



Back to Basics on Part B Assessment – What You Need to Know About Indicator B3

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Agenda

- Assessment Data Primer
- Measurement and Data Sources
- *EMAPS* Assessment Metadata Survey
- Considerations:
 - Assessment Data Quality
 - Journey of Assessment Data: Coordination Among Program Offices

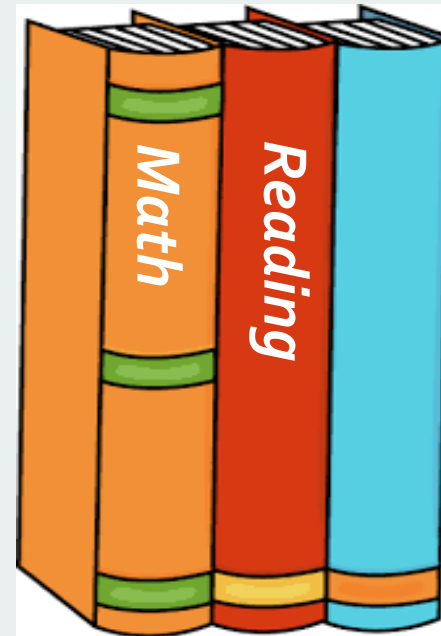


Poll - Who is here today?

- IDEA Part B data manager or analyst
- Director of special education
- Assessment data analyst
- *EDFacts* coordinator
- TA provider
- Other (please provide in chat)

Assessment Data Primer

- Participation
 - Who took the test?
- Achievement Data
 - How did they perform?



Assessments Administered

Regular Assessment

- With accommodations
- Without accommodations

Alternate Assessments

- Based on grade level standards
- Based on alternative achievement standards



Assessment Data Reporting

- Consolidated State Performance Report (CSPR) under *Elementary and Secondary Education Act (ESEA)*
- IDEA Part B State Performance Plan/Annual Performance Report (SPP/APR)





Measurement and Requirements



Summary of Changes to Indicator 3

- Eliminated
 - Indicator 3A - Adequate Yearly Progress (AYP)/Annual Measurable Objective (AMO) targets
 - Indicator 3C proficiency rate for alternate assessments based on modified academic achievement standards
- Clarified instructions for Indicators 3B and 3C



Indicator 3B Measurement Requirements

Participation Rate for Children with Individualized Education Programs (IEPs)

(# of children with IEPs participating in assessment)

(Total # of children with IEPs enrolled)



Indicator 3B – Additional Instructions

- Calculate separately for reading/language arts and math.
- Include all ESEA grades assessed (3-8, high school).
- Include children with IEPs enrolled during the testing window.



Indicator 3B Data Sources

EDFacts Files:

- C185 (Assessment Participation in Mathematics)
- C188 (Assessment Participation in Reading/Language Arts)

Targets for 3B

- State defines targets.
- State defines target grade groupings such as
 - school type;
 - overall; and
 - specific grades.





Know Your Indicator

When determining the participation rate for Indicator 3B, the denominator should include the total number of children with IEPs enrolled

- a. as of the count date.
- b. as of the testing window.
- c. at any point during the school year.



Know Your Indicator

When determining the participation rate for Indicator 3B, the denominator should include the total number of children with IEPs enrolled

- a. as of the count date.
- b. as of the testing window.
- c. at any point during the school year.

ANSWER: B

Indicator 3C Measurement Requirements



Proficiency Rate for Children with IEPs

(# of children with IEPs scoring at or above proficient)

(Total # of children with who received a valid score and for whom a proficiency level was assigned)



Indicator 3C – Additional Instructions

- Calculate separately for reading/language arts and math.
- Include all ESEA grades assessed (3-8, high school).
- Include all children with IEPs at the time of testing.



Indicator 3C Data Sources

EDFacts Files:

- C175 (Academic Achievement in Mathematics)
- C178 (Academic Achievement in Reading/Language Arts)

Targets for 3C

- State defines targets.
- State defines target grade groupings such as
 - school type
 - overall; and
 - specific grades.





Know Your Indicator

When determining the proficiency rate for Indicator 3C, the denominator should include the total number of children who

- a. were enrolled during the test window.
- b. took the test.
- c. took the test and received a valid score and for whom a proficiency level was assigned.



Know Your Indicator

When determining the proficiency rate for Indicator 3C, the denominator should include the total number of children who

- a. were enrolled during the test window.
- b. took the test.
- c. took the test and received a valid score and for whom a proficiency level was assigned.

ANSWER: C



Know Your Indicator

Which academic subjects are included in the SPP/APR indicators 3B and 3C? (choose all that apply)

- a. Math
- b. Reading/Language Arts
- c. Science



Know Your Indicator

Which academic subjects are included in the SPP/APR indicators 3B and 3C? (choose all that apply)

- a. Math
- b. Reading/Language Arts
- c. Science

ANSWER: A & B



EMAPS Assessment Metadata Survey



Poll:

What is one word that comes to mind when you hear "EMAPS Assessment Metadata Survey?"

(Type in chat box)



EMAPS Assessment Metadata Survey

- State education agency (SEA) assessment director completes.
- Survey-collects information about *EDFacts* Assessment data.
- *EDFacts* coordinator and IDEA Part B data manager have “read only” access.
- Office of Special Education Programs (OSEP) uses this information when reviewing IDEA assessment data.



Information in the Survey

For each assessment administered

- How many performance levels have been defined by the SEA?
- Which performance levels are at or above proficient?
- What grade levels are tested?

EDFacts Resources

Community
Resources and Tools



EDFacts Community Site

<https://edfacts.grads360.org>

- EMAPS Assessment Metadata Survey-ESS Crosswalk
<https://edfacts.grads360.org/#communities/pdc/documents/8686>
- EMAPS Assessment Metadata Survey Grade Discrepancies
<https://edfacts.grads360.org/#communities/pdc/documents/7259>

Q&A

What questions do you have about assessment measurement and reporting?





Considerations for Assessment Data Quality

Principles of High Quality Data

Working Principles of High-Quality IDEA Data

High-quality data are timely, accurate, and complete. In addition, they are usable, accessible, and secure. Educators and representatives at the local, state, and federal levels use high-quality early intervention and special education data to inform their decisions as they work to meet the needs of children and students with disabilities and their families.

Roll over circles to reveal definitions.



■ Timely

■ Accurate

■ Complete

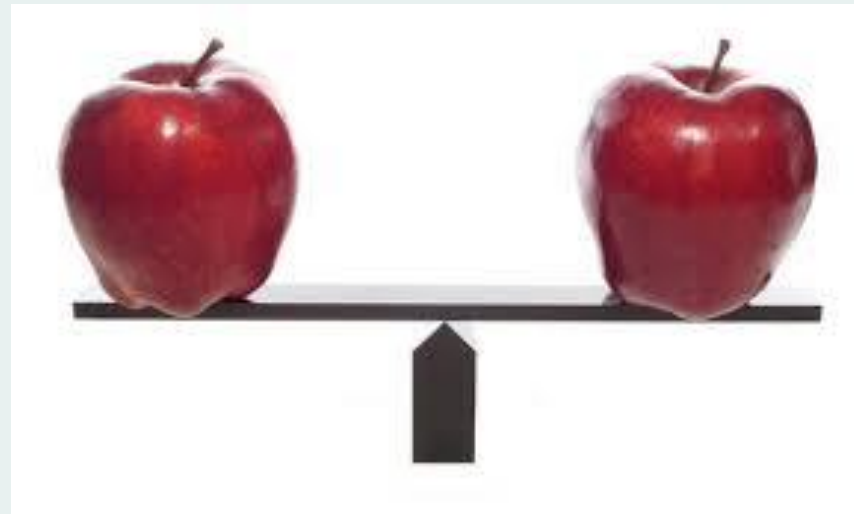


Timeliness

- *EDFacts* assessment files must be submitted by initial due date (2nd Wednesday in December).
- OSEP will use data from the initial due date for their evaluation of timeliness, completeness, and accuracy of the data submission for the purposes of SEA determinations.

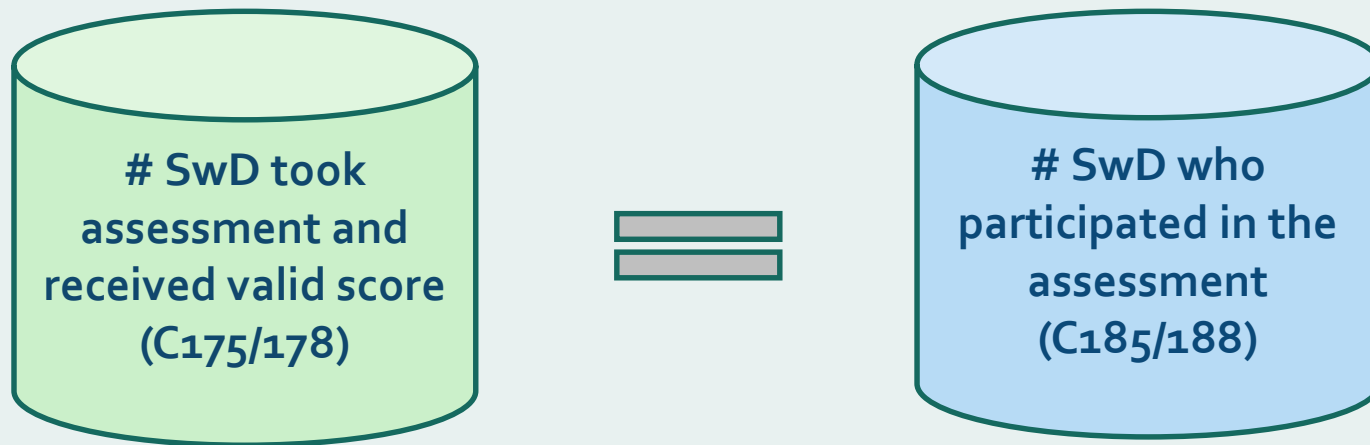
Accuracy

- Comparisons of local education agency (LEA) level and SEA level data
- Cross checks between achievement and participation files
- Year-to-year comparisons



Example: Achievement and Participation Cross Check

Accuracy Check: Is number of the total participants equal to the total number of performance scores?



Completeness

- All the category sets, subtotals, and totals
- All performance levels
- All grade levels
- All assessment types
- Zero counts at the SEA level where applicable.





Why Data Quality Matters

- Special education accountability
 - Important to OSEP's Results Driven Accountability (RDA) effort
 - A majority of State Identified Measureable Results (SIMRs) are based upon statewide assessment data
- General accountability
 - Critical accountability measure for ESSA plans
 - Informs decision making

Q&A

- What questions do you have about assessment data quality?
- Has your state experienced any assessment data quality challenges?

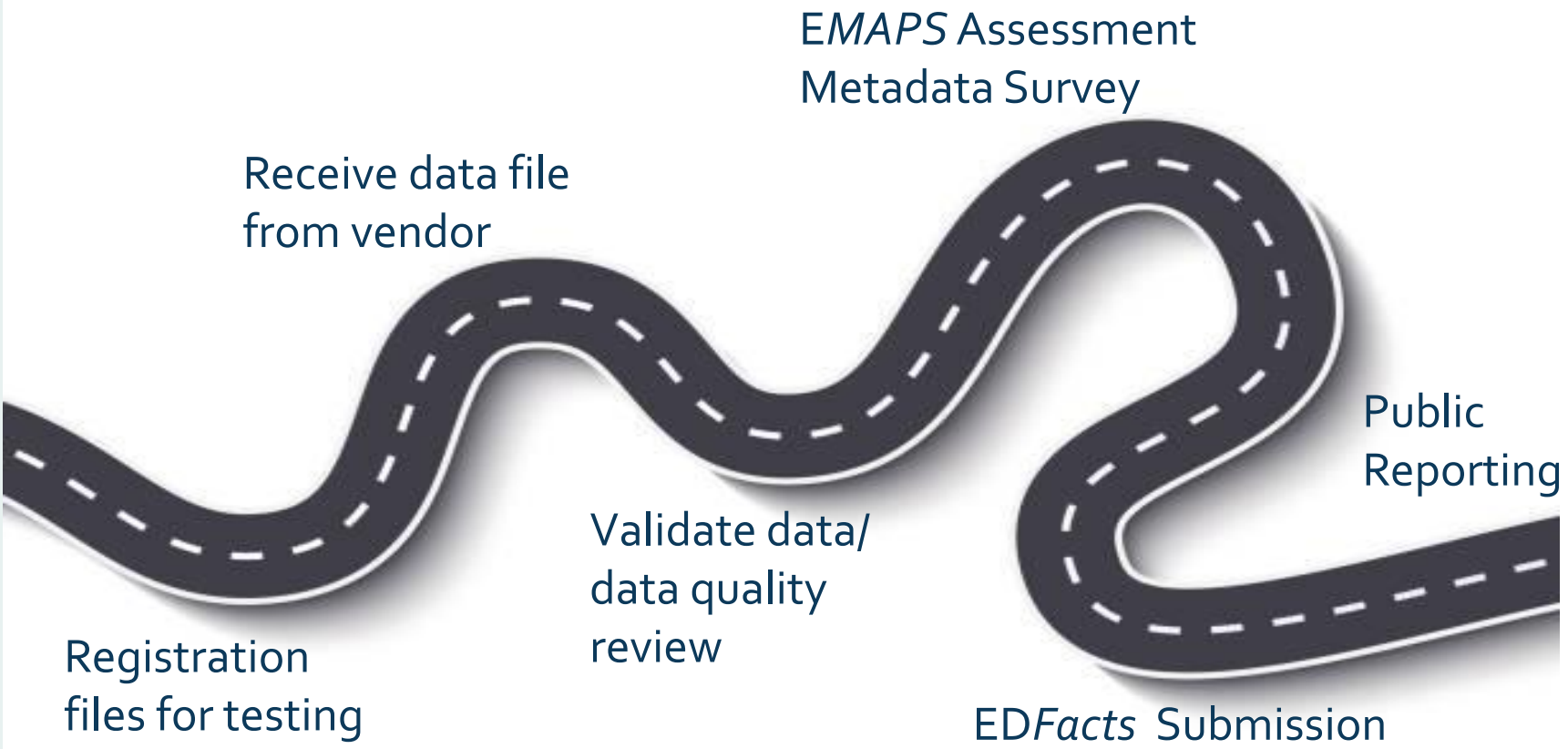




The Journey of Assessment Data: Considerations for Coordinating Among Program Offices



Journey of Assessment Data



Multiple Players

Assessment Team

IDEA Part B Data
Manager



EDFacts
Coordinator

Considerations

- Due dates have greater consequences for IDEA reporting.
- Communication and coordination are key.



Strategies for Coordination

- Face-to-face meetings
- Share priorities and concerns
- Workflow process
- Communication channels



Q&A

- What strategies has your SEA adopted to support greater coordination across offices around assessment data?
- Why do you feel coordination around assessment data is important?





Summary and Resources



Summary

- 3B Participation & 3C Proficiency
 - State defined targets
 - State defined grouping
- Review *EMAPS* Assessment Metadata Survey
- Coordinate with other programs

Important Resources

PART B: IDEA 618 Data Submissions

MODULE 7

Annual Performance Reports



Welcome to module 7! Start the training.

Start Module

User Guide



How to use
this training site

A-Z

Important Resources (cont.)

GRADS

Home Collaborate Research

Program: Home | About | Highlighted Resources | **SPP APR Resources** | Fiscal | Grants | SSIP | TA Calls and Monthly Update

SPP APR Resources

Home > Overview > SPP APR Resources

SPP/APR Resources

Part B

- [Part B 2017 SPP/APR Memo](#)
- [Part B 2017 Measurement Table](#)
- [Part B 2017 SPP/APR Instructions](#)
- [Part B 2017 Related Requirements](#)
- [Part B SPP/APR 2017 Indicator Analyses](#)

Part C

- [Part C 2017 SPP/APR Memo](#)
- [Part C 2017 Measurement Table](#)
- [Part C 2017 SPP/APR Instructions](#)
- [Part C 2017 Related Requirements](#)
- [Part C 2017 ICC Form](#)
- [Part C SPP/APR 2017 Indicator Analyses](#)
- [National Data Part C Indicators 5 & 6](#)

Program Office Links

[Find Your State Contact](#)

Building the Legacy: IDEA 2004



For More Information

- Contact Your IDC State Liaison
<https://ideadata.org/technical-assistance/>
- Susan Hayes
shayes@wested.org
- Tiffany Boyd
tiffany.boyd@aemcorp.com



For More Information

IDC Visit the IDC website

<http://ideadata.org/>



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