

# HOW TO INTERPRET

## ANNUAL PERFORMANCE REPORT (APR)

Agency Name: **SAMPLE** Unified ( # ) Annual Performance Report

Special Education Local Plan Area: **SELPA Name and Code**

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	92.4%	>90.0%	Yes
2	Dropout Rate *	0.0%	≤9.72%	Yes
3	Assessment: ELA Participation	N/A	N/A	N/A
3	Assessment: Math Participation Rate	N/A	N/A	N/A
3	Assessment: ELA Achievement Rate	N/A	N/A	N/A
3	Assessment: Math Achievement Rate	NC	<2.76	NA
3	Assessment: Math Achievement Rate *	0	0	Yes
3a	Discipline (>10 days) Areas	45.8%	≥53.2%	No
3b	Discipline (>10 days) Areas Disproportionate *	17.2%	≤20.6%	Yes
5a	LRE Rate: In Regular Class more than 80%	2.7%	≤3.6%	Yes
5b	LRE Rate: In Regular Class less than 40%	38.9%	>36.9%	No
5c	LRE Rate: Separate Schools	38.9%	<30.4%	NA
6a	Preschool LRE: Separate Program	NC	>85.2%	Yes
6b	Preschool LRE: Separate Class	83.3%	>81.5%	Yes
7a	Positive Socio-Emotional Skills Substantially Increased	NC	>82.7%	NA
7a	Positive Socio-Emotional Skills Functioning within age expectations	91.7%	>80.57%	Yes
7b	Acquisition of Knowledge/Skills Substantially Increased	NC	>76.7%	NA
7b	Acquisition of Knowledge/Skills Functioning within age expectations	87.5%	>79.45%	Yes
7c	Use of Appropriate Behaviors Substantially Increased	99.9%	>94.0%	Yes
7c	Use of Appropriate Behaviors Functioning within age expectations	0	0	YES
8	Parent Involvement Rate	4	100%	NO
9	Overall Disproportionality by Disability Areas	100.0%	100%	Yes
10	Disproportionality Determined within 60 days	NC	100%	NA
11	Rate of Part C to Part B Students with Timely IEPs	98.8%	100%	No
12	Rate of Students with Transition Goals/Services			

# Annual Performance Report (APR)

## What is the APR?

The Annual Performance Report (APR) is prepared by the California Department of Education (CDE) each year to report progress on annual targets set in the State Performance Plan (SPP). Based on the data collected, CDE prepares two reports: a state-level APR that is provided to the Office of Special Education Programs (OSEP) and a local-level APR provided to Local Educational Agencies (LEA).

The CDE uses an aligned APR process to measure the outcomes and compliance of each individual LEA within the state using 14 of the SPP indicators (as shown below). In addition to determining compliance status, the reports provide information that can be used by school leaders to examine programs and focus efforts in areas of needed improvement.

SPP Compliance Indicators	SPP Performance Indicators
4b: Discipline Rate by Race/Ethnicity 9: Disproportionate Representation 10: Disproportionate Representation by Disability 11: Timely Eligibility Evaluation 12: Timely Part C to B Transition 13: Secondary Transition Goals and Services.	1: Graduation Rate 2: Dropout Rate 3: Statewide Assessment 4a: Discipline Rate: Overall 5: Least Restrictive Environment 6: Preschool Least Restrictive Environment 7: Preschool Outcomes 8: Parent Involvement 14: Post School Outcomes
17: State Systemic Improvement Plan <sup>2</sup> <i>Indicator 17 is neither a performance nor compliance indicator.</i> <i>For more information on the SSIP, please refer to: <a href="https://osep.grads360.org/#program/ssip">https://osep.grads360.org/#program/ssip</a></i>	

## Understanding the APR

No.	Indicator	Rate	Target	Target Met?
1	4 Year Cohort Graduation Rate*	74.9%	>90.0%	No
2	Dropout Rate*	2.2%	≤9.72%	Yes

**Indicator:** Indicators with an \* are delayed one year.

**Rate:** How the LEA performed on the indicator.

**Target:** Measurable state target for the given year.

**Target Met:** A “Yes” denotes the district met the target and a “No” denotes the target was not met.

## Purpose of the APR

- To support school leaders in analyzing the wide range of valuable data provided within the local-level APR in order to improve the quality of education for all students, with an emphasis on students with disabilities.
- To determine compliance status- if targets are not met an LEA may be required to take part in monitoring activities.