

Megan Caughey  
MOFFAT RE1, CRAIG  
Moffat County School District RE-1  
600 Texas Avenue  
Craig, CO 81625-2517

April 27, 2023

Dear Megan Caughey,

As a condition for accepting Federal (IDEA) funds dedicated to meeting the individual needs of students with disabilities, the CDE must annually review the Administrative Unit (AU)'s performance to determine if the 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)

Based on an evaluation using the criteria identified below, the CDE has made the following determinations for MOFFAT RE1, CRAIG:

- Compliance Determination: Meets Requirements
- Results Determination: Meets Requirements

Overall Determination for MOFFAT RE1, CRAIG: **Meets Requirements** for the implementation of Part B of the IDEA for SY2021-2022.

The AU's performance is measured based on information provided by the AU, information obtained through monitoring visits, and other public information made available to the AU.

In making the determination in Spring 2023, the CDE considered data submitted by MOFFAT RE1, CRAIG throughout SY2021-2022 in the following manner:

1. A **Compliance Matrix** that includes scoring on SPP/APR Compliance Indicators and other compliance elements
2. A **Results Matrix** that includes scoring on Results Elements
3. A **Compliance Score** and **Compliance Determination**
4. A **Results Score** and **Results Determination**
5. An **AU Percentage** based on the Compliance Score and the Results Score. The Compliance Score is weighted at **50%** and the Results Score is weighted at **50%** to calculate the RDA Percentage.
6. A consideration of **Special Conditions**
7. The AU's overall **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 in the current determination:**

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

**Indicator 2:** Percent of youth ages 14 and above with IEPs who exited from school due to dropping out.

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

In addition, the following results elements are also included:



1. Median Growth Percentile in ELA and Math
2. Rise Up in ELA and Math (No data in SY2021-2022)
3. Keep Up in ELA and Math (No data in SY2021-2022)
4. For information only: Regular assessment mean scale score in ELA and Math with “IEP exiters” included. (Please see “How CO Made Determinations 2023,” for detailed information.)

**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.
2. Participated in the post-school outcome interview.
3. Interview results indicate that the youth is 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.

Please access <http://www.cde.state.co.us/cdesped/determperf> for various resources related to the determinations.

CDE is committed to supporting MOFFAT RE1, CRAIG in its efforts to improve results for children with disabilities and looks forward to working with you over the next year.

If you have any questions regarding this determination or the process, please contact Gloria Durosko at [Durosko\\_g@cde.state.co.us](mailto:Durosko_g@cde.state.co.us).

Sincerely,

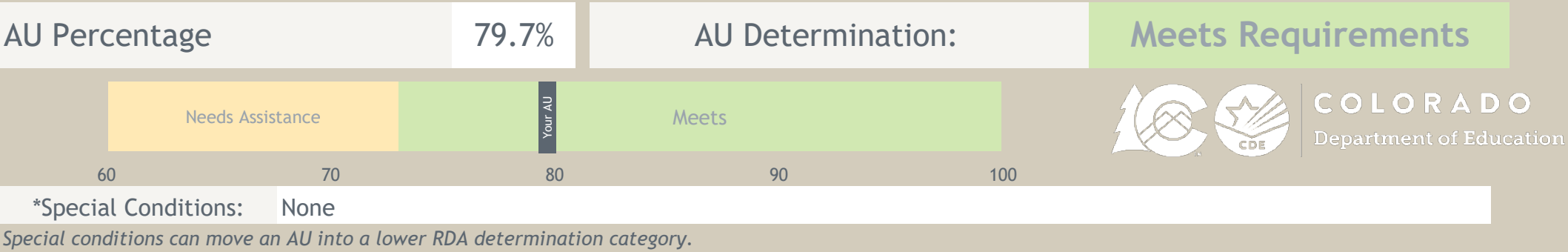


Paul Foster, Ed.D  
Executive Director; State Director of Special Education  
Exceptional Student Services Unit

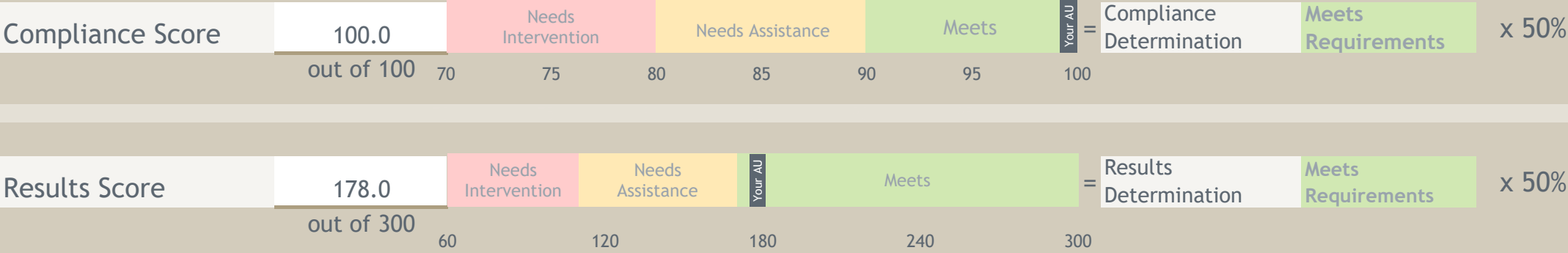
Posted to <http://www.cde.state.co.us/cdesped/determperf> on 5/5/2023



# AU Determination 2023 for 41010 - Moffat Re 1, Craig



## Sub-scores



# AU Compliance Matrix 2023



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## Administrative Unit: 41010 - Moffat Re 1, Craig

Indicator	Performance	Points Eligible	Points Earned
<b>4A:</b> Significant discrepancy in the rate of suspension and expulsion from the state rate.	1.18	2	2
2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 2.62 1 = Rate is above threshold for current year 0 = Rate is above threshold for the current and previous two school years			
<b>4B:</b> 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.			
<b>Indicator 9:</b> Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	No disproportionate representation	2	2
<b>Indicator 10:</b> 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			
<b>Indicator 11:</b> Timely initial evaluation	100%	2	2
<b>Indicator 12:</b> IEP developed and implemented by third birthday.	100%	2	2
<b>Indicator 13:</b> Secondary transition	100%	2	2
2 = Indicators were at least <b>95%</b> compliant 1 = Indicators were at least <b>75%</b> and less than <b>95%</b> compliant 0 = Indicators were less than <b>75%</b> compliant in the current year <u>OR</u> less than <b>95%</b> compliant for the current and previous year			
<b>Timely and Accurate Data Submission</b>	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	
<b>Compliance Determination:</b>		<b>Meets Requirements</b>	

90 to 100 = Meets Requirements

80 to 89 = Needs Assistance

0 to 79 = Needs Intervention

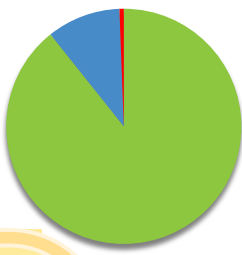
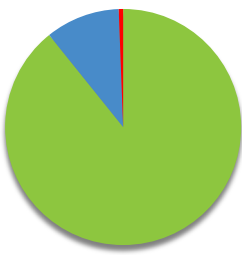
# AU Results Matrix 2023



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## Administrative Unit: 41010 - Moffat Re 1, Craig

### State Assessment Participation Detail

ELA	ELA	Math	MATH
Participated	150		149
Excused	0		0
Parent Opt-out	17		17
Unexcused	1		1
OSEP Participation Rate	89.3%		89.2%
CO IEP Participation Rate	99.3%		99.3%

### State Assessment Participation

(Part of Indicator 3a)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation	150	99.3%	91	95% ≤ AU = 3 AU < 95% = 0	3	3
Math Participation	149	99.3%	88		3	3

### Regular Assessment

(Part of Indicator 3b)		N	Mean Scale Score	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Mean Scale Score (reg)	Current IEP	125	702.4	48	AU ≥ 712.0 = 9 712 > AU ≥ 701.9 = 6 701.9 > AU ≥ 693.6 = 3 AU < 693.6 = 0	9	6
	* IEP Exiter	19	737.6				
	* Combined	144	707.1				
Math Mean Scale Sore (reg)	Current IEP	124	705.1	70	AU ≥ 711.8 = 9 711.8 > AU ≥ 701.1 = 6 701.1 > AU ≥ 694.2 = 3 AU < 694.2 = 0	9	6
	* IEP Exiter	19	720.2				
	* Combined	143	707.1				

### Alternate Assessment

(Part of Indicator 3c)		N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)		16	43.8%	83	AU ≥ 48.8% = 6 48.8% > AU ≥ 31.6% = 4 31.6% > AU ≥ 17.9% = 2 AU < 17.9% = 0	6	4
Math Prof Rate (Alt)		16	31.3%	69	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	6

Note: SY2020-21 and SY2021-22 data are combined

### Preschool Achievement and Growth (Indicator 7)\*\*

		N	% Succeeded	AU's Percentile	0	.5	1.0	1.5	Points Eligible	Points Earned
A. Positive social-emotional skills	A1. Growth	26	72.4%	53	73.9%.....82%.....91.5%				1.5	0.0
	A2. Achievement		50.0%	10	59.6%.....67.5%.....82.8%				1.5	0.0
B. Acquisition & Use of Knowledge and Skills	B1. Growth	26	82.5%	78	72.1%.....80.4%.....91.2%				1.5	1.0
	B2. Achievement		69.2%	69	55.9%.....69.3%.....81.8%				1.5	0.5
C. Use of appropriate behaviors to meet their needs	C1. Growth	26	70.5%	41	66.7%.....76.2%.....86.6%				1.5	0.5
	C2. Achievement		46.2%	7	61.8%.....71.4%.....86.0%				1.5	0.0

Note: SY2020-21 and SY2021-22 data are combined

Achievement Points Earned:

30.0 out of 45

Academic Achievement 15%

\*\*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



# AU Results Matrix 2023 Continued



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## Administrative Unit: 41010 - Moffat Re 1, Craig

Academic Growth 50%	Median Growth Percentile		N	Median Growth %ile	AU's Percentile	Rubric	Points Eligible	Points Earned	
	ELA		39	32.0	37	AU ≥ 47 = 15 47 > AU ≥ 39.1 = 10 39.1 > AU ≥ 33 = 5 AU < 33 = 0	15	0	
	Math		41	45.0	61	AU ≥ 47 = 15 47 > AU ≥ 40.7 = 10 40.7 > AU ≥ 34.5 = 5 AU < 34.5 = 0	15	10	
	Rise Up		N	% Rise Up	AU's Percentile	Rubric	Points Eligible	Points Earned	
	ELA		no data	no data		90th≤AU = 4 50th≤AU<90th = 3 15th≤AU<50th = 2 AU<15th = 1	45	30	
	Math						45	30	
	Keep Up		N	% Keep Up	AU's Percentile	Rubric	Points Eligible	Points Earned	
	ELA		no data	no data		90th≤AU = 4 50th≤AU<90th = 3 15th≤AU<50th = 2 AU<15th = 1	15	10	
	Math						15	10	
	Academic Growth Points Earned:							90	out of 150

Academic Growth Points Earned: 90 out of 150

Postsecondary and Workforce Readiness 35%	Graduation Rate		N	%Graduated	Highest Rate Percentile	Rubric	Points Eligible	Points Earned
	4 Year Grad Rate	23	60.9%	70	AU ≥ 92.3% = 21	21	14	
	5 Year Grad Rate	20	65.0%		92.3% > AU ≥ 79.2% = 14			
	6 Year Grad Rate	27	77.8%		79.2% > AU ≥ 66.9% = 7			
	7 Year Grad Rate	28	89.3%		AU < 66.9% = 0			
	Note: SY2020-21 and SY2021-22 data are combined							
	IEP Dropout Exiter Rate Indicator 2		N	%Dropout Exiters	AU's Percentile	Rubric	Points Eligible	Points Earned
	Rate	25	12.0%	38	AU <6.5% = 42	42	28	
	N = students age ≥ 14 who exited schools				6.5% ≤ AU < 19% = 28			
	% = students who exited due to dropping out				19% ≤ AU <34.2% = 14			
	AU ≥ 34.2% = 0							
Note: SY2019-20, SY2020-21 and SY2021-22 data are combined								
Post-School Outcomes Indicator 14		N	%		Rubric	Points Eligible	Points Earned	
Contacts Attempted	7	100.0%			AU = 100% = 6	6	6	
N = Students in Sample					AU < 100% = 0			
% = Contact attempted								
Students Participated	7	42.9%			60% ≤ AU = 6	6	0	
N = # in adjusted sample					60% > AU = 0			
% = of students who participated out of adjusted sample								
Outcome (Enrolled in higher ed, or in some other postsecondary ed or training program; or competitively employed or in some other employment)	3	66.7%	Percentile Rank 4	AU ≥ 91.5% = 30	30	10		
				91.5% > AU ≥ 75.3% = 20				
				75.3%> AU ≥59.8% = 10				
				AU < 59.8% = 0				
PS and Workforce Points Earned:						58 out of 105		

PS and Workforce Points Earned: 58 out of 105

Academic Achievement:	30.0 out of 45
Academic Growth:	90.0 out of 150
PS and Workforce Readiness:	58.0 out of 105
Final Results Score:	178.0 out of 300.0
Results Determination:	Meets Requirements
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.