State Performance Plan
Indicator 3: Assessment

Description of Stakeholder Engagement Activities & Results:

The New York State Education Department (NYSED) is currently developing the State Performance Plan/Annual Performance Report (SPP/APR) for the new six-year cycle for federal fiscal year (FFY) 2020-2025. NYSED obtained stakeholder input using two central approaches:

- Broad public engagement and input through online surveys between October and November 2021; and
- Virtual meetings with stakeholder groups in November 2021.

The Office of Special Education (OSE) created a Stakeholder Involvement webpage with SPP/APR resources to promote feedback and engagement. This included a message from New York State Board of Regents member, Regent Christine Cea, about the SPP Stakeholder Meetings, an SPP Stakeholder Invitation Letter, At-a-Glance State Performance Plan Summary of Indicators 1-17, Getting to Know New York's SPP/APR Handout, and SPP/APR FFY 2020-2025: General Overview Presentation.

For Indicator 3, the OSE created the following resources designed to engage stakeholders and build capacity in analyzing trend data, evaluating New York State's progress relating to the participation and performance of students with disabilities on New York State (NYS) assessments, and setting NYS's targets for FFY 2020-2025, in consideration of existing and new improvement strategies:

Resource Links
Indicator 3: Assessment Handout *Provides a summary of how data is collected to evaluate NYS's performance, a description of how Indicator 3 is measured and existing improvement activities to improve outcomes.*
Indicator 3: Assessment Webinar *An informational webinar that covers the following modules:*
Module 3.1: Introduction & Overview *Provides an overview of frequently used terms and Indicator 3.*
Module 3.2: Measurement and Trend Data *Provides an explanation of the measurements for Indicators 3A, 3B, 3C and 3D and trend data to evaluate NYS progress relating to the participation and proficiency of students with disabilities on NYS assessments.*
Module 3.3: Improvement Strategies *Provides an overview of current and new strategies in place to improve the participation and performance of students with disabilities on NYS assessments and enable NYSED to meet its targets.*
Module 3.4: Target Setting *Provides an explanation of target setting and baseline, the methodology used to establish targets for Indicators 3A, 3B, 3C and 3D and NYS's proposed targets for these indicators.*
Module 3.5: Closing *Provides additional resources and information on how to provide feedback on Indicator 3 and the other SPP/APR indicators.*

Soliciting Public Input

Virtual Stakeholder Meetings

Five virtual stakeholder meetings were held for Indicator 3. Meetings occurred both during the day and in the evening to accommodate different schedules. A total of 69 stakeholders representing various constituencies, including 14 parents, participated in the meetings. The meetings included an overview of the SPP/APR and viewing of the pre-recorded webinar modules. Each session sought stakeholder feedback on what stood out to them about the Indicator 3 trend data and how to use this data to evaluate NYS's progress, what activities could be installed, maintained, or strengthened to address improvements in the participation and performance of students with disabilities on NYS assessments, whether, in consideration of the trend data and improvement strategies, the proposed Indicator 3A, 3B, 3C and 3D targets were rigorous but attainable, and any other feedback participants had regarding Indicator 3.

Online Survey

Between October and November 2021, a total of 64 stakeholders completed the online survey for Indicator 3, including 35 parents. The survey was available in 11 different languages to ensure broad stakeholder participation. Survey respondents represented diverse racial and ethnic groups and geographic regions across NYS. The online survey sought stakeholder feedback on strategies designed to address improvements in the participation and proficiency of students with disabilities on NYS assessments, whether the proposed Indicator 3A, 3B, 3C and 3D targets were rigorous but attainable, as well as other feedback on Indicator 3.

Main themes of the stakeholder feedback received in the virtual meetings and online surveys on Indicator 3 included:

- The proficiency gap will be impacted by the loss of instructional time and lack of supports available for students with disabilities due to COVID-19.
- The appropriateness, timing, and focus of the NYS assessments should be reevaluated.
- The importance of outreach and communication with parents regarding the purpose and importance of testing.
- Explore alternative methods for assessing students with disabilities such as portfolio and project-based assessments.
- Question why NYS has such a high "opt out" rate, especially in grades 4 and 8, and whether the low participation rates are completely attributable to test refusal.

Following the collection of stakeholder feedback from the online survey and virtual meetings, internal workgroups comprised of NYSED's OSE and Information and Reporting Services reviewed stakeholder responses to identify where recommendations for target-setting and/or improvement strategies could be amended to better align with the input received. The OSE's incorporation of stakeholder feedback and evaluation of Indicator 3 progress is reflected in NYSED's FFY 2020-2025 SPP/APR targets and OSE's development of improvement strategies, as summarized further in this report.

Stakeholder Meetings & Online Survey

Five virtual stakeholder meetings were held to discuss Indicator 3

Nov. 8th 1:00 – 3:30 PM

Nov. 8th 6:00 – 8:30 PM

Nov. 10th 1:00 – 3:30 PM

Nov. 16th 6:00 – 8:30 PM

Nov. 19th 9:00 – 11:30 AM

A total of 69 stakeholders participated in the meetings, including 14 parents.

An online survey was published to collect stakeholder feedback over a six-week period.

A total of 64 stakeholders completed an online survey, including 35 parents.

NYSED values its partnership with parents and other key stakeholders in our ongoing efforts to improve outcomes for students with disabilities throughout New York State. Thank you to all who participated in a meeting or survey.

Feedback on Improvement Strategies

To provide context for stakeholder input on target setting, the Indicator 3 webinar provided a description of current and new improvement strategies that have a direct relationship to the outcomes in the participation and performance of students taking assessments. Stakeholders provided feedback regarding what activities should be considered, maintained, or strengthened to address improvements in the participation and performance of students with disabilities on NYS assessments. The information presented and feedback solicited from a diverse group of stakeholders including parents, is intended to support the development of new improvement strategies to improve outcomes for students with disabilities and enable NYS to meet its Indicator 3 targets.

Improvement Strategies:

The Office of Special Education (OSE) Educational Partnership provides extensive Statewide training on areas that impact student performance such as specially designed instruction, standards-based individualized education program development, academic progress monitoring and testing accommodations to improve equity, access, opportunities and outcomes for all students with disabilities in NYS.

Participation on State Assessments: In addition to the work of the OSE Educational Partnership, improvement strategies to address participation on NYS assessments were presented including: establishing requirements and criteria regarding a school's development of a participation rate improvement plan; materials to help schools communicate information about NYS's annual testing program and the Every Student Succeeds Act plan; and providing unlimited testing time and reducing the length of the Grades 3-8 English language arts (ELA) and math assessments to lessen test fatigue.

Proficiency on State Assessments: Improvement strategies to address the proficiency of students with disabilities on State assessments were also presented including: NYSED's State Systemic Improvement Plan; allowing "tests read" on Grades 3-8 ELA assessments; updated guidance on testing accommodations to assist school personnel in appropriate decision-making; input from OSE's Youth Advisory Panel and NYSED's New York State Alternate Assessment (NYSAA) Educator Advisory Panel; and use of NYSAA Student Learning Profiles to help inform instruction. Additionally, funds from NYSED's State Personnel Development Grant are being used to establish a Statewide, multi-tiered systems of support-integrated framework to improve results for all students, particularly students with disabilities.

Stakeholder Feedback on Improvement Strategies:

Participation on State Assessments: In addition to the improvement strategies presented, additional improvement strategies suggested by stakeholders for consideration included but were not limited to:

- Explore practices of districts and other states with high participation rates.
- Create parent friendly documents explaining the benefits and purposes of testing and skills assessed.
- Greater use of and access to testing accommodations and assistive technology and professional development for schools on recommending/implementing these.
- Discontinue the use of assessments for teacher accountability/effectiveness.

Proficiency on State Assessments: In addition to the improvement strategies presented, additional improvement strategies suggested by stakeholders for consideration included but were not limited to:

- Provide test preparation and direct instruction on test taking skills.
- Ensure students with disabilities adequate access to the general education curriculum.
- Ensure students with disabilities, including English language learners with disabilities, are provided with appropriate supports and accommodations to allow them to demonstrate subject area proficiency.
- Align assessments to the curriculum.

Stakeholder responses will be used by the OSE to identify priority areas for improvement and assist in the development of the strategies that will be implemented to address the participation and performance of students with disabilities on NYS assessments and to enable NYS to meet the Indicator 3 targets as reported in the FFY 2020-2025 SPP/APR.

Responses on Indicator 3 Targets:

The Indicator 3 informational webinar provided stakeholders with general information about the target setting process, NYSED's methodology for establishing the following proposed targets for Indicators 3A, 3B, 3C and 3D for stakeholder feedback:

Indicator 3A Participation rate for children with individualized education programs (IEP):

Subject	Grade Level	Baseline FFY 2018	FFY	2020	2021	2022	2023	2024	2025
Reading	Grade 4	75.34%	Target >=	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Reading	Grade 8	69.11%	Target >=	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Subject	**Grade Level**	**Baseline FFY 2005**	**FFY**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Reading	HS	90.00%	Target >=	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Subject	**Grade Level**	**Baseline FFY 2018**	**FFY**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Math	Grade 4	75.22%	Target >=	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Math	Grade 8	68.35%	Target >=	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
Subject	**Grade Level**	**Baseline FFY 2005**	**FFY**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**
Math	HS	91.00%	Target >=	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%

The vast majority of stakeholders agreed that NYSED's Indicator 3A proposed targets were "just right." **NYS's FFY 2020-2025 SPP/APR will reflect the proposed Indicator 3A targets as the final targets.**

Indicator 3B Proficiency rate for children with IEPs against grade level academic achievement standards:

Subject	Grade Level	Baseline FFY 2018	FFY	2020	2021	2022	2023	2024	2025
Reading	Grade 4	14.90%	Target >=	14.90%	14.90%	14.90%	15.50%	16.00%	16.50%
Reading	Grade 8	13.23%	Target >=	13.23%	13.23%	13.23%	13.75%	14.25%	14.75%
Reading	HS	72.04%	Target >=	72.04%	72.04%	72.04%	72.50%	73.00%	73.50%
Math	Grade 4	18.14%	Target >=	18.14%	18.14%	18.14%	18.75%	19.25%	19.75%
Math	Grade 8	10.50%	Target >=	10.50%	10.50%	10.50%	11.00%	11.50%	12.00%
Math	HS	64.11%	Target >=	64.11%	64.11%	64.11%	64.75%	65.25%	65.75%

Responses from stakeholders were split with no majority agreement among the three response options (i.e., targets are too high, too low, or just right). Given the divided feedback received and the absence of a majority agreement among the options, NYSED determined not to make revisions to the Indicator 3B targets. **NYS's FFY 2020-2025 SPP/APR will reflect the proposed Indicator 3B targets as the final targets.**

Indicator 3C Proficiency rate for children with IEPs against alternate academic achievement standards:

Subject	Grade Level	Baseline FFY 2018	FFY	2020	2021	2022	2023	2024	2025
Reading	**Grade 4**	89.16%	Target >=	89.16%	89.16%	89.16%	89.75%	90.25%	90.75%
Reading	**Grade 8**	81.65%	Target >=	81.65%	81.65%	81.65%	82.00%	82.50%	83.00%
Reading	**HS**	73.46%	Target >=	73.46%	73.46%	73.46%	74.00%	74.50%	75.00%
Math	**Grade 4**	81.41%	Target >=	81.41%	81.41%	81.41%	82.00%	82.50%	83.00%
Math	**Grade 8**	75.60%	Target >=	75.60%	75.60%	75.60%	76.00%	76.50%	77.00%
Math	**HS**	76.83%	Target >=	76.83%	76.83%	76.83%	77.25%	77.75%	78.25%

Responses from stakeholders were split with no majority agreement among the three response options (i.e., targets are too high, too low, or just right). Given the divided feedback received and the absence of a majority agreement among the options, NYSED determined not to make revisions to the Indicator 3C targets. **NYS's FFY 2020-2025 SPP/APR will reflect the proposed Indicator 3C targets as the final targets.**

Indicator 3D Gap in Proficiency Rates (Grade Level Academic Achievement Standards):

Subject	Grade Level	Baseline FFY 2018	FFY	2020	2021	2022	2023	2024	2025
Reading	**Grade 4**	31.84%	Target <=	31.84%	31.84%	31.84%	31.50%	31.00%	30.50%
Reading	**Grade 8**	33.94%	Target <=	33.94%	33.94%	33.94%	33.50%	33.00%	32.50%
Reading	**HS**	21.24%	Target <=	21.24%	21.24%	21.24%	20.75%	20.25%	19.75%
Math	**Grade 4**	31.25%	Target <=	31.25%	31.25%	31.25%	30.75%	30.25%	29.75%
Math	**Grade 8**	34.69%	Target <=	34.69%	34.69%	34.69%	34.25%	33.75%	33.25%
Math	**HS**	27.00%	Target <=	27.00%	27.00%	27.00%	26.50%	26.00%	25.50%

Responses from stakeholders were split with no majority agreement among the three response options (i.e., targets are too high, too low, or just right). Given the divided feedback received and the absence of a majority agreement among the options, NYSED determined not to make revisions to the Indicator 3D targets. **The New York State 2020-2025 SPP/APR will reflect the proposed Indicator 3D targets as the final targets.**