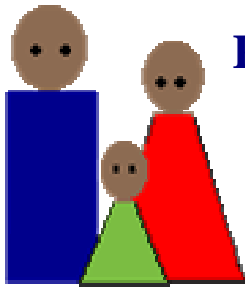


Parent Involvement in the  
State Performance Plan (SPP)  
Part B

20 INDICATORS  
FOR SUCCESS





## **Parent Involvement in the State Performance Plan (SPP) —Part B**

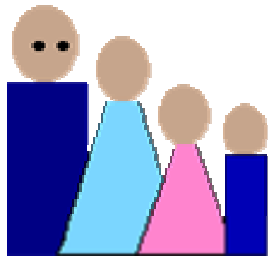
The Individuals with Disabilities Education Act (IDEA 2004) is the latest revision to federal special education law. There were several exciting new additions to the law that should enhance meaningful parent involvement in their child's special education program. The purpose for this brochure is to provide parents and educators general information about the SPP and possible parent involvement strategies in the SPP.

There is an important new requirement for State Education Agencies called the State Performance Plan (SPP). Each State was required to develop and submit a SPP by December 2005. The SPP provides a strategic framework for the State to improve certain areas of special education should improve services to students with disabilities.

The SPP is made up of 20 performance indicators or areas that States need to collect data to determine their level of performance, set targets for improvement, and develop improvement strategies to

improve State performance for students with disabilities. Data is collected from school districts and each year the State submits an Annual Performance Report (APR) that reports progress to the U.S. Department of Education on the 20 indicators. Think of the SPP as the State's IEP and the APR as the annual review of the SPP. The SPP is a six-year IEP for the State that improves accountability in special education and improves outcomes for students with disabilities. The U.S. Department of Education requests States to get broad public input on the development and implementation of the SPP. It is critical to have the parent's perspective and experiences reflected in the SPP. What follows is a listing of each indicator and possible parent involvement in the SPP process.

## **20 Performance Indicators in the SPP**



**Indicator 1** — Improving graduation rates for students with disabilities

**Indicator 2** — Decreasing dropout rates for students with disabilities

**Indicator 3** — Ensuring all students with disabilities participate in statewide or alternate assessments

**Indicator 4** — Reducing suspension and expulsion rates for students with disabilities

**Indicator 5** — Providing services for students with disabilities in the least restrictive environment.

**Indicator 6** — Providing preschool children with disabilities services in the least restrictive environment

**Indicator 7** — Improving cognitive and social outcomes for preschool children with disabilities

**Indicator 8** — Improving parent involvement in their child's special education program

**Indicator 9** — Reducing disproportionality of cultural groups in special education.

**Indicator 10** — Reducing the number of students from other cultures in certain disability categories

**Indicator 11** — Improving efforts to locate and serve students, with disabilities

**Indicator 12** — Ensuring a smoother transition from preschool programs to school-based programs

**Indicator 13** — Improving transition services for students with disabilities at the secondary level, i.e., 16+ years

**Indicator 14** — Improving the outcomes for students moving from secondary to postsecondary activities

**Indicator 15** — Making sure school districts correct noncompliance areas in the special education program

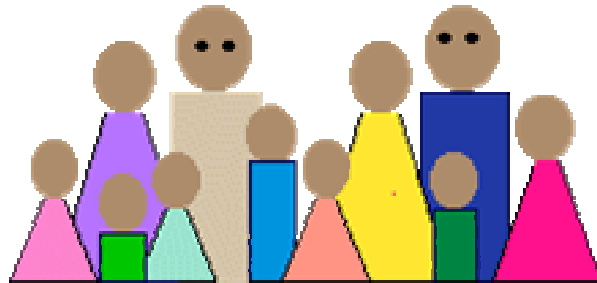
**Indicator 16** — Ensuring complaints filed by parents and other agencies are completed in a 60-day period

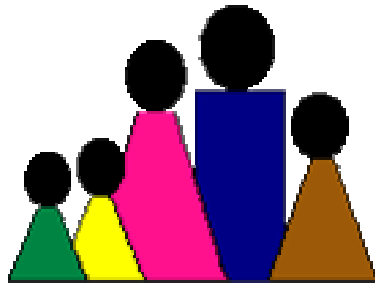
**Indicator 17** — Ensuring due process hearings are completed in a 45-day period

**Indicator 18** — Increasing the use of resolution sessions to resolve due process hearings

**Indicator 19** — Increasing the use of mediation to resolve differences with the school

**Indicator 20** — Making sure the data used by the State is valid, reliable, and accurate





## **Possible Parent Involvement Strategies**

- ◆ Complete and send in the parent survey that addresses Indicator 8 on parent involvement.
- ◆ Ask your local school district about their efforts around the SPP indicators.
- ◆ Serve on school and State-level committees or task forces that are addressing certain indicators.
- ◆ Provide public comment at the State special education advisory panel meetings.
- ◆ Involve the Parent Training Information Center (PTI) on relevant improvement strategies.
- ◆ Visit the State education office website to see how the State is doing on relevant indicators.
- ◆ Become actively involved in your child's special education program.

- ◆ Encourage and support your child’s educational performance — one child can make a difference.
- ◆ Try to resolve any differences with the school through methods like mediation and resolution sessions.
- ◆ Work as a partner with your school district.

For more information on the State Performance Plan and how you can become involved, contact your local school district or the following:

**State Office of Education**

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**Parent Training Information Center**

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**Utah State**  
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This information could be made available in alternative format, including large print, Braille, audio, tapes, or computer diskette.

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