

SPP APR Measurements and Target Setting

May 2021

Indicator Target Setting

1	2	3				4		5			6		
		A	B	C	D	A	B	A	B	C	A	B	C
Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y

7			8	9	10	11	12	13	14			15	16
A	B	C							A	B	C		
Y	Y	Y	Y	N	N	N	N	N	Y	Y	Y	Y	Y

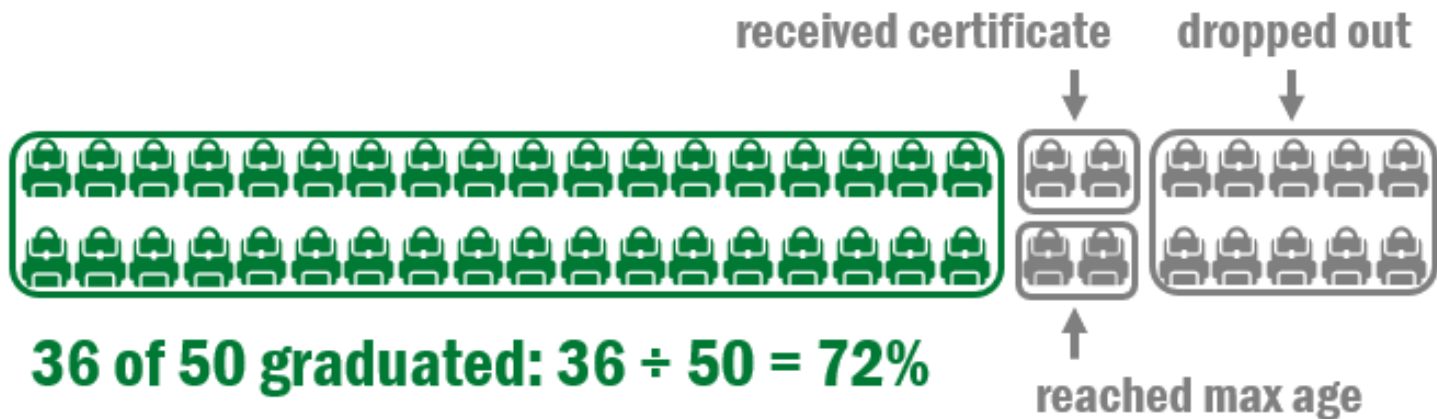
- Y= Target Needed
- N= Target Not Needed, Compliance indicators are preset by OSEP at 0% or 100%

Indicator 1 - Measurement

- **Measurement:** % of exiting youth w/ IEPs age 14-21 who graduated (rather than aged out, dropped out, or received a certificate)

This data is hypothetical and for illustrative purposes only.

Youth with IEPs Ages 14-21 who exited school during the year:



Indicator 1 - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
% of exiting youth w/ IEPS age 14-21 who graduated (rather than aged out, dropped out, or received a certificate)						

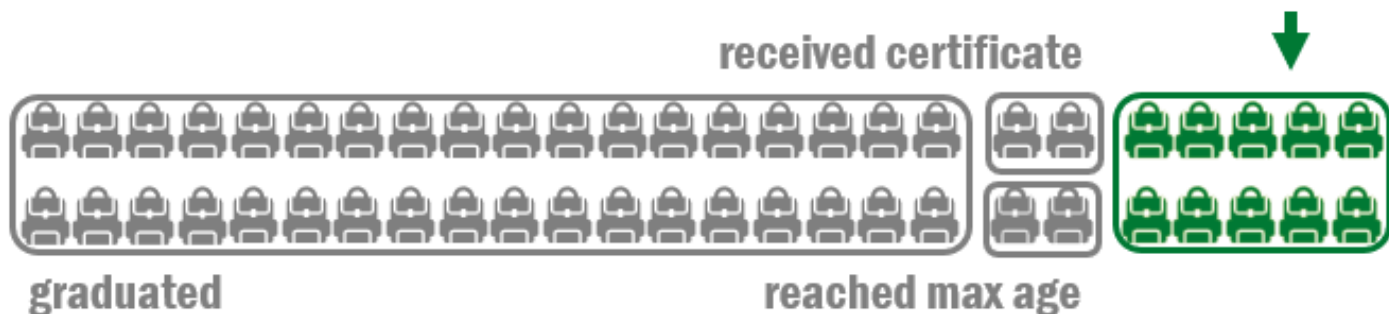
Indicator 2 - Measurement

- **Measurement:** % of exiting youth w/ IEPs age 14-21 who dropped out (rather than graduated, aged out, or received a certificate)

This data is hypothetical and for illustrative purposes only.

Youth with IEPs Ages 14-21 who exited school during the year:

10 of 50 exiting students dropped out: $10 \div 50 = 20\%$



Indicator 2 - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
% of exiting youth w/ IEPS age 14-21 who dropped out (rather than graduated, aged out, or received a certificate)						

Indicator 3A - Measurement

- **Measurement 3A:** Participation rates on reading and math assessments for students with IEPs (Grades 4, 8, and 9 separately)
- 6 measures and targets per Indicator 3 sub-indicator
 - Reading grades 4, 8, 9
 - Math grades 4, 8, 9

Participation Rate Measure

Students with IEPs:

did not participate



24 of 25 students participated: $24 \div 25 = 96\%$

Indicator 3 A - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
A-ELA-4: Participation rates on reading assessments for students with IEPs Grade 4						
A-MA-4: Participation rates on math assessments for students with IEPs Grade 4						
A-ELA-8: Participation rates on reading assessments for students with IEPs Grade 8						
A-MA-8: Participation rates on math assessments for students with IEPs Grade 8						
A-ELA-9: Participation rates on reading assessments for students with IEPs Grade 9						
A-MA-9: Participation rates on math assessments for students with IEPs Grade 9						

Indicator 3B & 3C - Measurement

- **Measurement B:** Proficiency rates against grade-level academic achievement standards on reading and math assessments for students with IEPs (Grades 4, 8, and 9 separately)
- **Measurement C:** Proficiency rates against alternate academic achievement standards on reading and math assessments for students with IEPs (Grades 4, 8, and 9 separately)
- 6 measures and targets per Indicator 3 sub-indicator
 - Reading grades 4, 8, 9
 - Math grades 4, 8, 9

This data is hypothetical and for illustrative purposes only.

Proficiency Rate Measure

Students with IEPs who received valid scores:



9 of 25 scored proficient: $9 \div 25 = 36\%$

Indicator 3 B - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
B-ELA-4: Proficiency rates against grade-level academic achievement standards on reading for students with IEPs in Grade 4						
B-MA-4: Proficiency rates against grade-level academic achievement standards on math assessments for students with IEPs in Grade 4						
B-ELA-8: Proficiency rates against grade-level academic achievement standards on reading assessments for students with IEPs in Grade 8						
B-MA-8: Proficiency rates against grade-level academic achievement standards math assessments for students with IEPs in Grade 8						
B-ELA-9: Proficiency rates against grade-level academic achievement standards on reading assessments for students with IEPs Grade 9						
B-MA-9: Proficiency rates against grade-level academic achievement standards on math assessments for students with IEPs in Grade 9						

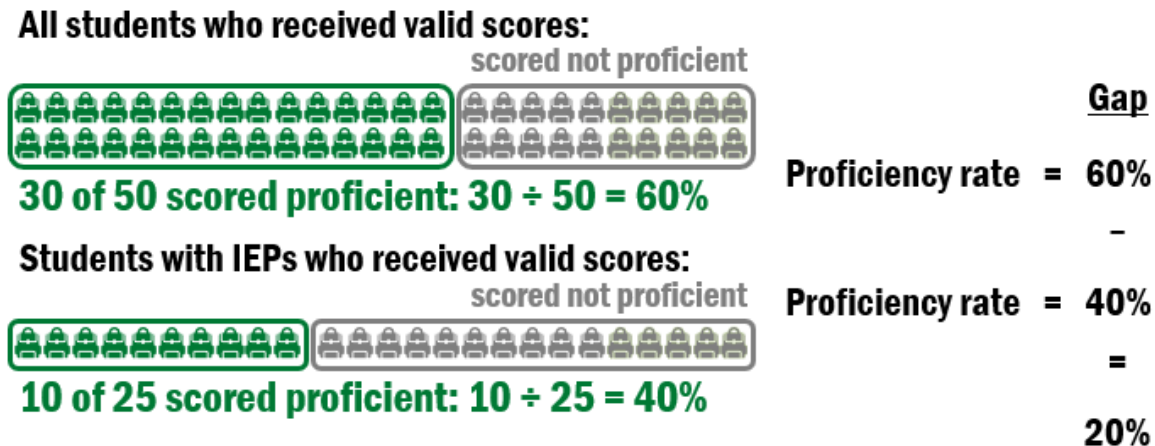
Indicator 3 C - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
C-ELA-4: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 4						
C-MA-4: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 4						
C-ELA-8: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 8						
C-MA-8: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 8						
C-ELA-9: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 9						
C-MA-9: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 9						

Indicator 3D - Measurement

- **Measurement D:** Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs (Grades 4, 8, and 9 separately)
- Students who take the alternate assessment are not included
- 6 measures and targets per Indicator 3 sub-indicator
 - Reading grades 4, 8, 9
 - Math grades 4, 8, 9

This data is hypothetical and for illustrative purposes only.



Indicator 3 D - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
D-ELA-4: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 4 in ELA						
D-MA-4: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 4 in MA						
D-ELA-8: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 8 in ELA						
D-MA-8: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 8 in MA						
D-ELA-9: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 9 in ELA						
D-MA-9: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 9 in MA						

Indicator 4A - Measurement

Measurement: % of LEAs that suspend/expel greater than 3% of students with IEPs for more than 10 days during the school year

This data is hypothetical and for illustrative purposes only.

Students with IEPs:

**2 of 50 students with IEPs suspended/expelled
more than 10 days: $2 \div 50 = 4\%$
suspended/expelled
more than 10 days**

LEA:



not suspended/expelled more than 10 days

LEAs:

**1 of 50 LEAs suspended/expelled greater than 3% of
students with IEPs for more than 10 days: $1 \div 50 = 2\%$**

State:



less than 3% of students with IEPs

Indicator 4A - Template

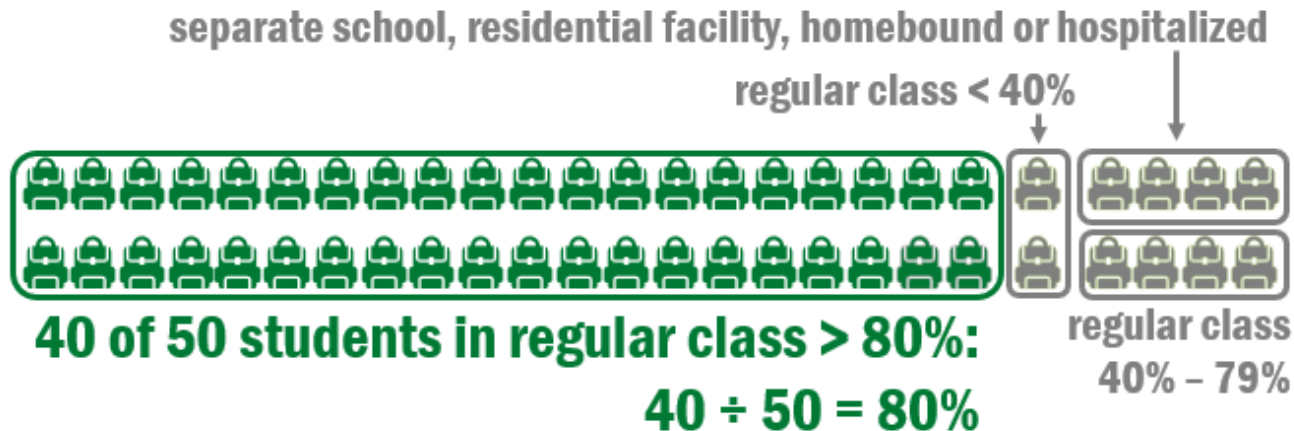
	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
% of LEAs that suspend/expel greater than 3% of students with IEPs for more than 10 days during the school year						

Indicator 5 – Measurement A

- **Measurement A:** % of students with IEPs ages 5 in kindergarten and 6-21 served inside the regular class 80% or more of the day

This data is hypothetical and for illustrative purposes only.

Youth with IEPs age 5 in K – 21:



Indicator 5 – Measurement B

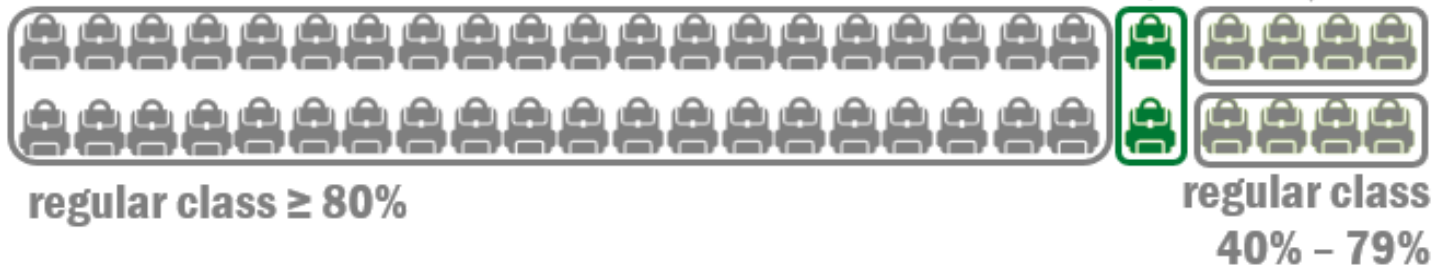
- **Measurement B:** % of students with IEPs ages 5 in kindergarten and 6-21 served inside the regular class less than 40% of the day

This data is hypothetical and for illustrative purposes only.

Youth with IEPs age 5 in K – 21:

separate school, residential facility, homebound or hospitalized

2 of 50 students in regular class < 40%: $2 \div 50 = 4\%$



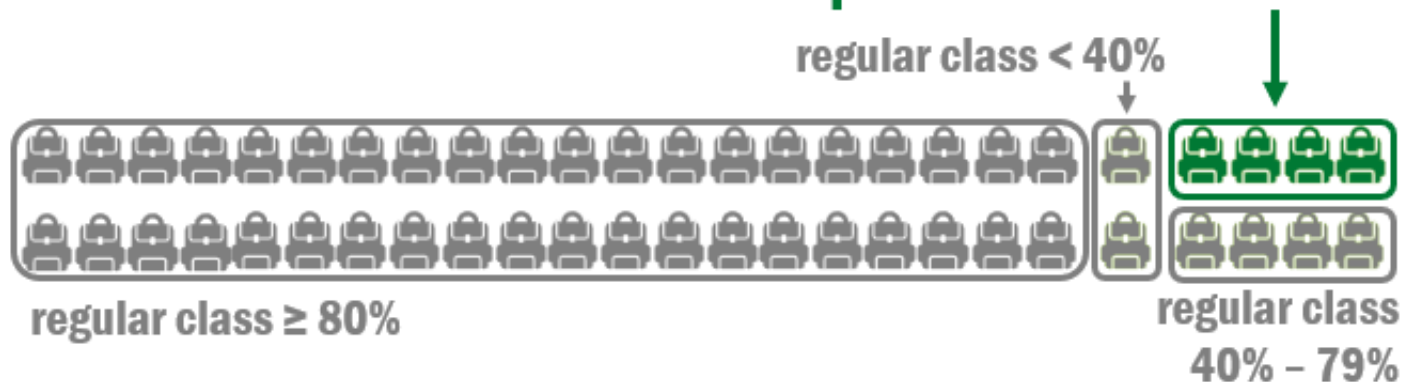
Indicator 5 – Measurement C

- **Measurement C:** % of students with IEPs ages 5 in kindergarten 6-21 served in separate schools, residential facilities, or homebound/hospital placements

This data is hypothetical and for illustrative purposes only.

Youth with IEPs age 5 in K – 21:

**4 of 50 students in separate school, residential facility,
homebound or hospitalized: $4 \div 50 = 8\%$**



Indicator 5 - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
A: % of students with IEPs ages 5 in kindergarten 6-21 served inside the regular class 80% or more of the day						
B: % of students with IEPs ages 5 in kindergarten and 6-21 served inside the regular class less than 40% of the day						
C: % of students with IEPs ages 5 in kindergarten and 6-21 served in separate schools, residential facilities, or homebound/hospital placements						

Indicator 6 – Measurement A

- **Measurement A:** % of children with IEPs aged 3 – 5 attending and receiving the majority of special education and related services in a regular early childhood program
- Reported separately for ages 3, 4, and 5 (only include 5-year-olds who have not yet transitioned to kindergarten)
- States may set one target for all ages or separate targets for each age

This data is hypothetical and for illustrative purposes only.

Children with IEPs age 3 – 5 (not yet in K) who receive services in:

separate class, separate school, or residential facility

service provider location ↓



34 of 50 children in regular EC program: $34 \div 50 = 68\%$

other location

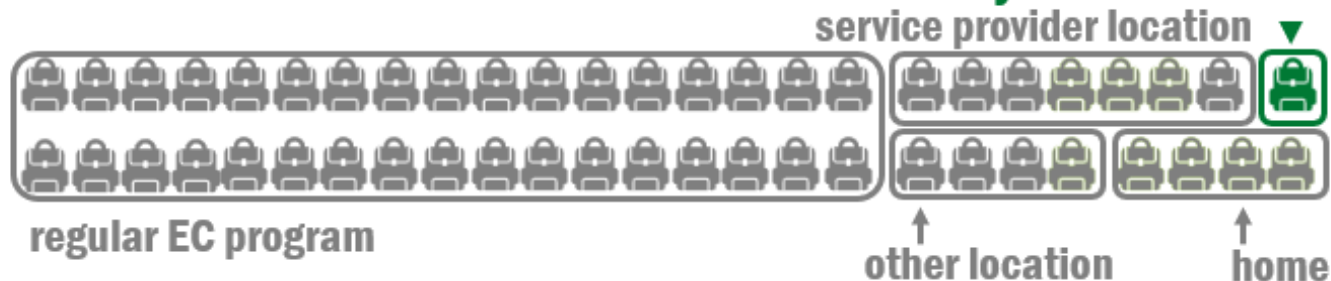
home

Indicator 6 – Measurement B

- **Measurement B:** % of children with IEPs aged 3 – 5 attending a separate special education class, separate school or residential facility
- Reported separately for ages 3, 4, and 5 (only include 5-year-olds who have not yet transitioned to kindergarten)
- States may set one target for all ages or separate targets for each age

This data is hypothetical and for illustrative purposes only.

Children with IEPs age 3 – 5 (not yet in K) who receive services in:
1 of 50 children in separate class, separate school, or residential facility: $1 \div 50 = 2\%$



Indicator 6 – Measurement C

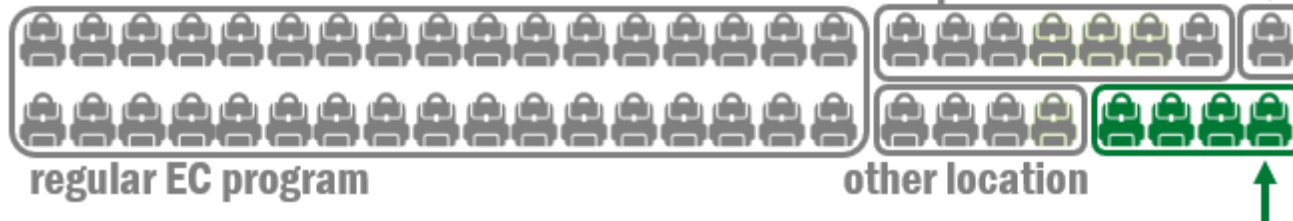
- **Measurement C:** % of children with IEPs aged 3 – 5 receiving services at home
- Reported separately for ages 3, 4, and 5 (only include 5-year-olds who have not yet transitioned to kindergarten)
- States may set one target for all ages or separate targets for each age

This data is hypothetical and for illustrative purposes only.

Children with IEPs age 3 – 5 (not yet in K) who receive services in:

separate class, separate school, or residential facility

service provider location ↓



4 of 50 children at home: $4 \div 50 = 8\%$

Indicator 6 - Template

- States may set target for each age

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
A-3: % of children with IEPs aged 3 attending and receiving the majority of special education and related services in a regular early childhood program						
A-4: % of children with IEPs aged 4 attending and receiving the majority of special education and related services in a regular early childhood program						
A-5: % of children with IEPs aged 5 attending and receiving the majority of special education and related services in a regular early childhood program						
B-3: % of children with IEPs aged 3 attending a separate special education class, separate school or residential facility						
B-4: % of children with IEPs aged 4 attending a separate special education class, separate school or residential facility						
B-5: % of children with IEPs aged 5 attending a separate special education class, separate school or residential facility						
C-3: % of children with IEPs aged 3 receiving services at home						
C-4: % of children with IEPs aged 4 receiving services at home						
C-5: % of children with IEPs aged 5 receiving services at home						

Indicator 6

- States may set targets for age range 3-5

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
A-3-5: % of children with IEPs aged 3 through 5 attending and receiving the majority of special education and related services in a regular early childhood program						
B-3-5: % of children with IEPs aged 3 through 5 attending a separate special education class, separate school or residential facility						
C-3: % of children with IEPs aged 3 through 5 receiving services at home						

Indicator 7 - Outcomes

Outcomes:

- A. Positive social-emotional skills
- B. Acquisition and use of knowledge and skills
- C. Use of appropriate behaviors to meet their needs

Measurements for each Outcome:

1. % of preschool children who entered below age expectations and improved functioning to, or nearer to, the level of same-age peers
2. % of preschool children functioning within age expectations by age 6 or transition out of program

Indicator 7 - Measurement

This data is hypothetical and for illustrative purposes only.

- Measure 1:

Preschool children with IEPs whose functioning:

maintained at
age expectations

did not improve
relative to peers



14 of 25 improved to, or nearer to, level of peers:

$$14 \div 25 = 56\%$$

- Measure 2:

Preschool children with IEPs whose functioning:

improved
relative to peers

did not improve
relative to peers



13 of 25 functioning at age expectations by transition:

$$13 \div 25 = 52\%$$

- Measures 1 & 2 are applied to each of the 3 outcomes

Indicator 7 - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
A Measure 1: Positive social-emotional skills: % of preschool children who entered below age expectations and improved functioning to, or nearer to, the level of same-age peers						
A Measure 2: Positive social-emotional skills: % of preschool children functioning within age expectations by age 6 or transition out of program						
B Measure 1: Acquisition and use of knowledge and skills: % of preschool children who entered below age expectations and improved functioning to, or nearer to, the level of same-age peers						
B Measure 2: Acquisition and use of knowledge and skills: % of preschool children functioning within age expectations by age 6 or transition out of program						
C Measure 1: Use of appropriate behaviors to meet their needs: % of preschool children who entered below age expectations and improved functioning to, or nearer to, the level of same-age peers						
C Measure 2: Use of appropriate behaviors to meet their needs: % of preschool children functioning within age expectations by age 6 or transition out of program						

Indicator 8 - Measurement

- **Measurement:** % of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities

This data is hypothetical and for illustrative purposes only.

Survey responses indicating:



9 of 25 of survey responses indicate parent involvement:

$$9 \div 25 = 36\%$$

Indicator 8 - Template

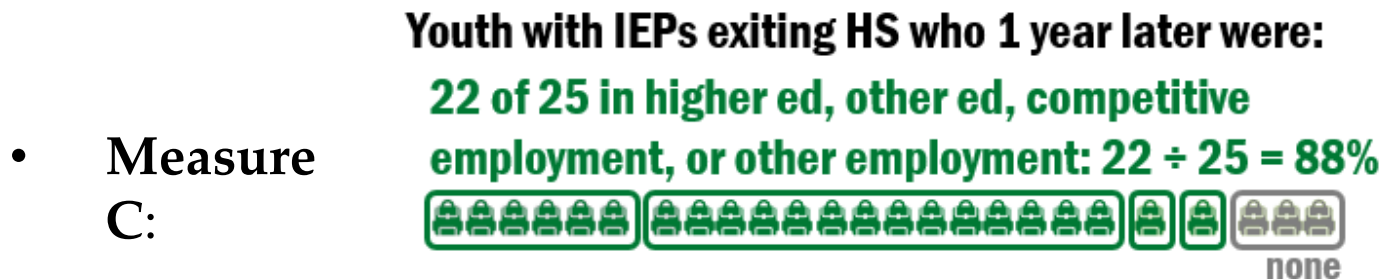
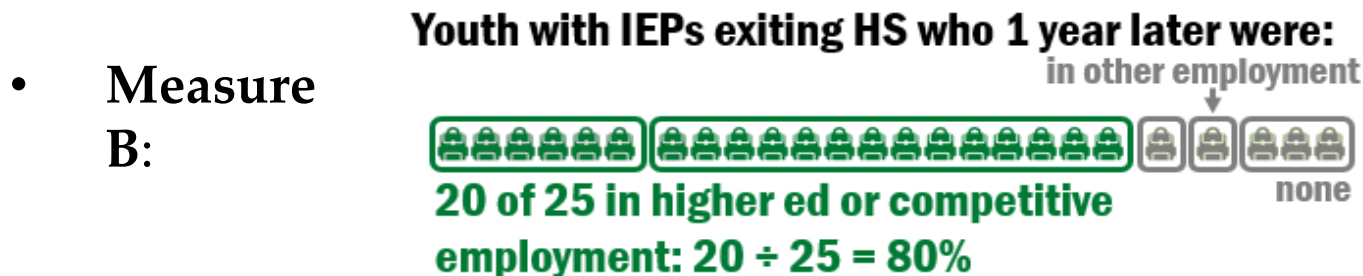
	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
Measurement (unchanged): % of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities						

Indicator 14

- **Measurement A:** % 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 within one year of leaving high school
- **Measurement B:** % 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
- **Measurement C:** % 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 in some other postsecondary education or training program; or competitively employed or in some other employment

Indicator 14 - Measurements

This data is hypothetical and for illustrative purposes only.



Indicator 14 - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
A: % 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 within one year of leaving high school						
B: % 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						
C: % 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 in some other postsecondary education or training program; or competitively employed or in some other employment						

Indicator 15 - Measurement

- **Measurement:** % of due process resolution sessions that were resolved through settlement agreements

This data is hypothetical and for illustrative purposes only.

Resolution sessions:

not resolved through settlement agreements



14 of 25 of resolution sessions resolved: $14 \div 25 = 56\%$

Indicator 15 - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
Measurement: % of due process resolution sessions that were resolved through settlement agreements						

Indicator 16 - Measurement

- **Measurement:** % of mediations held that resulted in mediation agreements

This data is hypothetical and for illustrative purposes only.

Mediations:



18 of 25 mediations resulted in agreement: $18 \div 25 = 72\%$

Indicator 16 - Template

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
Measurement: % of mediations held that resulted in mediation agreements						

Contact Info

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