

Getting to Know New York's State Performance Plan/Annual Performance Report



State Performance Plan Indicators At-A-Glance

The IDEA requires that each state develop and submit a SPP **every six years**.

The SPP includes seventeen indicators determined by OSEP based on the requirements of the IDEA.

The New York State Education Department (NYSED) is required to **annually** collect state-wide data on each indicator and report performance to OSEP in a **state-level** APR.

NYSED uses data collected from each public school district and **annually** reports local-level determinations under the IDEA.

Data on selected SPP/APR indicators is used to inform specific monitoring activities of NYSED's [Special Education Quality Assurance \(SEQA\) Regional Offices](#).

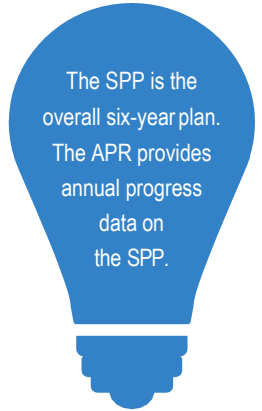
Each year, OSEP uses information from the SPP/APR, information obtained through monitoring visits, and any other public information to **annually** determine if the state meets the requirements of the IDEA.

NYSED's *Blueprint for Improved Results for Students with Disabilities*

The seven principles in the Blueprint are in alignment with the SPP/APR Indicators and were carefully selected as those that are essential to achieve the goal of improved results for students with disabilities.

State Performance Plan: An Overview

The Individuals with Disabilities Education Act (IDEA) Part B (which addresses the education of students with disabilities ages 3-21) requires that the U.S. Department of Education's (USDE) Office of Special Education Programs (OSEP) monitor states' implementation of the IDEA. In order to do so, each state is required to develop and submit a State Performance Plan (SPP). The SPP is a six-year special education accountability plan that includes seventeen measures referred to as indicators. The indicators are determined by OSEP, relate to either IDEA compliance or student results, and fall under three monitoring priority areas: free appropriate public education in the least restrictive environment (LRE), disproportionality, and general supervision. Within the SPP, the state must set rigorous and measurable annual targets for results indicators. OSEP sets targets for compliance indicators. Each year, states must report progress against the targets in its SPP in an Annual Performance Report (APR). A copy of New York State's most recent SPP/APR submission is available on the Office of Special Education's (OSE) [SPP/APR webpage](#).



State Performance Plan Indicators: A Closer Look

The seventeen state-level indicators are divided into two types: compliance indicators and results indicators. Compliance indicators focus on whether a specific requirement of the IDEA was met. Targets are set by OSEP at either 0 or 100 percent. Results indicators focus on student and family outcomes. Targets for results indicators vary and are determined by each state with stakeholder input. The seventeenth indicator of the SPP/APR includes a comprehensive, multi-year State Systemic Improvement Plan (SSIP), focused on improving results for student with disabilities. A list of the seventeen SPP/APR indicators by type is included below:

SPP/APR Results Indicators	SPP/APR Compliance Indicators
1. Graduation Rates	4b. Suspension/Expulsion by Race/Ethnicity
2. Dropout Rates	9. Disproportionality in Special Education by Race/Ethnicity
3. Statewide Assessment	10. Disproportionality in Classification/Placement by Race/Ethnicity
4a. Suspension/Expulsion Overall	11. Child Find
5. LRE – School Age	12. Early Childhood Transition
6. LRE – Preschool	13. Secondary Transition
7. Preschool Outcomes	
8. Parent Involvement	
14. Post-School Outcomes	
15. Hearing Requests Resolved by Resolution Sessions	
16. Mediation Agreements	
17: State Systemic Improvement Plan	

For more information on the SSIP, please visit OSEP's [website](#).
(<http://sites.ed.gov/idea/grantees/#SPP-APR>)

For more information on the SPP/APR, please visit OSE's [SPP/APR webpage](#).
(<http://www.nysed.gov/special-education/spp-apr>)