



**IDEA STATE
PERFORMANCE
PLAN
STAKEHOLDER
ENGAGEMENT**

Indicator 3

State Assessment: Participation and Performance of Students with Disabilities



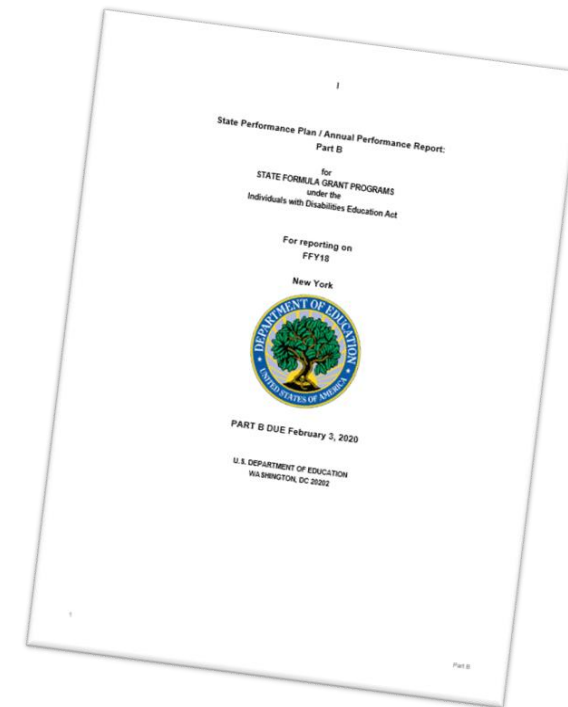
Indicator 3: Agenda

- Frequently used Terms and Goals
- How Indicator 3 is Measured
- Data Trends
- Improvement Strategies
- Proposed Targets
- Additional Resources and Next Steps



Frequently Used Terms

Term	Description
Individuals with Disabilities Education Act (IDEA)	Federal law that requires each state to ensure a free appropriate public education is available to all eligible children with disabilities residing in that state
State Performance Plan (SPP)	Evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve its implementation in relation to 17 Indicators
Indicators	Measures of child and family outcomes (results indicators) or compliance with the requirements of the IDEA (compliance indicators)
Annual Performance Report (APR)	Data reported to the United States Department of Education Office of Special Education Programs (OSEP). against the state's targets for the 17 SPP indicators
Indicator 3	Results indicator that measures the participation and performance of children with individualized education programs (IEP) on statewide assessments
Stakeholders	Individuals and groups involved in and vested in outcomes for students with disabilities
Grade Level Academic Achievement Standards	Represent the knowledge students are expected to know for the grade level in which the student is enrolled
Alternate Academic Achievement Standards	Represent the State's learning standards at a reduced level of depth, breadth, and complexity for students with the most significant cognitive disabilities





Participants will....

1. Gain a deeper understanding of the SPP/APR Indicator 3 (State Assessment) measurements;
2. Gain a deeper understanding of Indicator 3 trend data;
3. Gain a deeper understanding of current and proposed improvement strategies to help improve the participation and performance of students with disabilities on State assessments.
4. Review New York State's (NYS) proposed targets for Indicator 3 for the Federal Fiscal Years (FFY) 2020-2025 SPP/APR; and
5. Have an opportunity to provide input on Indicator 3.



Indicator 3: Assessment

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

Important Changes to Indicator 3 for the new SPP/APR cycle:

- Reports data for specific grades: 4, 8, and high school
- Separates proficiency data by general and alternate assessments
- Reports gaps in proficiency data between children with disabilities and all students



Indicator 3A: Measurement

- Indicator 3A: Number of students with IEPs who participated in a New York State (NYS) English language arts (ELA) or math assessment ÷ Total number of students with IEPs enrolled at time of testing
- Participation rates include students with IEPs taking the general NYS assessments and the New York State Alternate Assessment (NYSAA)
- Participation rates reported for reading and math
- Data calculated separately for grades 4, 8 and high school

Participation Rate Measure

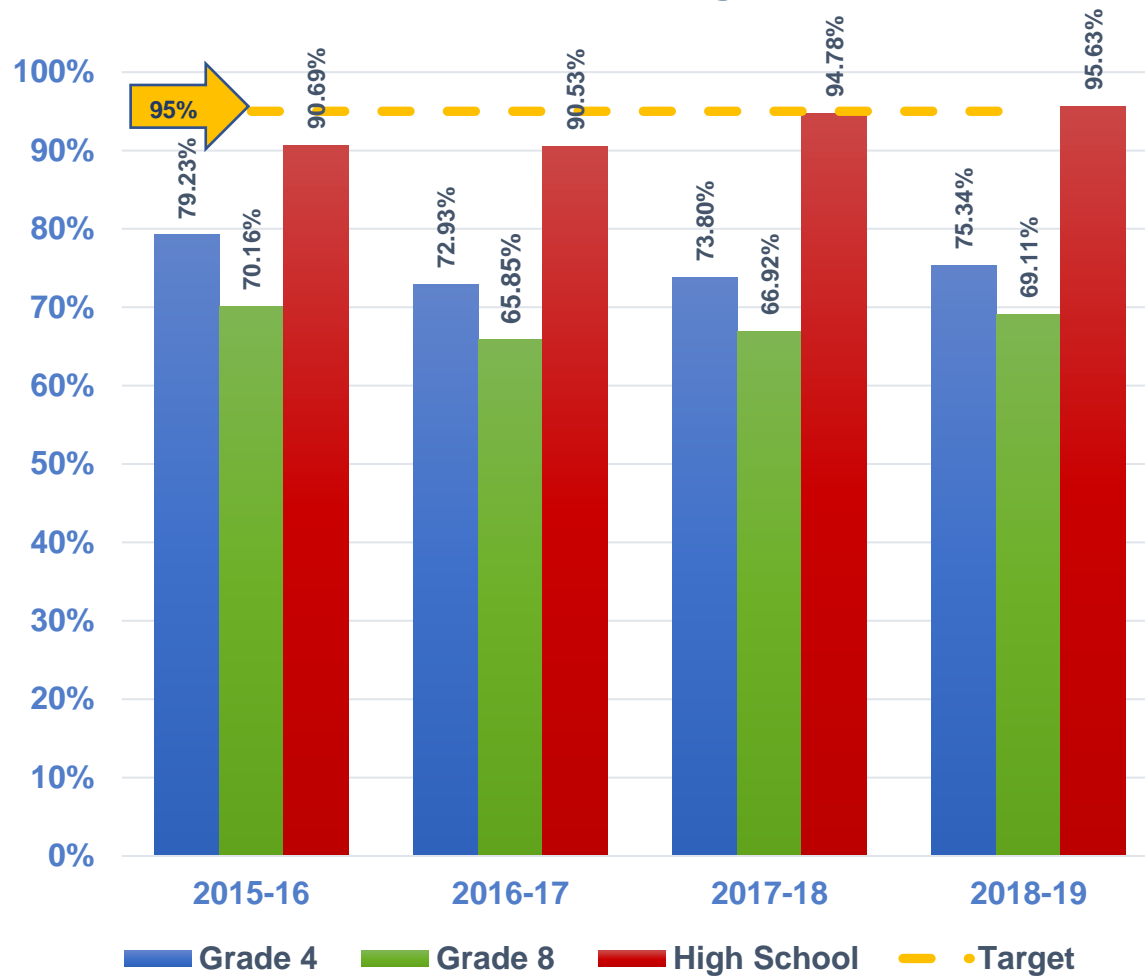


9 out of 10 students with IEPs participated: $9 \div 10 = 90\%$

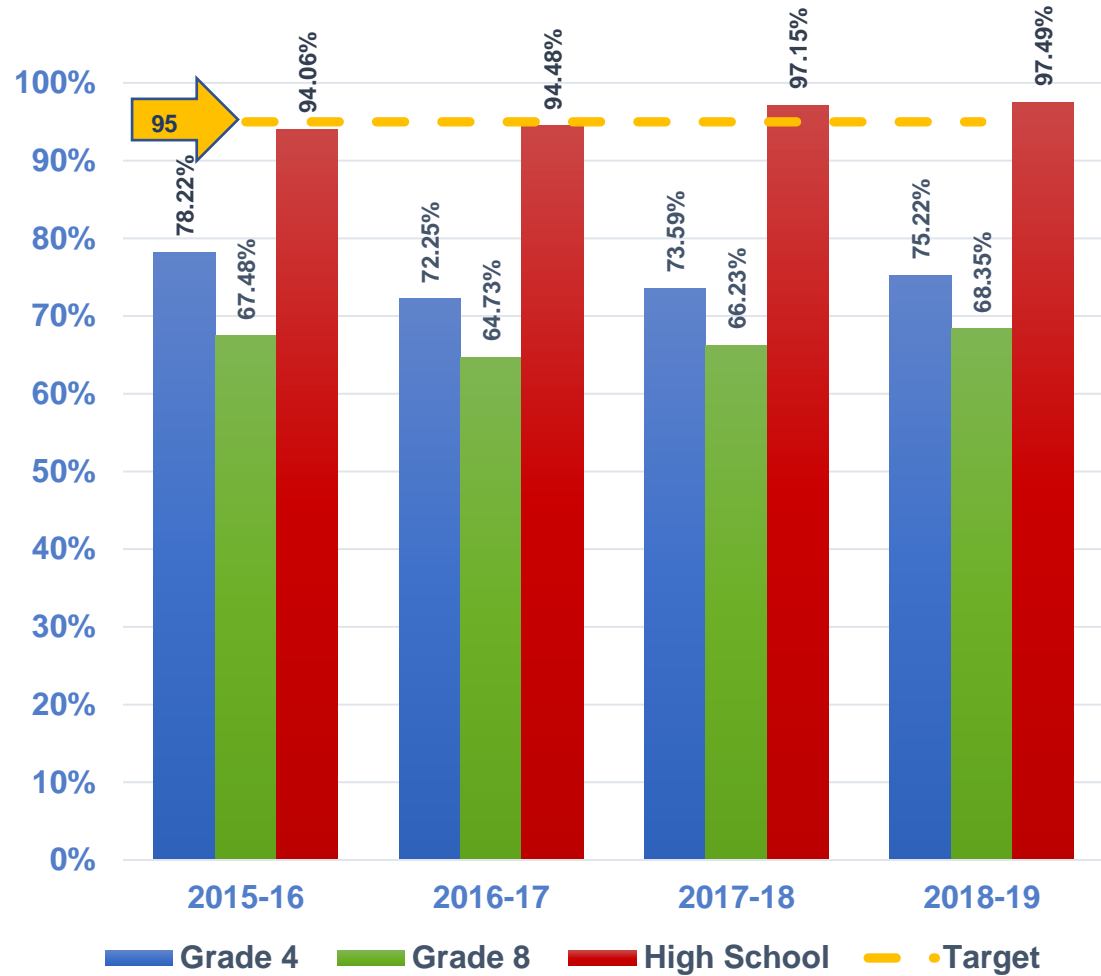


Indicator 3A: Historical Trend Data Participation Rates of Students with IEPs

3A Reading



3A Math



Indicator 3A: National Comparison Participation on State Assessments



Reading

Grade Level	NYS	National Average
Grade 4	73.8%	95.6%
Grade 8	66.9%	93.8%
High School	94.78%	92.9%

Math

Grade Level	NYS	National Average
Grade 4	73.6%	95.7%
Grade 8	66.2%	93.7%
High School	97.2%	93.4%

[42nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, Parts B and C. 2020](#)



Indicator 3B and 3C: Measurement

- Measurement 3B: Number of children with IEPs scoring at or above proficient on a NYS general assessment ÷ Total number of children with IEPs who took and received a valid score on the assessment
- Measurement 3C: Number of children with IEPs scoring at or above proficient on the New York State Alternate Assessment (NYSAA) ÷ Total number of children with IEPs who took and received a valid score on the NYSAA
- Proficiency rates are reported for reading and math
- Data is calculated separately for grades 4, 8 and high school

Proficiency Rate Measure

Students with IEPs who received a valid score:



6 out of 10 students with IEPs scored proficient: $6 \div 10 = 60\%$

[Graphic Adapted from the Vermont Department of Education SPP APR Measurements and Target Setting](#) (May 2021)

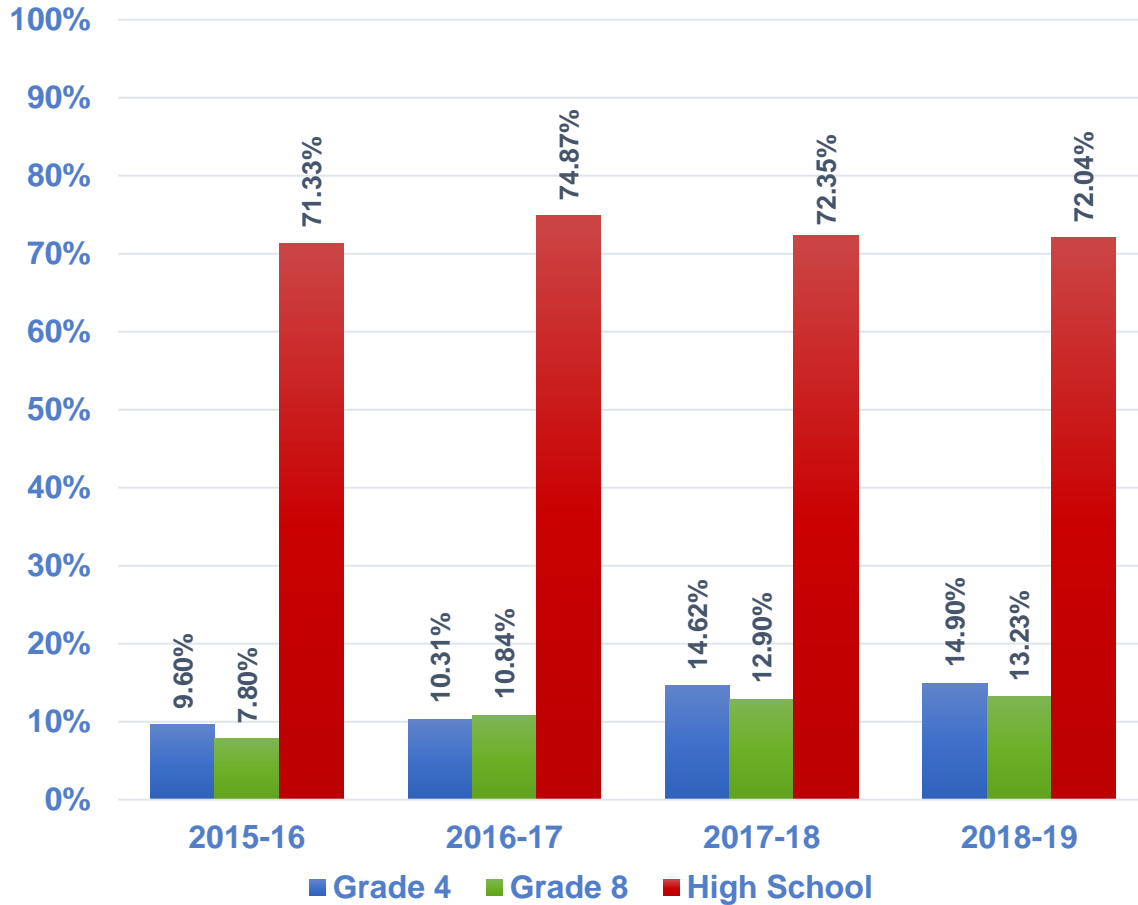


Indicator 3B: Trend Data

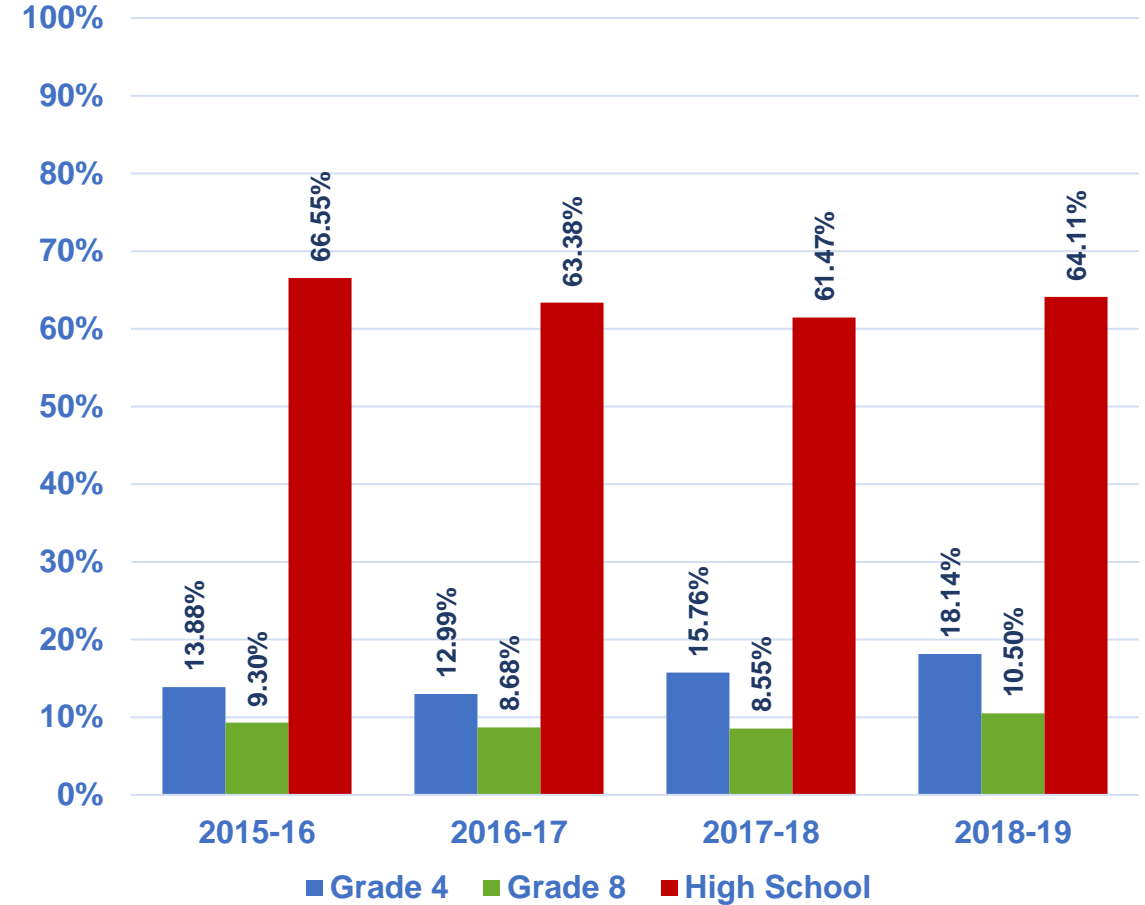
Proficiency Rates of Students with IEPs Against Grade Level Academic Achievement Standards



3B Reading



3B Math

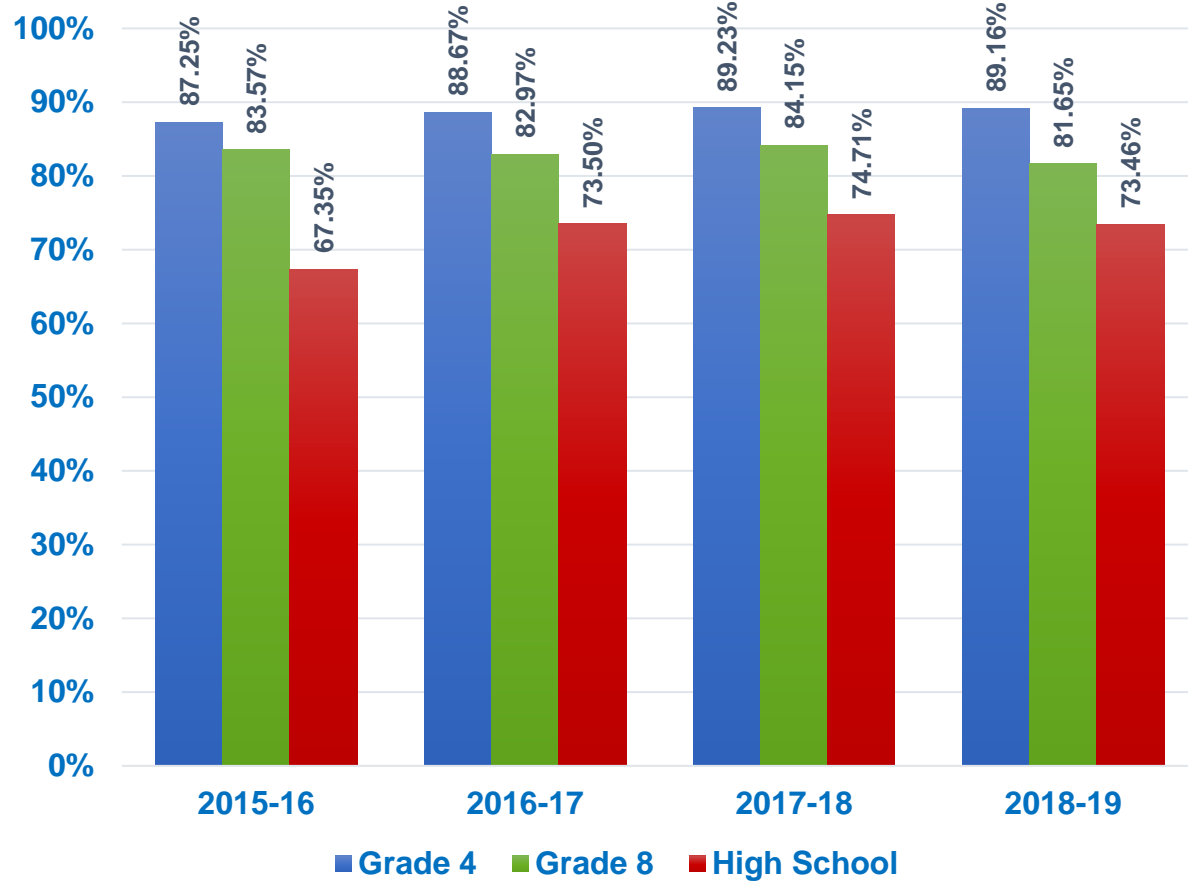


Indicator 3C: Trend Data

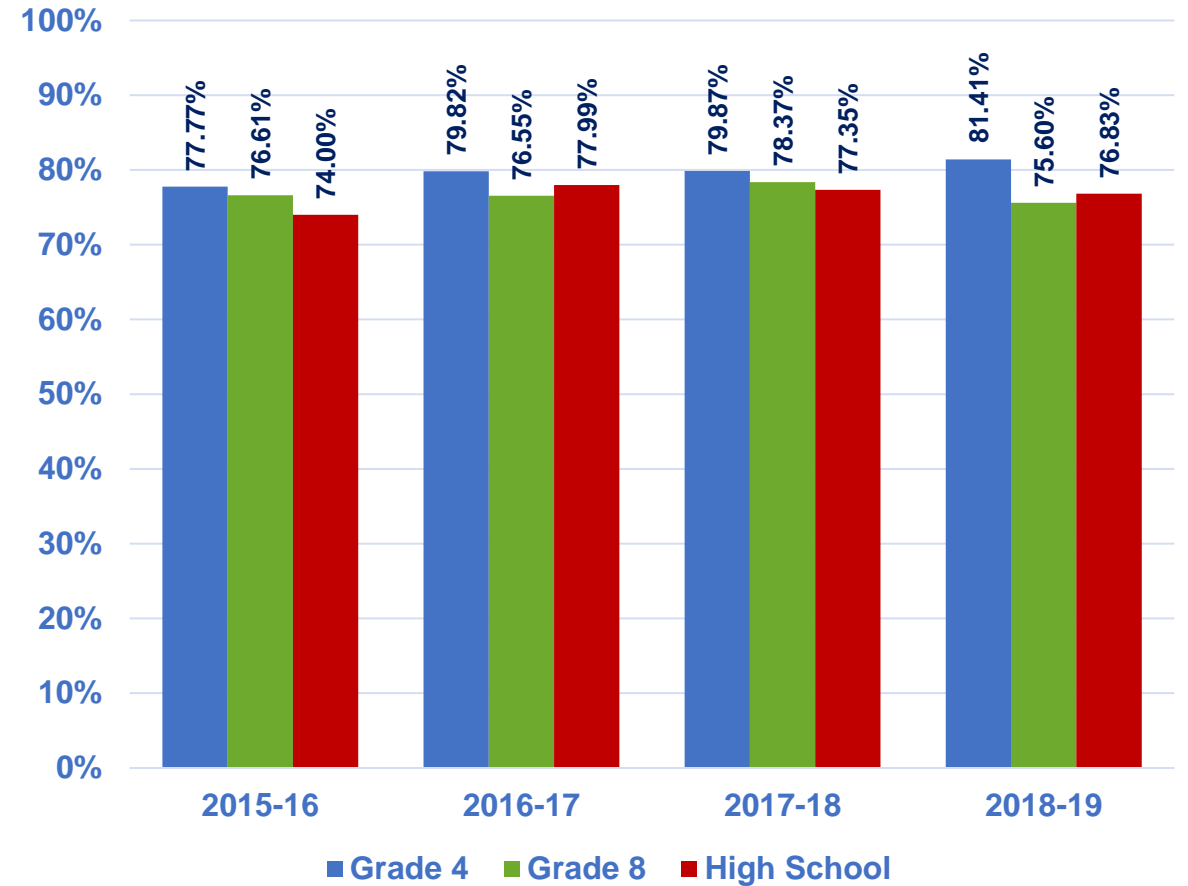
Proficiency Rates of Students with IEPs Against Alternate Academic Achievement Standards



3C Reading



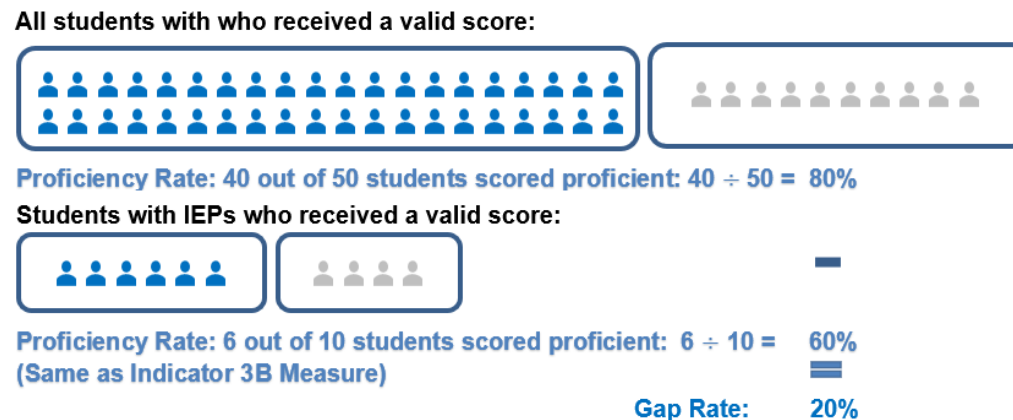
3C Math



Indicator 3D: Measurement

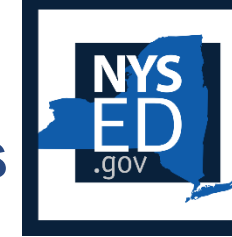
- Measurement 3D: Proficiency rate for children with IEPs scoring at or above proficient on a NYS general assessment – Proficiency rate for all students scoring at or above proficient on the assessment
- Gap data is reported for reading and math
- Data is calculated separately for grades 4, 8 and high school
- Students with IEPs are included in the “all student” proficiency rate
- Students taking the NYSAA are not included in gap rate data

Gap Rate Measure

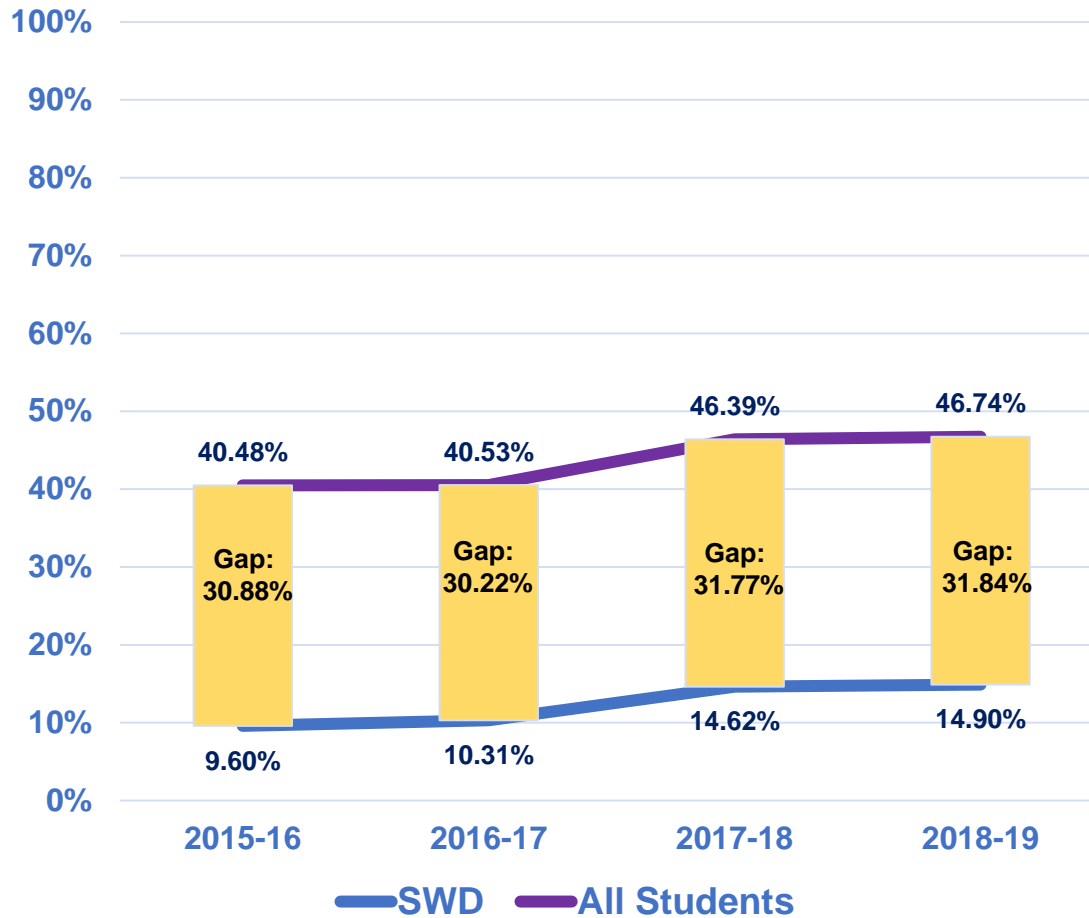


Indicator 3D: Grade 4 Trend Data

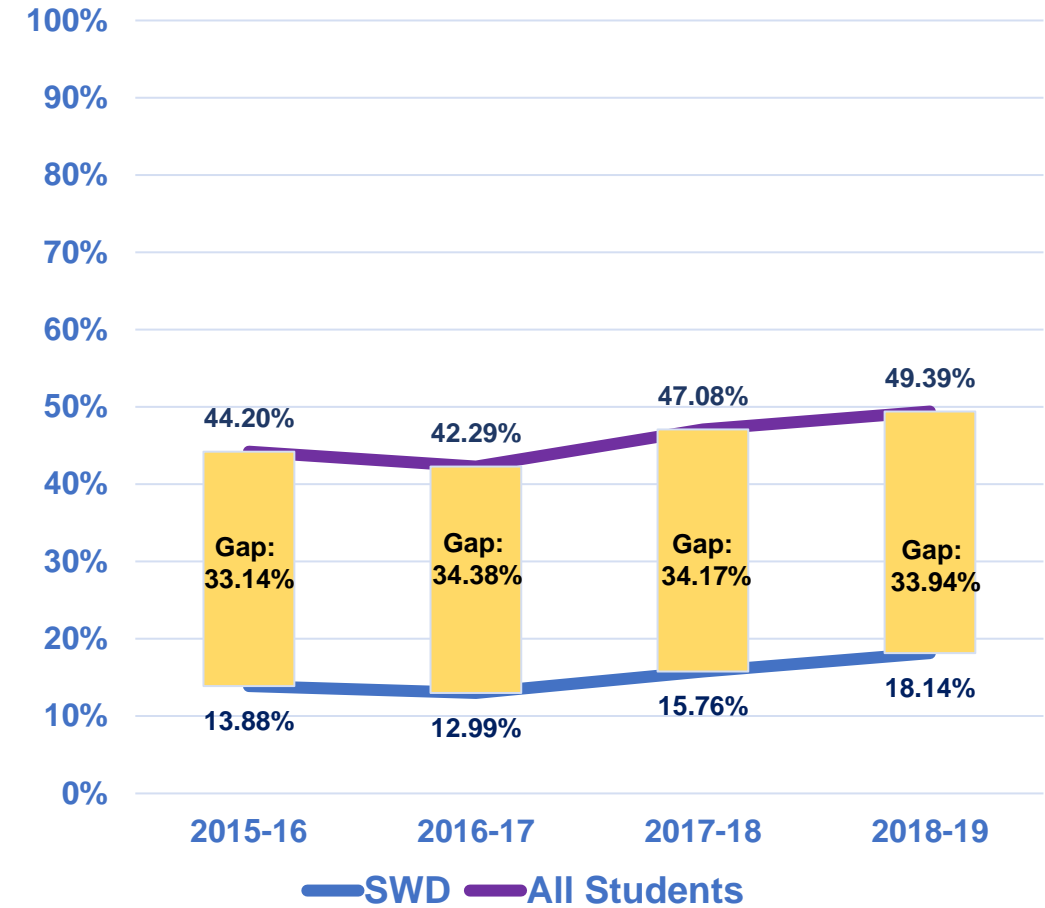
Gap in Proficiency Rates of Students with IEPs and All Students Against Grade Level Academic Achievement Standards



3D Grade 4 Reading



3D Grade 4 Math

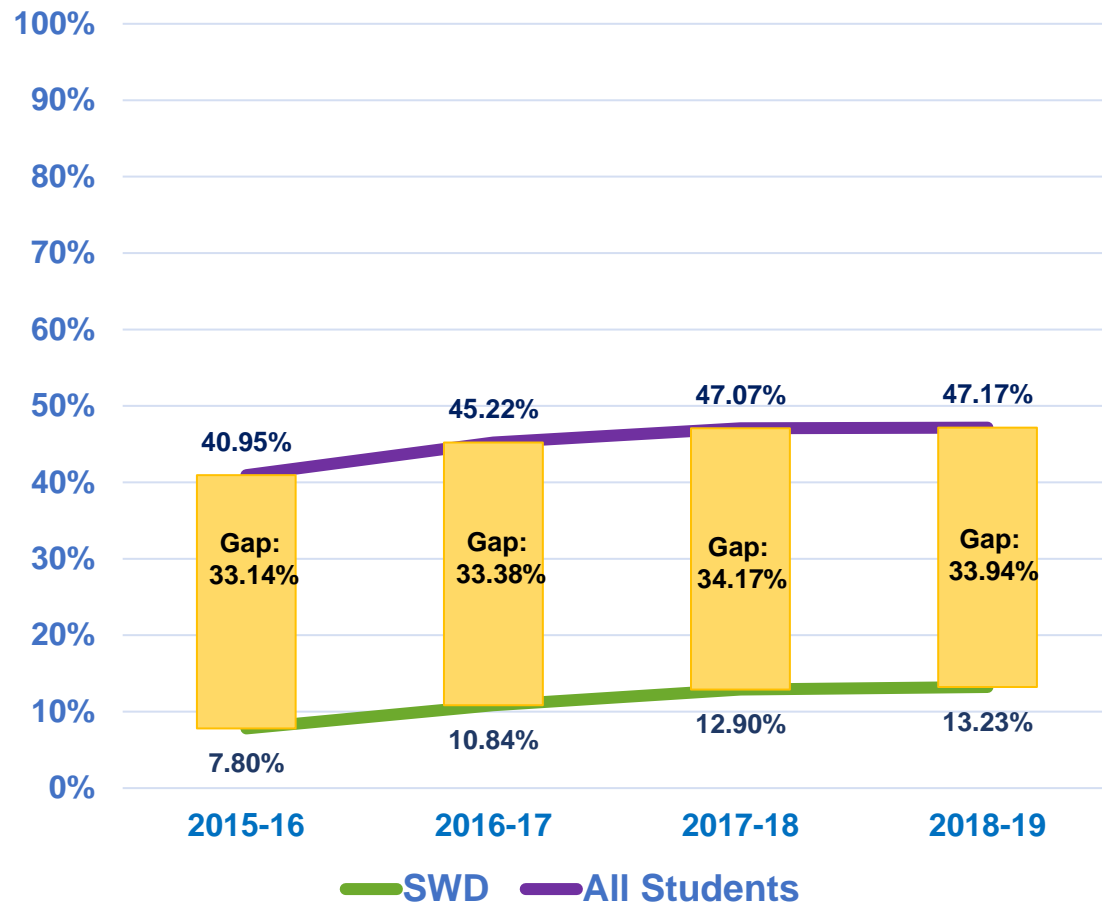


Indicator 3D: Grade 8 Trend Data

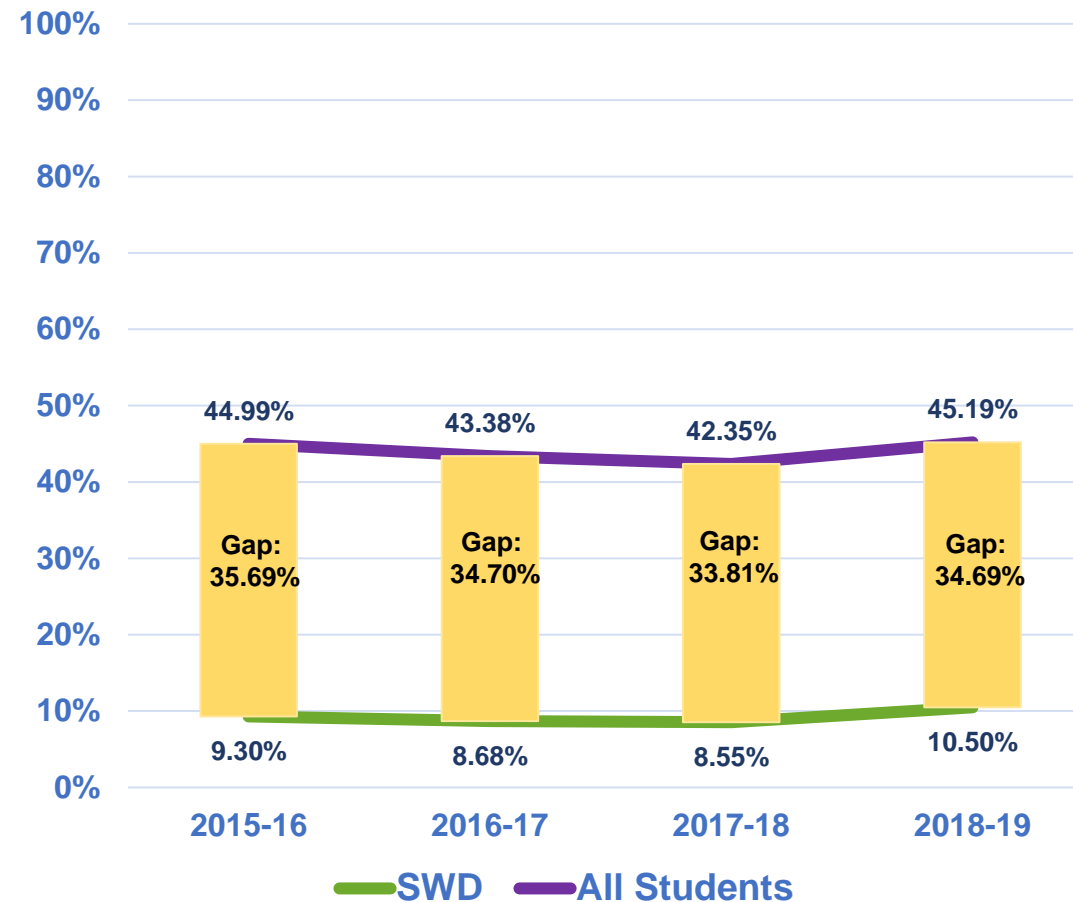
Gap in Proficiency Rates of Children with IEPs and All Students Against Grade Level Academic Achievement Standards



3D Reading Grade 8



3D Math Grade 8

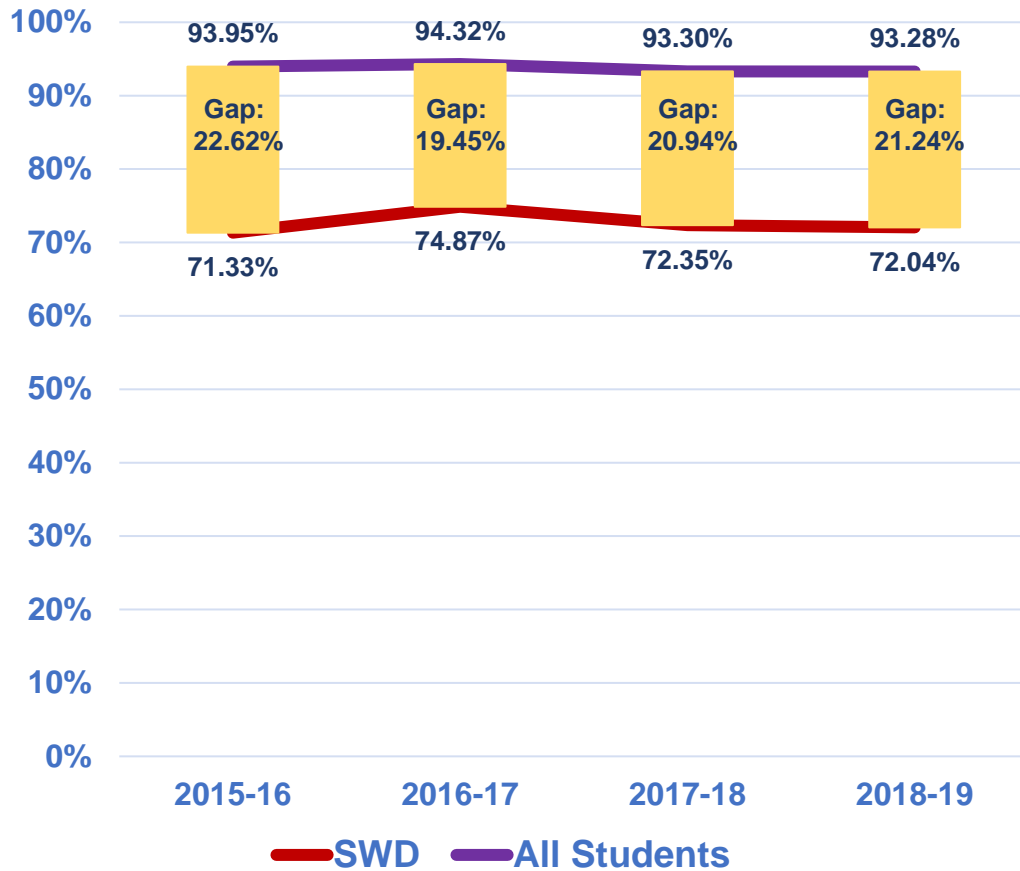


Indicator 3D: High School Trend Data

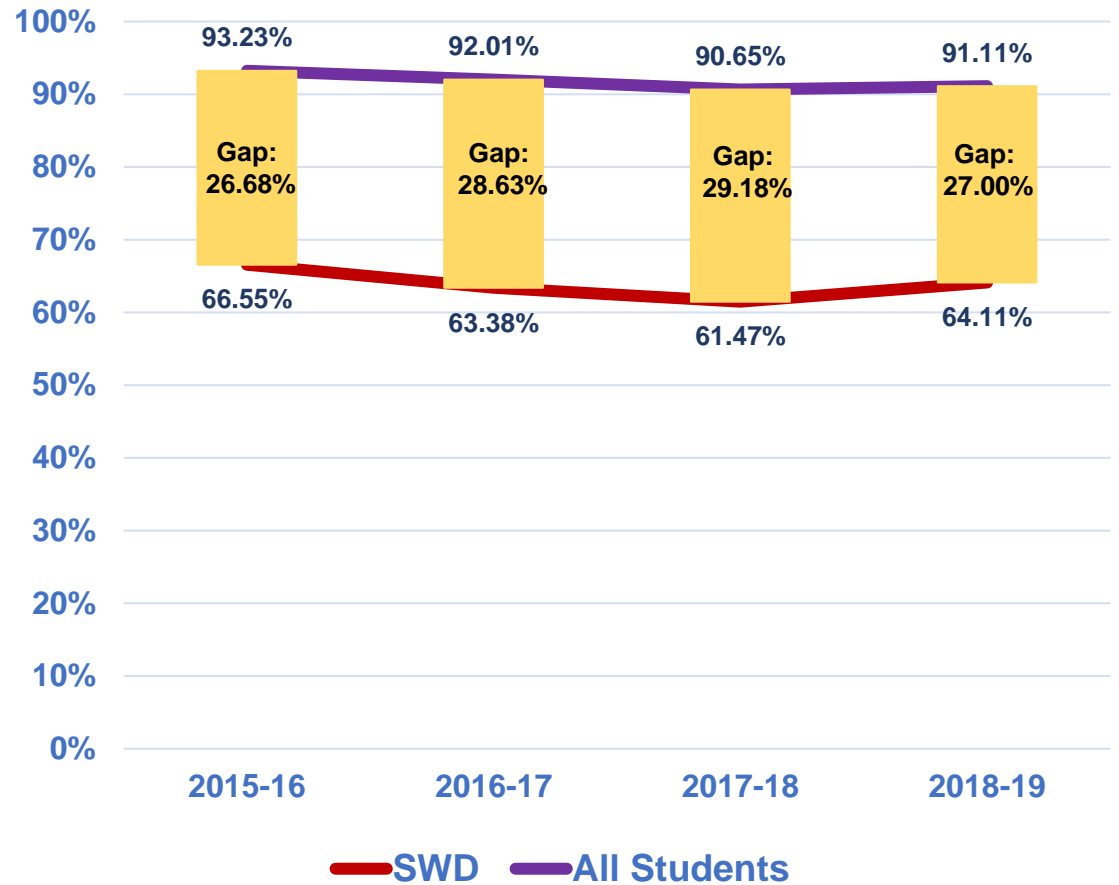
Gap in Proficiency Rates of Children with IEPs and All Students Against Grade Level Academic Achievement Standards



3D Reading High School



3D Math High School



Stakeholder Input: Measurement and Data



Consider the information about the measurement for Indicator SPP 3 and the trend data.

What questions do you have about the measurement?

What is the trend data telling us?

How can the trend data inform our work on target setting?





Office of Special Education Educational Partnership Tiered Support & Professional Development



IDEA STATE
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12 Regional
Partnership Centers

Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

1 Regional Learning

14 School-Age Family
and Community
Engagement Centers

2 Targeted Skills/Support Groups

14 Early Childhood
Family and Community
Engagement Centers

3 Support Plans



Indicator 3A: Improvement Strategies

- New York State’s Commissioner’s Regulations establish requirements and criteria regarding a school's development of a participation rate improvement plan to implement the requirements of the Every Student Succeeds Act (ESSA)
- New York State Education Department’s (NYSED) [“Assessments Toolkit”](#), [ESSA Fact Sheets](#), and [Parent Resources - Elementary/Intermediate Tests](#)
- Revised testing times for Grades 3-8 ELA and math assessments



The 2020 Grades 3-8 New York State Assessments: What Parents Need to Know

Every spring, the Grades 3-8 English Language Arts (ELA) and Mathematics Tests are administered to students across New York State. These annual ELA and math tests for students in grades 3-8 are required by the federal Every Student Succeeds Act (ESSA) of 2015. The tests are designed to measure how well students are mastering the learning standards that guide classroom instruction with the critical thinking, problem-solving, and communication skills needed in the workplace. The tests also show how students are performing in relation to professional development for teachers.

Fewer Test Sessions

- Like the 2018 and 2019 tests, fewer test sessions will lessen the burden on students and are able to do.

Untimed Tests

- Like the 2018 – 2019 tests, the tests are untimed. In general, this means that students need to complete each test set at their own pace. Schools and districts have discretion over when to administer the tests. Tests should be arranged for students to complete their test while other students are not in the classroom.

Test Questions Written and Answered by Teachers

- Teachers from across the State will write the test questions for 2020 Grades 3-8 ELA and Math.

Providing Results for Teachers

- Like in previous years, the New York State Score Reports for parents will be available by the end of the school year.
- The 2020 Score Reports for parents will be available at each grade level.
- Results can be used to see how students are performing. However, State law prohibits using test results for promotion or placement decisions.

Computer-Based Testing

- Some schools chose to administer the tests using computer-based testing. The computer-based testing is available for students with disabilities and students who are learning English as an additional language.
- Chronic absenteeism (absent 10% or more instructional days) may affect a student's ability to complete the tests.
- The long-term plan is for all students to take the tests on a stand-alone field test.

Questions about testing programs, policies, and procedures: [ny.gov/parents](#)

5 Things every parent should know about New York State's plan for the Every Student Succeeds Act

What is ESSA? The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

Why does it matter? New York matter since it affects all students and families.

What do parents need to know? Below you will find five things every parent should know about ESSA.

1 New York State wants parents and families to know how schools and districts will be using ESSA funds.

For all schools:

- English language arts
- Math
- Science
- Progress in learning English (for those who are learning English as an additional language)
- Chronic absenteeism (absent 10% or more instructional days)

2 New York State wants parents and families to know how schools and districts will be using ESSA funds.

State tests in grades 3-8 English and math will be reduced from three to two days each.

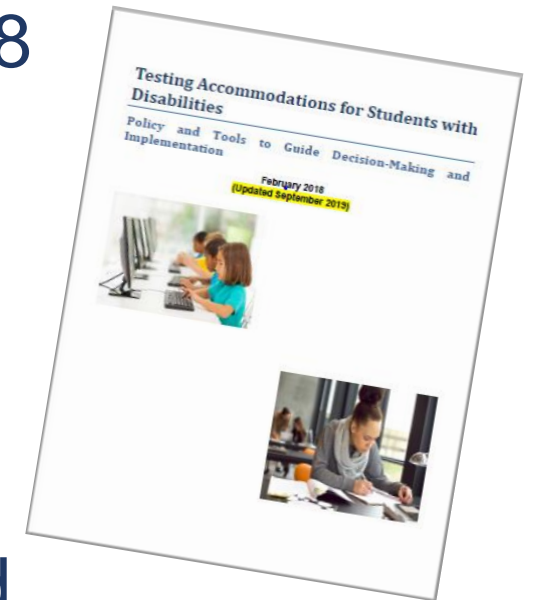
3 New York State wants parents and families to know how schools and districts will be using ESSA funds.

ESSA requires states to provide information to parents about how schools are using ESSA funds. ESSA also requires states to provide information to parents about how schools are using ESSA funds. ESSA also requires states to provide information to parents about how schools are using ESSA funds.



Indicators 3B, 3C and 3D: Improvement Strategies

- New York’s State Systemic Improvement Plan
- Policy change to allow “tests read” on the Grades 3-8 ELA Assessments
- Updated guidance on [Testing Accommodations for Students with Disabilities](#)
- OSE’s Youth Advisory Panel
- NYSED’s NYSAA Educator Advisory Panel input and feedback
- NYSAA Student Learning Profile



Indicators 3B, 3C and 3D: New Improvement Strategy

Multi-Tiered Systems of Support-Integrated (MTSS-I) Framework

- In 2020, NYSED received a State Personnel Development Grant (SPDG) from USDE. Funds from this grant will be used to improve results for all students, particularly students with disabilities, by establishing a Statewide, evidence-based, MTSS-I framework.
- MTSS-I is a whole-child, whole school approach that provides students with the level of support necessary to meet their academic, behavioral, and social-emotional needs.
- The 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.



Stakeholder Input: Improvement Strategies



What activities should be considered, maintained, or strengthened to address improvements in the participation and performance of students with disabilities on State assessments?



Indicator 3 - FFY 2020-2025 SPP/APR

What data will be Reported?

The proposed targets cover the reporting years included in the new SPP/APR cycle for FFY 2020-2025 (or school years 2020-21 through 2025-26).

Grades 4 and 8 NYS Assessments and High School Regents exams in ELA and math are administered annually

FFY 2020 SPP/APR is submitted to OSEP



For reporting year FFY 2020, assessment data from school year 2020-21 is reported



Target Setting

- New baseline (“starting point”) needed for 3A, 3B, 3C and 3D.
- New targets must cover the six years of the new SPP/APR cycle (FFY 2020-2025).
- Targets must be:
 - measurable;
 - rigorous (but attainable);
- Generally, targets must show improvement over baseline.
 - 3A FFY 2025 target – May be set at 95% even if there is no improvement over baseline.
- Targets must be set with the advice of stakeholders.



Target Setting Methodology



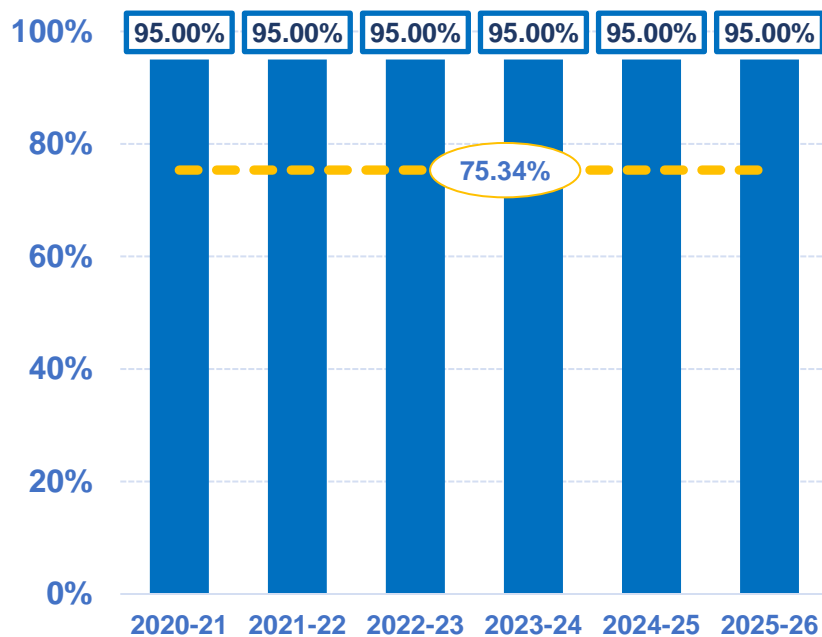
3A	3B and 3C	3D
<ul style="list-style-type: none">• Reviewed trend data from 2015-16 to 2018-19• Considered current improvement strategies• 2005-2006 data used for high school baseline• 2018-19 school year assessment data used as baseline for grades 4 and 8• Propose constant participation rate – All targets for reading and math for grades 4, 8, and high school set at 95%	<ul style="list-style-type: none">• Reviewed trend data from 2015-16 to 2018-19• Considered current improvement strategies• 2018-19 data used as baseline for grades 4, 8 and high school• Due to anticipated continued impact of COVID-19 on learning, proposed targets show no increase over baseline for the first three years• Proposed targets show an average increase of 0.5% each year for the last three years• Ensured final year’s target was higher than baseline	<ul style="list-style-type: none">• Reviewed trend data from 2015-16 to 2018-19• Considered current improvement strategies• 2018-19 data used as baseline for grades 4, 8 and high school• Due to anticipated continued impact of COVID-19 on learning, proposed targets show no decrease over baseline for the first three years• Proposed targets show an average decrease of 0.5% each year for the last three years• Ensured final year’s target was lower than baseline



Indicator 3A: Proposed Targets Participation Rates - Reading

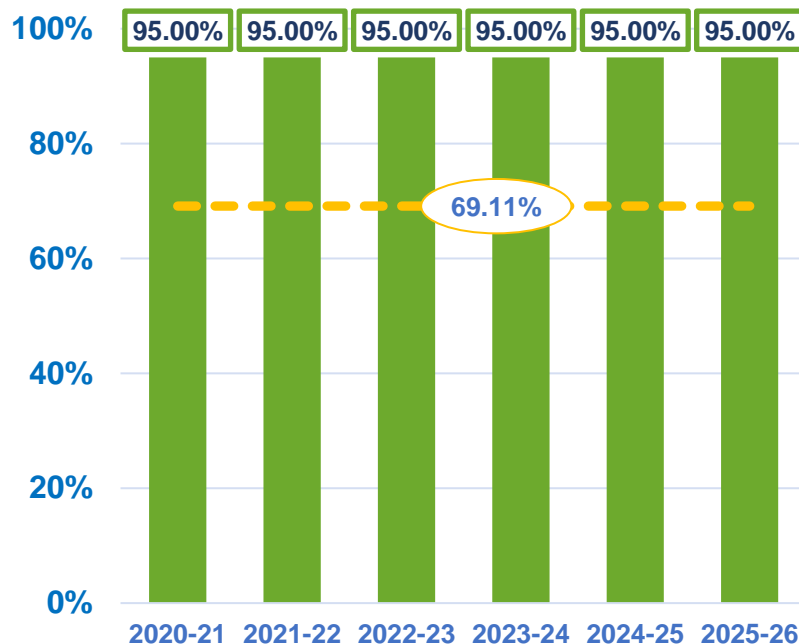


3A Grade 4



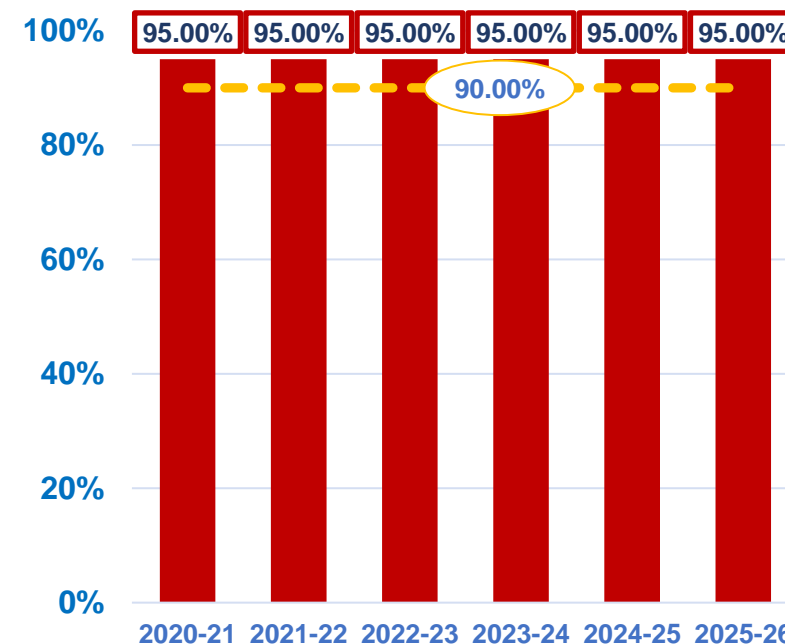
■ Target - - - Baseline

3A Grade 8



■ Target - - - Baseline

3A High School



■ Target - - - Baseline

Targets for this indicator are set by the United States Department of Education and can not be less than 95%.

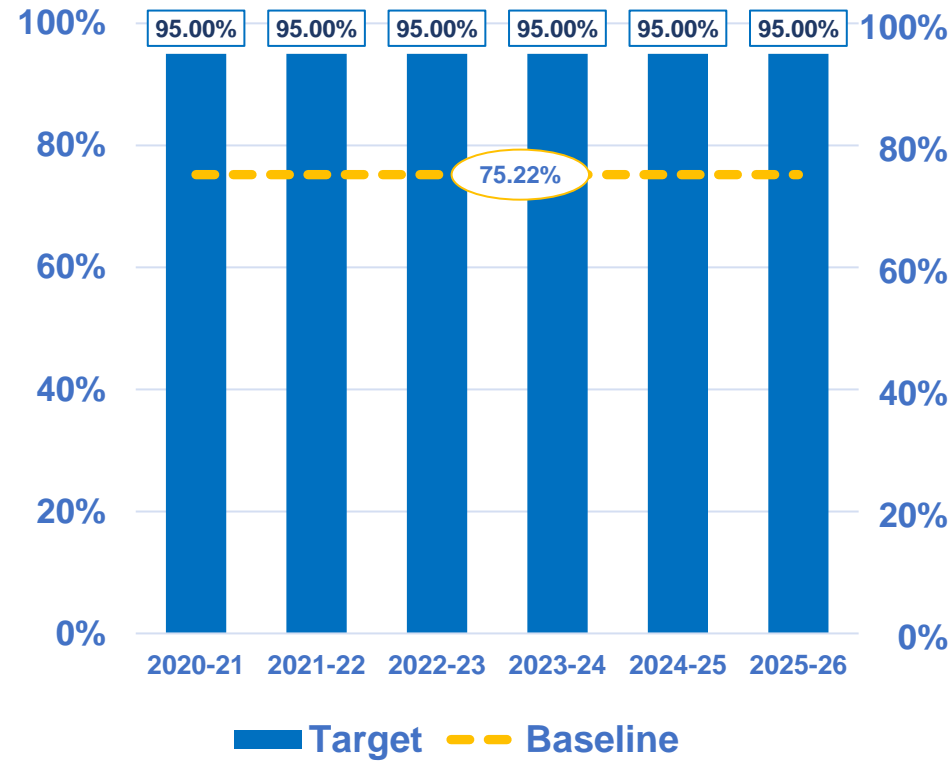


Indicator 3A: Proposed Targets

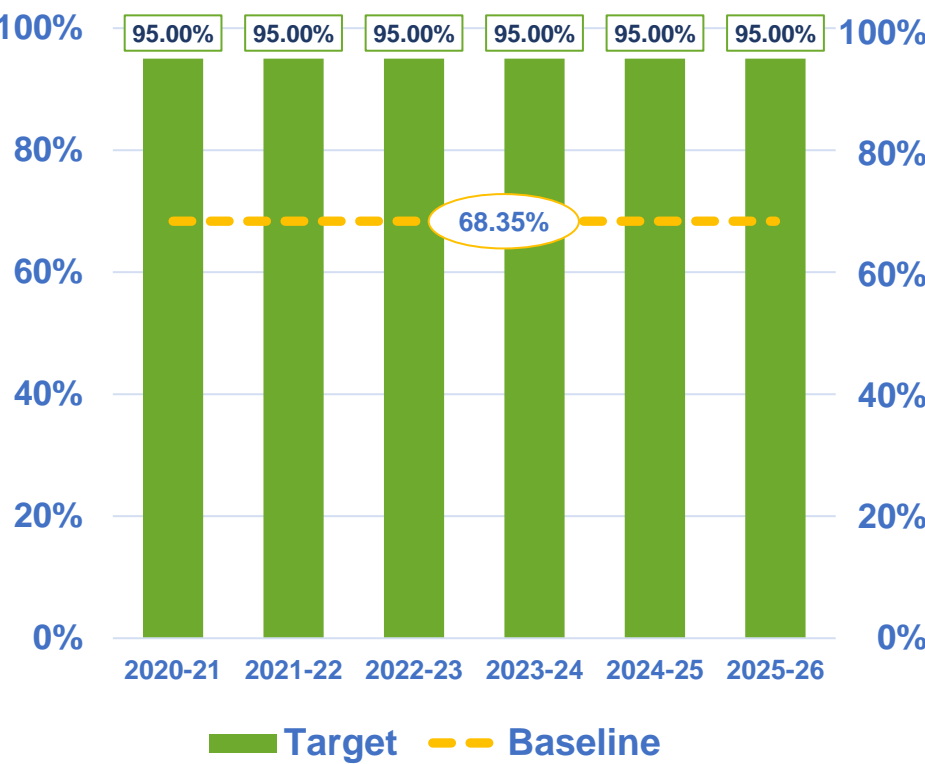
Participation Rates - Math



3A Grade 4



3A Grade 8



3A High School



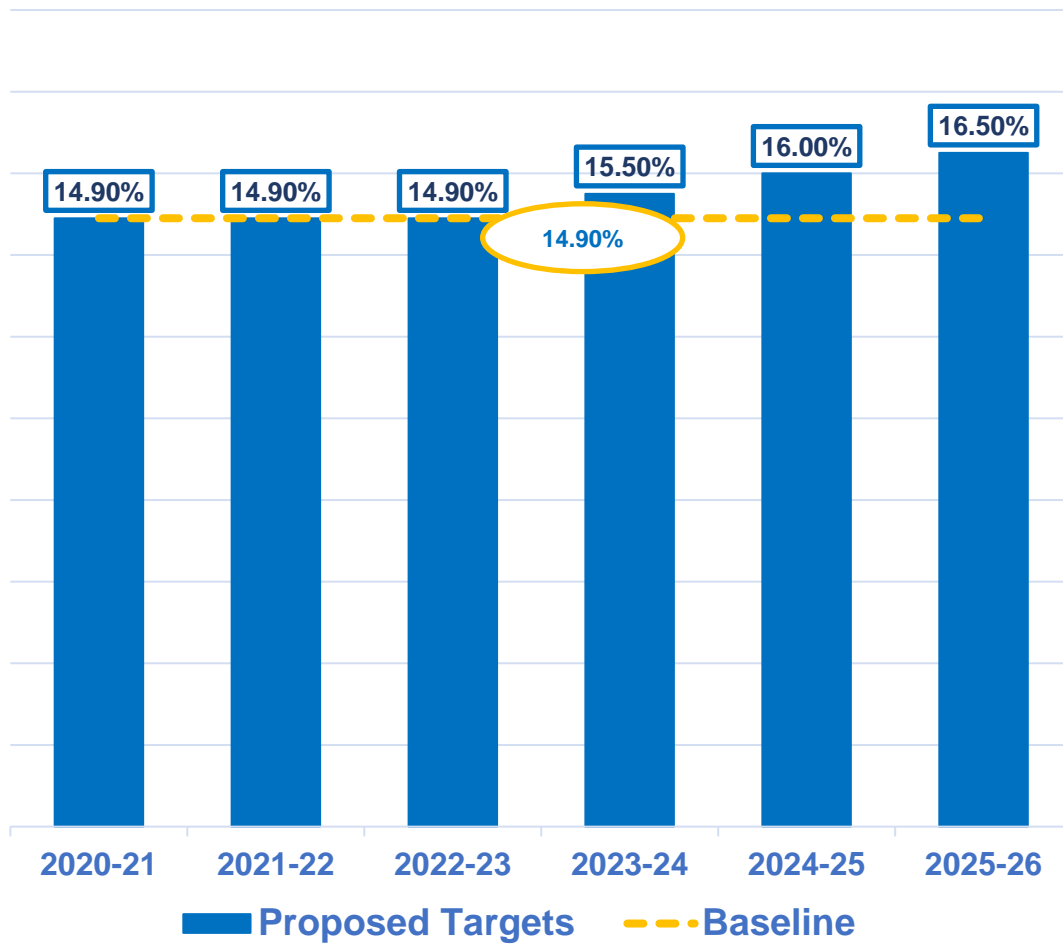
Targets for this indicator are set by the United States Department of Education and can not be less than 95%.



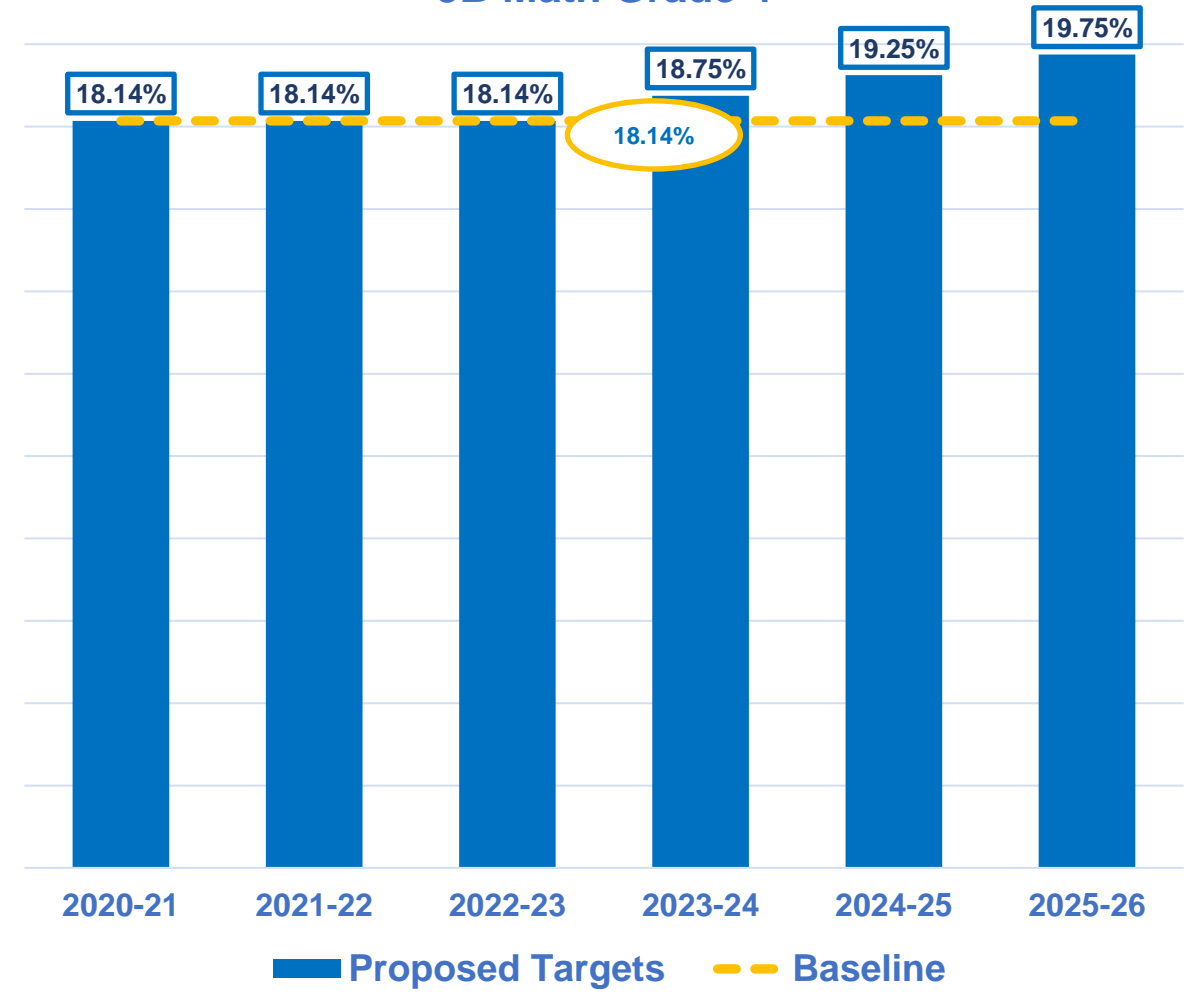
Indicator 3B: Proposed Targets Proficiency Rate - Grade 4



3B Reading Grade 4



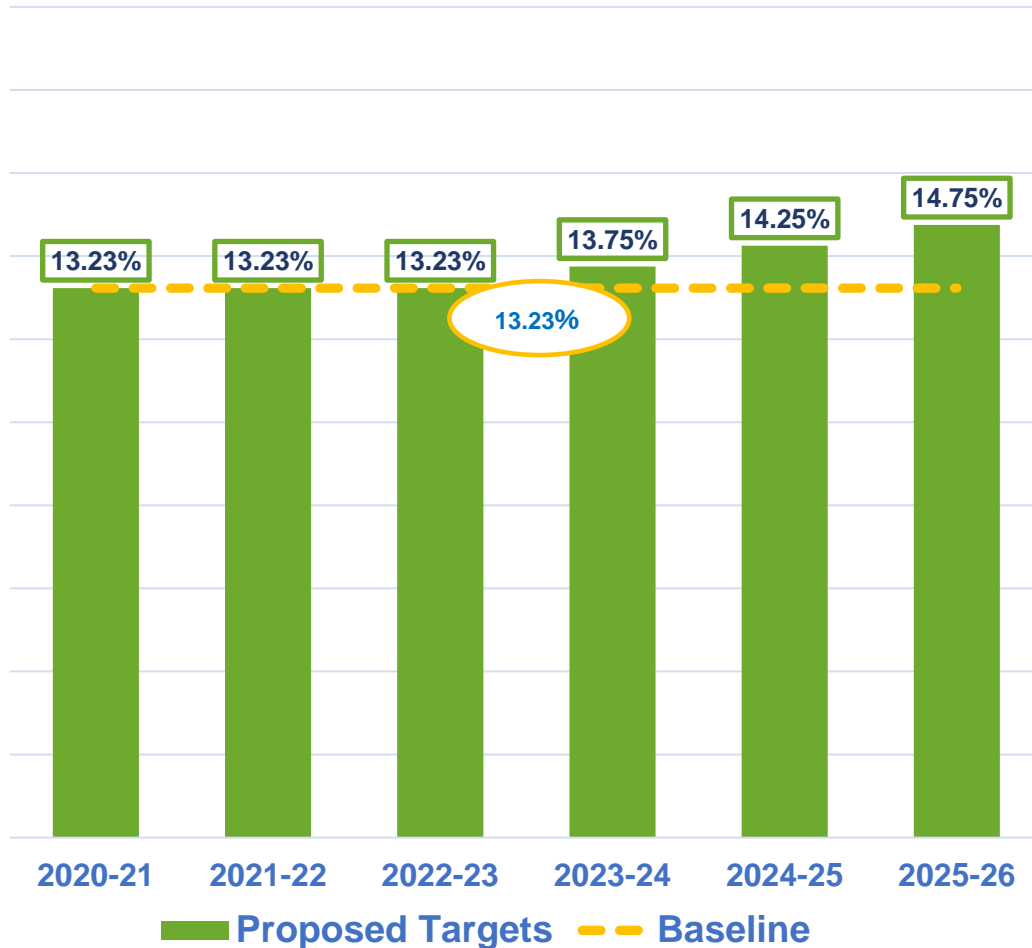
3B Math Grade 4



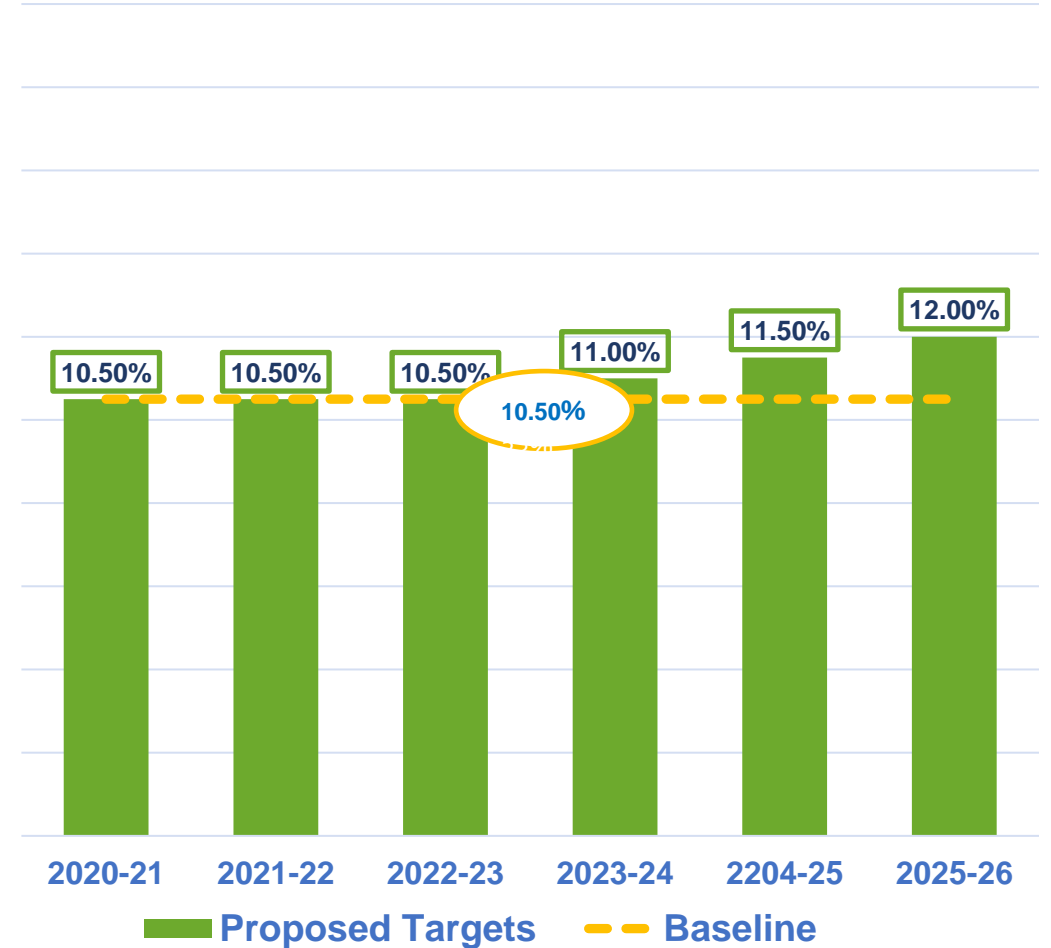
Indicator 3B: Proposed Targets Proficiency Rate - Grade 8



3B Reading Grade 8



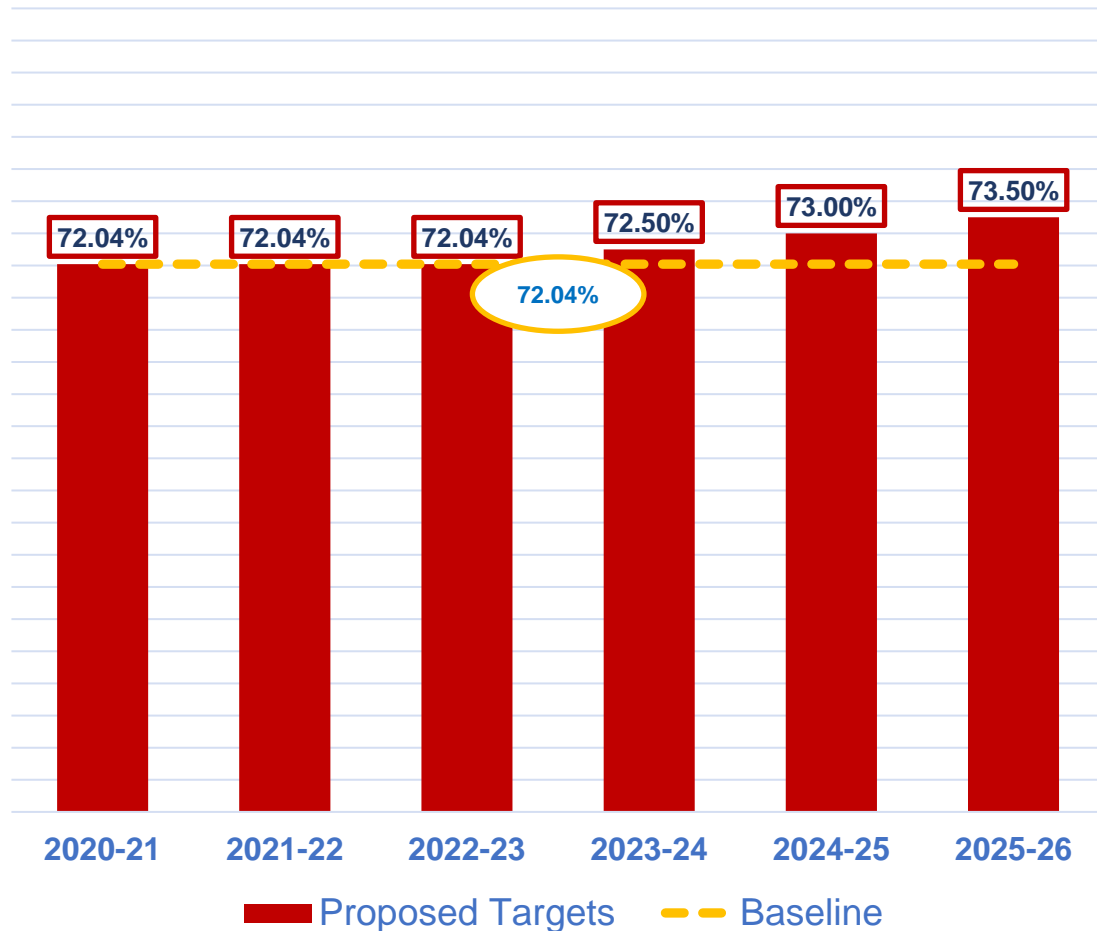
3B Math Grade 8



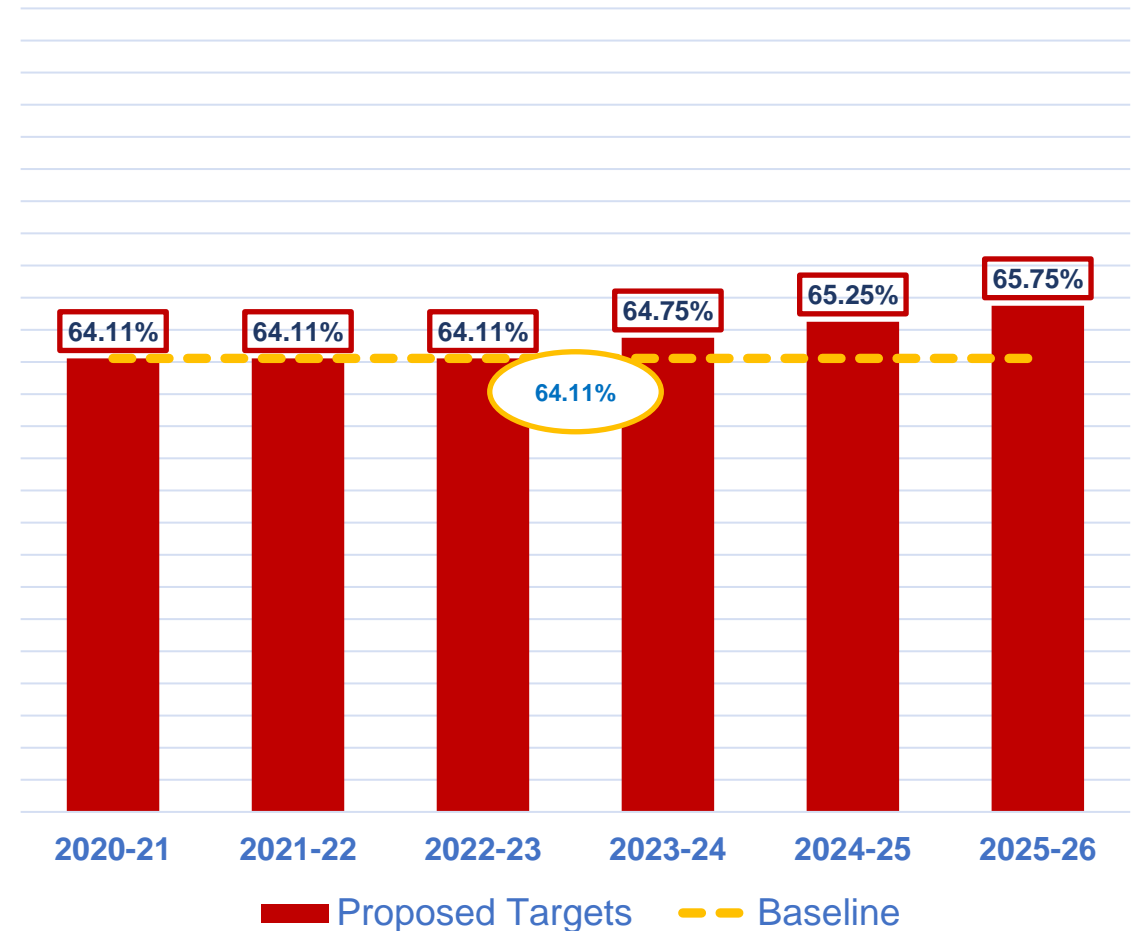
Indicator 3B: Proposed Targets Proficiency Rate - High School



3B Reading High School



3B Math High School

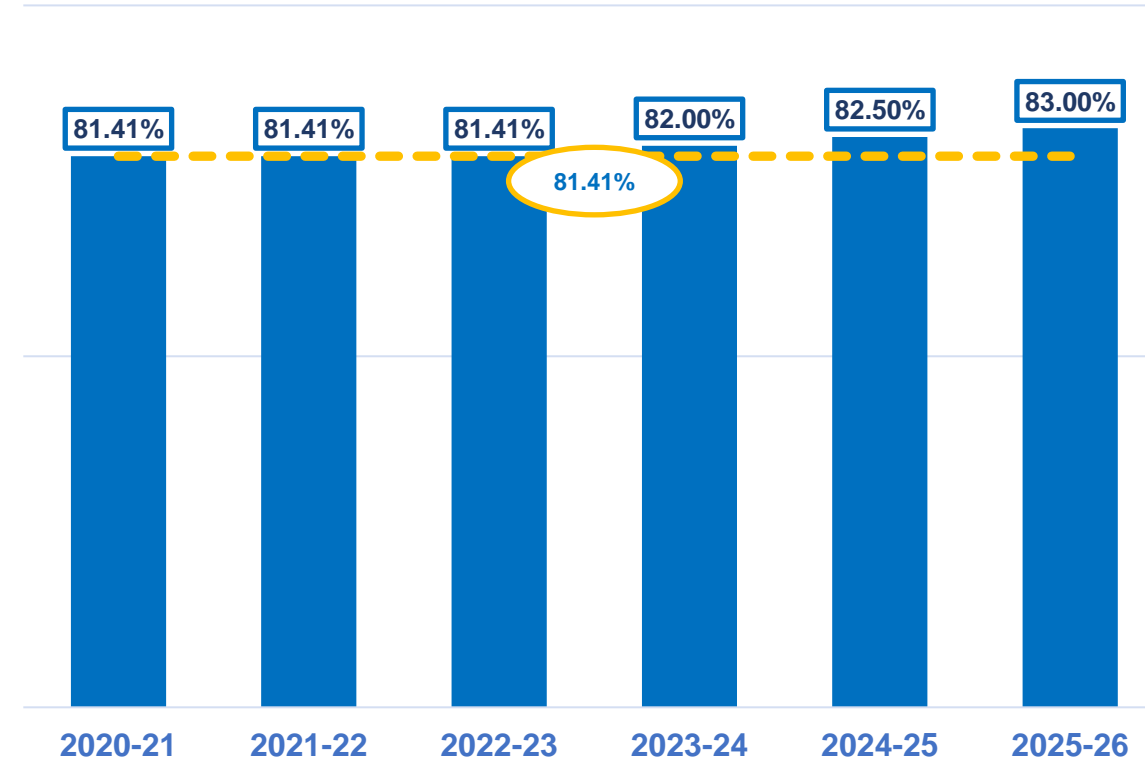
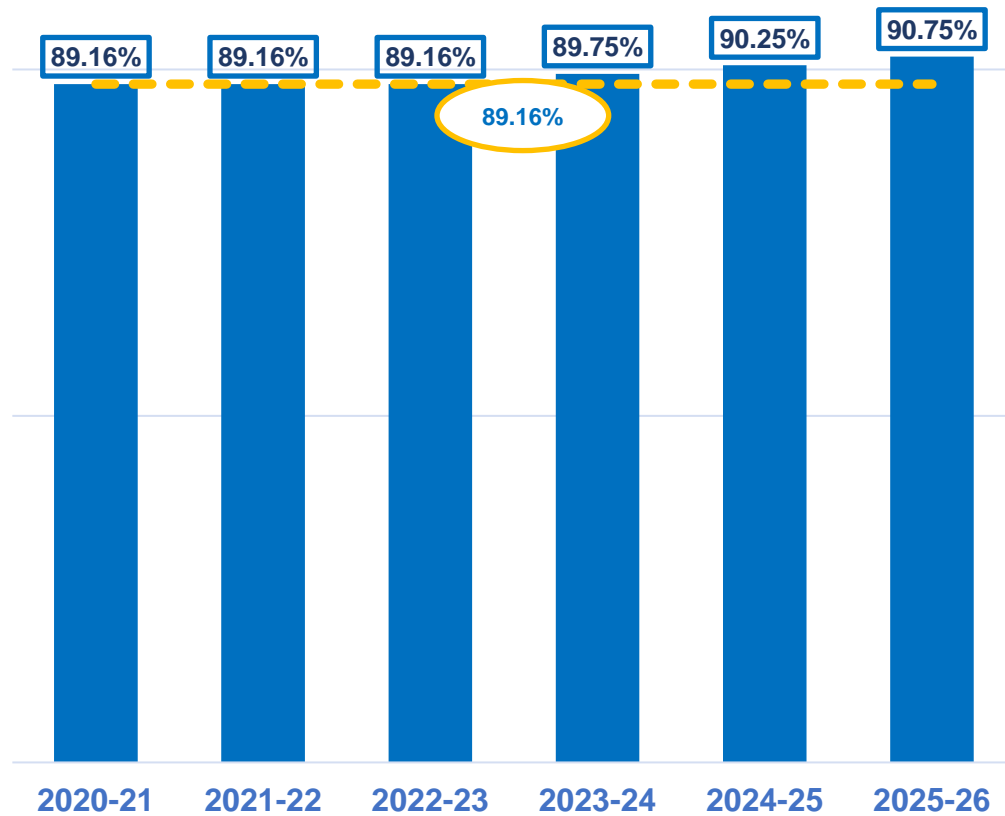


Indicator 3C: Proposed Targets Proficiency Rate - Grade 4



3C Reading Grade 4

3C Math Grade 4



Proposed Target Baseline

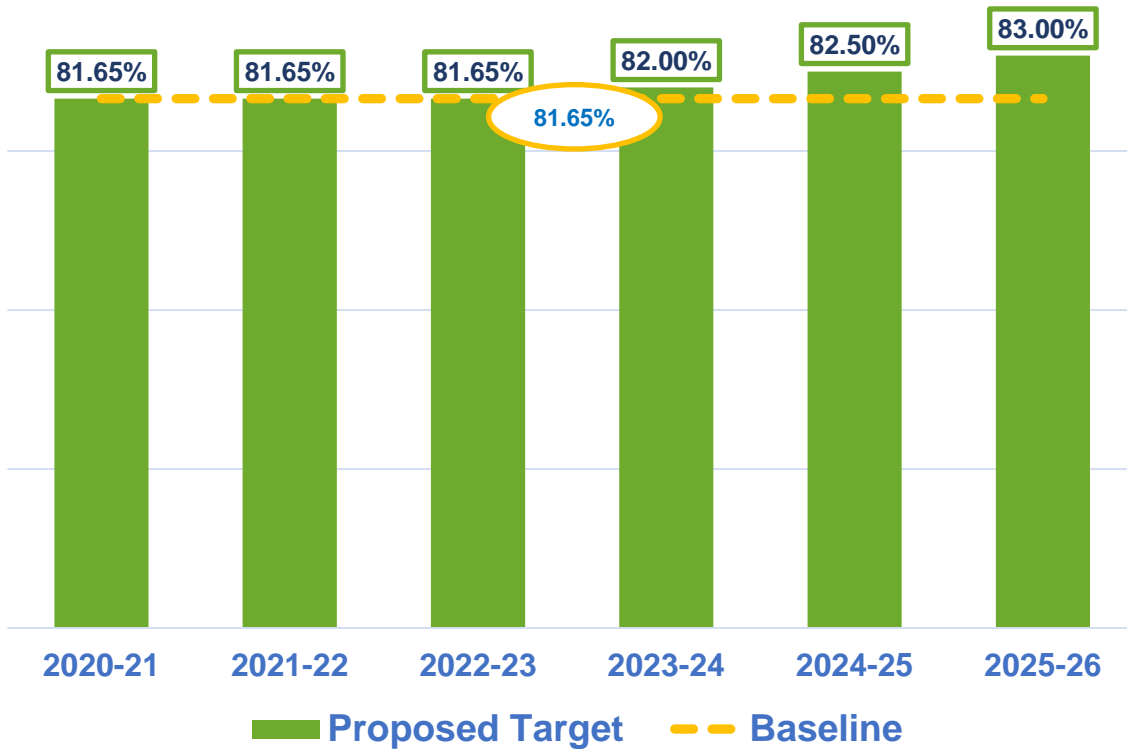
Proposed Target Baseline



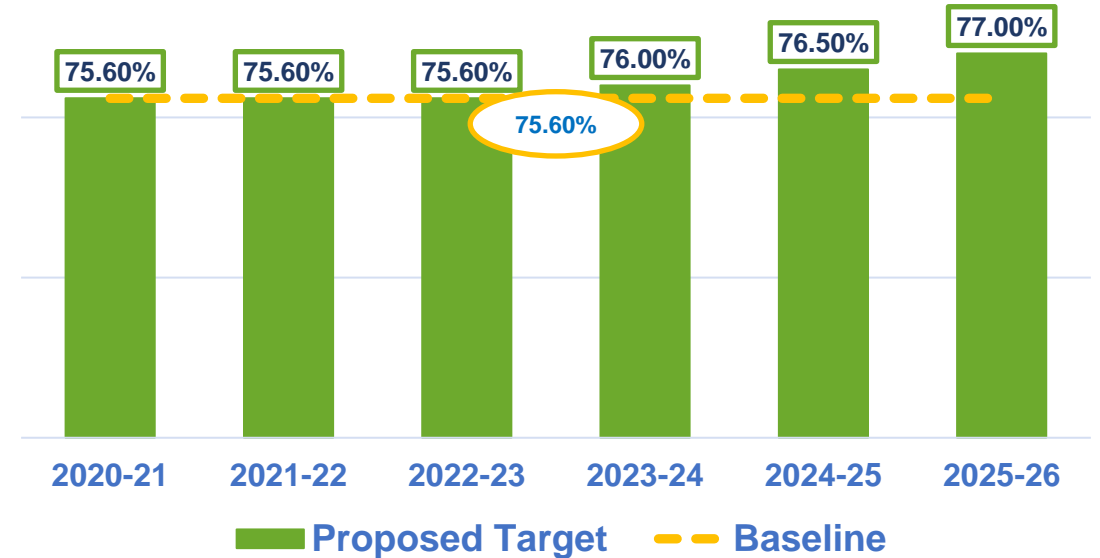
Indicator 3C: Proposed Targets Proficiency Rate - Grade 8



3C Reading Grade 8



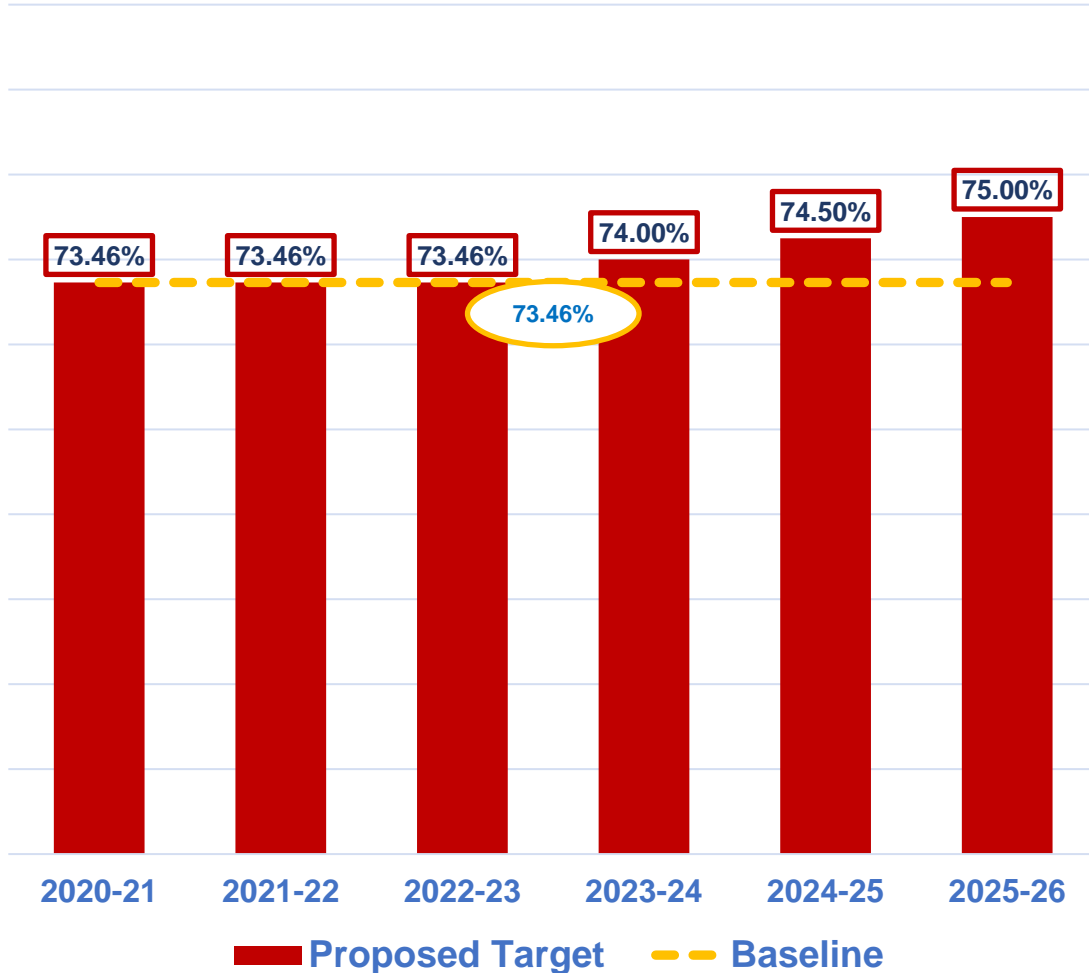
3C Math Grade 8



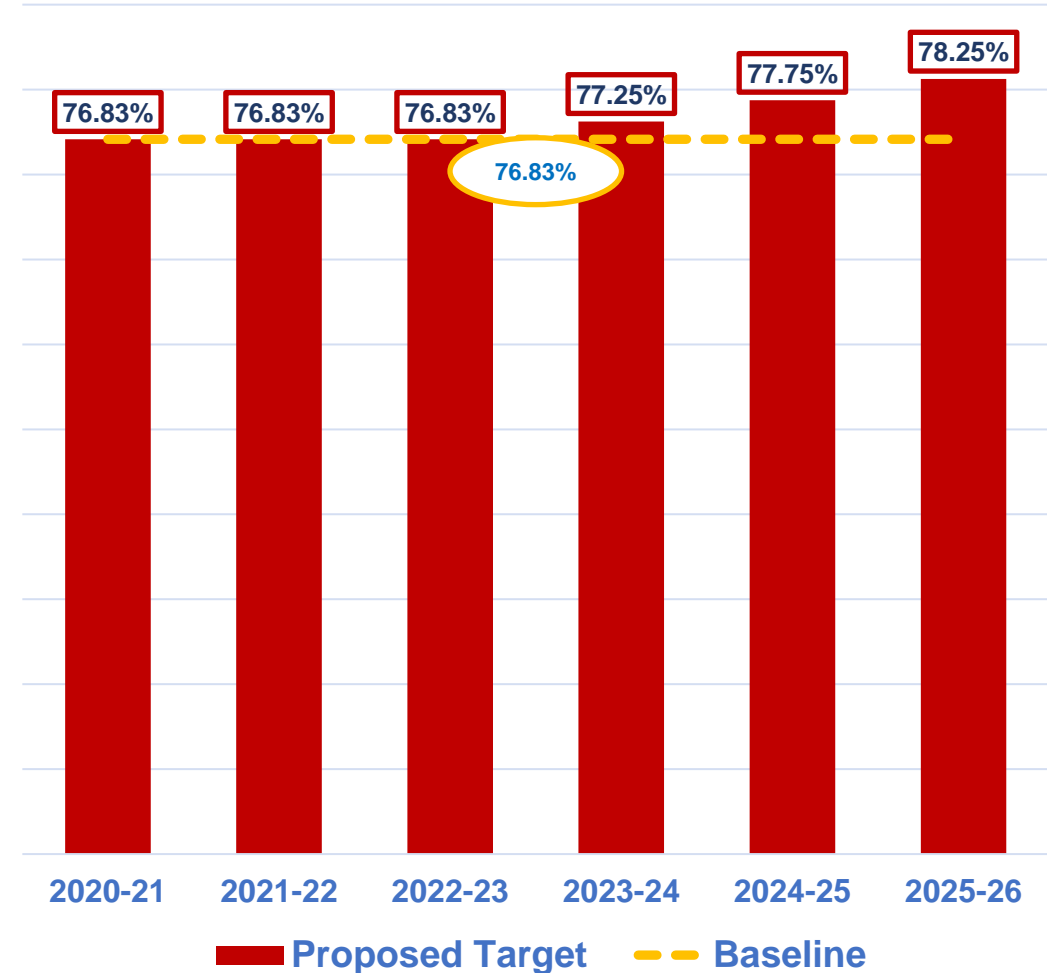
Indicator 3C: Proposed Targets Proficiency - High School



3C Reading High School

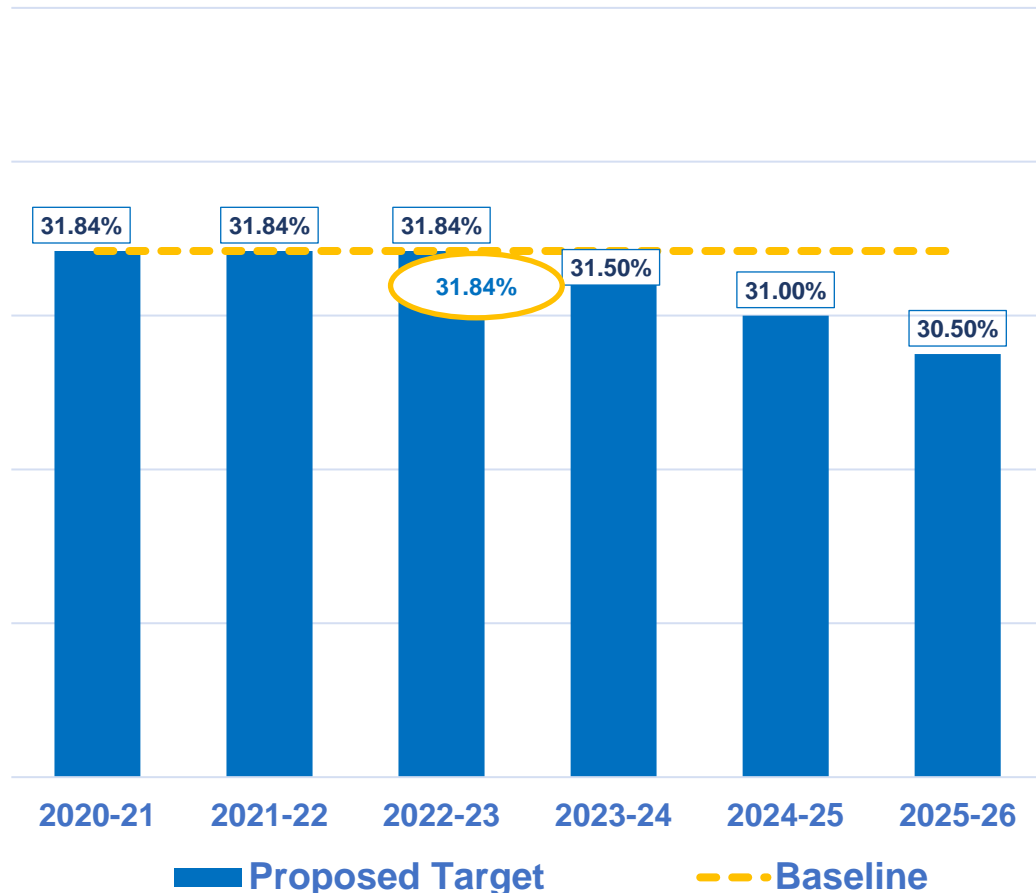


3C Math High School

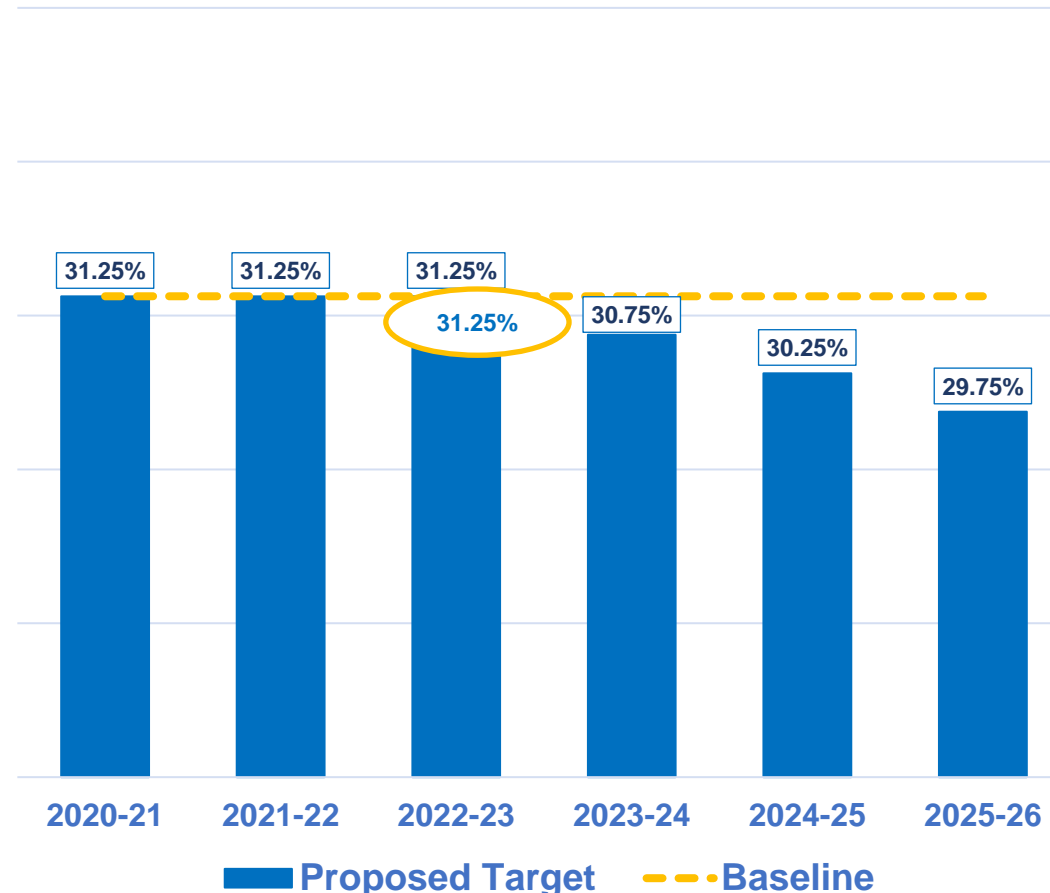


Indicator 3D: Proposed Targets Gap in Proficiency Rate - Grade 4

3D Reading Grade 4



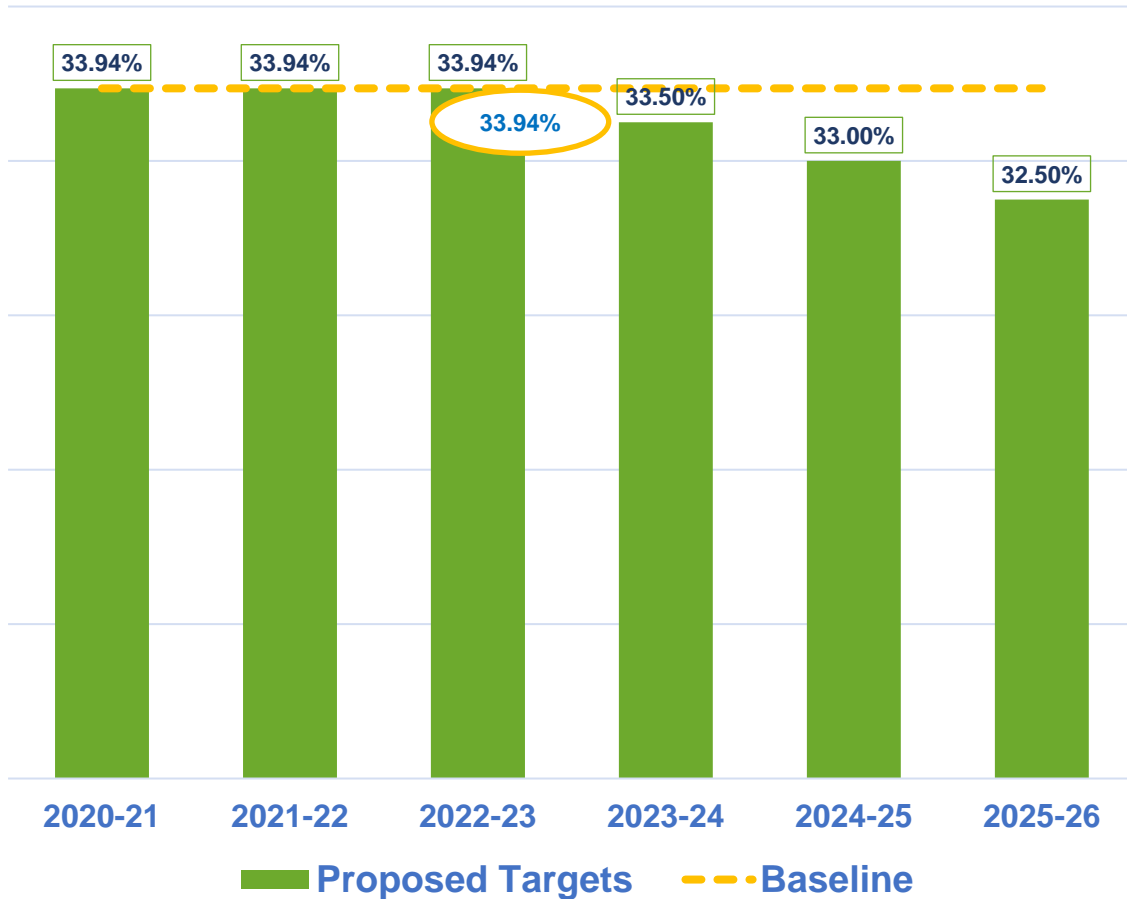
3D Math Grade 4



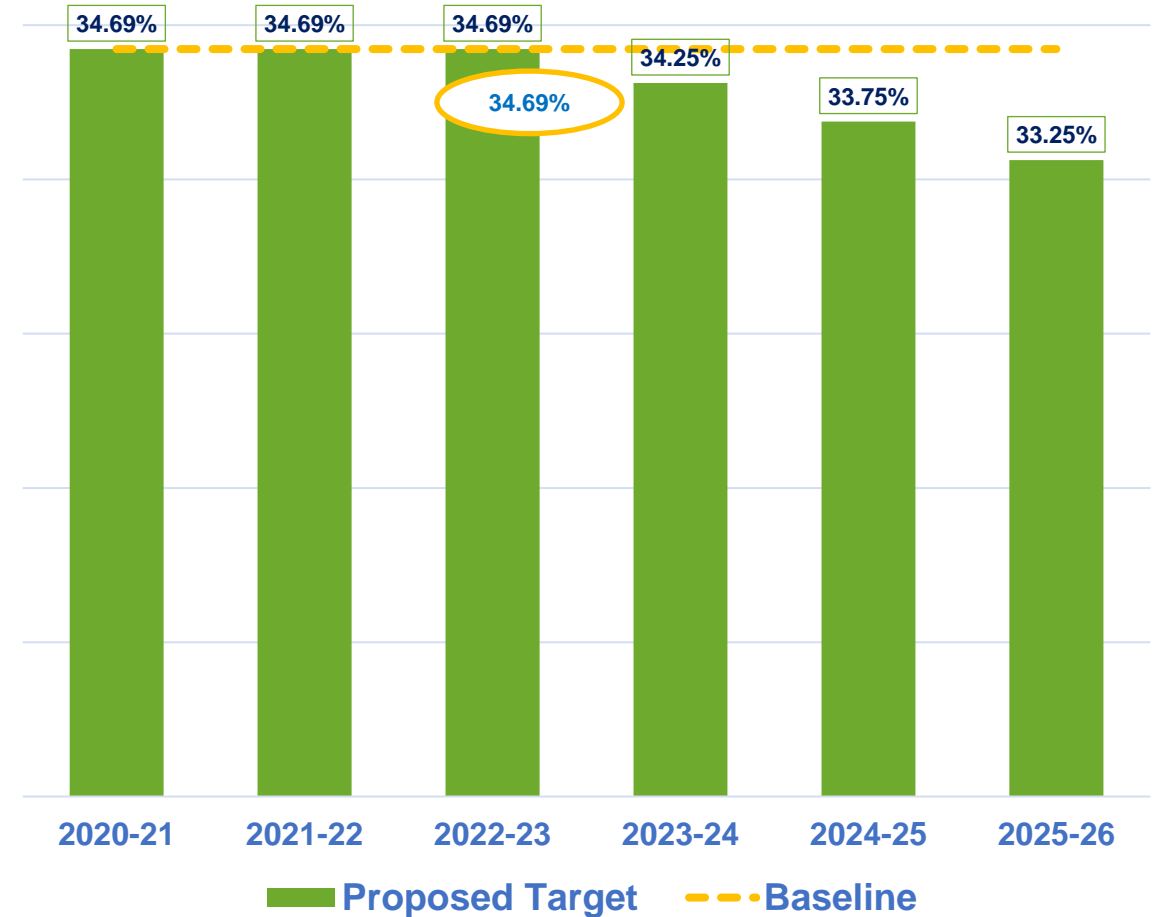
Indicator 3D: Proposed Targets Gap in Proficiency Rate - Grade 8



3D Reading Grade 8



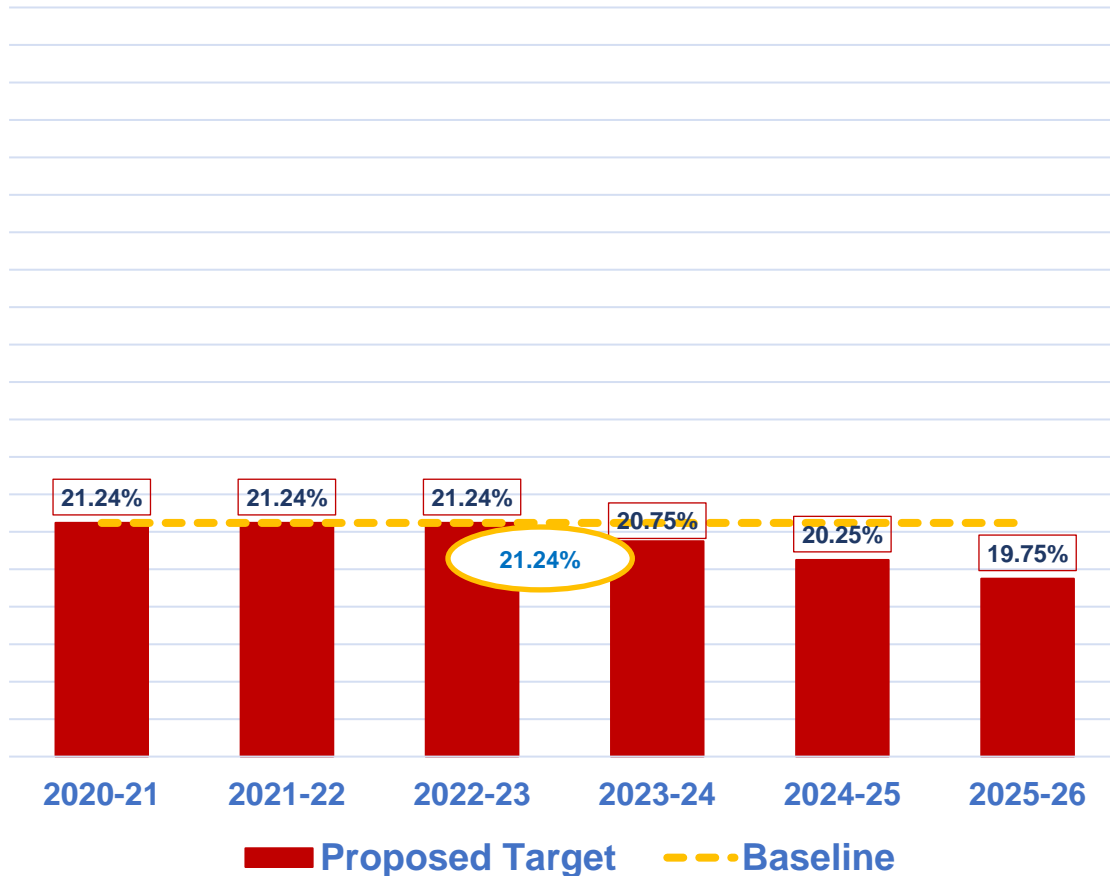
3D Math Grade 8



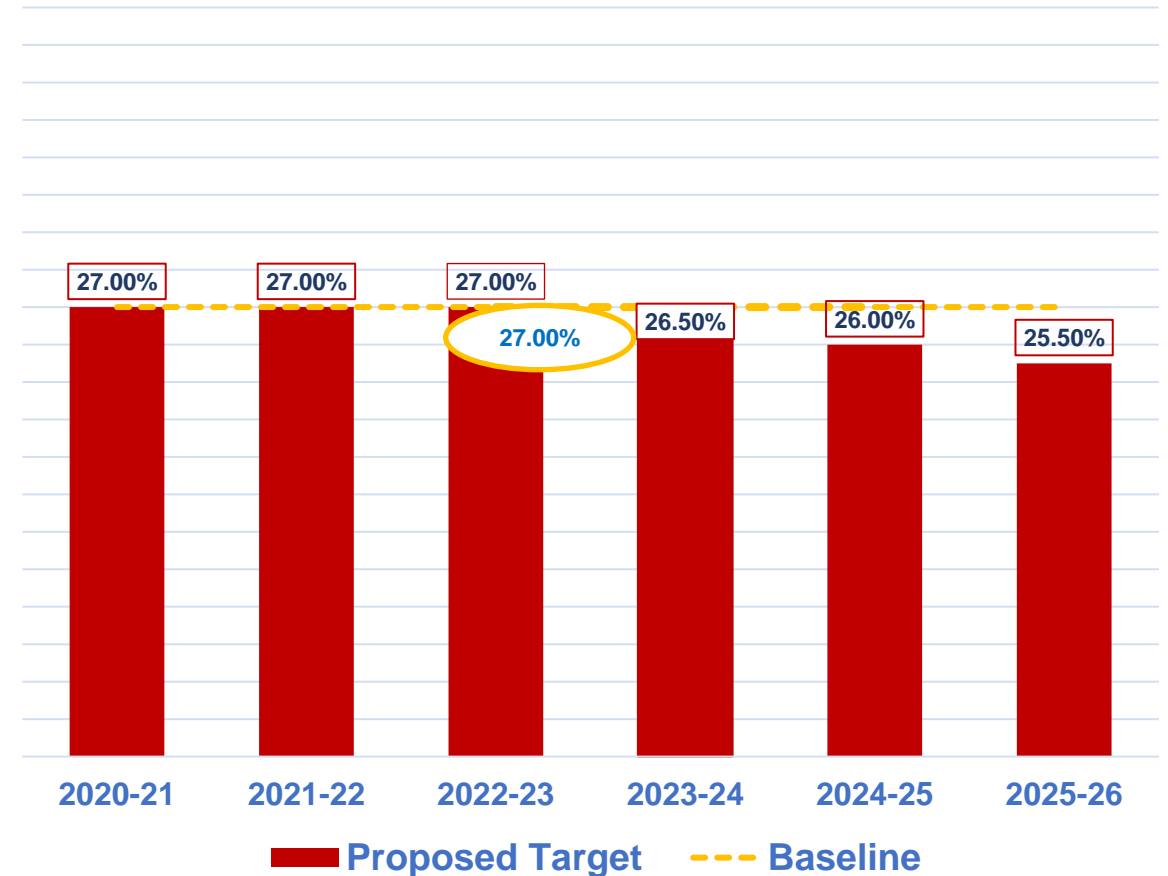
Indicator 3D: Proposed Targets Gap in Proficiency Rate - High School



3D Reading High School



3D Math High School



Stakeholder Input: Proposed Targets



Targets must show improvement over baseline and be rigorous but achievable.

Based on the trend data, improvement strategies currently in place and the anticipated continued impact of COVID-19 on learning, do you feel that the proposed targets are too high, too low, or just right?



Where can I find additional information?

Additional Resources

- OSE's [SPP/APR webpage](#)
- NYSED's [Office of State Assessment webpage](#)
- NYSED's [Data.nysed.gov](#) Public Data Site
- [IDEA Data Center's *Statewide Assessment: Indicator 3 Measurement Changes From FFY 2019 to FFY 2020–2025*](#)



Thank You!

How to provide input?

Your Feedback
is Critical!

Click to add text

Please complete the
online SPP/APR
Indicator 3
Stakeholder
Engagement Survey.



The image shows a preview of the 'Indicator 3 Survey' form. The form includes the following sections:

- Indicator 3 Survey** (with NYS ED .gov logo)
- Thank you for taking the time to provide input on the new IDEA State Performance Plan (SPP) and APR. This is an opportunity to hear from you and other stakeholders on important decisions to improve outcomes for students with disabilities. The survey should take approximately 15 minutes to complete. We ask that in completing the survey, you do not include any student or district specific information. We appreciate your feedback.
- SPP/APR Indicator 3 Stakeholder Engagement Survey**
- Indicator 3 measures participation and performance of children with IEPs on statewide assessments. Specifically:**
 - A. Participation rates on statewide reading and math assessments for children with IEPs in grades 4, 8, and high school.
 - B. Proficiency rates on statewide reading and math assessments for children with IEPs in grades 4, 8, and high school.
 - C. Proficiency rates on statewide reading and math assessments for children with IEPs against grade level academic achievement standards in alternative standards in grades 4, 8, and high school.
 - D. Gap in proficiency rates on standardized and math assessments for children with IEPs against grade level academic achievement standards in alternative standards in grades 4, 8, and high school.
- Please select which stakeholder group or groups you represent. Select all that apply. ***
We can select multiple options.
- Parent or family member of a school age student with a disability
- Parent of a preschool student with a disability
- Individual with a disability
- School or district administrator
- Special education administrator
- Special education teacher
- General education teacher
- Institution of Higher Education faculty