

OFFICE OF THE SPECIAL SERVICES DIRECTOR
Millburn Public Schools

INFORMATIONAL ITEM

March 21, 2011

To: Board of Education Members
From: Elizabeth Keefe
Subject: **State Performance Plan 2009-2010**

The Individual's with Disabilities Education Act (IDEA 2004) requires states to develop and submit a six-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the U. S. Department of Education. The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the six-year period. States are required to publicly report on SPP Indicators 1-14 for the 2009-2010 school year.

The following charts show how Millburn performed on specific indicators and whether or not we met the annual targets for those indicators as defined in the SPP.

SPP Indicator	Indicator Description	2009-2010 District Data	2009-2010 State Target	District Met State Target? ✓ = Yes
1	2008-09 Graduation Rate for students with IEPs (Data lag one year)	N/A	N/A	N/A
2	2008-09 Dropout Rate for students with IEPs (Data lag one year)	N/A	N/A	N/A
3a	Made adequate yearly progress (AYP) for students with IEPs	No	Yes	
3b	Reading assessment participation rate for students with IEPs	100.0%	95.0%	✓
3b	Math assessment participation rate for students with IEPs	100.0%	95.0%	✓
3c	Students with IEPs meeting or exceeding standards on state reading assessments	69.7%	40.0%	✓
3c	Students with IEPs meeting or exceeding standards on state math assessments	78.3%	39.0%	✓
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in 2008-09? (Data lag one year)	No	No	✓
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy in 2008-09?	No	Baseline Year: Comparison to state target will be made in future school years.	
5a	Students with IEPs ages 6-21 inside the general classroom ≥ 80% of the time	69.6%	49.6%	✓
5b	Students with IEPs ages 6-21 inside of the general classroom < 40% of the time	1.9%	18.9%	✓
5c	Students ages 6-21 with IEPs in separate educational facilities	2.80%	4.25%	✓

SPP Indicator	Indicator Description	2009-2010 District Data	2009-2010 State Target	District Met State Target? ✓ = Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	States are not required to report on Indicator 6 for the 2009-2010 school year.		
6b	Children ages 3-5 in separate special education class, separate school or residential facility	States are not required to report on Indicator 6 for the 2009-2010 school year.		
7a	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	100.0%	89.5%	✓
7a	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	45.5%	61.0%	
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	100.0%	90.0%	✓
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	54.6%	61.5%	
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	100.0%	90.5%	✓
7c	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	72.7%	73.0%	
8	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	N/A	N/A	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	✓
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	✓

SPP Indicator	Indicator Description	2009-2010 District Data	2009-2010 State Target	District Met State Target? ✓ = Yes
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	100.0%	100.0%	✓
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	N/A	N/A	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	N/A	Baseline Year: Comparison to state target will be made in future school years.	
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	N/A	Baseline Year: Comparison to state target will be made in future school years.	
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	N/A	Baseline Year: Comparison to state target will be made in future school years.	
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	N/A	Baseline Year: Comparison to state target will be made in future school years.	