

**Colorado Part B FFY 2011 SPP/APR Response Table**  
**Part B SPP/APR Indicators**

1. Percent of youth with IEPs graduating from high school with a regular diploma. [Results Indicator]
2. Percent of youth with IEPs dropping out of high school. [Results Indicator]
3. Statewide assessments: A. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup. [Results Indicator] B. Participation rate for children with IEPs on statewide assessments. [Results Indicator] C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. [Results Indicator]
4. Rates of suspension and expulsion A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; [Results Indicator] B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]
5. Percent of children with IEPs aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Results Indicator]
6. Percent of children aged 3 through 5 with IEPs attending a: A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and B. Separate special education class, separate school or residential facility. [Results Indicator; New]
7. Percent of preschool children age 3 through 5 with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and C. Use of appropriate behaviors to meet their needs. [Results 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. [Results 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. [Compliance Indicator]
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]

11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance 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. [Compliance Indicator]
13. Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. [Compliance Indicator]
14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: A. Enrolled in higher education within one year of leaving high school; B. Enrolled in higher education or competitively employed within one year of leaving high school; C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. [Results 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. [Compliance Indicator]
18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. [Results Indicator]
19. Percent of mediations held that resulted in mediation agreements. [Results Indicator]
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]

**Timeliness of State Complaint and Due Process Hearing Decisions**  
**(Collected as Part of IDEA Section 618 Data rather than through an SPP/APR Indicator)**

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

**Timely Adjudication of Due Process Hearing Requests:** Percent of adjudicated due process hearing requests that were adjudicated within the timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.

**Colorado Part B FFY 2011 SPP/APR Results Data Summary**

<b>INDICATOR</b>	<b>FFY 2010 DATA</b>	<b>FFY 2011 DATA</b>	<b>FFY 2011 TARGET</b>
1. Graduation	52%	53.5%	≥ 80% <sup>1</sup>
2. Drop Out		30.02%	New Baseline
3. A. Percent of Districts Meeting AYP for Disability Subgroup		0%	New Baseline
B. Statewide Assessment Participation Rate – Reading		97.36%	New Baseline
B. Statewide Assessment Participation Rate – Math		97.77%	New Baseline
C. Proficiency Rate - Reading		22.86%	New Baseline
C. Proficiency Rate - Math		19.95%	New Baseline
4. A. Percent of Districts with Significant Discrepancy in Suspension/Expulsion	1.7%	1.7%	≤ 4% <sup>2</sup>
5. Educational Environment for Children with IEPs 6-21			
A. In Regular Education 80% or More of Day	72.04%	72.1%	≥ 71.3%
B. In Regular Education Less than 40% of Day	8.06%	7.4%	≤ 7.3%
C. In Separate Schools, Residential Facilities, or Homebound/Hospitals	2.95%	3.0%	≤ 3.6%
6. Percent of children aged 3 through 5 with IEPs attending:			
A. Regular early childhood program and receiving majority of special education and related services in regular early childhood program;		84.18%	Baseline
B. Separate special education class, separate school or residential facility.		6.18%	Baseline
7. Preschool Outcomes		See Attached Table	
8. Parents Reporting Schools Facilitated Parent Involvement		43%	New Baseline
14. Percent of Youth No Longer in School, within One Year of Leaving High School:			
A. Enrolled in Higher Education	40%	28%	≥ 32.0%
B. Enrolled in Higher Education or Competitively Employed	64%	71%	≥ 59.5%
C. Enrolled in Higher Education or Other Postsecondary Education or Training or Competitively Employed or in Some Other Employment	67%	81%	≥ 66.0%

<sup>1</sup> As used in this table, the symbol “≥” means that, to meet the target, the State’s data must be greater than or equal to the established target.

<sup>2</sup> As used in this table, the symbol “≤” means that, to meet the target, the State’s data must be less than or equal to the established target.

INDICATOR	FFY 2010 DATA	FFY 2011 DATA	FFY 2011 TARGET
18. Hearing Requests Resolved through Resolution Session Agreements	80%	Five of nine resolution sessions resulted in settlement agreements.	≥ 46%
19. Mediations Held that Resulted in Mediation Agreements	70.6%	81.8%	≥ 55%

**7. Percent of Preschool Children Age 3 through 5 with IEPs Who Demonstrate Improved Outcomes**

<b>Summary Statement 1<sup>3</sup></b>	<b>FFY 2010 Data</b>	<b>FFY 2011 Data</b>	<b>FFY 2011 Target</b>
<b>Outcome A:</b> Positive social-emotional skills (including social relationships)	81.9%	82.4	84.1
<b>Outcome B:</b> Acquisition and use of knowledge and skills (including early language/ communication)	80.6%	84.8	76.7
<b>Outcome C:</b> Use of appropriate behaviors to meet their needs	79.3%	80.9	80.8
<b>Summary Statement 2<sup>4</sup></b>	<b>FFY 2010 Data</b>	<b>FFY 2011 Data</b>	<b>FFY 2011 Target</b>
<b>Outcome A:</b> Positive social-emotional skills (including social relationships)	73.5%	74.3	85.3
<b>Outcome B:</b> Acquisition and use of knowledge and skills (including early language/ communication)	64.0%	74.1	74.5
<b>Outcome C:</b> Use of appropriate behaviors to meet their needs	69.4%	77.1	85.2

<sup>3</sup> **Summary Statement 1:** Of those preschool children who entered or exited the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

<sup>4</sup> **Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

## Colorado Part B FFY 2011 Results Data Summary Notes

INDICATOR 2: The State provided FFY 2011 baseline data and revised its targets for FFY 2012 for this indicator, and OSEP accepts those revisions.

The State indicated that stakeholders were provided an opportunity to comment on the revised targets. The revised targets are more rigorous than the previously-established targets.

INDICATOR 3A: The State is reporting Annual Measurable Objectives (AMOs) data used for accountability reporting under Title I of the Elementary and Secondary Education Act (ESEA) as a result of ESEA flexibility. The State has reported FFY 2011 baseline data for this indicator based on AMOs.

The State provided FFY 2011 baseline and revised the target for FFY 2012 for this indicator, and OSEP accepts those revisions.

The State indicated that stakeholders were provided an opportunity to comment on the revised target.

Because the State submitted FFY 2011 baseline data due to a change in its methodology for this indicator, it is not appropriate to compare the FFY 2011 data to FFY 2010 data and the previously-established target.

INDICATOR 3B: The State provided FFY 2011 baseline data and revised the targets for FFY 2012 for this indicator, and OSEP accepts those revisions.

The State indicated that stakeholders were provided an opportunity to comment on the revised targets.

Because the State submitted FFY 2011 baseline data due to a change in its methodology for this indicator, it is not appropriate to compare the FFY 2011 data to FFY 2010 data and the previously-established targets.

The State provided a Web link to 2011 publicly-reported assessment results.

INDICATOR 3C: The State provided FFY 2011 baseline data and revised the targets for FFY 2012 for this indicator, and OSEP accepts those revisions.

The State indicated that stakeholders were provided an opportunity to comment on the revised targets.

Because the State submitted FFY 2011 baseline data due to a change in its methodology for this indicator, it is not appropriate to compare the FFY 2011 data to FFY 2010 data and the previously-established target.

The State provided a Web link to 2011 publicly-reported assessment results.

INDICATOR 4A: The State reported its definition of “significant discrepancy.”

The State reported that it does not use a minimum “n” size requirement.

The State reported that one district was identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.

The State reported that it reviewed the district’s 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 compliance with the IDEA, as required by 34 CFR §300.170(b) for the district identified with a significant discrepancy in FFY 2011. The State did not identify noncompliance through this review.

INDICATOR 6: The State provided FFY 2011 baseline data, targets for FFY 2012, and improvement activities through FFY 2012 for this indicator, and OSEP accepts the State’s submission for this indicator. The State indicated that stakeholders were provided an opportunity to comment on the targets for FFY 2012.

INDICATOR 7:

**REQUIRED ACTIONS**

The State must report progress data and actual target data for FFY 2012 in the FFY 2012 APR.

INDICATOR 8: The State provided FFY 2011 baseline data for this indicator, and OSEP accepts that revision.

INDICATOR 18: The State reported fewer than ten resolution sessions held in FFY 2011. The State is not required to meet its targets or provide improvement activities in any fiscal year in which fewer than ten resolution sessions were held.

**Colorado Part B FFY 2011 SPP/APR Compliance Summary**

<b>INDICATOR</b>	<b>FFY 2010 DATA</b>	<b>FFY 2011 DATA</b>	<b>FFY 2011 TARGET</b>	<b>CORRECTION OF FINDINGS OF NONCOMPLIANCE IDENTIFIED IN FFY 2010</b>
4B. Significant discrepancy in suspension/expulsion by race/ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	3.45%	0%	0%	Neither of the two findings of noncompliance identified in FFY 2010 were corrected.
9. Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	0%	3.4%	0%	The State reported that it did not identify any findings of noncompliance in FFY 2010.
10. Disproportionate representation by disability of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	5.17%	6.9%	0%	The State reported that two of three findings of noncompliance identified in FFY 2010 were corrected in a timely manner. The State reported on the actions it took to address the uncorrected noncompliance.
11. Timely Initial Evaluation	99%	99%	100%	The State reported that it did not identify any findings of noncompliance in FFY 2010.
12. Early Childhood Transition	100%	99%	100%	The State reported that it did not identify any findings of noncompliance in FFY 2010.
13. Secondary Transition	89%	86.2%	100%	The State reported that all seven of its findings of noncompliance identified in FFY 2010 were corrected in a timely manner.
15. Timely Correction	94%	88%	100%	The State reported that 81 of 92 findings of noncompliance identified in FFY 2010 were corrected in a timely manner and that the 11 remaining findings were subsequently corrected by January 16, 2013.

<b>INDICATOR</b>	<b>FFY 2010 DATA</b>	<b>FFY 2011 DATA</b>	<b>FFY 2011 TARGET</b>	<b>CORRECTION OF FINDINGS OF NONCOMPLIANCE IDENTIFIED IN FFY 2010</b>
20. Timely and Accurate Data	97.62%	100%	100%	

**Colorado Part B FFY 2011 State Complaint and Hearing Data from IDEA Section 618 Data Reports**

<b>REQUIREMENT</b>	<b>FFY 2010 DATA</b>	<b>FFY 2011 DATA</b>
Timely resolution of complaints	100%	100% (based on six complaints)
Timely adjudication of due process hearing requests	100%	No fully adjudicated due process hearings during the reporting period.

## Colorado Part B FFY 2011 Compliance Data Summary Notes

INDICATOR 4B: The State reported its definition of “significant discrepancy.”

The State reported that all AUs met the State-established minimum “n” size requirement of: 1) ten students with IEPs suspended/expelled for greater than ten days in a school year, regardless of race or ethnicity; and 2) when disaggregated by race or ethnicity, the percentage of disciplinary removals must be equal to or greater than 10% of the percentage of students eligible for special education services by race and ethnicity.

The State reported that 11 districts were identified as having a significant discrepancy in the rate of suspensions and expulsions of greater than ten days in a school year for children with IEPs.

The State reported that it reviewed the districts’ 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 compliance with the IDEA, as required by 34 CFR §300.170(b) for the districts identified with significant discrepancies in FFY 2011. The State did not identify noncompliance through this review.

The State reported that one of two findings of noncompliance identified in FFY 2010 was corrected in a timely manner and that the one remaining finding was subsequently corrected by February 15, 2013. The State also reported that two findings of noncompliance identified in FFY 2009 were corrected.

### **REQUIRED ACTIONS**

The State must explain, in the FFY 2011 APR, that the districts identified with noncompliance in FFYs 2009 and 2010 had no individual cases of noncompliance, unless the child was no longer within the jurisdiction of the district.

INDICATOR 9: The State reported that two districts were identified with disproportionate representation of racial and ethnic groups in special education and related services. The State also reported that two districts were identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

The State provided its definition of “disproportionate representation.”

The State reported that all AUs met the State-established minimum “n” size requirement of “at least 30 special education students within any given race/ethnicity category.”

INDICATOR 9:

**REQUIRED ACTIONS**

Because the State reported less than 100% compliance for FFY 2011 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. The State must demonstrate, in the FFY 2012 APR, that the districts identified in FFY 2011 with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.<sup>5</sup> In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.

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<sup>5</sup> OSEP Memorandum 09-02 (OSEP Memo 09-02), dated October 17, 2008, requires that the State report that it verified that each LEA with noncompliance: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA.

INDICATOR 10: The State revised improvement activities for FFY 2012 for this indicator and OSEP accepts those revisions.

The State reported that four districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories. The State also reported that four districts were identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.

The State provided its definition of “disproportionate representation.”

The State reported that all AUs met the State-established minimum “n” size of at least 30 special education students within a specific disability and race category.

The State reported that two of three findings of noncompliance identified in FFY 2010 were corrected in a timely manner. The State reported on the actions it took to address the uncorrected noncompliance.

The State reported that the one finding of noncompliance identified in FFY 2009, and the one finding of noncompliance identified in FFY 2008 were corrected.

#### **REQUIRED ACTIONS**

Because the State reported less than 100% compliance for FFY 2011 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. The State must demonstrate, in the FFY 2012 APR, that the districts identified in FFY 2011 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311. Further, the State must demonstrate, in the FFY 2012 APR, that the district identified in FFY 2010 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311. In demonstrating the correction of the noncompliance identified in FFY 2011 and FFY 2010, the State must report, in the FFY 2012 APR, that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.

INDICATOR 11 :

**REQUIRED ACTIONS**

Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.

INDICATOR 12:

**REQUIRED ACTIONS**

Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.

INDICATOR 13:

**REQUIRED ACTIONS**

Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.

INDICATOR 15:

**REQUIRED ACTIONS**

When reporting in the FFY 2012 APR on the correction of findings of noncompliance, the State must report that it verified that each LEA with findings of noncompliance identified in FFY 2011: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2012 APR, the State must use and submit the Indicator 15 Worksheet.

In addition, in responding to Indicators 9, 10, 11, 12, and 13 in the FFY 2012 APR, the State must report on correction of the noncompliance described in this table under those indicators.