

SPP/APR Process and summary
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The State Performance Plan (SPP) is a plan guided and monitored by OSEP, the federal government's Office of Special Education Programs.

With the reauthorization of the IDEA in 2004, states were required to develop and send to the Secretary of Education a six year plan to continuously improve special education and performance of students who receive special education services.

Because IDEA is awaiting reauthorization, the SPP/APR requirements have been extended through 2013 without change.

The SPP includes 20 indicators addressing issues from preschool to post school outcomes including:

- Graduation and Dropout rates
- Statewide Assessment
- Suspension/Expulsion rates
- LRE for students 6-21 and children 3-5
- Parent involvement in the IEP process
- Transition at 16, from Pt. C (Baby Watch) to Part B Preschool and Post School outcomes
- Disproportionality
- Compliance – which is monitored through UPIPS and
- Timely and accurate data

States establish rigorous goals, analyze baseline and trend data, gather input from stakeholders and outline recommended activities for achieving proposed targets.

Each February an Annual Performance Report (APR) is submitted to OSEP detailing progress of improvement activities toward improved outcomes for students with disabilities which is also made public. The APR is posted on the USOE website, is referenced in the Special Educator and in the state Superintendents' annual report. Is shared at USEAP, the Utah Parent Center (UPC) and LEA special ed directors' meetings and publishes. By April 15 the USOE posts a summary of the APR indicators that are required to be publicly reported for each LEA on the USEO website and is made available for posting on LEA websites.

Summary: Of the 28 targets contained within the indicators that were required to be reported last year, Utah met 16, met 5 of the 9 compliance indicators (100% required) and 95% on 4 other compliance indicators.

Utah has made concerted effort to include stakeholder input in all aspects of the SPP and APR process including general education and Title I partners, collects and carefully analyzes and utilizes data to make systemic changes designed to improve results for students with disabilities in the State, structured the budgetary processes and professional development activities to align with the SPP and each years' APR.

We will continue our focus on outcomes for students with disabilities while keeping the end in mind – transition to adult life and preparation for college and career readiness.

Utah State Performance Plan: http://schools.utah.gov/sars/DOCS/apr/utspp4_15_11.aspx

Utah Annual Performance Report FFY19: <http://schools.utah.gov/sars/DOCS/apr/ffy09utapr.aspx>