



**Colorado Department of Education  
Robert Hammond, Commissioner of Education**

**Colorado  
FFY 2005-2012 State Performance Plan  
For Special Education**

**Colorado Department of Education  
Exceptional Student Services Unit  
[www.cde.state.co.us](http://www.cde.state.co.us)**

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## Table of Contents

<b>Introduction</b> .....	<b>1</b>
<b>Indicator 1: Graduation Rate</b> .....	<b>6</b>
<b>Indicator 2: Drop Out Rate</b> .....	<b>15</b>
<b>Indicator 3: Participation and Performance on Assessments</b> .....	<b>22</b>
<b>Indicator 4: Suspension/Expulsion Rate</b> .....	<b>33</b>
<b>Indicator 5: Educational Environments (6-21)</b> .....	<b>47</b>
<b>Indicator 6: Educational Environments (Preschool)</b> .....	<b>56</b>
<b>Indicator 7: Preschool Outcomes</b> .....	<b>57</b>
<b>Indicator 8: Parent Involvement</b> .....	<b>69</b>
<b>Indicator 9: Disproportionality by Race/Ethnicity</b> .....	<b>87</b>
<b>Indicator 10: Disproportionality by Disability</b> .....	<b>99</b>
<b>Indicator 11: Timelines of Initial Evaluations</b> .....	<b>111</b>
<b>Indicator 12: Part B to C Transition</b> .....	<b>118</b>
<b>Indicator 13: High School Transition</b> .....	<b>128</b>
<b>Indicator 14: Post School Outcomes</b> .....	<b>151</b>
<b>Indicator 15: Effective Correction of Noncompliance</b> .....	<b>165</b>
<b>Indicator 16: Complaint Investigation Timelines</b> .....	<b>180</b>
<b>Indicator 17: Due Process Hearing Timelines</b> .....	<b>183</b>
<b>Indicator 18: Resolution Session Effectiveness</b> .....	<b>187</b>
<b>Indicator 19: Mediation Effectiveness</b> .....	<b>191</b>
<b>Indicator 20: Submission of Timely and Accurate Data</b> .....	<b>196</b>

**The Colorado Part B State Performance Plan  
For Special Education  
Federal Fiscal Years 2005 to 2010 (extended through 2012)**

**Introduction**

The Individuals with Disabilities Education Act (IDEA) of 2004 established a requirement that all states develop and submit to the U.S. Department of Education, Office of Special Education Programs (OSEP), a performance plan designed to move the state from its current level of compliance with the statutory and regulatory requirements of the law and to improve the educational and functional outcomes for children with disabilities. The state plan must encompass baseline data, projected targets, and activities to achieve those targets. The state is required to submit an annual report in the years following the submission of the performance plan to inform OSEP and the public on the progress toward meeting those goals. This document fulfills the first step of that process – the State Performance Plan (SPP). The original SPP was submitted in December 2005 as required. The original submission is posted at:

[http://www.cde.state.co.us/cdesped/download/pdf/SPP\\_2005Final.pdf](http://www.cde.state.co.us/cdesped/download/pdf/SPP_2005Final.pdf)

States are required to submit a revised SPP that specifies, for each indicator, annual targets and improvement activities for each year through FFY 2012 (July 1, 2012 through June 30, 2013). This submission extends the SPP as required.

**Overview of the State Performance Plan (SPP) Development**

The Colorado State Performance Plan was drafted internally by staff at the Colorado Department of Education, Exceptional Student Services Unit (CDE/ESSU) with input from the Colorado Special Education Advisory Council (CSEAC) and local special education directors. The specific tasks requested of these groups were:

- Consider baseline and trend data for each indicator;
- Assist in determining appropriate targets for each indicator where a target was required for the SPP;
- Suggest activities that will assist local administrative units and the ESLU in meeting the targets;
- Review the planned activities, timelines, and resources and provide input into the likely efficacy of the strategies proposed.

In addition to the formal input process engaged in with the CSEAC and special education directors, CDE/ESSU has working teams for each indicator that, when appropriate, include representatives from CSEAC, local special education directors and other stakeholders (*e.g.*, Colorado's Parents Training and Information (PTI) Center) who provide ongoing input into the SPP targets and improvement activities.

Following the submission of the State Performance Plan to the U.S. Department of Education, CDE/ESSU posts the final version on the CDE website and alerts constituency groups of its availability via existing listservs. The CDE Communications Office notifies the media that the SPP is available. Hard copies are provided to all CSEAC members as well as any individual making a request for one.

The CDE maintains accountability systems for all public special education administrative units and state-operated programs. Administrative Units are Boards of Cooperative Educational Services (BOCES), the Colorado Charter School Institute (CSI) and school

districts with 4,000 or more total students or 400 or more children with disabilities. BOCES are comprised of member school districts with pupil membership fewer than 4000 students or 400 children with disabilities. In some cases, an AU has obtained a variance from the CDE to operate with fewer students. Charter schools are the responsibility of the authorizer, which may be a school district or the CSI. That is, a charter school is a school within the authorizing school district or the CSI and is not an independent local education agency (LEA) for purposes of the IDEA.

In order to enhance readability, throughout this FFY 2010 SPP, special education administrative units and state-operated programs are referred to, collectively, as administrative units (AUs) and represent the various entities identified, above, unless the context specifically requires use of the term "school district", "state-operated program", "school" or the CSI.

### **Overview of State Initiatives Intended to Drive Improvement on Multiple Indicators:**

#### **Continuous Improvement and Monitoring Process (CIMP)**

CIMP is a collaborative process that supports a seamless system within Colorado to ensure that federal and state laws are appropriately implemented for the learning and growth of students with disabilities. It uses meaningful and multiple sources of data to gauge the effectiveness of special education supports and services. Sources include data submitted by AUs to the December Child Count, the Special Education End-of-Year and the Special Education Discipline data collections. The CDE reviews data specific to performance and compliance indicators included in the SPP. Review of data occurs through desk audits of all data submitted by every AU to the CDE. Focused and comprehensive on-site monitoring activities further illuminate AUs' policies, procedures and practices for providing appropriate services to students with disabilities.

#### **Transition Leadership Institute and Regional CADRE**

The Transition Leadership Institute is conducted each year in collaboration with the National Secondary Transition Technical Assistance Center (NSTTAC) and the Exceptional Student Services Unit's (ESSU) Secondary Transition Services Team (STST) every summer. The Institute's primary goal is for every AU in the state to have a comprehensive transition plan that brings the AU into full compliance with Indicator 13 while focusing on best practices in providing transition services to students. Information from the June 2011 Institute can be found at <http://www.cde.state.co.us/cdesped/TransLeadershipInstitute.asp>

Regional Cadre meetings serve as a mid-year check point for Institute during which time AUs report progress made in their plans. AUs are then offered customized technical assistance based on the needs identified during the Institute and Cadre meetings.

#### **Positive Behavioral Interventions and Supports (PBIS)**

School wide PBIS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing behavior problems for all students. The purpose of the Colorado School-wide Positive Behavioral Interventions and Supports Initiative is to establish and maintain effective school environments that maximize academic achievement and behavioral competence of all learners in Colorado. This is a voluntary program for local school districts or administrative units. PBIS in Colorado is focused on four elements: systems, data, practices and outcomes. More information on Colorado's PBIS Initiative can be found at their website: <http://www.cde.state.co.us/pbis/>

**State Professional Development Grant (SPDG)**

The State Professional Development Grant (SPDG), awarded by the U. S. Department of Education to the CDE in 2009, supports a number of important initiatives.

The goals of the SPDG are to:

- Support the changing roles and practices of personnel serving students with disabilities;
- Implement a regional model of technical assistance and support;
- Implement the Early Childhood Pyramid Model for promoting the social and emotional development of infants and young children in early childhood programs;
- Design and replicate model Autism Spectrum Disorders (ASD) and Significant Support Needs (SSN) programs that improve academic and social/emotional competencies of students with disabilities;
- Increase the meaningful participation of families in RtI/Schoolwide PBIS implementation in schools and school districts;
- Utilize a continuous feedback loop for reflection on practices, policies and evaluation.

**Response to Intervention (RtI)**

The CDE Office of Response to Intervention (RtI) provides guidance for administrative units that are implementing, or considering implementing, an RtI model. The CDE is working closely with the Regional Educational Service Teams to educate general educators as well as superintendents and administrators on the RtI model. CDE guidance has been based on a building level self-assessment tool. This allows the implementation of RtI as schools are ready to do so rather than requiring whole districts be prepared to begin the initiative.

**English Language Learners with Exceptional Needs (ELLEN)**

The team within the CDE that was formerly known as English Language Learners with Exceptional Needs (ELLEN) within CDE has been consolidated into the General Supervision team within the Exceptional Student Services Unit (ESSU). The CDE has a lead consultant working in conjunction with the Offices of RtI and Positive Behavioral Intervention Support (PBIS), the Office of Language, Culture and Equity, and the Title programs within the Office of Consolidated Federal Programs to provide the field technical assistance in the appropriate referral and identification of Culturally and/or Linguistically Diverse (CLD) learners suspected of having disabilities. The focus of trainings is on the appropriate collection of a body of evidence based on the student's response to scientific, research based interventions; the data collected from the interventions provided, and the triangulation of those data. As a result of these trainings, the districts working with CLD learners are better able to differentiate between a linguistic and/or cultural difference and a true disability

**School District Accreditation**

School District Accreditation was redesigned with the passage of Colorado's Education Accountability Act in 2009. Accreditation involves a review of data examining academic performance, academic growth based on Colorado's growth model, academic growth gaps, Federal accountability structures (*i.e.*, Adequate Yearly Progress (AYP)), and post secondary and workforce readiness (to include graduation and drop out rates). A cross-unit team

within the CDE, which includes the ESSU, reviews district and school Unified Improvement Plans (UIP) and provides feedback and technical assistance on those plans as a part of the Accreditation process.

**Table 1. Potential Impact of Cross-Cutting Statewide Initiatives on Individual Indicators.**

Initiative	Indicator														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>CIMP</b>	X	X	X	X	X	X		X	X	X	X	X	X		X
<b>Transition Institute/CADRE</b>	X	X	X										X	X	
<b>RtI</b>	X	X	X	X	X	X	X	X	X	X	X	X			X
<b>PBIS</b>	X	X	X	X	X	X	X	X	X	X					X
<b>SPDG Grant</b>			X	X	X	X	X	X							
<b>ELLEN</b>	X	X	X	X					X	X					
<b>Accreditation</b>	X	X	X	X											X

The Colorado Department of Education swore in a new Commissioner of Education in May 2011. During the summer/fall of 2011 the Commissioner and the Executive Team reorganized offices and units within the department resulting in new names for almost every office/unit. Below is a table showing new and old office names for ease of reading. Changes to the SPP made for FFY 2010 reflect new office/unit names but text that was not changed reflects older names for offices/units.

<b>Current Unit/Office Name</b>	<b>Previous Unit/Office Name</b>
Information Management Services Unit	Information Management Services Unit
Office of Data Services	Data Services Unit
Public School Finance Unit	Public School Finance Unit
Communications Office	Communications Office
Office of Educator Effectiveness	Did not exist prior to 2010
Office of Professional Services and Licensing	Office of Professional Services
Office of Health and Wellness	A division within the Prevention Initiatives Unit (not a stand-alone office or unit)
Office of Early Childhood Initiatives	Office of Early Childhood Initiatives

<b>Current Unit/Office Name</b>	<b>Previous Unit/Office Name</b>
Office of Academic and Instruction Support	Office of Teaching and Learning
Office of Language, Culture and Equity	Language, Culture and Equity Unit
Office of Student Assessments	Office of Standards and Assessments
Support and Intervention Unit	Did not exist prior to 2011
Office of Positive Behavioral Intervention Support (PBIS)	Positive Behavioral Intervention and Supports Unit
Office of Response to Intervention (RtI)	Response to Intervention Unit
Office of Dropout Prevention and Student Engagement	Dropout Prevention and Student Engagement Unit
Office of Consolidated Federal Programs	Office of Federal Programs Administration
Exceptional Student Services Unit	Exceptional Student Leadership Unit
Office of Special Education	Did not exist as a separate office prior to 2011
Office of Facilities/Data	Facility Schools Unit
Office of School and District Improvement	Office of Turnaround and School Support

The following changes were made to the FFY 2010 SPP:

<b>Indicator</b>	<b>Change</b>	<b>Page(s)</b>
Indicator 1	Baseline Calculation of graduation rate Targets	6-8
Indicator 2	Baseline	16
Indicator 15	Description of process for general supervision, monitoring and dispute resolution	165-171
All indicators	Updates of improvement activities	Throughout entire document

Part B State Performance Plan (SPP) for 2005-2010

**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

**Data Source:** Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

\*Colorado now calculates graduation rates using the four-year on-time graduation rate.

**Overview of Issue/Description of System or Process**

Colorado is a local control state and does not have state mandated graduation requirements. Pertinent state law provides that:

Each school district board of education shall retain the authority to develop its own unique high school graduation requirements, so long as those local high school graduation requirements meet or exceed any minimum standards or basic core competencies or skills identified in the comprehensive set of guidelines for high school graduation developed by the state board... (Colorado Revised Statute §22-2-106(1)(a.5).

The Colorado P-12 Academic Standards apply to all students graduating with a regular diploma, including students with disabilities. Colorado’s P-12 Academic Standards are available at <http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html>.

For calculating graduation rates the following calculation is used:

Four-Year Graduation Rate =	Cohort	students with disabilities graduating within four years or prior with a high school diploma
		first-time entering ninth graders four years earlier (- transfers out, + transfers in)



**Baseline Data for FFY 2010 (based on 2009-2010 graduation data)**

<b>FFY</b>	<b>New Baseline Data (Students with Disabilities)</b>
<b>2010</b>	<b>52%</b>

**Discussion of Baseline Data**

Data regarding graduates are available on the CDE’s website for all disaggregated groups of students and the total student population. These data can be found at: <http://www.cde.state.co.us/cdereval/rv2010GradLinks.htm>

The graduation rate for FFY 2009 is calculated based on students who were eligible for special education at any time during high school, not based on the student’s eligibility status on date of exit. The graduation rate for FFY 2009 reported here does not include Colorado students in special settings *i.e.*, State-Operated Programs (SOPs) and approved facility schools. The CDE-ESSU collects data regarding these students and reports their status with required 618 data submitted to OSEP.

Targets set for this indicator are established for ESEA Accountability (e.g., Adequate Yearly Progress - AYP) by the CDE Office of Consolidated Federal Programs. Targets reported are not specifically designated as graduation rates for students with disabilities but are targets to be reached by all students, including all subgroups. Guidelines for setting targets for Indicator 1 come from the U.S. Department of Education Office of Elementary and Secondary Education (OESE) and vary from the guidelines for target setting for all other State Performance Plan Indicators. Targets for Indicator 1 are set with guidance from the OESE, Colorado’s Title I Community of Practitioners along with internal CDE staff. The ESSU has representatives on this team to inform policies established for all students.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	57.40%
<b>2006 (2006-2007)</b>	57.40%
<b>2007 (2007-2008)</b>	57.40%
<b>2008 (2008-2009)</b>	59.50%
<b>2009 (2009-2010)</b>	59.50%

FFY	Measurable and Rigorous Target
<p align="center"><b>2010 (2010-2011)</b></p>	<p align="center">63% 4-year on-time rate (2009-10) 2% point increase in 4-year on-time rate (2008-09 to 2009-10) 65% 5-year rate (2008-09) 67% 6-year rate (2007-08)</p>
<p align="center"><b>2011 (2011-2012)</b></p>	<p align="center">Targets for FFY 2011 and FFY 2012 will be established by the Office of Consolidated Federal Programs (administrators of ESEA) and will be reported in a revised SPP. Please note that Colorado submitted an ESEA Flexibility Request to the US Department of Education (U.S. DOE) and revised targets will be established following feedback from the U.S. DOE. To Be Determined</p> <p align="center"><b>80%, using 4, 5, 6 or 7 year graduation rate</b></p>
<p align="center"><b>2012 (2012 – 2013)</b></p>	<p align="center">Targets for FFY 2011 and FFY 2012 will be established by the Office of Consolidated Federal Programs (administrators of ESEA) and will be reported in a revised SPP. Please note that Colorado submitted an ESEA Flexibility Request to the US Department of Education (U.S. DOE) and revised targets will be established following feedback from the U.S. DOE. To Be Determined</p> <p align="center"><b>80%, using 4, 5, 6 or 7 year graduation rate</b></p>

In the future, the five and six year graduation rates will be reported.

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were established to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities are being continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Improve consistency between AUs in methods of reporting graduation and dropout rates.	FFY 2006 FFY 2007	Regional trainings for End-of-Year (EOY) data collection and at state special education Directors' meetings were provided.  The special education data group continues to work with the general education data group on aligning data definitions and codes.		C		
2. Improve tracking of students who transfer to other educational settings.	FFY 2006 FFY 2007 FFY 2008	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
3. Expand the Positive Behavioral Supports (PBIS) program. See discussion under Indicator 4a for further detail.	FFY 2007	Data are not available to confirm the impact of PBIS on graduation rates.				D
4. Train and monitor for effective transition plans and progress reporting. See activities under Indicator 13 for more details.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Training is ongoing and is delivered statewide, regionally, and individually as requested by AUs.  324 AU staff attended the Transition Assessment training. 214 AU staff attended a fall or spring file review.	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
5. Change the reporting period for tracking graduation and dropout rates for special education students using July 1 – June 30 as the reporting period.	FFY 2006	This change was implemented with the FFY 2006 End-of-Year (EOY) report submissions.		C		
6. Use the Continuous Improvement and Monitoring Process (CIMP) process to identify districts with significant discrepancy from state rates.	FFY 2006 FFY 2007	Regional liaisons worked with Special Education Directors to analyze data.		C		
7. Expand the Transition Outcomes Project (TOPS). See activities under Indicator 13 for additional details.	FFY 2007 FFY 2008 FFY 2009 FFY 2010	TOPS Lite training has evolved. Current training focuses on I-13 compliance and builds on the foundation of compliance to assist AUs in creating meaningful transition IEPs that will impact Indicators 1, 2, and 14. Training efforts have been targeted to the unique needs of individual AUs.  612 AU staff attended customized trainings.		C		
8. Align statewide calculation of graduation rates for students with and without disabilities using cohort approach.	FFY 2008	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
9. Revise the SPP/APR baseline, targets, and activities to reflect revised graduation and dropout calculations.	FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
10. Develop a strategy to systematically assess risk factors for dropping out among special education students.	FFY 2008	This activity is being addressed in Indicator 2 improvement activities.				D
11. Utilize results from Post School Outcomes survey to further develop strategies that increase graduation rates.	FFY 2008	The data available do not relate to graduation/dropout rates.				D
12. Pilot dropout risk factor approach.	FFY 2009	This improvement activity is more appropriate under Indicator 2.				D
13. Full implementation of dropout risk factor assessment	FFY 2010	This improvement activity is more appropriate under Indicator 2.				D
14. Collaborate with the Office of Dropout Prevention and Student Engagement, the Workforce Readiness Taskforce, and the Office of School and District Improvement to identify factors that impact graduation and dropout rates and to develop and implement strategies and interventions that address the identified factors. Focus will be on strategies that utilize and coordinate all resources and supports, including the School to Work Alliance Program (SWAP).	FFY 2009 FFY 2010 FFY 2011 FFY 2012	ESSU staff who advocate for the needs of students with disabilities have actively participated in intra-agency activities with the Secondary Initiatives Team and the newly established Office of Dropout Prevention and Student Engagement.  In coordination with the Division of Vocational Rehabilitation and the CDE Public School Finance Unit, strategies were developed and implemented to strengthen the budget development process and accountability for SWAP.	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
15. Increase the understanding of ICAP requirements and concurrent enrollment options to reduce duplication of efforts and support inclusion of youth with disabilities.	FFY 2010 FFY 2011 FFY 2012	<p>A required Individual Career and Academic Plan (ICAP) for every student beginning at 9<sup>th</sup> grade is being implemented statewide. ESSU staff has been instrumental in the analysis of how this requirement will align with IEP requirements and has provided technical assistance for special educators. Information about ICAP has been presented to a variety of audiences.</p> <p>Materials clarifying concurrent enrollment options for students to earn college credit while still in high school have been developed and disseminated. ESSU team members have worked with key partners to ensure equal access and appropriate supports for students with disabilities.</p> <p>Materials can be found at:  <a href="http://www.cde.state.co.us/cde/sped/download/pdf/FF-ICAP.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/FF-ICAP.pdf</a>  <a href="http://www.cde.state.co.us/SecondaryInitiatives/downloads/Revised%20ICAP%20Comparison%20Matrix.pdf">http://www.cde.state.co.us/SecondaryInitiatives/downloads/Revised%20ICAP%20Comparison%20Matrix.pdf</a>  <a href="http://www.cde.state.co.us/cde/sped/download/pdf/FF-DualEnrollment.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/FF-DualEnrollment.pdf</a>  <a href="http://www.cde.state.co.us/cde/sped/download/pdf/18-21_DualEnrollmentGrid.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/18-21_DualEnrollmentGrid.pdf</a>  <a href="http://www.cde.state.co.us/cde/sped/download/pdf/GuidelinesDocumentationGuidelinesForEducators.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/GuidelinesDocumentationGuidelinesForEducators.pdf</a></p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
16. Monitor for compliant transition plans (Indicator 13), provide specific comments regarding best practice, and provide technical support and assistance to AUs that will help them analyze and interpret data to inform Transition Action Plans.	FFY 2010 FFY 2011 FFY 2012	Data collection and reporting have been revised to provide more specific feedback to AUs informing needs for program improvement activities.		C		
17. Build on a foundation of I-13 compliance to provide targeted, focused trainings to AUs to improve implementation of transition plans and postsecondary outcomes.	FFY 2010 FFY 2011 FFY 2012	Statewide and local trainings were held to address targeted needs in transition assessment, community based services for 18-21 year old students, and coordination of school and community based services. 220 AU staff attended training provided regionally.	O			

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2010

Improvement activities are being added to reflect current practices and extend through FFY 2012.

Activity	Action Steps	Timeline	Resources
<p>1. Collaborate with the Office of Student Assessment at the CDE and local AUs to research, develop and implement diploma endorsements and alternative graduation pathways for at-risk youth including youth with disabilities.</p>	<ul style="list-style-type: none"> <li>• Collaborate with CDE partners in gathering information related to alternative diploma pathways, including use of Work Keys, from local AUs and other states.</li> <li>• Collaborate with CDE partners to develop and disseminate information and resources to local AUs that are working to implement alternative diploma options.</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>Office of Student Assessments</p> <p>Local AU teams</p> <p>Career and Technical Education partners</p> <p>National partners including NCWD, National Dropout Prevention Center</p>



## Part B State Performance Plan (SPP) for 2005-2010

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the dropout rate calculation and timeline established by the Department under the ESEA.

**Data Source:** Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

### Overview of Issue/Description of System or Process

Colorado began calculating an on-time graduation rate based on data from FFY 2009. As the calculation for graduation has changed, the dropout rate could have been affected.

Under Colorado law, a dropout is “a person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program.” A student is not considered to dropout if he/she transfers to an educational program recognized by the district, completes a General Education Development (GED) certificate or registers in a program leading to a GED, is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program. Under OSEP definitions, students with disabilities who continue to receive special education services and reach the age of 21<sup>1</sup> and have not earned a diploma or designation of completion (“age-outs”) are counted as dropouts (Colorado Code of Regulations §22-2-114.1).

For calculating dropout rates, the following calculation is used:

$$\frac{\text{Number of students with disabilities who dropped out during the 2009-10 school year}}{\text{Total number of students with disabilities who were part of the same membership base at any time during the 2009-10 school year}}$$

Total number of students with disabilities who were part of the same membership base at any time during the 2009-10 school year

<sup>1</sup> In Colorado, students who turn age 21 during the regular school year are entitled to complete the semester in which they turn 21.

**Baseline Data for FFY 2010 (based on 2009-2010 dropout data)**

<b>FFY</b>	<b>New Baseline Data (Students with Disabilities)</b>
<b>2010</b>	<b>2.3%</b>

**Discussion of Baseline Data**

Data regarding dropouts are available on the CDE’s website for all disaggregated groups of students and the total student population. These data can be found at: <http://www.cde.state.co.us/cdereval/rv2009DropoutLinks.htm>

The dropout calculation for FFY 2009 is calculated based on students who were eligible for special education at any time during high school, not based on the student’s eligibility status on date of exit. The dropout data reported here does not include Colorado students in special settings *i.e.*, State-Operated Programs (SOPs) and approved facility schools. The CDE-ESSU collects data regarding these students and reports their status with required 618 data submitted to OSEP.

Targets were reestablished and extended for this indicator through FFY 2012 following a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed trend data and set the following targets:

<b>FFY</b>	<b>Measurable and Rigorous Target based on IDEA Definition of Drop Out</b>
<b>2005 (2005-2006)</b>	<b>40.5%</b>
<b>2006 (2006-2007)</b>	<b>40.0%</b>
<b>2007 (2007-2008)</b>	<b>39.5%</b>

FFY	Measurable and Rigorous Target based on ESEA Definition of Drop Out
2009 (2009-10)	2.4%
2010 (2010-11)	2.3%
2011 (2011-12)	2.2%
2012 (2012-13)	2.1%

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities were extended through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Improve consistency between AUs in methods of reporting graduation and dropout rates.	FFY 2006 FFY 2007	Regional trainings for EOY data collection, state special education directors' meetings were provided.  The special education data group has been working with the general education data group on aligning data definitions and codes.		C		
2. Improve tracking of students who transferred to other educational settings.	FFY 2006 FFY 2007 FFY 2008	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
3. Expand the Positive Behavioral Supports (PBIS) program. See discussion under Indicator 4a for further detail.	FFY 2007	Data are not available to confirm the impact of PBIS on dropout rates.				D
4. Train and monitor for effective transition plans and progress reporting. See activities under Indicator 13 for more details.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Training is ongoing and is delivered statewide, on a regional basis, and individually as requested by AUs/SOPs.  324 AU staff attended the Transition Assessment Training.  214 AU staff attended a fall or spring File review.	O			
5. Change the reporting period for tracking graduation and dropout rates for special education students using July 1 – June 30 as the reporting period.	FFY 2006	This change was implemented with the FFY 2006 End-of-Year (EOY) report submissions.		C		
6. Use the Continuous Improvement and Monitoring Process (CIMP) process to identify districts with significant discrepancy from state rates.	FFY 2006 FFY 2007	Regional liaisons worked with Special Education Directors to analyze data.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
7. Expand the Transition Outcomes Project (TOPS). See activities under Indicator 13 for additional details.	FFY 2007 FFY 2008 FFY 2009 FFY 2010	TOPs Lite training has evolved. Current training focuses on I-13 compliance and builds on the foundation of compliance to assist AUs in creating meaningful transition IEPs that will impact Indicators 1, 2, and 14. Training efforts have been targeted to the unique needs of individual AUs.  612 AU staff attended customized trainings.		C		
8. Align statewide calculation of graduation rates for students with and without disabilities using cohort approach.	FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
9. Revise of the SPP/APR baseline, targets and activities to reflect revised graduation and dropout calculations.	FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
10. Utilize results from Post School Outcomes survey to further develop strategies that reduce dropout rates	FFY 2008	The data available do not relate to graduation/dropout rates				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
11. Collaborate with the Office of Dropout Prevention and Student Engagement, the Workforce Readiness Taskforce, and the Office of School and District Improvement to identify factors that impact graduation and dropout rates and to develop and implement strategies and interventions that address the identified factors. Focus will be on strategies that utilize and coordinate all resources and supports, including the School to Work Alliance Program (SWAP).	FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>ESSU staff who advocate for the needs of students with disabilities have actively participated in intra-agency activities with the Secondary Initiatives Team and the newly established Office of Dropout Prevention and Student Engagement.</p> <p>In coordination with the Division of Vocational Rehabilitation and the CDE Public School Finance Unit, strategies were developed and implemented to strengthen the budget development process and accountability for SWAP.</p>	O			
12. Monitor for compliant transition plans (Indicator 13), provide specific comments regarding best practice, and provide technical support and assistance to AUs that will help them analyze and interpret data to inform Transition Action Plans.	FFY 2010	Data collection and reporting has been revised to provide more specific feedback to AUs informing needs for program improvement activities.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
13. Build on a foundation of I-13 compliance to provide targeted, focused trainings to AUs to improve implementation of transition plans and postsecondary outcomes.	FFY 2010 FFY 2011 FFY 2012	Statewide and local trainings were held to address targeted needs in transition assessment, community based services for 18-21 year old students, and coordination of school and community based services. 220 AU staff attended training provided regionally.	O			

**Resources Used to Support Activities**

- CDE Exceptional Student Services Unit
- ESSU Secondary Transition Services Team
- CDE Office of Dropout Prevention and Student Engagement
- AU Special Education Directors
- State Workforce Development Youth Council

**Revised Improvement Activities/Timelines/Resources**

Some improvement activities are being revised to better reflect current practices.

Activity	Action Steps	Timeline	Resources
1. Collaborate with the Office of Student Assessments at the CDE and local AUs to research, develop and implement alternative graduation pathways for at-risk youth including youth with disabilities.	<ul style="list-style-type: none"> <li>• Collaborate with CDE partners to gather information related to alternative diploma pathways, including use of Work Keys, from local AUs and other states.</li> <li>• Collaborate with CDE partners to disseminate information and resources to local AUs that are working to implement alternative diploma options.</li> </ul>	FFY 2011	Office of Student Assessments Local AU teams Career and Technical Education partners National partners including NCWD, National Dropout Prevention Center

## Part B State Performance Plan (SPP) for 2005-2010

### Monitoring Priority: FAPE in the LRE

**Indicator 3:** Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

#### Measurement:

- A. AYP percent =  $\left[ \frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \text{ times } 100.$
- B. Participation rate percent =  $\left[ \frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right].$  The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent =  $\left[ \frac{\text{(\# of children with IEPs enrolled for a full academic year scoring at or above proficient)}}{\text{(total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math)}} \right].$

#### Overview of Issue/Description of System or Process

Colorado statewide assessment system is known as the Colorado Student Assessment Program (CSAP) and the alternate assessment measuring progress against alternative achievement standards is referred to as CSAPA. These are the same assessments used to report under the ESEA. The CDE administers the CSAP or CSAPA to all students each year in grades 3 through 10. CSAP uses four categories to classify student proficiency level as follows:

- Unsatisfactory
- Partially Proficient
- Proficient
- Advanced



CSAPA uses five categories to classify student proficiency level as follows:

- Inconclusive
- Exploring
- Emerging
- Developing
- Novice

For determining adequate yearly progress (AYP) among districts and schools, the CDE examines the percentage of students scoring partially-proficient or above on CSAP, and Emerging or above on CSAPA. The number of Districts meeting the State’s AYP objectives for progress for disability subgroup was calculated on the number having at least 30 students with disabilities in each school level, which is the same number used for the determination of AYP for all other subgroups.

**Baseline Data for FFY 2004 (2004-2005)**

AYP Rates for Districts with SWD	22.7%
	[17/75]
Participation Rate for Reading:	99.4%
Participation Rate for Math:	99.6%
State Proficiency Rate for Reading:	56.6% (Partially-Proficient or Above)
State Proficiency Rate for Math:	51.1% (Partially-Proficient or Above)

**Discussion of Baseline Data**

The baseline and targets were revised in the February 2007 update to align the APR reporting process with the Table 6 Report of the Participation and Performance of Students with Disabilities on State Assessments by Content Area, Grade, and Type of Assessment completed by Colorado’s Assessment Unit and submitted to OSEP on a yearly basis. Also, at the time that the original FFY 2005 – 2010 SPP was written, the most recent assessment participation and performance data was from FFY 2003. The current adjustment of baseline and targets that aligns with Table 6 is based on FFY 2004 data.

This adjustment and alignment resulted in two major changes. First, baseline and targets are now based on participation and proficiency rates for grades 3 through 9 instead of grades 3 through 10. Second, part (a) of the calculation for participation and proficiency rates, the number of students with IEPs in the assessed grades (3 through 9), are now based on enrollment data as reported in Table 6 rather than the December Count data that was used in the initial development of baseline and targets for this indicator. The Table 6 enrollment counts by grade are determined using a time window with a much closer proximity to the testing period and therefore, are a more valid denominator for calculating participation and proficiency rates.

These changes in calculating participation and proficiency rates resulted in the following changes to the baselines:

- 2.8% increase in baseline Reading Participation
- 5% increase in baseline Math Participation

- 1.8% increase baseline Reading Proficiency
- 4.4% increase in baseline Math Proficiency

Because these changes in the calculation resulted in participation rates that were so near 100%, no improvement in targets were projected for these two Measures until FFY 2008, at which point Colorado will have data from a system where standard and alternate assessments are merged into one test publisher. It is hoped that this merged system will allow for the accounting of 100% of students with IEPs with regard to their participation on assessments.

For reading and math proficiency targets, no substantive changes to the magnitude of change over the life the SPP have been made. Only the baseline was changed to reflect the above mentioned changes in calculating reading and math proficiency rates.

No changes were made in AYP Rate calculations, baseline or targets from the SPP submitted in December of 2005.

Targets were previously set for this indicator with the original submission of the SPP in 2005.

FFY	Measurable and Rigorous Targets				
	AYP Rates	Reading Participation	Math Participation	Reading Proficiency	Math Proficiency
Baseline 2004	22.7%	99.4%	99.6%	56.6%	51.1%
2005 (2005-2006)	23.0%	99.5%	99.5%	57.0%	51.5%
2006 (2006-2007)	25.0%	99.5%	99.5%	57.5%	52.0 %
2007 (2007-2008)	25.0%	99.5%	99.5%	58.0%	52.5%
2008 (2008-2009)	27.0%	100%	100%	58.5%	53.0%
2009 (2009-2010)	28.0%	100%	100%	59.0%	53.5%
2010 (2010-2011)	29.0%	100%	100%	59.5%	54.0%

Targets were and extended for this indicator through FFY 2012 following a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed trend data and set the following targets:

FFY	Measurable and Rigorous Targets				
	AYP Rates	Reading Participation	Math Participation	Reading Proficiency	Math Proficiency
2010 (2010-2011)	23.0%	100%	100%	57.0%	54%
2011 (2011-2012)	23.0%	100%	100%	57.5%	54.3%
2012 (2012-2013)	23.0%	100%	100%	58.0%	54.6%

Targets were re-set for FFY 2010. Examination of trend data led to the recommendation that the targets be lowered for Indicator 3A (AYP) and 3C (Proficiency in reading and math. Targets for 3A were set at baseline level as the number of districts eligible year-to-year to qualify for this target is highly variable. The targets for 3C were established following review of longitudinal data. Projected targets remain static for one year, then continue to reflect improvement of 0.5% per year. Improvement activities continue to be refined to ensure that teachers in classrooms understand the state standards and learning progressions and improve instruction to support students to demonstrate progress.

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities are being continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Develop a research plan to study effective reading strategies for students with disabilities.	FFY 2006	Result was development of the Rural Secondary Literacy Project. (See activity 10).		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
2. Examine impact of State’s Math & Science Partnerships on Instructional Practices and use lessons learned to improve math instruction.	FFY 2007	The CDE cosponsors an annual conference, Math on the Planes with Colorado Council for Learning Disabilities, and the International Dyslexia Association/Rocky Mountain Branch.		C		
3. Conduct technical assistance trainings on modifications and accommodations within grade level curriculum content areas.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Regional trainings and webinar on eligibility and instructional accommodations have been provided.  Ongoing technical assistance is available through the CDE Office of Student Assessments and the ESSU.  The Accommodations Manual can be found at <a href="http://www.cde.state.co.us/cde/sped/download/pdf/Accommodations_Manual.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/Accommodations_Manual.pdf</a>  There has been more focus on the direct link between accommodations for assessment and accommodations for instruction.	O	C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
4. Conduct state-wide training on the appropriate use of accommodations in both instruction and assessment.	FFY 2007 FFY 2008	<p>Technical assistance has been provided regarding students with combined hearing and vision loss through the Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project.</p> <p>Modules have been developed specific to literacy instruction for students with significant support needs.</p>		C		
<p>5. Publish two types of accommodations manuals:</p> <ul style="list-style-type: none"> <li>• Colorado Accommodations manual for students with disabilities.</li> <li>• Colorado Accommodations manual for students who are English Language Learners.</li> </ul>	FFY 2007 FFY 2008	<p>Manual can be found on the Unit of Student Assessment’s website  <a href="http://www.cde.state.co.us/cde/assess/documents/csap/manuals/2009/2008-0929_CO_Accomm_Man.pdf">http://www.cde.state.co.us/cde/assess/documents/csap/manuals/2009/2008-0929_CO_Accomm_Man.pdf</a>.</p> <p>The Catalyst Series: Accommodations for CSAP was produced and posted on the CDE website  <a href="http://www.cde.state.co.us/cde/assess/documents/csap/Catalyst/Catalyst_Series_Accommodations_Oct_08.pdf">http://www.cde.state.co.us/cde/assess/documents/csap/Catalyst/Catalyst_Series_Accommodations_Oct_08.pdf</a>.</p> <p>DVD addressing <i>Standard and ELL Accommodations for CSAP</i> was produced and disseminated.</p> <p>Colorado is one of a few of states that has a comprehensive system for review of its Braille and large print tests.</p>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
6. An Eligibility packet that informs IEP team decision making regarding eligibility for the state alternate assessment (CSAPA) was developed and released.	FFY 2008	An eligibility packet was updated to include a revised definition of “significant cognitive disability” per the federal review requirements of the CSAPA test. This can be found at: <a href="http://www.cde.state.co.us/cde/sped/Eligibility.asp">http://www.cde.state.co.us/cde/sped/Eligibility.asp</a> .  Training on the eligibility packet was provided.		C		
7. Provide regional training on accommodations, adaptations, and eligibility for the state alternate system.	FFY 2007 FFY 2008	Regional trainings for District Assessment Coordinators (DACs), Special Education Directors and other personnel on CSAPA and CELA administration were provided. Information about accommodations, adaptations and eligibility for state assessments was included.		C		
8. Revise the accommodations manual to reflect stakeholder feedback on the utilitarian nature of the document.	FFY 2007 FFY 2008	ESLU solicited and received public input to inform the revision.  The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.		C		D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
9. Support and expand trainings on reading instruction.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The CDE continues to support numerous trainings focused on literacy. Trainings have been focused on students with learning disabilities, students with hearing loss, students with speech-language impairments, and students with visual impairments.  The RtI/PBIS Offices continue to offer numerous online courses targeted at keeping students in the general education classrooms, addressing co-teaching models, and supporting general educators to enhance their skills working with students with disabilities in general education classrooms.	O			
10. The Rural Secondary Literacy Project is a CDE cross-unit project focusing on improving literacy among all students in select rural districts.	FFY 2007 FFY 2008 FFY 2009	The Rural Secondary Literacy Project (RSLP) is a three-year collaborative initiative among the CDE Exceptional Student Leadership Unit and the Literacy Grants and Initiatives Unit. It has provided training and coaching support for 21 school districts implementing literacy initiatives at the secondary level.		C		
11. Develop program to address math instruction.	FFY 2007 FFY 2008 FFY 2009 FFY 2010	In collaboration with the Office of Teaching and Learning, the CDE supports several conferences and trainings during the year related to math instruction and performance of students with disabilities.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
12. Initiated work to include Special Education general supervision results in the accreditation process of school districts.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>The CDE requires all districts to submit a Unified Improvement Plan (UIP). The UIP is tied to accreditation and looks at achievement and growth gaps for all disaggregated groups (<i>i.e.</i>, poverty, race/ethnicity, disabilities, English Language Learners).</p> <p>The CDE provides technical assistance to districts in conducting data driven dialogues about special populations.</p>	O			
			O			
13. Expand training about instructional strategies related to RtI.	FFY 2007	<p>A video about Response to Intervention (RtI) was created by the CDE giving an overview of the six essential components (leadership, problem solving/consultation process, curriculum and instruction, school climate and culture, family and community engagement). A copy was distributed to every superintendent in the state.</p> <p>A guidebook for RtI implementation was developed. A copy of this guide can be found on the website at: <a href="http://www.cde.state.co.us/rti/ToolsResourcesRtI.htm">http://www.cde.state.co.us/rti/ToolsResourcesRtI.htm</a>.</p>		C		
				C		



Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
13. (continued from above) Expand training about instructional strategies related to RtI.	FFY 2007	<p>A Leadership module addressing the six essential components of RtI was developed and 8 regional trainings provided. Over 1,100 administrators were trained. Problem Solving/Consultation, Assessment/Progress Monitoring, and Family and Community Engagement were two consistently identified areas of need. These modules were developed for 2008.</p> <p>A statewide taskforce met to develop guidelines for the identification of Specific Learning Disabilities (SLD) that incorporates an RtI framework for developing of body of evidence used for eligibility determination  <a href="http://www.cde.state.co.us/cde/sped/download/pdf/SLD_Guidelines.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/SLD_Guidelines.pdf</a>.</p>		C		
14. Develop tool kit for the new alternate achievement standards.	FFY 2010 FFY 2011 FFY 2012	<p>Documents and training are being created to provide teachers with information regarding instruction in the content areas for students with significant support needs, relative to the new alternate standards.</p> <p>Extended Evidence Outcomes are being embedded in the standards.</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
15. Develop Learning Progressions to the Common Core Standards.	FFY 2010 FFY 2011 FFY 2012	Development began on learning progressions to the Colorado Academic Standards.	O			
16. Standards Implementation trainings.	FFY 2010 FFY 2011 FFY 2012	Training through webinars, as well as technical support is offered to districts.	O			

**Resources Used to Support Activities**

- CDE Office of Student Assessments
- ESSU Indicator 3 Team
- CDE Teaching and Learning Unit
- ESSU Low Incidence Support Team (LIST)
- Office of Response to Intervention (RtI)
- Office of Positive Behavioral Interventions Support (PBIS)
- Colorado Deafblind Advisory Committee
- Colorado Vision Coalition

**Part B State Performance Plan (SPP) for 2005-2010**

**Monitoring Priority: FAPE in the LRE**

**Indicator 4:** Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

a. Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) divided by the (# of districts in the State)] times 100.

$$\frac{\text{Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}}{\text{\# of districts in the State}} \times 100$$

Colorado defines "significant discrepancy" as: any AU with suspension and/or expulsion rates greater than 6 times the state median rate per 100 students. The median rate for FFY 2008 was 0.615 which resulted in a cut point of 3.69 per 100 students.

**Data Source: 618 Data**

**Overview of Issue/Description of System or Process**

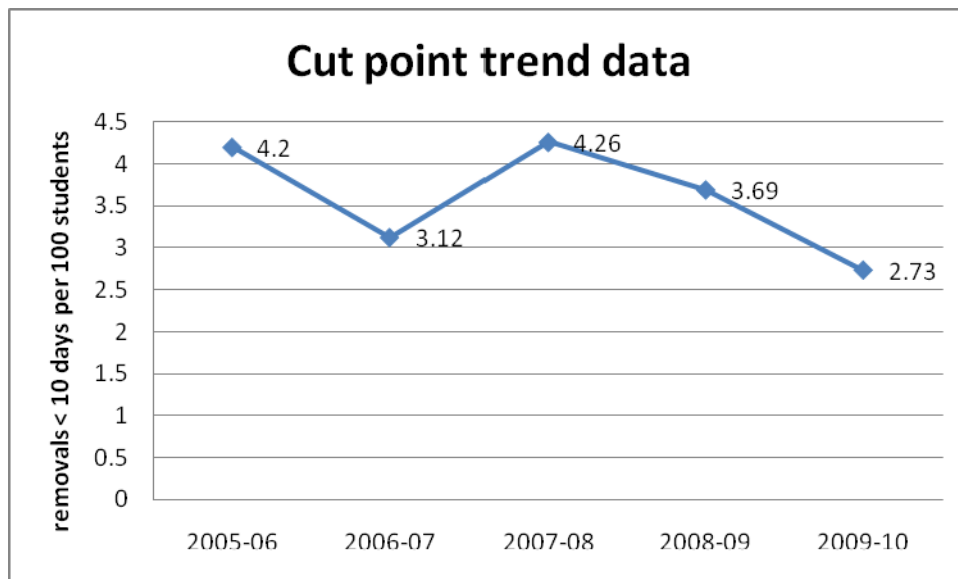
Colorado collects data for Indicator 4 through the Special Education Discipline data collection on an annual basis. This collection was revised in FFY 2008 to collect data at the student level. In FFY 2009 this collection was moved to an online data platform the CDE routinely uses for other data collections.

Colorado establishes a state rate of suspensions and/or expulsions greater than 10 days per 100 students with disabilities using the median number of removals. The median is multiplied by six to identify significant discrepancy.

The trend data in cut points to determine significant discrepancy is illustrated below.

Table 4.1

Trend data in cut points to determine significant discrepancy



AUs reporting significantly discrepant rates of suspension and expulsion participate in a review of policies, procedures and practices. This review examines the impact of positive behavioral interventions and supports to ensure compliance with the IDEA. Information about the review of policies, procedures and practices can be found at [http://www.cde.state.co.us/cdesped/SPP\\_TrainingMaterials.asp](http://www.cde.state.co.us/cdesped/SPP_TrainingMaterials.asp).

#### **4A Baseline Data for FFY 2004**

- A. 7.1% (N=4) of the Districts in Colorado had suspension rates of greater six time the median rates for all AUs in the State.

#### **Indicator 4b**

##### **Measurement:**

- b. Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Colorado's Definition of significant discrepancy by race or ethnicity, in the rate of suspension and/or expulsions greater than 10 days in a school year must have the following two elements:

1. the AU must have reported a minimum of 10 students with IEPs suspended/expelled for greater than 10 days in a school year, regardless of race or ethnicity, **and**
2. when disaggregated by race or ethnicity, the percentage of disciplinary removals must be equal to or greater than 10% of the percentage of students eligible for special education services by race or ethnicity.

**Data Source: 618 Data**

**Overview of Issue/Description of System or Process**

Colorado collects data for Indicator 4 through the Special Education Discipline data collection on an annual basis. This collection was revised in FFY 2008 to collect data at the student level. In FFY 2009 this collection was moved to an online data platform the CDE routinely uses for other data collections.

AUs reporting significantly discrepant rates of suspension and expulsion participate in a review of policies, procedures and practices. This review examines the impact of positive behavioral interventions and supports to ensure compliance with the IDEA. Information about the review of policies, procedures and practices can be found at [http://www.cde.state.co.us/cdesped/SPP\\_TrainingMaterials.asp](http://www.cde.state.co.us/cdesped/SPP_TrainingMaterials.asp).

**4B Baseline Data for FFY 2008**

**AUs with Significant Discrepancy in Rates for Suspension and Expulsion**

Year	Total Number of AUs	Number of AUs With Significant Discrepancies	Percent
FFY 2008 (2008-2009)	58	2	3.45%

**Table 4.2 AUs with Significant Discrepancies in Suspensions and/or Expulsions Greater than 10 days by Race or ethnicity (FFY 2008) –unduplicated count**

Amer Ind/ Alaska Native	Asian/Pac Islander	Black	Hispanic	White	Based on Non-Compliant Policies, Procedures or Practices
1	0	3	7	3	2

**Discussion of Baseline Data**

In FFY 2008, 14 of the 58 Colorado AUs had significant discrepancies in suspension and/or expulsions greater than 10 days by race or ethnicity of students on IEPs. The CDE required the review of policies, procedures and practices for each of these districts. Two of the 14 AUs were found to have significant discrepancies in suspensions and/or expulsions greater than 10 days due to noncompliant policies, procedures or practices.

Targets were previously set for this indicator with the original submission of the SPP in 2005 and revised in 2008.

<b>FFY</b>	<b>Measurable and Rigorous Target (Revised February 2008) 4A</b>
<b>2005 (2005-2006)</b>	<b>6%</b>
<b>2006 (2006-2007)</b>	<b>5%</b>
<b>2007 (2007-2008)</b>	<b>5%</b>
<b>2008 (2008-2009)</b>	<b>4%</b>
<b>2009 (2009-2010)</b>	<b>4%</b>
<b>2010 (2010-2011)</b>	<b>4%</b>

Targets were and extended for this indicator through FFY 2012 following a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed trend data and set the following targets:

<b>FFY</b>	<b>Measurable and Rigorous Targets 4A</b>	<b>Measurable and Rigorous Targets 4B</b>
<b>2010 (2010-2011)</b>	<b>4%</b>	<b>0%</b>
<b>2011 (2011-2012)</b>	<b>4%</b>	<b>0%</b>
<b>2012 (2012-2013)</b>	<b>4%</b>	<b>0%</b>

Indicator 4B is a compliance indicator with targets set at 0%. For Indicator 4A the target of 4% represents two AUs in the state.

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities are being continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Within the general supervision process, identify AUs with significant discrepancies in either component of this indicator and require these agencies to examine the data and to identify proactive initiatives to reduce discrepant rates.	Fall 2005	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
2. Develop and implement Technical Assistance to improve data collection and reporting procedures across all AUs.	FFY 2007	Training about reporting suspension and/or expulsion data to the CDE has been provided to all AUs during EOY data trainings across the state.		C		
3. Convene stakeholder meeting to develop new criteria for defining significant discrepancy of suspension and expulsion rates.	FFY 2006	"Significant discrepancy" defined in the FFY 2006 APR.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
4. Convene a task force to discuss data concerns, integrity and follow up.	Winter 2006	<p>This task force led to the creation of the Indicator 4 team.</p> <p>The Indicator 4 team developed a tool to guide review of policies, procedures and practices.</p> <p>The team created a Technical Assistance document that aligns with best practices and the activities and goals of the Mental Health Team and Colorado School-wide Positive Behavior Supports Initiative.</p>		C		
5. Provide training for School Safety and Prevention staff regarding parent engagement, school attachment, and interventions for alcohol, drug dependency and tobacco use.	FFY 2006 FFY 2007 FFY 2008 FFY 2009	CDE has discontinued this project.			D	
6. Provide training provided for School Social Workers, School Psychologists and other educators in positive behavioral supports.	FFY 2006 FFY 2007 FFY 2008	Topics related to the use of Positive Behavior Support strategies and interventions were integrated into statewide conferences.		C		
7. Develop a new Behavior Intervention Plan (BIP) form to align with the state recommended IEP forms.	FFY 2006 Final approval 1/6/08	Training in completing the form was conducted in October 2007.		C		



Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
			*Status Notations: O=Ongoing; C=Complete; R=Revised; D=Deleted			
8. Training of non-PBIS school districts on behavior, mental health issues, use of positive behavioral interventions and supports for students with the most significant challenges.	FFY 2007	Trainings were offered 3 times each school year in regions across the state.  Topics include: <ul style="list-style-type: none"> <li>• functional behavioral assessments;</li> <li>• strategies for working with students with mental health needs;</li> <li>• collaborating with community partners.</li> </ul>		C		
9. The CDE will determine the out of school suspensions (OSS) data trends for children with disabilities in PBIS schools.	FFY 2007 FFY 2008 FFY 2009	CDE is working with AUs to determine trends for children with disabilities.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
<p>10. The CDE will continue to provide training to improve data collecting and reporting procedures across all AUs.</p> <p><b>Revised</b>; see p. 45, Revised Improvement Activity #3.</p>	<p>FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012</p>	<p>PBIS regional technical assistance model has provided opportunities to increase proficiency in data collection, analysis, utilization and reporting of office discipline referrals and/or suspensions and expulsions of students with disabilities, including analysis by race and ethnicity.</p> <p>During 2010-11, PBIS Technical Assistance Coordinators (TACs) provided training in 85 schools in 56 AUs across the state. 1954 participants, <i>e.g.</i>, superintendents, principals, assistant principals, special education coordinators &amp; teachers, school psychologists &amp; social workers, &amp; general educators were trained in 111 sessions.</p> <p>Training and technical assistance were provided for the submission of the 618 discipline collection.</p>			R	
<p>11. Technical assistance for establishing positive, proactive, and preventative learning environments is provided to 35% of all Colorado school districts—those involved in the PBIS initiative.</p>	<p>FFY 2006 FFY 2007 FFY 2008</p>	<p>PBIS is providing technical assistance and training to 62 of 178 school districts in the State of Colorado.</p>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
<p>12. PBIS trainings will directly address alternatives to suspension as well as continue training on preventative strategies for minimizing problem behaviors. In addition, function-based support is a training topic for newly implementing districts.</p>	<p>FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012</p>	<p>The CDE provided training regarding minimizing problem behaviors in schools and classrooms as well as disciplinary alternatives to suspensions.</p> <p>Fall Regional Intensive Supports Trainings focused on FBA &amp; developing behavioral interventions. More than 400 participants increased skills in developing BIPs.</p> <p>Additional online training was provided on FBA along with TA for districts on critical elements. Districts did own review of policies &amp; procedures.</p> <p>Evaluation included a self report at 3 months that demonstrated changes in educators' practices.</p> <p>Day 3 of PBIS training specifically addresses alternatives to suspension and expulsion. The training documents can be found at:</p> <p><a href="http://www.cde.state.co.us/PBIS/ProfDev.htm">http://www.cde.state.co.us/PBIS/ProfDev.htm</a></p> <p><a href="http://www.cde.state.co.us/cdesped/BuildingBridges.asp">http://www.cde.state.co.us/cdesped/BuildingBridges.asp</a></p>	<p>O</p>			
<p>13. In collaboration with the RtI initiative, the problem-solving model will be taught to districts implementing PBIS.</p>	<p>FFY 2007 FFY 2008</p>	<p>This has occurred at multiple conferences as well as directs technical assistance in multiple regions of the State.</p>		<p>C</p>		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
14. Support current districts' full-scale implementation of Positive Behavioral Supports.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>Provided technical assistance and disseminated a TA tool called "Partnership for Success" describing phases of implementation for PBIS districts. Training includes helping teams look at sustainability of PBIS.</p> <p>"Partnership for Success" training was offered to interested AUs.</p> <p>The training documents can be found at: <a href="http://www.cde.state.co.us/PBISSystems.htm">http://www.cde.state.co.us/PBISSystems.htm</a></p>	O			
<p>15. Identify and provide training and technical assistance regarding research-based approaches to improve school climate and culture.</p> <p><b>Revised</b>; see p. 45, Revised Improvement Activity #3.</p>	FFY 2008 FFY 2009 FFY 2010	<p>Training provided through a variety of state conferences and online trainings with regional technical assistance providing follow-up support with individual districts.</p> <p>A brief School-wide Evaluation Tool (SET) is being conducted with all new districts. Annual observation will document changes in practice to improve school climate &amp; culture &amp; prevent problem behaviors, leading to a more safe &amp; predictable environment for students with disabilities.</p>			R	

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
<p>16. Provide guidance through online trainings and technical assistance regarding research-based approaches to reduce discipline issues for students with disabilities.</p> <p><b>Revised;</b> see p. 45, Revised Improvement Activity #3.</p>	<p>FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012</p>	<p>Multiple Units and Offices at the CDE (ESSU and RtI/PBIS,) provided online trainings.</p> <p>6 week online course, "Problem Solving for Behavior," was provided three times. 63 individuals, including school psychologists, behavioral specialists, special education teachers and general educators from districts across the state, were trained.</p> <p>At 3 months post training, participants reported utilizing practices taught in class, e.g., using data more efficiently &amp; effectively.</p>			R	
<p>17. Provide information to school personnel regarding bully-prevention research.</p> <p><b>Revised;</b> see p. 46, Revised Improvement Activity #4.</p>	<p>FFY 2008 FFY2010 FFY 2011 FFY 2012</p>	<p>Information continues to be provided as it is updated and as new research becomes available.</p> <p>Developed bully prevention within PBIS curriculum</p> <p><a href="http://www.cde.state.co.us/PBIS/ProfDev.htm">http://www.cde.state.co.us/PBIS/ProfDev.htm</a></p>			R	
<p>18. Utilize the CDE technical assistance tool in identifying best practices that address district specific areas of concern based on 618 data.</p>	<p>FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012</p>	<p>Indicator 4 Assessment Tool, Technical Assistance Probes and related tools were developed and are available at:</p> <p><a href="http://www.cde.state.co.us/cdesped/SPP_TrainingMaterials.asp">http://www.cde.state.co.us/cdesped/SPP_TrainingMaterials.asp</a></p> <p>The tools are reviewed annually and revised as needed.</p>	O			

**Resources Used to Support Activities**

- Ongoing professional development and technical assistance provided by Colorado PBIS
- ESSU Regional PBIS Technical Assistance Coordinators
- ESSU Indicator 4 Team
- CDE Office of Response to Intervention (RtI)
- CDE Office of Positive Behavioral Intervention Support (PBIS)
- CDE Emotional and Social Wellness (Behavior/Mental Health) Team
- Indicator 4 review documents
- Indicators 9 and 10 Team
- Colorado School Safety Resource Center
- Colorado School Social Work Association (Wraparound Training)
- School Mental Health Advisory Council

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010**

Some improvement activities are being added to reflect current practice and to continue through FFY 2012.

Activity	Action Steps	Timeline	Resources
1. Provide technical assistance to specifically address disproportionate representation in disciplinary suspensions & expulsions.	Regional Intensive Supports training provided speakers from the Equity Project and included interactive analysis of school/district data. (October, 2011)  Advanced training for PBIS Coaches will include further analysis of disproportionality in school/district data.  Follow-up TA to fall training will be provided in districts.  All data collection (ESSU & PBIS) will include examination of disproportionality. TA will assist with analysis and how to <u>use</u> data to plan changes in practices.	FFY 2011  FFY 2012	Equity Project  National Center for PBIS  PBIS Regional TACs  PBIS Teams

<b>Activity</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>
<p>2. SIED Guidelines will be revised to include PBIS &amp; RtI practices for the educational identification of emotional disabilities.</p>	<p>The results of an SIED Guidelines Task Force along with feedback from community stakeholders will be utilized to develop a new definition &amp; criteria for SIED to be proposed for state rules.</p> <p>Additional revisions to the guidelines will be developed to conform to the revised SIED definition and criteria. These guidelines will include the application of RtI/PBIS processes to the identification of students with SIED.</p> <p>Following the approval of the new guidelines, 3 separate online trainings will be offered for special education administrators, teachers, related services providers and general educators &amp; community stakeholders regarding their implementation.</p>	<p>FFY 2011 FFY 2012</p>	<p>National Association of School Psychologists</p> <p>Council for Children with Behavioral Disorders</p> <p>Research from other State Depts. Of Ed.</p> <p>SIED Guidelines Task Force</p> <p>SIED Stakeholders group.</p>
<p>3. Technical assistance and training will be developed to focus on data analysis to include using the data for decision making and focusing on disproportionate representation.</p>	<p>Identify needs of districts.</p> <p>Organize curricula to meet needs.</p> <p>Provide ongoing opportunities for professional development, including a series of webinars delivered through the 2011-12 school year.</p> <p>Actively acquire feedback from participants regarding whether data collection &amp; analysis has improved in efficacy &amp; efficiency.</p>	<p>FFY 2011 FFY 2012</p>	<p>Equity Project</p> <p>PBIS Regional TACs</p> <p>RtI/PBIS Management Team</p>

<b>Activity</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>
<p>4. The CDE Office of Positive Behavioral Intervention Support (PBIS) and the Colorado School Safety Resource Center will create a bully prevention website.</p>	<p>Garner input regarding best practices for strategies, tools, &amp; climate surveys.</p> <p>Evaluate all resources for evidence base &amp; efficacy.</p> <p>Post resources &amp; guidance online.</p>	<p>FFY 2011 FFY 2012</p>	<p>CDE Bully Prevention Team</p> <p>National PBIS Center</p> <p>OCR</p> <p>OSEP</p> <p>OSDFS</p> <p>CO School Safety Resource Center</p> <p>Legacy Foundation</p> <p>Multiple Stakeholders</p>



## Part B State Performance Plan (SPP) for 2005-2010

## Monitoring Priority: FAPE in the LRE

**Indicator 5:** Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

**Overview of Issue/Description of System or Process**

Colorado used the 618 data reported to OSEP on 12/1/04 to calculate the percentage of children in each of the sub-groups noted above.

**Baseline Data for FFY 2004 (2004-2005)**

- |   |       |
|---|-------|
| A. Served in regular class 80% or more of the day                     | 70.3% |
| B. Served in regular class less than 40% of the day                   | 7.8%  |
| C. Served in separate schools, residential placement or home/hospital | 4.2%  |

**Discussion of Baseline Data**

As shown Table 2, Colorado's placement strategies result in LRE data that substantially exceed national averages. More than two-thirds of students with disabilities are served in the general education classroom for most of the day. However, other options are clearly available and utilized as needed and as appropriate. Three year trend data is shown in Figure 5, and indicates a relatively high level of stability over time. Given that the baseline data is already quite positive, only minimal resources will be expended on improving this indicator and programs targeting this indicator as a whole are not expected to improve percentages dramatically. Therefore, the targets were set accordingly.

Figure 5. Three year trend data for LRE.

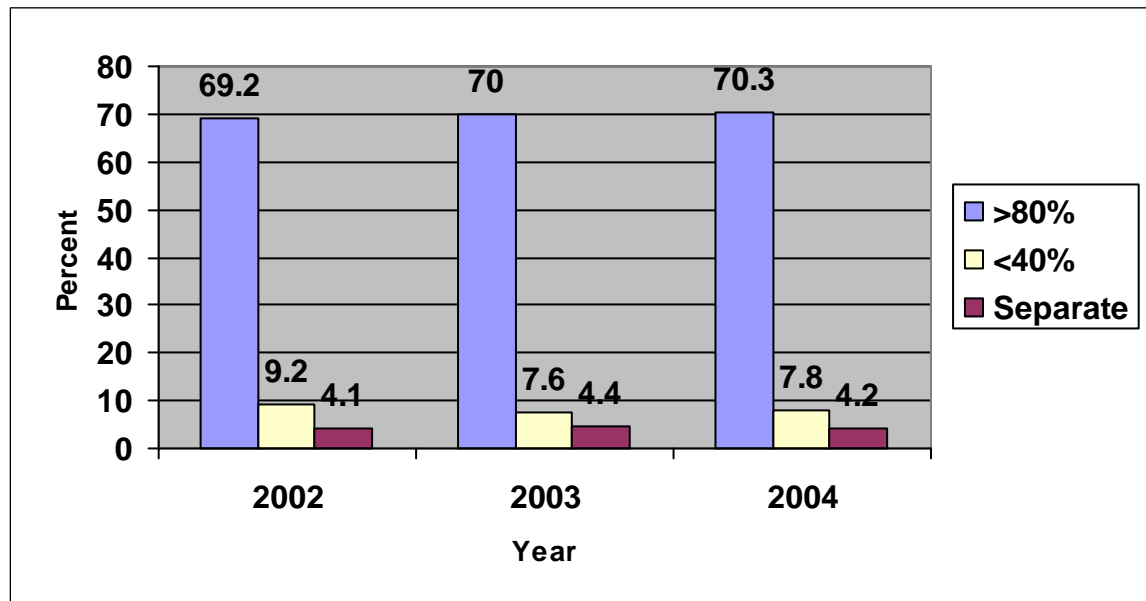


Table 2. Comparison of Colorado LRE with National LRE.

Placement outside the regular classroom	% of CO population	% of US population*
A. >80%	70.3%	50.0
B. >40%	7.8%	19.0
C. Separate facilities	4.2%	3.1

\*Data taken from the USDOE/OSERS website

Targets were previously set for this indicator with the original submission of the SPP in 2005.

FFY	Measurable and Rigorous Target		
	Measurement A >80%	Measurement B <40%	Measurement C Separate
2005 (2005-2006)	70.3%	7.8%	4.2%
2006 (2006-2007)	70.5%	7.7%	4.1%
2007 (2007-2008)	70.7%	7.6%	4.0%

FFY	Measurable and Rigorous Target		
	Measurement A >80%	Measurement B <40%	Measurement C Separate
2008 (2008-2009)	70.9%	7.5%	3.9%
2009 (2009-2010)	71.1%	7.4%	3.8%
2010 (2010-2011)	71.3%	7.3%	3.7%

Targets were extended for this indicator through FFY 2012 following a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed trend data and set the following targets:

FFY	Measurable and Rigorous Target		
	Measurement A >80%	Measurement B <40%	Measurement C Separate Schools
2011 (2011-2012)	71.3%	7.3%	3.6%
2012 (2012-2013)	71.3%	7.3%	3.5%

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will be continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Identify administrative units with excessive numbers of restrictive placements.	FFY 2006 FFY 2007 FFY 2008	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
2. Continue training and supervision of LRE reporting.	FFY 2006 FFY 2007	Training was part of Student 618 data collection training where every AU in the state was trained.  Technical assistance is ongoing.		C		
3. Expand the Positive Behavioral Supports program.	FFY 2006 FFY 2007	Data are not available to provide a connection between Positive Behavioral Supports and placement.				D
4. Modify the CIMP system to require AUs with high numbers of restrictive placements to investigate placement procedures and additional options.	FFY 2008	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
5. Support AUs that have excessive numbers of restrictive placements to develop improvement strategies.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Drill-down procedures were used to identify and provide specific technical assistance necessary.	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
6. Formation of Indicator 5 team.	FFY 2007 FFY 2008 FFY 2009 FFY 2010	The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
7. Follow up with AUs that are outliers in placement data to determine cause.	FFY 2008 FFY 2009 FFY 2010	This task is duplicative of Activity # 5 above; therefore it is being deleted.				D
8. Form RtI Implementation Team.	FFY 2006 FFY 2007	Team comprised of a variety of stakeholders across the state (e.g., Superintendents, Principals, teachers, parents).		C		
9. Provide professional development of essential components of RtI.	FFY 2007 FFY 2008	Trainings in the essentials of RtI were conducted across the state to a variety of audiences.		C		
10. Professional development activities to include: a. Learner Outcomes and Inclusive Practices b. Settings versus Services c. Differentiation	FFY 2009 FFY 2010	Training on Inclusive Practices was held November 2010.  The following tools are in development: online training and manual on Learner Outcomes; fact sheet on Settings versus Services.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
11. Model demonstration programs for students with Autism Spectrum Disorders and Significant Support Needs.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	Sites have been identified and are receiving coaching and consultation in six regions of the state. Autism Spectrum Disorder sites are in the West Central, Pikes Peak, Metro, North Central and Southeast regions; Significant Support Needs sites are in the Northwest, Metro, Southeast, North Central and Pikes Peak regions. The sites are currently pre-, elementary, and middle schools. High schools will be added to Year 1 Sites; and pre- and middle schools will be added to Year 2 Sites during the 2011-12 school year; and elementary schools will be added to the Year 3 Sites.	O			
12. Development of Quality Indicators with a component on inclusive practices (Autism and SSN Population).	FFY 2009	Quality Indicators have been developed for SSN and ASD populations. The QI have been provided to each Special Education Director and are posted on the CDE website.		C		
13. Professional Development on the use of Accommodations and Modifications for instruction.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	The state provides ongoing regional trainings in September on accommodations and modifications for students with disabilities.	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
14. Professional Development on the RtI process for students with Low Incidence Disabilities.	FFY 2009 FFY 2010	A presentation was conducted at the Courage to Risk 2010 Conference in Colorado Springs titled: Response to Intervention: For Learners with Sensory, and/or Severe Disabilities. Approx. 35 people attended including special education directors, coordinators and teachers, related service personnel and paraeducators. The CDE Low Incidence Service Team (LIST) is represented on the Colorado RtI Committee.		C		
17. Math Instruction for Students with Disabilities including specialized instruction and adaptive materials.	FFY 2010	Seventy-five teachers certified in the area of blindness/visual impairment were provided a two day training specific to math instruction for students who are blind/visually impaired. Specialized equipment, review of the Nemeth Braille Code for Mathematics, and instructional strategies for this population of learner were highlighted. The training was held on October 29-31, 2009.		C		

**Resources Used to Support Activities**

- ESSU General Supervision Team
- ESSU Indicator 5 Team
- ESSU Low Incidence Support Team (LIST)
- CDE Office of Data Services
- CDE Offices of Positive Behavioral Intervention and Support and Response to Intervention

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010**

Some improvement activities are being added to reflect current practice and to continue through FFY 2012.

Activity	Action Steps	Timeline	Resources
<p>1. Extended School Year guidance and training documents</p>	<p>Develop Guidance Manual.</p> <p>Develop training materials for district wide trainings.</p> <p>Develop training materials for trainer-of-trainer for administrative units to utilize.</p> <p>Develop other documents – Facilitator’s Guide, Activity Guide, and Parent Brochure.</p>	<p>FFY 2011</p>	<p>Statewide Development Team</p> <p>ESSU LIST</p>
<p>2. Foundational workshop detailing the characteristics of autism spectrum disorders and introducing evidence-based interventions currently being effectively used in schools. Strategies are presented that participants can use to build a comprehensive program for their student to increase independence and be more successful throughout the school environment.</p>	<p>Develop training materials.</p> <p>Provide regional and online trainings offered throughout the school year.</p> <p>Evaluate effectiveness of training.</p>	<p>FFY 2011</p> <p>FFY 2012</p>	<p>ESSU List</p> <p>COMASP sites for Autism</p> <p>Autism Quality Indicators</p>
<p>3. Professional development addressing assessment and specialized instruction for students with SLD in the areas of reading and writing.</p>	<p>Conduct 5 regional training sessions addressing assessment and specialized instruction for students with specific learning disabilities in the areas of reading and writing.</p>	<p>FFY 2011</p>	<p>ESSU consultant with expertise in SLD</p>
<p>4. Professional development addressing assessment and specialized instruction for students with SLD in the areas of math calculation and problem solving.</p>	<p>Provide intense training with national experts to address assessment and specialized instruction for students with specific learning disabilities in the areas of math calculation and problem solving.</p>	<p>FFY 2011</p>	<p>ESSU consultant with expertise in SLD</p>



<b>Activity</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>
<p>5. Provide technical assistance in the implementation of the revised SLD criteria and the use of student-centered data in the determination of effective specialized instruction for students identified as having specific learning disabilities, including web-based training modules, “as-requested” informal assistance, and assistance through the general supervision process.</p>	<p>Regional or web-based training for AUs that are interested</p> <p>Intense, targeted training provided to AUs determined required through the monitoring processes</p>	<p>FFY 2011</p>	<p>ESSU consultant with expertise in SLD</p>
<p>6. Provide follow-up technical assistance to the SLD literacy trainings – focusing on the provision of specialized instruction for students with identified specific learning disabilities in the areas of reading and writing.</p>	<p>Intense, targeted training provided to AUs determined required through monitoring processes</p>	<p>FFY 2011</p>	<p>ESSU consultant with expertise in SLD</p>
<p>7. Math Strategies for Students with Disabilities - This online course directly addresses how to improve outcomes for students with disabilities in the area of math in the general education classroom, with a particular emphasis on students with SLD in the area of math. It introduces current understanding of how math develops, includes instructional strategies known to improve performance of students who struggle, and provides tools for progress monitoring and diagnostic assessment.</p>	<p>30 teachers per course</p> <p>Offered for 3 sessions</p>	<p>FFY 2011</p>	<p>ESSU LIST</p>

## Part B State Performance Plan (SPP) for 2005-2010

**Monitoring Priority: FAPE in the LRE**

In FFY 2009 this indicator changed. It now reads:

**Indicator 6:** Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

**Overview of Issue/Description of System or Process**

The OSEP definitions for preschool educational environments were approved by the Office of Management and Budget (OMB) on May 3, 2010. These data definitions and elements were incorporated in Colorado's 2010 December Child Count data collection. The FFY 2010 SPP submitted on February 1, 2012 will include baseline data and targets for Indicator 6.

## Part B State Performance Plan (SPP) for 2005-2010

## Monitoring Priority: FAPE in the LRE

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \text{ times } 100.$

**Summary Statements for Each of the Three Outcomes****(use for FFY 2008-2009 reporting)**

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Measurement for Summary Statement 1:** Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

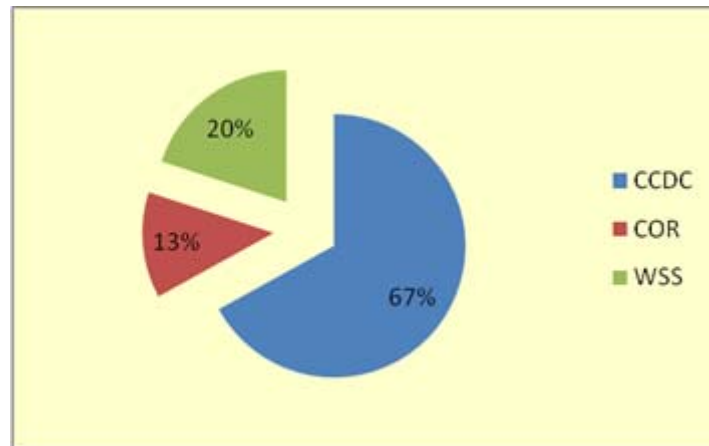
**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

**Overview of Issue/Description of System or Process**

The collection and reporting of data for Indicator 7 is administered by the Results Matter initiative at the CDE. Results Matter is a statewide program that promotes ongoing assessment and documentation of child learning and development for a total of 45,000 children served in a variety of early childhood options. These include Head Start, private for-profits, non-profits, faith based and home based programs. Results Matter is a comprehensive outcomes and accountability system consisting of multiple components:

- measurement and reporting of child and family outcomes;
- longitudinal analysis of achievement data;
- links to program quality indicators; and
- an extensive professional development system designed to support high quality assessment practices.

Results Matter promotes the use of data to inform decision making at multiple levels from classroom instruction to program improvement to local and state policy development. Children were assessed in 2009-10 using one of three assessment systems: Creative Curriculum Developmental Continuum (CCDC); HighScope Child Observation Record (COR); or the Work Sampling System (WSS). The following represents the usage breakdown by assessment tool for the 3,300 children exiting preschool special education services in 2009-10.



All assessment information, including observation notes and other forms of documentation, is entered online using secure systems hosted by the assessment vendors. These online assessment systems provide immediate access to child and group level status and progress data reports for teachers, local and state administrators. Conversion to the OSEP progress categories is achieved through an automated online process calibrated to each of the assessment tools on the Results Matter menu. The calibrated data are entered into the ECO summary statement calculator.

FFY 2008 was the first year the CDE used the data to calculate the summary statements and to set targets for improvement. The automated conversion processes were not yet perfected at the time initial targets were set. FFY 2009 represents an opportunity to examine second year data and to consider results relative to emerging national averages. States using automated conversion software can evaluate results and improvement projections with more information and context. The FFY 2009 actual percentages demonstrate improvement in all but Outcome B, Summary Statement 1 where some minor slippage is evident. The algorithms for automated conversion to the five OSEP categories were (and are) still being adjusted.

Colorado continues to evaluate the validity of the assessment data obtained through Results Matter and to take action to improve the quality of the assessment and accuracy of the data entry. Efforts to improve assessment quality have included

- continued extensive face-to-face and web based learning opportunities;
- on-site technical assistance; and
- increased efforts to build capacity for administrators to monitor and impact assessment quality throughout their programs.

Colorado continues to work closely with the publishers to refine algorithms used in the OSEP automated online reporting systems. In the past year, the focus has been on both the Creative Curriculum Developmental Continuum (CCDC) and the Work Sampling System (WSS). Significant changes were made to the CCDC outcomes conversion system resulting in a more realistic representation of growth patterns in the OSEP data. Work on the WSS analytics is progressing. Improvement has been made, but the research team continues to examine the data, analyze patterns and adapt the algorithms and cut-points to move toward the most accurate picture possible. With substantial improvements in the automated conversion processes during FFY 2009, more confidence can be placed in the current year summary statements. Therefore, Colorado is resetting targets using the FFY 2009 data as new baseline (see page 56).

**Progress/Baseline Data** (Preschool Children Exiting During FFY 2009)

**Measurable and Rigorous Targets for Preschool Children Exiting in FFY 2009 and Actual Data for Preschool Children Exiting in FFY 2009**

Summary Statements	Targets FFY 2009 (% of children)	Actual Data FFY 2009 (% of children)
<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	77.8%	<b>83.1%</b>
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	76.6%	<b>84.3%</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	76.3%	<b>75.7%</b>
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	71.5%	<b>73.5%</b>
<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	76.0%	<b>79.8%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	74.5%	<b>84.2%</b>

**Table 7.1 Outcome A Positive social-emotional skills (including social relationships)**

<b>A. Positive social-emotional skills (including social relationships):</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	79	<b>2.4%</b>
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	189	<b>5.6%</b>
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	256	<b>7.6%</b>
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	1062	<b>31.7%</b>
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1761	<b>52.6%</b>
<b>Total</b>	3347	<b>100.0%</b>

**Table 7.2 Outcome B Acquisition and use of knowledge and skills (including early language/communication and early literacy)**

<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	172	<b>5.1%</b>
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	323	<b>9.6%</b>
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	399	<b>11.8%</b>
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	1146	<b>34.0%</b>
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1335	<b>39.6%</b>
<b>Total</b>	3375	<b>100.0%</b>

Table 7.3 Outcome C Use of appropriate behaviors to meet their needs

<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of Children</b>	<b>% of Children</b>
a. Percent of preschool children who did not improve functioning	112	<b>3.4%</b>
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	175	<b>5.3%</b>
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	235	<b>7.1%</b>
d. Percent of preschool children who improved functioning to reach a level comparable to same aged peers	899	<b>27.2%</b>
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers	1881	<b>57.0%</b>
<b>Total</b>	3302	<b>100.0%</b>

Baseline was reestablished for this indicator using FFY 2009 data as the process of combining the three systems continues to improve data quality. Targets were reestablished and extended for this indicator through FFY 2012 following a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed trend data and set the following targets:



**Targets for Preschool Children Exiting in  
FFY 2009 (2009-10) and FFY 2010 (2010-2011)  
and Reported in Feb 2011 and Feb 2012**

Summary Statements	Baseline FFY 2009 (% of children)	Targets FFY 2010 (% of children)	Targets FFY 2011 (% of children)	Targets FFY 2012 (% of children)
<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	83.1%	<b>83.6%</b>	<b>84.1%</b>	<b>84.6%</b>
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program	84.3%	<b>84.8%</b>	<b>85.3%</b>	<b>85.8%</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	75.7%	<b>76.2%</b>	<b>76.7%</b>	<b>77.2%</b>
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program	73.5%	<b>74.0%</b>	<b>74.5%</b>	<b>75.5%</b>
<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	79.8%	<b>80.3%</b>	<b>80.8%</b>	<b>81.3%</b>
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program	84.2%	<b>84.7%</b>	<b>85.2%</b>	<b>85.7%</b>

**Discussion of Improvement Activities**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will be continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Provide briefings about the Results Matter child and family outcomes initiative for broad stakeholder groups.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>Provided briefings for the following stakeholder groups:</p> <p>School district leadership teams: Jefferson County, Douglas County, Canon City, Adams County;</p> <p>Early Childhood Council Coordinators;</p> <p>Boulder Early Childhood Council;</p> <p>Boulder elementary principals;</p> <p>Boulder preschool teachers;</p> <p>State Board of Education;</p> <p>Colorado School for the Deaf and Blind.</p> <p>Presented at:</p> <p>Early Childhood 2010 national meeting</p> <p>National Association for the Education of Young Children</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
2. Strengthen reliable use of assessment by providing ongoing observation, documentation and assessment instrument training as well as training in use of the online assessment systems for providers and administrators.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>Provided 14 regional observation skills training</p> <p>1,527 teachers and classroom assistants completed four online professional development modules for Teaching Strategies GOLD</p> <p>756 teachers completed Inter Rater Reliability certification in the use of Teaching Strategies GOLD</p> <p>Provided local assessment training:</p> <ul style="list-style-type: none"> <li>4 - Creative Curriculum Developmental Continuum</li> <li>1 - Work Sampling System</li> <li>2 - HighScope COR</li> </ul> <p>8 days of Teaching Strategies GOLD Administrator Training</p>	O			
3. Collect and analyze data for use at the federal, state and local levels to inform families, child-level planning, local program level training and statewide technical assistance.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>Extensive planning for connection of child outcomes data to Colorado State Longitudinal Data System</p> <p>Performed analysis of Head Start data including data quality and outcomes analysis for children funded through 619</p>	O			
4. Incorporate findings and lessons learned from data analysis into state level planning for training, technical assistance and monitoring activities.	FFY 2008	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
5. Develop and implement a "Level II" assessment instrument training module for providers using each of the three tests to increase reliable implementation.	FFY 2008	Determined to be addressed in Improvement Activity # 2 above.				D
6. Develop and implement systematic training and technical assistance for local program administrators to support their ability to effectively supervise, monitor and improve their staff's reliable use of assessment tools.	FFY 2008	Determined to be addressed in Improvement Activity # 2 above.				D
7. Assist with analysis of conversion to the COSF Scale and with refinement of the calibration of the assessment tools to the COSF.	FFY 2008	The CDE determined that this is an ongoing administrative task and not an improvement activity targeted at improving results so it is being deleted.				D
8. Assist with analysis of assessment data to determine if refinements to the actual assessment items for certain tools may be needed.	FFY 2008	The CDE determined that this is an ongoing administrative task and not an improvement activity targeted at improving results so it is being deleted.				D
9. Develop and implement professional development resources on linking assessment to planning instruction and intervention.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	Postponed to 2012/2013 program year.	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
10. Improve completion rate of assessments in programs where High/Scope Child Observation Record is used.	FFY 2009 FFY 2010	Changed focus on completion rates from HighScope COR to programs using the Work Sampling System resulting in a 73% increase in complete assessment data for exiting children		C		
11. Improve Data Quality: Conduct in-depth analysis of data and develop a plan for sharing information and supporting quality improvement efforts with local stakeholders	FFY 2010 FFY 2011 FFY 2012	Conducted 11 local trainings on data quality.	O			
12. Support transition to Teaching Strategies GOLD for quality assessment implementation	FFY 2010 FFY 2011 FFY 2012	1,527 teachers and classroom assistants completed four online professional development modules for Teaching Strategies GOLD  756 teachers completed Inter Rater Reliability certification in the use of Teaching Strategies GOLD	O			

**Resources Used to Support Activities**

- State PreKindergarten consultants – shared staff 50/50 for preschool program and Results Matter
- ECO Center
- NECTAC
- SLDS Grant
- Teaching Strategies Inc., HighScope Foundation, Pearson Early Learning
- Partnerships with other states: Nebraska, Pennsylvania, New Hampshire, *etc.*

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2010

Improvement activities are being added to support the full implementation of TS Gold.

Activity	Action Steps	Timeline	Resources
1. Support programs transitioning from Work Sampling System to Teaching Strategies GOLD	<ul style="list-style-type: none"> <li>• Provide administrator training</li> <li>• Promote use of professional development modules</li> <li>• Support completion of Inter Rater Reliability certification for all lead teachers</li> <li>• Work with publisher to import child demographic and entry outcome ratings from Work Sampling to TS GOLD</li> <li>• Provide ongoing TA for local teams</li> </ul>	FFY 2011 FFY 2012	Teaching Strategies Shared PreK state staff Local partners
2. Finalize OSEP conversion procedures for TS GOLD assessment data	<ul style="list-style-type: none"> <li>• Continue to collaborate on research and data discussions</li> <li>• Provide feedback to publisher</li> <li>• Support reliable use of assessment</li> </ul>	FFY 2011	Teaching Strategies ECO Center NECTAC

## Part B State Performance Plan (SPP) for 2005-2010

<b>Monitoring Priority: FAPE in the LRE</b>
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**Indicator 8:** 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.

(20 U.S.C. 1416(a)(3)(A))

<b>Measurement:</b>
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<p>Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.</p>
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**PARENT INVOLVEMENT: K-12**

**Overview of Issue/Description of System or Process**

Colorado's Exceptional Student Services unit has been collecting data from parents for many years and then, more recently, as part of its updated monitoring efforts with students on IEPs on a yearly basis since 2001 as part of its CIMP process. This effort has historically involved a Web-based surveying effort using a sample of school districts every year.

For the data reported as baseline for FFY2005, the CDE derived a composite score based on the responses to the following items from the Parent Survey:

**In preparation for the Individualized Education Program (IEP) meeting were you informed about assessment plans (testing) for your child, to determine skills and/or eligibility or continued eligibility for special education services? (scoring 1 point for yes, 0 for no and missing)**

**Were you asked to provide input for the assessment plans (testing) for your child? (Scoring: 2 points for yes, 0 points for no and missing)**

**Did you receive any assessment results (testing) before the Individualized Education Program (IEP) meeting? (Scoring: 3 points for yes, 0 points for no and missing)**

**Were you given timely notice of the Individualized Education Program (IEP) meeting? (Scoring: 2 points for yes, 0 points for no and missing)**

**At your child's most recent Individualized Education Program (IEP) meeting, on a scale of 1-5 (with 5 being best) how well was your input valued? (Scoring: 0 to 4 points, respectively)**

**Do you receive regular reports on your child's progress toward the annual goals listed on the Individualized Education Program (IEP)? (Scoring: 3 points for yes, 0 points for no and missing)**

**At your child's last Individualized Education Program (IEP) meeting did you provide input about your child's participation in statewide testing (CSAP or CSAPA)? (Scoring: 3 points for yes, 0 points for no and missing)**

**Has the school district/ Board of Cooperative Educational Services (BOCES) provided you adequate information and training on your child's special needs? (Scoring: 3 points for yes, 0 points for no and missing)**

**Has the school district/ Board of Cooperative Educational Services (BOCES) provided you adequate information and training to support your child's Individualized Education Program (IEP) goals and objectives? (Scoring: 1 point for yes, 0 points for no and missing)**

**Does the district/Board of Cooperative Educational Services (BOCES) provide you with information about any parent trainings or workshops? (Scoring: 2 point for yes, 0 points for no and missing)**

Scoring for each item was done so each area of inquiry or factors accounted for an appropriate portion of the overall score and that items within factors were weighted in terms of relative importance. Individual item scores were summed for each respondent and then divided by 4 to decrease the range in the overall composite score, yielding a range of 0 to 6. The CDE chose a fairly conservative minimum cut-off of 4 points or higher to consider a parent's response as one that reflects adequate facilitation of parent involvement on the part of the AU. The Figure on the next page shows the distribution of scores for data used in the baseline calculation for FY2005, with the cut-off for adequate facilitation shown by the vertical bar.

The response rate to the survey in FFY 2007 was low. Before the distribution of the survey in FFY 2008, the Indicator 8 team addressed the survey response rate by changing the methodology for the survey distribution. All parents of students with disabilities from AUs of less than 50,000 students were given the opportunity to participate in the survey; the survey was reduced to the 10 questions used for the indicator measurement; the complete survey was one page in length and the survey was mailed to every family asked to participate in English and Spanish. These changes remain in place. Families completing the survey have five (5) response options:

1. Log onto website and sign in using confidential username and pass code, in English or Spanish;
2. Mail survey back to CDE in pre-addressed, postage paid envelope;
3. Call the CDE and a PEAK Parent Mentor or PEAK's Spanish-speaking staff complete survey over the phone with the parent in English or Spanish;
4. Fax the survey into the CDE; or
5. E-mail the survey to the CDE.

These changes yielded and increase in response rate in FFY 2008 to just over 13%.

During FFY 2009 there were efforts to increase awareness of the survey. Information about the survey was sent to participating AUs in a format that could be adapted for the AU's website. PEAK Parent Center sent e-mail to people included in their database from the participating AUs encouraging them to complete the survey.



Parents received a hard copy of the survey in the mail. A cover letter explaining the purpose of the survey was personalized for each recipient and included an invitation to participate. In addition to the standard mail-in option, parents had the option of submitting the survey by e-mail, telephone or online. The majority of parents chose the mail-in option. PEAK Parent Mentors and PEAK’s Spanish-speaking staff assisted parents who wished to complete the survey by telephone.

The survey response rate was 16.6%. This is an improvement from the 13.1% response rate for FFY 2008. The parents participating in the survey were representative of the state. The CDE staff believes that the efforts to increase awareness of the survey contributed to the increased response rate.

**Baseline Data for FFY 2005 (2005-2006): 40.2%**

- 1181 of respondent parents reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total of 2,935 respondent parents of children with disabilities times 100.

**Discussion of Baseline Data**

A total of 2,935 parents of SWD from 18 AUs in geographically varied areas of the state responded to the survey. A comparison of the AUs on key characteristics to state percentages is presented on the next page. As seen in the table, the AUs in the sample mirror the state percentages rather well.

	% SPED Within Total Pop.	Percent Within SPED							% ELL Within Total Pop.
		% LD	% ED	% MR	% Speech/ Language	% All Other Dis.	% Female	% Minority	
<b>Sampled AUs</b>	10.0%	35.2%	10.0%	3.8%	26.4%	24.6%	32.3%	34.7%	<b>13.5%</b>
<b>State</b>	10.6%	36.5%	10.0%	4.2%	24.8%	24.7%	32.4%	38.2%	<b>12.8%</b>

Although the above table demonstrates that the AUs in the sample represent the state rather well on these key characteristics, relatively low return rates (<20% overall) from each AU undermine the extent to which the respondents from each AU represent the parents from the district as a whole. Unfortunately, the current parent survey does not include student demographic information that would allow for a thorough comparison to state and AU characteristics. The survey does, however, collect information on the student’s primary disability, and this comparison is shown in the table below. While this comparison is encouraging in that it roughly mirrors that state and AU percentages, it points to the need to collect additional student demographic data in future surveying efforts.

	<b>% LD</b>	<b>% ED</b>	<b>% MR</b>	<b>% Speech/Language</b>	<b>% All Other Disabilities</b>
<b>Survey Respondents</b>	<b>32.6</b>	<b>8.6%</b>	<b>4.7%</b>	<b>23.4%</b>	<b>30.7%</b>
<b>Sampled AUs</b>	<b>35.2%</b>	<b>10.0%</b>	<b>3.8%</b>	<b>26.4%</b>	<b>24.6%</b>
<b>State</b>	<b>36.5%</b>	<b>10.0%</b>	<b>4.2%</b>	<b>24.8%</b>	<b>24.7%</b>

Targets were previously set for this indicator with the original submission of the SPP in 2005.

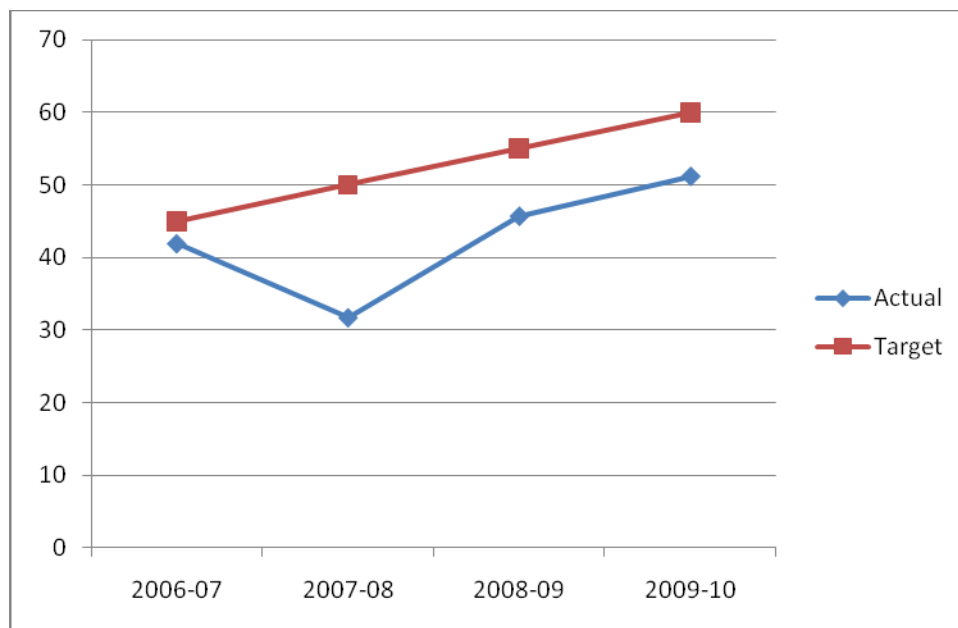
<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	
<b>2006 (2006-2007)</b>	<b>45%</b>
<b>2007 (2007-2008)</b>	<b>50%</b>
<b>2008 (2008-2009)</b>	<b>55%</b>
<b>2009 (2009-2010)</b>	<b>60%</b>
<b>2010 (2010-2011)</b>	<b>65%</b>

Targets were reestablished and extended for this indicator through FFY 2012 following a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed trend data and set the following targets:

FFY	Measurable and Rigorous Target
2010 (2010-2011)	51%
2011 (2011-2012)	51%
2012 (2012-2013)	52%

Targets were reset for the FFY 2010 from what was established by the stakeholder group in 2005. This target was set following a review of trend data. A comparison of trend data and state targets is shown below:

**Indicator 8 Trend Data**



As the data show, performance is generally improving. The review of trend data, however, suggests that targets were set too high.

In FFY 2011 a new survey will be disseminated to gather baseline data. The new survey will be based on a clearer definition of parent involvement. The current survey and the new survey will be administered in FFY 2011 so that the CDE will continue to have data to report for Indicator 8 and will also be able to establish baseline data that will be based on the new survey. If necessary, targets will be examined after baseline data are available.

### Sampling Plan

CDE collects data for Indicator 8 through the use of a sampling plan. The sampling plan expires at the conclusion of FFY 2010. The CDE will continue to sample AUs using the first two years of the approved sampling plan. The sampling plan was developed in 2005 based on the sampling calculator developed by the National Post School Outcomes Center was used for the purpose of developing the 5 year sampling plan. AU characteristics that were factored into the process included:

- Number of AUs
- AU region (urban/suburban versus rural)
- AU size
- Percent of AU population disabled
- Percent of SPED population in 4 disability categories (LD, ED, MR and all other disabilities)
- Gender of SPED population
- Percent of SPED population that is non-white (total minority)
- Percent of SPED population that is Hispanic
- Percent of SPED population that is 15 years of age or older

The CDE drew approximately 35 separate plans using the sampling calculator and considered 20 of them. Serious consideration was given to the 6 best solutions. While all the solutions had difficulty containing year-to-year variation in the total minority and Hispanic variables within  $\pm 3$  percentage points of the state percentage, the chosen plan maintained no more than  $\pm 3$  percentage points variation from the state for all the disability categories and provided the best solution in terms of the variation in race/ethnicity over the 5 years of the plan. This was especially true for the percent Hispanic variable, which is a key demographic variable in Colorado.

The comparison of each year's sample to the overall state percentages is shown in the table on the next page. The highlighted cells represent differences from the state percentage in excess of  $\pm 2$  percentage points. The specific AUs that will be sampled in each year of the 5 year plan are shown in a subsequent table.

The CDE intends to invite *all* parents of students with IEPs in the AUs from each year's sample to participate in the survey. As discussed earlier, the CDE is actively working on improving its response rates on the parent survey with the goal of exceeding 60% within 2 years. If return rates do not dramatically improve within the next two years, the CDE may move away from trying to survey all parents in the AUs sampled each year to drawing a parent sample from each AU in the plan and using the off-set in resources to conduct extensive follow-up procedures with these parents.

Finally, additional student demographic characteristics will also be collected to help assess the extent to which each year's respondents represent the state as a whole. Dependent on the outcome of this year-to-year assessment, the CDE may employ weighting techniques to help ensure comparability of the results over the 5 year period of the sampling plan.

*July 2007 Update:* Sampling plan was updated because the Post-School Outcomes sampling calculator did not properly bring in the AUs with an average daily member ship of over 50,000 students. The yearly sample characteristics in the below tables does not reflect the four largest AUs that will sampled **every** year of the sampling plan. About 20% of the

parents from these large AUs will be randomly selected for participation in the survey per year. Additionally, the Colorado School for the Deaf and Blind will be included in the FFY2006 sample and Department of Youth Corrections will be included in the FFY2008 sample. This sampling plan is now identical to the plan for Indicators 13 and 14 (Part C to B transitions and Post School Outcomes, respectively) based on feedback from the Colorado's Educational Data Advisory Committee (EDAC).

	Sample					
	State	FFY2006	FFY2007	FFY2008	FFY2009	FFY2010
<b>Size</b>	521393	104724	104886	93094	111399	107560
<b>SPED</b>	57353	11590	11189	10105	11398	10540
<b>% LD</b>	37	38	37	36	39	36
<b>% ED</b>	10	9	9	9	10	11
<b>% MR</b>	4	5	4	5	3	4
<b>% AO</b>	49	47	50	52	48	49
<b>% Female</b>	32	33	32	32	32	32
<b>% Minority</b>	38	35	32	45	34	34
<b>% Hispanic</b>	26	27	23	27	29	25
<b>% 15 Years +</b>	23	24	23	23	23	23

**Special Education Student Sampling Table for Indicator 8**

In the table below, the highlighted cells indicate the school year in which an Administrative Unit (AU) or State-Operated Program (SOP) is to be sampled for Indicator 8.

	Indicator 8 Collection Year (demographic information)	07-08 from EOY 06-07	08-09 from EOY 07-08	09-10 from EOY 08-09	10-11 from EOY 09-10	11-12 from EOY 10-11	12-13 from EOY 11-12	13-14 from EOY 12-13
01010	Adams 1, Mapleton			X				
01020	Adams 12, Northglenn		X					X
01030	Adams 14, Commerce City	X					X	
01040	Adams 27 J, Brighton				X			
01070	Adams 50, Westminster					X		
03010	Arapahoe 1, Englewood		X					X
03020	Arapahoe 2, Sheridan	X					X	
03030	Arapahoe 5, Cherry Creek	X	X	X	X	X	X	X
03040	Arapahoe 6, Littleton					X		
03060	Adams/Arapahoe 28J, Aurora			X				
07010	Boulder RE-1J, St. Vrain					X		
07020	Boulder RE-2, Boulder Valley				X			

	Indicator 8 Collection Year (demographic information)	07-08 from EOY 06-07	08-09 from EOY 07-08	09-10 from EOY 08-09	10-11 from EOY 09-10	11-12 from EOY 10-11	12-13 from EOY 11-12	13-14 from EOY 12-13
15010	Delta 50J			X				
16010	Denver 1	X	X	X	X	X	X	X
18010	Douglas RE-1	X	X	X	X	X	X	X
21020	El Paso 2, Harrison					X		
21030	El Paso 3, Weld			X				
21040	El Paso 8, Fountain			X				
21050	El Paso 11, Colorado Springs		X					X
21060	El Paso 12, Cheyenne Mtn					X		
21080	El Paso 20, Academy			X				
21085	El Paso 38, Lewis Palmer				X			
21090	El Paso 49, Falcon	X					X	
21490	Fort Lupton/Keenesburg		X					X
22010	Fremont RE-1, Canon City	X					X	
26011	Gunnison RE-1J				X			
30011	Jefferson R-1	X	X	X	X	X	X	X
35010	Larimer R-1, Fort Collins						X	
35020	Larimer R-2J, Loveland					X		
35030	Larimer R-3, Estes Park					X		
38010	Logan RE-1, Sterling		X					X
39031	Mesa 51, Grand Junction	X					X	
41010	Moffat RE-1, Craig			X				
43010	Montrose RE-1J	X					X	
44020	Morgan RE-3, Fort Morgan				X			
51010	Pueblo 60, Urban	X					X	
51020	Pueblo 70, Rural	X					X	
62040	Weld RE-4, Windsor	X					X	
64050	Weld 5J, Johnstown-Milliken					X		
62060	Weld 6, Greeley				X			
64203	Centennial BOCES					X		
64043	East Central BOCES		X					X
64053	Mount Evans BOCES			X				
64093	Mountain BOCES				X			
64103	Northeast BOCES					X		
64123	Northwest BOCES				X			
64133	Pikes Peak BOCES		X					X

	Indicator 8 <b>Collection Year</b> (demographic information)	07-08 from EOY 06-07	08-09 from EOY 07-08	09-10 from EOY 08-09	10-11 from EOY 09-10	11-12 from EOY 10-11	12-13 from EOY 11-12	13-14 from EOY 12-13
64213	Rio Blanco BOCES					X		
64143	San Juan BOCES				X			
64153	San Luis Valley BOCES	X					X	
64160	Santa Fe Trail BOCES			X				
64163	South Central BOCES		X					X
64193	Southeastern BOCES				X			
64200	Uncompahgre BOCES					X		
64205	Ute Pass BOCES		X					X
80010	Charter School Institute				X			
66050	CSDB	X					X	
66080	Division of Youth Corrections			X				

**Improvement Activities/Timelines/Resources (Revised)**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will continue through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Conduct survey with representative sample of Administrative Units (AUs).	FFY 2007	Survey completed with AUs in the sampling plan.		C		
2. Review baseline data, set targets and develop improvement activities.	FFY 2005 FFY 2006 FFY 2007	Baseline and targets were identified in 2005.  Improvement activities will be identified each year through the APR.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
3. Pilot hard-copy survey mail-outs with postage-paid reply envelopes.	FFY 2008	A pilot was not conducted. Instead, for the FFY 2008 survey, each parent in the AUs that participated received a hard copy survey with a postage-paid envelope. Families were provided the mail-in option, in addition to the e-mail, fax, online and telephone options.		C		
4. Increase access to the survey for parents whose languages are other than English.	FFY 2007 FFY 2008	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
5. Collaborate with the Colorado Special Education Advisory Committee (CSEAC) on an official position statement with regard to improving parent involvement.  <b>Revised</b> , see Improvement Activity # 1, p. 86.	FFY 2007 FFY 2008 FFY 2009 FFY 2010	The CSEAC did not complete an official position statement regarding parent involvement.  The CSEAC provided feedback to the CDE regarding the survey question revisions.			R	
6. Analyze data and disseminate to Administrative Units and the public via the CDE Website.	FFY 2006 FFY 2007	Data are included in public reports on the CDE website AT <a href="http://www.cde.state.co.us/cde/sped/AUperformanceprofiles.aspx">http://www.cde.state.co.us/cde/sped/AUperformanceprofiles.aspx</a> .		C		



Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
7. Identify strategies for focused monitoring and provision of technical assistance based on parent survey results.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Indicator 8 and its related requirements are incorporated into the comprehensive monitoring process.	O			
8. Increase cross-unit collaboration within the CDE focused on parent involvement to identify opportunities for disseminating special education related information to parents of students with disabilities.  <b>Revised</b> , see Improvement Activity # 2, p. 86.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Conducted two trainings for over 100 stakeholders, including family members, administrators, teachers, and community agency representatives using the research-based toolkit <i>Family, School &amp; Community Partnering: On the Team and At the Table</i> . The toolkit includes information regarding the family's role in special education and the Individuals with Disabilities Education Act (IDEA).  Presented <i>Family-School Partnering: From Add-On to Core</i> with the following CDE offices/units: Dropout Prevention and Student Engagement; Early Childhood Initiatives; Exceptional Student Services; Language, Culture, and Equity; Office of Federal Programs; Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) at four statewide summer symposia.  Offered one session of online course, <i>Family, School, &amp;</i>			R	

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
		<p><i>Community Partnering; Multi-Tier Systems of Support.</i></p> <p>More information is available at <a href="http://www.cde.state.co.us/Rtl/family.htm">http://www.cde.state.co.us/Rtl/family.htm</a></p> <p><a href="http://www.cde.state.co.us/Rtl/Family.htm">http://www.cde.state.co.us/Rtl/Family.htm</a></p> <p>The presentation included highlights of the stakeholder trainings (above) including the family's role in special education and IDEA.</p>				
9. The CDE sponsors and/or supports conferences throughout the year that enhance parent and family involvement.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>Continued to provide educational opportunities for families and educators to increase parent and family involvement. Three Parents Encouraging Parents (PEP) Conferences were held.</p> <p>For more information about PEP, please see: <a href="http://www.cde.state.co.us/cde/sped/PEP.asp">http://www.cde.state.co.us/cde/sped/PEP.asp</a></p>	O			
10. Improve communication with families and increase the marketing of the survey to improve the response rate.	FFY 2008	<p>Cover letter was revised to improve communication about purpose of survey. Correspondence to families receiving the survey was personalized.</p>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
11. Collect information about effective parent involvement from a variety of sources.	FFY 2008 FFY 2009 FFY 2010	Completed the <i>Effective Family-School Partnering for Students with Disabilities: Research Review</i> which serves as the research base for the Stakeholder Training, Toolkit and Online Course Curriculum in # 4 above.		C		
12. Revise parent survey questions to better measure parent/family involvement and engagement.	FFY 2010	The CDE determined this to be an ongoing administrative task rather than an improvement activity targeted at improving results so it is being deleted.				D
13. Contract with a third party vendor to manage the Indicator 8 data collection.	FFY 2008 FFY 2009	The CDE conducts the Indicator 8 data collection internally.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
14. Collaborate with various parent/family organizations on statewide strategies for improving parent involvement.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>Collaborated with Colorado’s OSEP-designated Parent Training and Information Center and Region 5 Parent Technical Assistance Center (PEAK Parent Center), the Colorado Parent Information and Resource Center (CPIRC), and Denver Metro Community Parent Resource Center on some of the improvement activities.</p> <p>Last year, a parent stakeholder group from various organizations and the community defined “family” and listed the characteristics in operational terms of parent participation. Those characteristics were used to critically review the existing survey questions and to develop the 18 new piloted questions for a survey revision.</p>	O			
15. Collaborate with CSEAC, PEAK Parent Center, and Parent to Parent to provide outreach to administrative unit (AU) special education advisory committees (SEACs) on strategies to improve parent involvement.	FFY 2009	<p>Local Special Education Advisory Committee Forum was held in the spring of 2010.</p> <p>A local SEAC listserv was established as a method of disseminating resources and information among local SEACs and the Colorado Special Education Advisory Committee.</p>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
16. Develop and provide training to AUs in strategies for developing and maintaining parent involvement and effective family and school partnerships.	FFY 2009 FFY 2010	This activity is duplicative of improvement activity # 4 above and is being deleted.				D
17. Connect educators and families of children with disabilities to resources to increase parent involvement.	FFY 2009	In collaboration with PEAK Parent Center, Regional Parent Mentor Services were provided throughout the State.		C		
18. Update ESSU Parent Information and Resources Website	FFY 2010 FFY 2011 FFY 2012	Researched other states' websites. Conducted a stakeholder meeting to gather input on priorities and areas of focus.	O			
19. Create an Individualized Education Program (IEP) Video to serve as an educational tool for families about the IEP Process.	FFY 2010	The Individualized Education Program Video was completed and is available in English and Spanish. The video was distributed to special education directors in each administrative unit and family organizations. The video and transcript are available on the CDE website at: <a href="http://www.cde.state.co.us/cde/sped/IEP.asp">http://www.cde.state.co.us/cde/sped/IEP.asp</a>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
20. Develop an evaluation system for the Parents Encouraging Parents (PEP) Conference	FFY 2010	The evaluation system was developed and will be used to evaluate the effectiveness of the conference in meeting the needs of parents and professionals in attendance and the impact the conference had in improving parent involvement and professional practice.		C		
21. Develop a “Family and Community Partnering” Community of Practice	FFY 2010 FFY 2011 FFY 2012	Collaborated with PEAK Parent Center, Denver Metro Community Resource Center, and Colorado Parent Information and Resource Center to develop the Colorado Family-School Partnering Community of Practice launched in September 2011.	O			
22. Research current practices across Institutions of Higher Education (IHE) related to training future educators in working with families	FFY 2010 FFY 2011 FFY 2012	Partnered with the University of Denver to survey educator training programs about how they currently prepare their students to work with families, what information or resources they may need, and their interest in pursuing further work in this area.	O			
23. Develop Family and Community Partnering online course	FFY 2010	This activity is duplicative of improvement activity # 4 above and is being deleted.				D
24. Provide Family and Community Partnering “On the Team and At the Table” regional trainings	FFY 2010	This activity is duplicative of improvement activity # 4 above and is being deleted.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
25. Revise Family Funding Toolkit	FFY 2010	The Family Funding Toolkit was revised and is posted on the Colorado Hands and Voices website. <a href="http://www.handsandvoices.org/index.htm">http://www.handsandvoices.org/index.htm</a>		C		
26. Revise the Transition to Preschool Booklet	FFY 2010	The Transition to Preschool Booklet was revised and is posted on the Colorado Hands and Voices website. <a href="http://www.cohandsandvoices.org/resources/bridge.html">http://www.cohandsandvoices.org/resources/bridge.html</a>		C		

**Resources Used to Support Activities**

- CDE Exceptional Student Services Unit
- CDE Office of Dropout Prevention and Student Engagement
- CDE Early Childhood Initiatives
- CDE Office of Language, Culture, and Equity
- CDE Office of Consolidated Federal Programs
- CDE Office of Response to Intervention(RtI)/
- CDE Office of Positive Behavioral Intervention Support (PBIS)
- CDE webmaster
- PEAK Parent Center
- Denver Metro Community Parent Resource Center
- Colorado Parent Information and Resource Center (CPIRC)
- Colorado Special Education Advisory Committee (CSEAC)

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010**

**Revised Improvement Activities/Timelines/Resources**

Improvement activities have been revised to reflect current practice.

Activity	Action Steps	Timeline	Resources
<p>1. Collaborate with the Colorado Special Education Advisory Committee (CSEAC) to provide outreach to administrative unit (AU) local special education advisory committees (SEACs) on strategies to increase parent involvement and effective family-school partnering.</p>	<ul style="list-style-type: none"> <li>• Hold local Special Education Advisory Committee Forum</li> </ul>	<p>FFY 2010 FFY 2011 FFY 2012</p>	<p>ESSU Staff CSEAC Local SEACs PEAK Parent Center Denver Metro Community Resource Center Parent to Parent of Colorado Local Arcs</p>
<p>2. Increase cross-unit collaboration within the CDE to provide training and resources to educators and other education stakeholders on strategies for developing and maintaining parent involvement and effective family and school partnerships to improve outcomes for students with disabilities</p>	<ul style="list-style-type: none"> <li>• Determine units/offices within the CDE that have parent and family engagement initiatives</li> <li>• Develop common resources based on research</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>ESSU Office of RtI Office of Consolidated Federal Programs Office of Language, Culture and Equity Office of Dropout Prevention and Student Engagement Office of Early Childhood Initiatives</p>



## Part B State Performance Plan (SPP) for 2005-2010

## Monitoring Priority: Disproportionality

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, *e.g.*, monitoring data, review of policies, practices and procedures under 618(d), etc.

**State's definition of "disproportionate representation."**

Colorado defines disproportionate representation using two methods. The first, Method 1, is more sensitive to larger sample (N) sizes whereas Method 2 is most sensitive to smaller samples. Both methods examine each of the seven federally reported race/ethnicity categories:

- 1) American Indian or Alaskan Native
- 2) Asian
- 3) Black or African American
- 4) Hispanic or Latino
- 5) White
- 6) Native Hawaiian or other Pacific Islander
- 7) Two or more races

Special education percentages for each Administrative Unit (AU) are derived from the annual special education child count, currently conducted on December 1 of each year. The total education percentage encompasses all students (general and special education) reported by the AU on the annual count date of October 1.

Method 1

Each Administrative Unit's (AU) percent of special education students in the five race/ethnicity categories is compared to the percentage of the total population in that AU for the same race/ethnicity categories. A cell size of at least 30 special education students within any given race/ethnicity category is the minimum sample size required to perform a

comparison. Disproportionate over-representation is defined as a discrepancy of +10 or more percentage points between the special education student population and the total student population within any of the seven race/ethnicity categories. Disproportionate under-representation is defined as a discrepancy of -15 or more percentage points between the special education student population and the total student population within any of the seven race/ethnicity categories.

Method 2

Method 2 is used to set upper and lower bounds. The upper bound for each of the five race/ethnicity categories is computed by taking the percentage of that category within the total student population and multiplying by 0.4. The result is then added to the original percentage. The lower bound is set by taking the percentage of each of the five race/ethnicity categories within the total student population and multiplying by 0.5. This result is then subtracted from the original percentage. The following table provides an example.

**An Example of Setting Upper and Lower Bounds for Three of seven race/ethnicity categories for an AU**

	<b>American Indian/Alaskan Native</b>	<b>Hispanic or Latino</b>	<b>White</b>
<b>Percent In Total Student Population</b>	6%	28%	32%
<b>Calculation for Upper Bound</b>	$(6 \times .4) + 6$	$(28 \times .4) + 28$	$(32 \times .4) + 32$
<b>Upper Bound Result</b>	8.4%	39.2%	44.8%
<b>Calculation for Lower Bound</b>	$6 - (6 \times .5)$	$28 - (28 \times .5)$	$32 - (32 \times .5)$
<b>Lower Bound Result</b>	3%	14%	16%

If an AU’s percentage of special education students within any race/ethnic category exceeds the upper bound, the AU meets the definition of disproportionate over-representation. If an AU’s percentage of special education students within any race/ethnic category is below the lower bound, the AU meets the definition for disproportionate under-representation. If the sample (N) size is fewer than 30 students, a comparison is not required for that race/ethnicity category.

**Identifying Disproportionate Representation and Findings of Noncompliance**

Disproportionate representation in an AU for Indicator 9 is defined as having a discrepancy between the special education student and total student population in any of the five race/ethnicity categories under the thresholds set in either Method 1 or Method 2. If disproportionate representation is found, the AU is required to conduct, in conjunction with the CDE, a review of policies, procedures, and practices. This review will determine if disproportionate representation is based on inappropriate identification and if the AU is, therefore, out of compliance.

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

#### Overview of Issue/Description of System or Process

When an AU is identified as having disproportionate representation, the CDE conducts a review of policies, procedures and practices to determine if the disproportionate representation is a result of inappropriate identification. More information about this process can be found here: [http://www.cde.state.co.us/cdesped/SPP\\_TrainingMaterials.asp](http://www.cde.state.co.us/cdesped/SPP_TrainingMaterials.asp) AUs are notified when their child count data are submitted if they show disproportionate representation regardless of the N size. However, the AU must have an N size of 30 to trigger a CDE review of policies, procedures and practices. The N size of 30 is in accordance with Rules regarding the cell size requirements for accountability under Adequate Yearly Progress (AYP).

For AUs that are identified for disproportionate representation, regardless if it is determined to be inappropriate, technical assistance is provided to help AUs in determining eligibility for culturally and linguistically diverse students. This technical assistance also includes an examination of the culture of poverty in addition to students of different ethnicities, races or language backgrounds.

#### Preliminary Baseline Data for FFY 2005 (2005-2006)

Actual Target Data for FFY 2005: Actual target data for FFY 2005 is pending results of review of policies, procedures and, if necessary, practices for the eight (14%) AUs that met the definition for disproportionate representation in special education and related services. For the eight AUs having disproportionate representation based on FFY 2005 data, CDE will conduct the required review of policies and procedures to determine whether the disproportionate representation is due to inappropriate identification by June 30, 2008.

The eight AUs that met the definition for disproportionate representation did so for the following reasons:

- AU #1: Over-representation of Whites under Method 1
- AU #2: Over-representation of Asians/Pacific Islanders under Method 2; under-representation of Hispanics under Method 1; and over-representation of Whites under Method 2
- AU #3: Over-representation of Blacks under Method 2
- AU #4: Over-representation of Asians/Pacific Islanders under Method 2
- AU #5: Over-representation of Whites under Method 1
- AU #6: Under-representation of Asians under Method 2
- AU # 7: Over-representation of Hispanics under Method 2
- AU #8: Over-representation of Hispanics under Method 1

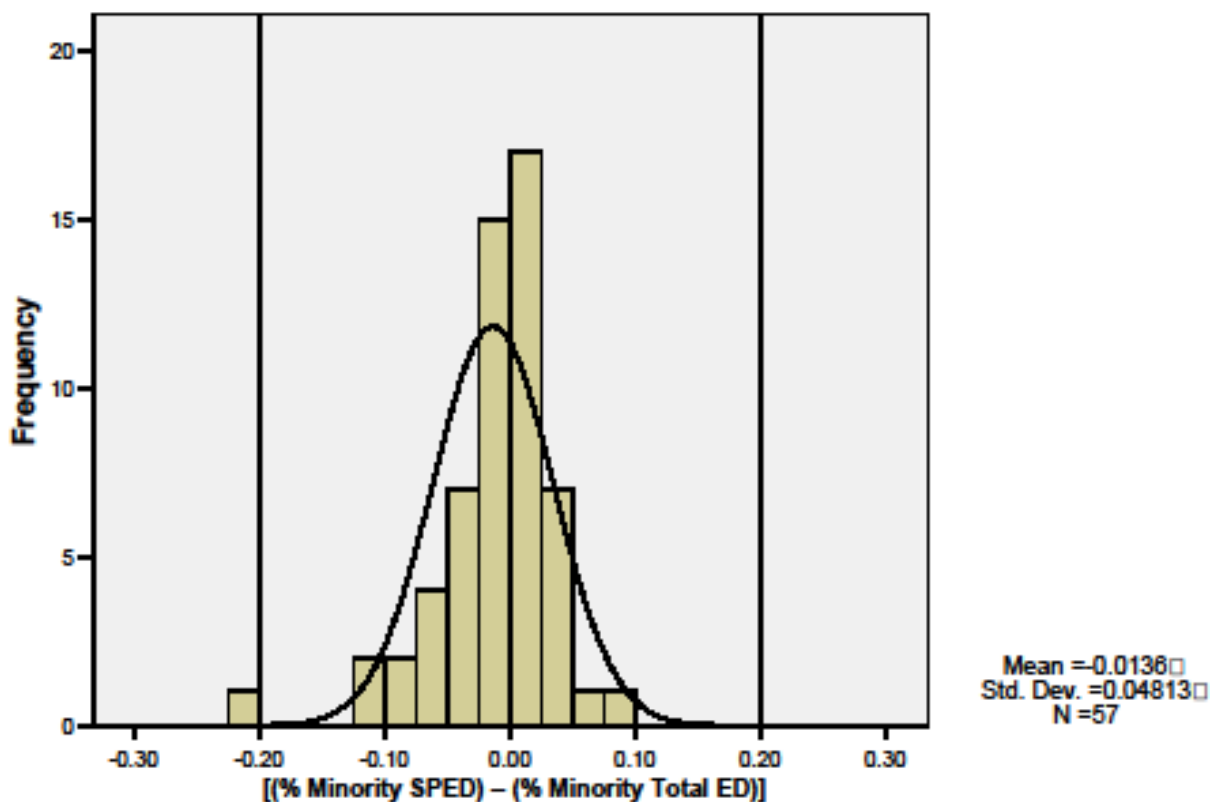
1.8% = 1 AU with disproportionate representation of racial and ethnic groups in special education divided by 57 of AU in the State times 100. This AU's data shows *under*-representation of minorities in their special education population of 20.4%

**Discussion of Baseline Data**

The figure on the next page shows the distribution of Colorado’s 57 AUs with respect to the difference between minority representation in special education as compared to minority representation in total education. Specifically, the calculation of the X axis is done by taking the percent minority in special education and subtracting the percent minority in total education. As shown in the figure, the bulk of Colorado’s AUs show very little difference in minority percentages in special education versus total population, and all but three are within +/- 10% points. The AU flagged for disproportionate under-representation is shown as the short bar on the very left. The two vertical lines in the histogram represent the upper and lower cut-off for defining disproportionate representation.

The CDE is currently conducting additional analyses by race/ethnicity for the one AU that has reported disproportionate under-representation and will work with the AU administration on determining whether this was due to inappropriate identification in the spring of 2007.

**Minority Representation in SPED vs Minority Representation in Total Education**



**[(% Minority SPED) – (% Minority Total ED)]**

Overall, disproportionate representation does not appear to a major issue in Colorado. The AUs flagged in FFY 2005 for either Indicator 9 or Indicator 10 were for under-representation rather than over-representation, the latter of which is arguably the more pressing problem nationally. While one might argue that Colorado’s lack of apparent disproportionate

representation is driven by a large number of AUs with small minority populations, this does not appear to be the case. As part of the analytic work for Indicators 9 and 10, the CDE specifically scrutinized data from Colorado’s largest AUs as well as medium to large AUs that have large Hispanic populations. This analysis showed that almost all comparisons to the total education population in that AU were well under the +/- 20% threshold with most comparisons coming in under +/- 10%.

Indicator 9 is a compliance indicator with targets set at 0%. The targets below have been extended through FFY 2012.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	<b>0%</b>
<b>2006 (2006-2007)</b>	<b>0%</b>
<b>2007 (2007-2008)</b>	<b>0%</b>
<b>2008 (2008-2009)</b>	<b>0%</b>
<b>2009 (2009-2010)</b>	<b>0%</b>
<b>2010 (2010-2011)</b>	<b>0%</b>
<b>2011 (2011-2012)</b>	<b>0%</b>
<b>2012 (2012-2013)</b>	<b>0%</b>

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities are being continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Determine definition of disproportionate representation.	FFY 2006	Definition is available in this document.		C		
2. Collaborate with stakeholder groups and Special Education Directors to assess and revise the disproportionality tools for Colorado AUs.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The CLD Toolkit developed in collaboration with the Office of Language Culture and Equity (LCE) and the Office of Consolidated Federal Programs, Title III will be used as a resource and provide guidance in the appropriate referral and identification of students who are CLD in special education. The CLD Toolkit will be available on the CLD website in fall 2012 at <a href="http://www.cde.state.co.us/cde/sped/CLD.asp">http://www.cde.state.co.us/cde/sped/CLD.asp</a>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
3. Require identified agencies to complete the revised disproportionality analysis tools and submit to CDE.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010	Administrative Units that report disproportionate representation are required to complete a student record review and the CDE conducts a review of policies, procedures and practices to determine if the disproportionate representation is a result of inappropriate identification.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
4. Identify AUs that continue to show a high level of disproportionate representation and collaborate on the development of a remediation action plan.	FFY 2008 FFY 2009 FFY 2010	Administrative Units that are found to be out of compliance because disproportionate representation is a result of inappropriate identification are required to develop and implement a corrective action plan.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
5. Compute baseline and targets for the FFY 2006 APR due February 1, 2007.	FFY 2007	This has now been completed and data are available above.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
6. Identify agencies with disproportionate representation and collaborate with AUs to identify root causes of disproportionate representation and provide technical assistance to improve practice.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010	Administrative Units that report disproportionate representation are required to complete a student record review and the CDE conducts a review of policies, procedures and practices to determine if the disproportionate representation is a result of inappropriate identification.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
7. Incorporate requirements related to disproportionate representation in AU comprehensive plans to be submitted to the CDE.	FFY 2008 FFY 2009 FFY 2010	The template is under revision and will be available to AUs in the near future.  The CDE provides technical assistance to AUs incorporating best practices when working with students who are CLD.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
8. Expand RtI tools and website.  <b>Revised</b> , see Improvement Activity # 3, pg. 98.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The General Supervision Team collaborates with the RtI/PBIS Offices to develop and deliver resources and trainings to be provided to AUs.			R	



Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
9. Develop protocols for students living in poverty.	FFY 2009 FFY 2010	Tools are being revised that will include cultural issues related to students living in chronic poverty. This activity is being deleted because it will be incorporated into other activities.				D
10. Collaborate with the Office of Consolidated Federal Programs (Title I, and Title III), RtI/PBIS Offices, and Office of Language, Culture and Equity to assist AUs in developing and implementing Targeted District Improvement Plans, Unified Improvement Plans, CELA Growth Plans and to provide technical assistance.  <b>Revised</b> , see Improvement Activities # 2 & 3, pg. 98.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	Consultants with the Exceptional Student Services Unit (ESSU) are very involved in efforts across the CDE including the offices referenced to the left. The CDE is focused on accountability systems that require all school districts to examine achievement and other outcome data ( <i>i.e.</i> , graduation and dropout rates) for all subgroups including students with disabilities and students who are culturally and linguistically diverse (including students living in poverty).			R	
11. Targeted technical assistance provided by a cross-unit team for AUs with long-standing disproportionate representation  <b>Revised</b> , see Improvement Activity # 2, pg. 98.	FFY 2010 FFY 2011 FFY 2012	The CDE is focused on accountability systems that require all school districts to examine achievement and other outcome data ( <i>i.e.</i> , graduation and dropout rates) for all subgroups including students with disabilities and students who are culturally and linguistically diverse (including students living in poverty).			R	

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
12. Online classes to include: <ul style="list-style-type: none"> <li>• Appropriate Referral and Identification of Culturally and/or Linguistically Diverse Students</li> <li>• Cultural Mediator</li> <li>• RtI for Culturally and/or Linguistically Diverse Learners Suspected of Having Disabilities</li> </ul>	FFY 2010	Online classes were held throughout the 2010-11 year. Classes were limited to 30 participants and two classes were repeated. Forty-five professionals completed required coursework. The classes will not be continued into 2011-12 as new tools are being developed with training to commence in 2012-13.		C		

**Resources Used to Support Activities**

- ESSU Indicator 9/10 Team
- ESSU Indicator 4 and Indicator 8 Teams
- ESSU General Supervision Team
- AU Special Education Directors
- CDE Office of Data Services
- CDE Information Management Services Unit
- CDE Office of RtI
- CDE Office of PBIS
- CDE Office of Language, Culture and Equity
- CDE Office of Consolidated Federal Programs
- Targeted District Improvement Partnerships (TDIP)
- School View (collaboration with the data team)
- TDIP, UIP and CELA Growth Plan

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2010**

Improvement activities are being revised and added to reflect the current practice of cross-unit collaboration and incorporating the initiatives of the CDE as a whole. Improvement activities will continue through FFY 2012.

Activities	Action Steps	Timeline	Resources
<p>1. Refine a system that incorporates general education data review by cross-unit teams within the CDE that may lead to identification of patterns of disproportionate representation.</p>	<ul style="list-style-type: none"> <li>• The Indicator 9 and 10 teams meet monthly with representatives from other units within the CDE.</li> <li>• Analyze data and identify potential “hot spots” to target for self-assessment of practices and/or provide technical assistance</li> <li>• Facilitate self-assessment processes in AUs.</li> <li>• Provide focused technical assistance in how to review all data for students who are culturally and linguistically diverse.</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>ESSU General Supervision Team  CDE Office of Consolidated Federal Programs – Title III  CDE Office of Dropout Prevention and Student Engagement  ESSU consultant with expertise in culturally and linguistically diverse populations  CDE UIP Special Populations Task Force</p>

Activities	Action Steps	Timeline	Resources
<p>2. Cross-unit collaboration in creating a plan to target area(s) of need for the AUs identified as high risk for reporting disproportionate representation</p>	<ul style="list-style-type: none"> <li>• Determine AUs with most need (i.e., largest achievement gap, highest minority dropout rates)</li> <li>• Develop technical assistance plan for high-risk AUs that incorporates special education, English Language Acquisition (ELA) and student dropout and re-engagement.</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>ESSU General Supervision Team</p> <p>CDE Office of Consolidated Federal Programs – Title III</p> <p>CDE Office of Dropout Prevention and Student Engagement</p> <p>ESSU consultant with expertise in culturally and linguistically diverse populations</p> <p>CDE UIP Special Populations Task Force</p>
<p>3. Assist districts in incorporating their special education student performance data into the general education Unified Improvement Plan (UIP) as a means of improving overall achievement of identified special education students.</p>	<ul style="list-style-type: none"> <li>• Indicator 9 &amp; 10 team to meet with district personnel</li> <li>• Provide technical assistance in the area of data-driven dialogue with data related to special populations</li> <li>• Provide assistance with root cause analysis</li> <li>• Districts to submit goals related to root causes</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>ESSU General Supervision Team</p> <p>CDE Office of Consolidated Federal Programs – Title III</p> <p>CDE Office of Dropout Prevention and Student Engagement</p> <p>ESSU consultant with expertise in culturally and linguistically diverse populations</p> <p>CDE UIP Special Populations Task Force</p>

## Part B State Performance Plan (SPP) for 2005-2010

## Monitoring Priority: Disproportionality

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, *e.g.*, monitoring data, review of policies, practices and procedures under 618(d), etc.

**State's definition of "disproportionate representation."**

Colorado has developed two methods for defining disproportionate representation. The first, Method 1, is sensitive to larger sample (N) sizes whereas Method 2 is more sensitive to smaller samples. Both methods examine each of the seven federally reported race/ethnicities by each of the five required disability categories defined below:

- 1) American Indian or Alaskan Native
- 2) Asian
- 3) Black or African American
- 4) Hispanic or Latino
- 5) White
- 6) Native Hawaiian or other Pacific Islander
- 7) Two or more races

As Colorado does not use the category "other health impairments," the five areas examined are:

- 1) Significant Limited Intellectual Capacity (SLIC)
- 2) Significantly Identifiable Emotional Disabilities (SIED)
- 3) Specific Learning Disabilities (SLD)
- 4) Speech or Language Impairment (SLI)
- 5) Autism

Method 1

This method examines every Administrative Unit's percent of special education students in each of the five disability categories within each race/ethnicity category. Those percentages are compared to the percent of the AU's overall special education student population in each of the five disability categories. Disproportionate over-representation is defined as a discrepancy of +10 or more percentage points between a disability category within the five race/ethnicity categories and a disability category independent of race/ethnicity. Under-representation is defined as a discrepancy of -15 or more percentage points between a disability category within the five race/ethnicity categories and a disability category independent of race/ethnicity. If the sample (N) size is fewer than 30 students, a comparison is not required for that disability category.

Method 2

This method examines the percent of an AU's of total special education student population in each of the five disability categories and sets upper and lower bounds. The upper bound for each disability category within each AU is computed by taking the total special education student percentages and multiplying each by 0.4. This result is then added to the original percentages. The lower bounds for the five disability categories in each AU are computed by taking the total special education student percentages and multiplying by 0.5. This result is then subtracted from the original percentages. See the following table for an example.

**An Example of Setting Upper and Lower Bounds for  
an Administrative Unit's Total Special Education Population**

	<b>SLIC</b>	<b>SIED</b>	<b>SLD</b>	<b>SLI</b>	<b>Autism</b>
<b>Percent In Total SPED Population</b>	5%	10%	36%	25%	3%
<b>Calculation for Upper Bound</b>	$(5 \times .4) + 5$	$(10 \times .4) + 10$	$(36 \times .4) + 36$	$(25 \times .4) + 25$	$(3 \times .4) + 3$
<b>Upper Bound Result</b>	7%	14%	50.4%	35%	4.2%
<b>Calculation for Lower Bound</b>	$5 - (5 \times .5)$	$10 - (10 \times .5)$	$36 - (36 \times .5)$	$25 - (25 \times .5)$	$3 - (3 \times .5)$
<b>Lower Bound Result</b>	2.5%	5%	18%	12.5%	1.5%

If an AU's percent in a disability category within any of the five race/ethnicity categories exceeds the upper bound, the AU meets the definition of disproportionate *over*-representation. If an AU's percent in a disability category within any of the five race/ethnicity categories is below the lower bound, the AU meets the definition for disproportionate *under*-representation. If the sample (N) size is fewer than 30 students, a comparison is not required for that disability category.

**Identifying Disproportionate Representation and Findings of Noncompliance**

Disproportionate representation in an AU for Indicator 10 is defined as having a discrepancy in disability prevalence in any of the five race/ethnicity categories as compared to that AU's overall disability prevalence regardless of race under the thresholds set in either Method 1 or Method 2. If disproportionate representation is found, the AU is required to conduct, in conjunction with the CDE, a review of policies, procedures and practices. This review will determine if disproportionate representation is based on inappropriate identification and if the AU is, therefore, out of compliance.

**Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.**

**Overview of Issue/Description of System or Process**

When an AU is identified as having disproportionate representation, the CDE conducts a review of policies, procedures and practices to determine if the disproportionate representation is a result of inappropriate identification. More information about this process can be found here: [http://www.cde.state.co.us/cdesped/SPP\\_TrainingMaterials.asp](http://www.cde.state.co.us/cdesped/SPP_TrainingMaterials.asp) AUs are notified when their child count data are submitted if they show disproportionate representation regardless of the N size. However, the AU must have an N size of 30 to trigger a CDE review of policies, procedures and practices. The N size of 30 is in accordance with Rules regarding the cell size requirements for accountability under Adequate Yearly Progress (AYP).

For AUs that are identified for disproportionate representation, regardless if it is determined to be inappropriate, technical assistance is provided to help AUs in determining eligibility for culturally and linguistically diverse students. This technical assistance also includes an examination of the culture of poverty in addition to students of different ethnicities, races or language backgrounds.

**Baseline Data for FFY 2004 (2004-2005)**

3.5% = two AUs with disproportionate representation of racial and ethnic groups in specific disability categories divided by 57 of AUs in the State times 100. A total of four AUs were originally flagged for disproportionate representation by disability category. However, additional analyses conducted, showed that disproportionate representation was not apparent for two AUs when the percent special education minority within each of the five disability categories was compared to the percent special education non-minority within each of the same categories. The apparent disproportionate representation in the other two AUs remained after conducting the additional analytic work.

**Discussion of Baseline Data**

One AU reached the definition of disproportionate representation for under-representation in SIED (ED) and nearly meets the definition for under-representation of PC (SLD), and Preschooler with disability.

The second AU reached the definition of disproportionate representation for under-representation in SIED (ED).

The CDE is currently conducting additional analyses by race/ethnicity for these two AUs and will work with the AU administrations on determining whether these were due to

inappropriate identification in the spring of 2007.

Nine additional AUs met the threshold of +/- 20 discrepancy from the percent minority for total education population, but did not meet the minimum cell size requirements for the discrepant disability categories.

Overall, disproportionality does not appear to a major issue in Colorado. The AUs flagged in FFY 2005 were for under-representation rather than over-representation, the latter of which is arguably the more pressing problem nationally. While one might argue that Colorado's lack of apparent disproportionality is driven by a large number of AUs with small minority populations, this does not appear to be the case. As part of the analytic work for Indicators 9 and 10, the CDE specifically scrutinized data from Colorado's largest AUs as well as medium to large AUs that have large Hispanic populations. This analysis showed that almost all comparisons to the total education population in that Unit were well under the +/- 20% threshold with most comparisons coming in under +/- 10%.

Indicator 10 is a compliance indicator with targets set at 0%. The targets below have been extended through FFY 2012.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	<b>0%</b>
<b>2006 (2006-2007)</b>	<b>0%</b>
<b>2007 (2007-2008)</b>	<b>0%</b>
<b>2008 (2008-2009)</b>	<b>0%</b>
<b>2009 (2009-2010)</b>	<b>0%</b>
<b>2010 (2010-2011)</b>	<b>0%</b>
<b>2011 (2011-2012)</b>	<b>0%</b>
<b>2012 (2012-2013)</b>	<b>0%</b>



**Improvement Activities/Timelines/Resources:**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities are continuing through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Determine definition of disproportionate representation	FFY 2006	Definition is available in this document.		C		
2. Collaborate with stakeholder groups and Special Education Directors to assess and add or adjust, as needed, the disproportionality tools for Colorado AUs.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The CLD Toolkit developed in collaboration with the Office of Language Culture and Equity (LCE) and the Office of Consolidated Federal Programs, Title III will be used as a resource and provide guidance in the appropriate referral and identification of students who are CLD in special education. The CLD Toolkit will be available on the CLD website in fall 2012 at <a href="http://www.cde.state.co.us/cde/sped/CLD.asp">http://www.cde.state.co.us/cde/sped/CLD.asp</a>	O			
3. Require identified agencies to complete the revised disproportionality analysis tools and submit to CDE.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010	Administrative Units that report disproportionate representation are required to complete a student record review and the CDE conducts a review of policies, procedures and practices to determine if the disproportionate representation is a result of inappropriate identification.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
4. Identify those agencies that continue to show a high level of inappropriate identification and collaborate on the development of a remediation action plan.	FFY 2008 FFY 2009 FFY 2010	Administrative Units that are found to be out of compliance because disproportionate representation is a result of inappropriate identification are required to develop and implement a corrective action plan.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
5. Compute baseline and targets for the FFY 2006 APR due February 1, 2007.	FFY 2007	This has now been completed and data are available above.		C		
6. Identify agencies with disproportionate representation and collaborate with AUs to identify root causes of disproportionate representation and provide technical assistance to improve practice.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010	Administrative Units that report disproportionate representation are required to complete a student record review and the CDE conducts a review of policies, procedures and practices to determine if the disproportionate representation is a result of inappropriate identification.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
7. Incorporate requirements related to disproportionate representation in AU comprehensive plans to be submitted to the CDE.	FFY 2008 FFY 2009 FFY 2010	<p>The template is under revision and will be available to AUs in the near future.</p> <p>The CDE provides technical assistance to AUs incorporating best practices when working with students who are CLD.</p> <p>The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.</p>				D
8. Expand RtI tools and website.  <b>Revised</b> , see Improvement Activity # 3, pg. 110.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The General Supervision Team collaborates with the RtI/PBIS Offices to develop and deliver resources and trainings to be provided to AUs.			R	
9. Develop protocols for instruction for students living in poverty.	FFY 2009 FFY 2010	Tools are being revised that will address cultural issues related to students living in chronic poverty. This activity is being deleted because it will be incorporated into other activities.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
<p>10. Collaborate with the Office of Consolidated Federal Programs (Title I and Title III), RtI/PBIS Offices, and the Office of Language, Culture and Equity to assist AUs in developing and implementing Targeted District Improvement Plans, Unified Improvement Plans, CELA Growth Plans and to provide technical assistance.</p> <p><b>Revised</b>, see Improvement Activities # 2 &amp; 3, pp. 109-110.</p>	<p>FFY 2009 FFY 2010</p>	<p>Consultants with the Exceptional Student Services Unit (ESSU) are very involved in efforts across the CDE including the offices referenced to the left. The CDE is focused on accountability systems that require all school districts to examine achievement and other outcome data (<i>i.e.</i>, graduation and dropout rates) for all subgroups including students with disabilities and students who are culturally and linguistically diverse (including students living in poverty).</p>			R	
<p>11. Online classes to consist of:</p> <ul style="list-style-type: none"> <li>• Appropriate Referral and Identification of Culturally and/or Linguistically Diverse Students</li> <li>• Cultural Mediator</li> <li>• RtI for Culturally and/or Linguistically Diverse Learners Suspected of Having Learning Deficits</li> </ul>	<p>FFY 2010</p>	<p>Online classes were held throughout the 2010-11 year.</p> <p>Classes were limited to 30 participants and two classes were repeated. Forty-five professionals completed the required coursework.</p> <p>The classes will not be continued into 2011-12 as new tools are being developed with training to commence in 2012-13.</p>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
12. CDE panel presentation to Metro Area Superintendents Council	FFY 2010	Met with Metro area administrators to discuss their concerns regarding disproportionate representation (both over- and under-representation). Provided TA regarding what constitutes an appropriate body of evidence for the appropriate referral and identification of students who are culturally and/or linguistically to special education.		C		

**Resources Used to Support Activities**

- ESSU Indicators 9/10 Team
- ESSU General Supervision Team
- AU Special Education Directors
- CDE Office of Data Services
- CDE Information Management Services Unit
- CDE Office of RtI
- CDE Office of PBIS
- CDE Office of Language, Culture and Equity
- CDE Office of Consolidated Federal Programs

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2010**

Improvement activities are being revised and added to reflect the current practice of cross-unit collaboration and incorporating the initiatives of the CDE as a whole. Improvement activities will continue through FFY 2012.

Activity	Action Steps	Timeline	Resources
<p>1. Refine a system that incorporates general education data review by cross-unit teams within the CDE that may lead to identification of patterns of disproportionate representation.</p>	<ul style="list-style-type: none"> <li>• The Indicator 9 and 10 teams meet monthly with representatives from other units within the CDE.</li> <li>• Analyze data and identify potential “hot spots” to target for self-assessment of practices and/or provide technical assistance</li> <li>• Facilitate self-assessment processes in AUs.</li> <li>• Provide focused technical assistance in how to review all data for students who are culturally and linguistically diverse.</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>ESSU General Supervision Team</p> <p>CDE Office of Consolidated Federal Programs – Title III</p> <p>CDE Office of Dropout Prevention and Student Engagement</p> <p>ESSU consultant with expertise in culturally and linguistically diverse populations</p> <p>CDE UIP Special Populations Task Force</p>

<b>Activity</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>
<p>2. CDE cross-unit collaboration in creating a plan to target area(s) of need for the identified AUs</p>	<ul style="list-style-type: none"> <li>• Determine areas with most need (i.e., largest achievement gap, highest minority dropout rates)</li> <li>• Develop technical assistance plan for those AUs that incorporates special education, English Language Acquisition (ELA) and student dropout and re-engagement.</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>ESSU General Supervision Team</p> <p>CDE Office of Consolidated Federal Programs – Title III</p> <p>CDE Office of Dropout Prevention and Student Engagement</p> <p>ESSU consultant with expertise in culturally and linguistically diverse populations</p> <p>CDE UIP Special Populations Task Force</p>

<b>Activity</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>
<p>3. Assist AUs in incorporating their special education student performance data into the general education Unified Improvement Plan (UIP) as a means of improving overall achievement of identified special education students.</p>	<ul style="list-style-type: none"> <li>• Indicator 9 &amp; 10 team to meet with AU personnel</li> <li>• Provide technical assistance in the area of data driven dialogue with data related to special populations</li> <li>• Provide assistance with root cause analysis</li> <li>• AUs to submit goals related to root causes</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>ESSU General Supervision Team</p> <p>CDE Office of Consolidated Federal Programs – Title III</p> <p>CDE Office of Dropout Prevention and Student Engagement</p> <p>ESSU consultant with expertise in culturally and linguistically diverse populations</p> <p>CDE UIP Special Populations Task Force</p>



## Part B State Performance Plan (SPP) for 2005-2010

### Monitoring Priority: Effective General Supervision Part B / Child Find

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline).

Account for children included in **a** but not included in **b**. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

#### Baseline Data:

- a. 208 children for whom parental consent to evaluate was received.
- b. Unknown # determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. 176 determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline = 45 school days).

Account for children included in a but not included in b or c: Appropriate extensions of the timeline due to extenuating circumstances, incomplete information in the student file, discrepancy between initiation of the IEP and the signature date, and the determination process being started just prior to summer break and not being completed until after the summer break. The number of days in excess of the 45-day timeline is not typically collected during the SRR process.

84.6% = 176 + 0 divided by 208 times 100.

#### Overview of Issue/Description of System or Process

Colorado's Rules (for the) Administration of the Exceptional Children's Educational Act (Rules) went into effect December 30, 2007. These Rules provide better alignment with the Federal Regulations for IDEA. This Rules change now requires that initial evaluations are completed within 60 calendar days of the AU/SOP receiving written consent for initial evaluation from the parent(s). Data for Indicator 11 are reported by every AU through the online Special Education End-of-Year student data collection. The data elements for Indicator 11 are defined as:

- Date of Parental Consent to Evaluate

- Date Evaluation Completed
- Reason for Delay in Completing the Evaluation

**Baseline Data for FFY 2005 (2005-2006)**

84.6%

**Discussion of Baseline Data**

In FFY 2005 1,060 files from nine AUs were reviewed through the Continuous Improvement Monitoring Process (CIMP). 208 of the reviewed files were for children where prior written notice and consent for initial evaluation was received. Of those 208 files, 176 files met the state established timeline for conducting initial evaluations.

Indicator 11 is a compliance indicator with targets set at 100%. The targets below have been extended through FFY 2012.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	<b>100%</b>
<b>2006 (2006-2007)</b>	<b>100%</b>
<b>2007 (2007-2008)</b>	<b>100%</b>
<b>2008 (2008-2009)</b>	<b>100%</b>
<b>2009 (2009-2010)</b>	<b>100%</b>
<b>2010 (2010-2011)</b>	<b>100%</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>

**Improvement Activities/Timelines/Resources:**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will continue through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Collect data on reasons for delays in evaluation timeline.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010	Reasons for delay are coded in Special Education End-of-Year (EOY) student data collection; data analysis conducted by CDE in collaboration with AU.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
2. Communicate to AUs that summer break is not an acceptable delay of the evaluation timeline.	FFY 2006	Training provided to AU Directors.		C		
3. Add Indicator 11 data collection elements to the ESLU's EOY student data collection system.	FFY 2006	Indicator 11 data elements were added to EOY student data collection.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
4. Provide technical assistance on the evaluation timeline during the End-of-Year Training Process.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>Training specific to validating data related to evaluation timelines was provided through webinar format. Training topics included the definition of a completed evaluation, where data came from (as related to fields within the IEP), implications of data that do not reflect practice, and using the data to inform CDE’s understanding of AU practice.</p> <p>Data collection timelines have been adjusted to give AUs more time to review their data before submission.</p>	O			
5. Utilize AU level data in the annual local determination process and report in the individual AU public reports.	FFY 2006 FFY 2007 FFY 2008 FFY 2009	<p>Indicator 11 continues to be an indicator used for local levels of determination. Public reporting for this indicator can be found at:</p> <p><a href="http://www.cde.state.co.us/cdesped/AUperformanceprofiles.asp">http://www.cde.state.co.us/cdesped/AUperformanceprofiles.asp</a></p>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
6. Build a reporting process that calculates and displays each AU's compliance rate with the evaluation timeline at the time of the AU's submission.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010	<p>Reports within the data collection were revised to enhance functionality and reduce confusion in the field.</p> <p>Training on how to read the reports and how to validate data are ongoing.</p> <p>Training materials can be found at:  <a href="http://www.cde.state.co.us/cdesped/download/pdf/Indicator_11_Presentation.pdf">http://www.cde.state.co.us/cdesped/download/pdf/Indicator_11_Presentation.pdf</a></p> <p>The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.</p>				D
7. Develop procedures developed based on IDEA, ECEA and OSEP's Related Requirements document to assist AUs to identify root causes of delays in timely completion of initial evaluations.	FFY 2007	Protocols developed and Directors trained during fall Statewide Directors' Meeting.		C		
8. Review and revise allowable reasons for delay.	FFY 2008	Reason codes were reviewed and only allowable reason codes are included in the data collection.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
9. Improve review of policies, procedures and practices at the AU level.	FFY 2009 FFY 2010	<p>CDE collaborated with AUs to conduct review of data and analyze root causes for delays in completion of initial evaluations.</p> <p>Targeted technical assistance was provided so AUs could submit accurate data the reflected compliant practice.</p> <p>Indicator 11 drill down is available at <a href="http://www.cde.state.co.us/cdesped/SPP_Training_Materials.asp">http://www.cde.state.co.us/cdesped/SPP_Training_Materials.asp</a></p> <p>The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.</p>				D

**Resources Used to Support Activities**

- ESSU General Supervision Team
- ESSU Indicator 11 Team
- CDE Office of Data Services
- CDE Information Management Services Unit
- AU Special Education Directors

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY2010**

Improvement activities are being added to reflect current practice and to continue through FFY 2012.

Activity	Action Steps	Timeline	Resources
1. Focused trainings on the identification of students for eligibility for special education	<ul style="list-style-type: none"> <li>• Training topics focus on identification of students with Specific Learning Disabilities (SLD) and Traumatic Brain Injury (TBI) and Culturally and Linguistically Diverse Learners (CLD).</li> <li>• Determine AUs who need targeted assistance</li> </ul>	FFY 2011 FFY 2012	ESSU Consultants with specialization in SLD, CLD and TBI  ESSU General Supervision Team

## Part B State Performance Plan (SPP) for 2005-2010

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B (LEA notified pursuant to 637(a)(9)(A)) for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

**Overview of Issue/Description of System or Process**

The early intervention system, including their LEA partners, completed compliance requirements under a Federal compliance plan for timely 0-3 transitions June 2005. Local early childhood systems (the local Part C coordinator, early intervention CCB director, Child Find and LEA personnel at a minimum in each community) all participated in a thorough review of transition requirements under IDEA between September 2004-November 2004 and submitted a joint analysis of transition processes and compliance plan to assure compliance with IDEA transition requirements by June 2005, including notification, IFSP planning and timelines.

Local early childhood systems have refined their transition processes and procedures to achieve timely transitions, create plans with all necessary steps and services included, notify the LEA so as to enable them to be part of the planning process and documenting the process. All local Early Childhood interagency groups have written transition agreements which include policy and procedures for timelines, notification, transition planning and plans. They are all aware and informed of the requirements for 100% compliance targets.

Currently data for Indicator 12 are reported by every AU through the online Special Education End-of-Year data collection. The data elements and definitions with the relevant information for Indicator 12 are defined as:



- Child's Date of Birth
- Date of Parental Consent to Evaluate
- Date of Initial Eligibility Meeting
- Date IEP was Implemented
- Reason for delay in implementing IEP

AUs report data for all children who were served in a Part C program and evaluated for Part B services. When the IEP was not implemented by the child's third birthday a reason for delay is provided.

**Baseline Data for FFY 2004 (2004-2005)**

- a. 1,659 children were referred to Part B for eligibility determination.
- b. 223 children or 11.6 % of the total referred were determined NOT eligible for Part B. There were 69 children or 4.2% for whom eligibility was not established or confirmed. 54 children were over the age of 3 years when they transitioned to Part B
- c. No data is available detailing the # of Part B eligible children who had an IEP developed and implemented by their 3<sup>rd</sup> birthday.

**Discussion of Baseline Data**

Baseline data for items “a” and “b” is derived from the Part C Statewide Data Report for 12.1.04 which utilized local database information. Intensive work was done at the state and local level to analyze the state and local issues contributing to non-compliance on the transition process. The state developed training and technical assistance materials and provided training statewide. Data for Part “c” is not currently collected. A process for collecting this information will be implemented in FFY2 006. Baseline data from FFY 2004 were not complete. The data collection system now incorporates all required reporting for Indicator 12.

Indicator 12 is a compliance indicator with targets set at 100%. The targets below have been extended through FFY 2012.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	<b>100%</b>
<b>2006 (2006-2007)</b>	<b>100%</b>
<b>2007 (2007-2008)</b>	<b>100%</b>
<b>2008 (2008-2009)</b>	<b>100%</b>
<b>2009 (2009-2010)</b>	<b>100%</b>
<b>2010 (2010-2011)</b>	<b>100%</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will be continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Conduct critical appraisal of current data systems' ability to address this indicator.	FFY 2006	Indicator 12 data elements were added to the EOY student data collection.		C		
2. Continued training and technical assistance provided by the CDE to AUs.	FFY 2007 FFY 2008 FFY 2009 FFY 2010	Training for data collection and interpretation of data results was provided with EOY data training in eight regions across the state.  The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
3. Training and technical assistance from CDE state staff for both Part C and Part B local teams continue to focus on compliance with transition and eligibility timeline requirements.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Both lead agencies provide technical assistance on transition on an ongoing basis.  State Child Find responsibilities were established for Part C and Part B agencies and can be found at:  <a href="http://www.cde.state.co.us/early/downloads/CHILDFIND/DHS-CDEJoinCFMemo.pdf">http://www.cde.state.co.us/early/downloads/CHILDFIND/DHS-CDEJoinCFMemo.pdf</a>	O			
4. Convene meetings with Part C and Part B staff to remediate any shortcomings identified in # 1 above.	FFY 2007	Data systems for Part C and Part B are in place to address the SPP requirements.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
5. Statewide training for child find teams on transition compliance indicators.	FFY 2007	The CDE meets with child find coordinators and early childhood teams twice annually.	O			
	FFY 2008	Communication is disseminated via listserv on a monthly basis.				
6. Data collection strategies developed to establish baseline data for measurement "c" - # of eligible children with an IEP established and implemented by third birthday.	FFY 2009	Technical assistance is provided by the CDE and Part C as requested.		C		
	FFY 2010					
	FFY 2011					
	FFY 2012					

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
7. Continued data collection and analysis.	FFY 2007 FFY 2008 FFY 2009 FFY 2010	<p>The Indicator 12 team developed assessment tools to determine root causes of delay.</p> <p>The Indicator 12 team conducted reviews of data for AUs.</p> <p>April 2010 - Clarified EOY data collection terms to align with 2010 OSEP Part C requirements for both AU "notification" and "referral". Held statewide joint Part B and C agencies teleconference for AU and part C staff to discuss and train on new procedures.</p> <p><a href="http://www.cde.state.co.us/cde/sped/download/pdf/Guidance_D_HS-CDE_Transition_TA.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/Guidance_D_HS-CDE_Transition_TA.pdf</a></p> <p>The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.</p>				D
8. Implement additional data collection mechanisms.	FFY 2008	The clarification of IEP implementation date will be corrected with FFY 2008 EOY student collection.		C		
9. Collected data on reasons for delays in Part C to Part B transitions.  <b>Revised</b> , see p.127, Activity #1.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>This element has been added to the EOY student data collection.</p> <p>Technical assistance is provided for AUs using the data on reasons to help identify root causes of delays.</p>			R	

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
10. Included AU level Indicator 12 data in the annual determination process and in public reports.	FFY 2006 FFY 2007 FFY 2008 FFY 2009	Indicator 12 is an indicator used in the local determinations process.  Public reporting of Indicator 12 can be found at: <a href="http://www.cde.state.co.us/cde/sped/AUperformanceprofiles.asp">http://www.cde.state.co.us/cde/sped/AUperformanceprofiles.asp</a>		C		
11. Built a reporting process that calculates and displays each AU's compliance rate with the evaluation timeline at the time of the AU's submission.	FFY 2006 FFY 2007 FFY 2008 FFY 2009	Reports are produced when data collection closes; AU Special Education Directors sign report assuring validity and reliability of data.		C		
12. Disseminate research based transition practices to Part C and Part B systems.	FFY 2008	Link to the National Early Childhood Transition Center is posted on the CDE Early Childhood Special Education website Transition page with specific transition-based transition practices: <a href="http://www.hdi.uky.edu/NECTC/Home.aspx">http://www.hdi.uky.edu/NECTC/Home.aspx</a> .  This information, along with other technical assistance documents, was disseminated via monthly early childhood electronic resources, statewide conference calls between both Part C and Part B (preschool) systems, and through CDE's official electronic weekly updates for school districts.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
13. Provide training to PEAK Parent Mentors on early transitions.	FFY 2008	<p>Trained PEAK Parent Mentors and school district Child Find coordinators on Transition practices modules developed by the CDE.</p> <p>The modules are posted on the CDE Early Childhood website.</p> <p><a href="#">PowerPoint for Early Intervention to Part B Transitions</a></p> <p><a href="#">Guidelines for Transition from Early Intervention (Part C) to Preschool (Part B)</a></p>		C		
14. Revise EOY data collection to capture date that IEP is implemented.	FFY 2008	AUs were required to provide actual implementation dates in the collection for the 2008-2009 school year.		C		
15. Early Childhood Transition statewide conference (to include Part C, preschool, and kindergarten personnel).	FFY 2009	Held June 14, 2010. 104 personnel attended from 40 AUs, 12 Part C agencies, PEAK Parent Center, community based early childhood programs. Content: Keynote and session: Early Transitions: Practices & Strategies for Young Children & Families/Dr. Beth Rous; Transitioning from Early Intervention; Preschool to Kindergarten and SLD and SLI Considerations; Sharing Information across Systems/An RtI Conversation		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
16. Disseminate research based transition practices	FFY 2010 FFY 2011 FFY 2012	Early Transition Conference on research based transition practices and state procedures held June 2010 for AU and Part C staff. The presentation of Dr. Beth Rous was recorded for future use. Edited 3-5 minute excerpts of presentation will be integrated into self-paced online course and made available on the CDE website with other Transition resources.	O			
17. Develop, launch self-paced online CDE Blackboard system course based upon website of the National Early Childhood Transition Center/Univ. of Kentucky	FFY 2010 FFY 2011 FFY 2012	A self-paced online course was launched August 2011.  The course focuses on application of evidence-based practices.	O			

**Resources Used to Support Activities**

- CDE Office of Early Childhood Initiatives
- ESSU General Supervision Team
- ESSU Indicator 12 Team
- CDE Office of Data Services



**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2010**

Improvement activities are being revised to reflect current practice.

<b>Activity</b>	<b>Action Steps</b>	<b>Timeline</b>	<b>Resources</b>
1. Collect and analyze data on reasons for delays in evaluation timeline.	Data are analyzed for trends and patterns as CDE uses data for monitoring for compliant practices related to transition.  Analysis is shared with AU special education directors to improve practice.	FFY 2011 FFY 2012 FFY 2013	ESSU General Supervision Team  ESSU Preschool Special Education Team  ESS Data Team

## Part B State Performance Plan (SPP) for 2005-2010

## Monitoring Priority: Effective General Supervision Part B / Effective Transition

**Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

**Overview of Issue/Description of System or Process**

In Colorado we recognize the need for accurate data collection and continuous improvement of student outcomes. To collect data for Indicator 13, the CDE contracts with Cutting EdJ which utilizes the National Secondary Technical Assistance Center's (NSTTAC) Indicator 13 checklist approved by OSEP as a rigorous, valid and reliable tool to assess performance on this Transitions Planning Indicator. CDE's Indicator 13 file review team received extensive training so that they strictly adhere to the data collection methodology and review benchmarks outlined by NSTTAC. Only those IEPs that demonstrate compliance with all eight elements of the checklist are considered to have fully met the requirements of this Indicator.

As part of the contract with Cutting EdJ, the CDE utilizes all the functionality of the Web-based support provided for data entry, assessment and dissemination to participating AUs. The standard reporting systems built into the Cutting EdJ Website allows for the timely and user-friendly development of AU level results for each item of the NSTTAC review checklist as well as total score so that local agencies can readily utilize this information in future planning activities.

**Baseline Data for FFY 2009 (2009-2010)**

83.9%

Raw Data Calculations:  $\left(\frac{619}{738}\right) * 100$

**Discussion of baseline data:**

Although overall compliance was 84%, disaggregating the data by question shows that for each individual Indicator 13 question, AUs met compliance at or above 95% with two exceptions. The annual update of postsecondary goals, which is a compilation of each of the three postsecondary goals, was 94%. Course of study, where a rigorous standard requires each course of study to be multiyear, specific and individualized to the student, and directly linked to the postsecondary goals, was 93%.

One Administrative Unit (AU), accounting for 50 of the IEPs reviewed as part of the state total, had only eight compliant IEPs. This performance impacted the overall state compliance by 5%. If that AU’s IEPs were removed from the state average, each disaggregated question would be at or above 95%. The overall compliance rate for the state would be 89%.

Noncompliance related to postsecondary goals was not systemic, but rather was caused by isolated instances of using nonmeasurable words such as “plans to,” “will learn to,” or “will apply to,” instead of actual, measurable outcomes.

Noncompliance related to annual goals linking directly to the postsecondary goals and/or transition services needs was not systemic, but rather was caused by isolated instances where the linkage, although stated as specific and direct, was not genuine.

Noncompliance related to transition assessment was not systemic, but rather was caused by isolated instances where the transition assessment was either more than a calendar year old or was not specifically named.

Noncompliance related to transition services linking directly to the postsecondary goals was not systemic, but rather was caused by isolated instances where the services were not specific enough to meet compliance requirements; e.g., “The case manager will provide support in all academic areas.”

Noncompliance related to a course of study that was clearly multiyear, specific and individualized to the student, and linked to the postsecondary goals, was not systemic, but rather was caused by isolated instances where the linkage to the postsecondary goals was not obvious.

**Compliance Data Disaggregated by Question**

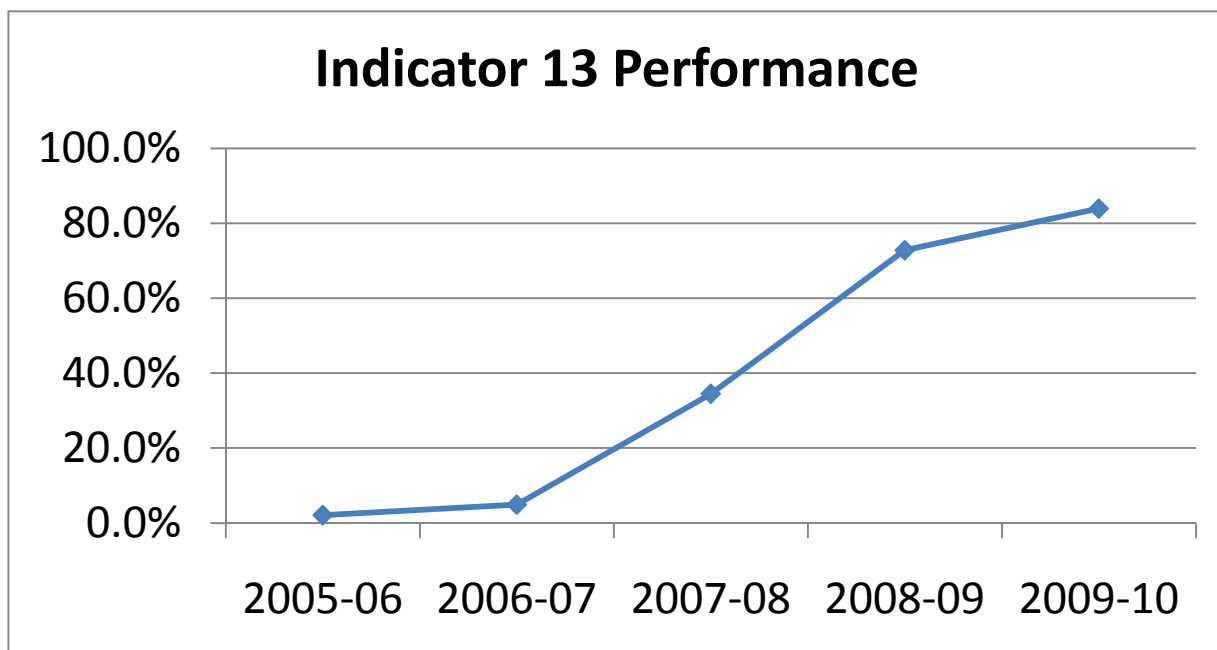
Total Rev'd	Total Compl.	Stud't Inv.	Agency Inv. w/ Parent Consent	PSG Ed-Trng.	PSG Career-Emply.	PSG Ind. Lvng.	Ann'l Update PSGs	Ann'l Goals Link	Trans Assmnt	Trans Srvs	Crs. Study
738	619	721	736	710	714	731	693	708	713	708	684
State Avg	84%	98%	100%	96%	97%	99%	94%	96%	97%	96%	93%

**Trend data**

When comparing overall compliance since the initial baseline year FFY 2006, a significant positive trend is observed. It is important to note that the measurement changed between data collected for FFY 2007 and FFY 2008. Prior to FFY 2008, IEP content related to only four questions was reviewed:

- 13a. Is there a measurable postsecondary goal or goals that covers education or training?
- 13b. Is there a measurable postsecondary goal or goals that covers employment?
- 14. Is/are there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?
- 16. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate the child’s movement from school to post-school?

Data collected for the FFY 2008 and FFY 2009 included all areas in the revised OSEP measurement. In spite of the increase in requirements, significant improvement is shown:



Indicator 13 is a compliance indicator with targets set at 100%. The targets below have been extended through FFY 2012.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

### Sampling Plan

CDE collects data for Indicator 13 through the use of a sampling plan. The sampling plan expires at the conclusion of FFY 2010. The CDE will continue to sample AUs using the first two years of the approved sampling plan. The sampling plan was developed in 2005 based on the sampling calculator developed by the National Post School Outcomes Center was used for the purpose of developing the 5 year sampling plan. AU characteristics that were factored into the process included:

- Number of AUs
- AU region (urban/suburban versus rural)
- AU size
- Percent of AU population disabled
- Percent of SPED population in 4 disability categories (LD, ED, MR and all other disabilities)
- Gender of SPED population
- Percent of SPED population that is non-white (total minority)
- Percent of SPED population that is Hispanic
- Percent of SPED population that is 15 years of age or older

The CDE drew approximately 35 separate plans using the sampling calculator and

considered 20 of them. Serious consideration was given to the six best solutions. While all the solutions had difficulty containing year-to-year variation in the total minority and Hispanic variables within +/3 percentage points of the state percentage, the chosen plan maintained no more than +/- 3 percentage points variation from the state for all the disability categories and provided the best solution in terms of the variation in race/ethnicity over the seven years of the plan. This was especially true for the percent Hispanic variable, which is a key demographic variable in Colorado.

The comparison of each year’s sample to the overall state percentages is shown in the table on the next page. The highlighted cells represent differences from the state percentage in excess of +/- 2 percentage points. The specific AUs that will be sampled in each year of the seven year plan are shown in a subsequent table.

		<b>Sample</b>				
	<b>State</b>	<b>FFY2006</b>	<b>FFY2007</b>	<b>FFY2008</b>	<b>FFY2009</b>	<b>FFY2010</b>
<b>Size</b>	521393	104724	104886	93094	111399	107560
<b>SPED</b>	57353	11590	11189	10105	11398	10540
<b>% LD</b>	37	38	37	36	39	36
<b>% ED</b>	10	9	9	9	10	11
<b>% MR</b>	4	5	4	5	3	4
<b>% AO</b>	49	47	50	52	48	49
<b>% Female</b>	32	33	32	32	32	32
<b>% Minority</b>	38	35	32	45	34	34
<b>% Hispanic</b>	26	27	23	27	29	25
<b>% 15 Years +</b>	23	24	23	23	23	23

Sampling Plan:

Special Education Student Sampling Table for Indicator 13

Indicator 13 data is collected through student file reviews in the fall based on the previous year's December count.

In the table below, the highlighted cells indicate the school year an administrative unit (AU) or state-operated program (SOP) is to be sampled for Indicator 13. AUs with total student enrollment of 50,000+ will be sampled annually. If, after the initial sampling the AU/SOP is found to be out of compliance, it will be subject to verification reviews until found to be in substantial compliance with the requirements of Indicator 13.

		Pilot Sample Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Indicator 13 Collection Year (file review)	06-07 from Dec 05 count	07-08 from Dec 06 count	08-09 from Dec 07 count	09-10 from Dec 08 count	10-11 from Dec 09 count	11-12 from Dec 10 count	12-13 from Dec 11 count	13-14 from Dec 12 count
01010	Adams 1, Mapleton				X				
01020	Adams 12, Northglenn						X		
01030	Adams 14, Commerce City		X					X	
01040	Adams 27 J, Brighton					X			
01070	Adams 50, Westminster	X		X					X
03010	Arapahoe 1, Englewood			X					X
03020	Arapahoe 2, Sheridan		X					X	
03030	Arapahoe 5, Cherry Creek		X	X	X	X	X	X	X
03040	Arapahoe 6, Littleton		X					X	
03060	Adams/Arapahoe 28J, Aurora			X					X
07010	Boulder RE-1J, St. Vrain			X					X
07020	Boulder RE-2, Boulder Valley					X			
15010	Delta 50J			X					X
16010	Denver 1		X	X	X	X	X	X	X
18010	Douglas RE-1		X	X	X	X	X	X	X
21020	El Paso 2, Harrison			X					X
21030	El Paso 3, Weldfield	X			X				
21040	El Paso 8, Fountain	X			X				
21050	El Paso 11, Colorado Springs				X				
21060	El Paso 12, Cheyenne Mtn						X		
21080	El Paso 20, Academy				X				
21085	El Paso 38, Lewis Palmer					X			
21090	El Paso 49, Falcon		X					X	

**SPP – Part B**

**Colorado**

		<b>Pilot Sample Year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	<b>Indicator 13 Collection Year (file review)</b>	<b>06-07 from Dec 05 count</b>	<b>07-08 from Dec 06 count</b>	<b>08-09 from Dec 07 count</b>	<b>09-10 from Dec 08 count</b>	<b>10-11 from Dec 09 count</b>	<b>11-12 from Dec 10 count</b>	<b>12-13 from Dec 11 count</b>	<b>13-14 from Dec 12 count</b>
21490	Fort Lupton/Keenesburg						X		
22010	Fremont RE-1, Canon City		X					X	
26011	Gunnison RE-1J					X			
30011	Jefferson R-1		X	X	X	X	X	X	X
35010	Larimer R-1, Fort Collins	X		X					X
35020	Larimer R-2J, Loveland						X		
35030	Larimer R-3, Estes Park			X					X
38010	Logan RE-1, Sterling	X			X				
39031	Mesa 51, Grand Junction		X					X	
41010	Moffat RE-1, Craig	X			X				
43010	Montrose RE-1J		X					X	
44020	Morgan RE-3, Fort Morgan					X			
51010	Pueblo 60, Urban		X					X	
51020	Pueblo 70, Rural		X					X	
62040	Weld RE-4, Windsor		X					X	
64050	Weld 5J, Johnstown-Milliken						X		
62060	Weld 6, Greeley					X			
64203	Centennial BOCES						X		
64043	East Central BOCES	X		X					X
64053	Mount Evans BOCES				X				
64093	Mountain BOCES					X			
64103	Northeast BOCES						X		
64123	Northwest BOCES					X			
64133	Pikes Peak BOCES						X		
64213	Rio Blanco BOCES						X		
64143	San Juan BOCES					X			
64153	San Luis Valley BOCES		X					X	
64160	Santa Fe Trail BOCES	X			X				
64163	South Central BOCES			X					X
64193	Southeastern BOCES					X			
64200	Uncompahgre BOCS	X		X					X
64205	Ute Pass BOCES						X		
80010	Charter School Institute					X			



		Pilot Sample Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Indicator 13 Collection Year (file review)	06-07 from Dec 05 count	07-08 from Dec 06 count	08-09 from Dec 07 count	09-10 from Dec 08 count	10-11 from Dec 09 count	11-12 from Dec 10 count	12-13 from Dec 11 count	13-14 from Dec 12 count
66050	CSDB		X					X	
66080	Division of Youth Corrections				X				

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will continue through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Utilize Indicator 13 file review team and CDE Secondary Transition Services Team members to provide customized training directly to AUs (transition planning and/or I-13 compliance)	FFY 2009 FFY 2010 FFY 2011	<p>The process which was implemented in 2009-10 to review sample IEPs from AUs has proven to be extremely successful and lessened the need for onsite training.</p> <p>Sample IEPs are reviewed by local AU transition staff <u>and</u> CDE staff; the comparison of those reviews is used to highlight targeted training needs.</p> <p>49 sample IEPs were reviewed from the 10 AUs (100%) scheduled to enter the I-13 sample for FFY 2010. (4 AUs with student enrollment greater than 50,000 participate in the sample every year and were not included in this targeted training.)</p> <p>5 of the 10 AUs that</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
		<p>participated in this targeted training entered the sample at 100% overall compliant, 1 entered at 98% overall compliant, and 1 entered at 96% overall compliant. 3 AUs entered below 90% overall compliant. This strongly indicates that this focused training made a significant difference in overall compliance.</p> <p>46 IEPs from 11 AUs that will re-enter the I-13 file review 2012 and 2013 (based on the extension of the SPP) were reviewed following the process described above.</p> <p>Customized, onsite I-13 trainings were delivered to 3 AUs with a total of 46 participants. In each instance, a post-pre self-assessment of participant learning (based on Guskey's level 2 evaluation for professional development) was completed using clearly defined outcomes for each individual training.</p> <p>Each training was evaluated on a scale of 5, "1" being low and "5" being high; the self-assessment showed an increase in overall learning for each of the three trainings: from 2.25 to 4.51, 3.04 to 4.24, and 2.64 to 4.44.</p>				

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
2. Provide TOPs Lite transition training.	FFY 2007 FFY 2008 FFY 2009 FFY 2010	TOPS Lite training has evolved. Current training focuses on I-13 compliance and builds on the foundation of compliance to assist AUs in creating meaningful transition IEPs that will impact Indicators 1, 2, and 14. Training efforts have been targeted to the unique needs of individual AUs.  612 AU staff attended customized trainings.		C		
3. Host Transition Leadership Institute with support of National Secondary Transition Technical Assistance Center (NSTTAC).	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011	53/58 AUs had teams (totaling 261 participants) attend the June, 2011 Transition Leadership Institute, which was planned in collaboration with NSTTAC and NPSO partners. The intended outcome for the Institute was for each AU team to have the skills and knowledge required to develop a high quality, individualized Transition Action Plan (TAP—“high quality” defined as a well connected and threaded plan with a strong evaluation component designed to measure if outcomes are achieved) that will result in measurable change at the AU level to impact student learning and outcomes.  Development of a TAP that will clearly guide the work of the AU in the coming year was rated as “Definitely Achieved” by 87% of respondents and “Somewhat Achieved” by 13%	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
		<p>(n=232).</p> <p>Teams not in attendance were supported to complete TAPs. 56/58 AUs and the eligible facilities (residential treatment, day treatment, and hospital settings) have submitted current TAPs to the CDE.</p> <p>A post-pre self-assessment of participant learning (based on Guskey’s level 2 evaluation for professional development) was completed based on clearly defined outcomes for each of seven content sessions offered at the Institute, as well as the <i>Using Data to Improve Outcomes</i> team work session and the <i>Facilitators’ Prep</i>. In each instance, there was significant growth between the post-pre assessments.</p>				
4. Revise state recommended IEP forms to ensure all IDEA 2004 transition requirements are clearly prompted.	FFY 2006 FFY 2007	IEP forms revised. Training for all AUs occurred summer 2008.		C		
5. Continue to explore, develop and implement a variety of technologies to aid in the delivery of technical support and assistance; e.g., Shared Work, Communities of Practice, on-line training modules, utilization of existing resources such as the University of Kansas modules, etc.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011	<p>A listserv of transition team leaders statewide is updated annually, based on the team leader identified on the local AU TAP submitted at the Institute, and used to assist in timely dissemination of training materials and information regarding training opportunities.</p> <p>Online materials are available at:</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
		<p><a href="http://www.cde.state.co.us/cde/sped/TransResources.asp">http://www.cde.state.co.us/cde/sped/TransResources.asp</a></p> <p>There is a direct link from the NSTTAC website to CO online transition resources. Website traffic from NSTTAC directly to CO has steadily increased; the monthly average visits were 158 in 2009, 191 in 2010, and are on track to be 204 in 2011.</p> <p>A content session at the 2011 Institute focused on technology. Identified outcomes for that session were to provide attendees with the skills necessary to start a blog, create and use a wiki, access professional learning communities via the twitter network, use goggle docs for collaboration and surveys, and share training and resources through Moodle.</p>				

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
6. Continue to work collaboratively with the institutions of higher education of Colorado to ensure pre-service instruction is commensurate with IDEA 2004 regulations and requirements.	FFY 2006	The CDE made an individualized presentation to one IHE class of graduate level students highlighting general transition planning and I-13 requirements; 35 students participated.	O			
	FFY 2007					
	FFY 2008					
	FFY 2009	A Secondary Transition Services Team member serves as the liaison to Colorado Consortium of Special Education Teacher Educators (CCSETE); the consultant attended regularly scheduled meetings and participated in planning for full-day training. The training included information and discussion of the documentation needs of students with disabilities to access accommodations at the postsecondary level and ways to gather records.				
	FFY 2010					
	FFY 2011					
		All information shared with Transition Team Leaders -- including training materials and information regarding trainings -- is also distributed to the IHE listserv.				
		IHE faculty were included in the June 2011 Transition Leadership Institute as presenters and facilitators.				

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
7. Collaborate with Colorado Community College System (CCCS) and Career and Technical Education (CTE) of Colorado to maximize postsecondary education opportunities for youth with disabilities.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>In collaboration with CCCS, CDE, and the Department of Higher Education, informational materials were developed and disseminated to secondary educators, including guidance counselors, and parent advocates to clarify concurrent enrollment opportunities for students with disabilities.</p> <p>Discussions were held, and information provided to a State Senator attempting to introduce and pass legislation making it easier for students with disabilities to access postsecondary education services. Legislation was passed adding postsecondary disability services providers as required members of the Colorado Special Education Advisory Council.</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
8. Include state adopted college readiness and career/postsecondary readiness definition in transition trainings	FFY 2009 FFY 2010 FFY 2011	<p>The development of state level assessment aligned with the newly adopted college and workforce readiness standards is still in progress. CDE staff has been involved in public comment sessions and planning.</p> <p>New legislation requiring a transition plan for every student beginning at 9<sup>th</sup> grade was passed. Schools are in the process of implementing an Individual Career and Academic Plan (ICAP) through the guidance and counseling offices. Training about the new requirements and ways to align general and special education efforts has been provided to school teams statewide. Materials defining the ICAP requirements compared to transition IEP requirements, as well as strategies for coordination of plans, were developed and provided to secondary educators.</p>	O			
9. Include transition skills in a working curriculum for all students and infusing transition activities and education into the intervention toolbox associated with RtI for all secondary students.	FFY 2008 FFY 2009 FFY 2010	<p>Secondary Services team member will be assigned to RtI workgroup.</p> <p>Team will review RtI materials and training opportunities.</p>		C		



Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
10. Serve with the internal CDE/ESSU IEP Forms team to revise the state recommended IEP form.	FFY 2010 FFY 2011	As the State moves forward to create an electronic IEP for all AUs, assure that the questions to create the IEP form prompt for I-13 compliance. Advocate for a change in actual forms to incorporate prompts for I-13 compliance for all transition IEPs. To date, this has involved attending 4 all day retreats and ongoing email correspondence.	O			
11. Continue general outreach to audiences of educators (e.g., administrators, psychologists, general educators, higher education, etc.) not primarily responsible for authoring IEPs/I-13 compliance in order to raise awareness about the transition continuum and transition planning	FFY 2009 FFY 2010 FFY 2011	Training and Information materials have been offered to high school general education providers including guidance counselors. Content included IEP and ICAP alignment, sharing of career development and transition related assessment, self-advocacy, and access to resources.	O			
12. Participate with the "Joint Transition Data Use Group," comprised of representatives from NSTTAC, NPSO, NDPC, and several states, to help create a tool to streamline data use (analysis and implementation) across Indicators 1, 2, 13, and 14.	FFY 2010	This group has not continued beyond its initial meeting.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
13. Utilize of AU staff to review IEPs as part of Indicator 13 record review.	FFY 2008 FFY 2009 FFY 2010 FFY 2011	<p>14 AUs participated in I-13 audits in fall, 2011. In each instance, AU staff (totaling 155) and I-13 file reviewers (full and part-time CDE employees) participated in a shared training. Training involved reviewing 2 IEPs as a group in order to establish inter-rater reliability regarding compliance criteria. Conversation included moving to best practice from the foundation of compliance. AU staff partnered with I-13 file reviewers to review individual IEPs, where conversations regarding compliance and best practice continued. During the review, data were entered directly on to the live, real time <i>Cutting EdJ</i> website, which follows the NSTTAC I-13 Checklist. Feedback from participants indicated that this audit/training hybrid was powerful due to their high level of engagement. AU staff's participation in the audit also helped them to "own" their data and led to specific knowledge of how to correct any noncompliant IEPs.</p> <p>6 AUs that participated in the fall 2010 file reviews were found noncompliant and had verification file reviews in spring 2011. Verification file reviews followed a process similar to that described above; the biggest difference was that for verification, AU staff</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
		<p>partnered with each other to review IEPs. Each IEP was subsequently reviewed by a CDE I-13 File Review Team member to assure the validity and reliability of the data. Only IEPs written in the most recent quarter were reviewed to assure that current practice was being measured.</p> <p>A total of 77 AU staff members participated in the spring 2011 reviews. Each AU was found to be in compliance. Overall compliance was 98%; only 3/164 IEPs reviewed were noncompliant. This improvement, an increase from 66% overall compliance in the fall for these 6 AUs, in only 6-7 months, is evidence that the training element of the fall file reviews made a dramatic difference.</p>				

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
14. Partner with the Division of Vocational Rehabilitation (DVR) to enhance the School to Work Alliance Program (SWAP)	FFY 2008 FFY 2009 FFY 2010 FFY 2011	<p>A series of webinars were offered to SWAP administrative designees and AU accounting managers to clarify budget development and reporting requirements for SWAP funds. The training was jointly developed and provided by staff members from the CDE Exceptional Student Services Unit, the CDE Office of School Finance, and DVR.</p> <p>Three state level DVR partners participated in the Transition Leadership Institute in June as presenters and facilitators.</p> <p>SWAP coordinators were included members of 12 AU teams attending the Transition Leadership Institute.</p>	O			
15. Develop <i>Indicator 13 Compliance Tips</i> based on comments written for each of the 1,695 IEPs reviewed fall, 2008	FFY 2008 FFY 2009	<p><i>Indicator 13 Compliance Tips</i> were revised to include more “best practice” examples taken from IEPs reviewed Fall 2009. The revised <i>Tips</i> are posted on the CDE website and have formed the foundation for I-13 file reviews and I-13 training. This document provides consistency and standardization statewide.</p> <p>The compliance tips can be found at: <a href="http://www.cde.state.co.us/cde/sped/download/pdf/ComplianceTips.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/ComplianceTips.pdf</a></p>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
16. In order to move from compliance to best practice, create and deliver training targeted to transition assessment with a focus on gap analysis to identify and address gaps in alignment between current skills and PSGs. Demonstrate how this information is used to inform development of postsecondary goals, transition services, courses of study, and annual goals.	FFY 2010	<p>210 participants representing 45/58 AUs attended full day trainings offered in 5 regional locations statewide.</p> <p>Each training was evaluated on a scale of 5, "1" being low and "5" being high; the self-assessment showed an increase in overall learning from 2.41 to 4.45.</p> <p>All of the handouts from those trainings are on the CDE website at:  <a href="http://www.cde.state.co.us/cde/sped/Trans_TrainingTA.asp">http://www.cde.state.co.us/cde/sped/Trans_TrainingTA.asp</a></p>		C		
17. Create an online transition assessment training module.	FFY 2010 FFY 2011	<p>The online transition assessment training module, based on the statewide training described above, has been written and is being reviewed. It will be posted on the website by December, 2011, at:  <a href="http://www.cde.state.co.us/cde/sped/Trans_TrainingTA.asp">http://www.cde.state.co.us/cde/sped/Trans_TrainingTA.asp</a></p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
18. Reestablish regional Transition Cadre meetings to serve as a mid-year check point for AU leadership and transition teams to evaluate implementation of Transition Action Plans.	FFY 2010 FFY 2011	<p>Cadre meetings were planned in conjunction with our NSTTAC partners. NSTTAC directly facilitated 2 of the trainings. Expected outcomes for the day were for participants to have learned (1) how to use the Self-Assessment Tool to evaluate AU TAPs to improve the plan’s effectiveness and (2) how to strengthen program evaluation to assure that student learning outcomes are met.</p> <p>45/58 AUs (totaling 200 participants) had teams at one of 4 regional Cadre meetings statewide. A severe snowstorm impacted attendance at two locations; teams unable to attend were supported via email to complete their team planning.</p> <p>75% of respondents indicated that the outcome to <i>increase knowledge of program evaluation</i> was “definitely achieved,” while 25% said it was “somewhat achieved.” 73% of respondents indicated that the outcome to <i>improve your program evaluation plans for your TAP</i> was “definitely achieved,” while 27% said it was “somewhat achieved.”</p> <p>Handouts from the training are available at:  <a href="http://www.cde.state.co.us/cde/sped/TransCadre.asp#Cadre2011">http://www.cde.state.co.us/cde/sped/TransCadre.asp#Cadre2011</a></p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
19. Provide a series of trainings statewide to service providers of 18-21 year old students to ensure transition plans continue to meet I-13 compliance requirements.	FFY 2010	<p>38/58 AUs (110 participants) were represented at 3 regionalized trainings statewide.</p> <p>The purpose of the training was to:</p> <ul style="list-style-type: none"> <li>• Clarify the intent of 18-21 services</li> <li>• Review documentation requirements for IEP, October 1 count, and audit purposes</li> <li>• Define requirements related to graduation and diplomas</li> <li>• Review ICAP requirements and alignment</li> <li>• Learn about college enrollment options</li> <li>• Discuss balance of services</li> <li>• Share strategies and best practices.</li> </ul> <p>Handouts from the training are available at:  <a href="http://www.cde.state.co.us/cde/sped/TransCoordRoundtable.aspx">http://www.cde.state.co.us/cde/sped/TransCoordRoundtable.aspx</a></p>		C		

**Resources Used to Support Activities**

- CDE Exceptional Student Services Unit (full and part-time employees)
- AU Special Education Directors/Designees
- Cutting EdJ
- National Secondary Transition Technical Assistance Center (NSTTAC)
- National Post-School Outcome Center (NPSO)
- Division of Vocational Rehabilitation



Part B State Performance Plan (SPP) for 2005-2010

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** The percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school;
- B. Enrolled in higher education or competitively employed within one year of leaving high school;
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

**Data Source:** Indicator 14 data collection (post school outcomes survey) based on approved Sampling Plan

FFY	Measurable and Rigorous Target
2009	Not applicable

**Overview of Issue/Description of System or Process**

Each year, per the approved sampling plan, AUs are required to provide the CDE, through the End-of-Year data collection, with contact information for all students who are exiting high school. Students who exited school due to graduation, drop out, age out or those who finished with some type of certificate other than a diploma from AUs being sampled are included in the sample.

The approved sampling plan calls for contacting a sample of 20% of students reported as exiting from the AUs that have over 50,000 students. A census is conducted for the smaller AUs that comprise the rest of the sample. The CDE provided contact information for 2,477 students from 15 AUs to a third party vendor for data collection.

**Data Collection**

The third party vendor attempted to contact, by phone, 1,002 students who exited school in the 2008-09 school year. Phone contact was attempted at least four times; the first three phone attempts were completed during regular business hours and the final attempt was completed during evening or weekend hours. An attempt was defined as a caller’s best effort to use all available information to contact the student or relative by phone. Contact data were unusable for 385 (38.4%) of the students (see Table 14.1). Data were unusable under three conditions: 1) all telephone numbers were disconnected, 2) all telephone numbers were wrong numbers, 3) secondary contacts were reached but either did not know the student or did not have any information about the student.

**Table 14.1 Data Descriptives**

# of AUs	Contact Information Provided	Students Without Contact Data		Contacts Attempted		Unusable Contact Data		Contacts Completed	
		N	%	N	%	N	%	N	%
<b>15</b>	<b>2477</b>	<b>75</b>	<b>3</b>	<b>1002</b>	<b>40</b>	<b>385</b>	<b>38</b>	<b>329</b>	<b>33</b>

Thirty students contacted indicated that they had re-enrolled in high school and were excluded from the final data totals. Data from a total of 299 respondents are reported below.

Students participating in the survey had a variety of disabilities and represented all race or ethnicities. 14 surveys were administered in Spanish. The total sample is representative of the state as it is based on the pre-approved sampling plan which is representative of the state.

**Enrolled in Higher Education Definition<sup>2</sup>**

A student was considered to have been enrolled in higher education within one year of leaving high school if the student was enrolled on a full- or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

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<sup>2</sup> Part B-SPP/APR Measurement Table (OMB NO: 1820-0624 expiration date: 2/29/2012)

**Competitive Employment Definition**

A student was considered to have been competitively employed within one year of leaving high school if the student worked for pay at or above the minimum wage in a setting with others who are non-disabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. Military service was included as competitive employment.

**Enrolled in other postsecondary education or training Definition**

A student was considered to have been enrolled in other postsecondary education or training within one year of leaving high school if the student was enrolled on a full- or part-time basis in an education or training program for at least one complete term at any time in the year since leaving high school. Examples of training programs included Job Corps, adult education, workforce development program or a vocational technical school that is less than a two year program.

**Baseline and Targets**

Targets were re-established for this indicator through FFY 2012 based on a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed baseline data and set the following targets:

FFY	Measurable and Rigorous Targets		
	Measurement A Enrolled in Higher Education	Measurement B Enrolled in Higher Education & Competitively Employed	Measurement C Enrolled in Higher Education, or some postsecondary education or training or competitively employed
2010 (2010-2011)	31.5%	58.0%	63.0%
2011 (2011-2012)	32.0%	59.5%	66.0%
2012 (2012-2013)	32.5%	61.0%	69.0%

**Baseline Data for FFY 2009:**

- A. 31.1%
- B. 56.2%
- C. 60.2%

**Raw Data Calculations**

- A.  $\frac{93}{299} \times 100$
- B.  $\frac{168}{299} \times 100$
- C.  $\frac{180}{299} \times 100$

**Table 14.2 Post School Outcome options**

A. Number of students enrolled in higher education within one year of leaving high school	B. Number of students enrolled in higher education or competitively employed within one year of leaving high school	C. Number of students enrolled in higher education, other postsecondary education/training program or competitively employed within one year of leaving high school	Total number of students participating in the survey
93	168	180	<b>299</b>

**Table 14.3 Unduplicated count of students in post school outcome options**

Number of students enrolled in higher education within one year of leaving high school	Number of students competitively employed within one year of leaving high school	Number of students enrolled in other postsecondary education or training within one year of leaving high school	Number of students employed but not competitively within one year of leaving high school
<b>93</b>	<b>75</b>	<b>11</b>	<b>1</b>

**Discussion of Baseline data**

Thirty-one percent (N = 93) of students who participated in the survey were enrolled in higher education for at least one full term in the year following high school. Fifty-seven percent of these students (N = 53) were enrolled in a two-year Community College program. Forty-three percent (N = 40) of students enrolled in higher education were attending a four-year degree program at a college or university. A majority of students (81%) were enrolled full-time.

Thirty-eight percent of students participating in the survey were competitively employed for at least 90 days within one year of leaving high school. Of those students who were not competitively employed, the reasons given for not being employed were that they could not find work or that they were disabled and receiving benefits.

Sixty percent of students participating in the survey were in higher education, competitively employed, or participated in other postsecondary education or training during the past year. Respondents who indicated that they were not engaged in any post-secondary education or employment were asked if they accessed additional resources. Social Security was the most frequently accessed resource reported. Other resources included community mental health centers, a work force center, vocational rehabilitation programs (including the School to Work Alliance Program – SWAP) or a Community Center Board.

A significant factor impacting the rate of competitive employment for youth with disabilities is the support available through the Division of Vocational Rehabilitation. Colorado DVR was operating under an Order of Selection throughout the 2009 fiscal year with all categories closed. During that period of time, no VR services were available for youth leaving the education system. All categories have now been opened.

There are some limitations to the data collection that the CDE will address in future years. Invalid contact information was provided for a significant portion of the sample. The CDE ESLU will work with AUs to improve the accuracy of student contact information. Improved contact data should increase the number of surveys completed. In turn, this will help increase the CDE's ability to generalize the results to the existing population of students with disabilities across the state.

### **Sampling Plan**

Colorado currently uses a sampling plan to collect the data for Indicator 14. The CDE will continue the use of sampling AUs over the remaining period of Colorado's FFY 2005-2010 State Performance Plan. In fall 2006, the CDE developed a 5 year sampling plan for the remaining five years of Colorado's SPP. All AUs that participated in the baseline data collection described above were re-entered into the 5 year sampling plan. Therefore, all of Colorado's 57 Administrative Units will have participated in the Post-School Outcomes survey data collection between FFY2006 and FFY2010.

The sampling calculator developed by the National Post School Outcomes Center was used for the purpose of developing the 5 year sampling plan. AU characteristics that were factored into the process included:

- Number of AUs
- AU region (urban/suburban vs. rural)
- AU size
- Percent of AU population disabled
- Percent of SPED population in 4 disability categories (LD, ED, MR and all other disabilities)
- Gender of SPED population
- Percent of SPED population that is non-white (total minority)
- Percent of SPED population that is Hispanic
- Percent of SPED population that is 15 years of age or older

The CDE drew approximately 35 separate plans using the sampling calculator and considered 20 of them. Serious consideration was given to the 6 best solutions. While all the solutions had difficulty containing year-to-year variation in the total minority and Hispanic variables within +/-3 percentage points of the state percentage, the chosen plan maintained no more than +/- 3 percentage points variation from the state for all the disability categories and provided the best solution in terms of the variation in race/ethnicity over the 5 years of the plan. This was especially true for the percent Hispanic variable, which is a key demographic variable in Colorado.

The comparison of each year’s sample to the overall state percentages is shown in the table on the next page. The highlighted cells represent differences from the state percentage in excess of +/- 2 percentage points. The specific AUs that will be sampled in each year of the 5 year plan are shown in a subsequent table.

Finally, additional student demographic characteristics will also be collected to help assess the extent to which each year’s respondents represent the state as a whole. Dependent on the outcome of this year-to-year assessment, the CDE may employ weighting techniques to help ensure comparability of the results over the 5 year period of the sampling plan.

		<b>Sample</b>				
	<b>State</b>	<b>FFY2006</b>	<b>FFY2007</b>	<b>FFY2008</b>	<b>FFY2009</b>	<b>FFY2010</b>
<b>Size</b>	521393	104724	104886	93094	111399	107560
<b>SPED</b>	57353	11590	11189	10105	11398	10540
<b>% LD</b>	37	38	37	36	39	36
<b>% ED</b>	10	9	9	9	10	11
<b>% MR</b>	4	5	4	5	3	4
<b>% AO</b>	49	47	50	52	48	49
<b>% Female</b>	32	33	32	32	32	32
<b>% Minority</b>	38	35	32	45	34	34
<b>% Hispanic</b>	26	27	23	27	29	25
<b>% 15 Years +</b>	23	24	23	23	23	23

**Special Education Student Sampling Table for Indicator 14**

In the table below, the **highlighted** cells indicate the **school year** in which an Administrative Unit (AU) or State-Operated Program (SOP) is to be sampled for Indicator 14.

	Indicator 14 <b>Collection Year</b> (demographic information)	06-07 from EOY 05-06	07-08 from EOY 06-07	08-09 from EOY 07-08	09-10 from EOY 08-09	10-11 from EOY 09-10	11-12 from EOY 10-11	12-13 from EOY 11-12	13-14 from EOY 12-13
01010	Adams 1, Mapleton				X				X
01020	Adams 12, Northglenn						X		
01030	Adams 14, Commerce City		X					X	
01040	Adams 27 J, Brighton					X			
01070	Adams 50, Westminster						X		
03010	Arapahoe 1, Englewood					X			
03020	Arapahoe 2, Sheridan		X					X	
03030	Arapahoe 5, Cherry Creek	X	X		X	X	X	X	X
03040	Arapahoe 6, Littleton						X		
03060	Adams/Arapahoe 28J, Aurora				X				X
07010	Boulder RE-1J, St. Vrain						X		
07020	Boulder RE-2, Boulder Valley					X			
15010	Delta 50J				X				X
16010	Denver 1	X	X		X	X	X	X	X
18010	Douglas RE-1	X	X		X	X	X	X	X
21020	El Paso 2, Harrison						X		
21030	El Paso 3, Weld				X				X
21040	El Paso 8, Fountain				X				X
21050	El Paso 11, Colorado Springs						X		
21060	El Paso 12, Cheyenne Mtn						X		
21080	El Paso 20, Academy				X				X
21085	El Paso 38, Lewis Palmer					X			
21090	El Paso 49, Falcon		X					X	
21490	Fort Lupton/Keenesburg						X		
22010	Fremont RE-1, Canon City		X					X	
26011	Gunnison RE-1J					X			
30011	Jefferson R-1	X	X		X	X	X	X	X
35010	Larimer R-1, Fort Collins							X	
35020	Larimer R-2J, Loveland						X		
35030	Larimer R-3, Estes Park						X		
38010	Logan RE-1, Sterling					X			
39031	Mesa 51, Grand Junction		X					X	

	Indicator 14 Collection Year (demographic information)	06-07 from EOY 05-06	07-08 from EOY 06-07	08-09 from EOY 07-08	09-10 from EOY 08-09	10-11 from EOY 09-10	11-12 from EOY 10-11	12-13 from EOY 11-12	13-14 from EOY 12-13
41010	Moffat RE-1, Craig				X				X
43010	Montrose RE-1J		X					X	
44020	Morgan RE-3, Fort Morgan					X			
51010	Pueblo 60, Urban		X					X	
51020	Pueblo 70, Rural		X					X	
62040	Weld RE-4, Windsor		X					X	
62050	Weld 5J, Johnstown-Millikin						X		
62060	Weld 6, Greeley					X			
64203	Centennial BOCES						X		
64043	East Central BOCES					X			
64053	Mount Evans BOCES				X				X
64093	Mountain BOCES					X			
64103	Northeast BOCES						X		
64123	Northwest BOCES					X			
64133	Pikes Peak BOCES					X			
64213	Rio Blanco BOCES						X		
64143	San Juan BOCES					X			
64153	San Luis Valley BOCES		X					X	
64160	Santa Fe Trail BOCES				X				X
64163	South Central BOCES						X		
64193	Southeastern BOCES					X			
64200	Uncompahgre BOCS						X		
64205	Ute Pass BOCES					X			
80010	Charter School Institute					X			
66050	CSDB		X					X	
66080	Division of Youth Corrections				X				X

The CDE and the National Post-School Outcomes (NPSO) Center are entering into a technical assistance partnership agreement on February 21, 2011. We are currently completing a needs assessment for developing a technical assistance plan to improve our collection, analysis, and use of post-school outcomes data for students with disabilities. As we are developing and implementing an intensive technical assistance plan with NPSO, we recommend extending our current sampling plan for the length of time that the SPP is being extended. This will allow thoughtful and purposeful planning with our AUs.



**Discussion of Improvement Activities Completed in FFY 2009**

Colorado has established improvement activities for this indicator through FFY 2012. Below is a list of improvement activities that took place with the progress and update information for each of these activities.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Design a survey and data collection plan for students who exit	FFY 2006 FFY 2007 FFY 2008 FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore, it is being deleted.				D
2. Identify all students with IEPs who have dropped out, graduated with a diploma or certificate of completion, or aged out.	FFY 2006 FFY 2007 FFY 2008 FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore, it is being deleted.				D
3. Gather post-school data on students identified as having exited during 2009-10	FFY 2006 FFY 2007 FFY 2008 FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore, it is being deleted.				D
4. Build baseline of exit and post-school outcome data annually.	FFY 2006 FFY 2009	Baseline data are reported in the FFY 2009 APR and revised SPP.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
5. Analyze data at state and AU level, continue to improve surveys and reports based upon data analysis; include integration into indicators 1, 2, and 13 of SPP.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Data collection requirements and survey questions have been included in Indicator 13 training to support development of Measurable Post-school Goals and Annual Goals.  The main focus of a large group session at the Transition Leadership Institute, June 2011 was dedicated to review, analysis and reporting of data at the local level using the Data Use Toolkit developed by the National Post School Outcomes Center.	O			
6. Set annual and six year rigorous and measurable targets based upon baseline data.	FFY 2008 FFY 2009 FFY 2010	The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
7. Include information about students exiting school or special education in the Special Education End-of-Year data collection.	FFY 2007 FFY 2008 FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore it is being deleted.				D
8. Provide AU Special Education Directors Indicator 14 data specific to their AU when sample size is too small to be publicly reported (N < 30).	FFY 2009 FFY 2010 FFY 2011 FFY 2012	Report format has been developed.  All AUs receive data specific to their AU.	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
9. The CDE will work with AUs to improve exit data, with particular focus on the collection of valid contact data.	FFY 2007 FFY 2008 FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore, it is being deleted.				D
10. Research options for data collection process.	FFY 2007 FFY 2008 FFY 2009	The CDE determined this to be an ongoing administrative task rather than an improvement activity; therefore, it is being deleted.				D
11. Include transition skills in a working curriculum for all students and infuse transition activities and education into the intervention toolbox associated with RtI for all secondary students.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	A Secondary Transition Services team member has been appointed as a liaison to the RtI workgroup.  Appointed team member attended the RtI Symposium.  RtI materials and training opportunities have been disseminated to special education teachers and transition specialists.	O			
12. Collaborate with Colorado Community College System (CCCS) and Career and Technical Education (CTE) of Colorado to maximize postsecondary education opportunities for youth with disabilities.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Dual enrollment opportunities and participation of students with disabilities was clarified and negotiated with partners from the Division of Higher Education. Materials were developed and disseminated to special education teachers, guidance counselors, higher education disability services coordinators, and parent advocacy organizations.	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
13. The CDE will consider adopting workplace readiness standards as part of the Colorado State Content Standards required for all Colorado Students.	FFY 2009	<p>After statewide input and review, the State Board of Education adopted new Postsecondary and Workforce Readiness Standards. Work is in progress to develop an assessment system that is in alignment with the new standards.</p> <p>The Workforce Readiness Standards can be found at:  <a href="http://www.cde.state.co.us/communications/download/PDF/PWRadopteddescription63009.pdf">http://www.cde.state.co.us/communications/download/PDF/PWRadopteddescription63009.pdf</a></p>		C		
14. Partnership with the National Post School Outcomes Center as a Year 2 intensive State.  <b>Revised</b> , see Improvement Activity # 1, p.164.	FFY 2010 FFY 2011 FFY 2012	<p>A Logic Model was developed in collaboration with NPSO staff.</p> <p>A strategic action plan was developed with activities to begin in July 2011.</p>			R	
15. Plan and deliver a series of roundtable trainings for those coordinating and providing services to 18-21 year olds.	FFY 2010	Roundtable trainings were offered in three regions of the State with a total of 133 participants.		C		
16. Plan and deliver a series of transition assessment trainings with a focus on aligning activities and services with identified post-secondary goals.	FFY 2010	Transition Assessment trainings were offered in five regions of the State with a total of 232 participants.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
<p>17. Work with the Division of Vocational Rehabilitation (DVR) and the State Rehabilitation Council (SRC) to improve referral and access to DVR services for students preparing to exit the AU.</p> <p><b>Revised</b>, see Improvement Activity # 2, p. 164.</p>	FFY 2010	<p>DVR Supervisors have identified a DVR counselor assigned to each school district in the State.</p> <p>Informational materials related to referral and cooperative services have been revised and distributed.</p> <p>TA and training will be offered Fall 2011 to DVR and education providers specifically related to interagency partnership strategies of referral, sharing of assessment and documentation information, and collaborative planning for youth in transition.</p>			R	

**Resources Used to Support activities**

- ESSU Secondary Transition Services Team
- AU Special Education Directors
- AU Data Managers
- OMNI Institute
- National Post School Outcomes Center (NPSO)
- Secondary Services part-time employees
- Division of Vocational Rehabilitation

**Revisions with Justification, to Proposed Targets/Improvement Activities/  
Timelines/Resources for FFY 2010**

**Revised Improvement Activities/Timelines/Resources**

Improvement activities are being added to better reflect current practice.

Activity	Action Steps	Timeline	Resources
<p>1. Partnership with the National Post School Outcomes Center as a Year 2 intensive State.</p> <p>A pilot project will be developed that supports local AUs to conduct their own post school outcomes data collection.</p>	<p>July 2011 a new consultant will be hired with specific responsibility to liaison with NPSO.</p> <p>Representative sites will be identified to participate in initial pilot project of post school outcomes data collection.</p> <p>Establish a work group of district representatives to assist in design and local implementation.</p> <p>Develop initial survey.</p> <p>A trainer of trainers will be developed and provided to local AU staff.</p>	<p>FFY 2011</p>	<p>NPSO staff Volunteer AUs</p>
<p>2. In collaboration with higher education disability services providers and local transition coordinators, guidelines will be developed to clarify documentation requirements based on requested accommodation rather than disability label.</p>	<p>Identify a small workgroup of higher education services providers and local transition coordinators.</p> <p>Review information related to documentation of disability from national and local sources.</p> <p>Develop guidelines for documentation based on requested accommodation.</p> <p>Align with current information required for accommodation on State assessments.</p>	<p>FFY 2011</p>	<p>ESSU Secondary Transition Services Team Postsecondary disability services providers ESSU Accommodations Guidelines Association on Higher Education and Disability (AHEAD) Educational Testing Services (ETS)</p>

## Part B State Performance Plan (SPP) for 2005-2010

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B) and 1442)

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

**Overview of Issue/Description of System or Process**

The CDE has moved to a more focused CIMP in FFY 2010. The revised CIMP process begins with a thorough analysis of all data submitted by all AUs each year. Data from numerous sources are collected, verified and analyzed for each AU on an annual basis as they become available to the CDE. Data include, but are not limited to, student, staff, fiscal, and dispute resolution.

Student data are those related to:

- Prevalence rate by disability, race, and ethnic categories
- Percentage of time with nondisabled students
- Educational placement of students with disabilities
- Evaluation timelines
- IEP implementation timelines
- Performance on state assessments
- Preschool outcomes
- Graduation and dropout rates
- Time with nondisabled peers and educational settings for preschool students with disabilities
- Students exiting special education
- Data regarding disciplinary exclusions, including disaggregation by disability, race, and ethnic categories.

The CDE uses data and information from any available source to verify and augment information described above. Any data obtained are used to evaluate the performance of AUs on the SPP indicators and their related requirements. These data are examined and triangulated to determine:

- Related themes or relationships among performance on indicators (*i.e.*, Part B graduation rates with test performance and transition planning)
- Existence of patterns or trends over time (*i.e.*, is the AU's performance improving or slipping)
- Consistency with other known factors
- Areas of noncompliance
- Potential areas of noncompliance
- Poor performance
- Need for additional monitoring activities.

Staff data are those related to:

- Licensure
- Credentials (*e.g.*, Braille competency)
- Highly qualified status of special education staff
- Staff caseload information, including staff to student ratios.

The Exceptional Student Services Unit staff works closely with other units within the CDE to monitor and track licensure and highly qualified status of special education providers. Feedback is provided to AUs on the status of their staff.

Fiscal data are those collected from:

- IDEA Part B and Preschool Narratives and Budgets
- Fiscal End of Year reporting.

The Exceptional Student Services Unit staff works closely with other units within the CDE to assure that each AU meets requirements specific to excess cost calculation, maintenance of effort, and allowable use of funds. Information provided as a result of a single audit is also reviewed.

Data from dispute resolution include:

- Dispute resolution findings, including complaints and due process.
- Areas of concern identified outside the scope of dispute resolution findings.

The CDE monitors data on the results and trends of complaints, mediations, resolution sessions and due process hearings on an ongoing basis, and includes an annual summary to OSEP in the SPP and APR. Data are analyzed to ensure completion of procedures in a timely manner, effectiveness or success of the procedures in resolving disputes, trends in issues identified through the processes, and trends for specific AUs that may imply noncompliance with state and federal regulations. This information is reviewed as part of any on-site monitoring visit. Trends in local AU data may also be investigated through an additional desk audit or site visit. An analysis of the nature of concerns expressed, findings, and timeliness of correction is conducted.

Based on the analysis described above, further monitoring may occur, including requiring the submission of additional data by the AU, AU self-assessment, and focused or comprehensive on-site monitoring by the CDE. Some AUs are randomly selected for monitoring each year.



**Selection of AUs**

Some AUs participate in drill down activities when data indicate potential concern. For Indicators 4, 9 and 10, when disproportionate representation is reported, the AU must engage in a drill down to ascertain whether the disproportionate representation is a result of inappropriate policies, procedures and practices.

An AU may be identified for on-site monitoring on the basis of one or more of the following considerations:

- Sampling plan requirements, as for Indicator 13 and required IEP content for high school students
- Results of desk audits and drill down procedure, as may be triggered by disproportionate representation
- AU determination indicates lack of progress (*e.g.*, AU is at Needs Assistance for 2 or more consecutive years)
- AU determination demonstrates a decline in progress (*e.g.*, AU drops from Meets Requirements to Needs Assistance to Needs Intervention)
- Single year indicator level data shows areas of concern related to multiple SPP/APR indicators
- Patterns of concerns raised by data submitted through CDE data collections, including findings from single audits
- Patterns of concerns identified through dispute resolution processes, including findings outside of the scope of a complaint
- Recency of last on-site monitoring, either focused or comprehensive

All AUs will be included in on-site monitoring activities at least once within a six year period.

**Verification of Correction and Enforcement Activities**

The CDE consultants worked with AU Directors of Special Education programs to identify root causes of findings of noncompliance, then identified and/or provided technical assistance to support AUs in correcting noncompliance.

If noncompliance concerning child-specific requirements was identified, the CDE required immediate correction of the noncompliance. Verification of correction was completed by review of IEPs found to be noncompliant to assure individual correction. In all instances, strategies to verify correction mirrored those employed to identify noncompliance. In all instances of child-specific noncompliance, immediate correction occurred within the required timelines.

When an AU was unable to demonstrate correction of systemic noncompliance, the CDE engaged in one or more of the following activities:

- Collaborated with the AU to identify causes of continuing noncompliance using tools and strategies developed based on IDEA, OSEP's Related Requirements table and Colorado's Exceptional Children's Educational Act;
- Directed the AU to revise a Corrective Action Plan to include more rigorous intervention and correction strategies;
- Directed the AU to technical assistance available through the CDE or other agencies;

- Collaborated with other units at the CDE to address areas of concern and support corrective action;
- Required immediate correction of child-specific noncompliance identified during verification activities and verified immediate correction;
- Developed a Compliance Plan with AU leadership focused on correction of noncompliance;
- Required the AU to submit additional data related to the finding(s).

When correction of noncompliance was not completed within one year, the CDE applied Enforcement Actions and continued to monitor each affected AU's progress toward correction.

The CDE continues to refine systems to improve compliance with Indicator 15. AUs are notified in writing of the specific noncompliance as per a specific regulatory citation and that correction of the identified noncompliance is required as soon as possible but no later than one year from the date of the letter issued by the CDE. Technical assistance is provided to AUs by a consultant with expertise in the area of need. CDE consultants establish strategies to verify correction of noncompliance and develop timelines for verification activities. The CIMP Coordinator monitors timelines and collaborates with consultants to assure timely verification and reporting. All AUs are provided written feedback regarding the status of correction for all areas of noncompliance within one year of the notification of the noncompliance.

When correction of noncompliance was not completed within one year, the CDE applied Enforcement Actions and continued to monitor each affected AU's progress toward correction.

*Areas of noncompliance identified through General Supervision activities must be corrected as soon as possible but not more than 1 year from the ESLU's issuance of a finding of noncompliance. Noncompliance cited through dispute resolution processes must be remedied within the timeline ordered by the decision. Depending on the circumstances of each case, one or more of the following enforcement actions will be initiated by the CDE:*

➤ **Letter of Concern**

*When noncompliance is not corrected within the required timeline, a letter will be sent to the AU or SOP Superintendent or Executive Director and the Director of Special Education. Copies will be sent to the Commissioner of Education, the Deputy Commissioner of Administration and Operations, and appropriate CDE consultants.*

➤ **Meeting with Administration**

*A meeting will be convened by the CDE. Representatives from CDE will meet with the AU or SOP Superintendent or Executive Director and the Director of Special Education to discuss corrective actions and technical assistance to address outstanding noncompliance.*

➤ **Compliance Agreement**

*The ESLU may require the AU or SOP to enter into a compliance agreement with the ESLU.*

➤ **Direct the use of funds**

*The CDE may direct the use of special education funds received by the AU or SOP to the area or areas in which the AU or SOP remains out of compliance. This may*

*include directing the AU or SOP to:*

- *obtain targeted technical assistance in the area or areas of concern;*
- *fund a team led and approved by the ESLU to oversee the continued data collection, analysis and implementation of the improvement plan.*

➤ ***Withhold Funding***

*The CDE may delay or withhold funding as described in ECEA Rule 7.00.*

The range of enforcement actions provides the CDE latitude to compel AUs to correct findings of noncompliance. Because the enforcement actions are not hierarchical, the CDE can evaluate the noncompliance and intervene with one or more enforcement actions.

In FFY 2009, representatives from the CDE met with leadership, including the Superintendent and Director of Special Education, from each AU to discuss the AU's performance on all indicators, both performance and compliance. The CDE identified areas of strength as well as areas of concern and any existing noncompliance. Each AU was required to enter into either a Compliance Plan or a Compliance Agreement with the CDE to address areas of concern and existing noncompliance.

The CDE-ESSU has continued to work closely with other CDE Units to identify systemic concerns. Cross-Unit teams work in concert to support improvement in policies, procedures and practices that impact students with disabilities.

***Dispute Resolution***

CDE has in effect procedures for resolving disputes consistent with 34 C.F.R. §§ 300.151 through 300.153 (state complaint procedures), 300.506 (mediation) and 300.507 through 300.515 (due process complaint procedures). The responsible dispute resolution consultant maintains a database for maintaining relevant and necessary information regarding mediation, state complaints (called "federal complaints" in Colorado), and due process complaints, including names of the parties, pertinent dates, issue identification, resolution data, and corrective action data, if applicable.

A description of the CDE's dispute resolution process follows:

**Mediation:** Mediation is made available at no cost to parties who have disputes involving any matter under Part B. Mediation is a voluntary process on the part of the parties and is not used deny or delay any of the parent's rights under Part B. If a mediation agreement is reached, it is reduced to writing in the form of a binding mediation agreement which is enforceable in any court of competent jurisdiction.

Beginning July 1, 2010 the CDE implemented a new mediation process. Previously mediations were conducted by independent mediators. The CDE now contracts with the State Department of Personnel and Administration, Office of Administrative Courts (OAC) and their mediators conduct all of Colorado's IDEA mediations. Per the Interagency Agreement with OAC they typically conduct mediations within 30 days, provide the CDE with an outcome tracking report for data purposes, and supply the parties with mediation evaluation forms.

CDE actively and strongly encourages parties to consider resolving their disputes through mediation. Such encouragement is typically provided under the following circumstances: (1) when a parent contacts CDE to find out what his/her dispute resolution rights are, (2) when a state complaint (called a "federal complaint" in Colorado) is filed; or when a due process complaint is filed. When encouraging parties to consider mediation, the dispute

resolution consultant makes clear that mediation may not be used to deny or delay any of the rights available under Part B; however, the parties may jointly request that a due process hearing or a federal complaint be held in abeyance for a reasonable period of time until the mediation is completed. When CDE receives a request for mediation, the responsible dispute resolution consultant confirms that both parties are voluntarily agreeing to mediation and then assigns a mediator to the case.

CDE requires that, if the parties requesting mediation wish that a federal complaint investigation or a due process complaint/hearing be stayed during the course of the mediation, the parties must jointly make the request in writing with an anticipated end date for the mediation. If the state complaints officer (SCO) or Administrative Law Judge (ALJ) grants the requested stay, the order granting the stay must establish through an order: (1) a date certain for when the mediation must be completed, and (2) a new decision due date. If the parties resolve their disputes through a written and binding mediation agreement or some other method, the parties notify the SCO (in the case of a federal complaint) or the ALJ (in the case of a due process complaint) that the agreement has been reached and that the complaint is being withdrawn or should be dismissed. If no agreement or only partial agreement is reached, the complaint investigation or due process hearing procedures resume.

CDE does not identify compliance issues involved in disputes that are mediated and ultimately resolved due to the confidential nature of the mediation process. It is presumed that such issues are unique to each individual case and are not systemic in nature.

State Complaints Process: The state complaints process is available to any party. When a state complaint (“complaint”) is filed, the SCO has up to ten (10) calendar days to review the complaint to determine whether (1) CDE has jurisdiction to investigate the complaint (*i.e.*, whether the complaint as alleged states a violation of the IDEA), (2) the complaint meets required content requirements, and (3) was filed within the applicable statute of limitations. The statute of limitations for the state complaints reported in this State Performance Plan was one (1) year unless a claim for compensatory services was made and/or the IDEA violations were alleged to be continuing in nature, in which case the SCO ordered a reasonable look back period of as many as three years. If the complaint is rejected, the complainant must be notified within ten (10) calendar days following the decision to reject the complaint.

When a complaint is accepted for investigation, the consultant from the General Supervision team, assigned to dispute resolution is notified of the complaint.

The complaint must be resolved within sixty (60) calendar days of the date of its filing, unless the SCO extends the decision due date for exceptional circumstances unique that complaint. The pertinent AU is given the opportunity to respond in writing to the complaint, and the parent is given the opportunity to reply to the AU’s written response. Following the exchange of written information, the SCO may further investigate as necessary using a variety of investigative techniques including telephone interviews and on-site investigations. Upon completion of the investigation, the SCO issues a decision that must contain findings of fact and conclusions of law.

If the SCO finds the AU to be in violation of the IDEA, the SCO orders a remedy, which may include corrective action, which may include compensatory services, the revision of policies and procedures, staff training, etc. The remedy establishes dates for when the remedy must be completed and documentation submitted demonstrating that corrective action has been taken. A copy of the decision is made available to the ESSU General Supervision Team. The decision is placed in the AU’s monitoring file and serves as a data source for monitoring. Follow-up for corrective action is currently the responsibility of the ESSU

General Supervision consultant responsible for dispute resolution.

CDE's SCOs are licensed attorneys and part of ESSU's dispute resolution team. The SCOs participate in the bi-monthly complaint investigator telephone conference calls provided by the Mountain Plains Regional Resource Center (MPRRC). The SCOs also attend special education legal conferences such as LRP's National Institute on Legal Issues of Education Individuals with Disabilities.

Due Process Hearings: Per current state rules, the special education director for the AU is required to notify CDE immediately upon receipt of a due process hearing request and to fax a copy of the due process complaint to CDE. The CDE operates under a 2-tiered due process system. The ESLU assigns an impartial hearing officer from the registry on a rotating basis within two business days after the ESLU's receipt of a due process complaint.. All hearing officers are attorneys who are knowledgeable about IDEA and attend a yearly training conducted by ESLU.

An appeal of a hearing officer decision is filed with the Office of Administrative Courts, State Department of Personnel and Administration, and assigned on a rotating basis from a pool of Administrative Law Judges.

In the case of an expedited hearing, the first available IHO on a rotating list is assigned to the case. For purposes of this State Performance Plan, due process hearings were required to be completed within 45 calendar days unless an extension of that timeline was requested by one of the parties. Colorado is a two-tier system and any party to a due process hearing may appeal to an administrative law judge who renders a decision on behalf of the Commissioner of Education/CDE.

When CDE is notified of a due process hearing request from the AU special education director, the responsible dispute resolution consultant notifies the CDE/ESSU regional liaison for the AU and the CIMP coordinator of the due process complaint and makes the due process complaint available to them. If the IHO finds the AU to be in violation, the hearing decision has also been made available to the AU regional liaison and CIMP coordinator. The hearing decision is placed in the AU's monitoring file and serves as a data source for monitoring.

In the past, CDE has not required the AU found to be in violation to take corrective action as it has long been assumed that due process hearings involve individual issues, not systemic issues. Based on recent conversations with CADRE, CDE will be revising its procedures to (1) develop criteria for determining whether a due process decision involves systemic violations, and (2) develop more uniformity state-wide regarding the forms and practice used by IHOs in granting extensions to the 45-day timeline when requested by one of the parties. These issues will be discussed at a day-long hearing officer and mediator training scheduled for 02/07/07.

CDE maintains a registry of IHOs who are available to conduct impartial due process hearings. The IHOs are required to be licensed attorneys. The IHOs are required to attend an annual special education law training day hosted by CDE as well as ESSU's Annual Legal Conference. In addition, the IHOs are encouraged to participate in the bi-monthly Hearing Officer Teleconference calls hosted by MPRRC.

**Baseline Data for FFY 2003 (2003-2004)**

Data are from the 11 Administrative Units that were monitored during the 2003-04 school year.

15A. Federal Monitoring Priorities

Area of General Supervision:

**4 citations** **1 corrected**

FAPE in the LRE (including Transition):

**15 citations** **10 corrected**

Suspension and/or Expulsion:

**4 citations** **0 corrected**

Child Find:

**3 citations** **0 corrected**

Total:

**26 citations** **11 corrected**

**42.3% corrected within 1 year of citation**

15B. Other areas the CDE monitored for:

Resource allocation:

**15 citations** **5 corrected**

Professional Development:

**3 citations** **0 corrected**

Hearing/Vision Screening:

**2 citations** **1 corrected**

Eligibility/IEP Process:

**10 citations** **4 corrected**

Confidentiality:

**1 citation** **1 corrected**

Total:

**31 citations** **11 corrected**

**35.5% corrected within 1 year of citation**

15C. 2004 Due Process

**1 citation** **1 corrected**

**100.0% corrected within 1 year of citation**

2003 and 2004 Federal Complaints

**21 citations** **21 corrected**

**100.0% corrected within 1 year of citation**

**Discussion of Baseline Data**

The CDE recognizes that it needs to improve upon follow-up procedures after an AU is cited for noncompliance. The CDE is committed to adjusting its Monitoring Process so that noncompliance is corrected within the one-year timeline. Historically, follow-up procedures have been limited due to lack of dedicated staff, but CDE is currently addressing the issue to bolster the overall Monitoring system. While follow-up is clearly an area for improvement, the strength of the current CIMP system is that it thoroughly addresses issues of noncompliance using multiple indicators and multiple methods of data collection.

The system in Colorado for Complaints and Due Process is such that when a decision is

made which favors the family, corrective action is required from the AU. These action plans are reviewed and followed-up on by CDE’s team of consultants who work specifically with Due Process and Federal Complaints, leading to 100% correction within 1 year of citation.

Indicator 15 is a compliance indicator with targets set at 100%. The targets below have been extended through FFY 2012.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	<b>100%</b>
<b>2006 (2006-2007)</b>	<b>100%</b>
<b>2007 (2007-2008)</b>	<b>100%</b>
<b>2008 (2008-2009)</b>	<b>100%</b>
<b>2009 (2009-2010)</b>	<b>100%</b>
<b>2010 (2010-2011)</b>	<b>100%</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>



**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities are being extended through FFY 2012.

Activity	Timeline	Results or Progress	Status *			
			O	C	R	D
1. Revise the CIMP process to more closely align with the Indicators and Related Requirements as well as the determinations process.	FFY 2007	Monitoring materials were revised and approved by the Education Data Advisory Committee (EDAC) in March 2011. In addition to initial implementation, the process is being evaluated and refined.	O			
	FFY 2008 FFY 2009 FFY 2010		O			
2. Create work teams to address each of the indicators. Teams analyze data, evaluate AU policies, procedures, and practices impacting each indicator, and identify technical assistance to support AUs to enhance practices to improve performance.	FFY 2007	Work teams are established; evaluation procedures are developed and are being implemented to identify root causes of noncompliance; technical assistance and professional development projects and activities aligned with SPP indicators are developed and are being implemented.	O			
	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012		O			
		Work teams continue to analyze data, evaluate AU policies, procedures and practices, and identify and deliver technical support.				

Activity	Timeline	Results or Progress	Status *			
			O	C	R	D
<p>3. Develop strategies to evaluate performance related to each indicator.</p> <p><b>Revised</b>, see p. 179, Improvement Activity # 1.</p>	<p>FFY 2007</p> <p>FFY 2008</p> <p>FFY 2009</p> <p>FFY 2010</p> <p>FFY 2011</p>	<p>Evaluation strategies reviewed, revised and implemented.</p>			R	
<p>4. Increase training of CDE Consultants to improve:</p> <p>(1) service to AUs;</p> <p>(2) identification of noncompliance;</p> <p>(3) verification of corrective actions using valid and reliable strategies to collect and analyze quantitative and qualitative data.</p>	<p>FFY 2007</p> <p>FFY 2008</p> <p>FFY 2009</p> <p>FFY 2010</p> <p>FFY 2011</p> <p>FFY 2012</p>	<p>Consultants participate in monthly topic specific training during staff meetings and General Supervision Team meetings.</p> <p>Consultant responsibilities have been reorganized; consultants on the General Supervision Team have primary responsibility for monitoring, identification of noncompliance and verification of corrective action. Technical assistance is provided to AUs by CDE consultants with expertise in areas of noncompliance. The CIMP Coordinator closely monitors all timelines.</p> <p>Training materials related to monitoring activities have been designed and implemented. Materials continue to be evaluated and refined.</p>	O			
<p>5. Revise local Comprehensive Plans that reflect the changes in the ECEA Rules.</p>	<p>FFY 2007</p> <p>FFY 2008</p> <p>FFY 2009</p> <p>FFY 2010</p>	<p>CDE staff are reviewing and revising templates and models.</p> <p>Comprehensive Plan is undergoing final review before distribution to AU Directors.</p>	O			

Activity	Timeline	Results or Progress	Status *			
			O	C	R	D
6. General supervision system includes notification to the AU/District of the requirement for correction within one year of notification of the noncompliance; establishment of strategies to verify correction of noncompliance; and adherence to timelines for verification activities.	FFY 2007 FFY 2008 FFY 2009	CDE staff and AU Directors have been trained regarding requirements.		C		
7. Revise Continuous Improvement and Monitoring Process Acknowledgements and Sanctions as General Supervision Process Acknowledgements and Enforcement Actions.	FFY 2008	Following public participation, the revised Enforcement Actions were adopted.		C		
8. Realign ESLU resources to provide local regional contacts to verify implementation of corrective action plans and correction of findings of noncompliance are timely corrected.	FFY 2009	Identified local regional contacts to serve as Special Education Regional Consultants. Provided training for Special Education Regional Consultants. Special Education Regional Consultants developed working relationships with AU Special Education Directors. Special Education Regional Consultants verified timely implementation of corrective actions plans and assist with timely correction of noncompliance.		C		

Activity	Timeline	Results or Progress	Status *			
			O	C	R	D
9. Revise monitoring materials to align with current requirements and focused monitoring system.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>The Administrative Unit checklist that provides the platform for monitoring has been revised and is undergoing final review before distribution to AU Special Education Directors.</p> <p>The manual describing the Continuous Improvement and Monitoring Process has been revised and is undergoing final review before distribution to the public.</p> <p>The revised CIMP process was enacted in FFY 2010. Seven AUs were involved in comprehensive or targeted on-site monitoring in FFY 2010.</p> <p>The CDE conducts a desk audit of all data submitted by AUs to verify validity and identify potential areas of noncompliance.</p>	O			
			O			

**Resources Used to Support Activities**

- CDE Exceptional Student Services Unit
- CDE Data Services Unit
- CDE Prevention Initiatives Unit
- Contractors/vendors have been employed for specific activities

**Revisions with Justification, to Proposed Targets/Improvement Activities/  
Timelines/Resources for FFY 2010**

Improvement activities are being added to help further compliance for this indicator.

Activity	Action Steps	Timeline	Resources
<p>1. Create, communicate and implement a clear, concise and transparent monitoring and verification process.</p>	<ul style="list-style-type: none"> <li>• Make key connections with other indicators, other units within CDE, and other activities related to CIMP.</li> <li>• Finalize and publish all documents related to monitoring process to the CDE website.</li> <li>• 3. Refine and implement training process to assist CDE consultants and AU staff in effective monitoring processes.</li> </ul>	<p>FFY 2011 FFY 2012</p>	<p>CDE Exceptional Student Services Unit CDE Data Services Unit CDE Prevention Initiatives Unit Contractors/vendors have been employed for specific activities CDE Grants Fiscal Services Unit CDE Unit of Federal Programs</p>

**Part B State Performance Plan (SPP) for 2005-2010**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

Data Source: Data collected on Table 7 of Information Collection 1820-0677 (*Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*).

**Overview of Issue/Description of System or Process**

The CDE/ESLU employs two Federal Complaints Officers. Complaints are assigned on a rotating basis between the two complaints officers. Once a complaint is received within this office, the complaints officer has 10 days within which to either accept or reject the complaint. If a complaints officer finds exceptional circumstances, an extension beyond the 60 day timeline may be granted, for a reasonable period of time. Examples of circumstances that are exceptional include a complaint involving an extraordinarily large volume of documentation or a key witness/party is unavailable.

**Baseline Data for FFY 2004 (2004-2005)**

100% of complaints were completed within 60 days or the extended timeline in FFY2004

**Discussion of Baseline Data**

Colorado does not receive a large number of complaints and meeting the required timelines is typically not an issue. Each officer takes about half of the complaints received on a rotating basis.

Indicator 16 is a compliance indicator with targets set at 100%. The targets below have been extended through FFY 2012.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will continue through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Track corrective action plans as required in the Complaints Officer's findings.	FFY 2005	The CDE continues to track corrective actions and has an internal communication system in place between the Dispute Resolution and General Supervision Teams in order to sustain consistency with submission and response timelines.	O			
	FFY 2006					
	FFY 2007					
	FFY 2008					
	FFY 2009					
	FFY 2010					
	FFY 2011					
	FFY 2012					

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
2. Research a software system that will allow for coordination of calendaring, tracking and data/document management of dispute resolution cases in order to improve systems administration.	FFY 2008 FFY 2009	The CDE has discontinued this activity.				D
3. State Complaints Officer will calculate decision timeline and that timeline will be confirmed with the team member responsible for dispute resolution data.	FFY 2010 FFY 2011 FFY 2012	Confirmation of due dates are recorded in the dispute resolution database. The CDE continues to double check and track the due dates in order to meet decision timelines. There have been no further decisions issued outside of the timeline.	O			

**Resources Used to Support Activities**

- Data Management of Dispute Resolution Access Database
- Outlook Calendaring
- ESSU Dispute Resolution Team



## Part B State Performance Plan (SPP) for 2005-2010

<b>Monitoring Priority: Effective General Supervision Part B / General Supervision</b>
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**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

(20 U.S.C. 1416(a)(3)(B))

<b>Measurement:</b> Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.
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Data Source: Data collected on Table 7 of Information Collection 1820-0677 ( <i>Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act</i> ).
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**Overview of Issue/Description of System or Process**

The CDE operates under a 2-tiered due process system. The ESLU assigns an impartial hearing officer from the registry on a rotating basis within two business days after the ESLU's receipt of a due process complaint.. All hearing officers are attorneys who are knowledgeable about IDEA and attend a yearly training conducted by ESLU.

An appeal of a hearing officer decision is filed with the Office of Administrative Courts, State Department of Personnel and Administration, and assigned on a rotating basis from a pool of Administrative Law Judges.

**Baseline Data for FFY 2004 (2004-2005)**

100% within timelines for FFY 2004

**Discussion of Baseline Data**

The 45 day timeline within which to render a decision is now being more closely monitored by ESLU in order to comply with IDEA requirements and OSEP findings. Meeting the timelines is typically not a problem in Colorado.

Indicator 17 is a compliance indicator with targets set at 100%. The targets below have been extended through FFY 2012.

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2005 (2005-2006)</b>	<b>100%</b>
<b>2006 (2006-2007)</b>	<b>100%</b>
<b>2007 (2007-2008)</b>	<b>100%</b>
<b>2008 (2008-2009)</b>	<b>100%</b>
<b>2009 (2009-2010)</b>	<b>100%</b>
<b>2010 (2010-2011)</b>	<b>100%</b>
<b>2011 (2011-2012)</b>	<b>100%</b>
<b>2012 (2012-2013)</b>	<b>100%</b>

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will continue through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Implement a "tickler" system of notification; a software project is in development for future use.	FFY 2008	Staff continues to monitor timelines through the use of an access database. This activity will continue to sustain compliance until a software system is procured and implemented. See Improvement Activity # 3 below.		C		
2. The Department continues to provide training to due process hearing officers, including special education legal requirements, decision timelines and decision drafting.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The CDE continues to provide training for hearing officers on federal and state legal requirements and timelines. The 100% target has been met. The CDE has provided 23.8 hours of face-to-face training over the course of four trainings this fiscal year.	O			
3. The Department is researching a software system that will allow for coordination of calendaring, tracking and data/document management of dispute resolution cases in order to improve systems administration.	FFY 2008 FFY 2009	The CDE has discontinued this activity.				D

**Resources Used to Support Activities**

- Data Management of Dispute Resolution Access Database
- Outlook Calendaring
- ESSU Dispute Resolution Team

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

Data Source: Data collected on Table 7 of Information Collection 1820-0677 (*Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*).

Overview of Issue/Description of System or Process

ESLU has a tracking system to record timelines and resolution outcomes.

Baseline Data for FFY 2005 (2005-2006)

100%

Discussion of Baseline Data

Although Colorado reached 100% for resolution sessions that were resolved through resolution session settlement agreements in FFY 2005, the CDE believes that 80% is an unrealistic expectation for high performance on this Indicator across the life of the SPP.

Targets were previously set for this indicator with the original submission of the SPP in 2005.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	80%
2007 (2007-2008)	80%
2008 (2008-2009)	80%

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2009 (2009-2010)</b>	<b>80%</b>
<b>2010 (2010-2011)</b>	<b>80%</b>

Targets were reestablished and extended for this indicator through FFY 2012 following a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed trend data and set the following targets:

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2010 (2010-11)</b>	<b>45%</b>
<b>2011 (2011-12)</b>	<b>46%</b>
<b>2012 (2012-2013)</b>	<b>47%</b>

Targets were reset for 2010-11 from those that were established by the stakeholder group in 2005. The CDE has long believed that the targets originally set for Indicator 18 were too high. There is no mediator present at Resolution Sessions. The outcome of this measure is based on the disposition of the parties at the table and therefore there is little ability by CDE to affect the outcome of this indicator. The CDE is engaged in educating parties about resolution sessions and collecting data on when the resolution session occurred and if agreement was reached.

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities are being continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Modify ESLU dispute resolution database to include IDEA 2004 required information.	Began Fall 2005	ESLU staff continue to track all required timelines and related documentation.		C		
2. Continue the provision of case management and data tracking.	FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Integrating dispute resolution with monitoring systems for coordinated tracking.	O			
3. Incorporate this indicator into software development /integration of proprietary software to help staff more easily monitor and notify hearing officers.	FFY 2007 FFY 2008 FFY 2009	The CDE has discontinued this activity.				D
4. Develop and implement strategies for identifying the factors that result in failed resolution sessions, including follow-up with the parties.	FFY 2007 FFY 2008 FFY 2009	The CDE has discontinued this activity.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
5. Development and implementation of a process for obtaining accurate data regarding resolution session outcomes, including number of resolution sessions resulting in resolution session agreements and identification of whether resolution session timelines have been met.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The CDE continues to utilize the Resolution Meeting Verification form for data reporting purposes. The AUs are required to submit this form to the CDE and the resolution data continues to factor into the Indicator 20 determinations.	O			

**Resources Used to Support Activities**

- Data Management of Dispute Resolution Access Database
- Outlook Calendaring
- ESSU Dispute Resolution Team



**Part B State Performance Plan (SPP) for 2005-2010**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Data Source: Data collected on Table 7 of Information Collection 1820-0677 (*Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act*).

**Overview of Issue/Description of System or Process**

Colorado has a system that allows for mediation of special education related disputes between parents and education agencies. Mediators are available statewide and have been trained on both mediation strategies and IDEA requirements. ESSU utilizes the services of 4 contract Mediators. Mediations are assigned on a rotating basis and on availability of the Mediator. Mediators are, by virtue of their respective careers, trained in mediation techniques and knowledgeable about IDEA and attend a yearly training conducted by ESSU.

**Baseline Data for FFY 2004 (2004-2005)**

60% of mediation requests resulted in a mediation agreement

**Discussion of Baseline Data**

Because mediation sessions are confidential, it is unclear what factors lead to 60% of mediations resulting in a mediation agreement. Colorado does not feel that tracking the mediation process in greater detail is appropriate since the confidential nature of the sessions is what drives a greater level of candor and is a major reason why this avenue is often more appealing to the parties involved.

Targets were previously set for this indicator with the original submission of the SPP in 2005.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	63%
2006 (2006-2007)	66%

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2007 (2007-2008)</b>	<b>69%</b>
<b>2008 (2008-2009)</b>	<b>72%</b>
<b>2009 (2009-2010)</b>	<b>75%</b>
<b>2010 (2010-2011)</b>	<b>78%</b>

Targets were reestablished and extended for this indicator through FFY 2012 following a stakeholder meeting of local special education directors, special education service providers, parents of students with disabilities in Colorado, and the state PTI (PEAK Parent Center). This stakeholder group reviewed trend data and set the following targets:

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>2010 (2010-11)</b>	<b>55%</b>
<b>2011 (2011-2012)</b>	<b>55%</b>
<b>2012 (2012-2013)</b>	<b>55%</b>

Targets were reset for the FFY 2010 from those that were established by the stakeholder group in 2005. Year to date data were considered in the setting of the targets. From July 1, 2010 through December 31, 2010 45% of mediations resulted in written agreements. July 1, 2010 the CDE changed the mediation process. Rather than contracting with independent contractor mediators, mediations are now being conducted by the Administrative Law Judges (ALJ), with the Office of Administrative Courts, State Department of Personnel and Administration. The ALJs provide two opportunities for parties to convene for mediation. The CDE will reestablish baseline for Indicator 19 based on FFY 2010 data.

**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities are being continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Utilize an anonymous post-mediation evaluation form for all parties involved.	FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The dispute resolution team assesses results at least yearly to drive future planning and systems modifications.	O			
2. Conduct annual trainings for mediators on special education legal requirements.	FFY 2005 FFY 2006 FFY 2007 FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	The CDE has provided four significant trainings for mediators this fiscal year ( <i>i.e.</i> , 23.8 hours).	O			
3. Identify funding sources to pay for mediator trainings and/or sending mediators to national conferences, such as the Annual Legal Conference and the LRP Special Education conferences.	FFY 2008	The CDE is providing training to the mediators. They access MPRRC Mediation teleconferences and are attending the Annual Special Education Legal Conferences.				D

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
4. Conduct a panel discussion at the 2008 Special Education Legal Conference regarding the benefits of mediation and the process involved.	FFY 2008	The CDE showed a 15% increase in requests for mediation from calendar year 2007 to 2008.		C		
5. Contact mediators to determine factors resulting in lack of written agreements.	FFY 2006 FFY 2007 FFY 2008 FFY 2009	This activity is not yielding meaningful data and has been discontinued.				D

**Resources Used to Support Activities**

- Data Management of Dispute Resolution Access Database
- Outlook Calendaring
- ESSU Dispute Resolution Team

**Revisions, with Justification, to Proposed Targets / Improvement Activities/  
Timelines / Resources for FFY 2010**

**Revised Improvement Activities/Timelines/Resources**

Improvement Activities are being added to reflect current practice.

Activity	Action Steps	Timeline	Resources
<p>1. The CDE has implemented a mediation tracking report that is completed by the mediator at the close of mediation. This tracking report indicates the date and outcome of each mediation. At the conclusion of the mediation, the tracking report is submitted to the CDE.</p>	<ul style="list-style-type: none"> <li>• The CDE provides the OAC with tracking forms for each assigned mediation.</li> <li>• OAC submits the report to the CDE within two business days of the close of each mediation.</li> </ul>	<p>FFY10 FFY11 FFY12</p>	<p>ESSU Dispute Resolution Team OAC Mediators</p>
<p>2. The CDE has implemented a voluntary agreement to mediate in cases where mediation is requested in conjunction with an active state complaint. This agreement: lists the allegation(s) to be mediated; provides, in the case of mutual agreement, for the tolling of the decision date to a future date certain; and promptly notifies the SCO of the mediation outcome.</p>	<ul style="list-style-type: none"> <li>• The SCO prepares the voluntary agreement to mediate including the specific complaint allegations.</li> <li>• Both parties must sign the agreement to mediate before it is forwarded to the mediator.</li> <li>• Upon completion of the mediation, the mediator then promptly reports to the SCO on the outcome of mediation as to each allegation so that the SCO can continue to investigate the allegations at issue or dismiss fully resolved complaints.</li> </ul>	<p>FFY10 FFY11 FFY12</p>	<p>ESSU Dispute Resolution Team OAC Mediators</p>

## Part B State Performance Plan (SPP) for 2005-2010

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

**Data source:** Indicator 20 Scoring Rubric (embedded below)

**Overview of Issue/Description of System or Process**

There are three data collections relevant to Indicator 20. The December 1 Child Count collects data regarding Indicators 5, 6, 9, 10 and special education personnel. The Special Education End-of-Year collection supplies data for Indicators 8, 11, 12, 14 and also data regarding students who exit public education. The Special Education Discipline collection informs Indicator 4 – both 4A and 4B. Colorado assigns points to AUs for submitting timely and valid data to inform local determinations.

Submitting accurate data in a timely manner continues to be a critical focus for the CDE. Collaborative efforts among the ESLU, the Data Services Unit (DSU) and Information Management Services (IMS) ensure the collection of required data and adherence to EdFacts deadlines. On an annual basis the collections are updated to ensure that the data collected meet the requirements of the U. S. Department of Education for the SPP and for 618 data submissions.

Collections are part of the Automated Data Exchange (ADE), CDE's primary platform for the collection of all data. The ESLU General Supervision Team provides technical assistance to AUs as they are submitting data to ensure validity prior to submitting to the US-Department of Education. As an AU submits its data, each file is run through an extensive series of edit checks and the AU is immediately notified of errors. These edit systems are enhanced and updated annually to ensure that data are accurate. The data also show whether the AU's practices are compliant and align with policies and procedures. Reports are generated for each SPP indicator as well as those indicators required for 618 data submissions. Local special education directors are able to view these reports in order to ensure accuracy prior to finalizing the submission of data.

Training is provided for each data collection (Special Education End-of-Year, Child

Count/Personnel, Discipline) with materials posted online for year-round access. The ESLU continues to enhance training materials to support staff in AUs to develop the skills in data analysis that are employed at the state level. Materials relevant to each data collection can be found here: [https://cdeapps.cde.state.co.us/doc\\_toc.htm](https://cdeapps.cde.state.co.us/doc_toc.htm)

### **616/Monitoring Data**

At any time the data indicate a concern, the AU is required to complete a drill-down and self-assessment process. These materials are available for each SPP compliance indicator and for Indicator 4. They can be located on the ESLU/SPP website at: [http://www.cde.state.co.us/cdesped/SPP\\_TrainingMaterials.asp](http://www.cde.state.co.us/cdesped/SPP_TrainingMaterials.asp).

The drill-down materials were developed based on requirements outlined in the measurement table and the related requirements for each compliance indicator. The local special education director and staff are required to complete each drill-down and self-assessment in collaboration with the ESLU General Supervision Team. In addition, the ESLU General Supervision Team independently reviews policies, procedures and practices.

Each summer, in order to guarantee inter-rater reliability for these reviews, the ESLU General Supervision Team conducts training on drill-down procedures. Whenever possible, ESLU consultants who have content knowledge specific to an area of concern, (*e.g.*, a Speech Language Pathologist) join the ESLU General Supervision Team to review policies, procedures and practices of the AU in question. If the AU requires technical assistance, or when a corrective action plan is mandated, ESLU consultants with specific content knowledge lead those efforts.

Findings of child-specific noncompliance require immediate correction. Correction of child-specific noncompliance is verified by the CDE.

### **Baseline Data for FFY 2004 (2004-2005)**

On-time submissions for state reported data: 100%

### **Discussion of Baseline Data**

In FFY, all state reported data will be collected using an online reporting data collection system instead of the current diskette system utilized for most of the collection. This will help ensure timeliness and help improve data verification systems. The CDE will fold edit check requirements provided by WESTAT into the development of this Web-based data submission system.

Due dates for the next fiscal year are as follows:

December 1 Student Data	December 1, 2006
December 1 Staff Data	December 1, 2006
End-of-Year Exit Data	End-of-Year 2006/2007
Discipline Data	End-of-Year 2006/2007

Indicator 20 is a compliance indicator with the targets set at 100%. The targets below have been extended through FFY 2012.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100%
2006 (2006-2007)	100%
2007 (2007-2008)	100%
2008 (2008-2009)	100%
2009 (2009-2010)	100%
2010 (2010-2011)	100%
2011 (2011-2012)	100%
2012 (2012-2013)	100%



**Improvement Activities/Timelines/Resources**

In the original SPP dated December 2005 Improvement activities were suggested to continue throughout FFY 2010. Below is an update of the progress and results of those activities. Some activities will be continued through FFY 2012.

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
1. Create task force to assess efficacy of current verification systems.	FFY 2005	Verification systems needed to be updated.		C		
2. Continue to gather stakeholder input through public participation on development of web based data submission system.	FFY 2005	Two web based systems were developed.		C		
3. Develop architecture to support web based system.	FFY 2006	Systems were developed and are updated annually.		C		
4. Develop Technical Assistance material and media for web based system.	FFY 2006	Available on CDE's website at <a href="http://www.cde.state.co.us/cde/spedfin/Index_SEFD.htm">http://www.cde.state.co.us/cde/spedfin/Index_SEFD.htm</a> .		C		
5. Launch web based system.	FFY 2006	Two systems were launched.		C		
6. Provide technical assistance and trainings on new system.	FFY 2006	Regional training and individual technical assistance provided.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
<p>7. Critical appraisal of new system and modify as needed.</p> <p><b>Revised</b>; see p. 179, Revised Improvement Activity #1.</p>	<p>FFY 2006</p> <p>FFY 2007</p> <p>FFY 2008</p> <p>FFY 2009</p> <p>FFY 2010</p> <p>FFY 2011</p> <p>FFY 2012</p>	<p>Systems continue to be modified by refining edits, data elements and definitions.</p>			R	
<p>8. Realignment within ESLU to enhance CDE’s level of influence.</p>	<p>FFY 2006</p> <p>FFY 2007</p>	<p>618 data collection team and the SPP/APR team is now one team under General Supervision.</p>		C		
<p>9. Reorganize the CDE to bring data collection under Data and Research Unit.</p>	<p>FFY 2008</p>	<p>The Data and Research Unit (now named Data Services Unit (DSU)) and the Exceptional Student Leadership Unit (ESLU) work collaboratively to implement three data collections (<i>i.e.</i>, End-of-Year, December count/Child count, Discipline). The DSU, with the assistance of Information Management Services (IMS), handles the technical aspects of the collection (<i>e.g.</i>, file submission, programming) while the ESLU handles the content and provides technical assistance to the AUs.</p>		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
10. Develop reports embedded in collection to ensure accountability and accuracy of data.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Reports specific to each indicator are included in relevant collections. Reports continue to be revised to accommodate measurement changes. Reports are added each year to assist the CDE and AUs in monitoring and in validating data.	O			
11. Develop data warehouse to access special education data.	FFY 2008 FFY 2009 FFY 2010 FFY 2011 FFY 2012	Reports for data access are in development.  Reports are reviewed annually and revised when necessary.	O			
12. Coordinate EDEN submission.	FFY 2008	EDEN coordinator and programmers were hired. CDE is now 'EDEN only' for several of the special education collections.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
13. Enhance training of all data collections to address technical needs along with count content needs.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>One face-to-face training was conducted with an emphasis for new data managers and new special education directors.</p> <p>4 webinars were conducted for End-of-Year and Discipline collections.</p> <p>2 webinars were conducted for Personnel collection.</p> <p>2 conference calls were conducted for Personnel collection.</p> <p>All training materials were made available online with materials updated throughout the year.</p> <p>All Technical Assistance materials used for each collection are posted on the web at: <a href="https://cdeapps.cde.state.co.us/doc_toc.htm">https://cdeapps.cde.state.co.us/doc_toc.htm</a></p>	O			
14. Reprogram data collections to enhance functionality and improve ease of use for AUs.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	<p>End-of-Year collection was reprogrammed with additional features.</p> <p>Discipline collection was reprogrammed with additional features.</p> <p>Child count edits were reviewed and enhanced for improved functionality.</p> <p>Personnel edits were reviewed and enhanced for improved functionality.</p>	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
15. Conduct webinars to provide content to enhance data validity.	FFY 2009 FFY 2010	<p>Webinars are now provided for every data collection with content repeated at various times.</p> <p>Content for webinars is posted online:</p> <p><a href="http://www.cde.state.co.us/cde/sped/download/pdf/Indicator_1_1_Presentation.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/Indicator_1_1_Presentation.pdf</a></p> <p><a href="http://www.cde.state.co.us/cde/sped/download/pdf/Indicator_1_2_Presentation.pdf">http://www.cde.state.co.us/cde/sped/download/pdf/Indicator_1_2_Presentation.pdf</a></p> <p><a href="https://cdeapps.cde.state.co.us/speddec_staff_training.pdf">https://cdeapps.cde.state.co.us/speddec_staff_training.pdf</a></p> <p><a href="https://cdeapps.cde.state.co.us/speddec_stud_training.pdf">https://cdeapps.cde.state.co.us/speddec_stud_training.pdf</a></p>	O			
16. Add consultant to General Supervision Team to increase ability to provide TA to AUs.	FFY 2009	<p>Consultant manages one collection and provides technical assistance for other collections.</p> <p>Consultant responds to data requests, writes report specifications, develops training materials and analyzes data.</p>		C		
17. Provide individualized training to meet the needs of specific audiences (e.g., child find coordinators).	FFY 2009 FFY 2010 FFY 2011 FFY 2012	Individualized technical assistance is provided as needed during collections and as AUs prepare for the opening of a collection.	O			

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
18. Require AUs to submit plans to address concerns regarding ability to submit valid and timely data to the CDE.	FFY 2009 FFY 2010 FFY 2011 FFY 2012	AUs were required to submit corrective action plans to address timely submission of valid data.  When AUs implemented corrective action plans with fidelity, data submissions were improved and AUs required less technical assistance from the CDE during the collection period.	O			
19. Review entire special education data collection business and technical processes	FFY 2010 FFY 2011	Several third party vendors have provided support to the CDE to review various aspects of data collections.  Recommendations generated from the findings are being implemented.		C		
20. Conduct data quality reviews while data collection is open to assist AUs that are struggling during the collection.	FFY 2010 FFY 2011 FFY 2012	Data quality reviews have been added to the master data collection calendar.  Key components of each collection are reviewed for every AU while the collection is open and AUs have an opportunity to respond to questions.	O			
21. Hire Business Analyst to ensure data requirements are accurate.	FFY 2010	Business analyst was hired.		C		

Activity	Timeline	Results or Progress	Status*			
			O	C	R	D
22. Implement enhanced technology to increase data analysis capability	FFY 2010 FFY 2011 FFY 2012	Enhanced technology for data collections is being pursued through two methods; an online IEP/Student data system and through a Student Longitudinal Data System (SLDS) grant.	O			

**Resources Used to Support Activities**

- ESSU General Supervision Team
- Data Accountability Center
- CDE Office of Data Services
- CDE Information Management Services Unit
- AU Special Education Directors
- AU Data Managers