



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

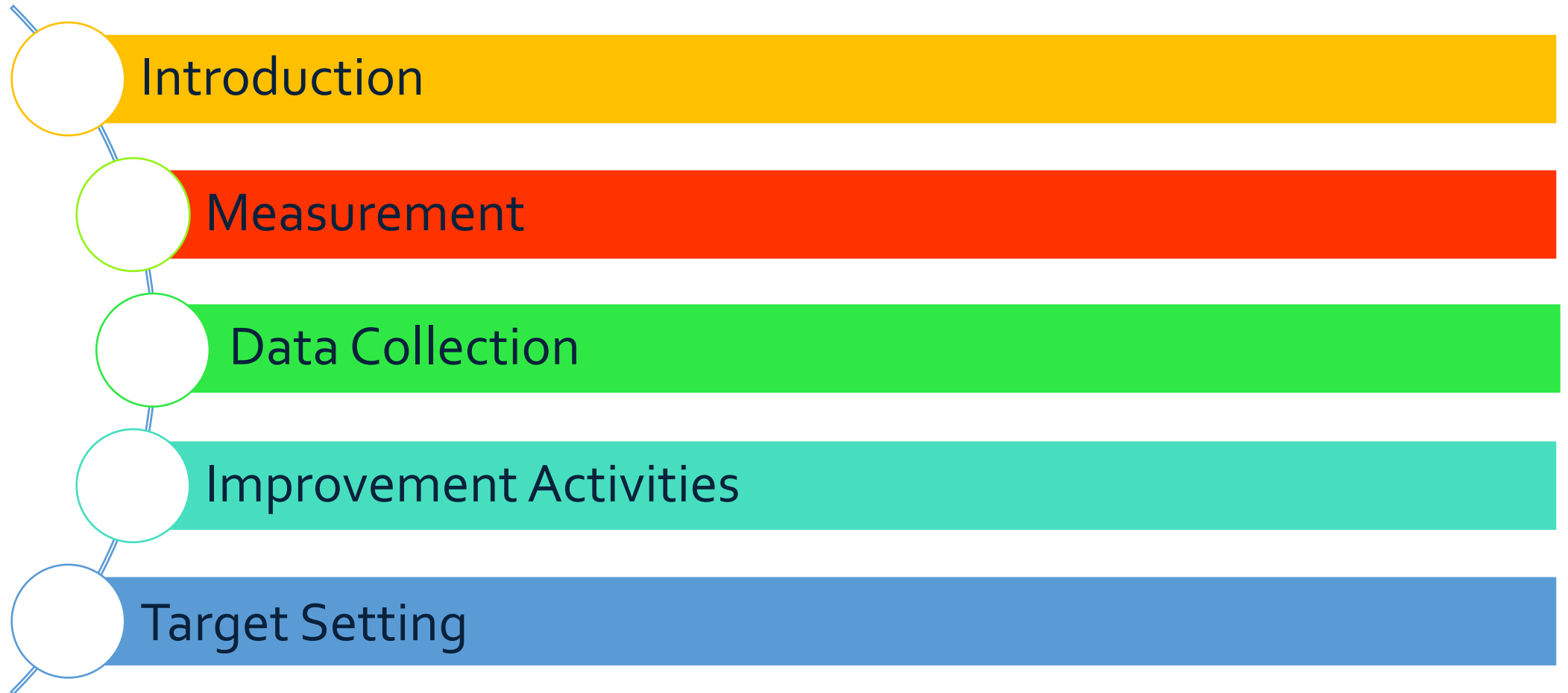
Individuals with Disabilities
Education Act (IDEA)



IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



Agenda



Frequently Used Terms



Term	Description
State Performance Plan (SPP)	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.
Annual Performance Report (APR)	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.
Federal Fiscal Year (FFY)	October 1 – September 30
SPP Indicator 14	SPP Indicator 14 measures Post-School Outcomes. There are three components: 14A, 14B, 14C
SPP Indicator 14A	SPP Indicator 14A measures students with a disability enrolled in higher education within one year of leaving high school.
SPP Indicator 14B	Indicator 14B measures students with a disability enrolled in higher education or competitively employed within one year of leaving high school.
SPP Indicator 14C	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.
7-PAK	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.
Baseline	Data starting point to measure improvement over time.



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**

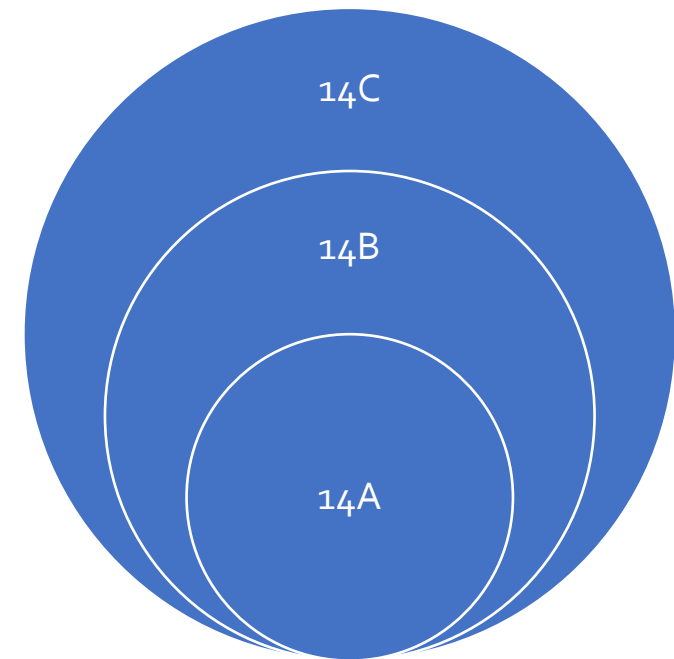
Enrolled in higher education within one year of leaving high school.

- **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



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





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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** = [(# 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, **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**.

$$\text{Percent} = \frac{\text{Respondents enrolled in higher education}}{\text{[total respondents]}} \times 100$$



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** = [(# 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) for a period of 20 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** = [(# 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**.

$$\text{Percent} = \frac{\text{Respondents enrolled in higher education; some other postsecondary education or training program; or competitively employed or in some other employment}}{\text{[total respondents]}} \times 100$$



SPP Indicator 14A,14B,14C Measurement of Data



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**Facilitator check for understanding
or how the data are used to
measure results or outcomes.**

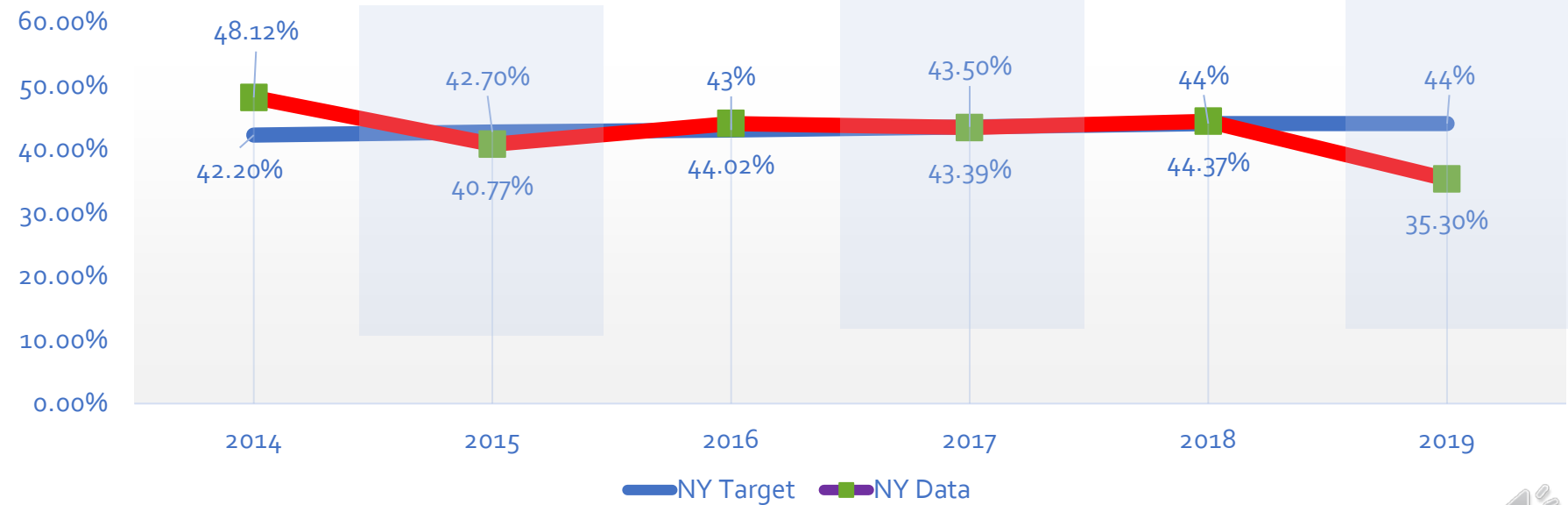


Understand current information and trend data

New York State 14A



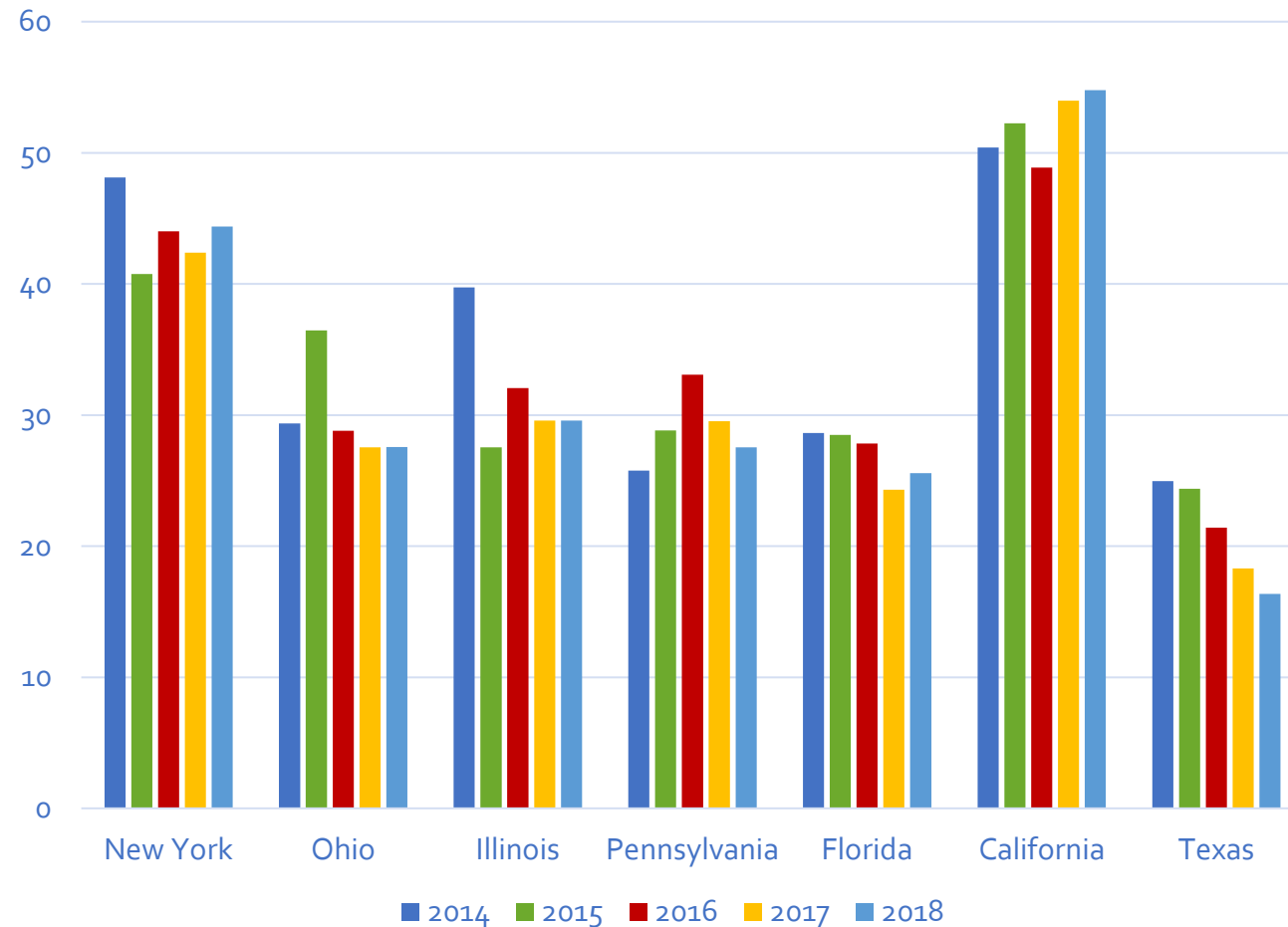
Measure	Baseline 2009	FFY	2014	2015	2016	2017	2018	2019
A	43.00%	Target >=	42.20%	42.70%	43.00%	43.50%	44.00%	44.00%
		Data	48.12%	40.77%	44.02%	43.39%	44.37%	35.30%



Results: NYS and National Trends 14A



Indicator 14A Results 2014-2018

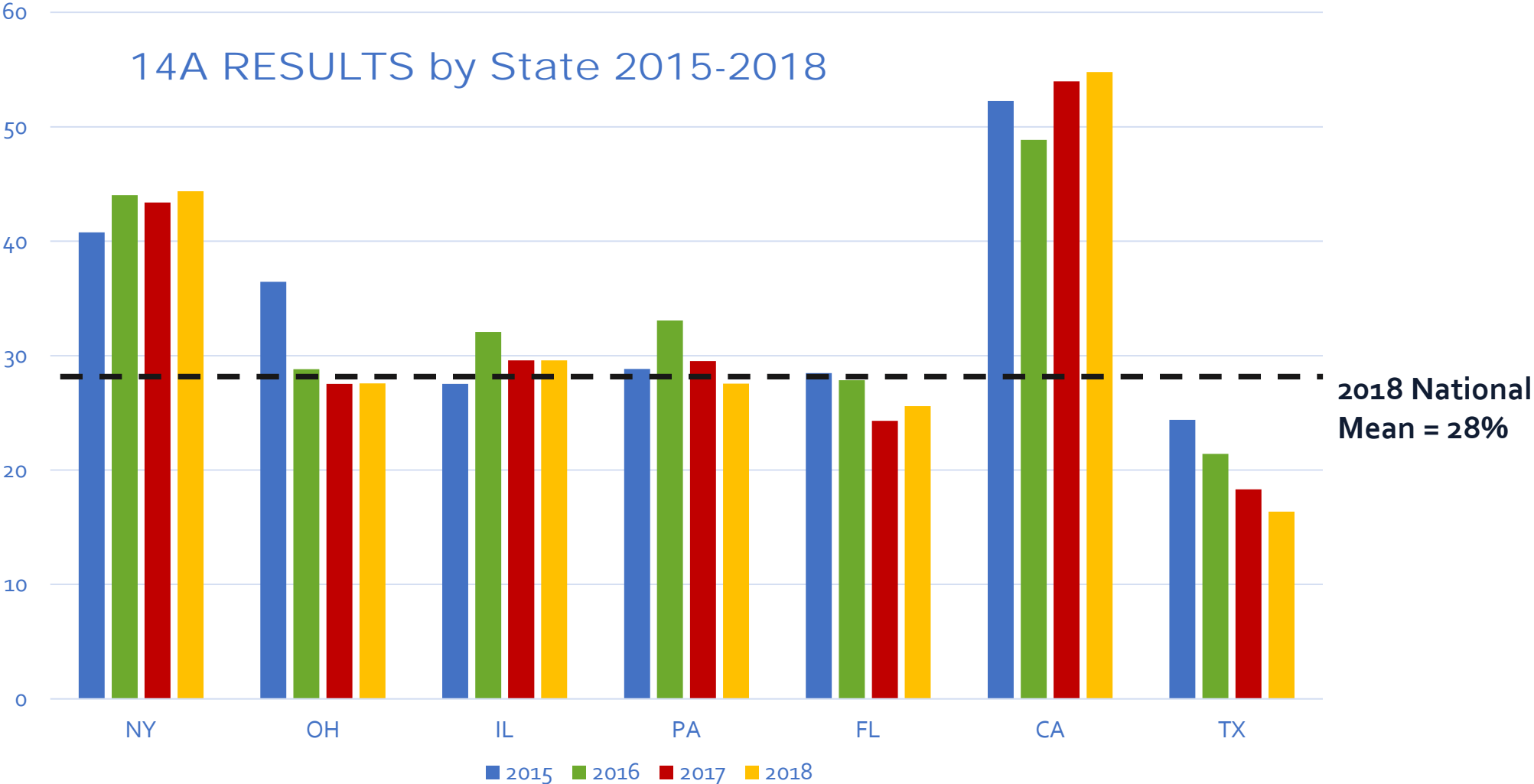


14A Results

	2014	2015	2016	2017	2018
NY Result	48.12%	40.77%	44.02%	43.39%	44.37%
OH Result	29.37%	36.45%	28.81%	27.53%	27.57%
IL Result	39.74%	27.54%	32.07%	29.59%	29.58%
PA Result	25.76%	28.84%	33.08%	29.53%	27.55%
FL Result	28.63%	28.48%	27.84%	24.30%	25.58%
CA Result	50.41%	52.26%	48.87%	53.97%	54.78%
TX Result	24.97	24.39%	21.41%	18.31%	16.36%



National Mean: NYS and National Trends 14A



Stakeholder Discussion 14A



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What did the SPP data tell us?
How should we use the data to
inform our target-setting and
improvement activities?

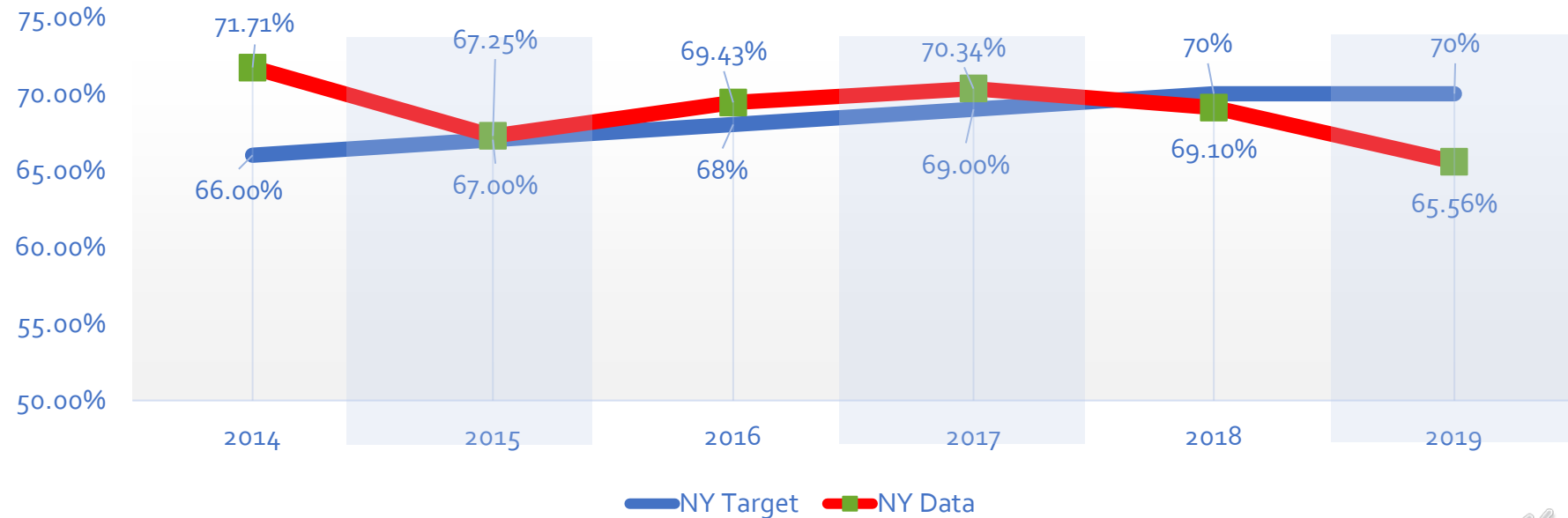


Understand current information and trend data

New York State 14B

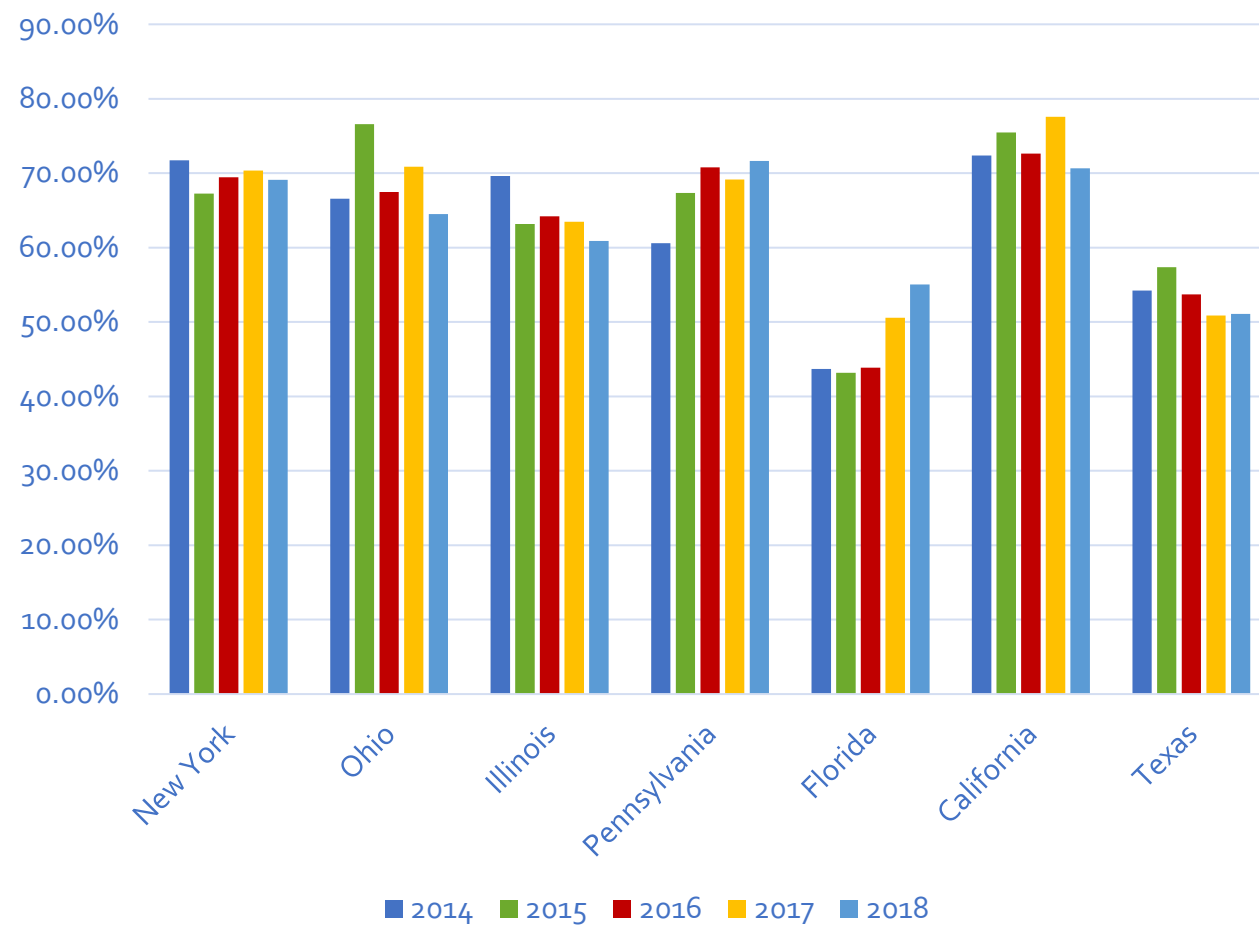


Measure	Baseline 2009	FFY	2014	2015	2016	2017	2018	2019
B	64.00%	Target >=	66.00%	67.00%	68.00%	69.00%	70.00%	70.00%
		Data	71.71%	67.25%	69.43%	70.34%	69.10%	65.56%



Results: NYS and National Trends 14B

Indicator 14B Results 2015-2018

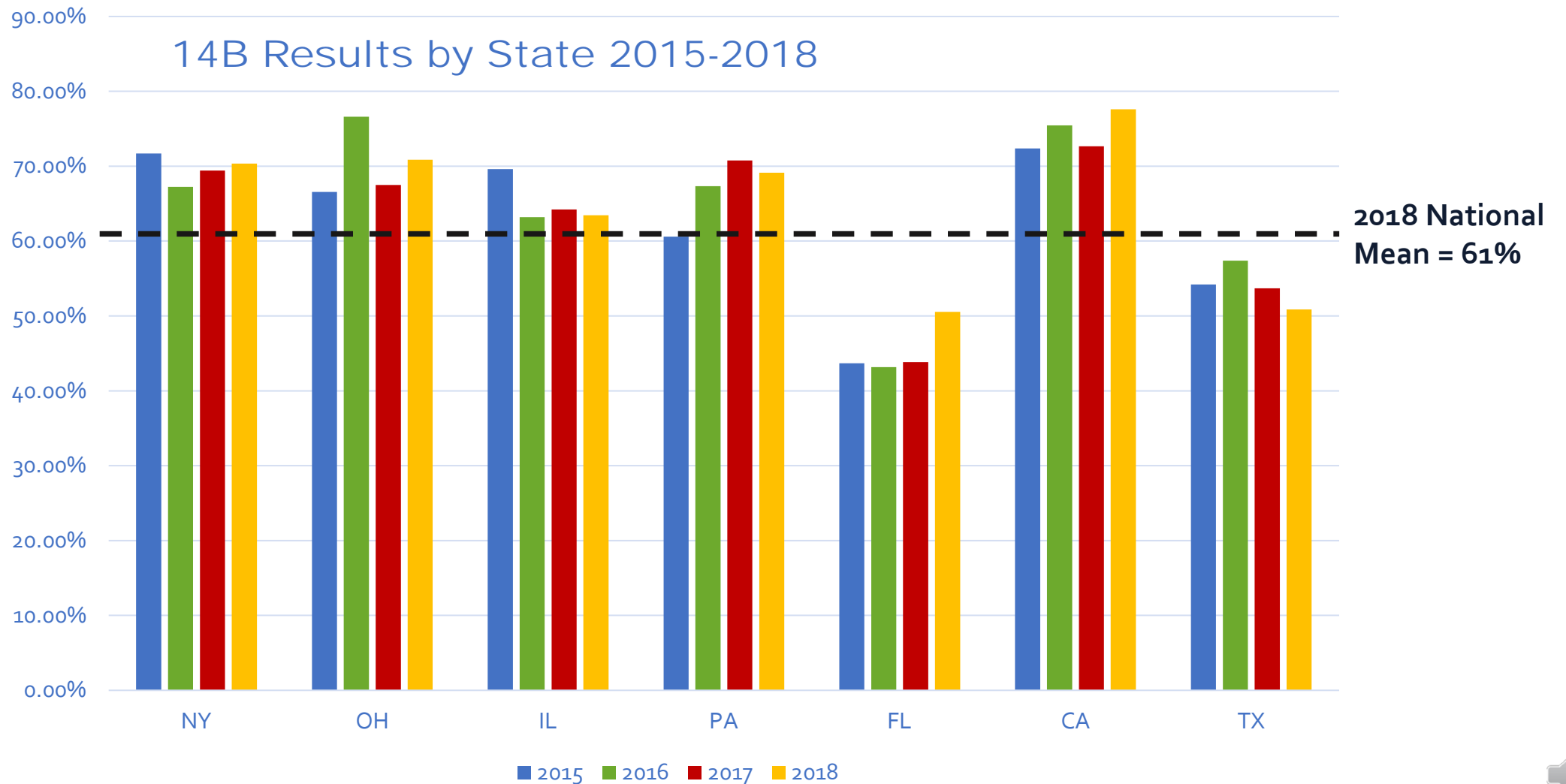


14B Results

	2014	2015	2016	2017	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



Stakeholder Discussion 14B



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What did the SPP data tell us?
How should we use the data to
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improvement activities?

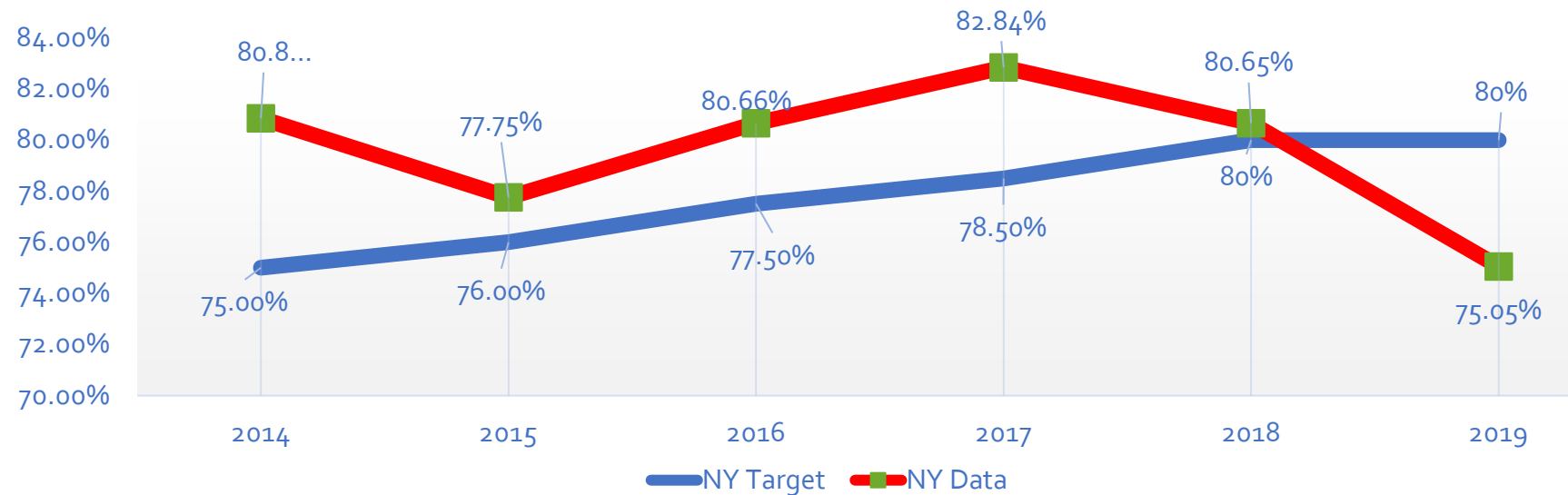


Understand current information and trend data

New York State 14C



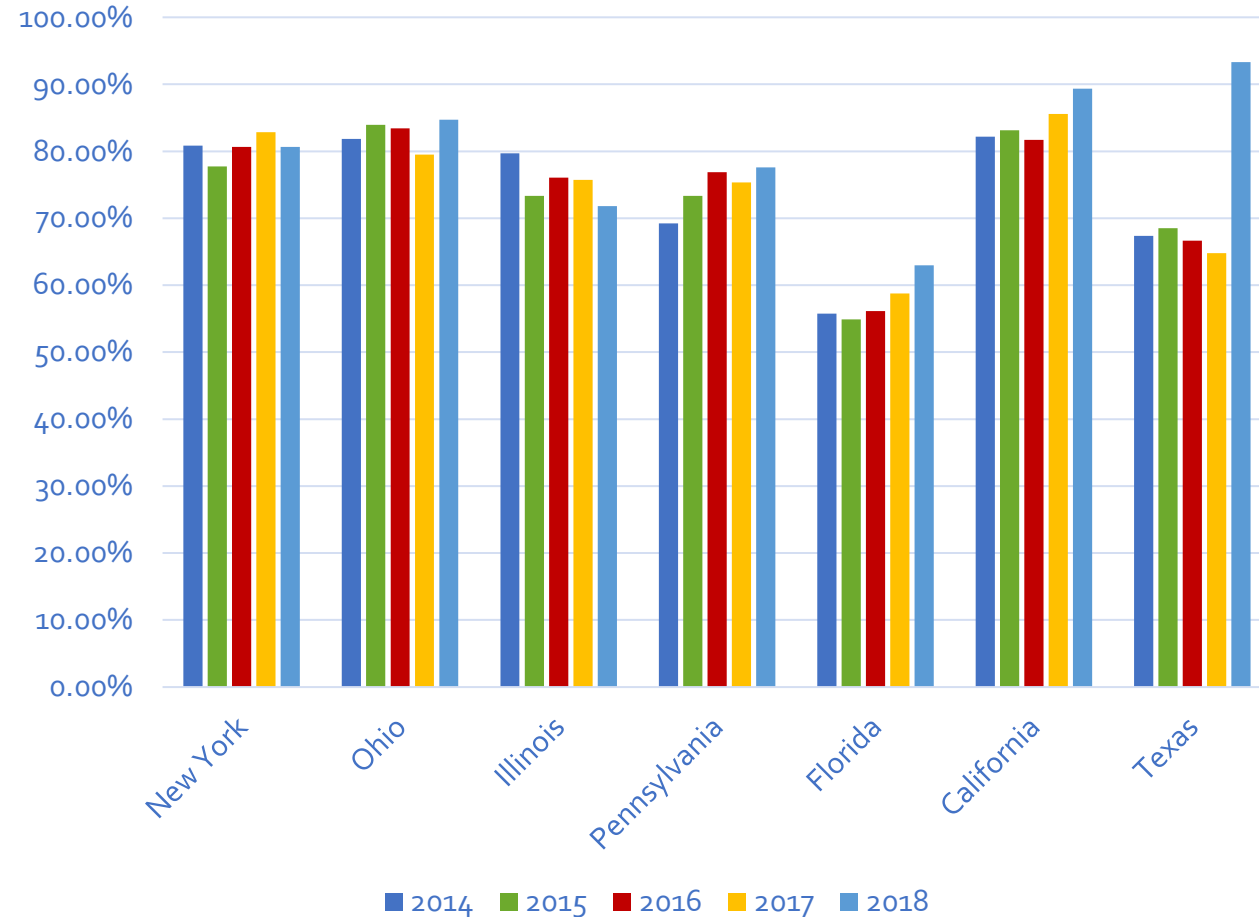
Measure	Baseline 2009	FFY	2014	2015	2016	2017	2018	2019
C	77.00%	Target >=	75.00%	76.00%	77.50%	78.50%	80.00%	80.00%
		Data	80.85%	77.75%	80.66%	82.84%	80.65%	75.05%



Results: NYS and National Trends 14C



Indicator 14C Results 2014-2018

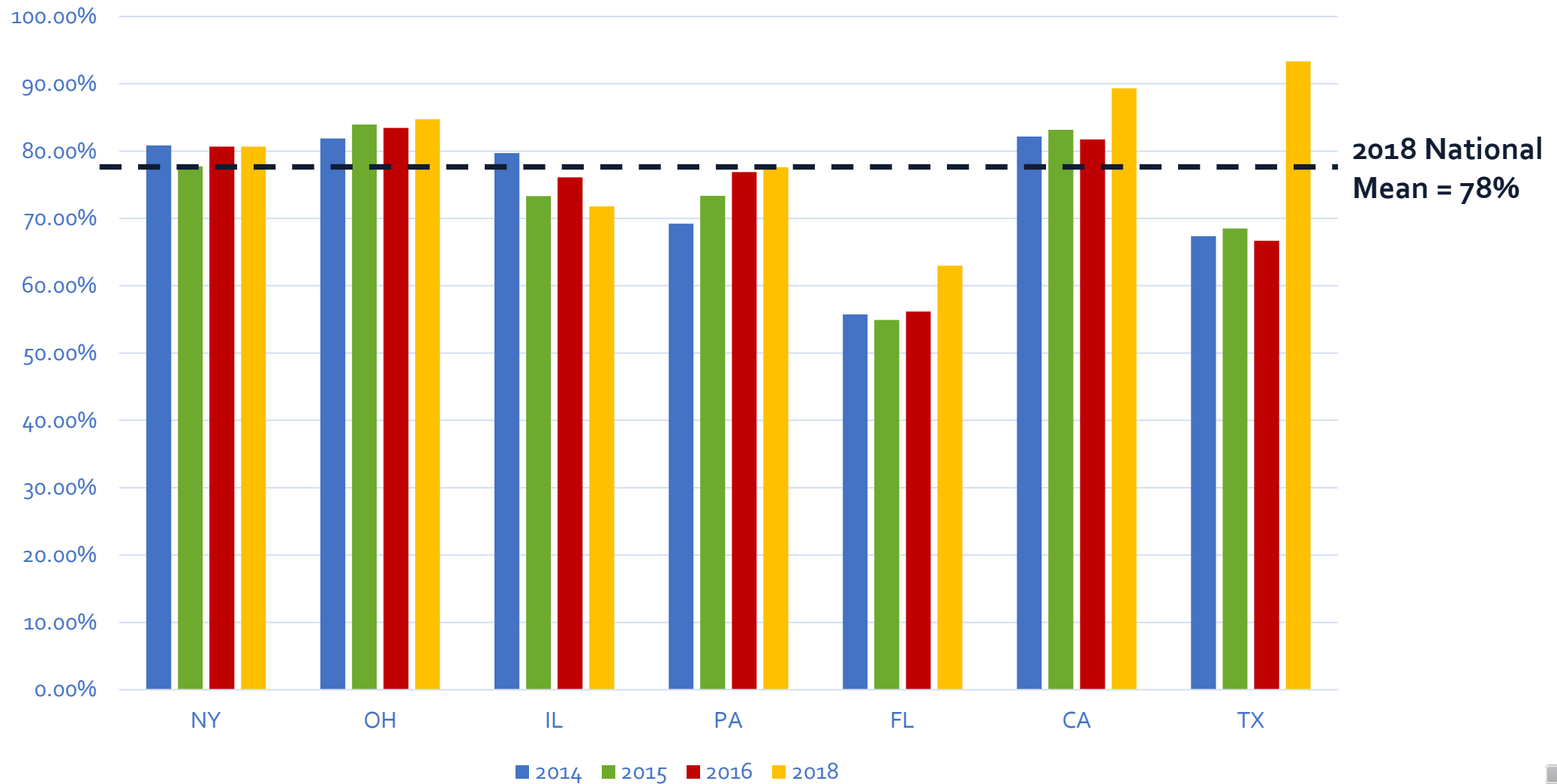


14C Results

	2014	2015	2016	2017	2018
NY Result	80.85%	77.75%	80.66%	82.84%	80.65%
OH Result	81.87%	83.95%	83.44%	79.49%	84.74%
IL Result	79.69%	73.33%	76.09%	75.74%	71.79%
PA Result	69.23%	73.34%	76.90%	75.33%	77.58%
FL Result	55.74%	54.91%	56.16%	58.76%	62.97%
CA Result	82.17%	83.16%	81.72%	85.56%	89.33%
TX Result	67.36%	68.52%	66.67%	64.78%	93.31%



National Mean: NYS and National Trends 14C



Stakeholder Discussion 14C



IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

**What did the SPP data tell us?
How should we use the data to
inform our target-setting and
improvement activities?**



Post-School Outcomes 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



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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



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



Target Setting: Effects of COVID-19



- 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

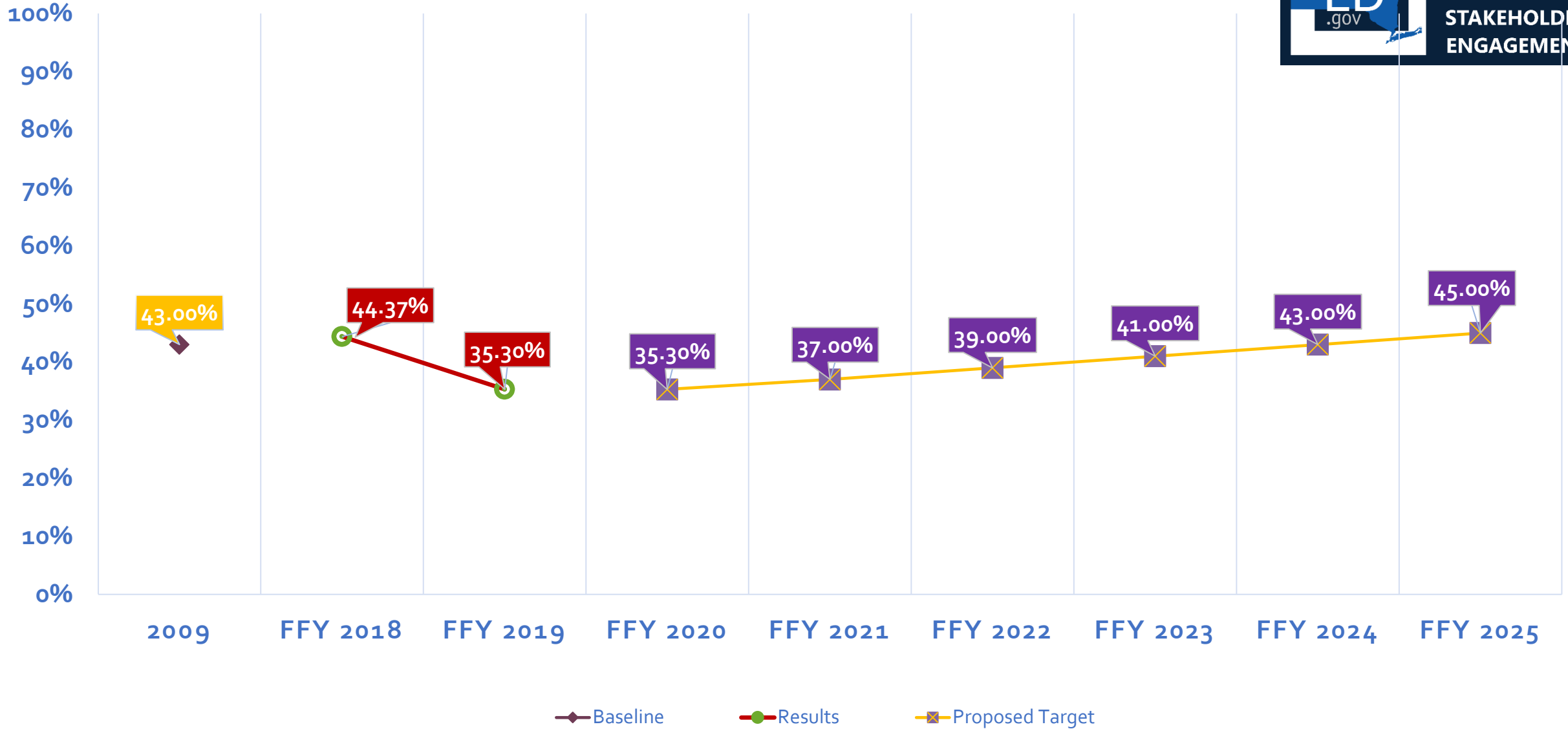
New targets for FFY 2020-2025 SPP/APR cycle must be:

- 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



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



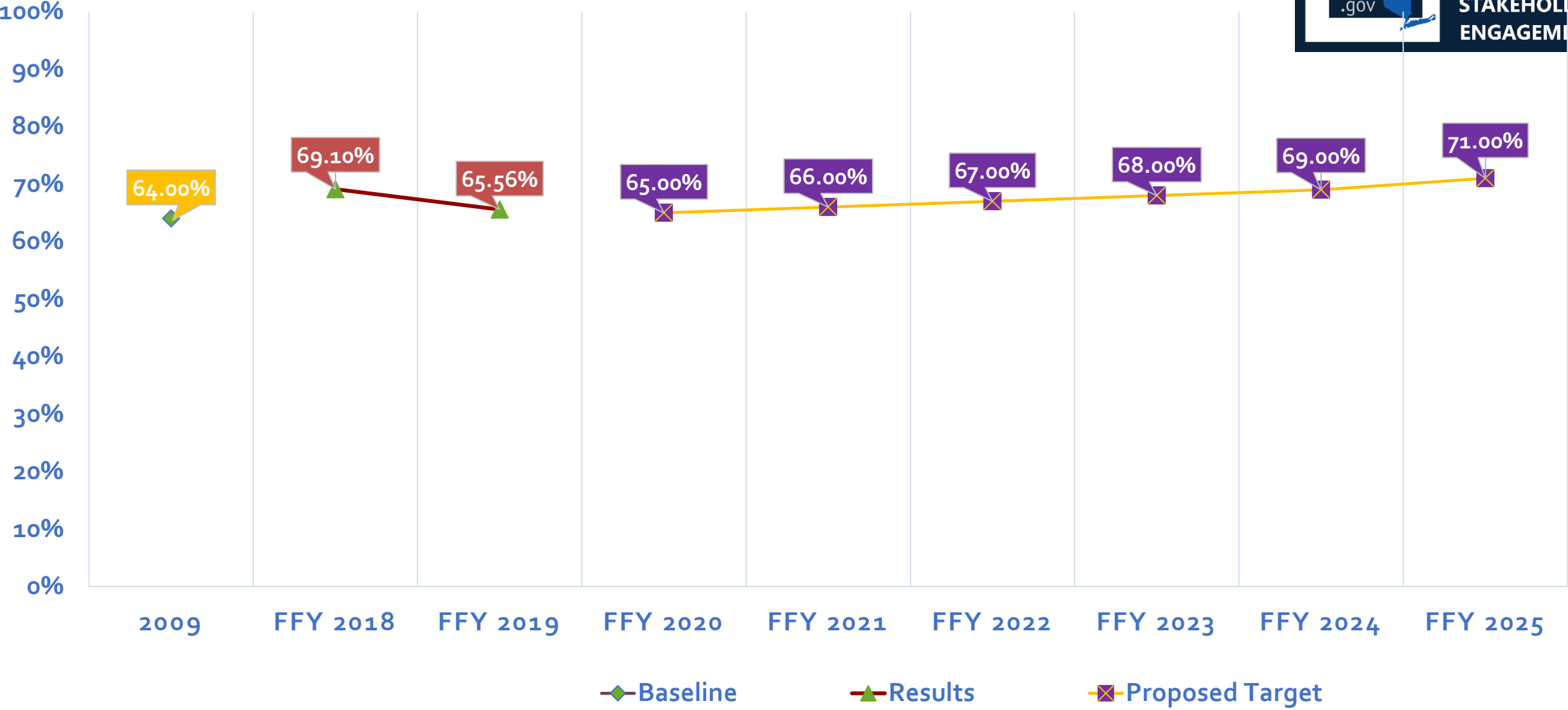
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Do you believe that the proposed targets are:

- A. too high**
- B. too low**
- C. just right**



SPP INDICATOR 14B PROPOSED TARGETS



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



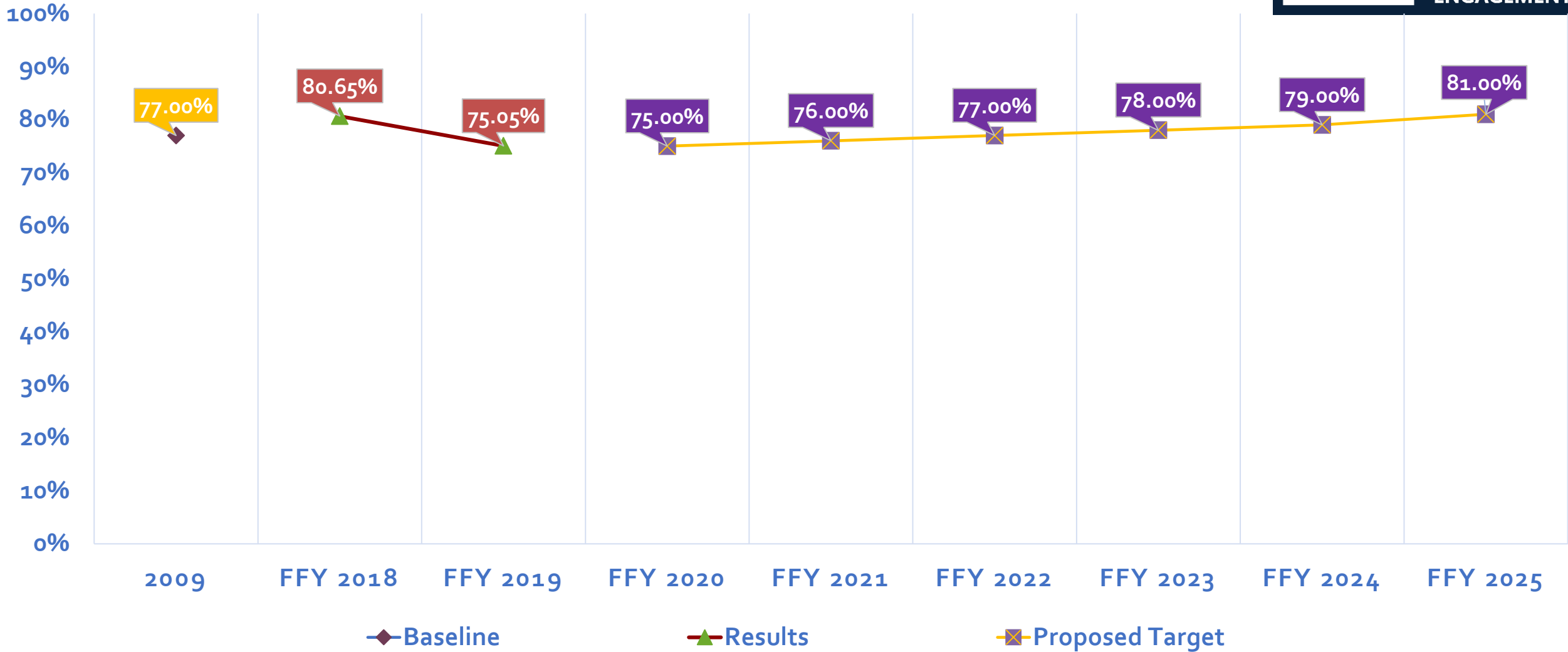
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Do you believe that the proposed targets are:

- A. too high**
- B. too low**
- C. just right**



SPP INDICATOR 14C PROPOSED TARGETS



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



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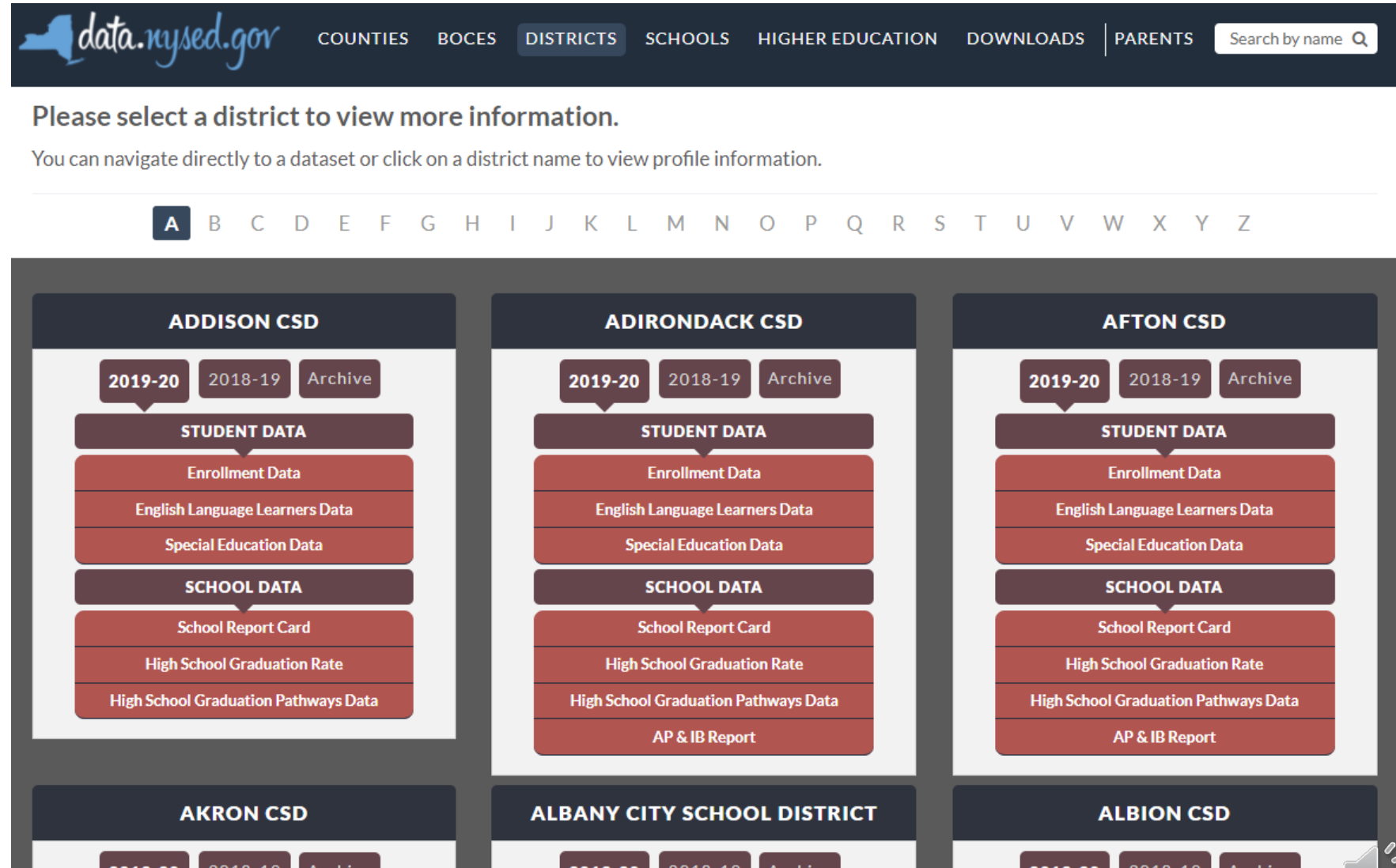
Do you believe that the proposed targets are:

- 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



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 various 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

