



Stakeholder Engagement: 2020-21 APR

December 16, 2021

Dr. Jody Fields, Director,
IDEA Data & Research
University of Arkansas @ Little Rock
jafields@ualr.edu

Dr. Jeff Adams, SSIP Coordinator
Arkansas DESE-OSE
jeff.adams@ade.arkansas.gov



APR Indicators with Significant Changes

Indicator 1: Graduation - New data set and measurement

Indicator 2: Drop Out - New data set and measurement

Indicator 3: Assessment - New measurements

Indicator 6: Early Childhood Educational Environment/Placement

Graduation Calculation

- **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.

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

Indicator 1: Graduation Baseline and Target

Taking the pandemic into account and previous stakeholder session recommendations, the DESE-OSE decided on the following baseline and targets.

- Baseline will be 2017-2018 school year with a graduation percentage of 87.56. This year was closest to the 3 year average prior to the pandemic
- Targets through 2025-26 will be a flat percentage of 88.
 - The 2025-26 target must be higher (show improvement) than the baseline year.

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

Indicator 2: Drop Out Baseline and Target

Taking the pandemic into account and previous stakeholder session recommendations, the DESE-OSE decided on the following baseline and targets.

- Baseline will be 2017-2018 school year, which aligns with graduation, and has a percentage of 10.69.
- Targets through 2025-26 will be a flat percentage of 10.
 - The 2025-26 target must be lower (show improvement) than the baseline.

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

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		
2020	18.83			5.12			3.18		
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		
2020									
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		
2020									
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

Indicator 3: Assessment - Baseline and Targets

- Indicator 3A: participation 95% Math/RLA
 - Baseline 2021: all grades and subjects
 - Flat rate of 95%
- Indicator 3B: Regular assessment proficiency
 - Baseline 2021: all grades and subjects
 - Target SD both Math/LRA
- Indicator 3C: Alternate Assessment - DLM
 - Baseline 2021: all grades and subjects
 - Math $\frac{1}{3}$ SD
 - RLA 4th - full; 8th $\frac{1}{2}$; HS $\frac{1}{4}$ SD
- Indicator 3D: GAP
 - Baseline 2019
 - Math: SD all
 - RLA: SD ALL

Indicator 6: Early Childhood Educational Environment /Placement

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;
- B. Separate special education class, separate school or residential facility; and
- C. Receiving special education and related services in the home. **(NEW)**

Indicator 6A: Percent of children in a Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

6A	Historical	Moving Avg	SD (4.17)	Forecast	Ave Diff (.63)
2011	25.04				
2012	17.51				
2013	16.13				
2014	14.81	18.37			
2015	11.29	14.94			
2016	11.88	13.53			
2017	11.57	12.39			
2018	12.94	11.92			
2019	13.08	12.37			
2020	20.74	14.58			
2021	18.77	16.38	18.77	18.77	18.77
2022		13.81	19.6	18.48	19.40
2023		14.29	20.43	18.20	20.03
2024		14.77	21.26	17.92	20.66
2025		14.81	22.09	17.64	21.29
2026		14.42	22.94	17.36	21.92

Indicator 6B: Separate special education class, separate school or residential facility

6B	Historical	Moving Avg	SD (5.79)	1/2 SD (2.90)	Forecast	Ave Diff (1.02)	
2011	31.95		5.7873169				
2012	33.89						
2013	35.47						
2014	35.07	34.09					
2015	36.70	35.28					
2016	38.46	36.42					
2017	37.21	36.86					
2018	34.05	36.60					
2019	29.99	34.93					
2020	20.21	30.36					
2021	21.71	34.69	21.71	21.71	21.71	21.71	
2022		34.15	20.55	21.13	24.15	20.69	
2023		33.53	19.39	20.55	23.04	19.67	
2024		33.18	18.23	19.97	21.94	18.65	
2025		33.89	17.07	19.39	20.83	17.63	
2026		33.69	15.91	18.81	19.72	16.61	

Indicator 6C: Receiving special education and related services in the home.

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

Indicator 6: Early Childhood Environment

Baseline and Targets

Taking the pandemic into account and previous stakeholder session recommendations, the DESE-OSE decided on the following baseline and targets.

- Baseline
 - Indicator 6A (20.74%) and 6B (20.21%) - 2019-20 school year. These were set in the prior year APR.
 - Indicator 6C - 2020-21 (1.08%) will be the baseline year.
- 6A Target for 2025-26 will be the baseline plus 1 full SD. The other years will be proportionately assigned.
- 6B Target for 2025-26 will be the baseline plus $\frac{1}{2}$ of the SD. The other years will be proportionately assigned.
- 6C Target for 2025-26 will be the baseline plus 1 full SD. The other years will be proportionately assigned.



State Systemic Improvement Plan (Indicator 17)

The SSIP is a comprehensive, multiyear plan that focuses on improving results for children and youth with disabilities. Indicator 17 (SSIP) is measured by a single 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.

Indicator 17

State Systemic Improvement Plan

Federal Fiscal Year (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
2020	Baseline does not need to change 62.53%	



Discussions