

## SPP-APR Indicator Target Stakeholder Input for Indicator 7

### 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 17 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 and other 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 State Performance Plan/Annual Performance Report Target Setting process includes stakeholder involvement in setting the SPP targets.

### Target Setting Process

Public Input for Target Setting Proposals will be open from May 15th until November 15th, 2021. Targets proposals may be submitted as a specific number or as a range. Target proposals may be submitted for all indicators, some or just one. Please email the completed form via email to: [AOE.SpecialEd@vermont.gov](mailto:AOE.SpecialEd@vermont.gov) and include "SPP APR Indicator 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 Kolbach  
Student Support Services Division  
Agency of Education  
1 National Life Drive, Davis 5  
Montpelier, VT 05620

### Contact Information

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

<b>Indicator 7</b>	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	_____	_____	_____	_____	_____	_____

<b>Indicator 7</b>	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
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	_____	_____	_____	_____	_____	_____

Rationale:

**Other Comments:**