



**Colorado Department of Education
William Maloney, Commissioner of Education**

**Colorado
FFY 2005-2010 State Performance Plan
For Special Education**

**Colorado Department of Education
Exceptional Student Services Unit
www.cde.state.co.us**

December 2, 2005





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**Submitted to the
Office of Special Education Programs
U.S. Department of Education**

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The Colorado Part B State Performance Plan For Special Education Federal Fiscal Years 2005 to 2010

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 (where available), 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.

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 (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 where such information was available;
- 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 ESSU 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 undergone with the CSEAC and special education directors, CDE/ESSU included a smaller working group of representatives from each of these organizations for ongoing input into the SPP process, indicators, and activities.

Following the submission of the State Performance Plan to the U.S. Department of Education, CDE/ESSU will post the final version on the department website and will alert constituency groups of its availability via existing list serves. Hard copies will be provided to all CSEAC members and special education directors as well as any individual making a request for one. Public notice about the availability of the SPP will be made in the CDE/ESSU newsletter and the PEAK Parent Center Newsletter.

Colorado maintains accountability systems for all public education administrative units and state operated programs. Administrative units include school districts and Boards of Cooperative Educational Services (BOCES). BOCES consist of groups of school districts with fewer than 4000 students or 400 students with disabilities unless they have a variance from the department to operate with fewer students. Charter schools are the responsibility of the administrative unit under which they are chartered. Therefore, throughout this document the term Administrative Unit will be used to reflect the local education agency.

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

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

(CIMP) Continuous Improvement Monitoring Process

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 exceptional children. It relies on using meaningful and multiple sources of data, such as parent survey data, staff survey data, graduation rates, dropout rates, a review of student records and the performance of students with disabilities on state and local assessments to gauge effectiveness of special education supports and services. See overview of Indicator 15 for more details.

TOPS (Transition Outcomes Project)

The Transition Outcomes Project is a voluntary program for local school districts or administrative units to raise awareness about transition issues. The project includes an IEP record review to look at transition services and how those services are documented on the IEP. Data obtained through this program is used to create and expand services and supports and cannot be used to cite non-compliance.

Results Matter

Results Matter is a federally funded grant focused on child and family outcomes for the early care and education system 0-5 managed through Part C, Part B 619 and Colorado Preschool Program. Staff from the Department of Education have coordinated the effort of identified stakeholders in the outcomes measurement system development process and has engaged the various stakeholders over the past 16 months. The state has determined a finite list of four tools or assessment systems that are curriculum referenced with a stand alone child outcome assessment format. Programs will be phased in around the state during 2006-2007 depending on when direct service providers receive training. Initial statewide training will be complete late 2006. Programs in the first stage of training will begin collecting data on children in Spring 2006. Technical assistance and follow-up support will be provided by state Part C, Part B/619, Colorado Preschool Program and Early Childhood Initiatives staff and contract staff beginning in 2006.

PBS (Positive Behavioral Supports)

School wide PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing behavior problems in all students. The purpose of the Colorado School-wide Positive Behavior 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.

State Improvement Grant. (SIG)

The goals of the five year CDE- State Improvement Grant (SIG) are 1) to increase teachers and speech/language pathologists with fully certified credentials and 2) to improve the use of positive behavior interventions thereby reducing discipline referrals, suspensions and increasing academic achievement. A variety of scientifically based research knowledge and training strategies are being employed to attain these goals. These include:

- Develop and enhance aggressive recruitment strategies to increase certified personnel so that at the end of five-years, Colorado LEAs and state-approved facilities will increase the fully licensed special education teachers from 78% to 100%.
- Increase the training/retraining activities specifically aimed at special education teachers who are not fully licensed and now teaching within LEA.

- Expand the in- and out-of-state training capacity so that all speech and language pathologist vacancies within LEAs can be filled with fully licensed professionals.
- Target the reduction of special education teacher attrition through staff development, coaching, mentoring, and increased administrative support.
- Implement positive behavior supports in LEAs having the highest suspension rates using a three-phase process of 1) Awareness, 2) Readiness, and 3) Implementation.
- Develop and implement the necessary state infrastructure to support a statewide continuing positive behavior support initiative.

RTI (Response to Intervention)

CDE-ESSU provides guidance for administrative units who implementing, or considering implementing, an RTI model. 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 self-assessment tool to roll out RTI building by building as schools are ready rather than requiring whole districts be ready to begin the initiative.

ELLEN (English Language Learners with Exceptional Needs)

The ELLEN project provides guidance to administrative units regarding an eight step process for accurately identifying ELL students that may have exceptional needs. This process also overlaps with the RTI initiative. Resources include regional training and a tool kit to assist the process.

School District Accreditation

CDE, through its Regional Services Teams are responsible for accrediting all school districts annually under Colorado State law. School districts are then responsible for accrediting their individual schools. There are eleven indicators for accreditation which include a district improvement plan, performance on statewide assessment (CSAP/CSAPA), data on how districts are closing the learning gaps with various populations, value added growth performance(1 years progress in 1 years time), implementation of standards based curriculum, compliance with the schools' accountability reports compliance with educational accreditation, compliance with safe schools act, and compliance with the Colorado Basic Literacy Act. The ESSU is working closely to ensure that special education is included and that special education non-compliance is tied to accreditation.

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
CIMP	X	X	X	X	X				X	X	X	X	X		X
RTI	X	X		X	X	X	X	X	X	X	X	X			
PBS/BEST	X	X	X	X	X		X	X	X	X					
Sliver			X	X	X		X	X	X	X		X	X		
SIG Grants	X	X	X	X	X		X	X	X	X					
TOPS	X	X				X							X	X	
Results Matter						X	X	X				X			
ELLEN									X	X					
Accreditation			X	X				X							

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

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

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

In Colorado, local school boards are responsible for establishing the requirements for high school graduation for all students. There is no statewide definition. Graduation requirements vary from district to district and the State considers a graduate to be any student who has met the requirements of his or her local school district. To ensure that district practices do not discriminate against special education students, districts must:

- establish clearly defined graduation and diploma requirements that include specific, objective criteria and are available to all students,
- provide appropriate advance notice to allow reasonable time to prepare to meet the requirements or make informed decisions about alternative options,
- and, consider the needs of individual students on a case-by-case basis.

While a district can offer different types of diplomas, these options must be available to all students regardless of whether the student has a disability. Diplomas may not be designated for a specific student population or based on special education status. Therefore, the definition of “graduate” for general and special education students is reasonably similar at the state level. Some districts also offer a “certificate of completion” as an option, however, the State does not consider these students graduates for state level reporting.

For calculating graduation rates, the CDE currently employs separate systems for special and general education students. The calculation for students on Individualized Education Plans (IEP) looks at the proportion of students, aged 14 or older, who graduate with a diploma within a twelve month period. The specific calculation for students with IEPs is as follows:

$$\text{Graduation rate} = \frac{\# \text{ Children ages 14--21 who graduated with diploma}}{\# \text{ Children ages 14--21 that graduated with a diploma + certificate of completion + transferred, not known to be continuing + dropped out + died + reached max age}}$$

For general education students, the CDE uses a cohort model whereby graduation rate is based on a cumulative or longitudinal rate which calculates the number of students who actually graduate with a diploma as a percent of those who were in membership and could have graduated over a four-year period (i.e., Grades 9 -12). A graduation rate is reported for each graduating class (i.e., the Class of 2004). The rate is calculated by dividing the number of graduates by the membership base. The membership base is derived from end-of-year count of eighth graders four years earlier (i.e., in the spring of 2001), and adjusted for the number of students who have transferred into out of the district during the years covering grades 9 through 12.

Colorado is currently modifying existing systems for the reporting of both general education and special education graduation and dropout rates to allow for direct comparisons between these two student populations. In 2003-2004 the CDE started collecting Student End of Year data for each

individual student (both general and special education) using a new State Assigned Identifier (SASID) system. Tracking all students individually rather than in aggregate will allow for more accurate accounting of students' progress through the public education system than was possible under the old data collection method and will allow for reporting of general and special education student populations using the same calculation. Because the CDE uses a cohort model, the first group to mature will be the Class of 2008 and a direct comparison between general and special education students will be available in spring of 2009.

In the meantime, collection of graduation and dropout rates for special education students will be modified so that the reporting period will be July 1 – June 30 rather than December 1 – November 30 as is done currently. This will better align with rates reported for general education and will allow for rough comparisons between special and general education populations until the first statewide SASID cohort matures. This modification will be in place by 2006-2007. In FFY 2008, Colorado will not only be able to report comparable graduation and dropout statistics for students with and without disabilities using the cohort model, but will also be able to disaggregate within ethnicities and disabilities to determine groups in critical need of attention.

Baseline Data for FFY 2004 (2004-2005):

Graduation Rate of Students with Disabilities:	52.9% of Exiters aged 14-21Years [N = 2,799/5,288]
Graduation Rate of Students without Disabilities:	Not comparable

Discussion of Baseline Data:

In previous Annual Performance Reports submitted to OSEP, the CDE did not include the category "Transferred, Not known to be Continued" in the calculation of graduation rates. Based on the most recent guidance from OSEP, the CDE has adjusted the calculation so that this category is properly reflected in the calculation. Figures 1 and 2 show the eight year graduation rate trends and projected targets based on the old and new methods, respectively. The use of the "transferred, not known to be continuing" category has increased substantially over the past several years and appears to be undermining the precision of graduation and dropout rates. Stakeholder groups have acknowledged the difficulties with following up with these students and believe that a large percentage of these students are not, in fact, dropouts. The CDE intends to use existing forums and develop technical assistance to improve the ability of administrative units to better follow-up with students so that the designation is more accurately applied.

Figure 1. Graduation Rates (Old Method) for Students on IEPs and Projected Targets (in Yellow).

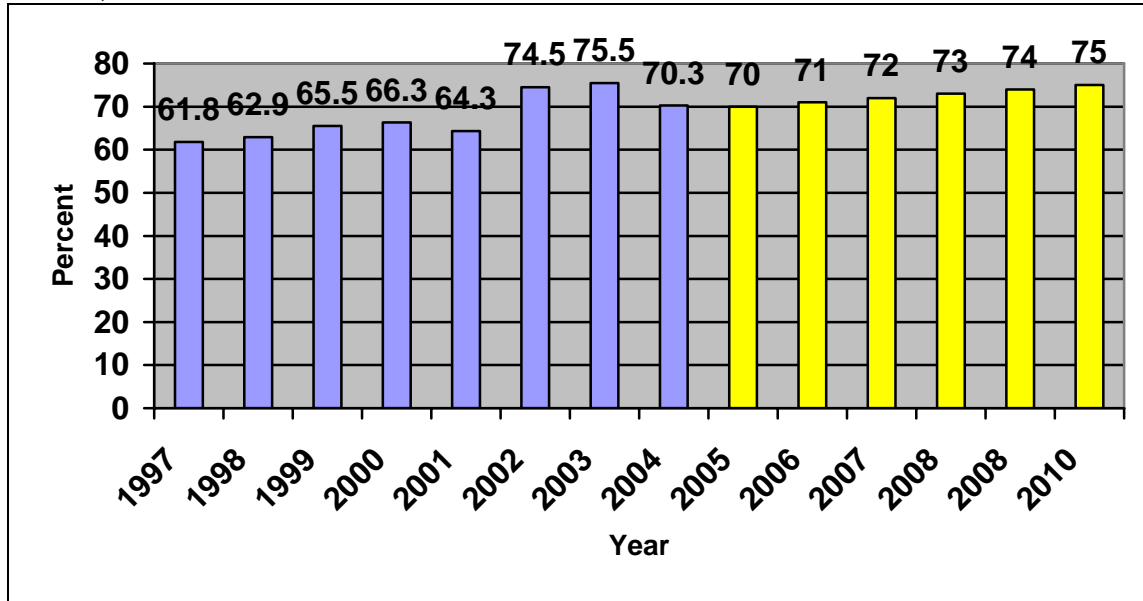
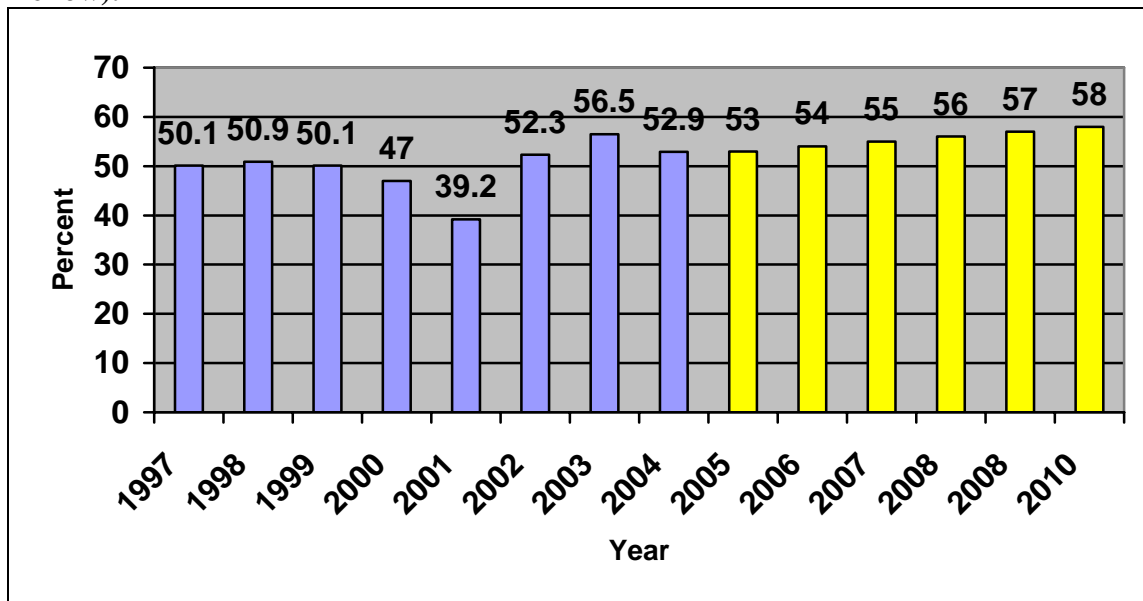


Figure 2. Graduation Rates (New Method) for Students on IEPs and Projected Targets (in Yellow).



FFY	Measurable and Rigorous Target
2005 (2005-2006)	53%
2006 (2006-2007)	54%
2007 (2007-2008)	55%
2008 (2008-2009)	56%
2009 (2009-2010)	57%
2010 (2010-2011)	58%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Improve consistency between districts in methods of reporting graduation and dropout rates.	Spring 2006	CDE Administration CDE Technical Assistance SPED Director Forums
2. Examine use of "Transferred, Not Known to be Continuing" category and develop methods to follow-up with these students.	Fall 2006 – Spring 2007	ESSU Staff SPED Director Forums CSEAC Meetings
3. Expansion of the Positive Behavioral Supports program.	Fall 2006 and continuing	PBS Team ESSU Team
4. Increased training and monitoring for effective transition plans and progress reporting.	Fall 2006 and continuing	ESSU Monitoring Staff ESSU Transition Team

Improvement Activities	Timelines	Resources
5. Begin collecting graduation and dropout rates for special education students using July 1 – June 30 as the reporting period.	2006 – 2007 and continuing	ESSU Staff Information Management Systems
6. Use the CIMP process to highlight districts with significant discrepancy from state rates and have SPED Directors utilize the data in the decision making process.	Fall 2007 and continuing	ESSU Staff Individual District Staff
7. Expand the Transition Outcomes Projects (TOPS).	Fall 2007 and continuing	ESSU Staff Individual District Staff
8. Alignment of statewide calculation of graduation rates for students with and without disabilities using cohort approach.	2007 – 2008 and continuing	ESSU Staff CDE Staff Information Management Systems
9. Revision of the SPP/APR baseline, targets, and activities to reflect revised graduation and dropout calculations.	Fall 2007 – Winter 2008	Research and Policy Staff ESSU Staff
10. Develop a strategy to systematically assess risk factors among SPED students for dropping out.	Fall 2008 – Spring 2009	CDE Staff ESSU Staff
11. Utilize results from Post School Outcomes survey to further develop strategies that reduce drop-out rates.	Fall 2008	ESSU PSO Team Other ESSU Research Staff
12. Pilot test drop-out risk-factor approach.	Fall 2009 – Spring 2010	ESSU Staff
13. Full implementation of drop-out risk factor assessment.	Fall 2010 – Spring 2011	ESSU Staff

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 compared to the percent of all youth in the State dropping out of high school.

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

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Overview of Issue/Description of System or Process:

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. The same criteria are used for both special and general education students. A student is not a dropout if he/she transfers to an educational program recognized by the district, completes a General Equivalency Degree (G.E.D.) or registers in a program leading to a G.E.D., 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. A student is considered a transfer to another district or educational program if the receiving school or program sends for the student's records, or if the sending district can document that the parent or legal guardian has provided information regarding the school or education program into which the student is transferring. It is important to note that a student is counted as a dropout only once within a given twelve month reporting period. However, if a student drops out during one school year, then returns during the following year and drops out again, he or she will be counted in the dropout rate two years in a row.

The calculation for dropout rates is not the same for general and special education students. For general education students, the Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7-12 who leave school during a single school year. It is calculated by dividing the number of dropouts by a membership base which includes all students who were in membership any time during the year.

For students with IEPs, the dropout rate is calculated as the proportion of all students that exited in a given twelve month period who either dropped-out or transferred, not known to be continuing. Therefore, the special education rates are not directly comparable to the rates calculated for the general education population. The specific calculation for special education students is as follows:

$$\text{Dropout rate} = \frac{\# \text{ Children ages 14--21 who dropped out + transferred, not known to be continuing}}{\# \text{ Children ages 14--21 that graduated with a diploma + certificate of completion + transferred, not known to be continuing + dropped out + died + reached max age}}$$

Please see the discussion of issues under Indicator I: Graduation Rate for a description on how rates for general education and special education will be aligned in the future and efforts to better clarify the use of the "transferred, not known to be continuing" category.

Baseline Data for FFY 2004 (2004-2005):

All Youth Dropout rate: Not Comparable

Special Education Dropout rate: 40.7% of Exiters aged 14-21 Years
[N = 2,153/5,288]

Discussion of Baseline Data:

In previous Annual Performance Reports submitted to OSEP, the CDE did not include the category "Transferred, Not known to be Continued" in the calculation of dropout rates. Based on the most recent guidance from OSEP, the CDE has adjusted the calculation so that this category is properly reflected in the calculation. Figures 3 and 4 show the eight year graduation rate trends and projected targets based on the old and new methods, respectively.

Figure 3. Dropout rates (Old Method) for Students on IEPs and Projected Targets (in Yellow).

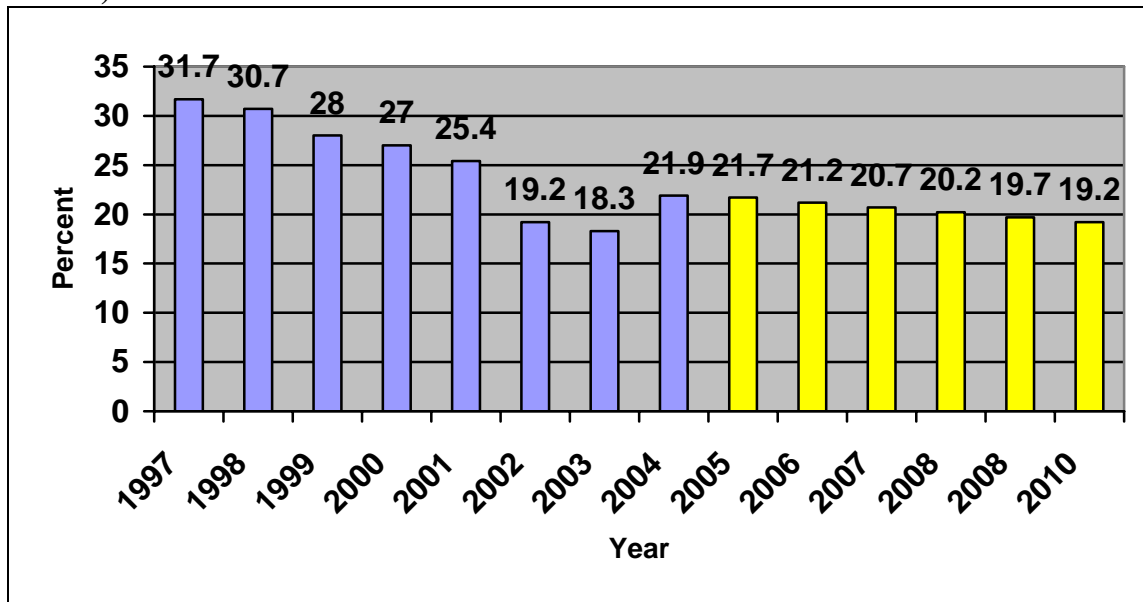
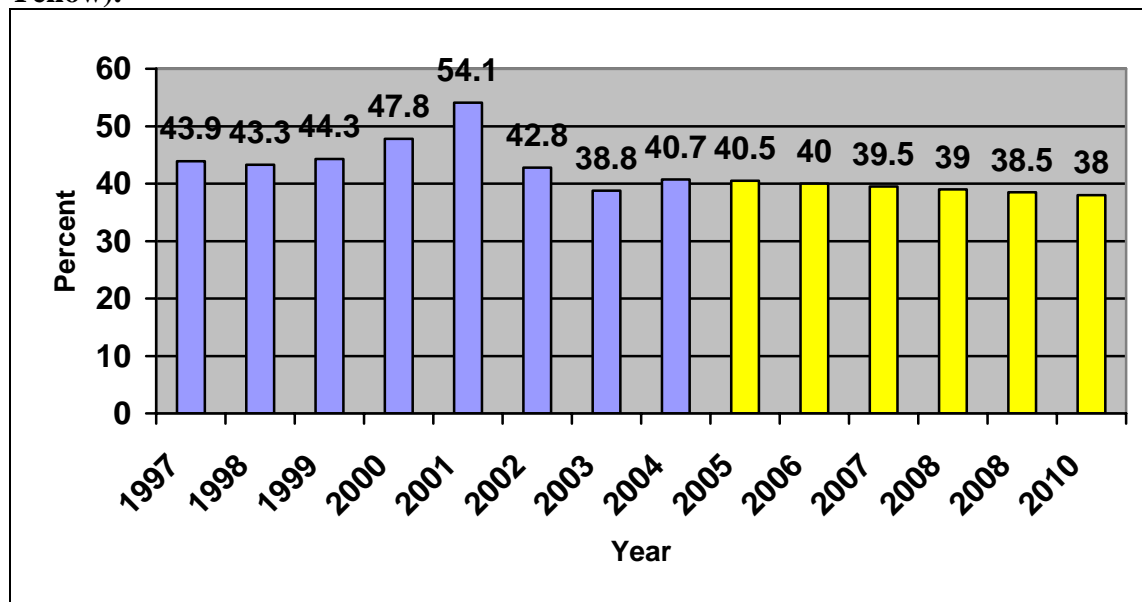


Figure 4. Dropout rates (New Method) for Students on IEPs and Projected Targets (in Yellow).



FFY	Measurable and Rigorous Target
2005 (2005-2006)	40.5%
2006 (2006-2007)	40.0%
2007 (2007-2008)	39.5%
2008 (2008-2009)	39.0%
2009 (2009-2010)	38.5%
2010 (2010-2011)	38.0%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. See Improvement Activities under Indicator #1, Activities 1-14.		
2. Identify agencies with notably high dropout rates for SWD compared to state average and require administrative units to assess results and develop strategies to reduce rates.	2006 – 2007 and continuing	ESSU Staff SPED Meetings & Forums
3. Using the CIMP system, support the development of improvement plans for administrative units identified with high dropout rates.	2007 – 2008 and continuing	ESSU Staff CDE Staff
4. Include issues raised in #2 and #3 above to drive collection of information in the post-school outcomes study.	Fall 2007	ESSU PSO Team ESSU Research staff
5. Bring post-school outcomes results to SPED Director's forums and stakeholder groups to develop long-term strategies and planning.	Fall 2008 – Spring 2011	ESSU PSO Team ESSU Research staff SPED Meetings & Forums

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

Monitoring Priority: FAPE in the LRE

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

- A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

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

Measurement:

A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

B. Participation rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, d, or e above

Overall Percent = b + c + d + e divided by a.

C. Proficiency rate =

- a. # of children with IEPs in grades assessed;
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);
- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overall Percent = b + c + d + e divided by a.

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. Grades tested in 2003-2004 were third through tenth. These are the same assessments used to report under the No Child Left Behind Act (NCLB). 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 31 students with disabilities in each school level, which is the same number used for the determination of AYP for all other students.

Calculations:

A. $22.7\% = 17$ districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by 77 districts in the State which exceed Minimum N of 30 times 100.

B. Participation rate = 96.6% (Reading) & 94.6% (Math)

- a. N = 50,817 children with IEPs in grades assessed;
- b. N = 23,013 (Reading) & 24,375 (Math) children with IEPs in regular assessment with no accommodations (45.3% for reading, 48.0% for math);
- c. N = 21,912 (Reading) & 20,533 (Math) children with IEPs in regular assessment with accommodations (43.1% for reading, 40.4% for math);
- d. N = 0 (Reading) & 0 (Math) of children with IEPs in alternate assessment against grade level standards (0% for reading, 0% for math); and
- e. N = 4,173 (Reading) & 3,164 (Math) of children with IEPs in alternate assessment against alternate achievement standards (8.2% for reading, 6.2% for math).

Overall Percent for Reading: $23,013 + 21,912 + 0 + 4,173$ divided by 50,817 = 96.6%

Overall Percent for Math: $24,375 + 20,533 + 0 + 3,164$ divided by 50,817 = 94.6%

C. Proficiency rate =

- a. N = 50,817 children with IEPs in grades assessed;
- b. N = 13,501 (Reading) & 11,855 (Math) children with IEPs in grades assessed who are partially-proficient or above as measured by the regular assessment with no accommodations (26.6% for reading, 23.3% for math);
- c. N = 10,683 (Reading) & 9,364 (Math) children with IEPs in grades assessed who are partially-proficient or above as measured by the regular assessment with accommodations (21.0% for reading, 18.4% for math);
- d. N = 0 (Reading) & 0 (Math) children with IEPs in grades assessed who are partially-proficient or above as measured by the alternate assessment against grade level standards (0% for reading, 0% for math); and

- e. N = 3,672 (Reading) & 2,492 (Math) of children with IEPs in grades assessed who are emerging or above as measured against alternate achievement standards (7.2% for reading, 4.9% for math).

Overall Percent for Reading: $13,501 + 10,683 + 0 + 3,672$ divided by $50,817 = 54.8\%$

Overall Percent for Math: $11,855 + 9,364 + 0 + 2,492$ divided by $50,817 = 46.7\%$

Baseline Data for FFY 2004 (2004-2005):

AYP Rates for Districts with SWD	22.7% [17/75]
Participation Rate for Reading:	96.6%
Participation Rate for Math:	94.6%
State Proficiency Rate for Reading:	54.8% (Partially-Proficient or Above)
State Proficiency Rate for Math:	46.7% (Partially-Proficient or Above)

Discussion of Baseline Data:

Participation in Statewide Assessments (CSAP or CSAPA) stayed relatively steady from the 96.8% on reading reported in the last APR. There are a number of reasons why participation is not a 100%, including:

- Parents deciding to have their children opt out of assessments.
- Extended absence for some children on IEP's.
- Inability to finish the reading or math assessments.

With regard to reading and math assessment scores among students with disabilities, there has been a slight increase in reading scores in the past three years, but a decrease in math scores. The increase in Reading Scores is largely attributable to numerous reading programs that are in place within district and CDE technical assistance and trainings offered, such as:

- Odyssey Program
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Leadership essentials for Adolescents Struggling with Reading Success (LASRS)

The decrease in Math Scores points to a need for direct activities to address math learning for the special education population.

FFY	Measurable and Rigorous Targets				
	Reading Participation	Math Participation	Reading Proficiency	Math Proficiency	AYP Rates
Baseline 2004	96.6%	94.6%	54.8%	46.7%	22.7%
2005 (2005-2006)	96.8%	94.8%	55.0%	46.8%	23.0%
2006 (2006-2007)	97.0%	95.0%	55.5%	47.0%	25.0%
2007 (2007-2008)	97.5%	95.5%	56.0%	47.5%	25.0%
2008 (2008-2009)	98.0%	96.0%	56.5%	48.0%	27.0%
2009 (2009-2010)	98.2%	96.2%	57.0%	48.5%	28.0%
2010 (2010-2011)	98.4%	96.4%	57.5%	49.0%	29.0%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Continue to support and expand current trainings offered to focus on reading.	Fall 2006 and continuing	ESSU Staff CDE Reading Specialists
2. Utilize results from CIMP to drive development of strategies to improve instruction in reading & math.	Fall 2006 and continuing	CIMP Team ESSU Staff SPED Directors Local District Personnel
3. Expansion of the Positive Behavioral Supports program.	Fall 2006 and continuing	ESSU staff SPED Directors

Improvement Activities	Timelines	Resources
4. Ensure the appropriate inclusion of Special Education services as well as general and special education alignment in the accreditation process of school districts.	Fall 2007 and continuing	ESSU Staff CDE Regional Service Teams Special Education Directors ESSU Staff Local District Staff
5. Collaborate with IHE on development of instructional strategies related to RTI.	Spring 2007 and continuing	ESSU Staff
6. Develop a research plan to study effective reading strategies for students with disabilities.	Fall 2007	ESSU Staff CDE Research Staff
7. Examine impact of State's Math & Science Partnerships on Instructional Practices and use lessons learned to develop additional programming to target the teaching of math.	Spring 2008 and continuing	MSP Team ESSU Staff CDE Staff
8. Conduct Technical Assistance Trainings on modifications / accommodations within grade level curriculum content areas.	2008 - 2009	ESSU Staff CDE Assessment Staff

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 identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

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

Measurement:

- A. Percent = # 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 divided by # of districts in the State times 100.
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

Overview of Issue/Description of System or Process:

The collection of accurate and consistent data on suspensions and expulsions is a challenge in Colorado. A variety of stakeholder groups as well as special education directors have communicated that there is tremendous variability with regard to classification and reporting of discipline data across administrative units and across time. Currently, the CDE compares suspension/expulsion of individual administrative units to the statewide average. Significant discrepancy is defined as two standard deviations above the state average. Colorado uses 618 data reported in Table 5, Section A, Columns 3A, 3B, and 3C to calculate suspension/expulsion rates for students with disabilities. The statewide rate is 12 students for every 1,000 students.

Given the challenges surrounding the issue of consistent reporting of suspension/expulsion, the CDE is considering development of a new definition of significant discrepancy as part of its efforts to address data collection and reporting for Part B of this indicator. One option being considered is using a comparison between rates for general and special education students *within* each administrative unit.

Our system for follow-up if a discrepancy occurs has been limited (see discussion of baseline data under Indicator 15) because of resource constraints that exist within the CIMP process and because of the inconsistency and instability of the discipline data. The CDE has recently convened a task force to address shortcomings both in discipline data integrity as well as follow-up procedures when discrepancies emerge. The task force is committed to ensuring that when discrepancies occur, the State education agency reviews and, if appropriate, revises (or required the affected State or local educational agency to revise) its policies, procedures, and

practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that such policies, procedures, and practices comply with the requirement of this indicator.

Baseline Data for FFY 2004 (2004-2005):

- A. 7.1% of the Districts in Colorado had suspension rates of greater than two standard deviations above the statewide average.
- B. New Indicator – No baseline established

Discussion of Baseline Data:

Given the challenges with reliability and validity of suspension/expulsion data, examining multi-year trends is not fruitful as changes in the trends can reflect changes in categorization and reporting strategies rather than actual discipline practices in the field. Although data is already reported by ethnicity, as needed by Part B of this indicator, the calculation of significant discrepancy on this new part will need to be defined using stakeholder input. As part of this process, the calculation of significant discrepancy for Part A will also be examined and will more than likely change. All new calculations, baseline data and revised targets will be submitted with the FFY 2005 APR due February 1, 2007.

FFY	Measurable and Rigorous Target (Significantly Discrepant Districts to Close the Gap Between Local and Statewide Rates by 0.2 Standard Deviations (SD) Per Year) A	Measurable and Rigorous Target B
2005 (2005-2006)	Significantly discrepant districts in 2004 will close the gap to 1.8 SD from the state average	
2006 (2006-2007)	Significantly discrepant districts in 2004 will close the gap to 1.6 SD from the state average Significantly discrepant districts in 2005 will close the gap to 1.8 SD from the state average	
2007 (2007-2008)	Significantly discrepant districts in 2004 will close the gap to 1.4 SD from the state average Significantly discrepant districts in 2005 will close the gap to 1.6 SD from	

	<p>the state average</p> <p>Significantly discrepant districts in 2006 will close the gap to 1.8 SD from the state average</p>	
<p>2008 (2008-2009)</p>	<p>Significantly discrepant districts in 2004 will close the gap to 1.2 SD of the state average</p> <p>Significantly discrepant districts in 2005 will close the gap to 1.4 SD from the state average</p> <p>Significantly discrepant districts in 2006 will close the gap to 1.6 SD from the state average</p> <p>Significantly discrepant districts in 2007 will close the gap to 1.8 SD from the state average</p>	
<p>2009 (2009-2010)</p>	<p>Significantly discrepant districts in 2004 will close the gap to 1.0 SD from the state average</p> <p>Significantly discrepant districts in 2005 will close the gap to 1.2 SD from the state average</p> <p>Significantly discrepant districts in 2006 will close the gap to 1.4 SD from the state average</p> <p>Significantly discrepant districts in 2007 will close the gap to 1.6 SD from the state average</p> <p>Significantly discrepant districts in 2008 will close the gap to 1.8 SD from the state average</p>	
<p>2010 (2010-2011)</p>	<p>Significantly discrepant districts in 2004 will close the gap to 0.8 SD of the state average</p> <p>Significantly discrepant districts in 2005 will close the gap to 1.0 SD from the state average</p> <p>Significantly discrepant districts in 2006 will close the gap to 1.2 SD from</p>	

	<p>the state average</p> <p>Significantly discrepant districts in 2007 will close the gap to 1.4 SD from the state average</p> <p>Significantly discrepant districts in 2008 will close the gap to 1.6 SD from the state average</p> <p>Significantly discrepant districts in 2008 will close the gap to 1.8 SD from the state average</p>	
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Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Within the CIMP process Identify agencies with suspension / expulsion rates of greater than 2 Standard Deviations from the state average and require these agencies to examine the data and to identify proactive initiatives to reduce these rates.	Fall 2005 continuing	ESSU Staff CDE Staff SPED Directors
2. Develop and implement Technical Assistance to improve data collecting and reporting procedures across all administrative units.	2006 - 2007	ESSU Staff 618 Data Management Staff CDE Staff Local District Staff
3. Convene stakeholder meeting to develop new criteria for defining significant discrepancy for Parts A and B of suspension and expulsion rates.	Spring & Summer 2006	ESSU Staff 618 Data Management staff SPED Directors Other Stakeholder Groups

Improvement Activities	Timelines	Resources
4. Expansion of the Positive Behavioral Supports program.	Fall 2006 and continuing	PBS Team ESSU Team
5. Develop and implement trainings for School Safety and Prevention staff.	2007 - 2008	ESSU Staff CDE Staff
6. Examine efficacy of various bully prevention initiatives in the state and seek funding to expand as needed and as appropriate.	2008 - 2009	ESSU Staff CDE Staff Evaluation Team for Individual Programs
7. Update and deploy resources for districts that include comprehensive guidelines for dealing with discipline issues for students with disabilities.	2008 - 2009	CDE Staff ESSU Staff

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:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

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

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% 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 public or private separate schools, residential placements, or homebound or 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. Removed less than 21% of the day	70.3%
B. Removed greater than 60% 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.

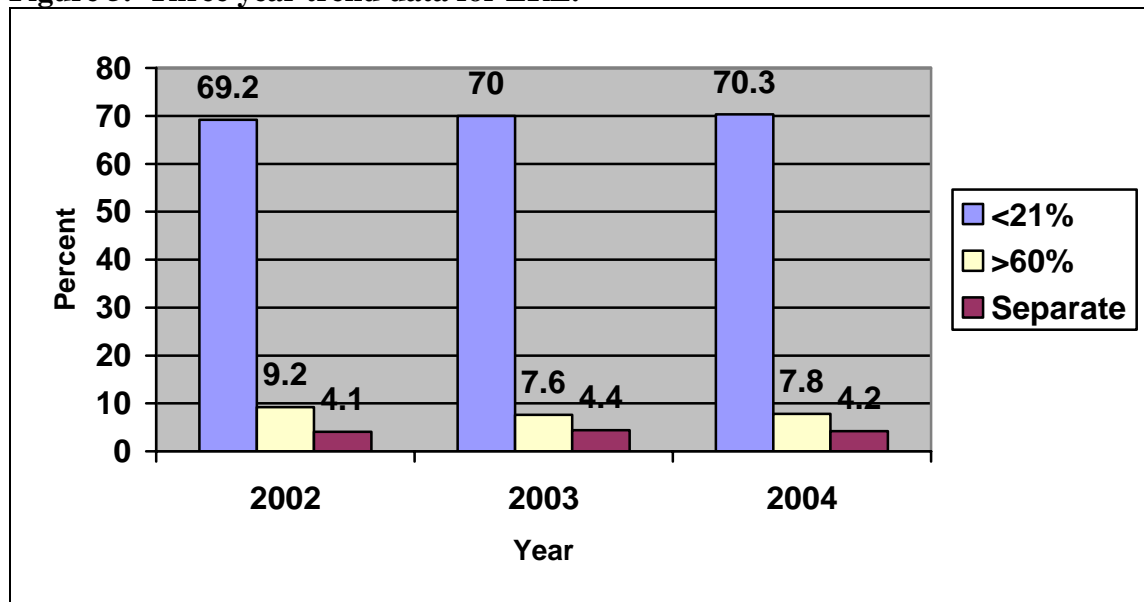


Table 2. Comparison of Colorado LRE with National LRE.

Placement outside the regular classroom	% of CO population	% of US population*
A. <21%	70.3%	50.0
B. >60%	7.8%	19.0
C. Separate facilities	4.2%	3.1

*Data taken from the USDOE/OSERS website

FFY	Measurable and Rigorous Target		
	Measurement A <21%	Measurement B >60%	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
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

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Identify administrative units with excessive numbers of restrictive placements.	2006 - 2007	ESSU Staff 618 Data Collection Team
2. Continue training and supervision of LRE reporting.	Fall 2006 and continuing	ESSU Staff 618 Data Collection Team
3. Implement and expand the Response to Intervention model.	Fall 2006 and continuing	ESSU Staff
4. Expansion of the Positive Behavioral Supports program.	Fall 2006 and continuing	PBS Team ESSU Team

Improvement Activities	Timelines	Resources
5. Modify the CIMP system to require agencies with high numbers of restrictive placements to investigate placement procedures and addition options.	2007 - 2008	CIMP Team ESSU Staff
6. Work with administrative units that have excessive numbers of restrictive placements to develop improvement strategies.	2008-2009 and continuing	ESSU Staff 618 Data Collection Team CIMP Team

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

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

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

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

Colorado is a national leader in inclusion practices for children with disabilities of all ages with rates of services provided in the context of the general classroom placing the state well above national averages. Since the inception of the preschool special education mandate, the primary model for providing FAPE, including access to the general curriculum, and LRE for young children with disabilities in Colorado has been a blended preschool classroom approach -- braiding funds from special education, the Colorado Preschool Program (CPP), Title I, Head Start and private pay tuition. These blended classrooms may be established and supervised on public school property or as partnerships with private or Head Start Programs. Some sites place or maintain placement of preschoolers with disabilities in community settings on a child by child basis.

The Colorado Quality Standards for Early Care and Education Programs provide guidance that general education preschool classrooms or groups should include no more than 3 children with disabilities in a maximum class size of 15. Historically, this ratio of 3 to 12 has been difficult to maintain. While acknowledging that this represents preferred practice, a goal of 5 children with disabilities to 10 typically developing children in a group or classroom has been the target "rule-of-thumb" for classroom ratios.

In past years, placement setting definitions focused on "who" the setting is designed for. coding differently for settings that are "Integrated Early Childhood Settings" and "Early Childhood Special Education Settings". This has led to confusion in selecting the appropriate code when IEP's are developed. For example, providers were inclined to select the latter category (Early Childhood Special Education Setting) because Colorado preschool classrooms were initially formed to serve children with disabilities AND they are frequently staffed by early childhood special education teachers as lead teachers. However, in this example, 2/3 or more of the children may be typical peers and, in Colorado, early childhood special educators are also qualified as general early childhood educators.

There is anecdotal evidence that preschool program proportions may be moving toward a 50/50 ratio of children with disabilities to those who are typically developing. This is attributed to rapid population growth and limited classroom space availability. Because of the high value Colorado places on inclusion, the research on the efficacy of inclusive preschool programming as well as concerns with recent appellate court rulings on what constitutes preschool LRE (see *L.B. v. Nebo School District (Nebo)* www.kscourts.org/ca10/cases/2004/08/02-4169.htm), CDE plans to target LRE and inclusive practices over the next six years. In addition to the placement discussion, emphasis will

continue to be placed on the quality of special education and related services in the context of general classroom activities and routines.

Baseline Date for FFY 04 (2004-2005)

Based on December 1, 2004 count of students by age and federal placement category, 85% of eligible preschoolers received special education and related services in settings with typical peers. (N=10,307)

Discussion of Baseline Data:

Based on current placement definitions, 8,665 of the 10,307 eligible preschoolers counted in December of 2004 received their special education and related services in integrated or combined early childhood setting, with an additional 54 children receiving services in the home environment for a total of 8,719 or 85%.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	86% of percent of preschool children with IEPs receive special education and related services in settings with typically developing peers
2006 (2006-2007)	87% of percent of preschool children with IEPs receive special education and related services in settings with typically developing peers
2007 (2007-2008)	88% of percent of preschool children with IEPs receive special education and related services in settings with typically developing peers
2008 (2008-2009)	89% of percent of preschool children with IEPs receive special education and related services in settings with typically developing peers
2009 (2009-2010)	90% of percent of preschool children with IEPs receive special education and related services in settings with typically developing peers
2010 (2010-2011)	91% of percent of preschool children with IEPs receive special education and related services in settings with typically developing peers

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Refine data collection and reporting strategies regarding the location of special education and related services provision. Establish baseline data and determine rigorous targets for improvement. Provide training and technical assistance to LEA's around data collection strategies.	2005 - 2007	CDE Early Childhood Team CDE Fiscal Management Staff
2. Develop Colorado specific subsets for data collection around placement setting codes and definitions that are consistent with new OSEP reporting requirements, but include additional levels of specificity. Provide training and technical assistance to LEA's around new definitions and data collection strategies.	2005 - 2007	CDE Early Childhood Team, CDE Fiscal Management Staff
3. Provide training and technical assistance on recommended practices and strategies for defining and supporting a true continuum of placement options in early childhood programs.	2006 - 2010	CDE Early Childhood Team LRE Community of Practice
4. Develop and disseminate tools and strategies for guiding and documenting LRE decision making within the staffing process.	2006 - 2010	CDE Early Childhood Team
5. Implement regional training for LEA staff on preschool inclusion.	2006 - 2010	CDE Early Childhood Team National Preschool Inclusion Project (NPIP) LRE Community of Practice University of Denver NPIP Trained Team

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

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children 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:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improve functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.
- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers = # of preschool children who reach or maintain functioning at a level comparable to same-aged peers divided by # of preschool children with IEPs assessed times 100.
- b. Percent of preschool children who improved functioning = # of preschool children who improved functioning divided by # of preschool children with IEPs assessed times 100.

- c. Percent of preschool children who did not improve functioning = # of preschool children who did not improve functioning divided by # of preschool children with IEPs assessed times 100.

If children meet the criteria for a, report them in a. Do not include children reported in a in b or c. If a + b + c does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Since 2002, Colorado's early care and education system has focused on authentic assessment practices, observation and documentation methodologies. In early 2003, CDE Section 619 began a feasibility study regarding development of a statewide preschool outcomes assessment tool and data reporting system including a comprehensive review of the literature on early childhood assessment practices and outcomes reporting. Development of a new assessment system was broadly rejected by local stakeholders in favor of authentic ongoing assessment strategies that had already been put into place in many parts of the early childhood system. In summer 2004, Part C and Part B 619 and Colorado Preschool Program staff wrote for a GSEG grant with the Early Childhood Outcomes Center (ECO) staff to focus on family and outcome measures. CDE Part C and Part B/619 was awarded that grant in fall 2004. The state adopted the child outcomes statements used by the Office of Special Education Programs. The Child Outcome system in Colorado, *Results Matter*, encompasses the early care and education system 0-5.

The staff from the Department of Education coordinating this effort identified stakeholders in the outcomes measurement system development process and engaged the various stakeholders over the past 16 months through meeting and electronic communications at state and local levels in various formats and venues (e.g., local early intervention administrator meetings, Consolidated Child Care Pilot meetings, LICC meetings, meetings with local direct service providers, electronic surveys of groups of direct service providers). A survey of local programs 0-5 was conducted to determine which on-going assessment tools were being used and found no consensus. The CDE team identified and communicated the *Results Matter* principles for assessing very young children. Along with our partners in the national ECO Center, the team conducted or reviewed crosswalks of assessment tools of child outcomes to determine if they measured the child outcomes and then evaluated the assessment tools against the identified principles of good assessment practices.

The state has determined a finite list of 4 tools or assessment systems that are curriculum referenced with a stand alone child outcome assessment format. Methodologies to score and report the data at the local level and report to the state level are being devised with technical assistance from the ECO Center. All LEA's will choose the primary assessment(s) they will be using by January 15, 2006. CDE will begin training for providers and programs (e.g. use of assessment instruments, scoring, data reporting, etc.) early in 2006 in regions across the state. Work on the data system (how it will be established, managed and reports will be issued) continues within CDE and along with the ECO Center staff.

Programs will be phased in around the state during 2006-2007 depending on when direct service providers receive training. Initial statewide training will be completes late 2006. Programs in the first stage of training will begin collecting data on children in spring 2006. Technical assistance and follow-up support will be provided by state Part C, Part B/619, Colorado Preschool Program and Early Childhood Initiatives staff and contract staff beginning in 2006.

Baseline Data for FFY 2004 (2004-2005):

Not applicable for this report

Discussion of Baseline Data:

Not applicable for this report

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Statewide communication in various formats to engage and communicate with multiple stakeholders about the child outcomes initiative, " <i>Results Matter</i> ".	2005 - 2007	Part C state staff Early Childhood Initiatives state staff ECO Center staff Part B 619 state staff
2. Provision of statewide training and technical assistance for local LEA general and special education staff and contractors. The <i>Results Matter</i> professional development continuum includes test specific training on the 4 assessment systems chosen by Colorado for child outcome reporting, entry level training in observation, anecdotal record keeping, and portfolio assessment for paraprofessional level staff and advanced level training in linking assessment to instruction and intervention.	2006-2010	Training provided by contract staff State Early Childhood Initiatives Team IHE partners.

Improvement Activities	Timelines	Resources
3. Develop and train on database to collect on-going child outcomes data across the 4 assessment systems.	2006 - 2010	ECO Center staff Part C state staff Part B 619 state staff Early Childhood Initiatives state staff
4. Collect and analyze data for use at the federal, state and local levels to inform families, child-level planning, local program level training and technical assistance and results of services and state level training and technical assistance and results of services.	2006 - 2010	Part C state staff ECO Center staff CDE contract staff
5. Incorporate findings and lessons learned from data analysis into state level planning for training, technical assistance and monitoring development.	2007 - 2010	State early childhood staff CDE contract staff

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

Monitoring Priority: FAPE in the LRE

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))

Measurement:

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.

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. As part of Colorado's effort to adequately respond to this effort in the future, the CDE will conduct a cross-walk between the existing parent survey and the National Center for Special Education Accountability Monitoring (NCSEAM) survey to develop a hybrid version that allows CDE to continue to assess trend data from previous years while also meeting the needs of this new indicator. While the Web-based system is already in place, response rates have been historically low, pointing to a need to develop strategies to get more parents to participate in the survey effort. Although it is anticipated that the Web-based system will be continued into the foreseeable future, the CDE also intends to create alternative mechanisms for parents to participate so that response rates increase over time. The CDE also intends continue to work more closely with Administrative Units to improve communications and other locally-based strategies to further encourage parent participation.

Colorado will provide clear, quantifiable baseline data for FFY 2005 that will be collected annually thereafter.

Baseline Data for FFY 2004 (2004-2005):

Not applicable for this report

Discussion of Baseline Data:

Not applicable for this report

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Review NCSEAM survey to select specific items and merge with items from existing survey.	Fall 2005	ESSU Staff Parent Stakeholder Group PEAK Parent Center SPED Directors
2. Revise and update Web-based system to collect data.	Spring 2006	Information Management Systems Staff IDEA set-a-side funds
3. Increase different ways parents to participate in the survey.	Spring 2006	ESSU Staff Parent Stakeholder Group SPED Directors

Improvement Activities	Timelines	Resources
4. Increase access to the survey for parents utilizing languages other than English.	Spring 2006	Translators ESSU Staff Parent Stakeholder Group PEAK Parent Center IDEA set-a-side funds
5. Conduct survey with Representative Sample of Administrative Units.	Spring 2006 continuing	ESSU Staff Information Management Systems Staff IMS Staff
6. Review baseline data, set targets and develop improvement activities.	Fall 2007	ESSU Staff SPED Directors Parent Stakeholder Group Peak Parent Center
7. Analyze data and disseminate to Administrative Units and the public via CDE Website.	Fall 2007 continuing	Information Management Systems Staff ESSU Staff

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.

Overview of Issue/Description of System or Process:

Colorado has been looking at issues related to disproportionality for many years as part of the CIMP process (see Indicator 15) and Annual Performance Profiles provided to Administrative Units on a yearly basis. Currently, Colorado calculates, for each Administrative Unit, the extent to which the total minority population in special education varies from that Unit's minority population in general education. Administrative Units that have 20% or higher minority representation in special education as compared to that Unit's general education population are flagged for disproportionality. Colorado also calculates, for each Administrative Unit, disproportional representation within five categories of special education disability: Preschool with Disability, SLIC, SIED, P/C and Speech/Language. This calculation examines the difference between an individual Unit's minority representations within each disability category and compares it to the State average for each respective category. If the difference is greater than 20% of that Unit's minority representation within general education, the Unit is also flagged for disproportionality.

While the CDE plans on continuing to examine disproportionality using the methods described above, Colorado also intends to begin use of the electronic spreadsheet provided by Westat to more thoroughly analyze ethnicity by disability data to better identify Administrative Units at risk of significant disproportionality that is a result of inappropriate identification. The results from the Westat tools will be examined in tandem with other assessments to address the extent to which multiple data sources converge on indications of disproportionality. Colorado also intends to consider other methods to assess disproportionality as a result of stakeholder input. It is anticipated that all tools will be folded into the CIMP process (see the overview of cross-cutting initiative on page 5 and indicator description of Indicator 15).

Baseline Data for FFY 2004 (2004-2005):

Not applicable for this report

Discussion of Baseline Data:

Not applicable for this report

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Calculate agency level weighted risk ratios (WWR) for enrollment in special education by ethnicity.	Spring 2006	ESSU Staff CDE Staff
2. Identify agencies with the highest risk factors for inappropriate disproportionality.	Spring 2006	ESSU
3. Work with stakeholder groups and SPED directors to assess and add or adjust, as needed, the disproportionality tools for Colorado Administrative Units.	Apring 2006	ESSU SPED Directors Administrative Unit Staff

Improvement Activities	Timelines	Resources
4. Require identified agencies to complete the revised disproportionality analysis tools and submit to CDE.	Fall 2006 and continuing	ESSU
5. Identify those agencies that continue to show a high level of inappropriate identification and collaborate on the development of a remediation action plan.	Fall 2006 and continuing	ESSU Staff
6. Compute baseline and targets for the FFY 2006 APR due February 1, 2007.	Fall 2006	ESSU Staff 618 Data Staff

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.

Overview of Issue/Description of System or Process:

See description under Indicator 9

Baseline Data for FFY 2004 (2004-2005):

Not applicable for this report

Discussion of Baseline Data:

Not applicable for this report

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0%
2006 (2006-2007)	0%
2007 (2007-2008)	0%
2008 (2008-2009)	0%
2009 (2009-2010)	0%
2010 (2010-2011)	0%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. See activities outlined for Indicator #9		

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

Overview of the State Performance Plan Development:

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

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

Measurement:

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

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = $b + c$ divided by a times 100.

Overview of Issue/Description of System or Process:

For information on the selection of Administrative Units for monitoring, see Indicator 15.

Colorado has had a requirement for evaluation timelines for some time. The timeline is 45 school days from consent for the collection of additional data to the determination of eligibility. If there are extenuating circumstances and both the Administrative Unit and parent agree, the timeline can be extended in order to ensure appropriate and sufficient information has been collected. Through Colorado's CIMP, a random selection of files is reviewed every year. This timeline is one factor that is examined for each file. If an Administrative Unit has a problem meeting this 45 day timeline, they are cited as out of compliance and must correct the problem within 1 year. This system for gathering this data is already in place in Colorado. However, the Colorado data collection system via monitoring collects data on both initial and reevaluations and is based on the review of files of children found eligible for special education services.

Baseline Data for FFY 2004 (2004-2005):

Not applicable for this report

Discussion of Baseline Data:

Not applicable for this report

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%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Include within corrective action plans a requirement that Administrative Units conduct a thorough review of student files to determine the reasons the 45-day requirement was not met.	Fall 2005 – Spring 2006	ESSU Staff
2. Conduct Technical Assistance related to evaluation timelines.	2007 - 2008	ESSU Staff
3. Consider the inclusion of evaluation timeline data as part of annual performance results for Administrative Units.	Fall 2008	ESSU Staff

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 for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

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

Percent = c divided by a – b 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.

At the time of this report, Colorado does not have data on Part "c" of this indicator. While the CDE is currently able to count the number of students that have an IEP developed by their third birthday, it is not possible to back out the number of newly identified children as opposed to children that were served by Part "c". The development of SASID tracking numbers for Part "c" students would remediate this problem, but a number of challenges exist. Regardless of these challenges, a new system for collecting Part "c" will be developed in spring 2006 and will be more fully articulated with baseline and targets in our next APR due February 2007.

Currently, if an Administrative Unit is going through the CIMP process, a stratified sample of young children with IEPs is reviewed. If the child was served by Part C previously, the timeline for IEP development by the child's 3rd birthday is examined and if there are problems, they are brought to the attention of the Unit and the Part C provider. Unfortunately, for most of the Administrative Units that have gone through CIMP, the number of files that have been selected where children did not

participate in Part C has been so small that the data cannot be used at the state level to utilize in the decision making process or to assess trends over time.

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 3rd 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 FY06/07.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>a. 100% of children transitioning out of Part C services are referred to Part B for eligibility determination.</p> <p>b. 100% of children transitioning out of Part C services receive a Part B determination of eligibility prior to their third birthday.</p> <p>c. 100% of children transitioning out of Part C services and determined eligible for Part B services will have an IEP developed and implemented by their third birthdays.</p>
<p>2006 (2006-2007)</p>	<p>a. 100% of children transitioning out of Part C services are referred to Part B for eligibility determination.</p> <p>b. 100% of children transitioning out of Part C services receive a Part B determination of eligibility prior to their third birthday.</p> <p>c. 100% of children transitioning out of Part C services and determined eligible for Part B services will have an IEP developed and implemented by their third birthdays.</p>

2007 (2007-2008)	<p>a. 100% of children transitioning out of Part C services are referred to Part B for eligibility determination.</p> <p>b. 100% of children transitioning out of Part C services receive a Part B determination of eligibility/ineligibility prior to their third birthday.</p> <p>c. 100% of children transitioning out of Part C services and determined eligible for Part B services will have an IEP developed and implemented by their third birthdays.</p>
2008 (2008-2009)	<p>a. 100% of children transitioning out of Part C services are referred to Part B for eligibility determination.</p> <p>b. 100% of children transitioning out of Part C services receive a Part B determination of eligibility prior to their third birthday.</p> <p>c. 100% of children transitioning out of Part C services and determined eligible for Part B services will have an IEP developed and implemented by their third birthdays.</p>
2009 (2009-2010)	<p>a. 100% of children transitioning out of Part C services are referred to Part B for eligibility determination.</p> <p>b. 100% of children transitioning out of Part C services receive a Part B determination of eligibility prior to their third birthday.</p> <p>c. 100% of children transitioning out of Part C services and determined eligible for Part B services will have an IEP developed and implemented by their third birthdays.</p>
2010 (2010-2011)	<p>a. 100% of children transitioning out of Part C services are referred to Part B for eligibility determination.</p> <p>b. 100% of children transitioning out of Part C services receive a Part B determination of eligibility prior to their third birthday.</p> <p>c. 100% of children transitioning out of Part C services and determined eligible for Part B services will have an IEP developed and implemented by their third birthdays.</p>

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Conduct critical appraisal of current data systems' ability to address this indicator.	Fall 2005 – Spring 2006	ESSU Staff 618 Data Collection Staff
2. 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.	Spring & Fall 2006	ESSU Part C & Part B Staff ESSU Staff
3. Convene meetings with Part C and Part B staff to remediate any shortcomings identified in #1 above.	Spring 2006	ESSU Staff
4. Statewide training for child find teams on transition compliance indicators and preferred transition practices. Data collection strategies developed to establish baseline data for measurement "c" - # of eligible children with an IEP established and implemented by third birthday.	Spring 2006	ESSU Part C & Part B Staff ESSU Staff
5. Dissemination and training on early childhood handbook which includes a section on quality transitions.	2006 - 2007	ESSU Part C & Part B Staff ESSU Staff
6. Implement additional data collection mechanisms.	Summer 2007	ESSU Staff CDE Staff
7. Continued training and technical assistance provided by state staff to LEA's.	2005 - 2010	ESSU Part C & Part B Staff ESSU Staff
8. Continued data collection and analysis.	2006 -2010	ESSU Part C & Part B Staff ESSU Staff

Improvement Activities	Timelines	Resources
9. Develop baseline, targets and additional activities to support improvement.	Fall 2007	ESSU Staff
10. Examine data yearly and include in the decision making process.	Spring 2008 and continuing	ESSU Staff

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

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

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # 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. This data will be collected as part of our Continuous Improvement and Monitoring Program (CIMP). Although we have been collecting this data through CIMP and the Transition Outcomes Project, (TOPS) we have not used a random sampling strategy for the data collection. We will now include sample selection for all monitoring activities by stratified random sampling. The stratification is based on disability, grade, and school site with an appropriate number of students in the mandated transition range included in the sample. We will use the TOPS process as a means of providing technical assistance to districts with compliance issue in the areas of transition. That data will then be used to determine if districts corrected the concerns in one year.

In order to implement this change we have:

- Reviewed current systems of data collection used for general education and special education federal and state mandates, including moving to an End of Year reporting system rather than a December to December reporting system.
- Analyzed transition data through the Transition Outcomes Project and the Continuous Improvement Monitoring Process to determine the connection and issue of effective transition planning on students' IEPs.
- Reviewed current data on student performance for students on IEPs.
- Worked across units at the Colorado Department of Education to increase awareness and integrate efforts.
- Participated in the NCSET National Transition Summit.
- Participated in National Drop-out Prevention Center for Students with Disabilities telephone seminars and conference calls.
- Discussed information on transition and post-school outcome data collection with the Colorado Special Education Advisory Committee (CSEAC).
- Worked on building capacity among transition coordinators throughout Colorado's eight regions.

Baseline Data for FFY 2004 (2004-2005):

Not applicable for this report

Discussion of Baseline Data:

Not applicable for this report

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Participation in transition related capacity building activities attendance in the national Transition Conference.	Spring 2006 and continuing	Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities: Secondary Transition Technical Assistance Center Grant (CFDA #84.326J) ESSU Staff
2. Develop a Transition Advisory Team.	Spring 2006	State Directors Parent Advocates CSEAC Members Former Students CDE staff
3. Identify items in the existing monitoring system that addresses the indicator.	Spring 2006	CDE Staff

Improvement Activities	Timelines	Resources
4. Design and implement the random sampling method.	Summer 2006	Transition Advisory Team CDE Staff Guidance from National Post-School Outcomes Center
5. Develop quality indicators for monitoring staff and LEAs to support high quality transition planning in the IEP process.	Summer 2006	Transition Advisory Team Transition Coordinators CDE Staff CDE Contract Staff IDEA Funds
6. Build regional capacity through contracted transition coordinators who can provide training and technical support.	Fall 2006	CDE staff District Staff CDE Contract Staff IDEA Funds
7. Train school personnel to develop meaningful, measurable, and individualized IEP transition goals.	Fall 2006	CDE Regional Transition Contract Staff IDEA Funds
8. Enhance monitoring and TA system to provide additional guidance on post-secondary goal determinations.	Summer 2006	CDE Staff District Staff CDE Contract Staff IDEA Funds
9. Participate in all grant activities including data collection for effectiveness of activities.	2006 and Ongoing	CDE Staff Transition Advisory Team Grant Team Regional Transition Staff
10. Report to public and administrative units.	Spring 2006 and Annually Thereafter	CDE Staff

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

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

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

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school 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. We are approaching the post school outcomes collection as a piece of a larger system that addresses the instruction, transition and successful entry into post-school life for all students with disabilities. Our goal is to develop and implement a system that includes improving secondary instruction, transition planning and guidance, and postsecondary school results for students with disabilities. This can only be achieved through effective data collection which is then used to drive improvement in all of these areas.

Currently, Colorado does not have a system in place to collect, analyze and report post-secondary school outcome data. In addition our collection of graduation and dropout rates are hampered by the lack of information on students who "transfer, not known to be continuing" due to the lack of a state wide student identification and data collection system. This impacts our ability to verify students transferring from one district to another and those who actually dropout. In order to develop and implement systems approach the Exceptional Student Services Unit (ESSU) has:

- Reviewed current systems of data collection used for general education and special education federal and state mandates, including moving to an End of Year reporting system rather than a December to December reporting system.
- Analyzed transition data through the Transition Outcomes Project and the Continuous Improvement Monitoring Program to determine the connection and issue of effective transition planning on students' IEPs.
- Reviewed current data on student performance for students on IEPs.
- Work across units at the Colorado Department of Education to increase awareness and integrate efforts.
- Participated in the NCSET Collecting Post-school Outcomes Data on Youth with Disabilities Community of Practice teleconferences.
- Participated in National Drop-out Prevention Center for Students with Disabilities tele-seminars and conference calls.
- Discussed information on transition and post-school outcome data collection with the Colorado Special Education Advisory Committee (CSEAC).

The system we finally agree upon will be a work in progress as we learn and grow from this task. The ESSU of the Colorado Department of Education (CDE) will collect data from all administrative units on all exiting students with IEPs to ensure an adequate response size. Modifications will be made as response

rates and overall student population continues to grow. In addition no personally identifiable information about individual students will be disclosed and the highest quality of standards will be met.

Baseline Data for FFY 2004 (2004-2005):

Not applicable for this report

Discussion of Baseline Data:

Not applicable for this report

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Formation of Post-School Outcomes Advisory Team.	December 2005	State Directors Parent Advocates CSEAC Members Former Students CDE Staff

Improvement Activities	Timelines	Resources
2. Design an exit survey and data collection plan.	Winter 2006	Post-school Outcomes Advisory Team CDE Staff Focus Group Results National Post-School Outcomes Center
3. Identify all students with IEPs who have dropped out, graduation with a diploma or certificate of completion, or aged out; districts will conduct surveys and follow-up for completion.	March 1 and June 15, 2006	CDE Staff School District Personnel CDE Contract Staff IDEA Funds
4. Obtain completed exit surveys from all identified students, enter and analyze data.	June-July 2006	CDE Staff CDE Contract Staff IDEA Funds
5. Gather post-school data on students identified as exiters during 2005-2006.	April-June 2007	CDE Staff District Staff CDE Contract Staff IDEA Funds
6. Build baseline of exit and post-school outcome data annually.	Fall 2007 and then annually in the fall of each year	CDE Staff District Staff CDE Contract Staff IDEA Funds
7. Analyze data at state and district level, continue to improve surveys and reports based upon data analysis; include integration into indicators 1, 2, and 13 of SPP.	Fall 2007 and then each year annually in the fall	CDE Staff District Staff CDE Contract Staff IDEA Funds
8. Set annual and six year rigorous and measurable targets based upon baseline data.	Prior to 2008	CDE Staff
9. Report to public and administrative units.	Annually	CDE Staff

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))

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.
- 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.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
- 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.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
- b. # of findings of noncompliance made.
- c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

The Continuous Improvement and Monitoring Process (CIMP) is carried out in 3 phases with Phases I and II typically lasting 1 school year. The current monitoring schedule was determined in 2000 and took into consideration the most recent monitoring activities of Administrative Units. All Administrative Units in Colorado will have gone through Phases I and II of CIMP by the end of the 2007-08 school year. Administrative Units have either 4000 students or 400 students identified with disabilities, or operate under a variance, or are a Board of Cooperative Educational Services (BOCES) where many districts have pooled their resources to provide special education services.

Phase I is a data gathering and self-assessment phase. During Phase I the special education director identifies a steering committee to guide the process. The steering committee is a representative sample of all the stakeholders from the administrative unit. Their job is to review the current status of special and gifted education services by collecting and analyzing data, identifying accomplishments and effective practice, and determining areas of need within the Administrative Unit. Data drives the Phase I process and includes:

- Staff Survey (conducted by CDE)
- Parent Survey (conducted by CDE)
- Dec. 1 count data (compiled by CDE)
- Suspension/Expulsion data
- Achievement data (compiled by CDE and the Administrative Unit)
- Student Record Review (conducted by CDE and Administrative Unit)

Phase I also requires the special education director and/or steering committee to complete a self-assessment that examines all aspects of special education services provided by the Administrative Unit. This self-assessment mirrors the Administrative Unit Checklist that is written at the completion of the verification visit that occurs in Phase II.

Phase II is the verification phase. The CDE verifies the issues identified by the steering committee which include identifying areas of commendation, areas that are acceptable and areas of non-compliance. Verification is done through interviews, focus groups, file reviews and observations. At the conclusion of this visit, the CDE team issues a report. It is important to note that this report is also copied to the superintendent/executive director and the relevant CDE Regional Managers. Any areas of no-compliance are cited. The Administrative Unit then has 90 days to provide the CDE with an Improvement Plan that targets all the areas of non-compliance. These areas are to be corrected within 1 year of the date the report is issued.

After the Improvement Plan has been developed and accepted by the CDE, the unit enters Phase III. In Phase III the Administrative Unit provides the CDE with evidence of change that ensures that all compliance issues are being addressed and will be corrected within 1 year. Phase III is the "continuous" part of the process. While an Administrative Unit may remain in Phase III for years, it is intended that the Units develop improvement plans that address recommendations that were made during Phase II. The CDE conducts Targeted Visits once a year to review and discuss the evidence documenting all compliance issues until every issue is addressed and corrected. Targeted visits may occur more often than once a year, depending on the need as determined by the CDE.

In addition to monitoring corrective action and improvement plans, the CDE conducts a desk audit every year to review performance on selected targets that include the December 1 count and student outcome measures. Based on these factors, Administrative Units may continue in Phase III, have sanctions applied or re-enter Phase I.

There are four acknowledgements and four sanctions that the CDE can use in conjunction with the CIMP process. In addition, CIMP can be tied to district accreditation and compliance concerns can hinder a district from being accredited. The Exceptional Student Services Unit and the Regional Managers are working hard at making sure concerns related to exceptional students are brought into the discussion. The acknowledgements are:

1. Through the identification of exceptional commendations during CIMP, a letter of accomplishment could be signed by the Commissioner of Education and sent to the school board, superintendent/executive director and director of special education of the administrative unit, highlighting the specific commendable services.
2. Promising educational practices and evidence of promising outcomes identified during the CIMP or other reviews of administrative units and schools could be posted on the state website, especially those relating to increased achievement for students with disabilities.

3. Strengths identified during the CIMP and listed in the executive summary of the final CIMP report will continue to be issued to the school district/BOCES.
4. Strengths noted during the CIMP will be highlighted during the Accreditation Review Process.

The sanctions that CDE can impose are:

1. The executive summary/issues of any noncompliance and needed improvement will be included in the district accreditation report, listed in the final CIMP report and made available to the public through the CDE website. Any administrative unit not demonstrating progress towards a corrective action after one year's period of time could be at-risk of losing its accreditation through the accreditation review process.
2. The results of the CIMP include an improvement plan that administrative units will implement, identifying professional development and technical assistance strategies that helps to move the Administrative Unit in that direction. Within reasonable timelines, if noncompliance items are not remedied as agreed upon in an improvement plan, a letter of concern will be sent to the school board, superintendent and director of special education, and copied to the CDE regional manager. While CDE would only take this step if necessary, the potential to delay funding as a result of inaction is one option to ensure correction.
3. During a target visit, if determined that compliance is still not corrected, the administrative unit may be referred for follow up through CIMP to re-enter into the data collection and verification process. The Administrative Unit would be responsible for funding a team to oversee the continued data analysis and implementation of an improvement plan. Additionally, the Administrative Unit would not be eligible for sliver grants awarded from the Exceptional Student Services Unit of the CDE.
4. If noncompliance continues to exist, and it is deemed that no action has been taken to implement the strategies, the Administrative Unit could be placed on probation for those items remaining in corrective action and CDE would delay or withhold funding as described in the Rules Section 7.05(6).

Discussion of Baseline Data:

The CDE recognizes that it needs to improve upon follow-up procedures after an Administrative Unit is cited for non-compliance. The CDE is committed to adjusting its Monitoring Process so that non-compliance 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 non-compliance 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 school district. These action plans are reviewed and followed-up on frequently by CDE's team of consultants who work specifically with Due Process and Federal Complaints, leading to 100% correction within 1 year of citation.

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%

Improvement Activities/Timelines/Resources:

Starting July 15, 2005 the Exceptional Student Services Unit of the Colorado Department of Education made a commitment to carry out the following plan:

- Complete a targeted visit at the administrative unit within one year from the date the report was issued to (a) confirm all targets are met with no outstanding compliance issues; (b) confirm Administrative Unit is on target with improvement and (c) consider sanctions (see above).
- Provide written documentation of the targeted visit to the Administrative Unit.
- Continue to make targeted visits until all areas of compliance are successfully addressed. (At a minimum 1 targeted visit per year should be documented in writing for the central files).
- Issue a letter to the Administrative Unit stating that all compliance issues have been corrected when applicable.
- Review Annual Performance Profile, CSAP data, Federal Complaints and Due Process annually. Investigate all areas that are outside of typical range.

In addition, every Administrative Unit has submitted a comprehensive plan to our office to come into compliance with IDEA 1997. All Administrative Units are required to also submit a letter of assurance that they will comply with IDEA 2004 until we have national regulations and state rules and regulations. At that time the comprehensive plans will be revised to make changes to come into compliance.

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.

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

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

The Exceptional Student Services Unit (ESSU), Colorado Department of Education (CDE) 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.

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%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. As an addition to our data information, ESSU is now tracking corrective action plans as required in the officer's findings. If, in the officer's findings, an LEA is required to submit a corrective action plan, this information is logged, and tracked through submission, approval and monitoring timelines.	Fall 2005 and continuing	Federal Complaints Officers Data Management by Paralegal for Dispute Resolution

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 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

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

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

The CDE operates under a 2-tiered due process system. The first level is conducted by the impartial hearing officer. Hearing officers are assigned on a two-strike system. Once a request is received in this office, three hearing officers are placed on a list, based on rotation and availability. From this list the parties each strike one name, and the remaining name from the list of three is the hearing officer assigned to the case. There are currently 13 hearing officers on our rotation list. All hearing officers are attorneys who are knowledgeable about IDEA and attend a yearly training conducted by ESSU.

An appeal of a hearing officer decision is sent to the State Division of Administrative Hearings and assigned on a rotating basis from a pool of Administrative Law Judges.

Baseline Data for FFY 2004 (2004-2005):

100% within timelines for FFY2004

Discussion of Baseline Data:

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

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%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. A "tickler" system of notification from database is in place. A software project is in development for future use. The purpose of the software project is to help staff more easily monitor and notify hearing officers.	Spring 2006 and continuing	Data Management by Paralegal for Dispute Resolution

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.

Overview of Issue/Description of System or Process:

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

Baseline Data for FFY 2004 (2004-2005):

Not applicable for this report

Discussion of Baseline Data:

Not applicable for this report

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	
2007 (2007-2008)	
2008 (2008-2009)	
2009 (2009-2010)	
2010 (2010-2011)	

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Modified ESSU dispute resolution database to include IDEA 2004 required information.	Fall 2005 and continuing	Data Management by Paralegal for Dispute Resolution
2. Continue the provision of case management and data tracking	Spring 2006 and continuing	ESSU Dispute Resolution Staff

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.

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.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	63%
2006 (2006-2007)	66%
2007 (2007-2008)	69%
2008 (2008-2009)	72%

2009 (2009-2010)	75%
2010 (2010-2011)	78%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Utilizing an anonymous post-mediation evaluation form for all parties involved, the dispute resolution team will assess results at least yearly to drive future planning and systems modifications.	Fall 2006 and continuing	ESSU Dispute Resolution Team
2. Conduct yearly trainings for mediators on IDEA .	2006 – 2007 and continuing	ESSU Dispute Resolution Team
3. Look for 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.	2007 – 2008 and continuing	ESSU Dispute Resolution Team

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 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 February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

Colorado utilizes two mechanisms for Administrative Units to submit required data on special education students. First, a diskette system is utilized for reporting of December 1 Child Count, LRE data, and December 1 Exit and Personnel Data. Second, an extract to diskette system is posted to CDE's Website that facilitates the collection of discipline data at the end of each school year. Both systems have the following resources in place to ensure accurate and timely submissions:

- Hard-copy instruction packets and detailed data definitions
- Web-based instructions and detailed data definitions available on the CDE's website
- Availability of telephone technical assistance
- Regular trainings for all Administrative Unit data managers
- Data submission trainings for SPED directors.

Data verification is done using numerous edits and reports built into the data collection system. For student data, once data is received from an Administrative Unit, the CDE does manual checks to ensure unduplicated counts. For staff data, qualifications of all staff are manually checked against a caseload and licensure database. While these verification checks have generally been adequate in the past, a task force being created to develop additional verification procedures for inclusion in the web-based submission system currently under development.

To ensure timely submissions of the state's Annual Performance Reports, the CDE has hired dedicated staff to conduct ongoing assessments of data collection systems and to convene internal teams to manage, analyze and report on indicators on an ongoing basis to meet the timelines imposed by OSEP.

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 on-line 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

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%

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Create task force to assess efficacy of current verification systems.	Spring 2006	618 Data Staff ESSU Information Management Systems

Improvement Activities	Timelines	Resources
2. Continue to gather stakeholder input on development of a Web-based submission system.	Spring 2006	ESSU Staff 618 Data Staff SPED Directors
3. Develop architecture to support Web-based system.	Summer 2006	618 Data Staff ESSU Staff Information Management system Staff
4. Develop Technical Assistance material and media for Web-based System.	Summer 2006	618 Data Staff ESSU Staff Information Management Systems Staff
5. Launch Web-based System.	Fall 2006	Information Management Systems Staff 618 Data Staff
6. Provide Technical Assistance and Trainings on new system.	Fall 2006 and continuing	618 Data Staff ESSU Staff
7. Critical Appraisal of new system and modify as needed.	Fall 2007	618 Data Staff ESSU Staff Information Management Systems Staff

Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	20
(1.1) Complaints with reports issued	8
(a) Reports with findings	7
(b) Reports within timeline	6
(c) Reports within extended timelines	2
(1.2) Complaints withdrawn or dismissed	10
(1.3) Complaints pending	2
(a) Complaint pending a due process hearing	1

SECTION B: Mediation requests	
(2) Mediation requests total	25
(2.1) Mediations	
(a) Mediations related to due process	3
(i) Mediation agreements	1
(b) Mediations not related to due process	22
(i) Mediation agreements	14
(2.2) Mediations not held (including pending)	5

SECTION C: Hearing requests	
(3) Hearing requests total	19
(3.1) Resolution sessions	n/a*
(a) Settlement agreements	n/a*
(3.2) Hearings (fully adjudicated)	3
(a) Decisions within timeline	1
(b) Decisions within extended timeline	2
(3.3) Resolved without a hearing	16

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

*Requirement did not begin until 7/1/2005