



Building Capacity for High-Quality *IDEA* Data

A graphic consisting of the letters 'i i 18' in a white, outlined font, set against a background of a green bar chart with a white line graph overlaid on it.

IDC Interactive Institutes 2018  
Building a Culture of High-Quality Part B Data

# Making APR Local Determinations Meaningful

**Austin, TX – March 7-8, 2018**

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# Agenda

- I. Historical determinations process
- II. Reconceptualizing determinations
- III. Revisions to the determinations calculations
- IV. Implications of determinations
- V. Longitudinal shifts in Tennessee's determinations

# Historical Determinations Process

- Focus on compliance indicators only
- Determinations made for individual indicators
  - Indicator 4
  - Indicator 9/10
  - Indicator 11
  - Indicator 13
- Disparate in nature, confusing for local education agencies (LEAs)

# Historical Determinations Process (cont.)

- Little improvement in overall outcomes for students with disabilities
- Check-a-box actions that did not lead to systemic improvement
- Busy work

# Wake-Up Call

- Tennessee's first year receiving RDA-focused determinations from Office of Special Education Programs (OSEP)
  - Performance on compliance indicators: 95.45%
  - Performance on results indicators: 25.00%
  - Overall performance: 60.23% (0.24% away from Needs Intervention)
- Prior to the federal fiscal year (FFY) 2013 determinations, Tennessee had routinely been Meets Requirements and occasionally Needs Assistance

# Wake-Up Call (cont.)

- Poor participation of students with disabilities on statewide assessments
- Poor participation and performance of students with disabilities on the National Assessment of Educational Progress (NAEP)

# Reconceptualizing Determinations

- Shift to results-driven accountability (RDA) focus
- Under new leadership, student outcomes and performance became a statewide focus
- Push to address systemic issues that would yield positive results
- Move from sole focus on compliance, which was not leading to improvement in results



# Reconceptualizing Determinations (cont.)

- Analyzed targets for all indicators
- Identified priority areas of particular value based on state strategies and goals:
  - Graduation rate
  - Assessment data
  - Least restrictive environment (ages 3-5 and ages 6-21)
  - Post-school outcomes
- Developed a weighting system to place emphasis on identified indicators
- Created a new process to support those districts in greatest need

# Revisions to Determinations Calculations

- Include the following indicators for analysis, with corresponding weights:
  - Indicator 1: graduation rate – weight x 3
  - Indicator 2: dropout rate – weight x 1
  - Indicator 3C: assessments – weight x 3
    - Look at the growth in the percent of students scoring at or above “approaching” on statewide assessments
  - Indicators 4A and 4B: discipline – each with a weight x 0.5
  - Indicator 5A: LRE (ages 6-21) – weight of x 3
  - Indicator 6A: LRE (ages 3-5) – weight of x 2
  - Indicators 7A, S1; 7B, S1; and 7C, S1 – each with a weight of 0.333

# Revisions to Determinations Calculations (cont.)

- Include the following indicators for analysis, with corresponding weights:
  - Indicator 8: parent involvement – weight x 0.5
  - Indicator 9: disproportionate representation – weight x 0.5
  - Indicator 10: disproportionate representation – weight x 0.5
  - Indicator 11: child find – weight x 1
  - Indicator 12: Part C to B transition – weight x 1
  - Indicator 13: transition planning – weight x 1
  - Indicators 14A and 14B: post-school outcomes – each with a weight of 0.5
  - Indicator 14C: post-school outcomes – weight x 1

# Revisions to Determinations Calculations (cont.)

- Points assigned to indicators based on the data
  - For most indicators, points are assigned on a scale of one through five, and LEAs are placed in percentiles that compare them to each other
  - State target serves as threshold for those assigned two or three points (in some instances)
- These assigned points are multiplied by the weights chosen for each indicator
- The weighted points for each LEA are divided by total possible weighted points to get a final LEA performance score across all indicators

# Revisions to Determinations Calculations (cont.)

- Much like the OSEP model, cut scores are set on the overall percentage score to make determinations
  - Meets Requirements: Overall percentage score of 70% or more
  - Needs Assistance: Overall percentage score 60% or greater but less than 70%
  - Needs Intervention: Overall percentage score less than 60%
- Account for improvement from previous school year in specified indicators of performance

# Revisions to Determinations Calculations (cont.)

		<b>Results</b>						
		Points Assigned 1-5      Max Points =      15						
		Indicator 1 (Weight x3)						
District	SWD Count	Data	Points Assigned	Growth	Growth Points	Weighted Determination Points WITH GROWTH	Weighted Determination Points WITHOUT GROWTH	
1	1157	89.19%	4	-3.31%	2	9	12	
2	137	NA	NA	NA	NA	NA	NA	
3	607	69.05%	2	-13.64%	2	6	6	
4	847	68.75%	2	-9.58%	2	6	6	
5	408	86.96%	4	3.62%	3	10.5	12	
6	382	75.00%	3	-4.41%	2	7.5	9	
7	1386	77.78%	3	2.78%	3	9	9	
8	239	100.00%	5	8.33%	4	13.5	15	
9	624	80.85%	3	11.15%	4	10.5	9	
10	1110	76.62%	3	-7.50%	2	7.5	9	
11	756	68.42%	2	-6.58%	2	6	6	
12	764	76.47%	3	5.42%	4	10.5	9	
13	289	75.00%	3	-10.71%	2	7.5	9	
14	109	100.00%	5	60.00%	5	15	15	
15	208	66.67%	2	-33.33%	1	4.5	6	
16	198	83.33%	4	-16.67%	1	7.5	12	

# Determinations in Tennessee

## Local Determinations Data Rubric - FFY 2016-17 APR

### Determination: Needs Assistance

Indicator	LEA Data for FFY 2016-17 APR	Assigned Points*	Statewide Data	Target for Indicator	Target Met by LEA?	Address in LEA Plan?
<b>Indicator 1: Graduation Rate</b> <i>(weight x 3; assigned points scale of 1-5)</i>	60.00%	2	73.05%	71.87%	No	Yes
<b>Indicator 2: Dropout Rate</b> <i>(weight x 1; assigned points scale of 1-5)</i>	0.00%	5	2.42%	3.27%	Yes	No
<b>Indicator 3: Statewide Assessment</b>	<b>NOT INCLUDED IN DETERMINATIONS FOR FFY 2016-17</b>					
<b>Indicator 4: Suspensions/Expulsions</b> Part A – Aggregate of subgroup <i>(weight x 0.5; assigned points scale of 1 OR 5)</i>	NA	5	0.77%	2.50%	NA	No
<b>Indicator 4: Suspensions/Expulsions</b> Part B – Subgroup disaggregated by race <i>(weight x 0.5; assigned points scale of 1 OR 5)</i>	No Disproportionality	5	0%	0%	Yes	No
<b>Indicator 5: LRE (Ages 6-21)</b> Part A – In regular ed. environment 80% or more of day <i>(weight x 3; assigned points scale of 1-5)</i>	61.11%	1	70.16%	71.50%	No	Yes
<b>Indicator 6: LRE (Ages 3-5)</b> Part A – Receiving majority of special ed. services in reg. early childhood program <i>(weight x 2; assigned points scale of 1-5)</i>	25.00%	4	24.17%	32.00%	No	Yes
<b>Indicator 7: Early Childhood Outcomes</b> Part A, Summary 1 – Social-emotional skills <i>(weight x 0.333; assigned points scale of 1-5)</i>	75.00%	1	89.09%	92.88%	No	Yes
<b>Indicator 7: Early Childhood Outcomes</b> Part B, Summary 1 – Acquisition of knowledge and skills <i>(weight x 0.333; assigned points scale of 1-5)</i>	80.00%	1	88.75%	90.68%	No	Yes
<b>Indicator 7: Early Childhood Outcomes</b> Part C, Summary 1 – Appropriate behaviors <i>(weight x 0.333; assigned points scale of 1-5)</i>	100.00%	5	90.14%	93.70%	Yes	No
<b>Indicator 8: Parent Involvement</b> <i>(weight x 0.5; assigned points scale of 1, 3, OR 5)</i>	90.00%	3	90.60%	93.50%	No	Yes
<b>Indicator 9: Disproportionate Representation</b> <i>(weight x 0.5; assigned points scale of 1 OR 5)</i>	No Disproportionality	5	0%	0%	Yes	No

# Determinations in Tennessee FFY 2016

Determination Category	Number of LEAs
Meets Requirements	97
Needs Assistance	38
Needs Intervention	10



# Implications of Determinations

- Meets Requirements
  - No further action required, state threshold met
- Needs Assistance
  - Indicators flagged in the determinations rubric must be addressed in the federally required LEA plan
    - Department staff will review information entered to ensure the flagged indicators are appropriately addressed
- Needs Intervention
  - Districts must participate in a customized process addressing flagged indicators

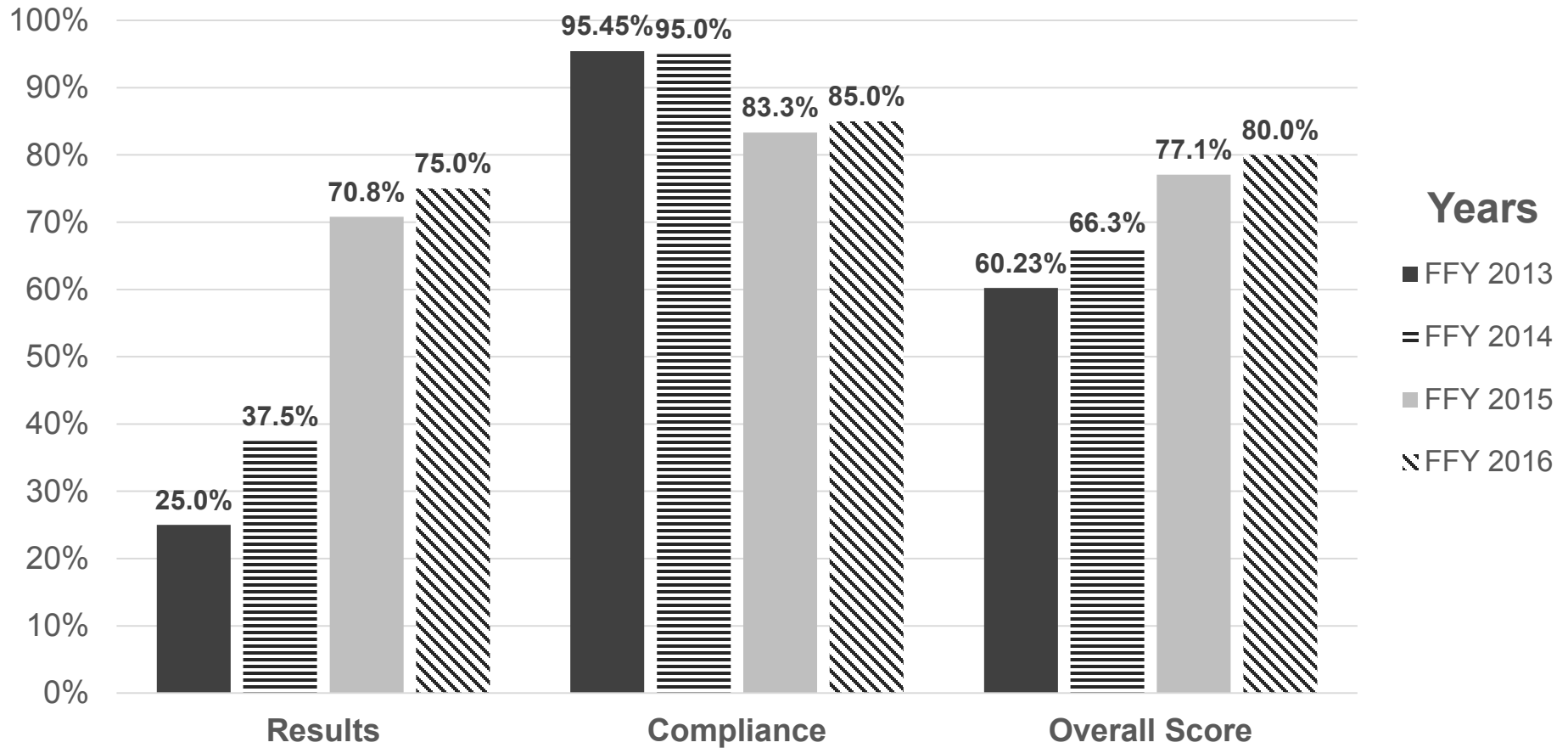
# Needs Intervention Process

- On-site visit begins with meeting LEA central office staff to discuss flagged indicators
- The second portion of the on-site visit is dedicated to visiting several schools in the LEA to discuss relevant indicators with school leaders
  - Department staff will also visit classrooms to briefly observe instruction and environment
- Department staff conduct 10-15 student file reviews in advance with notes to discuss with LEA leadership
- The site visit concludes with a review of observations and information gathered throughout the day

# Needs Intervention Process (cont.)

- Subsequent to the visit, Department staff send a proposed improvement plan for the district to review and provide input
- LEAs include the improvement plan and action steps in their overall LEA plan
- Department staff continue following up with LEAs throughout the year and provide additional support and guidance as needed
- The process is intended to be more informal and method by which to support districts in key areas—**It is not a traditional monitoring visit**

# Longitudinal Changes in Tennessee



# Summary

- To improve Tennessee's statewide performance, we mirrored the expectations OSEP held for our LEAs
- The improvement of nearly 20% in points earned over the last four years evidences that using determinations data to provide focused support to LEAs yields positive outcomes statewide

# Contact Us

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