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State Performance Plan Indicator 17: State Systemic Improvement Plan (SSIP)

Indicator 17 is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. In New York State (NYS), the SSIP focuses on implementing Multi-Tiered Systems of Support (MTSS) at the school level to improve literacy proficiency for students in grades three through five with a learning disability.

Who are the students included in this indicator?

Based on broad stakeholder input and feedback, NYS identified literacy proficiency among students with learning disabilities in grades three through five. Students included in the Indicator 17 data are those classified as a student with learning disabilities in grades three through five who attend schools who volunteered to participate in the initiative. A total of 14 schools in 10 districts have been participating in the SSIP.

What is the data source?

Each state is required to select a goal for the SSIP, also known as the State Identified Measurable Result (SiMR). NYS's progress for the SiMR is based on data from the annual English Language Arts (ELA) State Assessment in grades three through five. The Office of Special Education collects, analyzes, and reports progress monitoring data for Indicator 17.

How are results calculated?

Progress on NYS's SiMR is determined based on the number of students in grades three through five, classified with learning disabilities, who scored at two or above on the annual ELA State Assessment. Data is disaggregated by individual school, region and statewide.

What actions is the New York State Education Department (NYSED) taking to improve outcomes for students with disabilities? NYSED is taking actions to improve outcomes for students with disabilities, by establishing a statewide evidence-based Multi-Tiered System of Supports – Integrated (MTSS-I) Center to support the implementation of MTSS-I in 150 schools within 50 districts. The primary goal of the MTSS-I