

State Performance Plan Indicator Profile - FFY 2014

Administrative Unit (AU)

Valley RE-1 (Sterling)

AU Code:

38010



COLORADO
Department of Education

| 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 | 78.90% | 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 | 47.40% | | 61.60% |
| Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 6 years of entering 9th grade | 60.90% | | 68.30% |
| Percent of students with disabilities aged 14 – 21 who graduated with a regular diploma within 7 years of entering 9th grade | 67.70% | | 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 | 22.22% | ≤ 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 | 93.10% | ≥ 95.00% | 85.80% |
| Participation rate of students with disabilities for Math assessments | 92.53% | ≥ 95.00% | 85.68% |
| Proficiency rate for Reading assessments CMAS & CoAlt | 18.52% | ≥ 33.86% | 10.49% |
| Proficiency rate for Math assessments CMAS & CoAlt | 18.01% | ≥ 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 | 0.3623 |
| 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 | 42.70% | ≥71.50% | 72.82% |
| Percent of students with disabilities in regular class less than 40% of the time | 9.61% | < 7.30% | 7.02% |
| Percent of students with disabilities in separate schools/facilities, homebound or hospital | 2.14% | < 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 | 98.72% | ≥ 85.50% | 86.41% |
| Percent of children aged 3 – 5 with disabilities attending a separate special education class, separate school or residential facility | 0.00% | ≤ 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 | 84.00% | ≥ 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 | 63.33% | ≥ 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 | 62.96% | ≥ 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 | 60.00% | ≥ 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 | 91.67% | ≥ 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 | 70.00% | ≥ 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 | 42.86% | ≥ 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 | 100.00% | 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) | 100.00% | 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 | 100.00% | 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? | 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% |

| 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? | 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% |

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 | 50.00% | ≥ 61.00% | 56.43% |
| c) Enrolled in higher education or some other education; or competitively employed or in some other employment | 62.50% | ≥ 69.00% | 73.60% |