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State Performance Plan Indicator 17: State Systemic Improvement Plan (SSIP)



Indicator 17 is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. In New York State (NYS), the SSIP focuses on implementing Multi-Tiered Systems of Support (MTSS) at the school level to improve literacy proficiency for students in grades three through five with a learning disability.

Who are the students included in this indicator?

Based on broad stakeholder input and feedback, NYS identified literacy proficiency among students with learning disabilities in grades three through five. Students included in the Indicator 17 data are those classified as a student with learning disabilities in grades three through five who attend schools who volunteered to participate in the initiative. A total of 14 schools in 10 districts have been participating in the SSIP.

What is the data source?

Each state is required to select a goal for the SSIP, also known as the State Identified Measurable Result (SiMR). NYS's progress for the SiMR is based on data from the annual English Language Arts (ELA) State Assessment in grades three through five. The Office of Special Education collects, analyzes, and reports progress monitoring data for Indicator 17.

How are results calculated?

Progress on NYS's SiMR is determined based on the number of students in grades three through five, classified with learning disabilities, who scored at two or above on the annual ELA State Assessment. Data is disaggregated by individual school, region and statewide.

What actions is the New York State Education Department (NYSED) taking to improve outcomes for students with disabilities?

For the 2020-2025 reporting cycle, the SSIP will be aligned with State Personnel Development Grant (SPDG). The SPDG is a competitive grant awarded by the United States Department of Education to states. The primary goal of NYS's SPDG award is to improve results for students, particularly students with disabilities, by establishing a statewide evidence-based MTSS that integrates academics, behavior, social-emotional learning, and culturally responsive education through effective structures and practices at the state, district, and school levels. Through this funding, NYSED will establish a Multi-Tiered System of Supports – Integrated (MTSS-I) Center to implement MTSS-I in approximately 150 schools within 50 districts. The primary goal of the MTSS-I Center is to train teachers in effective practices for improved student results. MTSS-I Center personnel will work with participating school districts to reliably collect valid implementation and outcome data at the district and school levels to be used in the evaluation of the SSIP.