

APR STAKEHOLDER INPUT SESSION 1 - April 27, 2021

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AGENDA

- Overview of APR Indicators
- What a baseline and what a target is
- Possible Target Methodologies
- Details about Graduation data
 - Breakout rooms
 - Group 1: Graduation
 - Group 2: Graduation
- Detail about Drop Out data
 - Group 1: Drop Out
 - Group 2: Drop Out
- Wrap Up

CHANGES BY INDICATORS

Indicator	Previous APR Package	APR Package Changes
1. Graduation: Results	Percent of youth with IEPs exiting from high school with a regular high school diploma. Data source: ESSA	A one year calculation using the SWD exiting data. Need new baseline year and targets
2. Dropout: Results	Two Options. 1. 618 Exiting data SWD 14-21 2. Common Core of Data Grades 7-12	States can use the Option 2 for reporting 2020-21 year and then has to move to Option 1. Option 1 needs new baseline year and targets.
3. Assessment: Results	Currently report overall rates for RLA and Math, respectfully (four targets) 3B: Participation Rate 3C: Proficiency Rate	There are 24 new sub-indicators for which baseline year and targets will need to be set. Total of 144 targets over six years. Reporting on grades 4, 8, and H; not the state overall.
4. Suspension & Expulsion: Results and compliance	A. Percent of LEAs that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and B. Percent of LEAs that have: (a) a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs;	Clarifying language. No calculation changes. Using same target setting method as before.
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, but need to set new targets based on the reporting change.

CHANGES BY INDICATORS

Indicator	Previous APR Package	APR Package Changes
6. Early Childhood Education Environment: Results	Education Environments for students 3-5; data collection changed with 19-20 being an optional year. Now excludes 5yo kindergarten SWD. True 3-5 Preschool counts	Excludes 5 year old kindergarteners. Added a new sub-indicator category C: Home. Arkansas already reports this so the baseline is already set for A & B, but need to set new targets based on the reporting change. Also need new baseline for C.
7. Early Childhood Outcomes: Results	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and C. Use of appropriate behaviors to meet their needs.	No changes, but we need to discuss target setting. Baseline year cannot be changed.
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.	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. Need to set targets for the next 6 years.
9. Disproportionate Representation: Compliance	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	No Changes.

CHANGES BY INDICATORS

Indicator	Previous APR Package	APR Package Changes
10. Disproportionate Representation by Specific Disability: Compliance	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	No Changes
11. Child Find: Compliance	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe	No Changes
12. Early Childhood Transition: Compliance	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	No Changes
13. Secondary Transition: Compliance	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.	No calculation change. Clarifies there must be evidence, if appropriate, a representative of any participating agency was invited to the IEP team meeting.

CHANGES BY 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">A. Enrolled in higher education within one year of leaving high school.B. Enrolled in higher education or competitively employed within one year of leaving high school.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	<p>States must set a metric to determine representativeness. States must also choose two new areas of response analysis. Arkansas already meets both requirements. No calculation changes. Need to set targets</p>
15. Resolution Sessions: Results	<p>Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p>	<p>No Changes. Need to set targets</p>
16: Mediation Sessions: Results	<p>Percent of mediations held that resulted in mediation agreements.</p>	<p>No Changes. Need to set targets</p>

CHANGES BY INDICATORS

Indicator	Previous APR Package	APR Package Changes
17. State Systemic Improvement Plan: Results	<p>The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.</p> <p>Arkansas SIMR: Percent of SWD in grades 3-5, from the targeted schools, whose value-added score (VAS) in reading is categorized as moderate or high for the same subject and grade level in the state.</p>	<p>In its FFYs 2020 through FFY 2025 SPPs/APRs, due February 2022 through February 2027, the State must provide updated data for that specific FFY (expressed as percentages) and that data must be aligned with the State-identified Measurable Result(s) for Children with Disabilities. In its FFYs 2020 through FFY 2025 SPPs/APRs, the State must report on whether it met its target.</p> <p>Although there are no real changes, States have the opportunity to revise the SSIP strategies, activities, and the State Identified Measurable Result (SIMR). Strategies and activities are being updated to include newer state initiatives such as HRS, but the SIMR is not changing. Need to set targets, but cannot do until we actually have the data to review.</p>

WHAT IS A BASELINE?

- Starting point used for comparisons.
- States can reset the baseline year when there is a change in
 - measurement;
 - data source; or
 - data collection
- The Target in year 6 has to exceed the baseline

WHAT IS A TARGET?

- An objective or result toward which efforts are directed.
- States are required to set 6 years of targets
 - FFY 2020 through FFY 2025 (SY 2021-SY 2026)
- The final target in year 6 must exceed the baseline

TARGET SETTING METHODOLOGIES

- Keep the target growth the same as previous – for example the *ESSA graduation targets*
- Average year-to-year difference
- Four-year moving average
- Standard deviation
- Forecasting

Arkansas's 6 | 8 Graduation Percentages

TARGET SETTING METHODOLOGIES

SFY	Historical	ESSA Target (.81 annual)	AVG Diff (.79 annual)	Moving Average	SD (2.99/6yrs = 0.498 annual)	Forecasting
2015	84.53					
2016	86.44					
2017	87.15					
2018	87.56					
2019	87.83	88.37	87.83	87.25	87.83	87.83
2020	90.86	89.18	88.62	88.35	88.33	89.02
2021		89.99	89.41	86.99	88.82	89.75
2022		90.80	90.20	87.25	89.32	90.48
2023		91.61	90.99	87.46	89.82	91.21
2024		92.42	91.78	87.51	90.32	91.94
2025		93.23	92.57	87.30	90.82	92.67
2026		94.04	93.36	87.38	91.31	93.41

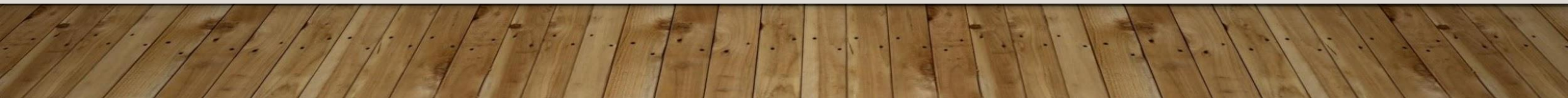
DETAIL INFORMATION: GRADUATION

Indicator 1: Graduation – Measurement

Percent of youth with Individualized Education Programs (IEPs) exiting from high school with a regular high school diploma.

Data Source: 618 Exiting data - Students ages 14-21 with the following exit categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Calculation: (a) graduated with a regular high school diploma **divided by** (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.



DETAIL INFORMATION ON GRADUATION

- A State can never reach a 100% for graduation
 - More students are included in the denominator than the ones you expect to graduate
- Most districts cannot reach 100% for graduation even if they graduated 100% of their students expected to graduate due to the denominator.
- Dropout uses the same data set. The two indicators are linked.
- Not a true graduation rate; but a percentage of exiters who were in the drop out category.

BREAK OUT: GRADUATION



DETAIL INFORMATION: DROP OUT

Indicator 2: Drop Out – Measurement

Percent of youth with IEPs dropping out of high school.

Data Source: 618 Exiting data - Students ages 14-21 with the following exit categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.

Calculation: (e) dropped out **divided by** (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e) dropped out.



DETAIL INFORMATION ON DROP OUT

- It will be difficult for a state to stay below 9-10% for drop out
- The denominator is not all students who could have dropped out.
- Not a true drop out rate; but a percentage of exiters who were in the drop out category.

BREAK OUT: DROP OUT



WRAP UP

- Thank you for participating today.
- Our next scheduled meetings are
 - May 11, 2021: Indicator 3 - Assessment
 - May 25, 2021: Indicators 5, 6, 7, 8, 14
 - June 23-24, 2021: ADE Summit Sessions (Indicator 1 & 2)
 - July 20, 2021: Special Education Advisory Meeting (All Indicators)
 - September/October: LEA Academy – Indicator 3 Assessment
 - October, 2021: Special Education Advisory Meeting