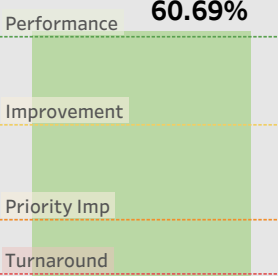


Plan Type
AEC: Performance Plan
60.69/100.0
 Points Earned

Indicator Rating Totals

Indicator	% of Points Earned	Pts Earned/ Eligible	Rating	Performance 60.69%
Academic Achievement	33.33%	5.00/15.00	Does Not Meet	
Academic Growth	41.83%	14.64/35.00	Approaching	
Student Engagement	83.35%	16.67/20.00	Meets	
Postsecondary & Workforce Readiness	81.27%	24.38/30.00	Meets	

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 90% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined by in the Educational Accountability Act of 2009.

This AEC SPF is composed of required state measures but may also include additional optional measures. The optional measures are submitted by the local district and approved by CDE for inclusion in the AEC framework. Results for these optional measures are provided by the district aggregated at the school level. Districts are encouraged to report three years of data when available.

Measures for the Academic Achievement and Academic Growth indicators have been weighted by N size. For measures in these indicators, points eligible are assigned according to the number of students who participated in each measure. Measures where a greater number of students participated are worth comparatively more weight. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE), the total number of students represented across all measures in the indicator (Total N), and the total number of students represented in the measure in question (Measure N):

$$\text{Measure Points Eligible} = (\text{Measure N} / \text{Total N}) \times \text{PE}$$

Measures for the Postsecondary Readiness and Student Engagement indicators are not weighted by N size. These measures are apportioned equal weight within the indicator. Please note that due to rounding policies points eligible at the measure level may not sum exactly to the total points eligible displayed at the indicator and overall levels.

Performance Indicator Ratings Cut-Points

Academic Achievement; Academic Growth;	at or above 87.5%	Exceeds
Student Engagement;	at or above 62.5% - below 87.5%	Meets
Postsecondary & Workforce Readiness	at or above 37.5% - below 62.5%	Approaching
	below 37.5%	Does Not Meet

The plan type presented above is based on the percent of points earned of the total points eligible on the framework:

AEC Performance:
60.0% - 100.0%

AEC Improvement:
47.0% - 59.99%

AEC Priority Improvement:
33.0% - 46.99%

AEC Turnaround:
0.0% - 32.99%

Insufficient Data:
No reportable data.

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

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

9260: Harold Ferguson High School | 1560: Thompson R2-J

All Grade Levels: EMH

ACADEMIC ACHIEVEMENT RESULTS

Required/ Optional	Measure	Subject	Count	Participation Rate	Result	Pts Earned/ Eligible	% of Points Earned	Rating
Required State Measures	Colorado PSAT	Evidence Based Reading & Writing	n < 16		-	0.00/0.00	-	-
		Math	n < 16		-	0.00/0.00	-	-
Optional Measures	NWEA MAP Achievement	Language Usage	38		26.0%	1.13/4.52	25.00%	Does Not Meet
		Math	46		30.0%	1.37/5.48	25.00%	Does Not Meet
		Reading	42		41.0%	2.50/5.00	50.00%	Approaching
TOTAL	Total	Total				5.00/15.00	33.33%	Does Not Meet

ACADEMIC ACHIEVEMENT MEASURES AND METRICS

Colorado PSAT Mean Score on the PSAT

NWEA MAP Achievement Percent of students scoring at or increasing at least one grade level

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Description	Value	Points Earned	Rating
CO PSAT - Evidence Based Reading & Writing	<40th percentile of AECs	120.0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	379.8	0.50	Approaching
	<90th percentile & >=60th percentile of AECs	395.3	0.75	Meets
	>=90th percentile of AECs	426.8	1.00	Exceeds
CO PSAT - Math	<40th percentile of AECs	120.0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	371.7	0.50	Approaching
	<90th percentile & >=60th percentile of AECs	380.7	0.75	Meets
	>=90th percentile of AECs	401.2	1.00	Exceeds
NWEA MAP Achievement	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.0%	0.50	Approaching
	<90% & >=60% of students	60.0%	0.75	Meets
	>=90% of students	90.0%	1.00	Exceeds

CMAS includes 3rd to 8th grade results for years 2017 to 2019. CO PSAT includes 9th grade results for 2018 and 2019 and 10th grade results for years 2017 to 2019.

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

9260: Harold Ferguson High School | 1560: Thompson R2-J

All Grade Levels: EMH

ACADEMIC GROWTH RESULTS

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% of Points Earned	Rating
Required State Measures	State Calculated Growth	English Language Arts	n < 20	-	0.00/0.00	-	-
		Math	n < 20	-	0.00/0.00	-	-
Optional Measures	NWEA MAP RIT Change Percentile	Language Usage	142	31.0	2.86/11.45	25.00%	Does Not Meet
		Math	157	59.0	6.33/12.66	50.00%	Approaching
		Reading	135	41.0	5.45/10.89	50.00%	Approaching
TOTAL	Total	Total			14.64/35.00	41.83%	Approaching

ACADEMIC GROWTH MEASURES AND METRICS

State Calculated Growth Median Growth Percentile (MGP)

NWEA MAP RIT Change Percentile Percentile rank of the change in students' RIT points across testing windows

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS

Measure	Description	Value	Points Earned	Rating
State Calculated Growth	<35 MGP	0.0	0.25	Does Not Meet
	<50 & >=35 MGP	35.0	0.50	Approaching
	<65 & >=50 MGP	50.0	0.75	Meets
	>=65 MGP	65.0	1.00	Exceeds
NWEA MAP RIT Change Percentile	<40th percentile rank	1.0	0.25	Does Not Meet
	<60th & >=40th percentile rank	40.0	0.50	Approaching
	<90th & >=60th percentile rank	60.0	0.75	Meets
	>=90th percentile rank	90.0	1.00	Exceeds

State Calculated Growth may include SGP data from CMAS, PSAT, and/or SAT from grades 3 through 11 across the last three years.

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

9260: Harold Ferguson High School | 1560: Thompson R2-J

All Grade Levels: EMH

STUDENT ENGAGEMENT RESULTS

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	% of Points Earned	Rating
Required State Measures	Attendance	Attendance	*	-	0.00/0.00	-	-
	Truancy Rate	Truancy Rate	*	-	0.00/0.00	-	-
Optional Measures	LOCAL AVERAGE DAILY ATTENDANCE RATE	LOCAL AVERAGE DAILY ATTENDANCE RATE	*	89.5%	5.00/6.67	75.00%	Meets
	Panorama Survey	Positive Response Rate	*	86.0%	5.00/6.67	75.00%	Meets
	Returning Student Rate	Returning Student Rate	*	91.0%	6.67/6.67	100.00%	Exceeds
TOTAL	Total	Total	*		16.67/20.00	83.35%	Meets

STUDENT ENGAGEMENT MEASURES AND METRICS

Attendance	Average daily attendance rate of the school
Truancy Rate	Truancy rate of the school
LOCAL AVERAGE DAILY ATTENDANCE..	Local average daily attendance rate
Panorama Survey	Positive survey response rate
Returning Student Rate	Percent of student completing the prior year at this school who re-enrolled for fall

STUDENT ENGAGEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Description	Value	Points Earned	Rating
Attendance	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	80.2%	0.50	Approaching
	<90th percentile & >=60th percentile of AECs	86.5%	0.75	Meets
	>=90th percentile of AECs	94.8%	1.00	Exceeds
Truancy Rate	<40th percentile of AECs	11.9%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	7.8%	0.50	Approaching
	<90th percentile & >=60th percentile of AECs	0.0%	0.75	Meets
	>=90th percentile of AECs	0.0%	1.00	Exceeds
LOCAL AVERAGE DAILY ATTENDANCE RATE	<84% attendance rate	0.0%	0.25	Does Not Meet
	<89% & >=84% attendance rate	84.0%	0.50	Approaching
	<94% & >=89% attendance rate	89.0%	0.75	Meets
	>=94% attendance rate	94.0%	1.00	Exceeds
Panorama Survey	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.0%	0.50	Approaching
	<90% & >=60% of students	60.0%	0.75	Meets
	>=90% of students	90.0%	1.00	Exceeds
Returning Student Rate	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.0%	0.50	Approaching
	<90% & >=60% of students	60.0%	0.75	Meets
	>=90% of students	90.0%	1.00	Exceeds

All calculations reported on this page are based on 3 years of aggregated data where available.

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

9260: Harold Ferguson High School | 1560: Thompson R2-J

All Grade Levels: EMH

POSTSECONDARY & WORKFORCE READINESS RESULTS

Required/ Optional	Measure	Subject	Count	Participation Rate	Result	Pts Earned/ Eligible	% of Points Earned	Rating
Required State Measures	Colorado SAT	Evidence Based Readin..	n < 16		-	0.00/0.00	-	-
		Math	n < 16		-	0.00/0.00	-	-
	Completion Rate	Completion Rate	56		73.2%	7.50/7.50	100.00%	Exceeds
	Dropout Rate	Dropout Rate	162		13.0%	3.75/7.50	50.00%	Approaching
Optional Measures	Credit/Course Compl..	By Course	10,418		85.0%	5.63/7.50	75.00%	Meets
	Workforce Readiness	Workforce Readiness	1,071		91.0%	7.50/7.50	100.00%	Exceeds
TOTAL	Total	Total				24.38/30.00	81.27%	Meets

POSTSECONDARY & WORKFORCE READINESS MEASURES AND METRICS

Colorado SAT	Mean Score on the SAT
Completion Rate	"Best-of" the 4, 5, 6, or 7-year completion rate
Dropout Rate	Dropout rate of the school
Credit/Course Completion	Percent of of credits earned out of credits attempted by course
Workforce Readiness	Percent of students to meet or exceed readiness benchmark

POSTSECONDARY & WORKFORCE READINESS ESTABLISHED NORMS AND CUT-POINTS

Measure	Description	Value	Points Earned	Rating
Colorado SAT - EBRW^	<40th percentile of AECs	200.0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	412.7	0.50	Approaching
	<90th percentile & >=60th percentile of AECs	424.4	0.75	Meets
	>=90th percentile of AECs	468.9	1.00	Exceeds
Colorado SAT - Math	<40th percentile of AECs	200.0	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	390.9	0.50	Approaching
	<90th percentile & >=60th percentile of AECs	398.6	0.75	Meets
	>=90th percentile of AECs	428.8	1.00	Exceeds
Completion Rate	<40th percentile of AECs	0.0%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	40.0%	0.50	Approaching
	<90th percentile & >=60th percentile of AECs	49.5%	0.75	Meets
	>=90th percentile of AECs	69.4%	1.00	Exceeds
Dropout Rate	<40th percentile of AECs	18.2%	0.25	Does Not Meet
	<60th percentile & >=40th percentile of AECs	12.8%	0.50	Approaching
	<90th percentile & >=60th percentile of AECs	4.6%	0.75	Meets
	>=90th percentile of AECs	0.0%	1.00	Exceeds
Credit/Course Completion	<40% of courses	0.0%	0.25	Does Not Meet
	<60% & >=40% of courses	40.0%	0.50	Approaching
	<90% & >=60% of courses	60.0%	0.75	Meets
	>=90% of courses	90.0%	1.00	Exceeds
Workforce Readiness	<40% of students	0.0%	0.25	Does Not Meet
	<60% & >=40% of students	40.0%	0.50	Approaching
	<90% & >=60% of students	60.0%	0.75	Meets
	>=90% of students	90.0%	1.00	Exceeds

CO SAT calculations include grade 11 results for years 2017 to 2019 where available.

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

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.