

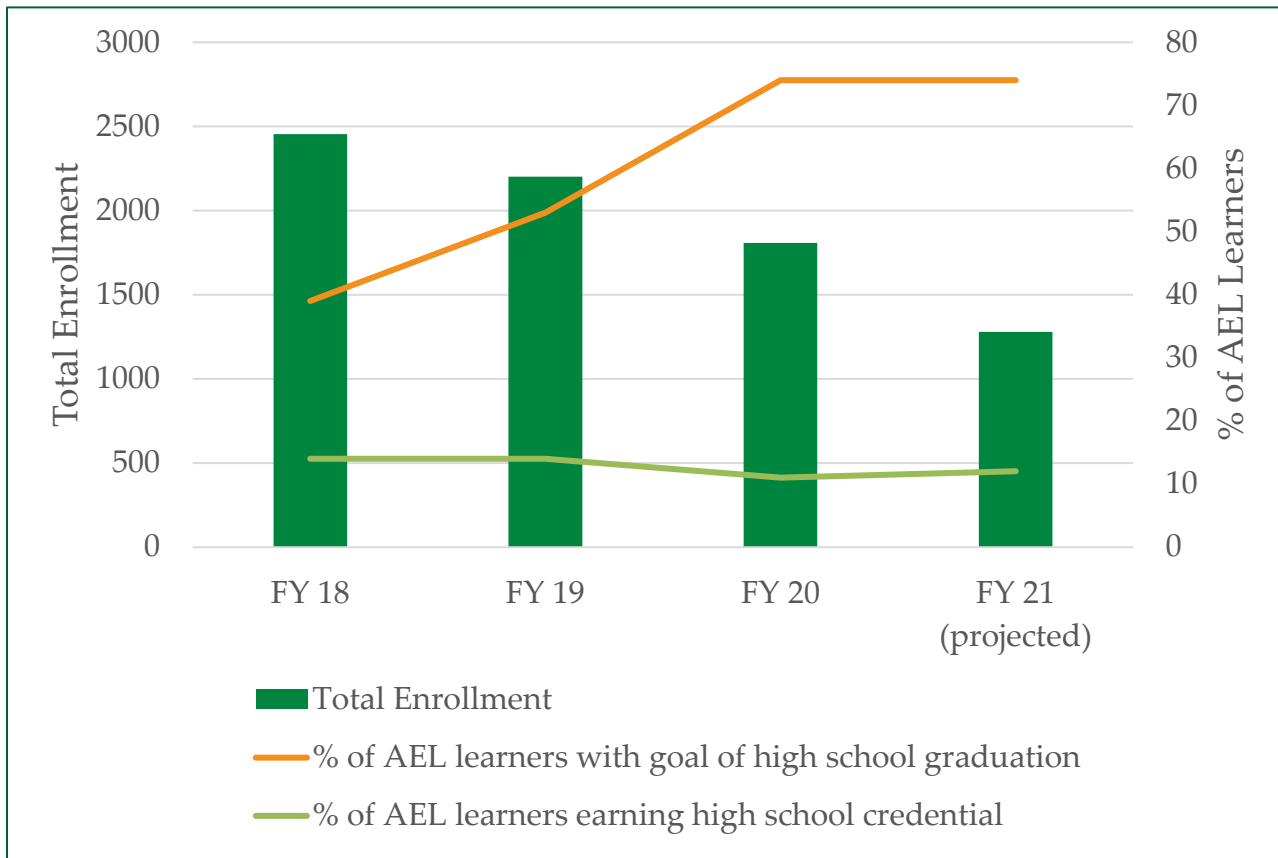
AOE Programmatic Performance Measures

Dual Enrollment
Adult Education and Literacy
IDEA Part B Determinations
IDEA Part B Monitoring

Programmatic Performance Measure- Adult Education and Literacy

- Description: The Adult Education & Literacy (AEL) program provides a range of learning services for adult learners in Vermont. By definition, an eligible learner is at least 16 years old; not enrolled or required to be enrolled in secondary school; and is basic skills deficient, does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner. An individual with a high school diploma who is basic skills deficient is eligible.
- Governor and Legislative Population Level
Outcomes: Growing the economy and Protecting the vulnerable

PPMB: Increase aspiration and achievement of high school credentials by AEL learners

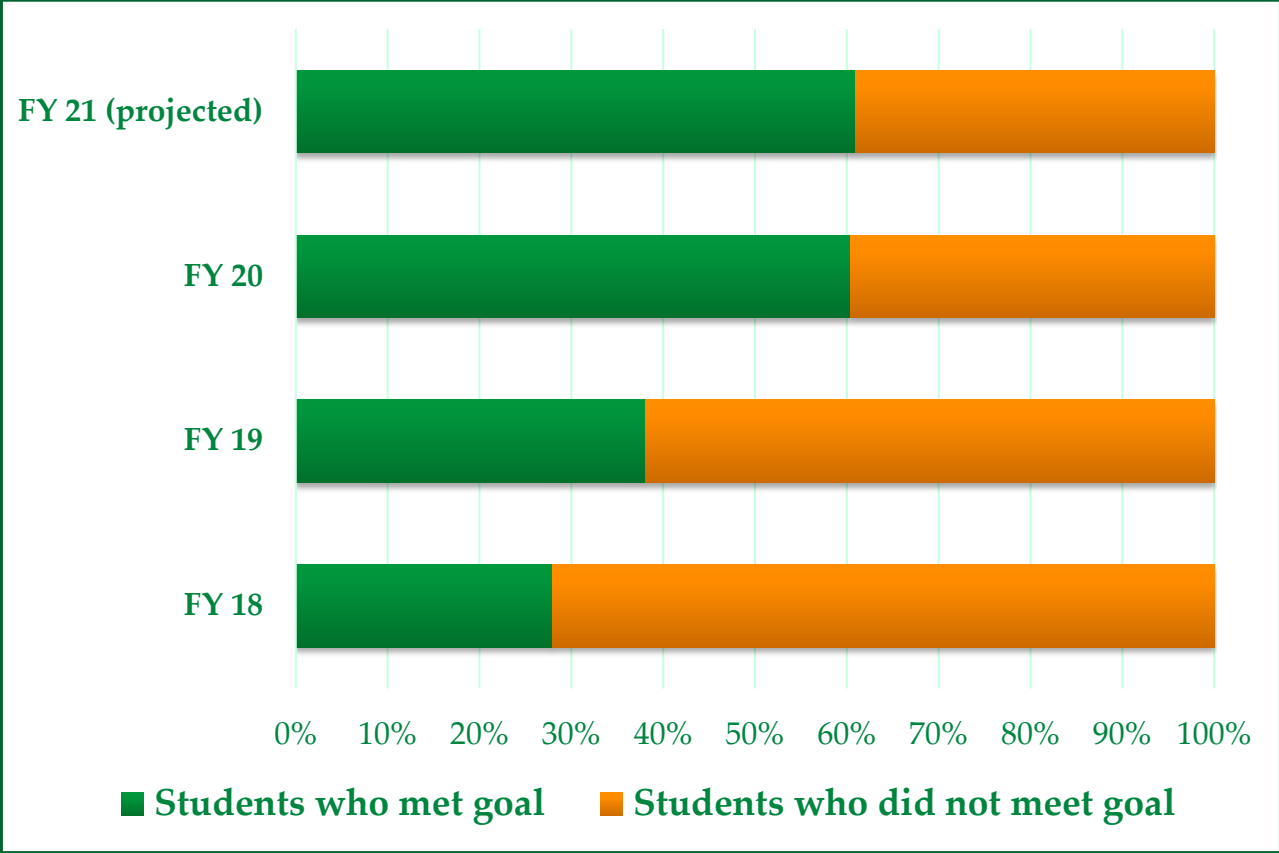


- Increase in number (percent) of Adult Learners with goal to earn a high school credential.
- Increase in number (percent) of Adult Learners earning a high school credential.

Measure Type: How Well?

	Total Enrollment	% of AEL learners with goal of high school graduation	% of AEL learners earning high school credential
FY 18	2455	39	14
FY 19	2201	53	14
FY 20	1808	74	11
FY 21 (projected)	1280	74	12

PPMB: Adult Learners meeting goal to earn an Industry Recognized Credential (FY 18 to FY 21)



- Increase in number (percent) of Adult Learners meeting goal to earn an Industry Recognized Credential.

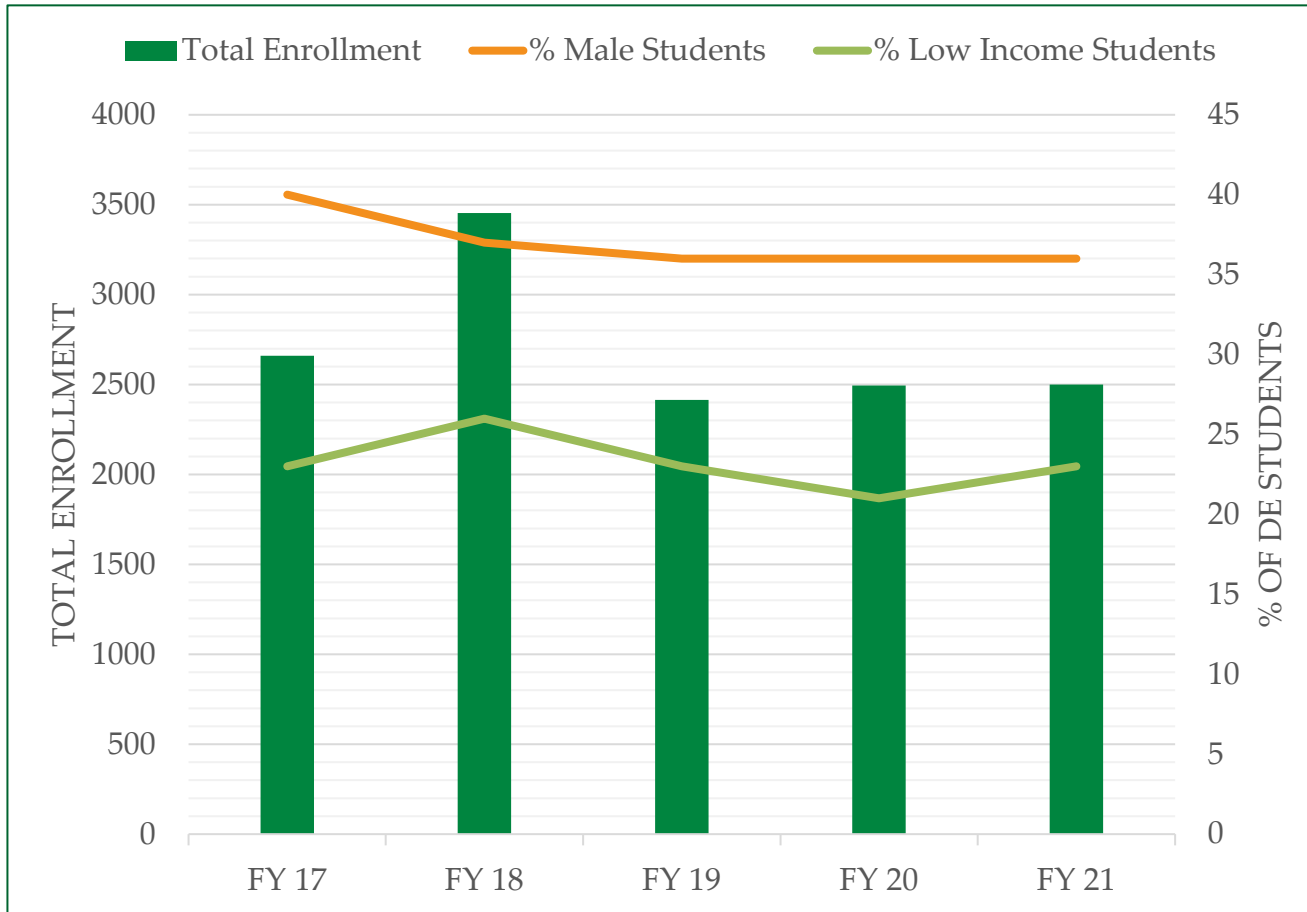
Measure Type: How Well?

	Students who met goal	Students who did not meet goal
FY 18	94	243
FY 19	86	140
FY 20	70	46
FY 21 (projected)	50	32

Programmatic Performance Measure- Dual Enrollment

- Description: The Dual Enrollment Program provides Vermont's publicly-funded high school juniors and seniors the opportunity to take up to two college credit-bearing courses while they are still in high school.
- Governor and Legislative Population Level
Outcomes: Growing the economy and Protecting vulnerable Vermonters

PPMB: Increase Utilization of Dual Enrollment Vouchers by Male Students and Low-Income Students

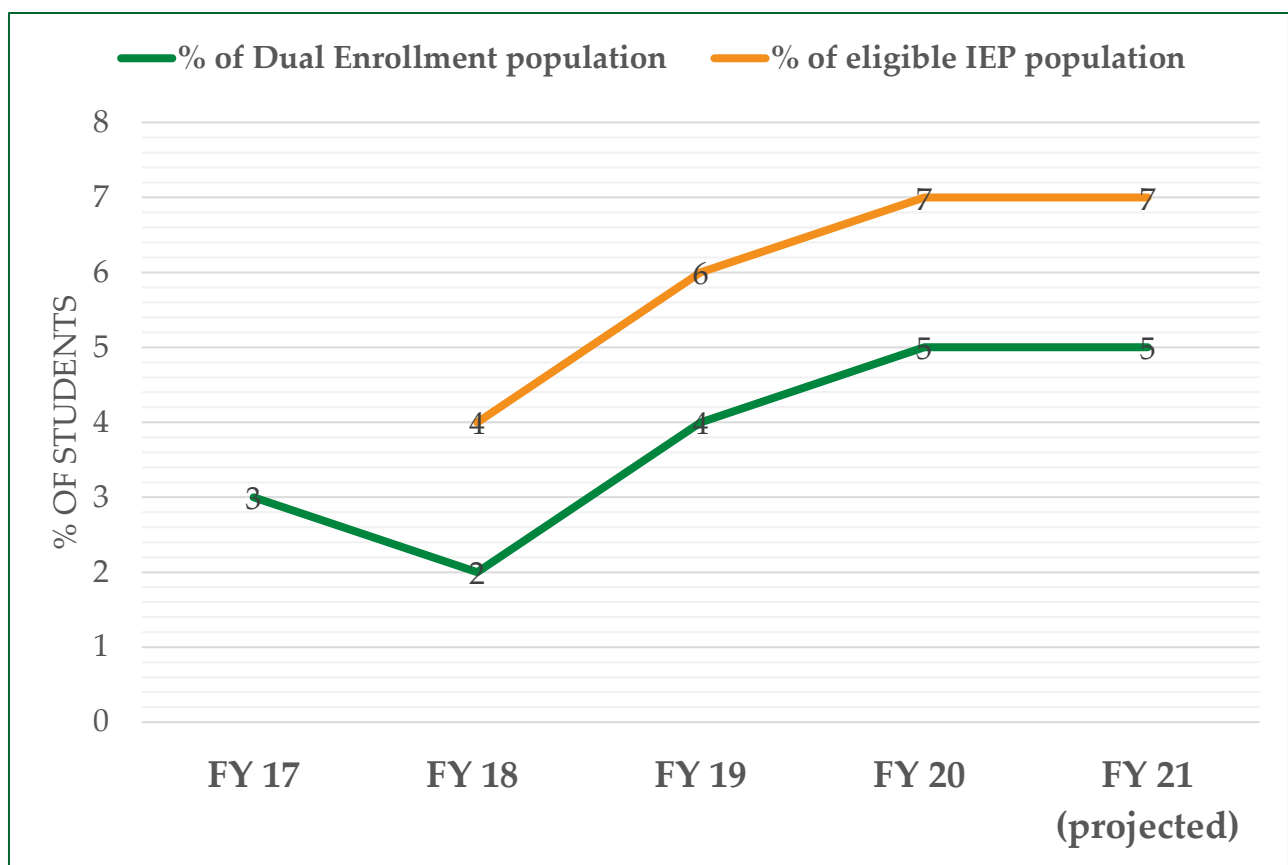


- Increase the number (percent) of male high school juniors and seniors who use dual enrollment vouchers
- Increase the number (percent) of low-income high school juniors and seniors who use dual enrollment vouchers.

	Total Enrollment	% Male Students	% Low Income Students
FY 17	2660	40	23
FY 18	3453	37	26
FY 19	2414	36	23
FY 20	2494	36	21
FY 21	2500	36	23

Measure Type:
How Well?

PPMB: Increase the percent of students on IEPs who use Dual Enrollment



- Increase the number (percent) of students on IEPs who use dual enrollment (out of eligible IEP population)
- Increase the number (percent) of students on IEPs who use dual enrollment (out of Dual Enrollment population)

	% of Dual Enrollment population	% of eligible IEP population
FY 17	3	4
FY 18	2	4
FY 19	4	6
FY 20	5	7
FY 21 (projected)	5	7

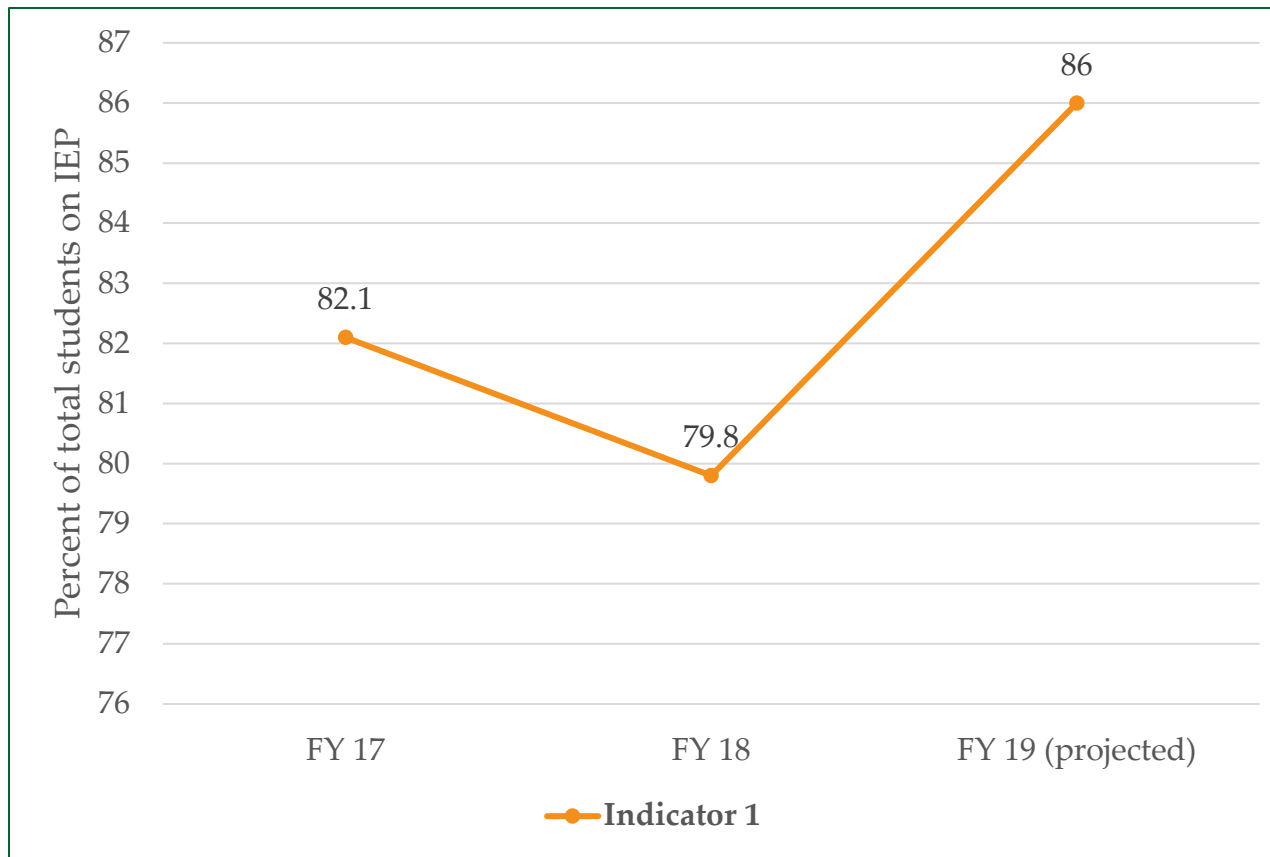
Measure Type:
How Well?

Programmatic Performance Measure- IDEA

Part B Determinations

- In alignment with the federal Individuals with Disabilities Education Act (IDEA), the AOE is required to issue determinations to each LEA, annually, describing their performance against SPP/APR Indicators. This work ultimately seeks to drive improved outcomes for students with disabilities.
- Governor and Legislative Population Level Outcomes: Growing the economy and Protecting the vulnerable
- [Please note: the data for IDEA Part B programs runs two years behind. The Current Period Value are targets for FY19.]

PPMB: Increase % of youths on IEPs graduating with high school diploma

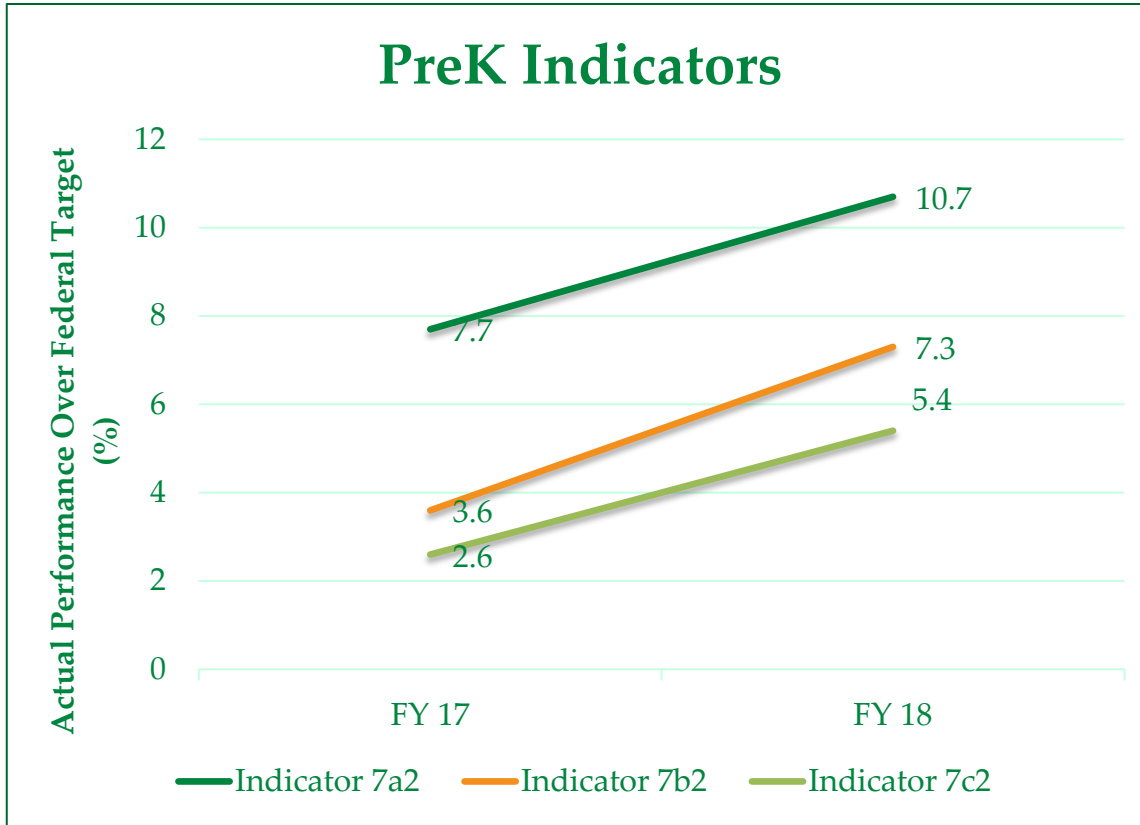


Indicator 1:
percent of youths on IEPs graduating with high school diploma

Measure Type:
How Well?

	Indicator 1
FY 17	82.1
FY 18	79.8
FY 19 (projected)	86

PPMB: Increase percent of preK children with IEP functioning within age expectations in social and emotional, knowledge and behavioral skills



PPMB: Increase the percentage of preschool children with an IEP, aged 3-5, who were functioning within age expectations by the time they turned 6 or exited the preschool program in:

- Indicator 7a2: social and emotional skills
- Indicator 7b2: acquisition and use of knowledge and skills
- Indicator 7c2: use of appropriate behaviors to meet their needs

FY 19: AOE expects to exceed federal targets for all three Indicators

Type of Measure: Better Off?

	Indicator 7a2	Indicator 7b2	Indicator 7c2
FY 17	7.7	3.6	2.6
FY 18	10.7	7.3	5.4

Programmatic Performance Measure- IDEA

Part B Monitoring

- The AOE has recently launched two interrelated monitoring systems: a PreK model that supports better outcomes for the 1500 early childhood special education students across Vermont's 400 public and private PreK programs; and a General Supervision monitoring system supporting K-12 students on IEPs in public schools statewide. This work ultimately seeks to improve student outcomes, and to guarantee the provision of a Free and Appropriate Public Education (FAPE) for Vermont's students with disabilities.
- Governor and Legislative Population Level Outcomes: Protecting vulnerable Vermonters

PPMB: Federally mandated performance measures across Indicators 5a and 6a

	Indicator 5a	Indicator 6a
FY 17	77.8%/79%	✓
FY 18	77.6%/79%	✓
FY 19 (Projected)	✓	✓

PPMB: Increase the percent of students age 3-21 with IEPs who receive at least 80% (ages 6-21) or the majority (ages 3-5) of their education and related services within the general classroom

- Indicator 5a: students age 6-21 with IEPs who receive at least 80% of their education and related services within the general classroom.
- Indicator 6a: students age 3-5 with IEPs who receive a majority of their education and related services within the general classroom.

Measure Type: How Much?

PPMB: Federally mandated performance measures across Indicators 9, 10 and 12

	Indicator 9	Indicator 10	Indicator 12
FY 17	✓	✓	✓
FY 18	✓	✓	97%/100%
FY 19 (Projected)	✓	✓	✓

- **Indicator 9:** The percent of districts with disproportionate representation of racial and ethnic groups in special education that is a result of inappropriate identification.
- **Indicator 10:** The percent of districts with disproportionate representation of racial and ethnic groups who have been identified within specific disability categories that is a result of inappropriate identification.
- **Indicator 12:** The percentage of eligible children ages 3-6 who received an evaluation for special education services within the federally-required time frame

Measure Type: How Well?