








Governance - Fiscal - Quality Standards - Professional Development - Data - Technical Assistance - Accountability Monitoring

Technology - Economics - Political System - Environment - Social Issues

The purpose of collecting data on the various SPP Indicators is to assist states in monitoring implementation of IDEA and improving programs for school-age children with disabilities in the state. Seeing the relationship among the Indicators can be a daunting task and one that is difficult to visualize. The Part B Tree of Influence, developed by the Western Regional Resource Center (WRRRC), is intended to help states with mapping how they would use the SPP Indicators for state improvement. This Tree of Influence serves as one model to show possible logical relationships among the Indicators and the (a) resources States invest, (b) activities implemented, and (c) benefits or changes that result.

The Part B Tree of Influence also identifies several external factors that influence state performance planning. These factors include technology, economics, the political system, environment, and social issues (i.e., items in black). The Tree of Influence visually depicts the relationship among Part B services, Part C services, and general education. The Tree provides suggestions for how external factors, general education, and Part C services may influence special education as well as how Part B indicators influence each other: all leading to the ultimate outcome, Indicator 14, post-school outcomes of students with disabilities. These relationships can also be viewed as a logic model. The legend represents the major elements of a logic model (i.e., inputs, outputs, and outcomes).

Legend:

-  Long-term Outcomes: changes in conditions (e.g., graduation, social well-being, health, civic)
-  Intermediate outcomes: changes in behaviors, decision-making, policies, or social action
-  Outputs: strategies and activities conducted that reach targeted participants or populations
-  Inputs: the resources invested that allow us to achieve the desired outputs
-  Education Systems (e.g., Part C, General Education)
-  State level infrastructure (e.g., professional development, fiscal)
-  External Factors that influence state performance planning (e.g., economics technology)

1. Graduation: Percent of youth (ages 14-21) with IEPs who exit high school in a given year with a regular diploma.
2. Drop out: Percent of youth (age 14-21) with IEPs who exit high school in a given year by dropping out.
3. State Assessments: Participation and performance of children with IEPs on statewide assessments (in 4th, 8th & 11th grades): (A) Participation rate; (B) Proficiency rate for children with IEPs against grade level academic standards; (C) Proficiency rate for children with IEPs against alternate academic achievement standards; and (D) Gap in proficiency rates for children with IEPs versus all students against grade-level academic standards.
4. Discrepant rates of suspension and expulsion: (A) Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (B) Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of

suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. (Compliance)

5. Education Environments: Percent of children with IEPs (age 5 and enrolled in kindergarten and 6 through 21) served: (A) Inside the regular class 80% or more of the day; (B) Inside the regular class less than 40% of the day; and (C) In separate schools, residential facilities, or homebound/hospital placements.
6. Preschool Environments: Percent of children aged 3 through 5 with IEPs (not enrolled in kindergarten) attending a: (A) Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; (B) Separate special education class, separate school or residential facility; or (C) Receiving special education and related services in the home.
7. Preschool Outcomes: Percent of preschool children aged 3 through 5 with IEPs (not enrolled in kindergarten) who demonstrate improved: (A) Positive social-emotional skills (including social relationships); (B) Acquisition and use of knowledge and skills (including early language/communication and early literacy); and (C) Use of appropriate behaviors to meet their needs.
8. Parent Involvement: Percent of parents with children with IEPs who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
9. Disproportionate Representation: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
10. Disproportionate Representation in Specific Disability Categories: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (Compliance)
11. Child Find: Percent of children who were evaluated within 45 school days (in Oklahoma) of receiving parental consent for initial evaluation. (Compliance)
12. Early Childhood Transition: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (Compliance)
13. Secondary Transition: Percent of youth with IEPs (ages 16-21) whose IEP includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent of student who has reached the age of majority. (Compliance)
14. Post-School Outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: (A) Enrolled in higher education within one year of leaving high school; (B) Enrolled in higher education or competitively employed within one year of leaving high school; and (C) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.
15. Resolution Sessions: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
16. Mediation: Percent of mediations held that resulted in mediation agreements.
17. State Systemic Improvement Plan: The State's SPP/APR includes an SSIP that is a comprehensive, ambitious, yet achievable multi-year plan of improvement in a particular indicator area.