

## Crosswalk of the 20 Part B SPP/APR Indicators and the National Agenda for Students who are Deaf or Hard of Hearing

This crosswalk outlines potential relationships between the Part B Indicators and the National Agenda. Notes listed under the “National Agenda Goals” column are taken verbatim from that document and examples of where goals of the National Agenda may be linked with a particular Part B Indicator are provided. State teams should further study the Indicators and the National Agenda to determine (1) the implications of the indicators for improving outcomes for students who are deaf or hard of hearing, (2) how the indicators can be used to help reach the National Agenda Goals, (3) whether the data collected through required state indicators is useful in measuring progress toward National Agenda Goals, or if other data collection resources are needed, and (4) whether data collected to measure the National Agenda Goals can be used for improvement planning in conjunction with the State Performance Plan or Annual Performance Report.

	<b>PART B INDICATORS – MODIFIED FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING</b>	<b>NATIONAL AGENDA GOALS</b>
1.	<p><b>Graduation</b> Percent of youth with IEPs graduating from high school with a regular diploma.  [20 U.S.C. 1416 (a)(3)(A)]</p>	<p><u>4. Accountability, High Stakes Testing, and Standards-Based Environments</u> <i>Possible Special Consideration:</i> “Assessments of deaf and hard of hearing students must be child-centered, focus on all areas of the child’s profile, and employ multiple measures...”</p> <p><u>5. Placement and programs</u> <i>Possible linkage:</i> “...are entitled to access the general curriculum, regardless of where their individual program is located”</p> <p><u>7. Professional Standards and Personnel Preparation</u> <i>Possible Linkage:</i> “Teacher training programs for deaf and hard of hearing students need to offer additional coursework in general education curricular areas...in order to better prepare teachers for improving student achievement. “</p>
2.	<p><b>Dropout</b> Percent of youth with IEPs dropping out of high school.  [20 U.S.C. 1416 (a)(3)(A)]</p>	<p><u>4. Accountability, High Stakes Testing, and Standards-Based Environments</u> <i>Possible Linkage:</i> “Clear and effective accountability systems must be established in each state to ensure that programs for deaf and hard of hearing students are effective...”.</p> <p><u>5. Placement and programs</u> <i>Possible Linkage:</i> “All IEP team participants will be provided all information, without any bias, about all educational options along the continuum...and in particular how the communication, linguistic, and educational needs and goals of the ... student will be addressed in those options.”</p>
3.	<p><b>Statewide Assessment; Participation And Performance</b> Participation and performance of children with IEPs on statewide assessments:  A. Percent of the districts with a disability subgroup that meets the</p>	<p><u>4. Accountability, High Stakes Testing, and Standards-Based Environments</u> <i>Possible Special Consideration:</i> “District and statewide testing programs must take into consideration the unique language and communication preferences,</p>

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	<p>State’s minimum “n” size that meet the State’s AYP targets for the disability subgroup.</p> <p>B. Participation rate for children with IEPs.</p> <p>C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.</p> <p>[20 U.S.C. 1416 (a)(3)(A)]</p>	<p>abilities and needs of the students”</p> <p>“Assessments of deaf and hard of hearing students must be child-centered, focus on all areas of the child’s profile, and employ multiple measures that include criterion-referenced tests, standardized tests, teacher and student accountability records, and other appropriate assessment tools.”</p>
4.	<p><b>Suspension And Expulsion</b></p> <p>A. 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 IEPs; and</p> <p>B. Percent of districts that have: (a) 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 IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p> <p>[20 U.S.C. 1416(a)(3)(A); 1412(a)(22)]</p>	<p><u>4. Accountability, High Stakes Testing, and Standards-Based Environments</u></p> <p><i>Possible Linkage:</i> “Clear and effective accountability systems must be established in each state to ensure that programs for deaf and hard of hearing students are effective...”.</p> <p><u>5. Placement and programs</u></p> <p><i>Possible Linkage:</i> “All IEP team participants will be provided all information, without any bias, about all educational options along the continuum...and in particular how the communication, linguistic, and educational needs and goals of the ... student will be addressed in those options.”</p>
5.	<p><b>Least Restrictive Environment</b></p> <p>Percent of children with IEPs aged 6 through 21 served:</p> <p>A. Inside the regular class 60% or more of the day:</p> <p>B. Inside the regular class less than 40% of the day; and</p>	<p><u>2. Communication, Language and Literacy</u></p> <p><i>Possible Special Consideration:</i> “Deaf and Hard of Hearing children will have as an integral, required part of their educational program, access to a critical mass of age, cognitive, and communication/language peers and teachers and educational staff who are proficient in the individual child’s language and communication mode.”</p>

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	<p>C. In separate schools, residential facilities, or homebound/hospital placements.</p> <p>[20 U.S.C. 1416(a)(3)(A)]</p>	<p><u>5. Placement, Programs, and Services</u></p> <p><i>Possible Special Consideration:</i> “Local educational agencies must have a full continuum of placement options that can provide for the unique communication, linguistic, and educational needs of deaf children...”</p> <p>“A determination of what constitutes a communication and linguistically appropriate placement option and therefore LRE must be based on where the child is able to directly communicate with age and language peers and communicate directly and most easily with staff”</p>
6.	<p><b>Preschool Least Restrictive Environment</b></p> <p>Percent of children aged 3 through 5 with IEPs attending a:</p> <p>A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</p> <p>B. Separate special education class, separate school or residential facility.</p> <p>[20 U.S.C. 1416(a)(3)(A)]</p>	<p><u>1 2. Communication, Language and Literacy</u></p> <p><i>Possible Special Consideration:</i> “Deaf and Hard of Hearing children will have as an integral, required part of their educational program, access to a critical mass of age, cognitive, and communication/language peers and teachers and educational staff who are proficient in the individual child’s language and communication mode.”</p> <p><u>3. Collaborative Partnerships</u></p> <p><i>Possible Linkage:</i> “The establishment of a seamless, complete and cross-institutional collaborative system...”</p> <p><u>5. Placement, Programs, and Services</u></p> <p><i>Possible Special Consideration:</i> “Local educational agencies must have a full continuum of placement options that can provide for the unique communication, linguistic, and educational needs of deaf children...”</p> <p>“A determination of what constitutes a communication and linguistically</p>

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		appropriate placement option and therefore LRE must be based on where the child is able to directly communicate with age and language peers and communicate directly and most easily with staff”
7.	<p><b>Preschool Outcomes</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"> <li>A. Positive social-emotional skills (including social relationships);</li> <li>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</li> <li>C. Use of appropriate behaviors to meet their needs.</li> </ul> <p>[20 U.S.C. 1416(a)(3)(A)]</p>	<p><u>1. Early Identification and Intervention</u> <i>Possible Linkage:</i> “In order for newborn deaf and hard of hearing children to develop appropriate linguistic, communication, social, and cognitive skills, parents must have new born screening, follow up services...”</p> <p><u>2. Language and Communication Access</u> <i>Possible Linkage:</i> “Deaf and Hard of Hearing children must have rich, on-going , and appropriate opportunities, including communication access and development, to exchange thoughts, opinions and information...”</p> <p><u>3. Collaborative Partnerships</u> <i>Possible Linkage:</i> “The educational system that serves deaf and hard of hearing children, including the IFSP and IEP processes must work collaboratively and fairly with the families of these children and respect...as they relate to educational goals...”</p> <p><u>4. Accountability, High Stakes Testing, and Standards-Based Environments</u> <i>Possible Special Consideration:</i> “Assessments of deaf and hard of hearing students must be child-centered, focus on all areas of the child’s profile, and employ multiple measures that include criterion-referenced tests, standardized tests, teacher and student accountability records, and other appropriate assessment tools.”</p>
8.	<p><b>Parent Involvement</b> 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.</p>	<p><u>3. Collaborative Partnerships</u> <i>Possible Linkage:</i> “The educational system that serves deaf and hard of hearing children, including the IFSP and IEP processes must work</p>

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	[20 U.S.C. 1416(a)(3)(A)]	collaboratively and fairly with the families of these children and respect and follow the family recommendations of as they relate to the communication, language and educational goals of their children”.
9.	<p><b>Disproportionate Representation In Spec Ed &amp; Related Services</b></p> <p>Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.</p> <p>[20 U.S.C. 1416(a)(3)(C)]</p>	<p><u>1. Early Identification and Intervention</u></p> <p><i>Possible Linkage:</i> “In order for newborn...to develop appropriate linguistic, communication, social, and cognitive skills... must have newborn screening.”</p> <p><u>3. Collaborative Partnerships</u></p> <p><i>Possible Linkage:</i> “The establishment of a seamless, complete, and cross-institutional collaborative system will ensure that families are fully informed as to all services and programs...”</p> <p><u>4. Accountability, High Stakes Testing, and Standards-Based Environments</u></p> <p><i>Possible Linkage:</i> “Assessments of deaf and hard of hearing students must be child-centered, focus on all areas of the child’s profile, and employ multiple measures that include criterion-referenced tests, standardized tests, teacher and student accountability records, and other appropriate assessment tools.”</p> <p><u>6. Technology</u></p> <p><i>Possible Linkage:</i> “Accurate diagnosis of hearing loss and appropriate amplification and other assistive technologies, both acoustic and visual, is the right of all deaf children.”</p>
10.	<p><b>Disproportionate Representation In Specific Disability Areas</b></p> <p>Percent of districts with disproportionate representation of racial and</p>	<p><u>1. Early Identification and Intervention</u></p> <p><i>Possible Linkage:</i> “In order for newborn...to develop appropriate linguistic,</p>

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	<p>ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[20 U.S.C. 1416(a)(3)(C)]</p>	<p>communication, social, and cognitive skills... must have newborn screening.”</p> <p><u>3. Collaborative Partnerships</u></p> <p><i>Possible Linkage:</i> “The establishment of a seamless, complete, and cross-institutional collaborative system will ensure that families are fully informed as to all services and programs...”</p> <p><u>4. Accountability, High Stakes Testing, and Standards-Based Environments</u></p> <p><i>Possible Linkage:</i> “Assessments of deaf and hard of hearing students must be child-centered, focus on all areas of the child’s profile, and employ multiple measures that include criterion-referenced tests, standardized tests, teacher and student accountability records, and other appropriate assessment tools.”</p> <p><u>6. Technology</u></p> <p><i>Possible Linkage:</i> “Accurate diagnosis of hearing loss and appropriate amplification and other assistive technologies, both acoustic and visual, is the right of all deaf children.”</p>
11.	<p><b>Child Find</b></p> <p>Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.</p> <p>[20 U.S.C. 1416(a)(3)(B)]</p>	<p><u>3. Collaborative Partnerships</u></p> <p><i>Possible Linkage:</i> “The establishment of a seamless, complete, and cross-institutional collaborative system will ensure that families are fully informed as to all services and programs...”</p> <p><u>4. Accountability, High Stakes Testing, and Standards-Based Environments</u></p> <p><i>Possible Linkage:</i> “Assessments of deaf and hard of hearing students must be child-centered, focus on all areas of the child’s profile, and employ multiple measures that include criterion-referenced tests, standardized tests, teacher</p>

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		and student accountability records, and other appropriate assessment tools.” <u>6. Technology</u> <i>Possible Linkage:</i> “Accurate diagnosis of hearing loss and appropriate amplification and other assistive technologies, both acoustic and visual, is the right of all deaf children.”
12.	<b>Part C To Part B Transition</b> 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.  [20 U.S.C. 1416(a)(3)(B)]	<u>1. Early Identification and Intervention</u> <i>Possible Linkage:</i> “In order for newborn deaf and hard of hearing children to develop appropriate linguistic, communication, social, and cognitive skills, parents must have new born screening, follow-up services after the screening, and other early intervention services to ensure that they have all the tools necessary to help their children develop appropriately and reach all important milestones.”  <u>3. Collaborative Partnerships</u> <i>Possible Linkage:</i> “The establishment of a seamless, complete, and cross-institutional collaborative system will ensure that families are fully informed as to all services and programs...”  <u>5. Placement and programs</u> <i>Possible Linkage:</i> “All IEP team participants will be provided all information, without any bias, about all educational options along the continuum...and in particular how the communication, linguistic, and educational needs and goals of the ... student will be addressed in those options.”
13.	<b>Secondary Transition</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP	<u>3. Collaborative Partnerships</u> <i>Possible Linkage:</i> “The establishment of a seamless, complete, and cross-institutional collaborative system will ensure that families are fully informed as to all services and programs...”

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	<p>goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.</p> <p>[20 U.S.C. 1416(a)(3)(B)]</p>	<p>“Deaf and hard of hearing student are entitled to and can become independent, self-sufficient adults. All appropriate institutions, including State Education Agencies, intermediate educational service agencies, local educational agencies...and all other pertinent governmental and community resources shall work together...”</p>
14.	<p><b>Post High School Outcomes</b> Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <ul style="list-style-type: none"> <li>A. Enrolled in higher education within one year of leaving high school.</li> <li>B. Enrolled in higher education or competitively employed within one year of leaving high school.</li> <li>C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within on year of leaving high school.</li> </ul> <p>[20 U.S.C. 1416(a)(3)(B)]</p>	<p><u>3. Collaborative Partnerships</u></p> <p><i>Possible Linkage:</i> “The establishment of a seamless, complete, and cross-institutional collaborative system will ensure that families are fully informed as to all services and programs...”</p> <p>“Deaf and hard of hearing student are entitled to and can become independent, self-sufficient adults. All appropriate institutions, including State Education Agencies, intermediate educational service agencies, local educational agencies...and all other pertinent governmental and community resources shall work together...”</p>
15.	<p><b>Correction Of Noncompliance</b></p> <p>General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[20 U.S.C. 1416(a)(3)(B)]</p>	
16.	<p>Percent of signed written complaints with reports issued that were resolved within the 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public</p>	

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	agency agree to extend the time to engage in mediation or other alternative means of dispute resolution if available in the State. [20 U.S.C. 1416(a)(3)(B)]	
17.	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timeline. [20 U.S.C. 1416(a)(3)(B)]	
18.	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. [20 U.S.C. 1416(a)(3)(B)]	
19.	Percent of mediations held that resulted in mediation agreements. [20 U.S.C. 1416(a)(3)(B)]	
20.	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [20 U.S.C. 1416(a)(3)(B)]	