



Exceptional Student Services (ESS) Special Education Advisory Panel (SEAP)

Indicators 1, 2, 5, 6, 7, 8, 14, 15, and 16
for Federal Fiscal Year 2020 State
Performance Plan and Annual
Performance Report
October 22, 2021



Introduction

The State Performance Plan (SPP)/Annual Performance Report (APR) is a required annual federal special education data collection overseen by the Office of Special Education Programs. They are outlined under a variety of sections in the Individuals with Disabilities Education Act (IDEA). ESS reports on portions of this information to stakeholders throughout the year.



Setting Baselines



- Requirements from OSEP
 - States must indicate a baseline year for each indicator
 - States are permitted to revise baseline data
 - Changes in methodology, data sources, or new requirements in the way the indicator is measured
- Methods for baseline setting
 - Review trends from previous years
 - Select most recent year that shows stability

Setting Targets



- **Why?**
 - States must set targets for SPP/APR indicators through FFY 2025 for all 17 Indicators
- **How?**
 - Must be rigorous yet achievable
 - Must show improvement over baseline
 - Must be set with the advice of stakeholders
- **Methods for Target Setting**
 - Trendlines
 - Average rate of change
 - Statistical validation
 - Logic

Federal Fiscal Year

Federal reporting uses federal fiscal year when submitting and reporting on information. This classification is forward facing, compared using to the standard fiscal year.

The most recent data shown in this presentation will be from the 2020-2021 school year. That school year is also known as fiscal year 2021 or federal fiscal year 2020 (FFY20)

The graphs use federal fiscal year, which is standard for federal reporting.



Agenda

- Indicators 1 and 2: Graduation and Drop Out
- Indicator 5: Educational Environments (School Age)
- Indicator 6: Preschool Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- Indicator 14: Post School Outcomes
- Indicator 15 and 16: Resolution and Mediation Sessions

For each indicator:

- Introduction & Data Sources
- Results: Baseline and Target Setting
- Survey questions include:
 - What would be an appropriate new baseline?
 - What would be an appropriate new target?
 - Do you have any improvement strategies/activities?

State Performance Plan Indicators

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-Age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in Identification	0%
10. Disproportionality in Identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set



State Performance Plan Indicators

Next: Indicators 1 and 2

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in Identification	0%
10. Disproportionality in Identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set



Indicators 1 and 2: Introduction

- Indicator 1: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma. (20 U.S.C. 1416 (a)(3)(A))
- Indicator 2: Percent of youth with Individualized Education Programs (IEPs) exiting special education due to dropping out. (20 U.S.C. 1416 (a)(3)(A))
- Data Source: Same data as used for reporting to the Department under section 618 of the Individuals with Disabilities Education Act (IDEA).

Indicators 1 and 2: Measurement



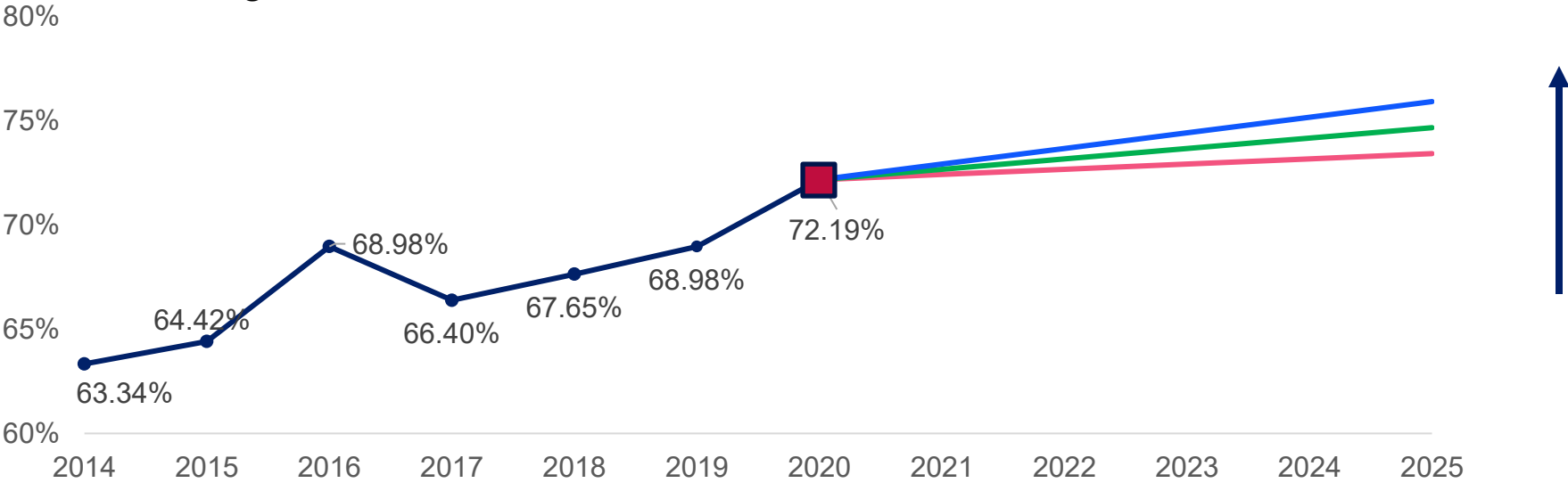
- Indicator 1: States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education **due to graduating with a regular high school diploma** in the numerator and the number of all youth with IEPs who exited special education (ages 14–21) in the denominator.
- Indicator 2: States must report a percentage using the number of youth with IEPs (ages 14–21) who exited special education **due to dropping out** in the numerator and the number of all youth with IEPs who exited special education (ages 14–21) in the denominator.

Indicator 1: Target Setting

Graduating with a Regular High School Diploma

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	72.19%	72.94%	73.69%	74.44%	75.19%	75.94%	+0.75%
Target 2	72.19%	72.69%	73.19%	73.69%	74.19%	74.69%	+0.50%
Target 3	72.19%	72.44%	72.69%	72.94%	73.19%	73.44%	+0.25%

■ Baseline: 72.19% (2020): We are using this new baseline due to a change in the data source

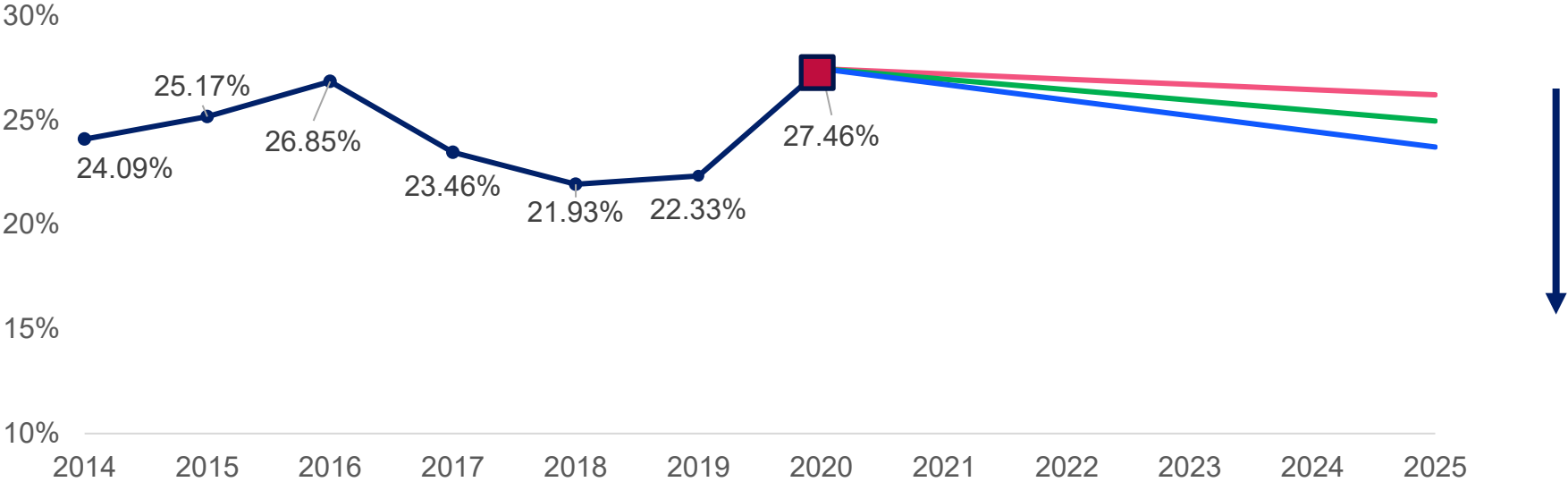


Indicator 2: Target Setting

Dropping out of High School

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	27.46%	26.71%	25.96%	25.21%	24.46%	23.71%	-0.75%
Target 2	27.46%	26.96%	26.46%	25.96%	25.46%	24.96%	-0.50%
Target 3	27.46%	27.21%	26.96%	26.71%	26.46%	26.21%	-0.25%

■ Baseline: 27.46% (2020): We are using this new baseline due to a change in the data source.



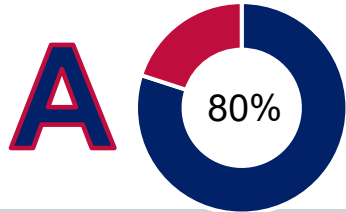
State Performance Plan Indicators

Next: Indicator 5

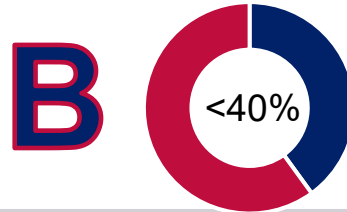
Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in Identification	0%
10. Disproportionality in Identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set



Indicator 5: Educational Environments (School Age) Introduction



Inside regular class 80% or more of the day.



Inside regular class less than 40% of the day.



In separate schools, residential facilities, placement in the home, or hospital.

Includes students with IEPs ages 5 and enrolled in kindergarten and ages 6–21

Indicator 5: Data Source

The data source is same data as used for reporting to the Exceptional Student Services Department under section 618 of the IDEA (AzEDS – October 1).

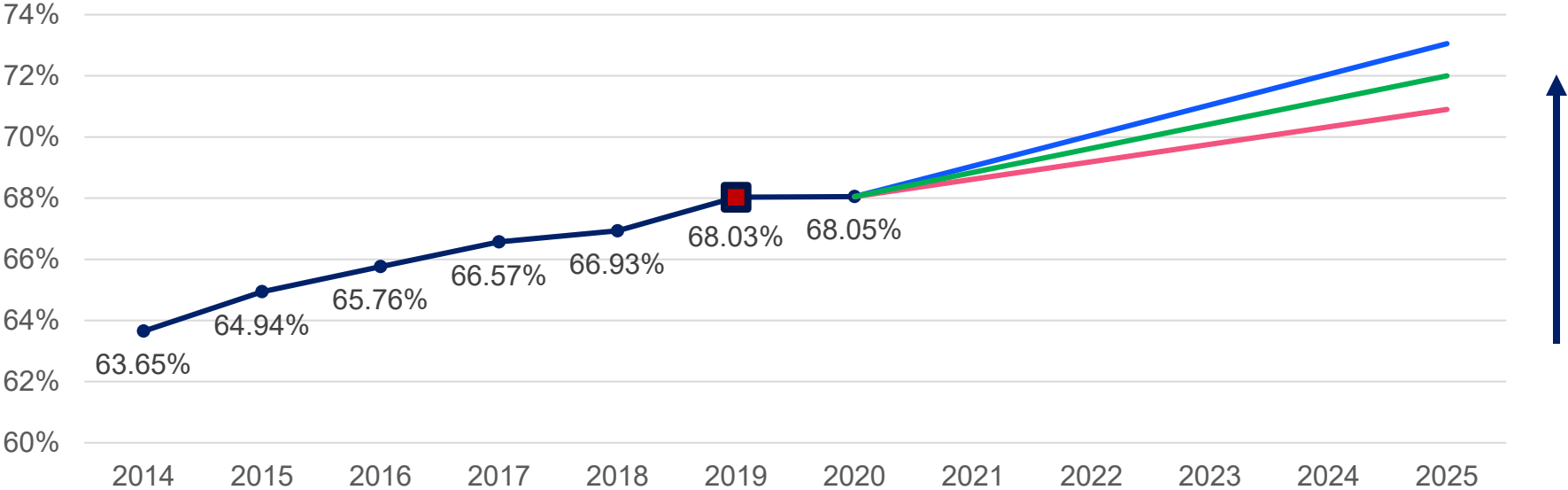


Indicator 5A: Target Setting

Inside the Regular Class More than 80% of the Day

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	68.05%	69.05%	70.05%	71.05%	72.05%	73.05%	+1.00%
Target 2	68.05%	68.84%	69.63%	70.42%	71.21%	72.00%	+0.79%
Target 3	68.05%	68.62%	69.19%	69.76%	70.33%	70.90%	+0.57%

■ Baseline: 68.03% (2019) – Will remain the baseline due to kindergarten student addition to the calculation in 2019.

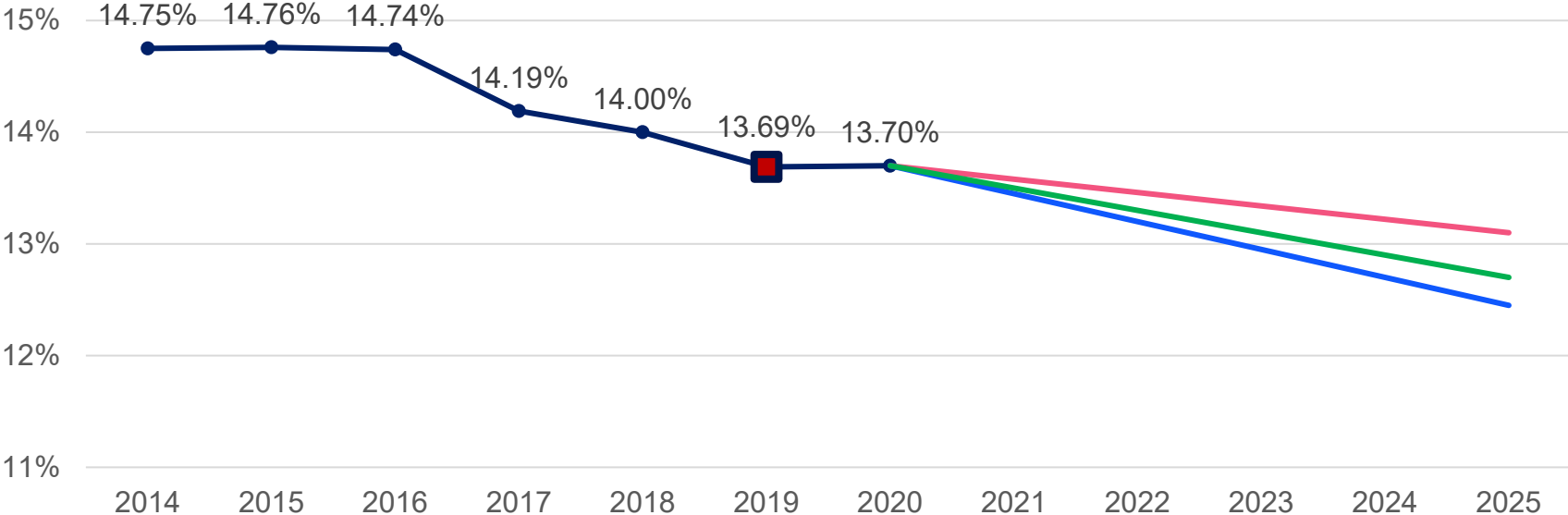


Indicator 5B: Target Setting

Inside the Regular Class Less than 40% of the Day

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	13.70%	13.45%	13.20%	12.95%	12.70%	12.45%	-0.25%
Target 2	13.70%	13.50%	13.30%	13.10%	12.90%	12.70%	-0.20%
Target 3	13.70%	13.58%	13.46%	13.34%	13.22%	13.10%	-0.12%

■ Baseline: 13.69% (2019) – Will remain the baseline due to kindergarten student addition to the calculation in 2019.

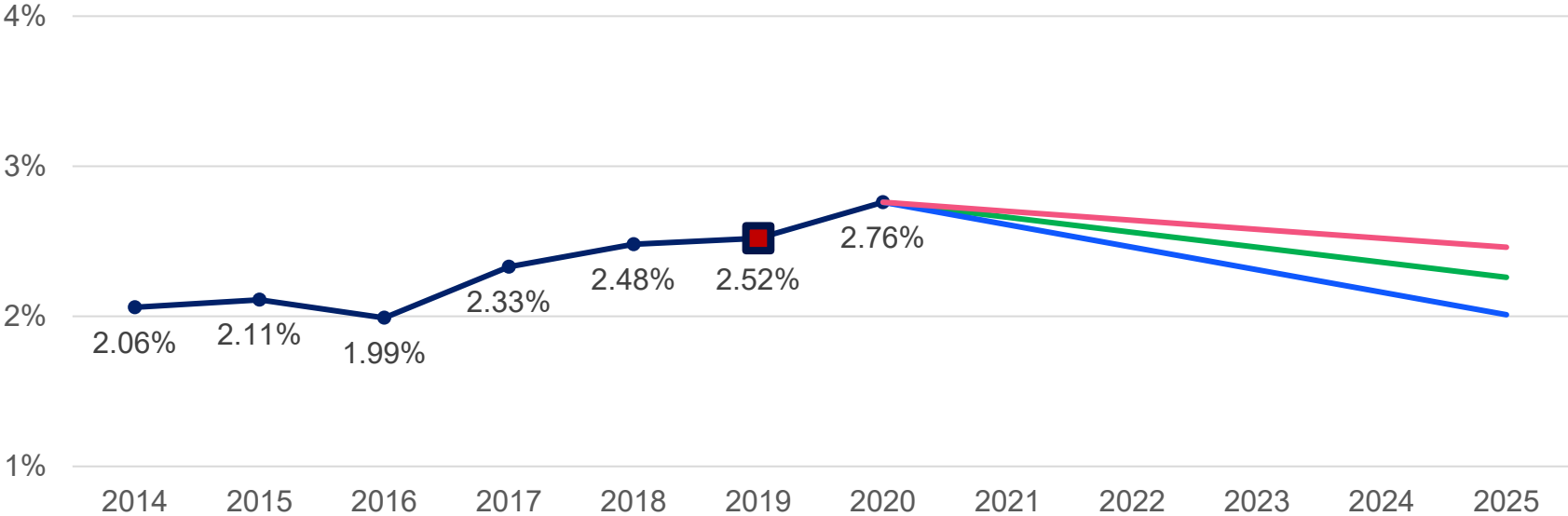


Indicator 5C: Target Setting

In Separate Schools, Residential Facilities, Homebound/Hospital

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	2.76%	2.61%	2.46%	2.31%	2.16%	2.01%	-0.15%
Target 2	2.76%	2.66%	2.56%	2.46%	2.36%	2.26%	-0.10%
Target 3	2.76%	2.70%	2.64%	2.58%	2.52%	2.46%	-0.06%

■ Baseline: 2.52% (2019) – Will remain the baseline due to kindergarten student addition to the calculation in 2019.



State Performance Plan Indicators

Next: Indicator 6

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in Identification	0%
10. Disproportionality in Identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set



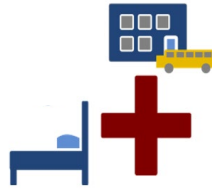
Indicator 6: Educational Environments (Preschool) Introduction

A



Receiving the 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

Indicator 6: Data Source

The data source is same data as used for reporting to the Exceptional Student Service Department under section 618 of the IDEA. (AzEDS – October 1)

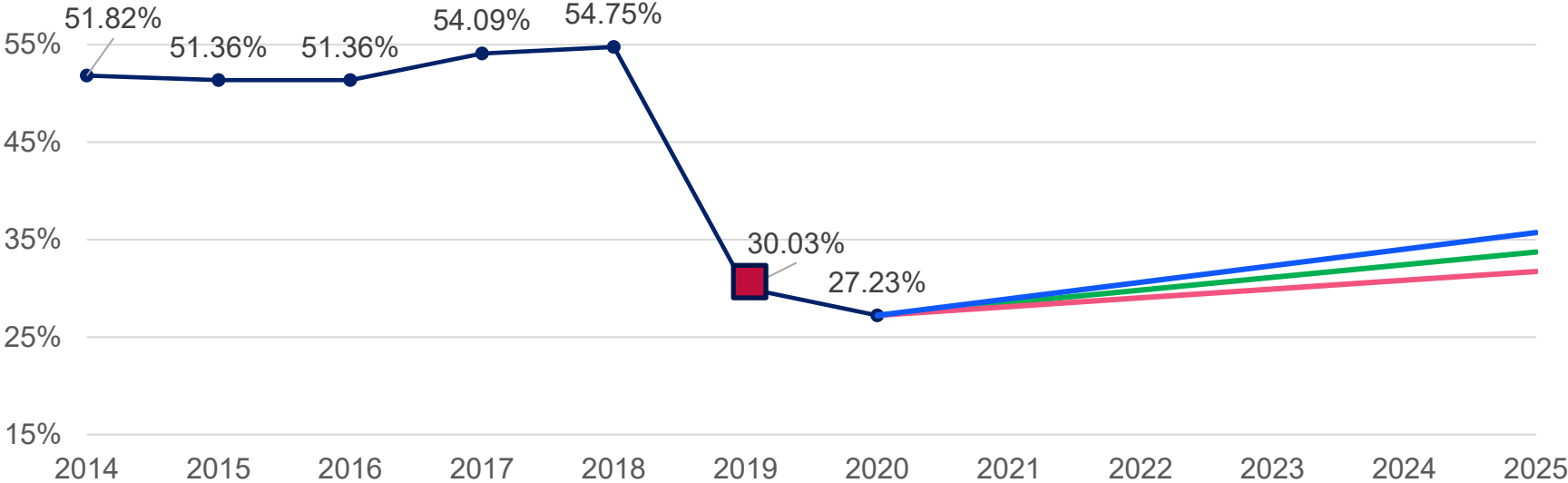


Indicator 6A: Target Setting

Receiving Majority of Services in Regular Early Childhood Program

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	27.23%	28.93%	30.63%	32.33%	34.03%	35.73%	+1.70%
Target 2	27.23%	28.53%	29.83%	31.13%	32.43%	33.73%	+1.30%
Target 3	27.23%	28.13%	29.03%	29.93%	30.83%	31.73%	+0.90%

■ Baseline: 30.03% (2019) – Will remain the baseline due to kindergarten students leaving the calculation in 2019.

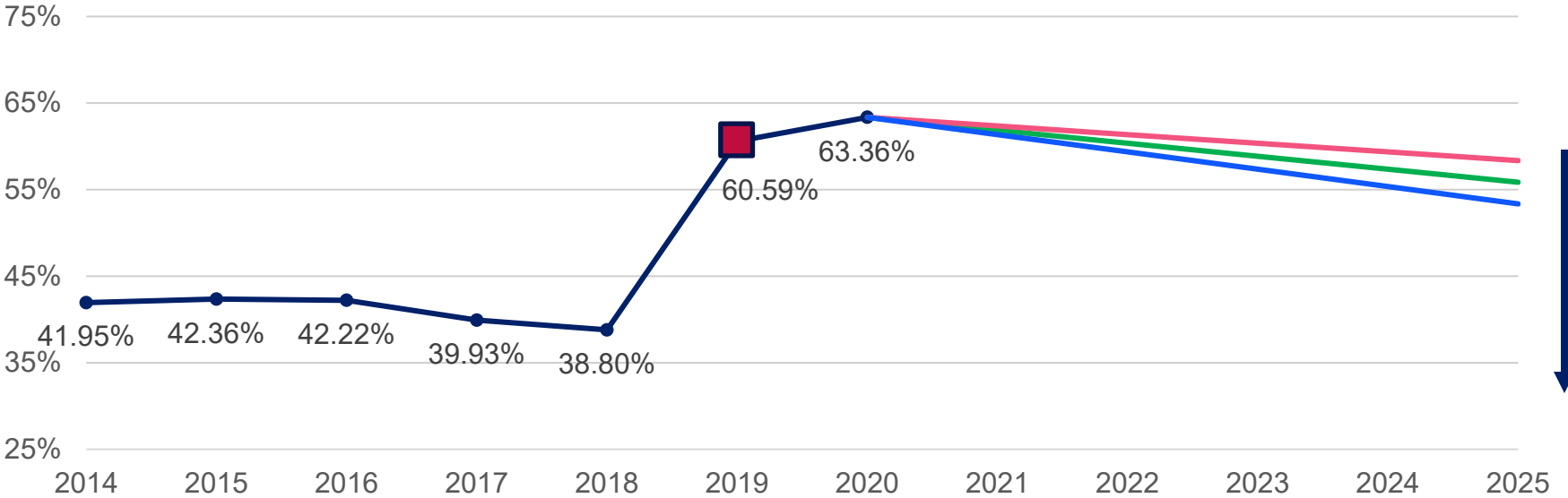


Indicator 6B: Target Setting

Attending Separate Classes, Separate Schools, or Residential Facility

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	63.36%	61.36%	59.36%	57.36%	55.36%	53.36%	-2.00%
Target 2	63.36%	61.86%	60.36%	58.86%	57.36%	55.86%	-1.50%
Target 3	63.36%	62.36%	61.36%	60.36%	59.36%	58.36%	-1.00%

■ Baseline: 60.59% (2019) – Will remain the baseline due to kindergarten students leaving the calculation in 2019.

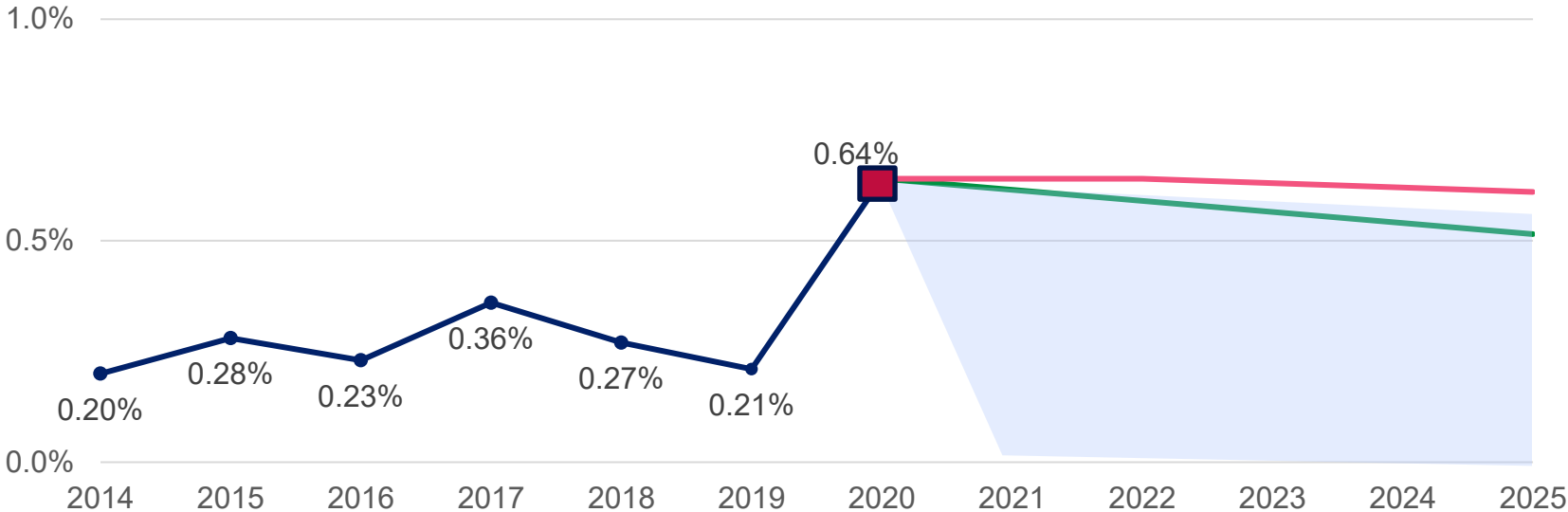


Indicator 6C: Target Setting

Receiving Services in the Home

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	0.64%	0-0.60%	0-0.60%	0-0.60%	0-0.60%	0-0.60%	Range
Target 2	0.64%	0.62%	0.59%	0.57%	0.54%	0.52%	-0.02%
Target 3	0.64%	0.64%	0.64%	0.63%	0.62%	0.61%	-0.01%

■ Baseline: Will set at for 2020 due to it being a new calculation.



State Performance Plan Indicators

Next: Indicator 7

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in Identification	0%
10. Disproportionality in Identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set



Indicator 7: Preschool Outcomes

Introduction

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- Use of appropriate behaviors to meet their needs

Indicator 7: Preschool Outcomes Introduction (Continued)

Summary Statement 1

Of those children who entered or exited the program below age expectations in an outcome, the percent **who substantially increased their rate of growth** by the time they turned 6 years of age or exited the program.

Summary Statement 2

The percent of preschool children **who were functioning within age expectations** in an outcome by the time they turned 6 years of age or exited the program.

Indicator 7: Data Source

- Arizona is currently using Teaching Strategies Gold (TSG) to calculate outcomes from portfolios that are submitted by public education agencies (PEAs)
- Children's performance scores are determined upon entry into the special education preschool program and exit from the program or when the child turns six
- May adopt additional assessment measures
 - Setting baselines and targets on current data
 - Revise baselines and targets in the future as needed

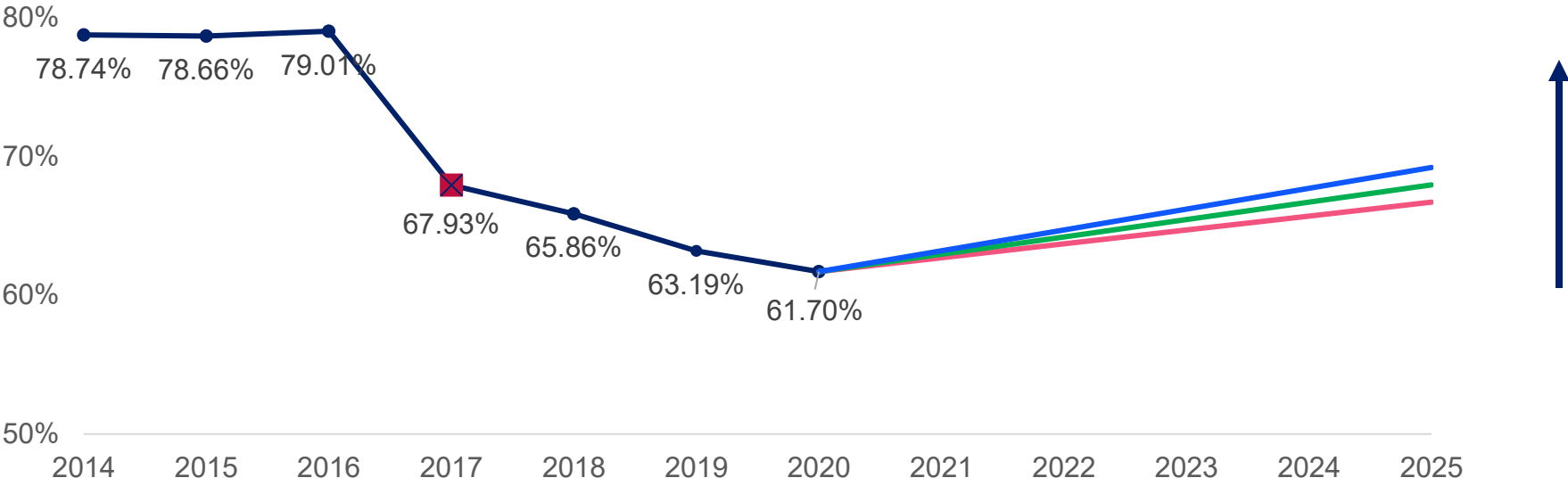
Indicator 7A: Baseline/Target Setting

Positive Social-Emotional Skills (Including Social Relationships)

Substantially Increased Rate of Growth

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	61.70%	63.20%	64.70%	66.20%	67.70%	69.20%	+1.50%
Target 2	61.70%	62.95%	64.20%	65.45%	66.70%	67.95%	+1.25%
Target 3	61.70%	62.70%	63.70%	64.70%	65.70%	66.70%	+1.00%

■ Baseline: 67.93% (2017)



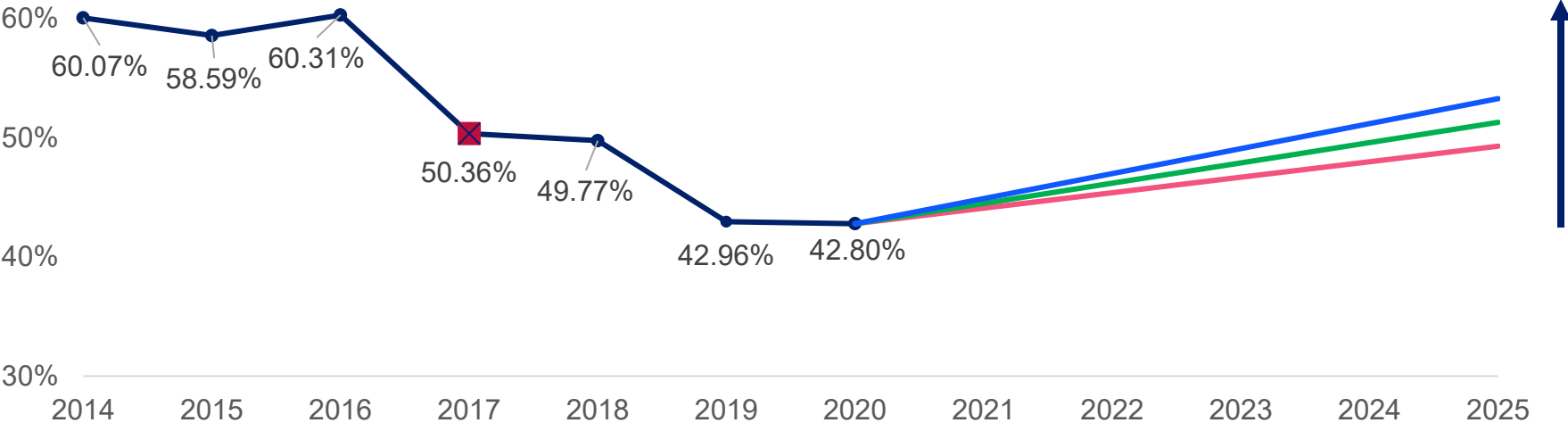
Indicator 7A: Baseline/Target Setting

Positive Social-Emotional Skills (Including Social Relationships)

Functioning within Age Expectations

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	42.80%	44.90%	47.00%	49.10%	51.20%	53.30%	+2.10%
Target 2	42.80%	44.50%	46.20%	47.90%	49.60%	51.30%	+1.70%
Target 3	42.80%	44.10%	45.40%	46.70%	48.00%	49.30%	+1.30%

■ Baseline: 50.36% (2017)



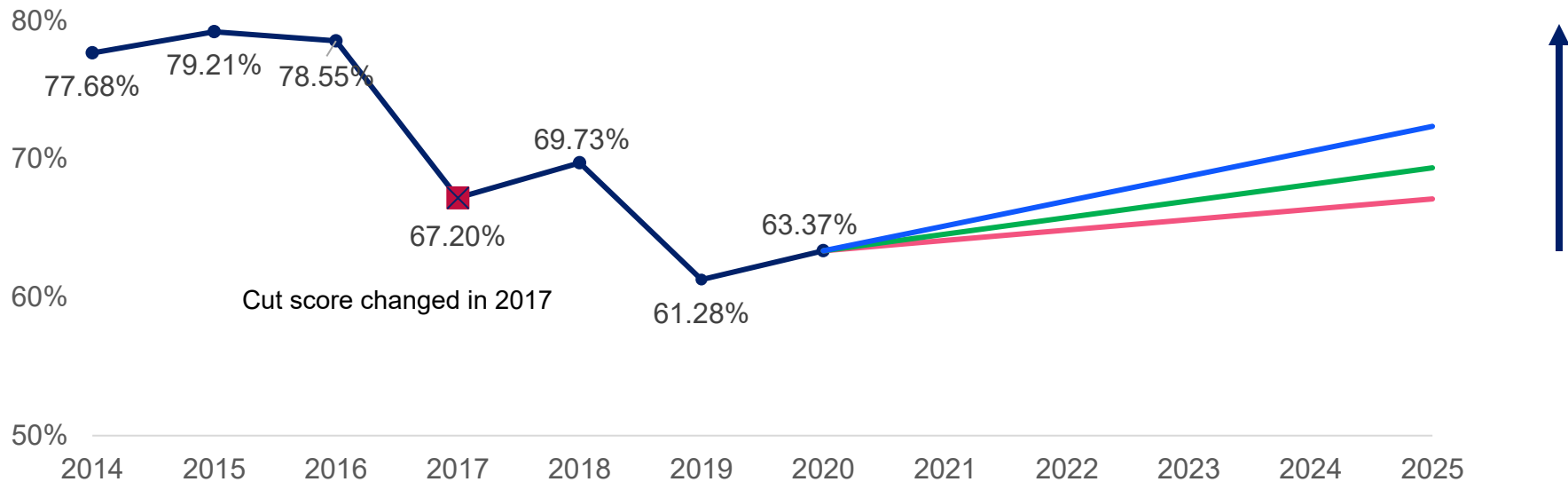
Indicator 7B: Baseline/Target Setting

Acquisition and Use of Knowledge and Skills (Including Early Language/ Communication and Early Literacy)

Substantially Increased Rate of Growth

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	63.37%	65.17%	66.97%	68.77%	70.57%	72.37%	+1.80%
Target 2	63.37%	64.57%	65.77%	66.97%	68.17%	69.37%	+1.20%
Target 3	63.37%	64.12%	64.87%	65.62%	66.37%	67.12%	+0.75%

■ Baseline: 67.20% (2017)



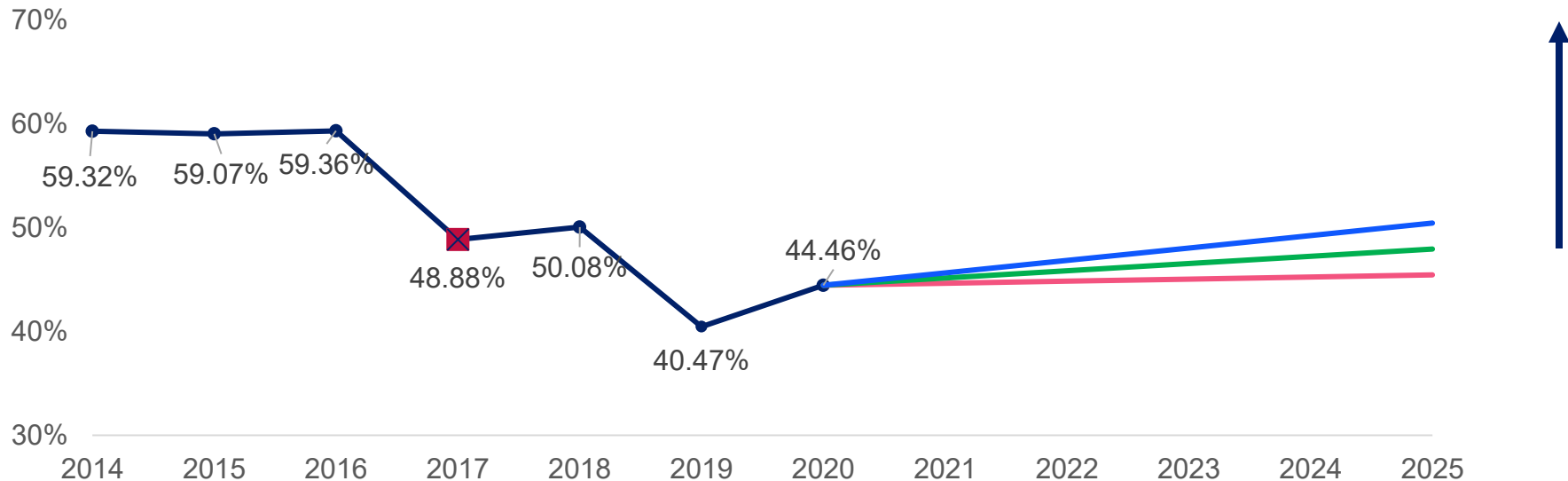
Indicator 7B: Baseline/Target Setting

Acquisition and Use of Knowledge and Skills (Including Early Language/ Communication and Early Literacy)

Functioning within Age Expectations

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	44.46%	45.66%	46.86%	48.06%	49.26%	50.46%	+1.20%
Target 2	44.46%	45.16%	45.86%	46.56%	47.26%	47.96%	+0.70%
Target 3	44.46%	44.66%	44.86%	45.06%	45.26%	45.46%	+0.20%

■ Baseline: 48.88% (2017)



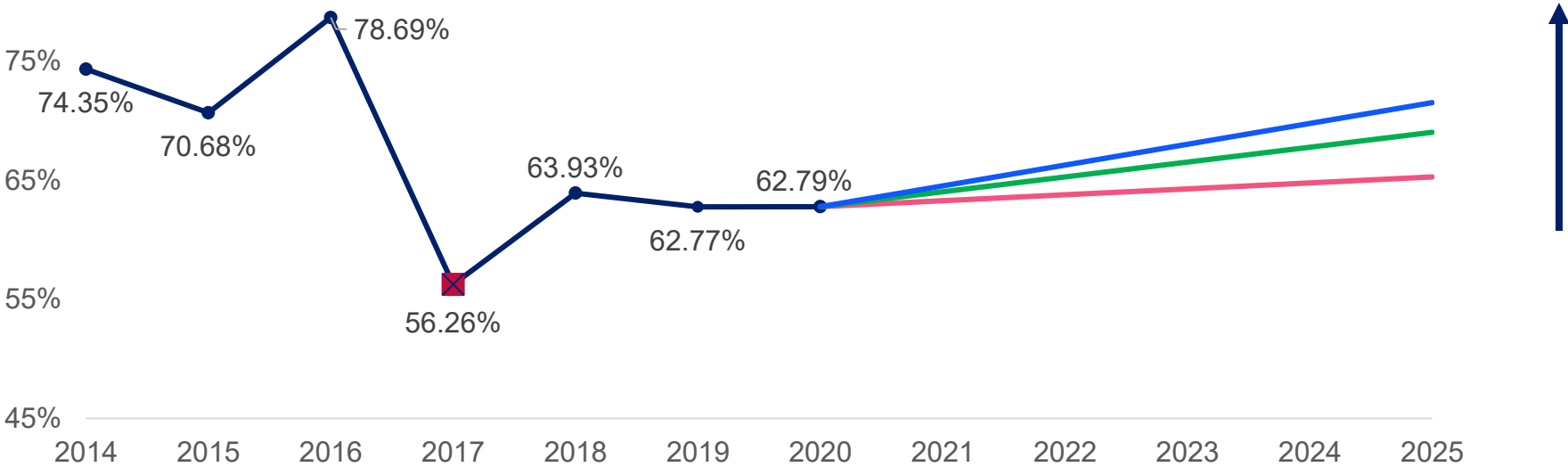
Indicator 7C: Baseline/Target Setting

Use of Appropriate Behavior to Meet their Needs

Substantially Increased Rate of Growth

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	62.79%	64.54%	66.29%	68.04%	69.79%	71.54%	+1.75%
Target 2	62.79%	64.04%	65.29%	66.54%	67.79%	69.04%	+1.25%
Target 3	62.79%	63.29%	63.79%	64.29%	64.79%	65.29%	+0.50%

■ Baseline: 56.26% (2017)



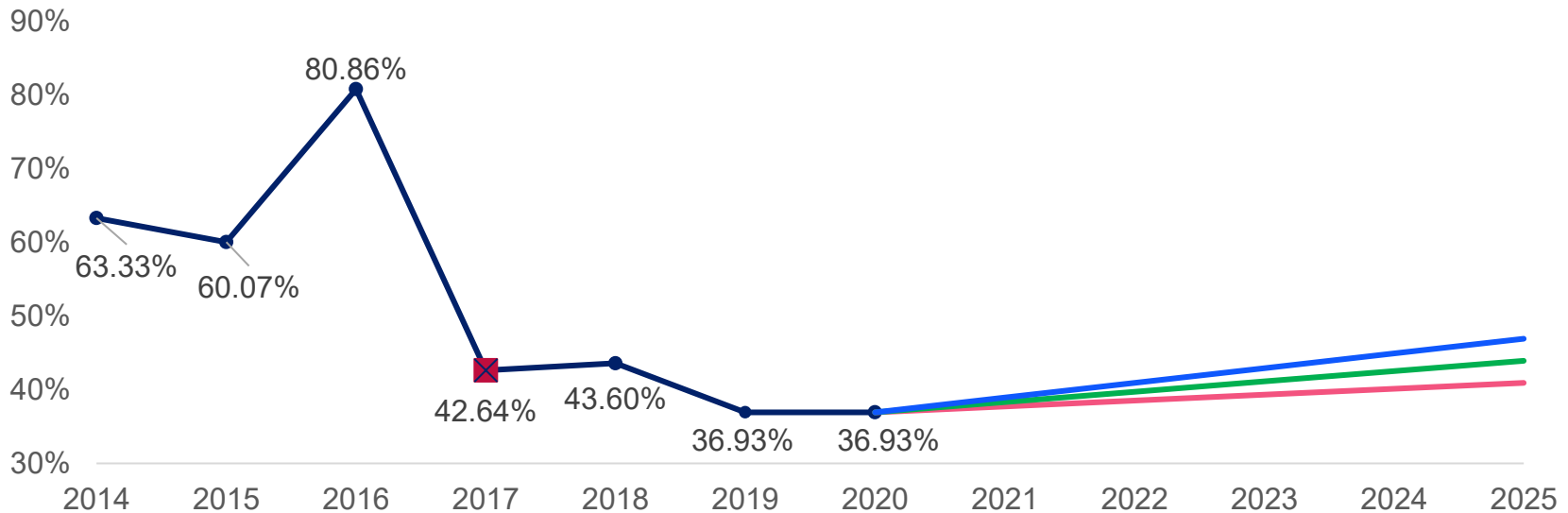
Indicator 7C: Baseline/Target Setting

Use of Appropriate Behavior to Meet their Needs

Functioning within Age Expectations

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	36.93%	38.93%	40.93%	42.93%	44.93%	46.93%	+2.00%
Target 2	36.93%	38.33%	39.73%	41.13%	42.53%	43.93%	+1.40%
Target 3	36.93%	37.73%	38.53%	39.33%	40.13%	40.93%	+0.80%

■ Baseline: 42.64% (2017)



State Performance Plan Indicators

Next: Indicator 8

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in Identification	0%
10. Disproportionality in Identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set

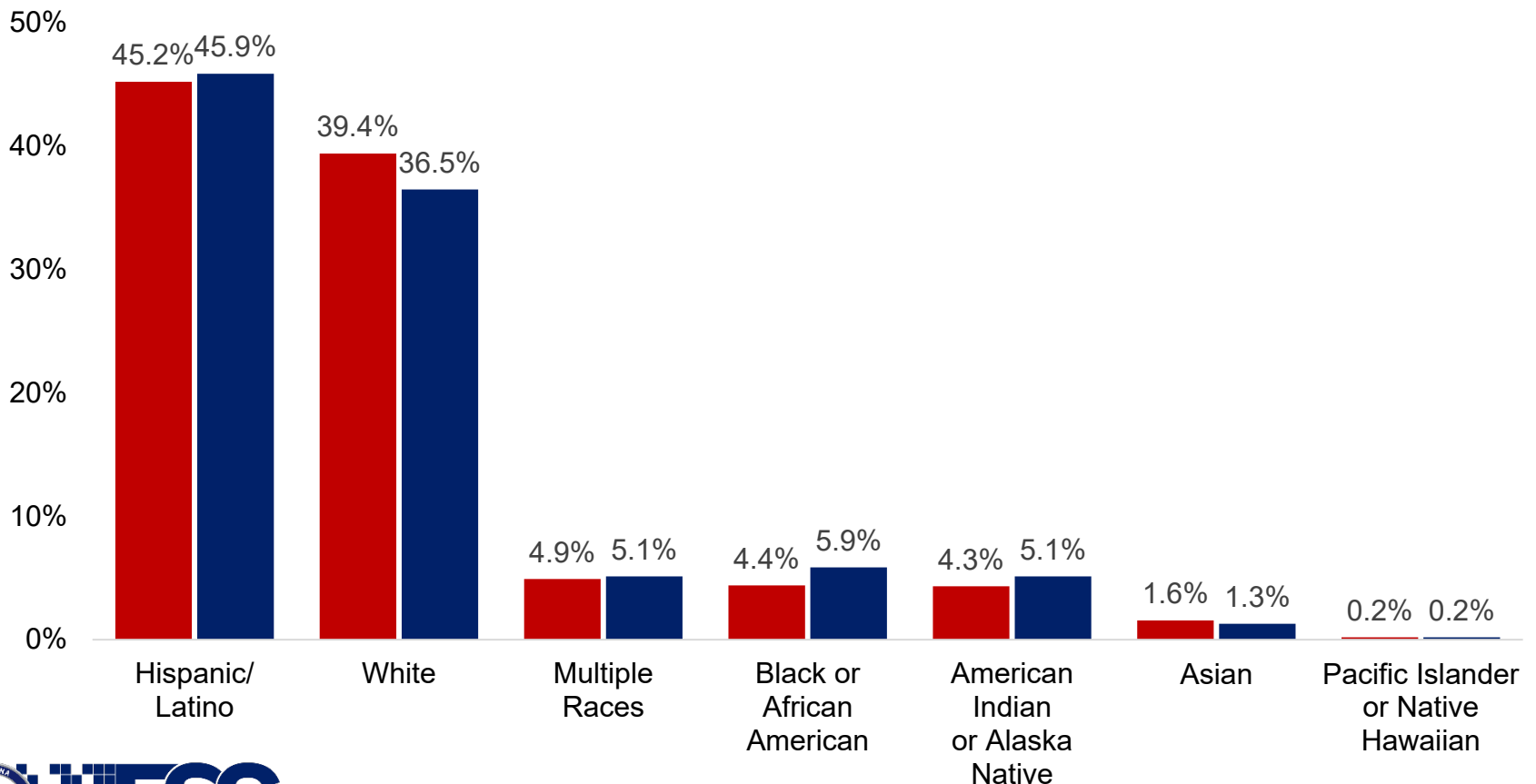


Indicator 8: Introduction

- Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities
- Data Source: Annual parent survey

Indicator 8: Responses by Race/Ethnicity

	HL	W	MU	BL	AM	AS	PI
Responded %	45.2%	39.4%	4.9%	4.4%	4.3%	1.6%	0.2%
Population %	45.9%	36.5%	5.1%	5.9%	5.1%	1.3%	0.2%



Indicator 8: Results

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



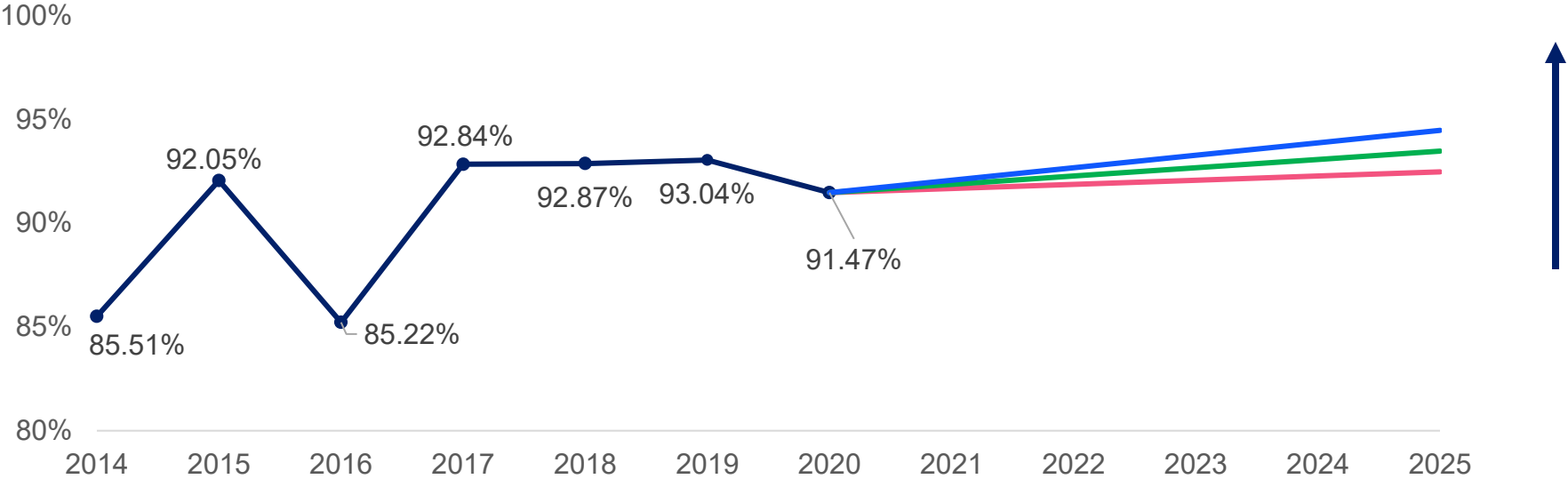
■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

Indicator 8: Baseline/Target Setting

Parent Involvement

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	91.47%	92.07%	92.67%	93.27%	93.87%	94.47%	+0.60%
Target 2	91.47%	91.87%	92.27%	92.67%	93.07%	93.47%	+0.40%
Target 3	91.47%	91.67%	91.87%	92.07%	92.27%	92.47%	+0.20%

■ Baseline: 44.90% (2005)



State Performance Plan Indicators

Next: Indicator 14

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in Identification	0%
10. Disproportionality in Identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set



Indicator 14: Introduction and Data Source

Definition of Engagement:

- Higher Education
- Competitive Employment
- Some other education or training
- Some other employment

Data Source: PSO Survey takes place 1 year after youth exits high school

Hierarchy of Categories of Engagement

Former students
are only counted
once in PSO data.

Higher Education

Competitive Employment

Other Postsecondary Education/Training

Other Employment

Categories of Engagement

Category	Definition
Higher Education	<ul style="list-style-type: none"> • Enrolled full- or part-time • Community College (2-year program) • College/University (4- or more year program) • 1 complete term
Competitive Employment	<ul style="list-style-type: none"> • Average 20 hours a week • 90 days (cumulative) since leaving high school • Includes military employment • Worked for pay at or above the minimum wage while earning customary pay rate • Setting with others who are non-disabled where interaction is at a level comparable to co-workers without disabilities who perform the same job description • Available benefits and opportunities for advancement as those without disabilities
Other Postsecondary Education or Training	<ul style="list-style-type: none"> • Enrolled full- or part-time • Education or training program (e.g., adult education, a vocational-technical school that is less than a 2-year program) • 1 complete term
Other Employment	<ul style="list-style-type: none"> • Worked for pay or been self-employed • 90 days at any time since leaving high school • Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.)

PSO Survey Questions

- Survey is given June 1–September 30 every year
- 15 questions with skip logic
- Three sections
 - Postsecondary Education/Training
 - Employment
 - Optional COVID-19 question

Postsecondary Education/ Training

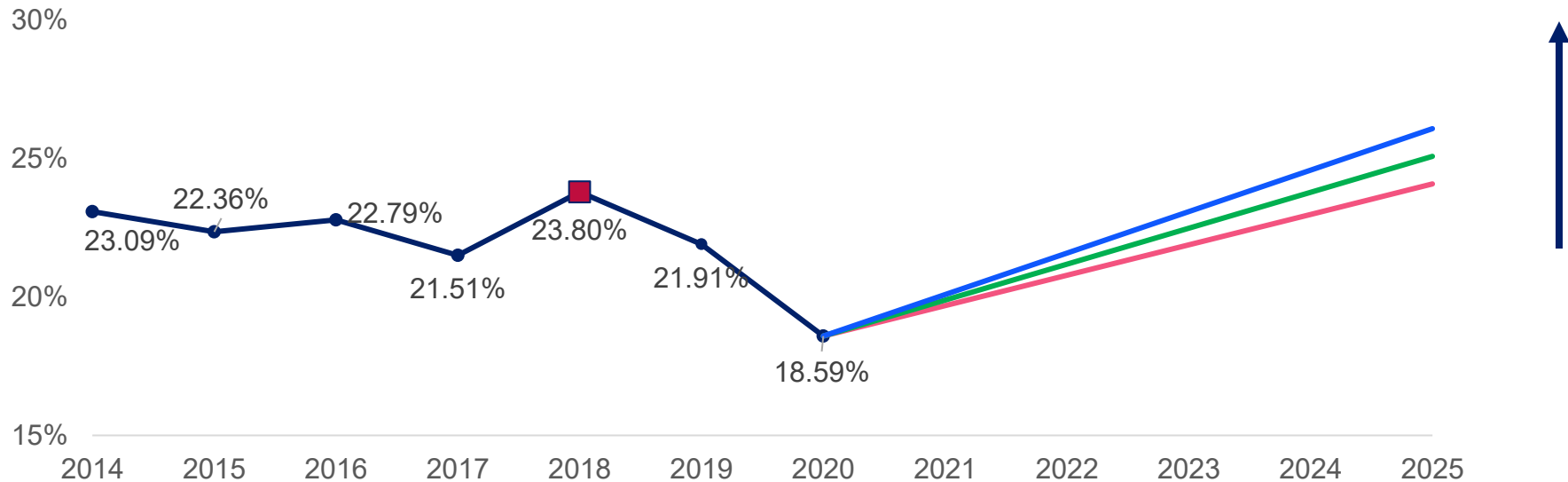
1. In the 12 months after leaving high school, were you ever enrolled in any type of school, job training, or education program?
 - No ➡ Go to question 4
 - Yes ➡ Go to questions 2 & 3
 - No Answer
2. Did you complete an entire term? [NOTE: Term is individualized to the institution. This can be any complete term including quarter, semester, intersession, summer, or online. This could be an entire course.]
 - No
 - Yes
 - No Answer
3. Describe the kind of school or job training program in which you were enrolled. [NOTE: Military service is considered employment.] (CHECK ONE OPTION)
 - High school completion program (e.g., Adult Basic Education, GED)
 - Short-term education or employment training program (e.g., WIOA Programs, Job Corps)
 - Vocational, technical, trade school
 - 2- or 4-year college or university
 - Religious or church sponsored mission.
 - Other (Specify): _____
 - No Answer

Indicator 14A: Baseline/Target Setting

Higher Education

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	18.59%	20.09%	21.59%	23.09%	24.59%	26.09%	+1.50%
Target 2	18.59%	19.89%	21.19%	22.49%	23.79%	25.09%	+1.30%
Target 3	18.59%	19.69%	20.79%	21.89%	22.99%	24.09%	+1.10%

■ Baseline: 23.80% (2018)

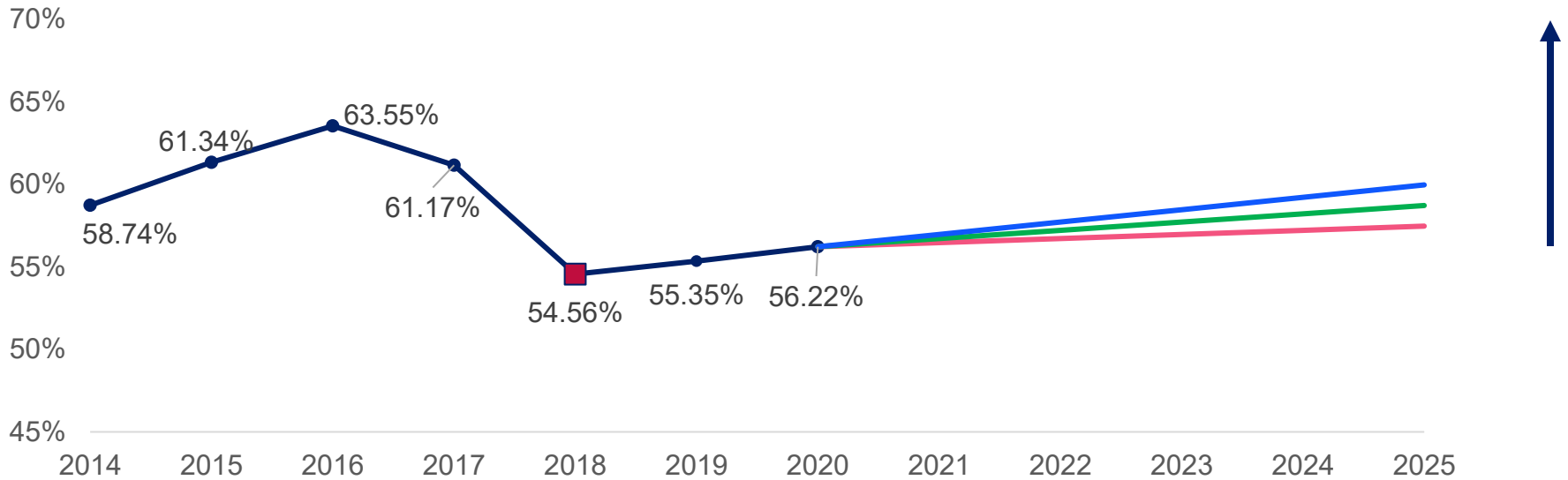


Indicator 14B: Baseline/Target Setting

Competitively Employed + Higher Education

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	56.22%	56.97%	57.72%	58.47%	59.22%	59.97%	+0.75%
Target 2	56.22%	56.72%	57.22%	57.72%	58.22%	58.72%	+0.50%
Target 3	56.22%	56.47%	56.72%	56.97%	57.22%	57.47%	+0.25%

■ Baseline: 54.56% (2018)

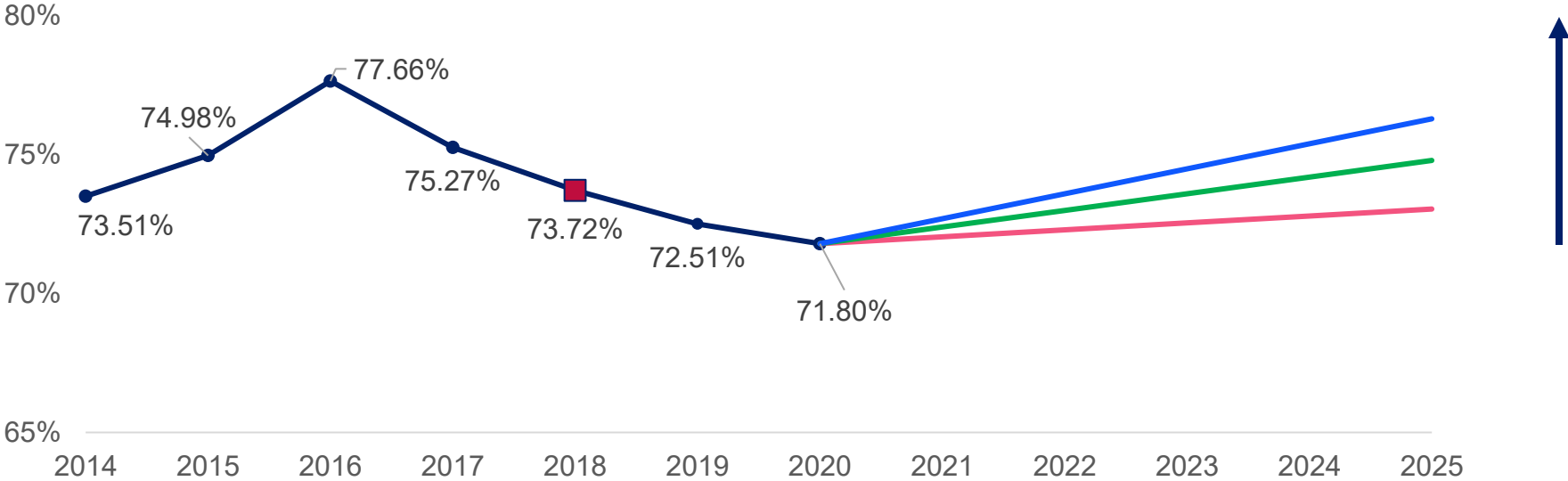


Indicator 14C: Baseline/Target Setting

Other Postsecondary Education/ Training Program /Other
Employment + Competitively Employed + Higher Education

	2020	2021	2022	2023	2024	2025	Avg. %/Yr.
Target 1	71.80%	72.70%	73.60%	74.50%	75.40%	76.30%	+0.90%
Target 2	71.80%	72.40%	73.00%	73.60%	74.20%	74.80%	+0.60%
Target 3	71.80%	72.05%	72.30%	72.55%	72.80%	73.05%	+0.25%

■ Baseline: 73.72% (2018)



State Performance Plan Indicators

Next:
Indicators 15
and 16

Indicators	Targets
1. Graduation	Need to Set
2. Dropout	Need to Set
3. State Assessment Participation and Proficiency	Need to Set
4. Discipline Removal Rates (A: all IEP, B: by Race/Ethnicity)	4A) 0% 4B) 0%
5. School-age Educational Environments	Need to Set
6. Preschool Educational Environments	Need to Set
7. Early Childhood Outcomes	Need to Set
8. Parent Involvement	Need to Set
9. Disproportionality in Identification	0%
10. Disproportionality in Identification by Race/Ethnicity	0%
11. Child Find: Initial Evaluations	100%
12. Preschool Transition: Part C to Part B	100%
13. Secondary Transition	100%
14. Post School Outcomes	Need to Set
15. Resolution	Need to Set
16. Mediation	Need to Set
17. State Systemic Improvement Plan	Need to Set



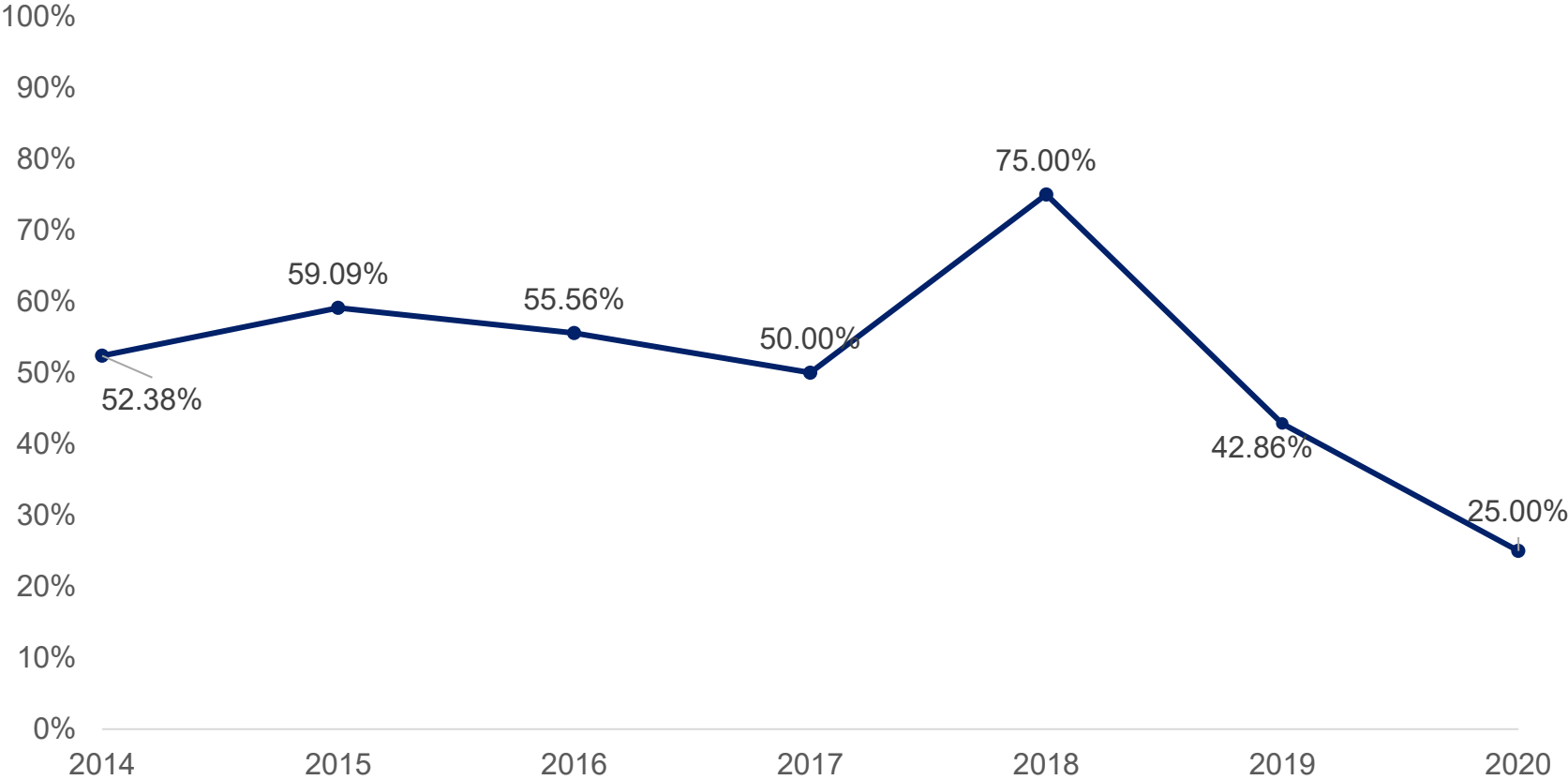
Indicators 15 and 16: Introduction

- Indicator 15: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (20 U.S.C. 1416(a)(3)(B))
- Indicator 16: Percent of mediations held that resulted in mediation agreements (20 U.S.C. 1416(a)(3)(B))
- Data Source: Data is collected on an ongoing basis, utilizing our internal data collection system that tracks and logs all DP and mediation activity.

Indicator 15: Baseline/Target Setting

Resolution Sessions

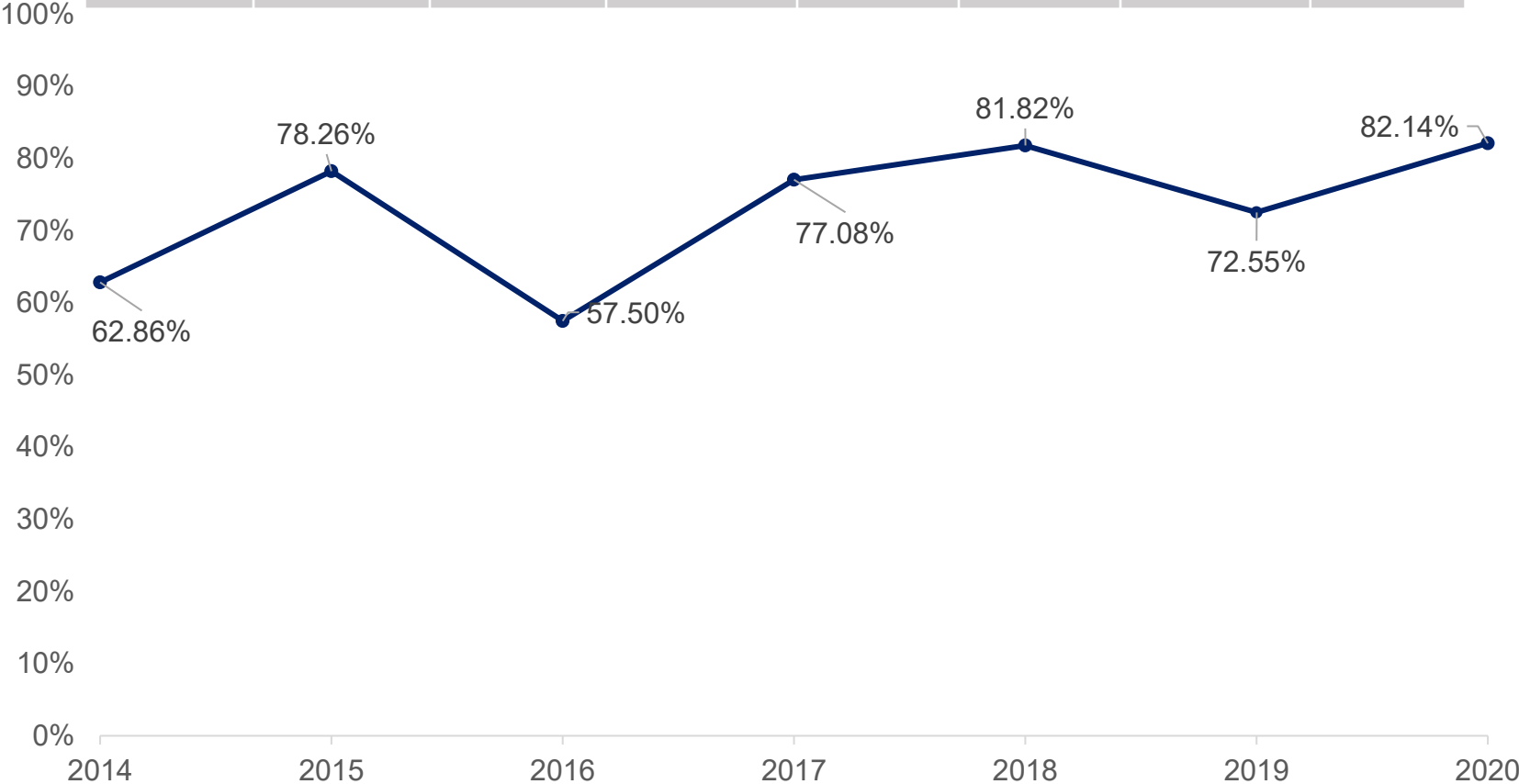
	2014	2015	2016	2017	2018	2019	2020
Data	52.38%	59.09%	55.56%	50.00%	75.00%	42.86%	25.00%



Indicator 16: Baseline/Target Setting

Mediation Sessions

	2014	2015	2016	2017	2018	2019	2020
Data	62.86%	78.26%	57.50%	77.08%	81.82%	72.55%	84.14%



Indicator 4A Survey Results: Baseline

Suspension/Expulsion

41.7% of SEAP members voted to have the baseline set at 19.44%.

Indicator 4A: Results (2 of 2)

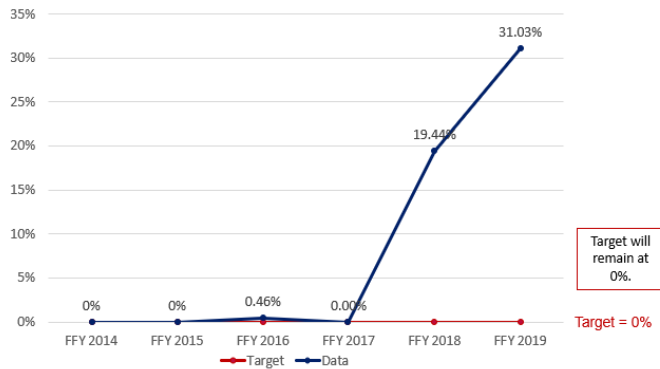
	FFY 2014	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019
Target	0%	0%	0%	0%	0%	0%
Data	0%	0%	0.46%	0%	19.44%	31.03%

Baseline used was FFY 2016 at 0.46%

Create New Baseline?

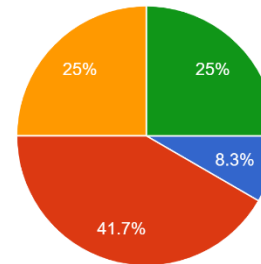
31.03%
19.44%
0%

Keep baseline at 0.46%



What would be an appropriate new baseline for Indicator 4A?

12 responses



- 31.03%
- 19.44%
- 0%
- Keep the same baseline of 0.46%.

Indicator 11 Survey Results: Baseline

Child Find

41.7% of SEAP members voted to have the baseline set at 97.64%.

Indicator 11: Results

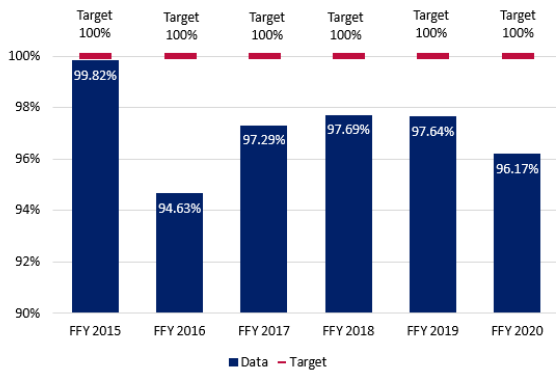
	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Target	100%	100%	100%	100%	100%	100%
Data	99.82%	94.63%	97.29	97.69%	97.64%	96.17%

Baseline used was FFY 2005 at 86%

Proposed New Baseline:

96.17%
97.64%
99.82%

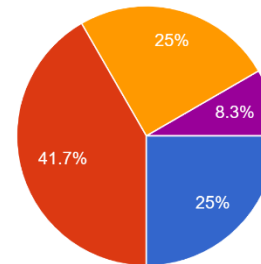
Keep baseline at 86%



Target will remain at 100%.

What would be an appropriate new baseline for Indicator 11?

12 responses



- 96.17%
- 97.64%
- 99.82%
- Keep the baseline at 86%.
- 100%

Indicator 12 Survey Results: Baseline

Early Childhood Transition

33.3% of SEAP members tied between two votes of having the baseline set at 97.29% or 99.27%.

Indicator 12: Results

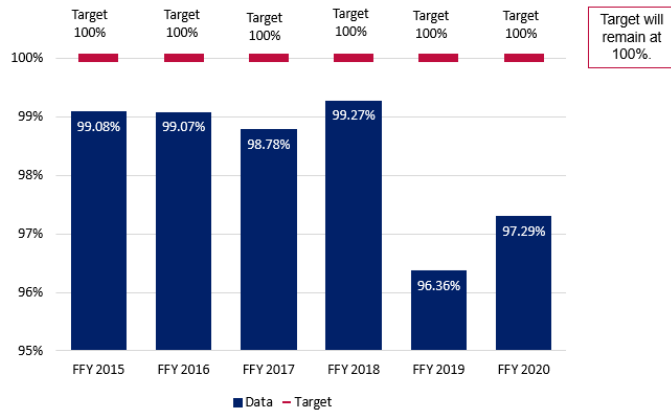
	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Target	100%	100%	100%	100%	100%	100%
Data	99.08%	99.07%	98.78%	99.27%	96.36%	97.29%

Baseline used was FFY 2005 at 63.61%

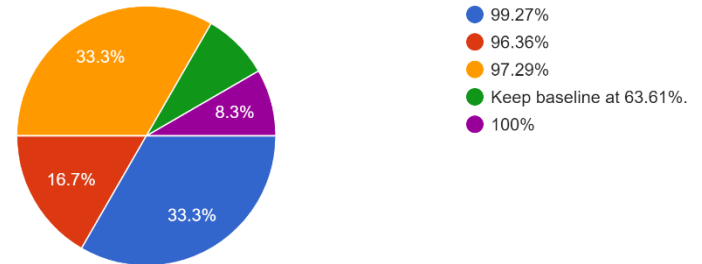
Proposed New Baseline:

99.27%
96.36%
97.29%

Keep baseline at 63.61%



What would be an appropriate new baseline for indicator 12?
12 responses



Indicator 13 Survey Results: Baseline

Secondary Transition

58.3% of SEAP members voted to keep the baseline set at 90%.

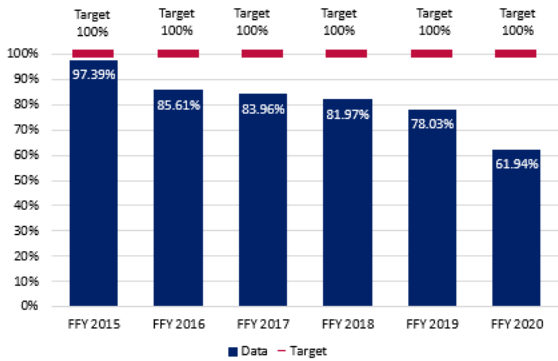
Indicator 13: Results

	FFY 2015	FFY 2016	FFY 2017	FFY 2018	FFY 2019	FFY 2020
Target	100%	100%	100%	100%	100%	100%
Data	97.39%	85.61%	83.96%	81.97%	78.93%	61.94%

Baseline used was FFY 2009 at 90%

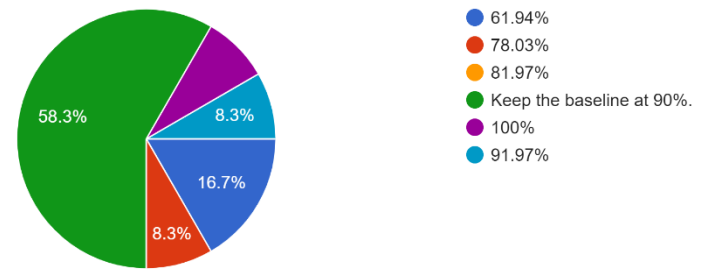
New Baseline?
61.94%
78.03%
81.97%

Keep baseline at 90%



Target will remain at 100%.

What would be an appropriate new baseline for indicator 13?
12 responses





Contact Us

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