



Statewide Assessment:

Indicator 3 Measurement Changes
From FFY 2019 to FFY 2020–2025

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Statewide Assessment: Indicator 3 Measurement Changes From FFY 2019 to FFY 2020–2025

Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator 3 addresses participation and performance of children with individualized education programs (IEPs) on statewide assessments. Beginning with the SPP/APR due in February 2022, the Office of Special Education Programs (OSEP) is including additional requirements related to the assessment of children and youth (i.e., students) with disabilities. This brief provides a summary of the additional requirements and outlines changes in the data sources and measurements of assessment data in the SPP/APR. The brief also provides a side-by-side comparison of the SPP/APR Part B Indicator Measurement Tables¹ from [FFY 2019](#) to [FFY 2020–2025](#)² to highlight relevant differences in SPP/APR reporting of assessment participation and performance.³ It is important to note that to meet the new FFY 2020–2025 requirements, states will need to consider new baselines and set new targets based on broad stakeholder input. This brief uses “children” when referring to the original language in the indicator measurement tables and “students” elsewhere to capture the specific range of children and youth with disabilities (i.e., the student body) to whom the relevant Indicator 3 Assessment data apply.

Indicator 3: Monitoring Priorities

Table 1 compares the Indicator 3 monitoring priorities for FFY 2019 and FFY 2020–2025. For Indicator 3, participation and performance of children with IEPs on statewide assessments, one sub-indicator remains the same:

- Participation rate for children with IEPs⁴ (3A).

However, from FFY 2019 to FFY 2020–2025, three sub-indicators have changed.⁵ Table 1 displays the changes from FFY 2019 to FFY 2020–2025. The FFY 2019 Indicator 3 has been separated into two sub-indicators in FFY 2020–2025, and there is one additional sub-indicator in FFY 2020–2025.

In FFY 2019, Indicator 3C measured “proficiency rate for children with IEPs against grade level and alternate academic achievement standards.” FFY 2019 Indicator 3C is divided into two FFY 2020–2025 sub-indicators:

- Proficiency rate for children with IEPs against *grade level academic achievement standards* (3B); and
- Proficiency rate for children with IEPs against *alternate academic achievement standards* (3C).

¹ The text in the tables in this brief uses the original language as it appears in the measurement tables.

² This brief compares the FFY 2019 APR submission to the new SPP/APR for FFY 2020–2025.

³ The FFY 2019 submission was due in February 2021. The FFY 2020 submission is due in February 2022.

⁴ The FFY 2020 measurement table reassigns this sub-indicator from Indicator 3B in FFY 2019 to Indicator 3A for FFY 2020–2025.

⁵ Although FFY 2019 Indicator 3 has three sub-indicators and FFY 2020–2025 has four sub-indicators, the FFY 2019 measurement table did not define or measure Indicator 3A. This indicator was “reserved” for future needs. Therefore, in the measurement tables, FFY 2019 had two sub-indicators to measure and FFY 2020–2025 has four sub-indicators to measure.

Table 1. Comparison of the monitoring priorities for Indicator 3 for FFY 2019 and FFY 2020–2025

Indicator 3: Monitoring priorities	
FFY 2019	FFY 2020–2025
<p>Participation and performance of children with IEPs on statewide assessments:</p> <p>A. Indicator 3A – Reserved.</p> <p>B. Participation rate for children with IEPs.</p> <p>C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.</p> <p>(20 U.S.C. 1416 (a)(3)(A))</p>	<p>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>

SOURCE: Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2019 Submission (https://sites.ed.gov/idea/files/1820-0624_Part_B_SPP_APR_Measurement_Table_2021_final.pdf) and Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2020 Submission (https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Measurement_TableFINAL.pdf).

The IEP team decides how students participate in statewide assessments. Students with the most significant cognitive disabilities are eligible to participate in alternate assessments based on *alternate academic achievement standards*. All other students with disabilities participate in the regular statewide assessments based on *grade level academic achievement standards* (with or without accommodations). Participation in an alternate assessment based on *alternate academic achievement standards* is limited to 1 percent of all students assessed within a state.⁶ Therefore, FFY 2020–2025 Indicator 3B will include the proficiency rate of the vast majority of students with IEPs, and FFY 2020–2025 Indicator 3C will include the proficiency rate of a small percentage of students with IEPs.

From FFY 2019 to FFY 2020–2025, the measurement table includes one new sub-indicator (3D):

- Gap in proficiency rates for children with IEPs and all students against *grade level academic achievement standards* (3D).

Indicator 3D includes the vast majority of students with IEPs who participate in statewide assessments based on *grade level academic achievement standards* and compares their proficiency rate to the proficiency rate of

⁶ States may request a waiver to exceed the 1 percent. Data states collected in June of 2019 show that 23 states had received waivers to the 1 percent cap for school year 2017–2018. At least 10 of the 23 states also received a 1-year extension of the waiver for school year 2018–2019. OSEP has not made approved waiver requests beyond 2019 publicly available (for publicly available information on the current approved waiver requests, see <https://www2.ed.gov/admins/lead/account/stateplan17/waivers/index.html>).

all students. Indicator 3D does not include data from students with the most significant cognitive disabilities who participate in alternate assessments based on *alternate academic achievement standards*.

Indicator 3: Data Sources and Measurements

Table 2 compares the data sources and measurements for Indicator 3 for FFY 2019 and FFY 2020–2025. The data sources for Indicator 3 have not changed from FFY 2019 to FFY 2020–2025. The data states use for Indicator 3 is the same data they use for reporting to the U.S. Department of Education (Department) under Title I of the *Elementary and Secondary Education Act* (ESEA). The measurement of the sub-indicators, however, has changed.

Across all sub-indicators, the grade levels at which states report data have changed. Though not specified in the SPP/APR Part B Indicator Measurement Table, in FFY 2019, Indicator 3 reported data for the grades assessed under Title I of the ESEA (e.g., grades 3 through 8 and once in high school). For FFY 2020–2025, Indicator 3 reports data for only three grade levels: 4, 8, and high school. As in FFY 2019, states must continue to report data separately for reading and math for FFY 2020–2025.

The calculations for the sub-indicators have changed to account for the different populations each sub-indicator includes. There are no changes in calculations for the overall participation rate for FFY 2020–2025 Indicator 3A (formerly 3B). For FFY 2020–2025, the calculations for Indicators 3B, 3C, and 3D have changed:

- For Indicator 3B, the calculation of proficiency rate has changed to include data only from students with IEPs who participate in the regular assessment based on *grade level academic achievement standards*;
- For Indicator 3C, the calculation of proficiency rate has changed to include only data from students with IEPs who participate in alternate assessments based on *alternate academic achievement standards*;
- For Indicator 3D, there is a new calculation. To calculate the proficiency rate gap, states compare (1) the proficiency rate for students with IEPs who participate in the regular assessment based on *grade level academic achievement standards* scoring at or above proficient to (2) the proficiency rate for all students scoring at or above proficient against *grade level academic achievement standards*. As mentioned previously, the calculation does not include data from students with IEPs who participate in alternate assessments based on *alternate academic achievement standards*.
 - For FFY 2020, the calculation of Indicator 3D is as follows:
 - 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)].



Table 2. Comparison of data sources and measurements for Indicator 3 for FFY 2019 and FFY 2020–2025

Indicator 3: Data sources and measurements	
FFY 2019	FFY 2020–2025
<p>Data Source:</p> <p>3B: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C185 and 188.</p> <p>3C: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C175 and 178.</p> <p>Measurement:</p> <p>B. 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. 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>C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level and 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)]. Calculate separately for reading and math. 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>Data Source:</p> <p>3A: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C185 and 188.</p> <p>3B: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C175 and 178.</p> <p>3C: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C175 and 178.</p> <p>3D: Same data as used for reporting to the Department under Title I of the ESEA, using EDFacts file specifications C175 and 178.</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>

See notes at end of table.



Table 2. Comparison of data sources and measurements for Indicator 3 for FFY 2019 and FFY 2020–2025—Continued

Indicator 3: Data sources and measurements	
FFY 2019	FFY 2020–2025
	<p>Measurement: (continued)</p> <p>C. Proficiency rate percent = [(total # of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (# 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>

NOTE: ED Facts file specifications now begin with “FS” instead of “C.” For example, ED Facts file specifications C185 and C188 are now FS185 and FS188. The reference year in the calculation of Indicator 3D will change annually during FFY 2020–2025.
 SOURCE: Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2019 Submission (https://sites.ed.gov/idea/files/1820-0624_Part_B_SPP_APR_Measurement_Table_2021_final.pdf) and Part B State Performance Plan (SPP) and Annual Performance Report (APR) Part B Indicator Measurement Table: For Federal Fiscal Year (FFY) 2020 Submission (https://sites.ed.gov/idea/files/1820-0624_FFY20Part_B_SPPAPR_Measurement_TableFINAL.pdf).