



WELD RE-5J, JOHNSTOWN-MILLIKEN  
Rachael Browning  
Weld SD RE-5J  
110 S Centennial Dr. Ste. A  
Milliken, CO 80543-3215

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 Weld RE-5 School District 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 Weld RE-5 School District:

Compliance Determination: **Meets Requirements**

Results Determination: **Meets Requirements**

All together, Weld RE-5 School District **Meets Requirements** for the implementation of Part B of the IDEA for SY2017-18. Please access <http://www.cde.state.co.us/cdesped/determpref> for various resources related to the determinations.

CDE is committed to supporting Weld RE-5 School District 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



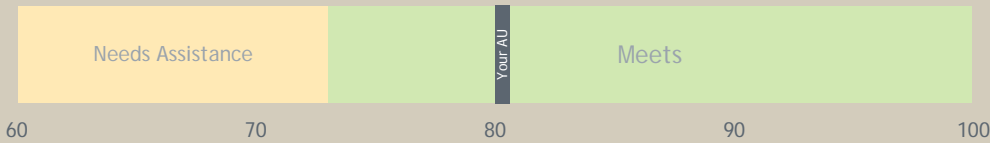
# AU Determination 2019 for 62050 - Weld Re-5J, Johnstown

AU Percentage

80.3%

AU Determination:

Meets Requirements



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\*Special Conditions: None

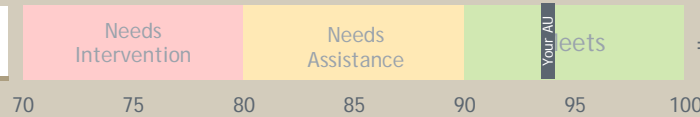
Special conditions can move an AU into a lower RDA determination category.

## Sub-scores

Compliance Score

93.8

out of 100



= Compliance Determination

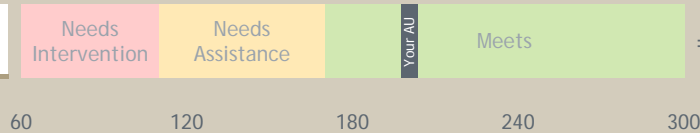
Meets Requirements

x 50%

Results Score

200.5

out of 300



= Results Determination

Meets Requirements

x 50%

# AU Compliance Matrix 2019



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## Administrative Unit: 62050 - Weld Re-5J, Johnstown

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 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	100%	2	2
Indicator 12: IEP developed and implemented by third birthday.	100%	2	2
Indicator 13: Secondary transition	80%	2	1
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:	15
Compliance Score:	93.75 out of 100
<b>Compliance Determination:</b>	<b>Meets Requirements</b>

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: 62050 - Weld Re-5J, Johnstown

### Participation Detail

ELA			ELA	Math	MATH		
Participated	183	92%			Participated	185	93%
Excused	0	0.0%			Excused	0	0.0%
Parent Opt-out	11	5.6%			Parent Opt-out	9	4.5%
Unexcused	4	2.0%			Unexcused	4	2.0%
OSEP Participation Rate	92.4%				OSEP Participation Rate	93.4%	
CO IEP Participation Rate	97.9%		CO IEP Participation Rate	97.9%			

### STATE Assessment

(Part of Indicator 3b)		N	%	AU's Percentile	Rubric	Points Eligible	Points Earned
ELA Participation		187	97.9%	-	95% ≤ AU = 3 AU < 95% = 0	3	3
Math Participation		189	97.9%			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	151	703.1	50	AU ≥ 712 = 9 712 > AU ≥ 701.9 = 6 701.9 > AU ≥ 693.6 = 3 AU < 693.6 = 0	9	6
	* IEP Exiter	27	713.3				
	* Combined	178	704.6				
Math Mean Scale Score (reg)	Current IEP	153	701.1	42	AU ≥ 711.8 = 9 711.8 > AU ≥ 701.1 = 6 701.1 > AU ≥ 694.2 = 3 AU < 694.2 = 0	9	6
	* IEP Exiter	27	713.4				
	* Combined	180	703.0				

\* 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)		23	47.8%	86	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)		23	17.4%	73	AU ≥ 26.7% = 6 26.7% > AU ≥ 14.1% = 4 14.1% > AU ≥ 6.9% = 2 AU < 6.9% = 0	6	4

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	19	54.5%	10	73.9%.....82%.....91.5%	2.25	0.00
	Achievement		68.4%	65	59.6%.....67.5%.....82.8%	2.25	1.50
B. Acquisition & Use of Knowledge and Skills	Growth		85.7%	76	72.1%.....80.4%.....91.5%	2.25	1.50
	Achievement		73.7%	68	55.9%.....69.3%.....81.8%	2.25	1.50
C. Use of appropriate behaviors to meet their needs	Growth		73.3%	76	Not Available for Current	0.00	0.00
	Achievement		68.4%	75	Determination Year	0.00	0.00

Note:

**Achievement Points Earned: 30.5 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	120		40.0	38	AU ≥ 47 = 15 47 > AU ≥ 39.1 = 10 39.1 > AU ≥ 33 = 5 AU < 33 = 0	15	10
Math	121		38.0	9	AU ≥ 47 = 15 47 > AU ≥ 40.7 = 10 40.7 > AU ≥ 34.5 = 5 AU < 34.5 = 0	15	5
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: 95 out of 150**

Postsecondary and Workforce Readiness 35%	Graduation Rate Indicator 1		% Graduated	Highest Rate Percentile	Rubric	Points Eligible	Points Earned
	N						
	n<16		n/a		AU ≥ 92.3% = 21		
	16		93.8%	91	92.3% > AU ≥ 79.2% = 14	21	21
	22		72.7%		79.2% > AU ≥ 66.9% = 7		
	21		85.7%		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		
N = students age ≥ 14 who exited schools	33		18.2%	52	6.5% ≤ AU < 19% = 28	42	28
% = students who exited due to dropping out					19% ≤ AU < 34.2% = 14		
					AU ≥ 34.2% = 0		
Note: 2016-17 and 2017-18 dropout data combined							
Post-School Outcomes Indicator 14		N	%		Rubric	Points Eligible	Points Earned
Contacts Attempted					AU = 100% = 6	6	0
N = Students in Sample	18		94.4%		AU < 100% = 0		
% = Contact attempted							
Students Participated					60% ≤ AU = 6	6	6
N = # in adjusted sample	18		77.8%		60% > AU = 0		
% = 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)	24		87.5%	Percentile 73	AU ≥ 91.5% = 30 91.5% > AU ≥ 75.3% = 20 75.3% > AU ≥ 59.8% = 10 AU < 59.8% = 0	30	20
Note: SY2016-17 and SY2017-18 are combined for Outcome							

**PS and Workforce Points Earned: 75 out of 105**

Academic Achievement:	30.5	out of	45
Academic Growth:	95.0	out of	150
PS and Workforce Readiness:	75.0	out of	105
<b>Final Results Score:</b>	<b>200.5</b>	<b>out of</b>	<b>300</b>
<b>Results Determination:</b>	<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.