

# State Performance Plan Indicator Profile - FFY 2020

Administrative Unit (AU)  
**Moffat Re 1, Craig**

AU Code: **41010**  **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	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 2019-20	70.00%	≥ 79.27%	79.27%

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

<sup>2</sup> Does not include students in Eligible Facilities or State Operated Programs

Indicator 2: IEP Drop-Out Exiter Rates <sup>3</sup>			
<i>IEP Drop-Out Exiter Rates</i>	AU Rate	State SPP Target	State Performance
Percent of youth with IEPs who exited special education due to dropping out during School Year 2019-20	20.00%	≤ 18.75%	18.75%

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

Indicator 3A, 3B, 3C, & 3D: Assessment			
<i>Participation and Performance Rates SY2020-21 State Assessments (for regular and alternate assessments)</i>	AU Rate	State SPP Target	State Performance
<i>Participation 3A - Participation rate for children with IEPs</i>			
3A - Reading - Grade 4	Not Required 2021*	≥ 95.00%	8.45%
3A - Math - Grade 4	88.24%	≥ 95.00%	68.73%
3A - Reading - Grade 8	Not Required 2021*	≥ 95.00%	7.14%
3A - Math - Grade 8	84.21%	≥ 95.00%	54.01%
3A - Reading - High School	93.33%	≥ 95.00%	60.91%
3A - Math - High School	n<16	≥ 95.00%	60.93%
<i>Performance - Regular Assessment 3B (Grade Level Academic Achievement Standards)</i>			
3B - Reading - Grade 4	Not Required 2021*	≥ 10.39%	10.13%
3B - Math - Grade 4	6.90%	≥ 8.34%	8.21%
3B - Reading - Grade 8	Not Required 2021*	≥ 7.2%	7.13%
3B - Math - Grade 8	0.00%	≥ 5.36%	3.38%
3B - Reading - High School	n<16	≥ 17.1%	17.07%
3B - Math - High School	n<16	≥ 5.9%	5.93%

\*4th graders and 8th graders were not required to take the ELA assessment in 2021 due to COVID's impact on in-person learning.

<b>Indicator 3A, 3B, 3C, &amp; 3D: Assessment (Cont)</b>			
<b>Participation and Performance Rates</b> <i>SY2020-21 State Assessments Continued</i>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
<b>Performance - Alternate Assessment 3C</b> <b>(Alternate Academic Achievement Standards)</b>			
3C - Reading - Grade 4	Not Required 2021*	≥ 17.91%	17.91%
3C - Math - Grade 4	n<16	≥ 25.93%	25.93%
3C - Reading - Grade 8	Not Required 2021*	≥ 38.88%	38.88%
3C - Math - Grade 8	n<16	≥ 8.68%	8.68%
3C - Reading - High School	n<16	≥ 34.97%	34.97%
3C - Math - High School	n<16	≥ 5.13%	5.13%
<b>Performance - 3D Gap in Proficiency Rates</b> <b>(Grade Level Academic Achievement Standards)</b>			
3D - Reading - Grade 4	Not Required 2021*	≤ 37.11	35.59
3D - Math - Grade 4	14.27	≤ 25.27	20.30
3D - Reading - Grade 8	Not Required 2021*	≤ 39.74	37.86
3D - Math - Grade 8	16.38	≤ 31.52	26.15
3D - Reading - High School	n<16	≤ 42.88	42.88
3D - Math - High School	n<16	≤ 30.42	30.42

\*4th graders and 8th graders were not required to take the ELA assessment in 2021 due to COVID's impact on in-person learning.

<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 children with IEPs who received suspensions/expulsions for greater than 10 days in the 2019-20 school year	0.94	≤ 1.57	0.39
4B - Does the AU have disproportionate representation of racial/ethnic groups for suspension/expulsion of greater than 10 days in the 2019-20 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 SY2020-21</b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
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	96.50%	≥ 78.98%	78.98%
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	1.95%	≤ 5.03%	5.03%
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	0.00%	≤ 2.2%	2.20%

<b>Indicator 6A &amp; 6B: Preschool Least Restrictive Environment (LRE)</b>			
<b>Program/Placement SY2020-21</b>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
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 services in a regular early childhood program	100.00%	≥ 91.92%	91.92%
Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school or residential facility	0.00%	≤ 3.37%	3.37%
Percent of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home	0.00%	≤ 0.23%	0.23%

<b>Indicator 7A &amp; 7B &amp; 7C: Preschool Outcomes (Measured by TSGold)</b>			
<b>Summary Statements SY2020-21</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 preschool children who entered the preschool 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	N<16	≥ 75.32%	75.00%
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	N<16	≥ 63.25%	60.37%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>			
1) Of those preschool children who entered the preschool 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	N<16	≥ 78.87%	77.60%
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	N<16	≥ 66.95%	65.13%
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>			
1) Of those preschool children who entered the preschool 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	N<16	≥ 67.56%	73.92%
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	N<16	≥ 58.51%	53.69%

<b>Indicator 8: Parent Involvement</b>			
<b>Parent Survey Responses SY2020-21</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.	n<16	≥ 82.19%	82.19%

<b>Indicator 9: Disproportionality - Child With a Disability</b>			
<i>Disproportionality SY2020-21</i>	<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 Findings	Risk Ratios <3.0	0% of AUs had Disproportionality
<b>Indicator 10: Disproportionality - Eligibility Category</b>			
<i>Disproportionality SY2020-21</i>	<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 Findings	Risk Ratios <3.0	0% of AUs had Disproportionality
<b>Indicator 11: Child Find</b>			
<i>Evaluation/Eligibility Timelines SY2020-21</i>	<b>AU Rate</b>	<b>State SPP Target</b>	<b>State Performance</b>
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation	100.00%	= 100%	97.10%
<b>Indicator 12: Early Childhood Transition</b>			
<i>Transition from Part C to Part B SY2020-21</i>	<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%	97.20%
<b>Indicator 13: Secondary Transition</b>			
<i>Transition IEPs SY2020-21</i>	<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%	94.85%
<b>Indicator 14: Post-School Outcomes</b>			
<i>Post-School Outcomes</i>	<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 SY2019-20, and when interviewed in Summer 2021, found to be:			
a) Enrolled in higher education	0.00%	≥ 24.2%	22.07%
b) Enrolled in higher education or competitively employed	50.00%	≥ 68.71%	68.69%
c) Enrolled in higher education or some other education; or competitively employed or in some other employment	100.00%	≥ 79%	77.85%