Great Expectations: Setting Targets to Improve Child Outcomes

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Agenda

- Welcome and icebreaker
- Basics of setting baselines and targets
  - OSEP requirements
  - Considerations
- Target setting methods
- Engaging stakeholders
- Activity

Participant Outcomes

Increased understanding of

- The basics of setting baselines and targets

- Methods for setting targets

- Strategies peers from other states use for engaging stakeholders in the target setting process

Selecting Baseline Years and Baseline Data: Requirements and Considerations

What Is a Baseline?

- Data that serves as a starting point, meaning the point of reference for demonstrating progress over time. For example
  - State A uses the baseline year of FFY 2020 for Indicator 2, in which the dropout rate was 16.7%
  - State A demonstrates progress if the dropout percentage decreases below the 16.7% baseline
- States must select a baseline year and baseline data for each SPP/APR indicator

When Are Baselines Revised?

- Change in measurement methodology. For example
  - Indicator 8: The state uses a new survey for collecting the data
  - Indicator 6: The state decides to set individual targets by age, rather than use the inclusive category of children ages 3–5 and not in kindergarten
- Change in data source. For example
  - Indicator 1: Data source changed for reporting graduation data
  - Indicator 5: Data source revised to include 5-year-old children in kindergarten

If states revise SPP/APR baselines, they must provide an explanation for the revision

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Considerations for Selecting Baseline Years and Baseline Data

- States must set baselines based on the actual data reported for the selected year—states cannot create baseline data

- When selecting baseline years and baseline data, consider
  - Whether the data source or methodology for an indicator has changed
  - Whether the data from the baseline year are representative
  - The most recent year of data available
  - The most recent year of high-quality data, noting that
    - COVID-19 may have affected data quality for particular indicators
    - Uncovered data system reporting issues may result in significant changes to data

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Quiz Time!

Question 1

True or false:

A state that changes its state assessment must select a new baseline year.

Answer:

True

Question 2

True or false:

A state that added an option for an alternate diploma should change its baseline year for Indicator 1 (graduation).

Answer:

True

Question 3

How does a state explain why it revised a baseline?

A. It emails the OSEP state lead

B. It provides an explanation in the SPP/APR

C. OSEP does not require an explanation

Answer:

B

Question 4

True or false:

A state must change its baseline year when the most recent change was 10 years ago.

Answer:

False

Setting Targets: Requirements and Considerations

"If you don't know where you are going, you will end up someplace else."
—Yogi Berra

Setting Targets

- SPP/APR compliance indicators
  - Required target of 0% or 100% (set by OSEP)
  - Indicators 4B, 9, 10, 11, 12, and 13
- SPP/APR results indicators
  - States set targets with input from stakeholders
  - Targets must show improvement over baseline by the last year of the current SPP/APR package
  - OSEP expects that targets are rigorous yet achievable
  - Indicators 1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17

Considerations for Target Setting

Targets must

- Be rigorous yet achievable
- Show improvement over baselines
- Be set with the input of stakeholders

How do you decide what is rigorous? What is achievable?

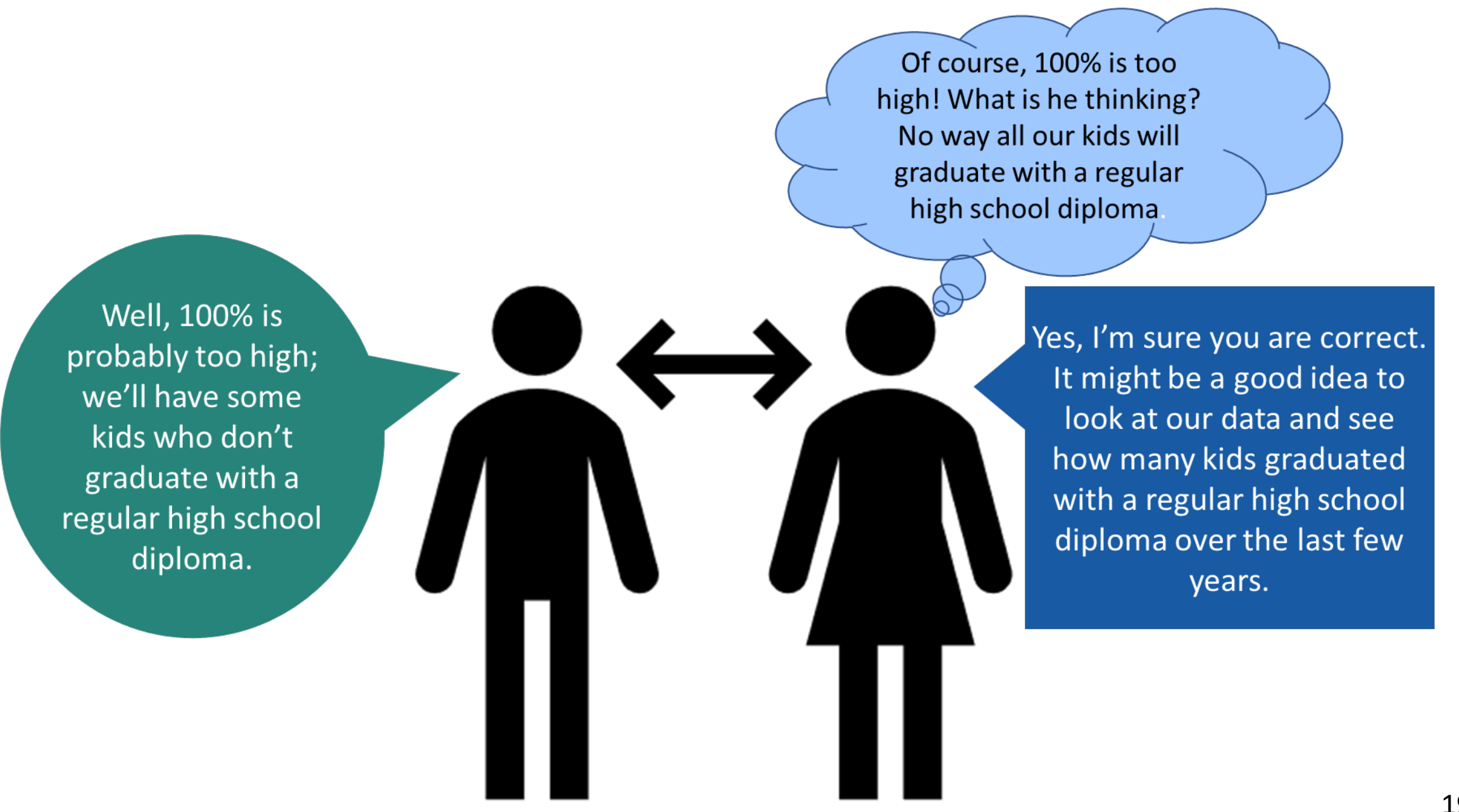How do you communicate the concept of target setting to stakeholders?

What Do We Need to Know About Our Data to Set Targets?

- Historical trends

- Nuances of data (data disaggregation)
  - Are all disability categories underperforming on regular statewide assessments, or are some disability categories performing better than others?
  - What schools or local education agencies (LEAs) struggle to meet 100% compliance requirements for Indicator 11?
  - Are some racial/ethnic groups experiencing more out-of-school suspensions/expulsions greater than 10 days than other groups?
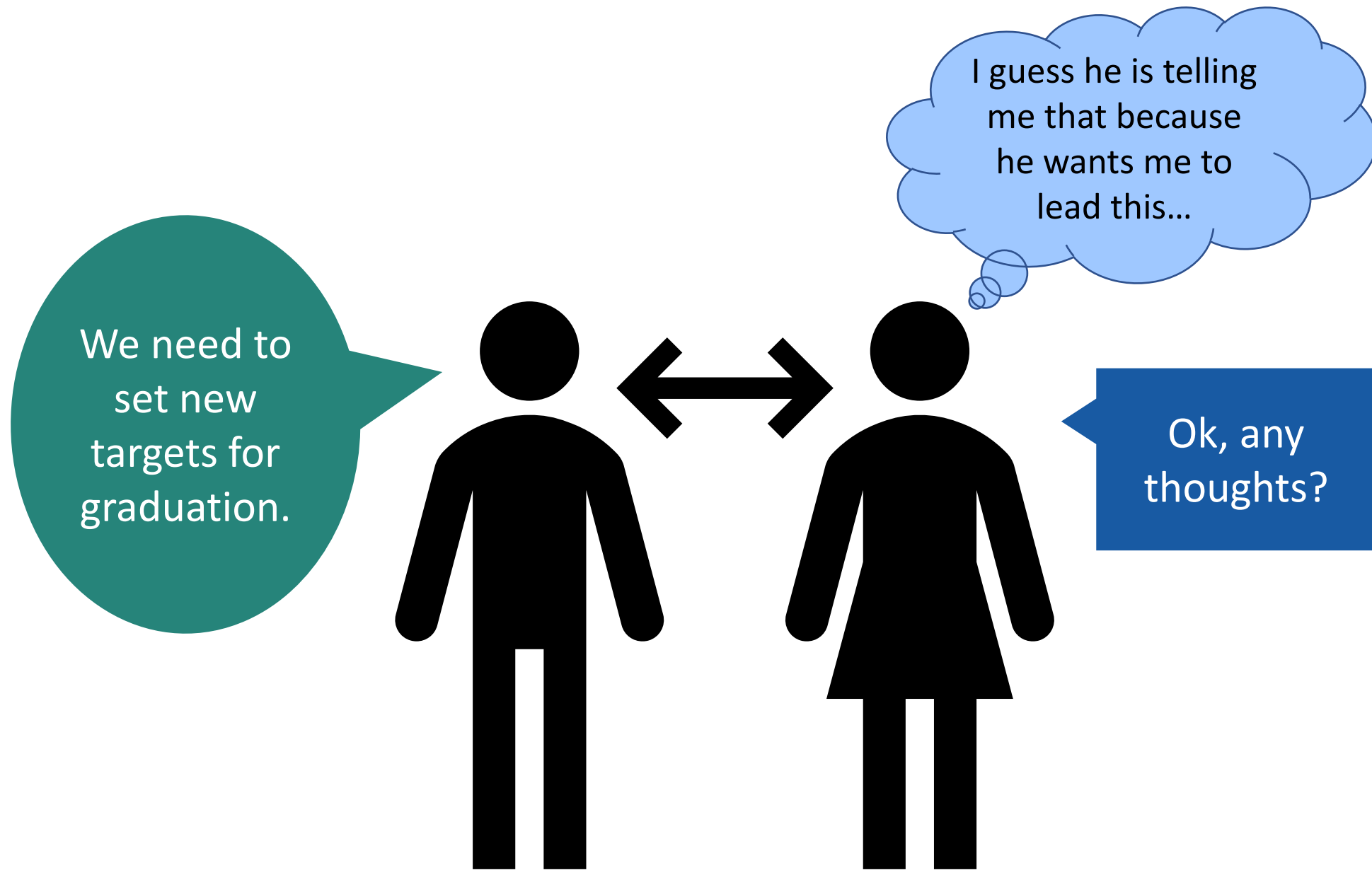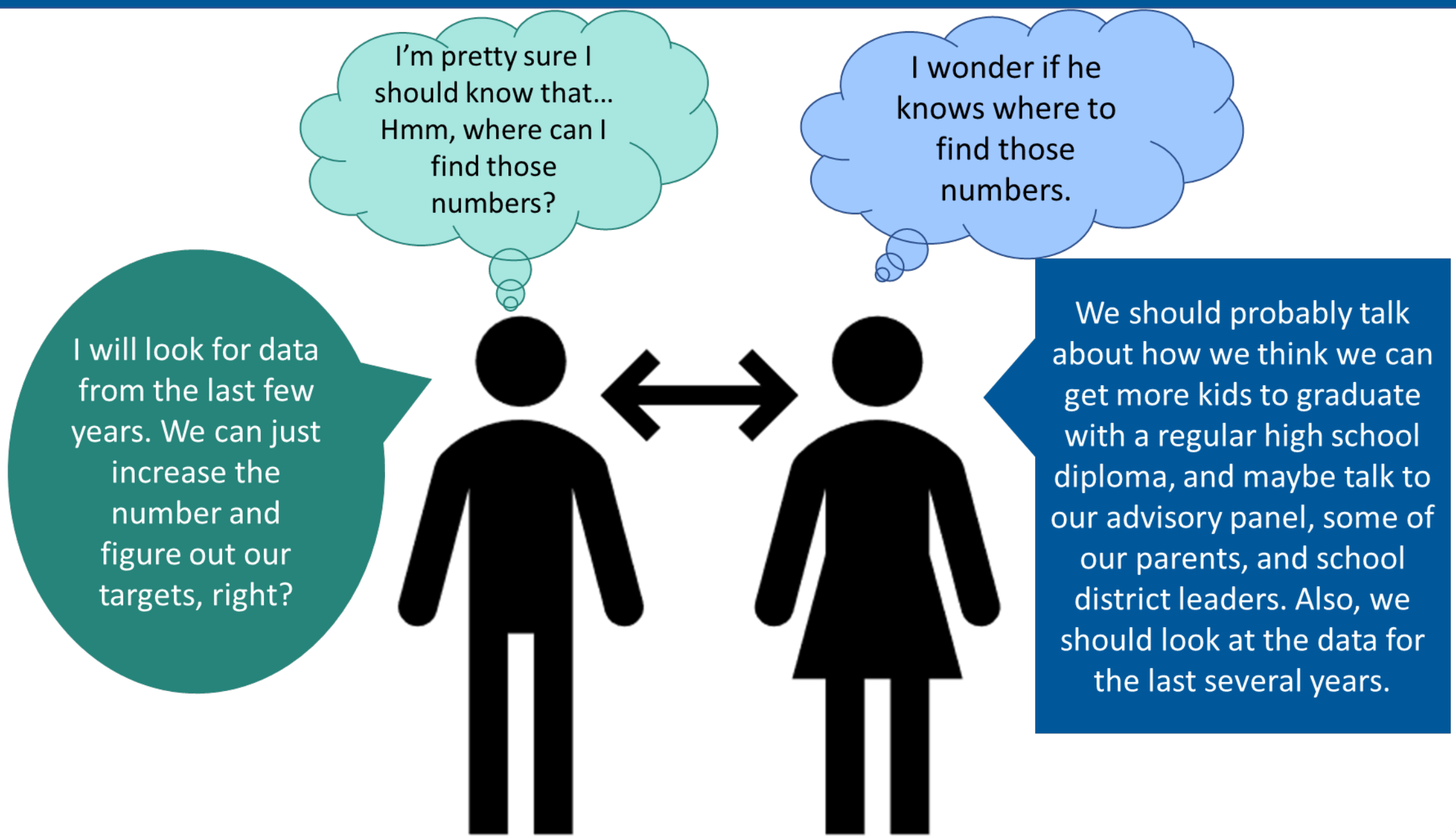
Setting Targets: Methodologies

Calculating Targets: Methodologies

- Eyeball method

- Fixed percent increase or decrease

- Predicting a trend

- Average increase or decrease

- Start with the end goal

- Accelerated growth

Setting Targets Method: Eyeball Method

The eyeball method, or eyeball estimation, refers to inspecting data and quickly making an educated guess about the approximate magnitude of relevant statistics.

Eyeball Method Example: Indicator 1

- Baseline year: FFY 2020 (change in data source)

- Baseline year data: 68.75%

- Eyeball method: Random increase, based on a quick review of prior years' data

	Baseline	Targets				
State A	**FFY 2020**	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Indicator 1	**68.75%**	69.25%	71.00%	73.45%	75.50%	76.75%

Setting Targets Method:
Fixed Percent Increase or Fixed Percent Decrease

- States use this method when they want to see steady, regular improvement in their data from year to year

- States can determine a fixed percent of growth based on historical data and improvement strategies in place
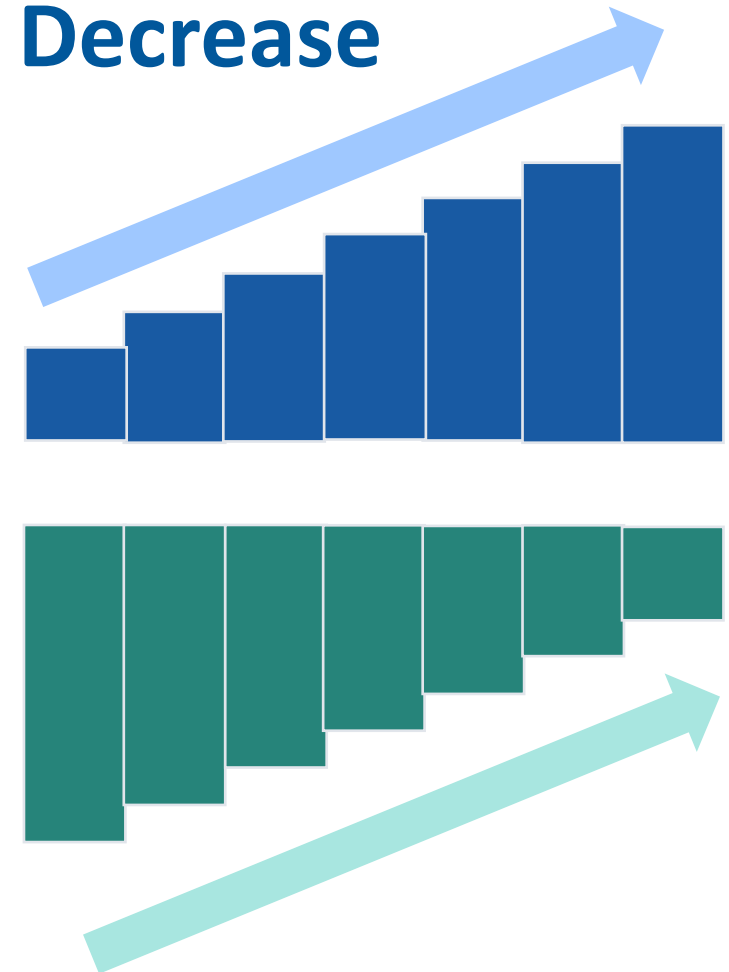
# Fixed Percent Increase or Fixed Percent Decrease Example: Indicator 8

- Baseline year: FFY 2021 (new survey used in the 2021–22 school year)
- Baseline year data: 47.35%
- Fixed percent increase: 1.2 percentage points per year

	Baseline	Targets			
State A	**FFY 2021**	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Indicator 8	**47.35%**	48.55%	49.75%	50.95%	52.15%

Setting Targets Method: Predicting a Trend

States set targets by predicting counts of children who will have an improved outcome. This may be informed by reviewing prior data or based on assumptions about the data.
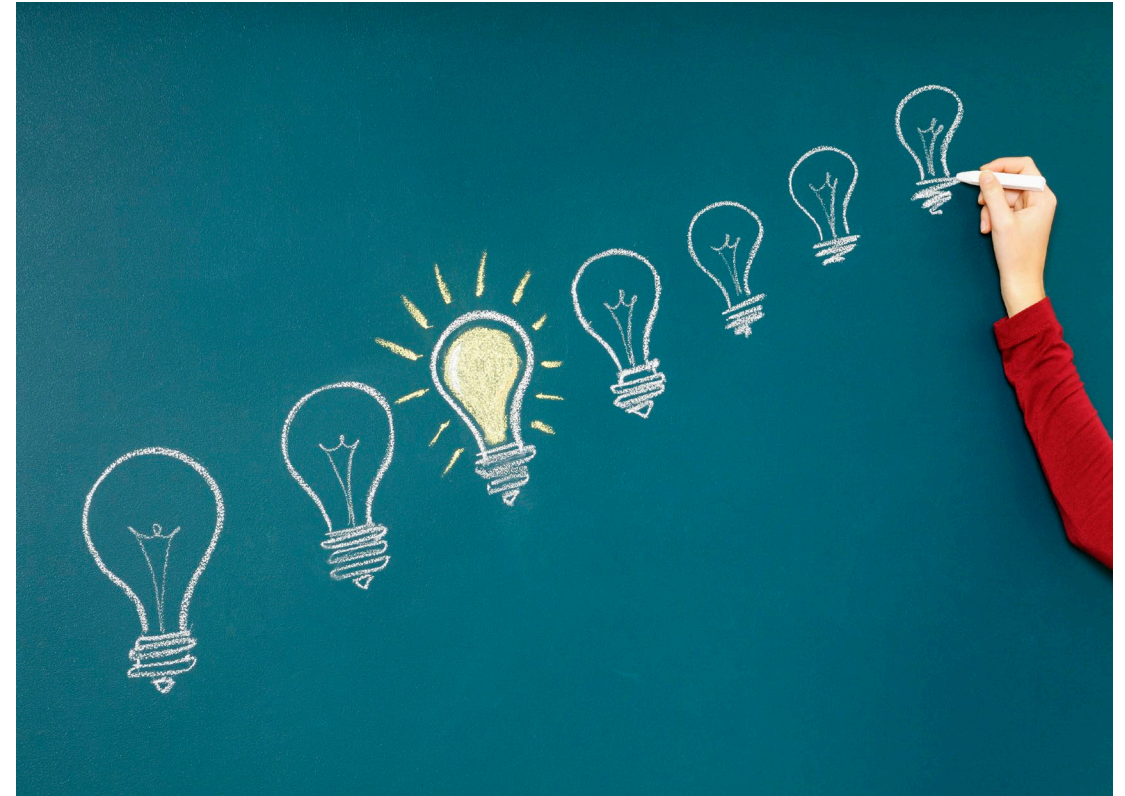
Predicting a Trend Example: Indicator 14C

- Baseline year: FFY 2018

- Baseline year data: 36.40%

- Predicted trend: Each year, 20 more students will be in the numerator of 14C

	Baseline	Targets						
State A	**FFY 2018**	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Indicator 14C	**34.80%**	40.00%	43.64%	47.27%	50.91%	54.55%	58.18%

Setting Targets Method: Average Increase or Average Decrease

Conducted by analyzing several years of historical data, calculating the average of the year-to-year growth, and using that average as the percentage of yearly growth.

IDC does not recommend this method when

- The average growth is negative for indicators that should show an increase in percentage or positive for indicators that should show a decrease in percentage

- Only two years of historical data are available

Average Increase or Average Decrease Example: Indicator 2

- Years of prior data for analysis: 4

- Difference between dropout rates for prior four years
  - FFY 2016 to FFY 2017 = -1.5
  - FFY 2017 to FFY 2018 = -0.25
  - FFY 2018 to FFY 2019 = 0.5
  - FFY 2019 to FFY 2020 = -0.75

- Calculation for average decrease:

  (-1.5 + -0.25 + 0.5 + -0.75 = -2.0) ÷ 4 = -0.5

Average Increase or Average Decrease Example: Indicator 2 (cont.)

- Baseline year: FFY 2019
- Baseline year data: 9.25%
- Average decrease: -0.5 percentage points

	Baseline	Targets					
State A	**FFY 2019**	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Indicator 2	**9.25%**	8.75%	8.25%	7.75%	7.25%	6.75%	6.25%

Setting Targets Method: Start With the End Goal

This method helps states determine a future goal or see where their data should be at any point in the future.

Based on improvement strategies currently in place, states determine a target for the final year of the SPP/APR package.

Start With the End Goal Example: Indicator 8

- Baseline year: FFY 2015
- Baseline year data: 75.35%
- End goal for FFY 2025: 90.00%

State A	Baseline	Targets					
	FFY 2015	FFY 2020	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Indicator 8	**75.35%**	76.75%	79.15%	81.50%	84.00%	87.75%	90.00%

Setting Targets Method: Accelerated Growth

States may use this method when they have improvement strategies in place that will yield slow growth initially, but they expect an accelerated rate of growth in subsequent years.
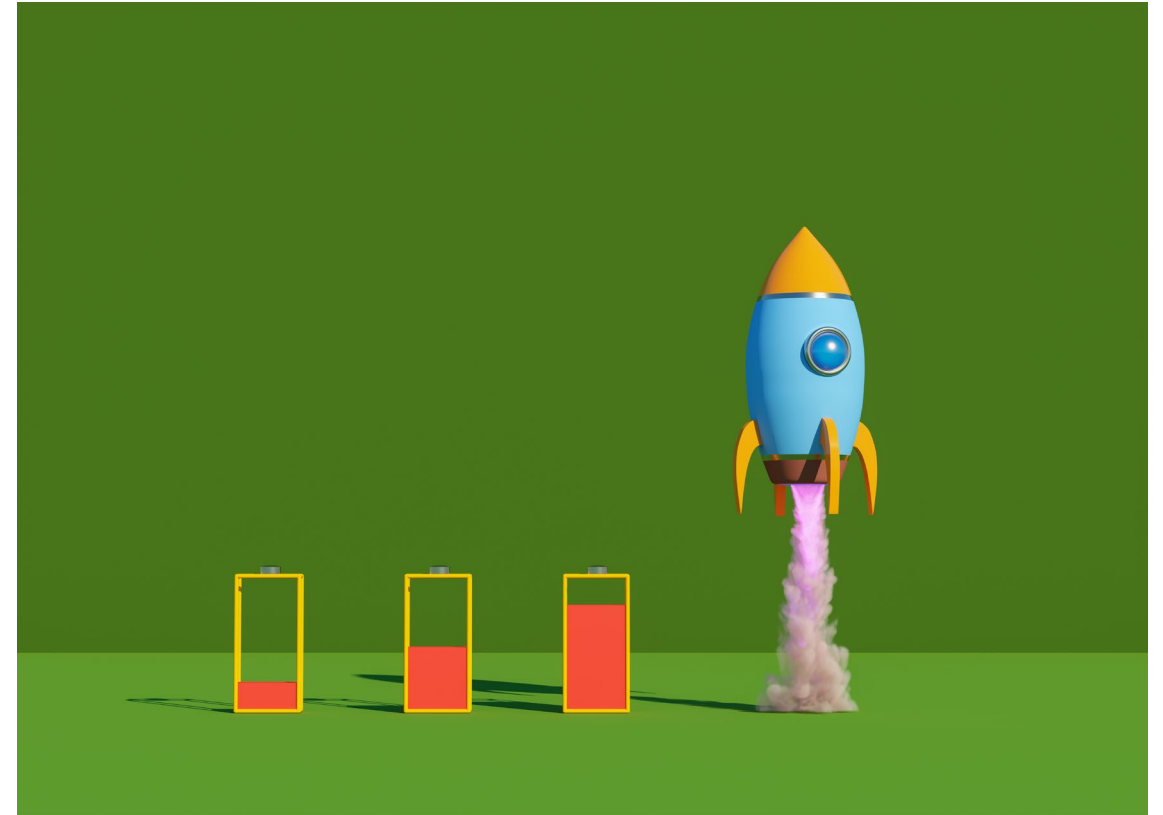
Accelerated Growth Example: Indicator 3C

- Baseline year: FFY 2020 (new assessment)
- Baseline year data: 20.14%
- End goal for FFY 2025: 45.25%

	Baseline	Targets				
State A	**FFY 2020**	FFY 2021	FFY 2022	FFY 2023	FFY 2024	FFY 2025
Indicator 3C	**20.14%**	23.50%	27.25%	34.50%	39.15%	45.25%

Quiz Time!

Quiz Question 1

True or False:

Targets do not have to show improvement over baseline until the final year of the SPP/APR package.

Answer:

True

Quiz Question 2

Which of the following is an acceptable reason for revising targets?

A. The state has not met the target for two years

B. The state has changed the way it is collecting data

C. The stakeholders want less rigorous targets

Answer:

B

Quiz Question 3

Which of the following is a true statement?
A. State department staff alone set targets
B. Stakeholder groups set targets and share them with state department staff
C. State department staff set targets with input from stakeholder groups

Answer:

C

Reminders

- Targets may remain the same for several years in a row

- Targets must show improvement over baseline by the end of the of the SPP/APR package

- States do not set targets for compliance indicators but should share these targets with stakeholders

- When changing targets for results indicators, states should have a clear rationale and ensure they get stakeholder input

Setting Targets: Engaging Stakeholders

Before We Begin

An analogy…

Setting a Target for a Vacation

- Amount in the vacation savings account

  Baseline: $650.00

- Cost of the vacation

  Target: $2000.00

- When do I have to meet my target? (when is the vacation?)
  - 3 years

- What activities will help me achieve the target?
  - Cut out Starbucks
  - Cook dinner instead of going out
  - Be aware of impulse buying (online shopping)

- How will I know I am going to meet the target?
  - Set yearly targets

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Engaging Stakeholders

Who are stakeholders?

- Families of children with disabilities

- Local school district administrators and teachers

- Parent Training and Information Center (PTI) members

- State Advisory Panel (SAP) members

- Other state agency staff

- Members of advocacy organizations

- Childcare providers

- Head Start personnel

- Institutions of higher education (IHE) members

- Others?

Sharing Data, Information, and Knowledge

- Use plain language to explain baselines and targets
  - Give examples: Saving for a vacation, losing weight, spending more time with family
- Explain the indicator
  - What does it measure?
  - What is the data source?
  - How does the state calculate the indicator (do the math with stakeholders)?
- Share historical data
- Encourage questions by posing questions

Encouraging Input

- Target methodologies
  - Explain in plain language
  - Show actual examples of selecting methods

- Improvement activities
  - Discuss the impact of activities to improve outcomes for children
  - Connect the discussion to children

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Taking Action With Stakeholders

- What actions are you taking to meet targets, your goals, your dreams? Do stakeholders know what actions you are taking?

- Do you adjust your actions when they don't work?
  - How do you know they aren't working? Do you wait until the end of the school year?
  - Do you adjust your targets? Why or why not?

Group Activities

Activity 1

Group together with 3 to 4 new friends!

Guiding Questions

- Baselines
  - Did you change a baseline for an indicator other than Indicators 1, 2, or 3? Why?
  - Did you seek input from your stakeholders to change that baseline?

- Targets
  - How did you present your data to stakeholders to solicit input?
  - Would you change anything?
  - Did you share methods for setting targets with your stakeholders?

Activity 2

- Sample data for Indicator 2
  - FFY 2018: 21.6%
  - FFY 2019: 13.5%
  - FFY 2020: 22.3%
  - FFY 2021: 21.8%

- To set targets, what other information would you want to collect and share with stakeholders?

- If the FFY 2022 data are significantly different, would you consider resetting baselines and targets? Why?

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