

## Indicator 3A: Participation for Children with IEPs

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** 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 students against grade level academic achievement standards.

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

#### Data Source

3A. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS185 and 188.

#### Measurement

A. 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. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), *i.e.*, a link to the Web site where these data are reported.

Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

### 3A - Indicator Data

#### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2021	96.00%
Reading	B	Grade 8	2021	95.85%
Reading	C	Grade HS	2021	95.73%
Math	A	Grade 4	2021	95.49%
Math	B	Grade 8	2021	95.44%
Math	C	Grade HS	2021	95.15%

#### Targets

Subject	Group	Group Name	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	96.00%	96.00%	96.00%	96.00%	96.10%
Reading	B >=	Grade 8	95.85%	95.85%	95.90%	95.95%	96.00%
Reading	C >=	Grade HS	95.73%	95.75%	95.75%	95.80%	95.83%
Math	A >=	Grade 4	95.49%	95.50%	95.50%	95.55%	95.60%
Math	B >=	Grade 8	95.44%	95.50%	95.50%	95.55%	95.60%
Math	C >=	Grade HS	95.15%	95.20%	95.20%	95.25%	95.30%

**Targets: Description of Stakeholder Input**

Our original stakeholder group, called the Comité Consultivo de Educación Especial (“Special Education Advisory Committee”), is responsible for advising PRDE regarding the needs in the education of children with disabilities and for providing assistance and feedback about reports to be submitted to the Federal Government including our SSIP. The group includes representation from various sectors such as: the non-profit organization Apoyo a Padres de Niños con Impedimentos (Support for Parents of Students with Disabilities, or APNI by its acronym in Spanish), the Puerto Rico Department of the Family, the Puerto Rico Vocational Rehabilitation Administration, the Puerto Rico Department of Health, Special Education Teachers, School Directors, parents of students with disabilities, SAEЕ personnel, autism representative, specialists such as a School Psychologist, Occupational Therapist, Speech Pathologist, and adult with impairment, and others. SAEЕ personnel participate continuously in meetings with the special education stakeholders group.

The members of our stakeholder group also serve as liaisons for initiatives that benefit the special education population and their families. Recommendations provided from the stakeholders were incorporated into PRDE’s FFY 2021 APR. PRDE developed this FFY 2021 SPP/APR with broad stakeholder input. As discussed above, PRDE SAEЕ held various meetings with the stakeholder group and received their input regarding the SPP/APR, including feedback regarding the individual indicators including FFY 2021 data, targets, and related activities and initiatives as well as the SSIP.

**FFY 2021 Data Disaggregation from EDFacts**

**Data Source:**

SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

**Date:**

12/21/2022

**Reading Assessment Participation Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs*	6,393	6,644	5,035
b. Children with IEPs in regular assessment with no accommodations	994	1,138	882
c. Children with IEPs in regular assessment with accommodations	4,985	5,099	3,798
d. Children with IEPs in alternate assessment against alternate standards	158	131	140

**Data Source:**

SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

**Date:**

12/21/2022

**Math Assessment Participation Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs*	6,383	6,652	5,034
b. Children with IEPs in regular assessment with no accommodations	982	1,141	866
c. Children with IEPs in regular assessment with accommodations	4,955	5,080	3,786
d. Children with IEPs in alternate assessment against alternate standards	158	128	138

\*The children with IEPs count excludes children with disabilities who were reported as exempt due to significant medical emergency in row a for all the pre-filled data in this indicator.

**FFY 2021 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	6,137	6,393		96.00%	96.00%	N/A	N/A
B	Grade 8	6,368	6,644		95.85%	95.85%	N/A	N/A
C	Grade HS	4,820	5,035		95.73%	95.73%	N/A	N/A

**FFY 2021 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	6,095	6,383		95.49%	95.49%	N/A	N/A
B	Grade 8	6,349	6,652		95.44%	95.44%	N/A	N/A
C	Grade HS	4,790	5,034		95.15%	95.15%	N/A	N/A

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Puerto Rico's publicly reported statewide assessment data for FFY 2021, including public reporting on participation of students with disabilities, is published and available on PRDE's website at: <https://perfilescolar.dde.pr/dashboard/standardizedtest/?schoolcode=State>. Additionally, PRDE's SPP/APR, which will be published once the final version can be extracted from the EMAPS system, provides detailed data on assessment accommodations and alternate assessments.

**Provide additional information about this indicator (optional)**

**3A - Prior FFY Required Actions**

PRDE received a waiver of the assessment requirements and as a result, did not provide baselines or targets for this indicator, as required by the measurement table. In its FFY 2021 SPP/APR, PRDE must provide the required baselines and targets for FFY 2021 through FFY 2025..

**Response to actions required in FFY 2020 SPP/APR**

**3A - OSEP Response**

**3A - Required Actions**

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

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** 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 students against grade level academic achievement standards.

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

#### Data Source

3B. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

#### Measurement

B. 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)]. 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.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs 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.

### 3B - Indicator Data

#### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2021	27.43%
Reading	B	Grade 8	2021	17.00%
Reading	C	Grade HS	2021	14.44%
Math	A	Grade 4	2021	35.69%
Math	B	Grade 8	2021	4.00%
Math	C	Grade HS	2021	1.46%

#### Targets

Subject	Group	Group Name	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	27.43%	27.50%	27.50%	27.60%	27.70%
Reading	B >=	Grade 8	17.00%	17.10%	17.10%	17.20%	17.30%
Reading	C >=	Grade HS	14.44%	14.50%	14.50%	14.55%	14.60%
Math	A >=	Grade 4	35.69%	35.70%	35.75%	35.75%	35.80%
Math	B >=	Grade 8	4.00%	4.10%	4.10%	4.15%	4.20%
Math	C >=	Grade HS	1.46%	1.50%	1.50%	1.55%	1.60%

#### Targets: Description of Stakeholder Input

Our original stakeholder group, called the Comité Consultivo de Educación Especial (“Special Education Advisory Committee”), is responsible for advising PRDE regarding the needs in the education of children with disabilities and for providing assistance and feedback about reports to be submitted to the Federal Government including our SSIP. The group includes representation from various sectors such as: the non-profit organization Apoyo a Padres de Niños con Impedimentos (Support for Parents of Students with Disabilities, or APNI by its acronym in Spanish), the Puerto Rico Department of the Family, the Puerto Rico Vocational Rehabilitation Administration, the Puerto Rico Department of Health, Special Education Teachers, School Directors, parents of students with disabilities, SAEF personnel, autism representative, specialists such as a School Psychologist, Occupational Therapist, Speech Pathologist, and adult with impairment, and others. SAEF personnel participate continuously in meetings with the special education stakeholders group.

The members of our stakeholder group also serve as liaisons for initiatives that benefit the special education population and their families. Recommendations provided from the stakeholders were incorporated into PRDE’s FFY 2021 APR. PRDE developed this FFY 2021 SPP/APR with

broad stakeholder input. As discussed above, PRDE SAEI held various meetings with the stakeholder group and received their input regarding the SPP/APR, including feedback regarding the individual indicators including FFY 2021 data, targets, and related activities and initiatives as well as the SSIP.

**FFY 2021 Data Disaggregation from EDFacts**

**Data Source:**

SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

12/21/2022

**Reading Assessment Proficiency Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	5,979	6,237	4,680
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	302	184	151
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,338	876	525

**Data Source:**

SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

12/21/2022

**Math Assessment Proficiency Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment	5,937	6,221	4,652
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	368	53	15
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,751	196	53

**FFY 2021 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	1,640	5,979		27.43%	27.43%	N/A	N/A
B	Grade 8	1,060	6,237		17.00%	17.00%	N/A	N/A
C	Grade HS	676	4,680		14.44%	14.44%	N/A	N/A

**FFY 2021 SPP/APR Data: Math Assessment**

<b>Group</b>	<b>Group Name</b>	<b>Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards</b>	<b>Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment</b>	<b>FFY 2020 Data</b>	<b>FFY 2021 Target</b>	<b>FFY 2021 Data</b>	<b>Status</b>	<b>Slippage</b>
<b>A</b>	Grade 4	2,119	5,937		35.69%	35.69%	N/A	N/A
<b>B</b>	Grade 8	249	6,221		4.00%	4.00%	N/A	N/A
<b>C</b>	Grade HS	68	4,652		1.46%	1.46%	N/A	N/A

### **Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

### **Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Puerto Rico's publicly reported statewide assessment data for FFY 2021, including public reporting on participation of students with disabilities, is published and available on PRDE's website at: <https://perfilescolar.dde.pr/dashboard/standardizedtest/?schoolcode=State>. Additionally, PRDE's SPP/APR, which will be published once the final version can be extracted from the EMAPS system, provides detailed data on assessment accommodations and alternate assessments.

**Provide additional information about this indicator (optional)**

### **3B - Prior FFY Required Actions**

PRDE received a waiver of the assessment requirements and as a result, did not provide baselines or targets for this indicator, as required by the measurement table. In its FFY 2021 SPP/APR, PRDE must provide the required baselines and targets for FFY 2021 through FFY 2025.

**Response to actions required in FFY 2020 SPP/APR**

### **3B - OSEP Response**

### **3B - Required Actions**

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

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** 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 students against grade level academic achievement standards.

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

#### Data Source

3C. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

#### Measurement

C. 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.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), i.e., a link to the Web site where these data are reported.

Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs 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.

### 3C - Indicator Data

#### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2021	55.06%
Reading	B	Grade 8	2021	57.25%
Reading	C	Grade HS	2021	60.00%
Math	A	Grade 4	2021	59.49%
Math	B	Grade 8	2021	44.53%
Math	C	Grade HS	2021	58.70%

#### Targets

Subject	Group	Group Name	2021	2022	2023	2024	2025
Reading	A >=	Grade 4	56.06%	55.10%	55.10%	55.15%	55.20%
Reading	B >=	Grade 8	57.25%	57.30%	57.30%	57.35%	57.40%
Reading	C >=	Grade HS	60.00%	60.00%	60.05%	60.10%	60.10%
Math	A >=	Grade 4	59.49%	59.50%	59.50%	59.55%	59.60%
Math	B >=	Grade 8	44.53%	44.55%	44.60%	44.60%	44.65%
Math	C >=	Grade HS	58.70%	58.70%	58.75%	58.75%	58.80%



**Targets: Description of Stakeholder Input**

Our original stakeholder group, called the Comité Consultivo de Educación Especial (“Special Education Advisory Committee”), is responsible for advising PRDE regarding the needs in the education of children with disabilities and for providing assistance and feedback about reports to be submitted to the Federal Government including our SSIP. The group includes representation from various sectors such as: the non-profit organization Apoyo a Padres de Niños con Impedimentos (Support for Parents of Students with Disabilities, or APNI by its acronym in Spanish), the Puerto Rico Department of the Family, the Puerto Rico Vocational Rehabilitation Administration, the Puerto Rico Department of Health, Special Education Teachers, School Directors, parents of students with disabilities, SAEЕ personnel, autism representative, specialists such as a School Psychologist, Occupational Therapist, Speech Pathologist, and adult with impairment, and others. SAEЕ personnel participate continuously in meetings with the special education stakeholders group.

The members of our stakeholder group also serve as liaisons for initiatives that benefit the special education population and their families. Recommendations provided from the stakeholders were incorporated into PRDE’s FFY 2021 APR. PRDE developed this FFY 2021 SPP/APR with broad stakeholder input. As discussed above, PRDE SAEЕ held various meetings with the stakeholder group and received their input regarding the SPP/APR, including feedback regarding the individual indicators including FFY 2021 data, targets, and related activities and initiatives as well as the SSIP.

**FFY 2021 Data Disaggregation from EDFacts**

**Data Source:**

SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

12/21/2022

**Reading Assessment Proficiency Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	158	131	140
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	87	75	84

**Data Source:**

SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

12/21/2022

**Math Assessment Proficiency Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment	158	128	138
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	94	57	81

**FFY 2021 SPP/APR Data: Reading Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	87	158		56.06%	55.06%	N/A	N/A
B	Grade 8	75	131		57.25%	57.25%	N/A	N/A
C	Grade HS	84	140		60.00%	60.00%	N/A	N/A

**FFY 2021 SPP/APR Data: Math Assessment**

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	94	158		59.49%	59.49%	N/A	N/A
B	Grade 8	57	128		44.53%	44.53%	N/A	N/A
C	Grade HS	81	138		58.70%	58.70%	N/A	N/A

**Regulatory Information**

The SEA, (or, in the case of a district-wide assessment, LEA) must make available to the public, and report to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children: (1) the number of children with disabilities participating in: (a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; and (b) alternate assessments aligned with alternate achievement standards; and (2) the performance of children with disabilities on regular assessments and on alternate assessments, compared with the achievement of all children, including children with disabilities, on those assessments. [20 U.S.C. 1412 (a)(16)(D); 34 CFR §300.160(f)]

**Public Reporting Information**

**Provide links to the page(s) where you provide public reports of assessment results.**

Puerto Rico's publicly reported statewide assessment data for FFY 2021, including public reporting on participation of students with disabilities, is published and available on PRDE's website at: <https://perfilescolar.dde.pr/dashboard/standardizedtest/?schoolcode=State>. Additionally, PRDE's SPP/APR, which will be published once the final version can be extracted from the EMAPS system, provides detailed data on assessment accommodations and alternate assessments.

**Provide additional information about this indicator (optional)**

**3C - Prior FFY Required Actions**

PRDE received a waiver of the assessment requirements and as a result, did not provide baselines or targets for this indicator, as required by the measurement table. In its FFY 2021 SPP/APR, PRDE must provide the required baselines and targets for FFY 2021 through FFY 2025.

**Response to actions required in FFY 2020 SPP/APR**

**3C - OSEP Response**

**3C - Required Actions**

## Indicator 3D: Gap in Proficiency Rates (Grade Level Academic Achievement Standards)

### Instructions and Measurement

**Monitoring Priority:** FAPE in the LRE

**Results indicator:** 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 students against grade level academic achievement standards.

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

#### Data Source

3D. Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications FS175 and 178.

#### Measurement

D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2021-2022 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2021-2022 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.

#### Instructions

Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.

Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), *i.e.*, a link to the Web site where these data are reported.

Indicator 3D: Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2021-2022 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2021-2022 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both 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 - Indicator Data

#### Historical Data:

Subject	Group	Group Name	Baseline Year	Baseline Data
Reading	A	Grade 4	2021	9.51
Reading	B	Grade 8	2021	17.64
Reading	C	Grade HS	2021	22.58
Math	A	Grade 4	2021	6.52
Math	B	Grade 8	2021	1.89
Math	C	Grade HS	2021	3.92

#### Targets

Subject	Group	Group Name	2021	2022	2023	2024	2025
Reading	A <=	Grade 4	9.51	9.50	9.50	9.45	9.40
Reading	B <=	Grade 8	17.64	17.60	17.60	17.55	17.50
Reading	C <=	Grade HS	22.58	22.50	22.50	22.45	22.45
Math	A <=	Grade 4	6.52	6.52	6.51	6.50	6.50
Math	B <=	Grade 8	5.00	5.00	5.00	5.00	1.88
Math	C <=	Grade HS	5.00	5.00	5.00	5.00	3.91

#### Targets: Description of Stakeholder Input

Our original stakeholder group, called the Comité Consultivo de Educación Especial (“Special Education Advisory Committee”), is responsible for advising PRDE regarding the needs in the education of children with disabilities and for providing assistance and feedback about reports to be submitted to the Federal Government including our SSIP. The group includes representation from various sectors such as: the non-profit organization Apoyo a Padres de Niños con Impedimentos (Support for Parents of Students with Disabilities, or APNI by its acronym in Spanish), the Puerto Rico Department of the Family, the Puerto Rico Vocational Rehabilitation Administration, the Puerto Rico Department of Health, Special Education Teachers, School Directors, parents of students with disabilities, SAEI personnel, autism representative, specialists such as a School Psychologist, Occupational Therapist, Speech Pathologist, and adult with impairment, and others. SAEI personnel participate continuously in meetings with the special education

stakeholders group.

The members of our stakeholder group also serve as liaisons for initiatives that benefit the special education population and their families. Recommendations provided from the stakeholders were incorporated into PRDE's FFY 2021 APR. PRDE developed this FFY 2021 SPP/APR with broad stakeholder input. As discussed above, PRDE SAEE held various meetings with the stakeholder group and received their input regarding the SPP/APR, including feedback regarding the individual indicators including FFY 2021 data, targets, and related activities and initiatives as well as the SSIP.

**FFY 2021 Data Disaggregation from EDFacts**

**Data Source:**

SY 2021-22 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

**Date:**

12/21/2022

**Reading Assessment Proficiency Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	18,272	20,537	19,319
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	5,979	6,237	4,680
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	5,238	6,148	6,430
d. All students in regular assessment with accommodations scored at or above proficient against grade level	1,511	965	722
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	302	184	151
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,338	876	525

**Data Source:**

SY 2021-22 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

**Date:**

12/21/2022

**Math Assessment Proficiency Data by Grade**

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	18,165	20,468	19,210
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	5,937	6,221	4,652
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	5,718	997	958
d. All students in regular assessment with accommodations scored at or above proficient against grade level	1,949	210	75
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	368	53	15
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,751	196	53

**FFY 2021 SPP/APR Data: Reading Assessment**

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	27.43%	36.94%		9.51	9.51	N/A	N/A
B	Grade 8	17.00%	34.64%		17.64	17.64	N/A	N/A
C	Grade HS	14.44%	37.02%		22.58	22.58	N/A	N/A

**FFY 2021 SPP/APR Data: Math Assessment**

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
A	Grade 4	35.69%	42.21%		6.52	6.52	N/A	N/A
B	Grade 8	4.00%	5.90%		5.00	1.89	N/A	N/A
C	Grade HS	1.46%	5.38%		5.00	3.92	N/A	N/A

Provide additional information about this indicator (optional)

**3D - Prior FFY Required Actions**

PRDE received a waiver of the assessment requirements and as a result, did not provide baselines or targets for this indicator, as required by the measurement table. In its FFY 2021 SPP/APR, PRDE must provide the required baselines and targets for FFY 2021 through FFY 2025.

Response to actions required in FFY 2020 SPP/APR

**3D - OSEP Response**

**3D - Required Actions**