



SAN LUIS OBISPO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

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SELPA GUIDE Annual Performance Report Measures

The California Department of Education (CDE) collects student data from school districts and compiles a report each year. IDEA requires that these district performance reports be public information. The state collects data from LEAs in 14 areas, and has set target criteria for quality performance which districts must meet. These areas are collectively known as the State Performance Plan (formerly termed “Key Performance Indicators”) and scores are calculated for each district and SELPA in the state. The CDE sets target levels and reports whether or not the districts’ performance met these criteria. Each year, the districts are expected to improve their performance as the targets approach an ideal limit. The Indicators are:

1. **Graduation Rate.** Calculates the percentage of all exiting students in grade 12 who graduate from high school with a regular diploma.
2. **Dropout Rate.** Calculates the percentage of all students in grades 7 and higher who exit special education by dropping out of school.
3. **Assessment.** Calculates results of STAR testing scores to meet the requirements of No Child Left Behind (NCLB) legislation:
 - A. The district met all the requirements for Adequate Yearly Progress
 - B. At least 95% of the special education students were tested in Math and English Language Arts
 - C. The percent of students scoring proficient or advanced on the assessments met the district target percentage
4. **Suspension/Expulsion.** Calculates the percentage of special education students who were suspended or expelled for more than 10 days in a school year.
 - A. Overall
 - B. Race/ethnic disproportion exists among students who were suspended or expelled for more than 10 days
5. **Least Restrictive Environment (LRE).** Calculates the amount of time students ages 6 to 22 receive special education services in settings apart from their non-disabled peers.
 - A. Out of regular class less than 21% of the time. This percentage should be increasing from year to year.
 - B. Out of regular class more than 60 % of the time. This percentage should be decreasing year to year.
 - C. Separate facility. Students served in a facility that educates only students with disabilities. This percentage should decrease from year to year.

6. **Preschool LRE.** Calculates the percentage of preschool students (ages 3 to 5) who receive their services in various settings:
 - A. Attending a regular early childhood program
 - B. Attending a special education program only
 - C. Not attending a general education or special education program
7. **Preschool Assessment.** Calculates the progress of preschool students (ages 3 to 5) in three areas:
 - A. Positive social-emotional skills
 - B. Acquisition and use of knowledge and skills
 - C. Use of appropriate behaviors to meet their needsIn each area, growth is measured in levels of achievement, rather than in percentages or standard scores.
8. **Parent Involvement.** Calculates the percent of parents of children in special education reporting that schools facilitated their involvement as a means of improving services and results.
9. **Disproportional Representation Overall.** Indicates whether there is racial or ethnic disproportionality among students ages 6-22 which may be due to policies, procedures or practices.
10. **Disproportional Representation by Disability.** Indicates whether or not there is racial or ethnic disproportionality that is the result of inappropriate identification.
11. **Eligibility Evaluation.** Calculates the percent of children ages birth to 22 whose eligibility for special education was determined within 60 days of receipt of parental consent for evaluation. This value should be 100%.
12. **Transition from Part C to Part B.** Calculates the percent of students age three who received special education under Part C, were referred for assessment for special education and found eligible under Part B, and had an IEP developed before their third birthday. This value should be 100%.
13. **Secondary Transition.** Calculates the percent of children ages 16 and above whose IEPs include coordinated, measurable annual IEP goals and transition services. This value should be 100%.
14. **Post-school Outcomes.** Calculates the percent of high school age children who are competitively employed, enrolled in a post secondary school, or both, within one year of leaving high school.

In addition, the state collects data from the Office of Administrative Hearings and the Complaints Management Unit on the handling of disputes for another six performance indicators (Indicators # 15-20). The CDE does not collect data in every category every year. In some categories, data reporting has not yet been required. In the categories in which data is collected, districts that fail to meet their targets for improvement may be the subject of required corrective actions and on-site reviews that can result in sanctions.