

At-a-Glance State Performance Plan Summary of Indicators 1-17

Seeking Stakeholder Engagement to Promote Outcomes for Students with Disabilities

The New York State Education Department (NYSED) Office of Special Education is seeking input
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Join the Conversation and Help New York State Improve Educational Opportunities

Below is a short description of each of the 17 Indicators. There will be separate stakeholder meetings and surveys for each individual indicator. We ask that you consider the indicators that interest you and/or where you might have a specific experience or perspective to share. For each indicator, we will also publish a summary of how data is collected to evaluate New York State's performance, a description of how it is measured, and existing activities we use to improve the outcome. Additionally, the Office of Special Education will separately publish online informational webinars and surveys intended to solicit your feedback. Your comments may be submitted in the online survey. We also invite you to participate in virtual meetings that will be held in November 2021 to encourage discussion and dialogue with parents, families, educators, administrators, and other interested parties regarding the education of students with disabilities.

To obtain more information, including how to participate in the Office of Special Education survey and virtual meetings, please visit the [SPP/APR webpage](#).

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- 3. Assessment. (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and all students against grade-level academic achievement standards.**

The federal Every Student Succeeds Act (ESSA) requires that states administer annual Statewide assessments in reading/language arts and math to all students, including students with an IEP, in grades 3-8 and at least once in high school. Under ESSA and the IDEA, states must also ensure that all stue 8002 Tw 2 (ID) (ID) (ID)10 (m)7 (a)0.006 Tc)10 (hW nBT1 9 BDC59 (s)jETEMC9 -0)4 (an)1

best support the presumption that students with an IEP will attend the same schools they would have attended if they did not have an IEP and that removal or restriction from their regular schools and classrooms can only occur for reasons related to the student's disability when the student's IEP cannot be satisfactorily implemented in that setting, even with the use of supplementary aids and services.

- 6. Preschool Environments. Percent of children with IEPs, ages 3, 4, and 5 who are enrolled in a preschool program, (A) Receiving the majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.**

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9. Disproportionate Representation. Percent of districts with disproportionate representation of racial and ethnic groups due to inappropriate identification.

School districts should not have a disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate policies, practices and procedures in the district's identification of students with disabilities. In this discussion, we will review how this data is calculated

13. Secondary Transition. Percent

mediation. We will also discuss proposed