

State Leader Team Involvement in the State Performance Plan (SPP) and Annual Performance Report (APR)



The following information was collected from small group conversations that took place at the 2009 State Leaders' Summit. Some states were identified, but others were not. This information should be used only to help stimulate conversations with your own State team as you meet to explore ways to use and be involved with your State's SPP/APR process.

- How have you been involved in your state's APR process to identify improvement strategies, to review data for identifying areas of need, to review the effects of improvement strategies (i.e., what is working and what is not working), or other ways of being involved?
- We are taking about several agencies (early intervention, parent network, regional shared services program, state schools, DOE, and PEPnet) that serve this population. Many on this team are already involved with Hands and Voices. We have been collaborating with Hands and Voices meetings to inform and empower parents to support the needs of each child. We would like to see this network continue its work directly with parents and professionals to help them know how to "fight" for the right placement and services for their children despite the forces being driven by the SPP goals and general misinformation and ignorance. (GA)
- Data reporting through state reporting system. Attend meetings as called by stakeholders but they may be disenfranchised.
- ISTEP scores
- Our Department of Education has gone over each indicator and identified those areas of need. We met as an entire staff to look at strategies to improve each indicator. We have a "designated worrier" for each indicator. (UT)
- Parents are very involved, have been trained and attend all meetings related to SPP/APR. (MD)
- KS has a parent advisory group. Indicators are part of our lives tied to state guidelines.
- In HI every school must have a school/community council. But I am very involved and have never seen our SPP/APR. I don't know why I don't know.
- Available information on website, parents may not be aware of that. Professionals look at data and can go back.
- Involved in submitting data like all districts. Data is not disaggregated for DHH. We look at DHH as part of the disability group as a whole.
- We do disaggregate data for DHH but it is not reported to the Feds by disability.

- What issues and challenges are you facing in your state around data collection for making decisions for this population?

- In many states, it is not possible to disaggregate the data by disability category.
- Because of the need to comply with the requirements of FERPA around confidentiality, states are often reluctant to share data with stakeholders in situations where there are small numbers.
- Keeping an eye on the different disability needs, uniqueness or performance when reporting for special education as a whole is a challenge.
- Identification of variables to collect as part of the state identifier is an issue.
- Continue to build H&V network and membership. No leadership team dedicated to SPP/APR. We need a team to focus on this issue.
- Personal believe systems
- At this time we are getting much better at our LEAS knowing how to gather the correct information. Our state has begun for DHH this past year. We are continuing to work on all 13 categories for disaggregation of data.
- What is not working is getting information out to everyone. People don't understand why they have to do these things.
- Getting state-wide data on all kids who are D/HH. This is extremely hard to get. It's not a sub-group for the Feds. Center schools especially need this data.
- No data (or how to get data) on kids who are DHH but not receiving special education services.

- What questions do you have about the SPP/APR process?

- Question the validity of data being collected.
- Who is on the board to gather APR data?
- Private schools that receive any federal funds – getting better than earlier. Any suggestions?