

# State Performance Plan Indicator Profile - FFY 2018

Administrative Unit (AU)  
**San Juan BOCES**

AU Code:  
**64143**



**COLORADO**  
 Department of Education

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 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 2017-18 with a regular diploma within 4 years of entering 9th grade	62.79%	≥ 61.5%	58.61%
Percent of students with disabilities who graduated in School Year 2017-18 with a regular diploma within 5 years of entering 9th grade	71.43%	≥ 76.6%	66.23%
Percent of students with disabilities who graduated in School Year 2017-18 with a regular diploma within 6 years of entering 9th grade	75.00%	≥ 76.6%	71.72%
Percent of students with disabilities who graduated in School Year 2017-18 with a regular diploma within 7 years of entering 9th grade	83.64%	≥ 76.6%	74.12%

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

<sup>2</sup> Targets are aligned with Colorado ESSA Plan

<sup>3</sup> Does not include students in Eligible Facilities or State Operated Programs

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

<i>IEP Drop-Out Exiter Rates</i>	AU Rate	State SPP Target	State Performance
Percent of students with disabilities aged 14 - 21 who ended IEPs due to dropping out during School Year 2017-18	33.33%	≤ 23.2%	22.17%

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

## Indicator 3B & 3C: Assessment

<i>Participation and Performance Rates SY2018-19 State Assessments (for regular and alternate assessments)</i>	AU Rate	State SPP Target	State Performance
Federal Participation rate of students with disabilities for ELA assessments	85.44%	≥ 95.00%	88.97%
Federal Participation rate of students with disabilities for Math assessments	85.63%	≥ 95.00%	89.10%
Federal Proficiency rate for ELA assessments CMAS & CoAlt	9.32%	≥ 33.86%	11.03%
Federal Proficiency rate for Math assessments CMAS & CoAlt	3.85%	≥ 30.95%	7.71%

<b>Indicator 4A &amp; 4B: Suspension/Expulsion</b>			
<b>Suspension/Expulsion Rate</b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
4A - Rate per 100 students with disabilities who received suspensions/expulsions for greater than 10 days in the 2017-18 school year	0.84	≤ 2.56	0.64
4B - Does the AU have disproportionate representation of racial/ethnic groups for suspension/expulsion of greater than 10 days in the 2017-18 school year, which is the result of inappropriate policies/procedures?	No		

<b>Indicator 5A &amp; 5B &amp; 5C: School Age Least Restrictive Environment (LRE)</b>			
<b>Program/Placement SY2018-19</b>	<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	73.86%	≥ 71.7%	75.46%
Percent of students with disabilities in regular class less than 40% of the time	3.87%	≤ 7.2%	5.67%
Percent of students with disabilities in separate schools/facilities, homebound or hospital	0.23%	≤ 3.4%	2.42%

<b>Indicator 6A &amp; 6B: Preschool Least Restrictive Environment (LRE)</b>			
<b>Program/Placement SY2018-19</b>	<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	97.30%	≥ 86.25%	86.79%
Percent of children aged 3 - 5 with disabilities attending a separate special education class, separate school or residential facility	0.00%	≤ 6.1%	3.77%

<b>Indicator 7A &amp; 7B &amp; 7C: Preschool Outcomes (Measured by TSGold)</b>			
<b>Summary Statements SY2018-19</b>	<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	81.82%	≥ 81.3%	76.16%
2) The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	67.74%	≥ 67.76%	64.79%

<b>Indicator 7A &amp; 7B &amp; 7C: Preschool Outcomes (Continued)</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	84.00%	≥ 82.11%	79.16%
2) The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	67.74%	≥ 69.34%	68.23%
<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	82.61%	≥ 82.08%	75.87%
2) The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	70.97%	≥ 72.12%	60.73%
<b>Indicator 8: Parent Involvement</b>			
<i>Parent Survey Responses SY2018-19</i>	AU Rate	State SPP Target	State Performance
Percent of respondents to the parent survey reporting that schools facilitated parent involvement	55.56%	≥ 60%	77.79%
<b>Indicator 9: Disproportionality - Child With a Disability</b>			
<i>Disproportionality SY2018-19</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 SY2018-19</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 who were evaluated within 60 days of receiving parental consent for initial evaluation	98.80%	= 100%	98.39%

<b>Indicator 12: Early Childhood Transition</b>			
<b><i>Transition from Part C to Part B SY2018-19</i></b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</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 eligible)	100.00%	= 100%	98.19%
<b>Indicator 13: Secondary Transition</b>			
<b><i>Transition IEPs SY2018-19</i></b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
Percent of youth aged 15 and above with an IEP that includes each of the required components for Transition IEPs	100.00%	= 100%	98.83%
<b>Indicator 14: Post-School Outcomes</b>			
<b><i>Post-School Outcomes</i></b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
Percent of youth who had IEPs when they left high school in SY2017-18, and when interviewed in Summer 2019, found to be:			
a) Enrolled in higher education	16.67%	≥ 33%	26.49%
b) Enrolled in higher education or competitively employed	75.00%	≥ 61.5%	67.64%
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	83.33%	≥ 69.5%	80.01%