



OFFICE OF THE

**Deputy Superintendent**

# Stakeholder Input

**SPP/APR Indicator 1  
Graduation Rate**

**Monitoring and Compliance Branch**



# Overview

<h2>SPP/APR</h2>	<h2>Resources</h2>
<ul style="list-style-type: none"><li>• The State Performance Plan (SPP)/Annual Performance Report (APR) is developed in six year intervals.</li><li>• It is a single document that measures the State's efforts in meeting the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).</li></ul>	<ul style="list-style-type: none"><li>• SPP/APR FFY 2020 on <a href="#"><u><i>HIDOE's website</i></u></a></li><li>• <a href="#"><u><i>FFY 2020 Part B Indicator Measurement Table</i></u></a> for submission beginning in February 2022</li></ul>



# Requirements for Baselines & Targets

## Baselines

**State can reset the baselines if:**

- Calculation methodology changed.
- Data measurement method or process is revised.

## Targets

**Targets Must:**

- Be rigorous, yet achievable.
- Show improvement over baseline.
- Be set with the advice of stakeholders.
- Be rooted in, and build on, past experience when possible.



# Setting New Targets Process

Review the longitudinal data and consider:

- What was the baseline last indicated?
  - Review the data since baseline.
- What were the targets?
- Did the state meet the targets?
- Has there been progress or slippage over time?
- What are the data now in relation to target and to baseline?
- Are there any initiatives that may impact the outcomes for this indicator?



# Things to Consider

Are the proposed targets rigorous and achievable?

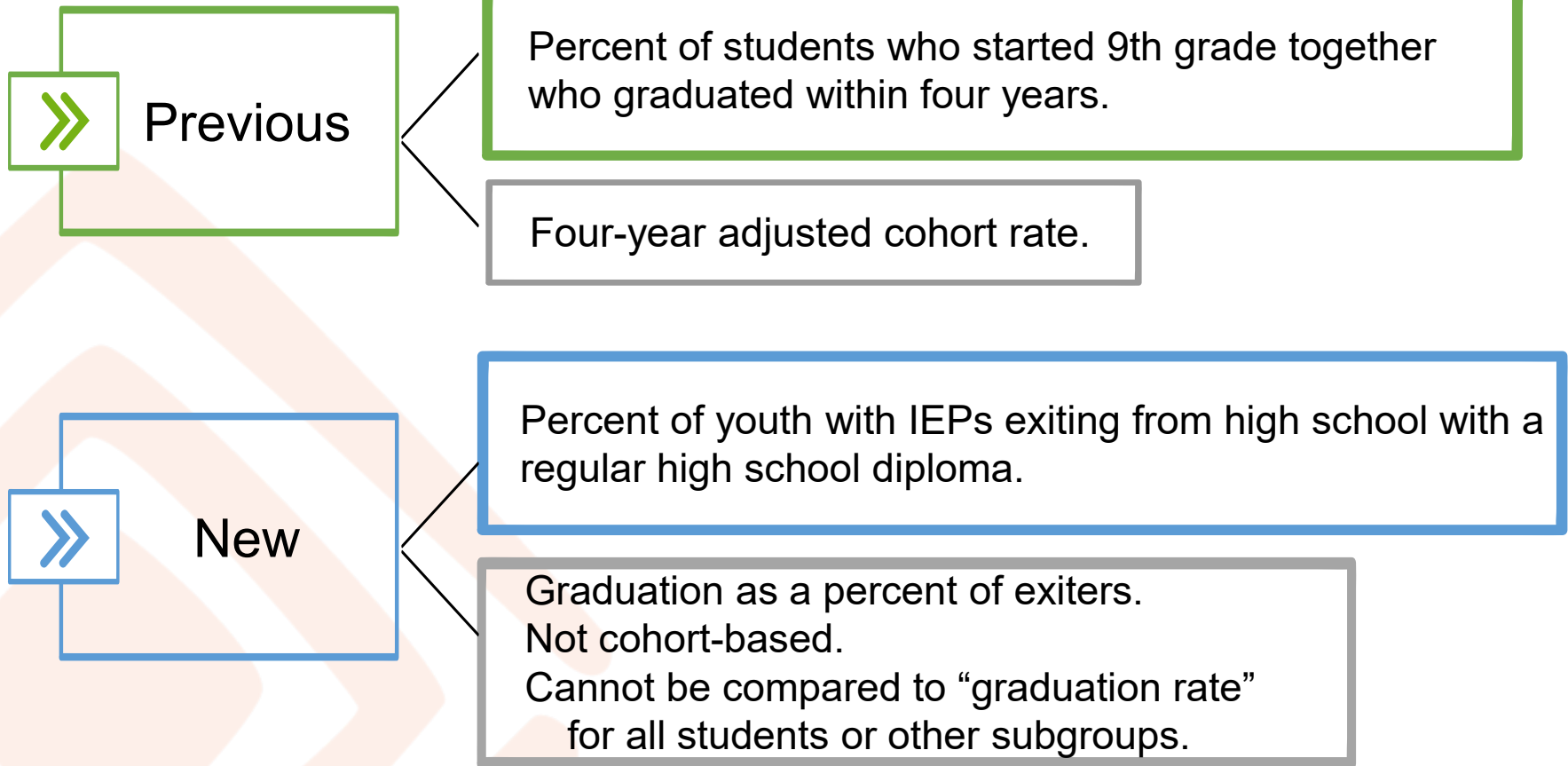
Provide any suggestions that may help improve outcomes for this indicator.

In what way(s) might teachers, administrators, parents or other stakeholders assist the HIDOE in increasing the graduation rate for students with IEPs?



# Indicator 1: Graduation

*Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.*





# Measurement

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 left high school (ages 14-21) in the denominator.

## Numerator

Students graduating with a regular diploma high school diploma

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## Denominator

All students who left high school:

- Graduated with a regular high school diploma
- Received a certificate
- Reached maximum age
- Dropped out

[Link to the SPP/APR FFY 2020-25 Measurement Table](#)



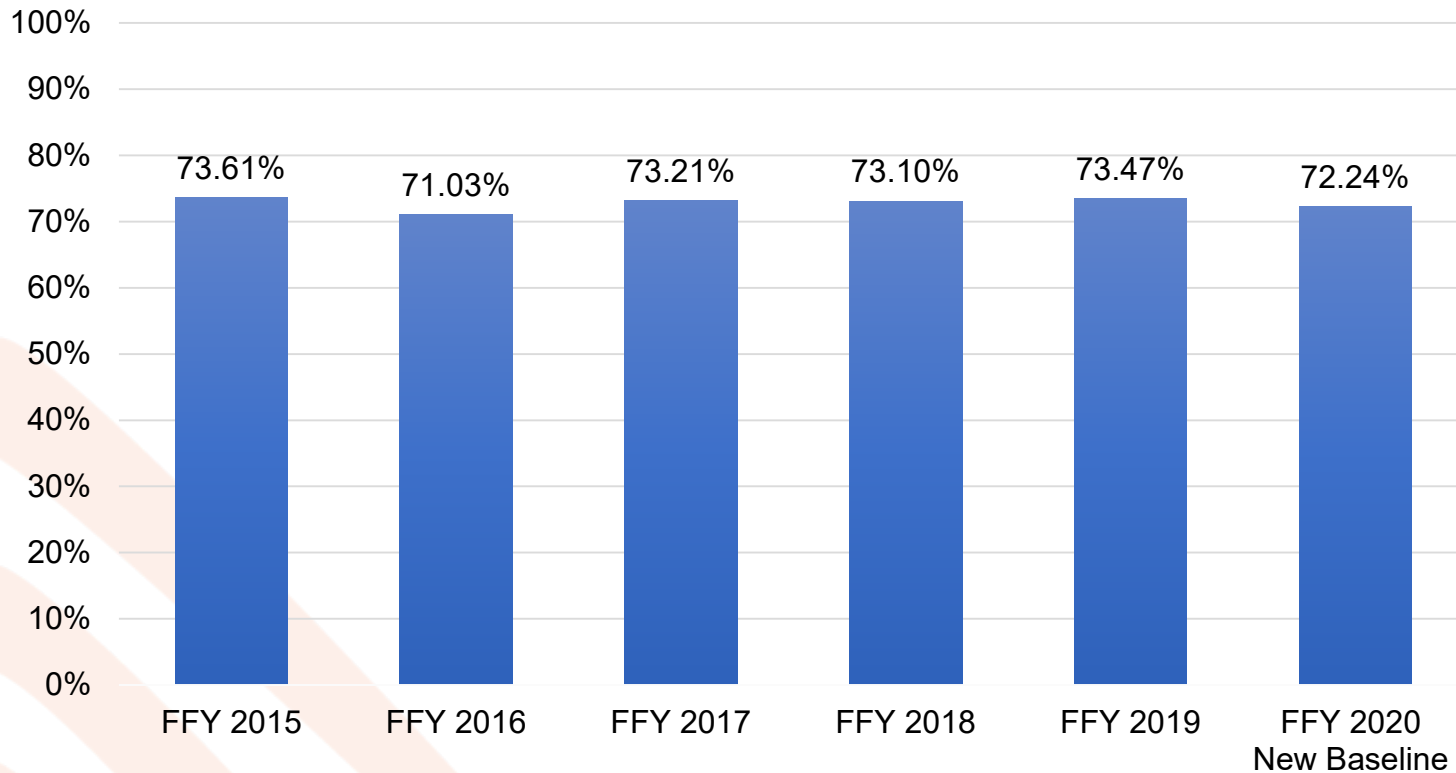
# Longitudinal Data

FFY:	2015 SY 14-15	2016 SY 15-16	2017 SY 16-17	2018 SY 17-18	2019 SY 18-19	2020 SY 19-20
Number of youth with IEPs (ages 14-21) who exited special education by <b>graduating with a regular high school diploma</b>	873	797	989	943	806	924
Number of youth with IEPs (ages 14-21) who exited special education by <b>receiving a certificate</b>	107	127	119	81	106	115
Number of youth with IEPs (ages 14-21) who exited special education by <b>reaching maximum age</b>	<10	34	41	48	48	49
Number of youth with IEPs (ages 14-21) who exited special education due to <b>dropping out</b>	198	164	202	218	137	191
Number of youth with IEPs (ages 14-21) who exited special education as a result of <b>death</b>	<10	<10	<10	<10	10	<10





# Indicator 1: Graduation Rates Over Time

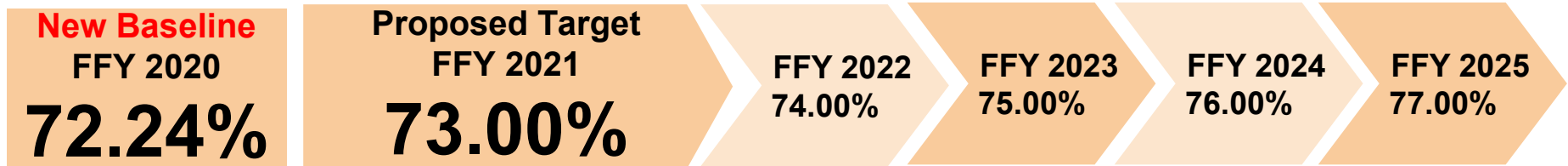


***Indicator 1 is on a data lag, e.g., for the FFY 2020, use data from SY 2019-20.***

Graduation measurement requirements have changed from using a 4 year-adjusted cohort method to using exit data on an annual basis. Thus, the longitudinal data has been recalculated to reflect the new measurement requirements. The targets and data using the 4 year-adjusted cohort method are not an appropriate comparison; therefore, they are not shown in this presentation. The proposal is to set the new baseline at FFY 2020.



# Proposed Targets for Indicator 1



*Increase by 1% each year*

## Your Input

- Are the proposed targets rigorous and achievable?
- Provide any suggestions that may help improve outcomes for this indicator.
- In what way(s) might teachers, administrators, parents, or other stakeholders assist the HIDOIE in increasing the graduation rate for students with IEPs?
- [Indicator 1 Feedback Form](#)

Questions, please contact the Monitoring and Compliance Branch at [macb@k12.hi.us](mailto:macb@k12.hi.us) or at 808-307-3600.