; effectively communicate their children's needs; and help their children develop and learn.

5. **Child Find (Birth to One)** - Percent of infants and toddlers birth to 1 w/IFSPs compared to national data.

6. **Child Find (Birth to Three)** - Percent of infants and toddlers birth to 3 w/IFSPs compared to national data.

7. **Resolution Sessions** - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

8. **Early Childhood Transition** - Percent of all toddlers with a disability exiting Part C who have received timely transition planning by their 3rd birthday.

9. **State Systemic Improvement Plan (SSIP)** - A comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities.

**Results Indicators**: Michigan sets measurable and rigorous targets with broad stakeholder input. Targets vary by indicator.

**Compliance Indicators**

1. **Timely Provision of Services** - Percent of infants and toddlers with Individualized Family Support Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.

7. **45-day Timeline** - Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation, initial assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.

8. **Early Childhood Transition** - Percent of all toddlers with a disability exiting Part C who have received timely transition planning by their 3rd birthday.

**These compliance targets are set by the United States Department of Education at either 0% or 100%**