

Exceptional Student Services Unit 1560 Broadway, Suite 1100 Denver, CO 80202-5149

Falcon SD 49 21090 Kathlynn Jackson 10850 East Woodmen Road Falcon, CO, 80831-8127

April 17, 2017

A condition of accepting Federal (IDEA) resources for meeting the individual needs of students with disabilities requires that Administrative Units be given an annual Determination based on several factors. Additionally, the Colorado Department of Education (CDE) must publicly report annually on the Administrative Unit's progress toward meeting the State Performance Plan (SPP) targets as required by 34 CFR §300.602(b)(1)(i)(A). Further, 34 CFR §300.6041 mandates that the CDE use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP), uses for making State determinations.

In making the determination, the CDE considered data submitted by Falcon SD 49 in the following manner:

- 1. A Compliance Matrix that includes scoring on SPP 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 **75%** and the Results Score is weighted at **25%** to calculate the RDA Percentage.
- 6. A consideration of Special Conditions
- 7. The AU's overall **Determination**

SPP compliance indicators:

**Indicator 4A**: Whether the AU has significant discrepancy from the state in the number suspensions/expulsions of students with disabilities for greater than 10 days in a school year.

**Indicator 4B:** Whether the AU has disproportionate representation by race/ethnicity in the number of suspensions/expulsions of students with disabilities for greater than 10 days in a school year due to inappropriate policies, procedures or practices.

**Indicator 9**: Whether the Administrative Unit (AU) has disproportionate representation of students with disabilities by race or ethnicity due to inappropriate identification.

**Indicator 10**: Whether the AU has disproportionate representation of students with disabilities by race or ethnicity in a specific disability category due to inappropriate identification.

Indicator 11: Percent of children for whom an evaluation was completed within 60 calendar days.

**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 birthday.

**Indicator 13**: Percent of youth with Individual Education Plans (IEP) aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.

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

SPP Results Indicators:

Indicator 1: Graduation rate of youth with IEPs graduating with a regular diploma

Indicator 2: Dropout rate of youth with IEPs

**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 2017 determination)
- 3. Keep Up in ELA and Math (No data in 2017 determination)

**Indicator 7:** Preschool skills includes the 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**: Secondary Transition/Post School Outcomes percent of youth who had IEPs; are no longer in secondary school and who have been employed, enrolled in postsecondary school, or both, within one year of leaving school

Based on the information above, the CDE must determine whether Falcon SD 49:

- 1. Meets Requirements;
- 2. Needs Assistance;
- 3. Needs Intervention; or
- 4. Needs Substantial Intervention

The CDE has evaluated the criteria listed above and determined that Falcon SD 49 <u>Needs Assistance</u> for the implementation of Part B of the IDEA for SY2015-16. Please access <u>https://www.cde.state.co.us/cdesped/rda</u> for various resources related to the determinations.

CDE is committed to supporting Falcon SD 49 in its efforts to improve results for children with disabilities and looks forward to working with you over the next year.

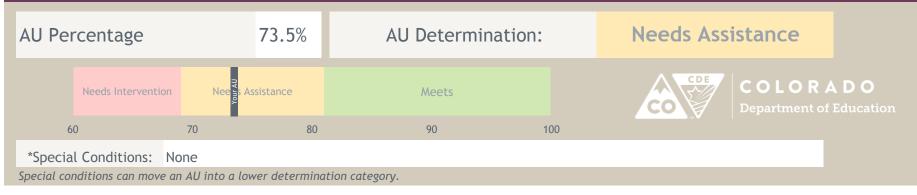
If you have any questions regarding this determination or the process, please contact Toby King at 303.866.6964 or by <u>e-mail</u>.

Sincerely,

Toby King, Interim Executive Director Exceptional Student Services Unit

Posted to https://www.cde.state.co.us/cdesped/determinations on 4/17/2017.

## AU Determination 2017 for 21090 - El Paso 49, Falcon



Sub-scores			_						
Compliance Score	81.3	Need Interver		Needs Assistance	Μ	leets	= Compliance Determination	Needs Assistance	x 75%
	out of 100	70 75	80	85	90	95	100		
		Needs	Need₹				Results	Needs	<b>)C</b> 0/
Results Score	150.5	Intervention	Need ک Assistar	2	Meets		<sup>=</sup> Determination	Assistance	x 25%
	out of 300	60	120	180	240		300		

# AU Compliance Matrix



### Administrative Unit: 21090 - El Paso 49, Falcon

Indicator		Performance	Points Eligible	Points Earned				
<b>4A:</b> Significant discrepancy in the rate of suspension and expulsion from the state rate.		0.5%	2	2				
2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 3.4% 1 = Rate is above threshold for current year only 0 = Rate is above threshold for current year and previous year								
<b>4B:</b> Significant discrepancy in the rate of suspensions and expulsions from the state rate by race and ethnicity, <u>and</u> the AU's policies, procedures, or practices were found to be contributing to the significant discrepancy.		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 current and previous year								
<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				
<ul> <li>2 = No racial category was found with disproportionate representation due to inappropriate identification for Indicators 9 and 10.</li> <li>1 = At least one racial category was found with disproportionate representation for the current year</li> <li>0 = At least one racial category was found with disproportionate representation for the current and previous year</li> </ul>								
Indicator 11: Timely initial evaluation		95%	2	2				
Indicator 12: IEP developed and implemented by third birthday.		94%	2	1				
Indicator 13: Secondary transition		63%	2	0				
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> com	pli	iant for the current and	d previous year					
Timely and Accurate Data Submission		Yes	2	2				
<ul> <li>Special Education December Count, Special Education End of Year Collection, Special Indicator 13 file review</li> <li>2 = All above submissions were both timely and accurate</li> <li>1 = One or two of the above submissions were late and/or inaccurate</li> <li>0 = Three or four of the above submissions were late and/or inaccurate</li> </ul>	E	ducation Discipline Co	llection, and					
Total Points Available:		16						
Compliance Points Earned:		13						
Compliance Score:		81.25 out of 100						
Compliance Determination:		Needs Assistance						
90 to 100 = Meets Requirements 80 to 89 = Needs Assistance	е	0 to 79 = I	Needs Interver	ntion				

#### AU Results Matrix

Academic Achievement 15%



**COLORADO** Department of Education

#### Administrative Unit: 21090 - El Paso 49, Falcon **ELA** Math ELA MATH 958 90% Participated 962 90% 0 0.0% 0 0.0% Parent Opt-out Parent Opt-out 74 6.9% 78 7.3% Unexcused 37 3.5% Unexcused 28 2.6% **OSEP** Participation Rate 89.6% **OSEP** Participation Rate 90.1% CO IEP Participation Rate CO IEP Participation Rate 97.2% 96.3% AU's Points Points Ν % Percentile Rubric Eligible Earned (Part of Ind 3b) **ELA Participation** 1001 96.3% 3 3 95%≤AU = 3 AU<95% = 0 990 97.2% 3 Math Participation 3 Mean Scale AU's Points Points Score Percentile Eligible Earned Ν Rubric (Part of Ind 3c) AU ≥ 712 = 9 712> AU ≥701.9 = 6 ELA Mean Scale Score (reg) 884 703.8 63 9 6 701.9> AU ≥693.6 =3 AU <693.6 = 0 AU ≥ 711.8 = 9 711.8> AU ≥701.1 = 6 Math Mean Scale Sore (reg) 888 703.7 60 9 6 701.1> AU ≥694.2 = 3 AU <694.2 = 0 AU's Points **Points** Percentile Rubric Alternate (Part of Ind 3c) Ν Eligible Earned % AU ≥ 48.8% = 6 48.8%> AU ≥31.6% = 4 20.3% 2 ELA Prof Rate (Alt) 74 20 6 31.6%> AU ≥17.9% = 2 AU <17.9% = 0 AU ≥ 26.7% = 6 26.7% > AU ≥14.1% = 4 Math Prof Rate (Alt) 74 13.5% 49 6 2 $14.1\% > AU \ge 6.9\% = 2$ AU <6.9% = 0 Points Points AU's Rubric and Growth (Ind7)\* Ν % Succeeded Percentile 0 .5 1 1.5 Eligible Earned Growth 83.3% 73.9%.....82%.....91.5% 1 60 1.5 A. Positive socialemotional skills Achievement 62.9% 59.6% ..... 67.5% ..... 82.8% 0.5 30 1.5 75.8% Growth 25 72.1% ..... 80.4% ..... 91.5% 1.5 0.5 B. Acquisition & Use of 89 Knowledge and Skills Achievement 68.5% 49 55.9%.....69.3%.....81.8% 1.5 0.5 C. Use of appropriate Growth 71% 26 66.7%.....76.2%.....86.6% 1.5 0.5 behaviors to meet their 61.8% Achievement 16 61.8%……71.4%……86% 1.5 0.5 needs **Achievement Points Earned:** 25.5 out of 45

\*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

BLA         627         43.0         75         40 ± 97 + 15 47 > AU ± 39 : 13 - 10 39 : 13 > AU ± 33 - 5 AU < 33 - 0 AU < 34 - 5	Median AU's Points Poin	
ELA         627         43.0         75         47 > AU $\ge 39, 13 = 10$ $39, 13 > AU \ge 33 = 5AU \le 47 = 15AU \ge 47 = 5140, 7 > AU \ge 34 = 5         15         10           Wath         656         40.0         45         AU \ge 47 = 1540, 7 > AU \ge 34, 5 = 5         15         5           Rise Up**         N         X Rise Up         Percentile         Rubric         Points         Earned           Rise Up**         N         X Rise Up         Percentile         Rubric         Points         Earned           Keep Up**         N         X Rise Up         Percentile         Rubric         Points         Points           Keep Up**         N         X Keep Up         Percentile         Rubric         Points         Points           Keep Up**         N         X Keep Up         Percentile         Rubric         Points         Points           Keep Up**         N         X Keep Up         Percentile         Rubric         Points         Points           Keep Up**         N         X Keep Up         Percentile         Rubric         Points         Format         15         10           Vera Grad Rate         310         44.80%         AU 40 \times 23.8 = 21AU 40 \times 23.8 = 21A$	N Growth %ile Percentile Rubric Eligible Earne	id
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Academic Growth Points Earned: 30 out of 105	Growth Points Earned: 30 out of 105	
Academic Achievement: 25.50 out of 45		
Academic Growth: 95.00 out of 150		
PS and Workforce Readiness: 30.00 out of 105		
Final Results Score: 150.50 out of 300	Final Results Score: 150.50 out of 300	
Results Determination: Needs Assistance		
170 to 300 = Meets Requirements 110 to 169 = Needs Assistance 0 to 109 = Needs Intervention		