

Indicator 3: Assessment

Target Setting

October 2021

Indicator 3

- Indicator 3 examines
 - (A) Participation rate for children with IEPs
 - (B) Proficiency rate for children with IEPs against grade-level academic 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
- Sub indicators A,B,C and D have their own measurement and will have their own targets.

3A

Participation rate for children
with IEPs

Indicator 3A

- **Measurement 3A:** Participation rates on reading and math assessments for students with IEPs (Grades 4, 8, and 9 separately)
- 6 measures and targets per Indicator 3 sub-indicator
 - Reading grades 4, 8, 9
 - Math grades 4, 8, 9

Participation Rate Measure

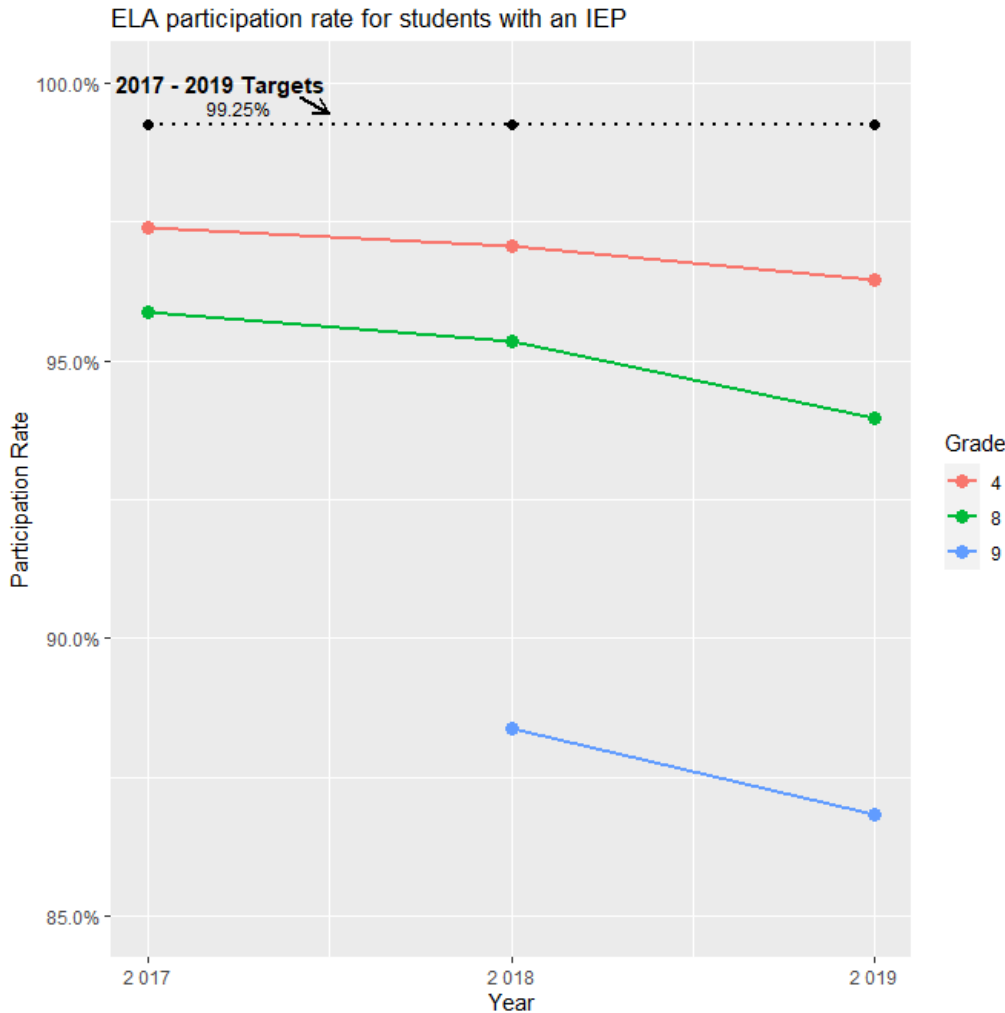
Students with IEPs:

did not participate



24 of 25 students participated: $24 \div 25 = 96\%$

3A ELA

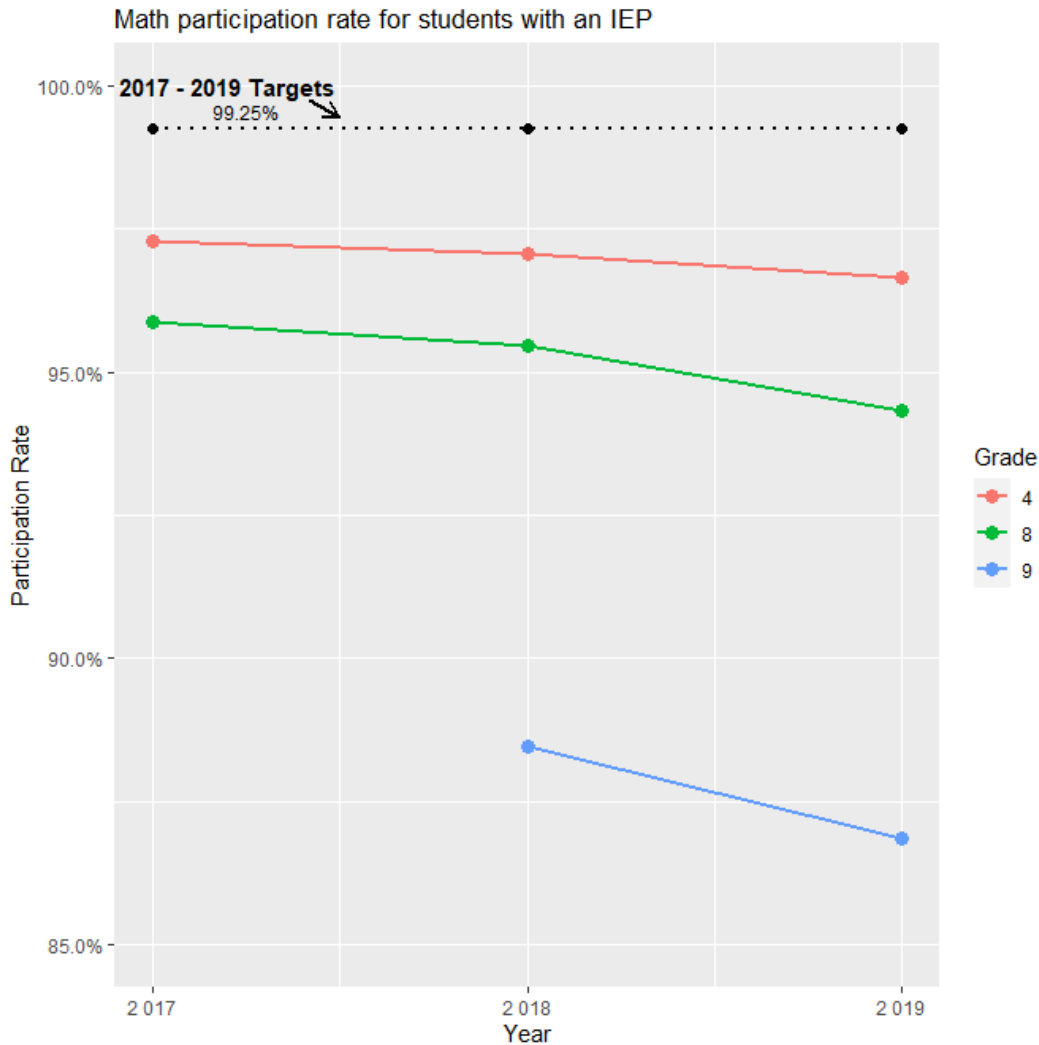


Grade 4
2017: 97.4%
2018: 97.1%
2019: 96.5%

Grade 8
2017: 95.9%
2018: 95.4%
2019: 94.0%

Grade 9
2018: 88.4%
2019: 86.8%

3A Math



Grade 4

2017: 97.3%

2018: 97.1%

2019: 96.6%

Grade 8

2017: 95.9%

2018: 95.5%

2019: 94.3%

Grade 9

2018: 88.5%

2019: 86.8%

Indicator 3 A

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
A-ELA-4: Participation rates on reading assessments for students with IEPs Grade 4						
A-MA-4: Participation rates on math assessments for students with IEPs Grade 4						
A-ELA-8: Participation rates on reading assessments for students with IEPs Grade 8						
A-MA-8: Participation rates on math assessments for students with IEPs Grade 8						
A-ELA-9: Participation rates on reading assessments for students with IEPs Grade 9						
A-MA-9: Participation rates on math assessments for students with IEPs Grade 9						

3B

Proficiency rate for children
with IEPs against grade-level
academic standards

Indicator 3B

- **Measurement B:** Proficiency rates against grade-level academic achievement standards on reading and math assessments for students with IEPs (Grades 4, 8, and 9 separately)
- 6 measures and targets per Indicator 3 sub-indicator
 - Reading grades 4, 8, 9
 - Math grades 4, 8, 9

This data is hypothetical and for illustrative purposes only.

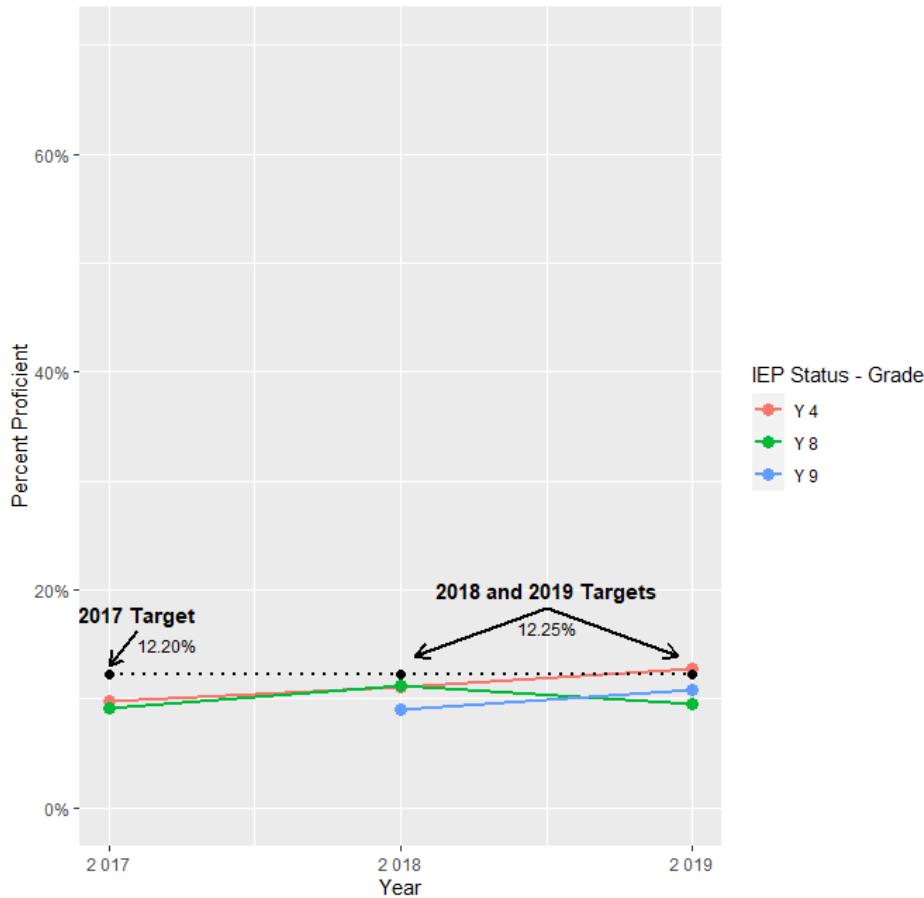
Proficiency Rate Measure

Students with IEPs who received valid scores:



Indicator 3B Historical Data ELA

ELA performance of students with an IEP



Grade 4

2017: 9.8%

2018: 11.2%

2019: 12.8%

Grade 8

2017: 9.1%

2018: 11.3%

2019: 9.5%

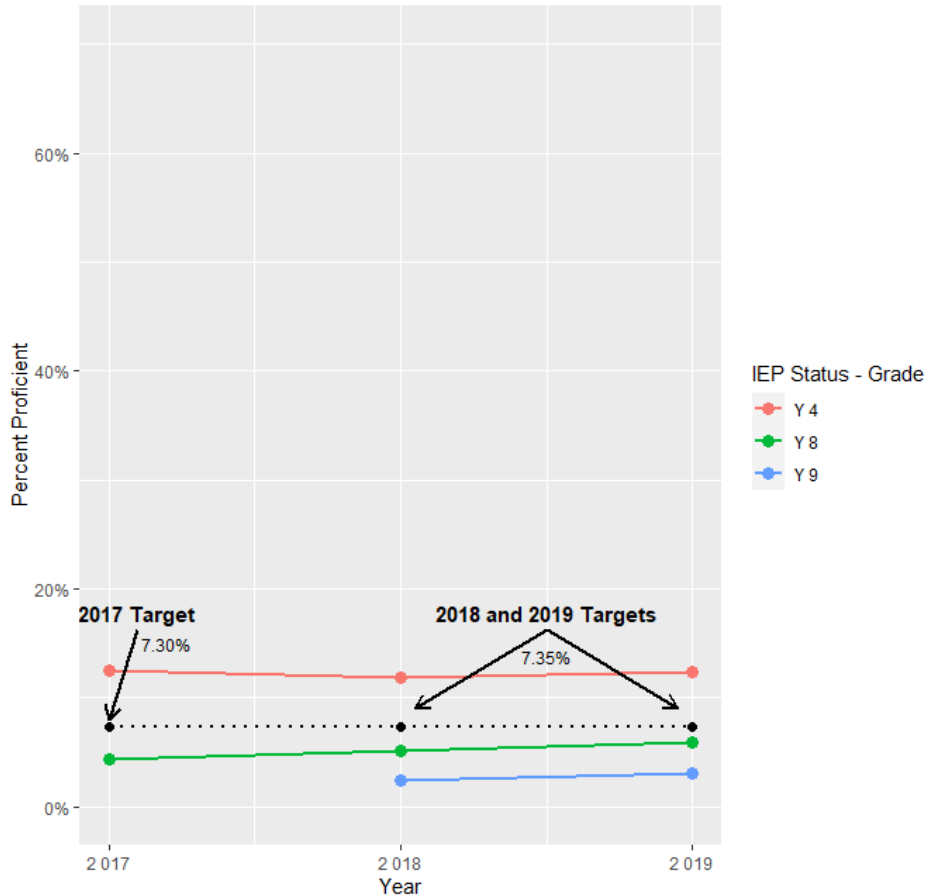
Grade 9

2018: 9.0%

2019: 10.8%

Indicator 3B Historical Data Math

Math performance of students with an IEP



Grade 4
2017: 12.5%
2018: 11.9%
2019: 12.4%

Grade 8
2017: 4.3%
2018: 5.2%
2019: 5.9%

Grade 9
2018: 2.4%
2019: 3.1%

Indicator 3 B

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
B-ELA-4: Proficiency rates against grade-level academic achievement standards on reading for students with IEPs in Grade 4						
B-MA-4: Proficiency rates against grade-level academic achievement standards on math assessments for students with IEPs in Grade 4						
B-ELA-8: Proficiency rates against grade-level academic achievement standards on reading assessments for students with IEPs in Grade 8						
B-MA-8: Proficiency rates against grade-level academic achievement standards math assessments for students with IEPs in Grade 8						
B-ELA-9: Proficiency rates against grade-level academic achievement standards on reading assessments for students with IEPs Grade 9						
B-MA-9: Proficiency rates against grade-level academic achievement standards on math assessments for students with IEPs in Grade 9						

3C

Proficiency rate for children with
IEPs against alternate academic
achievement standards

What is the Alternate Academic Achievement Standards Assessment?

- Assessment against Alternate Academic Achievement Standards is performed in Vermont according to Every Student Succeeds Act.
- The primary purpose of the Vermont Alternate Assessment (VTAA) is to ensure that students with significant cognitive disabilities have the opportunity to participate in a challenging, standards-based curriculum that encourages high academic expectations.
- Decisions regarding the method of assessing students with disabilities must be made on an individual basis by the student's individualized education program (IEP) team and documented in the student's IEP.

Indicator 3C

- **Measurement C:** Proficiency rates against alternate academic achievement standards on reading and math assessments for students with IEPs (Grades 4, 8, and 9 separately)
- 6 measures and targets per Indicator 3 sub-indicator
 - Reading grades 4, 8, 9
 - Math grades 4, 8, 9

This data is hypothetical and for illustrative purposes only.

Proficiency Rate Measure

Students with IEPs who received valid scores:

scored proficient

scored not proficient



9 of 25 scored proficient: $9 \div 25 = 36\%$

3C ELA Historical Data

2019 ELA Alternative Assessment
performance of students with an IEP

Grade 4
2019: 55.4%

Grade 8
2019: 54.4%

Grade 9
2019: 46.5%

3C Math Historical Data

2019 Math Alternative Assessment
performance of students with an IEP

Grade 4
2019: 45.6%

Grade 8
2019: 37.1%

Grade 9
2019: 42.2%

Indicator 3 C

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
C-ELA-4: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 4						
C-MA-4: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 4						
C-ELA-8: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 8						
C-MA-8: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 8						
C-ELA-9: Proficiency rates against alternate academic achievement standards on reading assessments for students with IEPs in Grade 9						
C-MA-9: Proficiency rates against alternate academic achievement standards on math assessments for students with IEPs in Grade 9						

3D

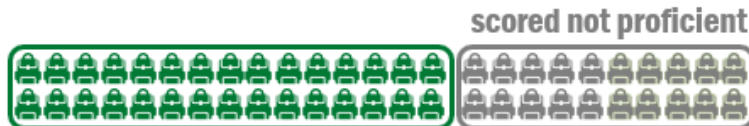
Gap in proficiency rates for
children with IEPs and all
students against grade-level
academic achievement standards

Indicator 3D

- **Measurement D:** Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs (Grades 4, 8, and 9 separately)
- Students who take the alternate assessment are not included
- 6 measures and targets per Indicator 3 sub-indicator
 - Reading grades 4, 8, 9
 - Math grades 4, 8, 9

This data is hypothetical and for illustrative purposes only.

All students who received valid scores:



30 of 50 scored proficient: $30 \div 50 = 60\%$

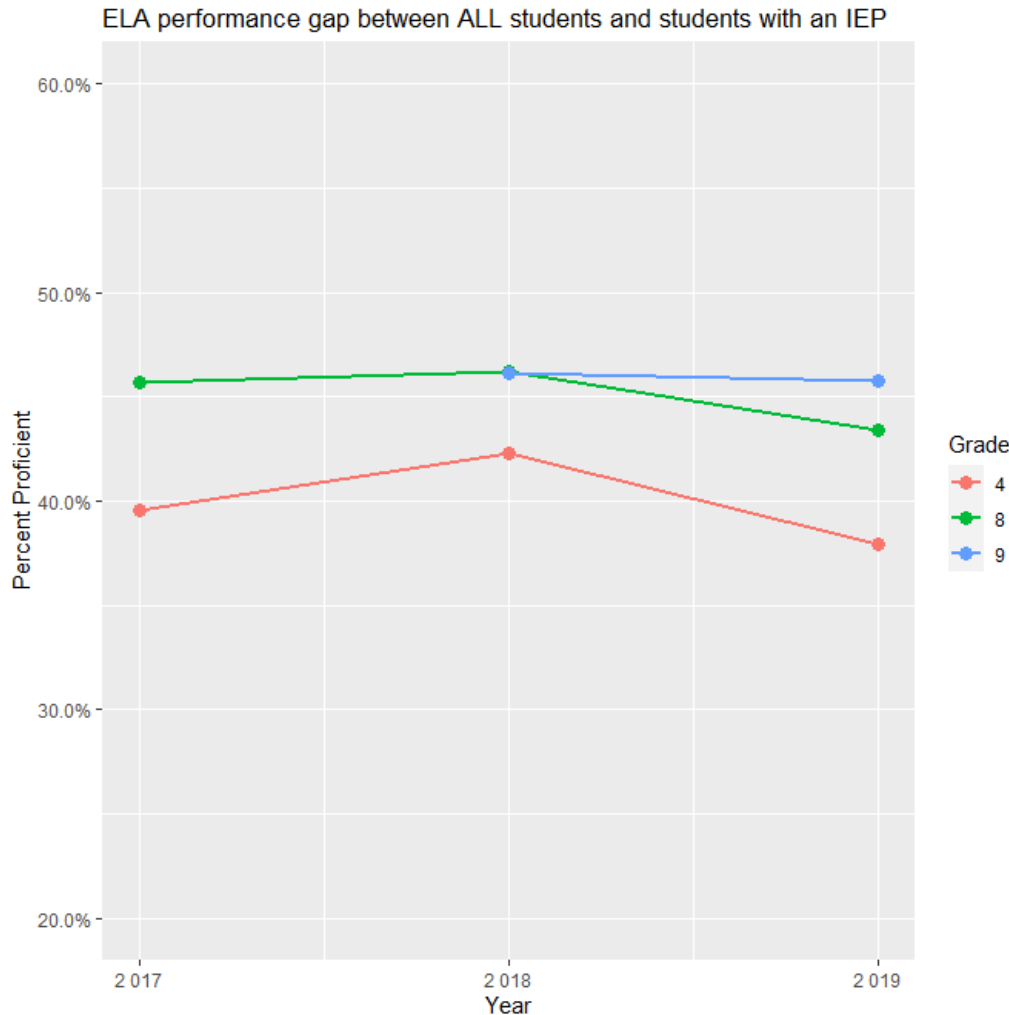
Students with IEPs who received valid scores:



10 of 25 scored proficient: $10 \div 25 = 40\%$

Gap
Proficiency rate = 60%
-
Proficiency rate = 40%
=
20%

3D Historical Data ELA



Grade 4

2017: 39.5%

2018: 42.3%

2019: 37.9%

Grade 8

2017: 45.7%

2018: 46.2%

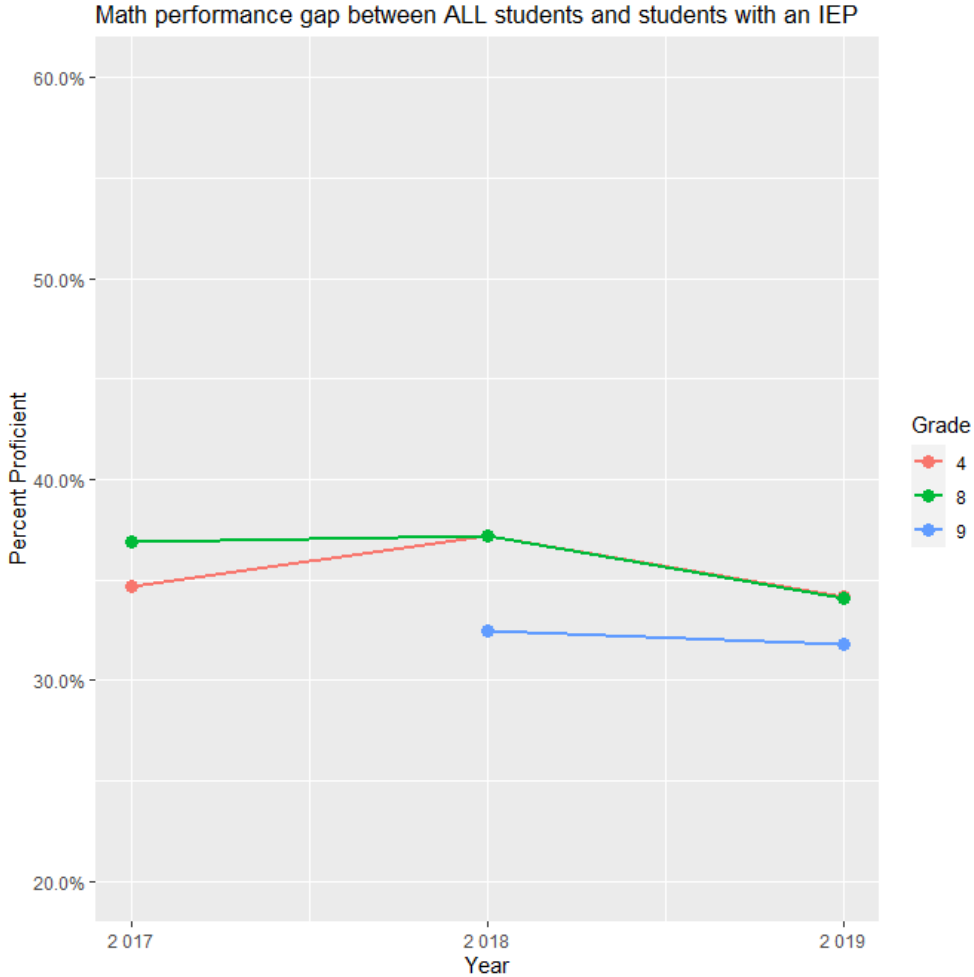
2019: 43.4%

Grade 9

2018: 46.1%

2019: 45.8%

3D Historical Data Math



Grade 4

2017: 34.7%

2018: 37.2%

2019: 34.2%

Grade 8

2017: 36.9%

2018: 37.2%

2019: 34.1%

Grade 9

2018: 32.5%

2019: 31.8%

Indicator 3 D

	FFY20	FFY21	FFY22	FFY23	FFY24	FFY25
D-ELA-4: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 4 in ELA						
D-MA-4: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 4 in MA						
D-ELA-8: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 8 in ELA						
D-MA-8: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 8 in MA						
D-ELA-9: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 9 in ELA						
D-MA-9: Proficiency rate gap against grade level academic achievement standards for students with IEPs vs students without IEPs in Grade 9 in ELA						

Rationale and Parameters

- Setting Targets for the next 6 years – FFY20, FFY21, FFY22, FFY23, FFY24, FFY25
- FFY20-FFY24 targets can be below, same or better than baseline
- FFY25 has to be better than baseline
- They can improve at any point, every point or just in FFY25

SEA and LEA Target Impact

- The State Performance Plan/Annual Performance Report also serves as the primary accountability mechanism for LEAs. In making LEA Special Education Determinations (LSED), Vermont's system incorporates parts of these indicators as reported to OSEP in the SPP/APR. For more information on LEA determinations please see our [General Supervision and Monitoring System webpage](#).
- At the SEA Level with about 1,100 students with IEPs in one grade level, a student changing from one assessment category (non-participation/participation) is about 0.001% change in state level data.
- At a large LEA with about 50 students with IEPs in one grade level, a student changing from one assessment category (non-participation/participation) is about 2% change in state level data.
- At a small LEA with about 4 students with IEPs in one grade level, a student changing from one assessment category (non-participation/participation) is about 25% change in state level data.

COVID Impact

- OSEP will consider the impact of Coronavirus-19 (COVID-19 or pandemic) on the State's FFY 2020 SPP/APR data. OSEP recognizes that COVID-19 could impact FFY 2020 data collection and data reporting

Contact

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