**State Performance Plan (SPP)** 

**Fact Sheet**

**Indicator B17: State Systemic Improvement Plan**

**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 for more information and to register for the public input session. You can also provide input without attending the session through this survey.

**What does this indicator measure and why is it important?** Indicator 17 of the State Performance Plan (SPP), the State Systemic Improvement Plan (SSIP), is a multi-year plan for how the state improves outcomes for children experiencing disabilities served under IDEA. Though the SSIP is part of the Office of Special Education Programs’ (OSEP) Results Driven Accountability framework, it is a state-developed plan focuses on the use of evidence-based scalable improvement strategies aimed at improving one identified focus area of student-level results.

Oregon selected early reading as a priority focus area in FFY 2013 and developed the State Identified Measurable Result (SIMR) and SSIP to support statewide improvement in this area. This indicator measures progress toward increasing the percentage of students experiencing disability who are reading at or above grade level. Reading proficiency by grade three is a key indicator of future academic success for students.

Especially for students for whom the system has historically underserved, the early intervention of schools and their provision of support for students to become proficient readers by grade three in order to change future academic trajectories is imperative.

**How is this indicator measured?**

This indicator is measured using reading assessment data for grade three students experiencing disability. Progress toward this indicator is measured using a combination of data sources including student reading screening and interim assessment data and staff fidelity of implementation data.

**What is the data source?**

The primary data source is grade three student Smarter Balanced Assessment (SBAC) scores.

**Does the baseline need to be set or reset for this indicator?** Yes. The baseline set during Phase I of the SSIP was set using OAKS, a state summative assessment that is no longer offered in Oregon. ODE is proposing using a baseline of **24.4%** of grade three students experiencing disability performing at or above proficiency on the ELA Smarter Balanced Assessment.

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**What are the historical targets and how has Oregon performed over time? **

| **FFY**  | **2013**  | **2014**  | **2015**  | **2016**  | **2017**  | **2018**  | **2019** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Target ≥  | *Baseline*  | 43.5% OAKS  | 44.5% OAKS  | 45.5% OAKS  | 29% SBAC  | 33% SBAC  | 35% SBAC |
| Data  | 42.8% OAKS  | 30.57% SBAC  | 25.22% SBAC  | 23.04% SBAC  | 24.08% SBAC  | 24.45% SBAC  | N/A |

**What are the proposed targets?**

• Targets should be rigorous, yet attainable.

• Targets may remain the same several years in a row, though the final target year (FFY 2025) must reflect improvement over baseline.

• The goal for this indicator is to be at or above the target.

**Option A**

| **FFY**  | **2020**  | **2021**  | **2022**  | **2023**  | **2024**  | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| Targets ≥  | 25.00%  | 27.00%  | 29.00%  | 31.00%  | 33.00%  | 35.00% |

Option A presents a more conservative set of targets. These targets start close to the proficiency rate of students at the most recent assessment window and increase at a greater rate over time. The final target represents doubling the percentage of students who perform at or above proficiency over the next five years.

**Option B**

| **FFY**  | **2020**  | **2021**  | **2022**  | **2023**  | **2024**  | **2025** |
| --- | --- | --- | --- | --- | --- | --- |
| Target ≥  | 48.00%  | 54.00%  | 61.00%  | 67.00%  | 74.00%  | 80.00% |

Option B presents a more ambitious set of targets. Option B uses the annual targets for school accountability indicators for ELA performance for students experiencing disability as required by the Every Student Succeeds Act (ESSA). These targets were set using the baseline performance of 22% of students experiencing disability performing at or above proficiency in ELA in 2015-2016 as measured by the Smarter Balanced Assessment.

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

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