



Mr. Tom Gribble
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Weld SD 6
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The Colorado Department of Education (CDE) recognizes that educators, students, and families are facing unprecedented circumstances and challenges related to the COVID-19 pandemic. At this time, however, the U.S. Department of Education has not granted waivers related to the CDE's requirement to annually review the performance of the State's administrative units (AUs) to determine if each AU:

- 1) Meets the requirements and purposes of Part B of IDEA,
- 2) Needs assistance in implementing the requirements of Part B of IDEA,
- 3) Needs intervention in implementing the requirements of Part B of IDEA, or
- 4) Needs substantial intervention in implementing the requirements of Part B of IDEA.

34 C.F.R. § 300.603(b)(1)

Historically, performance is measured based on information provided by the AU, information obtained through monitoring visits, and other public information made available to the AU. Examining this information in its totality, the CDE determines the AU's level of compliance with IDEA and academic success of students with disabilities via the Compliance Matrix and Results Matrix, respectively.

The disruptions to the state assessments in both spring 2020 and spring 2021 caused by the COVID-19 pandemic significantly compromised the availability and reliability of data used to score the Results Matrix. Given the compromised scoring of the Results Matrix, the AU determinations for 2022 were made using only the Compliance Matrix. Although the Results Matrix is populated with the AU's actual performance, it was not included in the scoring of the AU determinations. The Results Matrix is therefore being provided to the AU as information only.

Consequently, in making the determination in spring 2022, the CDE considered data submitted by WELD 6, GREELEY throughout SY2020-21 in the following manner:

1. **A Compliance Matrix** that includes scoring on the State Performance Plan (SPP) Compliance Indicators and other compliance factors
2. **Compliance Score** and **Compliance Determination** makes the **AU's Final Determination**



SPP-APR compliance indicators and other compliance elements examined in the current determination:

Indicator 4A: Whether the AU has significant discrepancy from the state in the rate of out-of-school suspensions/expulsions of students with disabilities that sum up to greater than 10 days in a school year.

Indicator 4B: Whether the AU has disproportionate representation by race/ethnicity in the rate of out-of-school suspensions/expulsions of students with disabilities that sum up to greater than 10 days in a school year, and the disproportionate representation is due to inappropriate policies, procedures, or practices.

Indicator 9: Whether the AU has disproportionate representation of students with disabilities by race/ethnicity due to inappropriate policies, procedures, or practices.

Indicator 10: Whether the AU has disproportionate representation of students with disabilities by race/ethnicity in a specific disability category due to inappropriate policies, procedures, or practices.

Indicator 11: Percent of children who were evaluated within 60 calendar days of receiving parental consent for initial evaluation.

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.

Indicator 13: Percent of youth ages 15 and above with an IEP that includes each of the required components for secondary transition.

Timely and Accurate Data Submission: The timeliness and accuracy of data submitted by the AUs under section 616 and 618 of the IDEA.

SPP-APR results indicators and other results elements examined *but NOT included* in the scoring of the current determination:

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

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

Indicator 7: Percent of preschool children who showed substantial growth and those who reached age expectations by the time they exited the program in positive socio-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.

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

1. Whom AUs attempted to contact for the post-school outcome interview.
2. Participated in the post-school outcome interview.



3. Interview results indicated that the youth was enrolled in higher ed or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

SPP-APR results indicators and other results elements *NOT examined or included* in the scoring of the current determination:

Indicator 3: Statewide Assessments participation, regular assessment mean scale score, and alternate assessment proficiency rate.

In addition, the following results elements are also included in the typical year determinations but not the current year:

1. Median Growth Percentile in ELA and Math
2. Rise Up in ELA and Math
3. Keep Up in ELA and Math

Based on an evaluation using the criteria identified above, the CDE has determined that WELD 6, GREELEY **meets the requirements and purposes of Part B of the IDEA for SY2020-21**. Please access <http://www.cde.state.co.us/cdesped/determparf> for various resources related to the determinations.

CDE is committed to supporting WELD 6, GREELEY in its efforts to improve results for children with disabilities during these challenging times and looks forward to working with you over the next year.

If you have any questions regarding this determination or the process, please contact Candace Hawkins at Hawkins_C@cde.state.co.us.

Sincerely,



Paul Foster, Ed.D
Executive Director; State Director of Special Education
Exceptional Student Services Unit

Posted to <https://www.cde.state.co.us/cdesped/determinations> on 4/29/2022



AU Compliance Matrix 2022



COLORADO
Department of Education

Administrative Unit: 62060 - Weld 6, Greeley

| Indicator | Performance | Points Eligible | Points Earned |
|--|---|-----------------------|---------------|
| 4A: Significant discrepancy in the rate of suspension and expulsion from the state rate. | 0.38 | 2 | 2 |
| 2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 0.42 1 = Rate is above threshold for current year 0 = Rate is above threshold for the current and previous two school years | | | |
| 4B: Significant discrepancy in the rate of suspensions and expulsions from the state rate by race and ethnicity. | No Significant Discrepancy | 2 | 2 |
| 2 = No racial category was found with significant discrepancy for Indicator 4B 1 = At least one racial category was found with significant discrepancy for current year 0 = At least one racial category was found with significant discrepancy for the current and the previous two school years, and 2) policies, procedures, and/or practices were found to 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. | | | |
| Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification. | NO disproportionate representation | 2 | 2 |
| Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification. | NO disproportionate representation | 2 | 2 |
| 2 = No racial category was found with disproportionate representation due to inappropriate identification for Indicators 9 and 10. 1 = At least one racial category was found with disproportionate representation for the current year 0 = At least one racial category was found with disproportionate representation for the current and previous year | | | |
| Indicator 11: Timely initial evaluation | 100% | 2 | 2 |
| Indicator 12: IEP developed and implemented by third birthday. | 100% | 2 | 2 |
| Indicator 13: Secondary transition | 100% | 2 | 2 |
| 2 = Indicators were at least 95% compliant 1 = Indicators were at least 75% and less than 95% compliant 0 = Indicators were less than 75% compliant in the current year <u>OR</u> less than 95% compliant for the current and previous year | | | |
| Timely and Accurate Data Submission | Yes | 2 | 2 |
| Special Education December Count, Special Education End of Year Collection, Special Education Discipline Collection, and Indicator 13 file review 2 = All above submissions were both timely and accurate 1 = One or two of the above submissions were late and/or inaccurate 0 = Three or four of the above submissions were late and/or inaccurate | | | |
| Total Points Available: | | 16 | |
| Compliance Points Earned: | | 16 | |
| Compliance Score: | | 100 out of 100 | |
| Compliance Determination: | | Meets | |

90 to 100 = Meets Requirements

80 to 89 = Needs Assistance

0 to 79 = Needs Intervention

Special Note for the 2022 Results Matrix

The RDA Results Matrix is NOT a part of the AU Determinations 2022. Because the state assessments were disrupted in both 2020 and 2021 due to COVID-19, the academic achievement portion and the academic growth portion are greyed out in the current 2022 Results Matrix. The limited available data are populated for information-only purposes.

AU Results Matrix 2022



COLORADO
Department of Education

Administrative Unit: 62060 - Weld 6, Greeley

State Assessment Participation Detail

| ELA | MATH |
|---------------------------|---------------------------|
| Participated | Participated |
| Excused | Excused |
| Parent Opt-out | Parent Opt-out |
| Unexcused | Unexcused |
| OSEP Participation Rate | OSEP Participation Rate |
| CO IEP Participation Rate | CO IEP Participation Rate |

| State Assessment Participation (Part of Indicator 3b) | N | % | AU's Percentile | Rubric | Points Eligible | Points Earned |
|--|---|---|--------------------|--------|--------------------|---------------|
| ELA Participation | | | | | | |
| Math Participation | | | | | | |

| Regular Assessment (Part of Indicator 3c) | N | Mean Scale Score | AU's Percentile | Rubric | Points Eligible | Points Earned |
|--|---|---------------------|--------------------|--------|--------------------|---------------|
| ELA Mean Scale Score (reg) | | | | | | |
| Math Mean Scale Score (reg) | | | | | | |

| Alternate Assessment (Part of Indicator 3c) | N | % | AU's Percentile | Rubric | Points Eligible | Points Earned |
|--|---|---|--------------------|--------|--------------------|---------------|
| ELA Prof Rate (Alt) | | | | | | |
| Math Prof Rate (Alt) | | | | | | |

Note:

Preschool Achievement and Growth (Indicator 7)**

| | N | % Succeeded | AU's Percentile | Rubric | Points Eligible | Points Earned |
|---|----|-------------|--------------------|---------------|--------------------|---------------|
| A. Positive social-emotional skills | 88 | 82.9% | 76 | 0 0.5 1.0 1.5 | 1.50 | 1.00 |
| B. Acquisition & Use of Knowledge and Skills | 88 | 79.0% | 54 | 0 0.5 1.0 1.5 | 1.50 | 0.50 |
| C. Use of appropriate behaviors to meet their needs | 88 | 76.1% | 58 | 0 0.5 1.0 1.5 | 1.50 | 0.50 |

Note:

Achievement Points Earned: Points Not Calculated

**Growth = Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by time of exit from the program; Achievement = functioning within age expectations by time of exit

| Median Growth Percentile | N | Median Growth %ile | AU's Percentile | Rubric | Points Eligible | Points Earned |
|--------------------------|-----------------------------------|--------------------|-----------------|--------|-----------------|---------------|
| ELA | Assessment Data Not Included 2022 | | | | | |
| Math | | | | | | |
| Rise Up | N | % Rise Up | AU's Percentile | Rubric | Points Eligible | Points Earned |
| ELA | | | | | | |
| Math | | | | | | |
| Keep Up | N | % Keep Up | AU's Percentile | Rubric | Points Eligible | Points Earned |
| ELA | | | | | | |
| Math | | | | | | |

Academic Growth Points Earned: *Points Not Calculated*

| Graduation Rate | | | Highest Rate | | Points | |
|--|-----|---------------------|------------------|--|----------|---------------|
| Indicator 1 | N | %Graduated | Percentile | Rubric | Eligible | Points Earned |
| 4 Year Grad Rate | 151 | 70.9% | 34 | AU ≥ 92.3% = 21 | 21 | 14 |
| 5 Year Grad Rate | 174 | 81.6% | | 92.3% > AU ≥ 79.2% = 14 | | |
| 6 Year Grad Rate | 133 | 80.5% | | 79.2% > AU ≥ 66.9% = 7 | | |
| 7 Year Grad Rate | 153 | 77.8% | | AU < 66.9% = 0 | | |
| Note: | | | | | | |
| IEP Dropout Exiter Rate | | | AU's | | Points | |
| Indicator 2 | N | %Dropout Exiters | Percentile | Rubric | Eligible | Points Earned |
| Rate N = students age ≥ 14 who exited schools % = students who exited due to dropping out | 163 | 19.0% | 26 | AU < 6.5% = 42 6.5% ≤ AU < 19% = 28 19% ≤ AU < 34.2% = 14 AU ≥ 34.2% = 0 | 42 | 28 |
| Note: | | | | | | |
| Post-School Outcomes | | | | | Points | |
| Indicator 14 | N | % | | Rubric | Eligible | Points Earned |
| Contacts Attempted N = Students in Sample % = Contact attempted | 100 | 100.0% | | AU = 100% = 6 AU < 100% = 0 | 6 | 6 |
| Students Participated N = # in adjusted sample % = of students who participated out of adjusted sample | 100 | 66.0% | | 60% ≤ AU = 6 60% > AU = 0 | 6 | 6 |
| Outcome (Enrolled in higher ed, or in some other postsecondary ed or training program; or competitively employed or in some other employment) | 66 | 71.2% | Percentile 22 | AU ≥ 91.5% = 30 91.5% > AU ≥ 75.3% = 20 75.3%> AU ≥ 59.8% = 10 AU < 59.8% = 0 | 30 | 10 |
| Note: | | | | | | |

PS and Workforce Points Earned: *Points Not Calculated*

Academic Achievement:
 Academic Growth:
 PS and Workforce Readiness:
 Final Results Score:

Results Determination: No Results Determination this year

170 to 300 = Meets Requirements

110 to 169 = Needs Assistance

0 to 109 = Needs Intervention

If the AU's final points eligible are less than 300, the original scores have been adjusted to meet the full scale of 45, 150, or 105 proportionally.