

# Indicator 8: Parent Involvement Indicator 3: Assessment

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SEPP  
January 2024



# Common Terms

- Below are some common terms and acronyms you may hear during these presentations. Please also refer to the handout you should have received for a list of more terms and their meanings, as well as a place for you to take notes.
- **The Department/DESE**
  - MA Department of Elementary and Secondary Education
- **SEPP**
  - Office of Special Education Planning and Policy Development
- **OSEP**
  - US Office of Special Education Programs
- **SPP/APR**
  - State Performance Plan/Annual Performance Report
- **Stakeholder**
- **Indicator**

# SPP/APR Stakeholder Feedback Purpose

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP).
- Provide a status of outcomes of Special Education in Massachusetts.
- Share important updates and information about Indicators.
- Gather feedback and input to improve outcomes for children with disabilities.

# Overall Purpose – Why are we here?

To **share the status** in each area we are responsible for

- *How are students with disabilities doing?*

To **gather feedback** to help us improve in each area

- *What can we do differently to improve?*



# Overall Purpose – Why are we here?

- DESE is seeking stakeholder input on the following four areas:
  1. Target Setting (Performance Indicators 1, 2, 3, 5, 6, 7, and 14)
  2. Data Analysis (All indicators)
  3. Evaluation of Progress (All indicators)
  4. Development of Improvement Strategies (All indicators)

# Other DESE Offices and Resources

- For questions related to general special education policies and supports and the SPP/APR, contact [Special Education Planning and Policy](#) or [specialeducation@doe.mass.edu](mailto:specialeducation@doe.mass.edu)
- Other DESE Offices to contact for specific questions and comments related to:
  - Compliance and Monitoring - [Public School Monitoring](#)
  - Complaints and Oversight - [Problem Resolution Systems](#)
  - MCAS, MCAS-Alt, Access - [Student Assessment Services](#)
  - [Approved Special Education Schools](#)

# Meeting Norms

- Each meeting is a specific purpose and topic.
  - DESE will follow up on any questions or comments that are not addressed during the presentation.
- All voices count, all opinions are valid, but offer reasoning behind your thinking.
- If you have questions either:
  - Use the “Raise Hand” function on Zoom, or
  - Type questions in the chat box.
- Please stay muted when not talking.

# Indicator 8: Parent Involvement FFY22



# What is Indicator 8: Parent Involvement ?

## **Measurement:**

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

States are also required to collect demographic data, including race/ethnicity to determine if the data is representative of the school and state

# How does Massachusetts Collect Parent Feedback ?

- The Department of Elementary and Secondary Education emails surveys to parents of children who receive special education services as part of district reviews called “[Tiered Focused Monitoring](#).”
  - The survey is on-line and available in multiple languages
- The survey answers are used to find the agreement rate for Indicator 8
  - the percent of parents whose responses to the survey indicate that the school involves parents as a means of improving services and results for children receiving special education services

# Why is Indicator 8 Important ?

- Parent involvement impacts a child's:
  - social-emotional and physical health
  - school readiness
  - success in school
  - success in life
- Parent involvement can help educators see new ways to build safe, welcoming, and trusting environments
- **STRENGTHENING PARTNERSHIPS, A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts:** <https://www.doe.mass.edu/sfs/family-engagement-framework.pdf#search=%22family%20engagement%22>

# Massachusetts Targets

Federal Fiscal Year (FFY)	Target
FFY 20 (school year 2020-2021)	89%
FFY 21 (school year 2021-2022)	89%
FFY 22 (school year 2022-2023)	89.5%
FFY 23 (school year 2023-2024)	90%
FFY 25 (school year 2024-2025)	90.5%
FFY 25 (school year 2025-2026)	91%

# Indicator 8 Longitudinal Data

Federal Fiscal Year	Agreement Rate	Target Rate	Response Rate
FFY 22 (school year 2022-2023)	84.1	89.5	11.46
FFY 21 (school year 2021-2022)	86.1	89	6.6
FFY 20 (school year 2020-2021)	88.4	89	13.32
FFY 19 (school year 2019-2020)	88.5	89.5 (new targets set)	11.32
FFY 18 (school year 2019-2019)	89	86.5	8.41

# Improvement Strategies

- Parent Survey
  - Parent Survey will be updated
    - Use friendly language
    - Questions families care about
- Family focus in the Department's [Educational Vision](#)

# What's Next ?

- District level report
  - Report of Indicator 8 data
    - Representativeness
    - Agreement rate
    - Response rate
  - Family Engagement resources

# How Can Districts Share Indicator 8 Data ?

- The Department cannot post the district level report on their website.
- What would be the best ways for districts to share this information?
  - With families?
  - With other educators?



# Resources

- Special Education Parent Resources: <https://www.doe.mass.edu/sped/parents.html>
- Department Family Portal: <https://www.doe.mass.edu/families/>
- STRENGTHENING PARTNERSHIPS, A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts: <https://www.doe.mass.edu/sfs/family-engagement-framework.pdf#search=%22family%20engagement%22>
- Indicator 8: <https://www.doe.mass.edu/sped/spp/indicators/indicator8/>
  - Quick Reference Guide
  - Webinar

# Indicator 3: Assessment FFY2022

# What is Indicator 3?

- **Indicator 3 has four sub-indicators:**
  - **Sub-Indicator 3A** measures the Participation rate for children with IEPs in grades 4, 8, and 10.
  - **Sub-Indicator 3B** measures the Proficiency rate for children with IEPs against regular grade level academic achievement in grades 4, 8, and 10.
  - **Sub-indicator 3C** measures the Proficiency rate for children with IEPs against alternative academic achievement standards in grades 4, 8, and 10.
  - **Sub-Indicator 3D** measures the gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards in regular assessments in grades 4, 8, and 10.

# How has COVID-19 affected Indicator 3?

COVID-19 has had an impact on students' learning and MCAS administration:

- In March 2020- MCAS was suspended due to the COVID-19 Pandemic
- In the 2020/2021 school year- MCAS was administered in a shortened timeframe and students were not given a full administration.
- In the 2021/2022 school year- MCAS was fully administered for the first time since the 2018-2019 school year.
- In the 2022/2023 school year- Second full year of administration since the COVID-19 pandemic.

# 3A/Measurement and Data Source

- Participation Rate percent = [(# of children with IEPs participating in a state assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for ELA and mathematics)].
- Includes both students with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- For Indicator 3A, the United States Department of Education (USED) determines the participation rate goal and always sets a participation rate no less than 95%. The FFY 2025 3A target does not need to show improvement over baseline.
- Data Source for Indicator 3: Massachusetts Next Generation MCAS.

# 3A English Language Arts (ELA) Participation Rate for Children with IEPs

ELA	FFY 2018	FFY 2019	FFY2020 (Baseline Year)	FFY 2021	FFY 2022
Grade 4	99%	<i>Massachusetts received a waiver to allow us to cancel statewide academic assessments for the 2019-2020 school year.</i>	95%	98%	98%
Grade 8	97%		90%	96%	96%
Grade 10	96%		86%	95%	95%

**Targets: We will maintain a participation rate of 95% for Grade 4, Grade 8, and Grade 10 through FFY2025.**

Year	FFY 2021	FFY2022	FFY 2023	FFY 2024	FFY 2025
Grade 4	95%	95%	95%	95%	95%
Grade 8	95%	95%	95%	95%	95%
Grade 10	95%	95%	95%	95%	95%

# 3A Mathematics Participation Rate for Children with IEPs

Math	FFY 2018	FFY 2019	FFY2020 (Baseline Year)	FFY 2021	FFY 2022
Grade 4	99%	<i>Massachusetts received a waiver to allow us to cancel statewide academic assessments for the 2019-2020 school year.</i>	95%	98%	98%
Grade 8	98%		90%	96%	96%
Grade 10	95%		85%	95%	95%

**Targets: We will maintain a participation rate of 95% for Grade 4, Grade 8, and Grade 10 through FFY2025.**

Year	FFY 2021	FFY2022	FFY 2023	FFY 2024	FFY 2025
Grade 4	95%	95%	95%	95%	95%
Grade 8	95%	95%	95%	95%	95%
Grade 10	95%	95%	95%	95%	95%

## 3B Measurement and Data Source

- 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)].
- Calculated separately for grades 4, 8, and 10.
- The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.



## 3B: English Language Arts (ELA) Proficiency Rate for Children with IEPs Against Grade Level Academic Achievement Standards

ELA	FFY 2018	FFY 2019	FFY2020 (Baseline Year)	FFY 2021	FFY 2022
Grade 4	17%	<i>Massachusetts received a waiver to allow us to cancel statewide academic assessments for the 2019-2020 school year.</i>	19%	11%	12%
Grade 8	14%		10%	9%	12%
Grade 10	22%		10%	20%	23%

**Targets: Massachusetts will project a 1 percentage point increase each year through FFY2025 to ensure rigorous yet attainable goals.**

Year	FFY 2021	FFY2022	FFY 2023	FFY 2024	FFY 2025
Grade 4	20%	21%	22%	23%	24%
Grade 8	11%	12%	13%	14%	15%
Grade 10	26%	27%	28%	29%	30%

## 3B: Mathematics Proficiency Rate for Children with IEPs Against Grade Level Academic Achievement Standards

Math	FFY 2018	FFY 2019	FFY2020 (Baseline Year)	FFY 2021	FFY 2022
Grade 4	17%	<b><i>Massachusetts received a waiver to allow us to cancel statewide academic assessments for the 2019-2020 school year.</i></b>	11%	15%	17%
Grade 8	11%		7%	8%	9%
Grade 10	18%		14%	15%	16%

***Targets: Massachusetts will project a 1 percentage point increase each year through FFY2025 to ensure rigorous yet attainable goals.***

Year	FFY 2021	FFY2022	FFY 2023	FFY 2024	FFY 2025
Grade 4	20%	21%	22%	23%	24%
Grade 8	11%	12%	13%	14%	15%
Grade 10	26%	27%	28%	29%	30%

# 3C Measurement and Data Source

- 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).
- In Massachusetts, the highest possible score on the MCAS-Alt (the state's alternate assessment) is Progressing, and because of that the data reported in the annual SPP/APR is zero '0'.
- Calculated separately for grades 4, 8, and grade 10.
- MCAS-Alt Performance can be found here:  
[https://profiles.doe.mass.edu/statereport/mcas\\_alt.aspx](https://profiles.doe.mass.edu/statereport/mcas_alt.aspx)

# 3D/ Measurement and Data Source

- Measures gap in performance of students with disabilities compared to all students.
- Gap calculations in this SPP/APR must result in:
  - the proficiency rate for children with IEPs who were proficient against grade level academic achievement standards for the 2020-2021 school year **compared to** the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2020-2021 school year.*
- Include all children enrolled for a full academic year and those not enrolled for a full academic year.
- Only include children with disabilities who had an IEP at the time of testing.

### 3D: English Language Arts (ELA) gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

ELA	FFY 2018	FFY 2019	FFY2020 (Baseline Year)	FFY 2021	FFY 2022
Grade 4	34.5	<i>Massachusetts received a waiver to allow us to cancel statewide academic assessments for the 2019-2020 school year.</i>	29.9	27.8	27.8
Grade 8	37.8		30.1	32.4	31.7
Grade 10	39.2		38.6	37.9	35.4

**Targets: Massachusetts will project a 0.5 percentage point decrease each year through FFY2025 to ensure rigorous yet attainable goals**

Year	FFY 2021	FFY2022	FFY 2023	FFY 2024	FFY 2025
Grade 4	29.4	28.9	28.4	27.9	27.4
Grade 8	29.6	29.1	28.6	28.1	27.6
Grade 10	38.1	37.6	37.1	36.6	36.1

### 3D: Mathematics gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

Math	FFY 2018	FFY 2019	FFY2020 (Baseline Year)	FFY 2021	FFY 2022
Grade 4	32.1	<i>Massachusetts received a waiver to allow us to cancel statewide academic assessments for the 2019-2020 school year.</i>	22.3	27.5	28.1
Grade 8	35.3		25.3	28.1	28.5
Grade 10	40.4		37.7	35.2	33.2

**Targets: Massachusetts will project a 0.5 percentage point decrease each year through FFY2025 to ensure rigorous yet attainable goals**

Year	FFY 2021	FFY2022	FFY 2023	FFY 2024	FFY 2025
Grade 4	21.8	21.3	20.8	20.3	19.8
Grade 8	24.8	24.3	23.8	23.3	22.8
Grade 10	37.2	36.7	36.2	35.7	35.2

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