

Pennsylvania State Performance Plan Indicators for Success



**A Framework for Continuous Improvement
in Special Education**

State Performance Plan/Annual Performance Report Indicators

The Individuals with Disabilities Education Act (IDEA 2004) included many provisions designed to improve the education of students with disabilities. The framework that many states are using to make improvements is the State Performance Plan (SPP)/Annual Performance Report (APR).

Under IDEA 2004, all states are required to submit an SPP/APR to the U.S. Department of Education, Office of Special Education Programs (OSEP). The current plan covers fiscal years 2013 to 2018. It is built around 17 federally required indicators of compliance and performance. States set measurable and rigorous targets for each year of the SPP/APR, and implement effective improvement strategies to reach the targets. States must report annually on their performance in meeting the targets. They must also report to the public on the performance of all local education agencies (school districts, charter schools, and preschool programs) on these targets.

The indicators were set by OSEP, but each state sets its own targets. Stakeholders are actively involved in setting targets and in determining whether the targets continue to be appropriate.

The indicators are:

1. Improve graduation rates for students with disabilities.
2. Decrease dropout rates for students with disabilities.
3. Improve the participation and performance of students with disabilities on statewide assessments.
4. Reduce suspension and expulsion rates for students with disabilities.
5. Provide services for school-aged students with disabilities in the least restrictive environment.
6. Provide services for preschool children with disabilities in settings with typically developing peers.
7. Improve learning outcomes for preschool children with disabilities.
8. Increase school facilitated parent involvement in their child's special education program.
9. Reduce disproportionality of racial and ethnic groups in special education.
10. Reduce disproportionality of racial and ethnic groups in specific disability categories.
11. Provide timely evaluations of students to determine eligibility for special education.
12. Ensure an effective transition from infant-toddler programs to preschool programs by the child's third birthday.
13. Provide effective transition services for students with disabilities age 16 and above (age 14 in Pennsylvania).
14. Improve the outcomes for students moving from high school to post-secondary activities, including education and employment.
15. Increase the effective use of resolution sessions to resolve due process hearing complaints.

16. Increase the effective use of mediation services to resolve differences between families and schools.
17. Beginning in 2015, in addition to indicators 1-16 above, all states were required to submit a State Systemic Improvement Plan, or SSIP, that is designated as Indicator 17 of the SPP/APR. The SSIP was developed with significant input from stakeholders. The intent of the SSIP is to focus state and local resources to improve student outcomes. The focus area selected by Pennsylvania for its SSIP is to increase the graduation rates of students with disabilities.

For information on Pennsylvania's SPP, please go to the Pennsylvania Department of Education website, www.education.state.pa.us or the Pennsylvania Training and Technical Assistance Network website, www.pattan.net.

Individuals with Disabilities Education Act (IDEA)

Sec. 300.601 State Performance Plans and Data Collection

- (a) General. Not later than December 3, 2005, each State must have in place a performance plan that evaluates the State's efforts to implement the requirements and purposes of Part B of the Act, and describes how the State will improve such implementation.
 - (1) Each State must submit the State's performance plan to the Secretary for approval in accordance with the approval process described in section 616(c) of the Act.
 - (2) Each State must review its State performance plan at least once every six years, and submit any amendments to the Secretary.
 - (3) As part of the State performance plan, each State must establish measurable and rigorous targets for the indicators established by the Secretary under the priority areas described in Sec. 300.600(d).
- (b) Data collection.
 - (1) Each State must collect valid and reliable information as needed to report annually to the Secretary on the indicators established by the Secretary for the State performance plans.
 - (2) If the Secretary permits States to collect data on specific indicators through State monitoring or sampling, and the State collects the data through State monitoring or sampling, the State must collect data on those indicators for each LEA at least once during the period of the State performance plan.
 - (3) Nothing in Part B of the Act shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under Part B of the Act.

(Authority: 20 U.S.C. 1416(b))

Commonwealth of Pennsylvania

Tom Wolf
Governor



Bureau of Special Education
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