State Performance Plan/Annual Performance Report

Federal Fiscal Year 2015

Presentation to the Board of Regents
June 2017

Blueprint for Improved Results for Students with Disabilities

Key Principles

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Teachers design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Schools provide multi-tiered systems of behavioral and academic support.

Schools provide high quality inclusive programs and activities.

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

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State Performance Plan (SPP) and Annual Performance Report (APR)

Section 616 of Individuals with Disabilities Education Act (IDEA) requires that States:

➤ State Performance Plan (SPP) that evaluates State's efforts to implement IDEA

➤ Submit Annual Performance Report (APR) to United States Department of Education on State's performance under SPP

➤ Report annually to public on performance of each district in State on targets in SPP

SPP Indicators

States must report on the following 17 indicators each year in the APR:

Indicator 1:   Graduation
Indicator 2:   Drop Out
Indicator 3:   Assessments
Indicator 4:   Suspension/Expulsion
Indicator 5:   Education Environments (ages 6-21)
Indicator 6:   Preschool Environments (ages 3-5)
Indicator 7:   Preschool Outcomes
Indicator 8:   Parent Involvement

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SPP Indicators

Indicator 9:   Disproportionate Representation

Indicator 10: Disproportionate Representation in Specific Disability Categories

Indicator 11: Child Find (Timely Evaluations)

Indicator 12: Early Childhood Transition

Indicator 13: Secondary Transition

Indicator 14: Post-School Outcomes

Indicator 15: Resolution Sessions

Indicator 16: Mediation

Indicator 17: State Systemic Improvement Plan

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Slippage

OSEP's Definition:

A worsening from the previous data <u>AND</u> a failure to meet the target.

The worsening also needs to meet certain thresholds to be considered slippage:

➢ For a large percentage (10% or above), it is considered slippage if the worsening is more than 1%.

➢ For a small percentage (less than 10%), it is considered slippage if the worsening is more than 0.1%.

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Indicator 1
Graduation Rates

52.86% of students with IEPs graduated from high school with a regular high school diploma within four years.

(16,816 out of 31,813 students with disabilities)

Target: 55.39%

Last year: 52.65%

No Slippage

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Indicator 2

Drop Out

12.55% of students with disabilities dropped out of school.

(3,993 out of 31,813 students with disabilities)

Target: 14.00%

Last year: 13.05%

No Slippage

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Indicator 3
State Assessments

	Statewide Participation for Students with Disabilities (3B)				Statewide Performance for Students with Disabilities (3C)			
	ELA		Math		ELA		Math	
	3-8	HS	3-8	HS	3-8	HS	3-8	HS
Targets	95%	95%	95%	95%	16%	63%	16%	64.50%
Actual Data	76.18% (slip)	90.69%	74.15% (slip)	94.06%	15.6%	70.98%	18.34%	67.16%

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Suspension

Students with disabilities out-of-school suspension rate for more than 10 days at a rate of 2.7 percent or higher.

4.27% of all school districts (29 school districts)

Target: 4.50%
Last year: 4.12%
No Slippage

Suspension

Districts that have a significant discrepancy, by race or ethnicity, in the rate of suspensions of students with disabilities <u>and</u> policies, procedures or practices that contribute to the significant discrepancy.

**3.09% of all school districts
(21 school districts)**

**Target: 0%
Last year: 2.06%
Slippage**

2016-17 Notifications for Disproportionality in Disciplinary Actions

62 districts + 21 At Risk

- 58 for suspension of Black students
  - 26 fewer than 11 days in-school
  - 2 more than ten days in-school
  - 44 fewer than eleven days out-of-school
  - 12 more than ten days out-of-school;
  - 21 of the 58 districts were for multiple length/type suspension categories
- 2 for suspension of Hispanic students
  - 1 fewer than 11 days in-school
  - 1 fewer than eleven days out-of-school
- 2 for suspension of Hispanic students
  - 2 fewer than 11 days in-school

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Disciplinary Actions, cont'd

At Risk - 15 for suspension of Black students
- 10 fewer than 11 days in-school
- 11 fewer than 11 days out-of-school
- 2 more than ten days out-of-school
- 6 of the 15 districts were for multiple length/type suspension categories)

At Risk - 6 for suspension of Hispanic students
- 4 fewer than 11 days in-school
- 2 fewer than 11 days out-of-school

At Risk - 1 for suspension of two or more races
- 1 fewer than 11 days in-school

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Indicator 5A

Education Environments ages 6-21

57.98% served inside regular classrooms 80 percent or more of the school day

Target: 58.80%

Last year: 57.80%

No slippage

Education Environments ages 6-21

19.82% served inside regular classrooms for less than 40 percent of the school day

Target: 20.50%

Last year: 19.80%

No slippage

Education Environments ages 6-21

5.44% served in public or private separate schools, residential placements, or homebound or hospital placements
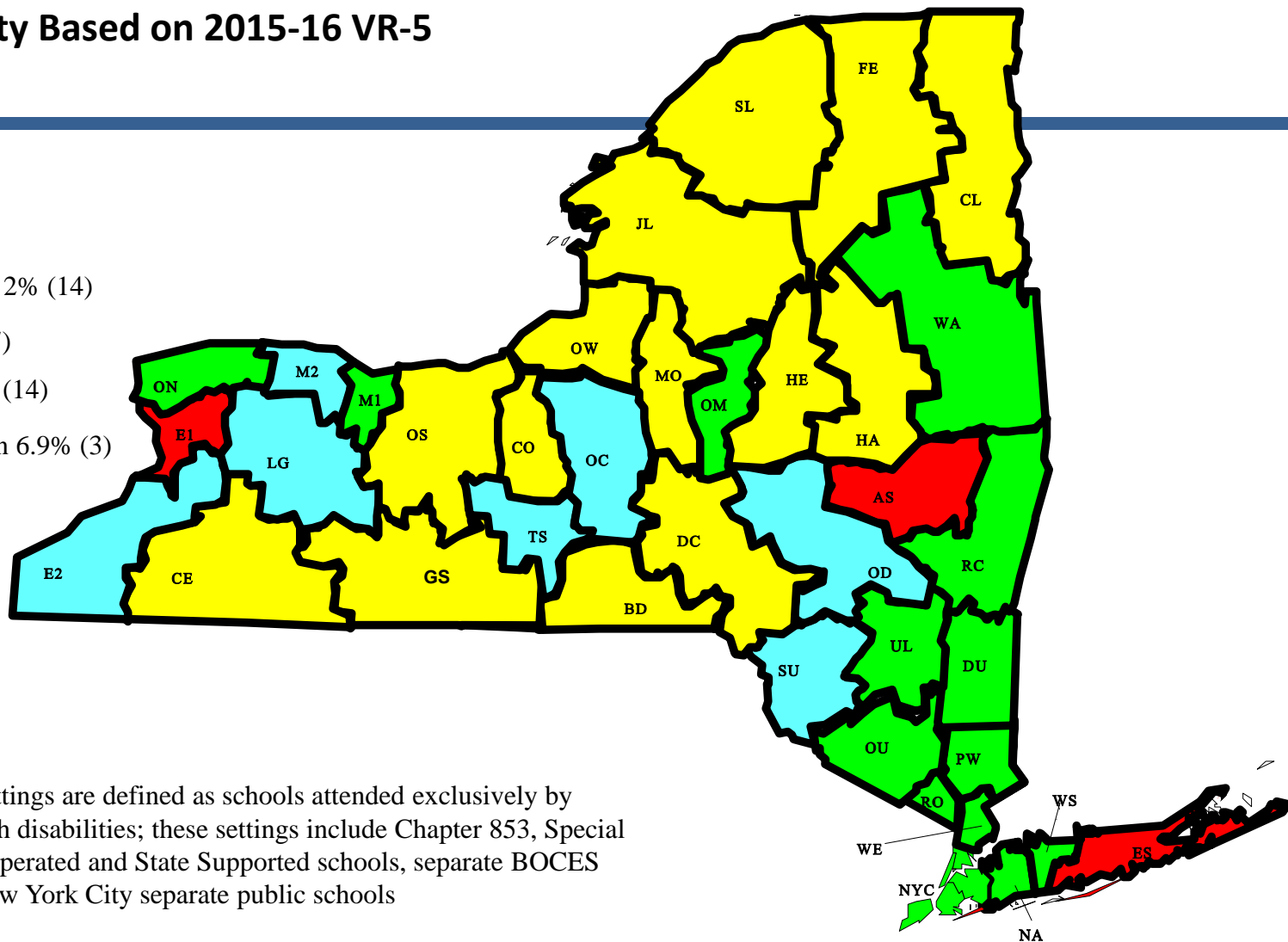
Target: 5.80%

Last year: 6.13%

No slippage

Students with Disabilities (Ages 6-21) in Separate Settings By BOCES Region and New York City Based on 2015-16 VR-5 Data

Legend:
- Less than 2% (14)
- 2-4.3% (7)
- 4.4-6.9% (14)
- More than 6.9% (3)

Separate Settings are defined as schools attended exclusively by students with disabilities; these settings include Chapter 853, Special Act, State Operated and State Supported schools, separate BOCES sites and New York City separate public schools

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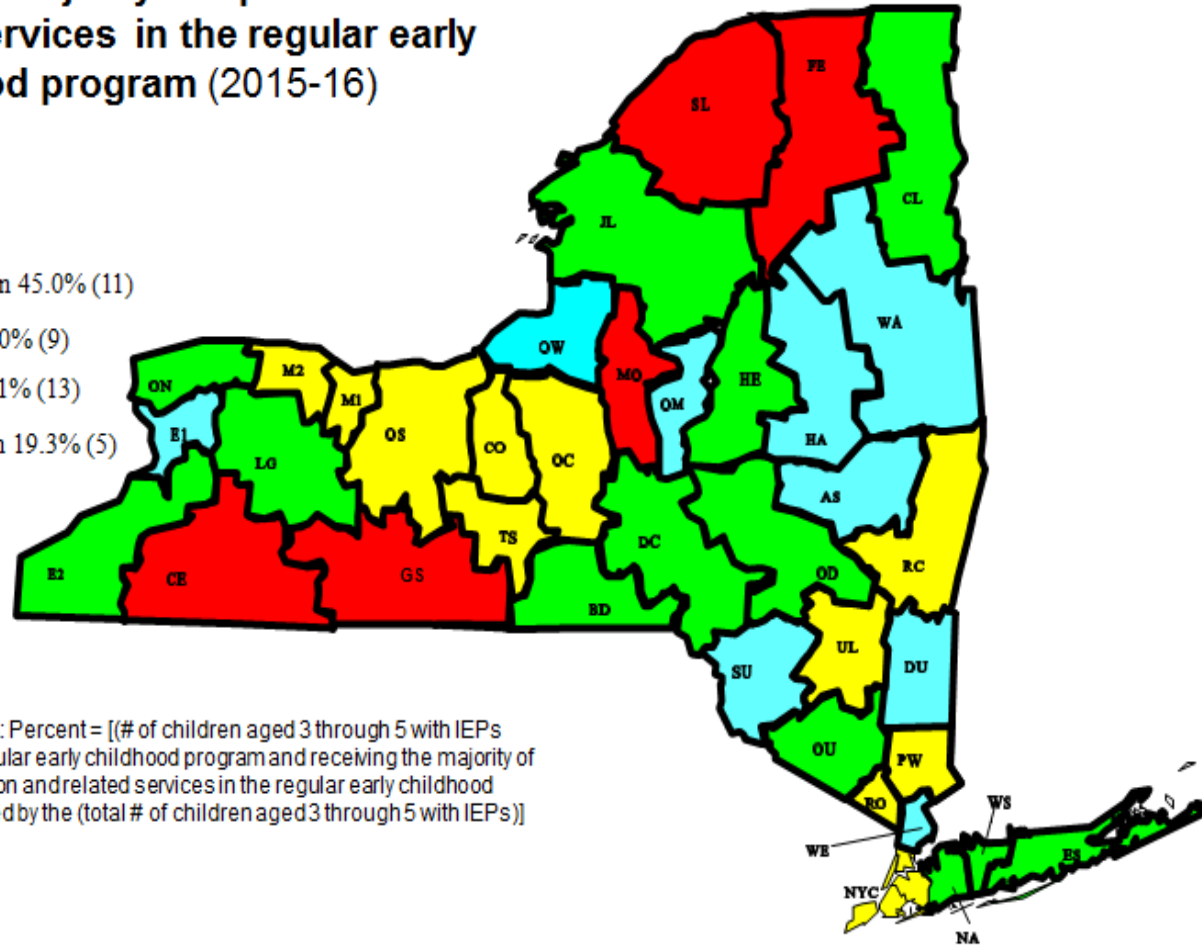
7/5/16

Preschool Environments ages 3-5

41.94% received the majority of their special education and related services in the regular early childhood program.

Target: 43.50%

Last year: 43.19%

Slippage

Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (2015-16)

Measurement A – All Age 3-5

Legend:
- More than 45.0% (11)
- 32.2 -45.0% (9)
- 19.3-32.1% (13)
- Less than 19.3% (5)

Measurement A: Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

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Preschool Environments ages 3-5

**23.86%** attended a separate special education class, separate school or residential facility.

Target: 21.00%

Last year: 22.65%

Slippage

Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility (2015-16)

Measurement B – All Age 3-5

Legend:
- Less than 4.0% (10)
- 4.0 -13.1% (9)
- 13.2-22.2% (14)
- More than 22.2% (5)

Measurement B: Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
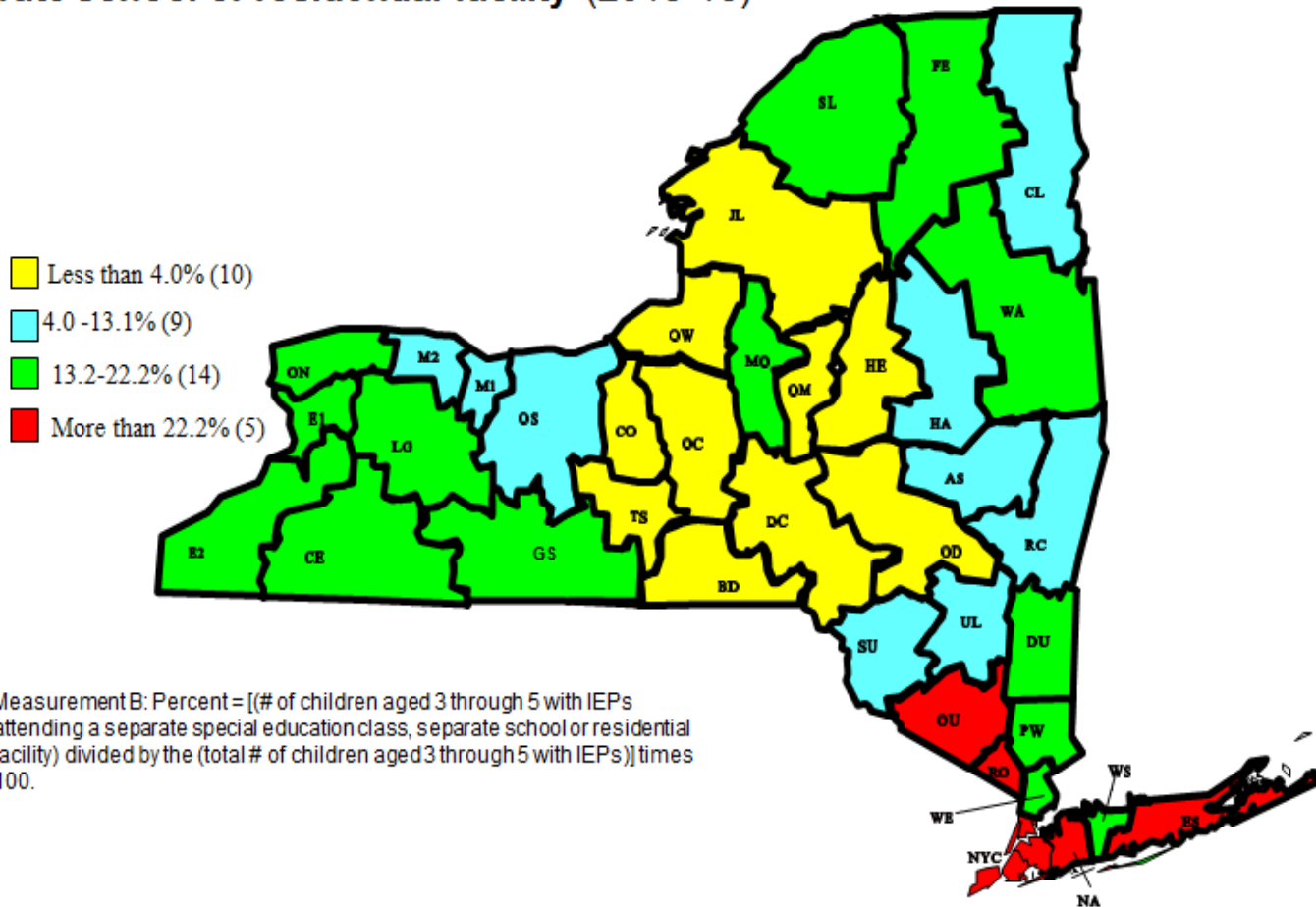
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Indicator 7
Preschool Outcomes

Percent of preschool children ages 3 through 5 with individualized education programs (IEPs) who demonstrate improved:

➢ Positive social-emotional skills (including social relationships);

➢ Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and

➢ Use of appropriate behaviors to meet their needs.

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Indicator 7 Preschool Outcomes Summary Statements	Data FFY 2015
Outcome A: Positive social-emotional skills (including social relationships)	
1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**91.18%**
2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.	**47.79%**
Outcome B: Acquisition and use of knowledge and skills (including early language/ communication and early literacy)	
1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.86%**
2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program.	**48.22%**
Outcome C: Use of appropriate behaviors to meet their needs	
1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.	**90.15%**
2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program.	**53.01%**

Indicator 8
Parental Involvement

93.45% of parents with a child receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target: 94.00%
Last year: 93.93%
No slippage

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Indicator 9
Disproportionate Representation

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

0.59 percent

➢ 12 school districts were identified based on data
➢ 4 of the 12 districts were found to have disproportionate representation that was the result of inappropriate identification according to the review of policies, procedures and/or practices

Target: 0%
Last year: 0.15%
Slippage

2016-17 Notifications for Disproportionality

Placement: 3 districts + 9 at risk

- Placements for less than 40% of time in regular classes (1 for Asian students, 1 for Hispanic students)

- Placements in separate settings (1 for Black students)

- At Risk – Placements in separate settings (2 for Black students)

- At Risk – Placements for less than 40% of time in regular classes (4 for Asian students, 2 for Hispanic students, 1 for Native American)

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Indicator 10

Disproportionate Representation in Specific Disability Categories

The percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification

0.44 percent

- 14 school districts were identified based on data
- 3 of the 14 districts were found to have disproportionate representation that was the result of inappropriate policies, procedures and/or practices

Target: 0%
Last year: 1.18%
No slippage

2016-17 Notifications for Disproportionality

Identification: 8 districts + 23 at risk

- 8 for Black students
- At Risk - 21 for Black students, 2 for Hispanic students

Classification: 16 districts + 12 at risk

- 10 for Black students (5 ED, 1 ID, 3 SLI, 1 LD & ED)
- 6 for Hispanic students (2 ID, 3 SLI, 1 LD)
- At Risk – 8 for Black students (2 ED,3 LD, 2 ID, 1 LD & SLI)
- At Risk – 3 for Hispanic students (2 SLI, 1 LD)
- At Risk – 1 for Two or More Races students (1 OHI)

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Indicator 11
Timely Evaluations

83.30% of students with parental consent to evaluate received their initial individual evaluations within State-required timelines.

Target: 100%

Last year: 83.84%

No slippage

Early Intervention to Preschool Transition

67.35% of children referred from Part C had their eligibility for Part B determined and an IEP implemented by their third birthday or in compliance with timelines established in State law.

**Target: 100%
Last year: 75.26%
Slippage**

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Secondary Transition

76.50% of students aged 15 and above had appropriate transition planning on their IEPs.

Target: 100%

Last year: 78.29%

Slippage

Post-School Outcomes

40.77% of students were enrolled in higher education within one year of leaving high school.

Target: 42.70%
Last year: 48.12%
Slippage

Indicator 14B
Post-School Outcomes

67.25% of students were enrolled either in higher education or competitively employed within one year of leaving high school.

Target: 67.00%

Last year: 71.71%

No slippage

Indicator 14C
Post-School Outcomes

77.75% of students were 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.

Target: 76.00%

Last year: 80.85%

No slippage

Indicator 15
Resolution Sessions

3.20% of hearing requests that went to resolution sessions were resolved through resolution session settlement agreements.

(161 of 5,036 resolution sessions)

Target: 7.00 – 8.00%

Last year: 4.82%

Slippage

Indicator 16
Mediation Agreements

83.02% of mediation sessions held resulted in mediation agreements.

(Mediations held = 212)

Target: 87.00 – 91.00%

Last year: 88.53%

Slippage

Indicator 17 –SSIP
State Systemic Improvement Plan (SSIP)

- ➢ New indicator initiated in FFY 2013

- ➢ Multi-year, achievable plan

- ➢ Developed in consultation with stakeholders

- ➢ Designed to increase capacity of school districts to:
  - implement, scale up, and sustain evidence-based practices to improve outcomes for students with disabilities

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Indicator 17 - SSIP

➢ 5 Years - (2014-15 to 2018-19)

- 3 Phases
  - Analysis; multi-year plan; evaluation

- Feedback from OSEP on Phases 1 and 2
  - Narrow State Identified Measurable Result (SIMR)
  - Achievable Plan
  - Increased Stakeholder Engagement
  - Technical Assistance Resources

- Phase 3 Submitted – April 1, 2017

Indicator 17 - SSIP

Revised SIMR

"For students classified as students with learning disabilities in SSIP pilot schools (grades 3-5), increase the percent of students scoring at proficiency levels 2 and above on the Grades 3-5 English Language Arts State Assessments"
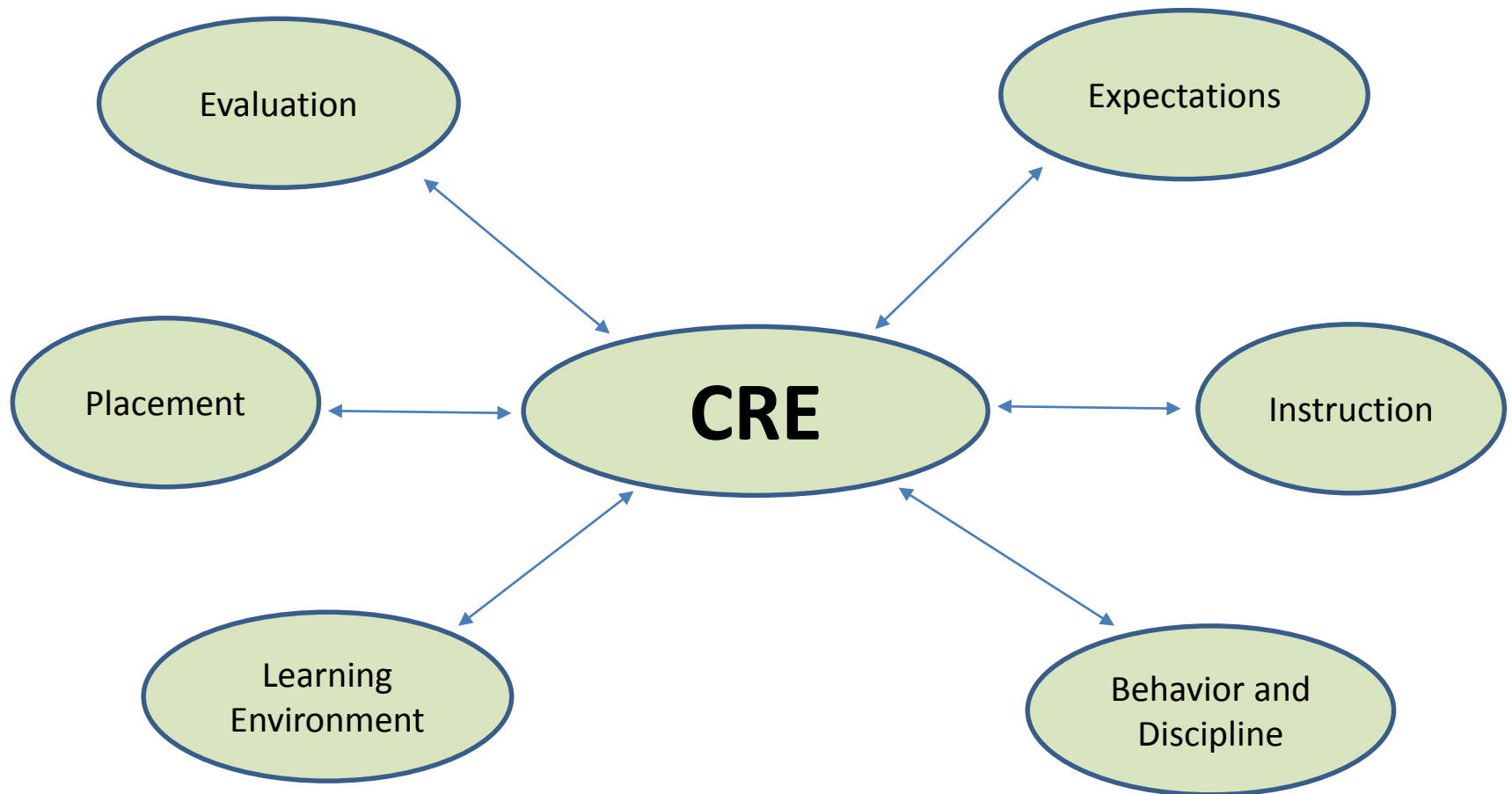
Indicator 17 - SSIP

➢ Targeted Intervention Approach

➢ Multitiered Systems of Support (MTSS)
- integrated
- culturally and linguistically responsive
- specially designed instruction
- implemented with fidelity

➢ Improving outcomes for students with learning disabilities in 19 schools (grades 3-5) in 4 regions of the State
- Capital District
- Lower Hudson Valley
- Long Island
- NYC

Educational Decisions and Culturally Responsive Education

Evaluation

Expectations

Placement

CRE

Instruction

Learning Environment

Behavior and Discipline

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Office of Special Education Funded
Technical Assistance and Resource Centers

Positive Behavioral Interventions and Supports TAC (PBIS TAC)

Speech-Language & Bilingual Speech- Language Personnel Development TAC

Center for Autism and Related Disorders

New York City Preschool Bilingual/English as a Second Language TAC

14 Early Childhood Direction Centers

Professional Learning Center

Technical Assistance Center on Disproportionality (TAC-D)

14 Special Education Parent Centers

Response to Intervention TAC and RtI Professional Development Project

10 Regional Special Education Technical Assistance Support Centers (RSE-TASC) (Regional Specialists and School Improvement Specialists)

Transition Services Professional Development Support Center (PDSC)

New direction for the Office of Special Education…

- Evaluation of the Office's major projects, monitoring and professional development structures, and workflow systems.

- Established Priority Improvement Areas to support the key principles of the special education Blueprint and drive the work of the Office.
    - ✓ Achievement/Performance Outcomes
    - ✓ Least Restrictive Environment
    - ✓ Disproportionality
    - ✓ Secondary Transition

- Developing a proposal to redesign the organizational structure of the Office to better support the internal and cross-office work.

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Work moving forward…

- Implementing a redesigned Regional Planning Process to ensure deployment of resources aligned to support districts under the SPP indicators

- Implementing the MTSS pilot schools to design effective models in integrating culturally and linguistically responsive practices

- Formation of SPP indicator workgroups to provide ongoing monitoring and product development in the areas of suspension, LRE, disproportionality, secondary transition, and timely evaluations

- Releasing updated and accessible guidance documents, resources and review protocols

- Cross-office initiatives:
  - to improve Department data systems
  - to address special education teacher shortages
  - to address preschool education and integration issues
  - to analyze the two-tier due process system in NYS