| ODE logo | **State Performance Plan (SPP)****Fact Sheet****Indicator B14: Post-School Outcomes** |
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# **Oregon State Performance Plan**

Under the Individuals with Disabilities Education Act of 2004 (IDEA), the Oregon Department of Education (ODE) is required to submit a six-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP). The OSEP has developed key performance measures, known as indicators, to measure both compliance and results. The OSEP sets the targets for compliance indicators and the ODE sets targets for the results indicators. The SPP must include targets for each results indicator. The ODE reports on progress made toward these indicators each year in the Annual Performance Report (APR). Every six years the ODE must review results targets and engage key partners in the development of new targets. Please see the [ODE State Performance Plan and Annual Reports for Special Education webpage](https://www.oregon.gov/ode/reports-and-data/SpEdReports/Pages/State-Performance-Plan-and-Annual-Performance-Report-for-Special-Education.aspx) for more information and to register for the public input session. You can also provide input without attending the session through [this survey](https://app.smartsheet.com/b/publish?EQBCT=56c698c68a144f779ce9c9372e067c25).

# **What does this indicator measure and why is it important?**

Indicator B14 addresses a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by measuring post-school outcomes (PSO): Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

* A. Enrolled in higher education within one year of leaving high school.
* B. Enrolled in higher education or competitively employed within one year of leaving high school.
* C. Enrolled in 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.

This indicator informs the development of more effective special education and secondary transition programs for future students with disabilities.

# **What is the data source?**

Districts conduct PSO interviews with students who left special education the previous school year and submit data from those interviews to ODE.

# **Does the baseline need to be set or reset for this indicator?**

Yes, a new baseline needs to be set for B14.

# **How has Oregon performed over time?**

A. Percent of youth with IEPs in effect when they left school who enrolled in higher education within one year of leaving high school. (**Note**: The COVID-19 pandemic impacted the data for FFY 2019.)

| **FFY** | **Target ≥** | **Data** |
| --- | --- | --- |
| 2009 | *Baseline* | 24.18% |
| 2014 | 28.00% | 22.37% |
| 2015 | 29.00% | 24.41% |
| 2016 | 30.00% | 24.56% |
| 2017 | 31.00% | 22.82% |
| 2018 | 32.00% | 25.13% |
| 2019 | 32.00% | 24.84% |

# **How has Oregon performed over time? (Continued)**

B. Percent of youth with IEPs in effect at the time they left school who are enrolled in higher education or competitively employed within one year of leaving high school. (**Note**: The COVID-19 pandemic impacted the data for FFY 2019.)

| **FFY** | **Target ≥** | **Data** |
| --- | --- | --- |
| 2009 | *Baseline* | 50.60% |
| 2014 | 55.00% | 56.40% |
| 2015 | 55.00% | 59.52% |
| 2016 | 55.50% | 60.46% |
| 2017 | 55.50% | 61.99% |
| 2018 | 56.00% | 46.46% |
| 2019 | 56.00% | 60.61% |

C. Percent of youth with IEPs in effect at the time they left school who are enrolled in 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. (**Note**: The COVID-19 pandemic impacted the data for FFY 2019.)

| **FFY** | **Target ≥** | **Data** |
| --- | --- | --- |
| 2009 | *Baseline* | 66.04% |
| 2014 | 70.00% | 71.34% |
| 2015 | 72.00% | 73.24% |
| 2016 | 72.00% | 74.59% |
| 2017 | 72.00% | 74.20% |
| 2018 | 74.00% | 81.56% |
| 2019 | 74.00% | 77.16% |

# **What are the new targets?**

The ODE will not set new targets until we hear from our partners. There are several ways to set new targets. It could be a percentage increase, start with the end game in mind, or examine trends over time and make predictions based on trends. Some helpful information about setting targets:

* Targets are meant to support improved results and outcomes for children and families. They should be within reach but still show growth.
* Change takes time. Targets can be created with this understanding in mind. For example, targets may stay the same for several years in a row, and then increase slightly during the final target year (FFY 2025). Alternatively, targets could show a slight increase each year.

**Example A.** Example A shows a gradual increase.

| **FFY** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| Targets for 14A ≥ | 32.00% | 32.00% | 34.00% | 34.00% | 36.00% | 36.00% |
| Targets for 14B ≥ | 56.00% | 56.00% | 58.00% | 58.00% | 60.00% | 60.00% |
| Targets for 14C ≥ | 74.00% | 74.00% | 76.00% | 76.00% | 78.00% | 78.00% |

**Example B.** Example B shows more growth.

| **FFY** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| Targets for 14A ≥ | 32.00% | 33.00% | 34.00% | 35.00% | 36.00% | 37.00% |
| Targets for 14B ≥ | 56.00% | 57.00% | 58.00% | 60.00% | 61.00% | 62.00% |
| Targets for 14C ≥ | 74.00% | 75.00% | 76.00% | 78.00% | 79.00% | 80.00% |

**If you need more information in order to provide input, please contact Sally Simich, Education Specialist, at** **sally.simich@state.or.us**.