



MOFFAT RE1, CRAIG
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Moffat County School District RE-1
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Craig, CO 81625-2517

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 Moffat County School District RE-1 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 Moffat County School District RE-1:

Compliance Determination: **Meets Requirements**

Results Determination: **Needs Assistance**

All together, Moffat County School District RE-1 **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 Moffat County School District RE-1 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.

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



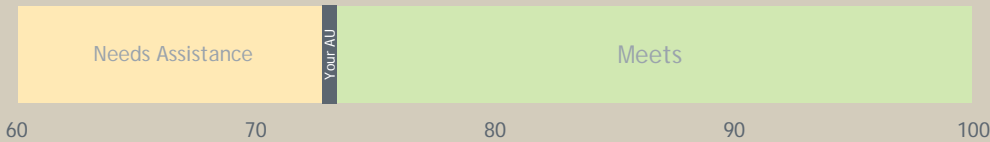
AU Determination 2019 for 41010 - Moffat Re 1, Craig

AU Percentage

73.1%

AU Determination:

Meets Requirements



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*Special Conditions: None

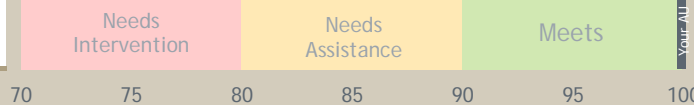
Special conditions can move an AU into a lower RDA determination category.

Sub-scores

Compliance Score

100.0

out of 100



Compliance Determination

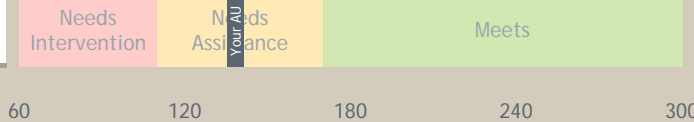
Meets Requirements

x 50%

Results Score

138.5

out of 300



Results Determination

Needs Assistance

x 50%

AU Compliance Matrix 2019



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Administrative Unit: 41010 - Moffat Re 1, Craig

Indicator	Performance	Points Eligible	Points Earned
4A: Significant discrepancy in the rate of suspension and expulsion from the state rate.	0.7%	2	2
2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 2.56% 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	98%	2	2
Indicator 12: IEP developed and implemented by third birthday.	n/a	0	0
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:	14		
Compliance Points Earned:	14		
Compliance Score:	100 out of 100		
Compliance Determination:	Meets Requirements		
90 to 100 = Meets Requirements 80 to 89 = Needs Assistance 0 to 79 = Needs Intervention			

AU Results Matrix 2019



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Administrative Unit: 41010 - Moffat Re 1, Craig

Participation Detail

ELA		ELA	Math	MATH	
Participated	119	89%		Participated	119 89%
Excused	0	0.0%		Excused	0 0.0%
Parent Opt-out	14	10.5%		Parent Opt-out	14 10.5%
Unexcused	0	0.0%		Unexcused	0 0.0%
OSEP Participation Rate	89.5%			OSEP Participation Rate	89.5%
CO IEP Participation Rate	100.0%			CO IEP Participation Rate	100.0%

STATE Assessment

(Part of Indicator 3b)		N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation		119	100.0%	-	95% ≤ AU = 3 AU < 95% = 0	3	3
Math Participation		119	100.0%			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	105	697.4	14	AU ≥ 712 = 9 712 > AU ≥ 701.9 = 6 701.9 > AU ≥ 693.6 = 3 AU < 693.6 = 0	9	3
	* IEP Exiter	13	724.8				
	* Combined	118	700.4				
Math Mean Scale Score (reg)	Current IEP	105	696.8	20	AU ≥ 711.8 = 9 711.8 > AU ≥ 701.1 = 6 701.1 > AU ≥ 694.2 = 3 AU < 694.2 = 0	9	3
	* IEP Exiter	13	708.0				
	* Combined	118	698.1				

Alternate (Part of Indicator 3c)

		N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)		17	35.3%	60	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)		17	11.8%	47	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	2

Note: SY2016-17 and SY201718 data combined

Preschool Achievement and Growth (Indicator 7)**

		N	% Succeeded	AU's Percentile	Rubric	Points Eligible	Points Earned
A. Positive social-emotional skills	Growth	26	76.2%	55	73.9%.....82%.....91.5%	2.25	0.75
	Achievement		57.7%	29	59.6%.....67.5%.....82.8%	2.25	0.00
B. Acquisition & Use of Knowledge and Skills	Growth		77.8%	43	72.1%.....80.4%.....91.5%	2.25	0.75
	Achievement		65.4%	42	55.9%.....69.3%.....81.8%	2.25	0.75
C. Use of appropriate behaviors to meet their needs	Growth		72.0%	70	Not Available for Current	0.00	0.00
	Achievement		42.3%	7	Determination Year	0.00	0.00

Note:

Achievement Points Earned:

20.3 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	
	ELA	85	40.0	38	AU ≥ 47 = 15 47 > AU ≥ 39.1 = 10 39.1 > AU ≥ 33 = 5 AU < 33 = 0	15	10	
	Math	84	43.0	52	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		90th ≤ AU = 4 50th ≤ AU < 90th = 3 15th ≤ AU < 50th = 2 AU < 15th = 1	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		90th ≤ AU = 4 50th ≤ AU < 90th = 3 15th ≤ AU < 50th = 2 AU < 15th = 1	15	10

Academic Growth Points Earned: 100 out of 150

Postsecondary and Workforce Readiness 35%	Graduation Rate Indicator 1		N	% Graduated	Highest Rate Percentile	Rubric	Points Eligible	Points Earned	
	4 Year Grad Rate	24	58.3%	16		AU ≥ 92.3% = 21	21	7	
	5 Year Grad Rate	n<16	n/a			92.3% > AU ≥ 79.2% = 14			
	6 Year Grad Rate	n<16	n/a			79.2% > AU ≥ 66.9% = 7			
	7 Year Grad Rate	20	70.0%			AU < 66.9% = 0			
	Note: SY2016-17 and SY2017-18 data are combined								
	IEP Dropout Exiter Rate Indicator 2		N	% Dropout Exiters	AU's Percentile	Rubric	Points Eligible	Points Earned	
	Rate N = students age ≥ 14 who exited schools % = students who exited due to dropping out	25	36.0%	10		AU < 6.5% = 42 6.5% ≤ AU < 19% = 28 19% ≤ AU < 34.2% = 14 AU ≥ 34.2% = 0	42	0	
	Note: 2015-16, 2016-17, and 2017-18 dropout data combine								
	Post-School Outcomes Indicator 14		N	%		Rubric	Points Eligible	Points Earned	
Contacts Attempted N = Students in Sample % = Contact attempted	19	100.0%			AU = 100% = 6 AU < 100% = 0	6	6		
Students Participated N = # in adjusted sample % = of students who participated out of adjusted sample	19	57.9%			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	n/a	Percentile n/a		AU ≥ 91.5% = 30 91.5% > AU ≥ 75.3% = 20 75.3% > AU ≥ 59.8% = 10 AU < 59.8% = 0	0	0		
Note: SY2015-16, SY2016-17, and SY2017-18 are combined for Attempted, Participated, and Outcome									

PS and Workforce Points Earned: 13 out of 75

Academic Achievement:	20.3 out of 45
Academic Growth:	100.0 out of 150
PS and Workforce Readiness:	18.2 out of 105
Final Results Score:	138.5 out of 300
Results Determination:	Needs Assistance
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.