Career and College Ready Indicators:

Graduation, Dropout, IEP Transition Standards, and Post School Outcomes

District: (example)	
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Post School Outcomes Rates, Targets, and Trends

Data source: Special Ed Post School outcomes 2.0 data application

Post School Outcomes	TOTAL LEAVERS	REQUIRED TO INTERVIEW	COMPLETED	RESPONSE RATE	ATTEND HIGHER ED	HE + COMPETITIVE EMPLOYMENT	ENGAGEMENT RATE HE + CE + OTHER SCHOOL / WORK
TARGET				70%	28%	55%	70%
2015 INTERVIEWS	18	17	18	106%	17%	33%	89%
2014 INTERVIEWS	39	27	29	107%	41%	66%	79%

Beginning with the 2016 interviews, Oregon now <u>requires all leavers</u> to be interviewed for the Post School Outcome Collection (the highest possible response rate will become 100%);

Indicator 14 of the SPP requires that school districts must collect, and Oregon Department of Education (ODE) must report the percentage of special education students who are: (A) Enrolled in higher education, (B) A plus Competitively employed, or (C) A plus B plus: In some other postsecondary education or training, or some other employment, one year after leaving special education services.

- This includes all students who leave school on an IEP, including graduates with a diploma, students who finish without a diploma, and drop outs. The C measurement gives the engagement rate for a district's responders.
- Districts are responsible for assigning staff to conduct telephone interviews and enter data into a secure online system.
- Districts can improve their response rate by adjusting some of the procedures for the collection such as who makes the calls, when calls are attempted, and most importantly, prepare the students/families for the call.

PSO	HAVE YTP DO INTERVIEWS?	CONDUCT EXIT	WHO MAKES	MAXIMUM	ATTEMPTED TO
PROCEDURES		INTERVIEWS?	MOST CALLS	ATTEMPTS	CONTACT
REPORTED IN 2014- 2015 COLLECTION	NO	SOME	CLERICAL	3 or 4	100%

Graduation Rates, Targets, and Trends

Data source: Cohort data taken from the xxx collection

- Oregon's 4 and 5 year cohort graduation rates are published in January of the year following the 4th or 5th year of attending high school. They are available by building and district level
- Graduation rates are calculated based on a cohort of students based on high school entry year

The cohort of students is adjusted for students who move into or out of the public school system, migrates to another country, or are deceased. The four-year cohort graduation rate is calculated by taking the number of students in the adjusted cohort who graduated within four years and dividing that by the total number of students in the adjusted cohort.

http://www.ode.state.or.us	s/search/page/?id=26	544

GRADUATION	COHORT PE	RFORMANCE	COHORT TARGETS		
STUDENTS WITH DISABILITIES	4 YEAR 5 YEAR		4 YEAR 5 YEAR		
GRADUATION RATE 2014-15	64.2%	75%	75%	80%	
GRADUATION RATE 2013-14	59%	58%	72%	77%	
GRADUATION RATE 2012-13	33%	40%	69%	74%	

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Note: In 2013-14, the cohort graduation rate methodology was changed to include students who received a modified diploma as well as the regular diploma, and to include those who earned their diplomas but had not yet received them because they were returning for a 5th year of high school to earn college credits.

Dropout Rates, Targets, and Trends

Data Source: Cumulative ADM, Fall Membership, and SECC National Center for Education Statistics (NCES) formula to calculate **dropout** rate:

Number of Dropouts in Grades 9–12 Fall Membership in Grades 9–12

DROPOUT	NCES PE	TARGET		
	ALL STUDENTS	STUDENTS WITH DISABILITIES	STUDENTS / DISABILITIES	
DROPOUT RATE 2014-15	2%	2.8%	3.4%	
DROPOUT RATE 2013-14	.9%	4%	3.5%	
DROPOUT RATE 2012-13	2.2%	3.1%	3.5%	

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Definition of Dropouts:

3A Withdrew for personal or academic reasons	3E Not enrolled—status unknown
3B Exceeded age requirements	3F Allowed only after October 1 st : students who did not re-
3C Removed for reasons other than health	enroll by Oct 1 as expected after completing the prior school
3D Enrolled in adult education or some typ of education program that does not lead to a diploma or other credential	year
recognized by the state	

http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/dropout_exitadj_manual_20142015.pdf

Special Education 618 collection Graduation and Dropout Rates and Trends

Data Source: Spring Special Education Exit Collection

Currently the 618 collection is not used for annual state reporting on the Annual Performance Review (APR) in Oregon. However most states do provide this dropout information using the special education only 618 data (Oregon has permission to continue reporting dropout rates based on the NCES formula, which allows comparison by subgroups, at this time). The accountability letter that Oregon received about the results submitted on the APR in February of 2015 surprisingly used the 618 data for state accountability, although the federal guidance still requires the cohort methodology on the APR and report cards. The 618 graduation and dropout rates have been provided on this data page so districts can anticipate the changes should they become required elements for the Oregon APR.

	618 SPEC ED GRADUATION
	% LEAVING WITH REG OR MOD DIPLOMA
Graduation rate 2014-15	69%
Graduation rate 2013-14	21%
Graduation rate 2012-13	64%
Three year average	58%

	618 SPEC ED DROPOUT
	% OF FINAL EXITERS THAT DROPPED OUT
Dropout rate 2014-15	19%
Dropout rate 2013-14	47%
Dropout rate 2012-13	23%
Three year average	26%

IEP Transition Indictors, Rates, Targets, and Trends

Data Source: File review data collection, SPR&I

Each year districts are provided with a sample of students whose files will be reviewed. The eight transition standards on the IEP are included in this review for transition aged students. Initial compliance on the following eight transition related standards is reported annually as part of federal reporting.

- 1) Invite Student (invite student)
- 2) Student preferences, Interests, needs and strengths (PINS)
- 3) Coordinate Services with Adult Agencies (Other Agencies)
- **4)** Age-Appropriate Transition Assessments (Age App Assessment)

- 5) Write the Annual IEP Goals (Annual Goals)
- **6)** Write Measurable Postsecondary Goals (PS goals)
- 7) Identify Transition Services (Trans Services)
- 8) Write the Course of Study (Course of Study)

The Target for this indicator is 100% of the files reviewed will be compliant on all eight standards.

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IEP STANDARDS	INVITE STUDENT	PINS	OTHER AGENCIES	AGE APP ASSESSM	ANNUAL GOALS	PS GOALS	TRANS SERVICES	COURSE OF STUDY	# FILES REVIEWED
INITIAL COMPLIANCE 2014-15	80%	100%	100%	100%	100%	100%	100%	100%	5
INITIAL COMPLIANCE 2013-14	100%	100%	100%	100%	100%	100%	100%	100%	6