

# State Performance Plan Indicator Profile - FFY 2022

Administrative Unit (AU)

AU Code:



**COLORADO**  
Department of Education

## Mount Evans BOCES

64053

The State Performance Plan (SPP) Indicator Profile is intended to provide Administrative Units with a tool to plan systemic improvement in special education programs. The profile contains a series of SPP indicators that describe Administrative Units' performance as compared to state level performance and targets. Required under the Individuals with Disabilities Education Act (IDEA), the SPP contains 17 indicators including the State Systemic Improvement Plan. This profile contains the first 14 indicators.

Indicator 1: Graduation <sup>1</sup>			
<i>Graduation</i>	AU Rate	State SPP Target	State Performance <sup>2</sup>
Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma during School Year 2021-22	87.50%	≥ 79.83%	78.20%

<sup>1</sup> Definition is aligned with IDEA

<sup>2</sup> Does not include students in Eligible Facilities

Indicator 2: IEP Drop-Out Exiter <sup>3</sup>			
<i>IEP Drop-Out Exiter</i>	AU Rate	State SPP Target	State Performance
Percent of youth with IEPs who exited special education due to dropping out during School Year 2021-22	12.50%	≤ 16.67%	18.68%

<sup>3</sup> Definition is aligned with IDEA

Indicator 3A, 3B, 3C, & 3D: Assessment			
<i>Participation and Performance Rates SY2022-23 State Assessments (for regular and alternate assessments)</i>	AU Rate	State SPP Target	State Performance
<b>3A Participation rate for children with IEPs</b>			
3A - Reading - Grade 4	80.00%	≥ 95.00%	84.44%
3A - Math - Grade 4	80.00%	≥ 95.00%	84.62%
3A - Reading - Grade 8	75.00%	≥ 95.00%	74.10%
3A - Math - Grade 8	81.25%	≥ 95.00%	74.05%
3A - Reading - High School	n<16	≥ 95.00%	71.05%
3A - Math - High School	n<16	≥ 95.00%	71.04%
<b>3B Proficiency rate for children with IEPs against grade level academic achievement standards</b>			
3B - Reading - Grade 4	n<16	≥ 12.90%	10.85%
3B - Math - Grade 4	n<16	≥ 10.20%	9.43%
3B - Reading - Grade 8	n<16	≥ 8.78%	7.08%
3B - Math - Grade 8	n<16	≥ 8.31%	5.69%
3B - Reading - High School	n<16	≥ 17.74%	17.39%
3B - Math - High School	n<16	≥ 6.30%	5.90%

Indicator 3A, 3B, 3C, & 3D: Assessment		(Continued)		
<b>Participation and Performance Rates</b> <i>SY2022-23 State Assessments Continued</i>		AU Rate	State SPP Target	State Performance
<b>3C Proficiency rate for children with IEPs against alternate academic achievement standards</b>				
3C - Reading - Grade 4	n<16	≥ 21.93%		15.16%
3C - Math - Grade 4	n<16	≥ 27.69%		36.29%
3C - Reading - Grade 8	n<16	≥ 39.23%		28.17%
3C - Math - Grade 8	n<16	≥ 11.77%		6.64%
3C - Reading - High School	n<16	≥ 37.01%		35.07%
3C - Math - High School	n<16	≥ 6.29%		20.65%
<b>3D Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards</b>				
3D - Reading - Grade 4	n<16	≤ 37.11		32.31
3D - Math - Grade 4	n<16	≤ 25.27		23.24
3D - Reading - Grade 8	n<16	≤ 39.74		35.30
3D - Math - Grade 8	n<16	≤ 31.52		26.97
3D - Reading - High School	n<16	≤ 42.30		41.54
3D - Math - High School	n<16	≤ 30.10		29.28

Indicator 4A & 4B: Suspension/Expulsion				
<b>Suspension/Expulsion Rate</b>		AU Rate	State SPP Target	State Performance
4A - Rate per 100 children with IEPs who received suspensions/expulsions for greater than 10 days in the 2021-22 school year		0.90	≤ 2.60	0.65
4B - Does the AU have disproportionate representation of racial/ethnic groups for suspension/expulsion of greater than 10 days in the 2021-22 school year, which is the result of inappropriate policies/procedures?		No		

<b>Indicator 5A &amp; 5B &amp; 5C: Education Environments (children 5 in Kindergarten - age 21)</b>			
<b><i>Education Environment SY 2022-23</i></b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
5A - Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in regular class at least 80% of the time	86.36%	≥ 78.02%	80.04%
5B - Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in regular class less than 40% of the time	4.04%	≤ 5.21%	4.56%
5C - Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools/facilities, homebound or hospital	4.04%	≤ 2.22%	1.91%

<b>Indicator 6A, 6B, &amp; 6C: Preschool Environments</b>			
<b><i>Preschool Environments SY2022-23</i></b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
6A - Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of services in a <b>regular early childhood program</b>	100.00%	≥ 91.92%	92.33%
6B - Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a <b>separate special education class, separate school or residential facility</b>	0.00%	≤ 3.37%	2.09%
6C - Percent of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home	0.00%	≤ 0.23%	0.09%

<b>Indicator 7A &amp; 7B &amp; 7C: Preschool Outcomes (Measured by TSGold)</b>			
<b><i>Summary Statements SY2022-23</i></b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
<b>Outcome 7A: Positive social-emotional skills (including social relationships)</b>			
1) Of those preschool 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 turned 6 years of age or exited the program	100.00%	≥ 75.32%	72.30%
2) The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	100.00%	≥ 63.25%	64.72%

<b>Indicator 7A, 7B, &amp; 7C: Preschool Outcomes (Measured by TSGold)</b>			<b>(Continued)</b>
<b>Summary Statements SY2022-23</b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
<b>Outcome 7B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
1) Of those preschool 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 turned 6 years of age or exited the program	100.00%	≥ 78.87%	73.56%
2) The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program	100.00%	≥ 66.95%	62.99%
<b>Outcome 7C: Use of appropriate behaviors to meet their needs</b>			
1) Of those preschool 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 turned 6 years of age or exited the program	100.00%	≥ 67.56%	70.79%
2) The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program	100.00%	≥ 58.51%	67.32%

<b>Indicator 8: Parent Involvement</b>			
<b>Parent Survey Responses SY2022-23</b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	60.00%	≥ 82.19%	78.69%

<b>Indicator 9: Disproportionate Representation - Identification</b>			
<b>Disproportionate Representation SY2022-23</b>	<b>AU Results</b>	<b>State SPP Target</b>	<b>State Performance</b>
Does the AU have disproportionate representation of racial/ethnic groups in special education and related services, which is the result of inappropriate identification?	No	Risk Ratios <3.0	0.00% of AUs had Disproportionate Representation

<b>Indicator 10: Disproportionate Representation - Disability Categories</b>			
<b>Disproportionate Representation SY2022-23</b>	<b>AU Results</b>	<b>State SPP Target</b>	<b>State Performance</b>
Does the AU have disproportionate representation of racial/ethnic groups in specific disability categories, which is the result of inappropriate identification?	No	Risk Ratios <3.0	1.47% of AUs had Disproportionate Representation

<b>Indicator 11: Child Find</b>			
<i>Evaluation Timelines SY2022-23</i>	AU Rate	State SPP Target	State Performance
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation	100.00%	= 100%	98.96%

<b>Indicator 12: Early Childhood Transition</b>			
<i>Transition from Part C to Part B SY2022-23</i>	AU Rate	State SPP 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%	99.18%

<b>Indicator 13: Secondary Transition</b>			
<i>Transition IEPs SY2022-23</i>	AU Rate	State SPP Target	State Performance
Percent of youth aged 15 and above with an IEP that includes each of the required components for Transition IEPs	100.00%	= 100%	97.30%

<b>Indicator 14: Post-School Outcomes</b>			
<i>Post-School Outcomes Interviews</i>	AU Rate	State SPP Target	State Performance
Percent of youth who had IEPs when they left high school in SY2021-22, and when interviewed in Summer 2023, found to be:			
14A - Enrolled in higher education	16.67%	≥ 24.40%	23.68%
14B - Enrolled in higher education or competitively employed	66.67%	≥ 70.46%	66.48%
14C - Enrolled in higher education or some other education; or competitively employed or in some other employment	100.00%	≥ 81.02%	76.04%