

In our proficiency-based simplified model, evidence of student learning from assessments are scored using task-neutral criteria aligned with performance indicators. These scores are collected over time and are used to determine proficiency at the performance indicator level. Using a consistent school-wide approach, these scores determine whether minimal graduation standard proficiency is met. Schools have tended to require minimal proficiency (usually represented by a minimum score of 3 on a 4-point scale) on most—if not all—indicators.

For students with disabilities, GSP considers changes in the way the graduation standard proficiency is determined to be an appropriate accommodation allowable by the IEP team. The following table lists the ways graduation standard proficiency can be determined in accommodated ways for students with disabilities.

Accommodation	How standard proficiency is determined	Number of standards required for graduation	Number of performance indicators required
Proficiency in every performance indicator is not required—though attempting proficiency in every performance indicator is required.	While overall proficiency in all of the performance indicators associated with each standard is required, there is no minimum proficiency score established on each indicator. (e.g. One content area graduation standard has six associated grade span performance indicators. While taken as a whole, the average score on all of the performance indicators must be 3.0 or above, it is possible that one or more PIs have an overall score less than 3.0. An IEP Team might establish a minimum proficiency score for one or more PIs.)	All	All (though proficiency is not expected for each one)
Achieving a minimum number of proficient scores at the performance indicator level is not required.	While overall proficiency in all of the performance indicators associated with each standard is required, a school's provision for any stated minimal number of successful attempts in place is removed. (e.g. A district has established the practice – unless otherwise indicated – that students must demonstrate PI proficiency on at least three demonstration tasks. In this case, an IEP Team would remove this requirement if this approach were deemed appropriate for the student in question.)	All	All
Attempting proficiency in every performance indicator is not required.	Overall proficiency in the graduation standard is still expected and still determined based on aggregate performance on its grade level related performance indicators, though the IEP Team determines that not every PI must be met.	All	Most

Note that in the above examples, accommodations reflect changes in mathematical aggregation, not in the actual graduation standards, performance indicators, or scoring criteria. This practice makes it easier for special education teachers working with students in the regular classroom. To be clear, the above discussion is focused on how proficiency will be determined. It goes without saying that special education—indeed all students, will receive appropriate accommodations in instructional strategies and supports.

Be mindful that under federal rules the state has the authority to allow an alternate set of standards for up to 1% of the students in the district. Federal law also says that “students with significant cognitive disabilities are allowed to be measured against what are called alternate achievement standards, though their IEPs must be aligned to the content standards for the grade in which the student is enrolled.” For these students, the IEP would determine the most appropriate modification of graduation standards while making every effort to adhere to the spirit regarding the state’s statute of college and career readiness for all.