



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

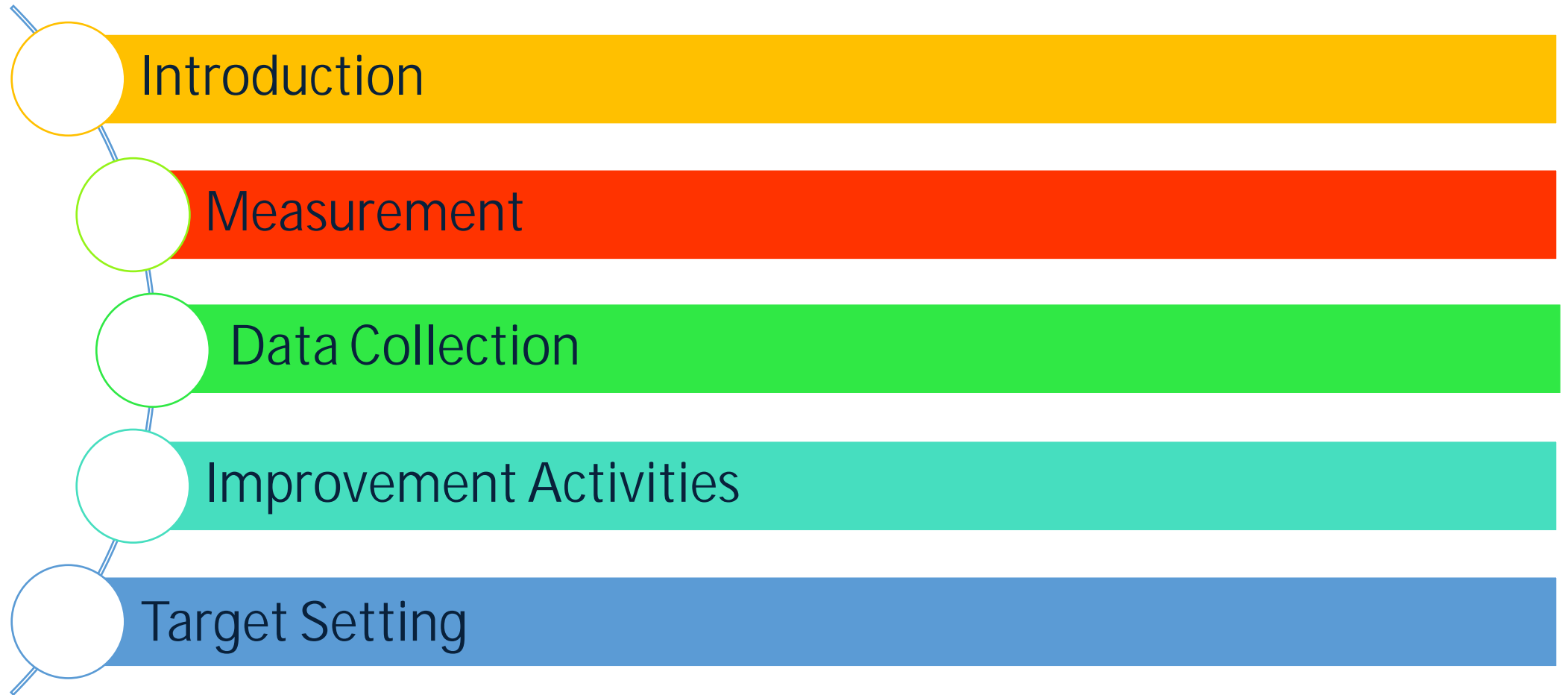
Individuals with Disabilities
Education Act (IDEA)



General Overall Presentation– 2021; Indicator 14: Post-School Outcomes–2021



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

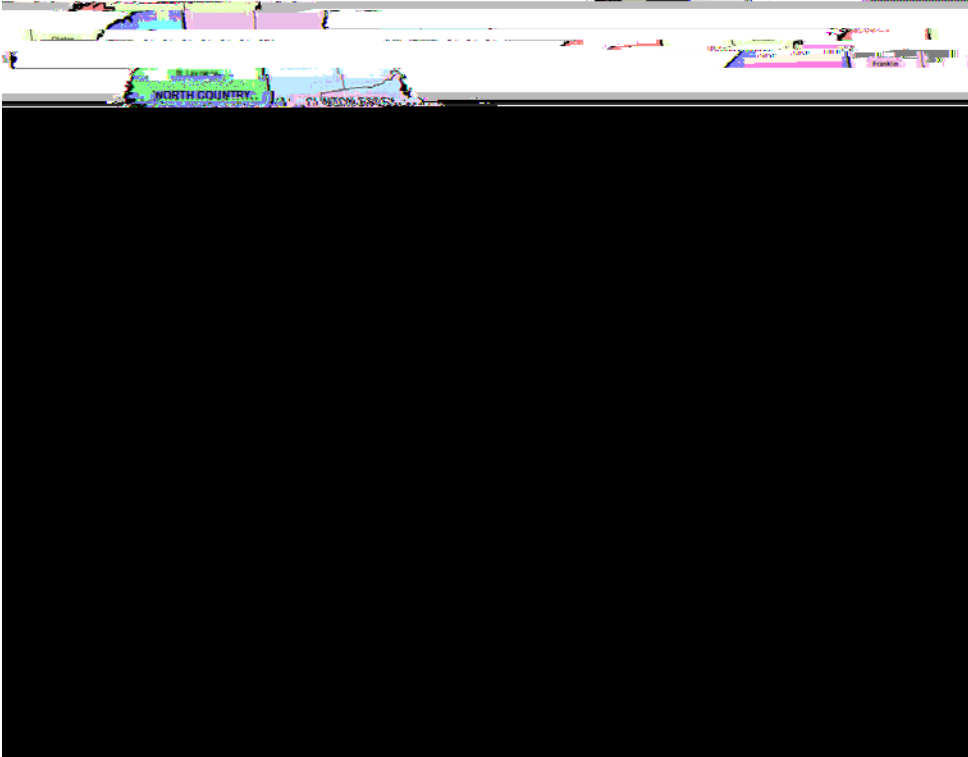


Explanation of Indicator 14 FFY Data in the Annual Performance Report (APR)



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



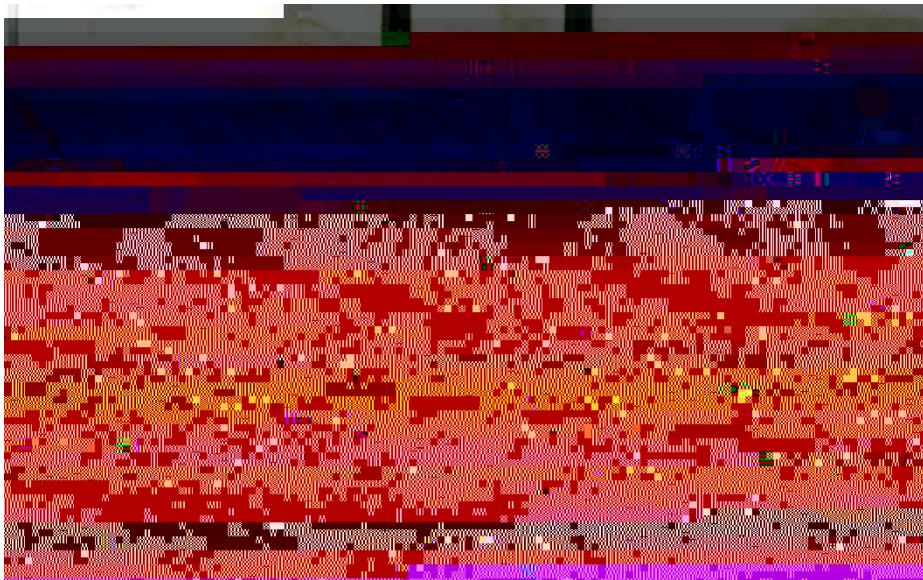
f 14C= Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

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.

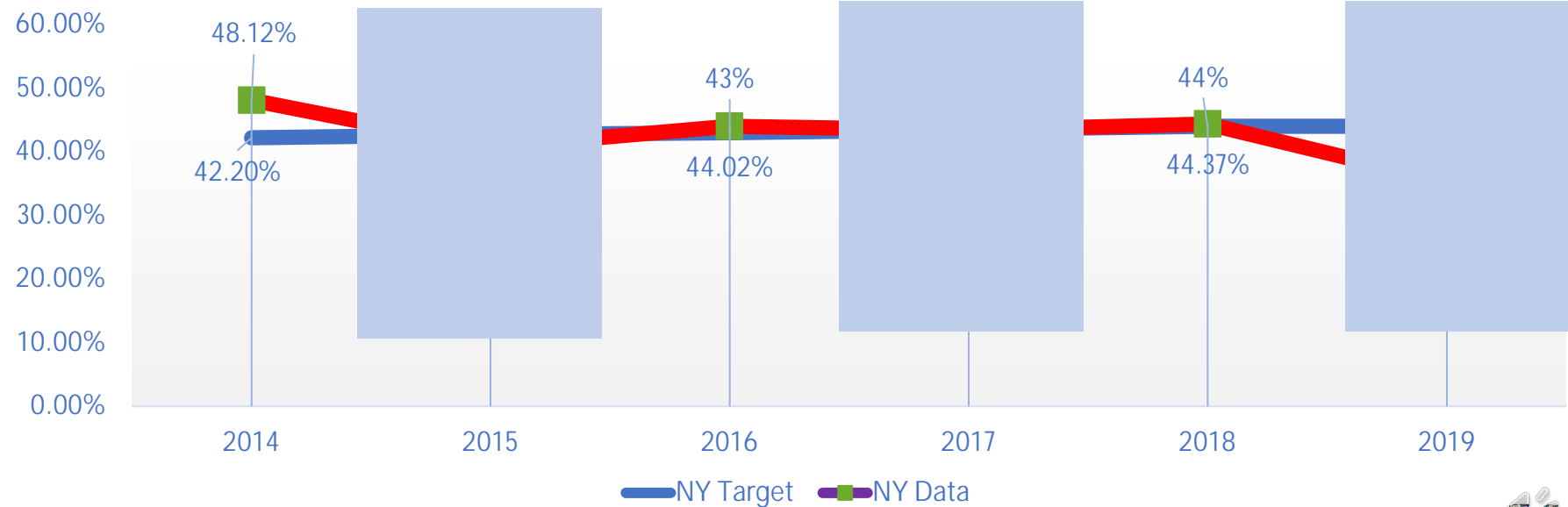


Understand current information and trend data

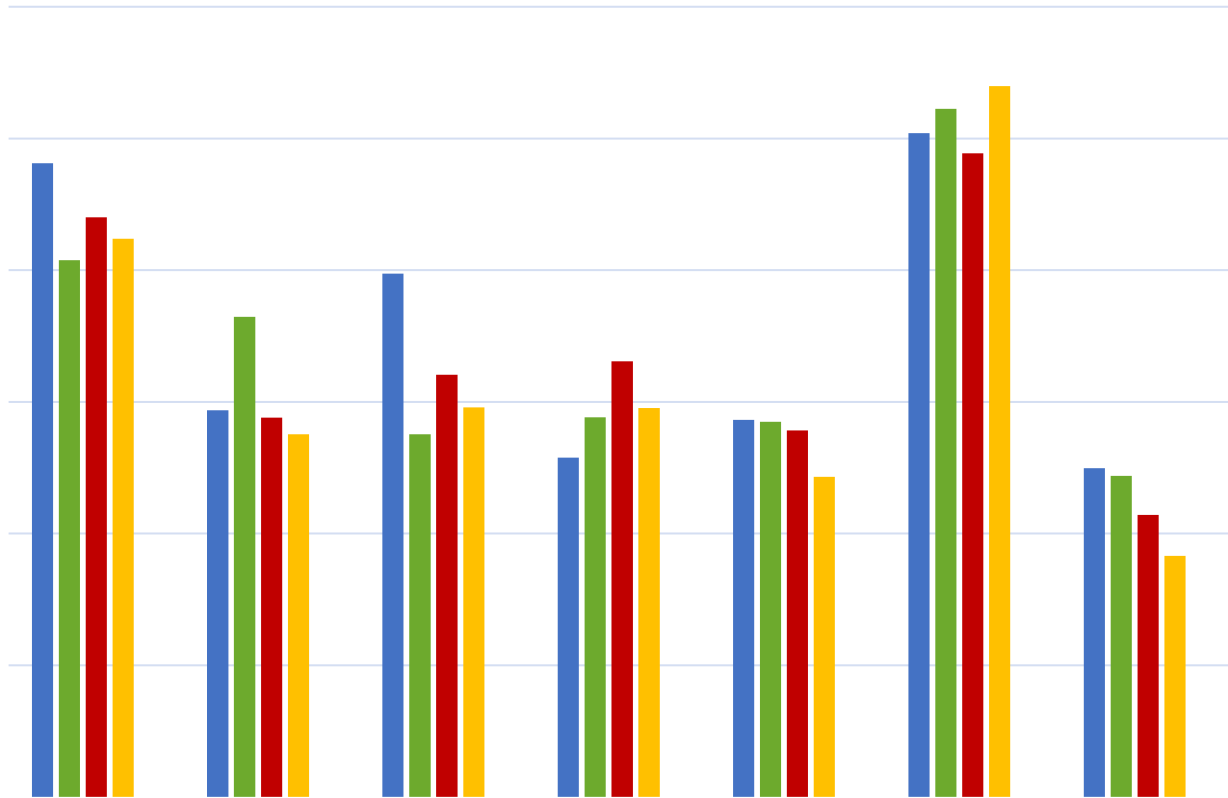
New York State 14A



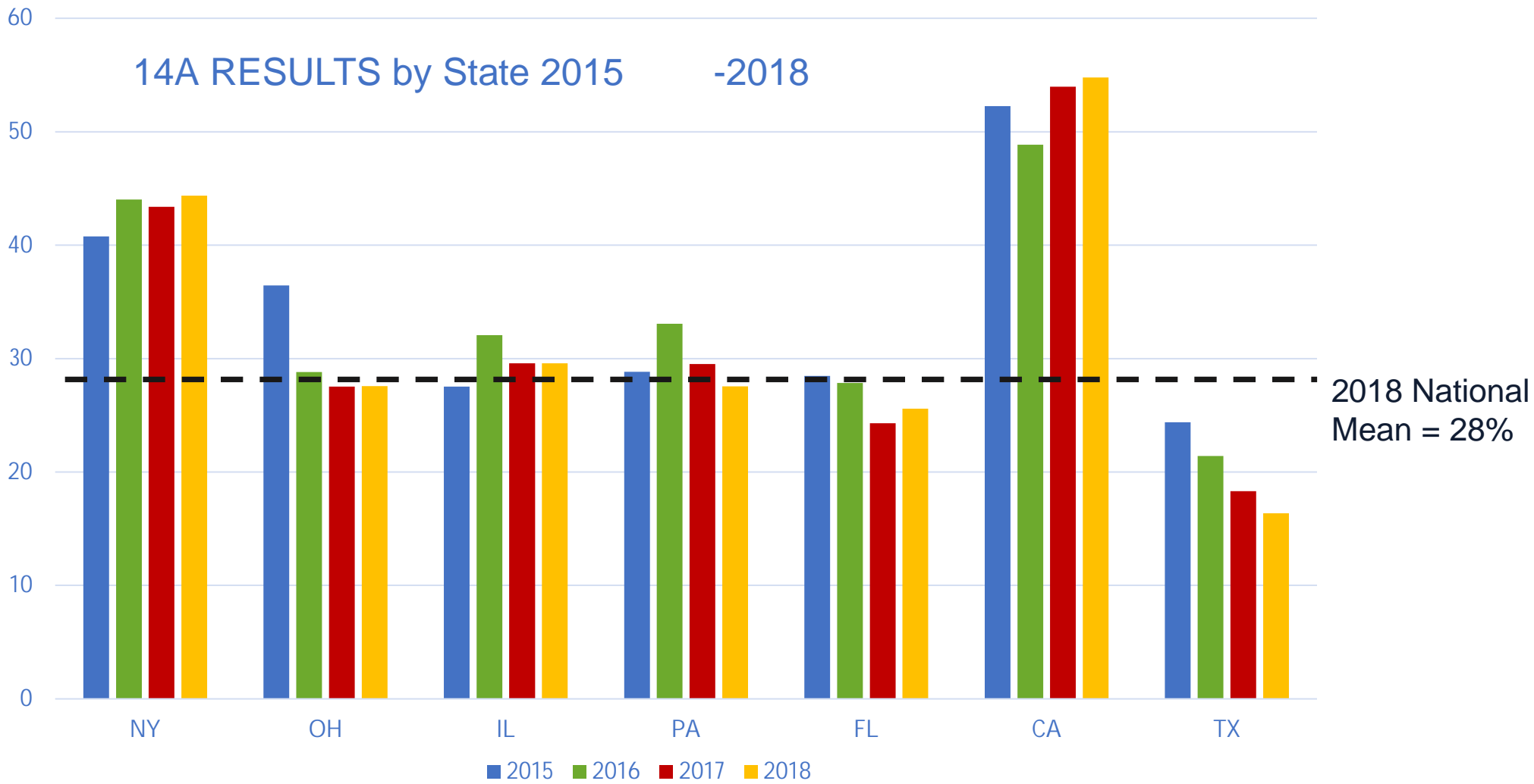
Measure	Baseline 2009	FFY	2014	2015	2016	2017	2018	2019
A	43.00%	Target >=	42.20%	42.70%	43.00%	43.50%	44.00%	44.00%
		Data	48.12%	40.77%	44.02%	43.39%	44.37%	35.30%



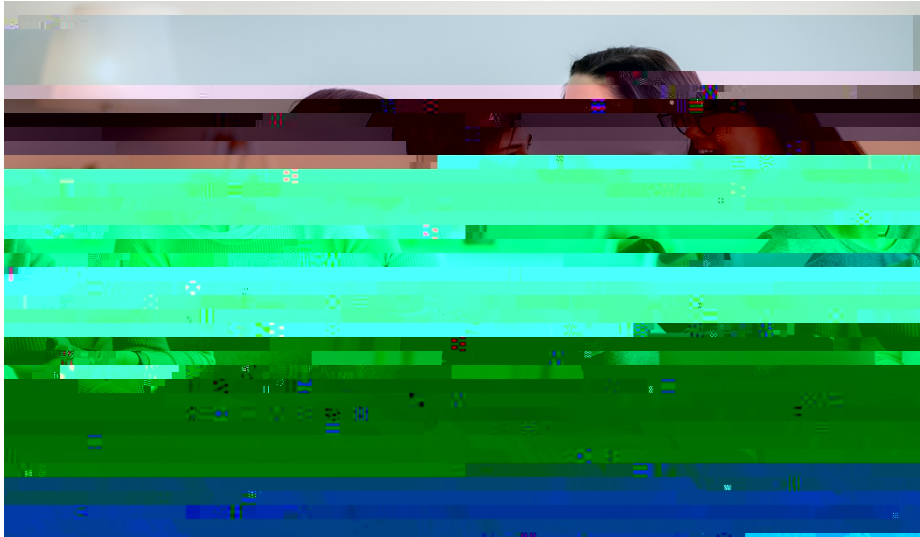
Results: NYS and National Trends 14A



National Mean: NYS and National Trends 14A



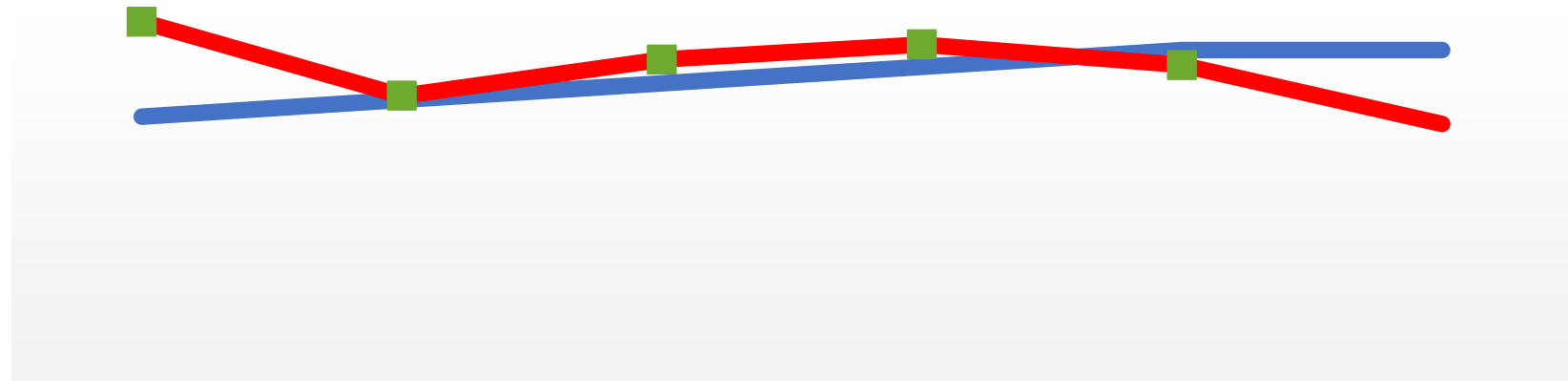
Stakeholder Discussion 14A



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

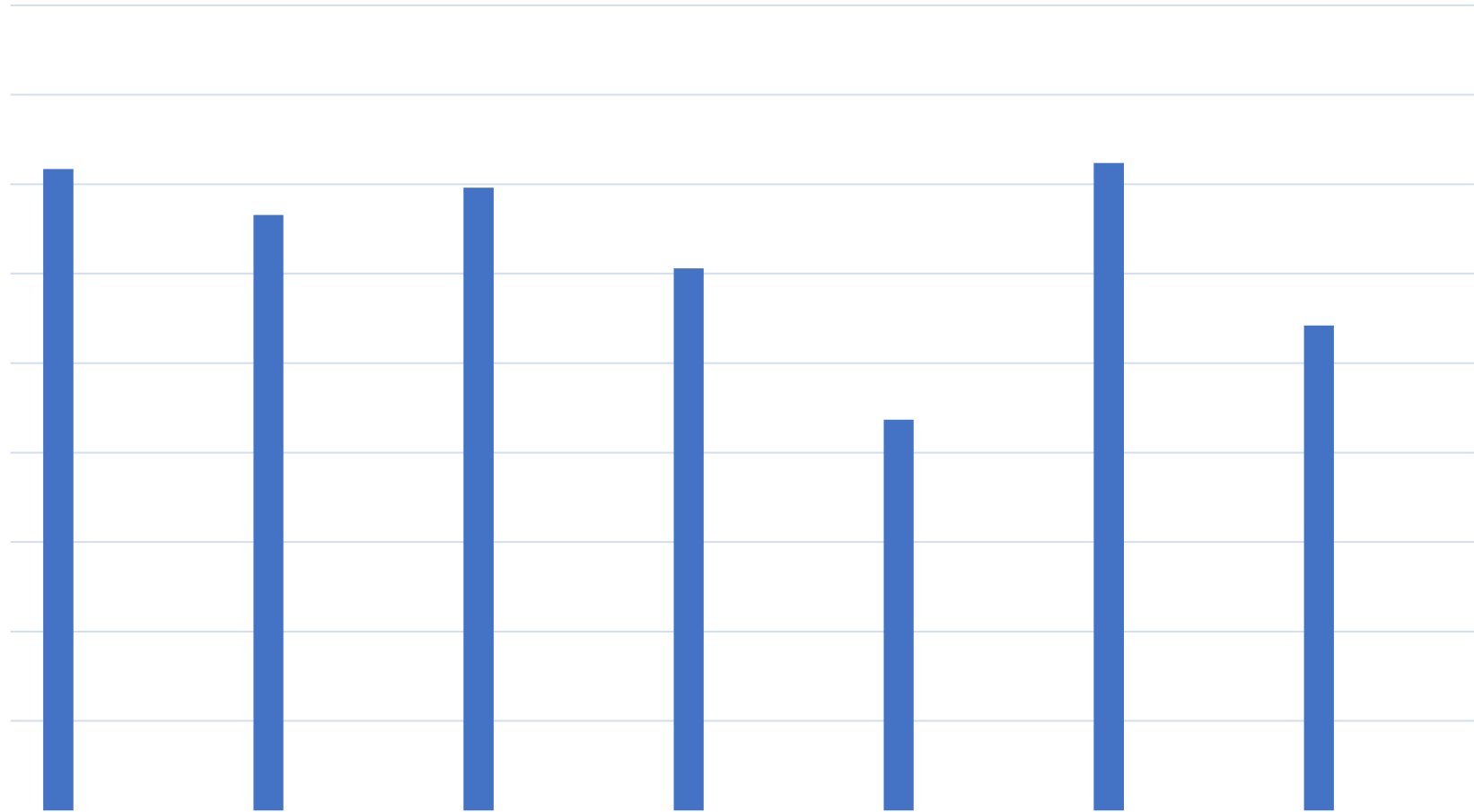


Understand current information and trend data New York State 14B





National Mean: NYS and National Trends 14B



Stakeholder Discussion 14B

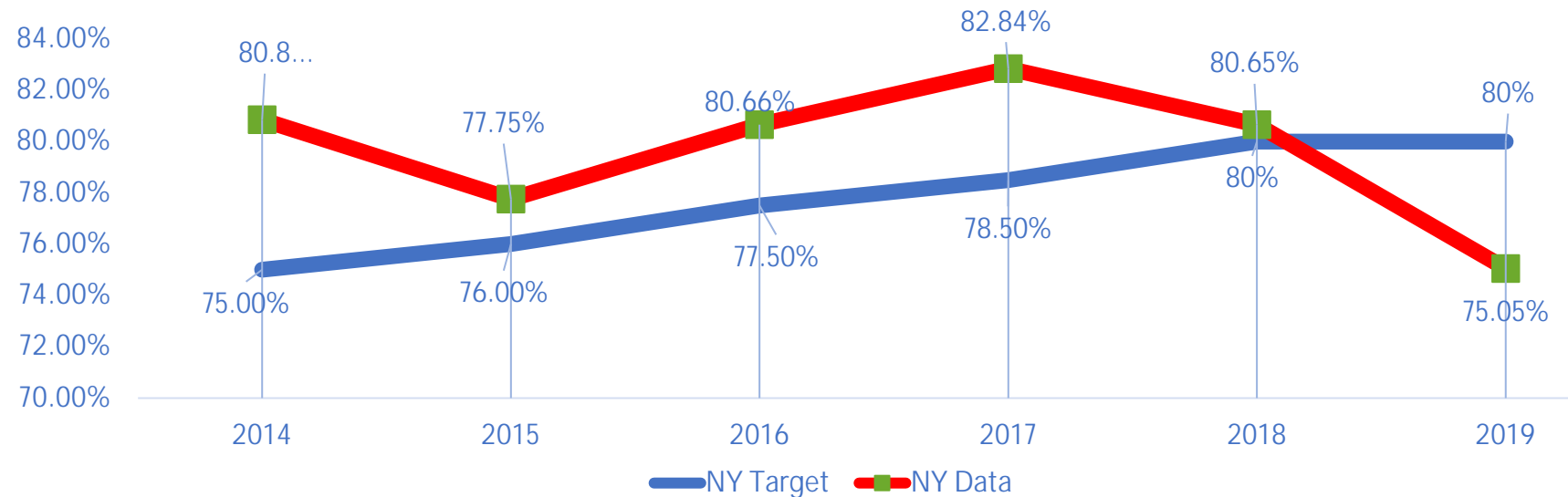


Understand current information and trend data

New York State 14C

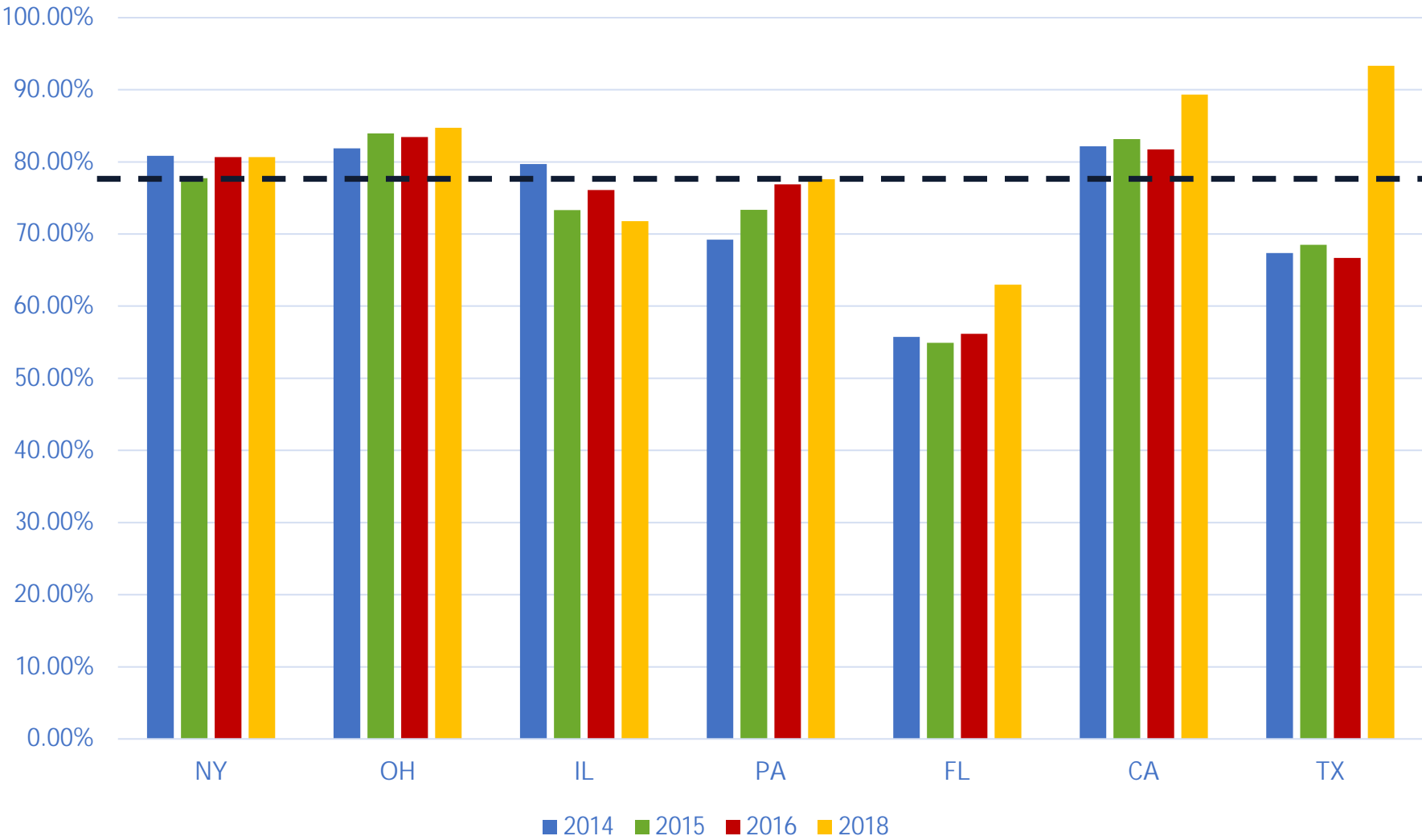


Measure	Baseline 2009	FFY	2014	2015	2016	2017	2018	2019
C	77.00%	Target >=	75.00%	76.00%	77.50%	78.50%	80.00%	80.00%
		Data	80.85%	77.75%	80.66%	82.84%	80.65%	75.05%

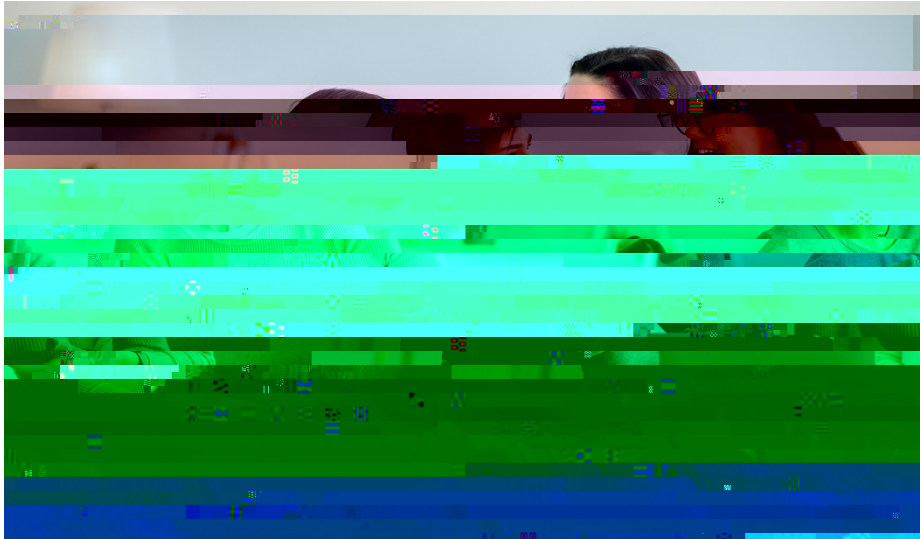




National Mean: NYS and National Trends 14C



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?



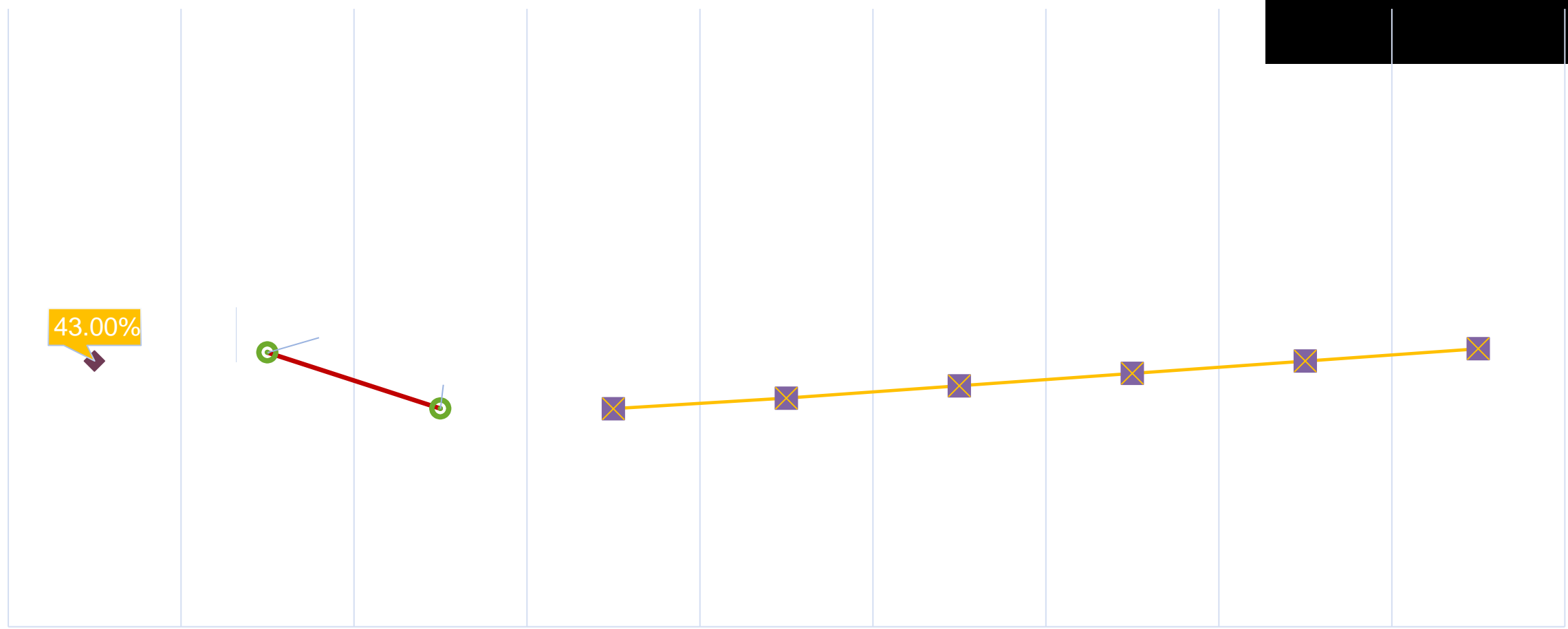
Target Setting: Effects of COVID-19



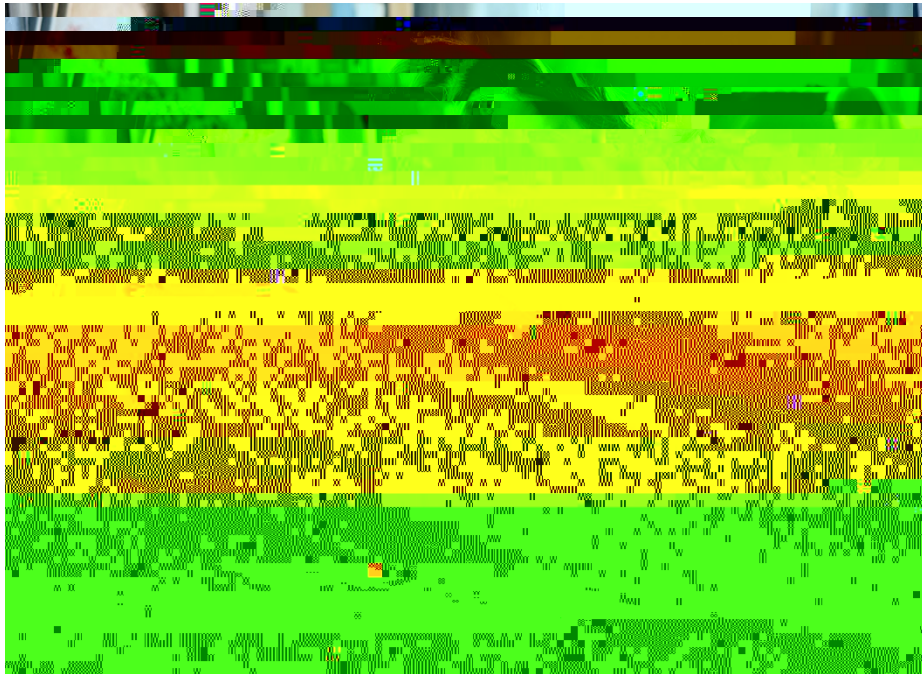
f The COVID-19 pandemic has significantly impacted students with

Review proposed SPP Indicator 14 targets





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

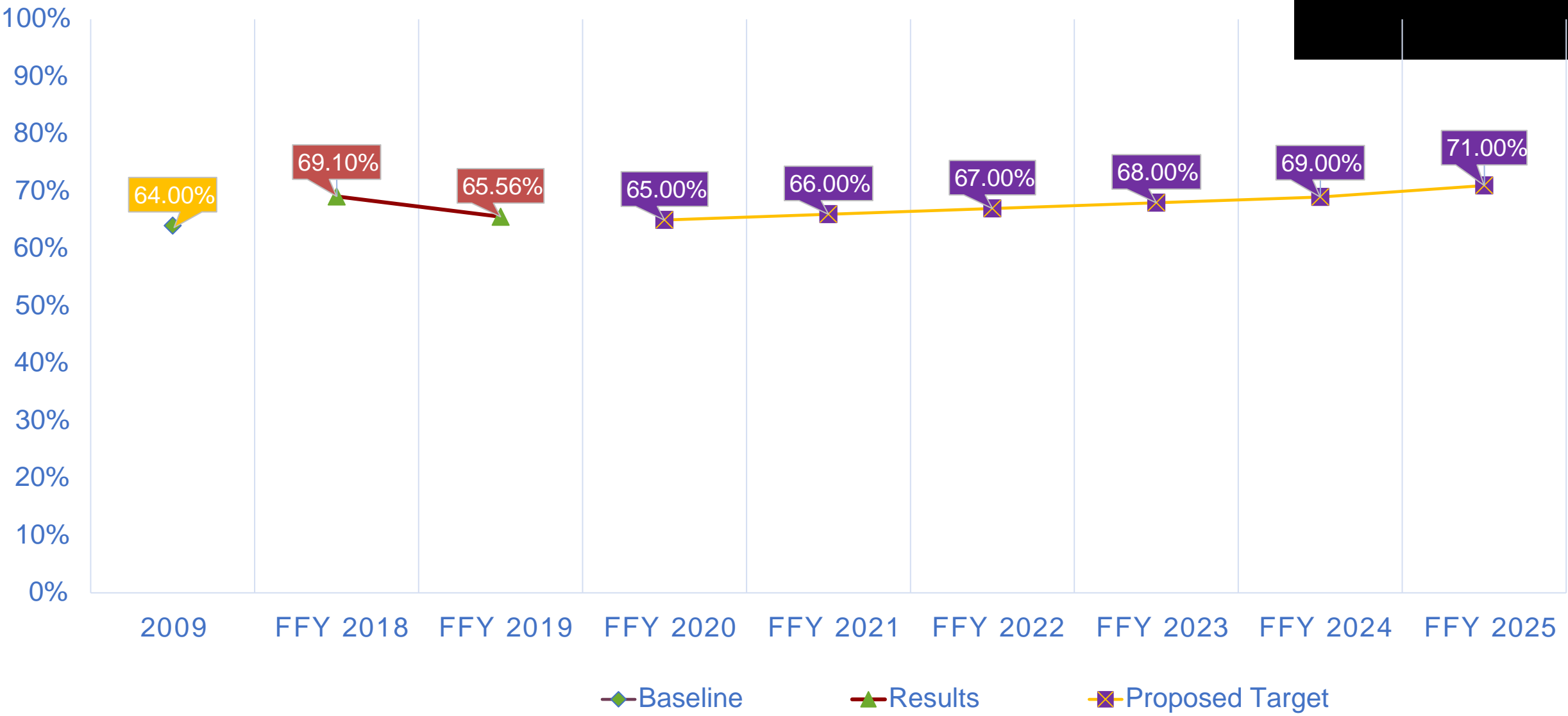


Do you believe that the proposed targets are:

- 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"





