

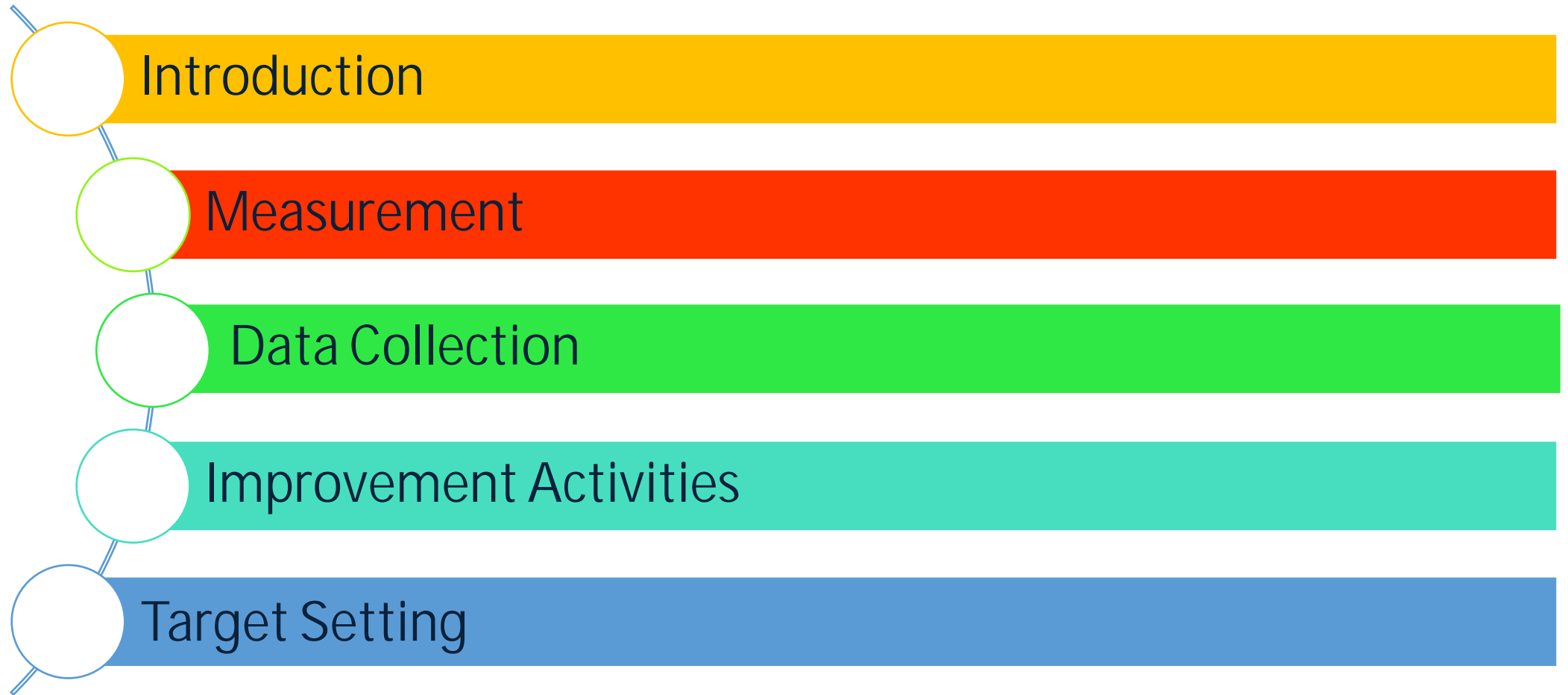


# State Performance Plan (SPP) 14/ Annual Performance Report (APR) 2020-2025

Individuals with Disabilities  
Education Act (IDEA)



# Agenda



# Frequently Used Terms



Term	Description
State Performance Plan (SPP)	Evaluates the state's efforts to implement the requirements and purposes of the Individuals with Disabilities Education Act (IDEA) and describes how the state will improve its implementation.
Annual Performance Report (APR)	The IDEA requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.
Federal Fiscal Year (FFY)	October 1 – September 30
SPP Indicator 14	SPP Indicator 14 measures Post-School Outcomes. There are three components: 14A, 14B, 14C
SPP Indicator 14A	SPP Indicator 14A measures students with a disability enrolled in higher education within one year of leaving high school.
SPP Indicator 14B	Indicator 14B measures students with a disability enrolled in higher education or competitively employed within one year of leaving high school.
SPP Indicator 14C	Indicator 14C measures students with a disability 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.
7-PAK	7-PAK States is a consortium of the seven largest states that the National Association of State Directors of Special Education, Inc. determined to have both similar demographics (e.g., general population, diversity, significant rural and inter-city populations) and issues in the delivery of special education programs to its students with disabilities.
Baseline	Data starting point to measure improvement over time.





# Understanding SPP Indicator 14A, 14B, 14C



# Data Collection:

*f*



# Explanation of Indicator 14 FFY Data in the Annual Performance Report (APR)



Data years presented will reflect the data NYSED submits to the federal Office of Special

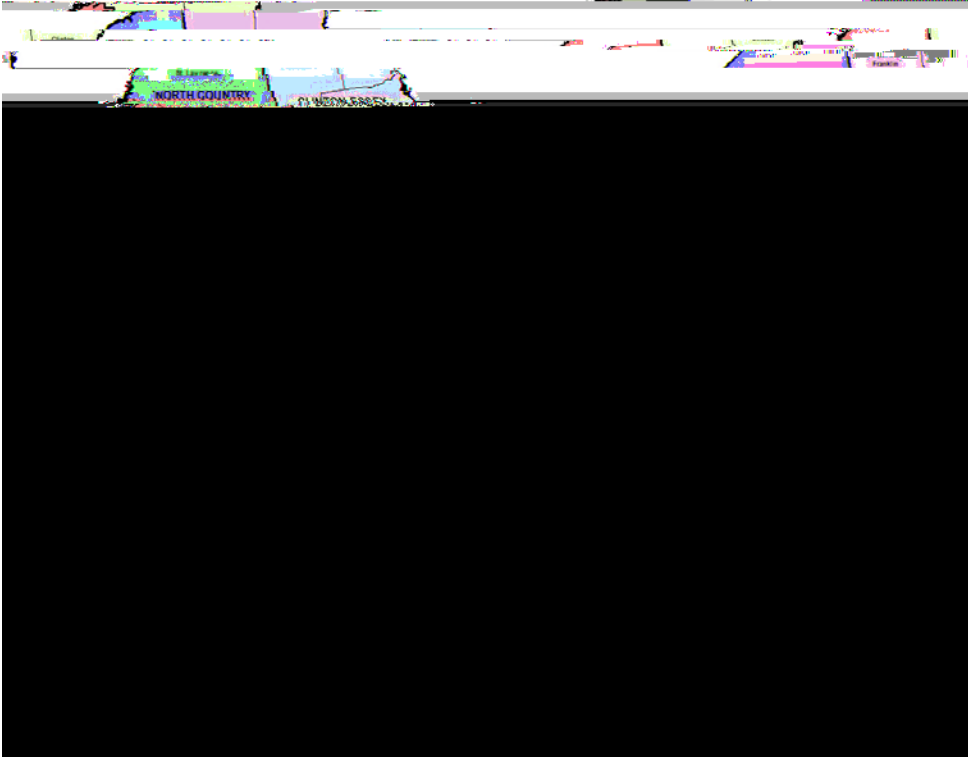


# Representativeness of Data


Beginning with FFY 2021, states must report the extent to which the demographics of respondents are representative.

NYSED collects and reports data that is representative of race/ethnicity, gender and disability.

*f*







In an effort to develop a representative sample, which of the proposed additional categories would you add for further analysis?

A. Gender

# Data Measurement - Indicator 14A

*f*



# Data Measurement - Indicator 14B

*f*14B= Enrolled in higher education or competitively employed



# Data Measurement - Indicator 14C



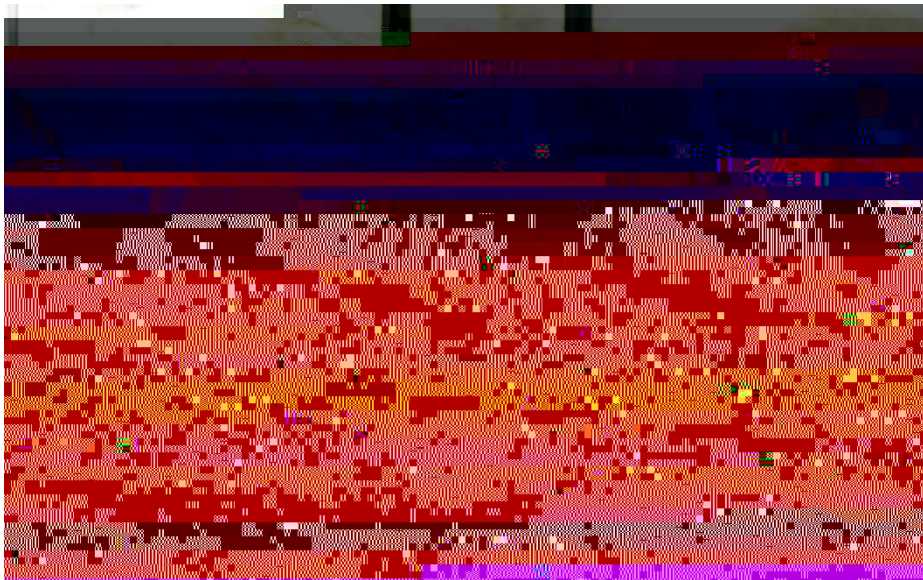
*f* 14C= Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

*f* Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) for at least one complete term in the year since leaving high school in an education or training program divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

$$\text{Percent} = \frac{\text{Respondents enrolled in higher education; some other postsecondary education or training program; or competitively employed or in some other employment}}{[\text{total respondents}]} \times 100$$



## SPP Indicator 14A, 14B, 14C Measurement of Data



Facilitator check for understanding  
or how the data are used to  
measure results or outcomes.

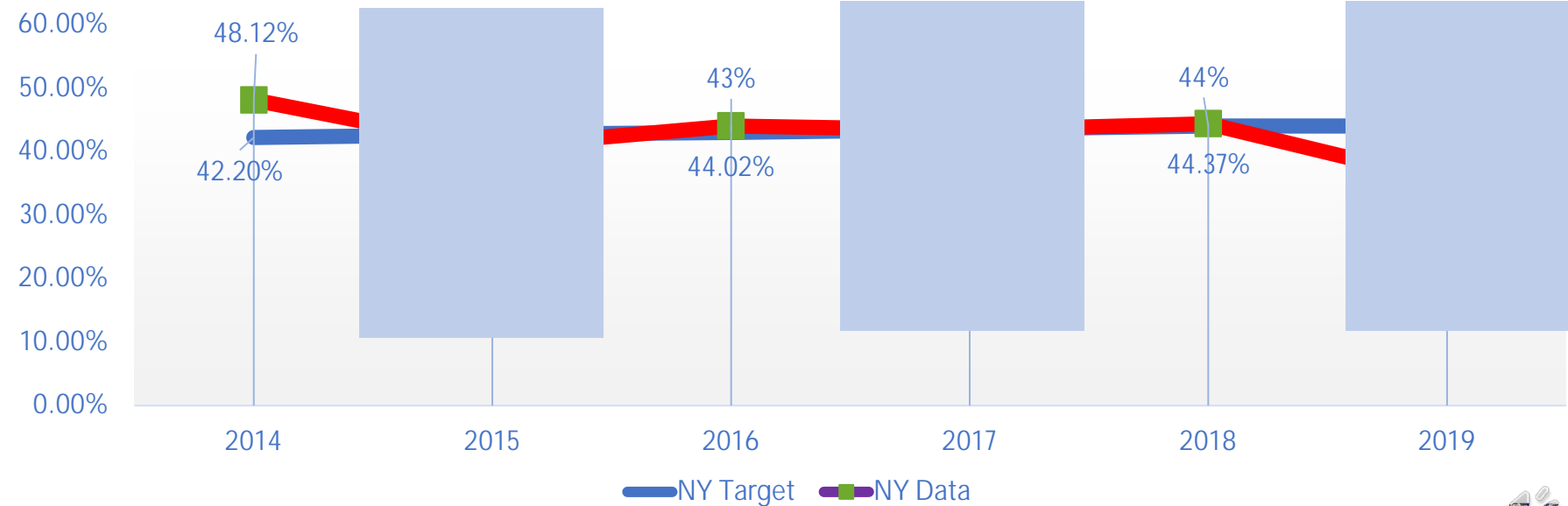


# Understand current information and trend data

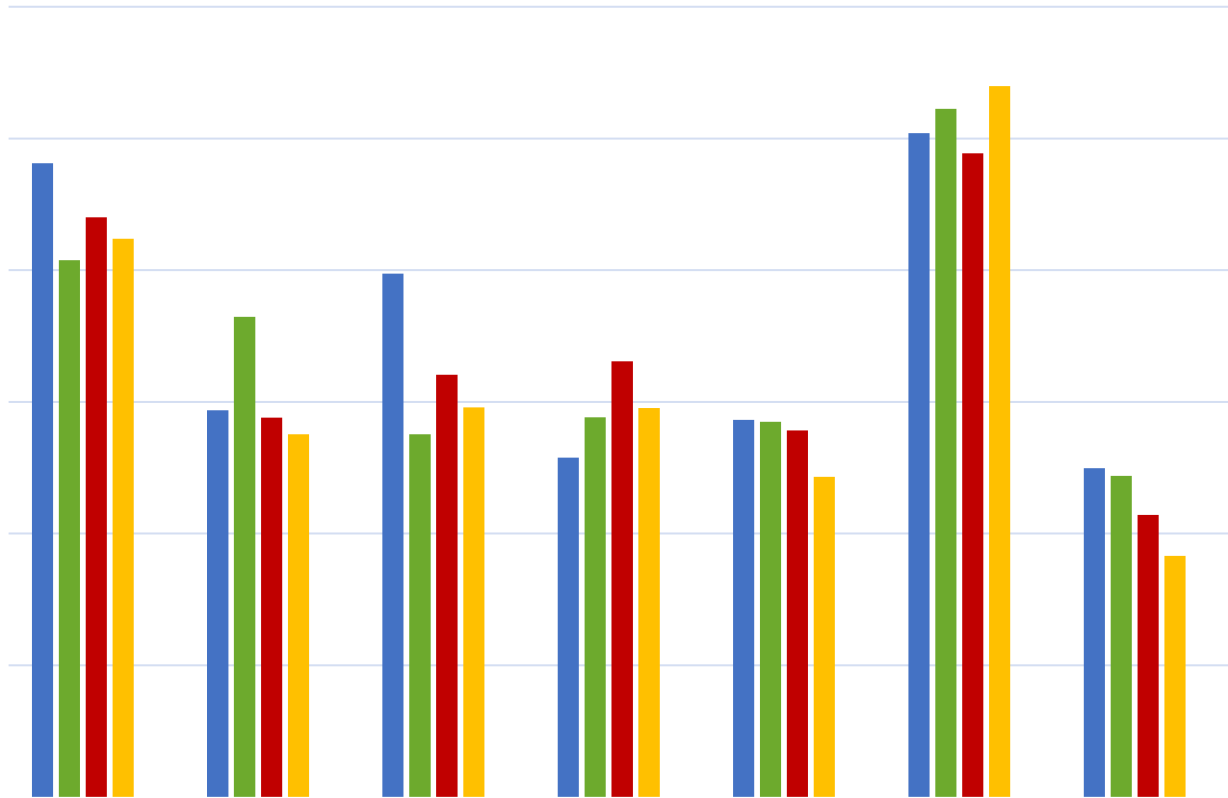
## New York State 14A



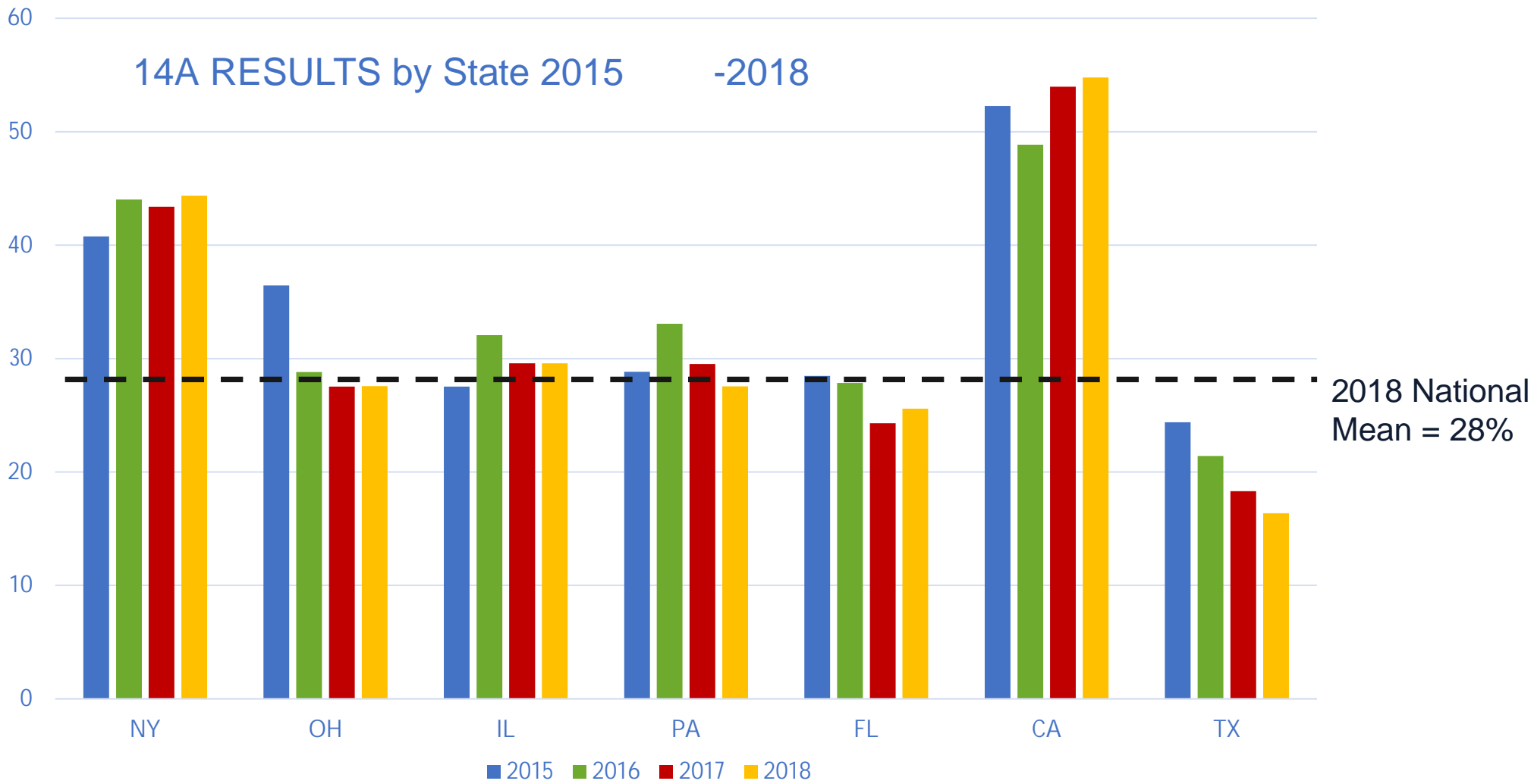
Measure	Baseline 2009	FFY	2014	2015	2016	2017	2018	2019
A	43.00%	Target >=	42.20%	42.70%	43.00%	43.50%	44.00%	44.00%
		Data	48.12%	40.77%	44.02%	43.39%	44.37%	35.30%



# Results: NYS and National Trends 14A

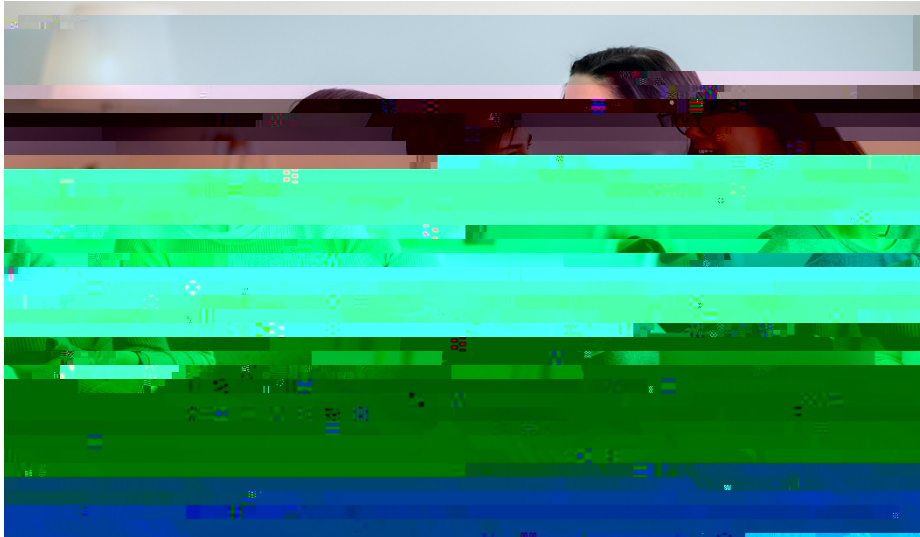


# National Mean: NYS and National Trends 14A





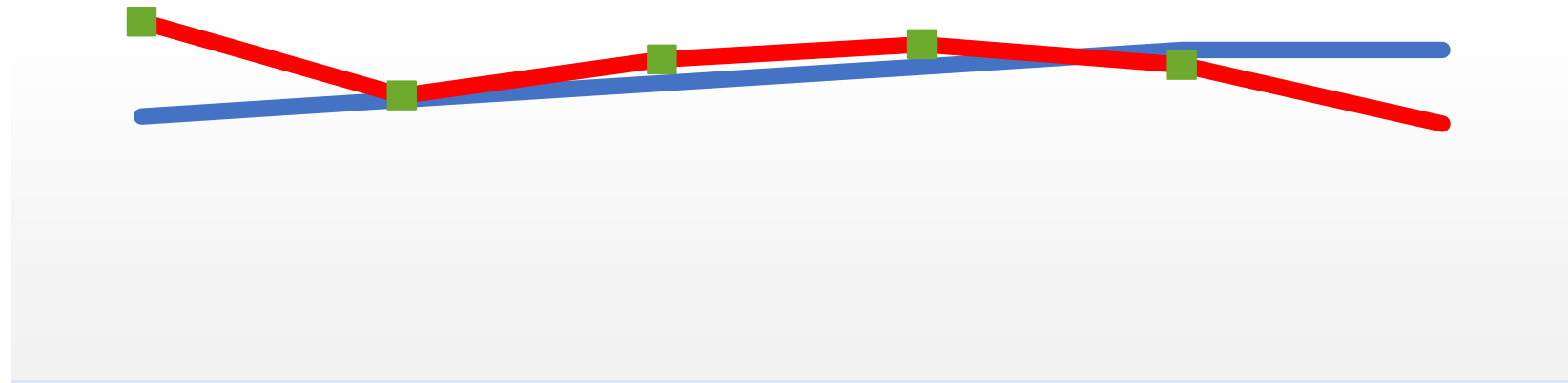
# Stakeholder Discussion 14A



What did the SPP data tell us?  
How should we use the data to  
inform our target-setting and  
improvement activities?

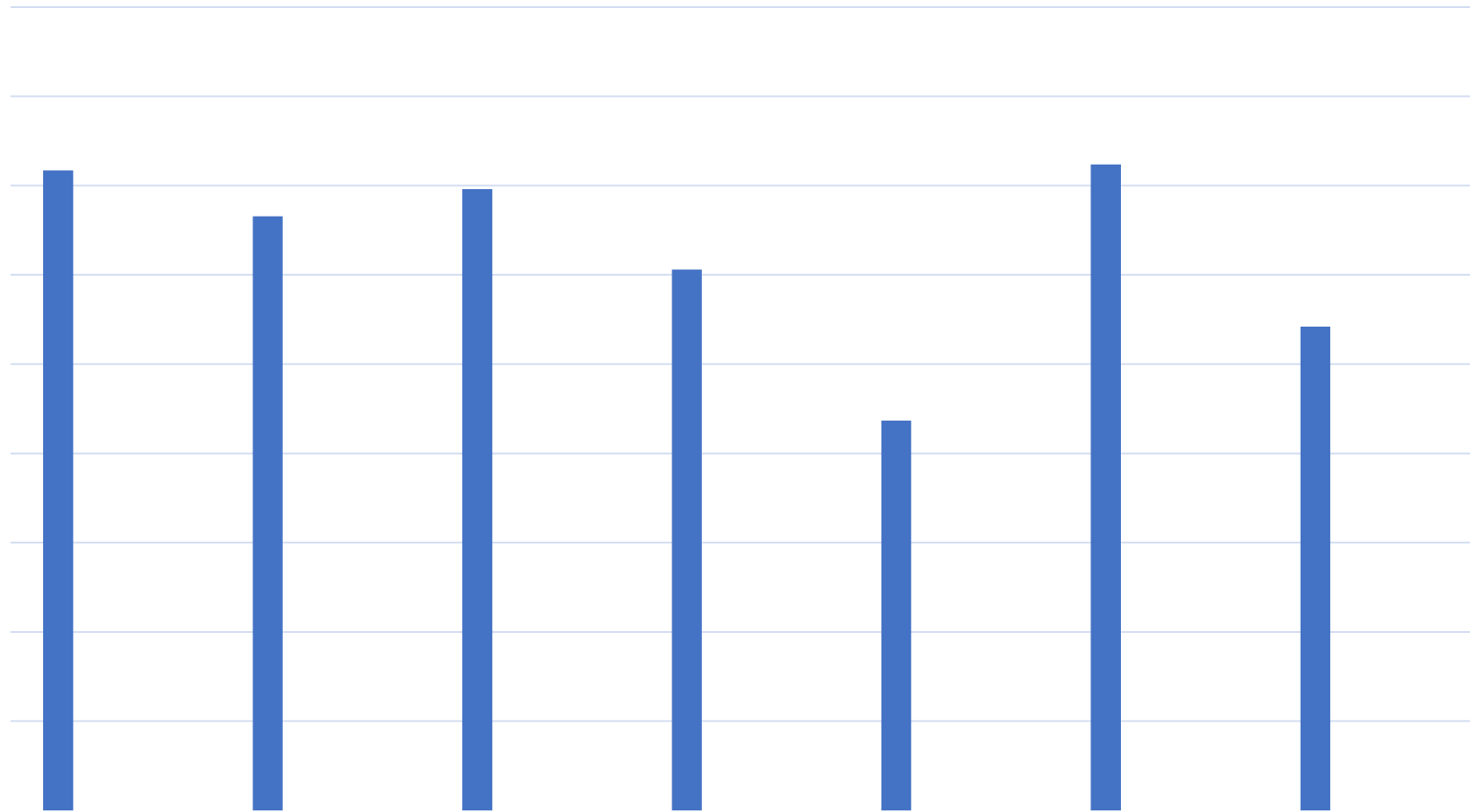


# Understand current information and trend data New York State 14B





# National Mean: NYS and National Trends 14B



# Stakeholder Discussion 14B

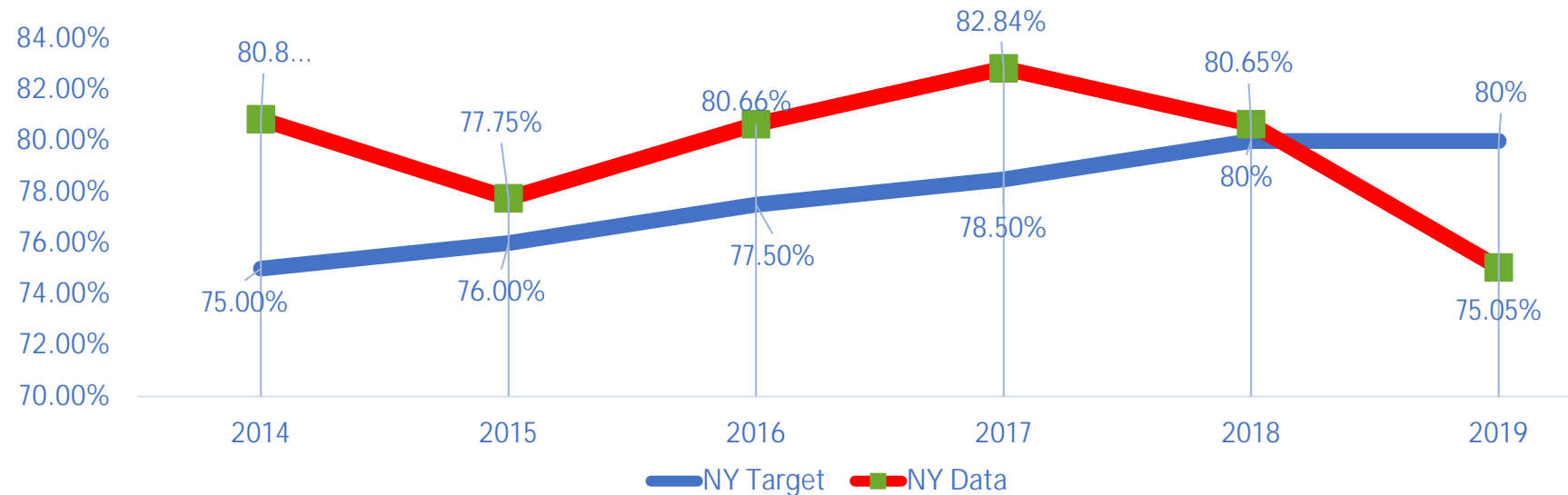


# Understand current information and trend data

## New York State 14C

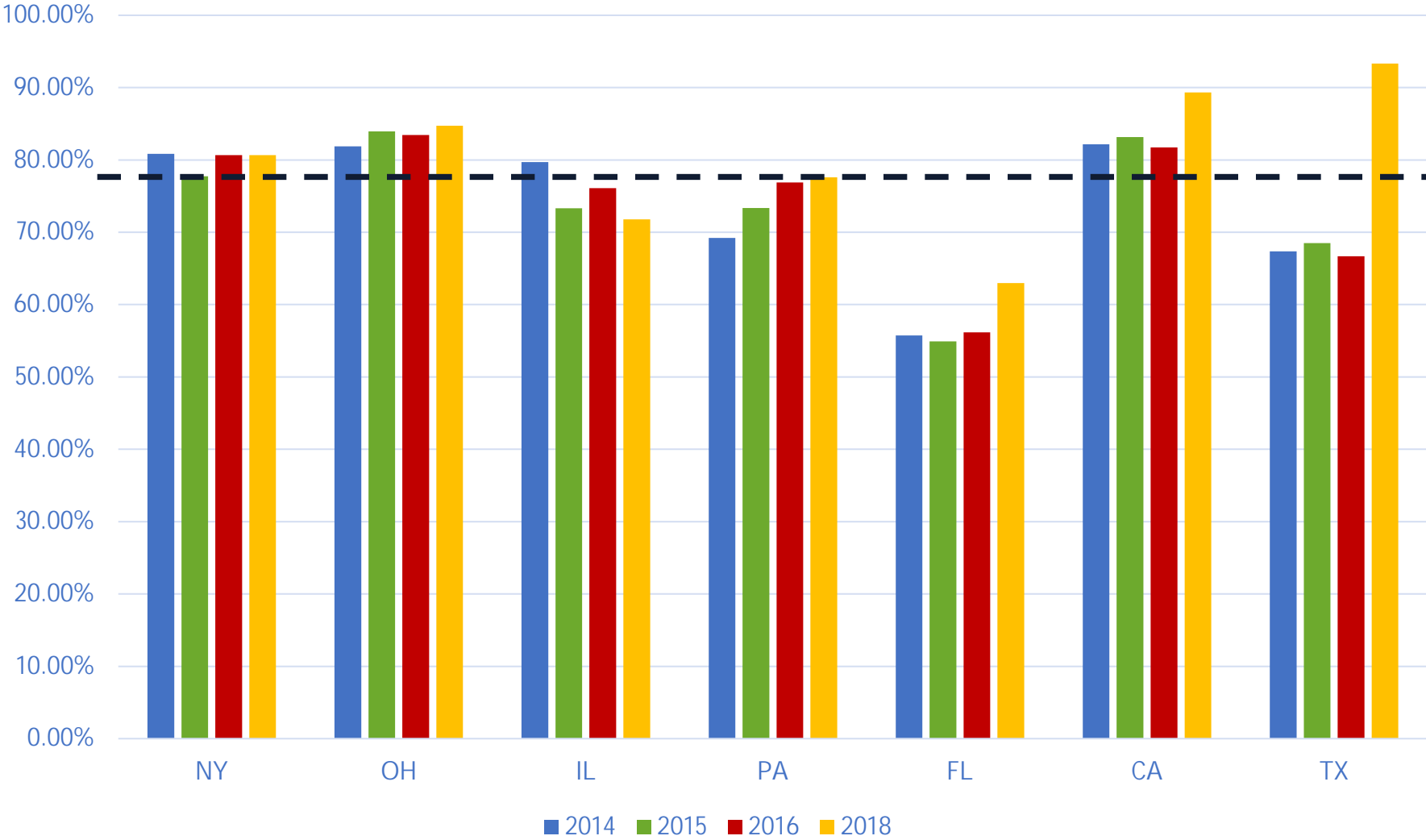


Measure	Baseline 2009	FFY	2014	2015	2016	2017	2018	2019
C	77.00%	Target >=	75.00%	76.00%	77.50%	78.50%	80.00%	80.00%
		Data	80.85%	77.75%	80.66%	82.84%	80.65%	75.05%





# National Mean: NYS and National Trends 14C





# Stakeholder Discussion 14C



What did the SPP data tell us?  
How should we use the data to  
inform our target-setting and  
improvement activities?





# Improvement Activities

- f* Adult Career and Continuing Education Services-Vocational Rehabilitation ([ACCES-VR](#))
- f* Independent Living Centers ([ILCs](#))
- f* Office for Pion59.59p2/wiah D



# Office of Special Education Educational Partnership Tiered Support & Professional Development

12 Regional  
Partnership Centers

14 School-Age Family  
and Community  
Engagement Centers





## OSE Educational Partnership Available Professional Development, Trainings and Tools

*f* Self-Determination Training

*f* What Does it Mean to Be  
Culturally Responsive

*f* Virtual Overview of the Indicator  
13 Self-Review Process

*f* Agency 11/LBo3Br2122 0914 95.5455 Tm[(Ag)-1.2(en)-0.9(cy)-1.v1Rt16(s)]T[



## OSE Educational Partnership Available Professional Development, Trainings and Tools

*f* National Technical Assistance  
Center on Transition (NTACT)  
Taxonomy for Transition  
Programming 2.0, Predictor Self-  
Assessment, Self-Assessment  
instructions, and NTACT Capacity  
Building Tool

*f*

*f* "Graduation" Pathways Exam Tool

## SPP Indicator 14: Improvement Activities



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



# Target Setting: Effects of COVID-19

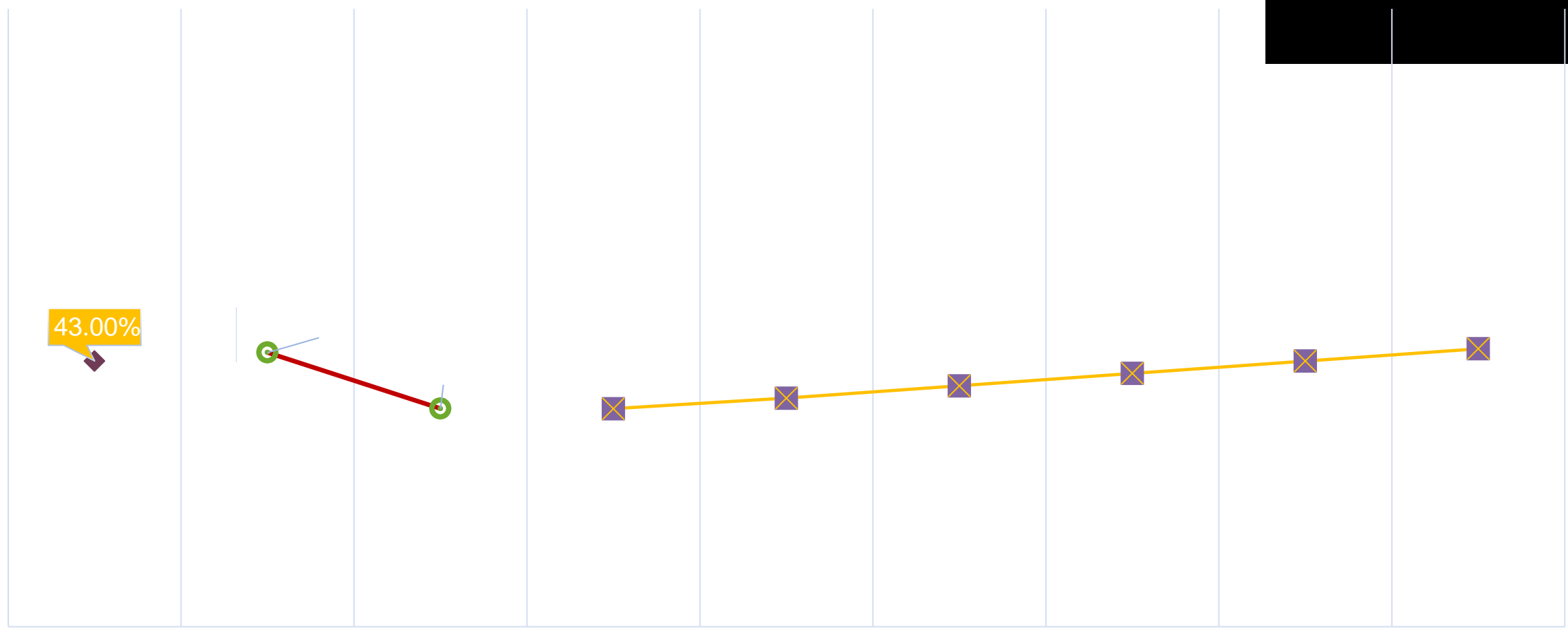


*f* The COVID-19 pandemic has significantly impacted students with

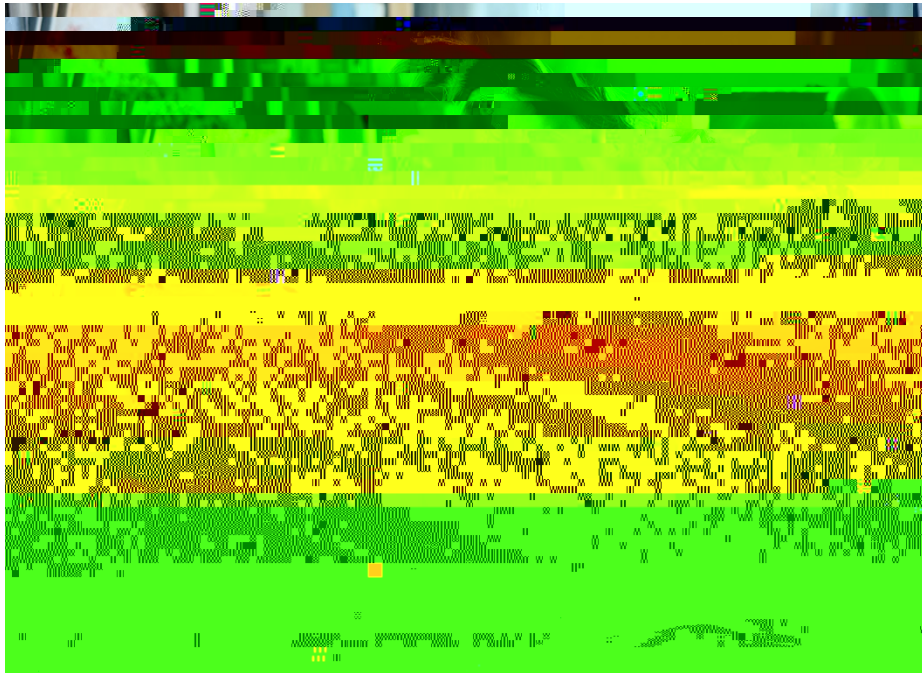


# Review proposed SPP Indicator 14 targets





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

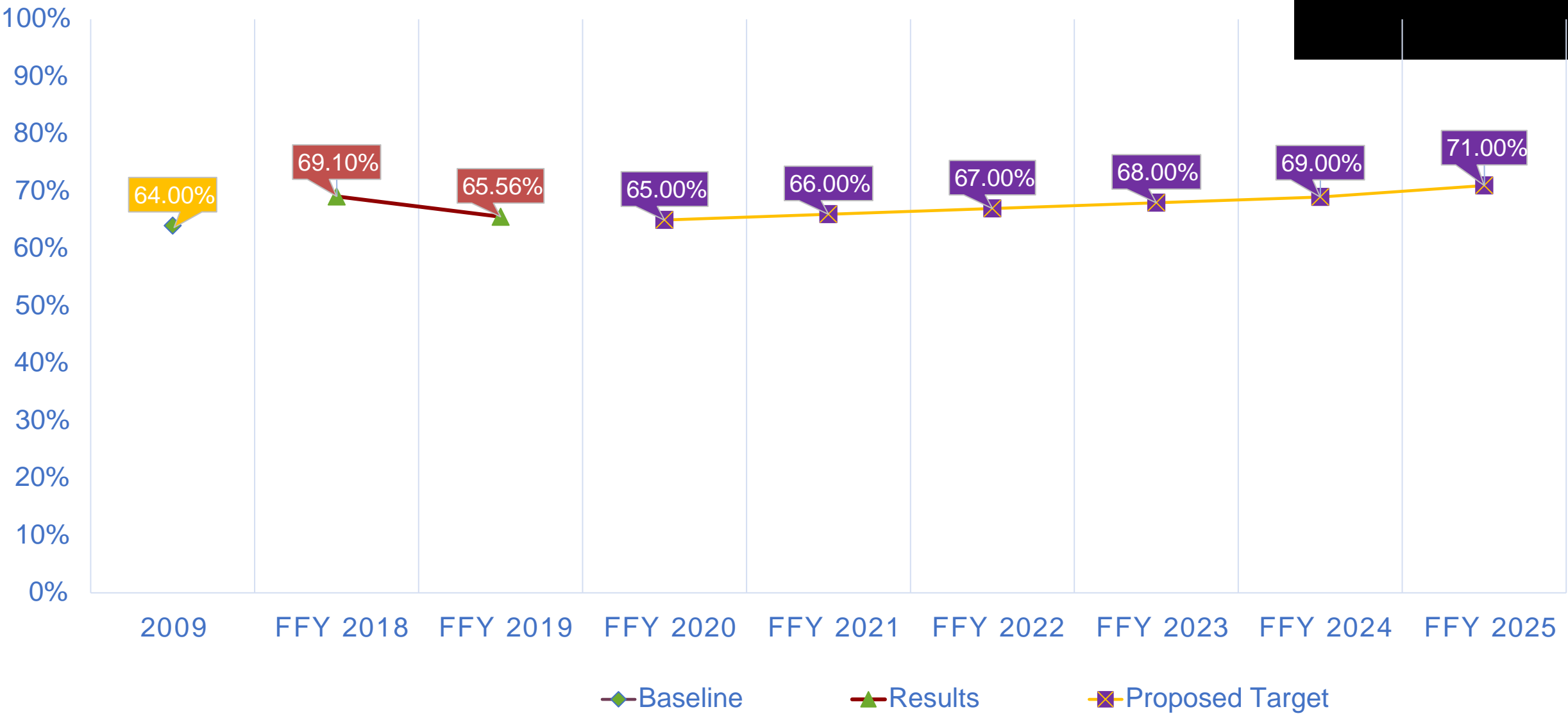


Do you believe that the proposed targets are:

- A. too high
- B. too low
- C. just right



# SPP INDICATOR 14B PROPOSED TARGETS









# New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district "Special Education Data"







