



Strasburg School District 31-J Agenda

SCHOOL DISTRICT BOARD OF EDUCATION
SPECIAL MEETING
October, 10, 2023 8:00am

Central Service Building
2102 Wagner Street, Strasburg CO 80136

Meeting is In-Person
Audience may observe via Zoom
<https://ecboces.zoom.us/j/99828907903>
Meeting ID: 998 2890 7903

Board of Education

Michael Marrero, President
Dillon Kent, 1st Vice President
Daymon Johnson, 2nd Vice President
Diana Elliott, Secretary
Julie Winter, Treasurer

*Strasburg School Board strives to follow our
guiding principles:*

T – Transparency

R – Respect

U – Unity

T – Trust

H – Honesty

Board Procedures:

Board meeting time is dedicated to the mission and goals of the Strasburg 31J School District. Public opinion is valuable to the Board, and there is an opportunity during request from patrons to address the Board. Individuals who try to address the Board outside of public comment may not be recognized.

Members of the public who intend to offer public comment to the Board must sign up for comment before each Board meeting. The Board President has discretion to call on those who have signed up and set the order of speakers.

Presentations must be no more than three minutes.

- I. **Opening of the Meeting (5 minutes)**
 - a. **Call to Order**
 - b. **Roll Call**
 - c. **Pledge of Allegiance**
 - d. **Adoption of Agenda**

- II. **Adoption of Consent Agenda Recommended Motion (5 minutes): Move to accept all items on the consent agenda.**
 Recommended Motion: I move to accept all items on the consent agenda
 Recommended Motion:
 - a. **Unified Improvement Plans**

- II. **Adjourn (1 minute)**



Colorado's Unified Improvement Plan for School

Strasburg Elementary School UIP 2023-24 | District: Strasburg 31J | Org ID: 0060 | School ID: 8328 |
Framework: Performance Plan | Draft UIP

Executive Summary

School Context

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

STANDARDS MASTERY

Teachers will use i-Ready Standards Mastery data to analyze for skill/standard gap results to provide extra support, which will help students reach grade level mastery on state standards.



INTERVENTION/ENRICHMENT OPPORTUNITIES (WIN)

All students in grades K-5 will have both a literacy and math WIN (What I Need) block to either fill gaps, practice grade level strategies, or explore the next grade level standards.



COMMUNITY AND FAMILY ENGAGEMENT

A wide range and variety of family/community engagement opportunities will be explored and offered so that families of all backgrounds feel valued, welcomed, and respected within our community.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

LACK OF ALIGNED ASSESSMENTS

Although the school has grade level aligned assessments for each unit taught, the assessments do not necessarily align with the CMAS assessment. Additionally, they are paper/pencil assessments whereas the CMAS is online. Thus not preparing for students adequately for their CMAS assessments.



INTERVENTION SYSTEMS

Although the school has had a structure in place for providing interventions, the time was split up between math, literacy, and/or language development. Thus, not allowing adequate time in all areas that might have been needed.



COMMUNITY ENGAGEMENT

Our students who are Minority Students, Students eligible for free / reduced lunch, Multilingual learners (ML) and Students with disabilities (IEP) are not making adequate growth gains when compared to their peers. There is also a correlation between their overall academic performance and the amount of time that their families are participating in extra curricular activities within the school.



Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

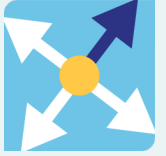
ACADEMIC ACHIEVEMENT IN ELA AND MATH

Academic achievement in both ELA and Math have been on a slow decline for many years. Although we are technically "Meets" in the All Students category for Math, we are very close to slipping down into "Approaching."



ACADEMIC GROWTH IN ELA AND MATH

Academic growth in both ELA and Math have been on a slow decline for many years; specifically for Minority Students, Students eligible for free / reduced lunch, Multilingual learners (ML) and Students with disabilities (IEP)





Colorado's Unified Improvement Plan for School

Hemphill Middle School UIP 2023-24 | District: Strasburg 31J | Org ID: 0060 | School ID: 8332 |
Framework: Improvement Plan | Draft UIP

Executive Summary

School Context

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

WELCOMING AND ENGAGING LEARNING ENVIRONMENT

Define and implement a rigorous and engaging learning environment for students and staff at Hemphill Middle School that is described in a shared mission statement.



RIGOROUS INSTRUCTION ALIGNED TO STANDARDS SUPPORTED BY ASSESSMENT DATA

Build and maintain a culture focused on engaging grade-level instruction driven by data. Staff will meet regularly and have a process to collect, analyze, and address gaps in student learning that is supported by a strong data and assessment infrastructure.



DEFINE AND IMPLEMENT COHERENT ELD PROGRAM

Invest in a curriculum for ELD program and complete an analysis on what we need to improve the program.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

LACK OF COHERENT PROGRAM FOR ENGLISH LANGUAGE DEVELOPMENT

Hemphill Middle School has a growing population of ELL Students. Components are present, however a coherent, aligned and shared support structure needs to be established for our ELL Students.



INCONSISTENT UNDERSTANDING AND IMPLEMENTATION OF DATA, STANDARDS AND INSTRUCTION

Hemphill Middle School does not have a consistent understanding of practices related to assessment data and use, instructional practices, and relationship to standards. There is also a lack of assessment data.



LACK SUPPORTIVE ENVIRONMENT FOR STAFF AND STUDENTS

When students don't attend school on a regular basis they miss out on vital instruction, get behind on class work and perform lower on assessments. It is similar to a student who feels they don't belong at school or don't feel valued. Students at Hemphill for the most part are well behaved and will comply with teachers' instructions. We recognize all students are more engaged in their learning when they have a sense of community and have relationships with their peers and teachers. The teachers at Hemphill Middle school have not had consistent PD or PLC's for quite few years nor have they felt supported by Administration



Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

ENGLISH LEARNER PERFORMANCE

Academic outcomes for English Learners are not as strong as we would like on CMAS, and WIDA access. (These numbers are small within the district and cannot be publicly shared due to student privacy).



ACHIEVEMENT AND GROWTH FOR ENGLISH LANGUAGE ARTS

Hemphill Middle School has not had the performance levels we would like for students in English Language Arts in both achievement and growth. These are evident in both the iReady and CMAS results.



ACHIEVEMENT GAP

Multi-language learners, minority students and students on meal assistance are performing lower than their peers. this is evident in both the CMAS and iready data.





Colorado's Unified Improvement Plan for School

Prairie Creek High School UIP 2023-24 | District: Strasburg 31J | Org ID: 0060 | School ID: 7133 |
Framework: AEC: Insufficient State Data | Draft UIP

Executive Summary

School Context

We exist to serve the non-traditional student, who is at risk of not graduating or dropping out by role modeling positive behavior, providing a safe environment and nurturing their educational, emotional and physical well-being so that they have the skills to live life well.

Demographic Shifts

For the 2023 year we currently have 11 White students 8 male/3 Female, and 12 Hispanic students 9 male/ 3 female.

Leadership/Staffing Changes

We added a Life Skills Technician, and three interns for counseling services

Geographic Location

56729 E. Colorado Ave.
Strasburg CO 80136

Schools Districts Served

Bennett 29J, Strasburg 31J, Byers 32J, Deer Trail 26J, Agate #300

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

ATTENDANCE

Through updating our tardy/absence policy we're implementing a tighter strategy to get students to class. Intervening early will provide students with structure and success.



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

ATTENDANCE

Students lack of interest in attending school cause them to become truant.



PREVIOUS FAILURE IN SCHOOL

Covid, caused allot of our students to fall behind in classes because there was no on to hold them accountable for not turning on their computers.



PERSONAL AND OR FAMILY CHALLENGES

Students often struggle with mental health, family support, and importance placed on them to achieve school completion.



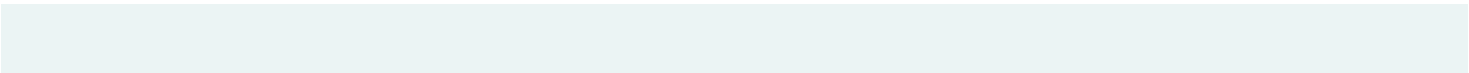
MOTIVATION

Our students lack of motivation and goal-directed behavior shows an indifference to one's surroundings



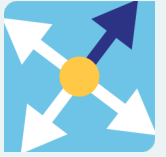
Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.



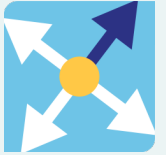
ATTENDANCE

Students come to us most often after becoming truant from their past schools. The reasons usually include lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse, lack of awareness of attendance laws, and differing attitudes toward education.



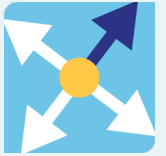
CREDIT RECOVERY

Most students attend Prairie Creeks after failing out of the traditional school system along the corridor. They lack the credits for graduation. These students usually struggle with mental health, poverty, and family assistance.



DROPOUT RATE

Students come to Prairie Creeks with the mentality of failure. They assume the same will happen at this school. Rates 18/19 5%, 19/20 17.4%, 20/21 5%, and 21/22 9.5%





Colorado's Unified Improvement Plan for School

Strasburg High School UIP 2023-24 | District: Strasburg 31J | Org ID: 0060 | School ID: 8334 |
Framework: Performance Plan | Draft UIP

Executive Summary

School Context

If we...

Major Improvement Strategy: An overall approach to improvement that will reduce or resolve the identified root causes.

SCHOOL CULTURE

Strasburg High School will create a supportive school culture improving attendance rates and reducing tardies for FRL, SWD and Minority students by 10%.



CURRICULUM ALIGNMENT

Strasburg High School will intentionally focus on content area alignment for the purpose of prioritizing standards, embedding effective instructional strategies, and the creation of a school wide scope/sequence to increase achievement and growth scores by 10%



INSTRUCTIONAL PROGRAMMING

Strasburg High School will implement a systemic instructional programming to support the aligned curriculum. Instructional delivery will be enhanced using Kagan instructional strategies, ELL programming to meet the needs of ELL students, increased use of KAHN Academy resources, and SIOP instructional models, all of which will ultimately increase scores by increasing the quality of content through alignment



Then we will address...

Root Cause: Statements describing the deepest underlying causes within control of the school that if dissolved would result in elimination of the performance challenge.

CURRICULUM ALIGNMENT AND INSTRUCTIONAL STRATEGIES

Under-performance in achievement of FRL, SWD and minority students in reading, writing and math is reflected in poor performance in other academic areas. Well aligned curriculum will support achievement in reading, writing and math performance



LOW ATTENDANCE RATES, HIGH TARDY RATES

Attendance rates have declined and tardy rates have increased over time. The decline in Student achievement for minority and Multilingual students achievement is attributable to low attendance and high tardy rates. <https://www.cde.state.co.us/uip/attendance-strategy-guidev2>



PWR ACADEMIC ACHIEVEMENT FOR MINORITY STUDENTS

District has not had a comprehensive K-12 ELL program with effective instructional strategies. The ELL population is growing at a higher rate than in previous years and their scores reflect in the lower scores for FRL, SWD and minority student groups.



Then we will change current trends for students.

Priority Performance Challenge: Specific problem statements about student performance that provide the strategic focus for improvement efforts.

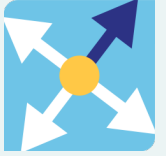
FRL / SWD STUDENTS ARE UNDER PERFORMING IN READING, WRITING, & MATH ACHIEVEMENT

29% of Strasburg High School students are FRL students and 12% are SWD. Improving academic performance for FRL students in reading, writing and math will improve performance in all academic areas.



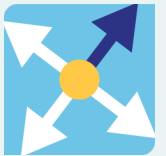
FRL AND SWD STUDENTS ARE UNDER-PERFORMING IN READING, WRITING, & MATH IN GROWTH.

29% of Strasburg High School students are FRL students and 12% are SWD. Improving attendance and reducing tardies will improve academic performance for minority students in reading, writing and math



PWR ACADEMIC ACHIEVMENT FOR MINORITY STUDENTS HAS DECLINED

PWR Academic Achievement in Evidence-Based reading and writing for minority students has declined from 465.5 to 447.8 and from 446.5 to 411.9 for Math falling below school performance expectations.

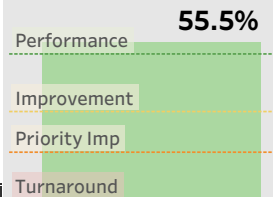


8328: Strasburg Elementary School | 0060: Strasburg 31J

Grade Levels: E - (1 Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan
55.5/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.


Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	54.2%	21.7/40	Approaching
Academic Growth	56.3%	33.8/60	Approaching

School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Assurances

	Rating
Accountability Participation Rate	Meets 95% Participation

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	252	243	96.4%	9	100.0%	Meets 95% Participation
Math	253	243	96.0%	9	99.6%	Meets 95% Participation

Turnaround Plan:
0.0% - 33.9%

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% Participation
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Insufficient State Data:
No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	54.2%	21.7/40	Approaching	55.5%	Performance
	Academic Growth	56.3%	33.8/60	Approaching		

(-) No Reportable Data

(*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.

8328: Strasburg Elementary School | 0060: Strasburg 31J

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	228	96.4%	735.6	41	4/8	Approaching
	Previously Identified for READ Plan	41	91.5%	697.6	-	0/0	-
	Free/Reduced-Price Lunch Eligible	68	91.7%	726.6	22	.5/1	Approaching
	Minority Students	89	98.0%	725.7	20	.5/1	Approaching
	Multilingual Learners	39	97.7%	716.0	6	.25/1	Does Not Meet
	Students with Disabilities	39	89.6%	704.8	1	.25/1	Does Not Meet
CMAS - Math	All Students	228	96.0%	735.0	51	6/8	Meets
	Free/Reduced-Price Lunch Eligible	68	90.6%	726.6	31	.5/1	Approaching
	Minority Students	89	98.0%	728.4	35	.5/1	Approaching
	Multilingual Learners	39	97.7%	717.2	12	.25/1	Does Not Meet
	Students with Disabilities	39	89.6%	718.4	13	.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	13/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	137	56.0	6/8	Meets
	Free/Reduced-Price Lunch Eligible	41	39.0	.5/1	Approaching
	Minority Students	53	36.0	.5/1	Approaching
	Multilingual Learners	22	27.5	.25/1	Does Not Meet
	Students with Disabilities	21	45.0	.5/1	Approaching
CMAS - Math	All Students	138	49.5	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	42	40.5	.5/1	Approaching
	Minority Students	54	43.5	.5/1	Approaching
	Multilingual Learners	23	33.0	.25/1	Does Not Meet
	Students with Disabilities	21	50.0	.75/1	Meets
English Language Proficiency	English Language Proficiency	46	46.5	1/2	Approaching
	On Track to EL Proficiency	50	54.0%	1/2	Approaching
TOTAL	TOTAL	*	*	15.75/28	Approaching

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2022-23.

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. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2023 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.

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

Scoring Guide for 2023 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*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• 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
	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		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	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 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	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 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	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 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	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	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	51.7%	8.9%	12.1%
50th percentile	64.1%	18.0%	21.1%
85th percentile	76.3%	31.5%	29.8%

Total Possible Points by Performance Indicator			
Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2023)	40%	30%
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%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator		
Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment			
Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2023 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 12, 2023

8332: Hemphill Middle School | 0060: Strasburg 31J

Grade Levels: M - (1 Year)

Plan Type
Official Rating based on 1-Year SPF Report
Improvement Plan
49.4/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

 Performance **49.4%**

Improvement

Priority Imp

Turnaround

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	45.8%	18.3/40	Approaching
Academic Growth	51.9%	31.1/60	Approaching

School plan types are based on the total percentage of points earned.

Performance Plan:
 53.0% - 100%

Improvement Plan:
 42.0% - 52.9%

Priority Improvement Plan:
 34.0% - 41.9%

Turnaround Plan:
 0.0% - 33.9%

Insufficient State Data:
 No reportable achievement and growth data.

Assurances

	Rating
Accountability Participation Rate	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	258	246	95.3%	12	100.0%	Meets 95% Participation
Math	258	246	95.3%	12	100.0%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% Participation
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Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Middle	Academic Achievement	45.8%	18.3/40	Approaching	49.4%	Improvement
	Academic Growth	51.9%	31.1/60	Approaching		

(-) No Reportable Data

(*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.

8332: Hemphill Middle School | 0060: Strasburg 31J

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	233	95.3%	733.8	34	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	78	92.5%	723.5	14	.25/1	Does Not Meet
	Minority Students	93	95.3%	727.5	22	.5/1	Approaching
	Multilingual Learners	48	94.9%	721.7	11	.25/1	Does Not Meet
	Students with Disabilities	30	86.8%	706.2	1	.25/1	Does Not Meet
CMAS - Math	All Students	233	95.3%	727.4	40	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	78	92.5%	721.0	23	.5/1	Approaching
	Minority Students	93	95.3%	721.1	23	.5/1	Approaching
	Multilingual Learners	48	94.9%	716.9	16	.5/1	Approaching
	Students with Disabilities	30	86.8%	711.0	6	.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	11/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	142	37.5	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	44	35.0	.5/1	Approaching
	Minority Students	54	36.0	.5/1	Approaching
	Multilingual Learners	25	42.0	.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	140	38.0	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	43	37.0	.5/1	Approaching
	Minority Students	52	38.0	.5/1	Approaching
	Multilingual Learners	25	41.0	.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
English Language Proficiency	English Language Proficiency	22	51.0	1.5/2	Meets
	On Track to EL Proficiency	22	13.6%	1/2	Approaching
TOTAL	TOTAL	*	*	13.5/26	Approaching

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2022-23.

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. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2023 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.

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

Scoring Guide for 2023 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*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• 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
	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		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	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 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	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 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	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 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	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	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	51.7%	8.9%	12.1%
50th percentile	64.1%	18.0%	21.1%
85th percentile	76.3%	31.5%	29.8%

Total Possible Points by Performance Indicator			
Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2023)	40%	30%
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%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator		
Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment			
Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2023 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

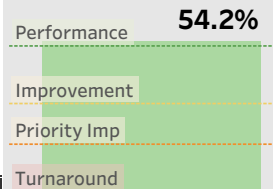
August 12, 2023

8334: Strasburg High School | 0060: Strasburg 31J

Grade Levels: H - (1 Year)

Plan Type
Official Rating based on 1-Year SPF Report
Performance Plan
54.2/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.


Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	42.7%	12.8/30	Approaching
Academic Growth	47.2%	18.9/40	Approaching
Postsecondary & Workforce Readiness	75%	22.5/30	Meets

School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Assurances

Assurance	Rating
Accountability Participation Rate	Meets 95% Participation

Improvement Plan:
42.0% - 52.9%

Priority Improvement Plan:
34.0% - 41.9%

Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	284	268	94.4%	7	97.1%	Meets 95% Participation
Math	284	268	94.4%	7	96.8%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Low Total Participation
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Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
High	Academic Achievement	42.7%	12.8/30	Approaching	54.2%	Performance
	Academic Growth	47.2%	18.9/40	Approaching		
	Postsecondary & Workforce Readiness	75%	22.5/30	Meets		

(-) No Reportable Data

(*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.

8334: Strasburg High School | 0060: Strasburg 31J

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Based Reading & Writing	All Students	180	93.5%	442.5	28	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	62	90.0%	405.6	7	.25/1	Does Not Meet
	Minority Students	86	91.8%	424.8	15	.5/1	Approaching
	Multilingual Learners	22	92.3%	389.1	2	.25/1	Does Not Meet
	Students with Disabilities	21	88.0%	377.6	1	.25/1	Does Not Meet
Colorado PSAT - Math	All Students	182	93.5%	420.6	22	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	62	90.0%	397.4	7	.25/1	Does Not Meet
	Minority Students	88	91.8%	404.4	11	.25/1	Does Not Meet
	Multilingual Learners	24	92.3%	372.9	1	.25/1	Does Not Meet
	Students with Disabilities	21	88.0%	366.2	1	.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	10.25/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence-Based Reading & Writing	All Students	155	47.0	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	50	41.0	.5/1	Approaching
	Minority Students	76	48.0	.5/1	Approaching
	Multilingual Learners	26	43.0	.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
Colorado PSAT/SAT - Math	All Students	193	45.0	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	62	39.0	.5/1	Approaching
	Minority Students	94	42.0	.5/1	Approaching
	Multilingual Learners	30	39.5	.5/1	Approaching
	Students with Disabilities	23	26.0	.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	26	42.5	1/2	Approaching
	On Track to EL Proficiency	26	3.8%	.5/2	Does Not Meet
TOTAL	TOTAL	*	*	12.75/27	Approaching

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2022-23.

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. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2023 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.

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

8334: Strasburg High School | 0060: Strasburg 31J

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
Colorado SAT - Evidence Based Reading & Writing	All Students	80	*	478.3	96.4%	2/4	Approaching
	Free/Reduced-Price Lunch Eligible	23	*	463.5	95.8%	.5/1	Approaching
	Minority Students	36	*	447.8	92.3%	.25/1	Does Not Meet
	Multilingual Learners	n < 16	*	-	-	0/0	-
	Students with Disabilities	n < 16	*	-	-	0/0	-
Colorado SAT - Math	All Students	80	*	446.1	96.4%	2/4	Approaching
	Free/Reduced-Price Lunch Eligible	23	*	441.7	95.8%	.5/1	Approaching
	Minority Students	36	*	411.9	92.3%	.25/1	Does Not Meet
	Multilingual Learners	n < 16	*	-	-	0/0	-
	Students with Disabilities	n < 16	*	-	-	0/0	-
Dropout Rate	All Students	398	*	0.8%	*	6/8	Meets
	Free/Reduced-Price Lunch Eligible	74	*	1.4%	*	1.5/2	Meets
	Minority Students	165	*	0.0%	*	2/2	Exceeds
	Multilingual Learners	48	*	0.0%	*	2/2	Exceeds
	Students with Disabilities	40	*	0.0%	*	2/2	Exceeds
Matriculation Rate	All Students	64	*	54.7%	*	2/4	Approaching
	2 YEAR	*	*	12.5%	*	0/0	-
	4 YEAR	*	*	42.2%	*	0/0	-
	CTE	*	*	1.6%	*	0/0	-
	MILITARY	*	*	1.6%	*	0/0	-
Graduation Rate	All Students	80	6yr	97.5%	*	8/8	Exceeds
	Free/Reduced-Price Lunch Eligible	23	7yr	95.7%	*	2/2	Exceeds
	Minority Students	21	5yr	100.0%	*	2/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0/0	-
	Students with Disabilities	n < 16	-	-	*	0/0	-
TOTAL	TOTAL	*	*	*	*	33/44	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	85.5%	95.0%	97.5%	97.4%	6yr
Free/Reduced-Price Lunch Eligible	80.0%	90.3%	94.4%	95.7%	7yr
Minority Students	78.9%	100.0%	88.2%	87.5%	5yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

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

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations are based on the 2022 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 2022 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. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations are based on data for students with AYGs between 2019 and 2022.

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/pwr>

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

Scoring Guide for 2023 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*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• 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
	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		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	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 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	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 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	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 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	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	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	51.7%	8.9%	12.1%
50th percentile	64.1%	18.0%	21.1%
85th percentile	76.3%	31.5%	29.8%

Total Possible Points by Performance Indicator			
Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2023)	40%	30%
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%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator		
Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment			
Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2023 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 12, 2023

7133: Prairie Creek High School | 0060: Strasburg 31J

Grade Levels: H - (1 Year)

Plan Type
Informational Rating based on 1-Year SPF Report
Pending AEC Framework
0/0
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	-	0/0	-
Academic Growth	-	0/0	-
Postsecondary & Workforce Readiness	25%	7.5/30	Does Not Meet

Assurances

	Rating
Accountability Participation Rate	n < 20

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	6	1	16.7%	5	100.0%	-
Math	6	1	16.7%	5	100.0%	-

Total Participation Rate Descriptor for Planning Purposes:	-
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Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
High	Academic Achievement	-	0/0	-	25%	Turnaround
	Academic Growth	-	0/0	-		
	Postsecondary & Workforce Readiness	25%	7.5/30	Does Not Meet		

Performance

Improvement

Priority Imp

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:

53.0% - 100%

Improvement Plan:

42.0% - 52.9%

Priority Improvement Plan:

34.0% - 41.9%

Turnaround Plan:

0.0% - 33.9%

Insufficient State Data:

No reportable achievement and growth data.

(-) No Reportable Data

(*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.

7133: Prairie Creek High School | 0060: Strasburg 31J

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Based Reading & Writing	All Students	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Multilingual Learners	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
Colorado PSAT - Math	All Students	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	n < 16	-	-	-	0/0	-
	Multilingual Learners	n < 16	-	-	-	0/0	-
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL	TOTAL	*	*	*	*	0/0	-

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence-Based Reading & Writing	All Students	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Multilingual Learners	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
Colorado PSAT/SAT - Math	All Students	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0/0	-
	Minority Students	n < 20	-	0/0	-
	Multilingual Learners	n < 20	-	0/0	-
	Students with Disabilities	n < 20	-	0/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL	TOTAL	*	*	0/0	-

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2022-23.

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. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2023 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.

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

7133: Prairie Creek High School | 0060: Strasburg 31J

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
Colorado SAT - Evidence Based Reading & Writing	All Students	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0/0	-
	Minority Students	n < 16	*	-	-	0/0	-
	Multilingual Learners	n < 16	*	-	-	0/0	-
	Students with Disabilities	n < 16	*	-	-	0/0	-
Colorado SAT - Math	All Students	n < 16	*	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	-	0/0	-
	Minority Students	n < 16	*	-	-	0/0	-
	Multilingual Learners	n < 16	*	-	-	0/0	-
	Students with Disabilities	n < 16	*	-	-	0/0	-
Dropout Rate	All Students	21	*	9.5%	*	2/8	Does Not Meet
	Free/Reduced-Price Lunch Eligible	n < 16	*	-	*	0/0	-
	Minority Students	n < 16	*	-	*	0/0	-
	Multilingual Learners	n < 16	*	-	*	0/0	-
	Students with Disabilities	n < 16	*	-	*	0/0	-
Matriculation Rate	All Students	n < 16	*	-	*	0/0	-
	2 YEAR	*	*	-	*	0/0	-
	4 YEAR	*	*	-	*	0/0	-
	CTE	*	*	-	*	0/0	-
	MILITARY	*	*	-	*	0/0	-
Graduation Rate	All Students	n < 16	-	-	*	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	*	0/0	-
	Minority Students	n < 16	-	-	*	0/0	-
	Multilingual Learners	n < 16	-	-	*	0/0	-
	Students with Disabilities	n < 16	-	-	*	0/0	-
TOTAL	TOTAL	*	*	*	*	2/8	Does Not Meet

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	-	-	-	-	-
Free/Reduced-Price Lunch Eligible	-	-	-	-	-
Minority Students	-	-	-	-	-
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

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

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations are based on the 2022 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 2022 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. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations are based on data for students with AYGs between 2019 and 2022.

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/pwr>

“English Learners” has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

Scoring Guide for 2023 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*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• 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
	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		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	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 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	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 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	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 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	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	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	51.7%	8.9%	12.1%
50th percentile	64.1%	18.0%	21.1%
85th percentile	76.3%	31.5%	29.8%

Total Possible Points by Performance Indicator			
Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2023)	40%	30%
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%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator		
Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment			
Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2023 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 12, 2023

0060: Strasburg 31J

Grade Levels: EMH - (1 Year)

Accreditation Rating
Official Rating based on 1-Year DPF Report
Accredited
56.9/100
 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	47.6%	14.3/30	Approaching
Academic Growth	51.9%	20.8/40	Approaching
Postsecondary & Workforce Readiness	72.7%	21.8/30	Meets

Assurances

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

Test Participation Rates and Total Participation Rate Descriptor*

Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	800	758	94.8%	33	99.0%	Meets 95% Participation
Math	801	758	94.6%	33	98.7%	Meets 95% Participation

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% Participation
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Distinction

56.9%

Accredited

Improvement

Priority Imp

Turnaround

Accreditation categories are based on the total percentage of points earned.

Accredited with Distinction:
74.0% - 100%

Accredited:
56.0% - 73.9%

Accredited with Improvement Plan:
44.0% - 55.9%

Accredited with Priority Improvement Plan:
34.0% - 43.9%

Accredited with Turnaround Plan:
0.0% - 33.9%

Insufficient State Data:
No reportable achievement and growth data.

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	54.2%	21.7/40	Approaching	55.5%	Improvement
	Academic Growth	56.3%	33.8/60	Approaching		
Middle	Academic Achievement	45.8%	18.3/40	Approaching	49.4%	Improvement
	Academic Growth	51.9%	31.1/60	Approaching		
High	Academic Achievement	42.7%	12.8/30	Approaching	53.5%	Improvement
	Academic Growth	47.2%	18.9/40	Approaching		
	Postsecondary & Workforce Readiness	72.7%	21.8/30	Meets		

(-) No Reportable Data

(*) Under state accountability policy, 95% of students must participate in state assessments. Students who are excused from testing by a parent or guardian do not impact the Accountability Participation Rate that is used to determine whether the overall rating is reduced by one level. Districts or schools with less than 95% total participation in ELA and Math receive a "Low Participation" descriptor to help readers when interpreting accountability data. The descriptor does not impact framework calculations. Multilingual Learners in their first year in the U.S. who were eligible to take the ELP assessment count as participants for ELA.

0060: Strasburg 31J

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	228	96.4%	735.6	41	4/8	Approaching
	Previously Identified for READ Plan	41	91.5%	697.6	-	0/0	-
	Free/Reduced-Price Lunch Eligible	68	91.7%	726.6	22	.5/1	Approaching
	Minority Students	89	98.0%	725.7	20	.5/1	Approaching
	Multilingual Learners	39	97.7%	716.0	6	.25/1	Does Not Meet
	Students with Disabilities	39	89.6%	704.8	1	.25/1	Does Not Meet
CMAS - Math	All Students	228	96.0%	735.0	51	6/8	Meets
	Free/Reduced-Price Lunch Eligible	68	90.6%	726.6	31	.5/1	Approaching
	Minority Students	89	98.0%	728.4	35	.5/1	Approaching
	Multilingual Learners	39	97.7%	717.2	12	.25/1	Does Not Meet
	Students with Disabilities	39	89.6%	718.4	13	.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	13/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	137	56.0	6/8	Meets
	Free/Reduced-Price Lunch Eligible	41	39.0	.5/1	Approaching
	Minority Students	53	36.0	.5/1	Approaching
	Multilingual Learners	22	27.5	.25/1	Does Not Meet
	Students with Disabilities	21	45.0	.5/1	Approaching
CMAS - Math	All Students	138	49.5	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	42	40.5	.5/1	Approaching
	Minority Students	54	43.5	.5/1	Approaching
	Multilingual Learners	23	33.0	.25/1	Does Not Meet
	Students with Disabilities	21	50.0	.75/1	Meets
English Language Proficiency	English Language Proficiency	46	46.5	1/2	Approaching
	On Track to EL Proficiency	50	54.0%	1/2	Approaching
TOTAL	TOTAL	*	*	15.75/28	Approaching

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2022-23.

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. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2023 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.

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

0060: Strasburg 31J

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	233	95.3%	733.8	34	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	78	92.5%	723.5	14	.25/1	Does Not Meet
	Minority Students	93	95.3%	727.5	22	.5/1	Approaching
	Multilingual Learners	48	94.9%	721.7	11	.25/1	Does Not Meet
	Students with Disabilities	30	86.8%	706.2	1	.25/1	Does Not Meet
CMAS - Math	All Students	233	95.3%	727.4	40	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	78	92.5%	721.0	23	.5/1	Approaching
	Minority Students	93	95.3%	721.1	23	.5/1	Approaching
	Multilingual Learners	48	94.9%	716.9	16	.5/1	Approaching
	Students with Disabilities	30	86.8%	711.0	6	.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	11/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	142	37.5	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	44	35.0	.5/1	Approaching
	Minority Students	54	36.0	.5/1	Approaching
	Multilingual Learners	25	42.0	.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	140	38.0	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	43	37.0	.5/1	Approaching
	Minority Students	52	38.0	.5/1	Approaching
	Multilingual Learners	25	41.0	.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
English Language Proficiency	English Language Proficiency	22	51.0	1.5/2	Meets
	On Track to EL Proficiency	22	13.6%	1/2	Approaching
TOTAL	TOTAL	*	*	13.5/26	Approaching

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2022-23.

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. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2023 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.

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

0060: Strasburg 31J

High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Based Reading & Writing	All Students	181	93.6%	442.8	28	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	62	90.0%	405.6	7	.25/1	Does Not Meet
	Minority Students	86	91.8%	424.8	15	.5/1	Approaching
	Multilingual Learners	22	92.3%	389.1	2	.25/1	Does Not Meet
	Students with Disabilities	21	88.0%	377.6	1	.25/1	Does Not Meet
Colorado PSAT - Math	All Students	183	93.6%	420.8	22	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	62	90.0%	397.4	7	.25/1	Does Not Meet
	Minority Students	88	91.8%	404.4	11	.25/1	Does Not Meet
	Multilingual Learners	24	92.3%	372.9	1	.25/1	Does Not Meet
	Students with Disabilities	21	88.0%	366.2	1	.25/1	Does Not Meet
TOTAL	TOTAL	*	*	*	*	10.25/24	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence-Based Reading & Writing	All Students	155	47.0	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	50	41.0	.5/1	Approaching
	Minority Students	76	48.0	.5/1	Approaching
	Multilingual Learners	26	43.0	.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
Colorado PSAT/SAT - Math	All Students	193	45.0	4/8	Approaching
	Free/Reduced-Price Lunch Eligible	62	39.0	.5/1	Approaching
	Minority Students	94	42.0	.5/1	Approaching
	Multilingual Learners	30	39.5	.5/1	Approaching
	Students with Disabilities	23	26.0	.25/1	Does Not Meet
English Language Proficiency	English Language Proficiency	27	39.0	1/2	Approaching
	On Track to EL Proficiency	27	3.7%	.5/2	Does Not Meet
TOTAL	TOTAL	*	*	12.75/27	Approaching

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2022-23.

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. Cut-scores for the On-Track to EL proficiency metric were re-normed based on 2023 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.

"English Learners" has changed to **Multilingual Learners**. Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exited Year 1, & Exited Year 2.

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

0060: Strasburg 31J

High School - (1 Year)

POSTSECONDARY AND WORKFORCE READINESS

Subject	Student Group	Count	Best Rate	Rate/Score	Participation Rate	Pts Earned/Eligible	Rating
Colorado SAT - Evidence Based Reading & Writing	All Students	80	*	478.3	90.9%	2/4	Approaching
	Free/Reduced-Price Lunch Eligible	23	*	463.5	88.5%	.5/1	Approaching
	Minority Students	36	*	447.8	85.7%	.25/1	Does Not Meet
	Multilingual Learners	n < 16	*	-	-	0/0	-
	Students with Disabilities	n < 16	*	-	-	0/0	-
Colorado SAT - Math	All Students	80	*	446.1	90.9%	2/4	Approaching
	Free/Reduced-Price Lunch Eligible	23	*	441.7	88.5%	.5/1	Approaching
	Minority Students	36	*	411.9	85.7%	.25/1	Does Not Meet
	Multilingual Learners	n < 16	*	-	-	0/0	-
	Students with Disabilities	n < 16	*	-	-	0/0	-
Dropout Rate	All Students	634	*	0.8%	*	6/8	Meets
	Free/Reduced-Price Lunch Eligible	127	*	0.8%	*	1.5/2	Meets
	Minority Students	264	*	0.4%	*	2/2	Exceeds
	Multilingual Learners	75	*	0.0%	*	2/2	Exceeds
	Students with Disabilities	87	*	1.1%	*	1.5/2	Meets
Matriculation Rate	All Students	72	*	48.6%	*	2/4	Approaching
	2 YEAR	*	*	11.1%	*	0/0	-
	4 YEAR	*	*	37.5%	*	0/0	-
	CTE	*	*	1.4%	*	0/0	-
	MILITARY	*	*	1.4%	*	0/0	-
Graduation Rate	All Students	84	7yr	95.2%	*	8/8	Exceeds
	Free/Reduced-Price Lunch Eligible	27	7yr	92.6%	*	1.5/2	Meets
	Minority Students	27	5yr	96.3%	*	2/2	Exceeds
	Multilingual Learners	n < 16	-	-	*	0/0	-
	Students with Disabilities	n < 16	-	-	*	0/0	-
TOTAL	TOTAL	*	*	*	*	32/44	Meets

REFERENCE TABLE: DISAGGREGATED GRADUATION RATES

Student Group	4-Year Rate	5-Year Rate	6-Year Rate	7-Year Rate	Best Rate
All Students	79.5%	93.4%	94.4%	95.2%	7yr
Free/Reduced-Price Lunch Eligible	69.2%	87.5%	87.5%	92.6%	7yr
Minority Students	66.7%	96.3%	83.3%	84.2%	5yr
Multilingual Learners	-	-	-	-	-
Students with Disabilities	-	-	-	-	-

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

Dropout Rates: represent percentages of students enrolled in grades 7-12 at any time during the year who left and did not subsequently enroll in another Colorado school. Calculations are based on the 2022 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 2022 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. AYGs designate Anticipated Years of Graduation, which are defined as four years after the year that students initially enroll in 9th grade. Calculations are based on data for students with AYGs between 2019 and 2022.

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/pwr>

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

Scoring Guide for 2023 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*: see tables below for actual values		All Students	Each Disaggregated Group	ELP On Track Growth
	• 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
	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		
Academic Growth	Median Growth Percentile was:		All Students	Each Disaggregated Group	ELP
	• at or above 65	Exceeds	8	1.00	2.0
	• at or above 50 but below 65	Meets	6	0.75	1.5
	• at or above 35 but below 50	Approaching	4	0.50	1.0
	• below 35	Does Not Meet	2	0.25	0.5
Postsecondary and Workforce Readiness	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 501.3 but below 554.7	Meets	3	0.75	
	• at or above 458.0 but below 501.3	Approaching	2	0.50	
	• below 458.0	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 5.0% but above 2.0%	Approaching	4	1.0	
	• above 5.0%	Does Not Meet	2	0.5	
	Matriculation Rate (of all schools in 2018):		All Students		
	• at or above the 75.8%	Exceeds	4		
	• at or above 61.1% but below 75.8%	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 95.0%	Exceeds	8	2.0	
	• at or above 85.0% but below 95.0%	Meets	6	1.5	
	• at or above 75.0% but below 85.0%	Approaching	4	1.0	
	• below 75.0%	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	716.5	413.0	NA	NA	NA
50th percentile	739.5	740.1	461.1	734.3	731.2	448.4	NA	NA	NA
85th percentile	755.9	757.3	505.0	751.9	746.2	491.0	NA	NA	NA

Percent of Students On Track for ELP Growth Targets			
Percentile	ELP On Track Growth		
	Elem	Middle	High
15th percentile	51.7%	8.9%	12.1%
50th percentile	64.1%	18.0%	21.1%
85th percentile	76.3%	31.5%	29.8%

Total Possible Points by Performance Indicator			
Indicator	Total Possible Points	Elementary/Middle	High/District
Achievement	24 points (8 per subject for all students, 4 per subject by disaggregated group, no Science data for 2023)	40%	30%
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%	40%
Postsecondary Readiness	52 total points (16 for graduation, 4 for matriculation, 16 for dropout, 8 per CO SAT subject)	not applicable	30%

Cut-Points for Each Performance Indicator		
Achievement; Growth; Postsecondary Readiness	Cut-Point: The district or school earned...of the points eligible.	
	• at or above 87.5%	Exceeds
	• at or above 62.5% but below 87.5%	Meets
	• at or above 37.5% but below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan/Category Type Assignment			
Total Framework Points	District	School	Accreditation Category/Plan Type
	74.0%	not applicable	Accredited w/Distinction (District only)
	56.0%	53.0%	Accredited (District) or Performance Plan (School)
	44.0%	42.0%	Accredited w/Improvement Plan (District) or Improvement Plan (School)
	34.0%	34.0%	Accredited w/Priority Improvement Plan (District) or Priority Improvement (School)
	25.0%	25.0%	Accredited w/Turnaround Plan(District) or Turnaround Plan (School)

* School data used as baseline: 2016 for CMAS & CoAlt ELA & Math (g3-8). 2019 for CO PSAT & CoAlt EBRW/ELA & Math (g9-10). 2023 for ELP On Track to Proficiency Growth as planned prior to the COVID-19 pandemic.

** 2019 school data used as baseline for CO SAT & CoAlt EBRW/ELA & Math (g11).

August 12, 2023