
Performance Patterns for Students with Disabilities in Grade 4 Mathematics Education in New York State

Across the country, states and school districts need to improve the elementary-level mathematics performance of students with disabilities. This population of students has increased since the 1970s, and there have been changes in education expectations and accountability for this subgroup. Particularly, No Child Left Behind (NCLB) has cast light on the generally low mathematics performance of students with disabilities and on achievement gaps between this subgroup and general education students. This project takes a closer look at these trends in New York State.

— AMY BRODESKY, KATIE BUCKLEY, STACY EHRLICH, EMILY MIDOUHAS, EDC, PROJECT TEAM

PROJECT OBJECTIVES

- Describe and analyze the mathematics performance patterns of fourth-grade elementary school students with disabilities in New York State.

AUDIENCE & APPLICATION

- New York policymakers and education leaders.

METHODOLOGY

- Analysis of publicly available school achievement data for fourth-grade elementary school students in New York across three years describing:
 - mathematics performance of schools with disabilities,
 - performance gaps between students with disabilities and general education students, and
 - the distribution of school-level mathematics performance of students with disabilities.
- Mathematics performance trends within and across groups of schools with similar need levels and/or geographic locales.

FINAL PRODUCTS

- Issues & Answers Report published by the Institute of Education Sciences, which may be found at:
http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2008050.pdf

What Are Fast-Response Projects?

Fast-Response Projects are short-term projects that respond to regional and national needs and priorities and provide research-based knowledge to inform policy and practice. They use methods such as research syntheses, mining of existing data sets, and descriptive studies.



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Fifty-seven percent of grade 4 students with disabilities scored proficient on the New York State Testing Program (NYSTP) in 2005. There was a 30% difference between students in the highest need-to-resource-capacity category and the lowest category. Across all schools, those whose performance was above the 90th percentile of the distribution of school-level performance of students with disabilities had 100% proficiency rates for their students with disabilities.

From 2003 to 2005, the percentage of students with disabilities scoring proficient rose by 7.8%. Within similar school categories, the improvement in proficiency was greatest in need-to-resource-capacity category 1 (New York City schools) and lowest in need-to-resource-capacity category 6 (low-need schools). Across the state, more than half (59%) of schools exhibited improved performance from 2003 to 2005.

In 2005, the statewide gap in proficiency between students with disabilities and general education students was approximately 32%; this constituted a narrowing of the gap by about 1% from 2003. Nearly 45% of the schools in the data set had reductions in the proficiency gap from 2003 to 2005 without any decline in the performance of general education students.

Contact Information

For more information about this project, e-mail Rebecca Carey (rcarey@edc.org) or visit REL-NEI online (www.relnei.org).

