



## Mesa 51, Grand Junction State Performance Plan Indicator Profile FFY 2012

| Indicator 1: Graduation Rates <sup>1, 4</sup>                                                                                            |                |                                  |                                       |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------|---------------------------------------|
| <b>Graduation Rates</b>                                                                                                                  | <b>AU Rate</b> | <b>State Target <sup>2</sup></b> | <b>State Performance <sup>3</sup></b> |
| 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>54 %</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>57.8 %</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>61.9 %</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](http://Schoolview.org)

| Indicator 2: Drop-Out Rates                                        |                |                     |                          |
|--------------------------------------------------------------------|----------------|---------------------|--------------------------|
| <b>Drop-Out Rates</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>25.43 %</b> | <b>27.2 %</b>       | <b>28.2 %</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>98.7 %</b>  | <b>95 %</b>         | <b>97.7 %</b>            |
| Participation rate of students with disabilities for Math assessments    | <b>99 %</b>    | <b>95 %</b>         | <b>98.1 %</b>            |
| Proficiency rate for Reading assessments CSAP & CSAPA                    | <b>22.5 %</b>  | <b>23.86 %</b>      | <b>22.62 %</b>           |
| Proficiency rate for Math assessments CSAP & CSAPA                       | <b>19.3 %</b>  | <b>20.95 %</b>      | <b>19.96 %</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                                     | 0.53 per 100 students with disabilities |
| Cut-off for Significant Discrepancy from State Median                                                                      | 3.17 per 100 students with disabilities |
| AU Rate                                                                                                                    | <b>.23</b>                              |
| 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>                               |

**Indicator 5: School Age Least Restrictive Environment (LRE)**

| <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>75.5 %</b>  | <b>&gt; 71.3 %</b>  | <b>72.3 %</b>            |
| Percent of students with disabilities in regular class less than 40% of the time            | <b>6.8 %</b>   | <b>&lt; 7.3 %</b>   | <b>7.2 %</b>             |
| Percent of students with disabilities in separate schools/facilities, homebound or hospital | <b>.8 %</b>    | <b>&lt; 3.6 %</b>   | <b>3.1 %</b>             |

**Indicator 6: Preschool LRE**

| <b>Program / Placement</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 | <b>98.8 %</b>  | <b>&gt; 84.75</b>   | <b>85.3 %</b>            |
| Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility                   | <b>.6 %</b>    | <b>&lt; 6.2</b>     | <b>6.1 %</b>             |

**Indicator 7: Preschool Outcomes**

| <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>82.8 %</b>  | <b>84.6 %</b>       | <b>82.8 %</b>            |
| 2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program                                                                     | <b>68.5 %</b>  | <b>85.8 %</b>       | <b>72.6 %</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>82.8 %</b>  | <b>77.2 %</b>       | <b>83.6 %</b>            |
| 2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program                                                                     | <b>70.8 %</b>  | <b>75.5 %</b>       | <b>74.2 %</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>86.8 %</b> | <b>81.3 %</b> | <b>82.0 %</b> |
| 2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program                                                                     | <b>74.6 %</b> | <b>85.7 %</b> | <b>75.9 %</b> |

\*\* - n size is <20

| <b>Indicator 8: Parent Involvement</b>                                                                                            |                |                     |                          |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------|--------------------------|
| <b>Survey Responses</b>                                                                                                           | <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>X</b>       | <b>52 %</b>         | <b>66.4 %</b>            |

X – AU did not participate in survey during FFY 2012

| <b>Indicator 9: Disproportionality – Child With a Disability</b>                                                                                                                          |                                     |                     |                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------|--------------------------|
| <b>Disproportionality</b>                                                                                                                                                                 | <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>0 %</b>               |

| <b>Indicator 10: Disproportionality – Eligibility Category</b>                                                                                                                     |                                     |                     |                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------|--------------------------|
| <b>Disproportionality</b>                                                                                                                                                          | <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>1.7 %</b>             |

**Indicator 11: Child Find**

| <b><i>Evaluation / Eligibility Timelines</i></b>                                                                        | <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 %</b>              |

**Indicator 12: Early Childhood Transition**

| <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>              |

**Indicator 13: Secondary Transition**

| <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>X</b>       | <b>100 %</b>        | <b>90 %</b>              |

X – AU was not reviewed during FFY 2012

**Indicator 14: Post-School Outcomes**

| <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>24 %</b>    | <b>32.5 %</b>       | <b>26.4 %</b>            |
| b) Enrolled in higher education or competitively employed                                                                         | <b>73 %</b>    | <b>61.0 %</b>       | <b>50.9 %</b>            |
| c) Enrolled in higher education or some other education; or competitively employed or in some other employment                    | <b>78 %</b>    | <b>69.0 %</b>       | <b>56.6 %</b>            |