

# Setting Targets for Annual Performance Indicators

Office of Special Education Services

September 2021



**OKLAHOMA**  
Education



# Agenda

- Overview of Process
- Indicator Reviews
  - Data
  - Discussion
  - Preference-sharing

# SPP/APR

- Office of Special Education Programs (OSEP) oversees implementation of the Individuals with Disabilities in Education Act (IDEA)
- IDEA requires states produce a “**State Performance Plan and Annual Performance Report**” on the state’s achievement on 17 indicators regarding students with disabilities
  - Requires monitoring district compliance and performance in every area
  - The set of indicators is adjusted in 6-year cycles, resulting in new targets

# Compliance Indicators

- Timeliness of:
  - Evaluations for special education need
  - IEPs of children transitioning from SoonerStart (early intervention program)
- Equity; Do policies, practices and procedures contribute to discrepancies across race and ethnicity in:
  - Discipline (out of school suspensions)
  - Identification (for special education and specific disability categories)
- Post-secondary transition IEP requirements

# Performance Indicators

- High School
  - Graduation and dropout rates, and post-secondary outcomes
- Early Childhood
  - EC outcomes, EC educational placement
- All Ages
  - Assessment scores, school-age educational placement, parent involvement, mediation and hearing requests
  - State Systemic Improvement Plan (SSIP)

# Annual District Accountability

- District data profiles: report of district target achievement on each indicator (except 17)
- District determinations: assessment of district need based on indicator achievement and other factors
  - Meets the requirements and purposes of IDEA;
  - Needs assistance in implementing the requirements of IDEA;
  - Needs intervention in implementing the requirements of IDEA; or
  - Needs substantial intervention.

# Setting Targets

# Requirements for SPP/APR Indicators

- Annual targets must be set
- Final target must be better than baseline
- Expect at least marginal improvement by end of cycle
- Targets set with diverse stakeholder input
- Compliance indicators have targets set by OSEP and are non-negotiable



# Methods for Setting Targets

- Standard forecast, using historical data trendline
- Average year-to-year difference, added annually
- Same percent change annually (e.g., annual increase of 1%)
- ESSA targets (where available)
- Defined long-term goal with interim growth
- Continue historical trend line
- If close to goal, minimal annual change

# Indicators 1 & 2

*Questions addressed:*

- Ind. 1: What percent of exiters had graduated (ages 14-21)?
- Ind. 2: What percent of exiters had dropped out of school (ages 14-21)?

Source for both: June 30 EOY Collection through EDPlan,  
*lagged one year*

# New Cycle Changes: 1 & 2

- Indicator 1: Past data not comparable
  - Data source differences
    - **OLD:** FS150: Adjusted-Cohort Graduation Rate & FS151: Cohorts for Adjusted Cohort Graduation Rate
    - **NEW:** FS009: Children with Disabilities (IDEA) Exiting Special Education
  - Calculation differences
    - Students who have passed away are no longer included in the equation
    - Annual graduating exit rate instead of cohort graduation rate
- Indicator 2:
  - Students who have passed away are no longer included in the equation

# Calculations: Indicators 1 & 2

1:  
Graduation  
Rate

Count of students with IEPs, ages 14-21, who graduated high school with a diploma in the fiscal year

Count of students with IEPs, ages 14-21, who dropped out in the fiscal year

2:  
Drop-out  
Rate

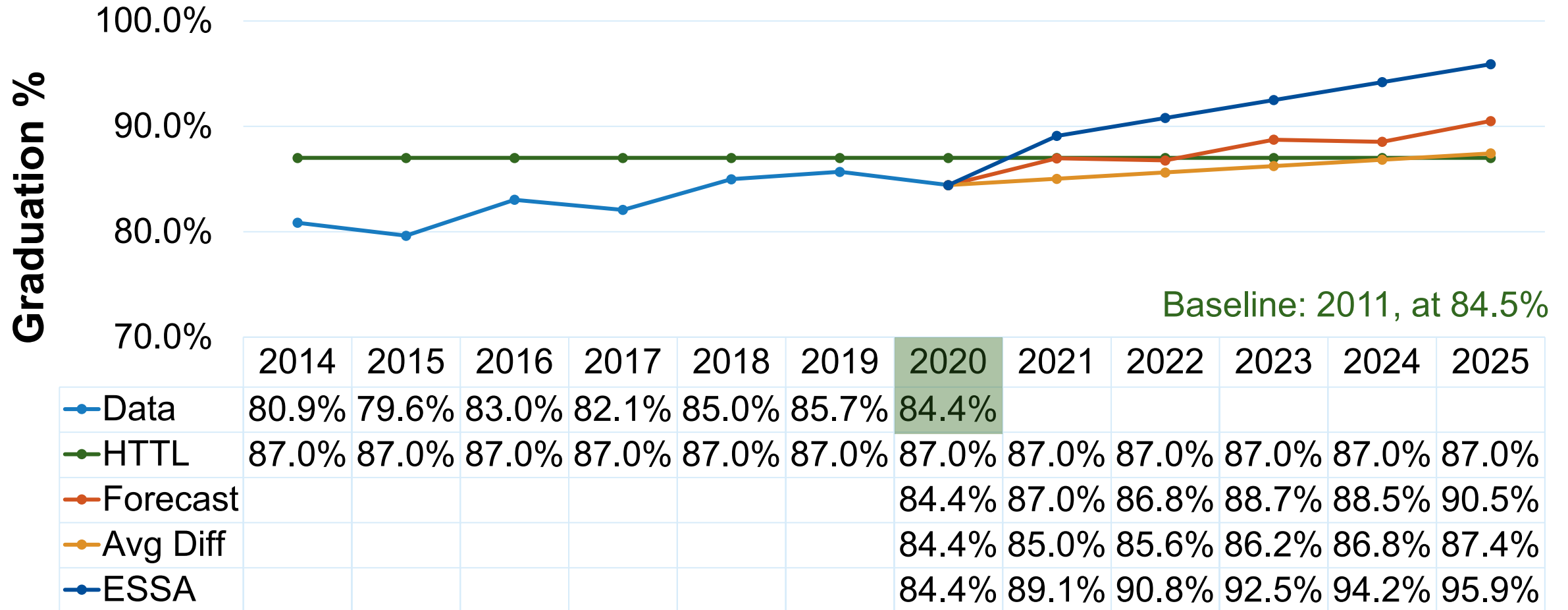
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Count of students with IEPs, ages 14-21, who exited in the fiscal year with exit reasons “Dropped out,” “Exceeded Maximum Age,” or “Graduated with a Diploma”

# Notes: Indicators 1 & 2

- Approx. 10000 secondary students exit special education each year:
  - Move out of state
  - Return to regular education (includes homeschooling, private schooling, determined no longer eligible)
- Annually, approx. 10 or fewer reach maximum age.
- A 1% annual change in graduation or dropout represents between 80 and 100 students.
- In this cycle, targets for 1 & 2 must add to almost 100%.

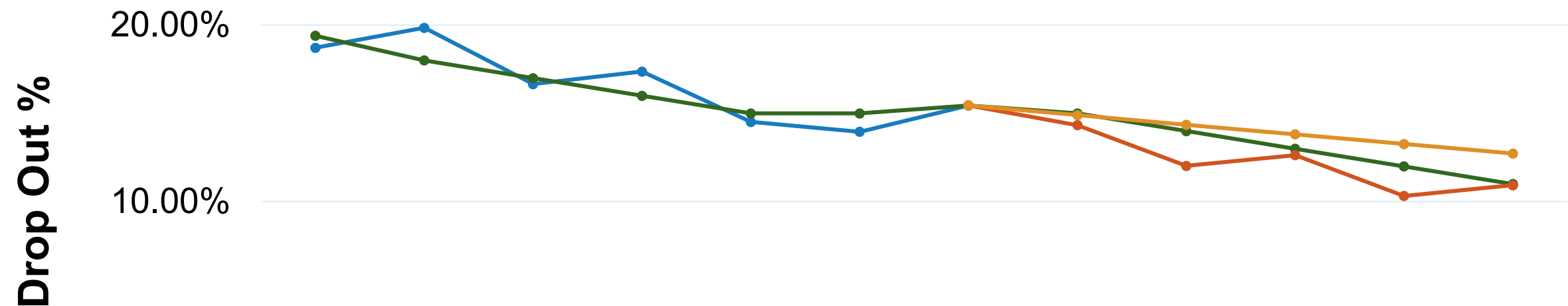
# Indicator 1: Some Possible Targets



# Discussion: Indicator 1

- Final Year Target
  - Above 90%?
  - Between 85 and 90%?
- Interaction with dropout:
  - The two must add to about 99%
    - Example: if graduation target is 85%, the dropout target should be 14%
- Method
  - Forecast using linear estimation of growth
  - Average annual difference
  - ESSA targets
  - Something else?
    - Long-term goal
    - Specific annual % increase
    - Specific annual # increase

# Indicator 2: Some Possible Targets



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
—●— Data	18.72	19.85	16.66	17.37	14.52	13.96	15.45					
—●— HTTL	19.40	18.00	17.00	16.00	15.00	15.00	15.45	15.00	14.00	13.00	12.00	11.00
—●— Forecast							15.45	14.33	12.03	12.63	10.33	10.94
—●— Avg Diff							15.45	14.91	14.36	13.82	13.27	12.73



# Discussion: Indicator 2

- Final Year Target
  - Less than 10%?
  - Between 15 and 10%?
- Interaction with graduation:
  - The two must add to about 99%
- Method
  - Forecast using linear estimation of growth
  - Average annual difference
  - Historical trend line
  - Something else?
    - Long-term goal
    - Specific annual % increase
    - Specific annual # increase

# Stakeholder Feedback: 1 & 2

- Preferred final targets:
  - 3 votes:
    - 90% & 9%
  - 2 votes each:
    - ESSA targets (95% & 4%)
    - 84% & 15%
  - 1 vote:
    - 88% & 11%
- Preferred methodology for setting interim targets:
  - 4 votes:
    - Ave. annual difference
  - 2 votes each:
    - Standard forecast line
    - Specific annual percentage change

# Indicator 3: State Assessment Results

*Question addressed:*

- What are the rates of participation and proficiency of students with disabilities on the state assessments in reading and math (measured separately)?

*Source:* state assessment results through the Accountability Office at OSDE

# Changes to Indicator 3

- Previously, 6 sub-indicators:
  - All students with disabilities who were tested were included
  - Alternate and general assessment combined for participation and proficiency measures
- Now 24 sub-indicators:
  - Grade-specific targets: 4<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> only
  - Alternate and general assessments measured separately
  - Gap measure of SWD compared to the whole population on the general assessment

# 24 Assessment Measures

- Each of the following divided across 4th, 8th and 11th grades in both reading and math:
  - A. Participation rate (6)
  - B. Proficiency rate for children with IEPs against grade-level academic standards (6)
  - C. Proficiency rate for children with IEPs against alternate academic achievement standards (6) and
  - D. Gap in proficiency rates for children with IEPs versus all students against grade-level academic standards (6)

# Caveats to Target Setting

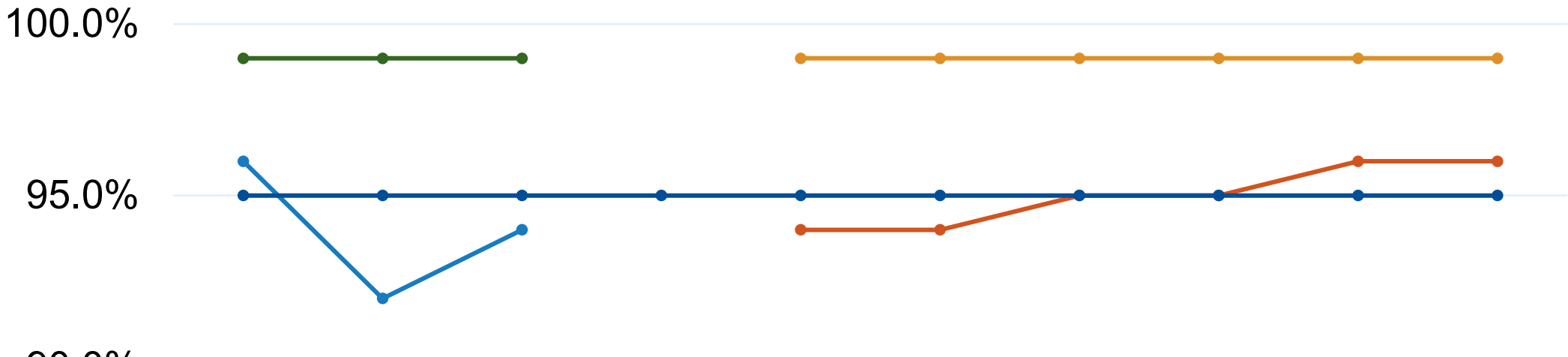
- SY19-20 data (FFY2019) do not exist (no state testing)
- SY20-21 data will be used in next APR report...but are not ready yet
  - ***Will determine baseline and first targets***
  - Cannot define those elements precisely at this time
  - Methodology preferences very helpful to know since data not yet defined

# Indicator 3A: Testing Participation

- Overall participation of students with disabilities in the state assessments
  - Alternate assessment participation is expected to be less than 1% of the testing student population
  - All other SWD expected to take general state assessment
- 95% is OSEP's approved expected rate of participation
  - The final target can equal 95% and does not need to increase over time unless the baseline is lower than 95%

# 3A: Participation in Assessments

Participation Rate



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
11th Data	96.0%	92.0%	94.0%							
4th/8th Data	99.0%	99.0%	99.0%							
11th Forecast					94.0%	94.0%	95.0%	95.0%	96.0%	96.0%
4th/8th Forecast					99.0%	99.0%	99.0%	99.0%	99.0%	99.0%
HTTL	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%



# Stakeholder Feedback: 3A

- Final Year Targets
  - Continue 95%
  - Increase targets toward 100%
- Preferences:
  - Maintain 95% (9 votes)
  - Continue to increase toward 100% (5 votes)

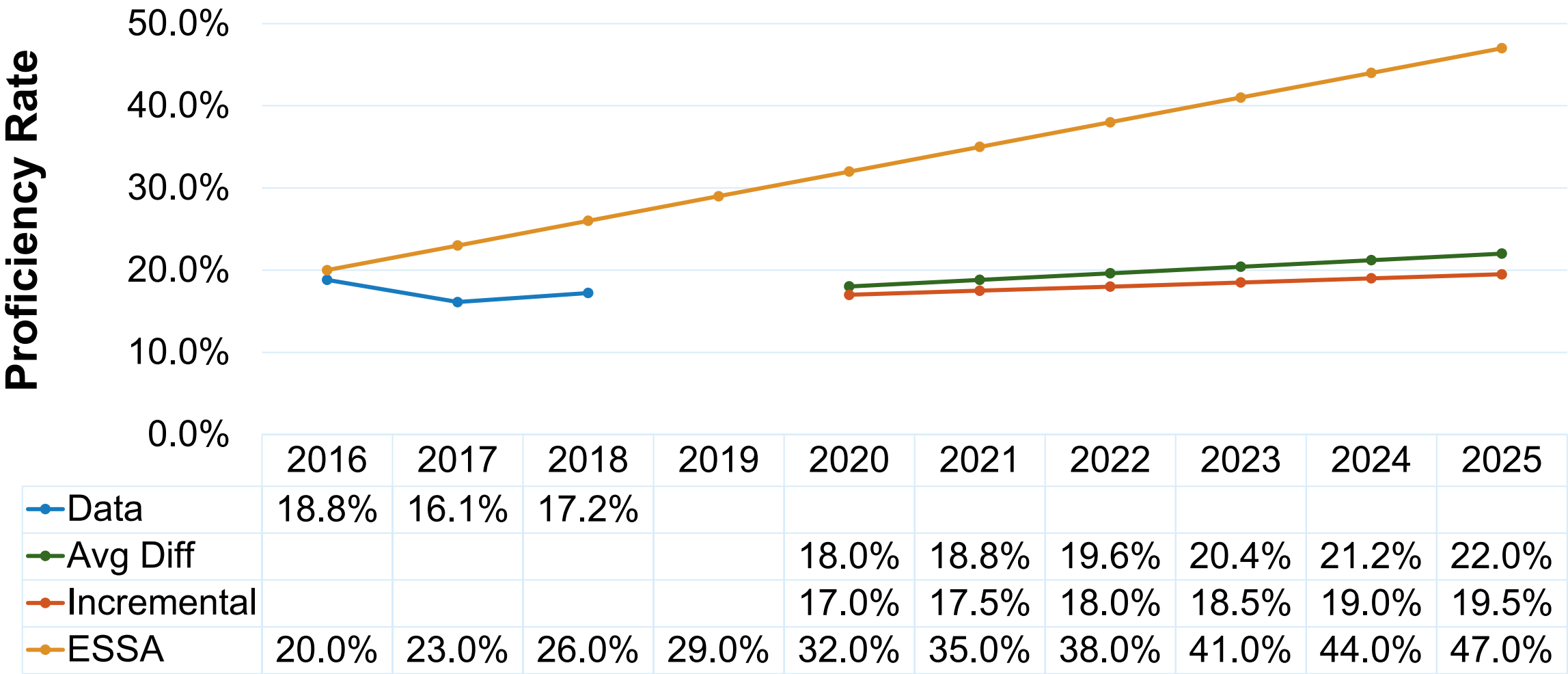
# Indicator 3B: Measuring Proficiency on Grade-level Standards

- Proficiency of students with disabilities on assessments of grade-level standards
  - 4 student outcome levels:
    - Below basic
    - Basic
    - Proficient
    - Advanced
- Reported: percent of students who score proficient or advanced

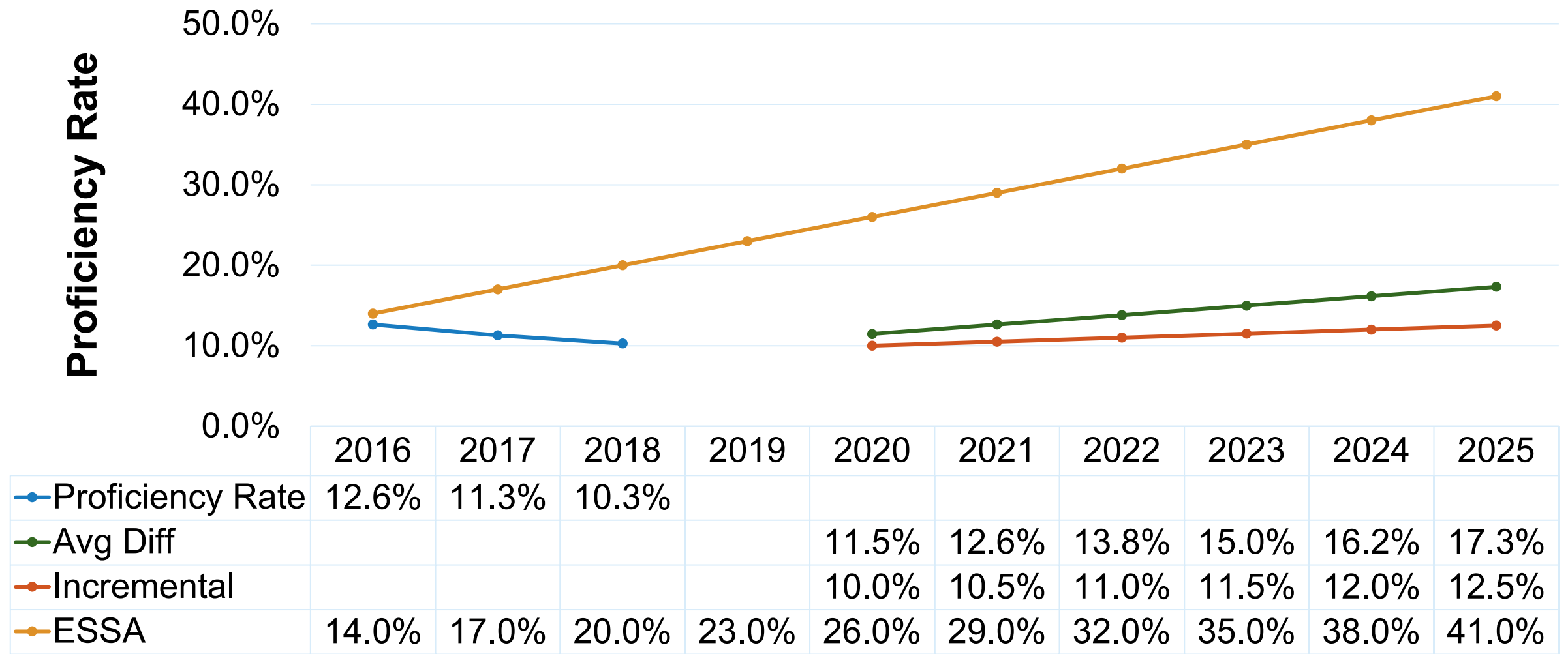
# Notes: Indicator 3B

- Proficiency varies across grades and subjects on the general assessment (OSTP: Oklahoma Student Testing Program)
  - Reading proficiency tends to be higher than math (except for 4<sup>th</sup>)
  - 4<sup>th</sup> grade proficiency rates are substantially higher than 8<sup>th</sup> & 11<sup>th</sup> grade rates, for both math and reading
- ESSA targets far outpace achievement

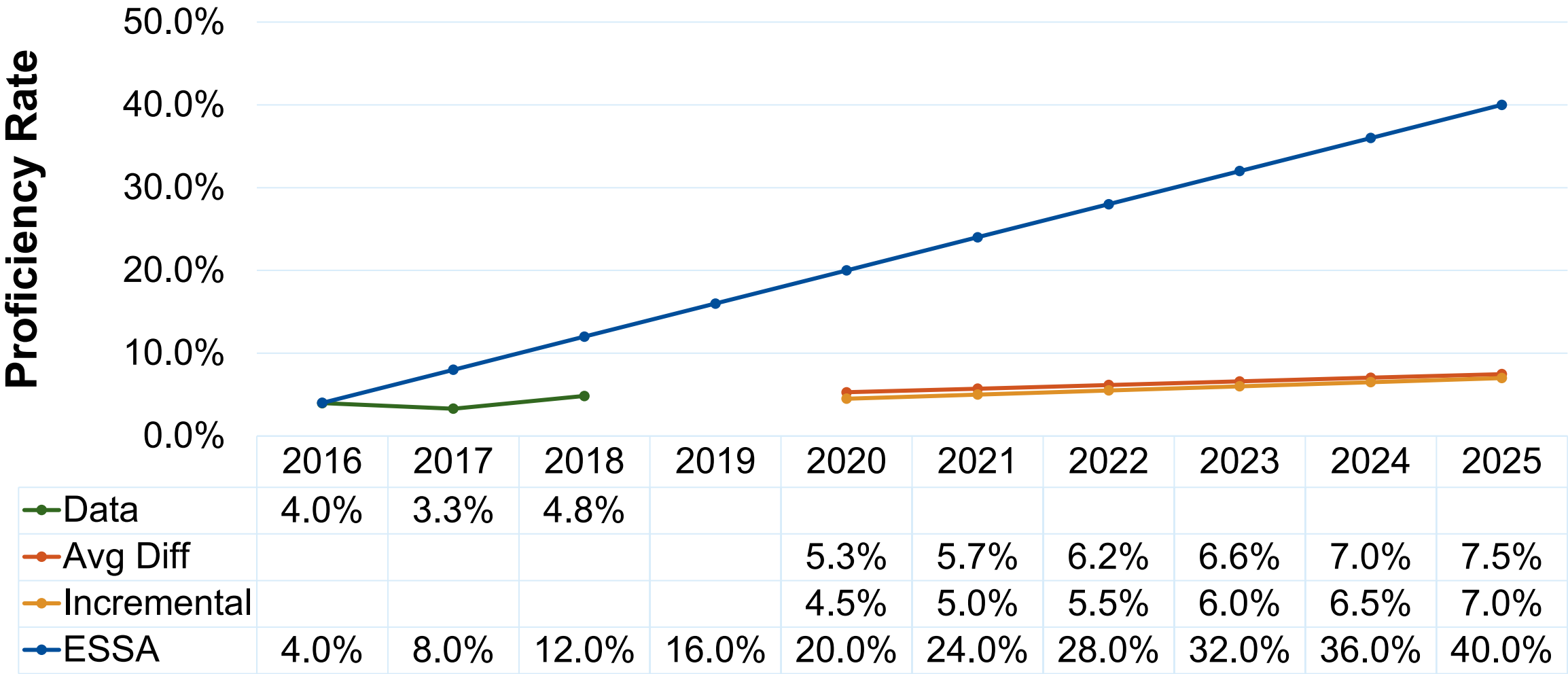
# 3B: Proficiency/Grade-level Standards, 4<sup>th</sup> Math



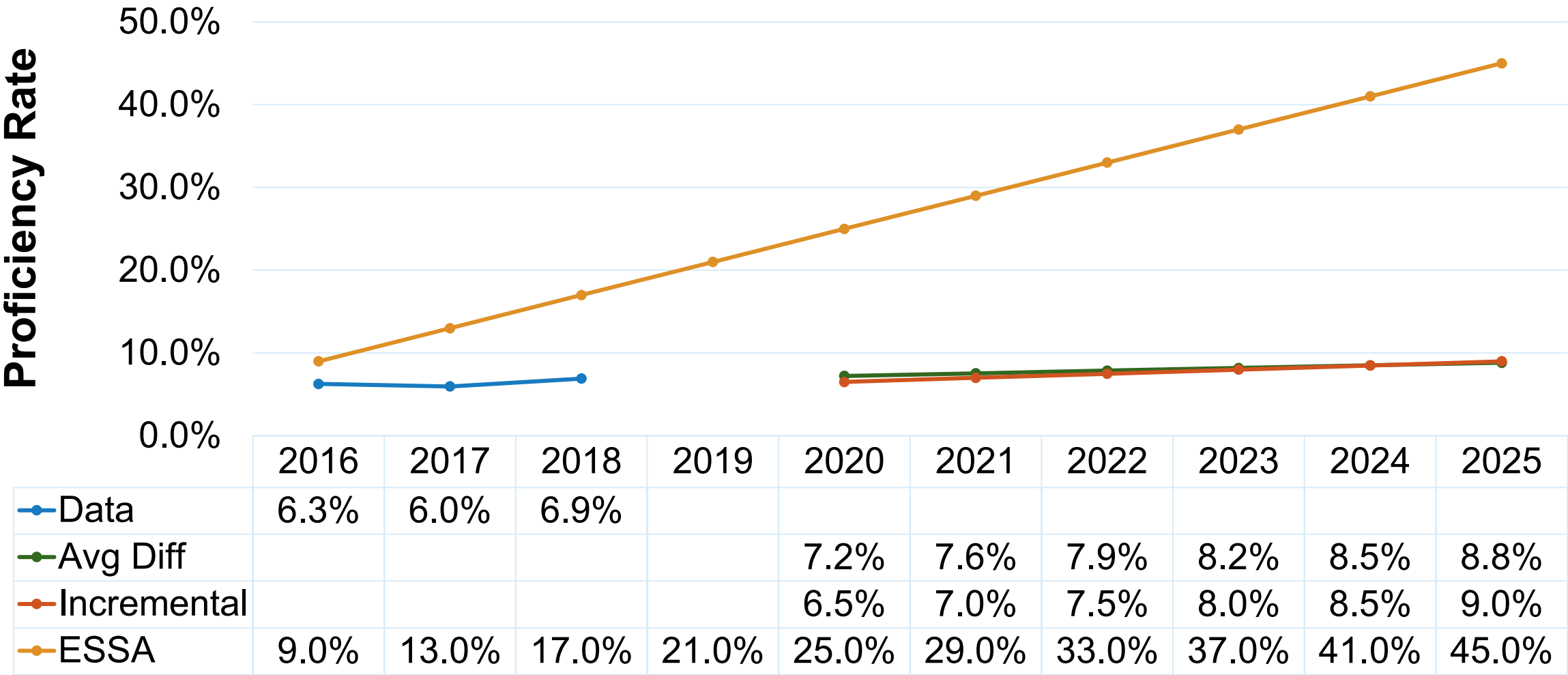
# 3B: Proficiency/Grade-level Standards, 4<sup>th</sup> Reading



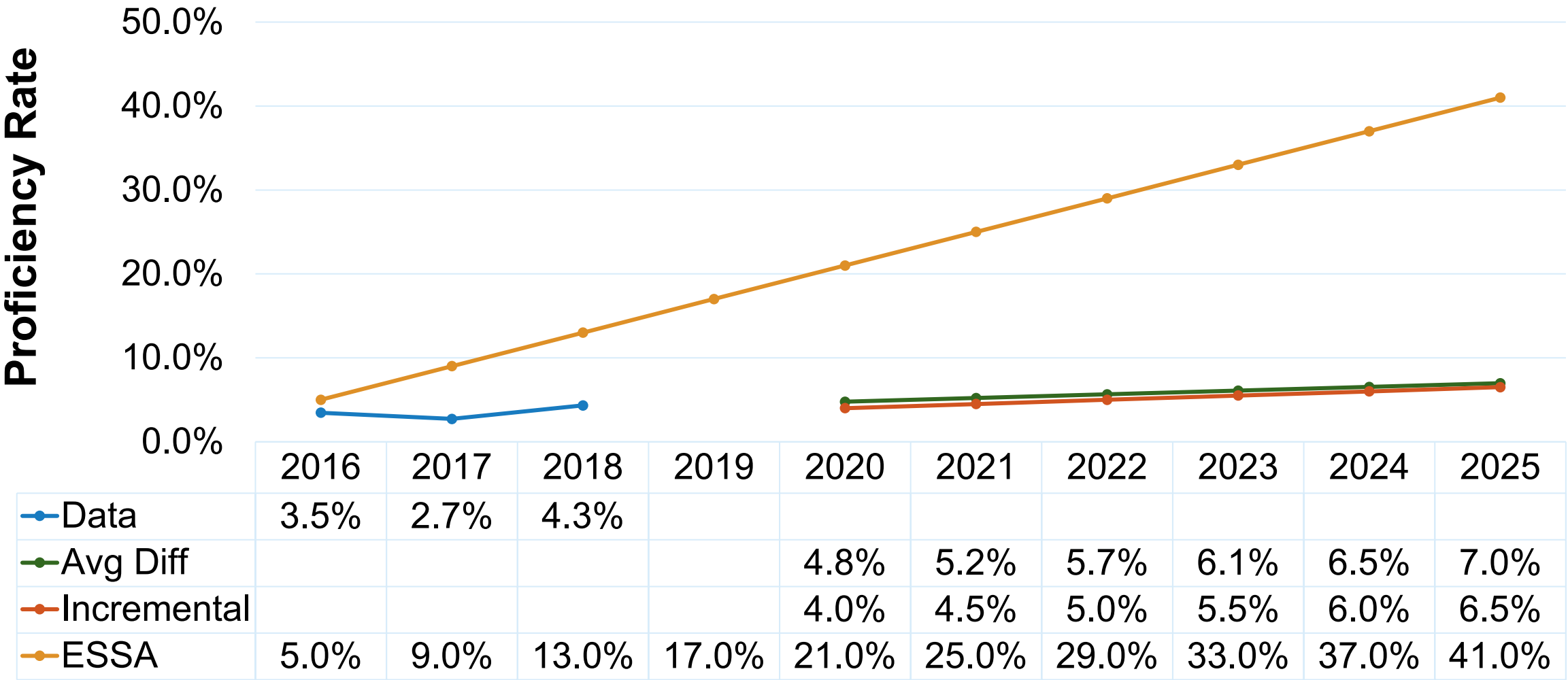
# 3B: Proficiency/Grade-level Standards, 8<sup>th</sup> Math



# 3B: Proficiency/Grade-level Standards, 8<sup>th</sup> Reading

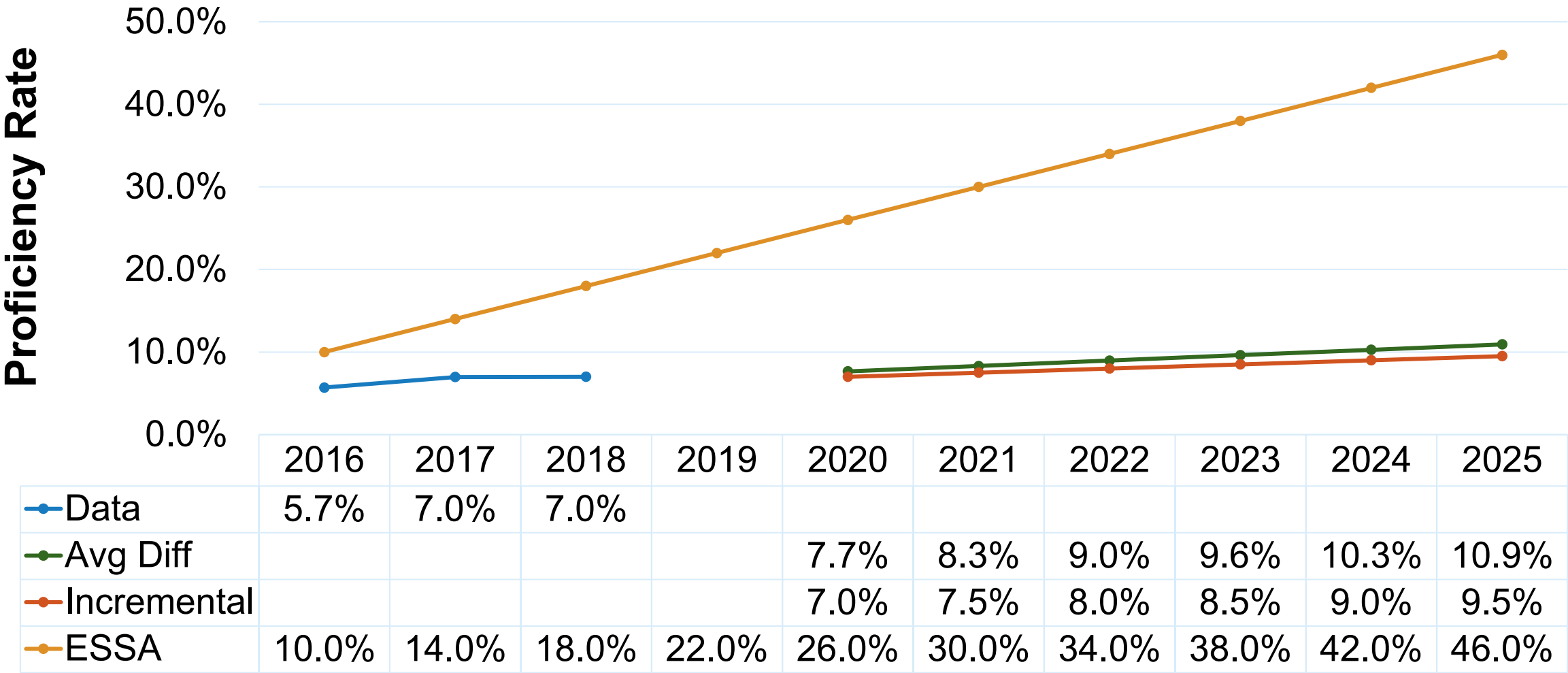


# 3B: Proficiency/Grade-level Standards, 11<sup>th</sup> Math





# 3B: Proficiency/Grade-level Standards, 11<sup>th</sup> Reading



# Discussion: Indicator 3B

- Final Year Targets
  - ESSA? There is no expectation that targets should align with ESSA
  - Targets closer to current levels with annual improvement
- Any differences across grades or subject area?
- Preferences on methodology if not ESSA targets?
  - Same percent increase annually (e.g., 0.5%)
  - Annual percentage increases (e.g., growth based on prior year rate)
  - Long-term goal with incremental improvement

# Stakeholder Feedback: 3B

- Preferred final targets:
  - Between 5 & 10 percentage points higher than current proficiency (5 votes)
  - No more than 5 percentage points higher (4 votes)
  - ESSA goals (2 votes)
- Preferred methodology for setting interim targets:
  - Long-term goal with incremental increases
- Differentiate by grade and subject?
  - Yes (8 votes)
  - No (3 votes)

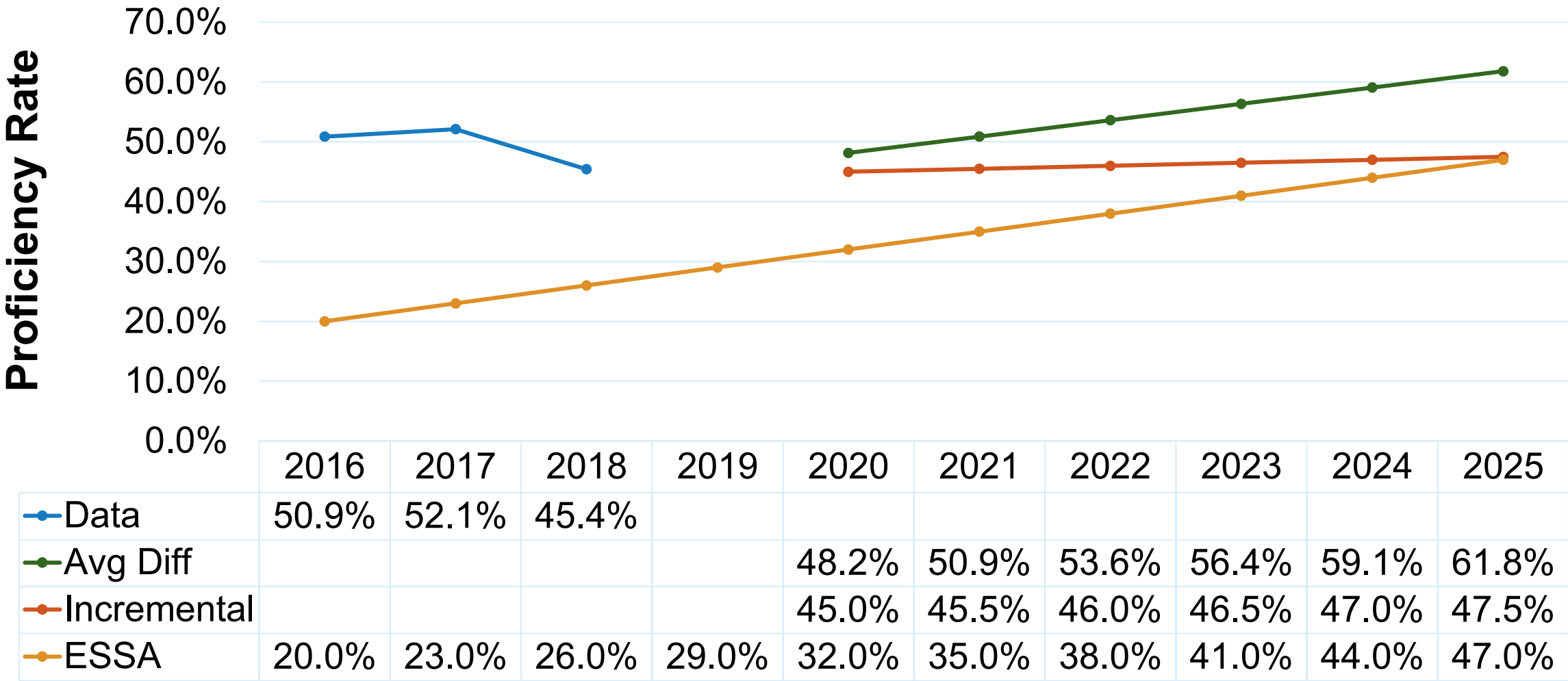
# Indicator 3C: Measuring Proficiency on Alternate Standards

- Measure of proficiency of students with disabilities on assessments of alternate standards
  - 4 student outcome levels:
    - Below basic
    - Basic
    - Proficient
    - Advanced
- Reported: percent of students who score proficient or advanced

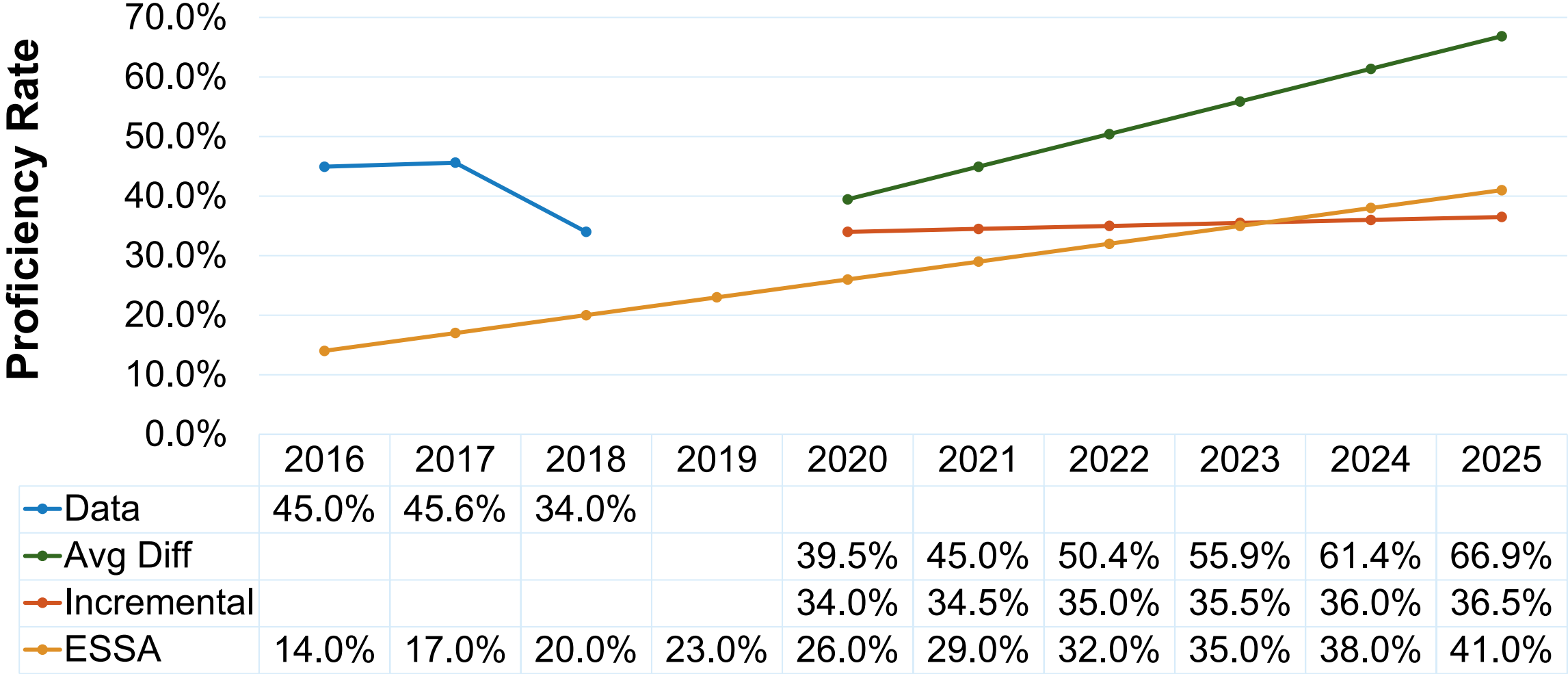
# Notes: Indicator 3C

- Proficiency is much higher for students who participate in the Oklahoma Alternate Assessment Program (OAAP)
  - Reading proficiency tends to be higher than math (except 4<sup>th</sup>).
  - 4<sup>th</sup> grade proficiency rates are higher than 8<sup>th</sup> & 11<sup>th</sup> grade rates.
  - Proficiency is declining over time.
- ESSA requires that 1% or less of the state testing population participate in the OAAP
  - Oklahoma currently has a waiver for this requirement (~1.7%)
  - Students must meet rigorous criteria to participate

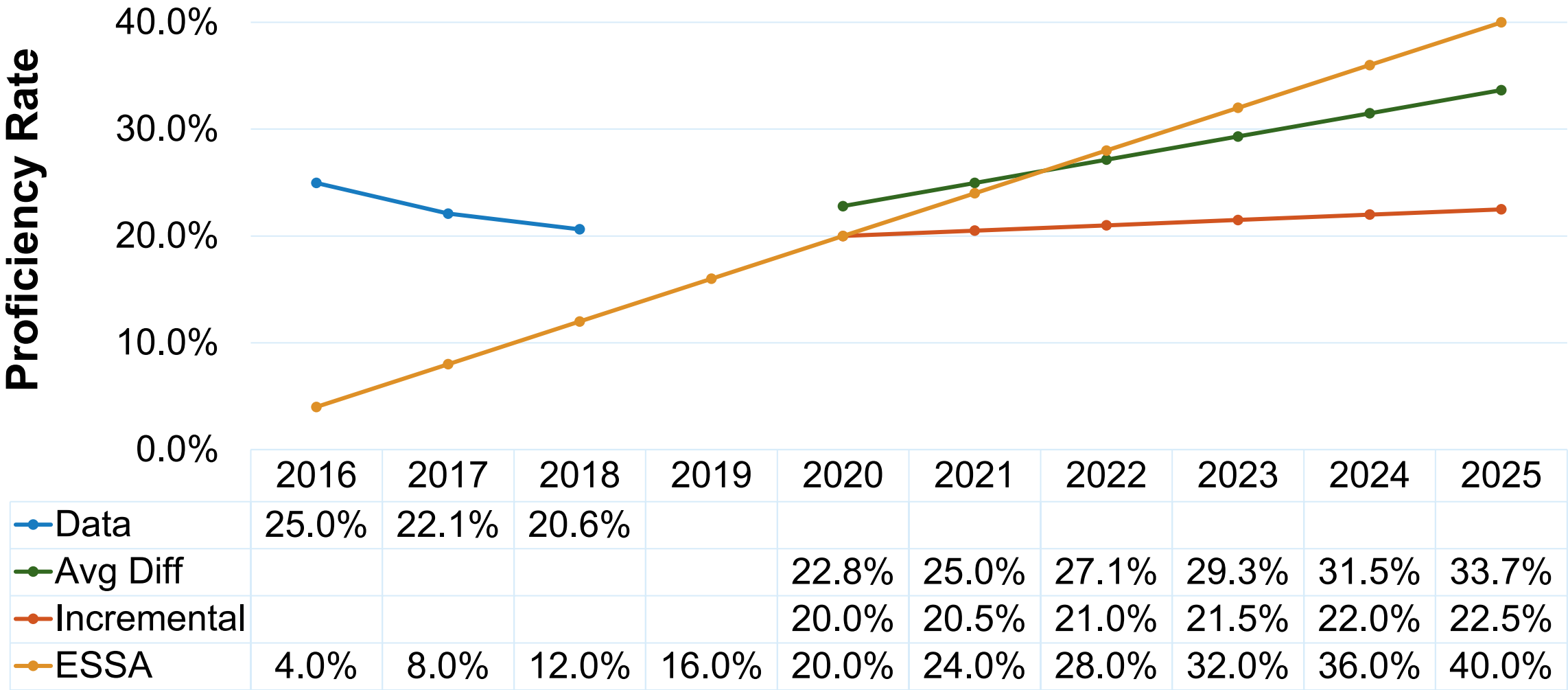
# 3C: Proficiency/Alternate Standards, 4<sup>th</sup> Math



# 3C: Proficiency/Alternate Standards, 4<sup>th</sup> Reading

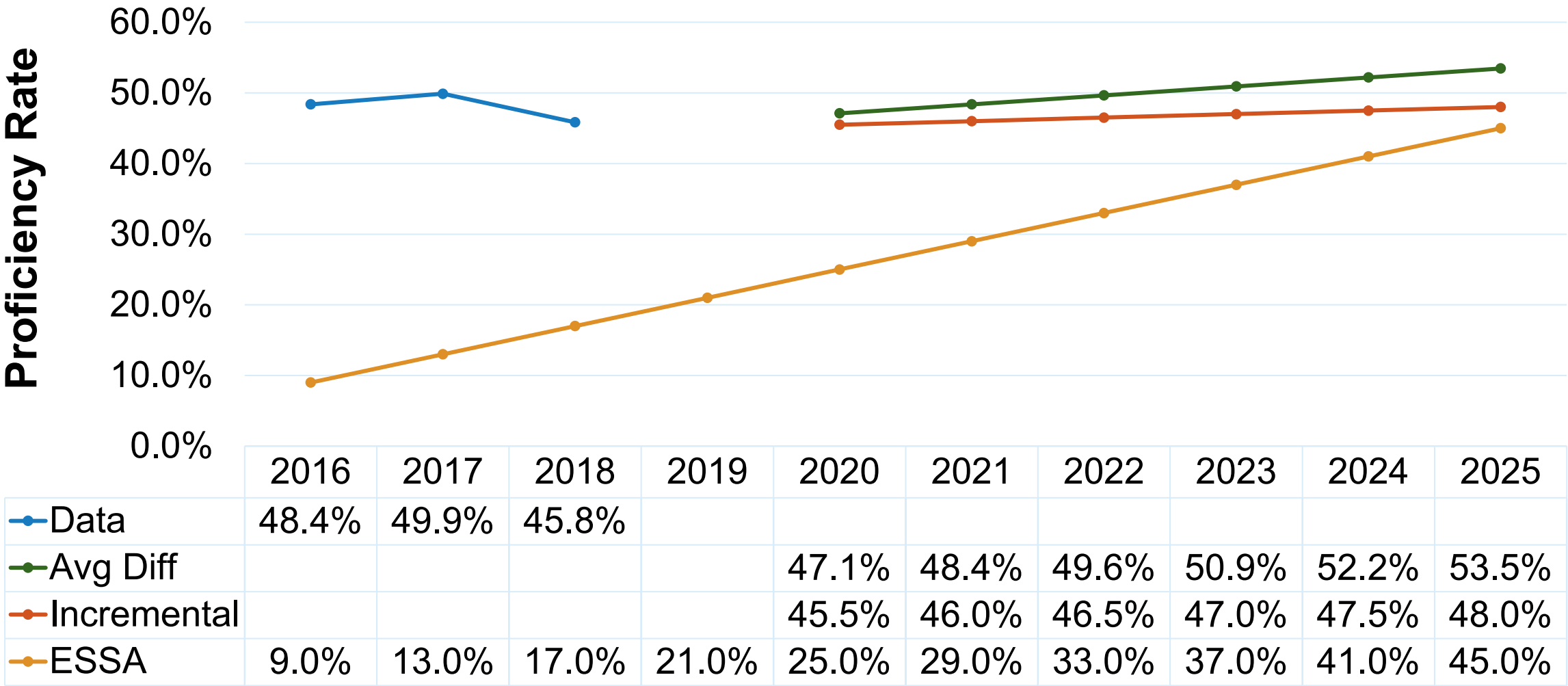


# 3C: Proficiency/Alternate Standards, 8<sup>th</sup> Math

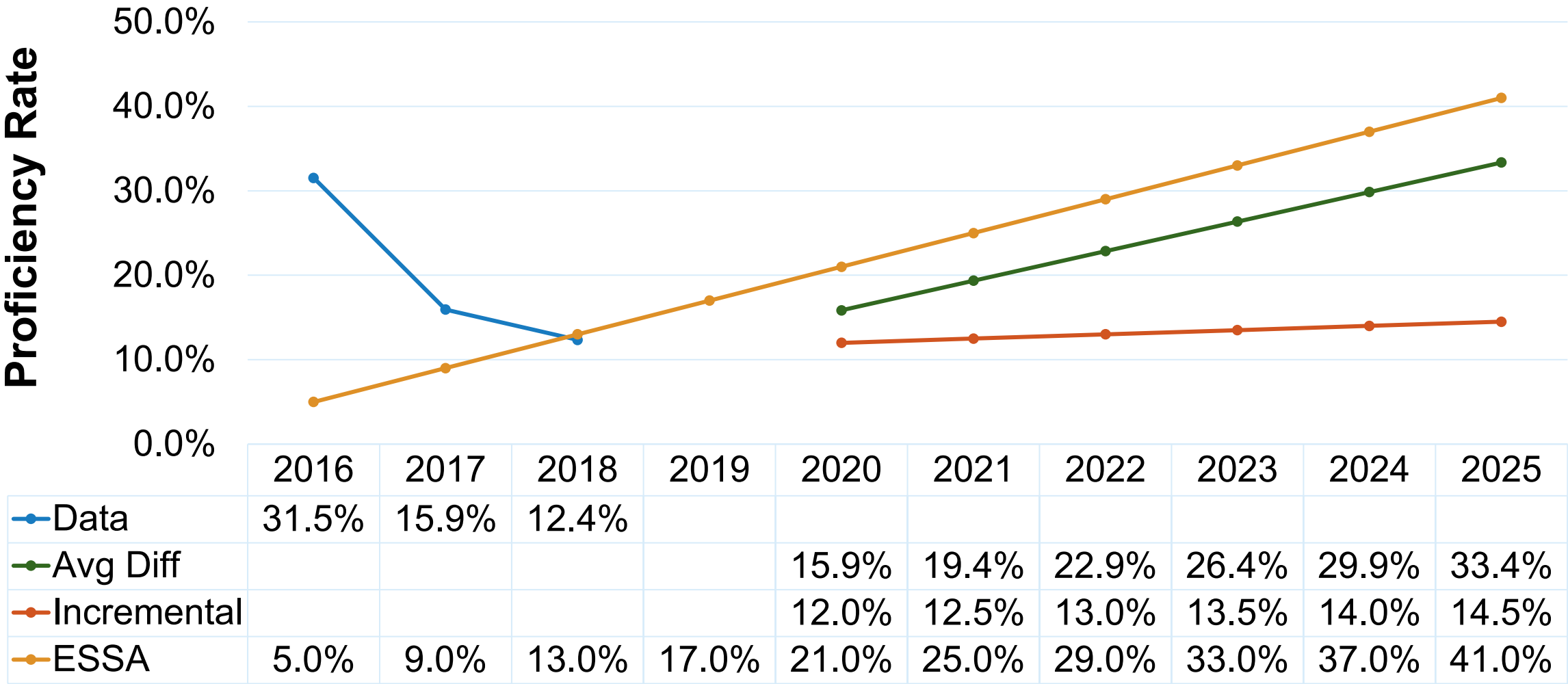




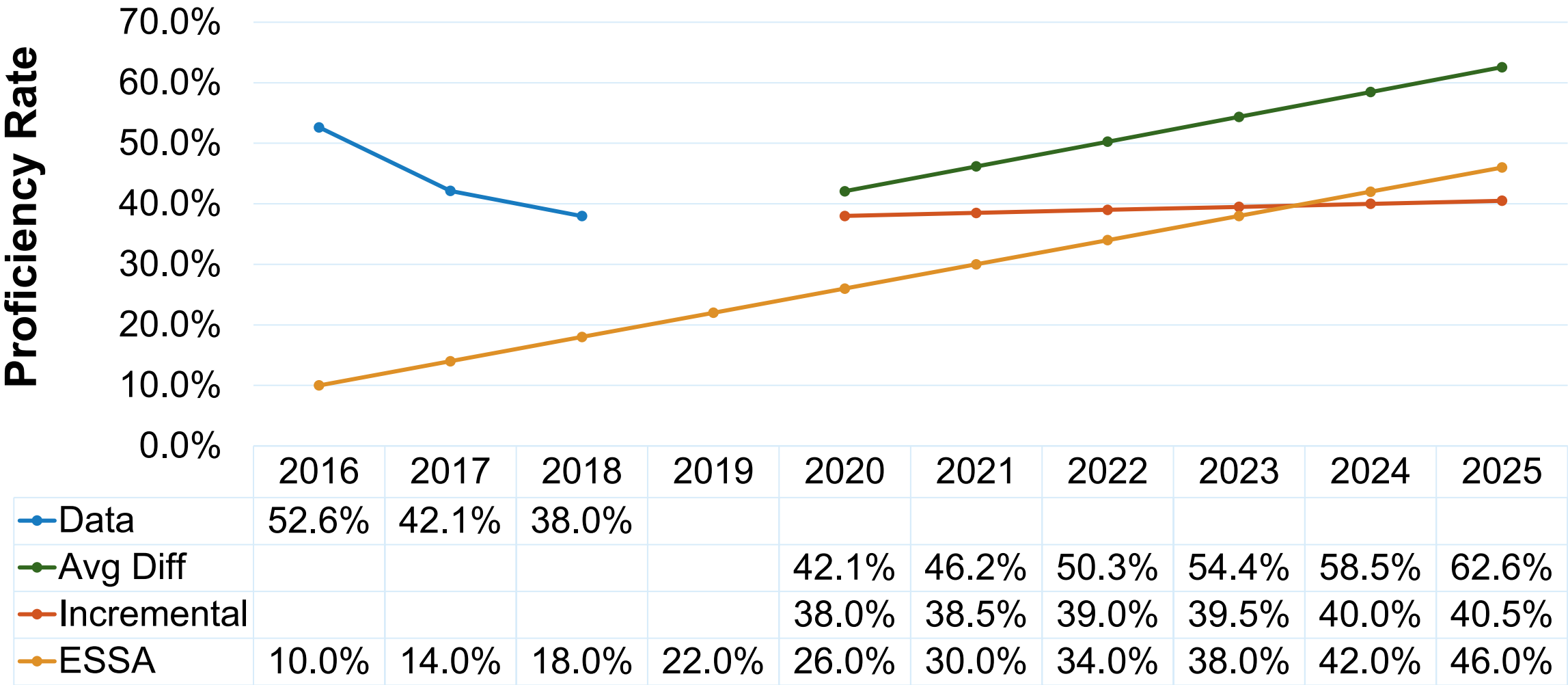
# 3C: Proficiency/Alternate Standards, 8<sup>th</sup> Reading



# 3C: Proficiency/Alternate Standards, 11<sup>th</sup> Math



# 3C: Proficiency/Alternate Standards, 11<sup>th</sup> Reading



# Discussion: Indicator 3C

- Final Year Targets
  - ESSA? There is no expectation that targets should align with ESSA
  - Targets closer to current levels with annual improvement
- Any differences across grades or subject area?
- Preferences on methodology?
  - Same percent increase annually (e.g., 0.5%)
  - Annual percentage increases (e.g., growth based on prior year rate)
  - Long-term goal with incremental improvement

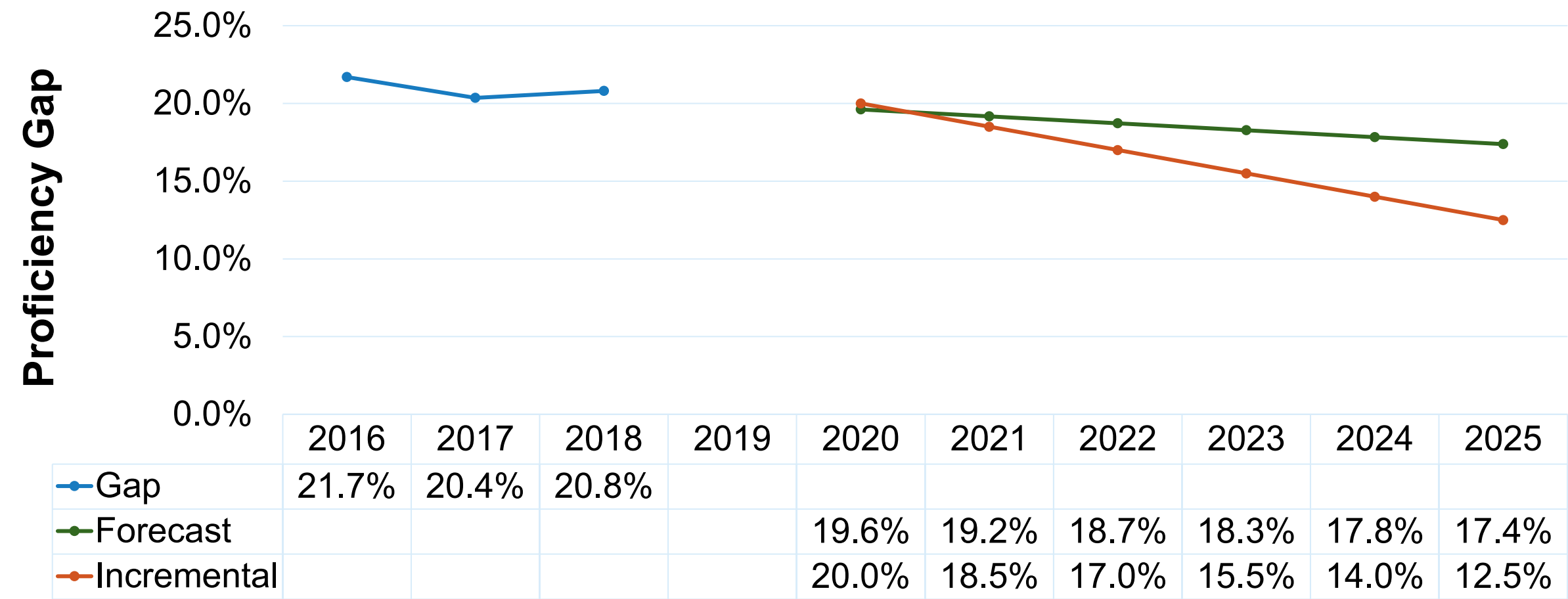
# Stakeholder Feedback: 3C

- Preferred final targets:
  - Between 5 & 10 percentage points higher than current proficiency (7 votes)
  - No more than 5 percentage points higher (4 votes)
  - ESSA goals (1 votes)
- Preferred methodology for setting interim targets:
  - Long-term goal with incremental increases (9 votes)
  - Exponential growth (small to large increases over time) (2)
- Differentiate by grade and subject?
  - Yes

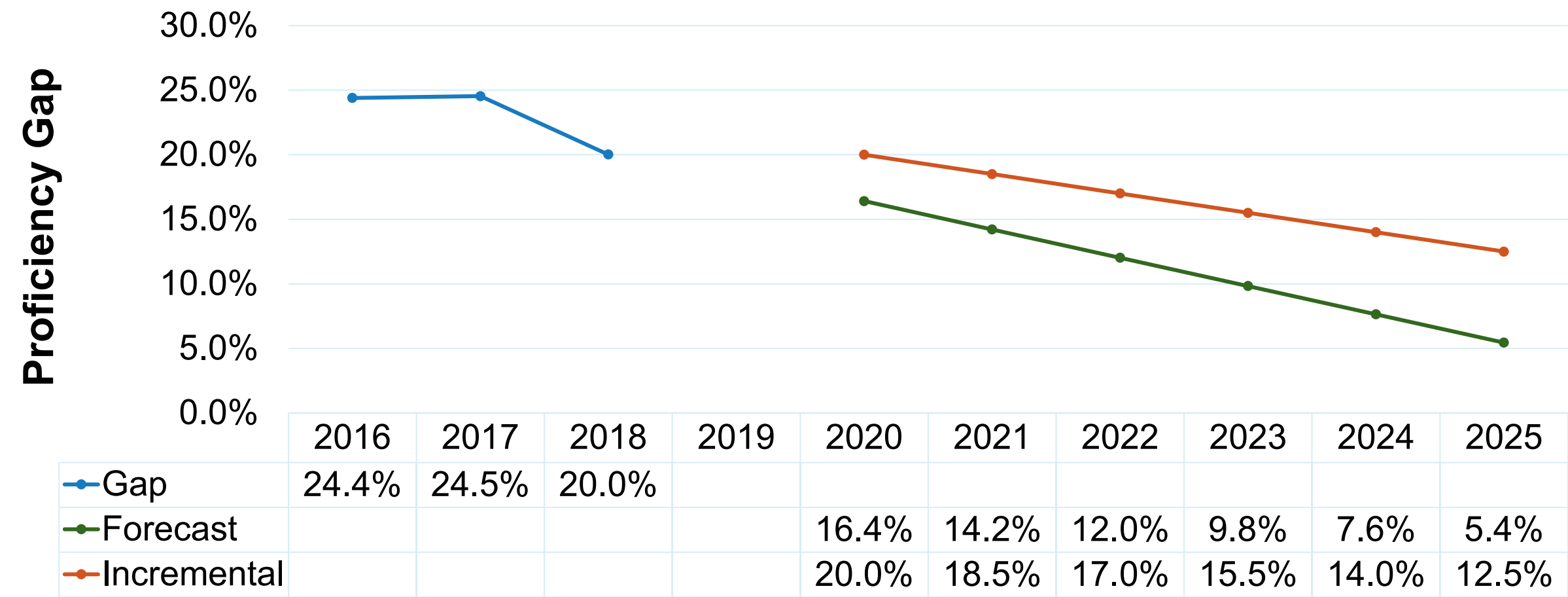
# Indicator 3D: Proficiency Gap

- Measured by subtracting the proficiency rate for SWD from the rate for “all students”
  - Ranges between 18 & 26% across grades and subjects
- Gaps in reading proficiency are greater than gaps in math
- Have not monitored this historically, so do not have information on trends or expected improvement
  - If proficiency increases for both SWD and all students, gap may not decrease quickly

# 3D: Gap in 4<sup>th</sup> Math Grade-level Standard Achievement, SWD v All Students

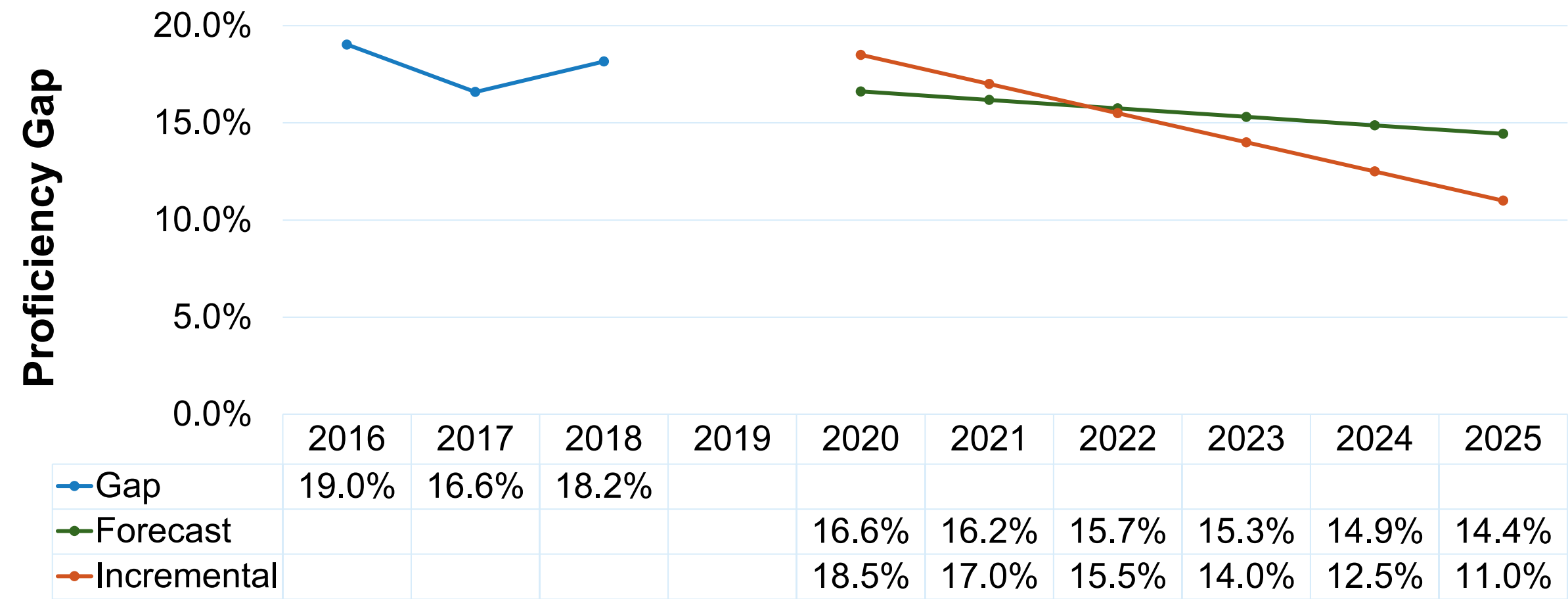


# 3D: Gap in 4<sup>th</sup> Reading Grade-level Standard Achievement, SWD v All Students

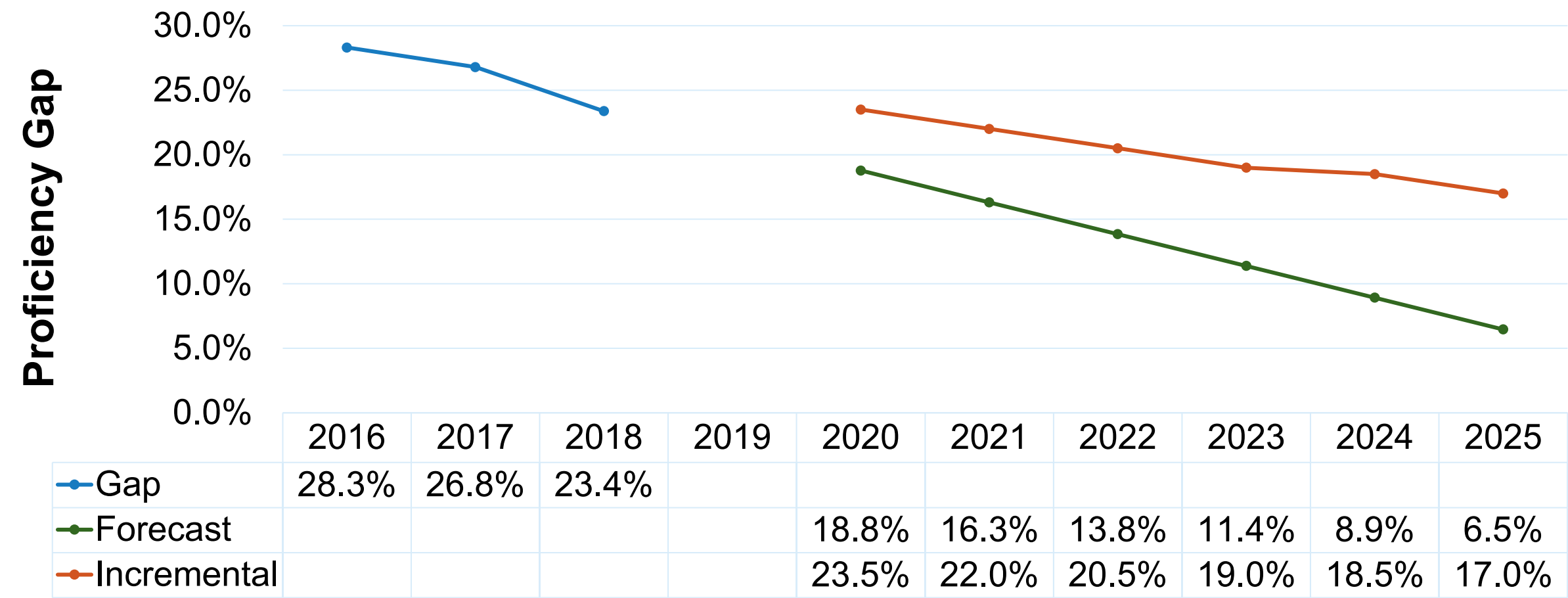




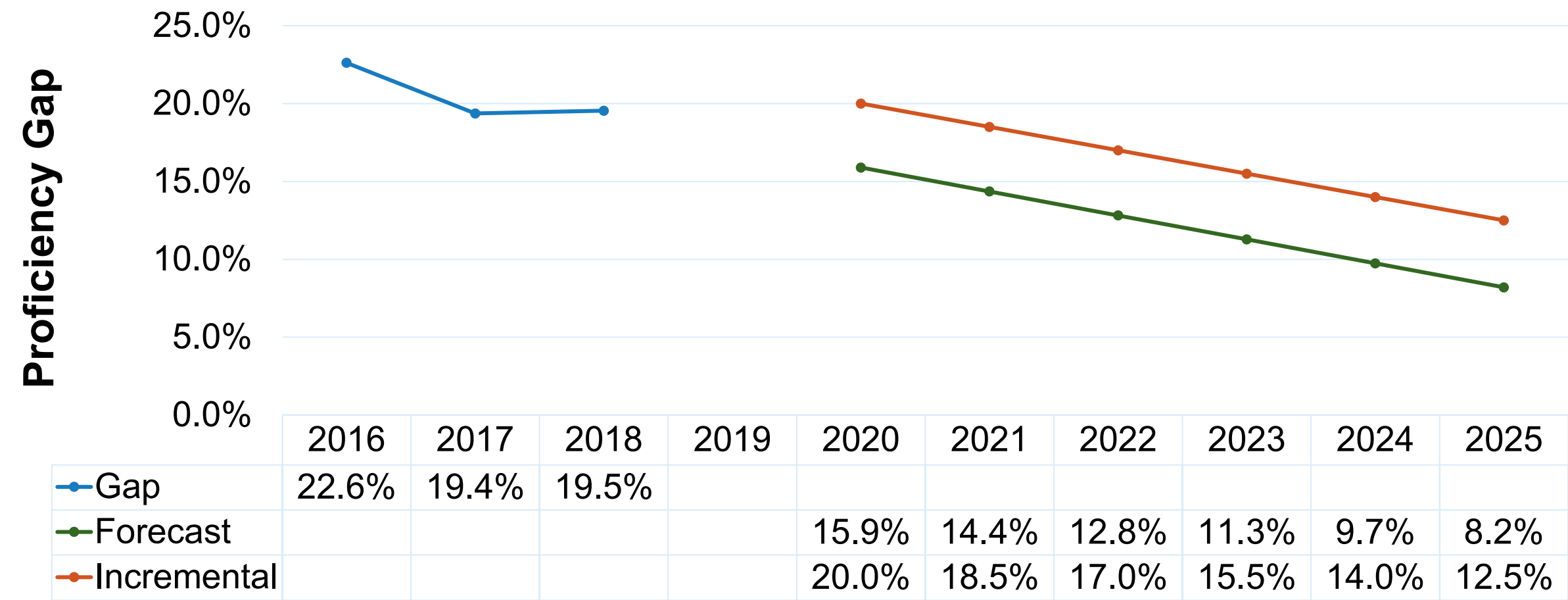
# 3D: Gap in 8<sup>th</sup> Math Grade-level Standard Achievement, SWD v All Students



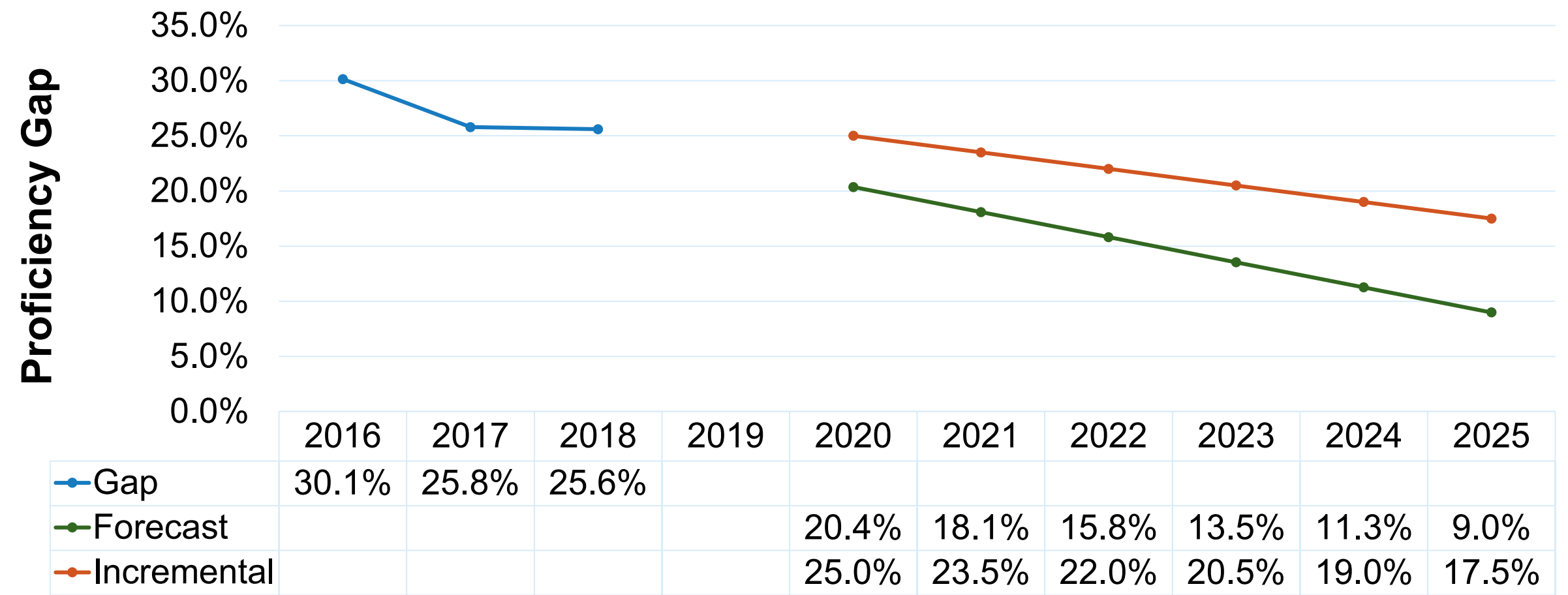
# 3D: Gap in 8<sup>th</sup> Reading Grade-level Standard Achievement, SWD v All Students



# 3D: Gap in 11<sup>th</sup> Math Grade-level Standard Achievement, SWD v All Students



# 3D: Gap in 11<sup>th</sup> Reading Grade-level Standard Achievement, SWD v All Students



# Discussion: Indicator 3D

- Final Year Targets: How much improvement can be expected?
  - Marginal: goal close to baseline
  - Intermediate: gap is reduced between 5 and 10 percentage points
  - Substantial: goal more than 10 points from baseline
- Any differences across grades or subject area?
- Preferences on methodology?
  - Same percent increase annually (e.g., 0.5%)
  - Annual percentage increases (e.g., growth based on prior year rate)
  - Long-term goal with incremental improvement

# Stakeholder Feedback: 3D

- Preferred final targets:
  - Intermediate: gap is reduced between 5 and 10 percentage points (6 votes)
  - Marginal: goal close to baseline (5 votes)
  - Substantial: goal more than 10 points from baseline (2 votes)
- Preferred methodology for setting interim targets:
  - Long-term goal with incremental increases
- Differentiate by grade and subject?
  - Yes

# 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)

*Source:* Individual student discipline data submitted through EdPlan

# State Indicator Calculation: 4A & 4B

- A. Reported: Percent of eligible districts that are discrepant
- Count of districts that are discrepant (risk score greater than 2.5)  
Count of districts that met minimum n-size for disciplined students
- Must set target for this calculation
- B. Reported: Percent of districts that are discrepant in a specific race category *and* whose PPP contributed to the discrepancy
- Target must be 0.0%



# District Discrepancy Calculation: 4A & B

$$\left\{ \frac{\begin{array}{c} \% \text{ of students with IEPs suspended } > 10 \text{ days} \\ \% \text{ of all students with IEPs} \end{array}}{\text{Same calculation for the whole state}} \right\}$$

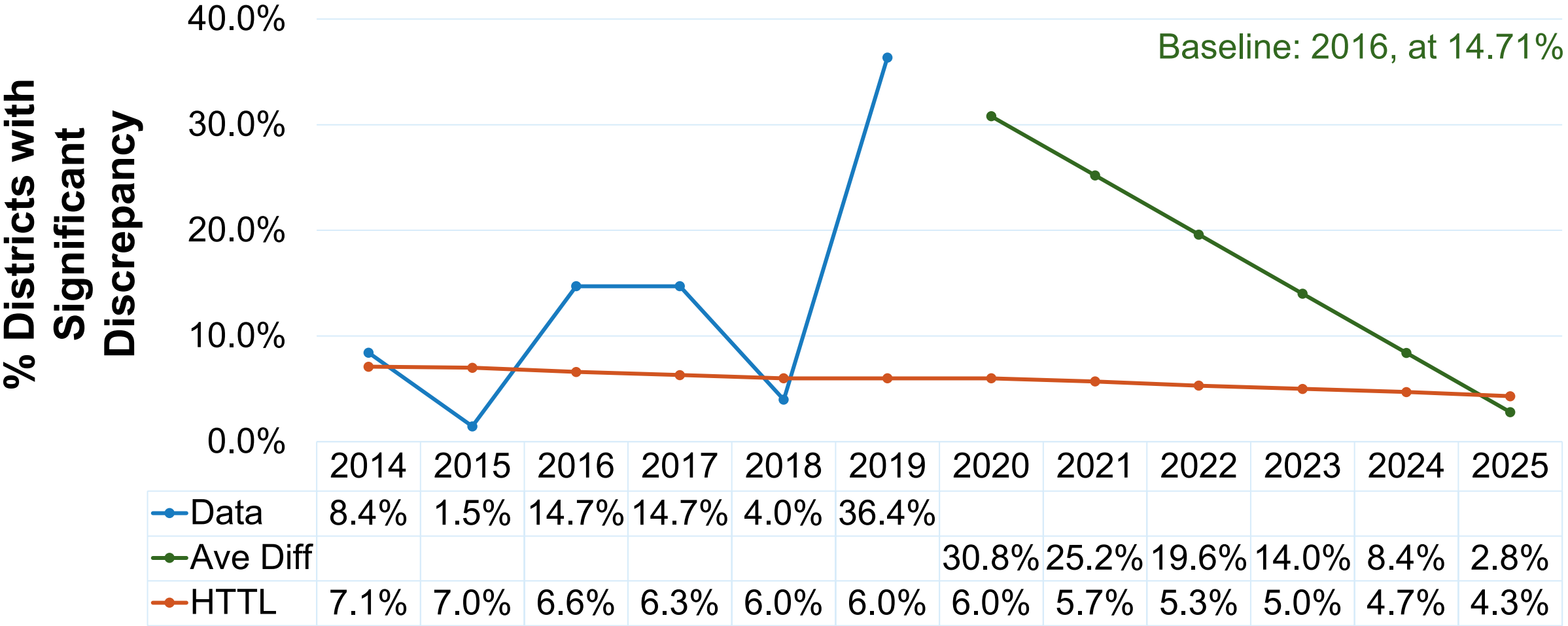
## Notes:

- 1: *Out of school suspensions only.*
- 2: *If this calculation is 2.5 or higher—indicating discrepant suspensions—we look at a district's disciplinary policies, practices and procedures to ensure that they are not contributing to the discrepancy.*
- 3: *B is calculated within seven race and ethnicity groups.*

# District Accountability for 4A & 4B

- 4B is a compliance indicator: all discrepant districts must demonstrate policies, practices and procedures do not contribute to discrepant discipline
- 4A is a partial compliance indicator:
  - State must set targets for percent of districts that are discrepant
    - Target is expected to decrease over time and finish below baseline
  - Any discrepant district must demonstrate PPP do not contribute to the discrepancy. If yes, must create improvement plan.
  - Can vary year to year based on the count of districts included

# Indicator 4A: Some Possible Targets



# Discussion: Indicator 4A

- What final target do you most prefer for the percent of discrepant districts in the state?
  - Close to baseline?
  - More than 5 percentage points less?
- What methodology should be used to set interim targets?
  - Average difference across past years
  - Historic trend line
  - Incremental annual improvement

# Stakeholder Feedback: 4A

- Preferred final targets:
  - 3 votes each:
    - Stay close to baseline (~14%)
    - Set target about 5% below baseline
- Preferred methodology for setting interim targets:
  - Incremental annual improvement

# Indicator 5: Educational Placement

*Question addressed:*

- What percentage of the school day do students with IEPs (ages 5 in KG – 21) spend in regular education settings?

*Source:* Oct 1 Child Count in EdPlan, pulled from services page and enrollment status

# Measurement of Indicator 5

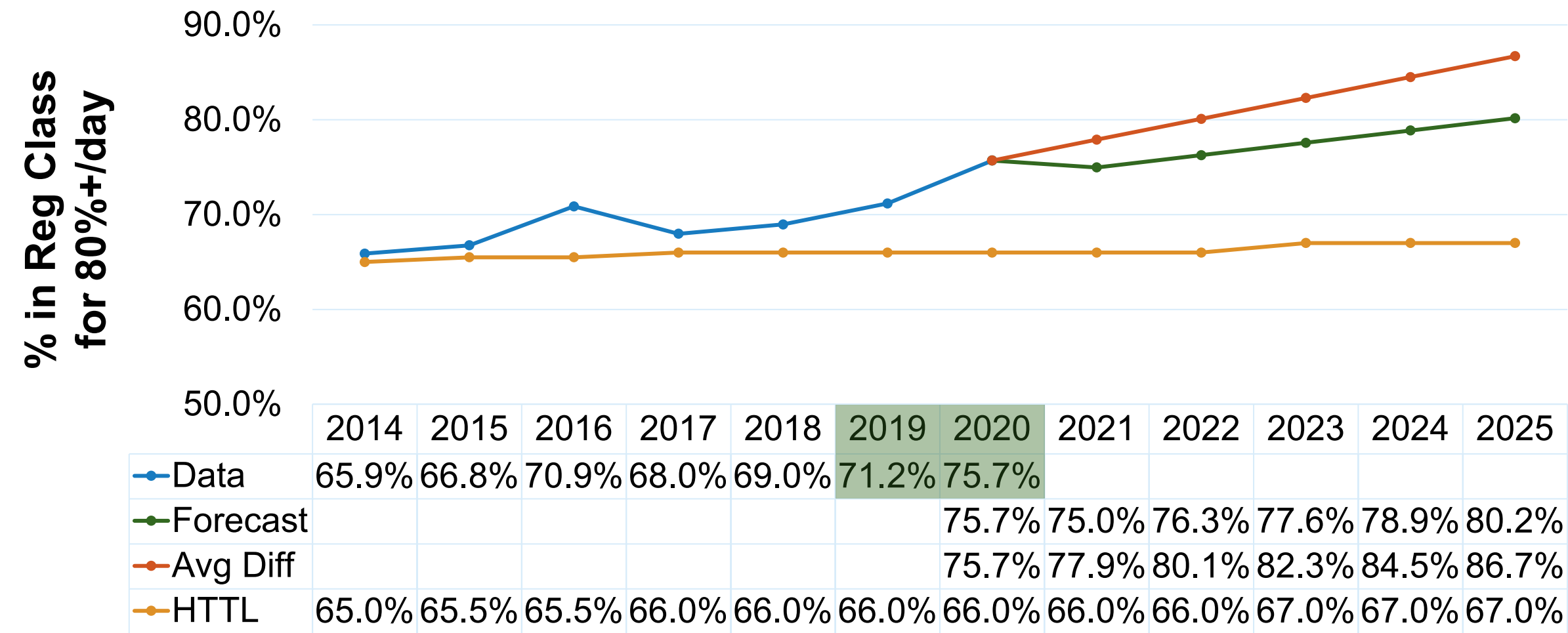
- Includes three measures, reporting the percentage of students with IEPs educated...
  - Inside a regular class 80% or more of the day (5A)
  - Inside a regular class less than 40% of the day (5B)
  - In separate schools, residential facilities or home/hospital placement (5C)
- Five-year-old children in kindergarten included in indicator 5 dataset, not early childhood (child count 2020 change)

# Notes: Indicator 5

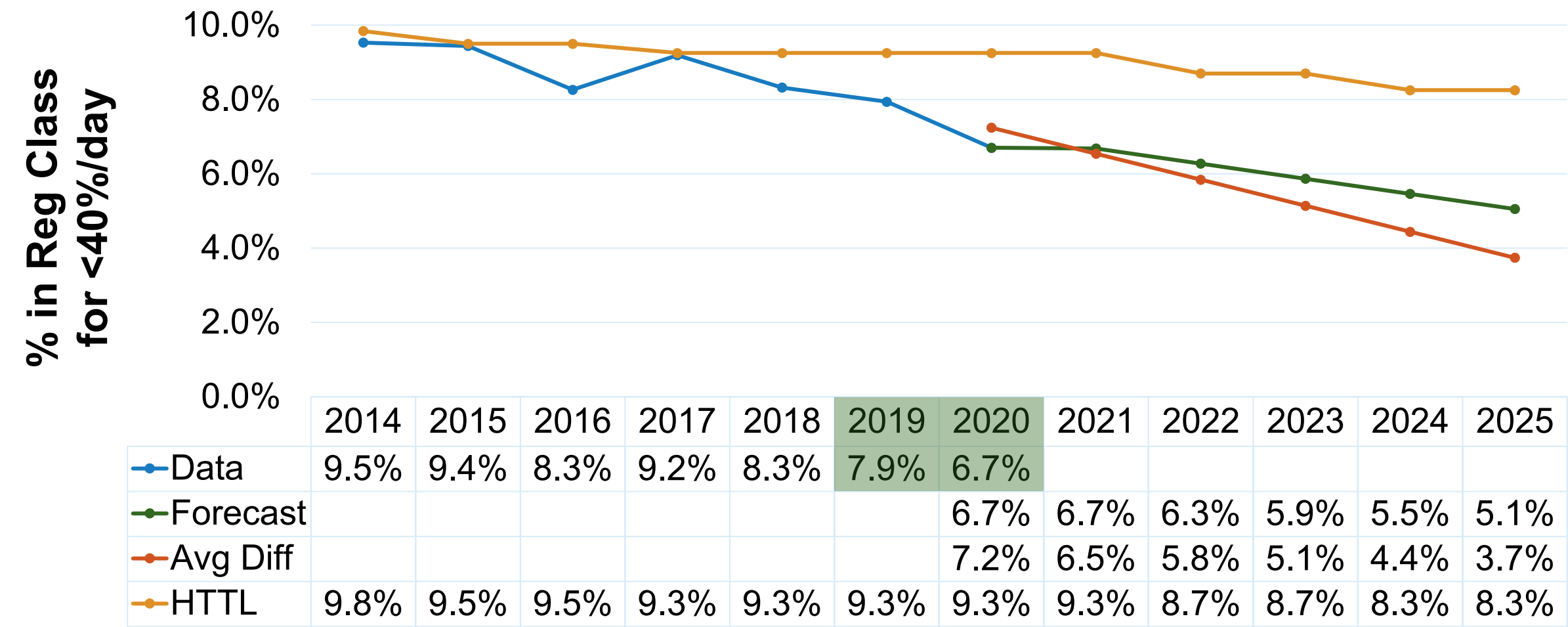
- Critical question: What is the expected rate of full inclusion? Is there an upper limit to that?
  - If so, that would be the long-term goal
- Targets must improve in different directions:
  - 5A: increase
  - 5B: decrease
  - 5C: decrease



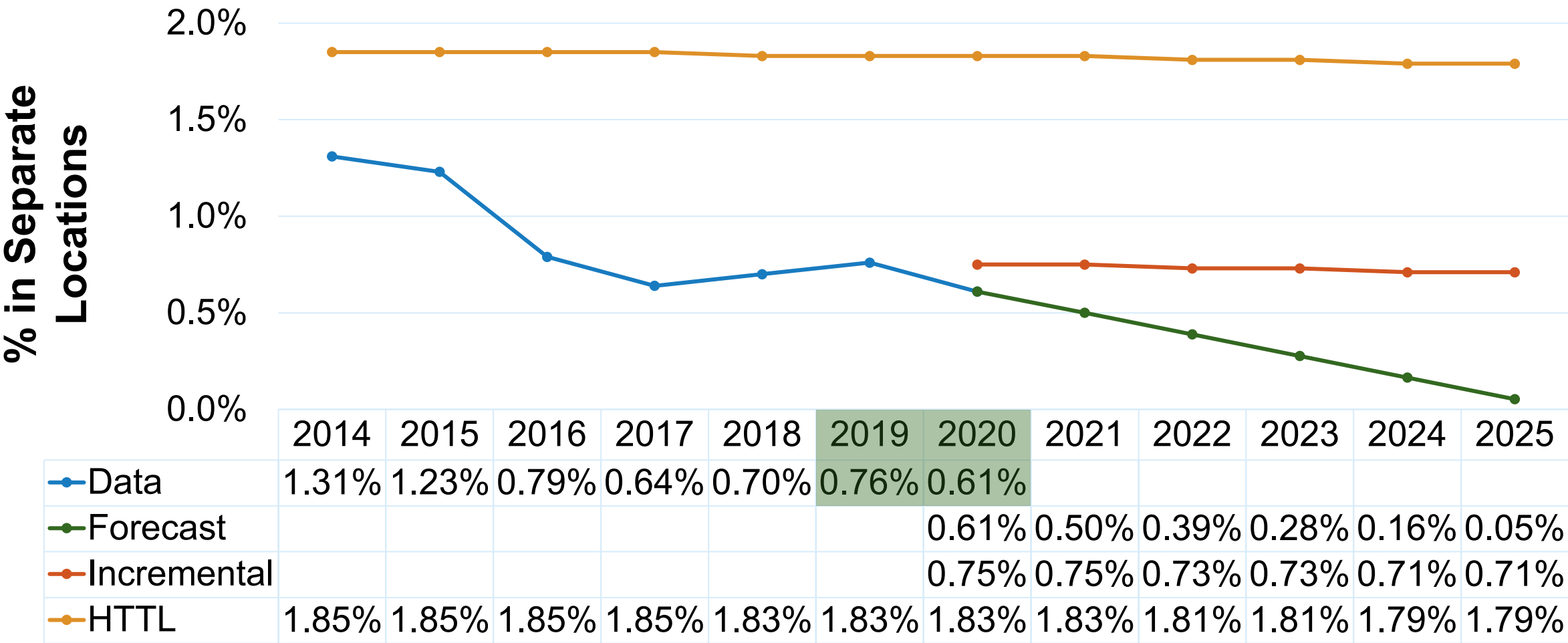
# Indicator 5A: Some Possible Targets



# Indicator 5B: Some Possible Targets



# Indicator 5C: Some Possible Targets



# Discussion: Indicator 5

- *Essence*: What percent of students should we expect to be fully integrated?
- Methods
  - Forecast using linear estimation of growth
  - Average annual difference
  - Something else?
- Higher or lower baseline preferred?
- Which final targets are preferred in six years?
  - Maintain close to baseline?
  - Pursue modest increase (5A) and decreases (5B/C)?
  - Pursue substantial increase (5A) and decreases (5B/C)?

# Stakeholder Feedback: 5

- Expectation of full integration: 70-80% of students (4 votes)
- Preferred final targets:
  - Maintain close to baseline (4 votes)
  - Pursue modest increase (5A) and decreases (5B/C) (2 votes)
- Preferred methodology for setting interim targets:
  - Minimal annual change (4 votes)
  - Long-term goal/incremental change (2 votes)
- Preferred baseline year:
  - Split between SY19-20 and SY20-21

# Indicator 6: Early Childhood Environment

*Question addressed:*

- Where do 3 to 5 year olds (PK only) receive the majority of their special education services?

*Source:* Oct. 1 Child Count in EdPlan, pulled from EC environment tab

# Early Childhood Data Changes

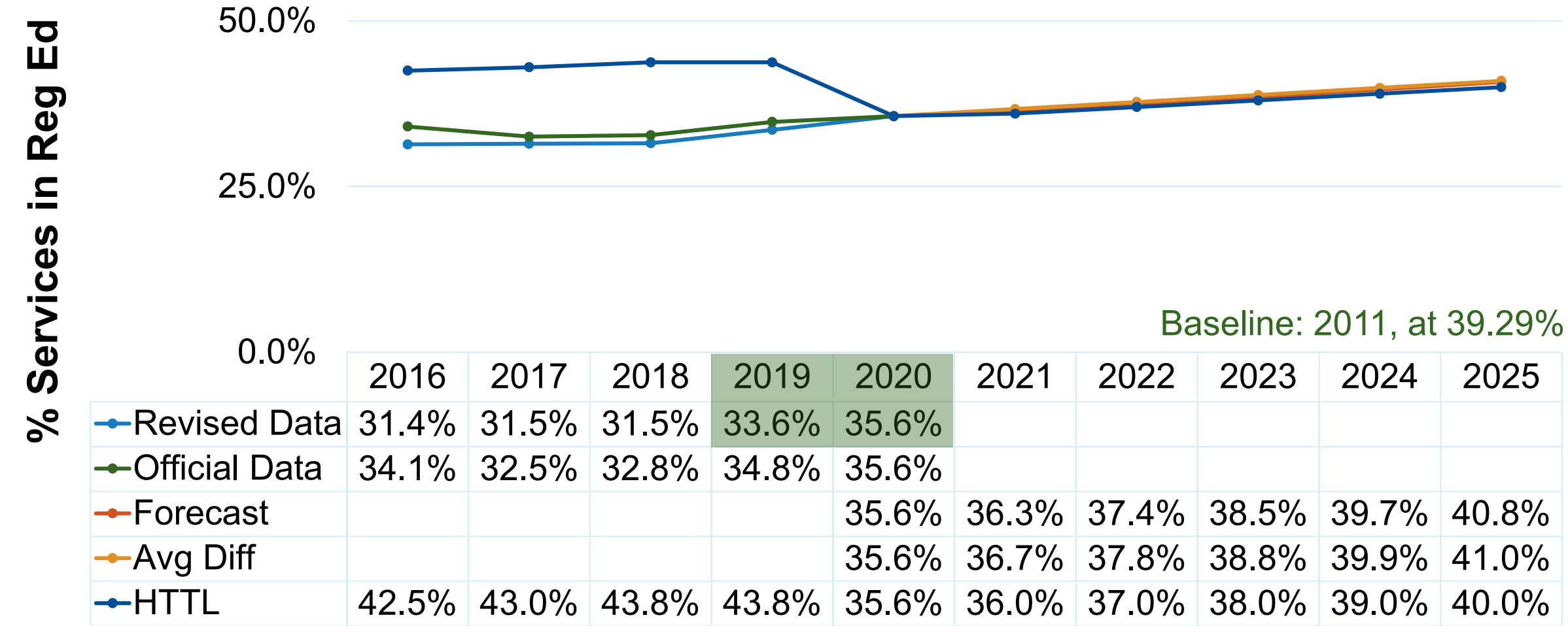
- Five-year-olds in kindergarten are now “school age”
- No longer included in these reports:
  - EC child count (in the school age table instead)
  - EC environments (now assigned an LRE value instead)
  - EC outcomes
- Now included in:
  - Identification disproportionality (indicators 9 and 10)
  - LRE measures (indicator 5)

# Measurement of Indicator 6

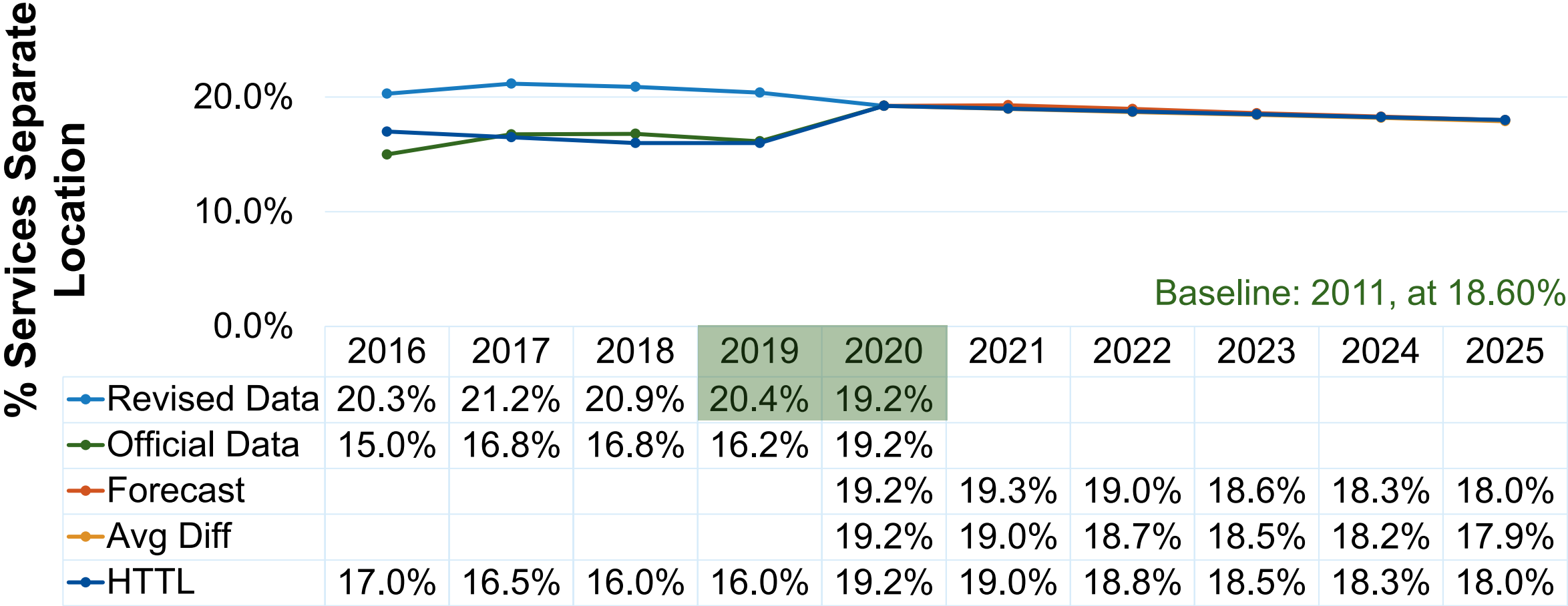
- Includes three measures, reporting the percentage of children who receive majority of services in...
  - A regular education program/classroom (6A)
  - A separate special education program/classroom (6B)
  - The home (6C)
- Targets must improve in different directions:
  - 6A: increase
  - 6B: decrease
  - 6C: decrease



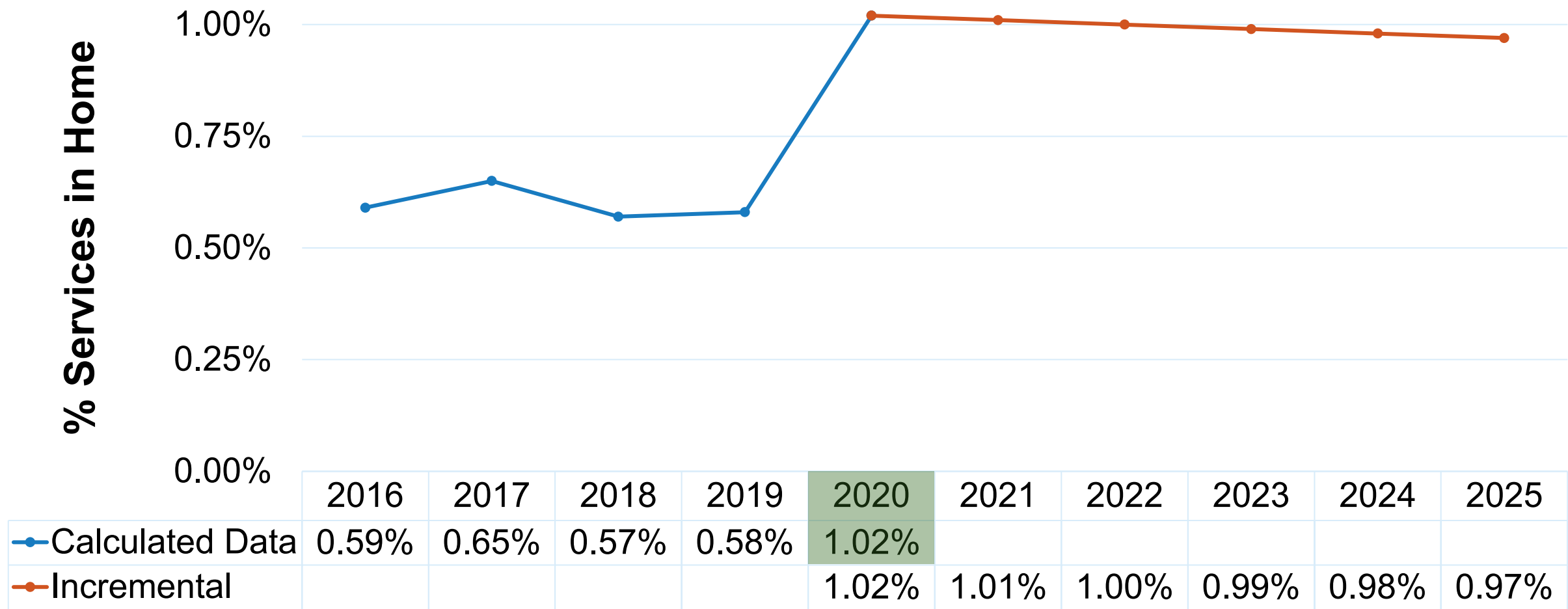
# Indicator 6A: Some Possible Targets



# Indicator 6B: Some Possible Targets



# Indicator 6C: Possible Targets



# Discussion: Indicator 6

- Methods
  - Forecast using linear estimation of growth
  - Average annual difference
  - Something else?
    - Long-term goal
    - Specific annual % increase
    - Specific annual # increase
- Interaction across measures:
  - The three should add to about 55%
- Final Year Targets
  - 6A: 40? Higher or lower?
  - 6B: 18? Higher or lower?
  - 6C: 1? How much lower?

# Stakeholder Feedback: 6

- Preferred final targets 6A/B:
  - Maintain current level near 35% & 19% (5 votes)
  - Pursue modest or substantially more inclusion, with targets between 40-45% and 17-15% (5 votes)
- Preferred final target 6C:
  - Close to 1%, current baseline
- Preferred methodology for setting interim targets:
  - Standard forecast line (6 votes)

# Indicator 7: Early Childhood Outcomes

*Question addressed:*

- Are children progressing toward peer-level performance on various EC outcomes?

*Source:* June 30 EOY Collection in EdPlan

# Notes: Indicator 7 Sub-Indicators

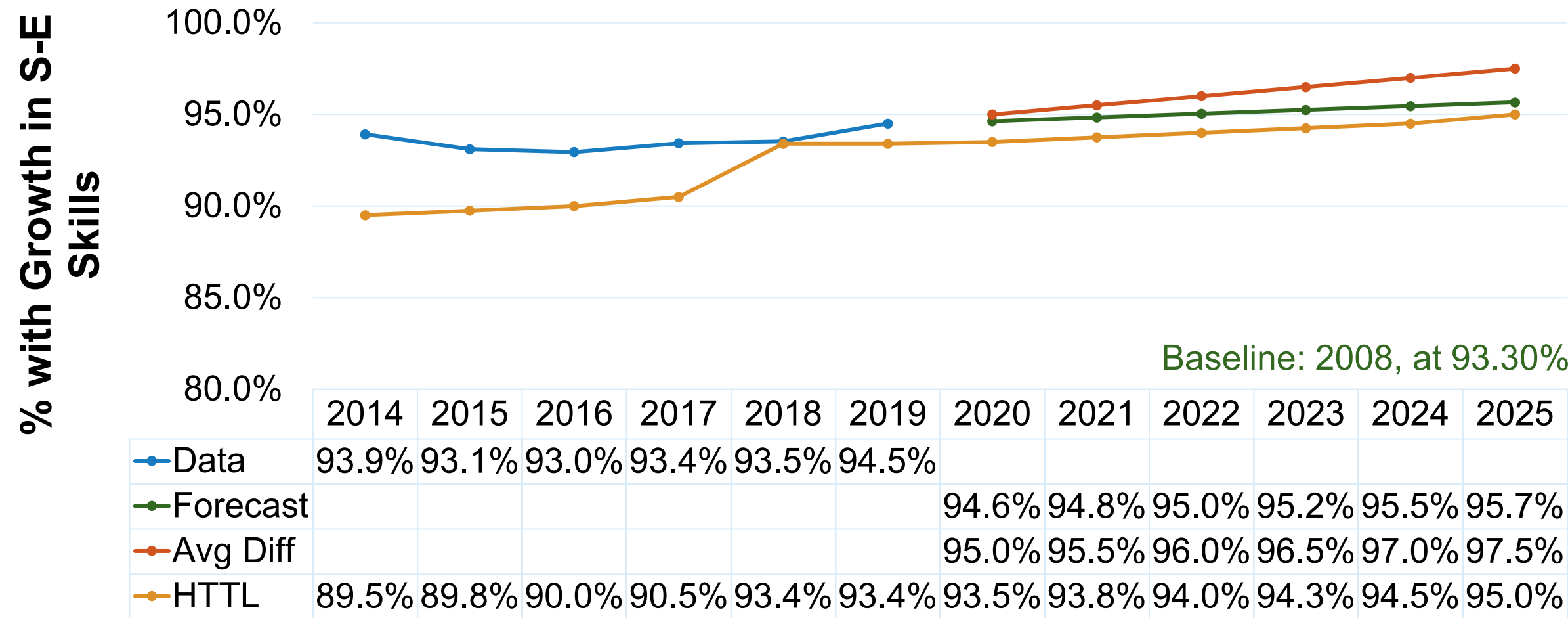
- Three outcome areas:
  - Social-emotional skills
  - Knowledge and skills (including literacy)
  - Behavior to meet needs
- Two measures in each area:
  - Individual growth
  - Exits at peer-level

# Measurement of Indicator 7

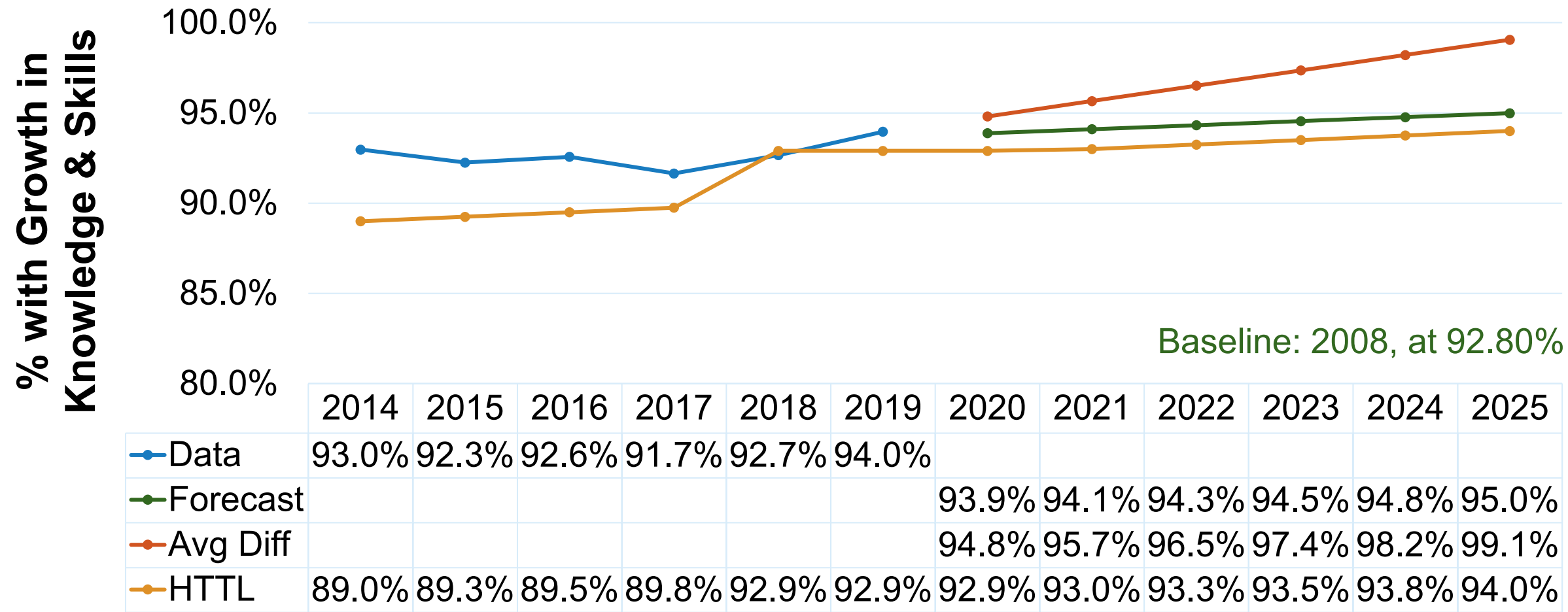
- 1 A, B, C: Of those preschool children who entered the preschool program below age expectation, the percent who substantially increased their rate of growth by the time they exited the EC program (increase of 1 on 7-point scale).
- 2 A, B, C: The percent of preschool children who were functioning within age expectations by the time they exited the EC program (ending at 6 or 7 on 7-point scale).



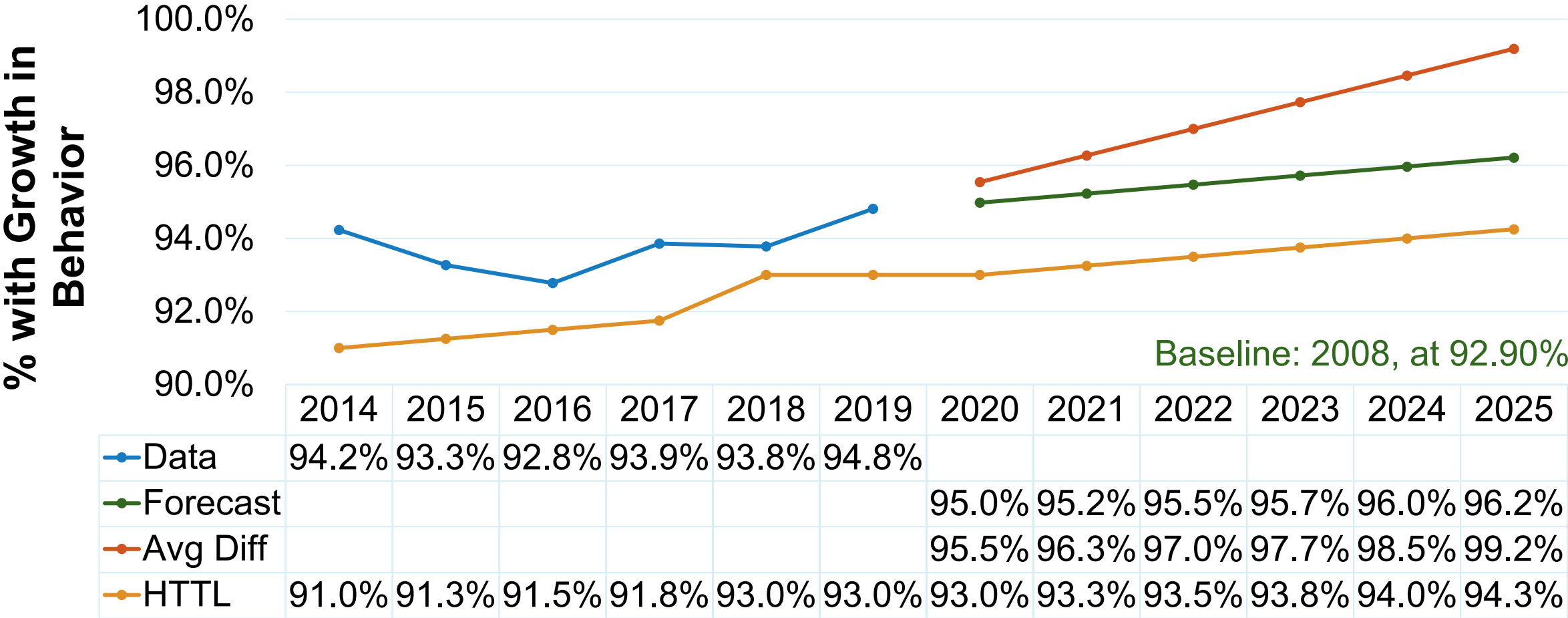
# Indicator 7.1 A: Some Possible Targets



# Indicator 7.1 B: Some Possible Targets



# Indicator 7.1 C: Some Possible Targets



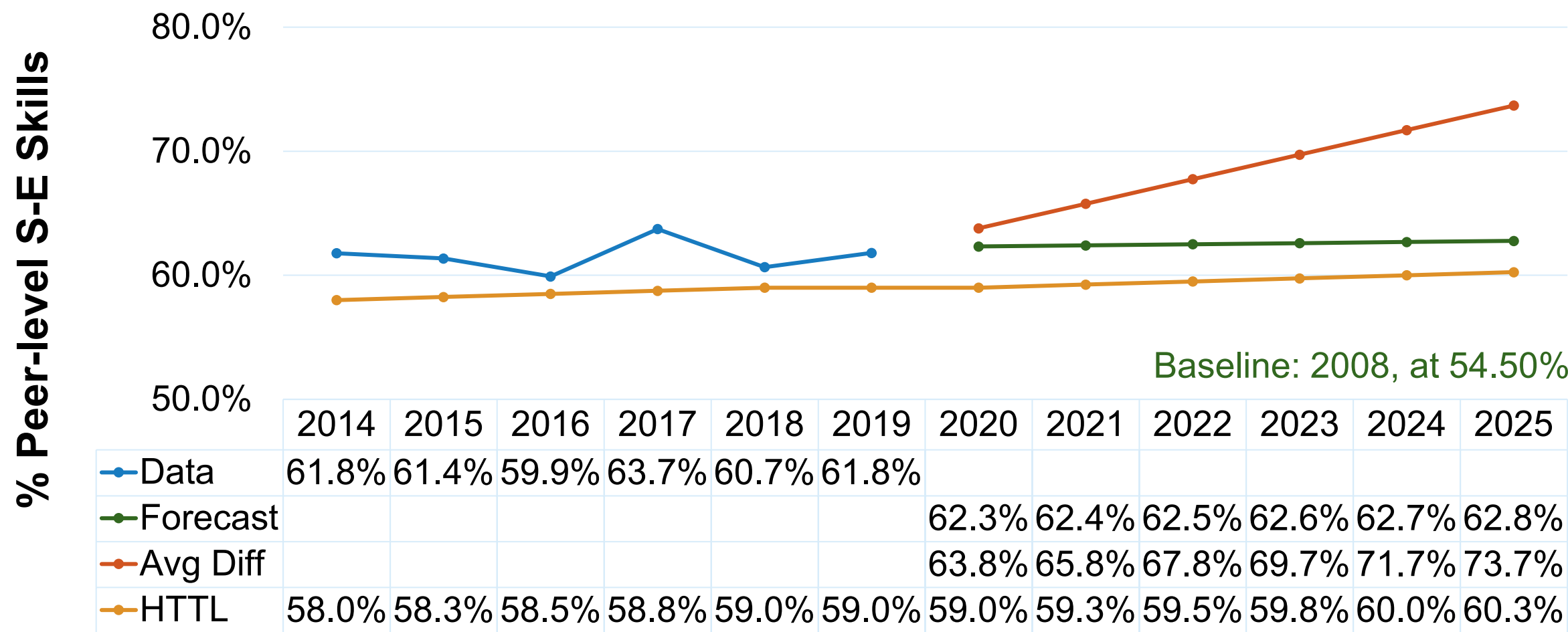
# Discussion: Indicator 7.1

- Essence: Can we expect all children to show growth?
- Final Year Targets
  - Is there an upper limit of improvement?
  - Is 93-94% good enough, or should we continue to raise targets?
- Method, if growth
  - Forecast using linear estimation of growth
  - Average annual difference
  - Something else?
    - Long-term goal
    - Specific annual % increase
    - Specific annual # increase

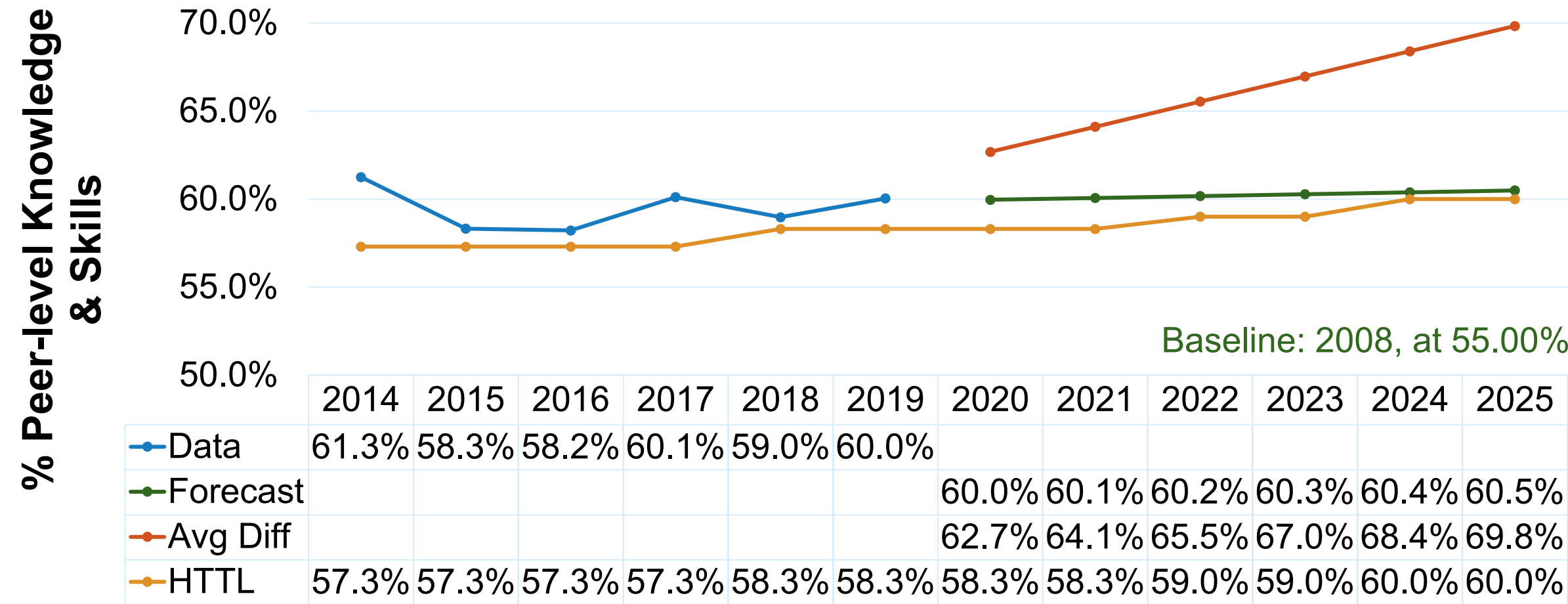
# Stakeholder Feedback: 7.1 A, B, C

- Preferred final targets:
  - Incremental increase toward 95% (6 votes)
  - Close to current baseline (93%) (5 votes)
- Preferred methodology for setting interim targets:
  - Continue historical target line (5 votes)
  - 2 votes each:
    - Varying: small improvement at beginning & larger at end
    - Minimal annual change

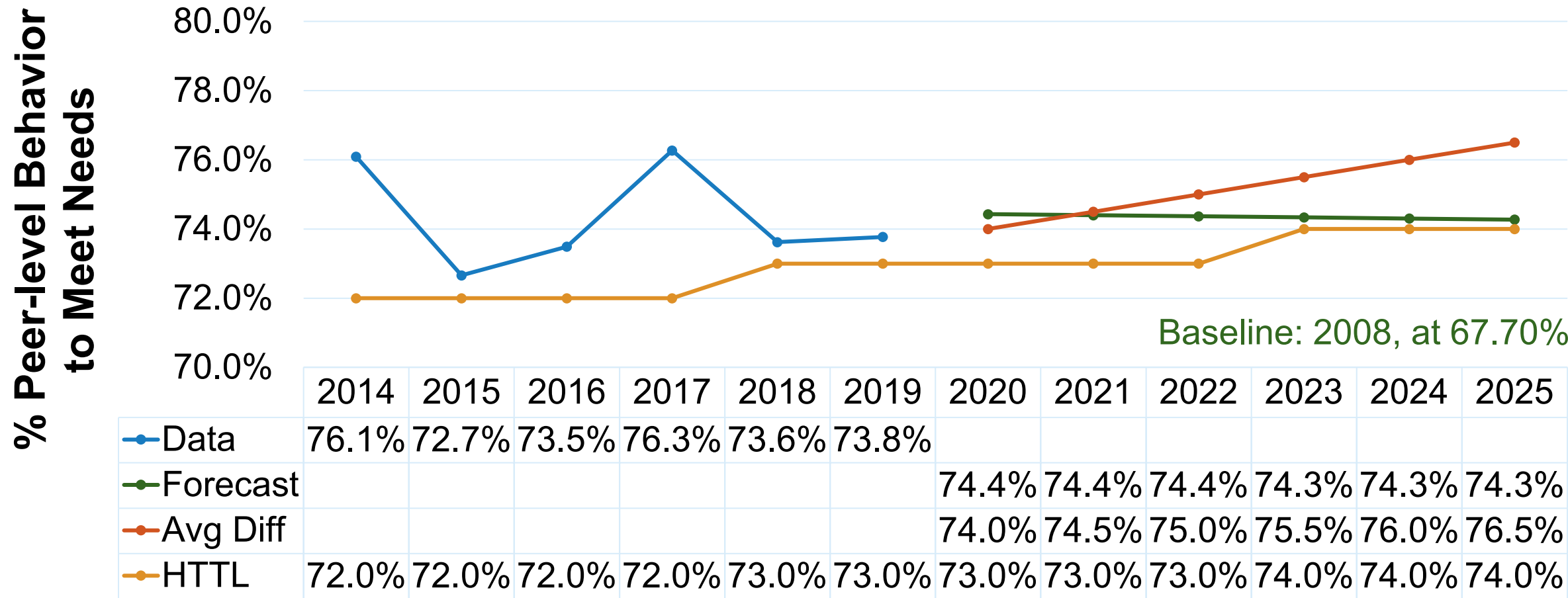
# Indicator 7.2 A: Some Possible Targets



# Indicator 7.2 B: Some Possible Targets



# Indicator 7.2 C: Some Possible Targets





# Discussion: Indicator 7.2

- Essence: What percentage of children do we expect to exit EC at peer-level?
- Final Year Targets
  - Is there an upper limit of improvement?
  - Is 59/59/73% good enough, or should we continue to raise targets?
- Method, if growth
  - Forecast using linear estimation of growth
  - Average annual difference
  - Something else?
    - Long-term goal
    - Specific annual % increase
    - Specific annual # increase

# Stakeholder Feedback: 7.2 A, B, C

- Preferred final targets:
  - Increase closer to 70% for A & B and 80% for C (6 votes)
  - Close to current baseline (59/59/73%) (5 votes)
- Preferred methodology for setting interim targets:
  - Continue historical target line (5 votes)
  - 2 votes each:
    - Varying: small improvement at beginning & larger at end
    - Average annual difference

# Indicator 8: Parent Involvement

*Question addressed:*

- What do parents think about a school's level of support throughout the IEP process?

*Reported:* Percent respondents who report schools facilitated parent involvement

- Response rates have ranged between 7 and 11% of total child count in the past few years.

*Source:* Parent survey, managed by TAESE

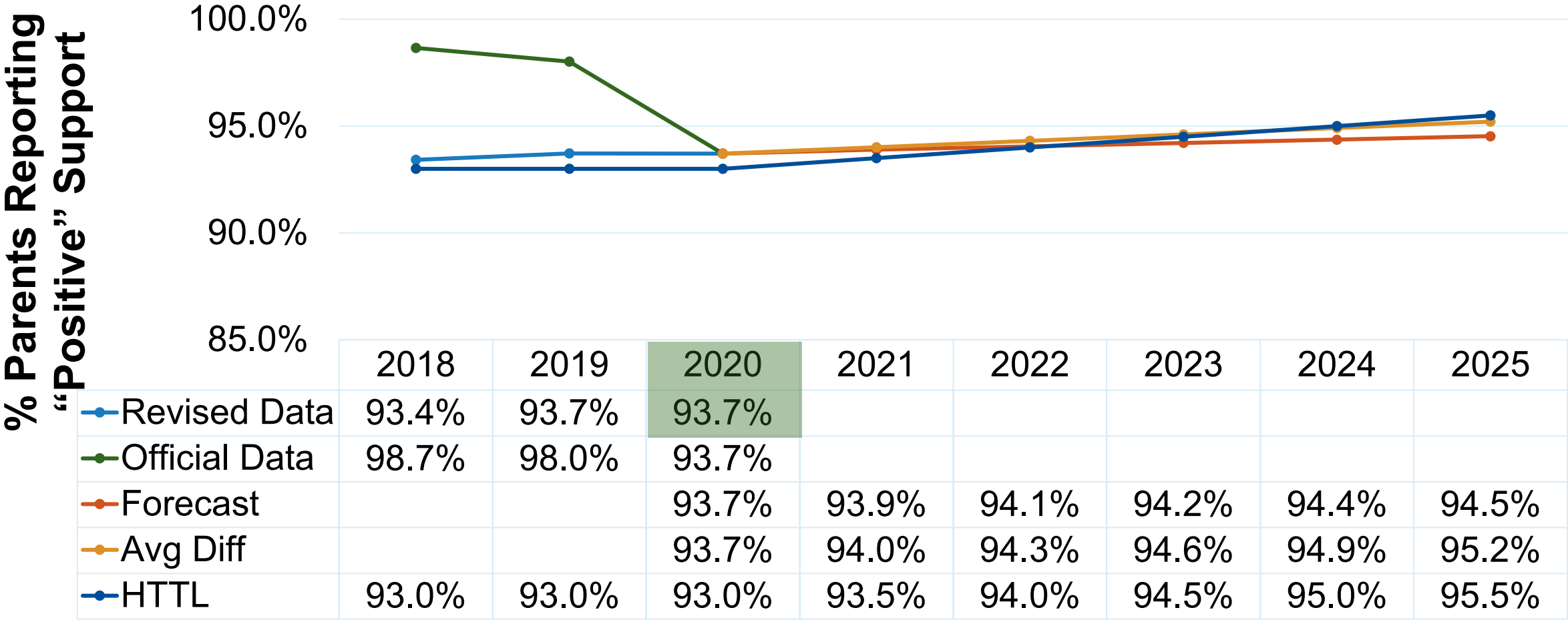
# Measurement Changes for Indicator 8

- Current practice:
  - Responses of all “highly disagree” and “no” give a 25% score
  - Scores of 50% or better are considered a “positive” response
- Revisions:
  - Definite: change the calculation to represent true zero (responses of “highly disagree” and “no” merit a 0 score)
  - Possible: change the % score cutoff that defines a “positive” response
- Total points possible is 18, if completely “positive” response.

# Revising the Cutoff of “Positive”

- Calculation:
  - Each answer to the 8 questions is scored from 0 to 3 or 0/1
  - Scores are summed to an individual total
  - Example: 4 “agree” and 1 “highly disagree”; 2 “yes” and 1 “no”
    - Possible points: 18
    - Score =  $10 (2 \times 4 + 2 \times 1) = 10/18 = 55\%$
- Is that a “positive” score, meaning, did this parent report that the district adequately supported parental involvement?
- What should the individual cutoff be? 65%? 75%?

# Indicator 8: Some Possible Targets



# Discussion: Indicator 8

- *Essence*: How many parents do we expect to have positive experiences?
- Final Year Targets
  - Is there an upper limit of improvement?
  - Is 93% good enough, or should we continue to raise targets?
- Method, if growth
  - Forecast using linear estimation of growth
  - Average annual difference
  - Something else?
    - Long-term goal
    - Specific annual % increase
    - Specific annual # increase
- What should the cutoff be?

# Stakeholder Feedback: 8

- Preferred cutoff:
  - Between 70 & 75% (4 votes)
- Preferred final targets:
  - Maintain close to baseline (3 votes)
  - Pursue modest (2 votes) or substantial increase (1)
- Preferred methodology for setting interim targets:
  - Minimal annual change (3 votes)
  - Long-term goal/incremental change (2 votes)



# Indicator 14: Post-Secondary Outcomes

*Question addressed:*

- What are exiters with IEPs doing after high school?

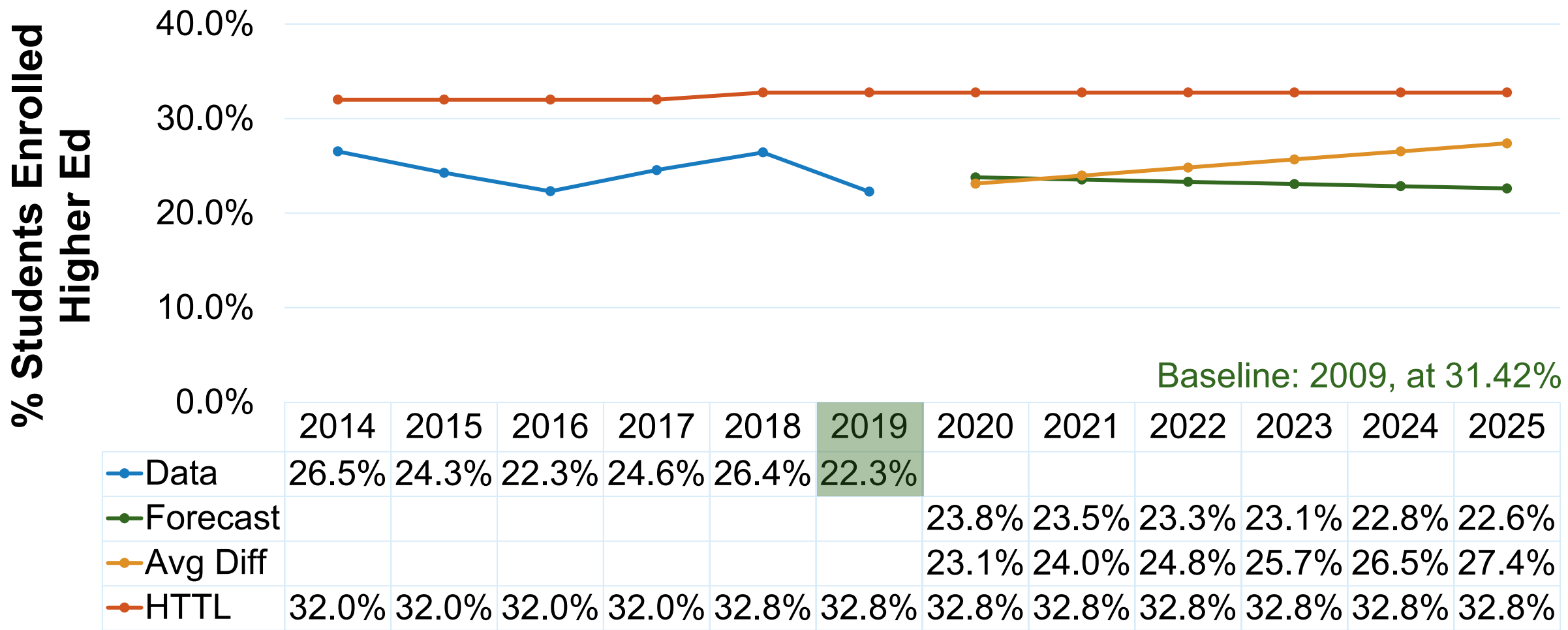
*Notes:*

- Source: Survey of HS exiters, conducted by TAESE
  - Of all eligible to be surveyed, response rate is 8-10%
  - Not a good representation yet of all exiters across the state

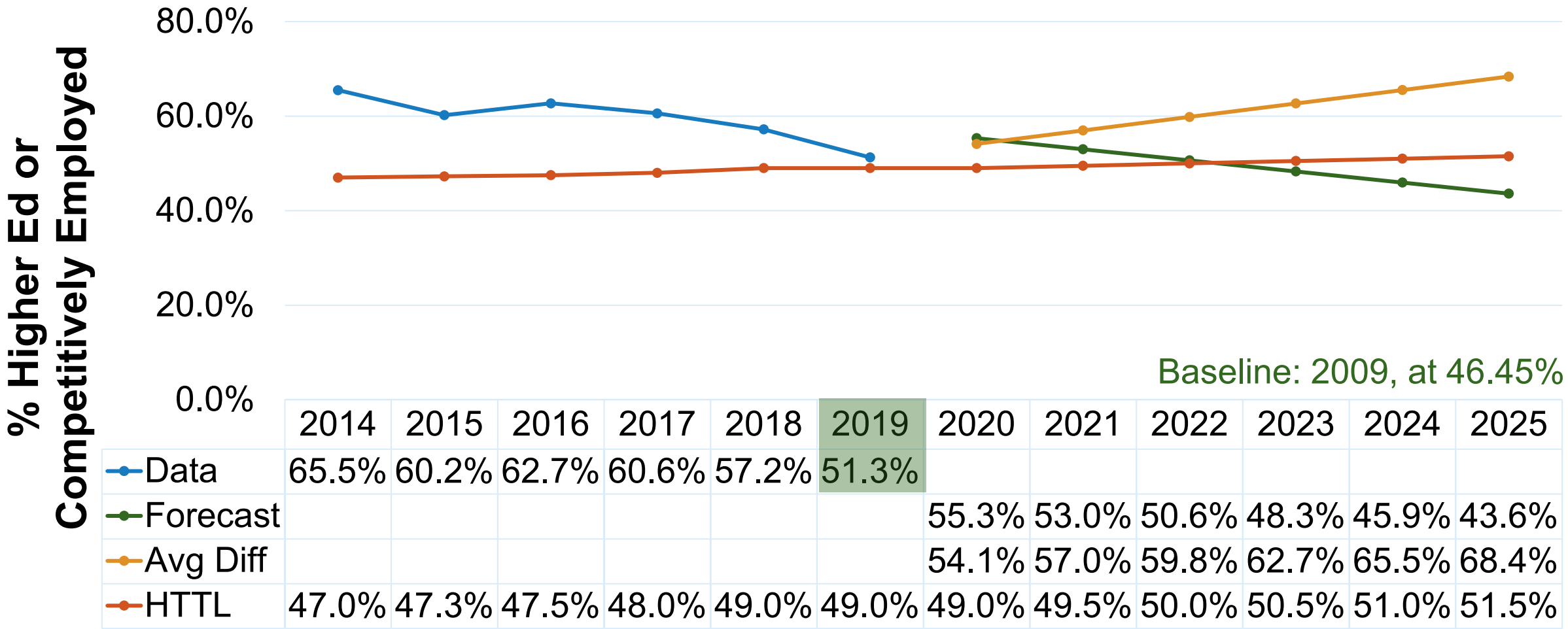
# Calculation: 14

- 14A: Percent who report enrolled in higher education
- 14B: Percent who report competitively employed and percent reported in A
- 14C: Percent who report any other education or employment and percent reported in A & B (cumulative)
- All respondents who do not report A, B or C are “unengaged.”

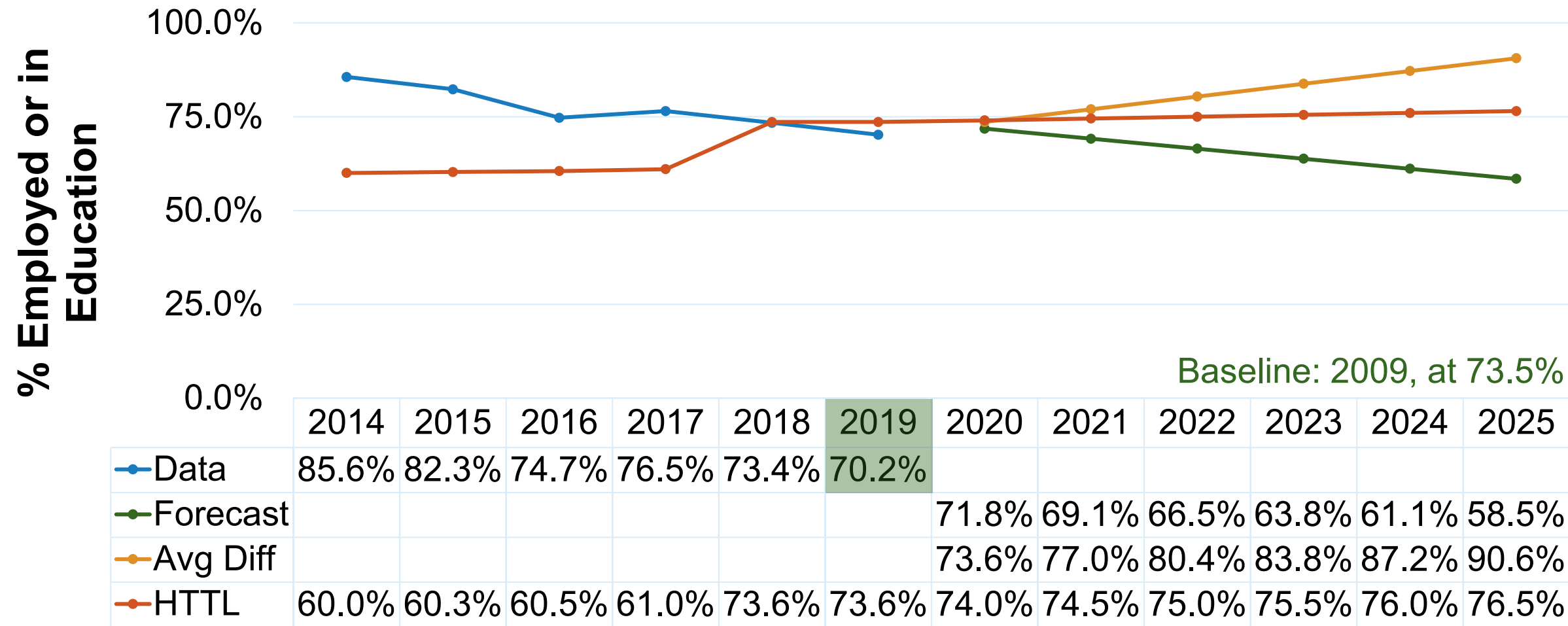
# Indicator 14A: Some Possible Targets



# Indicator 14B: Some Possible Targets



# Indicator 14C: Some Possible Targets



# Discussion: Indicator 14

- Final Year Targets
  - A. Higher ed?
  - B. A + competitive employment?
  - C. B + otherwise engaged?
- Interaction:
  - A must be smaller than B, which must be smaller than C
  - **Total – C = proportion not engaged**
- Method
  - Forecast using linear estimation of growth
  - Average annual difference
  - Historical trend lines
  - Something else?
    - Long-term goals
    - Specific annual % increase
    - Specific annual # increase

# Stakeholder Feedback: 14

- Percent “unengaged”:
  - 5%: 1 vote
  - 10%: 2 votes
  - 15%: 3 votes
  - 35%: 1 vote
- Preferred final targets:
  - A/25%, B/55%, C/75%: 6 votes
  - A/30%, B/60%, C/85%: 1 vote
- Preferred methodology for setting interim targets:
  - 3 votes each:
    - Ave annual difference
    - Standard forecast line

# Indicators 15 & 16: Dispute Resolution

*Questions addressed:*

- Ind. 15: What percentage of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements?
- Ind. 16: What percentage of mediations held resulted in mediation agreements?

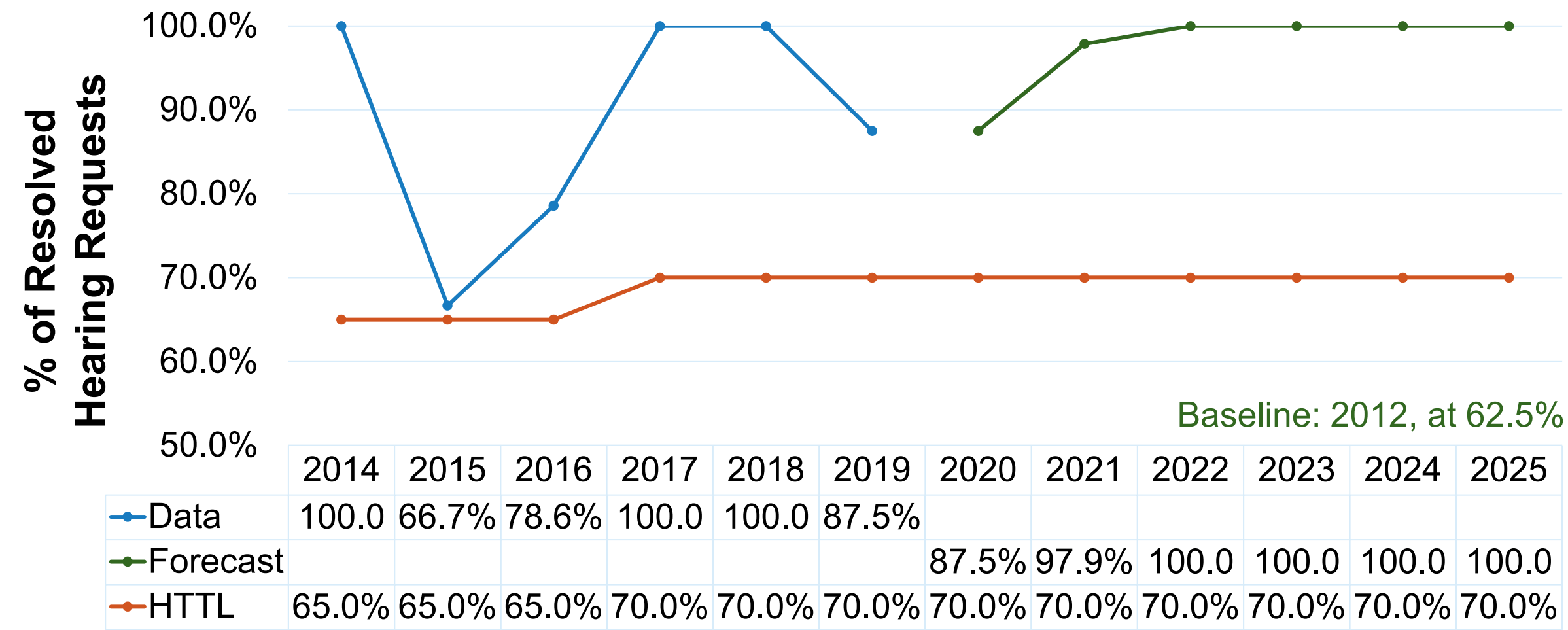
*Source:* Dispute resolution data, collected and submitted by the Special Education Resolution Center (SERC)



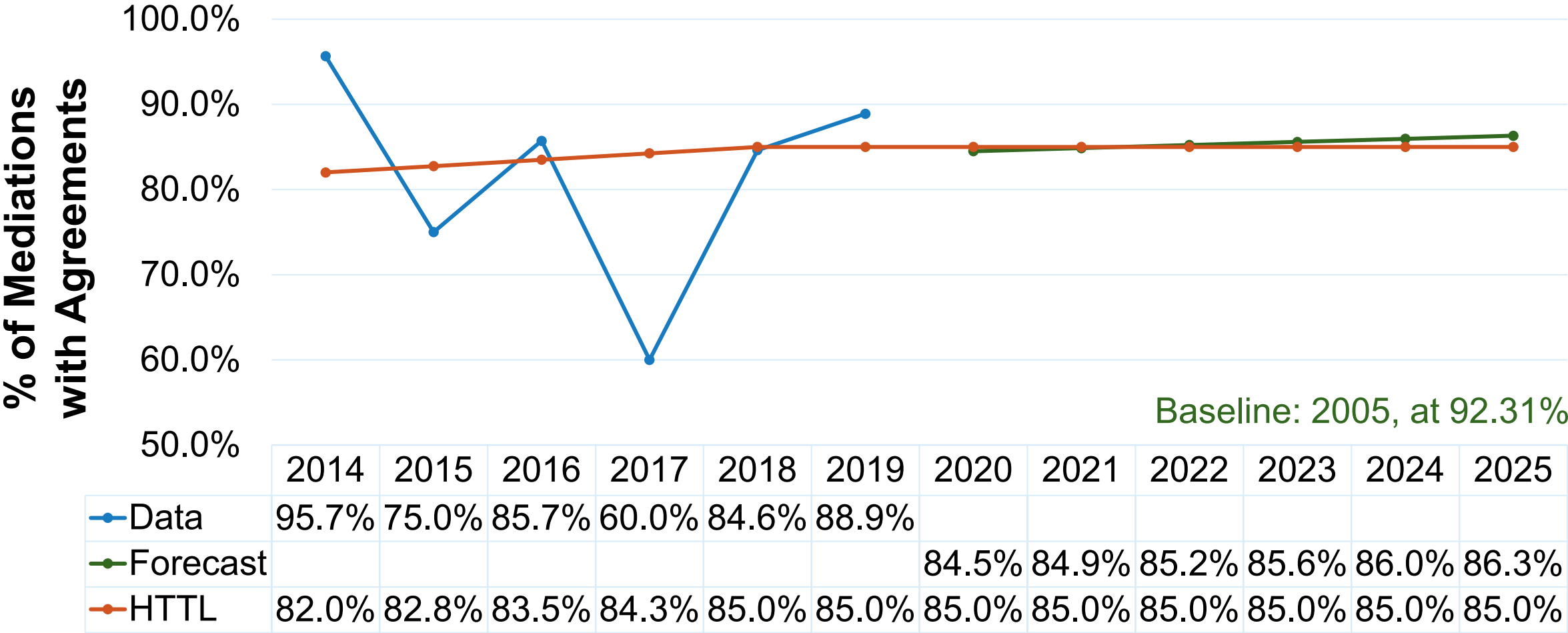
# Notes: 15 & 16

- Targets do not have to increase over baseline over time.
- If fewer than 10 hearing requests or mediations in a year, comparison to the target is not required.
- Year-to-year variation can be substantial.
- Outcome is not reflective of state action, but does indicate willingness of conflicting parties to compromise.

# Indicator 15: Some Possible Targets



# Indicator 16: Some Possible Targets



# Discussion: Indicators 15 & 16

- What final targets do you prefer?
  - Current trajectory of moderate expectations of agreements?
  - Higher targets?
  - Lower?
- What methodology do you prefer?
  - Maintain same target across years
  - Increase targets over time by some amount to be determined

# Stakeholder Feedback: 15 & 16

- Preferred final targets:
  - Maintain targets close to baseline and current target line
- Preferred methodology for setting interim targets:
  - Continue historical target line (2 votes)
  - Minimal annual change (2 votes)

# Next Steps

- Process additional stakeholder input
- Develop preliminary target proposal(s)
- Discuss again with stakeholders
- Make final decisions
- Report decision publicly

# More Information

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Resources about the APR:  
<https://sde.ok.gov/apr-target-setting>