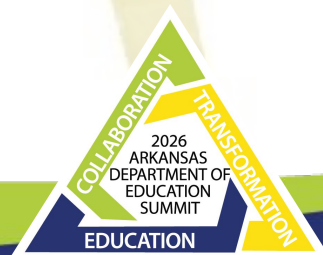


SPP/APR Target Setting

ADE Summit

Becky Bell, Becky McIver, Bonnie Boaz
Dr. Laura Goadrich, and Melissa McLendon
July 2026

Slides: <https://tinyurl.com/OSE-2026-target>



Agenda



- eSchool & MySPED Resources
- Why Set Targets for Indicators?
 - Techniques & Methods
- [Indicator 1](#): Graduation
- [Indicator 2](#): Drop Out
- [Indicator 4a](#): Suspension and Expulsion
- [Indicator 5a-c](#): School Age Environment
- [Indicator 6a-c](#): Early Childhood Environment
- Indicator [8a](#) & [8b](#): Parent Involvement
- [Indicator 14](#): Post-School Outcomes
- [Indicator 3a-d](#): Assessment
 - Updates
 - Weighted Achievement



**Part B FFY
2020–2025
SPP/APR**

1. **Graduation.** % of youth with IEPs graduating with regular diploma.
2. **Dropout.** % of youth with IEPs dropping out.
3. **Assessment.** (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.
4. **Suspension and Expulsion.** (A) % of LEAs with significant discrepancy, (B) % of LEAs with significant discrepancy by race/ethnicity.
5. **Educational Environments.** % of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/ hospital placements.
6. **Preschool Environments.** % of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
7. **Preschool Outcomes.** % of preschool children ages 3–5 with IEPs with improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
8. **Parent Involvement.** % of parents who report that the school facilitated parent involvement.
9. **Disproportionate Representation.** % of districts with disproportionate representation of racial/ethnic groups in special education and related services due to inappropriate identification.
10. **Disproportionate Representation in Specific Disability Categories.** % of districts with disproportionate representation of racial /ethnic groups in specific disability categories due to inappropriate identification.
11. **Child Find.** % of children evaluated within 60 days of parental consent for initial evaluation or state time frame.
12. **Early Childhood Transition.** % of children found Part B eligible with IEP implemented by 3rd birthday.
13. **Secondary Transition.** % of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services, and courses.
14. **Post-School Outcomes.** % of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
15. **Resolution Sessions.** % of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16. **Mediation.** % of mediations held resulting in mediation agreements.
17. **State Systemic Improvement Plan (SSIP).** SPP/APR includes comprehensive, ambitious, yet achievable multi-year SSIP, with stakeholder engagement in all phases, for improving results for children with disabilities.
18. **General Supervision.** % of findings of noncompliance corrected within one year of identification.

eSchool and MySPED Resources



- eSchool Resources Online
- Training Opportunities:
 - New [Cycle 7 one-pager](#)
 - **August 18, 2026** at 10am: ESCWorks [587172](#)
 - **August 19, 2026** at 1pm: ESCWorks [587174](#)
- MySEPD facelift
 - Layout and formatting
 - **Updates** to the MySPED Discipline screen for federal Interim Alternate Educational Learning Environment
- Public Reporting
 - District APR
 - 618 [ADAPT](#) state
 - Profiles

The screenshot displays the Arkansas Department of Education website. The header includes the state seal, the division name 'DIVISION OF ELEMENTARY & SECONDARY EDUCATION', and the name of the Secretary, Jacob Oliva. A navigation bar contains links for About, Stakeholders, State Board, Offices, Directory, and Tools. The main content area is titled 'Public Reporting' and provides information about the Individuals with Disabilities Education Act (IDEA) requirements for public reporting. It includes a table of data for the December 1, 2025 (SIS Cycle 4) Child Count for School Year 2025-26, and lists various reports and profiles available for download. A sidebar on the left contains a 'Special Education' menu with links to Accessible Educational Materials (AEM), Advisory Council, Assessment & Curriculum, Children and Youth with Sensory Impairments and Additional Disabilities, and Comprehensive Coordinated Early Intervening Services (CCEIS). Below this is a 'Data & Research' section with links to Public Reporting, Reporting Cycles 2, 4, 7, Data Dictionaries, Resources, Disproportionality Institute, Disproportionality Institute Archives, Public Reporting Archives, and Resource Archives. At the bottom of the sidebar is a link for 'Arkansas Meaningful Access and Participation'.

Public Reporting

Section [618\(a\)](#) of the Individuals with Disabilities Education Act (IDEA), requires States annually to make specific data under section 618(a) available to the Secretary of Education and the public. State-level data files are an [IDEA 618 Data Product](#).

December 1, 2025 (SIS Cycle 4)
Child Count for School Year 2025-26:

465,421	- All Arkansas Students
73,087	- School-Age Students with IEPs
10,390	- Early Childhood Students with IEPs
15.70%	- School-Age Students with IEPs
17.94%	- Early Childhood & School-Age Students with IEPs

- Part B State Performance Plan (SPP)/Annual Performance Report (APR) for [FFY 2024-25](#).
- LEA Special Education Annual Performance Report (APR) Profiles for [FFY 2024-25](#).
- Accessible Data Analysis and Publishing Tool ([ADAPT](#)) by the [Rhonda Weiss Center](#) displays all federally reported 618 data at the state level. A tailored [glossary](#) is available for all reporting terms.

District Demographic Profiles:

- Early Childhood: [2025/26](#)
- School-Age: [2025/26](#)

Statewide Benchmark Assessment Participation for Students with Disabilities by:

- District & School Building: [2024/25](#)
- Statewide: [2024/25](#)

Comprehensive Coordinated Early Intervening Services (CCEIS):

- [CCEIS Calculation Summary](#)
- [CCEIS Profiles: 2026-27](#)

Post-School Outcomes (Indicator 14) Sampling Plans:

- **Current:** ([2026-2031](#))

Why Set Targets for Indicators?

- Target setting purpose:
 - Establish **clear, measurable** goals
 - Monitor progress **towards** the goals
 - **Guides improvement** efforts
 - **Informs** decision-making
 - Ensures **accountability**
 - Promotes Stakeholder engagement
- The targets are **benchmarks** for **evaluating** a state's performance and **identifying** areas needing improvement.
- Targets must be reset for each new **SPP/APR package**. We are under the **FFY 2020-2025**. The next package was posted for public comment.



Techniques Considered

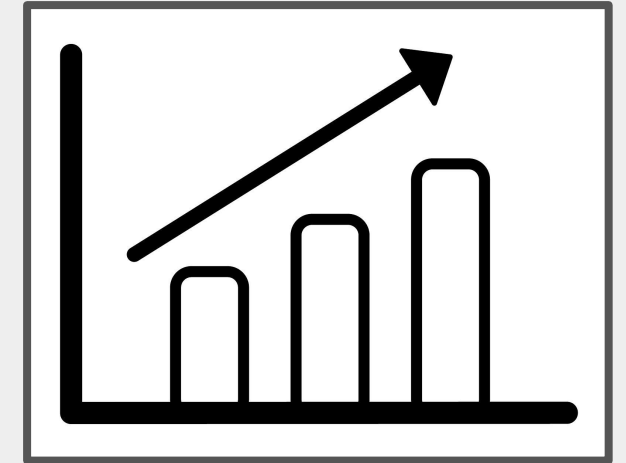


Situation	Linear Regression	Moving Average
Clear, consistent trend		
Noisy, fluctuating data		
Enough historical data (5–6+ years)		
Small N, erratic patterns		
Projecting trend into the future		

Methods Considered

- Linear Regression

- You see a **clear trend** (upward or downward) in your historical data.
- You want to **project forward** based on the historical rate of change.



- Moving Average

- Your data show a **lot of fluctuation or noise** from year to year, making it hard to see the underlying pattern.
- You **lack enough years of data** to establish a clear trend.
- There are **external factors** (like COVID) causing short-term disruption, and you want to dampen their impact on projections.



Methodology Considered

1. Predicting Trend

- We **predict how much the trend will improve** in the future.
- Targets are based on those expected improvements.

2. Fixed Percent Decrease

- We choose a **steady, fixed percentage** to improve each year (e.g., 5% per year).
- Focuses on **regular, consistent progress**.

3. Average Decrease

- We **look at past average change** (e.g., average 3% decrease/year).
- We use that average pace to set future targets.

4. Start With the End Goal

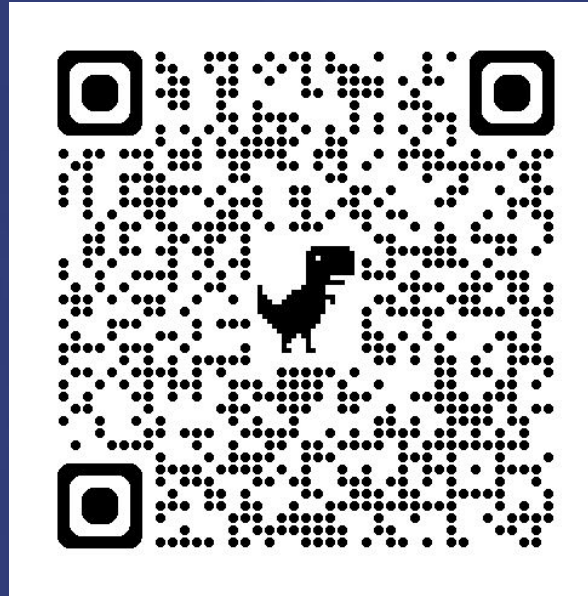
- We **set our big goal first** (where we want to be in 5 years).
- We break it into **even yearly steps** to reach that goal.

5. Accelerated Growth

- We plan for **slow improvements at first**, then **faster gains later**.
- Good for when new programs **take time to show impact**.



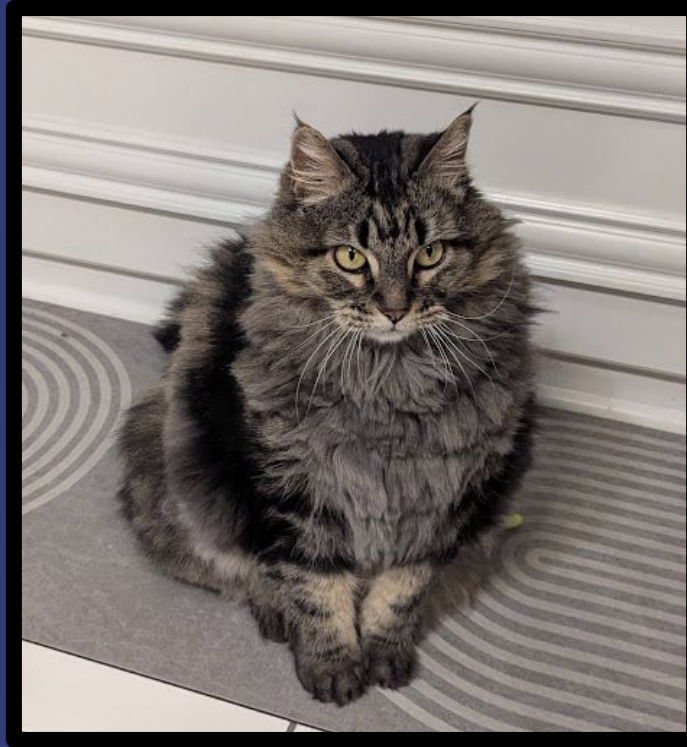
QR Code for Target Setting Voting



Voting Form: <https://tinyurl.com/IDEA2026votingForm>



Anya

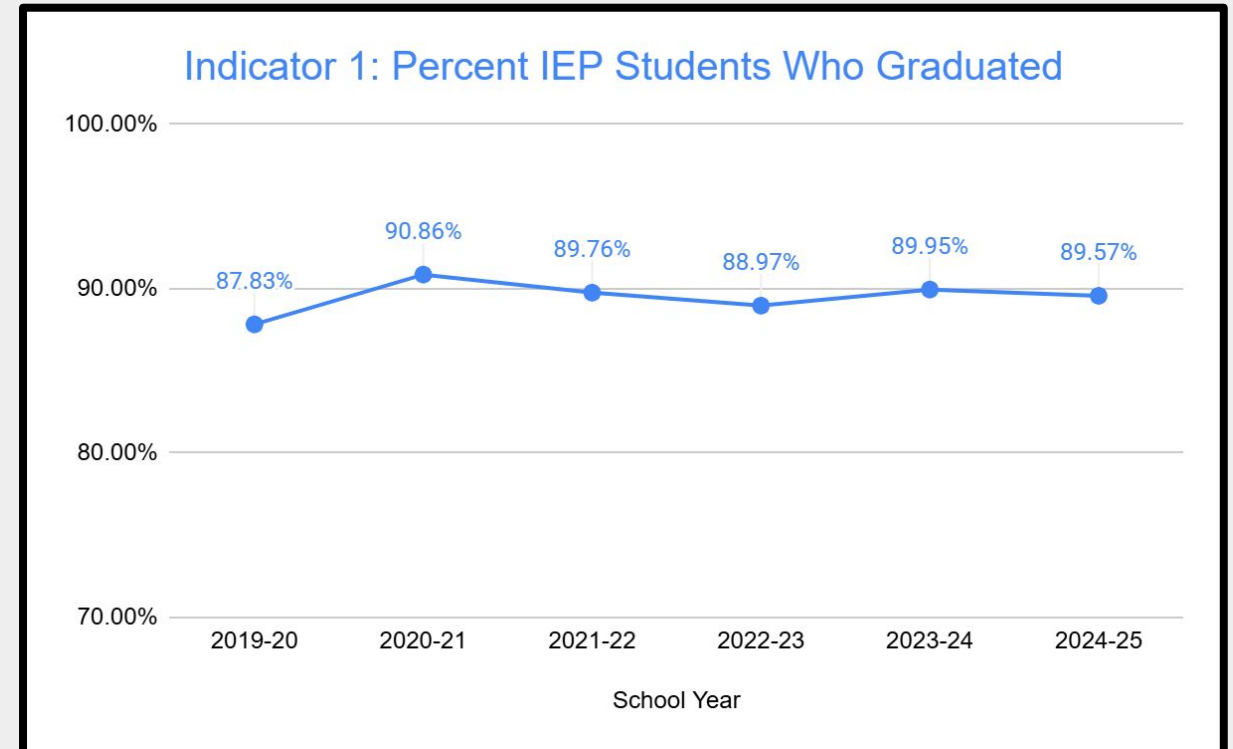


Indicator 1: Graduation- Linear



Method: Linear Regression

- **Focus:**
Measures the percentage of youth with Individualized Education Programs (IEPs) who **graduate** with a **regular high school diploma**.
- **Purpose:**
To gauge the **effectiveness** of special education services in enabling students with disabilities to **achieve** high school graduation with a regular diploma.
- **Measurement:**
The number of students with IEPs who **graduate** with a **regular diploma** and the total number of students with IEPs who **exit** high school (including graduates, alternate diploma recipients, reaching maximum age, or dropouts).

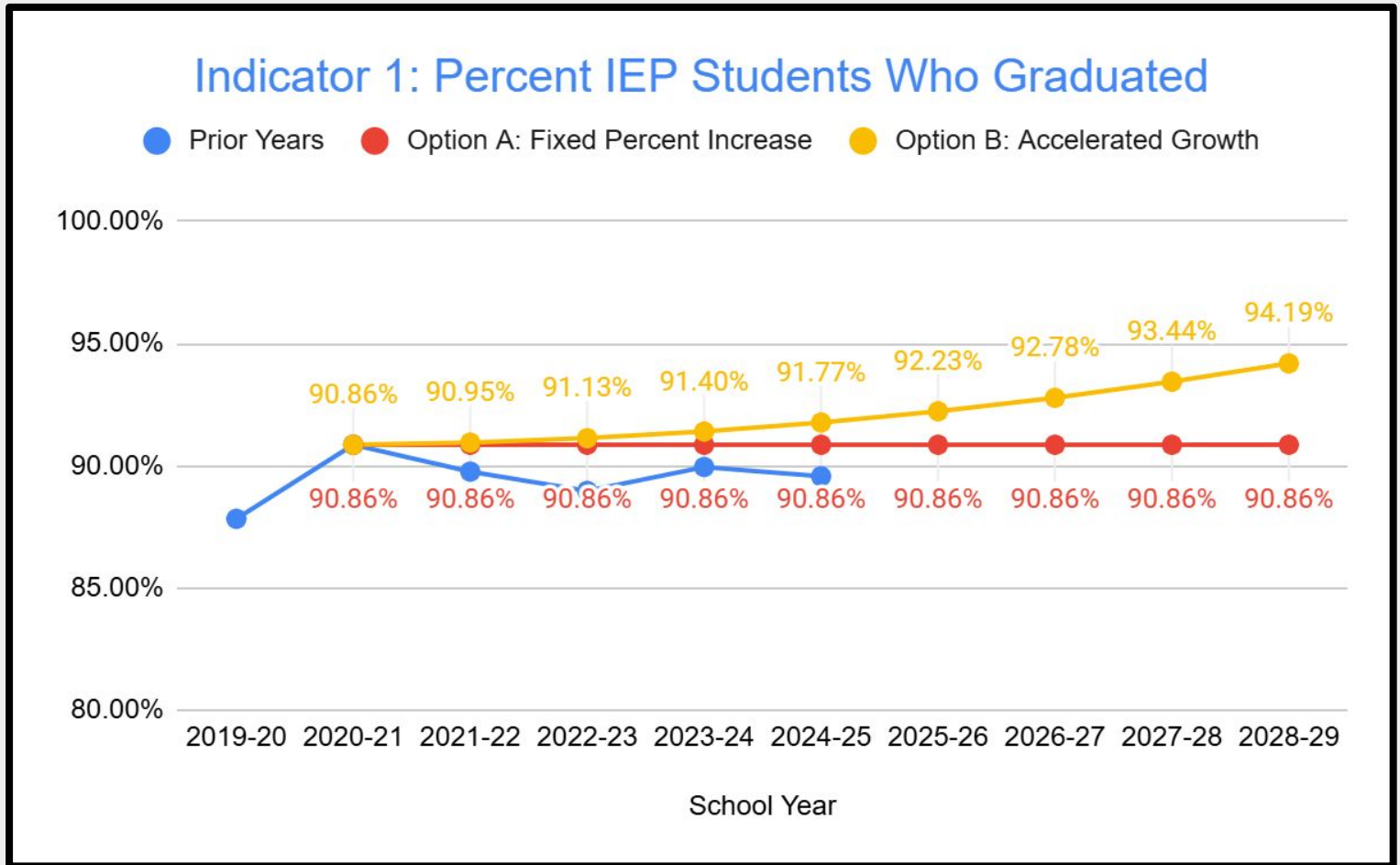


Indicator 1: Graduation



Using the baseline of **2020-21**, based on the historical performance and our goals.

- A. **Fixed Percent Increase-**
Less aggressive, increasing from the prior 88% fixed target to the based value in 2020-21.
- B. **Accelerated Growth-**
More aggressive, increasing in progressively larger jumps from 0.10% to 0.75%.

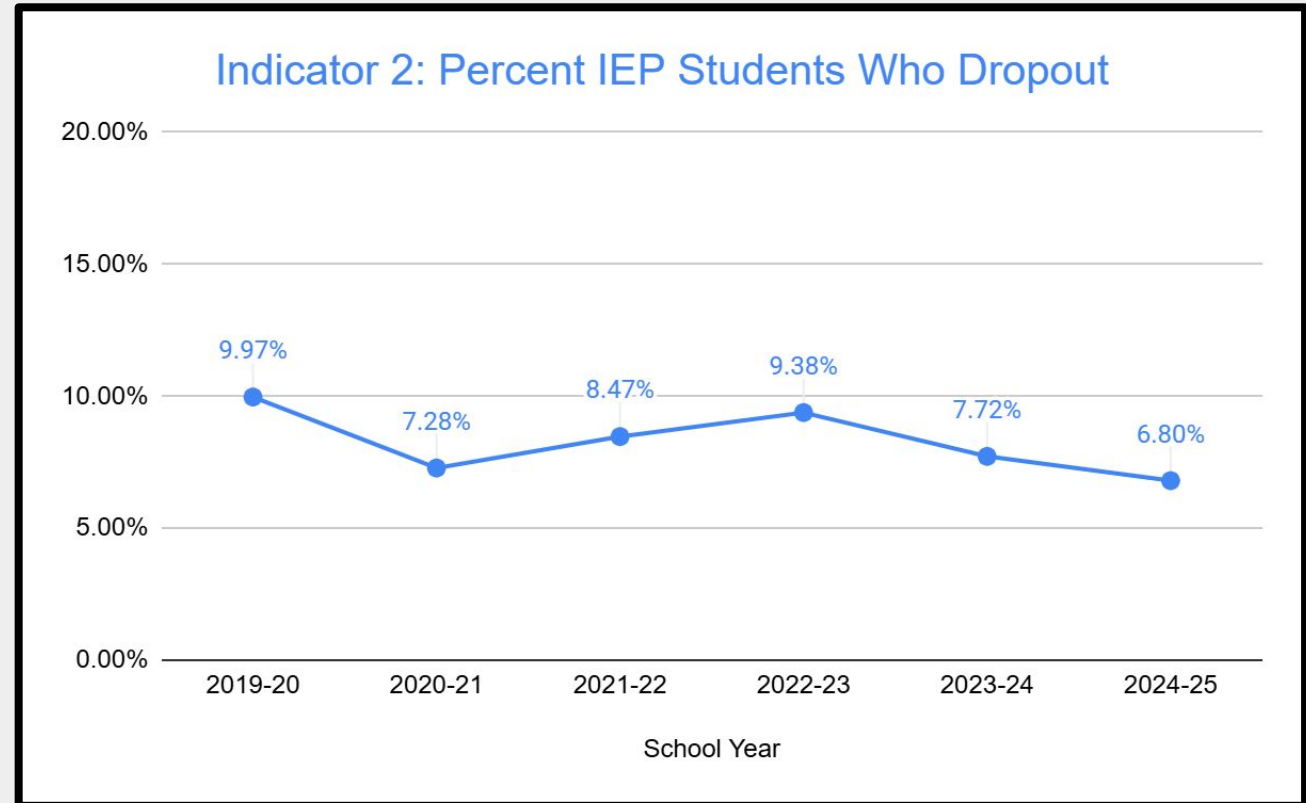


Indicator 2: Dropout- Linear



Method: Linear Regression

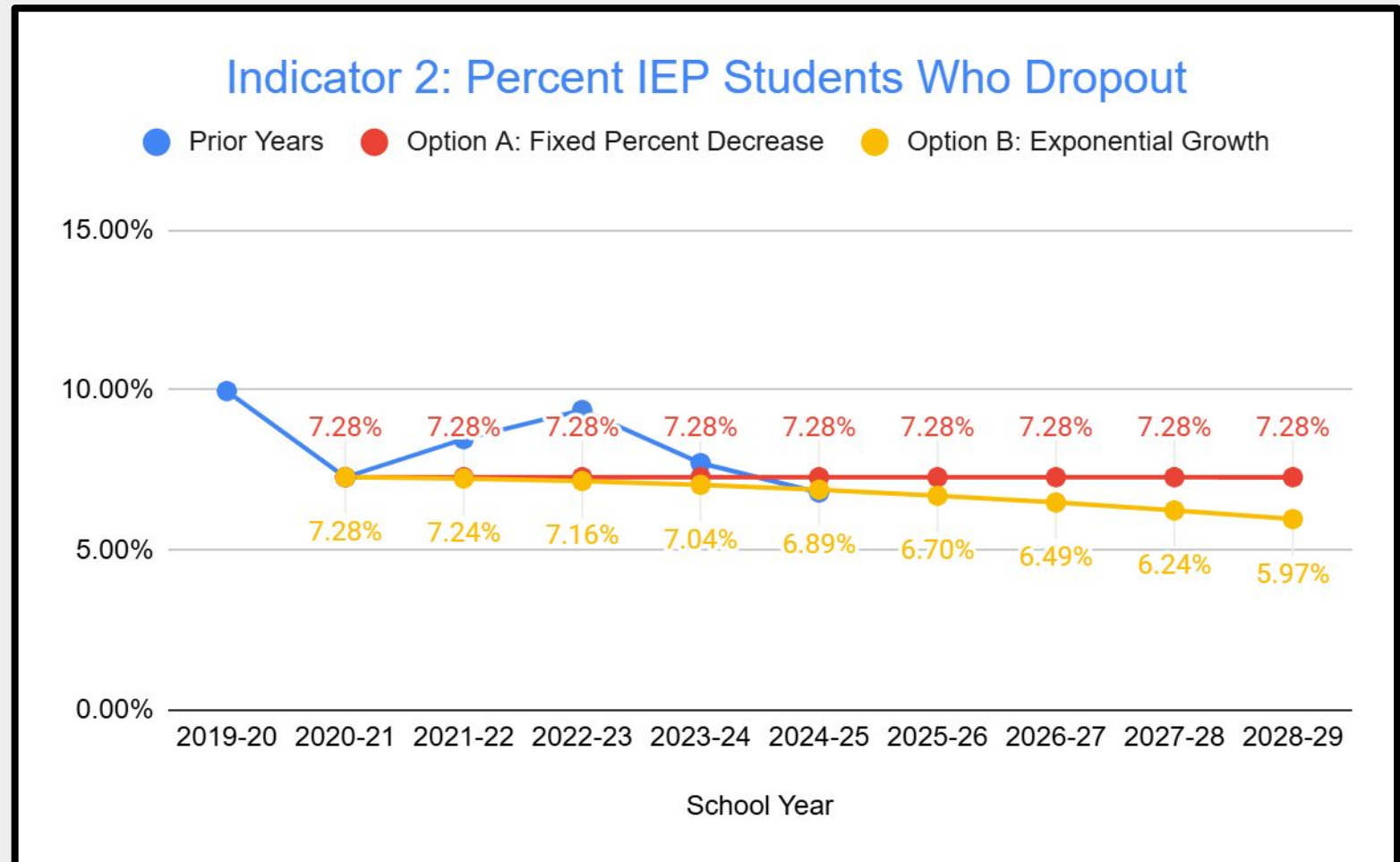
- **Focus:**
Measures the percentage of youth with Individualized Education Programs (IEPs) who **drop-out** of **high school**.
- **Purpose:**
To **reducing** the dropout rate among students with disabilities and ultimately **improve** their **post-school** outcomes.
- **Measurement:**
The number of students from 14-21 with IEPs who **exit** Special Education due to **dropping out** divided by **all youth with IEPs who graduated**.



Indicator 2: Dropout

Using the baseline of **2020-21**, based on the historical performance and our goals.

- A. **Fixed Percent Decrease-**
Less aggressive, modifying the previous 10% **flat** target to the based value in 2020-21.
- B. **Exponential Growth-**
More aggressive, **decreasing** in progressively larger jumps from 0.04% to 0.27%.

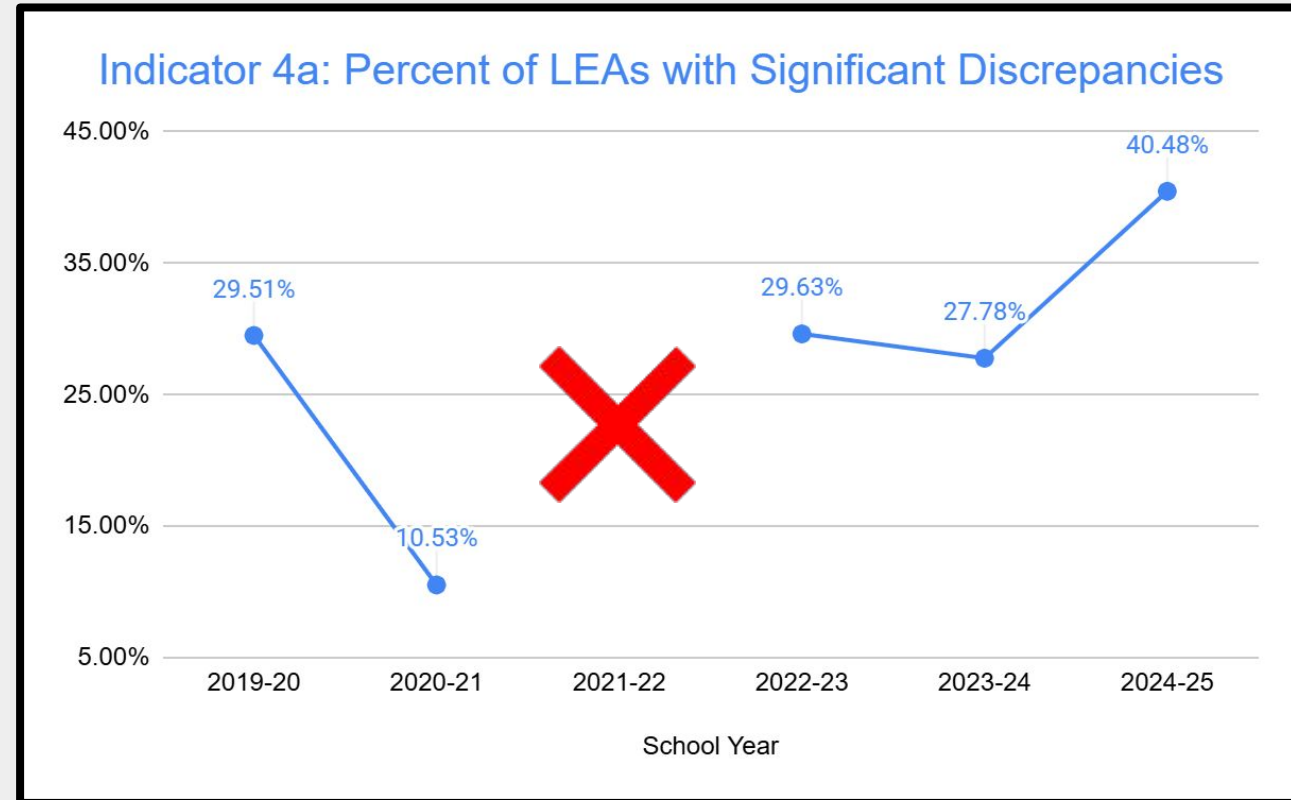


Indicator 4a: Suspension and Expulsion- Moving Average



Method: Moving Average

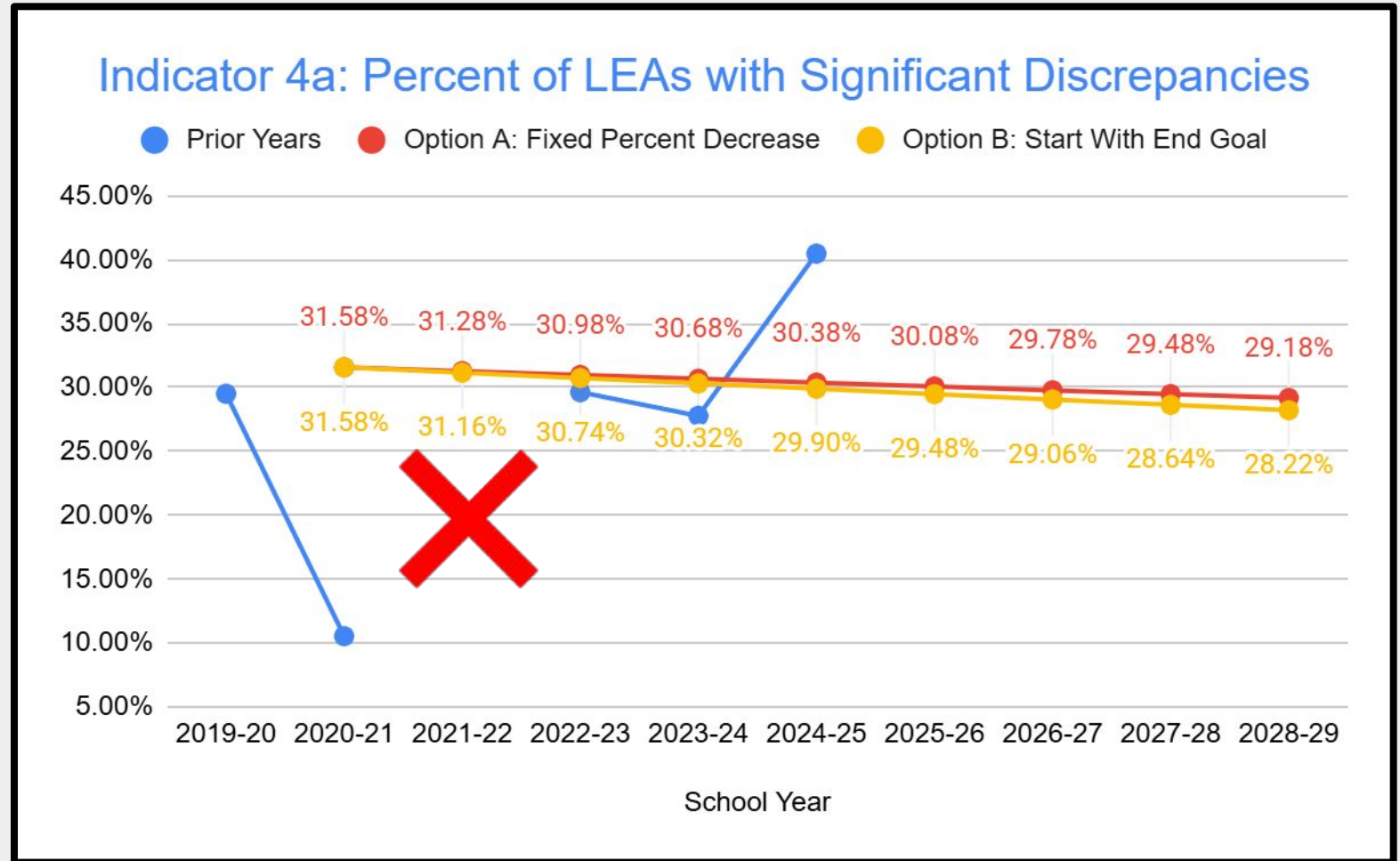
- **Focus:**
Measures the discrepancy in the rates of **out-of-school suspensions** and **expulsions** for more than 10 days for students with IEPs across different **racial** and **ethnic** groups.
- **Purpose:**
To identify and monitor **systemic** issues of **disproportionality** for students with disabilities.
- **Measurement:**
Comparing the **rates** of suspension/expulsion for **each** racial/ethnic group of students with IEPs to the **rates of all other students** with IEPs in the state.



Indicator 4a: Suspension and Expulsion

Using the baseline of **2020-21**, based on the historical performance and our goals.

- A. **Fixed Percent Decrease-**
Less aggressive, approximately 0.30% decrease each year.
- B. **Start With The End Goal-**
More aggressive, decreasing in even increments to a 2029-30 goal of 28.22%.



Tater: Before and After

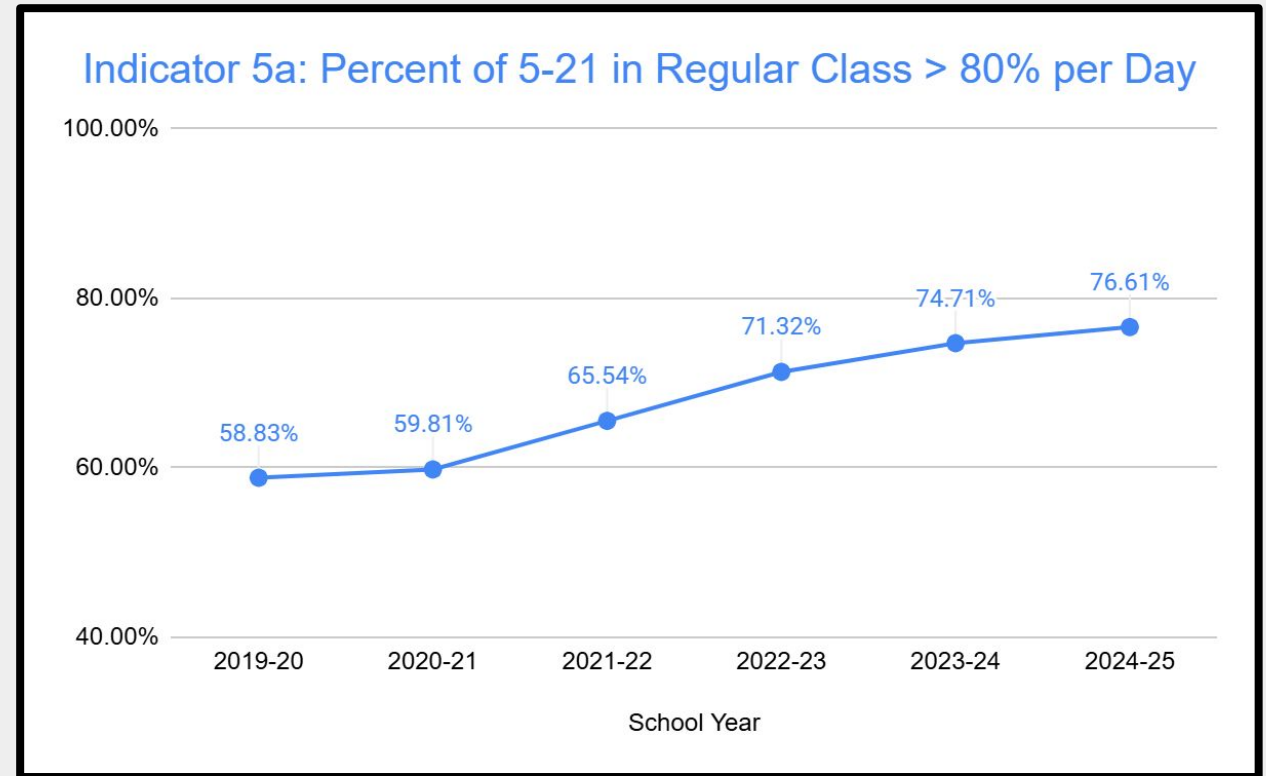


Indicator 5a: Inside Regular Class 80% or More/Day



Method: Linear Regression

- **Focus:**
Measures the **percentage** of school-aged children (5-21) with IEPs served **inside** the **regular** classroom **80% or more** of the school day.
- **Purpose:**
To ensure students with disabilities are educated **with** their non-disabled peers to the **maximum** extent appropriate.
- **Measurement:**
Comparing the percent of students with IEPs in **regular** classroom 80% or more by the **total** number of students with IEPs.



Indicator 5a: Inside Regular Class 80% or More/Day



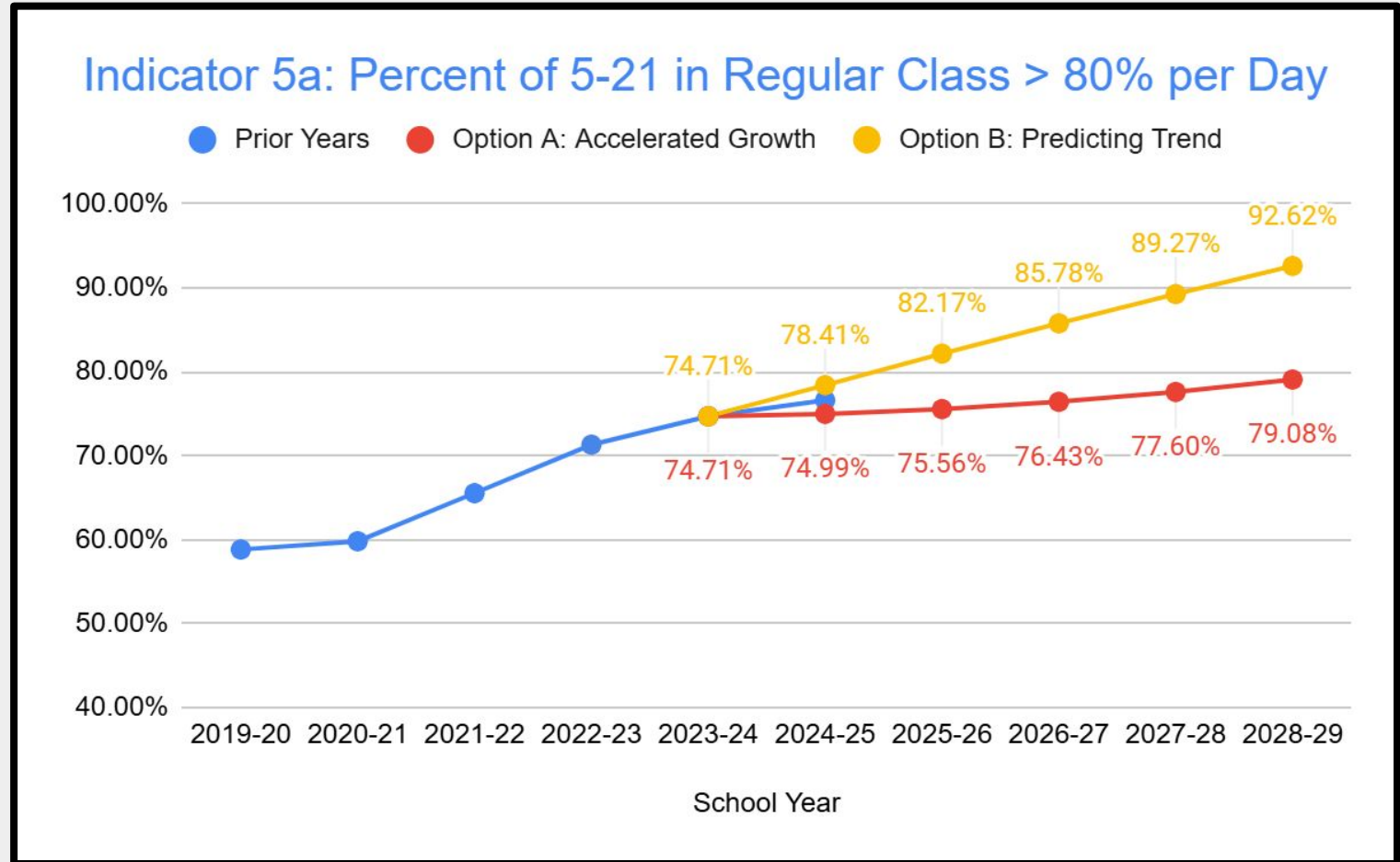
Using the baseline of 2024-25, based on the historical performance and our goals.

A. Accelerated Growth-

Less aggressive, increasing approximately 0.38% more each year.

B. Predicting Trend-

More aggressive, increasing approximately 3.7% each school year.

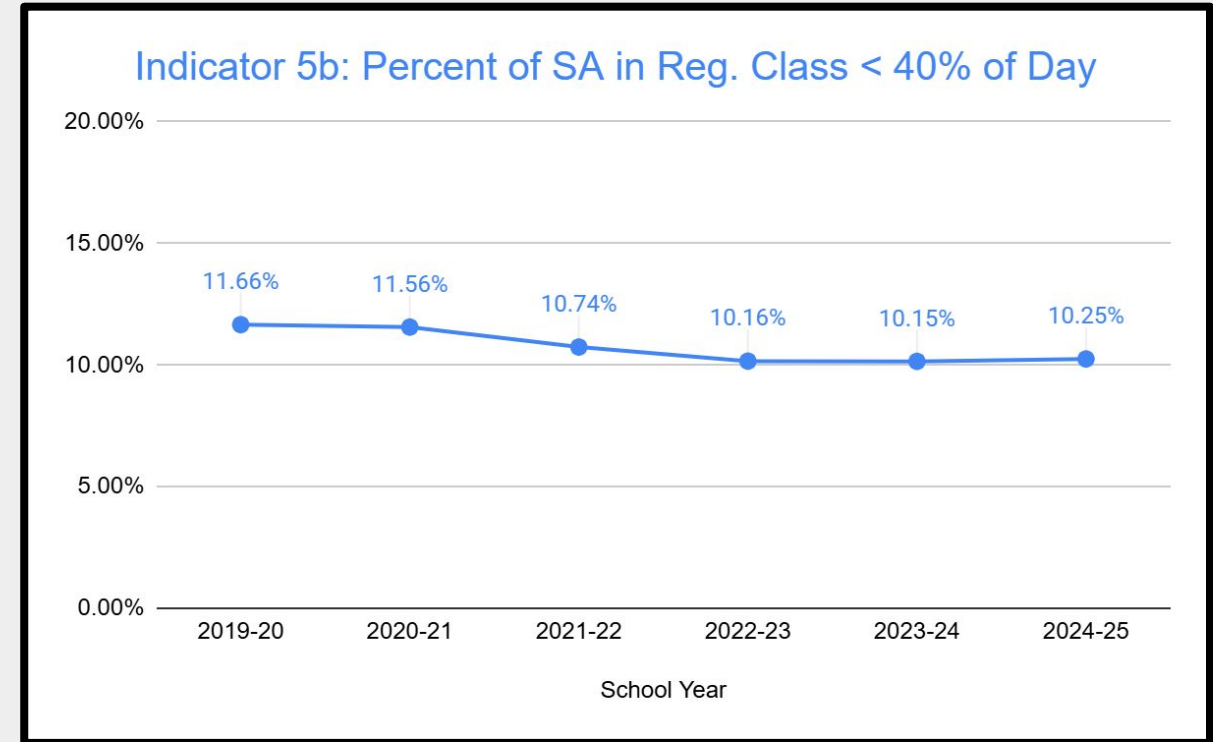


Indicator 5b: Inside Regular Class < 40%



Method: Linear Regression

- **Focus:**
Measures the **percentage** of school-aged children (5-21) with IEPs served **inside** the **regular** classroom **40% or less** of the school day.
- **Purpose:**
To monitor compliance with Least Restrictive Environment (**LRE**) and the goal to **minimize** this percentage.
- **Measurement:**
Comparing the percent of students with IEPs in **regular** classroom 40% or more by the **total** number of students with IEPs.

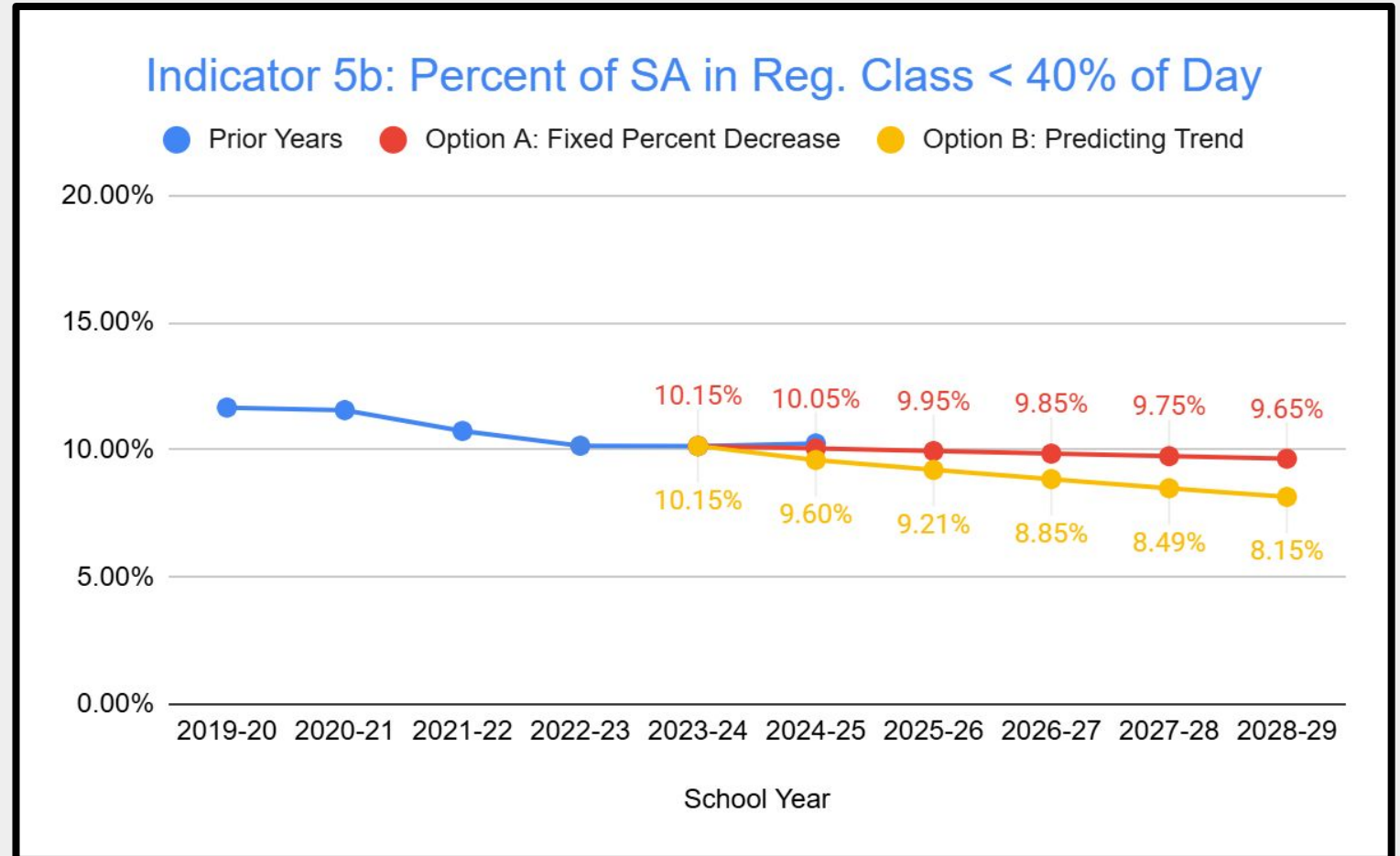


Indicator 5b: Inside Regular Class < 40%



Using the baseline of 2024-25, based on the historical performance and our goals.

- A. **Fixed Percent Decrease-**
Less aggressive, fixed 0.1% decrease each year.
- B. **Predicting Trend-**
More aggressive, decreasing approximately 0.4% of the previous year each school year.

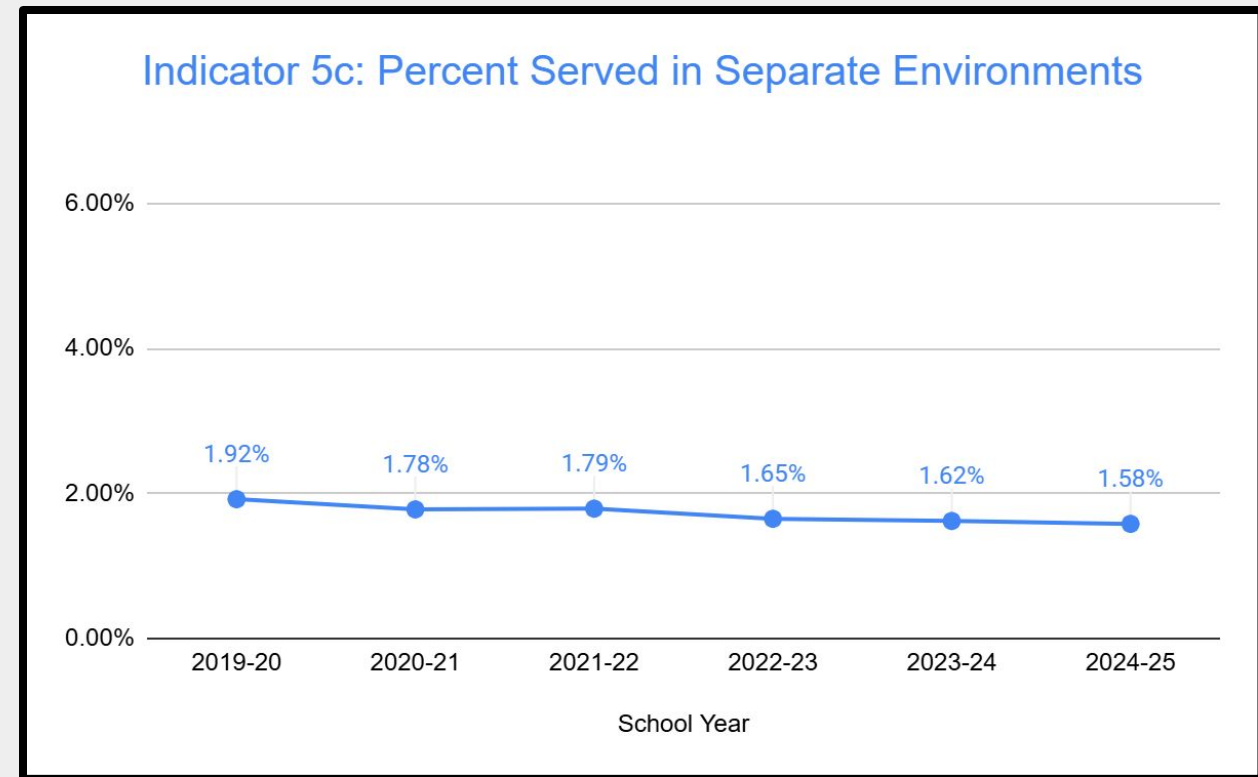


Indicator 5c: In Separate Schools, Residential, Homebound



Method: Moving Average

- **Focus:**
Measures the percentage of students with IEPs served in **separate schools, residential facilities, or homebound/hospital placements.**
- **Purpose:**
To identify and **monitor** the use of **highly restrictive** environments and **minimize** Least Restrictive Environments (**LRE**) for students with disabilities.
- **Measurement:**
Comparing the **rates** of students with IEPs served in **LREs** to the **total** number of students on IEPs.

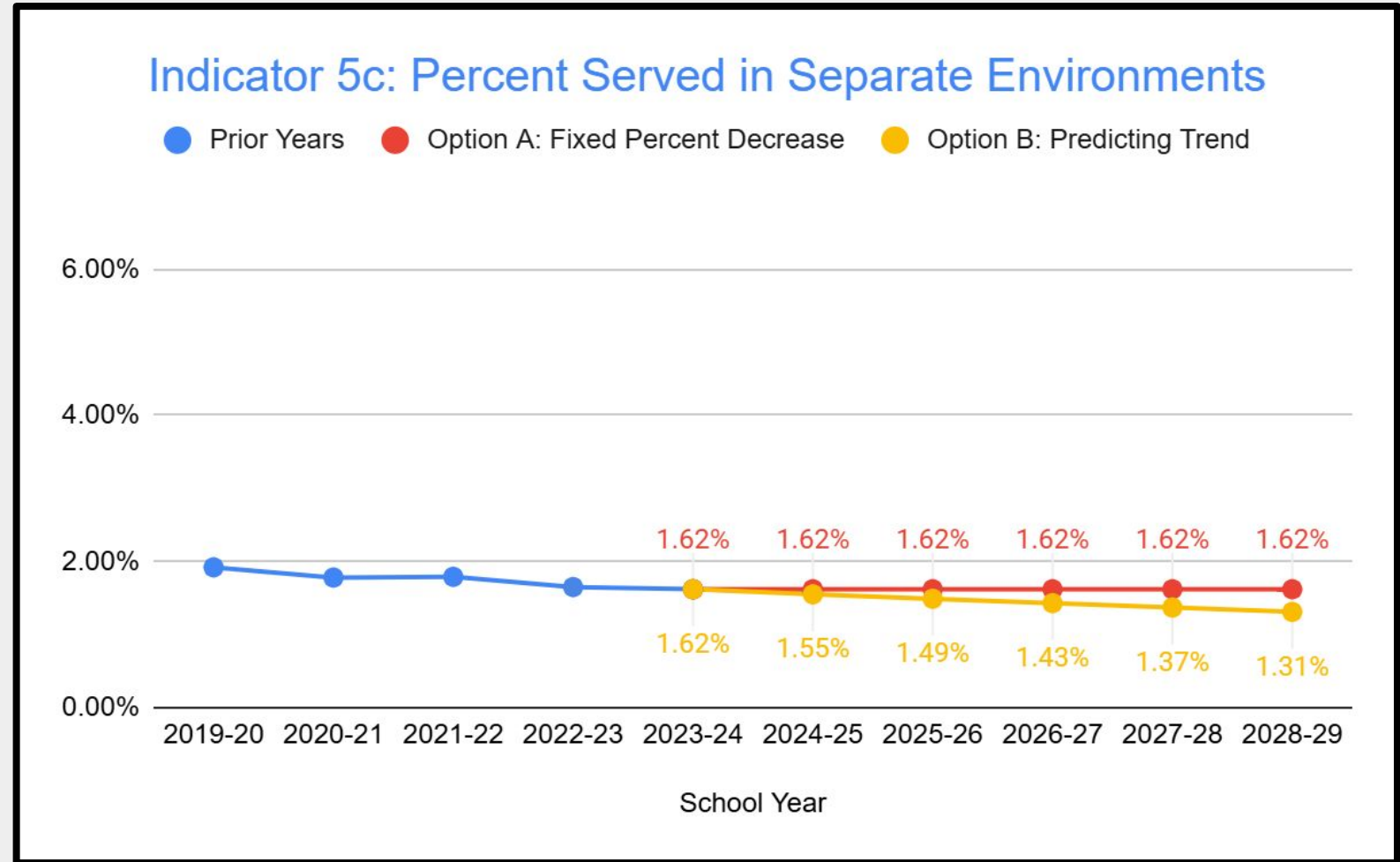


Indicator 5c: In Separate Schools, Residential, Homebound



Using the baseline of 2024-25, based on the historical performance and our goals.

- A. **Fixed Percent Decrease-**
Less aggressive, **fixed** amount set to 1.62% each year.
- B. **Predicting Trend-**
More aggressive, **decreasing** approximately 0.06% of the previous year each school year.



Snowy & Wanda

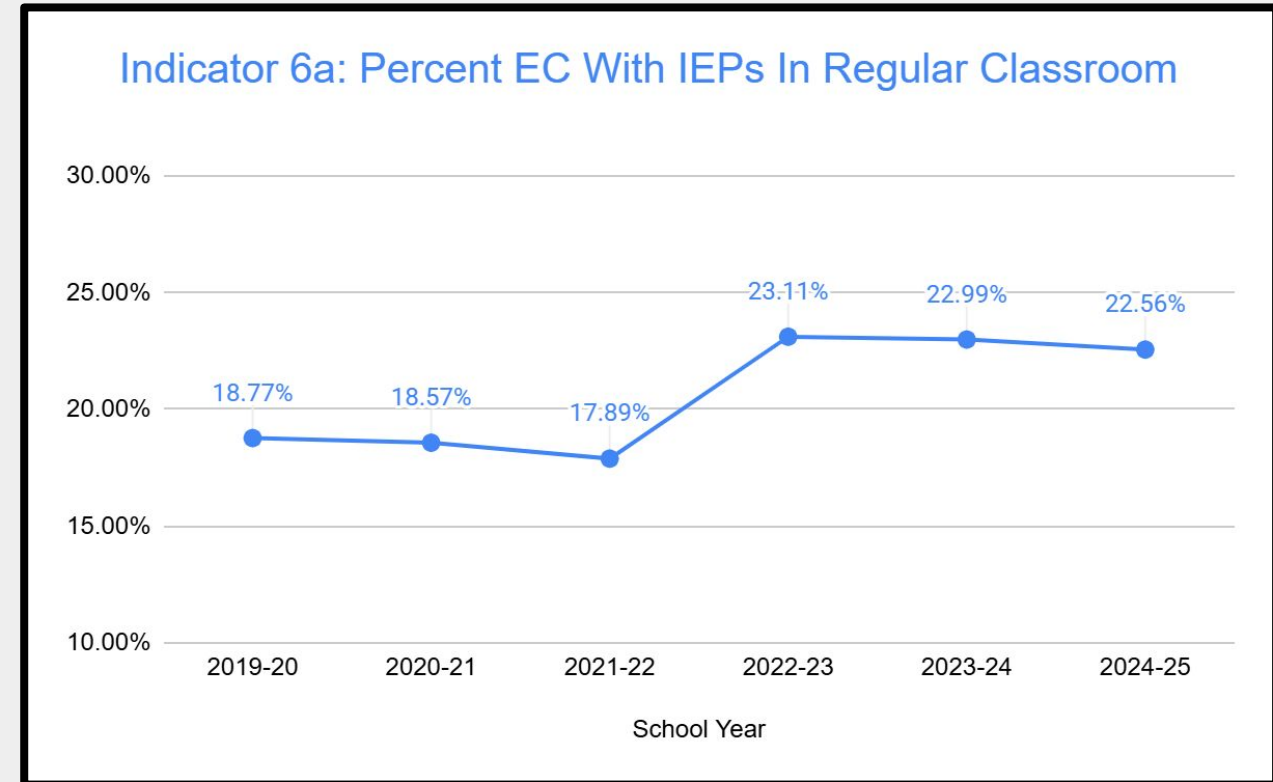


Indicator 6a: Preschool- Receiving Services In Regular Class



Method: Linear Regression

- **Focus:**
Measures the percentage of students **ages 3-5** with IEPs where **most** of their special education and related services are served **in** their EC program.
- **Purpose:**
To identify and **monitor** the use of **highly restrictive** environments and **minimize** Least Restrictive Environments (**LRE**) for preschool students with disabilities.
- **Measurement:**
Calculating the rate of preschool students with IEPs served **in** their program to the **total** number of preschool students on IEPs.

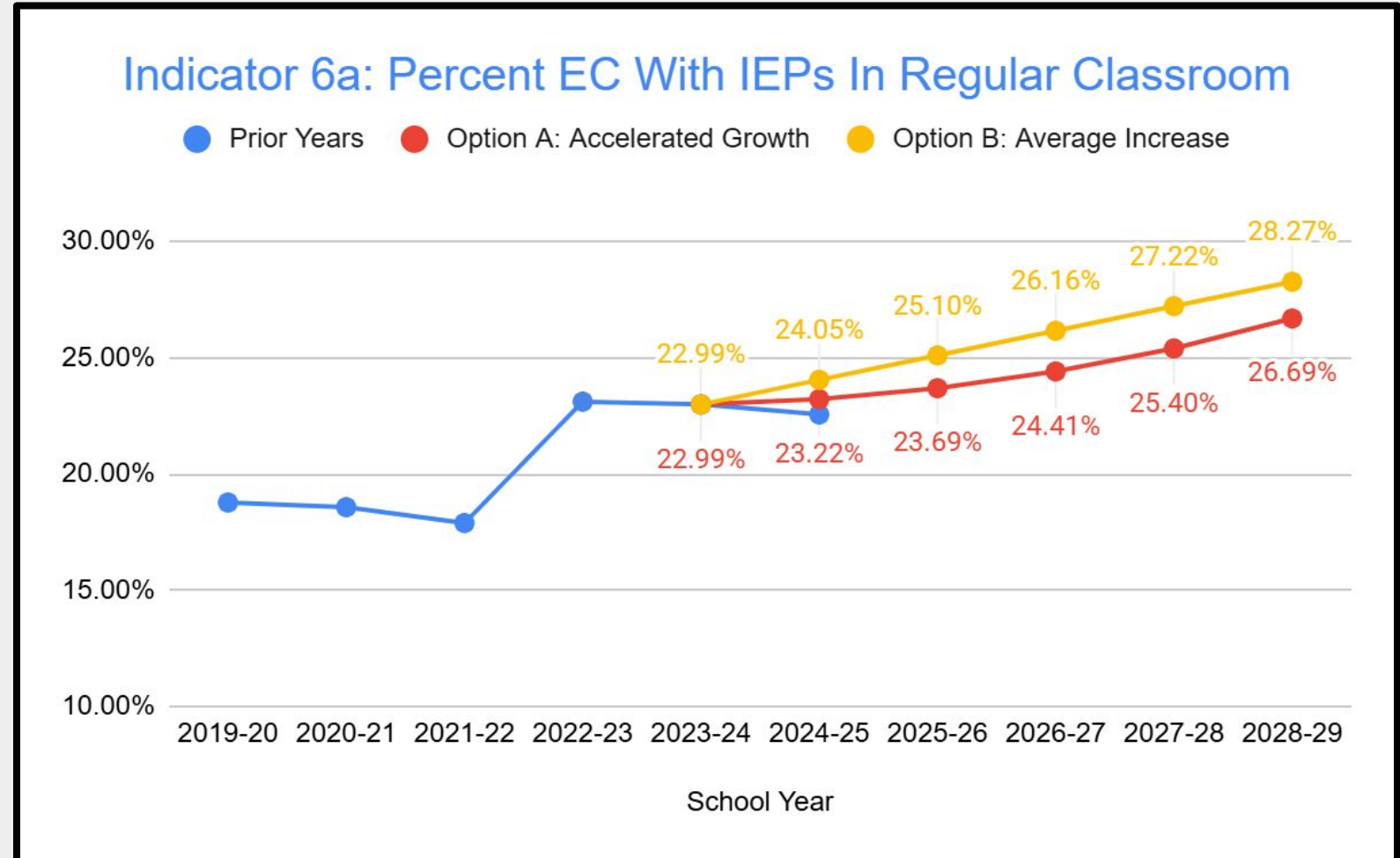


Indicator 6a: Preschool- Receiving Services In Regular Class



Using the baseline of **2023-24**, based on the historical performance and our goals.

- A. **Accelerated Growth-**
Less aggressive, slowing increasing from 0.23% to 1.06% in 5 years.
- B. **Average Increase-**
More aggressive, increasing 1.06% each school year.

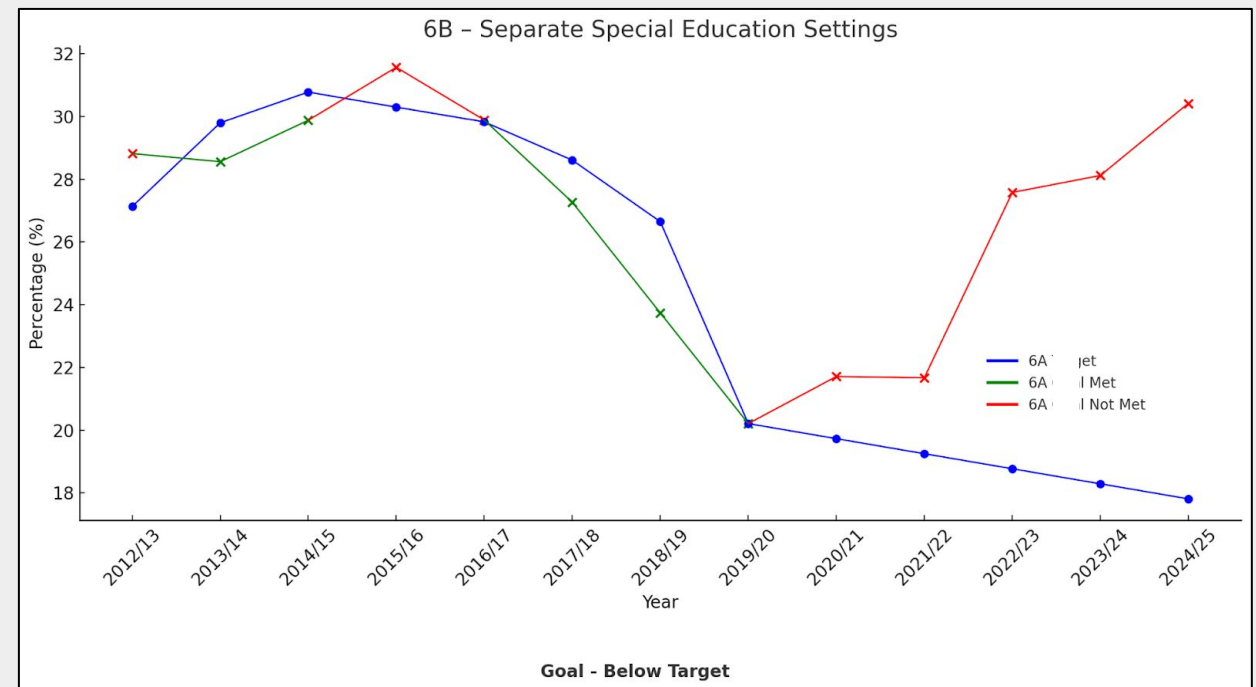


Indicator 6b: Preschool- Receiving Some Services Separately



Method: Linear Regression

- **Focus:**
Measures the percentage of students **ages 3-5** with IEPs where **some, but not the majority** of their special education and related services are served **in** their EC program.
- **Purpose:**
To identify and **monitor** the use of **highly restrictive** environments and **minimize** Least Restrictive Environments (**LRE**) for preschool students with disabilities.
- **Measurement:**
Calculating the rate of preschool students with IEPs served **in and outside** of their program to the **total** number of preschool students on IEPs.

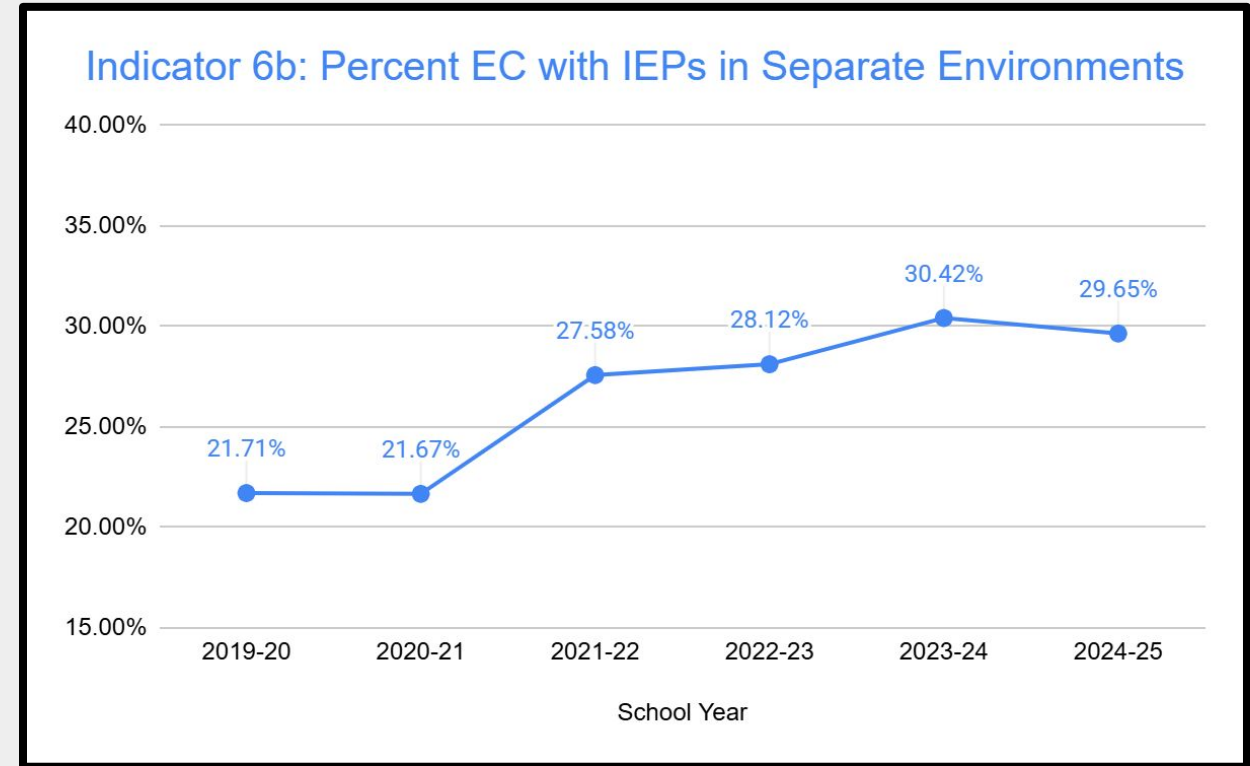


Indicator 6b: Preschool- Receiving Services in a Separate Class



Method: Linear Regression

- **Focus:**
Measures the percentage of students **ages 3-5** with IEPs attending a separate special education class, separate school, or residential facility.
- **Purpose:**
To identify and **monitor** the use of **highly restrictive** environments and **minimize** Least Restrictive Environments (**LRE**) for preschool students with disabilities.
- **Measurement:**
Calculating the percentage of preschool students with IEPs who are served **in a separate special education class, separate school, or residential facility**, divided by the number of preschool children ages 3-5 with IEPs.

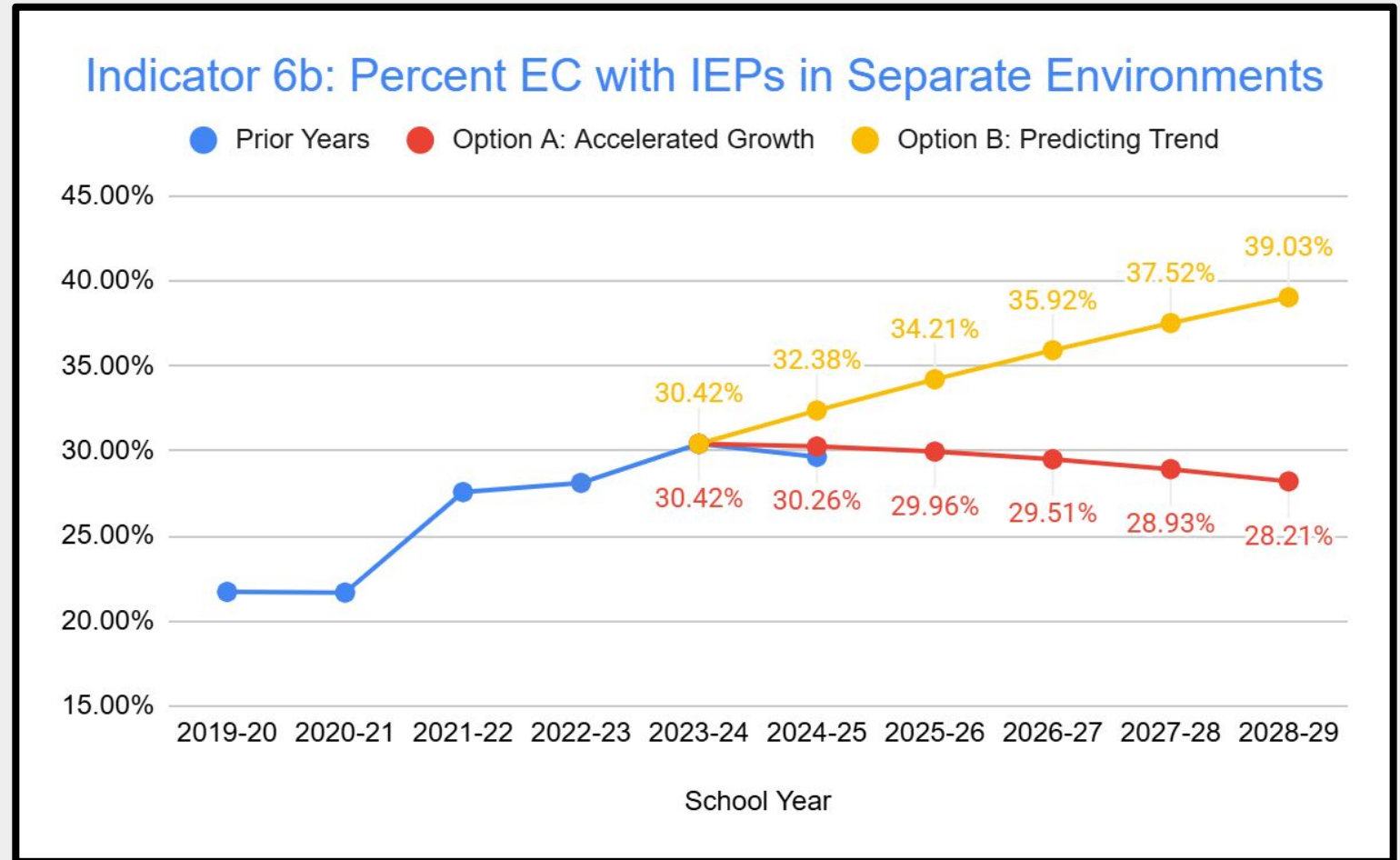


Indicator 6b: Preschool- Receiving Services in a Separate Class



Using the baseline of **2023-24**, based on the historical performance and our goals.

- A. **Accelerated Growth-**
Less aggressive, from 0.16% to 0.72% **decrease** each year.
- B. **Predicting Trend-**
More aggressive, following trend of continued **increase** of approximately 1.5% each school year.



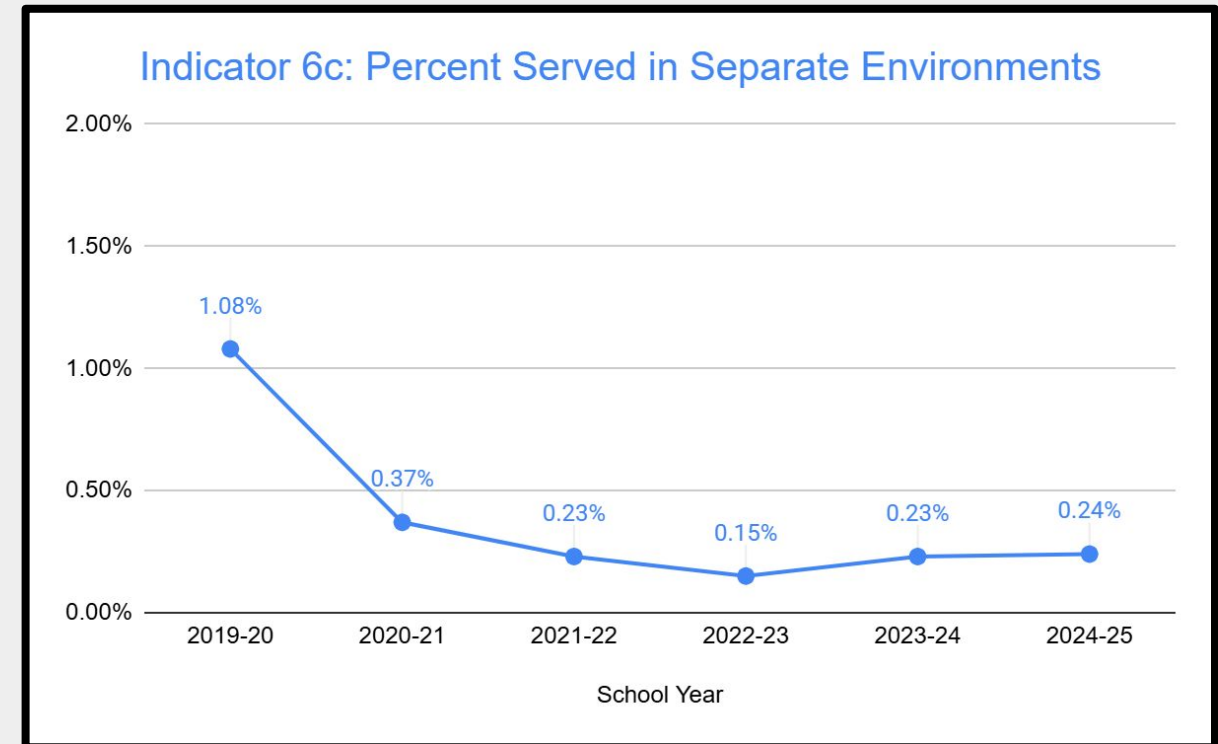
The goal is to have a decrease.

Indicator 6c: Preschool- IEP Students with Services In Home



Method: Linear Regression

- **Focus:**
Measures the percentage of students **ages 3-5** with IEPs where **all** of their special education and related services are served **in their home**.
- **Purpose:**
To identify and **monitor** the use of **highly restrictive** environments and **track** Most Restrictive Environments (**MRE**) for preschool students with disabilities.
- **Measurement:**
Calculating the rate of preschool students with IEPs served **in their home** to the **total** number of preschool students on IEPs.

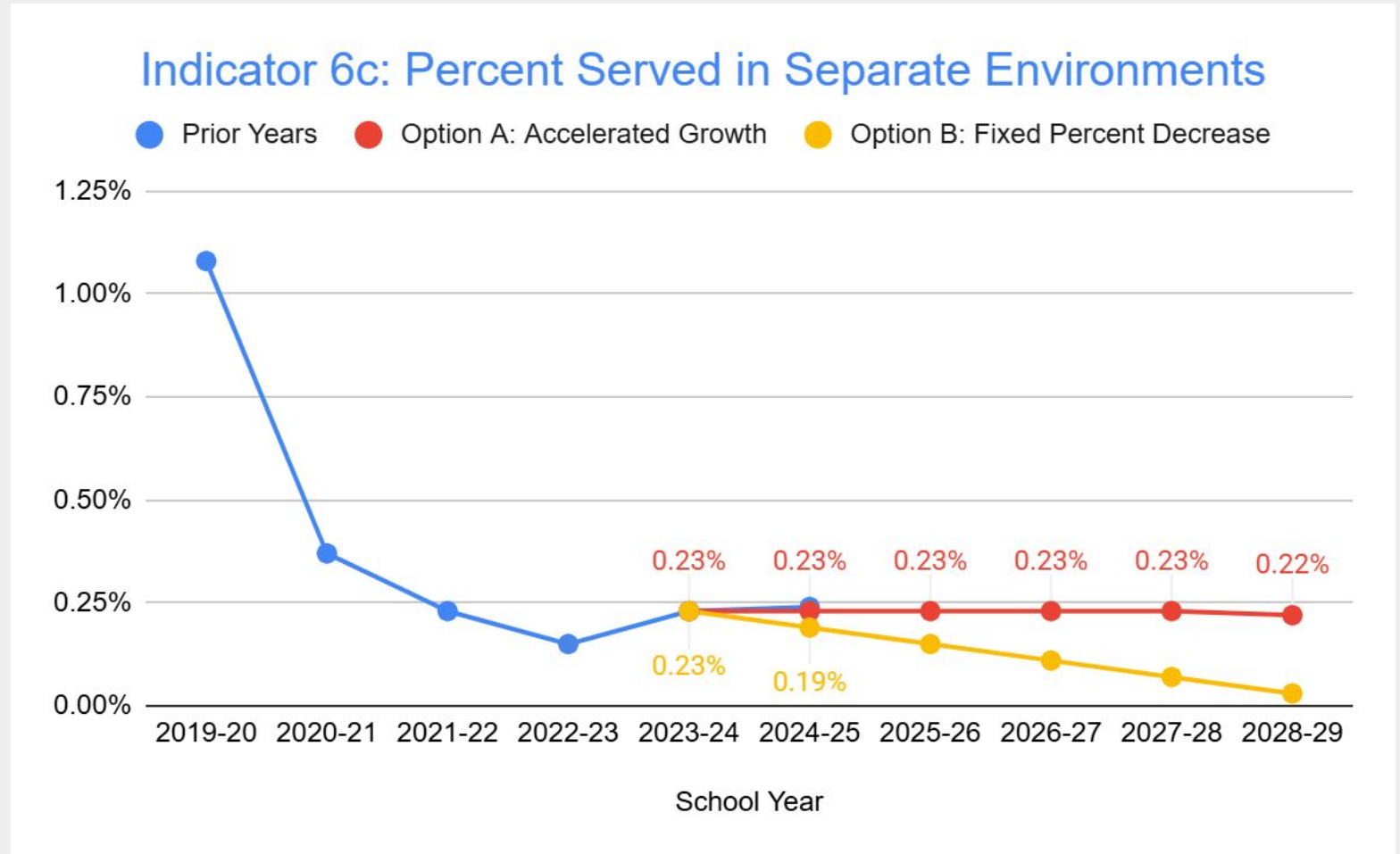


Indicator 6c: Preschool- IEP Students with Services In Home



Using the baseline of **2023-24**, based on the historical performance and our goals.

- A. **Accelerated Growth-**
Less aggressive, fixed 0.002% **decrease** each year.
- B. **Fixed Percent Decrease-**
More aggressive, **decreasing** approximately 0.04% of the previous year each school year.

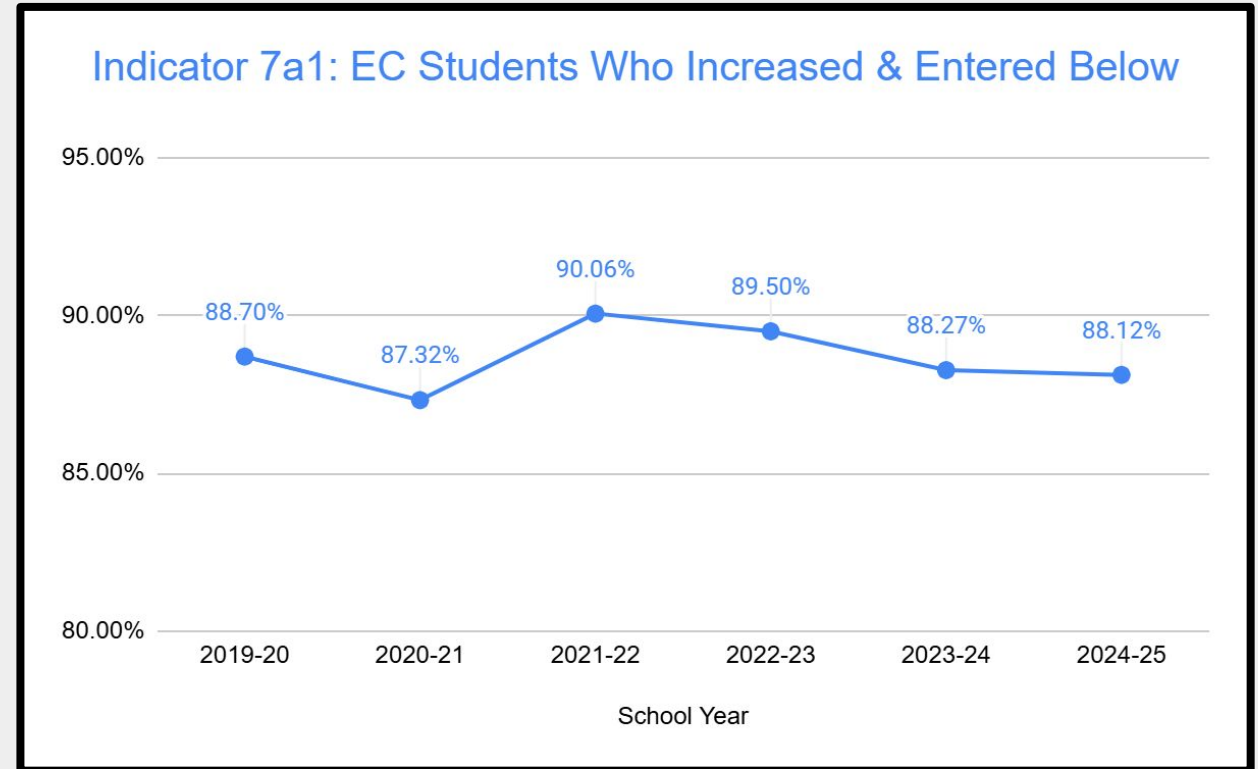


Indicator 7a1: EC Outcomes- Positive Social-Emotional



Method: Linear Regression

- **Focus:**
Preschool students with IEPs demonstrating improvement in **Social-Emotional Skills**.
- **Purpose:**
To assess the **effectiveness** of preschool special education programs to help children with disabilities improve school readiness.
- **Measurement:**
Comparing the percentage of preschool students with IEPs on positive **social-emotional skills** from **entry to exit**.

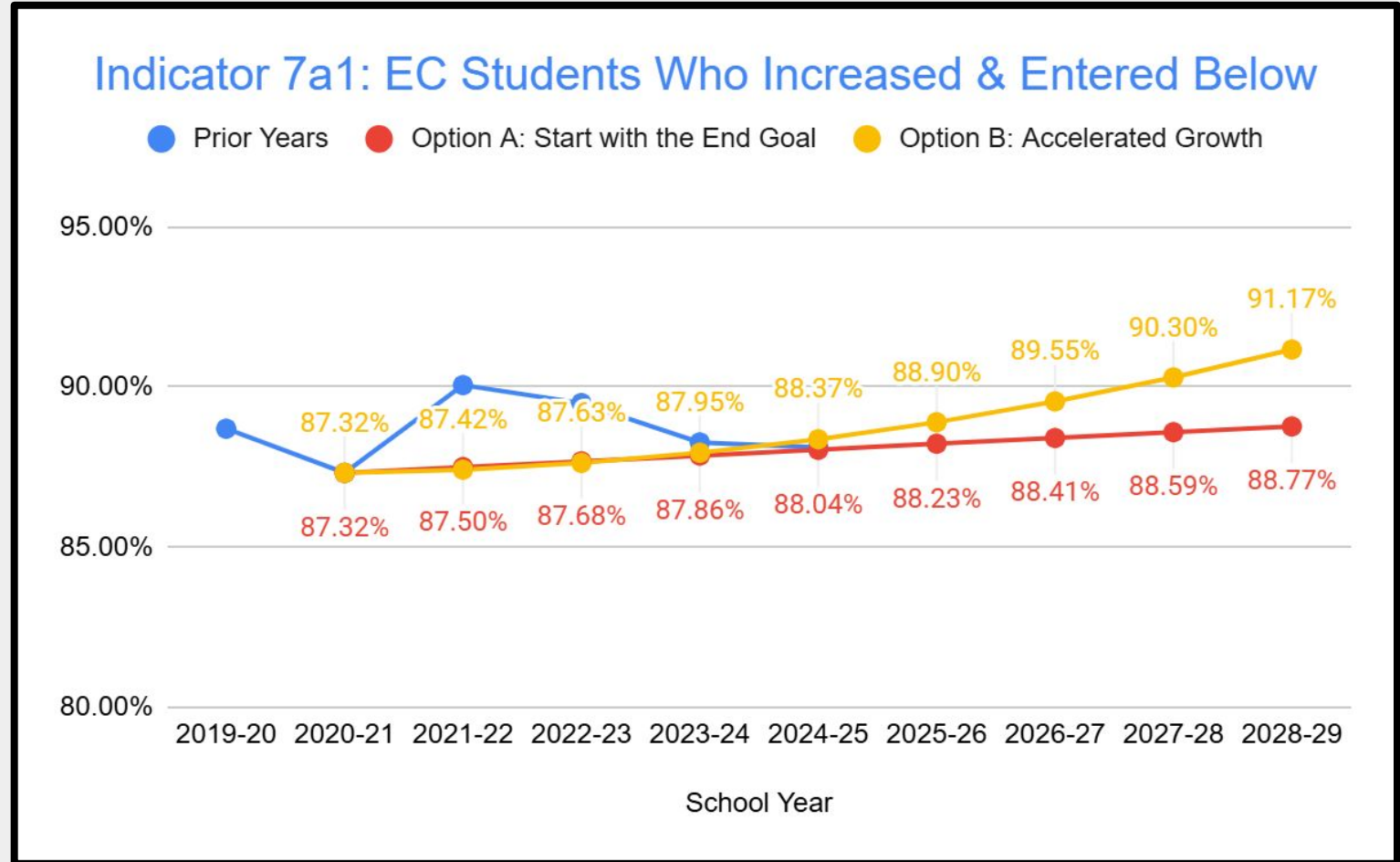


Indicator 7a1: EC Outcomes- Social-Emotional Skills



Using the baseline of **2020-21**, based on the historical performance and our goals.

- A. **Start With The End Goal-**
Less aggressive, flat rate increase of 0.18% each year.
- B. **Accelerated Growth-**
More aggressive, increasing more over time from 0.10 to 0.87% each school year.

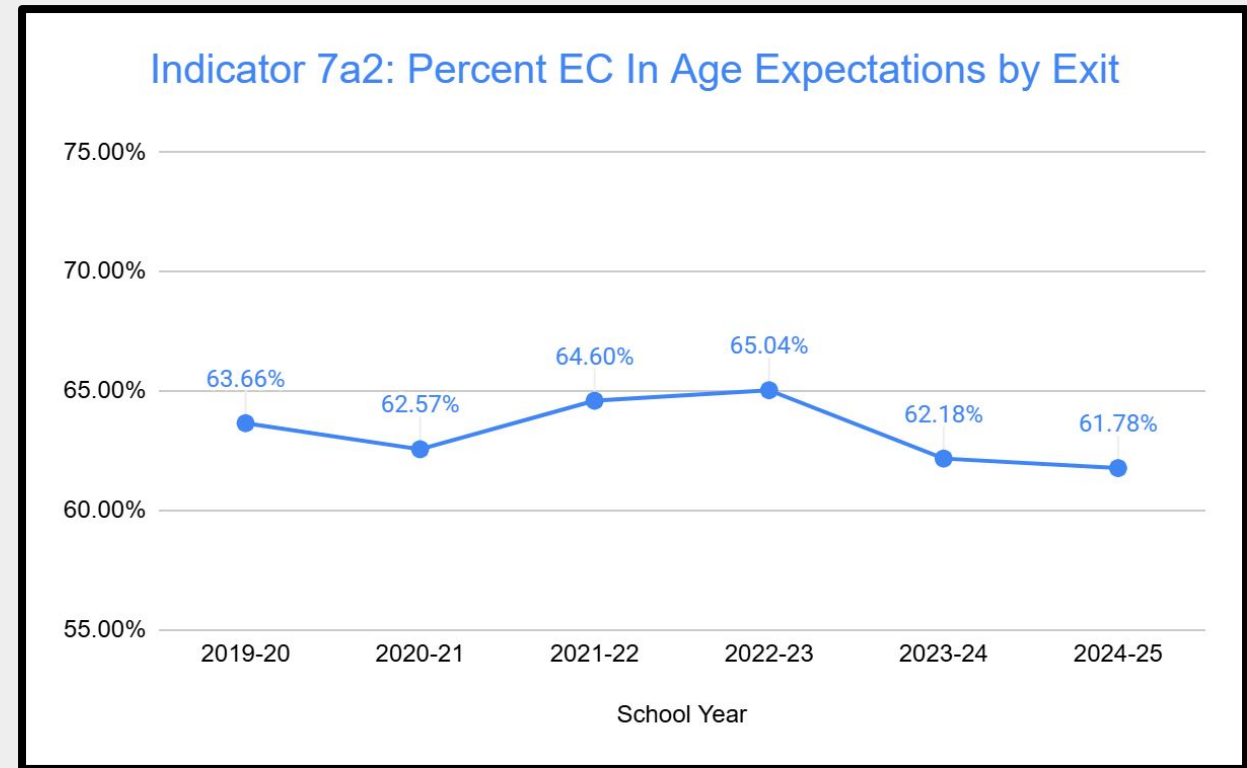


Indicator 7a2: EC Outcomes- Exit Within Age Expectations



Method: Linear Regression

- **Focus:**
Preschool students with IEPs demonstrating age expectations by exit in **Social-Emotional Skills**.
- **Purpose:**
To assess the **effectiveness** of preschool special education programs to prepare children with disabilities to improve school readiness.
- **Measurement:**
Comparing the percentage of preschool students with IEPs on child outcomes summary (COS) process measuring age-appropriate readiness of **social-emotional skills** from **entry to exit**.



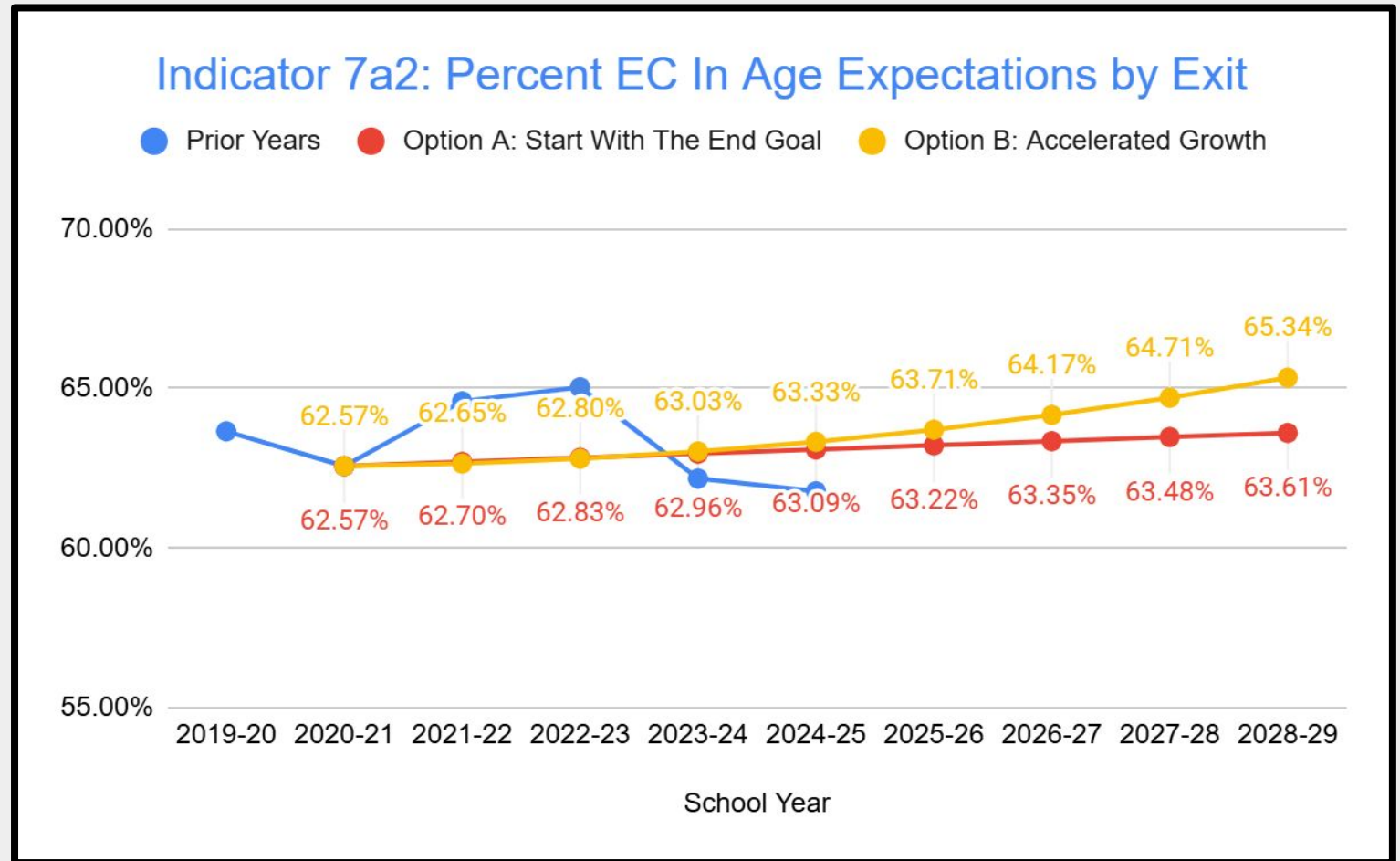
Indicator 7a2: EC Outcomes- Exit Within Age Expectations



Using the baseline of **2020-21**, based on the historical performance and our goals.

A. **Start With The End Goal-**
Less aggressive, flat rate of increase of 0.13% each year.

B. **Accelerated Growth-**
More aggressive, increasing more over time from 0.08% to 0.63% each school year.

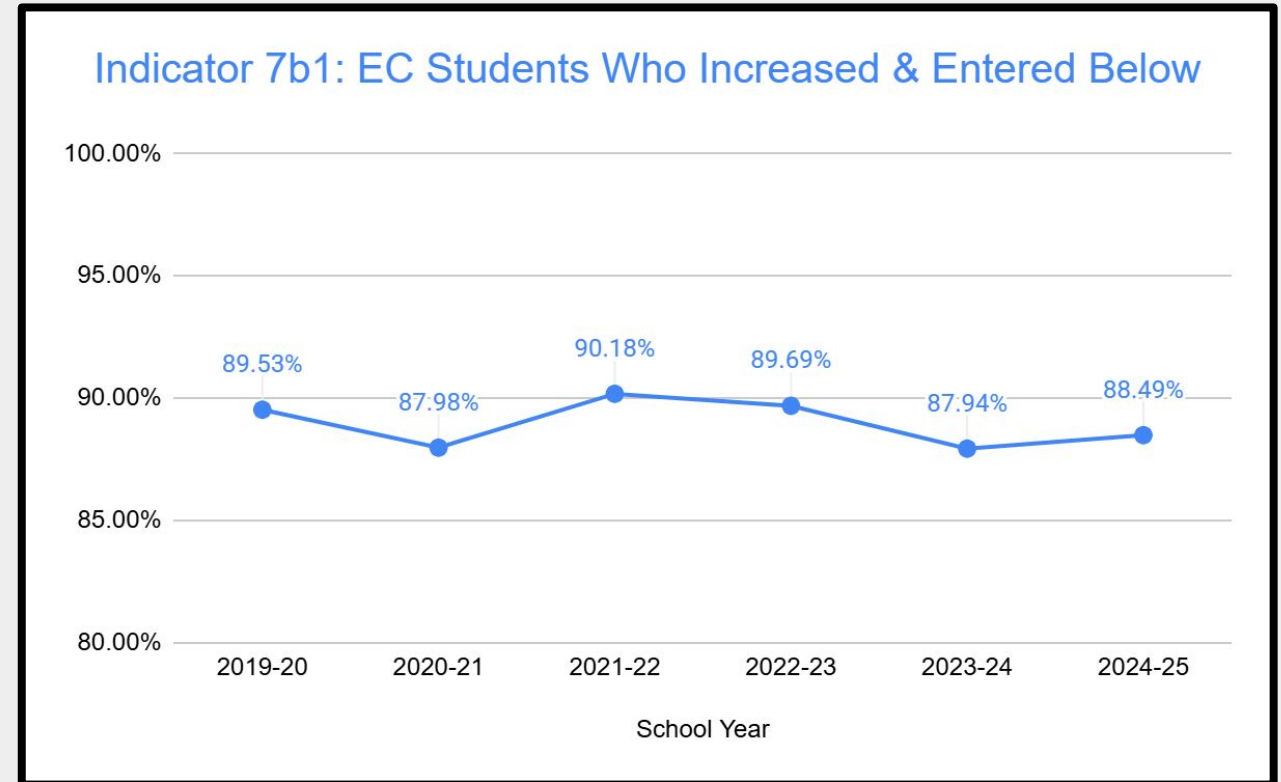


Indicator 7b1: EC Outcomes- Acquisition & Use of Knowledge



Method: Linear Regression

- **Focus:**
Preschool students with IEPs demonstrating improvement in **Acquisition and Use of Knowledge**.
- **Purpose:**
To assess the **effectiveness** of preschool special education programs to help children with disabilities improve **school readiness**.
- **Measurement:**
Comparing the percentage of preschool students with IEPs on child outcomes summary (COS) process measuring age-appropriate readiness of **social-emotional skills** from **entry to exit**.



Indicator 7b1: EC Outcomes- Acquisition & Use of Knowledge



Using the baseline of **2020-21**, based on the historical performance and our goals.

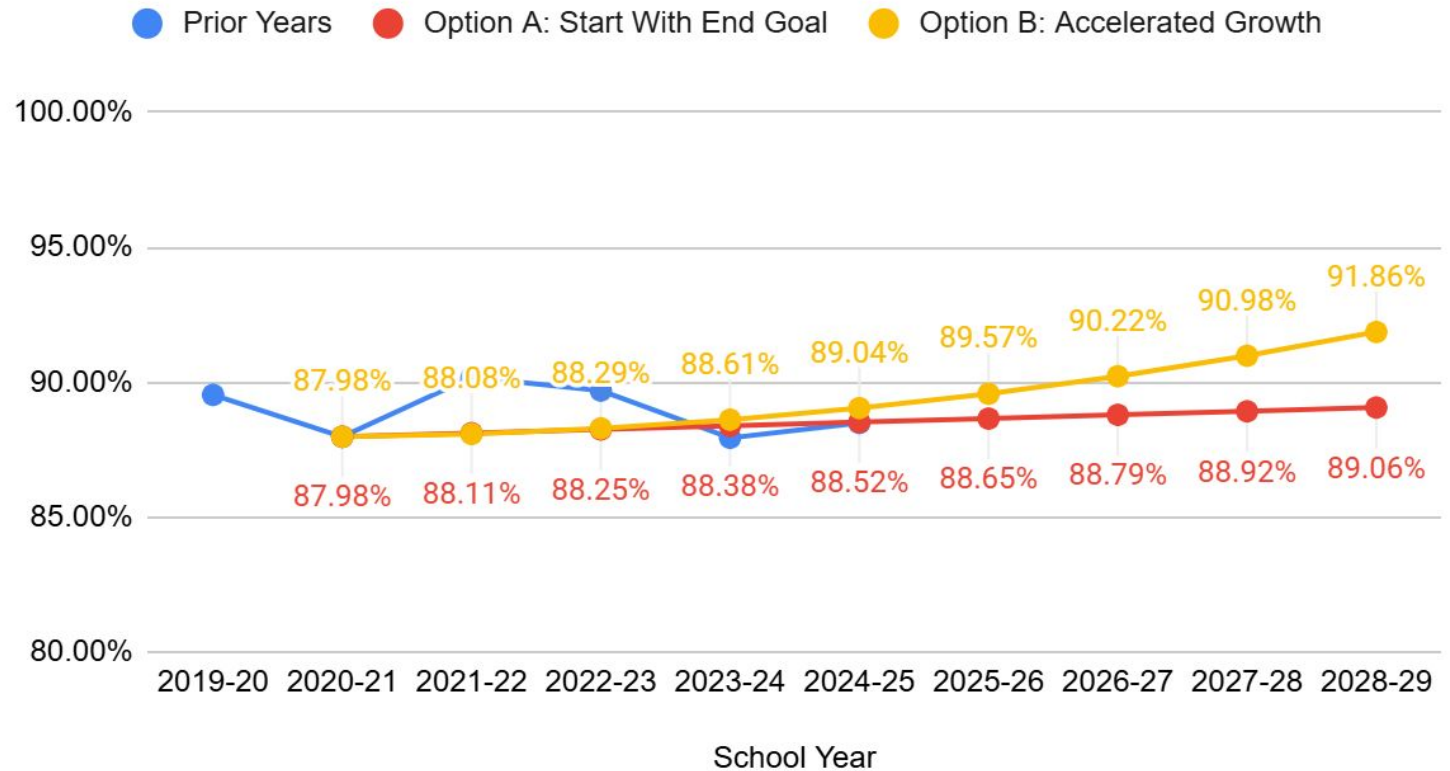
A. Start With The End Goal-

Less aggressive, approximately 0.135% **increase** each year.

B. Accelerated Growth-

More aggressive, **increasing** more over time from 0.10% to 0.88% each school year.

Indicator 7b1: EC Students Who Increased & Entered Below

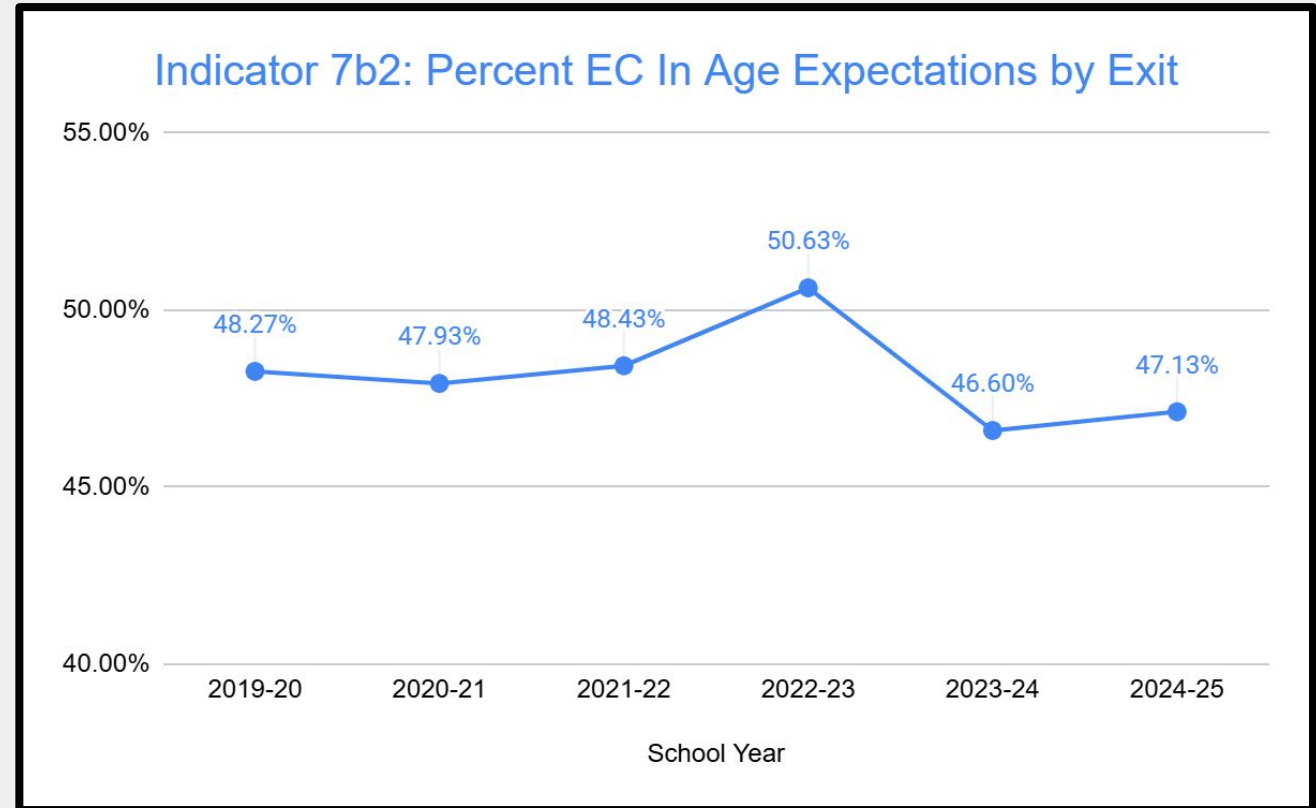


Indicator 7b2: EC Outcomes- Acquisition & Use of Knowledge



Method: Linear Regression

- **Focus:**
Preschool students with IEPs demonstrating improvement in **Acquisition and Use of Knowledge**.
- **Purpose:**
To assess the **effectiveness** of preschool special education programs to help children with disabilities improve school readiness.
- **Measurement:**
Comparing the percentage of preschool students with IEPs on child outcomes summary (COS) process measuring age-appropriate readiness of **acquisition and use of knowledge** from **entry to exit**.



Indicator 7b2: EC Outcomes- Acquisition & Use of Knowledge



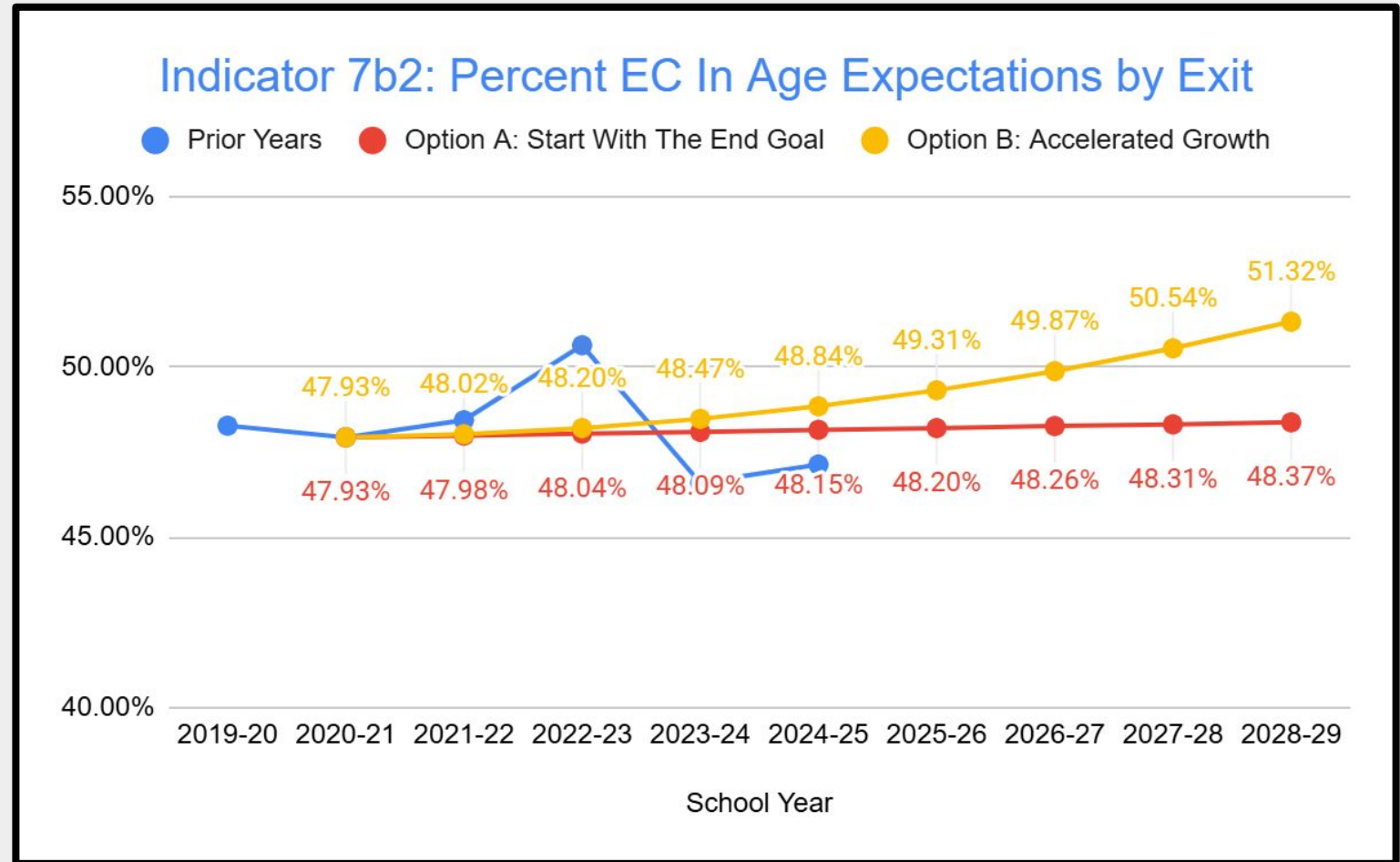
Using the baseline of **2020-21**, based on the historical performance and our goals.

A. Start With The End Goal-

Less aggressive, approximately 0.055% **increase** each year.

B. Accelerated Growth-

More aggressive, **increasing** more over time from 0.09% to 0.78% each school year.

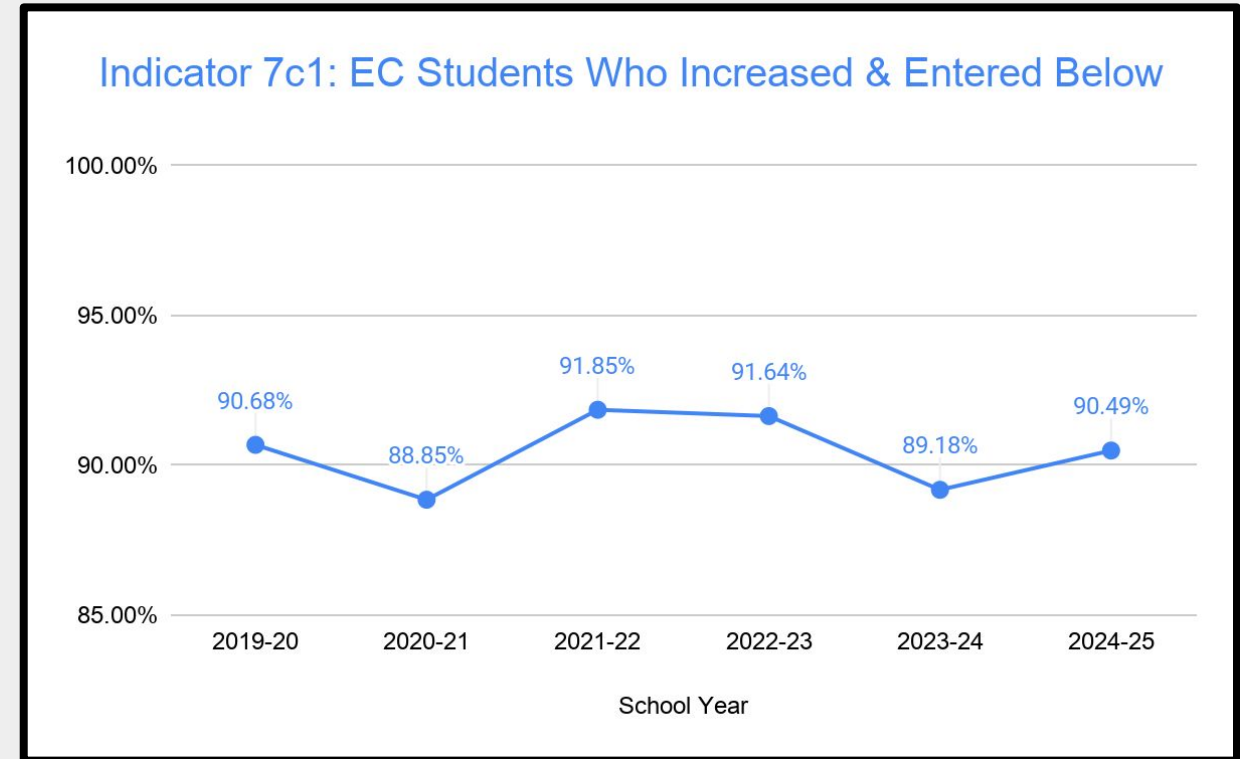


Indicator 7c1: EC Outcomes- Appropriate Behaviors



Method: Linear Regression

- **Focus:**
Preschool students with IEPs demonstrating improvement in **Appropriate Behaviors** to meet their needs.
- **Purpose:**
To assess the **effectiveness** of preschool special education programs to help children with disabilities improve school readiness.
- **Measurement:**
Comparing the percentage of preschool students with IEPs on positive **appropriate behaviors to meet** their needs from **entry to exit**.



Indicator 7c1: EC Outcomes- Appropriate Behaviors



Using the baseline of **2020-21**, based on the historical performance and our goals.

A. Start With The End Goal-

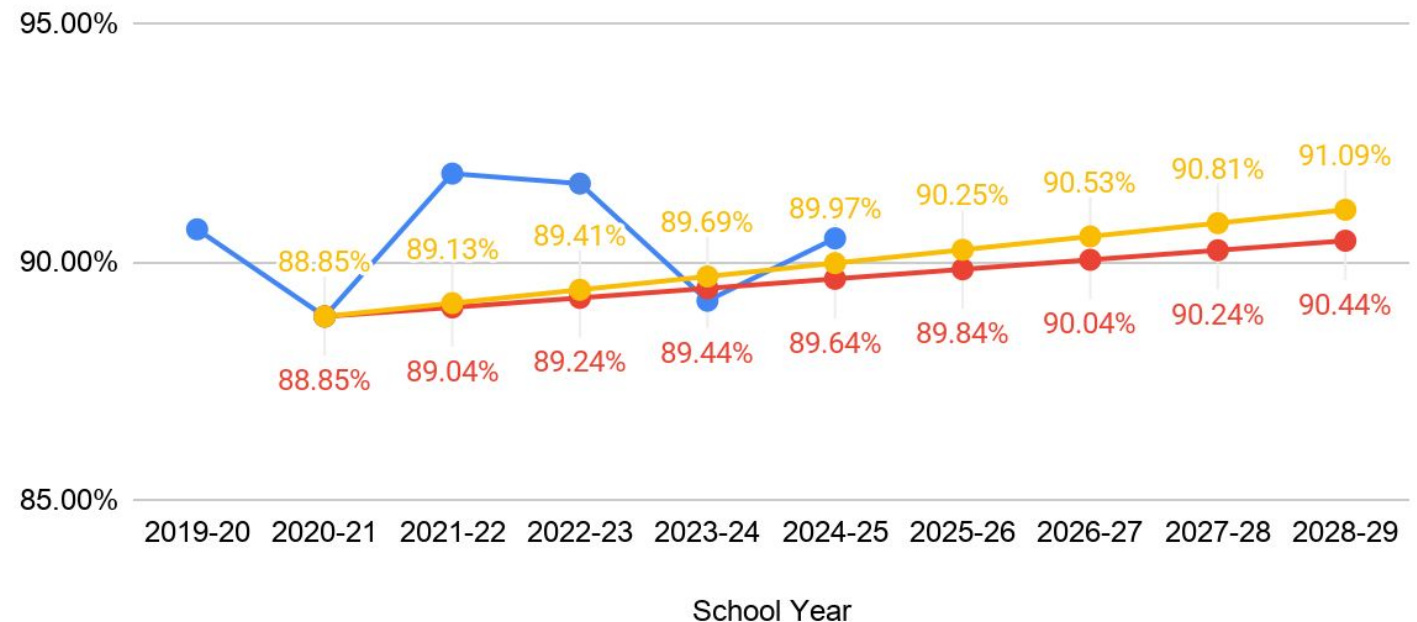
Less aggressive, fixed 0.20% increase each year.

B. Fixed Percent Increase-

More aggressive, fixed .28% increase each school year.

Indicator 7c1: EC Students Who Increased & Entered Below

● Prior Years ● Option A: Start With The End Goal ● Option B: Fixed Percent Increase

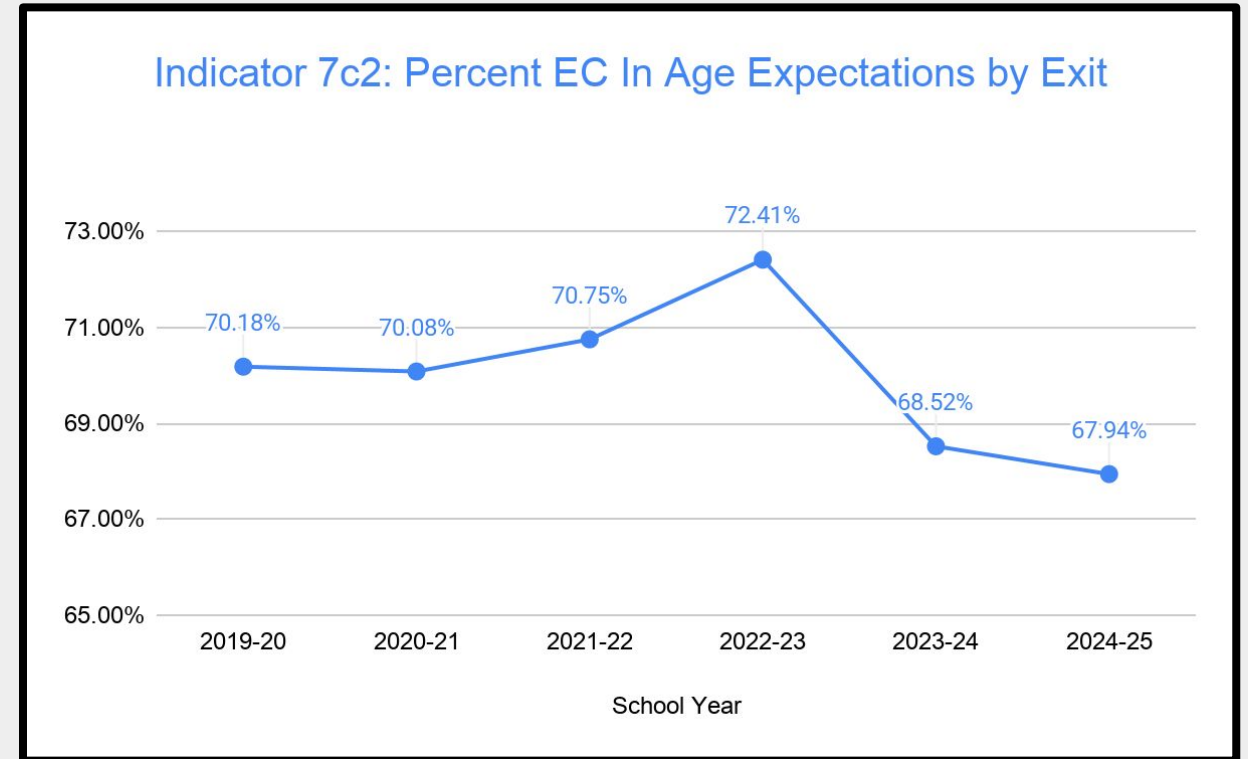


Indicator 7c2: EC Outcomes- Appropriate Behaviors



Method: Linear Regression

- **Focus:**
Preschool students with IEPs demonstrating improvement in **Appropriate Behaviors** to meet their needs.
- **Purpose:**
To assess the **effectiveness** of preschool special education programs to help children with disabilities improve school readiness.
- **Measurement:**
Comparing the percentage of preschool students with IEPs on positive **appropriate behaviors to meet** their needs from **entry to exit**.

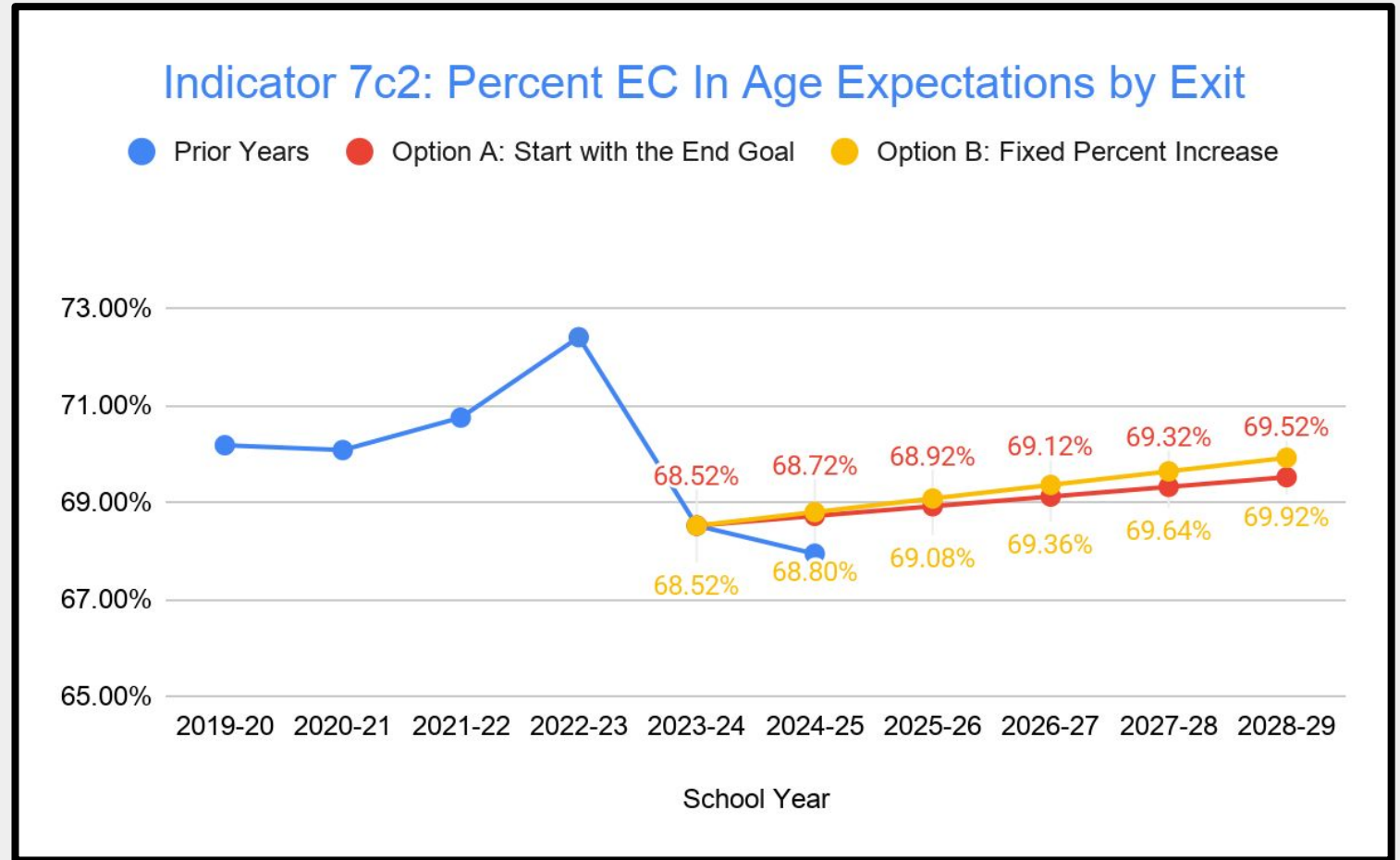


Indicator 7c2: EC Outcomes- Appropriate Behaviors



Using the baseline of **2023-24**, based on the historical performance and our goals.

- A. **Start With The End Goal-**
Less aggressive, fixed 0.20% increase each year.
- B. **Fixed Percent Increase-**
More aggressive, fixed .28% increase each school year.



Hugo

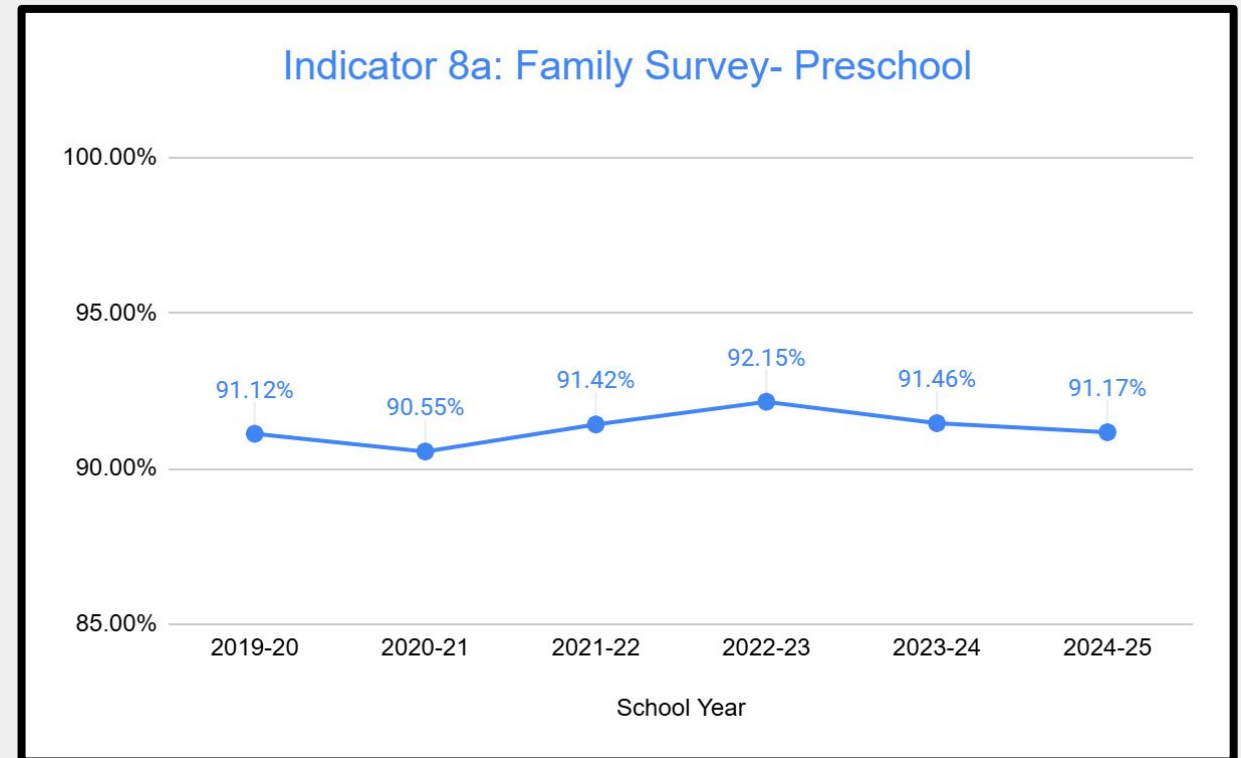


Indicator 8a: Parent Involvement- Preschool



Method: Linear Regression

- **Focus:**
Measures the percentage of **parents** with preschool children receiving special education services who **report** that schools **facilitated their involvement** to improve services for their children.
- **Purpose:**
To identify and monitor **parental involvement** in their child's education and decision making.
- **Measurement:**
Using an approved **survey** to **measure** the **responses** from parents affirming parental **involvement** in special education services.



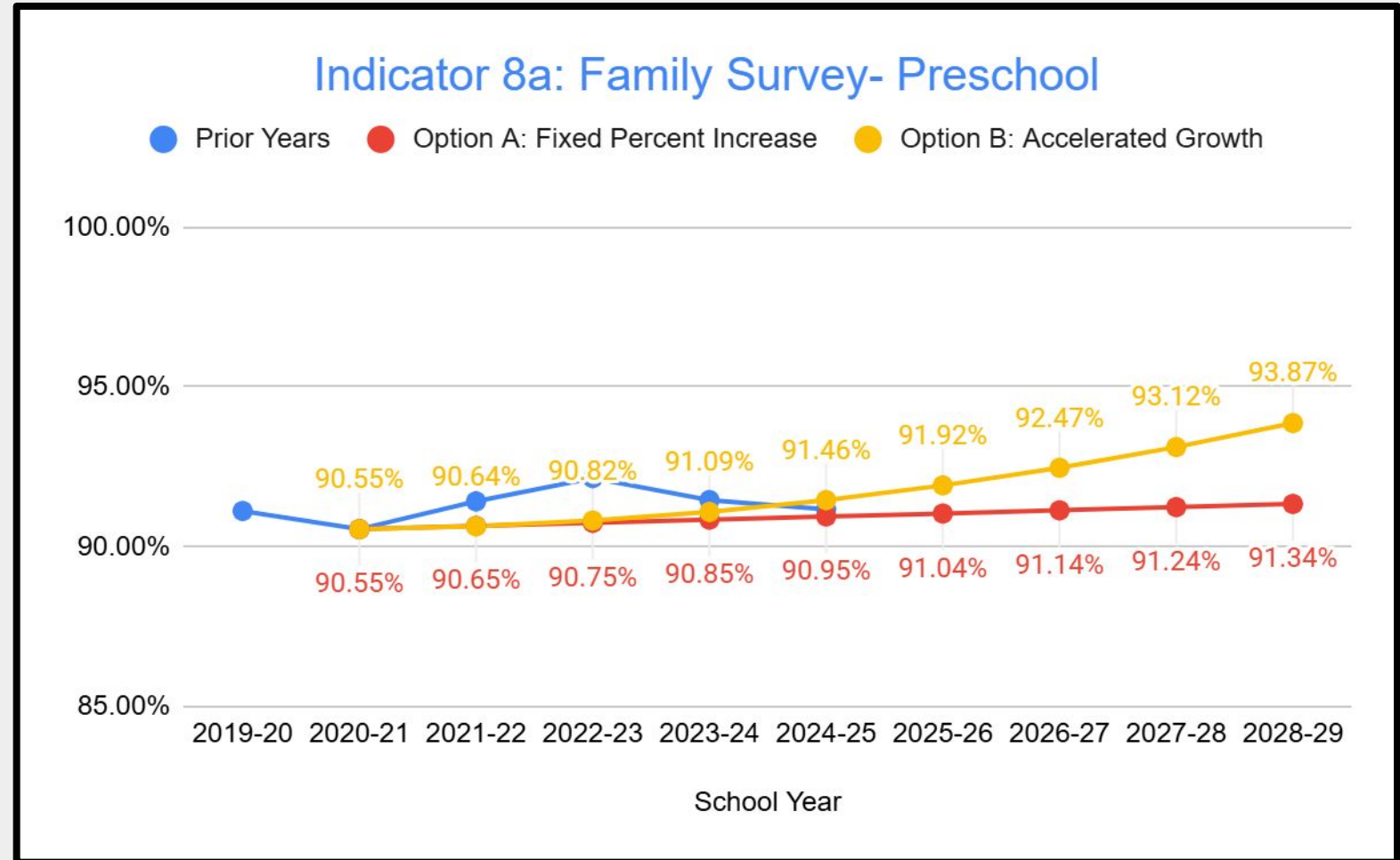
Indicator 8a: Parent Involvement- Preschool



Using the baseline of **2020-21**, based on the historical performance and our goals.

A. **Fixed Percent Increase-**
Less aggressive, 0.10% increase each year.

B. **Accelerated Growth-**
More aggressive, increasing more over time from 0.09% to 0.75% each school year.

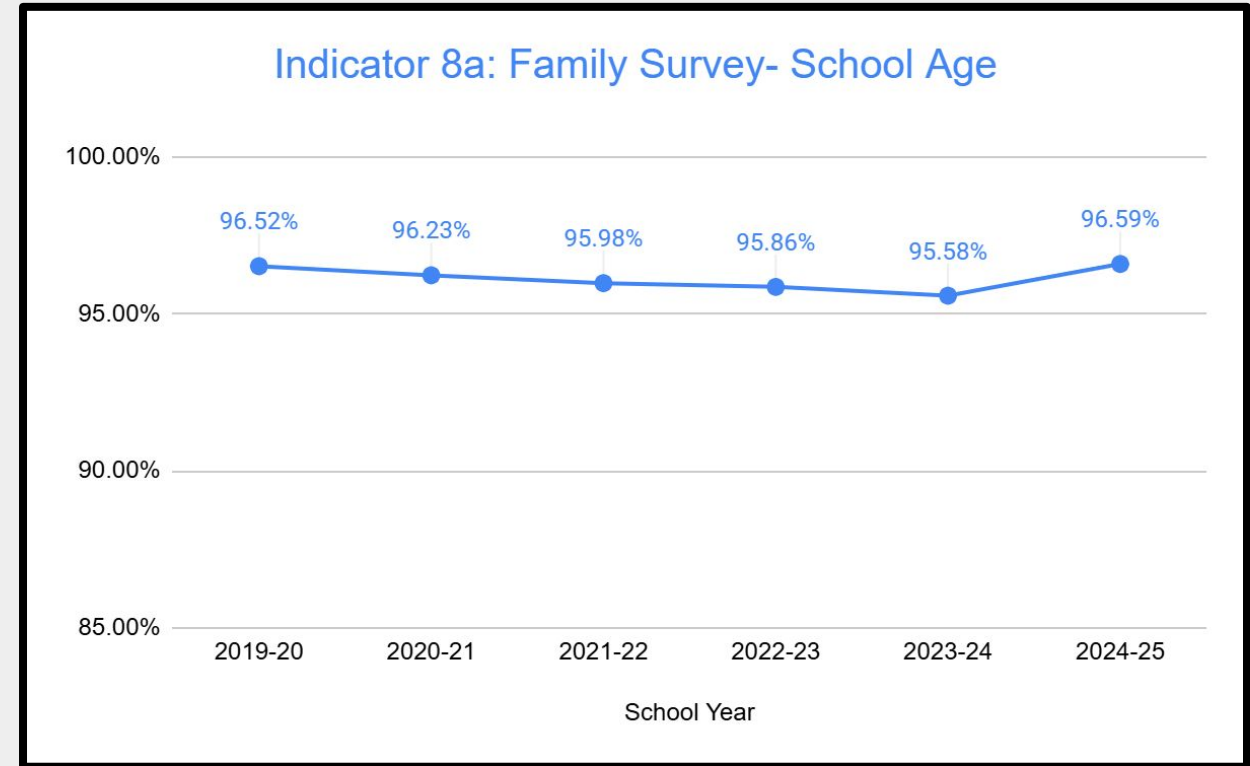


Indicator 8b: Parent Involvement- School Age



Method: Linear Regression

- **Focus:**
Measures the percentage of parents with school age children receiving special education services who **report** that schools facilitated their involvement to improve services for their children.
- **Purpose:**
To identify and monitor **parental involvement** in their child's education and decision making.
- **Measurement:**
Using an approved **survey** to **measure** the **responses** from parents affirming parental **involvement** in special education services.

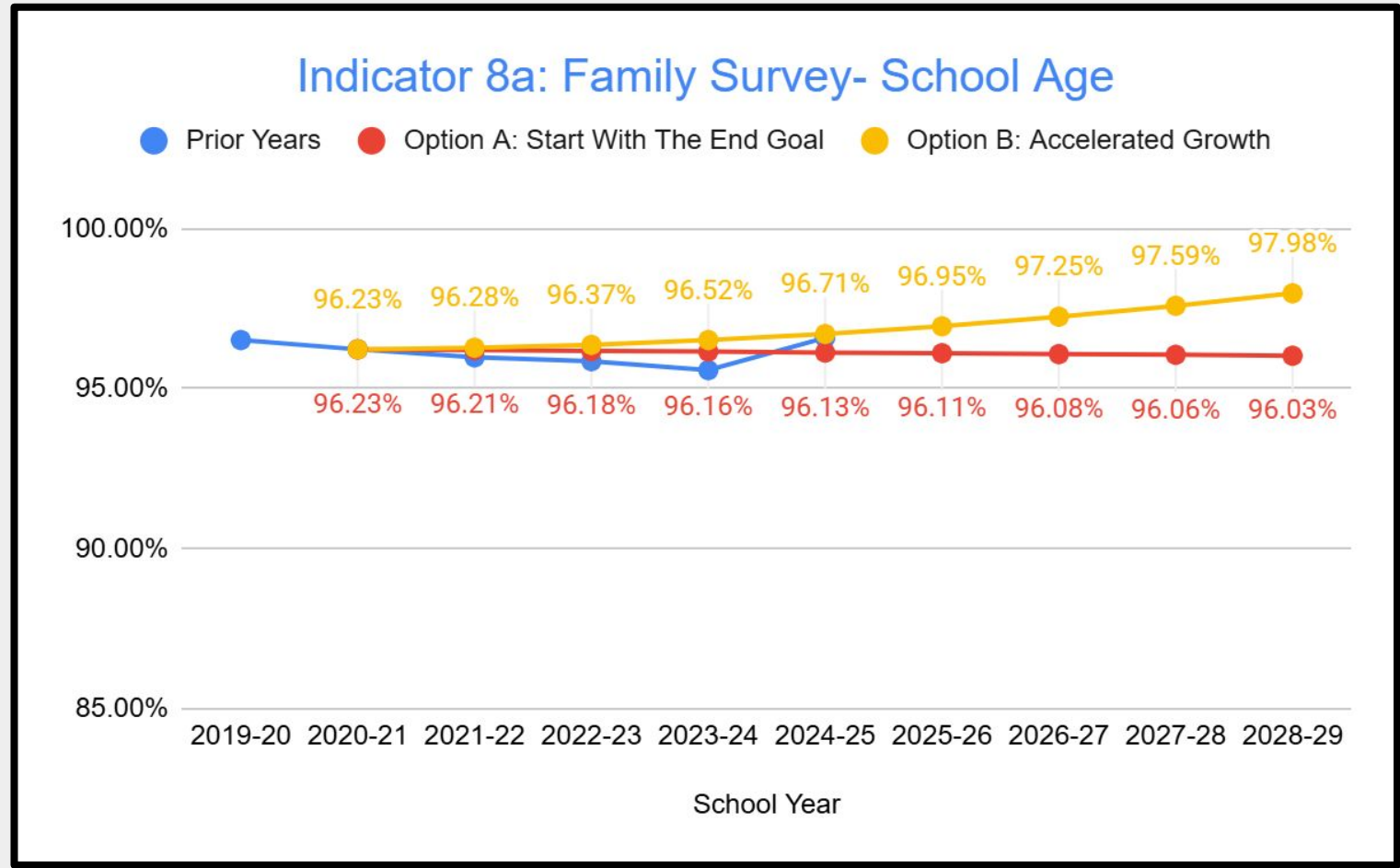


Indicator 8b: Parent Involvement- School Age



Using the baseline of **2020-21**, based on the historical performance and our goals.

- A. **Start With The End Goal-**
Less aggressive, 0.025% increase each year.
- B. **Accelerated Growth-**
More aggressive, increasing more over time from 0.05% to 0.39% each school year.

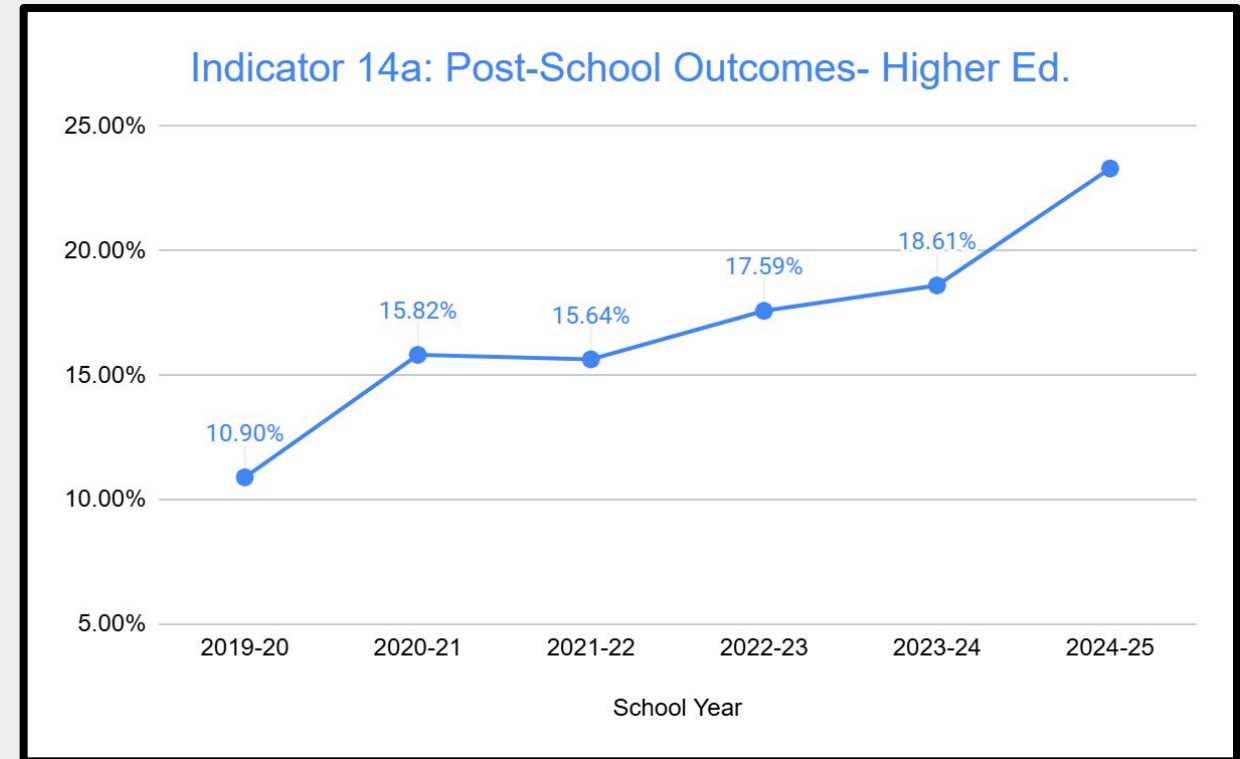


Indicator 14a: Post-School Outcomes- Higher Ed.



Method: Linear Regression

- **Focus:**
Measures the **number** of youths **no longer** in secondary school with IEPs, who have been enrolled in **higher education** within in **one year** of leaving high school.
- **Purpose:**
To assess the **effectiveness** of special education services and **transition** services to prepare students for **postsecondary** education.
- **Measurement:**
Conduct approved **Post-School Survey** to identify the youth **enrolled** in two-year or four-year **college/university** or **vocational/technical** school within one year of graduating from high school.



Indicator 14a: Post-School Outcomes- Higher Ed.



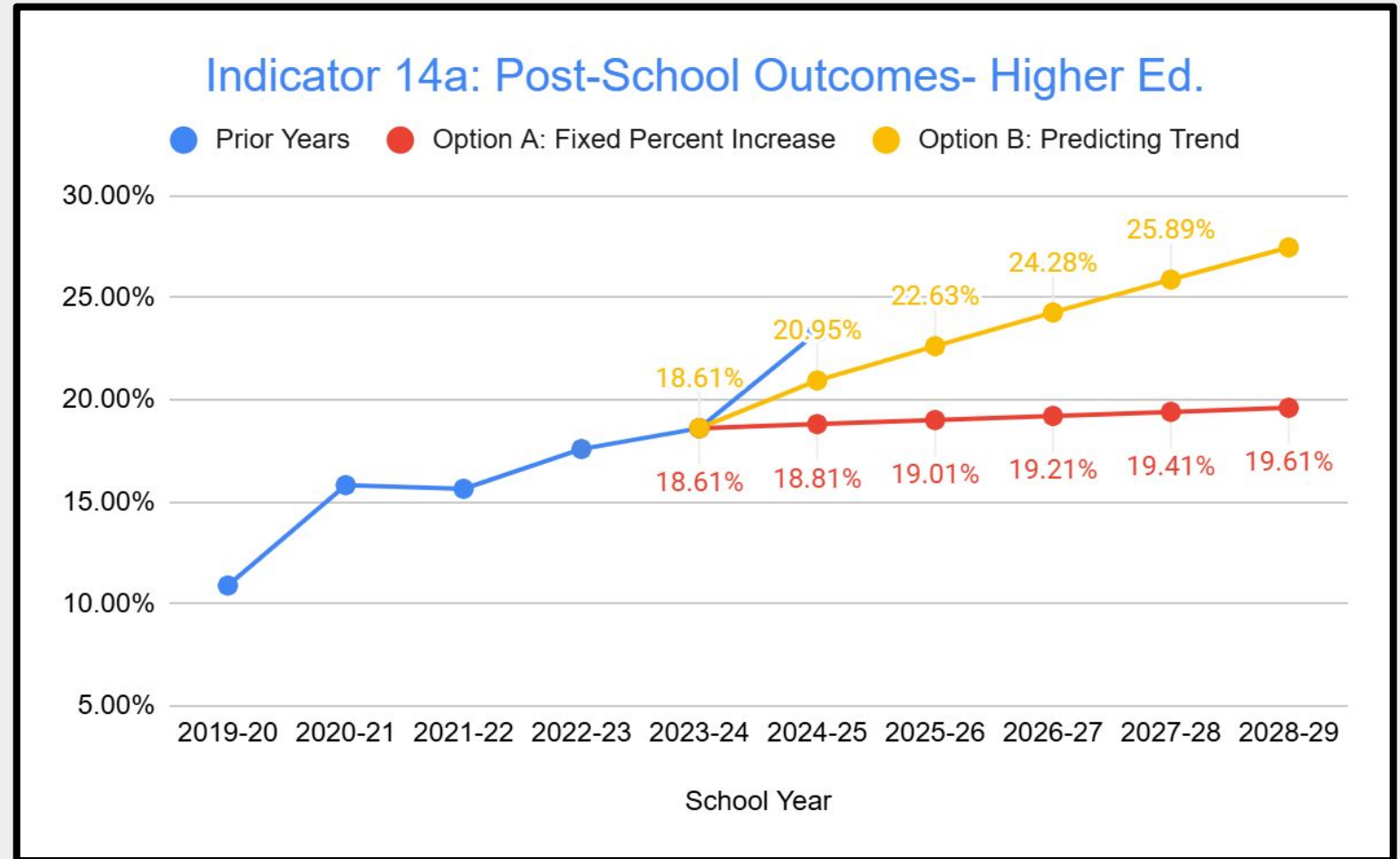
Using the baseline of **2023-24**, based on the historical performance and our goals.

A. Fixed Percent Increase-

Less aggressive, approximately 0.20% **increase** each year.

B. Predicting Trend-

More aggressive, **increasing** variably from 2.34% to 1.58% each school year.

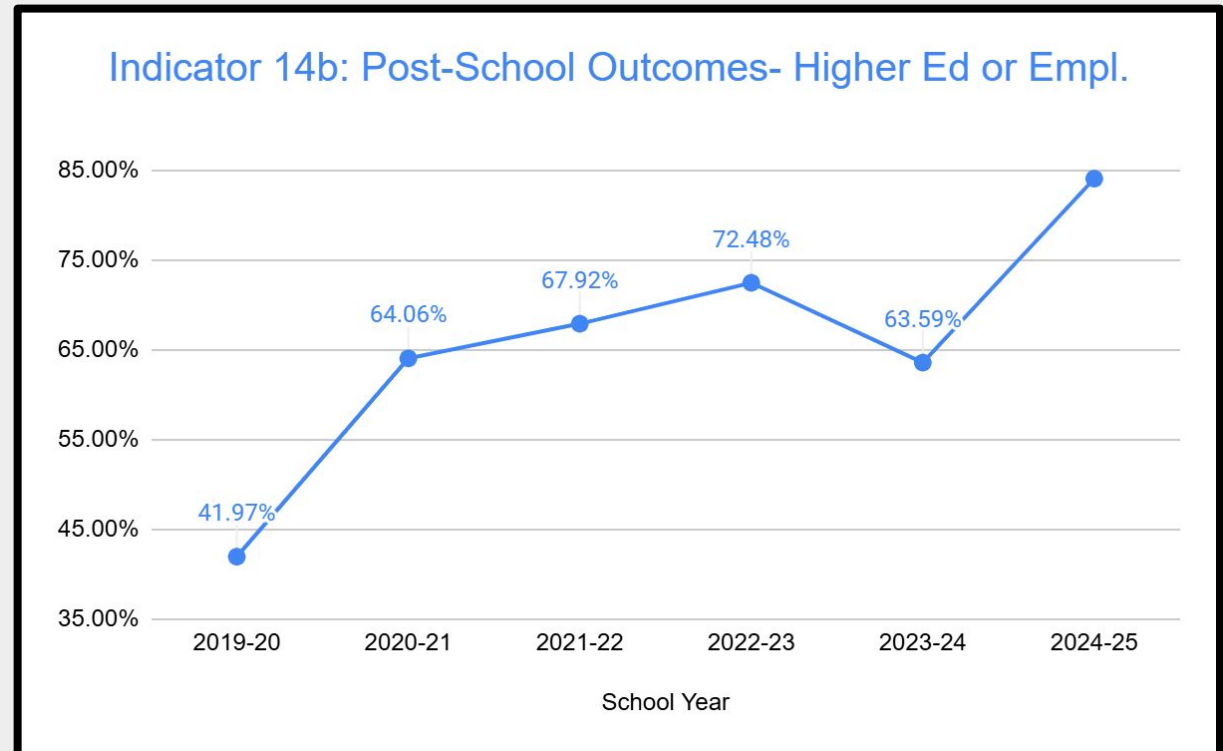


Indicator 14b: Post-School Outcomes- Higher Ed or Empl.



Method: Linear Regression

- **Focus:**
Measures the **number** of youths **no longer** in secondary school with IEPs, who have been enrolled in **higher education or competitively employed** within in **one year** of leaving high school.
- **Purpose:**
To access the **effectiveness** of special education services and **transition** services to prepare students for **postsecondary** education or employment.
- **Measurement:**
Conduct approved **Post-School Survey** to identify the youth **enrolled** in **college/university** or **vocational/technical** school or **competitively employed** within one year of graduating from high school.



Indicator 14b: Post-School Outcomes- Higher Ed or Empl.



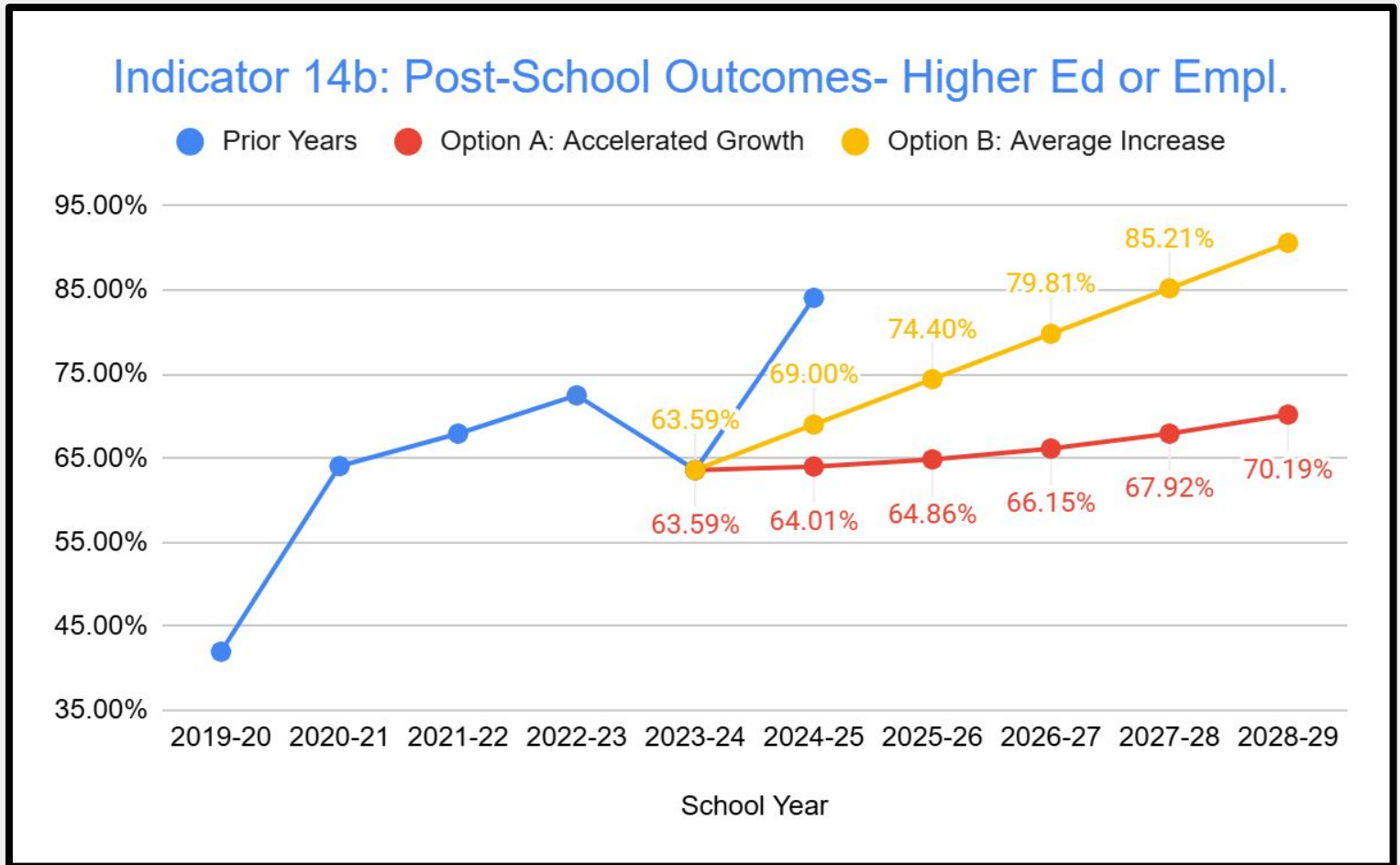
Using the baseline of **2023-24**, based on the historical performance and our goals.

A. Accelerated Growth-

Less aggressive, increasing from 0.42% to 2.27% each year.

B. Average Increase-

More aggressive, increasing 5.41% each school year.

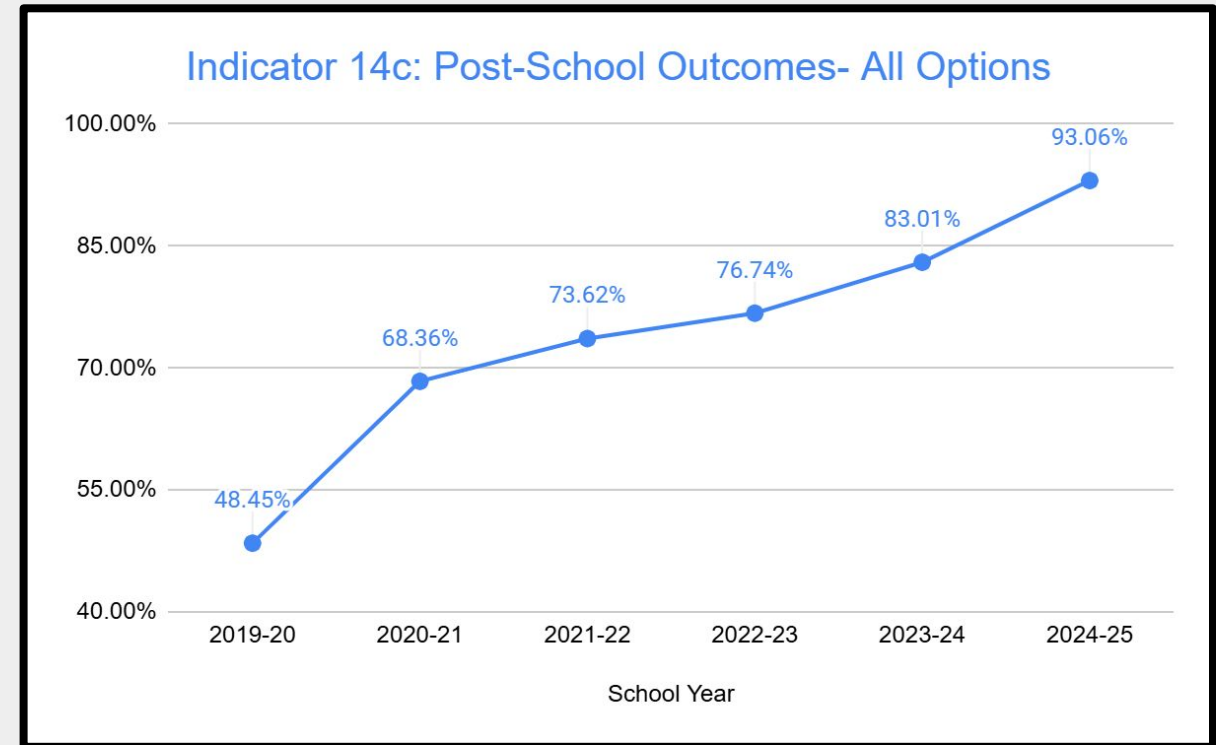


Indicator 14c: Post-School Outcomes- All Options



Method: Linear Regression

- **Focus:**
Measures the **number** of youths **no longer** in secondary school with IEPs, who have been enrolled in **higher education, competitively employed or in other training** within in **one year** of leaving high school.
- **Purpose:**
To access the **effectiveness** of special education services and **transition** services to prepare students for **postsecondary** education, **employment**, or other **training**.
- **Measurement:**
Conduct approved **Post-School Survey** to identify the youth **enrolled** in **college, competitively employed**, or **in other training** within one year of graduating from high school.



Indicator 14c: Post-School Outcomes- All Options



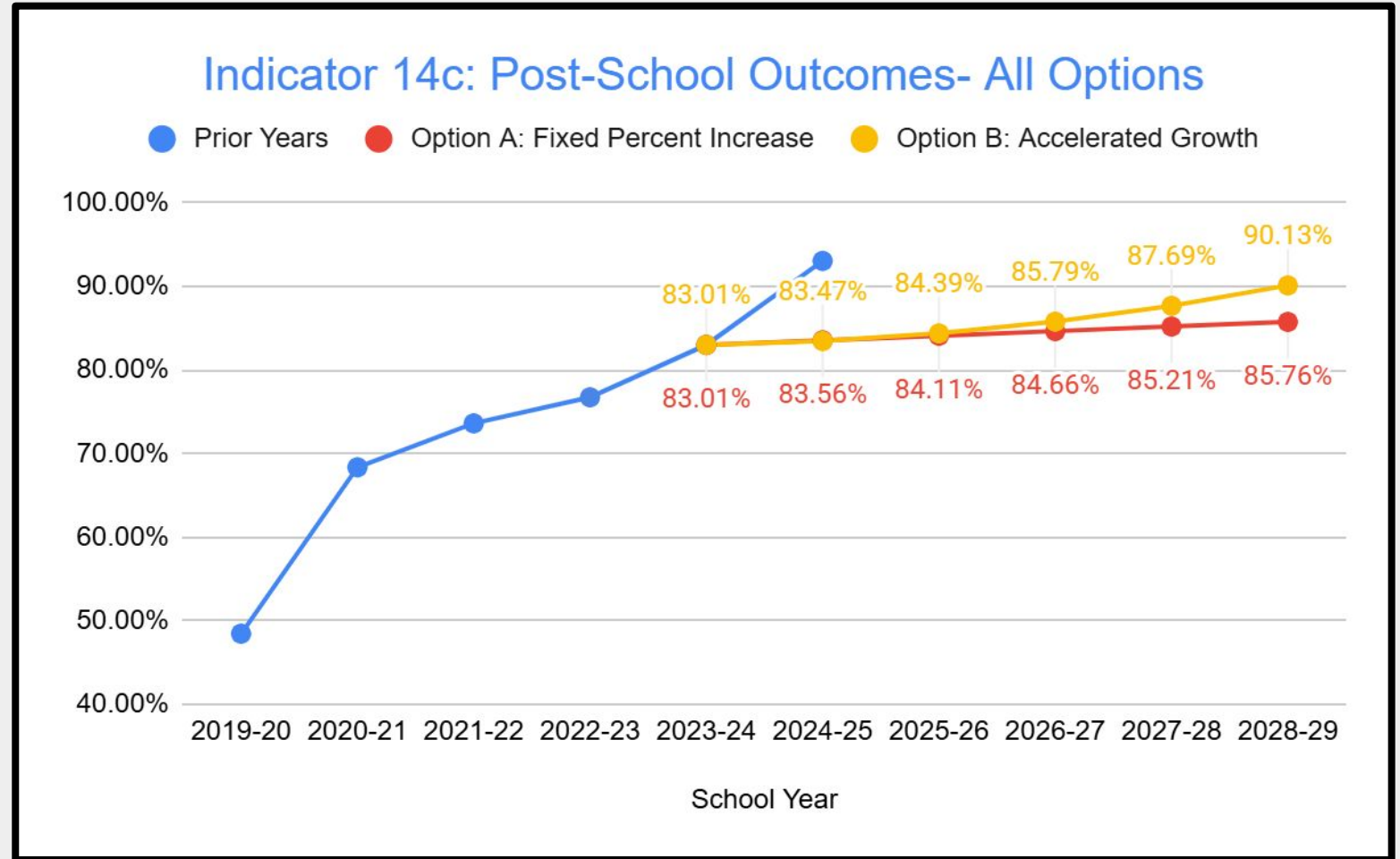
Using the baseline of **2023-24**, based on the historical performance and our goals.

A. Fixed Percent Increase-

Less aggressive, 0.55% increase each year.

B. Accelerated Growth-

More aggressive, increasing more over time from 0.46% to 2.44% each school year.





Indicator 3a: Assessment- Participation

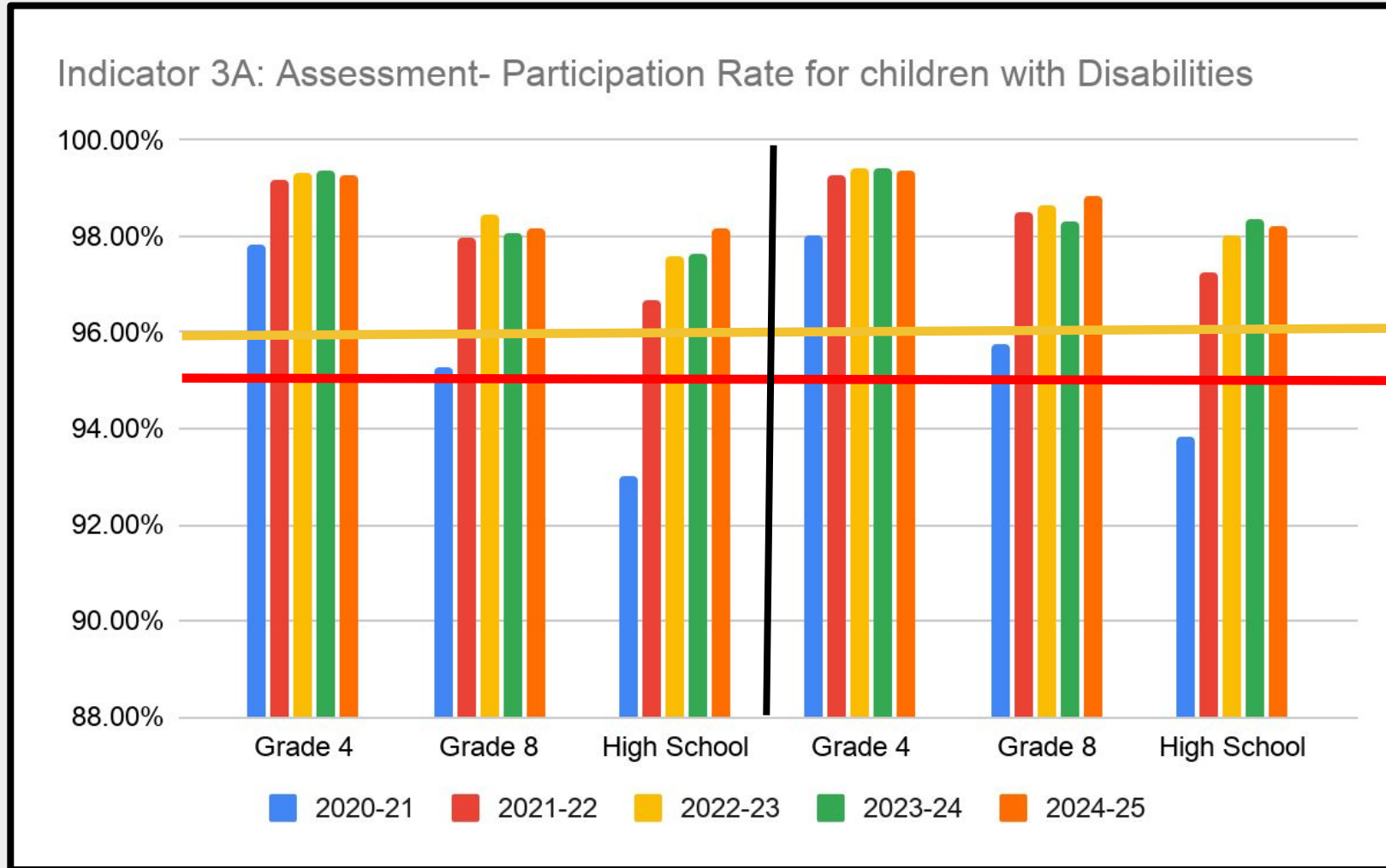


Method: Linear Regression

- **Focus:**
Measures the **percent** of children with IEPs **participating** in **state summative assessments**.
- **Purpose:**
To ensure students with disabilities are included in state accountability systems and receive appropriate instruction and accommodations to **identify achievement gaps**.
- **Measurement:**
Calculate percentage of children participating in state summative assessment for
 - **Reading Assessment: Grade 4, 8, and High School**
 - **Math Assessment: Grade 4, 8, and High School**

Note: ATLAS was first given in Spring 2024 (2023-24 School Year)

Indicator 3a: Assessment- Participation



Prior targets have always been 95%

A. Maintain 95%

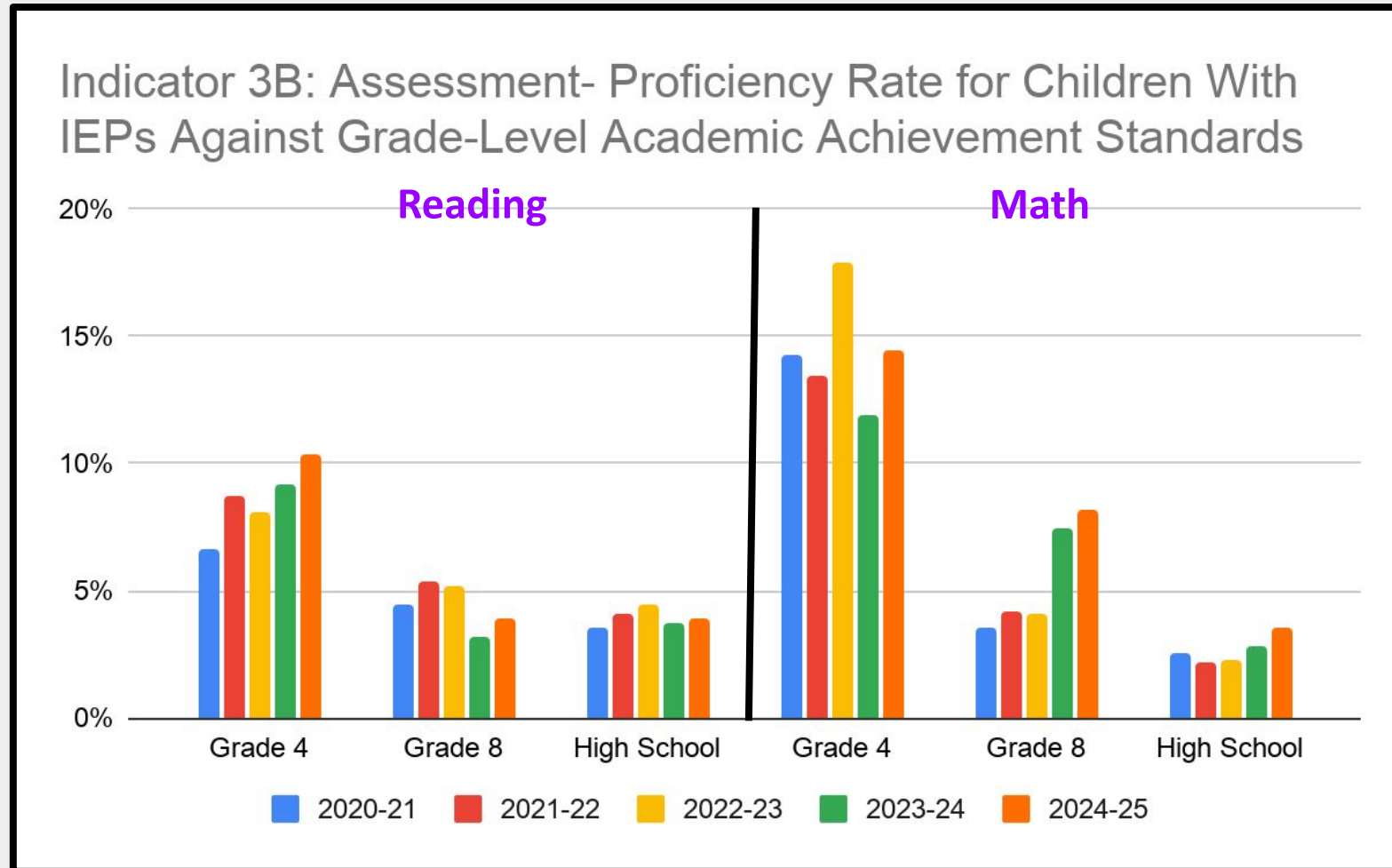
B. Increase to 96%

Indicator 3b: Assessment- Proficiency on State Assessment

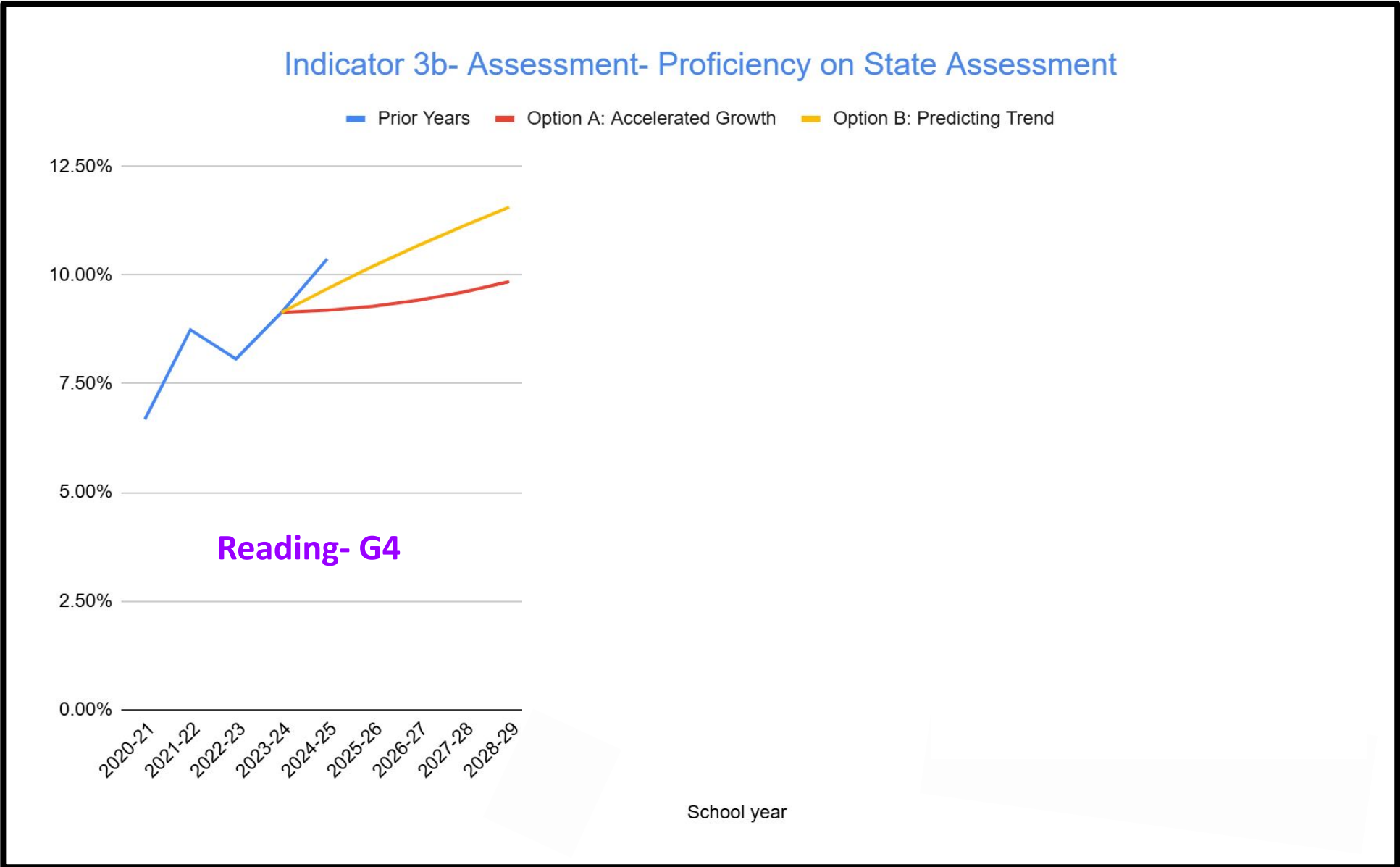


- **Focus:**

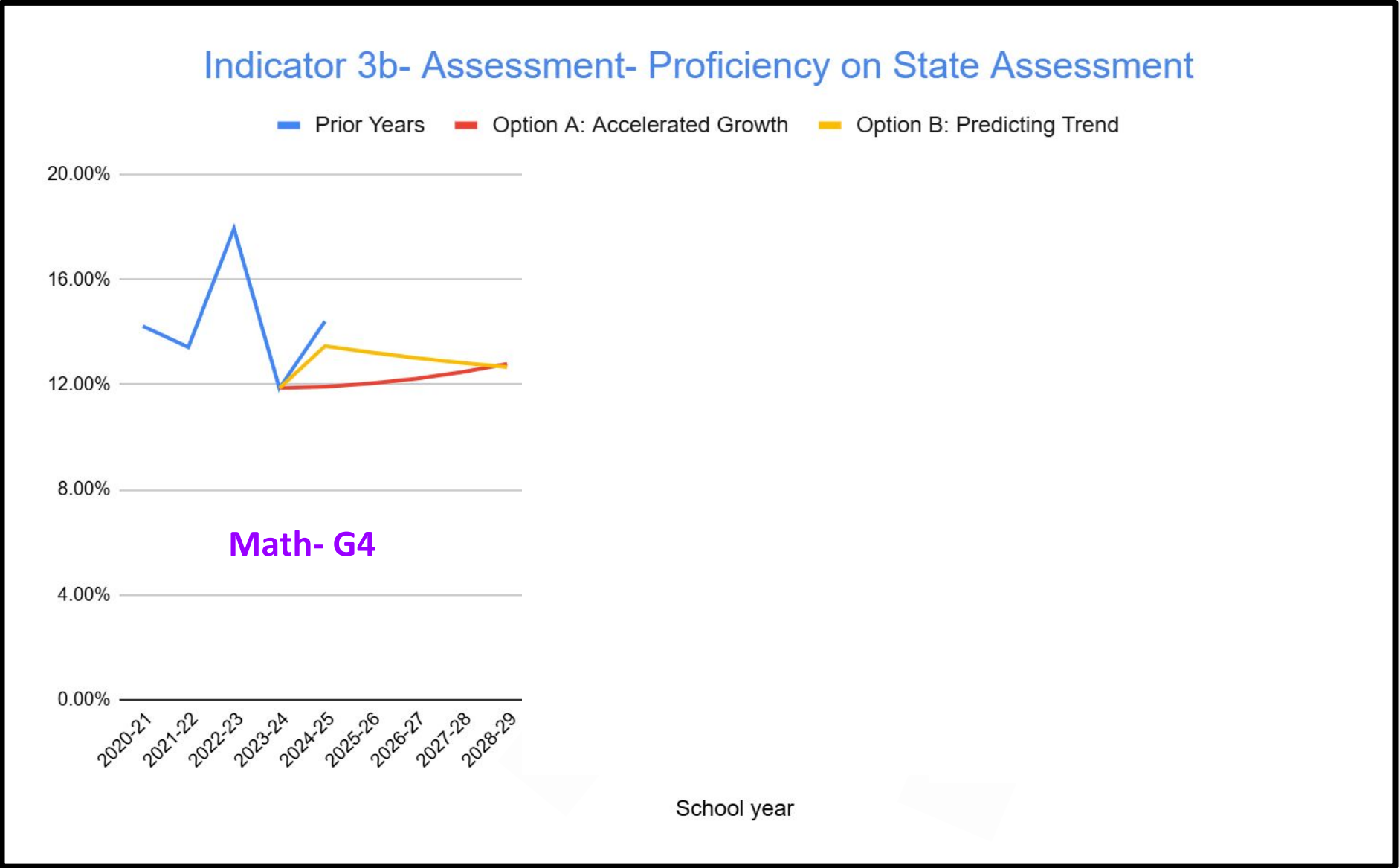
Measures the **percent** of children with IEPs **who scored at or above proficient for the regular state summative assessment.**



Indicator 3b: Assessment- Proficiency on State Assessment



Indicator 3b: Assessment- Proficiency on State Assessment



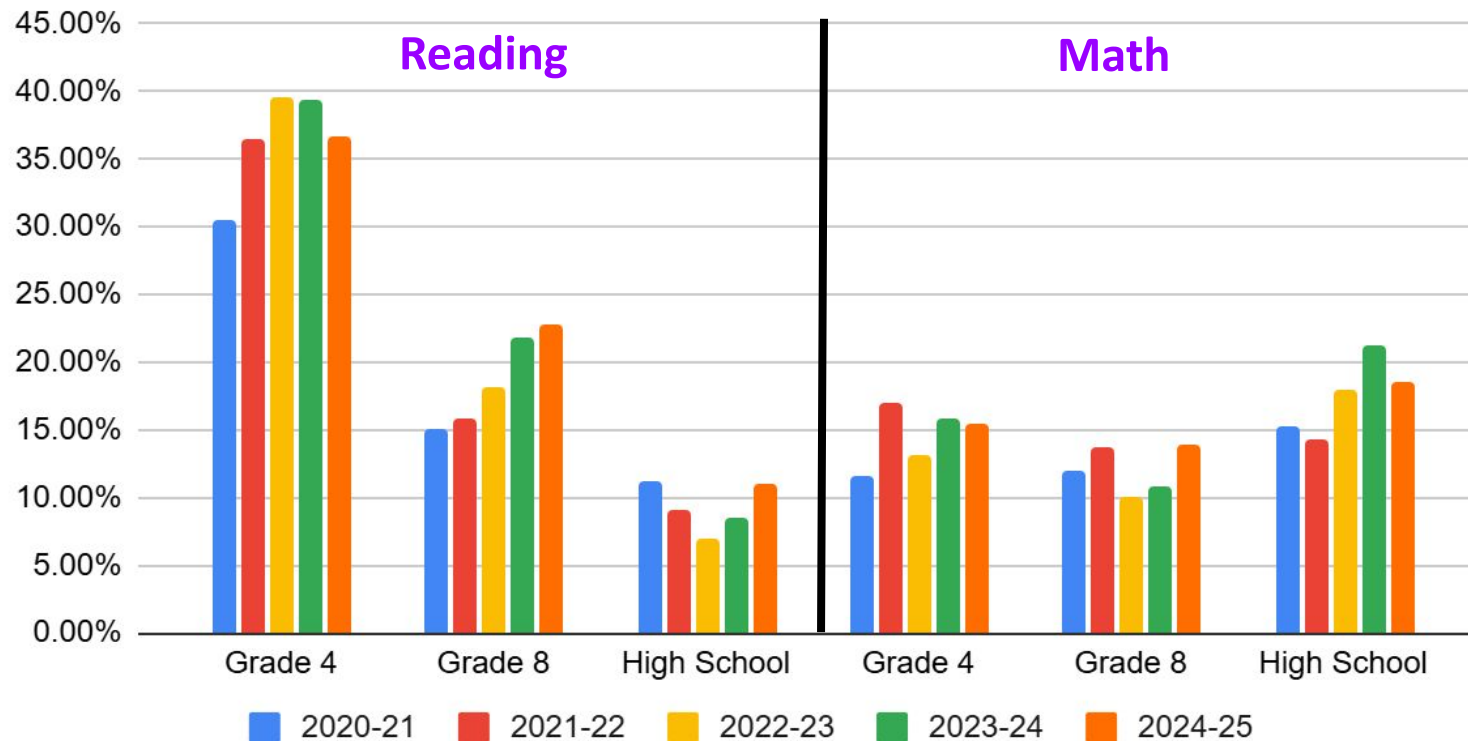
Indicator 3c: Assessment- Proficiency on DLM



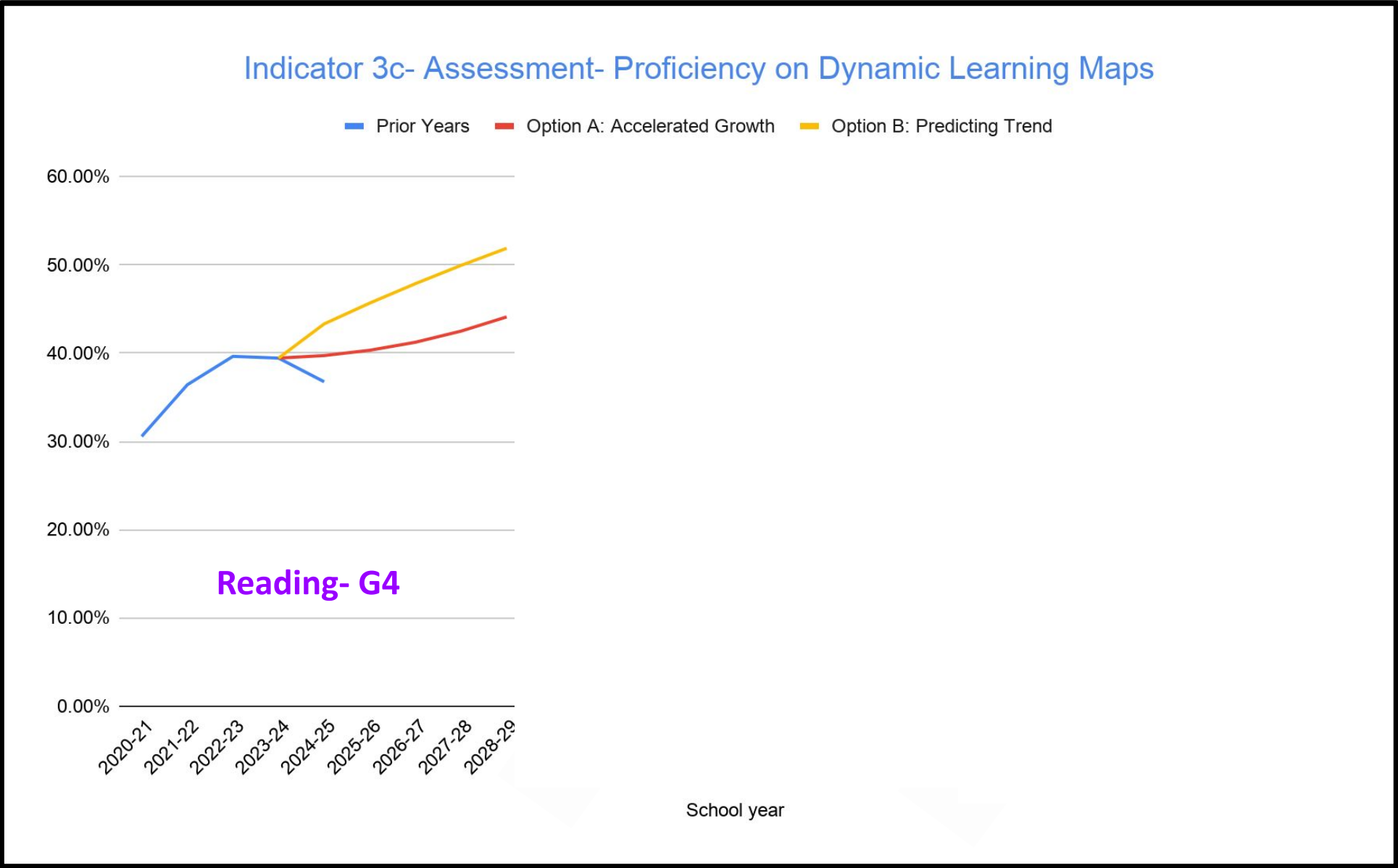
- **Focus:**

Measures the **percentage** of children with IEPs who are assessed using **alternate** academic achievement standards and **achieve proficiency** on those assessments.

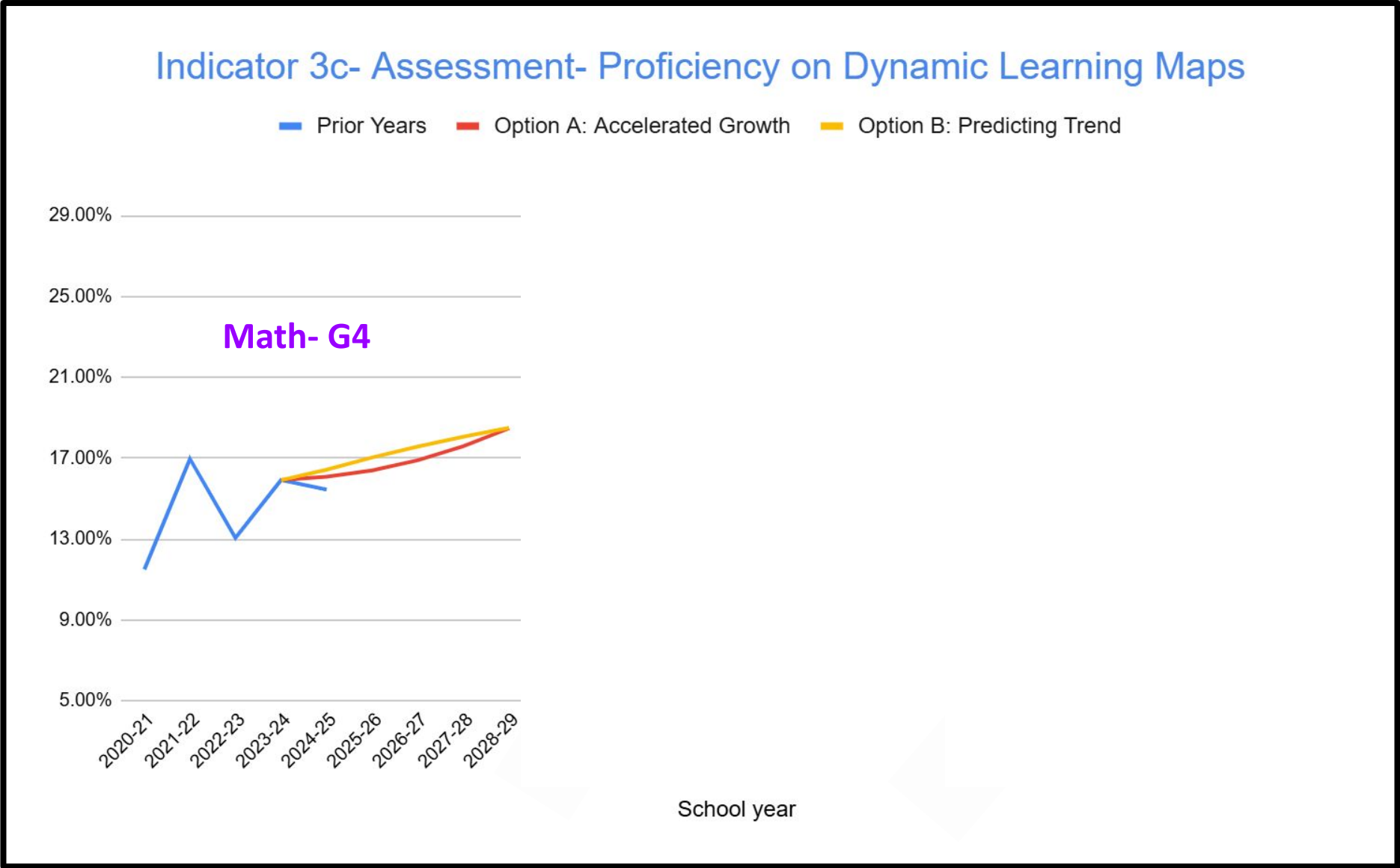
Indicator 3C: Assessment- Proficiency Rate for Children with IEPs Against Alternate Academic Achievement Standards



Indicator 3c: Assessment- Proficiency on DLM



Indicator 3c: Assessment- Proficiency on DLM



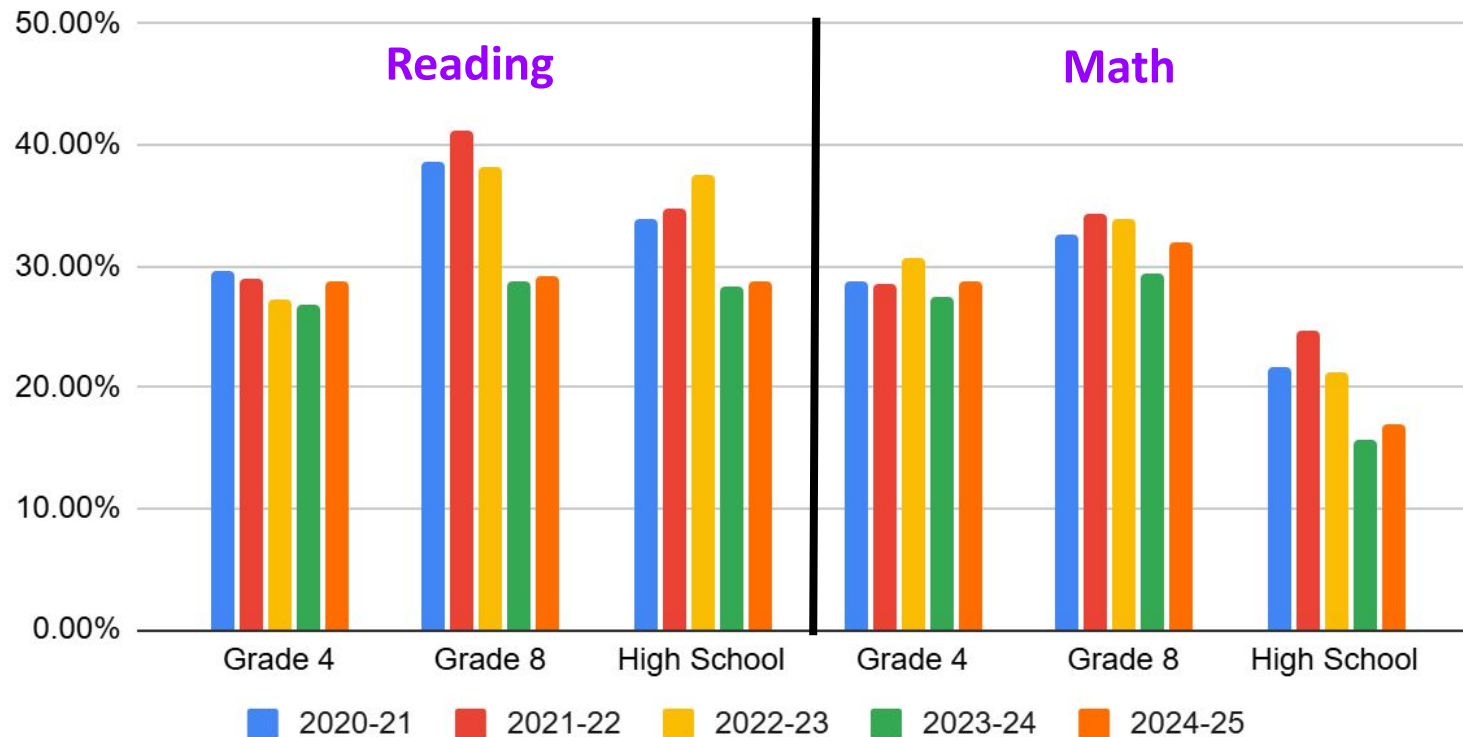
Indicator 3d: Assessment- Gap in Proficiency Rates



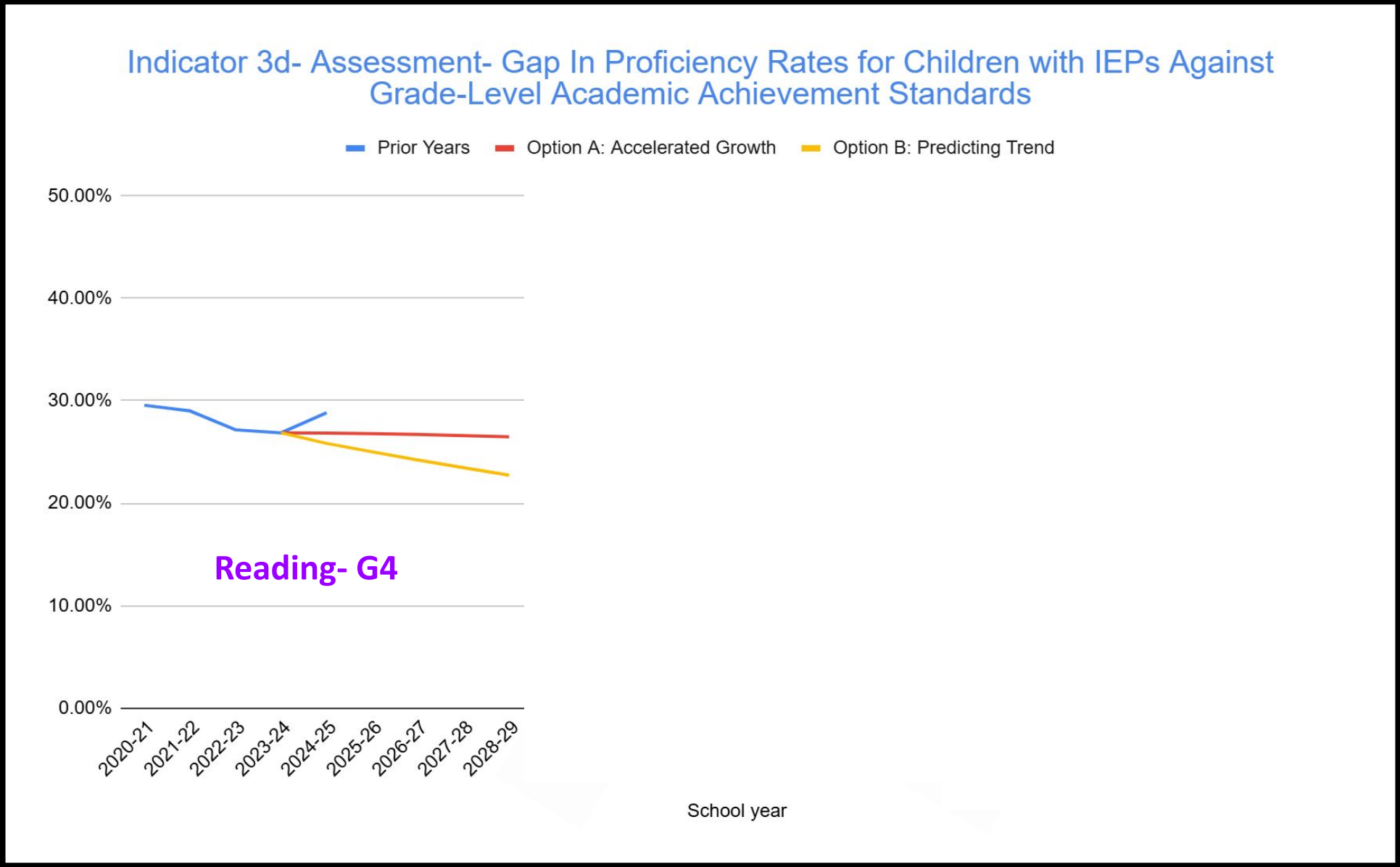
- **Focus:**

Measures the **gap in proficiency rates** of children with IEPs **and all students** against **grade-level** academic achievement **standards**.

Indicator 3D: Assessment- Gap in Proficiency Rates for Children With IEPs Against Grade-Level Academic Achievem...



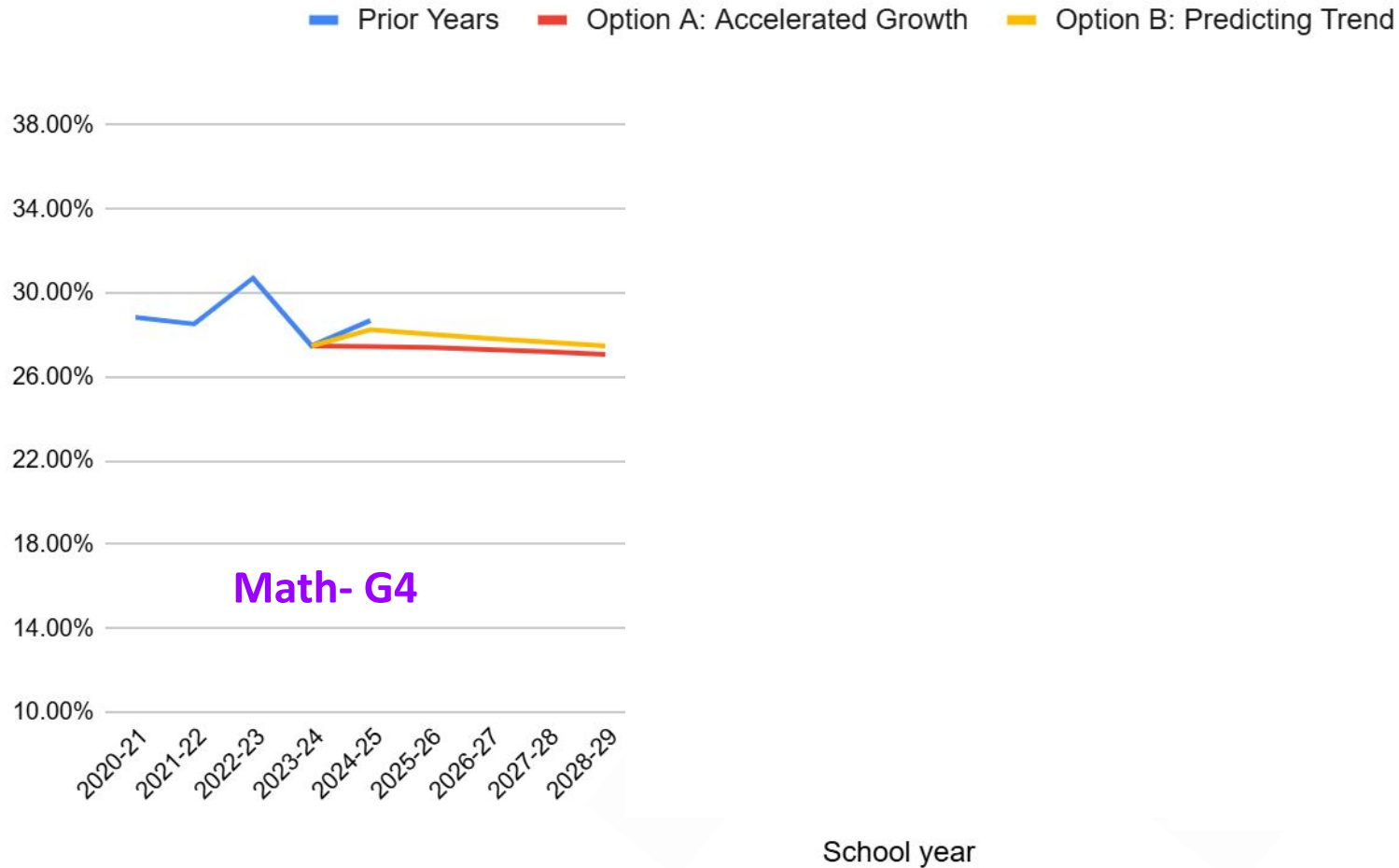
Indicator 3d: Assessment- Gap in Proficiency Rates



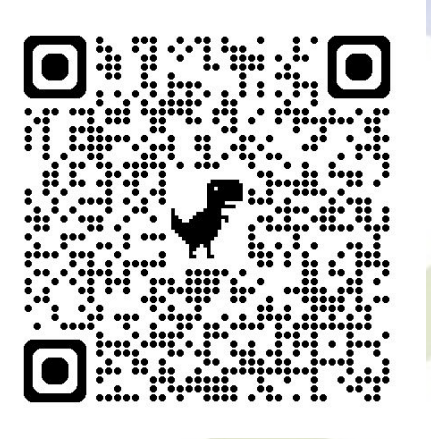
Indicator 3d: Assessment- Gap in Proficiency Rates



Indicator 3d- Assessment- Gap In Proficiency Rates for Children with IEPs
Against Grade-Level Academic Achievement Standards



Thank you!



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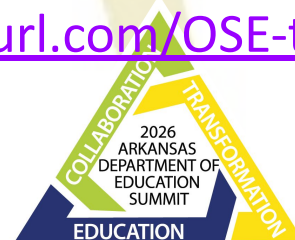
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<https://tinyurl.com/OSE-2026-target>

<https://tinyurl.com/OSE-target-voting>











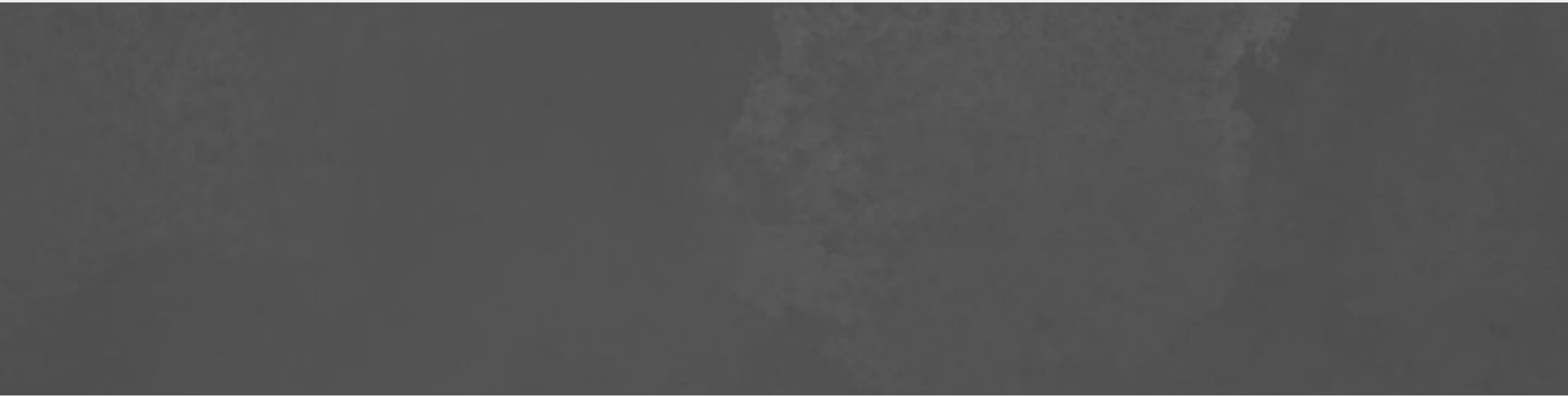






















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