# Stakeholder Engagement: Updates and Opportunities

State Advisory Meeting October 12, 2021

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# 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, 20201: 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

- January 2022: State Advisory Council

# Graduation/Drop Out Calculations

- **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.

- **Graduation 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.

- **Drop 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.

# How the Calculation Affects LEAs?

| | Regular Diploma | Certificate | Dropped Out | Maximum Age | Pathway Graduate | Total |
|---|---|---|---|---|---|---|
| Example A | 5 | 0 | 0 | 1 | 0 | 6 |
| Example B | 0 | 5 | 2 | 0 | 0 | 7 |
| Example C | 0 | 0 | 2 | 0 | 0 | 2 |
| Example D | 0 | 0 | 0 | 1 | 0 | 1 |

| | Graduation Percentage | Drop Out Percentage |
|---|---|---|
| Example A | 83.33% | 0% |
| Example B | 0% | 28.57 |
| Example C | 0% | 100% |
| Example D | 0% | 0% |

# How will we present this on the LEA APRs for graduation percentage?

If diploma plus certificate plus pathway >0 then do the calculation

If diploma plus certificate plus pathway = 0 then count as not applicable

| | Regular Diploma | Certificate | Dropped Out | Maximum Age | Pathway Graduate | Reporting |
|---|---|---|---|---|---|---|
| Example A | 5 | 0 | 0 | 1 | 0 | 83.33% |
| Example B | 0 | 5 | 2 | 0 | 0 | 0% |
| Example C | 0 | 0 | 2 | 0 | 0 | N/A |
| Example D | 0 | 0 | 0 | 1 | 0 | N/A |

# Indicators 1 & 2 Disclaimer

The data source for Indicator 1: Graduation and Indicator 02: Dropout is the special education exiting data for students ages 14-21 for the specified year.

The calculation is the number of SWD who graduated with a regular diploma (or dropped out) divided by those who exited special education with a regular diploma, certificate, reached maximum age, or dropped out.

The percentages presented below represents the percent of graduates or dropouts in the source data.

**The percentages are NOT a Graduation or Dropout rate and should not be construed as such.**

# 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.

# 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 ED*Facts* 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

| 3B: Proficiency –Math Regular Assessment | Grade 4 Historical | SD 1.68 | Avg Diff .75 | Grade 8 Historical | SD 1.44 | Avg Diff 0.14 | HS Historical | SD .63 | Avg Diff .12 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | | |
| | | | | | | | | | |
| 2021 | 14.23 | | | 3.54 | | | 2.58 | | |
| 2022 | | 14.57 | 14.98 | | 3.83 | 3.68 | | 2.71 | 2.7 |
| 2023 | | 14.91 | 15.73 | | 4.12 | 3.82 | | 2.84 | 2.82 |
| 2024 | | 15.25 | 16.48 | | 4.41 | 3.96 | | 2.97 | 2.94 |
| 2025 | | 15.59 | 17.23 | | 4.70 | 4.10 | | 3.10 | 3.06 |
| 2026 | | 15.91 | 17.98 | | 4.98 | 4.24 | | 3.23 | 3.18 |

| 3B: Proficiency –RLA Regular Assessment | Grade 4 Historical | SD 1.13 | Avg Diff | Grade 8 Historical | SD | Avg Diff .68 | HS Historical | SD | Avg Diff |
|---|---|---|---|---|---|---|---|---|---|
| 2016 | 7.86 | | | 7.17 | | | 4.68 | | |
| 2017 | 9.96 | | | 8.68 | | | 5.8 | | |
| 2018 | 8.98 | | | 6.37 | | | 4.26 | | |
| 2019 | 9.08 | | | 6.37 | | | 4.39 | | |
| | | | | | | | | | |
| 2021 | 6.68 | | | 4.46 | | | 3.56 | | |
| 2022 | | 6.89 | 6.98 | | 4.75 | 5.14 | | 3.71 | 3.84 |
| 2023 | | 7.12 | 7.28 | | 5.02 | 5.82 | | 3.86 | 4.12 |
| 2024 | | 7.35 | 7.58 | | 5.29 | 6.5 | | 4.01 | 4.4 |
| 2025 | | 7.58 | 7.88 | | 5.56 | 7.18 | | 4.16 | 4.68 |
| 2026 | | 7.81 | 8.18 | | 5.83 | 7.86 | | 4.31 | 4.96 |

# Overview of Session Results: Assessment

3C. Proficiency rate for children with IEPs against alternate academic achievement standards.

- 2018-19 was the first year of DLM – Alternate Assessment

| 3C: Proficiency –Math Alternate Assessment | Grade 4 Historical | SD 17.05 | Avg Diff 11.33 | Grade 8 Historical | SD 21.41 | Avg Diff 12.92 | HS Historical | SD 20.17 | Avg Diff 11.23 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 11.73 | | | 11.95 | | | 14.84 | | |
| 2022 | | 15.14 | 23.06 | | 16.23 | 24.87 | | 18.87 | 26.07 |
| 2023 | | 18.55 | 34.39 | | 20.52 | 37.79 | | 22.91 | 37.30 |
| 2024 | | 21.96 | 45.72 | | 24.80 | 50.71 | | 26.94 | 48.53 |
| 2025 | | 25.37 | 57.05 | | 29.08 | 63.63 | | 30.97 | 59.76 |
| 2026 | | 28.78 | 68.38 | | 33.36 | 76.55 | | 35.01 | 70.99 |

| 3C: Proficiency –RLA Alternate Assessment | Grade 4 Historical | SD 10.33 | Avg Diff 6.92 | Grade 8 Historical | SD 13.94 | Avg Diff 9.15 | HS Historical | SD 21.71 | Avg Diff 13.42 |
|---|---|---|---|---|---|---|---|---|---|
| 2016 | 58.5 | | | 52.94 | | | 64.26 | | |
| 2017 | 55.47 | | | 51.20 | | | 60.24 | | |
| 2018 | 45.09 | | | 46.88 | | | 60.62 | | |
| 2019 | 56.53 | | | 31.58 | | | 26.97 | | |
| 2021 | 30.84 | | | 16.33 | | | 10.58 | | |
| 2022 | | 32.91 | 37.76 | | 19.12 | 25.48 | | 14.92 | 24.00 |
| 2023 | | 34.97 | 44.68 | | 21.90 | 34.63 | | 19.26 | 37.42 |
| 2024 | | 37.04 | 51.6 | | 24.69 | 43.78 | | 23.60 | 50.84 |
| 2025 | | 39.10 | 58.52 | | 27.48 | 52.93 | | 27.95 | 64.26 |
| 2026 | | 41.17 | 65.44 | | 30.27 | 62.08 | | 32.29 | 77.68 |

# Overview of Session Results: Assessment

3D. **Gap in Proficiency in Math and Reading for the Regular Assessment** .

- This measurement is entirely new.

- Uses Regular Assessment (ASPIRE) proficiency levels

- Does not include Alternate Assessment (DLM)

| 3D: Proficiency – Math GAP | Grade 4 Historical | SD 3.04 | Avg Diff 1.96 | Grade 8 Historical | SD 8.06 | Avg Diff 3.08 | HS Historical | SD 2.75 | Avg Diff .31 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | | |
| | | | | | | | | | |
| 2021 | 28.83 | | | 32.67 | | | 21.68 | | |
| 2022 | | 28.22 | 26.87 | | 31.06 | 29.59 | | 21.13 | 21.37 |
| 2023 | | 27.61 | 24.91 | | 29.45 | 26.51 | | 20.58 | 21.06 |
| 2024 | | 27.00 | 22.95 | | 27.84 | 23.43 | | 20.03 | 20.75 |
| 2025 | | 26.39 | 20.99 | | 26.23 | 20.35 | | 19.48 | 20.44 |
| 2026 | | 25.78 | 19.03 | | 24.62 | 17.27 | | 18.93 | 20.13 |

| 3D: Proficiency – RLA GAP | Grade 4 Historical | SD 2.96 | Avg Diff .69 | Grade 8 Historical | SD 3.33 | Avg Diff 1.66 | HS Historical | SD 3.99 | Avg Diff 2.22 |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 29.55 | | | 38.66 | | | 33.97 | | |
| 2022 | | 28.96 | 28.86 | | 37.99 | 37.00 | | 33.17 | 31.75 |
| 2023 | | 28.37 | 28.17 | | 37.33 | 35.34 | | 32.37 | 29.53 |
| 2024 | | 27.77 | 27.48 | | 36.66 | 33.68 | | 31.58 | 27.31 |
| 2025 | | 27.18 | 26.79 | | 36.00 | 32.02 | | 30.78 | 25.09 |
| 2026 | | 26.59 | 26.10 | | 35.33 | 30.36 | | 29.98 | 22.87 |

# Feedback

**Please answer the questions in the survey link provided about the target setting methodologies.**

https://forms.gle/V4PQXxF7mqUtqwho6

**Thank you**