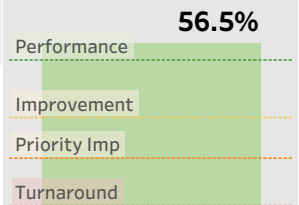


Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan: Low Participation
56.5/100
 Points Earned

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.



School plan types are based on the total percentage of points earned.

Indicator Rating Totals

| Performance Indicator | Percent of Points Earned | Points Earned/Eligible | Rating |
|-----------------------|--------------------------|------------------------|---------------|
| Academic Achievement | 36.1% | 14.4/40 | Does Not Meet |
| Academic Growth | 70.2% | 42.1/60 | Meets |

Performance Plan:

53.0% - 100%

Improvement Plan:

42.0% - 52.9%

Priority Improvement Plan:

34.0% - 41.9%

Turnaround Plan:

0.0% - 33.9%

Insufficient State Data:

No reportable achievement and growth data.

Assurances

| Assurance | Rating |
|-----------------------------------|-----------|
| Accountability Participation Rate | Meets 95% |

Test Participation Rates*

| Subject | Total Records | Valid Scores | Participation Rate | Parent Excusals | Accountability Participation | Rating |
|-----------------------|---------------|--------------|--------------------|-----------------|------------------------------|-----------|
| | | | | | Rate | |
| English Language Arts | 512 | 433 | 84.6% | 64 | 98.0% | Meets 95% |
| Math | 511 | 428 | 83.8% | 75 | 98.2% | Meets 95% |
| Science | 182 | 144 | 79.1% | 35 | 98.0% | Meets 95% |

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 | 35.2% | 14.1/40 | Does Not Meet | 46.7% | Improvement |
| | Academic Growth | 54.3% | 32.6/60 | Approaching | | |
| Middle | Academic Achievement | 37.0% | 14.8/40 | Does Not Meet | 66.0% | Performance |
| | Academic Growth | 85.4% | 51.2/60 | Meets | | |

(-) 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.

ACADEMIC ACHIEVEMENT

| Subject | Student Group | Count | Participation Rate | Mean Scale Score | Percentile Rank | Pts Earned/Eligible | Rating |
|------------------------------|-------------------------------------|----------|--------------------|------------------|-----------------|---------------------|----------------------|
| CMAS - English Language Arts | All Students | 188 | 85.1% | 723.7 | 16 | 4.00/8 | Approaching |
| | Previously Identified for READ Plan | 28 | 75.6% | 696.9 | - | 0.00/0 | - |
| | English Learners | 102 | 88.4% | 721.0 | 11 | 0.25/1 | Does Not Meet |
| | Free/Reduced-Price Lunch Eligible | 131 | 87.7% | 721.5 | 12 | 0.25/1 | Does Not Meet |
| | Minority Students | 183 | 86.1% | 723.4 | 16 | 0.50/1 | Approaching |
| | Students with Disabilities | n < 16 | - | - | - | 0.00/0 | - |
| CMAS - Math | All Students | 189 | 85.8% | 716.6 | 11 | 2.00/8 | Does Not Meet |
| | English Learners | 103 | 90.8% | 718.0 | 13 | 0.25/1 | Does Not Meet |
| | Free/Reduced-Price Lunch Eligible | 132 | 88.3% | 716.9 | 11 | 0.25/1 | Does Not Meet |
| | Minority Students | 184 | 86.5% | 717.1 | 11 | 0.25/1 | Does Not Meet |
| | Students with Disabilities | n < 16 | - | - | - | 0.00/0 | - |
| TOTAL | TOTAL | * | * | * | * | 7.75/22 | Does Not Meet |

ACADEMIC GROWTH

| Subject | Student Group | Count | Participation Rate | Median Growth Percentile/Rate | Pts Earned/Eligible | Rating |
|------------------------------|-----------------------------------|----------|--------------------|-------------------------------|---------------------|--------------------|
| CMAS - English Language Arts | All Students | 24 | 40.3% | 39.5 | 4.00/8 | Approaching |
| | English Learners | n < 20 | - | - | 0.00/0 | - |
| | Free/Reduced-Price Lunch Eligible | n < 20 | - | - | 0.00/0 | - |
| | Minority Students | 23 | 39.7% | 37.0 | 0.50/1 | Approaching |
| | Students with Disabilities | n < 20 | - | - | 0.00/0 | - |
| CMAS - Math | All Students | 30 | 36.0% | 39.5 | 4.00/8 | Approaching |
| | English Learners | 20 | 39.6% | 36.5 | 0.50/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | n < 20 | - | - | 0.00/0 | - |
| | Minority Students | 29 | 36.5% | 41.0 | 0.50/1 | Approaching |
| | Students with Disabilities | n < 20 | - | - | 0.00/0 | - |
| English Language Proficiency | English Language Proficiency | 110 | - | 50.5 | 1.50/2 | Meets |
| | On Track to EL Proficiency | 107 | - | 63.6% | 1.50/2 | Meets |
| TOTAL | TOTAL | * | * | * | 12.50/23 | Approaching |

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

ACADEMIC ACHIEVEMENT

| Subject | Student Group | Count | Participation Rate | Mean Scale Score | Percentile Rank | Pts Earned/Eligible | Rating |
|------------------------------|-----------------------------------|----------|--------------------|------------------|-----------------|---------------------|----------------------|
| CMAS - English Language Arts | All Students | 208 | 84.1% | 732.1 | 30 | 4.00/8 | Approaching |
| | English Learners | 102 | 85.3% | 729.2 | 24 | 0.50/1 | Approaching |
| | Free/Reduced-Price Lunch Eligible | 142 | 82.4% | 732.0 | 30 | 0.50/1 | Approaching |
| | Minority Students | 199 | 84.5% | 732.8 | 31 | 0.50/1 | Approaching |
| | Students with Disabilities | n < 16 | - | - | - | 0.00/0 | - |
| CMAS - Math | All Students | 205 | 81.9% | 713.1 | 9 | 2.00/8 | Does Not Meet |
| | English Learners | 102 | 83.7% | 712.5 | 8 | 0.25/1 | Does Not Meet |
| | Free/Reduced-Price Lunch Eligible | 138 | 79.5% | 711.7 | 7 | 0.25/1 | Does Not Meet |
| | Minority Students | 195 | 81.8% | 714.1 | 10 | 0.25/1 | Does Not Meet |
| | Students with Disabilities | 17 | 60.6% | 688.4 | 1 | 0.25/1 | Does Not Meet |
| TOTAL | TOTAL | * | * | * | * | 8.50/23 | Does Not Meet |

ACADEMIC GROWTH

| Subject | Student Group | Count | Participation Rate | Median Growth Percentile/Rate | Pts Earned/Eligible | Rating |
|------------------------------|-----------------------------------|----------|--------------------|-------------------------------|---------------------|--------------|
| CMAS - English Language Arts | All Students | 58 | 35.5% | 54.0 | 6.00/8 | Meets |
| | English Learners | 38 | 42.6% | 59.5 | 0.75/1 | Meets |
| | Free/Reduced-Price Lunch Eligible | 41 | 35.3% | 65.0 | 1.00/1 | Exceeds |
| | Minority Students | 55 | 35.5% | 54.0 | 0.75/1 | Meets |
| | Students with Disabilities | n < 20 | - | - | 0.00/0 | - |
| CMAS - Math | All Students | 24 | 29.5% | 75.0 | 8.00/8 | Exceeds |
| | English Learners | n < 20 | - | - | 0.00/0 | - |
| | Free/Reduced-Price Lunch Eligible | n < 20 | - | - | 0.00/0 | - |
| | Minority Students | 23 | 29.1% | 76.0 | 1.00/1 | Exceeds |
| | Students with Disabilities | n < 20 | - | - | 0.00/0 | - |
| English Language Proficiency | English Language Proficiency | 39 | - | 64.0 | 1.50/2 | Meets |
| | On Track to EL Proficiency | 38 | - | 26.3% | 1.50/2 | Meets |
| TOTAL | TOTAL | * | * | * | 20.50/24 | Meets |

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

Scoring Guide for 2022 Transitional District/School Performance Frameworks

| Performance Indicator | Measure/Metric | Rating | Point Value | | | |
|--|---|---------------|--------------------------|--------------------------|---------------------|--|
| 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 | | All Students | Each Disaggregated Group | ELP On Track Growth | |
| | • 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) | | 1 bonus point | | | |
| | • CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score) | | | | | |
| 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.*

| Percentile | English Language Arts & EBRW for CO PSAT | | | Mathematics | | | Science | | |
|-----------------|--|--------|---------|-------------|--------|---------|---------|--------|------|
| | 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

| Percentile | ELP On Track Growth | | |
|-----------------|---------------------|--------|-------|
| | 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

| Total Framework Points | District | School | Accreditation Category/Plan Type |
|------------------------|----------|--|--|
| | 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).

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.