



STATE PERFORMANCE PLAN AND ANNUAL PERFORMANCE REPORT ASSESSMENT CHANGES FOR FFY 2020-25

October 28, 2021

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PRESENTATION OUTCOMES

PARTICIPANTS WILL:

- REVIEW THE NEW STATE PERFORMANCE PLAN REQUIREMENTS FOR INDICATOR 3: ASSESSMENT
- GAIN A DEEPER UNDERSTANDING OF INDICATOR 3
- GAIN A DEEPER UNDERSTANDING OF TARGET SETTING STRATEGIES
- PROVIDE INPUT FOR BASELINE AND TARGET SETTING STRATEGIES

IMPORTANT CONSIDERATIONS FOR THE INDICATORS

- FEDERAL DEFINITIONS OF EACH INDICATOR ARE SET BY U.S. DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION PROGRAMS. EVERY STATE IN THE NATION USES THE SAME DEFINITIONS. DEFINITIONS ARE NOT ABLE TO BE ALTERED. ANY CHANGES WOULD NEED TO COME DIRECTLY FROM OSEP.
- THESE INDICATORS ONLY PERTAIN TO STUDENTS WITH DISABILITIES WHO ARE ON INDIVIDUALIZED EDUCATION PROGRAMS (IEPS).
- THESE IDEA SPP INDICATORS, WHILE REPORTED TO OSEP IN ACCORDANCE WITH SPECIFIED FEDERAL REPORTING REQUIREMENTS, ARE NOT NECESSARILY CALCULATED/REPORTED THE SAME AS THOSE IN THE STATE ACCOUNTABILITY SYSTEM.

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

Provide Feedback at
<https://forms.gle/a9yGyVhzt7S9Ejw8>

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered in the middle of the slide.

INDICATOR 3: ASSESSMENT CHANGES

PREVIOUS INDICATOR 3: ASSESSMENT

| | | |
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| <p>3. Participation and performance of children with IEPs on statewide assessments:</p> <p>A. Reserved (discontinued)</p> <p>B. Participation rate for children with IEPs.</p> <p>C. Proficiency rate for children with IEPs</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p> | <p>Data Source:</p> <p>3B. Same data as used for reporting to the Department under Title I of the ESEA, using <i>EDFacts</i> file specifications C185 and 188.</p> <p>3C. Same data as used for reporting to the Department under Title I of the ESEA, using <i>EDFacts</i> file specifications C175 and 178.</p> | <p>Reported on all students who participated in the statewide assessment. Both regular and alternate assessment for Literacy and Math.</p> <p>Not by specific grade level</p> |
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NEW INDICATOR 3: ASSESSMENT

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| <p>3. Participation and performance of children with IEPs on statewide assessments:</p> <p>A. Participation rate for children with IEPs.</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p> | <p>Data Source:</p> <p>3A. Same data as used for reporting to the Department under Title I of the ESEA, using <i>EDFacts</i> file specifications C185 and 188.</p> <p>3B. Same data as used for reporting to the Department under Title I of the ESEA, using <i>EDFacts</i> file specifications C175 and 178.</p> <p>3C. Same data as used for reporting to the Department under Title I of the ESEA, using <i>EDFacts</i> file specifications C175 and 178.</p> <p>3D. Same data as used for reporting to the Department under Title I of the ESEA, using <i>EDFacts</i> file specifications C175 and 178.</p> | <p>Describe the results of the calculations and compare the results to the targets. Provide the actual numbers used in the calculation.</p> <p>Include information regarding where to find public reports of assessment participation and performance results, as required by 34 CFR §300.160(f), <i>i.e.</i>, a link to the Web site where these data are reported.</p> |
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INDICATOR 3: ASSESSMENT

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| <p>3. Participation and performance of children with IEPs on statewide assessments:</p> <p>A. Participation rate for children with IEPs.</p> <p>B. Proficiency rate for children with IEPs against grade level academic achievement standards.</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p> <p>Note: Arkansas reports each grade level 3-10 in the EDFacts file. Since OSEP wants HS as the category they will merge grades 9 & 10 data together for the indicator.</p> | <p>Measurement:</p> <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> |
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INDICATOR 3: ASSESSMENT

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| <p>3. Participation and performance of children with IEPs on statewide assessments:</p> <p>C. Proficiency rate for children with IEPs against alternate academic achievement standards.</p> <p>D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p> | <p>Measurement:</p> <p>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.</p> <p>D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 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.</p> | <p>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.</p> <p>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 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. 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.</p> |
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INDICATOR 3A: PARTICIPATION 2020-21 ASSESSMENT DATA

| MATH | NUMERATOR | DENOMINATOR | PERCENTAGE |
|-----------------|------------------|--------------------|-------------------|
| GRADE 04 | 5297 | 5403 | 98.04 |
| GRADE 08 | 4870 | 5086 | 95.75 |
| GRADE HS | 8713 | 9284 | 93.85 |
| RLA | | | |
| GRADE 04 | 5287 | 5403 | 97.85 |
| GRADE 08 | 4847 | 5087 | 95.28 |
| GRADE HS | 8632 | 9282 | 92.30 |

| Indicator 3A: Overall Participation - Math | | | | | |
|--|---------------|-------|-------|-------|-----------|
| | | 4th | 8th | HS | ESSA Rate |
| 2016 | Participation | 99.53 | 99.12 | 99.65 | |
| 2017 | Participation | 99.28 | 99.09 | 99.48 | |
| 2018 | Participation | 99.58 | 98.66 | 99.71 | |
| 2019 | Participation | 99.70 | 99.18 | 99.81 | |
| | | | | | |
| 2021 | Participation | 98.04 | 95.75 | 93.85 | 95.00 |
| 2022 | | | | | 95.00 |
| 2023 | | | | | 95.00 |
| 2024 | | | | | 95.00 |
| 2025 | | | | | 95.00 |
| 2026 | | | | | 95.00 |

| Indicator 3A: Overall Participation - RLA | | | | | |
|---|---------------|-------|-------|-------|-----------|
| | | 4th | 8th | HS | ESSA Rate |
| 2016 | Participation | 99.51 | 99.00 | 96.82 | |
| 2017 | Participation | 99.26 | 98.98 | 97.61 | |
| 2018 | Participation | 99.62 | 98.50 | 97.09 | |
| 2019 | Participation | 99.55 | 99.13 | 98.03 | |
| | | | | | |
| 2021 | Participation | 97.85 | 95.28 | 92.30 | 95.00 |
| 2022 | | | | | 95.00 |
| 2023 | | | | | 95.00 |
| 2024 | | | | | 95.00 |
| 2025 | | | | | 95.00 |
| 2026 | | | | | 95.00 |

INDICATOR 3B: PROFICIENCY ON THE REGULAR ASSESSMENT (ASPIRE), 2020-21

| MATH | NUMERATOR | DENOMINATOR | PERCENTAGE |
|-----------------|------------------|--------------------|-------------------|
| GRADE 04 | 709 | 4984 | 14.23 |
| GRADE 08 | 162 | 4571 | 3.54 |
| GRADE HS | 210 | 8154 | 2.58 |
| RLA | | | |
| GRADE 04 | 332 | 4973 | 6.68 |
| GRADE 08 | 203 | 4547 | 4.46 |
| GRADE HS | 287 | 8070 | 3.56 |

| 3B: Proficiency –Math Regular Assessment | Grade 4 Historical | SD (1.68) | Avg Diff (.75) | Grade 8 Historical | SD (1.43) | Avg Diff (.75) | HS Historical | SD (.63) | Avg Diff (.42) |
|---|-------------------------------|----------------------|---------------------------|-------------------------------|----------------------|---------------------------|--------------------------|---------------------|---------------------------|
| 2016 | 17.23 | | | 4.08 | | | 2.11 | | |
| 2017 | 17.62 | | | 2.69 | | | 2.31 | | |
| 2018 | 17.67 | | | 6.12 | | | 3.18 | | |
| 2019 | 19.42 | | | 6.33 | | | 3.84 | | |
| | | | | | | | | | |
| 2021 | 14.23 | | | 3.54 | | | 2.58 | | |
| 2022 | | 14.57 | 14.98 | | 3.83 | 4.36 | | 2.71 | 3.00 |
| 2023 | | 14.90 | 15.73 | | 4.11 | 5.18 | | 2.83 | 3.42 |
| 2024 | | 15.24 | 16.48 | | 4.40 | 6.00 | | 2.96 | 3.84 |
| 2025 | | 15.57 | 17.23 | | 4.69 | 6.82 | | 3.08 | 4.26 |
| 2026 | | 15.91 | 17.98 | | 4.98 | 7.64 | | 3.21 | 4.68 |

| 3B: Proficiency –RLA Regular Assessment | Grade 4 Historical | SD (1.13) | Avg Diff (.90) | Grade 8 Historical | SD (.95) | Avg Diff (.68) | HS Historical | SD (.73) | Avg Diff (.28) |
|--|-------------------------------|----------------------|---------------------------|-------------------------------|---------------------|---------------------------|--------------------------|---------------------|---------------------------|
| 2016 | 7.86 | | | 7.17 | | | 4.68 | | |
| 2017 | 9.96 | | | 8.68 | | | 5.80 | | |
| 2018 | 8.98 | | | 6.37 | | | 4.26 | | |
| 2019 | 9.08 | | | 6.37 | | | 4.39 | | |
| 2020 | | | | | | | | | |
| 2021 | 6.68 | | | 4.46 | | | 3.56 | | |
| 2022 | | 6.91 | 7.58 | | 4.73 | 5.14 | | 3.71 | 3.84 |
| 2023 | | 7.13 | 8.48 | | 5.01 | 5.82 | | 3.85 | 4.12 |
| 2024 | | 7.36 | 9.38 | | 5.27 | 6.5 | | 3.99 | 4.40 |
| 2025 | | 7.59 | 10.28 | | 5.55 | 7.18 | | 4.14 | 4.68 |
| 2026 | | 7.81 | 11.18 | | 5.83 | 7.86 | | 4.29 | 4.96 |

INDICATOR 3C: PROFICIENCY ON THE ALTERNATE ASSESSMENT (DLM), 2020-21

| MATH | NUMERATOR | DENOMINATOR | PERCENTAGE |
|-----------------|------------------|--------------------|-------------------|
| GRADE 04 | 36 | 313 | 11.50 |
| GRADE 08 | 36 | 299 | 12.40 |
| GRADE HS | 85 | 559 | 15.21 |
| RLA | | | |
| GRADE 04 | 96 | 314 | 30.57 |
| GRADE 08 | 45 | 300 | 15.00 |
| GRADE HS | 63 | 562 | 11.21 |

| 3C: Proficiency –Math Alternate Assessment | Grade 4 Historical | SD (17.12) | Avg Diff (11.39) | Grade 8 Historical | SD (21.29) | Avg Diff (12.81) | HS Historical | SD (20.07) | Avg Diff (11.14) |
|---|-------------------------------|-----------------------|-----------------------------|-------------------------------|-----------------------|-----------------------------|--------------------------|-----------------------|-----------------------------|
| 2016 | 57.05 | | | 63.64 | | | 59.77 | | |
| 2017 | 52.77 | | | 61.42 | | | 59.51 | | |
| 2018 | 42.34 | | | 51.88 | | | 55.56 | | |
| 2019 | 25.20 | | | 20.86 | | | 19.88 | | |
| 2020 | | | | | | | | | |
| 2021 | 11.50 | | | 12.04 | | | 15.21 | | |
| 2022 | | 14.92 | 22.89 | | 16.30 | 25.21 | | 19.22 | 26.35 |
| 2023 | | 18.35 | 34.28 | | 20.56 | 38.02 | | 23.24 | 37.49 |
| 2024 | | 21.77 | 45.67 | | 24.82 | 50.83 | | 27.25 | 48.63 |
| 2025 | | 25.20 | 57.06 | | 29.08 | 63.64 | | 31.26 | 59.77 |
| 2026 | | 28.62 | 68.45 | | 33.33 | 76.45 | | 35.28 | 70.91 |

| 3C: Proficiency –RLA Alternate Assessment | Grade 4 Historical | SD (10.43) | Avg Diff (6.98) | Grade 8 Historical | SD (14.39) | Avg Diff (9.49) | HS Historical | SD (25.67) | Avg Diff (13.26) |
|--|-------------------------------|-----------------------|----------------------------|-------------------------------|-----------------------|----------------------------|--------------------------|-----------------------|-----------------------------|
| 2016 | 58.50 | | | 52.94 | | | 64.26 | | |
| 2017 | 55.47 | | | 51.20 | | | 62.4% | | |
| 2018 | 45.09 | | | 46.88 | | | 60.62 | | |
| 2019 | 56.53 | | | 31.58 | | | 26.97 | | |
| 2020 | | | | | | | | | |
| 2021 | 30.57 | | | 15.00 | | | 11.21 | | |
| 2022 | | 32.66 | 37.55 | | 17.87 | 24.49 | | 16.35 | 24.47 |
| 2023 | | 34.74 | 44.53 | | 19.96 | 31.47 | | 18.43 | 31.45 |
| 2024 | | 36.83 | 51.51 | | 22.05 | 38.45 | | 20.52 | 38.43 |
| 2025 | | 38.91 | 58.49 | | 24.13 | 45.43 | | 22.60 | 45.41 |
| 2026 | | 40.99 | 65.47 | | 26.22 | 52.41 | | 24.69 | 52.39 |

INDICATOR 3D: PROFICIENCY GAP ON THE REGULAR ASSESSMENT (ASPIRE), 2020-21

| MATH | ALL STUDENTS NUMERATOR | ALL STUDENTS DENOMINATOR | ALL STUDENTS PERCENTAGE | SWD NUMERATOR | SWD DENOMINATOR | SWD PERCENTAGE | PROFICIENCY GAP |
|-----------------|-----------------------------------|-------------------------------------|------------------------------------|--------------------------|----------------------------|---------------------------|----------------------------|
| GRADE 04 | 14987 | 34802 | 43.06 | 709 | 4984 | 14.23 | 28.83 |
| GRADE 08 | 13638 | 37659 | 36.21 | 162 | 4571 | 3.54 | 32.67 |
| GRADE HS | 16783 | 69186 | 24.26 | 210 | 8154 | 2.58 | 21.68 |
| RLA | | | | | | | |
| GRADE 04 | 12595 | 34760 | 36.23 | 332 | 4973 | 6.68 | 29.55 |
| GRADE 08 | 16185 | 37536 | 43.12 | 203 | 4547 | 4.46 | 38.66 |
| GRADE HS | 25823 | 68812 | 37.53 | 287 | 8070 | 3.56 | 33.97 |

| 3D: Proficiency – Math GAP | Grade 4 Historical | SD (3.04) | Avg Diff (1.73) | Grade 8 Historical | SD (8.06) | Avg Diff (1.61) | HS Historical | SD (2.75) | Avg Diff (.31) |
|---------------------------------------|-------------------------------|----------------------|----------------------------|-------------------------------|----------------------|----------------------------|--------------------------|----------------------|---------------------------|
| 2016 | 36.68 | | | 20.34 | | | 22.92 | | |
| 2017 | 37.54 | | | 40.90 | | | 25.25 | | |
| 2018 | 34.81 | | | 40.29 | | | 28.04 | | |
| 2019 | 34.34 | | | 41.47 | | | 28.71 | | |
| | | | | | | | | | |
| 2021 | 28.83 | | | 32.67 | | | 21.68 | | |
| 2022 | | 28.22 | 27.10 | | 31.06 | 29.59 | | 21.13 | 21.37 |
| 2023 | | 27.61 | 25.37 | | 29.45 | 26.51 | | 20.58 | 21.06 |
| 2024 | | 27.01 | 23.64 | | 27.83 | 23.43 | | 20.03 | 20.75 |
| 2025 | | 26.40 | 21.91 | | 26.22 | 20.35 | | 19.48 | 20.44 |
| 2026 | | 25.79 | 20.18 | | 24.61 | 17.27 | | 18.93 | 20.13 |

| 3D: Proficiency – RLA GAP | Grade 4 Historical | SD (2.96) | Avg Diff (.96) | Grade 8 Historical | SD (3.33) | Avg Diff (1.66) | HS Historical | SD (3.99) | Avg Diff (2.22) |
|--------------------------------------|-------------------------------|----------------------|---------------------------|-------------------------------|----------------------|----------------------------|--------------------------|----------------------|----------------------------|
| 2016 | 32.33 | | | 45.29 | | | 42.83 | | |
| 2017 | 38.23 | | | 48.59 | | | 45.57 | | |
| 2018 | 33.36 | | | 41.78 | | | 39.45 | | |
| 2019 | 35.74 | | | 43.30 | | | 38.02 | | |
| | | | | | | | | | |
| 2021 | 29.55 | | | 38.66 | | | 33.97 | | |
| 2022 | | 28.96 | 28.59 | | 37.99 | 37.00 | | 33.17 | 31.75 |
| 2023 | | 28.37 | 27.63 | | 37.32 | 35.34 | | 32.37 | 29.53 |
| 2024 | | 27.77 | 26.67 | | 36.65 | 33.68 | | 31.58 | 27.31 |
| 2025 | | 27.18 | 25.71 | | 35.98 | 32.02 | | 30.78 | 25.09 |
| 2026 | | 25.59 | 24.75 | | 35.31 | 30.36 | | 29.98 | 22.87 |

