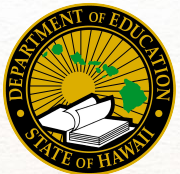




Statewide Assessments

December 9, 2022



Monitoring and Compliance Branch
Exceptional Support Branch

Special Education Advisory Council





Agenda

- Short review of the monitoring priorities for:
 - Indicator 3: Statewide Assessments
- Performance since the establishment of the baseline
- Current strategies for improvement
- Discussion of new ideas and strategies for improvement



Indicator 3: Changes for FFY 2020-2025

FFY 2013-2019

Participation and performance of children with IEPs on statewide assessments:

- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

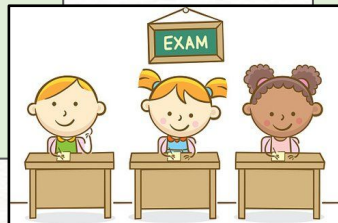


FFY 2020-2025

Participation and performance of children with IEPs on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement standards.
- C. Proficiency rate for children with IEPs against alternate academic achievement standards.
- D. Gap in proficiency rates for children with IEPs and all children against grade level academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))





Indicator 3: Changes for FFY 2020-2025

- Historically, States were required to report assessment data from children with IEPs in Grades 3-12 (ESEA grades) as inclusive data, not separated by grade.
- All of the above items will be reported **separately for Grades 4, 8, and high school (11)**.

This has been done to provide the following advantages:

- Helps prevent the masking of high performance/low performance or improvement/no improvement that would occur if all grades are combined to generate an “average.”
- Focuses on the effectiveness of early elementary instruction (e.g., early literacy programs), which is a critical time in literacy development.
- Focuses on the successful transition of children with IEPs from middle school to high school.
- Continues to focus on high school, which is a critical time for children with IEPs that are transitioning to adult life.



Baseline Changes to Indicator 3 for the FFY 2020-2025 SPP/APR Reporting Period

- Due to the revision of Indicator 3, the Hawaii State Department of Education (Department) changed the baseline for all four sub-indicators comprising Indicator 3.
- The Department with stakeholder input determined **FFY 2018** (SY 2018-2019) for its baseline for all four sub-indicators.
- This has been decided due to there was no data for FFY 2019 (SY 2019-2020) because all state assessments were waived by the U.S. Department of Education and FFY 2020 (SY 2020-2021) was impacted by COVID-19 and school closures.



Indicator 3A: Participation Rate for Children With IEPs



3B: Participation rate for children with IEPs in statewide assessments.

- Separate Reading/Language Arts and Mathematics for Grades 3 through 8 and high school.



New Indicator - 3A: Participation rate for children with IEPs in statewide assessments.

- Separate Reading/Language Arts and Mathematics for Grades **4, 8, and high school (11).**



Indicator 3A: Participation Rate for Children With IEPs

Monitoring Priority

Participation rate for children with IEPs in statewide assessments.

- Separate Reading/Language Arts and Mathematics for Grades **4, 8, and high school (11)**.

Measurement

Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)].

Calculate separately for reading and math.



Indicator 3A: 95% Participation in State Assessments

Q-1. What is the basis for the requirement that at least 95 percent of eligible students participate in state accountability assessments?

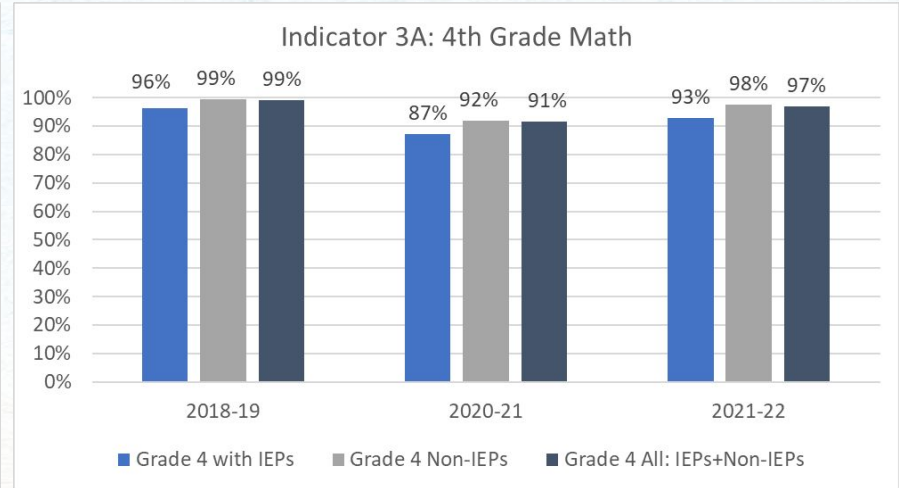
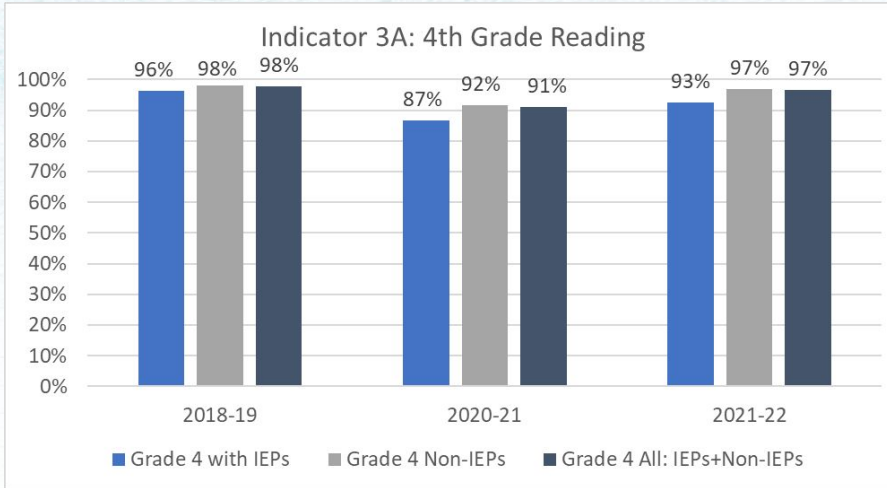
The Every Student Succeeds Act (ESSA), which was signed into law in 2015, reauthorized the 50-year-old Elementary and Secondary Education Act, the country's national education law and longstanding commitment to equal opportunity for all students. ESSA, a law that has bipartisan support, tasks individual states to create a plan to ensure every child is learning and on the path to college and career. It includes the requirement of universal participation in state accountability assessments and defines universal participation as at least 95 percent of eligible students.



Indicator 3A: 4th Grade Reading and Math

Participation Rates for Children with IEPs

Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. The U.S. Department of Education, Office of Special Education (OSEP) requires states to assess at least 95% of children on IEPs on statewide assessments. OSEP does not require states to show improvement above the 95% for Indicator 3A.



Targets

Reading and Math

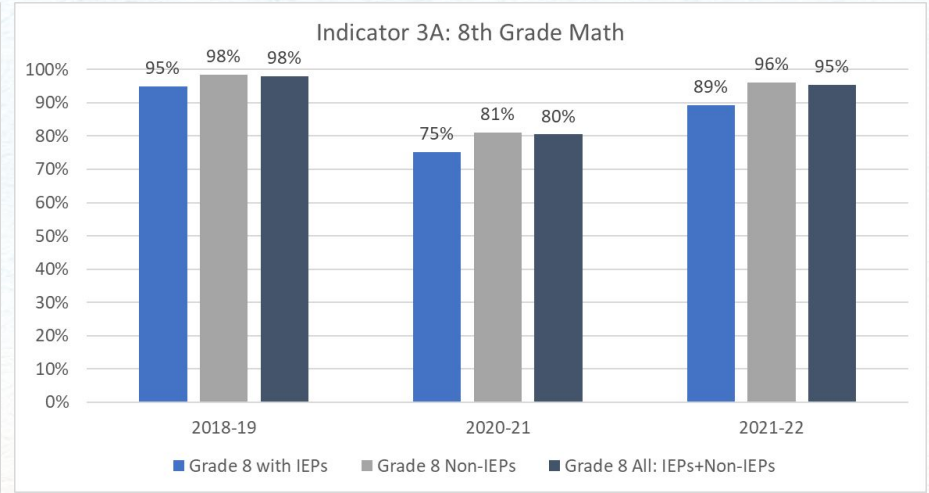
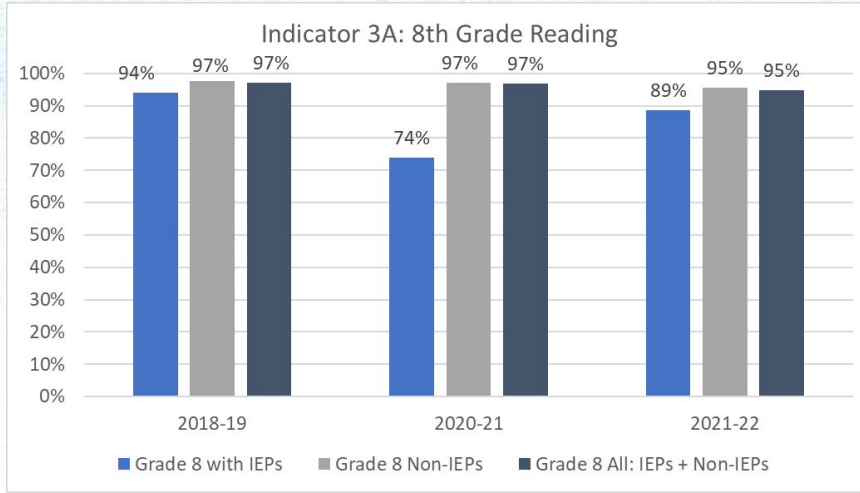
- Historically very high participation rates
- Increase in SY 2021-22
- Target is 95%



Indicator 3A: 8th Grade Reading and Math

Participation Rates for Children with IEPs

Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. The U.S. Department of Education, Office of Special Education (OSEP) requires states to assess at least 95% of children on IEPs on statewide assessments. OSEP does not require states to show improvement above the 95% for Indicator 3A.



Targets

Reading and Math

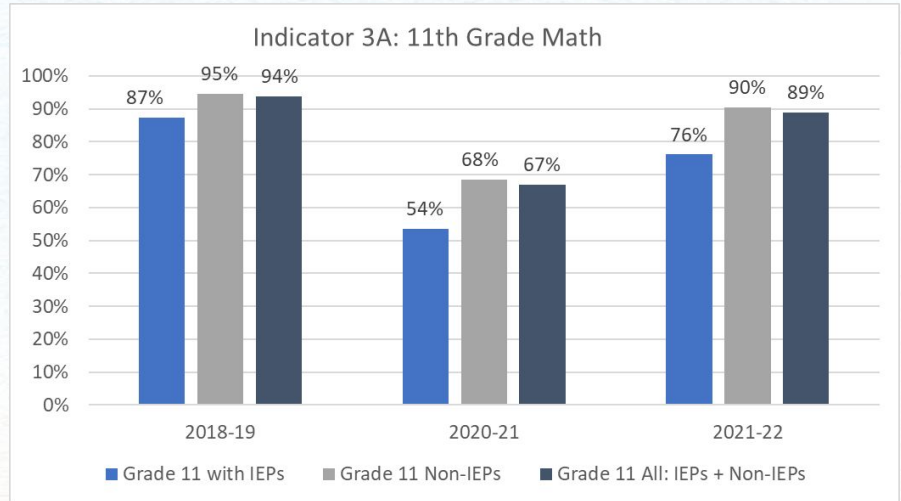
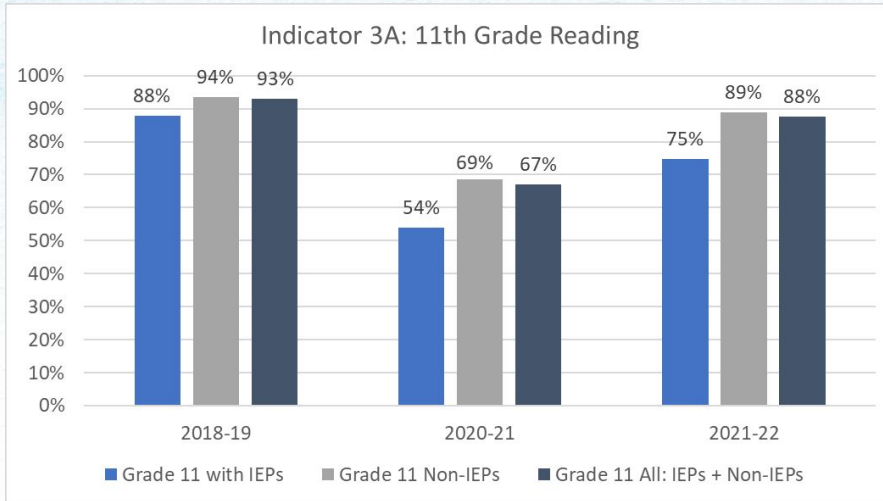
- Historically very high participation rates
- Increase in SY 2021-22
- Target is **95%**



Indicator 3A: 11th Grade Reading and Math

Participation Rates for Children with IEPs

Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. The U.S. Department of Education, Office of Special Education (OSEP) requires states to assess at least 95% of children on IEPs on statewide assessments. OSEP does not require states to show improvement above the 95% for Indicator 3A.



Targets

Reading and Math

- Historically lower participation rates than Grades 4 and 8
- Increase in SY 2021-22
- Target is **95%**



Indicator 3A: Current Improvement Strategies to Increase Participation Rate

Assessment Section provided the following:

- Annual (December) Statewide Assessment Training for special education teachers and testing administrators to ensure understanding and compliance with assessment timelines, due dates, process and procedures.
- Statewide professional development and demonstration of accommodations for low incidence populations such as students with hearing or visual impairments.



Indicator 3A: Are There Any Other Ideas to Increase Participation for Students With Disabilities in Statewide Assessments?

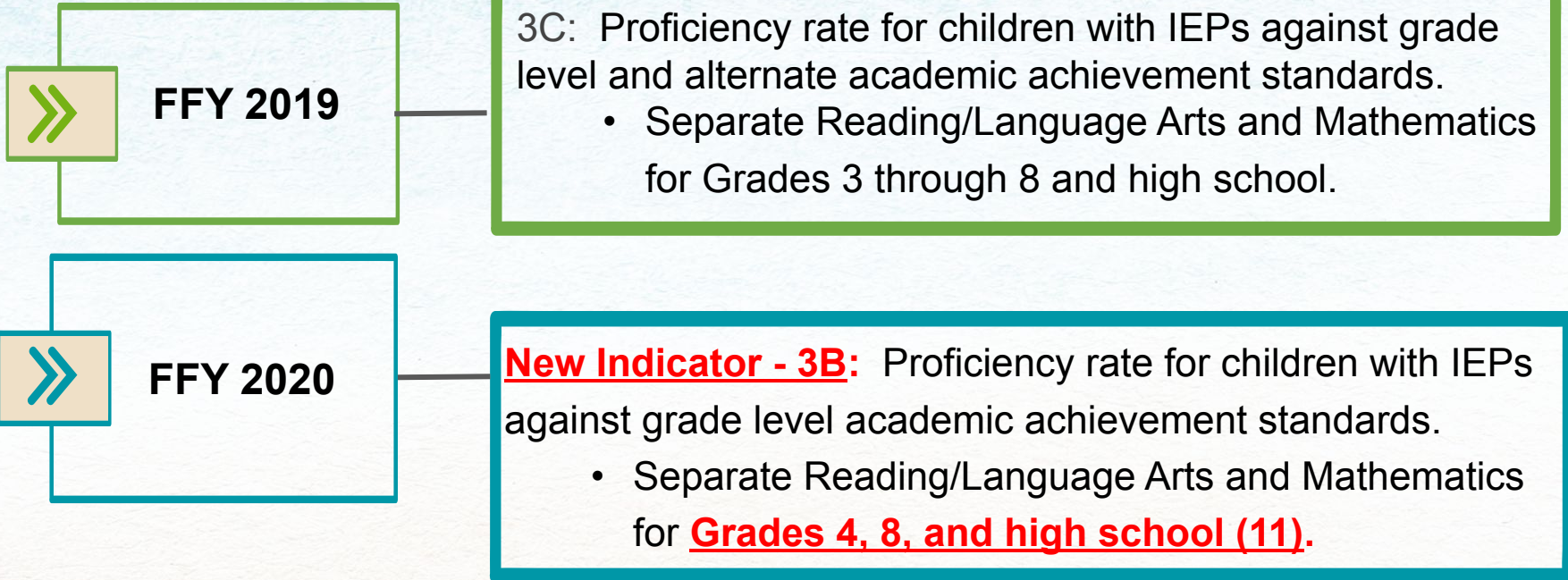
Indicator 3A

Last Year's Discussion:

- State shift away from Smarter Balanced Assessment and explore authentic/innovative assessment as opposed to statewide assessment-sustain effort in moving in this direction.



Indicator 3B: Proficiency Rate Against Grade Level Standards





Indicator 3B: Proficiency Rate Against Grade Level Standards for Students with IEPs

Monitoring Priority

Proficiency rate for children with IEPs in statewide assessments.

- Separate Reading/Language Arts and Mathematics for Grades **4, 8, and high school (11)**.

Measurement

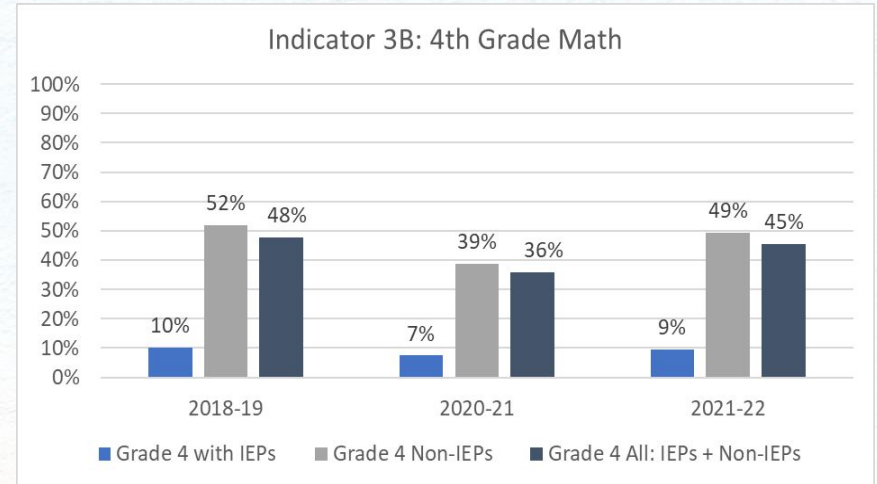
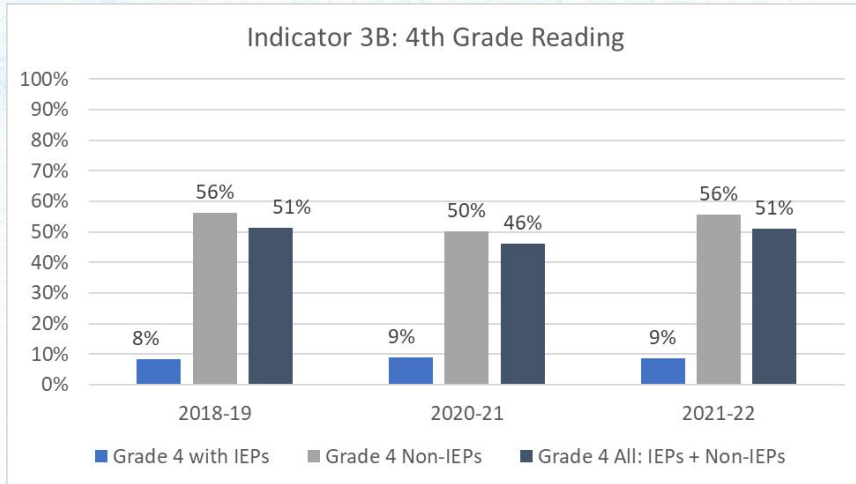
Proficiency rate percent = [(# of children with IEP scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for Grades 4, 8, and high school (11).



Indicator 3B: 4th Grade Reading & Math

Proficiency rate for children with IEPs against grade level academic achievement standards

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].



4th Grade Reading				
School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Target ≥	Baseline	10%	12%	14%
State Rate	8%	9%	9%	

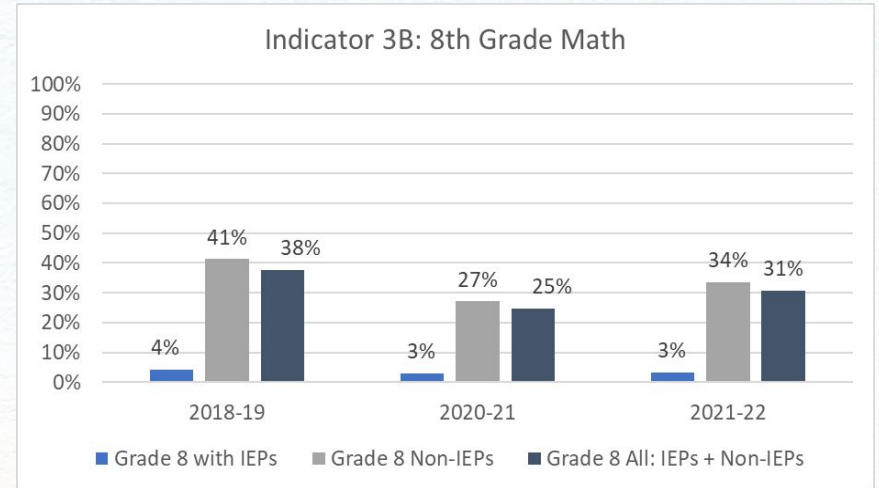
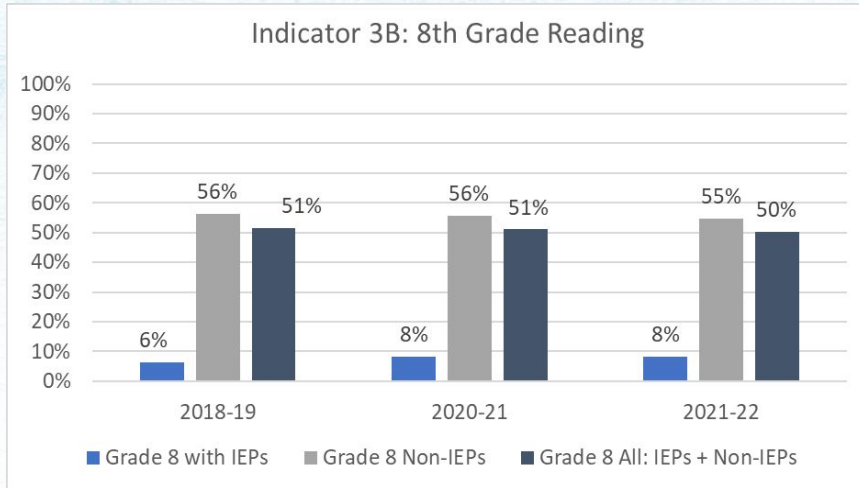
4th Grade Math				
School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Target ≥	Baseline	12%	14%	16%
State Rate	10%	7%	9%	



Indicator 3B: 8th Grade Reading & Math

Proficiency rate for children with IEPs against grade level academic achievement standards

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].



8th Grade Reading				
School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Target ≥	Baseline	8%	10%	12%
State Rate	6%	8%	8%	

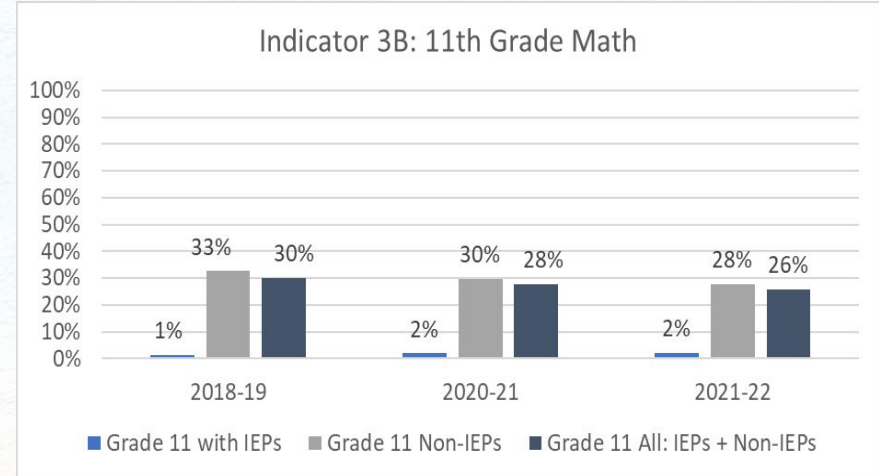
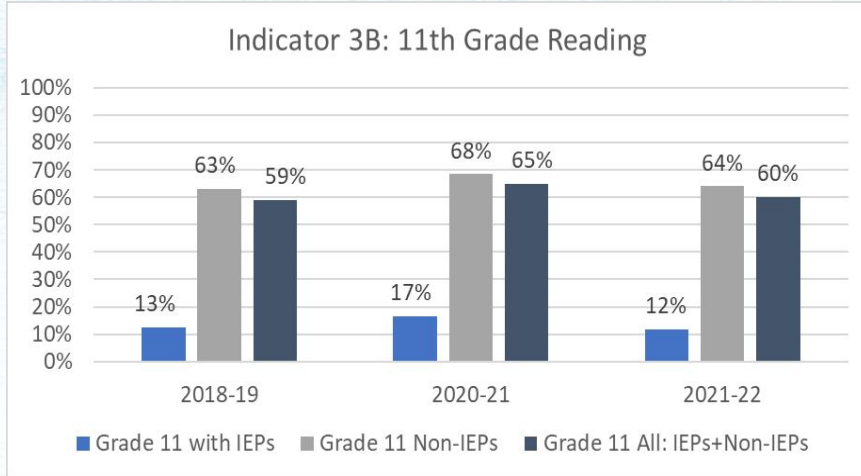
8th Grade Math				
School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Target ≥	Baseline	6%	8%	10%
State Rate	4%	3%	3%	



Indicator 3B: 11th Grade Reading & Math

Proficiency rate for children with IEPs against grade level academic achievement standards

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)].



11th Grade Reading				
School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Target ≥	Baseline	15%	17%	19%
State Rate	13%	17%	12%	

11th Grade Math				
School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Target ≥	Baseline	3%	5%	7%
State Rate	1%	2%	2%	



Indicator 3B: Current Improvement Strategies to Proficiency Rate for Students With IEPs Against Grade Level Achievement Standards

- Increase proficiency rates for students with disabilities participating in grade-level academic achievement standards, the Department has engaged in the following strategies:
 - Professional Learning and Support for Complex Areas in the following topics relating to students with disabilities:
 - Evidence-Based instructional strategies
 - Facilitation of Complex Areas language and literacy Professional Learning Communities
 - Development of Language and Literacy Initiative Plan (Professional Development with coaching for Complex Area leaders and teachers on effective language and literacy instruction)
 - Creation of Reading Interventionist Certification Program (in collaboration with University of Hawaii-Manoa College of Education Special Education Department)



Indicator 3B: Current Improvement Strategies to Proficiency Rate for Students With IEPs Against Grade Level Assessment

- Implementation of IDEA American Rescue Plan (ARP) Grants for Math, Language & Literacy, Assistive Technology, Postsecondary Transition, Low-Incidence Population
- Development and delivery of mandatory training modules on the implementation of specially-designed instruction



Indicator 3B: Are There Any Other Ideas to Increase Proficiency Rates for Students With Disabilities in Statewide Assessments?

Indicator 3B

Last Year's Discussion:

- Increase the number of students who receive instruction with support in gen ed classroom for most of the day.
- Literacy coaches at Complex Areas and school levels, including an emphasis on disciplinary literacy.
- Addressing chronic absenteeism.
- Appropriate testing accommodations and modifications for students.
- Revisit targets to move Hawaii from the bottom one-third of states.



Indicator 3C: Proficiency Rate Against Alternate Academic Achievement Standards

FFY 2020

New Indicator - 3C: Proficiency rate for children with IEPs against alternate academic achievement standards.

- Separate Reading/Language Arts and Mathematics for Grades 4, 8, and high school (11).



Indicator 3C: Proficiency Rate Against Alternate Academic Achievement Standards

Monitoring Priority

Proficiency rate for children with IEPs against alternate academic achievement standards.

- Separate Reading/Language Arts and Mathematics for Grades 4, 8, and high school (11).

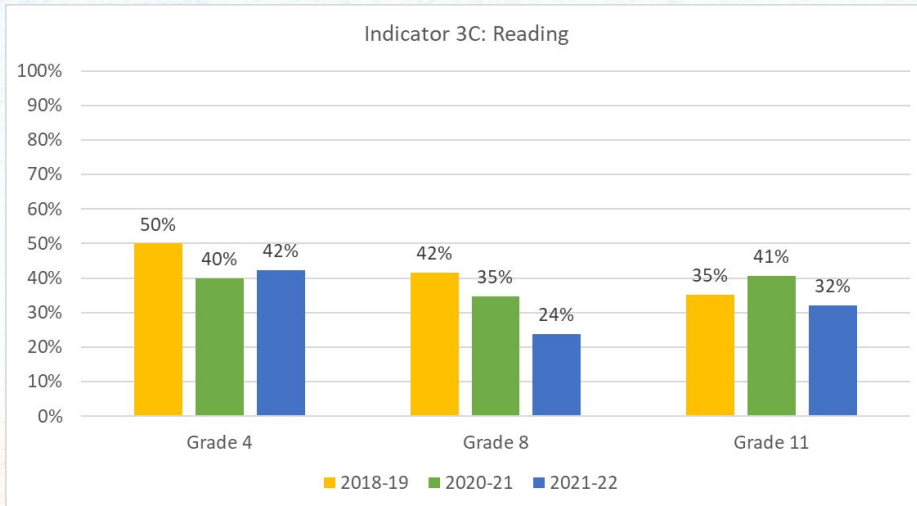
Measurement

Proficiency rate percent = $\left[\frac{\text{(# of children with IEPs scoring at or above proficient against alternate academic achievement standards)}}{\text{(total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)}} \right]$. Calculate separately for reading and math. Calculate separately for Grades 4, 8, and high school (11).



Indicator 3C: Reading Proficiency Rate for Children With IEPs Against Alternate Academic Achievement Standards

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for Grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.



Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Grade 4	Target ≥	Baseline	52%	54%	56%
	State Rate	50%	40%	42%	

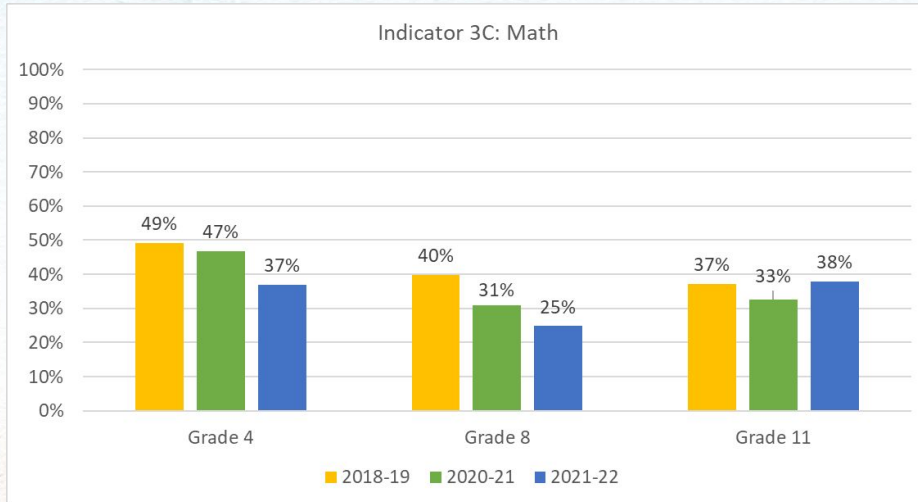
Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Grade 8	Target ≥	Baseline	44%	46%	48%
	State Rate	42%	35%	24%	

Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Grade 11	Target ≥	Baseline	37%	39%	41%
	State Rate	35%	41%	32%	



Indicator 3C: Math Proficiency Rate for Children With IEPs Against Alternate Academic Achievement Standards

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for Grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.



Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Grade 4	Target ≥	Baseline	51%	53%	55%
	State Rate	49%	47%	37%	

Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Grade 8	Target ≥	Baseline	42%	44%	46%
	State Rate	40%	31%	25%	

Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Grade 11	Target ≥	Baseline	39%	41%	43%
	State Rate	37%	33%	38%	



Indicator 3C: Current Improvement Strategies to Proficiency Rate for Students With IEPs Against HSA-Alt Assessment

- Contract for Braille Transcription services. Teachers of the visually impaired are able to get printed textbooks, exams, and materials transcribed into Braille formats: for literacy, math equations and symbols, science, and tactile graphics with descriptions for their students.
- Professional Development Opportunities on Assistive Technology specifically for Students with Visual Impairments.
- Assessment section is piloting the HSA Alternate Interim Assessment. Grades 4 and 5 were added.



Indicator 3C: Are There Any Other Ideas to Increase Proficiency Rates for Students Who Participate in HSA-Alt Assessment?

Indicator 3C

Last Year's Discussion:

- Provide more professional learning opportunities for teachers of this student population.
- Examine the curriculum currently being used in schools. It should be rigorous with scope and sequence from preschool to post-secondary for individual students.

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

FFY 2020

New Indicator - 3D: Proficiency rate for children with IEPs compared to the proficiency rate for all children.

- Separate Reading/Language Arts and Mathematics for Grades 4, 8, and high school (11).



Indicator 3D: Gap in Proficiency Rates for Children With IEPs and All Students

Monitoring Priority

Proficiency rate for children with IEPs compared to the proficiency rate for all children.

- Separate Reading/Language Arts and Mathematics for Grades 4, 8, and high school (11).

Measurement

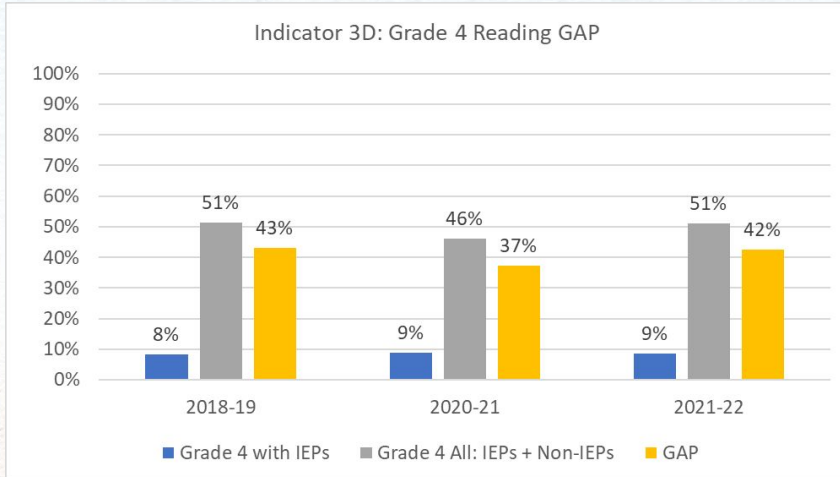
Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)]. Calculate separately for reading and math. Calculate separately for Grades 4, 8, and high school (11).



Indicator 3D: Grade 4 Reading GAP

Gap in Proficiency Rates for Children With IEPs and All Students Against Grade Level Academic Achievement Standards

Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the school year) subtracted from the (proficiency rate for all children scoring at or above proficient against grade level academic achievement standards for the school year)]. Calculate separately for reading and math. **Calculate separately for grades 4, 8, and high school.** The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.



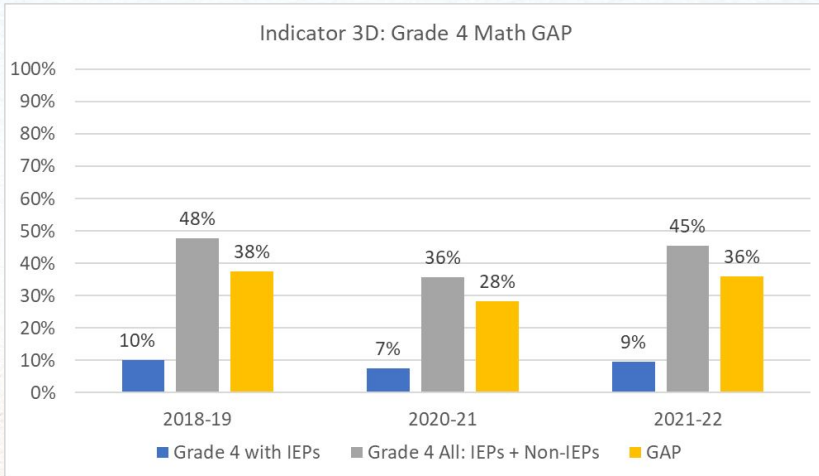
Proposed Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Grade 4	Target ≤	Baseline	41%	39%	37%
	State Rate	43%	37%	42%	



Indicator 3D: Grade 4 Math GAP

Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

*Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the school year) subtracted from the (proficiency rate for all children scoring at or above proficient against grade level academic achievement standards for the school year)]. Calculate separately for reading and math. **Calculate separately for Grades 4, 8, and high school.** The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.*



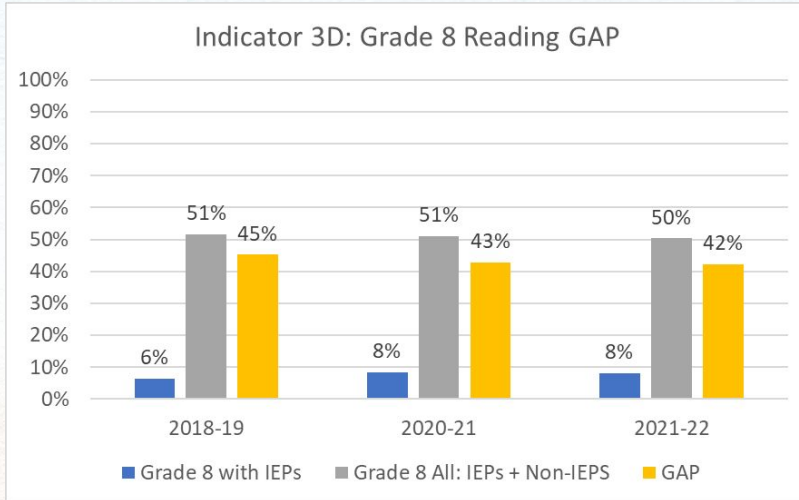
Proposed Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
	Target ≤	Baseline	36%	34%	32%
Grade 4	State Rate	38%	28%	36%	



Indicator 3D: Grade 8 Reading GAP

Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

*Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the school year) subtracted from the (proficiency rate for all children scoring at or above proficient against grade level academic achievement standards for the school year)]. Calculate separately for reading and math. **Calculate separately for Grades 4, 8, and high school.** The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.*



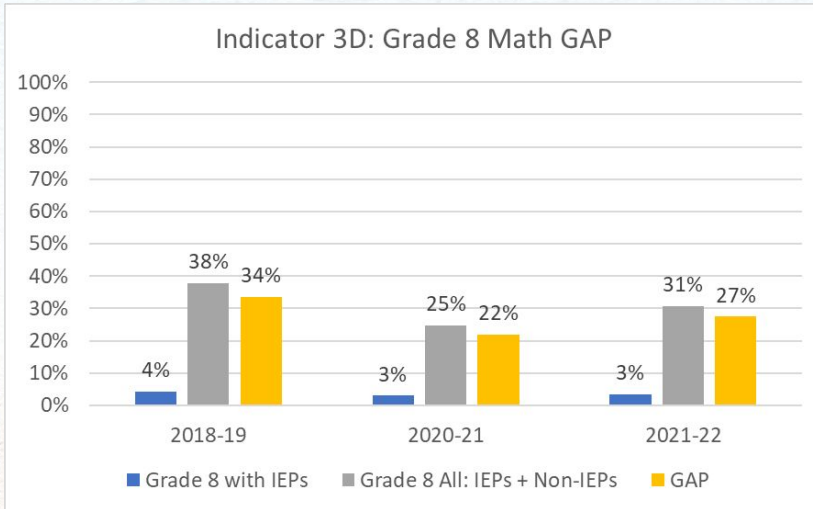
Proposed Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
	Target ≤	Baseline	43%	41%	39%
Grade 8	State Rate	45%	43%	42%	



Indicator 3D: Grade 8 Math GAP

Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

*Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the school year) subtracted from the (proficiency rate for all children scoring at or above proficient against grade level academic achievement standards for the school year)]. Calculate separately for reading and math. **Calculate separately for Grades 4, 8, and high school.** The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.*



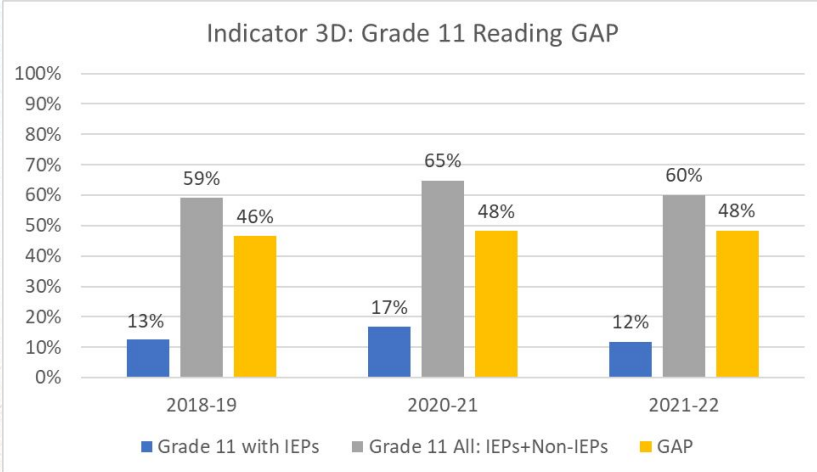
Proposed Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
	Target ≤	Baseline	32%	30%	28%
Grade 8	State Rate	34%	22%	27%	



Indicator 3D: Grade 11 Reading GAP

Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

*Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the school year) subtracted from the (proficiency rate for all children scoring at or above proficient against grade level academic achievement standards for the school year)]. Calculate separately for reading and math. **Calculate separately for Grades 4, 8, and high school.** The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.*



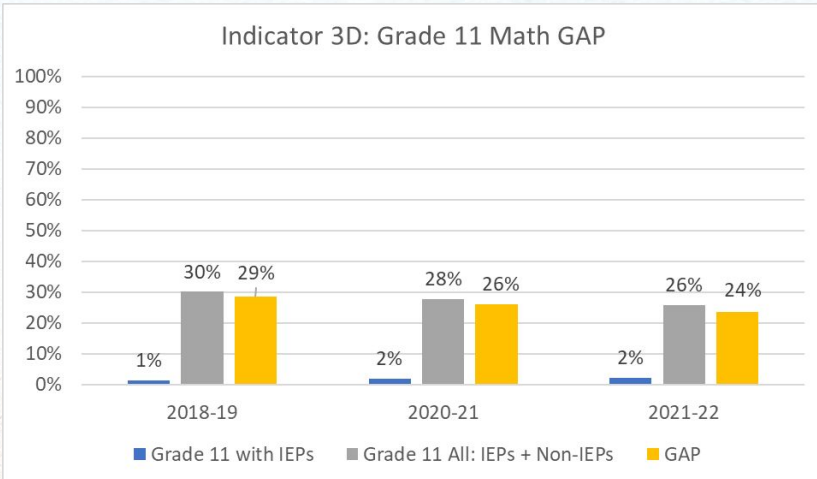
Proposed Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
	Target ≤	Baseline	44%	42%	40%
Grade 11	State Rate	46%	48%	48%	



Indicator 3D: Grade 11 Math GAP

Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

*Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the school year) subtracted from the (proficiency rate for all children scoring at or above proficient against grade level academic achievement standards for the school year)]. Calculate separately for reading and math. **Calculate separately for Grades 4, 8, and high school.** The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.*



Proposed Targets	School Year	SY 18-19	SY 20-21	SY 21-22	SY 22-23
	Target ≤	Baseline	27%	25%	23%
Grade 11	State Rate	29%	26%	24%	



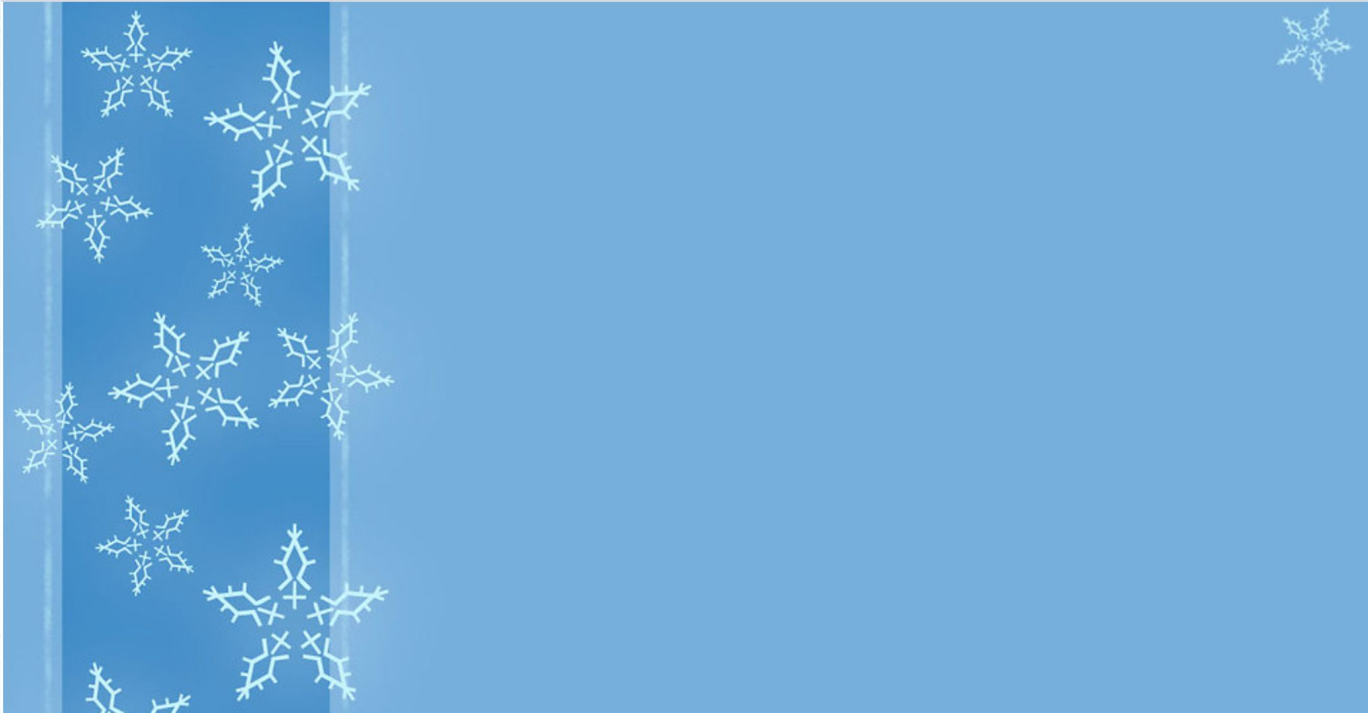
Indicator 3D: Current Improvement Strategies to Decrease the Gap for Children With IEPs on Statewide Assessments on Reading and Math

In addition to the current strategies to improve the proficiency rate the following are additional academic interventions and acceleration to decrease the gap:

- targeted small-group instruction,
- tiered support within Hawaii Multi-Tiered System of Support,
- tutoring,
- programs provided beyond the school day (after school, weekends, intersessions or summer),
- academic coaching, and
- personalized activities, and other supports.



Indicator 3D: Improvement Strategies to Decrease the Gap for Children with IEPs on Statewide Assessments



[Indicator 3D Jamboard](#)



Reporting Out/Next Steps

Thank you for participating in the Indicator 3
Statewide Assessment Discussion Group!



Please leave this meeting and return to the
Main Session.