

U.S. Department of Education Proposed Targets for Input DUE FEBRUARY 1, 2022

SPP Indicator 1					
Federal Uniform Graduation Rate - Percentage of youth with IEPs graduating with regular diploma.					
Data Source and Measurement					
Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act, using the definitions in EDFacts file specification FS009.					
Measurement: States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.					
Baseline					
2017-18		2018-19		2019-20	
77.0%		80.6%		82.6%	
2020-21		2021-22		2022-23	
82.3%		82.3%		82.5%	
Proposed Targets					
2023-24		2024-25		2025-26	
83.0%		83.0%		83.3%	

SPP Indicator 2					
Federal dropout rates - Percentage of youth with IEPs dropping out of high school.					
Data Source and Measurement					
Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act, using the definitions in EDFacts file specification FS009.					
Measurement: States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.					
Data Source and Measurement					
Baseline					
2017-18		2018-19		2019-20	
13.0%		9.9%		9.4%	
2020-21		2021-22		2022-23	
11.9%		11.9.%		11.5%	
Proposed Targets					
2023-24		2024-25		2025-26	
11%		10.5%		10%	

SPP Indicator 3A	
Participation rate for children with IEPs.	
Data Source and Measurement	
Data Source: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C185 and 188.	

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Measurement: Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8 and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.							
Measurement	Baseline	Proposed Targets					
	2020-21 (FFY 2020)	2020-21 (FFY 2020)	2021-22 (FFY 2021)	2022-23 (FFY 2022)	2023-24 (FFY 2023)	2024-25 (FFY 2024)	2025-26 (FFY 2025)
ELA Grade 4	85.58%	85.58%	85.9%	95%	95%	95%	95%
ELA Grade 8	85.58%	85.58%	85.58%	95%	95%	95%	95%
ELA HS	81.64%	81.64%	81.64%	95%	95%	95%	95%
Math Grade 4	86.1%	86.1%	86.1%	95%	95%	95%	95%
Math Grade 4	86.1%	86.1%	86.1%	95%	95%	95%	95%
Math HS	80.71%	80.71%	80.71%	95%	95%	95%	95%

SPP Indicator 3B Proficiency rate for children with IEPs against grade-level academic achievement standards.							
Data Source and Measurement Data Source: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C175 and 178. Measurement: Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade-level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8 and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.							
Measurement	Baseline	Proposed Targets					
	2020-21 (FFY 2020)	2020-21 (FFY 2020)	2021-22 (FFY 2021)	2022-23* (FFY 2022)	2023-24* (FFY 2023)	2024-25* (FFY 2024)	2025-26* (FFY 2025)
3B.1R1: Reading proficiency for grade 4	22.8%	22.8%	22.8%	24%	26%	27%	27%
3B.1R2: Reading proficiency for grade 8	16.15%	16.15%	16.15%	20%	21.5%	22%	22%

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3B.1R3: Reading proficiency for grades 9-12	15.1%	15.1%	15.1%	18%	20%	21.5%	21.5%
3B.2M1: Math proficiency for grade 4	28.08%	28.08%	28.08%	29%	30.5%	31%	31.5%
3B.2M2: Math proficiency for grade 8	22.01%	22.01%	22.01%	24%	26.5%	27%	27.5%
3B.2M3: Math proficiency for grades 9-12	14.03%	14.03%	14.03%	16%	18%	20%	21%

*New assessment.

SPP Indicator 3C Proficiency rate for children with IEPs against alternate academic achievement standards.							
Data Source and Measurement Data Source: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C175 and 178. Measurement: Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8 and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.							
Measurement	Baseline	Proposed Targets					
	2020-21 (FFY 2020)	2020-21 (FFY 2020)	2021-22 (FFY 2021)	2022-23* (FFY 2022)	2023-24* (FFY 2023)	2024-25* (FFY 2024)	2025-26* (FFY 2025)
3C.1R1: Reading FSAA proficiency for grade 4	56.5%	56.5%	56.5%	57.0%	57.0%	57.5%	57.5%
3C.1R2: Reading FSAA proficiency for grade 8	58.3%	58.3%	58.3%	58.5%	58.5%	59%	59%
3C.1R3: Reading FSAA proficiency for grades 9-12	61%	61%	61%	61.5%	61.5%	62%	62%
3C.2M1: Math FSAA proficiency for grade 4	56%	56%	56%	56.5%	56.5%	57%	57%

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3C.2M2: Math FSAA proficiency for grade 8	62%	62%	62%	62.5%	62.5%	63%	63%
3C.2M3: Math FSAA proficiency for grades 9-12	62.5%	62.5%	62.5%	63%	63%	63.5%	63.5%

*New assessment.

SPP Indicator 3D Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.							
Data Source and Measurement Data Source: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C175 and 178. Measurement: Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8 and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.							
Measurement	Baseline	Proposed Targets					
	2020-21 (FFY 2020)	2020-21 (FFY 2020)	2021-22 (FFY 2021)	2022-23* (FFY 2022)	2023-24* (FFY 2023)	2024-25* (FFY 2024)	2025-26* (FFY 2025)
3D.1R1: Reading gap for grade 4 SWD and ALL on general standards	29.57%	29.57%	29.57%	29.5%	28%	27%	26%
3D.1R2: Reading gap for grade 8 SWD and ALL on general standards	36.43%	36.43%	36.43%	36.4%	35%	32%	31%
3D.1R3: Reading gap for grades 9-12 SWD and ALL on general standards	35.23%	35.23%	35.23%	35.2%	34%	32%	30%
3D.2M1: Math gap for grade 4 SWD and ALL on general standards	25.04%	25.04%	25.04%	25%	24%	24%	22%

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3D.2M2: Math gap for grade 8 SWD and ALL on general standards	31.81%	31.81%	31.81%	31.8%	31%	30%	27%
3D.2M3: Math gap for grade 9-12 SWD and ALL on general standards	20.01%	20.01%	20.01%	20%	19%	16%	14%

*New assessment.

SPP Indicator 4A					
Suspensions/Expulsions – Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions.					
Data Source and Measurement					
Data Source: State discipline data, including State’s analysis of State’s discipline data collected under the Individuals with Disabilities Education Act (IDEA) Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for children without disabilities within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.					
Measurement: Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.					
Baseline					
2017-18		2018-19		2019-20	
7.69%		7.42%		11.9%	
2020-21		2020-21		2020-21	
12.9%		10%		8.3%	
Proposed Targets					
2020-21		2021-22		2022-23	
12.9%		10%		9%	
2023-24		2024-25		2025-26	
9%		8.5%		8.3%	

SPP Indicator 4B Suspensions/Expulsions – Percentage of districts that have a significant discrepancy in the rates of suspensions and expulsions by race or ethnicity.					
Data Source and Measurement Data Source: State discipline data, including State’s analysis of State’s discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for children without disabilities within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.					

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Measurement: Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, 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) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
0%	0%	0%	0%	0%	0%
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
0%	0%	0%	0%	0%	0%

SPP Indicator 5A Participation/time in general education settings (least restrictive environment [LRE]) – Percentage of children with IEPs ages 6 through 21 served inside the regular class 80% or more of the day.					
Data Source and Measurement					
Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification C002.					
Measurement: Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs except for parentally-placed private school students and students served in corrections (Department of Juvenile Justice educational facilities))] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
75.3%	76.2%	76.7%	77.69%	77.69%	77.69%
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
77.69%	77.69%	77.7%	78%	78.5%	78.6%

SPP Indicator 5B Participation/time in general education settings (LRE) – Percentage of children with IEPs ages 6 (IDEA) through 21 served inside the regular class less than 40% of the day.					
Data Source and Measurement					

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Data Source: Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification C002. Measurement: Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs except for parentally-placed private school students and students served in corrections (Department of Juvenile Justice educational facilities))] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21		
13.8%	13.5%	13.4%	13.2%		
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
13.35%	13.35%	13.2%	12.9%	12.8%	12.7%

SPP Indicator 5C Participation/time in general education settings (LRE) – Percent of children with IEPs ages 6 (IDEA) through 21 served in separate schools, residential facilities or homebound/hospital placements					
Data Source and Measurement					
Data Source: Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification C002. Measurement: Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs except for parentally-placed private school students and students served in corrections (Department of Juvenile Justice educational facilities))] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21		
3.3%	3.4%	3.2%	3.13%		
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
3.23%	3.23%	3%	2.9%	2.8%	2.7%

SPP Indicator 6A Preschool Environments – Percentage of preschool children ages 3, 4 and 5 with IEPs who are enrolled in a preschool program and receiving the majority of special education and related services in a regular early childhood program.					
Data Source and Measurement					

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Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA), using the definitions in EDFacts file specification C089. Measurement: Percent = [(# of children ages 3, 4 and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4 and 5 with IEPs except for parentally-placed private school students)] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
40.4%	39.2%	39.25%	25.93%	25.93%	26%
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
25.93%	25.93 %	26%	26.3%	26.5%	26.5%

SPP Indicator 6B Preschool Environments – Percentage of preschool children ages 3, 4 and 5 with IEPs who are enrolled in a preschool program and attending a separate special education class, separate school or residential facility.					
Data Source and Measurement					
Data Source: Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification C089. Measurement: Percent = [(# of children ages 3, 4 and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4 and 5 with IEPs except for parentally-placed private school students)] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
48.5%	46.9%	47.63%	60.84%	60.84%	60.83%
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
60.84%	60.84%	60.83%	60.82%	60.81%	60%

SPP Indicator 6C Preschool Environments – Percentage of preschool children ages 3, 4 and 5 with IEPs who are enrolled in a preschool program and receiving special education and related services in the home.					
Data Source and Measurement					
Data Source: Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in EDFacts file specification C089.					

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Measurement: Percent = [(# of children ages 3, 4 and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4 and 5 with IEPs except for parentally-placed private school students)] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
0.40%	0.3%	0.35%	0.38%	0.38%	0.36%
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
0.38%	0.38%	0.38%	0.37%	0.36%	0.36%

SPP Indicator 7A.1					
Preschool Children with Improved Outcomes – Percentage of preschool children ages 3, 4 and 5 with IEPs with improved positive social-emotional skills.					
Data Source and Measurement					
Data Source: State-selected data source.					
Measurement: Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
71.3%	74.5%	75.3%	Not Available	Not Available	Not Available
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
75.3%	75.3%	75.5%	75.5%	75.6%	75.6%

SPP Indicator 7A.2					
Preschool Children with Improved Outcomes – Percentage of preschool children ages 3, 4 and 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships) while functioning within age expectations in personal-social domain.					
Data Source and Measurement					
Data Source: State-selected data source.					
Measurement: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
75.3%	75.3%	75.5%	75.5%	75.6%	75.6%

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80.4%		77.6%		69.8%		Not Available	
Proposed Targets							
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26		
69.8%	69.8%	69.9%	69.9%	70%	70%		

SPP Indicator 7B.1					
Preschool Children with Improved Outcomes – Percentage of preschool children ages 3, 4 and 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills.					
Data Source and Measurement					
Data Source: State-selected data source.					
Measurement: Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.					
Baseline					
2017-18		2018-19		2019-20	
65.3%		66.5%		60.2%	
2020-21		2021-22		2022-23	
60.2%		60.2%		60.5%	
2023-24		2024-25		2025-26	
60.5%		61%		61%	

SPP Indicator 7B.2					
Preschool Children with Improved Outcomes – Percentage of preschool children ages 3, 4 and 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy) while functioning within age expectations in personal-social.					
Data Source and Measurement					
Data Source: State-selected data source.					
Measurement: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.					
Baseline					
2017-18		2018-19		2019-20	
66.4%		64.6%		51.8%	
2020-21		2021-22		2022-23	
51.8%		51.8%		52%	
2023-24		2024-25		2025-26	
52%		52.5%		52.5%	

SPP Indicator 7C.1					
Preschool Children with Improved Outcomes – Percentage of preschool children ages 3, 4 and 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs while increasing growth in adaptive skills.					
Data Source and Measurement					
Data Source: State-selected data source.					
Measurement: Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21		
64.1%	65.7%	64.6%	Not Available		
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
64.6%	64.6%	65%	65%	65.5%	65.5%

SPP Indicator7C.2					
Preschool Children with Improved Outcomes – Percentage of preschool children ages 3, 4 and 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs while functioning within age expectations in adaptive domain.					
Data Source: State-selected data source.					
Measurement: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.					
Baseline					
2017-18		2018-19		2019-20	
78.1%		76.9%		68.3%	
Proposed Targets					
2020-21		2021-22		2022-23	
68.3%		68.3%		68.5%	
2023-24		2024-25		2025-26	
68.5%		69%		69%	

SPP Indicator 8 Parent involvement – Percent of parents who report that the school facilitated parent involvement.					
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Data Source and Measurement						
Data Source: State-selected data source.						
Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.						
Baseline						
2017-18		2018-19		2019-20		2020-21
77.0%		80.6%		82.6%		Not Available
Proposed Targets						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Preschool	82.6%	82.6%	82.7%	82.7%	82.8%	82.8%
K-12	81.6%	81.6%	82%	82.5%	82.6%	82.8%

SPP Indicator 9

Disproportionate representation in special education that is the result of inappropriate identification – Percentage of districts with disproportionate representation of racial/ethnic groups in special education and related services that is the result of inappropriate identification.

Data Source and Measurement					
Data Source: State’s analysis, based on State’s Child Count data collected under the Individuals with Disabilities Education Act section 618, to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.					
Measurement: Percent = [(# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.					
Baseline					
2017-18		2018-19		2019-20	
0%		0%		0%	
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
0%	0%	0%	0%	0%	0%

SPP Indicator 10

Disproportionate representation in specific disability programs – Percentage of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Data Source and Measurement						
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Data Source: State's analysis, based on State's Child Count data collected under the Individuals with Disabilities Education Act section 618, to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. Measurement: Percent = $\left[\left(\frac{\text{\# of districts, that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification}}{\text{\# of districts in the State that meet a State-established n and/or cell size (if applicable) for one or more racial/ethnic groups}} \right) \right] \text{ times } 100.$					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
0%	0%	0%	0%	0%	0%
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
0%	0%	0%	0%	0%	0%

SPP Indicator 11 Time frame between evaluation and identification (Child Find) – Percentage of children who were evaluated within 60 days of receiving parental consent or state timeframe.					
Data Source and Measurement					
Data Source: Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations. Measurement: # of children for whom parental consent to evaluate was received. # of children whose evaluations were completed within 60 days (or State-established timeline). Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays. Percent = $\left[\frac{(b)}{(a)} \right] \text{ times } 100.$					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
97.81%	97.38%	95.43%	Not Available	Not Available	Not Available
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
100%	100%	100%	100%	100%	100%

SPP Indicator 12 Percent of children found eligible with IEP implementation by 3rd birthday.					
Data Source and Measurement					
Data Source: Data to be taken from State monitoring or State data system.					

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Measurement: a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination; b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays; c. # of those found eligible who have an IEP developed and implemented by their third birthdays; d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 C.F.R. § 300.301(d) applied; e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays; f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 C.F.R. § 303.211 or a similar State option. Account for children included in (a), but not included in b, c, d, e or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays. Percent = [(c) divided by (a – b – d – e – f)] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
100.00%	99.90%	100%	Not Available	Not Available	Not Available
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
100%	100%	100%	100%	100%	100%

SPP Indicator 13 Secondary transition through the percentage of youth ages 16 and older with measurable, annually updated IEP goals and appropriate transition assessment, services and courses.					
Data Source and Measurement					
Data Source: Data to be taken from State monitoring or State data system. Measurement: Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.					
Baseline					
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
90.4%	95.6%	98.7%	96.93%	Not Available	Not Available
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
100%	100%	100%	100%	100%	100%

SPP Indicator 14A					
Post-school outcomes through the percentage of youth with IEPs, no longer in school, who are enrolled in higher education.					
Data Source and Measurement					
Data Source: State-selected data source.					
Measurement: Percent enrolled in higher education = [(# 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) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.					
Baseline					
2016-17		2017-18		2018-19	
2019-20		2017-18		2018-19	
27.8%		24.3%		25.6%	
Not Available					
Proposed Targets					
2020-21		2021-22		2022-23	
2023-24		2024-25		2025-26	
24.71%		25%		25.6%	
26%		26.5%		26.5%	

SPP Indicator 14B					
Post-school outcomes through the percentage of youth with IEPs, no longer in school, who are enrolled in higher education or competitively employed.					
Data Source: State-selected data source.					
Measurement: Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# 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) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.					
Baseline					
2016-17	2017-18	2018-19	2019-20		
43.8%	50.6%	55%	Not Available		
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
52.07%	52.07%	54%	55.1%	55.2%	55.2%

SPP Indicator 14C Post-school outcomes through the percentage of youth with IEPs, no longer in school, who are enrolled in higher education, 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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Data Source: State-selected data source.					
Measurement: Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# 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) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.					
Baseline					
2016-17		2017-18		2018-19	
56.2%		58.8%		63%	
				2019-20	
				59.34%	
Proposed Targets					
2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
59.34%	59.34%	59.5%	59.5%	60%	60%

SPP Indicator 15					
Hearing requests resolved by resolution sessions.					
Data Source and Measurement					
Data Source: Data collected under section 618 of the Individuals with Disabilities Education Act (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (EMAPS)).					
Measurement: Percent = (3.1(a) divided by 3.1) times 100.					
Baseline					
2017-18		2018-19		2019-20	
97.22%		92.59%		61.83%	
Proposed Targets					
2020-21		2021-22		2022-23	
79.07%		79.07%		79.5%	
2023-24		2024-25		2025-26	
79.5%		80%		80%	

SPP Indicator 16					
Mediation resulting in mediation agreements.					
Data Source and Measurement					
Data Source: Data collected under section 618 of the Individuals with Disabilities Education Act (IDEA Part B Dispute Resolution Survey in the EDFacts Metadata and Process System (EMAPS).					
Measurement: Percent = [(2.1(a) (i) + 2.1(b) (i)) divided by 2.1] times 100.					
Baseline					
2017-18		2018-19		2019-20	
68%		63%		79.4%	
2020-21		2021-22		2022-23	
83.33%		83.33%		83.5%	
Proposed Targets					
2023-24		2024-25		2025-26	
84%		84%		84%	