

Measurable and Rigorous Targets

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1

Expectations

- Provide background and context for the definition of measurable and rigorous targets
- State definition and specify elements of the definition
- Identify issues to consider in determining measurable and rigorous targets, including some “musts”
- Use examples to demonstrate

2

SEC. 616. MONITORING, TECHNICAL ASSISTANCE, AND ENFORCEMENT.

- ˆ (b) STATE PERFORMANCE PLANS-
 - ˆ (1) PLAN-
 - ˆ (A) IN GENERAL- Not later than 1 year after the date of enactment of the Individuals with Disabilities Education Improvement Act of 2004, each State shall have in place a performance plan ...
 - ˆ (2) TARGETS-
 - ˆ (A) IN GENERAL- As a part of the State performance plan described under paragraph (1), each State shall establish measurable and rigorous targets for the indicators established under the priority

3

Why the SPP?

- **Builds on**
 - Self-assessment and improvement planning (CIMP)
- **Emphasizes**
 - high expectations
 - similarities with NCLB
- **Highlights the importance of**
 - stakeholder involvement
 - data based decision making
 - purposively planning for improvement

4

Evolution of the SPP

- How do the state requirements differ?
 - Annual Performance Report
 - Biennial Report
- What requirements are the same?
 - Questions/probes: indicators
 - Goals and targets
 - Activities/Strategies

5

Definition of Measurable and Rigorous Targets Development

- **Workgroup discussions**
- **Conference report – legislative language**
- **Literature review**
 - Business
 - Public Administration
 - NCLB
- **Final considerations**
 - Search of law
 - Differences with NCLB

6

Compliance indicators

Part C	Part B
1, 7, 8, 9, 10, 11 & 14 cannot be less than 100%	11, 12, 13, 15, 16, 17 & 20 cannot be less than 100%
	9 and 10 are 0%

New indicators

PART C	PART B
3, 4, & 12	7, 8, 9, 10, 11, 13, 14 & 18
Baseline & targets due in the FFY 2005 (2005-2006) APR due February 1, 2007	Baseline & targets due in the FFY 2005 (2005-2006) APR due February 1, 2007

Within the context of the State Performance Plan, measurable and rigorous targets are established with broad stakeholder input and specify the challenging levels of improved performance to be reached within a particular timeframe.

- **Report language:** "The Conferees believe that accurate decision making with regard to enforcement of the IDEA is required in order to: (1) ensure that federal dollars are being spent productively on education, and, (2) to ensure that monitoring and enforcement is administered fairly. It is our expectation that state performance plans, indicators, and targets will be developed **"with broad stakeholder input and public dissemination."**

Broad Stakeholder Input

- Minimally
 - Part B – State Advisory Panel
 - Part C – Interagency Coordinating Council

Challenging Levels of Improved Performance

- With Broad Stakeholder Input
- Improved performance - Section 616
 - "(a)(2) Focused Monitoring – The primary focus of Federal and State monitoring activities ... shall be on –
 - (A) **improving educational results and functional outcomes for all children with disabilities;** and
 - (B) ensuring that States meet the program requirements under this part, with a particular emphasis on those requirements that are **most closely related to improving educational results** for children with disabilities."

Within a particular timeframe

- Six year plan
- Annual targets

13

Operationalizing – targets are to be

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SPECIFIC

MEASURABLE

**ACHIEVABLE, BUT
CHALLENGING (Abc)**

RELEVANT

TIMED

14

Specific and Measurable

- Targets must be directly related to the indicators
- Measurable - Quantifiable

15

ACHIEVABLE, BUT CHALLENGING (abc)

- Targets should be realistic, but a stretch
- Targets should not be a wish list
- Targets should be ambitious

16

RELEVANT

- Targets should be relevant to stakeholders.
- Targets should be relevant to current baseline.
- Targets should be established within the context of the state's improvement goals.

17

Timed

- Six year plan
 - 2010-2011
- Intermediate
 - annual

18

“Effective targets need to be real but challenging. ... Targets that are too difficult debilitate rather than motivate and those that are too easy often lead to complacency.”

Source: *Target Setting Guide – Jan 2004* –
http://www.worcestershire.gov.uk/home/cs-chief-exec-target_setting_guide.pdf

19

PROCESS - States submit on or before December 2, 2005

APPROVAL PROCESS-

- (1) **DEEMED APPROVAL-** The Secretary shall review ... (b) each performance plan submitted by a State pursuant to subsection ... the Secretary makes a written determination, prior to the expiration of the 120-day period beginning on the date on which the Secretary received the plan,
- (2) **DISAPPROVAL-** The Secretary shall not finally disapprove a performance plan, except after giving the State notice and an opportunity for a hearing.

20

CRITICAL COMPONENTS FOR SPP APPROVAL

Targets Must Reflect Improvement

21

CRITICAL COMPONENTS FOR SPP APPROVAL

- **Overview of the SPP Development – must describe and include**
 - Process for obtaining stakeholder input and
 - ✓ Broad Stakeholder process **must**, at a minimum, indicate input from the
 - State Advisory Panel (Part B)
 - State Interagency Coordinating Council (Part C). The SICCC **must** sign off on the APR if it is being used as the annual report

22

CRITICAL COMPONENTS FOR SPP APPROVAL

- **Baseline Data for FFY 2004 (2004-2005)**
 - Baseline data for those indicators that are not NEW **must** be included
 - Baseline **must** be quantifiable (numeric)
 - Baseline **must** be clear
 - Data used **must** be accurate, valid, and reliable

23

CRITICAL COMPONENTS FOR SPP APPROVAL

- **Improvement Activities (Strategies)**
 - Activities **must** be reasonably designed to assist the state in meeting targets
 - Activities **must** be specific
 - Timelines
 - some activities **must** be completed at intervals throughout the six years

24

“All targets must be supported by an *action plan*” that includes strategies describing how the targets will be achieved.

Source: *Target Setting Guide – Jan 2004* –
http://www.worcestershire.gov.uk/home/cs-chief-exec-target_setting_guide.pdf

25

All required information must be included

- Except for baseline and targets for new indicators, all items must be completed
- There must be a clear connection between the Overview of Issue/Description of System or Process and the Indicator

26

“Must do” Summary

- Overview of SPP Development
 - Stakeholder input
- Overview/description of indicator process
- Baseline for “not new” indicators
- Quantifiable baseline
- Clear baseline & target
- Accurate, valid, reliable data
- Strategies for improvement
- Timelines
- Any other required information

27

Examples and Checklist

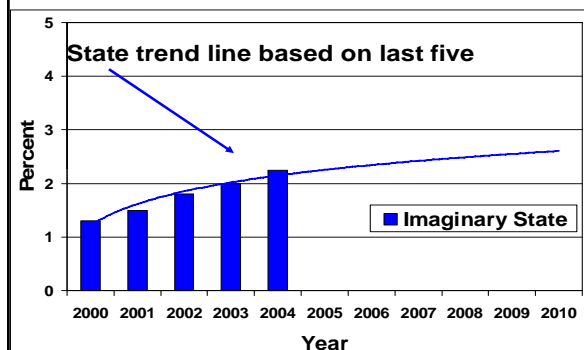
- NCSEAM – SPP checklists
- Part C example
 - Indicator 6: Percent of infants and toddlers birth to 3 with IFSPs compared to:
 - A. Other States with similar eligibility definitions; and
 - B. National data.
- Part B example
 - Graduation Rates

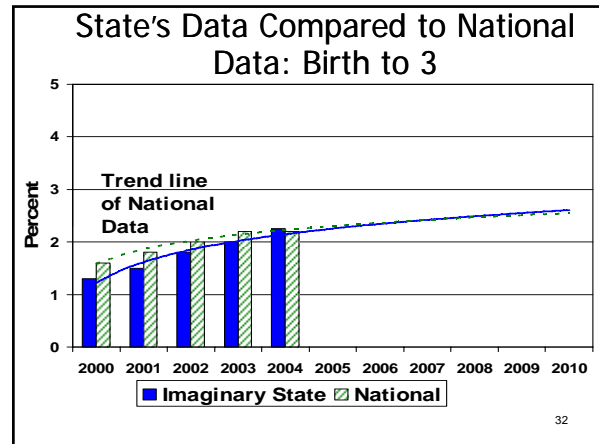
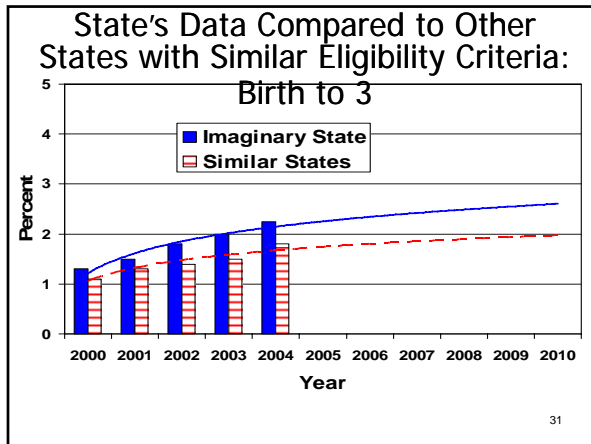
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Example – Part C

29

State's Data: Birth to 3





Measurable & Rigorous Targets: Considerations in Determining

- **Baseline** is
 - a specific year (point of time)
 - for the SPP the baseline year is FFY2004 (2004-05)

33

BASELINE: Specific Point in Time

The performance of the state for a specific year is used as the baseline.

Baseline: For FFY 2004 (2004-2005), Imaginary State had 2.5% of infants and toddlers birth to 3 with IFSPs compared to ... 34

Measurable & Rigorous Targets: Considerations in Determining

- What is the current performance?
- What has been the trend?
- Has the definition been constant or changed?
- Are there expectations (Part C – 2%; Part B – graduation rates comparable)?
- What value will the targets convey?

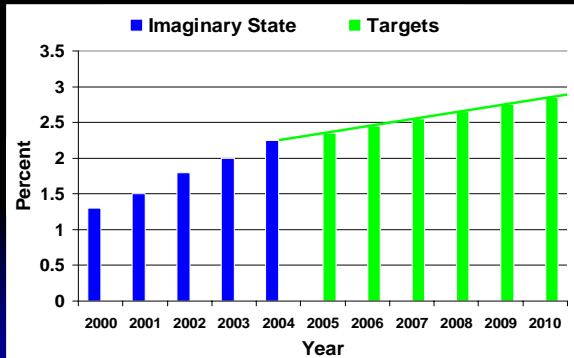
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Measurable & Rigorous Targets: Considerations in Determining

- Targets can be
 - a. continuous - some change each year
 - b. staggered - no change for x amount of time, followed by improvement
 - c. slight improvement – expectation is some improvement over 6 years; amount may be small

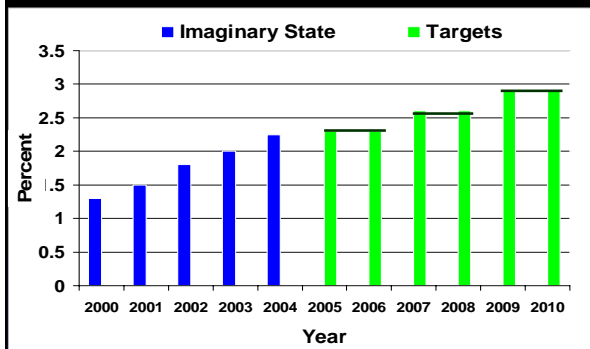
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Targets can be continuous



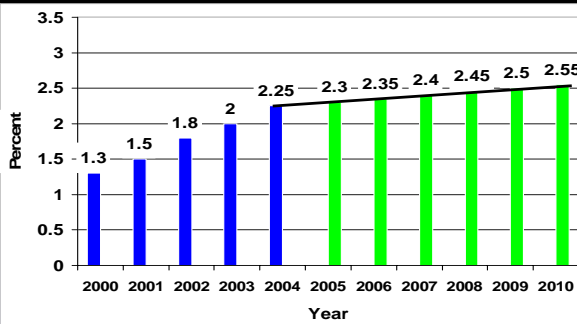
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Staggered



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Slight Improvement



39

Measurable & Rigorous Targets: Considerations in Determining

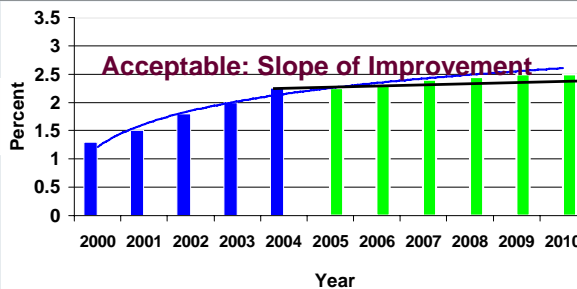
Explain the reason(s) a specific approach was chosen.

Document why that approach was taken

- Where does the state want to be in six years?
- Does the state want to close gaps?
- Does the state want comparability to general education?
- How was baseline determined?

40

State's Data: Birth to 3



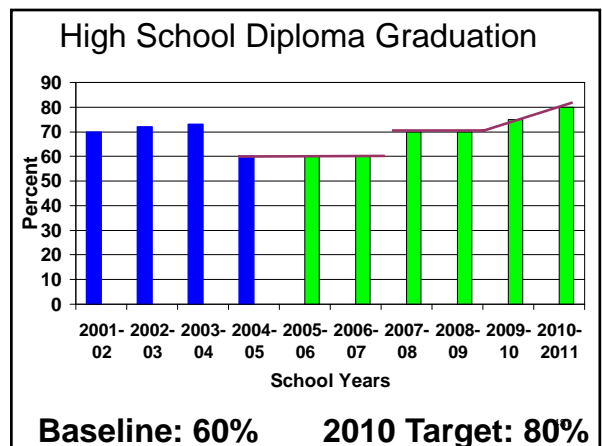
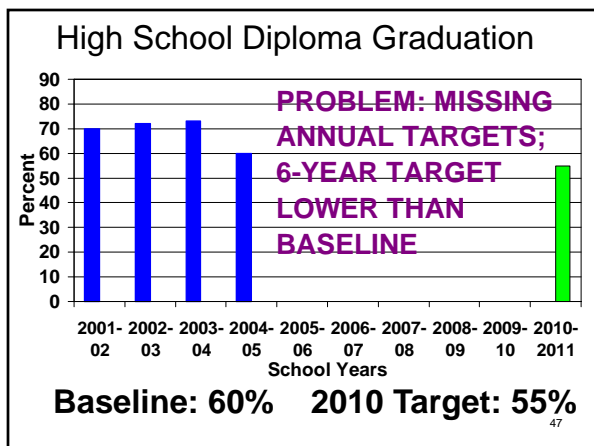
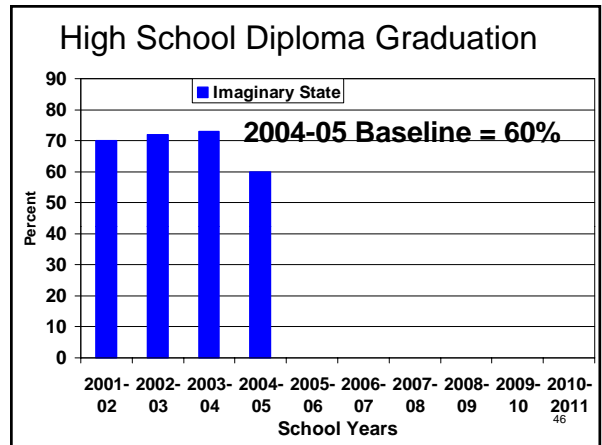
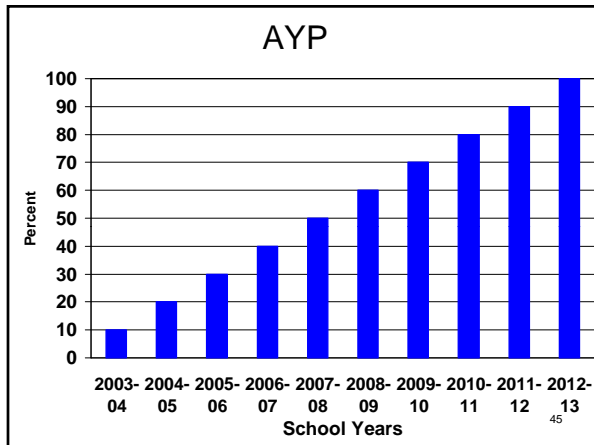
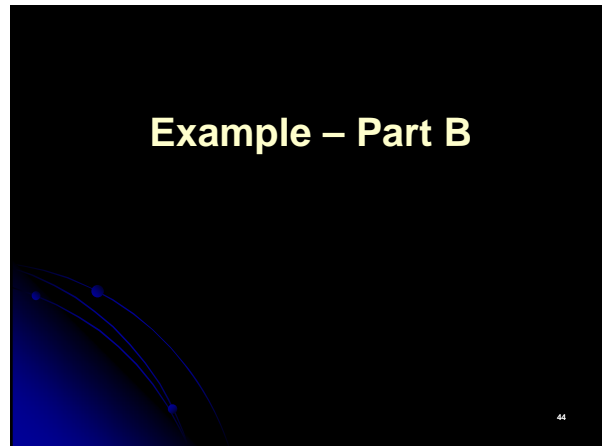
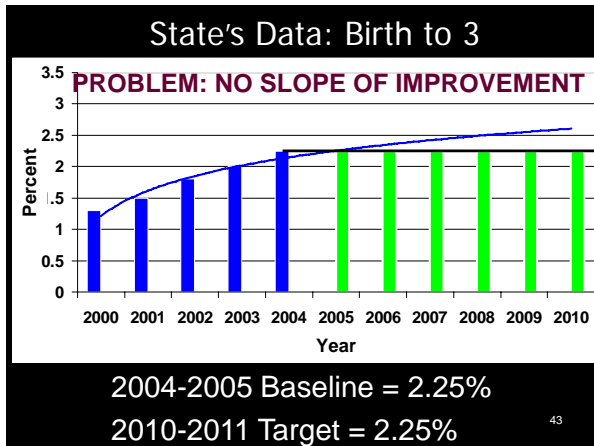
2004-2005 Baseline = 2.25%
2010-2011 Target = 2.50%

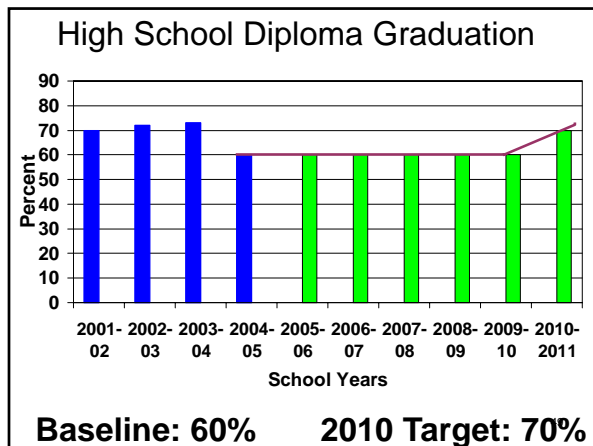
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NCSEAM Checklists

- Is a target designated for each indicator for each federal fiscal year?
- Do the targets for each of the indicators show a slope of improvement?
- Are the targets for each of the indicators quantifiable?

42





Conclusions

- Broad Stakeholder Involvement
- Improvement
- Timeframe
- Challenging

50

Conclusions: Remember “Must do”

- Overview of SPP Development
 - Stakeholder input
- Overview/description of indicator process
- Baseline for “not new” indicators
- Quantifiable baseline & targets
- Clear baseline
- Accurate, valid, reliable data
- Strategies for improvement
- Timelines
- Any other required information
- Improvement

51

Within the context of the State Performance Plan, measurable and rigorous targets are established with broad stakeholder input and specify the challenging levels of improved performance to be reached within a particular timeframe.

52

Targets are to be

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TIMED

53

Conclusions

- A Goal that Can't be Measured is Just a *Slogan*
- Treasure What You Measure
- All About Improvement

54