# Part B State Performance Plan/Annual Performance Report (SSP/APR)Federal Fiscal Year (FFY) 2021: Indicators 3B, 3C, and 3D

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

### FFY 2021 Data Disaggregation from EDFacts

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

Date: 04/21/2023

Reading Assessment Proficiency Data by Grade

| Group | Grade 4 | Grade 8 | Grade High School |
| --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment | 11,923 | 11,851 | 8,473 |
| b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 5,106 | 4,008 | 4,102 |
| c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 9 | 0 | 0 |

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

Date: 04/21/2023

Math Assessment Proficiency Data by Grade

| Group | Grade 4 | Grade 8 | Grade High School |
| --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the regular assessment | 11,902 | 11,835 | 7,651 |
| b. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 4,277 | 3,624 | 5,542 |
| c. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 5 | 0 | 0 |

### FFY 2021 SPP/APR Data

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 Percentage | FFY 2021 Target Percentage | FFY 2021 Data Percentage | Status | Slippage |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 5,115 | 11,923 | 38.05% | 38.55% | 42.90% | Met Target | No Slippage |
| **B** | Grade 8 | 4,008 | 11,851 | 30.68% | 31.18% | 33.82% | Met Target | No Slippage |
| **C** | Grade High School | 4,102 | 8,473 | 47.95% | 48.45% | 48.41% | Met Target | No Slippage |

FFY 2021 SPP/APR Data: Math Assessment

| Group | GroupName | 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 Percentage | FFY 2021 Target Percentage | FFY 2021 Data Percentage | Status | Slippage |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 4,282 | 11,902 | 27.95% | 28.45% | 35.98% | Met Target | No Slippage |
| **B** | Grade 8 | 3,624 | 11,835 | 21.75% | 22.25% | 30.62% | Met Target | No Slippage |
| **C** | Grade High School | 5,542 | 7,651 | 37.60% | 38.10% | 72.43% | Met Target | No Slippage |

Provide additional information about this indicator (optional)

State staff submitted two requests through PSC (tickets #23-00176 and #23-04678) to have new snapshots regenerated of Virginia’s assessment data loaded into Virginia’s FFY2021 Part B SPP/APR that includes the statewide proficiency data for SY 2020-21 in reading (FS178) that was resubmitted to EDFacts on 1/12/2023 and statewide proficiency data SY 2021-2022 in reading and math (FS178/175) that was resubmitted to EDFacts on 4/20/23. Both tickets were combined by PSC into a new ticket (#23-04738). Per communication with the PSC in January 2023 pertaining to ticket #23-00176, data resubmitted after the snapshot would be reloaded into the APR tool during the clarification window; however, as of the afternoon of April 27, 2023, ticket number 23-04738 remains open without clarity on if, or when, the new snapshots will be regenerated and loaded into Virginia’s FFY2021 Part B SPP/APR. The attached document titled *Part B SPP-APR FFY2021 Template Indicator 3* provides all the information that is omitted from the prefill data in Indicators 3B, 3C, and 3D.

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

### FFY 2021 Data Disaggregation from EDFacts

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

Date: 04/21/2023

Reading Assessment Proficiency Data by Grade

| Group | Grade 4 | Grade 8 | Grade High School |
| --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment | 1,057 | 1,187 | 953 |
| b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient | 784 | 854 | 755 |

Data Source: SY 2020-21 Assessment Data Groups - Math (EDFacts file spec FS175; Data Group: 583)

Date: 04/21/2023

Math Assessment Proficiency Data by Grade

| Group | Grade 4 | Grade 8 | Grade High School |
| --- | --- | --- | --- |
| a. Children with IEPs who received a valid score and a proficiency level was assigned for the alternate assessment | 1,053 | 1,187 | 819 |
| b. Children with IEPs in alternate assessment against alternate standards scored at or above proficient | 690 | 792 | 597 |

### FFY 2021 SPP/APR Data

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 Percentage | FFY 2021 Target Percentage | FFY 2021 Data Percentage | Status | Slippage |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 784 | 1,057 | 86.80% | 74.17% | 74.17% | Met Target | No Slippage |
| **B** | Grade 8 | 854 | 1,187 | 81.09% | 71.95% | 71.95% | Met Target | No Slippage |
| **C** | Grade High School | 755 | 953 | 81.30% | 79.22% | 79.22% | Met Target | No Slippage |

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 Percentage | FFY 2021 Target Percentage | FFY 2021 Data Percentage | Status | Slippage |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 690 | 1,053 | 89.17% | 65.53% | 65.53% | Met Target | No Slippage |
| **B** | Grade 8 | 792 | 1,187 | 81.94% | 66.72% | 66.72% | Met Target | No Slippage |
| **C** | Grade HS | 597 | 819 | 77.51% | 72.89% | 72.89% | Met Target | No Slippage |

Provide additional information about this indicator (optional)

State staff submitted two requests through PSC (tickets #23-00176 and #23-04678) to have new snapshots regenerated of Virginia’s assessment data loaded into Virginia’s FFY2021 Part B SPP/APR that includes the statewide proficiency data for SY 2020-21 in reading (FS178) that was resubmitted to EDFacts on 1/12/2023 and statewide proficiency data SY 2021-2022 in reading and math (FS178/175) that was resubmitted to EDFacts on 4/20/23. Both tickets were combined by PSC into a new ticket (#23-04738). Per communication with the PSC in January 2023 pertaining to ticket #23-00176, data resubmitted after the snapshot would be reloaded into the APR tool during the clarification window; however, as of the afternoon of April 27, 2023, ticket number 23-04738 remains open without clarity on if, or when, the new snapshots will be regenerated and loaded into Virginia’s FFY2021 Part B SPP/APR. The attached document titled *Part B SPP-APR FFY2021 Template Indicator 3* provides all the information that is omitted from the prefill data in Indicators 3B, 3C, and 3D.

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

### FFY 2021 Data Disaggregation from EDFacts

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

Date: 04/21/2023

Reading Assessment Proficiency Data by Grade

| Group | Grade 4 | Grade 8 | Grade High School |
| --- | --- | --- | --- |
| a. All Students who received a valid score and a proficiency was assigned for the regular assessment | 89,247 | 95,236 | 76,227 |
| b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment | 11,923 | 11,851 | 8,473 |
| c. All students in regular assessment with no accommodations scored at or above proficient against grade level | 63,956 | 68,065 | 62,360 |
| d. All students in regular assessment with accommodations scored at or above proficient against grade level | 10 | 1 | 0 |
| e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 5,106 | 4,008 | 4,102 |
| f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 9 | 0 | 0 |

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

Date: 04/21/2023

Math Assessment Proficiency Data by Grade

| Group | Grade 4 | Grade 8 | Grade High School |
| --- | --- | --- | --- |
| a. All Students who received a valid score and a proficiency was assigned for the regular assessment | 89,979 | 96,093 | 82,646 |
| b. Children with IEPs who received a valid score and a proficiency was assigned for the regular assessment | 11,902 | 11,835 | 7,651 |
| c. All students in regular assessment with no accommodations scored at or above proficient against grade level | 59,168 | 63,764 | 74,761 |
| d. All students in regular assessment with accommodations scored at or above proficient against grade level | 6 | 0 | 0 |
| e. Children with IEPs in regular assessment with no accommodations scored at or above proficient against grade level | 4,277 | 3,624 | 5,542 |
| f. Children with IEPs in regular assessment with accommodations scored at or above proficient against grade level | 5 | 0 | 0 |

### FFY 2021 SPP/APR Data

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 Percentage | FFY 2021 Target Percentage | FFY 2021 Data Percentage | Status | Slippage |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 42.90% | 71.67% | 29.67% | 29.17% | 28.77% | Met Target | No Slippage |
| **B** | Grade 8 | 33.82% | 71.47% | 38.53% | 38.03% | 37.65% | Met Target | No Slippage |
| **C** | Grade High School | 48.41% | 81.81% | 33.54% | 33.04% | 33.40% | Did Not Meet Target | No Slippage |

FFY 2021 SPP/APR Data: Math Assessment

| Group | GroupName  | 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 Percentage | FFY 2021 Target Percentage | FFY 2021 Data Percentage | Status | Slippage |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A** | Grade 4 | 35.98% | 65.76% | 27.34% | 26.84% | 29.78% | Did Not Meet Target | Slippage |
| **B** | Grade 8 | 30.62% | 66.36% | 34.21% | 33.71% | 35.74% | Did Not Meet Target | Slippage |
| **C** | Grade High School | 72.43% | 90.46% | 22.27% | 21.77% | 18.03% | Met Target | No Slippage |

Provide reasons for slippage for Group A, if applicable

Based on 2021 data, Virginia experienced slippage in assessment/performance results in grade 4 mathematics for students with disabilities. In stakeholder meetings and feedback sessions, local school division personnel reported that due to continued impact from the pandemic, students with disabilities required more intensive and frequent instructional and social emotional/behavioral services that resulted in more time in settings outside of the general education class, including separate schools/placements, residential facilities, etc. Based on the Part B Tree of Influence, the least restrictive environment (where students receive instruction and from whom - properly endorsed personnel) directly impacts instruction and assessment. These trends have therefore impacted indicator 3 assessment performance in mathematics.

Additionally, due to the pandemic, foundational skills that would have been acquired in the previous two grade levels before 2021, resulted in lower performance because of limited instructional opportunity and variability with access. The Virginia Department of Education has continually provided professional development, training, and resources on evidence-based practices for teaching and learning.

Provide reasons for slippage for Group B, if applicable

Based on 2021 data, Virginia experienced slippage in assessment/performance results in grade 8 mathematics for students with disabilities. In stakeholder meetings and feedback sessions, local school division personnel reported that due to continued impact from the pandemic, students with disabilities required more intensive and frequent instructional and social emotional/behavioral services that resulted in more time in settings outside of the general education class, including separate schools/placements, residential facilities, etc. Based on the Part B Tree of Influence, the least restrictive environment (where students receive instruction and from whom - properly endorsed personnel) directly impacts instruction and assessment. These trends have therefore impacted indicator 3 assessment performance in mathematics.

Additionally, due to the pandemic, foundational skills that would have been acquired in the previous two grade levels before 2021, resulted in lower performance because of limited instructional opportunity and variability with access. The Virginia Department of Education has continually provided professional development, training, and resources on evidence-based practices for teaching and learning.

Provide additional information about this indicator (optional)

State staff submitted two requests through PSC (tickets #23-00176 and #23-04678) to have new snapshots regenerated of Virginia’s assessment data loaded into Virginia’s FFY2021 Part B SPP/APR that includes the statewide proficiency data for SY 2020-21 in reading (FS178) that was resubmitted to EDFacts on 1/12/2023 and statewide proficiency data SY 2021-2022 in reading and math (FS178/175) that was resubmitted to EDFacts on 4/20/23. Both tickets were combined by PSC into a new ticket (#23-04738). Per communication with the PSC in January 2023 pertaining to ticket #23-00176, data resubmitted after the snapshot would be reloaded into the APR tool during the clarification window; however, as of the afternoon of April 27, 2023, ticket number 23-04738 remains open without clarity on if, or when, the new snapshots will be regenerated and loaded into Virginia’s FFY2021 Part B SPP/APR. The attached document titled Part B SPP-APR FFY2021 Template Indicator 3 provides all the information that is omitted from the prefill data in Indicators 3B, 3C, and 3D.