



EL PASO 8, FOUNTAIN - FT. CARSON  
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April 15, 2019

As a condition for accepting Federal (IDEA) resources 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 or IDEA.

34 C.F.R. § 300.603(b)(1)

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 2019, the CDE considered data submitted by Fountain-Fort Carson School District 8 throughout SY2017-18 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 **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 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 with Individual Education Plans (IEPs) aged 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 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 with IEPs dropping out of high school.

**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 SY2017-18)
3. Keep Up in ELA and Math (No data in SY2017-18)



4. For information only: Regular assessment mean scale score in ELA and Math with “IEP exiters” included. (Please see “[How the CDE ESSU Made Determinations 2019](#),” for detailed information about these informational items.)

**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.

Based on an evaluation using the criteria identified above, the CDE has made the following determinations for Fountain-Fort Carson School District 8:

Compliance Determination: **Meets Requirements**  
Results Determination: **Meets Requirements**

All together, Fountain-Fort Carson School District 8 **Meets Requirements** for the implementation of Part B of the IDEA for SY2017-18. Please access <http://www.cde.state.co.us/cdesped/determpenf> for various resources related to the determinations.

CDE is committed to supporting Fountain-Fort Carson School District 8 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 Candace Hawkins at 303.866.6213 or by e-mail at [Hawkins\\_C@cde.state.co.us](mailto:Hawkins_C@cde.state.co.us).

Sincerely,

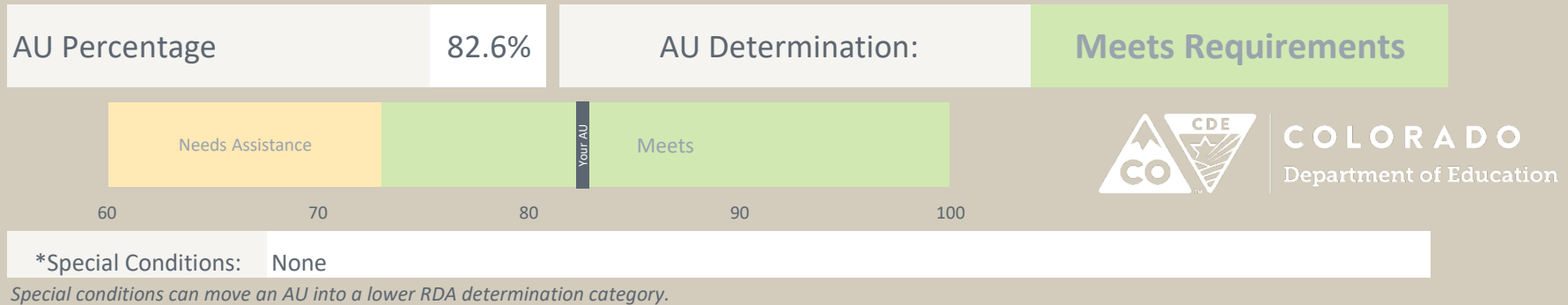


Paul Foster, Ed.D  
Executive Director; State Director of Special Education  
Exceptional Student Services Unit

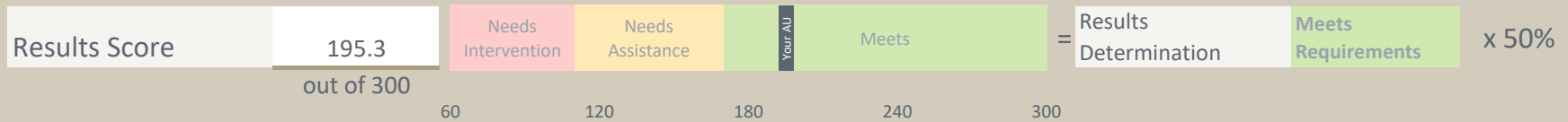
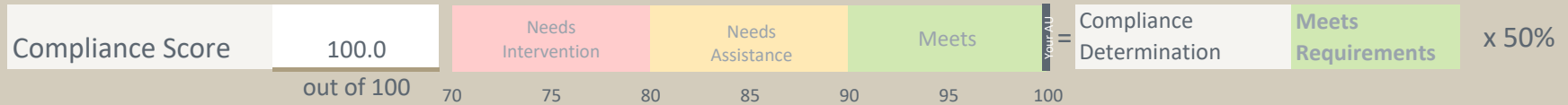
Posted to <https://www.cde.state.co.us/cdesped/determinations> on 4/22/2019



## AU Determination 2019 for 21040 - El Paso 8, Fountain



### Sub-scores



# AU Compliance Matrix 2019



## Administrative Unit: 21040 - El Paso 8, Fountain

Indicator	Performance	Points Eligible	Points Earned
<b>4A:</b> 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 &gt; 10 days in a school year was below 2.56%</i> <i>1 = Rate is above threshold for current year</i> <i>0 = Rate is above threshold for the current and previous two school years</i>	0.4%	2	2
<b>4B:</b> Significant discrepancy in the rate of suspensions and expulsions from the state rate by race and ethnicity.  <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 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.</i>	No Significant Discrepancy	2	2
<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
<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>			
<b>Indicator 11:</b> Timely initial evaluation	99%	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
<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 OR less than 95% compliant for the current and previous year</i>			
<b>Timely and Accurate Data Submission</b>	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>			
<b>Total Points Available:</b>	16		
<b>Compliance Points Earned:</b>	16		
<b>Compliance Score:</b>	100 out of 100		
<b>Compliance Determination:</b>	Meets Requirements		

90 to 100 = Meets Requirements

80 to 89 = Needs Assistance

0 to 79 = Needs Intervention

# AU Results Matrix 2019



COLORADO  
Department of Education

## Administrative Unit: 21040 - El Paso 8, Fountain

### Participation Detail

ELA			ELA	Math	MATH		
Participated	647	95%			Participated	645	95%
Excused	1	0.1%			Excused	1	0.1%
Parent Opt-out	13	1.9%			Parent Opt-out	12	1.8%
Unexcused	19	2.8%			Unexcused	23	3.4%
OSEP Participation Rate	95.1%				OSEP Participation Rate	94.7%	
CO IEP Participation Rate	97.1%		CO IEP Participation Rate	96.6%			

STATE Assessment (Part of Indicator 3b)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation	666	97.1%	-	95% ≤ AU = 3 AU < 95% = 0	3	3
Math Participation	668	96.6%			3	3

(Part of Indicator 3c)	N	Mean Scale Score	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Mean Scale Score (reg)	Current IEP	519	709.5	AU ≥ 712 = 9 712 > AU ≥ 701.9 = 6 701.9 > AU ≥ 693.6 = 3 AU < 693.6 = 0	9	6
	* IEP Exiter	69	726.0			
	* Combined	588	711.4			
Math Mean Scale Score (reg)	Current IEP	517	705.6	AU ≥ 711.8 = 9 711.8 > AU ≥ 701.1 = 6 701.1 > AU ≥ 694.2 = 3 AU < 694.2 = 0	9	6
	* IEP Exiter	69	721.0			
	* Combined	586	707.4			

\* IEP Exiter and Combined provided for information only

Alternate (Part of Indicator 3c)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)	77	41.6%	76	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)	77	16.9%	70	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	4

Note:

Preschool Achievement and Growth (Indicator 7)**		N	% Succeeded	AU's Percentile	Rubric 0 .75 1.5 2.25	Points Eligible	Points Earned
A. Positive social-emotional skills	Growth	100	75.0%	47	73.9%.....82%.....91.5%	2.25	0.75
	Achievement		74.0%	85	59.6%.....67.5%.....82.8%	2.25	1.50
B. Acquisition & Use of Knowledge and Skills	Growth		89.3%	85	72.1%.....80.4%.....91.5%	2.25	1.50
	Achievement		73.0%	63	55.9%.....69.3%.....81.8%	2.25	1.50
C. Use of appropriate behaviors to meet their needs	Growth		68.8%	62	Not Available for Current	0.00	0.00
	Achievement		60.0%	58	Determination Year	0.00	0.00

Note:

**Achievement Points Earned: 31.3 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 Achievement 15%

Academic Growth 50%	Median Growth Percentile		Median Growth %ile	AU's Percentile	Rubric	Points Eligible	Points Earned
	N						
ELA	360		44.0	72	AU ≥ 47 = 15 47 > AU ≥ 39.1 = 10 39.1 > AU ≥ 33 = 5 AU < 33 = 0	15	10
Math	365		41.0	31	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		no data	no data			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		no data	no data			15	10
<b>Academic Growth Points Earned:</b>						<b>100 out of 150</b>	

Postsecondary and Workforce Readiness 35%	Graduation Rate Indicator 1		% Graduated	Highest Rate Percentile	Rubric	Points Eligible	Points Earned
	N						
	50		56.0%	81	AU ≥ 92.3% = 21	21	14
	47		66.0%		92.3% > AU ≥ 79.2% = 14		
	47		87.2%		79.2% > AU ≥ 66.9% = 7		
	35		88.6%		AU < 66.9% = 0		
Note:							
IEP Dropout Exiter Rate Indicator 2		N	% Dropout Exiters	AU's Percentile	Rubric	Points Eligible	Points Earned
Rate					AU < 6.5% = 42 6.5% ≤ AU < 19% = 28 19% ≤ AU < 34.2% = 14 AU ≥ 34.2% = 0	42	28
N = students age ≥ 14 who exited schools	39		10.3%	79			
% = students who exited due to dropping out							
Note:							
Post-School Outcomes Indicator 14		N	%		Rubric	Points Eligible	Points Earned
Contacts Attempted					AU = 100% = 6 AU < 100% = 0	6	6
N = Students in Sample	39		100.0%				
% = Contact attempted							
Students Participated					60% ≤ AU = 6 60% > AU = 0	6	6
N = # in adjusted sample	39		92.3%				
% = 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)	36		63.9%	Percentile 13	AU ≥ 91.5% = 30 91.5% > AU ≥ 75.3% = 20 75.3% > AU ≥ 59.8% = 10 AU < 59.8% = 0	30	10
Note:							
<b>PS and Workforce Points Earned:</b>						<b>64 out of 105</b>	

Academic Achievement:	31.3	out of	45
Academic Growth:	100.0	out of	150
PS and Workforce Readiness:	64.0	out of	105
Final Results Score:	<b>195.3 out of 300</b>		
Results Determination:	<b>Meets Requirements</b>		
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.