

## SPP/APR Indicators

The U.S. Department of Education, Office of Special Education Programs (OSEP) requires states to report annually to the public on the performance of the state and each local education agency (LEA) on the following indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14.

**Indicator 1: Graduate w/ Regular Diploma (Four-Year Adjusted Cohort Graduation Rate)** – Percent of youth with IEPs graduating with a regular diploma. Data collection aligned with ESEA; \*Target and reported data are lag year data. *Data source is ED Facts FS C150 & C151.*

**Indicator 2: Dropout** – Percent of youth with IEPs dropping out of high school. \*Target and reported data are lag year data. *Data source is ED Facts FS C009 and ADR, Exiting/SETS.*

**Indicator 3: Statewide Assessments** – Participation and performance of children with IEPs on statewide assessments:

**3B.** Participation rate for Reading and Math.

**3C.** Proficiency rate for Reading and Math.

\*Data reported in the Consolidated State Performance Report (CSPR). *Data source is ED Facts FS C178, C188, C175 & C185.*

**Indicator 4: Suspensions and Expulsions** – Rates of suspension and expulsion:

**4A.** Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

**4B.** Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year 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.

*Data source is ED Facts FS C005, C006, C007, C088, & C144 and SIR/INOW.*

**Indicator 5: School Age Least Restrictive Environment** – Percent of children with IEPs aged 6 through 21 served:

**5A.** Inside the regular class 80% or more of the day.

**5B.** Inside the regular class less than 40% of the day.

**5C.** In separate schools, residential facilities, or homebound/hospital placements.

*Data source is ED Facts FS C002 & C089 and Child Count/SETS.*

**Indicator 6: Preschool Least Restrictive Environment** – Percent of children with IEPs aged 3 through 5 with IEPs attending a:

**6A.** Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

**6B.** Separate special education class, separate school or residential facility.

*Data source is ED Facts FS C002 & C089 and Child Count/SETS.*

**Indicator 7: Preschool Outcomes** – Percent of preschool children aged 3 through 5 with IEPs that demonstrate improved:

**7A.** Positive social-emotional skills (including social relationships):

1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

**7B.** Acquisition and use of knowledge and skills (including early language/communication and early literacy):

1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

7C. Use of appropriate behaviors to meet their needs:

1. Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program.
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program.

*Data source is the Early Learning Progress Profile (ELPP).*

**Indicator 8: Parent Involvement** – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

*Data source is the Parent Survey.*

**Indicator 9: Disproportionality (Child w/ Disability)** – Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. **Target set by OSEP.** *Data source is EDFacts FS C002 & C089 and Child Count/SETS.*

**Indicator 10: Disproportionality (by Specific Disability Category)** – Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. **Target set by OSEP.** *Data source is EDFacts FS C002 & C089 and Child Count/SETS.*

**Indicator 11: Child Find (Students Evaluated within 60 Day Timeline)** – Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the state establishes a timeframe within which the evaluation must be conducted, within that timeframe. **Target set by OSEP.** \*Data collected from the Students Evaluated within Timeline Report. *Data source is IEP, Eligibility Info/SETS.*

**Indicator 12: Part C to B Transition** – Percent of children referred by Part C, prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. **Target set by OSEP.** \*Data collected from the EI to Preschool Tracking Log. *Data source is Part C, GIFTS/SETS.*

**Indicator 13: Secondary Transition** – Percent of Youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals, that are annually updated, and transition assessments and services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; including evidence that the student and, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority to discuss transition services. **Target set by OSEP.** \*Data collected from the Transition Verification Report. *Data source is IEP/SETS.*

**SPP Indicator 14: Post School Outcomes** – Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

14A. Enrolled in higher education within one year of leaving high school.

14B. Enrolled in higher education or competitively employed within one year of leaving high school.

14C. 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.

*Data source is the Alabama Post School Outcomes Survey and SETS.*

**Indicator 15: Resolution Sessions** – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. *Data source is from received state complaints and due process hearings.*

**Indicator 16: Mediation** – Percent of mediations held that resulted in mediation agreements. *Data source is from received state complaints and due process hearings.*

**Indicator 17: State Systemic Improvement Plan (SSIP)** – The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. *Data source is SPP/APR Indicator 14b.*