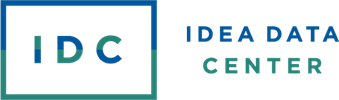
**IDEA Assessment in SPP/APR Indicator 3B for School Year 2023-2024**



**Indicator 3B: Proficiency Rate for Children With IEPs Against Grade-Level Academic Achievement Standards**

# **Instructions:** 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.

**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.

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| --- | --- | --- | --- |
| **Reading assessment proficiency data, by grade** | | | |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score | 2,013 | 1,358 | 849 |
| and a proficiency level was assigned for the |
| regular assessment1 |
| b. Children with IEPs in regular assessment with | 391 | 137 | 126 |
| no accommodations scored at or above |
| proficient against grade level |
| c. Children with IEPs in regular assessment with | 6 | 4 | 3 |
| accommodations scored at or above proficient |
| against grade level |

|  |  |  |  |
| --- | --- | --- | --- |
| **Math assessment proficiency data, by grade** | | | |
| **Group** | **Grade 4** | **Grade 8** | **Grade HS** |
| a. Children with IEPs who received a valid score | 2,009 | 1,360 | 850 |
| and a proficiency level was assigned for the |
| regular assessment1 |
| b. Children with IEPs in regular assessment with | 414 | 109 | 35 |
| no accommodations scored at or above |
| proficient against grade level |
| c. Children with IEPs in regular assessment with | 13 | 4 | 0 |
| accommodations scored at or above proficient |
| against grade level |

1 The term “regular assessment” is an aggregation of the following types of assessments, as applicable for each grade/grade group: regular assessment based on grade-level achievement standards; advanced assessment; Innovative Assessment Demonstration Authority (IADA) pilot assessment; high school regular assessment I; high school regular assessment II; high school regular assessment III; and locally selected, nationally recognized high school assessment in the prefilled data in this indicator.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SPP/APR data: Reading assessment** | | | | | | | | |
| **Group** | **Group name** |  | **Number of children with** | **Prior FFY data** | **Current FFY target** | **Current FFY data** | **Status** | **Slippage1** |
| **Number of children with** | **IEPs who received a valid** |
| **IEPs scoring at or above** | **score and for whom a** |
| **proficient against grade** | **proficiency level was** |
| **level academic**  **achievement standards** | **assigned for the regular**  **assessment** |
| A | Grade 4 | 397 | 2,013 | 19.37% | 19.76% | 19.72% | Did not meet target | No slippage |
| B | Grade 8 | 141 | 1,358 | 11.26% | 11.28% | 10.38% | Did not meet target | No slippage |
| C | Grade HS | 129 | 849 | 15.93% | 16.70% | 15.19% | Did not meet target | No slippage |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SPP/APR data: Math assessment** | | | | | | | | |
| **Group** | **Group name** |  | **Number of children with** | **Prior FFY data** | **Current FFY target** | **Current FFY data** | **Status** | **Slippage1** |
| **Number of children with** | **IEPs who received a valid** |
| **IEPs scoring at or above** | **score and for whom a** |
| **proficient against grade** | **proficiency level was** |
| **level academic**  **achievement standards** | **assigned for the regular**  **assessment** |
| A | Grade 4 | 427 | 2,009 | 22.14% | 21.86% | 21.25% | Did not meet target | No slippage |
| B | Grade 8 | 113 | 1,360 | 7.33% | 7.46% | 8.31% | Met target | No slippage |
| C | Grade HS | 35 | 850 | 4.18% | 4.23% | 4.12% | Did not meet target | Slippage |

1 The *IDEA Assessment Data Display Tool for SPP/APR Indicator 3* does not calculate slippage. When states use the Annual Performance Reporting (APR) Tool in E*MAPS* to submit their data for the SPP/APR, the APR Tool will calculate slippage automatically. The definition of slippage is a worsening from the previous data AND a failure to meet the target. The worsening also needs to meet certain thresholds to be considered slippage. For a "large" percentage (10 percent or above), it is considered slippage if the worsening is more than 1.0 percentage point. For a "small" percentage (less than 10 percent), it is considered slippage if the worsening is more than 0.1 percentage point. *\*\*For this attachment, South Dakota has manually determined if slippage occurred utilizing OSEP’s definition to the best extent possible.*

