IDC IDEA DATA CENTER | IDC Webinar Series

Navigating Indicator 3: Your Guide to Exploring the FFY 2020–2025 Assessment Data Landscape

September 29, 2022

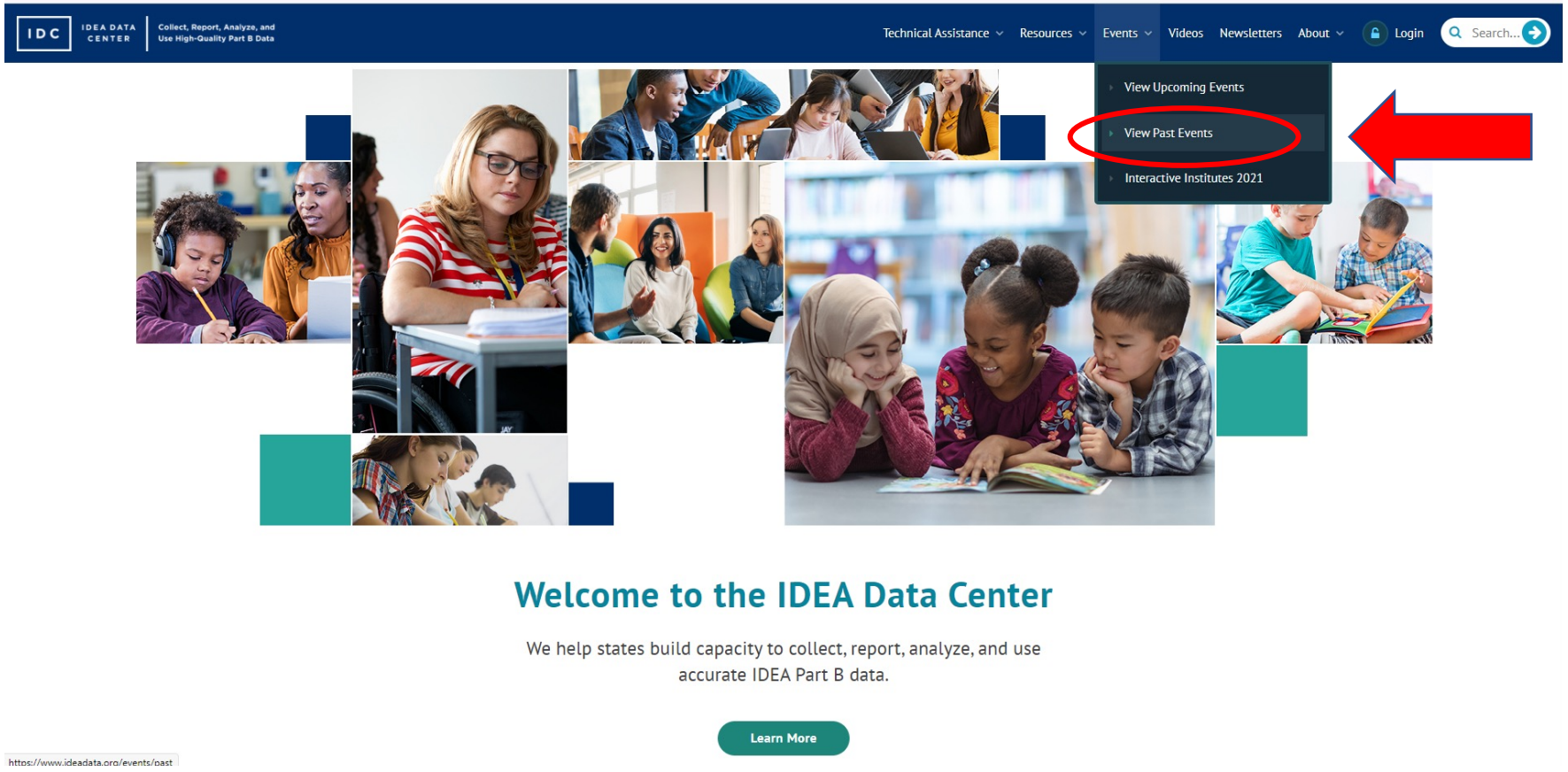
Susan Hayes, IDEA Data Center

Kate Nagle, IDEA Data Center

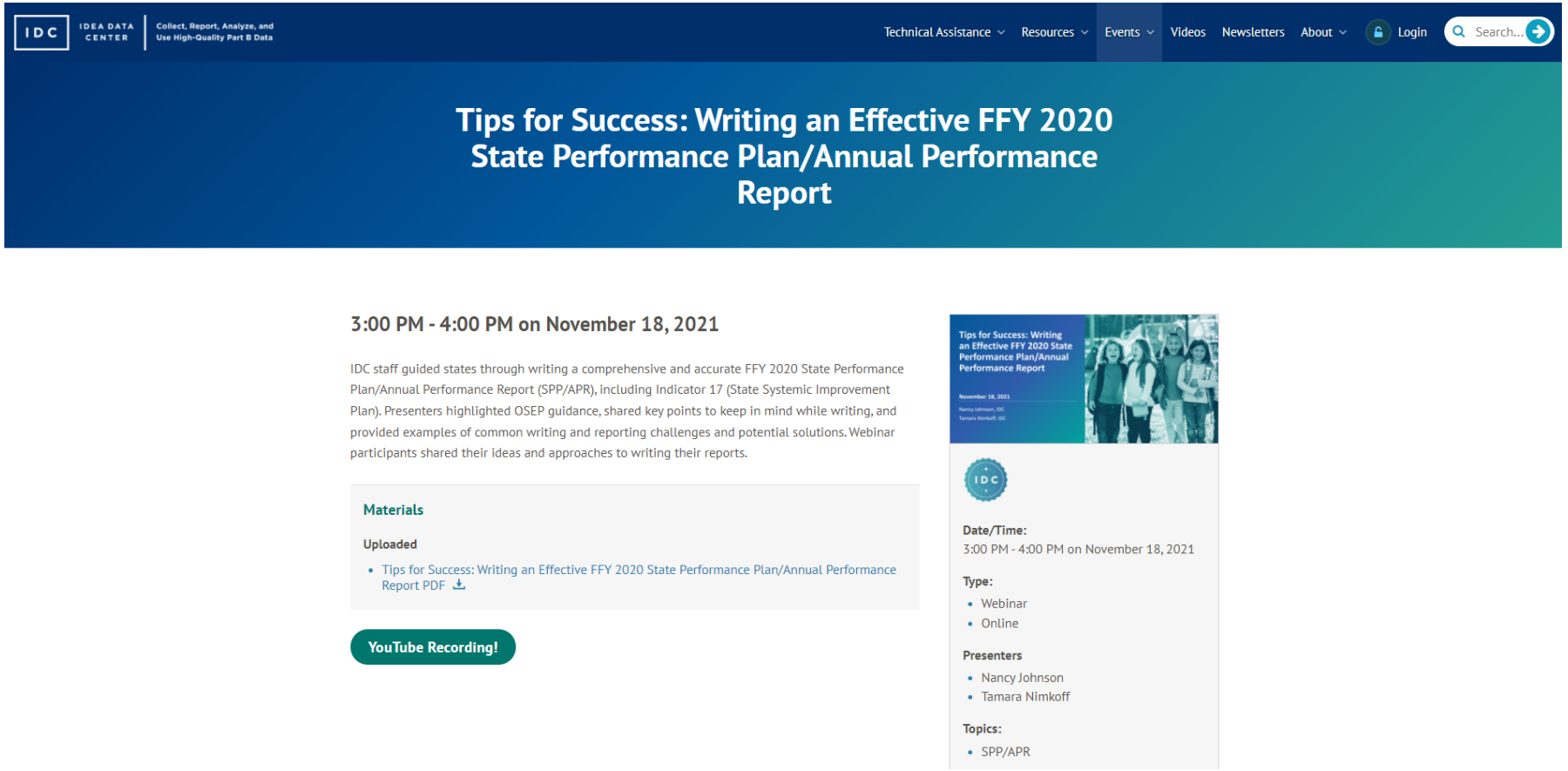
Webinar Logistics

- Welcome and thank you for joining us
- We are recording this webinar
- Slides and recording from this presentation will be available on the IDC website
- We will be muting all participants
- Please type your questions and comments in the chat box
- Please complete the online evaluation at the end of the webinar

Where to Find Webinar Slides and Recording



Where to Find Webinar Slides and Recording (cont.)



Agenda

- The “lay of the land”
- Reconnaissance of Indicator 3
- Topography of Indicator 3
- Trip recommendations

Participant Outcomes

- Increased understanding of the elements included in FFY 2020–2025 SPP/APR Indicator 3
- Increased knowledge of the Indicator 3 baselines and targets that other states selected for FFY 2020–2025

The Lay of the Land

Dear Colleague Letter, September 13, 2022, from Miguel A. Cardona, Ed.D., U.S. Secretary of Education*

"The purpose of this letter is to remind all who report and interpret student outcomes this year that assessment data has always been meant to be used constructively—to help inform parents and families about their students' schools and to ensure schools receive the necessary resources to help support students. Further, this letter is intended to support our communities in countering efforts to misuse these results by applying them punitively."

*Source: Cardona, M.A. (2022, September 13). *Dear Colleague letter*. Washington D.C.: U.S. Department of Education. Retrieved September 22, 2022, from https://oese.ed.gov/files/2022/09/Assessment-Letter-FINAL_Redacted-9-2022.pdf.

Highlights From the Dear Colleague Letter*

- "This Administration knew that a historic disruption to schooling and to our society would likely result in significant, negative impacts on students' learning."
- "As States begin to release student assessment data from the 2021–22 school year, the Department of Education (Department) expects academic performance will reflect these impacts—as well as the inequities in educational opportunity that preceded it."
- "The Department remains especially concerned about disproportionate impacts for students from low-income backgrounds, students of color, students with disabilities, multilingual learners, students experiencing homelessness, and migratory students."

*Source: Cardona, M.A. (2022, September 13). *Dear Colleague letter*. Washington D.C.: U.S. Department of Education. Retrieved September 22, 2022, from https://oese.ed.gov/files/2022/09/Assessment-Letter-FINAL_Redacted-9-2022.pdf.

Highlights From the Dear Colleague Letter* (cont.)

"State assessment results, and results from other assessments of student learning, should serve as a further call to action to accelerate investments in high-quality instruction and other evidence-based strategies that support academic recovery, student mental health, and other needs; [and] to further focus these resources on students who have experienced the most disruption in their education and have the fewest opportunities for success"

*Source: Cardona, M.A. (2022, September 13). *Dear Colleague letter.* Washington D.C.: U.S. Department of Education. Retrieved September 22, 2022, from https://oese.ed.gov/files/2022/09/Assessment-Letter-FINAL_Redacted-9-2022.pdf.

Considerations Before We Begin

- States set baselines and targets based on stakeholder input even with problematic data
- Every state is different, but every state experienced the negative impacts of COVID-19 and is still experiencing them almost three years later
- We present descriptive analyses of Indicator 3 at the beginning of a new six-year SPP/APR cycle (FFY 2020) and where the states hope to be in FFY 2025
- We present these data as a call to action to be used constructively to improve outcomes for all children with individualized education programs (IEPs)

Reconnaissance of Indicator 3

Data Collection and Analyses

- FFY 2020 Part B SPP/APR from https://sites.ed.gov/idea/spp-apr-letters
- All 50 states and the District of Columbia
- Data elements for each state
  - Baseline year
  - Baseline data
  - Targets for 2020 through 2025
- Descriptive analyses for each indicator element

Topography of Indicator 3

Participation and Performance of Children with IEPs on Statewide Assessments

Indicator 3 Overview

- Monitoring priority: Free appropriate public education (FAPE) in the least restrictive environment (LRE)
- Results indicator: Participation and performance of children with IEPs on statewide assessments
- Data source: Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA), using ED*Facts* file specifications FS185 and FS188

Indicator 3 Overview

- Calculated separately for
  - Reading and math
  - Grades 4, 8, and high school
- Based on *all* children with IEPs
  - Children with IEPs enrolled for a full academic year
  - Children with IEPs not enrolled for a full academic year

Indicator 3A: Participation of Children with IEPs

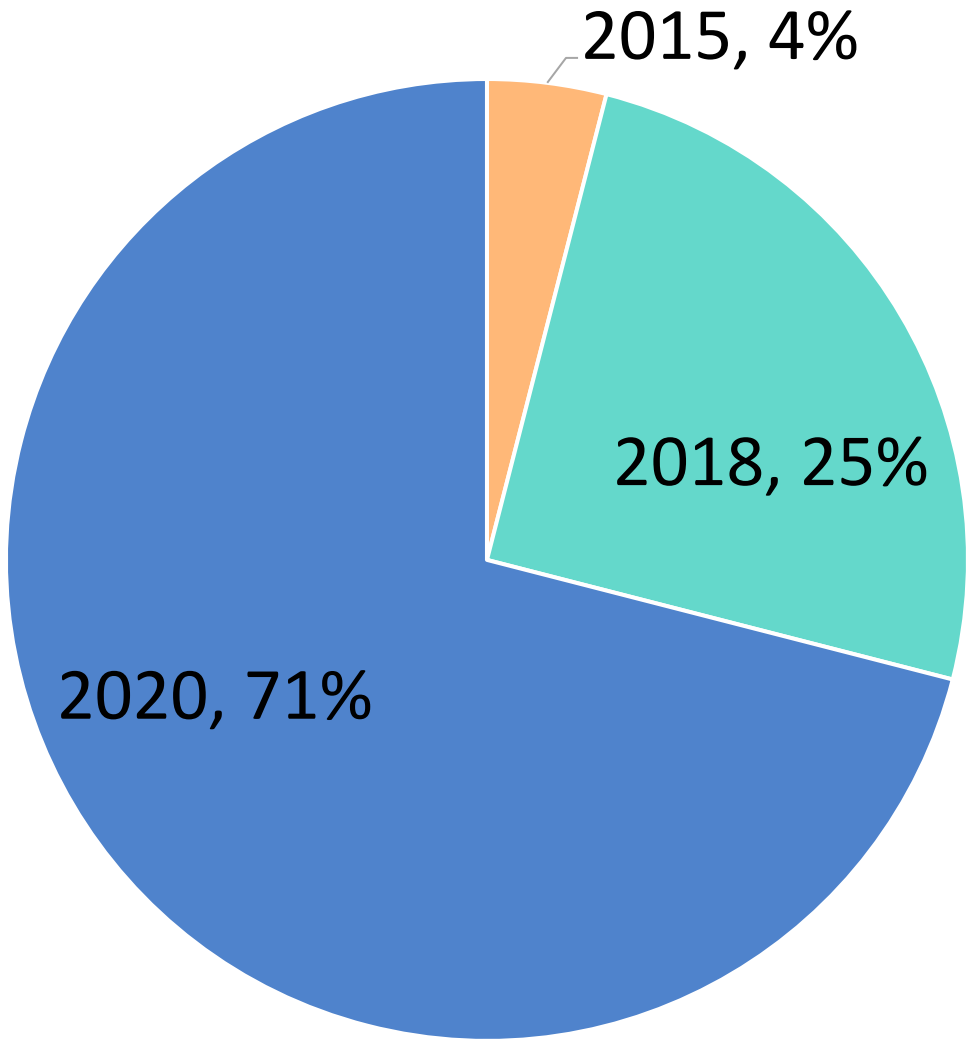
Indicator 3A Calculation

$$\text{Participation rate percent} = \frac{\text{Number of children with IEPs participating in an assessment}}{\text{Total number of children with IEPs enrolled during the testing window}}$$

3A Topography: Baseline Years

State-selected grade 4 reading and grade 8 math baseline years

A similar pattern emerged for high school



3A Topography: Baseline Participation Data

Grade 4 Reading:

- Low of 3.34% to a high of 100%
- 3 states < 20%
- No states between 20–70%
- 25 states between 70–95%
- 22 states > 95%

Grade 8 Math:

- Low of 6.23% to a high of 99.18%
- 2 states < 20%
- 10 states between 20–70%
- 27 states between 70–95%
- 14 states > 95%

High School Reading:

- Low of 4.06% to high of 100%
- 2 states < 20%
- 11 states between 20–70%
- 33 states between 70–95%
- 8 states > 95%

3A Destination FFY 2025! Review of Participation Targets

Grade 4 Reading Targets:

- Low of 93% to a high of 100%
- Most states at 95%
- 7 states > 95%

Grade 8 Math Targets:

- Low of 83% to a high of 100%
- Most states at 95%
- 5 states > 95%

A similar pattern emerged for high school.

Indicator 3B: Proficiency for Children with IEPs (Grade Level Academic Achievement Standards)

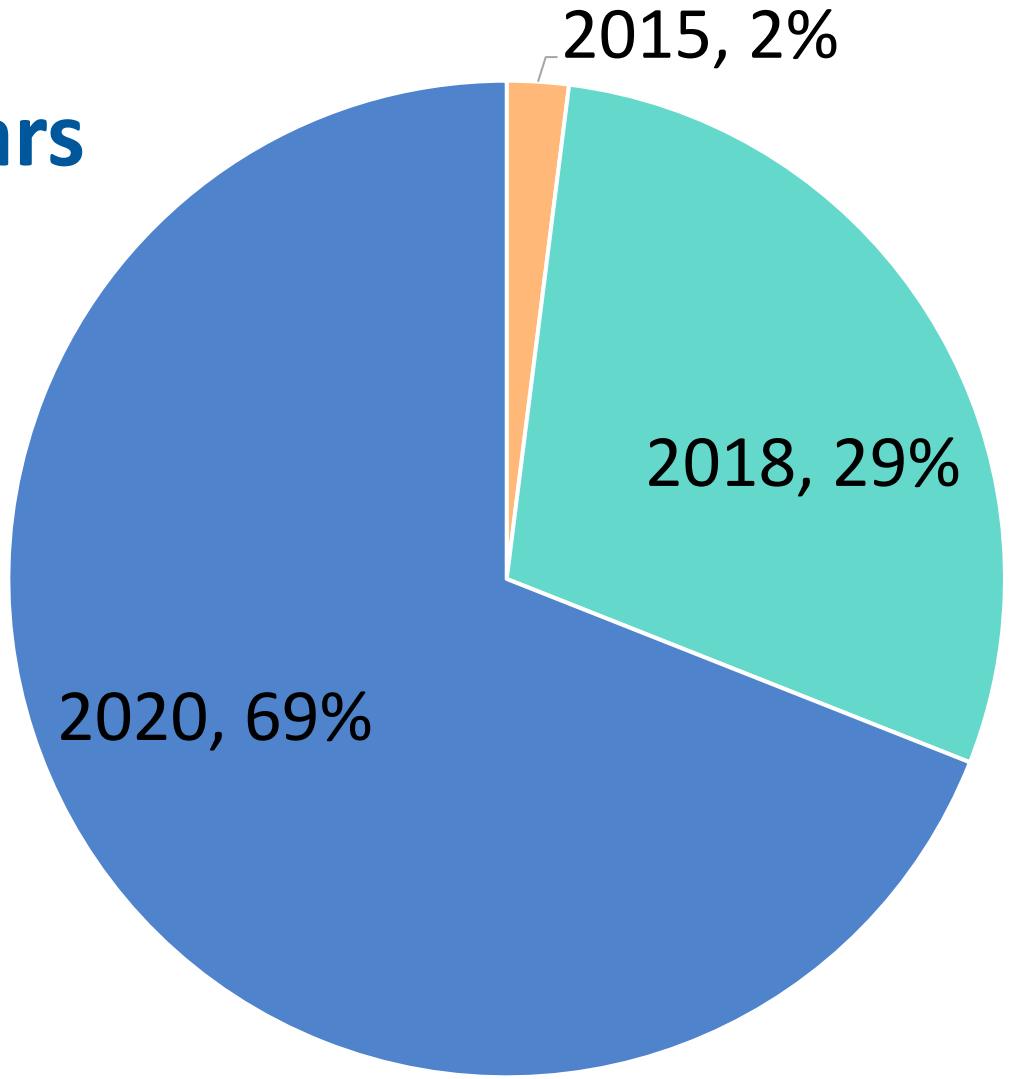
Indicator 3B Calculation

$$\text{Proficiency rate percent} = \frac{\text{Number of children with IEPs scoring at or above proficient against grade level academic achievement standards}}{\text{Total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment}}$$

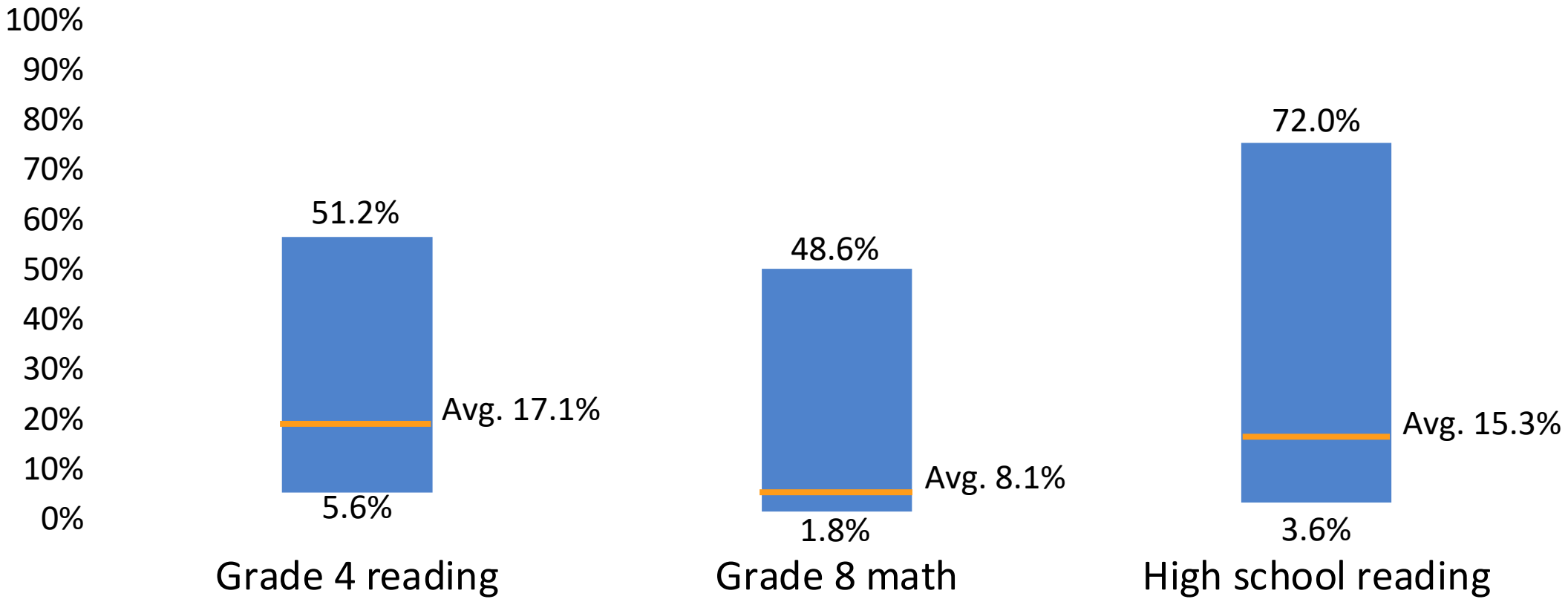
3B Topography: Baseline Years

State-selected grade 4 reading and grade 8 math proficiency baseline years

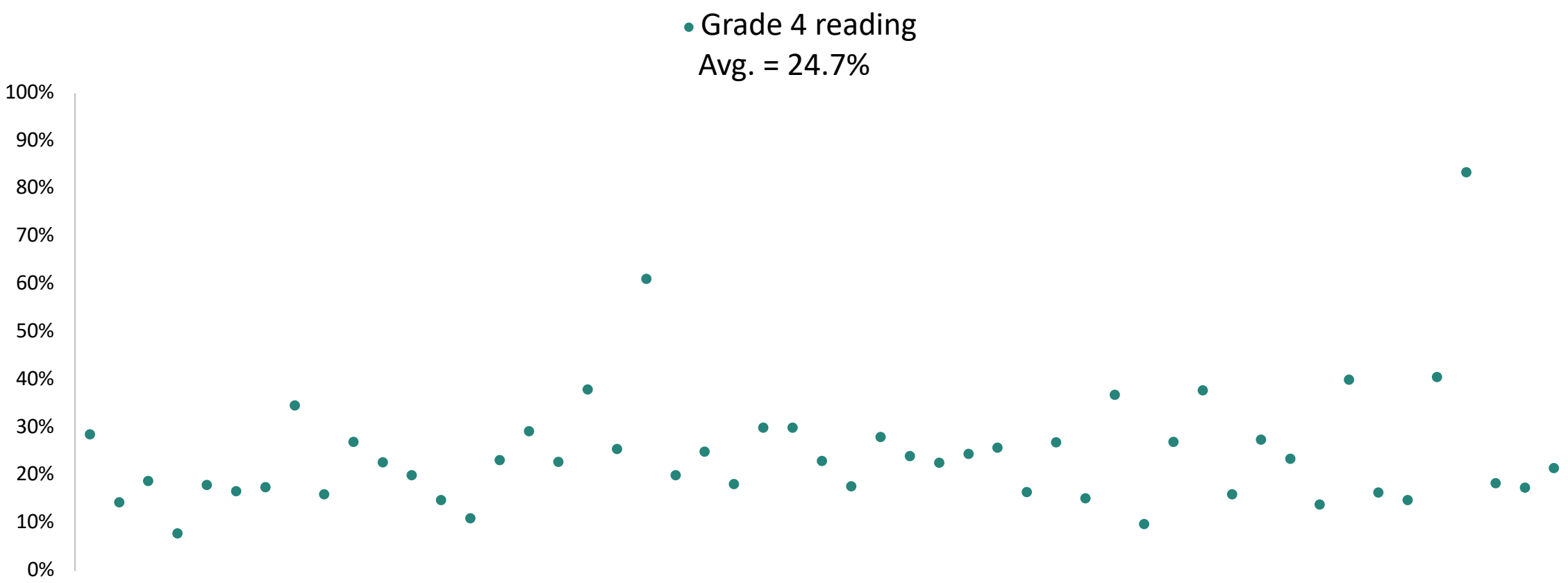
A similar pattern emerged for high school



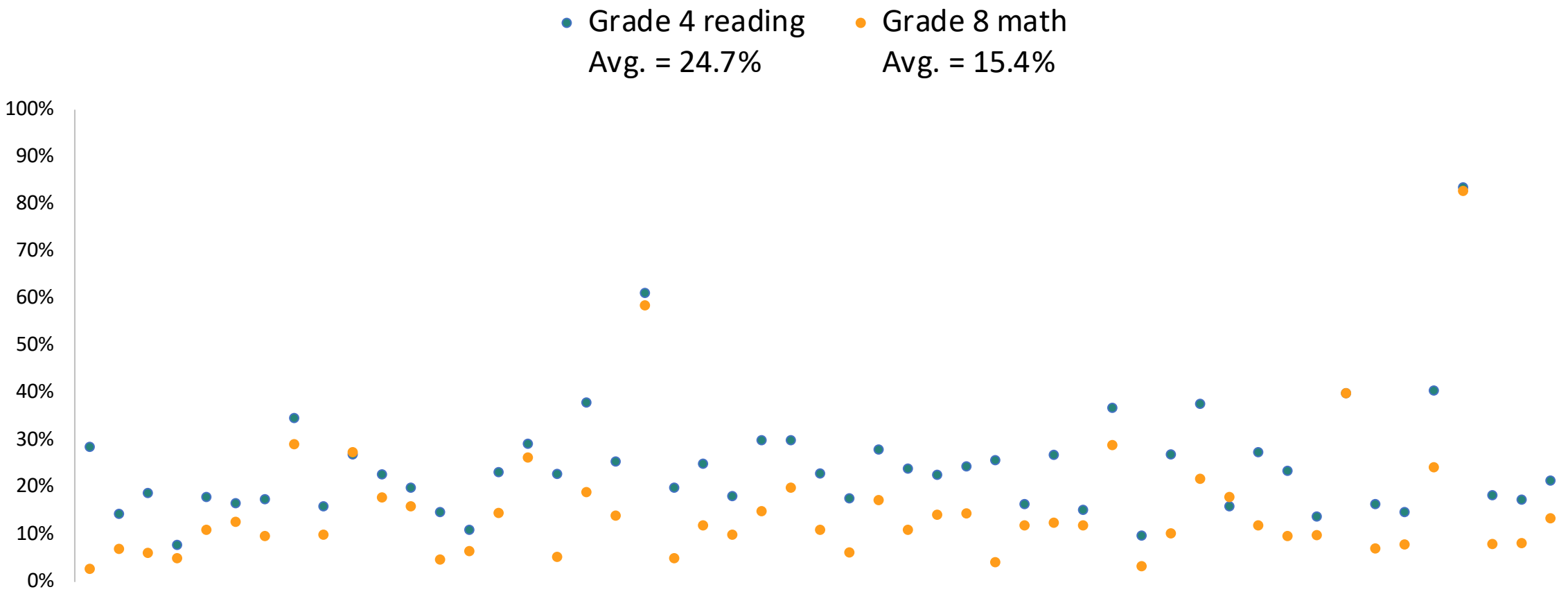
3B Topography: Baseline Proficiency Rates



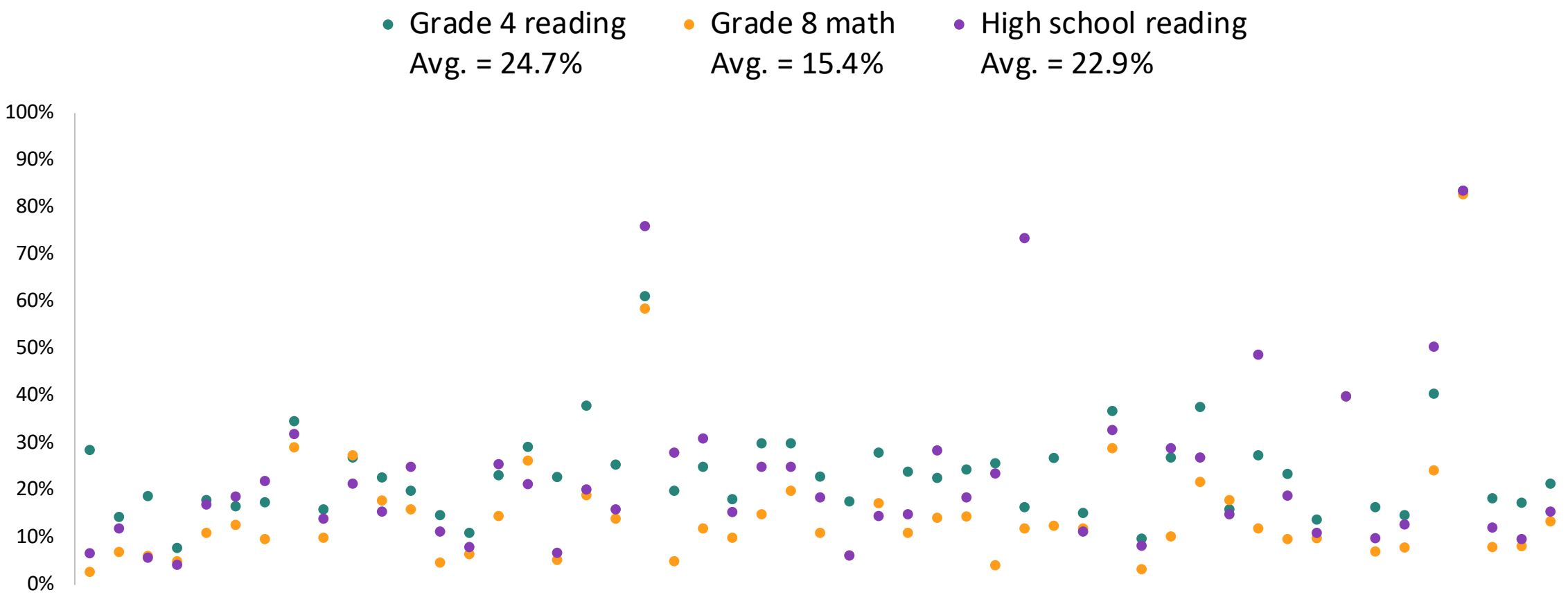
3B Destination FFY 2025! Proficiency Targets



3B Destination FFY 2025! Proficiency Targets (cont.)



3B Destination FFY 2025! Proficiency Targets (cont.)



Poll

How would you characterize your reaction to the data shared so far?

Not surprised at all—It is as I would have predicted.

Somewhat surprised—There were a few data points that were different than I would have predicted.

Surprised! I was interested to learn that…(please describe in chat).

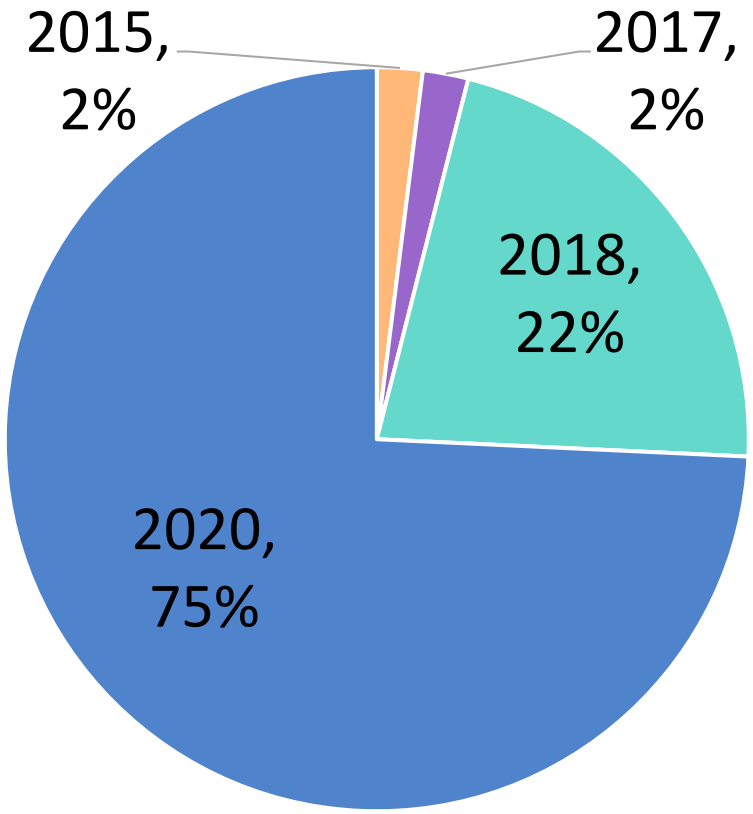
Indicator 3C: Proficiency for Children with IEPs (Alternate Academic Achievement Standards)

Indicator 3C Calculation

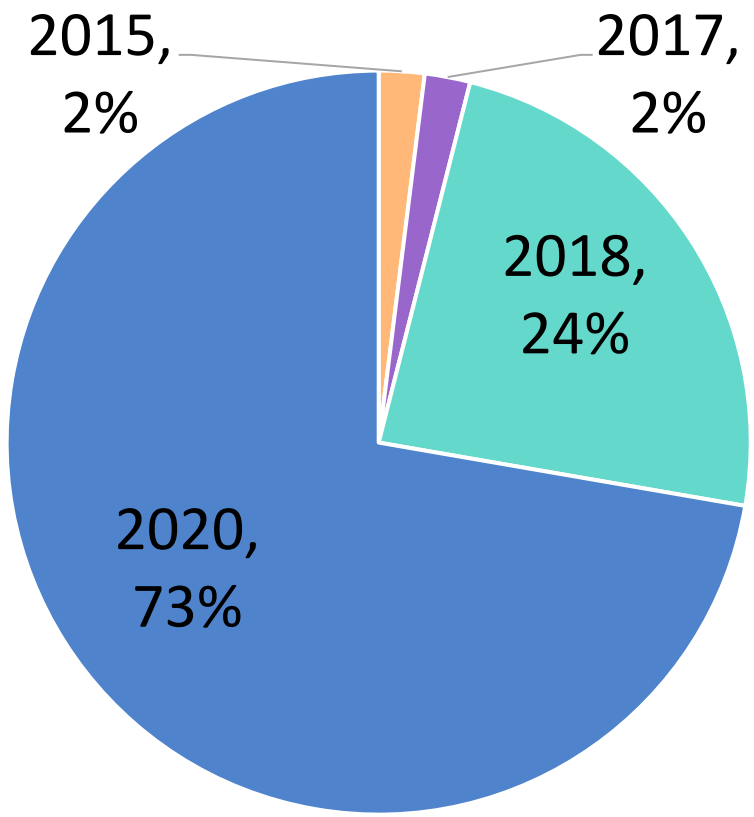
$$\text{Proficiency rate percent} = \frac{\text{Number of children with IEPs scoring at or above proficient against alternate academic achievement standards}}{\text{Total number of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment}}$$

3C Topography: Baseline Years

State-selected baseline year for grade 8 and high school reading and grade 4, 8, and high school math

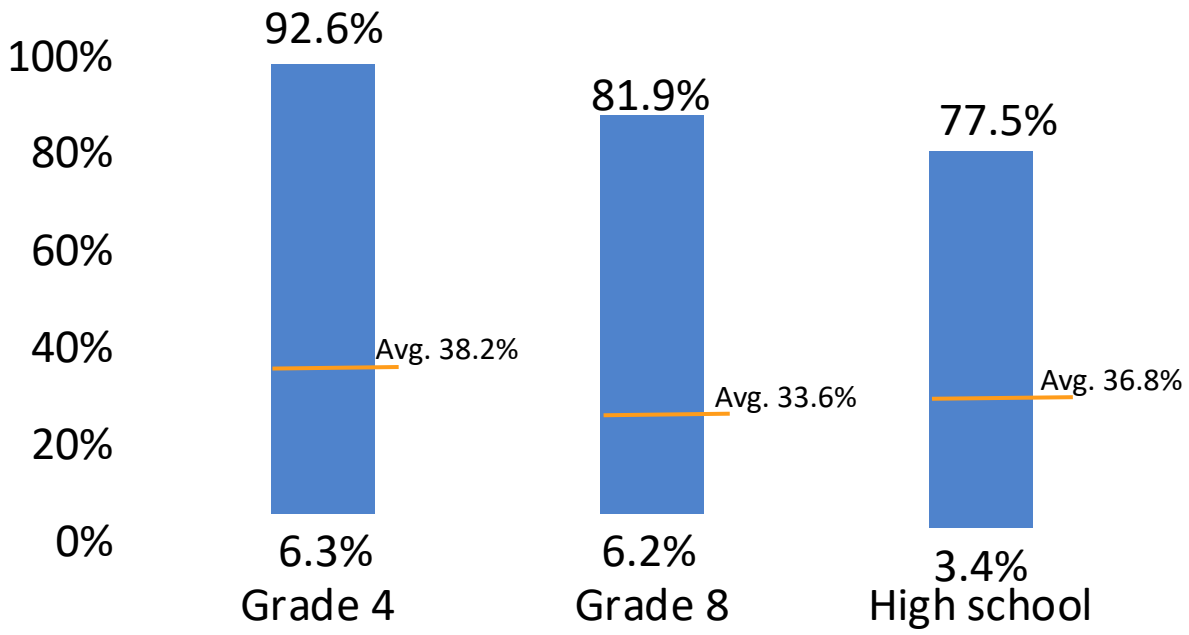


State-selected baseline year for grade 4 reading

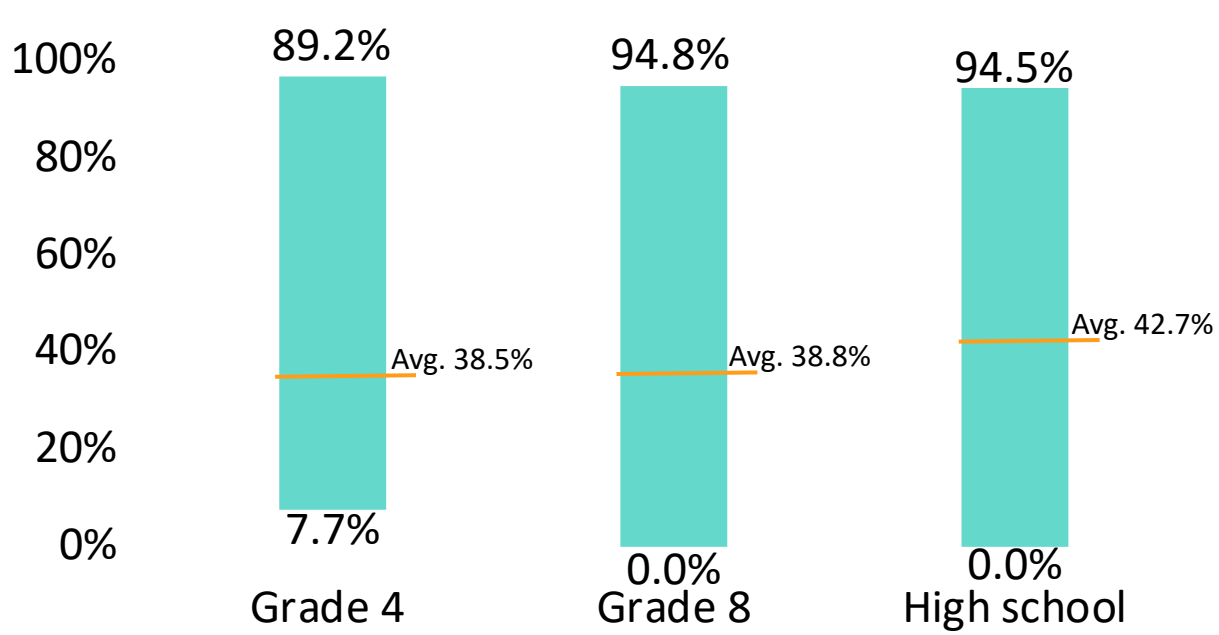


3C Topography: Baseline Proficiency Rates

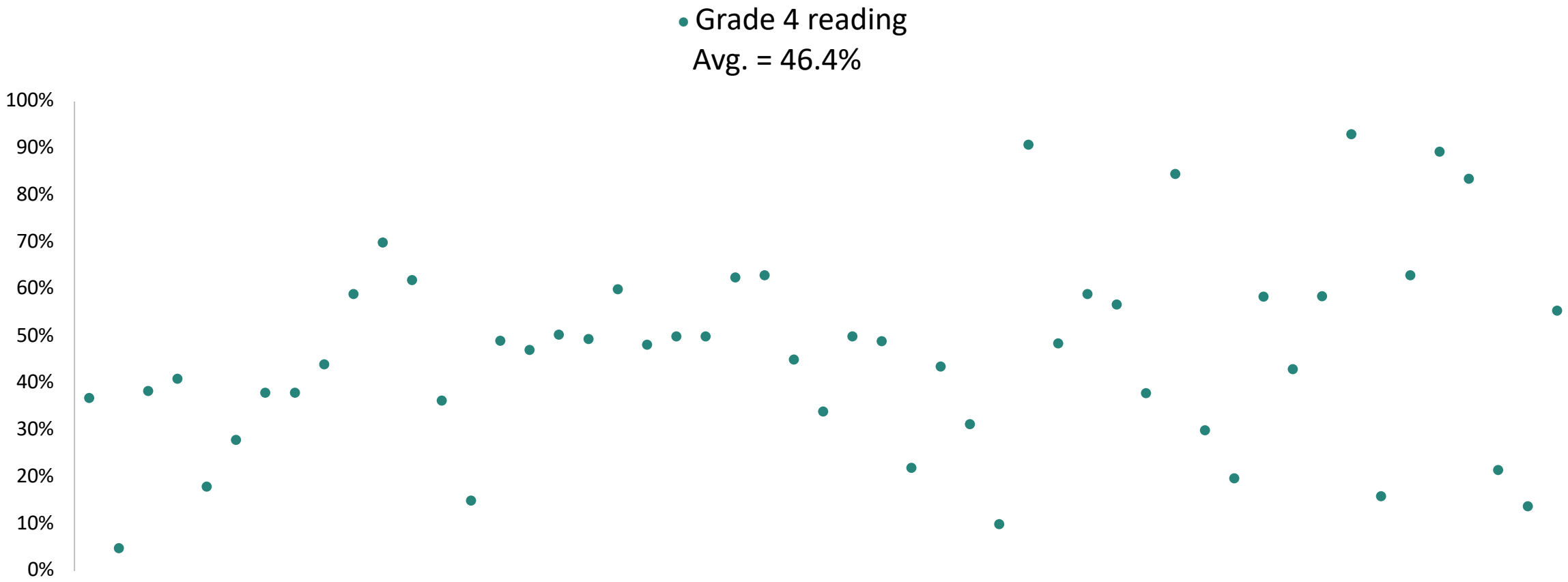
Range of the proficiency rates for children with IEPs on the AA in math



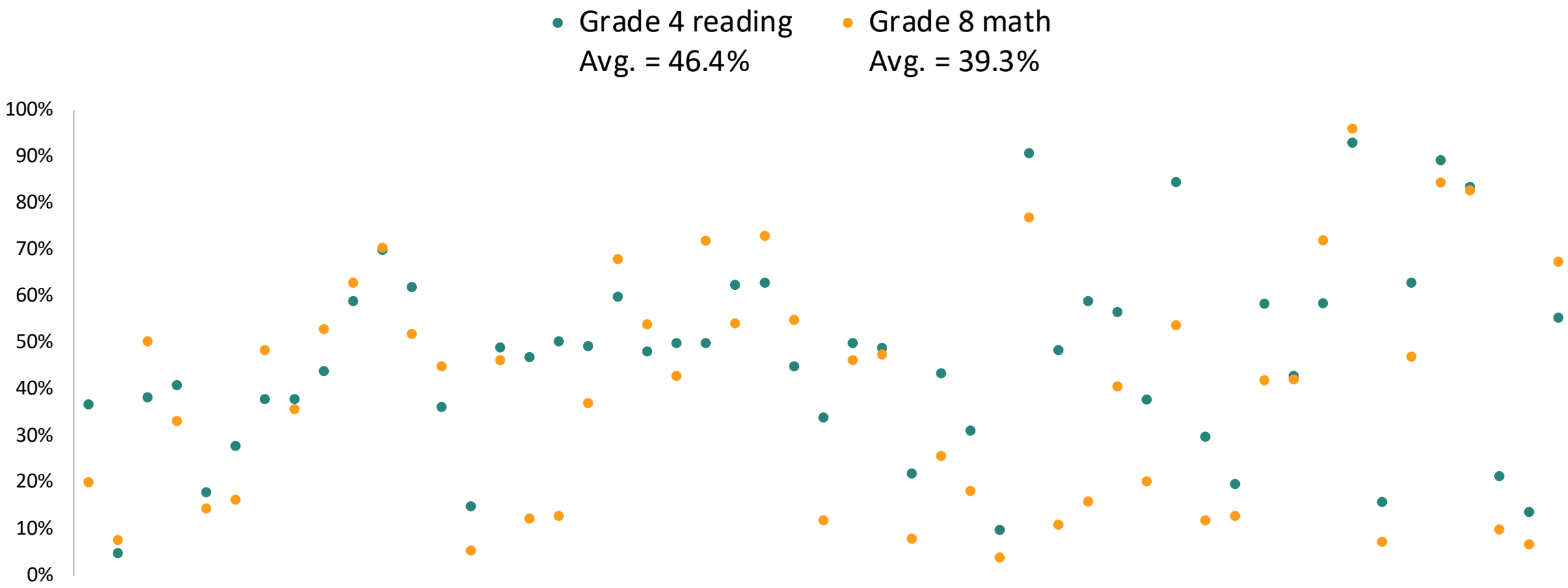
Range of the proficiency rates for children with IEPs on the AA in reading



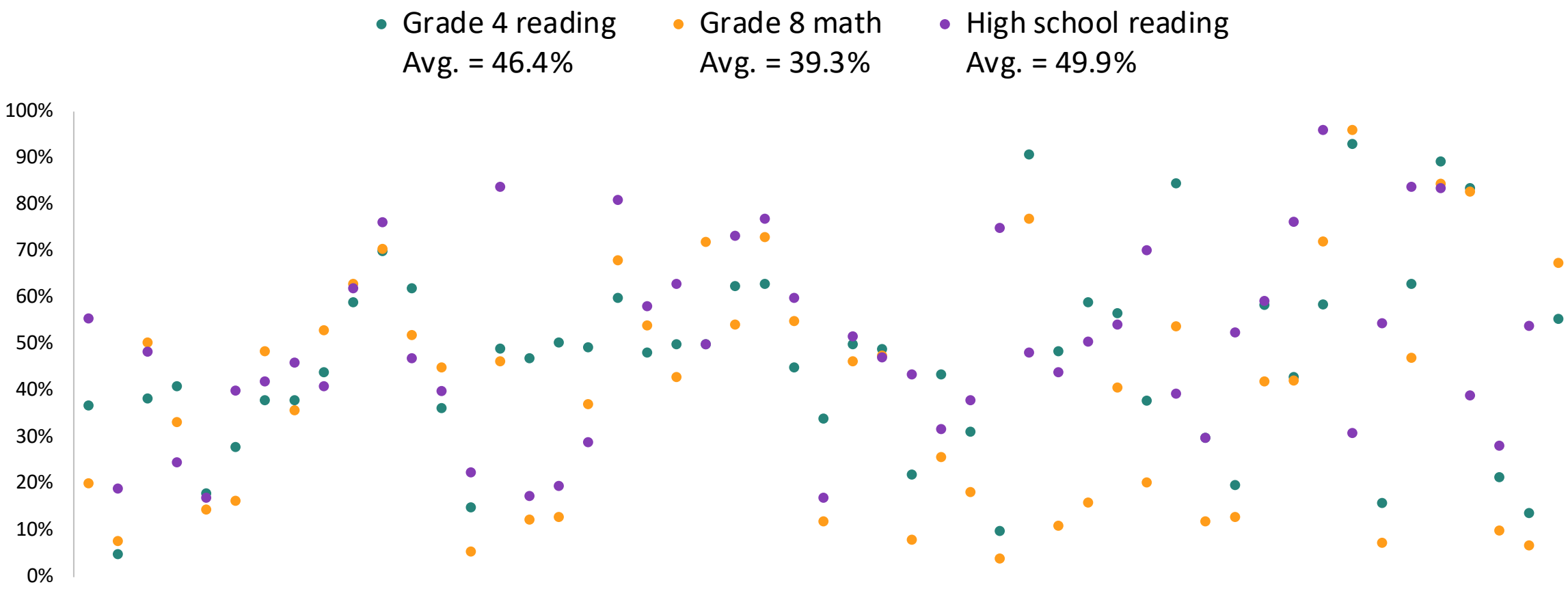
3C Destination FFY 2025! Proficiency Rate Targets



3C Destination FFY 2025! Proficiency Rate Targets (cont.)



3C Destination FFY 2025! Proficiency Rate Targets (cont.)



Poll

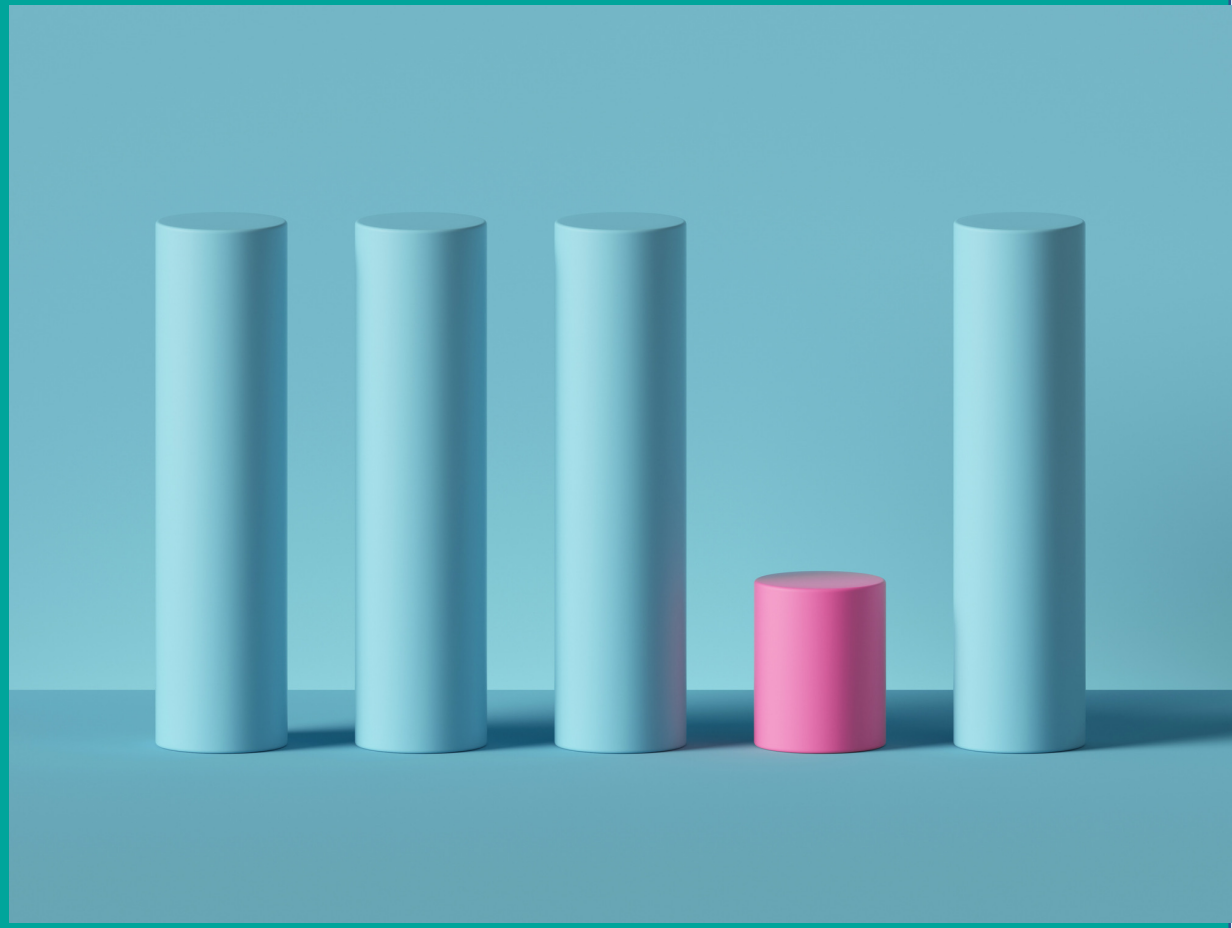
How would you characterize your reaction to the data shared so far?

Not surprised at all—It is as I would have predicted.

Somewhat surprised—There were a few data points that were different than I would have predicted.

Surprised! I was interested to learn that…(please describe in chat).

Indicator 3D: Gap in Proficiency Rates for Children with IEPs and All Students Against Grade Level Academic Achievement Standards



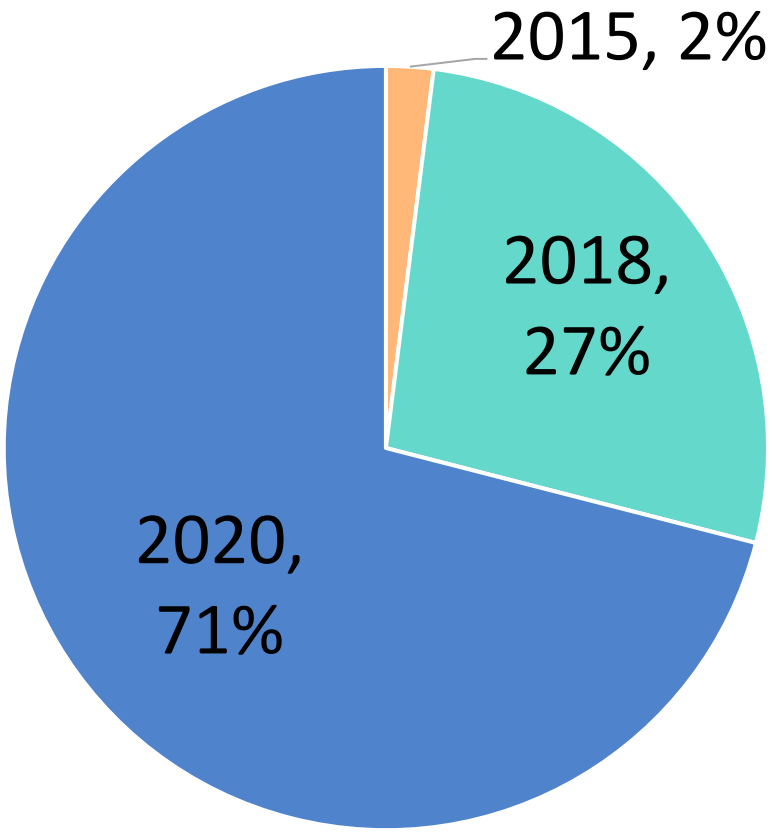
Indicator 3D Calculation

- The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year
- The proficiency gap is the percentage point (PP) difference between children with IEPs and all students

Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020–2021 school year	**Minus**	**Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020–2021 school year**

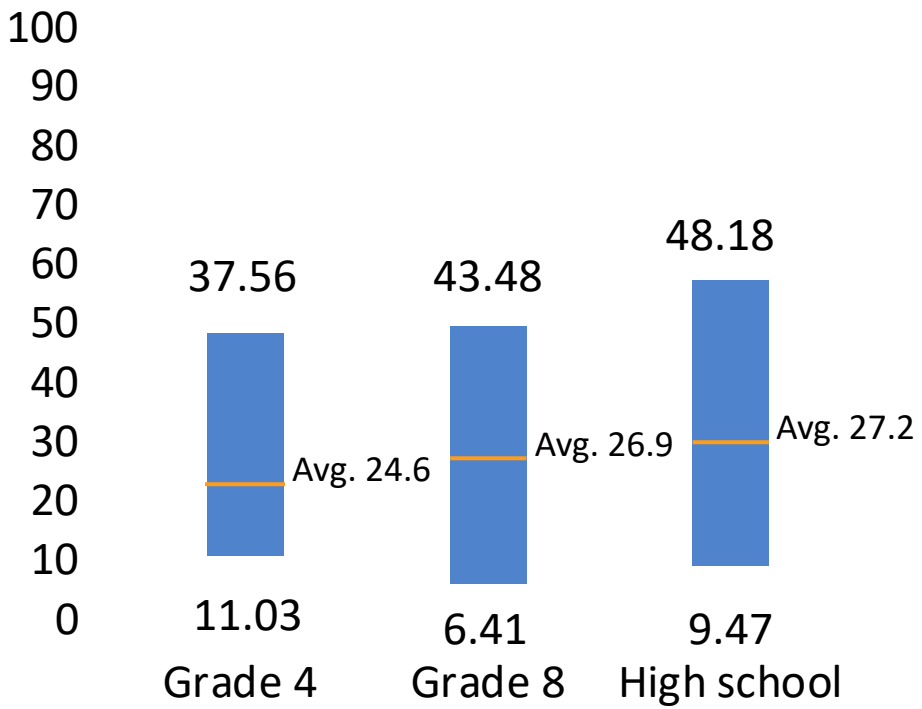
3D Topography: Baseline Years

State-selected proficiency gap baseline years

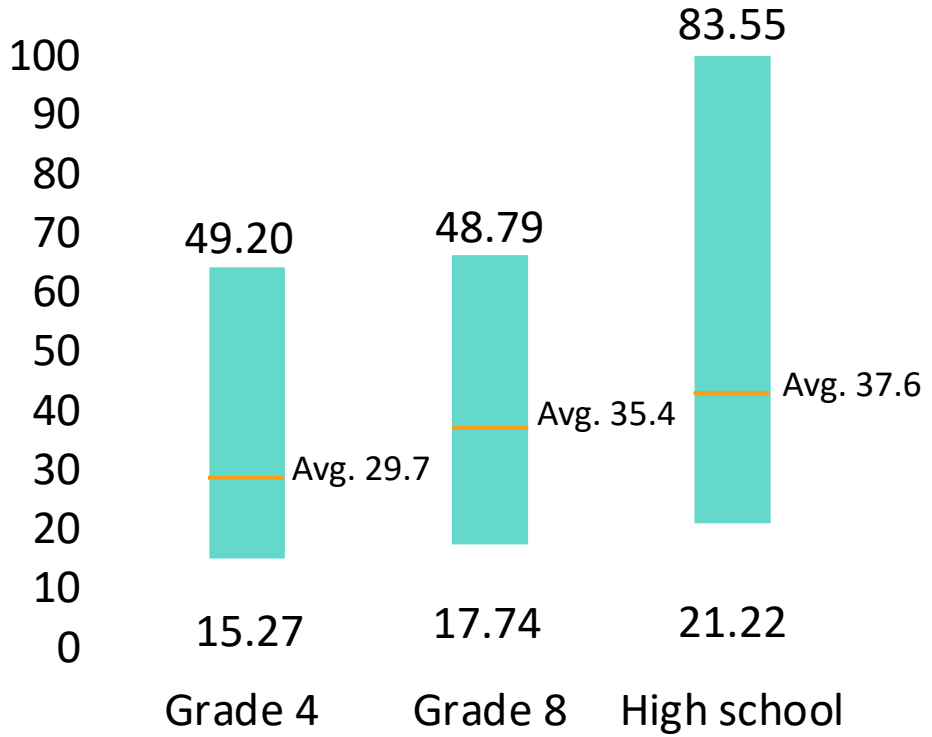


3D Topography: Baseline Proficiency Gap Ranges

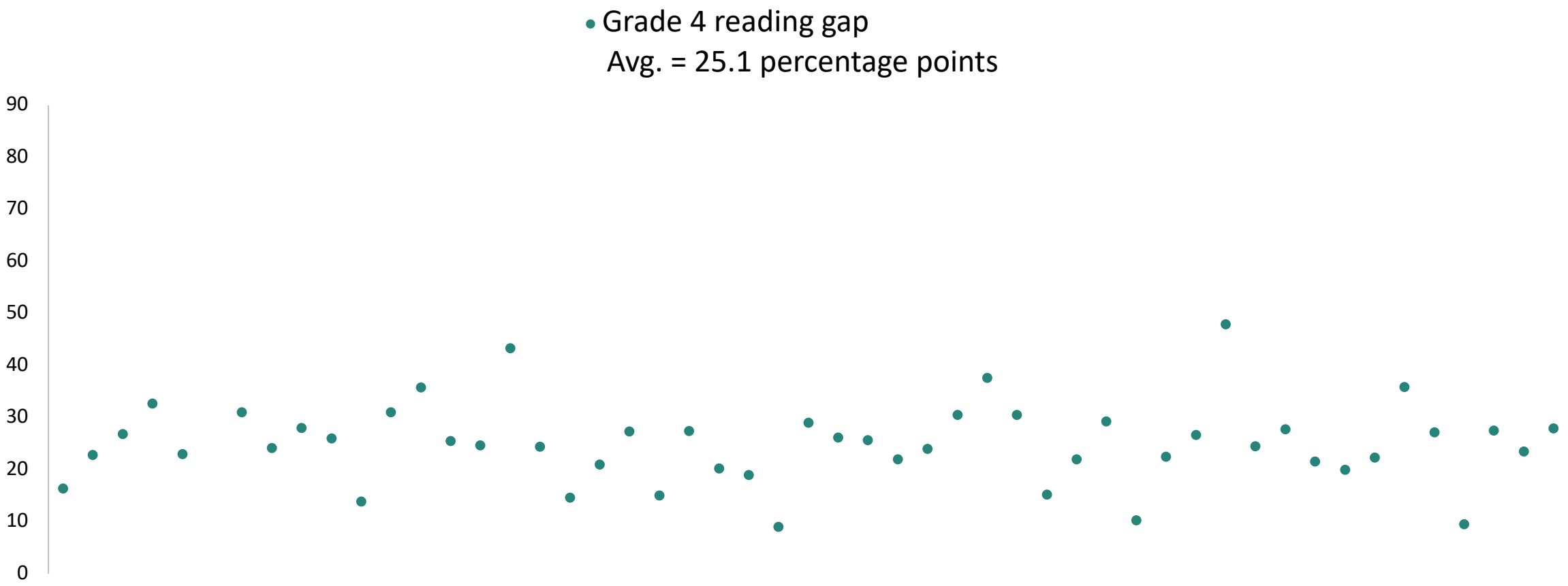
Math percentage point gap ranges



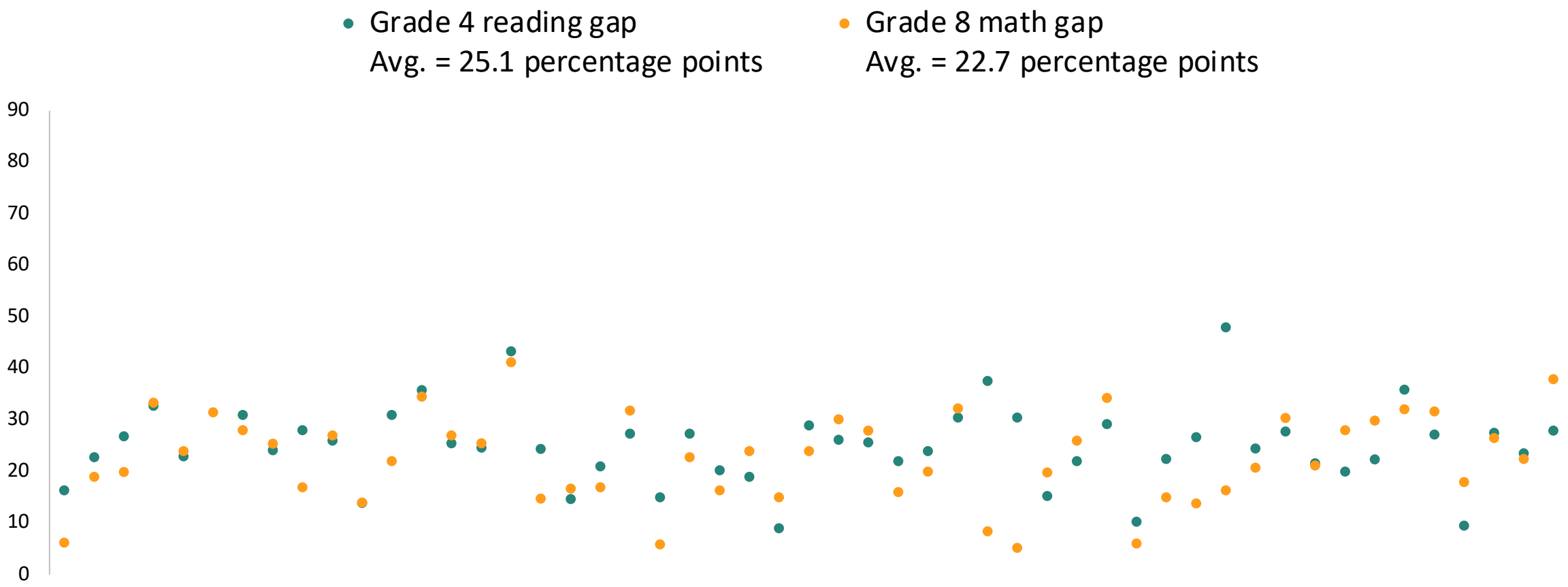
Reading percentage point gap ranges



3D Destination FFY 2025! Gap Reduction Targets

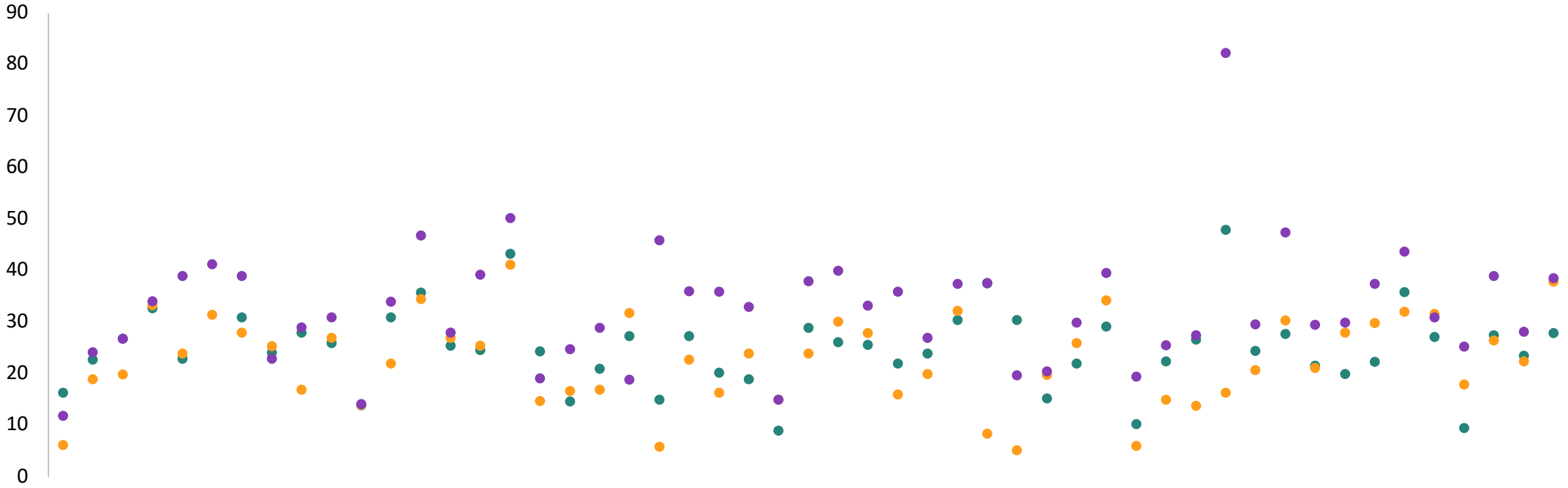


3D Destination FFY 2025! Gap Reduction Targets (cont.)



3D Destination FFY 2025! Gap Reduction Targets (cont.)

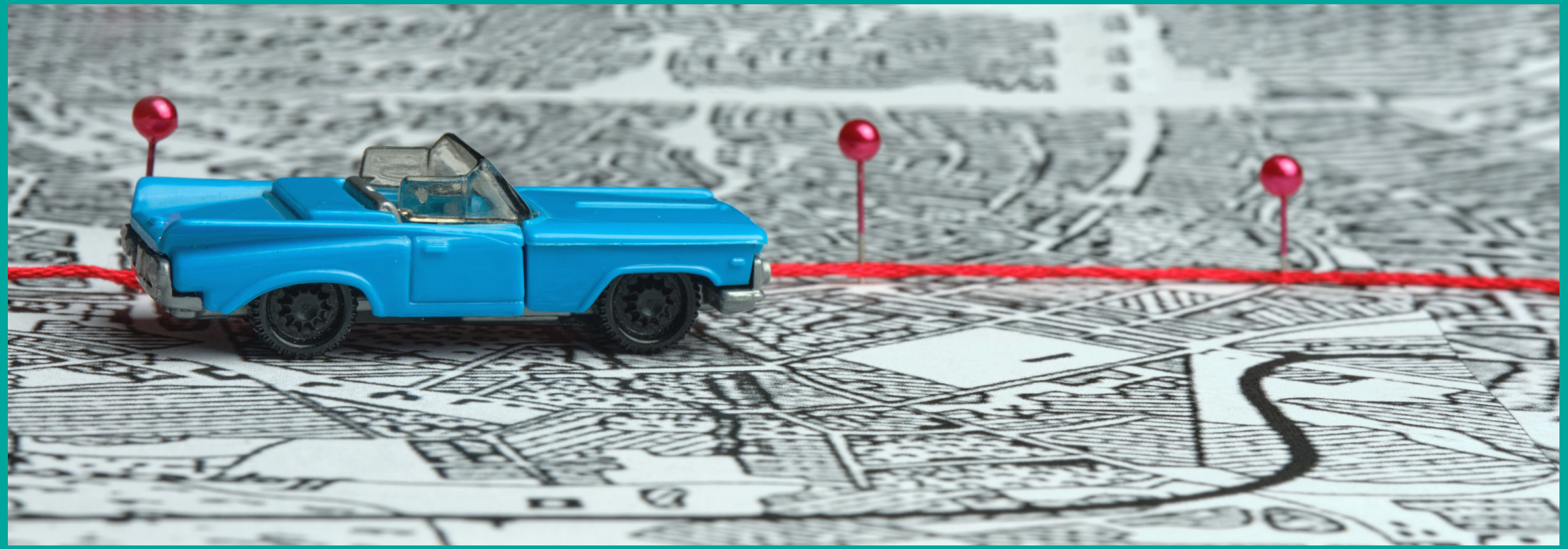
- Grade 4 reading gap
  Avg. = 25.1 percentage points
- Grade 8 math gap
  Avg. = 22.7 percentage points
- High school reading gap
  Avg. = 33 percentage points



Discussion

- Based on these data, how do you feel your state's Indicator 3D baseline and target data compare to other states' data?
- Did you set targets largely in line with the trends described, significantly higher, or significantly lower?

Trip Recommendations



Trip Recommendations: Potential Roadblocks or Detours

What advice did your stakeholders give you about setting baselines and targets for Indicator 3? What advice would you offer your colleagues about your baseline and target setting process?

What challenges to achieving targets do you see?

Given your experience preparing for the FFY 2020 SPP/APR submission, what advice or lessons learned would you offer in terms of supporting stakeholders to revise baseline and target data for Indicator 3?

Do you anticipate resetting baseline or target data for this sub-indicator? Why? How do you plan to work with stakeholders on this process?

Evaluation

Tips

- *Engage stakeholders in any process of resetting baseline and/or target data.*

  Remember that OSEP expects revisions to baselines when there is a change in methodology or data source for the indicator that impacts comparability of the data. Make sure to explain clearly why you are making a change.

- *Consider how the sub elements of Indicator 3 interact with each other.*

  For example, if participation rates (3A) are low, this will have an impact on the validity and reliability of the other sub elements, as the data won't be representative of all the children in the state.

- *Consider disaggregating Indicator 3 data to promote equity and better understanding of patterns and trends.*

  Disaggregate by race/ethnicity, gender, free and reduce priced lunch (FRL) status, and primary disability category to see how the educational system is serving different groups of children with IEPs. **Encourage LEAs to do the same.**

- *Consider systems-level data on teaching and learning conditions.*

  For example, explore the relationship between Indicator 3 data and other contextual factors (e.g., educational environment, discipline) to better understand root causes of any disparities in outcomes for children with IEPs and all students. **Encourage LEAs to do the same.**

Resources

- *Navigating Uncharted Waters: Engaging Stakeholders in Part B Indicator 3 Baseline and Target Setting*
- *Statewide Assessment: Indicator 3 Measurement Changes From FFY 2019 to FFY 2020–2025*

Contact Us

- Kate Nagle: knagle@wested.org
- Susan Hayes: shayes@wested.org

For More Information

Visit the IDC website
http://ideadata.org/

Follow us on Twitter
https://twitter.com/ideadatacenter

Follow us on LinkedIn
http://www.linkedin.com/company/idea-data-center

IDC IDEA DATA CENTER | Collect, Report, Analyze, and Use High-Quality Part B Data

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Project Officers: Richelle Davis and Rebecca Smith

IDEAs that Work
U.S. Office of Special Education Programs

Westat®