



# 2019 District and School Performance Framework Calculation Guidebook

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## Introduction

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### Guidebook Purpose, Scope & Organization

The District and School Performance Frameworks are designed to meet the requirement established under the Colorado Educational Accountability Act that the department hold districts and schools accountable to a common set of outcome data. The system is designed to meaningfully differentiate between performance to better provide supports to schools and districts.

The purpose of this document is to provide clarity and transparency in all calculation steps required for determining both District Performance Framework (DPF) and School Performance Framework (SPF) results. The methodologies parallel each other, so they have been combined in this guidebook.

This document has been organized into four primary sections, to detail the four sequential steps in calculating the frameworks. The sections have each been written with adequate context to enable readers to skip to a section for specific questions on any of the following steps:

- Step 1: Generate Summary Calculations from Student-Level Data Files
- Step 2: Determine Sub-Indicator Ratings
- Step 3: Determine Performance Indicator Ratings
- Step 4: Determine Overall Ratings

Step 1 begins with student-level data files provided by the Accountability Analytics (AA) Unit, not files from the Assessment Unit or any assessment vendors. Not all calculations included in Step 1 contribute to points on the framework; some are included for information only.

*Appendix A provides a summary of all the files referenced along with how they map to this guidebook.*

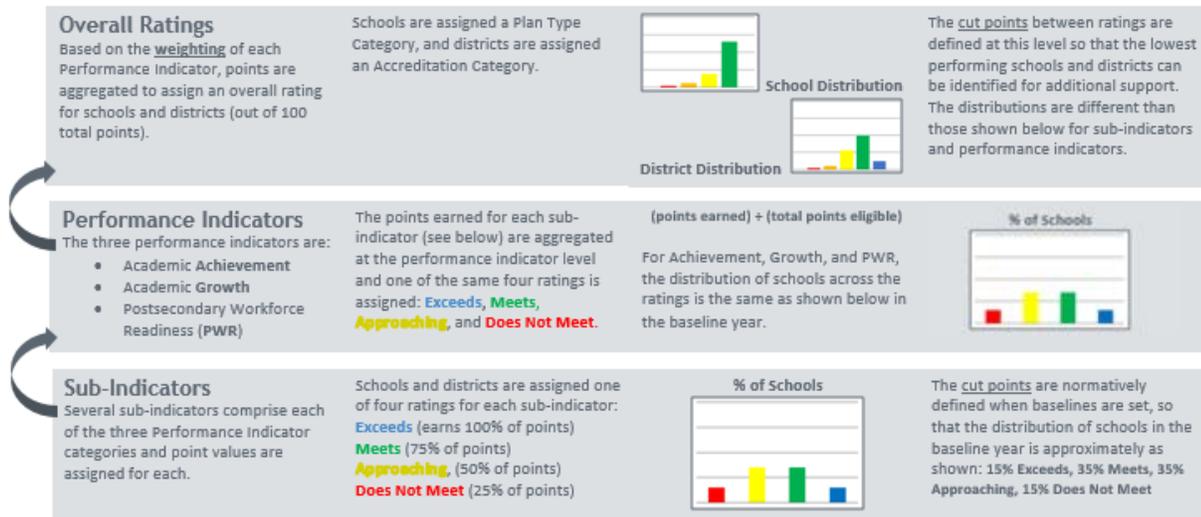
*Appendices B and C provide tables that summarize Steps 2 - 4.*

*Appendix D provides the flow chart that determines when the multi-year framework provides the official rating.*

This guidebook outlines the calculation methodology that is used for both 1-year and multi-year frameworks; the methodology is the same. Multi-year frameworks include three years of data, which is helpful in assessing performance in cases where data is limited. The AA Unit provides 1-year student-level files to districts annually; multi-year files are available upon request.

## Overview of Calculation Methodology

The performance framework holds districts and schools accountable by evaluating student outcomes around three performance indicators: Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness. For each district and school, a common set of sub-indicators is used to determine ratings for each of these performance indicators, and then these ratings are combined to determine an overall rating.



In addition to establishing expectations for student outcomes around these performance indicators, the performance framework is intended to ensure that schools and districts meet finance, safety, and test participation requirements. Failure to meet one of these assurances can result in a lower overall performance rating, so overall ratings are determined by information related to the following set of elements:

- Performance Indicators:
  - Academic Achievement
  - Academic Growth
  - Postsecondary and Workforce Readiness
- Assurances:
  - Finance
  - Safety
  - Test Participation

In order to understand how ratings for performance indicators are combined to determine a district or school's overall rating, it is first necessary to understand how performance indicator ratings themselves are determined. Here, it is important to recognize that the performance framework assigns performance ratings at three different levels. In addition to the overall rating (highest level) and to the ratings associated with the performance indicators (middle level), the framework assigns ratings to sub-indicators (lowest level), which comprise a range of performance metrics organized beneath each performance indicator.

Beneath the Academic Achievement performance indicator, ratings are assigned to measures reflecting student outcomes on the different subject area tests that make up the state's annual assessment program. Beneath the Academic Growth performance indicator, ratings are assigned to measures reflecting student progress on the state assessments from one year to the next, which are calculated based on the Colorado Growth Model.

Underneath the Postsecondary and Workforce Readiness (PWR) performance indicator, ratings are assigned to a combination of student assessment outcomes and graduation, dropout, and matriculation measures.

The sub-indicators or measures that exist beneath the Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness performance indicators are further divided so that outcomes are evaluated separately at distinct grade ranges and for different student groups.

Grade Ranges: There are separate sets of Academic Achievement and Academic Growth measures at the elementary level, at the middle school level, and at the high school level. Postsecondary and Workforce Readiness measures are only evaluated at the high school level.

Student Groups: At each level, outcome measures representing the performance of all students are evaluated along with outcome measures for specific student subgroups. For most indicators, separate outcome measures are evaluated for students qualifying for free or reduced-price lunch, minority students, English learners, and students with Individualized Education Plans (IEPs). In some cases, such as with matriculation rates, the subgroups are specific to a given outcome measure.

Taken together, the collection of outcome measures that exist at each grade range and for each student group beneath the level of performance indicators function as a set of sub-indicators. Point values associated with the sub-indicator ratings serve as the basis for determining an overall rating for each performance indicator.

- For each sub-indicator where outcome data is available, a district or school is eligible to earn a set number of points. Points are earned in proportion to the level of the rating, so that higher ratings equate to larger point totals.
- For each performance indicator, points are totaled across all sub-indicators where outcome data exist, and the total percentage of points earned out of the total number of points eligible determines the overall rating for that indicator. This is how the framework determines the distinct ratings for Academic Achievement, Academic Growth, and Postsecondary and Workforce Readiness.

The method for combining the separate performance indicator ratings to determine an overall performance rating for each district and school is dictated by State Board of Education policy. Under Board policy, each performance indicator is assigned a fixed weight within the overall structure of the framework. This is done in order to ensure that the relative value given to each performance indicator remains consistent across all districts and schools, regardless of variations that occur in the number of data points available at the sub-indicator level. Thus, a district or school's overall performance rating does not reflect a simple total of points earned and points eligible across all sub-indicators. Rather,

- The percentage of points earned for each of the performance indicators is multiplied by the fixed weight assigned to it within the overall structure of the framework.
- The products of these calculations are then summed to determine the weighted percentage of points earned on the framework, which serves as the basis for determining the overall performance rating.

The image to the right shows the school plan type ratings that are assigned based on the weighted percentage of points earned on the framework:

- Performance
- Improvement Plan
- Priority Improvement
- Turnaround



The image to the left shows the five district accreditation ratings that are assigned based on the weighted percentage of points earned on the framework:



- Accredited with Distinction
- Accredited
- Accredited with Improvement Plan
- Accredited with Priority Improvement Plan
- Accredited with Turnaround

**Insufficient State Data:** Performance ratings are only assigned in cases where districts and schools have enough datapoints available to evaluate. At the elementary and middle school levels, sufficient data are considered to exist when results are available for at least one Achievement sub-indicator in either CMAS English Language Arts or CMAS Math. For schools that serve high school students, there are two options for meeting the requirement for sufficient data. High schools must have results available for Achievement sub-indicators in PSAT Evidence-Based Reading and Writing and PSAT Math, or must have results for graduation, dropout, or SAT PWR sub-indicators along with at least one Achievement or Growth sub-indicator other than the PSAT Evidence-Based Reading and Writing or PSAT Math Achievement sub-indicators. If schools or districts meet these minimum criteria, these data will be used to determine an overall performance rating. If they do not the overall performance rating will be displayed as Insufficient State Data.

**Special Cases**

The following are special cases that may impact a school or district’s overall rating (i.e., the output of the calculation methodology). More details on these are provided on CDE Accountability website, but they are highlighted here so the reader is aware.

**Decreased due to Participation:** District and school performance frameworks include a test participation assurance. Under this assurance, districts and schools are required to have at least 95% of students participate in the annual state assessments in Math, English Language Arts, and Science. In cases where a district or school fails to meet the 95% participation requirement, the official performance rating will be one level lower than the rating this has been determined based on the percentage of points earned on the performance framework. The calculations used to determine whether districts and schools meet the participation requirement are consistent with State Board of Education policy, which allows parents to excuse students from state testing. Students whose parents excuse them from testing are treated as exempt in the participation rate calculation that is used for the testing assurance.

**Low Participation:** Official performance ratings identify cases where districts or schools have fewer than 95% of students participate in the annual state assessments. In these cases, the official rating will include a “Low Participation” designation. Districts and schools that receive this designation differ from cases where the rating is lowered by one level. State Board of Education Policy dictates that ratings are not lowered in cases where students were excused from testing by their parents. The “Low Participation” designation is based on a participation rate calculation that treats parent excusals as non-participants. The designation exists so that the public is aware that the outcome measures included in the performance frameworks may not be representative of the student population as a whole.'

**New Schools:** CDE publishes performance framework reports for new schools in their first year of operation, prior to any performance data being available. Ratings for new schools are determined by the local district through the accreditation process.

**Request to Reconsider:** While performance ratings are initially based on the performance outcomes presented in the performance framework, districts may request that CDE revise a rating based on a review of local performance data and other contextual factors. In cases where a request for reconsideration is approved, the official performance rating for a school or district may not be consistent with the rating derived from the calculations in the performance framework.

**Alternative Education Campuses:** CDE uses a separate performance framework to evaluate Alternative Education Campuses (AECs), which have specialized missions designed to serve high-risk student populations. The AEC performance framework evaluates schools on a common set of state metrics, but also incorporates outcomes measures selected by individual schools to reflect their specialized missions.

## 1. Generate Summary Calculations from Student-Level Data Files

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### ACADEMIC ACHIEVEMENT DATA

The performance framework is built around a range of student outcome measures organized beneath three performance indicators: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness. For the Academic Achievement performance indicator, the framework assigns ratings based on mean scale scores obtained on the annual state assessments. This section of the guide describes how to generate the mean scale score calculations using student-level data files provided to districts by the Accountability Analytics (AA) Unit. Note that mean scale scores are only reported and used in the performance framework when results are available for at least 16 students.

The AA Unit provides student-level achievement data files to districts each year at the same time that preliminary framework reports are distributed. This guide refers exclusively to files provided by the AA Unit. Information presented in this guide does not apply to files provided by CDE’s Assessment Unit nor to files provided by assessment vendors. For information about where to find the student-level files referenced here, please contact the AA Unit.

### Reporting Structure for Mean Scale Scores

The student-level files provided to districts are organized to reflect the structure of the performance frameworks. To make sense of the information included in these files, it is necessary to have a basic understanding of the performance framework reporting structure. The overview provided here explains how performance metrics are organized under the Academic Achievement indicator. This is the basis for understanding more specific details about the information included in the student-level files, which are provided in subsections below.

At the highest level, the mean scale scores reported in the performance framework are organized by grade range. Separate sets of mean scale scores are reported at the elementary, middle, and high school levels. For each grade range, mean scale scores are further organized into difference subject areas. At the elementary and middle school levels, separate sets of mean scale scores are reported for English Language Arts, Math, and Science. At the high school level, the subject areas are Evidence-Based Reading & Writing, Math, and Science.

Within each subject area, there are distinct mean scale score calculations for different groups of students. For every subject area at every grade level, the report includes a mean scale score representing outcomes for all students, along with separate mean scale scores for minority students, students eligible for free or reduced-price lunch, English Learners, and students with disabilities. At the elementary level, there is an additional English Language Arts mean scale score calculation reported for students who were previously identified under the Colorado READ Act as having a significant reading deficiency.

The table below shows how Academic Achievement metrics are organized at the elementary level. Within the performance framework, separate mean scale scores are reported for each group represented in the table.

Elementary School Level	
English Language Arts	All Students
	Previously Identified for Read Plan
	English Learners
	Free/Reduced-Price Lunch Eligible

	Minority Students
	Students with Disabilities
Math	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Science	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities

The next table shows how Academic Achievement metrics are organized at the middle school level. Again, the performance framework includes separate mean scale scores for each group represented in the table.

<b>Middle School Level</b>	
English Language Arts	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Math	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Science	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities

The table below shows how Academic Achievement metrics are organized at the high school level. The pattern is the same as at the elementary and middle school levels, except that the subject area labels differ due to the fact that at the high school level assessment results are taken primarily from the Colorado PSAT assessments rather than from the CMAS assessments.

<b>High School Level</b>	
Evidence-Based Reading & Writing	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students

	Students with Disabilities
Math	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Science	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities

## Student-Level Data Files

The AA unit applies a common set of coding conventions to the records included in the student-level Achievement files that it distributes so that all mean scale score calculations can be generated using the same set of procedures. Each record includes a state-assigned student ID (SASID) along with enrollment and demographic information and a scale score result. All the fields referenced to generate the mean scale score calculations that appear in the performance framework reports are described in detail here.

### Reporting Year

The files provided to districts each year contain the record sets used to generate the most recently published framework reports. Record sets for prior years are available upon request. The files include a field labeled, REPORTING\_YEAR, which contains values showing which year of assessment administration each record is associated with. To generate the mean scale calculations reported in the 2019 performance frameworks, refer to the REPORTING\_YEAR column and select only records where the value is '2019'.

### Reporting Year Span

The files provided to districts each year contain the record sets used to generate the calculations that are included in the 1-Year performance framework reports. CDE also produces multi-year reports, which are used to determine official accreditation ratings in cases where a single year of data does not provide enough information to evaluate performance. Files containing the data sets used to generate the calculations used for the multi-year reports are available upon request.

For the 1-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is '1 Year'.

For the multi-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is '3 Year'.

## **District Number**

The student-level data files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the district performance framework report. The files include a column titled, DIST\_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the assessment data and the performance framework reports and can be used to identify the records that are included in the mean scale score calculations for a specific district.

## **School Number**

The student-level files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the school performance framework reports. The files include a column titled, SCH\_NUMBER, which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the assessment data and the performance framework reports. Refer to the SCH\_NUMBER column to identify the records that are included in the mean scale score calculations for specific schools.

## **Reporting Data Set**

The files provided to districts by the AA Unit contain the records used to generate calculations for the district performance framework report as well as records used to generate calculations for each of the individual reports used to evaluate the performance of schools within the district. The rules used to generate calculations for the district performance framework report differ from the rules used to generate calculations for the school performance framework reports. The files provided by the AA Unit include a column titled, REPORTING\_DATA\_SET, that distinguishes between the data set used for the district performance framework report and the data sets used for the school performance framework reports. To generate calculations for the district performance framework report, select only records where the value in the data set field is 'DIST'. For school performance framework calculations, select only records where the value is 'SCH'.

## **EMH Level (Grade Range)**

The frameworks are structured to evaluate student outcomes separately for each grade range: elementary school, middle school, and high school. Within the files provided by the AA Unit, there is a column titled, EMH\_LEVEL, that designates the grade range associated with each record. To generate mean scale score calculations reported at the elementary level, refer to the EMH\_LEVEL column and select only records that are coded as 'E'. To generate mean scale score calculations reported at the middle school level, select only records that are coded as 'M'. And to generate mean scale score calculations reported at the high school level, select only records that are coded as 'H'.

## **Grade Level**

For elementary and middle school calculations, no reference needs to be made to specific grade levels. At the high school level, additional selection criteria must be applied to the GRADE\_LEVEL field in order to exclude 11<sup>th</sup> grade results from the calculations. Records for 11<sup>th</sup> grade students are not included in the mean scale score calculations reported in the Academic Achievement section of the report. Instead, they are reported under the Postsecondary & Workforce Readiness indicator. To generate the mean scale score calculations reported in the

Academic Achievement section at the high school level, exclude all records where the value in the GRADE\_LEVEL field equals '11'.

## **Test Name**

The mean scale scores used for the frameworks represent the combined results from both the traditional and alternate assessments. Results from both the traditional and alternate assessments are included in the files provided by the AA Unit. The English Language Arts and Math calculations reported at the elementary and middle school levels include records where the value in the TEST\_NAME column is either 'CMAS' or 'DLM'. At the high school level, the calculations reported for Evidence-Based Reading & Writing and Math are based on records where the TEST\_NAME is either 'CO PSAT/SAT' or 'DLM'. The Science calculations reported at all levels include records where the value in the TEST\_NAME column is either 'CMAS SCIENCE' or 'COALT SCIENCE

## **Test Subject**

### ***English Language Arts/Evidence-Based Reading & Writing***

At the elementary and middle school levels, calculations that appear on the performance framework report under the English Language Arts label reflect student outcomes on the CMAS English Language Arts assessment along with outcomes from the Colorado Spanish Language Assessment (CSLA) and the Dynamic Learning Maps (DLM) English Language Arts assessment. Within the files provided to district, all the records these records have the same value in the SUBJECT field. To generate the mean scale score calculations reported for English Language Arts at the elementary and middle school levels, select all records where the value in the SUBJECT column is 'ENGLISH LANGUAGE ARTS'.

At the high school level, calculations that appear on the performance framework report under the Evidence-Based Reading & Writing label reflect outcomes for 9<sup>th</sup> and 10<sup>th</sup> grade students on the Colorado PSAT Evidence-Based Reading & Writing assessment along with outcomes from the DLM English Language Arts assessment. Within the files provided to district, Colorado PSAT records are coded as 'EVIDENCE-BASED READING AND WRITING' in the SUBJECT column and DLM English Language Arts test are coded as 'ENGLISH LANGUAGE ARTS'. To generate the mean scale score calculations reported for Evidence-Based Reading & Writing at the high school level, select records where the value in the SUBJECT column is either 'EVIDENCE-BASED READING AND WRITING' or 'ENGLISH LANGUAGE ARTS'.

### ***Math***

At the elementary and middle school levels, calculations that appear on the performance framework report under the Math label reflect student outcomes on the CMAS Math assessment along with outcomes from the DLM Math assessment. Within the files provided to district, all the records that are represented in the Math mean scale score calculations reported at the elementary and middle school levels are coded as 'MATH' in the SUBJECT column.

At the high school level, calculations that appear on the performance framework report under the Math label reflect outcomes for 9<sup>th</sup> and 10<sup>th</sup> grade students on the Colorado PSAT Math assessment along with outcomes from the DLM Math assessment. Within the files provided to district, all the records that are represented in the Math mean scale score calculations reported at the high school level are coded as 'MATH' in the SUBJECT column.

## ***Science***

At the elementary, middle, and high school levels, calculations that appear on the performance framework report under the Science label reflect student outcomes on the CMAS Science assessment along with outcomes from the CoAlt Science assessment. To calculate Science mean scale scores, select records where the value in the SUBJECT field is 'SCIENCE'.

### **Student Group Definitions**

For each grade range and subject area, the performance framework reports include a mean scale score based on the results of all students, a mean scale score based on the results of English Learners, another based on the results of students qualifying for free or reduced-price lunch, another for minority students, and another for students with disabilities. At the elementary level, an additional English Language Arts mean scale score calculation representing the performance of students who were previously identified with a significant reading deficiency under the Colorado READ Act is included.

#### ***All Students***

The mean scale score calculations reported under the All Students label represent the results for all students who received a valid score at the designated grade level and subject area. No demographic information needs to be referenced to identify the records from the student-level files that are used to generate calculations associated with the All Students group.

#### ***Free/Reduced-Price Lunch Eligible Students***

The mean scale score calculations reported under the Free/Reduced-Price Lunch Eligible (FRL) label represent the results for students who were reported as eligible for free or reduced-price lunch. To generate the mean scale score calculations for FRL students, select records coded as 'Y' in the FRL\_YN column.

#### ***Minority Students***

The mean scale score calculations reported under the Minority Students label represent the results for students who were reported as having a racial or ethnic background other than White. To generate the mean scale score calculations for Minority students, select records coded as 'Y' in the MINORITY\_YN column.

#### ***English Learners***

The mean scale score calculations reported under the English Learners label represent the results for students who were reported as receiving English Language services. The English Learner category includes all students reported as Non-English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP - Monitor Year 1; FEP - Monitor Year 2; FEP - Exited Year 1; and FEP - Exited Year 2'). To generate the mean scale score calculations for English Learners, select records coded as 'Y' in the ELL\_YN column.

#### ***Students with Disabilities***

The mean scale score calculations reported under the Students with Disabilities label represent the results for students who were reported as having an Individualized Education Program (IEP). To generate the mean scale score calculations for students with disabilities, select records coded as 'Y' in the IEP\_YN column.

### ***Previously Identified for READ Plan***

The mean scale score calculations reported under the Previously Identified for READ Plan label represent the results for students who were previously reported as having a Significant Reading Deficiency (SRD) as part of the annual READ Act data collection. These calculations are only reported for English Language Arts, and only include results for students who took the 3<sup>rd</sup> or 4<sup>th</sup> grade assessment. The values in the file are based on information collected from districts through the READ Act data collections completed in all years prior to the year associated with the assessment administration. To generate the mean scale score calculations for students who were previously reported as having an SRD, select records coded as 'Y' in the READ\_ACT\_PRIOR\_SRD\_YN column.

### **Scale Scores**

The mean scale score calculations reported in the performance framework are based on the scale scores obtained by individual students. In the files provided by the AA Unit, scale scores for each student are included in the column titled, SCALE\_SCORE.

For the CMAS, CSLA, Colorado PSAT, CoAlt records, scale score values reflect the information provided by the vendors that CDE contracts with to score the annual assessments. For DLM records, the test vendor does not provide scale scores for individual student records. Scale score values for DLM are calculated by the AA Unit. For more details on the methodology for generating DLM scale scores, contact the AA Unit.

### **Valid Scores**

The mean scale score calculations reported in the performance framework only reflect student outcomes that are considered valid under state accountability policies. Invalid records are identified based on information provided to the CDE Assessment Unit by districts during the test administration window or during the data review process that is carried out after the testing window closes. In the files provided by the AA Unit, records for students with invalid scores are coded as '0' in the VALID\_SCORE field. Student who did not participate in testing, or who did not receive a score for any other reason, are also coded as '0' in the VALID\_SCORE field. Mean scale score calculations reported in the performance framework only reflect records that are coded as '1' in the VALID\_SCORE column.

### **Included (Yes or No)**

State accountability policy establishes explicit criteria for which student records are to be included in the calculations used within the performance framework reports. The files distributed to districts by the AA Unit provide information for each record showing whether that record met the inclusion criteria. This information is summarized in the column titled, INCLUDED\_PFWK\_CALCS. All records are coded as either 'Y' or 'N' in the INCLUDED\_PFWK\_CALCS column. Only records coded as 'Y' are represented in the mean scale score calculations that appear in the performance framework reports.

### **Excluded Records**

For records that are coded as 'N' in the INCLUDED\_PFWK\_CALCS field, the files distributed by the AA Unit provide information showing why they were excluded from the performance framework calculations. This information is provided in a series of exclusion and exemption columns that are described below. Any record

that is coded as 'N' in the INCLUDED\_PFWK\_CALCS field will be coded as 'Y' in at least one of the exclusion or exemption columns. Note that these exclusion and exemption fields are provided for informational purposes and do not need to be referenced directly to generate the summary calculations. For any given record, only the value in the INCLUDED\_PFWK\_CALCS column needs to be referenced to determine whether it was included in the summary calculations reported in the performance framework.

***Excluded: No Score***

In some cases, students may meet all the criteria to be included in performance framework calculations but nevertheless have no actual test result to be included. The files provided by the AA Unit include a column titled, EXCLUDED\_NO\_SCORE\_YN, which identifies records where students met all other inclusion criteria but did not receive a scale score on the associated assessment. A record coded as 'Y' in the EXCLUDED\_NO\_SCORE\_YN column was not included in performance framework calculations because there was no scale score associated with the record.

***Excluded: Not Continuously Enrolled***

The mean scale score calculations reported in the performance frameworks only reflect outcomes for students who were continuously enrolled from October Count through the testing window. For the district performance framework, the requirement is that students were continuously enrolled within the district, either at the same school or at multiple schools within the district. For the school framework, students must have been enrolled in the same school from the time of the October Count through testing.

A record coded as 'Y' in the EXCLUDED\_NOT\_CONTINUOUS\_YN column was not included in performance framework calculations because the student did not meet continuous enrollment criteria. This determination is based on information reported to the CDE Assessment Unit by the district. Refer to the column titled, CONTINUOUS\_DISTRICT, to see what information was reported by the district for "continuous in district" status. Refer to the CONTINUOUS\_SCHOOL column to see what information was reported for "continuous in school" status.

***Excluded: Test Invalid***

The mean scale score calculations reported in the performance framework only reflect student outcomes that are considered valid under state accountability policies. The EXCLUDED\_TEST\_INVALID\_YN column identifies records that were designated as invalid. A record coded as 'Y' in the EXCLUDED\_TEST\_INVALID\_YN field was excluded because the record was identified as invalid, either during the test window or during the data review process carried out after testing was completed. Refer to the column titled, DID\_NOT\_TEST\_TEXT, to see specific test invalidation information associated with a record.

***Excluded: Expelled***

For the school performance frameworks, mean scale score calculations do not include results for students who were reported as expelled during the test window. The rules for the district performance framework report do not impose any conditions on expulsion status. All records included in the district data set are coded as 'N' in the EXCLUDED\_EXPELLED\_YN column. For the school performance framework, a record coded as 'Y' in the EXCLUDED\_EXPELLED\_YN was excluded because the student was reported as having been expelled from school during the testing window.

***Excluded: Void Grade Level Information***

For a test record to be included in the framework calculations, the grade level information associated with the record must be consistent with the grade level information listed in the official directory maintained by CDE. Test records are not included in the framework calculations when the grade level information is not consistent with the grade level information listed in the directory. For example, if a test record lists a student as a 7<sup>th</sup> grader but the directory information for the school associated with that record shows that the school only serves students in grades K-5, the record will be excluded from framework calculations. A record coded as 'Y' in the EXCLUDED\_GRADE\_LEVEL\_VOID\_YN field was excluded because the record was identified as being inconsistent with the grade levels listed in the directory.

***Excluded: Detention Facility***

Records associated with schools designated within the official directory as detention facilities are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED\_DETENTION\_FACILITY\_YN was excluded because the school information associated with the record was associated with a school identified as detention facility within the official directory.

***Excluded: Home-Schooled Student***

Records for students enrolled in a school designated within the official directory as a home options program are not included in performance framework calculations. Records for students reported with a test invalidation code identifying them as home-schooled students are also excluded from framework calculations. A record coded as 'Y' in the EXCLUDED\_HOME\_OPTIONS\_YN was excluded because the student was identified as a home-schooled student.

***Excluded: Tested Off-Grade***

For each set of state assessments, CDE has established criteria for what tests are to be administered to students at each grade levels. The mean scale score calculations reported in the performance framework do not include test results for students who completed a test that was not intended to be administered to students at their grade level. A record coded as 'Y' in the EXCLUDED\_OFF\_GRADE\_YN was excluded because the test was not one that students at that grade level associated with the record were permitted to take.

***Excluded: Void District/School Association***

Certain records included in the assessment results are not associated with a valid district code, or are coded in a way that reflects an invalid relationship between a school code and a district code. For instance, a test record may have a school code that according to the directory should be associated with district A, while the record itself identifies it as being associated with record B. These types of records are identified by cross-referencing the district and school code information associated with the assessment results against the information in the official directory maintained by CDE. A record coded as 'Y' in the EXCLUDED\_DISTRICT\_VOID\_YN column was excluded because it was not associated with a valid district code, or included information showing an invalid relationship between the district code and school code.

### ***Exempt: English Learner in First Year of Enrollment in U.S. Public School***

Special exemptions apply to English Learners who have been enrolled in public school in the United States for less than one year at the time of the annual state assessments. Policy around the Academic Achievement performance metrics has been implemented to apply to two categories of exemption:

1. Students reported with a Language Proficiency status of NEP or LEP in the current year who had been enrolled in U.S. public school for less than one year at the time of testing during the current year are exempt from the requirement to take the CMAS English Language Arts assessments administered at grades 3 through 8, and from the requirement to take both the Evidence-Based Reading & Writing and the Math assessments administered to students taking the Colorado PSAT or SAT at grades 9 through 11.
2. Current-year results for students who were exempt from testing in the prior year administration but who nevertheless chose to participate in testing during the prior year are also excluded from Academic Achievement calculations. The logic here is that growth results for these students will be used in the performance frameworks in lieu of Achievement results. Had they not chosen to test during the prior year, no growth metrics would be available, so their current year Achievement results would be used instead. As with the first category, the exemption applies to the requirement to take the CMAS English Language Arts assessments administered at grades 3 through 8 in the current year, and from the requirement to take both the Evidence-Based Reading & Writing and the Math assessments administered to students taking the Colorado PSAT or SAT at grades 9 through 11 in the current year. To identify eligibility for this exemption, the AA Unit verifies that students received a valid score on tests taken during their first year in the U.S.

A record coded as 'Y: Year 1 of 1'; 'Y: Year 1 of 2'; or 'Y: Year 2 of 2' in the EXEMPT\_EL\_FIRST\_YR\_US\_YN was excluded from mean scale score calculations because it was associated with a student who was exempt under the conditions described above. The value of 'Y: Year 1 of 1' refers to students who were in still in their first year of enrollment in the U.S. at the time of testing and who exercised their exemption by not participating in testing. The value of 'Y: Year 1 of 2' refers to students who were in still in their first year of enrollment in the U.S. at the time of testing, but who participated in testing and so will be eligible for a second year of exemption next year. The value of 'Y: Year 2 of 2' refers to students who were in their first year of enrollment in the U.S. at the time of testing in the prior year, but who participated in testing in the prior year and so were eligible for a second year of exemption in the current year.

## **Calculating Mean Scale Scores**

The criteria outlined above can be used to generate any of the mean scale score calculations reported on the district and school performance frameworks using the student-level files provided by the AA Unit. The files are provided in Microsoft Excel and mean scale scores may be calculated directly from the files by applying the appropriate selection criteria and using the built-in AVERAGE function. Counts can be calculated using the COUNT function. The counts reported in the performance frameworks represent the number of records meeting the inclusion criteria with valid scale scores (VALID\_SCORE = '1'), and the means represent the averages of the values in the SCALE\_SCORE column for those same records.

Mean scale scores are not reported or used in the performance frameworks when fewer than 16 individual scores are available. This minimum n-count requirement is specific to each student group included in the framework reporting structure. For instance, a district may meet the minimum n-count requirement for the 'All Students' group for Elementary Math and have a mean scale score reported for that sub-indicator. For the mean scale score for the 'Minority Students' Math sub-indicator to be reported for that district at the Elementary level, there must also be at least 16 records available for that specific student group at that specific grade range.

**Example 1:** *2019 District Performance Framework 1-Year Report for District Number 0010  
Elementary Math  
Count and Mean Scale Score for All Students*

Select all records where:

```
REPORTING_YEAR = 2019  
REPORTING_YEAR_SPAN = '1 Year'  
DIST_NUM = '0010'  
REPORTING_DATA_SET = 'DIST'  
EMH_LEVEL = 'E'  
TEST_NAME = 'CMAS' or 'DLM'  
SUBJECT = 'MATH'  
VALID_SCORE = '1'  
INCLUDED_PFWK_CALCS = 'Y'
```

Execute the following functions to generate the count and mean scale score reported on the performance framework:

```
Count:          COUNT (SCALE_SCORE)  
Mean Scale Score:  ROUND (AVERAGE (SCALE_SCORE), 1)
```

**Example 2:** *2019 School Performance Framework 1-Year Report for School Number 0955  
High School Evidence-Based Reading & Writing  
Count and Mean Scale Score for FRL Students*

Select all records where:

```
REPORTING_YEAR = 2019  
REPORTING_YEAR_SPAN = '1 Year'  
SCH_NUM = '0955'  
REPORTING_DATA_SET = 'SCH'  
EMH_LEVEL = 'H'  
GRADE_LEVEL <> '11'  
TEST_NAME = 'CO PSAT/SAT' or 'DLM'  
SUBJECT = 'EVIDENCE-BASED READING AND WRITING' or  
          'ENGLISH LANGUAGE ARTS'  
FRL_YN = 'Y'  
VALID_SCORE = '1'  
INCLUDED_PFWK_CALCS = 'Y'
```

Execute the following functions to generate the count and mean scale score reported on the performance framework:

Count:	COUNT (SCALE_SCORE)
Mean Scale Score:	ROUND (AVERAGE (SCALE_SCORE), 1)

## ACADEMIC GROWTH DATA

The performance framework is built around a range of student outcome measures organized beneath three performance indicators: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness. For the Academic Growth performance indicator, the framework assigns ratings based on median student growth percentile (MGPs) and Percent On-Track to Proficiency calculations that are generated using the Colorado Growth Model. This section of the guide describes how to generate these calculations using student-level data files provided to districts by the Accountability Analytics (AA) Unit. Note that MGPs and On-Track to Proficiency calculations are only reported and used in the performance framework when results are available for at least 20 students.

The AA Unit provides student-level growth data files to districts each year at the same time as preliminary framework reports are distributed. This guide refers exclusively to files provided by the AA Unit. Information presented in this guide does not apply to files provided by CDE's Assessment Unit nor to files provided by assessment vendors. For information about where to find the student-level files referenced here, please contact the AA Unit.

### Reporting Structure for Growth Calculations

The student-level files provided to districts are organized to reflect the structure of the performance frameworks. To make sense of the information included in these files, it is necessary to have a basic understanding of the performance framework reporting structure. The overview provided here explains how performance metrics are organized under the Academic Growth indicator. This is the basis for understanding more specific details about the information included in the student-level files, which are provided in subsections below.

At the highest level, the growth calculations reported in the performance framework are organized by grade range. Separate sets of calculations are reported at the elementary, middle, and high school levels. For each grade range, calculations are further organized into difference subject areas. At the elementary and middle school levels, separate calculations are reported for English Language Arts, Math, and English Language Proficiency. At the high school level, calculations are reported for Evidence-Based Reading & Writing, Math, and English Language Proficiency.

Within the English Language Arts, Evidence-Based Reading & Writing, and Math results, there are distinct MGP calculations for different groups of students. For each of these subject areas, at every grade range included in the framework, the report includes an MGP presenting outcomes for all students, along with separate MGPs for minority students, students eligible for free or reduced-price lunch, English Learners, and students with disabilities.

For English Language Proficiency, only one MGP calculation is included at each grade range. However, for English Language Proficiency, each grade range includes a Percent On Track to Proficiency calculation in addition to the

MGP. Both the MGP and the On Track to Proficiency calculation represent the results for all students who had a valid growth percentile for the current year on the WIDA ACCESS assessment at that grade range. MGPs and On Track to Proficiency calculations are not included for subgroups of students within the English Language Proficiency results. English Language Proficiency is the only area where On Track to Proficiency calculations are included on the 2019 performance frameworks. Additional On Track to Proficiency calculations for other subject areas will be included in future years.

The table below shows how Academic Growth metrics are organized at the elementary level. Within the performance framework, separate MGPs are reported for each group represented in the table. For English Language Proficiency, there is both an MGP and a Percent On Track to Proficiency calculation.

<b>Elementary School Level</b>	
English Language Arts	All Students
	Previously Identified for Read Plan
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Math	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
English Language Proficiency	All Students - MGP
	All Students – Percent on Track to Proficiency

The next table shows how Academic Growth metrics are organized at the middle school level. Again, the performance framework includes separate MGPs for each group represented in the table. For English Language Proficiency, there is both an MGP and a Percent On Track to Proficiency calculation.

<b>Middle School Level</b>	
English Language Arts	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Math	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
English Language Proficiency	All Students - MGP
	All Students – Percent on Track to Proficiency

The table below shows how Academic Growth metrics are organized at the high school level. The pattern is the same as at the elementary and middle school levels, except that the subject area labels differ due to the fact that at the high school level assessment results are taken primarily from the Colorado PSAT and SAT

assessments rather than from the CMAS assessments. Again, for English Language Proficiency, there is both an MGP and a Percent On Track to Proficiency calculation.

<b>High School Level</b>	
Evidence-Based Reading & Writing	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Math	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
English Language Proficiency	All Students - MGP
	All Students – Percent on Track to Proficiency

**Student-Level Data Files**

The AA unit applies a common set of coding conventions to the records included in the student-level Growth files that it distributes so that all MGP calculations can be generated using the same set of procedures. Each record includes a state-assigned student ID (SASID) along with enrollment and demographic information and a student growth percentile. All the fields referenced to generate the growth calculations that appear in the performance framework reports are described in detail here.

**Reporting Year**

The files provided to districts each year contain the record sets used to generate the most recently published framework reports. Record sets for prior years are available upon request. The files include a field labeled, REPORTING\_YEAR, which contains values showing which year of assessment administration each record is associated with. To calculate the MGPs reported in the 2019 performance frameworks, refer to the REPORTING\_YEAR column and select only records where the value is ‘2019’.

**Reporting Year Span**

The files provided to districts each year contain the record sets used to generate the calculations that are included in the 1-Year performance framework reports. CDE also produces multi-year reports, which are used to determine official accreditation ratings in cases where a single year of data does not provide sufficient information to evaluate performance. Files containing the data sets used to generate the calculations used for the multi-year reports are available upon request.

For the 1-year performance framework report, growth calculations only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is ‘1 Year’.

For the multi-year performance framework report, growth calculations only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is '3 Year'.

### **District Number**

The student-level data files provided by the AA Unit contain all the records used to calculate the growth metrics that appear in the district performance framework report. The files include a column titled, DIST\_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the assessment data and the performance framework reports, and can be used to identify the records that are included in the growth calculations for a specific district.

### **School Number**

The student-level files provided by the AA Unit contain all the records used to calculate the growth metrics that appear in the school performance framework reports. The files include a column titled, SCH\_NUMBER, which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the assessment data and the performance framework reports. Refer to the SCH\_NUMBER column to identify the records that are included in the growth calculations for specific schools.

### **Reporting Data Set**

The files provided to districts by the AA Unit contain the records used to generate calculations for the district performance framework report as well as records used to generate calculations for each of the individual reports used to evaluate the performance of schools within the district. The rules used to generate calculations for the district performance framework report differ from the rules used to generate calculations for the school performance framework reports. The files provided by the AA Unit include a column titled, REPORTING\_DATA\_SET, that distinguishes between the data set used for the district performance framework report and the data sets used for the school performance framework reports. To generate calculations for the district performance framework report, select only records where the value in the data set field is 'DIST'. For school performance framework calculations, select only records where the value is 'SCH'.

### **EMH Level (Grade Range)**

The frameworks are structured to evaluate student outcomes separately for each grade range: elementary school, middle school, and high school. Within the files provided by the AA Unit, there is a column titled, EMH\_LEVEL, that designates the grade range associated with each record.

To generate growth calculations reported at the elementary level, refer to the EMH\_LEVEL column and select only records that are coded as 'E'. To generate calculations reported at the middle school level, select only records that are coded as 'M'. And to generate calculations reported at the high school level, select only records that are coded as 'H'.

### **Grade Level**

For growth calculations, no reference needs to be made to specific grade levels. Groupings for all growth calculations are based solely on EMH level.

## **Test Name**

Student growth calculations are only generated for students taking the CMAS English Language Arts and Math Assessments, the Colorado PSAT and SAT Evidence-Based Reading & Writing and Math assessments, and the WIDA ACCESS English Language Proficiency assessment. The AA Unit does not generate student growth calculations Science or for students taking the alternate assessments.

The English Language Arts and Math growth calculations reported at the elementary and middle school levels include records where the value in the TEST\_NAME is 'CMAS'. At the high school level, the calculations reported for Evidence-Based Reading & Writing and Math are based on records where the TEST\_NAME is 'CO PSAT/SAT'. All the records that are represented in the English Language Proficiency calculations are coded as 'WIDA ACCESS' in the TEST\_NAME column.

## **Test Subject**

### ***English Language Arts/Evidence-Based Reading & Writing***

To generate these MGP calculations reported at the elementary and middle school levels for English Language Arts, select all records where the value in the SUBJECT column is 'ENGLISH LANGUAGE ARTS'. To generate the MGP calculations reported at the high school level for Evidence-Based Reading & Writing, select records where the value in the SUBJECT column is 'EVIDENCE-BASED READING AND WRITING'.

### ***Math***

To generate these MGP calculations reported for Math at any level, select records where the value in the SUBJECT column is 'MATH'.

### ***English Language Proficiency***

At the elementary, middle, and high school levels, growth calculations for English Language Proficiency reflect student growth outcomes on the WIDA ACCESS assessment. The growth calculations are based on the overall score from the WIDA ACCESS assessment. To calculate the MGPs for English Language Proficiency, select records coded as 'OVERALL' in the SUBJECT column.

## **Student Group Definitions**

At the elementary and middle school grade levels for English Language Arts and Math, and at the high school level for Evidence-Based Reading & Writing and Math, the performance framework reports include an MGP based on the results of all students, an MGP based on the results of English Learners, another based on the results of students qualifying for free or reduced-price lunch, another for Minority students, and another for students with disabilities.

At all grade levels, the performance frameworks include MGP and Percent On Track to Proficiency calculations based on outcomes on the English Language Proficiency assessment. Only one set of calculations is reported at each grade range. These calculations represent outcomes all students who had a valid growth percentile for the

WIDA ACCESS assessment. Outcome measures for subgroups of students within the English Language Proficiency results are not included in the framework.

### ***All Students***

The growth calculations reported under the All Students label represent the growth outcomes for all students who had individual student growth percentiles calculated under the Colorado Growth Model. No demographic information needs to be referenced to generate calculations for the All Students group.

### ***Free/Reduced-Price Lunch Eligible Students***

The MGP calculations reported under the Free/Reduced-Price Lunch Eligible label represent the results for students who were reported as eligible for free or reduced-price lunch. To generate the MGP calculations for FRL students, select records coded as 'Y' in the FRL\_YN column.

### ***Minority Students***

The MGP calculations reported under the Minority Students label represent the results for students who were reported as having a racial or ethnic background other than White. To generate the MGP calculations for Minority students, select records coded as 'Y' in the MINORITY\_YN column.

### ***English Learners***

The MGP calculations reported under the English Learners label represent the results for students who were reported as receiving English Language services. The English Learner category includes all students reported as Non English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP - Monitor Year 1; FEP - Monitor Year 2; FEP - Exited Year 1; and FEP - Exited Year 2'). To generate the MGP calculations for English Learners, select records coded as 'Y' in the ELL\_YN column.

### ***Students with Disabilities***

The MGP calculations reported under the Students with Disabilities label represent the results for students who were reported as having an Individualized Education Program (IEP). To generate the MGP calculations for students with disabilities, select records coded as 'Y' in the IEP\_YN column.

### **Student Growth Percentiles**

The MGP calculations reported in the performance framework are based on individual student growth percentiles, which are calculated by the AA Unit using the Colorado Growth Model. In order to calculate growth percentiles, students must have valid assessment outcomes for at least two consecutive years, and the students must follow the normal grade progression. When these requirements are not met, students will not have a growth percentile measure. For more details on the Colorado Growth Model, contact the AA Unit.

In the files provided by the AA Unit, student growth percentiles for each student are included in the column titled, SGP. The files also include both the current year and the prior year scale scores in columns titled SCALE\_SCORE and PRIOR\_YR\_SCALE\_SCORE.

### **ELP On-Track Status**

The Percent On Track to Proficiency calculations reported in the performance framework are also based on information from the Colorado Growth Model. The model projects whether students are on track to meet proficiency benchmarks within the timeframe that has been set by state policy. In the files provided by the AA Unit, there is a column labeled, ON\_TRACK, that contains the information used to calculate the Percent On Track to Proficiency. Each record is coded as '0' or '1' to indicate whether the student is on track. The On Track percentage represents the proportion of students who are coded as '1'.

The AA files include additional columns that provide more detailed information about student progress toward proficiency benchmarks. For these fields, the column headers indicate the prior year proficiency level and the target proficiency level. A student will only have information in one of these columns. For example, information for students who were at level one in the prior year and need to reach level two to meet the next target will have information in one field, while a student who was level three in the prior year and who needs to get to level four will have information in another. More details about these fields are included in the file layouts provided by the AA Unit.

### **Included (Yes or No)**

State accountability policy establishes explicit criteria for which student records are to be included in the calculations used within the performance framework reports. The files distributed to districts by the AA Unit provide information for each record showing whether that record met the inclusion criteria. This information is summarized in the column titled, INCLUDED\_PFWK\_CALCS. All records are coded as either 'Y' or 'N' in the INCLUDED\_PFWK\_CALCS column. Only records coded as 'Y' are represented in the growth calculations that appear in the performance framework reports.

### **Excluded Records**

For records that are coded as 'N' in the INCLUDED\_PFWK\_CALCS field, the files distributed by the AA Unit provide additional information showing why they were excluded from the performance framework calculations. This information is provided in a series of exclusion and exemption columns that are described below. Any record that is coded as 'N' in the INCLUDED\_PFWK\_CALCS field will be coded as 'Y' in at least one of the exclusion or exemption columns. Note that these exclusion and exemption fields are provided for informational purposes and do not need to be referenced directly to generate the summary calculations. For any given record, only the value in the INCLUDED\_PFWK\_CALCS column needs to be referenced to determine whether it was included in the summary calculations reported in the performance framework.

### ***Excluded: No Student Growth Percentile***

In some cases, students may meet all the criteria to be included in performance framework calculations but nevertheless have no growth percentile result to be included. The files provided by the AA Unit include a column titled, EXCLUDED\_NO\_SGP\_YN, which identifies records where students met all other inclusion criteria but did not have a student growth percentile for the associated assessment. In order to receive growth percentiles, students must have valid assessment outcomes for at least two consecutive years, and the scores must follow the normal grade progression. A record coded as 'Y' in the EXCLUDED\_NO\_SGP\_YN column was not included in performance framework calculations because there was no student growth percentile associated with the record.

***Excluded: Not Continuously Enrolled***

The MGP calculations reported in the performance frameworks only reflect outcomes for students who were continuously enrolled from October Count through the testing window. For the district performance framework, the requirement is that students were continuously enrolled within the district, either at the same school or at multiple schools within the district. For the school framework, students must have been enrolled in the same school from the time of the October Count through testing.

A record coded as 'Y' in the EXCLUDED\_NOT\_CONTINUOUS\_YN column was not included in performance framework calculations because the student did not meet continuous enrollment criteria. This determination is based on information reported to the CDE Assessment Unit by the district. Refer to the column titled, CONTINUOUS\_DISTRICT, to see what information was reported by the district for "continuous in district" status. Refer to the CONTINUOUS\_SCHOOL column to see what information was reported for "continuous in school" status.

***Excluded: Test Invalid***

The MGP calculations reported in the performance framework only reflect student outcomes that are considered valid under state accountability policies. The EXCLUDED\_TEST\_INVALID\_YN column identifies records that were designated as invalid. A record coded as 'Y' in the EXCLUDED\_TEST\_INVALID\_YN field was excluded because the record was identified as invalid, either during the test window or during the data review process carried out after testing was completed. Refer to the column titled, DID\_NOT\_TEST\_TEXT, to see specific test invalidation information associated with records.

***Excluded: Expelled***

For the school performance frameworks, MGP calculations do not include results for students who were reported as expelled during the test window. The rules for the district performance framework report do not impose any conditions on expulsion status. All records included in the district data set are coded as 'N' in the EXCLUDED\_EXPELLED\_YN column. For the school performance framework, a record coded as 'Y' in the EXCLUDED\_EXPELLED\_YN was excluded because the student was reported as having been expelled from school during the testing window.

***Excluded: Void Grade Level Information***

For a record to be included in the framework calculations, the grade level information associated with it must be consistent with the grade level information listed in the official directory maintained by CDE. Records are not included in the framework calculations when the grade level information is not consistent with the grade level information listed in the directory. For example, if a record lists a student as a 7<sup>th</sup> grader but the directory information for the school associated with that record shows that the school only serves students in grades K-5, the record will be excluded from framework calculations. A record coded as 'Y' in the EXCLUDED\_GRADE\_LEVEL\_VOID\_YN field was excluded because the record was identified as being inconsistent with the grade levels listed in the directory.

***Excluded: Detention Facility***

Records associated with schools designated within the official directory as detention facilities are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED\_DETENTION\_FACILITY\_YN was

excluded because the school information associated with the record was associated with a school identified as detention facility within the official directory.

***Excluded: Home-Schooled Student***

Records for students enrolled in a school designated within the official directory as a home options program are not included in performance framework calculations. Records for students reported with a test invalidation code identifying them as home-schooled students are also excluded from framework calculations. A record coded as 'Y' in the EXCLUDED\_HOME\_OPTIONS\_YN was excluded because the student was identified as a home-schooled student.

***Excluded: Tested Off-Grade***

For each set of state assessments, CDE has established criteria for what tests are to be administered to students at each grade levels. The MGP calculations reported in the performance framework do not include test results for students who completed a test that was not intended to be administered to students at their grade level. A record coded as 'Y' in the EXCLUDED\_OFF\_GRADE\_YN was excluded because the test was not one that students at that grade level associated with the record were permitted to take.

***Excluded: Void District/School Association***

Certain records included in the assessment results are not associated with a valid district code, or are coded in a way that reflects an invalid relationship between a school code and a district code. For instance, a test record may have a school code that according to the directory should be associated with district A, while the record itself identifies it as being associated with record B. These types of records are identified by referencing the district and school code information associated with the assessment results against the information in the official directory maintained by CDE. A record coded as 'Y' in the EXCLUDED\_DISTRICT\_VOID\_YN column was excluded because it was not associated with a valid district code, or included information showing an invalid relationship between the district code and school code.

***Exempt: Ineligible due to English Language Proficiency Status***

For the English-Language Proficiency assessment (WIDA ACCESS), the AA Unit only calculates student growth percentiles for students who were designated as NEP or LEP at the time of testing. Growth results for student who had a language proficiency designation other than NEP or LEP are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED\_ENGLISH\_PROF\_YN column was excluded from English Language Proficiency growth calculations because the student had a language proficiency designation other than NEP or LEP.

## Calculating Median Growth Percentiles

The criteria outlined above can be used to generate any of the MGP calculations reported on the district and school performance frameworks using the student-level files provided by the AA Unit. The files are provided in Microsoft Excel and MGPs may be calculated directly from the files by applying the appropriate selection criteria and using the built-in MEDIAN function. Counts can be calculated using the COUNT function. The counts reported in the performance frameworks represent the number of records meeting the inclusion criteria with

values in the SGP column, and the MGPs reflect the medians reflect the medians of the values in the SGP column.

MGPs are not reported or used in the performance frameworks when fewer than 20 individual student growth percentiles are available. This minimum n-count requirement is specific to each student group included in the framework reporting structure. For instance, a district may meet the minimum n-count requirement for the 'All Students' group for Elementary Math and have an MGP reported for that sub-indicator. In order for the MGP for the 'Minority Students' Math sub-indicator to be reported for that district at the Elementary level, there must also be at least 20 records available for that specific student group at that specific grade range.

**Example 1:** *2019 District Performance Framework 1-Year Report for District Number 0010  
Elementary Math  
Count and Median Growth Percentile for All Students*

Select all records where:

```
REPORTING_YEAR = 2019  
REPORTING_YEAR_SPAN = '1 Year'  
DIST_NUM = '0010'  
REPORTING_DATA_SET = 'DIST'  
EMH_LEVEL = 'E'  
TEST_NAME = 'CMAS'  
SUBJECT = 'MATH'  
INCLUDED_PFWK_CALCS = 'Y'
```

Execute the following functions to generate the count and median growth percentile reported on the performance framework:

```
Count:      COUNT (SGP)  
MGP:       ROUND (MEDIAN (SGP), 1)
```

**Example 2:** *2019 School Performance Framework 1-Year Report for School Number 0955  
High School Evidence-Based Reading & Writing  
Count and Mean Scale Score for FRL Students*

Select all records where:

```
REPORTING_YEAR = 2019  
REPORTING_YEAR_SPAN = '1 Year'  
SCH_NUM = '0955'  
REPORTING_DATA_SET = 'SCH'  
EMH_LEVEL = 'H'  
GRADE_LEVEL <> '11'  
TEST_NAME = 'CO PSAT/SAT'  
SUBJECT = 'EVIDENCE-BASED READING AND WRITING'  
FRL_YN = 'Y'
```

INCLUDED\_PFWK\_CALCS = 'Y'

Execute the following functions to generate the count and median growth percentile reported on the performance framework:

Count:           COUNT (SGP)  
MGP:             ROUND (MEDIAN (SGP), 1)

## Calculating ELP Percent On Track to Proficiency

The criteria outlined above can also be used to generate the on-track percentages reported for English Learners. The Percent On Track to Proficiency can be calculated by summing the values for records where there is a value of '1' in the ON\_TRACK column and dividing by the total count of records where there is either a '0' or '1' in the ON\_TRACK column. -Percent On Track to Proficiency is not reported the performance frameworks when fewer than 20 records with on-track growth information are available.

**Example 1:**     *2019 District Performance Framework 1-Year Report for District Number 0010  
Elementary English Language Proficiency  
Count and On-Track Percentage*

Select all records where:

REPORTING\_YEAR = 2019  
REPORTING\_YEAR\_SPAN = '1 Year'  
DIST\_NUM = '0010'  
REPORTING\_DATA\_SET = 'DIST'  
EMH\_LEVEL = 'E'  
TEST\_NAME = 'WIDA ACCESS'  
SUBJECT = 'OVERALL'  
INCLUDED\_PFWK\_CALCS = 'Y'

Execute the following functions to generate the count and on-track percentage reported on the performance framework:

Count:           COUNT (ON\_TRACK)  
Percent On-Track:     ROUND (SUM (ON\_TRACK)/COUNT (ON\_TRACK), 3)

**Example 2:**     *2019 School Performance Framework 1-Year Report for School Number 0955  
High School English Language Proficiency  
Count and On-Track Percentage*

Select all records where:

REPORTING\_YEAR = 2019

REPORTING\_YEAR\_SPAN = '1 Year'  
DIST\_NUM = '0955'  
REPORTING\_DATA\_SET = 'SCH'  
EMH\_LEVEL = 'H'  
TEST\_NAME = 'WIDA ACCESS'  
SUBJECT = 'OVERALL'  
INCLUDED\_PFWK\_CALCS = 'Y'

Execute the following functions to generate the count and on-track percentage reported on the performance framework:

Count: COUNT (ON\_TRACK)  
Percent On-Track: ROUND (SUM (ON\_TRACK)/COUNT (ON\_TRACK), 3)

## POSTSECONDARY & WORKFORCE READINESS DATA

The performance framework is built around a range of student outcome measures organized beneath three performance indicators: Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness. For the Post-Secondary & Workforce Readiness (PWR) performance indicator, the framework assigns ratings based on graduation rates, dropout rates, matriculation rates, and 11<sup>th</sup> grade results on the Colorado SAT and DLM assessments. This section of the guide explains how to generate each of these PWR calculations. Note that PWR calculations are only reported and used in the performance framework when results are available for at least 16 students.

The graduation rate and dropout rates used in the performance framework reports are based on the official summary data published by CDE's Data Services Unit each year. The AA Unit does not manage student-level data related to graduation and dropout rates. The portions of this guide that describe the graduation and dropout calculations refer to the summary files published by the Data Services Unit. Student-level data may be requested from the Data Services Unit.

The AA Unit does distribute files to districts that contain the student-level records used to calculate matriculation rates and mean scale scores. The matriculation records are distributed in their own standalone file. The records used for the Colorado SAT and DLM calculations are included with the Achievement data files distributed by the AA Unit. The portions of this guide that describe matriculation and SAT/DLM calculations refer to the student-level files provided by the AA Unit.

### Reporting Structure for Postsecondary & Workforce Readiness Metrics

Within the performance frameworks, the PWR indicator encompasses a series of performance metrics: graduation rates, dropout rates, matriculation rates, and mean scale scores based on outcomes on the Colorado SAT and DLM assessments administered to 11<sup>th</sup> graders. SAT/DLM outcomes are broken out by subject area, with separate ratings are assigned for Evidence-Based Reading & Writing and Math.

PWR metrics are only reported at the high school level. However, it is important to note that the dropout rate calculations used for the district performance framework do include 7<sup>th</sup> and 8<sup>th</sup> grade students. The dropout rates used for the school performance framework only include students in grades 9 through 12.

For the 2019 performance frameworks, graduation rates, dropout rates, and SAT/DLM results are reports for the overall student population as well as for minority students, students eligible for free or reduced-price lunch, English Learners, and students with disabilities. Matriculation rates follow a different pattern for disaggregated reporting. Rather than being based on demographic characteristics, matriculation rates are broken down by CTE, 2-year, and 4-year institutes. Only the overall matriculation rate is used for ratings purposes.

The table below shows how the PWR metrics were organized in the 2019 framework.

<b>High School Level</b>	
Graduation Rates	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Dropout Rates	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
Matriculation Rates	All Students
	Career and Technical Education (CTE) Institutes
	2-year
	4-year
SAT/DLM 11 – Evidence-Based Reading & Writing	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities
SAT/DLM 11 – Math	All Students
	English Learners
	Free/Reduced-Price Lunch Eligible
	Minority Students
	Students with Disabilities

Note: Disaggregated matriculation rates are included for informational purposes only.

## Graduation Rate Data Sources

Due to conflicting publication timelines, the graduation rates included in the 2019 performance framework are based on the 2018 graduation statistics published by CDE’s Data Services Unit. The information used for the performance framework reports comes from the file designated as the “Full 2019 Release - District and School Graduates and Completers by Subgroups”. The summary information included in the file can be used to generate all the calculations that appear in the performance framework reports.

The data file published by the Data Services Unit includes overall graduation rates for all districts and schools across the state as well as rates for specific student groups within districts and schools. The data file organizes rates across multiple tabs. There four total tabs:

- The first tab, labeled “District Race & Gender” includes overall district graduation rates along with breakdowns by race and gender.
- The second tab, labeled “School Race & Gender” includes overall school graduation rates along with breakdowns by race and gender.

- The third tab, labeled “District IPST” includes district rates broken down by specific student groups other than race and gender.
- The fourth tab, labeled “School IPST” includes school rates broken down by specific student groups other than race and gender.

Calculations for the district performance framework reports are derived from the information in the “District Race & Gender” and “District IPST” District IPST tabs. Calculations for the school performance framework reports are derived from the information in the “School Race & Gender” and “School IPST” tabs. Graduation calculations are only reported and used in the performance framework when the graduation base for the specific student group includes at least 16 students.

### ***District Number***

Each of the data sets included in the file published by the Data Services Unit includes a column titled “Organization Code” that contains the unique four-digit code assigned to the district within CDE’s directory system. The organization code is used to link graduation data from the “District Race & Gender” and “District IPST” tabs to all other data elements that are included in the performance framework report. For any given district, the organization code can be used to link graduation data to the district performance frameworks. Refer to the four-digit codes displayed in the framework report to find the corresponding information in the graduation files.

### ***School Number***

The “School Race & Gender” tab and the “School IPST” tab each include a column titled “School Code”. This column lists the unique four-digit code assigned to the school within CDE’s directory system. The school code is used to link graduation data from the “School Race & Gender” and “School IPST” tabs to all other data elements that are included in the school performance frameworks. For any given school, the organization code can be used to link graduation data to the school performance framework report. Refer to the four-digit codes displayed in the framework report to find the corresponding information in the graduation files.

### ***Graduation Cohorts***

For the performance frameworks, calculations associated with the 4, 5, 6, and 7 year cohorts are all evaluated to determine the overall rating. For each student group included on the performance framework the graduation rate that is used to determine the rating is the highest of the rates associated with the 4, 5, 6, and 7 year cohorts. The value listed in the ‘Best Rate’ field indicates which cohort had the highest rate and so was used to determine the rating.

In the file published by the Data Services Unit, refer to the “Number of Years After Entering High School” column to identify records for the cohorts reported in the performance frameworks. Records with a value of ‘4’ are used to calculate the 4-year rates; records with a value of ‘5’ are used to calculate the 5-year rates; records with ‘6’ are used for the 6-year rates; and records with ‘7’ are used for the 7-year rates.

### ***All Students***

The graduation rate calculations reported on the performance frameworks under the All Students label reflect the values in the “All Students Final Grad Base” column and the “All Student Graduation Rate” column. The values in the “All Students Final Grad Base” column correspond directly to the values in the ‘Count’ column on

the performance framework reports, and the values in the “All Student Graduation Rate” column correspond directly to the values in the ‘Rate/Score’ column. No calculations are necessary.

### ***Free/Reduced-Price Lunch Eligible Students***

The graduation rate calculations reported under the Free/Reduced-Price Lunch Eligible label reflect the values in the “Econ. Disadvant. Graduation Base” column and the “Econ. Disadvant. Graduation Rate” column. The values in the “Econ. Disadvant. Graduation Base” column correspond directly to the values in the ‘Count’ column on the performance framework reports, and the values in the “Econ. Disadvant. Graduation Rate” column correspond directly to the values in the ‘Rate/Score’ column. No calculations are necessary.

### ***Minority Students***

The graduation rate calculations reported under the Minority Students label are determined by combining information from multiple columns within the Data Services files. The counts reported on the frameworks reflect the sum of values reported in the following columns:

- American Indian or Alaska Native Final Grad Base
- Asian Final Grad Base
- Black or African American Final Grad Base
- Hispanic or Latino Final Grad Base
- Native Hawaiian or Other Pacific Islander Grad Base
- Two or More Races Final Grad Base

The rates reported on the performance frameworks are determined by adding together the number of graduates associated with each of these groups and dividing by the total number included in the graduation base. The total number of graduates associated with the Minority Student group reflects the sum of values reported in the following columns:

- American Indian or Alaska Native Graduates
- Asian Graduates
- Black or African American Graduates
- Hispanic or Latino Graduates
- Native Hawaiian or Other Pacific Islander Graduates
- Two or More Races Graduates

### ***English Learners***

The graduation rate calculations reported on the performance frameworks under the English Learners label on the performance frameworks reflect information reported on the “District IPST” and “School IPST” tabs. The counts that appear on the framework reports reflect the values in the “Limited English Proficient Final Grad Base” column, and the rates that appear on the reports reflect the percentages reported in the “Limited English Proficient Graduation Rate” column. The numerator used to determine the rate is also included in the data file, in the column labeled “Limited English Proficient Graduates Total”.

## ***Students with Disabilities***

The graduation rate calculations reported on the performance frameworks under the Students with Disabilities label on the performance frameworks reflect information reported on the “District IPST” and “School IPST” tabs. The counts that appear on the framework reports reflect the values in the “Students with Disabilities Final Grad Base” column, and the rates that appear on the reports reflect the percentages reported in the “Students with Disabilities Graduation Rate” column. The numerator used to determine the rate is also included in the data file, in the column labeled “Students with Disabilities Graduates Total”.

## **Dropout Rate Data Sources**

Due to conflicting publication timelines, the dropout rates included in the 2019 performance framework are based on the 2018 dropout statistics published by CDE’s Data Services Unit. The information used for the performance framework reports comes from the file designated as the “2018 Combined Data Release”, which includes both district-level and school-level data. The summary information included in the file can be used to generate all the calculations that appear in the performance framework reports. Dropout calculations are only reported and used in the performance framework when the dropout base for the specific student group includes at least 16 students.

The data file published by the Data Services Unit includes overall dropout rates for all districts and schools across the state as well as rates for specific student groups within districts and schools. The data file organizes rates across multiple tabs. There four total tabs:

- The first tab, labeled “District Race & Gender” includes overall district dropout rates along with breakdowns by race and gender.
- The second tab, labeled “School Race & Gender” includes overall school dropout rates along with breakdowns by race and gender.
- The third tab, labeled “District IPST” includes district rates broken down by specific student groups other than race and gender.
- The fourth tab, labeled “School IPST” includes school rates broken down by specific student groups other than race and gender.

Calculations for the district performance framework reports are derived from the information in the District Race & Gender and District IPST tabs. Calculations for the school performance framework reports are derived from the information in the “School Race & Gender and School IPST tabs.

## ***District Number***

Each of the data sets included in the file published by the Data Services Unit includes a column titled “Organization Code” that contains the unique four-digit code assigned to the district within CDE’s directory system. The organization code is used to link graduation data to the district performance frameworks. Refer to the four-digit codes displayed in the framework reports to find the corresponding information in the dropout files.

### ***School Number***

Each of the data sets included in the file published by the Data Services Unit includes a column titled “School Code” that contains the unique four-digit code assigned to the school within CDE’s directory system. The organization code is used to link graduation data to the district performance frameworks. Refer to the four-digit codes displayed in the framework reports to find the corresponding information in the dropout files.

### ***Category***

The district-level datasets include a column titled “Category”, which does not appear in the school-level datasets. In the district datasets, the “Category” column contains values that are used to distinguish between calculations that include different subsets of schools within districts. For the calculations that are reported in the district performance frameworks, refer to the records where the value is listed as ‘DISTRICT TOTALS (INCLUDING ALTERNATIVE SCHOOLS)’.

### ***All Students***

The dropout rate calculations reported under the All Students label reflect the values in the “Total Pupil Count” column and the “Total Dropout Rate” column. The values in the “Total Pupil Count” column correspond directly to the values in the ‘Count’ column on the performance framework reports, and the values in the “Total Dropout Rate” column correspond directly to the values in the ‘Rate/Score’ column. No calculations are necessary.

### ***Free/Reduced-Price Lunch Eligible Students***

The dropout rate calculations reported under the Free/Reduced-Price Lunch Eligible label reflect the values in the “Econ. Disadvntgd. Pupil Count” column and the “Econ. Disadvntgd. Dropout Rate” column. The values in the “Econ. Disadvntgd. Count” column correspond directly to the values in the ‘Count’ column on the performance framework reports, and the values in the “Econ. Disadvntgd. Dropout Rate” column correspond directly to the values in the ‘Rate/Score’ column. No calculations are necessary.

### ***Minority Students***

The dropout rate calculations reported under the Minority Students label are determined by combining information from multiple columns within the Data Services files. The counts reported on the frameworks reflect the sum of values reported in the following columns:

- American Indian or Alaska Native Pupil Count
- Asian Pupil Count
- Black or African American Pupil Count
- Hispanic or Latino Pupil Count
- Native Hawaiian or Other Pacific Islander Grad Base
- Two or More Races Pupil Count

The rates reported on the performance frameworks are determined by adding together the number of dropouts associated with each of these groups and dividing by the total pupil count. The total number of dropouts associated with the Minority Student group reflects the sum of values reported in the following columns:

- American Indian or Alaska Native Dropouts
- Asian Dropouts
- Black or African American Dropouts
- Hispanic or Latino Dropouts
- Native Hawaiian or Other Pacific Islander Dropouts
- Two or More Races Dropouts

### ***English Learners***

The dropout rate calculations reported under the English Learners label reflect the values in the “Limited English Proficient Pupil Count” column and the “Limited English Proficient Dropout Rate” column. The values in the “Limited English Proficient Count” column correspond directly to the values in the ‘Count’ column on the performance framework reports, and the values in the “Limited English Proficient Dropout Rate” column correspond directly to the values in the ‘Rate/Score’ column. No calculations are necessary.

### ***Students with Disabilities***

The dropout rate calculations reported under the Students with Disabilities label reflect the values in the “Students with Disabilities Pupil Count” column and the “Students with Disabilities Dropout Rate” column. The values in the “Students with Disabilities Count” column correspond directly to the values in the ‘Count’ column on the performance framework reports, and the values in the “Students with Disabilities Dropout Rate” column correspond directly to the values in the ‘Rate/Score’ column. No calculations are necessary.

## **Student-Level Data Files for Matriculation**

The matriculation rates that appear in the PWR section of the District and School Performance Frameworks can be generated using the student-level matriculation data files distributed by the AA Unit each year. The criteria used to identify the student-level records included in the overall matriculation rate as well as for the 2-year, 4-year, and CTE rates are outlined below.

### ***Reporting Year***

The matriculation rate calculations that appear in the 2019 performance framework reports include records from the files provided by the AA Unit where the reporting year is designated as 2019. Refer to the REPORTING\_YEAR column and select only records where the value is ‘2019’.

### ***Reporting Year Span***

For the 1-year performance framework report, matriculation rate calculations only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is ‘1 Year’.

For the multi-year performance framework report, matriculation rate calculations only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is ‘3 Year’.

### ***District Number***

The student-level files provided by the AA Unit contain all the records used to calculate the matriculation rates that appear in the district performance framework report. The files include a column labeled DIST\_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the matriculation data and the performance framework reports, and can be used to identify the records that are included in the mean scale score calculations for a specific district.

### ***School Number***

The student-level files provided by the AA Unit contain all the records used to calculate the matriculation rates that appear in the school performance framework reports. The files include a column labeled SCH\_NUMBER, which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the matriculation data and the performance framework reports. Refer to the SCH\_NUMBER column to identify the records that are included in the mean scale score calculations for specific schools.

### ***Included (Yes or No)***

All students reported as graduates and completers in the prior End-of-Year data collection are included in the denominator used to determine the matriculation rates reported in the performance frameworks. The Accountability Unit has not established any additional inclusion criteria. The files distributed to districts by the AA Unit do include a column labeled, INCLUDED\_PFWK\_CALCS, in order to account for the possibility that inclusion criteria may be developed in the future. All records included in the 2019 data sets are coded as 'Y' in the INCLUDED\_PFWK\_CALCS column.

### ***Included in Denominator***

State accountability policy establishes explicit criteria for which student records are to be included in calculations used for the performance framework reports. In the files provided by the AA Unit, only records coded as '1' in the INCLUDED\_DN column are included in the matriculation rate calculations.

Note that as of the 2018-19 academic year, the Accountability Unit has not established any specific inclusion criteria for matriculation rates. All students reported as graduates and completers in the prior End-of-Year data collection are included in the denominator used to determine the matriculation rates. All records in the files provided by the AA Unit will be coded as '1' in the INCLUDED\_DN column.

### ***Included in Numerator***

Refer to the INCL\_NM\_TTL column to determine which records are included in the numerator used to determine the overall matriculation rate. Records coded as '1' in the INCL\_NM\_TTL column were included in the overall numerator.

Refer to the INCL\_NM\_2YR column to determine which records are included in the numerator used to determine the matriculation rate for students who enrolled in 2-year institution of higher education. Records coded as '1' in the INCL\_NM\_2YR column were included in the 2-year numerator.

Refer to the INCL\_NM\_4YR column to determine which records are included in the numerator used to determine the matriculation rate for students who enrolled in 4-year institution of higher education. Records coded as '1' in the INCL\_NM\_4YR column were included in the 4-year numerator.

Refer to the INCL\_NM\_CTE column to determine which records are included in the numerator used to determine the matriculation rate for students who enrolled in Career or Technical Education institutes. Records coded as '1' in the INCL\_NM\_CTE column were included in the CTE numerator.

## Calculating Matriculation Rates

The information provided above can be used to generate any of the matriculation rate calculations reported on the district and school performance frameworks using the student-level files provided by the AA Unit. The files are provided in Microsoft Excel and matriculation rates may be calculated directly from the files by applying the appropriate selection criteria and using the built-in functions for summing and dividing numeric values. Matriculation rate calculations are only reported and used in the performance framework when the denominator for the specific student group includes at least 16 students.

- To generate the values displayed in the 'Count' column on the framework reports, sum the values in the INCLUDED\_DN field.
- To calculate the overall matriculation rate, first sum the values in the INCL\_NM\_TTL and then divide by the sum of the values in the INCLUDED\_DN field. Format the result as a percentage rounded to one decimal place.
- To calculate the 2-Year matriculation rate, first sum the values in the INCL\_NM\_2YR and then divide by the sum of the values in the INCLUDED\_DN field. Format the result as a percentage rounded to one decimal place.
- To calculate the 4-Year matriculation rate, first sum the values in the INCL\_NM\_4YR and then divide by the sum of the values in the INCLUDED\_DN field. Format the result as a percentage rounded to one decimal place.
- To calculate the CTE matriculation rate, first sum the values in the INCL\_NM\_CTE and then divide by the sum of the values in the INCLUDED\_DN field. Round the result to three decimal places and display in percent format.

**Example 1:** *2019 District Performance Framework 1-Year Report for District Number 0010  
Count and Matriculation Rate for All Students*

Select all records where:

```
REPORTING_YEAR = 2019  
REPORTING_YEAR_SPAN = '1 Year'  
DIST_NUM = '0010'  
INCLUDED_DN = '1'  
INCL_NM_TTL = '1'
```

Execute the following functions to generate the count and rate reported on the performance framework:

Count:           SUM (INCLUDED\_DN)  
Rate:             ROUND (SUM (INCL\_NM\_CTE) / SUM (INCLUDED\_DN), 3)

**Example 2:**    *2019 School Performance Framework 1-Year Report for School Number 0955  
High School Evidence-Based Reading & Writing  
Count and Matriculation Rate for Students Enrolled in 2-Year Institutes*

Select all records where:

REPORTING\_YEAR = 2019  
REPORTING\_YEAR\_SPAN = '1 Year'  
SCH\_NUM = '0955'  
INCLUDED\_DN = '1'  
INCL\_NM\_CTE = '1'

Execute the following functions to generate the count and rate reported on the performance framework:

Count:           SUM (INCLUDED\_DN)  
Rate:             ROUND (SUM (INCL\_NM\_CTE) / SUM (INCLUDED\_DN), 3)

## Student-Level Data Files for Mean Scale Scores

The data used to generate the mean scales scores reported under the Postsecondary & Workforce Readiness section of the performance frameworks are included in the student-level Achievement files that the AA Unit distributes to districts each year. Each record in the files includes a state-assigned student ID (SASID) along with enrollment and demographic information and a scale score result. All the fields referenced to generate the mean scale score calculations that appear in the PWR section of the performance framework reports are described in detail here.

### Reporting Year

The files provided to districts each year contain the record sets used to generate the most recently published framework reports. Record sets for prior years are available upon request. The files include a field labeled, REPORTING\_YEAR, which contains values showing which year of assessment administration each record is associated with. To generate the mean scale calculations reported in the 2019 performance frameworks, refer to the REPORTING\_YEAR column and select only records where the value is '2019'.

### Reporting Year Span

The files provided to districts each year contain the record sets used to generate the calculations that are included in the 1-Year performance framework reports. CDE also produces multi-year reports, which are used to

determine official accreditation ratings in cases where a single year of data does not provide sufficient information to evaluate performance. Files containing the data sets used to generate the calculations used for the multi-year reports are available upon request.

For the 1-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is '1 Year'.

For the multi-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is '3 Year'.

### **District Number**

The student-level data files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the district performance framework report. The files include a column titled, DIST\_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the assessment data and the performance framework reports, and can be used to identify the records that are included in the mean scale score calculations for a specific district.

### **School Number**

The student-level files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the school performance framework reports. The files include a column titled, SCH\_NUMBER, which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the assessment data and the performance framework reports. Refer to the SCH\_NUMBER column to identify the records that are included in the mean scale score calculations for specific schools.

### **Reporting Data Set**

The files provided to districts by the AA Unit contain the records used to generate calculations for the district performance framework report as well as records used to generate calculations for each of the individual reports used to evaluate the performance of schools within the district. The rules used to generate calculations for the district performance framework report differ from the rules used to generate calculations for the school performance framework reports. The files provided by the AA Unit include a column titled, REPORTING\_DATA\_SET, that distinguishes between the data set used for the district performance framework report and the data sets used for the school performance framework reports. To generate calculations for the district performance framework report, select only records where the value in the data set field is 'DIST'. For school performance framework calculations, select only records where the value is 'SCH'.

### **EMH Level (Grade Range)**

The performance frameworks only evaluate PWR metrics for districts and schools that serve students at the high school level. The mean scale scores used for the PWR indicator reflect student outcomes on the Colorado SAT 11 and DLM 11 assessments. Within the files provided by the AA Unit, refer to the EMH\_LEVEL column and select only records that are coded as 'H'.

## **Grade Level**

Additional selection criteria must be applied to the GRADE\_LEVEL field to distinguish records associated with the Colorado SAT & DLM 11 assessments from records associated with the Colorado PSAT & DLM 09/10 assessments. Within the files provided by the AA Unit, refer to the GRADE\_LEVEL column and select only records that are coded as '11'.

## **Test Name**

The mean scale scores used in the PWR section of the frameworks represent the combined results from the Colorado SAT 11 and the 11<sup>th</sup> grade DLM assessment. The calculations reported for Evidence-Based Reading & Writing and Math are based on records where the TEST\_NAME is either 'CO PSAT/SAT' or 'DLM'.

## **Test Subject**

### ***Evidence-Based Reading & Writing***

To generate the mean scale score calculations reported for Evidence-Based Reading & Writing, select records where the value in the SUBJECT column is either 'EVIDENCE-BASED READING AND WRITING' or 'ENGLISH LANGUAGE ARTS'.

### ***Math***

To generate the mean scale score calculations reported for Math at the high school level, select records where the value in the SUBJECT column is 'MATH'.

## **Student Group Definitions**

### ***All Students***

The mean scale score calculations reported under the All Students label represent the results for all students who received a valid score at the designated grade level and subject area. No demographic information needs to be referenced to identify the records from the student-level files that are used to generate calculations associated with the All Students group.

### ***Free/Reduced-Price Lunch Eligible Students***

The mean scale score calculations reported under the Free/Reduced-Price Lunch Eligible (FRL) label represent the results for students who were reported as eligible for free or reduced-price lunch. To generate the mean scale score calculations for FRL students, select records coded as 'Y' in the FRL\_YN column.

### ***Minority Students***

The mean scale score calculations reported under the Minority Students label represent the results for students who were reported as having a racial or ethnic background other than White. To generate the mean scale score calculations for Minority students, select records coded as 'Y' in the MINORITY\_YN column.

### ***English Learners***

The mean scale score calculations reported under the English Learners label represent the results for students who were reported as receiving English Language services. The English Learner category includes all students reported as Non English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP - Monitor Year 1; FEP - Monitor Year 2; FEP - Exited Year 1; and FEP - Exited Year 2'). To generate the mean scale score calculations for English Learners, select records coded as 'Y' in the ELL\_YN column.

### ***Students with Disabilities***

The mean scale score calculations reported under the Students with Disabilities label represent the results for students who were reported as having an Individualized Education Program (IEP). To generate the mean scale score calculations for students with disabilities, select records coded as 'Y' in the IEP\_YN column.

### **Scale Scores**

The mean scale score calculations reported in the performance framework are based on the scale scores obtained by individual students. In the files provided by the AA Unit, scale scores for each student are included in the column titled, SCALE\_SCORE.

For the CMAS, CSLA, Colorado PSAT, CoAlt records, scale score values reflect the information provided by the vendors that CDE contracts with to score the annual assessments. For DLM records, the test vendor does not provide scale scores for individual student records. Scale score values for DLM are calculated by the AA Unit. For more details on the methodology for generating DLM scale scores, contact the AA Unit.

### **Valid Scores**

The mean scale score calculations reported in the performance framework only reflect student outcomes that are considered valid under state accountability policies. Invalid records are identified based on information provided to the CDE Assessment Unit by districts during the test administration window or during the data review process that is carried out after the testing window closes. In the files provided by the AA Unit, records for students with invalid scores are coded as '0' in the VALID\_SCORE field. Student who did not participate in testing, or who did not receive a score for any other reason, are also coded as '0' in the VALID\_SCORE field. Mean scale score calculations reported in the performance framework only reflect records that are coded as '1' in the VALID\_SCORE column.

### **Included (Yes or No)**

State accountability policy establishes explicit criteria for which student records are to be included in the calculations used within the performance framework reports. The files distributed to districts by the AA Unit provide information for each record showing whether that record met the inclusion criteria. This information is summarized in the column titled, INCLUDED\_PFWK\_CALCS. All records are coded as either 'Y' or 'N' in the INCLUDED\_PFWK\_CALCS column. Only records coded as 'Y' are represented in the mean scale score calculations that appear in the performance framework reports.

The files distributed by the AA Unit do provide detailed information about records that were excluded from calculations. For information about excluded records, refer to the Academic Achievement section above.

## Calculating Mean Scale Scores

The criteria outlined above can be used to generate the mean scale score calculations reported for the PWR indicator on the district and school performance frameworks using the student-level files provided by the AA Unit. The files are provided in Microsoft Excel and mean scale scores may be calculated directly from the files by applying the appropriate selection criteria and using the built-in AVERAGE function. Counts can be calculated using the COUNT function. The counts reported in the performance frameworks represent the number of records meeting the inclusion criteria with valid scale scores (VALID\_SCORE = '1'), and the means represent the averages of the values in the SCALE\_SCORE column. Mean scale scores are only reported and used in the performance framework when there are at least 16 valid scores. This minimum n-count requirement is specific to each student group included in the framework reporting structure.

**Example 1:** *2019 District Performance Framework 1-Year Report for District Number 0010  
PWR Math  
Count and Mean Scale Score for All Students*

Select all records where:

```
REPORTING_YEAR = 2019  
REPORTING_YEAR_SPAN = '1 Year'  
DIST_NUM = '0010'  
REPORTING_DATA_SET = 'DIST'  
EMH_LEVEL = 'H'  
GRADE_LEVEL = '11'  
TEST_NAME = 'CO PSAT/SAT' or 'DLM'  
SUBJECT = 'MATH'  
VALID_SCORE = '1'  
INCLUDED_PFWK_CALCS = 'Y'
```

Execute the following functions to generate the count and mean scale score reported on the performance framework:

```
Count:          COUNT (SCALE_SCORE)  
Mean Scale Score:  ROUND (AVERAGE (SCALE_SCORE), 1)
```

**Example 2:** *2019 School Performance Framework 1-Year Report for School Number 0955  
PWR Evidence-Based Reading & Writing  
Count and Mean Scale Score for FRL Students*

Select all records where:

```
REPORTING_YEAR = 2019  
REPORTING_YEAR_SPAN = '1 Year'  
SCH_NUM = '0955'  
REPORTING_DATA_SET = 'SCH'  
EMH_LEVEL = 'H'
```

```
GRADE_LEVEL = '11'  
TEST_NAME = 'CO PSAT/SAT' or 'DLM'  
SUBJECT = 'EVIDENCE-BASED READING AND WRITING' or  
          'ENGLISH LANGUAGE ARTS'  
FRL_YN = 'Y'  
VALID_SCORE = '1'  
INCLUDED_PFWK_CALCS = 'Y'
```

Execute the following functions to generate the count and mean scale score reported on the performance framework:

```
Count:          COUNT (SCALE_SCORE)  
Mean Scale Score:  ROUND (AVERAGE (SCALE_SCORE), 1)
```

## TEST PARTICIPATION RATES

In addition to the outcomes measures associated with each of the performance indicators, the performance frameworks provide information about rates of test participation. The frameworks report two different types of participation rate information. The first, referred to here as the Accountability Participation Rate, is used to determine whether districts and schools meet the requirements for the Test Participation Assurance. This assurance requires that a minimum of 95% of students participate in the annual state assessments. Schools and districts are subject to ratings penalties if they do not meet the test participation requirement.

The second type of participation rate data reported in the framework rate is referred to here as the Total Participation rate. This rate represents the percentage of students who were registered to test who ultimately did test and did receive a valid score result. Except for a few cases where students may be exempt from testing requirements, all students enrolled at the time of the test administration are registered for testing.

The key difference between the Accountability Participation rate and the Total Participation rate calculations pertains to the treatment of students whose parents excuse them from testing. In the Accountability Participation rate calculations, students who are excused from testing by their parents are treated as exempt. Their records are not counted in the denominator or in the numerator used to calculate the Accountability Participation rates. In contrast, within the Total Participation rate, students who do not test due to a parent excusal are treated as non-participants. Their records are included in the denominator but do not count toward the numerator.

This section of the guide provides describes how to calculate both the Accountability Participation rates and the Total Participation rates that appear in the framework reports. The calculation guidance refers to student-level participation files provided to districts by the Accountability Analytics (AA) Unit. The AA Unit provides student-level participation data files to districts each year at the same time that preliminary framework reports are distributed. This guide refers exclusively to files provided by the AA Unit. Information presented in this guide does not apply to files provided by CDE's Assessment Unit nor to files provided by assessment vendors. For information about where to find the student-level files referenced here, please contact the AA Unit.

## Reporting Structure for Test Participation

The student-level files provided to districts are organized in a way that reflects the structure of the performance frameworks. To make sense of the information included in these files, it is necessary to have a basic

understanding of the performance framework reporting structure. The overview provided here explains how participation rates are reported within the performance framework. This is the basis for understanding more specific details about the information included in the student-level files, which are provided in subsections below.

The Accountability Participation rate is built around the requirement that a minimum of 95% of the overall student population participates in each of three subject area tests administered under the state assessment system. For each district and school in the state, the AA Unit determines whether the conditions of the test assurance have been met by calculating overall participation rates for English Language Arts, Math, and Science. These overall rates are reported on the front page of the performance frameworks and reflect test participation for students across all grade levels and for all assessments.

The rates that are used to determine whether districts and schools satisfy the conditions of the Test Participation Assurance differ from the other metrics used in the performance frameworks in that they are not broken down by grade range. For districts and for schools that serve students across multiple grade levels, the test participation rates that appear on the front page of the report are the only metrics that represent the student population as a whole. The image below shows how participation rates appear on the front page of the framework report.

<b>Test Participation Rates (Ratings are based on Accountability Participation Rate)</b>						
Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	976	845	86.6%	128	99.6%	Meets 95%
Math	976	846	86.7%	129	99.9%	Meets 95%
Science	253	227	89.7%	25	99.6%	Meets 95%

The Total Participation rates that are reported in the frameworks serve a different purpose from the Accountability rates. Whereas the Accountability rates are used specifically to determine whether schools and districts meet the conditions of the participation requirements, the Total Participation rates are meant to inform interpretations of the assessment results that are reported in the Academic Achievement and Postsecondary & Workforce Readiness sections of the frameworks. Total Participation rate calculations are reported alongside each mean scale score that appears in the performance framework reports. These rates provide a sense of the extent to which the mean scale scores can be considered representative of the underlying student population.

The test participation rates that accompany the mean scale scores in the Achievement and PWR sections of the frameworks follow the same reporting structure as those indicators. At the highest level, they are organized by grade range, and then within each grade range they are further broken down to represent specific subject areas and student groups. The image below shows how participation rates are reported within the Academic Achievement sections of the performance framework. This example comes from the elementary section of the report, but the rates would be reported in the same way at the middle and high school levels.

ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	845	86.6%	757.6	87	8/8	Exceeds
	Previously Identified for READ Plan	25	69.4%	711.5	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	61	83.6%	748.4	70	0.75/1	Meets
	Minority Students	156	86.2%	753.7	81	0.75/1	Meets
	Students with Disabilities	56	75.7%	728.4	25	0.5/1	Approaching
CMAS - Math	All Students	846	86.7%	755.7	90	8/8	Exceeds
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	62	84.9%	745.0	73	0.75/1	Meets
	Minority Students	155	85.6%	753.5	87	1/1	Exceeds
	Students with Disabilities	56	75.7%	730.1	39	0.5/1	Approaching
CMAS - Science	All Students	227	89.7%	637.4	73	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	19	90.5%	600.8	49	0.5/1	Approaching
	Minority Students	43	84.3%	624.3	65	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	27.5/32	Meets

Test participation rates reported in the PWR section of the framework follow the same reporting structure used to present the Colorado SAT 11 results. The image below shows an example.

POSTSECONDARY AND WORKFORCE READINESS							
Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
CO SAT - Evidence-Based Reading & Writing	All Students	289	*	550.0	95.2%	1.5/2	Meets
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	37	*	482.4	93.0%	0/0	Approaching
	Minority Students	71	*	530.3	95.0%	0/0	Meets
	Students with Disabilities	n < 16	*	-	-	0/0	-
CO SAT - Math	All Students	289	*	542.3	95.2%	1.5/2	Meets
	English Learners	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	37	*	482.4	93.0%	0/0	Approaching
	Minority Students	71	*	524.6	95.0%	0/0	Meets
	Students with Disabilities	n < 16	*	-	-	0/0	-

## Student-Level Data Files

The AA unit applies a common set of coding conventions to the records included in the student-level participation files that it distributes so that all the calculations can be generated using the same set of procedures. Each record includes a state-assigned student ID (SASID) along with enrollment and demographic information and participation outcomes. All the fields referenced to generate the participation rate calculations that appear in the performance framework reports are described in detail here.

## **Reporting Year**

The files provided to districts each year contain the record sets used to generate the most recently published framework reports. Record sets for prior years are available upon request. The files include a field labeled, REPORTING\_YEAR, which contains values showing which year of assessment administration each record is associated with. To generate the mean scale calculations reported in the 2019 performance frameworks, refer to the REPORTING\_YEAR column and select only records where the value is '2019'.

## **Reporting Year Span**

The files provided to districts each year contain the record sets used to generate the calculations that are included in the 1-Year performance framework reports. CDE also produces multi-year reports, which are used to determine official accreditation ratings in cases where a single year of data does not provide sufficient information to evaluate performance. Files containing the data sets used to generate the calculations used for the multi-year reports are available upon request.

For the 1-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the 1-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is '1 Year'.

For the multi-year performance framework report, mean scale score calculations only include records where the reporting year span is designated as being associated with the multi-year report. In the files provided by the AA Unit, refer to the REPORTING\_YEAR\_SPAN column and select only records where the value is '3 Year'.

## **District Number**

The student-level data files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the district performance framework report. The files include a column titled, DIST\_NUMBER, which shows the unique four-digit code assigned to the district within CDE's directory system. This code is used to establish the connection between the assessment data and the performance framework reports, and can be used to identify the records that are included in the mean scale score calculations for a specific district.

## **School Number**

The student-level files provided by the AA Unit contain all the records used to calculate the mean scale scores that appear in the school performance framework reports. The files include a column titled, SCH\_NUMBER, which shows the four-digit school code associated with each record. This is the code assigned to the school within CDE's directory system, which is used to establish the connection between the assessment data and the performance framework reports. Refer to the SCH\_NUMBER column to identify the records that are included in the mean scale score calculations for specific schools.

## **Reporting Data Set**

The files provided to districts by the AA Unit contain the records used to generate calculations for the district performance framework report as well as records used to generate calculations for each of the individual reports used to evaluate the performance of schools within the district. The rules used to generate calculations

for the district performance framework report differ from the rules used to generate calculations for the school performance framework reports. The files provided by the AA Unit include a column titled, REPORTING\_DATA\_SET, that distinguishes between the data set used for the district performance framework report and the data sets used for the school performance framework reports. To generate calculations for the district performance framework report, select only records where the value in the data set field is 'DIST'. For school performance framework calculations, select only records where the value is 'SCH'.

### **EMH Level (Grade Range)**

The files provided to districts by the AA Unit contain test records from all grade levels that are evaluated under the performance framework. Within the files, there is a column labeled EMH\_LEVEL, which designates the grade range associated with each record. For the Accountability Participation rate calculations, no conditions are set on the EMH\_LEVEL.

The Total Participation rate calculations that are reported in the Achievement and PWR sections of the performance framework are broken out by grade level. To generate the Total Participation rate calculations reported at the elementary level, select only records where EMH\_LEVEL equals 'E'. To calculate rates reported at the middle school level, select only records that are coded as 'M'. And to calculate rates reported at the high school level, select only records that are coded as 'H'.

### **Grade Level**

At the high school level, additional selection criteria must be applied to the GRADE\_LEVEL field to distinguish between the Total Participation rates that are reported in the Academic Achievement and the Total Participation rates that are reported in the PWR section. Records for 11<sup>th</sup> grade students are not included in the Total Participation rate calculations that are reported in the Academic Achievement section of the report. Instead, records for 11<sup>th</sup> grade students are included in the Total Participation rates that are reported in the PWR section. To generate the Total Participation rates reported in the Academic Achievement section at the high school level, exclude all records where the value in the GRADE\_LEVEL field equals '11'. To generate the participation rates reported in the PWR sections, include only records where the value in the GRADE\_LEVEL field equals '11'.

### **Test Name**

The participation rates reported in the performance frameworks represent the combined results from both the traditional and alternate assessments. This is true for both the Accountability Participation rate calculations and the Total Participation rate calculations. Results from both the traditional and alternate assessments are included in the files provided by the AA Unit. The English Language Arts and Math calculations reported at the elementary and middle school levels include records where the value in the TEST\_NAME column is either 'CMAS' or 'DLM'. At the high school level, the calculations reported for Evidence-Based Reading & Writing and Math are based on records where the TEST\_NAME is either 'CO PSAT/SAT' or 'DLM'. The Science calculations reported at all levels include records where the value in the TEST\_NAME column is either 'CMAS SCIENCE' or 'COALT SCIENCE'.

### **Test Subject**

***English Language Arts/Evidence-Based Reading & Writing***

To calculate the Accountability Participation rates used for the English Language Arts, select all records where the value in the SUBJECT column is either 'ENGLISH LANGUAGE ARTS' or 'EVIDENCE-BASED READING AND WRITING'.

To calculate the Total Participation rates reported for English Language Arts in the Academic Achievement sections at the elementary and middle school levels, select all records where the value in the SUBJECT column is 'ENGLISH LANGUAGE ARTS'.

To calculate the Total Participation rates reported for Evidence-Based Reading & Writing in the Academic Achievement section at the high school level, select all records where the value in the SUBJECT column is either 'EVIDENCE-BASED READING AND WRITING' or 'ENGLISH LANGUAGE ARTS'. Exclude records where the value in the GRADE\_LEVEL field is '11'.

To calculate the Total Participation rates reported for Evidence-Based Reading & Writing in the PWR section, select all records where the value in the TEST\_NAME field is either 'CO PSAT/SAT' or 'DLM' and where the value in the SUBJECT column is either 'EVIDENCE-BASED READING AND WRITING' or 'ENGLISH LANGUAGE ARTS'. Include only records where the value in the GRADE\_LEVEL field is '11'.

### ***Math***

To calculate the Accountability Participation rates used for Math, select all records where the value in the TEST\_NAME field is either 'CMAS', 'DLM', or 'CO PSAT/SAT' and where the value in the SUBJECT column is 'MATH'.

To calculate the Total Participation rates reported for Math in the Academic Achievement sections at the elementary and middle school levels, select all records where the value in the SUBJECT column is 'MATH'.

To calculate the Total Participation rates reported for Math in the Academic Achievement section at the high school level, select all records where the value in the SUBJECT column is 'MATH'. Exclude records where the GRADE\_LEVEL = '11'.

To calculate the Total Participation rates reported for Math in the PWR section, select all records where the value in the TEST\_NAME field is either 'CO PSAT/SAT' or 'DLM' and where the value in the SUBJECT column is 'MATH'. Include only records where the value in the GRADE\_LEVEL field is '11'.

### ***Science***

To calculate the Accountability Participation rates or the Total Participation rates reported for Science, select all records where the value in the SUBJECT column is 'SCIENCE'.

### **Student Group Definitions**

The participation rates used to determine whether districts and schools satisfy the conditions of the Test Participation Assurance for English Language Arts, Math, and Science are not broken out by student groups. Only the overall participation rates for each subject area are used to determine whether districts and schools meet the requirements of the Test Participation Assurance.

Participation rates reported in the Achievement and PWR sections of the frameworks are broken out by student group. For each grade range and subject area, the performance framework reports include participation rates for all students along with separate rates for English Learners, for student who qualify for free or reduced-price lunch, for minority students, and for students with disabilities. At the elementary level, an additional English Language Arts participation rate is reported for students who were previously identified with a significant reading deficiency under the Colorado READ Act.

### ***All Students***

The mean scale score calculations reported under the All Students label represent the results for all students who received a valid score at the designated grade level and subject area. No demographic information needs to be referenced to identify the records from the student-level files that are used to generate calculations associated with the All Students group.

### ***Free/Reduced-Price Lunch Eligible Students***

The mean scale score calculations reported under the Free/Reduced-Price Lunch Eligible (FRL) label represent the results for students who were reported as eligible for free or reduced-price lunch. To generate the mean scale score calculations for FRL students, select records coded as 'Y' in the FRL\_YN column.

### ***Minority Students***

The mean scale score calculations reported under the Minority Students label represent the results for students who were reported as having a racial or ethnic background other than White. To generate the mean scale score calculations for Minority students, select records coded as 'Y' in the MINORITY\_YN column.

### ***English Learners***

The mean scale score calculations reported under the English Learners label represent the results for students who were reported as receiving English Language services. The English Learner category includes all students reported as Non English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP - Monitor Year 1; FEP - Monitor Year 2; FEP - Exited Year 1; and FEP - Exited Year 2'). To generate the mean scale score calculations for English Learners, select records coded as 'Y' in the ELL\_YN column.

### ***Students with Disabilities***

The mean scale score calculations reported under the Students with Disabilities label represent the results for students who were reported as having an Individualized Education Program (IEP). To generate the mean scale score calculations for students with disabilities, select records coded as 'Y' in the IEP\_YN column.

### ***Previously Identified for READ Plan***

The mean scale score calculations reported under the Previously Identified for READ Plan label represent the results for students who were previously reported as having a Significant Reading Deficiency (SRD) as part of the annual READ Act data collection. These calculations are only reported for English Language Arts, and only include results for students who took the 3<sup>rd</sup> or 4<sup>th</sup> grade assessment. The values in the file are based on information collected from districts through the READ Act data collections completed in all years prior to the year associated with the assessment administration. To generate the mean scale score calculations for students who were previously reported as having an SRD, select records coded as 'Y' in the READ\_ACT\_PRIOR\_SRD\_YN column.

### **Included (Yes or No)**

State accountability policy establishes explicit criteria for which student records are to be included in the calculations used within the performance framework reports. The files distributed to districts by the AA Unit provide information for each record showing whether that record met the inclusion criteria. This information is summarized in the column titled, INCLUDED\_PFWK\_CALCS. All records are coded as either 'Y' or 'N' in the INCLUDED\_PFWK\_CALCS column. Only records coded as 'Y' are represented in the participation rate calculations that appear in the performance framework reports. Any records coded as 'N' in the inclusion field are excluded from the calculations reported in the performance framework.

For records that are coded as 'N' in the INCLUDED\_PFWK\_CALCS field, the files distributed by the AA Unit provide additional information showing why they were excluded from the performance framework calculations. This information is provided in a series of exclusion and exemption columns that are described below. Any record that is coded as 'N' in the INCLUDED\_PFWK\_CALCS field will be coded as 'Y' in at least one of the exclusion or exemption columns. Note that these exclusion and exemption fields are provided for informational purposes and do not need to be referenced directly to generate the summary calculations. For any given record, only the value in the INCLUDED\_PFWK\_CALCS column needs to be referenced to determine whether it was included in the summary calculations reported in the performance framework.

### ***Exempt from Testing***

Under certain conditions, students may be exempt from test participation requirements. These students are not included in any of the test participation rates reported in the performance frameworks. The files provided by the AA Unit include a column titled, EXEMPT\_NOT\_TESTED\_YN, which identifies records for students who were exempt from test participation requirements. A record coded as 'Y' in the EXEMPT\_NOT\_TESTED\_YN column was not included in performance framework calculations due to a testing exemption.

### ***Excluded: Test Invalid***

Certain records are excluded from the test participation calculations reported in the performance frameworks based on the test invalidation information reported by districts. The EXCLUDED\_TEST\_INVALID\_YN column identifies these records. A record coded as 'Y' in the EXCLUDED\_TEST\_INVALID\_YN field was excluded because the record was identified as invalid, either during the test window or during the data review process carried out after testing was completed. Refer to the column titled, DID\_NOT\_TEST\_TEXT, to see specific test invalidation information associated with records.

***Excluded: Expelled***

For the school performance frameworks, records for students who were reported as expelled during the test window are not included in the test participation calculations. The rules for the district performance framework report do not impose any conditions on expulsion status. All records included in the district data set are coded as 'N' in the EXCLUDED\_EXPELLED\_YN column. For the school performance framework, a record coded as 'Y' in the EXCLUDED\_EXPELLED\_YN was excluded because the student was reported as having been expelled from school during the testing window.

***Excluded: Void Grade Level Information***

For a test record to be included in the framework calculations, the grade level information associated with the record must be consistent with the grade level information listed in the official directory maintained by CDE. Test records are not included in the framework calculations when the grade level information is not consistent with the grade level information listed in the directory. For example, if a test record lists a student as a 7<sup>th</sup> grader but the directory information for the school associated with that record shows that the school only serves students in grades K-5, the record will be excluded from framework calculations. A record coded as 'Y' in the EXCLUDED\_GRADE\_LEVEL\_VOID\_YN field was excluded because the record was identified as being inconsistent with the grade levels listed in the directory.

***Excluded: Detention Facility***

Records associated with schools designated within the official directory as detention facilities are not included in performance framework calculations. A record coded as 'Y' in the EXCLUDED\_DETENTION\_FACILITY\_YN was excluded because the school information associated with the record was associated with a school identified as detention facility within the official directory.

***Excluded: Home-Schooled Student***

Records for students enrolled in a school designated within the official directory as a home options program are not included in performance framework calculations. Records for students reported with a test invalidation code identifying them as home-schooled students are also excluded from framework calculations. A record coded as 'Y' in the EXCLUDED\_HOME\_OPTIONS\_YN was excluded because the student was identified as a home-schooled student.

***Excluded: Tested Off-Grade***

CDE has established criteria for what tests are to be administered to students at each grade levels. Students are not required to test outside of these criteria. In some cases, assessment records exist for students at grade levels where they were not required to test. For example, a CMAS English Language Arts assessment result may be reported for a 10<sup>th</sup> grade student, who would not have been required to take the CMAS assessments. These types of records are not included in participation rate calculations reported in the frameworks and can be identified based on the EXCLUDED\_OFF\_GRADE\_YN column. A record coded as 'Y' in the EXCLUDED\_OFF\_GRADE\_YN was excluded because the test was not one that students at that grade level were required to take.

### ***Excluded: Void District/School Association***

Certain records included in the assessment results are not associated with a valid district code, or are coded in a way that reflects an invalid relationship between a school code and a district code. For instance, a test record may have a school code that according to the directory should be associated with district A, while the record itself identifies it as being associated with record B. These types of records are identified by referencing the district and school code information associated with the assessment results against the information in the official directory maintained by CDE. A record coded as 'Y' in the EXCLUDED\_DISTRICT\_VOID\_YN column was excluded because it was not associated with a valid district code, or included information showing an invalid relationship between the district code and school code.

### ***Excluded: Duplicate Record***

In some cases, students may have multiple records for the same test included in the assessment results. For the participation rate calculations reported in the performance frameworks, only one record for each subject area is used to make participation determinations for individual students. A record coded as 'Y' in the EXCLUDED\_DUPLICATE\_YN column was excluded because it was identified as a duplicate test record for a student.

## **Identifying Records for Accountability Participation Rate Calculations**

### ***Included in Accountability Denominator***

In the Participation files distributed by the AA Unit, records that are used to calculate the Accountability Participation rates can be identified based on the INCLUDED\_DN\_ACCOUNTABILITY and INCLUDED\_NM\_ACCOUNTABILITY columns. Records that are coded as '1' in the INCLUDED\_DN\_ACCOUNTABILITY field are included in the denominator that is used to determine the Accountability Participation rate.

### ***Included in Accountability Numerator***

Records that are coded as '1' in the INCLUDED\_NM\_ACCOUNTABILITY field are included in the numerator that is used to determine the Accountability Participation rate. These students are counted as test participants for state accountability purposes.

### ***Parent Refusals***

Under State Board of Education Policy, districts and schools are not held accountable for students who were excused from testing by their parents. These students can be identified by referring to the PARENT\_REFUSAL column in the files distributed by the AA Unit. Records coded as '1' are associated with students whose parents excused them from testing.

## ***English Learners in First Year of Enrollment in U.S. Public School***

Students who are classified as English Learners who have been enrolled in U.S. Public School for less than one year at the time of testing are not required to take the English Language Arts assessment. In the Accountability Participation Rate calculations, these students are counted as test participants. Records for student who are identified under this policy are coded as '1' in the ELL\_FIRST\_YR\_US column in the files distributed by the AA Unit.

## **Calculating Accountability Participation Rates**

The participation rates that are used to determine whether districts and schools satisfy the conditions of the Test Participation Assurance can be calculated using the information in the student-level data files provided by the AA Unit. The files are provided in Microsoft Excel, and the rates can be calculated by applying the appropriate selection criteria and using the built-in functions to calculate sums and percentages. Accountability participation rates are only used for the test participation assurance in cases where there are at least 20 records included in the denominator for the specific subject area. Below this threshold, districts and schools are treated by default as having met the participation requirement in that subject area.

- The values reported under the 'Total Records' header in the performance frameworks represent the sum of values in the INCLUDED\_DN\_TOTAL column in the student-level files.
- The values reported under the 'Valid Scores' header in the performance frameworks represent the sum of values in the INCLUDED\_NM\_TOTAL column in the student-level files.
- The percentages reported in the Participation Rate column represent the sum of the values in the INCLUDED\_NM\_TOTAL column divided by the sum of the values in the INCLUDED\_DN\_TOTAL.
- The values reported under the 'Parent Excuses' header in the performance frameworks represent the sum of values in the PARENT\_REFUSAL column in the student-level files.
- The values reported under the 'Accountability Participation Rate' header in the performance frameworks represent the sum of values in the INCLUDED\_DN\_ACCOUNTABILITY column in the student-level files divided by the sum of values in the INCLUDED\_NM\_ACCOUNTABILITY column in the student level files.

***Example 1:***     *2019 District Performance Framework 1-Year Report for District Number 0010  
Participation Assurance Information for Math*

Select all records where:

```
REPORTING_YEAR = 2019
REPORTING_YEAR_SPAN = '1 Year'
DIST_NUM = '0010'
REPORTING_DATA_SET = 'DIST'
GRADE_LEVEL <> '11'
TEST_NAME = 'CMAS' or 'DLM' or 'CO PSAT/SAT'
SUBJECT = 'MATH'
INCLUDED_PFWK_CALCS = 'Y'
```

Total Records:

SUM (INCLUDED\_DN\_TOTAL)

Valid Scores:

SUM (INCLUDED\_NM\_TOTAL)

Participation Rate:

ROUND (SUM (INCLUDED\_NM\_TOTAL) / SUM (INCLUDED\_NM\_TOTAL), 3)

Parent Excuses:

SUM (PARENT\_REFUSALS)

Accountability Participation Rate:

ROUND (  
SUM (INCLUDED\_NM\_ACCOUNTABILITY) /  
SUM (INCLUDED\_NM\_ACCOUNTABILITY), 3)

**Example 2:** *2019 School Performance Framework 1-Year Report for School Number 0955  
Participation Assurance Information for English Language Arts*

Select all records where:

REPORTING\_YEAR = 2019  
REPORTING\_YEAR\_SPAN = '1 Year'  
DIST\_NUM = '0010'  
REPORTING\_DATA\_SET = 'SCH'  
GRADE\_LEVEL <> '11'  
TEST\_NAME = 'CMAS' or 'DLM' or 'CO PSAT/SAT'  
SUBJECT = 'ENGLISH LANGUAGE ARTS' or  
'EVIDENCE-BASED READING AND WRITING'  
INCLUDED\_PFWK\_CALCS = 'Y'

Total Records:

SUM (INCLUDED\_DN\_TOTAL)

Valid Scores:

SUM (INCLUDED\_NM\_TOTAL)

Participation Rate:

ROUND (SUM (INCLUDED\_NM\_TOTAL) / SUM (INCLUDED\_NM\_TOTAL), 3)

Parent Excuses:

SUM (PARENT\_REFUSALS)

Accountability Participation Rate:

ROUND (  
SUM (INCLUDED\_NM\_ACCOUNTABILTY) /  
SUM (INCLUDED\_NM\_ACCOUNTABILTY), 3)

## Identifying Records for Total Participation Rate Calculations

### ***Included in Total Denominator***

In the Participation files distributed by the AA Unit, records that are used to calculate the Total Participation rates can be identified based on the INCLUDED\_DN\_TOTAL field. Records that are coded as '1' in the INCLUDED\_DN\_TOTAL field are included in the denominator that is used to determine the Total Participation rate.

### ***Included in Total Denominator***

Records that are coded as '1' in the INCLUDED\_NM\_TOTAL field are included in the numerator that is used to determine the Total Participation rate. These students are counted as participants for the purposes of informing interpretations of mean scale scores.

Note that the Total Participation rate calculations treat students who were excused from testing by their parents as non-participants. Unless some other reason exempted them from testing requirements, they will be coded as '0' in the INCLUDED\_NM\_TOTAL field.

## Calculating Total Participation Rates

The participation rates that are reported in the Achievement and PWR sections of the frameworks can also be calculated using the information in the student-level data files provided by the AA Unit. The files are provided in Microsoft Excel, and the rates can be calculated by applying the appropriate selection criteria and using the built-in functions to calculate sums and percentages. Total participation rates are only reported in cases where districts and schools meet the minimum n-count requirements associated with reporting mean scale scores. Mean scale scores are only reported in cases where there are at least 16 valid score records.

- The denominators used to calculate the participation rates that appear in the Achievement and PWR sections are determined by summing the values in the INCLUDED\_DN\_TOTAL column in the student-level files.
- The numerator used to calculate the participation rates that appear in the Achievement and PWR sections are determined by summing the values in the INCLUDED\_NM\_TOTAL column in the student-level files.

- The percentages reported in the Participation Rate column represent the sum of the values in the INCLUDED\_NM\_TOTAL column divided by the sum of the values in the INCLUDED\_DN\_TOTAL.

**Example 1:** *201 District Performance Framework 1-Year Report for District Number 0010  
Achievement Participation Rates for Elementary English Language Arts*  
Select all records where:

REPORTING\_YEAR = 2019  
 REPORTING\_YEAR\_SPAN = '1 Year'  
 DIST\_NUM = '0010'  
 REPORTING\_DATA\_SET = 'DIST'  
 EMH\_LEVEL = 'E'  
 TEST\_NAME = 'CMAS' or 'DLM'  
 SUBJECT = 'ENGLISH LANGUAGE ARTS'  
 INCLUDED\_PFWK\_CALCS = 'Y'

Denominator:

SUM (INCLUDED\_DN\_TOTAL)

Numerator:

SUM (INCLUDED\_NM\_TOTAL)

Participation Rate:

ROUND (SUM (INCLUDED\_NM\_TOTAL) / SUM (INCLUDED\_DN\_TOTAL), 3)

**Example 2:** *2019 School Performance Framework 1-Year Report for School Number 0955  
PWR Participation Rate for Math*

Select all records where:

REPORTING\_YEAR = 2019  
 REPORTING\_YEAR\_SPAN = '1 Year'  
 DIST\_NUM = '0010'  
 REPORTING\_DATA\_SET = 'SCH'  
 EMH\_LEVEL = 'H'  
 GRADE\_LEVEL = '11'  
 TEST\_NAME = 'CO PSAT/SAT' or 'DLM'  
 SUBJECT = 'MATH'  
 INCLUDED\_PFWK\_CALCS = 'Y'

Denominator:

SUM (INCLUDED\_DN\_TOTAL)

Numerator:

SUM (INCLUDED\_NM\_TOTAL)

Participation Rate:

ROUND (SUM (INCLUDED\_NM\_TOTAL) / SUM (INCLUDED\_NM\_TOTAL), 3)

## 2. Determine Sub-Indicator Ratings

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Sub-indicator ratings are determined by taking the summary calculations generated in the section above and comparing them to the cut point bands for a given measure on the School and District Performance Frameworks. This section of the Calculation Guidebook outlines how a specific score on a sub-indicator for a given school/district translates into a rating of Exceeds, Meets, Approaching, or Does Not Meet on that sub-indicator on the School/District Performance Framework. This section will also cover how the cut points for a given sub-indicator were developed and how points are assigned.

Please note that a specific school or district may not be eligible for a given measure due to small N sizes. In such a case, the school will not be held accountable for that measure. As a result, the total number of points for a given indicator is based on only the measures for which a school or district is eligible. The total points possible by indicator may vary from school to school and district to district due to differences in measure eligibility.

Below, we describe how measures are baselined and normed in the current iteration of the performance frameworks. Baseline refers to the dataset upon which the measure was first built—for example, CMAS was first included in the frameworks in 2016, and that serves as the baseline year for those measures. The baseline data is normed in order to determine cut points; the norming process is discussed below in more detail, but typically requires that we look at the state-wide performance of the baseline data in order to determine cut points. Measures may be re-normed (which means the cut points are reset or adjusted based on the state-wide performance on that measure) during assessment transitions or when policy changes at the state level make it necessary.

## ACADEMIC ACHIEVEMENT

### Norming/Baseline Methodology

#### *CMAS ELA and Math*

The CMAS sub-indicators measure achievement for grades 3-8 on English Language Arts, Math, and Science. CMAS was first included on the School/District Performance Framework in 2016. These measures have not been re-normed since their first inclusion on the frameworks in 2016.

#### *CO PSAT 9/10 Evidence Based Reading & Writing/Math*

The CO PSAT sub-indicators measure achievement outcomes for 9<sup>th</sup> and 10<sup>th</sup> grade high school students on the CO PSAT assessments in Evidence-Based Reading & Writing (EBRW) and in Math. CO PSAT 10 was first included on the performance frameworks in 2017 and CO PSAT 9 was first included in 2018. Because CO PSAT 10 was introduced a year earlier than CO PSAT 9, and because the tests do not have the same scale range (CO PSAT 9 occupies a lower portion of the score range), the performance standards for the 1-year and multi-year aggregations will continue to be re-normed until the number of years of data available for each test is equal. CO PSAT was initially normed in 2017 based on PSAT 10 results but was re-normed in 2018 when PSAT 9 was introduced. The measure was then re-normed again in 2019 to reflect changes in the distribution of summary outcomes related to having incorporated an additional year of PSAT 9 data. For the 2019 frameworks, 1-year norms for CO PSAT are based on combined grade 9 and grade 10 results from the 2019 test administration, while multi-year norms are based on two years of grade 9 results (from years 2018 and 2019) combined with three years of grade 10 results (2016, 2017, and 2018).

#### *CMAS READ Act Bonus Point*

The CMAS READ Act bonus point measure was first included on the performance frameworks in 2016. This measure has not been re-normed since their first inclusion on the frameworks in 2016.

## Cut Point Methodology

### CMAS ELA and Math, CO PSAT EBRW and Math

Cut points for the following sub-indicators are determined using the school distributions of a given sub-indicator by EMH level and content area:

- CMAS English Language Arts
- CMAS Math
- CO PSAT 9/10 Evidence Based Reading and Writing
- CO PSAT 9/10 Math

In all cases above, the distribution of mean scale scores on the measures above for a given EMH level for a given content area (ex: CMAS English Language Arts for Middle school) is taken across all eligible schools in the state of Colorado, where eligible schools are those which are not designated as Alternative Education Campuses and which have at least 16 valid scores on the assessment in question for accountability use. The mean scale scores for all eligible schools in the distribution are then rank-ordered to determine percentile ranks for each distribution. The percentile ranks determined based on the distributions of school outcomes are then used to establish cut points for both the School Performance Framework and for the District Performance Framework.

Cut points for each rating band (Exceeds, Meets, Approaching, and Does Not Meet) are set based on percentile ranks as follows:

- **Does Not Meet:** lowest obtainable scale score to the highest scale score associated with the 14<sup>th</sup> percentile rank in the distribution.
- **Approaching:** the lowest scale score associated with the 15<sup>th</sup> percentile rank to the highest scale score associated with the 49<sup>th</sup> percentile rank in the distribution.
- **Meets:** the lowest scale score associated with the 50<sup>th</sup> percentile rank to the highest scale score associated with the 84<sup>th</sup> percentile rank in the distribution.
- **Exceeds:** the lowest scale score associated with the 85<sup>th</sup> percentile rank in the distribution to the highest obtainable scale score.

### CMAS READ Act Bonus Point

The cut point for the CMAS READ Act Bonus Point sub-indicator is always fixed at 725.0, which is the proficiency level cut point for students who are determined to have ‘Approached Expectations’ on the CMAS English Language Arts assessment. Analysis showed that this cut point was both ambitious and attainable for the population of students who have previously been identified with a Significant Reading Deficiencies based on results of READ Act assessments that are administered to students in grades K-3.

## Point Values

Below are the cut points for all Achievement sub-indicators for the traditional 2019 School/District Performance Framework. Note that the due to the norming methodology explained above that the cut points for each sub-indicator are different for each EMH (Elementary, Middle, High) level.

Measure Name	CMAS English Language Arts Mean Scale Score					
	Point Values		Pctile Rank Range	Scale Score Range		
	All Students	Disag Groups		Elementary	Middle	High
Exceeds	8	1	85-99	755.9-850	757.3-850	NA
Meets	6	.75	50-84	739.5-755.89	740.1-757.29	NA
Approaching	4	.50	15-49	722.3-739.49	724.1-740.09	NA

Does Not Meet	2	.25	1-14	650-722.29	650-724.09	NA
<b>Measure Name</b>	<b>CMAS Math Mean Scale Score</b>					
<b>Rating</b>	<b>Point Values</b>		<b>Pctile Rank Range</b>	<b>Scale Score Range</b>		
	<b>All Students</b>	<b>Disag Groups</b>		<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Exceeds	8	1	85-99	751.9-850	746.2-850	NA
Meets	6	.75	50-84	734.3-751.89	731.2-746.19	NA
Approaching	4	.50	15-49	719.1-734.29	716.5-731.19	NA
Does Not Meet	2	.25	1-14	650-719.09	650-716.49	NA
<b>Measure Name</b>	<b>CMAS Science Mean Scale Score</b>					
<b>Rating</b>	<b>Point Values</b>		<b>Pctile Rank Range</b>	<b>Scale Score Range</b>		
	<b>All Students</b>	<b>Disag Groups</b>		<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Exceeds	8	1	85-99	655.9-900	643.3-900	651.3-900
Meets	6	.75	50-84	601.7-655.89	591.4-643.29	609.2-651.29
Approaching	4	.50	15-49	531.9-601.69	527.7-591.39	564.4-609.19
Does Not Meet	2	.25	1-14	300-531.89	300-527.69	300-564.39
<b>Measure Name</b>	<b>CO PSAT – Evidence Based Reading &amp; Writing Mean Scale Score</b>					
<b>Rating</b>	<b>Point Values</b>		<b>Pctile Rank Range</b>	<b>Scale Score Range</b>		
	<b>All Students</b>	<b>Disag Groups</b>		<b>HS: 1 Year</b>	<b>HS: Multi-Year</b>	
Exceeds	8	1	85-99	505.0-760	506.1-760	
Meets	6	.75	50-84	461.1-504.99	463.7-506.09	
Approaching	4	.50	15-49	423.5-461.09	427.5-463.69	
Does Not Meet	2	.25	1-14	120-423.49	120-427.49	
<b>Measure Name</b>	<b>CO PSAT – Math Mean Scale Score</b>					
<b>Rating</b>	<b>Point Values</b>		<b>Pctile Rank Range</b>	<b>Scale Score Range</b>		
	<b>All Students</b>	<b>Disag Groups</b>		<b>HS: 1 Year</b>	<b>HS: Multi-Year</b>	
Exceeds	8	1	85-99	491.0-760	491.1-760	
Meets	6	.75	50-84	448.4-490.99	447.4-491.09	
Approaching	4	.50	15-49	413.0-448.39	415.5-447.39	
Does Not Meet	2	.25	1-14	120-412.99	120-415.49	
<b>Measure Name</b>	<b>CMAS READ Act Bonus Point Mean Scale Score</b>					
<b>Rating</b>	<b>Point Values</b>			<b>Scale Score Range</b>		
	<b>Students with previous READ designation</b>			<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Bonus point	1 bonus point			725.0-850	NA	NA
NA	No bonus point			650-724.99	NA	NA

## ACADEMIC GROWTH

### Norming/Baseline Methodology

#### *Median Growth Percentile Sub-indicators*

The current sub-indicators on the School Performance Framework which utilize Median Growth Percentiles are as follows:

- CMAS English Language Arts Median Growth Percentile
- CMAS Math Median Growth Percentile
- Colorado PSAT/SAT Evidence Based Reading and Writing Median Growth Percentile
- Colorado PSAT/SAT Math Median Growth Percentile
- English Language Proficiency Median Growth Percentile

These measures are based on the Colorado Growth Model. Due to the nature of the Colorado Growth Model, which is normative by design, the distribution of scores state-wide will always be normal. Given the normal distribution of student growth percentiles produced by the Colorado Growth Model, this data does not need to be baselined or normed year over year. More information about the Colorado Growth Model is available [here](#).

#### *ELP On Track*

The English Language Proficiency On-Track measure was first included on the School/District Performance Framework in 2018 for informational purposes. In 2019, the ELP On-Track measure was included for points. One year of data was normed based on school percentile distributions, then applied to both the School Performance Framework and the District Performance Framework.

### Cut Point Methodology

#### *Median Growth Percentile Sub-indicators*

For all measures using Median Growth Percentiles (MGPs), the same cut points are used to determine sub-indicator ratings. These cut points are derived from the qualities of the Colorado Growth Model. Since the distribution of Student Growth Percentiles (SGPs) will also approach normality, these cut points do not need to be re-normed over time. Cut points are as follows:

- Does Not Meet: an MGP of 1 to an MGP of 34.5.
- Approaching: an MGP of 35 to an MGP of 49.5.
- Meets: an MGP of 50 to an MGP of 64.5.
- Exceeds: an MGP of 65 to an MGP of 99.

#### *ELP On Track*

Cut points for the English Language Proficiency On Track sub-indicator are determined using the distributions of this sub-indicator by EMH level. The distribution of the percentage of English Learners on track by EMH level is taken across all eligible schools in the state of Colorado, where eligible schools are those which are not designated as Alternative Education Campuses and which have at least 20 valid scores on the ACCESS assessment for accountability use. The percentage of students on track for all eligible schools in the distribution are then rank-ordered. Based on the rank ordering, percentile ranks are developed for each distribution.

Cut points for each rating band (Exceeds, Meets, Approaching, and Does Not Meet) are derived from these percentile ranks. Cut points are created as follows:

- **Does Not Meet:** lowest possible percentage of students on track (0%) to the highest percentage of students on track associated with the 14<sup>th</sup> percentile rank in the distribution.
- **Approaching:** the lowest percentage of students on track associated with the 15<sup>th</sup> percentile rank to the highest percentage of students on track associated with the 49<sup>th</sup> percentile rank in the distribution.
- **Meets:** the lowest percentage of students on track associated with the 50<sup>th</sup> percentile rank to the highest percentage of students on track associated with the 84<sup>th</sup> percentile rank in the distribution.
- **Exceeds:** the lowest percentage of students on track associated with the 85<sup>th</sup> percentile rank in the distribution to the highest possible percentage of students on track (100%).

### Point Values

Below are the cut points for all Growth sub-indicators for the traditional 2018 School/District Performance Framework.

Measure Name	CMAS English Language Arts Median Growth Percentile				
Rating	Point Values		MGP Range		
	All Students	Disag Groups	Elementary	Middle	High
Exceeds	8	1	65-99	65-99	NA
Meets	6	.75	50-64.5	50-64.5	NA
Approaching	4	.50	35-49.5	35-49.5	NA
Does Not Meet	2	.25	1-34.5	1-34.5	NA
Measure Name	CMAS Math Median Growth Percentile				
Rating	Point Values		MGP Range		
	All Students	Disag Groups	Elementary	Middle	High
Exceeds	8	1	65-99	65-99	NA
Meets	6	.75	50-64.5	50-64.5	NA
Approaching	4	.50	35-49.5	35-49.5	NA
Does Not Meet	2	.25	1-34.5	1-34.5	NA
Measure Name	CO PSAT/SAT Evidence Based Reading and Writing Median Growth Percentile				
Rating	Point Values		MGP Range		
	All Students	Disag Groups	Elementary	Middle	High
Exceeds	8	1	NA	NA	65-99
Meets	6	.75	NA	NA	50-64.5
Approaching	4	.5	NA	NA	35-49.5
Does Not Meet	2	.25	NA	NA	1-34.5
Measure Name	CO PSAT/SAT Math Median Growth Percentile				
Rating	Point Values		MGP Range		
	All Students	Disag Groups	Elementary	Middle	High
Exceeds	8	1	NA	NA	65-99

Meets	6	.75	NA	NA	50-64.5
Approaching	4	.5	NA	NA	35-49.5
Does Not Meet	2	.25	NA	NA	1-34.5
<b>Measure Name</b>	<b>English Language Proficiency Median Growth Percentile</b>				
<b>Rating</b>	<b>Point Values</b>		<b>MGP Range</b>		
	<b>English Learners</b>		<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Exceeds	2		65-99	65-99	65-99
Meets	1.5		50-64.5	50-64.5	50-64.5
Approaching	1		35-49.5	35-49.5	35-49.5
Does Not Meet	.5		1-34.5	1-34.5	1-34.5
<b>Measure Name</b>	<b>On Track to English Language Proficiency (<i>informational only in 2018</i>)</b>				
<b>Rating</b>	<b>Point Values</b>		<b>Pctile Rank Range</b>	<b>Percentage of Students</b>	
	<b>English Learners</b>			<b>Elementary</b>	<b>Middle</b>
Exceeds	2		85-99	82.4-100%	60.0-100%
Meets	1.5		50-84	72.4-82.39%	42.9-59.99%
Approaching	1		15-49	63.5-72.39%	30.4-42.89%
Does Not Meet	.5		1-14	0-63.49%	0-30.39%

## POSTSECONDARY AND WORKFORCE READINESS

### Norming/Baseline Methodology

#### CO SAT

The CO SAT sub-indicators measure postsecondary readiness for grade 11 on Math and Evidence Based Reading and Writing. CO SAT data was first included on the School/District Performance Framework in 2017. SAT cut-points were renormed for both EBRW and Math achievement based on the 15<sup>th</sup>, 50<sup>th</sup>, and 85<sup>th</sup> percentiles of the school level distribution for the 2019 performance frameworks. Calculated growth results based on the 2019 SAT scores and 2018 cut-points produced unanticipated results that would be difficult to interpret. Consistent with precedent, accountability cut-points were re-normed to facilitate interpretation of the data included on the performance frameworks.

#### Dropout Rate and Graduation Rate

Graduation measures the percentage of students who graduated in the Anticipated Year of Graduation (AYG) cohort with the highest rate among the 4 year, 5 year, 6 year, and 7 year rates for a given academic year. Dropout Rate measures the percentage of students in grades 9-12 for schools and grades 7-12 for districts at a given school who dropped out of school in a given academic year. Both sub-indicators are considered measures of postsecondary achievement. Graduation Rate and Dropout Rate was first included on the School/District Performance Framework in 2010. These measures were re-baselined in 2016 after the accountability hold year.

#### Matriculation Rate

Matriculation measures the percentage of high school graduates who enroll in a career and technical education program, community college, or four-year institution of higher education in the fall immediately following graduation. Matriculation was first included on the School/District Performance Framework in 2016. This measure has not been re-normed since its first inclusion on the frameworks in 2016.

## Cut Point Methodology

### CO SAT

Cut points for the following sub-indicators are determined using the distributions of a given sub-indicator by for high schools by content area:

- CO SAT Evidence Based Reading Writing
- CO SAT Math

In all cases above, the distribution of mean scale scores on the measures above for a given content area is taken across all eligible schools in the state of Colorado, where eligible schools are those which are not designated as Alternative Education Campuses and which have at least 16 valid scores on the assessment in question for accountability use. The mean scale scores for all eligible schools in the distribution are then rank-ordered. Based on the rank ordering, percentile ranks are developed for each distribution. The cut points as established by the school distribution are then applied to both the School Performance Framework and the District Performance Framework.

Cut points for each rating band (Exceeds, Meets, Approaching, and Does Not Meet) are derived from these percentile ranks. Cut points are created as follows:

- Does Not Meet: lowest obtainable scale score to the highest scale score associated with the 14<sup>th</sup> percentile rank in the distribution.
- Approaching: the lowest scale score associated with the 15<sup>th</sup> percentile rank to the highest scale score associated with the 49<sup>th</sup> percentile rank in the distribution.
- Meets: the lowest scale score associated with the 50<sup>th</sup> percentile rank to the highest scale score associated with the 84<sup>th</sup> percentile rank in the distribution.
- Exceeds: the lowest scale score associated with the 85<sup>th</sup> percentile rank in the distribution to the highest obtainable scale score.

### Dropout Rate and Graduation Rate

Dropout and Graduation rate data cut points are determined through periodic analysis of state-wide trend data in school distributions. The cut points as established by the school distribution are then applied to both the School Performance Framework and the District Performance Framework.

### Matriculation Rate

Cut points for the matriculation rate sub-indicator is determined using the statewide school distribution of matriculation rates. The distribution of matriculation rates is taken across all eligible schools in the state of Colorado, where eligible schools are those which are not designated as Alternative Education Campuses and which have at least 16 students included in the matriculation rate. The matriculation rate for all eligible schools in the distribution are then rank-ordered. Based on the rank ordering, percentile ranks are developed for each distribution. The cut points as established by the school distribution are then applied to both the School Performance Framework and the District Performance Framework.

Cut points for each rating band (Exceeds, Meets, Approaching, and Does Not Meet) are derived from these percentile ranks. Cut points are created as follows:

- Does Not Meet: lowest possible matriculation rate (0%) to the highest matriculation rate associated with the 14<sup>th</sup> percentile rank in the distribution.
- Approaching: the lowest matriculation rate associated with the 15<sup>th</sup> percentile rank to the highest matriculation rate associated with the 49<sup>th</sup> percentile rank in the distribution.

- Meets: the lowest matriculation rate associated with the 50<sup>th</sup> percentile rank to the highest matriculation rate associated with the 84<sup>th</sup> percentile rank in the distribution.
- Exceeds: the lowest matriculation rate associated with the 85<sup>th</sup> percentile rank in the distribution to the highest possible matriculation rate (100%).

### Point Values

Below are the cut points for all Postsecondary and Workforce Readiness sub-indicators for the traditional 2019 School/District Performance Framework.

Measure Name					CO SAT Evidence Based Reading and Writing – Mean Scale Score			
Rating	Point Values		Pctile Rank Range	Scale Score Range		High		
	All Students	Disag Groups						
Exceeds	4	1	85-99	554.7 - 800				
Meets	3	.75	50-84	501.3 – 554.69				
Approaching	2	.5	15-49	458.0 – 501.29				
Does Not Meet	1	.25	1-14	200 – 457.99				
Measure Name					CO SAT Math – Mean Scale Score			
Rating	Point Values		Pctile Rank Range	Scale Score Range		High		
	All Students	Disag Groups						
Exceeds	4	2	85-99	544.6 - 800				
Meets	3	1.5	50-84	488.0 – 544.59				
Approaching	2	1	15-49	439.9 – 487.99				
Does Not Meet	1	.5	1-14	200 – 439.89				
Measure Name					Dropout Rate*			
Rating	Point Values		Pctile Rank Range	Scale Score Range		High		
	All Students	Disag Groups						
Exceeds	8	2	85-99	.5% - 0%				
Meets	6	1.5	50-84	2.0% - .51%				
Approaching	4	1	15-49	5.0% - 2.01%				
Does Not Meet	2	.5	1-14	100% - 5.01%				
Measure Name					Matriculation Rate*			
Rating	Point Values		Pctile Rank Range	Scale Score Range		High		
	All Students	Disag Groups						
Exceeds	4	NA	85-99	73.1% - 100%				
Meets	3	NA	50-84	59.3% - 73.09%				
Approaching	2	NA	15-49	41.1% - 59.29%				
Does Not Meet	1	NA	1-14	0% - 41.09%				
Measure Name					Best-of Graduation Rate*			
Rating	Point Values		Pctile Rank Range	Scale Score Range		High		
	All Students	Disag Groups						

Exceeds	8	2	85-99	95% - 100%
Meets	6	1.5	50-84	85% - 94.99%
Approaching	4	1	15-49	75% - 84.99%
Does Not Meet	2	.5	1-14	0% - 74.99%

*\*This measure uses data that is a year in arrears.*

### 3. Determine Performance Indicator Ratings

---

Indicator ratings are determined by summing both the points earned and the points possible across all grade levels and all sub-indicators within a given indicator and calculating a percentage of points earned. This percentage is then compared to the cut point bands for indicators to find the overall indicator rating. As with sub-indicators, indicators can receive a rating of Does Not Meet, Approaching, Meets, or Exceeds. This section will also cover how the cut points for indicators were developed.

#### Baseline Information

The indicator cuts were initially derived in 2010, the first year of the School/District Performance Frameworks. The indicator cut points were established such that each band was the same span of possible points. The same cut point structure has been in place for the indicator cut points since then.

#### Cut Point Information

Below are the cut points for all indicators for the traditional 2018 School/District Performance Framework.

<b>All Indicators (Academic Achievement, Academic Growth, Postsecondary and Workforce Readiness)</b>	
<b>Rating</b>	<b>Indicator Percentage of Points Earned</b>
Exceeds	87.5% - 100%
Meets	62.5% - 87.49%
Approaching	37.5% - 62.49%
Does Not Meet	25.0% - 37.49%

#### 4. Determine Overall Ratings

Overall ratings are determined by taking the weighted average of total points earned across each indicator. The weights by indicator are shown below:

EMH Level	Indicator	Indicator Weight
Elementary	Academic Achievement	40%
	Academic Growth	60%
Middle	Academic Achievement	40%
	Academic Growth	60%
High/District	Academic Achievement	30%
	Academic Growth	40%
	Postsecondary and Workforce Readiness	30%

Once the weighted total points earned has been found for each indicator, then the total weighted points across the entire framework can be summed. The total points possible across the entire framework can also be summed, and the percentage of total points possible across the entire framework can be found. An example of how this information can be derived is below:

Indicator	Indicator % Points Earned	Indicator Weight	Weighted Points Earned
Academic Achievement	78%	30	23.4
Academic Growth	56%	40	22.4
Postsecondary and Workforce Readiness	64%	30	19.2
Total Overall Points Possible			$30 + 40 + 30 = 100$
Total Overall Points Earned			$23.4 + 22.4 + 19.2 = 65$
Percent Overall Points Earned			$65/100 = 65\%$

Once the overall percentage of points earned has been derived, the overall framework rating can be found.

### Assurances

#### Safety and Finance

For purposes of monitoring a school district's or the institute's substantial and good-faith compliance with the provisions of this title and other statutory and regulatory requirements, CDE obtains assurances regarding budget and financial policies and procedures and financial reporting. Assurances regarding school safety are also obtained for each district on an annual basis. DPF/SPF ratings can be lowered if a district has found to be out of compliance for finance or safety reasons.

#### Participation

School accredited on the traditional School/District Performance Framework are published with assessment participation rates included. In cases where a school or district's accountability participation rate is less than 95% in two or more content areas, the school or district's overall plan type will be lowered one rating.

#### Assessment

Assessment assurances relate to districts/schools adhering to the standardized test administration and security procedures for the state assessments. DPF/SPF ratings can be lowered for failure to administer the assessments

appropriately. On an annual basis, the CDE Assessment unit provides assessment assurances for all schools and districts.

### Baseline Information

The initial cut points for overall plan type assignments were derived by CDE by determining the proportions of schools which would fall into each plan type. These initial cut points were then approved by the State Board of Education. Approximately 15% of schools were intended to fall into the lower two plan types in order to identify schools needing supports for low performance. Specifically, 5% of schools were intended to be identified as Turnaround, and 10% of schools were intended to be identified as Priority Improvement.

Overall plan type cuts were initially derived in 2010, the first year of the School Performance Frameworks. These cuts were re-baselined in 2016 after the Accountability Hold Year in 2015; the proportions of schools in each plan type as of 2014 was used to establish the 2016 cuts. The 2016 overall plan type cuts are currently in use.

### Cut Point Information

Below are the cut points for overall plan type for the traditional 2018 School Performance Framework.

Plan Type Assignment	Overall Percentage of Points Earned
Performance Plan	53% - 100%
Improvement Plan	42% - 52.99%
Priority Improvement Plan	34% - 41.99%
Turnaround Plan	25% - 33.99%

The cut points for overall accreditation rating for the 2018 District Performance Framework are slightly different than those for schools. Districts have both slightly different cut points by rating category and an additional high-level rating category: Accredited with Distinction.

Plan Type Assignment	Overall Percentage of Points Earned
Accredited with Distinction	74% - 100%
Accredited	56% - 73.99%
Accredited with Improvement Plan	44% - 55.99%
Accredited with Priority Improvement Plan	34% - 43.99%
Accredited with Turnaround Plan	25% - 33.99%

## Appendix A – File Summary

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### Student-Level Data Files

The following files are referenced in Section 1 and are used to generate the summary calculations that appear in the performance frameworks. These files are distributed to districts by the AA Unit and are not available to the public.

AA\_PFWK\_ACH\_STUDENT\_DETAIL\_2019  
AA\_PFWK\_GRO\_STUDENT\_DETAIL\_2019  
AA\_PFWK\_PART\_STUDENT\_DETAIL\_2019  
AA\_PFWK\_MATR\_STUDENT\_DETAIL\_2019

### Summary Calculations and Ratings Data File

Each year, the AA Unit publishes an Excel file that contains all the summary calculations and ratings information that appears in the District and School Performance Frameworks. This file is posted on the Performance Frameworks Results page of the AA website. For 2019, the file was called:

2019\_DPF\_SPF\_PUBLIC\_DATA\_FINAL

The public data file includes a series of tabs. Each tab contains a data set that corresponds to a different section of the guidebook. The contents of each tab and its relationship to the different sections of this guidebook are described here:

#### INDICATOR DETAIL

Contains summary calculations generated by following the steps outlined in Section 1, along with ratings determined by following steps in Section 2.

#### INDICATOR\_TOTALS\_ALL\_LEVELS

Contains total points earned and eligible for each performance indicator, along with corresponding ratings information determined by following the steps outlined in Section 3 of this guidebook.

#### FRAMEWORK\_TOTALS\_ALL\_LEVELS

Contains total points earned and eligible on the framework overall, along with corresponding ratings information determined by following the steps outlined in Section 4 of this guidebook.



Appendix B – Performance Indicator Summary

		Performance Indicator Ratings							
		total points earned/ total points eligible =	Does Not Meet	Approaching	Meets	Exceeds		apply weighting factor to total points earned	total weighted points earned/ total points assigned =
<b>Achievement</b>									
Mean Scale Score	CMAS ELA	___ / 36 points = ___ % of points earned	< 37.5 % of points	37.5% ≤ x < 62.5%	62.5% ≤ x < 87.5%	≥ 87.5% of points	if Elementary/Middle	multiply 40 points by % of points earned	___ / 40 points
	CMAS Math								
	CMAS Science								
	PSAT EBRW								
	PSAT Math								
	Read Act Bonus								
						if High/ District	multiply 30 points by % of points earned	___ / 30 points	
<b>Growth</b>									
Median Growth Percentile	CMAS ELA	___ / 28 points = ___ % of points earned	< 37.5 % of points	37.5% ≤ x < 62.5%	62.5% ≤ x < 87.5%	≥ 87.5% of points	if E/M	multiply 60 points by % of points earned	___ / 60 points
	CMAS Math								
	PSAT/SAT EBRW								
	PSAT/SAT Math								
	ACCESS								
						if H/D	multiply 40 points by % of points earned	___ / 40 points	
<b>Postsecondary &amp; Workforce Readiness</b>									
Mean Scale Score	SAT EBRW	___ / 18 points = ___ % of points earned	< 37.5 % of points	37.5% ≤ x < 62.5%	62.5% ≤ x < 87.5%	≥ 87.5% of points	if E/M	N/A	N/A
	SAT Math								
Rate (%)	Dropout	___ / 18 points = ___ % of points earned	< 37.5 % of points	37.5% ≤ x < 62.5%	62.5% ≤ x < 87.5%	≥ 87.5% of points	if H/D	multiply 30 points by % of points earned	___ / 30 points
	Matriculation								
	Graduation								

Appendix C – Overall Rating Summary

		School Ratings			
		Turnaround Plan	Priority Improvement Plan	Improvement Plan	Performance Plan
if Elementary/Middle	$\frac{\text{---}}{40} \text{ points} + \frac{\text{---}}{60} \text{ points} = \frac{\text{---}}{100} \text{ points} = \text{---} \% \text{ of points}$	$25.0\% \leq x < 34.0\% \text{ of points}$	$34.0\% \leq x < 42.0\% \text{ of points}$	$42.0\% \leq x < 53.0\% \text{ of points}$	$\geq 53.0\% \text{ of points}$
if High	$\frac{\text{---}}{30} \text{ points} + \frac{\text{---}}{40} \text{ points} + \frac{\text{---}}{30} \text{ points} = \frac{\text{---}}{100} \text{ points} = \text{---} \% \text{ of points}$				

		District Ratings				
		Accredited with Turnaround Plan	Accredited with Priority Improvement Plan	Accredited with Improvement Plan	Accredited	Accredited with Distinction
	$\frac{\text{---}}{30} \text{ points} + \frac{\text{---}}{40} \text{ points} + \frac{\text{---}}{30} \text{ points} = \frac{\text{---}}{100} \text{ points} = \text{---} \% \text{ of points}$	$25.0\% \leq x < 34.0\% \text{ of points}$	$34.0\% \leq x < 44.0\% \text{ of points}$	$44.0\% \leq x < 56.0\% \text{ of points}$	$56.0\% \leq x < 74.0\% \text{ of points}$	$\geq 74.0\% \text{ of points}$

## Appendix D – Multi-Year Flow Chart

