

Special Education SPP/APR Stakeholder Input:

ADE SUMMIT
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Educational Environment: School age and Early Childhood

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Agenda



- Overview of APR Requirements
- Possible Target Methodologies
- Details About School Age Education Environment
- Details About Early Childhood Education Environment
- Discussion of Target Strategies
- Wrap Up: Turn in handout

APR Requirements



- New SPP/APR Package released in Fall 2020.
- There are 17 Indicators
 - 53 total measures
 - 11.5 Performance/Result Indicators
 - 8.5 State and District level
 - 3 State level only
 - 5.5 Compliance Indicators
- ALL performance indicators require new targets.
- Some indicators with changes to the data source or measurement will require a new baseline year and new targets

Historical Information: School Age



Indicator

Previous APR Package

APR Package Changes

5. School Age Education Environment: Results

Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

Includes 5 year old Kindergarteners.

Arkansas already reports this so the baseline is already set.

Need to set new targets based on the reporting change.

Historical Information



Indicator	Previous APR Package	APR Package Changes
6. Early Childhood Education Environment: Results	<p>Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:</p> <ul style="list-style-type: none">A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; andB. Separate special education class, separate school or residential facility.C. Receiving special education and related services in the home	<p>Excludes 5 year old kindergarteners. Added a new sub-indicator category C: Home.</p> <p>Arkansas already reports the exclusion of 5 year old kindergarteners; the baseline is already set for A & B,</p> <p>Need to set new targets based on the reporting change.</p> <p>Also need new baseline for C.</p>

TARGET SETTING METHODOLOGIES



- Keep the target growth the same as previous APR package
- Average year-to-year difference
- Four-year moving average
- Standard deviation
- Forecasting

School Age Educational Environment



5A (RG)	Historical	Moving Avg	SD (1.95)	Fore- cast	Avg Diff (.60)	5B (SC)	Historical	Moving Avg	SD (.57)	Fore- cast	Avg Diff (.02)	5C (DI/RI/H H)	Historical	Moving Avg	SD (.29)	Fore- cast	Avg Diff (.02)
2015	53.74					2015	13.45					2015	2.28				
2016	53.83					2016	13.46					2016	2.29				
2017	54.32					2017	13.31					2017	2.22				
2018	54.53					2018	13.05					2018	2.06				
2019	55.47			55.47	55.47	2019	12.66					2019	1.99				
2020	56.94		56.94	56.94	56.07	2020	12.18	12.18				2020	2.01	1.99	1.99	1.70	2.01
2021	58.83	56.44	57.27	58.83	56.67	2021	11.66	12.39	12.08	11.66	12.16	2021	1.92	1.70	1.94	1.41	1.99
2022		55.10	57.60	59.01	57.27	2022		12.17	11.98	12.61	12.14	2022		1.41	1.89	1.12	1.97
2023		55.35	57.93	59.35	57.87	2023		11.92	11.88	12.64	12.12	2023		1.12	1.84	0.83	1.95
2024		55.55	58.26	59.70	58.47	2024		11.66	11.78	12.67	12.10	2024		0.83	1.79	0.54	1.93
2025		55.61	58.59	60.04	59.07	2025		12.03	11.68	12.70	12.08	2025		0.54	1.74	0.25	1.91
2026		55.40	58.92	60.38	59.67	2026		11.95	11.58	12.73	12.06	2026		0.25	1.69	-0.04	1.89

Detail Information: School Age Educational Environment



5. Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:

1. Inside the regular class 80% or more of the day;
2. Inside the regular class less than 40% of the day; and
3. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Data Source:

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in *EDFacts* file specification C002.

Measurement:

- A. Percent = $\left[\frac{\text{(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80\% or more of the day)}}{\text{(total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right]$ times 100.
- B. Percent = $\left[\frac{\text{(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40\% of the day)}}{\text{(total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right]$ times 100.
- C. Percent = $\left[\frac{\text{(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements)}}{\text{(total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right]$ times 100.

Indicator 5: Target Setting Discussion



- Look at the historical data for Indicator 5A, 5B, & 5C
 - What patterns do you see for each sub-indicators
- Look at the proposed targets under each of the target setting methodologies
 - Which methodology do you think is most realistic?
- Is there a different methodology that you would recommend?
- Should we set a flat percentage to reach in 2026 and set annual growth proportionately?
- Could we apply the methodologies differently than presented?

Early Childhood Educational Environment Data



6A	Historical	Moving Avg	SD (4.17)	Forecast	Ave Diff (.63)	6B	Historical	Moving Avg	SD (5.79)	1/2 SD (2.90)	Forecast	Ave Diff (1.02)	6C	Historical	Moving Avg	SD (0.25)	Forecast	Ave Diff (.07)
2011	25.04					2011	31.95						2011	0.42				
2012	17.51					2012	33.89						2012	0.33				
2013	16.13					2013	35.47						2013	0.47				
2014	14.81	18.37				2014	35.07	34.09					2014	0.48	0.43			
2015	11.29	14.94				2015	36.70	35.28					2015	0.31	0.40			
2016	11.88	13.53				2016	38.46	36.42					2016	0.22	0.37			
2017	11.57	12.39				2017	37.21	36.86					2017	0.19	0.30			
2018	12.94	11.92				2018	34.05	36.60					2018	0.15	0.21			
2019	13.08	12.37				2019	29.99	34.93					2019	0.18	0.18			
2020	20.74	14.58				2020	20.21	30.36					2020	0.23	0.18			
2021	18.77	16.38	18.77	18.77	18.77	2021	21.71	34.69	21.71	21.71	21.71	21.71	2021	1.08	0.41	1.08	1.08	1.08
2022		13.81	19.6	18.48	19.40	2022		34.15	20.55	21.13	24.15	20.69	2022		0.25	1.03	0.49	1.01
2023		14.29	20.43	18.20	20.03	2023		33.53	19.39	20.55	23.04	19.67	2023		0.26	0.98	0.50	0.94
2024		14.77	21.26	17.92	20.66	2024		33.18	18.23	19.97	21.94	18.65	2024		0.27	0.93	0.51	0.87
2025		14.81	22.09	17.64	21.29	2025		33.89	17.07	19.39	20.83	17.63	2025		0.30	0.88	0.52	0.80
2026		14.42	22.94	17.36	21.92	2026		33.69	15.91	18.81	19.72	16.61	2026		0.27	0.83	0.53	0.73

Detail Information: Early Childhood Educational Environment



6. Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.
- C. Receiving special education and related services in the home.

Data Source:

Same data as used for reporting to the Department under section 618 of the IDEA, using the definitions in ED*Facts* file specification C089.

Measurement:

- A. Percent = $\left[\frac{\text{(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)}}{\text{(total # of children ages 3, 4, and 5 with IEPs)}} \right] \times 100$.
- B. Percent = $\left[\frac{\text{(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility)}}{\text{(total # of children ages 3, 4, and 5 with IEPs)}} \right] \times 100$.
- C. Percent = $\left[\frac{\text{(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home)}}{\text{(total # of children ages 3, 4, and 5 with IEPs)}} \right] \times 100$.

Indicator 6: Target Setting Discussion



- Look at the historical data for Indicator 6A, 6B, & 6C
 - What patterns do you see for each sub-indicators
- Look at the proposed targets under each of the target setting methodologies
 - Which methodology do you think is most realistic?
- Is there a different methodology that you would recommend?
- Should we set a flat percentage to reach in 2026 and set annual growth proportionately?
- Could we apply the methodologies differently than presented?