

NY
Part B

FFY2016
State Performance Plan /
Annual Performance Report

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General Supervision System:

The systems that are in place to ensure that IDEA Part B requirements are met, e.g., monitoring, dispute resolution, etc.

The New York State Education Department (NYSED) provides general supervisory oversight of special education programs and services through various approaches including data collection and review, fiscal monitoring, self-reviews, on-site monitoring reviews, desk audits, State complaints and impartial hearing decisions. Various monitoring protocols are used to conduct both self reviews and on-site reviews of the special education programs provided by public school districts, Boards of Cooperative Educational Services (BOCES), approved private day and residential schools, State-supported and State-operated schools, other State agency educational programs, correctional facilities, and approved preschool programs. Districts and programs are selected for on-site reviews based on a variety of information, including but not limited to, State Performance Plan (SPP) data related to graduation rates, drop out rates and performance on elementary and middle level English language arts (ELA) and mathematics State assessments and the number of founded State complaints during the last three years. Information from regional partners (e.g., technical assistance providers, District Superintendents and leadership in the Big 5 City School Districts) is also considered in the selection of schools and programs to be reviewed. NYSED's Special Education Quality Assurance (SEQA) Unit (five regional offices) coordinates the monitoring review process and also provides technical assistance to parents, school district personnel, and private providers. Selected SEQA Regional Associates are also assigned as State complaint investigators.

NYSED uses a data based computer system, Comprehensive Special Education Information System (CSEIS), to track all monitoring reviews conducted by each Regional Office across the State. Each review is individually logged as soon as selections are made and data is entered at all critical stages (date of initiation, final report issued, compliance issues identified, compliance assurance plans and due dates, status of each issue, date of corrective action(s), date of resolution, etc). Regional Office supervisors use a variety of means to monitor timelines (internal logs, CSEIS, status reports). NYSED also uses CSEIS to track all written signed complaints.

Special Education mediation, by State law, is conducted by regional community dispute resolution centers. Through contract with the New York State Dispute Resolution Association, NYSED ensures data collection, recruitment and training of special education mediators and that mediation is a cost to the State, and not to families or schools.

NYSED has a two tier due process system with independent hearing officers at Tier 1 and a State Review Office at Tier 2. For Tier 1, NYSED has regulatory procedures for conducting hearings and appeals, and it certifies, trains and investigates complaints against impartial hearing officers. NYSED monitors timeliness of impartial hearing decisions through the data-based Impartial Hearing Reporting System (IHRS) and has recently revised its internal procedures and shortened timelines in the IHRS in an effort to improve timeliness of impartial hearings. NYSED is initiating an independent study of impartial hearing procedures and practices in select districts to identify and address issues impacting timeliness of hearings. The Office of State Review within NYSED is responsible to hear appeals of decisions of the impartial hearing officers.

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Technical Assistance System:

The mechanisms that the State has in place to ensure the timely delivery of high quality, evidenced based technical assistance and support to LEAs.

NYSED Office of Special Education Policy, Preschool, Due Process, Program Development and SEQA staff provide ongoing technical assistance to parents, school personnel and others. The Office ensures State laws and regulations are consistent with federal requirements and that policy guidance documents are developed and disseminated and these documents serve to ensure consistency in guidance. NYSED's Blueprint for Improved Results for Students with Disabilities (<http://www.p12.nysed.gov/specialed/publications>)

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[/2015-memos/blueprint-for-improved-results-for-students-with-disabilities.html](#)), developed in consultation with stakeholders, is a State-wide framework of expectations for administrators, policy makers and practitioners to improve instruction and results for students with disabilities. Focused on seven research and evidence-based principles, this Blueprint guides NYSED in its work specific to policy and professional development priorities and initiatives and is used by our funded technical assistance networks in their work with districts, students and families.

NYSED's largest investment of IDEA funds support 10 Regional Special Education Technical Assistance Support Centers (RSE-TASC) . RSE-TASCs are staffed with teams of highly trained special education specialists, which include special education school improvement specialists, behavior specialists, regional special education trainers, nondistrict specialists, bilingual special education specialists and transition specialists, who provide regional training and embedded professional development to school personnel on research based instructional strategies, particularly in the areas of literacy, behavior, and specially designed instruction and individualized education program (IEP) development to support students with disabilities in participating and progressing in the curriculum to meet the New York State (NYS) Learning Standards. NYSED has provided ongoing professional development to the RSE-TASC specialists on research-based instructional practices for students with disabilities. RSE-TASC school improvement specialists participate in the reviews of low performing schools identified based on results for students with disabilities and use research-based tools to guide instructional improvements. Through a regional planning process, which includes participation from RSE-TASC representatives, supervisors from NYSED's SEQA Offices and District Superintendents, the resources of each RSE-TASC are deployed. NYSED's direct engagement with multiple federally funded technical assistance centers has increased significantly this year. Areas of focus include due process impartial hearings; compliance monitoring; implementation science; and data driven decision making.

NYSED is actively participating in biweekly calls with Office of Special Education Program staff to obtain technical assistance and guidance to improve results for students with disabilities. NYSED is working closely with several national technical assistance centers, including the National Center for Systemic Improvement (NCSI), the IDEA Data Center, and the Center for IDEA Fiscal Reporting (CIFR) to obtain technical assistance specific to areas of identified need. Both NCSI and IDC have come to New York multiple times to assist in facilitation of stakeholder meetings and data analysis specific to the State Systemic Improvement Plan (SSIP) and disproportionality. NYSED staff participate in frequent NYS specific conference calls with each of these centers to obtain technical assistance on improving outcomes specific to participation in State assessments, suspension disproportionality and early childhood transition. NYSED staff have also worked very closely with CIFR to obtain technical assistance necessary to address fiscal issues.

NYSED provides a comprehensive array of other professional development and technical assistance resources. These include, but are not limited to:

[Accessible Instructional Materials \(AIM\)](#) - IDEA requires school districts to provide accessible versions of instructional materials to students who are blind or otherwise unable to use printed materials.

[Center for Autism and Related Disabilities \(CARD\)](#) provides evidence-based training and support to families and professionals, and through ongoing research, contributes knowledge to the field of autism spectrum disorders.

[Positive Behavioral Interventions and Supports \(PBIS\) Technical Assistance Center \(TAC\)](#) provides high quality training, technical assistance and support to the NYS RSE-TASC Behavioral Specialists and other Office of Special Education providers.

[Intensive Teacher Institute in Bilingual Special Education \(ITI-BSE\)](#) was created to assist with the shortage of certified bilingual and English as a second language (ESL) special education teachers, bilingual teachers of the speech and hearing handicapped, and bilingual pupil personnel professionals. This State-funded program provides tuition assistance for fifteen credits of specialized coursework and facilitates the bilingual certification process for these professionals who are currently working in NYS public schools or approved preschools.

[New York City Preschool Bilingual/ESL Technical Assistance Center](#) - The purpose of the Bilingual/ESL Preschool TAC is to increase the capacity of section 4410 preschools located in New York City to serve preschool students with disabilities with limited English proficiency by providing services in the following two areas: training and referrals to ITI-BSE.

[Speech-Language and Bilingual Speech-Language Personnel Development Technical Assistance Center \(SLPD-TAC\)](#) - provides online coursework and other supports needed to obtain initial or professional certification in teaching students with speech and language disabilities and licensure in Speech-Language Pathology for individuals who are committed to work in New York City Public Schools.

[Technical Assistance Center on Disproportionality \(TACD\) at New York University](#) - TACD's work includes building the capacity of regions and districts in understanding the root cause and systemically addressing the disproportionate assignment of various subgroups in special education to develop, implement, and assess a process of providing comprehensive technical assistance and professional development trainings to NYS school districts that are addressing issues of disproportionality.

[Early Childhood Direction Centers](#) (ECDs) provide information about programs and services for young children, ages birth through five, who have physical, mental, or emotional disabilities and help families obtain services for their children.

[Impartial Hearing Officers](#) - NYSED and Special Education Solutions, L.L.C., have partnered to provide the training and resources needed to serve as a Special Education Impartial Hearing Officer.

[Mediation Services for Special Education](#) - The New York State Dispute Resolution Association (NYSRA), under a contract with the Office of Special Education, provides special education mediation for parents and school districts throughout NYS.

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[Special Education Parent Centers](#) - These 14 regional centers provide parents of children with disabilities with information, resources, and strategies to communicate effectively and work collaboratively with schools and stakeholders to advocate and actively participate in their children’s education program.

[Response to Intervention \(Rtl\)- Technical Assistance Center](#) supports capacity-building efforts of NYS schools to implement proven and promising practices within a Rtl model and provides indirect technical assistance and professional development to NYS schools on Rtl-related topics.

[Response to Intervention Personnel Development Project](#) includes four regional professional development teams supporting the development of Rtl in approximately 200 schools across the State.

[Transition Services Professional Development Support Center](#) provides a web-based resource for transition services and planning for all school districts, as well as training for NYSED’s RSE-TASC transition specialists.

[Intensive Teacher Institute for Teachers of the Blind and Visually Impaired](#) (ITI-TVI) is designed to provide tuition assistance to students and teachers interested in becoming TVIs, to address the shortage across the State, and who are willing to serve as TVIs in NYS for two years following completion of the program.

To ensure that support to LEAs is timely, of high quality and is based on evidence-based practices, NYSED’s Office of Special Education has developed research-based tools to guide our work (for examples see Quality Indicator Review and Resource Guides at <http://www.p12.nysed.gov/specialed/techassist/QIcover.htm>; Explicit and Specially Designed Instructional Walk Through Tool at <http://www.p12.nysed.gov/specialed/spp/Walkthroughtool-LAPSelfReview.pdf> and Diagnostic Tool of School District Effectiveness (DTSDE) at <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html>).

NYSED ensures its technical assistance providers receive high quality ongoing professional development through three funded technical assistance centers:

- Transition Services Professional Development Support Center <http://www.p12.nysed.gov/specialed/techassist/announcePDSC.htm>
- New York State PBIS Technical Assistance Center <http://nyspbis.org/>
- Professional Learning Center (RSE-TASC PLC) <http://www.nys-rse-tasc.com/>

These TACs meet periodically throughout the year with NYSED staff to share evidence-based practices and results and review current policy.

The deployment of technical assistance resources is determined annually through a regional planning process to ensure coordination and best uses of our resources. Current year data is considered in selecting LEAs where our resources would be best targeted.

In addition to State IDEA-funded technical assistance centers, NYSED established a Network Team structure, supported by ongoing professional development by NYSED, to assist districts and schools to implement the NYS Learning Standards with fidelity in all classrooms across the State. Network Teams generally consist of three persons with expertise in curriculum, data analysis, and instruction that serve approximately 25 schools. The purpose of the Network Teams is to work directly with educators in schools to deliver sustained, intensive professional development, which includes strategies for English Language Learners and students with disabilities; to support implementation of new standards, curriculum and assessments; and provide comprehensive, ongoing support. The Network Teams:

- Assist schools in implementing the NYS Learning Standards and aligning instruction to the new standards and curricula.
- Provide schools with support in adopting or adapting Pre-K – Grade 2 ELA curriculum and Grade 3-12 curriculum modules in ELA and Pre-K - Grade 12 curriculum modules in Mathematics.
- Support schools in implementing the State’s comprehensive assessment program and adapting to more rigorous performance-based assessments.
- Support school-based inquiry teams to analyze student performance data (both quantitative and qualitative) and make adjustments to instructional practices.
- Support schools and districts in the implementation of evidence-based observations and the Annual Professional Performance Review.
- Support reviews of persistently lowest-achieving schools.
- Facilitate professional development to support the implementation of the turnaround plan.

Technical Assistance Sources and Actions

In its June 28, 2017 Determination Letter to the State, OSEP required the State to report on the technical assistance sources from which the State received assistance and the actions the State took as a result of that technical assistance.

Technical Assistance	Outcome/Actions Taken
English Language Learners Alliance documents: • “Patterns of English Learner Student Reclassification Over	Informed the work of RSE-TASC Bilingual Specialists in providing professional development to NYS school districts.

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Technical Assistance	Outcome/Actions Taken
<p>Time: Evidence from New York City Schools” – Michael Kieffer</p> <p>· “Home Language Survey Data Quality Self-Assessment Tool” – Susan Henry</p>	
<p>US Departments of Education and Justice – Joint Guidance to Ensure English Learner Students Have Equal Access to High-Quality Education;</p> <p>US Department of Education – English Learners Tool Kit</p>	<p>Informed work of RSE-TASC Bilingual Specialists in providing guidance to school districts.</p>
<p>National Center on Education Outcomes</p>	<p>Informed updates to guidance on testing accommodations for students with disabilities.</p>
<p>REL Northeast and Islands (Regional Educational Laboratory Program)</p>	<p>Used to increase knowledge about research-based practices, which were incorporated into trainings for administrators and teachers.</p>
<p>National Education Technology Plan, USDOE Office of Educational Technology</p>	<p>Informed collaboration with NYSED’s Office of Education Technology and Design on incorporating the needs of students with disabilities in technology plans submitted to NYS by each LEA.</p>
<p>Center on Technology and Disability</p>	<p>Used in developing a training to explore audio and visual materials that provide multiple means of engagement and promote Universal Design for Learning (UDL) in classrooms.</p>
<p>Effective Literacy Instruction for ELLs with Disabilities</p>	<p>Used in developing a training module to be used by the RSE-TASC across the State.</p>
<p>National Center on Improving Literacy</p>	<p>Used in the development of literacy quality indicators.</p>
<p>National Center of Response to Intervention</p>	<p>Informed the work of the Regional Special Education Training Specialists.</p>
<p>National Center for Learning Disabilities</p>	
<p>National Center on Deaf-Blindness</p>	<p>Resources shared with the NYS School for the Deaf.</p>
<p>National Deaf Center on Postsecondary Outcomes</p>	
<p>National Center on Learning Disabilities - Understood.org</p>	<p>Informed planning related to future initiatives for students with learning disabilities.</p>

Technical Assistance	Outcome/Actions Taken
<p>IDEAS that Work</p>	<p>Toolkit on UDL used to update training module on specially designed instruction.</p> <p>Accommodations Manual - "How to Select, Administer and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities", used to inform trainings and shared as a resource with districts.</p>
<p>Center for Parent Information and Resources</p>	<p>Student-Lead IEPs webinar used to inform Student-Directed IEP training series for districts.</p>
<p>Privacy Technical Assistance Center (PTAC) - http://ptac.ed.gov</p>	<p>Informed guidance and technical assistance to the field.</p>
<p>National Association for the Education of Homeless Children and Youth (NAEHCY) - http://www.naehcy.org/</p>	
<p>National Center for Education Statistics - https://nces.ed.gov/</p>	
<p>United States Department of Education website</p> <ul style="list-style-type: none"> • Parent and Educator Resource Guide to Section 504 in Public and Elementary and Secondary Schools • Questions and Answers on U.S. Supreme Court Case Decision: Endrew F. v. Douglas County School District • Questions and Answers on Report Cards and Transcripts for Students with Disabilities Attending Public Schools 	<ul style="list-style-type: none"> • Used to inform content within regional trainings around parent engagement in PBIS, Functional Behavioral Assessment and Behavioral Intervention Plan, and Universal Systems in Early Childhood Education. • Shared with districts, discussed at chairpersons' meetings, and referenced in IEP trainings. • Used to stay current on Free Appropriate Public Education and in trainings. • Referenced to answer district questions.
<p>What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/)</p>	<p>Reviewed Practice Guides and What Works to inform best practices and research evidence based practices in specially designed instruction. Used Intervention Reports, Practice Guides and Intervention Reviews to inform work and training, and to provide as a resource to schools/districts.</p>
<p>National Comprehensive Center for Teacher Quality (TQ Center)</p>	<p>Reviewed checklists and resources for Quality Indicators or "Look Fors" of classroom/behavior management, UDL, and inclusive services.</p>
<p>Vocational Rehabilitation Technical Assistance Center for Youth with Disabilities (VRTAC-Y)</p>	<p>Informed updates on regional trainings and technical assistance provided to districts and county specific transition council meetings.</p>
<p>A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities</p>	<p>Informed the work of the Transition Specialists.</p>

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Technical Assistance	Outcome/Actions Taken
National Collaborative on Workforce and Disability for Youth (NCWD)	Informed updates on regional trainings and TA provided to districts and county specific transition council meetings.
National Secondary Transition Technical Assistance Centers (NSTTAC)	<p>Used to inform training of RSE-TASC Transition Specialists to recognize and build effective practices around transition.</p> <p>“Speak Out, Listen Up! Including Student Voice in School Improvement” – used to inform the work of our Youth Advisory Panel.</p> <p>“Determined to Succeed: Preparing for Postsecondary Education and Employment” – advising the work of the Postsecondary Education Advisory Committee.</p>
National Technical Assistance Center for Transition (NTACT)	<p>Resources used to inform training of RSE-TASC Transition Specialists to recognize and build effective practices around transition.</p> <ul style="list-style-type: none"> • NTACT Evaluation Toolkit • Effective Practices Matrix • Indicator 13 Checklist • Transition Assessment Guide • Taxonomy for Transition Programming 2.0 • Research to Practice Guides
National Post School Outcomes Center	Technical assistance on "The College and Career Readiness and Success Organizer" used to inform work of RSE-TASC Transition Specialists and NYS Special Education Parent Centers to recognize and build effective practices around transition.
IDEA Partnership National Secondary Transition Community of Practice	Monthly meetings informed work of the State on best practices in transition.
Pacer Center	Informed the work of the Transition Specialists and the Parent Centers.
Workforce Innovation Technical Assistance Center (WINTAC)	Informed the work of the Transition Specialists.
Job Accommodations Network	
National Center for Education Research (NCER)	

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Technical Assistance	Outcome/Actions Taken
Collaboration for Effective Educator Development Accountability and Reform (CEEDAR)	Resources used by RSE-TASC Transition Specialists informed development of trainings, tools and self-assessments for schools/districts, Indicator 13 guidance materials, RSE-TASC newsletter articles and School Tools.
College and Career Readiness Center (CCRC)	Resources used by RSE-TASC Transition Specialists informed development of trainings, tools and self-assessments for schools/districts, Indicator 13 guidance materials, RSE-TASC newsletter articles and School Tools.
Youth.gov	Informed updates on regional trainings and technical assistance provided to districts and county specific transition council meetings.
The IRIS Center	Use of research briefs and modules informed training developed by the RSE-TASC Regional Special Education Training Specialists and the Special Education Parent Centers.
National Drop Out Prevention Center for Students with Disabilities	Used to inform training of RSE-TASC Transition Specialists to recognize and build effective practices around transition.
Accessible Education Materials Center (AEM)	Utilized resources to conduct trainings around State and develop new information on Accessible Instructional Materials.
State Implementation and Scaling-Up of Evidence-based Practices (SISEP)	Resources and materials for NYSED staff and RSE-TASC Coordinators informed the work of the RSE-TASC network and other NYS special education technical assistance centers.
National Center for Intensive Interventions	Resources informed the work of RSE-TASC Behavior Specialists and Nondistrict Specialists.
National Implementation Research Network (NIRN)	Information and resources used by NYSED staff and RSE-TASC specialists in understanding and utilizing best practices in implementation science.
School-wide Integrated Framework for Transformation (SWIFT)	Resources used to inform development of the SSIP implementation plan. Reviewed SWIFT Guide for equity-based Multi-Tier System of Supports.
The Language and Literacy Collaborative NING - https://ncsi-literacy.ning.com	Review of resources related to literacy informed SSIP. Reviewed SSIP models from other states.

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Technical Assistance	Outcome/Actions Taken
Center on Standards and Assessment Implementation (CSAI)	Reviewed written policies of states that have launched MTSS initiatives and "peer reviews" of states' plans.
SIG Network	Used resources to inform planning of SPDG, alignment of SPDG/SSIP.
Interagency Councils and State Advisory Panels	<p>Informed work of Commissioner's Advisory Panel for Special Education (State Advisory Panel).</p> <p>Information shared with State Advisory Panel, particularly on the development of the State Systemic Improvement Plan (SSIP) and GRADS 360.</p>
OSEP Monthly Calls	Staff regularly participated in monthly technical assistance calls hosted by OSEP. Used the information to ensure appropriate development and submission of the Annual Performance Report and development of the SSIP.
2017 OSEP Leadership Conference - July 17-19, 2017, Arlington, VA	Informed the work of the Office of Special Education.
OSEP Project Directors' Virtual Conference	NYSED staff and Special Education Parent Center staff participated to understand current best practices to improve outcomes for students with disabilities.
Center for Applied Special Technology	Webinars and materials informed understanding and best practices in universal design for learning, including information on selection of assistive technology to improve outcomes for students with disabilities.
Parent Center Hub (http://www.parentcenterhub.org/)	Resources used to support professional development and training for NYS Special Education Parent Centers.
Parent Technical Assistance Center	Used in developing training and materials on transition and post-secondary outcomes for students with disabilities and ELLs.
National RAISE Center: Resources for Access, Independence, Self-Advocacy and Employment	Resources and materials informed the work of the RSE-TASC Transition Specialists and the Special Education Parent Centers.
Regional Educational Laboratory (REL) - National Center for Education Evaluation and Regional Assistance	Resources and materials informed the work of the Special Education Parent Centers.

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Technical Assistance	Outcome/Actions Taken
National Center on Workforces and Disability	Resources informed the work of the Special Education Parent Centers and RSE-TASC Transition Specialists.
Technical Assistance Center for Social Emotional Intervention for Young Children (TACSEI)	Informed planning, handouts, and related topics for preschool trainings.
Center for Early Childhood Mental Health Consultation	Resources used for district trainings.
National Early Childhood Technical Assistance Center (NECTAC)	Participated in webinars and reviewed web resources to plan improvement activities to improve outcomes for preschool students with disabilities.
National Association for the Education of Young Children	Used to inform regional trainings around Developmentally Appropriate Practices in Preschool Education and Teaching Social-Emotional Skills in Early Childhood.
Early Childhood Personnel Center (ECPC)	Resources shared with districts.
Center for Enhancing Early Learning Outcomes (CEELO)	Website resources and materials informed work of NYS Early Childhood Direction Centers, RSE-TASC Preschool Behavior Specialists and NYSED's Early Childhood Blue Ribbon Committee.
Early Childhood Technical Assistance Center (http://ectacenter.org/)	Resources and webinars used by NYSED staff and NYS Early Childhood Direction Centers to improve outcomes for preschool students with disabilities.
Center on Social and Emotional Foundations for Early Learning	Training on Pyramid Model for RSE-TASC Behavior Specialists, NYSED staff and early childhood trainers throughout the State in order to implement the Pyramid Model framework in preschool programs.
Center for Alternative Dispute Resolution in Special Education (CADRE) Continued participation in Intensive Technical Assistance workgroup to develop IEP facilitation for NYS.	Benchmarking with other states and research, evidence based practices to enhance use of less adversarial dispute mechanisms such as IEP facilitation.
National Center for Systemic Improvement	Informed development of State Systemic Improvement Plan (SSIP); participated in the Cross-State Language and Literacy Collaborative. NCSI facilitated Leading by Convening processes to obtain stakeholder input on the SSIP.

Technical Assistance	Outcome/Actions Taken
<p>National Positive Behavioral Interventions and Supports TA Center</p>	<p>The NYS liaison from the National PBIS TA Center supports the NYS PBIS TAC, upon request, to provide information and technical assistance which informs or supports the implementation of PBIS in school districts across the State.</p> <p>The NYS PBIS TAC staff and RSE-TASC Behavior Specialists attend and participate in the Northeast PBIS Network Leadership Forum, sponsored annually by OSEP, to inform the professional development and technical assistance they provide to NYS schools in implementation of positive behavioral supports.</p>
<p>Professional development and technical assistance from Lucille Eber, pbis.org liaison for NYS on:</p> <ul style="list-style-type: none"> • Interconnected Systems Framework (ISF) • Wraparound as a Tier 3 Intervention • Tiered Fidelity Inventory (TFI) 	<p>Informed training of the RSE-TASC Behavior Specialists on effective practices in PBIS.</p>
<p>Northeast PBIS Advisory Group (NAG)</p>	<p>NYS PBIS TAC and NYSED staff participated in conference calls and meetings of this group to inform effective practices in PBIS.</p>
<p>Pbis.org national workgroup on Interconnected Systems Framework (ISF)</p>	<p>RSE-TASC Special Education School Improvement Specialists and Behavior Specialists are members of national workgroup on ISF.</p>
<p>PBISapps.org</p>	<p>Reviewed assessment tools and used to support schools in their use of School-wide Information System (behavior tracking) and Benchmarks of Quality/Self-Assessment Survey (fidelity tools for PBIS implementation).</p>
<p>Mid Atlantic Equity Center</p>	<p>Information source of culturally relevant and responsive practices.</p>
<p>DaSy – The Center for IDEA Early Childhood Data Systems EdFacts</p>	<p>Information used to ensure timely and accurate data collection and reporting.</p>
<p>Webinar - Success Gaps Toolkit 10/5/16</p>	
<p>Webinar - Graduation Data Study Webinar - 7/21/16</p>	

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Technical Assistance	Outcome/Actions Taken
<p>IDEA Data Center (IDC)</p>	<p>Professional development and technical assistance provided by Kellie Kim and Chris Thacker of IDC to assist internal workgroups within the Office of Special Education to analyze data in the areas of Suspension/Expulsion, Education Environments (children 6-21), Preschool Environments, Child Find, and Secondary Transition.</p> <p>Professional development and technical assistance provided by Nancy O'Hara and Tom Munk of IDC on the topic of significant disproportionality.</p>
<p>IDEA Data Center (IDC)'s Back to Basics Webinar Series:</p> <ul style="list-style-type: none"> • Suspension and Expulsion - What You Need to Know About Indicator B4 - 5/23/17 • Disproportionate Representation - What You Need to Know About Indicators B9 and B10 - 6/20/17 • Graduation and Drop Out Rates - What You Need to Know About Indicators B1 and B2 - 8/15/17 • Transition with IEP Goals and Postsecondary Outcomes - What You Need to Know About Indicators B13 and B14 - 9/19/17 • Assessment - What You Need to Know About Indicator B3 - 10/31/17 	<p>Used to inform the reporting of data in the State Performance Plan/Annual Performance Report</p>

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Professional Development System:
 The mechanisms the State has in place to ensure that service providers have the skills to effectively provide services that improve results for students with disabilities.

NYSED's professional development system overlaps with the information provided above under "Technical Assistance."

NYSED's technical assistance centers provide ongoing regional professional development to parents and schools to enhance parent participation in the special education process and to enhance the knowledge and skills of educators to improve results for students with disabilities. Following are examples of the various types of professional development available on an ongoing basis, and offered at the regional level throughout the State. Selected training programs are vetted by NYSED to ensure statewide consistency in the information provided.

Response to Intervention (see <http://www.nysrti.org/page/on-site-trainings/>), regional training, webinars, past regional training, archived webinars.

Positive Behavioral Interventions and Supports (PBIS) Regional Forums (www.nyspbis.org): "Strengthening Classroom Systems within the Context of PBIS - Using the Behavior Pathway as a Guide" are professional development workshops designed to inform schools about the use of the "behavior pathway" as a tool for understanding and managing behavior.

The Special Education Process for Principals is designed to deepen a school principal's understanding of the special education process. Key information regarding special education law and regulations is included to ensure each principal understands his or her

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role and responsibility in relation to the education of students with disabilities.

Transition Assessments to Inform the Development of the Individualized Education Program (IEP) provides school personnel with information on identification and selection of transition assessments and how information from such assessments relates directly to IEP development.

Accessible Instructional Materials (AIM) is designed to inform schools, students and families about AIM and provides in-depth information about what accessible instructional materials are, who can benefit from them, and how to get them.

Developing a Quality Individualized Education Program (IEP) provides in-depth information about the State's IEP form and IEP development.

Testing Accommodations provides detailed information about the decision-making process and types of testing accommodations.

Training of the Parent Member of the Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) provides the background and tools necessary to be an effective parent member of the CPSE/CSE, and assists in building an effective relationship between the parent member and other members of the Committee.

Committee on Preschool Special Education (CPSE) and Committee on Special Education (CSE) Chairperson Training is a multi-day training program for CPSE and CSE chairpersons with a best practices approach to the CPSE/CSE process and their role as a chairperson.

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Stakeholder Involvement: apply this to all Part B results indicators

The mechanism for soliciting broad stakeholder input on targets in the SPP, including revisions to targets.

Throughout the year, NYSED works with its Commissioner's Advisory Panel for Special Education (CAP), which is the IDEA State Advisory Panel, to review Annual Performance Report (APR) data results, obtain input on proposed targets and revisions to the SPP and discuss improvement activities. The Advisory Panel is continuously kept apprised regarding progress and issues reflected in the APR in order to obtain its insights and input in determining improvement strategies and need for revisions.

At its February 2017 meeting, staff met with CAP to discuss recommendations for revisions to the State Systemic Improvement Plan (SSIP) and to engage CAP in discussions on how to improve performance on specific SPP indicators.

Two meetings were held, in December 2016 and January 2017, with selected stakeholders from within and outside of NYSED to discuss possible revisions to the State Identified Measureable Result (SiMR) for New York's SSIP. These meetings were facilitated by NCSI using the Leading by Convening method for stakeholder engagement.

At other meetings throughout the year with the Youth Advisory Panel and technical assistance providers, including but not limited to the RSE-TASC, Special Education Parent Centers, and Early Childhood Direction Centers, the State shares APR outcomes on compliance and outcome indicators to discuss improvement strategies. The APR outcomes are also shared with the Board of Regents.

Attachments			
	File Name	Uploaded By	Uploaded Date
No APR attachments found.			

Reporting to the Public:

How and where the State reported to the public on the FFY 2015 performance of each LEA located in the State on the targets in the SPP/APR as soon as practicable, but no later than 120 days following the State's submission of its FFY 2015 APR, as required by 34 CFR §300.602(b)(1)(i)(A); and a description of where, on its Web site, a complete copy of the State's SPP, including any revision if the State has revised the SPP that it submitted with its FFY 2015 APR in 2017, is available.

Public Reports

As required under section 616 of IDEA, the State publicly reports annually on the performance of each LEA on indicators 1 through 14 against the State's targets. This report is found at <http://data.nysed.gov/lists.php?type=district>. Click on 2015-16 for last year's posted

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

data. District reports for 2016-17 will be posted as soon as possible following final submission of the SPP/APR, but no later than 120 days following the State's submission of its APR, as required by 34 CFR §300.602(b)(1)(i)(A).

The complete copy of the State Performance Plan can be found at www.p12.nysed.gov/specialed/spp/aprhome.html.

Attachments

File Name	Uploaded By	Uploaded Date
No APR attachments found.		

Actions required in FFY 2015 response

OSEP Response

The State's determinations for both 2016 and 2017 were Needs Assistance. Pursuant to section 616(e)(1) of the IDEA and 34 C.F.R. § 300.604(a), OSEP's June 28, 2017 determination letter informed the State that it must report with its FFY 2016 SPP/APR submission, due February 1, 2018, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance. The State provided the required information.

OSEP's April 28, 2017 fiscal monitoring letter informed the State that with its FFY 2016 APR, the State must provide evidence that it has implemented the procedures of evaluating each subrecipient risk of noncompliance and the fiscal subrecipient monitoring process. The State reported the required information and OSEP will provide a response under separate cover.

States were instructed to submit Phase III Year Two of the State Systemic Improvement Plan (SSIP) by April 2, 2018. The State provided the required information.

In the FFY 2017 APR, the State must report FFY data for the State-identified Measurable Result (SiMR). Additionally, the State must, consistent with its evaluation plan described in Phase II, assess and report on its progress implementing the SSIP. Specifically, the State must provide: (1) a narrative or graphic representation of the principal activities; (2) measures and outcomes that were implemented since the State's last SSIP submission (i.e., April 2, 2018); and (3) a summary of the infrastructure improvement strategies and evidence-based practices that were implemented and progress toward short- and long-term outcomes that are intended to impact the SiMR.

Required Actions

The State's IDEA Part B determination for both 2017 and 2018 is Needs Assistance. In the State's 2018 determination letter, the Department advised the State of available sources of technical assistance, including OSEP-funded technical assistance centers, and required the State to work with appropriate entities. The Department directed the State to determine the results elements and/or compliance indicators, and improvement strategies, on which it will focus its use of available technical assistance, in order to improve its performance. The State must report, with its FFY 2017 SPP/APR submission, due February 1, 2019, on: (1) the technical assistance sources from which the State received assistance; and (2) the actions the State took as a result of that technical assistance.

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 1: Graduation**

Monitoring Priority: FAPE in the LRE

Results indicator:

Percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular high school diploma.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			37.00%	38.00%	44.00%	49.00%	52.00%	53.00%	55.00%	47.17%	50.48%
Data		37.50%	39.30%	41.30%	43.60%	44.40%	46.40%	46.40%	47.70%	47.17%	52.65%

FFY	2015
Target ≥	55.39%
Data	52.86%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target ≥	55.57%	58.01%	60.21%

Key:

Explanation of Changes

OSEP requires the annual graduation rate targets under IDEA to be the same as the annual graduation rates under Title I of the ESEA. In New York, annual graduation rate targets under Title I of ESEA are 80% or a 10% gap reduction over the prior year for the 4-year graduation rate. Targets reflect the 10% gap reduction.

Targets may need to be adjusted annually based on the calculation of the gap reduction, which is based on the current year's data.

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

Since the targets for this indicator must be the same as the annual graduation rate targets under Title I of the ESEA, meaningful stakeholder input on target setting for this indicator consisted of informing stakeholders of OSEP's requirement. However, CAP did discuss and recommend improvement activities that will support the State to meet these targets.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2015-16 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	10/12/2017	Number of youth with IEPs graduating with a regular diploma	16,548	
SY 2015-16 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (EDFacts file spec C151; Data group 696)	10/12/2017	Number of youth with IEPs eligible to graduate	31,492	null
SY 2015-16 Regulatory Adjusted Cohort Graduation Rate (EDFacts file spec C150; Data group 695)	10/12/2017	2014-15 Regulatory four-year adjusted-cohort graduation rate table	52.55%	Calculate <input type="button" value=""/>

FFY 2016 SPP/APR Data

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2015 Data	FFY 2016 Target	FFY 2016 Data
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FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Number of youth with IEPs in the current year's adjusted cohort graduating with a regular diploma	Number of youth with IEPs in the current year's adjusted cohort eligible to graduate	FFY 2015 Data	FFY 2016 Target	FFY 2016 Data
16,548	31,492	52.86%	55.57%	52.55%

Graduation Conditions

Choose the length of Adjusted Cohort Graduation Rate your state is using: 4-year ACGR

Provide a narrative that describes the conditions youth must meet in order to graduate with a regular high school diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular high school diploma. If there is a difference, explain.

Graduation rate data for students with disabilities is calculated the same as for all students. In New York State, students with disabilities must earn a Regents or local diploma to be included in the counts of graduating students. Students with disabilities who earn a nondiploma graduation credential are not considered high school graduates. Detailed information on graduation requirements can be found at:

<http://www.p12.nysed.gov/ciai/gradreg/Documents/CurrentDiplomaCredentialSummary.pdf>

Graduation requirements for students who first entered 9th grade in 2012 can be found at:

<http://www.p12.nysed.gov/ciai/gradreg/intro.html>

Are the conditions that youth with IEPs must meet to graduate with a regular high school diploma different from the conditions noted above? No

Provide additional information about this indicator (optional)

In order to align with EDFacts reporting, beginning with the FFY 2013 State Performance Plan/Annual Performance Report, the State reported on the 2009 Total Cohort graduation as of August. The methodology used in prior years identified cohort years one year later than the year they were identified for EDFacts reporting.

Actions required in FFY 2015 response

none

OSEP Response

The State revised its targets for this indicator, and OSEP accepts those targets.

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 2: Drop Out**

Monitoring Priority: FAPE in the LRE

Results indicator:
Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

Baseline Data: 2011

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≤			19.00%	19.00%	18.00%	16.00%	15.00%	14.00%	12.00%	15.00%	14.50%
Data		22.20%	16.90%	16.00%	16.00%	16.00%	16.70%	16.00%	15.70%	13.94%	13.05%

FFY	2015
Target ≤	14.00%
Data	12.55%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target ≤	14.00%	13.50%	13.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

FFY 2013 - FFY 2018 targets were developed in consultation with stakeholders. The State relies on its Commissioner's Advisory Panel (CAP) (see introduction section) as its primary stakeholder group for purposes of target discussions. For this indicator, an internal workgroup analyzed historical targets and actual data and shared draft targets with CAP for consideration, discussion and recommendation.

CAP discussed historical trends and the State's new policies that are expected to engage students to remain in school including, but not limited to, the Skills and Achievement Commencement Credential; the Career Development and Occupational Studies Commencement Credential; initiatives to increase student access to Career and Technical Education courses and work-based learning; and alternative pathways to a regular high school diploma. CAP suggested targets for drop out considering regional disparities and disparities by Need/Resource Capacity districts.

Please indicate whether you are reporting using Option 1 or Option 2.

- Option 1
- Option 2

Has your State made or proposes to make changes to the data source under Option 2 when compared to the information reported in its FFY 2010 SPP/APR submitted on February 1, 2012? No

FFY 2016 SPP/APR Data

Total Number of Students with Disabilities in 2012 Cohort as of August 2016 Who Dropped Out of High School	Total Number of Students with Disabilities in 2012 Cohort as of August 2016	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
3,987	31,492	12.55%	14.00%	12.66%

Use a different calculation methodology

- Change numerator description in data table
- Change denominator description in data table

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Please explain the methodology used to calculate the numbers entered above.

New York State's (NYS) Measurement: Percent of "total cohort" of students with disabilities who drop out as of August after four years of first entering 9th grade or, for ungraded students with disabilities, after four years of becoming 17 years of age.

In NYS' Calculation for Drop Out Rate for FFY 2016 Reporting for this FFY 2016 APR, the 2012 district total cohort is the **denominator**.

The 2012 district total cohort consists of all students, regardless of their current grade level, who met one of the following conditions:

First entered 9th grade at any time during the 2012-13 school year (July 1, 2012 through June 30, 2013); or, in the case of ungraded students with disabilities, reached their 17th birthday during the 2012-13 school year; or

Ungraded students are included in the 2012 cohort if their birth date is between July 1, 1994 and June 30, 1995 (inclusive).

Students who have spent at least one day in district schools or out-of-district placements during year 1, 2, 3, or 4 of high school are included in the district total cohort unless they transferred to another diploma-granting program outside the district. For the 2012 Total Cohort, years 1, 2, 3, and 4 are the 2012-13, 2013-14, 2014-15 and 2015-16 school years, respectively.

A student will be included in the district total cohort if the student's enrollment record in the district shows that the student was enrolled for at least one day (not including July and August) and the reason for ending enrollment in the district was not one of the following: transferred to a school in another district, a nonpublic school, or a school outside New York; died; transferred by court order; or left the U.S.

The **numerator** for the computation of the rate of dropping out is the number of total cohort students with disabilities who dropped out as of August after four years of first entering 9th grade or, for ungraded students with disabilities, after four years of becoming 17 years of age.

Definition of Dropout: Information pertaining to the rules for reporting dropout data can be found throughout the SIRS Manual at <http://www.p12.nysed.gov/irs/sirs/>. The definition of "dropout" may be found on pages 294 in Appendix VI: Terms and Acronyms:

"A dropout is any student, regardless of age, who left school prior to graduation for any reason except death or leaving the country and has not been documented to have entered another program leading to a high school diploma or an approved program leading to a high school equivalency diploma. The NYSED reports an annual and cohort dropout rate. A student who leaves during the school year without documentation of a transfer to another program leading to a high school diploma or to an approved high school equivalency program or to a high school equivalency preparation program is counted as a dropout unless the student resumes school attendance before the end of the school year. The student's registration for the next school year does not exempt him or her from dropout status in the current school year. Students who resume and continue enrollment until graduation are not counted as dropouts in the cohort dropout calculation. In computing annual dropout rates, students who are reported as having been counted by the same school as a dropout in a previous school year are not counted as a dropout in the current school year."

Provide a narrative that describes what counts as dropping out for all youth.

Definition of Dropout: Information pertaining to the rules for reporting dropout data can be found throughout the SIRS Manual at <http://www.p12.nysed.gov/irs/sirs/>. The definition of "dropout" may be found on pages 285-286 in Appendix VI: Terms and Acronyms:

"A dropout is any student, regardless of age, who left school prior to graduation for any reason except death or leaving the country and has not been documented to have entered another program leading to a high school diploma or an approved program leading to a high school equivalency diploma. The NYSED reports an annual and cohort dropout rate. A student who leaves during the school year without documentation of a transfer to another program leading to a high school diploma or to an approved high school equivalency program or to a high school equivalency preparation program is counted as a dropout unless the student resumes school attendance before the end of the school year. The student's registration for the next school year does not exempt him or her from dropout status in the current school year. Students who resume and continue enrollment until graduation are not counted as dropouts in the cohort dropout calculation. In computing annual dropout rates, students who are reported as having been counted by the same school as a dropout in a previous school year are not counted as a dropout in the current school year."

Is there a difference in what counts as dropping out for youth with IEPs? No

Actions required in FFY 2015 response

none

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

OSEP Response

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 3B: Participation for Students with IEPs**

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Indicator 3A – Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	A Grade 3-8	2005	Target ≥			95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		95.00%	96.80%	96.90%	98.00%	98.00%	98.00%	98.00%	98.00%	93.94%	80.80%
	B HS	2005	Target ≥			95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		90.00%	92.70%	94.10%	95.00%	96.00%	97.00%	97.00%	97.00%	91.14%	90.94%
Math	A Grade 3-8	2005	Target ≥			95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		96.00%	96.90%	96.90%	98.00%	98.00%	98.00%	98.00%	98.00%	92.14%	76.81%
	B HS	2005	Target ≥			95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%	95.00%
			Data		91.00%	94.00%	95.00%	96.00%	97.00%	97.00%	97.00%	97.00%	95.17%	94.13%

	Group Name	FFY	2015
Reading	A Grade 3-8	Target ≥	95.00%
		Data	76.18%
	B HS	Target ≥	95.00%
		Data	90.69%
Math	A Grade 3-8	Target ≥	95.00%
		Data	74.15%
	B HS	Target ≥	95.00%
		Data	94.06%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

	FFY	2016	2017	2018
Reading	A ≥ Grade 3-8	95.00%	95.00%	95.00%
	B ≥ HS	95.00%	95.00%	95.00%
Math	A ≥ Grade 3-8	95.00%	95.00%	95.00%
	B ≥ HS	95.00%	95.00%	95.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

The targets for this indicator are set by USDOE at 95%. The State shares results for this indicator with the State's Commissioner's Advisory Panel (CAP) - see Introduction on Stakeholder Involvement.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Data Source: SY 2016-17 Assessment Data Groups - Reading (EDFacts file spec C188; Data Group: 589) Date: 12/14/2017

Reading assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	38913	40674	40371	39327	38954	38117	n	n	n	n	27403
b. IEPs in regular assessment with no accommodations	16105	16993	16180	15884	14419	14047					8809
c. IEPs in regular assessment with accommodations	9775	9819	10362	9501	9561	7971					13968
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	2682	2850	2905	2919	3060	3082					2030

Data Source: SY 2016-17 Assessment Data Groups - Math (EDFacts file spec C185; Data Group: 588) Date: 12/14/2017

Math assessment participation data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs	38984	40705	40428	39389	38984	38134	n	n	n	n	27403
b. IEPs in regular assessment with no accommodations	16331	16374	16225	15967	15054	13487					13174
c. IEPs in regular assessment with accommodations	9382	10175	9852	8655	7877	8112					10718
d. IEPs in alternate assessment against grade-level standards											
e. IEPs in alternate assessment against modified standards											
f. IEPs in alternate assessment against alternate standards	2697	2859	2918	2932	3068	3087					1999

FFY 2016 SPP/APR Data: Reading Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A Grade 3-8	236,356	168,115	76.18%	95.00%	71.13%
B HS	27,403	24,807	90.69%	95.00%	90.53%

Reasons for Group A Slippage

According to State data, approximately 70 percent of all eligible test takers participated in the 2017 Grades 3-8 ELA and Math tests. About 30 percent of eligible test takers did not participate in these tests and did not have a recognized, valid reason for not participating. NYSED's data show that students who did not take the 2017 Grades 3-8 ELA and Math tests and did not have a recognized, valid reason for not doing so were more likely to be White, more likely to be from a low or average need district, and slightly more likely to have scored at Levels 1 or 2 in 2016. The movement to opt out of State assessments continues to have a significant impact on all populations of students, not just students with disabilities. Individual district data on participation rates for all students and students with disabilities can be found at:

<http://www.p12.nysed.gov/irs/pressRelease/20170822/documents/2017DistrictLevelTestRefusalFile.xlsx>

FFY 2016 SPP/APR Data: Math Assessment

Group Name	Number of Children with IEPs	Number of Children with IEPs Participating	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A Grade 3-8	236,624	165,052	74.15%	95.00%	69.75%
B HS	27,403	25,891	94.06%	95.00%	94.48%

Reasons for Group A Slippage

According to State data, approximately 70 percent of all eligible test takers participated in the 2017 Grades 3-8 ELA and Math tests. About 8/14/2020

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30 percent of eligible test takers did not participate in these tests and did not have a recognized, valid reason for not participating. NYSED's data show that students who did not take the 2017 Grades 3-8 ELA and Math tests and did not have a recognized, valid reason for not doing so were more likely to be White, more likely to be from a low or average need district, and slightly more likely to have scored at Levels 1 or 2 in 2016. The movement to opt out of State assessments continues to have a significant impact on all populations of students, not just students with disabilities. Individual district data on participation rates for all students and students with disabilities can be found at:

<http://www.p12.nysed.gov/irs/pressRelease/20170822/documents/2017DistrictLevelTestRefusalFile.xlsx>

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

Report of the Participation and Performance of Students with Disabilities on Assessments

The Reports of the Participation of Students with Disabilities on Mathematics and Reading/Language Arts Assessment which provides the number of students with disabilities participating in(a) regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments; (b) alternate assessments aligned with the State's challenging academic content standards and student achievement standards; and (c) alternate assessments aligned with alternate achievement standards can be found at:

<http://www.p12.nysed.gov/sedcar/state.htm>

State reports:

<https://data.nysed.gov/> (links to all years)

<https://data.nysed.gov/reportcard.php?year=2017&instid=80000081568> (2016-17). You must click on "Filter this data" and choose the New York State Alternate Assessment (NYSAA) in order to display the NYSAA data.

<https://data.nysed.gov/assessment.php?year=2016&state=yes> (2016-17)

School district reports: <http://data.nysed.gov/lists.php?type=district>. FFY2016 school district reports will be posted no later than June 1, 2018.

Provide additional information about this indicator (optional)

The Secretary strongly encouraged each State to access technical assistance related to those results element(s) and compliance indicator(s) for which the State received a score of zero on the 2017 Results Driven Accountability (RDA) Matrix. These States must report with their FFY 2016 SPP/APR submission (due February 1, 2018) on: (1) the technical assistance sources from which the State received assistance; and (2) what actions the State took as a result of that technical assistance.

(1) NYSED received a score of zero on its 2017 Part B Results Matrix in the areas of Reading Assessment Elements: Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments and Percentage of 8th Grade Children Participating in Regular Statewide Assessments; and Math Assessment Elements: Percentage of 4th Grade Children with Disabilities Participating in Regular Statewide Assessments and Percentage of 8th Grade Children with Disabilities Participating in Regular Statewide Assessments. Student participation on Statewide assessments has been an issue for New York State due to the opt-out movement. NYSED has engaged in discussions with the National Center for Systemic Improvement on how to increase participation of students with disabilities. NYSED Leadership has also had multiple discussions on this topic, the most recent of which occurred at the December 2017 Board of Regents meeting with Scott Marion of the National Center for the Improvement of Educational Assessment presenting on Innovation Options for the NYS Assessment System (<http://www.regents.nysed.gov/common/regents/files/SAWG%20%20Innovation%20Options%20for%20the%20NY%20State%20Assessment%20System.pdf>).

(2) NYSED has made several policy changes in the past two years to alleviate parent and stakeholder concerns regarding length of State Assessment administration, the process by which schools may seek approval to provide students with disabilities the option to take State Assessments over multiple days, the linking of State Assessment scores to teacher Annual Professional Performance reviews, provision of testing accommodations on State Assessments for students with particular disabilities that severely affect reading skills, and local determination of proficiency for students with disabilities unable to demonstrate proficiency on New York State Regents.

NYSED has reduced the number of days of NYS ELA and Math assessment administration from three days to two days. NYSED has also put on hold the linking of student outcomes to teacher performance review and evaluation. It has also eased requirements by which schools may request approval to administer State assessments over multiple days for students with disabilities. Schools are no longer required to request prior approval from NYSED to administer State assessments over multiple days through the submission of written narratives signed by a school official, copies of a student's individualized education programs (IEPs) or Section 504 accommodation plans (504 plans), and evaluation materials. Instead, schools must now complete and submit an Assurance of Multiple Day Administration of State Assessments for each student in the school whose IEP or 504 plan recommends multiple day administration of State Assessments during the school year.

In order to improve meaningful access and participation in State Assessments, NYSED now permits students with disabilities that severely affect reading skills and whose IEPs or Section 504 Plans document that tests be read aloud (by way of human reader or technology), must be provided this testing accommodation on the Grades 3-8 ELA State Assessments in accordance with the specifications in the IEP/504 Plan. In previous years, only directions were to be read to students on the Grades 3-8 ELA Assessments; no other portion of the test was to be read aloud, regardless of the circumstances. Additionally, this testing accommodation will be provided to students upon declassification with documentation indicating the accommodation will continue.

Additional efforts to provide alternate pathways to graduation and improve student participation include changes in NYSED policy regarding Superintendent input/determination of student proficiency in attainment of the State's learning standards in lieu of specific test scores on NYS Regents exams for students with disabilities. Upon receipt of a written request from an eligible student's parent, a

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school superintendent (or the principal/head of school of a registered nonpublic school or charter school, as applicable) may make a local determination that a student with a disability has otherwise met the standards for graduation with a local diploma when such student has not been successful, because of his/her disability, at demonstrating proficiency on the Regents examinations required for graduation.

The Office of Special Education has engaged the SEQA Regional Offices, Special Education Parent Centers and the RSE-TASC Coordinators and Specialists to share information on these policy changes with parents and school staff during training and information sessions to continue to foster the importance and benefits of participation in State Assessments for students, schools, and the State.

Actions required in FFY 2015 response

none

OSEP Response

The State did not provide a Web link demonstrating that the State reported publicly on the participation of children with disabilities on statewide assessments with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 CFR §300.160(f). Specifically, the State did not report the number of students with disabilities that took the regular assessment with accommodations at the district or school levels, or the number of student with disabilities participating in alternate assessments based alternate academic achievement standards, at the district or school levels. The failure to publicly report as required under 34 CFR §300.160(f) is noncompliance.

Required Actions

Within 90 days of the receipt of the State's 2018 determination letter, the State must provide to OSEP a Web link that demonstrates that it has reported, for FFY 2016, to the public, on the statewide assessments of children with disabilities in accordance with 34 CFR §300.160(f). In addition, OSEP reminds the State that in the FFY 2017 SPP/APR, the State must include a Web link that demonstrates compliance with 34 CFR §300.160(f) for FFY 2017.

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 3C: Proficiency for Students with IEPs**

Monitoring Priority: FAPE in the LRE

Results indicator: Participation and performance of children with IEPs on statewide assessments:

- A. Indicator 3A -- Reserved
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Group Name	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading	A Grades 3-8	2012	Target ≥										11.17%	13.00%
			Data						38.10%	20.90%	23.05%	12.39%	11.17%	13.83%
	B HS	2012	Target ≥										62.73%	63.00%
			Data						55.70%	64.90%	69.21%	65.62%	62.73%	70.87%
Math	A Grade 3-8	2012	Target ≥										15.32%	15.50%
			Data						61.40%	32.90%	35.40%	14.26%	15.32%	17.84%
	B HS	2012	Target ≥										63.29%	64.00%
			Data						54.20%	58.70%	61.14%	50.22%	63.29%	68.46%

	Group Name	FFY	2015
Reading	A Grades 3-8	Target ≥	16.00%
		Data	15.69%
	B HS	Target ≥	63.00%
		Data	70.98%
Math	A Grade 3-8	Target ≥	16.00%
		Data	18.34%
	B HS	Target ≥	64.50%
		Data	67.16%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

	FFY	2016	2017	2018
Reading	A ≥ Grades 3-8	20.00%	23.00%	23.00%
	B ≥ HS	63.50%	64.00%	66.00%
Math	A ≥ Grades 3-8	19.00%	19.00%	23.00%
	B ≥ HS	65.00%	65.50%	66.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

See Introduction and Indicator 3A for Stakeholder input. Targets for improvement for this Indicator for Grades 3-8 have been established consistent with the Annual Measurable Objectives (AMO) targets for the subgroup of students with disabilities in NYS' approved ESEA Waiver.

Would you like to use the assessment data below to automatically calculate the actual data reported in your FFY 2013 APR by the grade groups you provided on the Reporting Group Selection page? yes

Would you like the disaggregated data to be displayed in your final APR? yes

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Data Source: SY 2016-17 Assessment Data Groups - Reading (EDFacts file spec C178; Data Group: 584) Date: 12/14/2017

Reading proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	28562	29662	29447	28304	27040	25100	n	n	n	n	24807
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	2109	2203	1459	930	1603	1886					6475
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	795	560	411	311	564	500					10575
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	2205	2527	2642	2574	2663	2557					1492

Data Source: SY 2016-17 Assessment Data Groups - Math (EDFacts file spec C175; Data Group: 583) Date: 12/14/2017

Math proficiency data by grade											
Grade	3	4	5	6	7	8	9	10	11	12	HS
a. Children with IEPs who received a valid score and a proficiency was assigned	28410	29408	28995	27554	25999	24686	n	n	n	n	25891
b. IEPs in regular assessment with no accommodations scored at or above proficient against grade level	3477	2545	2418	1581	1285	975					8184
c. IEPs in regular assessment with accommodations scored at or above proficient against grade level	974	904	783	549	361	900					6955
d. IEPs in alternate assessment against grade-level standards scored at or above proficient against grade level											
e. IEPs in alternate assessment against modified standards scored at or above proficient against grade level											
f. IEPs in alternate assessment against alternate standards scored at or above proficient against grade level	2167	2282	2503	2374	2557	2363					1559

FFY 2016 SPP/APR Data: Reading Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A Grades 3-8	168,115	28,499	15.69%	20.00%	16.95%
B HS	24,807	18,542	70.98%	63.50%	74.75%

FFY 2016 SPP/APR Data: Math Assessment

Group Name	Children with IEPs who received a valid score and a proficiency was assigned	Number of Children with IEPs Proficient	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A Grade 3-8	165,052	30,998	18.34%	19.00%	18.78%
B HS	25,891	16,698	67.16%	65.00%	64.49%

Reasons for Group B Slippage

In New York, students with and without disabilities can take secondary State assessments at any time while in high school upon completion of related coursework. Students may also take secondary State assessments multiple times while in high school in an attempt to improve their score. For students with disabilities who are entitled to FAPE until the age of 21, this flexibility can result in lower

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

scores achieved when taking tests earlier in their high school career being included in data in a given reporting year. Additionally, the math examinations that students took in this reporting year were based on more rigorous standards than those examinations taken in the previous year(s). NYSED will further analyze this data.

Public Reporting Information

Provide links to the page(s) where you provide public reports of assessment results.

The reports on the performance of students with disabilities on regular assessments and on alternate assessments, compared with the achievement of all students, including students with disabilities, on those assessments can be found at:

State reports:

<https://data.nysed.gov/> (links to all years)

<https://data.nysed.gov/reportcard.php?year=2017&instid=80000081568> (2016-17). You must click on "Filter this data" and choose the New York State Alternate Assessment (NYSAA) in order to display the NYSAA data.

<https://data.nysed.gov/assessment.php?year=2016&state=yes> (2016-17)

School district reports: <http://data.nysed.gov/lists.php?type=district>. FFY2016 school district reports will be posted no later than June 1, 2018.

Actions required in FFY 2015 response

none

OSEP Response

The State did not provide a Web link demonstrating that the State reported publicly on the performance of children with disabilities on statewide assessments with the same frequency and in the same detail as it reports on the assessments of nondisabled children, as required by 34 CFR §300.160(f). Specifically, the State has not reported, compared with the achievement of all children, including children with disabilities, the performance results of children with disabilities on alternate assessments based on alternate academic achievement standards, at the State, district or school levels. The failure to publicly report as required under 34 CFR §300.160(f) is noncompliance.

Required Actions

Within 90 days of the receipt of the State's 2018 determination letter, the State must provide to OSEP a Web link that demonstrates that it has reported, for FFY 2016, to the public, on the statewide assessments of children with disabilities in accordance with 34 CFR §300.160(f). In addition, OSEP reminds the State that in the FFY 2017 SPP/APR, the State must include a Web link that demonstrates compliance with 34 CFR §300.160(f) for FFY 2017.

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 4A: Suspension/Expulsion**

Monitoring Priority: FAPE in the LRE

Results indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2016

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≤			0%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	4.70%	4.50%
Data		2.50%	2.30%	9.40%	5.90%	6.00%	6.00%	4.80%	6.30%	4.70%	4.12%

FFY	2015
Target ≤	4.50%
Data	4.27%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target ≤	6.22%	4.25%	4.00%

Key:

Explanation of Changes

New base year (FFY 2016) actual data is used as FFY 2016 target.

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

An internal workgroup analyzed historical targets and actual data to create proposed FFY 2013- FFY 2018 targets. The draft targets were shared with the State's Commissioner's Advisory Panel for Special Education, which is the IDEA State Advisory Panel. Results for this indicator were also shared with the State's technical assistance providers, including TAC-D and behavior specialists from the RSE-TASC (see Introduction section). Discussions in target setting included a review of historical trends and the State's resources dedicated to improve behavior practices in schools, including but not limited to the State funded PBIS technical assistance center, regional behavior specialists who are assigned to schools with high suspension rates, and the Technical Assistance Center on Disproportionality. Also considered was the State's work, through the Office of Student Support Services, relating to "Safe Schools". Stakeholder input stressed that, because the State has targeted technical assistance to address suspension concerns, we should set our targets to be more rigorous than historical trend analysis alone would lead us to.

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? Yes No

The State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement. 116

Number of districts that have a significant discrepancy	Number of districts that met the State's minimum n-size	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
35	563	4.27%	6.22%	6.22%

Choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

- Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State
- The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

In NYS, the rates of suspensions and expulsions of students with disabilities out of school for more than 10 days in a school year are compared among the school districts in the State. For the baseline year 2004-05 through 2006-07, significant discrepancy was defined as a suspension rate of greater than three times the baseline statewide average (i.e., a rate of 4.0 percent or higher). Beginning in 2007-08, significant discrepancy was defined as a suspension rate of greater than two times the baseline statewide average (i.e., a rate of 2.7 percent or higher). The 2004-05 baseline statewide average suspension rate was 1.34 percent. School districts with at least 75 school-age students with disabilities that had a suspension rate of 4.0 percent or higher were identified as having significant discrepancy in their rate among school districts. A minimum number of 75 students with disabilities was used since small numbers of students with disabilities may distort percentages.

The State uses a minimum of 75 students with disabilities "n" size requirement in its formula to compute significant discrepancy.

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

FFY 2015 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2016 using 2015-2016 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

For each school district identified by its data as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of students with disabilities, the State ensures that a review is conducted of the district's policies, procedures and practices related to the development and implementation of IEPs, the uses of positive behavioral interventions and supports, and procedural safeguards among students with disabilities subject to discipline. The State provides for the review of policies, procedures and practices each year a school district's data shows a significant discrepancy in its suspension rates for students with disabilities, as follows:

The first year a district's data indicates a significant discrepancy, the State requires the district to complete a State-developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures related to discipline of students with disabilities, including requirements relating to the development and implementation of IEPs, use of positive behavioral interventions and supports, and procedural safeguards. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/indicators/4.htm>. A report of the results of this review is submitted by the district to the State. At the time of submission, school districts that identify issues of noncompliance are notified through a written finding of noncompliance that they must correct all instances of noncompliance immediately, but not later than the prescribed due date contained in the district's notification (always within one year). The results from this review are reported to the State for follow-up and corrective actions if compliance issues are identified within one year or sooner. Seventeen (17) of the 35 school districts identified based on 2015-16 data had their review of policies, procedures and practices conducted in this manner.

For subsequent years in which a school district's data indicates significant discrepancies, the State conducts the monitoring review of the district's policies, procedures and practices as identified above. Eighteen (18) of the 35 school districts identified based on 2015-16 data had a review of their policies, procedures and practices conducted in this manner.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

The State DID ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Of reviews conducted in FFY 2016, 26 of the 35 school districts were identified as having one or more inappropriate policies, procedures and/or practices relating to the development and implementation of IEPs, the use of positive behavioral supports and interventions, and/or procedural safeguards. These school districts were notified through written findings of noncompliance that they must correct their policies, practices and procedures immediately, but not later than the prescribed due date in their notification (within one year of being notified of noncompliance).

The State has verified that each noncompliant district is correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system, and had corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). Verification included, but

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

was not limited to, the review of revised policies and procedures, IEPs, behavioral intervention plans and other documents as related to the findings of noncompliance, showing the correction of noncompliance for individual students and all students.

The State did NOT ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Findings of Noncompliance Identified in FFY 2015

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
125	125	null	0

FFY 2015 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

When the State identifies school district policies, procedures and practices that are not consistent with State and federal requirements, the State requires the school district to (1) document the steps the district will take (i.e., corrective actions required and improvement activities recommended) to correct findings of noncompliance; (2) correct all instances of noncompliance immediately, but not later than the prescribed due date contained in the State's notification to the district (within one year); and (3) provide the State with an assurance and documentation that the school district has corrected all issues of noncompliance.

The State verified that the districts with one or more findings of noncompliance had revised their policies, procedures and practices to ensure that the district is correctly implementing the requirements. Verification of the correction of noncompliance included, but was not limited to, review of subsequent year data, review of revised policies and procedures and a sample of revised IEPs, behavioral intervention plans and other documents showing the correction of noncompliance.

Describe how the State verified that each individual case of noncompliance was corrected

If the school district identified individual student cases of noncompliance, the State notified the district that it must correct the noncompliance for the individual case(s) immediately, but not later than the prescribed due date contained in the State's notification to the district (within one year). The district was required to provide an assurance and documentation to the State that the school district has corrected all issues of noncompliance.

The State verified that the districts with one or more findings of noncompliance had made corrections to noncompliance for all individual cases. Verification of the correction of noncompliance included, but was not limited to, the review of revised IEPs, behavioral intervention plans, manifestation determination reviews and other documents showing the correction of noncompliance for individual students.

OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2016, and OSEP accepts that revision.

The State revised its FFY 2016 target for this indicator, and OSEP accepts that target.

The State must report, in the FFY 2017 SPP/APR, on the correction of noncompliance that the State identified in FFY 2016 as a result of the review it conducted pursuant to 34 CFR §300.170(b). When reporting on the correction of this noncompliance, the State must report that it has verified that each district with noncompliance identified by the State: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 4B: Suspension/Expulsion**

Monitoring Priority: FAPE in the LRE

Compliance indicator: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Historical Data

Baseline Data: 2016

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data						2.20%	1.30%	2.20%	1.60%	1.47%	2.06%

FFY	2015
Target	0%
Data	3.09%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	0%	0%	0%

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? Yes No

The State may only include, in both the numerator and the denominator, districts that met the State-established n size. Report the number of districts excluded from the calculation as a result of the requirement. 116

Number of districts that have a significant discrepancy, by race or ethnicity	Number of those districts that have policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements	Number of districts that met the State's minimum n-size	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
14	11	563	3.09%	0%	1.95%

All races and ethnicities were included in the review

State's definition of "significant discrepancy" and methodology

NYS compares the number of students suspended in each race/ethnicity category with the statewide number of all students with disabilities suspended and computes a standard deviation to determine if there is significant discrepancy in suspensions. The State uses the following definition of "significant discrepancy":

- At least 75 students with disabilities enrolled on the first Wednesday in October;
- At least 10 students with disabilities in the particular race/ethnicity category were suspended;
- The suspension rate of the particular race/ethnicity was greater than two standard deviations above the mean of all suspensions of students with disabilities in the State.

For the school district calculations, the minimum numbers of students with disabilities is used because of the potential for small numbers of students with disabilities to distort percentages.

Reports include significant discrepancies of children in the "two or more races" category for Indicator 4B.

For each school district identified by its data as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of students with disabilities, the State ensures that a review is conducted of the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards among students with disabilities subject to discipline. The State provides for the review of policies, procedures and practices each year a school district's data shows a significant discrepancy in its suspension rates for students with disabilities as follows:

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

The first year a district's data indicates a significant discrepancy, the State requires the district to complete a State-developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures related to discipline of students with disabilities, including requirements relating to the development and implementation of IEPs, use of positive behavioral supports and procedural safeguards. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/indicators/4.htm>. A report of the results of this review is submitted by the district to the State. At the time of submission, school districts that identify issues of noncompliance are immediately notified through a written finding of noncompliance that they must correct all issues of noncompliance immediately, but not later than the prescribed due date in the district's notification (always within 12 months). The results from this review are reported to the State for follow-up and corrective actions if compliance issues are identified. Districts that are identified with inappropriate policies, procedures and/or practices are identified for purposes of reporting in the APR for indicator 4B.

For subsequent years in which a school district's data indicates significant discrepancies, the State conducts the monitoring review of the district's policies, procedures and practices in the areas as identified above.

Data Source:

For 4B, NYS uses data collected for Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days) and reported in the annual 618 report to USDOE. For 4B, NYS also includes data from reviews of policies, practices and procedures as defined in the above measurement for this indicator.

Provide additional information about this indicator (optional)

NYSED has established a workgroup to identify root cause issues related to Indicator 4B.

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

FFY 2015 Identification of Noncompliance

Review of Policies, Procedures, and Practices (completed in FFY 2016 using 2015-2016 data)

Provide a description of the review of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

During FFY 2016, 14 school districts were identified by the State as having data showing significant discrepancy based on race/ethnicity in the percent of students with disabilities suspended out of school for more than 10 days based on their 2015-16 school year data. For each school district identified by its data as having a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of students with disabilities, the State ensures that a review is conducted of the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral supports, and procedural safeguards among students with disabilities subject to discipline. The State provides for the review of policies, procedures and practices each year a school district's data shows a significant discrepancy in its suspension rates for students with disabilities as follows:

The first year a district's data indicates a significant discrepancy, the State requires the district to complete a State developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures related to discipline of students with disabilities, including requirements relating to the development and implementation of IEPs, use of positive behavioral supports and procedural safeguards. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/indicators/4.htm>. A report of the results of this review is submitted by the district to the State. Two of the 14 school districts were sent notifications with directions to use a State-developed self-review monitoring protocol to review their policies, practices and procedures.

At the time of submission, school districts that identify issues of noncompliance are immediately notified through a written finding of noncompliance that they must correct all issues of noncompliance immediately, but not later than the prescribed due date in the district's notification (always within 12 months). The results from this review are reported to the State for follow-up and corrective actions if compliance issues are identified. Districts that are identified with inappropriate policies, procedures and/or practices are identified for purposes of reporting in the APR for Indicator 4B.

For subsequent years in which a school district's data indicates significant discrepancies, the State conducts the monitoring review of the district's policies, procedures and practices in the areas as identified above. Twelve (12) school districts received focused or comprehensive reviews by the State's special education monitoring office to review the district's policies, procedures and practices because these school districts had two or more consecutive years of data with significant discrepancies.

The State DID NOT identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b)

The State DID identify noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). If YES, select one of the following:

The State DID ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Describe how the State ensured that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Eleven (11) of the 14 school districts (2.06 percent of all school districts in the State) had one or more inappropriate policies, procedures and/or practices that contributed to the significant discrepancy and did not comply with requirements relating to the development and implementation of IEPs, the use of PBIS, and/or procedural safeguards. These school districts have been notified through written findings of noncompliance that they must correct their policies, practices and procedures immediately, but not later than the prescribed due date in the district's notification (always within one year from being notified of noncompliance).

The State did NOT ensure that such policies, procedures, and practices were revised to comply with applicable requirements consistent with OSEP Memorandum 09-02, dated October 17, 2008.

Correction of Findings of Noncompliance Identified in FFY 2015

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
65	65	null	0

FFY 2015 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The State verified that each noncompliant district

(1) was correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and

(2) had corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). The State verified, by review of revised policies and procedures and a review of documentation from a sample of student records, that the district is correctly implementing the specific regulatory requirements.

Describe how the State verified that each individual case of noncompliance was corrected

The State verified that each noncompliant district (1) was correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) had corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA,

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

The State verified the findings of noncompliance for each individual case were corrected by review of documentation related to the findings, including but not limited to corrected individualized education programs (IEPs), behavioral intervention plans, manifestation reviews and documentation that procedural safeguards notices were sent to parents. For noncompliance identified based on self-reviews, when the school district reported correction of noncompliance to the State, the State required an assurance and documentation from the school superintendent that each instance of noncompliance was corrected and that the information reported is accurate.

FFY 2014 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The State verified that each noncompliant district (1) was correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) had corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). The State verified, by review of revised policies and procedures and a review of documentation from a sample of student records, that the district is correctly implementing the specific regulatory requirements.

Describe how the State verified that each individual case of noncompliance was corrected

The State verified that each noncompliant district (1) was correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) had corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

The State verified that the findings of noncompliance for each individual case were corrected by review of documentation related to the findings, including but not limited to corrected individualized education programs (IEPs), behavioral intervention plans, manifestation reviews and documentation that procedural safeguards notices were sent to parents. For noncompliance identified based on self-reviews, when the school district reported correction of noncompliance to the State, the State required an assurance and documentation from the school superintendent that each instance of noncompliance was corrected and that the information reported is accurate.

FFY 2014 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

In one school district, 19 findings of noncompliance remain uncorrected. NYSED identified the district as needing intervention for the seventh consecutive year for compliance. NYSED continues to hold the district under enforcement by requiring the district to implement a strategic action plan to correct the remaining issues of noncompliance. NYSED continues to meet with administration to provide technical assistance and the district is receiving training from NYSED's funded networks. NYSED will continue to provide on-site targeted technical assistance in order to assist the district with reaching full compliance.

FFY 2013 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The State verified that each noncompliant district (1) was correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) had corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02). The State verified, by review of revised policies and procedures and a review of documentation from a sample of student records, that the district is correctly implementing the specific regulatory requirements.

Describe how the State verified that each individual case of noncompliance was corrected

The State verified that each noncompliant district (1) was correctly implementing the specific regulatory requirements (i.e., achieved 100 percent compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) had corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memorandum 09-02, dated October 17, 2008 (OSEP Memo 09-02).

The State verified that the findings of noncompliance for each individual case were corrected by review of documentation related to the findings, including but not limited to corrected individualized education programs (IEPs), behavioral intervention plans, manifestation reviews and documentation that procedural safeguards notices were sent to parents. For noncompliance identified based on self-reviews, when the school district reported correction of noncompliance to the State, the State required an assurance and documentation from the school superintendent that each instance of noncompliance was corrected and that the information reported is accurate.

FFY 2013 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

In one school district, five findings of noncompliance remain uncorrected. The district was identified under IDEA as needing intervention for the second year. NYSED met with the administration and completed an on-site review of the district's policies, practices and procedures. NYSED reviewed individual student records, provided technical assistance and encouraged the district to participate in training available from one of NYSED's technical assistance centers. The district was placed under enforcement and required to complete an Action Plan to Resolve Outstanding Noncompliance to address the reasons the district has been unable to demonstrate resolution of the noncompliance.

FFY 2009 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

In one school district, three findings of noncompliance remain uncorrected. The district was identified under IDEA as needing intervention for the seventh consecutive year. NYSED continued to require the district to implement an action plan to correct its remaining issues of noncompliance. Meetings to provide technical assistance were held with the district's administration and training was provided to the district by NYSED's funded technical assistance network. NYSED will continue to provide on-site targeted technical assistance to help the district to reach full compliance.

OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2016, and OSEP accepts that revision.

Because the State reported less than 100% compliance (greater than 0% actual target data for this indicator) for FFY 2016, the State must report on the status of correction of noncompliance identified in FFY 2016 for this indicator. The State must demonstrate, in the FFY 2017 SPP/APR, that the districts identified with noncompliance in FFY 2016 have corrected the noncompliance, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2016, although its FFY 2016 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2016.

The State reported that noncompliance identified in FFY 2014 and FFY 2013 as a result of the review it conducted pursuant to 34 CFR §300.170(b) was partially corrected. When reporting on the correction of noncompliance, the State must demonstrate, in the FFY 2017 APR, that it has verified that each district with remaining noncompliance identified in FFY 2014 and FFY 2013: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

The State reported that noncompliance identified in FFY 2009 as a result of the review it conducted pursuant to 34 CFR §300.170(b) was not corrected. When reporting on the correction of noncompliance, the State must demonstrate, in the FFY 2017 SPP/APR, that it has verified that each district with remaining noncompliance identified in FFY 2009: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Required Actions

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**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 5: Education Environments (children 6-21)**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2005	Target ≥			55.00%	53.10%	53.20%	53.30%	53.40%	57.00%	60.00%	58.00%	58.40%
		Data		54.50%	53.10%	54.20%	55.40%	55.20%	55.90%	56.90%	57.50%	58.16%	57.80%
B	2005	Target ≤			26.00%	24.60%	24.50%	24.40%	24.30%	22.00%	20.00%	21.50%	21.00%
		Data		25.50%	24.60%	24.10%	23.60%	23.00%	22.90%	22.00%	21.30%	21.47%	19.80%
C	2005	Target ≤			6.50%	6.80%	6.70%	6.60%	6.50%	6.00%	5.80%	6.10%	6.00%
		Data		6.90%	6.80%	6.50%	6.00%	6.40%	6.40%	6.40%	6.50%	5.98%	6.13%

	FFY	2015
A	Target ≥	58.80%
	Data	57.98%
B	Target ≤	20.50%
	Data	19.82%
C	Target ≤	5.80%
	Data	5.44%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target A ≥	59.00%	59.50%	60.00%
Target B ≤	20.00%	19.00%	18.00%
Target C ≤	5.60%	5.40%	5.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

An internal workgroup analyzed historical targets and actual data to create proposed FFY 2013 - FFY 2018 targets. The draft targets were shared in the fall of 2014 with the State's Commissioner's Advisory Panel for Special Education, which is the IDEA State Advisory Panel. Discussions regarding target setting included a review of historical trends, regional variations in least restrictive environment (LRE) data and data disaggregated by Need/Resource capacity. CAP noted the need to target improvement strategies to increase the percentage of students who are in regular classes for 40 to 80% of the school day. Final targets were determined following this annual meeting in consideration of stakeholder comments.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	Total number of children with IEPs aged 6 through 21	439,097	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	255,807	null

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Source	Date	Description	Data	Overwrite Data
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	85,891	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	c1. Number of children with IEPs aged 6 through 21 in separate schools	23,599	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	c2. Number of children with IEPs aged 6 through 21 in residential facilities	1,675	null
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C002; Data group 74)	7/13/2017	c3. Number of children with IEPs aged 6 through 21 in homebound/hospital placements	1,253	null

FFY 2016 SPP/APR Data

	Number of children with IEPs aged 6 through 21 served	Total number of children with IEPs aged 6 through 21	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A. Number of children with IEPs aged 6 through 21 inside the regular class 80% or more of the day	255,807	439,097	57.98%	59.00%	58.26%
B. Number of children with IEPs aged 6 through 21 inside the regular class less than 40% of the day	85,891	439,097	19.82%	20.00%	19.56%
C. Number of children with IEPs aged 6 through 21 inside separate schools, residential facilities, or homebound/hospital placements [c1+c2+c3]	26,527	439,097	5.44%	5.60%	6.04%

Reasons for C Slippage

The slippage was confined to New York City (NYC). The fluctuating number of NYC students with disabilities recommended for separate settings combined with the point in the school year that these referrals occur, contributed to the slippage under this indicator. Specifically, the implementation date of placements in separate settings as a result of referrals made at the end of the 2014-15 school year and early in the 2015-16 school year were delayed and resulted in a lower number of students reported in separate settings on the October 2015 count date. Improvements to the timeliness of the separate setting placements in 2016-17 resulted in an increase in the number of students placed in separate settings on the October 2016 count date.

Provide additional information about this indicator (optional)

NYSED has established a workgroup to identify root cause issues related to Indicator 5.

Actions required in FFY 2015 response

none

OSEP Response

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 6: Preschool Environments**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of children with IEPs aged 3 through 5 attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2011	Target ≥									42.70%	42.90%	43.50%
		Data								42.20%	43.70%	42.92%	43.19%
B	2011	Target ≤									26.30%	23.77%	22.00%
		Data								26.80%	23.51%	23.77%	22.65%

	FFY	2015
A	Target ≥	43.50%
	Data	41.94%
B	Target ≤	21.00%
	Data	23.86%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target A ≥	45.00%	47.00%	50.00%
Target B ≤	20.00%	19.00%	18.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

An internal workgroup analyzed historical targets and actual data to create proposed FFY 2013 - FFY 2018 targets. The draft targets were shared with the State's Commissioner's Advisory Panel for Special Education, which is the IDEA State Advisory Panel, at one of its 2014 meetings. Discussions on target setting included a review of historical trends and variations in regional least restrictive environment (LRE) data; statewide initiatives to expand Universal PreKindergarten programs; additional RSE-TASC technical assistance resources to improve behavior supports for preschool children with disabilities; and information obtained from stakeholders at meetings conducted by NYSED in collaboration with Early Childhood Direction Centers in regions of the State where data show disproportionate rates of separate school placements for preschool children with disabilities. (Stakeholders from these regional meetings included special education preschool providers, special education directors from the public schools, municipality representatives, early intervention providers, regular early childhood providers, parents, and technical assistance providers.)

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	Total number of children with IEPs aged 3 through 5	66,317	66,317
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	28,790	28,790
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	b1. Number of children attending separate special education class	11,129	11,129

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Source	Date	Description	Data	Overwrite Data
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	b2. Number of children attending separate school	3,906	3,906
SY 2016-17 Child Count/Educational Environment Data Groups (EDFacts file spec C089; Data group 613)	7/13/2017	b3. Number of children attending residential facility	n	n

Explanation of Alternate Data

Overwrite data is identical to the prepopulated data. GRAD360 calculation below was returning null values and not calculating rate based on prepopulated fields.

FFY 2016 SPP/APR Data

	Number of children with IEPs aged 3 through 5 attending	Total number of children with IEPs aged 3 through 5	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	28,790	66,317	41.94%	45.00%	43.41%
B. Separate special education class, separate school or residential facility	15,038	66,317	23.86%	20.00%	22.68%

Use a different calculation methodology

Provide additional information about this indicator (optional)

NYSED has established a workgroup to identify root cause issues related to Indicator 6.

Actions required in FFY 2015 response

none

OSEP Response

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 7: Preschool Outcomes**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A1	2008	Target ≥						84.00%	84.50%	85.00%	85.50%	92.00%	92.00%
		Data					83.80%	86.30%	87.50%	88.50%	90.90%	92.31%	87.00%
A2	2008	Target ≥						55.40%	55.50%	55.60%	55.70%	43.00%	45.00%
		Data					55.40%	55.10%	50.80%	48.50%	48.20%	43.32%	47.02%
B1	2008	Target ≥						85.50%	86.00%	86.50%	87.00%	93.00%	93.50%
		Data					85.30%	86.70%	89.00%	88.30%	92.10%	93.15%	88.64%
B2	2008	Target ≥						55.30%	55.40%	55.50%	55.60%	44.00%	45.00%
		Data					55.30%	52.90%	50.50%	49.20%	48.80%	44.03%	47.40%
C1	2008	Target ≥						83.00%	83.50%	84.00%	84.50%	91.00%	91.50%
		Data					82.80%	84.10%	87.30%	86.70%	91.10%	91.54%	87.60%
C2	2008	Target ≥						63.20%	63.30%	63.40%	63.50%	48.00%	50.00%
		Data					63.20%	58.30%	56.20%	55.50%	55.40%	48.17%	53.72%

	FFY	2015
A1	Target ≥	92.00%
	Data	91.18%
A2	Target ≥	48.00%
	Data	47.79%
B1	Target ≥	93.50%
	Data	90.86%
B2	Target ≥	48.00%
	Data	48.22%
C1	Target ≥	92.00%
	Data	90.15%
C2	Target ≥	52.00%
	Data	53.01%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target A1 ≥	93.00%	94.00%	95.00%
Target A2 ≥	50.00%	52.00%	56.00%
Target B1 ≥	94.00%	94.50%	95.00%
Target B2 ≥	50.00%	52.00%	56.00%
Target C1 ≥	92.00%	92.50%	93.00%
Target C2 ≥	55.00%	60.00%	64.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

Proposed targets for preschool outcomes were discussed with the Commissioner's Advisory Panel for Special Education. Outcomes for this indicator were also shared with the Early Childhood Direction Centers and other NYSED technical assistance providers, including

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parent center representatives.

Considerations discussed by stakeholders included the experience of districts in reporting this data; preschool LRE data and regional meeting/planning initiatives (see Indicator 6); the new addition of preschool behavior specialists to the RSE-TASC; the expansion of Universal PreKindergarten programs and access by students with disabilities; and the focus on the NYS PreKindergarten State Standards.

The preschool outcome results that less than 50% of children with disabilities, by the time they turn age 6 or exit preschool special education services, are functioning at the same level as their nondisabled peers in outcome B - acquisition and use of knowledge and skills (including early language/ communication and early literacy) was discussed from the perspective of the gap in early literacy achievement. This outcome, and the need to focus the State's improvement initiatives in this area, were discussed in the development of Indicator 17.

FFY 2016 SPP/APR Data

Number of preschool children aged 3 through 5 with IEPs assessed	6252.00
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Outcome A: Positive social-emotional skills (including social relationships)

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	56.00	0.90%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	515.00	8.24%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2818.00	45.07%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2137.00	34.18%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	726.00	11.61%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A1. 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. $(c+d)/(a+b+c+d)$	4955.00	5526.00	91.18%	93.00%	89.67%
A2. 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. $(d+e)/(a+b+c+d+e)$	2863.00	6252.00	47.79%	50.00%	45.79%

Reasons for A1 Slippage

The slippage is due to a significant increase in the percentage of children in the sample who are from New York City (NYC) that were reported for this indicator. Although the outcomes for children from NYC were consistent with prior years, the results from NYC are lower than that for the rest of the state.

Reasons for A2 Slippage

The slippage is due to a significant increase in the percentage of children in the sample who are from New York City (NYC) that were reported for this indicator. Although the outcomes for children from NYC were consistent with prior years, the results from NYC are lower than that for the rest of the state.

Outcome B: Acquisition and use of knowledge and skills (including early language/communication)

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	36.00	0.58%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	485.00	7.76%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2947.00	47.14%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2172.00	34.74%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	612.00	9.79%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
B1. 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	5119.00	5640.00	90.86%	94.00%	90.76%

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	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
years of age or exited the program. (c+d)/(a+b+c+d)					
B2. 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. (d+e)/(a+b+c+d+e)	2784.00	6252.00	48.22%	50.00%	44.53%

Reasons for B2 Slippage

The slippage is due to a significant increase in the percentage of children in the sample who are from New York City (NYC) that were reported for this indicator. Although the outcomes for children from NYC were consistent with prior years, the results from NYC are lower than that for the rest of the state.

Outcome C: Use of appropriate behaviors to meet their needs

	Number of Children	Percentage of Children
a. Preschool children who did not improve functioning	64.00	1.02%
b. Preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	514.00	8.22%
c. Preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	2470.00	39.51%
d. Preschool children who improved functioning to reach a level comparable to same-aged peers	2117.00	33.86%
e. Preschool children who maintained functioning at a level comparable to same-aged peers	1087.00	17.39%

	Numerator	Denominator	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
C1. 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. (c+d)/(a+b+c+d)	4587.00	5165.00	90.15%	92.00%	88.81%
C2. 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. (d+e)/(a+b+c+d+e)	3204.00	6252.00	53.01%	55.00%	51.25%

Reasons for C1 Slippage

The slippage is due to a significant increase in the percentage of children in the sample who are from New York City (NYC) that were reported for this indicator. Although the outcomes for children from NYC were consistent with prior years, the results from NYC are lower than that for the rest of the state.

Reasons for C2 Slippage

The slippage is due to a significant increase in the percentage of children in the sample who are from New York City (NYC) that were reported for this indicator. Although the outcomes for children from NYC were consistent with prior years, the results from NYC are lower than that for the rest of the state.

Does the State include in the numerator and denominator only children who received special education and related services for at least six months during the age span of three through five years? **Yes**

Was sampling used? **Yes**

Has your previously-approved sampling plan changed? **No**

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

The State provides assurance that it is using its currently approved sampling plan for this indicator and only changing the years for which it is used.

Process to collect entry and exit information
Entry assessments:

All preschool children who were initially evaluated on or after March 1, 2006 and found eligible for preschool special education programs and/or services are required to have entry assessment results. All preschool children suspected of having a disability must have entry assessments. These assessments are conducted by approved preschool evaluators. Results are reported to the Committee on Preschool Special Education (CPSE), which determines if the child is eligible for preschool special education programs and services and the entry levels of functioning in three early childhood outcome areas. Approved preschool evaluators are required to include specific assessment information on the Preschool Student Evaluation Summary Report and fill out the supporting evidence for questions 1a, 2a and 3a of the Child Outcomes Summary Form. CPSEs are required to meet to determine a preschool child's eligibility for preschool special education programs and/or services and, if determined eligible, review the summary evaluation results and

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reports from the approved evaluator. For preschool children found to be eligible, the CPSEs rate the child's functioning across settings in each of the three outcome areas identified in questions 1a, 2a and 3a of the Child Outcomes Summary Form. Annually, a representative sample of school districts are required to collect and submit entry and exit data to NYSED through SIRS for preschool children who leave preschool special education services anytime during the school year. All school districts are required to maintain entry level assessment data on all preschool children who are determined to be eligible for preschool special education programs or services.

Exit assessments:

While all preschool children who were initially evaluated on or after March 1, 2006 and found eligible for preschool special education programs and/or services are required to have entry assessment results, exit assessments only need to be conducted for preschool children with disabilities who stop receiving preschool special education services due to program completion or declassification during the school year in which the school district is required to report exit data on this indicator. The only children in sample school districts who require exit assessments are those who received an entry assessment and participated in preschool special education for at least six months prior to exiting.

In order to collect exit assessment data on the progress preschool children with disabilities have made as a result of receiving preschool special education programs and/or services, the Committee on Special Education (CSE) must arrange for exit assessment(s) in the three early childhood outcome areas to be conducted as part of the reevaluation process to determine the child's eligibility for school age special education. Whenever possible and appropriate, the exit assessment instruments should be the same assessment instruments used by the preschool evaluator for the entry assessment process. The results of these assessments must be provided to the CSE. The CSE will review the exit assessment results and determine the child's progress rating in the three identified areas based on rating criteria provided by the State. Some preschool children with disabilities may be referred to the CPSE for possible declassification prior to aging out of preschool special education programs and/or services. When considering declassification of a preschool child with a disability, the CPSE must arrange for a reevaluation by an approved evaluator selected by the parent. The reevaluation process must include conducting exit assessments that measure the child's progress in the three early childhood outcome areas. Whenever possible, the exit assessment instruments should be the same assessment instruments used by the initial approved preschool evaluator for the entry assessment process. The results of the reevaluation and exit assessments must be provided to the CPSE, including the child's parents and the person designated by the municipality in which the child resides. The CPSE must review the reevaluation and assessment results and determine the child's progress rating in each of the three identified areas.

Did you use the Early Childhood Outcomes Center (ECO) Child Outcomes Summary (COS) process? Yes

List the instruments and procedures used to gather data for this indicator.

Data Source

Since the 2007-08 school year, these data are collected at the individual student level through the State's Student Information Repository System (SIRS). The most current SIRS manual is posted at: <http://www.p12.nysed.gov/irs/sirs/>. The data is based on using the federally developed Child Outcomes Summary Form (COSF).

The State provides directions for completing the Child Outcomes Summary Form; see: <http://www.p12.nysed.gov/specialed/spp/7summaryform0809.html>.

Overview of Issue/Description of System or Process:

In New York State, preschool children suspected of having a disability are referred to their local school districts through their district's Committee on Preschool Special Education (CPSE). In accordance with State statute, parents maintain the right to select an evaluator from a list of state-approved evaluators. If, based on the evaluation, the CPSE determines that a child is eligible for special education services, an IEP is developed that identifies the recommended special education services for the child. Preschool students with disabilities may receive related services only (RSO), Special Education Itinerant Services (SEIS), or be placed in a special class program for either a half or full day, including integrated programs with students without disabilities, when appropriate. New York State's system allows for the provision of related services and SEIS within a regular early childhood program, home, other setting or daycare environments. In New York State, preschool children with disabilities receive their special education services from approved private preschool providers or appropriately qualified related service providers on a list maintained by the municipality.

Identification of assessment measures in preschool outcome areas

The most frequently administered assessments for 3- and 4-year old children used in the State to assess preschool children with disabilities in the three outcome areas are provided below.

Assessment Measure Name, Edition and Publication Date of Assessment Measure	Outcome 1: Positive Social Relationships	Outcome 2: Acquire and Use Skills and Knowledge	Outcome 3: Takes Actions to Meet Needs
Adaptive Behavior Assessment System (Ages 0-5) Arizona Articulation Proficiency Scale-3rd Revision, Western Psychological Service, 2000		X	X
Battelle Developmental Inventory-2nd Edition (BDI 2), 2005	X	X	X
Bayley Scales of Infant Development (BSID 2), 1993		X	

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Behavior Assessment System for Children (BASC)-2nd Edition, 2004	X		X
Brigance Diagnostic Inventory of Development, 1st Edition, Copyright (1978, revised 1991)	X		X
Carolina Curriculum for Preschoolers with Special Needs, 2nd Edition, Copyright 2004	X	X	X
Child Behavior Checklist (CBCL)-2nd Edition, 2000	X		
Clinical Evaluation of Language Fundamentals-Preschool II (CELF), 1992 & 2004		X	
Connors' Parent & Teacher Rating Scale (CRS-R), 1997	X		
Developmental Assessment of Young Children (DAYC), 1998	X	X	X
Differential Ability Scales-Psychological Corporation, 1990		X	
Goldman-Fristoe Test of Articulation 2, American Guidance Service, Inc., 2000 Edition		X	
Hawaii Early Learning Profile (HELP), 2004		X	X
Learning Accomplishment Profile-D (LAP-D)	X	X	
Mullen Scales of Early Learning, 1995		X	
Peabody Developmental Motor Scales-2, 2002 (1983)			X
Peabody Picture Vocab. Test (PPVT)-IIA		X	
Preschool-Kindergarten Behavior Scales-2nd Edition, 2002	X		
Preschool Evaluation Scale	X	X	X
Preschool Language Scale-(PLS-4), 2002		X	
Rosetti Infant-Toddler Language Scales, 1990	X	X	
Sensory Profile Checklist (Dunn) Psychological Corporation, 1999			X
Stanford-Binet Intelligence Scale, 2003		X	
Stuttering Severity Instrument for Children & Adults, Third Edition, 1994		X	
Vineland Social Emotional Early Childhood Scales (SEEC)	X	X	X
Wechsler Preschool and Primary Scale of Intelligence-III (WPPSI), 2002		X	
Westby Play Scale, 2000		X	

Actions required in FFY 2015 response

none

OSEP Response

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 8: Parent involvement**

Monitoring Priority: FAPE in the LRE

Results indicator: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Do you use a separate data collection methodology for preschool children? No

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			87.00%	87.50%	88.00%	89.00%	90.00%	90.00%	90.00%	93.00%	93.50%
Data		87.80%	87.80%	90.10%	91.80%	91.70%	92.60%	93.20%	92.40%	93.69%	93.93%

FFY	2015
Target ≥	94.00%
Data	93.45%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target ≥	94.00%	94.50%	95.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

Results for this indicator were shared and discussed with the State's technical assistance providers, including but not limited to the Parent Centers. Targets for this indicator were drafted in consideration of historical data trends and improvements in rates of survey completion as a result of outreach to parents by districts and Special Education Parent Centers. Proposed targets were shared and discussed with the Commissioner's Advisory Panel for Special Education.

FFY 2016 SPP/APR Data

Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
9206.00	9861.00	93.45%	94.00%	93.36%

The number of parents to whom the surveys were distributed.	3.45%	285967.00
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The percentage shown is the number of respondent parents divided by the number of parents to whom the survey was distributed.

Since the State did not report preschool children separately, discuss the procedures used to combine data from school age and preschool surveys in a manner that is valid and reliable.

NYSED directs school districts to include every preschool and school-age student with a disability who is provided special education programs and services in the eligible population of students from which a random sample must be selected. Based upon this pool of eligible students, districts must use a sampling calculator. Each school district in the sample is required to over-sample by sending the survey to all the parents of preschool and school-age students with disabilities or by sending the survey to ten times the required minimum sample size. The sampling calculator used to determine minimum sample sizes is available at <http://eservices.nysed.gov/pdsystem/samplecalculator.jsp>.

While all districts have a choice to either report data on all eligible students for this indicator or submit data on a randomly selected sample of minimum number of students using the sampling guidelines provided by the Department, the vast majority of school districts submit data on behalf of all eligible students in order to meet the required minimum number.

The demographics of the parents responding are representative of the demographics of children receiving special education services. Yes

Include the State's analyses of the extent to which the demographics of the parents responding are representative of the demographics of children receiving special education services.

NYSED includes in the contract deliverables for its 14 special education parent centers (most of which are also federal OSEP funded parent centers), activities to encourage parents of students with disabilities to complete and return the parent survey when requested by their school districts. Surveys are made available to all parents.

In addition to English, the surveys are made available by the State in the six predominant languages in this State (Spanish, Russian, Simplified Chinese, Haitian Creole, Bengali, and Urdu). NYSED requires the districts to provide translations to ensure parents who do not read or understand one of these languages have an opportunity to participate in the survey.

Surveys are returned directly to an independent research firm working with NYSED to print, disseminate, collect, analyze and report on the parent survey information. A parent's individual responses are confidential.

The totally random sampling methodology and required documentation (which districts must maintain for seven years) should minimize selection bias. School districts are encouraged to provide the surveys in a variety of ways to improve the response rate. NYSED attempts to prevent missing data by first describing precisely what the State needs to collect, providing technical assistance and then following up with school districts to request missing data.

School districts are directed to employ a variety of methods to encourage parents to complete the survey, including, but not limited to, using paper surveys, telephone surveys, interview surveys and web-based surveys. Parents are also able to complete the survey through an internet website made available by the Department. School districts will be responsible to ensure a statistically sound return rate.

The results for FFY 2016 accurately represent the disability type classification demographics of the students served. The analysis is based on a review of the data based on the demographic information submitted on parent surveys. Although parent surveys are submitted in sufficient numbers to accurately reflect students served in each district, NYSED will continue to explore strategies to increase parent survey response rates in districts that are known to have a larger non-White population of students.

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

The State provides assurance that it is using its currently approved sampling plan and only changed the years for which it is used.

Was a survey used? Yes

Is it a new or revised survey? No

Provide additional information about this indicator (optional)

Survey Instrument

New York State uses a modified version of the survey developed by the National Center for Special Education Accountability Measures (NCSEAM). Twenty-five (25) items from MCSEAM's Parent Survey - Part B have been selected based on the rules established for item selection to ensure reliability and validity of the use of the survey. The directions, format and wording of some questions were revised slightly.

Timelines for Data Collection and Reporting

The surveys may be distributed between September 1st and August 31st of the year in which a school district is required to report on Indicator 8. Surveys must be postmarked by August 31st of the reporting year.

Report Criteria

The criteria used to determine if a parent has rated his or her school district positively for parental involvement will be as follows:

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The survey must be completed with a minimum of 15 responses and at least 51 percent of the responses must receive a positive rating of either agree, strongly agree, or very strongly agree. For district reporting, districts that do not have the minimum number of parent surveys returned as indicated in the sampling methodology will be reported as not having positive parent involvement, with the reason noted.

Technical Assistance

Information to assist districts in meeting their responsibilities for data collection for this indicator is publicly posted at:

http://parentsurvey.potsdam.edu/index_school.htm, and

<http://www.p12.nysed.gov/specialed/spp/indicators/8.htm>.

Actions required in FFY 2015 response

In the FFY 2016 SPP/APR, the State must report whether its FFY 2016 data are from a response group representative of the population, and, if not, the actions the State is taking to address this issue.

Responses to actions required in FFY 2015 OSEP response

The results for FFY 2016 accurately represent the disability type classification demographics of the State, but are less representative of the race/ethnicity demographics of the State. Hispanic and Black/African American students are underrepresented while White students are overrepresented. The issue may be the overall response rate being lower in districts with a larger non-White population and higher in districts with a larger White population. NYSED continues to explore strategies to increase parent survey response rates in districts that are known to have a larger non-White population of students. NYSED's Parent Centers will work in collaboration with districts to support survey sample distribution response rates that are representative of the district's population.

OSEP Response

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 9: Disproportionate Representation**

Monitoring Priority: Disproportionate Representation

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



(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2016

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data		0.90%	0.30%	0.60%	1.20%	1.00%	0.90%	0.40%	0.60%	0.59%	0.15%

FFY	2015
Target	0%
Data	0.59%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	0%	0%	0%

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? Yes No

The State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts totally excluded from the calculation as a result of the requirement because the district did not meet the minimum n and/or cell size. 116

Number of districts with disproportionate representation of racial and ethnic groups in special education and related services	Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
8	1	563	0.59%	0%	0.18%

Were all races and ethnicities included in the review? Yes No

Describe how the State made its annual determination that the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification

The State provides for the review of policies, procedures and practices each year a school district's data shows a disproportionate representation based on race/ethnicity in the disability category of students with disabilities as follows:

- The first year a district's data indicates disproportionality, the State requires the district to complete a State-developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures to determine whether the disproportionate representation was the result of inappropriate identification. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/indicators/10.htm>. A report of the results of this review is submitted by the district to the State. At the time of submission, school districts that identify issues of noncompliance are immediately notified through written findings of noncompliance that they must correct all issues of noncompliance immediately, but not later than the prescribed due date in the district's notification (always within one year).
- For subsequent years in which a school district's data indicates significant discrepancies, the State conducts the monitoring review of the district's policies, procedures and practices as identified above.

Define "disproportionate representation." Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Definition of Disproportionate Representation and Methodology:

NYS uses the relative risk and weighted relative risk ratios, with minimum "n" sizes to identify school districts whose data indicate

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disproportionate representation of racial and ethnic groups in special education. The minimum “n” size requirement used to compute disproportionate representation **does** exclude school districts from the denominator when calculating results for this indicator, but only districts that meet the minimum “n” size are included in the numerator. All districts are included in the denominator. Parentally placed students attending nonpublic schools are excluded from the calculation. The definition of "Disproportionate Representation" and the methodology for calculating it is as follows:

Disproportionate Over-Representation in Special Education:

- At least 75 students with disabilities enrolled on the first Wednesday in October;
- A minimum of 30 students (disabled and nondisabled) of particular race/ethnicity enrolled on the first Wednesday in October;
- At least 75 students (disabled and nondisabled) of all other race/ethnicities enrolled on the first Wednesday in October;
- At least 10 students with disabilities of particular race/ethnicity enrolled in district on the first Wednesday in October; and

• Either:

- Both the relative risk ratio and weighted relative risk ratio for any race/ethnic group is 2.5 or higher; **or**
- All students with disabilities in special education are of only one race/ethnic group regardless of the size of the relative risk ratio and weighted relative risk ratio.

New York State's Measurement:

Step One:

NYS compares the percent of total enrollment of each race/ethnic group in special education with the percent of total enrollment of all other race/ethnic groups in special education combined. For identification of school districts since the 2005-06 school year, the State has used the following definition of “disproportionate representation” and in subsequent years may revise the definition by lowering the relative risk ratio, weighted relative risk ratio, and the minimum numbers of students. The State’s definition of significant disproportionality is the same as its definition of disproportionality.

NYS uses the relative risk and weighted relative risk ratios, with minimum “n” sizes to identify school districts whose data indicate disproportionate representation of racial and ethnic groups in special education. See the definition of “Disproportionate Representation and Methodology” described above.

Step Two:

The State provides for the review of policies, procedures and practices each year a school district’s data shows a disproportionate representation based on race/ethnicity as follows:

The first year a district’s data indicates disproportionality, the State requires the district to complete a State-developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures to determine whether the disproportionate representation was the result of inappropriate identification. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/9selfreview-Oct12.pdf>. A report of the results of this review is submitted by the district to the State. At the time of submission, school districts that identify issues of noncompliance are notified through written findings of noncompliance that they must correct all issues of noncompliance immediately, but not later than the prescribed due date in the district’s notification (always within one year).

For subsequent years in which a school district’s data indicates significant discrepancies, the State conducts the monitoring review of the district’s policies, procedures and practices as identified above.

Step Three:

When calculating the results for this indicator, the State divides the number of school districts with disproportionate representation and inappropriate policies, procedures and/or practices that indicate inappropriate identification by the total number of school districts in the State.

Describe how the State made its annual determination as to whether the disproportionate representation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification.

The State provides for the review of policies, procedures and practices each year a school district’s data shows a disproportionate representation based on race/ethnicity, as follows:

The first year a district’s data indicates disproportionality, the State requires the district to complete a State-developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures to determine whether the disproportionate representation was the result of inappropriate identification. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/9selfreview-Oct12.pdf>. A report of the results of this review is submitted by the district to the State. At the time of submission, school districts that identify issues of noncompliance are notified through written findings of

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noncompliance that they must correct all issues of noncompliance immediately, but not later than the prescribed due date in the district's notification (always within one year).

For subsequent years in which a school district's data indicates significant discrepancies, the State conducts the monitoring review of the district's policies, procedures and practices, as identified above.

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2015

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
6	6	null	0

FFY 2015 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

To verify the correction of noncompliance, the State verified that each noncompliant district (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100 percent compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with Office of Special Education Programs (OSEP) Memo 09-02.

Describe how the State verified that each individual case of noncompliance was corrected

To verify the correction of noncompliance identified through onsite monitoring, the State followed up with each district to ensure that the compliance assurance plan (CAP) was fully implemented, and reviewed the district's revised policies, procedures and practices, including a sample of student records to verify correction of noncompliance and that individual instances of noncompliance had been corrected.

OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2016 and OSEP accepts that revision.

The State did not demonstrate that the LEA corrected the findings of noncompliance identified in FFY 2015 because it did not report that it verified correction of those findings, consistent with OSEP Memo 09-02. Specifically, did not report whether it verified that each LEA with noncompliance identified through the State developed self-review monitoring protocol is: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA.

Because the State reported less than 100% compliance for FFY 2016 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2016 for this indicator. The State must demonstrate, in the FFY 2017 SPP/APR, that the one district identified in FFY 2016 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification is in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that the district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction. If the State did not identify any findings of noncompliance in FFY 2016, although its FFY 2016 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2016. Further, the State must demonstrate, in the FFY 2017 SPP/APR, that the six districts identified in FFY 2015 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311. In demonstrating the correction of the noncompliance identified in FFY 2015, the State must report, in the FFY 2017 SPP/APR, that the State verified that each district with noncompliance identified in FFY 2016 and each LEA with remaining noncompliance identified in FFY 2015: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Required Actions

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 10: Disproportionate Representation in Specific Disability Categories

Monitoring Priority: Disproportionate Representation

Compliance indicator: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.



(20 U.S.C. 1416(a)(3)(C))

Historical Data

Baseline Data: 2016

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			0%	0%	0%	0%	0%	0%	0%	0%	0%
Data		0.90%	0.90%	0.60%	1.60%	1.20%	0.90%	0.90%	0.40%	1.32%	1.18%

FFY	2015
Target	0%
Data	0.44%

Key:  Gray – Data Prior to Baseline  Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	0%	0%	0%

FFY 2016 SPP/APR Data

Has the State Established a minimum n-size requirement? Yes No

The State may only include, in both the numerator and the denominator, districts that met the State-established n and/or cell size. Report the number of districts totally excluded from the calculation as a result of the requirement because the district did not meet the minimum n and/or cell size. 116

Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories	Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	Number of districts that met the State's minimum n-size	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
16	4	563	0.44%	0%	0.71%

Reasons for Slippage

The required change in the data calculation to only include districts that met the State's minimum n-size resulted in an increase in the data percentage for FFY 2016 compared to what it would have been had the State continued to use the number of all districts, as was done in prior years. Because of the new calculation requirement, NYSED changed its baseline year. In addition, there were an increased number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that were identified as a result of more rigorous state reviews. Districts identified for more than 2 years undergo a more rigorous state review to determine if the disproportionate overrepresentation of racial and ethnic groups in specific disability categories is the result of inappropriate policies, practices and procedures.

Were all races and ethnicities included in the review? Yes No

Describe how the State made its annual determination that the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification

The State provides for the review of policies, procedures and practices each year a school district's data shows a disproportionate representation based on race/ethnicity in the disability category of students with disabilities as follows:

- The first year a district's data indicates disproportionality, the State requires the district to complete a State-developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures to determine whether the disproportionate representation was the result of inappropriate identification. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/indicators/10.htm>. A report of the results of this review is submitted by the district to the State. At the time of submission, school districts that identify issues of noncompliance are immediately notified through written findings of noncompliance that they must correct all issues of noncompliance immediately, but not later than the prescribed due date in the district's notification (always within one year).
- For subsequent years in which a school district's data indicates significant discrepancies, the State conducts the monitoring review of the district's policies, procedures and practices as identified above.

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Please specify in your definition: 1) the calculation method(s) being used (i.e., risk ratio, weighted risk ratio, e-formula, etc.); and 2) the threshold at which disproportionate representation is identified. Also include, as appropriate, 3) the number of years of data used in the calculation; and 4) any minimum cell and/or n-sizes (i.e., risk numerator and/or risk denominator).

Definition of Disproportionate Representation and Methodology: (title added February 2010)

NYS uses the relative risk and weighted relative risk ratios, with minimum “n” sizes to identify school districts whose data indicate disproportionate representation of racial and ethnic groups in specific disability categories. The minimum “n” size requirement used to compute disproportionate representation does not exclude school districts from the denominator when calculating results for this indicator, but only districts that meet the minimum “n” size are included in the numerator. All districts are included in the denominator. Parentally placed students attending nonpublic schools are excluded from the calculation. The definition of “Disproportionate Representation” and the methodology for calculating it is as follows:

Disproportionate Over-representation in Specific Disability Categories (Emotional Disturbance, Learning Disability, Intellectual Disability, Other Health Impairment, Speech or Language Impairment and Autism):

- At least 75 students with disabilities enrolled on child count date (the first Wednesday in October);
- A minimum of 30 students (disabled and nondisabled) of particular race/ethnicity enrolled on the child count date;
- At least 75 students of all other race/ethnicities enrolled in the district on child count date;
- At least 10 students with disabilities of particular race/ethnicity and disability enrolled in district on the child count date; and
- Either:
 - Both the relative risk ratio and weighted relative risk ratio for any race/ethnic group is 4.0 or higher; or
 - All students with disabilities in a specific disability category are of only one race/ethnic group regardless of the size of the relative risk ratio and weighted relative risk ratio.

In the calculation of disproportionate representation, NYSED does not remove districts from the numerator or denominator, but rather calculates the disproportionality based on all districts. Then, districts that do not have at least 75 students with disabilities overall are removed from identification.

The application of the 75 student minimum criteria did not result in any districts being removed from identification and had no effect on the numerator. Of the 116 districts that had less than 75 students with disabilities, none of these 116 districts would have met the definition of disproportionate representation.

Data Source:

Data on students’ race/ethnicity and special education classification are collected through the Student Information Repository System (SIRS) at an individual student level. Results of self-review monitoring protocols are submitted by school districts through the PD web-based data collection system.

NYS uses data collected and reported to the United States Department of Education (USDOE) in the annual 618 report on Table 1 of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act (IDEA), as amended) and the State’s analysis to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification. These data are also provided to USDOE in the corresponding *EDFacts* files.

The method to calculate disproportionate representation is provided below:

Step One:

NYS compares the percent of total enrollment of each race/ethnic group identified by particular disabilities to percent of total enrollment of other race/ethnic groups combined. For identification of school districts since the 2005-06 school year, the State has used the following definition of “disproportionate representation” and in subsequent years may revise the definition by lowering the relative risk ratio, weighted relative risk ratio, and the minimum numbers of students. The State’s definition of significant disproportionality is the same as its definition of disproportionality.

NYS uses the relative risk and weighted relative risk ratios with minimum “n” sizes to identify school districts whose data indicate disproportionate representation of racial and ethnic groups in specific disability categories of Emotional Disturbance, Learning Disability, Intellectual Disability, Other Health Impairment, Speech or Language Impairment and Autism. See the definition of “Disproportionate Representation and Methodology” described below.

Step Two:

The State provides for the review of policies, procedures and practices each year a school district’s data shows a disproportionate representation based on race/ethnicity in the disability category of students with disabilities as follows:

- The first year a district’s data indicates disproportionality, the State requires the district to complete a State-developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures to determine whether the disproportionate representation was the result of inappropriate identification. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/indicators/10.htm>. A report of the results of this review is submitted by the district to the

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State. At the time of submission, school districts that identify issues of noncompliance are immediately notified through written findings of noncompliance that they must correct all issues of noncompliance immediately, but not later than the prescribed due date in the district's notification (always within one year).

- For subsequent years in which a school district's data indicates significant discrepancies, the State conducts the monitoring review of the district's policies, procedures and practices as identified above.

Step Three:

When calculating the results for this indicator, the State divides the number of school districts with disproportionate representation and inappropriate policies, procedures and/or practices by the total number of school districts in the State.

Describe how the State made its annual determination as to whether the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

The State provides for the review of policies, procedures and practices each year a school district's data shows a disproportionate representation based on race/ethnicity in the disability category of students with disabilities as follows:

- The first year a district's data indicates disproportionality, the State requires the district to complete a State-developed self-review monitoring protocol, which requires the review of specific policies, practices and procedures to determine whether the disproportionate representation was the result of inappropriate identification. The monitoring protocol for this review is available at <http://www.p12.nysed.gov/specialed/spp/indicators/10.htm>. A report of the results of this review is submitted by the district to the State. At the time of submission, school districts that identify issues of noncompliance are immediately notified through written findings of noncompliance that they must correct all issues of noncompliance immediately, but not later than the prescribed due date in the district's notification (always within one year).
- For subsequent years in which a school district's data indicates significant discrepancies, the State conducts the monitoring review of the district's policies, procedures and practices as identified above.

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2015

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
19	16	null	3

FFY 2015 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The State verified that the school district is correctly implementing the regulatory requirements based on a review of revised policies, procedures and practices relating to individual evaluations and/or the eligibility determination process, as applicable, and upon a review of a sample of student records to verify compliance, consistent with Office of Special Education Programs (OSEP) Memo 09-02.

Describe how the State verified that each individual case of noncompliance was corrected

All individual student cases have been verified as corrected. To verify the correction of noncompliance the State verified through record reviews that the district had corrected each individual case of noncompliance, unless the child was no longer within the jurisdiction of the district, consistent with Office of Special Education Programs (OSEP) Memo 09-02.

FFY 2015 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

FFY 2010 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

Two findings of noncompliance remain uncorrected from one school district. The district was identified as a District in Need of Intervention for the 2016-17 school year and special conditions were placed on their use of IDEA funds. NYSED required the district to participate in professional development and training for a minimum of five hours per week with NYSED's Regional Special Education Training and Technical

OSEP Response

The State has revised the baseline for this indicator, using data from FFY 2016, and OSEP accepts that revision.

The State did not report on the actions it took to address the uncorrected noncompliance identified in FFY 2015 for this indicator.

Because the State reported less than 100% compliance for FFY 2016 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2016 for this indicator. The State must demonstrate, in the FFY 2017 SPP/APR, that the four districts identified in FFY 2016 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311. If the State did not identify any findings of noncompliance in FFY 2016, although its FFY 2016 data reflect less than 100% compliance (greater than 0% actual target data for this indicator), provide an explanation of why the State did not identify any findings of noncompliance in FFY 2016. Further, the State must demonstrate, in the FFY 2017 SPP/APR, that the remaining three districts identified in FFY 2015 and the remaining two districts identified in FFY 2010 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311. In demonstrating the correction of the noncompliance identified in FFY 2015 and FFY 2010, the State must report, in the FFY 2017 SPP/APR, that the State verified that each district with noncompliance identified in FFY 2016 and each district with remaining noncompliance identified in FFY 2015 and FFY 2010: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 11: Child Find**

Monitoring Priority: Effective General Supervision Part B / Child Find

Compliance indicator: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2005

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		64.20%	64.20%	67.40%	74.68%	77.00%	84.00%	90.00%	92.40%	88.07%	83.84%

FFY	2015
Target	100%
Data	83.30%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	100%	100%	100%

FFY 2016 SPP/APR Data

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
16,198	13,784	83.30%	100%	85.10%

Number of children included in (a), but not included in (b) [a-b]	2,414
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Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

There are 2,414 students in (a) and not in (b) of the following table. These are students for whom evaluations were not completed within State-established timelines for reasons which are not in compliance with State requirements. The chart below provides information regarding the extent of delays and reasons for not completing the initial evaluations of children within the State-established timelines.

Number of Children by Number of Days of Delay in Completing Evaluations, FFY 2016

Reasons for Delays, FFY 2016	Number of Children by Number of Days of Delay in Completing Evaluations, FFY 2016				Total	Percent of Total
	1-10	11-20	21-30	Over 30		
An approved evaluator was not available to provide a timely evaluation.	310	166	81	156	713	29.5%
Evaluator delays in completing evaluations.	237	179	151	408	975	40.4%

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Delays in scheduling CPSE or CSE meetings.	151	129	92	354	726	30.1%
Total	698	474	324	918	2414	
Percent of Total	28.9%	19.6%	13.4%	38.0%		100%

Indicate the evaluation timeline used

- The State used the 60 day timeframe within which the evaluation must be conducted.
- The State established a timeline within which the evaluation must be conducted.

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

The State provides assurance that it is using its previously approved sampling methodology and only changed the years for which it is used.

NYSED collects individual student data through SIRS. School districts report specific dates when special education events occur, such as the date of referral, date of written parent consent for an initial individual evaluation and the date of the Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) meeting to discuss evaluation results. The State does not have an event for the date the evaluation is completed. Therefore, for purposes of monitoring for this indicator, districts report the date the CPSE or CSE meeting is held to discuss the evaluation results. If the number of days exceeds the State-established timelines, reasons for delays are collected. Some reasons are considered to be in compliance with State requirements and other reasons are not in compliance. If the district has documentation that shows that the evaluation was completed within 60 calendar days from parental consent, but the meeting to discuss the evaluation results was delayed, the district is determined to have timely evaluated such students. However, absent such documentation, the district is reported as having untimely evaluations.

Provide additional information about this indicator (optional)

Identification of noncompliance: Each year a school district has data indicating one or more students did not receive their evaluations within the required timeline, the State identifies the school district with (1) noncompliance with section 200.4(b) for timely evaluations of school-age students; and/or (2) noncompliance with section 200.16(c)(2) for timely evaluations of preschool children. Correction of noncompliance is not verified unless the State determines that (1) each student whose evaluation was not timely administered has subsequently received his/her evaluation and (2) based on a sample of records, the district is now timely evaluating all students.

In the State's annual monitoring of New York City, the State sends notification to the district each year citing noncompliance if all students did not receive their initial evaluations on time. The State verifies every year that each student has subsequently received his/her evaluation (individual student correction of noncompliance). However, the State has not been able to verify every year that the district is timely evaluating all students. In the 2012 Annual Performance Report, the State reported findings not yet corrected for all students (see Correction of Findings of Noncompliance Identified Prior to FFY 2013). Beginning with the FFY 2014 Annual Performance Report, if the State cannot verify the correction of noncompliance for all students, it will report this noncompliance in the current year only, as it is a continuation of the same systemic noncompliance that was identified prior to FFY 2014. Therefore, the findings of noncompliance for Prior to FFY 2014 have been changed to 0.

NYSED has accessed, through its engagement in the Differentiated Monitoring and Support process, guidance from OSEP and its funded technical assistance networks on ways to improve results for Indicator 11 and will continue to do so. NYSED has established a workgroup to identify root cause issues related to Indicator 11.

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2015

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
60	56	3	1

FFY 2015 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

NYS has verified that each LEA with noncompliance identified in FFY 2015 for this indicator: (1) is correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100 percent compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) has completed the evaluation, although late, for any child whose initial evaluation was not timely, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

The State verified the correction of noncompliance by requiring submission of the specific date that the individual evaluation was completed, although late, for each individual student whose evaluation was not timely. To verify the correction of noncompliance for all students through the review of subsequent data demonstrating compliance, the districts were required to report to the State the percent of students who had a timely evaluation over a specified period of time. See <http://www.p12.nysed.gov/sedcar/forms/vr/1516/html/verif11.htm>. For NYC, the State verifies the correction of noncompliance through annual monitoring. For NYC, the State has verified that all individual students who continued to reside in the jurisdiction of the LEA and who did not have timely evaluations have subsequently received their evaluations. The district, however, has outstanding systemic noncompliance that has not yet been verified as corrected from prior years.

Describe how the State verified that each individual case of noncompliance was corrected

To verify the correction of noncompliance for all students through the review of subsequent data demonstrating compliance, the districts were required to report to the State the percent of students who had a timely evaluation over a specified period of time and identify the date in which the evaluation for each student was completed. See:

<http://www.p12.nysed.gov/sedcar/forms/vr/1516/html/verif11.htm>.

FFY 2015 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

NYSED has verified that all individual students who continued to reside within the district, and who did not have timely evaluations, have subsequently received their evaluations. To address systemic noncompliance, NYSED required the district to develop a Strategic Action Plan to identify the root causes for untimely evaluations and strategies to address the root causes, including hiring additional district evaluators and providing professional development on caseload management to its IEP team.

OSEP Response

Because the State reported less than 100% compliance for FFY 2016, the State must report on the status of correction of noncompliance identified in FFY 2016 for this indicator. In addition, the State must demonstrate, in the FFY 2017 SPP/APR, that the one remaining uncorrected finding of noncompliance identified in FFY 2015 was corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2017 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2016 and the LEA with remaining noncompliance identified in FFY 2015: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2016, although its FFY 2016 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2016.

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 12: Early Childhood Transition**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2014

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data		86.50%	73.80%	78.20%	74.75%	64.50%	70.30%	87.50%	82.40%	97.00%	75.26%

FFY	2015
Target	100%
Data	67.35%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	100%	100%	100%

FFY 2016 SPP/APR Data

a. Number of children who have been served in Part C and referred to Part B for Part B eligibility determination.	1,268
b. Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.	50
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	137
d. Number of children for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	373
e. Number of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.	6
f. Number of children whose parents chose to continue early intervention services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option.	648

	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. $[c/(a-b-d-e-f)] \times 100$	137	191	67.35%	100%	71.73%

Number of children who have been served in Part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f	54
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Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

There are 54 students in (a) that are not included in b, c, d, or e in the following table. These are students for whom evaluations were not completed within State-established timelines for reasons which are not in compliance with State requirements. The chart below provides information regarding the extent of delays and reasons for not completing the initial evaluations of children within the State-established timelines.

Reasons for Delays, FFY 2016 Number of Children by Number of Days of Delay in Developing an IEP by Third Birthday or Determining Eligibility for Preschool Special Education in FFY 2016 Total Percent of Total

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

	1-10	11-20	21-30	Over 30	Unknown		
The recommended Part B program/ services were not available when the child turned 3 years of age	1	1	0	7	0	9	16.7%
Evaluator was not available to provide a timely evaluation	0	0	1	11	0	12	22.2%
Evaluator delays in completing the evaluation	0	0	1	16	0	17	31.5%
Delays in scheduling CPSE meetings	1	1	0	13	0	15	27.8%
Additional evaluations were requested	0	1	0	0	0	1	1.9%
Inaccurate or Incomplete data	0	0	0	0	0	0	0.0%
Total	2	3	2	47	0	54	
Percent of Total	3.7%	5.6%	3.7%	87.0%	0.0%		100%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State’s monitoring, describe the procedures used to collect these data.

The State provides assurance that it is using its currently approved sampling plan and will only change the years for which it is used.

NYS collects data for this indicator via the Student Information Repository System (SIRS) and verifies these data by displaying them in a VR12 report, which was developed in the PD Data System. SIRS is NYS’s individual student data reporting system. School districts report the date of referral, date of written parent consent for an initial evaluation, date of the CPSE meeting to determine eligibility and date the IEP is implemented. Reasons for delays are collected for children whose eligibility determination is not made or whose IEPs are not implemented by their third birthday or in compliance with State requirements. Each school district’s compliance rate is calculated.

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

Provide additional information about this indicator (optional)

New York State (NYS) Public Health Law, section 2541(8)(a) provides that a child's eligibility for EI services ends as of his or her third birthday, unless the child has been referred to the Committee on Preschool Special Education (CPSE) and found eligible for preschool special education services before his or her third birthday. Under these provisions, parents may elect to either transition the child to preschool special education or continue their child in early intervention programming beyond the third birthday until either September or January, according to the following rules: (1) If the child turns three years of age on or before the thirty-first day of August, the child shall, if requested by the parent, be eligible to receive early intervention services contained in an Individualized Family Service Plan (IFSP) until the first day of September of that calendar year; or, (2) If the child turns three years of age on or after the first day of September, the child shall, if requested by the parent and if already receiving EI services, be eligible to continue receiving such services until the second day of January of the following calendar year. When the parent elects to continue in EI under these provisions, the CPSE would write the IEP and indicate the starting date for special education services as of September or January, respectively. In no cases may the child receive EI and preschool special education services simultaneously.

In FFY 2016, there were 648 children who fell under this provision and whose parents chose to have them continue in Part C, Early Intervention. These 648 children have IFSPs in effect. At the direction of USDOE, these 648 children are included in line f rather than line c. Should NYS be authorized to count as compliant the 648 students who continued to get special education programs and services in EI beyond their third birthday, consistent with its unique statute, its compliance rate would have been 93.6 percent. It should be noted that 34 CFR §300.323(b) allows for an IFSP to serve as the IEP under certain conditions.

NYSED's data shows that 360 of the 648 children whose parents chose to continue them in EI beyond their third birthday had their IEP implemented by August 31, 2017 following their continuation in EI. The IEPs for these children were developed and ready for implementation at the time their parents chose to continue them in EI and were immediately implemented following the close of their EI continuation period. Should NYS be authorized to count the 360 students as compliant, its compliance rate would be 90.2 percent.

NYSED's FFY 2016 data for Indicator 12 is adversely impacted as a direct result of NYS's unique statute. Consistent with NYS Public Health Law section 2541(8)(a), for a child already receiving IDEA Part C Early Intervention (EI) services, parents have the option to continue their child's special education services through the Part C IDEA (EI program) beyond their third birthday. Under this option, in FFY 2016, a significant number (648) of NYS's preschool age students continued to receive their special education programs and services through IDEA (Part C) EI programs. NYSED significantly values parental choice and believes it is important to support parents should they choose this option. The primary tenets of good transition planning are to ensure students continue to receive services as appropriate to meet their needs and that the transition process is successful for families. Supporting parents in this choice fosters a successful transition for them, as well as ensures that their child continues to receive special education services through Part C IDEA services to address specific needs.

To improve compliance with this indicator, NYSED is working with the National Center for Systemic Improvement (NCSI) and its NYS Early Intervention partners to study its processes for collection of this data and to identify and address additional contributing factors.

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2015

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
7	6	0	1

FFY 2015 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

For all noncompliance identified in FFY 2015 that has been corrected, NYS has verified that each LEA with noncompliance identified for this Indicator: (1) is correctly implementing 34 CFR §300.124(b) (i.e., achieved 100 percent compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

To verify the correction of noncompliance for all students through the review of subsequent data demonstrating compliance, the districts were required to report to the State the percent of students who had a timely evaluation over a specified period of time. See <http://www.p12.nysed.gov/sedcar/forms/vr/1516/html/verif12.htm>.

Describe how the State verified that each individual case of noncompliance was corrected

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

For all noncompliance identified in FFY 2015 that has been corrected, NYS has verified that each LEA with noncompliance identified for this indicator: (1) is correctly implementing 34 CFR §300.124(b) (i.e., achieved 100 percent compliance) based on a review of updated data, such as data subsequently collected through on-site monitoring or a State data system; and (2) has developed and implemented the IEP, although late, for any child for whom implementation of the IEP was not timely, unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

The State verified the correction of noncompliance by requiring submission of the specific date that the student's IEP was implemented, although late, for each individual student whose IEP implementation was not timely.

FFY 2015 Findings Not Yet Verified as Corrected

Actions taken if noncompliance not corrected

The district submitted data indicating that the child specific noncompliance was corrected and, although late, each child's IEP was developed and implemented. NYSED addressed the systemic noncompliance by requiring the district to develop a Strategic Action Plan to identify the root cause for the untimely development and implementation of IEPs and strategies to address the identified root cause. NYSED will continue to monitor Indicator 12 performance through the Strategic Action Plan initiatives and on-going meetings with district leadership.

OSEP Response

OSEP acknowledges that NYSED believes its FFY 2016 Indicator 12 data are adversely impacted as a result of NYS Public Health Law section 2541(8)(a) which states that "for a child already receiving IDEA Part C Early Intervention (EI) services, parents have the option to continue their child's special education services through the Part C IDEA (EI program) beyond their third birthday." However, consistent with the measurement table, this indicator measures only children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays should be included in the data for this indicator. Also consistent with the measurement table, this indicator specifically excludes children whose parents choose to continue EI services beyond the child's third birthday through a State's policy under 34 CFR §303.211 or a similar State option. Therefore, OSEP declines to take into account the percentage of does not consider data that includes children whose parents chose to continue EI services beyond their child's third birthday when assigning RDA Matrix points for Indicator 12.

Because the State reported less than 100% compliance for FFY 2016, the State must report on the status of correction of noncompliance identified in FFY 2016 for this indicator. In addition, the State must demonstrate, in the FFY 2017 SPP/APR, that the remaining one uncorrected finding of noncompliance identified in FFY 2015 was corrected. When reporting on the correction of noncompliance, the State must report, in the FFY 2017 SPP/APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2016 and each LEA with remaining noncompliance identified in FFY 2015: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2016, although its FFY 2016 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2016.

Required Actions

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**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 13: Secondary Transition**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Compliance indicator: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2009

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target			100%	100%	100%	100%	100%	100%	100%	100%	100%
Data						67.20%	79.00%	89.40%	86.10%	77.17%	78.29%

FFY	2015
Target	100%
Data	76.50%

Key: Gray – Data Prior to Baseline Yellow – Baseline

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target	100%	100%	100%

FFY 2016 SPP/APR Data

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
2,806	3,110	76.50%	100%	90.23%

What is the source of the data provided for this indicator?

- State monitoring
- State database that includes data for the entire reporting year

Describe the method used to collect these data, and if data are from the State's monitoring, describe the procedures used to collect these data.

Measurement:

Percent = [(# of youth with IEPs aged 15 and above with an IEP that includes appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the CSE meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the CSE meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 15 and above)] times 100.

Data Source:

NYS will use data taken from State monitoring, as described below.

Overview of Issue/Description of System or Process

State law and regulations define transition services to mean a coordinated set of activities for a student with a disability, designed within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including, but not limited to, post-secondary education, vocational education, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and must include needed activities in instruction; related services;

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

community experiences; the development of employment and other post-school adult living objectives; and when appropriate, acquisition of daily living skills and functional vocational evaluation.

When the purpose of an IEP meeting is to consider transition services, the meeting notice must indicate this purpose, indicate that the school district/agency will invite the student to participate in the meeting, and identify any other agency that will be invited to send a representative.

In NYS, transition services must be in a student's IEP beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age, if determined appropriate) and updated annually. The IEP must, under the applicable components of the student's IEP, include:

- under the student's present levels of performance, a statement of the student's needs, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities;
- appropriate measurable post-secondary goals based upon age appropriate transition assessments relating to training, education, employment and, where appropriate, independent living skills;
- annual IEP goals related to the student's transition services needs;
- statement of the transition service needs of the student that focuses on the student's courses of study, such as participation in advanced placement courses or a vocational education program;
- needed activities to facilitate the student's movement from school to post-school activities, including instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation; and
- a statement of the responsibilities of the school district and, when applicable, participating agencies for the provision of such services and activities that promote movement from school to post-school opportunities, or both, before the student leaves the school setting.

Sampling Methodology

The State provides assurance that it is using its currently approved sampling methodology and only changing the years for which it will be used.

IEP Monitoring Review Process

NYSED has developed an "IEP/Transition Self-Review" monitoring protocol to be used each year in monitoring districts for this Indicator. The school districts selected for the representative sample are directed to complete the "Transition IEP" self-review monitoring protocol on a representative sample of IEPs and document results on a form prescribed by NYSED. The form requires documentation of the percent of students whose IEPs met each of the compliance requirements on the monitoring protocol.

Districts are directed to complete and enter data on their IEP reviews by August 31. NYSED arranges for random verification reviews of reported data in school districts in each Special Education Quality Assurance (SEQA) region. All school districts identified through the self-review or verification process as not having IEPs that include appropriate documentation of post-secondary goals and transition services on a student's IEP will be directed to correct the noncompliance immediately, but not later than the prescribed due date in the district's notification (always within one year).

The review of IEPs required a determination as to whether the IEPs in the sample selected included specific transition content information and whether the content of the IEP would reasonably enable the student to meet measurable post-secondary goals. A qualitative review of the IEPs around the following eight components was conducted:

- Students actively participate in planning their educational programs leading toward achievement of post-secondary goals.
- IEPs are individualized and are based on the assessment information about the students, including individual needs, preferences, interests and strengths of the students.
- Transition needs identified in the students' assessment information are included in the students' present levels of performance.
- Annual goals address students' transition needs identified in the present levels of performance and are calculated to help each student progress incrementally toward the attainment of the post-secondary goals.
- The recommended special education programs and services will assist the students to meet their annual goals relating to transition.
- The statements of needed transition services are developed in consideration of the students' needs, preferences and interests, are directly related to the students' goals beyond secondary education and will assist the students to reach their post-secondary goals.
- Courses are linked to attainment of the students' post-secondary goals.
- The school district and appropriate participating agencies coordinate their activities in support of the students' attainment of post-secondary goals.

Do the State's policies and procedures provide that public agencies must meet these requirements at an age younger than 16?

Yes No

Did the State choose to include youth at an age younger than 16 in its data for this indicator and ensure that its baseline data are based on youth beginning at that younger age? Yes No

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At what age are youth included in the data for this indicator? 15

Provide additional information about this indicator (optional)

All 106 school districts in the sample used a State-developed self-review monitoring protocol to review a sample of IEPs of students with disabilities aged 15 and above to determine if each IEP is in compliance with all transition planning requirements.

For NYC reviews, NYSED and NYC Department of Education staff jointly conducted the monitoring review. The total number of students with IEPs, ages 15-21, enrolled in the school districts sampled during 2016-17 was 60,730. The total number of IEPs reviewed from these representative school districts was 3,110. Of the IEPs reviewed, 2,806 were found to have been in compliance with all IEP transition requirements and 304 had one or more transition planning requirements that were not appropriately addressed in the students' IEPs.

NYSED has accessed guidance from OSEP through its engagement in the Differentiated Monitoring and Support process on ways to improve results for Indicator 13, and will continue to do so. NYSED has aligned its technical assistance resources to better support districts in the transition process and has established a workgroup to identify root cause issues related to this indicator. In addition, NYSED has worked with OSEP to make continued improvements in Indicator 13.

Actions required in FFY 2015 response

none

Note: Any actions required in last year's response table that are related to correction of findings should be responded to on the "Correction of Previous Findings of Noncompliance" page of this indicator. If your State's only actions required in last year's response are related to findings of noncompliance, a text field will not be displayed on this page.

Correction of Findings of Noncompliance Identified in FFY 2015

Findings of Noncompliance Identified	Findings of Noncompliance Verified as Corrected Within One Year	Findings of Noncompliance Subsequently Corrected	Findings Not Yet Verified as Corrected
104	96	8	0

FFY 2015 Findings of Noncompliance Verified as Corrected

Describe how the State verified that the source of noncompliance is correctly implementing the regulatory requirements

The State verified that each LEA with noncompliance identified in FFY 2015 for this Indicator is correctly implementing 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100 percent compliance) based on a review of a sample of student individualized education programs (IEPs) and related records.

For NYC, the State verified correction based on a review of updated data collected annually based on review of transition components of IEPs and related documentation.

Describe how the State verified that each individual case of noncompliance was corrected

The State verified correction of noncompliance by reviewing individual student records, including records of individual students whose IEPs were identified as noncompliant.

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

OSEP Response

Because the State reported less than 100% compliance for FFY 2016, the State must report on the status of correction of noncompliance identified in FFY 2016 for this indicator. When reporting on the correction of noncompliance, the State must report, in the FFY 2017 SPP/APR, that it has verified that each LEA with noncompliance identified in FFY 2016 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2017 SPP/APR, the State must describe the specific actions that were taken to verify the correction.

If the State did not identify any findings of noncompliance in FFY 2016, although its FFY 2016 data reflect less than 100% compliance, provide an explanation of why the State did not identify any findings of noncompliance in FFY 2016.

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 14: Post-School Outcomes**

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Results indicator: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. 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.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

	Baseline Year	FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
A	2009	Target ≥							44.00%	44.00%	44.00%	37.50%	42.20%
		Data						43.00%	42.00%	42.00%	42.10%	37.62%	48.12%
B	2009	Target ≥							65.00%	65.00%	65.00%	62.60%	66.00%
		Data						64.00%	67.00%	68.00%	66.30%	62.58%	71.71%
C	2009	Target ≥							78.00%	80.00%	80.00%	72.40%	75.00%
		Data						77.00%	78.00%	79.00%	76.40%	72.41%	80.85%

	FFY	2015
A	Target ≥	42.70%
	Data	40.77%
B	Target ≥	67.00%
	Data	67.25%
C	Target ≥	76.00%
	Data	77.75%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016	2017	2018
Target A ≥	43.00%	43.50%	44.00%
Target B ≥	68.00%	69.00%	70.00%
Target C ≥	77.50%	78.50%	80.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

An internal workgroup analyzed historical targets and actual data to create proposed FFY 2013- FFY 2018 targets. The draft targets were shared with the State's Commissioner's Advisory Panel for Special Education, which is the IDEA State Advisory Panel, at one of its meetings. Discussions in target setting included a review of historical trends and the State's new policies that are expected to engage students to remain in school including, but not limited to, the Skills and Achievement Commencement Credential; the Career Development and Occupational Studies (CDOS) Commencement Credential; initiatives to increase student access to Career and Technical Education courses and work-based learning; and alternative pathways to a regular high school diploma. It was also recommended that targets consider the anticipated positive impact on employment related to the Adult Career and Continuing Education Services - Vocational Rehabilitation's (ACCES-VR's) newly formed Transition Unit. Final targets were determined following this annual meeting in consideration of stakeholder comments.

FFY 2016 SPP/APR Data

Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	1220.00
1. Number of respondent youth who enrolled in higher education within one year of leaving high school	537.00
2. Number of respondent youth who competitively employed within one year of leaving high school	310.00
3. Number of respondent youth enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)	87.00

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4. Number of respondent youth who are in some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).

50.00

	Number of respondent youth	Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
A. Enrolled in higher education (1)	537.00	1220.00	40.77%	43.00%	44.02%
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	847.00	1220.00	67.25%	68.00%	69.43%
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	984.00	1220.00	77.75%	77.50%	80.66%

Please select the reporting option your State is using:

Option 1: Use the same definition as used to report in the FFY 2015 SPP/APR, i.e., competitive employment means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Option 2: Report in alignment with the term "competitive integrated employment" and its definition, in section 7(5) of the Rehabilitation Act, as amended by Workforce Innovation and Opportunity Act (WIOA), and 34 CFR §361.5(c)(9). For the purpose of defining the rate of compensation for students working on a "part-time basis" under this category, OSEP maintains the standard of 20 hours a week for at least 90 days at any time in the year since leaving high school. This definition applies to military employment.

Was a survey used? No

Was sampling used? Yes

Has your previously-approved sampling plan changed? No

Describe the sampling methodology outlining how the design will yield valid and reliable estimates.

The State provides assurance that it is using its currently approved sampling methodology and only changing the years in which it is used.

Sampling Methodology:

Data was collected from a statewide representative sample of school districts. One-sixth of the school districts reported data on this indicator for FFY 2015. For a detailed description of NYS' sampling methodology, see <http://www.p12.nysed.gov/specialed/spp/2012/ind14.htm>.

Are the response data representative of the demographics of youth who are no longer in school and had IEPs in effect at the time they left school? Yes

Provide additional information about this indicator (optional)

Data Source:

New York State (NYS) continues to use a contractor to collect data for this indicator. The current contractor is Potsdam Institute for Applied Research at the State University of New York in Potsdam, NY. When possible, interviews with each identified Exiter were conducted by telephone, but the survey was also available on the web and in hard copy by mail. See <http://www.p12.nysed.gov/specialed/spp/2012/ind14.htm>.

Definitions:

Exiters are defined to include those students with disabilities who had IEPs and who completed the high school program with any diploma or certificate of completion (i.e., Regents or local diploma, CDOS Commencement Credential, General Educational Development (GED) diploma), who completed school by reaching the maximum age to attend special education, or those who dropped out during the academic year being reviewed.

Survey pool is the total number of Exiters from the school districts surveyed in FFY 2015.

Response pool means those students from the survey pool who were able to be reached for an interview or who completed the written survey at least one year after leaving school.

Enrolled in higher education means youth have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

Competitive employment means that youth have worked for pay at or above the State's minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

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Enrolled in other postsecondary education or training means youth have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps; adult education; workforce development program; adult rehabilitation service programs; or other). Part-time is defined differently depending on the standard for the postsecondary school program. For colleges, part-time course loads are typically defined as nine credit hours or fewer per semester. Each person interviewed responds based on their understanding of what constitutes full- or part-time for the institution or program they are attending. Interviewers are trained to provide guidance if requested or needed. Enrolled in other postsecondary education or training also includes enrollment on a full- or part-time basis for at least one complete term in a vocational technical school that is less than a two-year program at any time of the year since leaving high school.

Some other employment means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

Representativeness:

The response group is representative of FFY 2016 statewide exiters. With the exception of drop outs, each subgroup has a representation that is within 2.7 percent of the statewide exiter population for that subgroup. The number of drop outs in the response group was overrepresented by 4.3 percent. There is a 95 percent confidence interval for Indicator 14 in FFY 2016.

Table 1: Representativeness of Survey Pool Compared to Exiters for All NYS Schools During 2014-15, as Reported in VR10 Data Reports:

Statewide Demographic Representativeness

Statewide	Learning Disabilities	Emotional Disturbance	Intellectual Disability	All Other Disabilities	Female	Minority	Dropout
Census Representation (n=24,999)	53.7%	8.0%	4.5%	33.9%	37.2%	53.6%	16.2%
Survey Pool Representation (n=4317)	53.7%	10.4%	4.1%	31.7%	36.5%	56.3%	20.5%
Difference	<0.1%	2.4%	-0.4%	-2.2%	-0.7%	2.7%	4.3%

Note: positive difference indicates over-representation; negative difference indicates under-representation on the interview pool.

Actions required in FFY 2015 response

In the FFY 2016 SPP/APR, the State must report whether the FFY 2016 data are from a group representative of the population, and, if not, the actions the State is taking to address this issue.

Responses to actions required in FFY 2015 OSEP response

NYSED's RSE-TASC Transition Specialists discuss the importance of Indicator 14 data collection with districts throughout the State. In addition, NYSED's contractor for this indicator, Potsdam Institute for Applied Research (PIAR), works with districts prior to their reporting date to encourage meaningful survey participation. PIAR encourages district staff to tell their students who may exit soon that their response to the Indicator 14 survey is important, that they should expect to receive a call, and to please respond to the survey. Districts are asked to update the contact information for these students and family members. Once semesters of exiters are enrolled by districts, PIAR sends out an informational "welcome to the survey letter". If letters are returned as undeliverable, PIAR requests that district staff provide additional contact information. PIAR also asks districts to report if their former students will need accommodations (language or disability related) to respond to the survey. Interviewers receive training which includes many strategies to encourage survey participation. The survey can be completed electronically, over the phone or via a mailed paper version.

These procedures ensure that all students exiting are represented in the data. NYSED has demonstrated that all demographic categories in Table 1 of the Additional Information section for this indicator are appropriately represented in the data.

OSEP Response

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 15: Resolution Sessions**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B)))

Historical Data

Baseline Data: 2006

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			18.73%	11.63%	13.52%	15.13%	12.25%	11.17%	10.78%	5.50%	6.00%
Data		17.73%	10.63%	11.52%	13.13%	10.25%	9.17%	8.78%	5.98%	4.71%	4.82%

FFY	2015
Target ≥	7.00%
Data	3.20%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016			2017			2018		
Target	8.00%	-	9.00%	9.00%	-	10.00%	11.00%	-	12.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

NYSED consulted with the Commissioner's Advisory Panel for target setting for this indicator. To provide background to CAP for this discussion, a comprehensive data presentation on the State's due process system, including impartial hearings, mediation and resolution sessions was held in the spring of 2014. The target setting discussion then followed in the fall of 2014.

Considerations discussed for target setting included historical trends, the length of time it takes some districts (particularly NYC) to enter into settlement agreements which may have initiated from resolution meeting discussions and NYC's new proposed expedited settlement process. Mediation data was also considered, as were the reasons for the majority of requests for due process hearings (i.e., tuition reimbursement).

Stakeholders discussed the variability in factors that impact this Indicator. Since FFY 2008, the State used a variable target of an increase of two percent over the prior year data which was not clear to many stakeholders since the percentage target changed each year. The State considered these factors in its decision to change targets to a range.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/1/2017	3.1(a) Number resolution sessions resolved through settlement agreements	164	null
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section C: Due Process Complaints	11/1/2017	3.1 Number of resolution sessions	5,785	null

FFY 2016 SPP/APR Data

3.1(a) Number resolution sessions resolved through settlement agreements	3.1 Number of resolution sessions	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
164	5,785	3.20%	8.00% - 9.00%	2.83%

Reasons for Slippage

The percent of hearing requests that went to resolution sessions and that were resolved through resolution session settlement agreements declined by less than one percent, from 3.20 percent in FFY 2015 to 2.83 percent in FFY 2016. Although there was an

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

increase in the number of resolution sessions resolved through settlement agreements, this increase did not keep pace with the significant (15%) increase in the number of resolution sessions. A significant percent of all due process complaints in FFY 2016 involved parent tuition reimbursement; an issue that parents may feel needs an IHO's decision.

In addition, settlement negotiations between parents and the district may not occur in a timely manner; therefore, the 30-day resolution period ends prior to actual settlement. Issues may also be increasing in complexity, resulting in difficulty resolving the issues during the resolution period.

Provide additional information about this indicator (optional)

NYSED has accessed guidance from OSEP through its engagement in the Differentiated Monitoring and Support process on ways to improve results for Indicator 15 and will continue to do so.

Actions required in FFY 2015 response

none

OSEP Response

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 16: Mediation**

Monitoring Priority: Effective General Supervision Part B / General Supervision

Results indicator: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Historical Data

Baseline Data: 2006

FFY	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Target ≥			95.00%	95.50%	96.00%	96.50%	97.00%	97.00%	97.00%	87.00%	88.00%
Data		94.98%	90.64%	89.88%	88.03%	88.30%	88.33%	85.99%	92.09%	87.10%	88.53%

FFY	2015
Target ≥	90.00%
Data	83.02%

Key: Gray – Data Prior to Baseline Yellow – Baseline Blue – Data Update

FFY 2016 - FFY 2018 Targets

FFY	2016			2017			2018		
Target	88.00%	-	92.00%	89.00%	-	92.00%	91.00%	-	95.00%

Key:

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

NYSED consulted with the Commissioner's Advisory Panel (CAP) for target setting for this Indicator. To provide background to CAP for this discussion, a comprehensive data presentation on the State's due process system, including impartial hearings, mediation and resolution sessions was held in the spring of 2014. The target setting discussion then followed in the fall of 2014.

Considerations discussed for target setting included historical trends, the length of time it takes some districts (particularly NYC) to enter into settlement agreements which may have initiated from resolution meeting discussions and NYC's new proposed expedited settlement process. Mediation data was also considered, as were the reasons for the majority of requests for due process hearings (i.e., tuition reimbursement). Given the State's fluctuation in performance shown in the historical data, ranges for targets have been set.

Prepopulated Data

Source	Date	Description	Data	Overwrite Data
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/1/2017	2.1.a.i Mediations agreements related to due process complaints	11	null
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/1/2017	2.1.b.i Mediations agreements not related to due process complaints	164	null
SY 2016-17 EMAPS IDEA Part B Dispute Resolution Survey; Section B: Mediation Requests	11/1/2017	2.1 Mediations held	202	null

FFY 2016 SPP/APR Data

2.1.a.i Mediations agreements related to due process complaints	2.1.b.i Mediations agreements not related to due process complaints	2.1 Mediations held	FFY 2015 Data*	FFY 2016 Target*	FFY 2016 Data
11	164	202	83.02%	88.00% - 92.00%	86.63%

Actions required in FFY 2015 response

8/14/2020

FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)

none

OSEP Response

Required Actions

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Indicator 17: State Systemic Improvement Plan**

Monitoring Priority: General Supervision

Results indicator: The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

Reported Data

Baseline Data: 2013

FFY	2013	2014	2015	2016
Target ≥		35.00%	38.00%	45.00%
Data	31.00%	35.00%		

Key: Gray – Data Prior to Baseline Yellow – Baseline
 Blue – Data Update

FFY 2017 - FFY 2018 Targets

FFY	2017	2018
Target ≥	48.00%	51.00%

Key:

Description of Measure

Targets: Description of Stakeholder Input - Please see the Stakeholder Involvement section of the [introduction](#).

Enter additional information about stakeholder involvement

Overview

Data Analysis

A description of how the State identified and analyzed key data, including data from SPP/APR indicators, 618 data collections, and other available data as applicable, to: (1) select the State-identified Measurable Result(s) for Children with Disabilities, and (2) identify root causes contributing to low performance. The description must include information about how the data were disaggregated by multiple variables (e.g., LEA, region, race/ethnicity, gender, disability category, placement, etc.). As part of its data analysis, the State should also consider compliance data and whether those data present potential barriers to improvement. In addition, if the State identifies any concerns about the quality of the data, the description must include how the State will address these concerns. Finally, if additional data are needed, the description should include the methods and timelines to collect and analyze the additional data.

See Attachment

Analysis of State Infrastructure to Support Improvement and Build Capacity

A description of how the State analyzed the capacity of its current infrastructure to support improvement and build capacity in LEAs to implement, scale up, and sustain the use of evidence-based practices to improve results for children with disabilities. State systems that make up its infrastructure include, at a minimum: governance, fiscal, quality standards, professional development, data, technical assistance, and accountability/monitoring. The description must include current strengths of the systems, the extent the systems are coordinated, and areas for improvement of functioning within and across the systems. The State must also identify current State-level improvement plans and initiatives, including special and general education improvement plans and initiatives, and describe the extent that these initiatives are aligned, and how they are, or could be, integrated with, the SSIP. Finally, the State should identify representatives (e.g., offices, agencies, positions, individuals, and other stakeholders) that were involved in developing Phase I of the SSIP and that will be involved in developing and implementing Phase II of the SSIP.

See Attachment

State-identified Measurable Result(s) for Children with Disabilities

A statement of the result(s) the State intends to achieve through the implementation of the SSIP. The State-identified result(s) must be aligned to an SPP/APR indicator or a component of an SPP/APR indicator. The State-identified result(s) must be clearly based on the Data and State Infrastructure Analyses and must be a child-level outcome in contrast to a process outcome. The State may select a single result (e.g., increasing the graduation rate for children with disabilities) or a cluster of related results (e.g., increasing the graduation rate and decreasing the dropout rate for children with disabilities).

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Statement

See Attachment

Description

See Attachment

Selection of Coherent Improvement Strategies

An explanation of how the improvement strategies were selected, and why they are sound, logical and aligned, and will lead to a measurable improvement in the State-identified result(s). The improvement strategies should include the strategies, identified through the Data and State Infrastructure Analyses, that are needed to improve the State infrastructure and to support LEA implementation of evidence-based practices to improve the State-identified Measurable Result(s) for Children with Disabilities. The State must describe how implementation of the improvement strategies will address identified root causes for low performance and ultimately build LEA capacity to achieve the State-identified Measurable Result(s) for Children with Disabilities.

See attachment

Theory of Action

A graphic illustration that shows the rationale of how implementing the coherent set of improvement strategies selected will increase the State's capacity to lead meaningful change in LEAs, and achieve improvement in the State-identified Measurable Result(s) for Children with Disabilities.

Submitted Theory of Action: No Theory of Action Submitted

Provide a description of the provided graphic illustration (optional)

Description of Illustration

See Attachment

Infrastructure Development

- (a) Specify improvements that will be made to the State infrastructure to better support EIS programs and providers to implement and scale up EBPs to improve results for infants and toddlers with disabilities and their families.
- (b) Identify the steps the State will take to further align and leverage current improvement plans and other early learning initiatives and programs in the State, including Race to the Top-Early Learning Challenge, Home Visiting Program, Early Head Start and others which impact infants and toddlers with disabilities and their families.
- (c) Identify who will be in charge of implementing the changes to infrastructure, resources needed, expected outcomes, and timelines for completing improvement efforts.
- (d) Specify how the State will involve multiple offices within the State Lead Agency, as well as other State agencies and stakeholders in the improvement of its infrastructure.

See attachment

Support for EIS programs and providers Implementation of Evidence-Based Practices

- (a) Specify how the State will support EIS providers in implementing the evidence-based practices that will result in changes in Lead Agency, EIS program, and EIS provider practices to achieve the SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Identify steps and specific activities needed to implement the coherent improvement strategies, including communication strategies and stakeholder involvement; how identified barriers will be addressed; who will be in charge of implementing; how the activities will be implemented with fidelity; the resources that will be used to implement them; and timelines for completion.
- (c) Specify how the State will involve multiple offices within the Lead Agency (and other State agencies such as the SEA) to support EIS providers in scaling up and sustaining the implementation of the evidence-based practices once they have been implemented with fidelity.

See attachment

Evaluation

- (a) Specify how the evaluation is aligned to the theory of action and other components of the SSIP and the extent to which it includes short-term and long-term objectives to measure implementation of the SSIP and its impact on achieving measurable improvement in SIMR(s) for infants and toddlers with disabilities and their families.
- (b) Specify how the evaluation includes stakeholders and how information from the evaluation will be disseminated to stakeholders.
- (c) Specify the methods that the State will use to collect and analyze data to evaluate implementation and outcomes of the SSIP and the progress toward achieving intended improvements in the SIMR(s).
- (d) Specify how the State will use the evaluation data to examine the effectiveness of the implementation; assess the State's progress toward achieving intended improvements; and to make modifications to the SSIP as necessary.

See attachment

Technical Assistance and Support

Describe the support the State needs to develop and implement an effective SSIP. Areas to consider include: Infrastructure development; Support for EIS programs and providers implementation of EBP; Evaluation; and Stakeholder involvement in Phase II.

See attachment

**FFY 2016 Part B State Performance Plan (SPP)/Annual Performance Report (APR)
Certify and Submit your SPP/APR**

I certify that I am the Chief State School Officer of the State, or his or her designee, and that the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report is accurate.

Selected: Chief State School Officer

Name and title of the individual certifying the accuracy of the State's submission of its IDEA Part B State Performance Plan/Annual Performance Report.

Name: Christopher Suriano

Title: Assistant Commissioner

Email: christopher.suriano@nysed.gov

Phone: 518-473-6119