

State Performance Plan

Indicator 3: Assessment



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Participation and performance of children with individualized education programs (IEP) on statewide assessments:

- A. Participation rate for children with IEPs.
- B. Proficiency rate for children with IEPs against grade level academic achievement 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.

Who are the students included in this indicator?

Students with disabilities who have individualized education programs (IEP) participating in statewide assessments in grades 4, 8, and high school.

What is the data source?

This data is based on the annual grades 3-8 English Language Arts (ELA) and mathematics state assessments, high school Regents examinations in ELA and mathematics, and the annual New York State Alternate Assessment (NYSAA) in ELA and mathematics. School districts report this data to the New York State Education Department (NYSED) annually.

How are results calculated?

3A – Participation rate for children with IEPs				
Students with IEPs participating in a state assessment	÷	All students with IEPs enrolled during the testing window	X 100	= Indicator 3A Participation Rate
3B - Proficiency rate for children with IEPs against grade level academic achievement standards				
Students with IEPs scoring at or above proficient against grade level academic achievement standards	÷	All students with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment	X 100	= Indicator 3B Assessment Proficiency (Grade-Level Academics)
3C - Proficiency rate for children with IEPs against alternate academic achievement standards				
Students with IEPs scoring at or above proficient against alternate academic achievement standards	÷	All students with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment	X 100	= Indicator 3C Assessment Proficiency (Alternate Assessment)

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

Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards ¹	-	Proficiency rate of students with IEPs scoring at or above proficient against grade level academic achievement standards	X 100	= Indicator 3D Gaps in Assessment Proficiency
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What action is being taken by New York State (NYS) to improve assessment participation and proficiency for students with disabilities?

- In November 2018, the Board of Regents adopted regulations to implement the requirements of the Every Student Succeeds Act (ESSA) plan that established requirements and criteria regarding a school's development of a participation rate improvement plan.
- NYSED's "[Assessments Toolkit](#)" was developed to help superintendents communicate information about NYS's annual testing program to their school communities. NYSED also developed [ESSA Fact Sheets](#) for parents, educators and school board members to explain NYS's ESSA plan and additional [Parent Resources - Elementary/Intermediate Tests](#), including information parents and other stakeholders should know about student participation in State assessments and frequently asked questions about NYS's English language arts (ELA) and mathematics assessments.
- Beginning in 2016, NYSED revised the Grades 3-8 ELA and mathematics assessments to provide unlimited testing time for all students and in 2018 to reduce the length of the assessment to two days. The changes were made to lessen testing fatigue for students and better enable them to demonstrate what they know and are able to do.
- NYSED's State Systemic Improvement Plan, a comprehensive, multi-year plan focused on improving results for student with disabilities, focuses on increasing the percent of students with learning disabilities scoring at proficiency levels 2 and above on the Grades 3-5 ELA State assessments.
- Beginning with the 2017 administration, "tests read" became an allowable testing accommodation on the Grades 3-8 ELA assessments to foster more meaningful participation in the assessments.
- In 2018, NYSED issued updated guidance on [Testing Accommodations for Students with Disabilities](#) to assist school personnel in making appropriate decisions for considering, documenting, and implementing testing accommodations.
- [The Office of Special Education \(OSE\) Educational Partnership](#) provides extensive Statewide training on specially designed instruction, standards-based IEP development, academic progress monitoring and testing accommodations across the State to improve equity, access, opportunities and outcomes for all students with disabilities in NYS.
- OSE's Youth Advisory Panel, consisting of 10 to 15 youth who are currently attending high school and receiving special education services through an IEP, advises NYSED on proposed policies related to the education of students with disabilities.
- NYSED's New York State Alternate Assessment (NYSAA) Educator Advisory Panel advises the Department on the implementation of the NYSAA. The panel consists of approximately 15 members who come from a variety of roles in both State approved-private and public-school districts, including teachers and administrators as well as a parent member.

¹ Students with the most severe cognitive disabilities assessed using the NYSAA, which measures the attainment of the State's learning standards in the areas of ELA, mathematics, and science at a reduced level of depth, breadth and complexity are not included in the 3D measure.

- Student Learning Profiles are developed for each student participating in the NYSAA that describe the skills that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. These profiles help to inform instruction of students taking the NYSAA and build a bridge between the alternate achievement standards, the State assessment and instruction.
- In 2020, NYSED received a State Personnel Development Grant from the United States Department of Education. Funds from this grant will be used to improve results for all students, particularly students with disabilities, by establishing a Statewide, evidence-based, multi-tiered systems of support-integrated (MTSS-I) framework. This MTSS-I framework will help educators prioritize the needs of the whole child and integrates academic, behavioral, and social emotional support within a culturally responsive and sustaining framework.