

# **APR STAKEHOLDER INPUT SESSION 3**

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# AGENDA

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## SCHOOL AGE INDICATORS

- Indicator 5: Educational Environment (ages 5-21;K-12)
- Indicator 8: Family Involvement
- Indicator 14: Post-School Outcomes

## EARLY CHILDHOOD INDICATORS

- Indicator 6: Educational Environment (ages 3-5; preschool)
- Indicator 7: Early Childhood Outcomes
- Indicator 8: Family Involvement

# SCHOOL AGE INDICATORS

| Indicator                                    | Previous APR Package   | APR Package Changes   |
|--|--|---|
| 5. School Age Education Environment: Results | <p>Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served:</p> <ul style="list-style-type: none"> <li>A. Inside the regular class 80% or more of the day;</li> <li>B. Inside the regular class less than 40% of the day; and</li> <li>C. In separate schools, residential facilities, or homebound/hospital placements.</li> </ul> | <p>The inclusion of 5-yr old kindergarten students in the SA data set began in 2021; however, starts could report the data in 2020.</p> <p>Arkansas reported the data in 2020 to USED and the data was applied to the February 1, 2021 APR submission. This submission set the baseline, but need to set new targets based on the reporting change.</p> |
| 8. Parent Involvement: Results               | <p>Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p>  | <p>No calculation change. States must set a metric to determine representativeness. States must also choose two new areas of response analysis. Arkansas already reports on race and disability and has a representativeness metric.</p> <p>Need to set targets for the next 6 years.</p>   |

# SCHOOL AGE INDICATORS

| Indicator                         | Previous APR Package   | APR Package Changes   |
|-----------------------------------|--|---|
| 14. Post School Outcomes: Results | <p>Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:</p> <ul style="list-style-type: none"><li>A. Enrolled in higher education within one year of leaving high school.</li><li>B. Enrolled in higher education or competitively employed within one year of leaving high school.</li><li>C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school</li></ul> | <p>States must set a metric to determine representativeness. States must also choose two new areas of response analysis. Arkansas already meets both requirements.</p> <p>No calculation changes. Need to set targets</p> |

# EARLY CHILDHOOD INDICATORS

| Indicator   | Previous APR Package   | APR Package Changes   |
|---|--|---|
| 6. Early Childhood Education Environment: Results | <p>6. Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:</p> <p>A.Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and</p> <p>B.Separate special education class, separate school or residential facility.</p> <p>C.Receiving special education and related services in the home.</p> <p>.</p> | <p>Excludes 5 year old kindergarteners. Added a new sub-indicator category C: Home.</p> <p>Arkansas already reports the age/grade change so the baseline is already set for A &amp; B, but need to set new targets based on the reporting change.</p> <p>Indicator 3C needs a baseline and targets established.</p> |



# EARLY CHILDHOOD INDICATORS

| Indicator                            | Previous APR Package   | APR Package Changes   |
|--------------------------------------|--|---|
| 7. Early Childhood Outcomes: Results | <p>Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:</p> <ul style="list-style-type: none"><li>A. Positive social-emotional skills (including social relationships);</li><li>B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and</li><li>C. Use of appropriate behaviors to meet their needs.</li></ul> <p><b>Summary Statements for Each of the Three Outcomes:</b></p> <p><b>Summary Statement 1:</b> Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.</p> <p><b>Summary Statement 2:</b> The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.</p> | No changes, but we need to discuss target setting. Baseline year cannot be changed. |

# EARLY CHILDHOOD INDICATORS

| Indicator                      | Previous APR Package   | APR Package Changes  |
|--------------------------------|--|--|
| 8. Parent Involvement: Results | Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. | <p>No calculation changes.</p> <p>States must set a metric to determine representativeness.</p> <p>States must also choose two new areas of response analysis. Arkansas already reports on race and disability and has a representativeness metric.</p> <p>Need to set targets for the next 6 years.</p> |



# **TARGET SETTING METHODOLOGIES**

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- Average year-to-year difference
- Four-year moving average
- Standard deviation
- Forecasting



# TARGET SETTING METHODOLOGIES

| 6C   | Historical | Moving Avg | SD (0.25) | Forecast | Ave Diff (.07) |
|------|------------|------------|-----------|----------|----------------|
| 2011 | 0.42       |            |           |          |                |
| 2012 | 0.33       |            |           |          |                |
| 2013 | 0.47       |            |           |          |                |
| 2014 | 0.48       | 0.43       |           |          |                |
| 2015 | 0.31       | 0.40       |           |          |                |
| 2016 | 0.22       | 0.37       |           |          |                |
| 2017 | 0.19       | 0.30       |           |          |                |
| 2018 | 0.15       | 0.21       |           |          |                |
| 2019 | 0.18       | 0.18       |           |          |                |
| 2020 | 0.23       | 0.18       |           |          |                |
| 2021 | 1.08       | 0.41       | 1.08      | 1.08     | 1.08           |
| 2022 |            | 0.25       | 1.03      | 0.49     | 1.01           |
| 2023 |            | 0.26       | 0.98      | 0.50     | 0.94           |
| 2024 |            | 0.27       | 0.93      | 0.51     | 0.87           |
| 2025 |            | 0.30       | 0.88      | 0.52     | 0.80           |
| 2026 |            | 0.27       | 0.83      | 0.53     | 0.73           |

# **BREAK OUT SESSIONS**

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**SCHOOL AGE  
AND  
EARLY CHILDHOOD**

# WRAP UP

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- Thank you for participating today.
- The next opportunity to provide input
  - June 23-24, 2021: ADE Summit Sessions (Indicator 1 & 2; 5 & 6)
    - These are in-person sessions in Hot Springs.
  - July 20, 2021: Special Education Advisory Meeting
    - (Focus on compliance, SSIP, and providing an update of previous stakeholder sessions)
  - October, 2021: Special Education Advisory Meeting: Overview of all stakeholder sessions
  - October: LEA Academy – Indicator 3 Assessment