

2022 Final AEC School Performance Framework

9757: Yampa Valley High School | 2770: Steamboat Springs RE-2

All Grade Levels: EMH

Plan Type

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.the total points eligible on the framework: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 three years of data when available.AEC Performance: 60.0% - 100.0%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), theAEC Improvement: 47.0% - 59.99%	Plan Type				
Indicator Rating Totals Indicator Rating Totals Pets Earned/Eligible Rating Academic Achievement 0.00/0.00 - Academic Achievement 0.00/0.00 - Academic Growth 0.00/0.00 - Student Engagement 0.00/0.00 - Postsecondary & Workforce Readiness 75.00% 22.50/30.00 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 preduce appropriate diministration of state assessments; (2) all students attend on a part-time basic and come from other public schools where there an individual Education Program and/or meet the definition of a high-risk student, as defined by the local district and approved by CDE for inclusion in the AEC framework. Results for these optional measures are submitted by the local district aggregated at the school level. Districts are encouraged to repatic these optional measures are greater number of students part to abasis and the admemorie. AEC Improvement: 4.0.0% - 5.99% Measures for the Academic Achievement Nice and the easing of are work in the indicator (PE), the individual weight of tache measures in the indicator is derived from: the total points eligible in the indicator (PE), the individual weight of tache measure N): AEC Improvement: 4.0.0% - 52.99% Measures for the Academic Achievement Nice and the additional optional measures. AEC Improvement: 4.0.0% - 52.99%	AEC: Insufficien	t State Data		,	
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	Postsecondary & Workforce Readiness	at or above 37.5% - below 6	62.5%	Approaching	
below 37.5% Does Not Meet		below 37.5%		Does Not Meet	

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

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



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	-	-	
TOTAL	Total	Total				0.00/0.00	-	-	

ACADEMIC ACHIEVEMENT MEASURES AND METRICS

Colorado PSAT

Mean Score on the PSAT

ACADEMIC ACHIEVEM	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					

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



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	-	-	
TOTAL	Total	Total			0.00/0.00	-	-	

ACADEMIC GROWTH MEASURES AND METRICS

State Calculated Growth

Median Growth Percentile (MGP)

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS							
			Points				
Measure	Description	Value	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			

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



All Grade Levels: EMH

STUDENT	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	-	-	
Measures	Truancy Rate	Truancy Rate	*	-	0.00/0.00	-	-	
TOTAL	Total	Total	*		0.00/0.00	-	-	

STUDENT ENGAGEMENT MEASURES AND METRICS

Attendance

Average daily attendance rate of the school

Truancy Rate

Truancy rate of the school

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

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

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



All Grade Levels: EMH

Required/				Participation		Pts Earned/	% of Points	
Optional	Measure	Subject	Count	Rate	Result	Eligible	Earned	Rating
Required State Measures	Colorado SAT	Evidence Based Reading & Writing	n < 16		-	0.00/0.00	-	-
		Math	n < 16		-	0.00/0.00	-	-
	Completion Rate	Completion Rate	n < 16		-	0.00/0.00	-	-
	Dropout Rate	Dropout Rate	29		6.9%	22.50/30.00	75.00%	Meets
TOTAL	Total	Total				22.50/30.00	75.00%	Meets

Colorado SAT	Mean Score on the SAT

Mean Score on the SAT

Completion Rate

"Best-of" the 4, 5, 6, or 7-year completion rate Dropout rate of the school

Dropout Rate

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

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.

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