| ODE logo | **State Performance Plan (SPP)****Fact Sheet****Indicator B2: Dropout** |
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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. ODE is currently seeking input related to the indicators for which targets must be established and will be holding a public input session to discuss data related to this indicator in December 2021. 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=f9b5232a10fc4ea99bfaaf19c3757437).

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

Indicator B2 addresses a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by measuring the percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A)). The State tracks the data on students dropping out of school and applies the results of other indicators to see if they affect the percentage in any way. This data informs how the State will ensure that youth are offered the necessary opportunities and support to achieve high standards, thereby decreasing the rate at which youth fail to successfully complete school.

# **What is the data source?**

The data for this indicator comes from the Special Education Child Count (June Special Education Exit) collection, specifically IDEA Section 618 Data in EDFacts file [FS009 – Children with Disabilities (IDEA) Exiting Special Education](https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/fs009-18-0.docx).

The June Special Education Exit collects information for federal reporting requirements under the Individuals with Disabilities Education Act (IDEA). This includes students who have exited special education between July 1 and June 30. This data collection helps ODE meet requirements related to Section 618 of Individuals with Disabilities Education Act (IDEA).

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

Yes, this indicator’s measurement changed and ODE must establish a new baseline. ODE proposes using our most recently available data (8.16%, in 2020-21) as a new baseline for this indicator for the FFY 2020-2025 State Performance Plan.

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

Data in this fact sheet has been updated to show Oregon’s historical results as they would have been reported under the new indicator measurements. To minimize complexity, the historical data Oregon reported from the prior measurement of this indicator is not included. However, as there are not yet any targets for the revised indicator, the prior targets from the FFY 2014-19 SPP cycle are included below.

**Historical Targets (FFY 2014-19 Indicator B1)**

| **FFY** | **2008** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Target ≤ | *Baseline* | 3.40% | 3.40% | 3.30% | 3.20% | 3.10% | 3.10% |

# **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 improve slightly during the final target year (FFY 2025). Alternatively, targets could show a slight improvement each year.

**Example A**

| **FFY** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| Targets ≤ | 11.00% | 10.65% | 10.30% | 9.95% | 9.60% | 9.25% |

Example A shows a gradual improvement. It would take 10 years to get to 7.5%

**Example B**

| **FFY** | **2020** | **2021** | **2022** | **2023** | **2024** | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| Target ≤ | 10.50% | 10.00% | 9.50% | 9.00% | 8.50% | 8.00% |

Example B shows more improvement. It would take 6 years to get to 8.00%

**If you need more information in order to provide input, please contact
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