Indicator 3D – Performance Gap (ISAT) – English Language Arts

Gap in proficiency between students with disabilities and all students in the regular statewide assessment.

Why is the indicator important?

Students receiving special education and related services are general education students first. Participation on statewide assessments compared against grade level standards helps to show not only their learning growth as compared to their peers, but also how well the educational system is supporting their learning. Indicator 3D further helps educators see the gap in performance of students with disabilities compared to all students. This allows teams to consider how instruction may be improved to address the needs of students with disabilities.

Studies show that students and youth with disabilities who are held to higher expectations have greater academic, social, and post-school outcomes than those who are held to lower standards.

Where does the data come from?

The data used for calculating these percentages are a combination of students with disabilities data reported during the assessment period to the state from districts and charters also known as local education agencies (LEAs). Data are submitted through the Idaho System for Educational Excellence (ISEE). The ISEE submitted information forms the demographic data which is then cross checked with student test result information provided by the test vendor.

Information on the indicator:

Indicator 3 Participation and Performance of students with disabilities on statewide assessments is broken up by assessment area Math and Reading or English Language Arts (ELA) and by grade so that there is a focus on elementary (Grade **4**), middle (Grade **8**), and high school (Grade **HS**). As this indicator is so large it is best to look at each part or sub-indicator individually. Performance gap on the regular statewide assessment, Indicator **3D**, is one of these sub-indicators. The proficiency of students with disabilities and all students participating in the ISAT are compared to show the gap in performance.

How is the indicator calculated?

Categories used for Calculating Performance:

a. **#** Students with an IEP who scored proficient or advanced on the regular assessment <u>with</u> or <u>without</u> accommodations

b. **#** Students with an individualized education program (IEP) who had a valid score on the ISAT

c. **#** Students with and without disabilities who scored proficient or advanced on the regular assessment <u>with</u> or <u>without</u> accommodations

d. **#** Students with and without disabilities who had a valid score on the ISAT

Calculating Performance

3D = (Categories (c ÷ d) − Categories (a ÷ b)) * 100

* State Performance Plan / Annual Performance Report (SPP/APR) .

What are the goals of the indicator?

Idaho's goal is to reduce the performance gap between students with disabilities and all students who are participating in statewide assessments. Below are the yearly goals or targets by school year (SY) and the federal fiscal year (FFY) they will be reported. Targets were established by the Idaho State Department of Education (SDE) with the help of educational partners such as parents, community leaders, educators, and self advocates.

Grade	2019-2020 (FFY 2020)	2020-2021 (FFY 2021)	2021-2022 (FFY 2022)	2022-2023 (FFY 2023)	2023-2024 (FFY 2024)	2024-2025 (FFY 2025)
4	37.96	37.94	37.92	37.21	36.5	35.79
8	45.89	45.87	45.85	44.98	44.12	43.25
HS	49.79	49.77	49.75	48.81	47.86	46.92

How are the data used?

State Performance Plan/Annual Performance Report (SPP/APR) information, including data on the performance of students with disabilities on the regular statewide assessment, are used when identifying districts and charters schools or local education agencies (LEAs) for additional support and training. LEAs that are well below state targets may receive targeted supports or be prioritized for additional funding and resources to help improve processes and program evaluation.

Every year, Idaho hosts regional Data Drill Down training that brings together teams of educators, service providers, and those recording educational data. At the Data Drill Down LEA staff receive training, discuss data, and create plans to improve systems supporting students with disabilities at their LEA. Assessment data is always an area of discussion.

Idaho's Progress to State Targets

Target
State Data

Grade 4

| 37.96 | 37.94 | 37.92 | 37.21 | 36.5 | 35.79 |

| 35.31 | 35.23 |

Grade 8

| 46.85 | 45.67 |
| 45.89 | 45.87 | 45.85 | 44.98 | 44.12 | 43.25 |

Grade HS

| 49.79 | 49.77 | 49.75 | 48.81 | 47.86 | 46.92 |
| 49.33 |
| | 47.54 |

| 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |