



**Administrative Unit
State Performance Plan Indicator Profile
2008-2009**

Administrative Unit: San Luis Valley BOCES

Total Student Enrollment	7,807
Students with Disabilities Served (TOTAL)	694
Infants Aged 0-2	0
Aged 3-5	107
Aged 6-21	587

Colorado's State Performance Plan (2008) Data Indicators

Indicator 1: Graduation Rates¹

<i>Graduation Rates</i>	<i>AU Rate</i>	<i>State Target²</i>	<i>State Actual³</i>
Percent of students with disabilities ages 14 - 21 who graduated with a regular diploma.	73.77%	59.50%	64.28%

¹ Definition is aligned with [ESEA](#)

² Target set by Office of Federal Programs Administration, CDE for ESEA

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

Indicator 2: Drop-Out Rates¹

<i>Drop-Out Rates</i>	<i>AU Rate</i>	<i>State Target²</i>	<i>State Actual³</i>
Percent of students with disabilities ages 14 - 21 who dropped out or moved and are not known to be continuing.	2.23%		3.59%

¹ Definition is aligned with [ESEA](#)

² ESEA has no target for dropout rates

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

San Luis Valley - Indicator Profile Page 2 of 3

Indicator 3: Assessment

<i>Participation and Performance Rates</i>	AU	State Target	State Performance
Participation rate of students with disabilities for Reading assessments	99.7%	100%	97%
Participation rate of students with disabilities for Math assessments	99.5%	100%	97.5%
Proficiency rate for Reading assessments: CSAP & CSAPA	49.6%	58.5%	57.4%
Proficiency rate for Math assessments: CSAP & CSAPA	34.6%	53%	49.7%
Percent of Districts in Colorado Making AYP Objectives for Progress for the Disability Subgroup		27%	17.39%

Indicator 4: Suspension/Expulsion

<i>Discipline Rates Per 100 Students</i>		
Overall state rate of students with disabilities with long-term suspensions/expulsions	0.615 Students per 100	
Cut-Off for Significant Discrepancy from State Average	3.69 Students per 100	
AU Rate	*	
AU Rate Exceeded Benchmark?	No	
* Calculation Suppressed Due to Insufficient Cell Size (N<10)		

Indicator 5: School Age Least Restrictive Environment (LRE)

<i>Program/Placement</i>	AU	State Target	State Performance
Percent of students with disabilities in regular class at least 80% of the time	66.6%	70.9%	67.7%
Percent of students with disabilities in regular class less than 40% of the time	4.1%	7.5%	10.0%
Percent of students with disabilities in separate schools/facilities, homebound or hospital	2.4%	3.9%	3.6%

Indicator 6: Preschool LRE

<i>Program/Placement</i>	AU	State Target	State Performance
Percent of preschool students with disabilities in early childhood settings			

Indicator 7: Preschool Outcomes

<i>Outcomes</i>	AU	State Target	State Performance
Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships)			
Percent of preschool children with IEPs who demonstrate acquisition and use of knowledge and skills (including early language/communication and early literacy)			
Percent of preschool children with IEPs who demonstrate use of appropriate behaviors to meet their needs.			

Indicator 8: Parent Involvement

<i>Survey Responses</i>	AU	State Target	State Performance
Percent of who responded to the parent survey and reported that schools facilitated parent involvement to improve services and results.	**	55%	45.7%
**AU participated in survey in 2007-08.			

Indicator 9: Disproportionality – Child with a Disability

<i>Disproportionality</i>	Inappropriate Identification	State Target	State Performance
Does the district have disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification?	No	0%	1.7%

Indicator 10: Disproportionality - Eligibility Category

<i>Disproportionality</i>	Inappropriate Identification	State Target	State Performance
Does the district have disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification?	No	0%	3.4%

Indicator 11: Child Find

<i>Evaluation/Eligibility Timelines</i>	AU	State Target	State Performance
Percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 60 days	100.0%	100%	95%

Indicator 12: Early Childhood Transition

<i>Transition from Part C to Part B</i>	AU	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).	100.0%	100%	98%

Indicator 13: Secondary Transition

<i>Transition</i>	AU	State Target	State Performance
Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	79%	100%	83%

Indicator 14: Post-School Outcomes

<i>Transition</i>	AU	State Target	State Performance
Percent of youth who had IEPs, are no longer in secondary school, and have been: <ul style="list-style-type: none"> a) competitively employed b) enrolled in some type of post secondary school or c) both within one year of leaving high school. 			