

Indicator Target Setting for the FFY 2020 State Performance Plan and Annual Performance Report

Stakeholder Feedback Results

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Introduction

What is the SPP/APR?

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 (OSEP). The SPP/APR includes indicators that measure child and family outcomes as well as other indicators that measure compliance with the requirements of the Individuals with Disabilities Education Act (IDEA). Every six years, states are tasked with reexamining their previous targets on these indicators. The Arizona Department of Education/Exceptional Student Services (ADE/ESS) took the opportunity this year to gather feedback from a broad set of stakeholders on its proposed SPP/APR targets for the next six-year cycle.

The current six-year cycle spans federal fiscal year (FFY) 2020 to FFY 2025. The information in the following sections use FFY rather than a standard fiscal year. For example, data from FFY 2020 represents data from the 2020–2021 school year. Federal reporting requires FFY when submitting and reporting on information. This classification is forward facing, compared to using to the standard fiscal year.

Gathering Stakeholder Feedback for Targets

Beginning in September 2021, ADE/ESS initiated a series of stakeholder meetings to establish new targets. These meetings were held virtually over a four-month period to maximize participation and were designed to engage stakeholders from various backgrounds. At the close of each meeting, stakeholders were given an opportunity to vote on proposed targets via an online survey as well as to give feedback on improvement strategies related to each indicator. A total of 213 stakeholders, representing a variety of races/ethnicities, completed the online surveys. This diverse set of stakeholders identified their primary roles as individuals with a disability, community members, special education professionals, representatives from public education agencies (PEA), parent/guardians, or vocational/business professionals. ADE/ESS compiled the survey data and conducted an internal review of the feedback to make final target determinations.

Indicators 1 and 2: Graduation and Dropout Rate

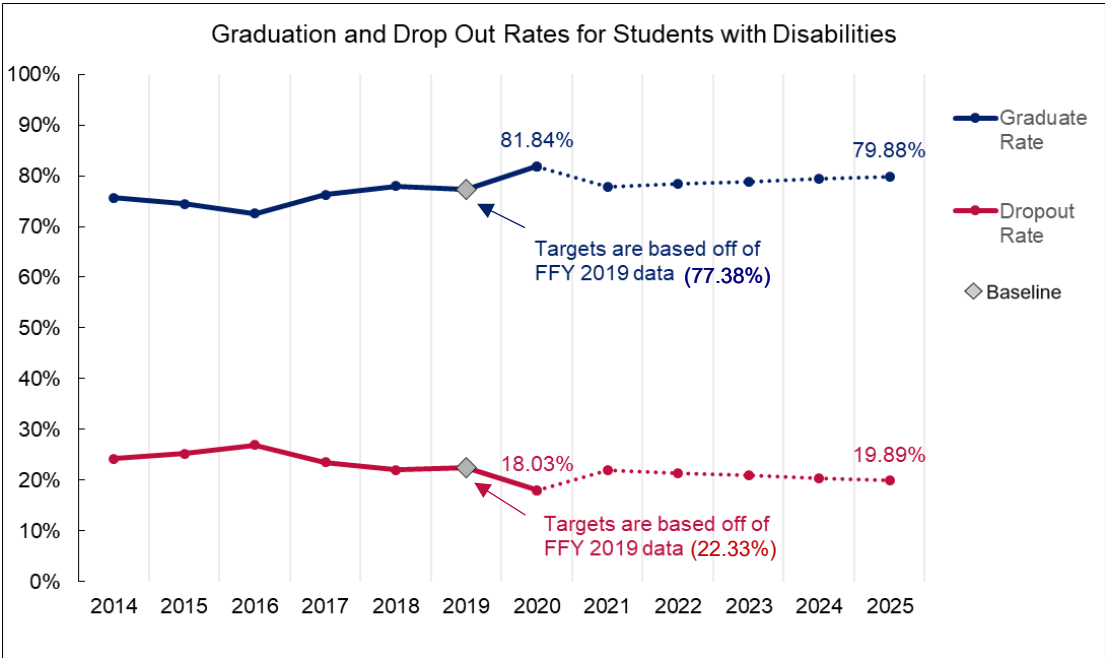
Indicator 1 and 2 Definitions

Indicator 1 measures the percent of youths with IEPs who graduated with a regular diploma.
 Indicator 2 measures the percent of youths with IEPs who dropped out.

Indicators 1 and 2 Target Setting Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 1, the proposed FFY 2025 target of 79.88% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.50% per year.
- For indicator 2, the proposed FFY 2025 target of 19.89% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average decrease of 0.50% per year.



Indicator 1 Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	75.66	74.42	72.52	76.27	77.94	77.38	81.84

Targets increase 0.50% per year.

Indicator 2 Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	24.19	25.25	26.91	23.52	21.99	22.33	18.03

Targets decrease 0.50% per year.

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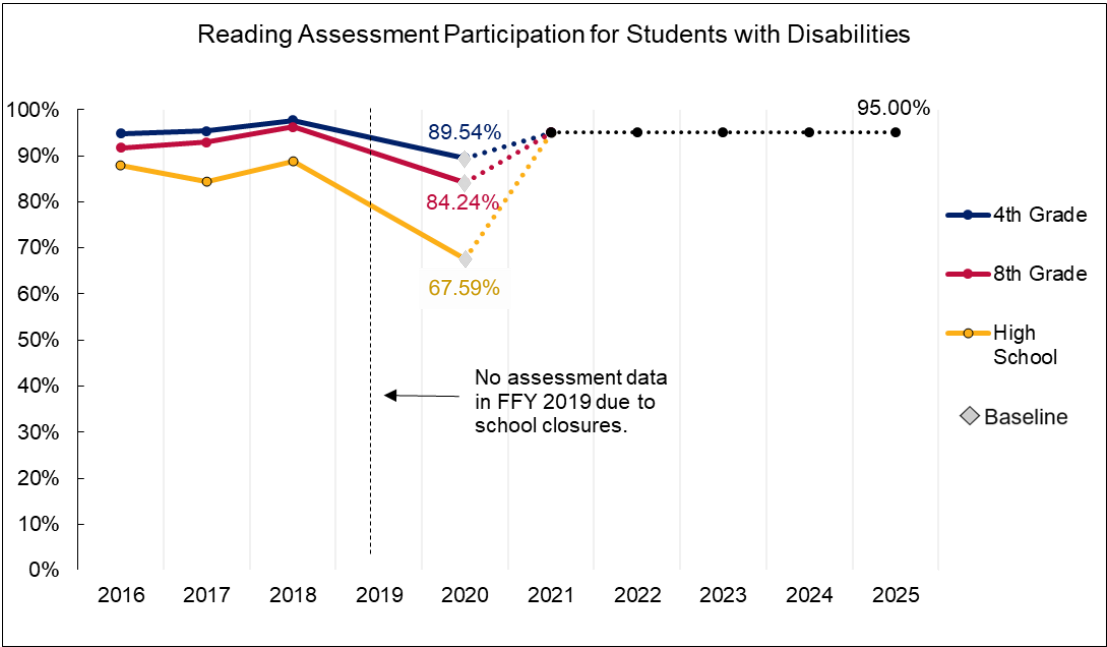
Indicator 3: Assessment

Indicator 3A (Reading) Definition

Indicator 3A measures the reading participation rate for students with IEPs within grades 4, 8, and high school.

Indicator 3A (Reading) Results

The Every Student Succeeds Act (ESSA) requires states to test at least 95% of all students in both reading and math; therefore, ADE/ESS did not seek stakeholder input on 3A targets.



Indicator 3A 4th Grade Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	94.77	95.40	97.65	N/A	89.54

Targets set at 95% every year.

Indicator 3A 8th Grade Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	91.69	92.95	96.92	N/A	84.24

Targets set at 95% every year.

Indicator 3A High School Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	87.84	84.87	88.89	N/A	67.59

Targets set at 95% every year.

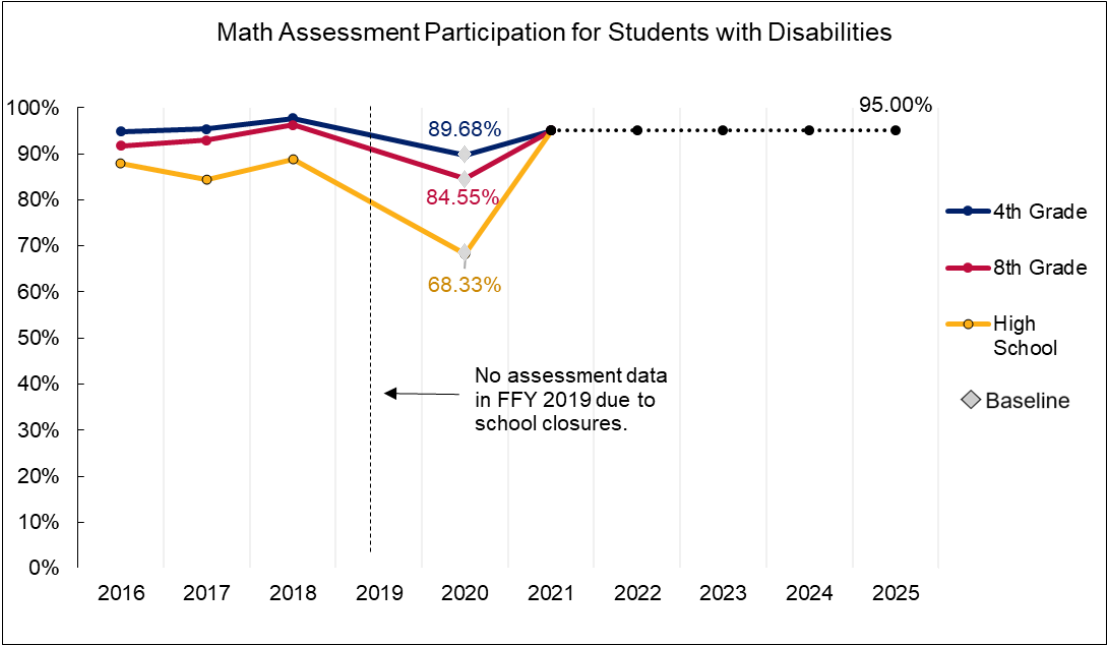
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Indicator 3A (Math) Definition

Indicator 3A measures the math participation rate for students with IEPs within grades 4, 8, and high school.

Indicator 3A (Math) Results

The Every Student Succeeds Act (ESSA) requires states to test at least 95% of all students in both reading and math; therefore, ADE/ESS did not seek stakeholder input on 3A targets.



Indicator 3A 4th Grade Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	94.77	95.40	97.65	N/A	89.68

Targets set at 95% every year.

Indicator 3A 8th Grade Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	91.69	92.95	96.22	N/A	84.55

Targets set at 95% every year.

Indicator 3A High School Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	87.84	84.47	88.89	N/A	68.33

Targets set at 95% every year.

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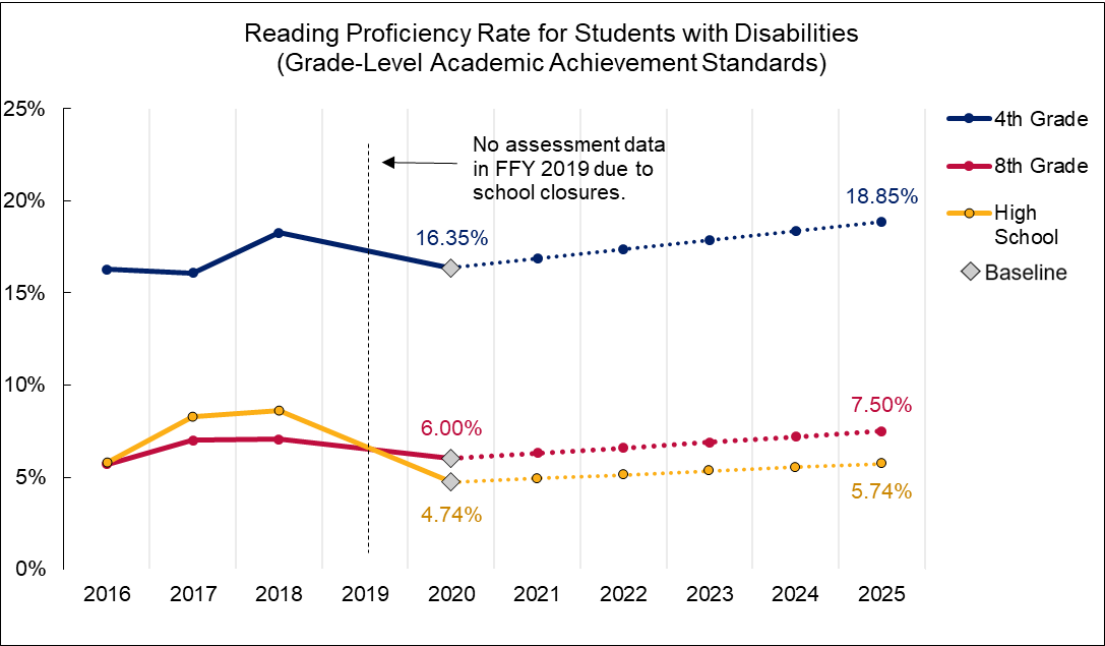
Indicator 3B (Reading) Definition

Indicator 3B (reading) measures the proficiency rate for students with IEPs against grade-level academic achievement standards in reading, calculated separately within grades 4, 8, and high school.

Indicator 3B (Reading) Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 3B 4th grade reading, the proposed FFY 2025 target of 18.85% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.50% per year.
- For indicator 3B 8th grade reading, the proposed FFY 2025 target of 7.50% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.30% per year.
- For indicator 3B high school reading, the proposed FFY 2025 target of 5.74% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.20% per year.



Indicator 3B 4th Grade Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	16.27	16.09	18.27	N/A	16.35

Targets increase 0.50% per year.

Indicator 3B 8th Grade Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	5.70	6.99	7.06	N/A	6.00

Targets increase 0.30% per year.

Indicator 3B High School Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	5.80	8.27	8.63	N/A	4.74

Targets increase 0.20% per year.

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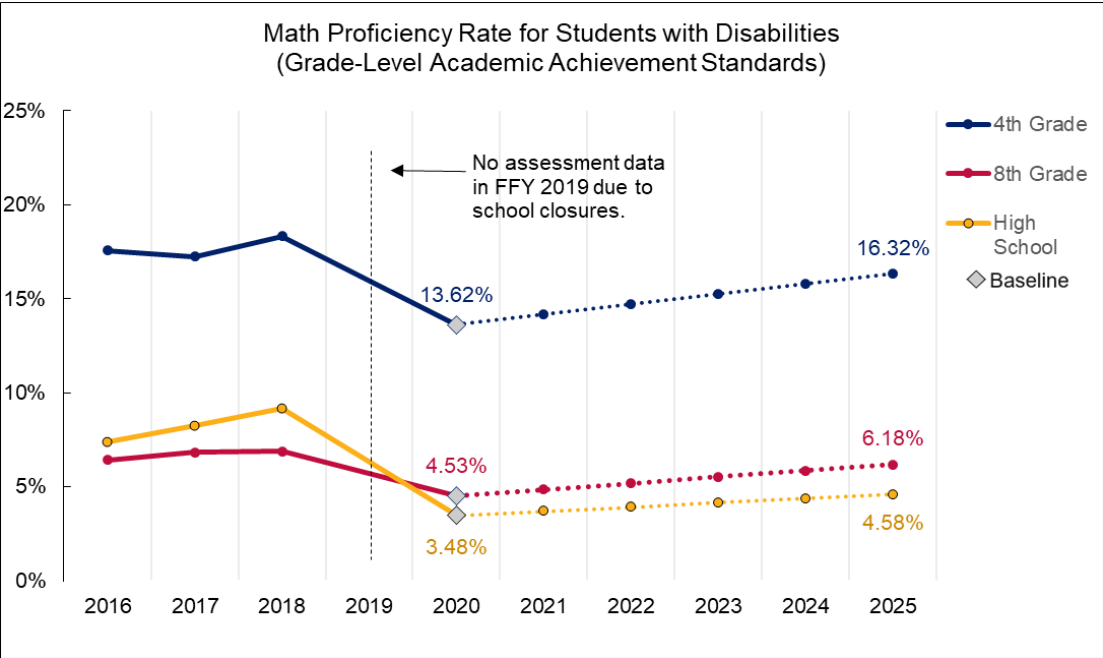
Indicator 3B (Math) Definition

Indicator 3B (math) measures the proficiency rate for students with IEPs against grade-level academic achievement standards in math, calculated separately within grades 4, 8, and high school.

Indicator 3B (Math) Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 3B 4th grade math, the proposed FFY 2025 targets of 14.97% and 16.32% tied for receiving the most votes. ADE/ESS chose 16.32% to encourage higher math achievement. This target results in an average increase of 0.54% per year.
- For indicator 3B 8th grade math, the proposed FFY 2025 target of 6.18% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.33% per year.
- For indicator 3B high school math, the proposed FFY 2025 target of 5.68% received the most votes; however, ADE/ESS chose a more conservative target due to the new high school test that will begin next year. ADE/ESS chose 4.58% as the target, which results an average increase of 0.22% per year.



Indicator 3B 4th Grade Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	17.58	17.23	18.32	N/A	13.62

Targets increase 0.54% per year.

Indicator 3B 8th Grade Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	6.42	6.83	6.89	N/A	4.53

Targets increase 0.33% per year.

Indicator 3B High School Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	7.37	8.25	9.16	N/A	3.48

Targets increase 0.22% per year.

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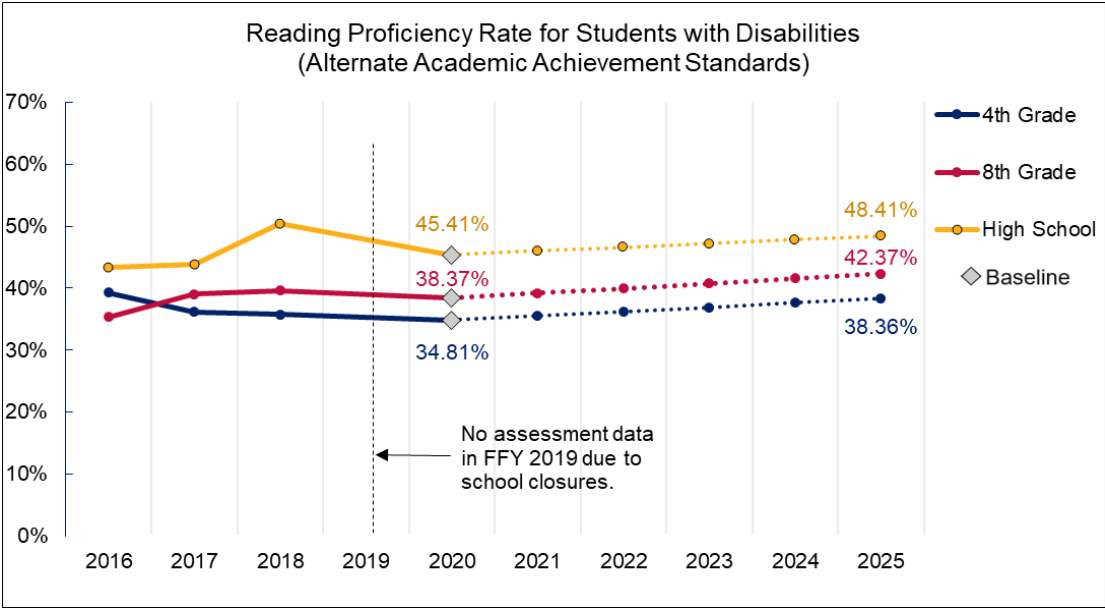
Indicator 3C (Reading) Definition

Indicator 3B (reading) measures the proficiency rate for students with IEPs against alternate academic achievement standards in reading, calculated separately within grades 4, 8, and high school.

Indicator 3C (Reading) Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 3C 4th grade reading, the proposed FFY 2025 target of 38.36% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.71% per year.
- For indicator 3C 8th grade reading, the proposed FFY 2025 target of 41.37% received the most votes; however, ADE/ESS chose a higher target of 42.37% to encourage greater math achievement. This target results in an average increase of 0.80% per year.
- For indicator 3C high school reading, the proposed FFY 2025 target of 48.41% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.60% per year.



Indicator 3C 4th Grade Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	39.30	36.20	35.75	N/A	34.81

Targets increase 0.71% per year.

Indicator 3C 8th Grade Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	35.35	39.04	39.61	N/A	38.37

Targets increase 0.80% per year.

Indicator 3C High School Reading Historical Data

FFY	2016	2017	2018	2019	2020
Data %	43.35	43.82	50.40	N/A	45.41

Targets increase 0.60% per year.

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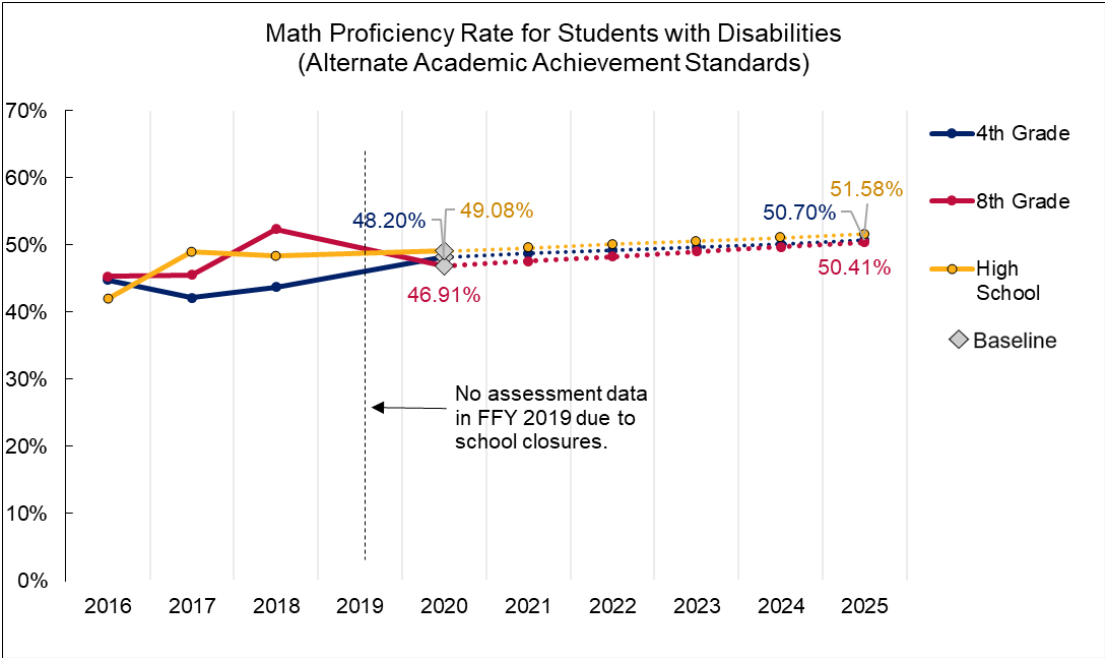
Indicator 3C (Math) Definition

Indicator 3B (reading) measures the proficiency rate for students with IEPs against alternate academic achievement standards in math, calculated separately within grades 4, 8, and high school.

Indicator 3C (Math) Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 3C 4th grade math, the proposed FFY 2025 target of 51.70% received the most votes. ADE/ESS chose a slightly lower, but still ambitious, target of 50.70%. This target projects the 4th grade group to be higher than they have been in at least the past 5 years. With this target, the average increase is 0.50% per year.
- For indicator 3C 8th grade math, the proposed FFY 2025 target of 49.41% received the most votes. ADE/ESS chose a slightly more ambitious target of 50.41% to encourage higher math achievement. With this target, the average increase is .70% per year.
- For indicator 3C high school math, the proposed FFY 2025 target of 51.58% received the most votes. ADE/ESS agreed with the stakeholder majority which results in an average increase of 0.60% per year.



Indicator 3C 4th Grade Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	44.78	42.16	43.72	N/A	48.20

Targets increase 0.50% per year.

Indicator 3C 8th Grade Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	45.36	45.58	52.39	N/A	46.91

Targets increase 0.70% per year.

Indicator 3C High School Math Historical Data

FFY	2016	2017	2018	2019	2020
Data %	42.02	48.95	48.40	N/A	49.08

Targets increase 0.50% per year.

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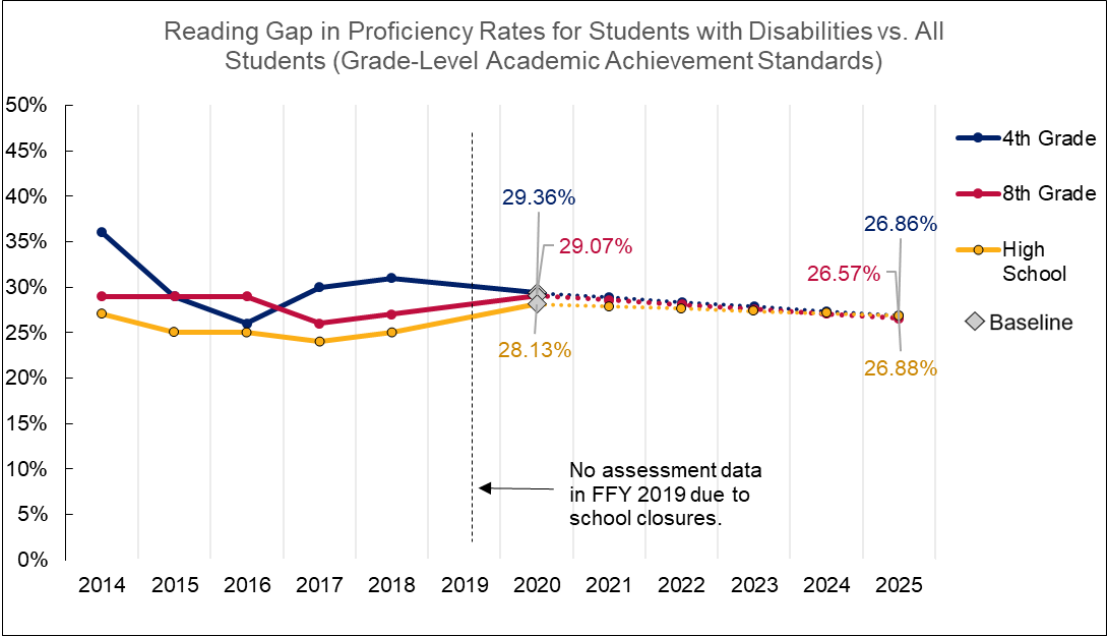
Indicator 3D (Reading) Definition

Indicator 3D (Reading) measures the gap in proficiency rates between students with IEPs and all students against grade-level academic achievement standards in reading within grades 4, 8, and high school.

Indicator 3D (Reading) Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 3D 4th grade reading, the proposed FFY 2025 target of 26.86% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average decrease of 0.50% per year.
- For indicator 3D 8th grade reading, the proposed FFY 2025 target of 24.07% and 27.82% tied in receiving the most. ADE/ESS chose the target between these two of 26.57%. With this target, the average decrease is 0.50% per year.
- For indicator 3D high school reading, the proposed FFY 2025 target of 23.13% and 26.88% tied in receiving the most votes. ADE/ESS chose 26.88% due to the new high school test beginning next year. With this target, the average decrease is 0.25% per year.



Indicator 3D 4th Grade Reading Proficiency Gap Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	36.00	29.00	26.00	30.00	31.00	N/A	29.36

Targets decrease 0.50% per year.

Indicator 3D 8th Grade Reading Proficiency Gap Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	29.00	29.00	29.00	26.00	27.00	N/A	29.07

Targets decrease 0.50% per year.

Indicator 3D High School Reading Proficiency Gap Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	27.00	25.00	25.00	24.00	25.00	N/A	28.13

Targets decrease 0.25% per year.

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Indicator 3D (Math) Definition

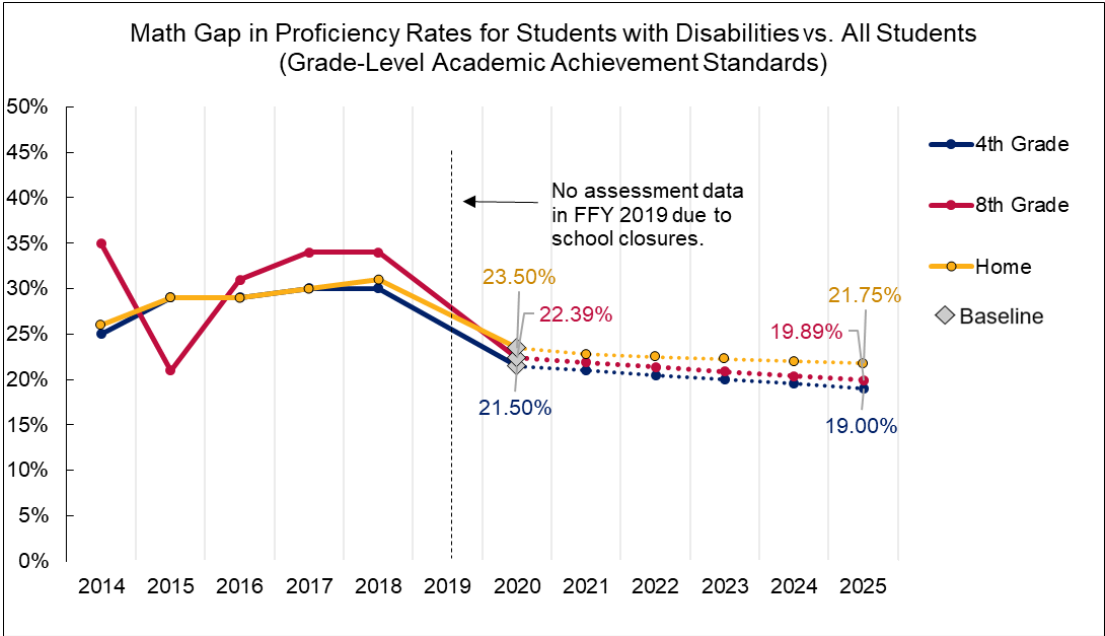
Indicator 3D (Math) measures the gap in proficiency rates between students with IEPs and all students against grade-level academic achievement standards in math within grades 4, 8, and high school.

Indicator 3D (Math) Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 3D 4th grade math, the proposed FFY 2025 target of 20.25% received the most votes. ADE/ESS chose 19.00% as the target to lessen the math proficiency gap between all students and students with IEPs. With this target, the average decrease is 0.50% per year.
- For indicator 3D 8th grade math, the proposed FFY 2025 target of 19.89% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average decrease of 0.50% per year.

- For indicator 3D high school math, the proposed FFY 2025 target of 21.75% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average decrease of 0.25% per year.



Indicator 3D 4th Grade Math Proficiency Gap Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	25.00	29.00	26.00	30.00	31.00	N/A	21.50

Targets decrease 0.50% per year.

Indicator 3D 8th Grade Math Proficiency Gap Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	35.00	21.00	31.00	34.00	34.00	N/A	22.39

Targets decrease 0.50% per year.

Indicator 3D 4th Grade Math Proficiency Gap Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	26.00	29.00	29.00	30.00	31.00	N/A	23.50

Targets decrease 0.25% per year.

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Indicator 5: Educational Environments (School-Age)

Indicator 5 Definition

Indicator 5 measures the percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

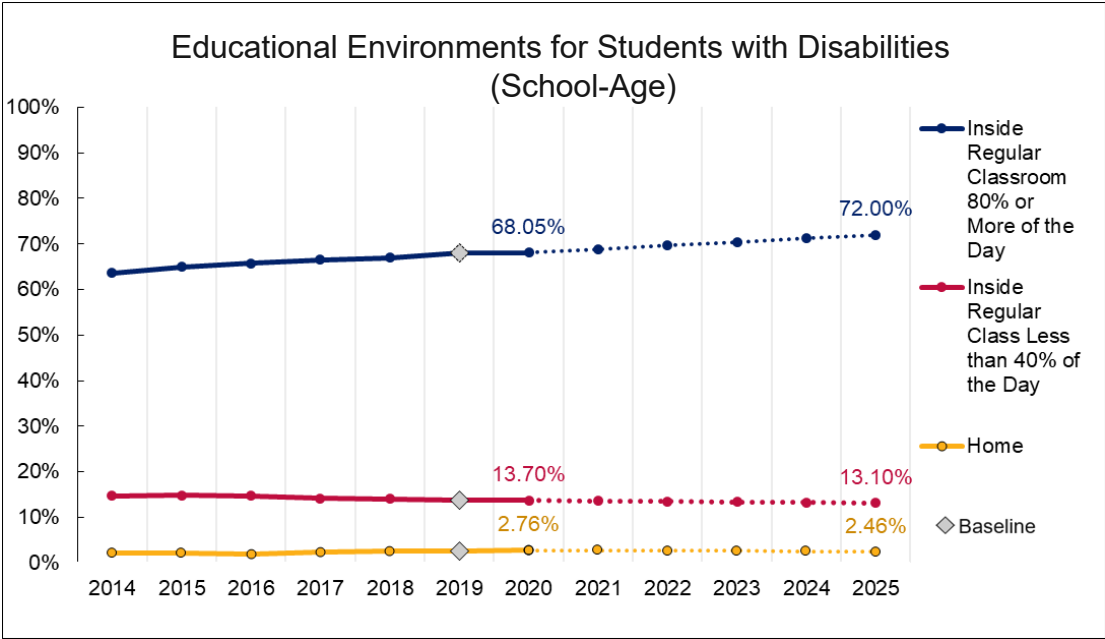
- Inside the regular class 80% or more of the day
- Inside the regular class less than 40% of the day or
- In separate schools, residential facilities, or homebound/hospital placements.

Indicator 5 Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 5A, the proposed FFY 2025 target of 70.90% received the most votes. ADE/ESS chose a more rigorous target of 72.00% to encourage more students in inclusive environments. With this target, the average increase is 0.79% per year.
- For indicator 5B, the proposed FFY 2025 target of 12.70% received the most votes. ADE/ESS chose a more conservative target of 13.10%; however, this target is still considered rigorous due to the recent effects of COVID-19. This target results in an average decrease of 0.12% per year.

- For indicator 5C, the proposed FFY 2025 target of 2.26% received the most votes. ADE/ESS chose a more conservative target of 2.46%; however, this target is still considered rigorous due to the recent effects of COVID-19. This target results in an average decrease of 0.10% per year.



Indicator 5A Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	63.65	64.94	65.76	66.57	66.93	68.03	68.05

Targets increase 0.79% per year.

Indicator 5B Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	14.75	14.76	14.74	14.19	14.00	13.69	13.70

Targets decrease 0.12% per year.

Indicator 5C Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	2.06	2.11	1.99	2.33	2.48	2.52	2.76

Targets decrease 0.10% per year.

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Indicator 6: Educational Environments (Preschool)

Indicator 6 Definition

Indicator 6 measures the percentage of children with IEPs (ages 3, 4, and 5) who are enrolled in a preschool program,

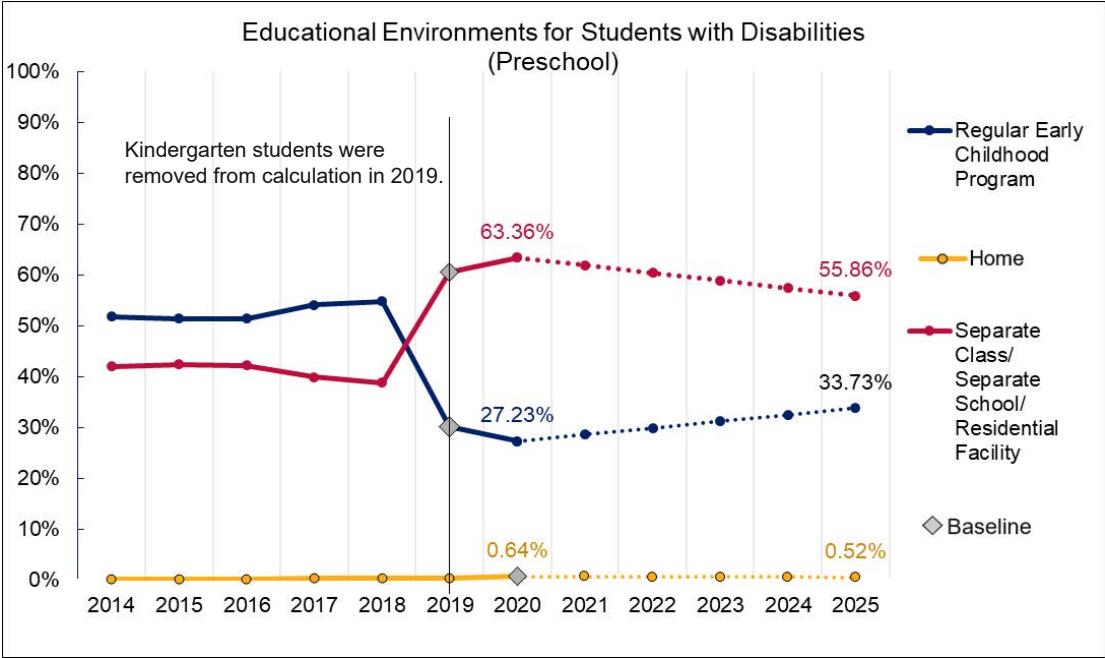
- A. Receiving the majority of special education and related services in the regular early childhood program;
- B. Attending separate special education class, separate school, or residential facility;
- C. Receiving special education and related services in the home.

Indicator 6 Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 6A, the proposed FFY 2025 target of 33.73% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 1.30% per year.
- For indicator 6B, the proposed FFY 2025 target of 55.86% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average decrease of 1.50% per year.

- For indicator 6C, the proposed FFY 2025 target of 0.52% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average decrease of 0.02% per year.



Indicator 6A Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	51.82	51.36	51.36	54.09	54.75	30.03	27.23

Targets increase 1.30% per year.

Indicator 6B Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	41.95	42.36	42.22	39.93	38.80	60.59	63.36

Targets decrease 1.50% per year.

Indicator 6C Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	0.17	0.19	0.18	0.24	0.21	0.21	0.64

Targets decrease 0.02% per year.

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Indicator 7: Preschool Outcomes

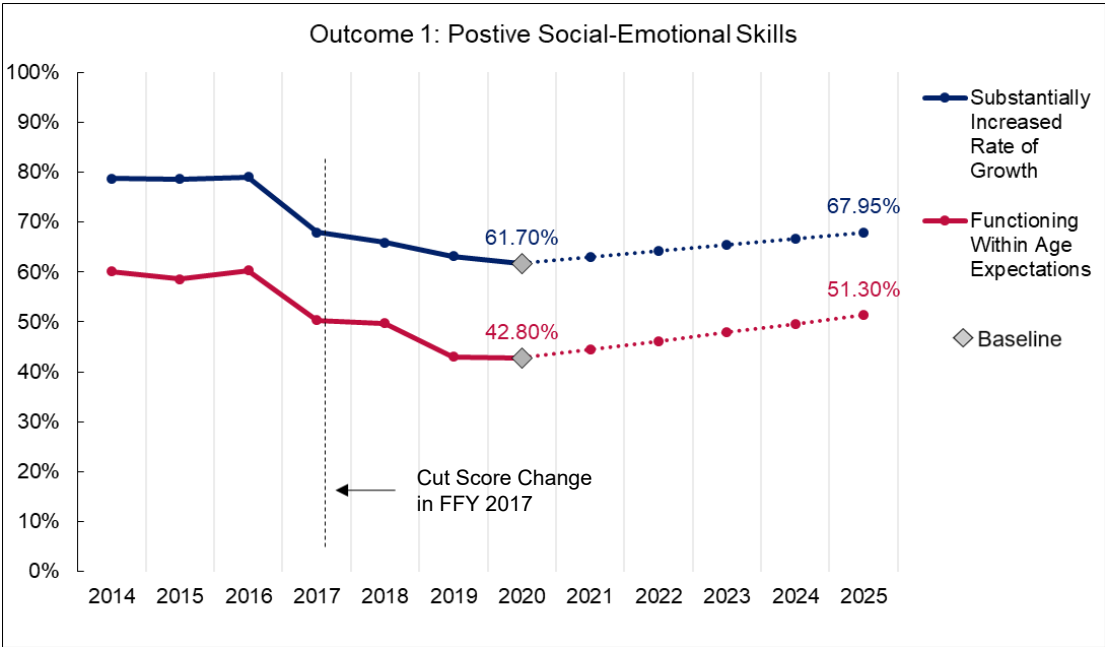
Indicator 7A Definition

Indicator 7A measures the percentage of preschool children with IEPs, ages 3 through 5, who demonstrate improved positive social-emotional skills (including social relationships). The indicator has two calculations called summary statements. Summary statement 1 measures the percent of students who made significant growth between the time they entered and exited the preschool program. Summary statement 2 measures the percent of students who were functioning within age expectations upon exiting the preschool program.

Indicator 7A Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 7A1, the proposed FFY 2025 target of 67.95% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 1.20% per year.
- For indicator 7A2, the proposed FFY 2025 target of 51.30% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 1.70% per year.



Indicator 7A1 Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	78.74	78.66	79.01	67.93	65.86	63.19	61.70

Targets increase 1.25% per year.

Indicator 7A2 Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	60.07	58.59	60.31	50.36	49.77	42.96	42.80

Targets increase 1.70% per year.

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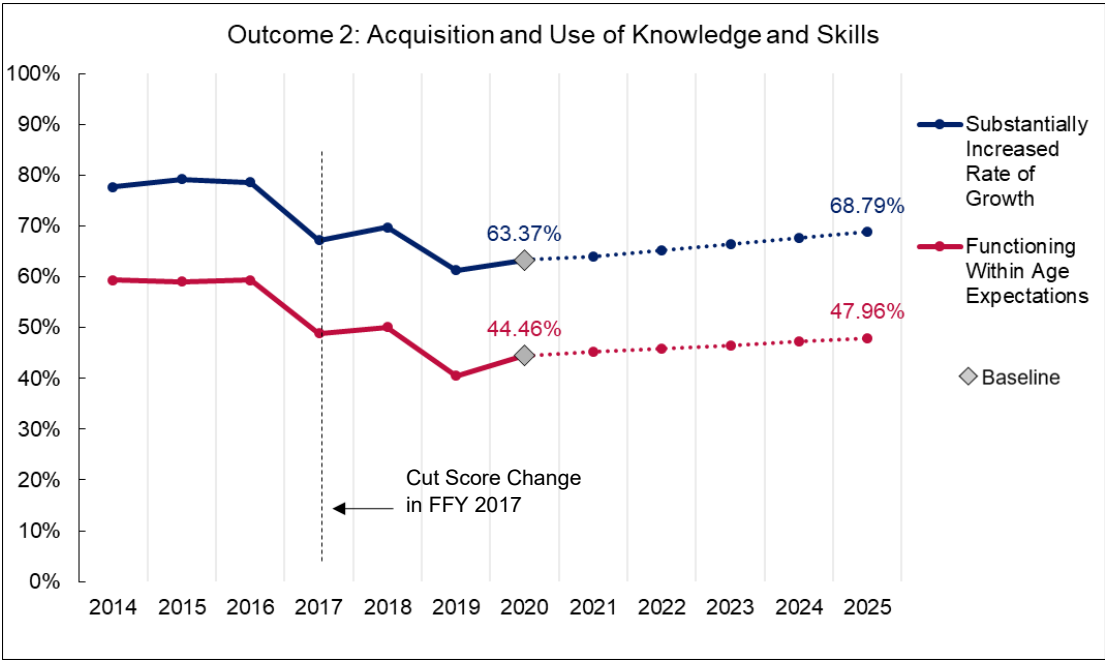
Indicator 7B Definition

Indicator 7B measures the percentage of preschool children with IEPs, ages 3 through 5, who demonstrate improved acquisition of knowledge and skills. The indicator has two calculations called summary statements. Summary statement 1 measures the percent of students who made significant growth from the time they entered and exited the preschool program. Summary statement 2 measures the percent of students who were functioning within age expectations upon exiting the preschool program.

Indicator 7B Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 7B1, the proposed FFY 2025 target of 69.37% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 1.20% per year.
- For indicator 7B2, the proposed FFY 2025 target of 47.96% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.70% per year.



Indicator 7B1 Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	77.68	79.21	78.55	67.20	69.73	61.28	63.37

Targets increase 1.20% per year.

Indicator 7B2 Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	59.32	59.07	59.36	48.88	50.08	40.47	44.46

Targets increase 0.70% per year.

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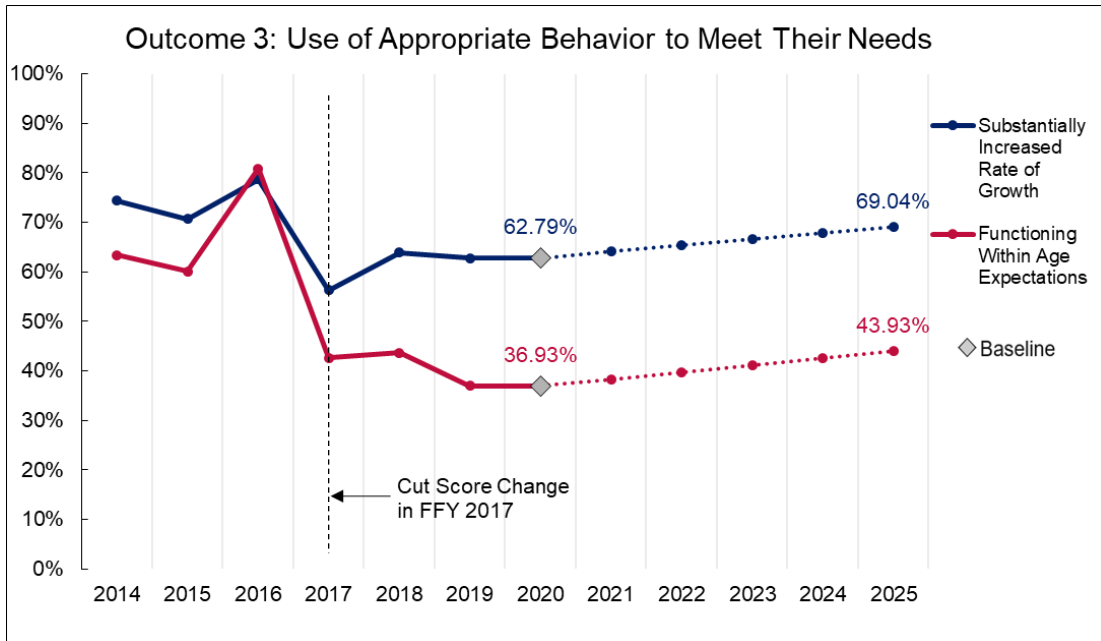
Indicator 7C Definition

Indicator 7C measures the percentage of preschool children with IEPs, ages 3 through 5, who demonstrate improved use of behaviors to meet their needs. The indicator has two calculations called summary statements. Summary statement 1 measures the percent of students who made significant growth from the time they entered and exited the preschool program. Summary statement 2 measures the percent of students who were functioning within age expectations upon exiting the preschool program.

Indicator 7C Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 7C1, the proposed FFY 2025 target of 69.04% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 1.25% per year.
- For indicator 7C2, the proposed FFY 2025 target of 43.93% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 1.40% per year.



Indicator 7C1 Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	74.35	70.68	78.69	56.26	63.93	62.77	62.79

Targets increase 1.25% per year.

Indicator 7C2 Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	63.33	60.07	80.86	42.64	43.60	36.93	36.93

Targets increase 1.40% per year.

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Indicator 8: Parent Involvement

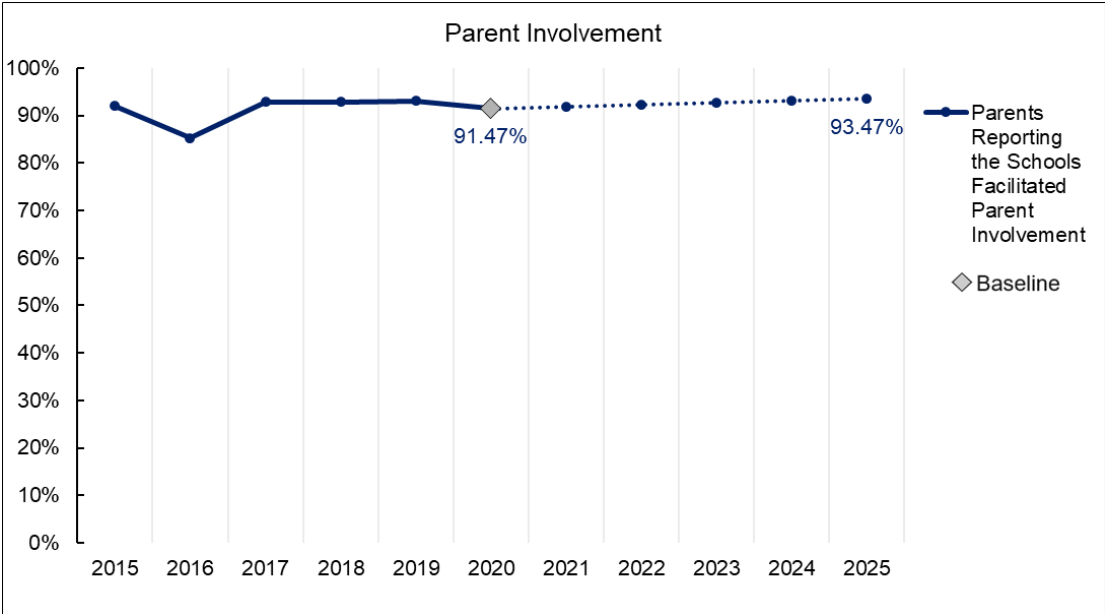
Indicator 8 Definition

Indicator 8 measures the percentage 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.

Indicator 8 Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 8, the proposed FFY 2025 target of 94.47% received the most votes. ADE/ESS chose a slightly lower target of 93.47%. Considering the highest percent our state has ever achieved is 92.84% on this indicator, the target of 93.47% is both rigorous and achievable. With this target, the average increase is 0.40% per year.



Indicator 8 Historical Data

FFY	2015	2016	2017	2018	2019	2020
Data %	92.05	85.22	92.84	92.87	93.04	91.47

Targets increase 0.40% per year.

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Indicator 14: Post School Outcomes

Indicator 14 Definition

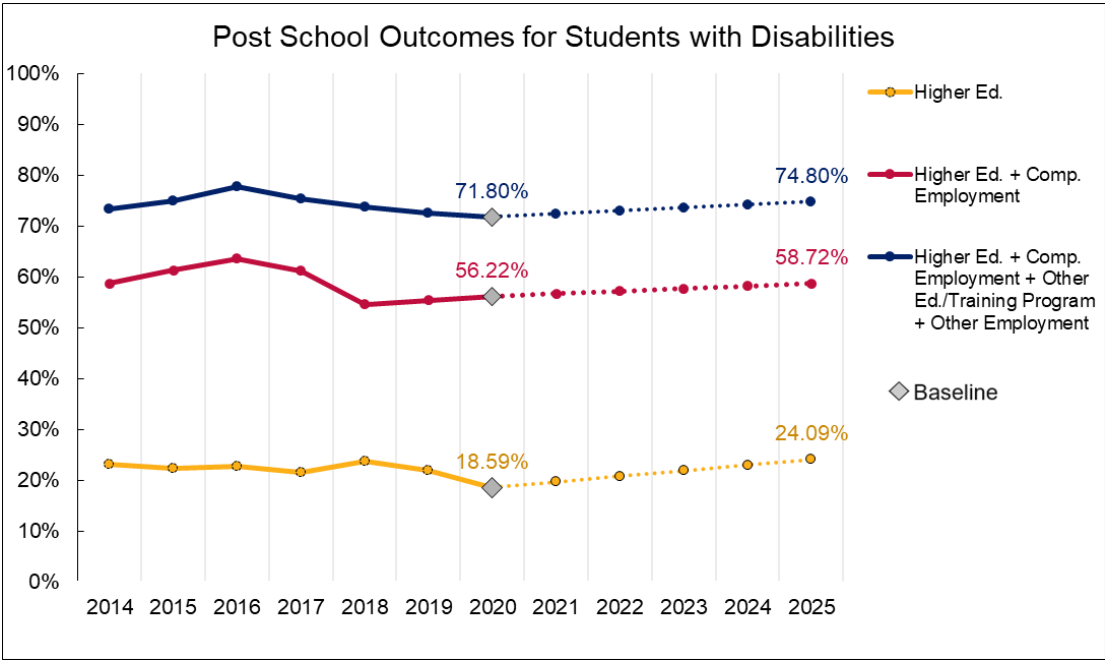
Indicator 14 measures the percentage of youths who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in:

- A. Higher education within one year of leaving high school
- B. Higher education or competitively employed within one year of leaving high school or
- C. Higher education or in some other postsecondary education or training program or competitively employed or in some other employment within one year of leaving high school.

Indicator 14 Results

After the survey results were compiled, ADE/ESS engaged in an internal review of stakeholder feedback. The results of the internal review are as follows.

- For indicator 14A, the proposed FFY 2025 target of 24.09% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 1.10% per year.
- For indicator 14B, the proposed FFY 2025 target of 58.72% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.50% per year.
- For indicator 14C, the proposed FFY 2025 target of 74.80% received the most votes. ADE/ESS agreed with the stakeholder majority, which results in an average increase of 0.60% per year.



Indicator 14C Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	73.33	74.98	77.66	75.27	73.72	72.51	71.80

Targets increase 1.10% per year.

Indicator 14B Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	58.74	61.34	63.55	61.17	54.56	55.35	56.22

Targets increase 0.50% per year.

Indicator 14A Historical Data

FFY	2014	2015	2016	2017	2018	2019	2020
Data %	23.09	22.36	22.79	21.51	23.80	21.91	18.59

Targets increase 0.60% per year.

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Indicators 15: Resolution Sessions

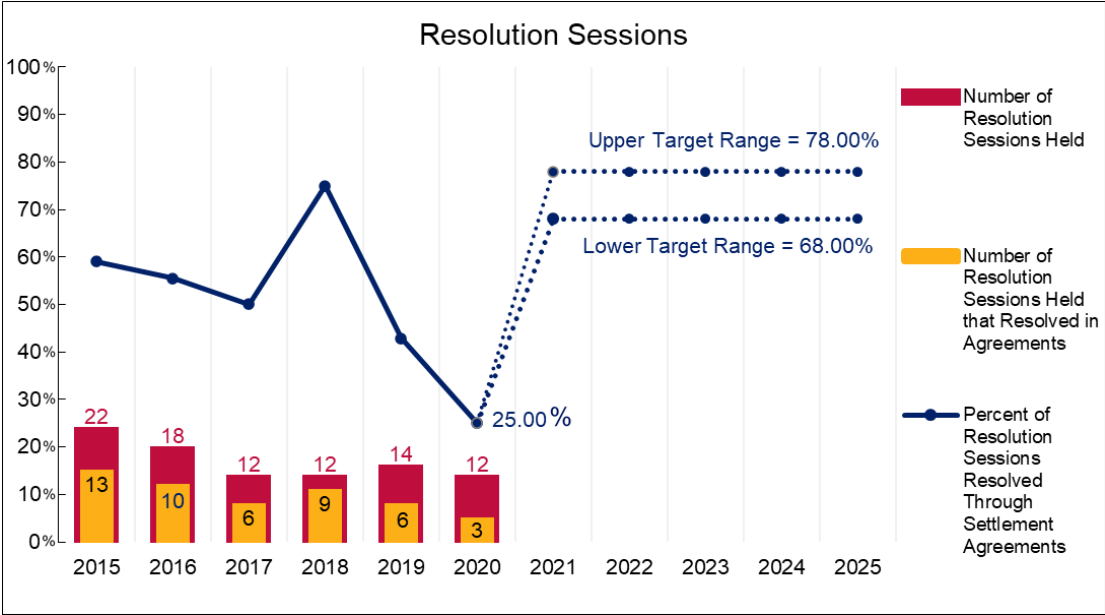
Indicator 15 Definition

Indicator 15 measures the percentage of hearing requests that went to resolution sessions that were resolved through resolution settlement agreements.

Indicator 15 Results

For Indicator 15, the Office of Special Education Programs (OSEP), has provided guidance stating that, in the case of resolution sessions, targets should not drive a specific outcome and should not influence agreements made within resolution sessions. Therefore, ADE/ESS did not request stakeholder feedback on new targets for this indicator.

- For indicator 15, the State chose to keep same targets as previous years, which are set in a range between 68.00% and 78.00% every year.



Indicator 15 Historical Data

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

Target range is 68.00% to 78.00%.

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Indicator 16: Mediation

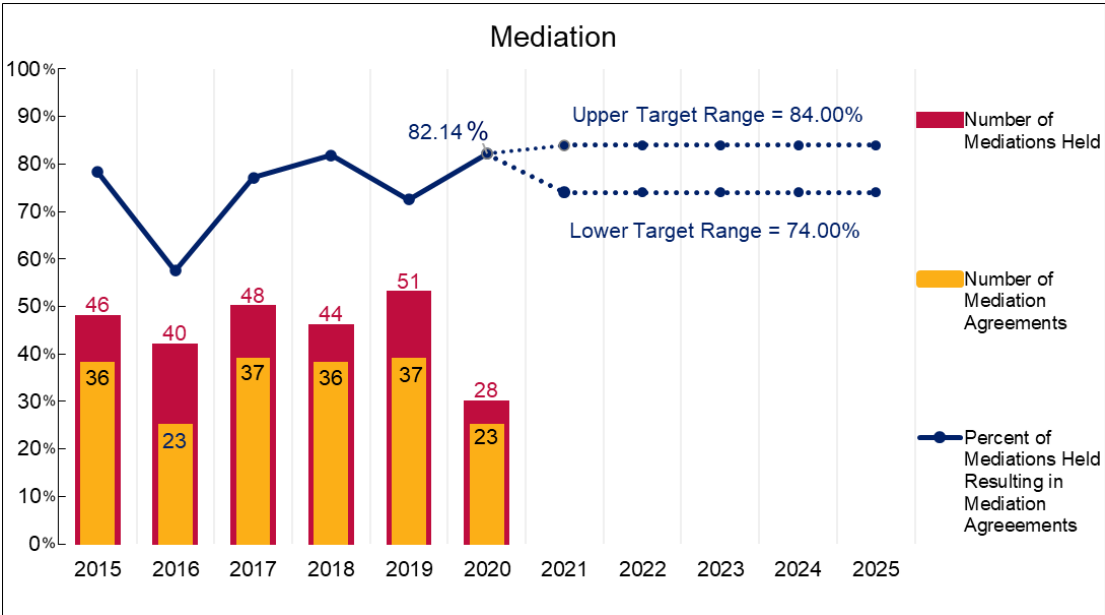
Indicator 16 Definition

Indicator 16 measures the percent of mediations held that resulted in mediation agreements.

Indicator 16 Results

For Indicator 16, the Office of Special Education Programs (OSEP), has provided guidance stating that, in the case of mediation sessions, targets should not drive a specific outcome and should not influence agreements made within mediation sessions. Therefore, ADE/ESS did not request stakeholder feedback on new targets for this indicator.

- For indicator 16, the State chose to keep same targets as previous years, which are set in a range between 74.00% and 84.00% every year.



Indicator 16 Historical Data

FFY	2015	2016	2017	2018	2019	2020
Data %	78.26	57.50	77.08	81.82	72.55	82.14

Target range is 74.00% to 84.00%.

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