

District of reference. The accreditation category the state has assigned to the district based on the data presented in the official report. The data set on which this report is based (one-year or multi-year).

Accreditation Rating **Official Rating based on 1-Year DPF Report**

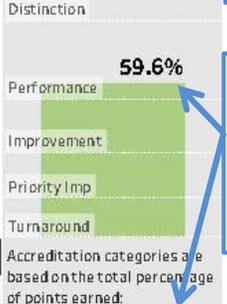
Accredited: Meets 95% Participation **59.6/100**

Total points earned out of total points eligible on the district framework.

The three key performance indicators for which districts are held accountable including points, percent of points earned and ratings.

The year on the accountability clock (if applicable) will be located here.

The official accreditation rating is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Districts are assigned an accreditation rating based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation category by one level. Refer to the scoring guide at the end of this report for additional information.



This bar chart displays the percent of points earned, and the associated scoring rubric.

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments. This rate is not factored into accountability determinations but is important for interpretation.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	53.0%	15.9/30	Approaching
Academic Growth	61.0%	24.4/40	Approaching
Postsecondary & Workforce Readiness	64.4%	19.3/30	Meets

The accountability participation rate is used for accountability determinations. Districts that do not meet the 95% test participation rate for more than one subject area (while removing parent excusals) are reduced one accreditation category.

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

Test Participation Rates**

Subject	Total Test-takers	Valid Scores	Participation Rate	Parent Excusals	Accountability Participation Rate**	Rating
English Language Arts	7,685	7,491	97.5%	39	98.7%	Meets 95%
Math	7,682	7,524	97.9%	39	98.7%	Meets 95%
Science	2,464	2,415	98.0%	19	98.8%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	59.7%	23.9/40	Approaching	67.8%	Accredited
	Academic Growth	73.2%	43.9/60	Meets		
Middle	Academic Achievement	53.5%	21.4/40	Approaching	54.3%	Improvement
	Academic Growth	55.4%	33.2/60	Approaching		
High	Academic Achievement	45.8%	13.7/30	Approaching	54.3%	Improvement
	Academic Growth	54.5%	21.8/40	Approaching		
	Postsecondary & Workforce ..	64.4%	19.3/30	Meets		

(*) Not Applicable; (-) No Reportable Data. For additional information, refer to the scoring guide on the last page of this report.
 (**) Participation ratings are based on the Accountability Participation Rate, which excludes Parent Excusals from the denominator and counts English Learners in their first year in the United States who were eligible to take the ELP assessment as participants regardless of whether they tested.

Ratings by EMH level are presented in this section.

The earned points and overall ratings by EMH level are presented here. These ratings are informational only and may not coincide with overall district/school ratings due to different inclusion rules. The official district rating is displayed at the top of the report.

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).



Preliminary 2019 District Performance Framework

Elementary - (1-Year)

Includes relevant alternate assessment and CSLA results.

English Learners: include NEP, LEP, and FEP students.

Non-English Learners: include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting in 2018, this group also includes FELL students.

Student with Disabilities: includes students with IEP only (not 504s).

One additional bonus point may be assigned for students previously identified for a READ plan when their mean score meets or exceeds the approaching expectations cut-score.

3124 Sample District							
ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	2,789	98.9%	741.9	55	6/8	Meets
	Previously Identified for READ Plan	469	99.6%	704.5	*	0/0	-
	English Learners	773	98.4%	732.4	34	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	2,234	99.2%	738.0	47	0.5/1	Approaching
	Minority Students	2,181	98.9%	738.9	48	0.5/1	Approaching
CMAS - Math	All Students	2,814	99.1%	737.0	56	6/8	Meets
	English Learners	800	99.6%	729.8	38	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	2,256	99.4%	734.1	49	0.5/1	Approaching
	Minority Students	2,207	99.3%	734.6	50	0.75/1	Meets
	Students with Disabilities	350	96.4%	708.9	3	0.25/1	Does Not Meet
CMAS - Science	All Students	908	98.9%	601.1	49	4/8	Approaching
	English Learners	128	98.4%	592.7	44	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	733	99.2%	592.7	44	0.5/1	Approaching
	Minority Students	733	98.7%	592.7	44	0.5/1	Approaching
	Students with Disabilities	128	95.0%	509.6	6	0.25/1	Does Not Meet
TOTAL		*	*	*	*	21.5/36	Approaching
ACADEMIC GROWTH							
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating		
CMAS - English Language Arts	All Students	1,783	52.0	6/8	Meets		
	English Learners	559	52.0	0.75/1	Meets		
	Free/Reduced-Price Lunch Eligible	1,444	52.0	0.75/1	Meets		
	Minority Students	1,437	52.0	0.75/1	Meets		
	Students with Disabilities	196	37.5	0.5/1	Approaching		
CMAS - Math	All Students	1,787	54.0	6/8	Meets		
	English Learners	564	55.0	0.75/1	Meets		
	Free/Reduced-Price Lunch Eligible	1,447	54.0	0.75/1	Meets		
	Minority Students	1,439	55.0	0.75/1	Meets		
	Students with Disabilities	198	46.0	0.5/1	Approaching		
ELP	English Language Proficiency (ELP)	681	60.0	1.5/2	Meets		
	On Track to Proficiency	695	77.0%	1.5/2	Meets		
TOTAL		*	*	20.5/28	Meets		

A dash ('-') in any cell indicates no data is available for the presented metric.

Mean scale score represents the average of valid scores across grades for the identified group.

ELP On-track points are awarded here.

This page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

Total growth performance by elementary level including points earned and points eligible along with final indicator rating.

Count represents number of students for which the district is accountable (continuously enrolled students). The **participation rate** reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified group relative to the performance of all students across schools statewide.

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

Includes relevant alternate assessment results.

English Learners: include NEP, LEP, and FEP students.

Non-English Learners: include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting in 2018, this group also includes FELL students.

Student with Disabilities: includes students with IEP only (not 504s).

Mean scale score represents the average of valid scores across grades for the identified group.

ELP On-track points are awarded here.

COLORADO Department of Education
Preliminary 2019 District Performance Framework

3124 | Sample District Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	2,407	97.5%	740.3	50	6/8	Meets
	English Learners	601	94.6%	734.8	36	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,818	98.1%	737.6	44	0.5/1	Approaching
	Minority Students	1,870	97.2%	738.6	46	0.5/1	Approaching
	Students with Disabilities	289	96.0%	705.0	1	0.25/1	Does Not Meet
CMAS - Math	All Students	2,431	98.6%	728.3	42	4/8	Approaching
	English Learners	630	99.4%	723.9	31	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,835	98.6%	724.6	32	0.5/1	Approaching
	Minority Students	1,893	98.6%	726.1	35	0.5/1	Approaching
	Students with Disabilities	291	96.3%	699.8	1	0.25/1	Does Not Meet
CMAS - Science	All Students	816	99.0%	573.3	39	4/8	Approaching
	English Learners	203	99.5%	537.5	19	0.5/1	Approaching
	Minority Students	633	99.0%	563.8	33	0.5/1	Approaching
	Students with Disabilities	90	100.0%	480.2	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	19.25/36	Approaching

A dash ('-') in any cell indicates no data is available for the presented metric.

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	2,268	46.0	4/8	Approaching
	English Learners	599	50.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	1,721	47.0	0.5/1	Approaching
	Minority Students	1,777	45.0	0.5/1	Approaching
	Students with Disabilities	237	38.0	0.5/1	Approaching
CMAS - Math	All Students	2,266	48.0	4/8	Approaching
	English Learners	600	54.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	1,720	48.0	0.5/1	Approaching
	Minority Students	1,773	48.0	0.5/1	Approaching
	Students with Disabilities	237	43.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	193	57.0	1.5/2	Meets
	On Track to Proficiency	195	48.7%	1.5/2	Meets
TOTAL		*	*	15.5/28	Approaching

This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

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

Total growth performance by middle level including points earned and points eligible along with final indicator rating.

Count represents number of students for which the district is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid score.

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide.

CO PSAT calculations include relevant alternate assessment results.

English Learners: include NEP, LEP, and FEP students.

Non-English Learners: include primary home language other than English Students (PHLOTE) who are not designated as ELLs. Starting with 2018, this group also includes FELL students.

High school EBRW growth includes PSAT9 to PSAT10, and PSAT10 to SAT.

High school growth for math includes CMAS Gr 8 to PSAT9, PSAT9 to PSAT10, and PSAT10 to SAT.



Preliminary 2019 District Performance Framework

3124 | Sample District

High School - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CO PSAT - Evidence-Based Reading & Writing	All Students	1,273	95.3%	436.8	23	4/8	Approaching
	English Learners	280	90.9%	400.1	5	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	930	95.1%	429.3	18	0.5/1	Approaching
	Minority Students	1,019	95.1%	432.2	20	0.5/1	Approaching
CO PSAT - Math	All Students	1,275	95.3%	427.7	29	4/8	Approaching
	English Learners	282	90.9%	403.0	9	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	932	95.1%	421.0	22	0.5/1	Approaching
	Minority Students	1,021	95.1%	424.3	24	0.5/1	Approaching
CMAS - Science	All Students	569	95.3%	572.5	19	4/8	Approaching
	English Learners	98	97.1%	518.8	1	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	383	96.0%	567.7	17	0.5/1	Approaching
	Minority Students	474	96.3%	566.9	17	0.5/1	Approaching
TOTAL		*	*	*	*	16.5/36	Approaching

Indicates grade level of report and the data set on which this report is based (1-year or multi-year).

Student with Disabilities: includes students with IEP only (not 504s).

Mean score represents the average of valid scores across grades for the identified group.

ELP On-track points are awarded here.

A dash ('-') in any cell indicates no data is available for the presented metric.

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CO PSAT/SAT - Evidence-Based Reading & Writing	All Students	1,073	46.0	4/8	Approaching
	English Learners	206	45.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	739	45.0	0.5/1	Approaching
	Minority Students	888	46.0	0.5/1	Approaching
CO PSAT/SAT - Math	All Students	1,647	46.0	4/8	Approaching
	English Learners	363	49.0	0.5/1	Approaching
	Free/Reduced-Price Lunch Eligible	1,175	45.0	0.5/1	Approaching
	Minority Students	1,345	47.0	0.5/1	Approaching
ELP	English Language Proficiency (ELP)	197	68.0	2/2	Exceeds
	On Track to Proficiency	201	59.2%	1.5/2	Meets
TOTAL		*	*	15.25/28	Approaching

This page displays the performance indicator data for the high school level. For the 1-Year report, calculations are based on state assessment results from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. The On-Track to EL proficiency metric is included for points for the first time in 2019.

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

(* Not Applicable; (-) No Reportable Data

Total growth performance by high school level including points earned and eligible along with final indicator rating.

The Postsecondary and Workforce Readiness indicator is applicable to the district and high school frameworks only.

The data set on which this report is based (see scoring guide).



Preliminary 2019 District Performance Framework

3124 | Sample District

High School - (1-Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/ Eligible	Rating
SAT - Evidence-Based Reading & Writing	All Students	569	*	478.4	95.6%	2/4	Approaching
	English Learners	97	*	420.9	95.2%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	377	*	472.1	94.7%	0.5/1	Approaching
	Minority Students	468	*	472.0	95.5%	0.5/1	Approaching
SAT - Math	All Students	569	*	458.7	95.6%	2/4	Approaching
	English Learners	97	*	415.0	95.2%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	377	*	451.3	94.7%	0.5/1	Approaching
	Minority Students	468	*	454.3	95.5%	0.5/1	Approaching
Dropout	All Students	5,692	*	0.8%	*	6/8	Meets
	English Learners	906	*	1.1%	*	1.5/2	Meets
	Free/Reduced-Price Lunch Eligible	3,664	*	0.5%	*	2/2	Exceeds
	Minority Students	4,349	*	0.8%	*	1.5/2	Meets
Matriculation	All Students	640	*	0.3%	*	2/2	Exceeds
	2-Year Higher Education Institution	529	*	51.8%	*	2/4	Approaching
	4-Year Higher Education Institution	*	*	19.1%	*	*	-
	Career & Technical Education	*	*	30.4%	*	*	-
Graduation	All Students	66	*	4.3%	*	*	-
	All Students	405	7yr	90.9%	*	6/8	Meets
	English Learners	47	7yr	91.5%	*	1.5/2	Meets
	Free/Reduced-Price Lunch Eligible	301	7yr	90.4%	*	1.5/2	Meets
TOTAL	Minority Students	308	7yr	92.2%	*	1.5/2	Meets
	Students with Disabilities	39	7yr	84.6%	*	1/2	Approaching
TOTAL	*	*	*	*	33.5/52	Meets	

Disaggregated SAT and dropout rates are awarded points for the first time in the 2019 frameworks..

SAT participation rates reflects the actual percentage of all eligible students that received a valid score.

ASCENT students are included within the on-time (4-year) grad rate.

Points are assigned at the 'all students' level only for matriculation. Individual pathways are presented for information only.

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year (AYG 2017)	5-Year (AYG 2016)	6-Year (AYG 2015)	7-Year (AYG 2014)	Best Rate
All Students	79.8%	87.0%	89.6%	90.9%	7yr
English Learners	72.6%	87.4%	91.0%	91.9%	7yr
Free/Reduced-Price Lunch Eligible	80.6%	88.1%	89.6%	90.4%	7yr
Minority Students	81.3%	87.4%	91.0%	92.2%	7yr
Students with Disabilities	52.9%	81.6%	70.8%	84.6%	7yr

The 'best of' graduation rate is used for point determinations.

PWR sub indicator definitions are located here.

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

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations for 1-Year report are based on the 2018 End of Year (EOY) data submission. Multi-Year reports include EOY records for years 2016 through 2018.

Matriculation Rates: represent percentages of students who enrolled in a Career & Technical Education (CTE) program or 2- or 4-year institute of higher education in the year following graduation. Students who earned a CTE certificate, college degree, or other industry-recognized credential prior to graduation are also included. Calculations for 1-Year report are based on the 2018 graduation cohort. Multi-Year reports include 2016 through 2018 cohorts.

Graduation Rates: represent percentages of students graduating high school within designated timeframes. Ratings are based on the best of the 4-, 5-, 6-, and 7-year graduation rates. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations for the 1-Year and Multi-Year reports are based on data for students with AYGs between 2015 and 2018.

Total performance on PWR indicator including points earned and points eligible along with the final indicator rating.

<http://www.cde.state.co.us/accountability/pwr>

Related performance frameworks resources, including an annual changes document (that reflects additional changes) are available at: <http://www.cde.state.co.us/accountability/performanceframeworksresources>