

Stakeholder Engagement: Updates and Opportunities


State Advisory Meeting July 20, 2021

Dr. Jody Fields, Director, IDEA Data & Research

Dr. Jeff Adams, APR SSIP Coordinator

Stakeholder Engagement Meetings Held

- April 20, 2021: State Advisory Council meeting
 - Overview of APR changes
- April 27, 2021: Stakeholder session one
 - Indicator 1: Graduation and Indicator 2: Drop out
- April 29, 2021: LEA Monthly Call
 - Indicator 17: SSIP
- May 11, 2021: Stakeholder session two
 - Indicator 3: Assessment
- May 25, 2021: Stakeholder session three – Two breakout groups
 - School Age
 - Indicator 5: Educational environment
 - Indicator 8: Family Involvement
 - Indicator 14: Post-school Outcomes
 - Early Childhood
 - Indicator 6: Preschool Educational environment
 - Indicator 7: Early Childhood Outcomes
 - Indicator 8: Family Involvement



Stakeholder Engagement Meetings Held and Upcoming Opportunities

- June 23, 2021: ADE Summit
 - Indicator 1: Graduation and Indicator 2: Drop out
- June 24, 2021: ADE Summit
 - Indicator 5: Educational Environment
 - Indicator 6: Preschool Educational Environment
- July 20, 2021: State Advisory Council
 - Overview of previous sessions and opportunity to provide input
- October 19, 2021: State Advisory Council
 - Overview of previous sessions and opportunity to provide input
- October 28-29, 2021: LEA Academy
 - Indicator 3: Assessment

Overview of Session Results: Graduation

- Percent of students with IEPs exiting from high school with a regular 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.

Arkansas Target Setting for Indicator 1: Graduation

SFY	Historical	ESSA Target(.81)	AVG Diff (.79)	Moving Avg.	Forecasting	SD (.498)
2015	84.53					
2016	86.44					
2017	87.15					
2018	87.56					
2019	87.83					
2020	90.86		88.62			
2021		88.34	89.41	86.99	89.75	88.82
2022		89.15	90.20	87.25	90.48	89.32
2023		89.96	90.99	87.46	91.21	89.82
2024		90.77	91.78	87.51	91.94	90.32
2025		91.58	92.57	87.30	92.67	90.82
2026		92.39	93.36	87.38	93.41	91.31

Overview of Session Results: Graduation

- Which methodology do you believe provides a realistic projection?
 - This all depends on what baseline year is selected.
 - 2014-15 is used for the baseline (84.53%) would provide room to grow
 - 2015-16 (86.44%) also provides room to grow
 - 2018-19 (87.8%) may be reaching the peak
 - 2019-20 (90.86%) is not an option due to the influence of COVID shut down.
 - Target methodology
 - Most agreed on using a standard deviation or moving average.
 - Some selected using a flat rate similar to what we had prior to ESSA targets being used.
- Why a flat rate may be the way to go?
 - The calculation requirement limits the growth of the graduation rate.
 - If we are already at 90.86% then we may be at our max considering all the other elements in the denominator.



Comments, Observations, Feedback

Overview of Session Results: Drop Out

- 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.

ARKANSAS TARGET SETTING FOR INDICATOR 2: DROP OUT

	Historical	AVG Diff (.72)	Moving Avg.	Forecasting	SD (.355)
2015	13.41				
2016	11.33				
2017	10.32				
2018	10.69				
2019	9.97				
2020	7.28	9.25			
2021		8.53	9.92	8.15	9.85
2022		7.81	9.64	7.40	9.79
2023		7.09	9.50	6.12	9.73
2024		6.37	9.26	5.90	9.67
2025		5.65	9.12	5.15	9.62
2026		4.93	9.49	3.87	9.56

Overview of Session Results: Drop Out

- Which methodology do you believe provides a realistic projection?
 - This all depends on what baseline year is selected.
 - SFY2015-2019 provides opportunity for a declining drop out rate with new targets
 - 2019-20 (7.28%) is not an option due to the influence of COVID shut down.
 - Target methodology
 - Most agreed on using a standard deviation or moving average.
 - Some selected using a flat rate aligning with Indicator 1: Graduation. The two would not add up to 100% considering the calculation requirement also includes students exiting because they reached maximum age or received a certificate.

Overview of Session Results: Drop Out

- Which methodology do you believe provides a realistic projection?
 - This all depends on what baseline year is selected.
 - SFY2015-2019 provides opportunity for a declining drop out rate with new targets
 - 2019-20 (7.28%) is not an option due to the influence of COVID shut down.
 - Target methodology
 - Most agreed on using a standard deviation or moving average.
 - Some selected using a flat rate aligning with Indicator 1: Graduation. The two would not add up to 100% considering the calculation requirement also includes students exiting because they reached maximum age or received a certificate.



Comments, Observations, Feedback

Overview of Session Results: Assessment

Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

Data Source: Same data as used for reporting to the Department under Title I of the ESEA, using *EDFacts* file specifications C185 and 188 (3A) and C175-178 (3B, C, D).

Overview of Session Results: Assessment

Now required to report on grades 4, 8, and high school separately for literacy and math. Previous reporting was for all grade levels. A total of 144 targets to be set for Indicator 3A through 3D.

3A. Participation rate for children with IEPs.

- The target will remain at 95% for each grade level and subject matter, which is the ESEA Title I requirement.
- This has been the target since the beginning of the APR in 2005-06
- The baseline does not need to change

Overview of Session Results: Assessment

- 3B. Proficiency rate for children with IEPs against grade level academic achievement standards.
 - Baseline year will more than likely be 200-21. Waiting in test results and will have further conversations in the fall.
- Two methods were presented for target setting: Standard Deviation and Average Difference
 - Math:
 - Most agreed on standard deviation (SD) for all grade levels because it is something that most people have heard of and understand.
 - If a full SD is too much change, knowing how many student shave to shift to gain one-percentage point, we could consider a $\frac{1}{2}$ of SD

3B: Proficiency –Math Regular Assessment	Grade 4 Historic al	SD (0.85)	Avg Diff (.73)	Grade 8 Historic al	SD (1.50)	Avg Diff (.75)	HS Historic al	SD (.69)	Avg Diff (.60)
2016	17.23			4.08			2.11		
2017	17.62			2.69			2.31		
2018	17.67			6.12			3.18		
2019	19.42			6.33			3.84		
2020									
2021		19.77	20.15		6.58	7.08		3.96	4.44
2022		19.87	20.88		6.83	7.83		4.07	5.04
2023		19.97	21.61		7.08	8.58		4.19	5.64
2024		20.07	22.34		7.33	9.33		4.30	6.24
2025		20.17	23.07		7.58	10.08		4.42	6.84
2026		20.27	23.80		7.83	10.83		4.53	7.44

Overview of Session Results: Assessment

- 3B. Proficiency rate for children with IEPs against grade level academic achievement standards.
 - Reading:
 - Most agreed on standard deviation (SD) for grades 4 and HS
 - Average difference may be too much of a growth trajectory for grade 4
 - HS - SD and Average difference with rounding are the same.
 - Some thought a different methodology, (average difference) could be used for 8th grade.
 - We saw an increase in the proficiency rate in 2017 after changing from PARCC to ACT Aspire

3B: Proficiency –RLA Regular Assessment	Grade 4 Historical I	SD (.75)	Avg Diff (.41)	Grade 8 Historical	SD (.95)	Avg Diff (.40)	HS Historical I	SD (.61)	Avg Diff (.10)
2016	7.86			7.17			4.68		
2017	9.96			8.68			5.80		
2018	8.98			6.37			4.26		
2019	9.08			6.37			4.39		
2020									
2021		9.21	9.49		6.52	6.77		4.50	4.49
2022		9.33	9.90		6.68	7.17		4.60	4.59
2023		9.46	10.31		6.84	7.57		4.70	4.69
2024		9.58	10.72		7.00	7.97		4.80	4.79
2025		9.71	11.13		7.15	8.37		4.90	4.89
2026		9.83	11.54		7.31	8.77		5.00	4.99



Comments, Observations, Feedback

Overview of Session Results: Assessment

- 3C. Proficiency rate for children with IEPs against alternate academic achievement standards.
 - Math:
 - Baseline year not established since we are waiting for the 2020-21 data
 - 2018-19 was the first year of DLM – Alternate Assessment
 - Some thought selecting a target for 2025-26 and then proportionate out the previous year.
 - Others believed that average Difference was more realistic for target setting
 - Because the SD and Average Difference are quite high, some thought using a $\frac{1}{2}$ or $\frac{1}{4}$ would be a better strategy

3C: Proficiency –Math Alternate Assessment	Grade 4 Historical	SD (12.28)	Avg Diff (10.62)	Grade 8 Historical	SD (17.09)	Avg Diff (15.91)	HS Historical	SD (16.71)	Avg Diff (13.30)
2016	57.05			63.64			59.77		
2017	52.77			61.42			59.51		
2018	42.34			51.88			55.56		
2019	25.20			20.86			19.88		
2021		24.97	26.97		23.71	23.51		22.64	22.10
2022		27.47	28.74		26.56	26.16		25.43	24.31
2023		29.97	30.51		29.41	28.81		28.22	26.53
2024		32.47	32.28		32.26	31.46		31.01	28.75
2025		34.97	34.05		35.11	34.11		33.8	30.96
2026		37.47	35.82		37.96	36.76		36.59	33.18

Overview of Session Results: Assessment

- 3C. Proficiency rate for children with IEPs against alternate academic achievement standards.
 - Reading:
 - We saw an increase in the proficiency rate in 2017 after changing from PARCC to ACT Aspire
 - Most agreed on standard deviation (SD)
 - Average difference may be too much of a growth trajectory for grade 4
 - HS - SD and Average difference with rounding are the same.
 - Some thought a different methodology could be applied to the different grade levels.
 - Yes, we can apply different target setting methods to sub-indicators.

3C: Proficiency –RLA Alternate Assessment	Grade 4 Historical	SD (5.20)	Avg Diff (.66)	Grade 8 Historical	SD (8.42)	Avg Diff (7.12)	HS Historical	SD (15.41)	Avg Diff (12.43)
2016	58.50			52.94			64.26		
2017	55.47			51.20			62.4%		
2018	45.09			46.88			60.62		
2019	56.53			31.58			26.97		
2021		57.40	56.64		33.00	31.70		29.54	29.04
2022		58.26	56.75		34.40	33.10		32.11	31.11
2023		59.13	56.86		35.80	34.50		34.68	33.19
2024		60.00	56.97		37.20	35.90		37.24	35.26
2025		60.86	57.08		38.60	37.30		39.81	37.33
2026		61.73	57.19		40.00	38.70		42.38	39.4



Comments, Observations, Feedback

Overview of Session Results: Assessment

- **3D. Gap in Proficiency in Math and Reading for the Regular Assessment .**
 - Math:
 - Rates are more consistent and yes we want the GAP rate to go down
 - Gap is bigger in 4th and 8th grades compared to HS.
 - Most agreed on standard deviation (SD) as the methodology
 - May need to look at it the data without the 2016 (PARC) data.
 - Could use different methods for
 - Fourth grade - half a percentage point using SD
 - Eighth grade - SD jumps to 8.91. This is a big change. This methodology may need to be different. The 20.34 in 2016 may make the SD (8.91) unattainable
 - We may see a bigger hit on 3D due to covid

3D: Proficiency – Math GAP	Grade 4 Historical	SD (1.31)	Avg Diff (.78)	Grade 8 Historical	SD (8.91)	Avg Diff (7.04)	HS Historical	SD (2.31)	Avg Diff (1.93)
2016	36.68			20.34			22.92		
2017	37.54			40.90			25.25		
2018	34.81			40.29			28.04		
2019	34.34			41.47			28.71		
2020									
2021		34.12	34.21		39.99	40.30		28.33	28.39
2022		33.90	34.08		38.50	39.12		27.94	28.07
2023		33.69	33.95		37.02	37.95		27.56	27.75
2024		33.47	33.82		35.53	36.78		27.17	27.42
2025		33.25	33.69		34.05	35.60		26.79	27.10
2026		33.03	33.56		32.56	34.43		26.40	26.78

Overview of Session Results: Assessment

- **3D. Gap in Proficiency in Math and Reading for the Regular Assessment .**
 - Reading:
 - This data is more consistent than the math data.
 - In 2017 - there was a big bump up on the regular assessment, so that led to the gap being bigger.
 - First year of ACT Aspire
 - Most agreed on standard deviation (SD) or average difference would work for they have similar 2026 rates.
 - SD leads to a greater reduction in the gap

3D: Proficiency – RLA GAP	Grade 4 Historical	SD (2.28)	Avg Diff (1.14)	Grade 8 Historical	SD (2.55)	Avg Diff (.66)	HS Historical	SD (2.94)	Avg Diff (1.60)
2016	32.33			45.29			42.83		
2017	38.23			48.59			45.57		
2018	33.36			41.78			39.45		
2019	35.74			43.30			38.02		
2021		35.36	35.55		42.88	43.19		37.53	37.77
2022		34.98	35.36		42.45	43.08		37.04	37.50
2023		34.60	35.17		42.03	42.97		36.55	37.23
2024		34.22	34.98		41.60	42.86		36.06	36.96
2025		33.84	34.79		41.18	42.75		35.57	36.69
2026		33.46	34.60		40.75	42.64		35.08	36.42

Overview of Session Results: School Age Educational Environment

Indicator 5. 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.

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

Overview of Session Results: School Age Educational Environment

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 = $\left[\frac{\text{(\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements)}}{\text{(total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)}} \right] \times 100$.

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

Overview of Session Results: School Age Educational Environment

Indicator 5A. Percent 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

- Baseline is 2020 school year because we already reported the data under this measurement.
 - We would not want to use 2021 school year data due to COVID.
- Moving average is not an option for it is declining due to low historic data.
- Most agreed that the forecast target would be nice, but standard deviation is more realistic.
 - SD, forecast and average difference are all within 2 percentage points of each other. Any of them could work

Overview of Session Results: School Age Educational Environment

Indicator 5B. Percent 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

- We want the targets to decline.
- Baseline is 2020 school year because we already reported the data under this measurement.
 - We would not want to use 2021 school year data due to COVID.
- Forecasting is not an option for it is on the rise instead of declining due to high rates historically
- The other 3 options are viable; most agreed on SD because they are more familiar with it. However, all can establish targets below the baseline for 2026

Overview of Session Results: School Age Educational Environment

Indicator 5C. Percent 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

- We want the targets to decline.
- Baseline is 2020 school year because we already reported the data under this measurement.
 - We would not want to use 2021 school year data due to COVID.
- Moving average and forecast takes us to a unrealistic targets.
- At some point there cannot be much movement.
- Average difference provides the smallest amount of change and room to improve over the years.

Some suggested standard deviation and use either full, $\frac{1}{2}$ or $\frac{1}{4}$ to create the targets



Comments, Observations, Feedback

Overview of Session Results: Preschool Educational Environment

- Indicator 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 *EDFacts* file specification C089

Overview of Session Results: Preschool Educational Environment

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 = $\left[\frac{\text{\# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home}}{\text{total \# of children ages 3, 4, and 5 with IEPs}} \right] \times 100$.

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					2014	35.07						2014	0.48				
2015	11.29					2015	36.70						2015	0.31				
2016	11.88					2016	38.46						2016	0.22				
2017	11.57					2017	37.21						2017	0.19				
2018	12.94					2018	34.05						2018	0.15				
2019	13.08					2019	29.99						2019	0.18				
2020	20.74					2020	20.21						2020	0.23				
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

Overview of Session Results: Preschool Educational Environment

Indicator 6A. Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

- Baseline year is SFY 2020. Like school age we have already reported this measurement in the last APR submission
- Average difference and SD were the two methodologies most could agree on.
 - If not enough growth, we could do 2x the average difference or SD
 - Moving average and forecasting is moving in the wrong direction due to the low values of the hypothetical data
- Also talked about selecting a rate based on the eye test for 2026 such as 22% and proportionate the increase out across the years (2021-2025).

Overview of Session Results: Preschool Educational Environment

Indicator 6B. Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending separate special education class, separate school or residential facility.

- We want the targets to go down.
- All methods except moving average will bring us below baseline.
- Most agreed on forecasting and standard deviation
- Since the SD is above 5, it was also suggested that we could use $\frac{1}{2}$ or $\frac{1}{4}$ SD to set the target for 2025-26.

Overview of Session Results: Preschool Educational Environment

Indicator 6C. Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending Receiving special education and related services in the home.

- Baseline will be SFY 2021
 - This data is inflated due to COVID and allows us room to move downward
 - While all methods will decline below the baseline year, the consensus was SD. This will allow the rate to decrease reasonably over the years as we move into post-pandemic services.



Comments, Observations, Feedback

Indicator 4A: Rates of suspension and expulsion

Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

- **Data Source:** State discipline data, including State's analysis of State's Discipline data collected under IDEA Section 618, where applicable. Discrepancy can be computed by either **comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA** or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.
- **Measurement:** Percent = $[(\# \text{ of LEAs that meet the State-established } n \text{ and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs}) \div (\# \text{ of LEAs in the State that meet the State-established } n \text{ and/or cell size (if applicable)})] \times 100.$

Indicator 4A: Rates of suspension and expulsion

Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

- This indicator has not changed. The most recent changes was for the 2016-17 APR.
- Explaining the State's measurement requirement
 - The state reports on the number of districts flagged for having a significant discrepancy and the number of districts that meet the minimum n size/criteria,
 - Districts are identified to be part of the special education denominator by having 5 or more students receive greater than 10 days of out-of-school suspension/expulsions.
 - Districts are identified to be part of the special education numerator by having a significant discrepancy if the difference between special- and general-education suspension/expulsion rates exceeds the state defined difference of 1.36 percentage points.

Indicator 4A: Rates of suspension and expulsion

Percent of local educational agencies (LEA) that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

- Back in FFY 2016 we set our new baseline and set decided to use a minimal decline approach to setting the 2017 and 2018 targets. When they expanded the report by one-year we kept 2019 target the same as 2018.
- While the state reports on the number of districts flagged for having a significant discrepancy, the districts are identified by having
 - 5 or more students with IEPs receive greater than 10 days of out-of-school suspension/expulsions and
 - when compared to the general education rate for students with greater than 10 days of out-of-school suspension/expulsions the difference is greater than 1.36 percentage points.

Formula: Suspension/expulsion rate for children with disabilities minus
Suspension/expulsion rate for general education students = Difference between
Special Education & General Education students.

Indicator 4A: Rates of suspension and expulsion

4A	Historical	Moving Avg	SD (.003)	Forecast	Ave Diff (0.002)
2017	30.14%				
2018	30.12%				
2019	30.51%				
2020	29.51%				
2021		30.07%	29.8%	28.79%	29.94%
2022		29.70%	29.5%	28.61%	29.74%
2023		29.55%	29.2%	28.44%	29.54%
2024		29.40%	28.9%	28.26%	29.34%
2025		29.25%	28.6%	28.08%	29.14%
2026		29.47%	28.3%	27.90%	28.94%

Indicator 4A: Rates of Suspension and Expulsion Feedback

1. Which methodology do you believe provides a realistic projection?
2. Are there any Methodologies that would not exceed the baseline year.
3. Is there a different methodology such as eyeball that you would like to see applied?
4. Could we apply a methodology differently than presented, such as 2x a standard deviation



Comments, Observations, Feedback

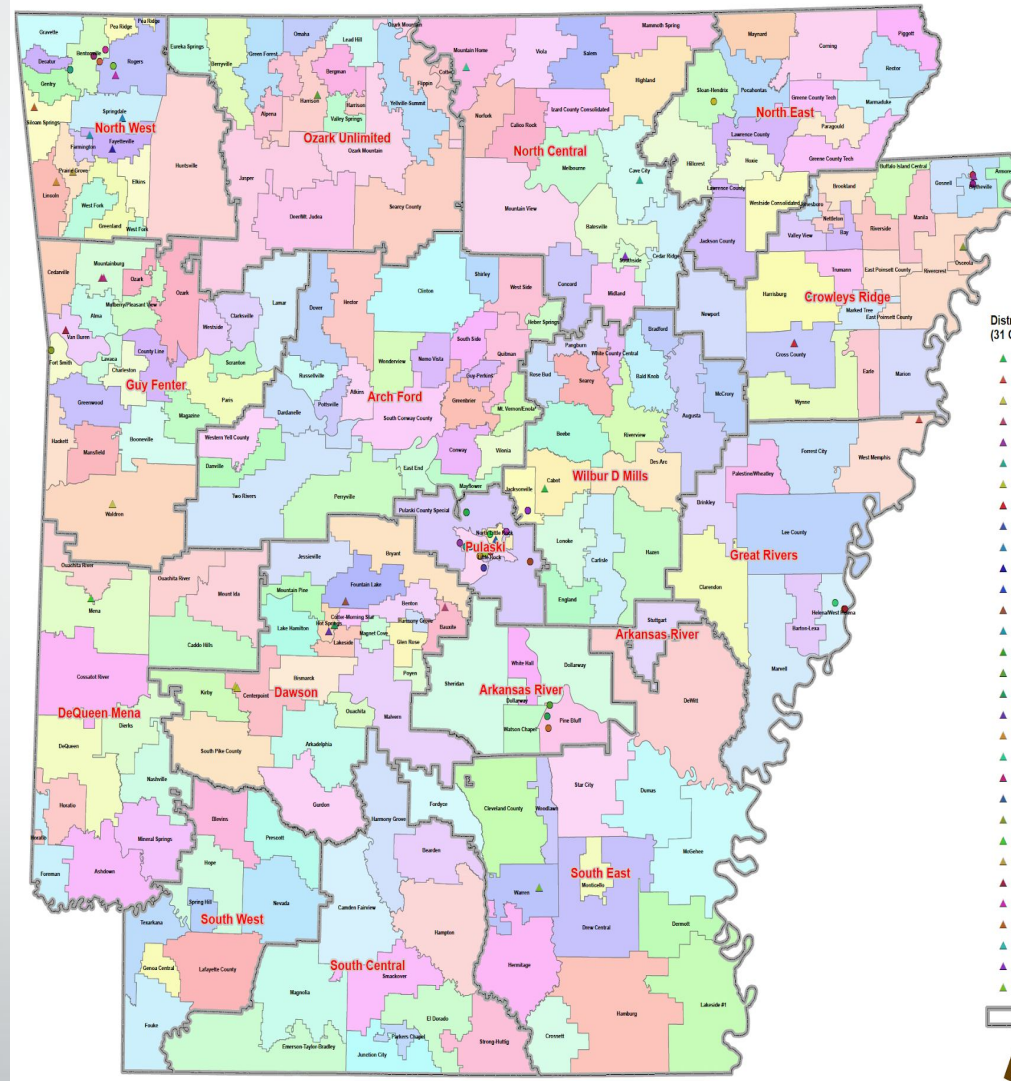


State Systemic Improvement Plan (SSIP)

Part B IDEA Indicator 17
Division of Elementary and
Secondary Education
Office of Special Education
Dr. Jeff Adams

What is the SSIP?

The SSIP is a comprehensive, multiyear plan that focuses on improving results for children and youth with disabilities.



235 School Districts

ARKANSAS SCHOOL DISTRICTS, EDUCATIONAL COOPS, AND CHARTER SCHOOLS 2020-2021

- Open Enrollment Charters (24 Charters, 49 Campuses)**
 - Arkansas Arts Academy Elementary School, K-5
 - Arkansas Arts Academy High School, 7-12
 - Arkansas Connections Academy, K-12
 - Arkansas Virtual Academy, K-12
 - Capital City Lighthouse Lower Academy, K-5
 - EStem East Village Elementary Public Charter, K-6
 - EStem East Village Junior High Public Charter, 7-9
 - EStem Elementary School, K-6
 - EStem High School, 10-12
 - EStem Junior High Public Charter School, 7-9
 - Exalt Academy of Southwest Little Rock, K-8
 - Friendship Aspire Academy - Little Rock, K-2, 6-8
 - Friendship Aspire Academy Southeast Pine Bluff, 10-12
 - Friendship Aspire Academy at Pine Bluff, K-3
 - Future School of Fort Smith, 10-12
 - Graduate Arkansas, 5-12
 - Haas Hall Academy - Bentonville Campus, 7-12
 - Haas Hall Academy - Fayetteville Campus, 7-12
 - Haas Hall Academy Jones Center, 7-12
 - Haas Hall Academy at the Lane, 7-12
 - Hope Academy of Northwest Arkansas, K-3
 - Inboden Area Charter School, K-12
 - Jacksonville Lighthouse Flightline Upper Academy, 5-8
 - Jacksonville Lighthouse College Prep Academy High School, 7-12
 - Jacksonville Lighthouse Elementary, K-6
 - KIPP Blytheville College Prep, K-6
 - KIPP Blytheville Collegiate High School, 7-12
 - KIPP Delta College Prep School, 6-8
 - KIPP Delta Collegiate High School, 9-12
 - KIPP Delta Elementary Literacy Academy, PK-5
 - LISA Academy North Elementary School, K-5
 - LISA Academy North High School, 9-12
 - LISA Academy North Middle School, 6-8
 - LISA Academy Springdale School, K-8
 - LISA Academy West Elementary School, K-5
 - LISA Academy West High School, 9-12
 - LISA Academy West Middle School, 6-8
 - LISA Academy West Middle School, 7-8
 - Mammelle Charter Elementary, K-5
 - Mammelle Charter High School, 6-12
 - Northwest Arkansas Classical Academy High School, 7-12
 - Northwest Arkansas Classical Academy, K-6
 - Pine Bluff Lighthouse Charter School, K-8
 - Premier High School of Little Rock, 9-12
 - Premier High School of North Little Rock, 9-12
 - Scholomads Achievement Place, K-9
 - Scott Charter School, K-10
 - The Excel Center, Adult Ed.
 - West Little Rock Classical Academy, 6-12
- District Conversion Charters (31 Charters)**
 - ▲ Academic Center of Excellence
 - ▲ Academies of West Memphis
 - ▲ Adventure Online Academy
 - ▲ Bauxite Miner Academy
 - ▲ Blytheville High School - A New Tech School
 - ▲ Cave City High School Career and Collegiate Prep. School
 - ▲ Centerpoint Academy of Agriculture and Skilled Trades
 - ▲ Cross County Elementary Technology Academy
 - ▲ Cross County High School, A New Tech School
 - ▲ Don Tyson School of Innovation
 - ▲ Fayetteville Virtual Academy
 - ▲ Fountain Lake Charter High School
 - ▲ Fountain Lake Middle School Cobra Digital Prep Academy
 - ▲ Gentry High School Conversion Charter
 - ▲ Harrisburg College and Career Preparatory School
 - ▲ Harrison High School
 - ▲ Hot Springs Junior Academy
 - ▲ Hot Springs World Class High School
 - ▲ Lincoln High School
 - ▲ Mountain Home High School Career Academies
 - ▲ Mountaintop Middle School Brain Academy
 - ▲ North Little Rock Center of Excellence
 - ▲ Osceola STEM Academy
 - ▲ Polk County Virtual Academy
 - ▲ Prairie Grove High School
 - ▲ River Valley Virtual Academy
 - ▲ Rogers New Technology High School
 - ▲ Siloam Springs High School
 - ▲ Southside Charter High School
 - ▲ Southside Junior High School
 - ▲ Warren Middle School
- Education Service Cooperatives**



Key Components of the SSIP



Results Focus



Stakeholder
Engagement



Initiative
Alignment



Evidence-based
practices and
implementation
science



Continuous
improvement

What is the focus of the Arkansas SSIP?

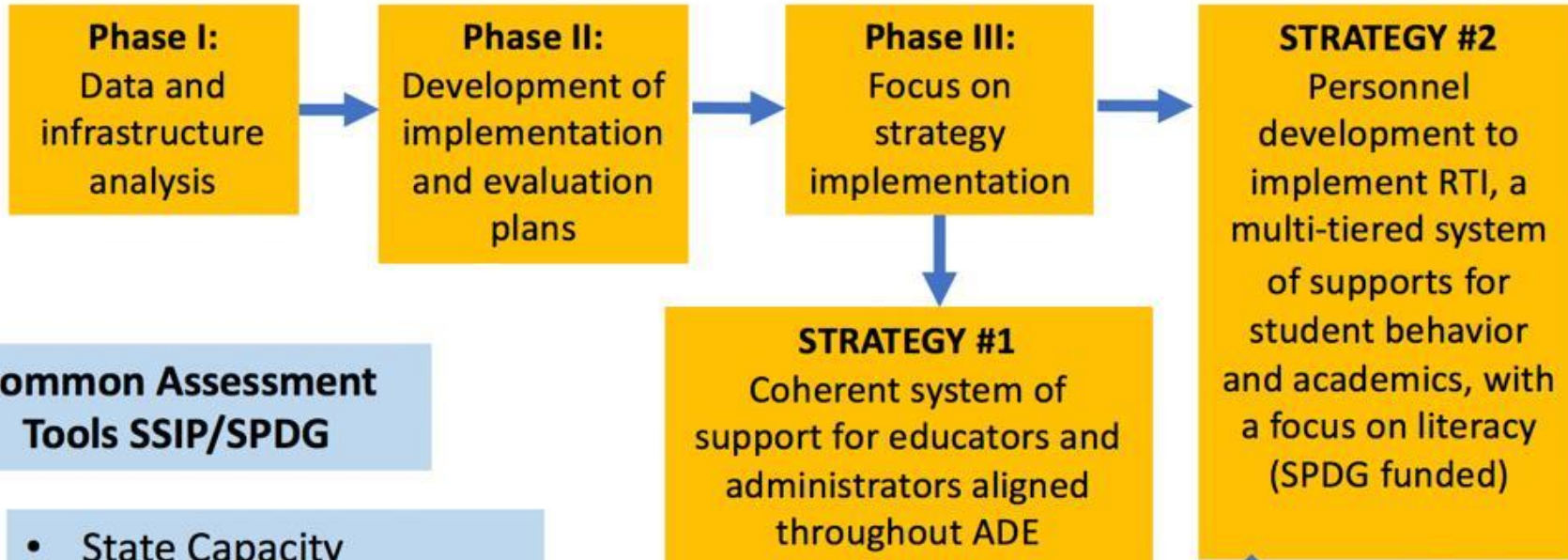
The two coherent improvement strategies being implemented are -

Strategy One: Create a system of support that is aligned with other DESE Units and is differentiated based on LEAs' needs as evidenced by data.

Strategy Two: In collaboration with other DESE Units, restructure Arkansas's Response to Intervention (RTI) model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.

Arkansas State Systemic Improvement Plan

SSIP Structure



Common Assessment Tools SSIP/SPDG

- State Capacity Assessment
- SSIP Infrastructure Tool

SPDG Assessment Tools

- State Capacity Assessment
- Regional Capacity Assessment
- District Capacity Assessment
- SW PBIS TFI
- Reading- TFI

Expected SPDG Outcomes

- Reductions in office discipline referrals
- Increase in percentage of students reading at grade level



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

State Identified Measurable Result

- Increase in student value added growth scores in reading for students with disabilities (grades 3-5)



Transforming Arkansas to Lead the Nation in Student-Focused Education



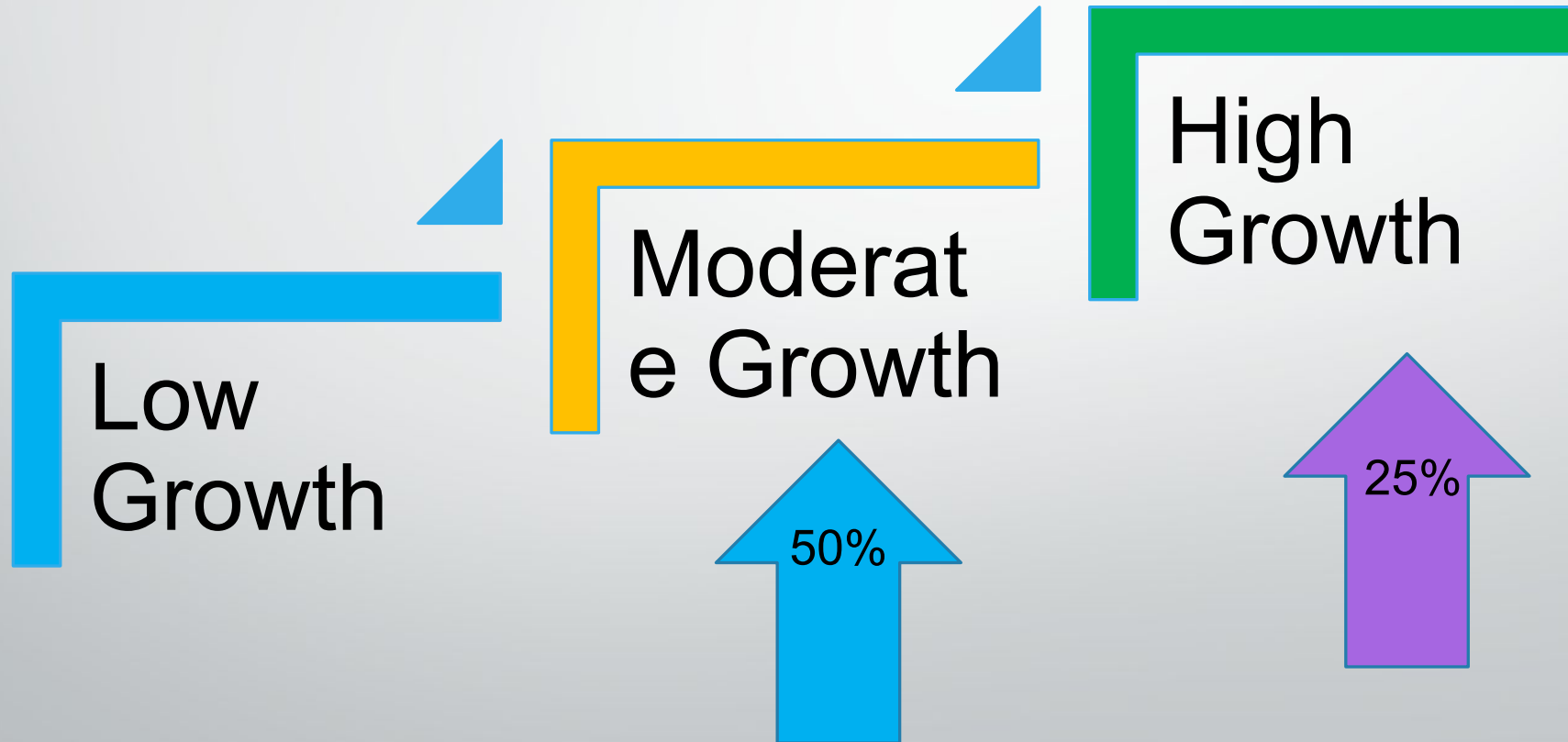
What is the Arkansas State-identified Measurable Result (SiMR)?

The Arkansas SiMR is the percent of students with disabilities (SWD) in grades 3-5 from targeted schools, whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state.

FFY	Targets	Data
2016*	59.53%	Baseline
2017	61.03%	50.63
2018	62.53%	59.45

*FFY 2016 marks the shift with target projections based on a growth model. **FFY 2019 target to remain steady. Future targets will be set based on the new APR package.

How is the SiMR Determined?





How has COVID-19 Impacted State-identified Measurable Result (SiMR)?

The Arkansas SiMR is the percent of students with disabilities (SWD) in grades 3-5 from targeted schools whose value-added score (VAS) in reading is moderate or high for the same subject and grade level in the state.

FFY	Targets	Data
2016*	59.53%	Baseline
2017	61.03%	50.63
2018	62.53%	59.45
2019**	62.53%	NA due to COVID-19



*FFY 2016 marks the shift with target projections based on a growth model. **FFY 2019 target to remain steady. Future targets will be set based on the new APR package.

Revised SSIP Theory of



Strands of Action	If DESE	Then
<p>Collaboration: Create a system of support that is aligned with other DESE Units and is differentiated based on LEAs' needs as evidenced by data.</p>	<p>...aligns and coordinates existing resources, systems, and DESE initiatives: High Reliability Schools (HRS), Professional Learning Communities (PLC), High-Leverage Practices (HLPs), Inclusive Principal Leadership, Reading Initiative for Student Excellence (R.I.S.E.), Response to Intervention (RTI) and the Strategic Instructional Model (SIM)</p>	<p>...DESE will more effectively leverage resources to improve services for SWD</p> <p>...DESE will increase the reach and impact of its work with LEAs</p>
<p>Professional Development/Technical Assistance Development and Dissemination: In collaboration with other DESE Units, restructure Arkansas's Response to Intervention model using evidence-based personnel development to implement a multi-tiered system of supports for behavior and academics, with a focus on literacy.</p>	<p>...creates a system of professional development and technical assistance that is aligned with other DESE Units and is differentiated based on LEAs needs</p> <p>...designs and implements evidence-based PD and TA for educators of SWD</p> <p>...restructures Arkansas's Response to Intervention model using evidence-based PD and TA to implement a multi-tiered system of supports for behavior and literacy</p>	<p>...DESE will increase its ability to support LEAs capacity to implement evidence-based systems and practices</p> <p>...DESE will have aligned and effective resources available to support LEAs in differentiated and individualized evidence-based practices for all SWD</p>

Next Steps

New Project Timeline

1

Gather stakeholder input regarding baseline and targets setting for the SiMR for Indicator 17

2

Scale-up RTI, HLPs, Inclusive Practices PLC, SIM and other EBPs to transform competency-based professional learning

3

Support SPDG and SSIP LEAs with initiative alignment and implementation

4

Focus on equity of access to high quality professional learning

5

Consider the linkages of Universal Design for Learning (UDL) into the SSIP Theory of Action

6

Monitor and evaluate SSIP implementation and improvement strategies

7

Examine growth, achievement and LRE data to make data-driven updates to the SSIP

Questions or feedback regarding the SSIP?

jeff.adams@ade.arkansas.gov

