

2016 Phase II Comprehensive SiMR List

State	Part C SiMR	Part B SiMR¹
Alaska	<p>The percentage of Alaska Part C infants and toddlers who show greater than expected social-emotional growth will substantially increase from 65% to 71% by Federal Fiscal Year 2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11982</p>	<p>Increase the graduation rates of students with disabilities who attend the 42 schools identified as focus and priority schools in FFY 2013 (school year 2013-2014) under the Statewide System of Supports.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11766</p>
Alabama	<p>Based on data reviews and input from stakeholders, AEIS has chosen the area of social-emotional development for its SiMR. From the state's baseline of 79%, by the end of FFY 2018, 88% of children (an additional 481 children) will have substantially increased their growth in social-emotional development as determined by using the COSF (Child Outcome Summary Form). The baseline is the last fiscal year's level of substantial achievement in social emotional growth (79%) and targets were set by incrementally increasing to 88% by FFY 2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11981</p>	<p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11778</p>
Arkansas	<p>Increase the percent of families participating in Part C who report that early intervention has helped them help their child develop and learn. [Family Outcome 4/C]</p> <p>https://osep.grads360.org/#communities/pdc/documents/11988</p>	<p>ADE-SEU has selected a SiMR that is aligned to Indicator 3: Assessment and particularly to Indicator 3C: Proficiency. The SiMR will measure the percent of SWD in grades 3- 5 who made gains towards reaching a proficient score or maintained a proficient score on the statewide literacy assessment.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11788</p>
American Samoa	<p>*Infants and toddlers with disabilities will be functioning within age expectations in acquiring knowledge and skills by the time they exit EI.</p>	<p>*Increase the percent (%) of students with disabilities who will be proficient in reading as measured by statewide assessment (SBA) on third grade (3rd grade) on the three schools that are implementing the Dual Language Program for students with disabilities.</p>

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	https://osep.grads360.org/#communities/pdc/documents/11983	https://osep.grads360.org/#communities/pdc/documents/11789
Arizona	Increase the percent of children who exit early intervention, in identified regions, with greater than expected improvements in their social relationships https://osep.grads360.org/#communities/pdc/documents/11986	*Increasing the percentage of students passing on the State reading assessment for students with specific learning disabilities in grades 3-8. https://osep.grads360.org/#communities/pdc/documents/11790
BIE		Increase the percentage of students engaged in post-secondary activities including education, training, and/or employment as measured by the post-school outcomes survey (using the BIE SPP/APR Indicator B14 survey) https://osep.grads360.org/#communities/pdc/documents/11880
California	Increase the percentage of infants and toddlers with disabilities in California who will substantially increase their rate of growth in positive social-emotional skills (including social relationships) by the time they exit the early intervention program. https://osep.grads360.org/#communities/pdc/documents/11989	Increase assessment proficiency results for the subgroups of special education students who are also ELs; low-income, defined by student's eligibility for free and reduced-price meals (FRPM); and foster youths https://osep.grads360.org/#communities/pdc/documents/11881
CNMI	By June 2019, at least 66% of infants and toddlers who exit the early intervention program will have appropriate behaviors in toileting, dressing, and feeding skills that are closer to their same age peers, as measured by the Child Self-Help Checklist https://osep.grads360.org/#communities/pdc/documents/11992	Increasing the reading proficiency against grade level and alternate academic achievement standards, as measured by the state assessment. https://osep.grads360.org/#communities/pdc/documents/11883
Colorado	All infants and toddlers who receive early intervention services in Colorado will demonstrate increased growth in the use of appropriate behaviors to meet their needs. https://osep.grads360.org/#communities/pdc/documents/11994	*Students in first grade who are identified at the beginning of the school year as Well Below Benchmark according to the DIBELS Next Assessment, will significantly improve their reading proficiency as indicated by a decrease in the percentage of students who are identified at the end of the school year as Well Below Benchmark. *who attend one of the 20 project schools, selected from schools participating in the Early Literacy Assessment Tool project. https://osep.grads360.org/#communities/pdc/documents/11885
Connecticut	The percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs. https://osep.grads360.org/#communities/pdc/documents/11996	*Increase the reading performance of all third grade students with disabilities statewide, as measured by Connecticut's English/language arts (ELA) Performance Index. https://osep.grads360.org/#communities/pdc/documents/11888
DC	*Substantially increase the rate of developmental growth in the acquisition and use of knowledge and skills for Medicaid eligible	*The District of Columbia will increase the rate of graduation with a regular diploma for all students with disabilities with a focus on

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	<p>children. This is the State-Identified Measureable Result (SIMR) that our SSIP is designed to address.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11997</p>	<p>students who attend high schools that require state intervention through the accountability system established in the ESEA Flexibility Waiver or subsequently created under ESSA.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11890</p>
Delaware	<p>Increase the # and % of infants and toddlers with disabilities who demonstrate progress in the area of social emotional development.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11999</p>	<p>Increase the literacy performance of students with disabilities in K-3rd grade as measured by a decrease in the percentage of 3rd grade students with disabilities scoring below proficiency on Delaware’s statewide assessment.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11891</p>
Florida	<p>*Increase the percent of infants and toddlers who exit early intervention with an increased rate of growth in positive social-emotional skills.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12000</p>	<p>Increase statewide graduation rate for students with disabilities and close the graduation gap.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11900</p>
FSM		<p>Increase English literacy skills of all students in EC through Grade 5.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11901</p>
Georgia	<p>Indicator 3a - Percent of infants and toddlers with IFSPs who demonstrate improved positive social emotional skills, including social relationships.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12003</p>	<p>During FFY 2013, 39.46% Students with Disabilities (ages 14 and older) graduated from high school with a general education diploma as measured by the Annual Graduation Event Rate for fifty Local Educational Agencies (LEAs) that were identified to receive Intensive Technical Assistance through the SSIP Coherent Improvement Strategies. By FFY 2018, Georgia will meet a rigorous target of 50%, which is not aligned with the Elementary Secondary Education Act (ESEA) Waiver Target for the SWD subgroup.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11903</p>
Guam	<p>*By June 2018, GEIS to “increase the percentage of “greater than expected” rate of growth in acquisition and use of knowledge and skills (including early language and communication) of infants and toddlers with disabilities by the time they exit the Guam Early Intervention System.”</p> <p>https://osep.grads360.org/#communities/pdc/documents/12006</p>	<p>There will be an increased percent of students with disabilities in the 3rd grade that will be proficient in Reading.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11905</p>
Hawai’i	<p>*Hawai’i’s eligible infants and toddlers with disabilities served by demonstration sites will make greater than expected growth in</p>	<p>*Increase the percentage of 3rd grade and 4th grade students with SLD, OHI, and SLI demonstrating proficiency on the statewide</p>

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	<p>social-emotional (SE) skills (including social relationships) by the time they exit early intervention.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12008</p>	<p>assessment for reading, and increase the median growth percentile (MGP) of 4th Grade students with SLD, OHD, and SoL demonstrating proficiency on the ELA assessment. Improve the Median Growth Percentile for 4th grade student with SLD, OHD, and SoL on the ELA assessment.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11766</p>
Iowa	<p>Increase the percentage of families that report Early Access has helped them help their child develop and learn.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12009</p>	<p>Increase the percentage of learners with disabilities that are proficient readers by the end of the third grade. Implementation of the SSIP will result in an increase in the number of children with IEPs scoring at or above benchmark on a valid and reliable literacy screening assessment, based on the assessment criterion cut point.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11914</p>
Idaho	<p>*Increase the percentage of infants and toddlers exiting early intervention services who demonstrate an increased rate of growth in positive social-emotional development.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12011</p>	<p>*Increase the percent of students with disabilities in Cohort districts that show growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11909</p>
Illinois	<p>Indicator 3: Increase the percentage of Infants and Toddlers with disabilities who demonstrate greater than expected progress (i.e., Summary Statement 1) in the acquisition and use of knowledge and skills in our pilot areas (i.e., Aurora, East St. Louis, and Williamson) by .9% percentage points by 2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12012</p>	<p>Increase the percentage of 3rd grade Black and Hispanic students with disabilities who are proficient or above the grade level standard on the state English-language arts assessment.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11911</p>
Indiana	<p>*Indiana's First Steps (Part C) program will increase the percentage of low income children and African American children showing greater than expected growth in all three child outcomes, but particularly social-emotional development.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12015</p>	<p>*Will increase the reading proficiency achievement on Indiana's IREAD-3 assessment by at least .5% each year for 3rd grade students with disabilities eligible for free reduced lunch attending elementary schools within the State Development Network Districts.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11912</p>
Kansas	<p>3A/Summary Statement: Improve the early childhood positive social-emotional skills outcome for Medicaid-eligible children exiting tiny-k programs with skills at age-appropriate levels.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12017</p>	<p>The percentage of students with disabilities who score at grade level benchmark on AIMSweb General Outcome Measure, reading assessment for grades Kindergarten through 5th in the targeted buildings will increase to 37.50% by 2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11923</p>

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Kentucky	<p>Early intervention providers will change in their ability to coach parents on interventions and strategies to help their child develop and learn. Parents will change their self-perception of their ability to help their child develop and learn.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12018</p>	<p>To increase the percentage of students with disabilities performing at or above proficient in middle school math, specifically at the 8th grade level, with emphasis on reducing novice performance, by providing professional learning, technical assistance and support to elementary and middle school teachers around implementing, scaling and sustaining evidence-based practices in math.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11924</p>
Louisiana	<p>The EarlySteps system will improve child outcomes through supports that are focused on Family Concerns, Priorities and Resources and provided through a team-based approach.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12020</p>	<p>Increase ELA proficiency rates on statewide assessments for students with disabilities in grades 3-5.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11932</p>
Massachusetts	<p>Indicator 3a, Summary Statement 1: statewide percentage of children showing positive growth in social-emotional skills (including social relationships).</p> <p>https://osep.grads360.org/#communities/pdc/documents/12025</p>	<p>Improve social emotional outcomes for preschool children aged 3-5, as reported in MA SPP/APR Indicator 7A, demonstrating improved positive social-emotional skills (including social relationships). Consistent with the Indicator 7 Summary Statements, more children who entered the preschool program below age expectations in this areas will substantially increase their rate of growth by the time they turn six years of age or exited the program, and more children will be identified as functioning within age expectations by the time they turn six or exit the program.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11929</p>
Maryland	<p>*The rate of growth of positive social-emotional skills in infants, toddlers, and preschool age children will be substantially increased.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12023</p>	<p>Children with disabilities in grades 3-5 proficient or above in state-wide assessment for math.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11930</p>
Maine	<p>Maine will increase the percentage of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills by the time they turn three or exit the program</p> <p>https://osep.grads360.org/#communities/pdc/documents/12022</p>	<p>*Students with IEPs in grades 3–8 will demonstrate improved math proficiency as measured by math scores on the state assessment in the subset of schools in which teachers participate in a research based professional development program that aims to improve math content knowledge and pedagogy.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11931</p>
Michigan	<p>Increase the social and emotional outcomes for infants and toddlers in targeted service areas as measured by Indicator 3a, Summary Statement 2, by 11.8 percentage points by 2018</p> <p>https://osep.grads360.org/#communities/pdc/documents/12028</p>	<p>The percent of K-3 students with an Individualized Education Program (IEP) in participating schools who achieve benchmark status in reading as defined by a Curriculum Based Measurement.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11927</p>

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<p>Minnesota</p>	<p>Infants, toddlers and preschool children with disabilities will substantially increase their rate of growth in the acquisition and use of knowledge and skills by the time they exit Part C or transition to Kindergarten.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12029</p>	<p>Through the process of data and infrastructure analyses and consideration of stakeholder input, MDE chose increasing the 6-year statewide graduation rate of American Indian and Black students with disabilities as Minnesota’s SIMR.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11926</p>
<p>Missouri</p>	<p>By FFY 2018, Missouri Part C intends to increase by 10 percent the number of children with disabilities who improve their social-emotional skills by the time they exit Part C, for children entering Part C below age expectation in social-emotional skills.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12030</p>	<p>Missouri’s SIMR, therefore, is to increase the percent of students with disabilities in tested grades who will perform at proficiency levels on state assessments in reading/language arts and mathematics in the Collaborative Work pilot schools by 6.5 percentage points by 2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11922</p>
<p>Mississippi</p>	<p>*Improve the percentage of infants and toddlers who exit the Mississippi First Steps Early Intervention Program (MSFSEIP) at or near age expectations on the acquisition and use of knowledge and skills, including early language/communication (i.e., <i>Indicator 3: Outcome B - Summary Statement 2</i>) from 63.6% in FFY2013 to 65% in FFY 2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12034</p>	<p>The state will increase the percentage of third grade students with Specific Learning Disability and Language/Speech rulings in targeted districts who score proficient or higher on the regular statewide reading assessment to 68 percent by FFY 2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11925</p>
<p>Montana</p>	<p>Improving the percentage of children who entered or exited the program below age expectations in positive social-emotional skills including positive relationships by substantially increasing their rate of growth by the time they turn 3 years of age or exit the program.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12036</p>	<p>The number and percent of American Indian students with disabilities who successfully complete their secondary education will increase.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11921</p>
<p>North Carolina</p>	<p>North Carolina will increase the percentage of children who demonstrate progress in positive social-emotional skills (including social relationships) while receiving early intervention (EI) services. A subset of six local lead agencies who are representative of the state will be targeted to begin implementing improvement activities with the goal of expanding to all sixteen local lead agencies for maximum impact.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12038</p>	<p>North Carolina will increase the 5-year adjusted cohort graduation rate for students with disabilities.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11913</p>
<p>North Dakota</p>	<p>*There will be improved social emotional outcomes for children who come in below age expectation but make substantial gains (Indicator</p>	<p>Increase the extended six year graduation rates of students identified with emotional disturbance</p>

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	<p>3a, Summary Statement 1) while involved with 1 identified provider as a result of participation in early intervention</p> <p>https://osep.grads360.org/#communities/pdc/documents/12037</p>	<p>https://osep.grads360.org/#communities/pdc/documents/11910</p>
Nebraska	<p>Increase the number and percentage of infants and toddlers who demonstrate progress in the acquisition and use of knowledge and skills (including early language/communication) – 3B, Summary Statement 1.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12043</p>	<p>*Increase reading proficiency for students with disabilities within the selected cohort at the third grade level as measured by the statewide reading assessment (NeSA).</p> <p>https://osep.grads360.org/#communities/pdc/documents/11920</p>
New Hampshire	<p>The percent of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication) will increase.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12042</p>	<p>Preschool children with disabilities in the identified subset of districts will substantially increase their growth in the area of social-emotional skills by the time they turn 6 years old or exit preschool education.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11918</p>
New Jersey	<p>*Infants and toddlers with disabilities will substantially increase their rate of growth and development of positive social emotional skills by the time they exit the program as measured by Indicator 3A, summary statement 1</p> <p>https://osep.grads360.org/#communities/pdc/documents/12041</p>	<p>The five year graduation rate for students with IEPs will increase to 85% for the 2018-2019 school year.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11917</p>
New Mexico	<p>*There will be an increase in the percentage of infants and toddlers who substantial increase their rate of growth by the time they exit early intervention services in the areas of social-emotional development, acquisition of and use of knowledge and skills and in taking actions to meet needs.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12040</p>	<p>By federal fiscal year (FFY) 2018, 37.9% of students with disabilities in Results Driven Accountability schools will score benchmark on the End of Year DIBELS-Next Composite Baseline data from 2013 indicate that 27.9% of students with disabilities in Results Driven Accountability (RDA) schools scored benchmark on the EoY DIBELS-Next Composite. Reaching the 2018 goal of 37.9% represents a 36% increase in achievement from the baseline data.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11916</p>
Nevada	<p>Infants and toddlers exiting early intervention services in Nevada will demonstrate a significant increase in the rate of growth in positive social-emotional skills (including social relationships).</p> <p>https://osep.grads360.org/#communities/pdc/documents/12044</p>	<p>Improve the performance of third-grade students with disabilities in Clark County School District on statewide assessments of reading/language arts through building the school district’s capacity to strengthen the skills of special education teachers in assessment, instructional planning, and teaching.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11919</p>

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<p>New York</p>	<p>*Increase the number of respondent families participating in Part C who meet the State’s standard (person mean \geq 576) on the New York Impact on Family Scale (NYIFS).</p> <p>https://osep.grads360.org/#communities/pdc/documents/12039</p>	<p>Increasing the percent of students with disabilities who score at proficiency levels 2 and above on the grades 3-8 ELA assessments (regular assessment with accommodations, regular assessment without accommodations and the New York State Alternate Assessment).</p> <p>https://osep.grads360.org/#communities/pdc/documents/11915</p>
<p>Ohio</p>	<p>Substantially increase the rate of growth of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication), which is indicator 3B, Summary Statement 1.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12035</p>	<p>*SiMR 1: The percentage of students with disabilities in Cohort 1 districts scoring proficient or above on Ohio’s Third Grade English Language Arts Achievement Test.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11908</p>
<p>Oklahoma</p>	<p>At least 49% of Oklahoma infants and toddlers with disabilities who receive at least six months or more of early intervention services at the Tulsa County site will demonstrate age-level functioning in the acquisition of skills and knowledge (including early language, literacy and communication) when they exit</p> <p>https://osep.grads360.org/#communities/pdc/documents/12033</p>	<p>*By FFY 2018, Oklahoma will see improved early literacy performance in specific districts in Tulsa County among students with disabilities taking the 3rd grade annual reading assessment. The passing rate in Tulsa County will increase from 20% to at least 30% in FFY 2018. Participating districts will also realize statistically significant improvement in the rate of growth toward proficiency among these students.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11906</p>
<p>Oregon</p>	<p>*To increase the percentage of infants, toddlers and preschoolers with disabilities demonstrating growth in social emotional and approaches to learning skills.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12027</p>	<p>The State-Identified Measurable Result (SIMR), for students with disabilities kindergarten through age 21, is to increase the percentage of third grade students with disabilities reading at grade level, as measured by state assessments.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11902</p>
<p>Pennsylvania</p>	<p>Infants, toddlers and preschoolers with IFSP/IEPs will demonstrate the social relationship skills needed to succeed in home community, early childhood, and school settings.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12026</p>	<p>Pennsylvania will increase the graduation rate for students with disabilities. This SIMR is aligned to SPP/APR Indicator 1 (graduation rates for students with disabilities). The baseline is derived from a subset of 12 LEAs- for the 4-year cohort that graduated in 2012-13, the # of SWD that graduated divided by the # of SWD in the cohort to obtain the baseline calculation (503/792=63.5%).</p> <p>https://osep.grads360.org/#communities/pdc/documents/11898</p>

Palau		<p>Increase percentage of students with and without disabilities in grades 1-3 in the target school performing at the proficient level in the Post-PERA for reading comprehension.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11899</p>
Puerto Rico	<p>*To increase the percentage of those infants and toddlers who entered or exited early intervention below age expectations in the acquisition of knowledge and skills, including language/communication (outcome B), and who substantially increased their rate of growth by the time they turned 3 years of age or exited the program (summary statement 1).</p> <p>https://osep.grads360.org/#communities/pdc/documents/12019</p>	<p>Proficiency rate percent = [(# of children with IEPs enrolled in sixth grade at the selected schools scoring at or above proficient against grade level) divided by the (total # of children with IEPs enrolled in sixth grade at the selected schools who received a valid score on the PPAA and for whom a proficiency level was assigned, and calculated for math)]. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11897</p>
Rhode Island	<p>*Rhode Island will increase the percentage of children showing greater than expected growth in positive social emotional skills (Summary Statement A for Outcome #1). Our SiMR focuses on a subpopulation of children whose families have participated in a family directed assessment utilizing the Routines-Based Interview (RBI: Robin McWilliam).</p> <p>https://osep.grads360.org/#communities/pdc/documents/12016</p>	<p>Improving intensive and individualized instruction within a systematic framework of culturally and linguistically responsive supports for students with disabilities, particularly elementary Grades 3-5 Hispanic and Black children with specific learning disabilities in urban settings, will improve their performance on State assessments of math by 2% by 2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11896</p>
RMI		<p>Increase the percentage of students with disabilities who graduate with a regular high school diploma.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11928</p>
South Carolina	<p>Children with Autism Spectrum Disorder who enter the program below age expectations for Outcome 3c will substantially increase their rate of progress in using appropriate behaviors to meet needs by the time of exit as measured by Summary Statement 1.</p> <p>https://osep.grads360.org/#communities/pdc/documents/12013</p>	<p>Increase the percentage of students who are deemed proficient or higher on the statewide reading accountability assessment.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11895</p>
South Dakota	<p>Substantially increase the rate of children's growth in their acquisition and use of knowledge and skills, including early language/communication, by the time they exit the program, as defined by the targets established for Indicator 3B Summary Statement 1 in each of the years 2014-2018.</p>	<p>Students with Specific Learning Disabilities will increase reading proficiency prior to fourth grade from 33.16% to 41.83% by 2018 as measured by the statewide assessment.</p>

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	https://osep.grads360.org/#communities/pdc/documents/12010	https://osep.grads360.org/#communities/pdc/documents/11894
Tennessee	The percent of infants and toddlers who demonstrate improved acquisition and use of knowledge and skills and who function within age expectation by the time they exit or turn age three will increase. https://osep.grads360.org/#communities/pdc/documents/12007	Increase the percentage of students with Specific Learning Disabilities that score at least Basic on the state achievement test for grades 3-8 in Reading Language Arts. https://osep.grads360.org/#communities/pdc/documents/11893
Texas	Substantially increase the rate of growth in infants and toddlers demonstrating positive social emotional skills by .2% each year resulting in overall increase of .8% by FFY 2018. https://osep.grads360.org/#communities/pdc/documents/12005	Increase the reading proficiency rate for all children with disabilities in grades 3-8 against grade level and alternate achievement standards, with or without accommodations. https://osep.grads360.org/#communities/pdc/documents/11892
Utah	Increasing the rate of growth in positive social-emotional skills (including social relationships) for culturally diverse infants and toddlers with disabilities in Utah by the time they exit Part C. These children will move closer to functioning to that of same-aged peers. https://osep.grads360.org/#communities/pdc/documents/12004	*Increase Statewide Proficiency by 7.10% for students with Speech Language Impairments (SLI) or Specific Learning Disabilities (SLD) in grades six through eight on SAGE mathematics over a five-year period. https://osep.grads360.org/#communities/pdc/documents/11889
Virginia	Increasing the statewide percentage of infants and toddlers with IFSPs (exiting early intervention at age level) who demonstrate improved use of appropriate behaviors to meet their needs. https://osep.grads360.org/#communities/pdc/documents/11998	Improve the statewide rate of graduation for students with ED, ID, OHI, or SLD. https://osep.grads360.org/#communities/pdc/documents/11884
Virgin Islands	Increasing the percent of infants and toddlers with IFSPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication) by the time they exit the program. Specifically, the program will focus on increasing the number of children who are functioning near or at age expectations by the time they exit the program (Summary Statement 2 of APR Indicator 3B). https://osep.grads360.org/#communities/pdc/documents/11995	The State will increase the percentage of third grade students with disabilities who score proficient or advanced on the state reading assessment by FFY 2018. https://osep.grads360.org/#communities/pdc/documents/11882
Vermont	Vermont families are able to help their infants and toddlers develop and learn functional social and/or emotional skills, and infants and toddlers substantially improve their social and/or emotional functional development. https://osep.grads360.org/#communities/pdc/documents/12001	To improve proficiency of math performance for students identified as having an emotional disability in grades 3-5. https://osep.grads360.org/#communities/pdc/documents/11887

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Washington	<p>*There will be an increase in the percentage of infants and toddlers exiting early intervention services who demonstrate an increased rate of growth in positive social-emotional development.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11993</p>	<p>Reduce the early literacy performance gap between kindergartners with disabilities and their typically developing peers.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11879</p>
Wisconsin	<p>*Wisconsin has identified the SIMR as improved social and emotional development (functioning) of infants and toddlers.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11987</p>	<p>The State will increase the performance of students with IEPs on the statewide literacy assessment, grades 3-8.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11875</p>
West Virginia	<p>Indicator 3: Increase their social emotional development in order to move closer to or equivalent to their same age peers. WV Birth to Three will use Outcome 1, Summary Statement 1 as the measure of our progress toward this goal.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11991</p>	<p>West Virginia has chosen as the State-identified Measurable Result for Children with Disabilities to focus on graduation with a target of 81.44% of youth with Individualized Education Programs (IEP) will graduate from high school with a regular diploma within four years by school-year 2017-2018.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11876</p>
Wyoming	<p>*Increase the percentage of infants and toddlers in the pilot region who exit the Part C program demonstrating age-appropriate positive social-emotional skills by 4 percentage points over a period of five years.</p> <p>https://osep.grads360.org/#communities/pdc/documents/11984</p>	<p>Wyoming's State Identified Measurable Result (SIMR) is the increase in the percentage of third grade students with disabilities who spend 21 to 60% of their school day outside the general education environment who score proficient or advanced on the statewide reading assessment. On the FFY13-14 statewide reading assessment (PAWS) only 4.4% of the students in the SIMR subgroup scored proficient or advanced. Wyoming's SSIP goal is to increase that percentage to 8.4% by 2018.</p> <p>https://osep.grads360.org/#communitis/pdc/documents/11751</p>

***Phase II Part B changes:**

- American Samoa
- Arizona
- Colorado
- Connecticut
- Hawaii
- Idaho
- Indiana
- Maine
- Nebraska
- Ohio
- Oklahoma

***Phase II Part C changes:**

- American Samoa
- DC
- Florida
- Guam
- Hawaii
- Idaho
- Indiana
- Maryland
- Mississippi
- North Dakota
- New Jersey
- Puerto Rico
- Rhode Island
- Washington
- Wisconsin
- Wyoming

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Utah
Washington DC

New Mexico
New York
Oregon