

# State Performance Plan Indicator Profile - FFY 2014

Administrative Unit (AU)

**Estes Park**

AU Code:

35030



**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>80.00%</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>33.30%</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>50.00%</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>40.00%</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>20.00%</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>97.87%</b>  | <b>≥ 95.00%</b>         | <b>85.80%</b>            |
| Participation rate of students with disabilities for Math assessments    | <b>97.87%</b>  | <b>≥ 95.00%</b>         | <b>85.68%</b>            |
| Proficiency rate for Reading assessments CMAS & CoAlt                    | <b>6.52%</b>   | <b>≥ 33.86%</b>         | <b>10.49%</b>            |
| Proficiency rate for Math assessments CMAS & CoAlt                       | <b>6.52%</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   | 0.0000                                   |
| 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>  | <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>91.89%</b>  | <b>≥71.50%</b>          | <b>72.82%</b>            |
| Percent of students with disabilities in regular class less than 40% of the time            | <b>0.00%</b>   | <b>&lt; 7.30%</b>       | <b>7.02%</b>             |
| Percent of students with disabilities in separate schools/facilities, homebound or hospital | <b>0.00%</b>   | <b>&lt; 3.50%</b>       | <b>2.51%</b>             |

**Indicator 6A & 6B: Preschool LRE**

| <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>100.00%</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>0.00%</b>   | <b>≤ 6.30%</b>          | <b>5.36%</b>             |

**Indicator 7A & 7B & 7C: Preschool Outcomes**

| <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>100.00%</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>100.00%</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>100.00%</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>100.00%</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>100.00%</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>100.00%</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 | <b>62.50%</b> | <b>≥ 52.00%</b>  | <b>62.80%</b>     |

| <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> | <b>0.00%</b> | <b>0.00%</b>     | <b>0.00%</b>      |

| <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> | <b>0.00%</b> | <b>0.00%</b>     | <b>0.00%</b>      |

| <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 | <b>100.00%</b> | <b>100.00%</b>   | <b>97.94%</b>     |

| <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) | <b>n/a</b> | <b>100.00%</b> | <b>97.20%</b>     |

| <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 | <b>100.00%</b> | <b>100.00%</b>   | <b>75.00%</b>                  |

| <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? | <b>100%</b> | <b>100</b> | <b>98.93%</b> |
| Q2: Are the postsecondary goals updated annually?  | <b>100%</b> | <b>100</b> | <b>88.71%</b> |
| Q3: Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?                            | <b>100%</b> | <b>100</b> | <b>97.34%</b> |

| <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?   | 100.00% | 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?  | 100.00% | 100 | 95.02% |
| Q6: Is (are) there annual IEP goal(s) related to the student's transition services needs?  | 100.00% | 100 | 96.68% |
| Q7: Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?   | 100.00% | 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? | 100.00% | 100 | 95.23% |

<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   | 0.00%          | ≥ 32.50%                | 24.62%                   |
| b) Enrolled in higher education or competitively employed   | 100.00%        | ≥ 61.00%                | 56.43%                   |
| c) Enrolled in higher education or some other education; or competitively employed or in some other employment                    | 100.00%        | ≥ 69.00%                | 73.60%                   |