



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

Individuals with Disabilities
Education Act (IDEA)



IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



Graduation Rate

AGENDA

ABOUT
INDICATOR 1



COMING
CHANGES

MEASURING
TRENDS



IMPROVEMENT
STRATEGIES

STATE OF
THE STATE



COLLABORATION



Frequently Used Terms in the Presentation



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



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 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:



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.

$$\left(\frac{\text{Number of youth with IEPs ages (14 – 21) who exited special education due to graduating with a regular high school diploma}}{\text{Number of all youth with IEPs (ages 14 – 21) who exited high school}} \right) \times 100$$





IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

Facilitator check
for understanding:

Are there any questions on the
SPP measurement or how the
data are used to measure results ?

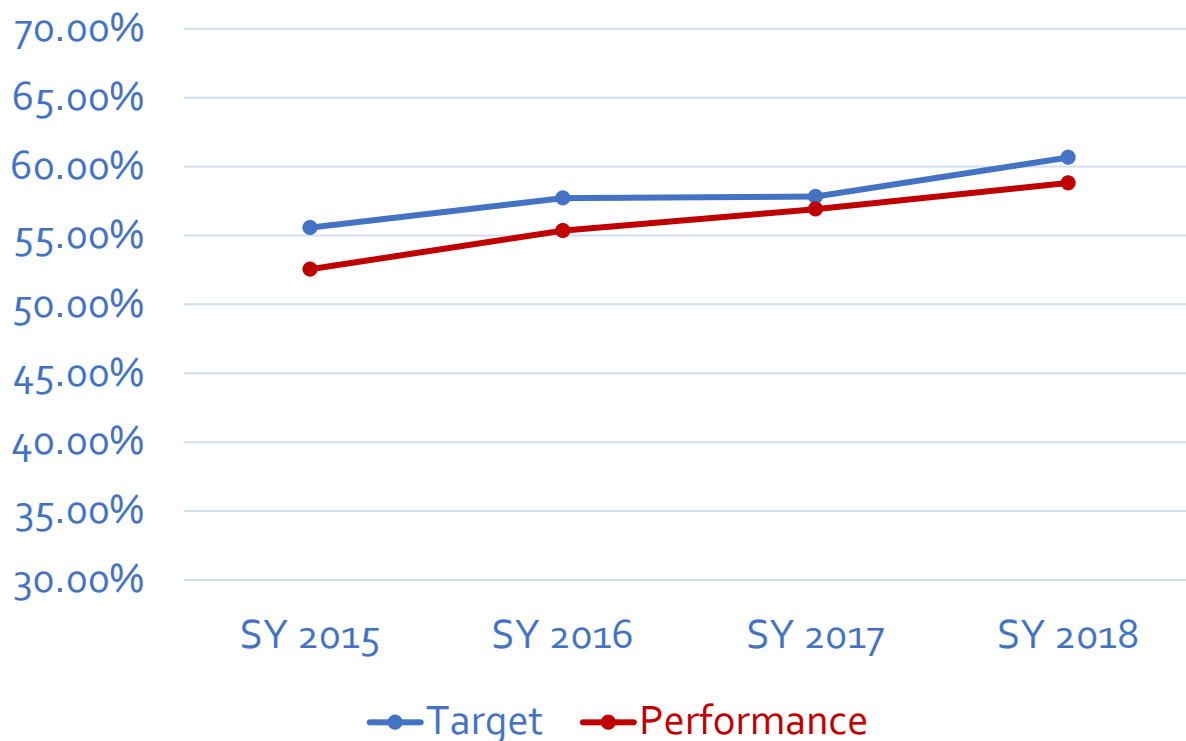


What Does This Change Look Like?

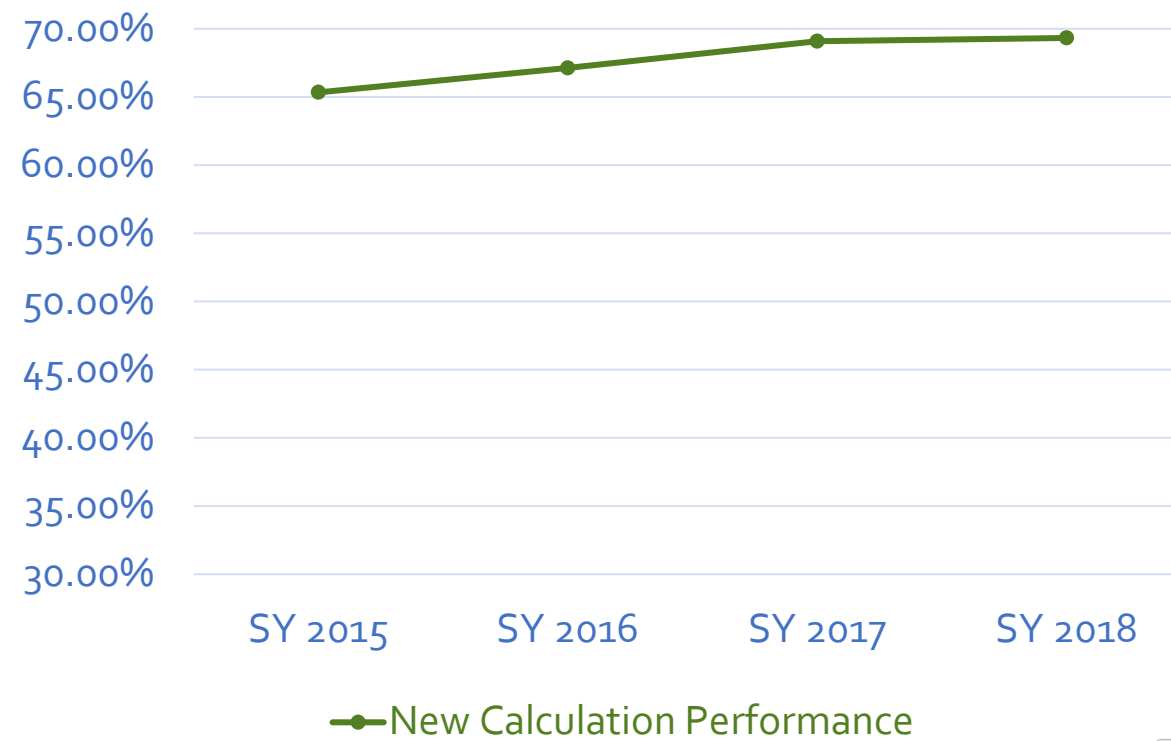
$$\left(\frac{\text{No. of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma}}{\text{No. of youth with IEPs in the current year's adjusted cohort eligible to graduate}} \right) \times 100$$

$$\left(\frac{\text{No. of youth with IEPs ages (14 – 21) who exited special education due to graduating with a regular HS diploma}}{\text{No. of youth with IEPs (ages 14 – 21) who left HS}} \right) \times 100$$

Prior Years' Calculation



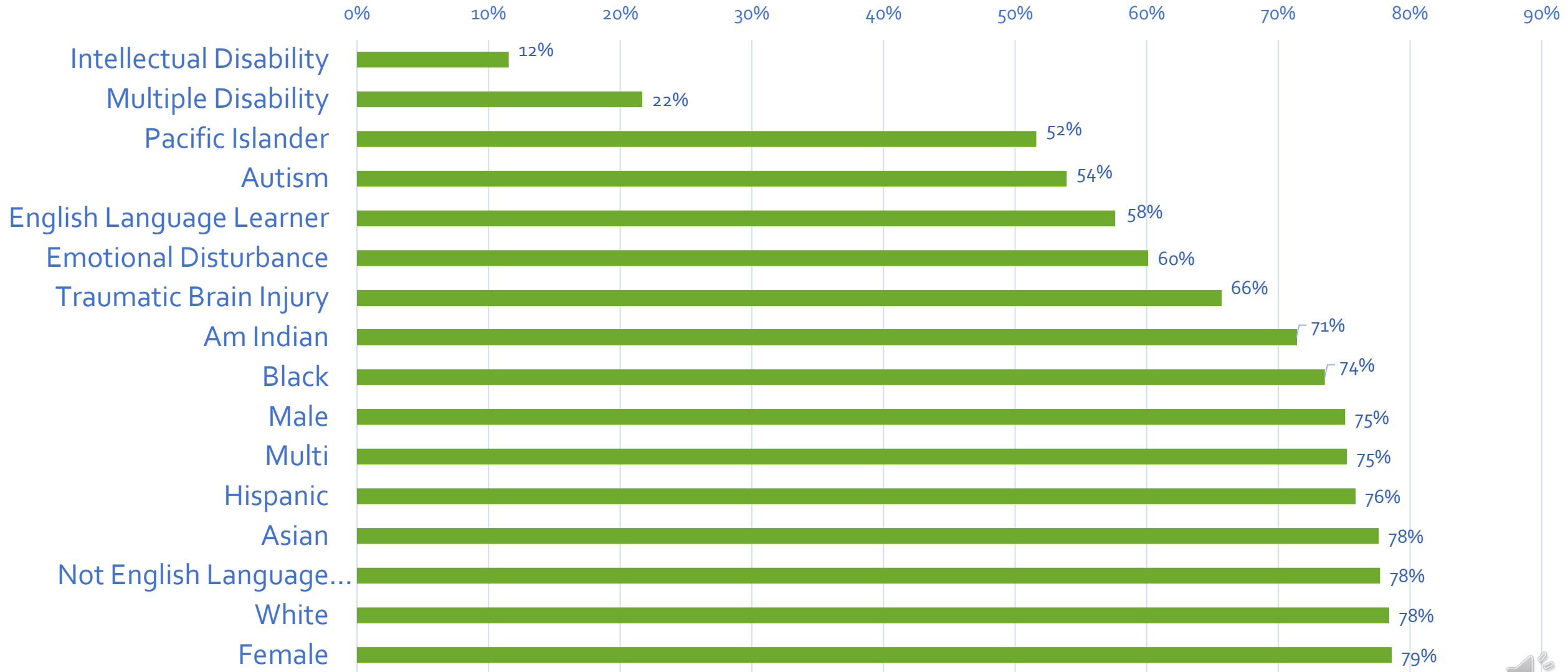
New Calculation



Graduation Rates by Subgroup

Students With Disabilities Exiting Special Education

2019-20 SY





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



IDEA STATE
PERFORMANCE
PLAN
STAKEHOLDER
ENGAGEMENT

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

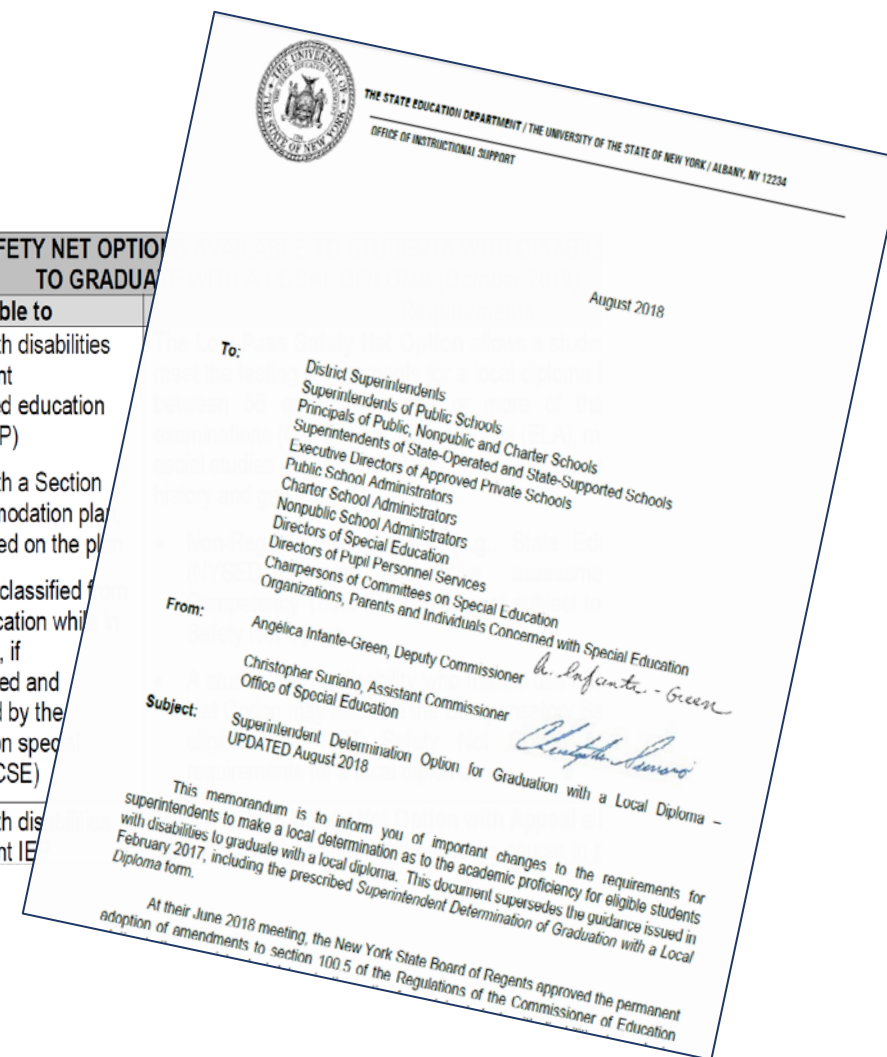
- NYSED’s Special Education Quality Assurance (SEQA) Regional Offices conduct Coordinated Intervention District Reviews on secondary transition
- Transition self-reviews are required for all of NYS
- SEQA’s New York City Regional Office conducts a collaborative transition review with the New York City 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

SAFETY NET OPTION TO GRADUA	
Safety Net Option	Available to
55-64 Low Pass Safety Net Option	<ul style="list-style-type: none"> • Students with disabilities with a current individualized education program (IEP) • Students with a Section 504 accommodation plan if documented on the plan • Students declassified from special education who are in grades 8-12, if recommended and documented by the committee on special education (CSE)
55-64 Low Pass Safety Net Option	<ul style="list-style-type: none"> • Students with disabilities with a current IEP



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.



<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/multiplepathwayshandout.pdf>



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)





IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

What activities could be considered, maintained, or strengthened to address improvements in this area?



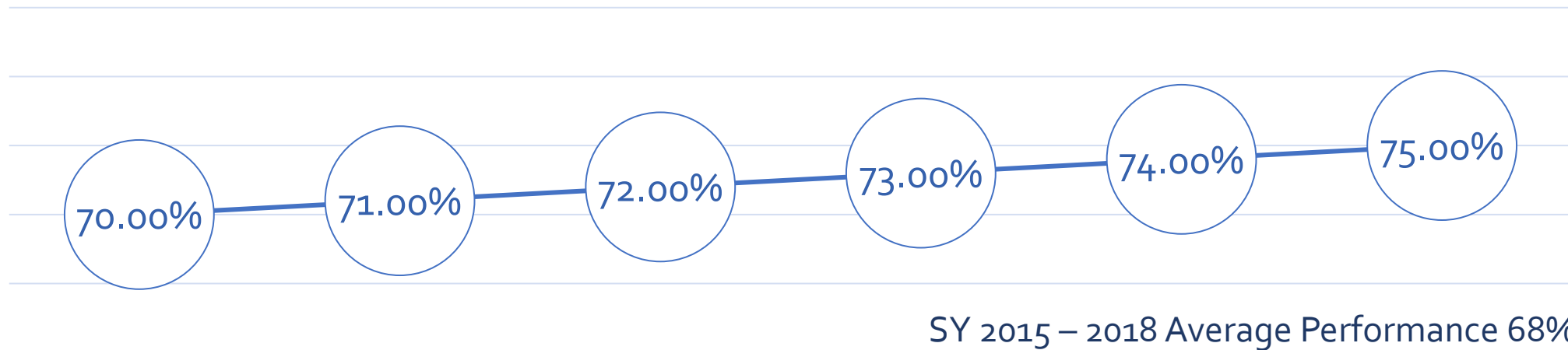


Setting Targets

- ✓ New targets are needed
- ✓ Targets must be rigorous and achievable
- ✓ Final targets must be higher vs. baseline



Proposed Targets: Indicator 1



SY 2018-19 (Baseline)	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
69.33%	+0.67	+1	+1	+1	+1	+1





IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

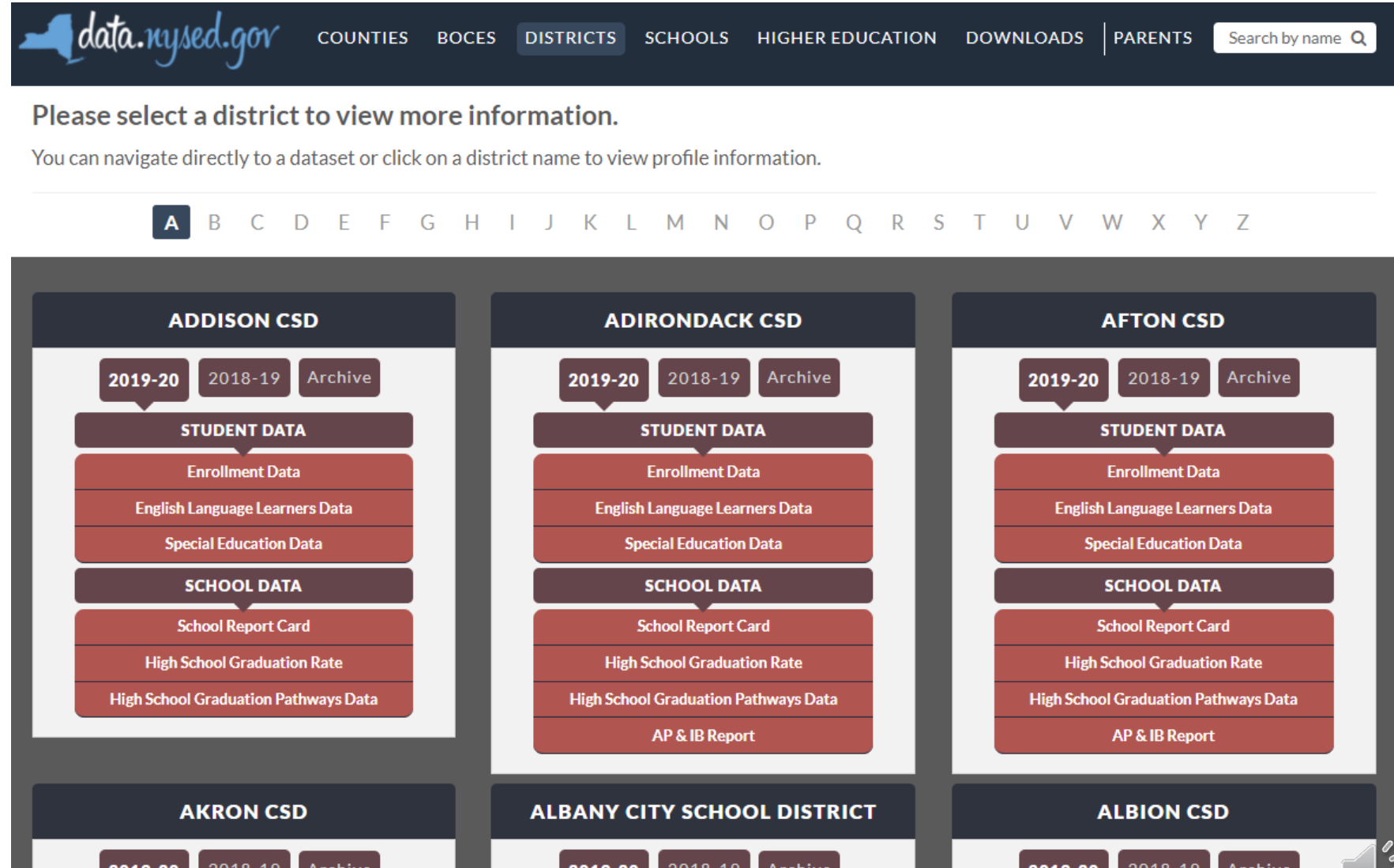
Targets must show improvement over baseline and be rigorous but achievable.

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



The screenshot shows the data.nysed.gov website interface. At the top, there is a navigation bar with the logo and menu items: COUNTIES, BOCES, DISTRICTS (highlighted), SCHOOLS, HIGHER EDUCATION, DOWNLOADS, PARENTS, and a search box labeled "Search by name". Below the navigation bar, a message reads: "Please select a district to view more information. You can navigate directly to a dataset or click on a district name to view profile information." A horizontal alphabetical index (A-Z) is displayed below the message. The main content area features a grid of district data cards. The visible cards are for ADDISON CSD, ADIRONDACK CSD, AFTON CSD, AKRON CSD, ALBANY CITY SCHOOL DISTRICT, and ALBION CSD. Each card displays a dropdown menu for the school year (2019-20, 2018-19, Archive) and lists data categories: STUDENT DATA (Enrollment Data, English Language Learners Data, Special Education Data) and SCHOOL DATA (School Report Card, High School Graduation Rate, High School Graduation Pathways Data, AP & IB Report).



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

