



# Soliciting Public Input

SPP/APR targets and OSE's development of improvement strategies as summarized further in this report.

## Feedback on Improvement Strategies

Following the evaluation of Indicator 17 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 instructional practices. 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 literacy outcomes for students in grades three through five classified with a learning disability and meeting the objectives of Indicator 17.

### Improvement Activities Presented:

*Existing Improvement Activities to Improve Indicator 17 Outcomes:* the OSE presentation included a summary of five specific improvement strategies that were designed to help the state achieve the State identified Measurable Result (SiMR) and to build capacity of districts and schools to implement, scale up, and sustain evidence based practices proven to improve outcomes for students with learning disabilities. These strategies included defining the SSIP (MTSS-I) model, selection of tools, resources, and guidance to inform implementation of MTSS-I, establishing the criterion for highly effective professional development, coaching and technical assistance, and family engagement. NYSED in collaboration with the OSE Educational Partnership provided targeted professional development resources to a cohort of districts and schools within three regions of the State.

*Potential New Improvement Strategies to Improve Indicator 17 Outcomes:* guided by the learning of the SSIP implementation, OSE presented potential new improvement activities for stakeholder consideration. This included establishing a statewide integrated MTSS-I framework, establishing an MTSS-I Center, developing model demonstration sites, and scale up of evidence-based practices.

### Stakeholder Feedback on Improvement Strategies:

Both online survey participants and virtual meeting participants were asked to rate the effectiveness of the existing and proposed improvement activities to increase Indicator 17 outcomes. When asked to rate the amount of direct embedded support and professional development to be offered to a new cohort of districts and schools, 51% of stakeholders indicated that three years of direct support was too little, where 39% rated it as just the right amount of support.

Both online survey participants and virtual meeting participants were asked whether they support the OSE potential new improvement activities for the indicator. Stakeholders supported all potential new improvement activities.

In addition to the improvement activities presented, stakeholders provided the following for consideration:

- amend the SiMR to be inclusive of students classified with a learning disability across grade levels Kindergarten through grade 8 (61%);
- comprehensive culturally responsive practices are key in improving literacy outcomes;
- identify specific evidence-based supports for specially designed instruction for students in grades kindergarten through five (K-5) classified with a learning disability;

Stakeholder responses will be considered by the OSE to identify priority areas for improvement and assist in the development of the strategies that will be implemented to promote literacy proficiency for students with learning disabilities in grades three through five and meet performance objectives for Indicator 17 in the 2020-2025 SPPR. ( 4 a . s 3 )