Early Childhood Conference:
Improving Data, Improving Outcomes
Big B Add-on Day

September 10-11, 2014 New Orleans, LA

Standards, Assessments, and Indicator 3: A Landscape of the States to Facilitate Interactive Discussion on Data Quality Challenges for Indicator 3

Thursday, September 11, 2014

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IDEA Data Center
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Purpose of this session

- Introduce the workgroup
- Share our work so far
- Opportunity for attendees to review data
- Facilitate discussion on data quality issues for Indicator 3 and suggestions for tools and products

Tools and Products Workgroup Indicator 3

Workgroup members:

- Sanay Abraham, Westat
- Candace Bocala, WestEd
- Susan Hayes, WestEd
- Jacqueline Kearns, University of Kentucky
- Sarah Kennedy, University of Kentucky
- Kate Nagle, SRI International
- Ellen Mandinach, WestEd
- Tom Munk, Westat
- Karen Schroll, Westat

Indicator 3: Assessments

- **Indicator 3:** Participation and performance of children with disabilities on statewide assessments:
- A. Percent of the districts with a disability subgroup that meets the state's minimum "n" size that meet the state's AYP/AMO targets for the disability subgroup
- B. Participation rate for children with IEPs
- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards

Indicator 3: Initial considerations

- ESEA waivers
- College- and career-readiness standards
- Results-driven accountability
- Assessments
  - New assessments PARCC, SBAC, DLM, NCSC, Other
  - Old assessments—alternate assessment based on modified achievement standards

Understanding the big picture for Indicator 3

- State (and territories) landscape
  - *Website search*
    - Child count date
    - Name of College and Career Readiness (CCR) standards
    - Name of state standards
    - Name of state general assessment
    - General assessment plans (June 2014)
    - Name(s) of alternate assessment
    - Alternate assessment plans (June 2014)

Understanding the big picture for Indicator 3 (cont.)

- ESEA waiver (as of June 2014)
- Clarified Part B APR 2011-12
  - A. Percent of the districts with a disability subgroup that meets the state's minimum "n" size that meet the state's AYP targets for the disability subgroup
    - Reading/Language Arts
    - Math
    - Overall

Understanding the big picture for Indicator 3 (cont.)

- B. Participation rate for children with IEPs
  - ESEA target 95% or above
  - State determined
    - Math
    - Reading/Language arts

Understanding the big picture for Indicator 3 (cont.)

- C. Proficiency rate for children with IEPs against grade level, modified, and alternate academic achievement standards
  - Math
  - Reading/Language arts
  - Findings of non-compliance for Indicator 3 (B15)
  - # LEAs with findings of non-compliance
  - # findings of non-compliance
  - # corrected within a year

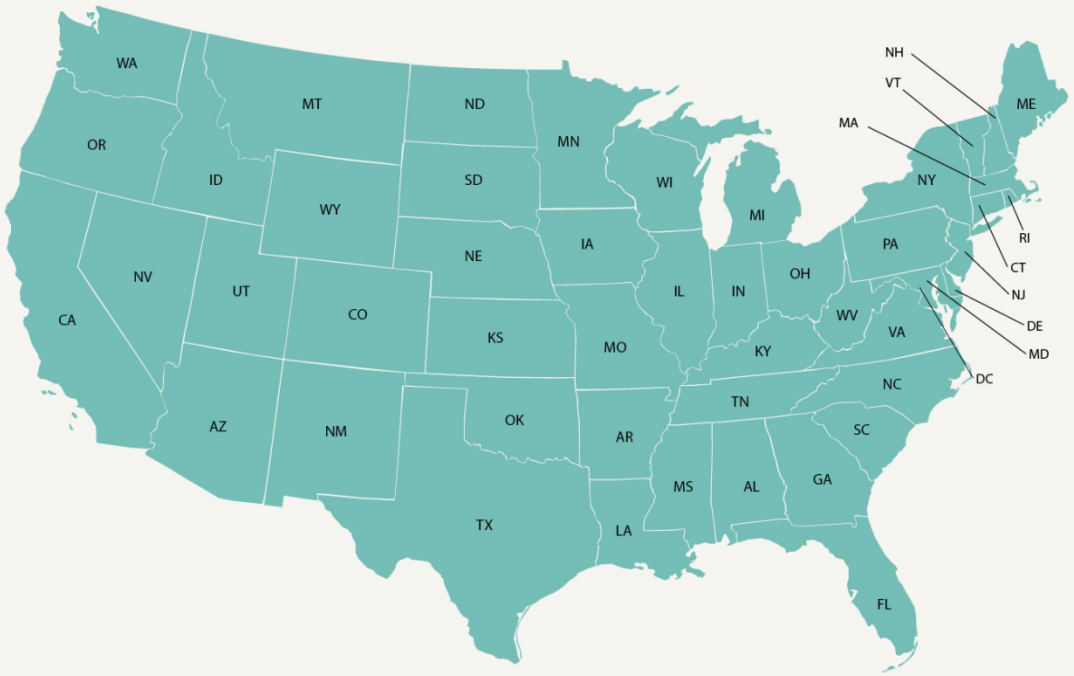
Understanding the big picture for Indicator 3 (cont.)

- Miscellaneous contact information
- OSEP determination letter (2011-12)
- Notes section
  - 3a target and actual
  - 3b target and actual
  - 3c target and actual

IDC IDEA DATA CENTER | B3 Indicator Assessment Tool

B3 Indicator Assessment Tool

Please click on a state to see the the IDC Part B Indicator 3 Assessment data for that state.



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B3 Indicator Assessment Tool

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State Sample

Click on this icon to get a definition of the term or phrase

OSEP Rating
Meets requirements

Child Count Date
October 1

Assessments in ELA Reading/Math
as of June 2014

State Assessment	State Assessment
Future/Proposed Assessment	PARCC

Data Reported?

Report Grades or span or other in APR

- [x] Grades
- [ ] Span
- [ ] Other

State Standards?

State content standards
State Curriculum & Content Standards

Common Core State Standards
Common Core Curriculum Frameworks

Alternate Assessments in ELA Reading/Math
as of June 2014

Alternate Assessment based on alternative achievement standards (AA-AAS)	Alt-State Assessment
Future/Proposed Alternate Assessment based on alternative achievement standards (AA-AAS)	NCSC
Alternate Assessment based on grade-level achievement standards (AA-GLAS)	
Alternate Assessment based on modified achievement standards (AA-MAS)	Modified State Assessment Discontinued 2013

Met Indicator 3?
(Please click on Notes for additional details)

	Yes	No	N/A	Other
3A Math	■			
3A ELA	■			
3A for Both		■		
3B Math	■			
3B ELA	■			
3C Math		■		
3C ELA		■		

Notes

of Noncompliance findings for Indicator 3

22 LEAs had findings of non-compliance;
994 findings of non-compliance;
964 corrected within a year

State Division | State Contact | Website

State divsion responsible for APR
Policy & Accountability Branch

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Alternate Assessments in ELA Reading/Math
as of June 2014

Assessment

Child Count Date
The date on which a state makes an unduplicated count of children with disabilities served under the Individuals with Disabilities Education Act (IDEA) and receiving special education and related services. The child count is taken on a date designated by the state between October 1 and December 1 (inclusive). The state must use the same count date each year.

Alternate Assessment based on grade-level achievement standards (AA-GLAS)	
Alternate Assessment based on modified achievement standards (AA-MAS)	Modified State Assessment Discontinued 2013

Met Indicator 3?
(Please click on Notes for additional details)

	Yes	No	N/A	Other
3A Math	[x]	[ ]	[ ]	[ ]
3A ELA	[x]	[ ]	[ ]	[ ]
3A for Both	[ ]	[x]	[ ]	[ ]
3B Math	[x]	[ ]	[ ]	[ ]
3B ELA	[x]	[ ]	[ ]	[ ]
3C Math	[ ]	[x]	[ ]	[ ]
3C ELA	[ ]	[x]	[ ]	[ ]

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3B Math	■			
3B ELA	■			
3C Math		■		
3C ELA		■		

Notes

3A target was 50% of districts meeting AMO for the disability subgroup, and the actual rate was 48% of districts met AYP for disability subgroup. In reading, 56% of districts met the AMO, and in math, 76% of districts met the AMO.

3B target participation rate in reading and math was 95%. Actual data in reading were 99.17% participation rate for students with disabilities, and math participation rate was 99.05%.

3C targets in reading were at the grade level and ranged from 79.50% (grade 10 to 88.45% in grade 4). In math, targets ranged from 73.67% (grade 11) to 85.65% (grade 3). In mathematics, the actual proficiency rate was 53.84%. In reading, the proficiency rate was 60.38%.

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State review process and future plans

- Review now in hard copy
- Email electronic copy (sign-up sheet)
- Mail a hard copy of document
- Updating the landscape
  - As APRs become available
  - As the “assessment scene” settles down

Data quality concerns for Indicator 3

- We sent out 3 questions to the Part B *IDEA* Data Listserve in May 2014
  - What data quality challenges for Indicator 3 do you have currently?
  - What data quality concerns do you have as you transition to new assessments based on CCR standards?
  - What tools and products do you think would be helpful now and in the future to improve the quality of data submitted for Indicator 3?

Themes from Part B *IDEA* Data Listserve

- Time spent cleaning data and working with new staff
- Use of AMOs due to state ESEA waiver
- Concerned about performance of children with disabilities and public reporting following the shift in assessments aligned to CCR
- Concerns about comparing performance on old assessment to new assessments
- Lack of information on the new assessments

Let's Discuss!

Process:

- Break into small groups for 15 minutes
- Discuss the questions posed to the listserve with your small group
- Record to capture key ideas, thoughts, and suggestions
- Report out to the large group

Let's Discuss!

Discussion Questions:

- *What data quality challenges for Indicator 3 do you have currently?*
- *What data quality concerns do you have as you transition to new assessments based on College- and Career-readiness standards?*
- *What tools and products do you think would be helpful now and in the future to improve the quality of data submitted for Indicator 3?*

The SSIP

- There may also be important considerations related to Indicator 3 in the new State Systemic Improvement Plan (SSIP).
- Some states have chosen assessment/achievement data for their State-Identified Measureable Student Result (SIMR).

Let's Discuss!

Discussion Questions:

- *Have any of you identified aspects of Indicator 3 data as your SIMR for your SSIP?*
- *Have you encountered any data quality issues related to Indicator 3 that have impacted your selection of an SIMR?*
- *Are there any tools, resources, or supports our workgroup could provide to states related to Indicator 3 in the context of the SSIP?*

Next steps

- Compile the comments from this session
- Post on the IDC Part B *IDEA* Data Listserve for additional comments
- Prioritize tools and products for development in year 2

Contact information for the workgroup

- Kate Nagle katherine.nagle@sri.com
- Ellen Mandinach emandin@wested.org
- Or your IDC state liaison

- Visit the IDC website at: http://ideadata.org/
- Follow us on Twitter: @IDEAdataCenter

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