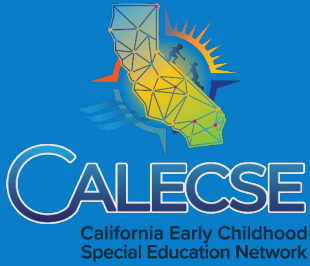


# Early Childhood Transition: Indicator 12 Reporting

## January 27, 2025





# CalECSE



California Early Childhood Special Education Network

Funded by the CDE

**Implementation Leadership**

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# CalECSE

California Early Childhood Special Education Network  
*Funded by the CDE*



<https://www.calecse.org>

CalECSE is a technical assistance project funded under the California Department of Education (CDE) that supports Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CalECSE Network leverages collaboration amongst agencies, disseminates resources, highlights existing exemplar practices, and provides direct technical assistance to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CalECSE Network is committed to improving outcomes for children and their families by eliminating and addressing barriers to successful transition for California's youngest children with disabilities.

# Agenda



- Overview of Indicator 12
- Reviewing Indicator 12 Data
- Monitoring Indicator 12 Data

# Overview of Indicator 12

# State Performance Plan



- Individuals with Disabilities Education Act (IDEA) requires each state to submit a State Performance Plan (SPP)
- There are 17 indicators determined by Office of Special Education Programs (OSEP) based on requirements of IDEA
- Annually, the California Department of Education (CDE) is required to collect data and report performance on the indicators to OSEP as a part of the state-level Annual Performance Report (APR)
- Similarly, CDE reports to local educational agencies (LEAs) a local-level APR
- Selected data from the APR is used to determine CDE's special education monitoring activities



## Appendix B: State Performance Plan Indicators At-A-Glance



SPP Indicator	Definition		Data Source	Making Connections		
				Monitoring <sup>1</sup>	LCAP	Dashboard
<b>1: Graduation Rate</b>	Performance indicator that measures the percent of students with IEPs graduating from high school with a regular diploma.		CALPADS	Universal	Student Engagement	Graduation Rate
<b>2: Dropout Rate</b>	Performance indicator that measures the percent of students ages 14-21 who exited special education services by dropping out of high school.		CALPADS	Universal, Targeted	Student Engagement	None
<b>3: Statewide Assessment</b>	Performance indicator that measures the participation and performance of students with disabilities (SWD) in grades 4, 8, and 11 on statewide assessments using four components (calculated separately for ELA and Math).	3a: Participation rate for students with IEPs in grades 4, 8, and 11.	CAASPP	Universal	Student Achievement  Course Access  Student Outcomes	Academic Performance
		3b: Proficiency rate for students with IEPs in grades 4, 8, and 11 against grade-level academic achievement standards.	CAASPP	Universal, Intensive (SA)		
		3c: Proficiency rate for students with IEPs in grades 4, 8, and 11 against alternate academic achievement standards.	CAASPP	Universal, Intensive (SA)		
		3d: Gap in proficiency rates between students with IEPs and all students against grade-level academic achievement standards (grades 4, 8, and 11 only).	CAASPP	Universal		
<b>4: Discipline Rate</b>	Performance indicator that measures the discipline rate of SWD using two components.	4a: Performance indicator that measures the number of SWD who were disciplined for greater than 10 cumulative days in a school year.	CALPADS	Universal	School Climate	Suspension Rate
		4b: Compliance indicator that measures the discipline rate of SWD by race/ethnicity.	CALPADS	Universal		
<b>5: Least Restrictive Education Environments</b>	Performance indicator that utilizes three components to measure whether SWD (ages 6-22 and 5-year-olds in kindergarten/TK) are educated within the LRE.	5a: Rate of SWD in regular classroom 80% or more of the day.	CALPADS	Universal, Targeted, Intensive (SA)	Basic Services  Course Access	Access to Broad Course of Study
		5b: Rate of SWD inside the classroom less than 40% of the day.	CALPADS	Universal, Targeted, Intensive (SA)		
		5c: Rate of SWD in a separate setting.	CALPADS	Universal, Targeted		
<b>6: Preschool Least Restrictive Environment (LRE)</b>	Performance indicator that utilizes three components to measure whether preschool SWD (ages 3-5, excluding 5-year-olds in kindergarten/TK) are educated within the LRE.	6a: % of preschool SWD receiving the majority of services in the regular setting.	CALPADS	Universal, Targeted, Intensive (PA)	Basic Services  Course Access	None
		6b: % of preschool SWD in a separate setting.	CALPADS	Universal, Targeted, Intensive (PA)		
		6c: % of preschool SWD receiving the majority of services in the home.	CALPADS	Universal, Targeted, Intensive (PA)		

## Appendix B: State Performance Plan Indicators At-A-Glance, Continued



SPP Indicator	Definition		Data Source	Making Connections		
				Monitoring <sup>1</sup>	LCAP	Dashboard
<b>7: Preschool Outcomes</b>	Performance indicator that utilizes three components to measure outcomes for preschool SWD.	7a: Positive Social-Emotional Skills	DRDP	Universal, Intensive (PA)	Course Access	None
		7b: Acquisition and Use of Knowledge and Skills	DRDP	Universal, Intensive (PA)		
		7c: Use of Appropriate Behaviors	DRDP	Universal, Intensive (PA)		
<b>8: Parent Involvement</b>	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 SWD.		CALPADS	Universal, Targeted	Parent Involvement	Parent Engagement
<b>9: Disproportionate Representation: Overall</b>	Compliance indicator that measures the percent of LEAs with disproportionate representation of racial and ethnic groups in special education.		CALPADS	Universal, Targeted (D), Intensive (SD)	Basic Services, State Standards, Student Achievement, Course Access	None
<b>10: Disproportionate Representation by Disability Category</b>	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.		CALPADS	Universal, Targeted (D), Intensive (SD)	Basic Services, State Standards, Student Achievement, Course Access	None
<b>11: Child Find</b>	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.		CALPADS	Universal, Targeted (CO)	Basic Services	None
<b>12: Early Childhood Transition</b>	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.		CALPADS	Universal, Targeted (CO)	Basic Services	None
<b>13: Secondary Transition</b>	Compliance indicator that measures the percent of SWD ages 16 and above with an IEP that includes appropriate measurable post-secondary goals.		CALPADS	Universal, Targeted (CO)	Student Outcomes	None
<b>14. Post-School Outcomes</b>	Performance indicator that utilizes three components to measure post-school outcomes.	14a. Higher Education	CALPADS	Universal, Targeted	Student Achievement	College/Career
		14b. Higher Education or Competitively Employed	CALPADS	Universal, Targeted		
		14c. Higher Education or Competitively Employed or other training or employment program	CALPADS	Universal, Targeted		

Collected in End of Year (EOY 4) California Longitudinal Pupil Achievement Data System (CALPADS)



# Indicator 12 Introduction



SPPI Module Indicator 12

SIL Grant

**SYSTEM  
IMPROVEMENT  
LEADS**

INSPIRE • CONNECT • INNOVATE

State Performance Plan  
Indicator Overview Series

Indicator 12:  
Early Childhood  
Transition

07-19

# Indicator 12 Summary

- Reported in EOY 4 to CALPADS
- Includes students receiving Part C services
  - May not be known to the LEA
- Does not include student receiving Part C services, who:
  - were determined ineligible by third birthday,
  - their parents refused
  - were referred to Part C less than 90 days from third birthday

**12** State Performance Plan  
Indicator 12:  
Early Childhood 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 Educational Agencies (LEAs) receive results for this indicator?**

The LEA designated as the Reporting LEA for students with disabilities ages birth-22 will receive results for Indicator 12.

**What is the data source?**

Indicator 12 utilizes data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission as well as a data file from the California Department of Developmental Services. This indicator is reported by the Reporting LEA.

# Indicator 12 Target

## What is the target for Indicator 12: Early Childhood Transition?

Indicator 12 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on the 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 California State Performance Plan established the following targets by school year:



The current year target for Indicator 12 can also be viewed in the LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

# Indicator 12 Impact on Indicator 11



- Question 20: Must the State Educational Agency (SEA) and applicable LEA report children who are transitioning from Part C to Part B under both SPP/APR Part B Indicator 11 (Timely Evaluations) and Indicator 12 (Early Childhood Transition)?
- Answer 20: Yes, the SEA must report under both SPP/APR Part B Indicator 11 and Indicator 12 children who are transitioning from Part C to Part B. SPP/APR Part B Indicator 11 measures the percent of children who were evaluated within 60 days of receiving parental consent for an initial evaluation, or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. SPP/APR Part B Indicator 12 measures the percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.



# Indicator 11 Summary

- Reported in EOY 4 to CALPADS
- Includes students referred for initial special education eligibility, including those transitioning from Part C
- Indicator 12 data impacts Indicator 11 data!

11

State Performance Plan Indicator 11:  
Child Find

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 Educational Agencies (LEAs) receive results for this indicator?**

The LEA designated as the Reporting LEA for students with disabilities ages 3-22 will receive results for Indicator 11.

**What is the data source?**

Indicator 11 utilizes data from the California Longitudinal Pupil Achievement Data System (CALPADS) End-of-Year (EOY) 4 submission. This indicator is reported by the Reporting LEA.

# Indicator 11 Target

## What is the target for Indicator 11: Child Find?

Indicator 11 is a compliance indicator. Compliance indicator targets are set at either 0% or 100% based on the 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 California State Performance Plan established the following targets by school year:



The current year target for Indicator 11 can also be viewed in the LEA's Annual Performance Report (APR). LEA reports can be viewed by visiting CDE's APR Measures page: <https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>.

# Reviewing Indicator 12 Data

# State Level Data

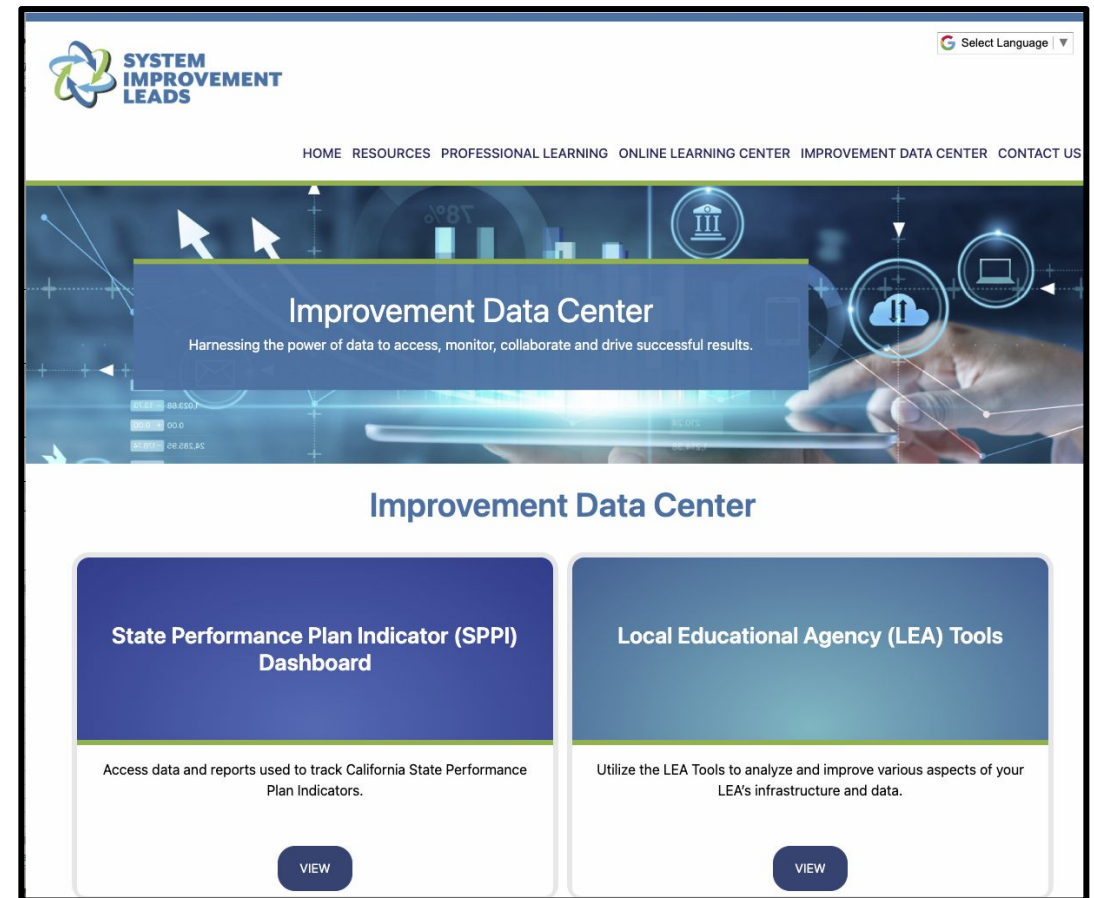


Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	9,895	12,662	72.60%	100%	78.15%	Did not meet target	No Slippage



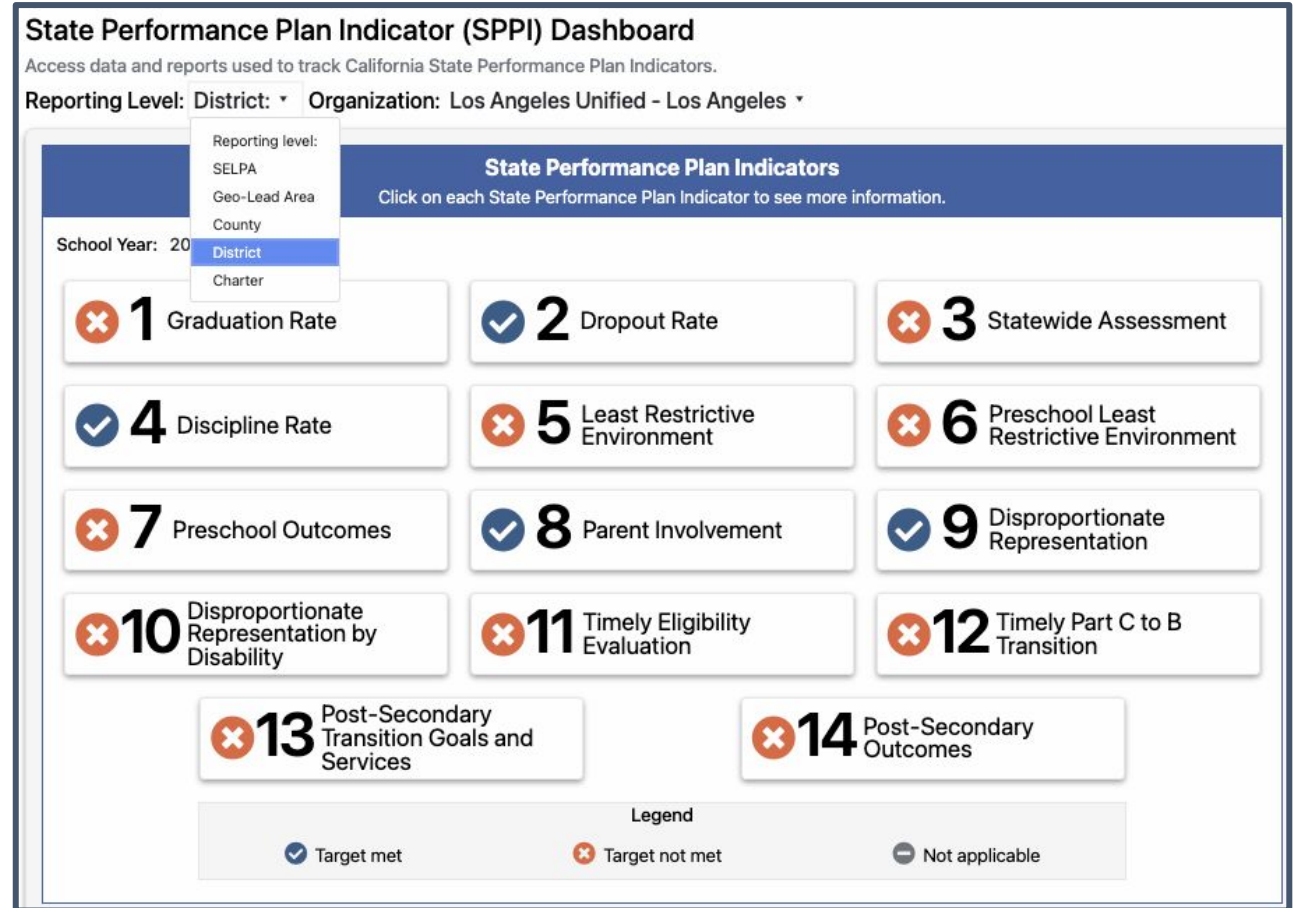
# District Level Data

- Go to [www.systemimprovement.org](http://www.systemimprovement.org)
- Click on the Improvement Data Center tab on the top navigation bar
- Click on the State Performance Plan Indicator (SPPI) Dashboard on the left

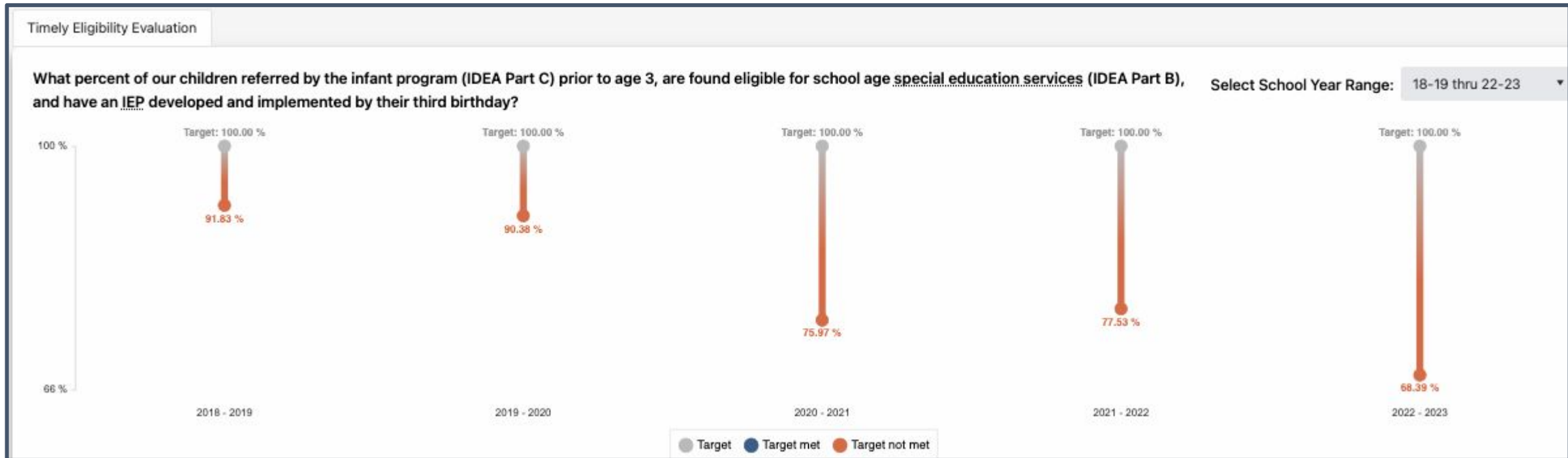


# District Level Data Overview

- Select Reporting Level
- Choose the Organization
- Click on the Indicator to review



# District Level Data Detailed



# District Data Reflection

- Where do we see strengths?
- What do we see and notice?
- Where do we see needs?
- What surprises us about this data?
- How has our performance varied over time?
- What questions do we have about this data?
- What additional data points or other information do we need to better understand our performance in this area?
- What are some potential reasons for this performance?



# Statewide Reasons

- Late referrals (before third birthday, but with insufficient time to complete the assessment)
- Lack of staff
- Ineffective tracking system
- No IEP in place before third birthday
- Student illness
- Failure to keep appointments

# Addressing Reasons for Delay



- What is within our locus of control?
  - Late referrals (before third birthday, but with insufficient time to complete the assessment)
  - Lack of staff
  - Ineffective tracking system
  - No IEP in place before third birthday
  - Student illness
  - Failure to keep appointments

# Interagency Collaboration



- Transition between Part C and Part B also is a collaboration between multiple agencies (LEAs and Regional Centers)
- Review current Interagency Agreements
- Meet regularly with all agencies to discuss strategies to increase collaboration

# Delay: Late Referrals

Consider:

- How does our agency work with the Part C agency to ensure that LEAs are notified of potentially eligible children?
- How are referrals received?
- Who receives the referrals?
  - Does that need to be updated with referring agency?
- What happens once the referral is received?
- How do we know the reason for the late referral to determine if there is an appropriate delay code?



# Delay: Ineffective Tracking System



Consider:

- How do we track the referrals received?
- Who is involved in the tracking of referrals?
- How do we monitor the referrals and assessment process for timeliness?
- Who monitors the assessment process to ensure meetings are held in a timely manner?
- Do we reflect on our process each year?

# Allowable Delay Codes

- Delay in Parental Consent
- Parent Did Not Make Themselves or Child Available
- Transfer
- School Emergency or Temporary School Closure
- Student Emergency
- Due Process/Settlement Agreement
- Did not pass hearing and/or vision screening
- Late without Cause

# Entering Delay Codes



- Ensure the delay codes are entered, when needed
- As needed for End of Year (EOY) 4 CALPADS, submit “Pending As Of” transactions with the delay code

# Monitoring Indicator 12 Data



# Monitoring Indicator 12

- Use your Special Education Data System (SEDS)
- Use CALPADS report 16.21
  - CDE's [instructions](https://cde.app.box.com/v/speddatavideotutorials/file/1565796479480) (available here: <https://cde.app.box.com/v/speddatavideotutorials/file/1565796479480>)
  - CDE's [video](https://cde.app.box.com/v/speddatavideotutorials/file/1547415452904) (available here: <https://cde.app.box.com/v/speddatavideotutorials/file/1547415452904>)

# Considerations for Monitoring

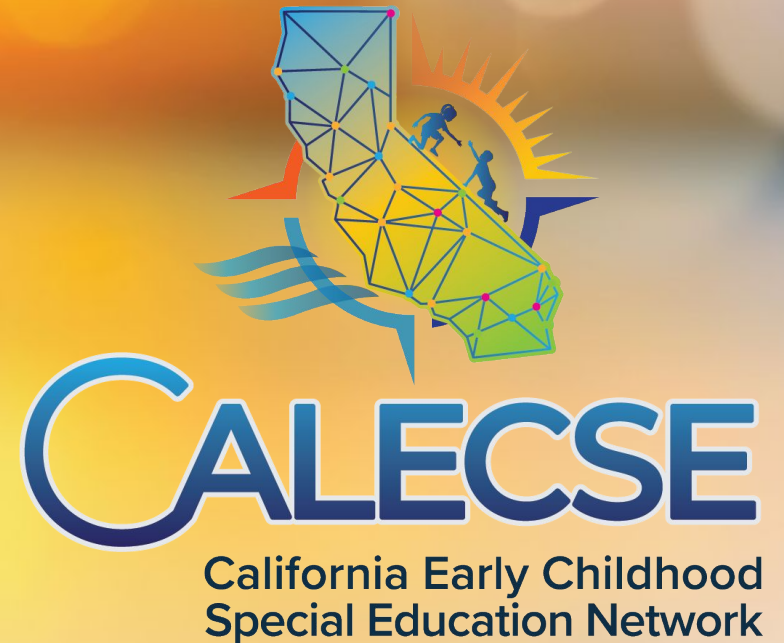


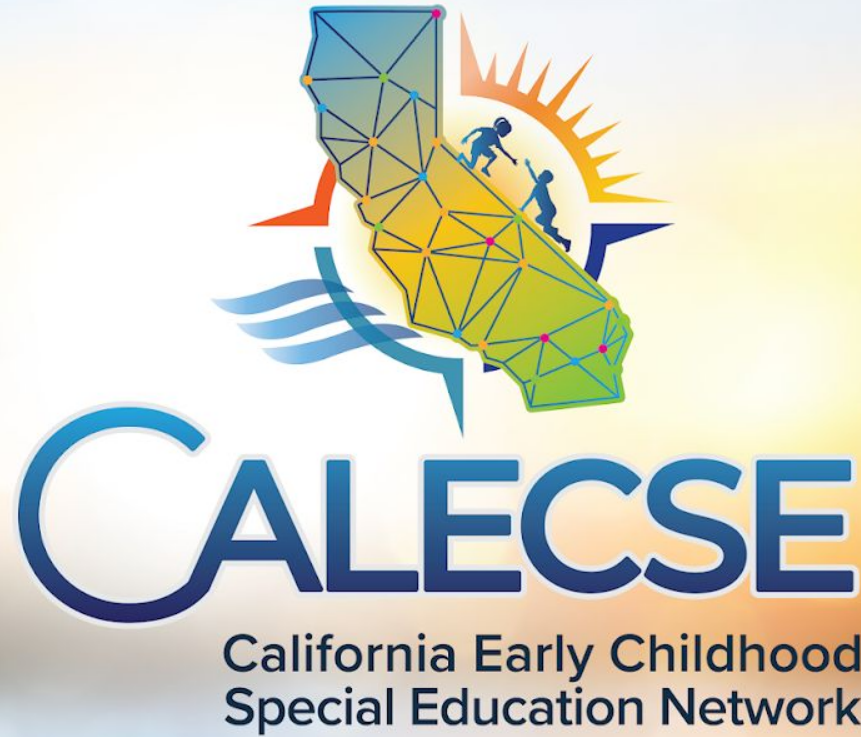
- What data will you monitor?
  - Internal tracking of referrals?
  - SEDS data?
  - CALPADS 16.21 report?
  - Other?
- Who will review the data? How often?
- How will you review data with our Part C referring agency(ies)?

# Interested in joining a local Community of Practice (CoP) for practitioners who support children ages zero to five ?

Access the link to sign up  
for local CoPs here:

<https://docs.google.com/forms/d/e/1FAIpQLSdovcKf7VXbd2FWdo-CJ3fEFR5Rxn08AV9pVrXd9qpeuc4Wsg/viewform>





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- [Office of Special Education Programs \(OSEP\) Letter to Nix \(March 17, 2023\)](https://calecse.org/uploads/blogs/files/1732193423_Collaborative%20Flowchart%20v8.pdf) found here:  
[https://calecse.org/uploads/blogs/files/1732193423\\_Collaborative%20Flowchart%20v8.pdf](https://calecse.org/uploads/blogs/files/1732193423_Collaborative%20Flowchart%20v8.pdf)
- [Developing and Sustaining Successful Interagency Collaborations and Agreements Process Flowchart](https://calecse.org/uploads/blogs/files/1732193423_Collaborative%20Flowchart%20v8.pdf) found here:  
[https://calecse.org/uploads/blogs/files/1732193423\\_Collaborative%20Flowchart%20v8.pdf](https://calecse.org/uploads/blogs/files/1732193423_Collaborative%20Flowchart%20v8.pdf)