



Mount Evans BOCES State Performance Plan Indicator Profile FFY 2012

| 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 | 66.7% | 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 | 70% | | 60.9% |
| Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9 th grade | 65.4% | | 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 | 20% | 27.2% | 28.2% |

| Indicator 3: Assessment | | | |
|--|----------------|---------------------|--------------------------|
| <i>Participation and Performance Rates</i> | AU Rate | State Target | State Performance |
| Participation rate of students with disabilities for Reading assessments | 98.03% | 95% | 97.7% |
| Participation rate of students with disabilities for Math assessments | 98% | 95% | 98.1% |
| Proficiency rate for Reading assessments CSAP & CSAPA | 33.8% | 23.86% | 22.62% |
| Proficiency rate for Math assessments CSAP & CSAPA | 22.86% | 20.95% | 19.96% |

| Indicator 4: Suspension/Expulsion | |
|--|---|
| <i>Discipline Rates Per 100 Students</i> | |
| 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 | 1.12 |
| 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 | 81.1% | >71.3% | 72.3% |
| Percent of students with disabilities in regular class less than 40% of the time | 5.3% | <7.3% | 7.2% |
| Percent of students with disabilities in separate schools/facilities, homebound or hospital | 3.9% | <3.6% | 3.1% |

| 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 | 97.9% | >84.75 | 85.3% |
| Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility | 2.1% | <6.2 | 6.1% |

| Indicator 7: Preschool Outcomes | | | |
|--|----------------|---------------------|--------------------------|
| <i>Summary Statements</i> | 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 | ** | 84.6% | 82.8% |
| 2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program | ** | 85.8% | 72.6% |
| 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 | ** | 77.2% | 83.6% |
| 2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program | ** | 75.5% | 74.2% |

| 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 | ** | 81.3% | 82.0% |
| 2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program | ** | 85.7% | 75.9% |

** - n size is <20

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 | X | 52% | 66.4% |

X – AU did not participate in survey during FFY 2012

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% | 0% |

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% | 1.7% |

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 | 97.1% | 100% | 99% |

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) | 0% | 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 | X | 100% | 90% |

X – AU was not reviewed during FFY 2012

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 | X | 32.5% | 26.4% |
| b) Enrolled in higher education or competitively employed | X | 61.0% | 50.9% |
| c) Enrolled in higher education or some other education; or competitively employed or in some other employment | X | 69.0% | 56.6% |

X – AU was not surveyed during FFY 2012