

State Performance Plan Indicator Profile - FFY 2014

Administrative Unit (AU)

AU Code:



COLORADO
Department of Education

Colorado Mental Health Institute

66060

Indicator 1: Graduation Rates^{1,4}			
<i>Graduation Rates</i>	AU Rate	State SPP Target²	State Performance³
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 4 years of entering 9th grade	n/a	80.00%	54.60%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 5 years of entering 9th grade	n/a		61.60%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9th grade	n/a		68.30%
Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 7 years of entering 9th grade	n/a		71.10%

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 Rates⁵			
<i>Drop-Out Rates</i>	AU Rate	State SPP Target	State Performance
Percent of students with disabilities aged 14 – 21 who dropped out	n/a	≤ 25.2%	25.43%

⁵ Definition is aligned with IDEA

Indicator 3A, 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	n/a	≥ 95.00%	85.80%
Participation rate of students with disabilities for Math assessments	n/a	≥ 95.00%	85.68%
Proficiency rate for Reading assessments CMAS & CoAlt	n/a	≥ 33.86%	10.49%
Proficiency rate for Math assessments CMAS & CoAlt	n/a	≥ 30.95%	8.02%

Indicator 4A & 4B: Suspension/Expulsion	
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	n/a
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

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	n/a	≥71.50%	72.82%
Percent of students with disabilities in regular class less than 40% of the time	n/a	< 7.30%	7.02%
Percent of students with disabilities in separate schools/facilities, homebound or hospital	n/a	< 3.50%	2.51%

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	n/a	≥ 85.50%	86.41%
Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility	n/a	≤ 6.30%	5.36%

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	0.00%	≥ 81.09%	81.34%
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	0.00%	≥ 67.76%	68.55%
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	0.00%	≥ 82.11%	80.62%
2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	0.00%	≥ 69.34%	69.00%
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	0.00%	≥ 82.08%	77.97%
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	0.00%	≥ 72.12%	71.23%

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	0.00%	≥ 52.00%	62.80%

Indicator 9: Disproportionality – Child With a Disability			
<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, 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 AU have disproportionate representation of racial/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	0.00%	100.00%	97.94%

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)	n/a	100.00%	97.20%

Indicator 13: Secondary Transition			
<i>Transition</i>	AU Rate	State SPP Target	State Performance ⁶
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	n/a	100.00%	75.00%

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

Indicator 13 Questions (continued) : Percent of IEPs reviewed that met the following criteria			
Q4: Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	n/a	100	92.80%
Q5: Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	n/a	100	95.02%
Q6: Is (are) there annual IEP goal(s) related to the student's transition services needs?	n/a	100	96.68%
Q7: Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	n/a	100	99.34%
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?	n/a	100	95.23%

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

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	0.00%	≥ 32.50%	24.62%
b) Enrolled in higher education or competitively employed	0.00%	≥ 61.00%	56.43%
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	0.00%	≥ 69.00%	73.60%