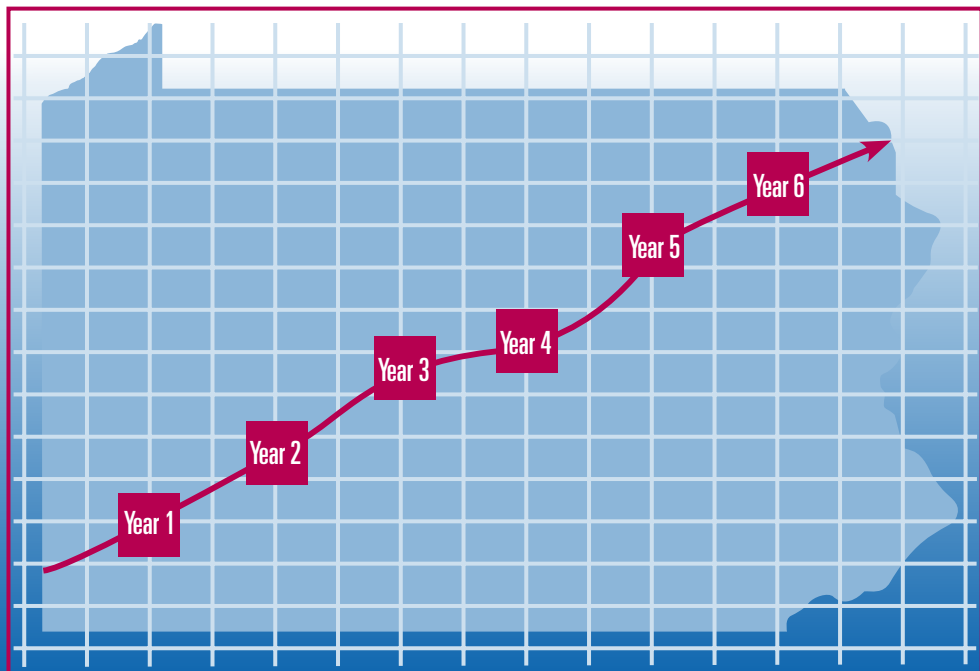


Pennsylvania State Performance Plan (SPP)

20 INDICATORS FOR SUCCESS

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



20 State Performance Plan (SPP) Indicators

The Individuals with Disabilities Education Act (IDEA 2004) and the Implementing Regulations (2006) are the latest revisions to federal special education law. There are many additions to this law designed to improve the education of students with disabilities. The framework that many states will be using to make improvements is the State Performance Plan (SPP).

Under IDEA 2004, all states were required to submit an SPP to the U.S. Department of Education, Office of Special Education Programs (OSEP) by December 2005. The SPP is a six-year plan covering 2005 through 2010. It is built around 20 federally required indicators of compliance and performance. States set measurable and rigorous targets for each year of the SPP, and design improvement activities to reach the targets. States must report on their performance in meeting the SPP targets in an Annual Performance Report (APR). 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 20 indicators were set by OSEP but each state sets its own targets. Stakeholders were involved in setting targets and will remain involved in determining whether the targets continue to be appropriate.

The 20 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 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. Improve efforts to locate and serve students with disabilities in a timely manner.
12. Ensure an effective transition from infant-toddler programs to preschool programs by the child's third birthday.
13. Improve transition services for students with disabilities age 16 and above.

14. Improve the outcomes for students moving from high school to postsecondary activities, including employment.
15. Ensure timely correction of noncompliance in special education programs.
16. Ensure that complaints filed by parents and other agencies are completed in a 60-day period.
17. Ensure timely completion of due process hearings.
18. Increase the use of resolution sessions to resolve due process hearings.
19. Increase the use of mediation to resolve differences between families and schools.
20. Make sure that the data used by Pennsylvania is valid, reliable, and accurate.

For information on Pennsylvania's SPP, please go to the Pennsylvania Department of Education website <www.pde.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 Collection Data

- (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))



Bureau of Special Education

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