

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



Description of Stakeholder Engagement Activities & Results:

The New York State Education Department (NYSED) is currently developing the SPP/Annual Performance Report (/APR) for the new six-year cycle for federal fiscal year (FFY) 2020-2025. NYSED obtained stakeholder input using two central approaches:

- broad public engagement and input through online surveys between October and November 2021; and
- virtual meetings with stakeholder groups in November 2021.

The Office of Special Education (OSE) created a [Stakeholder Involvement](#) webpage with SPP/APR resources to promote feedback and engagement. This included a message from New York State Board of Regent member, Regent Cea, about the [SPP Stakeholder Meetings](#), an [SPP Stakeholder Invitation Letter](#), [At-a-Glance SPP Summary of Indicators 1-17](#), [Getting to Know New York's SPP/APR Handout](#), and SPP/APR FFY 2020-2025: [General Overview Presentation](#).

For Indicator 17, the OSE created the following resources designed to engage stakeholders and build capacity in data analysis, evaluating progress in meeting New York State targets, the consideration of existing improvement activities, and the development of potential new improvement activities:

Resource Links

[Indicator 17 - The State Systemic Improvement Plan \(SSIP\) Handout](#)

A summary of the data used to measure this Indicator and existing improvement activities.

[Understanding Indicator 17 - The SSIP](#)

An overview of frequently used terms and explanation of the Indicator 17 measurement.

[Indicator 17 - SSIP Data Trends and Comparisons](#)

Past trend data of reported performance from New York State, Regional, and school level results to evaluate New York State's progress in this Indicator.

[Improvement Activities](#)

An explanation of existing improvement activities and presentation of potential new activities to promote outcomes in this Indicator.

[Proposed Targets](#)

Presentation of NYSED's proposed Indicator 17 targets and methodology used to establish targets.

[Closing](#)

Additional resources to provide feedback and to evaluate school district performance on this Indicator.

Soliciting Public Input

Virtual Stakeholder Meetings

Five virtual stakeholder meetings were held for Indicator 17. Meetings occurred both during the day and in the evening to accommodate different schedules. A total of 41 stakeholders participated in the meeting, including 18 parents. The meetings included an overview of the SPP/APR and viewing of the pre-recorded webinar modules. Each session sought stakeholder feedback on what stood out to them about the trend data and how to use this data to evaluate New York State's progress with consideration of target-setting and improvement activities, what activities could be installed, maintained, or strengthened to address improvements in literacy outcomes for students in grades three through five who are classified with a learning disability, whether the proposed SPP targets for Indicator 17 were rigorous but attainable and any other feedback participants had regarding Indicator 17.

Online Survey

Between October to November 2021, a total of 30 stakeholders completed the online survey for Indicator 17. The Indicator 17 online survey sought stakeholder feedback to evaluate the effectiveness of existing improvement activities in making progress toward improving literacy outcomes for students in grades 3 through 5 classified with a learning disability, whether participants supported potential new improvement activities, and whether the proposed SPP targets for the Indicator 17 sub-indicators were rigorous but attainable.

Themes of the stakeholder feedback received in the virtual meetings and online surveys on Indicator 17 included:

- The importance of using data to inform student progress and make instructional decisions.
- The need for educators to understand the research and science of reading and how to incorporate specially designed instruction to ensure student learning needs are met.
- Significant professional development is needed for general education and special education teachers on how to implement specially designed instruction.
- Model demonstration sites to illustrate how a Multi-Tiered System of Supports – Integrated (MTSS-I) framework can improve student outcomes.

Following the collection of stakeholder feedback from the online survey and virtual meetings, internal workgroups comprised of NYSED OSE and Information and Reporting Services reviewed stakeholder responses to identify where recommendations for target-setting and/or improvement strategies could be amended to better align with the input received from parents, school administrators, educators, advocacy organizations, community members and other interested parties. The results of the OSE's incorporation of stakeholder feedback and evaluation of Indicator 17 progress with stakeholders is reflected in NYSED's 2020-2025

Stakeholder Meetings & Online Survey

Five virtual stakeholder meetings were held to discuss Indicator 17.

Nov. 8th 1:00 – 3:30 PM

Nov. 8th 6:00 – 8:30 PM

Nov. 10th 1:00 – 3:30 PM

Nov. 16th 6:00 – 8:30 PM

Nov. 19th 9:00 – 11:30 AM

A total of 41 stakeholders participated in the meetings, including 18 parents.

An online survey was published to collect stakeholder feedback over a six-week period.

A total of 30 stakeholders completed the online survey, including 15 parents.

NYSED values its partnership with parents and other key stakeholders in our ongoing efforts to improve outcomes for students with disabilities throughout New York State. Thank you to all who participated in a meeting or survey.

SPP/APR targets and OSE's development of improvement strategies as summarized further in this report.

Feedback on Improvement Strategies

Following the evaluation of Indicator 17 trend data (past targets and performance), stakeholder presentations included a description of improvement strategies with requested feedback on what activities should be considered, maintained, or strengthened to address improvements in instructional practices. The presented information and solicited feedback from a variety of stakeholders, including parents and educators, is intended to increase capacity to support activities around improving literacy outcomes for students in grades three through five classified with a learning disability and meeting the objectives of Indicator 17.

Improvement Activities Presented:

Existing Improvement Activities to Improve Indicator 17 Outcomes: the OSE presentation included a summary of five specific improvement strategies that were designed to help the state achieve the State identified Measurable Result (SiMR) and to build capacity of districts and schools to implement, scale up, and sustain evidence based practices proven to improve outcomes for students with learning disabilities. These strategies included defining the SSIP (MTSS-I) model, selection of tools, resources, and guidance to inform implementation of MTSS-I, establishing the criterion for highly effective professional development, coaching and technical assistance, and family engagement. NYSED in collaboration with the OSE Educational Partnership provided targeted professional development resources to a cohort of districts and schools within three regions of the State.

Potential New Improvement Strategies to Improve Indicator 17 Outcomes: guided by the learning of the SSIP implementation, OSE presented potential new improvement activities for stakeholder consideration. This included establishing a statewide integrated MTSS-I framework, establishing an MTSS-I Center, developing model demonstration sites, and scale up of evidence-based practices.

Stakeholder Feedback on Improvement Strategies:

Both online survey participants and virtual meeting participants were asked to rate the effectiveness of the existing and proposed improvement activities to increase Indicator 17 outcomes. When asked to rate the amount of direct embedded support and professional development to be offered to a new cohort of districts and schools, 51% of stakeholders indicated that three years of direct support was too little, where 39% rated it as just the right amount of support.

Both online survey participants and virtual meeting participants were asked whether they support the OSE potential new improvement activities for the indicator. Stakeholders supported all potential new improvement activities.

In addition to the improvement activities presented, stakeholders provided the following for consideration:

- amend the SiMR to be inclusive of students classified with a learning disability across grade levels Kindergarten through grade 8 (61%);
- comprehensive culturally responsive practices are key in improving literacy outcomes;
- identify specific evidence-based supports for specially designed instruction for students in grades kindergarten through five who are classified with a learning disability;
- require institutes of higher learning to offer additional courses for both general education and special education teacher preparation programs to include universal design, the science of reading, and MTSS-I;
- expand training for general educators in evidence-based instructional practices and specially designed instruction to ensure instruction meets a variety of student needs; and
- improve and increase family engagement to improve early literacy.

Stakeholder responses will be considered by the OSE to identify priority areas for improvement and assist in the development of the strategies that will be implemented to promote literacy proficiency for students with learning disabilities in grades three through five and meet performance objectives for Indicator 17 in the 2020-2025 SPP/APR.

Responses on Indicator 17 Targets:

Proposed Targets: NYSED proposed modest growth targets for Indicator 17 due to COVID-19's impact on learning loss, the anticipated length of time for schools to demonstrate progress in utilizing evidence-based practices through an MTSS-I framework and maintaining the SiMR's focus on increasing literacy performance of students with learning disabilities in grades three through five.

Indicator 17 Target Setting: NYSED proposed the following targets for Indicator 17:

Baseline FFY 2020	FFY	2020	2021	2022	2023	2024	2025
35%	Target >=	35%	36%	37%	38%	39%	40%

41% of respondents felt that the proposed Indicator 17 targets were just right with the remainder of respondents indicating that the targets were either too low (35%) or too high (24%). Given the feedback received and a majority agreement among the options, the New York State 2020-2025 SPP/APR will reflect the proposed Indicator 17 targets as the final targets.