



SPP/APR Indicator Target Setting for FFY 2020-2025

Michigan Department of Education

Office of Special Education

FFY 2020-2025



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SPP/APR Indicator Target Setting for FFY 2020-2025

Introduction

In accordance with the Individuals with Disabilities Education Act of 2004 (IDEA), Michigan is required to submit a State Performance Plan/Annual Performance Report (SPP/APR) to the U.S. Department of Education (USED) on performance and progress toward meeting targets for the 18 indicators that examine compliance and results requirements relating to the provision of special education and related services. Michigan Department of Education (MDE) Office of Special Education (OSE) has developed and set new targets for the 12 results indicators for the next six years, which were submitted by February 1, 2022.

Per OSEP, targets in the SPP/APR and the development and implementation of Indicator 17, the State's Systemic Improvement Plan (SSIP) must include:

- The number of parent members and a description of how the parent members of the State Advisory Panel, parent center staff, parents from local and statewide advocacy and advisory committees, and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress;
- Description of the activities conducted to increase the capacity of diverse groups of parents to support the development of implementation of activities designed to improve outcomes for children with disabilities;
- The mechanisms and timelines for soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress; and
- The mechanisms and timelines for making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public.

The Target Setting Process

The SPP/APR Production Team met with each of the results indicator teams beginning in the summer of 2020 to discuss the need to reset targets for the next six years. Indicator teams analyzed data and developed proposed targets which were presented to the Special Education Advisory Committee (SEAC) primarily in the 2020-2021 school year and fall 2021. Additionally, members of SEAC were included in improvement strategy discussions. MDE OSE also presented to the Data Advisory Committee (DAC), the Michigan Association of Administrators of Special Education (MAASE), the Michigan Intermediate Special Education Directors and the Michigan Alliance for Families (MAF). MDE OSE and MAF are planning continued and expanded parent involvement in stakeholder activities.

Beginning in 2020, the MDE OSE initiated a series of stakeholder meetings to establish targets for the new six-year cycle of the SPP/APR. Meetings were held virtually and were designed to engage stakeholders from various backgrounds - educators, parents, school administrators, related service providers, family support centers, early education, advocacy groups, other state agencies. Meetings were hosted virtually to maximize participation from participants from across the state. All the stakeholder meetings were organized and facilitated by the OSE. Closed captioning was offered during meetings. The meetings provided information on the 12 results indicators to inform the stakeholders of the history and data trends so that they could make informed recommendations. The presentations included how each indicator is defined, measured, and calculated. An in-depth history of statewide results over the last six years, information on how Michigan compares to similar states, and data forecasting were also included. Each meeting sought stakeholder feedback on setting targets, developing improvement strategies, and evaluating statewide progress (where applicable). These efforts resulted in the participation of a diverse group of parents, educators, related service providers, and other stakeholders who represent a range of racial, ethnic, rural, urban, suburban, and student age (pre-K through age 26) populations. The SEAC is a diverse group made up of at least 51 percent of parents representing several Intermediate School Districts (ISDs) across the state. The SEAC's membership consists of approximately 54 representatives with a race/ethnicity breakdown of 81% White, 13% African American, 4% Native American and 2% Asian.

Each SPP/APR Stakeholder meeting focused on one or two indicators at a time. Feedback was obtained through: an online survey, responses in the online chat, and verbal responses. After meetings were convened, the OSE engaged in an internal review of stakeholder feedback to help inform the adoption of new rigorous yet achievable state targets. Outlined below are the SPP/APR baseline and target recommendations for FFY 2020 to FFY 2025, developed after the review of stakeholder input.

Summary Outcomes from Stakeholder Input:

- Indicator 1 – Graduation: Reset baseline with FFY 2020 data, hold target at baseline for four years and then make incremental changes using new methodology (Exiter Graduation Rate).
- Indicator 2 – Dropout: Decision was to retain existing targets for another year before required to change methodology for reporting. Target information for this indicator was presented to SEAC again in May 2022. New targets will be submitted in February 2023.
- Indicator 3 - Statewide Assessment: New measurements (A. Participation Rate, B. General Assessment Proficiency Rate, C. Alternate Assessment Proficiency Rate & D. Gap Proficiency) for 4th, 8th grade and high school for both English Language Arts and Math requires resetting baseline to FFY 2020 and setting 120 targets for FFY 2021-FFY 2025.
- Indicator 4A – Suspension/Expulsion: Decision was to set target at 0% for the next six years. Since the baseline is at 0% there is no other option to demonstrate improvement over baseline. Baseline is set at FFY 2019 as the first year reported at the ISD level.
- Indicator 5 – Educational Environments Ages 6-21 (plus 5-year-old Kindergarten students): Decision was to use FFY 2020 as the baseline and make incremental changes. FFY 2020 is the first year of kindergarten students included in data.
- Indicator 6 – Preschool Educational Environments Ages 3-5 (minus 5-year-old Kindergarten students): Decision was to use FFY 2020 as the baseline to set 3 targets vs 9 and make incremental changes. FFY 2020 is the first-year kindergarten students are no longer included in data.
- Indicator 7 – Preschool Outcomes: Decision was to only make incremental changes to targets as targets are already highest in the region. Trendline data

analysis indicates data percentages going forward will remain stable at the current levels or increase less than .5%. Targets are conservative to reflect the impact of the COVID-19 pandemic including remote instruction and school closures.

- Indicator 8 – Parent Involvement: Decision was to reset baseline for FFY 2020. Change in process for collecting data for 5-year-old children. Five-year-old kindergarten students receive school age survey instead of preschool survey previously provided. Change in methodology from Rasch to Percent of Maximum for easier understanding.
- Indicator 14 – Postsecondary Outcomes: FFY 2018 are Michigan’s new baseline – which is the first year reporting the new definition of competitive integrated employment. It is anticipated data may be impacted due to COVID-19 pandemic. Considering the unknown impact, the targets for FFY 2020 to FFY 2023 will be set at the same as baseline (FFY 2018 results) and then conservative incremental changes.
- Indicator 15 – Resolution Session Agreements: Decision is to set an interval target of 45.00-55.00% similar to Indicator 16. Setting a target range is allowable for this Indicator.
- Indicator 16 – Mediation Agreements: Decision is to keep the same interval 75-85.00% for future years and request to reset baseline data to FFY 2017 based on a change in data collection methodology from a multisource reporting system to a verifiable, centralized electronic database. Michigan’s target remains above national average.
- Indicator 17 – State Systemic Improvement Plan (SSIP): The FFY 2020 baseline is based on 2020-21 data from target students. FFY 2022 and beyond targets represent incremental increases of 2 percentage points. This will reduce the impact of a changing denominator as DBI is scaled up to additional districts.

The following pages are indicator data which includes historical information and recommended targets. Note any of these indicator targets can be reset in future years. Target setting activities will be a continuous process which include annual reviews and evaluation by Indicator teams and if necessary additional feedback sought from SEAC and other stakeholders.

Indicator 1: Graduation

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
Data	55.07%	57.12%	64.15%	65.34%	63.53%	64.26%

Indicator 1: Proposed Measurable and Rigorous Targets

FFY	Baseline 2020	2021	2022	2023	2024	2025
Proposed Targets	70.78%	70.78%	70.78%	70.78%	72.30%	73.50%

Indicator 2: Dropout

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	9.25%	9.00%	8.75%	8.50%	8.25%	8.25%
Actual Data	7.86%	7.35%	7.06%	6.76%	6.86%	6.66%

Indicator 2: Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	8.25%	8.12%	7.88%	7.75%	7.63%	7.50%

Indicator 3A: Statewide Assessment-Participation

Proposed Measurable and Rigorous Targets

FFY	Baseline 2020	2021	2022	2023	2024	2025
ELA 4 th Grade	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
ELA 8 th Grade	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
ELA High School	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math 4 th Grade	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math 8 th Grade	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math High School	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%

Indicator 3B: Proficiency Rate Against Grade Level Academic Achievement Standards

Indicator 3B: Proposed Measurable and Rigorous Targets

FFY	Baseline 2020	2021	2022	2023	2024	2025
ELA 4 th Grade	15.69%	15.70%	16.00%	16.70%	17.40%	18.20%
ELA 8 th Grade	23.00%	23.00%	23.00%	23.50%	24.40%	25.30%
ELA High School	13.97%	14.00%	14.00%	14.00%	14.70%	15.40%
Math 4 th Grade	13.53%	13.80%	14.75%	15.70%	16.60%	17.50%
Math 8 th Grade	8.02%	8.02%	8.02%	8.50%	9.25%	10.00%
Math High School	5.09%	5.50%	5.80%	6.10%	6.40%	6.70%

Indicator 3C: Proficiency Rate Against Alternate Academic Achievement Standards

Indicator 3C: Proposed Measurable and Rigorous Targets

FFY	Baseline 2020	2021	2022	2023	2024	2025
ELA 4 th Grade	59.35%	59.35%	59.35%	61.30%	62.50%	62.50%
ELA 8 th Grade	71.95%	71.95%	71.95%	73.80%	74.50%	75.00%
ELA High School	72.47%	72.50%	72.50%	72.80%	73.10%	73.30%
Math 4 th Grade	50.29%	50.30%	50.30%	51.50%	51.70%	51.90%
Math 8 th Grade	52.80%	52.80%	52.80%	53.80%	54.00%	54.20%
Math High School	61.19%	61.19%	61.19%	61.30%	61.50%	61.70%

Indicator 3D: Gap in Proficiency Rates for Children with IEPs and All Students Against Grade Level Academic Achievement Standards

Indicator 3D: Proposed Measurable and Rigorous Targets

FFY	Baseline 2020	2021	2022	2023	2024	2025
ELA 4 th Grade	28.60%	25.00%	23.80%	22.60%	21.40%	20.25%
ELA 8 th Grade	40.66%	34.30%	33.00%	31.75%	30.50%	29.20%
ELA High School	42.34%	42.00%	40.50%	39.00%	37.60%	36.00%
Math 4 th Grade	23.04%	21.60%	20.10%	18.60%	17.20%	15.70%
Math 8 th Grade	28.00%	23.30%	21.60%	19.90%	18.20%	16.40%
Math High School	29.18%	26.10%	23.60%	22.00%	20.40%	18.80%

Indicator 4A: Suspension/Expulsion

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	4.30%	4.10%	3.90%	3.70%	3.50%	1.45%
Actual Data	2.48%	1.34%	1.48%	2.05%	2.41%	0.00%

4A. Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Indicator 5A: Educational Environments Inside the Regular Class 80% or More of the Day

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	63.25%	63.50%	63.75%	64.00%	64.25%	64.25%
Data	65.90%	66.39%	66.89%	67.19%	67.66%	68.58%

5A. Proposed Measurable and Rigorous Targets

(5-year-old kindergarten students and ages 6 to 21)

FFY	Baseline 2020	2021	2022	2023	2024	2025
Proposed Targets	69.92%	69.92%	70.00%	70.25%	70.50%	70.75%

Indicator 5B: Educational Environments Inside the Regular Class Less Than 40% of the Day

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	11.80%	11.70%	11.60%	11.50%	11.40%	11.40%
Data	11.08%	10.86%	10.90%	11.10%	10.97%	10.55%

5B. Proposed Measurable and Rigorous Targets

(5-year-old kindergarten students and ages 6 to 21)

FFY	Baseline 2020	2021	2022	2023	2024	2025
Proposed Targets	9.93%	9.93%	9.75%	9.70%	9.65%	9.60%

Indicator 5C: Educational Environments In Separate Schools, Residential Facilities, or Homebound/Hospital Placements

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	5.36%	5.32%	5.28%	5.24%	5.15%	5.15%
Data	5.04%	5.16%	4.96%	4.83%	4.79%	4.71%

5C. Proposed Measurable and Rigorous Targets

(5-year-old kindergarten students and ages 6 to 21)

FFY	Baseline 2020	2021	2022	2023	2024	2025
Proposed Targets	4.98%	4.98%	4.98%	4.97%	4.96%	4.95%

Indicator 6A: Preschool Educational Environments Receiving Majority of Services in Regular Early Childhood Program

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	28.20%	28.20%	28.30%	28.50%	28.80%	28.80%
Data	28.00%	29.72%	29.89%	28.68%	30.24%	28.24%

6A: Proposed Measurable and Rigorous Targets

(Ages 3-5 in Preschool)

FFY	Baseline 2020	2021	2022	2023	2024	2025
Proposed Targets	19.46%	19.50%	19.50%	20.25%	21.00%	21.75%

Indicator 6B: Preschool Educational Environments Separate Special Education Class, Separate School, or Residential Facility

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	43.20%	43.20%	42.00%	41.50%	41.00%	41.00%
Data	41.39%	39.25%	38.72%	38.51%	36.08%	37.31%

6B. Proposed Measurable and Rigorous Targets

(Ages 3-5 in preschool)

FFY	Baseline 2020	2021	2022	2023	2024	2025
Proposed Targets	46.03%	46.00%	46.00%	45.75%	45.50%	45.25%

Indicator 6C: Preschool Educational Environments Receiving Special Education and Related Services in the Home

FFY	2020	2021	2022	2023	2024	2025
Target	*	*	*	*	*	*
Data	*	*	*	*	*	*

*No historical data. Newly reported measurement beginning in FFY 2020.

6C. Proposed Measurable and Rigorous Targets

(Ages 3-5 in preschool)

FFY	Baseline 2020	2021	2022	2023	2024	2025
Proposed Targets	2.82%	2.82%	2.82%	2.82%	2.82%	2.80%

Indicator 7: Preschool Outcomes A Summary 1

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	86.60%	86.50%	87.00%	87.50%	88.00%	88.00%
Data	87.73%	87.90%	88.36%	88.31%	88.39%	88.61%

7A1. Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	88.00%	88.00%	88.00%	88.00%	88.00%	88.00%

Indicator 7: Preschool Outcomes A Summary 2

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	54.90%	55.00%	55.10%	55.20%	55.30%	55.30%
Data	54.98%	58.02%	57.82%	58.08%	60.61%	54.02%

7A2. Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	57.00%	57.00%	58.00%	58.00%	59.00%	59.00%

Indicator 7: Preschool Outcomes B Summary 1

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	87.00%	87.50%	88.00%	88.50%	89.00%	89.00%
Data	89.28%	89.11%	90.17%	89.94%	88.23%	89.62%

7B1. Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	86.00%	86.00%	87.00%	87.00%	88.00%	88.00%

Indicator 7: Preschool Outcomes B Summary 2

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	56.00%	56.10%	56.30%	56.40%	56.50%	56.50%

FFY	2014	2015	2016	2017	2018	2019
Data	56.34%	58.93%	57.13%	57.41%	57.65%	53.49%

7B2. Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	56.00%	56.00%	56.50%	56.50%	57.00%	57.00%

Indicator 7: Preschool Outcomes C Summary 1 – Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	86.00%	86.50%	87.25%	87.75%	88.25%	88.25%
Data	87.85%	88.47%	88.66%	89.14%	87.71%	88.39%

7C1. Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	86.00%	86.00%	87.00%	87.00%	88.00%	88.00%

Indicator 7: Preschool Outcomes C Summary 2

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	59.10%	59.20%	59.30%	59.40%	59.50%	59.50%
Data	59.17%	61.25%	60.89%	61.67%	61.55%	57.29%

7C2. Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	59.00%	59.00%	59.50%	59.50%	60.00%	60.00%

Indicator 8: Parent Involvement: Preschool

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	45.50%	46.00%	46.50%	47.00%	47.50%	47.50%
Data	49.90%	49.70%	50.38%	50.48%	49.25%	54.77%

8. Preschool Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	78.44%	78.44%	78.44%	78.44%	78.54%	78.64%

Indicator 8: Parent Involvement: School Age

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	25.20%	25.60%	26.00%	26.40%	26.80%	26.80%
Data	28.96%	29.59%	28.90%	28.14%	30.36%	31.45%

8. School Age Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	62.15%	62.15%	62.15%	62.15%	62.25%	62.35%

** Historical data based on a different methodology.

Indicator 14: Postsecondary Outcomes A

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	33.00%	33.20%	33.40%	33.60%	33.90%	33.90%
Data	34.79%	32.36%	32.56%	29.18%	28.21%	27.10%

14A. Postsecondary Outcomes Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	28.21%	28.21%	28.21%	28.21%	28.26%	28.31%

Indicator 14: Postsecondary Outcomes B

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	59.50%	60.00%	60.50%	61.00%	61.50%	61.50%
Data	65.35%	63.31%	62.96%	64.85%	42.82%	40.72%

14B. Postsecondary Outcomes Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	42.82%	42.82%	42.82%	42.82%	42.87%	42.92%

Indicator 14: Postsecondary Outcomes C

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	72.00%	72.50%	73.00%	73.50%	74.00%	75.25%
Data	77.09%	76.82%	76.93%	77.43%	75.19%	78.09%

14C. Postsecondary Outcomes Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	75.19%	75.19%	75.19%	75.19%	75.24%	75.29%

Indicator 15: Resolution Session Agreements

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	44.00%	46.00%	48.00%	50.00%	52.00%	52.00%
Data	37.04%	51.22%	42.86%	46.88%	54.55%	38.10%

15. Resolution Session Agreements Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	45.00-55.00%	45.00-55.00%	45.00-55.00%	45.00-55.00%	45.00-55.00%	45.00-55.00%

Indicator 16: Mediation Agreements

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target	75.00-85.00%	75.00-85.00%	75.00-85.00%	75.00-85.00%	75.00-85.00%	75.00-85.00%
Data	77.63%	81.69%	78.35%	Baseline 81.15%	82.47%	77.16%

16. Mediation Agreements Proposed Measurable and Rigorous Targets

FFY	2020	2021	2022	2023	2024	2025
Proposed Targets	75.00-85.00%	75.00-85.00%	75.00-85.00%	75.00-85.00%	75.00-85.00%	75.00-85.00%

Indicator 17: State Systemic Improvement Plan

Historic Measurable and Rigorous Targets + Actual Data

FFY	2014	2015	2016	2017	2018	2019
Target			47.00%	45.50%	46.00%	46.00%
Data	47.90%	44.76%	43.75%	45.50%	46.50%	46.50%

17. State Systemic Improvement Plan Proposed Measurable and Rigorous Targets

FFY	Baseline 2020	2021	2022	2023	2024	2025
Proposed Targets	0.00%	20.00%	22.00%	24.00%	26.00%	28.00%