State Performance Plan Indicator Profile - FFY 2015

Administrative Unit (AU)

Lewis-Palmer 38

AU Code: **21085**



The State Performance Plan (SPP) Indicator Profile is intended to provide Administrative Units with a tool for use in planning for systemic improvement in special education programs. The profile contains a series of SPP indicators that describe Administrative Units' performance as compared to state level target in Colorado's SPP. Required under the Individuals with Disabilities Education Act (IDEA), the SPP contains targets for 16 indicators along with a State Systemic Improvement Plan. This profile contains the first 14 indicators.

Indicator 1: Graduation Rates ¹				
Graduation Rates	AU Rate	State SPP Target ²	State Performance	
Percent of students with disabilities who graduated in School Year 2014-15 with a regular diploma within 4 years of entering 9th grade	76.92%	≥ 80%	53.78%	
Percent of students with disabilities who graduated in School Year 2014-15 with a regular diploma within 5 years of entering 9th grade	91.11%		63.19%	
Percent of students with disabilities who graduated in School Year 2014-15 with a regular diploma within 6 years of entering 9th grade	79.55%		67.83%	
Percent of students with disabilities who graduated in School Year 2014-15 with a regular diploma within 7 years of entering 9th grade	90.32%		72.21%	

Definition is aligned with **ESEA**

³ Does not include students in Eligible Facilities or State Operated Programs

Indicator 2: Drop-Out Rates ⁵			
Drop-Out Rates	AU Rate	State SPP Target	State Performance
Percent of students with disabilities aged 14 - 21 who dropped out during School Year 2014-15	3.33%	≤ 25.2%	23.02%

⁵ Definition is aligned with IDEA

Indicator 3B & 3C: Assessment			
Participation and Performance Rates (for regular and alternate assessments)	AU Rate	State SPP Target	State Performance
Federal Participation rate of students with disabilities for Reading assessments	68.09%	≥ 95.00%	86.78%
Federal Participation rate of students with disabilities for Math assessments	69.15%	≥ 95.00%	87.32%
Federal Proficiency rate for Reading assessments CMAS & CoAlt	11.46%	≥ 33.86%	8.50%
Federal Proficiency rate for Math assessments CMAS & CoAlt	12.82%	≥ 30.95%	6.92%

 $^{^{\}rm 2}$ Target set by Office of Federal Programs Administration, CDE for ESEA

Indicator 4A & 4B: Suspension/Expulsion			
Suspension/Expulsion Rate	AU Rate	State SPP Target	State Performance
4A - Percent of students with disabilities who received suspensions/expulsions for greater than 10 days in a school year	0.42	≤ 3.39	0.77
4B - Does the AU have disproportionate representation of racial/ethnic Groups for suspension/expulsion greater than 10 days in a school year, which are the result of inappropriate policies/procedures?	No		
Indicator 5A & 5B & 5C: School Age Least Restrictiv	e Environmen	t (LRE)	
Program/Placement	AU Rate	State SPP Target	State Performance
Percent of students with disabilities in regular class at least 80% of the time	76.79%	≥ 71.5%	73.62%
Percent of students with disabilities in regular class less than 40% of the time	7.38%	≤ 7.3%	6.68%
Percent of students with disabilities in separate schools/facilities, homebound or hospital	0.63%	≤ 3.5%	2.37%

Indicator 6A & 6B: Preschool Least Restrictive Environment (LRE)				
Program/Placement	AU Rate	State SPP	State	
Fi ogi anni Fiacement	AO Rate	Target	Performance	
Percent of children aged 3 - 5 with disabilities attending a regular early childhood program and receiving services in a regular early childhood program	94.44%	≥ 85.5%	84.48%	
Percent of children aged 3 - 5 with disabilities attending a separate special education class, separate school or residential facility	1.85%	≤ 6.3%	5.21%	

Indicator 7A & 7B & 7C: Preschool Outcomes (Measured by TSGold)				
Summary Statements	AU Rate	State SPP	State	
Summary Statements	AO Rate	Target	Performance	
Outcome A: Positive social-emotional skills (including so	ocial relationsh	ips)		
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	92.86%	≥ 81.09%	80.90%	
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	70.00%	≥ 67.76%	67.50%	
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	85.71%	≥ 82.11%	80.10%	

2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program 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 2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program Indicator 8: Parent Involvement Parent Survey Responses AU Rate Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results Indicator 9: Disproportionality - Child With a Disability Disproportionality Results Pisproportionality AU State SPP State Target Performance No None Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within of days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate State State Performance AU Rate State SPP Target Farget Performance No None None None None None None None Portionality AU State SPP Target Performance Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within an IEP implemented by their third birthday (includes students found not eligible) Percent of children referred by Part C prior to age 3, whose eligibility was determined within an IEP implemented by their third birthday (includes students found not eligible)				
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 2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program 2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program Indicator 8: Parent Involvement Parent Survey Responses AU Rate State SPP Target Performance Percent of respondents to the parent survey reporting that chools facilitated parent involvement to improve services and results Indicator 9: Disproportionality - Child With a Disability Disproportionality AU State SPP Target Performance Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification? Indicator 11: Child Find Evaluation/Eligibility Timelines AU Rate State SPP Target Performance Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate Target AU Rate State Target 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 by their third birthday (inc	age expectations in Outcome B by the time they exited	80.00%	≥ 69.34%	68.50%
below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program 2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program 2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program Indicator 8: Parent Involvement Parent Survey Responses AU Rate Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results Indicator 9: Disproportionality - Child With a Disability Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality AU State SPP Target Performance No None None Percent of children with parental consent to evaluate, who were evaluated and eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate AU Rate State 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 100.00% = 100% 97.01%	Outcome C: Use of appropriate behaviors to meet their	needs		
Indicator 8: Parent Involvement Parent Survey Responses AU Rate Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results Indicator 9: Disproportionality - Child With a Disability Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification? Indicator 11: Child Find Evaluation/Eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate State Target 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 to the properties and the properties of the performance to their distribution to the performance to the performance to the performance to the properties and the performance to the	below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time	84.62%	≥ 82.08%	74.90%
Parent Survey Responses AU Rate State SPP Target Performance Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results Indicator 9: Disproportionality - Child With a Disability Disproportionality Disproportionality Does the AU have disproportionale representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality Results AU Results No None	age expectations in Outcome C by the time they exited	65.00%	≥ 72.12%	70.80%
Parent Survey Responses AU Rate State SPP Target Performance Percent of respondents to the parent survey reporting that schools facilitated parent involvement to improve services and results Indicator 9: Disproportionality - Child With a Disability Disproportionality Disproportionality Does the AU have disproportionale representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality Results AU Results No None	Indicator 8: Parent Involvement			
schools facilitated parent involvement to improve services and results Indicator 9: Disproportionality - Child With a Disability Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality Indicator 10: Disproportionality - Eligibility Category Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification? Indicator 11: Child Find Evaluation/Eligibility Timelines AU Rate Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate AU Rate State Target 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) 100.00% ■ 5.4% State SPP 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)		AU Rate		
Disproportionality Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification? Indicator 11: Child Find Evaluation/Eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate State Target 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)	schools facilitated parent involvement to improve services		≥ 54%	65,29%
Disproportionality Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification? Indicator 11: Child Find Evaluation/Eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate State Target 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)	Indicator 9: Disproportionality - Child With a Disabi	lity		
racial/ethnic groups in special education and related services, which is the result of inappropriate identification? Indicator 10: Disproportionality - Eligibility Category Disproportionality AU State SPP Results Target Performance Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification? Indicator 11: Child Find Evaluation/Eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate 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) 100.00% None		AU		
Disproportionality AU Results AU Rate Performance AU Rate Performance AU Rate Performance Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part 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) AU Rate State SPP Target Performance Part State Performance Part State State Performance Part State State Performance Part State Performance Part State Performance Part State Performance Part State State Performance Part State Performance Part State Performance Part State State Performance Part State Performance Part State State Performance Part State Performance Part State Performance Part State State Performance Part State Performance Part State Performance Part State State Performance Part State State Performance Part State Performance	racial/ethnic groups in special education and related services, which is the result of inappropriate	No	None	None
Disproportionality AU Results AU Rate Performance AU Rate Performance AU Rate Performance Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part 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) AU Rate State SPP Target Performance Part State Performance Part State State Performance Part State State Performance Part State Performance Part State Performance Part State Performance Part State State Performance Part State Performance Part State Performance Part State State Performance Part State Performance Part State State Performance Part State Performance Part State Performance Part State State Performance Part State Performance Part State Performance Part State State Performance Part State State Performance Part State Performance				
Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification? Indicator 11: Child Find Evaluation/Eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part 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) Results Target Performance No None None	Indicator 10: Disproportionality - Eligibility Categor			
racial/ethnic groups in specific disability categories, which is the result of inappropriate identification? Indicator 11: Child Find Evaluation/Eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate State SPP Target Performance 93.88% = 100% 97.91% AU Rate State Target Performance AU Rate State Target Performance 100.00% 97.01%	Disproportionality			
Evaluation/Eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part 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 AU Rate State SPP Target Performance 93.88% = 100% 97.91% 97.91% 97.01%	racial/ethnic groups in specific disability categories,	No	None	None
Evaluation/Eligibility Timelines Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part 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 AU Rate State SPP Target Performance 93.88% = 100% 97.91% 97.91% 97.01%	Indicator 11: Child Find			
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days Indicator 12: Early Childhood Transition Transition from Part C to Part B AU Rate State Target 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) 100.00% Page 100% 97.91% 97.91%		AU Rate		
Transition from Part C to Part B AU Rate State Target 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 AU Rate State Performance 100.00% = 100% 97.01%	who were evaluated and eligibility was determined within	93.88%		97.91%
Transition from Part C to Part B AU Rate State Target 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 AU Rate State Performance 100.00% = 100% 97.01%	Indicator 12: Early Childhood Transition			
whose eligibility was determined with an IEP implemented by their third birthday (includes students found not = 100.00% = 100.00% = 77.01%	Transition from Part C to Part B	AU Rate		
	whose eligibility was determined with an IEP implemented by their third birthday (includes students found not	100.00%	= 100%	97.01%

Indicator 13: Secondary Transition				
Transition	AU Rate	State SPP	State	
Transition	AO Nace	Target	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%	93.45%	
Indicator 14: Post-School Outcomes				
Transition	AU Rate	State SPP	State	
Transition	AO Nate	Target	Performance	

Indicator 14: Post-School Outcomes				
Transition	AU Rate	State SPP	State	
Transition	Ao Race	Target	Performance	
Percent of youth who had IEPs and <i>within one year of leaving high school</i> , have not returned to secondary school, and have been:				
a) Enrolled in higher education	53.57%	≥ 32.5%	25.63%	
b) Enrolled in higher education or competitively employed	78.57%	≥ 61%	60.44%	
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	92.86%	≥ 69%	77.48%	