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## SPP-APR Indicator 3 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.

Due to recent changes in the Vermont Comprehensive Assessment System, including the alternate assessment, AOE is re-setting targets for Indicator 3 proficiency and gap in proficiency.

### Target Setting Process

Public Input for 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](mailto:AOE.SpecialEd@vermont.gov) and include "SPP APR Indicator 3 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.

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### 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

<b>Indicator 3-B</b>	<b>Baseline</b>	<b>FFY23</b>	<b>FFY24</b>	<b>FFY25</b>
B-ELA-4: Proficiency rates against grade-level academic achievement standards on reading for students with IEPs in Grade 4	17.72%	_____	_____	_____
B-MA-4: Proficiency rates against grade-level academic achievement standards on math assessments for students with IEPs in Grade 4	6.98%	_____	_____	_____
B-ELA-8: Proficiency rates against grade-level academic achievement standards on reading assessments for students with IEPs in Grade 8	15.13%	_____	_____	_____

<b>Indicator 3-B</b>	<b>Baseline</b>	<b>FFY23</b>	<b>FFY24</b>	<b>FFY25</b>
B-MA-8: Proficiency rates against grade-level academic achievement standards math assessments for students with IEPs in Grade 8	4.55%	_____	_____	_____
B-ELA-9: Proficiency rates against grade-level academic achievement standards on reading assessments for students with IEPs Grade 9	8.31%	_____	_____	_____
B-MA-9: Proficiency rates against grade-level academic achievement standards on math assessments for students with IEPs in Grade 9	5.57%	_____	_____	_____

Rationale:

<b>Indicator 3-C</b>	<b>Baseline</b>	<b>FFY23</b>	<b>FFY24</b>	<b>FFY25</b>
C-ELA-4: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 4	43.48%	_____	_____	_____
C-MA-4: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 4	52.17%	_____	_____	_____
C-ELA-8: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 8	38.18%	_____	_____	_____

<b>Indicator 3-C</b>	<b>Baseline</b>	<b>FFY23</b>	<b>FFY24</b>	<b>FFY25</b>
C-MA-8: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 8	52.73%	_____	_____	_____
C-ELA-9: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 9	32.76%	_____	_____	_____
C-MA-9: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 9	49.12%	_____	_____	_____

Rationale:

<b>Indicator 3-D</b>	<b>Baseline</b>	<b>FFY23</b>	<b>FFY24</b>	<b>FFY25</b>
D-ELA-4: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs all students in Grade 4 in ELA	38.69%	_____	_____	_____
D-MA-4: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs all students in Grade 4 in MA	27.92%	_____	_____	_____
D-ELA-8: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs all students in Grade 8 in ELA	40.61%	_____	_____	_____

Indicator 3-D	Baseline	FFY23	FFY24	FFY25
D-MA-8: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs all students in Grade 8 in MA	31.44%	_____	_____	_____
D-ELA-9: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs all students in Grade 9 in ELA	34.58%	_____	_____	_____
D-MA-9: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs all students in Grade 9 in ELA	27.46%	_____	_____	_____

Rationale:

**Other Comments:**