State Performance Plan (SPP) 2/ Annual Performance Report (APR) 2020-2025

Individuals with Disabilities Education Act (IDEA)

NYSED.gov

IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

Dropout Rate

Frequently Used Terms in the Presentation

IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

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 2	An SPP Indicator that measures the percent of youth with individual education programs (IEPs) dropping out of high school
Baseline	Data starting point to measure improvement over time
Targets	Performance Objectives set for SPP Measurements

The Gravity of Dropping Out: Fast Facts

Indicator 2 Measurement

Percent of youth with Individualized Education Programs (IEPs) dropping out of high school.

Data for this indicator are "lag" data.

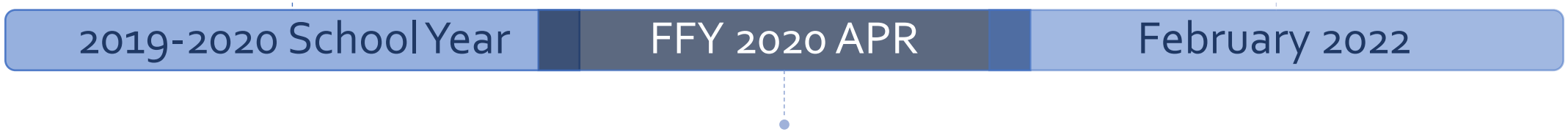
The goal for this results indicator is a reduction in the total number of dropouts.

Explanation of Indicator 2 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

Indicator 2 school year data

The FFY 2020 APR is submitted to OSEP



The 2019-20 School Year Data is included in the FFY 2020 APR

Data Collection

Dropout rate data for NYS are:

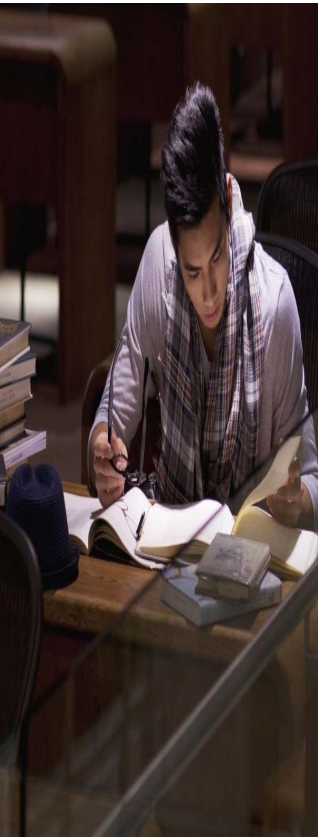
- Collected annually for all students with IEPs
- Reported in the subsequent annual report
- Not sampled

Dropout Rate: Leaver/Exiter

- The Leaver/Exiter dropout rate is the percent of youth with IEPs (ages 14-21), who exited special education due to dropping out, in a single year.
- New York State will begin using this calculation for FFY 2020.
- This is based on the data used for reporting under IDEA.

$$\left(\frac{\begin{array}{c} Number\ of\ youth\ with\ IEPs \\ (ages\ 14–21)\ who\ exited\ special \\ education\ due\ to\ dropping\ out \end{array}}{\begin{array}{c} Number\ of\ all\ youth\ with\ (IEPs) \\ (ages\ 14–21) who\ exited\ high\ school \end{array}} \right) \times 100$$

IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



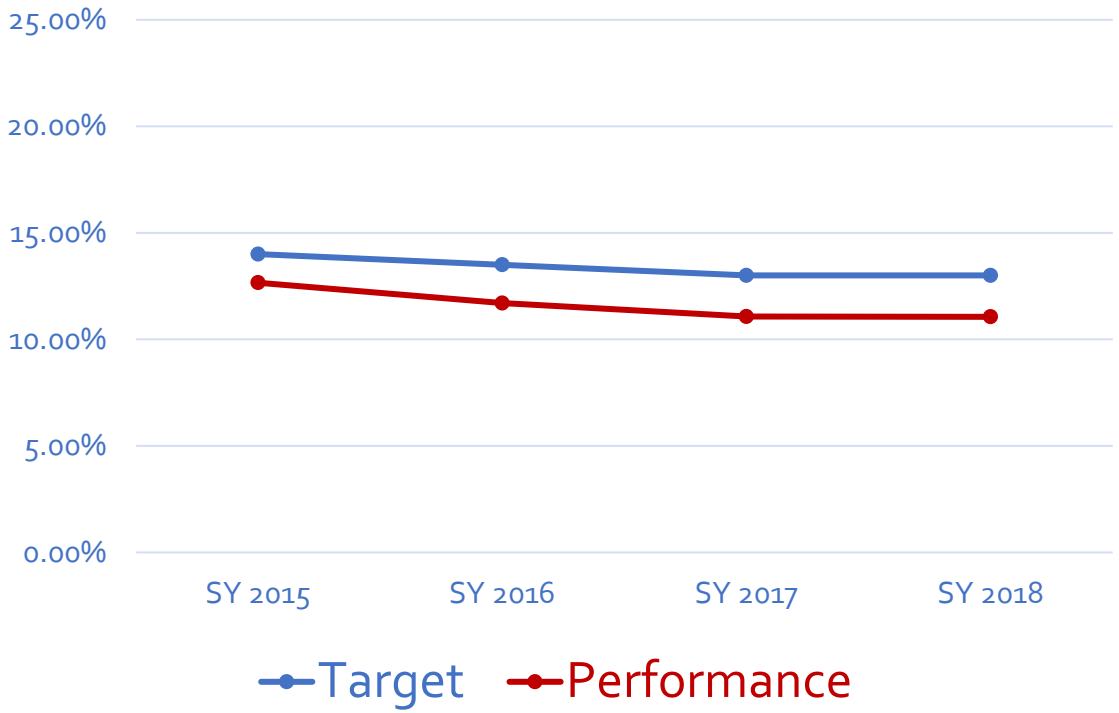
Facilitator check for understanding:

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

What Does This Change Look Like?

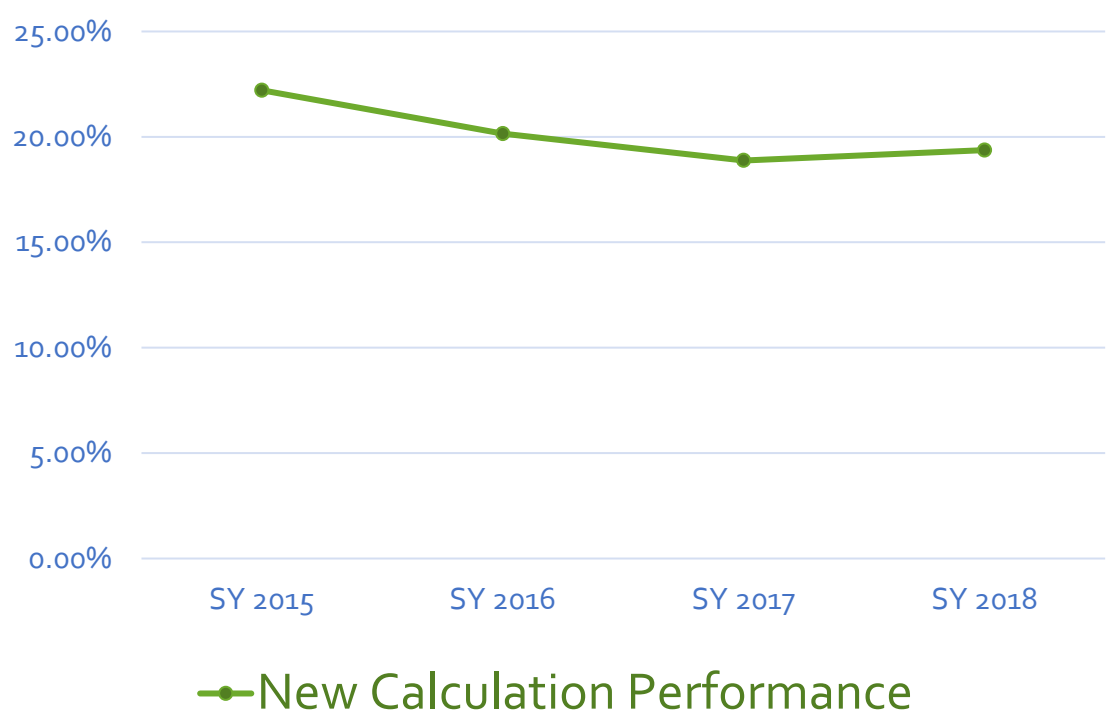
$$\left(\frac{\text{No. of youth with IEPs who exited special education due to dropping out}}{\text{Total no. of high school students with IEPs by cohort}}\right) X\,100$$

Prior Years' Calculation

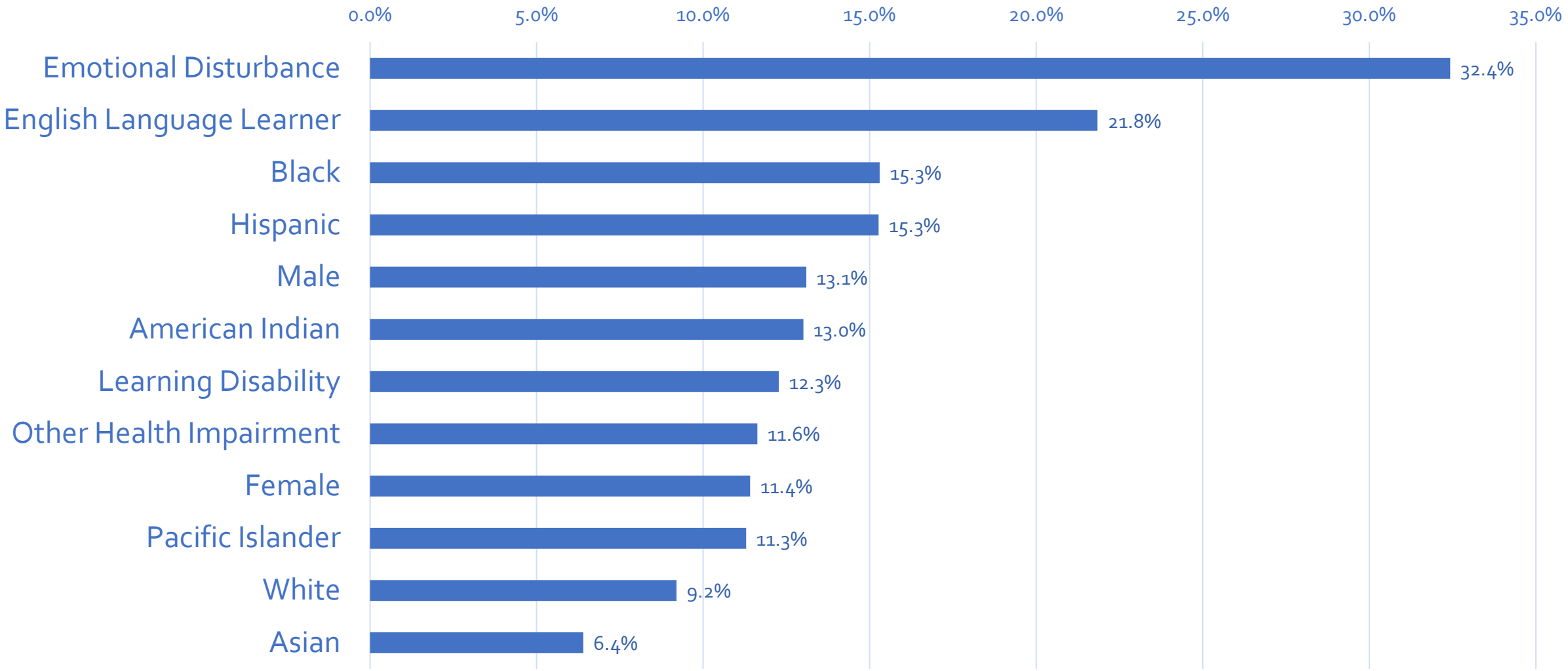


$$\left(\frac{\text{No. of youth with IEPs ages } (14-21) \text{ who exited special education due to dropping out}}{\text{No. of all youth with IEPs (ages } 14-21) \text{ who left high school}}\right) X\,100$$

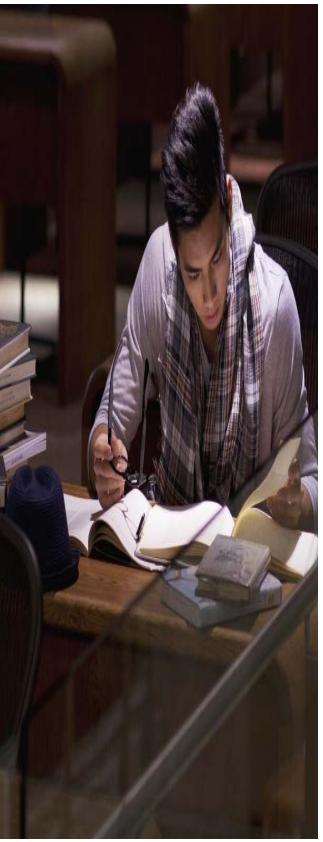
New Calculation



Drop Out 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

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:

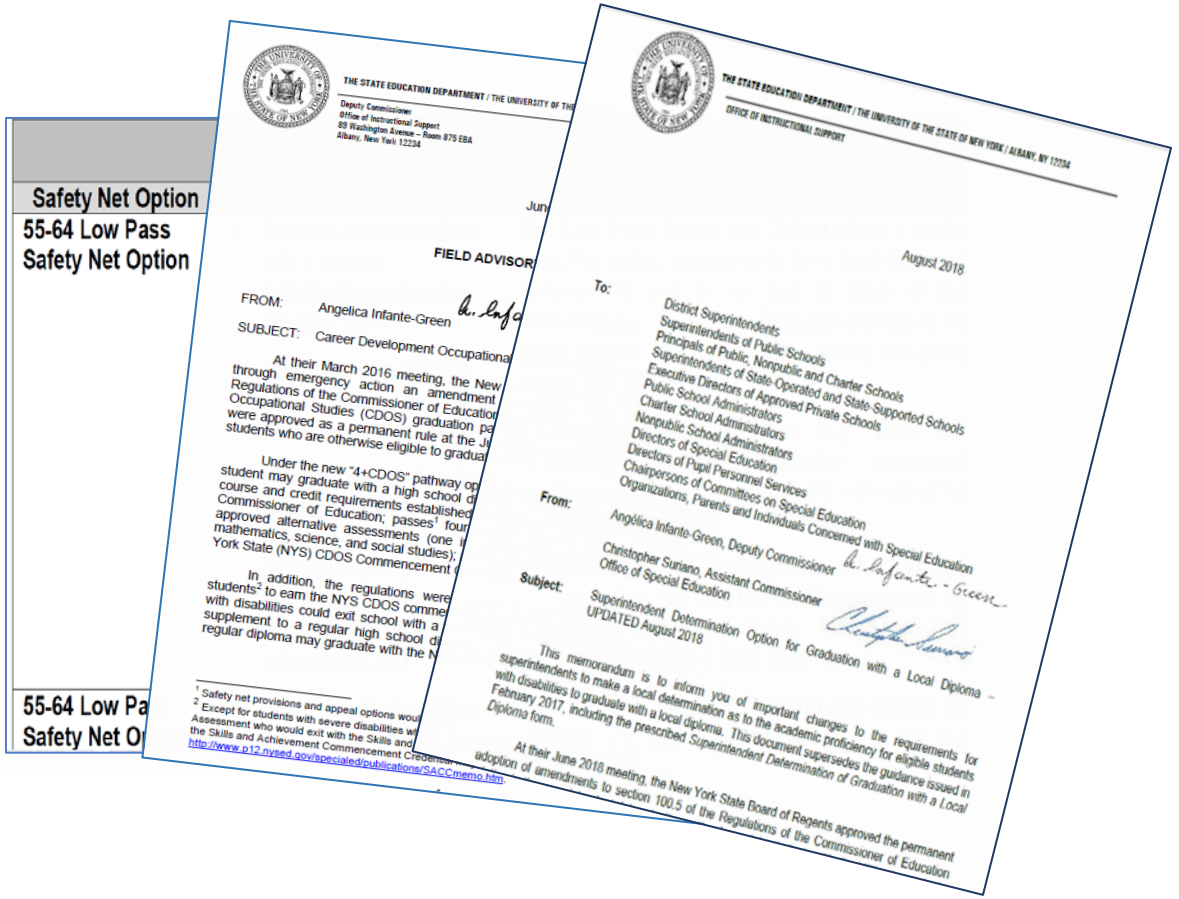
CDOS Module 2: Learning Standards
CDOS Module 3: Work-Based Learning
Diploma and Credential Options
Transition Assessment Training
Transition in the IEP
Transition for Families
Family Engagement: Communication & Culture
What Does It Mean to Be Culturally Responsive Fundamentals in Equity:
Exploring Equity and Cultural Responsiveness
Developing Behavior Systems that Work
Parent and Family Engagement within the FBA & BIP Process
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



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)

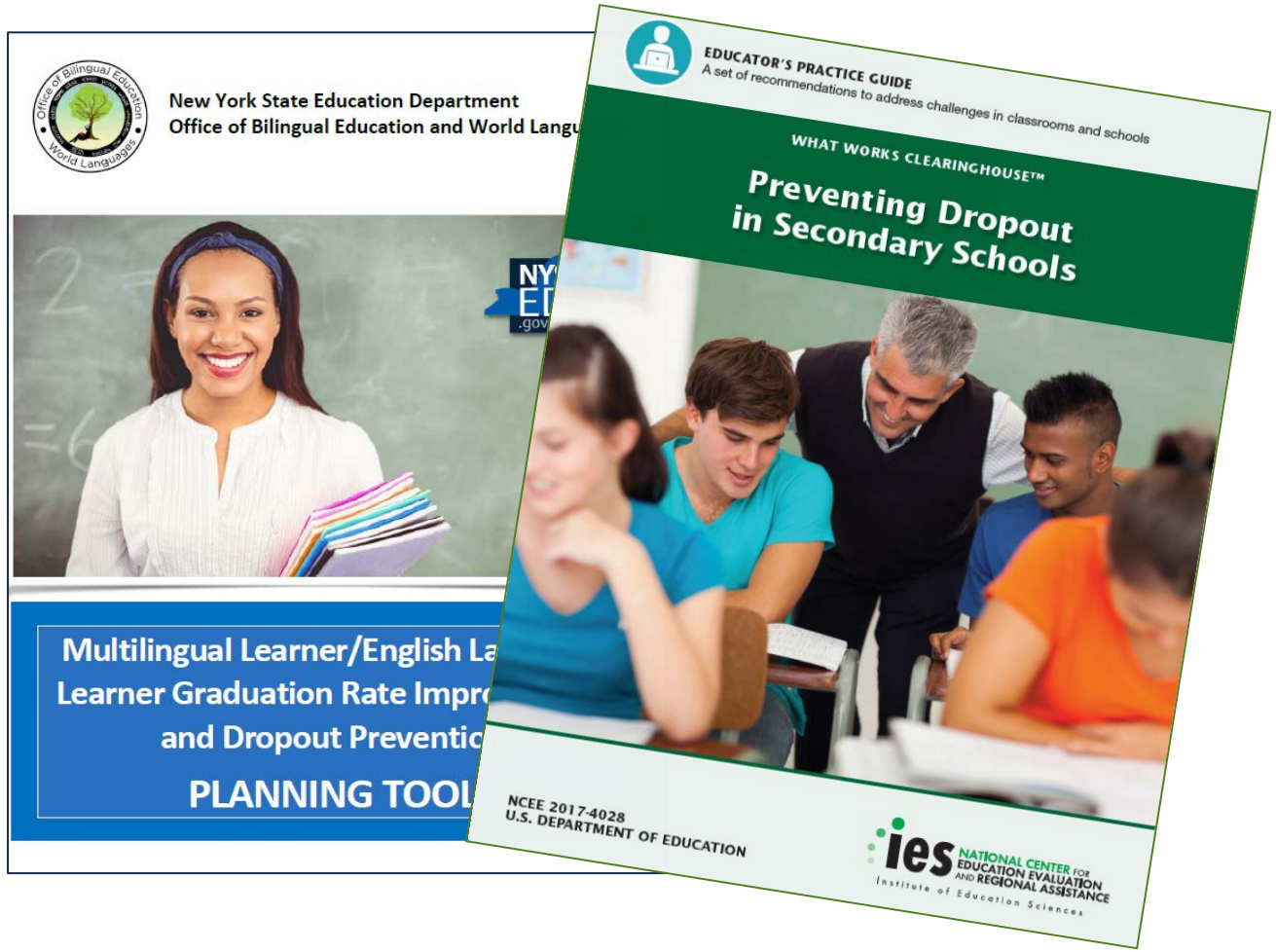
The Dropout ABCs

- The process of dropping out may begin as early as the elementary school grades with challenges deepening in ensuing school years
- Research based guidance from national and State resources indicate that key warning signs linked with dropping out are:

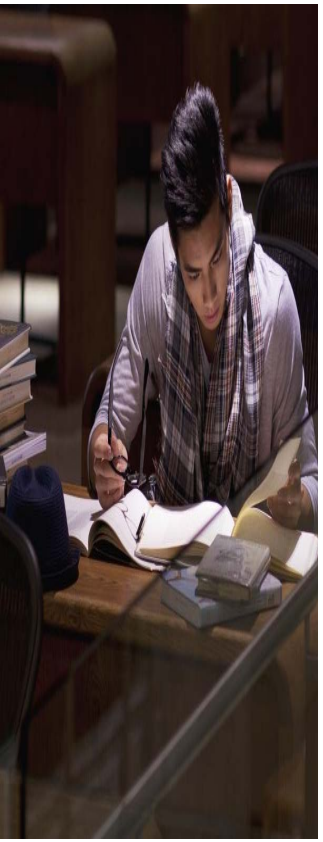
A: Attendance

B: Behavior problems and suspension

C: Course grades



IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

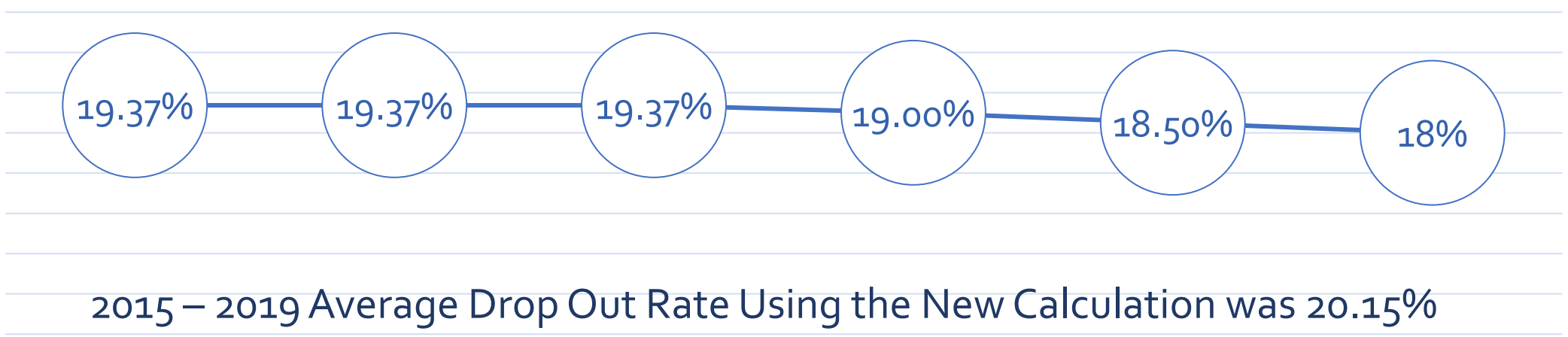


What activities could be considered, maintained, or strengthened to address improvements in this area?

Moving Forward: Setting Targets

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

Proposed Targets: Indicator 2



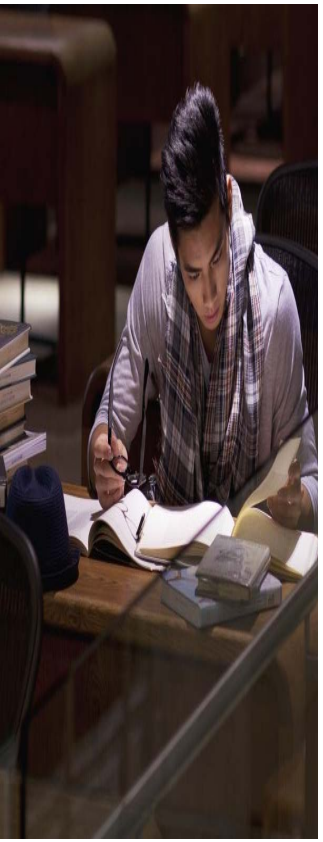
Decrease = Improvement

SY 2018-19 (Baseline)	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
19.37%	0	0	0	-0.37	-0.5	-0.5

Target Setting Methodology

- Considers COVID-19 Impact in Years 1 -3
- Improvement Compared to Baseline & Prior Four-Year Average (20.15%)
- Provides Steady Progress in Years 4, 5, and 6

IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT



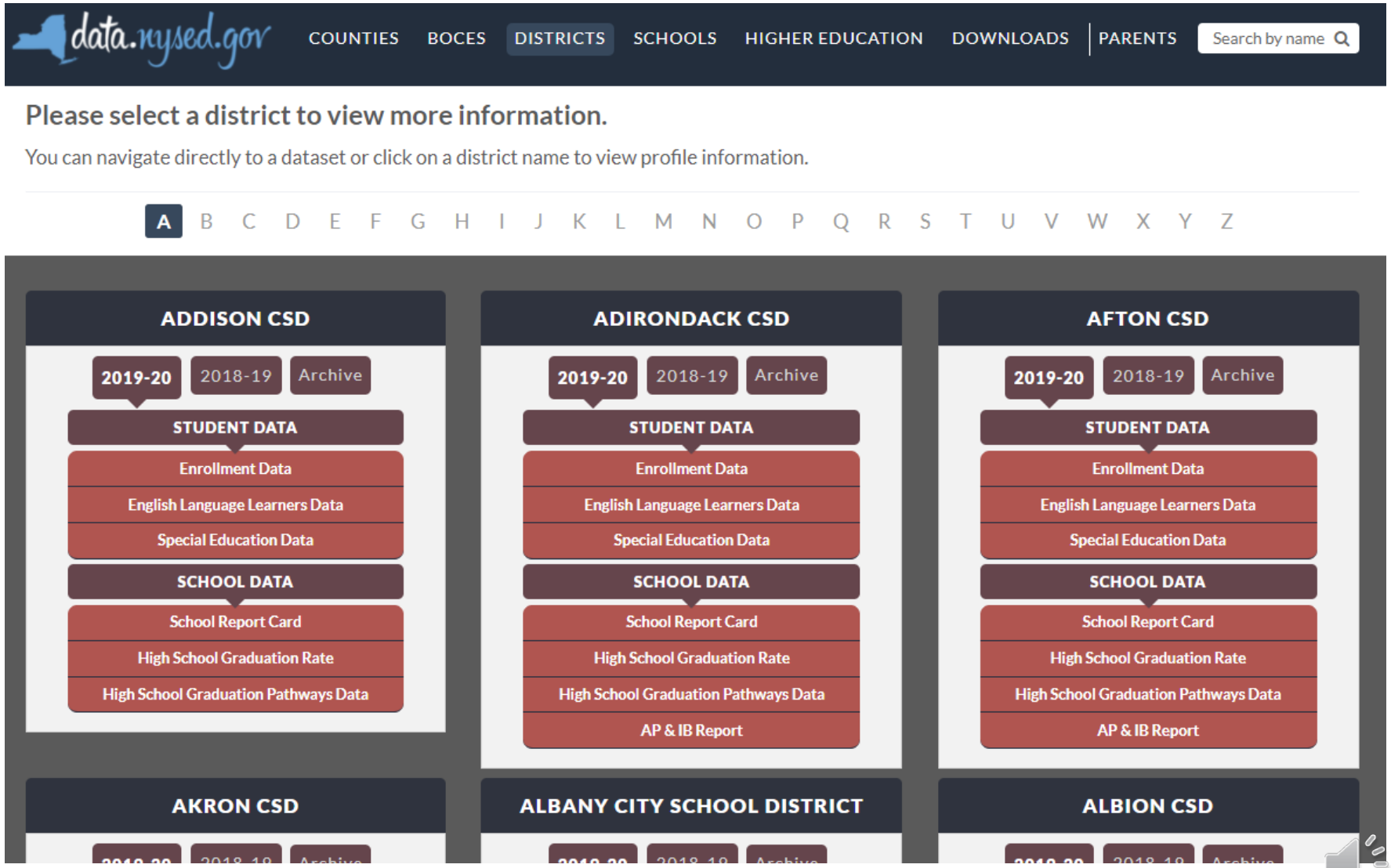
Targets must show improvement over baseline and be rigorous but achievable.

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

data.nysed.gov



Share Your Voice in our Online Survey

IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

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

References

- Carnevale, Anthony P, Jeff Strohl, Neil Ridley, and Artem Gulish. Three Educational Pathways to Good Jobs: High School, Middle Skills, and Bachelor's Degree. Washington, DC: Georgetown University Center on Education and the Workforce, 2018. cewgeorgetown@georgetown.edu.
- National Research Council. 2011. High School Dropout, Graduation, and Completion Rates: Better Data, Better Measures, Better Decisions. Washington, DC: The National Academies Press. https://doi.org/10.17226/13035
- Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017) Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https;//whatworks.ed.gov
- United States Census Bureau. Accessed July 28, 2021, https://www2.census.gov/library/publications/2011/acs/acs-14.pdf

References (continued)

- U.S. Department of Education EDFacts Data Warehouse (EDW), "IDEA Part B Exiting" 2018-19. Data Extracted as of May 27, 2020 from file specification 009.
- U.S. Department of Education, EDFacts Data Warehouse (EDW), OMB #1850-0925: IDEA Part B Exiting Collection, 2009-10 and 2017-18.
- Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017) Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://whatworks.ed.gov

THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to New York State's Efforts to Improve Outcomes for our Students with Disabilities