

State Performance Plan 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.
- 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 of IEP students in statewide assessments ()

What action is being taken by New York State (NYS) to improve assessment participation and proficiency for

- x 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.

- x 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.