

State Performance Plan Indicator Profile - FFY 2013

AU Name:	AU Code:
El Paso 12 (Cheyenne Mtn.)	21060

Indicator 1: Graduation Rates ^{1,4}			
<i>Graduation Rates</i>	AU Rate	State SPP 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	73.91%	≥ 80.00%	53.80%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9 th grade	85.00%		63.10%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9 th grade	77.78%		67.03%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 7 years of entering 9 th grade	72.73%		68.83%

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 ⁵			
<i>Drop-Out Rates</i>	AU Rate	State SPP Target	State Performance
Percent of students with disabilities aged 14 – 21 who dropped out	5.88%	≤ 26.2%	25.31%

⁵ Definition is aligned with IDEA

Indicator 3B & 3C: Assessment			
<i>Participation and Performance Rates</i>	AU Rate	State SPP Target	State Performance
Participation rate of students with disabilities for Reading assessments	98.92%	≥ 95.00%	97.79%
Participation rate of students with disabilities for Math assessments	99.46%	≥ 95.00%	97.44%
Proficiency rate for Reading assessments CSAP & CSAPA	45.41%	≥ 28.86%	22.56%
Proficiency rate for Math assessments CSAP & CSAPA	37.70%	≥ 25.95%	19.50%

Indicator 4B: Suspension/Expulsion	
Overall state rate of students with disabilities with long-term suspensions/expulsions	0.437994 per 100 students with disabilities
Cut-off for Significant Discrepancy from State Median	2.627964 per 100 students with disabilities
AU Rate	0.0000
AU Rate Exceed Benchmark?	No
Does the AU have policies and procedures that DO contribute to inappropriate identification?	No

Indicator 5A & 5B & 5C: School Age Least Restrictive Environment (LRE)			
<i>Program/Placement</i>	AU Rate	State SPP Target	State Performance
Percent of students with disabilities in regular class at least 80% of the time	89.27%	≥71.30%	72.11%
Percent of students with disabilities in regular class less than 40% of the time	2.68%	< 7.30%	7.19%
Percent of students with disabilities in separate schools/facilities, homebound or hospital	0.77%	< 3.50%	2.63%

Indicator 6A & 6B: Preschool LRE			
<i>Program/Placement</i>	AU Rate	State SPP 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	100.00%	≥ 85.50%	85.26%
Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility	0.00%	≤ 6.30%	6.63.%

Indicator 7A & 7B & 7C: Preschool Outcomes			
<i>Summary Statements</i>	AU Rate	State SPP 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	100.00%	≥ 81.09%	81.19%
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	82.10%	≥ 67.76%	67.76%
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	86.70%	≥ 82.11%	82.11%
2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	78.60%	≥ 69.34%	69.34%
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	76.90%	≥ 82.08%	82.08%
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	82.10%	≥ 72.12%	72.12%

Indicator 8: Parent Involvement			
<i>Survey Responses</i>	AU Rate	State SPP Target	State Performance
Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results	Not in survey	≥ 52.00%	57.32%

Indicator 9: Disproportionality – Child With a Disability			
<i>Disproportionality</i>	AU Results	State SPP 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?	0.00%	0.00%	0.00%

Indicator 10: Disproportionality – Eligibility Category			
<i>Disproportionality</i>	AU Results	State SPP 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?	0.00%	0.00%	0.00%

Indicator 11: Child Find			
<i>Evaluation/Eligibility Timelines</i>	AU Rate	State SPP Target	State Performance
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days	100.00%	100.00%	97.83%

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)	100.00%	100.00%	98.23%

Indicator 13: Secondary Transition			
<i>Transition</i>	AU Rate	State SPP 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	100.00%	100.00%	92.41%

Indicator 14: Post-School Outcomes			
<i>Transition</i>	AU Rate	State SPP 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	Not in survey	≥ 32.50%	26.57%
b) Enrolled in higher education or competitively employed	Not in survey	≥ 61.00%	74.43%
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	Not in survey	≥ 69.00%	83.86%