

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 ED Facts 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	2023	2024	2025
Reading	A >=	Grade 4	96.00%	96.00%	96.10%
Reading	B >=	Grade 8	95.90%	95.95%	96.00%
Reading	C >=	Grade HS	95.75%	95.80%	95.83%
Math	A >=	Grade 4	95.50%	95.55%	95.60%
Math	B >=	Grade 8	95.50%	95.55%	95.60%
Math	C >=	Grade HS	95.20%	95.25%	95.30%

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS188; Data Group: 589)

Date:

01/08/2025

Reading Assessment Participation Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	4,768	4,622	3,915
b. Children with IEPs in regular assessment with no accommodations (3)	665	746	398
c. Children with IEPs in regular assessment with accommodations (3)	3,824	3,614	3,239
d. Children with IEPs in alternate assessment against alternate standards	175	132	124

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS185; Data Group: 588)

Date:

01/08/2025

Math Assessment Participation Data by Grade

Group	Grade 4	Grade 8	Grade HS
a. Children with IEPs (2)	4,767	4,622	3,914
b. Children with IEPs in regular assessment with no accommodations (3)	670	747	397
c. Children with IEPs in regular assessment with accommodations (3)	3,825	3,630	3,243
d. Children with IEPs in alternate assessment against alternate standards	175	134	126

FFY 2023 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	4,664	4,768	98.78%	96.00%	97.82%	Met target	No Slippage
B	Grade 8	4,492	4,622	98.66%	95.90%	97.19%	Met target	No Slippage
C	Grade HS	3,761	3,915	97.34%	95.75%	96.07%	Met target	No Slippage

FFY 2023 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	4,670	4,767	98.69%	95.50%	97.97%	Met target	No Slippage
B	Grade 8	4,511	4,622	98.35%	95.50%	97.60%	Met target	No Slippage
C	Grade HS	3,766	3,914	97.57%	95.20%	96.22%	Met target	No Slippage

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 ED Facts 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	2023	2024	2025
Reading	A >=	Grade 4	27.50%	27.60%	27.70%
Reading	B >=	Grade 8	17.10%	17.20%	17.30%
Reading	C >=	Grade HS	14.50%	14.55%	14.60%
Math	A >=	Grade 4	35.75%	35.75%	35.80%
Math	B >=	Grade 8	4.10%	4.15%	4.20%
Math	C >=	Grade HS	1.50%	1.55%	1.60%

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade (1)

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	4,489	4,360	3,637
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	270	274	100
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,257	869	478

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade (1)

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	4,495	4,377	3,640
b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	322	182	72
c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,478	430	287

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	1,527	4,489	28.23%	27.50%	34.02%	Met target	No Slippage
B	Grade 8	1,143	4,360	17.80%	17.10%	26.22%	Met target	No Slippage
C	Grade HS	578	3,637	15.75%	14.50%	15.89%	Met target	No Slippage

FFY 2023 SPP/APR Data: Math 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	1,800	4,495	33.92%	35.75%	40.04%	Met target	No Slippage
B	Grade 8	612	4,377	5.08%	4.10%	13.98%	Met target	No Slippage
C	Grade HS	359	3,640	4.09%	1.50%	9.86%	Met target	No Slippage

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 ED Facts file specifications FS175 and 178.

Measurement

C. Proficiency rate percent = $[(\# \text{ of children with IEPs scoring at or above proficient against alternate academic achievement standards}) \div (\text{total } \# \text{ of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment})]$. 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	2023	2024	2025
Reading	A >=	Grade 4	55.10%	55.15%	55.20%
Reading	B >=	Grade 8	57.30%	57.35%	57.40%
Reading	C >=	Grade HS	60.05%	60.10%	60.10%
Math	A >=	Grade 4	59.50%	59.55%	59.60%
Math	B >=	Grade 8	44.60%	44.60%	44.65%
Math	C >=	Grade HS	58.75%	58.75%	58.80%

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

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	175	132	124
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	93	73	61

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

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	175	134	126
b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient	95	74	55

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	93	175	53.42%	55.10%	53.14%	Did not meet target	No Slippage
B	Grade 8	73	132	56.78%	57.30%	55.30%	Did not meet target	Slippage
C	Grade HS	61	124	66.96%	60.05%	49.19%	Did not meet target	Slippage

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	95	175	60.42%	59.50%	54.29%	Did not meet target	Slippage
B	Grade 8	74	134	45.76%	44.60%	55.22%	Met target	No Slippage
C	Grade HS	55	126	67.24%	58.75%	43.65%	Did not meet target	Slippage

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 ED Facts 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 2023-2024 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2023-2024 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 2023-2024 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2023-2024 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	2023	2024	2025
Reading	A <=	Grade 4	9.50	9.45	9.40
Reading	B <=	Grade 8	17.60	17.55	17.50
Reading	C <=	Grade HS	22.50	22.45	22.45
Math	A <=	Grade 4	6.51	6.50	6.50
Math	B <=	Grade 8	5.00	5.00	1.88
Math	C <=	Grade HS	5.00	5.00	3.91

Data Source:

SY 2023-24 Assessment Data Groups - Reading (EDFacts file spec FS178; Data Group: 584)

Date:

01/08/2025

Reading Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	16,296	19,099	19,086
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	4,489	4,360	3,637
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	5,141	5,759	5,572
d. All students in regular assessment with accommodations scored at or above proficient against grade level	1,808	1,325	763
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	270	274	100
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,257	869	478

Data Source:

SY 2023-24 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date:

01/08/2025

Math Assessment Proficiency Data by Grade (1)

Group	Grade 4	Grade 8	Grade HS
a. All Students who received a valid score and a proficiency was assigned for the regular assessment	16,317	19,200	19,180
b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment	4,495	4,377	3,640
c. All students in regular assessment with no accommodations scored at or above proficient against grade level	5,843	2,938	3,600
d. All students in regular assessment with accommodations scored at or above proficient against grade level	2,151	657	473
e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level	322	182	72
f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level	1,478	430	287

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	34.02%	42.64%	9.28	9.50	8.63	Met target	No Slippage
B	Grade 8	26.22%	37.09%	15.98	17.60	10.88	Met target	No Slippage
C	Grade HS	15.89%	33.19%	22.62	22.50	17.30	Met target	No Slippage

FFY 2023 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 2022 Data	FFY 2023 Target	FFY 2023 Data	Status	Slippage
A	Grade 4	40.04%	48.99%	8.15	6.51	8.95	Did not meet target	Slippage
B	Grade 8	13.98%	18.72%	3.11	5.00	4.74	Met target	No Slippage
C	Grade HS	9.86%	21.24%	4.46	5.00	11.37	Did not meet target	Slippage