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 SY2018-19)
3. Keep Up in ELA and Math (No data in SY2018-19)
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 - 2020," 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.

Based on an evaluation using the criteria identified above, the CDE has made the following determinations for Lewis-Palmer School District 38:

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

All together, Lewis-Palmer School District 38 **Meets Requirements** for the implementation of Part B of the IDEA for SY2018-19. Please access http://www.cde.state.co.us/cdesped/determperf for various resources related to the determinations.

CDE is committed to supporting Lewis-Palmer School District 38 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 4/22/2020

AU Compliance Matrix 2020

COLORADO
Department of Education
CDE

Administrative Unit: 21085 - El Paso 38, Lewis-Palmer

Indicator	Performance	Points Eligible	Points Earned
4A: Significant discrepancy in the rate of suspension and expulsion from the state rate.	**0.15**	**2**	**2**
2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 2.35 *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	**100%**	**2**	**2**
Indicator 12: IEP developed and implemented by third birthday.	**100%**	**2**	**2**
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 **OR** less than **95%** compliant for the current and previous year*			
Timely and Accurate Data Submission	**Yes**	**2**	**1**
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:	15
Compliance Score:	93.75 out of 100
Compliance Determination:	Meets Requirements

90 to 100 = Meets Requirements   80 to 89 = Needs Assistance   0 to 79 = Needs Intervention