

# ACHIEVEMENT

4TH, 8TH, AND HIGH SCHOOL



## OFFICE OF SPECIAL EDUCATION RESOURCES



The New Jersey Department of Education **provides resources** on various interventions, supports, and resources, including but not limited to, early literacy, assistive technology, supporting students with autism, high leverage practices (HLPs), and math interventions.



**Technical assistance for LEAs** can be requested to access direct consultation and professional development for the performance and compliance indicators.



**Guidance and resources** are available to determine necessary accommodations for statewide assessments.



**Universal Design for Learning (UDL)** is a set of principles for curriculum development that gives all individuals equal opportunity to learn. The UDL Guidelines can be used to implement this evidence-based framework in any learning environment.

### FOCUS QUESTION

**Are students with disabilities ready to learn and achieving at high levels?**

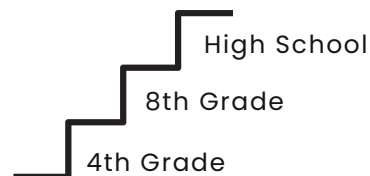
### DEFINITION

This Performance Indicator focuses on the participation and performance of children with Individualized Education Programs (IEPs) on statewide assessments, including:

- 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.

### REPORTING CATEGORIES

Each state monitors participation and proficiency rates in math and English language arts (reading) across three grade levels.



### DATA SOURCE

NJSMART

### CALCULATIONS

#### 3A PARTICIPATION



# of students with IEPs participating in an assessment



# of all students with IEPs enrolled during that testing window

**x 100**

#### 3B PROFICIENCY



# of students with IEPs scoring at or above proficient against grade level academic achievement standards



# of all children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment

**x 100**

#### 3C DLM PROFICIENCY



# of children with IEPs scoring at or above proficient against alternate academic achievement standards



# of all children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment

**x 100**

#### 3D PROFICIENCY GAP

% of children scoring at or above proficient against grade level academic achievement standards

% of children **with IEPs** scoring at or above proficient against grade level academic achievement standards

