2000: Mesa County Valley 51

Grade Levels: EMH - (1 Year)

Accreditation Rating	Official Rating based on 1-Year DPF Report

Accredited with Improvement Plan: Low Participation	54.0/100 Points Earned

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See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Distinction

Accredited   **54.0%**

Improvement

Priority Imp

Turnaround

Accreditation categories are based on the total percentage of points earned.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	47.9%	14.4/30	Approaching
Academic Growth	57.4%	23.0/40	Approaching
Postsecondary & Workforce Readiness	55.3%	16.6/30	Approaching

Accredited with Distinction:
74.0% - 100%

Accredited:
56.0% - 73.9%

Assurances

	Rating
Accountability Participation Rate	Meets 95%
Finance	Meets Requirements
Safety	Meets Requirements

Accredited with Improvement Plan:
44.0% - 55.9%

Accredited with Priority Improvement Plan:
34.0% - 43.9%

Test Participation Rates*

Subject	Total Records	Valid Scores	Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	14,047	12,722	90.6%	901	96.8%	Meets 95%
Math	14,042	12,685	90.3%	912	96.6%	Meets 95%
Science	4,697	3,569	76.0%	858	93.0%	Does Not Meet 95%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	54.2%	21.7/40	Approaching	63.5%	Accredited
	Academic Growth	69.6%	41.8/60	Meets		
Middle	Academic Achievement	45.8%	18.3/40	Approaching	50.5%	Improvement
	Academic Growth	53.6%	32.2/60	Approaching		
High	Academic Achievement	43.8%	13.1/30	Approaching	49.3%	Improvement
	Academic Growth	49.1%	19.6/40	Approaching		
	Postsecondary & Workforce Readiness	55.3%	16.6/30	Approaching		

(-) No Reportable Data

(*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year in the United States who were eligible to take the ELP assessment count as participants for ELA and EBRW regardless of testing status.

(^) For 2022, districts and schools retain their performance watch status from 2019.

2000: Mesa County Valley 51

Elementary School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	4,147	95.7%	740.1	50	6.00/8	Meets
	Previously Identified for READ Plan	831	91.3%	703.8	-	0.00/0	-
	English Learners	200	96.9%	716.6	6	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,814	95.5%	729.1	26	0.50/1	Approaching
	Minority Students	1,252	96.4%	730.8	30	0.50/1	Approaching
	Students with Disabilities	655	87.8%	706.0	1	0.25/1	Does Not Meet
CMAS - Math	All Students	4,144	95.5%	732.6	45	4.00/8	Approaching
	English Learners	202	95.5%	713.7	8	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,813	95.2%	722.0	20	0.50/1	Approaching
	Minority Students	1,249	95.7%	723.6	24	0.50/1	Approaching
	Students with Disabilities	654	87.7%	705.7	2	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	13.00/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	1,221	84.7%	50.0	6.00/8	Meets
	English Learners	50	78.1%	42.5	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	529	82.9%	47.0	0.50/1	Approaching
	Minority Students	330	81.4%	47.5	0.50/1	Approaching
	Students with Disabilities	190	78.0%	36.5	0.50/1	Approaching
CMAS - Math	All Students	1,233	86.3%	52.0	6.00/8	Meets
	English Learners	66	87.0%	57.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	508	84.3%	49.0	0.50/1	Approaching
	Minority Students	388	85.5%	51.0	0.75/1	Meets
	Students with Disabilities	167	81.2%	35.0	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	280	-	57.5	1.50/2	Meets
	On Track to EL Proficiency	279	-	71.3%	1.50/2	Meets
TOTAL	TOTAL	*	*	*	19.50/28	Meets

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2021-22.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

2000: Mesa County Valley 51

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	4,185	90.6%	737.0	42	4.00/8	Approaching
	English Learners	251	94.9%	720.3	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,734	90.7%	727.4	21	0.50/1	Approaching
	Minority Students	1,258	92.1%	728.7	23	0.50/1	Approaching
	Students with Disabilities	589	87.3%	706.9	1	0.25/1	Does Not Meet
CMAS - Math	All Students	4,161	90.1%	728.2	42	4.00/8	Approaching
	English Learners	251	95.2%	716.3	14	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	1,714	89.6%	718.2	18	0.50/1	Approaching
	Minority Students	1,247	91.2%	719.9	22	0.50/1	Approaching
	Students with Disabilities	579	85.7%	702.3	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	11.00/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	2,494	79.3%	48.0	4.00/8	Approaching
	English Learners	160	85.6%	45.5	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,014	77.6%	45.0	0.50/1	Approaching
	Minority Students	743	79.2%	48.0	0.50/1	Approaching
	Students with Disabilities	309	74.5%	40.0	0.50/1	Approaching
CMAS - Math	All Students	1,134	77.7%	39.0	4.00/8	Approaching
	English Learners	62	81.0%	40.0	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	429	73.8%	35.0	0.50/1	Approaching
	Minority Students	338	78.9%	35.5	0.50/1	Approaching
	Students with Disabilities	142	71.4%	35.5	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	57	-	51.0	1.50/2	Meets
	On Track to EL Proficiency	48	-	27.1%	1.50/2	Meets
TOTAL	TOTAL	*	*	*	15.00/28	Approaching

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2021-22.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

2000: Mesa County Valley 51

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Base Reading & Writing	All Students	2,792	86.3%	452.1	38	4.00/8	Approaching
	English Learners	177	88.2%	400.8	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	919	80.2%	416.5	11	0.25/1	Does Not Meet
	Minority Students	855	85.4%	426.4	17	0.50/1	Approaching
	Students with Disabilities	244	74.0%	363.0	1	0.25/1	Does Not Meet
Colorado PSAT - Math	All Students	2,799	86.3%	434.4	36	4.00/8	Approaching
	English Learners	184	88.2%	397.6	7	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	923	80.2%	402.0	8	0.25/1	Does Not Meet
	Minority Students	862	85.4%	413.7	15	0.50/1	Approaching
	Students with Disabilities	244	74.0%	358.4	1	0.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	10.50/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence Base Reading & Writing	All Students	2,287	73.9%	48.0	4.00/8	Approaching
	English Learners	105	69.1%	37.0	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	613	62.5%	41.0	0.50/1	Approaching
	Minority Students	662	70.5%	44.5	0.50/1	Approaching
	Students with Disabilities	142	55.7%	38.0	0.50/1	Approaching
Colorado PSAT/SAT - Math	All Students	3,385	70.9%	45.0	4.00/8	Approaching
	English Learners	194	70.3%	40.0	0.50/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,011	62.2%	40.0	0.50/1	Approaching
	Minority Students	1,019	68.6%	43.0	0.50/1	Approaching
	Students with Disabilities	246	58.9%	31.0	0.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	49	-	49.0	1.00/2	Approaching
	On Track to EL Proficiency	34	-	20.6%	1.00/2	Approaching
TOTAL	TOTAL	*	*	*	13.75/28	Approaching

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2021-22.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

(*) Not Applicable; (-) No Reportable Data

2000: Mesa County Valley 51

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
Colorado SAT - Evidence Base Reading & Writing	All Students	1,280	*	489.7	84.9%	2.00/4	Approaching
	English Learners	49	*	392.1	79.1%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	373	*	447.8	78.5%	0.25/1	Does Not Meet
	Minority Students	396	*	455.2	84.3%	0.25/1	Does Not Meet
	Students with Disabilities	105	*	408.3	74.1%	0.25/1	Does Not Meet
Colorado SAT - Math	All Students	1,282	*	470.8	84.9%	2.00/4	Approaching
	English Learners	51	*	376.2	79.1%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	373	*	432.4	78.5%	0.25/1	Does Not Meet
	Minority Students	398	*	440.1	84.3%	0.50/1	Approaching
	Students with Disabilities	105	*	400.9	74.1%	0.25/1	Does Not Meet
Dropout Rate	All Students	10,991	*	1.9%	*	6.00/8	Meets
	English Learners	188	*	2.7%	*	1.00/2	Approaching
	Free/Reduced-Price Lunch Eligible	923	*	10.2%	*	0.50/2	Does Not Meet
	Minority Students	3,414	*	2.9%	*	1.00/2	Approaching
	Students with Disabilities	1,520	*	2.1%	*	1.00/2	Approaching
Matriculation Rate	All Students	1,390	*	54.4%	*	2.00/4	Approaching
	2-Year Higher Education Institution	*	*	0.8%	*	0.00/0	-
	4-Year Higher Education Institution	*	*	43.7%	*	0.00/0	-
	Career & Technical Education	*	*	17.2%	*	0.00/0	-
	Military Enlistment	*	*	0.0%	*	0.00/0	-
Graduation Rate	All Students	1,612	5yr	87.1%	*	6.00/8	Meets
	English Learners	54	6yr	87.0%	*	1.50/2	Meets
	Free/Reduced-Price Lunch Eligible	810	7yr	80.5%	*	1.00/2	Approaching
	Minority Students	489	6yr	85.1%	*	1.50/2	Meets
	Students with Disabilities	184	6yr	79.9%	*	1.00/2	Approaching
TOTAL	TOTAL	*	*	*	*	28.75/52	Approaching

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	81.0%	87.1%	86.4%	87.0%	5yr
English Learners	64.3%	83.3%	87.0%	84.5%	6yr
Free/Reduced-Price Lunch Eligible	68.4%	79.4%	79.2%	80.5%	7yr
Minority Students	73.6%	83.8%	85.1%	84.2%	6yr
Students with Disabilities	61.0%	77.0%	79.9%	72.7%	6yr

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as non-participants.

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations are based on the 2021 End of Year (EOY) data submission.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations are based on the 2021 graduation cohort.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations are based on data for students with AYGs between 2018 and 2021.

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics: http://www.cde.state.co.us/accountability/pwr

(*) Not Applicable; (-) No Reportable Data

Scoring Guide for 2022 Transitional District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
			All Students	*Each Disaggregated Group*	*ELP On Track Growth*
Academic Achievement & ELP On Track Growth	*The district or school's mean scale score (or percent On Track) was*:* *see tables below for actual values*				
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)		1 bonus point		
Academic Growth	*Median Growth Percentile was:*		*All Students*	*Each Disaggregated Group*	*ELP*
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	*Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:*		*All Students*	*Each Disaggregated Group*	
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		*All Students*	*Each Disaggregated Group*	
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		*All Students*	*Each Disaggregated Group*	
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		*All Students*		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		*All Students*	*Each Disaggregated Group*	
	• at or above 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	Does Not Meet	2	0.5	

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

	English Language Arts & EBRW for CO PSAT			Mathematics			Science		
Percentile	**Elementary**	**Middle**	**CO PSAT**	**Elem**	**Middle**	**CO PSAT**	**Elem**	**Middle**	**High**
15th percentile	722.3	724.1	423.5	719.1	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

Percent of Students On Track for ELP Growth Targets

	ELP On Track Growth		
Percentile	**Elem**	**Middle**	**High**
15th percentile	48.2%	11.5%	12.5%
50th percentile	61.9%	23.4%	23.4%
85th percentile	75.8%	36.0%	37.5%

Total Possible Points by Performance Indicator

Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2022)	40%	30%
Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator

Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment

	District	*School*	*Accreditation Category/Plan Type*
Total Framework Points	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2022 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 8, 2022

After a two-year pause in developing performance frameworks, the state is transitioning back to calculating and publishing performance frameworks for all schools and districts following the passage of Senate Bill 22-137. The 2022 Transitional Frameworks can provide schools and districts, and the communities they serve, important information regarding the progress of students toward meeting the state academic standards. During this transition process, it is worth noting conditions that are unique to this year's framework calculations and may impact interpretation of results.

COVID-19 Consideration: Students across Colorado have had to adapt to a variety of learning models since spring 2020, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students during these years. The impact of these learning disruptions was uneven within and across Colorado districts and schools.

Participation Rates: Participation in the state assessments varied significantly across schools, grade levels, and student groups in both 2021 and 2022. These participation rates inform the degree to which results are representative of the student population. Users are encouraged to review the achievement and growth participation rates overall and for each student group included on the Transitional Frameworks when considering the results.

Growth Data: Because growth calculations use two years of assessment data (2021 and 2022), elementary and middle schools have less available data than usual. This is due to the 2021 CMAS/CoAlt assessments only being required in alternating grade levels – English language arts was required in grades 3, 5 and 7; and math was required in grades 4, 6 and 8. Growth calculations continue to be weighed the most. The department's analysis found no substantial difference in overall plan type assignments despite some of the gaps in data. PSAT/SAT and WIDA ACCESS were administered in all relevant grades in 2021, so growth calculations remain consistent with previous frameworks. A growth participation rate has been added to the 2022 Transitional Frameworks to provide more context on the percentage of students included in the calculation.

1-Year Frameworks: Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."

Performance Watch: One of the provisions of the 2022 Transitional Accountability legislation is a pause on automatically advancing years on or off the accountability clock (i.e., Priority Improvement, Turnaround, On Watch). Districts may submit a request to reconsider to exit the accountability clock or move to On Watch if the district or school earned an Improvement or Performance plan type in 2022 and meets other requirements adopted by the Colorado State Board of Education.

For more information or for help in understanding the Transitional Frameworks, go to the department's accountability website http://www.cde.state.co.us/accountability or contact us at accountability@cde.state.co.us