



# INTERACTIVE INSTITUTE 2021

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

## Navigating Uncharted Waters: Engaging Stakeholders in Indicator 3 Baseline and Target Setting

April 13–15, 2021



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# Presenters

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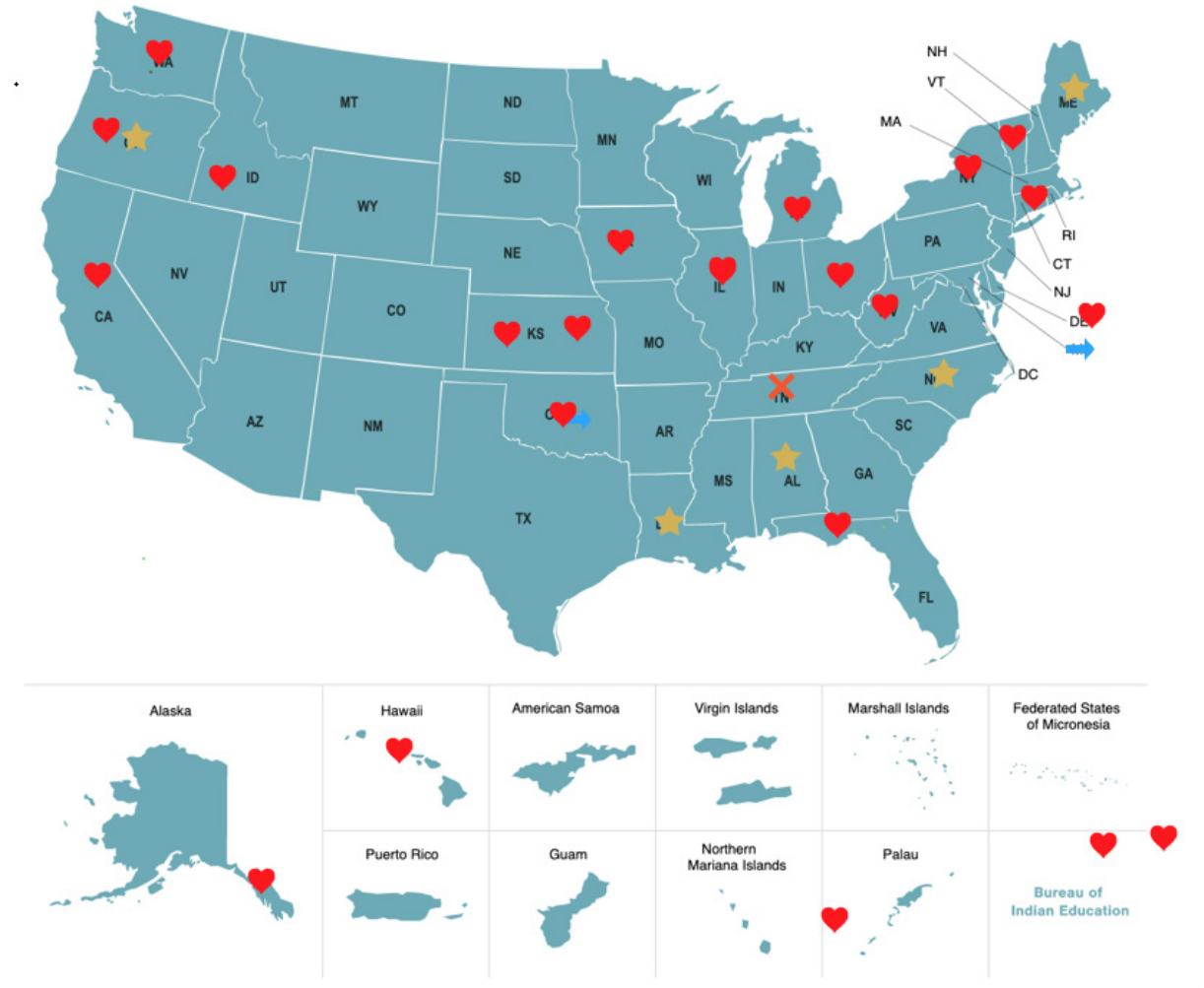
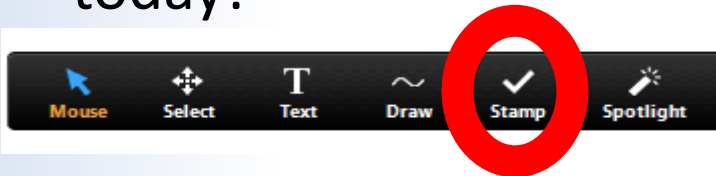


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# Who Is With Us Today?

- Click “View Options” at the top of your screen and choose “Annotate.”
- Choose a stamp (a check mark or a heart) and click on the map to show us where you are joining from today!



# Agenda

- Provide an overview of the upcoming Part B State Performance Plan/Annual Performance Plan (SPP/APR) reporting changes to Indicator 3
- Review baseline and target setting requirements for Indicator 3 and implications of U.S. Department of Education (Department) flexibilities
- Discuss engaging stakeholders in the baseline and target setting processes



# Session Format

Presenters will provide information and engage with you all, as participants, through various polls and discussion questions.



# SPP/APR Package for FFY 2020–2025 and Changes to Indicator 3: *Participation and Performance of Children With IEPs on Statewide Assessments*



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# Mentimeter Poll

How knowledgeable do you feel you are about the changes to Indicator 3 reporting requirements for the FFY 2020–2025 SPP/APR?

- Wait, what? There are changes?
  - 0 respondents
- I know changes are coming but I am not sure what they are.
  - 9 respondents
- I know about the changes. (I have read the new measurement table and reviewed the new Indicator 3.)
  - 13 respondents
- I am an expert. I could make a 3D model of the new Indicator 3D while blindfolded.
  - 1 respondent

# Comparison Between Former and Current Indicator 3

**New sub-indicators!**

Former SPP/APR	Current SPP/ APR
Indicator 3A: Reserved	3A: Participation rate for children with IEPs.
Indicator 3B: Participation rate for children with IEPs	3B: Proficiency rate for children with IEPs against grade level academic achievement standards
Indicator 3C: Proficiency rate for children with IEPs against grade level and alternate academic achievement standards	3C: Proficiency rate for children with IEPs against alternate academic achievement standards
	3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards



# Overview of Indicator 3 Changes

- Update baselines and targets as required
- Report data for specific grades: 4, 8, and high school
- Separate proficiency data by general and alternate assessment
- Report gaps in proficiency data between children with disabilities and all students

# Mentimeter Open-Ended Question 1

What do you think is the most exciting or helpful aspect of the new Indicator 3 and why?

3D- The proficiency gap between children with disabilities and all students

Gaps in proficiency

Removing AA from the proficiency gives a better picture of what kids on regular are doing

3D

The proficiency gap

Proficiency and gap emphasis

3D

3D- Because it's been a conversation with stakeholders for a long time

Separation of general and alternate

# Mentimeter Open-Ended Question 1 (con't)

What do you think is the most exciting or helpful aspect of the new Indicator 3 and why?

3D-is a moving target chasing a moving target

3D

Unfortunately, 3D seems to ignore the fact that these students actually have disabilities

3D to take honest look at performance for SWD

Proficiency and gap emphasis

Biggest challenge is creating valid targets for FFY 2020

# Mentimeter Open-Ended Question 2

What aspect of the new Indicator 3 do you think will generate the most questions or present the greatest challenges in your state and why?

Reporting gap data this will really shine the light on SWD. Kate you are correct , the majority of SWD do NOT have a cognitive disability

Most challenging is creating valid targets

Increase of suppression data for alternate assessment cells

Declining participation as a result of parental objection to assessments

Aligning with our state's ESSA targets (3B)

Proficiency and gap emphasis

The alternate assessment proficiency will be difficult in small districts

# Baseline and Target Setting for Indicator 3



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# Baseline and Target Setting for Indicator 3

Indicator 3 component	New baseline needed?	New targets needed?
3A: Participation rate for children with IEPs.	Maybe (States can use the baseline year for old Indicator 3B)	Yes
3B: Proficiency rate for children with IEPs against grade level academic achievement standards (regular assessment).	Yes	Yes
3C: Proficiency rate for children with IEPs against alternate academic achievement standards (alternate assessment).	Yes	Yes
3D: Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards (regular assessment).	Yes	Yes

# Pause to Chat

- Does your state have alternate assessment data available from SY 2019–20?
- How is your state approaching selecting a baseline year for Indicator 3A? 3B? 3C? 3D?
- What considerations have affected your selection of the baseline year(s)?



# Indicator 3 Target Setting

- Targets should be rigorous and based on the advice of stakeholders
- Targets must cover the years of the SPP (FFY 2020–2025)
- States can establish FFY 2020–2025 targets that are lower than the targets from FFY 2016–2019
  - OSEP encourages states to provide information regarding this decision in their narratives



# Indicator 3 Target Setting (cont.)

- Generally, targets are not approvable if they do not show improvement over baseline
  - OSEP has allowed states to set targets that do not reflect improvement over baseline for 3A
  - “...the FFY 2025 target does not need to show improvement over baseline if the FFY2025 target is at least 95%”

Source: OSEP Universal TA Guidance Document, 2021

# Indicator 3A Target Setting: Participation Rates

## Example strategies for calculating the target

<p><b>Constant participation rate:</b></p> <p>Targets will be the same for grades 4, 8, and high school (e.g., all targets 95%).</p>	<p><b>Variable participation rate:</b></p> <p>Targets will vary based on grade level (e.g., 98% for grades 4 and 8 and 95% for high school).</p>	<p><b>No Increase:</b></p> <p>Participation rate target will not increase over the life of the SPP/APR.</p>	<p><b>Increase:</b></p> <p>Participation rate will increase over the life of the SPP/APR.</p>
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# Indicator 3B and 3C Target Setting: Proficiency Rates

## Example strategies for calculating the target

<p><b>Eyeball method:</b> Look at data and make an educated guess about the approximate magnitude of relevant statistics.</p>	<p><b>Trend lines:</b> Look at trend line data to predict where the data should be in future years.</p>	<p><b>Growth or change from year to year:</b> Calculate the average growth/change from year to year in past years and add to the baseline and year to year targets.</p>	<p><b>Percent increase:</b> Increase by a set percent (i.e., 3% each year) or percentage points (i.e., 3 percentage points) every year.</p>	<p><b>Start with the end goal and work backwards:</b> Where are proficiency rates currently? Where do we want to be in 2025? In equal increments or increasingly rigorous targets?</p>
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# Indicator 3D Target Setting: Gap Data

## Example strategies for calculating the target

### **Eyeball method:**

Look at data and make an educated guess about the approximate magnitude of relevant statistics.

### **Trend lines:**

Look at trend line data to predict where the data should be in future years.

### **Growth or change from year to year:**

Calculate the average change in proficiency gap from year to year in past years and add to the baseline and year to year targets.

### **Percent decrease:**

Decrease the proficiency gap by a set percent (i.e., 3% each year) or percentage points (i.e., 3 percentage points) every year.

### **Start with the end goal and work backwards:**

What is the current gap in proficiency rates for students with disabilities compared to all students? Where do we want to be in 2025? In equal increments or increasingly rigorous targets?

# Pause to Chat

- What do you think will be the effect of reporting proficiency rates on the regular assessment and alternate assessment separately?
- What do you think will be the effect of reporting the proficiency gap between children with disabilities and all students on the general assessment?
- What will be the impact of COVID-19 on student participation and performance on the 2020–2021 statewide assessment?



# Department Assessment Flexibility

“We emphasize the importance of flexibility in the administration of statewide assessments. A state should use that [flexibility](#) to consider:

- Administering a shortened version of its statewide assessments;
- Offering remote administration, where feasible; and/or
- Extending the testing window to the greatest extent practicable. That could include offering multiple testing windows and/or extending the testing window into the summer or even the beginning of the 2021-2022 school year.

We are not inviting blanket waivers of assessments.”

Source: ED Memo dated February 22, 2021

# Mentimeter Poll

What type of assessment flexibility does your state plan to use?  
(Choose all that apply.)

1. Shortened version- 8% of respondents
2. Remote administration- 8% of respondents
3. Extending the testing window- 46% of respondents
4. None of the above- 8% of respondents
5. Don't know/not decided yet- 31% of respondents

# Engaging Stakeholders in Indicator 3 Baseline and Target Setting



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# Requirements for State Descriptions of Stakeholder Engagement in SPP/APR

## In their FFY 2020 SPP/APR submission states must report

- The ***number*** of parent members attending stakeholder meetings
  - Interagency Coordinating Council
  - Parent Center staff
  - Parents from local and statewide advocacy and advisory committees
  - Individual parents
- A description of ***how*** the state ***engaged*** parent members and individual parents in target setting, analyzing data, developing improvement strategies, and evaluating progress

# Requirements for State Descriptions of Stakeholder Engagement in SPP/APR (cont.)

- Description of the **activities** the state conducted to increase the capacity of diverse groups of parents to support the development and implementation of activities designed to improve outcomes for children with disabilities
- The **mechanisms** and **timelines** for
  - Soliciting public input for target setting, analyzing data, developing improvement strategies, and evaluating progress;
  - Making the results of the target setting, data analysis, development of the improvement strategies, and evaluation available to the public

# Pause to Chat

- How are you planning to engage stakeholders in the baseline and target setting process?
- Which change do you think will be the hardest to explain to stakeholders?



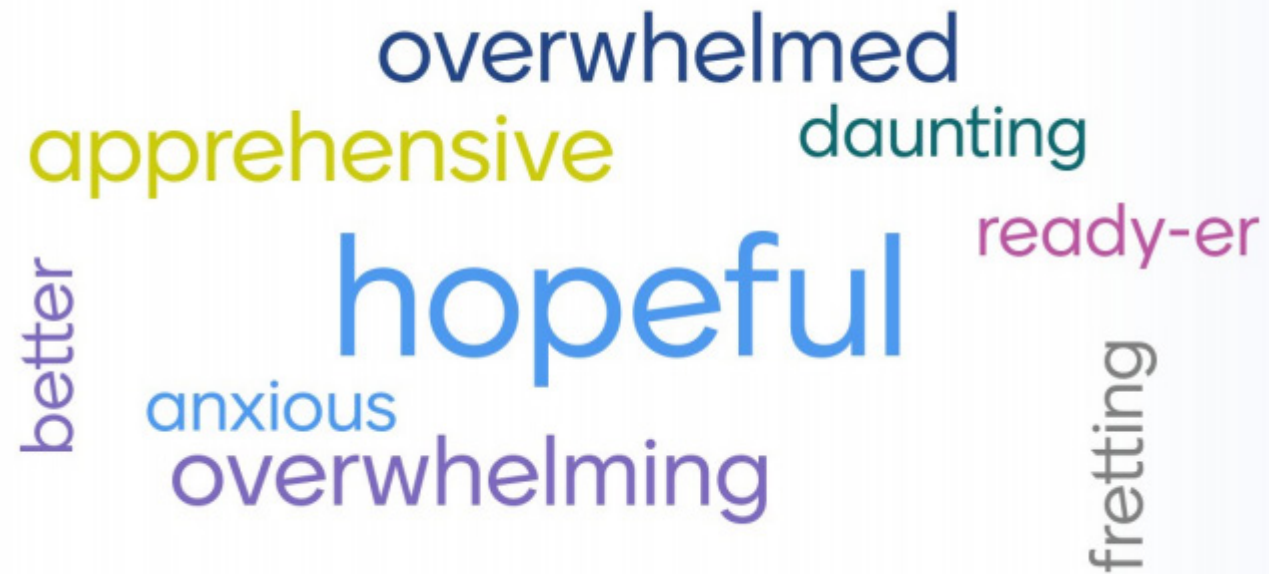
# Wrap-Up

During this meeting you have

- Been provided an overview of the upcoming reporting changes to Indicator 3
- Considered implications of the lack of statewide assessment data from spring 2020 and Department-granted flexibilities for 2021 for baseline and target setting
- Explored strategies for authentically and meaningfully engaging stakeholders in the baseline and target setting processes

# Mentimeter Final Thoughts: Word Cloud

What is one word that captures your feelings about the upcoming changes to Indicator 3 after today's discussion?





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