
SPP-APR Indicator 17 Measurement and Target Input Form

Purpose

The Individuals with Disabilities Education Improvement Act (IDEA) requires each state to have in place a State Performance Plan (SPP). This plan describes and evaluates the state's efforts to implement the requirements of the IDEA Part B. The SPP includes annual targets for 18 indicators identified by the U.S. Department of Education Office of Special Education Programs (OSEP). The SPP/APR (SPP/APR) includes indicators that measure child and family outcomes as well as indicators that measure compliance with the requirements of the IDEA. Each year, states must report against the targets in its SPP in an annual performance report (APR). Vermont Agency of Education (AOE) State Performance Plan/Annual Performance Report Target Setting process includes stakeholder involvement in setting the SPP targets.

The [State Systemic Improvement Plan \(SSIP\)](#) is part of the State Performance Plan (SPP)/Annual Performance Report (APR) and a requirement for all states and territories receiving federal funds for IDEA programs. It includes comprehensive, ambitious, achievable, multi-year plan for improving results for children with disabilities with stakeholder involvement in all phases. Due to recent changes in the Vermont Comprehensive Assessment System, including the alternate assessment, AOE is re-setting measurement and targets for the SSIP.

Target Setting Process

Public Input for Measurement and Target Setting Proposals will be open from October 1, 2024 until December 2, 2024. Proposals may be submitted as a specific number or as a range. Please email the completed form via email to:

AOE.SpecialEd@vermont.gov and include "SPP APR Indicator 17 Measurement and Target Setting" in the subject line or by regular mail to the address below, or by hitting "Submit Form" button at the end of the document.

Ana Russo
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Agency of Education
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Montpelier, VT 05620-2501



Contact

Name: _____

Date: _____

Email: _____

I represent:

Parent of a students with a disability

Educator

Individual with a disability

Parent

Advocate

Other: _____

Decline to Answer

I represent:

Hispanic

White

Black

Asian

American Indian or Alaskan Native

Native Hawaiian or Pacific Islander

Other: _____

Decline to Answer

Assessment Reporting

Should the AOE report on general assessment only or include alternate assessment in reporting for SSIP outcomes?

General: Number of students with disabilities in grades 3, 4, and 5 who scored proficient in mathematics on the general statewide assessment.

Alternate and General: Number of students with disabilities in grades 3, 4, and 5 who scored proficient in mathematics on the general and alternate assessments statewide assessments.

- Write In: _____
- Decline to Answer

Grouping

Should the AOE report on the cohort of School districts and supervisory unions (SU/SDs) receiving SSIP supports currently or all SU/SDs for SSIP outcomes?

- Current SSIP Cohort: Number of students with disabilities in grades 3, 4, and 5 in the current SSIP cohort.
- All SU/SDs: Number of students with disabilities in grades 3, 4, and 5 of all SU/SDs statewide.
- Write In: _____
- Decline to Answer

Targets

Option 1: Maintaining baseline (FFY22) for a current testing year of FFY23, then increasing 2 percentage points for testing year of FFY24, then increasing 4 percentage points for testing year of FFY25.

| FFY22 | FFY23 | FFY24 | FFY25 |
|----------|----------|---------------|--------------------|
| Baseline | Baseline | Baseline + 2% | Baseline + 2% + 4% |

Option 2: Using baseline of FFY22, increasing by 1 percentage point for testing year of FFY23, then increasing 2 percentage points for FFY24, then increasing 3 percentage points for FFY25.

| FFY22 | FFY23 | FFY24 | FFY25 |
|----------|---------------|--------------------|-------------------------|
| Baseline | Baseline + 1% | Baseline + 1% + 2% | Baseline + 1% + 2% + 3% |

- Write In: _____
- Decline to Answer