10B. Report Date: April 28, 2008

SUBJECT: SPECIAL EDUCATION: STATE PERFORMANCE PLAN (SPP)

BOARD GOAL: All systems in the Keller Independent School District will be

effective, efficient, and accountable in support of the

district's mission

FISCAL NOTE: None

## **Background Information:**

- The reauthorized Individuals with Disabilities Education Act, 2004 (IDEA 2004), section 616(b) required all states to develop a six-year State Performance Plan (SPP).
- The Texas State Performance Plan was first submitted in January 2006 and revised in February 2007.
- The first State public reporting of data was June 2007.
- The SPP evaluates the State's efforts to implement the requirements and purposes of IDEA and illustrates how the State will continuously improve upon this implementation.
- The SPP contains 20 performance and compliance indicators related to the implementation of IDEA.
- Keller ISD is currently engaged in a variety of data collection and reporting activities.

## **Administrative Considerations:**

 Attached for your review is a table delineating the State Performance Plan monitoring priorities with 20 aligned indicators.

Respectfully submitted, Heather Hughes Director of Special Education

## **State Performance Plan**

Priority Area	Aligned Indicator(s)
I. Free Appropriate Public Education in	1. Graduation
the Least Restrictive Environment	2. Dropout
	3. Adequate Yearly Progress
	4. Suspension/Expulsion
	5. Educational Environment, Ages 6-21
	6. Educational Environment, Ages 3-5
	7. Early Childhood Outcomes
	8. Parent Participation
II. Disproportionality	Disproportionality in the special
	education program
	10. Disproportionality by specific disability
III. Child Find	11. Child Find
IV. Effective Transition	12. Early Childhood Transition
	13. Secondary Transition
	14. Post-School Outcomes
V. General Supervision	15. General supervision (Monitoring)
	16. Complaint Investigation Timeline
	17. Hearing Officer Decision Timeline
	18. Resolution Sessions
	19. Mediation
	20. State Reporting