

# State Performance Plan Indicator Profile - FFY 2014

Administrative Unit (AU)

**Boulder RE-1 (St. Vrain)**

AU Code:

07010



**COLORADO**  
Department of Education

<b>Indicator 1: Graduation Rates<sup>1,4</sup></b>			
<i>Graduation Rates</i>	<b>AU Rate</b>	<b>State SPP 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 9th grade	<b>53.30%</b>	<b>80.00%</b>	<b>54.60%</b>
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9th grade	<b>61.60%</b>		<b>61.60%</b>
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9th grade	<b>75.20%</b>		<b>68.30%</b>
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 7 years of entering 9th grade	<b>86.40%</b>		<b>71.10%</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](#)

<b>Indicator 2: Drop-Out Rates<sup>5</sup></b>			
<i>Drop-Out Rates</i>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
Percent of students with disabilities aged 14 – 21 who dropped out	<b>24.79%</b>	<b>≤ 25.2%</b>	<b>25.43%</b>

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

<b>Indicator 3A, 3B &amp; 3C: Assessment</b>			
<i>Participation and Performance Rates</i>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
Participation rate of students with disabilities for Reading assessments	<b>87.61%</b>	<b>≥ 95.00%</b>	<b>85.80%</b>
Participation rate of students with disabilities for Math assessments	<b>88.23%</b>	<b>≥ 95.00%</b>	<b>85.68%</b>
Proficiency rate for Reading assessments CMAS & CoAlt	<b>9.96%</b>	<b>≥ 33.86%</b>	<b>10.49%</b>
Proficiency rate for Math assessments CMAS & CoAlt	<b>6.58%</b>	<b>≥ 30.95%</b>	<b>8.02%</b>

<b>Indicator 4A &amp; 4B: Suspension/Expulsion</b>	
Overall state rate of students with disabilities with long-term suspensions/expulsions	.5698 per 100 students with disabilities
Cut-off suspension/expulsion rate for significant discrepancy	3.419 per 100 students with disabilities
AU Rate	0.6135
AU Rate Exceeds Cut-off Rate?"	No
Does the AU have disproportionate representation of racial/ethnic groups for long-term suspension/expulsion, which are the result of inappropriate policies/procedures?	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>55.15%</b>	<b>≥71.50%</b>	<b>72.82%</b>
Percent of students with disabilities in regular class less than 40% of the time	<b>3.79%</b>	<b>&lt; 7.30%</b>	<b>7.02%</b>
Percent of students with disabilities in separate schools/facilities, homebound or hospital	<b>4.12%</b>	<b>&lt; 3.50%</b>	<b>2.51%</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>86.36%</b>	<b>≥ 85.50%</b>	<b>86.41%</b>
Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility	<b>2.27%</b>	<b>≤ 6.30%</b>	<b>5.36%</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>75.44%</b>	<b>≥ 81.09%</b>	<b>81.34%</b>
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	<b>70.53%</b>	<b>≥ 67.76%</b>	<b>68.55%</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>80.17%</b>	<b>≥ 82.11%</b>	<b>80.62%</b>
2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	<b>76.84%</b>	<b>≥ 69.34%</b>	<b>69.00%</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>79.65%</b>	<b>≥ 82.08%</b>	<b>77.97%</b>
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	<b>79.47%</b>	<b>≥ 72.12%</b>	<b>71.23%</b>

<b>Indicator 8: Parent Involvement</b>			
<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	38.89%	≥ 52.00%	62.80%

<b>Indicator 9: Disproportionality – Child With a Disability</b>			
<i>Disproportionality</i>	AU Results	State SPP Target	State Performance
Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, <b>which is the result of inappropriate identification?</b>	0.00%	0.00%	0.00%

<b>Indicator 10: Disproportionality – Eligibility Category</b>			
<i>Disproportionality</i>	AU Results	State SPP Target	State Performance
Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, <b>which is the result of inappropriate identification?</b>	0.00%	0.00%	0.00%

<b>Indicator 11: Child Find</b>			
<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	98.65%	100.00%	97.94%

<b>Indicator 12: Early Childhood Transition</b>			
<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)	98.91%	100.00%	97.20%

<b>Indicator 13: Secondary Transition</b>			
<i>Transition</i>	AU Rate	State SPP Target	State Performance <sup>6</sup>
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	88.89%	100.00%	75.00%

<b>Indicator 13 Questions: Percent of IEPs reviewed that met the following criteria</b>			
Q1: Are there appropriate measurable postsecondary goals in the areas of training and education/employment and career/independent living skills?	100%	100	98.93%
Q2: Are the postsecondary goals updated annually?	100%	100	88.71%
Q3: Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?	100%	100	97.34%

<b>Indicator 13 Questions (continued) : Percent of IEPs reviewed that met the following criteria</b>			
Q4: Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	<b>89.00%</b>	<b>100</b>	<b>92.80%</b>
Q5: Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	<b>100.00%</b>	<b>100</b>	<b>95.02%</b>
Q6: Is (are) there annual IEP goal(s) related to the student's transition services needs?	<b>100.00%</b>	<b>100</b>	<b>96.68%</b>
Q7: Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	<b>100.00%</b>	<b>100</b>	<b>99.34%</b>
Q8: Where appropriate - Is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	<b>100.00%</b>	<b>100</b>	<b>95.23%</b>

<sup>6</sup> Secondary Transition requires that the IEP meets ALL the criteria below. Therefore the State Performance % will be lower than any single criteria score.

<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>25.00%</b>	<b>≥ 32.50%</b>	<b>24.62%</b>
b) Enrolled in higher education or competitively employed	<b>37.50%</b>	<b>≥ 61.00%</b>	<b>56.43%</b>
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	<b>50.00%</b>	<b>≥ 69.00%</b>	<b>73.60%</b>