

## State Performance Plan Indicator Profile - FFY 2013

AU Name:	AU Code:
Mesa	39031

<b>Indicator 1: Graduation Rates<sup>1,4</sup></b>			
<i>Graduation Rates</i>	AU Rate	State SPP 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	50.00%	≥ 80.00%	53.80%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9 <sup>th</sup> grade	64.32%		63.10%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9 <sup>th</sup> grade	59.79%		67.03%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 7 years of entering 9 <sup>th</sup> grade	62.79%		68.83%

<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

<b>Indicator 2: Drop-Out Rates<sup>5</sup></b>			
<i>Drop-Out Rates</i>	AU Rate	State SPP Target	State Performance
Percent of students with disabilities aged 14 – 21 who dropped out	29.08%	≤ 26.2%	25.31%

<sup>5</sup> Definition is aligned with IDEA

<b>Indicator 3B &amp; 3C: Assessment</b>			
<i>Participation and Performance Rates</i>	AU Rate	State SPP Target	State Performance
Participation rate of students with disabilities for Reading assessments	98.97%	≥ 95.00%	97.79%
Participation rate of students with disabilities for Math assessments	98.33%	≥ 95.00%	97.44%
Proficiency rate for Reading assessments CSAP & CSAPA	24.33%	≥ 28.86%	22.56%
Proficiency rate for Math assessments CSAP & CSAPA	22.68%	≥ 25.95%	19.50%

<b>Indicator 4B: Suspension/Expulsion</b>	
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	0.8091
AU Rate Exceed Benchmark?	No
Does the AU have policies and procedures that DO contribute to inappropriate identification?	No

<b>Indicator 5A &amp; 5B &amp; 5C: School Age Least Restrictive Environment (LRE)</b>			
<i>Program/Placement</i>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
Percent of students with disabilities in regular class at least 80% of the time	<b>77.24%</b>	<b>≥71.30%</b>	<b>72.11%</b>
Percent of students with disabilities in regular class less than 40% of the time	<b>6.23%</b>	<b>&lt; 7.30%</b>	<b>7.19%</b>
Percent of students with disabilities in separate schools/facilities, homebound or hospital	<b>0.68%</b>	<b>&lt; 3.50%</b>	<b>2.63%</b>

<b>Indicator 6A &amp; 6B: Preschool LRE</b>			
<i>Program/Placement</i>	<b>AU Rate</b>	<b>State SPP 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>98.30%</b>	<b>≥ 85.50%</b>	<b>85.26%</b>
Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility	<b>0.85%</b>	<b>≤ 6.30%</b>	<b>6.63.%</b>

<b>Indicator 7A &amp; 7B &amp; 7C: Preschool Outcomes</b>			
<i>Summary Statements</i>	<b>AU Rate</b>	<b>State SPP 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>81.30%</b>	<b>≥ 81.09%</b>	<b>81.19%</b>
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	<b>62.70%</b>	<b>≥ 67.76%</b>	<b>67.76%</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>81.30%</b>	<b>≥ 82.11%</b>	<b>82.11%</b>
2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	<b>62.70%</b>	<b>≥ 69.34%</b>	<b>69.34%</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>86.50%</b>	<b>≥ 82.08%</b>	<b>82.08%</b>
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	<b>73.10%</b>	<b>≥ 72.12%</b>	<b>72.12%</b>

<b>Indicator 8: Parent Involvement</b>			
<i>Survey Responses</i>	<b>AU Rate</b>	<b>State SPP 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>Not in survey</b>	<b>≥ 52.00%</b>	<b>57.32%</b>

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

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

<b>Indicator 11: Child Find</b>			
<i>Evaluation/Eligibility Timelines</i>	<b>AU Rate</b>	<b>State SPP 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>99.78%</b>	<b>100.00%</b>	<b>97.83%</b>

<b>Indicator 12: Early Childhood Transition</b>			
<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>100.00%</b>	<b>100.00%</b>	<b>98.23%</b>

<b>Indicator 13: Secondary Transition</b>			
<i>Transition</i>	<b>AU Rate</b>	<b>State SPP 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>80.00%</b>	<b>100.00%</b>	<b>92.41%</b>

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