School and district of reference in report.

The plan type the state has determined for the school based on the data presented in the official report.

The data set on which this report is based (1-year or multi-year) along with the grade levels represented.



Preliminary 2019 School Performance Framework

0032: Sample School | 3124 - Sample District

Levels: EM - (1-Yea

Plan Type

Official Rating based on 1-Year SPF Report

earned out of total points eligible on the school framework.

This bar chart

points earned,

accountability

rate is used for

determinations.

Schools that do

not meet the

participation

rate for more

95% test

than one

participation

accountability

Total points

Performance Plan: Meets 95% Participation

56.6/100

The year on the accountability clock (if applicable) will be located here. State awards will be located here as well for final frameworks (i.e. John Irwin School of Excellence, Governor's Distinguished Improvement Award, Centers of Excellence Award, or High School Academic Growth Award).

56.6%

displays the percentage of

The key performance indicators for which schools 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. This rate is not factored into accountability determinations but is important for interpretation.

rate reflects

students

relevant

including alternate

corner of the black title bar above. Schools are assigned a plan type 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 plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Refer to the scoring guide at the end of this report for additional information.

Improvement Priority Imp Turnaround

Performance

and the associated scoring rubric.

The

Indicator Rating Totals

Academic Achievement 28.9% 11.6/40 Does Not Meet Academic Growth 75.0% 45.0/60 Meets

points earned: Performance Plan:

School plan types a e based

on the total percentage of

53.0% - 100.0%

Improvement Plan: 42 094 - 52 994

Priority Improvement Plan: 34.0% - 41.9%

Meets 25%

Meets 95%

Meets 95%

Test Participation Rates**

English Language Arts

Science

Accountability Participation Rate

Assurances

Plan: 0.095 - 33.995

Insufficient Data: No reportable achievement and growth data. Meets 95%

Accordited with Turnaround

Summary of Ratings by EMH Level

nos a

263

262

76

100.0%

100.0%

98.7%

subject area (while removing parent excusals) are reduced one plan type category.

		% Pts	Weighted Pts	% Pts by		
EMH Levi	Performance Indicator	Earned	Earned/Pts Eligible	Rating	EMH	Rating
Elementary	Academic Achievement	25.0%	10.0/40	Does Not Meet	46.40/	Language
5.61	Academic Growth	60.6%	36.4/60	Approaching	46.4%	Improvement
Middle	Academic Achievement	32.9%	13.2/40	Does Not Meet	66 80/	Desta
	Academic Growth	89.4%	53.6/60	Exceeds	66.8% Performa	Performance
	7-04-01-01-01-01-01-01-01-01-01-01-01-01-01-				_	

n

0

0

100.0%

100.0%

98.7%

Ratings by EMH level are presented in this section.

The earned points and overall ratings by EMH levels are presented here as applicable. These ratings are informational only. The official school rating is displayed at the top of the report for each school.

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

IEP only

(not 504s).

Percentile rank reflects the performance of the identified student group relative to the performance of all students across schools statewide. The presented CMAS percentiles are based on the 2016 school-level distribution.

Indicates grade level COLORADO Preliminary 2019 School Performance Framework of report and Department of Education the data set Includes 032: Sample School | 3124: Sample District Elementary - (1-Year) on which relevant this report is alternate CADEMIC ACHIEVEMENT based (1assessment year or and CSLA multi-year). results. MAS-100.0% 709.9 2/8 Does Not Meet All Students 133 One English 100.0% 691.2 Previously Identified for READ Plan 52 0/0 additional Language Arts English Learners 105 100.0% 705.7 1 0.25/1 Does Not Meet bonus point **English** Free/Reduced-Price Lunch Eligible 126 100.0% 709.4 1 0.25/1 Does Not Meet may be Learners: Minority Students 129 100.0% 708.6 1 0.25/1 Doc: Not Meet assigned for include NEP. students Does Not Meet Students with Disabilities 16 100.0% 681.9 1 0.25/1LEP, and previously MAS - Math All Students 100.0% 710.9 5 Does Not Mest 133 2/8 **FFP** identified glish Learners 105 100.0% 707.8 2 0.25/1Does Not Meet students. for a READ Free/Reduced-Price Lunch Eligible 126 100.0% 710.5 4 0.25/1Does Not Meet plan when Non-English Minority Students 129 100.0% 709.9 3 0.25/1Does Not Meet their mean Learners: Students with Disabilities 16 100.0% 68: .2 0.25/1Does Not Meet score meets include or exceeds MAS-All Students 37 97.6% 489.9 Does Not Meet 2/8 primary the cience English Learr A dash ('-') indicates no data is available for the presented metric. Does Not Meet home approaching Free/Reduced-Price Lunch Eligible 490.5 Does Not Meet 0.25/1language expectations other than Minority Students 36 482.9 1 0.25/1Does Not Meet cut-score. English Students with Disabilities п<16 Students OTAL 8.75/35 Does Not Meet (PHLOTE) Mean scale CADEMIC GROWTH who are not score designated represents as ELLs. the average Starting in of valid MAS-All Students 50.0 6/8 Meets 2018. this scores nglish 68 English Learners 41.0 0.5/1 Approaching group also across anguage Arts includes Free/Reduced-Price Lunch Eligible 83 50.0 0.75/1Meets grades for **FELL** Minority Students 84 50.0 0.75/1Meets the identified students. group. n < 20 Students with Disabilities 0/0 MAS - Math All Students 88 37.0 4/8 Approaching 70 34.5 0.25/1 English Learners Does Not Meet ELP On-85 Free/Reduced-Price Lunch Eligible 37.0 0.5/1Approaching track points Minority Students 86 37.0 0.5/1Approaching are awarded Student audents with Disabilities п<20 0/0 for the first with time within FIP 52.5 English Language Proficiency (ELP) 158 1.5/2 Meets Disabilities: the 2019 On Track to Proficiency 159 69.8% 1/2 Approaching includes reports. 15.75/26 Approaching students with

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.

his page displays the performance indicator data for the elementary school level. For the 1-Year report, calculations are based on state assessment

Academic Growth: median student growth percentiles and percentages of students of 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.

esults from 2018-19. Multi-Year reports include results for years 2016-17 through 2018-19.

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 school is accountable (continuously enrolled students). The participation rate reflects the actual percentage of students that received a valid

Sample School | 3124: Sample District

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

Includes relevant alternate assessment and results.

COLORADO Department of Education

Pre iminary 2019 School Performance Framework

Middle School - (1-Year)

ACADEMIC ACHIEVEMENT

ACADEMIC GROWTH

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.

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS-	All Students	109	100.0%	734.9	36	4/8	Approaching
English	English Learners	80	100.0%	730.0	26	0.5/1	Approaching
Language Arts	Free/Reduced-Price Lunch Eligible	101	100.0%	734.7	36	0.5/1	Approaching
	Minority Students	105	100.0%	734.8	36	0.5/1	Approaching
	Students with Disabilities	19	100.0%	709.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	113	100.0%	716.2	14	2/8	Does Not Meet
	English Learners	84	100.0%	713.3	9	0,25/1	Dues Not Mark
	Free/Reduced-Price Lunch Eligible	105	100.0%	715.9	13	0.25/1	Does Not Meet
	Minority Students	109	100.0%	715.7	13	0.25/1	Does Not Meet
	Students with Disabilities	19	100.0%	699.9	1	0.25/1	Does Not Meet
CMAS-	All Students	34	100.0%	492.1	4	2/8	Does Not Meet
Science	English Le A dash ('-') indicate	es no de	ita is available	for the nre	sented me	tric /1	Does Not Meet
	Free/Reduced - med contentingions	25 110 GE	TO O	THE PIC	ochica me	0.23/1	Does Not Meet
	Minority Students	33	100.0%	489.6	3	0.25/1	Does Not Meet
	Students with Disabilities	n < 16	*	190	- 53	0/0	7:
TOTAL		#	#	#	#	11.5/35	Does Not Meet

<u>Mean</u>
<u>scale</u>
score
represents
the
average of
valid
scores
across
grades for
the
identified
group.

Indicates grade level of report

and the

report is

based (1year or multi-year).

data set on which this

Languag

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

Subject	StudentGroup	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	111	72.0	8/8	Exceeds
	English Learners	82	74.0	1/1	Exceeds
	Free/Reduced-Price Lunch Eligible	103	71.0	1/1	Exceeds
	Minority Students	107	72.0	1/1	Exceeds
	Students with Disabilities	п < 20	51	0/0	75
CMAS - Math	All Students	111	58.0	6/8	Meets
	English Learners	82	61.0	0.75/1	Meets
	Free/Reduced-Price Lunch Eligible	103	61.0	0.75/1	Meets
	Minority Students	107	58.0	0.75/1	Meets
	Students with Disabilities	п < 20	D)	0/0	73
ELP	English Language Proficiency (ELP)	49	79.0	2/2	Exceeds
	On Track to Proficiency	49	63.3%	2/2	Exceeds
TOTAL		#	*	23.25/26	Exceeds

ELP Ontrack points are awarded for the first time within the 2019 reports.

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.

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

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