SPP/APR Target Setting
FFY 2020 - FFY 2025

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SPP / APR Overview

State Performance Plan

The Individuals with Disabilities Education Act (IDEA) requires each state to have in place a State Performance Plan (SPP). This plan describes and evaluates the state's efforts to implement the requirements of IDEA and describes how the state will improve its implementation.

The SPP includes annual targets for 17 indicators that measure a mix of student outcomes and compliance with the requirements of the IDEA.

States are required to submit an SPP at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR).

Annual Performance Report

The Annual Performance Report (APR) reflects the state's progress toward meeting its goals.

The APR consists of the following:

- the targets for each indicator
- the state's performance for each indicator
- an explanation for slippage*, if applicable
- any additional information the state considers relevant to the indicator

**Slippage is defined as failing to meet the target AND a worsening of data from the previous year.*

SPP / APR Compliance Indicators

Targets for compliance indicators are set by OSEP and cannot be adjusted. The targets are set at either 0% or 100%.

Target set at 0%	Target set at 100%
4B: Suspensions / Expulsions by Race or Ethnicity	11: Child Find
9: Disproportionate Representation in Special Education	12: Early Childhood Transition from Part C to Part B services
10: Disproportionate Representation in Special Education (specific categories)	13: Secondary Transition

SPP / APR Results Indicators (Student Outcomes)

States set the targets for results indicators			
1: Graduation	2: Drop Out	3: Participation and Performance on Statewide Assessments	4A: Suspensions / Expulsions (All Students)
5: Educational Placement for ages 6-21 and age 5 enrolled in Kindergarten	6: Educational Placement for ages 3-5	7: Preschool Outcomes	8: Parent Involvement
14: Post School Outcomes	15: Hearing Resolutions	16: Mediation	17: State Systemic Improvement Plan (SSIP)

SPP / APR Target Setting

States have entered a new SPP/APR cycle and will be required to set new annual targets for FFY 2020 through FFY 2025. For the new six-year SPP/APR cycle, the Office of Special Education Programs (OSEP) requires stakeholder involvement for setting targets.

This is an opportunity for families, educators and school administrators, parent centers, the Special Education Advisory Panel (SEAP), local and statewide advisory and advocacy groups to provide input on activities to improve outcomes for students with disabilities.

Educational Settings for Students with Disabilities

In what educational settings are Louisiana students with disabilities learning?

Indicator 5: Educational Placement
Ages 6-21 and Age 5 Enrolled in Kindergarten

Students with disabilities should be learning in the least restrictive environment. This means that students with disabilities should be learning and engaging with their non-disabled peers for the majority of their school day.

Indicator 5 measures the percent of school-aged students with disabilities in three education environments, known as sub-indicators 5A, 5B, and 5C:

- Inside the regular classroom for 80% or more of the day (5A)
- Inside the regular classroom less than 40% of the day (5B)
- In separate schools, residential facilities, or hospital/homebound placements (5C)

Indicator 5: Historical Data

	YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
5A	Target ≥	61.50%	62.00%	62.50%	63.00%	63.50%	64.00%	64.00%
	Actual	62.37%	61.34%	59.67%	60.72%	60.87%	61.76%	63.93%
5B	Target ≤	13.74%	13.70%	13.65%	13.60%	13.56%	13.50%	13.50%
	Actual	13.90%	14.31%	13.91%	14.71%	14.66%	14.59%	14.00%
5C	Target ≤	1.31%	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%
	Actual	1.36%	1.30%	1.33%	1.25%	1.24%	1.20%	1.22%

Indicator 5: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 5.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
5A	YES	NO	NO	NO	NO	NO	NO
5B	NO	NO	NO	NO	NO	NO	NO
5C	NO	YES	NO	YES	YES	YES	YES

Yes = Target Met

No = Target Not Met

Indicator 6: Educational Placement Ages 3-5 (Early Childhood)

Students with disabilities should be learning in the least restrictive environment, including students enrolled in Preschool programs. Students with disabilities identified as early as age 3 should be learning and engaging with their non-disabled peers.

Indicator 6 measures the percent of students with disabilities, ages 3-5, receiving special education and related services in three environments, known as sub-indicators 6A, 6B, and 6C:

- In a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (6A)
- In a separate special education class, separate school or residential facility (6B)
- Receiving special education and related services at home (6C)*

6C is a new sub-indicator that will require reporting beginning in FFY 2020.

Indicator 6: Historical Data

	YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
6A	Target ≥	25.00%	25.00%	27.00%	27.00%	30.00%	31.00%	31.00%
	Actual	22.66%	24.29%	23.92%	21.24%	20.27%	18.57%	17.75%
6B	Target ≤	3.00%	3.00%	3.00%	3.00%	2.90%	2.90%	2.90%
	Actual	3.79%	3.54%	3.61%	3.86%	5.06%	5.14%	4.90%

Indicator 6: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 6.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
6A	NO	NO	NO	NO	NO	NO	NO
6B	NO	NO	NO	NO	NO	NO	NO

Yes = Target Met

No = Target Not Met

Indicator 6: New Component

The new SPP/APR cycle includes a new sub-indicator, 6C. For this sub-indicator, states must measure the percent of students with disabilities, ages 3-5, receiving special education and related services at home.

States are required to develop a baseline and targets if the number of students receiving special education and related services are greater than 10 in a reporting year. States may express their targets in a range, e.g., 75%-80%. The baseline and targets must be reported in the corresponding SPP/APR.

Below is a look at Louisiana's historical performance for 6C.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
6C	4.76%	4.89%	3.96%	4.11%	4.02%	3.40%	2.90%

Discipline for Students with Disabilities

Are Louisiana students with disabilities being over disciplined?

Indicator 4A: Discipline for All Students with Disabilities

States are required to examine discrepancies in discipline data for students with disabilities, specifically identifying whether students with disabilities are expelled or suspended for more than 10 days within a school year. Louisiana's method is to compare the rates of suspensions and expulsions for students with disabilities among school systems within the state.

Indicator 4A measures the percent of school systems that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days within a school year. Louisiana determines a school system is significantly discrepant if their suspension and expulsion rate is 1.5 times the state average for students with disabilities for the reported school year.

Indicator 4A: Discipline for All Students with Disabilities

4A Measurement: State Average* x 1.5 = significant discrepancy

Example: For the 2018-2019 school year,

State average = 0.96%

0.96% x 1.5 = 1.44%

For the 2018-2019 school year, any school system whose suspension and expulsion rate was greater than 1.44% was determined to be significantly discrepant. This means the school system was suspending and expelling students with disabilities for more than 10 days at a greater rate than the state as a whole in that school year.

**State average for the reporting year*.

Indicator 4A: Historical Data

Below is Louisiana's historical data for Indicator 4A.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≤	23.50%	21.50%	19.50%	17.50%	15.50%	13.50%	13.50%
Actual	31.54%	16.86%	14.91%	19.02%	19.28%	19.78%	11.92%

Indicator 4A: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 4A.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
4A	NO	YES	YES	NO	NO	NO	YES

Yes = Target Met

No = Target Not Met

Statewide Assessment Performance for Students with Disabilities

How are Louisiana students with disabilities performing on assessments?

Indicator 3: Participation and Performance on Statewide Assessments

States are required to examine if students with disabilities are participating in statewide assessments. Furthermore, states must examine how these students are performing on statewide assessments.

Indicator 3 measures participation and performance for students with disabilities on statewide assessments in reading and math.

In the last SPP/APR cycle, states reported performance for students with disabilities, in grades 3-8 and high school, against grade level and alternate academic achievement standards. For the new cycle, Indicator 3 will have new components.

Indicator 3: Alternate Academic Achievement Standards

Louisiana believes that all students, including students with the most significant cognitive disabilities, should be held to the highest possible grade-level expectations.

Students with significant cognitive disabilities participate in the LEAP Connect, an alternate assessment aligned to the Louisiana Connectors, to measure their progress.

The decision for a student to participate in LEAP Connect is determined annually by the student's individualized education plan (IEP) team based on certain criteria. The decision to participate must be documented on the student's IEP 30 days prior to the testing window for LEAP Connect.

Indicator 3C will report the proficiency rate for students who take the LEAP Connect.

COVID-19 Impact on Statewide Assessments

Due to the COVID-19 pandemic, the State's Governor proclaimed a stay at home order, including that "All public schools in the State of Louisiana shall close facilities to students for the duration of the 2019-2020 academic calendar year".

Consequently, the Louisiana Department of Education (LDOE) submitted a request to the U.S. Department of Education to waive all requirements for annual statewide assessment administration for mathematics and reading or language arts to all students.

For that reason, Louisiana did not have assessment participation and performance results to report for FFY 2019. Thus, lack of participation and performance data for FFY 2019 is indicated as not applicable (N/A) in the tables on the following slides. FFY 2019 targets were previously set before the pandemic.

Indicator 3: Historical Data for Participation

Below is Louisiana's historical data for participation in statewide assessments.

	YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Reading	Target ≥	98.80%	98.80%	98.80%	98.80%	98.80%	98.80%	98.80%
	Actual	99.04%	97.60%	98.52%	99.31%	95.52%	98.08%	N/A
Math	Target ≥	98.80%	98.80%	98.80%	98.80%	98.80%	98.80%	98.80%
	Actual	98.96%	97.47%	98.46%	99.24%	95.50%	97.99%	N/A

Indicator 3: Historical Data for Performance

Below is Louisiana's historical data for performance in statewide assessments.

	YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Reading	Target ≥	37.00%	37.00%	38.00%	39.00%	41.00%	43.00%	43.00%
	Actual	36.98%	36.64%	38.21%	38.70%	34.03%	39.43%	N/A
Math	Target ≥	37.70%	37.70%	38.70%	39.70%	40.70%	41.70%	41.70%
	Actual	40.32%	33.96%	36.06%	35.77%	33.25%	35.54%	N/A

Indicator 3: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 3.

	YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Participation	Reading	YES	NO	NO	YES	NO	NO	N/A
	Math	YES	NO	NO	YES	NO	NO	N/A
Performance	Reading	NO	NO	YES	NO	NO	NO	N/A
	Math	YES	NO	NO	NO	NO	NO	N/A

Yes = Target Met

No = Target Not Met

Indicator 3: New Components

States must only report for students with disabilities in **grades 4, 8, and high school**.

Indicator 3 sub-indicators:

- Participation rate for students with disabilities (3A)
- Proficiency rate for students with disabilities against grade level academic achievement standards (3B)*
- Proficiency rate for students with disabilities against alternate academic achievement standards (3C)*
- Gap in proficiency rates for students with disabilities and for all students against grade level academic achievement standards (3D)*

States must report on each sub-indicator for grade 4, grade 8, and high school, separately.

3B, 3C, and 3D are new sub-indicators that will require reporting beginning in FFY 2020.

Indicator 7: Preschool Outcomes for Students with Disabilities

Indicator 7 measures the percent of preschool children with disabilities, ages 3-5, who demonstrate improved:

- Positive social-emotional skills, including social relationships (7A)
- Acquisition and use of knowledge and skills, including early language/communication and early literacy (7B)
- Use of appropriate behaviors to meet their needs (7C)

Louisiana collects data for Indicator 7 using TS GOLD, an assessment tool used to measure outcomes for children, ages 3-5.

Indicator 7: Preschool Outcomes for Students with Disabilities

For each of the three outcomes (7A-7C), states must report

- for preschool children with disabilities who entered a preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program (A1, B1, and C1)
- the percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program (A2, B2, and C2)

Indicator 7A: Historical Data

Below is Louisiana's historical data for Indicator 7A.

YEAR		FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≥	A1	63.50%	71.00%	71.00%	71.50%	72.00%	72.50%	72.50%
Actual	A1	71.53%	71.54%	72.59%	72.90%	71.37%	68.52%	68.11%
Target ≥	A2	65.00%	65.00%	65.00%	65.50%	66.00%	66.50%	66.50%
Actual	A2	64.97%	63.94%	64.05%	63.74%	61.44%	50.60%	47.51%

Indicator 7B: Historical Data

Below is Louisiana's historical data for Indicator 7B.

YEAR		FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≥	B1	63.50%	72.00%	72.00%	72.50%	73.00%	73.50%	73.50%
Actual	B1	72.06%	72.22%	72.72%	73.14%	71.08%	72.57%	68.90%
Target ≥	B2	58.00%	58.00%	58.00%	58.50%	59.00%	59.50%	59.50%
Actual	B2	58.45%	57.39%	57.77%	56.37%	55.00%	55.25%	45.99%

Indicator 7C: Historical Data

Below is Louisiana's historical data for Indicator 7C.

YEAR		FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≥	C1	71.00%	75.00%	75.00%	75.50%	76.00%	76.50%	76.50%
Actual	C1	75.76%	75.96%	75.11%	75.96%	74.69%	59.09%	54.70%
Target ≥	C2	70.00%	70.00%	70.00%	70.50%	71.00%	71.50%	71.50%
Actual	C2	69.77%	68.49%	68.31%	67.30%	65.93%	44.70%	30.79%

Indicator 7: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 7.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
A1	YES	YES	YES	YES	NO	NO	NO
A2	NO	NO	NO	NO	NO	NO	NO
B1	YES	YES	YES	YES	NO	NO	NO
B2	YES	NO	NO	NO	NO	NO	NO
C1	YES	YES	YES	YES	NO	NO	NO
C2	NO	NO	NO	NO	NO	NO	NO

Yes = Target Met No = Target Not Met

Parent Involvement for Students with Disabilities

How involved are Louisiana families in the learning of students with disabilities?

Indicator 8: Parent Involvement for Students with Disabilities

Indicator 8 measures the percent of parents of students with disabilities who agree that their child's school facilitates parent involvement as a means of improving services and results for these students.

Louisiana uses sampling to measure for Indicator 8. Each year, parents from selected school systems are invited to participate in an electronic survey. Their responses are collected, analyzed, and reported in our state's APR.

For the new SPP/APR cycle, states must review response rates to ensure that the demographics of the parents surveyed represent the demographics of students with disabilities being served. If the demographics of the parents who complete the survey do not represent the demographics of students served, the state must identify strategies to improve representation of those demographics.

Indicator 8: Historical Data

Below is Louisiana's historical data for Indicator 8.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16*	FFY 17	FFY 18	FFY 19
Target ≥	34.00%	36.00%	38.00%	81.50%	82.50%	83.50%	83.50%
Actual	33.45%	42.60%	77.63%	85.38%	83.25%	85.71%	84.31%

**The State revised its targets for Indicator 8 in FFY 2016.*

Indicator 8: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 8.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
8	NO	YES	YES	YES	YES	YES	YES

Yes = Target Met

No = Target Not Met

Post School Outcomes for Students with Disabilities

Are Louisiana students with disabilities prepared for life when they graduate or leave high school?

Indicator 1: Graduation Rates for Students with Disabilities

Indicator 1 measures the percent of students with disabilities who graduate high school with a regular high school diploma.

Louisiana has seen a significant increase in the graduation rate for students with disabilities as a result of the Jump Start diploma pathway and/or the implementation of the April Dunn Act (formerly known as Act 833).

Indicator 1: Historical Data

Below is Louisiana's historical data for Indicator 1.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≥	38.00%	40.00%	42.00%	44.00%	46.00%	48.00%	50.00%
Actual	36.70%	42.80%	44.30%	46.64%	52.50%	59.29%	64.73%

Indicator 1: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 1.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
1	NO	YES	YES	YES	YES	YES	YES

Yes = Target Met

No = Target Not Met

Indicator 2: Drop Out Rates for Students with Disabilities

Indicator 2 measures the percent of students with disabilities, ages 14-21, who dropped out of high school.

Louisiana has seen a significant decrease in the drop out rate for students with disabilities as a result of the Jump Start diploma pathway and/or the implementation of the April Dunn Act (formerly known as Act 833).

Indicator 2: Historical Data

Below is Louisiana's historical data for Indicator 2.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≤	35.00%	34.00%	33.00%	30.00%	27.00%	25.00%	25.00%
Actual	33.96%	27.61%	28.03%	28.47%	24.31%	20.58%	17.74%

Indicator 2: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 1.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
2	YES	YES	YES	YES	YES	YES	YES

Yes = Target Met

No = Target Not Met

Indicator 14: Post School Outcomes for Students with Disabilities

States must examine how students with disabilities, who had IEPs at the time they left high school, are doing within one year of leaving high school. In Louisiana, school systems survey their former students using the post-school transition survey.

Indicator 14 measures the percent of students with disabilities who fall in one of the following categories, or sub-indicators, within one year of leaving high school:

- Enrolled in higher education (14A)
- Enrolled in higher education or competitively employed (14B)
- Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment (14C)

Indicator 14: Sub-Indicators

14A: Measures the percent of students with disabilities who are no longer in high school, had an IEP at the time they left school and were ***enrolled in higher education*** within one year of leaving high school.

14B: Measures the percent of students with disabilities who are no longer in high school, had an IEP at the time they left school and and were ***enrolled in higher education or competitively employed*** within one year of leaving high school.

14C: Measures the percent of students with disabilities who are no longer in high school, had an IEP at the time they left school and 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.

Indicator 14: Enrolled in Higher Education

Enrolled in higher education means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Students enrolled in higher education are counted in sub-indicators 14A, 14B, and 14C.

Indicator 14: Competitively Employed

Competitive employment means youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Students competitively employed are counted in sub-indicators 14B and 14C.

Indicator 14: Enrolled in Other Postsecondary Education or Training

Enrolled in other postsecondary education or training means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program).

Students enrolled in other postsecondary education or training are counted in sub-indicator 14C.

Indicator 14: Some Other Employment

Some other employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Students with some other employment are counted in sub-indicator 14C.

Indicator 14A: Historical Data

Below is Louisiana's historical data for Indicator 14A.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≥	30.00%	33.00%	33.00%	35.00%	37.00%	39.00%	39.00%
Actual	33.42%	34.13%	36.68%	39.48%	39.33%	39.68%	34.79%

Indicator 14B: Historical Data

Below is Louisiana's historical data for Indicator 14B.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≥	75.00%	76.00%	76.00%	79.00%	82.00%	84.00%	84.00%
Actual	74.25%	73.27%	72.30%	74.98%	76.93%	79.32%	65.93%

Indicator 14C: Historical Data

Below is Louisiana's historical data for Indicator 14C.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
Target ≥	89.00%	90.00%	90.00%	92.00%	94.00%	96.00%	96.00%
Actual	87.65%	88.19%	87.26%	87.16%	88.30%	89.78%	88.82%

Indicator 14: Are We Meeting Our Targets?

Below is Louisiana's historical target performance for Indicator 14.

YEAR	FFY 13	FFY 14	FFY 15	FFY 16	FFY 17	FFY 18	FFY 19
14A	YES	YES	YES	YES	YES	YES	NO
14B	NO	NO	NO	NO	NO	NO	NO
14C	NO	NO	NO	NO	NO	NO	NO

Yes = Target Met

No = Target Not Met

Dispute Resolution

Indicator 15: Resolution Sessions and Indicator 16: Mediations

Indicator 15 measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. Indicator 16 measures the percent of mediations held that resulted in mediation agreements.

States are not required to establish baseline or targets if the number of resolution sessions is less than 10. In a reporting period when the number of resolution sessions reaches 10 or greater, develop baseline, targets and improvement activities, and report on them in the corresponding SPP/APR.

States may express their targets in a range (e.g., 75-85%).

Indicator 15: Resolution Sessions

Indicator 15 measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Historical Data and Target Performance

YEAR	FFY 13*	FFY 14*	FFY 15	FFY 16*	FFY 17	FFY 18	FFY 19
Target ≥	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%
Actual	55.56%	50.00%	54.55%	66.67%	50.00%	28.57%	35.29%
Target Met?	NO	NO	NO	NO	NO	NO	NO

Less than 10 resolution sessions were held.

Indicator 16: Mediations

Indicator 16 measures the percent of mediations held that resulted in mediation agreements.

Historical Data and Target Performance

YEAR	FFY 13*	FFY 14	FFY 15*	FFY 16*	FFY 17*	FFY 18	FFY 19
Target ≥	82.00%	82.00%	82.00%	82.00%	82.00%	82.00%	82.00%
Actual	100%	88.89%	33.33%	71.43%	50.00%	70.59%	72.73%
Target Met?	YES	YES	NO	NO	NO	NO	NO

Less than 10 mediations were held.

Target Setting Proposal

Next Steps for Target Setting

SPP / APR Target Setting Survey

Stakeholders are encouraged to participate in the SPP/APR target setting process to help improve outcomes for students with disabilities.

The LDOE has developed an SPP/APR Target Setting page on the Louisiana Believes website. Stakeholders can view the SPP/APR Target Setting overview document and complete the SPP/APR target setting survey.

To see Louisiana's past SPP/APRs, visit the Special Education Reporting and Funding page.