

FACT SHEET



Indicator 3: FFY2019

3B: Assessment- participation

Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations, alternate assessment against grade level standards; and alternate assessment against alternate achievement standards.

A. What is the population of students?

Students with disabilities in all grades assessed.

B. What is the data source?

Assessment data reported in the Consolidated State Performance Report (CSPR) reporting on ESEA (EDFacts file specifications C185 and 188).

C. What is the method for calculating the data?

Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated 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.

D. What is the formula for calculating data for this indicator?

$$\frac{\Sigma(\text{Reg} + \text{Alt})}{\Sigma(\text{Reg} + \text{Alt} + \text{NonPart})} * 100$$

3C: Assessment – Proficiency

Kansas adopted rigorous College and Career Ready standards in 2010. Beginning in 2011, teachers began participating in statewide professional learning on those rigorous College and Career Ready standards. Additionally, the state began development of the state assessment to align with the states challenging academic content and student academic achievement standards and these standards had to address rigor and skills needed to prepare students for success in college and careers. Kansas continued to use the old assessments based on the previous standards until the new state assessment was ready. Due to a DDOS attack, Kansas did not produce or report any state assessment results for Spring of 2014. Spring 2015 was the first time that Kansas had the state assessment results aligned to the rigorous College and Career Ready standards.

The Kansas College and Career Ready 2015 state assessment results are reported in four performance levels:

Level 1 indicates that the student is not performing at grade-level standards.

Level 2 indicates that the student is doing grade-level work as defined by the standards, but not at the depth or level of rigor to be considered on-track for college success.

Level 3 indicates that the student is performing at academic expectations for that grade and is on track to be college ready.

Level 4 indicates that the student is performing above expectations and is on-track to being college ready.

The Kansas 2015 state assessment results reported are baseline data. This data reflects the percent of students with disabilities considered having the skills necessary to be college and career ready based on the rigorous Kansas College and Career Ready standards adopted in 2010. As a result, the data reported is not comparable to the data in previous years' SPP/APRs.

A. What is the population of students?

Students with disabilities in all grades assessed.

B. What is the data source?

Assessment data reported in the Consolidated State Performance Report (CSPR) reporting on ESEA (EDFacts file specifications C175 and 178).

C. What is the method for calculating the data?

College & Career Ready rate = (# of children with IEPs scoring at Levels 3 or 4 on the modified 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, and, calculated separately for reading and math). The rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

D. What is the formula for calculating data for this indicator?

$$\frac{\sum(\text{Levels 3 \& 4})}{\sum(\text{Levels 1, 2, 3 \& 4})} * 100$$

For more information on improving state assessment participation & proficiency, please use the link below for Kansas Technical Assistance System Network (TASN). <https://www.ksdetasn.org/>

For more information, contact:

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