

Colorado

Special Education Scorecard

U.S. Department of Education Rating
NEEDS INTERVENTION
 See next page for details

Special Education Scorecards provide a snapshot of key indicators for special education in every state.

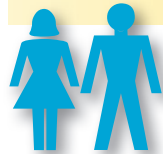
Learn how students in your state are faring.

The 2006-2007 Student Population highlights the state's total public school enrollment, the number and percentage of the public school enrollment eligible for special education, and the number and percentage of special education in the category of specific learning disability (SLD).

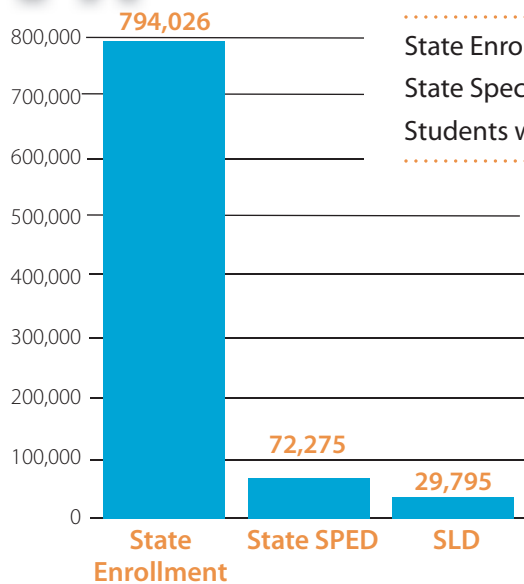
(Sources: *NCES Common Core of Data SY 06-07; **Part B Child Count Ages 6-21 2007 IDEAdata.org)

The Federal Funding for Special Education information tells you how much money your state should receive according to the provisions of the Individuals with Disabilities Education Act (IDEA) and how much money your state is currently receiving as a result of the appropriations approved by the U.S. Congress as part of the federal budget.

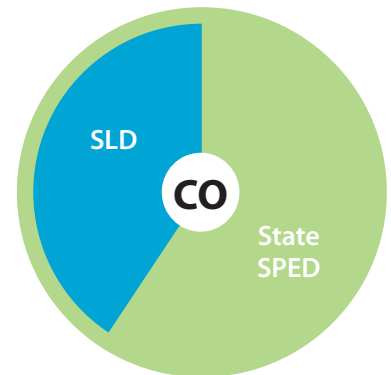
(Source: National Education Association)



2006-2007 Student Population



State Enrollment* 794,026 (2% of US)
 State Special Ed** 72,275 (9% of state)
 Students with SLD** 29,795 (41% of State Special Ed)



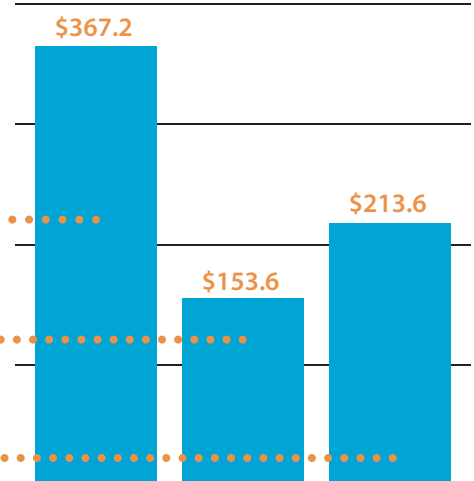
Federal Funding for Special Education (in millions)

The IDEA provides federal funding to assist states with the excess costs of providing special education and related supports and services to its students with disabilities.

The IDEA authorizes a sum equal to 40% of the average per pupil expenditure nationally. Your state's authorized funding amount is shown here.

Currently, the Congress appropriates less than half of the authorized funding. Your state's appropriated funding for 2009 is shown here.

The difference between your state's authorized amount and appropriated amount is the funding shortfall shown here.



NOTE: 2009 does not include funds provided by the American Recovery and Reinvestment Act which were approximately equal to the 2009 appropriated funding. See www.IDEAmoneywatch.com for details.

State Performance on Key Indicators of State Performance Plan

Percentage of Students with IEPs Who:

	2005-2006	2006-2007	2007-2008
Graduate with a Regular Diploma:	47%	58%	63%
Drop Out of School:	44%	33%	32%
Score Proficient on State Assessments:			
-Reading	57%	57%	57%
-Math	52%	52%	51%

Source: Annual Performance Reports

IDEA 2004 required every state to develop a 6-year State Performance Plan (SPP) to address 20 indicators designed to measure the state's performance and compliance from 2005 through 2010. States set rigorous targets for student performance measures such as graduation, drop-out, reading/math proficiency rates, and post-school outcomes. The SPP also measures several compliance indicators such as timely evaluations and eligibility determination, effective transition planning and timely resolution of disputes. School districts submit information on the SPP each year. Each state then submits an Annual Performance Report (APR) to the U.S. Department of Education (U.S.ED) that details the state's performance on each indicator. All APR information for school districts and states must be made available to the public to ensure accountability.

Each year U.S.ED determines a rating based on the state's APR. Ratings are Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention. If a state earns a rating other than Meets Requirements for several years, U.S.ED requires the state to carry out a set of specific improvement activities.

This Special Education Scorecard highlights your state's performance on several important indicators—graduation, drop-out and proficiency on state assessments in reading and math—for the past three years. It also provides the overall rating assigned by U.S.ED for three years and the reasons for the latest rating. You can learn much more about your state and local school district by visiting your state's department of education web site and reviewing the State Performance Plan and Annual Performance Reports available there.

U.S.ED RATING FOR COLORADO

2005-2006: Needs Intervention

2006-2007: Needs Intervention

2007-2008: Needs Intervention

After each state submits its data, the Office of Special Education Programs (OSEP), a division within the U.S.ED, reviews the data and sends back an evaluation. It is from this evaluation that the state can determine the reason for their rating.

The U.S.ED based its rating primarily on Colorado's failure to provide valid and reliable data on the 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. Also noted was the state's low level of compliance regarding the 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 postsecondary goals. The state also failed to achieve its targets for student proficiency in reading and math.

The complete U.S.ED evaluation of your state's latest Annual Performance Report is available at: www.ed.gov/fund/data/report/idea/partbspap/2009