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Statewide Assessments

Measures performance of students with disabilities on statewide assessments, including participation rates, performance rates, and gaps in performance compared to their peers. Data is monitored and reported for grades 4, 8, and 11 and is calculated separately for English Language Arts (ELA) and Math.

Why Is It Important?

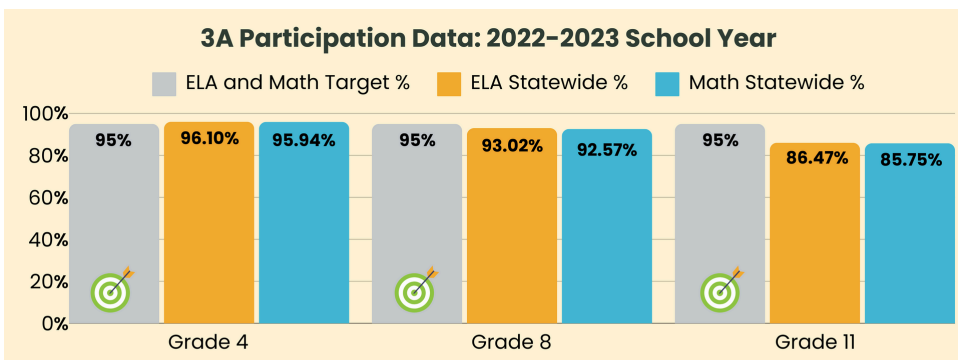
Statewide assessments are important indicators of student learning. Understanding the performance of students with disabilities offers valuable insights that guide improvements in teaching and the provision of resources and interventions. The goal is to close achievement gaps and promote success for all learners.

What Does It Measure?

- A Participation Rates:** Measures how many students with disabilities participated in statewide assessments. It ensures that **all students**, regardless of their abilities, are included.
- B Proficiency Rate, Grade-Level Standards:** Measures competency rates in ELA and Math of students with IEPs who take the Smarter Balanced Assessment Consortium (SBAC) assessments.
- C Proficiency Rate, Alternate Standards:** Measures competency rates in ELA and Math of students with IEPs who take the California Alternate Assessment (CAA).
- D Gap in Proficiency Rates:** Measures the difference in performance between students with disabilities and students without disabilities with the goal of closing this gap over time.

Recent Rates of Participation: Indicator 3A

All students in grades 4, 8, and 11 are required to participate in annual statewide assessments. Based on student needs, assessments may be taken with or without accommodations or through an alternate assessment for students with significant cognitive disabilities. Statewide participation targets for students with disabilities are set at **95%** for all grades and subject areas. The chart below illustrates that in the 22-23 school year, the participation rate target was met for Grade 4 but gradually decreased for grades 8 and 11.



Additional Resources



Intro to the State Performance Plan (SPP): Learn more about the SPP and its indicators.



Intro to the SPP video
<https://bit.ly/SPPIIntro>



Indicator 3 videos
<https://bit.ly/silvidsdl>

Indicator Feedback Forms:

Share your thoughts on the SPP indicators by completing the surveys linked below.



<https://seedsofpartnership.org/SPP-APR.html>

Tips for Supporting Students

Encourage participation in statewide assessments to help track student progress and identify areas of needed support.

Collaborate between home and school to review test results and ensure needed accommodations are in place so students can perform at their best.

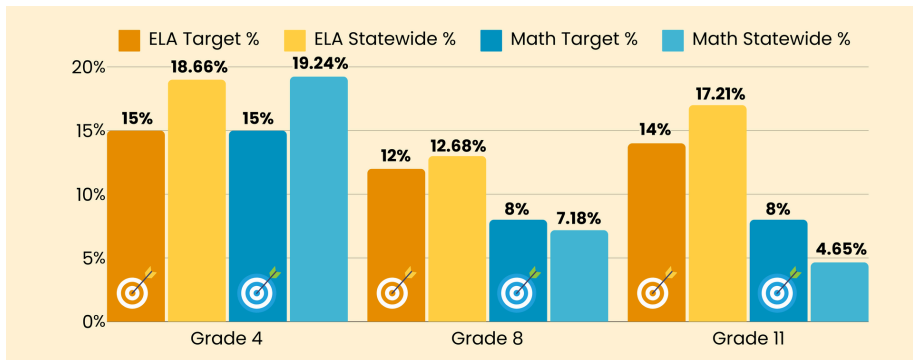


Learn how your child's school is performing by visiting:
<https://apindicators.systemimprovement.org>

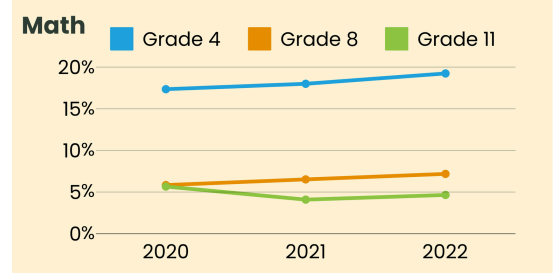
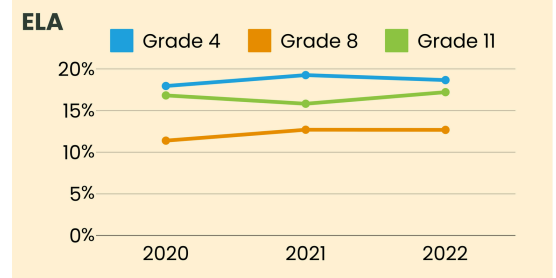
3B: Proficiency Data, Grade-Level Standards

In the 22-23 school year, students assessed on grade-level standards generally met or exceeded targets in ELA, especially in Grade 4, while Math results were mixed, with Grades 8 and 11 beneath the target. Over time, ELA proficiency improved or remained stable across grades, but Math progress has been slower, particularly in Grade 11.

22-23 School Year Comparison Data



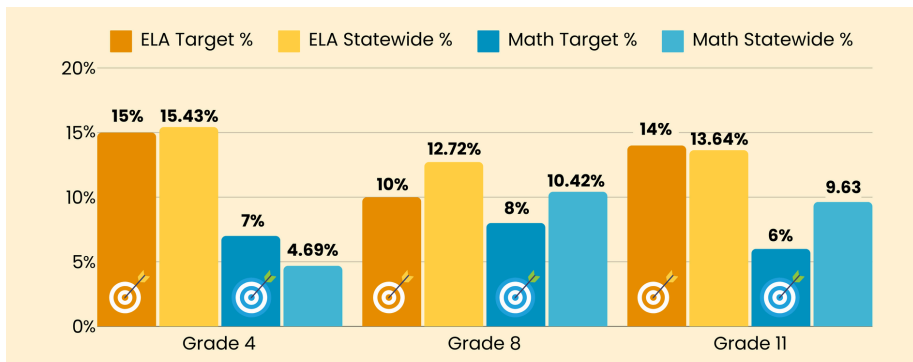
Three-year progress toward increasing proficiency rates by grade level



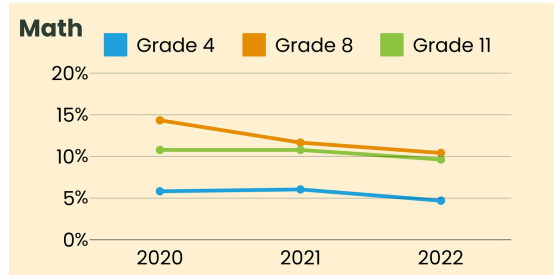
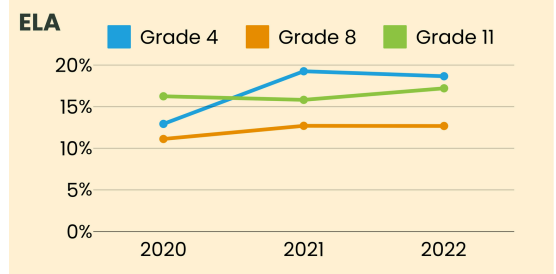
3C: Proficiency Data, Alternate Standards

In the 22-23 school year, students assessed on alternate standards generally met or slightly exceeded targets in ELA, particularly in Grade 4. Math results varied, with Grade 4 below target. Over time, ELA proficiency has steadily improved, but Math progress has declined across most grades, with the largest drop seen in Grade 8.

22-23 School Year Comparison Data

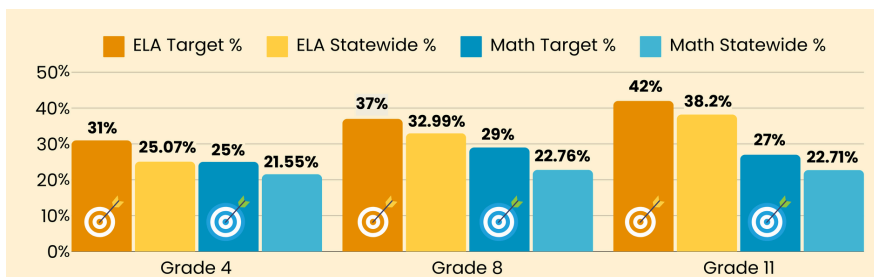


Three-year progress toward increasing proficiency rates by grade level



3D: Proficiency Gap: Data shows overall progress toward reducing the proficiency gap between students with disabilities and those without, particularly in grades 8 and 11. A slight increase can be seen over time for Grade 4. All 22-23 targets were met.

22-23 School Year Comparison Data



Three-year progress toward reducing proficiency gaps by grade level

