



COLORADO
Department of Education

Exceptional Student Services Unit
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Uncompahgre BOCES 64200
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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 Uncompahgre BOCES 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 **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 4A: Whether the AU has significant discrepancy from the state in the number suspensions/expulsions of students with disabilities for greater than 10 days in a school year.

Indicator 4B: Whether the AU has disproportionate representation by race/ethnicity in the number of suspensions/expulsions 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.

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:

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

Indicator 2: Dropout rate of youth with IEPs

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 2017 determination)
3. Keep Up in ELA and Math (No data in 2017 determination)

Indicator 7: Preschool skills includes the 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: 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 Uncompahgre BOCES:

1. Meets Requirements;
2. Needs Assistance;
3. Needs Intervention; or
4. Needs Substantial Intervention

The CDE has evaluated the criteria listed above and determined that Uncompahgre BOCES Meets for the implementation of Part B of the IDEA for SY2015-16. Please access <https://www.cde.state.co.us/cdesped/rda> for various resources related to the determinations.

CDE is committed to supporting Uncompahgre BOCES 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](#).

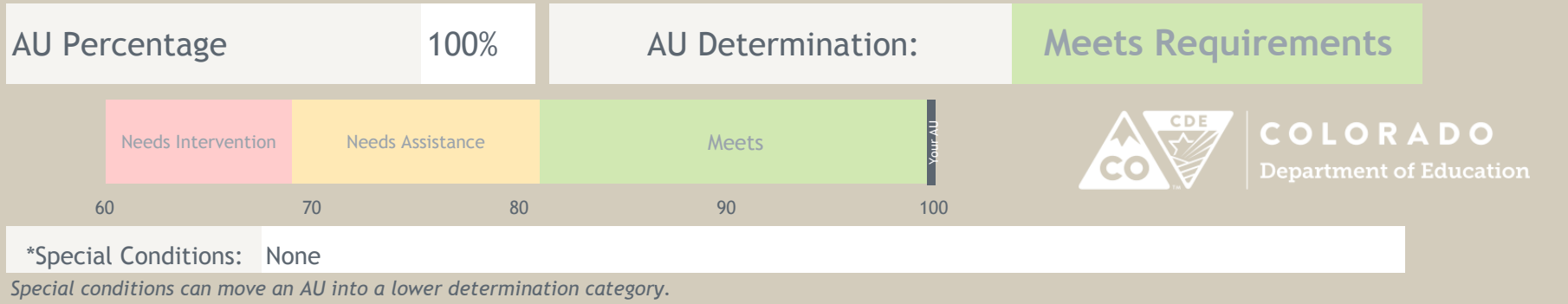
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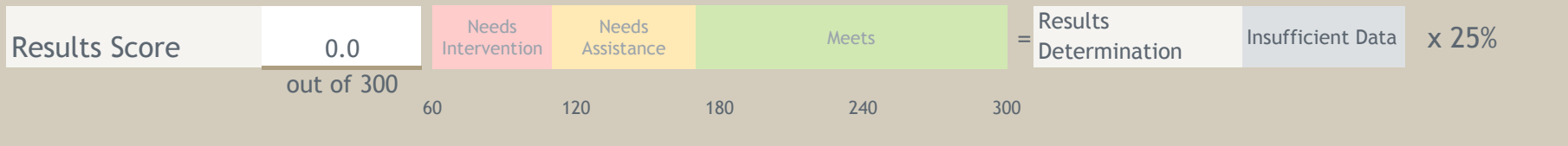
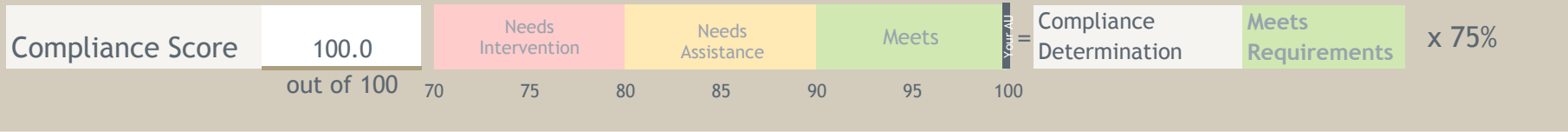
Toby King, Interim Executive Director
Exceptional Student Services Unit

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

AU Determination 2017 for 64200 - Uncompahgre BOCES



Sub-scores



AU Compliance Matrix



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Administrative Unit: 64200 - Uncompahgre BOCES

Indicator	Performance	Points Eligible	Points Earned
4A: Significant discrepancy in the rate of suspension and expulsion from the state rate.	0.0%	2	2
2 = The rate of children with disabilities who received suspensions/expulsions for > 10 days in a school year was below 3.4% 1 = Rate is above threshold for current year only 0 = Rate is above threshold for current year and previous year			
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.	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 current and previous year			
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	95%	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 <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:		16	
Compliance Points Earned:		16	
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



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Administrative Unit: 64200 - Uncompahgre BOCES

Participation Detail

ELA		ELA	Math	MATH	
Participated	86	87%		Participated	90 91%
Excused	0	0.0%		Excused	0 0.0%
Parent Opt-out	7	7.1%		Parent Opt-out	6 6.1%
Unexcused	6	6.1%		Unexcused	3 3.0%
OSEP Participation Rate	86.9%			OSEP Participation Rate	90.9%
CO IEP Participation Rate	93.5%			CO IEP Participation Rate	96.8%

STATE Assessment

(Part of Ind 3b)	N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation	92	93.5%	—	95% ≤ AU = 3 AU < 95% = 0	3	0
Math Participation	93	96.8%	—		3	3

(Part of Ind 3c)	N	Mean Scale Score	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Mean Scale Score (reg)	83	708.8	85	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)	87	707.3	76	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)	n<16	%	0	AU ≥ 48.8% = 6 48.8% > AU ≥ 31.6% = 4 31.6% > AU ≥ 17.9% = 2 AU < 17.9% = 0	0	0
Math Prof Rate (Alt)	n<16	%	0	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	0	0

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	16	70%	10	73.9%.....82%.....91.5%	1.5	0			
	Achievement		62.5%	28	59.6%.....67.5%.....82.8%	1.5	0.5			
B. Acquisition & Use of Knowledge and Skills	Growth		81.8%	63	72.1%.....80.4%.....91.5%	1.5	1			
	Achievement		56.3%	18	55.9%.....69.3%.....81.8%	1.5	0.5			
C. Use of appropriate behaviors to meet their needs	Growth		60%	6	66.7%.....76.2%.....86.6%	1.5	0			
	Achievement		81.3%	75	61.8%.....71.4%.....86%	1.5	1			

Achievement Points Earned: 18.0 out of 33

*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	60	40.0	57	AU ≥ 47 = 15 47 > AU ≥ 39.13 = 10 39.13 > AU ≥ 33 = 5 AU < 33 = 0	15	10	
	Math	61	47.0	90	AU ≥ 47 = 15 47 > AU ≥ 40.7 = 10 40.7 > AU ≥ 34.5 = 5 AU < 34.5 = 0	15	15	
	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: 105 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	n<16	100.00%	0		AU ≥ 92.3% = 21	0	0
	5 Year Grad Rate	n<16	85.70%			92.3% > AU ≥ 79.2% = 14		
	6 Year Grad Rate	n<16	50.00%			79.2% > AU ≥ 66.9% = 7		
	7 Year Grad Rate	n<16	28.60%			AU < 66.9% = 0		
	Dropout Rate (Ind2)		N	% Dropped Out	AU's Percentile	Rubric	Points Eligible	Points Earned
	Dropout Rate	n<16	%	0		AU < 6.5% = 42 6.5% ≤ AU < 19% = 28 19% ≤ AU < 34.2% = 14 AU ≥ 34.2% = 0	0	0
	Post-School Outcomes (Ind14)		N	%		Rubric	Points Eligible	Points Earned
	Contacts Attempted N = Students in Sample % = Contact attempted	n<16	%			AU = 100% = 6 AU < 100% = 0	0	0
	Students Participated N = # in adjusted sample % = of students who participated out of adjusted sample	n<16	%			60% ≤ AU = 6 60% > AU = 0	0	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: 0 out of 0

Academic Achievement:	24.55 out of 45	
Academic Growth:	105.00 out of 150	
PS and Workforce Readiness:	0.00 out of 105	
Final Results Score:	0.00 out of 300	
Results Determination:	Insufficient Data	
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.