COLORADO
Department of Education

Exceptional Student Services Unit
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April 15, 2022

The Colorado Department of Education (CDE) recognizes that educators, students, and families are facing unprecedented circumstances and challenges related to the COVID-19 pandemic. At this time, however, the U.S. Department of Education has not granted waivers related to the CDE's requirement to annually review the performance of the State's administrative units (AUs) to determine if each 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 of IDEA.

34 C.F.R. § 300.603(b)(1)

Historically, performance is measured based on information provided by the AU, information obtained through monitoring visits, and other public information made available to the AU. Examining this information in its totality, the CDE determines the AU's level of compliance with IDEA and academic success of students with disabilities via the Compliance Matrix and Results Matrix, respectively.

The disruptions to the state assessments in both spring 2020 and spring 2021 caused by the COVID-19 pandemic significantly compromised the availability and reliability of data used to score the Results Matrix. Given the compromised scoring of the Results Matrix, the AU determinations for 2022 were made using only the Compliance Matrix. Although the Results Matrix is populated with the AU's actual performance, it was not included in the scoring of the AU determinations. The Results Matrix is therefore being provided to the AU as information only.

Consequently, in making the determination in spring 2022, the CDE considered data submitted by LARIMER R-2J, THOMPSON, LOVELAND throughout SY2020-21 in the following manner:

1. **A Compliance Matrix** that includes scoring on the State Performance Plan (SPP) Compliance Indicators and other compliance factors
2. **Compliance Score** and **Compliance Determination** makes the **AU's Final Determination**

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 *but NOT included* in the scoring of 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 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 for the post-school outcome interview.
2. Participated in the post-school outcome interview.

3. Interview results indicated that the youth was 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.

SPP-APR results indicators and other results elements *NOT examined or included* in the scoring of the current determination:

Indicator 3: Statewide Assessments participation, regular assessment mean scale score, and alternate assessment proficiency rate.

In addition, the following results elements are also included in the typical year determinations but not the current year:

1. Median Growth Percentile in ELA and Math
2. Rise Up in ELA and Math
3. Keep Up in ELA and Math

Based on an evaluation using the criteria identified above, the CDE has determined that LARIMER R-2J, THOMPSON, LOVELAND **needs assistance in implementing the requirements Part B of the IDEA for SY2020-21**. Please access http://www.cde.state.co.us/cdesped/determperf for various resources related to the determinations.

CDE is committed to supporting LARIMER R-2J, THOMPSON, LOVELAND in its efforts to improve results for children with disabilities during these challenging times 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 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 4/29/2022

AU Compliance Matrix 2022

COLORADO Department of Education

Administrative Unit: 35020 - Larimer R-2J, Thompson

Indicator	Performance	Points Eligible	Points Earned
4A: Significant discrepancy in the rate of suspension and expulsion from the state rate.	0.00	2	2

2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 0.42
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	96%	2	2
Indicator 12: IEP developed and implemented by third birthday.	69%	2	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 **OR** 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:	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

Special Note for the 2022 Results Matrix

The RDA Results Matrix is NOT a part of the AU Determinations 2022. Because the state assessments were disrupted in both 2020 and 2021 due to COVID-19, the academic achievement portion and the academic growth portion are greyed out in the current 2022 Results Matrix. The limited available data are populated for information-only purposes.

AU Results Matrix 2022

COLORADO Department of Education

Administrative Unit: 35020 - Larimer R-2J, Thompson

State Assessment Participation Detail

ELA		MATH	
Participated	Assessment Data Not Included 2022	Participated	
Excused		Excused	
Parent Opt-out		Parent Opt-out	
Unexcused		Unexcused	
OSEP Participation Rate		OSEP Participation Rate	
CO IEP Participation Rate		CO IEP Participation Rate	

Academic Achievement 15%

State Assessment Participation (Part of Indicator 3b)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation						
Math Participation						

Regular Assessment (Part of Indicator 3c)		N	Mean Scale Score	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Mean Scale Score (reg)	**Current IEP**						
	* IEP Exiter						
	* Combined						
Math Mean Scale Sore (reg)	**Current IEP**						
	* IEP Exiter						
* IEP Exiter and Combined provided for information only	* Combined						

Alternate Assessment (Part of Indicator 3c)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Prof Rate (Alt)						
Math Prof Rate (Alt)						

Note:

Preschool Achievement and Growth (Indicator 7)**		N	% Succeeded	AU's Percentile	Rubric 0 .5 1.0 1.5	Points Eligible	Points Earned
A. Positive social-emotional skills	Growth	97	87.1%	88	73.9%·····82%·····91.5%	1.50	1.00
	Achievement		64.9%	72	59.6%·····67.5%·····82.8%	1.50	0.50
B. Acquisition & Use of Knowledge and Skills	Growth	97	89.7%	90	72.1%·····80.4%·····91.5%	1.50	1.00
	Achievement		74.2%	74	55.9%·····69.3%·····81.8%	1.50	1.00
C. Use of appropriate behaviors to meet their needs	Growth	97	77.8%	68	66.7%·····76.2%·····86.6%	1.50	1.00
	Achievement		61.9%	74	61.8%·····71.4%·····86%	1.50	0.50

Note:

Achievement Points Earned: *Points Not Calculated*

**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	N	Median Growth %ile	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA	Assessment Data Not Included 2022					
Math						

Rise Up	N	% Rise Up	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA						
Math						

Keep Up	N	% Keep Up	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA						
Math						

Academic Growth Points Earned: *Points Not Calculated*

Postsecondary and Workforce Readiness 35%

Graduation Rate Indicator 1	N	%Graduated	Highest Rate Percentile	Rubric	Points Eligible	Points Earned
4 Year Grad Rate	164	77.4%	26	AU ≥ 92.3% = **21** 92.3% > AU ≥ 79.2% = **14** 79.2% > AU ≥ 66.9% = **7** AU < 66.9% = **0**	21	**7**
5 Year Grad Rate	119	66.4%				
6 Year Grad Rate	139	72.7%				
7 Year Grad Rate	141	76.6%				
Note:						

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	89	10.1%	62	AU <6.5% = **42** 6.5% ≤ AU < 19% = **28** 19% ≤ AU <34.2% = **14** AU ≥ 34.2% = **0**	42	**28**
Note:						

Post-School Outcomes Indicator 14	N	%		Rubric	Points Eligible	Points Earned
Contacts Attempted N = Students in Sample % = Contact attempted	89	100.0%		AU = 100% = **6** AU < 100% = **0**	6	**6**
Students Participated N = # in adjusted sample % = of students who participated out of adjusted sample	87	51.7%		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)	45	80.0%	Percentile 50	AU ≥ 91.5% = **30** 91.5% > AU ≥ 75.3% = **20** 75.3%> AU ≥59.8% = **10** AU < 59.8% = **0**	30	**20**
Note:						

PS and Workforce Points Earned: *Points Not Calculated*

Academic Achievement:	
Academic Growth:	
PS and Workforce Readiness:	
Final Results Score:	
Results Determination:	No Results Determination this year

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.