



## Administrative Unit State Performance Plan Indicator Profile 2011 – 2012

Administrative Unit: El Paso 38, Lewis Palmer	
Total Student Enrollment	<b>6,076</b>
Total Students with Disabilities Served	<b>523</b>
Infants Aged 0 – 2	<b>0</b>
Aged 3 – 5	<b>44</b>
Aged 6 – 21	<b>479</b>

### Colorado's State Performance Plan (2011) Data Indicators

Indicator 1: Graduation Rates <sup>1, 4</sup>			
<i>Graduation Rates</i>	AU Rate	State Target <sup>2</sup>	State Performance <sup>3</sup>
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 4 years of entering 9 <sup>th</sup> grade	<b>48.5%</b>	<b>80%</b>	<b>53.7%</b>
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9 <sup>th</sup> grade	<b>54.2%</b>		<b>60.9%</b>
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9 <sup>th</sup> grade	<b>77.8%</b>		<b>64.9%</b>

<sup>1</sup> Definition is aligned with ESEA

<sup>2</sup> Target set by Office of Federal Programs Administration, CDE for ESEA

<sup>3</sup> Does not include students in Eligible Facilities or State Operated Programs

<sup>4</sup> For more specific school or district information, please go to Schoolview.org

**Indicator 2: Drop-Out Rates**

<b><i>Drop-Out Rates</i></b>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
Percent of students with disabilities aged 14 – 21 who dropped out	<b>20.0%</b>	<b>27.2%</b>	<b>29.35%</b>

**Indicator 3: Assessment**

<b><i>Participation and Performance Rates</i></b>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
Participation rate of students with disabilities for Reading assessments	<b>98.42%</b>	<b>100%</b>	<b>97.36%</b>
Participation rate of students with disabilities for Math assessments	<b>97.79%</b>	<b>100%</b>	<b>97.77%</b>
Proficiency rate for Reading assessments CSAP & CSAPA	<b>42.72%</b>	<b>NA</b>	<b>22.86%</b>
Proficiency rate for Math assessments CSAP & CSAPA	<b>29.84%</b>	<b>NA</b>	<b>19.95%</b>

**Indicator 4: Suspension/Expulsion**

<b><i>Discipline Rates Per 100 Students</i></b>	
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	0 per 100 students with disabilities
AU Rate Exceed Benchmark?	<b>No</b>
Does the AU demonstrate disproportionate representation of suspensions/expulsions by race/ethnicity that is inappropriate?	<b>No</b>

<b>Indicator 5: School Age Least Restrictive Environment (LRE)</b>			
<b><i>Program/Placement</i></b>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
Percent of students with disabilities in regular class at least 80% of the time	<b>80.6%</b>	<b>71.3%</b>	<b>72.1%</b>
Percent of students with disabilities in regular class less than 40% of the time	<b>4.8%</b>	<b>7.3%</b>	<b>7.4%</b>
Percent of students with disabilities in separate schools/facilities, homebound or hospital	<b>0.4%</b>	<b>3.6%</b>	<b>3.0%</b>

<b>Indicator 6: Preschool LRE</b>			
<b><i>Program/Placement</i></b>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
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			

<b>Indicator 7: Preschool Outcomes</b>			
<b>Summary Statements</b>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
<b>Outcome A: Positive social-emotional skills (including social relationships)</b>			
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	<b>69%</b>	<b>84.1%</b>	<b>82.4%</b>
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	<b>78%</b>	<b>85.3%</b>	<b>74.3%</b>
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
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	<b>74%</b>	<b>76.7%</b>	<b>84.8%</b>
2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	<b>72%</b>	<b>74.5%</b>	<b>74.1%</b>
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>			
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	<b>86%</b>	<b>80.8%</b>	<b>80.9%</b>
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	<b>86%</b>	<b>85.2%</b>	<b>77.1%</b>

<b>Indicator 8: Parent Involvement</b>			
<i>Survey Responses</i>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results	*	<b>51%</b>	<b>43%</b>

\*AU not included in sample; was sampled in 2010-11

<b>Indicator 9: Disproportionality – Child With a Disability</b>			
<i>Disproportionality</i>	<b>Inappropriate Identification</b>	<b>State Target</b>	<b>State Performance</b>
Does the district have disproportionate representation of racial and ethnic groups in special education and related services, <b>which is the result of inappropriate identification?</b>	<b>No</b>	<b>0%</b>	<b>3.4%</b>

<b>Indicator 10: Disproportionality – Eligibility Category</b>			
<i>Disproportionality</i>	<b>Inappropriate Identification</b>	<b>State Target</b>	<b>State Performance</b>
Does the district have disproportionate representation of racial and ethnic groups in, specific disability categories, <b>which is the result of inappropriate identification?</b>	<b>No</b>	<b>0%</b>	<b>6.9%</b>

<b>Indicator 11: Child Find</b>			
<i>Evaluation/Eligibility Timelines</i>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days	<b>100%</b>	<b>100%</b>	<b>99.2%</b>

<b>Indicator 12: Early Childhood Transition</b>			
<b><i>Transition from Part C to Part B</i></b>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
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)	<b>100%</b>	<b>100%</b>	<b>99%</b>

<b>Indicator 13: Secondary Transition</b>			
<b><i>Transition</i></b>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
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	*	<b>100%</b>	<b>89%</b>

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

<b>Indicator 14: Post-School Outcomes</b>			
<b><i>Transition</i></b>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
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	*	<b>32.0%</b>	<b>28%</b>
b) Enrolled in higher education or competitively employed	*	<b>59.5%</b>	<b>71%</b>
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	*	<b>66.0%</b>	<b>81%</b>

\*AU not included in sample; was sampled in 2010-11