



## *Introduction to the Framing Questions*

(Source: Adapted from [Massachusetts State Performance Plan \(MA SPP\) and Annual Performance Reports \(MA APR\) web page](#) on the Massachusetts Department of Elementary and Secondary Education website.  
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## Introduction to the Framing Questions

The Office of Special Education Planning and Policy (SEPP) manages the collection, organization, and data analysis for the 17 Indicators of Special Education performance and compliance under the Individuals with Disabilities Act (IDEA). This Indicator data is gathered and submitted each year to the Office of Special Education Programs (OSEP) in the State Performance Plan and Annual Performance Report (SPP/APR).

The Framing Questions are overarching questions about the importance and meaning of each Indicator. Each question gives stakeholders a context to better understand the Commonwealth's quality of special education services. In addition, each webpage includes a description of the Indicator, how it is measured, what the data shows, what that data means for students and their families, and additional resources to learn more.

The Department of Elementary and Secondary Education (DESE) plays an important role in ensuring access to high-quality education for all students in the Commonwealth. Part of this mission of General Supervision of IDEA compliance is to ensure that tools and interventions in use to help students with disabilities are not also perpetuating inequities. DESE is committed to strengthening the skills and knowledge to provide greater access and opportunities for all students. DESE recognizes the necessity of understanding how policies and practices can support more equitable student outcomes. The Framing Questions and the Indicators look closely at performance and compliance data as it relates to race, ethnicity, language, and specific disability categories. SEPP strives to close not only achievement but equity gaps across all Indicators to improve outcomes for students with disabilities.

Framing Questions	State Performance Plan/Annual Performance Report Indicators
How do schools meaningfully engage parents in the education of their children with disabilities?	<ul style="list-style-type: none"><li>• <a href="#">Indicator 8: Parent Involvement</a></li></ul>
Are children and youth appropriately referred, evaluated, and determined eligible for special education in a timely manner?	<ul style="list-style-type: none"><li>• Indicator 11: Child Find (Initial Evaluations)</li><li>• Indicator 12: Early Childhood Transition (Part C to B Transition)</li></ul>
What educational environments are children and youth with disabilities a part of, and do they have meaningful access to the general curriculum and the life of the school?	<ul style="list-style-type: none"><li>• <a href="#">Indicator 5: Educational Environments (LRE Placement)</a></li><li>• <a href="#">Indicator 6: Preschool Environments (Early Childhood Settings)</a></li></ul>
What progress are young children with disabilities making as it relates to social-emotional and cognitive development, and what systems are in place to improve outcomes?	<ul style="list-style-type: none"><li>• <a href="#">Indicator 7: Preschool Outcomes</a></li><li>• Indicator 17: State Systemic Improvement Plan (SSIP)</li></ul>
Are children and youth equitably referred, evaluated, and determined eligible without biases?	<ul style="list-style-type: none"><li>• Indicator 9: Disproportionate Representation</li><li>• Indicator 10: Disproportionate Representation in Specific Disability Categories</li></ul>
Are children and youth with disabilities receiving equitable behavioral support to minimize disciplinary action?  Are the suspension and expulsion rates equitable for students with disabilities and for students with disabilities by race and ethnicity?	<ul style="list-style-type: none"><li>• Indicator 4: Suspension and Expulsion Significant Discrepancy</li></ul>

Framing Questions	State Performance Plan/Annual Performance Report Indicators
<p>In what ways are children and youth with disabilities participating in statewide assessments at rates that meet state targets?</p> <p>In what ways are children and youth with disabilities meeting grade level academic achievement standards?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Indicator 3: Assessment</a></li> </ul>
<p>What knowledge, skills, and experiences have youth with disabilities gained in order to complete postsecondary education or training, to access a job that matches their individual interests and skills, to earn a life-sustaining wage, and to be an active member of the community?</p>	<ul style="list-style-type: none"> <li>• <a href="#">Indicator 1: Graduation</a></li> <li>• <a href="#">Indicator 2: Drop Out</a></li> <li>• Indicator 13: Secondary Transition</li> <li>• <a href="#">Indicator 14: Post-School Outcomes</a></li> </ul>
<p>Does the state's dispute resolution system result in settlement and mediation agreements?</p>	<ul style="list-style-type: none"> <li>• Indicator 15: Resolution Session Agreement</li> <li>• Indicator 16: Mediation Agreement</li> </ul>