SPP/APR Targets Guidance Document

Introduction

This document provides an overview of the targets set by the Texas Education Agency (TEA) and in collaboration with the stakeholder input from the Texas Continuous Improvement Steering Committee (TCISC) for each indicator in the State Performance Plan/Annual Performance Report (SPP/APR). These targets, established for Federal Fiscal Years (FFY) 2020 through 2025, align with federal Individuals with Disabilities Education Act (IDEA) requirements and support continuous improvement for children with disabilities (CWD).

Each section below provides a brief explanation of the indicator, a description of the table variables, and a corresponding table of targets specifically for the SPP indicator.

SPPI 1: Graduation

Definition and Purpose:

- This indicator measures the percentage of **students with IEPs** who graduate with a **regular high school diploma** within the standard timeframe.

Variables in the Table:

- **FFY:** Federal Fiscal Year (reporting year)
- **Target (≥ Percentage):** The percentage of students with IEPs expected to graduate

FFY	2020	2021	2022	2023	2024	2025
Target ≥	44.77%	45.00%	46.00%	47.00%	48.00%	50.00%

SPPI 2: Dropout

Definition and Purpose:

- This indicator tracks the percentage of **students with IEPs who drop out** of high school before earning a diploma.

Variables in the Table:

- **FFY:** Federal Fiscal Year (reporting year)
- **Target (≤ Percentage):** The expected **maximum** dropout rate

FFY	2020	2021	2022	2023	2024	2025
Target ≤	13.41%	13.00%	12.00%	11.00%	10.00%	9.00%

SPPI 3A: Participation for Children with IEPs

Definition and Purpose:

- This indicator measures **participation rates** of students with IEPs in **statewide Reading and Math assessments** at different grade levels.

Variables in the Table:

- **Subject:** Reading or Math
- **Group:** Letter designation (A, B, C) corresponding to grade levels

- **Group Name:** Specifies the actual grade level assessed
- **FFY (2020-2025):** Yearly participation rate targets

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A	Grade 4	87.82%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	B	Grade 8	80.65%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	C	Grade HS	74.25%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	A	Grade 4	88.21%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	B	Grade 8	81.85%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	C	Grade HS	85.18%	95.00%	95.00%	95.00%	95.00%	95.00%

SPPI 3B: Proficiency for Children with IEPs

Definition and Purpose:
- This indicator measures **proficiency rates** for students with IEPs on **state assessments** in Reading and Math at different grade levels.

Variables in the Table:
- **Subject:** Reading or Math
- **Group:** Letter designation (A, B, C) for different grade levels
- **Group Name:** The grade level assessed
- **FFY (2020-2025):** Yearly proficiency rate targets

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A	Grade 4	11.83%	14.00%	20.00%	25.00%	30.00%	40.00%
Reading	B	Grade 8	10.04%	12.00%	18.00%	25.00%	30.00%	40.00%
Reading	C	Grade HS	10.49%	12.00%	18.00%	25.00%	30.00%	40.00%
Math	A	Grade 4	13.25%	19.00%	23.00%	25.00%	30.00%	40.00%
Math	B	Grade 8	10.96%	20.00%	23.00%	25.00%	30.00%	40.00%
Math	C	Grade HS	10.28%	17.00%	23.00%	25.00%	30.00%	40.00%

SPPI 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Definition and Purpose:
- This indicator measures proficiency rates for students with IEPs who are assessed using **alternate achievement standards**.

Variables in the Table:
- **Subject:** Reading or Math
- **Group:** Letter designation (A, B, C) for different grade levels
- **Group Name:** The grade level assessed
- **FFY (2020-2025):** Yearly proficiency rate targets

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A	Grade 4	85.35%	91.00%	92.00%	92.00%	93.00%	93.00%
Reading	B	Grade 8	94.81%	93.00%	93.00%	94.00%	95.00%	95.00%
Reading	C	Grade HS	94.47%	94.00%	94.00%	95.00%	95.00%	96.00%

SPPI 3D: Gap in Proficiency Rates (Grade-Level Academic Achievement Standards)

Definition and Purpose:
- This indicator measures the **achievement gap** between students with IEPs and their non-disabled peers in **Reading and Math** across different grade levels. The goal is to **reduce the proficiency gap over time**.

Variables in the Table:
- **Subject:** Reading or Math
- **Group:** Letter designation (A, B, C) representing different grade levels
- **Group Name:** Specifies the grade level assessed
- **FFY (2020-2025):** Yearly targets for reducing the proficiency gap

Subject	Group	Group Name	2020	2021	2022	2023	2024	2025
Reading	A	Grade 4	23.38	23.00	23.00	22.00	21.00	20.00
Reading	B	Grade 8	35.25	36.00	35.00	34.00	32.00	30.00
Reading	C	Grade HS	37.91	38.00	37.00	35.00	32.00	30.00
Math	A	Grade 4	20.90	20.00	20.00	19.00	19.00	18.00
Math	B	Grade 8	32.72	32.00	31.00	30.00	29.00	28.00
Math	C	Grade HS	26.66	26.00	26.00	25.00	25.00	24.00

SPPI 4A: Suspension/Expulsion

Definition and Purpose:
- This indicator measures the percentage of **students with IEPs who receive out-of-school suspensions or expulsions** for more than 10 days in a school year. The goal is to **reduce exclusionary disciplinary actions** among students with disabilities.

Variables in the Table:
- **FFY:** Reporting year
- **Target (≤ Percentage):** The maximum allowable percentage of students suspended/expelled

FFY	2020	2021	2022	2023	2024	2025
Target ≤	28.57%	24.00%	23.00%	22.00%	21.00%	20.00%

SPPI 4B: Suspension/Expulsion (Disproportionality by Race/Ethnicity)

Definition and Purpose:
- This indicator ensures that no racial or ethnic group is **disproportionately suspended or expelled** compared to other groups. The target is set at **0% for all years** to **eliminate racial disparities in discipline**.

Variables in the Table:
- **FFY:** Reporting year
- **Target (Fixed at 0%):** The expectation that no disproportionality exists in suspensions/expulsions

FFY	2020	2021	2022	2023	2024	2025
Target	0%	0%	0%	0%	0%	0%

SPPI 5: Education Environments (Ages 5-21)

Definition and Purpose:
- This indicator evaluates the **educational settings** where students with disabilities receive their instruction. It measures inclusion in **general education settings** and placement in **separate settings**.

Variables in the Table:
- **FFY:** Reporting year
- **Target A (≥ Percentage):** Students with disabilities in general education 80% or more of the day
- **Target B (≤ Percentage):** Students placed in separate settings
- **Target C (≤ Percentage):** Students in separate residential or hospital placements

FFY	2020	2021	2022	2023	2024	2025
Target A ≥	71.84%	73.00%	73.00%	74.00%	74.00%	75.00%
Target B ≤	14.07%	14.00%	13.00%	12.00%	11.00%	10.00%
Target C ≤	0.80%	1.00%	1.00%	1.00%	1.00%	0.79%

SPPI 6: Preschool Environments

Definition and Purpose:
- This indicator measures the settings in which preschool children (ages **3-5**) with disabilities receive services. The goal is to **increase participation in inclusive early childhood programs**.

Variables in the Table:
- **FFY:** Reporting year
- **Target A (≥ Percentage):** Preschool children with disabilities in **regular early childhood programs**
- **Target B (≤ Percentage):** Preschool children receiving services in **separate settings**

- **Target C (≤ Percentage):** Preschool children in **residential/hospital placements**

FFY	2020	2021	2022	2023	2024	2025
Target A ≥	27.05%	27.00%	27.00%	28.00%	29.00%	30.00%
Target B ≤	25.70%	26.00%	25.00%	24.00%	24.00%	23.00%
Target C ≤	0.85%	0.85%	0.85%	0.85%	0.85%	0.84%

SPPI 7: Preschool Outcomes

Definition and Purpose:
- This indicator measures the progress of preschool children with disabilities in three key developmental areas:
    1. **Positive social-emotional skills**
    2. **Acquisition and use of knowledge and skills**
    3. **Use of appropriate behaviors to meet needs**

Variables in the Table:
- **FFY:** Reporting year
- **Target A1 (≥ Percentage):** Percentage of preschool children showing **improved** social-emotional skills
- **Target A2 (≥ Percentage):** Percentage of preschool children reaching **age-appropriate** social-emotional skills
- **Target B1 (≥ Percentage):** Percentage of preschool children showing **improved** acquisition of knowledge
- **Target B2 (≥ Percentage):** Percentage of preschool children reaching **age-appropriate** levels in acquiring knowledge
- **Target C1 (≥ Percentage):** Percentage of preschool children showing **improved** use of appropriate behaviors
- **Target C2 (≥ Percentage):** Percentage of preschool children reaching **age-appropriate** behavioral skills

FFY	2020	2021	2022	2023	2024	2025
Target A1 ≥	85.00%	85.00%	86.00%	86.00%	87.00%	87.00%
Target A2 ≥	63.00%	63.00%	63.00%	63.00%	63.00%	64.00%
Target B1 ≥	84.00%	84.00%	85.00%	85.00%	86.00%	86.00%
Target B2 ≥	56.00%	57.00%	57.00%	58.00%	59.00%	60.00%
Target C1 ≥	84.00%	85.00%	85.00%	86.00%	86.00%	87.00%
Target C2 ≥	71.00%	72.00%	72.00%	73.00%	74.00%	75.00%

SPPI 8: Parent Involvement

Definition and Purpose:
- This indicator measures the percentage of parents of children with disabilities who report that schools **facilitated their involvement** in their child's education.

Variables in the Table:
- **FFY:** Reporting year
- **Target (≥ Percentage):** Percentage of parents who feel schools engaged them in the educational process

FFY	2020	2021	2022	2023	2024	2025
Target ≥	73.04%	81.00%	81.00%	81.00%	82.00%	82.00%

SPPI 9: Disproportionate Representation

Definition and Purpose:
- This indicator ensures that racial and ethnic groups are **not overrepresented in special education** due to inappropriate identification practices.

Variables in the Table:
- **FFY:** Reporting year
- **Target (Fixed at 0%):** The expectation that no disproportionality exists in special education identification

FFY	2020	2021	2022	2023	2024	2025
Target	0%	0%	0%	0%	0%	0%

SPPI 10: Disproportionate Representation in Specific Disability Categories

Definition and Purpose:
- This indicator ensures that **no racial or ethnic group is disproportionately identified** in specific disability categories (e.g., Intellectual Disability, Emotional Disturbance) due to inappropriate evaluations.

Variables in the Table:
- **FFY:** Reporting year
- **Target (Fixed at 0%):** The expectation that no disproportionality exists in specific disability categories

FFY	2020	2021	2022	2023	2024	2025
Target	0%	0%	0%	0%	0%	0%

SPPI 11: Child Find

Definition and Purpose:
- This indicator measures the percentage of children **evaluated within the required timeline** (60 days of receiving parental consent) to determine eligibility for special education services.

Variables in the Table:
- **FFY:** Reporting year

- **Target (Fixed at 100%):** Ensures full compliance with federal evaluation timelines

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

SPPI 12: Early Childhood Transition

Definition and Purpose:
- This indicator ensures that children **transition from Part C (Early Intervention) to Part B (Preschool Special Education) by age 3** with an **Individualized Education Program (IEP)** in place.

Variables in the Table:
- **FFY:** Reporting year
- **Target (Fixed at 100%):** Ensures all children make a timely transition

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

SPPI 13: Secondary Transition

Definition and Purpose:
- This indicator measures the percentage of youth aged **16 and older** with **IEPs that include appropriate, measurable postsecondary goals** and transition services to help prepare them for life after high school.

Variables in the Table:
- **FFY:** Reporting year
- **Target (Fixed at 100%):** Ensures all eligible students have a transition plan in their IEP

FFY	2020	2021	2022	2023	2024	2025
Target	100%	100%	100%	100%	100%	100%

SPPI 14: Post-School Outcomes

Definition and Purpose:
- This indicator measures the **post-school outcomes** for students with IEPs, including their enrollment in **higher education, competitive employment, and other postsecondary education/training programs** within one year of leaving high school.

Variables in the Table:
- **Target A (≥ Percentage):** Youth **enrolled in higher education**
- **Target B (≥ Percentage):** Youth **enrolled in higher education or competitive employment**
- **Target C (≥ Percentage):** Youth **enrolled in higher education, competitively employed, or in other postsecondary education/training**

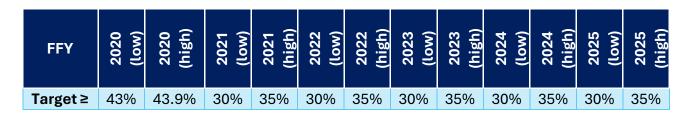| FFY	2020	2021	2022	2023	2024	2025
Target A ≥	30.00%	31.00%	31.00%	32.00%	32.00%	33.00%
Target B ≥	63.00%	64.00%	64.00%	65.00%	65.00%	66.00%
Target C ≥	80.00%	81.00%	81.00%	82.00%	82.00%	83.00%

SPPI 15: Resolution Sessions

Definition and Purpose:

- This indicator measures the percentage of **dispute resolution sessions** (held before due process hearings) that result in **mutual agreements** between families and school districts.

Variables in the Table:

- **FFY:** Reporting year
- **Target (≥ Percentage):** The expected success rate for resolution agreements

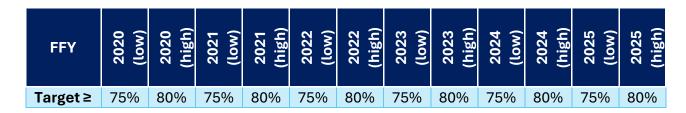| FFY	2020 (low)	2020 (high)	2021 (low)	2021 (high)	2022 (low)	2022 (high)	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target ≥	43%	43.9%	30%	35%	30%	35%	30%	35%	30%	35%	30%	35%

SPPI 16: Mediation

Definition and Purpose:

- This indicator measures the percentage of **mediation sessions** that result in agreements between parents and school districts to **resolve disputes without legal hearings**.

Variables in the Table:

- **FFY:** Reporting year
- **Target (≥ Percentage):** The expected percentage of successful mediations

FFY	2020 (low)	2020 (high)	2021 (low)	2021 (high)	2022 (low)	2022 (high)	2023 (low)	2023 (high)	2024 (low)	2024 (high)	2025 (low)	2025 (high)
Target ≥	75%	80%	75%	80%	75%	80%	75%	80%	75%	80%	75%	80%

SPPI 17: State Systemic Improvement Plan (SSIP)

Definition and Purpose:

- The **State Systemic Improvement Plan (SSIP)** is a **comprehensive, multi-year plan** designed to improve outcomes for students with disabilities by implementing **evidence-based practices** at the state and district levels.

Variables in the Table:
- **FFY:** Reporting year
- **Target (≥ Percentage):** The expected level of improvement in SSIP outcomes

FFY	2020	2021	2022	2023	2024	2025
Target ≥	10.85%	12.00%	20.00%	25.00%	30.00%	40.00%

SPPI 18: General Supervision

Definition and Purpose:
- This indicator measures the percentage of local educational agencies (LEAs) who corrects findings of noncompliance within the required one-year timeframe.

Variables in the Table:
- **FFY:** Reporting year
- **(Fixed at 100%):** Ensures full compliance correction of noncompliance

FFY	2020	2021	2022	2023	2024	2025
Target ≥	100%	100%	100%	100%	100%	100%

Final Summary

This document provides a **detailed breakdown** of all **SPP/APR indicators** along with their **corresponding targets for FFY 2020-2025**.

Key Takeaways:
- Graduation and Dropout Rates (SPPI 1 & 2) → Increasing graduation rates and lowering dropout rates
- Assessment Participation & Proficiency (SPPI 3A-3D) → Ensuring high participation and improving proficiency
- Disproportionality & Discipline (SPPI 4A-4B, 9-10) → Eliminating racial disparities in discipline and identification
- Education Environments (SPPI 5-6) → Increasing inclusion and reducing restrictive placements
- Transition & Post-School Outcomes (SPPI 7-8, 13-14) → Supporting preschool development and secondary transitions
- Dispute Resolution (SPPI 15-16) → Encouraging mediation and resolution over legal disputes
- Systemic Improvement (SPPI 17) → Driving statewide improvement efforts

Calendar Alignment for the State Performance Plan/Annual Performance Report

Year Flag	Federal Fiscal Year (FFY)	FFY Appropriation Period	FFY Obligation Period	School Year (SY)	Federal School Year	SPP/APR Data Reporting Year	SPP/APR Data Lag Year	SPP/APR Submission	SPP/APR Indicator Public Reports	LEA Determination	State Determination
2022	FFY 2020	10/1/2019 - 9/30/2020	10/1/2020 - 9/30/2021	SY 2020-21	7/1/2020 – 6/30/2021	2020-21	2019-20	2/1/2022	7/14/2022	10/22/2021	6/23/2022
2023	FFY 2021	10/1/2020 - 9/30/2021	10/1/2021 - 9/30/2022	SY 2021-22	7/1/2021 – 6/30/2022	2021-22	2020-21	2/1/2023	5/24/2023	11/11/2022	6/23/2023
2024	FFY 2022	10/1/2021 - 9/30/2022	10/1/2022 - 9/30/2023	SY 2022-23	7/1/2022 – 6/30/2023	2022-23	2021-22	2/1/2024	4/26/2024	1/10/2023	6/21/2024
2025	FFY 2023	10/1/2022 - 9/30/2023	10/1/2023 - 9/30/2024	SY 2023-24	7/1/2023 – 6/30/2024	2023-24	2022-23	2/3/2025	4/30/2025	11/14/2024	6/20/2025
2026	FFY 2024	10/1/2023 - 9/30/2024	10/1/2024 - 9/30/2025	SY 2024-25	7/1/2024 - 6/30/2025	2024-25	2023-24	2/2/2026	4/29/2026	11/13/2025	6/29/2026