

State Performance Plan

Indicator 5 : School- Age Least Restrictive Environment (LRE)



Description of Stakeholder Engagement Activities & Results:

The New York State Education Department (NYSED) is currently developing the State Performance Plan/Annual Performance Report (SPP/APR) for the new six-year cycle for federal fiscal year (FFY) 2020-2025. NYSED obtained stakeholder input using two central approaches:

- x Broad public engagement and input through online surveys between October and November 2021; and
- x Virtual meetings with stakeholder groups in November 2021.

The Office of Special Education (OSE) created a [Stakeholder Involvement](#) webpage with SPP/APR resources to promote feedback and engagement. This included a message from New York State Board of Regent member, Regent Cea, about the [SPP Stakeholder Meetings](#), an [SPP Stakeholder Invitation Letter](#), [At-a-Glance State Performance Plan Summary of Indicators 1-17](#), [Getting to Know New York’s SPP/APR Handout](#), and SPP/APR FFY 2020-2025: [General Overview Presentation](#).

For Indicator 5, the OSE created the following resources designed to engage stakeholders and build capacity in data analysis, evaluating progress in meeting New York State targets, the consideration of existing improvement activities, and the development of potential new improvement activities:

Resource Links
Indicator 5: Least Restrictive Environment – School Age Handout A summary of the data used to measure this Indicator and existing improvement activities.
Introduction and Measurement Description An overview of frequently used terms and explanation of the Indicator 5 measurement.
Statewide Data Trends and Comparisons Past trend data of reported performance from New York State, comparable states, and national mean to evaluate New York State’s progress in this Indicator.
Statewide Data Trends Old vs. New Measurement Past trend data of reported performance from New York State, comparable states, and national mean to evaluate New York State’s progress in this Indicator.
Disaggregate Data in New York State 5A Disaggregate Data in New York State 5B Disaggregate Data in New York State 5C Reported performance data presented by student’s race and ethnicity, school district need/resource capacity, and regional county level to evaluate progress using different approaches.
Improvement Strategies An explanation of existing improvement activities and presentation of potential new activities to promote outcomes in this Indicator.
Target Setting 5A Target Setting 5B Target Setting 5C Presentation of NYSED’s proposed Indicator 5 targets and methodology used to establish targets.
Closing Additional resources to provide feedback and to evaluate school district performance on this Indicator.

Soliciting Public Input

Virtual Stakeholder Meetings

Feedback on Improvement Strategies

Following the evaluation of Indicator 5 trend data (past targets and performance), stakeholder presentations included a description of improvement strategies with requested feedback on what activities should be considered, maintained, or strengthened to address improvements in school-age LRE. The presented information and solicited feedback from a variety of stakeholders, including parents and educators, is intended to increase capacity to support activities around improving student outcomes and meeting the objectives of Indicator 5.

Improvement Strategies Presented :

Existing Improvement Activities to Improve Indicator 5 Outcomes: the OSE presentation included a summary of the Focused Intervention LRE Monitoring Review; school district significant disproportionality designations; special education space requirements; school district placement certification process for private excess cost aid; application process for placement in out-of-state residential schools; and the OSE Educational Partnership targeted professional development resources to improve school-age LRE outcomes in New York State.

Potential New Improvement Strategies to Improve Indicator 5 Outcomes: the OSE presented two potential new improvement activities for stakeholder consideration. This included requiring school districts to develop and implement a five-year plan for high-quality inclusive programs for students with disabilities, and developing a Committee on Special Education training module for Indicator 5 and placement in the LRE.

Stakeholder Feedback on Improvement Strategies:

Participants of the online survey were asked to rate the effectiveness of the existing improvement activities to

Responses on Indicator Targets:

[Indicator 5A Target Setting](#): NYSED proposed the following targets for Indicator 5A:

Baseline FFY 2020	FFY	2020	2021	2022	2023	2024	2025
58.28%	Target >=	58.28%	58.25%	58.75%	59.00%	59.50%	60.00%

There was not a majority consensus (more than 50% of responses) for any of the three response options for the proposed Indicator 5A targets (too high, too low, or just right). While the response of “too low” was most frequently reported (at 41.18%), this did not reflect a majority of the responses which were divided among “just right” (34.12%) and “too high” (24.71%). As a result of the divided feedback, with no majority consensus for one of the response options, NYSED will not revise the proposed targets. The New York State 2020- 2025