



Administrative Unit State Performance Plan Indicator Profile 2011 – 2012

| Administrative Unit: Delta 50(J), Delta | |
|---|--------------|
| Total Student Enrollment | 5,284 |
| Total Students with Disabilities Served | 569 |
| Infants Aged 0 – 2 | X |
| Aged 3 – 5 | 104 |
| Aged 6 – 21 | 465 |

Colorado's State Performance Plan (2011) Data Indicators

| Indicator 1: Graduation Rates ^{1, 4} | | | |
|--|--------------|---------------------------|--------------------------------|
| <i>Graduation Rates</i> | AU Rate | State Target ² | State Performance ³ |
| Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 4 years of entering 9 th grade | 68.2% | 80% | 53.7% |
| Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9 th grade | 83.7% | | 60.9% |
| Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9 th grade | 82.9% | | 64.9% |

¹ Definition is aligned with ESEA

² Target set by Office of Federal Programs Administration, CDE for ESEA

³ Does not include students in Eligible Facilities or State Operated Programs

⁴ For more specific school or district information, please go to Schoolview.org

Indicator 2: Drop-Out Rates

| <i>Drop-Out Rates</i> | AU Rate | State Target | State Performance |
|--|----------------|---------------------|--------------------------|
| Percent of students with disabilities aged 14 – 21 who dropped out | 27.91% | 27.2% | 29.35% |

Indicator 3: Assessment

| <i>Participation and Performance Rates</i> | AU Rate | State Target | State Performance |
|--|----------------|---------------------|--------------------------|
| Participation rate of students with disabilities for Reading assessments | 97.86% | 100% | 97.36% |
| Participation rate of students with disabilities for Math assessments | 96.76% | 100% | 97.77% |
| Proficiency rate for Reading assessments CSAP & CSAPA | 20.53% | NA | 22.86% |
| Proficiency rate for Math assessments CSAP & CSAPA | 17.67% | NA | 19.95% |

Indicator 4: Suspension/Expulsion

| <i>Discipline Rates Per 100 Students</i> | |
|--|---|
| Overall state rate of students with disabilities with long-term suspensions/expulsions | 0.70 per 100 students with disabilities |
| Cut-off for Significant Discrepancy from State Median | 4.2 per 100 students with disabilities |
| AU Rate | X |
| AU Rate Exceed Benchmark? | No |
| Does the AU demonstrate disproportionate representation of suspensions/expulsions by race/ethnicity that is inappropriate? | No |

| Indicator 5: School Age Least Restrictive Environment (LRE) | | | |
|---|----------------|---------------------|--------------------------|
| <i>Program/Placement</i> | AU Rate | State Target | State Performance |
| Percent of students with disabilities in regular class at least 80% of the time | 62.4% | 71.3% | 72.1% |
| Percent of students with disabilities in regular class less than 40% of the time | 6.9% | 7.3% | 7.4% |
| Percent of students with disabilities in separate schools/facilities, homebound or hospital | 1.3% | 3.6% | 3.0% |

| Indicator 6: Preschool LRE | | | |
|--|----------------|---------------------|--------------------------|
| <i>Program/Placement</i> | AU Rate | State Target | State Performance |
| Percent of children aged 3 – 5 with disabilities attending a regular early childhood program and receiving services in a regular early childhood program | | | |
| Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility | | | |

| Indicator 7: Preschool Outcomes | | | |
|--|----------------|---------------------|--------------------------|
| Summary Statements | AU Rate | State Target | State Performance |
| Outcome A: Positive social-emotional skills (including social relationships) | | | |
| 1) Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program | X | 84.1% | 82.4% |
| 2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program | X | 85.3% | 74.3% |
| Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy) | | | |
| 1) Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program | X | 76.7% | 84.8% |
| 2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program | X | 74.5% | 74.1% |
| Outcome C: Use of appropriate behaviors to meet their needs | | | |
| 1) Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program | X | 80.8% | 80.9% |
| 2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program | X | 85.2% | 77.1% |

Indicator 8: Parent Involvement

| <i>Survey Responses</i> | AU Rate | State Target | State Performance |
|---|----------------|---------------------|--------------------------|
| Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results | * | 51% | 43% |

*AU not included in sample; was sampled in 2009-10

Indicator 9: Disproportionality – Child With a Disability

| <i>Disproportionality</i> | Inappropriate Identification | State Target | State Performance |
|---|-------------------------------------|---------------------|--------------------------|
| Does the district have disproportionate representation of racial and ethnic groups in special education and related services, which is the result of inappropriate identification? | No | 0% | 3.4% |

Indicator 10: Disproportionality – Eligibility Category

| <i>Disproportionality</i> | Inappropriate Identification | State Target | State Performance |
|--|-------------------------------------|---------------------|--------------------------|
| Does the district have disproportionate representation of racial and ethnic groups in, specific disability categories, which is the result of inappropriate identification? | No | 0% | 6.9% |

Indicator 11: Child Find

| <i>Evaluation/Eligibility Timelines</i> | AU Rate | State Target | State Performance |
|---|----------------|---------------------|--------------------------|
| Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days | 100% | 100% | 99.2% |

Indicator 12: Early Childhood Transition

| <i>Transition from Part C to Part B</i> | AU Rate | State Target | State Performance |
|--|----------------|---------------------|--------------------------|
| Percent of children referred by Part C prior to age 3, whose eligibility was determined with an IEP implemented by their third birthday (includes students found not eligible) | 100% | 100% | 99% |

Indicator 13: Secondary Transition

| <i>Transition</i> | AU Rate | State Target | State Performance |
|--|----------------|---------------------|--------------------------|
| Percent of youth aged 16 and above with an IEP which includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals | * | 100% | 89% |

*AU not included in sample; will be sampled in 2013-14

Indicator 14: Post-School Outcomes

| <i>Transition</i> | AU Rate | State Target | State Performance |
|---|----------------|---------------------|--------------------------|
| Percent of youth who, <i>within one year of leaving high school</i> , had IEPs, are no longer in secondary school, and have been: | | | |
| a) Enrolled in higher education | * | 32.0% | 28% |
| b) Enrolled in higher education or competitively employed | * | 59.5% | 71% |
| c) Enrolled in higher education or some other education; or competitively employed or in some other employment | * | 66.0% | 81% |

*AU not included in sample; will be sampled in 2013-14