Annual Performance Report (APR) Local Determinations

Zac Stone | Office of Districts and Schools | January 14, 2022

BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Agenda

- Overview of State Performance Plan (SPP)/APR

- Local Determinations Process

- Review of Individual APR Indicators

- Wrap-Up

Overview of SPP/APR

State Performance Plan (SPP)

Under the Individuals with Disabilities Education Act (IDEA) of 2004, each state is required to annually develop a performance plan evaluating the state's implementation of special education.

- SPP describes how the state will improve implementation of special education.
- SPP contains rigorous targets for 17 compliance-based or results-based indicators of performance.
- Targets for these indicators are collaboratively set by the department and stakeholder groups, including the Governor's Advisory Council for the Education of Students with Disabilities.
- The department is currently working on setting new targets for the next six SPPs.

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Annual Performance Report (APR)

The APR is submitted annually by states to the U.S. Department of Education and details progress toward meeting SPP targets for each indicator.

- Includes state data and explanations of data, if necessary.
- Federal fiscal year (FFY) 2020 APR (reporting on the 2020-21 school year), will be submitted on February 1, 2022.
- Tennessee's SPPs/APRs are available [here](#) under the "Statewide Annual Performance Reports" tab.

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APR Indicators

- **Indicator 1**: Graduation Rate

- **Indicator 2**: Dropout Rate

- **Indicator 3**: Statewide Assessments

- **Indicator 4**: Suspensions/Expulsions

- **Indicator 5**: Educational Environment (*ages 5 in Kindergarten through 21*)

- **Indicator 6**: Educational Environment (*ages 3 through 5 not in Kindergarten*)

- **Indicator 7**: Early Childhood Outcomes

- **Indicator 8**: Parent Involvement

- **Indicator 9**: Disproportionate Representation

- **Indicator 10**: Disproportionate Representation (*high-incidence disability categories*)

- **Indicator 11**: Child Find

- **Indicator 12**: Part C to B Transition

- **Indicator 13**: Secondary Transition with IEP Goals

- **Indicator 14**: Post-School Outcomes

- **Indicator 15**: Resolution Sessions

- **Indicator 16**: Mediation

- **Indicator 17**: State Systemic Improvement Plan (SSIP)
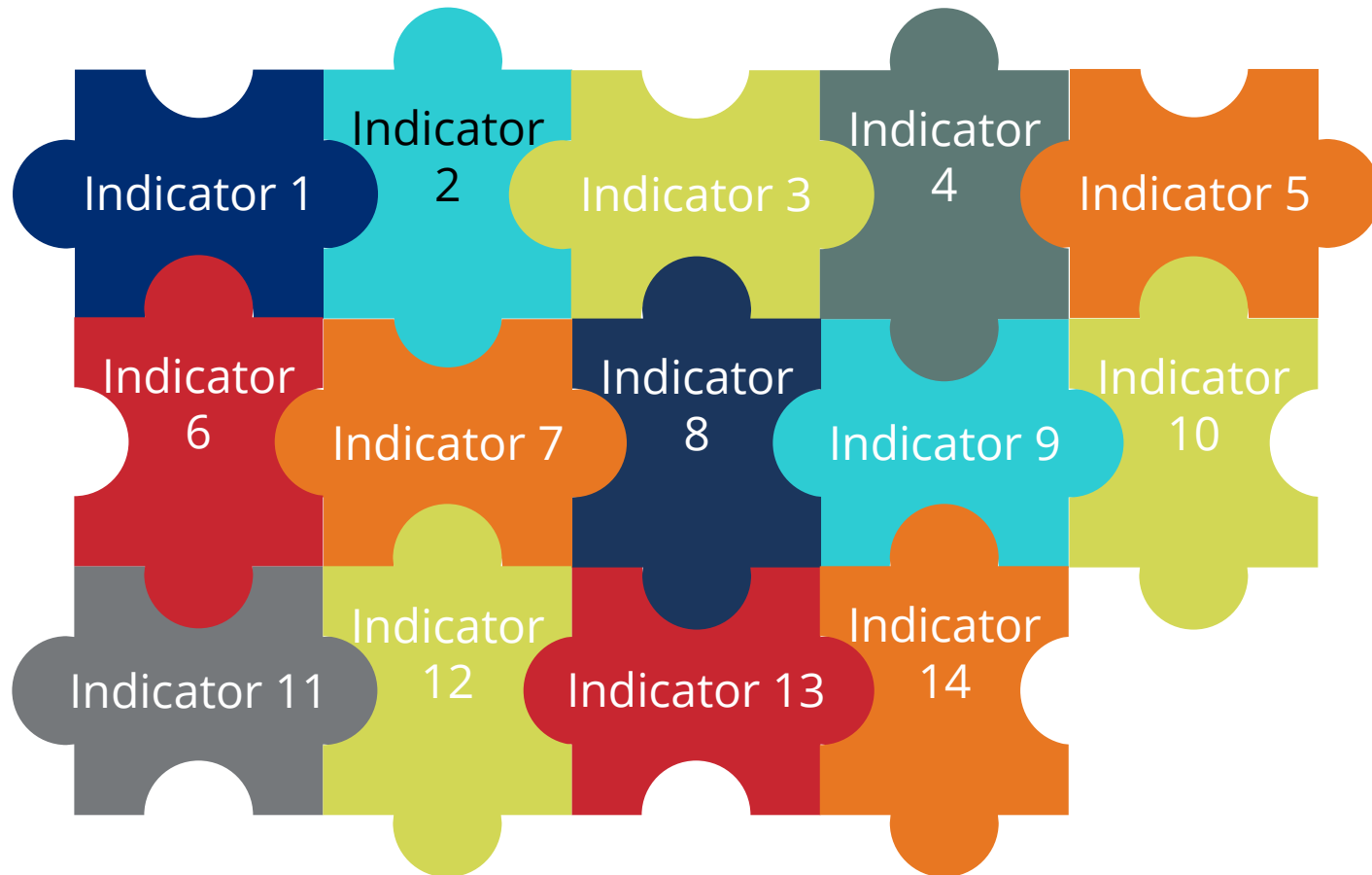
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APR Local Determinations Process

Requirements for APR Local Determinations

- As required by the Individuals with Disabilities Education Act (IDEA), 34 CFR §300.600, states must monitor the implementation of IDEA in each LEA.

- Monitoring activities must focus on:
  - "improving educational results and functional outcomes for all children with disabilities;" and
  - "ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities."

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Tennessee's APR Local Determinations Indicators

Indicator 1

Indicator 2

Indicator 3

Indicator 4

Indicator 5

Indicator 6

Indicator 7

Indicator 8

Indicator 9

Indicator 10

Indicator 11

Indicator 12

Indicator 13

Indicator 14

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APR Local Determinations Process

All indicators are assigned state targets, which districts are expected to meet.

- Compliance indicator targets are set by the federal government and cannot be adjusted by states.
- Results indicator targets are set by states.

APR Local Determinations Process

- Priority areas and indicators are established based on state strategies and goals.

- Weighting system was developed to place emphasis on these priority areas.

APR Local Determinations Calculations

- Points are assigned to all indicators based on data.
  - Most points are assigned on a scale of one to five.
- Assigned points are multiplied by weights for each indicator.
- Improvement from year-to-year is included for relevant indicators.
  - Only included if year-to-year improvement positively affects overall score for indicator.

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APR Local Determinations Calculations

- Total weighted points earned by a district are divided by total possible weighted points (i.e., total max score) to get a final district performance score across all indicators.

- Cut scores are set on the overall percentage score to make determinations.
  - *Meets Requirements*: at least 70 percent of possible determination points
  - *Needs Assistance*: 60-69 percent of possible determination points
  - *Needs Intervention*: less than 60 percent of possible determination points or meets the Needs Assistance designation for the third consecutive year
  - *Needs Substantial Intervention*: meets the Needs Intervention designation for the third consecutive year

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APR Local Determinations Data Matrix

Total Weighted Score	Total Max Score	Final Score (%)	Determination

Statewide averages and raw data comparisons of all LEAs across the state are used to assign points within the scales specified for each indicator.

Results Elements

Indicator	Perform-ance	Score	Weighted Score*	Max Score	Target	Target Met	Required Actions
Indicator 1: Graduation Rate** Indicator weight x 3 | Points scale of 1-5 | 15 total points							
Indicator 2: Dropout Rate** Indicator weight x 1 | Points scale of 1-5 | 5 total points							
Indicator 3: Statewide Assessment*** Participation rate represents the percent of SWDs taking the regular statewide assessment. Proficiency represents the percent of SWDs scoring at or above approaching. Indicator weight x 4 | Indicator subcomponent weight x 0.5 | Points scale of 1-5 | 20 total points							
ELA Grades 4 and 8 Assessment Participation Rate							
ELA Grades 4 and 8 Assessment Proficiency							
Math Grades 4 and 8 Assessment Participation Rate							
Math Grades 4 and 8 Assessment Proficiency							
EOC English (English II) Assessment Participation Rate							
EOC English (English II) Assessment Proficiency							
EOC Math (Algebra I/Integrated Math I) Assessment Participation Rate							
EOC Math (Algebra I/Integrated Math I) Assessment Proficiency							
Indicator 7: Early Childhood Outcomes Indicator weight x 1 | Indicator subcomponent weight x 0.333 | Points scale of 1-5 | 5 total points							
Part A, S1-Social-emotional skills							
Part B, S1-Acquisition of knowledge and skills							
Part C, S1-Appropriate behaviors							
Indicator 14: Post-School Outcomes Indicator weight x 2 | Indicator subcomponent weight x 0.5 for Part A and B and x 1 for Part C | Points scale of 1-5 | 10 total points							
Part A – Enrolled in higher education							
Part B – Enrolled in higher education or competitively employed							
Part C – Enrolled in higher education or other post-secondary training; or competitively employed or in some other employment							

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APR Local Determinations Data Matrix

Tennessee School District

APR Local Determinations Data Matrix – FFY 2020 (2020-21 SY)

Compliance Elements

Indicator	Perform-ance	Score	Weighted Score*	Max Score	Target	Target Met	Required Actions
Indicator 4: Suspensions/Expulsions Indicator weight x 1 | Indicator subcomponent weight x 0.5 | Points scale of 1 OR 5 | 5 total points							
Part A – Aggregate of subgroup							
Part B – Subgroup disaggregated by race							
Indicator 9: Disproportionate Representation Indicator weight x 0.5 | Points scale of 1 OR 5 | 2.5 total points							
Indicator 10: Disproportionate Representation *Six high-incidence disability categories* Indicator weight x 0.5 | Points scale of 1 OR 5 | 2.5 total points							
Indicator 11: Child Find Indicator weight x 1 | Points scale of 1-3 | 3 total points							
Indicator 12: Part C to Part B Transition Indicator weight x 1 | Points scale of 1-3 | 3 total points							
Indicator 13: Secondary Transition with IEP Goals Indicator weight x 1 | Points scale of 1 OR 5 | 5 total points							

Other Elements

Indicator	Perform-ance	Score	Weighted Score*	Max Score	Target	Target Met	Required Actions
Indicator 5: LRE (Ages 5 in K through 21) *Part A – In regular ed. environment 80% or more of day* Indicator weight x 3 | Points scale of 1-5 | 15 total points							
Indicator 6: LRE (Ages 3 through 5 Not in K) *Part A – Receiving majority of special ed. services in reg. early childhood program* Indicator weight x 2 | Points scale of 1-5 | 10 total points							
Indicator 8: Parent Involvement Indicator weight x 0.5 | Points scale of 1, 3, 5 | 2.5 total points							

*Weighted scores may include additional points for positive year-to-year change.

**Scores for Indicators 1 and 2 are not calculated if the denominator of the rate is less than 10.

***Scores for Indicator 3 are only factored into the determination if they positively affect the district's final score.

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APR Local Determinations Timeline

- Determinations for the previous school year's data are provided to districts in January of the following school year.
    - For example, determinations based on the 2020-21 school year APR will be sent to districts in January 2022.

- Determinations are uploaded to the ePlan system and notifications are sent to both directors of schools and special education supervisors.

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Implications of Determinations

- All districts must address indicators for which they did not meet the target in InformTN, regardless of their determination.

- *Meets Requirements*
  - CORE special education interventionists may reach out regarding indicators for which state targets were missed.

- *Needs Assistance*
  - Department will review and provide technical assistance as relevant/needed.

- *Needs Intervention and Needs Substantial Intervention*
  - Districts must participate in a customized process addressing indicators for which state targets were missed.

Implications of Determinations

Determination	Required Activities for District Teams *District teams must be comprised of at least three people. Required members include the special education supervisor/coordinators, at least one instructional supervisor, and at least one building-level representative. Optional members include the superintendent, ESL coordinators, coaches, attendance supervisors, school psychologists, etc., as appropriate based on the targets not met.*				
	Address targets not met in LEA plan	Attend Special Education Supervisors Institute on January 26, 2022**	Participate in virtual meetings for plan development	Participate in quarterly meetings to review plan implementation	Develop a detailed action plan for improvement of the overall special education program and meet monthly with department staff
Meets Requirements	X*				
Needs Assistance	X*	X			
Needs Intervention	X*	X	X	X	
Needs Substantial Intervention	X*	X	X	X	X

*See additional required actions on the LEA Determinations Matrix if target not met for indicators 4, 9, 10, and 12.
**At least one team member must attend.

Review of Individual APR Indicators

Indicator 1: Graduation Rate

Definition	Data Source	How to Review	Target	Additional Notes
Percent of students with disabilities (SWDs) graduating with a <u>regular</u> diploma.	Exiting data from EasyIEP (*Exited Student Report Table 4*) that is pulled to fulfill federal reporting requirements.	Run the Exited Student Report Table 4 (PDF) New 09 with a report begin date of July 1 and a report end date of June 30 for the applicable school year. The student active date should match the report begin date. In the report, find "Section B, All Disabilities" and the column labeled "14-21." Use the counts from that column with the following formula: B) GRADUATED WITH REGULAR <u>HIGH SCHOOL DIPLOMA</u> B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA + C) RECEIVED A SPECIAL EDUCATION DIPLOMA + D) REACHED MAXIMUM AGE + G) DROPPED OUT + H) GRADUATED WITH AN ALTERNATE DIPLOMA	78.72 percent for FFY 2020.	Data is lagged and reported two years behind. For example, if the APR is addressing the 2020-21 school year, the data for this indicator comes from the 2019-20 school year.

Indicator 2: Dropout Rate

Definition	Data Source	How to Review	Target	Additional Notes
Percent of SWDs dropping out of high school.	Exiting data from EasyIEP (*Exited Student Report Table 4*) that is pulled to fulfill federal reporting requirements.	Run the Exited Student Report Table 4 (PDF) New 09 with a report begin date of July 1 and a report end date of June 30 for the applicable school year. The student active date should match the report begin date. In the report, find "Section B, All Disabilities" and the column labeled "14-21." Use the counts from that column with the following formula: G) DROPPED OUT B) GRADUATED WITH REGULAR HIGH SCHOOL DIPLOMA + C) RECEIVED A SPECIAL EDUCATION DIPLOMA + D) REACHED MAXIMUM AGE + G) DROPPED OUT + H) GRADUATED WITH AN ALTERNATE DIPLOMA	7.84 percent for FFY 2020.	Data is lagged and reported two years behind. For example, if the APR is addressing the 2020-21 school year, the data for this indicator comes from the 2019-20 school year.

Indicator 3A: Assessment Participation

Definition	Data Source	How to Review	Target	Additional Notes
Participation rate for SWDs on the regular assessment, disaggregated by grade level (4, 8, and high school) and subject area (reading and math).	Statewide assessment data compiled and disseminated by the department's accountability team. Suppressed district-level data for the last school year in which assessments were administered is available here (filtering for SWDs, grade level, and subject area).	Contact the member of your district staff who is responsible for accountability and/or assessment data to retrieve counts or use the publicly available file referenced above. The formula, applied for each grade level and subject area combination, is: Count tested SWDs for TNReady or EOC Count enrolled SWDs for TNReady or EOC + Count enrolled SWDs for MSAA	Ninety (90) percent or more of SWDs participating in the regular statewide assessments.	Ninety (90) percent of your SWDs should be taking the regular assessment, aligning with the expectation that around one (1) percent of your overall population could be taking the alternate assessment. This distinction was introduced to the APR local determinations process in FFY 2017 (2017-18 school year) to reflect the revisions of the Every Student Succeeds Act (ESSA). ESSA removed the district cap on alternate assessment participation but introduced a state cap of 1 percent, requiring additional state oversight. Currently, Tennessee exceeds the 1 percent cap on alternate assessment participation, with some districts assessing over 2 percent of their student population. This means that some students may not be receiving appropriate, grade-level instruction that prepares them for a regular diploma. As such, APR local determinations have been adjusted to reflect this additional accountability measure.

Indicator 3B: Assessment Proficiency

Definition	Data Source	How to Review	Target	Additional Notes
Proficiency rate for SWDs against grade-level and alternate academic achievement standards, disaggregated by grade level (4, 8, and high school) and subject area (reading and math).	Statewide assessment data compiled and disseminated by the department's accountability team. Suppressed district-level data for the last school year in which assessments were administered is available here (filtering for SWDs, grade level, and subject area).	Contact the member of your district staff who is responsible for accountability and/or assessment data. The formula is: $$\frac{\text{Count SWDs Approaching} + \text{Count SWDs On Track} + \underline{\text{Count SWDs Mastered}}}{\text{Count SWDs with Valid Tests}}$$ To calculate proficiency change: Current Year's Percent of SWDs Approaching, On Track, or Mastered – Previous Year's Percent of SWDs Approaching, On Track, or Mastered	Increase the percent of students scoring at or above approaching on statewide assessments by one percent or more annually.	Since there were no statewide assessments during the 2019-2020 school year, and the grade levels in the definition have changed from FFY 2018 (the last school year with available assessment data), FFY 2020 APR local determinations will compare proficiency rates among districts rather than proficiency change.

Indicator 4A: Suspensions/Expulsions

Definition	Data Source	How to Review	Target	Additional Notes
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.	Discipline data that is entered into a student information system/EIS.	Contact your district's student information system and/or EIS administrator to obtain a copy of the disciplinary actions entered into the system. A separate guidance document that outlines the calculation methodology is available [here].	No finding of significant discrepancy.	A district's rate ratio must be 2.0 or greater to qualify for a significant discrepancy.

Indicator 4B: Suspensions/Expulsions

Definition	Data Source	How to Review	Target	Additional Notes
Districts that have 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 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.	Discipline data that is entered into a student information system/EIS.	Contact your LEA's student information system and/or EIS administrator to obtain a copy of the disciplinary actions entered into the system. A separate guidance document that outlines the calculation methodology is available here.	No finding of significant discrepancy.	A district's rate ratio must be 2.0 or greater to qualify for a significant discrepancy.

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Indicator 5A: Educational Environment (Ages 5 through Kindergarten to 21)

Definition	Data Source	How to Review	Target	Additional Notes
Percent of SWDs served inside the regular class 80 percent or more of the day.	The December 1 census count that is pulled from the Table 1 and 3 Report in EasyIEP. This report is generated and reviewed annually during the December 1 reporting process.	In EasyIEP, download or request the *FINAL Combo Table 1 & 3 Dec1 Report (PDF)* that was reviewed, verified, and certified by your district for the applicable school year. Percent represents the total number of SWDs in environment category A (Table 3, Section G, ages 5K-21) divided by total number of SWDs ages 5(K)-21 (Table 1, Section C, Part 3). To review a list of individual students and their environment categories, run the *Combined Table 1&3 Dec1 Rpt Details in EasyIEP*.	72.64 percent for FFY 2020.	These data can be captured anytime in EasyIEP by running the Table 1 and 3 Report.

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Indicator 6A: Educational Environment (Ages 3 through 5 Not in Kindergarten)

Definition	Data Source	How to Review	Target	Additional Notes
Percent of SWDs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	The December 1 census count that is pulled from the Table 1 and 3 Report in EasyIEP. This report is generated and reviewed annually during the December 1 reporting process.	In EasyIEP, download or request the *FINAL Combo Table 1 & 3 Dec1 Report (PDF)* that was reviewed, verified, and certified by your district for the applicable school year. Percent represents the total number of SWDs in environment category A1 and B1 (Table 3, Section A, ages 3-5 [Not K]) divided by total number of SWDs ages 3-5 (Not K) (Table 3, Section A, ages 3-5 [Not K]). To review a list of individual students and their environment categories, run the *Combined Table 1&3 Dec1 Rpt Details in EasyIEP*.	32.39% for FFY 2020.	These data can be captured anytime in EasyIEP by running the Table 1 and 3 Report.

Indicator 7A, S1: Early Childhood Outcomes

Definition	Data Source	How to Review	Target	Additional Notes
Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).	Pulled from the entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.	Review the *ECO Date Report* in EasyIEP. A separate guidance document that outlines the calculation methodology is available upon request.	91.70 percent for FFY 2020.	There are two summaries included under Indicator 7, part A, but only one is used for local determinations: Summary 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Indicator 7B, S1: Early Childhood Outcomes

Definition	Data Source	How to Review	Target	Additional Notes
Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (early language communication and early literacy).	Pulled from the entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.	Review the *ECO Date Report* in EasyIEP. A separate guidance document that outlines the calculation methodology is available upon request.	89.74 percent for FFY 2020.	There are two summaries included under Indicator 7, part B, but only one is used for local determinations: Summary 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Indicator 7C, S1: Early Childhood Outcomes

Definition	Data Source	How to Review	Target	Additional Notes
Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.	Pulled from the entrance and exit data entered in the Early Childhood Outcomes (ECO) tab in EasyIEP.	Review the *ECO Date Report* in EasyIEP. A separate guidance document that outlines the calculation methodology is available upon request.	92.60 percent for FFY 2020.	There are two summaries included under Indicator 7, part C, but only one is used for local determinations: Summary 1: Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Indicator 8: Parent Involvement

Definition	Data Source	How to Review	Target	Additional Notes
Percent of parents of SWDs who report that schools facilitated parent involvement as a means to improve services and results for SWDs.	Gathered from the parent survey data captured by the department.	The department will send your district's parent survey results prior to notification of APR local determinations. Percent represents total number of parents who responded that they agreed or strongly agreed with Question 1 divided by the total number of parents who responded to Question 1.	83.35 percent for FFY 2020.	Districts (minus those exceeding 50,000 total students) are required to disseminate the parent surveys on a four-year cycle.

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Indicator 9: Disproportionate Representation

Definition	Data Source	How to Review	Target	Additional Notes
Districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	The December 1 census count that is pulled from the Table 1 and 3 Report in EasyIEP and the October 1 federal student count report. District-level October 1 counts are available here under the "Membership File" tab (filter for grades K-12).	In EasyIEP, download or request the *FINAL Combo Table 1 & 3 Dec1 Report (PDF)* that was reviewed, verified, and certified by your district for the applicable school year. The total count of SWDs ages 5(K)-21 by race/ethnicity is available in Table 1, Section D, ages 5(K)-21. The count of your total student population by race/ethnicity is available from the *Membership File* for the applicable school year, filtering by DISTRICT_NAME, RACE, and GENDER and totaling the ENROLLMENT from each school. A separate guidance document that outlines the calculation methodology is available here.	No finding.	A district's relative risk ratio and weighted risk ratio must be 3.0 or greater to qualify for disproportionate representation.

Indicator 10: Disproportionate Representation (high-incidence disability categories)

Definition	Data Source	How to Review	Target	Additional Notes
Districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	The December 1 census count that is pulled from the Table 1 and 3 Report in EasyIEP and the October 1 federal student count report. District-level October 1 counts are available here under the "Membership File" tab (filter for grades K-12).	In EasyIEP, download or request the *FINAL Combo Table 1 & 3 Dec1 Report (PDF)* that was reviewed, verified, and certified by your district for the applicable school year. The total count of SWDs ages 5(K)-21 by race/ethnicity and disability category is available in Table 1, Section D, ages 5(K)-21. The count of your total student population by race/ethnicity is available from the *Membership File* for the applicable school year, filtering by DISTRICT_NAME, RACE, and GENDER and totaling the ENROLLMENT from each school. A separate guidance document that outlines the calculation methodology is available here.	No finding.	A district's relative risk ratio and weighted risk ratio must be 3.0 or greater to qualify for disproportionate representation.

Indicator 11: Child Find

Definition	Data Source	How to Review	Target	Additional Notes
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or within a state established timeframe if the state has one in place.	Pulled from the *Initial Elig (60 Day) Report* in EasyIEP.	Run the *Initial Elig (60 Day) Report (XLS)* and generate a report with the dates of 7/1 to 6/30 of the applicable school year. Select the option that says "Only show students with Initial Consent for Eligibility Determination Dates within the above date range." Also, select the box to exclude students with an out-of-state transfer. Once you have generated the report, review it and look for students with 60 or fewer days in Column M ("Days to Eligibility"). Percent represents the number of children whose evaluations were completed within 60 days divided by number of children for whom parental consent to evaluate was received.	One hundred (100) percent compliance.	If your district has students with more than 60 days in Column L ("Days From Initial Consent Elig. Eval. Received Date"), this means they are over the 60-day timeline and still have an open evaluation. Make plans to complete these evaluations as soon as practicably possible.

Indicator 12: Part C to B Transition

Definition	Data Source	How to Review	Target	Additional Notes
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 birthdays.	Data are pulled from the Tennessee Early Intervention Data System (TEIDS) and include all students turning three between 7/1 and 6/30 of the applicable school year. TEIDS data are merged with EasyIEP reports such as the *Initial Elig (60 Day) Report*.	Keep a spreadsheet of all students coming from the Tennessee Early Intervention System (TEIS) who are turning three between 7/1 and 6/30 of the applicable school year. Run the *Initial Elig (60 Day) Report (XLS)* and generate a report with the dates of 7/1 to 6/30 of the applicable school year. Select the option that says "Only show students with Initial Consent for Eligibility Determination Dates within the above date range." Also, select the box to exclude students with an out-of-state transfer. Cross reference the TEIS spreadsheet with column D ("DOB") and column O ("IEP Date") on the *Initial Elig (60 Day) Report* in EasyIEP to capture three-year-old students outside of the transition timeline.	One hundred (100) percent compliance.	For assistance with this indicator, connect with your regional Early Childhood Transition Coordinator. Their names and contact information can be found here or on pages six and seven of the 2021-22 Special Education Supervisor Planner.

Indicator 13: Secondary Transition with IEP Goals

Definition	Data Source	How to Review	Target	Additional Notes
Percent of youth aged 16 and above with IEPs in place that have appropriate, measurable postsecondary goals which are annually updated and based on transition assessment and transition services, including course of study that reasonably enables the student to meet postsecondary and annual IEP goals related to transition services needs, as well as evidence that the student and (if appropriate) a representative of any participating agency were invited to the IEP team meeting where transition was discussed with prior consent of the parent or student who has reached majority age.	Results of the IEP self-monitoring for SWDs ages 16 or older.	Monitor the transition page in EasyIEP to ensure the appropriate information is entered for all SWDs ages 16 or older during the life of the current IEP.	One hundred (100) percent compliance.	Not all LEAs had data in the past, as results for this indicator were predicated on whether any files were reviewed for their LEA. The review currently conducted by Federal Programs and Oversight (FPO) includes IEPs from all districts.

Department of Education

Indicator 14A: Post-School Outcomes

Definition	Data Source	How to Review	Target	Additional Notes
Percent 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.	Gathered from the student surveys completed by districts and entered into the statewide survey system.	The department will upload your district's post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education divided by the total number of respondents.	26.34 percent for FFY 2020.	Districts (minus those exceeding 50,000 total students) are required to distribute the post-school outcomes survey on a four-year cycle.

Indicator 14B: Post-School Outcomes

Definition	Data Source	How to Review	Target	Additional Notes
Percent 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.	Gathered from the student surveys completed by districts and entered into the statewide survey system.	The department will upload your district's post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education or competitively employed divided by the total number of respondents.	63.12 percent for FFY 2020.	Districts (minus those exceeding 50,000 total students) are required to distribute the post-school outcomes survey on a four-year cycle.

Indicator 14C: Post-School Outcomes

Definition	Data Source	How to Review	Target	Additional Notes
Percent 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 within one year of leaving high school.	Gathered from the student surveys completed by districts and entered into the statewide survey system.	The department will upload your LEA's post-school outcomes survey results to ePlan with notification of local determinations. Percent represents total number of youths enrolled in higher education or in some other postsecondary education or training program; or competitively employed; or in some other employment divided by the total number of respondents.	74.78 percent for FFY 2020.	Districts (minus those exceeding 50,000 total students) are required to distribute the post-school outcomes survey on a four-year cycle.

Wrap-Up

Conclusion

- The department uses a holistic view of district performance across 14 indicators for the APR.
  - Includes results and compliance indicators
- The calculations prioritize certain indicators and reflect improvement in data over time.

Contact Information

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Indicators 13 and 14 Support:
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