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).



# Preliminary 2019 District Performance Framevork

59.6/100

3124 | Sample District

Levels: EMH - (1-Year)

#### Accreditation Rating

### Official Rating based on 1-Year DPF Report

Distinction

Performance

Improvement

Priority Imp

Turnaround

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

the

participation

the percent of

represented in

achievement

results on all

assessments,

assessments.

factored into

accountability

determinations

important for interpretation.

This rate is not

relevant

including

alternate

but is

rate reflects

students

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

Accredited: Meets 95% Participation

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 quide to determine the accreditation rating. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall accreditation ategory by one level. Refer to the scoring guide at the end of this report for additional information.

59.6% This bar chart

displays the percent of points earned, and the associated

scoring rubric.

accountability

rate is used for

accountability

determinations.

Districts that do

not meet the

participation

rate for more

subject area

excusals) are

reduced one

accreditation

category.

(while removing

95% test

than one

parent

participation

The

Indicator Rating Totals

Military destroyed Selected Andrews and the Selected Sele		based on the total percentage		
Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	of points earned:
Academic Achievement	53.0%	15.9/30	Approaching	Accredited with Distinction:
Academic Growth	61.0%	24.4/40	Approaching	74.0% - 100.0%
Postsecondary & Workforce Readiness	64.4%	19.3/30	Meets	Accredited:
Assurances				56.0% - 73.9%
			Rating	Accredited with Improvement
Accountability Participation Rate			Meets 95%	Plan: 44 004 - 55 004

Finance Meets Requirements Safety Meets Requirements

Accreditation categories a e

Accredited with Priority improvement Plan: 34.0% - 43.9%

Test Participation Rates\*\*

					Accountability		Accredited with Turnaroun
Subject	Total Records	Valid Scores		Parent Excuses	Participation Rate™	Rating	Plan: 0.0% - 33.9%
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%	Insufficient Data: No reportable achievement an
Science	2,464	2,415	98.0%	19	98.8%	Meets 95%	growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
7.0	Acadomic Achievement	59.7%	23.9/40	Approaching	67,0%	Accredited
	Acadomic Growth	73.2%	43.9/60	Meets	07.50	Accrediced
Middle	Acadomic Achievement	53.5%	21.4/40	Approaching	54.5%	Improvement
	Acadomic Growth	55.4%	33.2/60	Approaching	54.070	
High	Acadomic Achievement	45.8%	13.7/30	Approaching	C4 10/0	I
	Acadomic Growth	54.5%	21.8/40	Approaching	54.3%	Improvement
	Posts condary & Workforce	64.4%	19.3/30	Meets		

(\*) Not Applicable; (-) 1 o 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, ear in the United States who were eligible to take the ELP assessment as participants regardless of who ther 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.

On Track to Proficiency

(not 504s).

TOTAL

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

are awarded

here.

Indicates grade level COLORADO Preliminary 2019 District Performance Framework of report and Department of Education the data set Includes 3124 | Sample District Elementary - (1-Y ) on which relevant this report is alternate CADEMIC ACHIEVEMENT based (1assessment year or and CSLA multi-year). results. CMAS-2,789 98.9% All Students 741.9 55 6/8 Meets English 99.6% 704.5 0/0 Previously Identified for READ Plan 469 Language Arts **English** English Learners 98.4% 773 732.4 34 0.5/1 Approaching One Learners: 47 Free/Reduced-Price Lunch Eligible 2,234 99.2% 738.0 0.5/1Approaching additional include NEP, Approaching bonus point Minority Students 2.181 98.9% 738.9 48 0.5/1LEP, and may be Students with Disabilities 348 96.4% 705.8 0.25/1Does Not Meet **FFP** assigned for CMAS - Math All Students 2,814 99.1% 737.0 56 6/8 Meets students. students English Learners 800 99.6% 729.8 38 0.5/1 Approaching previously Non-English Free/Reduced-Price Lunch Eligible 2,256 99.4% 734.1 49 0.5/1 Approaching identified Learners: Minority Students 2,207 99.3% 734.6 50 0.75/1Meets for a READ include 708.9 plan when Students with Disabilities 350 96.4% 0.25/1Does Not Meet primary CMAStheir mean All Students 908 98.9% 601.1 49 4/8 Approaching home score meets 0.5/1 Approaching language A dash ('-') in any cell indicates no data is available for the presented metric. or exceeds 0.5/1 other than Approaching the English Minority Students 733 98.7% 592.7 44 0.5/1 Approaching approaching Students Students with Disabilities 128 95,0% 509.6 6 25/1 Does Not Meet expectations (PHLOTE) TOTAL 21,5,36 Approaching cut-score who are not designated ACADEMIC GROWTH as ELLs. Starting in Mean scale Subject 2018, this score CMAS-1,783 52.0 Ments All Students 6/8 group also represents English English Learners 559 52.0 0.75/1Meets includes the average Language Arts **FELL** Free/Reduced-Price Lunch Eligible 1.444 52.0 0.75/1Meets of valid students. Minority Students 1,437 52.0 0.75/1Meets scores across Approaching Students with Disabilities 196 37.5 0.5/1 grades for CMAS - Math All Students 1,787 54.0 6/8 Meets the English Learners 564 55.0 0.75/1 Meets Student with identified Free/Reduced-Price Lunch Eligible 1,447 54.0 0.75/1Meets Disabilities: group. includes Minority Students 1.439 55.0 0.75/1Meets students with 0.5/1 Students with Disabilities 198 46.0 Approaching **ELP On-**IEP only ELP English Language Proficiency (ELP) 60.0 1,22 Meets track points

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.

695

77.0%

1.5/2

20.5/28

Meets

Meets

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 Percentile rank reflects the performance of the accountable (continuously enrolled students). The participation rate identified group relative to the performance of all reflects the actual percentage of students that received a valid score. students across schools statewide. Indicates COLORADO grade level Prel minary 2019 District Performance Framework Department of Education of report and the Middle School - (1-1 ar) 3124 | Sample District Includes data set on relevant which this ACADEMIC ACHIEVEMENT alternate report is assessment based (1results. year or CMAS-All Students 2,407 97.5% 740.3 50 6/8 Meets multi-year). English English Learners 601 94.6% 734.8 36 0.5/1Approaching Languago Arta **English** Free/Reduced-Price Lunch Eligible 98.1% 737.6 1,818 44 0.5/1 Approaching Learners: Minority Students 1,870 97.2% 738.6 46 0.5/1 Approaching include NEP, Students with Disabilities 289 96.0% 705.0 1 0.25/1Does Not Meet LEP, and 2,431 <u>Mean</u> CMAS - Math All Students 98.6% 728.3 42 4/8 Approaching scale students. English Learners 630 99.4% 723.9 31 0.5/1 Approaching score 724. Free/Reduced-Price Lunch Eligible 1,835 98.6% 32 0.5/1 мрргоаспіпц represents Non-English Minority Students 1.893 98.6% 726.1 35 0.5/1 Approaching the Learners: Students with Disabilities 291 96.3% 699.8 1 0.25/1 Does Not Meet average of include CMASvalid 99.0% primary All Students 816 573.3 39 4/8 Approaching Science scores home English Learners 203 99.5% 537.5 19 0.5/1 Approaching across language 0.5/1 Approaching A dash ('-') in any cell indicates no data is available for the presented metric. grades for other than 0.5/1Approaching the English 2 90 100.0% 480.2 0.25/1 Students with Disabilities Does Not Meet identified Students TOTAL 19.25/36 Approaching group. (PHLOTE) who are not ACADEMIC GROWTH designated as ELLs. Starting in CMAS-All Students 46.0 Approaching 2,268 4/8 2018. this English English Learners 599 50.0 0.75/1 Meets group also Language Arts Free/Reduced-Price Lunch Eligible 47.0 1.721 0.5/1 Approaching includes **FELL** Minority Students 1.777 45.0 0.5/1 Approaching

Student with Disabilities: includes students with

IEP only

(not 504s).

CMAS - Math

students.

FEP

Minority Students 1,773 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 On Track to Proficiency 195 48.7% 1.5/2 Meets 15.5/28 Approaching re based on state assessment This page displays the performance indicator data for the middle school level. For the 1-Year report, calculations

237

2,266

600

1,720

38.0

48.0

54.0

48.0

48.0

Approaching

Approaching

Meets

Approaching

ELP On-

here

track points

are awarded

0.5/1

4/8

0.75/1

0.5/1

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

Students with Disabilities

Free/Reduced-Price Lunch Eligible

All Students

English Learners

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.

## COLORADO Department of Education

Prel minary 2019 District Performance Framework

High School - Year

3124 | Sample District

ACADEMIC ACHIEVEMENT

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

Indicates

Student with

includes

students

with IEP

(not 504s).

only

Disabilities:

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

# Learners:

students.

Non-English

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

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

High school

CMAS Gr 8 to PSAT9,

PSAT9 to

PSAT10, and

PSAT10 to SAT.

growth for

math includes

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CO PSAT -	All Students	1,273	95.3%	436.8	23	4/8	Approaching
Evidence- Based	English Learners	280	90.9%	400.1	5	0.25/1	Does Not Meet
Reading 2	Free/Reduced-Price Lunch Eligible	930	95.1%	429.3	18	0.5/1	Approaching
Weiting	Minority Students	1,019	95.1%	432.2	20	0.5/1	Approaching
2	Students with Disabilities	142	95.6%	368.7	1	0.25/1	Does Not Meet
CO PSAT -	All Students	1,275	95.3%	427.7	29	4/8	Approaching
Math	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
	Students with Disabilities	142	95.6%	364.9	1	0.25/1	Loes Not Meet
CMAS-	All Students	569	95.3%	572.5	19	4/8	Approaching
Science	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	1.7	0.5/1	Approaching
A da	sh ('-') in any cell indicates no da	ata is av	ailable for the	presented r	netric.	0.25/1	Does in Channel
TOTAL		₫	₹	d.	*	16.5/36	Approaching

CAD		^	^\ \	
	u.	чы	υv	

Subject	Student Group	Count	Percentile/Rate	Eligible	Rating
CO PSAT/SAT -	All Students	1,073	46.0	4/8	Approaching
Evidence-	English Learners	206	45.0	0.5/1	Approaching
Based Reading &	Free/Reduced-Price Lunch Eligible	739	45.0	0.5/1	Approaching
Writing	Minority Students	888	46.0	0.5/1	Approaching
73.70.70.70.70.70.70.70.70.70.70.70.70.70.	Students with Disabilities	108	29.5	0.25/1	Does Not Meet
CC PSAT/SAT -	All Students	1,647	46.0	4/8	Approaching
Math	English Learners	363	49.0	0.5/1	Approaching
<i>'</i>	Free/Reduced-Price Lunch Eligible	1,175	45.0	0.5/1	Approaching
	Minority Students	1,345	47.0	0.5/1	Approaching
	Students with Disabilities	175	36.0	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	ividues
TOT AL		#:	#	15.25/28	Approaching

**Mean** <u>scale</u> 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 high school level. For the 1-Year report, calculations are based 🔊 state assessment results n 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent or toomes 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).

33.5/52



DOCTOR COMPANY AND WORKFORCE DEADINECE

## Preliminary 2019 District Performance Framework

3124 | Sample District

High School - (1-Year

SAT

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

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

pathways are presented for

information

only.

Meets

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

968			Best		Participation	Pts Earned/	
ıbject	StudentGroup	Count	Rate	Rate/Score	Rate	Eligible	Rating
SAT -	All Students	569	#	478.4	95.6%	2/4	Approaching
idence-	English Learners	97	4:	420.9	95.2%	0.25/1	Does Not Med
1500	Free/Reduced-Price Lunch Eligible	2//	H	472.1	94.7%	0.5/1	Approaching
ading &	win erity Students	468	4:	472.0	95.5%	0.5/1	Approaching
riting	Students with Disabilities	66	4:	374.5	90.8%	0.25/1	Does Not Med
) SAT -	All Students	569	#:	458.7	95.6%	2/4	Approaching
math	English Learners	97	#:	415.0	95.2%	0.25/1	Does Not Med
	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
	Students with Disabilities	66	#	365.7	90.8%	0.25/1	Does Not Med
)ropout	All Students	5,692	4:	0.8%	#:	6/8	Meets
	English Learners	906	#	1.1%	#:	1.5/2	Meets
	Free/Reduced-Price Lunch Eligible	3,664	4:	0.5%	a:	2/2	Exceeds
	Minority Students	4,349	4:	0.8%	#	1.5/2	Meets
	Students with Disabilities	640	41	0.3%	#	2/2	Exceeds
Matriculation	All Students	529	4:	51.8%	4	2/4	Approaching
	2-Year Higher Education Instituti	#:	41	19.1%	4:	#:	-
	4-Year Higher Education Instituti	4:	4:	30.4%	a:	a:	27
	Career & Technical Education	4:	4:	4.3%	4:	4:	
araduation	All Students	405	7yr	90.9%	a:	6/8	Meets
	English Learners	47	7yr	91.5%	4:	1.5/2	Meets
	Free/Reduced-Price Lunch Eligible	301	7yr	90.4%	4:	1.5/2	Meets
	Minority Students	308	7yr	92.2%	4:	1.5/2	Meets
	Students with Disabilities	39	7yr	<b>2 84.6%</b>	4	1/2	Approaching

FERENCE 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%	91.5%	Zur	The 'best of'
Free/Reduced-Price Lunch Eligible	80.6%	88.1%	89.6%	90.4%	7yr	graduation rate
Minority Students	81.3%	87.4%	91.0%	92.2%	795	is used for point
Students with Disabilities	52.9%	81.6%	70.8%	84.6 %	7yr	determinations.

PWR sub indicator definitions are located here.

**ASCENT** 

students are

included within the on-time (4-

year) grad rate.

CO SAT: represent outcomes for designated subjects and student groups; participation rates count parent excusals as no 1-participants.

proport 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-1 ear reports include EOY ecords 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 indust y-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 letween 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