



## Weld, RE-4, Windsor State Performance Plan Indicator Profile FFY 2012

<b>Indicator 1: Graduation Rates <sup>1, 4</sup></b>			
<i>Graduation Rates</i>	<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>65.2%</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>54.5%</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>65%</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)

<b>Indicator 2: Drop-Out Rates</b>			
<i>Drop-Out Rates</i>	<b>AU Rate</b>	<b>State Target</b>	<b>State Performance</b>
Percent of students with disabilities aged 14 – 21 who dropped out	<b>12.5%</b>	<b>27.2%</b>	<b>28.2%</b>

<b>Indicator 3: Assessment</b>			
<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>99.54%</b>	<b>95%</b>	<b>97.7%</b>
Participation rate of students with disabilities for Math assessments	<b>99.07%</b>	<b>95%</b>	<b>98.1%</b>
Proficiency rate for Reading assessments CSAP & CSAPA	<b>24.61%</b>	<b>23.86%</b>	<b>22.62%</b>
Proficiency rate for Math assessments CSAP & CSAPA	<b>25.5%</b>	<b>20.95%</b>	<b>19.96%</b>

<b>Indicator 4: Suspension/Expulsion</b>	
<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>0</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>

<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>73.7%</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>2.8%</b>	<b>&lt;7.3%</b>	<b>7.2%</b>
Percent of students with disabilities in separate schools/facilities, homebound or hospital	<b>1.3%</b>	<b>&lt;3.6%</b>	<b>3.1%</b>

<b>Indicator 6: Preschool LRE</b>			
<i>Program/Placement</i>	<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>99%</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>0%</b>	<b>&lt;6.2</b>	<b>6.1%</b>

<b>Indicator 7: Preschool Outcomes</b>			
<i>Summary Statements</i>	<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>73.3%</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>81.5%</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>80%</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>77.8%</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>80%</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>85.2%</b>	<b>85.7%</b>	<b>75.9%</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>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>			
<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>0%</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>1.7%</b>

**Indicator 11: Child Find**

<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%</b>

**Indicator 12: Early Childhood Transition**

<i>Transition from Part C to Part B</i>	<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**

<i>Transition</i>	<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**

<i>Transition</i>	<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>**</b>	<b>32.5%</b>	<b>26.4%</b>
b) Enrolled in higher education or competitively employed	<b>**</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>**</b>	<b>69.0%</b>	<b>56.6%</b>

\*\* - n size is <20