

# Final FFY 2020-2025 SPP/APR Targets

Oklahoma



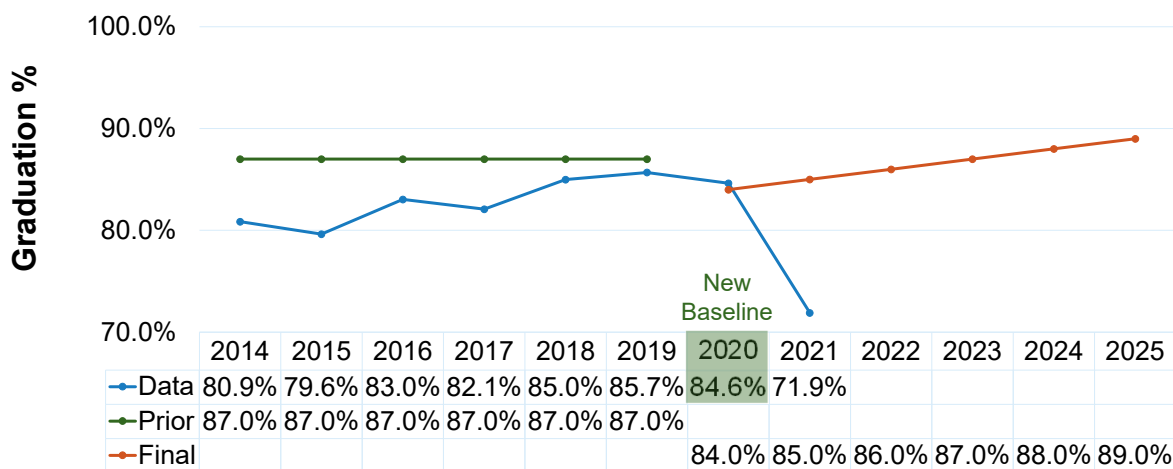
## Summary

- Compliance indicators (pre-set targets): 4B, 9, 10, 11, 12, 13
- Performance Indicators
  - All are changing targets
  - Changing baselines: 1, 3, 5, 6, 8, 14

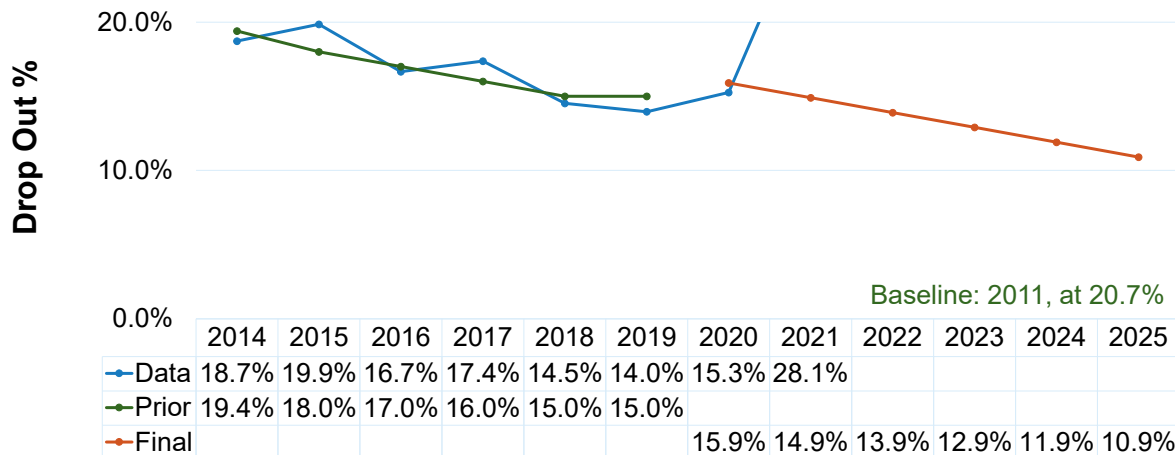
## Indicators 1 & 2 Recommendations

- Final year targets: 89% and 10.9%
  - Interaction with dropout: the two must add to about 99.9%
  - Want to ensure that if we meet one target, we meet the other
- Methodology:
  - Incremental improvements of 1% annually
  - Close to forecasted lines

## Indicator 1: Data & Targets



## Indicator 2: Data & Targets



5 | APR Final Targets



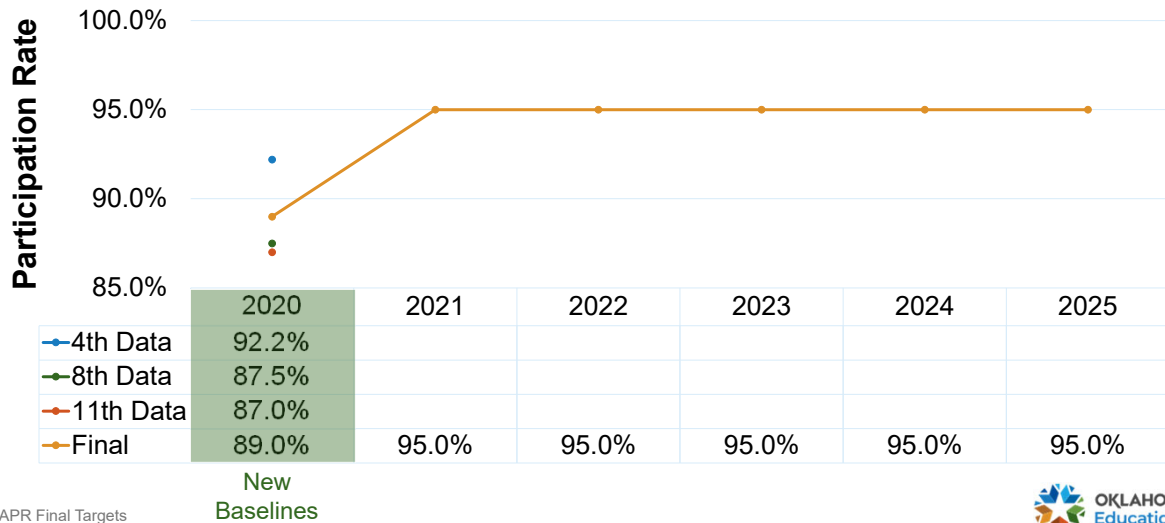
## Indicator 3A Recommendations

- Final Year Targets:
  - First year targets match current year participation data
  - 95% for all grades and subjects
- Methodology:
  - Maintain line with no increases
  - Because first year participation is under 95%, will use an alternative trend line:
    - First year at baseline (2020) and following targets will be 95%

6 | APR Final Targets



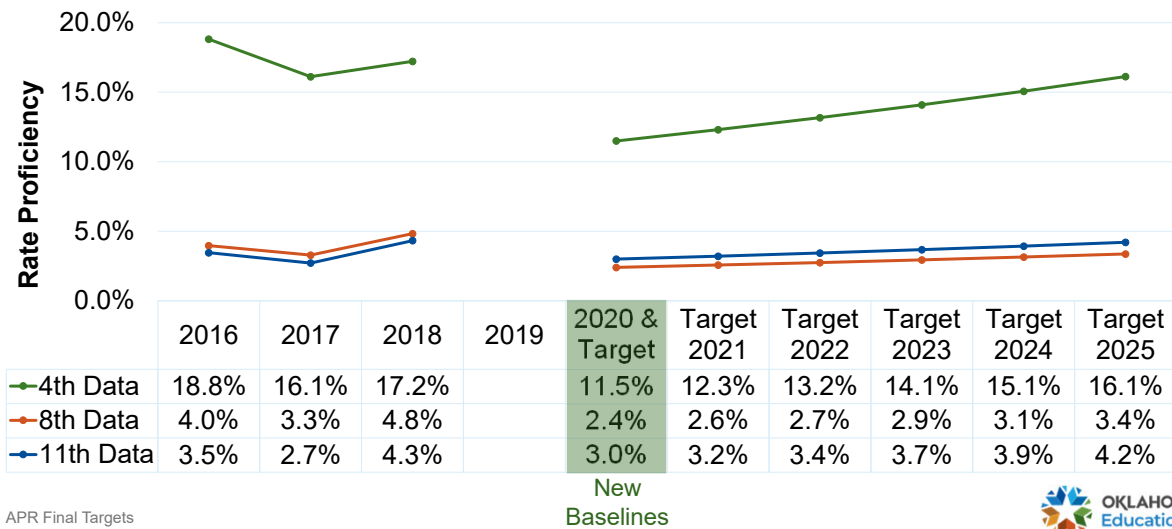
## 3A: Data for Participation



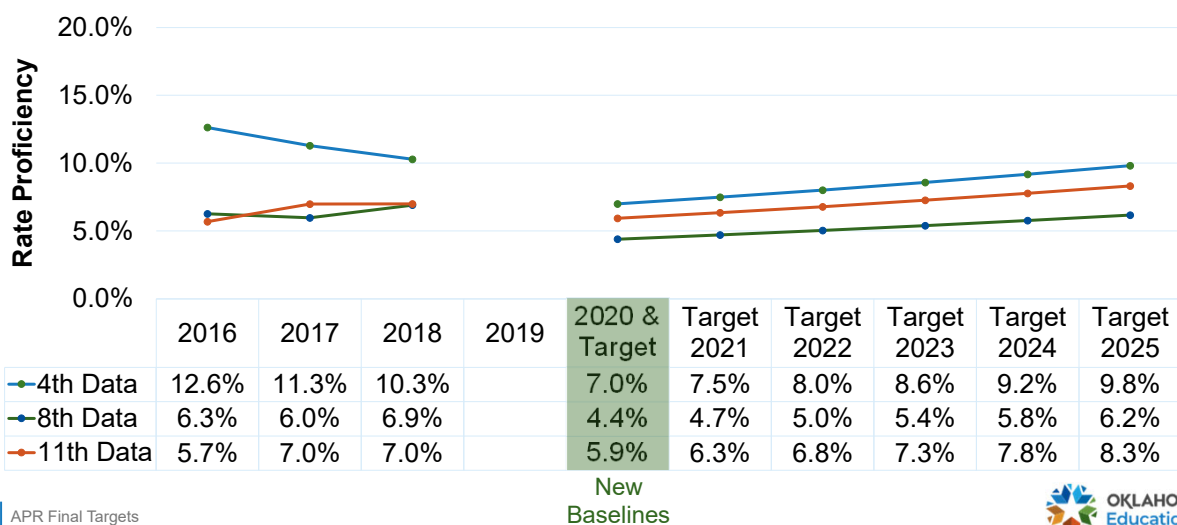
## Indicators 3B & 3C Recommendations

- Final year targets:
  - Each final target is 40.25% improvement over baseline
  - Each grade and subject area will have its own target line
- Methodology:
  - Set 7% annual improvement over prior year
  - Higher baselines will have greater annual increases

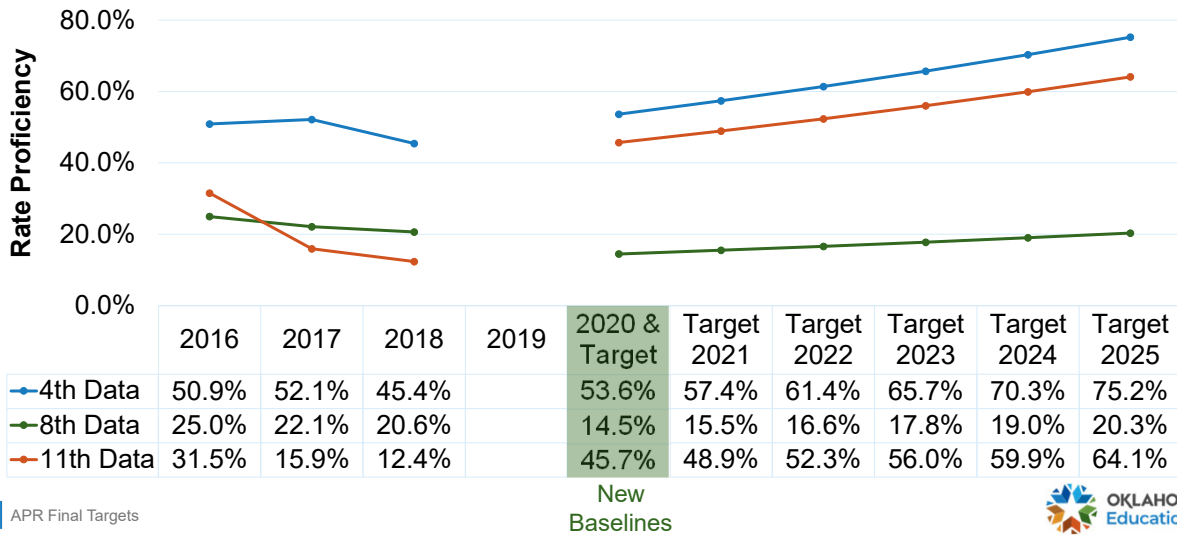
### 3B: Data for Proficiency/Grade-level Standards, Math



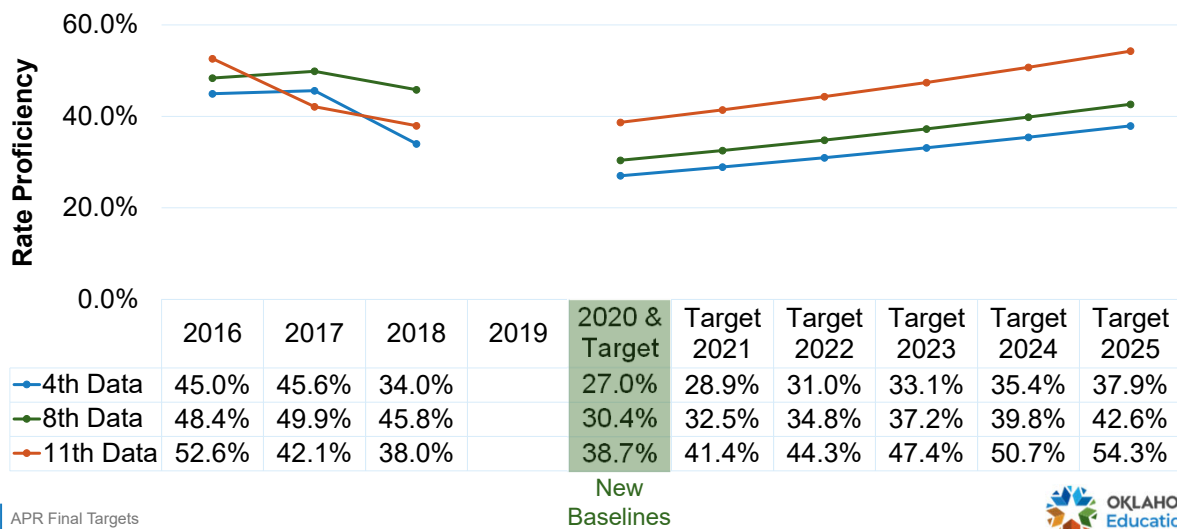
### 3B: Data for Proficiency/Grade-level Standards, Reading



### 3C: Data for Proficiency/Alternate Standards, Math



### 3C: Data for Proficiency/Alternate Standards, Reading



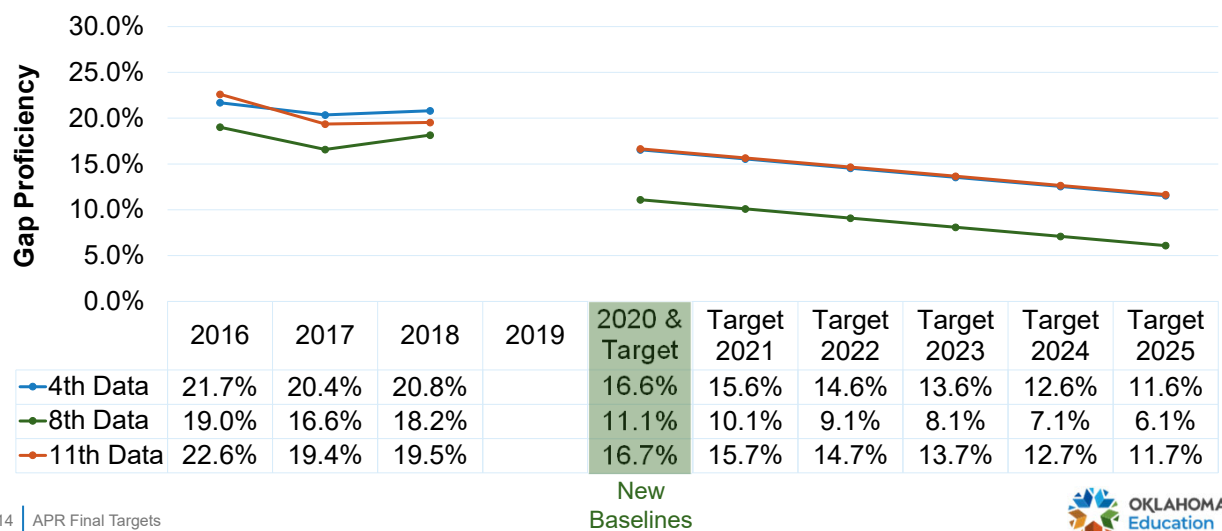
## Indicator 3D Recommendations

- Final year targets:
  - Each final target is 5 percentage points lower than baseline
  - Each grade and subject area will have its own target line
- Methodology:
  - Annual 1 percentage point improvement
- Challenge:
  - If both students with disabilities and those without improve levels of proficiency, gap may not decrease
  - Expected improvement over and above general population

13 | APR Final Targets



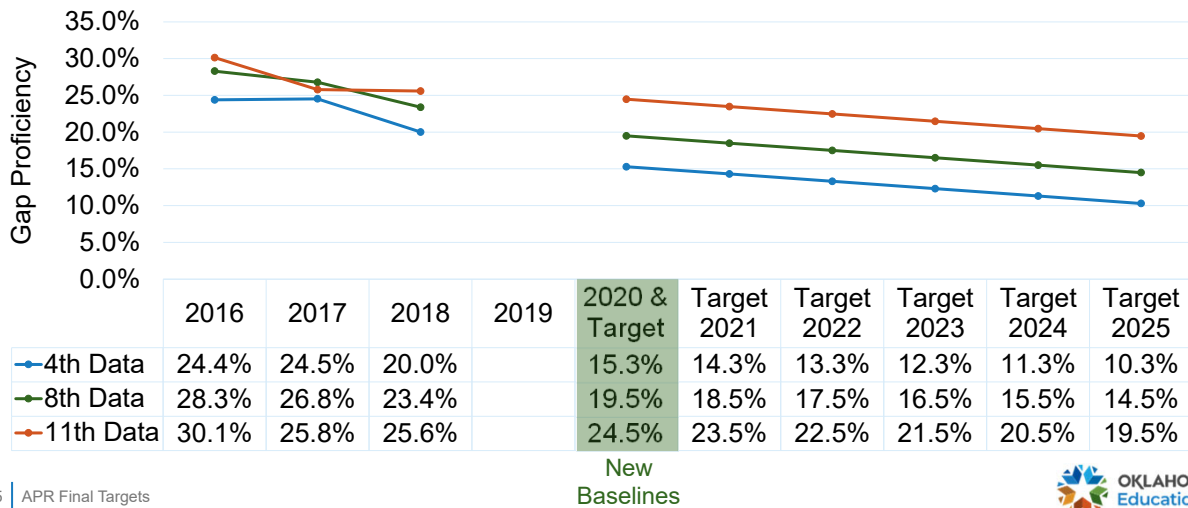
## 3D: Data for Gap in Math Grade-level Standard Achievement, SWD v All Students



14 | APR Final Targets



### 3D: Data for Gap in Reading Grade-level Standard Achievement, SWD v All Students



## Indicator 4: Discrepant Discipline

*Question addressed:*

- Are students with IEPs more or less likely than their peers to be suspended and/or expelled, and do policies, practices and procedures contribute to the discrepancy?
  - 4A: Overall for SWD
  - 4B: By racial/ethnic groups (compliance indicator)

*4A is a partial compliance indicator, and 4B is a full compliance indicator. Targets can be set by the state for 4A, but not for 4B.*



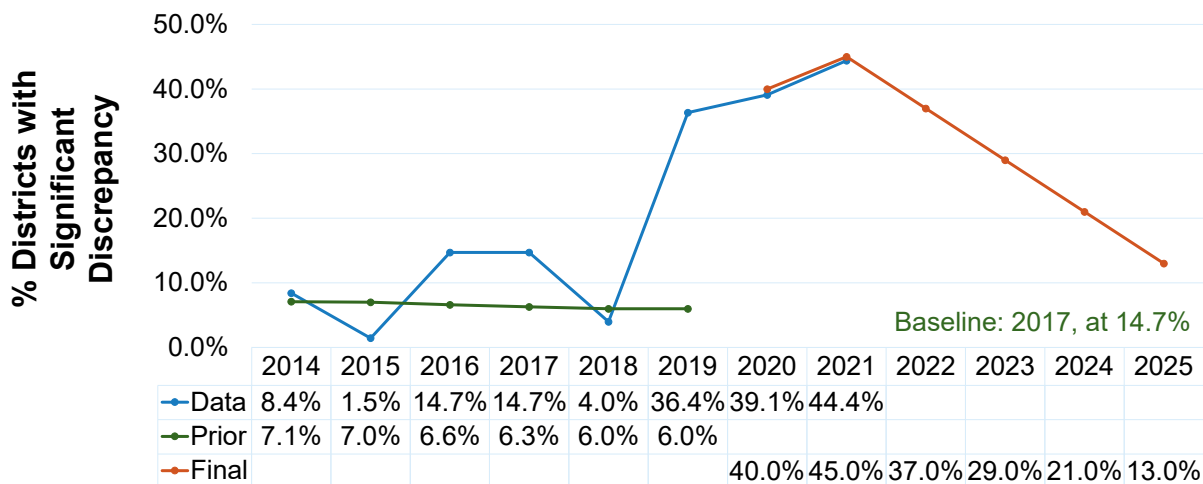
## Indicator 4A Recommendations

- Final year target:
  - Just below baseline (as required)
- Methodology:
  - Annual 6 percentage point improvement from current rate
- Challenge:
  - If fewer districts continue to use OSS, the rate could increase... but may also go to zero.

17 | APR Final Targets



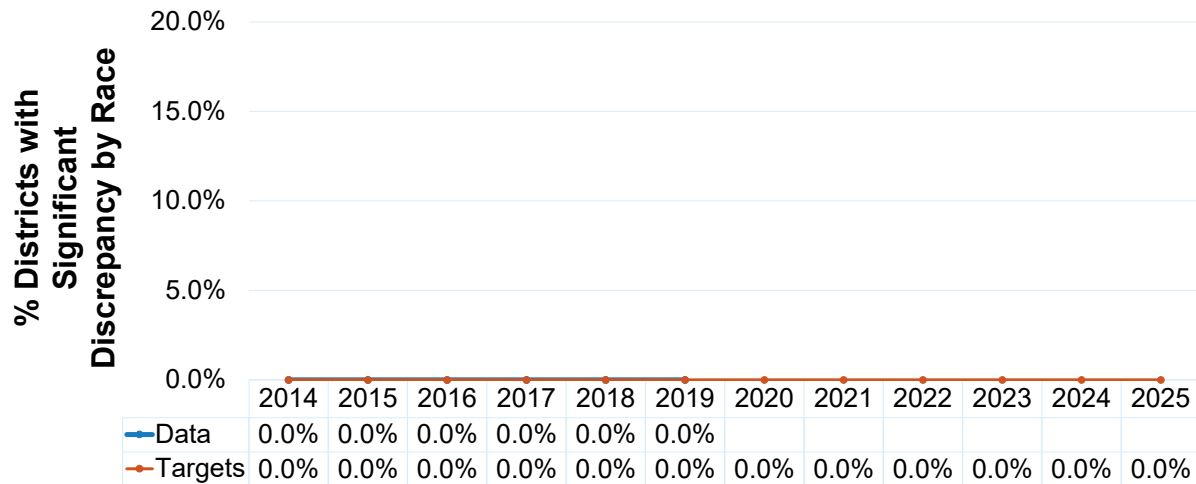
## 4A: Data & Proposed Targets



18 | APR Final Targets



## Indicator 4B: Data & Targets



19 | APR Final Targets



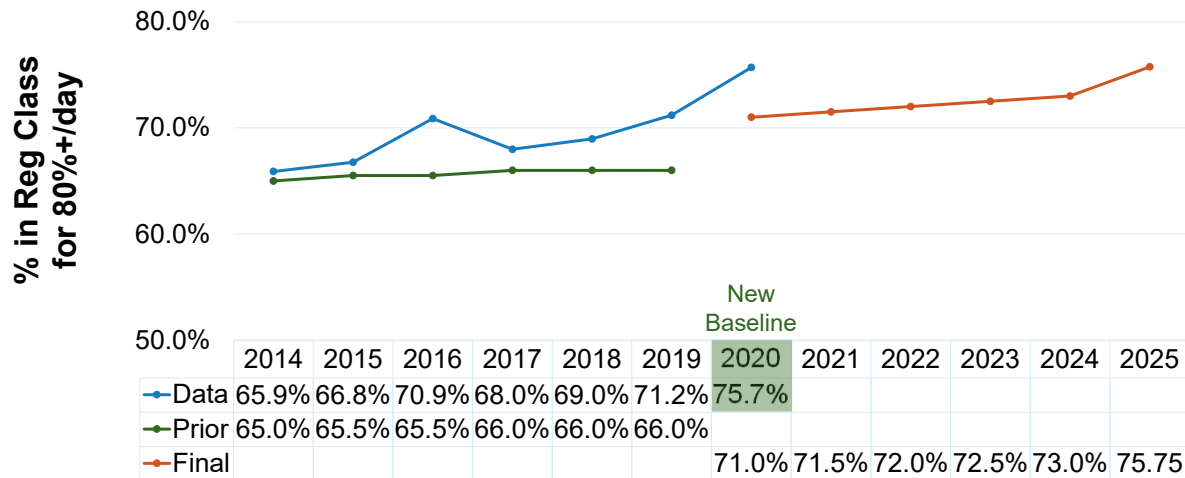
## Indicator 5 A/B/C Recommendations

- FFY2019 baselines
- Final year targets:
  - Small improvements against baseline for each
- Methodology:
  - Annual minimal improvements

20 | APR Final Targets



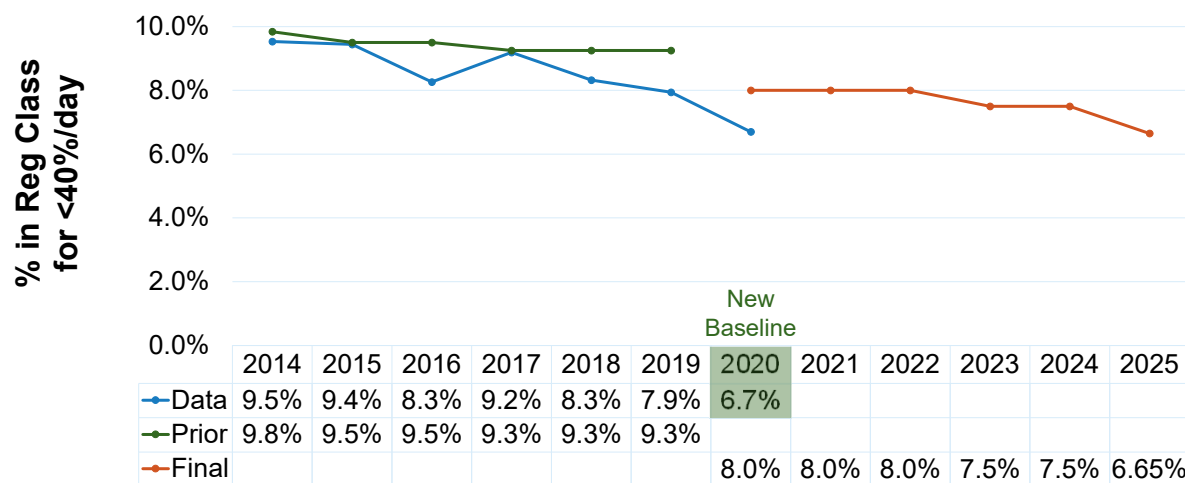
## 5A: Data & Targets



21 | APR Final Targets



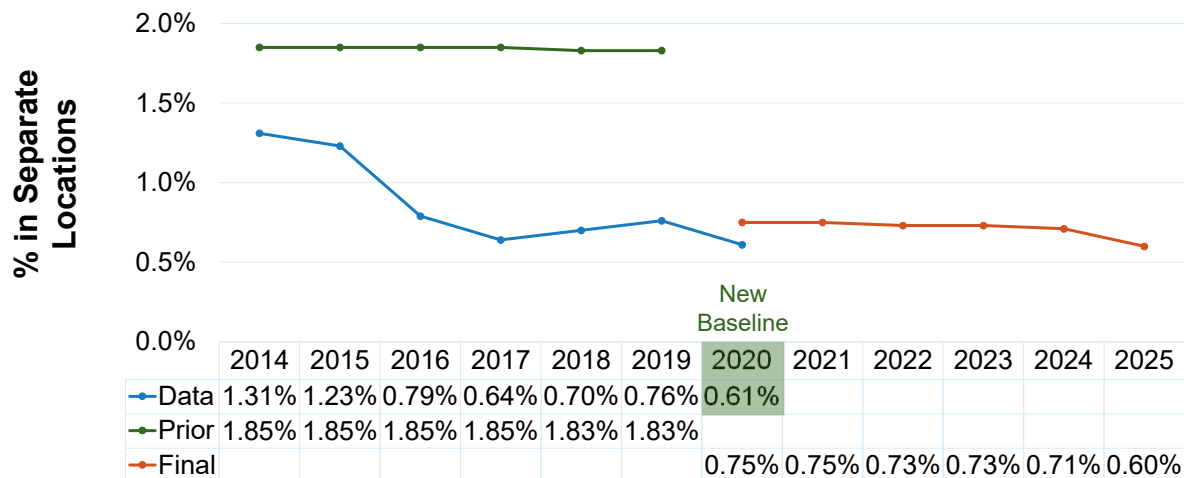
## 5B: Data & Targets



22 | APR Final Targets



## 5C: Data & Targets



23 | APR Final Targets



## Indicator 6 A/B/C Recommendations

A:

- FFY2019 baseline
- Annual improvement of 1 percentage point (final target 6 points better than (above) baseline)

B:

- FFY2019 baseline
- Annual improvement of 0.5 percentage points (final target 3 points better than (below) baseline)

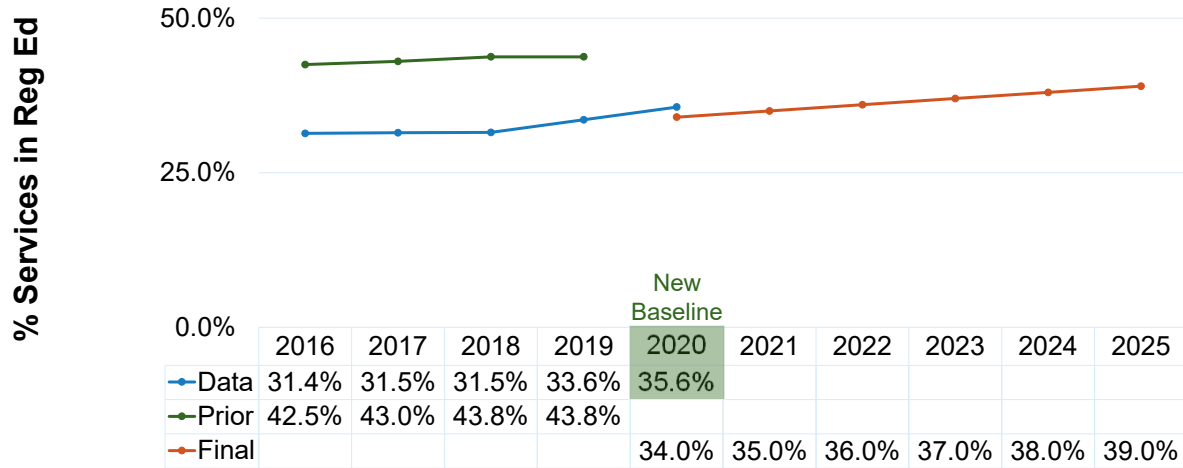
C:

- FFY2020 baseline
- Annual improvement of 0.01 percentage points (final target 0.5 points better than (below) baseline)

24 | APR Final Targets



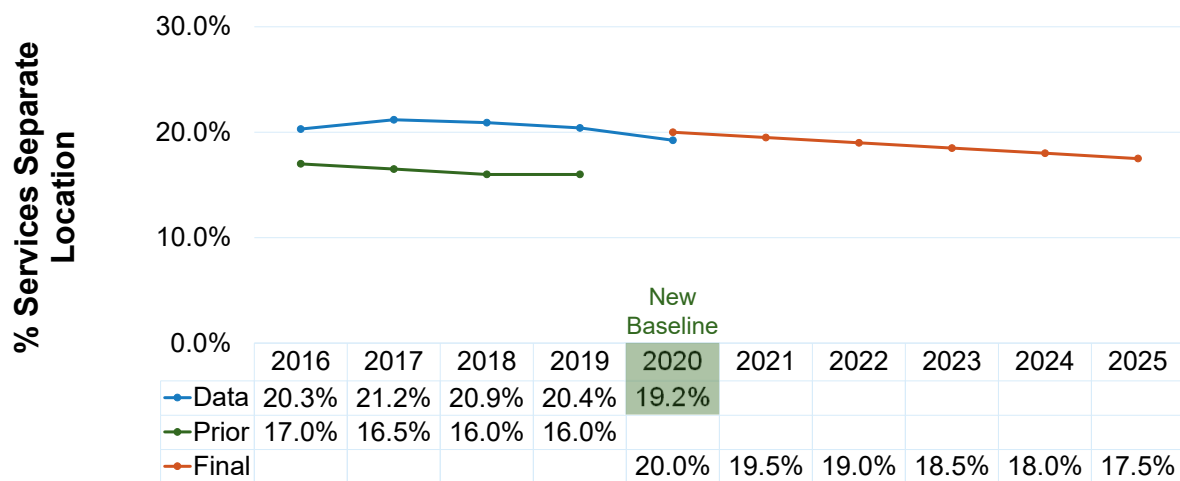
## 6A: Data & Targets



25 | APR Final Targets



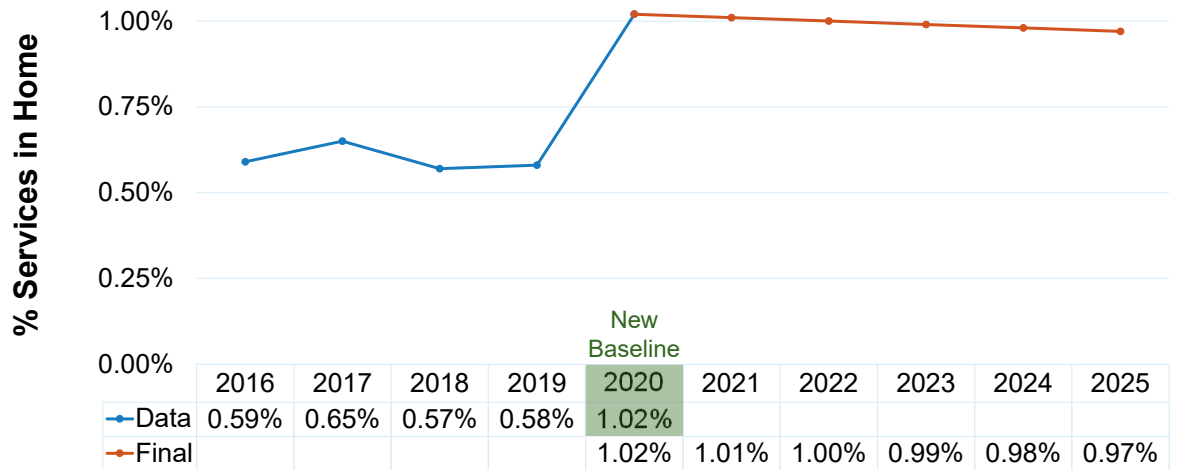
## 6B: Data & Targets



26 | APR Final Targets



## 6C: Data & Targets



27 | APR Final Targets



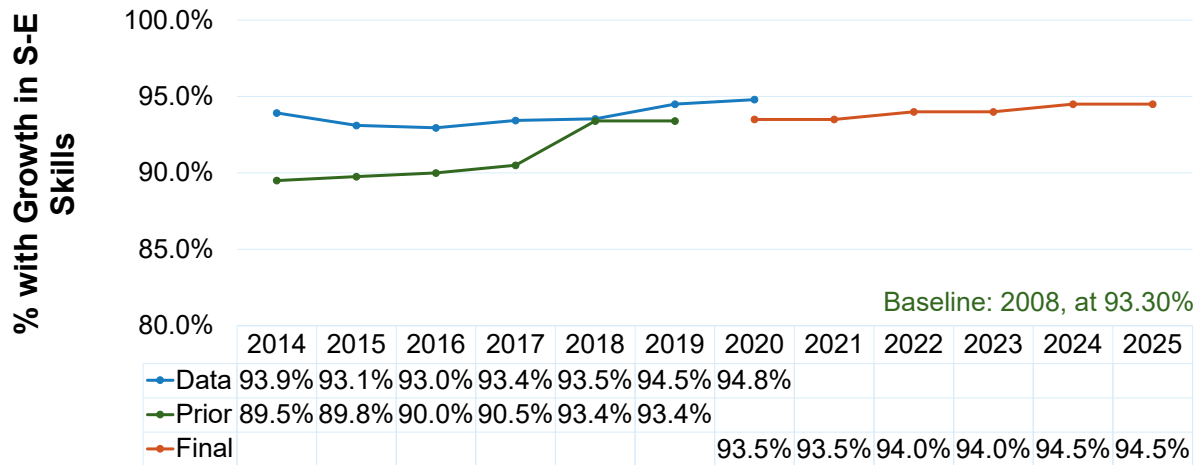
## Indicator 7.1 A/B/C Recommendations

- Targets: the same for all 3, increasing from 93.5 to 94.5 over six years.
- Baseline: no change

28 | APR Final Targets



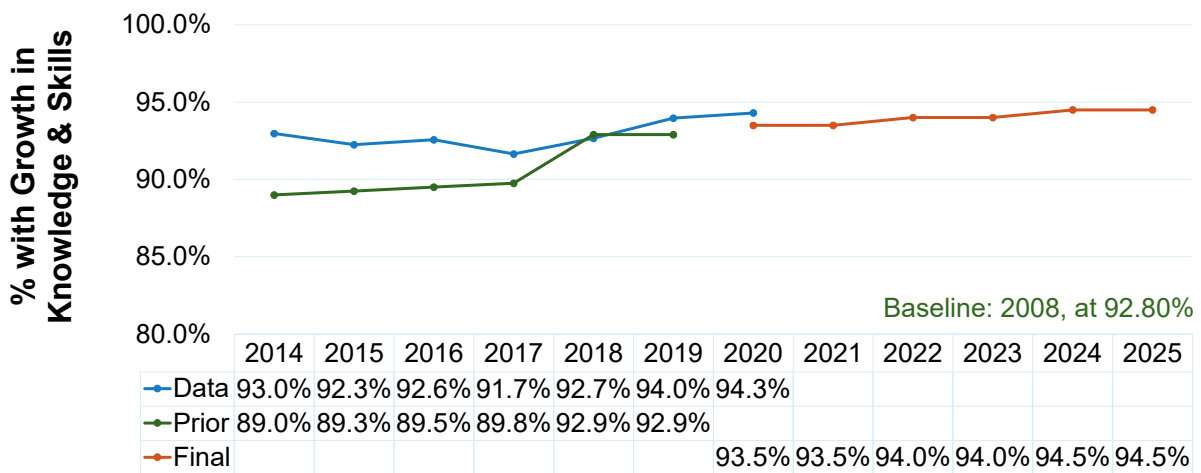
## 7.1 A: Data & Targets



29 | APR Final Targets



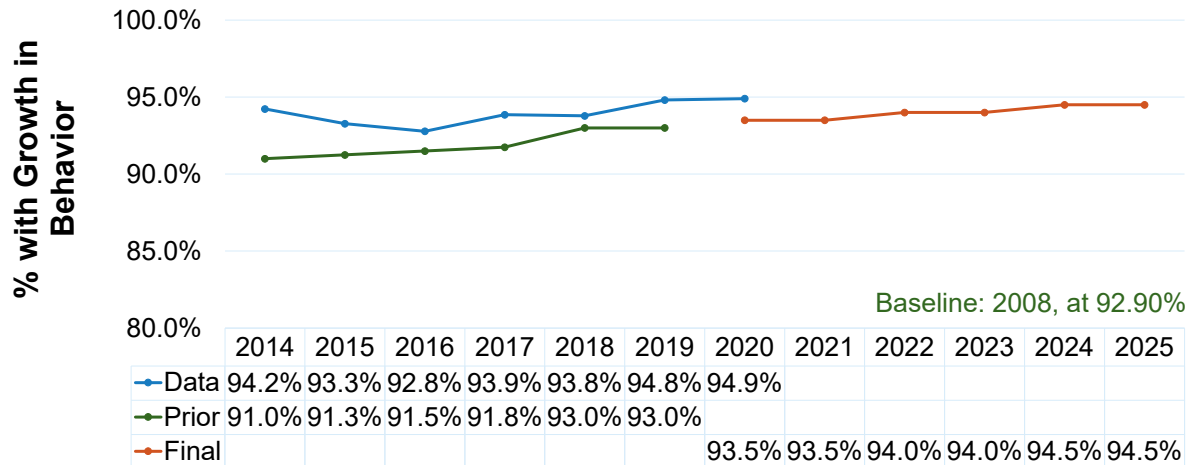
## 7.1 B: Data & Targets



30 | APR Final Targets



## 7.1 C: Data & Targets



31 | APR Final Targets



## Indicator 7.2 A/B/C Recommendations

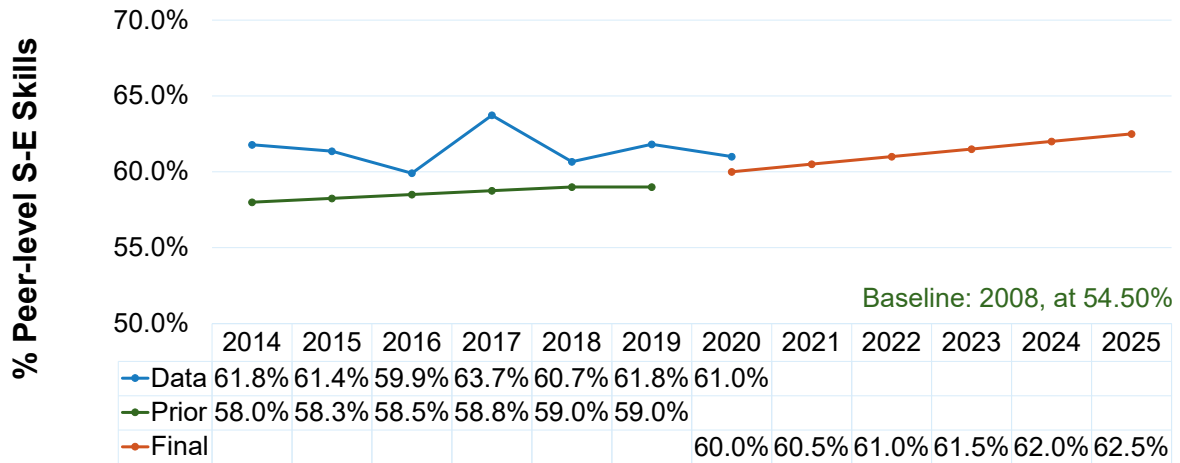
- Targets:
  - Each has different end target, following historical trends
  - All targets increase by 0.5 percentage points annually (2.5 point increase during cycle)
- Baseline: no change

32 | APR Final Targets





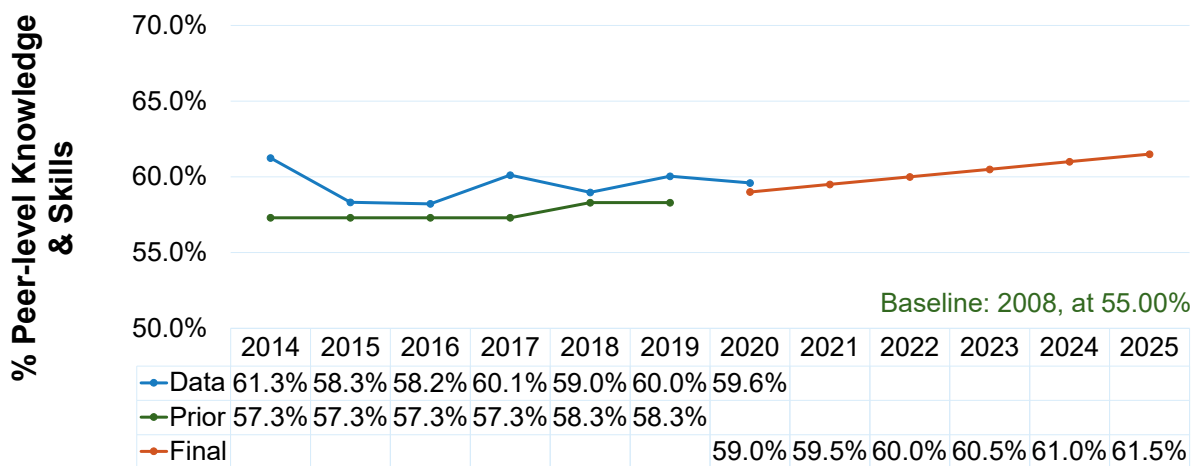
## 7.2 A: Data & Targets



33 | APR Final Targets



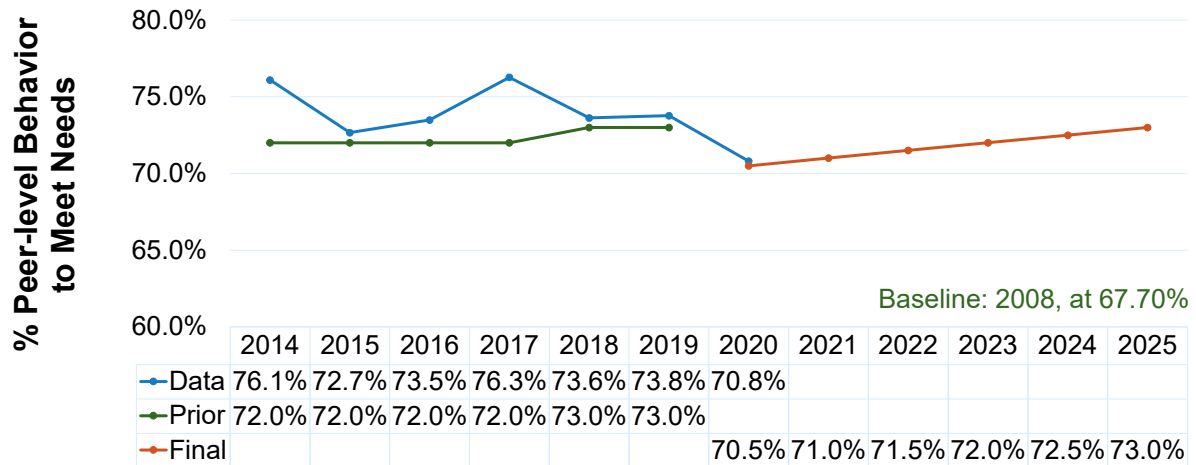
## 7.2 B: Data & Targets



34 | APR Final Targets



## 7.2 C: Data & Targets



35 | APR Final Targets



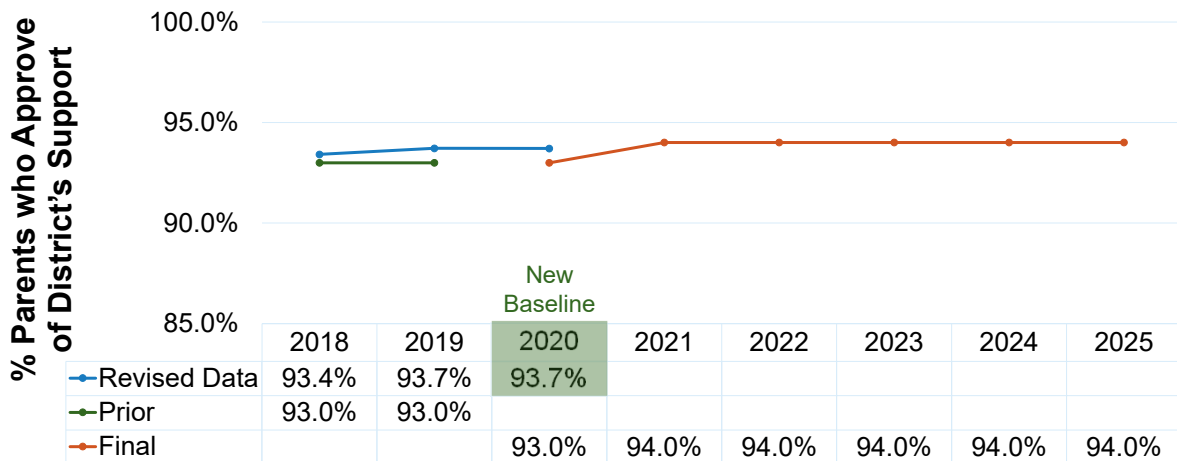
## Indicator 8 Recommendations

- Final year target: slight increase to 94%
- Methodology:
  - Maintain close to baseline with modest increase
- Baseline: change to FFY2020 data year because of altered calculation

36 | APR Final Targets



## Indicator 8: Data & Targets



37 | APR Final Targets



## Indicators 9 & 10: Disproportionate Identification

*Questions addressed:*

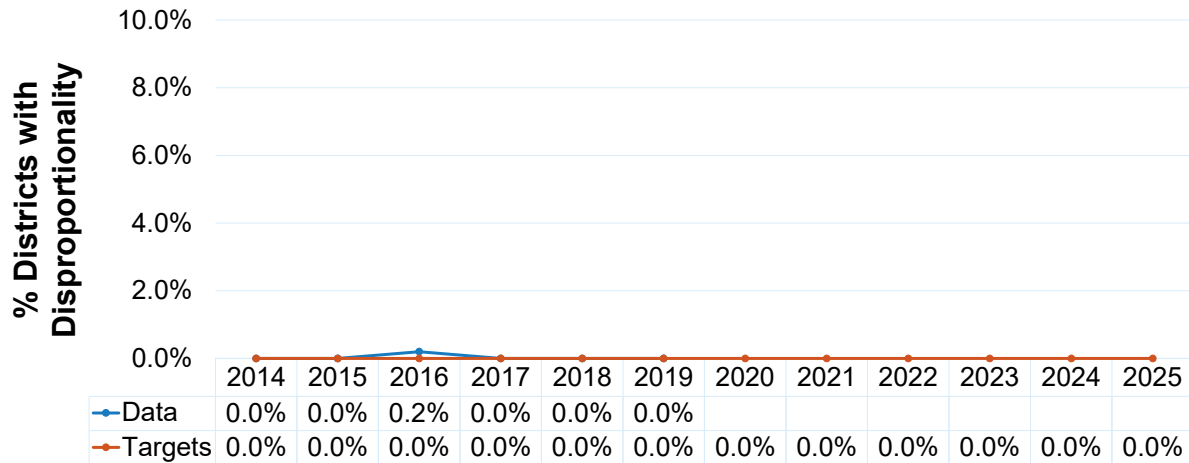
- Ind. 9: Are students of one racial group more likely to be identified as needing special education than any other racial group?
- Ind. 10: Are students of one racial group more likely to be identified as having a particular disability than other racial groups?
- For both: *And...* is disproportionality due to “inappropriate” identification?

*These are compliance indicators, so targets cannot be adjusted.*

38 | APR Final Targets



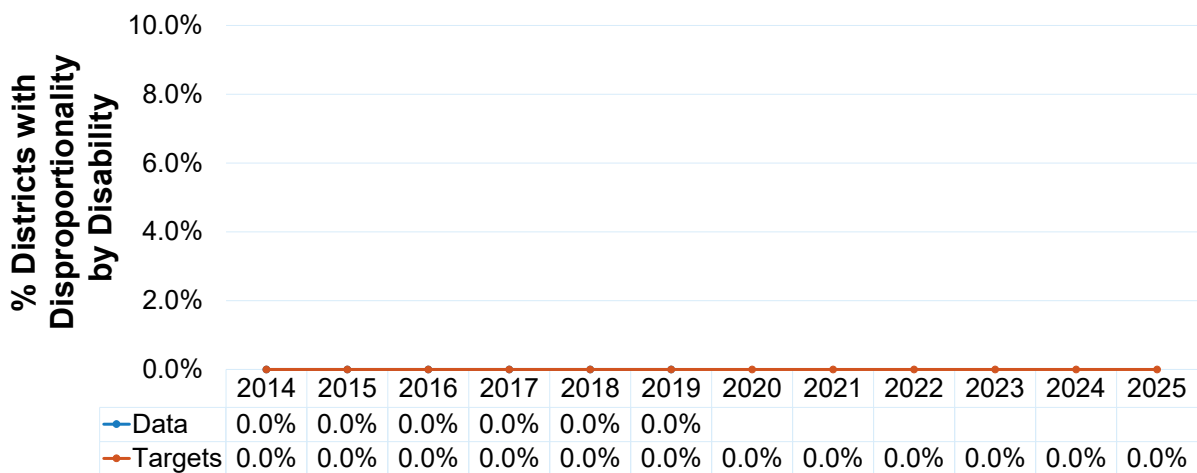
## Indicator 9: Data & Targets



39 | APR Final Targets



## Indicator 10: Data & Targets



40 | APR Final Targets



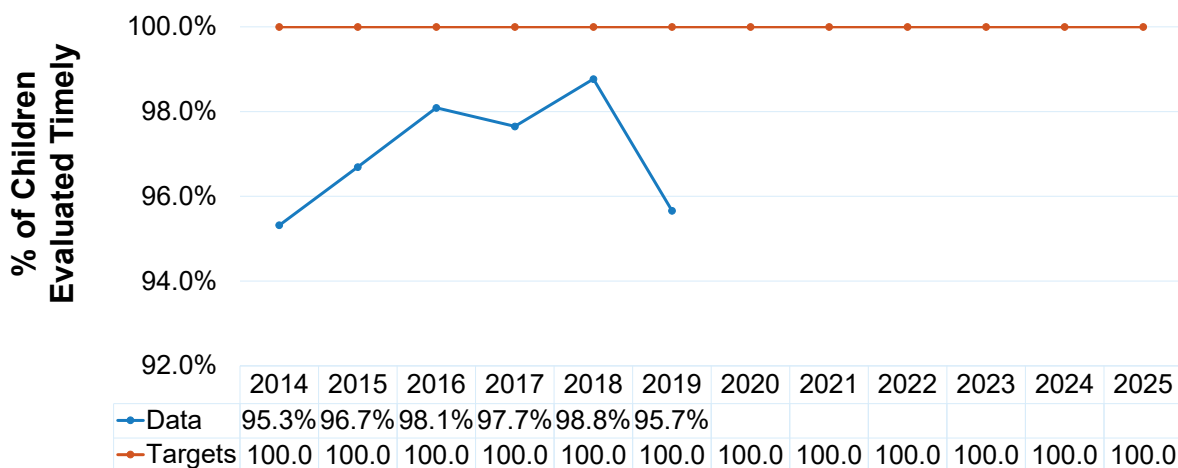
## Indicators 11 & 12: Evaluation Compliance

*Questions addressed:*

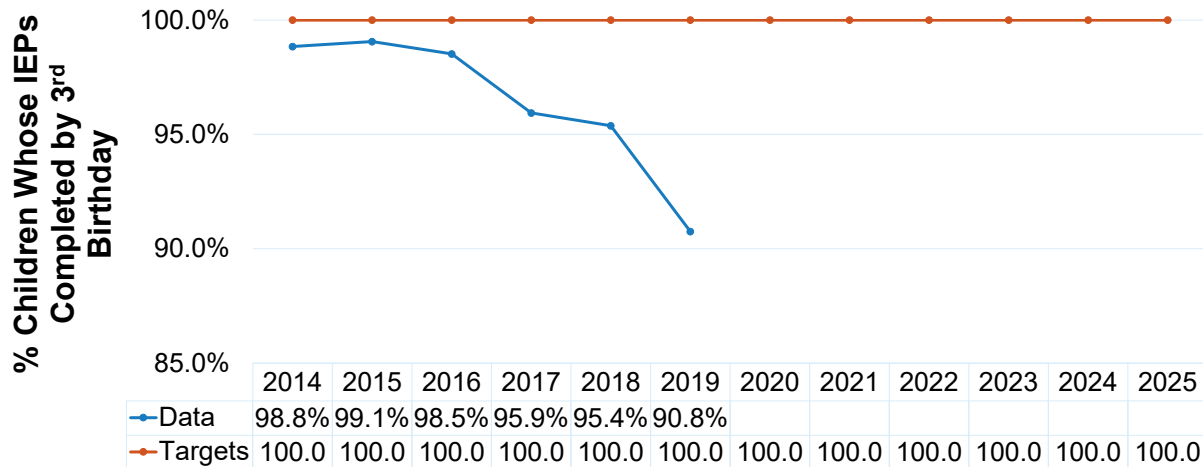
- Ind. 11: What percentage of students were evaluated within 45 school days of receiving parental consent for initial evaluation?
- Ind. 12: What percentage of children referred by Part C were found eligible for Part B and had an IEP developed and implemented by their third birthdays?

*These are compliance indicators, so targets cannot be adjusted.*

## Indicator 11: Data & Targets



## Indicator 12: Data & Targets



43 | APR Final Targets



## Indicator 13: Transition IEPs

*Question addressed:*

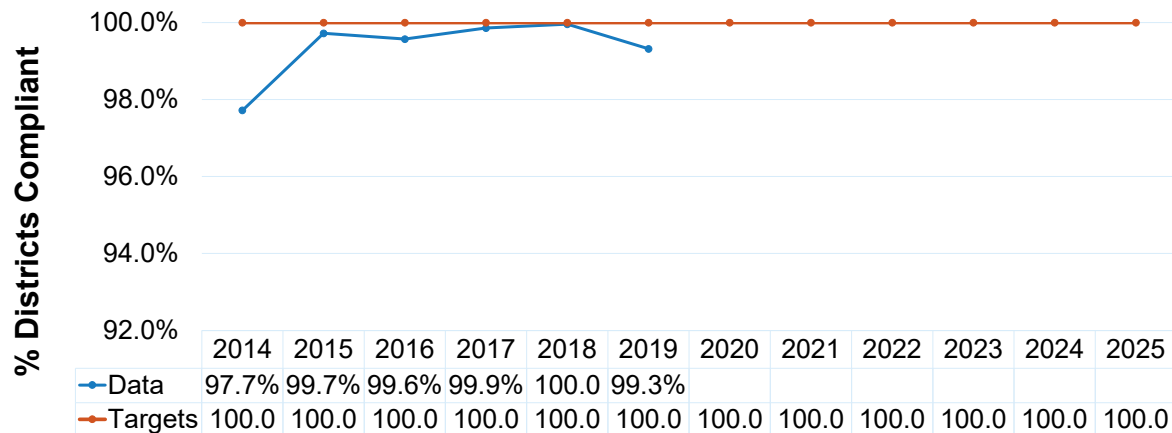
- What percent of districts are compliant with secondary transition requirements for IEPs?

*This is a compliance indicator, so targets cannot be adjusted.*

44 | APR Final Targets



## Indicator 13: Historical Data



45 | APR Final Targets



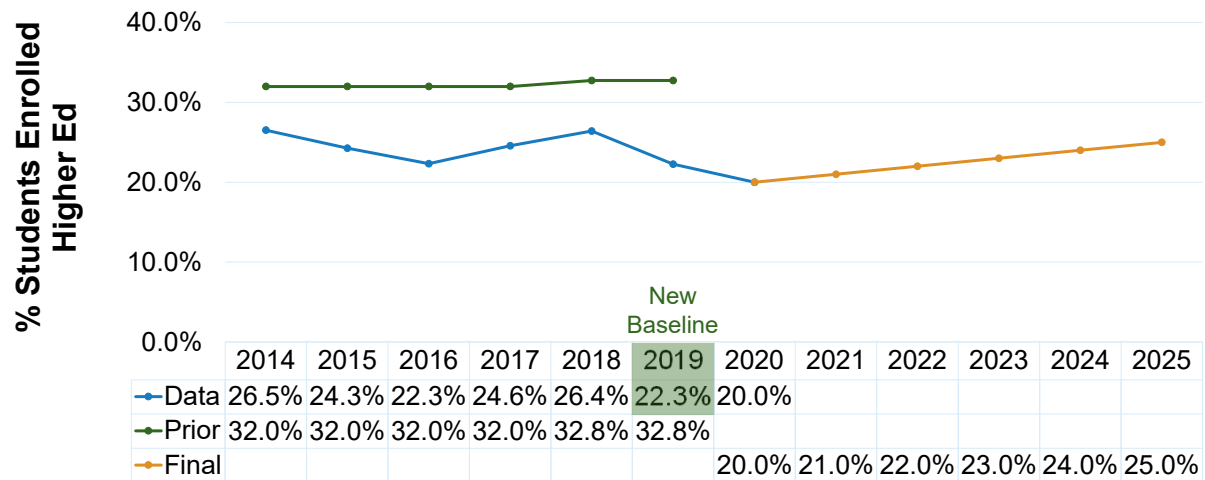
## Indicator 14 A/B/C Recommendations

- Final year targets:
  - A & B: proposed increase of five percentage points over baseline
  - C: proposed increase of ten percentage points over baseline
- Methodology: Annual increases of 1-2 percentage points
- Baseline:
  - Will select FFY 2019 or FFY2020 depending on 2020 results (reported to the state in December)

46 | APR Final Targets



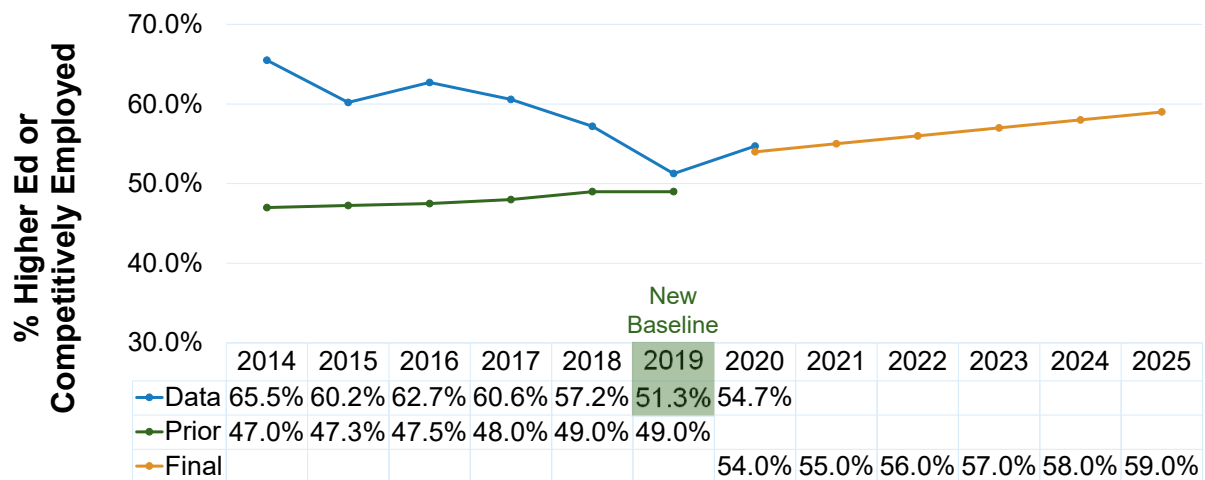
## 14A: Data & Targets



47 | APR Final Targets



## 14B: Data & Targets

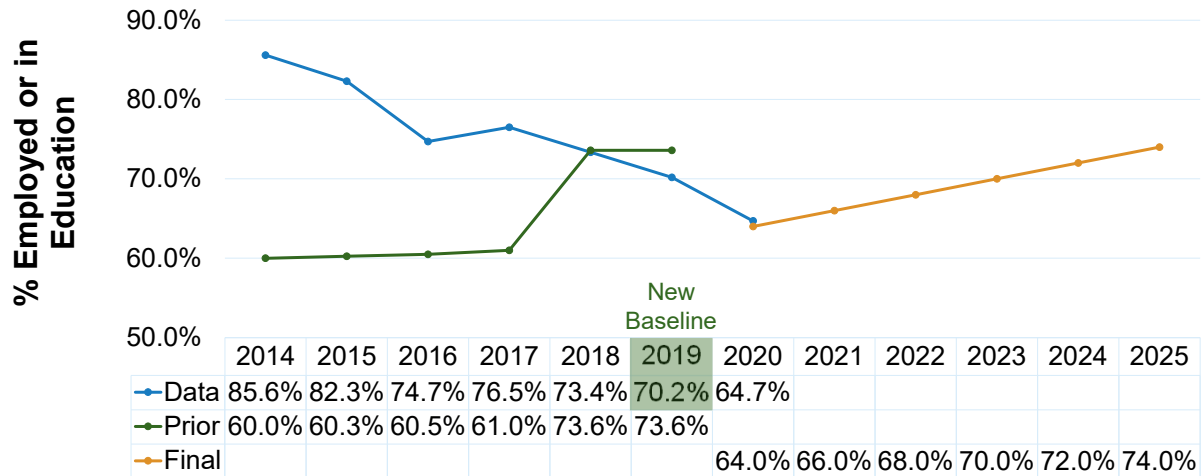


48 | APR Final Targets





## 14C: Data & Targets



49 | APR Final Targets



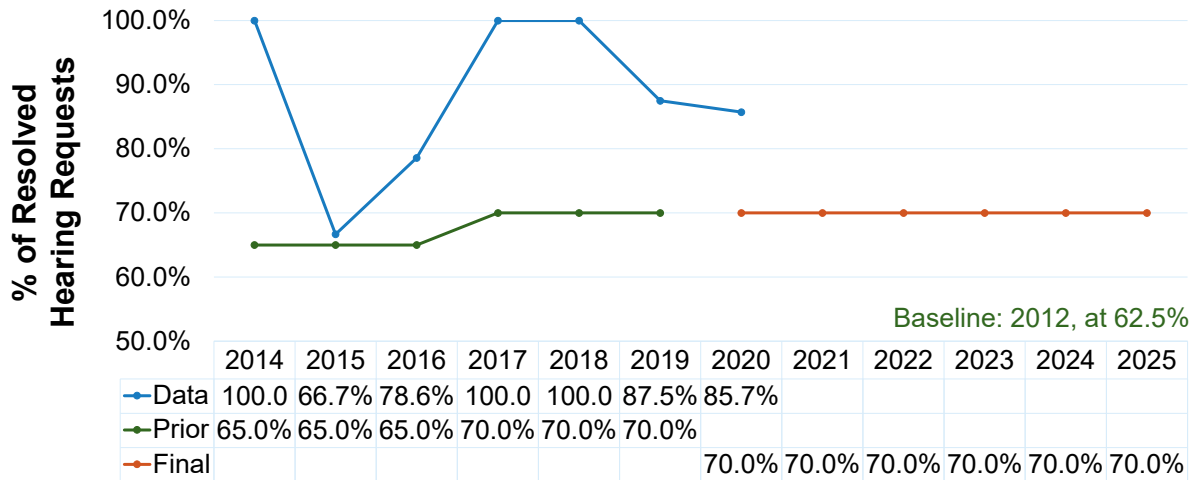
## Indicators 15 & 16 Recommendations

- Final year targets: Select same target for both: 70%
- Methodology: Maintain target across the cycle

50 | APR Final Targets



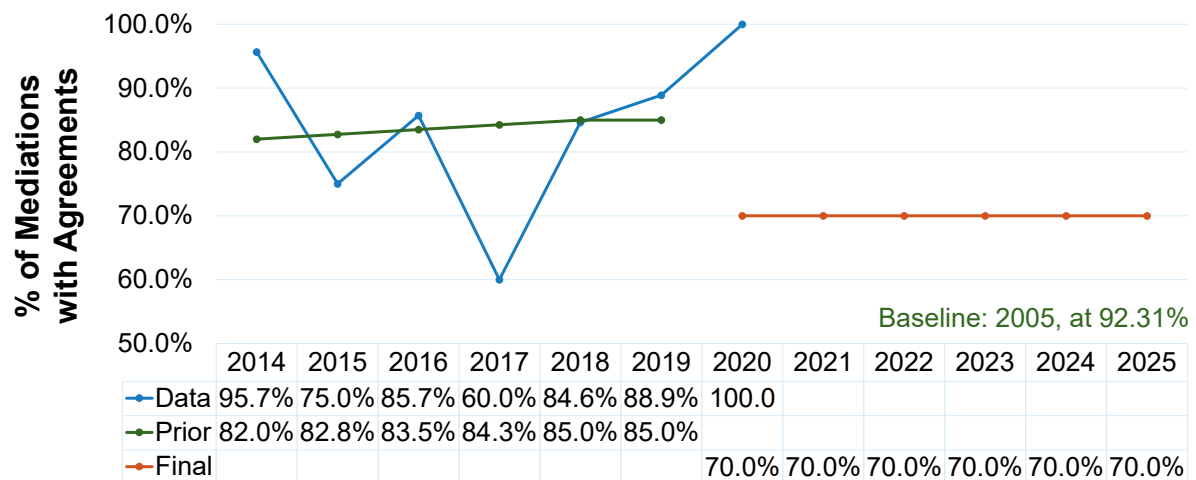
## 15: Data & Targets



51 | APR Final Targets



## 16: Data & Targets



52 | APR Final Targets



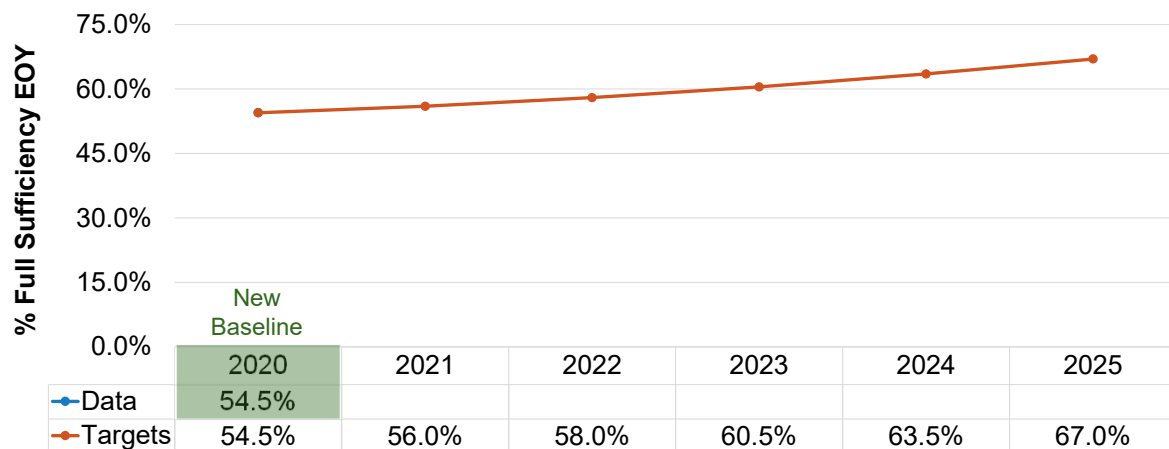
## Indicator 17: State Systemic Improvement Plan

- Improvement measured via a “state-identified measurable result” (SIMR)
  - Each state has a different indicator measure for 17
- Oklahoma:
  - Site percentage of students who end the year at “full sufficiency” on the selected RSA Benchmark assessment
  - Calculation: the sum of students who entered the site “on level” plus the number of students who end the year “on level”, divided by all students (in grades KG to 3 only)

53 | APR Final Targets



## 17: SIMR Data & Targets



54 | APR Final Targets

