



Miguel*: A Student's Educational Timeline Through the SPP/APR Indicators

A possible timeline of how the 18 indicators in the State Performance Plan/Annual Performance Report (SPP/APR) may influence the life of a child and his family under the Individuals with Disabilities Education Act (IDEA).

*Miguel is a hypothetical child, used as an example.

A List of the SPP/APR Indicators

The State Performance Plan (SPP)/Annual Performance Report (APR) indicators are numbered 1 through 18.

One might think that the indicators are listed in chronological order (i.e., an indicator relating to preschool would be near the top and an indicator relating to graduation would be toward the bottom); however, they are not numbered in chronological order.

Indicator #1	Graduation
Indicator #2	Drop Out
Indicator #3	State Assessment Participation and Proficiency
Indicator #4	Suspension/Expulsion
Indicator #5	School-Age Educational Environments
Indicator #6	Preschool Educational Environments
Indicator #7	Early Childhood Outcomes
Indicator # 8	Parent Involvement
Indicator # 9	Disproportionality in Identification
Indicator #10	Disproportionality in Identification by Race/Ethnicity
Indicator #11	Child Find: Initial Evaluations
Indicator #12	Preschool Transition: Part C to Part B
Indicator #13	Secondary Transition
Indicator #14	Post School Outcomes
Indicator #15	Resolution Sessions
Indicator #16	Mediation
Indicator #17	State Systemic Improvement Plan (SSIP)
Indicator #18	General Supervision

Miguel*:
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*Miguel is a hypothetical child, used as an example.

Part C of IDEA

This is Miguel.

He has been receiving early intervention services since he was 6 months old.

Note: Early intervention services for infants and toddlers with disabilities (birth–3) is known as Part C of IDEA.



Indicator 12: Early Childhood Transition Indicator 11: Child Find

At age 2 ½, Miguel was referred by Part C to Part B. His school district (public education agency [PEA]) conducted an evaluation.

Miguel was found to be eligible for Part B services. His PEA had an individualized education program (IEP) in place by his third birthday (Indicator 12).

Children who are not evaluated through Part C are evaluated within 60 days of receiving informed written consent from the parent (Indicator 11).

Note: Special education and related services for individuals with disabilities (aged 3–21) are known as Part B of IDEA.



SPP/APR Indicator Timeline (1 of 13)



11: Child Find
12: Early Childhood
Transition

Indicator 6: Educational Environment

The IEP team decided on the best placement for Miguel. There is a continuum of services and placements that vary based on a child's need but may include settings like a regular early childhood program, separate special education class, separate school, residential facility, or home environment.

He was placed in a regular early childhood program.



SPP/APR Indicator Timeline (2 of 13)

6: Preschool
Environments



11: Child Find
12: Early Childhood
Transition

Indicator 7: Preschool Outcomes

At age 5, Miguel exited preschool.

Upon exit, he was given a benchmark to assess his progress. He was given a similar benchmark upon entry into preschool.

Indicator 7 captures the progress made from entry to exit in the following areas:

- A. Positive social-emotional skills
- B. Acquisition and use of knowledge and skills
- C. Use of appropriate behaviors to meet their needs



SPP/APR Indicator Timeline (3 of 13)

6: Preschool Environments



11: Child Find
12: Early Childhood Transition



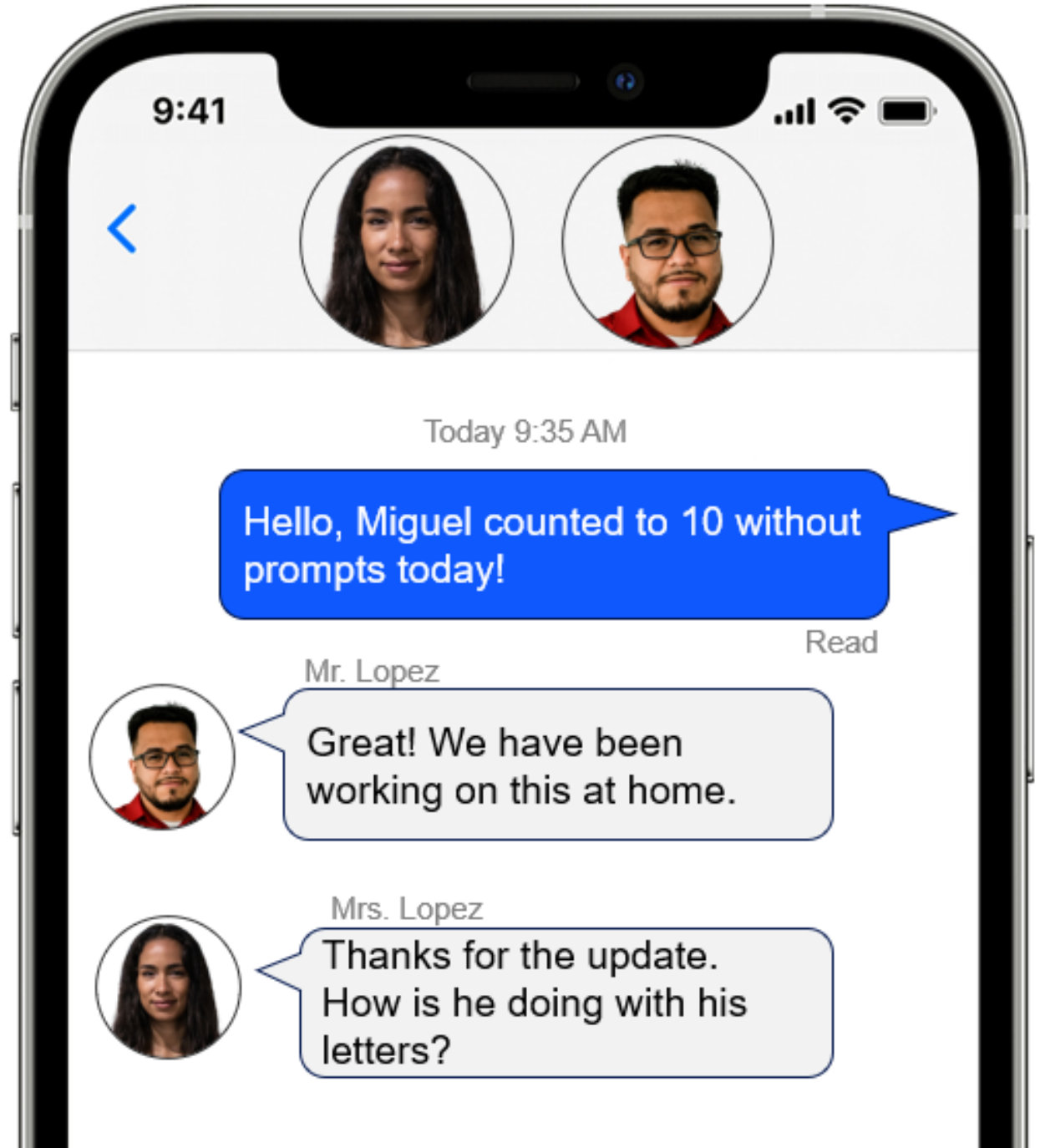
7: Preschool Outcomes

Indicator 8: Parent Involvement

Throughout Miguel's schooling, his teachers stayed connected with his parents to ensure that they were involved.

Once per year, Miguel's parents gave feedback on the parent involvement survey.

- The survey asks questions regarding their level of involvement in their child's educational decisions and how connected they feel to the school and their child's progress.

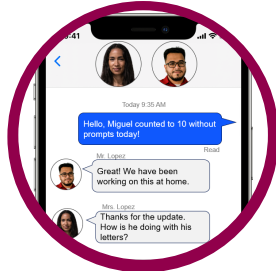


SPP/APR Indicator Timeline (4 of 13)

6: Preschool Environments



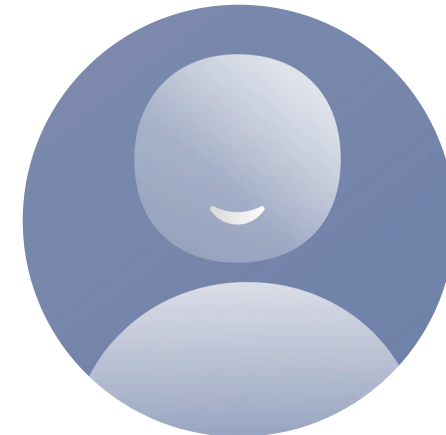
8: Parent Involvement



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



Indicator 5: School-Age Environment

At age 5 ½, Miguel began kindergarten.

The IEP team decided which environment would be best for him. There is a full continuum of services considered for educational environments. Some examples include inside the regular class, separate class, separate school, residential facility, or homebound/hospital.

Miguel was served in a regular class for more than 80% of the day.

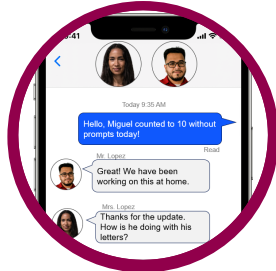


SPP/APR Indicator Timeline (5 of 13)

6: Preschool Environments



8: Parent Involvement



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



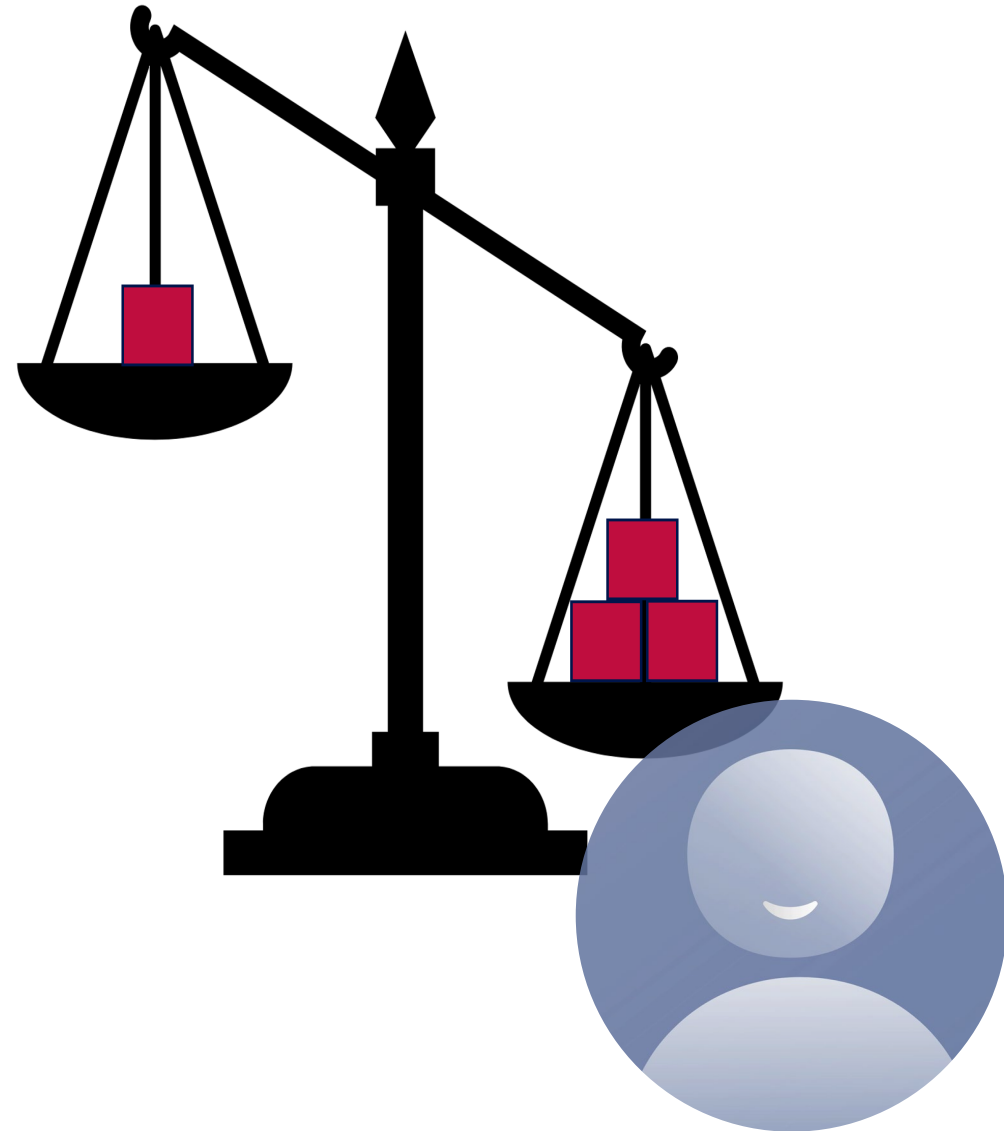
5: School-Age Educational Environment



Indicators 9 Disproportionate Representation

Miguel's PEA submitted data to the State each year regarding the number of children identified as receiving special education or related services by race/ethnicity.

Miguel's PEA was not found to have disproportionate representation. For example, they were not overidentifying Hispanic students as students with disabilities excessively higher than other races/ethnicities.

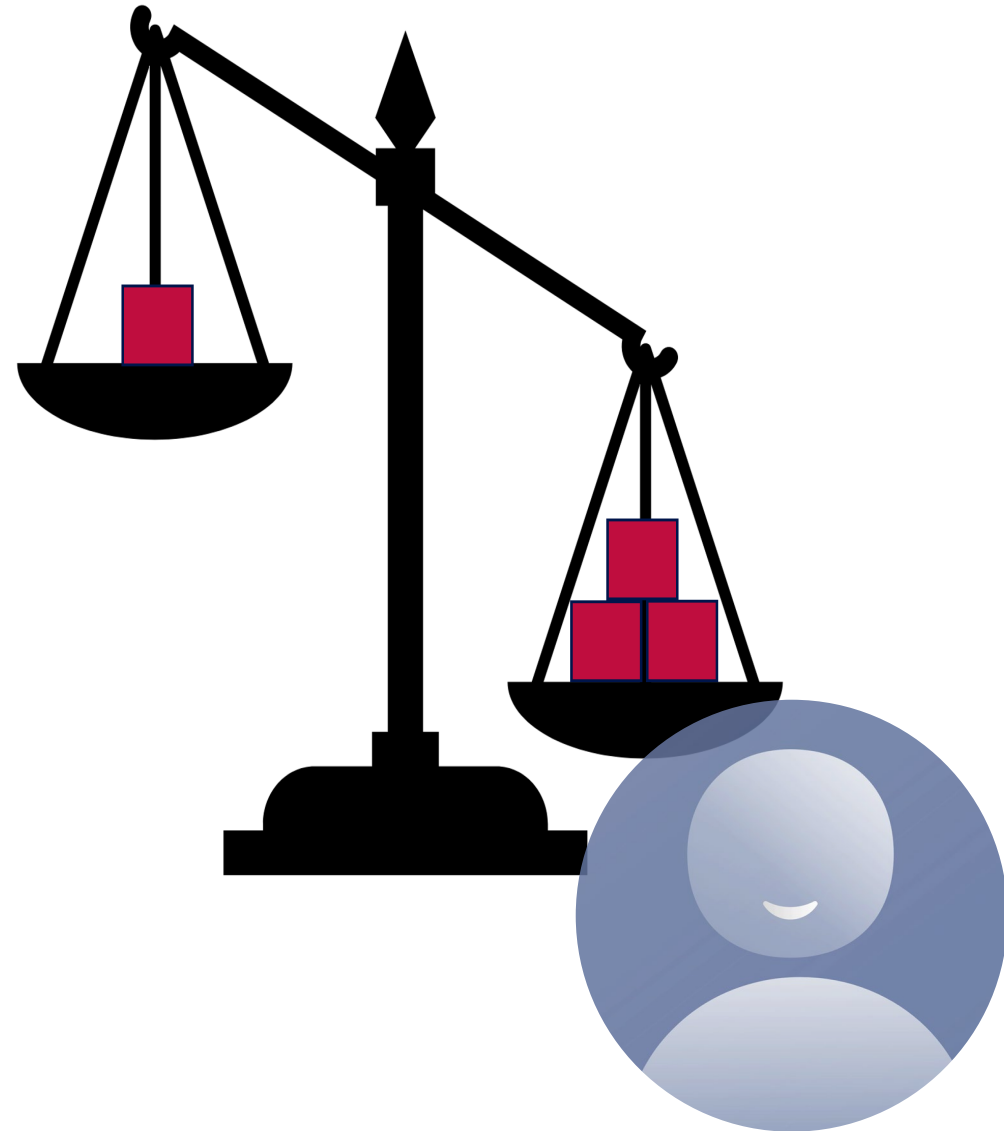


Indicator 10: Disproportionate Representation in Specific Disability Categories

Indicator 10 looks at the number of children identified as receiving special education or related services by race/ethnicity **in the following specific disability categories.**

- Intellectual disability (mild, moderate, severe [ID])
- Specific learning disabilities (SLD)
- Emotional disability (includes ED-P)
- Speech or language impairments (SLI)
- Other health impairments (OHI)
- Autism (A)

Miguel's PEA was not overidentifying Hispanic students with SLD excessively higher than other races with SLD.

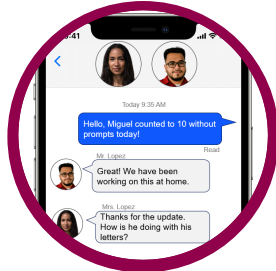


SPP/APR Indicator Timeline (6 of 13)

6: Preschool Environments



8: Parent Involvement



9 & 10: Disproportionate Representation



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



5: School-Age Educational Environment



Indicator 4A: Suspension/Expulsion

There were times when Miguel was removed from the classroom for disciplinary reasons. Indicator 4A reports the number of PEAs that have a significant discrepancy in the rate of out-of-school suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Miguel's PEA was not found to have a significant discrepancy. This means his PEA was not removing students with IEPs at an excessively higher rate than the state average for students with IEPs.



Indicator 4B: Suspension/Expulsion

Each year, the state analyzed discipline data to check if, within each PEA, students with IEPs from one particular race/ethnicity were being suspended/expelled (out-of-school) greater than 10 days at a higher rate than students with IEPs from other races/ethnicities.

Miguel's PEA was not found to be removing Hispanic students with IEPs at an excessively higher rate than other races/ethnicities with IEPs in his PEA.

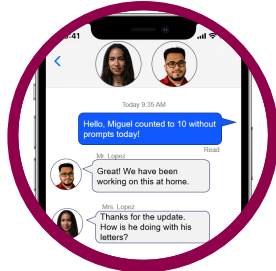


SPP/APR Indicator Timeline (7 of 13)

6: Preschool Environments



8: Parent Involvement



9 & 10: Disproportionate Representation



11: Child Find
12: Early Childhood Transition



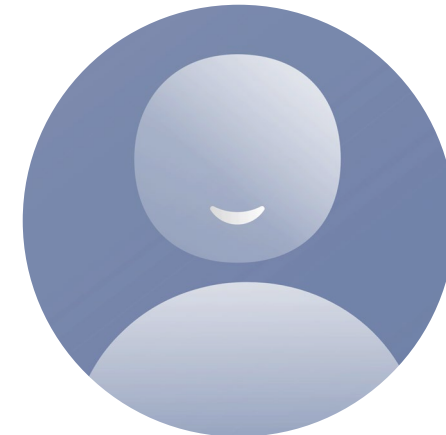
7: Preschool Outcomes



5: School-Age Educational Environment



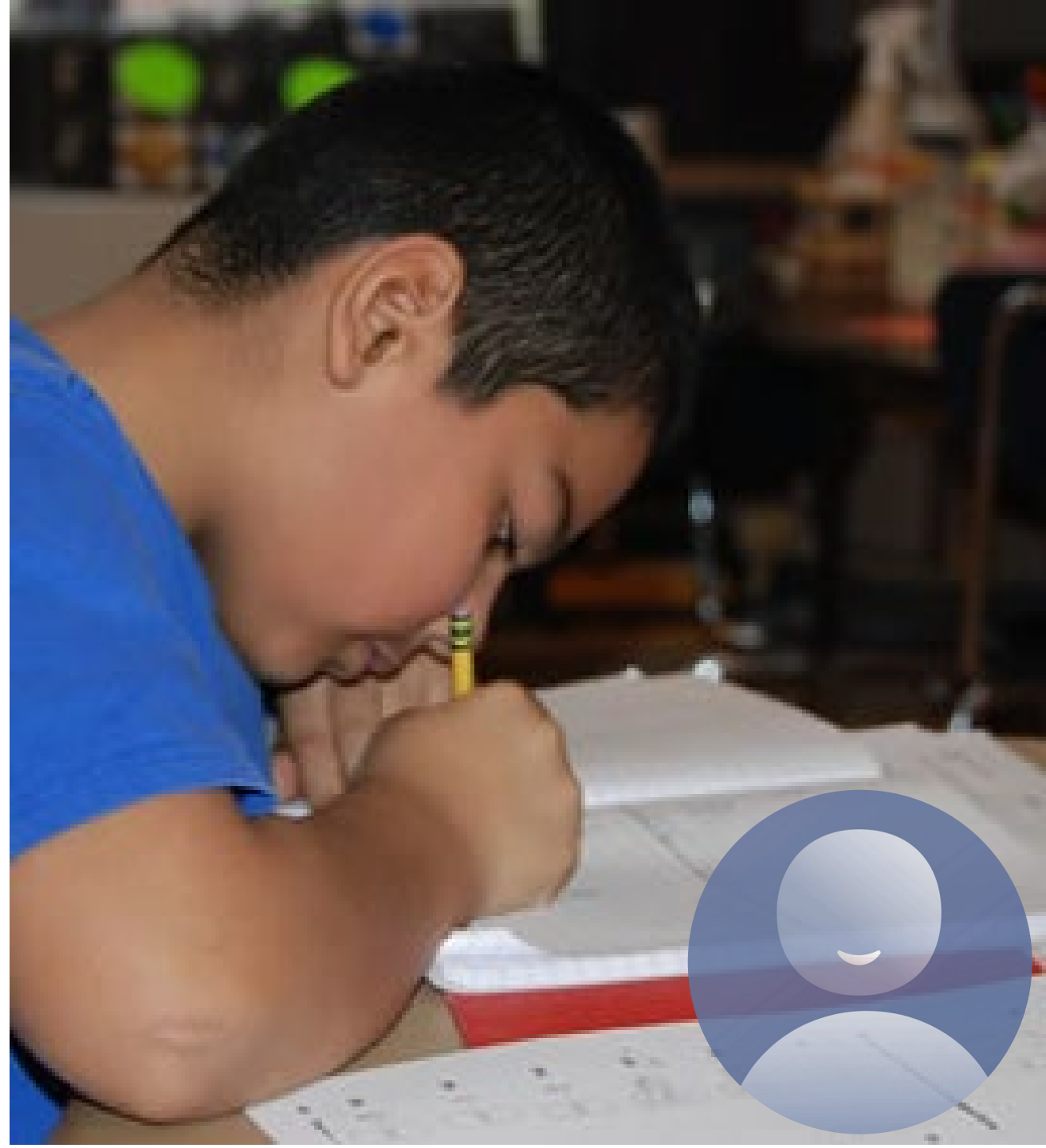
4: Suspension/
Expulsion



Indicator 3: Assessment
Indicator 17: The State Systemic
Improvement Plan (SSIP)

Beginning in grade 3 and continuing through high school, Miguel took an annual state assessment.

States can choose which indicator they would like to focus on for the SSIP. Arizona has chosen to align its SSIP to third-grade literacy. The SSIP also aligns with Arizona's Move On When Reading requirement.

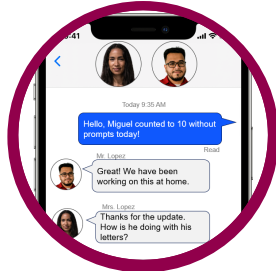


SPP/APR Indicator Timeline (8 of 13)

6: Preschool Environments



8: Parent Involvement



9 & 10: Disproportionate Representation



3: Assessment
17: State Systemic Improvement Plan



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



5: School-Age Educational Environment

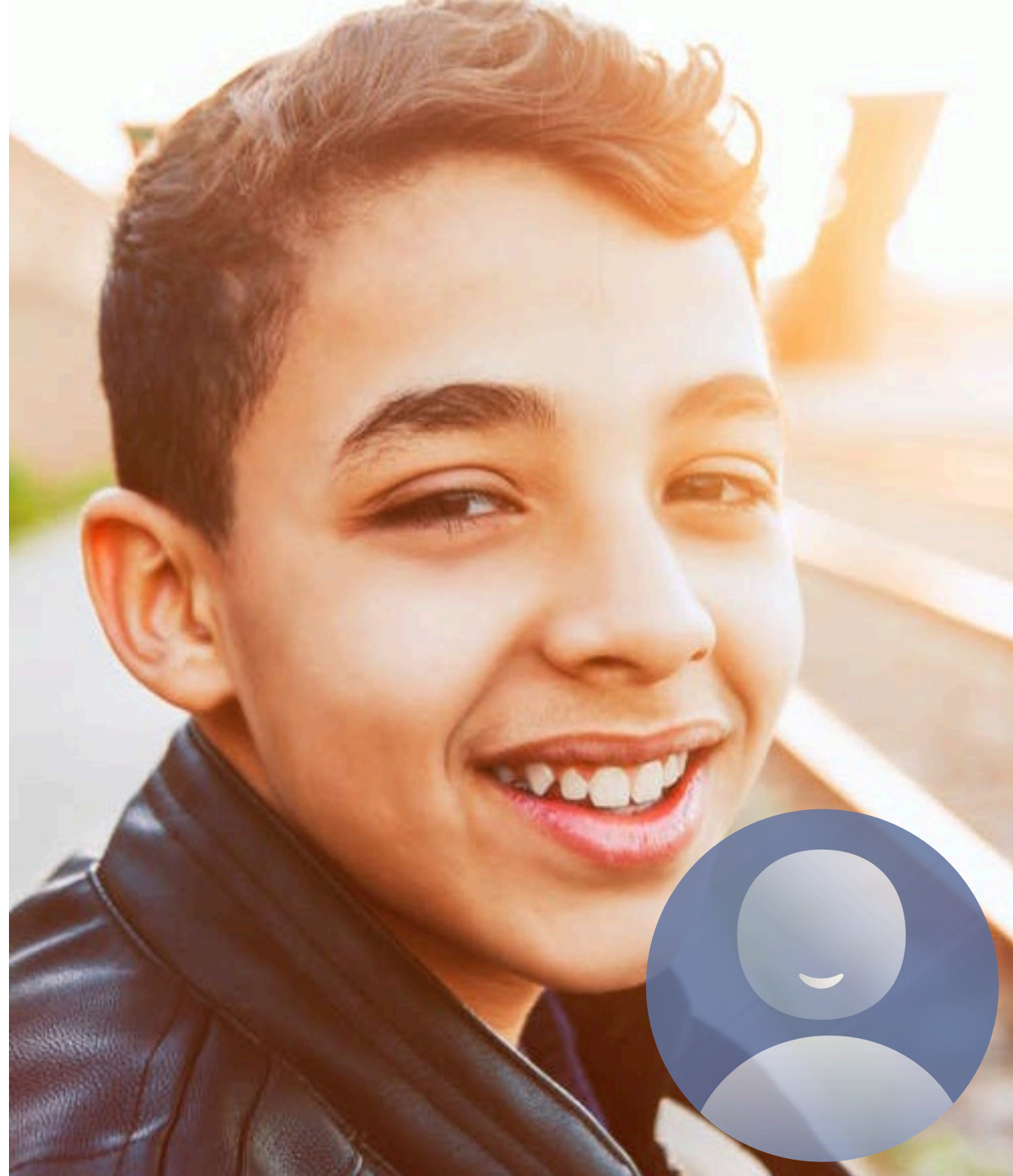


4: Suspension/Expulsion



Indicator 13: Secondary Transition

At the end of 9th grade, Miguel's IEP team developed a transition plan. This plan included multiple components that support the student's measurable post secondary goals (MPG) in the areas of education/training and employment. The team chose to include other aspects of adult independent living, although they are not required.

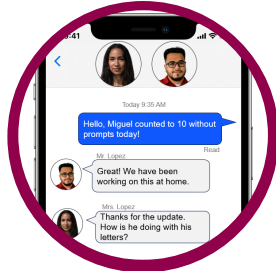


SPP/APR Indicator Timeline (9 of 13)

6: Preschool Environments



8: Parent Involvement



9 & 10: Disproportionate Representation



3: Assessment
17: State Systemic Improvement Plan



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



5: School-Age Educational Environment



4: Suspension/
Expulsion



13: Secondary Transition



Indicators 1: Graduation
Indicator 2: Drop Out

When Miguel exited high school, his status was recorded as a student who graduated.

Had he not graduated, the reason for exiting high school could include dropping out, aging out, or other reasons.

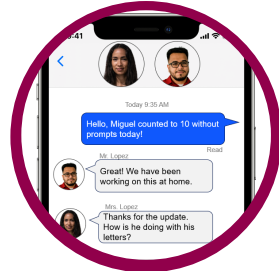


SPP/APR Indicator Timeline (10 of 13)

6: Preschool Environments



8: Parent Involvement



9 & 10: Disproportionate Representation



3: Assessment
17: State Systemic Improvement Plan



1: Graduation
2: Dropout



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



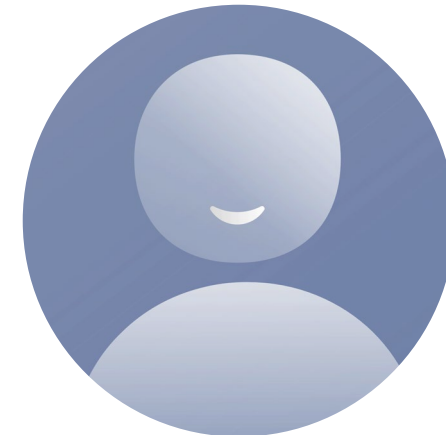
5: School-Age Educational Environment



4: Suspension/
Expulsion



13: Secondary Transition



Indicator 14: Post School Outcomes

One year after exiting high school, Miguel's teacher called him to see if he was engaged in some type of employment, training, or postsecondary education. His teacher administered the Post School Outcomes Survey.

Miguel reported that he was attending a community college.

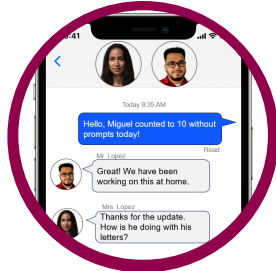


SPP/APR Indicator Timeline (11 of 13)

6: Preschool Environments



8: Parent Involvement



9 & 10: Disproportionate Representation



3: Assessment
17: State Systemic Improvement Plan



1: Graduation
2: Dropout



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



5: School-Age Educational Environment



4: Suspension/
Expulsion



13: Secondary Transition



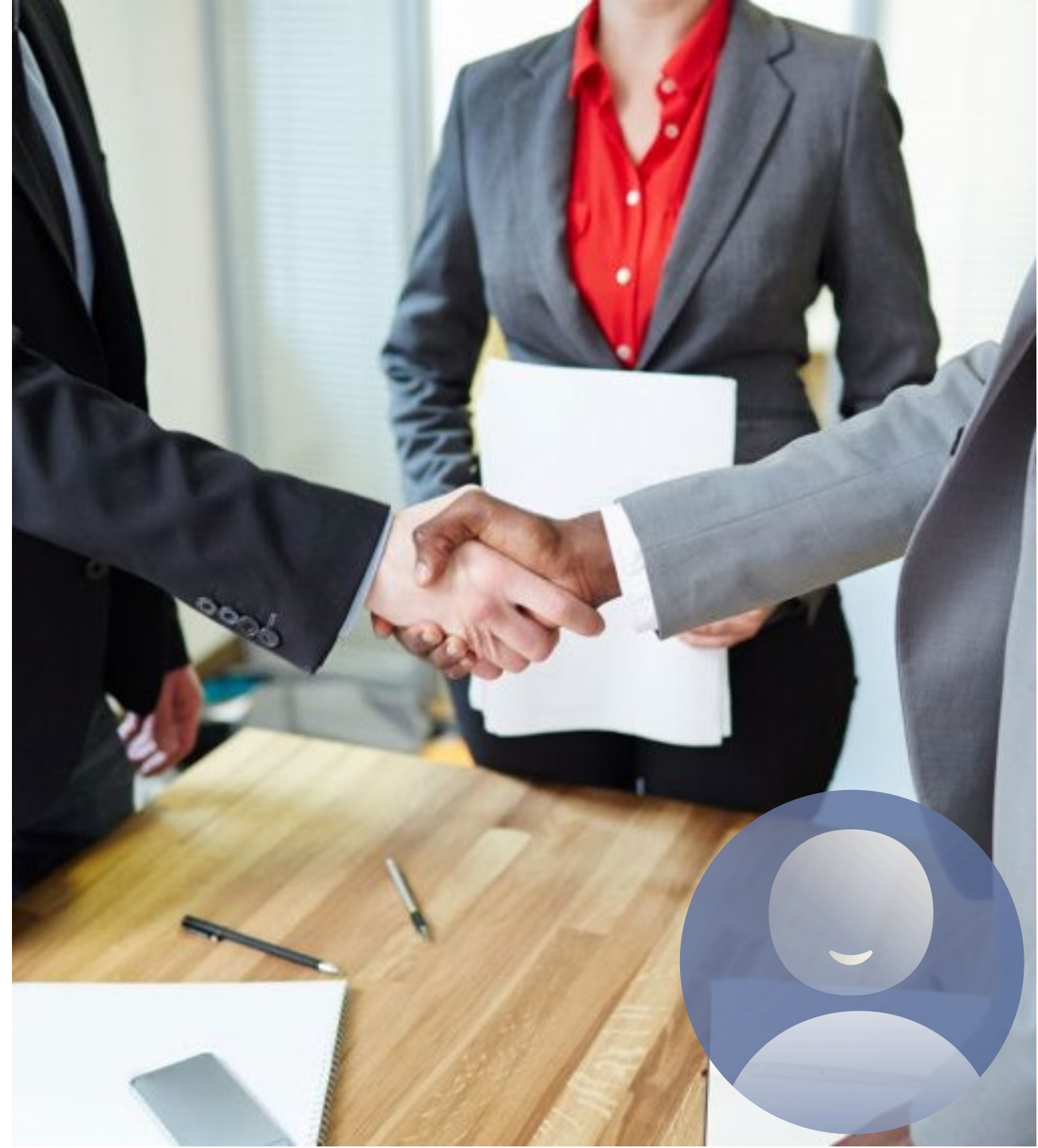
14: Post School Outcomes



Indicator 15: Resolution Sessions
Indicator 16: Mediation

Miguel's parents also had procedural safeguards under IDEA. These rights include requesting mediation or filing a due process complaint (a resolution session is part of a due process complaint).

Not all parents will seek resolution sessions or mediation, so this indicator would be considered optional in the timeline.

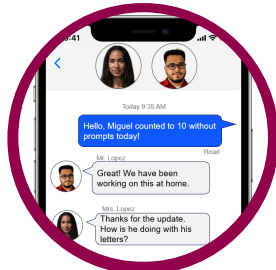


SPP/APR Indicator Timeline (12 of 13)

6: Preschool Environments



8: Parent Involvement



9 & 10: Disproportionate Representation



3: Assessment
17: State Systemic Improvement Plan



1: Graduation
2: Dropout



Optional:
15: Resolution Sessions
16: Mediation



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



5: School-Age Educational Environment



4: Suspension/
Expulsion



13: Secondary Transition



14: Post School Outcomes



Indicator 18: General Supervision

Indicator 18 looks at how well the State oversees its PEAs to make sure that under IDEA, any identified non-compliance is corrected on time.

Last year during a programmatic monitoring, Miguel's school received a finding of noncompliance related to discipline. They had one year to correct the noncompliance.

The school provided evidence of both student-level and systemic correction within that one-year timeline.

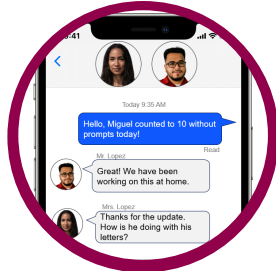


SPP/APR Indicator Timeline (13 of 13)

6: Preschool Environments



8: Parent Involvement



9 & 10: Disproportionate Representation



3: Assessment
17: State Systemic Improvement Plan



1: Graduation
2: Dropout



Optional:
15: Resolution Sessions
16: Mediation



11: Child Find
12: Early Childhood Transition



7: Preschool Outcomes



5: School-Age Educational Environment



4: Suspension/
Expulsion



13: Secondary Transition



14: Post School Outcomes



18: General Supervision



Summary

By sequencing the indicators in a timeline, stakeholders may be able to mentally organize how the indicators are connected to each other and to identify areas where they play a critical role during various stages of a child's educational career.



The decisions that parents, teachers, and PEAs make for each child influence the SPP/APR indicators. It is the data in the SPP/APR that communicates to the federal government Arizona's efforts to meet IDEA requirements and, in doing so, can be used as leverage to improve outcomes for children with disabilities.

