NEW YORK RATINGS:

**Accountability Systems:** Does New York's accountability system under ESSA include students with disabilities?

**Support for School Improvement:** Will New York help struggling schools by providing supports that work for students with disabilities?

**Inclusive Planning:** Did New York align its ESSA plan with special education initiatives?

**KEY:**
- Green = Meaningful support
- Yellow = Partial support
- Red = Not supportive

**HIGHLIGHTS OF NEW YORK’S PLAN:**

- Includes a strong 5th indicator, taking into account chronic absenteeism as well as college, career, and civic readiness.
- Includes a description of how the state will address discipline, bullying and harassment, including developing guidance and technical assistance resources for schools.

**HOW CAN NEW YORK IMPROVE IT’S ESSA PLAN?**

- Work together across state programs to make sure special education and general education improvement plans are aligned.

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**LONG-TERM GOALS FOR NEW YORK**

**Graduation Rate Goals for 2022**

- **83.3%** ALL STUDENTS
- **63.2%** STUDENTS WITH DISABILITIES

States set long-term goals for each group of students under ESSA. Setting ambitious goals for all students is essential to making sure all students can succeed.

In addition to setting lower graduation rate goals for students with disabilities New York also set lower achievement goals.

**SCHOOL RATINGS**

Under ESSA, most states do not include the performance of students with disabilities in their school performance ratings. This means a school could earn a high score, even if students with disabilities and other subgroups are doing very poorly.

New York does not include subgroup performance in its school rating system.
WHAT CAN YOU DO TO MAKE SURE YOUR DISTRICT HAS AN EQUITABLE PLAN FOR STUDENTS WITH DISABILITIES UNDER ESSA?

ADVOCATE FOR STRENGTHS-BASED IEPs

- A strengths-based IEP uses students’ abilities to improve weaknesses.
- IEP goals are built around the students’ skills.
- Helping students identify and leverage their strengths, interests and preferences can lead to more self-awareness and self-advocacy.

ASK YOUR DISTRICT TO...

1. Use strengths-finders to identify abilities, interests and preferences
2. Prepare students to participate in IEP meetings and advocate for their needs
3. Start every IEP meeting with a discussion about strengths
4. Update IEP forms to include space to talk about strengths
5. Weave strengths into IEP goals as a way to set high expectations

Get started by visiting u.org/schoolwide and downloading our advocacy tools.

Strengths-Based IEPs: Fact Sheet

Parent Toolkit:
How to Ask for Schoolwide Teacher Training to Help Kids With Learning & Attention Issues

For more information, go to u.org/udl.

UDL is not...

- An “us” vs. “them” resource. UDL benefits all kids, not just those who struggle.
- A superficial look at strengths. Abilities and preferences both are part of UDL’s core principles.
- A way to combine standards-based IEPs with UDL principles.

UDL is...

- An adults-only process. Students are encouraged to help identify strengths and abilities, interests and preferences.
- A strengths-based IEP

Universal Design for Learning (UDL):