

# State Performance Plan Indicator Profile - FFY 2015

Administrative Unit (AU)  
**Northwest BOCES**

AU Code:  
**64123**



**COLORADO**  
Department of Education

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 <sup>1</sup>

<i>Graduation Rates</i>	AU Rate	State SPP Target <sup>2</sup>	State Performance <sup>3</sup>
Percent of students with disabilities who graduated in School Year 2014-15 with a regular diploma within 4 years of entering 9th grade	76.47%	≥ 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	80.00%		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	81.82%		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	72.50%		72.21%

<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

## Indicator 2: Drop-Out Rates <sup>5</sup>

<i>Drop-Out Rates</i>	AU Rate	State SPP Target	State Performance
Percent of students with disabilities aged 14 - 21 who dropped out during School Year 2014-15	8.11%	≤ 25.2%	23.02%

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

## Indicator 3B & 3C: Assessment

<i>Participation and Performance Rates</i> (for regular and alternate assessments)	AU Rate	State SPP Target	State Performance
Federal Participation rate of students with disabilities for Reading assessments	81.41%	≥ 95.00%	86.78%
Federal Participation rate of students with disabilities for Math assessments	88.22%	≥ 95.00%	87.32%
Federal Proficiency rate for Reading assessments CMAS & CoAlt	18.97%	≥ 33.86%	8.50%
Federal Proficiency rate for Math assessments CMAS & CoAlt	16.62%	≥ 30.95%	6.92%

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	0.49	≤ 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 Restrictive Environment (LRE)			
Program/Placement	AU Rate	State SPP Target	State Performance
Percent of students with disabilities in regular class at least 80% of the time	87.32%	≥ 71.5%	73.62%
Percent of students with disabilities in regular class less than 40% of the time	2.60%	≤ 7.3%	6.68%
Percent of students with disabilities in separate schools/facilities, homebound or hospital	0.33%	≤ 3.5%	2.37%

Indicator 6A & 6B: Preschool Least Restrictive Environment (LRE)			
Program/Placement	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	96.43%	≥ 85.5%	84.48%
Percent of children aged 3 - 5 with disabilities attending a separate special education class, separate school or residential facility	1.79%	≤ 6.3%	5.21%

Indicator 7A & 7B & 7C: Preschool Outcomes (Measured by TSGold)			
Summary Statements	AU Rate	State SPP Target	State Performance
<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	83.33%	≥ 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	75.00%	≥ 67.76%	67.50%
<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	100.00%	≥ 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	87.50%	≥ 69.34%	68.50%
<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	87.50%	≥ 82.08%	74.90%
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	87.50%	≥ 72.12%	70.80%

<b>Indicator 8: Parent Involvement</b>			
<i>Parent 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	33.33%	≥ 54%	65.29%

<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, which is the result of inappropriate identification?	No	None	None

<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, which is the result of inappropriate identification?	No	None	None

<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	100.00%	= 100%	97.91%

<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)	n/a	= 100%	97.01%

**Indicator 13: Secondary Transition**

<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	100.00%	= 100%	93.45%

**Indicator 14: Post-School Outcomes**

<i>Transition</i>	AU Rate	State SPP Target	State 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	83.33%	≥ 32.5%	25.63%
b) Enrolled in higher education or competitively employed	83.33%	≥ 61%	60.44%
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	100.00%	≥ 69%	77.48%