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CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data



Ask Auntie Katie: Advice Columnist for Indicator 3

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Participant Outcomes

- Increased understanding of Indicator 3
- Improved knowledge of how to avoid issues with Indicator 3 during clarification
- Improved ability to explain slippage in Indicator 3
- Increased understanding of and ability to use Indicator 3 to begin conversations about how the system serves all children with individualized education programs (IEPs)
- Improved knowledge of how *EdFacts* modernization may impact Indicator 3

Agenda

- Definition and history of the agony aunt/uncle
- Review of Indicator 3 and its subindicators (3A–3D)
- Clarification advice: “Tips and tricks”
- Advice for explaining slippage
- Advice for using Indicator 3 to begin conversations about how the system serves all children with IEPs
- “Latest” advice on *EDFacts* modernization and Indicator 3

What Is an Agony Aunt/Uncle?

- Agony aunts/uncles are columnists who offer advice on various issues ranging from relationships to work-related problems
- The genre originated in the late 17th Century when John Duntun published the first advice column in the UK's *Athenian Gazette*
- Delariver Manley was the first agony aunt in the UK. In 1709, she started a gossip magazine, the *Female Tatler*, which included a column dedicated to giving advice to readers
- In the US, Dorothy Dix was the first advice columnist, writing for the *New York Evening Journal* in 1896. Her column, "Dix's Plain Facts for Old and Young Alike," was hugely popular

What Do Agony Aunts/Uncles Have to Do With IDC?

- As an IDC State Liaison and content expert, I
 - Answer questions from states
 - Offer advice
 - Just listen and sympathize
- Basically, I am an agony aunt

Ready for a Little Competition?

1. First, look for the clues and guess where Auntie Katie is from in the UK
2. Then, pop your guesses on a post-it with your name on the poster with the map of the UK (make sure you write on the side with the sticky strip so you can remain anonymous until the drawing at the end)

The first five correct answers receive a prize!

Review of Indicator 3: Participation and Performance of Children With IEPs on Statewide Assessments

Dear Auntie Katie,

I am new to the SEA and am responsible for Indicator 3. Yikes! I have a meeting coming up, and I need a good understanding of what Indicator 3 is about. Can you help?

Thanks,
Worried in Waterfoot



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 of Education under Title I of the *Elementary and Secondary Education Act* (ESEA), using ED*Facts* file specifications FS185, FS188, FS175, and FS 178

Indicator 3 Overview (cont.)

- Calculate separately for
 - Reading and math
 - Grades 4, 8, and high school
- Includes 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 Calculation

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

Indicator 3B Calculation

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

Indicator 3C Calculation

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

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 difference between children with IEPs and all students, not a percentage

Proficiency rate for all students scoring at or above proficient against grade-level academic achievement standards for the 2020–21 school year	Minus	Proficiency rate for children with IEPs scoring at or above proficient against grade-level academic achievement standards for the 2020–21 school year
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Indicator 3: Auntie Katie's Advice

- 3A: Low participation rates will affect the validity and reliability of the other sub elements, as the data won't be representative of all the children in the state. Disaggregate to see if low participation rates are statewide or concentrated in a particular location or locations.
- 3B: Appears again as part of 3D, so make sure that 3B and the proficiency rate for children with IEPs are the same
- 3C: In general, proficiency rates tend to be higher than in 3B, *but* if you have high percentages of children scoring proficient and above, you may have some children who should be taking the regular assessment
- 3D: Needs careful handling—a narrow gap may not be what it seems (more later 😊)

Auntie Katie's Pre-Clarification Tips and Tricks

Dear Auntie Katie,

I am determined to submit an SPP/APR that sails through clarification. However, we are changing our baseline year and targets for Indicator 3D. Do you have any advice for me? I have a meal out at the Eagle and Child in Ramsbottom riding on this.

Thanks,
Determined in Dolphinholme



Tips and Tricks From FFY 2020

- If changing baseline to FFY 2021, make sure the data are consistent in the Historical Data table and the SPP/APR Data table
- Provide an explanation for why you are revising baseline—OSEP expects that if there is a change in methodology or data source that states will revise the baseline
- Make sure that the information you include in the text is consistent with the historical data table (e.g., if baseline year is 2021, make sure that it says 2021 in any accompanying text)

Tips and Tricks From FFY 2020 (cont.)

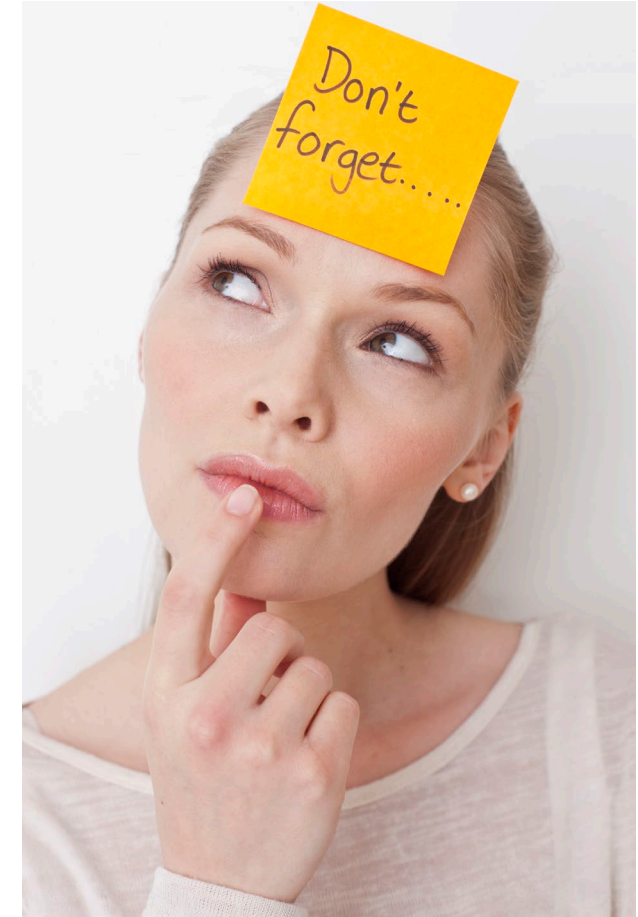
- Make sure that in 3D you provide a sentence explaining that you calculated the proficiency rate gap consistent with the measurement table
- As you are proposing to revise the targets submitted in 2022, make sure to describe the stakeholder input process
- Make sure that the new 2025 targets reflect improvement over baseline
- Make sure that participation targets for all years are greater than or equal to 95%

Auntie Katie Speaks Slippage

Dear Auntie Katie,

It's been so long since we have had to address slippage for Indicator 3, and I'm afraid I have forgotten what to do. Can you give me some advice? I'm pretty sure that we will have some slippage this year in at least one grade and content area.

Thanks,
Forgetful in Freckleton



Speaking Slippage

- FFY 2020 SPP/APR submission was the last time states addressed slippage for Indicator 3
 - Grant Year 2018–19
 - FFY 2021: No assessment data to report as statewide assessments were cancelled
 - FFY 2022: No slippage as OSEP changed the measurements and added new components to Indicator 3. States set targets for 2020–2025 to align with these new requirements.
- Data must meet two conditions to be considered slippage
 - Failure to meet the target
 - Worsening from the prior year
 - For large percentages (10% or more) > 1%
 - For small percentages (less than 10%) > 0.1%

Speaking Slippage Activity: Is It Slippage?

- Review: Handout 1 and Handout 2
- Discuss: Is it slippage?
 - Yes or no?
 - Why?

Speaking Slippage Activity: Is It Slippage? (cont.)



- You **don't** need to justify, nor need to address, how you will improve participation and/or proficiency—but you can
- You **do** need to show that you have analyzed the data in different ways
- You **do** need to show what you have learned is going on with your data and identify possible reasons for slippage. Consider if slippage is statewide or related to
 - Geographic region
 - Specific LEAs
 - Demographic groups
 - Changes to policy or programs
 - Outside factors, such as natural disasters

Auntie Katie's Advice on Using Indicator 3 to Begin Conversations About How the System Serves All Children with IEPs

Dear Auntie Katie,

Now OSEP requires us to report participation and performance on state assessments in reading and math at three grade levels, and it's been eye-opening. I am really interested in using Indicator 3 to better understand how the education system serves all children with IEPs and to use it as a call to action. I really think that we could use the data to help inform parents and families, policymakers, and colleagues about children with IEPs' schools and programs and to ensure schools receive the necessary resources to help support children with IEPs. However, we haven't done anything like this before, and I'd love your advice on how to get the team on board.

Thanks,
Optimistic in Oswaldtwistle



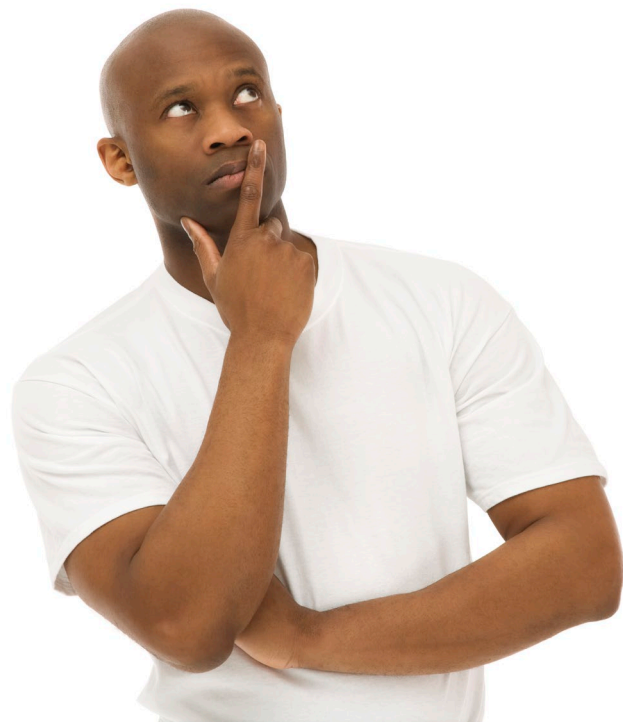
Auntie Katie Phones Some Friends

- Your turn to be agony aunts/uncles
- Go to the four posters around the room with “Optimistic’s” Indicator 3A, 3B, 3C, and 3D data
- Take some sticky notes, and provide some advice for “Optimistic,” for example
 - Who should “Optimistic” invite to the meeting?
 - In what interesting ways could “Optimistic” look at the data to understand how the system serves children with IEPs?
 - What other data could “Optimistic” bring to the meeting?
 - What could “Optimistic” do to encourage policymakers, parents and families, and colleagues to act based on the data? What actions would you suggest to “Optimistic”?



Auntie Audrey's Advice on *EDFacts* Modernization and Indicator 3

Dear Auntie Audrey,



Auntie Katie said I should write to you about my curiosity about ED Facts modernization and Indicator 3. What is happening to our ED Facts files? What is happening with our due date? What about the clarification period? When will this all happen?

Thanks,
Curious in Crawshawbooth

Auntie Katie Says "Ta-Ta for Now"

Conclusion

- Provided a detailed description of Indicator 3
- Shared some suggestions on how to avoid issues with Indicator 3 during clarification
- Explained slippage in Indicator 3
- Began conversations about how the system serves all children with IEPs
- Learned about how *EDFacts* modernization may impact Indicator 3

Resources

Nagle, K., and Hayes, S. (2022, October). [Unpacking and Understanding Indicator 3D](#). IDEA Data Center. Rockville, MD: Westat.

Contact Us

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So, where is Auntie Katie from in the UK?

For More Information



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