State Performance Plan (SPP) 14/Annual Performance Report (APR) 2020-2025

Individuals with Disabilities Education Act (IDEA)

General Overall Presentation – 2021; Indicator 14: Post-School Outcomes–2021
Agenda

Introduction

Measurement

Data Collection

Improvement Activities

Target Setting
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Performance Plan (SPP)</td>
<td>Evaluates the state’s efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve its implementation.</td>
</tr>
<tr>
<td>Annual Performance Report (APR)</td>
<td>The IDEA requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state’s efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.</td>
</tr>
<tr>
<td>Federal Fiscal Year (FFY)</td>
<td>October 1 – September 30</td>
</tr>
<tr>
<td>SPP Indicator 14</td>
<td>SPP Indicator 14 measures Post-School Outcomes. There are three components: 14A, 14B, 14C</td>
</tr>
<tr>
<td>SPP Indicator 14A</td>
<td>SPP Indicator 14A measures students with a disability enrolled in higher education within one year of leaving high school.</td>
</tr>
<tr>
<td>SPP Indicator 14B</td>
<td>Indicator 14B measures students with a disability enrolled in higher education or competitively employed within one year of leaving high school.</td>
</tr>
<tr>
<td>SPP Indicator 14C</td>
<td>Indicator 14C measures students with a disability enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.</td>
</tr>
<tr>
<td>7-PAK</td>
<td>7-PAK States is a consortium of the seven largest states that the National Association of State Directors of Special Education, Inc. determined to have both similar demographics (e.g., general population, diversity, significant rural and inter-city populations) and issues in the delivery of special education programs to its students with disabilities.</td>
</tr>
<tr>
<td>Baseline</td>
<td>Data starting point to measure improvement over time.</td>
</tr>
</tbody>
</table>
Today participants will....

- Gain a deeper understanding of SPP/APR Indicators 14A, 14B, and 14C, and how New York State measures and collects data.
- Gain a deeper understanding of current information and trend data regarding New York State’s progress in meeting SPP Indicator 14 targets as well as state and national comparisons.
- Gain a deeper understanding of current improvement strategies to help improve postsecondary outcomes for students with disabilities.
- Review proposed targets for the Federal Fiscal Year (FFY) 2020-2025 SPP/APR.
Understanding SPP Indicator 14A, 14B, 14C

SPP Indicator 14 measures the percent of youth who are no longer in high school, had IEPs in effect at the time they left school, and:

- **SPP 14A**
  Enrolled in higher education within one year of leaving high school.

- **SPP 14B**
  Enrolled in higher education or competitively employed within one year of leaving high school.

- **SPP 14C**
  Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
Data Collection:

- NYSED has contracted with the Potsdam Institute for Applied Research (PIAR), located at the State University of New York (SUNY) at Potsdam, to survey a sample of students who had an IEP at the time they left high school.

- This includes all students who had an IEP in effect at the time they left school, including those who graduated with a regular diploma or some other credential, dropped out, or aged out.

- Data are collected by September 2020 on students who left school during the 2018-2019 school year, timing the data collection so that at least one year has passed since the students left school.

- NYSED must ensure that the data collected are representative of the racial and ethnic groups that make up all NYS former high school students with disabilities.
Explanation of Indicator 14 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 data sample is collected from students who exited in the 2019-20 school year.

The FFY 2020 APR is submitted to OSEP in February 2022.

Data from students who exited in the 2019-20 School Year Data is included in the FFY 2020 APR.
Representativeness of Data

Beginning with FFY 2021, states must report the extent to which the demographics of respondents are representative.

NYSED collects and reports data that is representative of race/ethnicity, gender and disability.

- Representativeness means the extent to which demographics of the respondents are similar to the demographics of the target population.
- States must include race and ethnicity in this analysis and must also choose another category. Some additional categories to consider include geographic location, economic status, and/or another demographic category.
- If data are representative, conclusions may be drawn about the target population.
In an effort to develop a representative sample, which of the proposed additional categories would you add for further analysis?

A. Gender
B. Geographic Location
C. Economic Status
D. Other _____________
Data Measurement - Indicator 14A

- **14A** = Students with IEPs enrolled in higher education within one year of leaving high school.

- **Percent enrolled in higher education** = \[\frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) for at least one term}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}}\] \times 100.

\[
\text{Percent} = \frac{\text{Respondents enrolled in higher education}}{\text{[total respondents]}} \times 100
\]
Data Measurement - Indicator 14B

- **14B** = Enrolled in higher education or competitively employed within one year of leaving high school.

- **Percent enrolled in higher education or competitively employed within one year of leaving high school** = \[\left(\frac{\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school)}{20 \text{ hours per week for at least 90 days divided by the \# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school}}}\] times \(100\).

\[
\text{Percent} = \frac{\text{Respondents enrolled in higher education or competitively employed}}{\text{[total respondents]}} \times 100
\]
Data Measurement - Indicator 14C

- **14C** = Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

- **Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment** = \[
\frac{\text{(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) for at least one complete term in the year since leaving high school in an education or training program divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)) times 100.}}{\text{[total respondents]}}\]
SPP Indicator 14A, 14B, 14C
Measurement of Data

Facilitator check for understanding or how the data are used to measure results or outcomes.
Understand current information and trend data
New York State 14A

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>43.00%</td>
<td>Target &gt;=</td>
<td>42.20%</td>
<td>42.70%</td>
<td>43.00%</td>
<td>43.50%</td>
<td>44.00%</td>
<td>44.00%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data</td>
<td>48.12%</td>
<td>40.77%</td>
<td>44.02%</td>
<td>43.39%</td>
<td>44.37%</td>
<td>35.30%</td>
</tr>
</tbody>
</table>
Results: NYS and National Trends 14A

Indicator 14A Results 2014-2018

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY Result</td>
<td>48.12%</td>
<td>40.77%</td>
<td>44.02%</td>
<td>43.39%</td>
<td>44.37%</td>
</tr>
<tr>
<td>OH Result</td>
<td>29.37%</td>
<td>36.45%</td>
<td>28.81%</td>
<td>27.53%</td>
<td>27.57%</td>
</tr>
<tr>
<td>IL Result</td>
<td>39.74%</td>
<td>27.54%</td>
<td>32.07%</td>
<td>29.59%</td>
<td>29.58%</td>
</tr>
<tr>
<td>PA Result</td>
<td>25.76%</td>
<td>28.84%</td>
<td>33.08%</td>
<td>29.53%</td>
<td>27.55%</td>
</tr>
<tr>
<td>FL Result</td>
<td>28.63%</td>
<td>28.48%</td>
<td>27.84%</td>
<td>24.30%</td>
<td>25.58%</td>
</tr>
<tr>
<td>CA Result</td>
<td>50.41%</td>
<td>52.26%</td>
<td>48.87%</td>
<td>53.97%</td>
<td>54.78%</td>
</tr>
<tr>
<td>TX Result</td>
<td>24.97</td>
<td>24.39%</td>
<td>21.41%</td>
<td>18.31%</td>
<td>16.36%</td>
</tr>
</tbody>
</table>
National Mean: NYS and National Trends 14A

14A RESULTS by State 2015-2018

2018 National Mean = 28%
What did the SPP data tell us?
How should we use the data to inform our target-setting and improvement activities?
Understand current information and trend data
New York State 14B

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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>64.00%</td>
<td>Target &gt;=</td>
<td>66.00%</td>
<td>67.00%</td>
<td>68.00%</td>
<td>69.00%</td>
<td>70.00%</td>
<td>70.00%</td>
</tr>
<tr>
<td>Data</td>
<td></td>
<td></td>
<td>71.71%</td>
<td>67.25%</td>
<td>69.43%</td>
<td>70.34%</td>
<td>69.10%</td>
<td>65.56%</td>
</tr>
</tbody>
</table>

![Graph showing NY Target and NY Data from 2014 to 2019](image)
Results: NYS and National Trends 14B

Indicator 14B Results 2015-2018

- **NY Result**: 71.71% 67.25% 69.43% 70.34% 69.10%
- **OH Result**: 66.55% 76.61% 67.49% 70.86% 64.52%
- **IL Result**: 69.60% 63.19% 64.22% 63.46% 60.88%
- **PA Result**: 60.60% 67.32% 70.78% 69.14% 71.66%
- **FL Result**: 43.67% 43.18% 43.84% 50.55% 55.03%
- **CA Result**: 72.38% 75.46% 72.65% 77.60% 70.65%
- **TX Result**: 54.21% 57.38% 53.69% 50.88% 51.10%
National Mean: NYS and National Trends 14B

14B Results by State 2015-2018

2018 National Mean = 61%
What did the SPP data tell us? How should we use the data to inform our target-setting and improvement activities?
Understand current information and trend data
New York State 14C

<table>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>77.00%</td>
<td></td>
<td>75.00%</td>
<td>76.00%</td>
<td>77.50%</td>
<td>78.50%</td>
<td>80.00%</td>
<td>80.00%</td>
</tr>
<tr>
<td>Data</td>
<td>80.85%</td>
<td>77.75%</td>
<td>80.66%</td>
<td>82.84%</td>
<td>80.65%</td>
<td>75.05%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Graph showing trend data](image)
Results: NYS and National Trends 14C

Indicator 14C Results 2014-2018

<table>
<thead>
<tr>
<th>State</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY</td>
<td>80.85%</td>
<td>77.75%</td>
<td>80.66%</td>
<td>82.84%</td>
<td>80.65%</td>
</tr>
<tr>
<td>OH</td>
<td>81.87%</td>
<td>83.95%</td>
<td>83.44%</td>
<td>79.49%</td>
<td>84.74%</td>
</tr>
<tr>
<td>IL</td>
<td>79.69%</td>
<td>73.33%</td>
<td>76.09%</td>
<td>75.74%</td>
<td>71.79%</td>
</tr>
<tr>
<td>PA</td>
<td>69.23%</td>
<td>73.34%</td>
<td>76.90%</td>
<td>75.33%</td>
<td>77.58%</td>
</tr>
<tr>
<td>FL</td>
<td>55.74%</td>
<td>54.91%</td>
<td>56.16%</td>
<td>58.76%</td>
<td>62.97%</td>
</tr>
<tr>
<td>CA</td>
<td>82.17%</td>
<td>83.16%</td>
<td>81.72%</td>
<td>85.56%</td>
<td>89.33%</td>
</tr>
<tr>
<td>TX</td>
<td>67.36%</td>
<td>68.52%</td>
<td>66.67%</td>
<td>64.78%</td>
<td>93.31%</td>
</tr>
</tbody>
</table>
National Mean: NYS and National Trends 14C

2018 National Mean = 78%
Stakeholder Discussion
14C

What did the SPP data tell us?
How should we use the data to inform our target-setting and improvement activities?
Appropriate transition planning and services that lead to meaningful post-school outcomes, including career and technical education, is a priority area of the Office of Special Education (OSE).
Improvement Activities

- Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)
- Independent Living Centers (ILCs)
- Office for People with Developmental Disabilities (OPWDD)
- Youth Advisory Panel (YAP)
- Commissioner's Advisory Panel for Special Education Services (CAP)
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**
OSE Educational Partnership
Available Professional Development, Trainings and Tools

- Self-Determination Training
- What Does it Mean to Be Culturally Responsive
- Virtual Overview of the Indicator 13 Self-Review Process
- Agency 101 (formerly Navigating Adult Services)*
- Transition Assessment Training
- Fundamentals in Equity: Exploring Equity and Cultural Responsiveness
- CDOS Modules 1, 2, 3: Work-Based Learning
- Diploma and Credential Options*
OSE Educational Partnership
Available Professional Development, Trainings and Tools

- National Technical Assistance Center on Transition (NTACT) Taxonomy for Transition Programming 2.0, Predictor Self-Assessment, Self-Assessment instructions, and NTACT Capacity Building Tool
- “Graduation” Pathways Exam Tool

- NYS Diploma Requirements Tracking Tool
- I’m Determined Toolbox for Self-Determination
- CDOS Graduation Tracker
SPP Indicator 14: Improvement Activities

What activities could be considered, maintained, or strengthened to address improvements in this area?
The COVID-19 pandemic has significantly impacted students with disabilities enrolled in IHEs or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. Several survey respondents cited the impact of COVID-19 on the household as a reason for not enrolling on a full- or part-time basis in an IHE or in an education or training program for at least one complete term.

COVID-19 has impacted the ability of students with disabilities to receive supports during their college experience.

Additionally, many businesses in communities statewide have been financially impacted or closed indefinitely due to COVID-19 which has resulted in significant challenges in obtaining and retaining employment for many individuals, including students with disabilities.
Review proposed SPP Indicator 14 targets

New targets for FFY 2020-2025 SPP/APR cycle must be:
- Measurable
- Rigorous (but attainable)
- Indicative of improvement over the baseline data
- Inclusive of stakeholder input

Final target for FFY 2025-2026 must demonstrate improved performance compared to the baseline.
SPP INDICATOR 14A PROPOSED TARGETS

Baseline | Results | Proposed Target
--- | --- | ---
43.00% | 35.30% | 44.37%
35.30% | 37.00% | 39.00%
39.00% | 41.00% | 43.00%
43.00% | 45.00% |

Targets must show improvement over baseline and be rigorous but achievable.

Do you believe that the proposed targets are:
A. too high
B. too low
C. just right
Targets must show improvement over baseline and be rigorous and achievable.

Do you believe that the proposed targets are:
A. too high
B. too low
C. just right
Targets must show improvement over baseline and be rigorous but be achievable.

Do you believe that the proposed targets are:
A. too high
B. too low
C. 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