

# **COLORADO SPRINGS SCHOOL DISTRICT ELEVEN**

Mr. Michael Gaal, Superintendent  
Phoebe Bailey, Chief of Personnel Support Services

## **District Accountability Committee Full DAC Committee Meeting**

September 15, 2022  
Hybrid – In person and WebEx  
Tesla, Room 116  
6:00 – 8:00pm

1. Welcome– Velvet Stepanek, DAC Chair–5 minutes
2. Overview of Understanding School Performance Frameworks – Natasha Crouse – Director, System Improvement – 30 minutes
3. Student support and Engagement Services Update- Jamie Montoya-DeSmidt – Director, Student Support & Engagement – 45 minutes
4. Budget Subcommittee Update – Amanda Huber, Budget Chair – 5 minutes
  - a. Budget Task Force
5. Accreditation Subcommittee Update – Marion Clawson, Accreditation Chair – 5 minutes
6. Training & SAC Support Subcommittee Update – Lyman Kaiser, T&SS Chair– 5 minutes
7. Membership Update – Lauren Walker, Vice Chair/Membership Chair – 5 minutes
8. Update on Proposed DAC Charges – Velvet Stepanek, DAC Chair – 5 minutes
9. Closing Remarks– Velvet Stepanek – 10 minutes

*T & SS meetings*, October 4, November 1, December 6, January 10, February 7, March 7,  
April 4, May 2, via WebEx

*SAC Training*, September 29, November 3, January 26, April 6, In person (Tesla) and via WebEx

*DAC meetings*, October 20, November 17, January 19, February 16, March 16, April 20, May 11, via in person (Tesla) and WebEx

# Summary Change Document

Accountability and Improvement Planning 2022



**COLORADO**  
Department of Education

## Overview

The following tables describe the changes related to accountability and improvement planning for 2022. The following provides a summary document of changes from previous practice relative to accountability provision, the template, and expectations.

Section	Change(s)	Rationale and Resources
<b>OVERALL</b>		
<b>Performance Ratings</b>	<ul style="list-style-type: none"><li>→ Production of transitional performance frameworks for schools and districts in Colorado will resume after a two-year pause.</li><li>→ The “accountability clock” will not automatically advance.</li></ul>	The performance framework pause is lifted, reinstating the production of transitional performance frameworks based on continued state assessment and data collections. Legislation has allowed for some accommodation of pandemic impacts, including no automatic advancement of the accountability clock. Additional information on performance ratings and state accountability can be found on the <a href="#">state accountability website</a> .
<b>Every Student Succeeds Act (ESSA) Identifications</b>	<ul style="list-style-type: none"><li>→ Identifications under ESSA will be calculated for the 2022-23 school year.</li></ul>	The federal identification process (e.g., Comprehensive Support and Improvement, Targeted Support and Improvement) is restarting in 2022. The U.S. Department of Education has approved the state’s waiver to make some adjustments to the process in light of the two-year pause. Visit the CDE <a href="#">ESSA State Plan website</a> for an overview of the changes to be implemented in 2022.
<b>Request to Reconsider</b>	<ul style="list-style-type: none"><li>→ While the accountability clock will not automatically advance, a change in a school or district rating may be factored into the calculation of years on the clock or on watch. Any adjustments to the clock will occur through the 2022 request to reconsider process.</li></ul>	According to state board rule, participating schools and districts are required to have at least a <a href="#">90% total participation (not adjusted for parent excusal)</a> in both English Language Arts/Evidence-Based Reading and Writing and Math. Sites may use request to reconsider to move to “On Watch” or fully exit the accountability clock if they meet certain conditions (e.g., Improvement plan type or higher, meet 90% total participation on state assessments). Guidance on submitting a request to reconsider is available on the <a href="#">request to reconsider website</a> .

# Summary Change Document

Accountability and Improvement Planning 2022



**COLORADO**  
Department of Education

Section	Change(s)	Rationale and Resources
<b>School Accreditation</b>	→ All districts must complete the School Accreditation and Request to Reconsider Form (available on the Accreditation Portal within the <a href="#">UIP online system</a> ) by September 23rd.	This fall, to officially sign off on preliminary ratings/plan types and/or to participate in request to reconsider, all districts must review and verify the district rating and school plan types using the School Accreditation and Request to Reconsider Form (available to <a href="#">district accountability contacts</a> ). Eligible sites can disagree with the preliminary rating/plan type to activate the request to reconsider tabs. Guidance on this process is available on the <a href="#">CDE website</a> .
<b>State Review Panel</b>	→ The State Review Panel will consider 2022 ratings when evaluating performance and making recommendations to the State Board.	For 2022 State Review Panel recommendations and progress monitoring visits, the State Review Panel will consider a district's 2022 final accreditation category or a school's 2022 plan type in evaluating performance and recommending actions. For more information on the State Review Panel, visit the <a href="#">State Review Panel website</a> . For more information on State Board Accountability actions and to view active orders, visit the <a href="#">State Board Accountability website</a> .
<b>State Transformation Grant</b>	→ Eligibility for the State Transformation Grant, embedded in the Empowering Action for School Improvement (EASI) grant, is expanded to schools with an Improvement rating.	Schools with an Improvement rating are now eligible to apply for the State Transformation Grant. The grant is currently embedded in the EASI grant (the department's school improvement grant available to schools/districts on the clock, identified as PI/T, or identified for support under ESSA). Information about EASI is available on the <a href="#">EASI website</a> .
<b>Data Dashboards and Visualizations</b>	→ CDE has updated the visualizations and access available for schools and districts to investigate data trends over time, performance for student groups, performance framework ratings, and other education statistics across the state.	In addition to the public facing visualizations, the dashboards embedded within the online UIP platform have been updated with current information to support UIP development, particularly during the data embargo period. To access CDE data dashboards, go to the <a href="#">State Accountability Data Tools &amp; Reports website</a> or log in to the <a href="#">UIP online system</a> and go to the Current Performance tab to access the dashboards.

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Accountability and Improvement Planning 2022



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Section	Change(s)	Rationale and Resources
Removal of "Decreased due to Participation" Penalty	→ Given that this is a transitional year for accountability and there were data coding issues, Commissioner Anthes has approved removing the "decreased due to participation" requirement within the 2022 transitional frameworks.	Historically, a school and district's plan type is decreased when the accountability participation rate (parent excusals are excluded from the participation calculation) is below 95% in two or more content areas. In 2022, the accountability participation decrease will not be applied across all schools and districts. This does not change the underlying participation rating, however. A "does not meet" rating on the framework cover page may indicate a need to review district/school participation coding processes. It should be noted that the issues tended to be related to participation codes. Therefore, the coding errors did not impact student scores and overall performance framework results. Note that the participation requirement will resume for the 2023 frameworks.
<b>PERFORMANCE FRAMEWORKS</b>		
Years of Data	→ Only 1-Year frameworks will be calculated in 2022.	Given that there have been interruptions in state data availability due to the pandemic, the department will be unable to produce multi-year frameworks in 2022. For eligible smaller systems that do not have a large enough n-count for public reporting, CDE will assign an "Insufficient State Data" rating. If the school or district is currently on the accountability clock, then the year on the clock will hold (e.g., Priority Improvement - Year 3 in 2021 would be Insufficient State Data - Year 3 in 2022).
Insufficient State Data Rating	→ The criteria for assigning an Insufficient State Data (ISD) rating has been adjusted under approved rule language and as recommended by the Technical Advisory Panel.	An ISD plan type will be automatically assigned if the total participation rate is at or below 25% for both English language arts/Evidence-based reading and writing and math. An ISD plan type will also be applied if reportable data are not available for all applicable performance indicators (achievement, growth, and postsecondary and workforce readiness). For multi-level schools (i.e., combined elementary, middle and/or high schools) and districts, ISD will be assigned if one or more EMH levels do not have reportable data for either achievement or growth.



# Summary Change Document

Accountability and Improvement Planning 2022



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Section	Change(s)	Rationale and Resources
<b>CMAS and P/SAT Growth</b>	<ul style="list-style-type: none"><li>→ Growth data in 2022 is limited due to the alternating CMAS assessment schedule in 2021 for elementary and middle schools. However, according to department analysis, available growth data adequately stands in for missing growth data at each level. Data for growth calculations at the high school level will be more consistent with past years as PSAT and SAT are available in all typical grades and content areas.</li><li>→ Student participation on the growth indicator will be added to the frameworks.</li></ul>	<p>Since growth calculations require two consecutive years of achievement data for a given student, growth data will only be available for students with usable achievement data for a given content area in both 2021 and 2022. In keeping with past framework calculations, the department will include cohort-referenced growth calculations in the 2022 performance frameworks as recommended by the Technical Advisory Panel (TAP). The growth weighting in the performance frameworks will remain constant. To calculate cohort growth results, 2021 and 2022 data will be used, which is available for CMAS English Language Arts (grades 4, 6, and 8), CMAS Math (grades 5 and 7), PSAT/SAT Evidence-Based Reading and Writing (grades 10 and 11), and PSAT/SAT Math (grades 9 through 11). Student participation on growth will be included in both the District and School Transitional Performance Framework. The department consulted with the TAP and Accountability Work Group (AWG) in creating this calculation. See <a href="#">recorded May 19, 2022 meeting</a> for a more detailed explanation. For more information about growth calculations, go to the <a href="#">Colorado growth website</a>.</p>
<b>Science Assessment</b>	<ul style="list-style-type: none"><li>→ CMAS science achievement will not be included in the frameworks.</li><li>→ CMAS science achievement results and participation rates will be included for informational purposes.</li></ul>	<p>As Colorado fully implements the 2020 Colorado Academic Standards, CMAS science items will reflect those standards for the first time in Spring 2022. Therefore, scale scores and performance levels will not be available in 2022 and science achievement results will not be factored into 2022 transitional framework plan types. For 2022, a school or district's rating will only be lowered if both English language arts/Evidence-based reading and writing and math accountability participation rates are below 95%.</p>

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Section	Change(s)	Rationale and Resources
<b>English Language Proficiency (ELP) On Track Growth</b>	→ <b>Cut-scores for the ELP On Track Growth metric have been re-normed based upon the 2022 results.</b>	When the ELP On Track growth metric was introduced in 2017, the maximum 6-year timeframe was given to all students as their Anticipated Year Fluent English Proficient (AYFEP). This means many long-term ELs were grandfathered into the calculation and may initially have been counted as On Track, inflating the overall school proportions of On Track students used to establish the original performance framework cut-scores. The total percent of students scoring on track has subsequently declined over the years, particularly in middle and high school, and the framework cut-scores were re-normed in both 2018 and 2019 and were to be revisited each year until results plateaued. The state's Technical Advisory Panel (TAP) for growth and CLDE Practitioners recommended continuing this planned re-norming schedule using the spring 2022 WIDA ACCESS results to establish cut-scores for the fall 2022 performance frameworks. Additional information is available on the <a href="#">ACCESS growth website</a> .
<b>Matriculation</b>	→ <b>Military enlistment data is now available to include in the matriculation measure.</b>	The department will add military enlistment (as reported by districts in the 2021 Student End of Year collection for inclusion in the 2022 frameworks) to the matriculation rate measure. In this case, data can only help a high school or district.
<b>Alternative Education Campus (AEC) Performance Frameworks</b>	→ <b>Attendance and truancy measures will be removed from the 2022 performance frameworks.</b>	Given changes to the attendance data collection, and given the impact of the pandemic on both enrollment and attendance, the attendance and truancy measures will be removed from the 2022 performance frameworks. CDE plans to reintroduce these measures when that data is consistent and comparable. In the meantime, districts are able to submit locally collected attendance and truancy rates as optional measures if needed. Note that this change allows AEC SPFs to be released on the traditional SPF timeline for 2022.

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Section	Change(s)	Rationale and Resources
<b>Alternative Education Campus (AEC) Performance Frameworks</b>	→ <b>Insufficient State Data (ISD) rating may be assigned to AECs in 2022.</b>	Historically, ISD plan types have not been assigned to AECs. This year, given the lack of state required data available, and given the potential lack of optional measure data for AECs that faced changes in learning mode and assessment administrations, the department anticipates that a portion of AECs will not have enough data to meaningfully determine their performance. ISD plan types will be assigned to AECs using the same criteria used to assign this plan type to non-AEC schools.
	→ <b>The Selection of Measures process for AECs to submit optional local data for use on the 2022 AEC school performance framework opened in May.</b>	With the reinstatement of frameworks and performance ratings, AECs were once again encouraged to participate in the Optional Measures process to submit local measures. As in previous years, districts could submit up to three years of local data. Contact B Sanders ( <a href="mailto:sanders_b@cde.state.co.us">sanders_b@cde.state.co.us</a> ) to discuss the usability of local data. Information about AEC accountability is available on the <a href="#">AEC accountability website</a> .
	→ <b>AECs may participate in request to reconsider in 2022.</b>	Eligible AECs may participate in request to reconsider in 2022 (e.g. expedited clock adjustment, calculation error requests). Please note that the inclusion of local data or measures is not an option for districts to submit for the AEC SPF for the Body of Evidence condition. All schools (including AECs) must have 90% total participation to be eligible to participate in a request (according to state board rule). Guidance on submitting a request to reconsider is available on the <a href="#">request to reconsider website</a> .
	→ <b>CDE Dashboards include data visualizations from AEC performance frameworks.</b>	AECs can utilize the data dashboards from CDE to access trends over time for AEC performance frameworks, including Student Engagement measures gathered from the optional measures data collection. To access CDE data dashboards, go to the <a href="#">State Accountability Data Tools &amp; Reports website</a> .

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Section	Change(s)	Rationale and Resources
<b>UIP ONLINE TEMPLATE</b>		
<b>UIP Template Revision and Pilot Opportunity</b>	→ The School Improvement and Planning team is piloting a new, streamlined template for school UIPs in partnership with stakeholders from schools and districts across the state.	Participants have volunteered to use the new template to submit their 2022-23 UIP and will attend input sessions throughout the planning process to provide feedback about the template. The pilot will help the School Improvement and Planning team iterate on the design of the new template and determine if it should be made available statewide in future years.
<b>22-23 UIP Dashboard (District Users)</b>	→ A new dashboard called the "22-23 UIP Dashboard" is available to District Users on the Home page of the UIP Online System.	District Users can use this dashboard to track completion and submission of all of the district's school-level plans. This dashboard also contains 2019-2021 Federal ESSA identifications for reference. Additional information is available in the <a href="#">UIP Online System District Admin Guide</a> .
<b>UIP Elements Dashboard (District Users)</b>	→ A tab has been added to the navigation bar of the UIP Online System for District Users to access the "UIP Elements Dashboard."	District Users can use this dashboard to view all school requirements that are pre-populated in Section I of the UIP. As schools complete their UIPs, the dashboard also populates reports of each UIP element. Additional information is available in the <a href="#">UIP Online System District Admin Guide</a> .
<b>UIP SUBMISSION AND REVIEW</b>		
<b>Unified Improvement Plan (UIP) Submission for Newly Identified Schools</b>	→ Newly identified schools and districts may request an extension for CDE review until January 17, 2023.	For 2022, newly identified schools and districts may request an extension to submit their UIP for CDE review by January 17, 2023. District users should denote if eligible schools/the district will be submitting their plan in January in the UIP Details page under "January Submission", see <a href="#">the guidance</a> for additional detail. This extension allows for additional planning time to meet additional requirements associated with identification (Priority Improvement, Turnaround, ESSA Comprehensive Support). All other schools and districts are required to submit UIPs for public posting by October 25, 2022. Resources and support for the UIP submission process is available on the <a href="#">UIP training website</a> .



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Section	Change(s)	Rationale and Resources
<b>UIP Review for Comprehensive, Priority Improvement, Turnaround and On Watch</b>	→ The department is modifying a streamlined format for review and feedback associated with the review of UIPs (priority improvement, turnaround and CS identified).	UIPs for schools/districts with identifications will be reviewed by CDE in the fall and winter. CDE plans on modifying the current feedback process to better support school planning processes.

District or school of reference.

The accreditation category or plan type the state has assigned to the district or school based on the data presented in the official report.

The data set and level on which this report is based. For 2022, multi-year frameworks aren't available.



## 2022 Preliminary Transitional Performance Framework

0000: Colorado School District

Grade Levels: EMH - (1 Year)

Accreditation Rating

Official Rating based on 1-Year Data

**Accredited with Priority Improvement Plan: Low Participation**

39.8/100  
Points Earned

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

Distinction

See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

Year 0\*

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. Guidance on performance watch labels and progression is available at: <http://www.cde.state.co.us/accountability/performancewatchlabelsandprogression>.

Participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the near the end of this report for more details on how ratings are determined.

### Rating Totals

Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	27.8%	8.3/30	Does Not Meet
Academic Growth	47.0%	18.8/40	Approaching
Workforce Readiness	42.3%	12.7/30	Approaching

Accredited

Improvement

Priority Imp

Turnaround

Accreditation categories are based on the total percentage of points earned

Accredited with 74.0% - 100%

Accredited: 56.0% - 73.9%

Accredited with Improvement Plan 44.0% - 55.9%

Accredited with Improvement Plan 34.0% - 43.9%

Accredited with Plan: 0.0% - 33.9%

Insufficient Statewide Achievement Data

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

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.

The participation rate reflects the percent of students represented in the achievement results on all relevant assessments, including alternate assessments (e.g., total participation). This rate is not factored into accountability determinations but is important for interpretation and is used to determine eligibility for the 2022 request to reconsider process. To be eligible, districts must have 90% or greater total participation in both ELA and Math.

### Participation Rate

### Participation Rates\*

	Total Records	Valid Scores	Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
Language Arts	5,848	4,390	75.1%	1,258	96.4%	Meets 95%
Math	5,848	4,390	75.1%	1,258	96.4%	Meets 95%

For more information about the role of participation in state accountability please visit: <http://www.cde.state.co.us/accountability/participationandaccountabilityguide-0>

### Performance by EMH Level

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Academic Achievement	25.0%	10.0/40	Does Not Meet	43.8%	Priority Improvement
Academic Growth	56.3%	33.8/60	Approaching		
Academic Achievement	33.3%	13.3/40	Does Not Meet	26.9%	Priority Improvement
Academic Growth	39.3%	23.6/60	Approaching		
Academic Achievement	25.0%	7.5/30	Does Not Meet	38.4%	Priority Improvement
Academic Growth	45.5%	18.2/40	Approaching		
Postsecondary & Workforce Readiness	42.3%	12.7/30	Approaching		

Accountability policy, 95% of students must participate in state assessment. Students who are excused from testing by a parent or guardian do not count toward the Accountability Participation Rate that is used to determine whether districts and schools meet this requirement. English Learners in their first year are not included in the ELA and Math participation rates.

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 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.

0000: Colorado School District

Elementary School -

Indicates grade level of report and the data set on which this report is based (1-year or multi-year). For 2022, multi-year frameworks aren't available.

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).

## ACADEMIC ACHIEVEMENT

Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
All Students	1,354	81.9%	720.0	9	2.00/8	Does Not Meet
Previously Identified for READ Plan	359	86.7%	692.0	-	0.00/0	-
English Learners	607	92.6%	714.5	4	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	691	91.8%	716.2	6	0.25/1	Does Not Meet
Minority Students	-	-	-	-	0.25/1	Does Not Meet
Students with Disabilities	-	-	-	-	0.25/1	Does Not Meet
All Students	1,361	82.0%	715.6	9	2.00/8	Does Not Meet
English Learners	616	93.8%	711.9	6	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	691	91.2%	712.7	6	0.25/1	Does Not Meet
Minority Students	1,152	87.7%	714.4	8	0.25/1	Does Not Meet
Students with Disabilities	186	82.5%	696.5	1	0.25/1	Does Not Meet
TOTAL	-	-	-	-	6.00/24	Does Not Meet

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

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.

## ACADEMIC GROWTH

Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
All Students	354	59.0%	42.0	1.00/8	Approaching
Minority Students	306	63.2%	43.0	0.50/1	Approaching
Students with Disabilities	37	58.5%	22.0	0.25/1	Does Not Meet
All Students	-	-	-	1.00/8	Meets
English Learners	-	-	-	0.50/1	Approaching
Free/Reduced-Price Lunch Eligible	163	65.4%	48.0	0.50/1	Approaching
Minority Students	248	59.1%	52.0	0.75/1	Meets
Students with Disabilities	46	62.7%	33.0	0.25/1	Does Not Meet
English Language Proficiency	634	-	44.5	1.00/2	Approaching
On Track to EL Proficiency	600	-	60.5%	1.00/2	Approaching
TOTAL	-	-	-	15.75/28	Approaching

Growth participation rates are included for the first time. The denominator reflects all students at all grade levels for which growth metrics were produced in 2022.

All growth data included in the performance framework reports is based on the cohort-referenced growth methodology.

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

ELP On-track points are awarded here.

ELP on-track growth targets reflect planned changes for the 2022 reports.

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2021-22.

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

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

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



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.

Department of Education

## 2022 Preliminary Transitional Performance Framework

0000: Colorado School District

Middle School -

Indicates grade level of report and the data set on which this report is based (1-year or multi-year). For 2022, multi-year framework s aren't available.

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).

### AC ACHIEVEMENT

Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
All Students	1,435	74.2%	724.8	16	4.00/8	Approaching
English Learners	608	89.8%	716.9	5	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	657	89.7%	720.8	9	0.25/1	Does Not Meet
Minority Students	1,229	81.2%	722.6	12	0.25/1	Does Not Meet
Students with Disabilities	185	76.2%	702.3	1	0.25/1	Does Not Meet
All Students	1,442	75.0%	713.8	9	2.00/8	Does Not Meet
English Learners	619	92.4%	708.2	4	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	657	89.8%	710.2	5	0.25/1	Does Not Meet
Minority Students	1,240	82.3%	711.8	7	0.25/1	Does Not Meet
Students with Disabilities	-	-	-	-	0.25/1	Does Not Meet
TOTAL	-	-	-	-	8.00/24	Does Not Meet

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.

### AC GROWTH

Student Group	Count	Participation Rate	Median Growth Percentile/ Rate	Pts Earned/ Eligible	Rating
All Students	612	47.4%	42.0	4.00/8	Approaching
English Learners	-	-	-	-	Approaching
Free/Reduced-Price Lunch Eligible	-	-	-	-	Approaching
Minority Students	532	53.3%	42.0	0.50/1	Approaching
Students with Disabilities	78	50.9%	35.0	0.50/1	Approaching
All Students	316	48.8%	30.5	2.00/8	Does Not Meet
English Learners	158	61.0%	28.0	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	-	-	-	0.25/1	Does Not Meet
Minority Students	-	-	-	0.25/1	Does Not Meet
Students with Disabilities	39	54.1%	31.0	0.25/1	Does Not Meet
English Language Proficiency	232	-	37.0	1.00/2	Approaching
On Track to EL Proficiency	201	-	20.4%	1.00/2	Approaching
TOTAL	-	-	-	11.00/28	Approaching

ELP on-track growth targets reflect planned changes for the 2022 reports.

ELP On-track points are awarded here.

All growth data included in the performance framework reports is based on the cohort-referenced growth methodology.

Growth participation rates are included for the first time. The denominator reflects all students at all grade levels for which growth metrics were produced in 2022.

This page displays the performance framework for the middle school level. Calculations are based on state assessment results from 2021-22.

**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 percentage of students on track to meet targets represent outcomes for designated subjects and student groups. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2022 results, as had been planned prior to the COVID-19 pandemic.

For additional information, see the **Total growth performance by middle level including points earned and points eligible along with final indicator rating.**

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



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.

Indicates grade level of report and the data set on which this report is based (1-year or multi-year). For 2022, multi-year frameworks aren't available.

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.

ELP on-track growth targets reflect planned changes for the 2022 reports.

## Colorado School District

Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
All Students	1,017	72.8%	410.4	9	2.00/8	Does Not Meet
English Learners	313	85.9%	361.5	1	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	383	84.8%	390.3	2	0.25/1	Does Not Meet
Minority Students	821	79.9%	398.6	4	0.25/1	Does Not Meet
Students with Disabilities	96	73.1%	348.3	1	0.25/1	Does Not Meet
All Students	1,025	72.8%	392.5	4	2.00/8	Does Not Meet
English Learners	321	85.9%	359.4	1	0.25/1	Does Not Meet
Free/Reduced-Price Lunch Eligible	384	84.8%	378.0	1	0.25/1	Does Not Meet
Minority Students	829	79.9%	383.5	1	0.25/1	Does Not Meet
Students with Disabilities	96	73.1%	333.8	1	0.25/1	Does Not Meet
TOTAL	-	-	-	-	5.00/24	Does Not Meet

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

Growth participation rates are included for the first time. The denominator reflects all students at all grade levels for which growth metrics were produced in 2022.

All growth data included in the performance framework reports is based on the cohort-referenced growth methodology.

Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
All Students	606	47.2%	40.0	4.00/8	Approaching
Minority Students	486	53.3%	41.0	0.50/1	Approaching
Students with Disabilities	45	47.4%	20.0	0.25/1	Does Not Meet
All Students	-	-	-	-	Approaching
English Learners	-	-	-	-	Does Not Meet
Free/Reduced-Price Lunch Eligible	340	54.2%	33.0	0.25/1	Does Not Meet
Minority Students	760	51.6%	35.0	0.50/1	Approaching
Students with Disabilities	78	48.5%	24.0	0.25/1	Does Not Meet
English Language Proficiency	191	-	40.0	1.00/2	Approaching
On Track to EL Proficiency	128	-	16.4%	1.00/2	Approaching
TOTAL	-	-	-	12.75/28	Approaching

Displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2021-22. Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent non-participants.

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

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

(-) Not Applicable, (-) No Reportable Data



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

Eliminary Transiti

The data set on which this report is based (see scoring guide). For 2022, multi-year frameworks aren't available.

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## 0000: Colorado School District

High School - (1-Year)

### POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Mean Score/Rate	Participation Rate	Pts Earned/Eligible	Rating
Colorado SAT - Evidence Base Reading & Writing	All Students	392	*	455.9	64.5%	1.00/4	Does Not Meet
	English Learners	81	*	398.4	69.0%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	122	*	439.3	72.0%	0.25/1	Does Not Meet
	Minority Students	307	*	446.9	73.1%	0.25/1	Does Not Meet
	Students with Disabilities	32	*	379.4	73.3%	0.25/1	Does Not Meet
Colorado SAT -	All Students	395	*	420.2	64.5%	1.00/4	Does Not Meet
	English Learners	84	*	380.0	69.0%	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	123	*	403.7	72.0%	0.25/1	Does Not Meet
	Minority Students	310	*	414.0	73.1%	0.25/1	Does Not Meet
	Students with Disabilities	32	*	363.8	73.3%	0.25/1	Does Not Meet
Matriculation Rate	All Students	5,408	*	2.3%	*	4.00/8	Approaching
	English Learners	1,023	*	2.1%	*	1.00/2	Approaching
	Free/Reduced-Price Lunch Eligible	1,612	*	2.0%	*	1.50/2	Meets
	Minority Students	3,627	*	2.5%	*	1.00/2	Approaching
	Students with Disabilities	531	*	2.3%	*	1.00/2	Approaching
Graduation Rate	All Students	651	*	37.3%	*	1.00/4	Does Not Meet
	2-Year Higher Education Institution	*	*	9.4%	*	0.00/0	
	4-Year Higher Education Institution	*	*	22.6%	*	0.00/0	
	Career & Technical Education	*	*	6.0%	*	0.00/0	
	MILITARY	*	*	0.0%	*	0.00/0	
ASCENT	All Students	790	5yr	82.5%	*	4.00/8	Approaching
	English Learners	237	5yr	86.5%	*	1.50/2	Meets
	Free/Reduced-Price Lunch Eligible	470	5yr	81.5%	*	1.00/2	Approaching
	Minority Students	514	5yr	83.7%	*	1.00/2	Approaching
	Students with Disabilities	83	5yr	77.1%	*	1.00/2	Approaching
TOTAL		*	*	*	*	22.00/52	Approaching

Military enlistment rates are included for the first time in 2022 as a matriculation pathway.

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.

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

### REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	75.6%	82.5%	78.9%	72.6%	5yr
English Learners	74.4%	86.5%	84.7%	77.0%	5yr
Free/Reduced-Price Lunch Eligible	72.8%	81.5%	79.2%	72.5%	
Minority Students	75.9%	83.7%	82.4%	76.9%	
Students with Disabilities	63.2%	77.1%	75.3%	62.7%	

PWR sub indicator definitions are located here.

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

Student 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 are based on the 2021 End of Year (EOY) data submission.

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 are based on the 2021 graduation cohort.

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. For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics: <http://www.cde.state.co.us/accountability/performanceframeworksresources>

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

For additional information about ratings, refer to the scoring guide on the last page of this report. For more information about PWR metrics: <http://www.cde.state.co.us/accountability/performanceframeworksresources>

(\*) Not Applicable  
Related performance frameworks resources, including an annual changes document (that reflects additional changes) are available at: <http://www.cde.state.co.us/accountability/performanceframeworksresources>



# 2022 Transitional Framework Report – Scoring Guide

## Scoring Guide for 2022 Transitional District/School Performance Frameworks

Performance Indicator	Measure/Metric	Rating	Point Value		
Academic Achievement & ELP On Track Growth	The district or school's mean scale score (or percent On Track) was**:		All Students	Each Disaggregated Group	ELP On Track Growth
	see tables below for actual values				
	• at or above the 85th percentile	Exceeds	8	1.00	2.0
	• at or above the 50th percentile but below the 85th percentile	Meets	6	0.75	1.5
	• at or above the 15th percentile but below the 50th percentile	Approaching	4	0.50	1.0
	• below the 15th percentile	Does Not Meet	2	0.25	0.5
Academic Growth	Students Previously Identified for a READ Plan (bonus point)				
	• CMAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score)			1 bonus point	
	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 63	Exceeds	8	1.00	2.0
	• at or above 50 but below 63	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
Postsecondary and Workforce Readiness	• below 35	Does Not Meet	2	0.25	0.5
	Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**:		All Students	Each Disaggregated Group	
	• at or above 554.7	Exceeds	4	1.00	
	• at or above 502.3 but below 554.7	Meets	3	0.75	
	• at or above 438.0 but below 502.3	Approaching	2	0.50	
	• below 438.0	Does Not Meet	1	0.25	
	Mean CO SAT Math scale score was**:		All Students	Each Disaggregated Group	
	• at or above 544.6	Exceeds	4	1.00	
	• at or above 488.0 but below 544.6	Meets	3	0.75	
	• at or above 439.9 but below 488.0	Approaching	2	0.50	
	• below 439.9	Does Not Meet	1	0.25	
	Dropout Rate: The district or school dropout rate was (of all schools in 2017):		All Students	Each Disaggregated Group	
	• at or below 0.5%	Exceeds	8	2.0	
	• at or below 2.0% but above 0.5%	Meets	6	1.5	
	• at or below 3.0% but above 2.0%	Approaching	4	1.0	
	• above 3.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 73.8%	Exceeds	4		
	• at or above 61.1% but below 73.8%	Meets	3		
	• at or above 46.8% but below 61.1%	Approaching	2		
	• below 46.8%	Does Not Meet	1		
	Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year):		All Students	Each Disaggregated Group	
	• at or above 93.0%	Exceeds	8	2.0	
	• at or above 83.0% but below 93.0%	Meets	6	1.5	
	• at or above 73.0% but below 83.0%	Approaching	4	1.0	
	• below 73.0%	Does Not Meet	2	0.5	

### Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.\*

Percentile	English Language Arts & EBRW for CO PSAT			Mathematics			Science		
	Elementary	Middle	CO PSAT	Elem	Middle	CO PSAT	Elem	Middle	High
15th percentile	722.3	724.1	423.5	719.1	716.3	413.0	NA	NA	NA
50th percentile	739.3	740.1	441.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	753.9	757.3	503.0	751.9	748.2	491.0	NA	NA	NA

### Percent of Students On Track for ELP Growth Targets

Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	48.2%	11.5%	2.5%
50th percentile	61.9%	23.4%	23.2%
85th percentile	73.8%	36.0%	37.5%

### Total Possible Points by Performance Indicator

Indicator	Total Possible Points	2021 District
Academic Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group. Science data for 2021)	30%
Academic Growth	28 total points (8 per subject for all students, 4 per subject by disaggregated group, 2 for ELP growth, 2 for ELP On Track Growth)	60%
Postsecondary Readiness	32 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable

Science is omitted from the 2022 Achievement Indicator.

### Cut-Points for Each Performance Indicator

Indicator	Cut-Point: The district or school earned...of the possible points	Rating
Academic Achievement	• at or above 67.5%	Exceeds
Academic Growth	• at or above 62.5% but below 67.5%	Meets
Postsecondary Readiness	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

The ELP on-track growth targets were changed since the 2019 framework release.

### Cut-Points for Plan/Category Type Assignment

Total Framework Points	District		School		Accreditation Category/Plan Type
	74.0%	not applicable	33.0%	not applicable	Accredited w/ Distinction (District only)
	36.0%		33.0%		Accredited (District) or Performance Plan (School)
	44.0%		42.0%		Accredited w/Improvement Plan (District) or Improvement Plan (School)
					Priority Plan (District) or Priority Improvement (School)
					Plan (District) or Turnaround Plan (School)

All cut points except ELP on-track growth have been maintained since the 2019 performance framework report calculations.

Proficiency Growth as planned prior to the COVID-19 pandemic.

\*\* 2019 school data used as baseline for CO SAT & CoAR EBRW/ELA & Math [g11]

## Annotated Transitional Performance Framework Report– Supporting Information

This page of the transitional report includes a range of information to help inform users of special conditions that are associated with the release of the transitional accountability framework reports. It is highly recommended that this information be considered when interpreting results from this report.

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After a two-year pause in developing performance frameworks, the state is transitioning back to calculating and publishing performance frameworks for all schools and districts following the passage of Senate Bill 22-137. The 2022 Transitional Frameworks can provide schools and districts, and the communities they serve, important information regarding the progress of students toward meeting the state academic standards. During this transition process, it is worth noting conditions that are unique to this year's framework calculations and may impact interpretation of results.

**COVID-19 Consideration:** Students across Colorado have had to adapt to a variety of learning models since spring 2020, including in-person, remote and hybrid instruction. Due to reduced in-person instructional time, some districts may have had to adjust the content covered for students during these years. The impact of these learning disruptions was uneven within and across Colorado districts and schools.

**Participation Rates:** Participation in the state assessments varied significantly across schools, grade levels, and student groups in both 2021 and 2022. These participation rates inform the degree to which results are representative of the student population. Users are encouraged to review the achievement and growth participation rates overall and for each student group included on the Transitional Frameworks when considering the results.

**Growth Data:** Because growth calculations use two years of assessment data (2021 and 2022), elementary and middle schools have less available data than usual. This is due to the 2021 CMAS/CoAlt assessments only being required in alternating grade levels – English language arts was required in grades 3, 5 and 7; and math was required in grades 4, 6 and 8. Growth calculations continue to be weighed the most. The department's analysis found no substantial difference in overall plan type assignments despite some of the gaps in data. PSAT/SAT and WIDA ACCESS were administered in all relevant grades in 2021, so growth calculations remain consistent with previous frameworks. A growth participation rate has been added to the 2022 Transitional Frameworks to provide more context on the percentage of students included in the calculation.

**1-Year Frameworks:** Because of the two-year framework pause, including the suspension of state assessments in 2020, there are not enough data to reasonably generate three-year frameworks. Schools and districts that do not have enough reportable data to calculate a one-year framework will receive a rating of "Insufficient State Data."

**Performance Watch:** One of the provisions of the 2022 Transitional Accountability legislation is a pause on automatically advancing years on or off the accountability clock (i.e., Priority Improvement, Turnaround, On Watch). Districts may submit a request to reconsider to exit the accountability clock or move to On Watch if the district or school earned an Improvement or Performance plan type in 2022 and meets other requirements adopted by the Colorado State Board of Education.

For additional information about the Colorado state accountability system, please see the 2022 accountability handbook at: <http://www.cde.state.co.us/accountability/accountabilityhandbook-0>.

For more information or for help in understanding the Transitional Frameworks, go to the department's accountability website <http://www.cde.state.co.us/accountability> or contact us at [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us)





# COLORADO

Department of Education

## Colorado Transitional Accountability: Overview & Updates for 2022-23

June 29, 2022

### Agenda

- Overview of Accountability policy process
- Overview of School and District Accountability for 2022-23
  - Transitional Frameworks
  - Request to Reconsider
  - Key distinctions for Accountability for 2022-23
- Timeline
- Anticipated Impacts
- Resources



## Timeline



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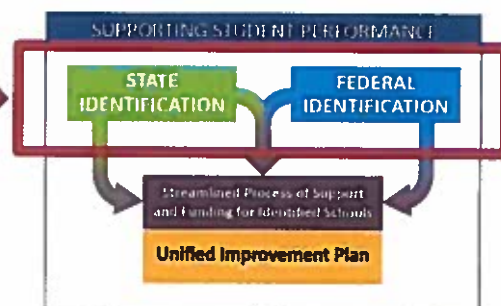
## Identifications

Both state and federal accountability identifications will occur in 2022.



The U.S. Department of Education has approved the state's waiver to make some adjustments to the process in light of the two-year pause. Changes are described on the website for the [ESSA plan](#).

### COLORADO ACCOUNTABILITY SYSTEM



This webinar will primarily focus on implications of state policy.

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## SB 22-137 - Transition Back to Standard K-12 Accountability



- Restarts framework calculations for fall 2022 using 2019 statewide performance indicator targets.
- Addition of growth participation rate to framework reports.
- Accreditation and plan type ratings will be assigned, but clock status will not automatically advance (on or off).
- Change in clock status may be approved through request to reconsider process, and opens request to reconsider process back up more broadly.
- Clarification that State Board may take into consideration the 2022-2023 plan type for schools and districts (currently 12 schools and 2 districts) with directed action.
- Expands the School Transformation grant (currently embedded with EASI grant) to districts with Improvement plan type.

SB [22-137](#)



## Draft Timeline for 2022 State Accountability

Timeline	Activities
March	<ul style="list-style-type: none"><li>- CDE gathered stakeholder input</li><li>- CDE drafted proposed accountability rules</li></ul>
April	<ul style="list-style-type: none"><li>- Accountability legislation is passed</li><li>- Noticed accountability rules at SBE meeting (April 13)</li></ul>
May	Public comment on proposed rules
June	State board voted to adopt amended rules (June 16)
Late Aug - Sept	<ul style="list-style-type: none"><li>- Preliminary performance frameworks released</li><li>- Request to reconsider process begins</li></ul>
Nov - Dec	State board votes on CDE's recommendations, including request to reconsider process





## Overview of Adjustments to Educational Accountability

- The 2022 changes are based on statutory requirements and technical considerations.
- Changes have been informed by CDE analysis and input from various stakeholder groups (e.g., Accountability Work Group, the Technical Advisory Panel for Longitudinal Growth) and the Colorado State Board of Education.
- CDE annually produces a description of changes and other resources that identifies each change made to the performance frameworks along with the rationale for the changes.



# Transitional Frameworks

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## Plans for 2022 Transitional Framework Calculations

Description	Status
Plan type, performance indicator, sub-indicator cut scores	Same as 2019. <i>CDE will not be able to calculate 3-year frameworks.</i>
Achievement Results	Available for CMAS/CoAlt ELA & Math - Grades 3-8, PSAT/SAT/CoAlt EBRW & Math - Grades 9-11. <i>No CMAS Science results.</i>
Participation Rates	Accountability participation still calculated. <i>New addition of growth participation rate for information purposes. Science participation included for informational purposes only.</i>
Growth Data	2021 and 2022 data used with traditional cohort-referenced approach. Available for CMAS ELA (grades 4, 6, 8), CMAS Math (grades 5 & 7), PSAT/SAT EBRW (grades 10 & 11), PSAT/SAT Math (grades 9 - 11).

## Plans for 2022 Transitional Framework Calculations (cont)

Description	Status
Resume ELP cohort-referenced MGP and On Track Growth	MGP and On-Track growth will be included; <i>On-Track will be re-normed as previously planned.</i>
PWR Data	Same as 2019 plus <i>addition of military enlistment in matriculation</i> ; "higher bar" and IB/AP/CE postponed until 2023.
Sub-Indicator calculations	Same calculations for student groups as in 2019.
Insufficient State Data rating	Automatically assigned for schools/districts with <i>less than 25% total participation</i> in both reading and math, or if <i>not enough data for public reporting in one or more performance indicators.</i>
Preliminary Frameworks Timeline	August 24, 2022; Final frameworks published in November/ December 2022.

## 2022 Educational Accountability Revisions: AECs

- AECs are impacted by the same changes to performance frameworks previously described.
- Selection of Measures process was available for AECs to submit optional local data for use on the 2022 AEC school performance framework.
- Attendance and truancy measures will be removed from the 2022 performance frameworks.
- "Insufficient State Data" may be assigned to AECs in 2022.
- May participate in request to reconsider this year.



## Growth Availability- Elementary/Middle

### 2022 Growth Data Availability - Elementary

4<sup>th</sup> Grade English/Language Arts

~~4<sup>th</sup> Grade Math~~

~~5<sup>th</sup> Grade ELA~~

5<sup>th</sup> Grade Math

### 2022 Growth Data Availability - Middle School

6<sup>th</sup> Grade ELA

~~6<sup>th</sup> Math~~

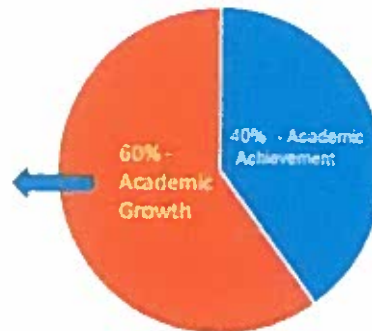
~~7<sup>th</sup> Grade ELA~~

7<sup>th</sup> Grade Math

8<sup>th</sup> Grade ELA

~~8<sup>th</sup> Grade Math~~

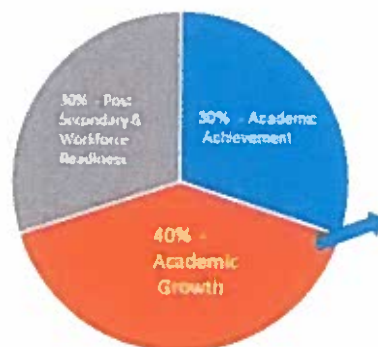
### Elementary and Middle School Weightings



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## Growth Availability- High Schools

### High Schools and Districts



### 2022 Growth Data Availability - High School

~~9<sup>th</sup> Grade Evidence-Based Reading & Writing\*~~

9<sup>th</sup> Math

10<sup>th</sup> Grade EBRW

10<sup>th</sup> Grade Math

11<sup>th</sup> Grade EBRW

11<sup>th</sup> Grade Math

### 2022 Growth Data Availability - Districts

Available: 4<sup>th</sup> g ELA, 5<sup>th</sup> g Math, 6<sup>th</sup> g ELA, 7<sup>th</sup> g Math, 8<sup>th</sup> g ELA, 9<sup>th</sup> g Math, 10<sup>th</sup> g EBRW, 10<sup>th</sup> g Math, 11<sup>th</sup> g EBRW, 11<sup>th</sup> g Math

Not Available: 4<sup>th</sup> g Math, 5<sup>th</sup> g ELA, 6<sup>th</sup> g Math, 7<sup>th</sup> g ELA, 8<sup>th</sup> g Math, 9<sup>th</sup> g EBRW

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\* 8-9<sup>th</sup> grade growth in ELA/EBRW has not been historically released due to test construct alignment issues and was not included in the original 2019 framework calculation



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# School and District Transitional Framework Ratings

Ratings	
SCHOOL PLAN TYPES	
PERFORMANCE PLAN	Green
IMPROVEMENT PLAN	Yellow
PRIORITY IMPROVEMENT PLAN	Orange
TURNAROUND PLAN	Red
INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*	Grey
INSUFFICIENT STATE DATA: LOW PARTICIPATION**	Grey
DISTRICT ACCREDITATION RATINGS	
ACCREDITED WITH DISTINCTION	Blue
ACCREDITED	Green
ACCREDITED WITH IMPROVEMENT PLAN	Yellow
ACCREDITED WITH PRIORITY IMPROVEMENT PLAN	Orange
ACCREDITED WITH TURNAROUND PLAN	Red
INSUFFICIENT STATE DATA: SMALL TESTED POPULATION*	Grey
INSUFFICIENT STATE DATA: LOW PARTICIPATION**	Grey



## Descriptors

### **Meets Participation**

Above 95% total participation rate in 2 or more content areas

### **Low Participation**

Below 95% total participation rate in 2 or more content areas

### **Decreased Due to Participation**

Below 95% accountability participation, once parent excuses are removed, in 2 or more content areas



## Background on Participation in Frameworks

### Test Participation Rates\*\*

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation ..	Rating
English Language Arts	11,423	10,760	94.2%	433	98.0%	Meets 95%
Math	11,423	10,761	94.2%	431	97.9%	Meets 95%
Science	3,747	3,180	84.9%	428	95.8%	Meets 95%

**Total participation**  
parent excusals are counted as non-participants (i.e., they are included in the denominator)

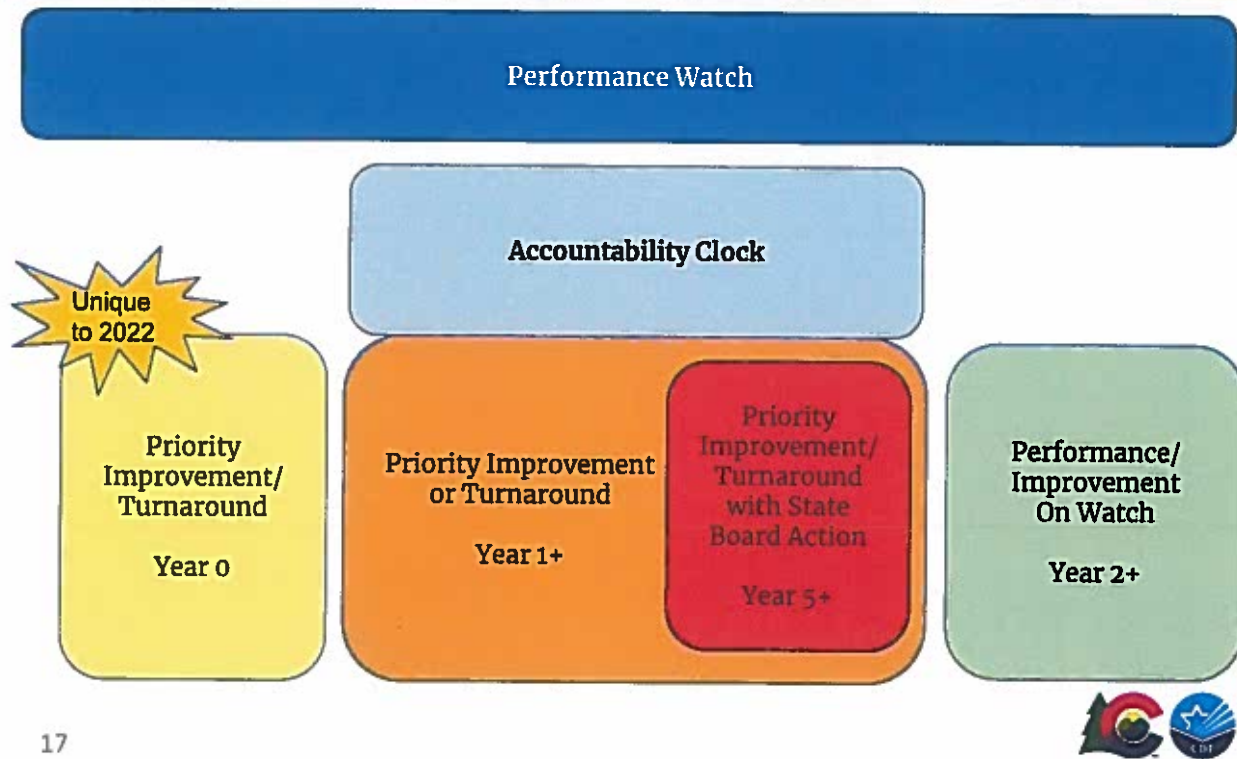
**Accountability participation**  
parent excusals are counted as participants (i.e., they are not included in the denominator)

These ratings reflect whether accountability participation rates meet or exceed 95%.





## Implications for Performance Watch



## Key Dates for 2022

Anticipated Timeframe	Activities/Actions
June 24	Districts Receive ACCESS Growth Data
Early August	Districts Receive CMAS and P/SAT Growth Data
August 16/17 (SBE Meeting)	Public Release of Colorado Growth Data Results
August 24	Preliminary Performance Frameworks Released to Districts
End of August	ESEA Identifications Released to Districts
September 15	School Accreditation & Request to Reconsider Form Submissions Due
October 25	Unified Improvement Plan Submissions Due
	For Districts/Schools going through request to reconsider, final request materials are due.
November 10-11 (SBE Meeting)	District Accreditation Ratings & School Plan Types final for Districts/Schools <u>not</u> going through request to reconsider
December 14-15 (SBE Meeting)	District Accreditation Ratings & School Plan Types final for Districts/Schools going through request to reconsider
January 16, 2023	Newly identified schools and districts eligible to submit plans for CDE review until January 16, 2023.

*Note: All dates are subject to change based on data availability.*



## Resources

Accountability 2022 FAQ:

<https://www.cde.state.co.us/accountability/accountabilityfaq>

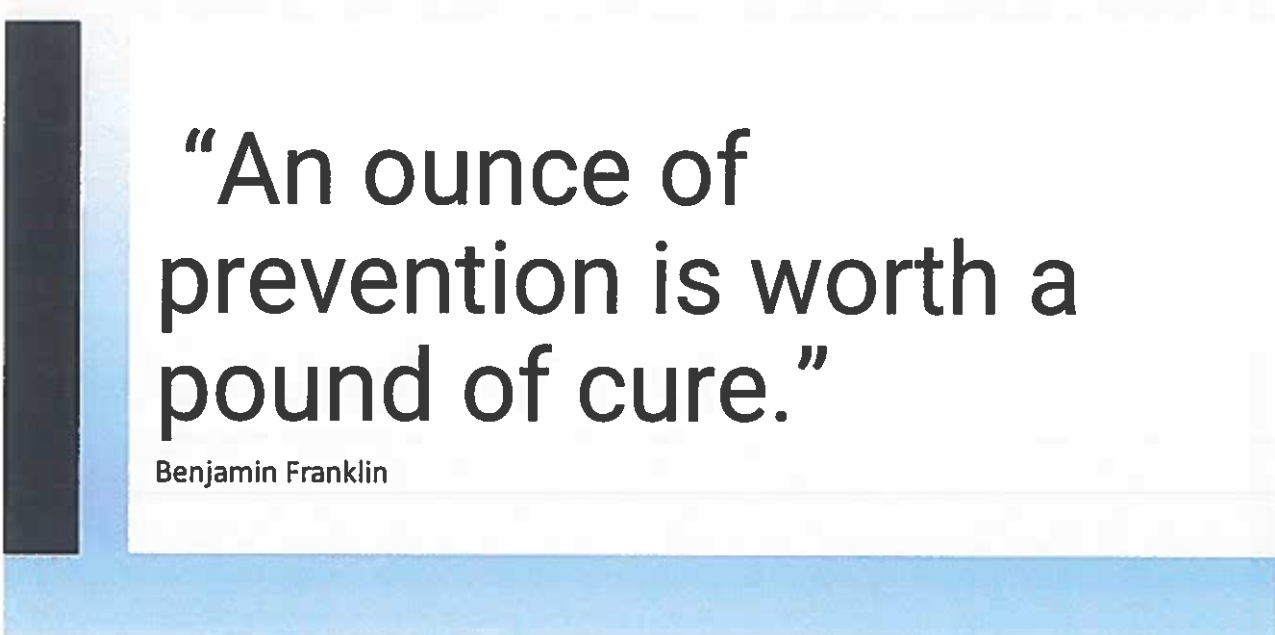


# Office of Student Support and Engagement

District Accountability Committee  
September 15, 2022



## A Story of Moving Upstream



**“An ounce of  
prevention is worth a  
pound of cure.”**

Benjamin Franklin

## **Prevention & Restorative Practices**

### **E-Cigarette/Vaping**

- Start the Conversation Trusted Adult Training
- Second Chance: Alternatives to Suspension
- TEPP Grant Winners - EPCHD

### **Restorative Practices**

- Fact vs. Fiction
- High School Implementation
- Community Listening Tour



## Start the Conversation:

How to Talk with Young People about Vaping,  
JUULs, and Other Electronic Nicotine Products



Is your community concerned about the growing rates of youth vaping? Being a trustable adult about topics such as vaping can foster strong relationships that prevent unhealthy habits.

**WHAT:** Start the Conversation Training for Trusted Adults –  
Dinner and Childcare Provided (RVSP Required)

**WHO:** Anyone in our D-11 Community who supports youth and teens

**WHEN:** Wednesday, September 21st - 5:30 p.m. to 7:30 p.m.

**WHERE:** Mitchell HS Cafeteria



Scan QR Code or Register at:  
<https://forms.gle/6uA2gJ9jTcvrcRBV8>



Trusted adults help  
prevent youth vaping:

Young people who  
can ask an adult  
for help are 22%  
less likely to vape.

Young people who  
can ask a parent  
for help are 31%  
less likely to vape.

73% of high school  
& 90% of middle  
school youth do  
not vape – keep it  
that way!

## SECOND CHANCE

### 2021-2022 EVALUATION RESULTS

Funded by the Colorado Department of Public Health & Environment's State Tobacco Education & Prevention Partnership and managed by RMC Health, Second Chance is a free, online, educational alternative to suspension for middle and high school youth who violate tobacco policy at school or law in the community. Second Chance is designed to increase knowledge about law and health effects of tobacco and nicotine use, increase skill to resist tobacco and nicotine, and increase motivation to quit.

#### PERCEPTION OF HARM



Before completing Second Chance, 41% of participants thought using electronic nicotine devices was definitely unsafe and 68% thought using cigarettes was definitely unsafe.

After completing Second Chance, 79% of participants thought using electronic nicotine devices was definitely unsafe and 77% thought using cigarettes was definitely unsafe.

#### RESISTANCE SKILLS

Before completing Second Chance, 89% of participants felt prepared to resist tobacco/nicotine products.

After completing Second Chance, 67% of participants felt prepared to resist tobacco/nicotine products.

BELIEFS & KNOWLEDGE		Pre-Program	Post-Program
SOCIAL NORMS	Do you think most teenagers use vapor products?	Yes 79%	Yes 45%
	Do you think most teenagers use tobacco products?	Yes 77%	Yes 41%
PEER INFLUENCE	If one of your best friends offered you a vaping product would you use it?	Definitely Not 31%	Definitely Not 55%
	If one of your best friends offered you a cigarette would you smoke it?	Definitely Not 55%	Definitely Not 66%
INTENT	Do you think you will use an electronic vapor product during the next year?	Definitely Not 41%	Definitely Not 57%

## Tobacco Education Prevention Partnership Grant Winners

- Mitchell High School
- Palmer High School
- Swigert Middle School

Each school receives \$3,300  
for e-cig/vaping prevention  
programming implementation



## Restorative Practices...

- students no longer receive traditional consequences
- students have to participate
- is a form of mediation
- is an easy way out for an offender
- is appropriate to use for all offenses
- is fundamentally about relationships and community

# Restorative Practices Implementation

- Fall High School Implementation Workshop
  - October 14, 2022
  - Full Day Kickoff for HS Implementation Teams (Multi-Year Implementation)
- Training Opportunities
  - Introduction to RP, Introduction to Circles, Formal Conferencing – Monthly
  - ESP Training
  - School-Based per Request
  - New Teacher Orientation
- District Implementation Leadership Team
  - National Association of Community Restorative Practices Conference (NACRJ)
  - Presentation by Palmer Dean Laura Beth Waltz



PowerSchool &  
Discipline Data



# How Do We Get Useful Data?

## Create Quick Incident

### Incident Details

Participant 1

#### Incident Details

Incident Template

04-1st, 2nd Degree or Vehicular Assault

#### Incident Description

Title

04-1st, 2nd Degree or Vehicular Assault

Description

You will have some fields that will be required immediately, some that are filled in during investigation, and some that will be optional.

Approximately 3852 characters left

Incident Type

State Reportable\*

Incident Date

7/15/2022

Time

@ 03:05 PM

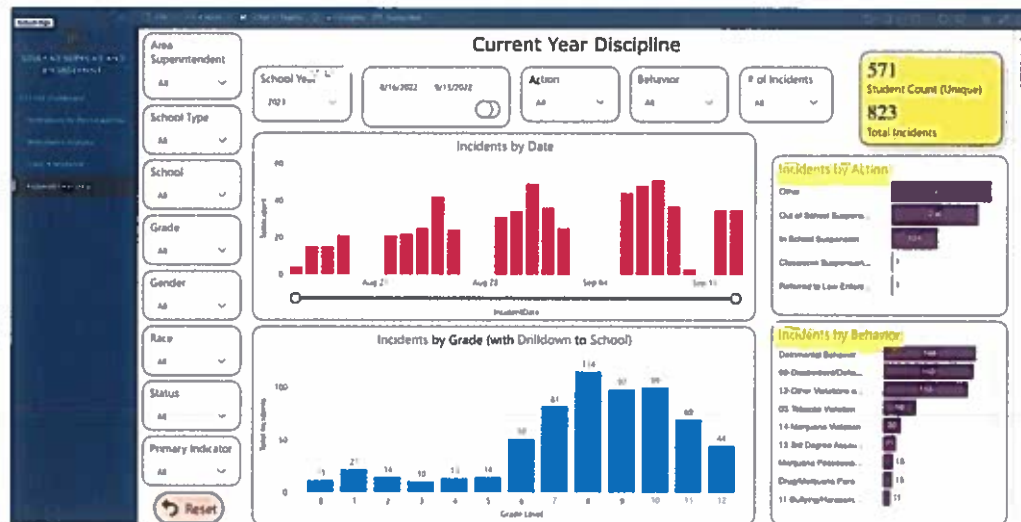
Time Frame

Afternoon - PM

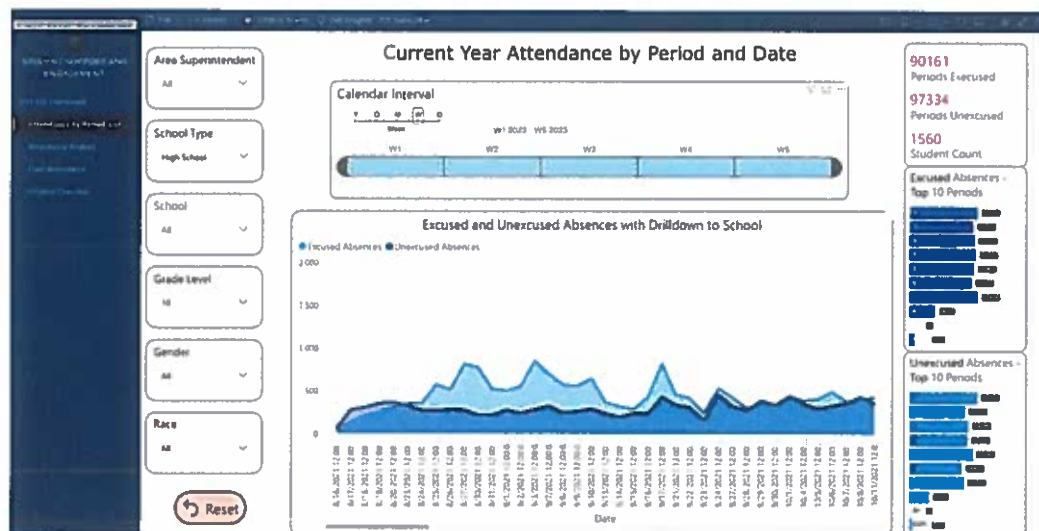
## Quick Incident Templates

- ☐ State Code in the Title
- ☐ CDE State Reportable Definitions in the Template
- ☐ Administrators should always be the last person who edits or modifies Incidents

## Utilizing Power BI - Discipline



## Utilizing Power BI - Attendance



## What Still Doesn't Work...

- Discipline

- Cannot reformat the Behaviors and Actions for easier data management due to the way PowerSchool set up CDE Codes
- PowerSchool has not updated the CDE Codes to align with new reporting requirements per C.R.S.
- Not pulling over accurately to Hoonuit
  - closer but needed templates and training

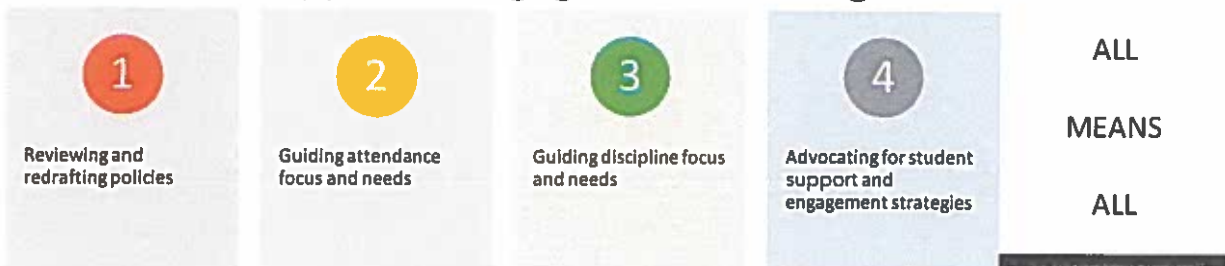
- Attendance

- PowerSchool's formula for computing attendance is different than CDE's formula for attendance
- Many buildings with a multitude of scheduling formats
- Not pulling over accurately to Hoonuit

**\*\* Visibility of Data \*\***



### Student Support & Engagement Steering Committee







# Supports for Schools

How Do We Start To Move Toward Prevention?

## Putting Needs Into Action

### **Spring 2021 Identified Areas**

- Social Skills and Behavior Interventions Training
- Messaging Campaign for Attendance
- Greater clarity of discipline categories and training

### **Fall 2022 Specific Activities**

- **August 2022**
  - Admin Kickoff – Tiered Behavioral Supports Introduction & Trauma Awareness
  - Front Office Training – Discipline & Attendance
  - Began Site Visits to Every Area School
  - Direct and timely consultation and recommendations (On-going & On-Site)
- **September 2022**
  - Completed Site Visits to Every Area School
  - Professional Development for Teachers
  - Online SSE Office Hours
  - Starting Attendance Matters! #FindYourWhy

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## #FindYourWhy Campaign

- [Family Engagement Video](#)
- [Student Engagement Video](#)

Questions?

### **DAC Charges – 2022-2023 School Year**

1. Provide value and support to School Accountability Committee (SACs) by providing highly effective communications, input and training opportunities, with a focus on student achievement, mental health, and an emphasis on family, community, and school partnerships.
2. Refine and implement more effective methods and structures for supporting the District 11 SACs by providing effective two-way communications, delivering relevant training sessions, and identifying, reaching out to and assisting those not having active SACs or gaps in current SAC functions.
3. Support the District's efforts on determining the why, how and what of assessment.
4. Actively participate in the implementation and monitoring of D11's Strategic Plan, Academic Master Plan, and related initiatives. E.g., Quality Neighborhood Schools, Pathways schools, and the Facilities Master Plan.
5. Participate in at least two joint work sessions with the Board of Education (BOE) and Superintendent for the purpose of two-way communication in refining charges, sharing feedback and maximizing the value of the DAC and its subcommittees to the BOE, the District and its students.