





# 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
<b>Individuals with Disabilities Education Act (IDEA)</b>	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
<b>State Performance Plan (SPP)</b>	( Y D O X D W H V W K H V W D W H ¶ V H I I R U W V W R L P S O the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve its implementation in relation to 17 Indicators
<b>Indicators</b>	Measures of child and family outcomes (results indicators) or compliance with the requirements of the IDEA (compliance indicators)
<b>Annual Performance Report (APR)</b>	Data reported to the United States Department of Education Office of 6 S H F L D O ( G X F D W L R Q 3 U R J U D P V 2 6 ( 3 D J D L C SPP indicators
<b>Indicator 3</b>	Results indicator that measures the participation and performance of children with individualized education programs (IEP) on statewide assessments
<b>Stakeholders</b>	Individuals and groups involved in and vested in outcomes for students with disabilities
<b>Grade Level Academic Achievement Standards</b>	Represent the knowledge students are expected to know for the grade level in which the student is enrolled
<b>Alternate Academic Achievement Standards</b>	5 H S U H V H Q W W K H 6 W D W H ¶ V O H D U Q L Q J V W D Q C breadth, and complexity for students with the most significant cognitive disabilities



*Participants will....*

1.



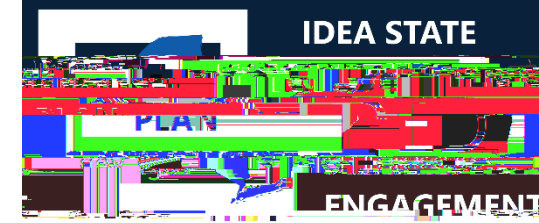


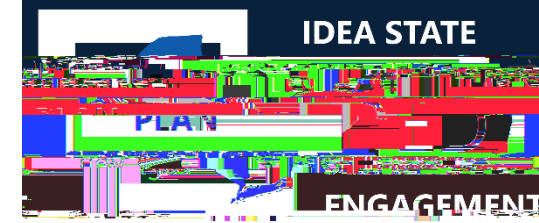
# Indicator 3: Assessment

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:**  
‡





# Indicator 3A: National Comparison





# Indicator 3B and 3C: Measurement

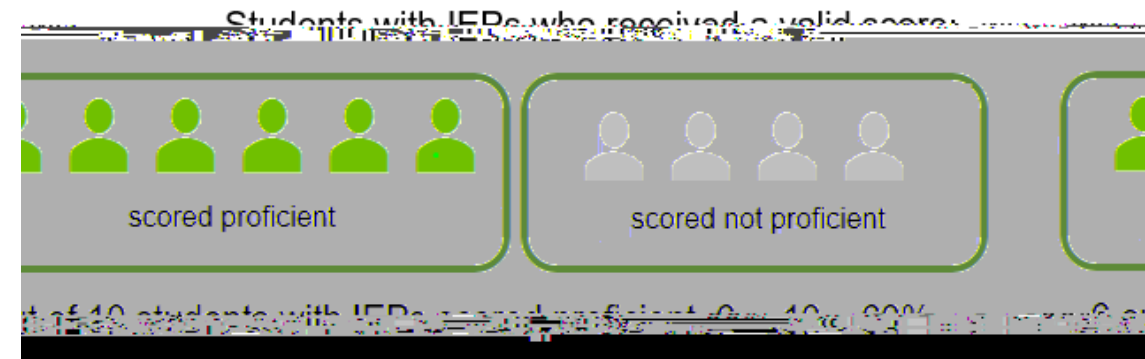
‡Measurement 3B: Number of children with IEPs scoring at or above proficient on a NYS general assessment Total number of children with IEPs who took and received a valid score on the assessment

‡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



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

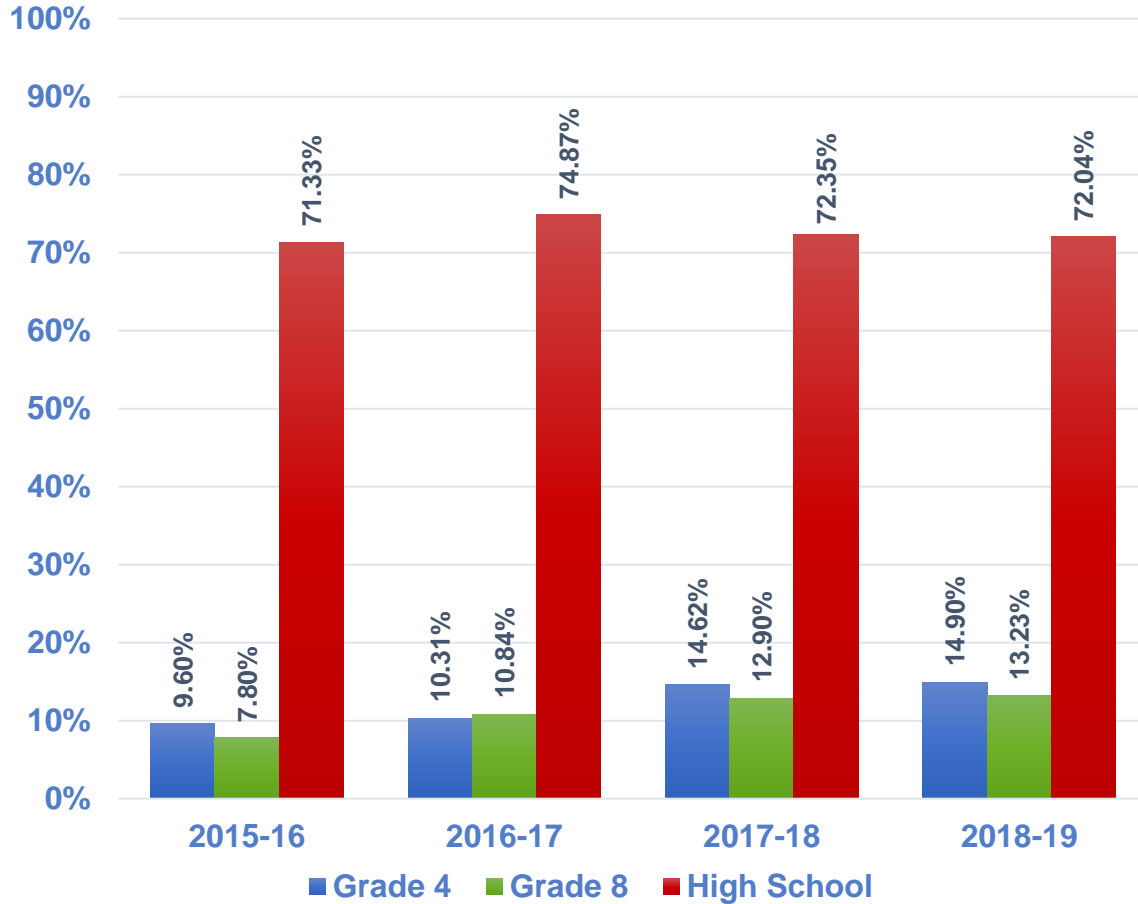


# Indicator 3B: Trend Data

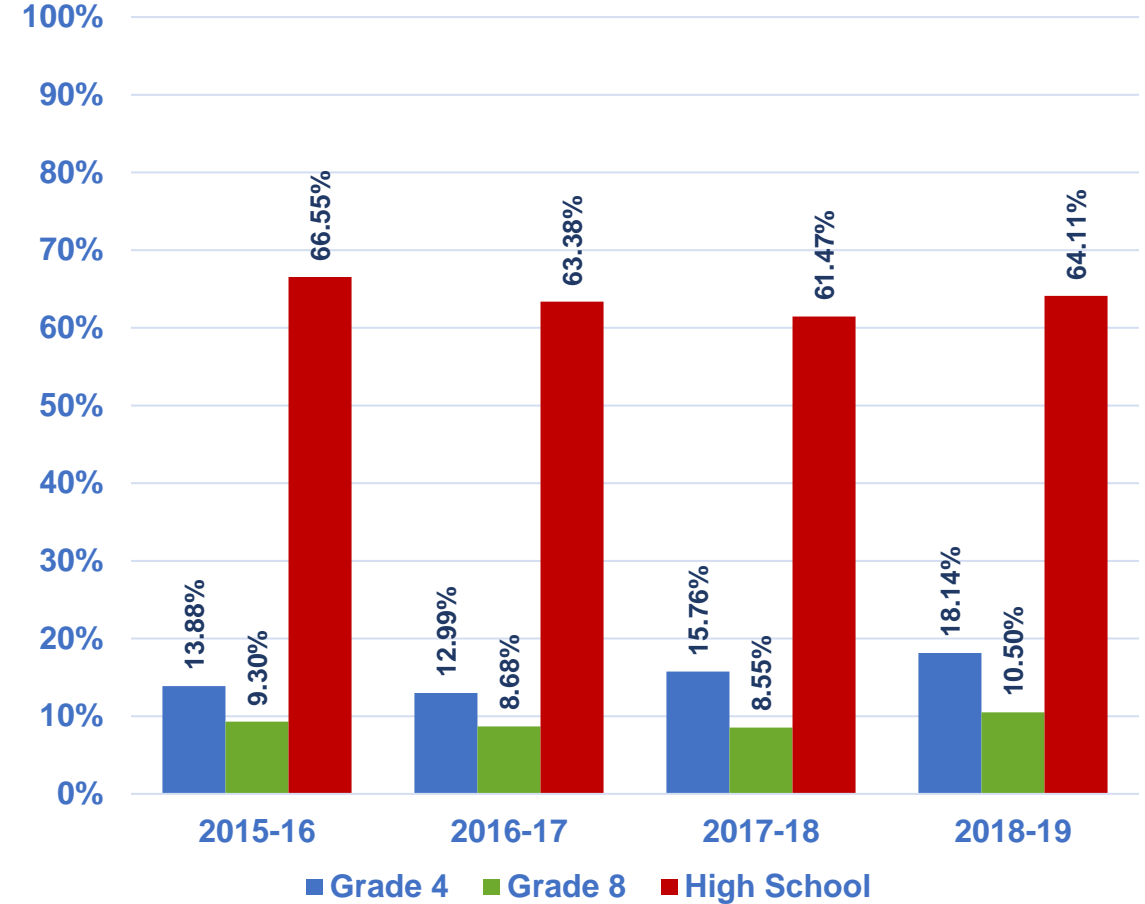
## Proficiency Rates of Students with IEPs Against Grade Level Academic Achievement Standards

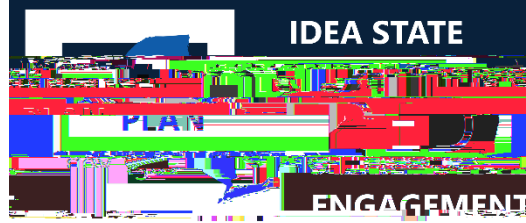


### 3B Reading



### 3B Math

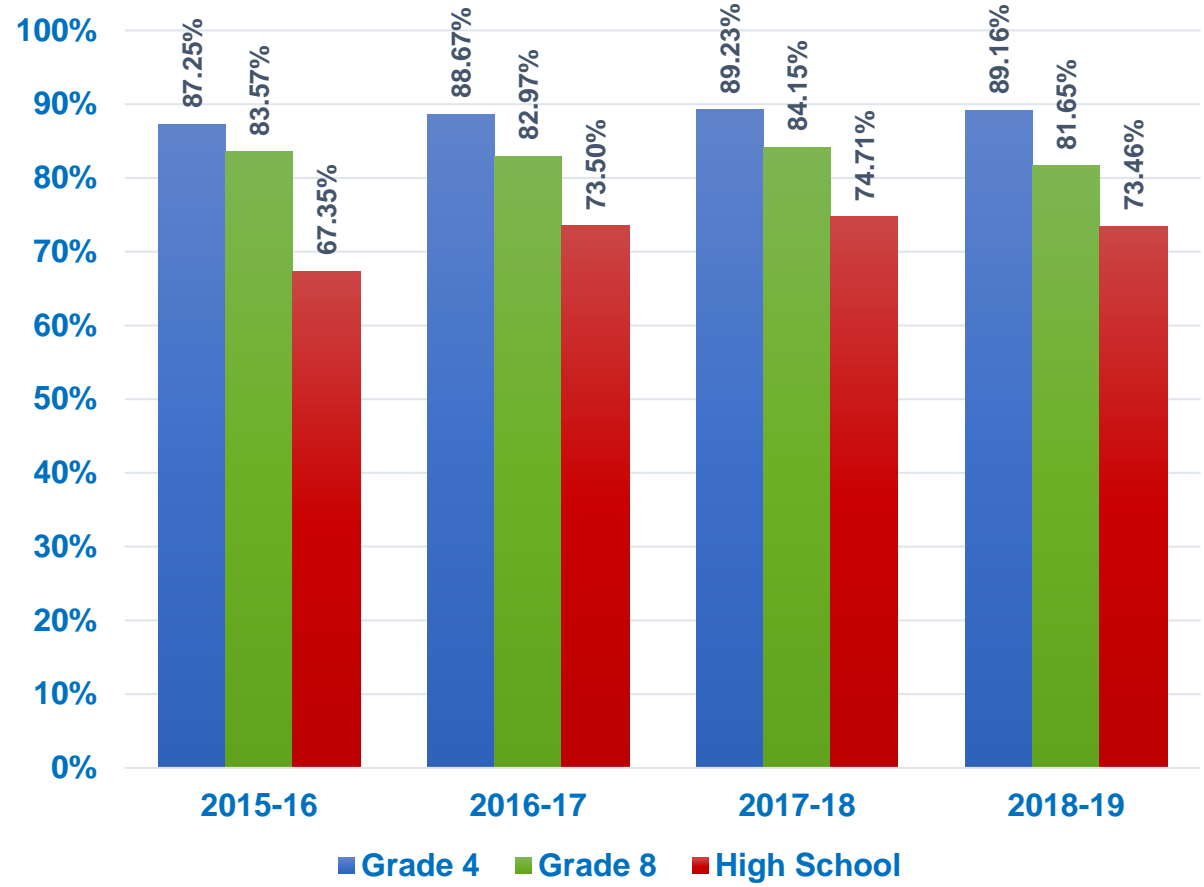




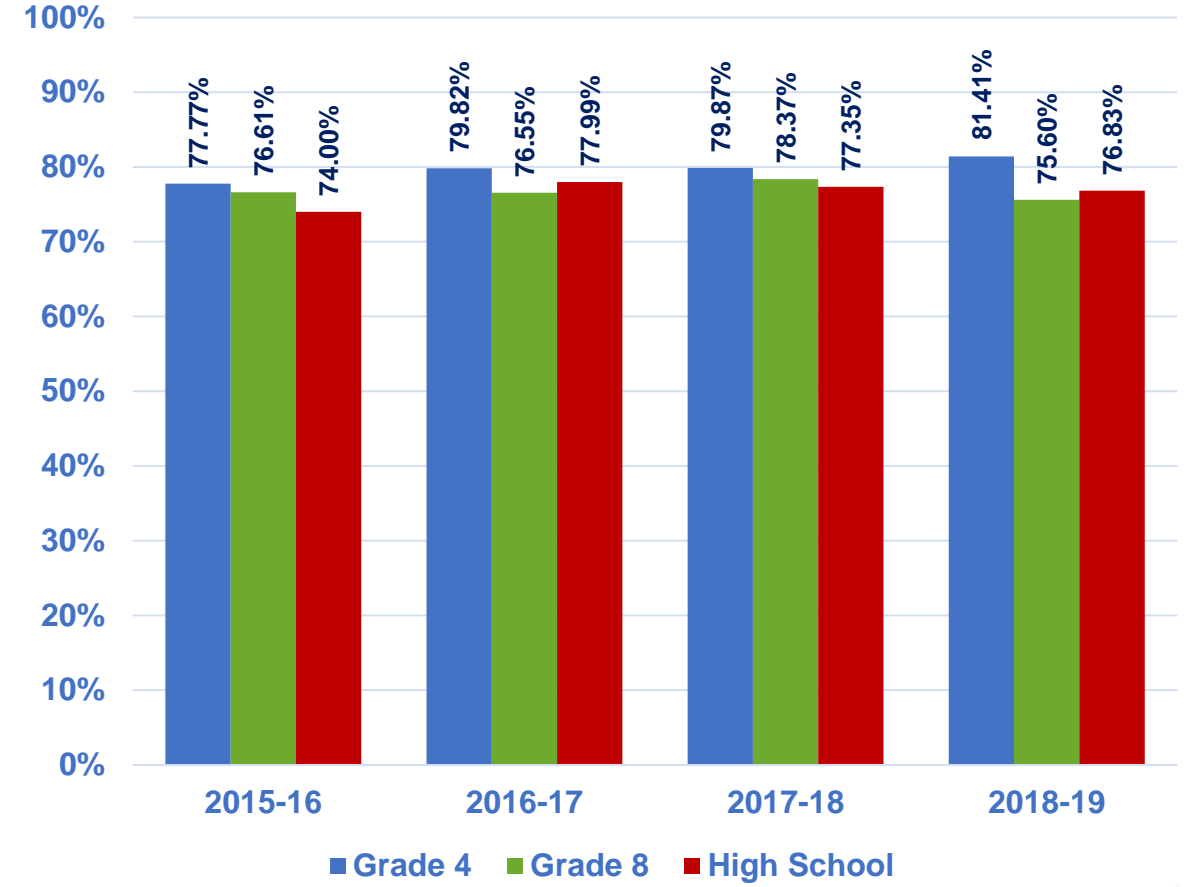
# Indicator 3C: Trend Data

## Proficiency Rates of Students with IEPs Against Alternate Academic Achievement Standards

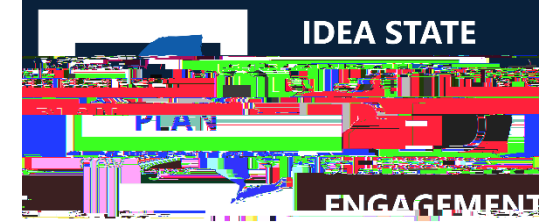
3C Reading



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

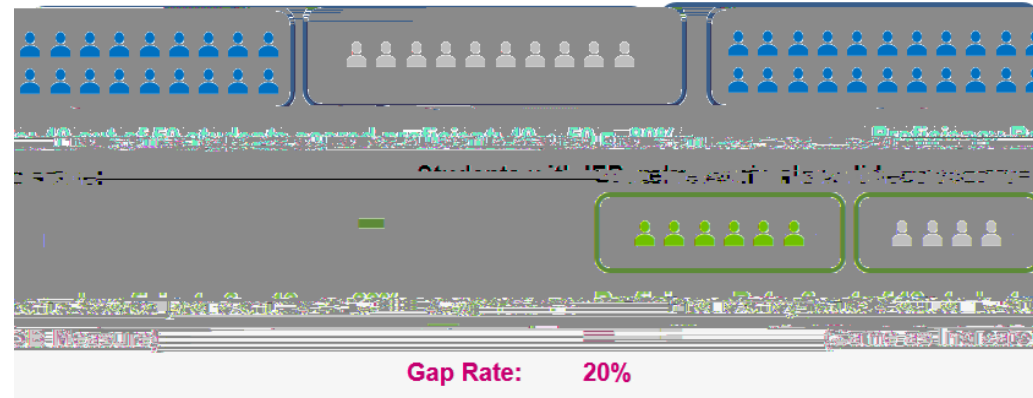
‡Data is calculated separately for grades 4, 8 and high school

‡6 W X G H Q W V Z L W K , ( 3 V D U H L Q F O X G H G L Q W K H ³ D O O V W X

‡Students taking the NYSAA are not included in gap rate data

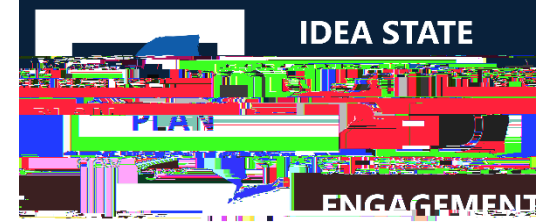
## Gap Rate Measure

All students with who received a valid score:



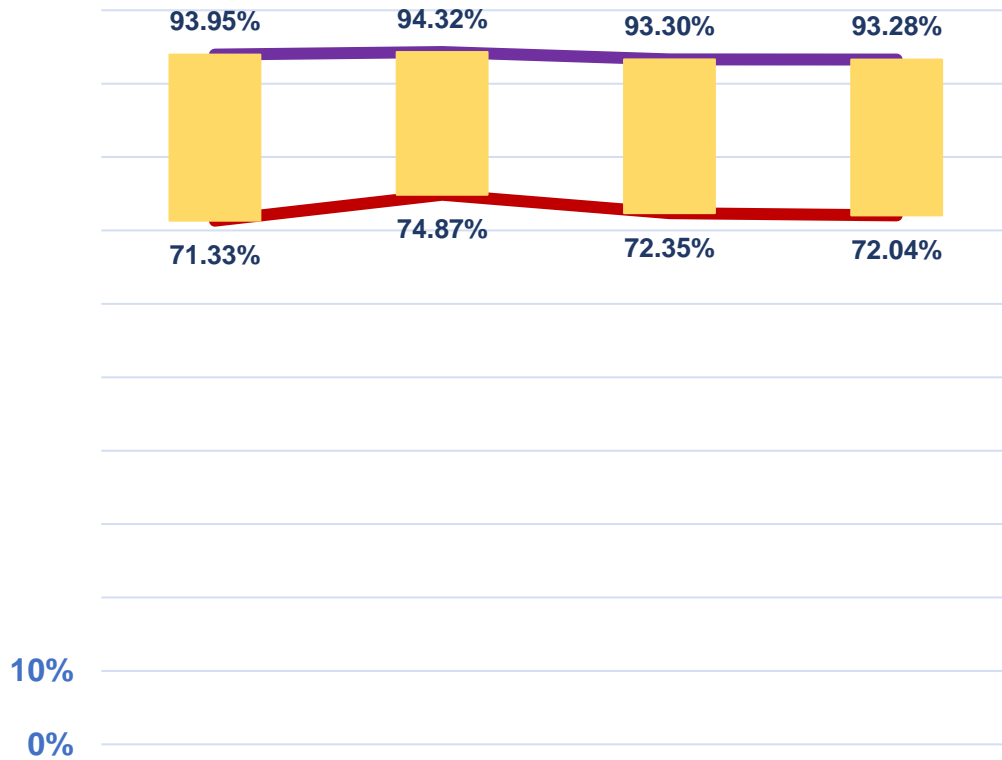


# Indicator 3D: Grade 8 Trend Data



# Indicator 3D: High School Trend Data

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

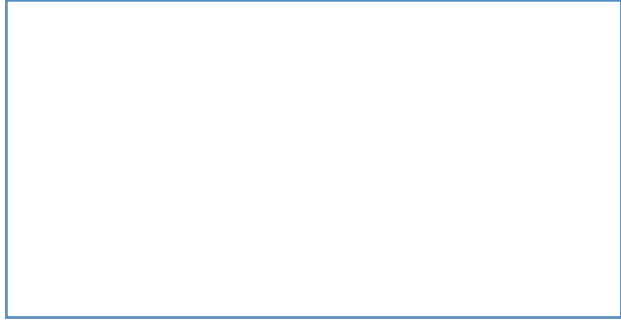






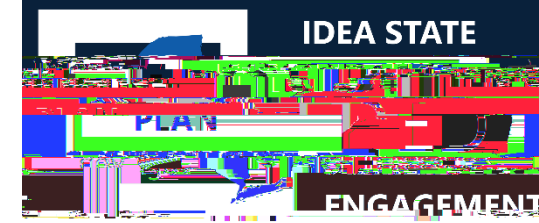


# Office of Special Education Educational Partnership Tiered Support & Professional Development





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



‡ 1 H Z < R U N ¶ V 6 W D W H 6 \ V W H P L F , P S U R Y H P H C

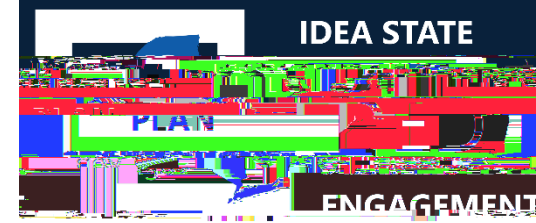
‡

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



Multi-Tiered Systems of Support-Integrated (MTSS-

# 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 <sup>3</sup> V W D S R M L Q A allowed 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"><li>‡ Reviewed trend data from 2015-16 to 2018-19</li><li>‡ Considered current improvement strategies</li><li>‡ 2005-2006 data used for high school baseline</li><li>‡ 2018-19 school year assessment data used as</li></ul>		



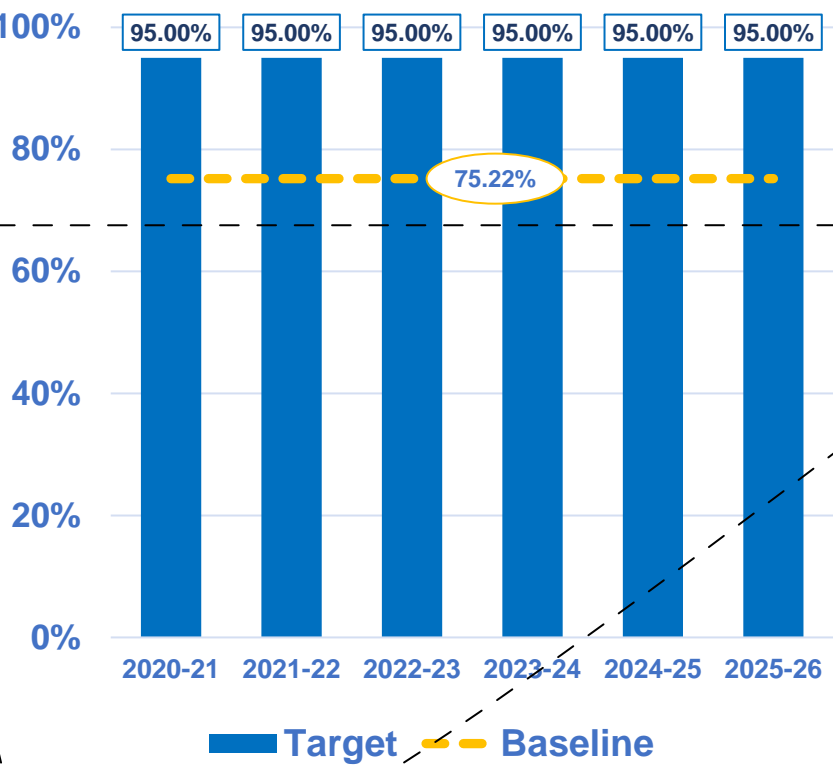


# Indicator 3A: Proposed Targets

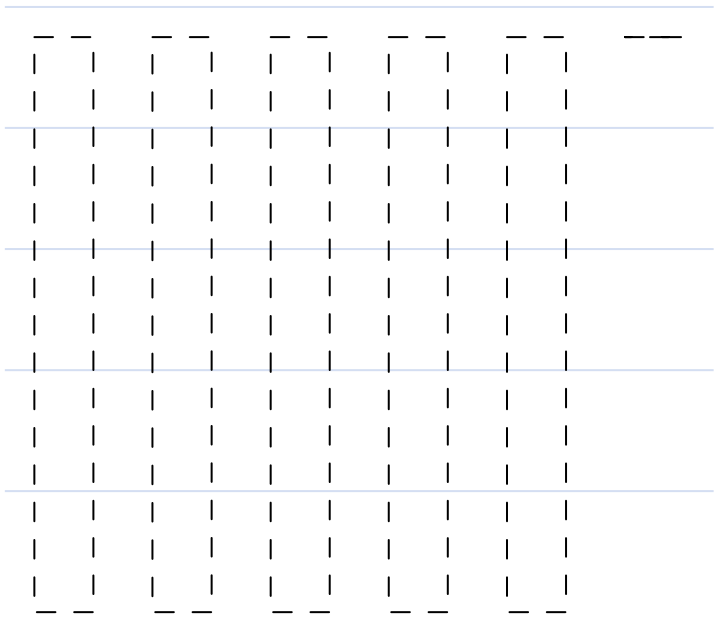
## Participation Rates - Math

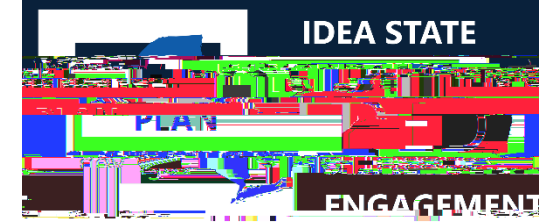


### 3A Grade 4



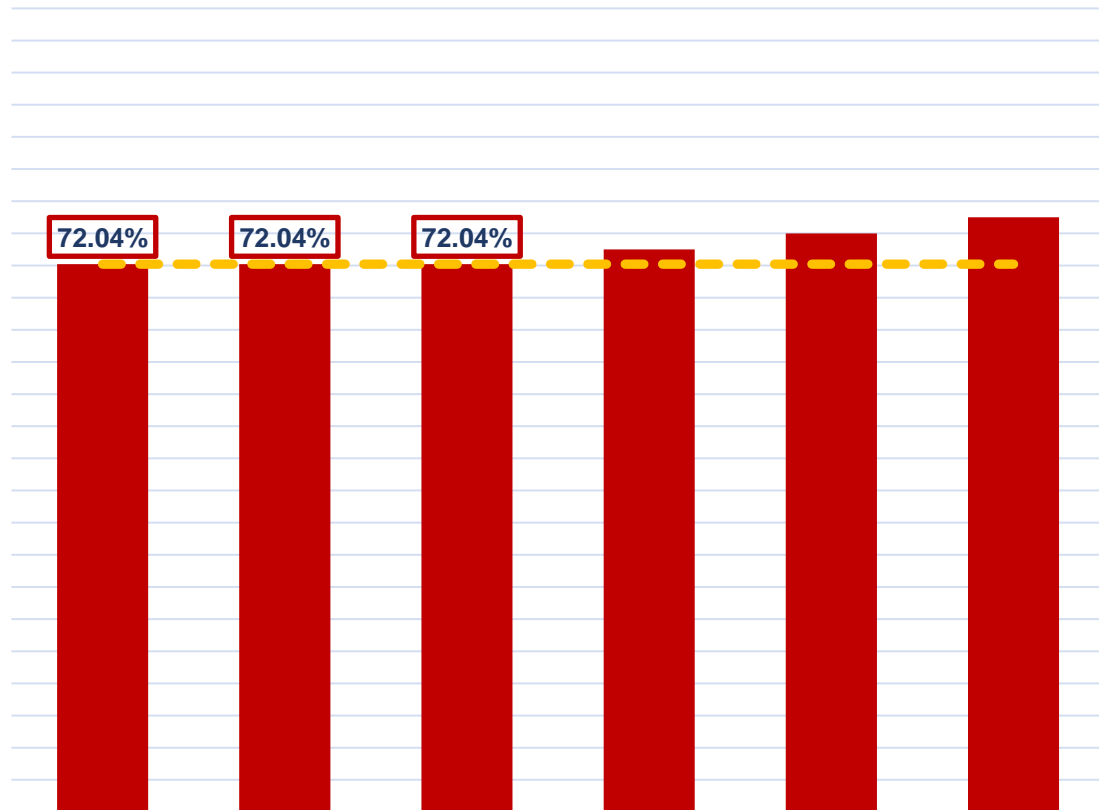
### 3A Grade 8







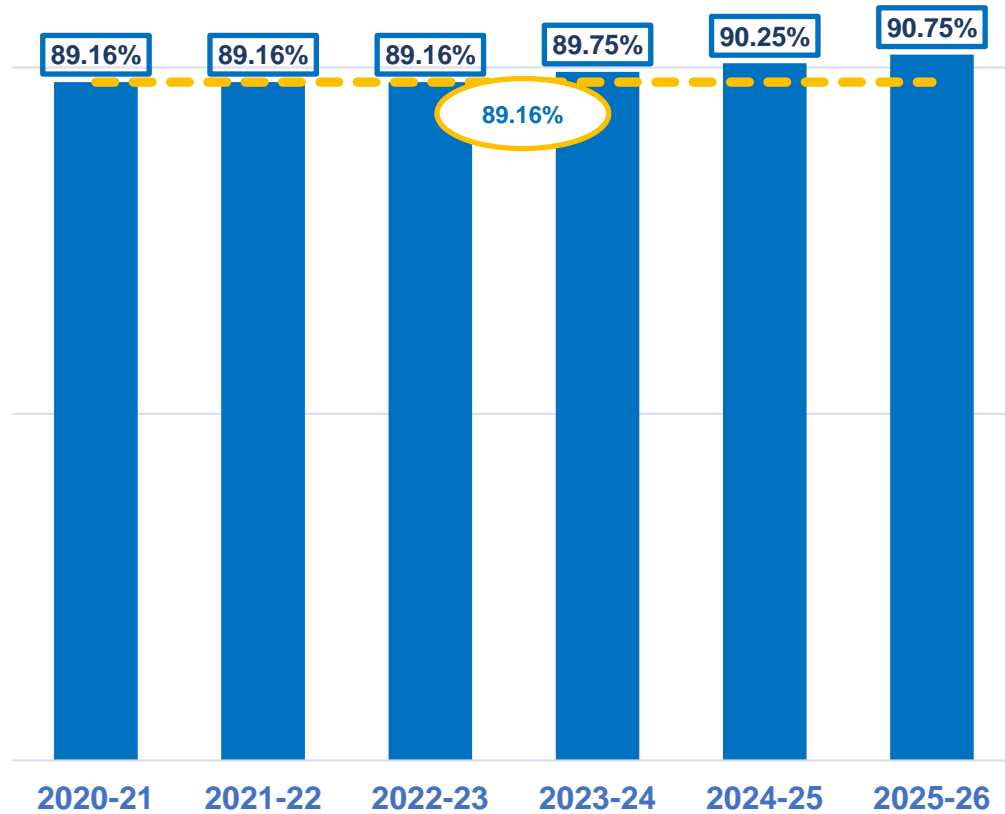
# Indicator 3B: Proposed Targets Proficiency Rate - High School



# Indicator 3C: Proposed Targets Proficiency Rate - Grade 4

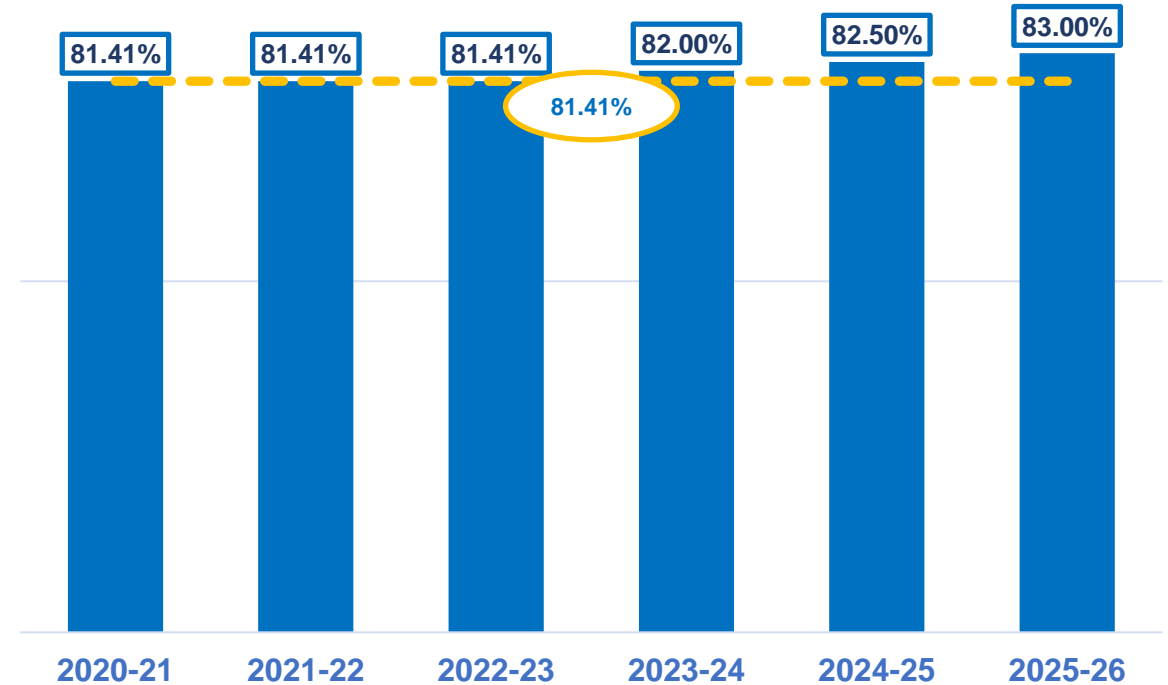


### 3C Reading Grade 4



■ Proposed Target    - - - Baseline

### 3C Math Grade 4



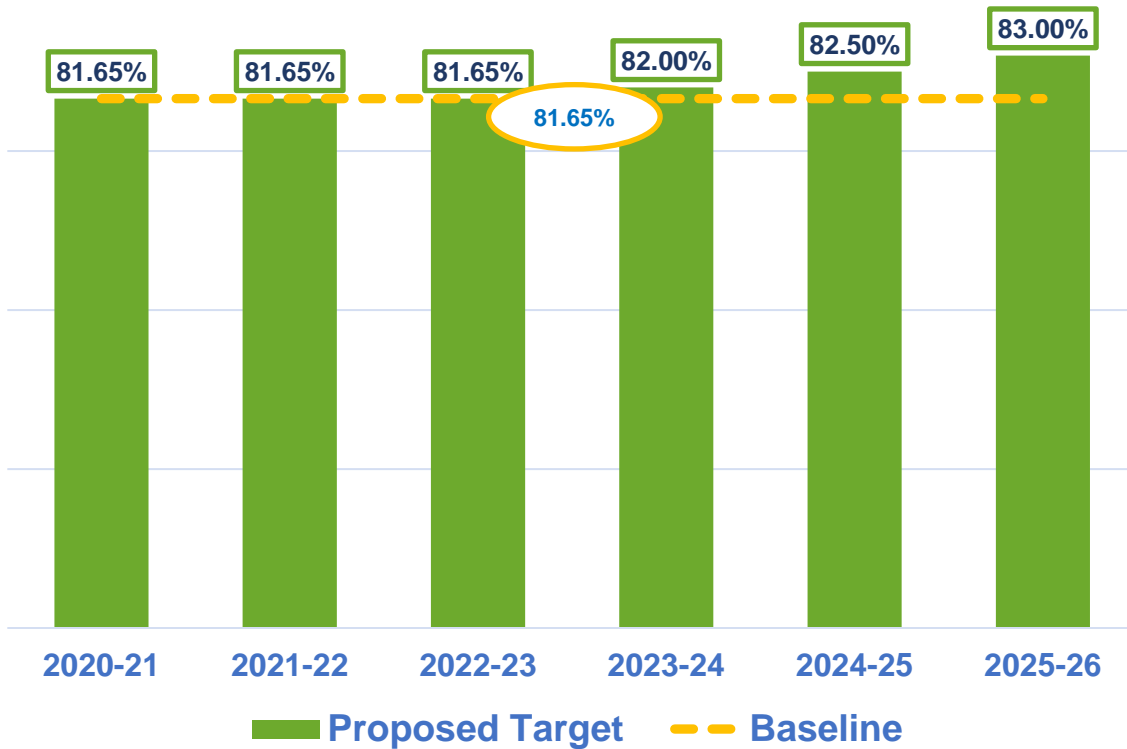
■ Proposed Target    - - - Baseline



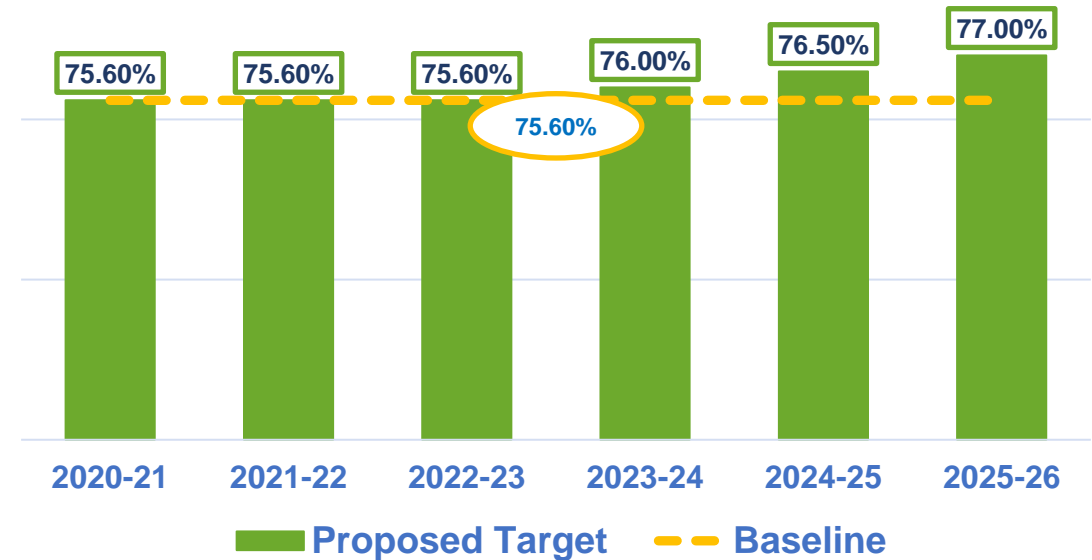
# Indicator 3C: Proposed Targets Proficiency Rate - Grade 8



### 3C Reading Grade 8



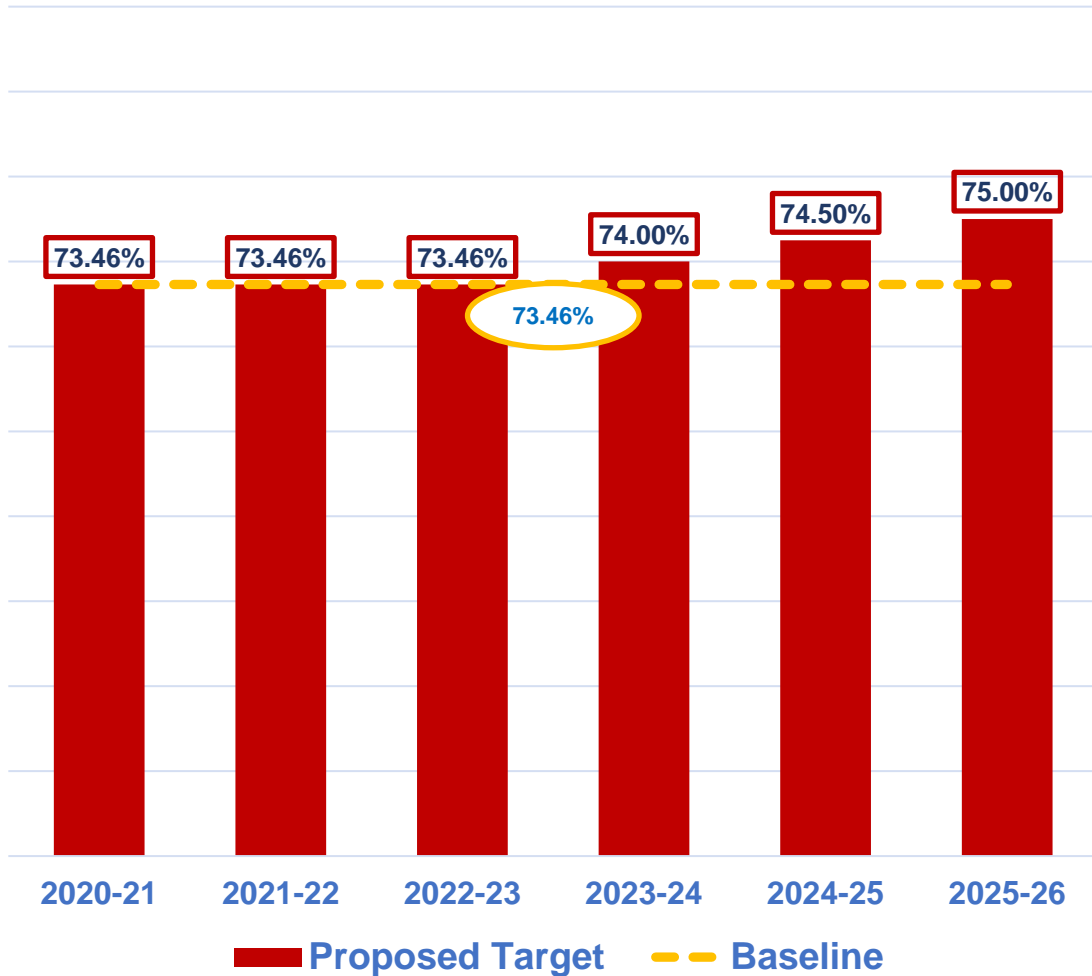
### 3C Math Grade 8



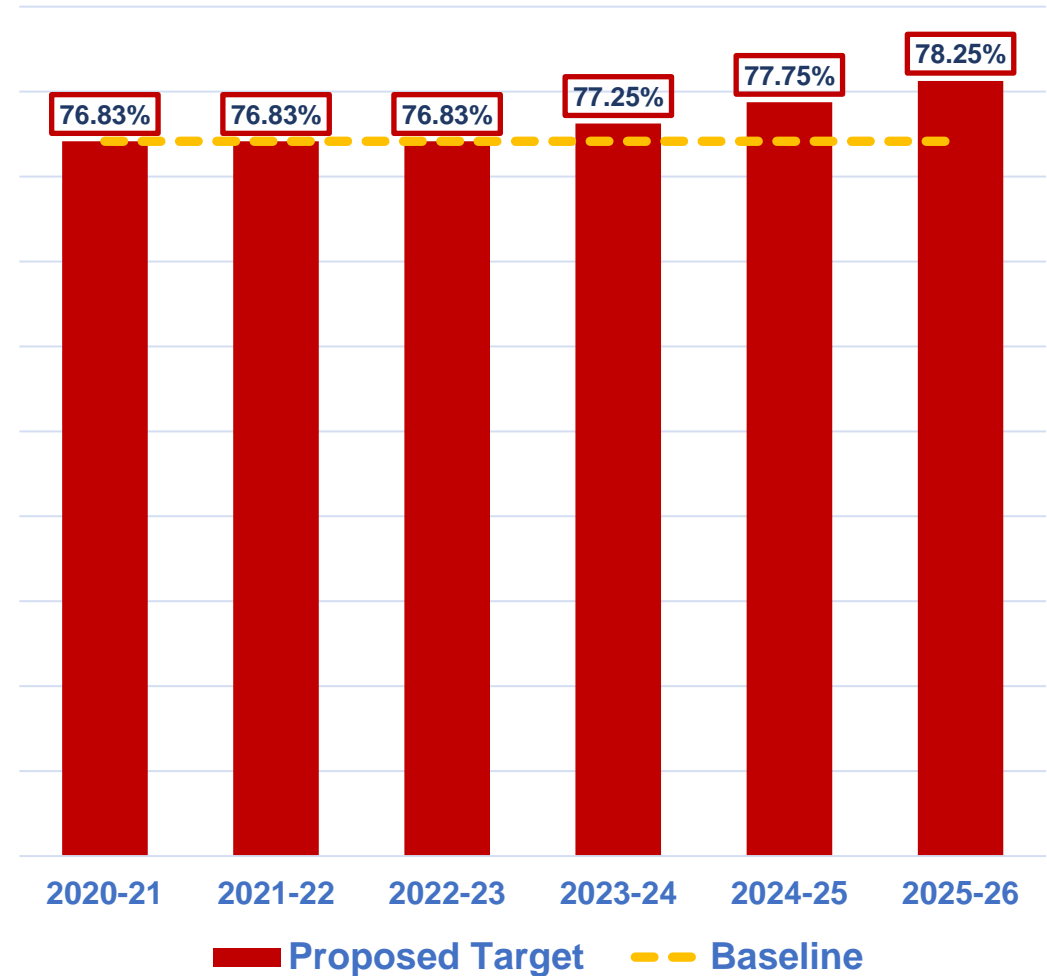
# Indicator 3C: Proposed Targets Proficiency - High School



### 3C Reading High School

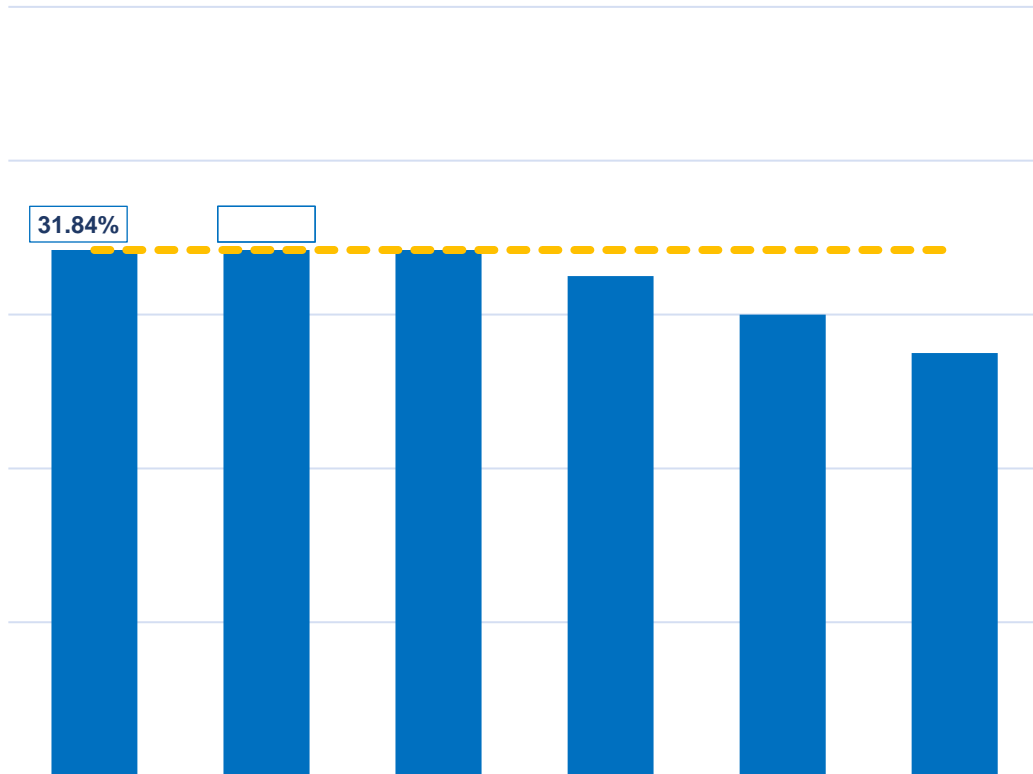


### 3C Math High School





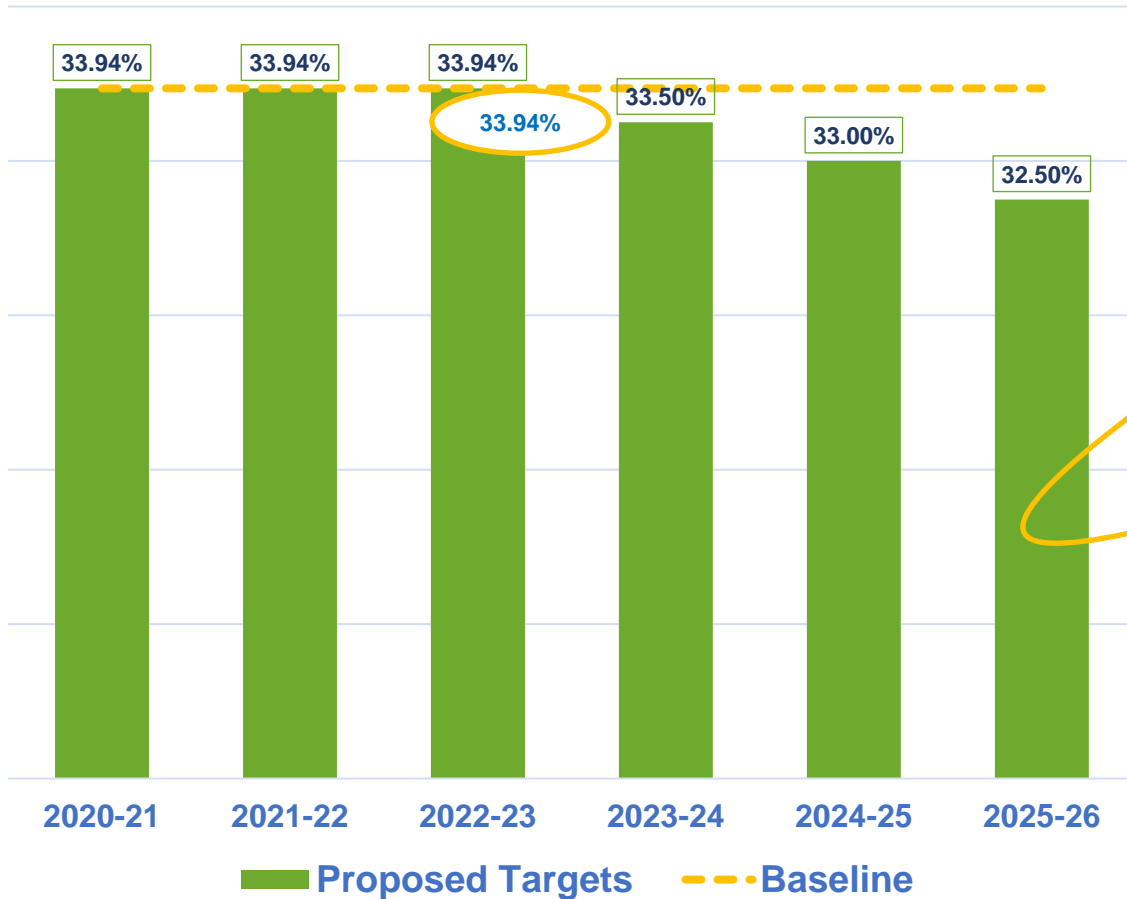
# Indicator 3D: Proposed Targets Gap in Proficiency Rate - Grade 4



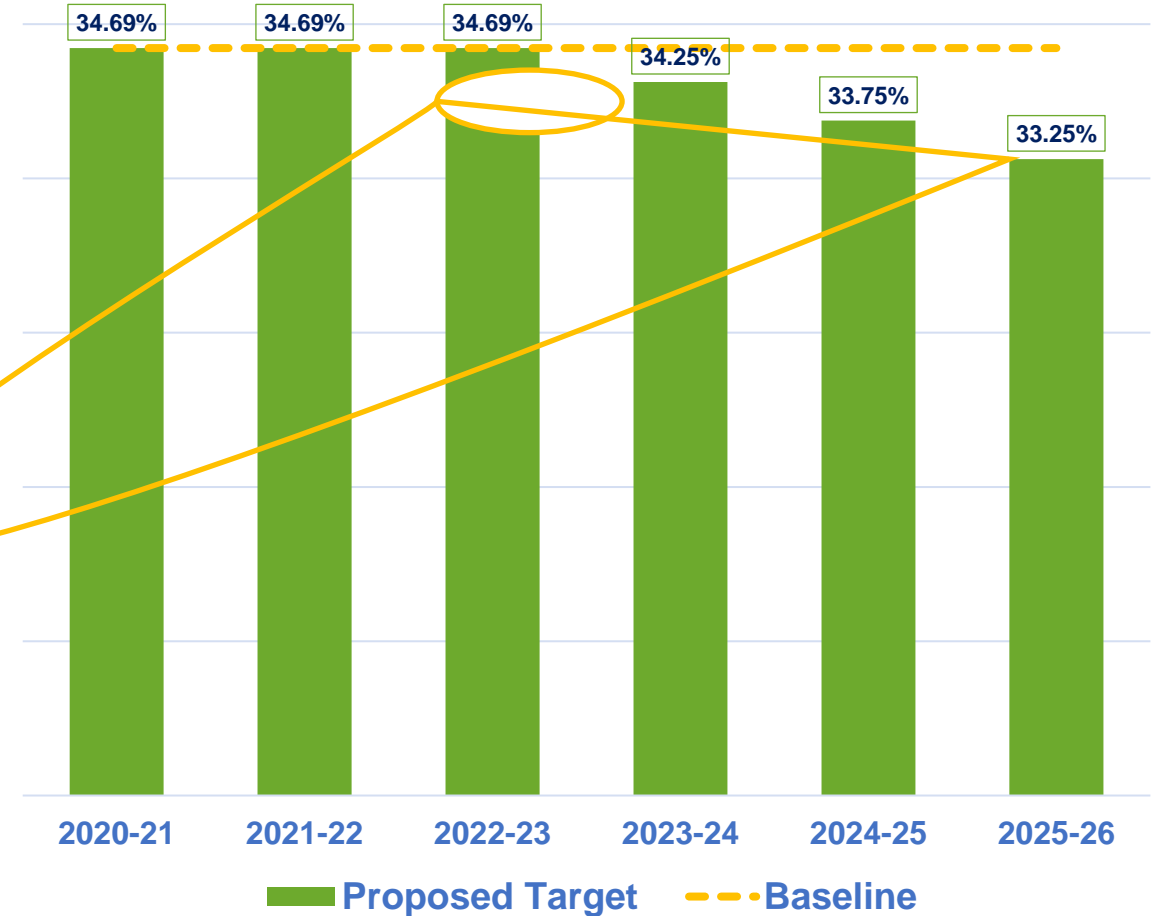
# Indicator 3D: Proposed Targets Gap in Proficiency Rate - Grade 8



### 3D Reading Grade 8



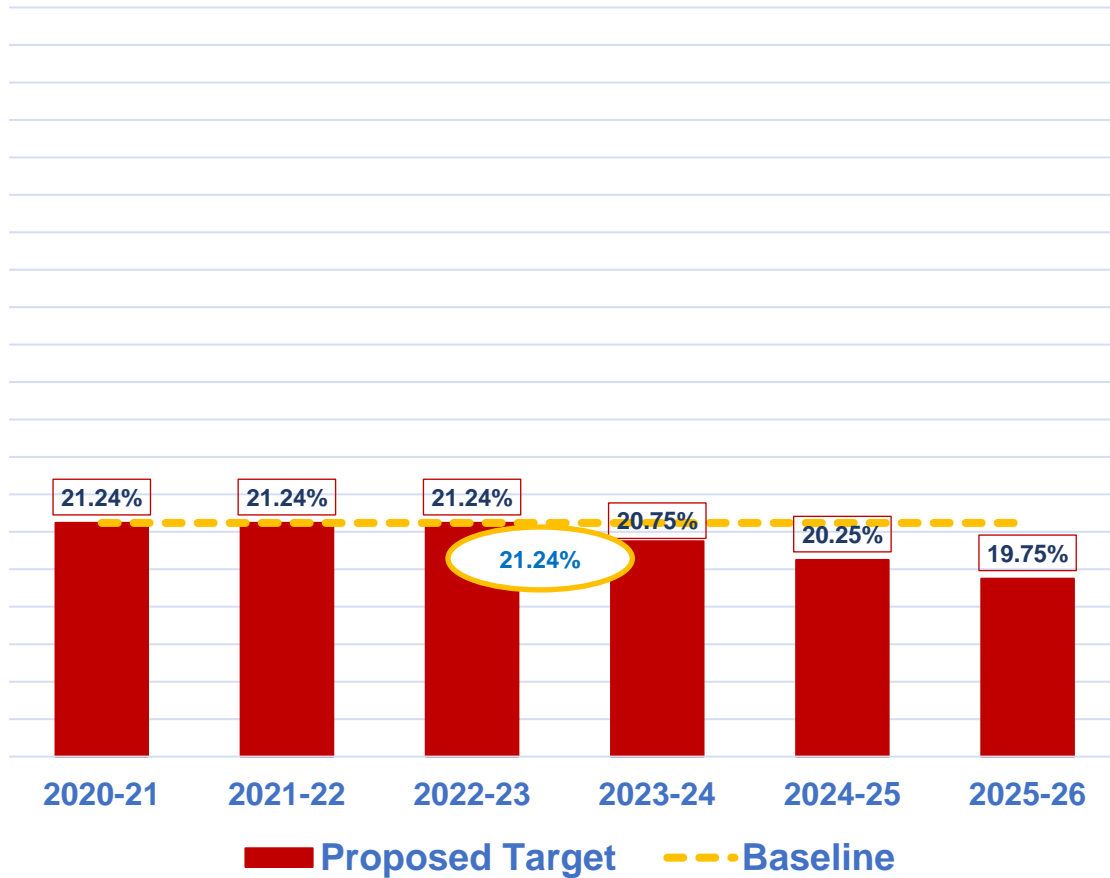
### 3D Math Grade 8



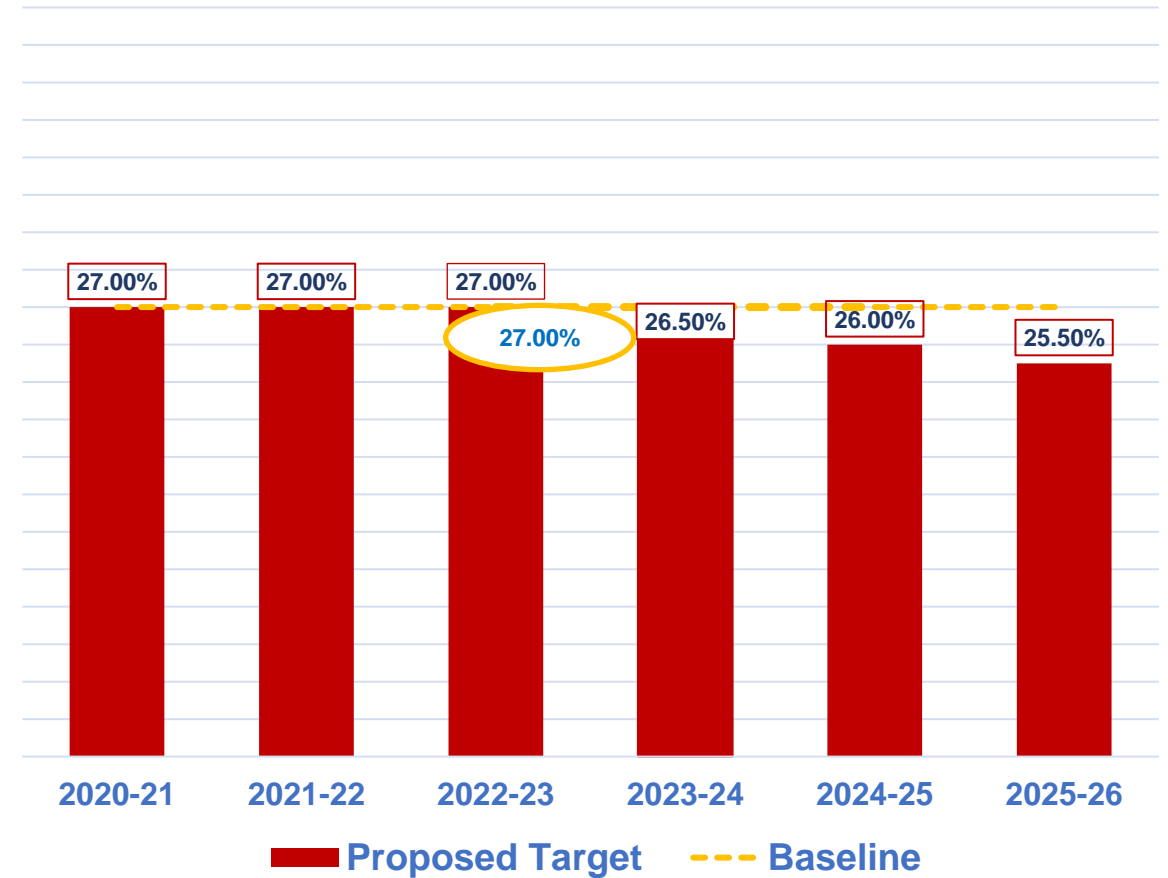
# Indicator 3D: Proposed Targets Gap in Proficiency Rate - High School



### 3D Reading High School



### 3D Math High School





# Stakeholder Input: Proposed Targets



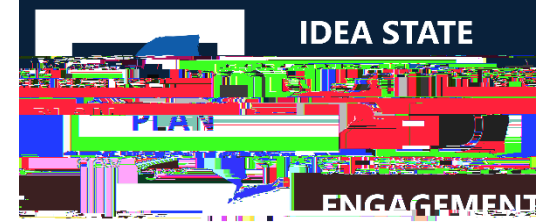
Targets must show improvement over baseline and be rigorous but achievable.

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?





# Thank You!



**Your Feedback  
is Critical!**

**How to provide input?**

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

Click to add text

