

Informed: **What is the State Performance Plan?**

The State Performance Plan (SPP) is a report that describes the state's efforts to implement the educational requirements of the Individuals with Disabilities Education Act of 2004 (IDEA). Each state must submit a full plan once every 6 years and report progress on the SPP in an Annual Performance Report (APR).

The SPP/APR summarizes the indicators which includes the results on Colorado's progress on the 17 indicators. These indicators are the same for all states, but each state determines methods of calculation based upon individual state needs and preferences. The SPP/APR also describes improvement efforts that are underway to improve student outcomes and address educational mandates of IDEA in the future. *Please see the inside of this booklet to learn more about the 17 SPP/APR indicators.

Why should we care?

The SPP/APR indicators are one way to learn about how schools and the State of Colorado are supporting students with disabilities to achieve a meaningful education and become engaged members of our community.

The SPP/APR is ultimately about ensuring positive outcomes for students with disabilities.

Active: **What can we do after reading this?**

Look up the State of Colorado's most recent Annual Report on the SPP data for the state: www.cde.state.co.us/cdesped/SPP-APR.asp

Look up the most recent SPP data for your school district or BOCES (Administrative Unit Performance Profiles) located at: http://www.cde.state.co.us/cdespedfin/SPED_Data_Reports.htm

Ask questions if you don't understand what the data mean. Please contact the Exceptional Student Services Unit Data Team (303) 866-6694 or essu@cde.state.co.us

Join your local Special Education Advisory Committee (SEAC) to learn more and to support your student(s) and schools. To find out if you have an active local SEAC go to the bottom of the page below and look for CSEAC – Local Level: <http://www.cde.state.co.us/cdesped/CSEAC.asp>

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A copy of this brochure is also available at www.cde.state.co.us/cdesped/SPP-APR.asp and may be reproduced.

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Families of Students with Disabilities

Informed & Active



The State Performance Plan / Annual Performance Report (SPP/APR)

Updated August 2016

*"Education is the most powerful weapon which you can use to change the world."
—Nelson Mandela*

Informed:



Performance Indicators

The performance indicators include 11 data areas with state targets and improvement activities. The 11 performance indicators are listed by their federally assigned number below:

1. Increasing graduation rates for students with disabilities.
2. Decreasing dropout rates for students with disabilities.
3. Participation and performance of children with disabilities on statewide assessments.
5. Providing services for students with disabilities in their Least Restrictive Environment (LRE).
6. Providing preschool children with disabilities services in LRE.
7. Improving knowledge, skills, and social outcomes for preschool children with disabilities.
8. Increasing the school's facilitation of parent involvement as a means of improving services and results for students with disabilities.
14. Improving post-secondary engagement (education, employment) for students with disabilities.
15. Increasing the number of resolution agreements prior to a hearing.
16. Increasing number of mediation agreements within the mediation process.
17. State Systemic Improvement Plan (SSIP): a plan to support improvement and build capacity in LEAs to implement, scale-up, and sustain the use of evidence-based practices to improve results for children with disabilities.

Compliance Indicators

There are 6 compliance indicators which are measured by each state. Compliance targets are set by the federal government and they are either 100% or 0%. The compliance indicators are listed by their federally assigned number below:

4. Reducing rates of suspension and expulsion for children with disabilities.
9. Reducing disproportionate representation of racial and ethnic groups in special education due to inappropriate identification.
10. Reducing disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.
11. Ensuring students with disabilities are evaluated within 60 days of consent for evaluation.
12. Ensuring children with disabilities who were identified before age 3 have an IEP in place by their 3rd birthday.
13. Ensuring students with disabilities who are age 15 or older have meaningful post-secondary goals and transition plans in their IEPs and those students are asked to participate in their IEP meetings.

"If you don't go after what you want, you'll never have it. If you don't ask, the answer is always no. If you don't step forward, you're always in the same place."
—Nora Roberts

"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world."
—Desmond Tutu

Where does the data come from?

The Colorado Department of Education (CDE) currently gathers data for the indicators from the following places:

- District/BOCES reported Special Education End of Year Student Data (Indicators 1, 2, 11, 12, 17)
- Partnership for Assessment of Readiness for College and Careers (PARCC); Alternative Pathway (Indicators 3, 17)
- District/BOCES reported special education discipline data collection (Indicators 4, 17)
- District/BOCES reported December (Child) count (Indicators 5, 6, 9, 10, 17)
- Results Matter early childhood development assessment data – ages 3 to 5 (Indicators 7, 17)
- CDE parent survey (Indicators 8, 17)
- File reviews (Indicator 13)
- Student outcome survey (Indicator 14)
- Dispute resolution (Indicators 15,16)
- READ Act and Early Literacy Assessment Tool project Data from the Office of Literacy (Indicator 17)
- Timely and accurate data (Reports/data collections submitted to CDE)