

A Report to the Board of Regents – Presentation Summary

March 11, 2019

Title: Improving Special Education Outcomes in New York State (NYS)

Section I

To review the purposes of the Individuals with Disabilities Education Act (IDEA) and NYS's current status in implementing the requirements of IDEA, including an overview of the performance in meeting the indicator targets in the State Performance Plan/Annual Performance Report.

Purposes of IDEA

- To ensure that all children with disabilities have available to them a free appropriate public education
- To ensure that the rights of children with disabilities and their parents are protected
- To ensure educators and parents/guardians are provided the necessary tools for support and technical assistance
- To assess, and ensure the effectiveness of, efforts to educate children with disabilities

To Assess and Ensure the Effectiveness of, Efforts to Educate Children with Disabilities

- State Performance Plan (SPP)
 - Required for each State
 - Evaluates efforts to implement IDEA and describes how the State will make improvements
 - Includes baseline data, measurable and rigorous targets, and improvement activities for the 17 indicators
 - Reported to the United States Department of Education (USDE) and published for the public
- Annual Performance Report (APR) with Performance and Compliance Indicators
 - Annual report of the State's performance in the SPP targets
 - Includes data, explanation of progress or slippage, and discussion of improvement activities
 - Reported to the USDE and published for the public
- Identifications of NYS and School Districts
 - The State and School Districts may be identified as Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention in implementing the requirements of IDEA.

A Report to the Board of Regents – Presentation Summary March 11, 2019

NYS is Identified Under IDEA as a State in Need of Assistance

- Differentiated Monitoring and Support (DMS) is required for the following areas based on data reported to the USDE Office of Special Education Programs (OSEP) in the federal fiscal year 2016 SPP/APR:
 - Longstanding noncompliance
 - Timely initial individual evaluations
 - Timeliness of due process hearings
 - Graduation rate
 - Dropout rate
 - Participation in State assessments

NYS 2016-17 Performance in Meeting SPP Targets

- The data for each indicator is submitted to OSEP annually in the Department's SPP/APR.
 - We did not meet State targets on 14 of the 17 indicators during this SPP/APR cycle.

NYS 2017-18 Preliminary Performance in Meeting SPP Targets

- The current SPP/APR submission is within the USDE clarification period and will be final in June 2019.
- During the clarification period, OSEP provides feedback and questions to the Department pertaining to the SPP/APR submission
- The Department is required to respond, clarify and amend the SPP/APR, as appropriate.
 - We did not meet State targets on 15 of the 17 indicators during this SPP/APR cycle.

Section II

To review key initiatives to support systemic improvements in districts and improved special education outcomes across NYS.

Blueprint for Improved Results for Students with Disabilities

- Guidelines developed in consultation with the Commissioner's Advisory Panel for Special Education and presented to the Board of Regents in October 2015.
- The Blueprint has been at the center of the efforts to improve special education outcomes and was an important component of the June 2017 presentation to the Board of Regents.
- The Blueprint is comprised of the following principles and provides a framework of expectations to lay the foundation for improvement.
 - Student self-advocacy

A Report to the Board of Regents – Presentation Summary March 11, 2019

- Parent and family engagement as meaningful partners
- Specially designed instruction
- Research-based instructional and learning strategies
- Multi-tiered systems of support (academic and behavioral)
- High quality inclusive programs and settings
- Career development and opportunities to participate in work-based learning

NYS Target Areas for Special Education

- The following special education target areas align to the multiple measures of success to advance equity through ESSA:
 - Performance Outcomes
 - Disproportionality
 - Least Restrictive Environment
 - Transition Planning and Services

2018-19 NYS School District IDEA Annual Determinations (44 Districts)

- A total of 44 districts are identified
 - 27 districts are Needs Assistance for performance and/or compliance
 - 17 districts are Needs Intervention for performance and/or compliance

Differentiated Monitoring and Supports

- NYSED will implement coordinated interventions and supports in the 44 districts identified as not meeting the requirements of IDEA.
- At a minimum, the following will occur in these districts:
 - 11 districts identified for compliance only will have compliance assurance plans, professional development plans and technical assistance supports
 - 30 districts identified for performance only will have embedded professional development plans
 - 3 districts identified for performance and compliance will have compliance assurance plans and embedded professional development plans

Section III

To highlight some of the organizational shifts and work moving forward to build district and State capacity to support improved special education outcomes.

State Systemic Improvement Plan (SSIP) Required by USDE

- Multi-year, achievable plan that is designed to increase the capacity of school districts to implement, scale up, and sustain evidence-based practices
 - NYSED's SSIP progress is reported annually to USDE and the public

A Report to the Board of Regents – Presentation Summary March 11, 2019

- Progress evaluated through a State Identified Measurable Result (SiMR) grades 3-5 ELA State Assessment
- Improving literacy outcomes for students classified as students with learning disabilities

Office of Special Education Restructuring: Merging Efforts and Aligning Priorities

- Reorganized Units within the Office of Special Education under a single set of priorities aligned to the SPP outcome data.
- Alignment between monitoring systems, professional development systems, and program implementation to operationalize the Blueprint for Improved Results for Students with Disabilities.

Working to Improve Special Education Outcomes in NYS

- Working to support districts and programs in building capacity to meet the purposes and requirements of IDEA and implement systems that yield high quality:
 - instructional delivery;
 - interventions that are matched to student need;
 - data-driven decision-making;
 - continuous examination and improvement process; and
 - supporting culturally responsive and sustaining practices

Thank you