



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Special Education State Performance Plan (SPP)

SUBMITTED BY: Pamela R. Juarez **OF:** Instructional Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: May 19, 2009

INFORMATIONAL REPORT:

Attached please find the Annual Performance Report (APR) reporting our Local Education Agency (LEA) performance against the state targets in the State Performance Plan (SPP). States must report at the district level on the following 14 SPP indicators:

State Performance Plan/ Annual Performance Plan Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Plan Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	98.4%	70.3%	NO	82.7%	NO	6A: Percent of children with IEPs aged 6 through 21, inside the regular class 80% or more of the day	58.66%	64.2%	YES	62.0%	NO
2: Percent of youth with IEPs dropping out of high school	2.8%	13.9%	NO	3.3%	NO	6B: Percent of children with IEPs aged 6 – 21, inside the regular class less than 40% of the day	11.46%	11.9%	NO	12.4%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) meeting the State's AYP objectives for progress for disability subgroup	95%	42%	NO		NO	6C: Percent of children with IEPs aged 6 – 21, in separate schools, residential facilities, or homebound/hospital placements	1.20%	1.2%	YES	0.6%	YES
3B: Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement	Reading 95%	Reading 95%	Reading YES	Reading 99.5%	Reading YES	6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers	Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs				
	Math 95%	Math 95%	Math YES	Math 99.7%	Math YES	7A: Percent of preschool children with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs				
3C: Proficiency rate for children with IEPs against grade level standards and alternate achievement standards	Reading 60%	Reading 62%	Reading YES	Reading 45.8%	Reading NO	7B: Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills	Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs				
4A: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year	0%	0.2%	NO		YES	7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Reporting Timeline To Be Determined by the US Department of Education Office of Special Education Programs				
4B: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity	Removed by the US Department of Education Office of Special Education Programs					6: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	72%	72%	YES	Due to small numbers, district level data reported at regional level	

* = no data available

** = LEA did not meet minimum N size for reporting 3A