



COLORADO
Department of Education

Exceptional Student Services Unit
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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 Fremont (Canon City) in the following manner:

1. A **Compliance Matrix** that includes scoring on SPP Compliance Indicators and other compliance factors
2. A **Results Matrix** that includes scoring on SPP Results Indicators
3. A **Compliance Score** and **Compliance Determination**
4. A **Results Score** and **Results Determination**
5. An **RDA 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 4B: Whether the AU has disproportionate representation by race/ethnicity in the number of disciplinary exclusions 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 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 service's 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.

SPP Results Indicators

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

Indicator 2: Dropout percent of youth with IEPs dropping out

Indicator 3: Statewide Assessments participation and performance data indicating student performance by:

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 with improved positive social-emotional skills/acquisition and use of knowledge and skills; 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 Fremont (Canon City):

1. Meets Requirements;
2. Needs Improvement; or
3. Needs Intervention

The CDE has evaluated the criteria listed above and determined that Fremont (Canon City) ***Meets Requirements*** for the implementation of Part B of the IDEA for 2016-17. Please see '[How the Colorado Department of Education ESSU Made Determinations' 2017](#) to review the levels of support depending on your determination.

CDE is committed to supporting Fremont (Canon City) 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 e-mail at king_t@cde.state.co.us.

Sincerely,



Toby King, Interim Executive Director
Exceptional Student Services Unit

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

¹ See, [Questions and Answers on Monitoring, Technical Assistance and Enforcement](#), Question c.1 (OSEP, January 2007)



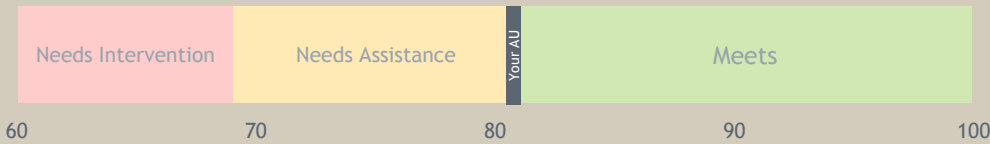
AU Determination 2017 for 22010 - Fremont Re-1, Canon City

AU Percentage

80.8%

AU Determination:

Needs Assistance



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*Special Conditions: None

Special conditions can move an AU into a lower determination category.

Sub-scores

Compliance Score

87.5

out of 100



= Compliance Determination

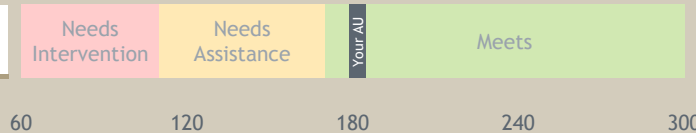
Needs Assistance

x 75%

Results Score

181.9

out of 300



= Results Determination

Meets Requirements

x 25%

AU Compliance Matrix



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Administrative Unit: 22010 - Fremont Re-1, Canon City

Indicator	Performance	Points Eligible	Points Earned
4A: Significant discrepancy in the rate of suspension and expulsion from the state rate. <i>2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 3.4%</i> <i>1 = Rate is above threshold for current year only</i> <i>0 = Rate is above threshold for current year and previous year</i>	0.5%	2	2
4B: 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. <i>2 = No racial category was found with significant discrepancy for Indicator 4B</i> <i>1 = At least one racial category was found with significant discrepancy for current year</i> <i>0 = At least one racial category was found with significant discrepancy for current and previous year</i>	No Significant Discrepancy	2	2
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
<i>2 = No racial category was found with disproportionate representation due to inappropriate identification for Indicators 9 and 10.</i> <i>1 = At least one racial category was found with disproportionate representation for the current year</i> <i>0 = At least one racial category was found with disproportionate representation for the current and previous year</i>			
Indicator 11: Timely initial evaluation	100%	2	2
Indicator 12: IEP developed and implemented by third birthday.	100%	2	2
Indicator 13: Secondary transition	40%	2	0
<i>2 = Indicators were at least 95% compliant</i> <i>1 = Indicators were at least 75% and less than 95% compliant</i> <i>0 = Indicators were less than 75% compliant in the current year <u>OR</u> less than 95% compliant for the current and previous year</i>			
Timely and Accurate Data Submission	Yes	2	2
<i>Special Education December Count, Special Education End of Year Collection, Special Education Discipline Collection, and Indicator 13 file review</i> <i>2 = All above submissions were both timely and accurate</i> <i>1 = One or two of the above submissions were late and/or inaccurate</i> <i>0 = Three or four of the above submissions were late and/or inaccurate</i>			
Total Points Available:		16	
Compliance Points Earned:		14	
Compliance Score:		87.5 out of 100	
Compliance Determination:		Needs Assistance	

90 to 100 = Meets Requirements

80 to 89 = Needs Assistance

0 to 79 = Needs Intervention

AU Results Matrix



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Administrative Unit: 22010 - Fremont Re-1, Canon City

Participation Detail

ELA		ELA	Math	MATH	
Participated	276	98%		Participated	276 98%
Excused	0	0.0%		Excused	0 0.0%
Parent Opt-out	5	1.8%		Parent Opt-out	5 1.8%
Unexcused	1	0.4%		Unexcused	1 0.4%
OSEP Participation Rate	97.9%			OSEP Participation Rate	97.9%
CO IEP Participation Rate	99.6%			CO IEP Participation Rate	99.6%

STATE Assessment

(Part of Ind 3b)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation	277	99.6%	—	95% ≤ AU = 3 AU < 95% = 0	3	3
Math Participation	277	99.6%	—		3	3

(Part of Ind 3c)	N	Mean Scale Score	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Mean Scale Score (reg)	245	703.3	58	AU ≥ 712 = 9 712 > AU ≥ 701.9 = 6 701.9 > AU ≥ 693.6 = 3 AU < 693.6 = 0	9	6
Math Mean Scale Score (reg)	245	703.9	62	AU ≥ 711.8 = 9 711.8 > AU ≥ 701.1 = 6 701.1 > AU ≥ 694.2 = 3 AU < 694.2 = 0	9	6

Alternate (Part of Ind 3c)

	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)	31	41.9%	78	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)	31	25.8%	84	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	4

Preschool Achievement and Growth (Ind7)*

		N	% Succeeded	AU's Percentile	Rubric	Points Eligible	Points Earned			
					0	.5	1	1.5		
A. Positive social-emotional skills	Growth	57	78.4%	31	73.9%.....82%.....91.5%	1.5	0.5			
	Achievement		73.7%	71	59.6%.....67.5%.....82.8%	1.5	1			
B. Acquisition & Use of Knowledge and Skills	Growth		76.2%	28	72.1%.....80.4%.....91.5%	1.5	0.5			
	Achievement		70.2%	53	55.9%.....69.3%.....81.8%	1.5	1			
C. Use of appropriate behaviors to meet their needs	Growth	62.2%	8	66.7%.....76.2%.....86.6%	1.5	0				
	Achievement	68.4%	34	61.8%.....71.4%.....86%	1.5	0.5				

Achievement Points Earned: 29.5 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

Academic Growth 50%	Median Growth Percentile		Median Growth %ile	AU's Percentile	Rubric	Points Eligible	Points Earned	
	ELA	176	44.0	80	AU ≥ 47 = 15 47 > AU ≥ 39.13 = 10 39.13 > AU ≥ 33 = 5 AU < 33 = 0	15	10	
	Math	176	35.5	19	AU ≥ 47 = 15 47 > AU ≥ 40.7 = 10 40.7 > AU ≥ 34.5 = 5 AU < 34.5 = 0	15	5	
	Rise Up**		N	% Rise Up	AU's Percentile	Rubric	Points Eligible	Points Earned
	ELA	no data	no data		90th ≤ AU = 45 50th ≤ AU < 90th = 30 15th ≤ AU < 50th = 15 AU < 15th = 0	45	30	
	Math	no data	no data		90th ≤ AU = 45 50th ≤ AU < 90th = 30 15th ≤ AU < 50th = 15 AU < 15th = 0	45	30	
	Keep Up**		N	% Keep Up	AU's Percentile	Rubric	Points Eligible	Points Earned
	ELA	no data	no data		90th ≤ AU = 15 50th ≤ AU < 90th = 10 15th ≤ AU < 50th = 5 AU < 15th = 0	15	10	
	Math	no data	no data		90th ≤ AU = 15 50th ≤ AU < 90th = 10 15th ≤ AU < 50th = 5 AU < 15th = 0	15	10	
	Academic Growth Points Earned:						95	out of 150

** We did not have Rise Up or Keep Up data for SY 15-16, so all AUs received 30 point and 10 points respectively.

Postsecondary and Workforce Readiness 35%	Graduation Rate (Ind1)		N	% Graduated	Highest Rate Percentile	Rubric	Points Eligible	Points Earned	
	4 Year Grad Rate	33	57.60%	36		AU ≥ 92.3% = 21	21	7	
	5 Year Grad Rate	28	75.00%			92.3% > AU ≥ 79.2% = 14			
	6 Year Grad Rate	38	73.70%			79.2% > AU ≥ 66.9% = 7			
	7 Year Grad Rate	32	71.90%			AU < 66.9% = 0			
	Dropout Rate (Ind2)		N	% Dropped Out	AU's Percentile	Rubric	Points Eligible	Points Earned	
	Dropout Rate	23	17.4%	56		AU < 6.5% = 42 6.5% ≤ AU < 19% = 28 19% ≤ AU < 34.2% = 14 AU ≥ 34.2% = 0	42	28	
	Post-School Outcomes (Ind14)		N	%		Percentile	Rubric	Points Eligible	Points Earned
	Contacts Attempted N = Students in Sample % = Contact attempted	16	100%			AU = 100% = 6 AU < 100% = 0	6	6	
	Students Participated N = # in adjusted sample % = of students who participated out of adjusted sample	16	18.8%			60% ≤ AU = 6 60% > AU = 0	6	0	
Outcome (Enrolled in higher ed, or in some other postsecondary ed or training program; or competitively employed or in some other employment)	n<16	%		Percentile	AU ≥ 91.5% = 30 91.5% > AU ≥ 75.3% = 20 75.3% > AU ≥ 59.8% = 10 AU < 59.8% = 0	0	0		
Academic Growth Points Earned:						41	out of 75		

Academic Achievement:	29.50	out of	45
Academic Growth:	95.00	out of	150
PS and Workforce Readiness:	57.40	out of	105
Final Results Score:	181.90 out of 300		
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.