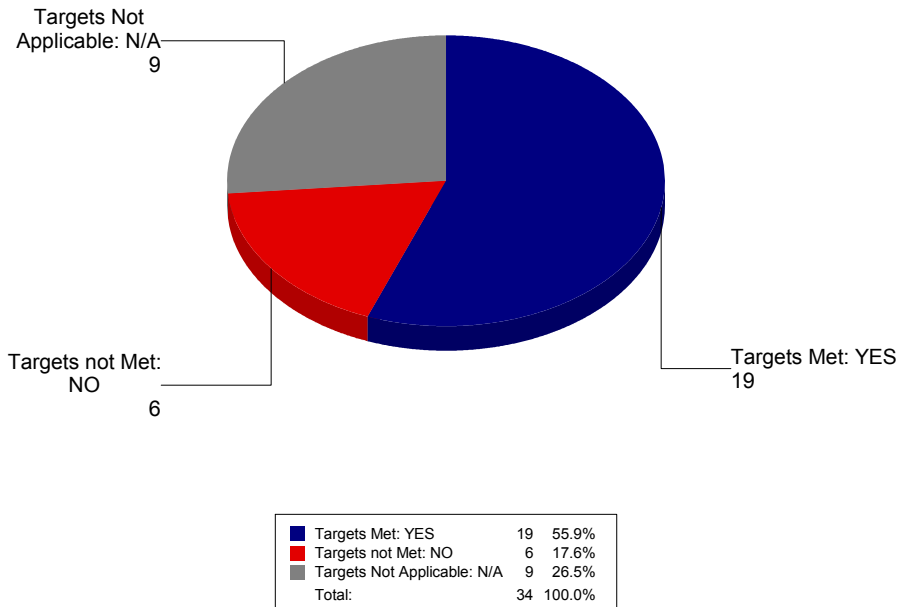


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There are a total of 34 targets that represent each data point measured by the 14 Indicators described below in the Reference Tool. These targets and data points are used by the LEA and SEA to measure compliance and performance and analyzed as part of the LEA's Annual IDEA Part B Project Application.

**Not Applicable Targets** - targets for which the student population did not meet the required minimum size for statistical analysis or there were no data.

**SPP/APR Indicator Reference Tool**

- 1. Graduation** - Percent of youth with IEPs graduating with regular diploma
- 2. Dropout** - Percent of youth with IEPs dropping out
- 3. Statewide Assessment** - Participation and performance
  - A. Met Annual Measurable Objective (AMO) - District Met AMO for disability subgroup
  - B. Participation - Participation rate for students with IEPs
  - C. Performance - Proficiency for students with IEPs
- 4. Suspension/Expulsion** - Suspension/Expulsion rates
  - A. District has a significant discrepancy in the rate of suspensions/expulsions greater than 10 days for children with IEPs (Special education rate no more than 2% above regular education rate)
  - B. (a.) District has a significant discrepancy by race or ethnicity in the rate of suspensions/expulsions greater than 10 days for children with IEPs and
    - (b.) Policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards
- 5. Least Restrictive Environment (LRE) Placement** - Percent of age 6-21 children removed from regular class; served in public/private separate schools; residential; homebound; hospital
  - A. Inside the regular class 80% or more of the day
  - B. Inside the regular class less than 40% of the day
  - C. In separate schools, residential facilities, or homebound/hospital placements

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**SPP/APR Indicator Reference Tool**

- 6. Preschool Settings** - Percent of preschool children with IEPs in settings with typically developing peers
  - A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program
  - B. Separate special education class, separate school or residential facility
- 7. Preschool Skills** - Percent of preschool children with improvement in three Outcome Areas: (A) positive social-emotional skills; (B) acquisition and use of knowledge and skills; and (C) use of appropriate behaviors (Battelle Developmental Inventory)
  - Summary Statement 1 (SS1): Of those preschool children who entered or exited the preschool program below age expectations in the Outcome Area, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program
  - Summary Statement 2 (SS2): The percent of preschool children who were functioning within age expectations in the Outcome Area by the time they turned 6 years of age or exited the program
- 8. Parent Involvement** - Percent of parents with child receiving SPED services who report schools facilitated parent involvement
- 9. Disproportionate Representation in Special Education** - Percent of districts with disproportionality due to inappropriate identification
- 10. Disproportionate Representation in Specific Disability Categories** - Percent of districts with racial and ethnic disproportionality in specific disability categories as a result of inappropriate identification
- 11. Child Find** - Percent of children determined eligible within 60 days
- 12. Part C to B Transition** - Percent of children with IEP by 3rd birthday (Timely evaluations to ensure students being served in Part C First Steps have an IEP on or before their 3rd birthday)
- 13. Secondary Transition with IEP Goals** - Percent of youth age 16+ with IEP with measurable, annual IEP goals and transition services (Verified by on-site visits)
- 14. Secondary Transition/Post-School Outcomes-Competitive Employment, Enrolled in School** - Percent of youth who had IEPs; are no longer in secondary school; and who have been employed, enrolled in postsecondary school, or both, within one year of leaving high school
  - A: Enrolled in higher education within one year of leaving high school
  - B: Enrolled in higher education or competitively employed within one year of leaving high school
  - C: Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

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### Free Appropriate Public Education in the Least Restrictive Environment

<b>Indicator 1 Graduation *</b>			<b>Indicator 3 Statewide Assessment</b>						Met AMO: No		
Target	Actual	Met Target	Participation			Proficiency					
71%		NR	Target	Actual	Met Target	Target	Actual	Met Target			
<b>Indicator 2 Dropout *</b>			Reading	95%	96%	Yes	50%	26.1%	No		
Target	Actual	Met Target	Math	95%	97%	Yes	54%	31.9%	No		
10%	7.00%	Yes	<b>Indicator 4 Suspensions/Expulsions *</b>			<b>Indicator 5 LRE Placement</b>					
4a Special Ed: 0.41% Reg Ed: 1.08% Met Target: Yes			4b Rate Difference Special Ed/Reg Ed by Race Met Target: Yes			5a 59.40% or more 77.29% Yes			5b 15.98% or less 12.23% Yes		
AS: B: 0.65 H: 0.00 NA: W: 0.00 PI: TM:						5c Less than 2.18% Yes			previous year		
<b>Indicator 7 Preschool Skills</b>						Summary Statements					
Outcome Area			SS1: Increased rate of growth			SS2: Functioning within age expectations					
A. Positive social-emotional skills			Target	Actual	Met Target	Target	Actual	Met Target			
B. Acquisition and use of knowledge and skills			50%	60%	N/A	83%	93%	N/A			
C. Use of appropriate behaviors to meet their needs			52%	71%	N/A	71%	80%	N/A			
41%			50%	N/A	79%	83%	N/A				
<b>Indicator 6 Preschool Placement</b>				<b>Indicator 8 Parent Involvement</b>							
Target	Actual	Met Target	Target	Actual	Met Target	Target	Actual	Met Target			
6a N/A	91.55%	Yes	77.96% or more	84.67%	Yes						
6b N/A	0.00%	Yes									

### Disproportionality

<b>Indicator 9 Disproportionate Representation in Special Education</b>		<b>Indicator 10 Disproportionate Representation in Specific Disability Categories (ARR = Alternate Risk Ratio)</b>						
Race/ Ethnicity	Alternate Risk Ratio	SLD ARR	EmD ARR	L/S ARR	OHI ARR	AU ARR	ID ARR	
AS								
B	0.77	0.94			0.43		2.19	
H								
NA								
W	0.72	0.66		1.35				
PI								
TM								
<b>Compliant?</b>	Yes	Yes	NR	Yes	Yes	NR	Yes	

### Child Find

<b>Indicator 11 Child Find</b>		
Target	Actual	Met Target
100%	100.00%	Yes

### Effective Transition

<b>Indicator 12 Part C to B Transition</b>			<b>Indicator 13 Secondary Transition with IEP Goals</b>			<b>Indicator 14 Secondary Transition/Post-School Outcomes *</b>			
Target	Actual	Met Target	Target	Actual	Met Target	Target	Actual	Met Target	
100%	100.00%	Yes	100%	100.00%	Yes	A - Higher Ed	32%	7.14%	No
						B - Higher Ed/Employed	69%	35.71%	No
						C - Positively Engaged	86%	78.57%	No

\* Indicator data lags a year and is based on SY 2012-2013 data

NR or Blank - Less than the minimum number of students or no results reported