

**Fairfax County Public Schools
(FCPS)**

State Assessment Proficiency Rates – Detailed Outcomes
Standards of Learning (SOL) and Virginia Alternate Assessment Program (VAAP) Tests

Reported by Student Group and Primary Disability Types
Three-Year Comparison

MATHEMATICS - READING - SCIENCE

Data released from the Virginia Department of Education (VDOE): August 18, 2022

Introduction

On Thursday, August 18, 2022, the Virginia Department of Education (VDOE) publicly released “annual pass rates” for 2021-22 state assessments. Per federal guidelines, the VDOE’s annual pass rates reflect proficient and advanced outcomes on all state assessments, Standards of Learning (SOL) tests and Virginia Alternate Assessment Program (VAAP) tests. The detailed outcomes report that follows offers a breakdown of Fairfax County Public Schools (FCPS) performance on state assessments by test type—SOL and VAAP—for reading, mathematics, and science. The report provides details for the past three assessment years (2019, 2021, 2022), disaggregated for the student groups monitored under state accountability. Additionally, the report highlights participation and proficiency in SOL tests and in VAAP tests for students with disabilities by primary disability type. The [VDOE VAAP webpage](#) provides more information about the content and use of VAAP tests.

Visualization Notes – Description of the Data Reported

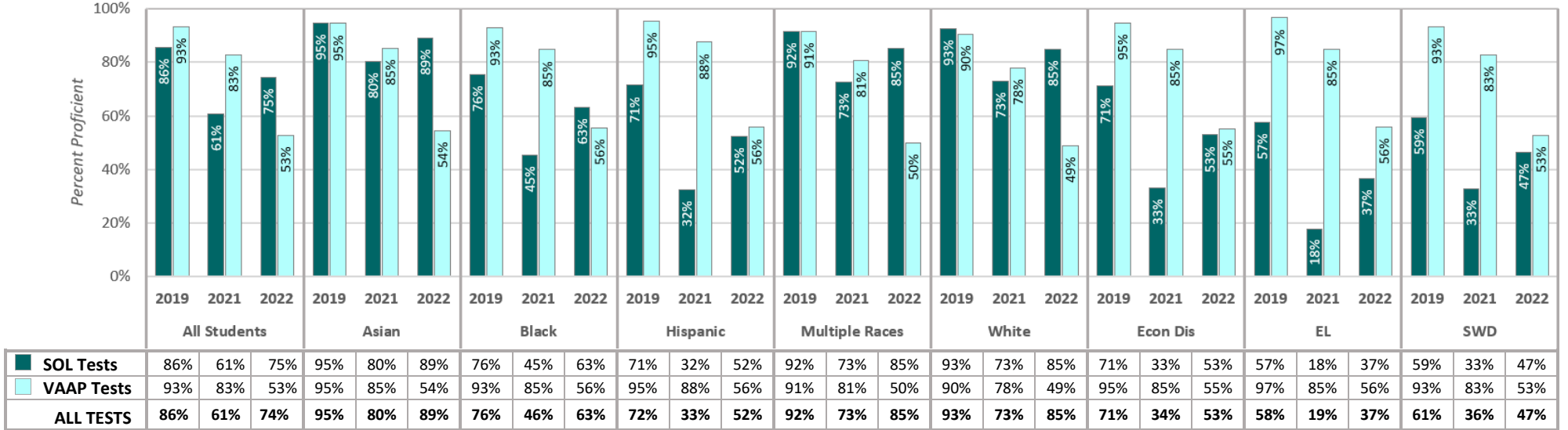
- **(Top) State Assessment Detailed Proficiency Rates by Test Type** – A clustered bar graph highlights the percent of students proficient on SOL tests and on VAAP tests for each student group over the past three assessment years. The accompanying data table also includes the overall state assessment proficiency rate for each student group, [as publicly reported in August 2022](#). Abbreviations are used for the following student groups: Econ Dis = Economically Disadvantaged; EL = English Learners; SWD = Students with Disabilities. The EL group includes only students eligible to receive EL services, and the SWD group reports only students with an individualized education program (IEP).
- **(Bottom) Students with Disabilities Detailed State Assessment Outcomes** – A data table offers a detailed breakdown of state assessment outcomes for students with disabilities over the past three years, with reporting by test and primary disability type. The table provides the number of students within each primary disability type who took SOL tests versus VAAP tests, as well as the total for all state assessments. These data indicate that VAAP tests were used by the majority of students with a primary disability type of intellectual disabilities or multiple disabilities during all three assessment years; SOL tests were used by a majority of students with all other primary disability types. The table also indicates the percent of students within each primary disability type performing at the proficient level or above for these tests. Redesign of the VAAP test content and format for SY 2021-22 produced a decline in 2022 VAAP proficiency rates (see the data notes below). Due to the small number of participants, VAAP test performance had no measurable impact—positive or negative—on overall state assessment proficiency rates in any of the three assessment years.

Data Notes - Differences Between SOL Tests and VAAP Tests

Aspect	SOL Tests	VAAP Tests
Participation	SOL tests are used by approximately 99 percent of the Virginia student population. Testing accommodations ensure English learners and students with disabilities are able to access the assessment content to demonstrate their knowledge and skills.	VAAP tests are used by approximately one (1) percent of the Virginia student population and are only available for students with significant cognitive disabilities. To participate in VAAP testing, the student must: <ul style="list-style-type: none"> • Meet specific state eligibility criteria • Be identified for the VAAP by their IEP team
Assessed Content	SOL tests assess the state standards for each grade level and course, known as the Standards of Learning.	VAAP tests assess standards that have been reduced in depth, breadth, and complexity, as follows: <ul style="list-style-type: none"> • <i>Beginning in SY 2021-22</i>, testing the Virginia Essentialized Standards of Learning (VESOLs) • Through SY 2020-21, testing the Aligned Standards of Learning (ASOLs)
Format	SOL tests are designed as computer-based assessments with multiple-choice and technology-enhanced items, such as multiple-select. Some students may access a paper format test according to documented medical need or disability. Tests are generally completed in one day. Certain testing accommodations may require testing over multiple days.	VAAP tests are designed for flexible, individualized administration, as follows: <ul style="list-style-type: none"> • <i>Beginning in SY 2021-22</i>, offering a multiple-choice test delivered online or via paper format to assess VESOLs for the grade level or course • Through SY 2020-21, offering portfolio assessments with a collection of evidence to demonstrate students’ learning in selected ASOLs
Results	SOL tests generate scaled scores aligned to a performance levels of Fail Basic,* Fail, Pass Proficient, Pass Advanced. * <i>The Fail Basic levels is not available for certain courses.</i>	VAAP tests generate scaled scores aligned to a performance levels, as follows: <ul style="list-style-type: none"> • <i>Beginning in SY 2021-22</i>, levels of Does Not Meet Proficiency, Proficient, Advanced • Through SY 2020-21, levels of Fail, Pass Proficient, or Pass Advanced

MATHEMATICS

State Assessment Detailed Proficiency Rates by Test Type, 3-Year Comparison



Students with Disabilities Detailed State Assessment Outcomes, 3-Year Comparison Performance by Test and Primary Disability Type

– SY 2019 –

– SY 2021 –

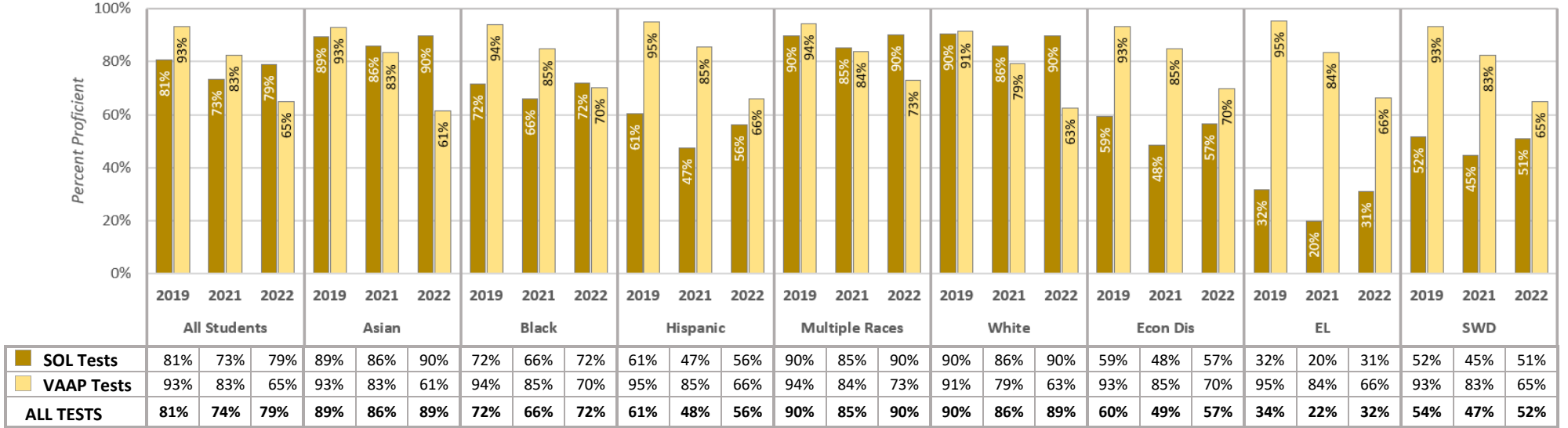
– SY 2022 –

Primary Disability Type	All Tests		SOL		VAAP		All Tests		SOL		VAAP		All Tests		SOL		VAAP	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
Autism	2,114	68%	1,721	62%	393	94%	1,392	46%	1,163	39%	229	82%	2,096	49%	1,827	47%	269	59%
Deaf-Blindness	-	-	-	-	-	-	<	<	<	<	<	<	-	-	-	-	-	-
Developmental Delay	62	68%	54	63%	<	<	58	43%	56	41%	<	<	111	53%	108	54%	<	<
Emotional Disturbance	1,051	56%	1,051	56%	-	-	580	34%	580	34%	-	-	896	48%	896	48%	-	-
Hearing Impairments	108	69%	106	69%	<	<	54	44%	54	44%	-	-	112	53%	112	53%	-	-
Intellectual Disabilities	477	84%	57	7%	420	95%	324	65%	73	0%	251	84%	411	37%	150	3%	261	56%
Multiple Disabilities	191	69%	57	28%	134	86%	107	64%	27	11%	80	81%	142	24%	41	17%	101	27%
Orthopedic Impairments	68	62%	64	59%	<	<	39	46%	37	46%	<	<	55	42%	52	40%	<	<
Other Health Impairments	2,906	63%	2,873	63%	33	94%	1,702	36%	1,691	36%	11	82%	2,393	52%	2,379	52%	14	50%
Specific Learning Disabilities	7,833	53%	7,829	53%	<	<	4,760	22%	4,759	22%	<	<	6,808	38%	6,808	38%	-	-
Speech or Lang. Impairments	1,606	87%	1,602	87%	<	<	1,228	64%	1,228	64%	-	-	1,657	77%	1,657	77%	-	-
Traumatic Brain Injured	22	59%	19	53%	<	<	<	<	<	<	<	<	14	<	14	<	-	-
Visual Impairments	54	83%	54	83%	-	-	22	32%	22	32%	-	-	32	69%	32	69%	-	-
<i>All SWD (with IEPs)</i>	16,492	61%	15,487	59%	1,005	93%	10,277	36%	9,698	33%	579	83%	14,727	47%	14,076	47%	651	53%
<i>Not SWD (without IEPs)</i>	96,287	90%	96,287	90%	-	-	62,061	65%	62,061	65%	-	-	80,784	79%	80,784	79%	-	-
TOTAL STUDENTS	112,779	86%	111,774	86%	1005	93%	72,338	61%	71,759	61%	579	83%	95,511	74%	94,860	75%	651	53%

Entries of < reflect a cohort too small for public reporting. Entries of - indicate no students tested in the student group.

READING

State Assessment Detailed Proficiency Rates by Test Type, 3-Year Comparison



Students with Disabilities Detailed State Assessment Outcomes, 3-Year Comparison
Performance by Test and Primary Disability Type

– SY 2019 –

– SY 2021 –

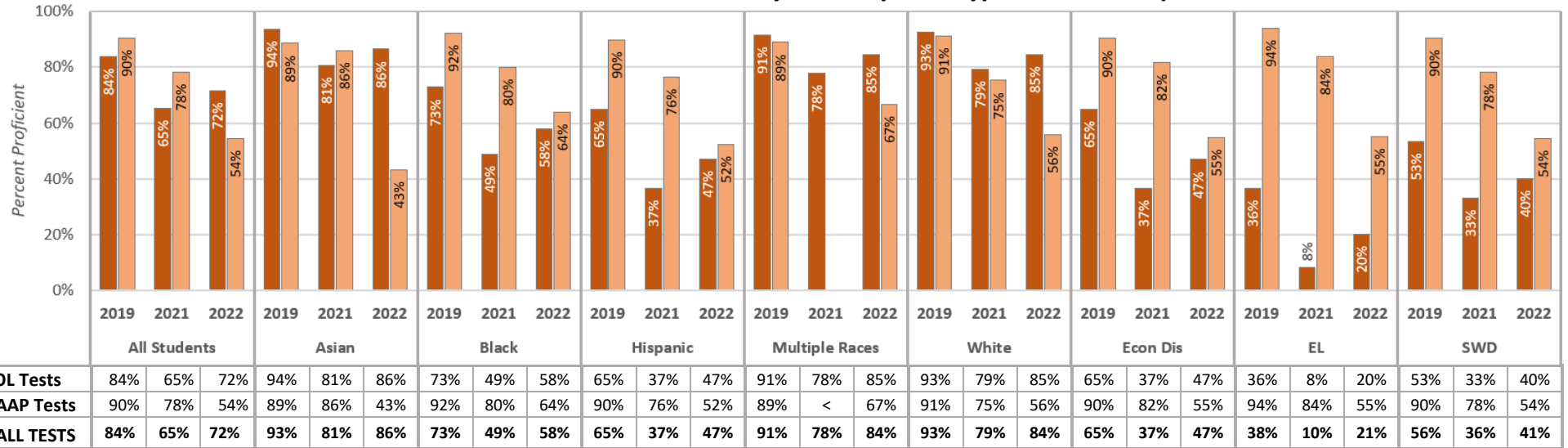
– SY 2022 –

Primary Disability Type	All Tests		SOL		VAAP		All Tests		SOL		VAAP		All Tests		SOL		VAAP	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
Autism	1,925	60%	1,532	51%	393	93%	1,337	51%	1,108	44%	229	82%	2,044	48%	1,776	45%	268	69%
Deaf-Blindness	-	-	-	-	-	-	<	<	-	-	<	<	-	-	-	-	-	-
Developmental Delay	62	53%	54	46%	<	<	57	46%	55	44%	<	<	110	47%	107	47%	<	<
Emotional Disturbance	912	61%	912	61%	-	-	561	56%	561	56%	--	--	893	63%	893	63%	-	-
Hearing Impairments	91	57%	89	57%	<	<	53	51%	53	51%	--	--	94	46%	94	46%	-	-
Intellectual Disabilities	473	85%	53	0%	420	95%	321	66%	70	1%	251	84%	404	47%	146	1%	258	72%
Multiple Disabilities	187	68%	54	20%	133	88%	101	65%	21	14%	80	79%	144	34%	41	24%	103	38%
Orthopedic Impairments	63	63%	59	61%	<	<	35	69%	33	70%	<	<	52	52%	49	53%	<	<
Other Health Impairments	2,524	58%	2,491	58%	33	94%	1,562	54%	1,551	54%	11	91%	2,357	59%	2,343	59%	14	57%
Specific Learning Disabilities	6,499	42%	6,495	42%	<	<	4,504	33%	4,503	33%	<	<	6,551	43%	6,551	43%	-	-
Speech or Lang. Impairments	1,543	79%	1,539	79%	<	<	1,202	73%	1,202	73%	--	--	1,611	77%	1,611	77%	-	-
Traumatic Brain Injured	17	71%	14	64%	<	<	10	<	<	<	<	<	12	<	12	<	-	-
Visual Impairments	42	74%	42	74%	-	-	21	71%	21	71%	--	--	33	82%	33	82%	-	-
All SWD (with IEPs)	14,338	54%	13,334	52%	1,004	93%	9,765	47%	9,186	45%	579	83%	14,305	52%	13,656	51%	649	65%
Not SWD (without IEPs)	83,798	85%	83,798	85%	-	-	56,336	78%	56,336	78%	-	-	77,941	84%	77,941	84%	-	-
TOTAL STUDENTS	98,136	81%	97,132	81%	1,004	93%	66,101	73%	65,522	73%	579	83%	92,246	79%	91,597	79%	649	65%

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SCIENCE

State Assessment Detailed Proficiency Rates by Test Type, 3-Year Comparison



Students with Disabilities Detailed State Assessment Outcomes, 3-Year Comparison
Performance by Test and Primary Disability Type

– SY 2019 –

– SY 2021 –

– SY 2022 –

Primary Disability Type	All Tests		SOL		VAAP		All Tests		SOL		VAAP		All Tests		SOL		VAAP	
	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.	# Tested	% Prof.
Autism	961	70%	785	66%	176	86%	595	51%	503	46%	92	78%	889	50%	767	50%	122	54%
Deaf-Blindness	-	-	-	-	-	-	<	<	<	<	-	-	-	-	-	-	-	-
Developmental Delay	<	<	<	<	<	<	<	<	<	<	-	-	15	53%	14	50%	<	<
Emotional Disturbance	553	63%	552	63%	<	<	298	45%	298	45%	-	-	468	49%	468	49%	-	-
Hearing Impairments	42	67%	41	68%	<	<	27	48%	27	48%	-	-	46	50%	46	50%	-	-
Intellectual Disabilities	217	84%	30	3%	187	97%	158	61%	38	0%	120	80%	195	41%	73	1%	122	65%
Multiple Disabilities	99	63%	31	19%	68	82%	43	58%	18	<	25	84%	70	24%	24	17%	46	28%
Orthopedic Impairments	34	76%	32	75%	<	<	11	64%	11	64%	-	-	19	58%	17	59%	<	<
Other Health Impairments	1,477	63%	1,462	63%	15	93%	799	42%	793	42%	<	<	1,144	49%	1,139	49%	<	<
Specific Learning Disabilities	3,856	43%	3,856	43%	-	-	2,271	21%	2,270	21%	<	<	3,215	29%	3,215	29%	-	-
Speech or Lang. Impairments	456	81%	453	81%	<	<	333	68%	333	68%	-	-	467	71%	467	71%	-	-
Traumatic Brain Injured	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	<	-	-
Visual Impairments	27	89%	27	89%	-	-	16	56%	16	56%	-	-	16	69%	16	69%	-	-
All SWD (with IEPs)	7,736	56%	7,281	53%	455	90%	4,566	36%	4,321	33%	245	78%	6,546	41%	6,248	40%	298	54%
Not SWD (without IEPs)	49,883	88%	49,883	88%	-	-	29,068	70%	29,068	70%	-	-	37,496	77%	37,496	77%	-	-
TOTAL STUDENTS	57,619	84%	57,164	84%	455	90%	33,634	65%	33,389	65%	245	78%	44,042	72%	43,744	72%	298	54%

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