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

Indicators with Disabilities Education Act (IDEA)

Indicator 17: State Systemic Improvement Plan (SSIP)
Agenda

Understanding the State Systemic Improvement Plan (Indicator 17)

Indicator 17 SSIP Data

Indicator 17 Improvement Activities

Indicator 17 Proposed Targets
## Frequently Used Terms in the Presentation

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Performance Report (APR) Reporting Data</td>
<td>Data reported to the United States Department of Education Office of Special Education Programs (OSEP) against the State’s targets.</td>
</tr>
<tr>
<td>Baseline</td>
<td>Data starting point to measure improvement over time.</td>
</tr>
<tr>
<td>Evidence-Based Practices (EBP)</td>
<td>Effective instructional strategies supported by evidence and research that are proven to improve student achievement.</td>
</tr>
<tr>
<td>Indicator 17 or State Systemic Improvement Plan (SSIP)</td>
<td>Indicator 17 (SSIP) is part of OSEP’s Results-Driven Accountability (RDA) initiative to improve results for children with disabilities by improving educational services, including special education and related services.</td>
</tr>
<tr>
<td>Multi-Tiered System of Support (MTSS)</td>
<td>MTSS is a model many schools use to provide targeted support to struggling students.</td>
</tr>
<tr>
<td>State Identified Measureable Result (SiMR)</td>
<td>The measurement goal of the State Systemic Improvement Plan (SSIP) that has the potential to improve outcomes for children with disabilities.</td>
</tr>
<tr>
<td>State Performance Plan (SPP)</td>
<td>Evaluates the state’s efforts to implement the requirements and purposes of the IDEA and describes how the state will improve implementation.</td>
</tr>
<tr>
<td>Targets</td>
<td>Performance objectives set for SPP measurements.</td>
</tr>
<tr>
<td>Transformation Zone</td>
<td>A slice of the State education system that represents a cross-section of schools selected to pilot the implementation of MTSS.</td>
</tr>
</tbody>
</table>
What is Indicator 17 State Systemic Improvement Plan (SSIP)?
State Systemic Improvement Plan (SSIP)

- SSIP = State Systemic Improvement Plan
- Federal requirement for all states
- To improve outcomes for students with disabilities
- By creating a plan to implement evidence-based practices
State Identified Measurable Result (SIMR):

For students classified as students with learning disabilities in SSIP Pilot Schools (grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the grades 3-5 English Language Arts (ELA) State Assessment.
Improvement Activities
SSIP – Improvement Strategies

I. Organizational Capacity Building
II. Program and Resource Development
III. Professional Development, Technical Assistance and Coaching
IV. Needs Assessment, Improvement Planning and Monitoring
V. State Education and District Partnership and Community Engagement
What is MTSS?

A Framework for:
• Instructional delivery
• Interventions that are matched to student need
• Data-driven decision-making
• Continuous examination and improvement process

So that every child receives what they need when they need it
MTSS is Like an Ice Cream Sundae

Tier 1

Tier 2

Tier 3
What MTSS Is Not

MTSS is **not**:

- a curriculum or program;
- just a process for struggling students;
- synonymous with Academic Intervention Services (AIS); or
- just a set of forms, steps, or procedures to follow.
SSIP Transformation Zone

Current State

Transformation Zone

- Long Island
- Lower Hudson Valley
- NYC
The Office of Special Education’s Educational Partnership

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
Facilitator check for understanding on the SSIP
### Percentage of Students Scoring at or Above Grade Level

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Island</td>
<td>20% Baseline</td>
<td>27%</td>
<td>35%</td>
<td>27%</td>
</tr>
<tr>
<td>Lower Hudson</td>
<td>20% Baseline</td>
<td>28%</td>
<td>21%</td>
<td>26%</td>
</tr>
<tr>
<td>NYC</td>
<td>20% Baseline</td>
<td>24%</td>
<td>38%</td>
<td>39%</td>
</tr>
<tr>
<td>Tran. Zone</td>
<td>20% Baseline</td>
<td>26%</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>State</td>
<td>20% Baseline</td>
<td>32%</td>
<td>41%</td>
<td>40%</td>
</tr>
</tbody>
</table>

**For State and Transformation Zone**

- **Target**: Blue line
- **Transformation Zone**: Green line
- **Statewide**: Red line

- **School Years**: 2015-16 to 2018-19
- **% at or Above Grade Level**: 0 to 45
What did the SSIP data tell us?

Stakeholder Feedback
SSIP Improvement Activities
Proposed Improvement Activities

Improvement Activities are:

• activities that will result in improved results for students with disabilities

• infrastructure changes - how system changes support achievement of the SiMR, sustainability, and scale-up

• identified evidence-based instructional practices that when carried out with fidelity are having the desired effects
The SPDG program is a competitive funding opportunity provided by the United States Department of Education (USDE).

Grants are awarded to state educational agencies to help them reform and improve their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities.

NYSED was awarded the SPDG in October 2020.
NYSED’s MTSS-I Framework

- All aspects operating as intended across dimensions of the organization
- Systems Capacity
  - Organizational structure to absorb, interpret, implement and pivot
- Program Fidelity
- Assessment & Decision-Making
- Instruction & Intervention
  - Effective and efficient learning environments matched to learner need
  - Formative & summative measurement leading to sound instructional matching

MTSS-I
Why MTSS-I?

• Provides specific types of support for all individuals who interact with students in the form of PD, technical assistance, and instructional coaching;

• Outlines clearly defined roles and responsibilities for all individuals who interact with students;

• Provides a coherent system for continuous improvement; and

• Ensures that a common understanding or language exists when discussing implementation and expected outcomes.
MTSS-I CENTER

NYSED is using its SPDG award to create an MTSS-I Center to:

• develop MTSS-I materials, in collaboration with NYSED and the OSE Educational Partnership, that will be available on our website for all schools;

• provide coaching to approximately 50 school districts across the State in MTSS-I;

• provide coaching to OSE Education Partnership professional development specialists to increase Statewide capacity to support districts in the implementation of MTSS-I; and

• collaborate with colleges and universities to increase the integration of MTSS-I in teacher preparatory curricula.
Support Provided to Each District That Receives an MTSS-I Grant

Each district will be provided three years of direct support to each designated school. Direct support will include:

In year 1, each district will be provided with 5 professional development days. In year 2, each district will be provided with 5½ professional development days. In year 3, each district will be provided with 6 professional development days.

• Site visits will occur within individual schools, with the frequency determined based on needs.

• Additionally, MTSS-I coaches will be available via e-mail, phone and/or virtually to each school for ongoing technical assistance across the life of the project.
Facilitator check for understanding on the improvement activities
What improvement activities should be considered, maintained, or strengthened to address the SIMR and to improve outcomes for students with learning disabilities?
Indicator 17  Target Setting
Target Setting

Targets must be:

- Measureable and rigorous
- Based on analysis of current and trend data
- Show improvement over baseline
- Set with the advice of stakeholders
## Proposed Targets for 2020-2025

<table>
<thead>
<tr>
<th>School Year</th>
<th>Targets</th>
<th>Actual</th>
<th>School Year</th>
<th>Proposed Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>20%</td>
<td>Baseline</td>
<td>2020-21</td>
<td>35% New Baseline</td>
</tr>
<tr>
<td>2016-17</td>
<td>24%</td>
<td>26%</td>
<td>2021-22</td>
<td>36%</td>
</tr>
<tr>
<td>2017-18</td>
<td>32%</td>
<td>34%</td>
<td>2022-23</td>
<td>37%</td>
</tr>
<tr>
<td>2018-19</td>
<td>42%</td>
<td>34%</td>
<td>2023-24</td>
<td>38%</td>
</tr>
<tr>
<td>2019-20</td>
<td>42%</td>
<td>N/A</td>
<td>2024-25</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2025-26</td>
<td>40%</td>
</tr>
</tbody>
</table>
Graph of Proposed Targets for 2020-2025

**INDICATOR 17 PROPOSED TARGETS**

- **2020-2021**: 35%
- **2021-2022**: 36%
- **2022-2023**: 37%
- **2023-2024**: 38%
- **2024-2025**: 39%
- **2025-2026**: 40%
Consider Proposed Targets

Stakeholder Feedback
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