State Performance Plan (SPP) 1/
Annual Performance Report (APR)
2020-2025

Individuals with Disabilities Education Act (IDEA)

General Overall Presentation – 2021; Indicator 1: Graduation Rate – 2021
Graduation Rate

AGENDA

ABOUT INDICATOR

COMING CHANGES

MEASURING TRENDS

IMPROVEMENT STRATEGIES

STATE OF THE STATE

COLLABORATION
## Frequently Used Terms in the Presentation

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>State Performance Plan or SPP</strong></td>
<td>A six-year plan that the US Department of Education requires states to develop to improve its implementation of the IDEA</td>
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<tr>
<td><strong>SPP Indicator</strong></td>
<td>One of 17 measures that makes up a state’s six-year plan</td>
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<tr>
<td><strong>Compliance Indicators</strong></td>
<td>Focus on whether a specific requirement of IDEA was met. Targets are set at 0 or 100 percent</td>
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<tr>
<td><strong>Results Indicators</strong></td>
<td>Focus on student and family outcomes. Targets vary and are determined by each State</td>
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<tr>
<td><strong>Annual Performance Report (APR)</strong></td>
<td>A progress update under the SPP, prepared each year by NYSED and submitted to OSEP</td>
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<tr>
<td><strong>Federal Fiscal Year or FFY</strong></td>
<td>Federal Government Fiscal Year (October 1 – September 30)</td>
</tr>
<tr>
<td><strong>SPP Indicator 1</strong></td>
<td>An SPP Indicator that measures the percent of youth with individual education programs (IEPs) graduating from high school with a regular diploma</td>
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<tr>
<td><strong>Baseline</strong></td>
<td>Data starting point to measure improvement over time</td>
</tr>
<tr>
<td><strong>Targets</strong></td>
<td>Performance Objectives set for SPP Measurements</td>
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</table>
Indicator 1 Measurement

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.

Data for this indicator are “lag” data.

The goal for this results indicator is an increase in the total number of graduates.
Explanation of Indicator 1 FFY Data in the Annual Performance Report (APR)

Data years presented will reflect the data NYSED submits to the federal Office of Special Education Programs (OSEP) in the APR which covers the federal fiscal year (FFY) period.

The Indicator 1 school year data

The 2019-2020 School Year

FFY 2020 APR

February 2022

The FFY 2020 APR is submitted to OSEP

The 2019-20 School Year Data are included in the FFY 2020 APR
Data Collection

Graduation rate data for NYS are:

- Collected annually for all students with IEPs
- Reported in the subsequent annual report
- Not sampled

Example:

- SY 2020-21 Graduation Data Collected: 2021
- SY 2020-21 Graduation Data Reported: 2022 APR
- 2022 APR Report Shared with USDE February 2023
Graduation Rate: New Calculation

• The new measurement is the percent of youth with IEPs exiting from high school with a regular high school diploma.
• The new calculation will be used beginning FFY 2020.
• This is based on the data used for reporting under IDEA.

\[
\frac{\text{Number of youth with IEPs ages (14 – 21) who exited special education due to graduating with a regular high school diploma}}{\text{Number of all youth with IEPs (ages 14 – 21 who exited high school}}} \times 100
\]
Facilitator check for understanding:

Are there any questions on the SPP measurement or how the data are used to measure results?
What Does This Change Look Like?

**Prior Years’ Calculation**

- No. of youth with IEPs in the current year’s adjusted cohort graduating with a regular diploma
- No. of youth with IEPs in the current year’s adjusted cohort eligible to graduate

**New Calculation**

- No. of youth with IEPs ages (14 – 21) who exited special education due to graduating with a regular HS diploma
- No. of youth with IEPs (ages 14 – 21) who left HS

<table>
<thead>
<tr>
<th>SY 2015</th>
<th>SY 2016</th>
<th>SY 2017</th>
<th>SY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.00%</td>
<td>35.00%</td>
<td>40.00%</td>
<td>45.00%</td>
</tr>
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</table>

- **Target**
- **Performance**

- **New Calculation Performance**
Graduation Rates by Subgroup
Students With Disabilities Exiting Special Education
2019-20 SY

- Intellectual Disability: 12%
- Multiple Disability: 22%
- Pacific Islander: 52%
- Autism: 54%
- English Language Learner: 58%
- Emotional Disturbance: 60%
- Traumatic Brain Injury: 66%
- Am Indian: 71%
- Black: 74%
- Male: 75%
- Multi: 75%
- Hispanic: 76%
- Asian: 78%
- Not English Language Learner: 78%
- White: 78%
- Female: 79%
IDEA STATE PERFORMANCE PLAN
STAKEHOLDER ENGAGEMENT

- What questions do you have about the data?
- What did the SPP data tell us?
- How should we use the data to inform our target-setting and improvement activities?
Office of Special Education Educational Partnership
Tiered Support & Professional Development

12 Regional Partnership Centers

14 School-Age Family and Community Engagement Centers

14 Early Childhood Family and Community Engagement Centers

Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

1. Regional Learning

2. Targeted Skills/Support Groups

3. Support Plans
Improvement Activities – OSE Educational Partnership
Available Professional Development and Trainings

CDOS Module 2: Learning Standards
CDOS Module 3: Work-Based Learning
Diploma and Credential Options
Transition Assessment Training
Transition in the IEP
Transition for Families
Family Engagement: Communication & Culture
What Does It Mean to Be Culturally Responsive
Fundamentals in Equity:
Exploring Equity and Cultural Responsiveness

Self Determination Training
Student-Directed IEPs for Professionals
Standards Based IEPs
Creating the IEP
NYSAA 1% TSG Foundational Content
Specially Designed Instruction
Next Steps in SDI
Best Practices in Academic Progress Monitoring
Improvement Activities – SEQA

• NYSED’s Special Education Quality Assurance (SEQA) Regional Offices conduct Coordinated Intervention District Reviews on secondary transition

• Transition self-reviews are required for all of NYS

• SEQA’s New York City Regional Office conducts a collaborative transition review with the New York City Department of Education (NYCDOE)

• NYSED also requires identified school districts to adopt evidence-based practices, all of which have the potential outcomes for students with disabilities. Some of these, such as Early Warning Intervention and Monitoring Systems and aligning coursework to secure post-secondary success, directly linked to dropout prevention and improved graduation rate and other ongoing work supported by OSE and SEQA.
Improvement Activities - OSE

- Office of Special Education (OSE) establishes regulatory standards and diploma options for students with disabilities
- Safety Net options established for students with disabilities
- Superintendent Determination Option introduced
Improvement Activities: Pathways to Graduation

In the “4+1” pathway assessments option, students must take and pass four required Regents Exams or Department-approved alternative assessments (one each in English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation.

Multiple pathways approved in 2015 and 2016 are in areas of student interest such as the Arts, World Languages, Humanities, Career and Technical Education (CTE), Career Development and Occupational Studies (CDOS) and Science, Technology, Engineering and Mathematics (STEM).

In addition, the Board of Regents approved the Civic Readiness Pathway as a pilot project to be implemented in selected schools as of September 2021.

Proposed Improvement Activities

• Conduct a SEQA Review focusing on implementation of the coordinated set of transition activities/services on students’ Individualized Education Programs (IEPs)

• Conduct educational workshops for families on topics such as diploma and credential options, transition, etc.

• Conduct additional outreach to parent groups (e.g., monthly informational zoom meetings or newsletters on these and other topics)
What activities could be considered, maintained, or strengthened to address improvements in this area?
Setting Targets

- New targets are needed
- Targets must be rigorous and achievable
- Final targets must be higher vs. baseline
Proposed Targets: Indicator 1

SY 2015 – 2018 Average Performance 68%

<table>
<thead>
<tr>
<th>SY 2018-19 (Baseline)</th>
<th>SY 2019-20</th>
<th>SY 2020-21</th>
<th>SY 2021-22</th>
<th>SY 2022-23</th>
<th>SY 2023-24</th>
<th>SY 2024-25</th>
</tr>
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<tbody>
<tr>
<td>69.33%</td>
<td>+0.67</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
<td>+1</td>
</tr>
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Target Setting Methodology
Exceeding Prior Performance (2015 – 2018) by +7 percentage points
Improvement Over Baseline
Provides Steady Progress
Targets must show improvement over baseline and be rigorous but achievable.

Do you feel the proposed targets are too high, too low, or just right?
New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district “Special Education Data” reports available at data.nysed.gov
Share Your Voice in our Online Survey

Each SPP Indicator has an online survey to collect input on NYS’s target-setting and/or improvement activities.

The online surveys are intended to collect feedback from interested stakeholders. They are available for those who are not attending a virtual meeting or for those who have additional information to share beyond the virtual meetings.

Please visit the SPP/APR webpage to submit your survey.
THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to New York State’s Efforts to Improve Outcomes for our Students with Disabilities